

Do we say ALL but mean SOME?

Using Data to Enhance Equity

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Introductions

- Who am I?

HELLO
my name is

Kelsey Morris
- Who are you?
 - Administrators
 - PBIS Coaches
 - District Supports/Leaders
 - PBIS Team Members
 - Parent Representatives

Advance Organizer

Goal	Essential Learner Outcomes (ELOs)
<ul style="list-style-type: none"> • Provide a foundation for SWPBIS teams to address disproportionality with data-based decision making. • Share the nationally recommended 4-step process to respond to disproportionality. 	<p>As a result of attending this session, you should:</p> <ul style="list-style-type: none"> • Learn a framework for identifying levels of disproportionality • Learn steps for analyzing data to determine solutions • Learn considerations for monitoring and evaluating response effectiveness

GOAL

Acknowledgments

Jennifer Rollenhagen, EdS

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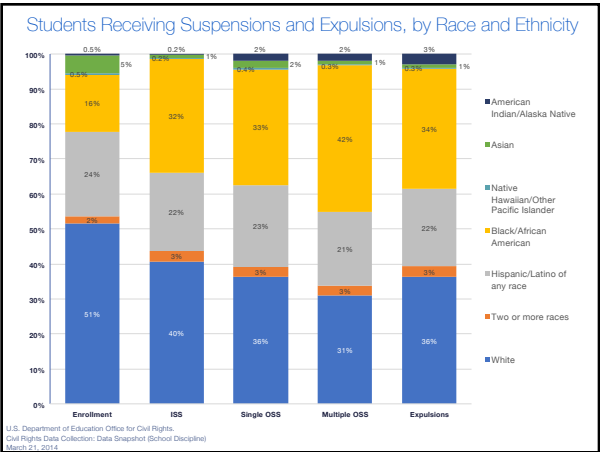
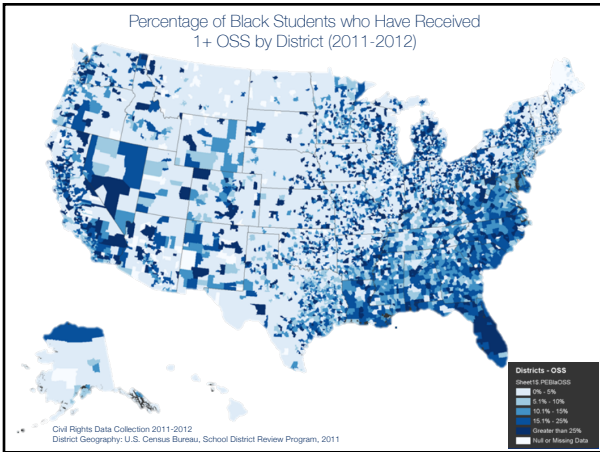
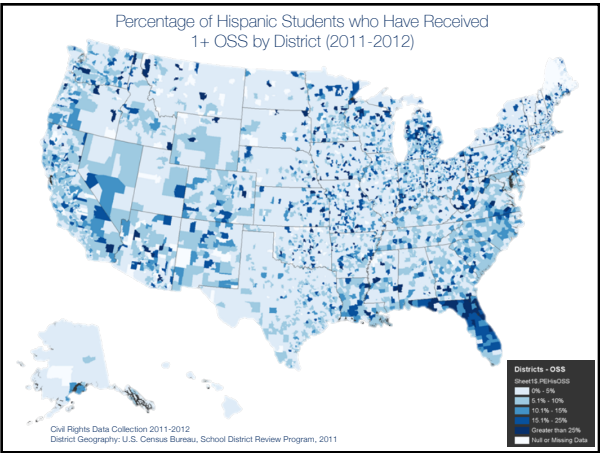
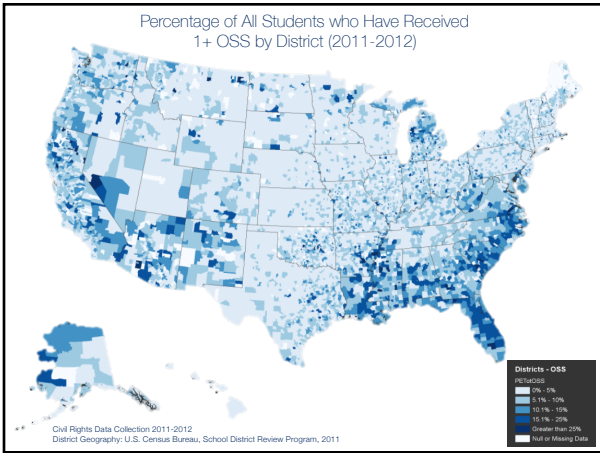
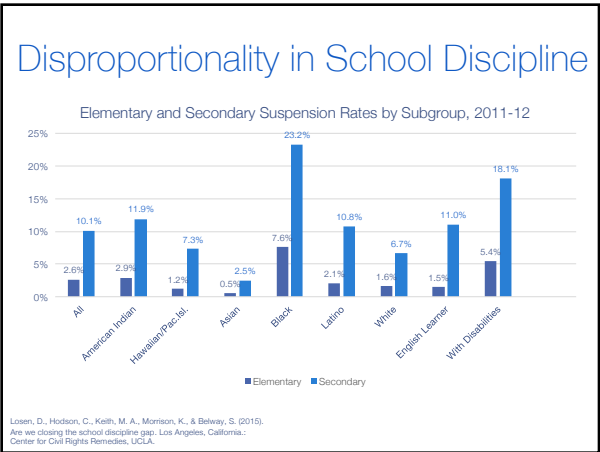
Leverage Your Learning

