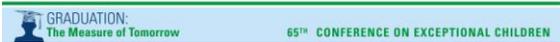


Presentation Goals

- Identify contributing factors to SED disproportionality of African American students.
- Discuss correlation between Implicit Bias and discipline decisions.
- Understand how disproportionality is determined as well as the legal and ethical responsibilities.
- Discuss school based solutions and long term action planning.

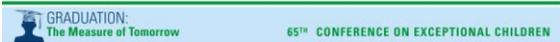


Testable Hypothesis



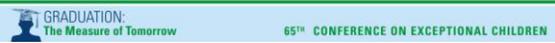
Given similar behaviors, African-Am students are identified as SED more often than their white counterparts as a punitive consequence.

This leads to negative outcomes that weaken the viability of African-American families.

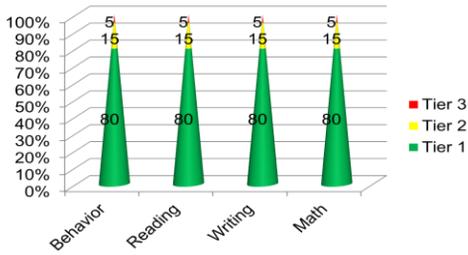


Why Does SED Placement Matter to All of Us?

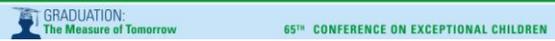
- School Funding
- Graduation rates
- Qualified work force
- Government dependency
- Crime
- Juvenile/Incarceration Costs
- Positive Role Models for Next Generation
- National Security



Example of Healthy School



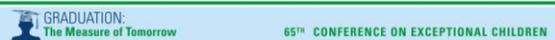
Early identification of students at-risk for failure in the four key areas is critical for positive student outcomes.



National School Discipline Trends

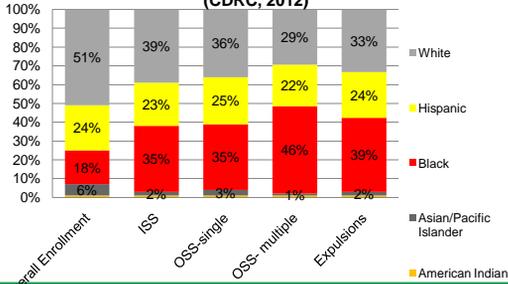
- 5,000 children are **expelled** from preschool annually; 90% are male.
- More than 70% of **remedial reading** students are male.
- 70% of all **D's and F's** are earned by males.
- 66% of students **suspended** are male.
- Some school districts retain almost 20% of their **kindergarten** students, most of whom are male

Kunjufu, 2011



Civil Rights Data Collection 2012

Disparate Discipline Rates SY 2009-2010 (CDRC, 2012)



What Behaviors are Students Referred For By Race?

White students referred more for: <ul style="list-style-type: none"> • Smoking • Vandalism • Leaving w/o permission • Obscene Language 	Black students referred more for: <ul style="list-style-type: none"> • Disrespect • Excessive Noise • Threat • Loitering
---	---

Anchoring

867-5309

_____ I've got your number!

Bias and Perception



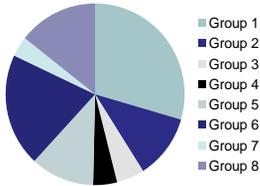
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Who is most suspended?

Which group is more likely to be suspended.

Student Discipline

1. Males _____
2. Females _____
3. Overweight _____
4. Short _____
5. Tall _____
6. Redheads _____
7. Blonde _____
8. Body Odor _____



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Discussion

- Does implicit bias contribute to racial disproportionality?

- Can you be bias but not racist?



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What's in a Name?

Class Roster 1

- Alaija
- Joshua
- Kameron
- Laquarius
- Hakeem
- Lemantionna
- Christopher
- Dy' Quivieon
- Dyvine
- Le' Qwan

Class Roster 2

- Anthony
- Dattrion
- William
- Cary
- Thomas
- Jahsun
- David
- Robert
- Jonathan
- Charles

SED Negative Outcomes

- Get lower grades
- Fail more courses and exams
- Are held back more often
- Graduate at lower rates
- 55% drop out rate
- Have blame placed on family
- Move from program to program
- Get arrested more often; over 40% /1 year and within 5 yrs. over 60%
- NC Spends around \$9,000 per student and around \$30,000 per inmate*
- Spend more time in the juvenile justice system
- Are more frequently placed in restrictive educational environments

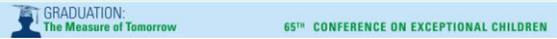
*www.money.cnn.com/infographic/ecomony/education-vs-prison-costs

Disproportionality Defined

The presence of students from a specific group in an educational program being higher or lower than one would expect based on their representation in the general population of students.

