DE-PBS Cadre Meeting

Tuesday, January 12, 2016

DE-PBS Data Updates

Discipline Data Reporting Tool (DDRT) Reminder

- Requesting that DE-PBS Schools submit a DDRT including data for August 2015 - December 2015 to district coach and to DE-PBS support staff.
  - Laura Davidson - LDavids@UDel.edu
  - Due by **January 15th**

- Templates shared via email and on website

2015-16 KFE School Visits

- Focus on schools not yet evaluated with KFE

- If a team cannot do the offered dates, they can <u>select new dates</u> in the spring OR <u>take a pass</u> for next fall.

- If they <u>take a pass</u>, we will:
  - Schedule a meeting this year to review the School-wide PBS Status Tracker as an implementation self-assessment with the team and district coach to support planning.
  - Contact them in the fall for a KFE.

- Re-evaluations available by request for recognition

School Climate Survey 2015-2016

Timeline

- Survey windows:
  - **Staff:** 11/16/15 - 12/18/15
  - **Student and Home:** 1/11/16 - 3/4/16

- Results: May 2016

- Workshop May 10th

Logistics

- Student, Staff, Home Versions

- Paper & Online Options
  - Home ONLINE
  - Home Haitian Creole

- Survey Contact per school

DE-PBS Phase Recognition

2015-2016

15-16 SY Phase Recognition Reminders

- Distribution in February

- Application entails end of the year program reflection

- Recognition reflects CURRENT year effort; schools maintaining or advancing levels should apply yearly

- Process should be a team effort

- Application review - May

Phases I, II, and III

- Available for 2014-2015 School Year

- Recognize Success for Tier 1 Supports and Tier 2 Interventions

- Phase I- School-wide PBS Systems

- Phase II- Advanced School-wide System (KFE required)

- Phase III- Tier 2 Interventions

Phase Recipients 2014-2015

- Phase I: 8 schools from 7 districts

- Phase II: 21 schools from 9 districts

- Phase III: 8 schools from 6 districts

Positive Behavior Support Recognition

Promoting the social and academic development of all children - one step at a time.

A Collaborative Project

University of Delaware · Center for Disabilities Studies · Delaware Department of Education · Delaware Public Schools

New for 2015-2016

- Revised Phase III

- Introducing Phase IV!

Positive Behavior Support Recognition

Promoting the social and academic development of all children - one step at a time.

A Collaborative Project

Revised Phase III

- Many of the applications received reflected student case studies in which intervention were individualized or near the Tier 3 level.

- The development of individual plans indicates Tier 3, rather than generalized group-based Tier 2 interventions.

- The revised application focuses more on the establishment of group-based interventions rather than the student case summary.

Revised Phase III (con't)

- The 2015-2016 Phase III application asks the school to focus on three questions:

  - Do you have one strong skill-building and one strong relationship-building intervention in place?
  - Do you have set entrance and exit criteria for each intervention?
  - Do you use data to make decisions about student successes?

Phase IV

- New for 2015-2016 School Year

- Focuses on Tier 2 **Systems** rather than Problem Solving for individual students at Tier 2

- Reflects the information shared in the Tier 2 professional development offered over the past couple of years

- Requests for overall intervention data rather than individual student data

Phase IV (con't)

- The Phase IV application asks the schools to focus on the following questions:
  - Do you collect overall intervention data?
  - Do you use data to determine the effectiveness of your interventions?
  - Do you use data to determine what interventions are needed for your school as well as what interventions may not be a good fit for your population?
  - How do you choose which interventions to implement in your school?

Phase Recognition Discussion

- Please refer to your handouts

- In groups, please discuss the questions.

- Input will be gathered and compiled to create finalized applications.

- Please identify note taker to record group comments.

Available for 2015-2016

- **Phase I**- Developing a SWPBS System

- **Phase II**- Establishing an Advanced SWPBS System

- **Phase III**- Developing a Tier 2 Problem Solving Team with Tier 2 Interventions

- **Phase IV**- Developing a Strong Tier 2 System

Professional Development

Fall Recap

&

Winter/Spring Lineup

DE-PBS Conference

- October 29, 2015

- 288 participants;115 schools from 17 districts

- Focus: Using a multi-tiered system of support (MTSS) framework to manage and infuse Positive Behavior Supports, as well as additional initiatives, into the school-wide system.
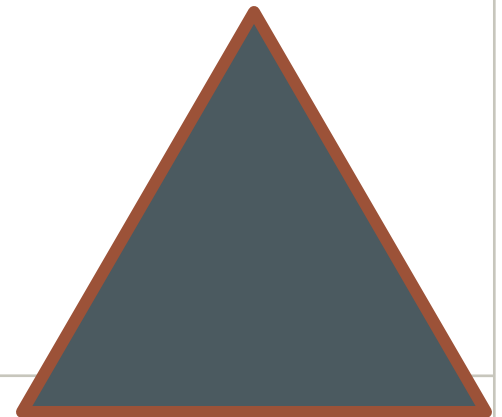
DE-PBS Conference

DE-PBS Conference

DE-PBS Conference

Presentation Topics

- District-wide School Climate Vision

- Tier 1: Growth Mindset & PBS

- Tier 2 Interventions: PEERS, Character Climb

- Tier 3: Prevent Teach Reinforce & Teacher Perspective

PEERS Curriculum for School-Based Professionals Workshop

- November 2 - 3, 2015

- 50 + educators representing 7 districts attended

- Goal: To support educators in use of evidence-based curriculum focused on the skills students need to make and keep friends.

Cohort 1 of PEERS in Delaware

- **Gateway Lab School**

- **Brandywine School District**
  - Mt. Pleasant High School
  - P.S. Dupont Middle School

