



## Assessing and Impacting the Issue of Disproportionality

Illinois PBIS Network  
January 19, 2012

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### Session Objectives & Agenda

- In this session we will:
  - Provide a working definition of disproportionality
  - Identify the impact of disproportionality when it remains as constant
  - Describe the role that data plays in addressing this issue
  - Share exemplar's experiences and data regarding disproportionality

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### Reflection

- What are your beliefs about the role of culture relative to the implementation of PBIS in your buildings?
- How do you define the term disproportionality?
- Is your school currently using SWIS (or your current data system) to track ethnicity trends associated with discipline?

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### Disproportionality defined

- *“Disproportionality refers to the over or under representation of a given population group, often defined by race or ethnic backgrounds, but also defined by socioeconomic status, national origin, English proficiency, gender, and sexual orientation, in a specific population category.”*

[www.emstac.org/registered/topics/disproportionality/faqs.htm](http://www.emstac.org/registered/topics/disproportionality/faqs.htm)

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### Examples

- Ninety percent of Office Discipline Referrals (ODR's) are given to African-American students who are 25% of the total enrollment (**Overrepresentation**)
- Males represent 24% of the total number of public school teachers, yet they are 49% of the U.S. population (**Underrepresentation**)

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### Outcomes associated with exclusionary discipline & disproportionality

- Use of suspensions/expulsions associated with future student misbehavior (Raffaele Mendez, 2003; Tobin, Sugai, & Colvin, 1996)
- Loss of student exposure to instruction (Scott & Barrett, 2004) and related negative impact on educational progress (Rausch, Skiba, & Simmons, n.d.)
- Reduced administrative efficiency (Scott & Barrett, 2004)
- Link with 'school-to-prison pipeline' (APA Zero Tolerance Task Force, 2008)
- Lower rates of academic achievement (Rausch et al., n.d.)

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## Culturally-Responsive PBIS

- Culturally Responsive PBIS (CR-PBIS) is a **systems approach** for establishing the social culture and individualized supports needed for all students to achieve both social and academic success by integrating issues of race, ethnicity, and culture

• Source: PBIS Indiana CELL/Equity Project Indiana

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## Culturally-Responsive PBIS

- Key elements of CR-PBIS are:
  - Use of a cultural lens to **create environments** in which positive behavior “works better” than problem behavior for all students
  - Use of a **data-based, problem-solving** approach
  - Emphasize **prevention, teaching, and reinforcement**
  - **Engage families and students** in developing the school-wide plan
  - Focus on the **behavior of adults**

SOURCE: PBIS Indiana CELL/Equity Project Indiana

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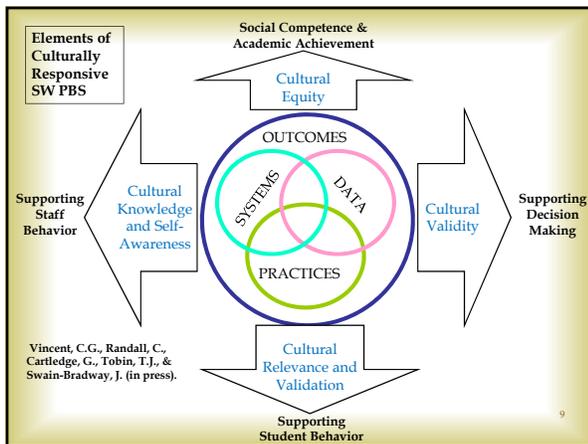
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### Strategies for addressing disproportionality

- In Illinois, we are currently focused on use of data and helping schools assess the level of integration of culturally-responsive practice
  - Data
    - Can't address the problem, if you don't know it exists
  - Assessment of CR practice
    - Identify strengths and needs, then create action plan

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### Strategies for addressing disproportionality: Use data

- **Composition**- Percentage of students from a group within a particular category
  - Assessment of disproportionality based on composition, compares a group's composition relative to their percentage of total enrollment
    - African American students represent 40% of students receiving discipline referrals, but are only 15% of total enrollment

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### Strategies for addressing disproportionality: Use data

Student enrollment by racial/ethnic group

Racial/Ethnic Group	Percentage
White	55%
African American	15%
Hispanic	15%
Asian	10%
Biracial	5%

