Signature Assignment 2b: Student Equity Audit (20 points)

Select one student for a case study who meets one or more of the following criteria: (a) multi-year academic failure, history of behavior problems; (b) lack of age-appropriate; and/or (c) social-emotional skills. Shadow, unobtrusively, three elementary students, or one middle or high school student to observe student-teacher and student-peer interactions. Following the shadowing experience, conduct an informal interview with the selected student, individually, or in a focus group, to explore perceived academic and/or behavioral strengths/weaknesses, access to challenging curriculum, support systems, personal goals and academic desires. Collect multi-year data, including include, but not be limited to, formative and summative assessment results, behavior records, attendance patterns, interventions provided and support services. Analyze information obtained from data, interviews and shadowing experiences to determine adult and/or student behaviors and/or social peer interactions that may contribute to the student's current level of poor performance. Determine next steps based on findings. ***To maintain confidentiality, use fictitious student name. Students with IEPs <u>may not be selected</u> for this assignment.***

Signature Assignment 2b: Student Audit

EAD 274

9/22/13

EAD 274 – Signature Assignment 2b – Student Audit

The teaching profession has one of the most difficult jobs, preparing the students for an unknown future by providing them with the skills and self-confidence to be success and contributing members of society. With the change in the school system and growing demands and needs from students it is important to ensure that students don't fall through the cracks. An individual student equity audit can provide the opportunity to help create change for a student in need.

I. School Demographics

Harvest Elementary is Title 1, Program Improvement year 3 school with an enrollment of 630 students. While the demographics of a school cannot be controlled, it is important to be aware of the students in a school, their needs and background to understand how to most effectively assist them educationally. Harvest has a predominately Hispanic population at 51.4%. The next significant student subgroup is the Caucasian population at 17.5%. The Asian population comprises 15.2% of the population and the African American students make up 8.6% of the student population. However, there is a disproportionate staff population compared to our student population. The majority of the staff is Caucasian at 61.6%. Our Hispanic and Asian staff members make up 11.5% of our teaching staff and African American staff members are 7.7% of the teaching staff. The African American staff and students are the closest represented proportionally with a difference of 0.9%. The Asian staff and students are also closely represented with a difference of 3.7%. The greatest disparity comes from the Hispanic student population compared to our teaching staff with a difference of 39.9%. Though many schools do not have an ethnically proportional represented staff to student ratio more attention needs to be taken into account on how this impacts student learning.
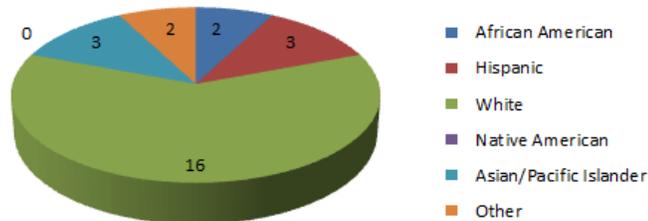
Harvest Elementary Report

Ethnicity	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Hispanic or Latino of Any Race	46	59	45	51	52	43	27
American Indian or Alaska Native, Not Hispanic	0	0	0	0	1	1	0
Asian, Not Hispanic	13	16	12	12	13	22	8
Filipino, Not Hispanic	3	4	2	1	5	1	0
African American, Not Hispanic	6	10	4	7	8	8	11
White, not Hispanic	14	14	17	17	11	23	14
Two or More Races, Not Hispanic	4	3	3	5	1	5	2
Not Reported	0	1	2	1	0	1	1

STUDENTS	Campus	
Ethnicity (Including Special Education)	**Number**	**Percent**
African American	54	8.6
Hispanic	323	51.4
White	110	17.5
Native American	2	.3
Asian/Pacific Islander	96	15.2
Other	45	7
TOTAL STUDENT COUNT	**630**	**100%**
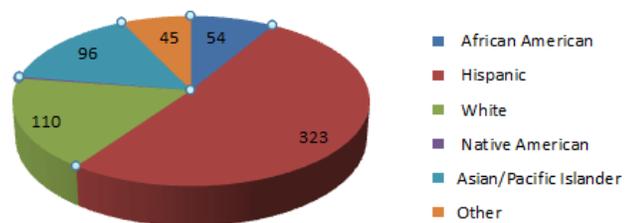
STAFF	Campus	
Ethnicity	**Number**	**Percent**
African American	2	7.7
Hispanic	3	11.5
White	16	61.6
Native American	0	0
Asian/Pacific Islander	3	11.5
Other	2	7.7
TOTAL STAFF COUNT	**26**	**100 %**

II. Student Profile

Tommy (fictitious name to protect the identity of the student) is an English only, Hispanic first grader at Harvest Elementary. He is an only child and lives with his dad and grandpa. His dad works multiple jobs and his grandpa is the primary care provider for Tommy but has a low level of education and cannot read. His mom is deceased as well. At a meeting, Tommy's dad confided with the school that he rarely has time to spend with his son due to his jobs in order to make ends meet. Tommy is usually in bed asleep by the time he comes home from work and he leaves when Tommy is waking up. His grandpa is always home but can't help Tommy with school work and they can't afford to pay out of pocket for extra services. Tommy receives free breakfast and lunch from the school on a daily basis. He has perfect attendance since he enrolled in Kindergarten and has passed all health evaluations for vision and hearing. From appearances Tommy is healthy, well fed, well clothed, has many friends and has a ton of energy.