K	W	L	✓
What to you know?	What do you want to learn?	What did you learn?	What will you do with your learning?

Equitable Outcomes


OSER, 2008

What is happening nationally?



Average OSS/Expulsion:

- 16% of Black students
- 5% of White students




- Rate for Black students is 3x greater than white students.
- Black girls suspended at higher rates (12%) than girls of any other race—and most boys.

2011-2012

U.S. Department of Education Office for Civil Rights. Civil Rights Data Collection: Data Snapshot (School Discipline). March 31, 2014.

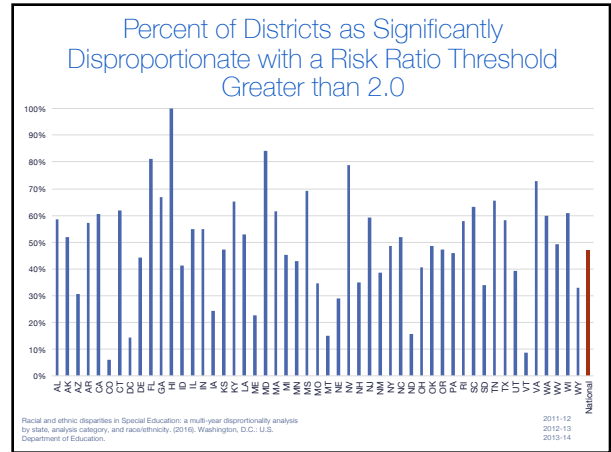
Average OSS/Expulsion:

- 18% of Black boys
- 10% of Black girls
- 5% of White boys
- 2% of White girls
- Rate for Black students is 3.8x greater than white students.
- Black girls are 8% of enrolled students, but 13% of students receiving 1+ OSS.

