B5 — Using Data to Assess & Monitor Progress in Disciplinary Equity

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Exemplar Presenters:  – **Faith Nuttall** – Early Intervention Coordinator - Office of Exceptional Learners
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**Key Words:** Equity, Assessment, Applied Evaluation
Presenters

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PBISApps is run by Educational and Community Supports (ECS), a research unit at the University of Oregon since 1977. Lead by Kent McIntosh, PhD, ECS focuses on federal and state funded projects supporting research, teaching, and technical assistance through the PBIS OSEP Technical Assistance Center.
Purpose:
To assist in understanding disproportionality in school discipline and how to use a four-step problem-solving process to address it when it occurs.

Participant Outcomes (ELOs)
- Understand the importance of considering racial and ethnic disproportionality as it pertains to school discipline
- Use of metrics to measure and monitor disproportionality
- Use a four-step problem-solving process to address issues of disproportionality
- View Warren Township implementation efforts to address disproportionality
Disproportionality in School Discipline
Disproportionality can be understood as when a group is over- or underrepresented in a category differently than what we might expect for that group.

Racial and Ethnic Overrepresentation
- Identification for Special Education
- Receiving office discipline referrals
- Receiving a school suspension or expulsion

Racial and Ethnic Underrepresentation
- Identification for Talented and Gifted classes
- Identification for Advanced Placement classes
Disproportionate outcomes related to school discipline for children in grades Pre K-12 are well documented.

- U.S. Department of Education, 2019
- Losen & Gillespie, 2012
- Fabelo et al., 2011
- Shaw & Braden, 1990
- Children’s Defense Fund, 1975
Civil Rights Data Collection (CRDC) for 2015-16

K-12

• 2.7 million K-12 students (5-6%) were suspended one or more times

• Black students represent 15% of students enrolled, but...
  • 22% of students disciplined for harassment or bullying
  • 39% of students suspended out of school
  • 31% of students referred to law enforcement or subjected to school-related arrests
  • 33% of students expelled

2015-16 Out-of-School Suspensions

FIGURE 13: Percentage distribution of students receiving one or more out-of-school suspensions, by race and sex

By Race and Gender

NOTE: Data may not add up to 100 percent due to rounding.
2015-16 Expulsions by Race and Gender

By Race and Gender

FIGURE 15: Percentage distribution of students receiving expulsions, by race and sex

- American Indian or Alaska Native
- Asian
- Hispanic or Latino of any race
- Black or African American
- White
- Native Hawaiian or Other Pacific Islander
- Two or more races

NOTE: Data may not add up to 100 percent due to rounding. SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2015-16.
Causes of Disproportionality?

Poverty

- Affects students of color disproportionately
- When controlling for poverty, studies show poverty alone does not fully explain disproportionate outcomes for students of color...race also contributes.

Unequal educational opportunity

- Students of color are often limited by poor facilities and inadequate resources
- Underrepresented in curriculum and see fewer highly qualified teachers

Behavior

- Though disciplined at a higher rate, no evidence that this disparity is due to higher rate of misbehavior by students of color
- Black students punished more severely for less serious and more subjective behaviors

The Equity Project at Indiana University webpage, (2017)
Records of behavioral incidents (office discipline referrals, ODRs) are commonly used as an indicator of school environments. (Irvin, Tobin, Sprague, Sugai, and Vincent, 2004)

Office discipline referrals help identify:
• Who was involved, What happened, When, Where, How often, and Why
• Consequence

Consequences or outcomes of those behavioral incidences vary
• Record of the incident
• Teacher or Administrator conference with student and/or parents
• Compensatory activity (e.g., apology, community service, loss of privilege)
• Exclusionary discipline (e.g., removal from class, ISS, OSS, expulsion)
Disproportionately affect students of color

Lead to negative outcomes

- Lower academic achievement
- Lower graduation rates
- Increased likelihood of contact with the juvenile justice system

*Breaking Schools’ Rules, (2011)*
Disproportionality in School Discipline

Elementary and Secondary Out-of-School Suspension Rates by Subgroup, 2013-14

Elementary Secondary

Out-of-School Suspensions

All Students

Districts - OSS

- Greater than 25%
- 15.1% - 25%
- 10.1% - 15%
- 5.1% - 10%
- 0% - 5%
- Null or Missing Data
Percentage of Black Students who Have Received One or More Out of School Suspensions by District (2011-12)

- Greater than 25%
- 15.1% - 25%
- 10.1% - 15%
- 5.1% - 10%
- 0% - 5%
- Null or Missing Data

Out-of-School Suspensions

Black Students

Districts - OSS

Greater than 25%
15.1% - 25%
10.1% - 15%
5.1% - 10%
0% - 5%
Null or Missing Data
Resources
Educational systems cannot be considered effective until they are effective for all student groups. PBIS provides an ideal framework for increasing equity in student outcomes. Research shows that schools implementing PBIS with fidelity have greater equity in school discipline, specifically for African American students. However, PBIS teams may need to include equity-focused strategies in their action plans to achieve equitable outcomes for all student groups.

Examples
Check out these samples, case studies, and lesson plans and use them as a springboard to improve your own implementation.

Materials
Resources in this section include journal articles, templates, practice descriptions, fact sheets, and much more.

Presentations
Presentations about their experiences, published research, and best practices from recent sessions, webinars, and trainings.

Publications
Publications listed below include every eBook, monograph, brief, and guide written by the PBIS Technical Assistance Center.

