A District’s **TEAM** Approach: Addressing Disproportionality in Discipline/Placement

Disproportionality Forum, March 2018
Glynn County Schools

Dr. Pam McKinnon – Director of Special Education
Dr. Leslie Forcina – Assistant Principal, Needwood Middle School
Mr. Calvin Bone – District CEIS Specialist/Curriculum Developer
Georgia’s Systems of Continuous Improvement
## DISTRICT IMPROVEMENT PLAN

### 2.3 OVERARCHING NEED #2

<table>
<thead>
<tr>
<th>Overarching Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equitable discipline and placement of students in special programs</td>
</tr>
</tbody>
</table>

| Root Cause #1 | Identification of black students for special education programming for significant emotional disorders is higher than other racial groups |
| Root Cause #2 | Educators are not prepared to address the emotional issues exhibited, particularly those of black males |
| Root Cause #3 | Lack of trained personnel to specifically address needs of EBD students, especially with cultural differences |
| Root Cause #4 | Generic certification of teachers for SWD |
| Root Cause #5 | Lack of awareness of alternative consequences |

**GOAL**

In FY18, schools will use evidence-based practices to reduce loss of instructional time and use continuum of services to address behavioral concerns consistently for all subgroups.
CLIP GOAL – In FY18, schools will use evidence-based practices to **reduce loss of instructional time** and use **continuum of services** to address behavioral concerns consistently for all subgroups

<table>
<thead>
<tr>
<th>Coherent Instructional System</th>
<th>Effective Leadership</th>
<th>Professional Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action Steps</strong></td>
<td><strong>Action Steps</strong></td>
<td><strong>Action Steps</strong></td>
</tr>
<tr>
<td>1. Introduce and implement restorative practices when appropriate</td>
<td>1. Monthly PLC with Assistant Principals</td>
<td>1. Job-embedded PL for self-contained EBD teachers and staff</td>
</tr>
<tr>
<td>2. Re-institute Self-Contained EBD into school-based continuum of services</td>
<td>2. District Leadership will research evidence-based curricula for social emotional learning for implementation in FY19</td>
<td>2. PL on restorative practices and social emotional learning</td>
</tr>
<tr>
<td>3. Implement PBIS in all school settings</td>
<td>3. District Leadership will plan for implementation of social emotional learning curriculum in the FY 19 calendar</td>
<td>3. Administrative and teacher peer observations for effective practices in maximizing instructional time</td>
</tr>
<tr>
<td>4. Implement the Coordinated Early Intervention Services program with adherence to detail</td>
<td></td>
<td>4. Visible Learning strategies will be studied and implemented to increase student engagement</td>
</tr>
</tbody>
</table>
CLIP GOAL – In FY18, schools will use evidence-based practices to reduce loss of instructional time and use continuum of services to address behavioral concerns consistently for all subgroups

<table>
<thead>
<tr>
<th>Family and Community Engagement</th>
<th>Supportive Learning Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action Steps</strong></td>
<td><strong>Action Steps</strong></td>
</tr>
<tr>
<td>1. Books and materials are provided in the Parent Resource room</td>
<td>1. Vet social emotional learning curricular options for Pre-K through graduation</td>
</tr>
<tr>
<td>2. Implement restorative practices and community strategies to include home visits</td>
<td>2. Schools staffed with administrative support based on need</td>
</tr>
<tr>
<td>3. Collaborate with community agencies to provide family supports for attendance and discipline</td>
<td>3. Restructure special education department to address social emotional learning needs of EBD population</td>
</tr>
<tr>
<td>4. Integrate Communities in Schools in high needs schools</td>
<td>4. Schools staffed with professional school counselors based on enrollment and need</td>
</tr>
<tr>
<td></td>
<td>5. Establish groups with school social workers</td>
</tr>
</tbody>
</table>
The District Level Support

Glynn County Schools

Dr. Pam McKinnon
Director of Special Education
District Administrative Support
(The What - CEIS Plan)
(The How - CAP, the Budget)
(The Monitoring for Success at Each Level)

School Level Support
(Scheduling, Alt. to ISS/OSS, Identification of Students, Identification of Space; Working with CEIS staff)

The Interventions
WT, RP, HV, 1:1s
Preparing for the CEIS PLAN

Discussions involved:
1. An **EXAMINATION** of the **PROBLEM**: *(Tying our work to the CLIP)*
2. What may **WORK** to correct the problem? *(The research and the program details)*
3. How will we show it **WORKS**? *(Data Collection)*
4. How will we **MONITOR** it? *(Inspecting what we Expect)*
5. Will it or can it be **SUSTAINED**? *(Maintaining the Effort)*
OUR CEIS PLAN (Discipline) – Major Components

• **WHO** will LEAD?
  - 1 program manager – 50% (Artifacts, Presentations, Data Collection, Schedules, etc.)
  - 3 Behavior Specialists; 3 Behavior Paraprofessionals

