Using Data (and Data Systems) to Address Discipline Disproportionality

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A Multi-Tiered System of Supports

Objectives

- Describe the features of a data system that support equitable outcomes for all student groups

- Describe a process for using *quantitative* data to identify and define disproportionate discipline patterns

- Identify data sources that will pinpoint some of the underlying causes of overrepresentation in discipline outcomes

Session Norms

- ## We are all learning.
  - *If you hear something, say something*
  - *Be supportive of others' participation and feedback*

- ## Everyone speaks their truth.
  - *Stay engaged*
  - *Listen to understand*
  - *Reasonable people can and do disagree*

- ## There are no stupid questions.

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What is a "Data System?"

- Expand definition of a "data system" beyond just technology – include data **procedures, practices & culture** (e.g., Armstrong & Anthes, 2006; Honig & Venkateswaren, 2012; Ingram et al., 2004).

How information is reported

What is collected

With whom information is shared

*The quest for equity requires educators to explicitly consider how our **systems** support students of different races & cultures...*

*...the way we collect, retrieve and share data can either **support** students of different backgrounds, **or obscure** their experiences.*
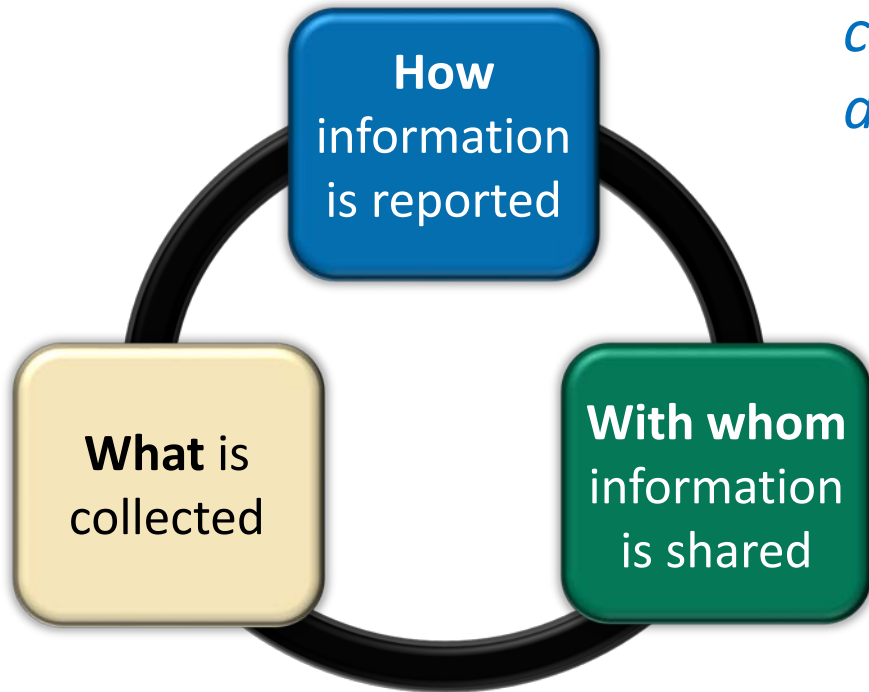
Data system, Part 1 – What information is collected?

Data collection

A Multi-Tiered System of Supports

WHAT is collected

- Demographics must be included with all data collection
  - Discipline, Attendance, Achievement
  - Climate, participation, token distribution, etc.

Race (Federal Categories)

Disability Status

Race (Sub-categories)

LGTBQ+

Gender

Others?

