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
LatinX and Native American Students are more likely...

- Be punished
- Be suspended or expelled
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

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

Students with disabilities are more likely to be suspended

African American Boys with disabilities are 5 ½ times more likely to be suspended or expelled than other students
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 Daresbourg, 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, 1980; 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*
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?
Is there a problem?

Why is the problem happening?

What can be done about the problem?

Did the intervention work?

Why is the problem happening?

Tilly 2008
Early Warning System

- Risk Index
- Risk Ratio
- Compositional Effects
Risk Index: An expression of the likelihood that a demographic group will experience the outcome of interest \textit{at least once}.

\[
\frac{15}{26} = 0.58
\]
Number of students in group receiving outcome at least once = \frac{\text{Risk Index}}{	ext{Number of students in group}}
15 students with IEPs have 1 or more ODR

\[ \frac{15}{26} = 0.58 \]
18 students with IEPs have 1 or more ODR

\[
\frac{18}{26} = 0.69
\]
21 students with IEPs have 1 or more ODR

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

\[
\frac{26 \text{ students with IEPs}}{26 \text{ students with IEPs}} = 1.00
\]
Risk Ratio: A measure of the likelihood that a demographic group will experience an outcome of interest compared to a comparison group

\[
\frac{0.58}{0.30} = 1.93
\]
Risk Index of Target Group

Risk Index of All Other Groups

= Risk Ratio
RI for students with IEPs \[ \frac{0.58}{0.30} = 1.93 \]

RI for students without IEPs \[ 0.30 \]
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td></td>
<td>0.62 to 1.38</td>
<td>0.16 to 1.84</td>
<td>0.80 to 1.25</td>
</tr>
<tr>
<td>How to interpret</td>
<td>Target group is more than 1.38 times as likely to experience outcome</td>
<td>Target group is more than 1.84 times as likely to experience outcome</td>
<td>Target group is more than 1.25 times as likely to experience outcome</td>
</tr>
<tr>
<td>Recommended Use</td>
<td>Schools with low risk ratios</td>
<td>Schools with high risk ratios</td>
<td>Any context, any outcomes</td>
</tr>
</tbody>
</table>

McIntosh et al., 2014
Referrals By Ethnicity

Major, 2014-15

Percentage (out of 100%)

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>% of Total Referrals</th>
<th>% of Enrolled Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Latino</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pacific</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Listed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multi-racial</td>
<td></td>
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</tr>
</tbody>
</table>
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 step(s)?
Is there a problem?
Why is the problem happening?
What can be done about the problem?
Did the intervention work?

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!_
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?
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?

Why is the problem happening?

Did the intervention work?

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*
  • 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
Obtain Stakeholder Input in Operational Definitions of Unexpected Behaviors
## Personal Matrix

<table>
<thead>
<tr>
<th>Expectation</th>
<th>At school, it looks like..</th>
<th>At home, it looks like..</th>
<th>In my neighborhood, it looks like..</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be safe</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be respectful</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Be responsible</td>
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</tr>
</tbody>
</table>

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
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?

Why is the problem happening?

Did the intervention work?

Tilly 2008
<table>
<thead>
<tr>
<th>Plan not implemented</th>
<th>Goal not met</th>
<th>Goal met</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Are there obstacles to implementation?</td>
<td>Look at data to determine why the goal was achieved, so you can replicate</td>
</tr>
<tr>
<td></td>
<td><strong>Yes</strong>: Modify plan to eliminate the obstacles</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>No</strong>: Implement the plan</td>
<td></td>
</tr>
<tr>
<td>Plan implemented</td>
<td>Re-analyze data; develop an alternate hypotheses; modify the plan to address</td>
<td>Plan for sustained implementation</td>
</tr>
<tr>
<td></td>
<td>the alternative hypothesis</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Return to data to identify a new problem to address</td>
</tr>
</tbody>
</table>
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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