

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

Disproportionality Forum, March 2018

Glynn County Schools

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Dr. Leslie Forcina – Assistant Principal, Needwood Middle School

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#1 – An **EXAMINATION** of the **PROBLEM**



Georgia's Systems of Continuous Improvement

DISTRICT IMPROVEMENT PLAN

2.3 OVERARCHING NEED #2

Overarching Need	
Equitable discipline and placement of students in special programs	
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

Coherent Instructional System

Action Steps
1. Introduce and implement restorative practices when appropriate
2. Re-institute Self-Contained EBD into school-based continuum of services
3. Implement PBIS in all school settings

Effective Leadership

Action Steps
1. Monthly PLC with Assistant Principals
2. District Leadership will research evidence-based curricula for social emotional learning for implementation in FY19
3. District Leadership will plan for implementation of social emotional learning curriculum in the FY 19 calendar
4. Implement the Coordinated Early Intervention Services program with adherence to detail

Professional Capacity

Action Steps
1. Job-embedded PL for self-contained EBD teachers and staff
2. PL on restorative practices and social emotional learning
3. Administrative and teacher peer observations for effective practices in maximizing instructional time
4. Visible Learning strategies will be studied and implemented to increase student engagement

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

Family and Community Engagement

Action Steps
1. Books and materials are provided in the Parent Resource room
2. Implement restorative practices and community strategies to include home visits
3. Collaborate with community agencies to provide family supports for attendance and discipline
4. Integrate Communities in Schools in high needs schools

Supportive Learning Environment

Action Steps
1. Vet social emotional learning curricular options for Pre-K through graduation
2. Schools staffed with administrative support based on need
3. Restructure special education department to address social emotional learning needs of EBD population
4. Schools staffed with professional school counselors based on enrollment and need
5. Establish groups with school social workers

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**?
 - $(11 \times 15 = 165 + 15 = 180)$ 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)



#3 How will we show it **WORKS?**

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				Follows Directions		
		December	May	Change		December	May	Change
District	# of students	% Met 80% Goal		Difference		% Met 80% Goal		Difference
K-2nd	41	81%	85%	+4		73%	78%	+5
3rd - 5th	62	78%	87%	+9		75%	85%	+10
6th-8th	41	81%	93%	+12		85%	88%	+3
9th-12th	42	77%	87%	+10		87%	89%	+2
TOTAL	186	79%	88%	+9		80%	85%	+5

Progress Monitoring for WhyTry

Met Goal - 80%

Approaching Goal - 70-79%

Not Met - 69% and below

Growth

Growth of 10 % points or MORE

Growth of 1-9% points

Decline of 1-9%points

Decline of 10% points or MORE

		Completes Assignments				Maintains Physical Control		
		December	May	Change		December	May	Change
District		% Met 80% Goal		Difference		% Met 80% Goal		Difference
K-2nd		78%	89%	+11		67%	72%	+5
3rd - 5th		80%	91%	+11		74%	80%	+6
6th-8th		84%	92%	+8		84%	90%	+6
9th-12th		81%	87%	+6		91%	90%	-1
TOTAL		81%	90%	+9		79%	83%	+4

		Maintains Verbal Control				Respects Property		
		December	May	Change		December	May	Change
District		% Met 80% Goal		Difference		% Met 80% Goal		Difference
K-2nd		69%	75%	+6		89%	91%	+2
3rd - 5th		73%	81%	+8		87%	94%	+7
6th-8th		83%	83%	0		89%	94%	+5
9th-12th		87%	82%	-5		94%	93%	-1
TOTAL		78%	80%	+2		90%	93%	+3

		Remains in Assigned Area				Interacts Well with Adults		
		December	May	Change		December	May	Change
District		% Met 80% Goal		Difference		% Met 80% Goal		Difference
K-2nd		80%	88%	+8		84%	90%	+6
3rd - 5th		86%	91%	+5		81%	91%	+10
6th-8th		92%	93%	+1		85%	93%	+8
9th-12th		92%	93%	+1		85%	88%	+3
TOTAL		88%	91%	+3		84%	91%	+7

Progress Monitoring for WhyTry

Met Goal - 80%

Approaching Goal - 70-79%

Not Met - 69% and below

Growth

Growth of 10 % points or MORE

Growth of 1-9% points

Decline of 1-9% points

Decline of 10% points or MORE

4 How will we **MONITOR** it? (Inspecting what we Expect)

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



	2015-2016	2016-2017	Decrease	% Decrease
OSS Days	615	392	- 223	36%
ISS Days	1007	456	-551	55%
ODRs Office Discipline Referrals	1367	830	-537	39%
Absences	2532.1	1703.5	-828.6	33%

