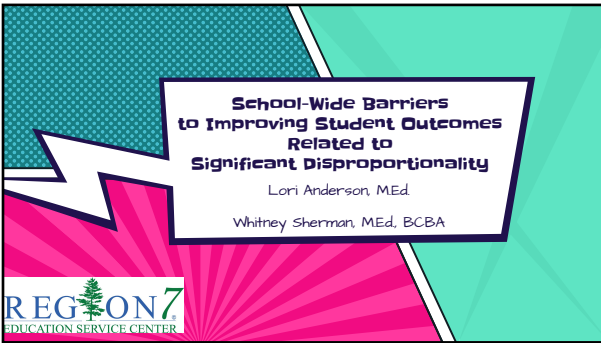


# School-Wide Barriers to Improving Student Outcomes Related to Disproportionality

Lori Anderson, Whitney Sherman,  
Region 7 ESC





**School-Wide Barriers to Improving Student Outcomes Related to Significant Disproportionality**

Lori Anderson, MEd  
Whitney Sherman, MEd, BCBA

**REGION 7**  
EDUCATION SERVICE CENTER

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**ABOUT US:**



**Lori Anderson** is a Special Education Liaison at Region 7 Education Service Center, supporting student outcomes for disabilities through the TEA DMS System. With 25 years of experience in Lindale ISD, she has expertise in curriculum, instruction, assessment, and federal programs. Lori holds a Bachelor's Degree in Education, and a Master's Degree in Educational Administration, and is pursuing a doctoral degree in School Improvement.



**Whitney Sherman** is a Behavior Specialist at Region 7 ESC with expertise in Special Education. She holds a bachelor's degree in Elementary and Special Education and a Master's degree in Early Childhood Special Education. Whitney is a Board Certified Behavior Analyst (BCBA) and has experience working with individuals of all ages with various disabilities. She is currently a doctoral candidate studying special education and autism. Whitney's focus is on supporting Region 7 LEAs in improving behavior and student outcomes through effective MTSS systems and disciplinary practices.

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**My primary role in my school is:.....**

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## SESSION OVERVIEW

01

### RDA

Purpose, Reports, Indicators, SD, Outcomes

02

### DISCIPLINE

Discipline Data & Exclusionary Discipline

03

### CASE STUDIES

Zach & Emma

04

### BARRIERS

Code of Conduct, AEP Policies, Zero-Tolerance

05

### PROGRESS MONITORING

Data categories to review to identify needs

06

### BREAKING THE CYCLE

Strategies for improving student behavior

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01

### RDA

RESULTS-DRIVEN ACCOUNTABILITY

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## Results-Driven Accountability (RDA)

- The U.S. Department of Education's Office of Special Education Programs (OSEP) implemented a new system for this accountability in a framework known as Results-Driven Accountability (RDA) in 2014.
  - (PBMAS in Texas until 2019)
  - Texas-1st RDA Report-2019
- Purpose: to balance focus on improving educational results and outcomes for students with disabilities.

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## RDA Discipline Challenge

### RDA-Discipline Indicators #14-18

Discipline Data is [Loo Data](#)

RDA Report 2021 Fall	PEIMS Summer Submission 2020	Data from 2019-2020 School Year
RDA Report 2022 Fall	PEIMS Summer Submission 2021	Data from 2020-2021 School Year
RDA Report 2023 Fall	PEIMS Summer Submission 2022	Data from 2021-2022 School Year
RDA Report 2024 Fall	PEIMS Summer Submission 2023	Data from 2022-2023 School Year
RDA Report 2025 Fall	PEIMS Summer Submission 2023	Data from 2023-2024 School Year

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Who in your school needs to  
have access to RDA reports  
& data?

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# 02

## DISCIPLINE

Discipline Data &  
Exclusionary Discipline

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**Focus:**  
**Indicator #16**  
 (ISS ≤ 10 days)  
**Indicator #18**  
 (SpEd Total Disciplinary  
 Removals Rate)

**Indicators #14-#17** =  
 # of students  
**Indicator #18** =  
 # of times students placed

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### Disproportionality

Disproportionality refers to a group's representation in a particular category that exceeds expectations for that group, or differs substantially from the representation of others in that category.




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**RDA Manual**  
pp. 10-13

### Significant Disproportionality

**RDA Indicators 8-18**

**Risk Ratio:** A calculation performed by dividing the risk of a particular outcome for children in one racial or ethnic group within an LEA by the risk for children in all other racial and ethnic groups within the LEA.

**> 2.5**

Data in each indicator is reported by race/ethnicity groups

SPED students are 2.5 times more likely to experience disciplinary placements than all other ethnicities of SPED students.

