



Step 2: Plan

Part B: Written Narrative: Contributing Factors and Problem Statement Template

Directions: Respond to the following prompts (up to 5 pages of responses to prompts). In each response, be sure to refer to evidence from Step 1. Type your responses within the brackets following each prompt. Do not delete or alter the prompts. (NOTE: When citing relevant research, embed your citations directly within your written responses. Do not provide citations in a separate list.)

I. Institutional/Structural Factors

IMPORTANT: Your submission must be developed in such a manner that does not attribute causality that is beyond the school's actual scope of influence. Additionally, your critical analysis must be free of bias and deficit thinking. See the definition below. You **MUST** not present responses that include deficit thinking.

1. What potential contributing factors are suggested by the data you have collected and analyzed that may have created or added to the equity gap you identified for a student group at your school?

[Your potential contributing factors are based upon your qualitative data analysis. Clearly explain the link between your data and your contributing factors. Be sure to note the qualitative sources that helped you to derive the contributing factors. Discuss how the contributing factors have created or added to disparity or differences between groups of students.]

2. How do these specific contributing factors, including institutional and/or structural factors, impact student learning or well-being for the student group?

[Please note: Remember to refer to Glossary at the end of the Performance Assessment Guide – Institutional and Structural Factors. Carefully review the definitions in the glossary. Your contributing factors must include structural and/or institutional factors that are impacting your student group. You should provide supporting evidence of how your contributing factors have created to or added to the differences between groups. You should address all contributing factors even if you don't address them all in your plan. The level of detail you provide in this answer will determine which level on the rubric it matches.]

3. Cite research related to your findings regarding contributing factors that may have created or added to the equity gap you have identified for the student group.

[It is important that your research SPECIFICALLY links to your contributing factors that cause the equity gap. Don't just cite general research about the group—link it to your institutional and/or structural factors and the resulting equity gap.]



4. Identify areas of educational need related to the single equity gap for a group of students (e.g., the school needs additional supports or materials, necessary specialists or counselors, after-school programs for students).

[You must be very detailed AND clearly explain how addressing the areas of need (contributing factors) will improve student success or well-being.]

II. Problem Statement to Address Student Group Area of Need

5. **Problem Statement:** Describe the equity gap that needs to be addressed at the chosen school for the California state indicator and the identified student group's area of need (achievement and/or well-being).

[Please note: Remember to refer to Glossary at the end of the Performance Assessment Guide – Problem Statement. Your problem statement must be feasible and clearly related to your data, equity gap analysis and contributing factors. The assessor needs to clearly see the connection of data to the problem statement.

To score higher, your problem statement needs to be responsive to the culture and context of the student group. To score at the highest level, you should include research that cites evidence-based practices on how the area of educational need (equity gap or problem statement) has been successfully addressed in other school settings.]