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

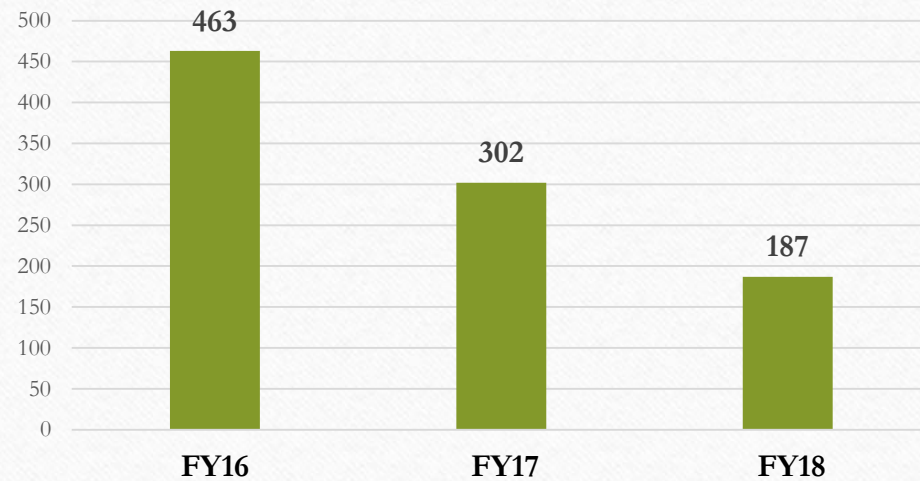
179 hours GAINED for
administration

22 days GAINED for
administration

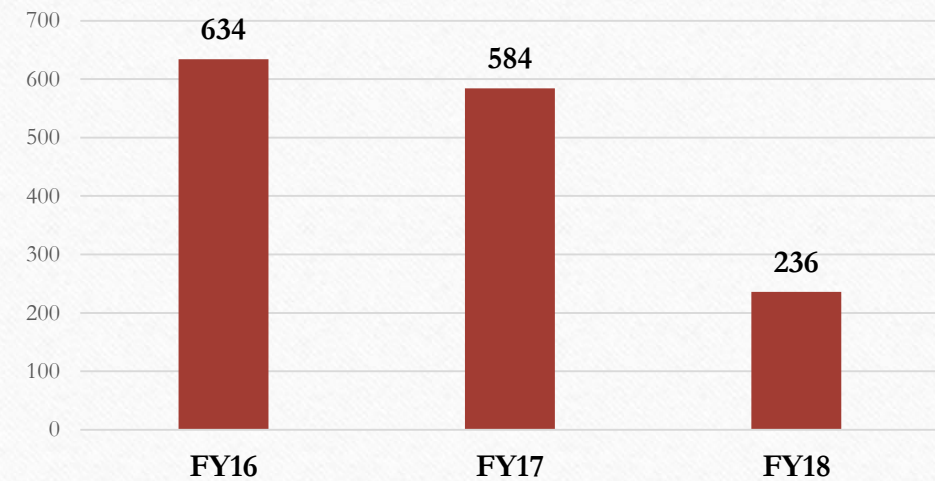


REPEATS – TOTAL ENROLLMENT = 38%

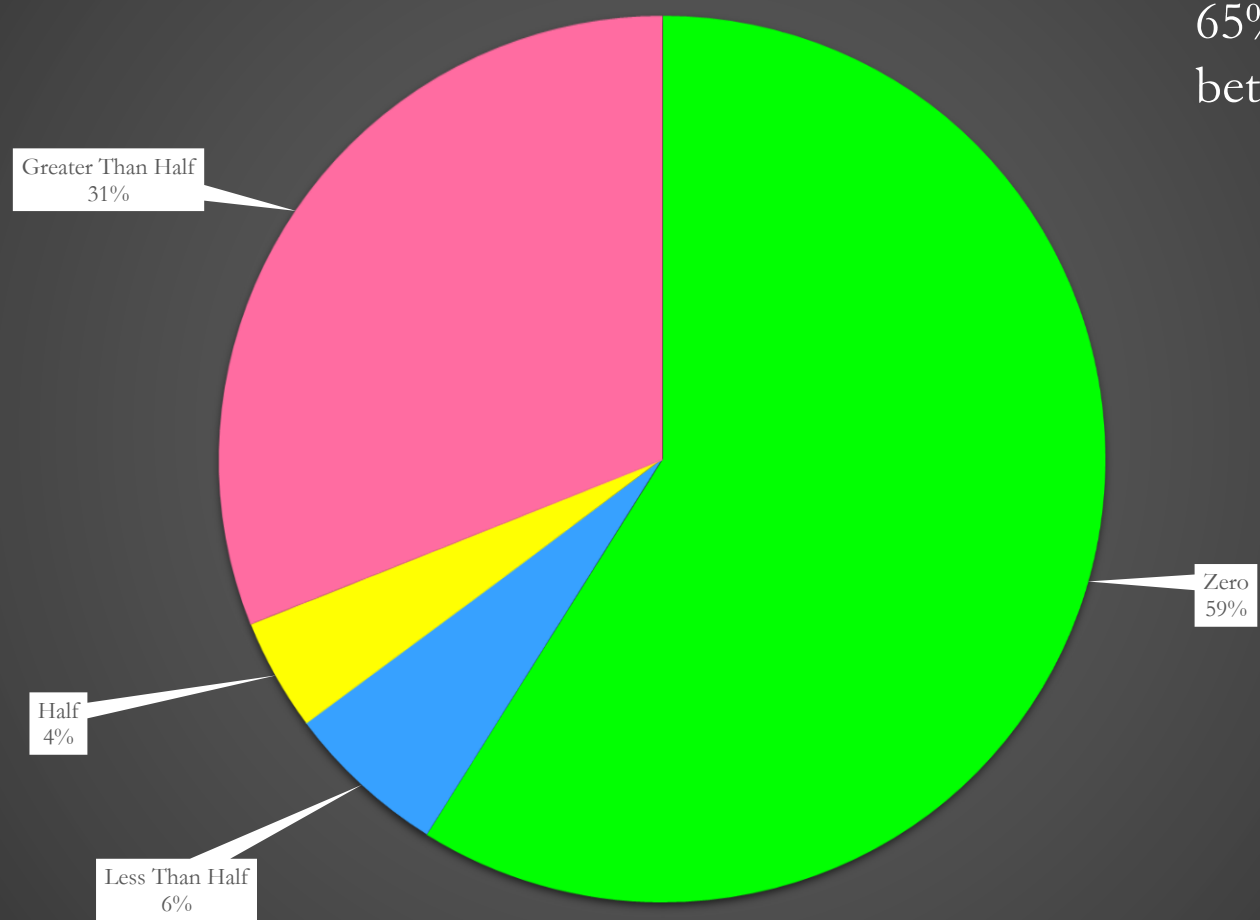
