

Welcome to EQUITY WEEK!
June 9-10

MISSOURI SW-PBS
SUMMER INSTITUTE

VIRTUAL CONFERENCE
SUMMER 2021



THANK YOU FOR
JOINING US

Session 4 – Using Data
to Monitor and Address
Discipline
Disproportionality
Begins at 10:45 a.m.

Tweet about your
experience!
#SI2021

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- Keep cameras off
- Keep mics muted
- Participate during engagement opportunities when offered
- Limit use of Chat feature unless otherwise instructed

Tweet about your experience!

#SI2021

If you lose connection during the session, go to pbissmissouri.org and log back in.



Using Data to Monitor and Address Discipline Disproportionality

Gordon Way, Ed.D.

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By the end of the session, participants will...

- Know how to use three common metrics for monitoring equity in outcomes
- Know what data to review to determine *why* disproportionality is occurring
- Know how to interpret this data and select appropriate strategies to address disproportionality.

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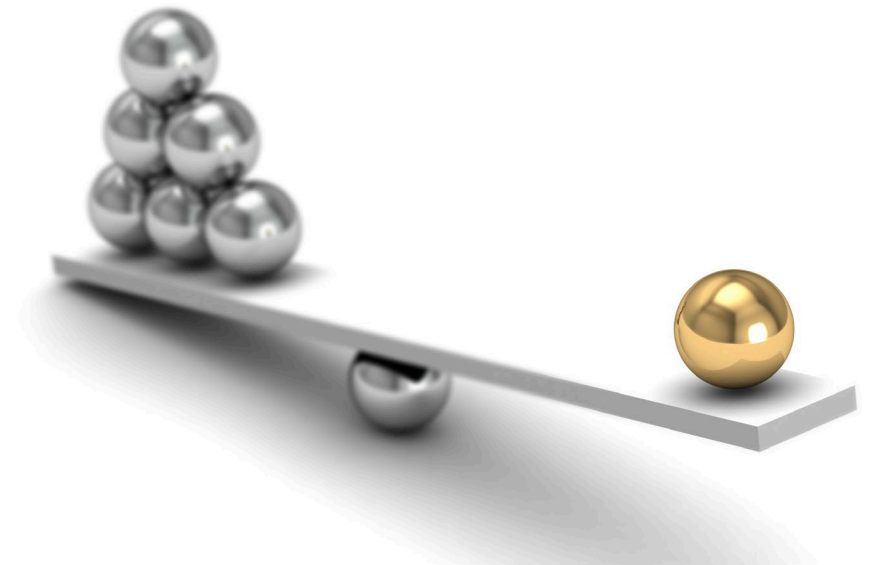


Discipline Disproportionality: All other things being equal, some students receive harsher consequences for disciplinary infractions based on their membership in a demographic group.

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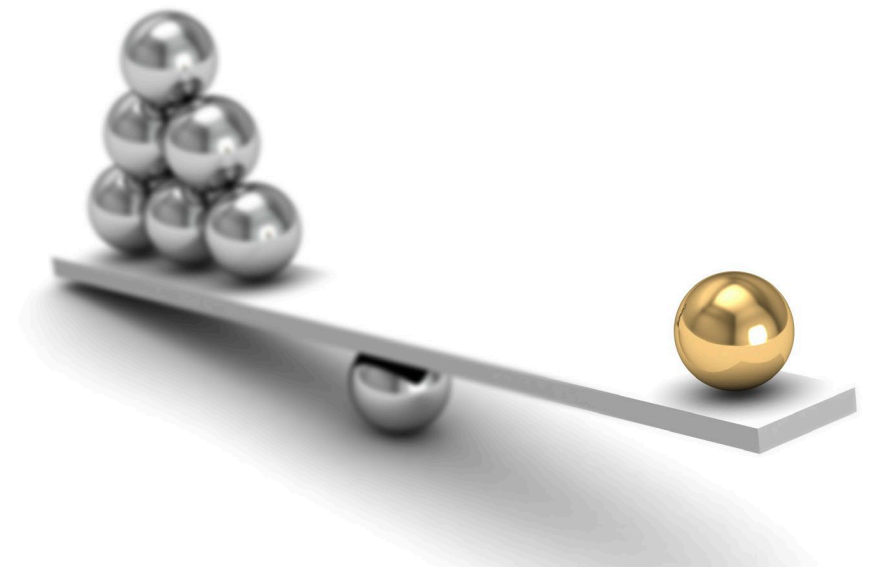




Racism: Actions or inactions that intentionally or unintentionally promote or maintain white supremacy.



