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# State Stories: Celebrating and Supporting Improvement in Districts Identified With Significant Disproportionality

**July 15, 2021**

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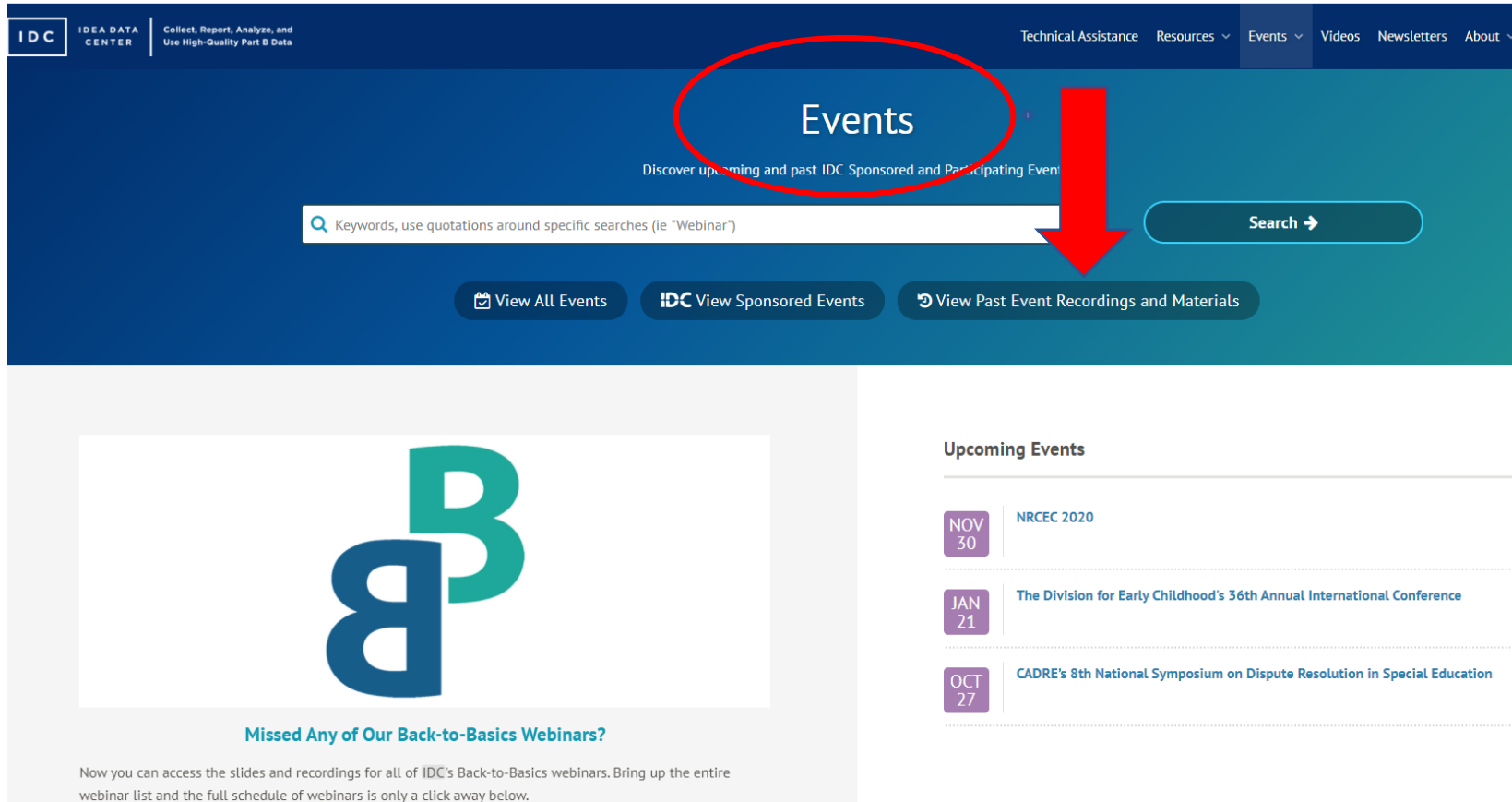
Danielle Crain, IDC

Nancy O'Hara, IDC

# Webinar Logistics

- Welcome and thank you for joining us
- We are recording this webinar
- Slides and recording from this presentation will be available on the IDC website
- We will be muting all participants
- Please type your questions in the chat box
- Please complete the online evaluation at the end of the webinar

# Where to Find Webinar Slides and Recording



The screenshot shows the IDC Events page. The 'Events' header is circled in red, and a red arrow points from it to the search bar. The search bar contains the text 'Keywords, use quotations around specific searches (ie "Webinar")'. Below the search bar are three buttons: 'View All Events', 'IDC View Sponsored Events', and 'View Past Event Recordings and Materials'. The page also features a large graphic with the letters 'B' and 'B' and a section titled 'Missed Any of Our Back-to-Basics Webinars?' with a paragraph of text. On the right, there is a section titled 'Upcoming Events' with a list of events.

