

# **Goal 4:** Elimination of Disparities in Student Access and Success

## **Presenters:**

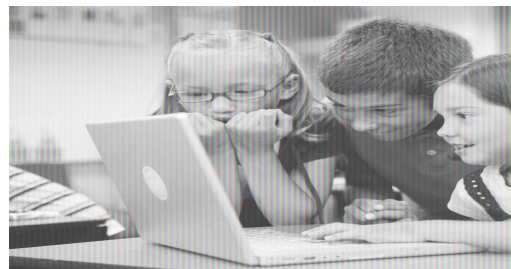
Joshua Agpalza, **Director of Equity**

Sara O'Donnell, **Executive Director of Leadership and Student Services**

Dr. Jeannie Larberg, **Director of Whole Child**

# Our Promise

Our promise in the Sumner-Bonney Lake School District is to **know**, **value** and **support** every student, helping them graduate ready to pursue a promising future.



# Relationship to Future Ready!

## Goal 4: Elimination of Disparities in Student Access and Success

By 2026, discipline data will show no disproportionalities (0%) in suspension and expulsion rates across all student-groups.

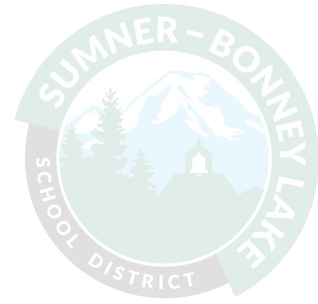
By 2026, there will be a 10% increase in the enrollment of students taking advanced coursework and specialized programs in all student groups.

# Equity Looks Like

Every student, regardless of background or circumstance, is assured of non-prejudicial treatment and needs-based resources to meet cognitive and behavioral expectations.



# Relationship to SBLSD Policy



## Discipline Goal

- Policy 3200 - Rights and Responsibilities
- Policy 3210 - Nondiscrimination
- Policy 3241 - Student Discipline

## Academic Goal

- Policy 2005 - School Improvement Plans
- Policy 2195 - Academic Acceleration
- Policy 2020 - Course Design, Selection and Adoption of Instructional Materials
- Policy 2090 - Program Evaluation

# Project Cost/Budget Allocation

## Goal 4: Elimination of Disparities in Student Access and Success

### Discipline Goal

Restorative Practice

Equity Building Leads

Deans

Supervision Paras

CSOs

### Academic Coursework Goal

Counselors

Advanced Coursework

Elementary Intervention Teachers

Curriculum Adoptions



# Outcomes

Learn about **our Promise**, to know, value and support every student in relation to the  
**Elimination of Disproportionalities in Student Access and Success**



Explore Goal 4 work through PLC guiding questions:

- **What do we need to know and be able to do?**
- **Where are we now and how do we know?**
- **How will we get there?**
- **How will we respond if we don't get there?**



Identify how the **4 pillars** are woven through the work we are doing across all schools.



Understand the discipline language, systems, research, baseline data, and the **disproportionalities** when responding to behavioral violations.

Understand the **academic acceleration** policy, language, and current progress to ensure all students are college and career ready.

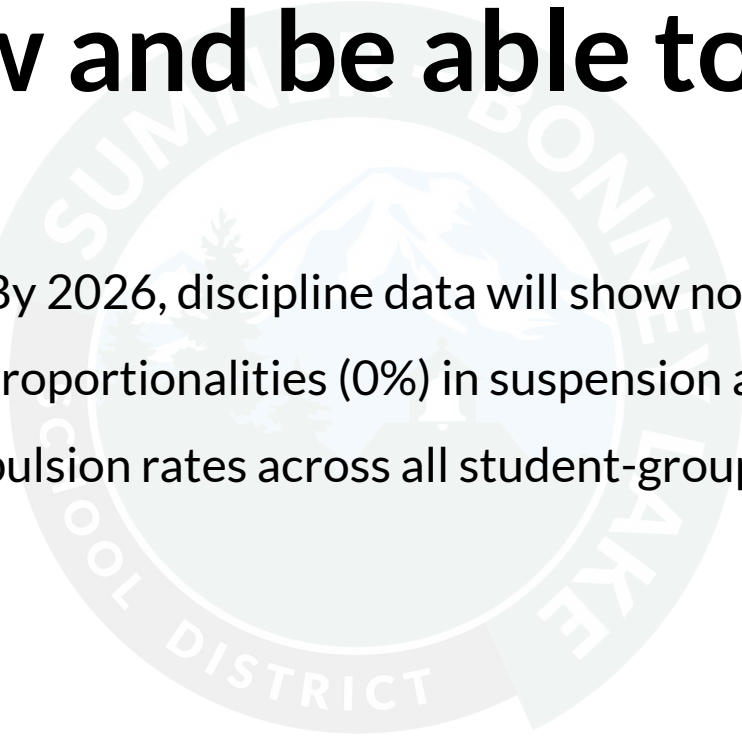
# Four Pillars: Building Blocks for Action