Confronting "taboo" subjects

LGBTQ students experience more threats, bullying and harassment, suspension, expulsion, and arrest than their heterosexual peers

63%
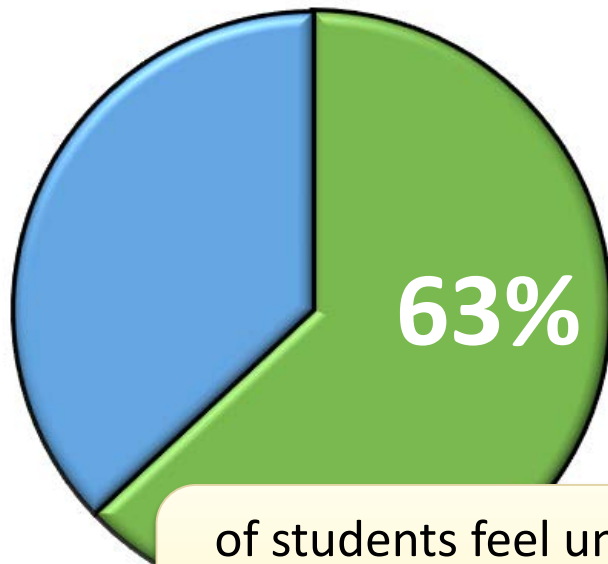
of students feel unsafe at school because of their sexual orientation

(National LGBTQ Task Force, 2016)

59%
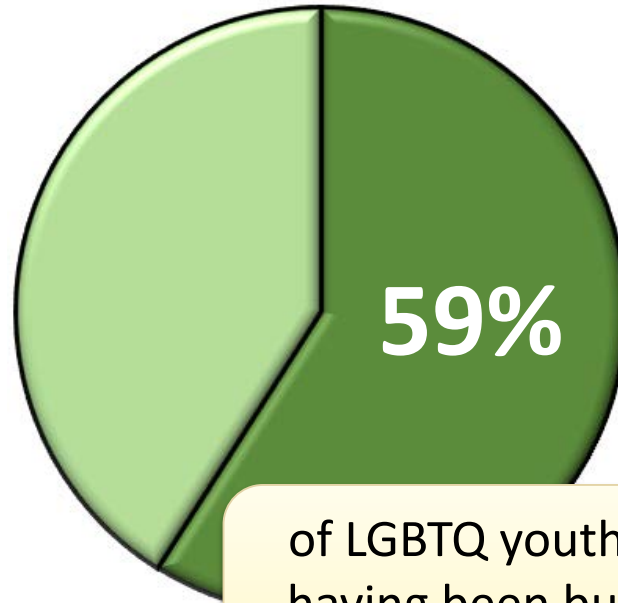
of LGBTQ youth report having been bullied by **teachers**

(National LGBTQ Task Force, 2016)

30%
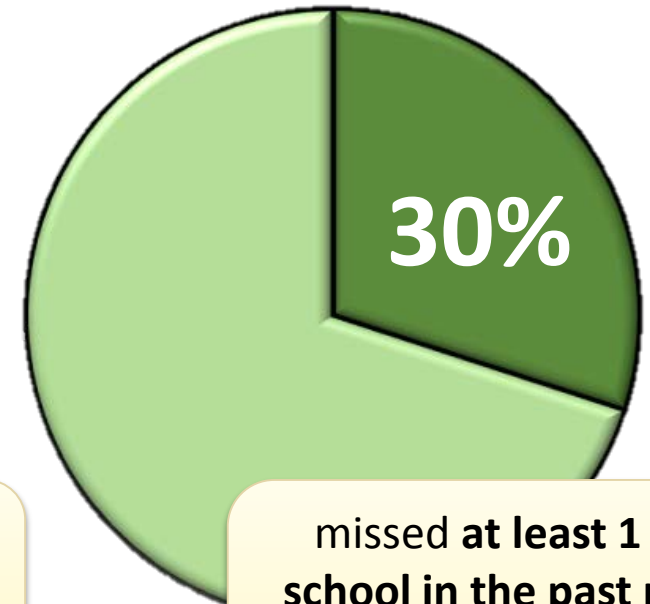
missed **at least 1 day of school in the past month** b/c they felt unsafe or uncomfortable at school

(GLSEN, 2012)

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Discipline Disparities:
A Research-to-Practice Collaborative

"Intersectionality" of variables is important

- African American/Black **girls'** risk for suspension higher than White **males**