OFFICE DISCIPLINE REFERRALS



ABSENCES



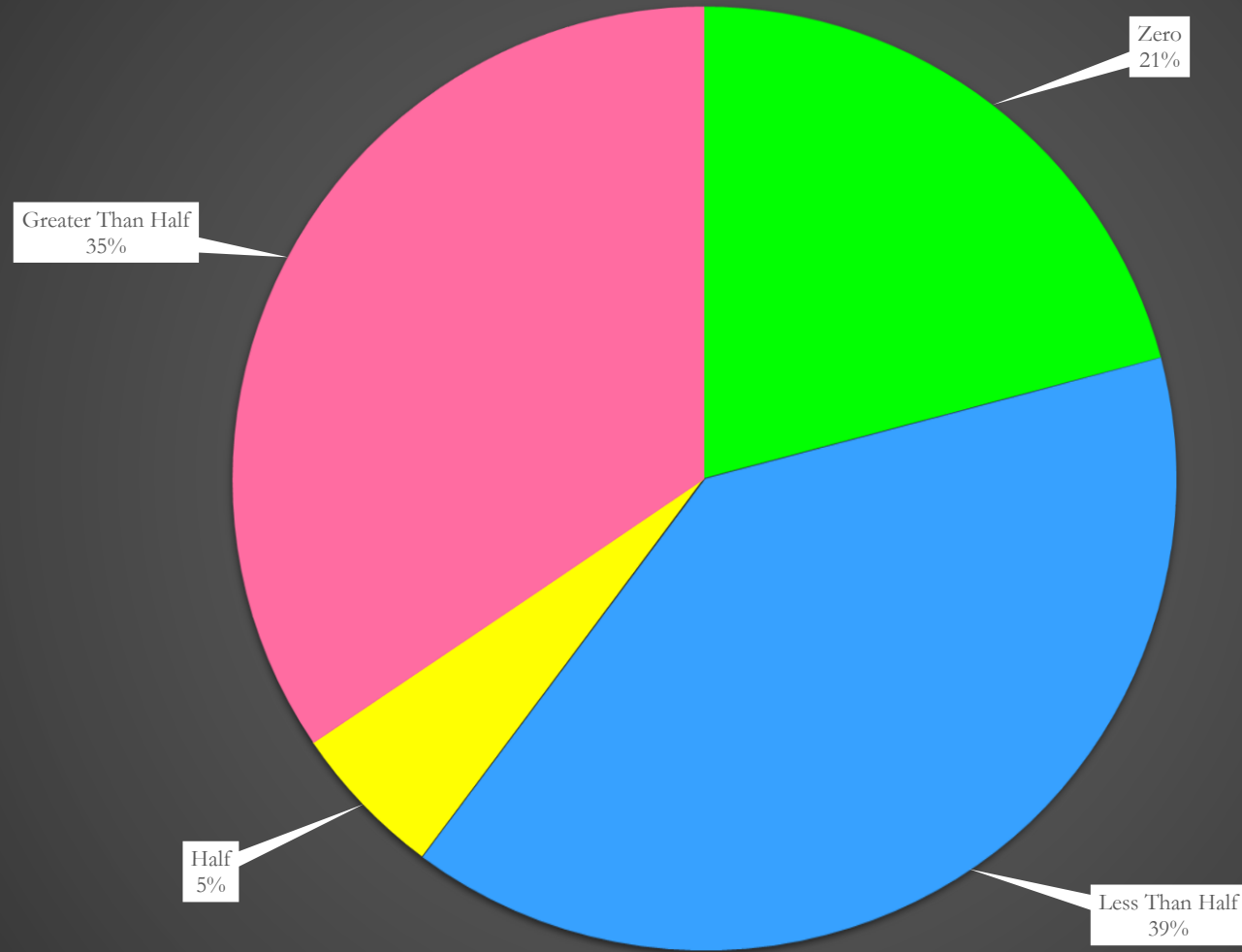
ODR Comparison 16-17 to 17-18



65% projected to be better than last year

■ Zero ■ Less Than Half ■ Half ■ Greater Than Half

Absence Comparison 16-17 to 17-18



50% projected to be better than last year

■ Zero ■ Less Than Half ■ Half ■ Greater Than Half

OUR CEIS PLAN (Placement) – Major Components

- **SEL SPECIALISTS** (Restructuring – 1 ES, 1 MS, 1HS)
 - 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
 - Afterschool 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”

