

Data for Equity & Disproportionality: *Session 3*

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Objectives for Session 3

- Gain an understanding of the structural and systemic practices that contribute to disproportionate outcomes such as...
 - Segregated special education programming
 - Weak core curriculum
 - Ineffective system of interventions
 - Weak or inconsistent preferral and referral processes
 - Exclusionary discipline



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The Four Agreements



Stay Engaged.



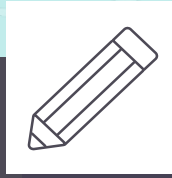
Speak Your Truth.



**Experience
Discomfort.**



**Experience/Accept
Non-Closure**



Where We've Been...

“

“Equity is seeing someone differently to treat them fairly. The idea is each individual has unique dynamics of how they have experienced society and such experiences must be taken into consideration in defining the equitable practice necessary to achieve the desired outcome.”

(Fergus, 2017, p. 201)

Deficit Thinking

- Blames a group for the conditions they find themselves experiencing
- Discounts systemic inequities that may be causing the current situation
- Deficit thinking belief systems
 - Genetic pathology
 - Culture of poverty

(Fergus, 2017)



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Colorblindness

- An ideology that...
 - Omits race, gender, and other identities as a descriptor
 - Does not consider an individual's social identity
 - Focuses on discussing and framing commonalities between individuals



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Poverty Disciplining

An ideology that...

- Points to low-income people as at fault for persistent adverse conditions
- Considers changing behavioral and psychological dispositions as paramount to “fixing” their condition



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Small Group Activity

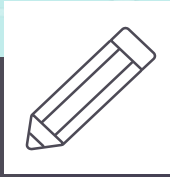
Name the bias-based belief and share how you could respond -

	Type of Belief (Colorblindness, Deficit Thinking, Poverty Disciplining)	Replacement Narrative
Example: I treat all my students the same.	Colorblindness.	Discussion, dialogue and PD on colorblindness. Challenge the thinking- “When we treat all our students the same, we fail to recognize the attributes and experiences that make them unique.”

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Name the bias-based belief and how you could respond-

	Type of Belief (Colorblindness, Deficit Thinking, Poverty Disciplining)	Potential Response-
“Students who live in the apartments are always late. Why isn’t admin giving them harsher consequences so they learn the value of education?”	Poverty disciplining	
“We can’t expect students to be on grade level when they don’t even speak the same language we do.”	Deficit thinking	
“Sometimes I wonder why all these trainings don’t just let us see each other as individuals instead of race always being an issue.”	Colorblindness	



Where We're Going...

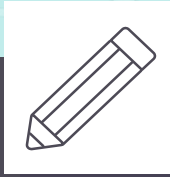
How are the bias-based beliefs reflected in
our practices and policies?

“

Attempts to address achievement gaps without addressing the structural conditions that foster and reinforce such gaps will inevitably lead to uneven, unsustainable results.



Problems...



Lack of Opportunity to Learn

Opportunity to Learn

- More than 50-year-old concept
- Evolving
 - Shift from ensuring access to a broader perspective to **conditions and resources that enable a student to succeed**



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Opportunity to Learn

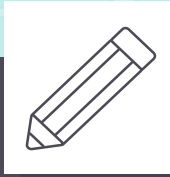
- Elements
 - High quality core instruction with research-based practices
 - Evidence-based interventions of increasing intensity
 - Progress monitoring and data-based decision-making
 - Access to qualified teachers and resources
 - High-quality coursework
 - Clean and safe schools



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Segregated Special Education Programs

Segregated Special Education Programs

- Over 40 years of research has found that students with disabilities educated in separate, segregated settings consistently perform more poorly than their peers with disabilities receiving inclusive services



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Why Inclusion?

- Grounded in federal law (IDEA)
- Leads to stronger outcomes for students with disabilities
 - Better academic achievement
 - Greater social engagement
 - Positive behavioral outcomes

(Morningstar et al., 2016)



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Model Inclusive Schools

- Have higher achievement scores for students with and without disabilities as compared to other schools in the same district AND the state average
- Have lower disciplinary referrals

- (Hehir & Katzman, 2012)



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Exclusion

Students with disabilities educated in separate settings...


