

# Pursuing Equity for Black Students in K-12 Education: **Exploring the Intersection of Race and Disability Thought Leader Conversation (TLC) Series**

## Foundational Session on How Systems Got Here

Thank you for being here!  
We will begin shortly. In the meantime...

**Please share your reflections  
on this quote in the chat box.**

“(We) have long been trained to see the deficiencies of people rather than policy. It's a pretty easy mistake to make: People are in our faces. Policies are distant. We are particularly poor at seeing the policies lurking behind the struggles of people.”

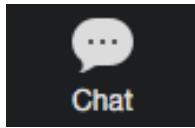
— Ibram X. Kendi



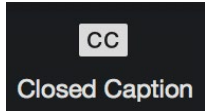
# Zoom Housekeeping



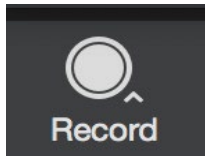
- Microphones and videos have been turned off for this event



- We encourage you to use the chat box to ask questions and stay engaged. Look for the flashing orange alert which will take you to the chat box when it is active



- Closed captioning is available by clicking on the CC button at the bottom, and choosing Show Subtitles



- This Webinar is being recorded; the recording, presentation slides, and other materials will be made available on NCSI's website and will be sent to you after the webinar via email

# **Pursuing Equity for Black Students in K-12 Education: Exploring the Intersection of Race and Disability**

Thought Leader Conversation (TLC) Series

# Welcome & Introduction to NCSI

- The National Center for Systemic Improvement (NCSI) supports states to transform systems to improve outcomes for students with disabilities
- We are committed to helping state agencies and their stakeholders understand the intersection of race and disability in education **in order to resolve inequities that disadvantage Black students with disabilities or those who may be identified as needing special education services**

# Purpose of Thought Leader Conversation (TLC) Series

- A series of conversations with experts focused on the intersection of race and disability in K-12 education
- Exploring ways systems can improve teaching and learning conditions and outcomes for Black students with disabilities or who may be identified

# Session Agenda

Introducing Our Thought Leaders

Framing Today's Session

Systemic Inequities

Equity in IDEA

Causes of Systemic Inequities

Future TLC Sessions



# Introducing Our Thought Leaders



**Amanda Byrd**  
North Carolina Department  
of Public Instruction



**Heather Calomese**  
California Department of  
Education



**Alexandria Harvey**  
WestEd



**Debra Jennings**  
Center for Parent  
Information and Resources



**David Lopez**  
WestEd



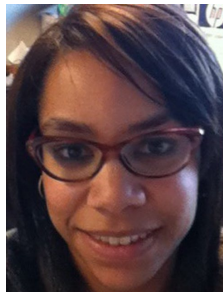
**Dr. Erica McCray**  
CEEDAR Center



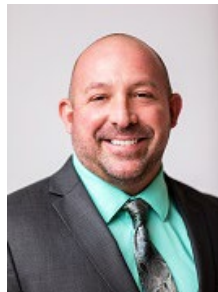
# Introducing Our Thought Leaders



**Dr. Kent McIntosh**  
Positive Behavioral &  
Interventions Support Center



**Esley Newton**  
OSEP, US Department  
of Education



**Heath Peine**  
Wichita Public Schools



**Christine Pilgrim**  
OSEP, US Department  
of Education



**Dr. Kathleen King Thorius**  
Great Lakes Equity Center



**Dr. Saroja Warner**  
WestEd



**Dr. Zephine Smith-Dixon**  
Georgia Department of  
Education

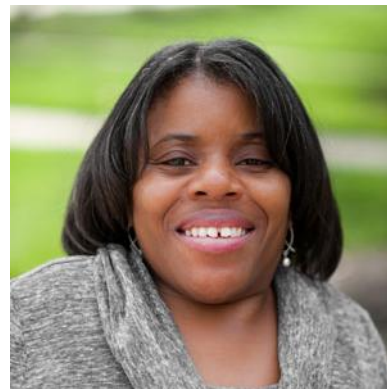
# Introducing Our Thought Leaders: Today's Presenters



**Dr. Eddie Fergus**  
Temple University



**Dr. Tom Munk**  
IDEA Data Center



**Dr. Seena Skelton**  
Midwest and Plains  
Equity Assistance  
Center

# Framing Today's Session: Focusing on Systems

# Our Session Objectives

- Understand the reasons for long-standing inequitable learning conditions and outcomes for Black students who are, or may be, identified as having disabilities
- Increase awareness within and among state and local education agencies about the importance of the intersection of race/ethnicity and disability when working to improve outcomes for Black students with disabilities
- Identify the systemic beliefs, policies, procedures, and practices that contribute to racial inequities for Black students who are, or may be, identified as having disabilities

# Systemic Inequities: What do we know about how Black students experience school?





## Reflect & Share

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When discussing disparities across and among student groups in schools, what data do we typically examine?