- Hispanic/Latina **girls'** risk for suspension similar to White **males**

- **40% of girls** in juvenile justice settings identify as **LGBTQ** (National Council on Crime & Delinquency, 2015)

- **85% of LGBTQ youth** in juvenile justice settings were **youth of color** (National Council on Crime & Delinquency, 2015)

http://www.indiana.edu/~atlantic/briefing-papers/

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Introducing

Developed by the OSEP Technical Assistance Center for PBIS

https://www.pbisapps.org/Applications/Pages/PBIS-Assessment.aspx

- Reliable & valid for grades 3-12
- 10-15 minute assessment
- Online **or** paper & pencil administration
- Disaggregated & descriptive results
- Supports analysis of whole-school disciplinary equity

Survey Questions

1. **I like school.**
   ☐ Strongly Disagree ☐ Somewhat Disagree ☐ Somewhat Agree ☐ Strongly Agree

2. **I feel successful at school.**
   ☐ Strongly Disagree ☐ Somewhat Disagree ☐ Somewhat Agree ☐ Strongly Agree

3. **I feel my school has high standards for achievement.**
   ☐ Strongly Disagree ☐ Somewhat Disagree ☐ Somewhat Agree ☐ Strongly Agree

4. **My school sets clear rules for behavior.**
   ☐ Strongly Disagree ☐ Somewhat Disagree ☐ Somewhat Agree ☐ Strongly Agree

5. **Teachers treat me with respect.**
   ☐ Strongly Disagree ☐ Somewhat Disagree ☐ Somewhat Agree ☐ Strongly Agree

6. **The behaviors in my class allow the teachers to teach.**
   ☐ Strongly Disagree ☐ Somewhat Disagree ☐ Somewhat Agree ☐ Strongly Agree

7. **Students are frequently recognized for good behavior.**
   ☐ Strongly Disagree ☐ Somewhat Disagree ☐ Somewhat Agree ☐ Strongly Agree

8. **School is a place at which I feel safe.**
   ☐ Strongly Disagree ☐ Somewhat Disagree ☐ Somewhat Agree ☐ Strongly Agree

9. **I know an adult at school that I can talk with if I need help.**
   ☐ Strongly Disagree ☐ Somewhat Disagree ☐ Somewhat Agree ☐ Strongly Agree

can mark

t all that apply)
skan Native

can
ific Islander

er ethnic group with which you identify?
_____

) ☐ 11 ☐ 12 ☐ I prefer not to answer.

ree

PBIS Assessment Report Examples

School Climate Survey: Middle/High
-- Scores By Items --
Demonstration School Challenged: 2014 - 2014

School Climate Survey: Middle/High
-- Scores By Race/Ethnicity --
School Years: 2014 - 2014

School Climate Survey: Middle/High
-- Scores By Gender --
School Years: 2014 - 2014