- **Seaford School District**
  - Seaford High School
  - Seaford Middle School

- **Appoquinimink School District**
  - Redding Middle School

- **Capital School District**
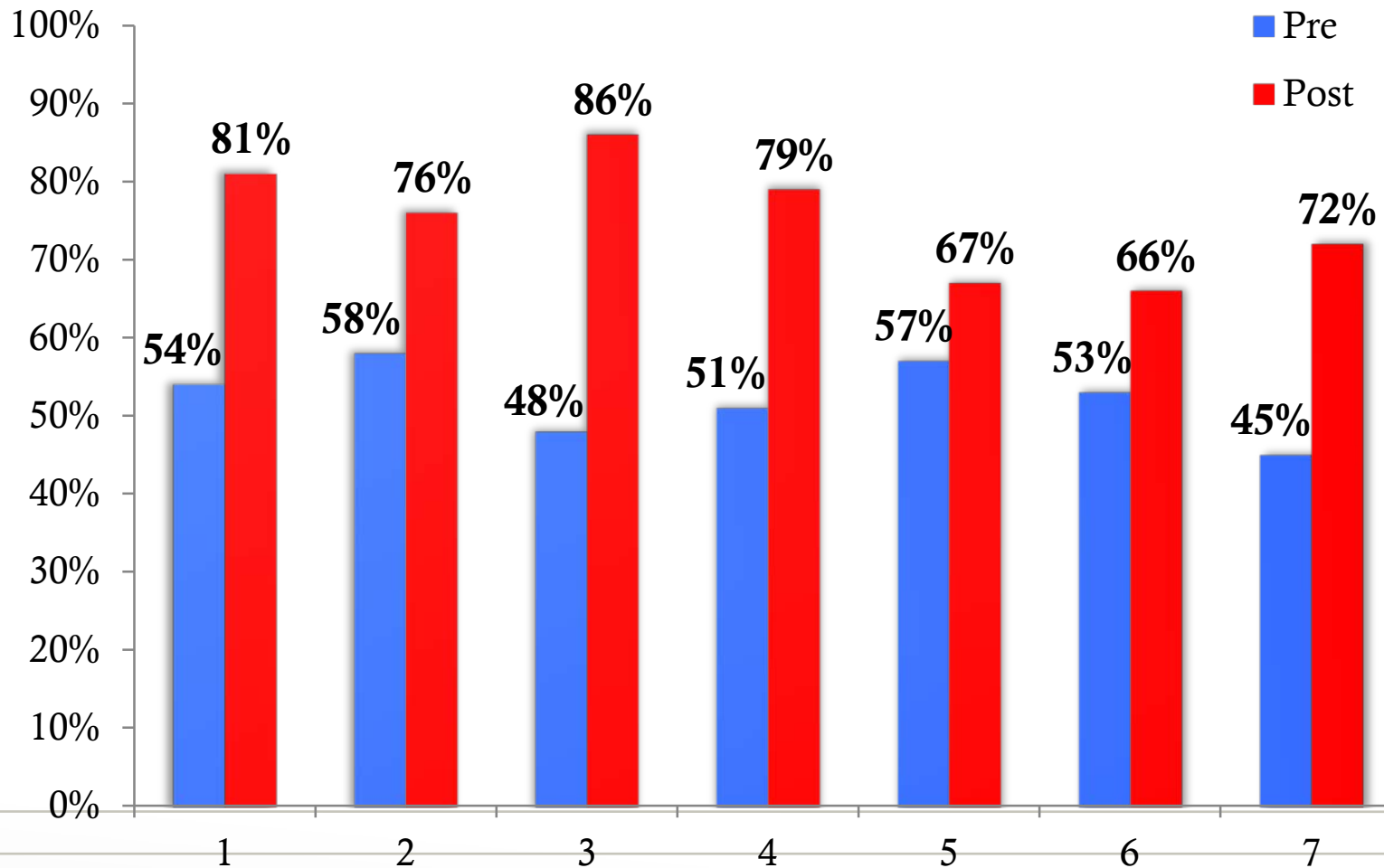 - Dover High School

Coaching

- Fidelity Check of Implementation

- Technical Support

- Problem Solving
  - Scheduling logistics
  - Teacher support
  - Timing
  - Role-Play support
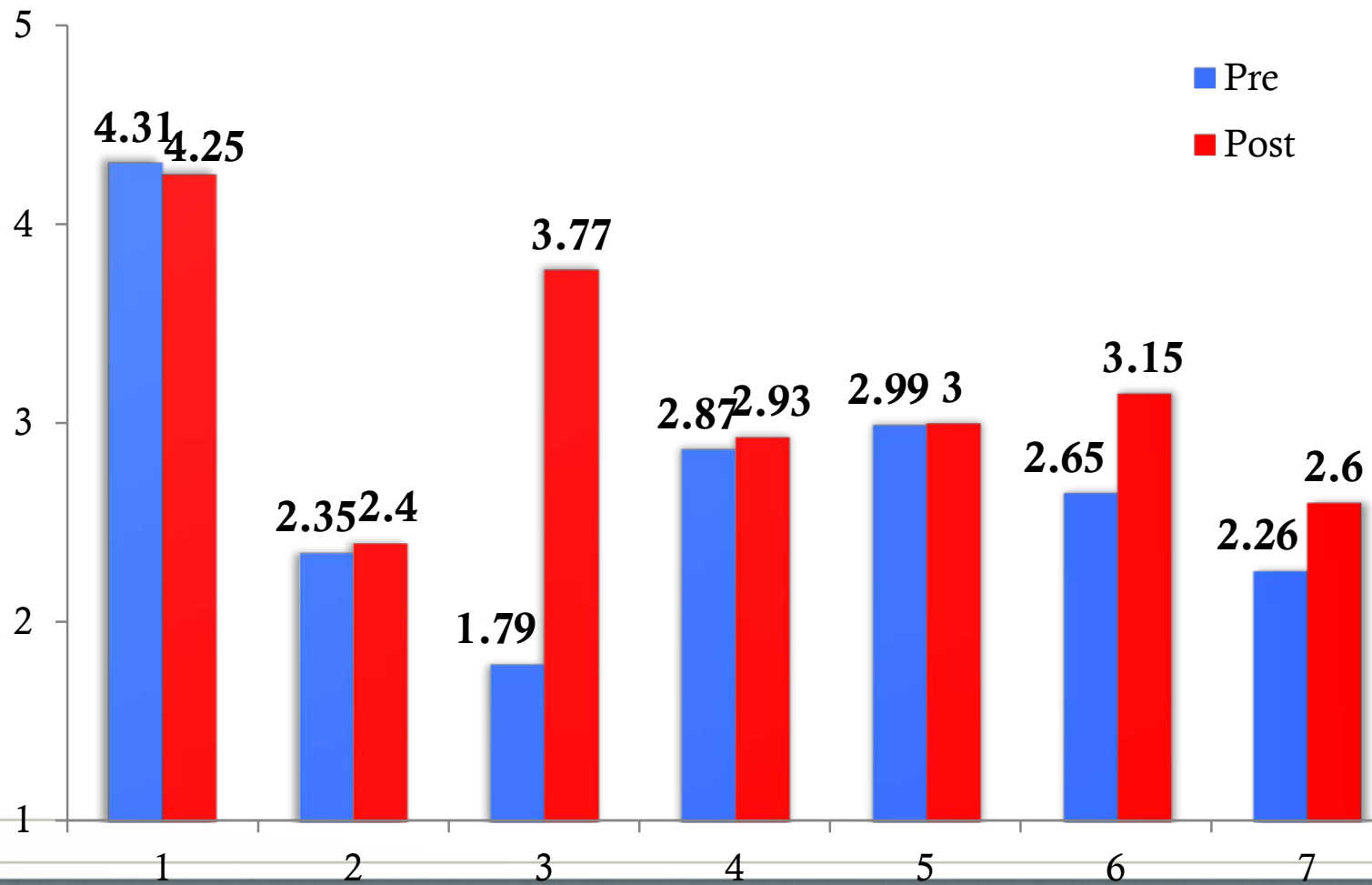
- Data Collection

