Do we say ALL but mean SOME?
Using Data to Enhance Equity
Kelsey Morris
University of Missouri

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

<table>
<thead>
<tr>
<th>Goal</th>
<th>Essential Learner Outcomes (ELOs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Provide a foundation for SWPBIS teams to address disproportionality with data-based decision making.</td>
<td></td>
</tr>
<tr>
<td>• Share the nationally recommended 4-step process to respond to disproportionality.</td>
<td></td>
</tr>
<tr>
<td>As a result of attending this session, you should:</td>
<td></td>
</tr>
<tr>
<td>• Learn a framework for identifying levels of disproportionality</td>
<td></td>
</tr>
<tr>
<td>• Learn steps for analyzing data to determine solutions</td>
<td></td>
</tr>
<tr>
<td>• Learn considerations for monitoring and evaluating response effectiveness</td>
<td></td>
</tr>
</tbody>
</table>

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

Practices for Students
Systems for Staff
Data for Decisions

OSEP 2008

Acknowledgments

Jennifer Rollenhagen, EdS
Kent McIntosh, PhD
Bert Eliason, PhD
Katie Conley

EDUCATIONAL AND COMMUNITY SUPPORTS
What is happening nationally?

Disproportionality in School Discipline

Elementary and Secondary Suspension Rates by Subgroup, 2011-12

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>2011-12 Suspension Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>18.5%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>17.8%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>17.2%</td>
</tr>
<tr>
<td>Hispanic/Latino of any race</td>
<td>17.2%</td>
</tr>
<tr>
<td>Native American/Citizen of Other Race</td>
<td>17.2%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>17.2%</td>
</tr>
<tr>
<td>White</td>
<td>17.2%</td>
</tr>
<tr>
<td>Single OSS</td>
<td>6.3%</td>
</tr>
<tr>
<td>Multiple OSS</td>
<td>6.3%</td>
</tr>
<tr>
<td>Expulsions</td>
<td>6.3%</td>
</tr>
</tbody>
</table>

Percentage of AI Students who Have Received 1+ OSS by District (2011-2012)

Percentage of Hispanic Students who Have Received 1+ OSS by District (2011-2012)

Percentage of Black Students who Have Received 1+ OSS by District (2011-2012)

Students Receiving Suspensions and Expulsions, by Race and Ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Single OSS</th>
<th>Multiple OSS</th>
<th>Expulsions</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaska Native</td>
<td>25%</td>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Asian</td>
<td>25%</td>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>25%</td>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>25%</td>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Hispanic/Latino of any race</td>
<td>25%</td>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Native</td>
<td>25%</td>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>25%</td>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>White</td>
<td>25%</td>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>
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

Average OSS/Expulsion:
- 16% 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

Percent of Midwestern and Border Missouri Border State Districts as Significantly Disproportionate with a Risk Ratio Threshold Greater than 2.0

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
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)

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

<table>
<thead>
<tr>
<th>Goal</th>
<th>Outcome</th>
<th>Distance from Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>80%</td>
<td>62%</td>
<td>18%</td>
</tr>
</tbody>
</table>

Performance Gap & Causal Analysis

Step 1: Problem Identification
- Compare rates of outcomes across racial/ethnic groups
- Use multiple metrics (IDEA Data Center, 2014)

How many rods are there?
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.

<table>
<thead>
<tr>
<th>Group</th>
<th># of Students</th>
<th># of Referrals</th>
<th>% of Students With Referrals</th>
<th>% of Total Referrals</th>
<th>Risk Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native</td>
<td>16</td>
<td>8</td>
<td>50.00%</td>
<td>27.00%</td>
<td>0.36</td>
</tr>
<tr>
<td>Asian</td>
<td>35</td>
<td>10</td>
<td>28.57%</td>
<td>3.57%</td>
<td>0.45</td>
</tr>
<tr>
<td>Black</td>
<td>80</td>
<td>54</td>
<td>67.50%</td>
<td>8.50%</td>
<td>0.60</td>
</tr>
<tr>
<td>Latino</td>
<td>135</td>
<td>102</td>
<td>75.00%</td>
<td>20.00%</td>
<td>0.76</td>
</tr>
<tr>
<td>Pacific Island</td>
<td>235</td>
<td>154</td>
<td>65.48%</td>
<td>17.60%</td>
<td>0.66</td>
</tr>
<tr>
<td>Multi-ethnic</td>
<td>641</td>
<td>347</td>
<td>54.60%</td>
<td>40.00%</td>
<td>0.61</td>
</tr>
</tbody>
</table>

