

SECTION 4

5-Why Analysis Tool: Example 1 Section 4, 3.5

Specific Problem Statement: Academic Indicator

Why is that? LTELs in grades 7-8 performed on average 70 points below their non-SWDs and English only SWDs peers in mathematics in 2016; their performance declined significantly from the prior year.



Fishbone Diagram Area (Context): Pedagogy, curriculum, ELD program, assessments

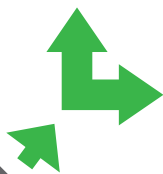
SWD LTELs may be less likely to perform well on the SBAC math because of the language demands of the test.

Why is that?



SWD LTELs are not yet fluent in English (assumption).

Why is that?



Performance gap between SWD ELs and SWD English only students in math identified in grade 4.

Why is that?



- 1. SWD ELs are frequently missing designated ELD instructional time due to pull-out supports at most elementary schools.
- 2. SWD are not being assigned the appropriate designated supports for the Smarter Balanced interim and summative assessments.

At this point, the team may want to look at SWD EL vs. SWD English only math performance in earlier grades to see if there is a trend in performance prior to grades 7-8.

At this point, the team may need to analyze multiple local data sources including the designated and integrated ELD programs, classroom math instruction, and procedures for assigning and entering designated supports for the Smarter Balanced summative assessments.

Why is that?



- Root Cause:**
- 1. Lack of coordination between general education and special education—specifically in providing explicit language instruction for SWD ELs in the area of mathematics.
 - 2. The district does not have a procedure in place to guarantee that IEP teams identify the appropriate designated supports for the Smarter Balanced assessments and that supports are assigned to and adequately practiced by SWD.

5-Why Analysis Tool: Example 2

Specific Problem Statement: Suspension Rate Indicator

Why is that?

African American (AA) male SWDs are suspended at a higher rate than their peers. The rates are disproportionately higher at the high school, but the pattern begins in elementary grades. Local data show AA males are suspended at a significantly higher rate than AA females and the pattern exists even in preschools.

Fishbone Diagram Area (Context): Policy, Practices, Adult Mindset, Equity, Access

Male African American (AA) SWDs demonstrate disruptive behaviors that require removal from the classroom based on discipline policies and practices.

Why is that?

SWD AA males are disengaged from activities and when redirected, they don't respond or change their behavior.

Why is that?

SWD AA males are not interested in redirecting their behavior.

Why is that?

SWD AA males frequently demonstrate high levels of frustration in the classroom and our adults seem unprepared to respond.

Why is that?

Root Cause:

Root Cause: Staff acknowledge they do not fully understand the needs of SWD AA males. Higher suspension rates and transitions to special day class settings in response to the behaviors of SWD AA males may suggest the presence of implicit bias.

At this point, the team may need to examine district/school discipline data to understand the reason for suspensions.
Local Data Findings: SWD AA males are transitioned from the general education to SDC at a higher rate than their SWD peers--raising concerns about Least Restrictive Environment.

At this point, the team may not have an answer to the question—"Why are SWD AA males not interested in redirecting their behavior?" The team may need to collect observational classroom data in order to discover the root cause.