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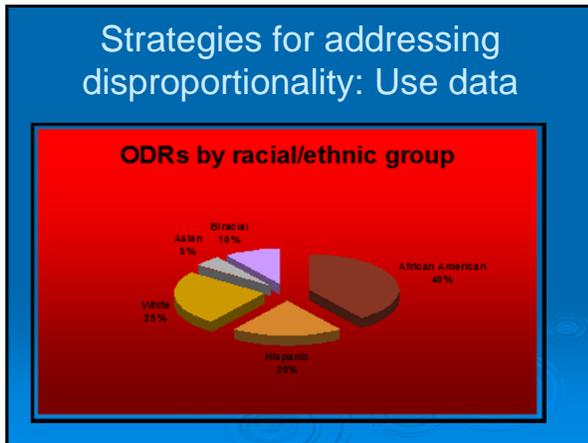
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- ### Ethnicity reports
- This feature provides the following data:
    - Graph one: Number of **referrals** by ethnic group as a percent of total referrals
    - Graph two: Number of **students** within each ethnic group receiving referrals as a percent of total students receiving referrals
    - Graph three: Number of students within each ethnic group receiving referrals **as a percent of total enrollment of all students within an ethnic group**

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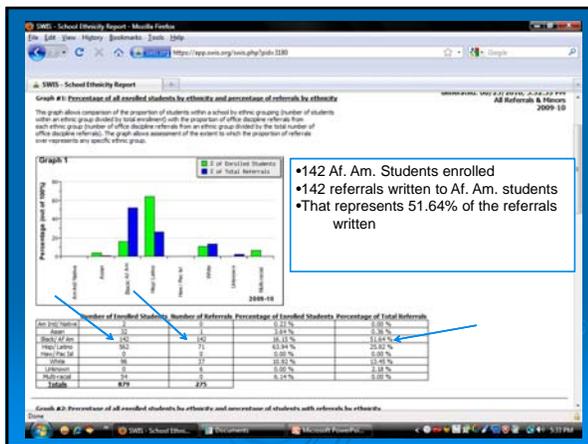
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## Disproportionality

Jacksonville School District 117  
Carol Kilver  
Assistant Superintendent for  
Curriculum and Instruction

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### 2007 to 2012



- Educator Beliefs to District/Academic Beliefs
- 7.0 to 5.45 African American Referrals to ED programs
- Denial to Heightened Awareness
- Denial of Services to System of Support
- Invisible Biases to Open Discussion

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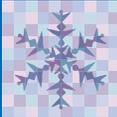
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### Unconscious Bias and Unintentional Racism

(Jean Moule, Oregon State University)



- “Blink of an eye” racism
- Biases rooted in stereotypes and prejudices.
- Stereotype: distorted truth about a person or group based on prejudgment of habits, traits, abilities, or expectations. (Wellstein, 1997)

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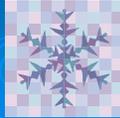
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## Socialization

- We all internalize our society's biases and prejudices.
  - This is part of normal socialization.
- When we receive evidence that confronts our biases our brain tends to return to the stereotypes that help us understand the situation.



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## Studied Evidence

- 1954 Clark Doll Study
- Implicit Association Test (Greenwald and Banaji)
- Absolution and Aversive Racism
- Reconstruct: Reversal of perpetrator
- Stereotype Threat (Steele, 1997)
- Sentencing, hiring, and education



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## White Privilege Peggy McIntosh

- "invisible package of unearned assets which I can count on cashing in each day"
- "invisible weightless knapsack of special provisions, maps, passports, codebooks, visas, clothes, tools, and blank checks"



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### White Privilege Peggy McIntosh



- I can if I wish be in the company of my race most of the time.
- I can turn on the television or open the paper and see someone that looks like me.
- I can ask to speak to a "person in charge" and feel confident the person will be facing a person of my race.
- I can go to the store and find food I like, hair products that address my needs, and music I like to hear.
- I can buy posters, pictures, postcards, dolls, toys, books, and magazines that feature my race.
- I can be pretty sure that my neighbors in such a location will be neutral or pleasant to me.
- I can see evidence of my race in my school, curriculum, sports team, cheerleading squad, band, orchestra, etc.

