



64TH CONFERENCE ON EXCEPTIONAL CHILDREN

**WORKING TOGETHER
TO ACHIEVE STUDENT SUCCESS**

**Problem-Solving
Disciplinary Disproportionality**

Rockingham County Schools
Discipline Task Force

Presenters:
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PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education | Department of Public Instruction

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Rockingham County- State of North Carolina's North Star!

- 25 schools in Rockingham County
 - 16 PBIS (Implemented and Trained) schools
(15 have received state recognition, one is beginning implementation this school year)
 - 9 non-pbis
 - 13, 000 students
 - EC Population: School Age- 1818, Preschool- 216
 - Rockingham County is designated as Tier 1
 - RCS is eligible for the Community Eligibility Provision for school lunch meals at no cost



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In the beginning.....

- NCDPI Memo- EC Department
- Inspired by Dr. Cayce McCamish (NCDPI Behavior Support Data and Evaluation Consultant) Dissertation on Disproportionality
- Need for data across district
- DTF was created in July 2013
- Stephanie Austin (Co Chair and Data analyst for DTF, Lead School Psychologist and PBIS Coordinator) and Dr. Cayce McCamish presented data 12-13 last school year in August 2013 at Administrator Retreat
- RCS was disproportionate across district
- Need for problem solving around the topic of disproportionality and disciplinary practices

The memo said.....

- Discipline
 - OSS > 10 days (2* the state average rate = 1.00%)
 - Rockingham Rate = 4.15% for AA EC students
- Why not focus on AA EC students to address the issue?

Overview

- Introduction to Rockingham County Schools
- Review of McCamish information and Four Domains of Power
- Framework for evaluating and problem-solving disciplinary disproportionality
- District implementation of the framework
 - Structure
 - Challenges
 - Implications
- LEA Self-Assessment
- Support and Resources
- Rockingham County: Activities
- Next Steps
- Applying this to your District and responding to disciplinary disproportionality!



**Foundation
for
Disciplinary Disproportionality
Problem Solving**

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What are we really talking about?

Disciplinary

- -Behavior
- -Policies & Procedures
- -Rules & Expectations

➔

Can we discuss disciplinary disproportionality without discussing race?

Disproportionality

- -Inequitable outcomes
- -Race

➔

Slide from Cayce McCamish, 2012)

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Revised Model for Evaluating Disciplinary Disproportionality

Policy

Disciplinary Practices

Data Practices

Cultural/Racial Beliefs

Relationships

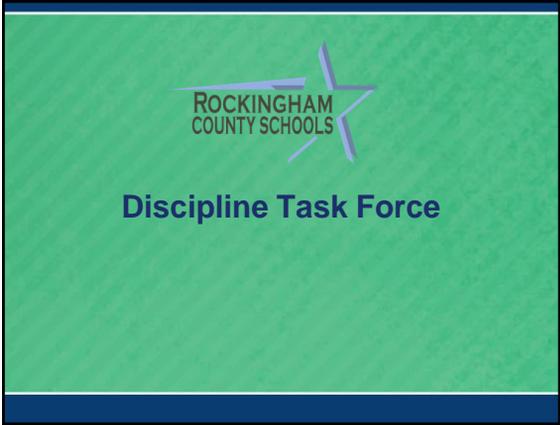
(McCamish, 2014)

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Summary of Research Dr. Cayce McCamish

- One Middle School (since then she has worked with numerous schools teams and our district)
- Disciplinary Domain
 - Disruptive, disrespectful language, bus misbehavior, other school defined offense
 - Staff perceptions
- Structural Domain
 - Policy Crosswalk
 - Areas such as disruption were not defined
- Cultural Domain
 - It's the student
- Interpersonal Domain
 - Relationships