Risk Ratio

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

<table>
<thead>
<tr>
<th>Group</th>
<th># of Students</th>
<th># of Referrals</th>
<th>Risk Index</th>
<th>Comp. Index</th>
<th>All Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native</td>
<td>16</td>
<td>8</td>
<td>0.36</td>
<td>0.38</td>
<td>1.00</td>
</tr>
<tr>
<td>Asian</td>
<td>35</td>
<td>10</td>
<td>0.45</td>
<td>0.43</td>
<td>1.25</td>
</tr>
<tr>
<td>Black</td>
<td>80</td>
<td>54</td>
<td>0.60</td>
<td>0.41</td>
<td>1.50</td>
</tr>
<tr>
<td>Latino</td>
<td>135</td>
<td>102</td>
<td>0.76</td>
<td>0.38</td>
<td>2.05</td>
</tr>
<tr>
<td>Pacific Island</td>
<td>235</td>
<td>154</td>
<td>0.66</td>
<td>0.38</td>
<td>1.73</td>
</tr>
<tr>
<td>Multi-ethnic</td>
<td>641</td>
<td>347</td>
<td>0.61</td>
<td>0.38</td>
<td>1.63</td>
</tr>
</tbody>
</table>

New Federal Guidelines

“the discretion that states have in defining significant disproportionality has resulted in a wide range of definitions that provide 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

Composition

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

<table>
<thead>
<tr>
<th>Group</th>
<th># of Students</th>
<th># of Referrals</th>
<th>% of Students With Referrals % of Total Referrals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native</td>
<td>16</td>
<td>8</td>
<td>50.00%</td>
</tr>
<tr>
<td>Asian</td>
<td>35</td>
<td>10</td>
<td>28.57%</td>
</tr>
<tr>
<td>Black</td>
<td>80</td>
<td>54</td>
<td>67.50%</td>
</tr>
<tr>
<td>Latino</td>
<td>135</td>
<td>102</td>
<td>75.00%</td>
</tr>
<tr>
<td>Pacific Island</td>
<td>235</td>
<td>154</td>
<td>65.48%</td>
</tr>
<tr>
<td>Multi-ethnic</td>
<td>641</td>
<td>347</td>
<td>54.60%</td>
</tr>
</tbody>
</table>

Step 1: Problem Identification

- Select multiple metrics to use
- 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 1 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.

Two Systems for Decision Making

- Thinking Fast
  - Automatic
  - Intuitive
  - Unconscious
- Thinking Slow
  - Deliberate
  - Analytical

VDPs from National Data

- Subjective Problem Behavior
  - Defiance, Disrespect, Disruption
  - Vague Discipline System (Major vs. Minor)
- Non-classroom Areas
  - Hallways
  - Playground
- Fatigue/Hunger
  - Afternoons

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.
Neutralizing Routine for Reducing Effects of Implicit Bias

Setting Event
Lack of positive interactions with student; Fatigue

Antecedent
Loud complaint about behavior (subjective behavior)

Behavior
Student leaves class (escape social interaction)

Consequence

Alternative Response
“See me after class.”

“Is this a vulnerable decision point?”

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

Problem Solving with Precision

Primary
Precise

Who?
What?
When?
Where?
Why?
How often?

Step 2: Problem Analysis

Vulnerable Decision Point (VDP)

Who?
Where?
What?
When?
Why?

Identified Subgroup
Location
Time of Day
Problem Behavior
Motivation

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 Precision

When we have a problem with disproportionate discipline...

Identified Subgroup
Location
Time of Day
Problem Behavior
Motivation

Precise Problem Statement

Drill Down for Precise Problem Statements

Subgroup: African-American Students

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd grade students</td>
<td>11:30AM – 12:00PM</td>
<td>Phys. Agg. (Major)</td>
<td>Playground</td>
<td>Obtain peer attention</td>
</tr>
<tr>
<td>4th grade students</td>
<td>8:00AM – 9:30AM</td>
<td>Defiance (Minor)</td>
<td>Classroom</td>
<td>Avoid task</td>
</tr>
<tr>
<td>7th grade students</td>
<td>After 12:00PM</td>
<td>Inapp. Lang. (Major)</td>
<td>Classroom</td>
<td>Avoid task</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Inapp. Lang. (Minor)</td>
<td>Hallways</td>
<td>Obtain peer attention</td>
</tr>
</tbody>
</table>
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.

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
    - Enact 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 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.

Step 4: Plan Evaluation

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

Monthly

- Assess fidelity of implementation:
  - Action Plan
  - PBIS

Quarterly

- Regularly calculate metrics from Step 1
- Compare outcomes to goals
- Share results with relevant stakeholders

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

1. Problem Identification
2. Problem Analysis
3. Plan Implementation
4. Plan Evaluation

PBIS.org – National Resource Center
Cultural Responsiveness
5-Point Recommendation Guide
Data Guide

Recommendations for Addressing Discipline Disproportionality in Education

- 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 SWPBIS components.

Additional Resources

Data Storytelling

Leverage Your Learning

Do we say ALL but mean SOME?

Using Data to Enhance Equity

Kelsey Morris
University of Missouri