Monitoring and Addressing Discipline Disproportionality

Using Discipline Data

By the end of this session, you will…

- Be aware of the pervasive and harmful impact of discipline disproportionality on kids

- Use data to monitor for discipline disproportionality

- Use data to identify likely cause of disproportionality

- Know general strategies to address common causes of disproportionality

What this session is not

- Deep dive into *how* to implement strategies

Discipline Disproportionality: All other things being equal, some students receive harsher consequences for disciplinary infractions based on their membership in a demographic group.

African American Students are more likely…

- Receive an ODR
- Receive corporal punishment
- Be suspended or expelled

McFadden, Marsh, Price, and Hwang, 1992
Skiba, Chung, Trachok, Baker, Sheya, and Hughes, 2014; Losen and Skiba, 2010; Costenbader and Markson, 1998; McFadden, Marsh, Price, and Hwang, 1992; Gordon, Piana, and Kelecher, 2000; Losen and Gillespie, 2012; Losen, et al., 2015; Petras, et al., 2011; Raffaele-Mendez, Knoff, and Ferron, 2002; Skiba, Nardo, Michael, and Peterson 2002; Raffaele- Mendez and Knoff, 2003

LatinX and Native American Students are more likely…

- Be punished
- Be suspended or expelled

Peguero and Shekarkhar, 2011
Gordon, Piana, and Kelecher, 2000;
Losen and Gillespie, 2012

LGBTQ students are expelled more frequently than are students who identify as heterosexual

Himmelstein and Bruckner, 2011

Poor students are more likely to be suspended or expelled than are students from higher SES families

Skiba et al., 2014; Petras, et al., 2011; Noltemeyer and Mcloughlin, 2010

Boys are more likely than are girls to be …

- punished
- suspended or expelled

Constenbader and Markson, 1998;
Raffaele-Mendez, Knoff, and Ferron, 2002;
McFadden, Marsh, Price, and Hwang, 1992

African American Boys are more likely than other boys to be suspended or expelled

Constenbader and Markson, 1998;
Raffaele-Mendez, Knoff, and Ferron, 2002;
McFadden, Marsh, Price, and Hwang, 1992

Students with disabilities are more likely to be suspended

Losen and Gillespie, 2012;
Losen et al., 2015

African American Boys with disabilities are **5 ½ times** more likely to be suspended or expelled than other students

Losen, et al., 2015

These relationships hold when we control for behavior and poverty!

Himmelstein and Bruckner, 2011; Skiba, Nardo, Michael, and Peterson, 2002; Skiba, et al., 2014; Blake, Butler, Lewis, and Darensbourg, 2011; Gregory and Weinstein, 2008; Peguero & Shekarkhar, 2011; Raffaele-Mendez and Knoff, 2003; Skiba, et al., 2002; Skiba, Horner, Chung, Rausch, May, and Tobin, 2011

African American Students are more likely to be suspended for *discretionary offenses*

- disrespect,
- disruption,
- defiance,
- attendance problems, and
- failure to show for detention

Skiba, Nardo, Michael, and Peterson, 2002; Bain and MacPherson, 1990; Cooley, 1995; Raffaele-Mendez and Knoff, 2003; Skiba et al., 1997; Gregory and Weinstein, 2008; Morgan-D'Atrio, Northrup, LaFleur, and Spera, 1996; Richart, Brooks, and Soler, 2003; Rosen, 1997; Brooks, Schiraldi, and Ziedenberg, 1999; Dupper and Bosch, 1996; Skiba et al., 1997

African American girls are more likely to be suspended for violating *white middle class norms of femininity*