Let's talk about data. We often focus our inquiry primarily on outcomes data. However that is only half the story.

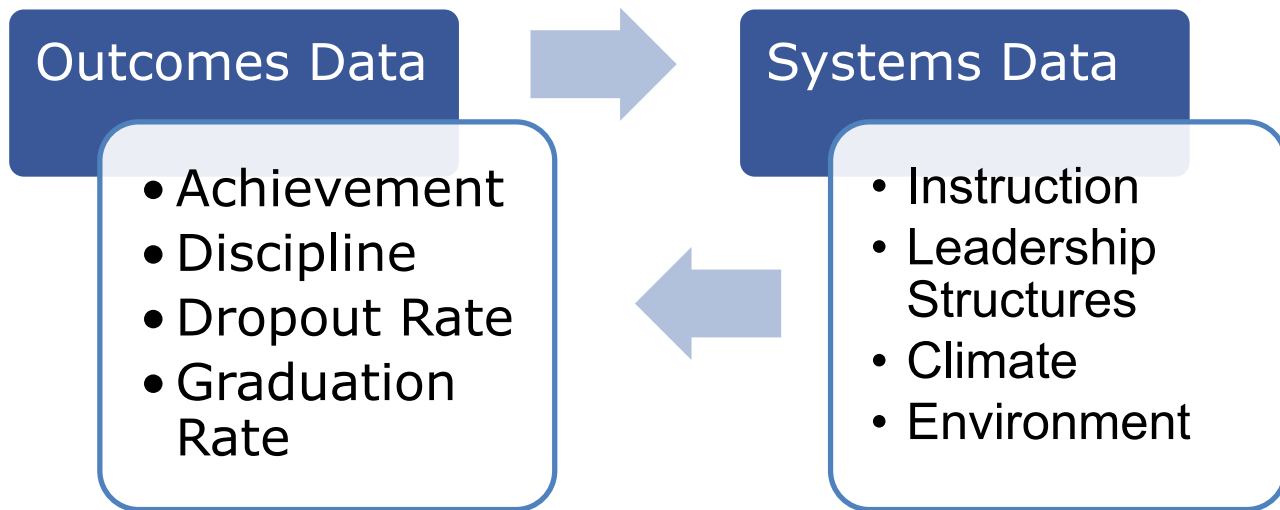
**We must examine the conditions in which youth and adults are learning and teaching to truly engage in transformative change** towards inclusion, equity, and high outcomes for all.



# Refocusing Our Gaze

*Student outcomes data illustrate the results yielded from systems practices*

*Systems factors contribute to students' learning opportunities affecting student outcomes*





"Every system is  
perfectly designed to get  
the results it gets."

Attributed to Donald Berwick and W. Edwards Deming

# How some Black students are experiencing school:

Students with the dual identities of Black, LGBTQ+, & youth with disabilities struggle to feel accepted and comfortable among their LGBTQ+ or any other peers (Morgan, Mancl, Kaffar, & Ferreira, 2011).

A study examining the race gap in school safety indicated that Black students reported feeling less safe compared to White and Asian students within the same schools (Lacoe, 2015).

# How some Black adults are experiencing school:

Two qualitative studies recently released by The Education Trust found that Black and Latinx teachers feel disrespected and de-professionalized in their jobs, despite often exerting more emotional and actual labor than their colleagues.

Parents of color experience interactions with educators and other school personnel that message school norms are superior to that of their home culture; parents and caregivers of color feel silenced and face racial discrimination in schools (Lee, 2019).

# Inequities in school conditions: A few statistics (1 of 3)

Preschool teachers are **more likely** to look for signs of challenging behavior of young Black children — especially young Black boys — than young White boys (Gilliam, 2016).

Schools serving mostly Black and Latinx students have lower quality or **fewer resources** than schools serving largely White populations, even within the same district (U.S. Department of Education, 2016).