Export results to Excel for greater flexibility
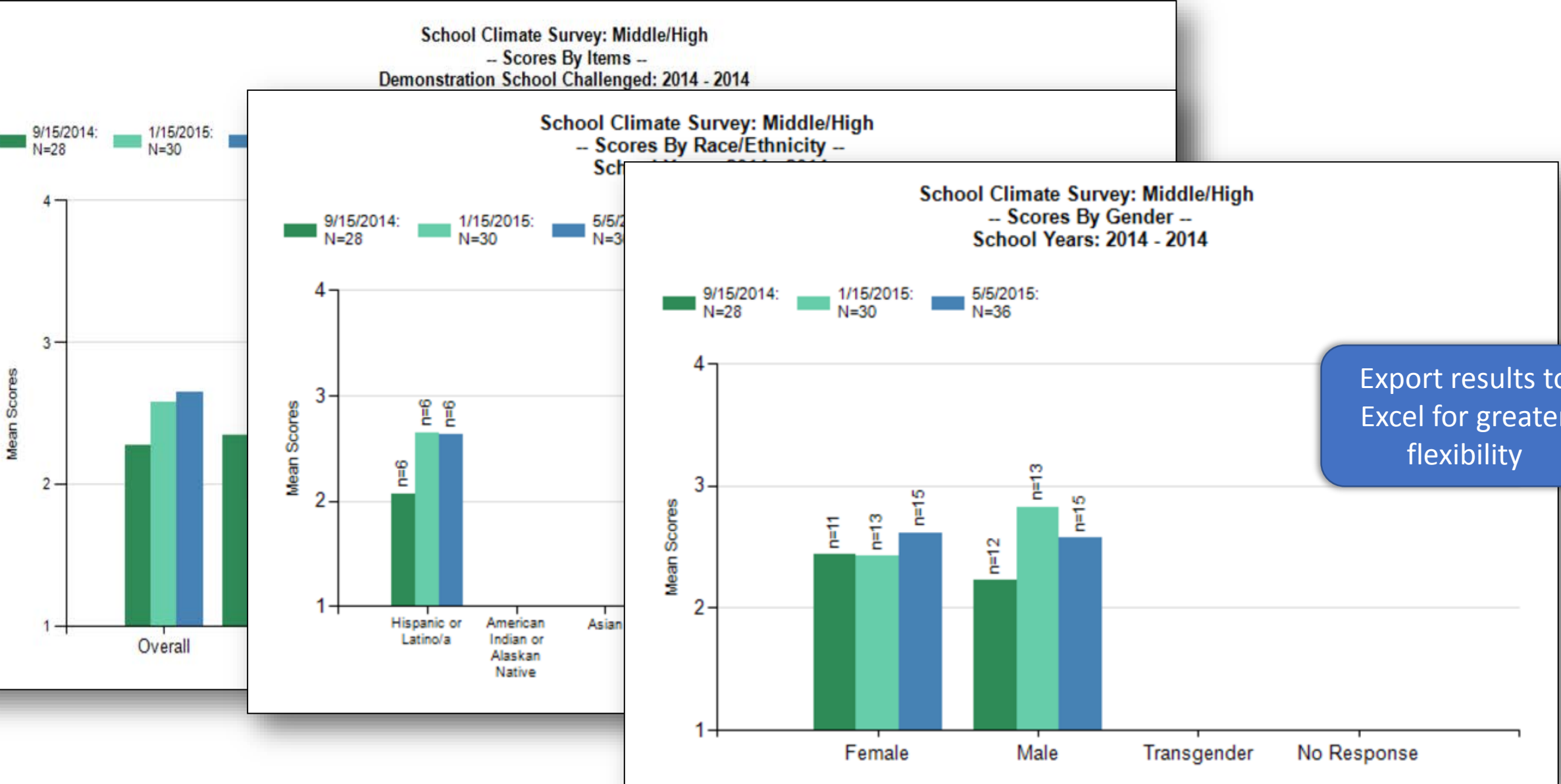
Other issues with data collection

Basic Tier 1 fidelity (accuracy & consistency)

- Discipline process
- Behavior definitions
- Completing forms (staff, location)
- Timely entry into database

Restitution

- Correcting number of days suspended, number of hours served

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Typical Reactions to Disproportionate Discipline
What have you heard/seen?

- Question/deny the data

- Educators take it personally/Become defensive

- Attribute the patterns to poverty

- Blame the students
  - "Their behavior is worse"
  - "They don't want to be here"
  - "Their friends encourage it"

- Blame the students' families or neighborhood
  - "The students are being raised by their grandparents"
  - "Their parents don't want to be involved in their child's education"
  - "That's how their parents/people in their neighborhood act, they encourage the kids to act that way"

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Qualitative Data

- Fills in the missing pieces of the puzzle
- Uncover patterns in student & staff behavior
  - Highlight inconsistencies in discipline process, differences in understanding of standard procedures
  - Uncover staff biases
- Provides opportunity for stakeholders to "validate" problem
  - Key for stakeholder buy-in
  - Families & students impacted by problem get the message that the issue is being taken seriously, their perspective is important

Identifying your "Sampling Frame"
(Families & students)

- Target group representation

- Consider number of referrals
  - Are there many "frequent flyer" students?
  - Do many students receive only 1 referral?

