

Advancing School Leadership for Continuous Improvement

Mission Possible: Equity in Student Services and Supports

Winter Instructional Leadership Conference

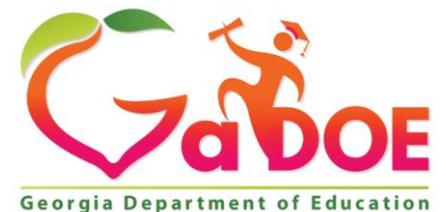
February 26, 2020

Monique L. McCoy, Education Program Specialist

Alicia Mercer, Education Program Specialist

Monique Frazier, Education Program Specialist

Bridget Still, Education Program Specialist



Session Norms

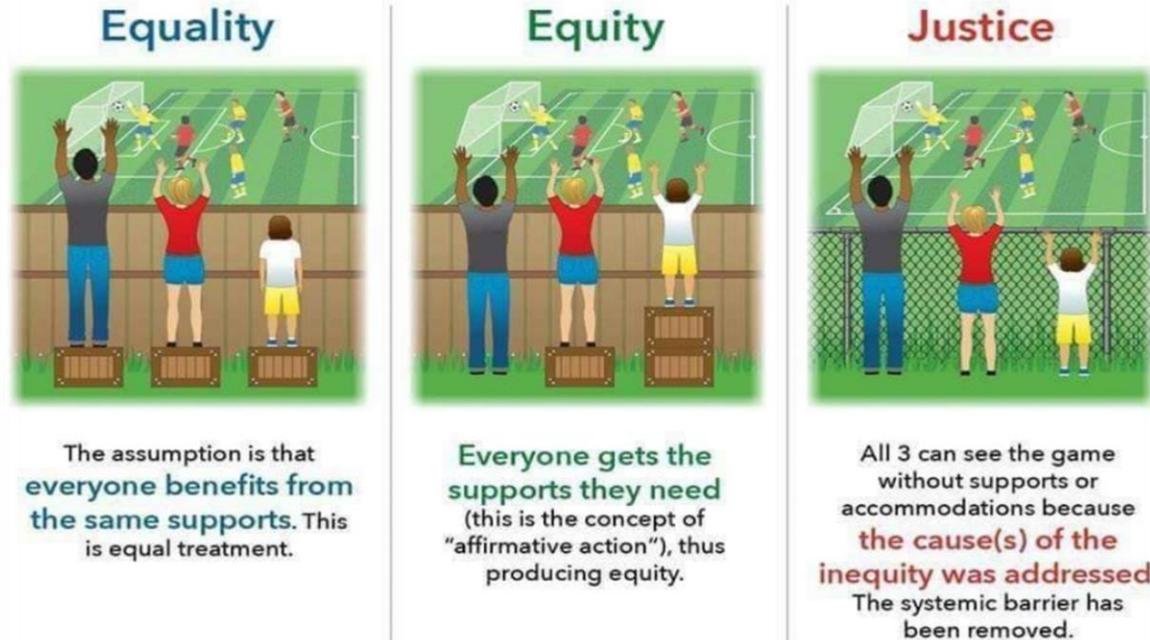
- Place electronics on silence/vibrate.
- Remain engaged in learning.
- Respectfully share opinions.
- Ask questions for clarification to avoid making assumptions.

Learning Targets

1. Participants will be able to identify the tenets and importance of Equity.
2. Participants will learn the definition of Disproportionality.
3. Participants will learn possible sources of Disproportionality.
4. Participants will learn the impact of Disproportionality on students, schools, and districts.

Equity

A measure of achievement, fairness, and opportunity in education. It offers supports and resources to students that address possible educational barriers.



