



BASIC NEEDS

freedom/choices

relationships/connections

survival

value/self-worth

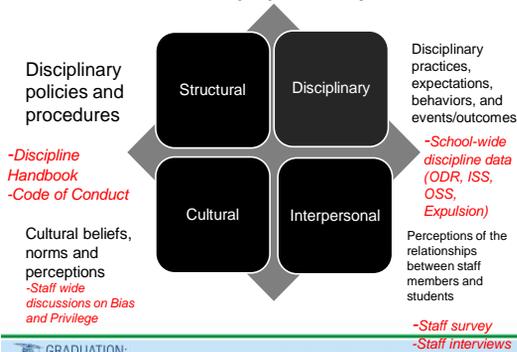
engaged/learning/fun

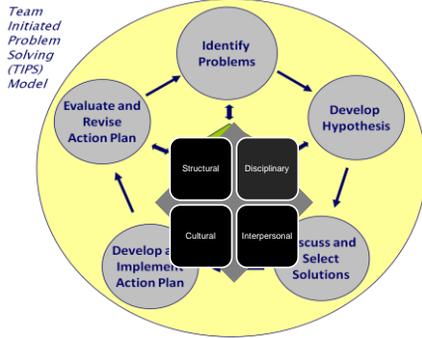
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A Team Was Formed

- Teachers and In-School-Suspension Coordinator trained in PBIS and DRIVE System from each grade level, EC and exploratory
- School Social Worker
- Guidance Counselor
- Principal and Assistant Principal
- Advisors: Cayce McCamish (PBIS) and Jane Williams(DRIVE)
- District Exceptional Children's Director and Behavioral Specialist
- District Asst. Superintendent of Student Services

Model for Examining Disciplinary Disproportionality





Newton, J.S., Todd, A.W., Algozzine, K., Horner, R.H. & Algozzine, B. (2009).

Crunching Data

- The team looked data concerning:
 - Student Achievement
 - Discipline Referrals
 - Staff Survey
 - Historical data
 - Alignment of the student, staff and district handbooks

How is it Disproportionality calculated?

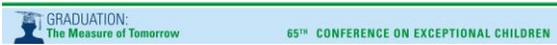
- Risk Index is "the percentage of a given racial/ethnic group that is in a specific category."
- Risk Ratio is a comparison of the "Risk Index for the target racial/ethnic group and the risk index of all other groups."
- Risk Ratio presents a quantifiable number indicating the level of over or under-representation of members of a certain racial/ethnic group to be included in a particular category.
- In the case of disciplinary disproportionality the category would calculate the risk for certain racial/ethnic groups for receiving suspensions, expulsions, or other exclusionary disciplinary outcomes.

$$\text{Risk Index} = \frac{\text{Number of Suspensions- received by Black Students}}{\text{Total Number Enrolled- Students who are Black}}$$

$$\text{Risk Ratio} = \frac{\text{Risk of Suspensions- for Black Students}}{\text{Total Risk of Suspensions- for all other racial groups}}$$

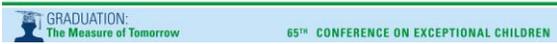
RESPECT

- Look like
- Doesn't Look Like



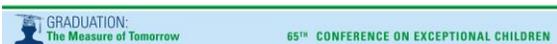
Common Definitions

- Disruptive Behavior, Disrespect, Aggressive Behavior
- T- Charted and Surveyed in each of the classrooms
- Compiled by the DD team
- To finalize:
 - Student and teachers voted on the definitions and also voted on Major and Minor offenses for each
 - These definitions, examples and consequences were explicitly taught to all students at the beginning of the year



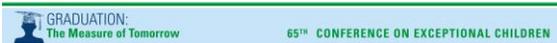
Cultural and Structural Overlap

- We looked at the data from the Common Definition activity
- We noticed that many African American students did not believe that arguing, speaking loudly and eye-rolling were disrespectful
- For arguing, students need to be taught how to respectfully disagree
- Teachers need to be okay with questions/disagreements as long as it's respectful.
- Respectfully making an argument is a twenty-first century skill that will help them in all aspects of life.



Cultural

- Bias and Privilege discussions.
- Staff was ready to have these discussions and TRUST was built so that discussions were successful.
- Discussions led to the critical question of "what can we do differently?"



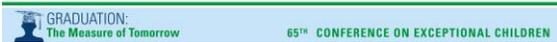
Before and After

2012

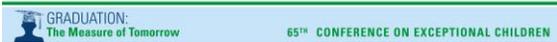
- Referrals 762
- Risk Ratio 3.2

2015

- Referrals 136
- Risk Ratio 1.8 *

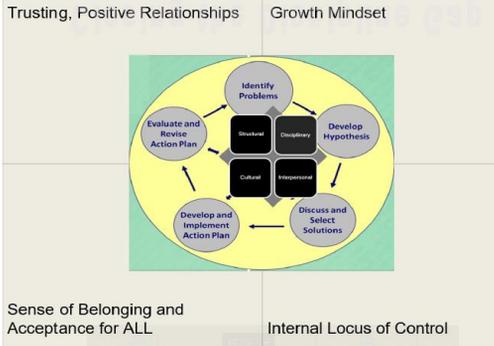


			Overall	
	8th Science	Math 1	Reading	Math
2012-2013	39	42.9	36.5	23.3
2013-2014	55.6	76.5	43.1	34.06
2014-2015	68.49	81.33 *	52	43.6
Difference	12.89	4.83	8.9	9.5
2 yr Diff	29.49	38.43	15.5	20.3





Closing the Discipline Gap



Email us or come talk to us

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