



Disparities in Educational Outcomes Task Force Report

May 25, 2016

Excellence for Every Child

Presentation Overview

- The DEO Task Force
- The Process
- The Data
- Stakeholder Feedback and Participation
- Emerging Themes
- DEO Recommendations
- Q&A



About the DEO Task Force

- The Disparities in Educational Outcomes (DEO) Task Force was formed in November 2014 by Dr. Jim McIntyre, Superintendent of the Knox County Schools
- The DEO Task Force is a group of business, education, community and faith-based stakeholders
- The mission is to recommend strategies to address disproportions in academic achievement and discipline outcomes in the Knox County Schools that might be connected with income, race, language and/or disability.



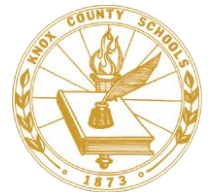
DEO Task Force Members

- Honorable Charmé Allen – District Attorney, Knox County
- Dr. Elizabeth Alves – Assistant Superintendent/Chief Academic Officer, Knox County Schools
- Pastor Daryl Arnold – Overcoming Believers Church
- Tomma Battle, Parent
- Dr. Susan Benner – Associate Dean of the College of Education, Health and Human Services, University of Tennessee
- Adolphus Brown – Coldwell Banker
- Reverend Dr. John A. Butler – Clinton Chapel AME Zion Church
- Andre Canty – Highlander Research and Education Center
- Michelle Casini – World Languages Teacher, Powell High School
- Vrondelia "Ronni" Chandler - Executive Director, Project GRAD Knoxville
- Tanya Coats – Past President, Knox County Education Association
- Kim Wilburn-Cullom – Principal, Maynard Elementary School
- Dr. Clifford Davis – Chief of Staff, Knox County Schools
- Rabbi Alon Ferency – Heska Amuna Synagogue
- Rita Geier – Howard Baker Center for Public Policy (retired), University of Tennessee
- Dr. Coral Getino, Parent
- Chad Hensley – English teacher, South-Doyle High School



DEO Task Force Members

- Judge Tim Irwin – Knox County Juvenile Court
- Sheriff Jimmy “J.J.” Jones – Knox County Sheriff’s Office
- Kamau Kenyatta – Assistant Principal (Leadership Academy), Karns Middle School
- Nathan Langlois – Principal, Austin-East Magnet High School
- Rosa Mar – Retired Community Volunteer
- Melissa Massie – Director of Student Support Services, Knox County Schools
- Phyllis Nichols – President, Knoxville Area Urban League
- Randy Nichols – Knox County Sheriff’s Office
- Chief David Rausch – Chief, Knoxville Police Department
- Amber Rountree – District 9, Knox County Board of Education
- Mark Stephens – Public Defender, Knox County
- Thomas “Tank” Strickland – Community Relations, City of Knoxville
- Dr. Rosalyn Tillman – Dean/Magnolia Campus, Pellissippi State Community College
- Cindy White – Principal, Vine Middle Magnet School
- Two student representatives



The Process

DEO Task Force conducted a comprehensive review of the data:

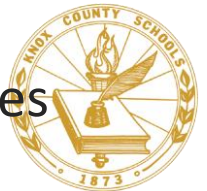
- ❖ Including, but not limited to: school and district demographics; academic and discipline outcomes for all students; law enforcement reports; KCS employee demographics and recruitment efforts; and best practices from other districts

What followed:

- ❖ A number of forums to collect stakeholder perspectives; review of thousands of comments from students, parents, teachers, administrators, and community members; and meetings with published agendas, notes, presentations, and stakeholder comments

What is coming:

