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. Zelphine 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

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

Outcomes Data

- Achievement
- Discipline
- Dropout Rate
- Graduation Rate

Systems Data

- Instruction
- Leadership Structures
- Climate
- Environment
"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)
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

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

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?

<table>
<thead>
<tr>
<th>Category</th>
<th>% More</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>91%</td>
</tr>
<tr>
<td>Emotional Disturbance</td>
<td>80%</td>
</tr>
<tr>
<td>Specific Learning Disability</td>
<td>30%</td>
</tr>
<tr>
<td>Other Health Impairment</td>
<td>20%</td>
</tr>
<tr>
<td>Any Disability</td>
<td>20%</td>
</tr>
<tr>
<td>Autism</td>
<td>-5%</td>
</tr>
<tr>
<td>Speech/Language Impairment</td>
<td>-19%</td>
</tr>
</tbody>
</table>

National data comes from the 2017-18 school year and was pulled from:
- NCES (ELSI) (https://nces.ed.gov/ccd/elsi/)
Once identified, how much more likely are Black children to be placed in inclusive or segregated settings than non-Black children?

<table>
<thead>
<tr>
<th>Category</th>
<th>% More</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inside a separate school or residential facility</td>
<td>46%</td>
</tr>
<tr>
<td>Inside a regular class less than 40% of the day</td>
<td>33%</td>
</tr>
</tbody>
</table>

National data comes from the 2017-18 school year and was pulled from:
NCES (ELSI) (https://nces.ed.gov/ccd/elsi/)
Once identified, how much more likely are Black children to receive disciplinary actions than non-Black children?

<table>
<thead>
<tr>
<th>Category</th>
<th>% More</th>
</tr>
</thead>
<tbody>
<tr>
<td>Out-of-school suspension or expulsion for more than 10 days</td>
<td>280%</td>
</tr>
<tr>
<td>In-school suspension for more than 10 days</td>
<td>205%</td>
</tr>
<tr>
<td>Out-of-school suspension or expulsion for 10 days or less</td>
<td>149%</td>
</tr>
<tr>
<td>In-school suspension for 10 days or less</td>
<td>105%</td>
</tr>
</tbody>
</table>

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/)
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 disproportionality

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

Beliefs
• The beliefs that educators and educational institutions hold about students and communities

Policies & Procedures
• The written guidelines that influence educational institutions

Practices
• The actions taken by educators and educational institutions that are often a result of beliefs, policies, and procedures
### Examples of Influencing Factors

<table>
<thead>
<tr>
<th>Beliefs</th>
<th>Policies &amp; Procedures</th>
<th>Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Color evasiveness, poverty disciplining, deficit thinking, implicit bias, institutional racism, dominant culture</td>
<td>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</td>
<td>Fidelity in implementation of established policies and procedures, including paying attention to work-arounds (positive or negative)</td>
</tr>
</tbody>
</table>
Factors Implicated in Outcome Inequalities

- Discipline Policies and Practices
- Tracking
- Teacher Expectations and Misconceptions
- Cultural Dissonance
- Instruction, Curriculum, and Assessment
- Interventions and Referral Process
Date: 1-3-14
STUDENT:
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) ___________ Teachers Estimate Below Grade Level ___________.
TC Assessment: Date: 10/24/18 Independent Reading Level: E Guided Reading Level: E
Module 1: 10/24/18 Module 2: 12/12/18
MATH: (Date/Level) ___________ Teacher Estimate of Computation ___________ Problem Solving ___________.

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 ___

Kyle has difficulty organizing himself; must help him organize and back up.
Must struggle with retrieval of information; tends to easily distracted – shut down and does not want to complete work.
Requires oral questions and directions frequently.

Difficultly concentrating – often sits at his desk and does not complete work without guidance.

Thermic – still has difficulty with vowel sounds.

Describe Student’s Academic Strengths and Interests:
Enjoys working in small group (does very well) Does well in math
– 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.)

Prep before – 4 day vertical pacing – 1 week intervention – 1 week review – assess again.
## Beliefs on culture, difference, and race (N=31)

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

Poverty
Disciplining

Dominant Culture

Deficit Thinking

Implicit Bias

Institutional Racism

Color Evasiveness

(DiAngelo, 2018; Fergus, 2017; Tatum, 2003)
Three Forms of Bias-Based Beliefs

**Color Evasiveness**
- Removes race identifiers and uses personal lens for viewing interaction
- This belief can be showcased through interaction with individuals as identity-neutral “individuals,” or looking for the commonalities between individuals

**Deficit-thinking**
- Premised on cultural and/or general deficiencies and used within education to explain academic performance as a result of deficiencies with an individual and/or group

**Poverty-disciplining**
- Premised on the notion that poverty happens because of individual behaviors and psychological dispositions
- This belief is used to develop practices that are intended to change "poverty" behaviors
Factors That Influence Inequities

Beliefs
- The beliefs that educators and educational institutions hold about students and communities

Policies & Procedures
- The written guidelines that influence educational institutions

Practices
- The actions taken by educators and educational institutions that are often a result of beliefs, policies, and procedures
What are particular nuances around these beliefs you would like to know more about?
Future Thought Leader Conversation Sessions
## Thought Leader Conversation (TLC) Sessions

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Time</th>
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<tbody>
<tr>
<td><strong>Data Literacy</strong></td>
<td>December 15, 2020</td>
<td>3:30-5:00 p.m. ET</td>
</tr>
<tr>
<td><strong>Stakeholder &amp; Family Engagement</strong></td>
<td>February 16, 2021</td>
<td>3:30-5:00 p.m. ET</td>
</tr>
<tr>
<td><strong>Research-Informed Practice</strong></td>
<td>May 18, 2021</td>
<td>3:30-5:00 p.m. ET</td>
</tr>
<tr>
<td><strong>Systems Coherence</strong></td>
<td>July 20, 2021</td>
<td>3:30-5:00 p.m. ET</td>
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</tbody>
</table>
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
Where to Find TLC Information

• Registration information for future sessions will be posted to ncsi.wested.org

• Please sign up for our mailing list to receive emails about future TLC sessions and registration details: 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

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)