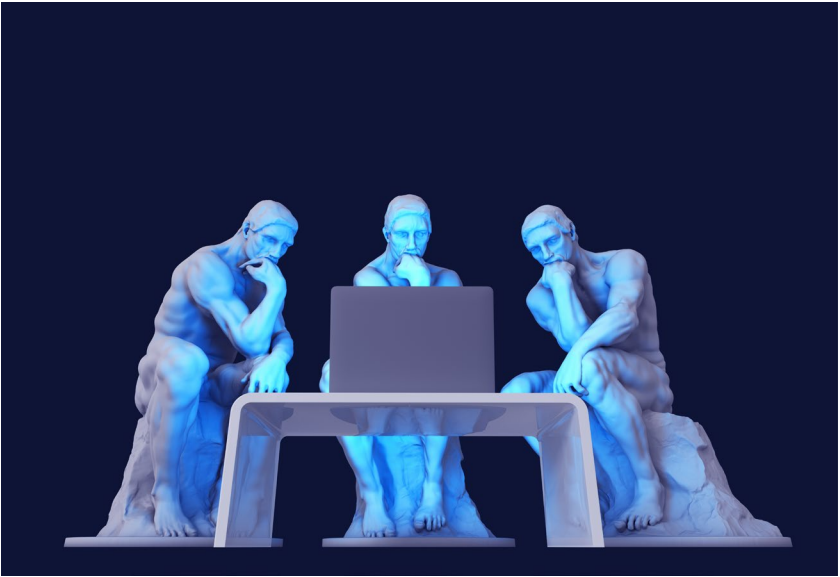
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Think of a time when by word or action you challenged white hegemony.

Think of a time when by action or inaction you failed to challenge the status quo: what would you do differently?



African American Students are more likely...

- Receive an ODR
- Receive corporal punishment
- Be suspended or expelled
- Be punished for discretionary offenses



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Bain & McPherson, 1990; Cooley 1995; Costenbader & Markson 1998; Gordon, Piana & Kelecher 2000; Gregory & Weinstein 2008 ; Losen & Gillespie, 2012; Losen, et al., 2015; Losen & Skiba 2010; McFadden, Marsh, Price & Hwang 1992; Petras, et al., 2011; Raffaele-Mendez, Knoff & Ferron, 2002; Raffaele-Mendz & Knopf 2003; Skiba et al., 1997; Skiba, Nardo, Michael, and Peterson 2002; Skiba, Chung, Trachok, Baker, Sheya & Hughes 2014;



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



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LatinX and Native American Students are more likely...

- Be punished
- Be suspended or expelled



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LGBTQ are more likely to experience harsh discipline than students who identify as cisgender heterosexual



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



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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



Are all students disciplined equitably at your school? How do you know?

- Take a moment to reflect on the question.



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Monitoring Equity

- Any Subgroup
- Any outcome



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Early Warning System

- Risk Index
- Risk Ratio
- Compositional Metrics

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Risk Index: An expression of the likelihood that a member of a demographic group will experience the outcome of interest *at least once!*

$$\frac{\# \text{ experiencing outcome at least once}}{\# \text{ in group}} = \text{Risk Index}$$

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Risk Index

Advantages

- Compare groups at point in time
- Not sensitive to outliers
- Used to calculate Risk Ratio

Disadvantages

- Unstable

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

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

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A Risk Ratio of “1.00” is Parity



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Risk Ratio

Advantages

- Compares impact on group of interest to all other groups
- Not sensitive to outliers
- Stable: can be used throughout the school year

Disadvantages

- Does not account for all incidents experienced by the group

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	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



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Compositional Metrics: the *percentage* of total outcomes experienced by a target group compared to the *percentage* of the total enrollment made up of the target group.

$$\frac{\text{\# of outcomes for group}}{\text{\# outcomes for all students}} \times 100$$

$$\frac{\text{\# of subgroup enrolled}}{\text{\# of all students enrolled}} \times 100$$