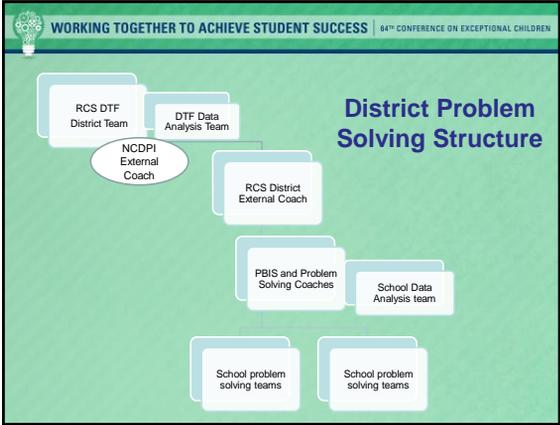
Cayce McCamish, 2012



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District Discipline Task Force (DTF)

- LEA established a District Discipline Task Force (DTF)
- Expertise
- Multidisciplinary Team
- Stakeholder Involvement
- Responsible for reviewing, interpreting, and engaging in problem solving activities related to DISTRICT data
- Focused on problem solving for the district in order to improve overall district outcomes and this often involves complex, systemic issues.
- Membership: EC Director (Co-Chair), Lead School Psychologist/PBIS Coordinator (Co-Chair and Data Analyst), Administrators (all grade levels), Assistant Superintendent(s), NCDPI Behavior Support Data and Evaluation Consultant, team members with knowledge related to discipline, behavior, cultural/equity, etc. as needed.



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DTF Data Analysis Team

- Create a DTF Data Analysis Team to summarize all relevant data
 - S. Austin and C. McCamish
 - Expertise: data analyses, powerschool, NC PBIS Data Management System, and Problem-solving
 - Responsible for collecting and summarizing data necessary for the DTF to engage in problem solving
 - Schedule meetings in between the meetings of the overall DTF to conduct data analyses

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DTF Data Analyses

Policy

Disciplinary Practices

Data Practices

Cultural/Racial Beliefs

Relationships

- Create all data summaries
 - District Data Summary
 - ODRs
 - RR/RI (for LEA and by type of school)
 - OSS/ISS
 - EC status by outcome
 - Policy crosswalk
 - School Data Summaries
 - ODRs
 - RR/RI
 - Referrals by types of behavior and race
- Create necessary documents/materials needed for DTF meetings



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Discipline Data Review 2012-2013

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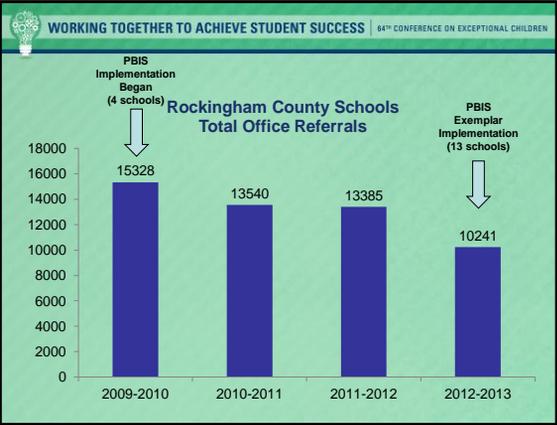
Disproportionality Defined

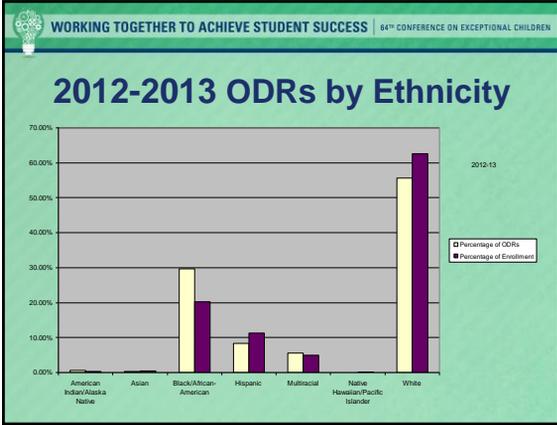
- Disproportionality refers to a particular racial/ethnic group being represented in a given category at a significantly higher or lower rate than other racial/ethnic groups.