• **WHERE** will we INTERVENE?
  - 11 Targeted Schools (Determined by Risk Ratios by School – Data Driven)

• **WHO** will receive the INTERVENTION?
  - (11 x 15 =165 + 15 = 180) 180 Students 2:15 Ratio in groups.
  - Intervention in grades (K-2); (3-5); (6-8) and (9-12)

• **WHAT** will be the INTERVENTION?
  - 2016-17 Why Try; Home visits; 1:1 conflict resolution
  - 2017-18 Why Try; Home visits; 1:1 conflict resolution; Restorative Practices (1:1; circle meetings)

• **HOW** will we IMPLEMENT THE INTERVENTION?
  - 30-45 minutes X 2 per week for Why Try (ES – Specials; MS– Connections/Study Skills;
    - HS – 15 min. at end/ 15 min. at beginning x 1)
  - Office Day for Data Entry/Collection

#2 – What may WORK to correct the problem? (research and program details)
OUR CEIS PLAN – Data Collection

- **Program Performance** – Why Try (10 target behaviors – Point system)
- **Self-Assessments** – (Pre and Post on Resilience)
- **Teacher/Administrator Perception** (BASC – Flex monitoring)
- **Attendance Records** (comparison data)
- **Office Discipline Referrals** (comparison data)
- **Pass/Fail Achievement Records**
## CEIS Classroom Progress Monitoring

### Engages in Learning

<table>
<thead>
<tr>
<th>District</th>
<th># of students</th>
<th>December</th>
<th>May</th>
<th>Change</th>
<th>December</th>
<th>May</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-2nd</td>
<td>41</td>
<td>81%</td>
<td>85%</td>
<td>+4</td>
<td>73%</td>
<td>78%</td>
<td>+5</td>
</tr>
<tr>
<td>3rd - 5th</td>
<td>62</td>
<td>78%</td>
<td>87%</td>
<td>+9</td>
<td>75%</td>
<td>85%</td>
<td>+10</td>
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<tr>
<td>6th-8th</td>
<td>41</td>
<td>81%</td>
<td>93%</td>
<td>+12</td>
<td>85%</td>
<td>88%</td>
<td>+3</td>
</tr>
<tr>
<td>9th-12th</td>
<td>42</td>
<td>77%</td>
<td>87%</td>
<td>+10</td>
<td>87%</td>
<td>89%</td>
<td>+2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>186</strong></td>
<td><strong>79%</strong></td>
<td><strong>88%</strong></td>
<td><strong>+9</strong></td>
<td><strong>80%</strong></td>
<td><strong>85%</strong></td>
<td><strong>+5</strong></td>
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</table>

### Follows Directions

<table>
<thead>
<tr>
<th>District</th>
<th>% of students</th>
<th>December</th>
<th>May</th>
<th>Change</th>
<th>December</th>
<th>May</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-2nd</td>
<td>41</td>
<td>73%</td>
<td>78%</td>
<td>+5</td>
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<td>+10</td>
</tr>
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<td>85%</td>
<td>+0</td>
</tr>
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<td><strong>85%</strong></td>
<td><strong>+5</strong></td>
</tr>
</tbody>
</table>

### Growth

- Growth of 10% points or MORE
- Growth of 1-9% points
- Decline of 1-9% points
- Decline of 10% points or MORE

### Progress Monitoring for WhyTry

- Met Goal - 80%
- Approaching Goal - 70-79%
- Not Met - 69% and below

### Completes Assignments

<table>
<thead>
<tr>
<th>District</th>
<th>% Met 80% Goal</th>
<th>Change</th>
<th>% Met 80% Goal</th>
<th>Change</th>
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</thead>
<tbody>
<tr>
<td>K-2nd</td>
<td>78%</td>
<td>+11</td>
<td>67%</td>
<td>+5</td>
</tr>
<tr>
<td>3rd - 5th</td>
<td>80%</td>
<td>+11</td>
<td>74%</td>
<td>+6</td>
</tr>
<tr>
<td>6th-8th</td>
<td>84%</td>
<td>+8</td>
<td>84%</td>
<td>+6</td>
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<tr>
<td>9th-12th</td>
<td>81%</td>
<td>+6</td>
<td>91%</td>
<td>-1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>81%</strong></td>
<td><strong>90%</strong></td>
<td><strong>79%</strong></td>
<td><strong>83%</strong></td>
</tr>
<tr>
<td>District</td>
<td>Maintains Verbal Control</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>December</td>
<td>May</td>
<td>Change</td>
<td>December</td>
</tr>
<tr>
<td>K-2nd</td>
<td>% Met 80% Goal</td>
<td>Difference</td>
<td>% Met 80% Goal</td>
<td>Difference</td>
</tr>
<tr>
<td>3rd - 5th</td>
<td>69%</td>
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<td>89%</td>
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<tr>
<td>TOTAL</td>
<td>78%</td>
<td>80%</td>
<td>+2</td>
<td>90%</td>
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</table>