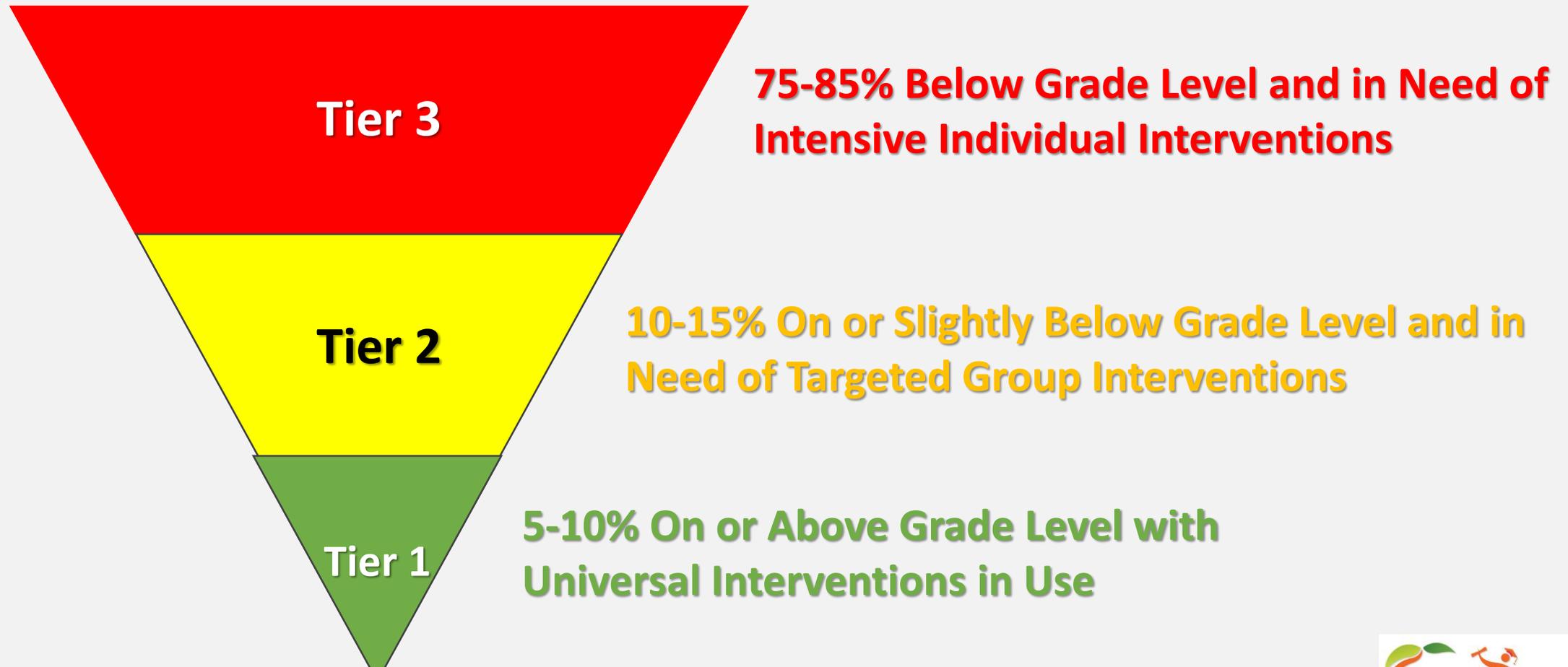
Examples:

- Early literacy programs
- Providing interpreters to families, as necessary
- Implementing school wide behavior programs with built in individualized supports for students