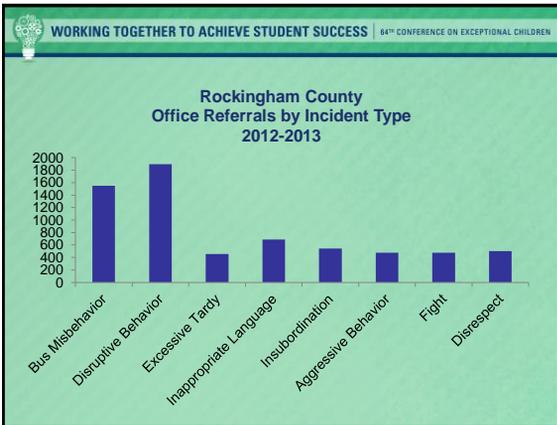
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Disproportionality Defined

- Underlying Assumption:**
 - All groups should be represented in the amount of office referrals proportionate to population proportions of the school district.
- Hypothesis:**
 - Compared to White students, African American students (and some other groups) are over-represented in the number of office referrals.







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2012-2013 Total Suspension Days

- Number of Incidents of OSS:
2395 Incidents of OSS
- Total OSS Days in RCS:
6485.5 Days
- Academic Years:
37 YEARS!

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What is a significant level of Disproportionality?

- Any level of disproportionality (risk ratio > 1) represents a potential area of concern.
- North Carolina uses levels of significance to determine the areas of concern.

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2012-2013 Overall Risk Index and Risk Ratio

	Black/AA	White	Multi	Hispanic	Asian	Ind./Nat. Haw	Total
Referred	1007	2018	189	339	8	23	3584
Enrolled	2685	8286	653	1520	61	60	13265
Risk Index	0.375047	0.24353	0.28943	0.22303	0.13115	0.38333	0.27018
RI for all others	0.243573	0.314532	0.26919	0.27629	0.27083	0.26967	
Risk Ratio	1.539772	0.77433	1.07521	0.80722	0.48425	1.42149	

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2012-2013 Schools by Grade Level with Disproportionality Greater than 2.0 by Race

	Black/AA	White	Multi	Hispanic	Asian	Native
Elementary	3	0	3	1	2	1
Middle	0	0	0	0	0	0
High	1	0	0	0	0	1

	Black/AA	White	Multi	Hispanic	Asian	Native
Elementary	19%	0%	19%	6%	13%	6%
Middle	0%	0%	0%	0%	0%	0%
High	17%	0%	0%	0%	0%	17%

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2012-2013 Schools by Grade Level with Disproportionality Greater than 1.0 by Race

	Black/AA	White	Multi	Hispanic	Asian	Native
Elementary	11	3	8	3	2	4
Middle	4	0	2	2	0	3
High	6	0	4	2	0	3

	Black/AA	White	Multi	Hispanic	Asian	Native
Elementary	69%	19%	50%	19%	13%	25%
Middle	100%	0%	50%	50%	0%	75%
High	100%	0%	67%	33%	0%	50%

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2012-2013 Total RCS Schools with Disproportionality by Rate and Racial Group

	Black/AA	White	Multi	Hispanic	Asian	Native
Greater than 1.0	21	3	14	7	2	10
Greater than 2.0	4	0	3	1	2	2

	Black/A A	White	Multi	Hispanic	Asian	Native
Greater than 1.0	81%	12%	54%	27%	8%	38%
Greater than 2.0	15%	0%	12%	4%	8%	8%

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Got Disproportionality?

.....Yep!

Time to problem Solve!



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Use of LEA Self Assessment and Problem Solving



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LEA Self Assessment

- The purpose of this LEA Self-Assessment is:
 - to provide a structured framework for LEAs to access relevant data,
 - critically reflect on factors that contribute to disproportionality,
 - and establish a clear understanding of the complex factors associated with disproportionality.
- This document is designed to support the team with:
 - initial steps of Identifying and Describing the Problem with Precision
 - developing Hypotheses Statements.
- The team will be supported with identifying appropriate Solutions through technical assistance meetings following the submission of this LEA Self-Assessment.
- Focus: disciplinary policies and practices



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First Hypothesis

❖ Need for DTF for problem solving discipline practices

RCS exhibits disproportionality as there is not currently a team of professionals with appropriate decision making authority to make policy changes and address inconsistencies with discipline practices. RCS district team is needed and developed as a “district problem solving team” to help guide RCS policies, procedures (handbook, homebound, and coding) and to provide support to schools.

