4C Embedding Equity Deeply into District PBIS Systems

Presenters:
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Michigan's Multi-Tiered System of Supports Technical Assistance Center (Holland, MI)

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Jefferson County Public Schools (Louisville, KY)

- Topic: Equity
- Keywords: Systems Alignment, Implementation, Sustainability

When Working In Your Team

Consider 4 Questions

- How does this compare to our priorities?

- What team would oversee this work?

- What should we stop doing to make room for this work?

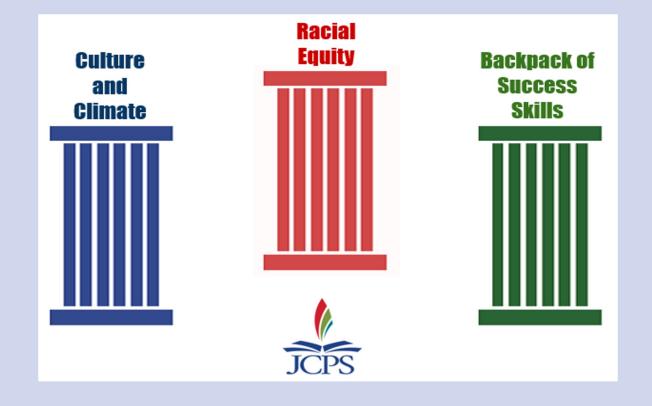- How will we assess whether it's (a) implemented well and (b) working?

Acknowledgement

Great Lakes Equity Center

CENTER ON PBIS Positive Behavioral Interventions & Supports

MiMTSS Technical Assistance Center

National PBIS Leadership Forum

Jefferson County Public Schools

Highlights:

- 30th largest school district in U.S. (largest in KY)
- 165 school sites (including Early Childhood)
- 6 high schools on *US News and World Report's* list of "Best U.S. High Schools"
- 38 National Merit semifinalists in 2018
- 16.4% National Board Certified Teachers

2021-22

95,600 students
(~79% of market share)
- 1/7 of all students in KY
- 43% White
- 36% African American
- 12% Hispanic
- 5% 2 or more races
- 4% Other

- DIVERSE COMMUNITY WITH DIVERSE CHALLENGES
  - 10% of JCPS students receive ELL services
  - 139 different languages spoken
  - Approximately 13% of JCPS students receive Special Education services
  - 6% of JCPS students are homeless
  - 67% of students eligible for free/reduced lunch

- BUS RIDERSHIP
  - 65,000 students ride the bus every day

- **Jefferson County Public Schools**
- **Diversity, Equity, And Poverty Department**
- **DEP Curriculum Vitae**

Learning Objectives

I. Explore the importance of focusing on systems and outcome data to understand the conditions in which students learn and teachers teach

II. Learn key practices for embedding equity in PBIS systems that build internal capacity and increase sustainability

III. Understand multiple entry points for centering equity in PBIS systems

Commitments for Engaging in Today's Session
(Singleton & Linton, 2006, P. 18)

- Stay engaged/Be present

- Express/Share your truth

- Experience discomfort

- Expect and accept non-closure

Objective 1:

Explore Some Conditions in Which Students of Color are Learning

Disparate Discipline for Students of Color and Students With Disabilities

In **1973** African American students were suspended **2 times more** than white peers.

By **2006**, African American students were suspended **3 times more** than white peers

Today, African American students are **3.8 more likely** to be suspended than white peers

Students with disabilities are approximately **twice as likely** to be suspended throughout each school level compared to students without disabilities.

(U.S. Department of Education, 2018; Children's Defense Fund, 1975)

Reflecting on the National Data

Mentimeter Activity

On your computer or phone device, go to www.menti.com and use the code on the top of the screen to respond to the following prompt:

What causes do you attribute to disproportionate discipline outcomes for students of color?

Prevailing Deficit Assumptions

Factors That Contribute to Inequitable Racial Discipline Practices and Outcomes

Cultural Mismatch

Deficit Thinking

Implicit Racial Bias

A Heavy Gaze on Outcome Data

Payno-Simmons (2020)

"Every system is perfectly designed to get the result that it does."