<b>Pillar A: Teaching &amp; Learning</b>	<b>Pillar B: Safe Culture and Strong Partnerships</b>	<b>Pillar C: Professional Learning</b>	<b>Pillar D: Continuous Improvement</b>
<p><b>Positive Relationships:</b> Nurture students' sense of belonging and appropriate conduct by implementing fair, non-exclusionary alternatives to suspension.</p> <p><b>Access to Rigorous Coursework:</b> Remove barriers and ensure access to advanced coursework for all students (e.g.: Advanced Placement, International Baccalaureate, Honors, College in the High School, Career and Technical Education).</p> <p><b>School-wide MTSS:</b> Develop and implement an effective schoolwide multi-tiered system of supports that includes the creation of teams to monitor and respond to student needs at all levels.</p>	<p><b>Access to School and Community Resources:</b> Engage families in two-way conversation about how to access school and community resources to support students' academic, behavioral, and life success.</p> <p><b>Reinforcing Behavioral Expectations:</b> Engage the entire community – students, families, staff, and community-based organizations – in understanding, creating, and reinforcing fair and culturally responsive behavioral expectations for students and adults.</p> <p><b>Regular Meetings with the Equity Advisory Council:</b> Monitor progress on efforts to eliminate disproportionalities by disseminating key findings from quarterly reviews of information and outcomes and access indicators.</p>	<p><b>Beliefs, Attitudes and Behaviors:</b> Provide structured professional learning opportunities for practitioners to examine their assumptions about students and their families, and the educators' sense of professional self-efficacy.</p> <p><b>Authentic Family and Community Outreach:</b> Provide training and continuous learning opportunities to strengthen effective communication among district employees, parents, and students.</p> <p><b>Restorative Practices/PBIS PD:</b> Provide training on restorative practices and PBIS for all staff to support safe, inclusive environments and equitable treatment of all students through common classroom and school-wide practices.</p>	<p><b>Data-Supported MTSS Implementation:</b> Implement MTSS models equitably across schools, monitor progress of every student, and utilize a data-informed placement process to determine additional supports.</p> <p><b>Policy and Program Review:</b> Conduct equity audits of disciplinary policies, practices and procedures and make adjustments to ensure an equitable disciplinary system.</p> <p><b>Equitable Budgeting, Hiring and Staff Placement:</b> Institute needs-based budgeting, match hiring and staff placement with relative school-level needs, implement equitable recruitment practices, and promote greater openness and transparency about resource allocation processes.</p> <p><b>Data Summits:</b> Conduct regular reviews of key equity indicators and professional practices to assess progress towards equitable experiences for every student.</p>



# What do we need to know and be able to do?

By 2026, discipline data will show no disproportionalities (0%) in suspension and expulsion rates across all student-groups.



# Common Language

**Disproportionality**- unequal or out of proportion (OSPI) or the overrepresentation of a particular student group compared to their representation in the general student population

**Suspensions/Expulsions**- school denies a student attendance at any subject/class or full schedule of subjects/classes in response to a behavioral violation... out-of-school exclusionary action (OSPI)

- In-School Suspensions
- Short/Long - Term Suspensions
- Expulsion and Emergency Expulsion

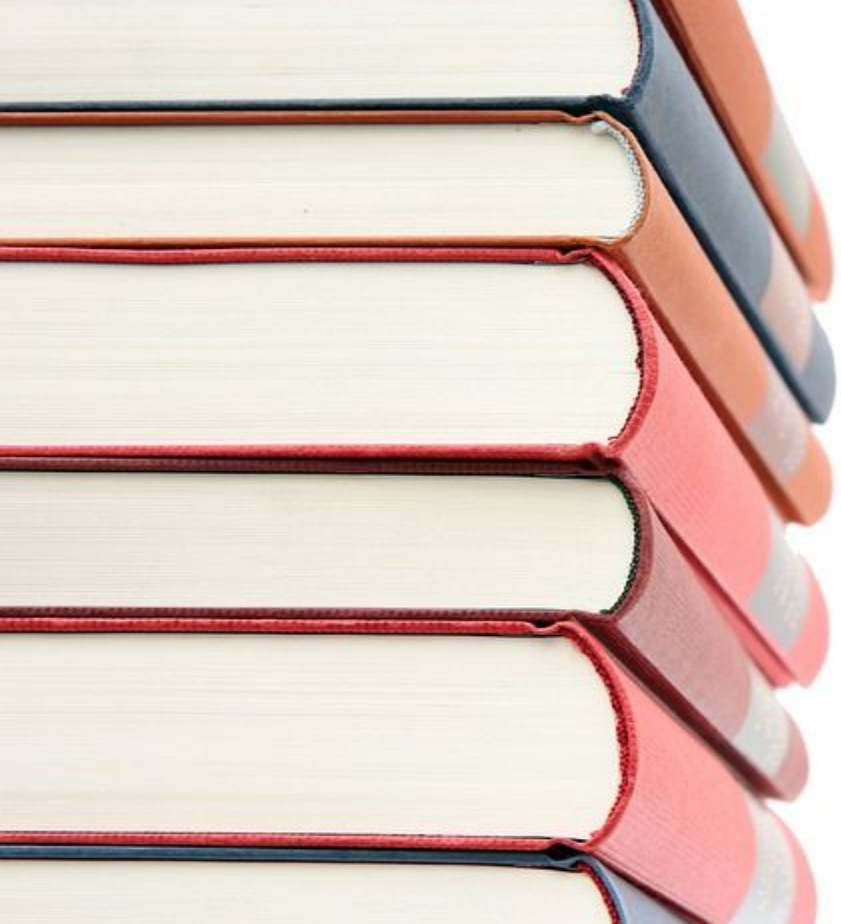


# Reasons for Suspensions/Expulsions

## **39** Types of Behavioral Violations

i.e. Assault, Fighting, Harassment, Drug Distribution, Vandalism, etc.





Reflect on your experience  
when you were in school.