Video
Recordings here include keynotes and presentations about PBIS concepts as well as tips for implementation.
A 5-Point Intervention Approach for Enhancing Equity in School Discipline

The results of decades of research consistently show that students of color, particularly African American students (and even more so for African American boys and those with disabilities), are at significantly increased risk for receiving exclusionary discipline practices, including office discipline referrals and suspensions. We describe here a 5-point multicomponent approach to reduce disproportionality in schools.

PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches

This field guide outlines an integrated framework to embed equity efforts into school-wide positive behavioral interventions and supports (SWPBIS) by aligning culturally responsive practices to the core components of SWPBIS. The goal of using this guide is to make school systems more responsive to the cultures and communities that they serve. This guide is part of a 5-point intervention approach for enhancing equity in student outcomes within a SWPBIS approach.

Examples of Engaging Instruction to Increase Equity in Education

This technical brief is based on the 5-point multicomponent approach to reduce disproportionality. This brief elaborates on point one, regarding academic instruction, by defining key principles of evidence-based instructional practices.

Key Elements of Policies to Address Discipline Disproportionality: A Guide for District and School Teams

The guides are based on a 5-point multicomponent intervention described. This guide addresses equity policies.

Using Discipline Data within SWPBIS to Identify and Address Disproportionality: A Guide for School Teams

The guides are based on a 5-point multicomponent intervention described. This guide addresses use of data.
Guiding Documents

1. Use of disaggregated discipline data
2. School-wide PBIS for culturally responsive behavior support
3. Effective instruction
4. Effective policies
5. Reducing bias in discipline decisions

PBIS Technical Assistance Center (McIntosh, Girvan, Horner, Smolkowski, and Sugai, 2018) Available for free at pbis.org

“Given the well-documented negative effects of exclusionary discipline on a range of student outcomes, educators must address this issue by… Measure disproportionality, intervene, monitor effects, and address this intervention on disproportionality.”

(McIntosh, Girvan, Horner, Smolkowski, and Sugai, 2018)
Follow-up document provides further detail and practical suggestions related to the organization and use of discipline data to address disproportionality

PBIS Technical Assistance Center
(McIntosh, Barnes, Eliason, & Morris, 2014)

Available for free at pbis.org
Discipline Disparities Series: Overview
Prudence Carter, Michelle Fine, and Stephen Russell

The Discipline Disparities Research to Practice Collaborative

Disparities in the use of school discipline by race, gender, and sexual orientation have been well-documented and continue to place large numbers of students at risk for short- and long-term negative outcomes. In order to improve the state of our knowledge and encourage effective interventions, the Discipline Disparities Research to Practice Collaborative, a group of 26 nationally known researchers, educators, advocates, and policy analysts, came together to address the problem of disciplinary disparities. Funded by Atlantic Philanthropies and Open Society Foundations, the Collaborative has spent nearly three years conducting a series of meetings with groups of stakeholders—advocates, educators, juvenile justice representatives, intervention agents, researchers, and policymakers—in order to increase the availability of interventions that are both practical and evidence-based, and to develop and support a policy agenda for reform to improve equity in school discipline. The project has funded 11 new research projects to expand the knowledge base, particularly in the area of intervention, and commissioned papers from noted researchers presented at the Closing the School Discipline Gap Conference. A culminating report of the Collaborative's work is the formal release of the Discipline Disparities Briefing Paper Series, three papers on policy, practice, and new research summarizing the state of our knowledge and offering practical, evidence-based recommendations for reducing disparities in discipline in our nation's schools.

Disparities in school discipline are a serious problem. Frequent use of disciplinary removal from school is associated with a range of negative student outcomes, including lower academic achievement, increased risk of dropout, and increased contact with the juvenile justice system. The evidence is clear: excessive discipline harms all students, teachers, and school cultures. It is neither educationally sound nor economically efficient, why disparities occur and developing approaches that effectively reduce both overall use of exclusionary discipline and the discipline gap is an urgent national priority. Yet reducing the use of exclusionary discipline and eliminating disparities is possible and is beginning to happen in many places across the country. Persistent racial and gender disparities in school discipline have received attention from both the advocacy...
Understanding Equity

More than 50 years after the landmark decision in Brown v. Board of Education, the promise of equal educational opportunity remains unfulfilled for many children in America's schools. Racial and ethnic disparities remain ubiquitous in our educational system, manifesting themselves in the achievement gap, disproportionality in special education, dropout and graduation rates, racial disparities in school suspension and expulsion, and eligibility for gifted/talented programs. Striving for equity means facing these disparities, and struggling to equalize the opportunity for all children to achieve at the same high educational standards.
The Center for Civil Rights Remedies

The Center is located at and part of The Civil Rights Project at UCLA

Dan Losen, Director

Special projects include:
- School-to-Prison Pipeline
- Racial Inequity in Special Education
PBIS Applications as a Resource
Problem Solving Model
Problem Solving Model

1. Problem Identification
2. Problem Analysis
3. Plan Implementation
4. Plan Evaluation

Is there a problem? Why is it happening? Is the plan working? What should be done?
Problem Solving Model

1. Problem Identification
   - Is there a problem?

2. Problem Analysis
   - Why is it happening?

3. Plan Implementation
   - What should be done?

4. Plan Evaluation
   - Is the plan working?

Measure

Intervene

Monitor
Step 1: Problem Identification

Is there a problem?

Use valid & reliable metrics.

Quantify the difference between current outcomes and goals.