Blake, Butler, and Smith, 2015

Harsh punishments harm kids!
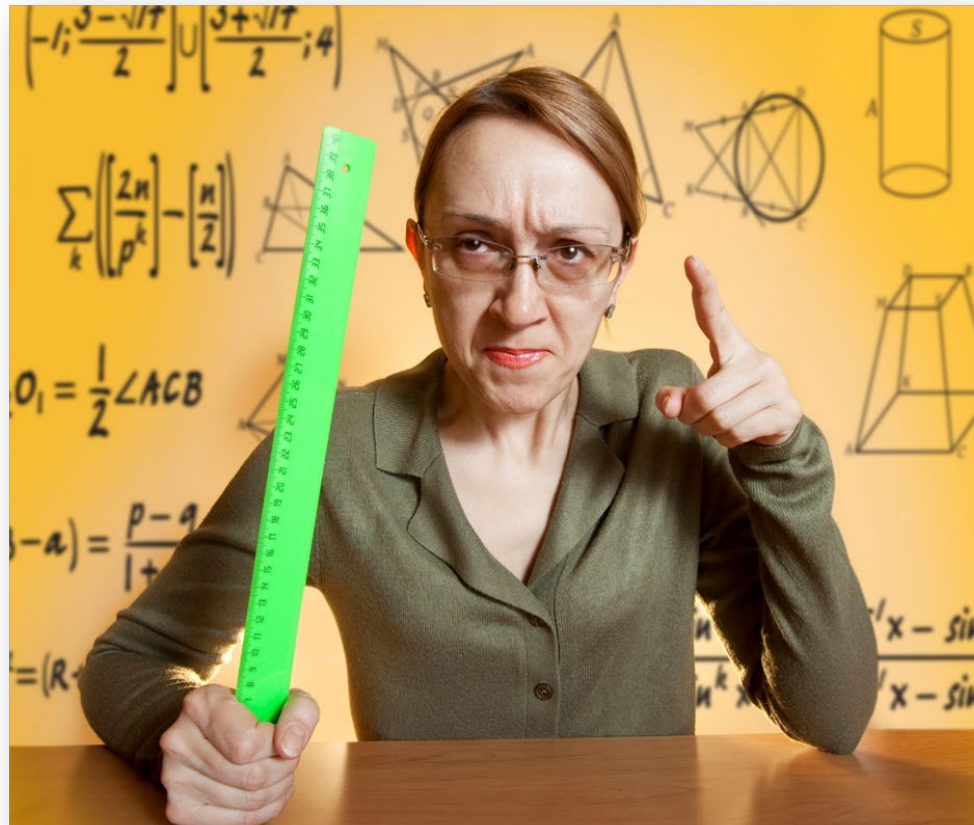
Exclusionary Discipline...

Denies
Students
Opportunity
to
Learn

Gregory, Bell, and Pollock (2014); Skiba, Arredondo, and Williams (2014)

Exclusionary Discipline…

Creates feelings of alienation

Exclusionary Discipline...

Increases Unexpected Behaviors

Tobin, Sugai, and Colvin, 1996

Exclusionary Discipline…

Increases Risk of Dropout

Balfanz, Byrnes, and Fox, 2014

Suspension...

Increases Risk
of
Arrest
and
Incarceration

Fabelo, 2011

Think, Turn, Talk

- Are *all* students disciplined equitably at your school?
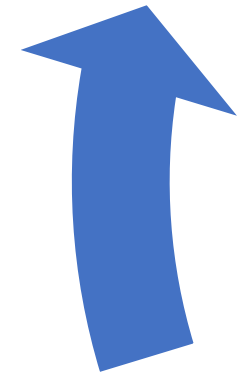
- How do you know?
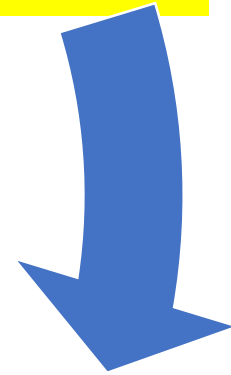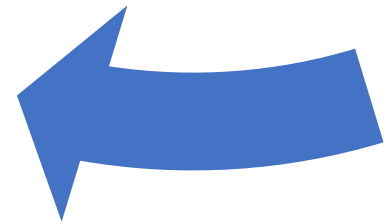
Early Warning System