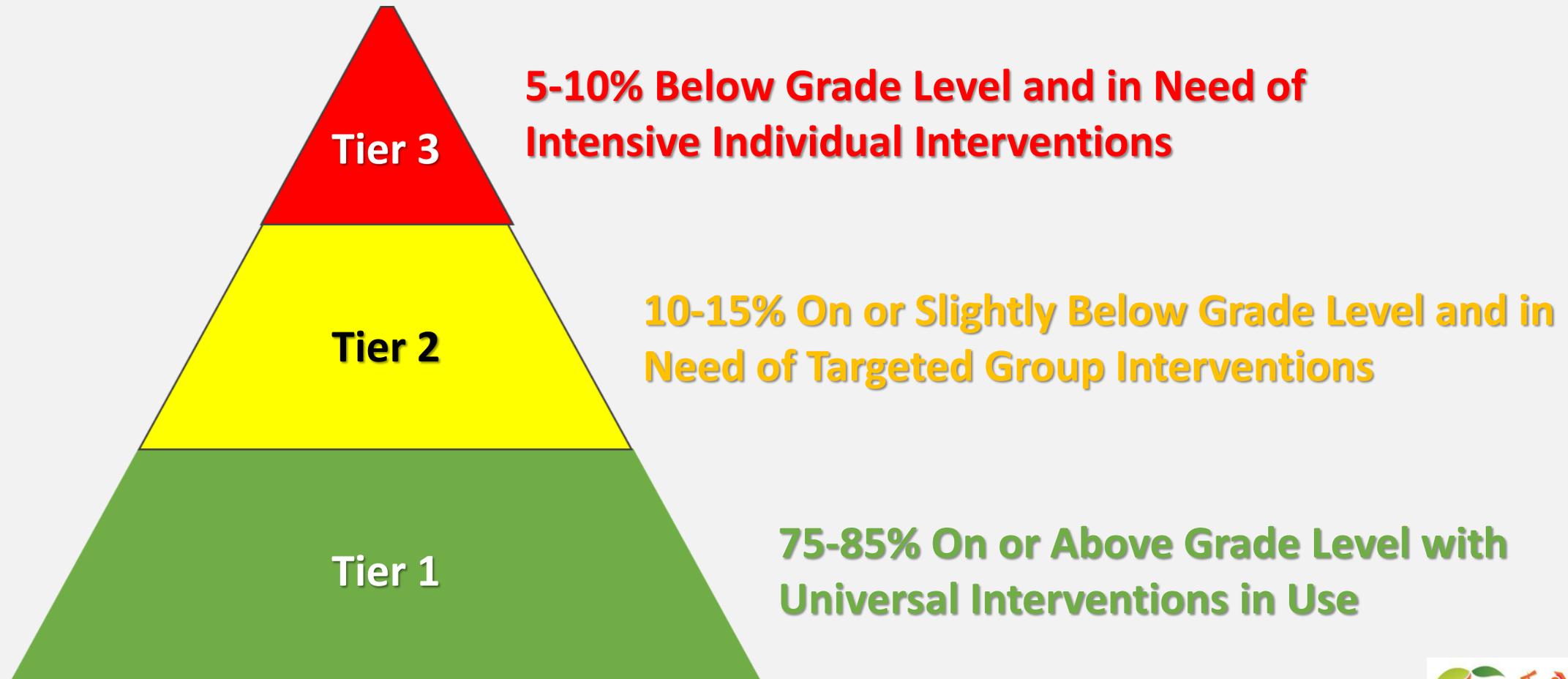


Our Purpose

What Does Academic & Discipline Data in Your LEA and/or Schools Look Like?



What Does Academic & Discipline Data in Your LEA and/or Schools Look Like?



Students Experiencing Success Gaps

- Students with disabilities (SWD)
- Students who are English learners
- Students from low income families
- Students of specific races/ethnicities
- Students from non-American cultures
- Students whose learning supports were not addressed
- Subsets of these groups



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Success Gaps in LEAs

How many of these statements are true in YOUR LEA?