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Compositional Metrics

Advantages

- Accounts for all outcomes/incidents experienced by the group

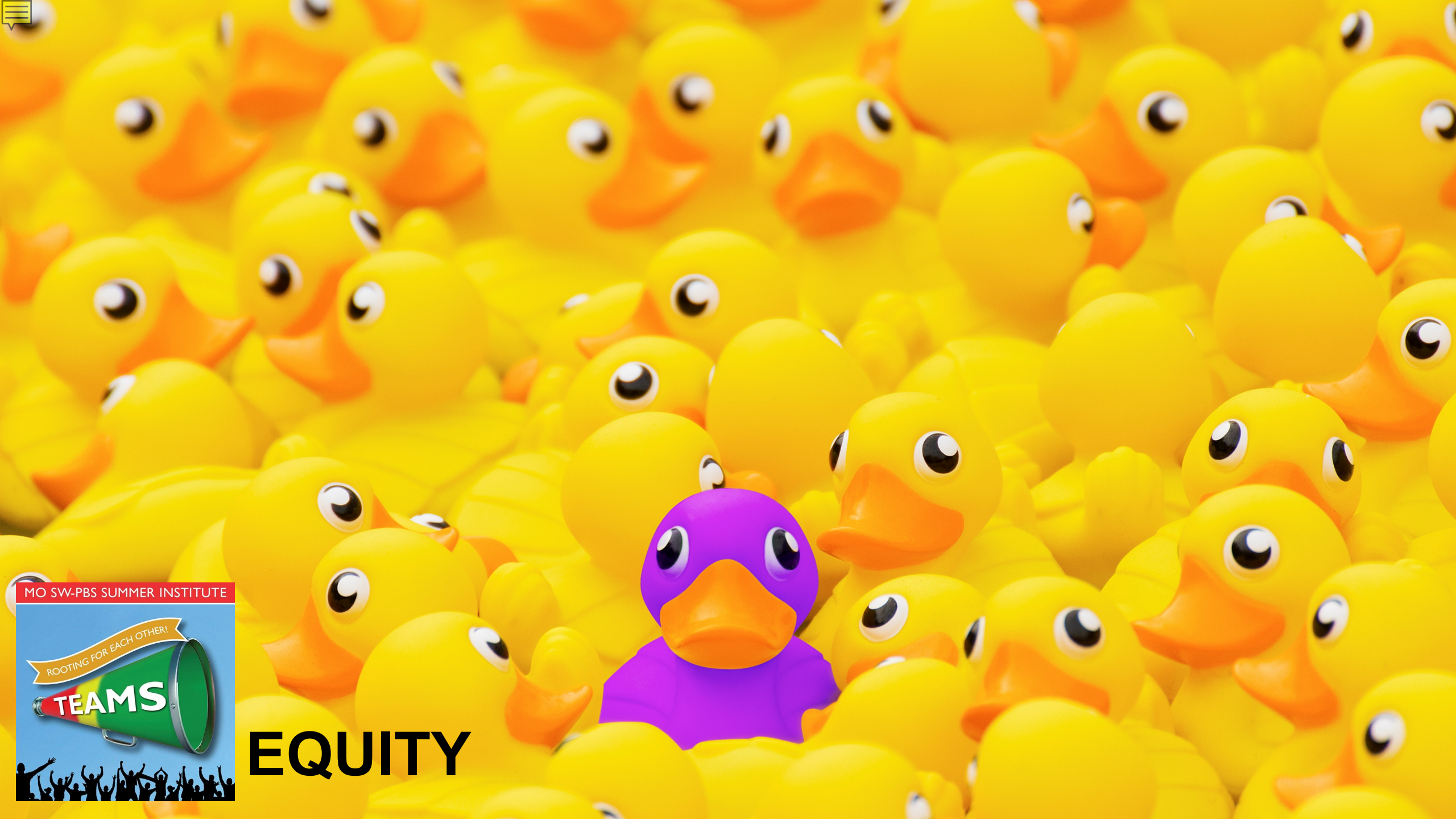
Disadvantages

- Sensitive to outliers

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ROOTING FOR EACH OTHER!