W. Edwards Deming

Focusing on Fixing Students & Other Harmful Practices

National Data on Days of Lost Instruction Due to Out Of School Suspensions

246,200

18,411

6,841

106,913

25,595

75,647

18,264

21,724

135,521

36,364

11,676

569,407

686,686

43,544

102,841

130,638

35,100

143,755

64,772

344,169

243,184

588,202

343,126

202,257

99,243

90,290

56,249

350,884

138,842

511,926

744,502

237,331

354,281

656,516

279,904

59,318

140,881

296,057

214,426

186,729

205,830

646,306

822,360

603,998

(Losen & Whitaker 2018)
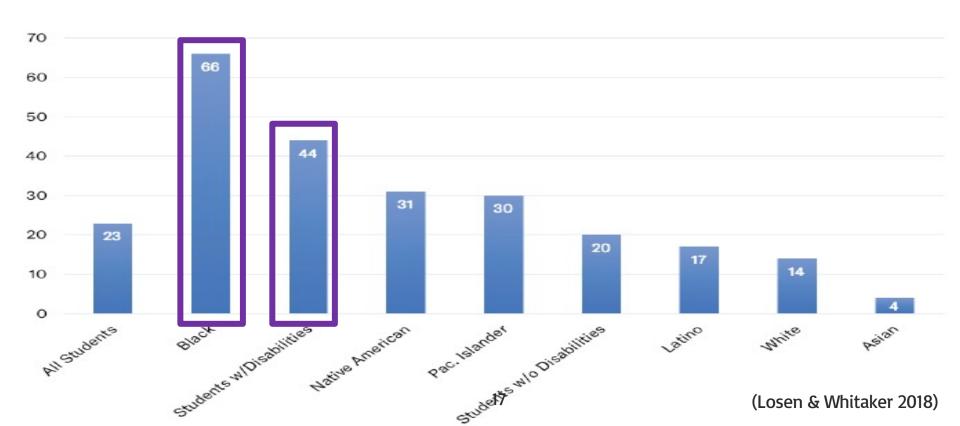
Days of Lost Instruction Due to Out Of School Suspensions

Nationally, school children lost over 11 million days of instruction (11,360,004) as a result of out-of-school suspension.

That's roughly 66 million hours of missed instruction or more than 63,000 school years of lost learning.

(Losen & Whitaker 2018)

National Data: Days of Lost Instruction Per 100 Students by Race And Disability in 2015-16

(Losen & Whitaker 2018)

Inequitable Learning Conditions Students of Color Experience

Access To Quality Instructional Resources	Access To Advanced Courses & GATE Programs	Rigorous Course Work Targeted At Grade Appropriate Standards
Accurate & Representative Text & Curricular Materials	Access To An Experienced & Stable Teaching Work Force	Access To Related Services & Supports

Midwest and Plains Equity Assistance Center 2021

Evidence of Improved Discipline Outcomes of PBIS

REDUCED	IMPROVED
Use of exclusionary discipline (Bradshaw et al., 2010; Flannery et al., 2014; Gage et al., 2018; Horner et al., 2005; Metzler et al., 2001; Nelson, 1996; Nelson et al., 2002; Solomon et al., 2012)	**Prosocial behavior** (Metzler, Biglan, Rusby, & Sprague, 2001; Nelson et al., 2002)
Racial inequities in discipline (Fox et al., 2021; Gion et al., 2020; McIntosh et al., 2018; McIntosh et al., 2021; McIntosh et al., in press; Muldrew & Miller, 2021; Payno-Simmons, 2021; Swain-Bradway et al., 2019)	**Emotional regulation** (Bradshaw et al., 2012)
Bullying and exclusion (Waasdorp et al., 2012)	**Academic achievement** (Angus & Nelson, 2021; Horner et al., 2009; Lassen, Steele, & Sailor, 2006; Nelson et al., 2002)
Teacher burnout and stress (Kelm & McIntosh, 2012; Ross & Horner, 2006; Ross et al., 2012)	**School climate & school safety** (Horner et al., 2009; McIntosh et al., 2021)
	Organizational health (Bradshaw et al., 2008)