Second Hypothesis

❖ Need for RCS Training in Disproportionality and Problem Solving (TIPS)

RCS and staff were not trained on disproportionality, definitions, calculation, or overall understanding of disproportionality and this relates to services with students. In addition, RCS schools were not aware of their own disproportionality. The use of a TIPS problem solving process and discipline "teams" in each school is needed to help "problem solve" discipline data.

Presenting the Data to Staff

- Administrator Retreat, PBIS Coaches Meeting, School Psychologists, EC Leadership
- Defined Disciplinary Disproportionality, Risk Ratio, Risk Index, and explained all data analysis methods
- Present Overview of the Four Domains of Power Study and findings
- Presented district data summaries
- Activity: Data Gallery Walk- feedback
- School Summaries
- Reflections

School Level Problem Solving

- Each school received their own schools data (as detailed by data review- broken down by school level)
- Administrators Received TIPS Problem Solving Training (C. Corcoran and S. Austin) in September
- Each school received powerpoint template to share with schools, data package (ODRs, RR/RI, Referrals by types of behavior and race)
- Each School submitted TIPS agenda with problems solving hypothesis based on their data (action steps identified by each school)
- Feedback was given to each school regarding action steps from DTF



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Discipline Task Force Guidance Documents and Problem Solving

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Summary of Data Gallery Walk

- **Policy:**
 - Need to define disruptive
 - Inconsistent definition/ lack of clarity of various behavioral offenses
 - Consider how disproportionality can be addressed in SIP
- **Disciplinary:**
 - Bus supervision
 - Support teachers with effective classroom strategies and effective consequences and engagement
 - Conversations/training with staff / to increase staff awareness about disproportionality

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Team Initiated Problem Solving (TIPS) Mode

Structural Domain

Structural Domain Data:
Did we achieve our goal?
If not, why not?
Continue the process for this or other Domains.

Structural Domain Data:
Are our disciplinary policies consistent and include clear definitions?
Do we have a problem?

Structural Domain Data:
"Disruptive" and "Other" behavioral offenses are not clearly defined or even listed in the policies.

Structural Domain Data:
Who is doing what by when?
What is the goal?
How will we measure fidelity?

Structural Domain Data:
Clearly define "disruptive" behavior and train staff, avoid "other," and propose policy revisions to include "disruptive."

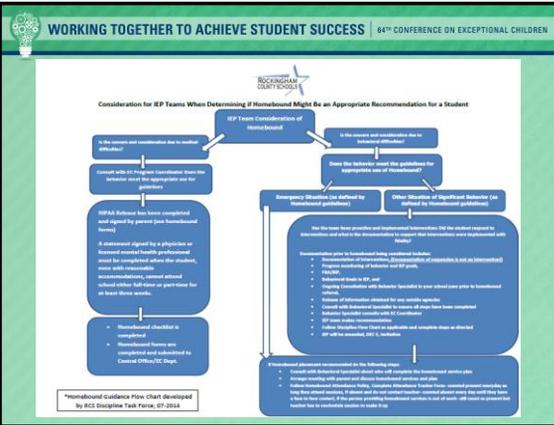
(Slide from Cayce McCamish, 2012)

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Fourth Hypothesis

- ❖ Concerns about Homebound for **disciplinary** reasons
- ❖ RCS exhibits significant disproportionality (for students with IEPs and also AA students) because there are no current homebound policies and procedures listed or described for the LEA which results in the overuse of practices. (Specifically, inappropriate usage of homebound and the use of Individualized Alternative Instruction with no clear definition of homebound services.)

- Homebound Narrative Summary
- Homebound Flow Chart



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Discipline Guidance Documents

- Extension of Homebound Guidance Documents
- Discipline Narrative Summary- EC
- Discipline Flow Chart

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- Third Hypothesis
 - Need for Clarification FBA and BIP Procedures
 - S. Austin provided training to PBIS and NON PBIS Schools- at PBIS coaches meeting, EC zonal meetings, and consultation

RCS schools were unclear of FBA/BIP procedures and updated training and resources were needed to conduct these assessments and interventions for students.

