



# Activity Handout

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## Activity: Data Drilldown (Requirement for LEAs identified with Significant Disproportionality)

### Purpose

The purpose of the data drilldown process for Significantly Disproportionate (Sig Dis) LEAs, is to identify trends and patterns from a variety of qualitative and quantitative data sources to better understand the factors contributing to the LEA's significant disproportionality. It is particularly important that data are gathered and analyzed using a [cultural lens](#) to ensure the data are accurately reflecting the context in which the inequities are occurring. These data will inform the Root Cause Analysis process in Step 2.

### Instructions

1. **Prepare.** The Data Drilldown Activity must be completed with the full CIM team to ensure a variety of perspectives are included in the analysis of the data. Completion of some data collection and analysis is done with the full Educational Partners, and gathering qualitative data often includes external family and community members. Data protocols should be utilized to support equity of voice and prevent premature interpretation of the data. At minimum, the data must be disaggregated by race/ethnicity, disability type, placement, grade-level, and school site. Teams are strongly encouraged to disaggregate by English language acquisition status, socioeconomic status, and gender.
2. **Collect Data.** Collect data from a variety of sources as it relates to the elements/indicators that are identified as significantly disproportionate referencing the [Data Sources](#) document. Refer to the [List of Primary and Secondary Self-Assessment Tools](#) to assist in the selection of data collection tools to better understand the contributing factors of significant disproportionality in the LEA. Data should include multiple key student outcome data such as academic, placement, discipline, engagement and climate, and attendance.
  - a) **Complete a Programmatic Self-Assessment:** Select one or more of the CDE-Required Self-Assessment tools. These three tools are explicitly designed to examine and unearth root causes of disproportionality. To learn about each of the tools, view the [Programmatic Self-Assessment Tools](#) video and/or explore [CDE-Required Self-Assessment Options](#). Avoid the temptation to find short cuts in the completion of a programmatic self-assessment which can result in inauthentic findings and/or result in more time and workload challenges down the road when the process needs to be repeated. The three self-assessment options are:
    - i. [Annotated Checklist for Addressing Racial Disproportionality in Special Education](#) (also known as "the Wisconsin")
    - ii. [Racial/Ethnic Disproportionality in Special Education: Data Analysis Workbook](#)
    - iii. [Success Gaps Rubric](#)

- b) **Gather Additional Qualitative and Quantitative Data** as needed to further identify historical trends in student outcomes as well as systemic and mind set barriers and opportunities. LEAs can narrow their focus using tools that are specific to their area of significant disproportionality such as [placement](#), [disability](#) (e.g., [Other Health Impairment](#), [Specific Learning Disability](#), [Emotional Disability](#)), [discipline practices](#) and supports for [English Learners](#).
- i. Gather quantitative data from other sources such as the [Improvement Data Center Data Tools Dashboard](#) and the [CA School Dashboard](#). Additional suggestions can be found in the [Sample Root Cause Analysis Data Sources](#) document.
  - ii. Gather qualitative data using a variety of methods and tools such as focus groups, [empathy interviews](#), [equity walks](#), and [process mapping](#).
3. **Summarize.** After gathering a wide range of data on LEA outcomes for students based on race and ethnicity, the CIM team should summarize their key findings. The team should also document any questions, wonderings, and additional information needed to better understand their outcomes. These questions can be further explored with the Educational Partners group during the root cause analysis process in Step 2.

## Primary Resources

- [Cultural Lens](#)
- [Data Sources](#)
- [List of Primary and Secondary Self-Assessment Tools](#)
- [Programmatic Self-Assessment Tools video](#) (27 minutes)
- [CDE-Required Self-Assessment Options](#)
- [Annotated Checklist for Addressing Racial Disproportionality in Special Education](#) (also known as “the Wisconsin”)
- [Racial/Ethnic Disproportionality in Special Education: Data Analysis Workbook](#) (also known as the “data analysis workbook”)
- [Success Gaps Rubric](#)
- [Improvement Data Center Data Tools Dashboard](#)
- [CA School Dashboard](#)

## Additional Resources

### Access to Least Restrictive Environments

- [Assessment of School Practices Related to Inclusive Education: A Needs Assessment and Planning Tool](#)
- [Quality Standards for Inclusive Schools](#)
- [Quality Standards Scoring Rubrics](#)
- [Faculty Survey of Inclusive Practices](#)
- [Parent Survey of Inclusive Practices \(draft\)](#)
- [Equity in Special Education Placement: A School Self-Assessment Guide for Culturally Responsive Practice](#)

### Disability

- [Learning Disability or Specific Learning Disability](#)
- [Other Health Impairment](#)
- [Emotional Disability](#)

### Discipline

- [Addressing Root Causes of Disparities in School Discipline](#)

### English Learners

- [Observation Protocol for Teachers of English Learners](#)
- [Culturally Responsive ELA Curriculum Scorecard](#)

### Qualitative Data Processes

- [The Power of Empathy Interviews in Parent Engagement](#)
- [Equity Walk-through Tool](#)
- [Introduction to Process Maps](#) video (7.5 minutes)



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