



Step 1: Investigate

Data Collection and Equity Gap Analysis Template

Directions: Respond to the prompts below (no more than 5 pages of responses to prompts, exclusive of data tables). Type your responses within the tables provided or the brackets following each prompt, as appropriate. Do not delete or alter the prompts.

I. School Vision, Mission, and/or Goals

1. Investigate the vision, mission, and/or goals at your school and document your findings.

[Mission - To promote excellence by offering challenging curriculum and programs which enable all students to communicate effectively, become responsible citizens, demonstrate positive relationship and solve problems.

Vision -To empower all students to acquire positive academic, social, and emotions skills in order to allow them to become productive citizens and lifelong learners.

WASC Goals:

1. The school needs to continue to its efforts to address the achievement gap that exists between all students and underperforming subgroups
2. Teachers need to use targeted instructional strategies to meet the needs of underperforming subgroups specifically focusing on
 - a. the systematic use of assessment data to inform instruction
 - b. checking for understanding to determine if all students understand and have mastered the standards
 - c. differentiating instruction to ensure that all students understand and have mastered the standards
3. The school needs to expand opportunities for involvement and outreach to parents
4. The school needs to provide time for teachers to collaborate and engage in professional development
5. The school should develop a comprehensive professional development plan based on the WASC Action Plan, which focuses on improving student achievement.
6. While the school has a variety of intervention and remediation strategies in place to meet the needs of students, structures need to be put in place to formalize these efforts, such as intervention plans through Student Study Teams (SSTs) and a Response to Intervention (RTI) model.
7. The school needs to begin the process of planning courses study for the adoption of the Common Core Standards that include the development of course scope and sequences, alignment to standardized tests and final exams, benchmarks and grading criteria



LCAP Goals:

- Goal 1: AHS will be a safe learning environment.
- Goal 2: AHS will promote engaging learning opportunities for all students inside and outside the classroom.
- Goal 3: AHS will maximize individual potential for achievement by supporting effective instruction.]

II. Initial Data Collection

Directions: Select one of the six California state indicators (i.e., chronic absenteeism, suspension rate, English learner progress, graduation rate, academic performance, college/career readiness) related to a student learning or well-being equity issue at your school. Collect and analyze multiple sources of quantitative data for the school. Data sources may include but are not limited to the California School Dashboard, the Local Control and Accountability Plan (LCAP), Ed-Data, or the School Accountability Report Card (SARC). Collect data across three years (i.e., previous year, two years ago, and three years ago). While this template reflects the categories found on the California School Dashboard, it is not an exclusive nor mandatory list of categories, and you may add or delete rows as needed.

California state indicator (e.g., academic performance): [Suspension Rates]

	Previous Year (18-19)	Two Years Ago (17-18)	Three Years Ago (16-17)
All Students	100	135	111
American Indian	2	2	1
Asian	11	13	8
African American	23	16	22
Filipino	5	6	1
Hispanic	56	71	43
Pacific Islander	0	0	2
Two or More Races	0	0	0
White	16	33	37

III. Extended Data Collection

Directions: Based on your analysis of quantitative data and your selected student group, identify, develop, and collect at least three sources of qualitative or other data (e.g., responses from interviews with students, faculty, or families; notes from observations; document review) to further investigate the equity issues for this student group.

Data Sources	Qualitative Data
AHS Dean of Students	<p>“For some reason, 10th grade, Latino males have a much higher number of suspensions than any other cohort. We have not been able to pinpoint the reason why, but year over year we see the same trend. As a whole, we see more suspensions from Latino Males in general.”</p> <p>“I cover the majority of the alphabet when it comes to discipline, so I look at the numbers often. We meet as a</p>



	leadership team and as a district team often to discuss suspensions and expulsions. We also have a site intervention team in which we discuss repeat offenders and how to better support them, so they do not end up progressing through the progressive discipline process.”
AHS Discipline Secretary	<p>“Yes, our suspension rates are significantly higher than other high schools in the district...it’s because we do not tolerate misbehavior. We have a good campus culture at AHS and part of that is that we have high expectations and if they aren’t met, we go through the process.”</p> <p>“Fighting is the most typical offense, but in the last couple of years, we’ve seen an increase in drug possession and use suspensions as well.”</p>
AHS Principal	<p>“We keep a very close eye on the discipline data and student engagement as well. I receive a report every week on Monday about the past week’s discipline and chronic absenteeism. I work personally with the VP team to understand root causes and troubleshoot solutions where needed. I can tell who has lost family members, who has other extenuating issues, and who is simply truant. We constantly work with the onsite intervention team to understand how to support students better. You are always going to have a few suspensions here and there, but the key is figuring out how to support those that are suspended multiple times”</p>

IV. Equity Gap Analysis

Directions: Respond to the following prompts to explain the decisions that you made regarding data collection and analyze the quantitative and qualitative data you collected. Cite research that supports your analysis as appropriate. NOTE: When citing relevant research, embed your citations directly within your written responses. Do not provide citations in a separate list.

1. Describe the specific quantitative data that you included in Section II of the Data Collection and Equity Gap Analysis template. How are these data relevant to understanding equity issues at the school for student groups?