- Receive less rigorous instruction and are subject to lower expectations than their peers
(Harry & Klingner, 2014; National Resource Council on Education, 2011).
- Are more likely to be retained in a grade and to be suspended or expelled as compared to peers without IEPs
(Liu et al., 2018).
- Are less likely to be engaged in post-secondary education or employment
(Sanford et al., 2011)



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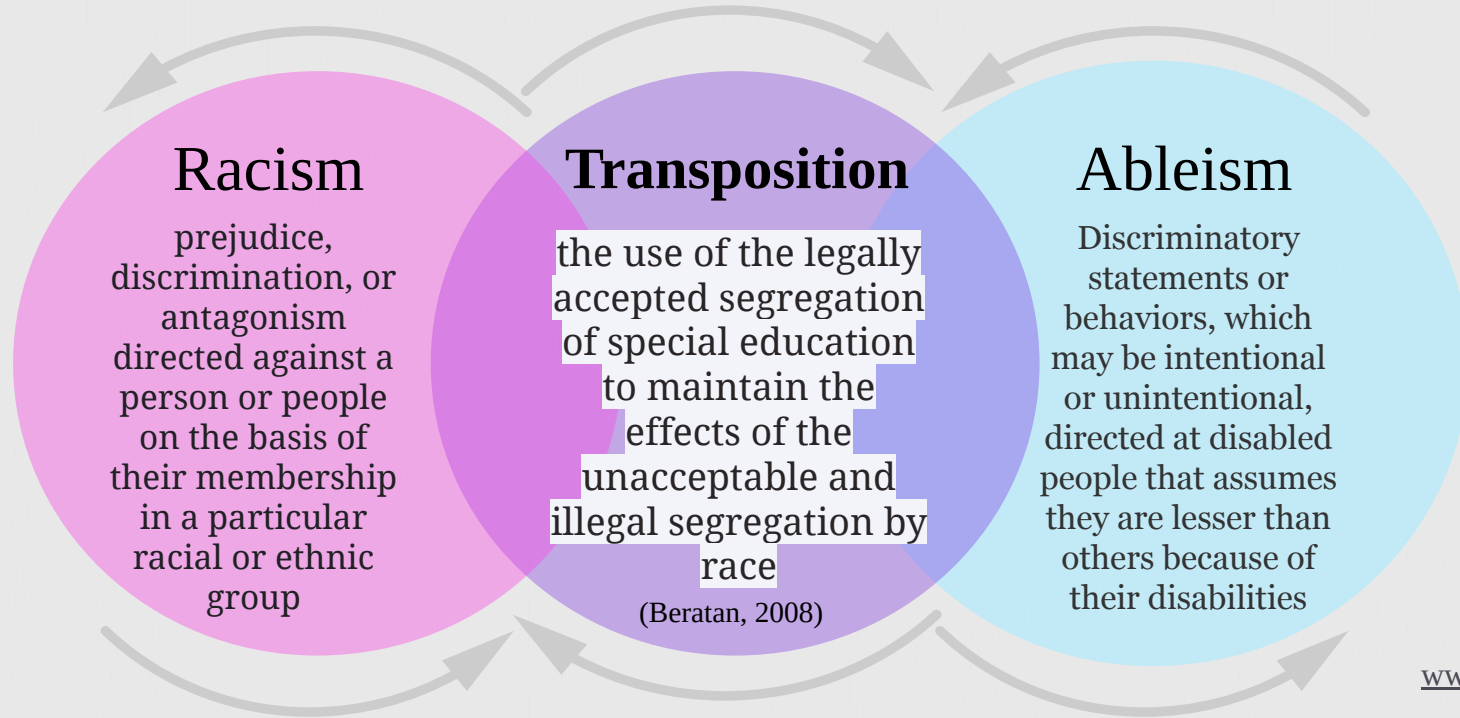
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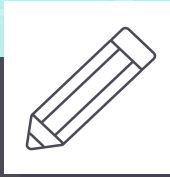
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A photograph of a lush green cornfield in the foreground, with rows of corn plants stretching towards a distant treeline under a bright blue sky with scattered white clouds. The text "If you build it, they will come." is overlaid in the upper right portion of the image.