Schools serving more Black and Latinx students are **less likely** to offer advanced courses and GATE programs than schools serving mostly white students (U.S. Department of Education, 2016).

Black students with high math performance in fifth grade are **unlikely** to be placed in algebra in eighth grade (U.S. Department of Education, 2016).

Students of Color in schools located in dis-invested communities are less likely to receive coursework that is targeted at grade-appropriate standards, reflect higher-level cognitive demand, and is meaningfully engaging and relevant (Santos & Haycock, 2016; U.S. Department of Education, 2016).

# Inequities (2 of 3)

Schools serving mostly Black and Latinx students are **more likely** to be taught by out-of-field and novice teachers (Bromberg, 2016; U.S. Department of Education, 2016)

Black and Latinx students are provided **less rigorous** feedback about their work from classroom teachers than White students (Harber, Gorman, Gengaro, Butisingh, Tsang, & Ouellette, 2012)

Black students are **more likely** to attend school where more than 50% of teachers were absent for more than 10 days (U.S. Department of Education, 2016)

Black students are **more likely** to attend a school with an SRO, but with not a school counselor, than White students (U.S. Department of Education, 2016)

# Inequities (3 of 3)

Most U.S. history textbooks offer a romanticized view of the Europeans' experience in the United States, whereas most of the experiences of Indigenous people, Asian and/or Africans are either **misrepresented or underrepresented** (Loewen, 2007).

Research has also shown that additional academic domains such as the natural sciences and English also **promote a [Eurocentric] ideology** (Solano-Flores & Nelson-Barber, 2001).

Due to the dearth of professors of Color at many universities, students of Color say their point of view **isn't represented** when, for example, Western culture is considered the default standard by which all literature, architecture, film, and art is judged (Quinlan, 2016).

Researchers at New York University, Columbia University, and the University of Pennsylvania found that when students contacted professors for mentorship, faculty were **significantly more responsive to White men** than women and people of Color—particularly in private universities and higher-paying disciplines (Milkman, Akinola, & Chugh, 2014).

# Wow and Wonder

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What is a **wow** that surprises or resonates with you about the data just shared?

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Given the information shared, what do you **wonder** about or what questions do you have related to the implications for the learning experiences of Black youth?

Equity-centered continuous improvement efforts critically examine how beliefs, discourse, policies, and practices create conditions in which students learn and contribute to student outcomes; **improvement activities focus on reducing systemic barriers and increasing equitable access to quality learning for every student** by surfacing and redressing marginalizing policies and practices.

— Kozleski & Artiles, 2012







# Equity in IDEA

# How much more likely are Black children to be identified for special education under different disability categories than non-Black children?

Category	% More
Intellectual Disability	91%
Emotional Disturbance	80%
Specific Learning Disability	30%
Other Health Impairment	20%
Any Disability	20%
Autism	-5%
Speech/Language Impairment	-19%

National data comes from the 2017-18 school year and was pulled from:

**NCES (ELSI)** (<https://nces.ed.gov/ccd/elsi/>)

**618 child count and educational environments report** (<https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>)

# Once identified, how much more likely are Black children to be placed in inclusive or segregated settings than non-Black children?

Category	% More
Inside a separate school or residential facility	46%
Inside a regular class less than 40% of the day	33%

National data comes from the 2017-18 school year and was pulled from:

**NCES (ELSI)** (<https://nces.ed.gov/ccd/elsi/>)

**618 child count and educational environments report** (<https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>)

# Once identified, how much more likely are Black children to receive disciplinary actions than non-Black children?

Category	% More
Out-of-school suspension or expulsion for more than 10 days	280%
In-school suspension for more than 10 days	205%
Out-of-school suspension or expulsion for 10 days or less	149%
In-school suspension for 10 days or less	105%

**Additionally, Black children with disabilities receive 35% more disciplinary removals in total.**

National data comes from the 2017-18 school year and was pulled from:

NCES (ELSI) (<https://nces.ed.gov/ccd/elsi/>)

618 child count and educational environments report (<https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>)