This is the performance gap!
For disproportionality

• Quantify disaggregated outcomes across racial/ethnic subgroups

• Compare differences
  • Specified group vs. Comparator group
  • Subgroup vs. White subgroup
  • Subgroup vs. All Other students
    • Native vs. All Non-Native students

Multiple metrics are recommended!

IDEA Data Center, 2014
Multiple Measures Needed

Percent of Students in Subgroup with Office Discipline Referral

<table>
<thead>
<tr>
<th>Subgroups</th>
<th>Percent with Referral</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>25%</td>
</tr>
<tr>
<td>B</td>
<td>25%</td>
</tr>
<tr>
<td>C</td>
<td>25%</td>
</tr>
<tr>
<td>D</td>
<td>25%</td>
</tr>
<tr>
<td>E</td>
<td>25%</td>
</tr>
<tr>
<td>F</td>
<td>25%</td>
</tr>
</tbody>
</table>
Multiple Measures Needed

Percent of Students with ODRs in Subgroup Who have Multiple Referrals

<table>
<thead>
<tr>
<th>Subgroups</th>
<th>Percent with Multiple Referrals</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>10%</td>
</tr>
<tr>
<td>B</td>
<td>65%</td>
</tr>
<tr>
<td>C</td>
<td>40%</td>
</tr>
<tr>
<td>D</td>
<td>15%</td>
</tr>
<tr>
<td>E</td>
<td>55%</td>
</tr>
<tr>
<td>F</td>
<td>5%</td>
</tr>
</tbody>
</table>
Multiple Measures Needed

Percent of Students with ODRs in Subgroup Who Received Out of School Suspension

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>Percent of Students with ODS</th>
<th>Percent of Students with OSS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>13%</td>
<td>13%</td>
</tr>
<tr>
<td>B</td>
<td>75%</td>
<td>75%</td>
</tr>
<tr>
<td>C</td>
<td>45%</td>
<td>45%</td>
</tr>
<tr>
<td>D</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>E</td>
<td>65%</td>
<td>65%</td>
</tr>
<tr>
<td>F</td>
<td>6%</td>
<td>6%</td>
</tr>
</tbody>
</table>
Step 1: Problem Identification

Multiple metrics are recommended!
IDEA Data Center, 2014

The Data Guide recommends using at least:

- Relative Measure: Risk Index
- Relative Measure: Risk Ratio
- Composition Measure: Students with Referrals
- Composition Measure: Total Referrals

An upcoming revision will likely add:
- Absolute Measure: ODRs per Student
Metric #1 – Risk Index

Percent of a group at risk for a certain outcome

- % Receiving an office discipline referral (ODR)
- % Receiving a suspension or expulsion

Calculate the Risk Index?

- Divide
- At Risk / Total Number

How?

- Calculate by hand
- Create a spreadsheet
- Use automated program
Step 1: Problem Identification

Metric #1
Risk Index

Calculates the percentage of students who have received a referral from each of the various racial/ethnic subgroups enrolled in the school.
Metric #2 – Risk Ratio

Risk index of one group divided by the risk index of a comparison group

How do we calculate Risk Ratio?

- Divide

Risk Ratio = \[
\frac{\text{Risk Index of Specified Group}}{\text{Risk Index of Comparison Group}}
\]

1.0 is equal risk
> 1.0 is overrepresentation
< 1.0 is underrepresentation
Metric #2
Risk Ratio

Calculates the risk ratio for each of the various racial/ethnic subgroups enrolled in the school when compared to the group of All Other Students.
Step 1: Problem Identification

Lots of resources available!
Some are FREE!
Step 1: Problem Identification

FREE Risk Ratio Calculator from Wisconsin RtI Center

www.wisconsinrticenter.org
The risk ratio tells us how much more or less likely one group is to receive a certain outcome when compared to another group.

For Example:

\[
\frac{\text{Risk for Native Students}}{\text{Risk for White Students}} = \frac{50.00\%}{34.33\%} = 1.46
\]

How do we read this?

In this school, Native students are 1.46 times more likely to receive an Office Discipline Referral than the White students.
Composition Measurements

We’ve seen the relative measures:
- Metric #1 – Referral Risk Index
- Metric #2 – Referral Risk Ratio

Composition measurements
- Tell us about the context of what is going on
- Look for proportional representation
### Percent of Students with Referrals

- Compares each subgroup’s percentage of school enrollment to the subgroup’s percentage of just the students who have ODRs.
- Is each subgroup’s percent of students who have ODRs equal to their percent of school enrollment?

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th># Students Enrolled</th>
<th># Students with Referrals</th>
<th>% Students of Enrolled Students</th>
<th>% Students with Referrals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native</td>
<td>6</td>
<td>3</td>
<td>1.19%</td>
<td>1.54%</td>
</tr>
<tr>
<td>Asian</td>
<td>7</td>
<td>2</td>
<td>1.39%</td>
<td>1.03%</td>
</tr>
<tr>
<td>Black</td>
<td>65</td>
<td>47</td>
<td>12.90%</td>
<td>24.10%</td>
</tr>
<tr>
<td>Latino</td>
<td>100</td>
<td>40</td>
<td>19.84%</td>
<td>20.51%</td>
</tr>
<tr>
<td>Pacific</td>
<td>4</td>
<td>0</td>
<td>0.79%</td>
<td>0.00</td>
</tr>
<tr>
<td>White</td>
<td>300</td>
<td>103</td>
<td>59.52%</td>
<td>52.82%</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>22</td>
<td>0</td>
<td>4.37%</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>504</strong></td>
<td><strong>195</strong></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
Step 1: Problem Identification

Metric #3
Students with Referrals

Calculates the proportionality between the subgroup’s percent of school population and subgroup’s percent of students with referrals.
Step 1: Problem Identification

Metric #4
Percent of Total Referrals

- Compares subgroup’s percentage of school enrollment to the subgroup’s percentage of all the ODRs written

- Is each subgroup’s percent of all ODRs written equal to their percent of the school enrollment?

