



5A – Coaching to Address Disproportionality in School Discipline

Presenters:

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- **Topic:** Disproportionality in School Discipline
- **Keywords:** Coaching, Disproportionality, Discipline



Learning Objectives

1. *Explain how coaching around disproportionality for equity is similar to or different from coaching in other domains*
2. *Share strategies for establishing rapport with individuals and teams*
3. *Identify strategies for rolling with resistance*



Session Agenda

- Panelists
 - Nicholas Diggs
 - Sara McDaniel
 - Therese Sandomierski
 - Jessica Swain-Bradway
 - Sheila Williams-White
- Introductions
 - Briefly describe your project
 - Briefly describe how you are addressing discipline disproportionality in your coaching (either directly or indirectly)
 - Briefly share one to three lessons learned in coaching to reduce disproportionality
- Q&A



Sara McDaniel

- A 10 year collaboration with a large, urban Alabama District
- 40 Schools
- Desegregation case with the DOJ
- 7 years to gain PBIS fidelity at each tier (mostly)
- Installed Restorative Justice
- “COMPS” Training- classroom management
- Improved their Code of Conduct (Behavioral Learning Guide)
- Added parent liaisons
- Shifted in-school suspension personnel (ILC) to push into class
- Risk Ratio analysis and planning



And Still....