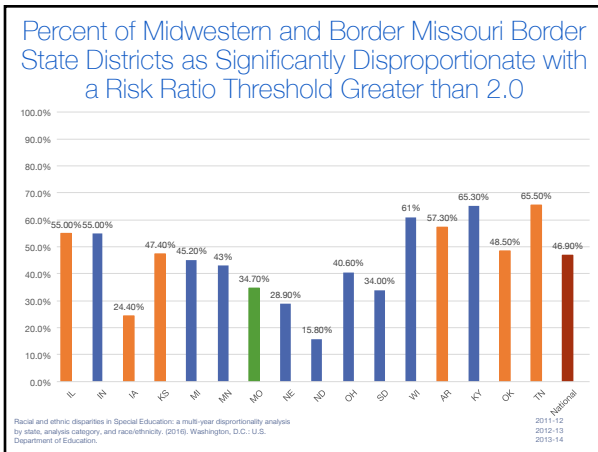
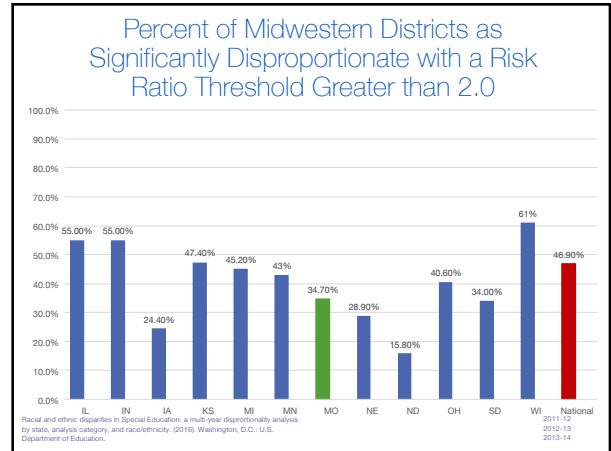


2013-2014

U.S. Department of Education Office for Civil Rights. 2013-2014 Civil Rights Data Collection: A First Look. June 7, 2015.





We have a national issue. Is there a local issue?



New Federal Regulations

Effective July 1, 2018

- Standard methodology to determine significant disproportionality (SD)
- Each state develops a reasonable threshold for SD
 - Missouri is recommending a risk ratio of 3.5
- Flexibility to use up to 3 years of data to identify an LEA as SD
- Flexibility to not identify LEAs if they are demonstrating reasonable progress

U.S. Office of Special Education Programs

OSEP, 2017; Missouri Department of Elementary and Secondary Education, 2017

How can we respond to this situation?

Discipline Data Guide

1. Data needed for investigation and decision making
2. Four-part problem solving model
3. Metrics to use for monitoring
4. Patterns of disproportionality (implicit vs. explicit bias)
5. Vulnerable decision points (VDPs)

Using Discipline Data within SWPBIS to Identify and Address Disproportionality: A Guide for School Teams

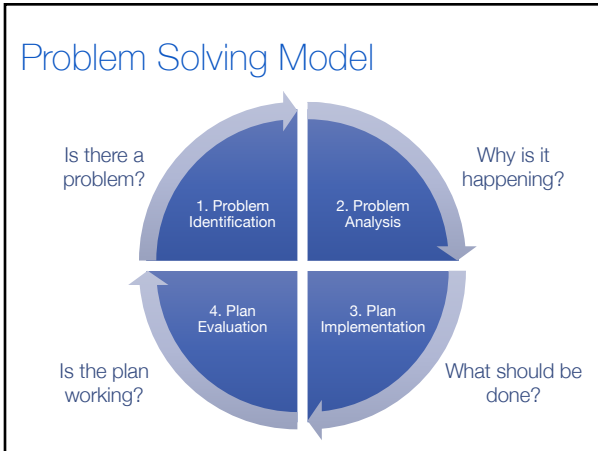
This practice guide is one of a series of guides for enhancing equity in school discipline. The guides are based on a 3-point multicomponent intervention described by McIntosh, Carnes, Skinner, Smolensky, and Jagan (2014). The 3 points include effective instruction, school-wide PBIS as a foundation for culturally-responsive behavior support, use of disaggregated discipline data, effective policies, and reducing bias in discipline decisions. This guide addresses use of data.

The recommendations and guides are available at: <http://www.pbis.org/school/equity-pbis>

Introduction
The purpose of this guide is to provide a reference for SWPBIS school teams in the use of discipline data (e.g., office disciplinary referrals, suspension) in the area of racial and ethnic disproportionality in school discipline. The guide will describe a framework and steps for identifying levels of disproportionality, analyzing data to describe patterns, and monitoring the effectiveness of action plans to address disproportionality. Specific practices to address disproportionality are described in other guides in this series.

Audience
This guide is designed primarily for use by school or district teams seeking to reduce racial and ethnic disproportionality in school discipline, regardless of whether they are implementing SWPBIS.