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## Risk Ratio (Overview & Calculation)

$$\frac{\begin{matrix} \# \text{ children with disabilities from racial/ethnic group} \\ \text{in discipline category} \\ + \\ \# \text{ children with disabilities from racial/ethnic group} \\ + \\ \# \text{ all other children with disabilities} \\ \text{in discipline category} \\ + \\ \# \text{ all other children with disabilities} \end{matrix}}{\begin{matrix} \# \text{ all other children with disabilities} \\ \text{in discipline category} \\ + \\ \# \text{ all other children with disabilities} \end{matrix}}$$

**Minimum Size Requirement (MSR)**  
 Numerator  $\geq 10$  students  
 Denominator  $\geq 30$  students




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## Results-Driven Accountability- SPED Discipline Indicator: #16

<b>Indicator #16</b>	<b>SPED ISS <math>\leq 10</math> Days Rate (Ages 3-21)</b> (Report Only - No PL Assignment)			
Measures the disaggregated percent of students ages 3-21 served in special education (SPED) reported with in-school suspension (ISS) for ten or fewer school days.				
<b>Data Source:</b>	Reported by LEA in the PENAS 4200, 4245C, 4250C, and 4255 Sub-Category as in attendance (denominator) and reported (with ten or fewer cumulative school days ISS) on the PENAS 4425 Sub-Category with Action Code (E1005) (Numerator).			
<b>Data Note(s)</b>	6, 7, 8, 9, 10, 16, 17, 18   <b>PL Assignment:</b> No			
<b>Processing Criteria</b>				
<b>MSR</b>	<b>SA</b>	<b>Year(s) Available</b>	<b>Accountability Subject</b>	<b>Applicable Collections</b>
Denominator $\geq 30$ Numerator $\geq 10$	No	1	No	PENAS Summer 2021
<b>Calculation:</b>		number of students ages 3-21 served in special education and reported with action codes 06 or 24 for $\leq 10$ days		
		number of students served in special education in attendance		
		<b>PL Assignment:</b>		
		Report Only No PL Assignment		
		Significant Disproportionate Analysis not included		

06-ISS  
26-Partial Day ISS

Disciplinary Actions & Consequences

# of Students

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## Results-Driven Accountability- Indicator #16- SD Year 1

### 2022 RDA Report (District Summary)

<b>16. SPED ISS <math>\leq 10</math> Days Rate (Ages 3-21)</b>					
	State Rate	Rate	SPED ISS $\leq 10$	SPED Students	Performance Level
2022	5.2	9.1	49	539	Report Only
<b>(b) African American (AFR AM)</b>					
	Threshold	Risk Ratio	Rate	SPED ISS $\leq 10$	SPED Students
2022	>2.5	2.9	18.8	22	117
AFR AM			6.4	27	422
All Other					SD (Year 1)

- Disciplinary Placements (20-21 School Year)
  - 21-22 School Year (2023 RDA)
  - 22-23 School Year (2024 RDA)

# of Students

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## Results-Driven Accountability- SD Indicators Report #8

SD Indicator: Student Engagement (Page 8-10)						
2022 Threshold		2022 Student		2022 Standard		
Target	Rate	Rate	Standard	Standard	Standard	Performance Level
Target	83	83	111	88	128	
All Sites	83.2	83.2	111	88	128	

SD Indicator: Student Engagement (Page 8-10)						
2022 Threshold		2022 Student		2022 Standard		
Target	Rate	Rate	Standard	Standard	Standard	Performance Level
Target	83	83	111	88	128	
All Sites	83.2	83.2	111	88	128	

SD Indicator: Student Engagement (Page 8-10)						
2022 Threshold		2022 Student		2022 Standard		
Target	Rate	Rate	Standard	Standard	Standard	Performance Level
Target	83	83	111	88	128	
All Sites	83.2	83.2	111	88	128	

SD Indicator: Student Engagement (Page 8-10)						
2022 Threshold		2022 Student		2022 Standard		
Target	Rate	Rate	Standard	Standard	Standard	Performance Level
Target	83	83	111	88	128	
All Sites	83.2	83.2	111	88	128	

# of Times

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## EXCLUSIONARY DISCIPLINE

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### What is the purpose of exclusionary discipline?

Exclusionary discipline is intended to be a form of **behavioral punishment**.

**Punishment** = the addition or removal of a stimulus following a behavior that decreases the likelihood of that behavior occurring again in the future.

**Exclusionary Discipline** is intended to be aversive to students by removing access to social interaction and preferred activities while maintaining non-preferred activities such as school work.

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**Why is exclusionary discipline often not effective?**

- Decrease in non-preferred social interactions
- Reduced demand and social requirements
- Reduced stimulation
- Increased access to preferred items and activities

In these cases Exclusionary Discipline functions as a **reinforcer** instead of a **punisher**.