- 9 schools higher than 2.5
- Highest: 8.45
- Lowest .62



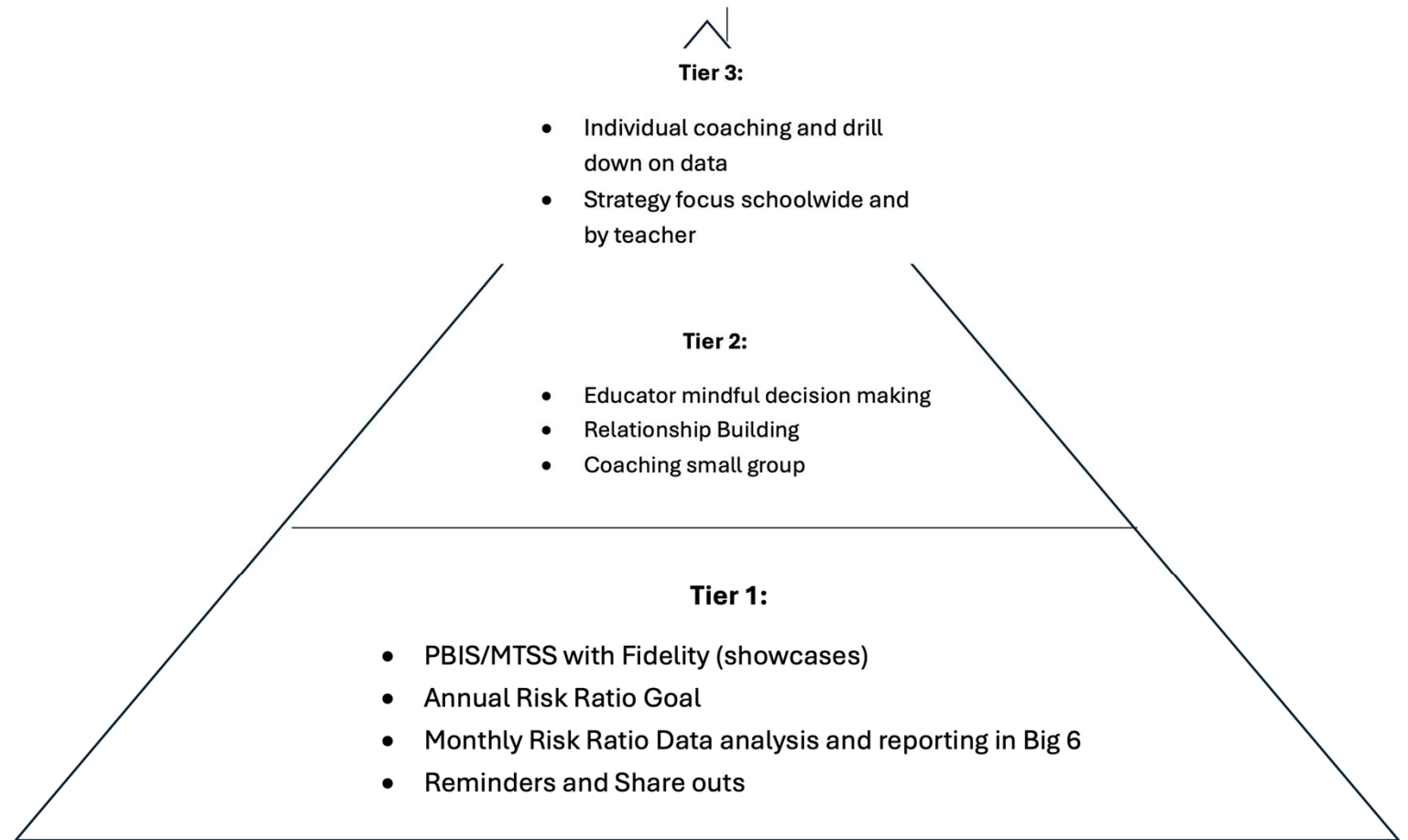
National PBIS Leadership Forum

Pieces of the Puzzle



National PBIS Leadership Forum

A Tiered Approach



Strategies

- Home, School, Community, Activity Matrix
- Get to know you activities
- Educators going to visit communities where students live
- Peer mentoring (as young as 4th grade, book buddies)
- Adult mentoring
- New teachers
- Camp over the summer for incoming 6th graders
- Club for new students



Northwest PBIS Team



Jessica Swain-Bradway,
Executive Director



Sarah Pedersen, Data &
Evaluation Manager



DeVida Johnson
Operations Manager



Patti Hershfeldt, Trainer



Billie Jo Rodriguez, Trainer

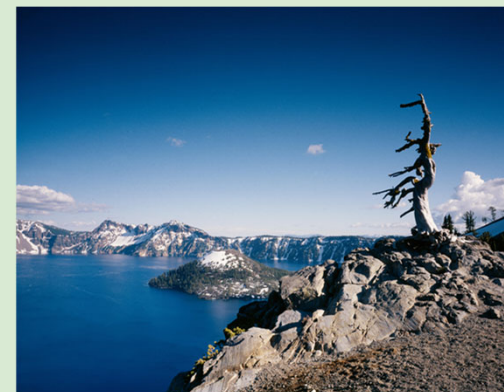


Noah Van Horn, Trainer



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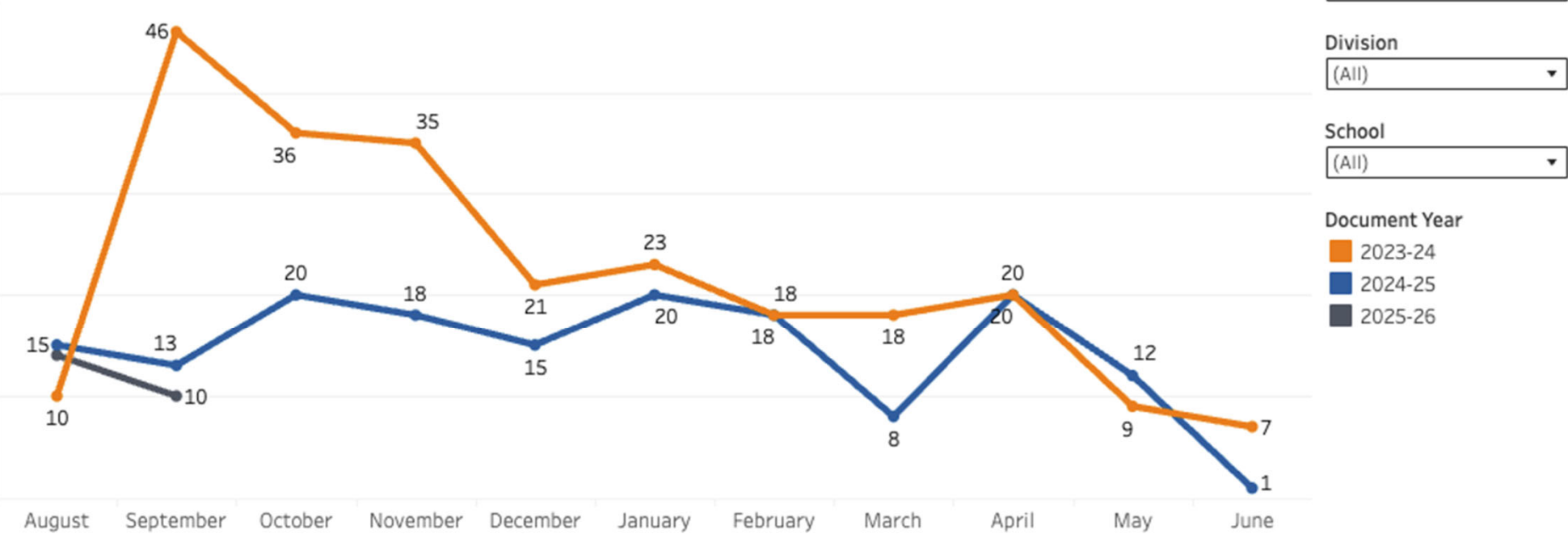
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Anchorage School District