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Discipline Policy Crosswalk

District Code of Conduct (start here)	Dress Code Violation	Bus Misconduct	Use (smoking, dipping) or possession of tobacco products, including e-cigarettes, on school property or at school event	Using profane, obscene, lewd, vulgar or indecent speech	Disrespectful conduct toward school personnel	Hitting, kicking, pushing or punching another student or similar misbehavior which does not cause a serious injury	Undisciplined: habitual violation of school rules, repeated failure to comply with staff directives or other repeated oppositional behavior that is disruptive
Rating of entries	3	2	4	2	2	3	2
Notes: Add consequence continuum for all behaviors; how to ensure consistency across district with how schools define major/minor; minor violations vs serious violations	no definition; no examples; Consider major/minor definitions and consequences; coding clarification about when to use this category vs listing specific bx and then bus as location	some behaviors have all three offenses in one What do the legal and others terms mean? don't		need to define; directed toward staff- other bx descriptors for bx directed toward peers; list examples		where is the line undisciplined; between this an horseplay is this physical aggression;	disruptive behavior is not listed in the policy; examples are vague; need to define; maybe disruptive is not the same thing as

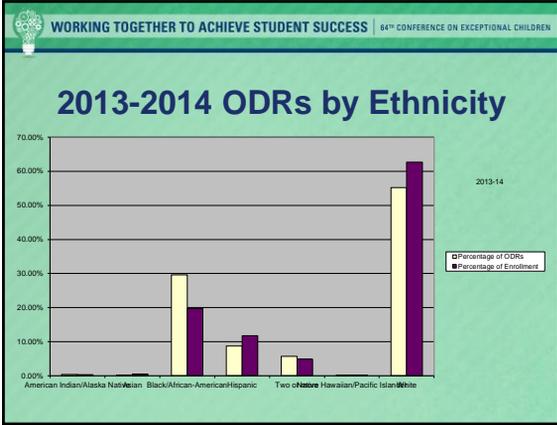


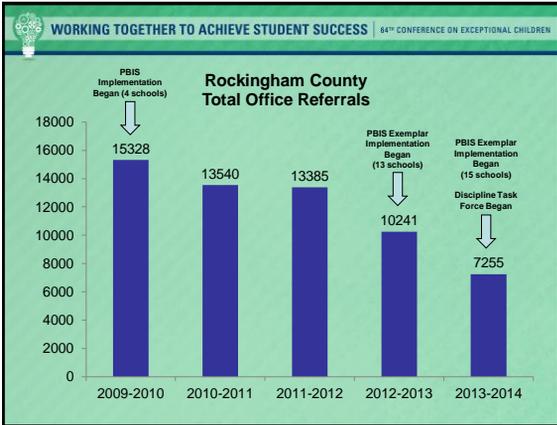
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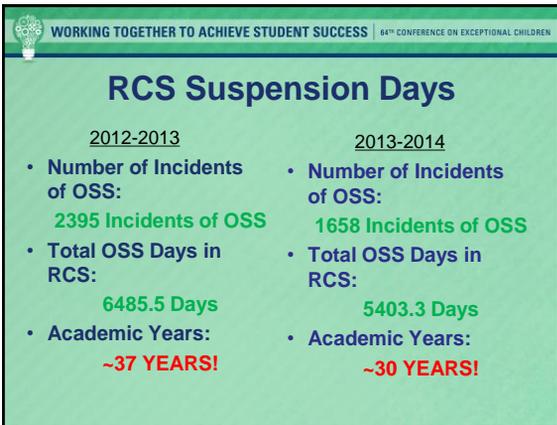
2013-2014

Data Review

Where are we now after a year of Problem Solving?