Educationally, Tommy is Far Below Basic in Language Arts and Basic in Mathematics. He is consistently in trouble for disrupting the class, not staying in his seat, trying to make others laugh and being defiant when it comes to doing classwork. According to PBIS records he has not had recess since the first day of school this year and has been to lunch time detention 3-4 days per week for incomplete work or disruption. Tommy has struggled in school since he started in Kindergarten with academics and behavior. The Student Success Team recommended that Tommy is a student in need of intervention

both academically and behaviorally. Tommy is currently in pull out Reading Intervention as well as the Check In Check Out Positive Behavioral Intervention Support (PBIS). Unfortunately, because of this Tommy has been labeled "that problem kid" who everyone knows and would rather not have. When staff see Tommy in the office or in detention inappropriate comments are made like, "the regular is here," "not again, Tommy," or "what did you do now?" can be heard.

A. Student Observation

On Tuesday, I observed Tommy in his classroom, physical education and computer lab in order to gain a better insight about him.   When I entered the classroom the teacher was doing a lesson on vowel patterns and Tommy was under his desk. He saw me and immediately plopped down on his seat. Tommy is seated at the front, off to the side so that he only has one neighbor. He seemed to be paying attention, but moments later started to play with his pencil, rolling it, tapping it and finally dropped it which meant retrieving it from under his desk.   At this point the teacher saw him and asked him to take his seat. His response was, "sure, where would you like me to take it?" This made the whole class laugh and Tommy stood there with a wide grin on his face. He was asked to chart down on the behavior chart and the rest of the class stopped laughing. The teacher asked the students to do a pair share with some examples and went to speak with Tommy. She reviewed the rules with him as well as needing respect. Tommy would not make eye contact and was playing with a scrap of paper on the floor with his shoe but said he understood and went back to his seat. His partner began pair sharing but when it was Tommy's turn he changed the subject to the movie "The Avengers."

The teacher began to check for understanding by calling on pairs of students to give their examples. When called upon, Tommy could not give an example so instead he began dancing which disrupted the class again. Tommy was asked to chart down after the class was back under control. At this point, independent work was being done while the teacher began pulling individual students back for a reading assessment. Before she did that she approached Tommy, explained the assignment and did a problem together with him. She reminded him of the rules and left. Tommy sat in his seat for four minutes staring at his paper then sighed and put his head down. His partner asked if he needed help and Tommy declined. Instead, he got out of his seat to get a drink, stopped and chatted with a friend, went to get a pencil, stopped and chatted with a friend, got a Kleenex, stopped and chatted with a friend and then returned to his seat. The teacher was tracking Tommy with her eyes but was not able to intervene

because of her timed assessment with the student she was working with. The bell for recess rang and the teacher collected their work as an exit ticket which meant Tommy lost recess. This made him completely shut down; he sat at his desk with his head down the entire time and refused to acknowledge anyone or do anything.

Harvest has an itinerant physical education (PE) teacher that pulls each grade level once a week to give teachers extra PLC time. Tommy was sent to PE with the rest of his class. He was so excited he ran out of the room and down the hall to get in line. He was compliant with the PE teacher and helped lead exercises. Then the group was counted off into 8 teams to play soccer and Tommy was chosen by his group to be the captain. He smiled the entire time, laughed, ran around and was playful with his friends. Tommy even demonstrated to another student how to hit the soccer ball with your chest instead of using your hands to keep the ball in play. At the end of PE Tommy was lively and joyful and chatting with his classmates while waiting for their teacher to pick them up. Once the teacher came, everyone else knew it was time to stop talking but Tommy continued to try to talk to students and would tap on them to get their attention.

The class was led down the hallway to the computer lab which is normally not part of their scheduled day but another teacher had requested the switch. Inside the lab, each student immediately took their seat and logged into the ST Math program and began working. Tommy on the other hand, began to whistle and drum on the table. His teacher came over and asked Tommy what he should be doing and Tommy responded correctly to her. The ST Math program goes at the student's pace and level to teach math conceptually through games. Tommy breezed through the lower levels of the ten less and ten more, but got stuck on level 3 where it becomes more difficult. Tommy looked around, then opened a different program Kid Pix and began to draw. A student saw this and told the teacher. Tommy quickly closed the program and adamantly denied doing it, then called the other student a "stupid, tattle tale," which made her cry. Tommy was sent to time out while the teacher wrote up a discipline referral for the office. She went over to Tommy gave him the referral and said, "I've had it with you, you know where to go!"