<table>
<thead>
<tr>
<th>District</th>
<th>Remains in Assigned Area</th>
<th></th>
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<th>Interacts Well with Adults</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>December</td>
<td>May</td>
<td>Change</td>
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<td>+10</td>
<td></td>
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<td>92%</td>
<td>93%</td>
<td>+1</td>
<td>85%</td>
<td>93%</td>
<td>+8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>88%</td>
<td>91%</td>
<td>+3</td>
<td>84%</td>
<td>91%</td>
<td>+7</td>
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**Progress Monitoring for WhyTry**
- Met Goal - 80%
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**Growth**
- Growth of 10% points or MORE
- Growth of 1-9% points
- Decline of 1-9% points
- Decline of 10% points or MORE
OUR CEIS PLAN

• **School Status Report Meetings** (every 45 days) – Calculating Relative Risk Ratios by School
• **Cabinet/Director’s meetings** (monthly)
• **Curriculum and Instruction meetings** (monthly)
• **Asst. Supts./Director and CEIS Program Manager** (each sem.)
### DISCIPLINE/ABSENCES

<table>
<thead>
<tr>
<th></th>
<th>2015-2016</th>
<th>2016-2017</th>
<th>Decrease</th>
<th>% Decrease</th>
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</thead>
<tbody>
<tr>
<td>OSS Days</td>
<td>615</td>
<td>392</td>
<td>-223</td>
<td>36%</td>
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<tr>
<td>ISS Days</td>
<td>1007</td>
<td>456</td>
<td>-551</td>
<td>55%</td>
</tr>
<tr>
<td>ODRs</td>
<td>1367</td>
<td>830</td>
<td>-537</td>
<td>39%</td>
</tr>
<tr>
<td>Absences</td>
<td>2532.1</td>
<td>1703.5</td>
<td>-828.6</td>
<td>33%</td>
</tr>
</tbody>
</table>

Data from the 180 targeted students
Improving the Loss of Instructional Time

• The decrease in OSS days (223) and ISS days (551) totals an increase of **774 DAYS** of instruction

• This translates to an increase of more than **5,000 hours of instruction** for these 180 students
Administrator Impact

- 537 Office Discipline Referral Decrease = Increase of time GAINED for administration when dealing with referrals

@ 20 minutes for each referral
= 10,740 mins GAINED back for administration
179 hours GAINED for administration
22 days GAINED for administration
REPEATS – TOTAL ENROLLMENT = 38%
ODR Comparison 16-17 to 17-18

65% projected to be better than last year
Absence Comparison 16-17 to 17-18

50% projected to be better than last year
OUR CEIS PLAN (Placement) – Major Components

• **SEL SPECIALISTS** (Restructuring – 1 ES, 1 MS, 1 HS)
  • Two working on BCBA

• **ARC PROGRAM** (Achieving Resilient Communities)
  • Self-contained EBD classes (1 ES, 1 MS and 2 HS)
  • Reduced GNETS enrollment by approximately 70%
  • Curriculum – Why Try, Restorative Practices, Boys Town, Adventure Based Counseling

• **CORRECTIVE ACTION PLAN**
  • Professional Learning (LRE; Continuum of Services; FBA/BIP, Embedding social-emotional curriculum into all curriculum)
The School Level Support

Needwood Middle School
Dr. Leslie Forcina
Assistant Principal
Demographics

- Approximately 675 students
- 72% of students are Free/Reduced Lunch, highest % for a middle school in Glynn Co.
- Ethnically diverse: 40% White/Caucasian, 36% Black/African American, 14% Hispanic, 6% Multi-racial, 4% Asian/Pacific Islander, most ethnically diverse middle school in Glynn Co.
- 19% of students receive Special Education services, does not include students served at other sites, highest percentage for any middle school
Laying the Groundwork

• District Priority
• Targeted School
• Professional Learning AP’s
  Subjective vs Objective
  Effective Consequences
  Alternative Consequences

• Building Priority
• Professional Learning for Staff
  Same as District plus
  Discipline Data Trends
  ISS/OSS Data Trends
  Teacher Analysis (no names!)
  Alternative Consequences?
A Cognitive Shift

- Consequences vs. Punishment
- Effective versus Ineffective Consequences
- Consistency with PBIS
- Due Process
- Reducing ISS/OSS days
- Finding alternative consequences
  - After school detention, community service, reverse suspension
Objective vs. Subjective Referrals

• Black students referred 4.5 times the rate of white students
• 2x the rate of all other races together

“Objective”

• Black students referred 3x the rate of white students
• 1.5x the rate of all other races together