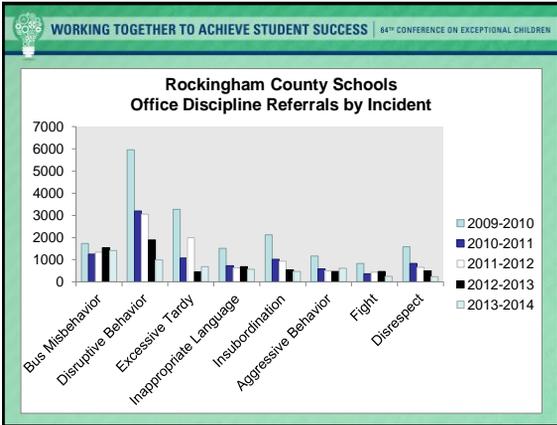




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RCS Incident Summary

- We have a **29% drop in office referrals** from 12-13 school year to 13-14 school year!!
- 2012-2013 Year: 10,241 ODRs (0.43 annual rate of ODRs per 100 students per school day)
- 2013-2014 Year: 7,255 ODRs (0.31 annual rate of ODRs per 100 students per school day)



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2013-2014 RCS Overall Risk Index and Risk Ratio

2012-2013

	Black/AA	White	Multi	Hispanic	Asian	Ind./Nat. Haw
Risk Ratio	1.539772	0.77433	1.07521	0.80722	0.48425	1.42149

2013-2014

	Black/AA	White	Multi (Two or More)	Hispanic	Asian	American Indian/Alaska Native	Native Hawaiian/Pacific Islander	AMIN/PACI
Risk Ratio	1.51	0.77	1.20	0.83	0.27	1.73	1.22	1.63

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**Total RCS Schools with Disproportionality by Rate and Racial Group
2012-2013**

	Black/ AA	White	Multi	Hispanic	Asian	Native
Greater than 1.0	21	3	14	7	2	10
Greater than 2.0	4	0	3	1	2	2

**Total RCS Schools with Disproportionality by Rate and Racial Group
2013-2014**

	Black/ AA	White	Multi	Hispanic	Asian	Native
Greater than 1.0	18	2	8	4	1	2
Greater than 2.0	5	0	5	1	0	0

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**Total RCS Schools with Disproportionality
by Rate and Racial Group**

	Black/ AA	White	Multi	Hispanic	Asian	Native
2012-2013	25	3	17	8	4	12
2013-2014	23	2	12	5	1	5



**Next Steps
and
Current Needs**

Sixth Hypothesis

- *RCS does not have access to accurate and timely data that is consistent with NCDPI data decision rules for real-time problem solving at the district and school level. Therefore, the DTF will request specific data using a stakeholder request from to obtain access to needed data for the current school year.*
- Need for a tool to access real time data!

Problem Solving Data Tool

- DDS Spreadsheet
 - ODR(s)- Month, Ethnicity, Grade, Behavior, Reportable Offense, Persistently Dangerous
 - Risk Ratio
 - EC ODR
 - Outcomes by Race
 - EC Outcomes
- Training for DDS Spreadsheet

Use of DDS Data Tool

- Monthly Summary of Data and Summary Report for Year (12/13, 13/14, 14/15)
- Use for problem solving and identifying district action steps, school action steps
- Real-Time Summary Data for LEA and School
- Share data regularly with staff and teams
- Each School submit this at the end of the school year (date to be determined by DTF)

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Seventh Hypothesis

- *RCS does not have a classroom management or behavioral foundations professional development series at this time to help ensure appropriate practices are implemented within the general classrooms. The DTF proposes a course syllabus is developed to address teacher professional development needs for behavior supports within classrooms.*
- Behavioral Foundations Proposal
 - S. Austin, H. Williamson, J. Winn providing this course
 - Fall and Spring
 - Time: 8:00-3:30
 - Dates: 10/23/14, 11/20/14, 12/12/14
02/19/15, 02/26/15, 04/23/15

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Future Problem Solving

- Support and consultation from DTF to help “drill down” data
- Continued Problem Solving Training
- Action Planning with School Teams
- Expand Coaching Assistance/Support
- Monitor progress on LEA Self Assessment Hypothesis and Goals throughout this school year



Moving Forward.....
**Application for your LEA/District,
 School, or Problem Solving Team**

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You may be asking.....How did we do this?