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th># of Students Enrolled</th>
<th># of Referrals Written</th>
<th>% Students of Enrolled Students</th>
<th>% of Referrals Written</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native</td>
<td>6</td>
<td>9</td>
<td>1.19%</td>
<td>1.35%</td>
</tr>
<tr>
<td>Asian</td>
<td>7</td>
<td>5</td>
<td>1.39%</td>
<td>0.75%</td>
</tr>
<tr>
<td>Black</td>
<td>65</td>
<td>143</td>
<td>12.90%</td>
<td>21.47%</td>
</tr>
<tr>
<td>Latino</td>
<td>100</td>
<td>155</td>
<td>19.84%</td>
<td>23.27%</td>
</tr>
<tr>
<td>Pacific</td>
<td>4</td>
<td>0</td>
<td>0.79%</td>
<td>0.00</td>
</tr>
<tr>
<td>White</td>
<td>300</td>
<td>354</td>
<td>59.52%</td>
<td>53.15%</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>22</td>
<td>0</td>
<td>4.37%</td>
<td>0.00</td>
</tr>
<tr>
<td>Total</td>
<td>504</td>
<td>666</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>
Step 1: Problem Identification

Metric #4
Total Referrals

Calculates the proportionality between a subgroup’s percent of population and the subgroup’s percent of total referrals.
Relative measures:
- Metric #1 – Referral Risk Index
- Metric #2 – Referral Risk Ratio

Composition measures:
- Metric #3 – Students with Referrals by Ethnicity
- Metric #4 – Total Referrals by Ethnicity

Absolute measure:
- Metric #5 – ODRs per Student
### Metric #5
ODRs per Student

<table>
<thead>
<tr>
<th></th>
<th># of Students Enrolled</th>
<th># of Referrals Written</th>
<th>% Students of Enrolled Students</th>
<th>% of Referrals Written</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native</td>
<td>6</td>
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<td>0.79%</td>
<td>0.00</td>
</tr>
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<td>53.15%</td>
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<tr>
<td>Multi-Racial</td>
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<td>0</td>
<td>4.37%</td>
<td>0.00</td>
</tr>
<tr>
<td>Total</td>
<td>504</td>
<td>666</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Divide the number of ODRs for a subgroup by the number enrolled in the group, which gives us the **# of ODRs per Student** in the subgroup.

- **Black**: \( \frac{143}{65} = 2.20 \) ODRs per Student
- **White**: \( \frac{354}{300} = 1.18 \) ODRs per Student
- **Total**: \( \frac{666}{504} = 1.32 \) ODRs per Student

This measure has NOT yet been added to the Data Guide but will likely be added in the near future.
Step 1: Problem Identification

Summary for Problem Identification

1. Select multiple metrics
   - Disaggregated data
   - Valid and reliable metrics

2. Set goals

3. Why the problem is happening
Step 2: Problem Analysis

Is there a problem?

1. Problem Identification

Why is it happening?

2. Problem Analysis
Step 2: Problem Analysis

**Purpose:** Identify underlying causes of the problem

**Focus:** Systems & practices that can be changed

**Evaluate:** Tier 1 (Universal systems)
- Check fidelity of PBIS implementation (PBIS Assessment)

Disparities other than discipline
- Academic Placement
- Attendance
- School climate
- Graduation

Discipline data for patterns of bias
- Explicit bias
- Implicit bias
Step 3: Plan Implementation

Is there a problem?

1. Problem Identification

2. Problem Analysis

What should be done?

3. Plan Implementation

Why is it happening?
Information from Step 2 Problem Analysis is used to select tasks, activities, and strategies to address the problem.

An action plan is created to ensure adequate implementation of the tasks and strategies.

Action plans show everyone – **WHO** will do **WHAT** by **WHEN**

Action plans that are published – Help create accountability.
Step 4: Plan Evaluation

1. Problem Identification
2. Problem Analysis
3. Plan Implementation
4. Plan Evaluation

Is there a problem?
Why is it happening?
Is the plan working?
What should be done?
Evaluation

1. Regularly assess
   - Progress and fidelity of action plan implementation
   - Fidelity of PBIS implementation

2. Calculate metrics from Step 1

3. Compare to the goal determined in Step 1

4. Share results with relevant stakeholders

5. Plan for what is next
Evaluation Time Frame:

Identify time periods for regularly evaluating and analyzing disproportionality data

- Consider monthly assessment of action plan implementation
- Consider quarterly assessment of disproportionality metrics

Words of caution:

- Disproportionality metrics may not be sensitive to rapid change.
- Avoid relying on risk indices as they will increase throughout the year.
- Be careful of small n’s!
- Use multiple measures to ensure that you are tracking the correct thing.
Problem Solving Model

1. Problem Identification
   - Is there a problem?

2. Problem Analysis
   - Why is it happening?

3. Plan Implementation
   - What should be done?

4. Plan Evaluation
   - Is the plan working?

5. Intervene
   - Why is it happening?

6. Monitor
   - What should be done?
Our Journey

Intentionally Embedding Equity Practices within PBIS
My Hardin
Dean of Students
Grassy Creek Elementary School