B. Informal Interview

Tommy owed lunch recess for no work completion so after eating I asked if he could talk with me in my office. To get comfortable and lower any anxiety I asked Tommy what he liked to do for fun. He

replied that he liked to play sports, especially soccer. I asked Tommy what he liked about school. At first he shrugged his shoulders then smiled and said, "Well, I like seeing my friends every day." Then, I asked Tommy what he liked to learn about in school. He thought for a while on this then replied, "The things I like to learn about we don't do in school." I asked him to give me some examples because I would like to know what he's interested in. He replied, "I like to learn about cars because my dad and I work on cars together sometimes and it's neat how the parts work together. I also like to learn about how they do stunts in movies because they get to do cool things and they have to set it up right or people could die."

I wanted to know more about Tommy academically so I changed the questioning to more in depth questions. I asked Tommy, "What's your favorite book?" Tommy stated, "I don't have one, I don't like to read." "Why don't you like to read?" Tommy put his head down on the table and answered, "It's too hard for me and all the stories are boring." "Did you know that almost all the movies you like came from books first?" Tommy looked up at me, "Are you serious?" I replied, "Absolutely, in fact, I never go see a movie unless I read the book first." Tommy asked for examples to prove that I was telling the truth. I began naming off movies I felt that he would have seen like <u>Harry Potter</u>, <u>The Lorax</u>, <u>Cloudy With a Chance of Meatballs</u> and Tommy was amazed. Then I complimented Tommy on how nice it was to talk with him and get to know him and said, "I wish you would show everyone this side of you." I suggested that he sit down with his teacher and talk to her about some of the things that he likes so she could get to know him better. Tommy rolled his eyes and said, "She doesn't like me." I responded, "How do you know she doesn't like you?" "She always picks on me, other people can be doing the same thing, but I'm the only one that gets in trouble, she's just waiting for me to mess up," Tommy replied. I asked him, "Are there things you're doing in class that make her watch you more than the other kids?" At this point, Tommy looked sad and put his head down. I reassured him he wasn't in trouble; I was just trying to understand what was going on so I could help. He looked up and said, "You can't help me, no one can. I'm dumb; I'd rather make everyone laugh at me on purpose than laugh at me because I can't do things." His last statement was so open and revealing that I told Tommy that I cared about him and that it was my job to help him be successful at school.

III. Data Analysis

A. <u>Teacher Quality Equity</u>

According to <u>Using Equity Audits to Create Equitable and Excellent Schools</u> by Linda Skrla et al., there are four indicators of an equity audit that research shows being effective on raising student achievement. The first being teacher experience, which Harvest Elementary has a very experienced staff with 88% of them having taught for eight years or more.   There are only two new teachers who were hired this year; one in first grade and another for PE. The other teacher who has less than eight years has taught for seven years in Kindergarten. This is conducive for learning because veteran teachers are able to support the newer teachers and are spread out throughout the grade levels.

However, there are a disproportionate amount of males compared to females at Harvest with a ratio of 1:5.5. Two of the male teachers are in upper grade while the other two male teachers have specialized positions in music and PE. 60% of the teaching staff are white females, making them disproportionately high when compared to our student subgroups of a predominantly Hispanic population.

The second indicator is teacher education and as far as Harvest is concerned, the school has a well-educated staff. 44% of the teaching staff has their master's degree and all of them have their teaching credential with 30 + units. One out of the three of our SPED teachers has her master's degree and is currently working on her doctorate. All 26 of our teachers are qualified based on possessing their CLAD to teach our English Learner population. All three of our GATE teachers are females who have been teaching for 8+ years and one has a master's degree.

The third indicator that impacts student learning is teacher certification. Currently, the three special education teachers have specialized credentials and are specialized academic instructors that and have attended many trainings to keep themselves up to date. Also, our three gifted and talented education teachers have earned specialized District certification for Gifted and Talented Education which was a two year process to learn best teaching practices and ways to differentiate learning for that population of students. As for intervention, teachers are expected to provide differentiation for their students who are not demonstrating proficiency, but no specialized training has been given to them to unless they have sought it out individually.

The final indicator of teacher quality is teacher mobility. Harvest opened seven years ago and has had a stable staff with few teachers leaving the site. It is a growing school due to new housing and

new teachers have joined the teaching staff but they have been transfers from within the district until this year with two new hires. This gives the school staff stability to plan and develop collaborative relationships knowing that people will be there and want to stay at the school site.