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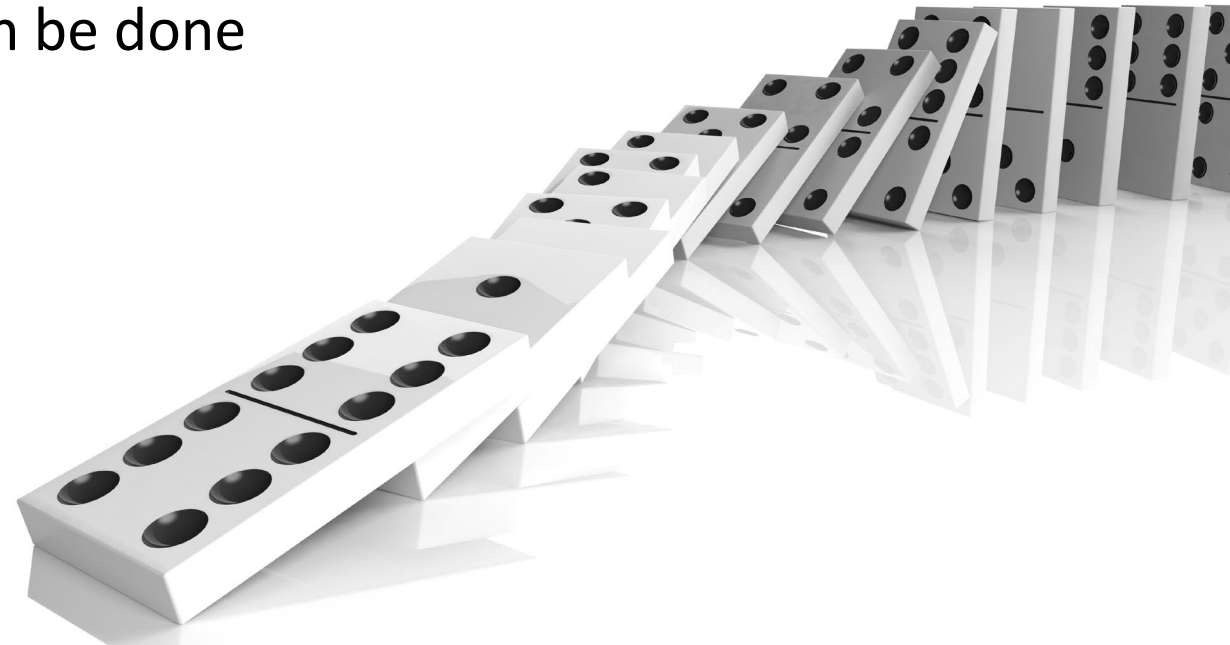


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Possible Causes

And what can be done



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Why are some demographic groups disciplined more harshly than others in our schools?

- Take a moment to reflect on the question.
- Type answer in chat, but do not submit until I give the signal



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Possible Causes of Disproportionality

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



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McIntosh et al., 2014



Diagnosing Root Cause

- TFI, SAS or SET (implementation fidelity)
- ODR Big 5 Data disaggregated by subgroup
- Academic data disaggregated by subgroup
- Walkthrough data
- Curriculum audit
- Policy audit
- Optional: calculated risk ratios for different demographic groups
 - Time
 - Location
 - Teacher



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Inadequate Implementation

Data Indicators

- <70% Tier 1 Scale of the TFI
- <80% on the SAS total score
- Schoolwide Evaluation Tool (SET) >80%/80%
- Large Numbers of Students with multiple ODRs



McIntosh et al., 2014

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Solution: Implement SW-PBS!

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



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Misunderstanding of Expectations

Data Indicators

- Target group has large proportion of ODRs for defiance, disrespect, disobedience



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Obtain Stakeholder Input in Operational Definitions of Unexpected Behaviors



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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			