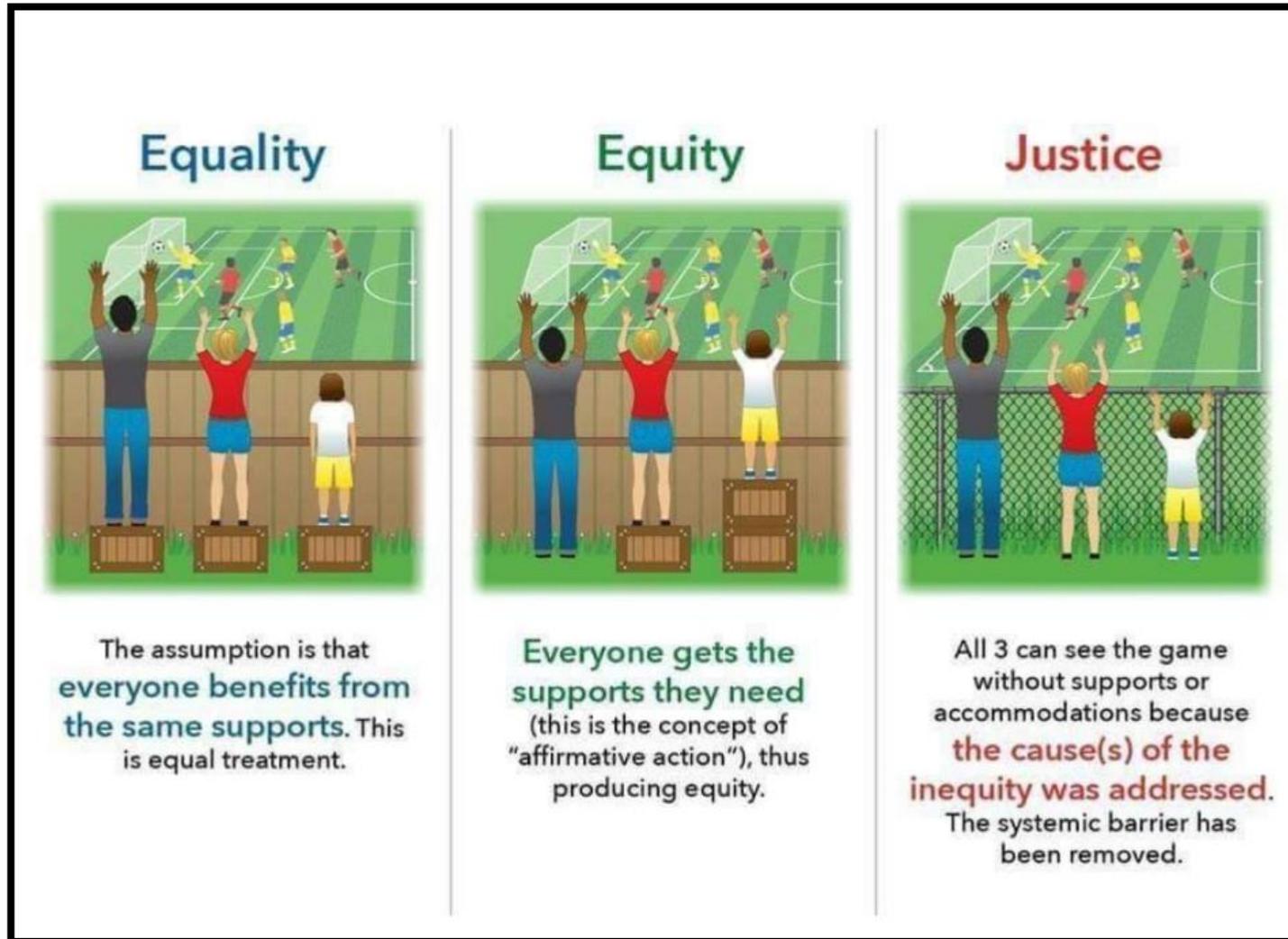
- One subgroup graduates at a statistically significant lower rate than other subgroups.
- One subgroup is suspended out of school at a statistically significant higher rate than subgroups of all other races.
- One subgroup drops out of school at higher rates than other subgroups.
- One subgroup achieves in mathematics at higher rates than other subgroups.
- One subgroup has lower reading achievement in all grades and the gap grows larger beginning in 4th grade.
- One subgroup is not taking college prep courses at the same rate as other subgroups.