- Adaptations for diverse learners

- Capacity Building
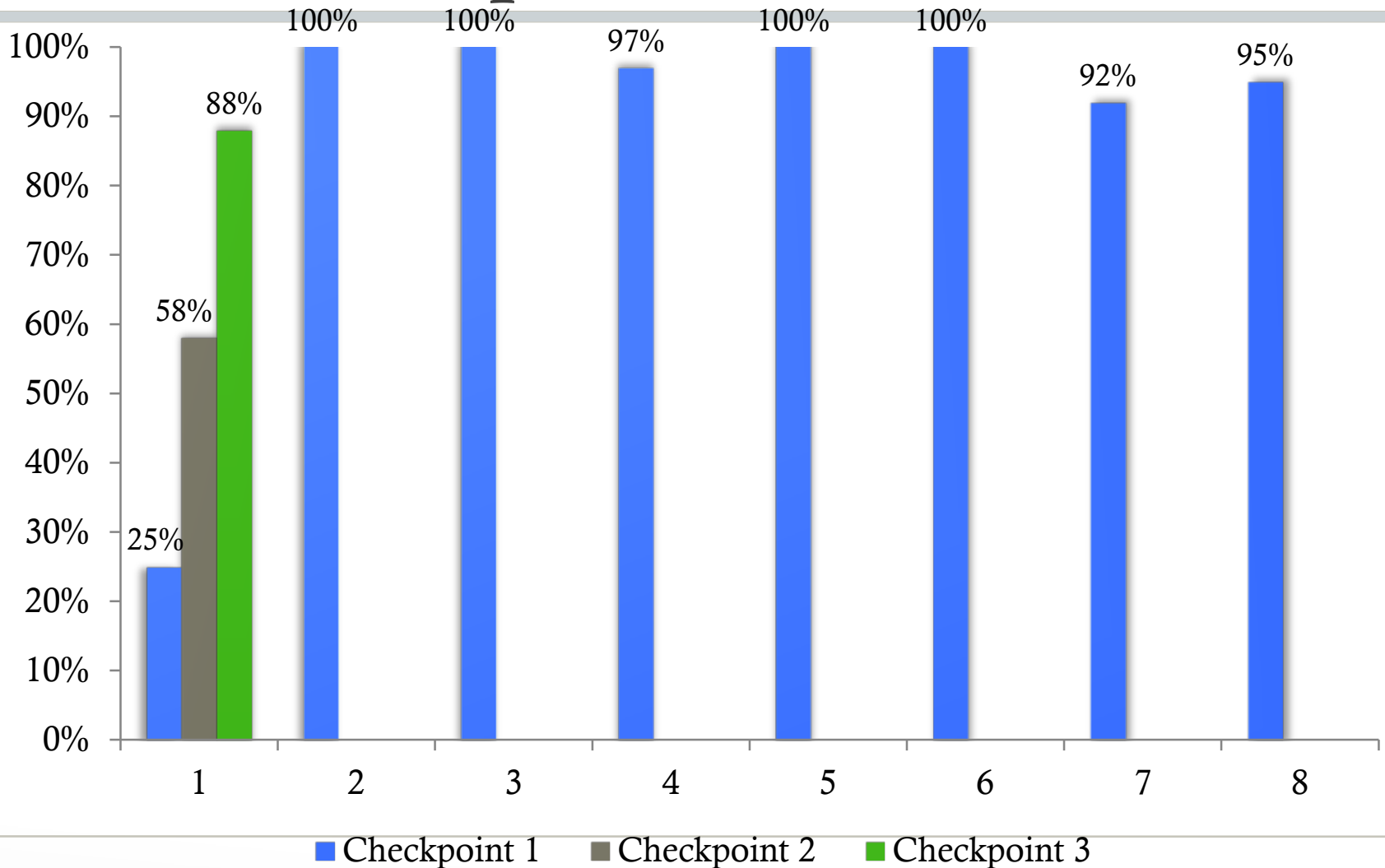
TAASK Data Results
(Test of Adolescent Social Skill Knowledge)

Cohort 2 2015-2016 School Year

- Brandywine Tally Middle School
  - PS duPont Middle School
  - Springer Middle School
  - Mt. Pleasant High School

- Appoquinimink
  - Redding Middle School
  - Brick Mill

- Red Clay
  - Stanton Middle School
  - McKean High School

- Woodbridge
  - Woodbridge Middle School
  - Woodbridge High School

- Colonial
  - Gunning Bedford Middle School
  - William Penn High School

- Gateway Lab School

How do I plan for a PEERS group in my school or district?

Think about…..

- Student selection process

- Scheduling
  - 16 week curriculum

- Staffing

- Administrative support

- *Parent participation*

Questions?
Contact Susan Veenema
susanv@udel.edu

# SWPBS Workshop: Correcting Problem Behaviors & Developing Self-Discipline

- December 3, 2015

- 77 participants from 24 schools / 8 school districts

- Goal: To establish building-wide systems to correct problem behavior and develop self-discipline.
    - Topics focused on establishing effective, solution-focused behavior response systems (categorizing and defining major vs. minor behaviors), and
    - Identifying strategies to support social-emotional learning within the SWPBS framework.

Tier 2 Targeted Team Workshop

- November 17, 2015

- 61 participants from 17 schools / 8 school districts

- Goal: To create effective and efficient Tier 2 Systems to support the implementation of evidence-based interventions.
  - Developing procedures to structure Tier 2 discussions
  - Matching students to interventions
  - Evaluating intervention effectiveness
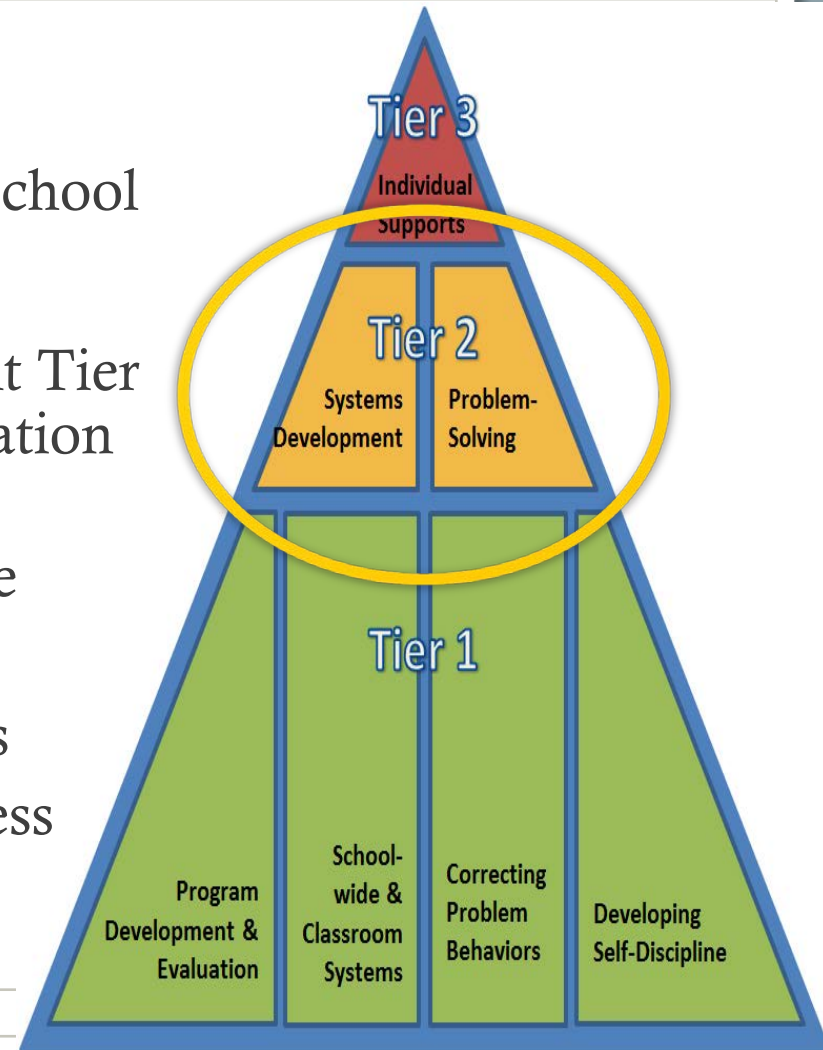
Tiered Fidelity Inventory (TFI)