Faith Nuttall
Early Intervention Services Coordinator
Office of Exceptional Learners
Our Leadership Team

Principal: Christy Merchant  
PBIS Tier 1 Member  
PBIS Tier 2 Member

Instructional Specialist: Kristin Jones

Elementary Dean: My Hardin  
PBIS Tier 1 Member  
PBIS Tier 2 Member  
Data Collector / Manager

Early Intervention Coordinator: Faith Nuttall  
PBIS Tier 2 Member
Grassy Creek Elementary of MSD of Warren Township

Location

- 1 out of 9 school districts serving Central Indiana
- Located on the east side of Indianapolis in Marion County
- Grassy Creek Elementary is 1 of 9 urban elementary schools located on the east side of the District.
Positive Behavioral Interventions and Supports (PBIS) is a Multi-Tiered System of Supports (MTSS) Framework for Continuous Improvement and Alignment of Initiatives.

Supporting culturally equitable Targets including social competence & academic achievement.

Supporting culturally knowledgeable Staff Behavior through team-based leadership and coordination, professional development, coaching, and content expertise.

Supporting Student Behavior through a three-tiered continuum of culturally relevant evidence-based interventions.

Supporting valid Data-based Decision Making through universal screening, progress monitoring, and evaluation of fidelity.

OUTCOMES

SYSTEMS

DATA

PRACTICES
DATA
Black Students 51.2% 229 students

White 28.2% 126 students

Hispanic 10.3% 46 students

Multi-racial 9.6% 43 students

Asian .7% 3 students

Total = 447 students
Enrollment 2018-19 by Free/Reduced Price Meals

- **Paid**
  - 30.9% Paid (138 students)

- **Free**
  - 59.1% Free (264 students)

- **Reduced**
  - 10.1% Reduced (45 students)

Total = 447 students
Grassy Creek Elementary Staff by Race 2018-19

African-American Staff Members - 4
- 1 administrator
- 1 instructional specialist
- 1 teacher
- 1 secretary

White Staff Members - 29
- 1 administrator
- 1 mental health therapist
- 20 teachers
- 1 secretary
- 1 school nurse
- 5 instructional assistants

![Staffing Comparison by Race](chart.png)
How We Got Started

- Admin Conversations
  - Via EIS observations and patterns that surfaced
- Student & Teacher Comments
  - Direct quotes from students and teachers
- Discipline Data
- Current Events
  - Black Lives Matter
# Office Discipline Referral Data

<table>
<thead>
<tr>
<th></th>
<th>July</th>
<th>August</th>
<th>Sept</th>
<th>Oct</th>
<th>Nov</th>
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<td><strong>14-15</strong></td>
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</tr>
<tr>
<td><strong>A-A</strong></td>
<td>74.5%</td>
<td>73.9%</td>
<td>80.4%</td>
<td>70.8%</td>
<td>73.5%</td>
<td>65.7%</td>
<td>65.5%</td>
<td>61.8%</td>
<td>71.8%</td>
<td>76.2%</td>
<td></td>
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</tr>
<tr>
<td><strong>White</strong></td>
<td>18.2%</td>
<td>15.2%</td>
<td>17.9%</td>
<td>24.8%</td>
<td>25.3%</td>
<td>32.9%</td>
<td>32.1%</td>
<td>34.5%</td>
<td>24.5%</td>
<td>23%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td>8%</td>
<td>10.9%</td>
<td>1.8%</td>
<td>4.4%</td>
<td>1.2%</td>
<td>1.4%</td>
<td>2.4%</td>
<td>3.6%</td>
<td>3.6%</td>
<td>.8%</td>
<td></td>
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<tr>
<td><strong>18-19</strong></td>
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</tr>
<tr>
<td><strong>A-A</strong></td>
<td>70.9%</td>
<td>79.3%</td>
<td>77.4%</td>
<td>83.5%</td>
<td>74%</td>
<td>76%</td>
<td>82.2%</td>
<td>76.7%</td>
<td>72%</td>
<td>86.4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>White</strong></td>
<td>16.5%</td>
<td>3.6%</td>
<td>5.7%</td>
<td>7%</td>
<td>9%</td>
<td>3%</td>
<td>8%</td>
<td>11%</td>
<td>11%</td>
<td>4.8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td>12.7%</td>
<td>17.1%</td>
<td>17%</td>
<td>9.6%</td>
<td>17%</td>
<td>21%</td>
<td>9.8%</td>
<td>12.3%</td>
<td>16.9%</td>
<td>8.8%</td>
<td></td>
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</tr>
</tbody>
</table>
GRASSY CREEK PROPORTIONALITY
% OF ENROLLMENT VS % OF OFFICE INTERACTIONS
## Rate of Office Interactions by Race

### 17-18 Office Interactions Students Rate

<table>
<thead>
<tr>
<th></th>
<th>Office Interactions</th>
<th>Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>562</td>
<td>233</td>
<td>2.4 per student</td>
</tr>
<tr>
<td>White</td>
<td>202</td>
<td>137</td>
<td>1.5 per student</td>
</tr>
<tr>
<td>Other</td>
<td>27</td>
<td>94</td>
<td>0.3 per student</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>791</strong></td>
<td><strong>464</strong></td>
<td><strong>1.7 on average</strong></td>
</tr>
</tbody>
</table>