McIntosh, Carnes, Elason, & Morris (2014)
Available at PBIS.org

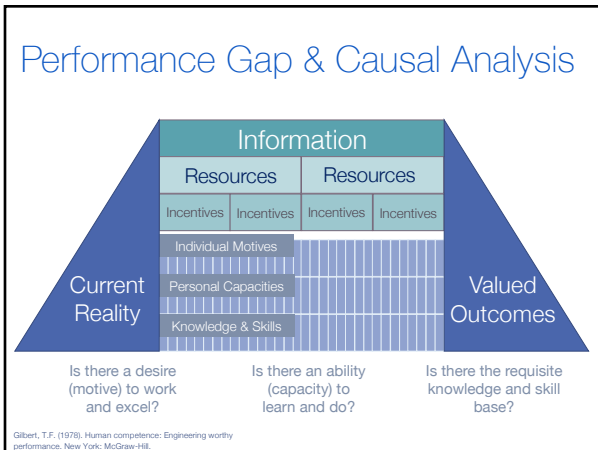


Step 1: Problem Identification

- Use valid and reliable metrics
- Quantify the difference between current outcomes and goals

Percent of Students with 0-1 Office Discipline Referrals		
Goal	Outcome	Distance from Goal
80%	62%	18%

1. Problem Identification



Step 1: Problem Identification

- Compare rates of outcomes across racial/ethnic groups
- Use multiple metrics (IDEA Data Center, 2014)

How many rods are there?

1. Problem Identification

Risk Index

- What percent of each racial/ethnic group has received an ODR?
- Risk Index equals the likelihood of a group member receiving an ODR.

Ethnicity	# of Enrolled Students	# of Students With Referrals	% of Students Within Ethnicity With Referrals	Risk Index
Native	16	6	37.50%	0.38
Asian	35	15	42.86%	0.43
Black	65	54	83.08%	0.83
Latino	135	102	75.56%	0.76
Pacific	8	3	37.50%	0.38
White	350	154	44.00%	0.44
Multi-racial	32	13	40.63%	0.41
Totals	641	347		

May, S., Ard, W., Todd, A., Horner, R., Glasgow, A., Sugai, G., & Sprague, J. (2017). School-wide Information System 5.8.0 b10. University of Oregon, Eugene, Oregon.

Risk Ratio

- How many times more likely is group to receive an ODR than all others?
- Overrepresentation?
- Underrepresentation?

Ethnicity	# of Students With Referrals	Risk Index	Comparison Group	Comp. Risk Index	Risk Ratio
Native	6	0.38	All Others	0.36	1.38
Asian	15	0.43	All Others	0.37	0.79
Black	54	0.83	All Others	0.32	2.05
Latino	102	0.76	All Others	0.36	1.12
Pacific	3	0.38	All Others	0.37	0.00
White	154	0.44	All Others	0.43	0.74
Multi-racial	13	0.41	All Others	0.38	0.00
Totals	347				

May, S., Ard, W., Todd, A., Horner, R., Glasgow, A., Sugai, G., & Sprague, J. (2017). School-wide Information System 5.8.0 b10. University of Oregon, Eugene, Oregon.

Composition

- Is a racial/ethnic group's size proportionate to the their share of the school's total referrals?
- Does a group have a disproportionate percentage of referrals?

Ethnicity	# of Enrolled Students	# of Referrals	% of Enrolled Students	% of Total Referrals
Native	16	12	2.50%	1.73%
Asian	35	34	5.46%	4.89%
Black	65	127	10.14%	18.27%
Latino	135	193	21.06%	27.77%
Pacific	8	4	1.25%	0.58%
White	350	301	54.60%	43.31%
Multi-racial	32	24	4.99%	3.45%
Totals	641	695	100%	100%

May, S., Ard, W., Todd, A., Horner, R., Glasgow, A., Sugai, G., & Sprague, J. (2017). School-wide Information System 5.8.0 b10. University of Oregon, Eugene, Oregon.

New Federal Guidelines

"the discretion that states have in defining significant disproportionality has resulted in a wide range of definitions that provides no assurance that the problem is being appropriately identified across the nation."