Compiled by McIntosh 2022, ReACT

Objective 2:

Learn Key Practices for Embedding Equity in PBIS Systems That Build Internal Capacity and Increase Sustainability

Educational Equity
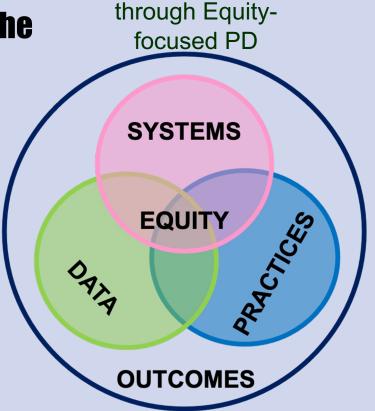
Occurs when educational policies, practices, interactions, and resources are **representative** of, constructed by, and responsive to all people so that each individual, has **access** to **meaningfully participates** in, and has **positive outcomes** from high-quality learning experiences, regardless of individual characteristics and group memberships.

(Fraser, 2008; Great Lakes Equity Center, 2012)

Key Practices For Centering Equity in the PBIS System

Support Educators through Equity-focused PD

Disaggregate All Data by Student Group

Adapt Practices to Meet Needs and Values

SYSTEMS

EQUITY

DATA

PRACTICES

OUTCOMES

High Expectations for Each Student

(OSEP TAC on PBIS 2021)

Key Practices For Centering Equity in the PBIS System

Support Educators through Equity-focused PD

- Align PD to equity efforts
- Define educational equity
- Asset ideas and practices
- Critical consciousness (identity, power, privilege, implicit bias)
- Critical language awareness
- Critically examine self and systems
- Socio-historical context
- Book studies and application opportunities
- Affinity Group Opportunities

Include and disaggregate systemic data i.e. curriculum & instruction, PBIS, culture & climate, early childhood, gifted & talented programming, etc.
- Five Critical Questions During SWIS Drill Down
- Name the inequities that show up in your systems
- Action plan to disrupt those inequities
- Engage multiple and diverse perspective in systems work

SYSTEMS

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Disaggregate All Data by Student Group

Adapt Practices to Meet Needs and Values

- Ongoing critical self-reflection and examination for bias, unfairness, cultural mismatch,
- Building positive relationships
- Leveraging the 4 to 1 positive to negative ratio, neutralizing routines, fair investigations, positive greeting at the door etc.
- Asset thinking
- High-quality instruction

- Ensure district/school policies center equity
- Engage multiple and diverse perspective in systems work, especially student voice
- Operationalizing educational equity in PBIS practices: access, representation, meaningful participation and high outcomes
- Critically examine self and systems
- Engage in identity awareness work
- Asset-based practices: culturally sustaining practices, people first and other asset Language, universal design

High Expectations for Each Student

(OSEP TAC on PBIS 2021, Payno-Simmons 2017a, 2017b, 2020, 2021)

Adapt Practices to Meet Needs and Values

(OSEP TAC on PBIS 2021)

- Operationalizing educational equity in PBIS practices: access, representation, meaningful participation and high outcomes
- Critically examine self and systems (ongoing)
- Ensure district/school policies center equity
- Engage multiple and diverse perspective in systems work Especially Student Voice
- Engage in identity awareness work
- Asset-based practices: culturally sustaining practices, people first and other asset Language, universal design

(Payno-Simmons 2017a, 2017b, 2020, 2021)

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School Example

Defining & Operationalizing Educational Equity in Tier 1:

1. School Leadership Teams engaged in professional learning that included reading literature on education equity, our socio-historical context and critical awareness

2. Drafted their definition of educational equity and planned how they would vett the definition with the school community

3. Operationalized equity across the PBIS Core practices
4. Considered and discussed what systems look, feel and sound like when equity is present?
5. What do practices look, feel and sound like for students? parents/caregivers? educators? community members?