- ❖ A report and set of recommendations to combat the issues

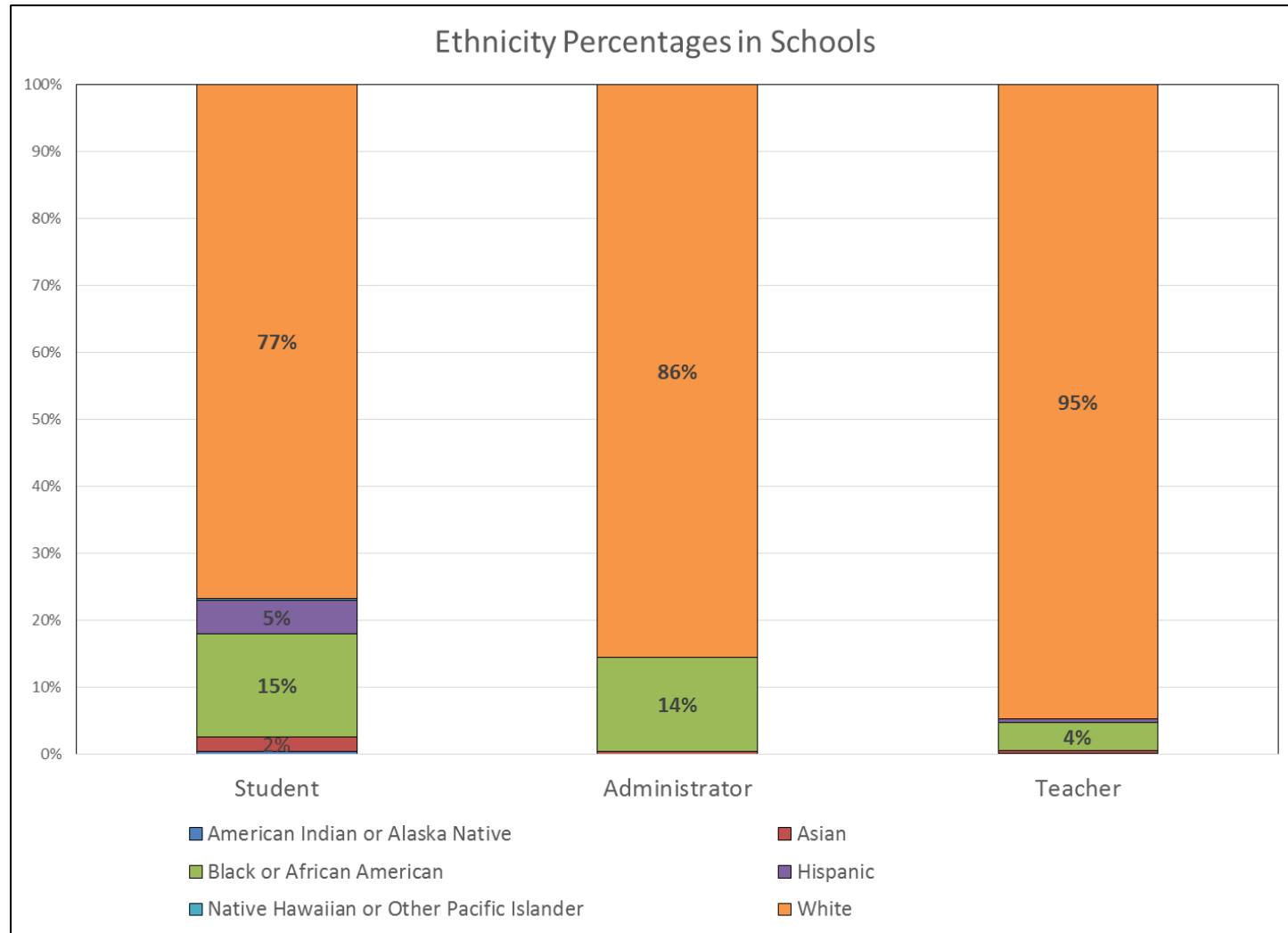


The Data

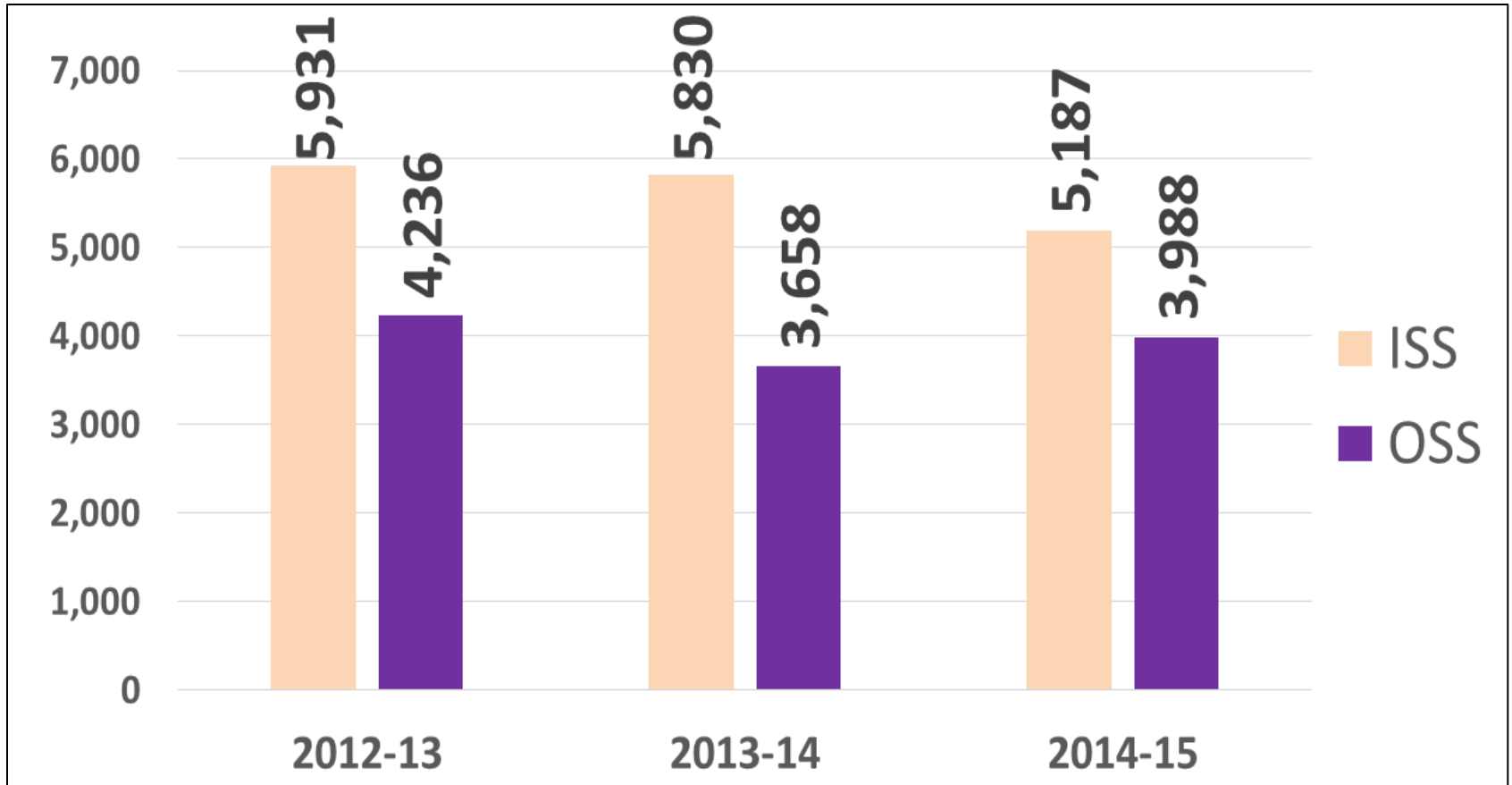
- Student and staff demographics
- In-school suspensions (ISS) and out-of-school suspensions (OSS)
- Suspensions by race/ethnicity
- Suspensions by socio-economic status
- Suspensions by disability status
- Suspensions by English Language Learner status
- Suspensions by gender
- Statistical analysis by subgroup and the impact of poverty
- Suspension and academic performance
- Achievement gap data



