

**Significant Disproportionality- Root Cause Analysis and Action Plan
Shawnee Mission School District**

The Individuals with Disabilities in Education Act requires each state, annually, to examine data and determine if significant disproportionality based on race and ethnicity is occurring in the LEAs of the State with respect to the identification, placement, and/or disciplinary removals of children with disabilities. Shawnee Mission was significantly disproportionate for students identified as “Black or African American” under the category of “disciplinary removals” for three consecutive years (15/16, 16/17, 17/18).

Shawnee Mission Data

	Discipline (students with disabilities)		Identification	Placement
	ISS<10 - B	All Susp - B		
2015-16	3.5	3.8	Below threshold	Below threshold
2016-17	4.4	4.3	Below threshold	Below threshold
2017-18	3.57	3.32	*Below threshold - on watch B - ED = 2.8 B - ID = 2.6	Below threshold

KSDE Technical Assistance

- Myron Melton, KSDE Education Program Consultant, has been assigned as our primary contact as we identify the root cause of the disproportionality and identify educational solutions.
- Christy Wieler, Coordinator for State and Federal Programs (finance)

Consequences of significant disproportionality for Shawnee Mission:

If an LEA has been identified as having significant disproportionality (3 years in a row), the LEA is restricted from reducing its Maintenance of Effort (MOE) level by using the 50% reduction rule, and it must:

Reserve 15% of IDEA Part B:

- Shawnee Mission receives \$5,991,414 in IDEA Part B funds.

- o 15% Set aside will equal \$916,826 for each year of continued sig. dis. > 3.0.
- o Shawnee Mission is required to use these funds to address the areas of significant disproportionality. Based on conversations with KSDE, we believe funding dedicated to Deep Equity Training by Corwin, RTI at Work by Solution Tree, BIST Training, Inclusion Coordinator as well as Recovery Room Interventionists would all qualify for targeting general education interventions for the over disciplining of African students.

Review policies, practices, and procedures used in identification to ensure all meet IDEA requirements.

- o We are reviewing all policies, practices, and procedures

Publicly report any revisions to those policies.

- o We will only be required to publicly release information if we are required to change policies, practices, and procedures to meet the requirements of IDEA.

Primary Problem Statement 1:

Shawnee Mission was significantly disproportionate for students identified as “Black or African American” under the category of “discipline” for three consecutive years (15/16, 16/17, 17/18).

Problem Statement 2:

Shawnee Mission’s numbers were high in the area of over-identification of students with significant disproportionate for students with disabilities identified as “Black or African American” under the identification category of “Emotional Disturbance”.

KESA Goals

Area of Target Diversity/Equity

Diversity, equity, and inclusion emerged as a key component in the earliest of strategic planning efforts. In reviewing the belief statements crafted by the District Steering Team one will find the

Following:

- Every individual has inherent worth and deserves to be valued and celebrated.
- A community’s strength is derived from its diversity.
- Respecting a community’s diversity and each individual’s dignity demands equitable Access.
- Acknowledged and appreciated individuals confidently engage and collaborate.

Further, a strategic planning action team emerged with a focus on Strategy 2: “We will

relentlessly create a fully unified, equitable, and inclusive culture.” In anticipation of this focus, the Director of Student and Family Support has researched and proposed a partnership with Corwin to develop and support district-wide implementation for professional learning in diversity, equity, and inclusion training for all staff beginning in the 2019-20 school year. The proposal is under consideration and has been shared with building and district leadership to determine system readiness. We look forward to continued systemic work in this area.

Success Gaps Rubric

- 10 Buildings identified completed the Success Gaps Rubric, this rubric is designed to help schools identify gaps.
- The average rubric score is listed below.
- Buildings each pulled a multi-disciplinary team to review the rubric teams ranged from 3-7 staff.

Data-Based Decisions	Culture Responsiveness	Core Instructional Program
2.2	1.8	2.4
<ul style="list-style-type: none"> ● inconsistent use of data ● unsure of what the data means 	<ul style="list-style-type: none"> ● not all groups represented ● need to be intentional about learning cultures ● staff need culturally responsive strategies 	<ul style="list-style-type: none"> ● differentiated instructional practices needed ● RTI/PLC training needed

Assessment- Universal Screening and Progress Monitoring	Interventions and Supports
2.3	2
<ul style="list-style-type: none"> ● need to reach more families in their native language ● need more screeners ● need consistent use of tools 	<ul style="list-style-type: none"> ● limited system-wide interventions ● partial trainings in PBIS/BIST ● inconsistent discipline logging and practices ● need to ensure approaches are culturally responsive

Area of Target - Responsive Culture

During the 2018-19 school year, the district will work to create a culture that addresses

the academic and social-emotional needs of all students. What are your specific system-level priorities for this goal area?