**If you build it,
they will come.**

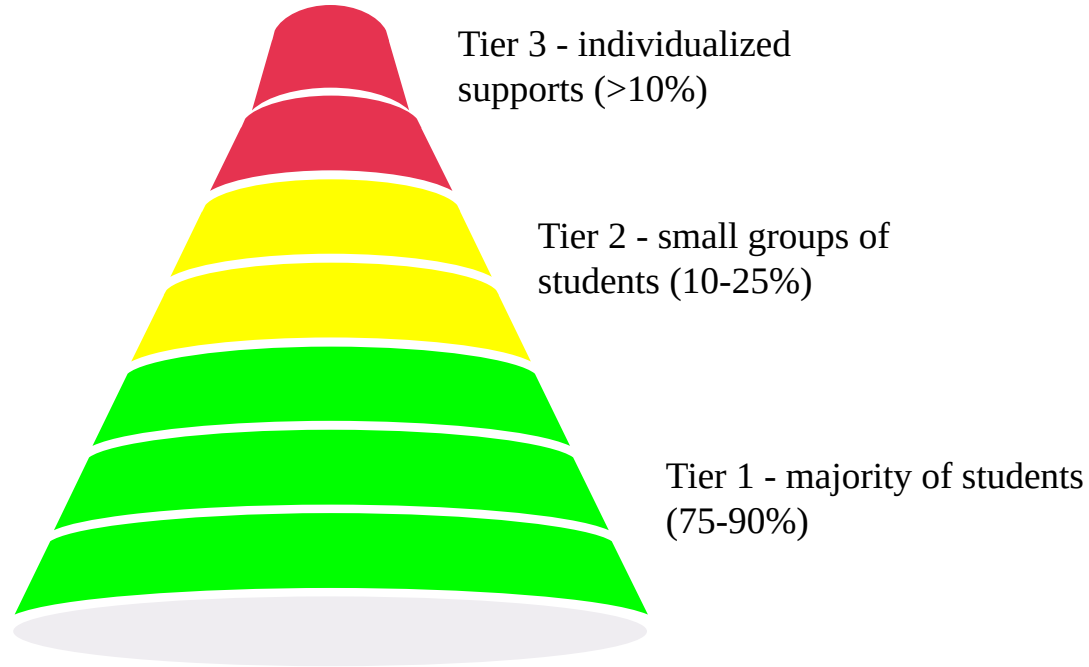
Disproportionality in Special Education





Weak Core Curriculum

MTSS/ RTI Refresher

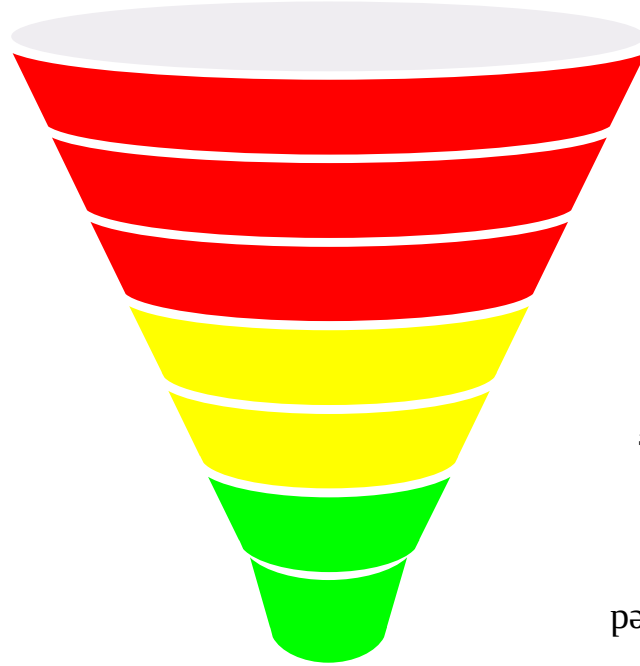


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*What happens
when your
pyramid is upside
down?*