JCPS Racial Equity Policy

In May 2018, the Jefferson County Board of Education acknowledged that:

- Persistent gaps in achievement, learning, expectations, opportunities, and disciplinary outcomes [exist] among student groups based on race and ethnicity.
- Students of Color have been disadvantaged by long-standing inequities in our society, the causes of which are multi-faceted, and reflect historical, social, and institutional factors.
- The District must take a systemic approach to ensure that Students of Color have equitable learning opportunities, experiences, and outcomes.

District Example

District & School Examples of Racial Equity Committees

District - 11 Member Committee

1 Teacher
1 Principal
1 Classified employee
2 Parents/caregivers
2 Students
2 Community **representatives**

Appointed by appropriate unions and boards
3 year term

REPRESENTATION & MEANINGFUL PARTICIPATION

School Committee

Principal/designee
Teacher representatives
Classified staff representatives
Student representatives
Parent/caregiver community representatives

Turn and Talk

If you have equity teams/committees, discuss the work of those teams.

If not, what groups can you leverage in your school or district to engaging multiple and diverse perspectives in your systems work?

RACIAL EQUITY ANALYSIS PROTOCOL

@JCPSDEP1 | #AREYouJCPS

What is it?

An instrument to be used when school leadership is making decisions that impact students. The expectation is that this protocol is used for every school-based decision.

Who uses it?

This instrument is constructed to uncover exclusionary practices but requires multiple perspectives. For the best results, a diverse group of school-based stakeholders should always be included.

When is it used?

The REAP is not just for new ideas and initiatives. Schools are expected to screen established practices using the protocol as well. Teachers are also encouraged to utilize the REAP for classroom decsions.

The Eight Questions

To view the REAP in its entirety, please, visit: https://bit.ly/JCPS_REAP.

How does this tool add to racial equity?

Utilization of the REAP leads to more equitable decision making for policies, practices, and procedures. Especially because if any established practices prove to marginalize any student group, school leadership is expected to amend or end the practice.

REAP: School Example

Samples of Common Practices in Schools to be filtered through the REAP

- Students receive "Lunch Bunch" if they turn in their homework for the week and have "good behavior."
- Widespread classroom management procedures (such as a color chart or Class Dojo)
- Using a designated room or area where students go when they misbehave.
- Offering extra credit for students who bring in classroom supplies.
- Plans regarding school events such as a Multicultural fair, Literacy Night, Math/ Science, dances
- Practices regarding participation in after school activities
- Student enrollment in various course levels
- Your school's Response to Intervention (RTI) process
- Any new proposed school wide initiative
- Student recognitions

District Example

Racial Equity Analysis Protocol (REAP)

1. What is the overarching purpose of the proposal/ initiative?

2. Is the initiative or policy resourced to guarantee full implementation and monitoring?

3. Which racial/ethnic groups could be inequitably affected by this ____?

4. Which racial or ethnic group will have the most concerns with this proposal or initiative? Why?

5. What unintended consequences could result from the policy (racial inequities or otherwise)?

6. Have stakeholders, particularly those most impacted by this decision, been meaningfully informed or involved in the discussion of the proposal? How did the process go? What was the feedback?

7. What factors may be producing and perpetuating racial inequities associated with this issue? Does this policy or initiative deepen these inequities or improve them?

8. Who (e.g., individual, department, team) is the driver for improving racial equity for this particular proposal/initiative?

REPRESENTATION & MEANINGFUL PARTICIPATION

CRITICAL REFLECTION OF SELF & SYSTEMS

District Example

Talk with Your Elbow Buddy

What are some ways you can begin using these practices in your work?

