Tackling Disproportionality!

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Technical Assistance Center on Disproportionality
http://education.nyu.edu/metrocenter/
212-998-5100
His name was Derrick Todd.
Derrick’s Song
“U Turn”

1. U turn
2. left b Hind
3. Legs sprawling on top of Black back
4. Mountains
5. Rivers that Run Deep
6. Like Sheba’s Queens and she Loves
7. Open pours
8. inside empty cups that run over
9. hope like Escalades
10. that phaint in Darkness
11. that phreeze in Night
12. that phick in morning, morning
13. Uprising
14. Lite skin white men
15. Blues is my brothers
16. Black is my Berry
17. Sweet is my juice
18. So U turn back to me
19. I re turn back to U
20. I die daily 4 U
Derrick’s Song
“U Turn”

1. U turn
2. left b-Hind
3. Legs sprawling on top of Black back (broken English; use correctly)
4. Mountains
5. Rivers that Run Deep
6. Like Sheba’s Queens and she Loves
7. Open pours (You mean pores)
8. inside empty cups that run over
9. hope like Escalades
10. that phaint in Darkness
11. that phreeze in Night
12. that phick in morning, morning
13. Uprising
14. Lite skin white men (sp-light)
15. Blues is my brothers
16. Black is my Berry
17. Sweet is my juice
18. So U turn back to me
19. I re turn back to U
20. I die daily 4 U (lazy, you need to spell out)
“Man, I quit school because it wasn’t nothing there for me. They kept kicking me out. I got suspended all the time . . . about a couple dozen times. I don’t care. They tried to say I was crazy, put me special education. Not that there is anything wrong with it, but I’m not special ed. They just didn’t know . . . or think that I knew all my stuff. It was just different than theirs. The stuff they want me to know is boring; it don’t relate to my life. That, and I feel like they had labeled me from day 1. That’s why I don’t do school.”

(Excerpt from Interview with Derrick Todd, 06/21/2011)
The Loss of Derrick and The Loss of Hope

Stages of Despondence (Bolland, 2003):

- **Depression**
  - The teachers remarks on his paper hurt him.
  - About 60% of students deal with depression.

- **Social Disengagement**
  - Derrick never wrote again in class.

- **Violent Behavior**
  - He got into frequent fights.

- **Fatalism**
  - He died too soon.

*On May 8, 2013, Derrick Todd was murdered during an attempted home invasion.*

The Power of Culture in Classrooms

• Culture can be used (and is used) as a sociopolitical currency for the exchange of values, beliefs, dispositions, etc. (Smitherman, 2006). It is also an essential part of who we are (Anzaldua, 1983).

• In schools, some cultures are valued more than others; therefore, certain individuals are perceived to have greater worth in society than others (Fairclough, 2006; van Dijk, 2005).

• The value of culture is constantly shifting, amended in ways that privilege some and disadvantage others (Fairclough, 2006).
The Consequences of a Lack of Cultural Competence

• Hegemony

• Multiple Forms of Failure (i.e., Displacement ideologies)
  – *Silencings*, fears and hatreds of self/others, feelings of inferiority and disentitlement (Kirkland, 2013).

• Benign Ideologies
  – Deficit Theories (Purcell-Gates, 2004).
The Deficit Perspective & Culturally Irrelevant Pedagogy

Model adopted from Kirkland, 2007
The work of TAC-D is to support districts, school leaders, and teachers in asking a different set of difficult questions:

Why not Disengaged “Texts”? 
Nearly 70% of low-income youth of color read below grade level, compared with 27% of White youth (NAEP, 2015).
Approximately 12% of low-income youth of color test proficiently in reading compared to 40% of other American youth (NAEP, 2011).
Student Suspensions
New York City, 2010-11

- Latino: 37.6%
- Black: 49.9%
- White: 7.4%
- Asian, Am. Indian, Multi-Racial: 5.1%

Source: IBO data provided to the NYCLU
Student Suspension Rates by Race and IEP Status
New York City, 2010-11

- **White**
  - Overall: 2.1%
  - IEP: 3.9%
  - No IEP: 1.8%

- **Black**
  - Overall: 7.2%
  - IEP: 10.5%
  - No IEP: 6.4%

- **Latino**
  - Overall: 4.0%
  - IEP: 6.4%
  - No IEP: 3.4%

Source: IBO data provided to the NYCLU
Over 40% of such students will be jobless, either unemployed or incarcerated, by 2020 (The Center for the Study of Social Policy, 1993).
For particularly vulnerable populations, such as young Black men, the consequences are dire. Young Black men (ages 10-14) have shown the largest increase in suicide rates since 1980 compared to other youth groups by sex and ethnicity, increasing 180% (US Department of Health and Human Services, 2004).