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### Critical Steps.....



- Brutal facts on the table. "I don't see color when I look at my students".
- Race and Ethnicity discussions.
- Looking at curriculum and resources.
- Challenging the hidden biases...on both sides.
- Monitoring student data
- Strengthen Social-Emotional Curriculum

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### Generational issues.....



- Continual review of academic and discipline data.
- Continual review of curriculum and instructional resources.
- Continual collection of student opinions, hopes and dreams, and enthusiasm
- Review of invisible biases in developing IEPs, BIPs, and FBAs.



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# Assessing and Impacting the Issue of Disproportionality

Chris Koerwitz, Assistant Principal  
Annie Smith, School Social Worker  
Riverton Middle School

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## Your presenters

### Chris Koerwitz

- Assistant Principal-- Riverton Middle School
- 14 years in education.
- 5 years in administration

### Annie Smith

- Social Worker Riverton Middle School
- 5 years in educational social work
- 5 years in mental health

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## Session Targets

- Demographics of Riverton Middle School
- Disproportionate groups
- Interventions implemented for specific groups

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### Demographics



- Unit District with 1500 students
- Bedroom Community of Springfield.
- RMS is a 5-8 Building
- True Middle School
- 98% Caucasian
- 30% Mobility
- 35% Low Income
- 22% Special Education Students
- 11<sup>th</sup> Year in PBIS

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### Population/Education Data (2005-2009) American Community Survey

	West	East
Population 25+	2,929	3,280
Less 9 <sup>th</sup> Grade %	1,340 (45.7%)	133 (4.1%)
9-12 Grade %	107 (3.7%)	241 (7.3%)
HS Graduate	556 (19%)	1,186 (36.2%)

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### What is Disproportionality?

➤ Disproportionality refers to the over or under representation of a specific population group.

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## Disproportionate Groups

- New Students
- # of students tardy to school
- Total # of referrals of IEP students vs. non-IEP students
- % of students with 6 + referrals

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## Targeted Intervention to decrease disproportionality of new students.

- Welcome Wagon
  - Receives tour of the school
  - Given a new student packet
  - Student council member in homeroom
  - Teacher mentor
  - Guidance counselor checks back with student

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## Tardy Party

- A student is invited to Tardy Party after 3 tardies in a quarter.
- If tardy behavior continues, student attends 4:00 Club.

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### Interventions--IEP vs. Non-IEP students

➤ All students are considered in Data rules for interventions.

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- ### Data Rules
- New Student (Grade Level Team)
  - Past Secondary or Tertiary Support (Social Worker)
  - 2 or more ODR's the previous year (Internal Coach)
  - 3 Tardies in a Quarter (Secretary)
  - 3 Absences in a Quarter (Secretary)
  - Missing Home Work (Grade Level Team)
  - Any combination of 2 D's or F's (Guidance)
  - 2 or more ODR's in a Quarter (Internal Coach)
  - Outside Concerns

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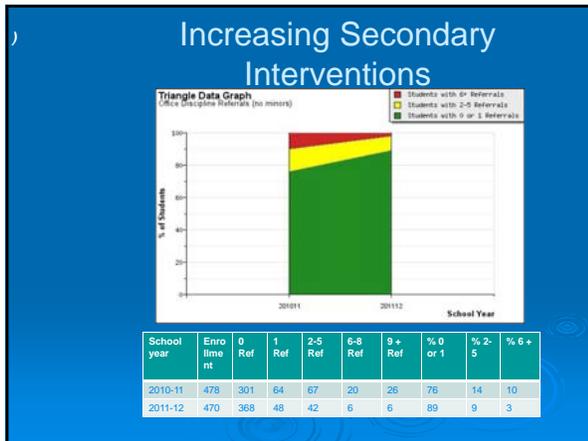
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- ### Secondary Interventions
- 20 students involved in CICO
  - 6 students involved in Goal Setting Group

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- ### Before you leave the session...
- Take a moment to reflect on the session
  - Record your thoughts in the back of your program booklet
  - These notes will assist you in completing the online evaluation after the conference
  - Your comments are valued and assist in developing future conference sessions

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