Subscale Reports

https://www.pbisapps.org/
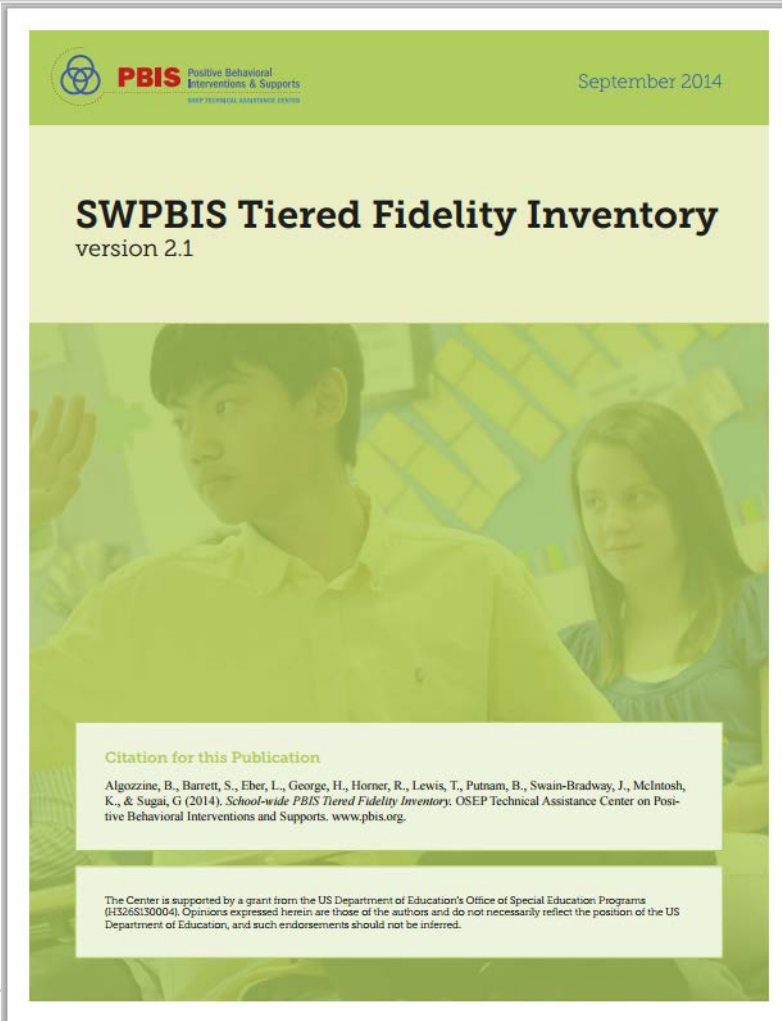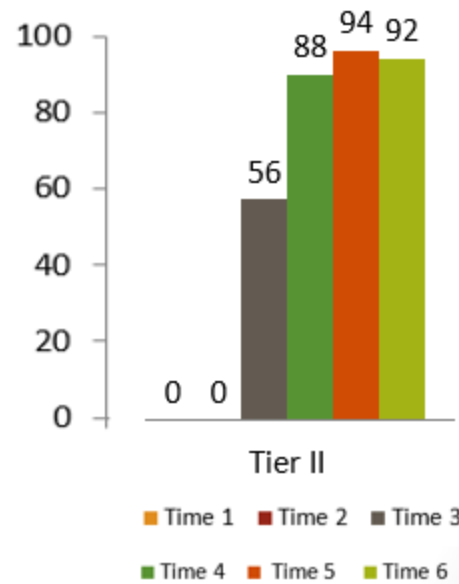
School-wide PBIS Tiered Fidelity Inventory

Version 2.1

Purpose of the School-wide PBIS Tiered Fidelity Inventory

- The purpose of the School-wide PBIS Tiered Fidelity Inventory is to provide an efficient and valid index of the extent to which PBIS core features are in place within a school.
  - Tier I (Universal PBIS)
    - Whole School Universal Prevention
  - Tier II (Targeted PBIS)
    - Secondary, Small Group Prevention
  - Tier III (Intensive PBIS)
    - Tertiary, Individual Support Prevention
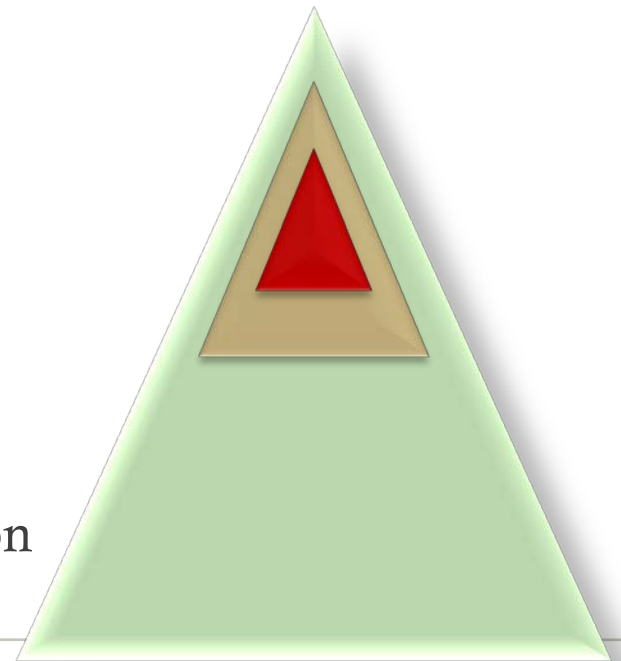
Fit with Existing Assessment Instruments

- The TFI addresses all three tiers, and focuses on those elements of PBIS that are most "core" to achieving student outcomes.

- There is no problem continuing to use prior measures. The TFI is intended to be more efficient, but other measures may be more comprehensive, and will remain available.

- The School-wide PBIS Tiered Fidelity Inventory (TFI) is intended to fulfill the same functions as the:
  - DE Key Feature Evaluation
  - *Team Implementation Checklist (TIC)*
  - *Benchmarks of Quality (BoQ)*
  - *Benchmarks of Advanced Tiers (BAT)*
  - *PBIS Self-Assessment Inventory (SAS)*
  - *Phases of Implementation (POI)*

> **Note:**
> DE-KFE is still our fidelity measure for SWPBS.

SWPBIS Tiered Fidelity Inventory is a Self-Assessment

- Primary purpose of the instrument is to help school teams improve

- Primary audience for instrument results is the team, faculty, families and administrators of the school.