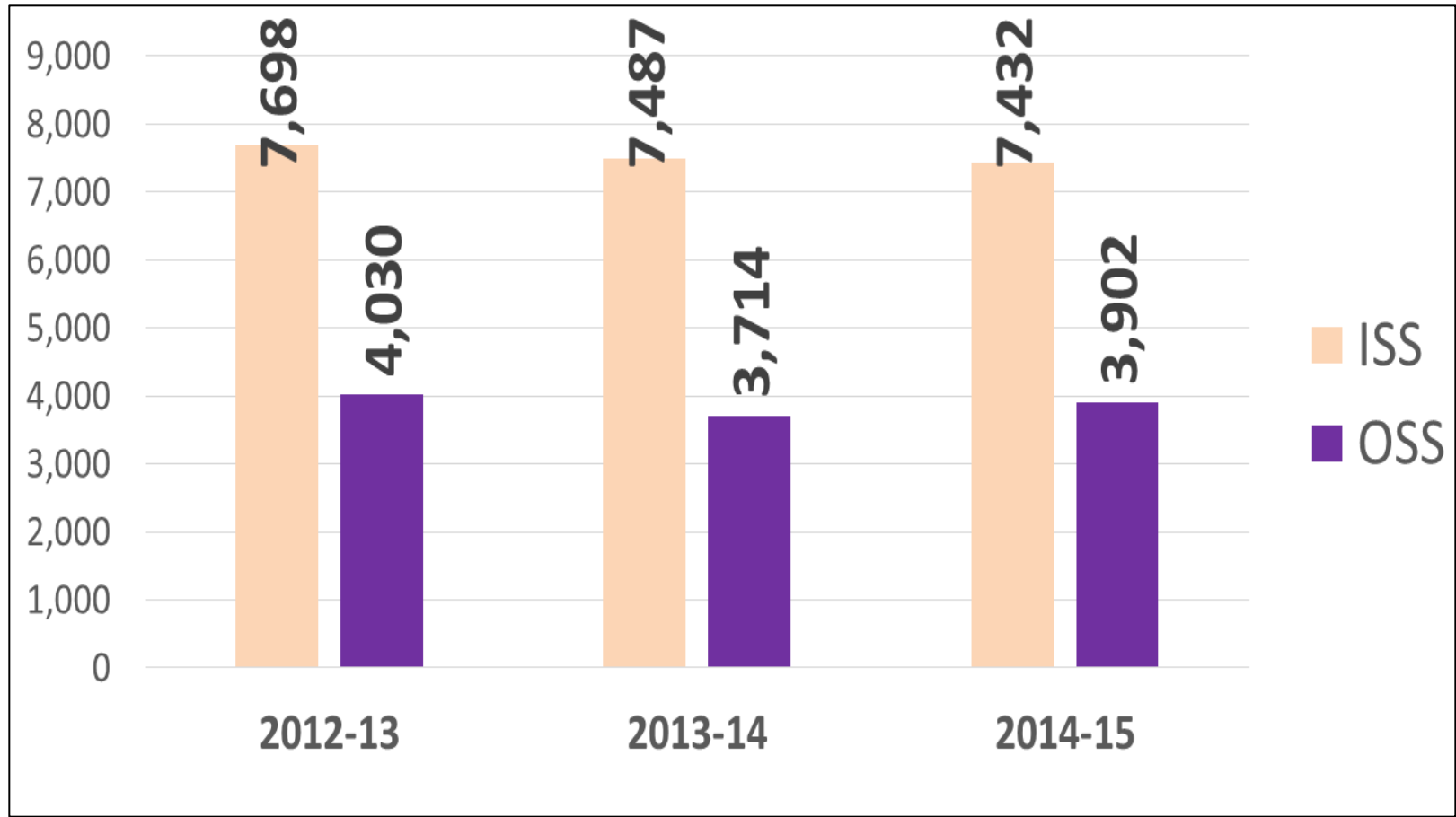
The Data: Student, Administrator & Demographics



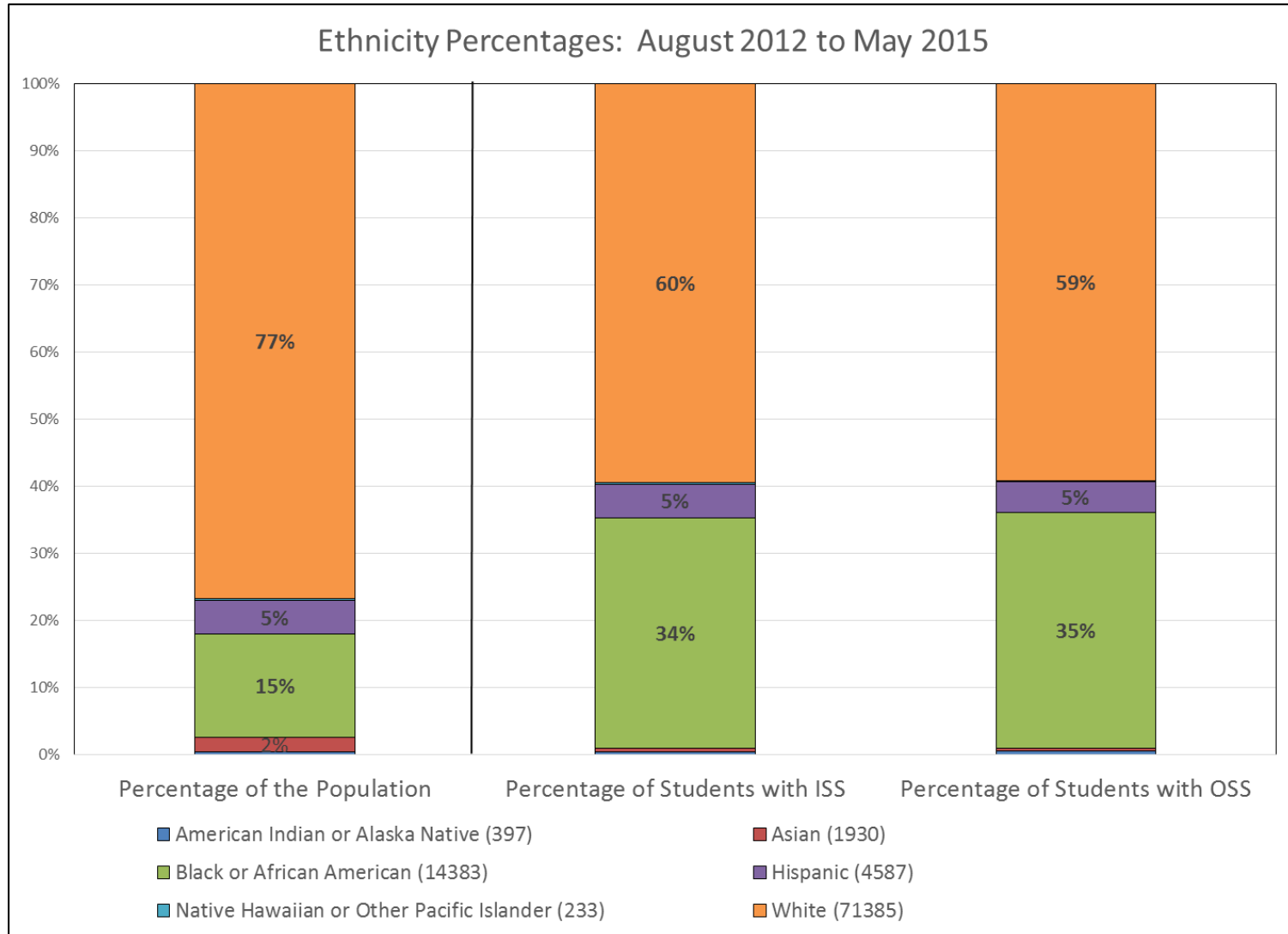
The Data: Count of High School ISS/OSS Infractions