Tier 1 - majority of students
(75-90%)

Tier 2 - small groups of
students (10-25%)

Tier 3 - individualized
supports (<10%)



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*Or when it looks
like a rhombus?*



Tier 3 - individualized
supports (>10%)

Tier 2 - small groups of
students (10-25%)

Tier 1 - majority of students
(75-90%)

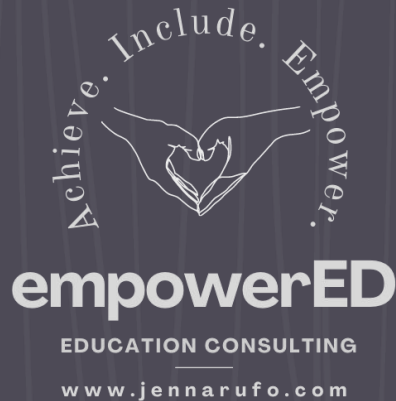


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You can't intervene your way out of a weak core.



Whole group instruction

- Use to introduce a topic, model a behavior, or set up a demonstration
- Problematic when it is relied upon as the primary method of instructional delivery
- Engagement techniques and varied tasks are even more critical during whole group



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*What to do before
putting everyone
in intervention*

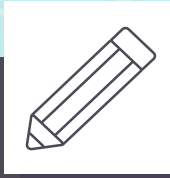
- Examine core instruction
- Modify instruction before modifying content or assigning to intervention
- Restructure what's happening in core
 - Station teaching
 - Small groups
 - Targeted instruction



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Ineffective Systems of Intervention

Lack of Research-Based Interventions

- When students are receiving additional interventions, ask...
 - What is the goal of this intervention?
 - Could it be provided in a more inclusive way?
 - What will the student be “missing” to receive this intervention? Is the reward worth the risk?
 - Is this intervention research-based?
 - Does the identified intervention match the student need?
 - Is the intervention time-bound?
 - How will we monitor student progress?
 - Has the staff member implementing this intervention been appropriately trained?



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*The “Just Right”
Amount of
Interventions*

- Too few interventions = persistent gaps in skills
- Too many interventions = lack of access to the curriculum



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Lack of Research-Based Interventions

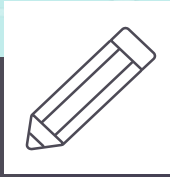
- Too few interventions = persistent gaps in skills
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Weak or Inconsistent Prereferral and Referral Systems

Prereferral and Referral Process

- Lack of process for referrals
- Lack of interventions to attempt prior to proceeding to referral
- Inconsistent implementation
- Biases leading to referral



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*Questions to
Consider
Regarding
Referral Process*

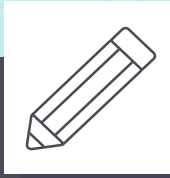
- When examining your referral process, ask...
 - Is there a written procedure that is understood by all staff?
 - Is the procedure for referrals implemented consistently?
 - Are pre-referral intervention strategies required as part of the process?
 - Is data reviewed as part of the process?
 - What trends are you noticing in referrals? (i.e. race, grade level, particular disability, etc.)
 - Is there a process to collect data on the referrals to assess current practices?