[In order to get started, I looked at a number of indicators. First, on the California Department of Education’s Dataquest website, I looked at my school’s School Accountability Report Card to get an overall picture of our school’s performance against the state indicators. I was immediately struck by its incredibly high graduation rate which was 96.5% for 2016. As I continued to scroll through, I noticed that AHS had a far higher suspension and expulsion rate in comparison to both the district and the state. This data caught my attention and led me to further investigate what these rates were and how they broke down along ethnic lines as well as



the typed of offenses that they entailed. In order to investigate further, I spoke with our Dean of students and received detailed suspension and expulsion rates.

Upon receipt of those reports, I found that AHS had over 100 suspensions each year from 2016-2019. The raw numbers lead one to believe that Latino students are suspended far more frequently than other sub-groups. In order to gain a better understanding of this, I went back to the CA Dataquest site and looked up enrollment rates by ethnicity and found that AHS's population was over 50% Latino. In addition to this data, I also looked at the graduation rates in more detail to understand if students are graduating and meeting the minimum requirements for entrance into the UC/CSU system. In order to investigate further, I moved on to the qualitative data.]

2. Identify the three qualitative or other data sources that you included in Section III of the Data Collection and Equity Gap Analysis template. How did these sources provide more information about this student group for the California state indicator?

[For the qualitative portion of this investigation, I spoke with three people: The Dean of Students, the Discipline Secretary, and the Principal at AHS.

The Dean of Students is responsible for all discipline matters related to the majority of students at AHS. They are the first to speak with students at length and they conduct all investigations into regarding offenses. The Dean was able to speak to the offenses at length and in detail since they have such intimate knowledge of each case.

The Discipline Secretary is the person who communicated initially with students and parents and has a unique perspective since students often confide in them during their initial phases of discipline. They have a good rapport with students that allows them an unique perspective. In addition, parents are often willing to express feelings and thoughts to the secretary as administrators can sometimes be intimidating.

The Principal of course has the 10,000 foot view of things and extensive knowledge of how the indicators co-relate. They are able to put suspension and expulsion rates into context and explain what implications they have at the district and state level.]

3. What patterns or trends related to the California state indicator and student group equity issues did you find in the qualitative data? How do they relate to the quantitative data patterns or trends?

[While each conversation was lengthy and detailed, four main themes emerged:

1. Everyone indicated that suspension data was looked at frequently. It is discussed at each site leadership meeting on Friday's at length. Reports are run and analyzed at these meetings and any red flags are taken to the site intervention team.
2. Understanding suspension rates is important as having students at school is important to ensure that students stay engaged and graduate.
3. Fighting and drug possession/use were among the most common offenses.



While it did not necessarily emerge as a theme, the Dean of Students did indicate that the trend they speak of often is that Sophomore Latino Males tend to receive a high number of suspensions and that they were trying to pinpoint a cause of that.

These conversations and trends affirm the importance of constantly viewing the data considering that the suspensions rates at AHS are much higher than other schools. As well, the level of detail with which each person could speak to the data exemplified their focus on the data.

While this affirmed many things, it also raised a question for me about the depth at which data is analyzed at AHS. When initially looking at the data, yes, it would appear that Latino males are suspended at a much higher rate. However, when you compare the number of suspension against the enrollment numbers, AHS actually suspends African American students at a much high percentage in relation to their enrollment numbers than any other sub-group. As well, when you drill down on the English Language Arts achievement scores of African American students they fall on average 18 points behind their White peers and 8 points behind their Latino peers. In addition to this, only 13% of African American students graduated in 2017 eligible for entrance into the UC/CSU system which is 18 points being their white peers.]

4. Define the equity gap you have identified for a student group through your data analysis. Discuss related research that supports your equity gap analysis finding for the California state indicator and student group you have identified.

[Equity Gap: African American students at AHS are suspended at much higher rate in comparison to their total enrollment.

In the 2018-2019 school year, there were 23 suspensions of African American students when there were only 64 African American students enrolled at AHS. Additionally, the African American sub-group is the only sub-group that has seen a significant increase in suspensions over a three year period while all other subgroups have seen a steady decline or remained relatively stagnant. The Latino suspension rates have gone up two percentage points while all other sub-groups have decreased. The African America subgroup on the other hand has increased by 19 points.

While one cannot directly co-relate the two topics, it is particularly disconcerting that only 13% of African American students are graduating ready for the UC/CSU system while 33% of their white peers are graduating ready for the UC/CSU system.]

5. How is the equity gap you have identified for a student group at your school related to the school's vision, mission, and/or goals?

[The findings in this phase of the investigation most closely tie to the schools vision: "To empower all students to acquire positive academic, social, and emotions skills in order to allow them to become productive citizens and lifelong learners." At this point, AHS appears to be failing African American students in this area. With increasing suspension rates and a diminished readiness for four year institutions upon graduation, African American students are not being afforded the positive academic and social skills needed to succeed beyond AHS. What is also interesting to note is that African American students are not in any way identified or addressed in any goals.]