# IDEA requires that States collect and examine data on “significant disproportionality”

- Under IDEA §618(d) ([20 U.S.C. 1418\(d\)](#)) and §300.646, States are required to collect and examine data to determine whether significant disproportionality — based on race or ethnicity — is occurring in the State and in the LEAs of the State with respect to:
  - the identification of children as children with disabilities;
  - including identification as children with particular impairments;
  - the placement of children in particular educational settings; and
  - the incidence, duration, and type of disciplinary actions, including suspensions and expulsions.
- States must make this determination annually

# Remedies for significant disproportionalities

When a State education agency (SEA) identifies LEAs with significant disproportionality in one or more of these areas based on the collection and examination of their data, States must:

- 1) Provide for the review (and if appropriate) revision of the LEA's policies, procedures, and practices for compliance with IDEA;
- 2) Require the LEA to reserve the maximum amount (15%) of its Part B funds to be used for comprehensive coordinated early intervening services (comprehensive CEIS) to serve children in the LEA, particularly, but not exclusively, children in those groups that were significantly over-identified; and
- 3) Require the LEA to publicly report on the revision of its policies, procedures, and practices.

# Comprehensive Coordinated Early Intervening Services (CCEIS)

- Activities may include professional development and educational and behavioral evaluations, services, and supports
- LEAs must address a policy, practice, or procedure they identify as contributing to the significant disproportionality
- NEW IN 2016! LEAs must identify and address the factors contributing to the significant disproportionality

# Factors contributing to significant disproportionality may include, among other identified factors ...

- ... a lack of access to scientifically based instruction;
- ... economic, cultural, or linguistic barriers to appropriate identification or placement in particular educational settings;
- ... inappropriate use of disciplinary removals;
- ... lack of access to appropriate diagnostic screenings;
- ... differences in academic achievement levels; and
- ... policies, practices, or procedures that contribute to the significant disproportionality