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**Upcoming Events**

|        |   |
|--------|---|
| NOV 30 | NRCEC 2020  |
| JAN 21 | The Division for Early Childhood's 36th Annual International Conference   |
| OCT 27 | CADRE's 8th National Symposium on Dispute Resolution in Special Education |

# Where to Find Webinar Slides and Recording

3:00 PM - 4:00 PM on December 3, 2020

## Writing an Effective FFY 2019 State Performance Plan/Annual Performance Report

Webinar | Online

Experienced IDC staff guided states through the process of State Performance Plan/Annual Performance Report writing. Presenters detailed guidance OSEP provided for the reporting process and drew upon their years of experience to provide helpful tips that have proven effective for other states. Participants also heard about common issues or pitfalls in report writing and how to find solutions prior to submitting their reports. Presenters shared effective and complete writing samples along with less effective samples. Staff from North Carolina shared the state's writing experiences and lessons learned.


**Materials**

Uploaded

Writing an Effective FFY2019 State Performance Plan with data PDF

**Topics**

State Performance Plan - SPP and Annual Performance Report - APR



YouTube Recording!

**PRESENTERS**

Nancy O'Hara

Chris Thacker

**EVENT LOCATION**

United States

## State and District Presenters

- Susan Veenema, DE Department of Education
- Sarah Celestin, Red Clay Consolidated School District
- Jarrod Slone, KY Department of Education
- Melissa Abernathy, Oldham County School District
- Jody Fields, AR Department of Education
- Carla Curtis, Fayetteville Public Schools

# Agenda

- Context setting
- State and districts discuss improvements
  - Delaware
  - Kentucky
  - Arkansas
- Audience questions for the panel
- Webinar evaluation

## Participant Outcomes

- Increased knowledge of supports states use to help districts address root causes of significant disproportionality
- Increased knowledge of approaches districts use to address root causes of significant disproportionality
- Increased awareness of ways for states and districts to measure progress to support change in practice to address significant disproportionality

## Context Setting

- Please follow the link to Jamboard and answer the two questions
  - What improvements are you seeing in your districts identified with significant disproportionality?
  - What are some of the challenges you are encountering with districts identified with significant disproportionality?

Link: <https://jamboard.google.com/d/1c1j8Dyw47R8RRf-l2Bs56Zj6YVViFaHj774H8zlvlel/edit?usp=sharing>

## What Are States Doing?

During IDC's June webinar, states shared supports they developed for local education agencies (LEAs) to navigate the complexities of significant disproportionality—BUT

- What changes are states seeing in districts?
- How are states and districts measuring any change?

# Monitoring LEA Progress

- LEA progress on reducing risk ratio thus reducing significant disproportionality
- Implementation of LEAs' comprehensive coordinated early intervening services (CCEIS) plans
- Fidelity of implementing the evidence-based practices in CCEIS plans
- Effectiveness of the evidence-based practices in addressing intended outcomes of CCEIS

# State and District Stories



Delaware  
Department of Education



**RED CLAY  
SCHOOLS**

# Delaware Department of Education



- Delaware Process
- Identify LEAs in May
- Share significant disproportionality data with all LEAs
- Identified LEAs conduct self-assessment and root cause analysis
- Delaware Department of Education provides ongoing TA