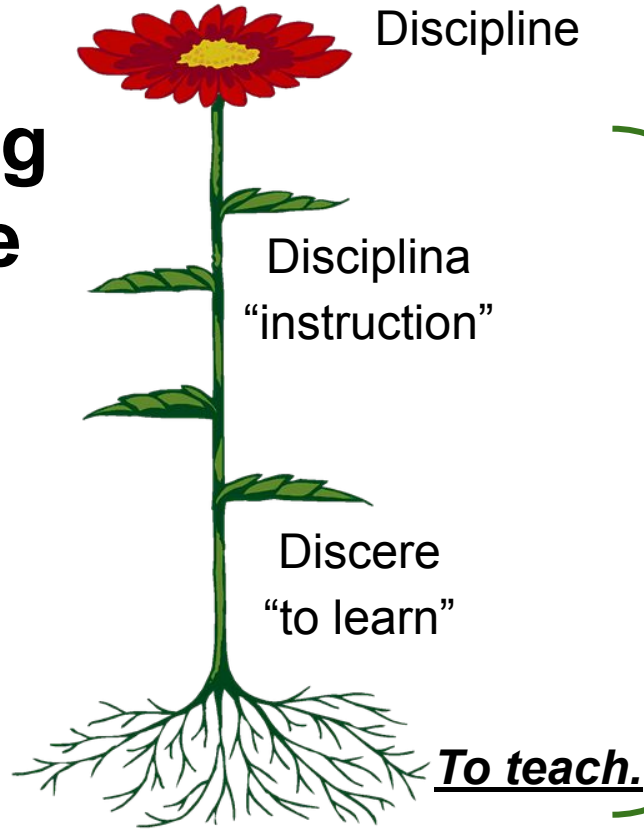
**Discipline**

What did it mean?

What did it look like?

What did it feel like?

# Root Meaning of Discipline



**Question:** Is the  
root word of  
discipline reflective  
of our practice  
today?





# What does research say?



# Intent vs. Impact

## Intent:

- Since the early 1970's, schools across the nation have implemented and increased the usage of out-of-school suspensions (or “zero-tolerance” policies) with the **INTENT** to ensure a safe learning environment.

## Impact:

- However, after 3 decades of research by The U.S. Education Department's Office of Civil Rights, the **IMPACT** of the increase use of out-of-school suspensions had the opposite effect.



# What does research say about discipline?

- Students suspended at early grade levels are far more likely to be suspended in later grades.
- By removing students from supervised settings puts students at greater risk for gang involvement, dropping out, and juvenile delinquency.
- There is no evidence that frequent reliance on removing misbehaving students improves school safety or student behavior.

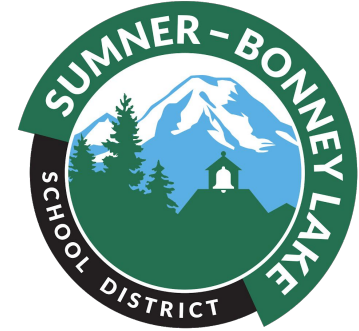


# What does research say about discipline?

- There has been consistent findings that African-American and Latino youth are overrepresented in school suspensions.
- Increased use of suspensions has been largest for poor and minority children.
- Higher rates of school suspension and expulsion have poorer outcomes on standardized achievement tests regardless of the economic level or demographic of their students.



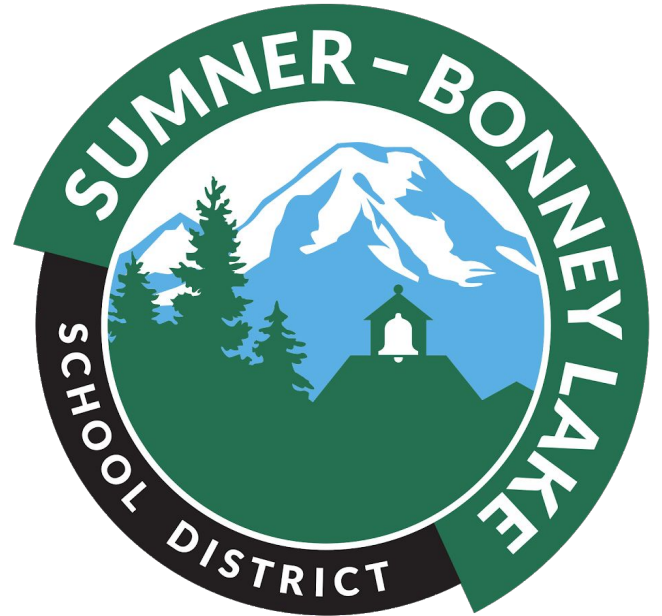
# National to Local



**Question:** Does our discipline data reflect the findings from the research?

# Where are we now and how do we know?

Goal: By 2026, discipline data will show no disproportionalities (0%) in suspension and expulsion rates across all student-groups.



# Disproportionality



- Number of students who have been suspended/expelled in each group.
- No Disproportionality would mean that each group would have the same percentage of suspension/expulsion.



# Where are we now and how do we know?

Discipline Rates								
	18-19		19-20		20-21		21-22	
	n	%	n	%	n	%	n (est)	%
<b>Female</b>	95	1.9%		<1%		2.0%	87	1.7%
<b>Male</b>	253	4.8%		2.90%		0.1%	270	5.0%
<b>X</b>						0.0%		0.0%
<b>% of Students</b>	<b>3.4%</b>		<b>2.0%</b>		<b>0.1%</b>		<b>3.4%</b>	



# Where are we now and how do we know?

Race/Ethnicity	18-19		19-20		20-21		21-22	
	n	%	n	%	n	%	n (est)	%
	Amer Ind/AK Nat		5.7%		<5%		0.0%	
Asian	6	2.7%		<1%		0.0%		
Black/Afr Amer	10	9.5%		<2%		0.7%		
Hisp/Latino	68	4.7%	43	2.7%		0.2%	89	4.8%
Nat HI/Pac Isl		<6%		<6%		0.0%		
Two or More	34	3.3%		1.9%		0.2%	41	3.5%
White	223	3.1%	133	1.8%		0.1%	211	3.1%
<b>Total</b>	<b>348</b>		<b>203</b>		<b>~14</b>		<b>357</b>	