Data taken from California Department of Education Data Quest and Commission on Teacher Credentialing 2013

Teacher Demographics vs. Experience and Program Assignments

	Male	Female	White	Hispanic	Af Amer	Asian	Other	0-3 Yrs Exper	4-7 Yrs Exper	8+ Yrs Exper
Male	4 total		3		1			1		2
Female		22 total	13	3	1	3	2	1	1	20
SPED		3	2	1						3
EL	2	19	11	2	1	3	2	1	1	21
GATE		3	2			1				3
Intervention	2	19	11	2	1	3	2	1	1	21

Teacher Education vs Programs

	Intern	Degree + 30	Master	Ed. D	CLAD	SPED	EL	Interv	GATE/ Honor
Intern									
Degree + 30		26 total			26	2	22	25	3
Master			11 total			1	10	10	1
Ed.D				0 total					

Teacher Placement vs Years and Ethnicity

	0-3 Yrs Exp	4-7 Yrs Exp	8+ Yrs Exp	Male	Female	White	Hispanic	Af Amer	Asian	Other
PE	1			1				1		
Music			1	1		1				
Kinder		1	3		4	4				
1st			4		5	3	1			1
2nd	1		4		4	3				1
3rd			2		2				2	
4th			3	1	2	2	1			
5th			3	1	2	2			1	
6th			3		3	2		1		

B.

Programmatic Equity

The next area that needs to be analyzed is Programmatic Equity. Even with the changes to education and the amount of programs that are now offered to students, programs still show many signs of inequity. The four program indicators for student achievement are special education, gifted and talented education, English language development and discipline. From the total population of 630 students the data suggests that the Harvest is over identifying students based on subgroups with

Hispanics for Special Education. Harvest also has a unique position in SPED because we house the District's only SPED Kinder program which means our data is inclusive for the whole district which could explain some of the inequity. It is possible however, that Harvest is under identifying students for Special Education and because of this students are not receiving the services that are needed to help them succeed for Asians and African Americans.

Comparison of Students Represented in Special Education – data taken from CDE Data Quest 2013			
Student Subgroup	% of School's Population	% Represented in SPED	Difference
African American	8.6%	4%	-4.6%
Hispanic	51.4%	65%	+13.6%
White	17.5%	20%	+2.5%
Asian	15.2%	11%	-4.2%

The next area indicator of programmatic equity is Gifted and Talented Education. Again, there are some over represented groups with the Caucasian group and slightly with the Asian subgroup and an under representation of Hispanics and African Americans showing that students are not being proportionally represented in this program. According to the National Association of Gifted, 5-7% of each subgroup in a school are usually in need of specialized services under the GATE program. This means that there are students who could benefit from these services, but for some reason are not being nominated for testing to this program by their parents or teachers.

| Comparison of Students Represented in Gifted and Talented Education – data taken from Central Unified's Database – Illuminate 2013			
Student Subgroup	% of School's Population	% Represented in GATE	Difference
African American	8.6%	5%	-3.6%
Hispanic	51.4%	37%	-14.4%
White	17.5%	42%	+24.2%
Asian	15.2%	16%	+0.8%

The third indicator of programmatic equality is English Language Development. Students in this subgroup tend to struggle academically because of low expectations and poor curriculum. Not only are they learning the core curriculum but are learning English as well so expectations should be high and the curriculum accelerated to help them achieve success. Living in the Central Valley there are a high number of English Learners. Unfortunately, some parents are hesitant about having their students labeled as an English Learner or don't understand what the program offers or don't fill out the Home Language Survey correctly to receive extra services. This may also be an indication that the EL students are not progressing through the levels sufficiently to exit the program.

> **Comparison of Students Represented in English Language Development – data taken from Central Unified's Database – Illuminate 2013**

three groups of students who are overrepresented in discipline, Native Americans, African Americans and Caucasians when compared to the percentage of students enrolled in that subgroup. The biggest discrepancy is with the African American subgroup that makes up 8.57% of the student population but have 22.58% of the referrals for a difference of 22.01%. There is an inequity that needs to be examined to find out why this is occurring.