# Red Clay Schools' Strategic Plan

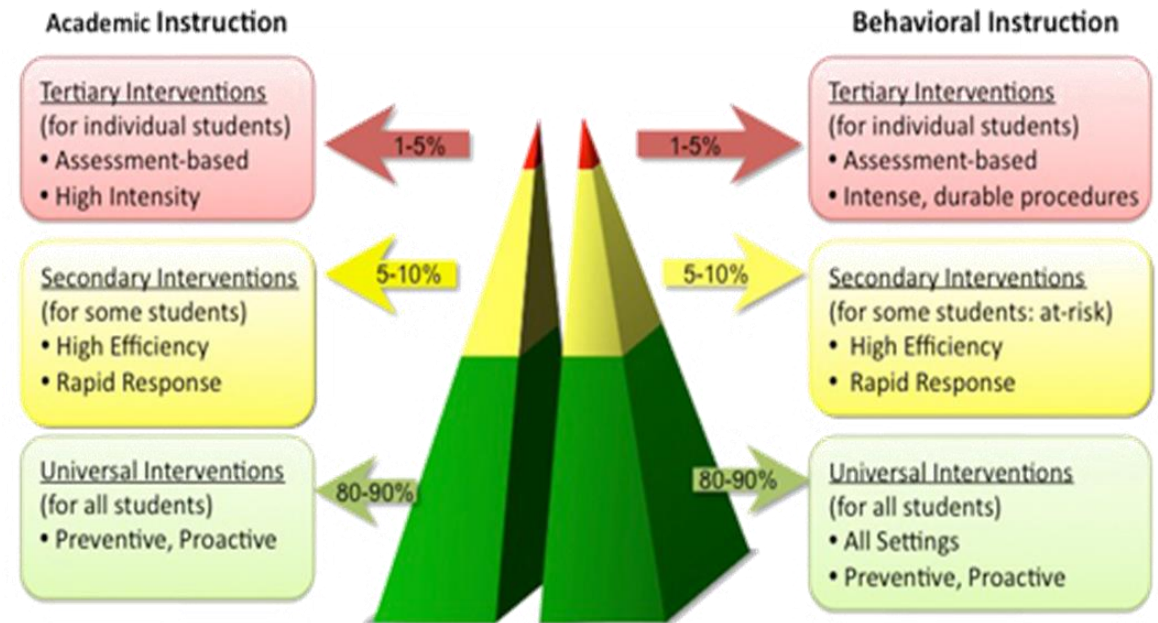


- District Strategic Plan (2017–2022) with targeted initiatives to address
  - Disproportionate suspension
  - Restrictive settings (LRE—least restrictive environment)
- Strategic plan—<https://www.redclayschools.com/domain/843>

# Root Causes—Disproportionate Suspension

- Inconsistent implementation of multi-tiered system of supports (MTSS) for social/emotional and behavioral supports
- Misalignment of Code of Conduct with MTSS
- Lack of administrative understanding of MTSS
- Implicit bias impacting referrals and disciplinary action
- Inconsistent implementation fidelity

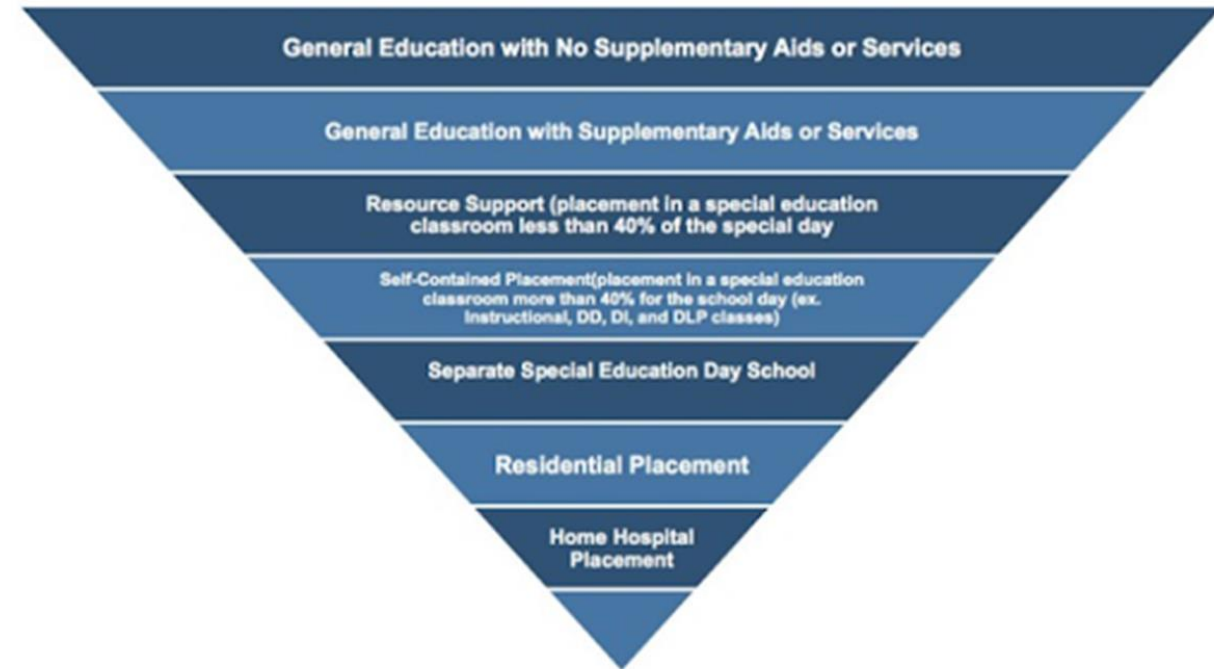
## Designing Schoolwide Systems for Student Success



# Root Causes—Restrictive Settings

- History of separate school settings impacting mindset in traditional schools
- Lack of specially designed instruction or misalignment of Specially Designed Instruction (SDI) (over-reliance on accommodations or placement changes)
- Lack of differentiation within core content (Tier 1) delivery

## The Placement Continuum



# Addressing Root Causes—Suspension

Districtwide focus on MTSS for social emotional learning (SEL) and behavior supports

- Development of district MTSS leadership team
  - Set vision for MTSS and review of metrics
  - Determined required vs. flexible elements for all schools
- Increased support for school MTSS leaders (Tier 1 and 2/3)
  - Provided professional learning and coaching through two coordinators
  - Monitored fidelity through Tiered Fidelity Inventory (initially Tier 1, now Tiers 1 and 2)
- Tier 3 Redesign Team
  - Developed guidelines and phases within Tier 3