# Where are we now and how do we know?

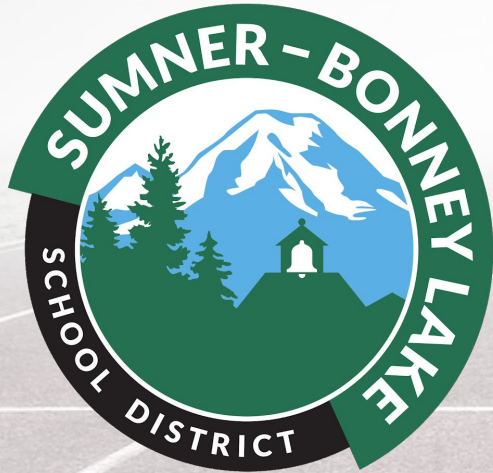
Programs	18-19		19-20		20-21		21-22	
	n	%	n	%	n	%	n (est)	%
	LEP/EL	13	3.1%	6	1.5%		0.2%	22
Low Income	200	6.2%	122	3.6%		0.3%	212	6.1%
Hi Cap	7	1.3%		<1%				1.3%
Homeless	20	10.6%	12	6.6%		1.4%	16	7.0%
504	28	5.0%	23	4.0%		0.3%	42	6.8%
IEP	115	8.9%	65	5.1%		0.3%	90	6.5%



# Where are we now and how do we know?

Discipline Rates by Grade Level (NEW)		
	21-22	
Grade	n	%
K	6	0.8%
1	9	1.2%
2	0	0.0%
3	3	0.4%
4	13	1.7%
5	5	0.6%
6	34	4.5%
7	48	5.9%
8	51	6.0%
9	72	7.7%
10	65	7.3%
11	25	3.0%
12	23	2.8%
Apprx Total	354	3.4%





Where are we today?

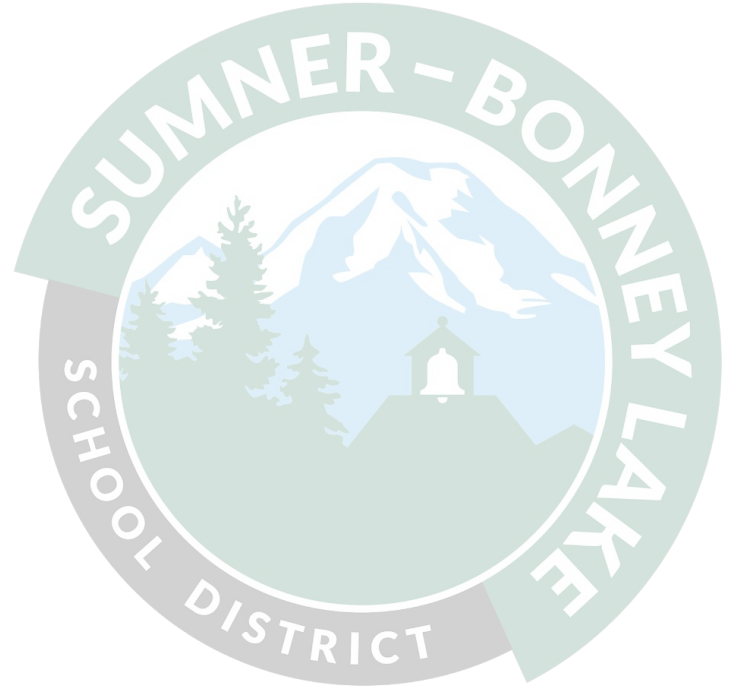
2022-2023 SY

# Where are we today?

**Suspensions/Expulsions Data: Sep. 2022 - Feb. 2023**

**(Data Mining via Skyward)**

- Total # of Incidents: **494**
- Elementary: **70**
- Secondary: **424**
- Total # Students: **305**
  - Elementary: **41**
  - Secondary: **264**



# Where are we today?

	22-23 (Sep. - Feb.)	
Race/Ethnicity	n	%
American Indian/AK Native		
Asian		
Black/African American		
Hispanic/Latino	73	3.98%
Native Hawaiian/PI		
Multi Race	36	3.17%
White	183	2.80%
<b>TOTAL</b>	<b>305</b>	

Gender: TBD

Programs: TBD

Grade Levels: TBD



# Where are we today?

**Types of Actions: 494 (Total) Sep. 2022 - Feb. 2023**

<b>Types of Actions</b>	<b>Total #</b>
Short Term Suspensions	<b>257</b>
In School Suspensions	<b>204</b>
Emergency Expulsions	<b>32</b>
Long Term Suspensions	<b>0</b>
Expulsions	<b>1</b>



# Where are we today?

## Top 4 Behavioral Violations and # of Students Sep. 2022 - Feb. 2023

Behavior Violations	# of Incidents
Fighting w/o Major Injury	97
Dangerous Behavior	69
Marijuana	69
Disruptive Conduct	48



# How will we get there?

By 2026, discipline data will show no disproportionalities (0%) in suspension and expulsion rates across all student-groups.



# MTSS Framework

Strong universal implementation of MTSS has shown to address the social, emotional, behavioral and mental health needs by improving school culture and equal access to supports.

Comprehensive School Counseling Program delivery of services aligned across all Tiers



# How will we get there?

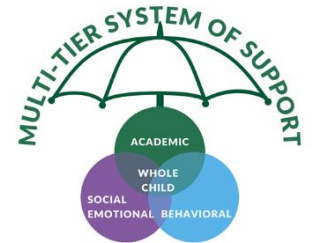


**SWIS  
Data**

**PBIS**



**Restorative  
Practices**



# How will we respond if we don't get there?

By 2026, discipline data will show no disproportionalities (0%) in suspension and expulsion rates across all student-groups.