- Include students with zero referrals

- Consider other characteristics common to your target group:
  - Ethnicity
  - Disability/504/foster care status
  - Time in country/state/neighborhood
  - Common pre-K centers/after-school centers, etc.
  - Grade level, academic concerns, siblings in other grades

Avoid stereotypes about your target group

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Setting Yourself Up for Success

- Keep the number of participants limited (6-8 people)
  - Allows each person to contribute
  - Be mindful of the balance between families and staff; identify family members' preference to speak without school staff being present
  - Plan for 90 minute sessions, but schedule for 2 hours if possible; Be open to holding multiple sessions

- Enlist school/district personnel with responsibility (or expertise) in family or community engagement to **personally** invite participants

- Consider if a family advocate(s) from your target group is needed to help with invitations

Data system, Part 2 – How is information reported?

Data Analytics

A Multi-Tiered System of Supports

Poll Question

Database caveats

Stuff you don't notice until you disaggregate:

- Snapshot vs. cumulative counts
  - Kids with discipline **exceed** kids enrolled

- Students transferring schools
  - Counts must stay **with** the school where events occurred

- Students receiving an IEP in the middle of the year

- Small enrollment

- Low levels of discipline

Cumulative counts are best

Getting Started:
Equity Basics for Behavior Data

1. Multiple measures **must be** used
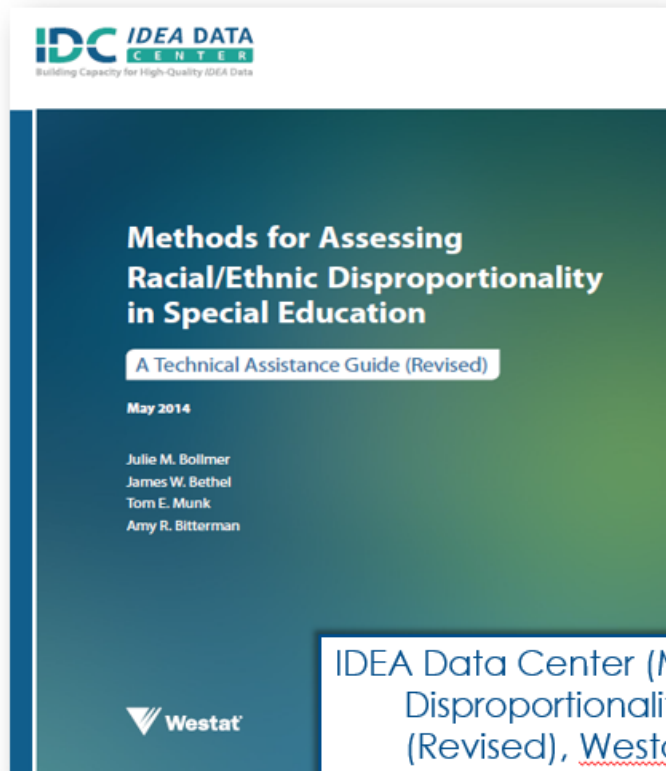
**IDEA Data Guide
(May 2014)**

"Methods for Assessing Racial/Ethnic Disproportionality in Special Education: A Technical Guide (Revised)"

https://ideadata.org/resource-library/54480c2b140ba0665d8b4569/

Methods for Assessing Racial/Ethnic Disproportionality in Special Education

A Technical Assistance Guide (Revised)

May 2014

Julie M. Bollmer
James W. Bethel
Tom E. Munk
Amy R. Bitterman

Westat

IDEA Data Center (May, 2014). Methods for Assessing Racial/Ethnic Disproportionality in Special Education: A Technical Assistance Guide (Revised), Westat, Rockville, MD, Julie Bollmer, Jim Bethel, Tom Munk, and Amy Bitterman.