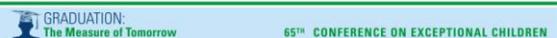
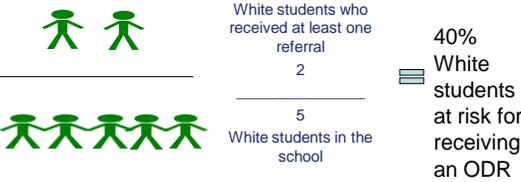
Assessing Disproportionality

- **Risk ("Risk Index)** - % in a specific group who have at least one referral
- **Risk Ratio** – risk of one group vs risk of all other groups
- **Composition** - % of students in a group that received a referral
- **Referral Composition** - % of referrals generated by a specific group
- **Total Removals per Child** – average referrals pre child in a specific group
- **E Formula** – relationship between the groups composition and size given the number of students in the group that received a referral.



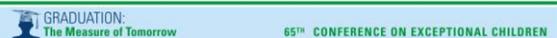
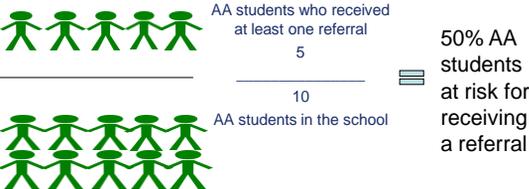
Total Removals per Child (ODRS)

5 White students enrolled in a school

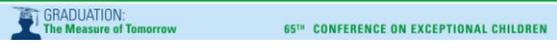
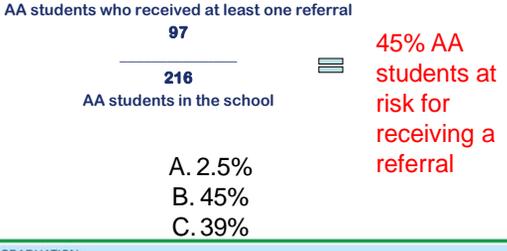


Risk Index

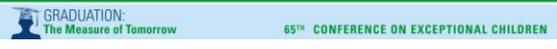
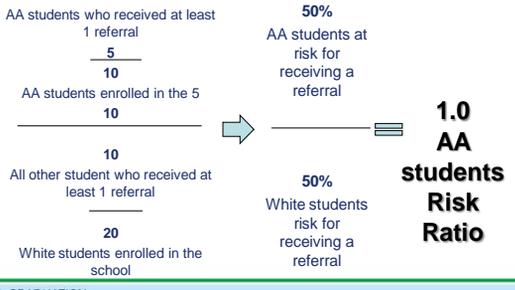
10 AA American students enrolled in a school



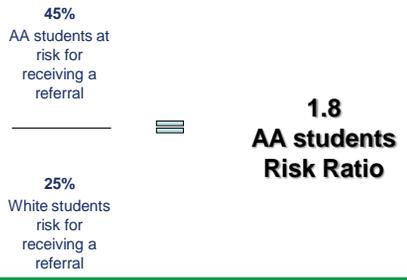
Risk Index Horton School



Risk Ratio



Risk Ratio Horton School



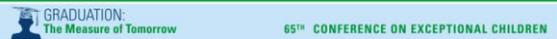
Risk Ratio Horton School

30%
Native
American
students at risk
for receiving a
referral



25%
White
students risk for
receiving a
referral

1.2
Native American
Students
Risk Ratio

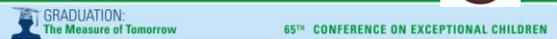


Horton School Let's look at Horton School data

- Academic Proficiency
- ODRs
- Suspensions
- EC Eligibility
- Universal Behavior Screening

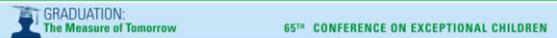
What conclusions can you draw about the school?
Do they have disproportionality?
Discuss at your table.





Mandated District Responses

- Federal and State Action
- IDEA Reauthorization
 - Redirection of funds
 - State actions



Reauthorization of IDEA 2004

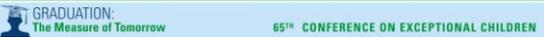
IDEA Regulations:

- Require policies and procedures.
- Require collection and examination of data regarding disproportionality.
- Establish requirements for review and revision of policies, practices and procedures.
- Require States to disaggregate data on suspension and expulsion rates by race and ethnicity.
- Require States to monitor their LEA's to examine disproportionality.