## Addressing Root Causes—Suspension (cont.)

Collaboration across district departments

- Code of Conduct revisions to align with MTSS with School Operations Office
- Equity Office and Special Services combined professional learning related to restorative practices and disproportionality



## Addressing Root Causes—LRE

- Revision of district policies and procedures related to LRE decisionmaking and referrals
- Professional learning related to inclusive practices and specially designed instruction
- Needs based planning to support schools with development of a continuum of services and staffing
- Expansion of autism support services both itinerant (settings A/B) and support classrooms (settings B/C)

## Just the Beginning...



Our strategic plan has helped us to

- Decrease suspensions overall
- Decrease discipline referrals
- Increase classroom managed behaviors
- Increase tiered interventions (SEL & Behavior)
- Decrease the number of students in the most restrictive settings
- Increase Specially Designed Instruction within our individualized education programs (IEPs)

But we still have much more to do!

## Where Are We Now? What's New in DE?



- Hold an Equity Summit with national speakers for all LEAs with a focus on significant disproportionality in Fall 2021
- Share resources with identified LEAs
  - Delaware Positive Behavior Support (PBS) cadre
- More to come!!





# CCEIS in Kentucky

- CCEIS requirement overhaul in 2020
  - Multi-pronged support system
    - KDE
      - Consultant for CEIS/CCEIS
      - Kentucky Academic & Behavioral Response and Intervention (KY-ABRI)
    - IDC
    - Local special educational cooperatives

## 3 Phase CCEIS System—Phase 1

- Step one
  - 2021–22 Significant Disproportionality – Assurance of Compliance
- Step two
  - Identify district CCEIS contact(s)
  - \*New to CCEIS Districts Only\* participate in webinar on introduction to significant disproportionality
- Step three
  - Convene a leadership team
  - Participate in required KDE CCEIS training
    - IDC Success Gaps Rubric training
    - District representatives to be trained must include a core group of at least three district administrative staff representing the following areas
      - Special education
      - Instruction (for districts identified for significant disproportionality in a special education [SPED] identification area)
      - Behavior (for districts identified in a SPED behavior area)



## 3 Phase CCEIS System—Phase 2

- Return to district and convene stakeholder team
- Complete IDC Success Gaps Rubric
  - CCEIS Improvement Plan
  - Policies, Practices, and Procedures rubric
  - CCEIS quarterly plan
  - Participate in required KDE CCEIS training



## 3 Phase CCEIS System—Phase 3

- Implementation
  - CCEIS quarterly plans/checks
  - Data Implementation Report
  - Consultation with CCEIS state consultant/Co-op/KY-ABRI
  - Quarterly cadre meetings with IDC support

# Oldham County School District Snapshot

- District size and demographics
  - 12,500 students
  - 1 preschool, 9 elementary schools, 4 middle schools, 3 high schools, 1 alternative school, 1 Career/Tech center, 1 Performing Arts school
  - 2% Black, 4% Hispanic
  - Less than 20% poverty
- Disproportionality
  - Issue across multiple years
  - Primarily Black
  - MMD/FMD, EBD, Total removals

# Oldham County School District—Initial Approach

- Initial approaches were limited in scope
  - Narrow focus to reducing area without addressing root causes
  - Created a "Whack-a-Mole" effect
  - Focus on high need schools without addressing districtwide scope of the issues
- Other critical factors
  - High performing district led to diminished sense of urgency

# Oldham County School District—Systemic, Multi-faceted Approach

- Success Gaps Rubric revealed systemic issues in each area
- Because previous approaches were limited in scope, district added team members
  - School administrators
  - District leaders: Assistant superintendent, Director of special education, Level Directors, curriculum, student services
  - Board member
- Expanded analysis of the data shared with stakeholders
  - Connections between race and poverty
  - "Hot spots"

# Oldham County School District—Ongoing Efforts

- Policies, Procedures, and Practices
  - Discipline
  - Data analysis by subpopulations
  - Monitoring systems
- Professional Learning/Building Capacity
  - PBIS/trauma/mental health
  - Evidence-based practices
  - High leverage practices
- Coaching
  - Utilizing existing resources
  - Expanding coaching opportunities in target areas
- Direct services
  - Interventions
  - School psychologists and social workers