Disaggregate All Data by Student Group

(OSEP TAC on PBIS 2021)

- Include and disaggregate systemic data i.e. curriculum & instruction, PBIS, culture & climate, early childhood, gifted & talented programming, etc.
- Five Critical Questions During SWIS Drill Down
- Name the inequities that show up in your systems
- Action plan to disrupt those inequities
- Engage multiple and diverse perspective in systems work
- Critically examine self and systems (ongoing)

(Payno-Simmons 2017a, 2017b, 2020, 2021)
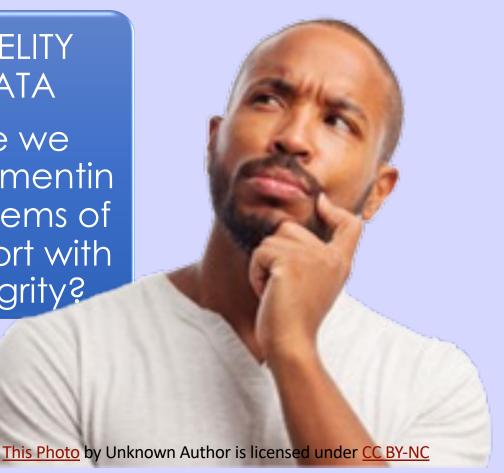
Our Current Gaze

OUTCOME DATA

How are our students performing?

➕

FIDELITY DATA

Are we implementing systems of support with integrity?

Embedding Equity Deeply into District PBIS Systems Require Shifting our Gaze

SYSTEMS DATA

What is the <u>context</u> in which students learn and teachers teach?

FIDELITY DATA

Are we implementing systems of support with integrity?

OUTCOME DATA
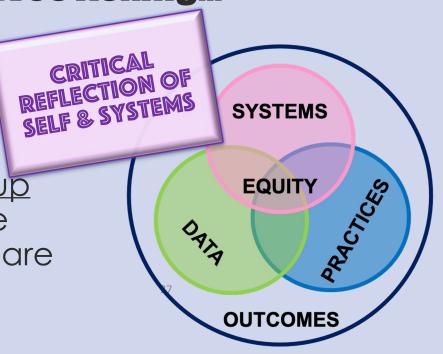
How are our students performing?

Are school conditions

Embedding Equity Deeply into District PBIS Systems Involves Asking...

- What is it about the
  - **systems** we create
  - **policies** & **practices** we implement
  - ways in which we show up that is contributing to the outcomes/inequities we are seeing?

- Based on the **data**, who is benefitting from the way things are and who is not?

CRITICAL REFLECTION OF SELF & SYSTEMS

SYSTEMS

EQUITY

PRACTICES

DATA

OUTCOMES

Equity-Centric Metrics

Behaviors & Behavior Systems do not occur in Vacuums

CRITICAL REFLECTION OF SELF & SYSTEMS

REFLECTION QUESTIONS

- Are there inequities in student access, representation, participation,& positive outcomes?
- What do we know already?
- How do we know it? What types of data help us to know what we know?
- What do we need to know more about?
- Can we leverage existing data structures or systems to collect, analyze and share these data? If so, which ones?
- How can we obtain or create needed data structures or systems to fill in our data gaps?

ACCESS

- Early learning Programs
- Program Placement
- Effective Educators
- Quality curricular resources/ Technology
- Safe, clean, functioning & inviting school environments
- Timely, effective academic, socio-emotional & behavior supports

REPRESENTATION

- PreK Programs Enrollment
- Teacher/Student Demographic Comparison
- Students' enrollment in higher level/advanced courses
- Variety of co-curricular and extra-curricular offers representing the specific interests of student groups
- Non-stereotypical & authentic representation of minoritized groups in curricular content across course subjects in fiction and non-fiction material
- Presence of youth and adults in decision-making and leadership structures/opportunities

MEANINGFUL PARTICIPATION

- Student attendance in higher track courses and/or CTE programs
- Student participation in co-curricular/extra curricular or enrichment activities
- Interests and perspectives expressed by youth and adults reflected in school and district policy decisions
- Student engagement in classroom instruction

