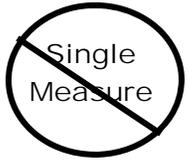


## FEUL FOR TRAVEL



Nice?

Naughty?



Culture the Change

To believe with certainty, we must begin by doubting.

What is the nature of the education-relevant capital that high-achieving students more often have access to through their families & communities (e.g., schools)?



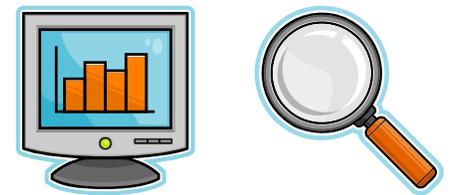
Data-driven dialogue creates a more thoughtful decision making process by bringing out multiple perspectives.  
-Harvey Love

## CONTACTS



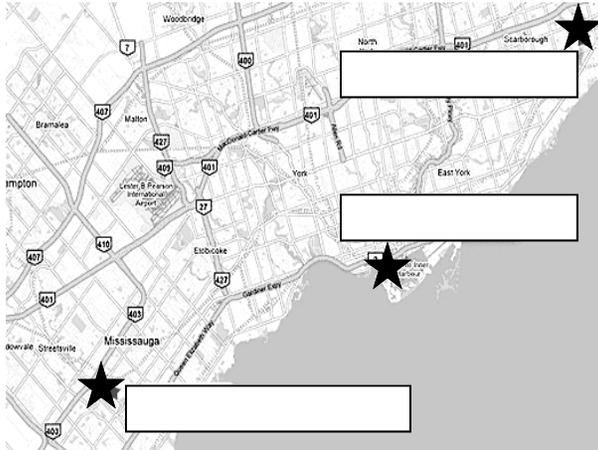
Mirah Carmichael  
&  
Karen Cross

## AUDITS & CULTURALLY COMPETENT PRACTICE



This session asks participants to examine their own awareness, attitudes, knowledge and skills around culture and culturally responsive practice as a guide to understanding the trends in equity & access audits. By providing opportunities for participants to actively inquire, investigate, and challenge the propositions, data, and framework presented, this session is *modeling* teaching for learning. In addition, we will identify explicit connections between personal assumptions and institutional inequities in our schools.

## GOALS



## VALUES IN ACTION:

## DISCONFIRMING DATA:

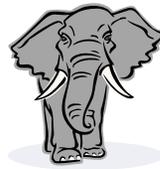
## ASSUMPTIONS

### SCENARIOS:



In your own school or school system, what evidence suggests that the dominant culture impacts institutional philosophy, policies, programs, and/or practices? (*Courageous Conversations About Race*, Singleton & Linton)

### WHAT DO YOU SEE?



## DASHBOARD



### DATA DRIVE:

DATA POINT \_\_\_\_\_

1. PREDICT

2. FACTUAL OBSERVATION

3. INTERPRET

4. DRILL DOWN

### NEXT STEPS:

**DISPROPORTIONALITY MEASURES**

3 Measures	Question
<b>1. COMPOSITION</b>	<i>What percentage of special education students in a category (disability, LRE, etc) are from a specific racial/ethnic group?</i>
Formula	<b>Composition = (# from racial/ethnic group in category / # in category)*100</b>
<b>2. OPPORTUNITY/RISK</b>	<i>What percentage of students from a specific racial/ethnic group are in a specific category?</i>
Formula	<b>Risk = (# from racial/ethnic group in disability category / # enrolled from racial/ethnic group)*100</b>
<b>3. OPPORTUNITY/RISK RATIO</b>	<i>What is a specific racial/ethnic group's risk of receiving services as compared to the risk of all other students?</i>
Formula	<b>Risk Ratio = (risk for racial/ethnic group for category / risk for comparison group for category)</b>

**DATA MATRIX**

<b>QUESTIONS</b>	<b>ASIAN</b>		<b>BLACK</b>		<b>WHITE</b>	