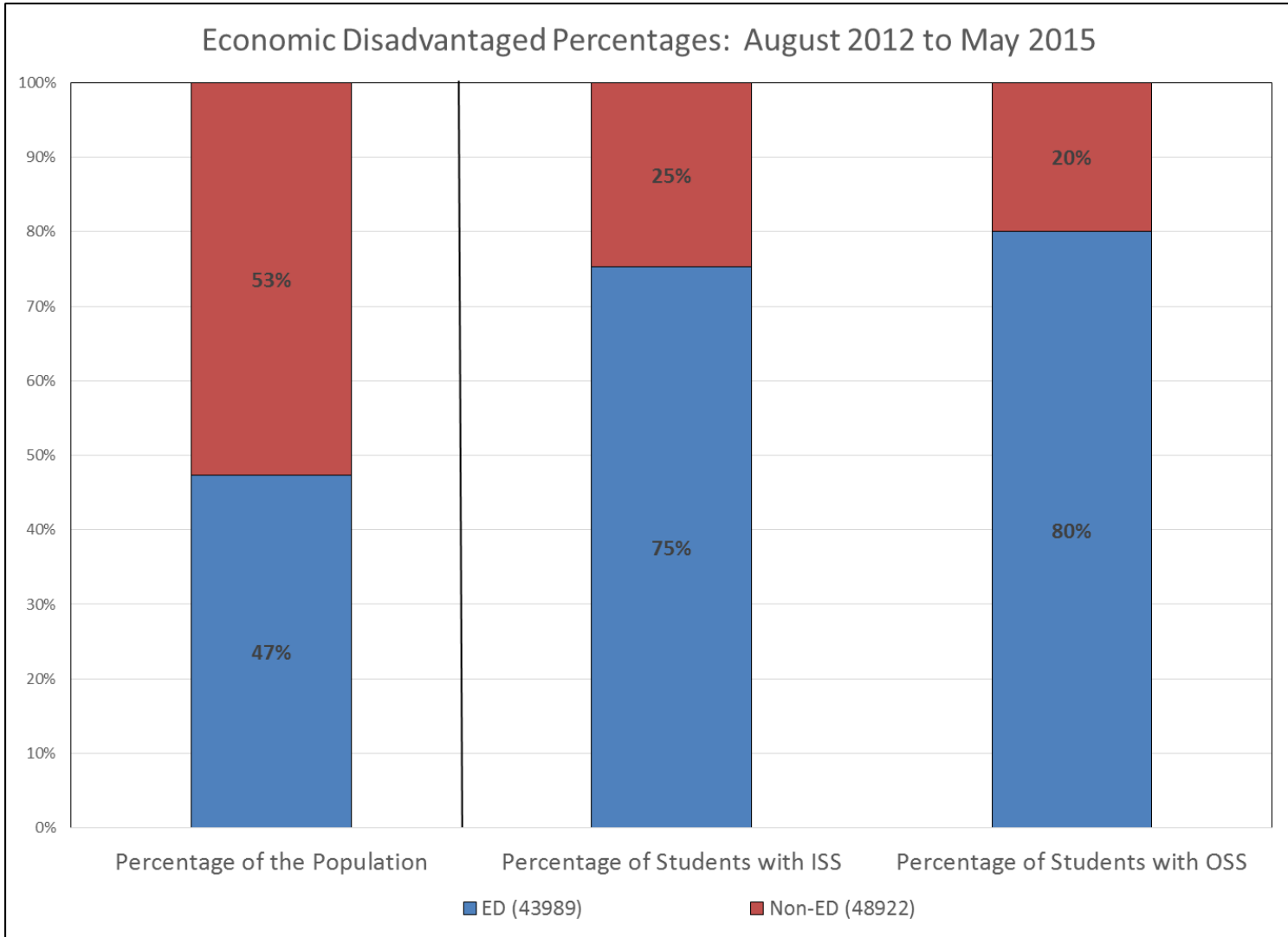
The Data: Count of Middle School ISS/OSS Infractions



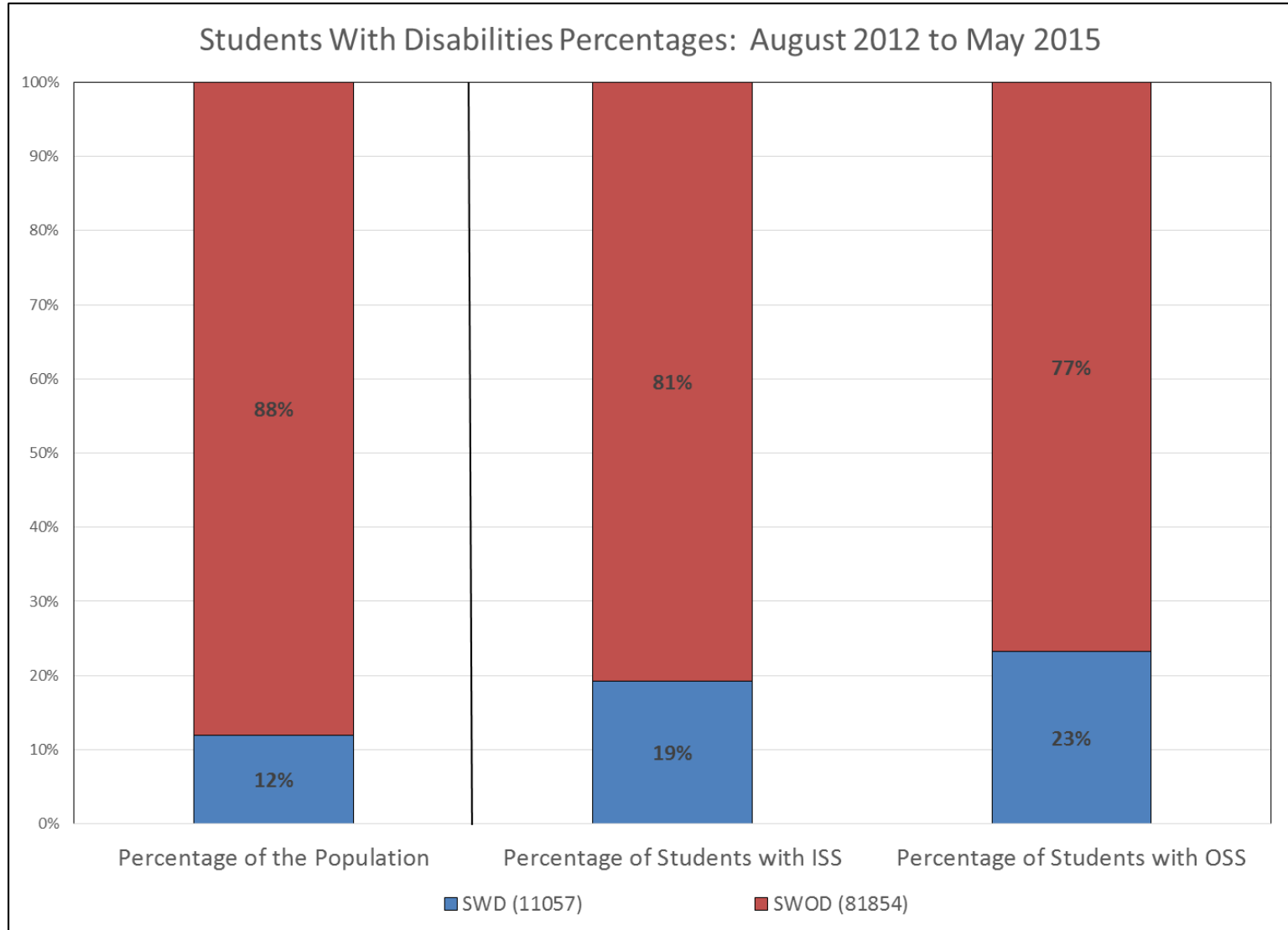
The Data: Who is being suspended?