POSITIVE OUTCOMES

- Academic Performance
- Behavior
- Attendance
- Graduation, diploma type & School Push Out Rates
- Perception of School Climate and Culture
- Grade Passing Rate/Credit Hours Attainment
- Post-secondary employment and/or college/university/ career training enrollment
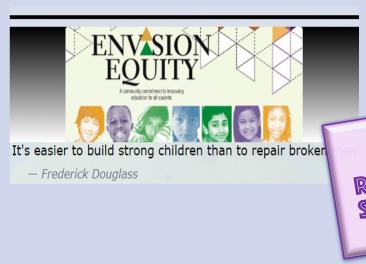
(Skelton & Gorman, 2021)

JCPS Envision Equity Scorecard

ENVISION EQUITY

A community commitment to improving education for all students

It's easier to build strong children than to repair broken men

— Frederick Douglass
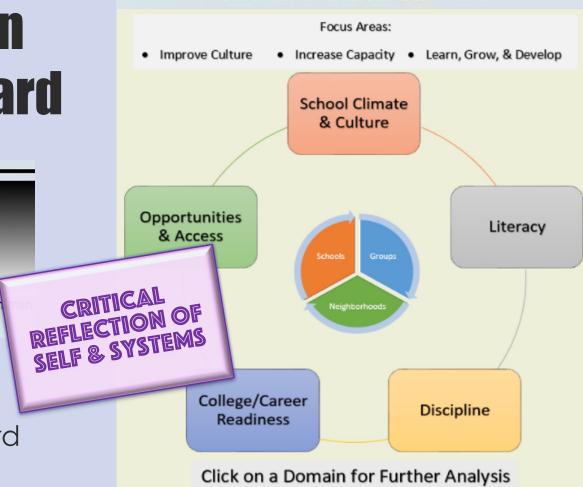
Original Equity Scorecard

District Data Card

Click on a domain to see District-Level Results

Focus Areas:
- Improve Culture
- Increase Capacity
- Learn, Grow, & Develop

School Climate & Culture

Opportunities & Access

Literacy

Schools

Groups

Neighborhoods

CRITICAL REFLECTION OF SELF & SYSTEMS

College/Career Readiness

Discipline

Click on a Domain for Further Analysis
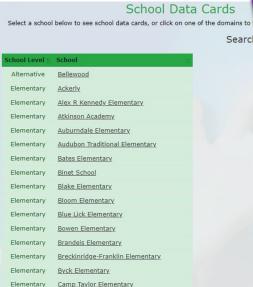
JCPS Envision Equity Scorecard Continued

ENVISION EQUITY
A community commitment to improving education for all students

Discipline | Literacy/Math | Opportunities & Access | School Climate & Culture | College/Career Readiness

Suspensions (SSP)

DATA DICTIONARY

HIGH OUTCOMES

School Data Cards

Select a school below to see school data cards, or click on one of the domains to t...

Search

School Level	School
Alternative	Bellewood
Elementary	Ackerly
Elementary	Alex R Kennedy Elementary
Elementary	Atkinson Academy
Elementary	Auburndale Elementary
Elementary	Audubon Traditional Elementary
Elementary	Bates Elementary
Elementary	Binet School
Elementary	Blake Elementary
Elementary	Bloom Elementary
Elementary	Blue Lick Elementary
Elementary	Bowen Elementary
Elementary	Brandeis Elementary
Elementary	Breckinridge-Franklin Elementary
Elementary	Byck Elementary
Elementary	Camp Taylor Elementary