- Effective use of the instrument requires multiple administrations (progress monitoring)

Summary Data and Reports

- Total Score

- Subscale

- Sub-subscale

- Individual Items

Note: Pending Beta Test we continue to use the 80% benchmark at each tier to indicate "implementation at criterion"

Subscale Reports – All 3 Tiers
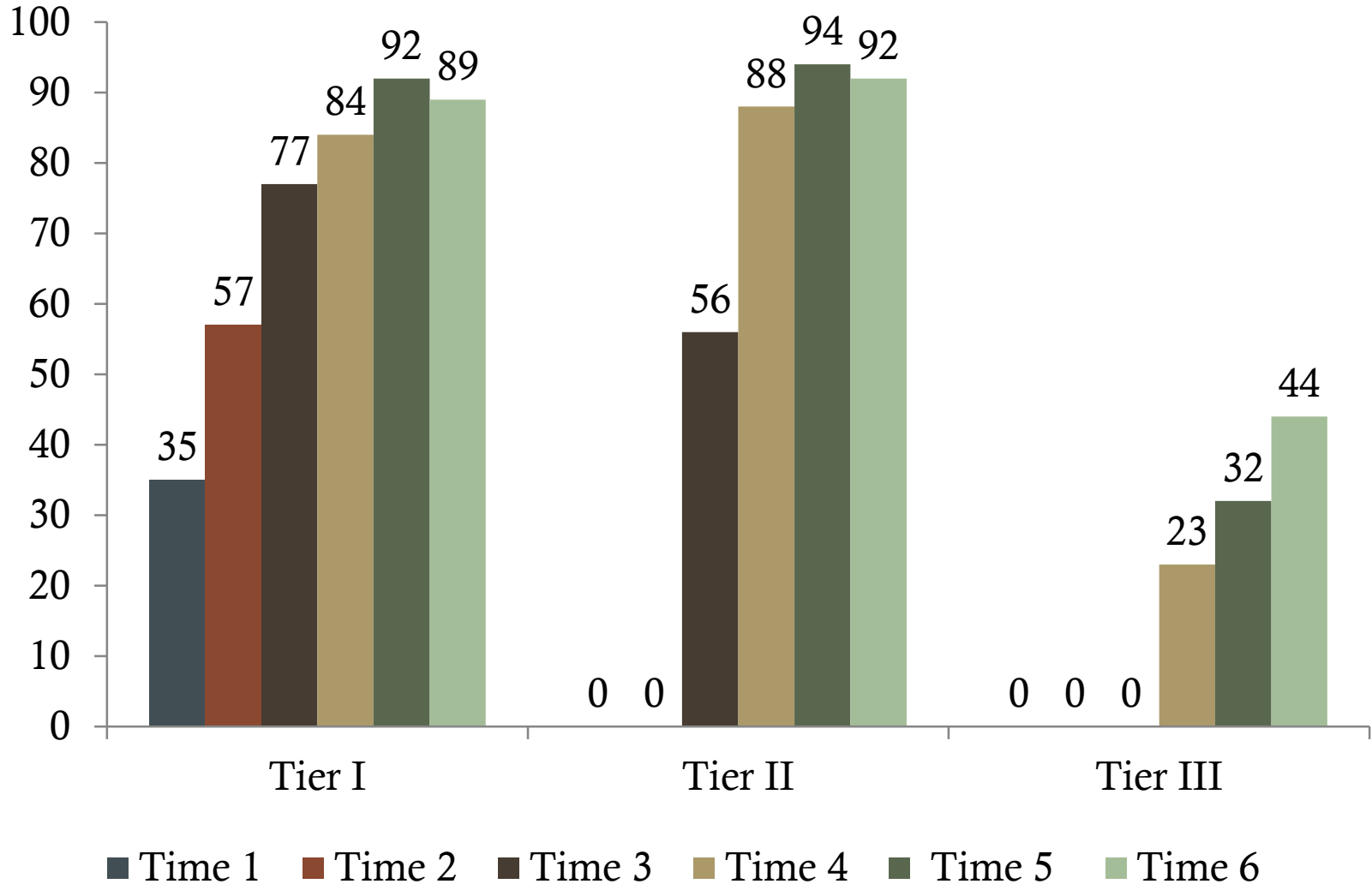
Sub-subscale and Item Reports

- Sub-subscale
  - Tier I
    - Teams
    - Implementation
    - Evaluation
  - Tier II
    - Teams
    - Interventions
    - Evaluation
  - Tier III
    - Teams
    - Resources
    - Assessment
    - Support plan
    - Monitoring and adaptation
- Item Report
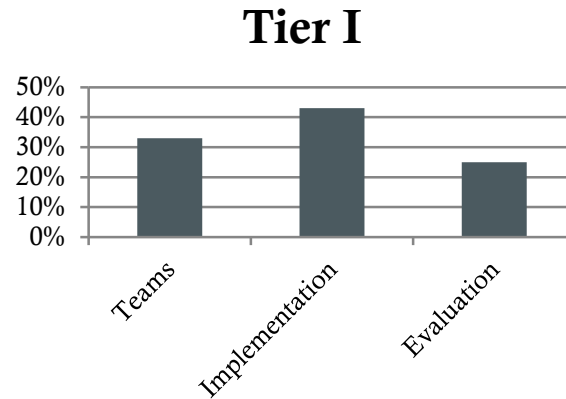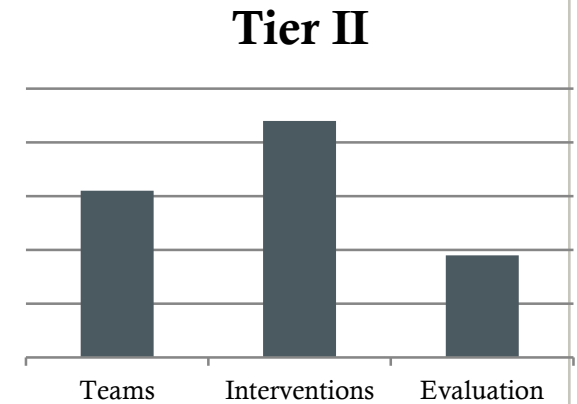
Tier I

(bar chart: Teams ~33%, Implementation ~43%, Evaluation ~25%; y-axis 0%–50% in 10% increments)

Tier II

(bar chart: Teams, Interventions, Evaluation)

Tier III

(bar chart: Teams, Resources, Assessment, Support Plan, Monitoring…)
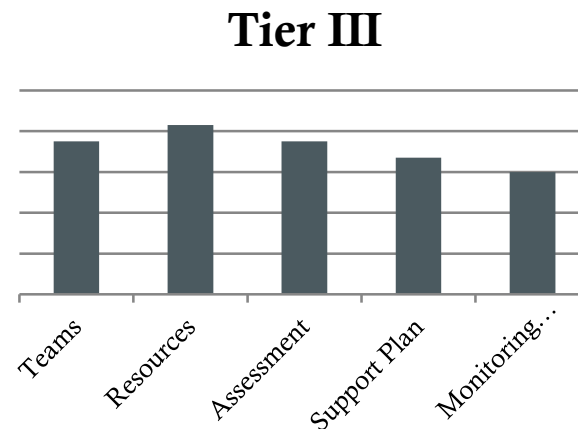
TFI – Tier 2 Overview

:

- 2.1 Team Composition
- 2.2 Team Operating Procedures
- 2.3 Screening
- 2.4 Request for Assistance
- 2.5 Options for Tier II Interventions
- 2.6 Tier II Critical Features
- 2.7 Practice Matched to Student Need

- 2.8 Access to Tier 1 Supports
- 2.9 Professional Development
- 2.10 Level of Use
- 2.11 Student Performance Data
- 2.12 Fidelity Data
- 2.13 Annual Evaluation
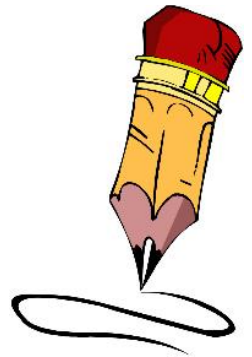
2.13 Evaluation Questions

What is the process for regularly examining Tier II systems?