> **Behavioral Referral Data taken from PBIS Apps - Harvest 2013**
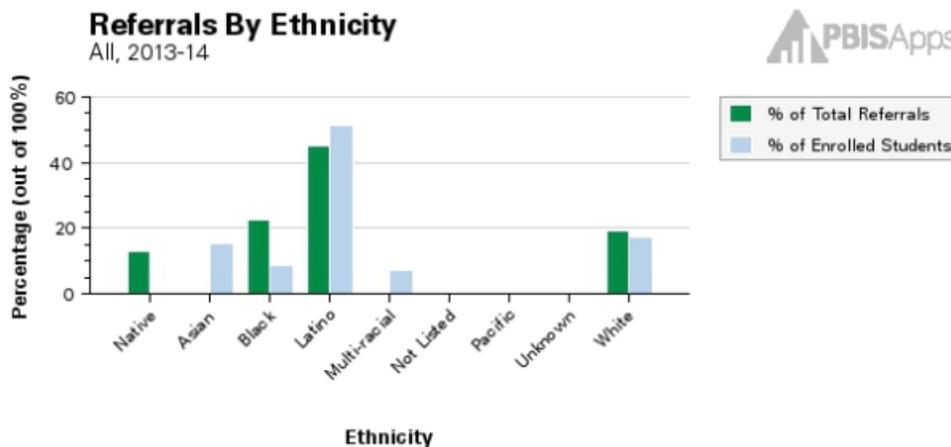
Student Subgroup	% of School's Population	% Represented in ELD	Difference
African American	8.6%	0	-
Hispanic	51.4%	3.7%	-47.7%
White	17.5%	0	-
Asian	15.2%	3.5%	-11.7%

	# of Enrolled Stu...	# of Referrals	% of Enrolled St...	% of Total Referr...
Native	2	4	0.32%	12.90%
Asian	96	0	15.24%	0.00%
Black	54	7	8.57%	22.58%
Latino	323	14	51.27%	45.16%
Pacific	0	0	0.00%	0.00%
White	110	6	17.46%	19.35%
Unknown	0	0	0.00%	0.00%
Not Listed	0	0	0.00%	0.00%
Multi-racial	45	0	7.14%	0.00%

C. Achievement Equity

The final are of an equity audit that a school must examine is Achievement Equity. The API score for the Harvest has made a 16 point growth from 819 to 835 from the 2012 to 2013 school year. The API score for the Hispanic subgroup however remained the same from 2012 to 2013, scoring 815 both years. The AYP goal for Hispanics, 89% scoring proficient or above was not met with 53.9% scoring proficient or advanced for English Language Arts. In Math, the Hispanic subgroup had an AYP score of 71.8% proficient or advanced but was safe harbored for their progress even though the goal of 89% was not attained.   In addition, CST data was analyzed over time to determine growth for our significant subgroups. Over the past three years there has been an increase in our Hispanic students' proficiency rate in Language Arts. In 2011, 47% were proficient or advanced, in 2012, 52% were proficient or advanced and in 2013, 53% were proficient or advanced.   In Math, Hispanics have made bigger increases. In 2011, 62% were proficient or advanced, in 2012, 63% were proficient or advanced and in 2013, 71% were proficient or advanced.

CST Multi-Year Percent Proficient Report by Subgroup
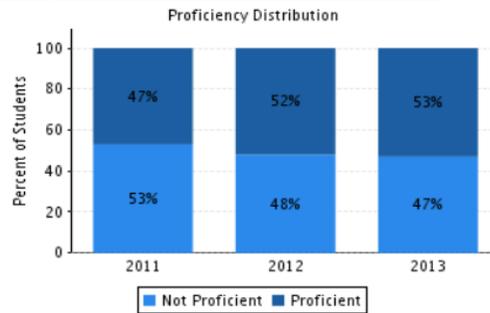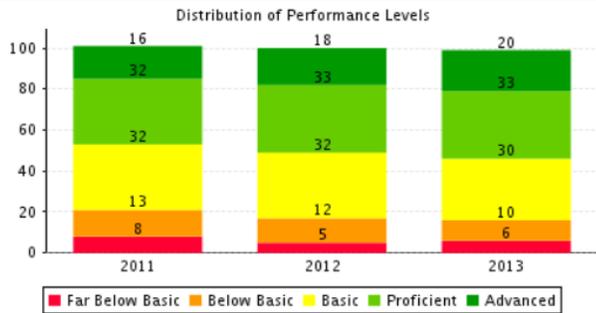
Site Name: Harvest Elementary
Content Area: English-Language Arts   Test Taken: All Tests   Grade Level: All Grades
Test Years: 2011-2013

Hispanic/Latino - Proficiency Percentages and Counts

	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Not Proficient	Proficient & Advanced	Total # of Students
2011	8% 17	13% 29	32% 69	32% 69	16% 34	53% 115	47% 103	218
2012	5% 10	12% 26	32% 71	33% 74	18% 40	48% 107	52% 114	221
2013	6% 13	10% 22	30% 64	33% 70	20% 42	47% 99	53% 112	211

Distribution of Performance Levels / Proficiency Distribution

CST Multi-Year Percent Proficient Report by Subgroup

Site Name: Harvest Elementary
Content Area: Mathematics   Test Taken: All Tests   Grade Level: All Grades
Test Years: 2011-2013