# Action Plan for Improvement

- Tiered Fidelity Inventory (TFI-MTSS)
  - Identifying areas of strengths and supports
- Professional Learning
- Building Support
  - Staff
  - Students
- Community Partnership
- Agency Partnerships
- Continuation of Implementation Science and Cycle of Inquiry for improvements



# Drill Down Activity

## SAMPLE Solution Components for School-Wide and Individual Students

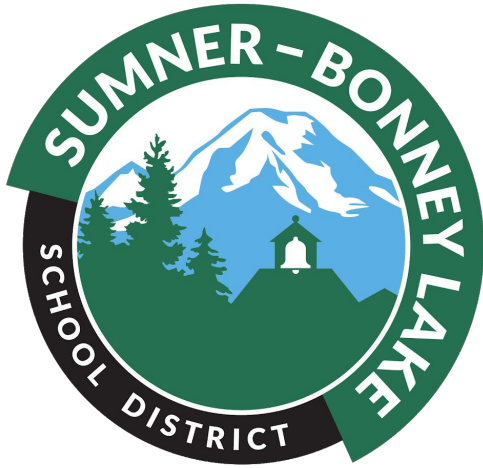
Choose a solution or a package of solutions to implement. Do not default to doing everything listed. Always choose the least amount of tasks/actions that you think will produce the biggest effect. **Example for Drill Down:Target Behavior (Who, What, When, Where Why):** **Since January, a group of 5th grader students have been referred for minor defiance in the commons area during lunch in order to avoid tasks.**

Solution Components	Action Steps	Who is Responsible	By When
<b>Prevention</b> What can we do to prevent the problem?	Increase active supervision-all staff using same language	AP, Teachers	February 2
<b>Teaching</b> What can we do to teach the students to do what we expect?	Reteach behavior expectations for hallways and common areas.	AP, Counselor, Teachers	February 2
<b>Reward</b> What can we do to reinforce appropriate student behavior?	Increase in school wide reinforcement for safe, respectful and kind/responsible behaviors.	All Staff	February 2
<b>Corrective Consequences</b> What can we do to correct inappropriate behavior?	Option for special seating Repair conference with adult	AP	February 2

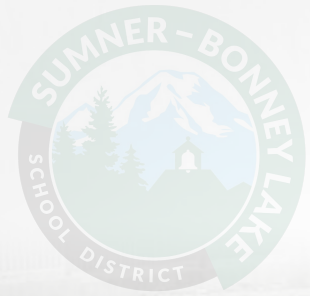
**Target Area/Behavior:** **Since October, Seventeen 5th grader students received 32 referrals for major physical aggression, fighting and minor physical contact at recess (playground) to (why) obtain their preferred activity.**

Solution Components	Action Steps	Who is Responsible	By When
<b>Prevention</b> What can we do to prevent the problem?			





By 2026, there will be a 10% increase in the enrollment of students taking advanced coursework and specialized programs in all student groups.

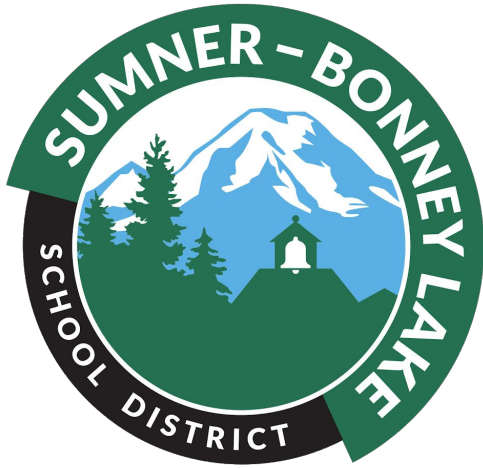


# Areas of Focus

## PLC Q's 1 & 2

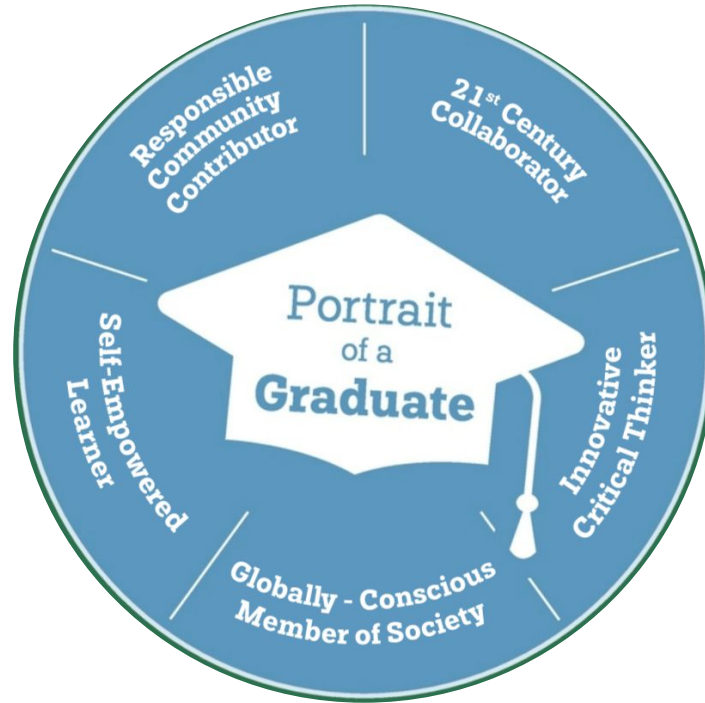
What do we need  
to know and be  
able to do?