- Risk Index
- Risk Ratio
- Compositional Effects

McIntosh, K., Barnes, A., Eliason, B., & Morris, K. (2014
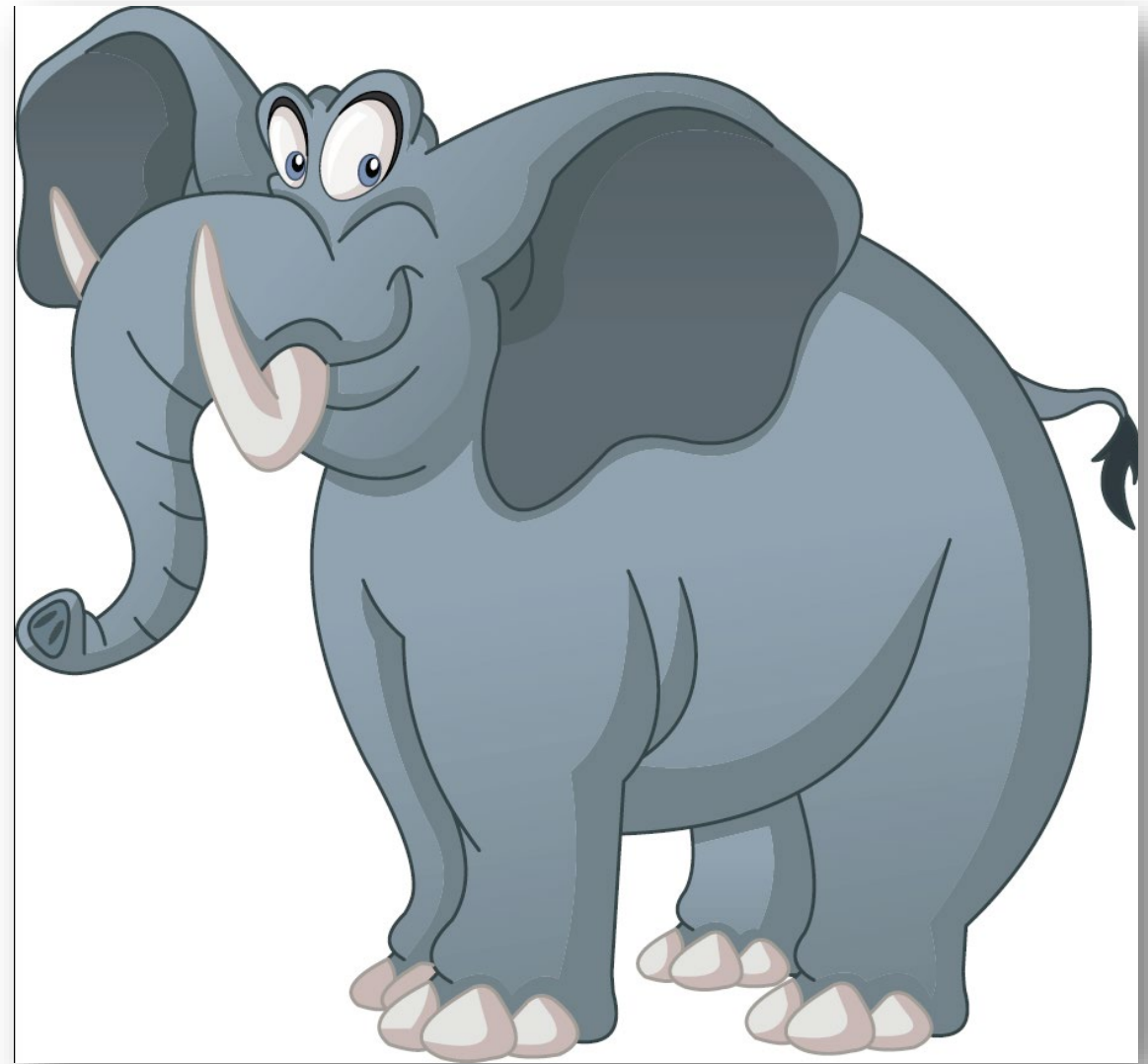
Risk Index: An expression of the likelihood that a demographic group will experience the outcome of interest *at least once!*

$$\frac{15}{26} = 0.58$$

$$\frac{\text{Number of students in group receiving outcome at least once}}{\text{Number of students in group}} = \textbf{Risk Index}$$

$$\frac{15 \text{ students with IEPs have 1 or more ODR}}{26 \text{ students with IEPs}} = 0.58$$

$$\frac{\text{18 students with IEPs have 1 or more ODR}}{\text{26 students with IEPs}} = 0.69$$

$$\frac{21 \text{ students with IEPs have 1 or more ODR}}{26 \text{ students with IEPs}} = 0.81$$

$$\frac{\text{26 students with IEPs have 1 or more ODR}}{\text{26 students with IEPs}} = \textbf{1.00}$$

Risk Ratio: A measure of the likelihood that a demographic group will experience an outcome of interest compared to a comparison group

$$\frac{0.58}{0.30} = 1.93$$

$$\frac{\text{Risk Index of Target Group}}{\text{Risk Index of } \textit{All Other Groups}} = \textbf{Risk Ratio}$$

$$\frac{\text{RI for students with IEPs } \textbf{0.58}}{\text{RI for students without IEPs } \textbf{0.30}} = \textbf{1.93}$$

|	SWIS Norms 25th Percentile (2011-2012 data)	SWIS Norms 50th Percentile (2011-2012 data)	EEOC 4/5ths Rule for Disparate Impact
Equity	0.62 to 1.38	0.16 to 1.84	0.80 to 1.25
How to interpret	Target group is more than 1.38 times as likely to experience outcome	Target group is more than 1.84 times as likely to experience outcome	Target group is more than 1.25 times as likely to experience outcome
Recommended Use	Schools with low risk ratios	Schools with high risk ratios	Any context, any outcomes