Hispanic/Latino - Proficiency Percentages and Counts

	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Not Proficient	Proficient & Advanced	Total # of Students
2011	4% 9	10% 21	25% 54	36% 79	26% 56	38% 84	62% 135	219
2012	4% 9	12% 27	20% 45	37% 81	27% 59	37% 81	63% 140	221
2013	4% 8	11% 24	14% 30	38% 81	33% 69	29% 62	71% 150	212

Distribution of Performance Levels / Proficiency Distribution
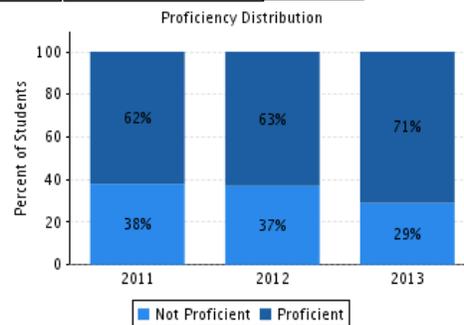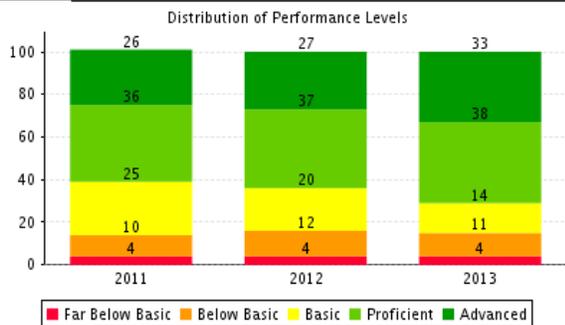
IV. Findings

After observing, interviewing and reviewing data on Tommy, it is evident that he is in need of more intervention than he is currently receiving. Tommy initially started out as a failed learner. His Kindergarten records indicate that he did try initially but as the year continued on and things got

progressively harder he could not keep up with the pace and stopped trying. This is also when the behavioral issues began. Now, Tommy is a non-intentional learner. He does not put forth the effort to try and instead seeks negative attention to avoid tasks. By his own admission he would rather be in trouble than let people know he doesn't understand or needs help. He has low self-esteem in his abilities that is being reinforced daily as the work continues to grow in difficulty.

According to testing data that is used for Universal Screening Tommy is still Far Below Basic. He is still missing 10 letter names and 15 sounds. His reading level is scoring in the Pre-primer stage which is preschool level and out of the hundred sight words from Kindergarten he knows ten. Tommy currently receives push in support with four other students during core curriculum time and pull out support for thirty minutes daily. Tommy's reading intervention teacher stated that he will try, but if the task looks to overwhelming he'll shut down immediately even before he is given directions. She also has to pull Tommy by himself because if there is anyone else with him he is off task and joking around instead of working with her and most of the time is spent with redirection.   On the other hand in math, Tommy can write his numbers to 30 and can count by rote to 50.   He can complete simple addition and subtraction problems by using counters or drawing a picture. The area he struggles with is a word problem which is consistent with his inability to read, but does well if they are read to him.

When comparing Tommy's ethnic subgroup, the Hispanics, there is a large disparity between English Language Arts and Math at Harvest. According to the California Department of Education, Data Quest in 2013, 53% of the Hispanic students were proficient or advanced and the Caucasian subgroup (2nd majority subgroup) outperformed the Hispanics by 11 percent on the ELA CST. On the other hand, Math had a higher level of proficiency with 76 percent of the students in grades 2nd-6th grade scoring proficient or advanced when compared to ELA. The percentage that separates each of the largest three ethnic subgroups is also smaller in Math than English Language Arts.   Caucasians scored the highest of the ethnic subgroups, but Hispanics (69% proficient or advanced) need to improve by 10 percent to perform equally with the highest scoring subgroup; the Caucasians.

Another issue that needs to be addressed is the staff's insensitivity and responses to students when being disciplined. It is inappropriate to belittle students in general, but even worse to do it in front of other students and adults. It will not change the behavior of the student and is not productive in building a relationship with the student. Student discipline should maintain confidentiality and everyone

needs to work together to come up with a solution for the student because sending them to the office doesn't resolve anything and in fact may be exactly what the student is seeking; escaping working in class.

V. Improvement Strategies

According to our text, <u>Pyramid Response to Intervention</u>, by Buffman et al. "Behavior and academic achievement are inextricably linked. "Central Unified's Vision is that "Every student is prepared for success in college, career and community." This means each and every student that walks through our doors needs to be supported and continue to grow both educationally and emotionally under our care. In order to achieve this vision, improvements must be made to develop equity from the audit that was conducted. The area with the most need for improvement and should be the first goal is changing the culture of the staff when it comes to discipline and dealing with students. The school has an opportunity to create change by fostering relationships with students to really identify areas of need in each student.