What is Disproportionality?

Differences – or “gaps” – in a variety of educational factors and outcomes that excessively impact certain racial/ethnic groups of students with disabilities compared to their peers of other racial/ethnic groups.

- Achievement
- Identification and/or placement for special education
- Suspension rates
- College and career preparation
- Dropout rates
- Graduation rates

Relationship between Equity & Disproportionality



- In a general sense, equity is a measure of fairness and opportunity. Disproportionality can occur when this measure of fairness and opportunity is absent.
- If equity **is present**, then disproportionality is **less** likely to be evident.
- If equity **is not present**, then disproportionality is **more** likely to be evident.

Disproportionality is Complex



General Overview of Disproportionality

Significant Disproportionality – PLACEMENT

This occurs when one racial/ethnic subgroup has a demonstrated higher risk of receiving special education and related services ***in a particular environment*** when compared to students with disabilities from all other racial/ethnic subgroups.

General Overview of Disproportionality

Significant Disproportionality – IDENTIFICATION

This occurs when:

- 1) One racial/ethnic subgroup has a demonstrated higher risk of being ***identified as students with disabilities*** when compared to students from all other racial/ethnic subgroups.

or

- 2) One racial/ethnic subgroup has a demonstrated higher risk of being ***identified as having a specific disability*** as defined by the *Individuals with Disabilities Education Act* (IDEA) when compared to students from all other racial/ethnic subgroups.

General Overview of Disproportionality

Significant Disproportionality – DISCIPLINE

This occurs when:

- 1) One racial/ethnic subgroup has a demonstrated higher risk in the ***total number of disciplinary removals*** when compared to students with disabilities from all other racial/ethnic subgroups,

or
- 2) One racial/ethnic subgroup has a demonstrated higher risk of a ***specific disciplinary removal*** when compared to students with disabilities from all other racial/ethnic subgroups.

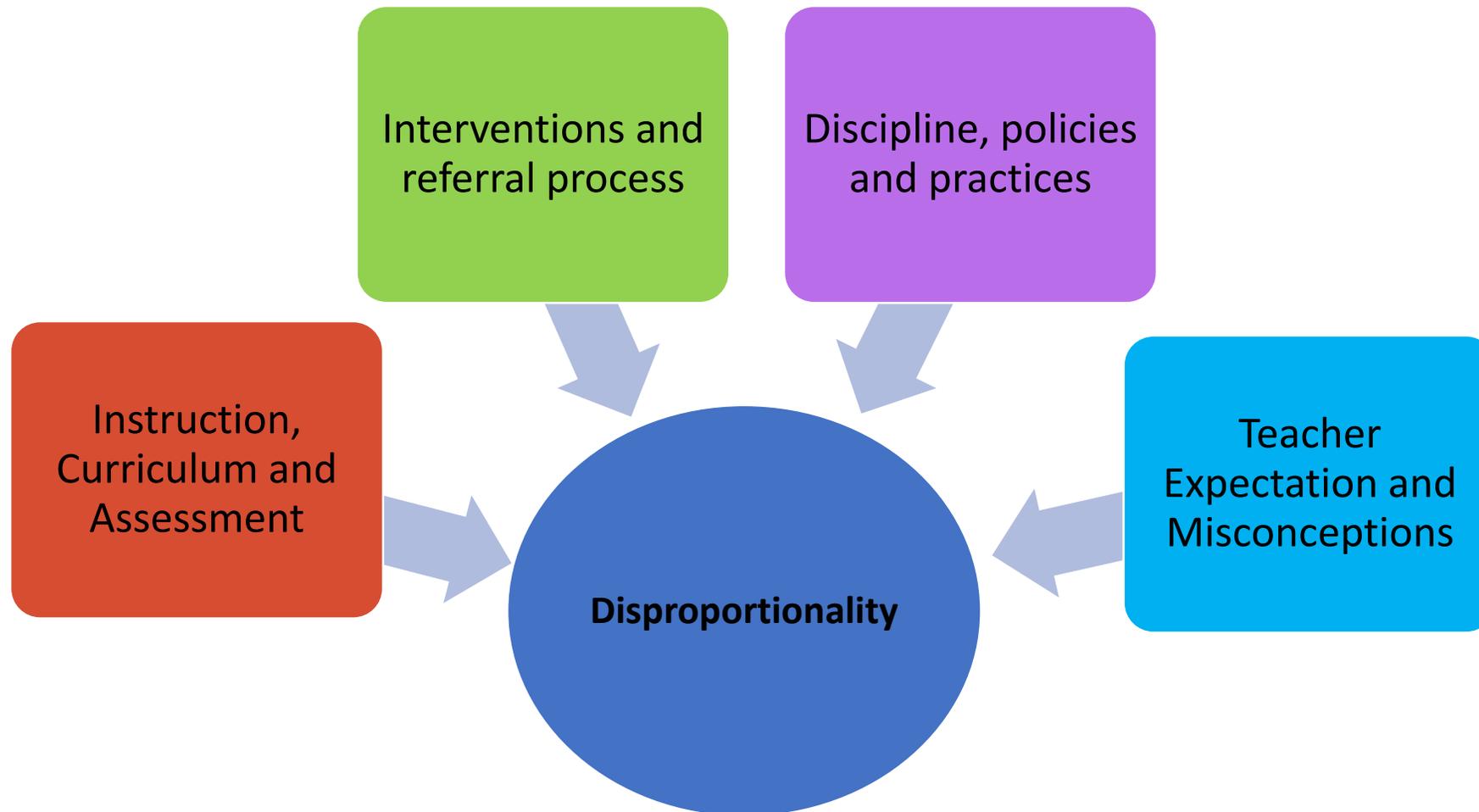
Identifying the Root Causes of Disproportionality