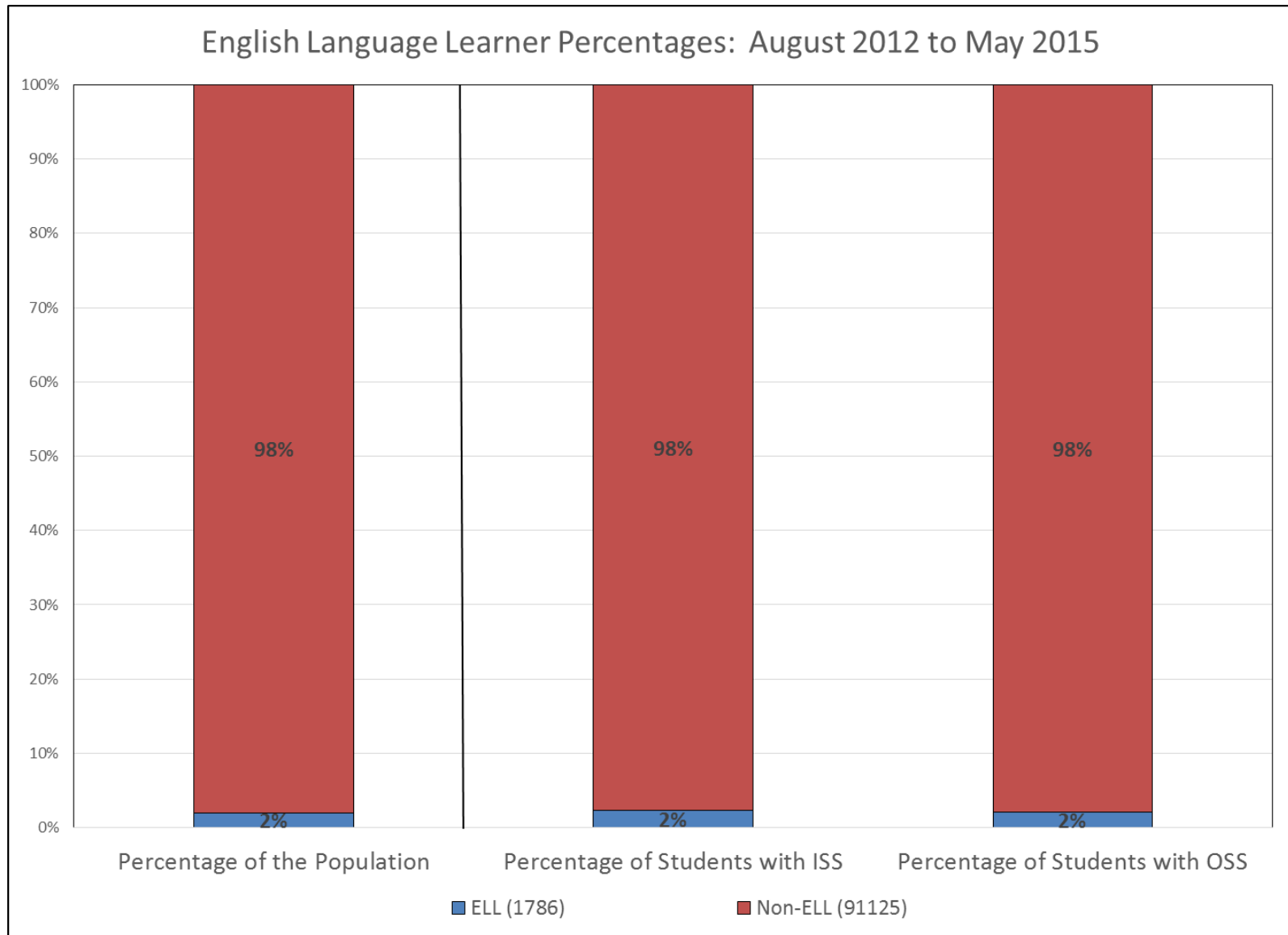
The Data: The Impact of Poverty



The Data: Students with Disabilities



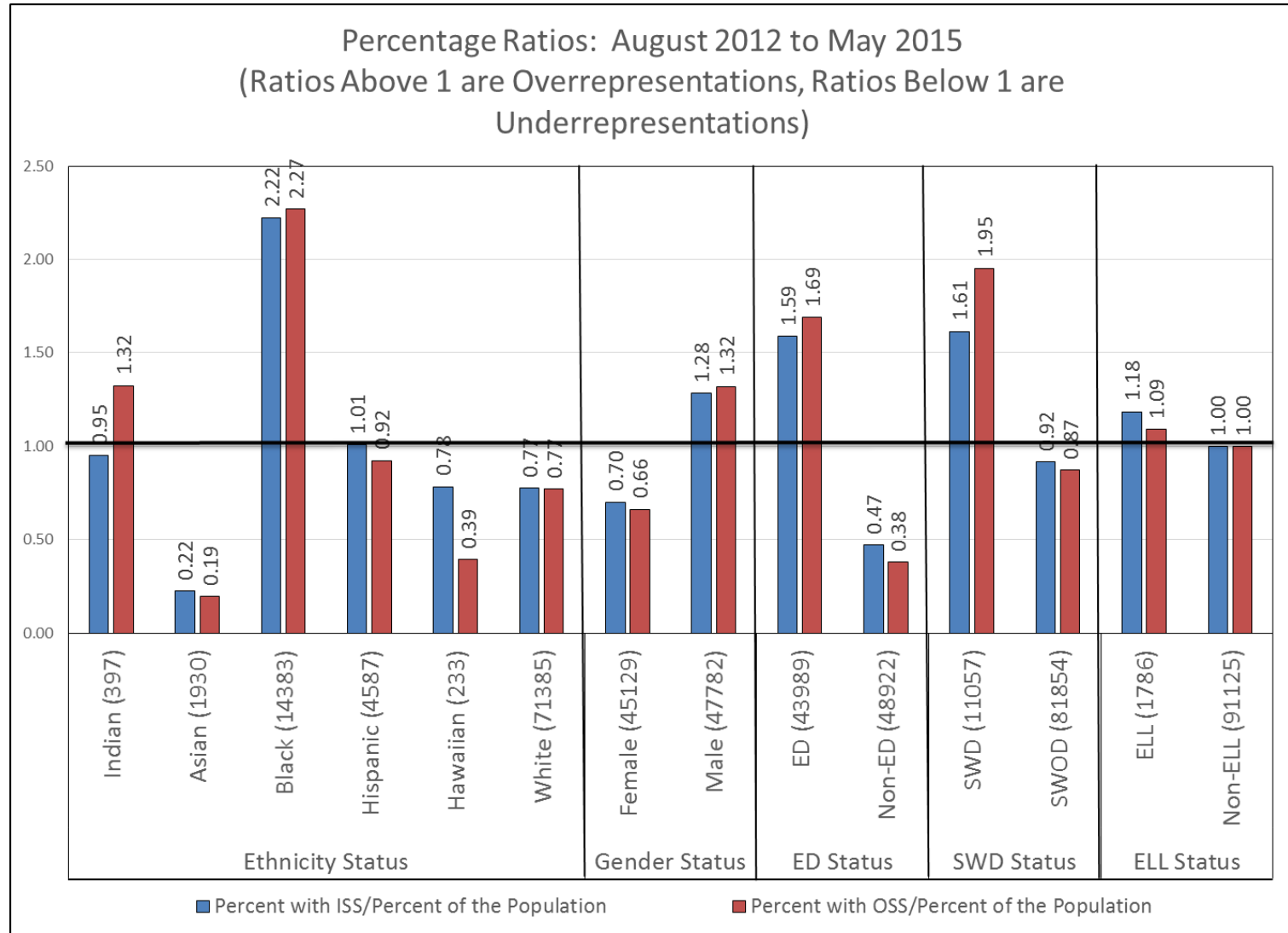
The Data: English Language Learners



The Data: The Impact of Gender

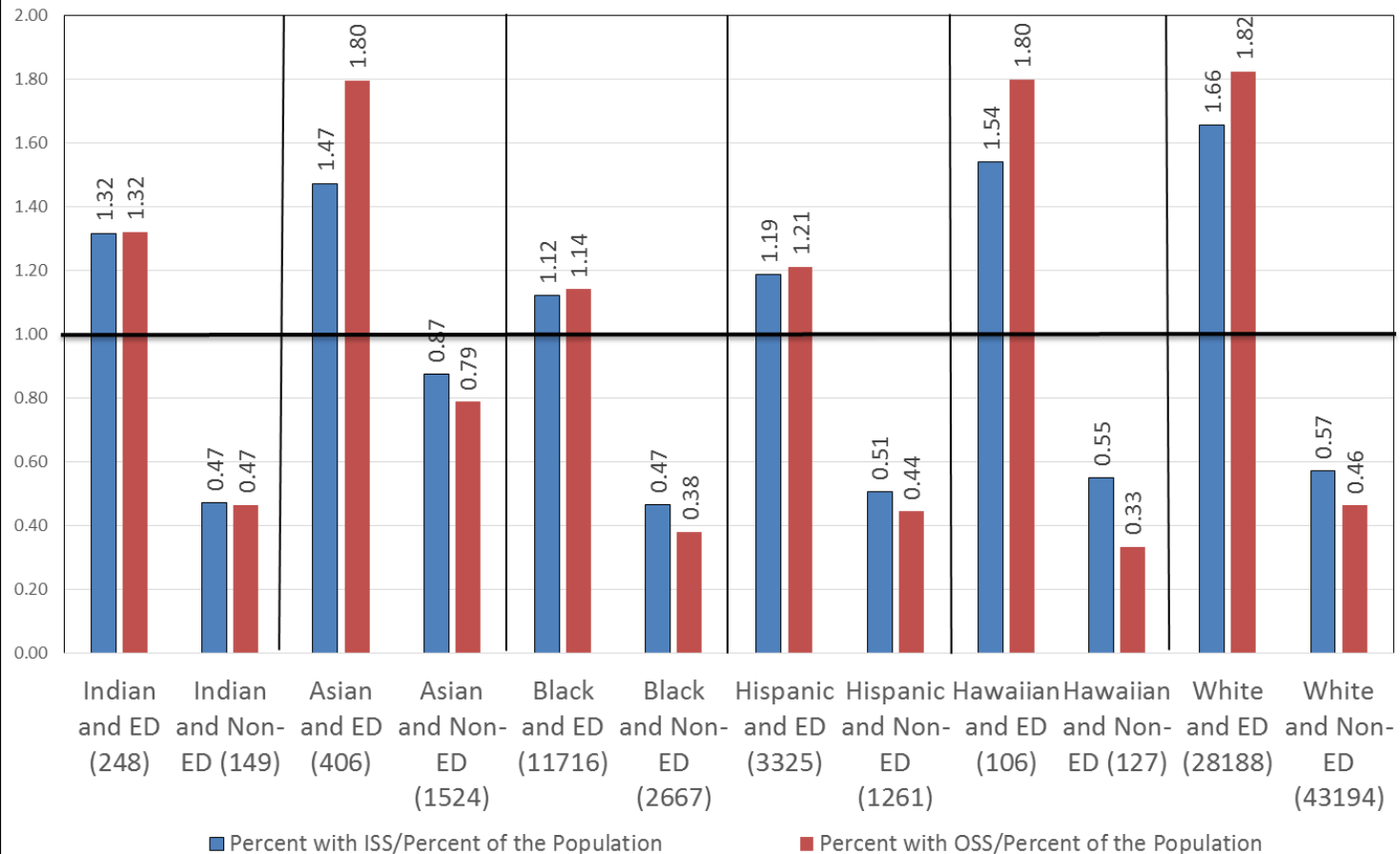


The Data: Statistical Analysis by Subgroup

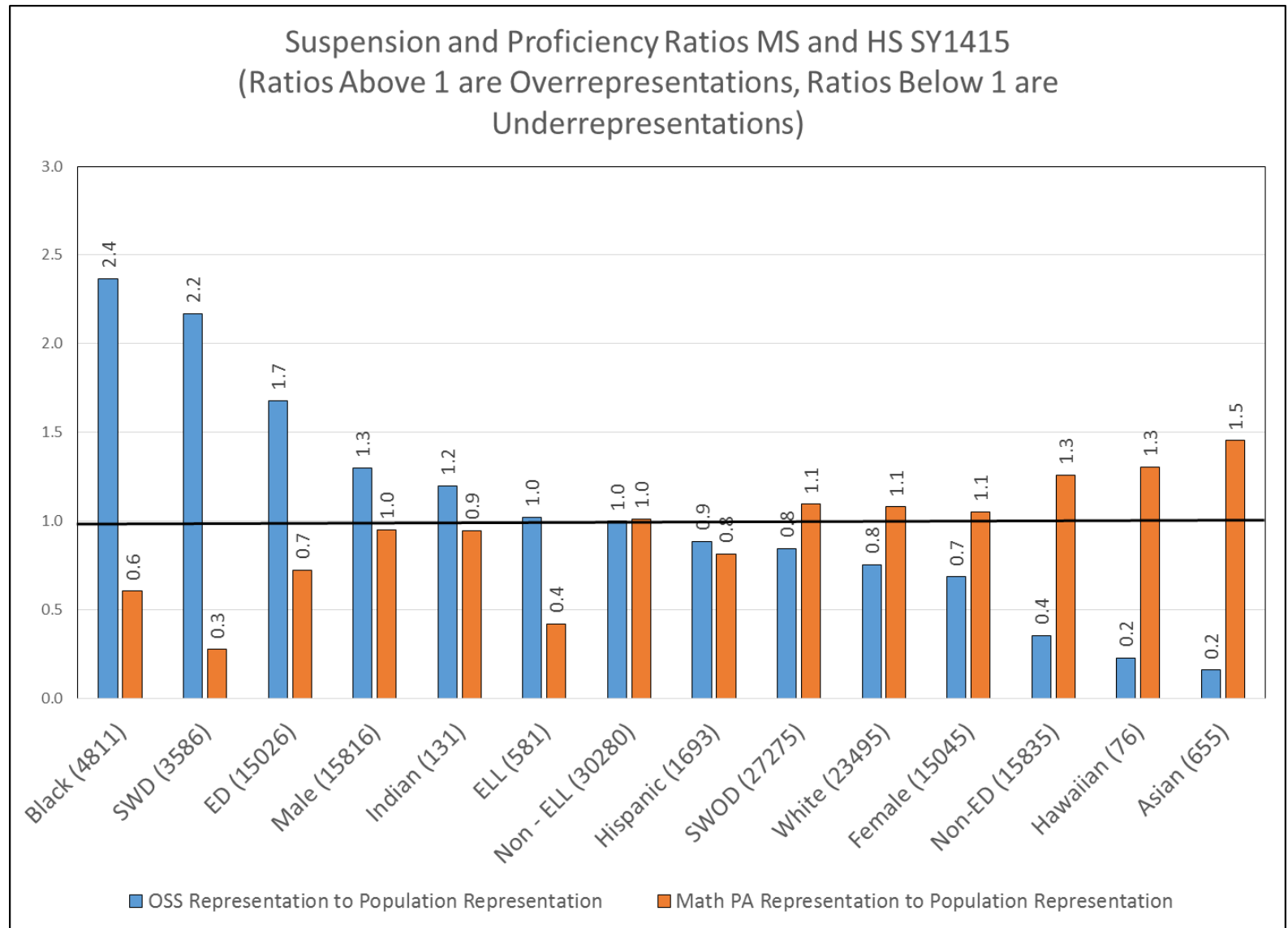


The Data: The Impact of Poverty

















ED Percentage Ratios by Ethnicity: August 2012 to May 2015
 (Ratios Above 1 are Overrepresentations, Ratios Below 1 are Underrepresentations)



The Data: Suspension and Academic Performance



The Data: Achievement Gaps

Area	KCS Gaps SY1415			
	ELL vs. non-ELL	SWD vs. non-SWD	ED vs. non-ED	BHN vs. All Students
3-8 Aggregate Math	25.2% 	41.6% 	29.1% 	19.6% 
3-8 Aggregate Reading	37.1% 	41.4% 	31.3% 	20.8% 
HS Algebra I/II	32.2% 	33.6% 	24.4% 	18.5% 
HS English II/III	49.1% 	42.2% 	26.6% 	19.5% 

The Data: Proficiency Rates by Subgroup

Areas	Knox County								
	Percents Proficient or Advanced 2014-2015								
	(Increases in Green, Declines in Red)								
	Asian	Black	Hawaiian/ Pacific Islander	Hispanic	Native American	White	ED	SWD	ELL
3-8 Reading	78.9%	30.8%	78.6%	35.6%	48.5%	59.1%	34.5%	17.9%	17.8%
3-8 Math	85.6%	33.9%	82.2%	44.6%	49.5%	62.3%	39.5%	21.4%	32.9%
HS Algebra I	83.3%	51.3%		58.8%		69.1%	52.5%	34.1%	37.7%
HS Algebra II	85.7%	31.2%		48.1%		68.9%	43.8%	41.4%	
HS English II	85.4%	49.6%		57.2%		76.3%	53.1%	32.6%	
HS English III	61.4%	22.8%		34.3%		51.0%	29.7%	10.3%	
# Improved	3/6	5/6	2/2	4/6	1/2	5/6	4/6	3/6	3/3

Data Summary