Referrals By Ethnicity

Major, 2014-15
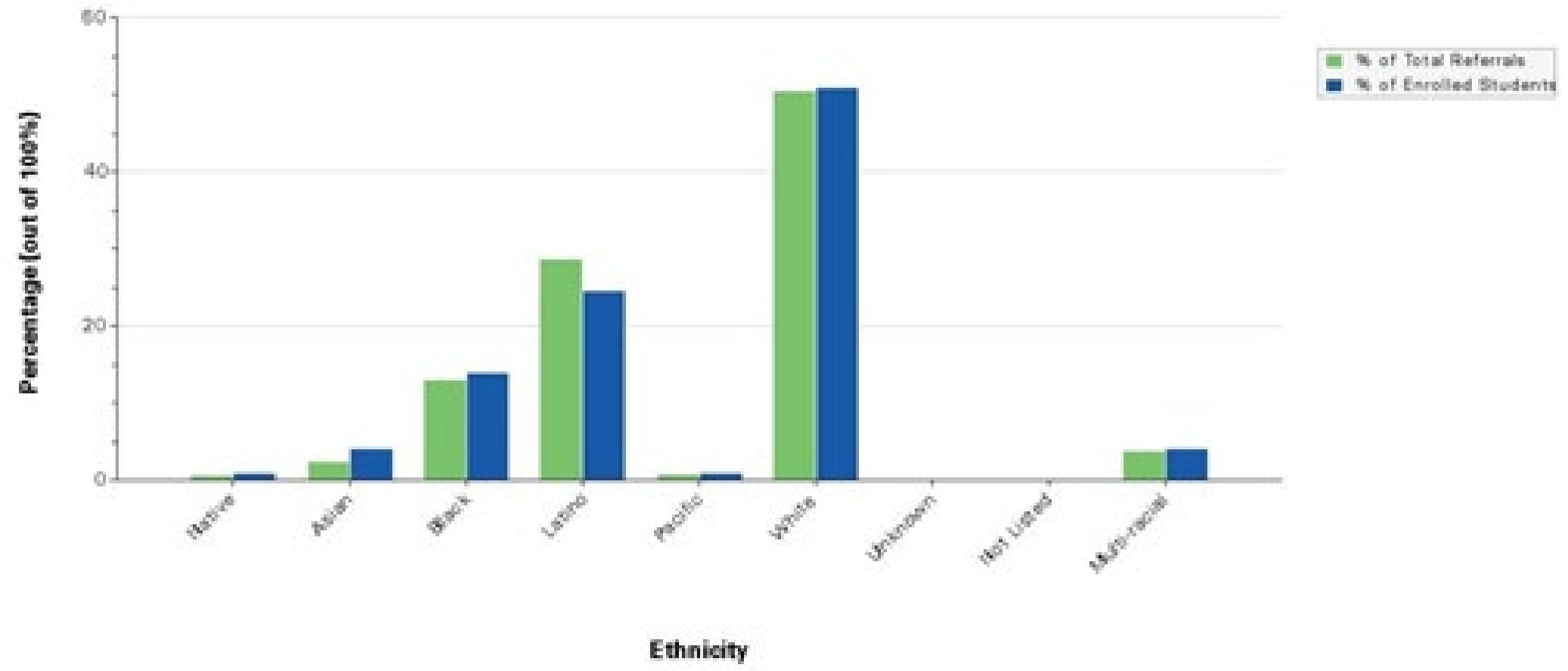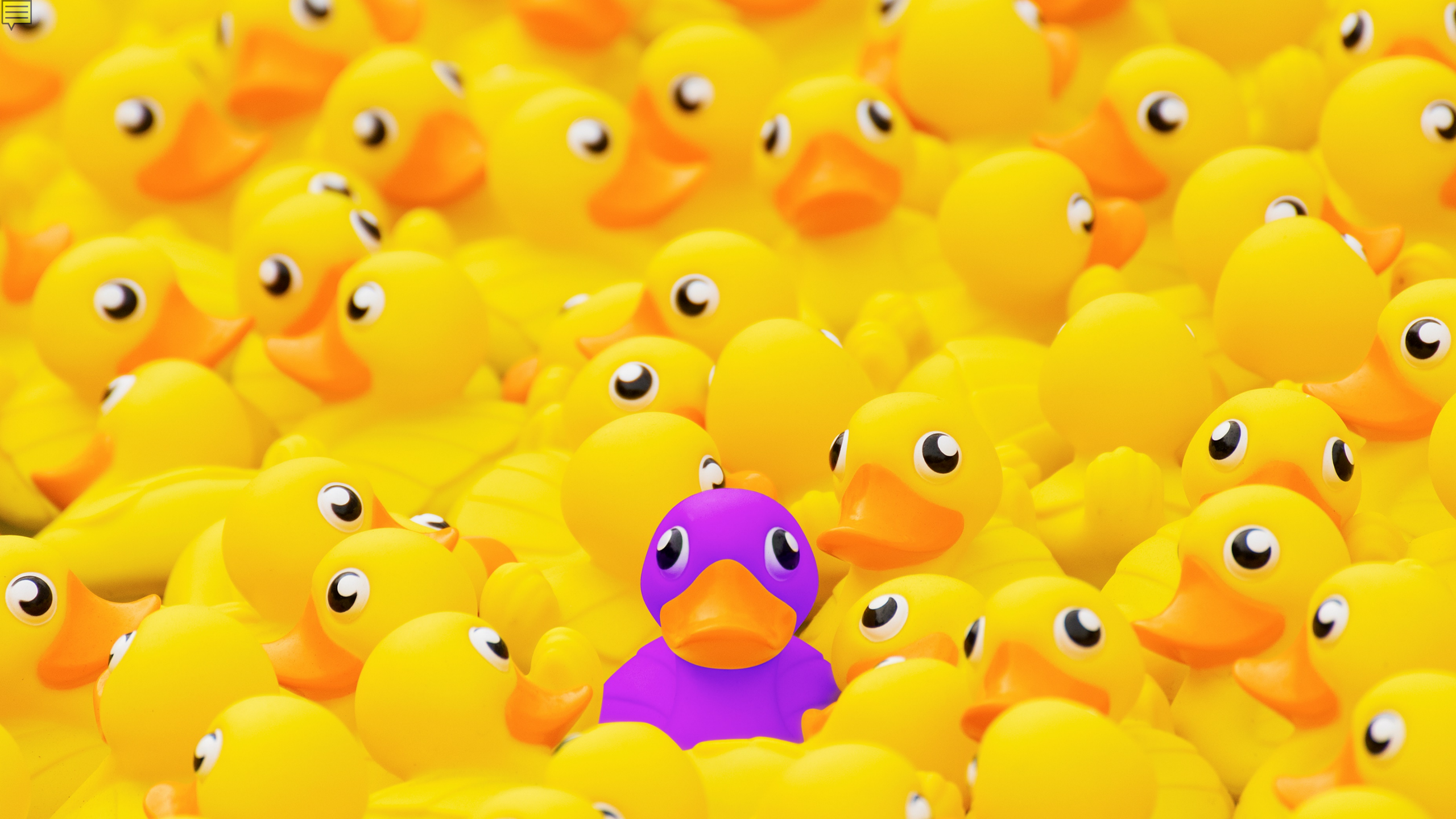
Think, Turn, Talk