“Understanding the root causes of disproportionality and identifying how policies, practices and practitioners either contribute to or help sustain disparate outcomes in practice allows you to generate specific and actionable steps to address disproportionality.”

Voulgarides & Zwerger



Possible Sources of Disproportionality



Possible Sources of Disproportionality

Instruction,
Curriculum, and
Assessment

- Poor tier one instruction
- Demanding, high-stakes curriculum can pressure teachers and students to cover content on a specific schedule
- Inconsistent knowledge of the purpose and implementation of assessments (E.Fergus, 2017.)

Possible Sources of Disproportionality

Interventions and
referral process

- Lack of exposure to sufficient exposure to high quality interventions that support their learning (Harry and Klingler, 2006.)
- Intervention services for struggling learners are not well structured (E. Fergus, 2017.)
- Lack of cohesive intervention plans- try something different not more of the same.

Possible Sources of Disproportionality

Discipline Policies
and Practices

- School Climate
- Inadequate universal preventions implemented schoolwide for all students (C.Statta, 2016)
- Zero tolerance polices

Possible Sources of Disproportionality

**Teacher Expectation
and Misconceptions**

- Infractions for which students are disciplined have a subjective component (C. Statta, 2016)
- Implicit Bias
- Lack of culturally responsive teaching

Implicit Bias

Implicit Bias is...



Attitudes, Stereotypes, & Beliefs
that can affect how we treat others.

Implicit bias is not intentional, but it can still impact how we judge others based on factors, such as:



Race



Ability



Gender



Culture



Language

The Practice of Culturally Responsive Teaching



Identity & Achievement

Culturally responsive teachers transform education from traditional to responsive by respecting and adopting multiple cultures and experiences and recognizing strengths and accomplishments.

Identity Development
Cultural Heritage & Diversity



Equity & Excellence

Culturally responsive teachers support and facilitate learning opportunities, provide individual attention and encouragement, enable and empower learning, and cultivate cultural sustainability.