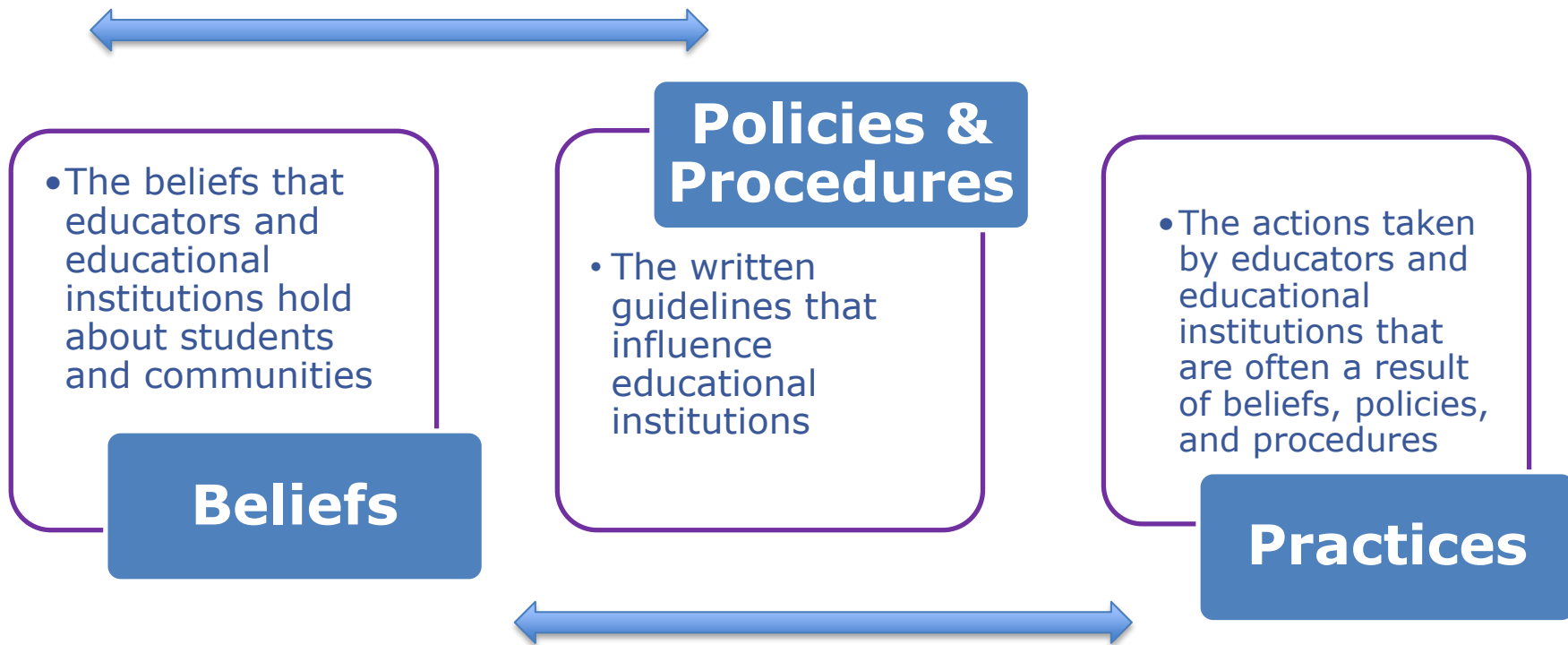


# Causes of Systemic Inequities:

What are the drivers  
of inequitable  
systems?



# Factors That Influence Inequities



# Examples of Influencing Factors

Beliefs	Policies & Procedures	Practices
Color evasiveness, poverty disciplining, deficit thinking, implicit bias, institutional racism, dominant culture	Systems of support—or lack thereof (including special education referrals); required data collection and reporting; curriculum, instruction, and intervention choices that pay attention to race-based needs	Fidelity in implementation of established policies and procedures, including paying attention to work-arounds (positive or negative)

# Factors Implicated in Outcome Inequalities



# Sample School RTIT Form

Difference in size/focus of information

Date: 1-3-17  
**STUDENT:** \_\_\_\_\_ Submitted by: MS. Class: \_\_\_\_\_  
 D.O.B. \_\_\_\_\_ OSIS#: \_\_\_\_\_ Grade 2 (Prior Retention Grade/Year No)  
 Home Language English English LAB/Date \_\_\_\_\_ Absences to date this year \_\_\_\_\_

**READING:** \_\_\_\_\_ ELA (Date/level) 1 Teachers Estimate Below grade level  
 TC Assessment; Date: 9/18 Independent Reading Level: E Guided Reading Level: F  
Module 1: 10/24/18 Module 2: 12-12-18  
**MATH:** \_\_\_\_\_ (Date/Level) \_\_\_\_\_ Teacher Estimate of Computation 2 Problem Solving 1 Unit Tests 33/1  
Module 1 Module 2

**REASON FOR REQUEST:** (check where appropriate and describe below)  
 Academic ☒; Speech/Language ☒; Fine/Grapho Motor Functioning \_\_\_\_\_; Physical/Health \_\_\_\_\_; Behavior ☒  
 Notified/ Discussed with parent: Yes Parent Response: Agreed  
 Possible retention this year? Yes/No Reason: Yes

(Please complete "Behavior Identification & Planning Tool" if you are referring the student for behavioral difficulties.)

**Describe Student's Academic Difficulty:** (Please check all that apply and explain in detail; you may use additional sheets if necessary)

ELA: ☐ Decoding ☒ Comprehension  
 Math: ☐ Place Value ☐ Geometry ☒ Computation ☐ Fractions ☐ Measurement /Data

1. Kyle has difficulty organizing himself. Peer must help him unpack and pack up.  
 2. Struggles with retaining information / forgets easily.  
 3. Easily distracted - shut down and does not want to complete work.  
 4. Requires oral questions and directions frequently repeated.  
 5. Difficulty concentrating - often sits at his desk and does not complete work without guidance.  
 6. Fails to demonstrate comprehension.  
 7. Difficulty staying on task when working within whole group. Requires teacher / peer assistance.  
 8. Responds back (teachers) Has to have the last word.  
 9. Phonics - still has difficulty with vowel sounds.  
 10. Enjoys working in small group (does very well). Does well in math when focused.  
 11. Recognizes - sight words / knows all sounds.

**Describe Student's Academic Strengths and Interests:**

1. Enjoys working in small group (does very well). Does well in math when focused.  
 2. Recognizes - sight words / knows all sounds.