- At your school, do you have an electronic data management system that enables you to access information needed to run risk indices, risk ratios, and compositional metrics?
    - SWIS
    - MO SW-PBS Data Collection Tool
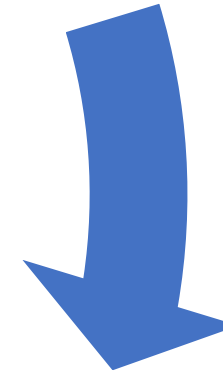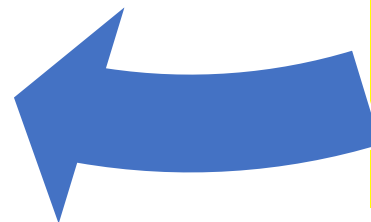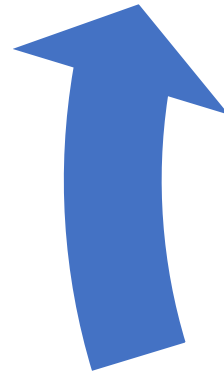- If not, or if you don't know, what is your next ste[p(s)?

Tilly 2008

What are Possible Causes?

Possible Causes of Disproportionality

- Inadequate implementation
- A misunderstanding of expectations
- An academic achievement gap
- Lack of student engagement
- Explicit or systematic bias
- Implicit bias

McIntosh et al., 2014

Inadequate Implementation

- Safe, welcoming environment
- Positive relationships
- Predictable

McIntosh et al., 2014

Misunderstanding of Expectations

- 82% of teachers are white

- 55% of the public school student population are students of color

Ambiguity is Bias's Best Friend!