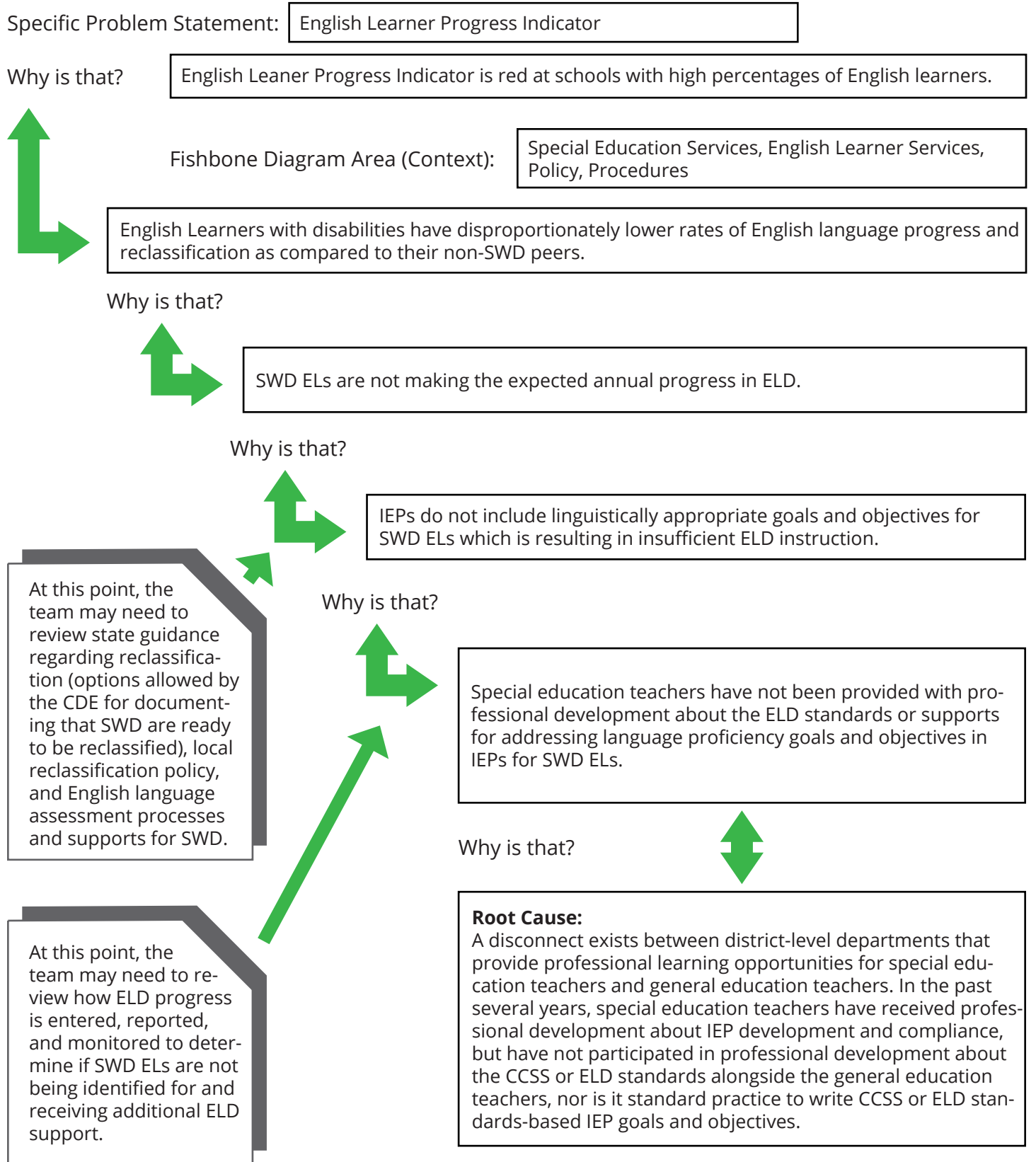
Observational Data Findings: Similar behaviors in others students were present, but the behaviors often went undetected by the adults. Also, SWD AA males frequently demonstrated high levels of frustration in the classroom. The adults appeared to be unprepared to respond to frustrations and behaviors often escalated.

The team may need to step back to answer the question, "Why are SWD AA males frustrated and why are we unprepared to respond?" This level of data collection may include parent conversations, instructional staff conversations, and exploration of current related research topics such as; implicit bias, trauma-informed practices, and equity.

Contextual Data Findings: Conversations revealed frustrations are related to SWD AA males feeling unsuccessful. Instructional staff indicate they want to better understand their student's and how to help them.

SECTION 4

5-Why Analysis Tool: Example 3



5-Why Analysis Tool: Template

Specific Problem Statement:

Why is that?

Fishbone Diagram Area (Context):

Why is that?

Why is that?

Why is that?

Why is that?

Why is that?