- Self-Assessment
  - ☐ Is there an evaluation conducted for Tier II systems?
  - ☐ Does this happen annually?
  - ☐ Are the outcomes shared with all stakeholders (faculty, students, family, board members, superintendent, etc.)?
  - ☐ Are the outcomes clearly linked to a Tier II action plan?

- Scoring

  0 = No data-based evaluation takes place

  1 = Evaluation conducted, outcomes not used to shape the Tier II process

  2 = Evaluation conducted at least annually, and outcomes shared with staff and district leadership, clear alterations in process proposed based on evaluation

TFI Tier 2 Rubric Example: 2.13 Evaluation

| Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
2.13 Annual Evaluation: At least annually, Tier II team assesses overall effectiveness and efficiency of strategies, including data-decision rules to identify students, range of interventions available, fidelity of implementation, and on-going support to implementers, and evaluations are shared with staff and district leadership.	• Staff and student surveys • Tier II handbook • Fidelity tools • School Policy • Student outcomes • District Reports	0 = No data-based evaluation takes place 1 = Evaluation conducted, outcomes not used to shape the Tier II process 2 = Evaluation conducted at least annually, and outcomes shared with staff and district leadership, clear alterations in process proposed based on evaluation

Main Idea: Any strategy or procedure needs to be reviewed at least annually and revised to remain current and match changes in the school.

Tier 2 Summary Graphic

School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory
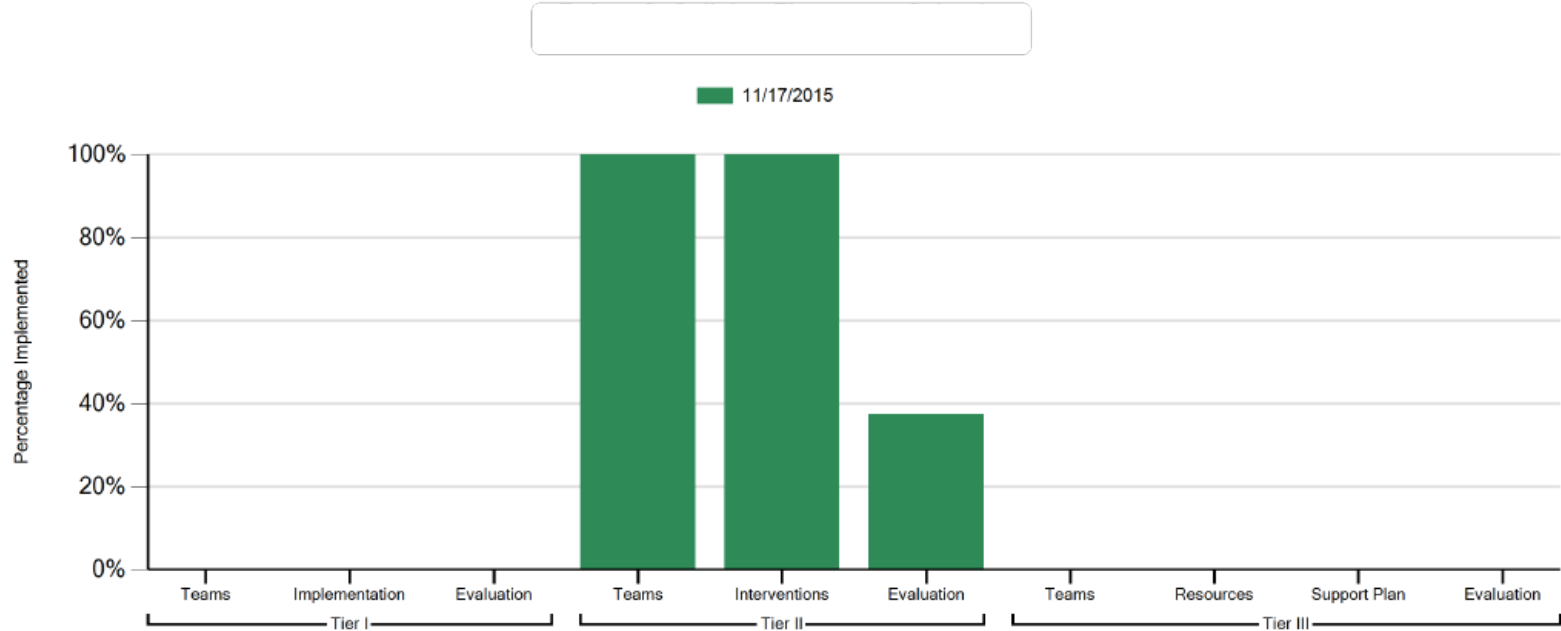
11/17/2015

Date Completed	Tier I			Tier II			Tier III			
	Teams	Implementation	Evaluation	Teams	Interventions	Evaluation	Teams	Resources	Support Plan	Evaluation
11/17/2015	0%	0%	0%	100%	100%	38%	0%	0%	0%	0%

Tier 2: Follow-up & Networking Session

- Audience: Schools by invitation & Coaches

- January, 27, 2016; 8:30 – 12:00

- Topics and activities will include:
  - Review Tier 2 concepts
  - Networking and problem-solving with other schools
  - Opportunities to share successes, challenges, and questions
  - Opportunities to problem-solve with PBS Project Staff
  - Planning time with targeted team

Multi-tiered Systems of Support in
Red Clay School District

Sarah Schmittinger Kashner

District Coach

Tier 1- Team Leaders- PBS buildings

- Team Leader (s) identified for every building (tier 1)
- District–wide team leader meetings – every other month
- Every team leader shares (within the year) a 10-15 minute presentation
- Collaborative district teaming time.
- PD created by district coach based on team leader request (ie: how to use data in building PBS meetings, mid-year boosters, creating smart board cool tools, etc…)
- District coach holds spring meetings with the Principal and Team Leader to review the year and set goals for the following year.
- Summer hours given to each building for planning for the following year.
- IDEA-B funded monthly building PBS team meetings
- Team Leaders submits agenda, minutes, monthly caseload tracking form to the district monthly.

Tier 2/3- Team Leaders- Problem Solving Teams, PST

- Team Leader (s) identified for every building (tier 2/3)

- District–wide team leader meetings – quarterly

- PD created by district coach based on team leader request (ie: creating CICO systems, how to use data to group tier 2 interventions, etc...)

- IDEA-B funded (2 times a month) building PST team meetings
  - 1 meeting for individual student cases
  - 1 meeting for systems

- District Coach working with DSC (the past 2 year) to develop a PST program for PST. Moving towards electronic tracking system.

- Team Leaders submits agenda, minutes, monthly caseload tracking form to the district monthly.

Collaborative School Climate Meetings

- Shift from district discipline committee meetings towards School Climate meetings, 2 times per year. Joint meeting between Office of Special Services and Office of Drop-out Prevention.

  - Participants- PBS Team Lead, PST Team Lead, Student Advisors, Behavior Specialists, Select building admin.