Figure 4. Homicide rates, teenagers 12–19 years, by race, Hispanic origin, and sex: United States, 1999–2006

- Among 15-19 year old Black males, suicide rates (since 1980) have increased by 80% (Poussaint & Alexander, 2000).
- Black male are twice as likely to die before the age of 45 as a White male (Roper, 1991; Spivak, Prothrow-Stith, & Hausman, 1988).
A Wicked Problem

“As opposed to the tame or ‘benign’ problems of physical science and engineering, in which mission, method, and markers of success are clear, wicked problems are those in which it is ‘the very formulation of the problem that is problematic . . . [because] the formulation itself involves a choice of interpretation that is already linked to a preferred solution” (Blanco, 1994, p. 22).”

“The disproportionate representation of poor, working class, and racial, ethnic, and linguistic minority students in special education has been a wicked problem since the inception of special education in the early 20th century (see Lazerson, 1983; Sarason & Doris, 1979).”
By some estimates, greater than 80% of learning deals with things beyond cognition—beyond mental ability and skill capacity, (hence the mind).
Culturally Relevant Education

Disrupting Disproportionality
WHY does TAC-D do its work?

- Build the capacity of educators and school districts to engage in a school improvement process that:
  
  - **Addresses Disproportionality Beyond Compliance**
  
  - **Incorporates Culturally Responsive Education** into beliefs, policies and practices system-wide
  
  - **Develop a Systems Thinking** approach to resolving root causes
  
  - **Embrace Differences** in service of rejecting a deficit model
  
  - **Ensures Equitable Outcomes** for all students in school, home and community
HOW TAC-D engages school districts in the work of addressing disproportionality:

- School districts will ensure:
  - All types of **Differences** are embraced
  - **High expectations** are set for all stakeholders
  - Systems are **Adaptive and Responsive** to ensure success for all stakeholders
  - **Relationships** with stakeholders are transformational
  - **Emotional Intelligence**, **Organizational learning** and **Reflection** mechanisms are well integrated strategic solutions
TAC-D 3 Step Theory of Change Process for Eliminating Disproportionality

- Equity-Based Culturally Responsive Root Cause Analysis Technical Assistance
- Culturally Responsive Education Technical Assistance
- Equity-Based Culturally Responsive Essential Supports Technical Assistance
Culturally Responsive Seven Practice-based Toolkit

School CRE walkthrough

- Adapting district, school and classroom data systems
- Classroom visits and implementation of CRE teaching strategies
- Curriculum Unit Review/Book Inventory Review
- Reframing Problem Solving Teams/Intervention Audit
- Reviewing Family Engagement plans
- Create CRE turnkey teams
Phases of the TAC-D Technical Assistance Process:

**Phase 1: Securing School District Support to Addressing Disproportionality**
- (5 hours)
  - Develop Relationships
  - Explain Services
  - Assess Readiness
  - Create Plan for Phase 2

**Phase 2: Identifying Root Causes of Disproportionality**
- (20 hours)
  - Developing Culturally Responsive Mindset
  - Develop Quality Improvement Plan and 5-year multi-service

**Phase 3: Provide Customized Technical Assistance and Professional Development**
- (25 hours)
  - Implement QIP
  - Changes in Policies, Practices and Beliefs related to Disproportionality

**Phase 4: Evaluate Changes in Practice, Procedures and Policies and prepare Sustainability Plan**
- (5 hours)
  - Measure Progress based on QIP Goals
  - Update QIP
  - Develop Long-term Plan
Before TAC-D
After TAC-D = Culturally Responsive Lens