				Black								White							
				Free/Reduced Lunch				Paid Lunch				Free/Reduced Lunch				Paid Lunch			
				Unique Students SSPd	Total SSP	Total Pop	SSP Rate	Unique Students SSPd	Total SSP	Total Pop	SSP Rate	Unique Students SSPd	Total SSP	Total Pop	SSP Rate	Unique Students SSPd	Total SSP	Total Pop	SSP Rate
				Atkinson Academy Results								Atkinson Academy Results							
Results of last 2 completed school years	18-19			9	17	179	5.0					1	1	129	0.8	1	1	15	6.7
	19-20			7	9	177	4.0					1	2	111	0.9				
Year-to-Date Comparison between Prior Year & Current Year Through 46 Days (5/27/2021)	19-20			1	2	159	0.6												
	20-21																		
				All Elementary School Results								All Elementary School Results							
Results of last 2 completed school years	18-19			720	1255	13309	5.4	97	178	3359	2.9	155	243	10238	1.5	68	122	18376	0.4
	19-20			604	1031	13634	4.4	56	78	2982	1.9	109	162	10144	1.1	55	81	17933	0.3
Year-to-Date Comparison between Prior Year & Current Year Through 46 Days (5/27/2021)	19-20			177	222	13333	1.3	14	16	2829	0.5	20	26	9870	0.2	18	22	17512	0.1
	20-21			3	3	274	1.1												

Data Source: Infinite Campus

Turn and Chat
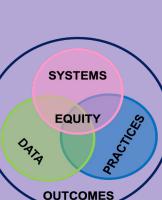
How does regularly collecting and analyzing this data support PBIS practices?

What data can you leverage within your systems to understand the context in which students learn and teachers teach?

High Expectations for Each Student
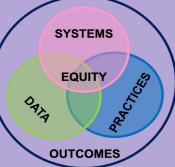
(OSEP TAC on PBIS 2021)

- Ongoing critical self-reflection and examination for bias, unfairness, cultural mismatch,
- Building positive relationships
- Leveraging the 4 to 1 positive to negative ratio, neutralizing routines, fair investigations, positive greeting at the door, praise preference etc.
- Asset thinking
- High-quality instruction

(Payno-Simmons 2017a, 2017b, 2020, 2021)

SYSTEMS

EQUITY

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PRACTICES

OUTCOMES
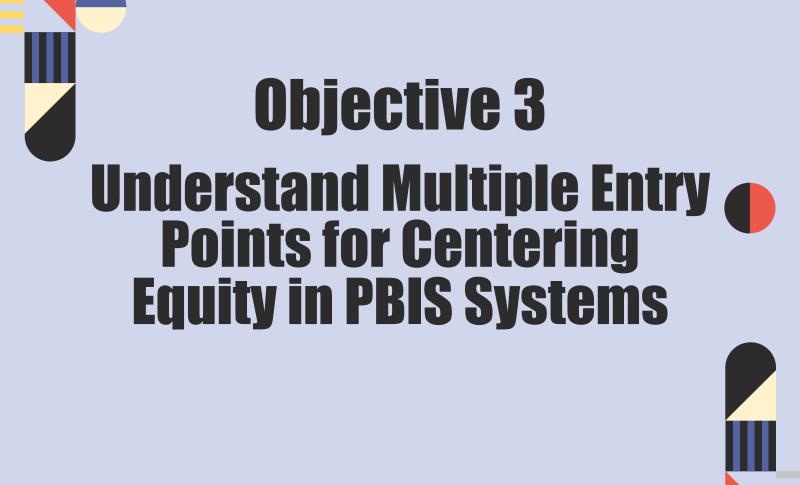
Support Educators through Equity-focused PD

(OSEP TAC on PBIS 2021)

- Align PD to equity efforts
- Define educational equity
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- Critical consciousness (identity, power, privilege, implicit bias)
- Critical language awareness
- Critically examine self and systems
- Socio-historical context
- Book studies and application opportunities
- Affinity Group Opportunities

(Payno-Simmons 2017a, 2017b, 2020, 2021)

Objective 3

Understand Multiple Entry Points for Centering Equity in PBIS Systems

Key Practices for Centering Equity in the PBIS Systems

Support Educators through Equity-focused PD

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- Engage multiple and diverse perspective in systems work

Disaggregate All Data by Student Group

SYSTEMS

EQUITY

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Adapt Practices to Meet Needs and Values

- Ensure district/school policies center equity
- Engage multiple and diverse perspective in systems work, especially student voice
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High Expectations for Each Student

(OSEP TAC on PBIS 2021, Payno-Simmons 2017a, 2017b, 2020, 2021)

Critical Questions That Center Equity In PBIS/MTSS

1. Is there an inequity problem in our school?
2. What is it about our people, policies, and practices that contribute to this inequity?
3. Which equitable practices can address this inequity?
4. Did the equity strategies decrease our disparity?
5. Who is at the table when decisions are made about our school systems?