# Arkansas



DIVISION OF ELEMENTARY  
& SECONDARY EDUCATION



**FAYETTEVILLE  
PUBLIC SCHOOLS**  
Since 1871

It's not just about the destination...  
it's about the journey

## Fayetteville Public Schools Fayetteville, Arkansas

### Addressing Disproportionate Discipline Practices



## Who We Are

First Chartered School District in Arkansas - 1871

Located in the Northwest

17 Schools

9 Elementary Schools

3 Middle Schools

2 Junior High Schools

1 High School

1 Alternative School

1 Virtual Academy

10,200 Student Population

1,450 Students with Disabilities

22.3% Free and Reduced

118 square miles

**Home of the bulldogs!**



# FPS Disproportional Representation

## Discipline Data

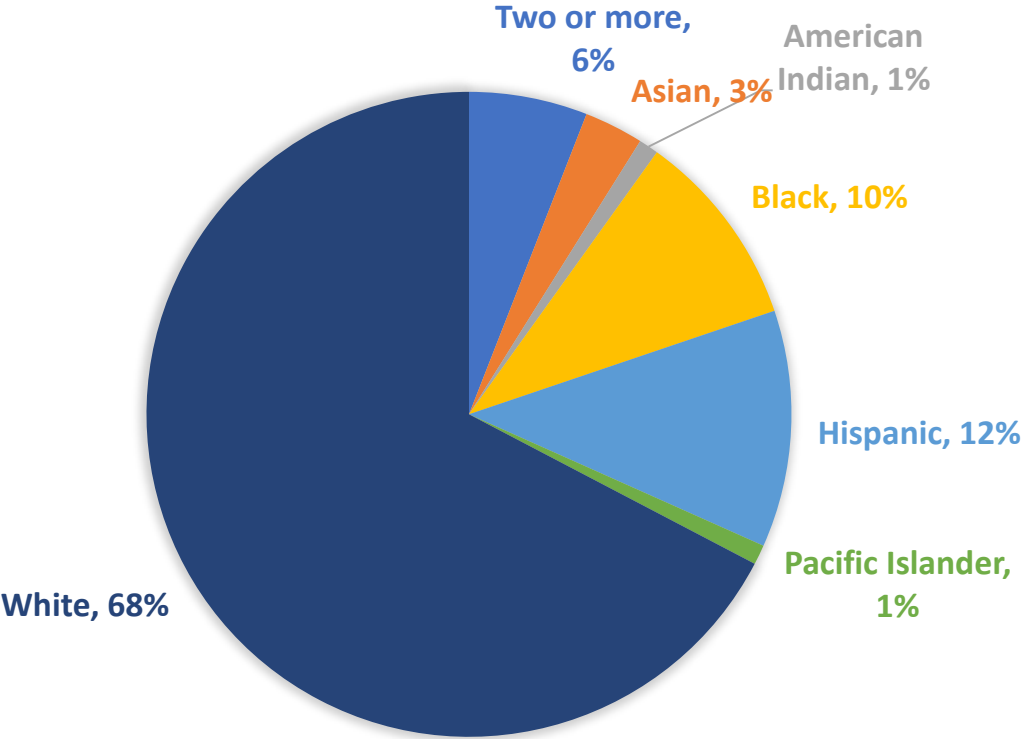
- Arkansas uses a risk threshold of 3.00; prior to the regulation changes in 2018, the threshold was 4.00
- FPS exceeded the threshold for three consecutive years: 2016–17, 2017–18, and 2018–19, in the area of out-of-school (OSS) suspension/expulsion for Black students

## FPS Student Demographics by Race

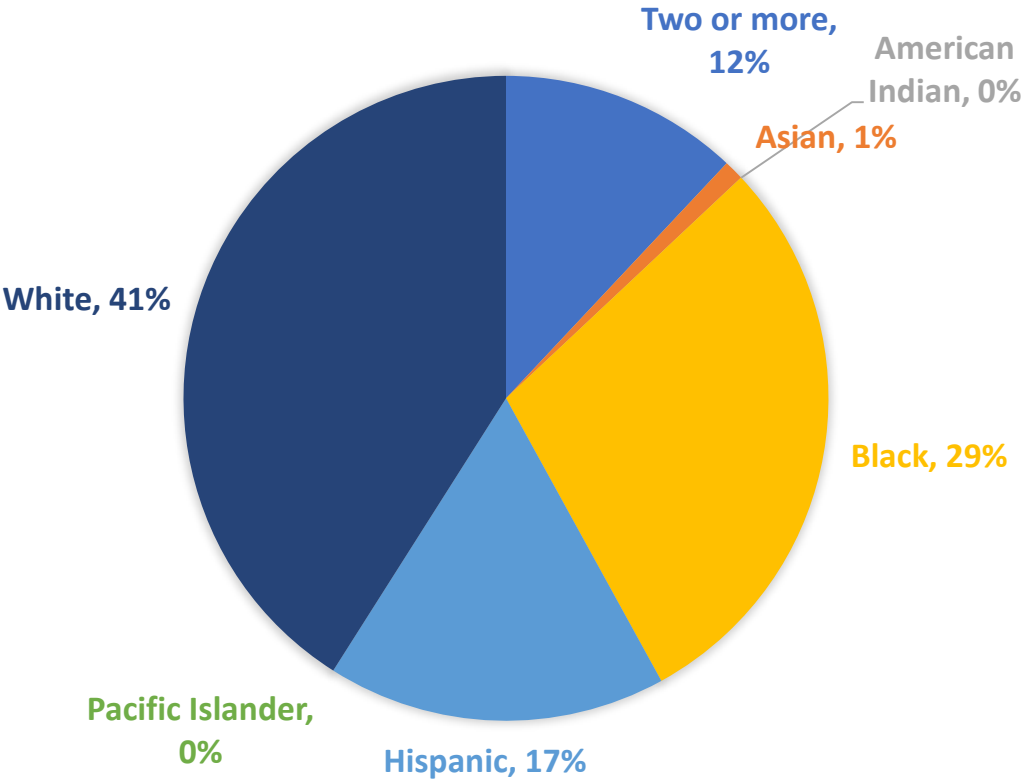
|                | 2018–2019 |        | 2019–2020 |        | 2020–2021 |        |
|----------------|-----------|--------|-----------|--------|-----------|--------|
| Asian          | 327       | 3.16%  | 325       | 3.09%  | 313       | 3.06%  |
| Black          | 1,031     | 9.97%  | 1,044     | 9.92%  | 1,011     | 9.88%  |
| Pacific Island | 82        | 0.79%  | 100       | 0.95%  | 147       | 1.44%  |
| Hisp./Latino   | 1,228     | 11.87% | 1,252     | 11.90% | 1,224     | 11.96% |
| Native Am.     | 57        | 0.55%  | 44        | 0.42%  | 41        | 0.40%  |
| Two or more    | 617       | 5.96%  | 752       | 7.15%  | 757       | 7.40%  |
| White          | 7,004     | 67.70% | 7,005     | 66.57% | 6,739     | 65.86% |