Root Cause Analysis

Identify your Unique Problem

Using Data to Drive Change

Develop & Implement Tailored Solutions
School District A: 4B (TAC-D 2009-2014)

• TAC-D has worked with District A since 2009-10.
• The district was cited for indicator 4b, but decided to focus on indicator 9 (racial/ethnic disproportionality in special education classifications) due to being “at risk” in this area.
• In 2008-09, Black students comprised 61.2% of the student population in District A but comprised 63% of all students with disabilities.
• Furthermore, both Black and White students were 1.54 times as likely as all other students to be classified as emotionally disturbed, and Black students were 1.5 times as likely to be classified with a learning disability. Latino students were 1.51 times as likely to be classified with a speech or language impairment.
### Outcome Data: Classification and Risk Data

<table>
<thead>
<tr>
<th>Classification of Black Students (All Categories)</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>Change since first year of TACD work (2009-10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classification of Black Students (All Categories)</td>
<td>21.07%</td>
<td>19.52%</td>
<td>17.78%</td>
<td>16.40%</td>
<td>-22.2%</td>
</tr>
<tr>
<td>Relative Risk of Black Students Being Classified (All Categories)</td>
<td>1.24</td>
<td>1.24</td>
<td>1.24</td>
<td>1.15</td>
<td>-7.3%</td>
</tr>
<tr>
<td>Risk Index for Black SWD suspended for greater than 10 days (out of school)</td>
<td>4.60%</td>
<td>4.76%</td>
<td>6.79%</td>
<td>3.99%</td>
<td>-13.3%</td>
</tr>
</tbody>
</table>
Outcome Data: Classification and Risk Data

Classification rate data: $r = -0.9991$, $p = 0.000$ (very strong correlation that is statistically significant)
## CSE Referrals and Recommendations—All Students

<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>09-10</td>
<td>4526</td>
<td></td>
</tr>
<tr>
<td>10-11</td>
<td>4467</td>
<td></td>
</tr>
<tr>
<td>11-12</td>
<td>4692</td>
<td></td>
</tr>
<tr>
<td>12-13</td>
<td>4616</td>
<td>2.0%</td>
</tr>
<tr>
<td>Referral</td>
<td></td>
<td></td>
</tr>
<tr>
<td>09-10</td>
<td>99</td>
<td></td>
</tr>
<tr>
<td>10-11</td>
<td>44</td>
<td></td>
</tr>
<tr>
<td>11-12</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>12-13</td>
<td>47</td>
<td>-52.5%</td>
</tr>
<tr>
<td>Recommendations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>09-10</td>
<td>55</td>
<td></td>
</tr>
<tr>
<td>10-11</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>11-12</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>12-13</td>
<td>27</td>
<td>-50.9%</td>
</tr>
<tr>
<td>Recommendation Rate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>09-10</td>
<td>55.56%</td>
<td></td>
</tr>
<tr>
<td>10-11</td>
<td>54.55%</td>
<td></td>
</tr>
<tr>
<td>11-12</td>
<td>50.0%</td>
<td></td>
</tr>
<tr>
<td>12-13</td>
<td>57.45%</td>
<td>3.4%</td>
</tr>
<tr>
<td>Risk for Referral</td>
<td></td>
<td></td>
</tr>
<tr>
<td>09-10</td>
<td>2.19%</td>
<td></td>
</tr>
<tr>
<td>10-11</td>
<td>.99%</td>
<td></td>
</tr>
<tr>
<td>11-12</td>
<td>1.28%</td>
<td></td>
</tr>
<tr>
<td>12-13</td>
<td>1.02%</td>
<td>-53.4%</td>
</tr>
<tr>
<td>Risk Index for</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recommendation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>09-10</td>
<td>1.22%</td>
<td></td>
</tr>
<tr>
<td>10-11</td>
<td>.54%</td>
<td></td>
</tr>
<tr>
<td>11-12</td>
<td>.64%</td>
<td></td>
</tr>
<tr>
<td>12-13</td>
<td>.58%</td>
<td>-52.5%</td>
</tr>
</tbody>
</table>
CSE Referrals and Recommendations - All Students