- All building have behavioral expectations for students (tier 1)

- School Climate data and articles pertaining to climate are discussed and shared.

Problem-Solving Team Structure - Red Clay Example

RCCSD Problem Solving Team Process

School Staff and/or Parent has a concern about a student

IEP/IDEA student gets referred to IEP team to schedule a meeting

504/ADA student gets referred to 504 team to schedule a meeting

1- General Education student gets referred to PST

Form 1– pre-referral form

2-PST leader and/or team determines if tier 1 interventions have been tried with fidelity.

NO

PST leader works with teacher to put interventions in place.

YES

Student case gets reviewed by PST team for Tier 2 inventions.

Form 2– Referral form

3-At the same time asking teacher to collect baseline data (if behavior concern)- 2 weeks.

Form 3– Intervention Documentation form

4- Team leader distributes :

Form 4– Teacher progress form

Form 5A/B– Team of teachers

Form 6/7 Nurse and guidance counselor

Form 8A/8B Parent Questionnaire

5- PST team member observes student.

Team reviews case and determines:

1– Intervention(s) necessary

2– Duration, frequency

3– Case manager

4– Determine resources necessary

5– Consider if an FBA/BSP is necessary

Baseline data collected and Interventions are tried. If concerns are still present, re-refer to PST.

If progress is being made, continue intervention(s), data collection, and monitoring.

After 6-12 weeks in Tier 2, making no progress or not on trajectory to meet end of year benchmarks, student will move to Tier 3 interventions.

Childfind obligations and/or parental request for evaluation must be considered by the team and may be initiated during this process.

SSK 2014

Rescheduled: 1 Day School-wide PBS for New Members

- **When:** Friday, February 19, 2016

- 9 – 3:30

- **Where:** Del-tech, Dover, DE (400 B)

- Registration required; session capped due to space

- **Why:** Open to new team members from existing teams; especially valuable to administrators and team leaders that have not previously attended SWPBS Team Training

DE-PBS Secondary Forum

- **When**: Tuesday, February 23, 2016 (9-12)

- **Where**: DelTech, Dover Campus (Room 400)

- **Why**: Members of secondary school PBS teams meet together to share resources and ideas to support implementation of SWPBS in middle and high schools

Delaware Inclusion Conference

- **When:** March 16, 2016

- **Where:** Dover, DE

- PBS Strand: Classroom Management

- Early Childhood Strand: PTR

Delaware School Climate Survey Workshop

- **When**: Tuesday, May 10, 2016 (9-12)

- **Where**: Dover Downs Ballroom C

- **Why**: Participants will receive an overview of the DE-School Climate Survey, a summary of state-wide survey results, and time to review and interpret their own school climate reports for use in action planning.

PBIS/SCTG Webinar Series

- **Disproportionality & Equity (Jan 21, 2016 - 11:00 am EST)**
  by Kent McIntosh & Rhonda Nese

- **High School Systems (Feb 18, 2016 -11:00 am EST)**
  by Jessica Swain-Bradway, Jennifer Freeman, & Brigid Flannery

- **District Capacity (Mar 17, 2016 - 11:00 am EST)**
  by Heather Georgy, Bob Putnam

- **Tier II Readiness (Apr 21, 2016 - 11:00 am EST)**
  by Tim Lewis & Barb Mitchell

http://www.pbis.org/sctg/sctg-events

Objectives of the ABCs of IEPs

- Assisting educators in connecting all parts of the IEP in a data-driven, individualized approach

- Identification and approach to writing social skill and behavioral goals

- Assist teams in writing data collection sheets tied to the IEP

- Writing measurable IEP goals that link the behavior support plan and functional behavior assessment, if needed

Professional Development Content

- Review of Data Considerations

- Discuss Other Special Factors

- When do I write a social skill or behavior goal?

- SMART Goals

- Connecting the IEP to the Functional Behavior Assessment and Behavior Support Plan

- Case study work

- Writing data sheets

- Individual IEP development time

- Individual data sheet development time

2015-2016 Professional Development

- Capital

- Woodbridge

- Colonial

- Brandywine

- Gateway Lab School

- Seaford

- Lake Forest

- Charter Schools

Team Leader PD Series

Team Leader PD

- Developing 2015-16 School year; Available for 2016-2017 School Year

- Supported as part of the School Climate and Student Success Grant

- Developing as 3 part series: Beginning of year, Mid-year, and End of Year

Effective Leadership

- (There are) "two dimensions considered necessary for effective leadership — initiating structure, which is primarily concern for organizational tasks, and consideration, which is the concern for individuals and the interpersonal relations between them. Leaders of educational change illustrate this with their vision and belief that the purpose of schools is students' learning."

(http://www.sedl.org/change/leadership/characteristics_of_leaders_of_change.html)
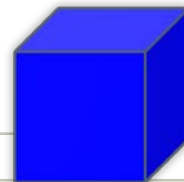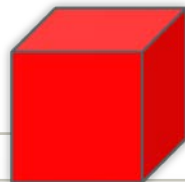
Team Leader PD

The professional development series is intended to support new school-wide team leaders as well as to enhance the skills of more veteran team leaders.

The series includes ways to enhance communication with all stakeholders, organize effective team meetings, and use data to make decisions.

Additionally, the series includes sample data collection tools, templates and other resources from the DE-PBS Project to assist team leaders in these areas.

Proposed Topics to Cover

- ***Communication:***
  - With staff
  - With team members
  - With administration
  - With students
  - With parents/community
  - With district

Proposed Topics (con't)

- ***Organization:***
  - Effective meetings
  - Delegating tasks
  - Subcommittees
  - Time management tools
  - Action planning
  - Notebooks/Material maintenance

# Proposed Topics (con't)

- ***Data Collection Tools:***
  - Discipline Data Reporting Tool (DDRT)
  - Data Analysis Guide
  - Action planning guide
  - Key Feature Status Tracker
  - Delaware Assessment of Strengths and Needs for PBS
  - Calendar

Team Leader PD Discussion

- Handout in folders

- Please list the top 3 supports you believe that your SWPBS Team Leaders need (*e.g. organizational tools, training on using data, ideas for communicating with administration, etc.)*

- Brainstorm opportunities to deliver Team Leader PD within your district plans (*e.g., ½ day team leader meeting in fall, summer planning meeting, etc.)*

Proposed Delivery Timeline for 2016-2017

- Spring 2016- First revisions of all sessions based on Cadre and Staff feedback

- Summer 2016- All three sessions finalized

- Fall 2016- Session One

- Winter 2016- Session Two

- Spring 2017- Session Three
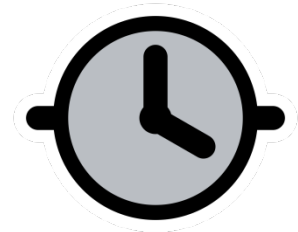
Indicator 4A & 4B
Rates of Suspension & Expulsion
Identification of Significant Discrepancy

DE-PBS Cadre – January 12, 2016
Tracy Neugebauer

Delaware Department of Education

Rates of Suspension and Expulsion

A. Percent of Local Education Agencies (LEAs) identified by the State
    as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in the school year.
B. Percent of LEAs identified by the State
    as having a significant discrepancy in the rates of suspensions and expulsions for greater than 10 days in a school year of children with disabilities by race and ethnicity.