# These Should Be Similar

DISTRICT DEMOGRAPHICS



OUT OF SCHOOL SUSPENSIONS BY RACE



## Where Did We Begin?

- Had critical conversation with superintendent(s)
- Developed a District Support Team
  - Superintendent, assistant superintendents
  - Executive directors, directors, and coordinators
  - Building-level administrators
  - Special services staff, general education staff
- District team met multiple times to review and discuss discipline data
- Conducted root cause analysis and completed Success Gap Rubric to determine “our cause” –and “How did we get here?”
- Developed goals to guide the work



Shared Responsibility



# Collaborative Work

- Created collaborative documents for the team to work collectively
  - Created surveys to collect input for self-assessment and success gaps rubric from building administrators
  - Completed Success Gap Rubric for documentation and evidence
- Focused on embedding the work with current practices
  - Vision and mission
  - Core values
  - FPS 2019–2023 Strategic Plan
  - FPS Task Force, Team Meetings, and Professional Development



# 2,342

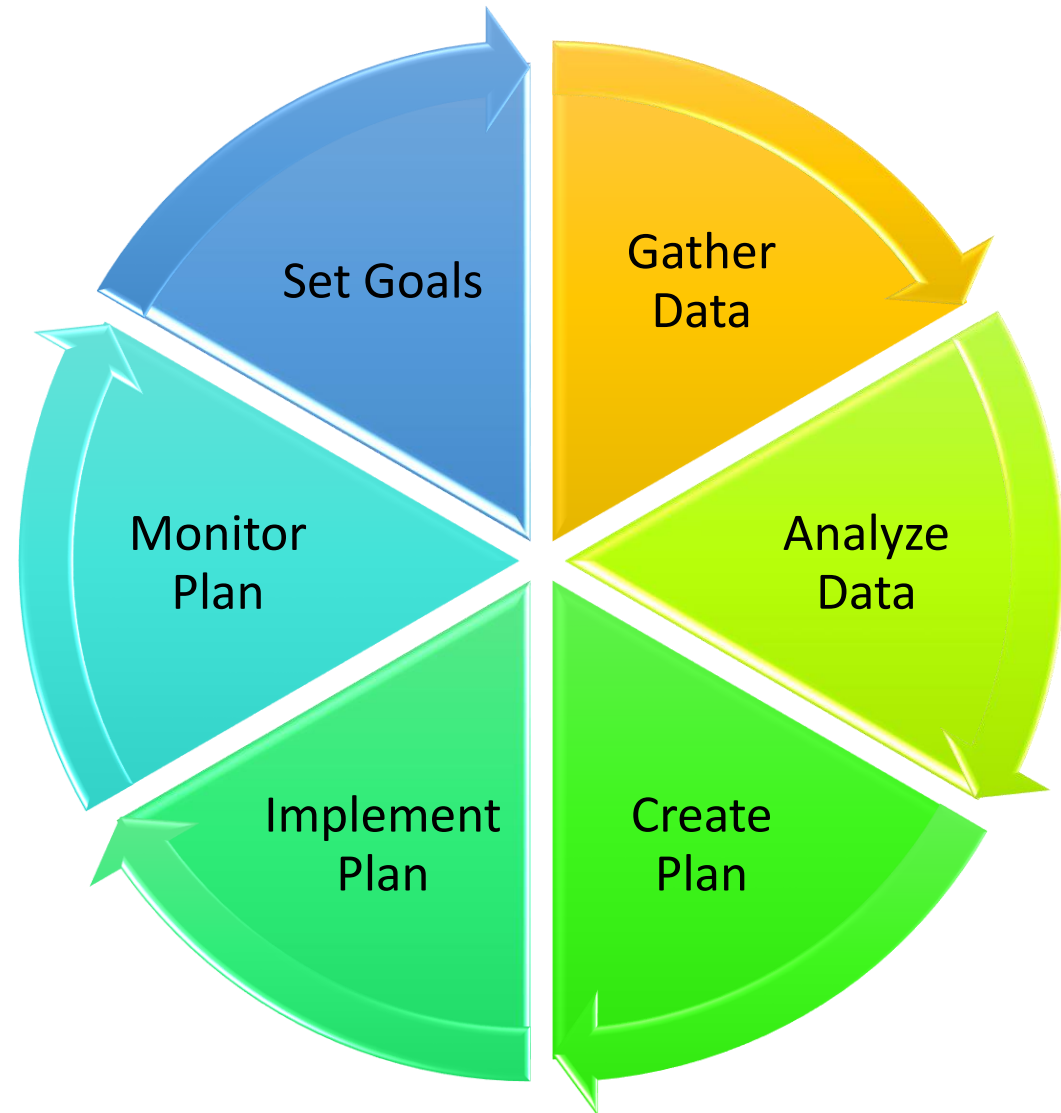
Total days of out-of-school suspensions in 2018–19