- **Referrals**
  - 2009-10: 99
  - 2010-11: 44
  - 2011-12: 60
  - 2012-13: 47

- **Recommendations**
  - 2009-10: 55
  - 2010-11: 24
  - 2011-12: 30
  - 2012-13: 27
CSE Referral and Recommendation Rates - All Students

- Risk for Referral:
  - 2009-10: 2.19%
  - 2010-11: 0.99%
  - 2011-12: 1.28%
  - 2012-13: 1.02%

- Risk Index for Recommendation:
  - 2009-10: 1.22%
  - 2010-11: 0.54%
  - 2011-12: 0.64%
  - 2012-13: 0.58%
# NYS District Progress (TAC-D 2009-2014)

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>MIXED</th>
<th>UNDETERMINED</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 out of 30</td>
<td>7 out of 30</td>
<td>3 out of 30</td>
<td>9 out of 30</td>
</tr>
<tr>
<td><strong>36.7%</strong></td>
<td>23.3%</td>
<td>10%</td>
<td><strong>30%</strong></td>
</tr>
<tr>
<td>District-wide engagement with TA support</td>
<td>Lack of a Systemic approach to TA</td>
<td>Less than 1 year of TA support</td>
<td>Lack of district-wide engagement &amp; fidelity with TA support</td>
</tr>
<tr>
<td>Two years or more of TA support</td>
<td>Less than one year of TA support</td>
<td>Lack of continuity and follow-up on TA supports</td>
<td>Resistance to research-based protocols and curriculums aligned with TA support</td>
</tr>
<tr>
<td>Used 55 hours or more of TA support</td>
<td>Leadership is not committed to an equity vision</td>
<td></td>
<td>Too many competing services</td>
</tr>
<tr>
<td></td>
<td>Lack of ownership and limited time provided to implement TA support</td>
<td></td>
<td>District resistance to acknowledging racial factors, and only focused on poverty</td>
</tr>
</tbody>
</table>
TAC-D 2014-2019 Current Success

- TAC-D has worked with District A since 2014-15.
- The district was cited for indicator 4A.
- In 2013-14, 1,477 students compromised the 3,243 total offenses.
- White students compromise 22% of the student population in the district. White students compromised 9% of all offenses.
- Black students compromise 52% of the student population in the district. Black students compromised 73% of all incidents.
- Latino students compromise 15% of the student population in the district. Latino students compromised 16% of all incidents.
## School District B: Discrepancy 4a Data

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWD= 3.7%</td>
<td>SWD= 3.3%</td>
<td><strong>Decrease in All</strong></td>
</tr>
<tr>
<td>Black= 4.757%</td>
<td>Black= 3.9560%</td>
<td><strong>Categories</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>SWD= -10.8%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Black= -16.8%</td>
</tr>
</tbody>
</table>
## District Provided Data: District B

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>22%</td>
<td>19.8%</td>
<td>-10%</td>
</tr>
<tr>
<td>White</td>
<td>16%</td>
<td>13.6%</td>
<td>-15%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>17%</td>
<td>6.3%</td>
<td>-62.9%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Race</th>
<th>2013-2014 Suspension Rate (OSS)</th>
<th>2014-2015 Suspension Rate (OSS)</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>16%</td>
<td>14.8%</td>
<td>-7.5%</td>
</tr>
<tr>
<td>White</td>
<td>3%</td>
<td>4.5%</td>
<td>50%</td>
</tr>
</tbody>
</table>
Referral and Suspension Rates

Referral Rates

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>22%</td>
<td>9.80%</td>
</tr>
<tr>
<td>White</td>
<td>16%</td>
<td>3.60%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>17%</td>
<td>5.30%</td>
</tr>
</tbody>
</table>

Suspension Rates (OSS)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>16%</td>
<td>14.80%</td>
</tr>
<tr>
<td>White</td>
<td>3%</td>
<td>4.50%</td>
</tr>
</tbody>
</table>

- TAC-D has worked with District A since 2014-15.
- The district was cited for indicator 4A/B.
- In 2013-14, 5,945 students comprised the 29,886 total offenses.
- White students comprise 24% of the student population in the district. White students comprised 17% of all offenses.
- Black students comprise 50% of the student population in the district. Black students comprised 64% of all incidents.
- Latino students comprise 13% of the student population in the district. Latino students comprised 13% of all incidents.
- American Indian students comprise 1% of the student population in the district. American Indian students comprised 2% of all incidents.
# District C: Discrepancy 4A/B