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*Exclusionary
Discipline and
Punitive Behavior
Management*

Behavior Interventions

- Implementing behavior interventions without attention to school climate
- Lack of student involvement in co-development of expectations
- Punitive, zero tolerance policies
- Failure to explicitly teach expected procedures, routines, behaviors
- Ineffective classroom management and behavioral techniques



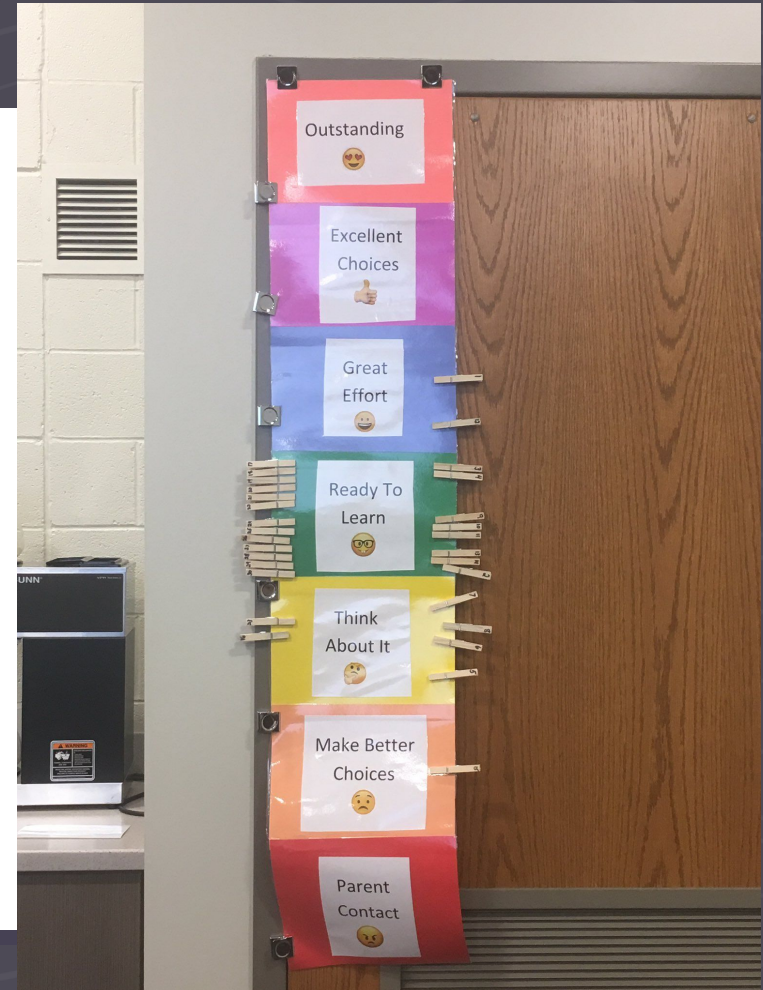
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Public Displays of Discipline (PDD)

- Clip charts
- Name on the board
- Red, yellow, green
- Loud and public discussion of disciplinary consequences, sending to office, etc.



The Harm in Public Displays of Discipline

- Creates unnecessary fear, stress, and anxiety in learners
- For students learning how to self-regulate, this doesn't teach them - it punishes after the fact
- Not relationship-centered or prevention-oriented
- Ostracizes certain students
- Assumes the fear of being caught is a strong motivator to prevent misbehavior

Exclusionary Discipline

- Intended purpose is to improve the learning environment by removing disruptive students
- These practices actually have the opposite effect
- Students receiving suspensions for minor infractions have poor academic achievement
- Classrooms with higher rates of suspension for minor infractions had lower achievement and engagement for ALL students, not just those suspended

(Wang et al, 2022)



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What data do you have and do you need to collect to uncover root cause?

- Segregated special education programming
- Weak core curriculum
- Ineffective system of interventions
- Weak or inconsistent preferral and referral processes
- Exclusionary discipline

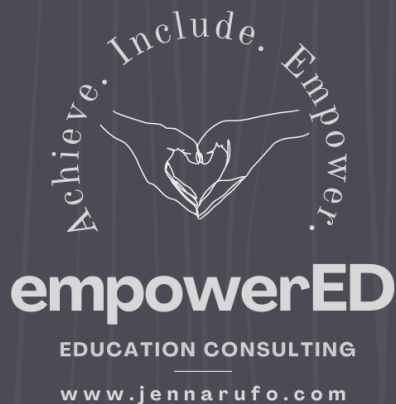


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Thank you!



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