This is equivalent to 13 years of lost instruction.



## Facing Reality

The Root Cause analysis and FPS district data indicated that Black students are four times more likely to receive in-school-suspension (ISS) and out-of-school suspension (OSS) compared to white or other ethnic groups.



## 2019–20 CCEIS GOALS

### Goal 1:

By the end of the 2020–21 school year, targeted students will utilize learned replacement social skills instead of demonstrating undesirable behavior as evidenced by an expected reduction of 30% of out-of-school suspensions.

### Goal 2:

During the 2020–21 school year, staff in targeted buildings will be trained and begin implementation of Restorative Practices and utilizing the Boys Town Alternatives to Suspension as evidenced by an expected reduction of 30% of out-of-school suspensions.



# Behavior Intervention Overview

|  |   |   |                                       |
|--|---|---|---------------------------------------|
| <b>Data Analysis</b>                                   | <b>Behavior Tools</b>                                 | <b>RTI:B<br/>Teams</b>                                | <b>IMPRESS<br/>Classrooms</b>         |
| <b>Positive Behavior<br/>Intervention<br/>Supports</b> | <b>District Poverty<br/>and Equity<br/>Competency</b> | <b>School Wide<br/>Information<br/>Systems (SWIS)</b> | <b>Guidance for<br/>Suspensions</b>   |
| <b>Mental Health<br/>Services</b>                      | <b>Social Emotional<br/>Learning<br/>Curriculum</b>   | <b>Restorative<br/>Practices</b>                      | <b>Trauma Informed<br/>Classrooms</b> |



# Systemic Approach

- What is the system?
- How will it support our students?
- How can student supports be accessed?



# Behavior Support Services Structure

- Purpose: To broaden the role of the existing behavior specialist to include coordination of all district behavior supports
- Aligned with Student Services and Special Services
- Behavior Services Coordinator responsibilities
- Behavior Support System Team



# FPS District Model

Equity at each Tier



## 03 RtI-B

- District support, coaching
- Assessments based on data
- Behavior intervention plans
- Specialized Programs



## 02 RtI-B

- [Student Referral Matrix](#)
- Early intervention, data driven
- Teacher team led
- Building staff capacity/skill



## 01 Positive Behavior Supports

- Faculty created, based on culture of building
- Responsive to student population, culture
- Teacher teams monitor, adjust
- Teaching and reinforcing skills—students and staff

# Staff Supports at Each Tier



03

## Tier 3, Rtl-B

- Rtl-B District Collaboration
- FBA Training
- Registered Behavior Technician Support
- IMPRESS Classroom
- Crisis Prevention



02

## Rtl-B

- District Rtl-B Collaboration
- Rtl-B Building Team Coaching
- Behavior Intervention Specialists
- Social Skills Groups
- 5-8 Tier 2 interventions per building
- Data Based Decision Making—SWIS

01

## Positive Behavior Supports



- Behavior Tools Professional Development
- PBIS Coaching
- SWIS Data Platform
- Monthly Data Coaching
- Program Fidelity Checks
- Building Professional Development in key areas