### 18-19 Office Interactions Students Rate

<table>
<thead>
<tr>
<th></th>
<th>Office Interactions</th>
<th>Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>800</td>
<td>229</td>
<td>3.5 per student</td>
</tr>
<tr>
<td>White</td>
<td>71</td>
<td>126</td>
<td>0.6 per student</td>
</tr>
<tr>
<td>Other</td>
<td>146</td>
<td>92</td>
<td>1.6 per student</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1018</strong></td>
<td><strong>447</strong></td>
<td><strong>2.3 on average</strong></td>
</tr>
</tbody>
</table>
**Our Analysis and Response**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>2018-19 Enrollment</th>
<th>2018-19 Office Interactions</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-A</td>
<td>51%</td>
<td>78.6%</td>
</tr>
<tr>
<td>W</td>
<td>26%</td>
<td>7.0%</td>
</tr>
<tr>
<td>O</td>
<td>23%</td>
<td>14.4%</td>
</tr>
</tbody>
</table>

**School Improvement Plan for 2019-20:**
Grassy Creek Elementary School will align office interactions with enrollment based on ethnicity within 5 percent.
SYSTEMS
Starting the Conversation about Race

- Building administration buy-in
  - Relationship between Principal and Dean
  - Willingness to share the budget
  - Joint processing of discipline concerns
  - Both participate on Tier 1 & Tier 2 PBIS teams

- Importance of looking inward
  - Understanding the “why” before we can do the “what”

- Showing connectedness of this with PBIS
  - Classroom management
  - De-escalation
  - Trauma-informed care
  - Cultural responsiveness, etc.
Conversations about Race

Courageous Conversations Compass & Agreements
• Now a part of every staff PD discussion about Race

Courageous Conversations About Race, Singleton & Linton, 2005
Holding Conversations about Race

Today’s Agreements

1. Stay Engaged
2. Experience Discomfort
3. Speak Your Truth
4. Expect & Accept Non-Closure

Courageous Conversations About Race (Singleton, Linton)
Processing our Metacognition

**Staff Process**
- Silent reading and thinking
- Turn and Talk with those near you
- Whole-group sharing
- Word, phrase, sentence activity
- Exit Tickets after every PD (anonymous and non-anonymous)

**Admin Process**
- Generalize exit tickets
- Discuss next steps based on feedback
- SIP goal on the radar
- Gauging staff participation and feedback
- Intentionality of change
Data Discussion with Staff

Enrollment
- African-American: 51%
- White: 26%
- Other: 23%

Office Interactions
- White and Other: 21%
- African-American: 79%
Differentiating between Nationality, Ethnicity, & Race

“Culture is to humans as water is to fish.”
-Dr. Wade Nobles, San Francisco State University

Can you differentiate between your…

Nationality:
Ethnicity:
Race:
Discussing why Race Isn’t Talked about in Schools

- Disbelief
- Fear
- Ignorance
- Fatigue
Percentage that Race Impacts Us

How much of my life is impacted by race?
Write down the percentage you feel that your life is impacted by race (from 0-100%).

My race impacts my life...
- Emotionally:
- Socially:
- Intellectually:
- Morally:
Racial Consciousness & Racial Impact

Racial Consciousness is how conscious we are of the impact of race on our own lives.

\[
\frac{\text{Racial Consciousness (?)}}{\text{Racial Impact (100)}} = \frac{\text{_______}}{\text{_______}}\%
\]
Racial Autobiography

<table>
<thead>
<tr>
<th>Earliest  -- What was your first personal experience in dealing with race or racism?</th>
<th>Most Recent  -- What was your most recent personal experience in dealing with race or racism?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe what happened.</td>
<td>Describe what happened.</td>
</tr>
<tr>
<td></td>
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</tr>
</tbody>
</table>
Privilege Walk

https://peacelearner.org/2016/03/14/privilege-walk-lesson-plan/
Ted Talks - “Color Blind or Color Brave”

https://www.ted.com/talks/mellody_hobson_color_blind_or_color_brave?language=en

Don't be color blind, be color brave.
Embrace diversity as a competitive advantage.

Mellody Hobson
Naughty vs. Nice visual

Naughty?

Nice?
Defining Implicit Bias

- “...attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner”
- Occur involuntarily and without an individual’s intentional awareness or control
- These are different than known biases that people may choose to conceal for political or social “correctness.”
- Everyone possesses them.
- Do not necessarily align with our declared beliefs
- Malleable
Doll Study Video

https://www.youtube.com/watch?v=ybDa0gSuAcg
Defining Privilege

NASP (National Association of School Psychologists, 2016) states that privilege is based on two concepts:

1. Privilege includes unearned advantages that are highly valued but restricted “to certain groups.”

2. “When control or power has been given to one group (Group A), this group may earn privileges that have not been afforded to other groups (Group B & Group C).”
Defining White Privilege

“an invisible package of unearned assets which I can count on cashing in each day, but about which I was ‘meant’ to remain oblivious” ; “an invisible weightless knapsack of special provisions”


“A Trip to the Grocery Store” -
https://www.youtube.com/watch?v=Wf9QBnPK6Yg
Bus Field Trip - Student Neighborhoods

Our Objective:
Staff will be exposed to all neighborhoods that feed into our school.
New Beginnings Church Service

**Our Objective:**

Staff will be exposed to a thriving African-American Church where some of our families attend.
Voluntary Movie

“The Hate U Give”

Our Objective:

Staff will be exposed to current issues present in the African-American culture.