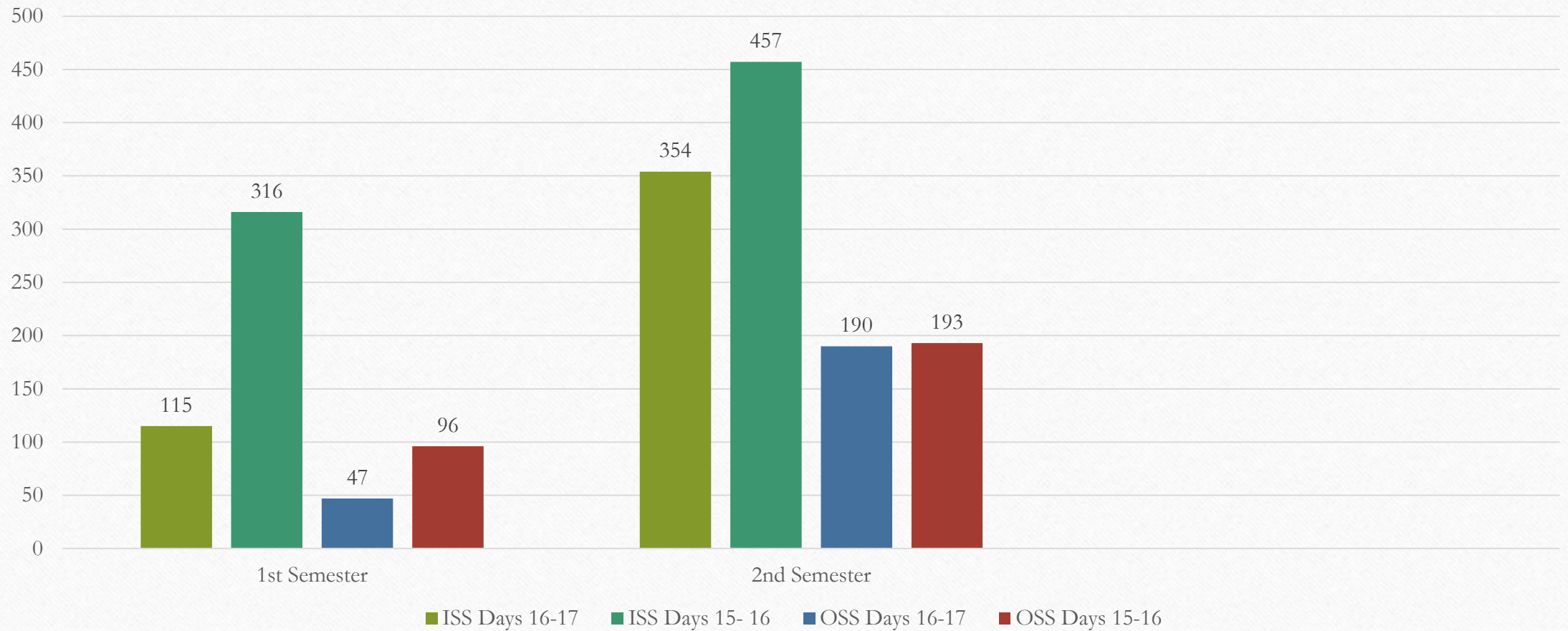
Discipline Referral Counts by Teacher



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



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!

ARRGGH!



We Faced a Whirlwind of Emotions



Sometimes we
felt excited!



Sometimes we
felt calm!



Sometimes we
felt sad!



Sometimes
we felt
anxious!



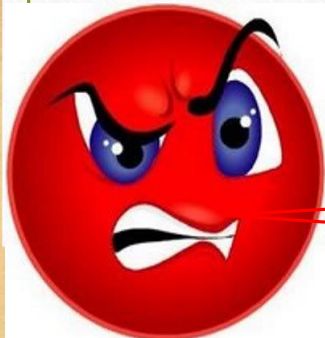
Sometimes
we felt mad!



Sometimes we
felt upset!



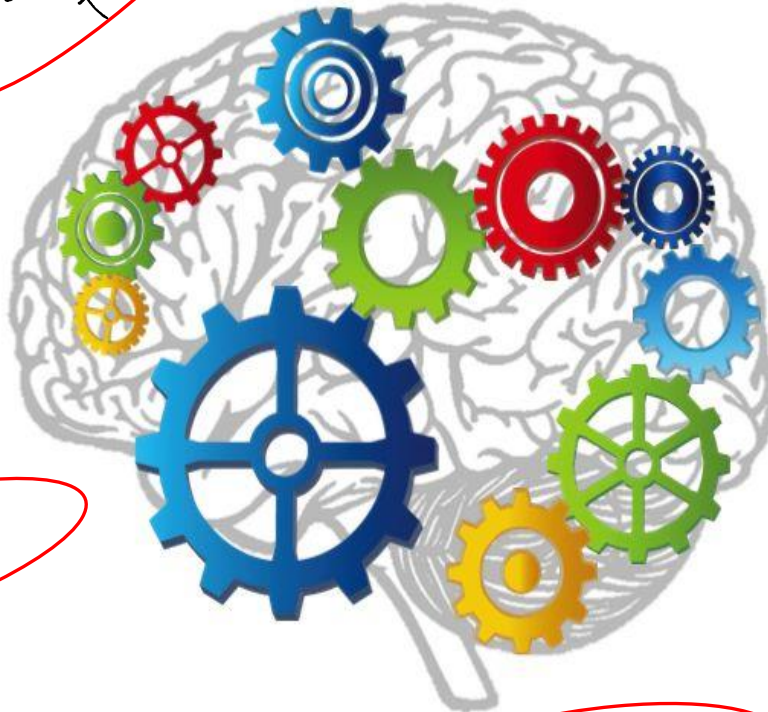
Sometimes we
felt angry!



Sometimes we
felt furious!



Sometimes we
felt frustrated!