**Interventions Tried in an Attempt to Address Student's Difficulty:**  
 (Please indicate at least 7 attempted strategies and indicate where helpful/successful. Please note: All of the interventions attempted must be from the LIM and/or PRIM manuals. Include behavior # and intervention #. Intervention tried should be specific to the student's need.  
 \*Please do not include small group, 1:1 and preferential seating. Please bring notes regarding success/failure of interventions to the meeting).  
 1.-1.2 Peer/teacher - 1.4-verbal reminders - 1.6-Preemptive intervention

# Beliefs on culture, difference, and race (N=31)

	Disagree	Neutral	Agree
Although I am hesitant to say so publicly, I believe that racial differences in intelligence may have a hereditary or genetic component.	25	5	1
Racism would cease to exist if everyone would just forget about race and see each other as human beings.	11	7	12
I am troubled by the ways in which racial and ethnic minority groups are disadvantaged in the U.S.	4	4	23
Even though I know it's not appropriate, I sometimes feel that I hold unconscious negative attitudes toward racial and ethnic minority groups.	25	1	5

# **School staff beliefs about race/ethnicity, poverty, and cultural difference**

**What is the condition of beliefs within disproportionate schools?**

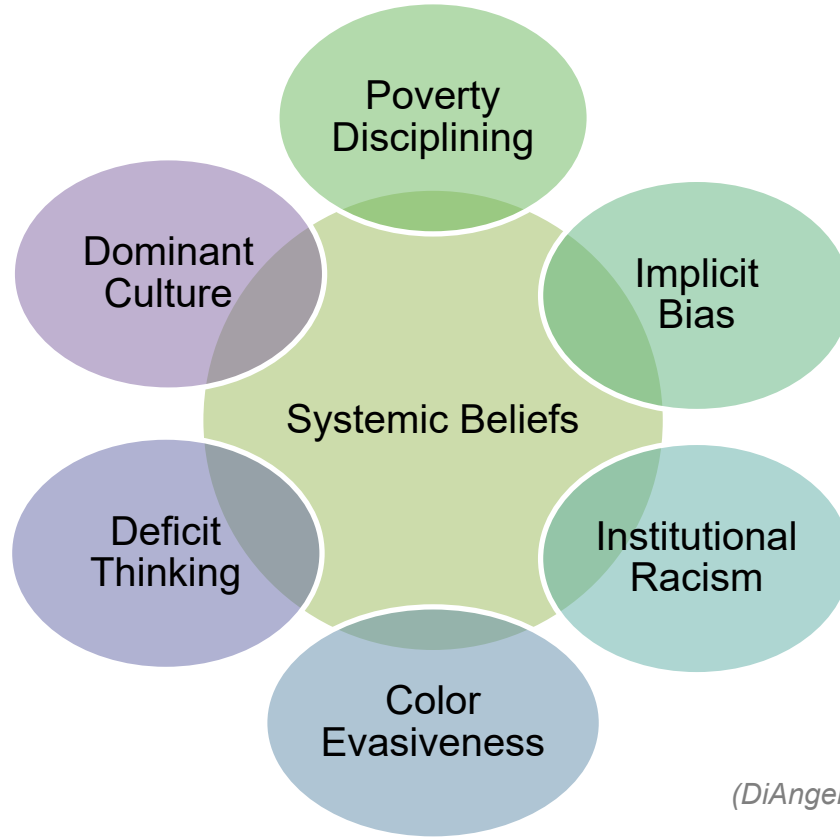
# Fergus (2016) Teacher Beliefs in Disproportionality Districts

- Teachers who are more confident about their pedagogical capacity have less deficit thinking ( $r = -.359$ ;  $p < .01$ )
- Teachers with more deficit thinking maintain less cultural awareness knowledge ( $r = -.309$ ;  $p < .01$ )
- Teachers' deficit-thinking increases correlate with increases in colorblindness ( $r = .508$ ;  $p < .01$ ) and racial discomfort ( $r = .413$ ;  $p < .01$ )
- These patterns do not imply causality; however, the relationship between these belief areas raises questions as to whether the presence of these beliefs influences patterns of academic and behavioral referrals