Academic Achievement Gap

McIntosh et al., 2014

Lack of Student Engagement

McIntosh et al., 2014

Explicit or Systematic Bias

McIntosh et al., 2014

Implicit Bias

Implicit bias is unconscious or unintentional influence of stereotypes in decision making. Although unintentional and unconscious, if left unaddressed, implicit bias *harms students*.

1. We *all* have them!

2. They are not necessarily aligned to our values!

3. We are more likely to act on them in ambiguous situations, that call for quick decisions, and when we are stressed!

Vulnerable Decision Points

Harvard Project Implicit

https://implicit.harvard.edu/implicit/takeatest.html

How Do We Identify Possible Causes

Of discipline disproportionality

Data Sources to Identify Possible Causes

- Implementation Fidelity Data

- Patterns of Office Discipline Referral Data

- Academic Achievement Data

McIntosh et al., 2014

Implementation Fidelity

- Self Assessment Survey (SAS) >80%

- Tiered Fidelity Inventory (TFI) >70%

- Schoolwide Evaluation Tool (SET) >80%/80%

McIntosh et al., 2014

Classroom Observations

- Are all students receiving high rates of specific positive feedback compared to reprimands?

Gion, C. (under review)

Academic Data

- Disaggregated by demographic subgroups
- Compare to ODR Patterns
  - Location
  - Time of day
  - Who

McIntosh et al., 2014

Office Discipline Referral Patterns

- How Often?

- What?

- Where?

- When?

- Who?

ODR Patterns

- Demographic Group
  - What
    - Defiance
    - Disrespect
    - Disruption

- **Misunderstanding of expected behavior**
- **Inadequate implementation**

Drill Down

- Demographic Group
  - Where
  - When
  - Who

Vulnerable Decision Point
- Specific location and time of day
- Specific teachers

Indicator of *Implicit Bias*

ODR Patterns

- Drilldown
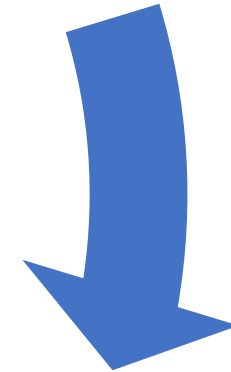 - Disproportionality is consistent across many settings
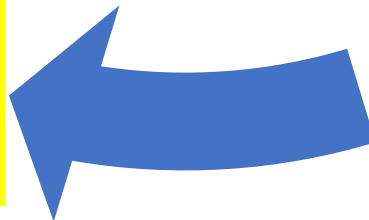
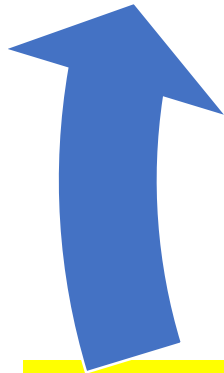**Explicit/Systematic Bias**

Did the intervention work?

Is there a problem?

Why is the problem happening?

What can be done about the problem?

Tilly 2008

Possible Causes of Disproportionality

- Inadequate implementation
- A misunderstanding of expectations
- An academic achievement gap
- Lack of student engagement
- Explicit or systematic bias
- Implicit bias

(McIntosh et al., 2014)

Think, Turn, Talk

- Thinking about the possible causes, what are some possible practices that would address these causes.

Implement SW-PBS!

- *All* staff!
- *All settings!*
- *All* students!

Inadequate Implementation

- Identify opportunities for growth
  - Clear, operationally defined expectations
  - Clear, operationally defined *unexpected behaviors*
  - Teach and practice expected behavior
  - High, equitably distributed rates of reinforcement
  - Decision rules for classroom managed and office managed behaviors
  - Consistent, standardized procedures for responding to unexpected classroom managed behaviors
  - Consistent, standardized procedures for responding to unexpected office managed behaviors

Misunderstanding of Expectations

- Identify opportunities for growth
  - Clear, operationally defined expectations
  - Clear, operationally defined *unexpected behaviors*
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Obtain Stakeholder Input in Operational Definitions of Unexpected Behaviors

Personal Matrix

Expectation	At school, it looks like..	At home it looks like…	In my neighborhood, it looks like…
Be safe			
Be respectful			
Be responsible			