Risk Ratios by Month (African American Students)

MS 1 (H)

1. In August, the risk ratio was "0" because African American students were the **only** students to receive a referral.

2. In September, the risk ratio was "0" because there were **no** African American students who received a referral.

Cumulative Risk Ratio
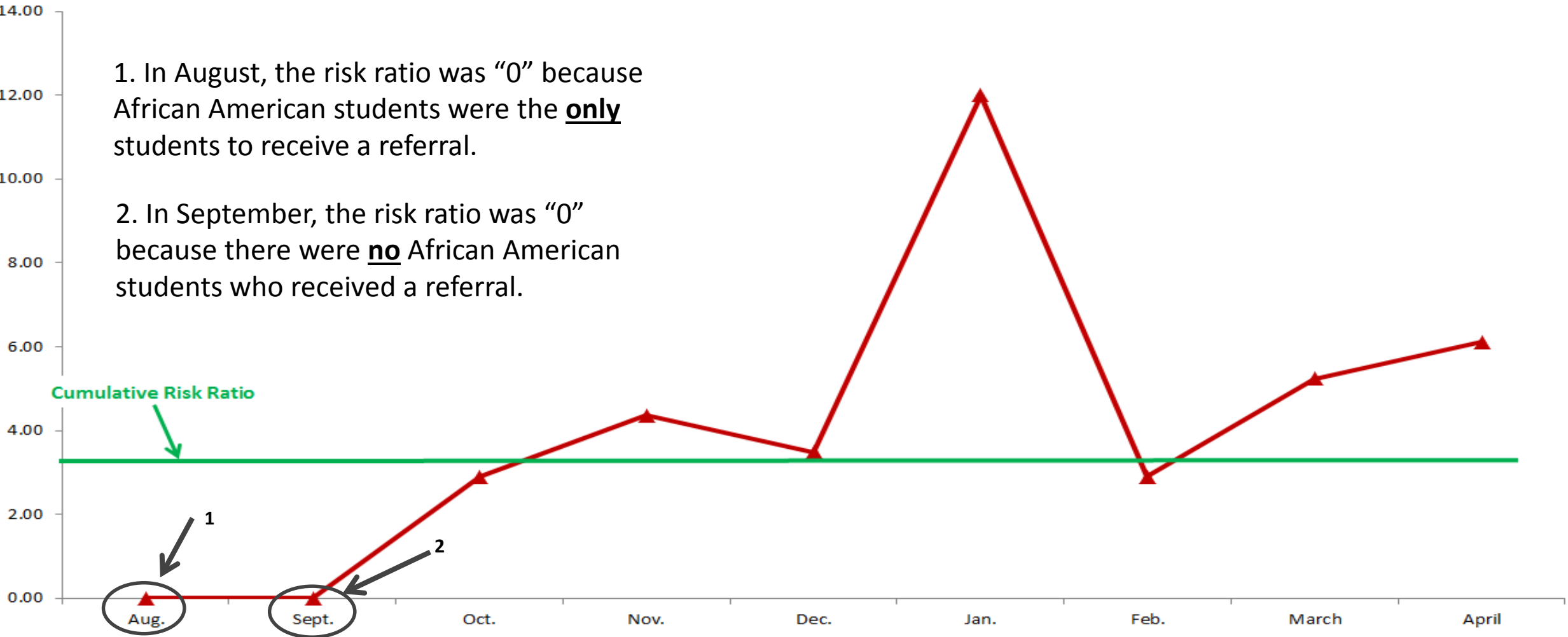
MS 1
457 Students
10% Black, 8% White, 81% Hispanic
Up to 36 students per month (all races) received ODRs

www.flrtib.org

Low enrollment & low discipline

Example 1 – African American Students	
Risk Ratio	2.51

Example 2 – African American Students	
Risk Ratio	4.84

1. Disproportionality may occur in terms of students who receive discipline, **and/o**r in terms of the amount of discipline received