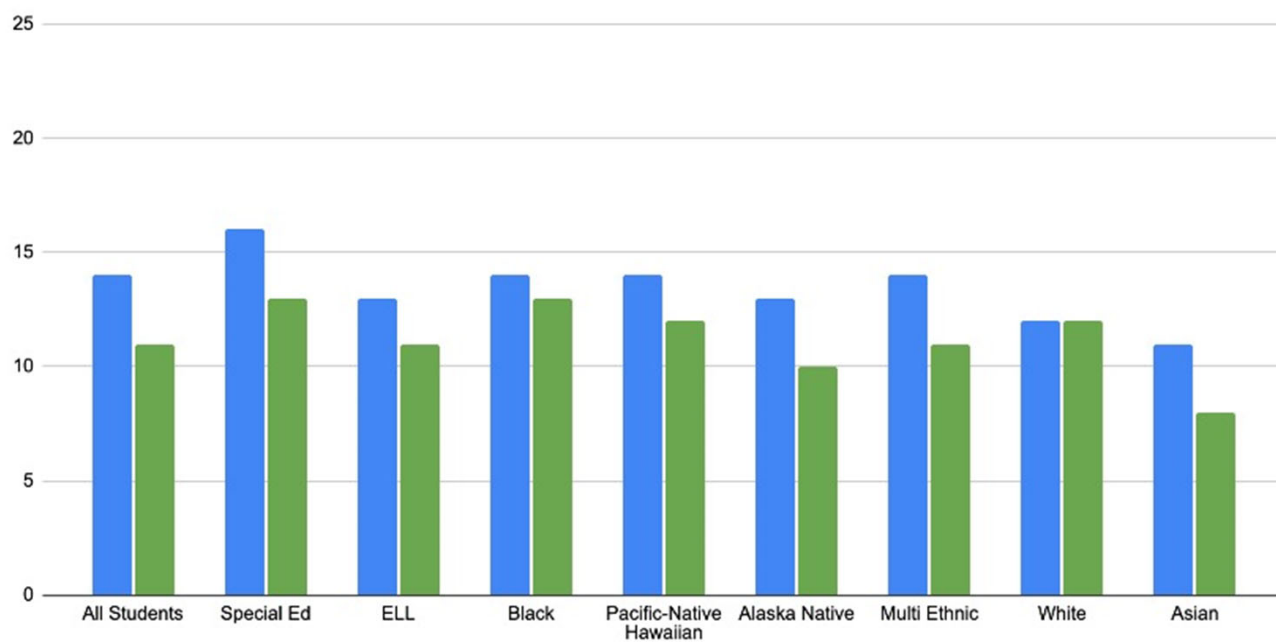
Restraints Overview

Number of restraints per month and year for selected filters



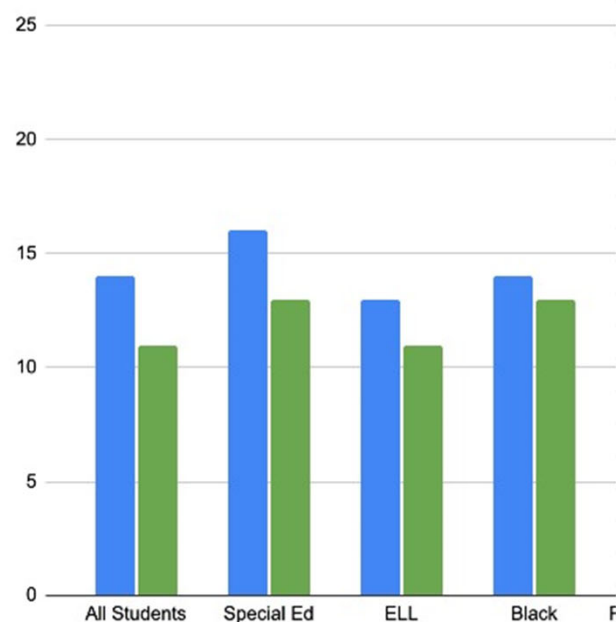
Out of School Suspension Rates 24-25

■ Non-PBIS School OSS Rate ■ PBIS Schools OSS Rate



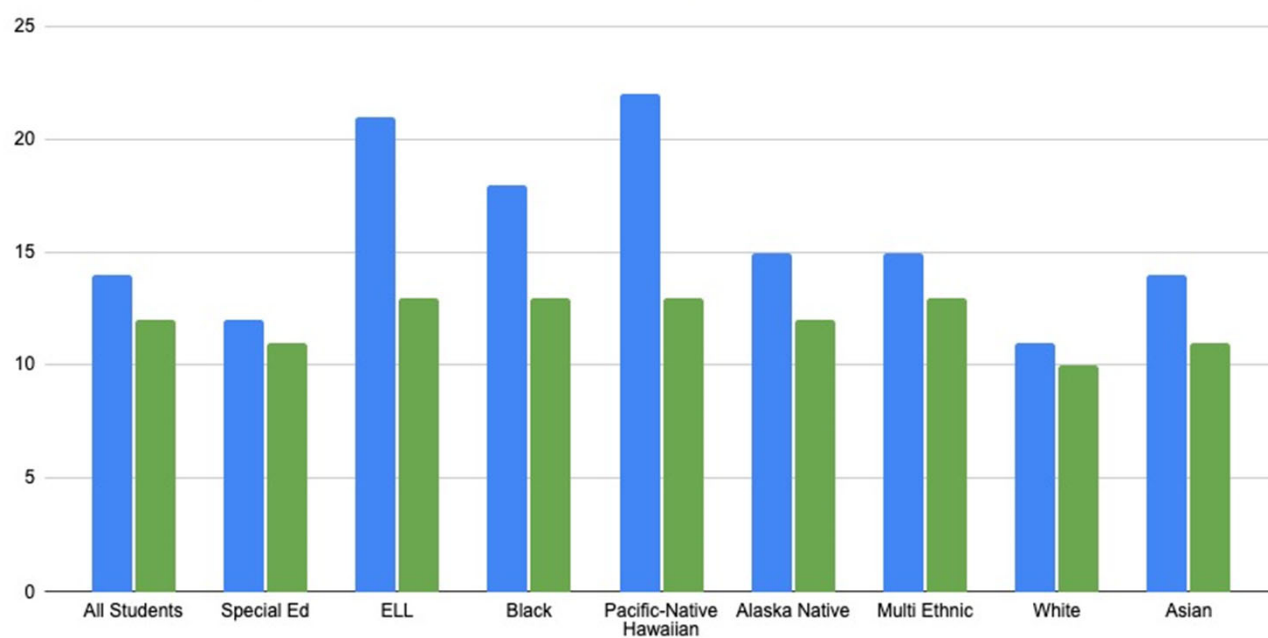
Out of School Suspension Rates 24-25

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In School Suspension Rates 24-25

■ Non-PBIS School ISS Rate ■ PBIS Schools ISS Rate



Top Three Administrative Actions Taken by Year - All District

School Year	Contact	Conference	Instruction	OSS for comparison
2021-22	885	710	729	204
2022-23	1463	2286	1906	355
2023-24	1790	1526	642	496
2024-25	1602	1472	367	272
Total	5740	5994	3644	1327

Risk Ratio by Ethnicity, by School Year – All District,

2018-2019 Risk Ratios of 8-9+ for AA

	2021-22	2022-23	2023-24	2024-25
Amer. Indian	1.16	1.15	0.92	0.76
Asian	0.06	0.25	0.09	0.18
Black	1.42	1.62	1.84	1.37
Pac. Islander	0.49	0.00	0.00	0.77
White	1.00	1.00	1.00	1.00
Multiracial	0.32	0.91	0.54	0.47
Latino/a/e	0.61	0.95	0.66	0.43

Item 2. Coordinators Reports

Coordinators Reports			
Check In/ Check Out			
# of Students in Intervention: 15	# Meeting Goal: 2	% Successful (Meeting Goal): 13%	Fading: None
Fidelity Measure:	Fidelity adequate? (Y/N): Y		
Social Skills Group <i>Number of students by status</i> # of Students in Intervention: 18 # Meeting Goal: 14 % Successful: 78 Fidelity Measure: Fidelity adequate? (Y/N):		Other Tier II Interventions Structured Recess <i>Number of students by status:</i> # of Students in Intervention: 0 # Meeting Goal: % Successful: Fidelity Measure: Fidelity adequate? (Y/N):	
Tier 3 Functional Behavior Assessments <i>Number of students by status</i> # of Students in Intervention: 2 # of students on an IEP for intervention: 1 # Meeting Goal: 1 % Successful: 33 Fidelity Measure: Fidelity adequate? (Y/N):		Other Tier III Individual Counseling <i>Number of students by status</i> # of Students in Intervention: 9 # Meeting Goal: 9 % Successful: 100% Fidelity Measure: Fidelity adequate? (Y/N):	

District T2/3 Problem Solving Meeting with Data

- School Psychologists
- District Admin.
- Special Education Director
- Therapists/ Counselors

District Leadership Team Review of T 2/3 Data

- All school administrators
- Cabinet level administrators:
superintendent, asst. Superintendent,
special ed. director, etc.

Lessons Learned

Technical Changes

Operationalize instructional and relational ADULT behaviors: HLPs

Observation/walkthrough protocols

Review Discipline data in comparison to walk through data: T 1, 2, 3.

Tier 1, 2, 3 Team Agendas with data.

Public Review & Accountability

Adaptive Changes

Norms during data review and language we use at team meetings.

PD on:

- Trauma (Looks like, Sounds Like)
- Bias & Vulnerable Decision Points
- Native Boarding schools & History of Prison System

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10/23

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