To begin, administration needs to address the staff with the data to make them aware of how many referrals are being sent to the office for class disruption and no work completion for lunch detention by grade level. Data should also show the student's current academic scores, but keep names confidential so teachers can connect low performance and behavior issues and not focus on who the student is. Administration should lead a discussion as to how the staff feels these two data points correlate. Why are students possibly behaving this way in class? Does sending a student to the office or lunch detention change the behavior in these students? Student interview quotes should be compiled so teachers get a sense of how students are feeling about school, class, and the staff. Just showing the staff the data will not be enough to create change but will make them cognizant of the current practices and the role they currently play by introspectively looking at their practices. Administration needs to conduct a series of professional development for the staff to increase their sensitivity when dealing with behavior students and expectations for student discipline.

In order to accomplish this goal, administration must come up with non-negotiable guidelines that will be funneled down to the staff because of the seriousness of the matter it must be done in an authoritarian style. It should include confidentiality when speaking with students which means privately talking to them instead of reprimanding them in front of the whole class or even other adults to maintain

respect for the student. Questioning stems that teachers can ask students when students are being defiant or disruptive are also good starters so even frustrated staff members have something to rely on instead of speaking to a student in anger or saying something that could potentially damage a student's self-esteem. The directives should also include a partner teacher where a student can go to for a cooling off period if needed by the student or the teacher with a non-verbal queuing system so it's not disruptive. The final directive should include keeping personal opinions about the student private and comments should not be made about the student in public areas like the office or cafeteria. Also, Dr. Kevin Torosian should attend a professional development to educate the staff on the new laws of restorative justice and discipline because it's not about getting problem kids out but attending to their needs to help them find a way to stay in and be successful. Time should also be allotted for the school psychologist to share case studies about students, role play how to handle situations with students and researched based strategies that can be utilized in class.

Time will be the biggest resource in for this goal. There will need to be time dedicated to sharing school PBIS data and continuing sensitivity training with the staff throughout the year. Changing a school's culture is difficult and will not happen overnight. To measure the success of this goal, office discipline referrals should decrease as well as lunch time detentions. To keep things positive as well teachers will be allotted time at the beginning to share success stories and things that are helping them successfully deal with discipline situations in class.

The other area that needs to be addressed in program equity is a solid Response to Intervention (RTI) for academics which will also help with achievement and behavior. The goal of the RTI system is to ensure that students are getting support in the form of academic help with interventions at different levels of intensity. This may also impact behavior because if students are frustrated and unable to do the work they often misbehave in class or are off task to avoid doing the work like with Tommy. If the interventions are unsuccessful, the school can show due process with data to recommend a student for Special Education (SPED) testing. Currently, the school has a RTI for failed learners but still needs to address the intentional non-learner.

To implement this improvement strategy the leadership team consisting of the Principal, Guidance Instructional Advisor and Instructional Coach must gather data by looking at the best teaching practices that are occurring in the classroom and what interventions are currently available to students

in each grade level. Afterwards, a plan must be created that shows what intervention strategies will be available for intentional non-learners in each tier, who will be responsible, the duration of the intervention, entry and exit criteria and the flow of the entire system. The resources that are needed will be time to train the staff, personnel to maintain interventions, leveled materials, supplemental teaching material, core replacement programs for Tier 3, and a master schedule for intervention times.

Once the plan is completed administration will present an overview of the RTI Model to the staff during a professional development training along with an in-depth discussion of Tier 1. Tier 1 should be defined to the staff to include universal screening data for each student, best teaching practices done by the general education teacher using the core curriculum for essential standards, flexible small group instruction for reteach or practice based on need, high expectations for all students and what classifies a student as a failed learner and an intentional non-learner. Mandatory guidelines will be put into place for routine communication for failed and non-learners with families and the Instructional Coach. Best practices for Tier 1 strategies targeted to intentional non-learners will be discussed as well. This will include taking an interest inventory to find out likes and dislikes inside and outside of school, things students feel they are good at, how they like to learn and what they want to do when they grow up. It will include using their interests as rewards for task completion, extra practice time with goal setting in class and including preferred learning styles into the teacher's lesson when appropriate. To compliment teachers for what is already being done in Tier 1, time will be allotted for teachers to share things that are working well in their classroom with their intentional non-learners. This collaboration will give other grade levels and teachers ideas and positively reinforce what is already being implemented. The staff will also be informed of the entry criteria into Tier 2 if needed and the procedure for referring them. Administration will drop in to check that expectations in Tier 1 are being met and that universal screening data is being turned into the Instructional Coach.