- July 1, 2018 all states must use risk ratio as a standard methodology
- States may determine a reasonable threshold for disproportionality

Government Accountability Office, 2013; OSEP, 2017

Step 1: Problem Identification

- Select multiple metrics to use
 - Risk Ratio
 - ODR per 100 Students
- Calculate metrics & compare to reasonable goals
 - Previous years at the site
 - Local, state, national norms
 - U.S. Equal Opportunity Employment Commission (EEOC) Logical Criteria: 0.80 to 1.25
 - State's reasonable threshold for significant disproportionality
- Monitor metrics throughout the year
 - Risk Ratio
 - ODR per 100 Students
 - Be careful of small group sizes

Step 2: Problem Analysis

- Purpose**
 - Identify context and underlying causes
- Focus**
 - Systems and practices that can be changed
- Evaluate**
 - Tier I Universal Systems
 - Check PBIS Fidelity – SWPBIS TFI
 - School Climate
 - Discipline Data
 - Patterns of bias – explicit vs. implicit

Assumptions About Bias

- We all believe that a student's race/ethnicity should not **fate** him/her for negative outcomes.
- Discussing equity and race is sometimes **uncomfortable**.
- Creating discomfort without providing **effective strategies** for equity is not productive.
- When discussing equity and attempting positive change, we will make **mistakes**. But, we will **learn** from them **and do better**.

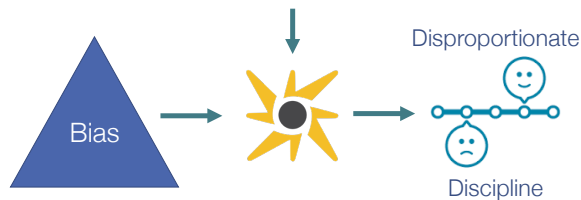


Implicit Bias



- Implicit = unacknowledged
 - Disproportionality in specific settings vs. across all settings (explicit bias)
- Unconscious, automatic
- Based on stereotypes
- Everyone has it—even those affected by it
- Generally **not** an indication of our beliefs and values
- More likely to influence snap decisions and ambiguous decisions

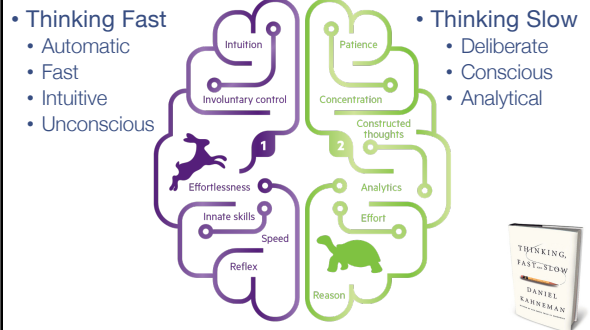
Vulnerable Decision Point



A VDP is a specific context that is more vulnerable to the effects of implicit bias and more likely to lead to disproportionality.

1. Elements of the situation
 - External state, environmental context
2. Person's decision state
 - Internal state, personal context

Two Systems for Decision Making



VDPs from National Data

- Ambiguity
- Subjective Problem Behavior
 - Defiance, Disrespect, Disruption
 - Vague Discipline System (Major vs. Minor)

- Lack of Contact
- Non-classroom Areas
 - Hallways
 - Playground

- Fatigue/Hunger
- Afternoons

H•A•L•T



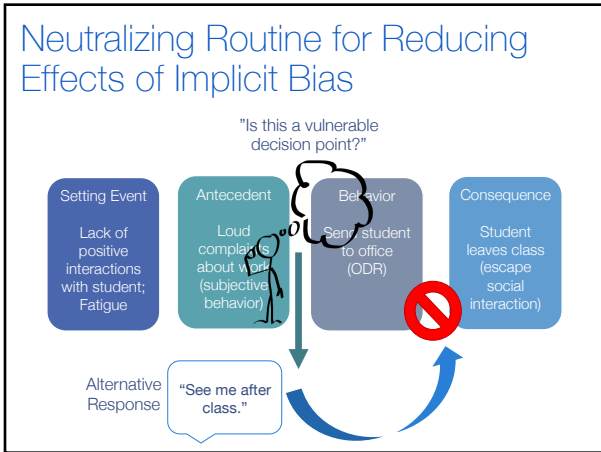
How can we respond to VDPs?