“Subjective”
Discipline Referral Counts by Teacher

Series 1
Interventions and Support

- Continued focus on consistency with PBIS
- Why Try implementation with Regular Education and SWD groups
- Classroom managed versus Office managed behaviors
- Teacher leaders led PL on PBIS and classroom management
- Conversations with teachers
- Fair, Firm and Consistent
ISS/OSS Days

1st Semester:
- ISS Days 16-17: 115
- ISS Days 15-16: 47
- OSS Days 16-17: 96
- OSS Days 15-16: 78

2nd Semester:
- ISS Days 16-17: 316
- ISS Days 15-16: 354
- OSS Days 16-17: 190
- OSS Days 15-16: 193
Outcomes

• 2015-16 -16.3% decrease in referrals, 2016-17 –10%
• 2015-16 -14% decrease in ISS days, 2016-17 -39%
• 2015-16 -18% in OSS days, 2016-17 -18%
• Increased progress with SWD group performance target +9.5% ELA, 8.9% Math, 14.7% SS, 11.5% SC
The CEIS Team Support

Mr. Calvin Bone
Behavior Specialist/Curriculum Developer
OUR FIRST YEAR!

ARRRGHH!
Sometimes we felt excited!

Sometimes we felt calm!

Sometimes we felt sad!

Sometimes we felt anxious!

Sometimes we felt frustrated!

Sometimes we felt mad!

Sometimes we felt upset!

Sometimes we felt angry!

Sometimes we felt furious!
Challenges
Lesson Planning for 180 students K-12

Curriculum
Why Try
Middle Grades

These students respond well to mentors to whom they can relate, such as high school athletes!
High School

- These students want something that is real. Applicable to their life now.
- Community members – purposed selection.
- Individualized post-graduation planning
Challenges

**WhyTry Curriculum**
- WEALTH OF activities, songs, lessons, etc. but….
- which ones to do with which group on which days (lots to plan!)
- had to create additional curriculum and activities to differentiate for students needs

**Implementation**
- Where would we hold groups in each targeted school
- How much time for set up/take down and move on to next school
- Teachers not wanting to release students
- Staff turnover
PROBLEM SOLVING STRATEGIES

We offered all schools the opportunity for a staff overview. Some schools accepted but left attendance optional for the staff. (Prof. Learning)

We made ourselves available for staff and others to observe. (Availability)

Whenever possible and when needed, we mentored our students outside of group times. (Mentoring)

We put our lessons on the staff drive, so everyone would have access to the terminology we used with our students. (Accessibility)

We regularly visited with administration and teachers, and we pushed into classrooms when we were not in a group. (Availability)

In time, our presence became more appreciated by many. (Availability)
TEAM SUPPORT SYSTEM

Weekly Staff Meetings

We Discussed:
challenges
breakthroughs
what worked & what didn’t work
brainstormed new ideas and best practices
planned collaboratively
NEW THIS YEAR

We are serving 196 students in resilience groups, but we also recognized the need for a focus on total-school climate, so we introduced school-wide RESTORATIVE PRACTICES in 4 pilot schools to include staff training sessions in the affective use of

Circles
Restorative Questioning
Restorative Conferences
How we Got HERE Significant Disproportionality

- 2014-2015 – Ratio for Discipline: 3.482
- 2015-2016 – Ratio for Discipline: 3.544
- 2015-2016 – Ratio for Placement: 7.338
- 2016-2017 – Ratio for Placement: 5.487

Overrepresentation of target population (black students) as compared to other races for Total Discipline Removals for two consecutive years.

Overrepresentation of target population (black students) as compared to other races for in separate settings (GNETS) for two consecutive years.
DISPROPORTIONALITY DETERMINATIONS

DISCIPLINE

<table>
<thead>
<tr>
<th>Year</th>
<th>Value</th>
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</thead>
<tbody>
<tr>
<td>FY15</td>
<td>3.482</td>
</tr>
<tr>
<td>FY16</td>
<td>3.544</td>
</tr>
<tr>
<td>FY17</td>
<td>2.253</td>
</tr>
<tr>
<td>FY18</td>
<td>2.217</td>
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PLACEMENT

<table>
<thead>
<tr>
<th>Year</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY16</td>
<td>7.338</td>
</tr>
<tr>
<td>FY17</td>
<td>5.487</td>
</tr>
<tr>
<td>FY18</td>
<td>1.783</td>
</tr>
</tbody>
</table>
As a result of……

- We EXPECTED
  - FOR STUDENTS:
    - Increased Instructional time due to increases in attendance (Bonuses – Student engagement, pass rate, resiliency
  - FOR STAFF:
    - Increased administrative time due to decreases in office referrals (Bonuses – Student achievement and growth; better perceptions of students)
Questions?

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cbone@glynn.k12.ga.us