Where are we  
now and how do  
we know?



# Area Focus 1

# Portrait of a SBLSD Graduate



What do we need to know and be able to do?

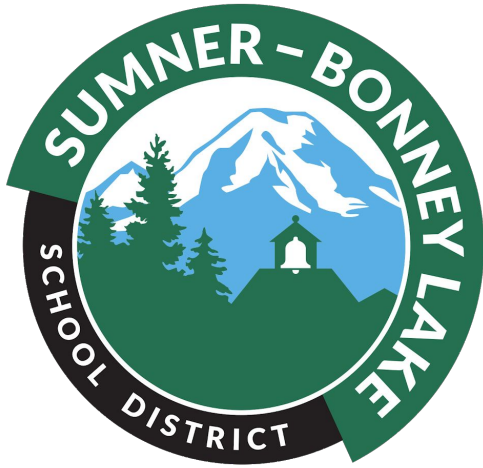
# Policy 2195: Academic Acceleration

## ACADEMIC ACCELERATION

The board recognizes the need for all high school students to have greater **access to rigorous** advanced courses, including dual credit programs. To that end, the district will automatically enroll students who meet the state standard on the high school statewide student assessment in the next most rigorous level of advanced courses offered by the high school. Students who successfully complete the advanced courses will then be enrolled in the next most rigorous level of advanced courses, with the ultimate goal being the student's automatic enrollment in dual credit courses.



What do we need to know and be able to do?



What does the workforce look like after  
high school?

# Research

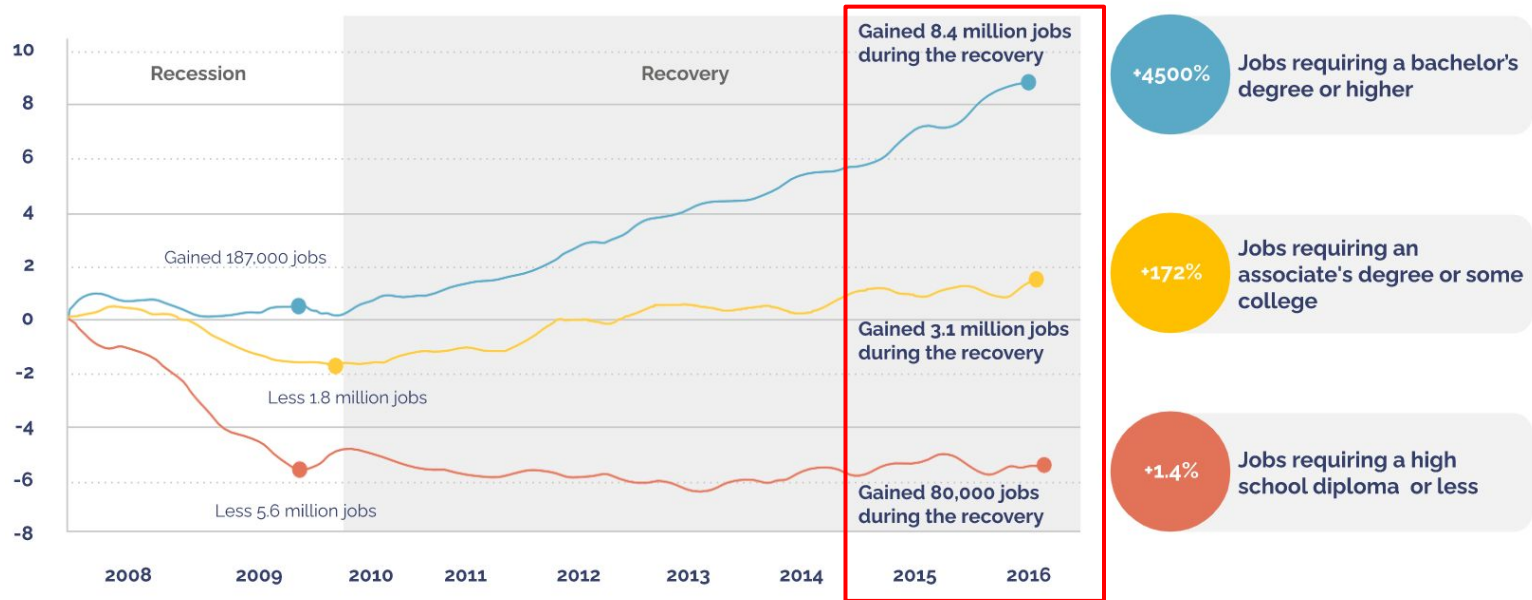
## National

- 4 out of 5 jobs lost during the Great Recession (2008-09) were those requiring a high school diploma or less.
- 2 out 3 jobs available today require postsecondary education.



What do we need to know and be able to do?

# Research: Impact of the Great Recession on US Job Market and Degree Attainment



21. Source: Georgetown University Center on Education and the Workforce analysis of Current Population Survey (CPS) data, 2007-2016.

abl



What do we need to know and be able to do?

# Common Language

By 2026, there will be a 10% increase in the enrollment of students taking **advanced coursework** and **specialized programs** in all student groups.



What do we need to know and be able to do?