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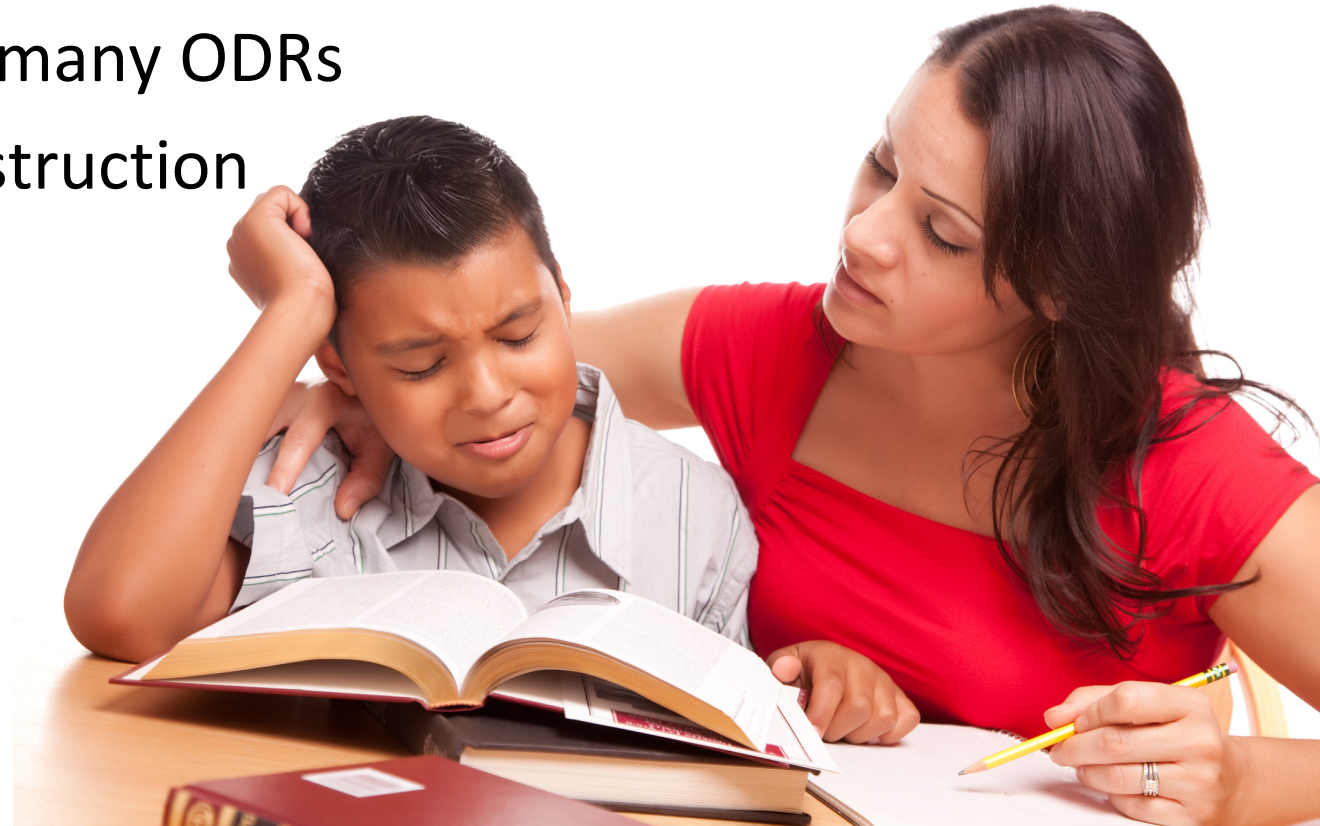
Gion, C. (under review)



Academic Achievement Gap

Data Indicators

- Academic achievement gap
- Low performing students have many ODRs
- Consequence = escape from instruction