- Establish a 2-Step Neutralizing Routine for All Staff

When you see a problem behavior, stop and think:

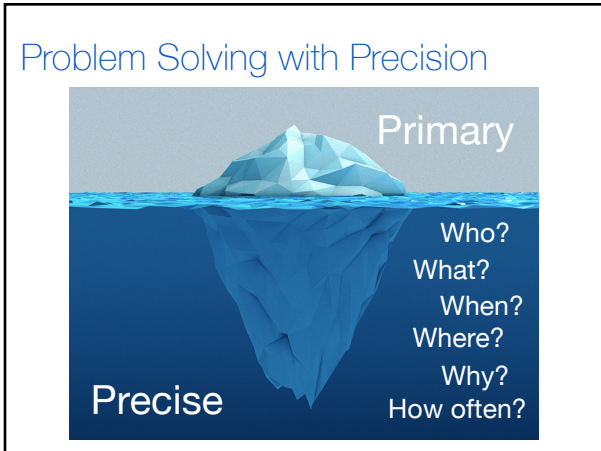
1. **Is this a VDP?**
External context
Internal state
2. **If it is a VDP, use an agreed upon alternative response.**
Think slowly, rationally.





Step 2: Problem Analysis

- Define problems with precision
 - Who is involved?
 - What are the problem behaviors?
 - Where is it happening?
 - When is it happening?
 - Why are the problem behaviors happening? - Perceived Function



Drill Down for Precision

When we have a problem with disproportionate discipline...

Identified Subgroup

- Location
- Time of Day
- Problem Behavior
- Motivation

Precise Problem Statement

Step 2: Problem Analysis

Vulnerable Decision Point (VDP)

- Who?
- Where?
- When?
- What?
- Why?

- Identified Subgroup
- Location
- Time of Day
- Problem Behavior
- Motivation

Assess

- PBIS implementation fidelity
- Achievement gap
- Attendance
- School climate

African-American students in the 7th grade are more likely to receive referrals from the classroom, cafeteria, & commons for inappropriate language and physical aggression. Referrals are related to task avoidance and getting adult attention.

Drill Down for Precise Problem Statements

Subgroup: African-American Students

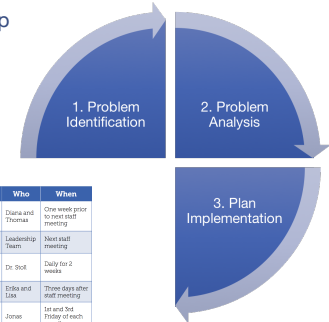
Who?	When?	What?	Where?	Why?
3 rd grade students	11:30AM – 12:00PM	Phys. Agg. (Major)	Playground	Obtain peer attention
4 th grade students	8:00AM – 9:30AM	Defiance (Minor)	Classroom	Avoid task
7 th grade students	After 12:00PM	Inapp. Lang. (Major) Inapp. Lang. (Minor)	Classroom Hallways	Avoid task Obtain peer attention

Drill Down for Precise Problem Statements

- African-American students in the 3rd grade are receiving referrals for physical aggression during midday recess. Referrals seem to be related to gaining peer attention.
- African-American students in the 4th grade are more likely to receive referrals for minor defiance in the classroom during the morning instructional block. Referrals seem to be related to task avoidance.
- African-American students in the 7th grade are receiving afternoon referrals in their classrooms and the hallways for inappropriate language (major and minor). Referrals seem to be related to avoiding tasks and gaining peer attention.

Step 3: Plan Implementation

- Information gained in Step 2 is used to select strategies.
- An action plan is created to ensure adequate implementation of the strategies.