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Percent Change</th>
<th>Decrease in All Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWD= 4.7%</td>
<td>SWD= 4.4%</td>
<td>SWD= -6.38%</td>
<td></td>
</tr>
<tr>
<td>Black= 6.1305%</td>
<td>Black= 5.637%</td>
<td>Black= -8.05%</td>
<td></td>
</tr>
<tr>
<td>Hispanic= 3.8536%</td>
<td>Hispanic= 3.663%</td>
<td>Hispanic= -4.95%</td>
<td></td>
</tr>
<tr>
<td>Multi= 5.000%</td>
<td>Multi= 4.8611%</td>
<td>Multi= -2.78%</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>---------------------------</td>
<td>---------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Black</td>
<td>35%</td>
<td>30.2%</td>
<td>-13.7%</td>
</tr>
<tr>
<td>White</td>
<td>20%</td>
<td>34.2%</td>
<td>71%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Race</th>
<th>2013-2014 Suspension Rate (OSS)</th>
<th>2014-2015 Suspension Rate (OSS)</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>21%</td>
<td>11%</td>
<td>-47.6%</td>
</tr>
<tr>
<td>White</td>
<td>11%</td>
<td>6%</td>
<td>-45.5%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Race</th>
<th>2013-2014 Suspension Rate (ISS)</th>
<th>2014-2015 Suspension Rate (ISS)</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>21%</td>
<td>16%</td>
<td>-24%</td>
</tr>
<tr>
<td>White</td>
<td>11%</td>
<td>9%</td>
<td>-18%</td>
</tr>
</tbody>
</table>
Referral Rates

- Black: 35% (2013-14) vs. 30.20% (2014-15)
- White: 34.20% (2014-15)
Referral and Suspension Rates

Suspension Rates (ISS)

- Black (2013-2014): 21%
- White (2013-2014): 11%
- Black (2014-2015): 16.00%
- White (2014-2015): 9.00%

Suspension Rates (OSS)

- Black (2013-2014): 21%
- White (2013-2014): 11%
- Black (2014-2015): 11.00%
- White (2014-2015): 6.00%
Food for thought…

• Using critical equity-based culturally responsive education as a framework is key for shifting mindsets
• Districts must be held accountable to execute theory of change with fidelity
• TAC-D needs greater manpower to respond to district demands
• District and building leadership is key for success
• TAC-D works well as a sustainable school improvement process and not just as a professional development program
• Districts are only promising or successful when they are willing to discuss race and have difficult conversations about beliefs, policies and practices
District 17 Presentation
TAC-D INFLUENCES CHANGE by ...
We move districts beyond issues access and opportunity . . .
to explore opportunities for hope and healing.
(Ginwright, 2015)
Building an hope and thriving environments for writing....

One of the great problems of history is that the concepts of love and power have usually been contrasted as opposites. What is needed is a realization that power without love is reckless and abusive, and that love without power is sentimental and anemic. Power at its best is love implementing the demands of justice, and justice at its best is power correcting everything that stands against love.”
We help districts, schools, school leaders and teacher to rethink the basics (Dyson, 2007)
(They are **NOT** reading, writing, and arithmetic.)
Pleasure

Play

Curiosity

Creativity
We help districts rethink notions of place and school . . .
(Gutierrez, 2008)
Ped•a•gog•i•cal Third Space (noun): the overlapping space between the diverse worlds of home and school. In this conceptualization, home is one space, the educational institution is a second space, and the classroom in which home and school cultures meet can be seen as a third space.
& interrogate traditional logics driving our understandings of inequity in education . . .
(Fecho, 2006; Morrell, 2008)

(Instead of failing students, let’s think about how you have been failed and can invent your own success.)
We’ve asked: How do we move beyond current conversations...
and inhabit a place of new possibilities. . .
For over a decade, we have worked like our lives depend on it . . .

Because too often the lives of students like Derrick Todd will!
Questions, Comments, or Concerns…