Challenges

Lesson Planning for 180 students K-12

Curriculum

WhyTry

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

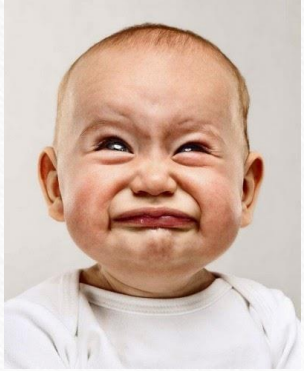
We are serving 196 students in resilience groups, but we also recognized the need for a focus on total-school climate, so we introduced school-wide **RESTORATIVE PRACTICES** in 4 pilot schools to include staff training sessions in the affective use of

Circles

Restorative Questioning

Restorative Conferences

BEFORE



How we Got **HERE** Significant Disproportionality

- 2014-2015 – Ratio for Discipline 3.482
- 2015-2016 – Ratio for Discipline 3.544

Events per Students Ratio

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

- 2015-2016 – Ratio for Placement 7.338
- 2016-2017 – Ratio for Placement 5.487

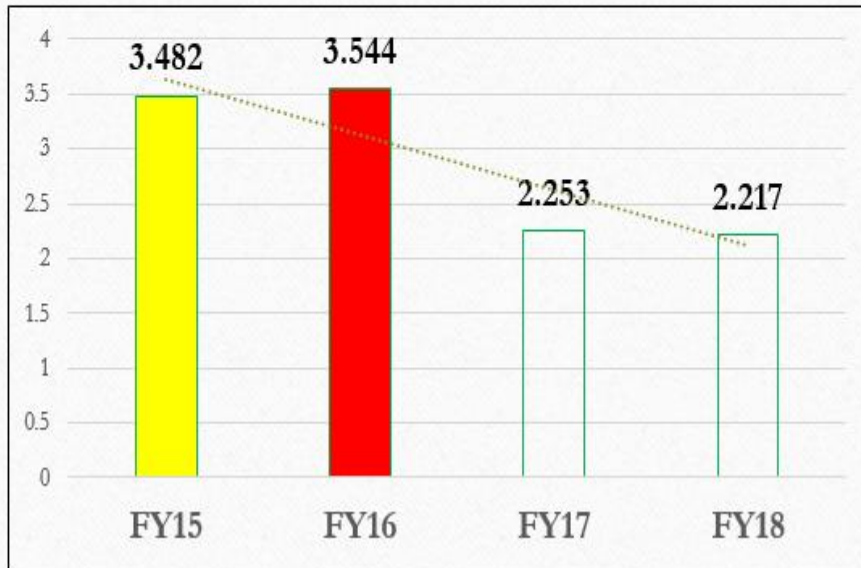
Overrepresentation of target population (**black students**) as compared to other races for in separate settings (GNETS) for two consecutive years.

AFTER

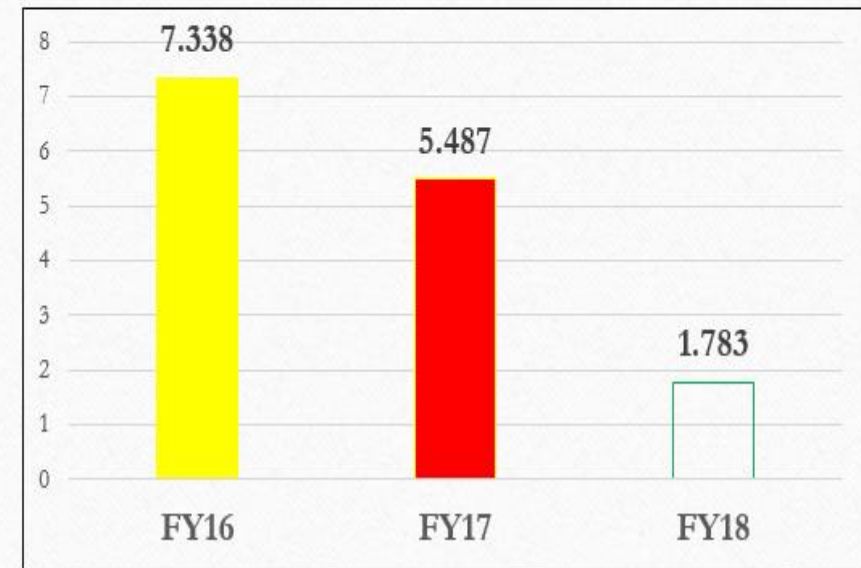


DISPROPORTIONALITY DETERMINATIONS

DISCIPLINE



PLACEMENT



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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