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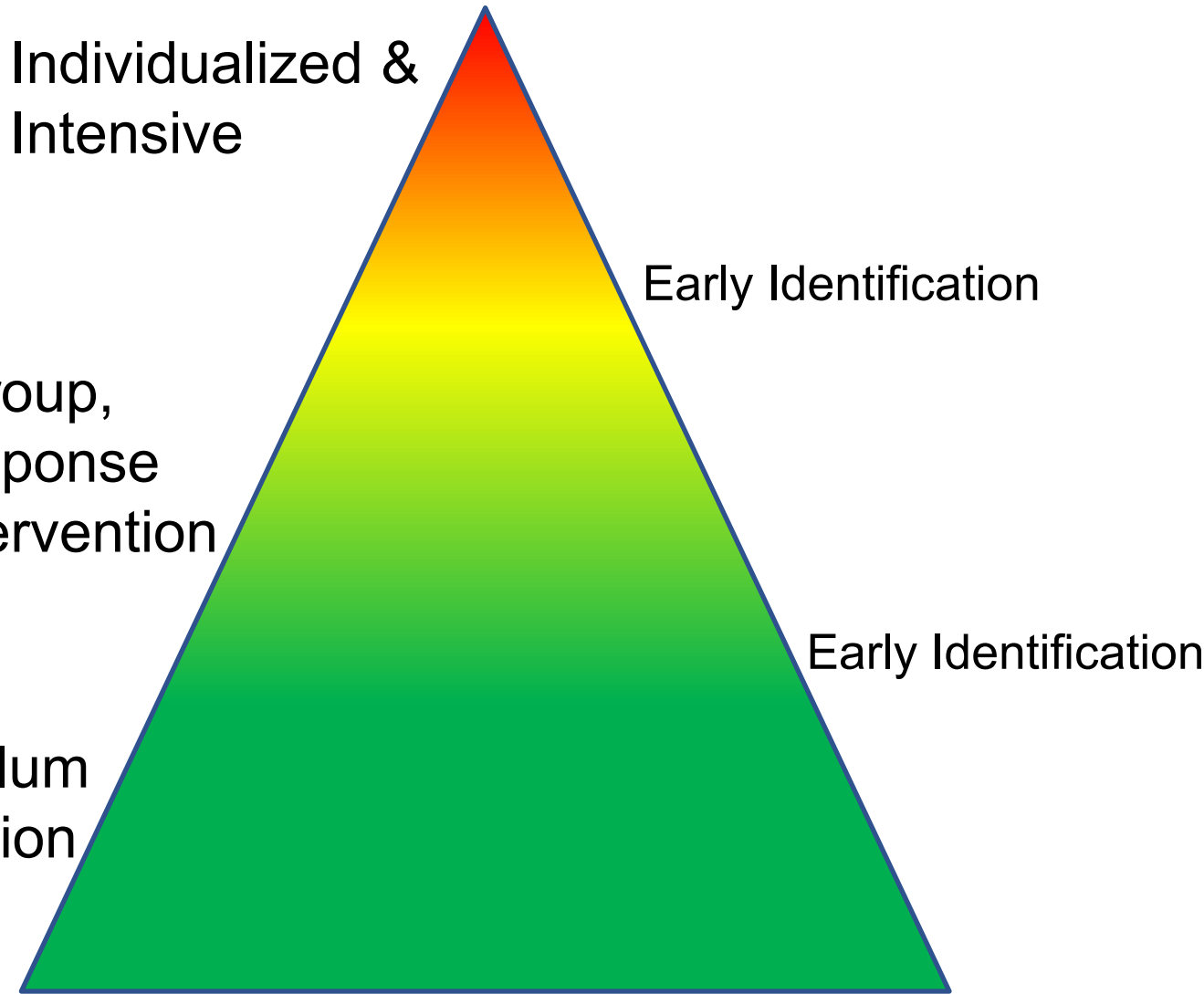
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McIntosh et al., 2014





Achievement Gap



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Lack of Engagement: Curriculum



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Lack of Student Engagement: Instruction



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Lack of Engagement: Instruction

MO SW-PBS ETLPs

- Active Supervision
- Opportunities to Respond
- Activity Sequencing and Choice
- Task Difficulty

MO DESE ETLPs

- Assessment Capable Learners
- Metacognition
- Reciprocal teaching
- Feedback



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More info:

<http://pbissmissouri.org/>

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

<https://apps.dese.mo.gov/WebLogin/login.aspx>

Explicit or Systematic Bias

Data Indicators

- Disproportional ODRs Across multiple settings
- Disproportionality in ISS/OSS



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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;



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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!



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Implicit Bias

- Identify Vulnerable Decision Points
- Create, practice, pre-correct and implement “Neutralizing Routines”
 - Short “If...then...” statements



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



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Vulnerable Decision Points

Data Indicators

- Disproportional ODRs tend to cluster around a certain time of day or in a specific setting



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Neutralizing Routine

- Pause
- Reframe the Situation
- Take care of yourself



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T.R.Y. for Teachers

- **T**ake a deep breath
- **R**eflect on your emotions
- **Y**outh's best interest
 - "Let's **try** that again."
 - "Let's **try** it a different way."
 - "Let's **try** it how we do it here."



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Make a commitment!

- Monitor
- Root Cause Analysis
- Intervention



Resources

- [Disproportionality Calculator](#)
- [MO SW-PBS Data Collection Tool](#)
- [Harvard Project Implicit](#)
- [MO SW-PBS Equity Resources](#)
- [MO SW-PBS Effective Teaching and Learning Practices](#)
- [MO DESE Effective Teaching and Learning Practice](#)
- [National Center on PBIS Equity Resources](#)



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Questions?!?

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Please complete the
[Evaluation Survey](#)

Session 5 will start at 1:15 p.m.

Please use the same Zoom
meeting link to join the next
session.