HYPOTHESES ON THE CAUSES OF DISPROPORTIONALITY

- It is important to understand that there is no one over-riding cause of racial and ethnic disparities in special education or school discipline. Rather, our best knowledge suggests that a number of factors contribute:
  - Test bias
  - Unequal Educational Opportunity/Achievement
  - Special Education Eligibility Process
  - Classroom Behavior Management and Office Processing
  - Poverty
  - Cultural Issues

STRATEGIES IDENTIFIED TO ADDRESS DISPROPORTIONALITY

1. Prevention and Early Intervention (RTI)
2. Improved Behavior Management (PBIS)
3. Improved Pre-referral Intervention Teaming
4. Improved Assessment Techniques
5. Family and Community Involvement
6. Training in Culturally Responsive Practices

QUESTIONS FOR THE PANELIST

- Post your questions to the panel at: www.todaysmeet.com/DisproPanel
PANELISTS COMMENTS

- Each panelist will focus on:
  - Trends observed
  - Strategies implemented
  - Outcomes observed
  - Barriers Faced
  - Positive Impact

TOPIC 1:
IMPROVED BEHAVIOR MANAGEMENT

TRENDS OBSERVED

- Positive Behavioral Interventions & Support (PBIS)
  - Began at Fieler in 2006
  - School-wide Proactive Approach for addressing desired behaviors
  - Provides intervention for students who need additional reinforcement
  - Provides support for students and staff to maximize instructional time
  - Data-driven decision-making tailored to meet the unique needs of your school

STRATEGY IMPLEMENTED

Positive Behavioral Interventions & Support (PBIS)
  - Began at Fieler in 2006
  - School-wide Proactive Approach for addressing desired behaviors
  - Provides intervention for students who need additional reinforcement
  - Provides support for students and staff to maximize instructional time
  - Data-driven decision-making tailored to meet the unique needs of your school
GETTING PBIS STARTED

- Create a Universal Team and School Coaches
- Pick 3-4 Core Expectations/Rules
- Create a Behavioral Expectations Matrix
- Make a T-chart for teacher-managed vs. office-managed discipline issues
- Plan Rewards and Celebrations Systems
- Plan school-wide training for all staff and all students

OUTCOMES OBSERVED

<table>
<thead>
<tr>
<th>Average Daily Incidents</th>
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<tbody>
<tr>
<td>2010-2011</td>
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<tr>
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</tr>
<tr>
<td>3.5</td>
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<tr>
<td>2.5</td>
</tr>
<tr>
<td>1.5</td>
</tr>
<tr>
<td>0.5</td>
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</tbody>
</table>

REFLECTIONS

- Improved Culture of School
- Improved ISTEP Scores
- PBIS Teams Problem Solve on a regular basis and provide ongoing intervention and support for staff and students
- Article/Book studies provide opportunities for discussion and reflection on increasing cultural responsiveness
- Continuous Improvement is embedded in culture of the school
- Increasing number of children with behavioral and emotional needs
- Increasing transient population
- Increasing number of families with socioeconomic challenges
TOPIC 2: ALTERNATIVES TO SUSPENSIONS

TRENDS OBSERVED

- Difficulty with traditional forms of discipline
  - “Repeat Offenders” or “Frequent Flyers”
  - Removal from class, followed by return to class with no restoration.

- Fundamental Principle:
  - Human beings are happier, more cooperative and productive, and more likely to make positive changes in their behavior when those in positions of authority do things with them (restorative) rather than to them (punitive) or for them (permissive).

  International Institute for Restorative Practice, 2010

STRATEGY IMPLEMENTED: THE 5 ESSENTIAL PRACTICES

1. Affective Statements
2. Restorative Questions
3. Small Impromptu Conferences
4. Proactive Circles
5. Responsive Circles
SOCIAL DISCIPLINE WINDOW:

TO
Punitive authoritarian

WITH
Restorative authoritative

NOT
Neglectful irresponsible

FOR
Permissive paternalistic

HIGH
CONTROL (limit-setting, discipline)

LOW
SUPPORT (encouragement, nurturing)

OUTCOMES OBSERVED

- Over the course of the past 4 years, with the addition of more proactive interventions, (i.e. PBIS, Restorative Practices, and consistent data monitoring) decreases in discipline numbers across the district have been observed.

- Approximately:
  - 20% decrease in Out of School Suspensions
  - 50% decrease in In School Suspensions
  - 70% decrease in Expulsions

REFLECTIONS

- Positive Gains:
  - ISS, OSS, Expulsion rates are trending down
  - Teachers & Staff are utilizing more proactive interventions
  - Positive Cultural Climate Changes
  - Better Monitoring of Data and more dialogue driven by data
  - More focus on building positive relationships with students

- Barriers Faced:
  - Disproportionality
    - Decreases, but still needs improvement
  - “Buy-in”/Philosophical Differences

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TOPIC 3: PREVENTION AND EARLY INTERVENTION

TRENDS OBSERVED

Although FWCS had the following in place…
- Clearly defined district mission and goals
- Academic initiatives that fueled growth
- Consistent rules and consequences
- A behavioral data management system
- A pyramid of interventions at each building

…Special Education Disproportionality continued.