Payno-Simmons 2021, Teach by Design, PBISAPPS

School Example

DIVERSITY, EQUITY AND POVERTY DEPARTMENT

RACIAL EQUITY REFLECTION GUIDES

Reflection Questions for:
- Principal
- Assistant Principals
- Counselors
- Teachers

Below are questions that principals can use in order to improve racial equity in their classrooms:

- How am I approaching teaching and learning from a strengths-based approach as opposed to a deficit approach to reach Racialized students?

- What quantifiable goals have been established to increase desired outcomes for Racialized students?

- What quantifiable goals and identifiable practices have been established to decrease disproportionality in suspensions, alternative school placement, and referrals to special education?

- Is Racial Equity specifically addressed in our Comprehensive School Improvement Plan (CSIP)?

- How are we engaging with families beyond traditional and compliant methods of communication?

- How is racial inclusion demonstrated/aligned across subj

- Do I know my own biases?

CRITICAL REFLECTION OF SELF & SYSTEMS

Below are questions that teachers can use in order to improve racial equity in their classrooms:

- Do I know my own biases?

- Am I aware of how my personal bias impacts my interactions with students? Am I participating in continuing education in reference to racial equity?

- Are the lessons I'm providing reflective of JCPS demographics (51 percent of JCPS are Black, indigenous, people of color, born outside of the U.S., etc.)?

- Do I offer lesson opportunities that. have a social-political aspect that allow students to bring in their own funds of knowledge and investigate race and racism?

- Does my lesson, novel, unit, etc., heroize the dominant white culture inaccurately and unnecessarily?

- Am I utilizing the REAP to ensure that my practice, policies, and lessons don't intentionally marginalize students of color? REAP process

- Does my principal give clear directives on the school's Racial Equity goals and how I am expected to help reach that goal?

CRITICAL REFLECTION OF SELF & SYSTEMS

District Example

Envision Equity Newsletter is a monthly publication that puts a spotlight on improving equity for students across the district.

The First Task Is to Ask sheets contain simple questions that can be given to parents and student advocates who seek answers to questions that they may not know how to ask.

REPRESENTATION & MEANINGFUL PARTICIPATION

Book Studies

Whole Staff

Departments

Teams

Administrators

CRITICAL REFLECTION OF SELF & SYSTEMS

Book Recommendations

1. **No BS (Bad Stats): *Black People Need People Who Believe in Black People Enough Not to Believe Every Bad Thing They Hear About Black People:*** Ivory Toldson
2. ***Why Race and Culture Matter in Schools:*** Tyrone Howard
3. ***Sister Citizen:*** Melissa Harris-Perry
4. ***So You Want to Talk About Race:*** Ijeoma Oluo
5. ***White Rage*:** Carol Anderson
6. ***Black Fatigue:*** Mary-Frances Winters
7. ***Culturally Responsive Teaching & the Brain:*** Zaretta Hammond
8. ***White Folks that Teach in the Hood…and the Rest of Y'all too:*** Christopher Emdin

Turn and Share

What is one thing that you can go back in your school or district and do tomorrow?

Contact Information

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Please Complete this Session's Evaluation

10/28/22

4C – Embedding Equity Deeply into District PBIS Systems

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Click "Take Survey" under the session description.

2. QR Code
Scan the code on this slide.

3. Online
Click on the link located next to the downloadable session materials posted online at:

www.pbis.org/conference-and-presentations/pbis-leadership-forum

4. Direct Link
Click the link provided in the email reminder you receive after your session ends.

After you submit each session evaluation, click the link to enter the **gift card raffle**!

*Evaluations are **anonymous**! We send reminder emails to all participants.*

National PBIS Leadership Forum