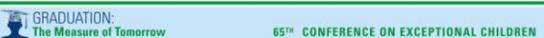


Significant Disproportionality: Use of Funds

- **34 CFR § 300.226 Early Intervening Services**
- **LEAs may use up to 15% of their IDEA funds to develop and implement early intervening services** for K-12 students not identified as needing special education or related services but who need additional academic and behavioral support to succeed in the general education environment
 - **34 CFR § 300.646 Disproportionality** LEAs with significant disproportionality must use the full 15% of funds for this purpose
 - 15% set-aside must begin in the fiscal year immediately following the year in which notification of significant disproportionality occurred



Is Your School Disproportionate?



Contributing Factors to SED Disproportionality

Factors	Solutions
EC Referral and Placement Process	
Unequal Educational Opportunities	
Socio-Economic Issues	

EC Referral and Placement Process



- Is there a standard referral process?
- How do teacher perceptions vs data factor into decision making?
- Do schools have a true understanding of SED?
- Do schools have adequate support for students being considered for SED classification?
- What tools are being used to determine SED?
- Socially maladjusted vs. SED.

Unequal Educational Opportunities



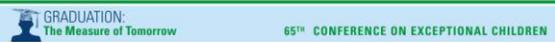
- Teachers perceptions of students exhibiting behaviors.
- Availability of quality instruction.
- Cultural competence of school staff .
- Intervention team process.
- Parental Involvement.
- Suspension days out of school.
- Level of wrap around supports in schools.
- Behavioral expertise available in schools.

Socio-Economic Issues

- Exposed to a variety of socio-demographic stressors associated with poverty.
- Less developmentally ready for schooling
- More likely to be referred to, and ultimately found eligible for special education service.

Poverty is an important contributing factor that increases the risk, presumably in a linear fashion, of special education placement for minority students.

National Research Council, 2002

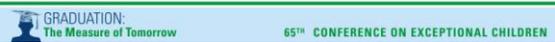


Testable Hypothesis

Given similar behaviors, A-A students are identified as SED more often than their white counterparts as a punitive consequence.



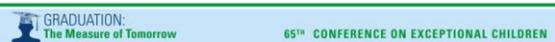
Accept? Reject?



**Team Initiated Problem Solving (TIPS)
Precise Problem Statement**

For the 2013-2014 year, African-American students at Horton experience a 1.8 ODR Risk Ratio which results in a greater likelihood of OSS and SED placement.

What About Horton?



Decreasing Racial and Gender Bias

Now What?



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Decreasing Racial and Gender Bias 2 Year Planning

- Conduct Schedule
- Data A
- Co
- De
- Instr
- Utilize (TIPS)

Reduce the likelihood that SNAP JUDGEMENTS will occur during interactions with African American males.

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General Education Strategies

- Team Initiated Problem Solving(TIPS)
 - Universal Behavior Screening
- Coordinated Early Intervening Services

*It is easier and less expensive to **PREVENT** a problem than to **CURE**.*

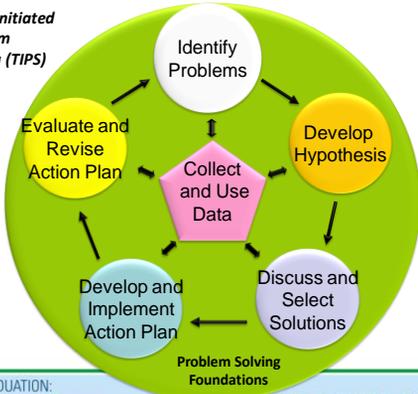


Prevention is the Key

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65TH CONFERENCE ON EXCEPTIONAL CHILDREN

Team-Initiated
Problem
Solving (TIPS)
Model



What is Behavior Screening?

“Universal screening is the **systematic assessment of *all* children** within a given class, grade, school building, or school district, on academic and/or social-emotional indicators that the **school personnel and community** have agreed are important.”

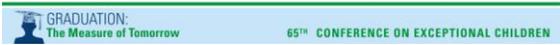
• Source: Ikeda, Neessen, & Witt, 2009

Benefits of Universal Behavior Screening

- “The Commission found compelling research sponsored by OSEP on emotional and behavioral difficulties indicating that **children at risk for these difficulties could also be identified through universal screening and more significant disabilities prevented through classroom-based approaches involving positive discipline and classroom management.**”

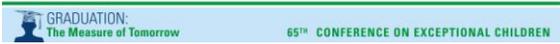
- “Without early intervention, children who routinely engage in aggressive, coercive actions, are likely to develop more serious anti-social patterns of behaviors that are resistant to intervention.”