#blacklivesmatter
Netflix “13th” Documentary

**Our Objective:**
Staff will be exposed to a new documentary on the African-American incarceration population over decades.
Fishbowl Activity
Voluntary Book Study

Black Students.
Middle Class Teachers.

by Jawanza Kunjufu
PRACTICES
Culturally Relevant Classroom Strategies

- **Let students ask most of the questions.** Unfortunately, in many classrooms and schools, there’s an inverse relationship between age and questions. As age increases, the number of questions decreases. It should be the opposite. As age increases, the questions asked should also increase. Create an environment in your classroom where students are encouraged to ask questions.

- **Accommodate right brain learners.** If possible, teach math with right brain techniques: oral, pictures, artifacts, or fine arts. Provide as many hands-on activities as possible. Connect the integer line to east and west, north and south in the city. Use an abacus. Connect math as much as possible to real-life experiences. Use pies, pizzas, and cookies to demonstrate fractions and geometry.

- **Proximity.** Research shows that some teachers avoid getting close to students they don’t like. Throughout the day, make sure you are in close proximity to all of your students and that each student receives some form of touch or word of encouragement from you.
Culturally Relevant Classroom Strategies (continued)
Next Steps

Follow-up voluntary book study

Additional culturally relevant teaching strategies

School Culture and Climate Equity Survey

Continued data analysis by classroom, gender, and race

Additional professional development

Equity Team will analyze school-wide systems.
Feedback from Teachers

I really like getting to know my peers better and how they view the crazy world of education in a non-stress environment. It's okay if we don't agree on certain aspects but it's nice to be heard and not judged.

Listening to other viewpoints helped me to understand different perspectives.

I wouldn't say tiring, but eye opening. I know people of color experience racism everyday. It was alarming to talk with my colleagues about how often we had heard our family members making these very comments behind closed doors throughout our lifetime.

I try to be mindful of my lens. I enjoyed getting to know my coworkers and their experiences. It makes a staff closer to have these conversations that show we do have some commonality among us.

I do not find it tiring to think about my racial past or others' racial identities as I think that it's a critical topic to reflect on, discuss, and learn from. The only thing I find tiring is that there are many adults who seem to share out their biases but stick to them and seem a bit unwilling to shift their thinking toward being more open to cultural differences and what we can learn from them.

I really like getting to know my peers better and how they view the crazy world of education in a non-stress environment. It's okay if we don't agree on certain aspects but it's nice to be heard and not judged.
Equity from a District Perspective
3 schools actively pursuing this work since 18-19 school year
Where Our Other Buildings are in the Journey...

**Lakeside Elementary** --- Continue staff-wide PDs

**Warren Central High School** --- Staff-wide PDs, volunteer book study *Courageous Conversations About Race*, staff-meeting small group discussions, classroom visuals that represent the students they serve, culturally responsive classroom lessons, Canvas discussions, snippets in weekly newsletter
# Common Beliefs Survey

1. I don’t think of my students in terms of their race or ethnicity. I am color blind when it comes to my teaching.

   **First Thoughts:**
   - Agree Strongly: 2
   - Neither Agree Nor Disagree: 3
   - Disagree Strongly: 4

   **Why I feel this way:**
   ________________________________________________________________
   ________________________________________________________________

2. The gap in the achievement among students of different races is about poverty, not race.

   **First Thoughts:**
   - Agree Strongly: 2
   - Neither Agree Nor Disagree: 3
   - Disagree Strongly: 4

   **Why I feel this way:**
   ________________________________________________________________
   ________________________________________________________________

---

**Teachers should adapt their teaching to the distinctive cultures of African American, Latino, Asian and Native American students.**

**First Thoughts:**
   - Agree Strongly: 2
   - Neither Agree Nor Disagree: 3
   - Disagree Strongly: 4

   **Why I feel this way:**
   ________________________________________________________________
   ________________________________________________________________

---

**COMMON BELIEF 1**

I don’t think of my students in terms of their race or ethnicity. I am color blind when it comes to my teaching.

**Background**

When teachers say they are color blind, they are usually saying that they do not discriminate and that they treat all their students equally. Of course, being fair and treating each student with respect are essential to effective teaching. However, race and ethnicity often play important roles in children’s identities, and contribute to their culture, their behavior, and their beliefs.

When race and ethnicity are ignored, teachers miss opportunities to help students connect with what is being taught. Recognizing that a student’s race and ethnicity influences their learning allows teachers to be responsive to individual differences. In some cases, ignoring a student’s race and ethnicity may undermine a teacher’s ability to understand student behavior and student confidence in fitting well in a school culture where expectations and communication are unfamiliar. An individual’s race and ethnicity are central to his or her sense of self but they are not the whole of personal identity. Moreover, how important an individual’s race and ethnicity is to their identity will vary and teachers need to take that into account as they seek to learn more about their students.

**Questions to Consider**

1. What are some ways for educators to acknowledge students’ ethnic, cultural, racial, and linguistic identities?
2. Why is it important to incorporate their identities into the curriculum?
3. What happens when teachers don’t validate students’ racial and ethnic identities?

**COMMON BELIEF 2**

The gap in the achievement among students of different races is about poverty, not race.

**Background**

Studies of the influences on student achievement invariably show that students’ family income is a significant correlate of low achievement. However, even when students’ socioeconomic status is taken into account, race often accounts for variance in student performance. The reasons for this are complex and experts disagree about why this is so. Most experts dismiss explanations having to do with race-related “culture” (i.e., the culture of poverty thesis) or genetic differences among races. Some experts believe that the racial influence on achievement lies in the experiences and expectations that racial identity may have in school—such as low expectations, teaching that is insufficiently sensitive to differences in student interests and needs, or differential access to learning.
Today a reader,
tomorrow a leader.
DIRECTIONS: Create a collage using/illustrating direct elements of your own culture. What makes you who you are? Include things that are not only from your racial and ethnic background but from all aspects of your life. Try your best to fill this bag to capacity. You will need to have AT LEAST 10 different items.