STRATEGY IMPLEMENTED

- The FWCS Pyramid for Success™ was introduced to address students’ Academic and Readiness to Learn needs identified from data.
- Tiers of the Readiness to Learn side of the Pyramid were designed to include CR-PBIS components.
- The FWCS Code of Conduct was revised to align with the Pyramid including CR-PBIS.

FWCS Pyramid for Success™ integrates Academic and Readiness to Learn Emphases

Tier 1
Tier 2
Tier 3
REFLECTIONS

- District-wide and individual behavioral expectations focus on "what we want students to do."
- Consequences have been replaced with "corrective responses" that emphasize instruction.
- The saying "old habits die hard" includes habits of the mind (mindset).
- The pace of change is slow in a large district.
- A strong academic focus put other emphases on the back burner.

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TOPIC 4: IMPROVED ASSESSMENT TECHNIQUES

TRENDS OBSERVED

- Statistical “Disproportionate Representation” of White students in the Autism Spectrum Disorder category.

STRATEGY IMPLEMENTED

- Disproportionate Representation Self Assessment Survey.
- Review of current policies, procedures and practices for identifying students for special education and related services in the areas of:
  - Curriculum and Instruction
  - Child Find/Identification
  - Initial Evaluation and Re-Evaluation
  - Review of Existing Evaluation Data
  - Eligibility Determination

SHIFT
OUTCOMES OBSERVED

- Positive Gains
  - System analysis
  - Increased awareness
  - Increased Personnel
  - Targeted Professional Development/Academic & Behavioral
  - Increased Non Violent Crisis Prevention Trainers
  - Increased technology usage

REFLECTIONS

- Barriers Faced
  - Part B Reduction of 15% for CEIS – Coordinated Early Intervening Services

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TOPIC 5: FAMILY AND COMMUNITY INVOLVEMENT
TRENDS OBSERVED

- Over-representation of males
- Historical over-representation of students receiving FRL
- Recent under-representation of ELL students

STRATEGY IMPLEMENTED

- **Family Engagement**
  - Sought ways to increase involvement of families not typically participating
- **Family Surveys**
- **Involvement at non-academic events** very high but less involvement at academic events
- Seek ways to communicate with families in English and Spanish
- **PD sessions—ALL staff**
  - Working with students and families living in poverty
  - Sought community participants as panelists
  - Working with Latino students and families
  - Gender-based

OUTCOMES OBSERVED

- Continued over-representation of males
- FRL status now proportional

BARRIERS

- Unexpected change in administrative leadership
- Communication barrier in the past
- Home visits conducted for variety of reasons (Attendance, illness/medical, discipline, academic, other concerns) to involve parents and create working relationships between home and school
REFLECTIONS

- 99% attendance at fall conferences
- Every family who requested/needed an interpreter had one through our school staff, district Parent Liaisons, and community volunteers
- Earlier communication in discipline process using a classroom behavior referral
- Added parent representative to PBIS team
- Re-instated PTO
- Increased communication about PBIS through parent newsletter
- Everything that gets sent home is in English and Spanish, including ODRs
- Increased family involvement in events in our school through additional programming and outreach activities

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TRENDS OBSERVED

- African American Special Education students are:
  - 3.67 times more likely to be Suspended or Expelled
  - 2.03 times more likely to be identified with a Cognitive Disability

- Academic interventions and focus on core curriculum have had a positive impact on behavior data.

- Schools are still in planning year related to CR-PBIS so we expect to see positive data trends beginning next year with implementation.

TOPIC 6: TRAINING IN CULTURALLY RESPONSIVE PRACTICES
STRATEGIES IMPLEMENTED

- Corporation-wide Response to Intervention:
  - 3-5 year plan for implementation
  - Academic Interventions being piloted in elementary grades
  - Behavior Interventions being implemented
  - School Based PD on Culturally Responsive Practices
  - Use of the Intercultural Developmental Inventory in some buildings
  - Family Engagement a critical pieces of the approach

- Culturally Responsive PBIS:
  - Deliberate focus on culture
  - Building-level support to take conversations deeper
  - All 39 EVSC schools to implement CR-PBIS

OUTCOMES OBSERVED

- More focus on school-wide discipline strategies that are strength based instead of deficit-based.
- More focus on looking at academic and discipline data in tandem.
- Schools are beginning to see the impact of culture and want strategies to address cultural incongruences.

REFLECTIONS

- Positive Gains
  - Strategic, focused district-wide approach to reducing disproportionality (CEIS/RTI/CR-PBIS).
  - Implementation of a new behavior module in our data system to better track behavior data.
  - Schools are already making changes and seeing results.

- Barriers Faced
  - District remains in disproportionality.
  - Data reporting is still not where we want it to be.
  - Teachers/administrators still largely see students as needing to change, rather than themselves also needing to change.

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QUESTIONS FOR THE PANELIST

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