- Disparities in discipline do exist for students in the Black, SWD, ED and Male subgroups.
- Poverty has a significant impact on educational outcomes for all subgroups of students.
- There appears to be a negative correlation between suspension rates and academic performance.
- While KCS made notable improvements in closing academic achievement gaps during the 2014-15 school year, significant achievement gaps still persist.



Stakeholder Feedback/Participation

- Community Forums (December 2016 and April 2016)
- Educator Forums (Principals, assistant principals and teachers)
- Other community outreach initiatives:
 - Save Our Sons
 - Push Out/Teach In
- District webpage:
 - Meeting agendas
 - Meeting notes
 - Community feedback
 - Moderated email link



What We Heard: Need for Training

“
Training matters—
affects how a
teacher views the
intention of a child.
”

“
Cultural
competency
training.
”

“
More classroom
management
training for
teachers.
”

“
Dig into individual school data to
detect patterns by grade level or
teacher to determine if
additional, specific training
or intervention is needed.
”



What We Heard: Need for Support

“
“
Make PBIS an intentional course where we can teach expectations and enforce policy.”
”

“
PBIS in every school!”
”

“
“
Provide supports for struggling students—behavior liaisons, and partnerships with Helen Ross McNabb for social, emotional, and physical needs.”
”

“
“
Need more community schools in this district and opportunities for tutoring, computer skills, classes for parents, etc.”
”

“
“
Mentoring programs: programs that pair UT college students with KCS students.”