Teacher Dispositions
Inclusiveness



Developmental Appropriateness

Culturally responsive teachers engage in multiple teaching and learning styles through the integration of multifaceted scaffolding and communication styles and including a multitude of subjects and pathways to access content.

Learning Styles
Teaching Styles



Teaching the Whole Child

Culturally responsive teachers extend learning beyond the confines of standardized curriculum by integrating sources that reflect the students in their classrooms, thus bridging the home, school, and community.

Skill Development in Cultural Context
Bridging the Home, School and Community



Student Teacher Relationships

Culturally responsive teachers have high expectations for their students and are not only concerned with the well-being of the child in the school but also empowers them to achieve success in the outside world.

Caring Teachers
Empowering Students

Impact of Disproportionality

On
Students

On
Schools

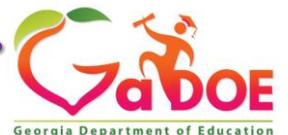
On
Districts

Impact of Disproportionality

On Students

- ↓ Learned helplessness
- ↓ Excessive dependence on supports
- ↓ Inadequate preparation
- ↓ Graduation outcomes
- ↓ Postsecondary outcomes

These are not the results we intended to produce for children...



Impact of Disproportionality

On Schools

- ↓ Decreased capacity
- ↓ Staff turnover
- ↓ Fragile relationships
- ↓ Increased accountability
- ↓ Climate crisis

These are not the results we intended to produce in our schools...



Impact of Disproportionality

On Districts

- ↓ Decreased capacity
- ↓ Increased accountability
- ↓ 15% fiscal reallocation
- ↓ District determination
- ↓ Public trust

These are not the results we intended to produce in our districts...