Gion, C. (under review)
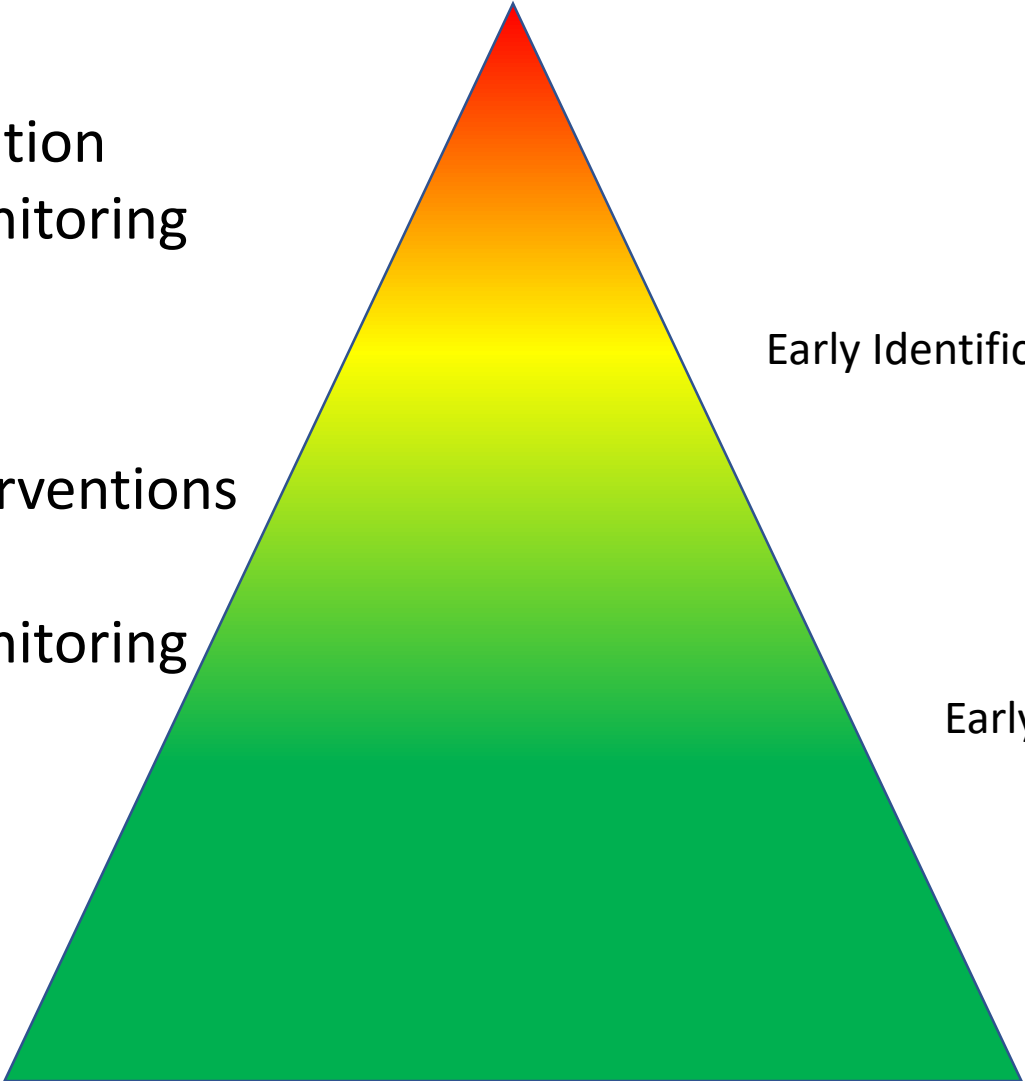
Achievement Gap

Individual Students
- Individualized Intervention
- Frequent progress monitoring

Students at Risk
- Standard Protocol Interventions
- Rapid response
- Frequent progress monitoring

All Students
- Core Curriculum
- Core Instruction

Early Identification

Early Identification

Lack of Engagement: Curriculum

- Conduct a curriculum audit
  - Are *all students* represented in the curriculum

Lack of Engagement: Instruction

- MO SW-PBS Effective Teaching and Learning Practices
  - Active Supervision
  - Opportunities to Respond
  - Activity Sequencing and Choice
  - Task Difficulty

- MO DESE Effective Teaching and Learning Practices
  - Assessment Capable Learners
  - Metacognition
  - Reciprocal teaching
  - Feedback

More info:

http://pbismissouri.org/

https://www.moedu-sail.org/

Explicit or Systematic Bias

- Enact strong anti-discrimination policies
  - Accountability for actions
- Commit to use data
- Hiring practices
- Professional development
- Evaluation

McIntosh, Girvan, Horner, Smolkowski, & Sugai, 2018;
Pettigrew & Tropp, 2006;