- Reframing the district’s System of Supports- RTI Model
 - Curriculum development model: Identifying Priority Standards and developing Proficiency Scales to articulate learning progressions
 - Commitment to collaboration through curriculum cadres and PLC structures
 - Development of the curricular framework to integrate the Social-Emotional and Character Development Standards into all areas of the curriculum
 - Researching potential data sources to measure Social-Emotional learning competencies
 - Commitment to create a fully unified, equitable, and inclusive culture
 - Researching and identifying potential avenues for systemic Diversity training
- Enter KESA information

Proposed Shawnee Mission Action Plan

1. Review all Policies, Practices, and Procedures related to Discipline
 - a. On September 24th the policies and procedures for discipline were reviewed to determine if they were appropriate in light of the identified significant disproportionality.
 - b. All policies and procedures were found to comply with Kansas and Federal IDEA requirements.
 - c.No changes are recommended to the Policies, Practices or Procedures based on the internal review

2. Deep Equity Training by Corwin : Funding = **\$135,450** (2019-2020)
 Funding = **\$130,000** (2020-2021)

The Shawnee Mission Strategic Plan includes a commitment to develop a diverse approach to instructing and supporting students.

Strategic Action Plan: Work with Corwin and Dr. Gary Howard to plan for the implementation of Deep Equity training in our schools. Deep Equity training is a comprehensive and systemic professional development process aimed at producing deep personal, professional, and organizational transformations that are necessary to create equitable places of learning for all children.

Train the Trainer	Building Trainings
September, January	October, February, April, May

Shawnee Mission School District Strategic Plan

Strategy 2: We will relentlessly create a fully unified, equitable, and inclusive culture.

Plan Number: 1

Action Step 3: Create a team to calibrate consistency in discipline coding practices. Evaluate discipline data for disproportionality and implement a plan to address the disparity.

Strategy 2: We will relentlessly create a fully unified, equitable, and inclusive culture.

Plan Number: 3

Action Step 1: Implement Depp Equity Training for all staff); ongoing professional development centering around inclusion and diversity.

Action Step 2: Implement Social-Emotional Learning (student surveys, climate surveys, data disaggregation, and parent communication vehicle).

Training and Organization

Planning for Deep Equity training will require paid time outside the duty day and substitutes cover classes for school day trainings and planning:

- Substitutes - (Total amount)
- 2019-2020 -- **\$35,000**

Supplies and Materials for Deep Equity Training

- **\$7,332.50**

Diversity Equity and Inclusion Coordinator -- Dr. Tyrone Bates

Funding - **\$113,000** (2019-2020)

Funding - **\$113,000** (2020-2021)

The purpose of this position will be to assist educators in creating culturally supportive learning environments that ensure high expectations for the academic achievement of all students. Assist with reviewing current practices/policies that support equity and high academic achievement for all students.

RTI (Response to Intervention by Solution Tree) --- Funding - \$200,000 (2019-2020) (includes conference registration and travel)

Teams will learn what successful response to intervention or multi-tiered system of support looking both academically as well as behaviorally. Teams will bring back information obtained at trainings to further develop building practices.

Training and Organization for RTI

Planning for RTI training will require paid time outside the duty day and substitutes cover classes for school day trainings and planning:

Substitutes - (Total amount)

- 2019-2020 -- **\$35,000**

BIST (Behavior Intervention Support Team) - Cost \$100,000 (2020-2021)

Training Objectives: • Devising classroom organization that maximizes student learning • Planning to create predictability in the classroom • Developing clear expectations to increase credibility • Creating procedures and routines to enhance the efficiency of instructional time • Developing a model to ensure consistency of practices

Training and Organization for BIST

Planning for BIST training will require paid time outside the duty day and substitutes cover classes for school day trainings and planning:

Substitutes - (Total amount)

- 2019-2020 -- **\$20,000**
- **Supplies and Materials for BIST Training - \$7,332.50**

Recovery Room Interventionist ---- Salary-\$25,137 x 7 = \$175,959 (2020-2021)

The Recovery Room Interventionist will work in the recovery room, which is a place where students can refocus and regroup to be ready to manage their feelings, learn, and succeed. The Recovery Room Interventionist is a full-time staff member who works directly with students to help identify problem situations and develop a proactive plan for success. They do this in close partnership with the classroom teacher and other school staff. The Recovery Room Interventionist provides caring confrontation to calm students and de-escalate emotions. The interventionist may also helps to identify a student's needs and learn ways to avoid acting out. The interventionist works with the student and teacher by coordinating and providing supportive assistance while monitoring goals during the recovery process.

Identified target grades, schools, and number of students

Grade	Building	Estimated Number of Students
k-6	Highlands Elementary	326
k-6	Sante Fe Elementary	286
k-6	Rosehill Elementary	530

k-6	Pawnee Elementary	482
k-6	Comanche Elementary	493
7-8	Westridge Middle School	830
7-8	Hocker Grove Middle School	800
7-8	Trailridge Middle School	779
9-12	West High School	1762
9-12	North High School	1525
9-12	Northwest High School	1677

** All buildings in the district will receive Corwin Diversity training. The buildings highlighted above would utilize Recovery Room Interventionist. All buildings noted above would access the BIST and RTI training.