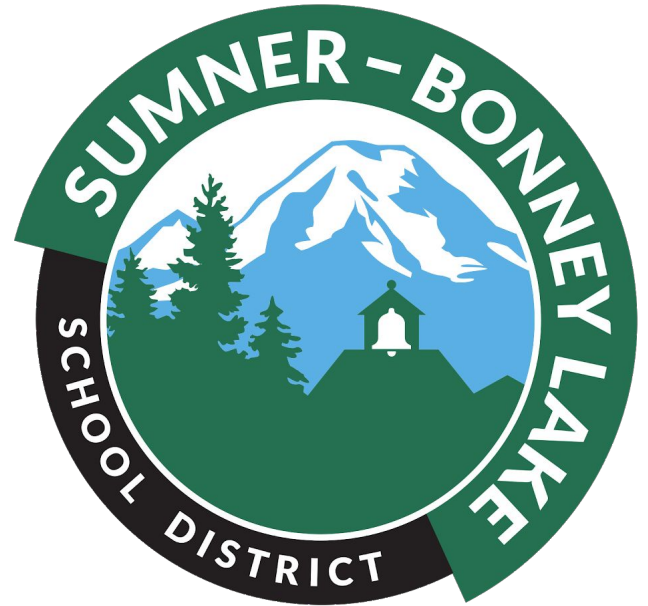
# Common Language

## Advanced Coursework-

- Advance Placement (AP)
- International Baccalaureate (IB)
- Honors Courses (HNRS)
- College in the High School

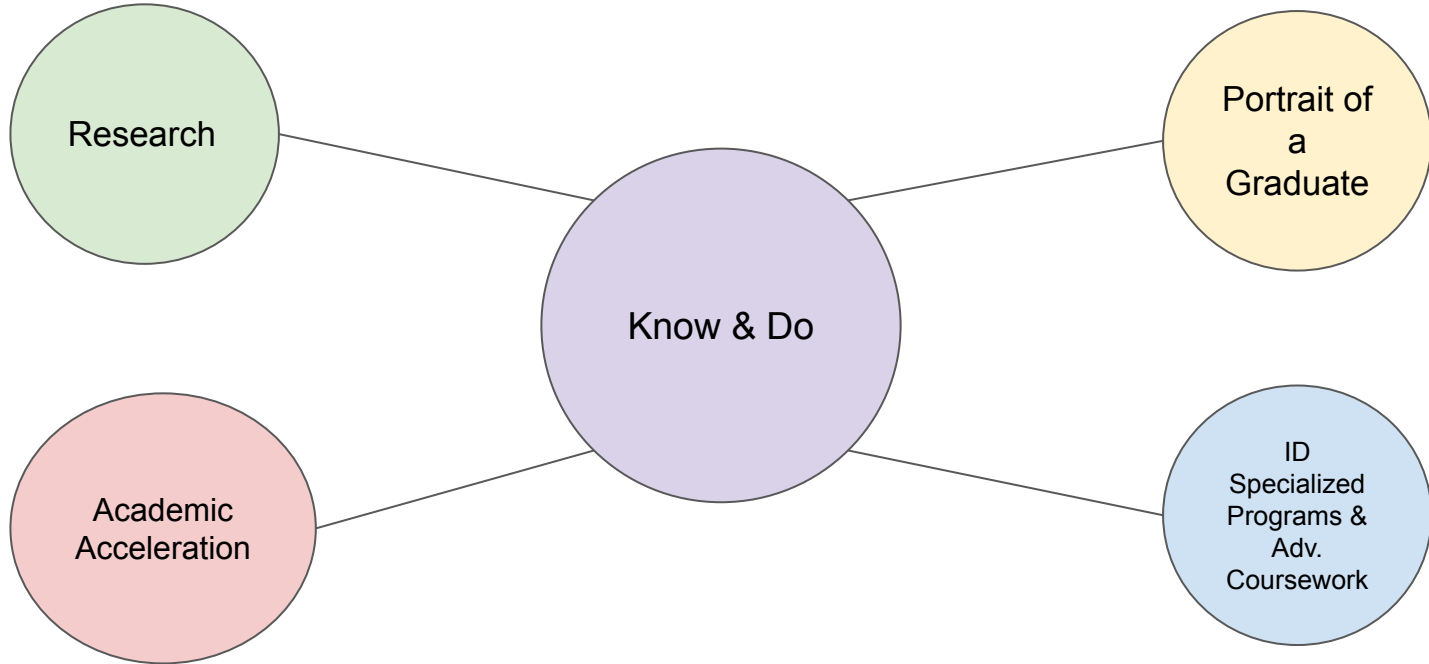
## Specialized Programs-

- Core Plus
- CTE Pathway Completer

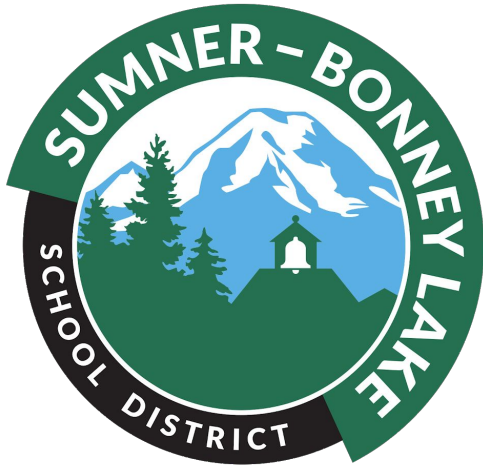


What do we need to know and be able to do?