Source: Walker, Ramsey, & Gresham, 2004

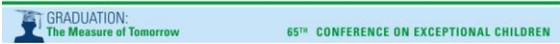
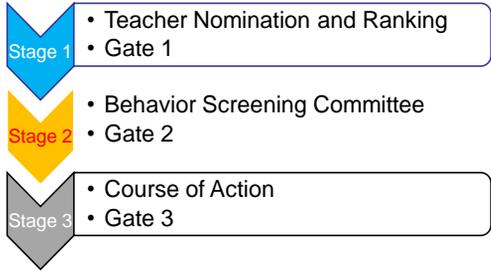


Universal Behavior Screening Categories

EXTERNALIZED BEHAVIORS	INTERNALIZED BEHAVIORS
Verbally aggressive towards others	Scratches/uses objects causing injury to self
Physically aggressive towards peers or staff	Limited peer relationships
Poor impulse control	Often pretends to be ill
Consistently ignores directions/challenges adult instructions	Acting fearful of others
Refuses to participate in academic activities	Does not demonstrate self advocacy
Excessive absences including suspensions	Cries often/withdrawn/hopelessness
Consistent disrespect to adults	Makes put down remarks about self
Disruption of peer activities	Sleeps during class
Displays angry outburst inappropriate for age	Nervous behavior (eg. nail biting, hair pulling)
Sexualized behaviors	Difficulty with changes in routine



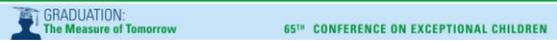
Universal Behavior Screening



Horton School Screening

Summary

- Stage 1 nominations were twice the expected norms for students demonstrating externalized problem behavior.
- Stage 1 nominations were five times the expected norms for students demonstrating internalized problem behaviors.
- 44% of teachers nominated 50% or more of their class.
- Grade Levels with the highest percentage of student nominations: 1st, 3rd, 4th, 5th, 7th, 8th
- Stage 2 Behavior Screening Committee reduced the nominated students by nearly half. (47.75% to 22.72%)

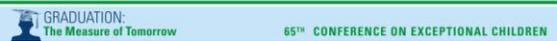


NOW WHAT?



- ✓Conducted Universal Behavior Screening
- ✓Analyzed the student data
- ✓Identified students in need of support

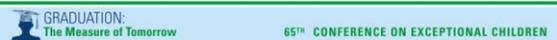
Coordinated Early Intervening Services



Reducing Racial and Gender Bias

Coordinated Early Intervening Services

- CEIS are services provided to students in K-12 (*with a particular emphasis on students in K-3*) who are not currently identified as needing special education or related services, but who need additional academic and behavioral supports to succeed in a general education environment.

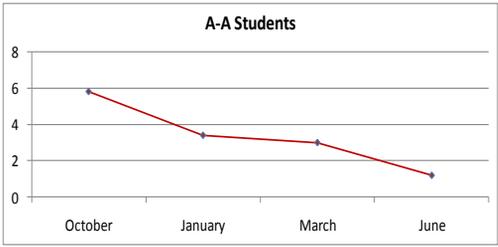


Coordinated Early Intervening Services Early Intervention Coach Model

- Research Based Behavioral Interventions
- Behavior Contracts
- Social Skills Instruction
- Check-In, Check-Out
- Behavior Charting and Progress Monitoring
- Managing Escalating Behavior
- Developing Positive Teacher - Student Relationships
- Parental Involvement: Schools + Families = Success
- Supporting the Teacher - Parent Partnership
- **CLASSROOM MANAGEMENT PROFICIENCY**



Progress Monitoring ODR Risk Ratio



Multiple Data Points for Progress Monitoring and Analysis

Reducing Racial and Gender Bias EC Referral Process



- Special Education Placement/Exit Process:
 - Require district Level LEAs
 - Request consultative support for students with behavior issues
 - Defined criteria for student exit/transition
 - Implement the MTSS model

Contributing Factors to SED Disproportionality

Factors	Solutions
EC Referral and Placement Process •Standards •Requirements •Professional Development	
Unequal Educational Opportunities •Rigor •Relevance •Quality •Professional Development	
Socio-Economic Issues •Cultural Relevance •Resources	



What's Next?

- Prioritize the three **Contributing Factors** to Disproportionality in regards to the needs of your school.
- Identify **One Thing** (i.e. Data, Systems, Practices) you are going to do differently to impact disproportionality when you return to your school?

Thank you!

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