Activity	Activity Task Analysis	Who	When
3. Plan Implementation	a. Plan that activity implementation to clarify the classroom vs. office managed behaviors, list dress code policy, and all instructional responses to inappropriate language	Class and Thomas	One week prior to next staff meeting
	b. Review ODR procedures with all staff and complete staff activity/discussion	Leadership Team	Next staff meeting
	c. Provide all staff with reminder to consider instructional alternatives to ODR. Turn before lunch at morning staff announcement	Dr. Stot	Daily for 2 weeks
	d. Identify monthly review expectations with students and families	Edith and Lisa	Three days after staff meeting
	e. Regular monitoring and evaluation of this grade reading engagement and outcomes, with report to Leadership Team	Jonas	1st and 3rd Friday of each month

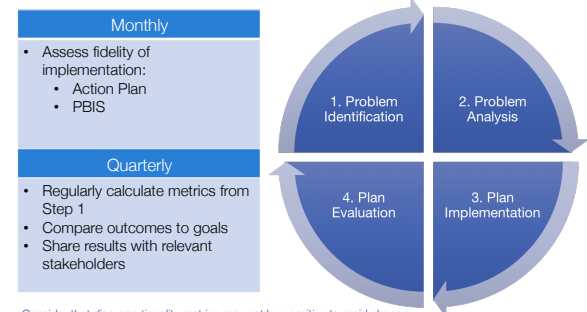
PBIS.org – School – Equity & PBIS

Example Action Plan Items

- **All issues**
 - Calculate and share disproportionality data regularly
- **Inadequate PBIS implementation**
 - Implement core features of PBIS to establish a foundation of support for all students
- **Misunderstandings regarding school-wide expectations**
 - Enhance culturally-responsive PBIS with input from students/families
NEW: PBIS Cultural Responsiveness Field Guide
- **Academic achievement gap**
 - Implement effective academic instruction
- **Suspected disproportionality across all settings**
 - Enact strong anti-discrimination policies that include accountability
- **Disproportionality in specific contexts**
 - Explore vulnerable decision points (VDPs)
 - Establish a neutralizing routine to reduce the effects of implicit bias

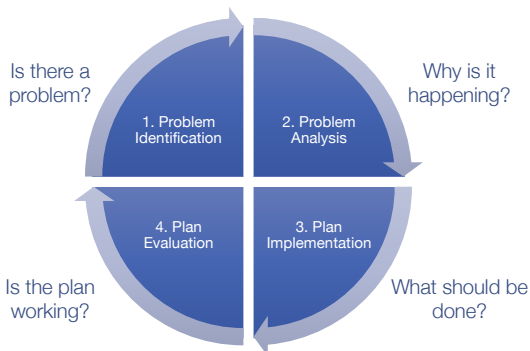
Step 4: Plan Evaluation

Keep your fingers on the pulse of what is going on!



- Consider that disproportionality metrics may not be sensitive to rapid change.
- Risk indices will continue to rise. Use multiple metrics to ensure accurate tracking.

Problem Solving Model



PBIS.org – National Resource Center



Cultural Responsiveness
5-Point Recommendation Guide
Data Guide

August 7, 2014
November 2016

Recommendations for Addressing Discipline Disproportionality in Education
Bert McDonough, Erik J. Carnier, Robert H. Hoover, Beth Steubnowski, & George Sugai

PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches
Mikayla Lovensky, Kent Grady, Sara McDonough, Jennifer Ross, Sarah Proctor

5-point Multicomponent Approach to Reduce Disproportionality in Schools

- Collect, use, and report disaggregated discipline data
- Effective academic instruction
- Implement school-wide PBIS
- Enact policies with accountability for discipline equity
- Teach neutralizing routines for vulnerable decision points

Outlines an integrated framework to embed equity efforts by aligning CR practices to the core SWPBS components.

Additional Resources

Data Storytelling

Dykes, B. (2016, March 31). Data Storytelling: The Essential Data Science Skill Everyone Needs. Retrieved from <https://www.forbes.com/sites/brandydikes/2016/03/31/data-storytelling-the-essential-data-science-everyone-needs/#11a3322a63ad>

Leverage Your Learning

K	W	L	✓
What to you know?	What do you want to learn?	What did you learn?	What will you do with your learning?

Do we say ALL but mean SOME?

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