”



What We Heard: Personnel Needs

“
Counselors and social workers for students and families (community schools) to connect resources in Knox County with families. Mental illness support and coping strategies for families, too.”

“
We need to be able to attract, train, and support more teachers and administrators of various races...especially African-American and Hispanic-American.”

“
Direct support for mental health, language, and social skills.”

“
More social workers for emotional health. Students don't know how to handle emotions. We need to help them learn.”

“
More African-American male teachers and mentors in schools.”



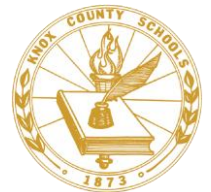
What We Heard: Need to Revise Discipline

“ Suspending repeatedly does not work...need more options for punishment.”

“ Inconsistent discipline practices (high school cell phone policies). Policies need to be specific, not vague.”

“ Restorative justice (other kids to teach kids)—not expel (keep learning). Use natural consequences.”

“ Take out ‘disorderly conduct’ and define it. Taking off a hat is not an expellable offense.”



What We Heard: Law Enforcement Needs

“
Stop arresting
kids at school.
”

“
School to
prison
pipeline.
”

“
Police
brutality
problem.
”

“
Discipline, not arrest
for minor offense; we
should result to
citations.
”

“
Less cops. Children
should never be
arrested at school.
”



What We Heard: Need to Connect

Every student needs a caring adult at home and school. Provide love, encouragement, support, coaching, and discipline. Set expectations.