Implicit Bias

- Identify Vulnerable Decision Points

- Create, practice, precorrect and implement "Neutralizing Routines"
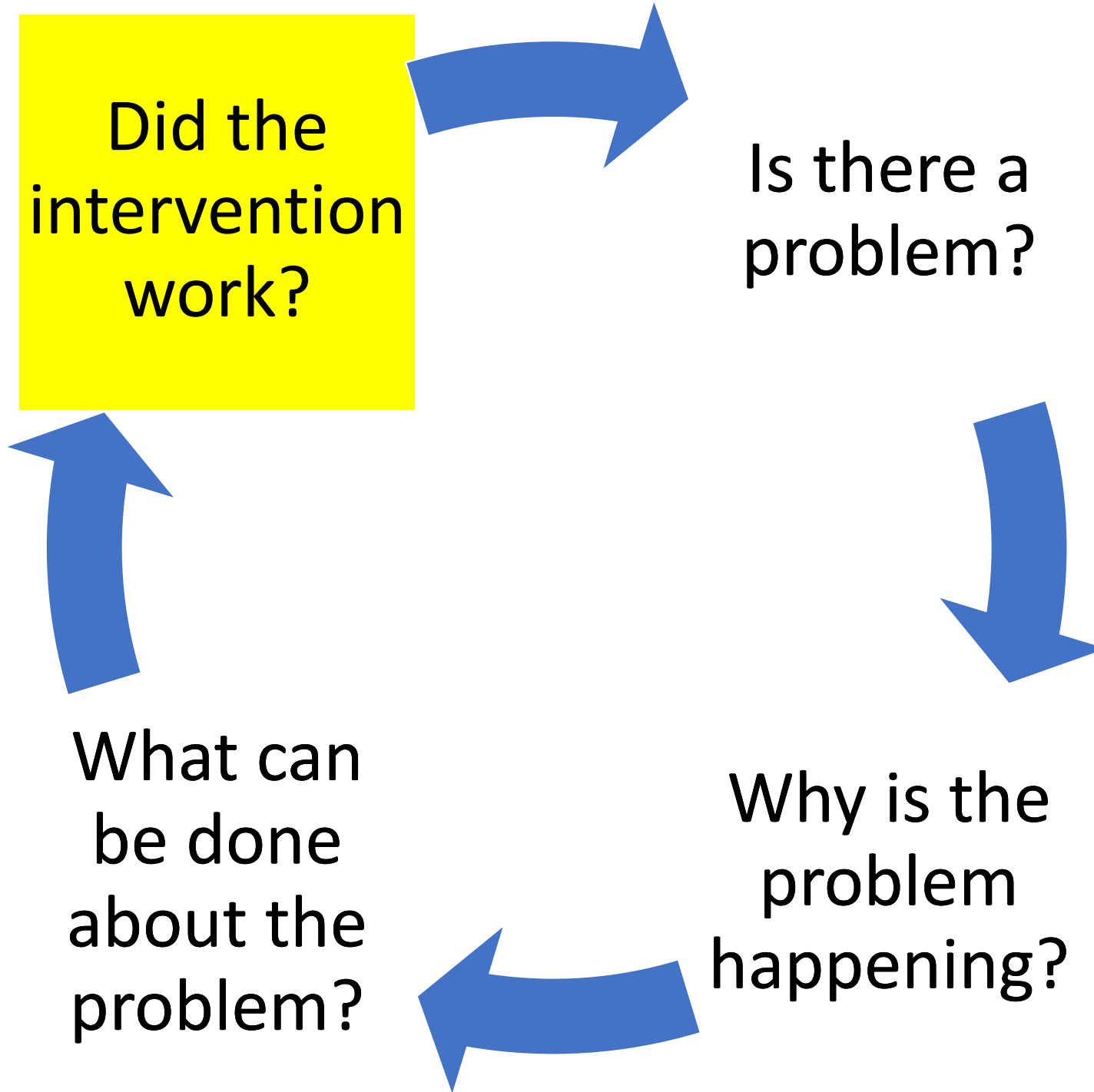 - Short "If…then…" statements

McIntosh, Girvan, Horner, Smolkowski, & Sugai, 2014
Mendoza, Gollwitzer, & Amodio, 2010

Did the intervention work?

Is there a problem?

Why is the problem happening?

What can be done about the problem?

Tilly 2008

	Goal not met	Goal met
Plan not implemented	Are there obstacles to implementation? **Yes**: Modify plan to eliminate the obstacles **No**: Implement the plan	Look at data to determine *why* the goal was achieved, so you can replicate
Plan implemented	Re-analyze data; develop an alternate hypotheses; modify the plan to address the alternative hypothesis	Plan for sustained implementation Return to data to identify a new problem to address

Think, Pair, Share

- What are three things you want to remember from today?
- What is one thing you will commit to doing?
- Be prepared to share

Questions?!?

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