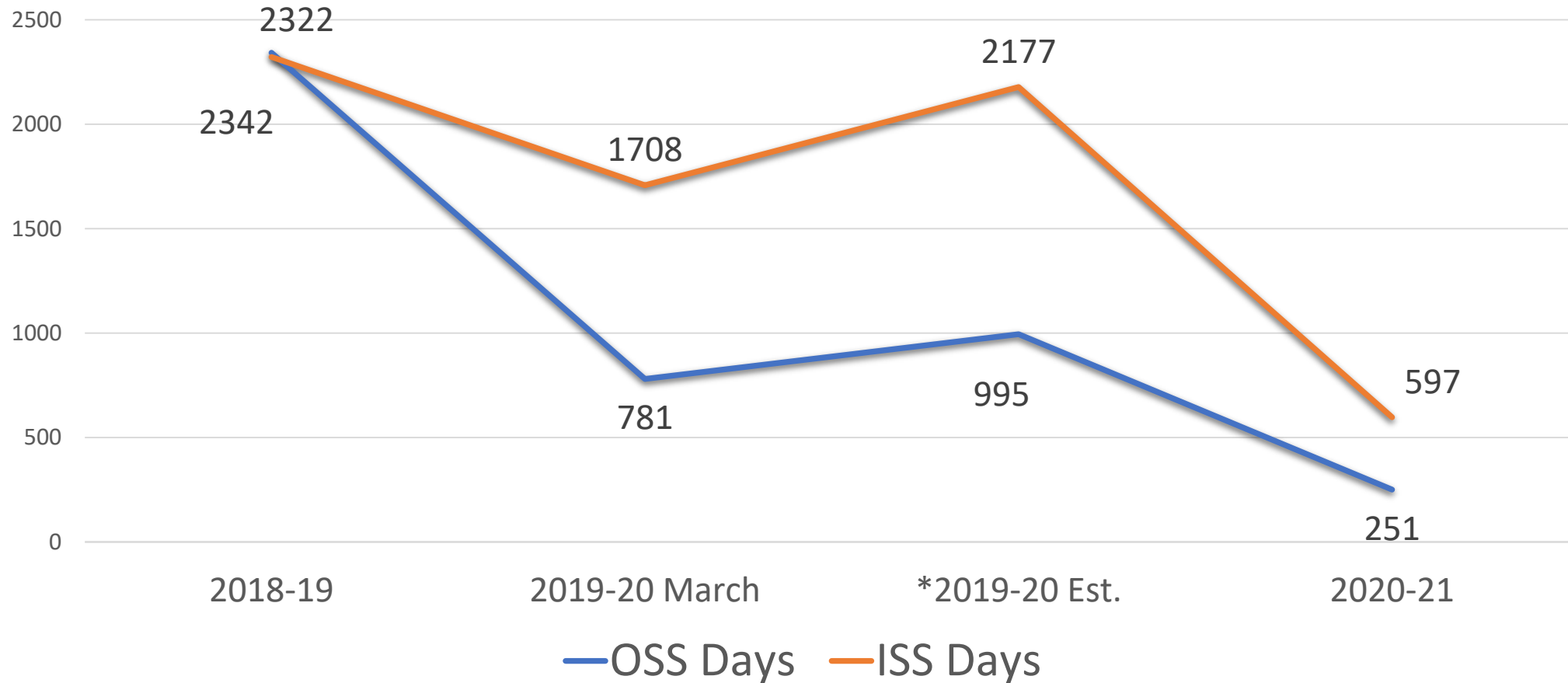
# FPS Student Services

## Trainings

- Behavior Tools Training
- SWIS
- PBIS
- RTI B--Tier 2 Interventions
- Data-Driven Decisionmaking
- Problem Solving Skills for Students
- Functional Behavior Assessments
- Specialized Classroom Management



# Districtwide Out-of-School (OSS) and In-School (ISS) Suspension Days



## Key Elements of Support

- Notification of need for support at 2nd day of OSS
- District Behavior Support Team follows up for every student receiving 2 or more days of OSS
- Building teams working to implement Instructive, Reflective, and Restorative practices through ISS
- Empowering administrators to use discretion in assigning number of days



## How Change Happens

- Teacher expectations and skill
- Behavior change is best in the natural environment

This is the value of the teacher, who looks at a face and says there's something behind that and I want to reach that person, I want to influence that person, I want to encourage that person, I want to enrich, I want to call out that person who is behind that face, behind that color, behind that language, behind that tradition, behind that culture. I believe you can do it. I know what was done for me.

--Maya Angelou

## Continued Areas of Focus

- PBIS fidelity in all buildings
- Fidelity with RTIB/PBIS processes for Tier 2 and Tier 3
- Alternatives to Suspension professional development
- Responses to challenging behavior should be
  - INSTRUCTIVE
  - REFLECTIVE
  - RESTORATIVE



# Continuing the Journey



- Continue to monitor and promote practices that are Instructive, Reflective, and Restorative
- Continue to review student data at the building level and district level
- Be intentional to build strong school communities that are equitable and address the whole child
- Revisit district vision, mission, and core beliefs
- Continue to focus on inclusive practices that support all learners

# Audience Questions



# IDC Resources

- [Success Gaps Toolkit](#)
- [Examining Representation and Identification: Over, Under or Both?](#)
- [Equity Requirements in IDEA](#)

# Contact Us

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## Participant Outcomes

- Increased knowledge of supports states use to help districts address root causes of significant disproportionality
- Increased knowledge of approaches districts use to address root causes of significant disproportionality
- Increased awareness of ways for states and districts to measure progress to support change in practice to address significant disproportionality

# Evaluation

The evaluation poll questions will appear to the right.

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