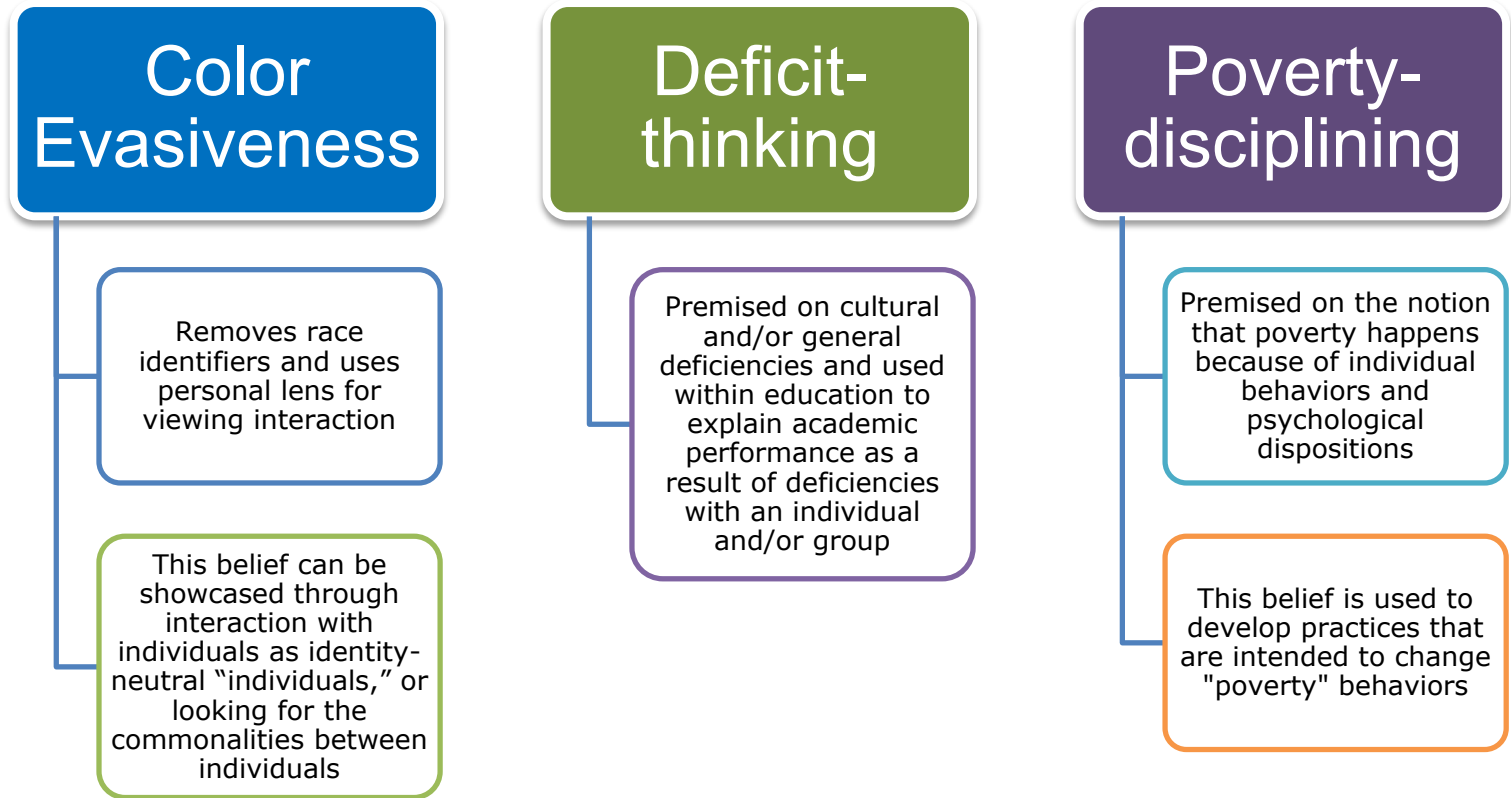


# Focusing on Systemic Beliefs

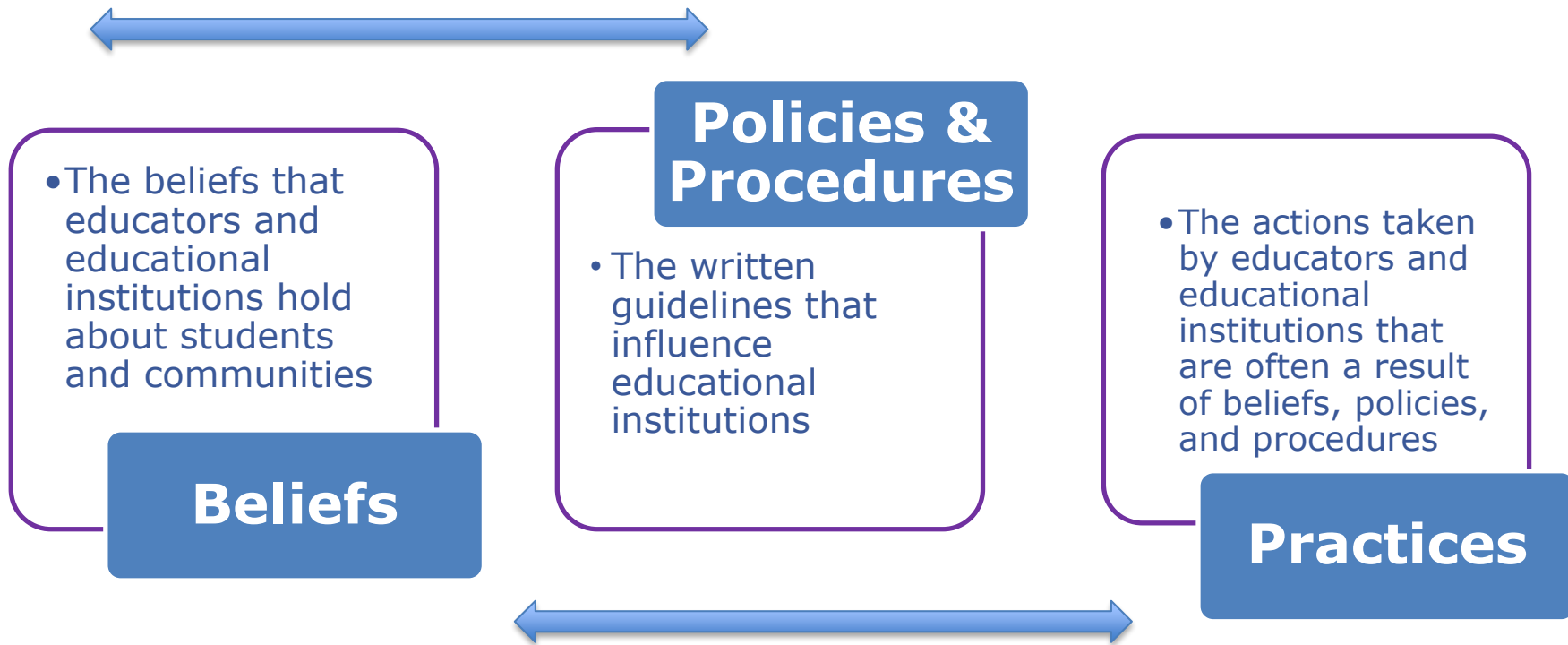


*(DiAngelo, 2018; Fergus, 2017; Tatum, 2003)*

# Three Forms of Bias-Based Beliefs



# Factors That Influence Inequities



What are particular nuances around these beliefs you would like to know more about?

# Future Thought Leader Conversation Sessions

# Thought Leader Conversation (TLC) Sessions

## **Data Literacy**

December 15, 2020; 3:30-5:00 p.m. ET

## **Stakeholder & Family Engagement**

February 16, 2021; 3:30-5:00 p.m. ET

## **Research-Informed Practice**

May 18, 2021; 3:30-5:00 p.m. ET

## **Systems Coherence**

July 20, 2021; 3:30-5:00 p.m. ET

# Where to Find TLC Information

Materials including the PowerPoint and recording from today's session will be posted to the NCSI website under "Events"

[ncsi.wested.org](https://ncsi.wested.org)

# Where to Find TLC Information

- Registration information for future sessions will be posted to [ncsi.wested.org](https://ncsi.wested.org)
- Please sign up for our mailing list to receive emails about future TLC sessions and registration details: [ncsi@wested.org](mailto:ncsi@wested.org)



# Session Evaluation

- We appreciate your feedback on our session today so we can continuously improve
- Link to evaluation is in the chat box, or use the QR code presented
- Evaluation will also be emailed to registrants



# Gratitude

- Thank you to our **Thought Leaders** for initiating and framing this important conversation
- Thank you to **all of you** for your commitment to creating inclusive, equitable systems that support all students to succeed and thrive

# Final Reflections

We will open the chat box and invite you to share:

***One reflection you have about current your system, or a question you want to explore about your system, as a result of today's session.***

Thank you for your commitment to making systemic change for equity.  
Questions can be sent to [ncsi@wested.org](mailto:ncsi@wested.org)

The contents of this document were developed under a grant from the US Department of Education, #H326R190001. However, those contents do not necessarily represent the policy of the US Department of Education, and you should not assume endorsement by the Federal Government. Project Officer: Perry Williams (October 2019)



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