- Passion
- Working Relationships
- EC Director that is willing to explore the issue and made it relevant to others
- District PBIS coach- relationships with staff and provided "coaching" aspect for schools
- PBIS Teams- understanding of problem solving
- Following the TIPS process
 - Focus on Understanding Disproportionality
 - Data
 - Coaching
 - Precise Action Steps and Follow Up
 - **Commitment** to refrain from accepting the "way things are"
 - Inviting people to the table.....creating a sense of urgency
- Work behind the scene (preparing information and bringing it the DTF)
- Collaboration/Support from Data and Evaluation Consultant
- Looking at Systems- Structure (including EC and Policy)- not just placing this on the schools
- We are still working and will continue.....

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Application

- Remember- look back before you move forward! (Spend time in the DATA!)
- Use Best Practice for Implementation
- Implementation Science & PBIS
 - Team-based approach
 - Use of TIPS problem-solving model
 - Establish Coaching capacity
 - Use data for problem-solving
 - Use complex approach to respond to complex problems

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Application

- LEA establish a District Discipline Task Force (DTF)
 - Expertise
 - Involve individuals who have Authority to make decisions
- Create a DTF Data Analysis Team to summarize all relevant data
 - Expertise: data analyses, powerschool, NC PBIS Data Management System, and Problem-solving
 - Responsible for collecting and summarizing data necessary for the DTF to engage in problem solving
 - Schedule meetings in between the meetings of the overall DTF to conduct data analyses

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Issues that Must Be Considered

- Non-PBIS Schools
 - Capacity to support problem-solving
- DTF Data Coach
 - Time for Data Analysis and meeting preparation
 - Slow process; work must be done between meetings
- Focus on hypotheses and data
 - Not jump to solutions
- Authority
 - Ensure appropriate team membership
- Openness to change
- Communication- to district and schools
- Focus of the team
 - If this is done by existing team- ensure the team doesn't lose focus (PBIS)

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Biggest Factor

- Data
 - Access
 - Timeliness
 - Skills to summarize and analyze
 - Moving beyond problem identification- need raw data
 - Data sets don't match across sources (business rules)

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Layers of Support

- District Leadership
- School Leadership
- Coaching and Problem Solving
- Teacher Development
- Monitor and Support

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Multicomponent Interventions to Address Disproportionality

- Prevent situations that can lead to disproportionate discipline
- Reduce effects of explicit bias through effective policies
- Reduce effects of implicit bias through specific training
- Use data for decision making
- School Discipline Guidance

<http://www2.ed.gov/policy/gen/guid/school-discipline/index.html>

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Final Thoughts

Disciplinary Outcomes for EVERYONE

Impact

Positive Academic Outcomes for EVERYONE

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Final Thoughts

"For the things we have to learn before we can do them, we learn by doing them."

-Aristotle

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64TH CONFERENCE ON EXCEPTIONAL CHILDREN

Problem Solving Disciplinary Disproportionality Rockingham County Schools Discipline Task Force

Dr. Cindy A. Corcoran, Executive Director of Exceptional Children
Stephanie L. Austin, Ed.S., NCSP, Lead School Psychologist/PBIS and Crisis Coordinator

- Problem Solving Disciplinary Disproportionality
 - Rockingham County Schools Demographics
 - Overview
- Foundation for Problem Solving
 - Dr. Cayce McCamish- Disciplinary Disproportionality and the Organization of Power
 - Discipline Task Force Components and Structure
 - Rockingham County Schools Data from 2012-2013
- LEA Self-Assessment
 - Use of LEA Self-Assessment
 - Hypotheses and Problem Solving
- Discipline Guidance Documents
 - Hypothesis and Problem Solving
 - Homebound
 - Discipline Guidance Document
 - Policy Crosswalk
- Data Review for 2013-2014
 - Where are we now?
 - Continued Problem Solving Efforts
- Next Steps
 - Data Coding Procedures
 - Behavioral Foundations and Classroom Management
 - Problem Solving
- Moving Forward- Application to your LEA/District/School/Problem Solving Team
 - Application
 - Best Practices
 - Implications of Data
 - Layers of Support
 - Multicomponent Interventions that address disproportionality

*“Education, then, beyond all other devices of human origin, is the great equalizer
of the conditions of men.”*
Horace Mann