Need culturally responsive teaching.

Relevancy of education to culture and heritage is important. Curriculum should be more relevant to students.

When voice messages are sent, everything is in English.

Students are taken out of arts (PE, Humanities) for ELA/Math intervention. Pulling students from what they love does not allow them to express. Art is a perfect place for multiculturalism.



What We Heard: Need to Engage

“
Today’s student is more informed—need to get them to take ownership and have them be proactive rather than pushing things on them.”

“
It is important to include parents and children in decisions about the policies.”

“
Create a rights/responsibilities class constitution and involve students in the process.”



Emerging Focus Areas

Communication

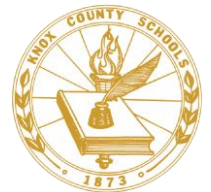
Training

Programs

Policies and Practices

Personnel

Accountability



Overarching Goals

Redesign KCS discipline policies and practices to:

- Eliminate systemic disparities in discipline based on race, ethnicity, income, language, disability, zip code, or other categories for potential discrimination
- Include and emphasize Restorative Practices/alternatives to suspension and expulsion
- Incorporate Positive Behavior Intervention and Supports (PBIS) in every classroom/school
- Cultivate a positive environment of mutual responsibility and self-advocacy

Enhance capacity of educators to provide high quality instruction and respond to classroom behavioral challenges

Utilize the juvenile justice system only when necessary (for criminal activity)

Ensure academic growth and achievement for all students, particularly those who are furthest behind



Promising Strategies/Practices in Place Now



Community Schools Initiatives (12 schools and growing)

Positive Behavior Supports and Interventions

Academic interventions and supports

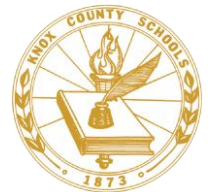
Minority Recruiting

Family engagement and community relations activities



DEO Task Force Recommendation: Training

- ✓ All Certified and Classified KCS personnel:
 - Ongoing Cultural Competency Training
- ✓ School-wide:
 - Training based on specific needs identified through school data
- ✓ Teachers:
 - Ongoing Classroom Management Training
 - Ongoing professional development to provide high-quality, differentiated core instruction
- ✓ School Resources Officers:
 - Training to effectively deal with the social, emotional, and mental health issues of students



DEO Task Force Recommendation: Programs

✓ All Schools:

- Expand Positive Behavior Intervention and Supports (PBIS) and Restorative Practices to all KCS schools
- Provide appropriate resources and responses for students experiencing/who have experienced personal trauma
- Develop and implement student mentoring programs and Student Advisory Councils

✓ Community:

- Expand the number of Community Schools and provide additional behavioral and mental health supports to all schools



DEO Task Force Recommendation: Policies/Practices

- ✓ Review and recommend revisions to Board of Education discipline policies, practices, and procedures
- ✓ Implement Restorative Practices
- ✓ Track/report all discipline, arrest, and academic data individually by school
- ✓ Partner with local law enforcement to reduce juvenile arrests in schools
- ✓ Create a Stakeholder Bill of Rights inclusive of students, parents, teachers and administrators
- ✓ Ensure culturally responsive classroom instruction
- ✓ Provide appropriate academic opportunities and instructional supports for all students based on individual need
- ✓ Match every secondary student with at least one caring adult
- ✓ Enhance family and community engagement
- ✓ Provide services and supports for non-English speaking families
- ✓ Eliminate the category of “conduct prejudicial to good order” as a reason for suspension



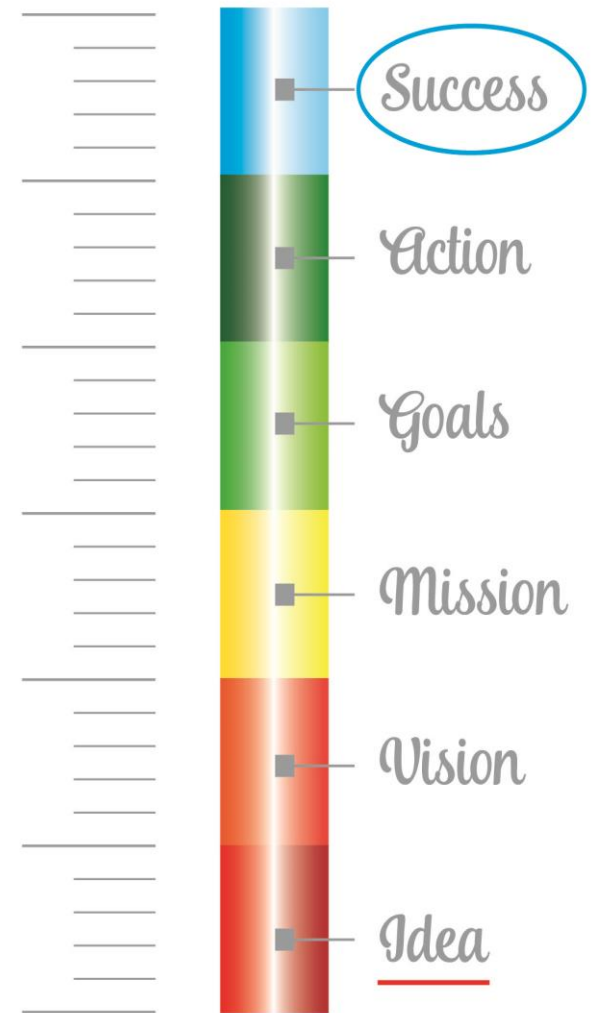
DEO Task Force Recommendation: Personnel

- ✓ Enhance minority recruiting efforts
- ✓ Develop activities to attract, support, and retain minority and male educators
- ✓ Establish minority professional mentoring and networking activities
- ✓ Explore opportunities to increase the number of school counselors, social workers, behavior liaisons, and other support personnel in schools
- ✓ Ensure that struggling students have access to highly effective teachers



Maintaining Accountability

- ✓ Proposal for the DEO Task Force to transition into a Steering and Oversight Committee to ensure effective implementation, communicate progress, refine efforts, and engage others.
- ✓ Develop a clear and strategic implementation plan with detailed timelines, specific expected outcomes, and milestone reports; and
- ✓ Create an ombudsman role to:
 - ✓ Help KCS families navigate school and community organizations/systems;
 - ✓ Serve as a liaison in the implementation of the Task Force Recommendations;
 - ✓ Report directly to the Superintendent; and
 - ✓ Present quarterly to the Board of Education



Communication

Develop a comprehensive communication plan to:

- ✓ Regularly report progress;
- ✓ Provide regular and ongoing opportunities for engaging community dialogue;
- ✓ Engage the community in various aspects of the work; and
- ✓ Expand non-English speaking parent/community access to school/district information



Questions?