Significant Discrepancy Definition Rate Ratio Method

An LEA has a significant discrepancy when the rate of long term suspension/ expulsions for students with disabilities compared to the rate for students without disabilities is greater than the "state bar."

Significant Discrepancy Definition Rate Ratio Method

Setting the Bar

- Calculated for State suspension rates
- Informs decision to set "bar"
- Compared to LEA rates to identify significant discrepancy
- Propose that "bar" will be reduced each year from initial bar
- Please note – not a floating bar – one that changes yearly based on LEA rates

Significant Discrepancy Definition Rate Ratio Method – State Bar

Step 1: Calculate State % of Students with Disabilities (SWD)

<u>Special Ed Students Suspended > 10 days</u>

Special Ed Students in State

Step 2: Calculate State % of Students without Disabilities (SWOD)

<u>General Ed Students Suspended > 10 days</u>

General Ed Students in State

Significant Discrepancy Definition Rate Ratio Method – State Bar

Step 3: Calculate Rate Ratio

State % of SWD Suspended > 10 days

State % of SWOD Suspended > 10 days

Step 4: Use State Rate Ratio to Inform "Bar"

TBD – Final calculations in process

Step 5: Determine Cell Size for 4A & 4B:

4A - > 15 SWD Suspended/ Expelled > 10 days

4B - > 10 SWD Suspended/ Expelled > 10 days

Significant Discrepancy Definition Rate Ratio Method – State Bar

Step 6: Define Significant Discrepancy:

4A - LEAs with Rate Ratio above "Bar" <u>and</u>

15 or more students in cell

4B - LEAs with Rate Ratio above "Bar" <u>and</u>

10 or more students in cell

Significant Discrepancy Definition Rate Ratio Method Indicator 4A

Step 1: Calculate LEA % of Students with Disabilities (SWD)

Special Ed Students Suspended > 10 days

Special Ed Students in LEA

Step 2: Calculate LEA % of Students without Disabilities (SWOD)

General Ed Students Suspended > 10 days

General Ed Students in LEA

Significant Discrepancy Definition
Rate Ratio Method
Indicator 4A

Step 3: Calculate Rate Ratio
LEA % of SWD Suspended > 10 days
LEA % of SWOD Suspended > 10 days

Step 4: Compare LEA Rate Ratio to "Bar"
TBD – Final calculations in process

Step 5: Examine Cell Size
4A - $\geq$ 15 SWD Suspended/ Expelled > 10 days

Significant Discrepancy Definition Rate Ratio Method Indicator 4A

Step 6: Define Significant Discrepancy:

4A - LEAs with Rate Ratio above "Bar" <u>and</u> 15 or more students in cell

District example 4A

Step 1: Calculate LEA % of Students with Disabilities (SWD)

47 Special Ed Students Suspended > 10 days   =   3.7%

1287 Special Ed Students in LEA

Step 2: Calculate LEA % of Students without Disabilities (SWOD)

46 General Ed Students Suspended > 10 days   =   0.9%

5322 General Ed Students in LEA

Step 3: Calculate Rate Ratio

3.7 LEA % of SWD Suspended > 10 days   =   4.1

0.9 LEA % of SWOD Suspended > 10 days

Step 4: Compare LEA Rate Ratio to "Bar"

4.1 (LEA Rate Ratio) compared to State "Bar"

4 A Trend Data

Year	Total Number of Districts	Number of Districts that had Significant Discrepancies	Percent	Rate Ratio
FFY 2012 (using 2011-2012 data)	39	4	9.75%	1.28
FFY 2013 (using 2012-2013 data)	39	1	2.56%	1.26
FFY 2014 (using 2013-2014 data)	42	0	0%	1.24
FFY 2015 (using 2014-2015 data)	42	?	?	1.22

Significant Discrepancy Definition Rate Ratio Method Indicator 4B

Step 1: Calculate LEA % of Students with Disabilities (SWD) - Each Racial Category

<u>Black SWD Suspended > 10 days</u>

Black SWD in LEA

Step 2: Calculate LEA % of Students without Disabilities (SWOD)

<u>General Ed Students Suspended > 10 days</u>

General Ed Students in LEA

Significant Discrepancy Definition Rate Ratio Method Indicator 4B

Step 3: Calculate Rate Ratio

<u>LEA % of Black SWD Suspended > 10 days</u>

LEA % of SWOD Suspended > 10 days

Step 4: Repeat 1 – 3 for Each Race Category

American Indian/Alaskan Native; Asian; Black or African American; Hispanic/Latino; Native Hawaiian/Pacific Islander; White; Two or More Races

Step 5: Compare LEA Rate Ratio for Each Race Category to "Bar"

TBD – Final calculations in process

Significant Discrepancy Definition Rate Ratio Method Indicator 4B

Step 6: Examine Cell Size

4B - $\geq$ 10 SWD Suspended/ Expelled > 10 days

Step 7: Define Significant Discrepancy:

4B - LEAs with Rate Ratio above "Bar" and

10 or more students in cell for any Race/ Ethnicity Category

District example 4B

Step 1: Calculate LEA % of Students with Disabilities (SWD) - Each Racial Category

<u>28 Black SWD Suspended > 10 days</u>　　　= 3.9%
710 Black SWD in LEA

Step 2: Calculate LEA % of Students without Disabilities (SWOD)

<u>46 General Ed Students Suspended > 10 days</u> = 0.9%
5322 General Ed Students in LEA

Step 3: Calculate Rate Ratio

<u>3.9 LEA % of Black SWD Suspended > 10 days</u> = 4.3
0.9 LEA % of SWOD Suspended > 10 days

Step 4: Compare LEA Rate Ratio to "Bar"

4.3 (LEA Rate Ratio) > State "Bar"

4 B Trend data

Year	Total Number of Districts	Number of Districts that had Significant Discrepancies	Percent	Rate Ratio
FFY 2012 **(using 2011-2012 data)**	39	4	9.75%	1.28
FFY 2013 **(using 2012-2013 data)**	39	5	12.8%	1.26
FFY 2014 **(using 2013-2014 data)**	42	0	0%	1.24
FFY 2015 **(using 2014-2015 data)**	42	?	?	1.22

Significant Discrepancy

- A letter will be sent to the district stating the discrepancy

- District will be asked to conduct a self-assessment

- DDOE will review self-assessment to determine whether the district is non-compliant

- Corrective Action Plan put in place if non-compliant with one year to correct.

SPP/APR Improvement Activities

- Centered around compliance monitoring & technical assistance
- Focus of DE-PBS Project
  - Increase fidelity of implementation
  - Build capacity for Tiered PBS supports
  - Provide PD, Technical Assistance, and Progress Monitoring Tools
  - Guide use of data for planning & evaluation
    - *DE Assessment of Strengths and Needs for PBS*
    - *DE PBS Key Feature Evaluation*
    - *DE School Climate Survey* – Staff, Students, Home
    - Office Referral and Suspension Data
  - Collaboration with LEA-based Coaches
  - SPDG Initiatives (PTR-PEERS-ABC's of IEPs)

Questions?

Tracy Neugebauer
tracy.neugebauer@doe.k12.de.us

See you at our next
DE-PBS Cadre Meeting on. . .

Tuesday, April 12, 2016