Impact of Disproportionality

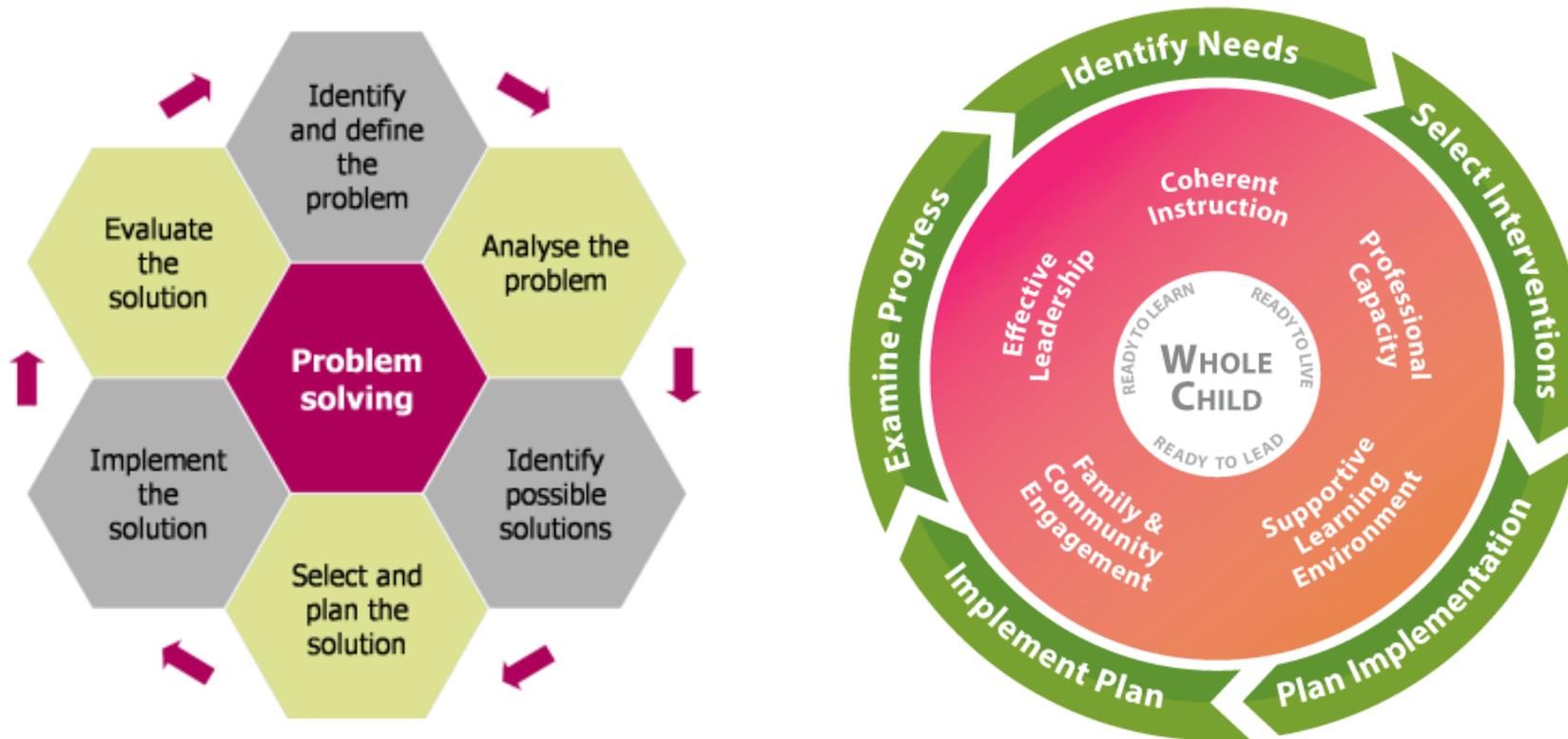
On
Students

On
Schools

On
Districts

Problem-Solving Process

Follow a structured methodology with the use of data, including these basic steps:



Monitoring District Data

Monitoring of your District's data should be ongoing. Below are some examples of data sources:

- [GaDOE Special Education Dashboard](#) (SE Disproportionality Determinations)
- [Annual Performance Report results](#)
- [College and Career Readiness Performance Index \(CCRPI\) Results](#)

Resources

The following State Rules are used to conduct a Compliance Review when an LEA receives a District Determination for Disproportionality:

- For Discipline, the [Discipline](#) State Rule is used.
- For Placement, the [Least Restrictive Environment](#) State Rule is used.
- For Identification, the [Child Find](#), [Eligibility Determinations](#), and [Evaluations and Reevaluations](#) State Rules are used.

Questions



Resources

- [Georgia's Tiered System of Supports for Students](#)
- [Positive Behavioral Interventions and Supports](#)
- [U.S. Department of Education Disproportionality Overview](#)
- [Data Analysis Workbook: Racial/Ethnic Disproportionality in Special Education](#)

References

- [Colorin Colorado](#)
- [Preventing Suspensions and Expulsions in Early Childhood Setting](#)
- [Oregon Teacher Pathway](#)
- [School Climate and Equity](#)
- [Identifying the Root Causes of Disproportionality](#)

Session Feedback

Thank you for attending our session.
Please take a moment to provide
your feedback.

<https://tinyurl.com/2020ILC>



Share your conference highlights now!



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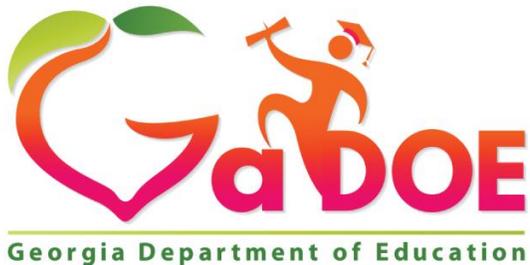
 youtube.com/c/GeorgiaDepartmentofEducation

Monique McCoy (mmccoy@doe.k12.ga.us)

Alicia Mercer (amercer@doe.k12.ga.us)

Monique Frazier (mfrazier@doe.k12.ga.us)

Bridget Still (bstill@doe.k12.ga.us)



**EDUCATING
GEORGIA'S FUTURE**