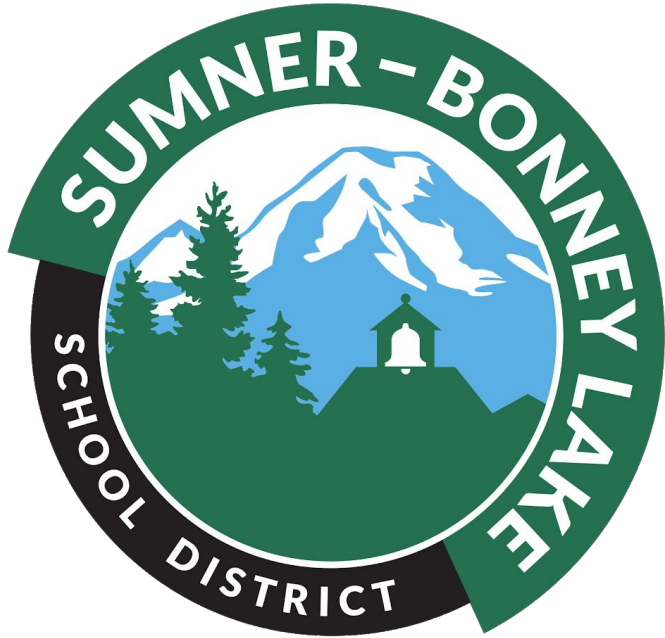
# Summary



What do we need to know and be able to do?



## Area Focus 2



**Where are we  
now and how  
do we know?**

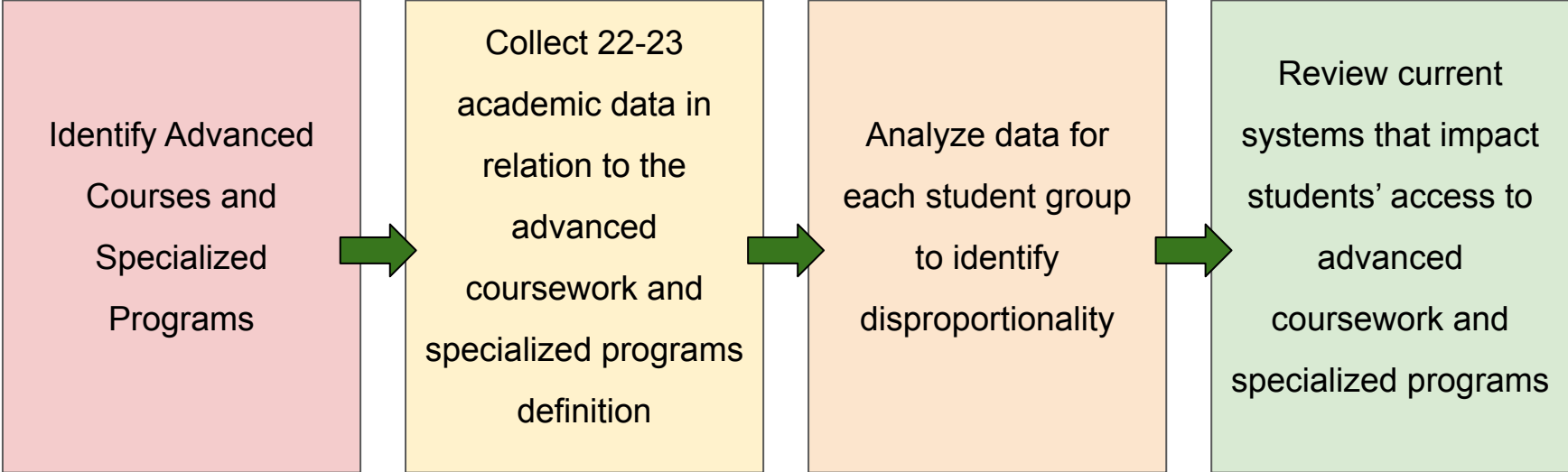
# Academic Acceleration Team

## Team Members:

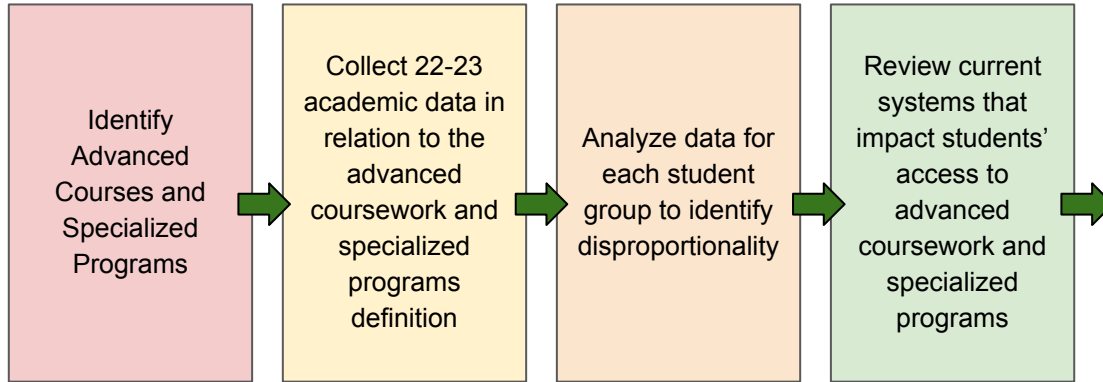
- Kelly Denn - Asst. Superintendent
- Steve Sjolund - Executive Director of Secondary Schools
- Michelle Lewis - Executive Director of Prof. Dev. and Innovation
- Cris Turner - Principal on Special Assignment
- Kathleen Tuttle - Director of Research and Assessment
- Aaron Tomyn - Director of Career and College Readiness
- Kathryn Elliott - Secondary TOSA
- Cara Wilson - Secondary TOSA
- Allison Sheldon - High Cap TOSA
- Joshua Agpalza - Director of Equity



# Academic Acceleration Team Action Plan



# Academic Acceleration Team



# Relationship to Future Ready!

## Goal 4: Elimination of Disparities in Student Access and Success

By 2026, discipline data will show no disproportionalities (0%) in suspension and expulsion rates across all student-groups.

By 2026, there will be a 10% increase in the enrollment of students taking advanced coursework and specialized programs in all student groups.

# QUESTIONS