Similarly, Tier 2 will be explained to the staff at the following professional development meeting. This tier provides targeted intervention for failed learners and intentional non-learners who have not responded to Tier 1 services. Tier 2 is in addition to Tier 1 with an additional thirty minutes. Students in this tier are instructed in homogeneous small groups 1:5 based on their need and will receive push in support during core time for targeted skills practice. Students are given additional time with differentiation to learn and practice the essential standards or prerequisite skills using core curriculum or supplemental curriculum and researched based strategies. Students will also receive thirty minutes of

pull out intervention with the Instructional Coach or Specialized Academic Instructor. Students will continue to goal set and come up with a reasonable reward for achieving their goal. Study skills and test taking skills will also be explicitly taught to students to give them strategies if they are stuck as well as resources they can access.   Progress monitoring should be done twice a month to ensure that students are receiving the needed support and mastering the essential standards and will be communicated with the Instructional Coach and the family. At the end of the 9 week intervention cycle, students should be re-evaluated based on the exit criteria to decide further placement.

The last training will include Tier 3 which is an intensive level that is individualized to a student's need. This intervention tier is for a student who has not been successful in Tier 2 and based on entry criteria needs more intensive, targeted intervention. Tier 3 students receive specialized instruction using research based practices which often includes core replacement programs to help close the gaps they have. These students are taught one on one or in a homogeneous small group no larger than three students based on their achievement goal.   Resource specialists and specialized academic instructors will be involved in this tier with students being pulled out for thirty to sixty minutes a day depending on need and their goal. Progress monitoring is done more frequently to assess mastery of the identified skill and check progress towards their individual goal with weekly communication home. At the end of the 12 week intervention cycle, students should be re-evaluated based on the exit criteria or decide to recommend the student to Special Education testing.

Administration will know if goals are met if achievement rises for all subgroups since targeting intervention based on data will include all subgroups and grade levels. Identified students in Tier 2 and Tier 3 should also be making progress within their area of need or exiting and moving down the tiers. There should be a rise in scores on benchmarks, CST's, and reading levels across the board if the RTI cycle was implemented correctly. Students' confidence levels should also increase and in class behavior issues should decrease.

VI. Conclusion

In summary, every child is equally important in a school and as a staff it is imperative that conscious effort is taking place to reach all students no matter their background, ethnicity, language status, behavior or academics. Individual equity audits can assist in identifying gaps or problem areas in the larger system so students don't get left behind. As educators it is important to remember that these

students will become the future generation that will be working and making decisions. We want every student to walk away from school empowered with the necessary skills to become successful adults. We cannot get overwhelmed and lose sight of the bigger picture of educating all students and never giving up on them.

EAD 274 Signature Assignment 2b: Individual Student Audit
(20 points)

School leaders, as change agents, work to ensure all students remain visible and are provided with the greatest opportunity in all areas of the educational system to achieve competence, excellence, independence, responsibility and self-sufficiency. Candidates will complete an audit to determine the degree to which educational inequities may contribute to individual student academic failure, behavior problems and/or lack of age-appropriate social-emotional skills. The audit process will include observations, student interviews and analysis of data. Findings will be used to identify gaps and plan for improvement in use of resources and supports necessary to achieve student success. (CTC 4.g, 6b3, 6 b4, 11i).

Written response demonstrates the ability to apply leadership skills required to identify factor that contribute to and impede student success	Points Possible	Points Earned
• A clear student profile is developed that includes student background information, educational history, cultural/language and interests, as well as areas in need of attention	**2**	2
• Data is disaggregated and used to identify student, analyze gaps and plan for improvement. Data analyzed includes formative and summative assessment results, behavior records, attendance patterns, interventions provided and support services. Multi-year data is used, as available, to identify patterns and trends over time.	**2**	2
• Audit is conducted using a value added, rather than deficit, approach to identification of gaps and plans for improvement.	**2**	2
• Teacher quality and programmatic equity indicators are analyzed, including teacher education, experiences, mobility and certification.	**2**	2
• Achievement equity indicators are analyzed, including state/district achievement test results, behavior records, dropout rates, high school graduation tracks, and SAT/ACT/AP/IB results.	**3**	3
• Observations are used in an attempt to identify factors that may contribute to student success and failure	**2**	2
• Student voice is clearly and factually recorded in an attempt to identify factors that may contribute to student poor performance and/or behavior	**3**	3
• Improvement steps include strategies to increase equity consciousness among teachers	**2**	2
• Strategies are given to improve, monitor and assess area(s) in need of classroom and school improvement, such as classroom procedures/routines, behavior modification, student knowledge of expectations, stimulating learning at a high level, student active engagement, interactive learning, frequent use of formative assessments, differentiated instruction, cultural sensitivity/respect.	**2**	2
Total Points	**20**	**20**

Comments: Compelling audit. Triangulation of data creates a clear profile of a struggling student. Identified achievement gaps of struggling students, as well as the information obtained through observations and interview, clearly describe a student in need of additional support. Next step actions are thoughtful and should encourage development of timely, meaningful support systems, as well as changes in staff perceptions. I understand you have already met with staff to provide support- a positive move from plan to action!