List your elements here. Add PICTURES that represent each element to the bag on the next slide.
Write the 3 best elements from your list. List 3 reasons each one makes you proud.

1. __________________________________________
   
   __________________________________________
   
   __________________________________________

2. __________________________________________
   
   __________________________________________
   
   __________________________________________

3. __________________________________________
   
   __________________________________________
   
   __________________________________________
The 1619 Project

The New York Times Magazine Presents The 1619 Project
AUGUST 13, NEW YORK CITY

Four hundred years ago, on August 20, 1619, a ship carrying about 20 enslaved Africans arrived in Point Comfort, a coastal port in the British colony of Virginia. Though America did not even exist yet, their arrival marked its foundation, the beginning of the system of slavery on which the country was built. In August, The New York Times Magazine will observe this anniversary with a special project that examines the many ways the legacy of slavery continues to shape and define life in the United States.

https://timesevents.nytimes.com/1619NYC
https://pulitzercenter.org/lesson-plan-grouping/1619-project-curriculum
## District Data by Race

### Enrollment as of 9/26/19

<table>
<thead>
<tr>
<th>Race</th>
<th>Enrolled</th>
<th>Percent</th>
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<td>78</td>
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<tr>
<td>Black</td>
<td>6,403</td>
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<td>Hispanic</td>
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<tr>
<td>Multiracial</td>
<td>876</td>
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<tr>
<td>Native American</td>
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<tr>
<td>White</td>
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<td>20.3%</td>
</tr>
<tr>
<td>Other</td>
<td>26</td>
<td>0.2%</td>
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<tr>
<td><strong>Total</strong></td>
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</table>

### ODRs as of 9/26/19

<table>
<thead>
<tr>
<th>Race</th>
<th>ODRs</th>
<th>Percent</th>
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<tbody>
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<td>4</td>
<td>0.1%</td>
</tr>
<tr>
<td>Black</td>
<td>2439</td>
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<tr>
<td>Hispanic</td>
<td>116</td>
<td>3.8%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>186</td>
<td>6.1%</td>
</tr>
<tr>
<td>Native American</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>White</td>
<td>319</td>
<td>10.4%</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>0.1%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3066</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
Metropolitan School District of Warren Township
Disproportionality Comparison 2019
Enrollment vs Office Discipline Referrals

- **Asian**: 0.7% Enrollment, 0.1% Office Discipline Referrals
- **Black**: 79.5% Enrollment, 53.6% Office Discipline Referrals
- **Hispanic**: 17.9% Enrollment, 3.8% Office Discipline Referrals
- **Multiracial**: 7.3% Enrollment, 6.1% Office Discipline Referrals
- **Native American**: 0.0% Enrollment, 0.0% Office Discipline Referrals
- **White**: 20.3% Enrollment, 10.4% Office Discipline Referrals
- **Other**: 0.2% Enrollment, 0.1% Office Discipline Referrals

Colors:
- Green: Enrollment
- Yellow: Office Discipline Referrals
Undoing Racism Training

“Child Advocates is honored to host The People’s Institute for Survival and Beyond’s “Undoing Racism” community workshops. This workshop will bring to light a common definition of racism, how it is maintained in institutions, and how it endangers the well-being of children and families.

The People’s Institute for Survival and Beyond is a national and international network of organizers who are multi-racial and anti-racist, dedicated to ending racism and other forms of institutional oppression. Since the late 1970s, they have impacted and provided training, consultation and leadership development to almost a million people in organizations and communities. They have been recognized as one of the premier training and organizing groups in the country.”
Undoing Racism Training --- Transitioning to Interrupting Racism for Children

“Racial disparities in child welfare, income, education and health continue to exist and serve as a barrier to just and sustainable communities. Interrupting Racism for Children educates and moves individuals to action to stop racism in its tracks, creating a future where children thrive and race does not predict their life outcomes. Join us to make a lasting impact for our children.”

Child Advocates

https://www.childadvocates.net/
Starting/Re-Starting “Reaching Equity”
District Book Study
District Equity Team
Any Questions
Contact:

My Hardin
mhardin@warren.k12.in.us
• (317) 532-3100 EXT 3102

Faith Nuttall
fnuttall@warren.k12.in.us
• (317) 869-4300 EXT 4408

Bert Eliason
beliason@uoregon.edu
• (541) 346-8685
You cannot address racial achievement disparities without talking about and dealing with race.

Black Students, Middle Class Teachers (Kunjufu)

A “teacher” teaches his/her culture primarily and the grade-level/subject standards secondarily.

Black Students, Middle Class Teachers (Kunjufu)

Teachers need to realize the haze of (our) own cultural lenses.

Courageous Conversations About Race (Singleton & Linton)
CALL FOR PAPERS OPENS
JUNE 2019

Miami, FL
Hyatt Regency Miami
March 11-14, 2020

For more information, visit:
conference.apbs.org
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2) **Online:** click on the link located next to the downloadable session materials posted at http://www.pbis.org/presentations/chicago-forum-19

3) **QR Code:** Scan the code here (or in your program book) and chose your session from the dropdown Menu.