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**Contributing Factors to the Use of Exclusionary Discipline**

<u>Student Related Factors</u>	<u>Staff Related Factors</u>	<u>System Related Factors</u>
Home Environment	Negative Culture	Poor PBIS System
Trauma	Lack of Training	Rigid Student Code of Conduct
Skill Deficits	Lack of Support	Extreme DAEP Rules
Disability		

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**03**  
**CASE STUDIES**  
 Zach & Emma

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## ZACH & EMMA CASE STUDIES

ZACH

- High School Student
- Special Education (Gen Ed & Resource)
- African American Male
- Econ. Disadvantaged
- At-Risk
- Behavior Intervention Plan

EMMA

- Elementary/Intermediate Student (5th grade)
- Special Education (GenEd)
- White Female
- Econ. Disadvantaged

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Zach- 5 discipline referrals/placements

1. Wearing Hoodie- ISS 1 day
2. Refused to remove cap- ISS 2 days
3. Wearing Hoodie- ISS 3 days
4. Vaping Pen-THC- DAEP 30 days
5. Hoodie-ISS 5 days

Allie- 4 discipline referrals/placements

1. Dress Code-Skirt length- ISS 1 day
2. 10 tardies- ISS 3 days
3. Dress Code-exposed tattoo- ISS 3 days
4. 3 detentions- ISS 3 days

## Case Studies

Zach & Emma

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## Impact on Accountability

	ZACH	EMMA
Indicator 16	1 student	1 student
Indicator 18	5 placements	4 placements

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Which offenses for either student could have a different solution?

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**04**  
**BARRIERS**  
What is common practice that can be adjusted?

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**School-Wide Barriers**

System Related Factors

- Locally established zero-tolerance policies
- Rigid Discipline Matrix
- Poor PBIS System
- Rigid Student Code of Conduct
- Extreme DAEP Rules

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**05**  
**PROGRESS MONITORING**  
How do we monitor disciplinary placements?

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**Effective Discipline Data Analysis**

Total number of in-school suspensions (ISS), out-of-school suspensions (OSS), expulsions (EXP), and referrals to law enforcement (RTL)	Track reductions in the use of exclusionary discipline practices
Length of ISS or OSS	Determine if the length of ISS and OSS are being reduced as culture becomes more restorative/proactive
ISS, OSS, EXP and RTL disaggregated by: Race, Gender, Special Education Status, ELL Status	To track disparities for marginalized student in school discipline; to inform necessary trainings in cultural responsiveness
ISS, OSS, EXP and RTL disaggregated by grade level	To determine which grade levels need additional supports/proactive skill-building
ISS, OSS, EXP and RTL disaggregated by educator who assigned it	To identify which educators need additional supports and which are succeeding in keeping student in the classroom
ISS, OSS, EXP and RTL disaggregated by offense	To identify root cause of behavior; identify where additional training is needed for educators
ISS, OSS, EXP and RTL disaggregated by location, time of day, date	To identify which areas could benefit from additional educator presence; to inform planning for master schedule and prepare for preventative measures throughout the year

*Denver School-Based Restorative Practices Partnership Guide*

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**06**  
**BREAKING THE CYCLE**  
MTSS, Flexibility, Support

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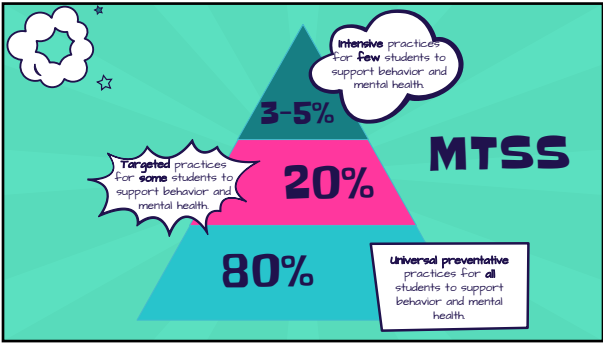
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# Flexible Discipline Policies



- Reduced zero tolerance policies
- Be careful about point systems
- Individualized response strategies

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## Supportive AEP Practices

### Vision & Mission

### Leadership

### Positive Climate & Culture

### Trained & Experienced Staff

### Curriculum & Instruction

### Student Assessment

### Counseling & Social Work

### Family Engagement

### Transition Planning & Support

### Collaboration

### Program Evaluation

### Policies & Procedures

### Personalized Education Plan



National Alternative Education Association Rubric

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## RESOURCES

- [Contact your local ESC Liaison\(s\)](#)
- [SPED Leadership \(Google Site\)](#) (Live Calendar, Timeline Topics, etc.) (Previously: Special Education Director Collaborative LiveBinder)
- [www.plas.org](http://www.plas.org)
- [School-Wide Restorative Practices: Step-by-Step](#)
- [TIER Network](#) (MTSS Training and Implementation Support)

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