2. If there's overrepresentation, there is overrepresentation

3. Multiple metrics help teams understand *how* to intervene

Data-based decision making

Example 1 – African American Students		
	Percentage	**Number**
Enrollment	8%	138
Students w/ ODR	17%	93
ODRs	25%	364
Risk	67% of Black Students	
Risk Ratio	2.51	
Referral Rate	2.64 ODR/Black Student	
Referral Ratio	4.09	

Example 2 – African American Students		
	Percentage	**Number**
Enrollment	14%	42
Students w/ ODR	43%	3
ODRs	72%	21
Risk	7% of Black Students	
Risk Ratio	4.84	
Referral Rate	.50 ODR/Black Student	
Referral Ratio	16.94	

1. Disproportionality may occur in terms of students who receive discipline, **and/o**r in terms of the amount of discipline received

2. If there's overrepresentation, there is overrepresentation

3. Multiple metrics help teams understand *how* to intervene

Inquiry-Driven Analysis

1) Are outcomes equitable for all groups of students?

2) How big are the disparities?

3) How much of the group is impacted?

4) What do the group's discipline patterns look like?

- Big 5

- Consider if the patterns are representative

- Evaluate if the patterns are the same as the patterns of other students

What do you need to know to speak about this issue?

Equity Profile: Complete 3 Fields

FLPBIS Equity Profile

February 2016

District Name:

Time period for this data:

	Number of Students Enrolled at the School	Number of Students in Group Who Received a Referral	Total Number of Referrals from Group	Group's Percent of Student Body	Guiding Question 1: Are outcomes equitable for all student groups?		Referral Rate	Guiding Question 2: How big are the disparities?			Referral Composition	Guiding Question 3: How much of your target group is affected by disproportionate discipline?
School Name:					**Student Composition**	**Referral Ratio**		**Risk Ratio**	**Difference in Student Composition**	**Difference in Referral Compostion**		**Risk**
					The % of students with referrals who belong to a target group; RED cells suggest disproportionality	Referral Rate for group divided by the Referral Rate for all other students; 1.0 is equal	Total number of referrals for group divided by the number of enrolled students from that group	Group's risk of receiving a referral compared to all other students; 1.0 is equal	Student Composition minus the Percent of the Student Body; Positive values suggest disproportionality	Referral Composition minus the Percent of the Student Body; Positive values suggest disproportionality	% of referrals accounted for by students of a particular group	% of students in a group who have at least one referral
White				N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic/Latino				N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American/Black				N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan Native				N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian				N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander				N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Multi-Racial				N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Totals				0.0%								

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Completed Example

Fill in the information for all of the red boxes. The rest of your school's information will calculate automatically.

FLPBIS Equity Profile

February 2016

	District Name:	Time period for this data: 08/24/2015 - 12/18/2015				Guiding Question 1: Are outcomes equitable for all student groups?		Guding Question 2: How big are the disparities?					Guiding Question 3: How much of your target group is affected by disproportionate discipline?
	District A												
School Name:		Number of Students Enrolled at the School	Number of Students in Group Who Received a Referral	Total Number of Referrals from Group	Group's Percent of Student Body	Student Composition The % of students with referrals who belong to a target group; RED cells suggest disproportionality	Referral Ratio Referral Rate for group divided by the Referral Rate for all other students; 1.0 is equal	Referral Rate Total number of referrals for group divided by the number of enrolled students from that group	Risk Ratio Group's risk of receiving a referral compared to all other students; 1.0 is equal	Difference in Student Composition Student Composition minus the Percent of the Student Body; Positive values suggest disproportionality	Difference in Referral Compostion Referral Composition minus the Percent of the Student Body; Positive values suggest disproportionality	Referral Composition % of referrals accounted for by students of a particular group	Risk % of students in a group who have at least one referral
School #1													
White		50	20	30	21.7%	15.2%	0.42	0.60	0.64	-6.6	-11.3	10.5%	40.0%
Hispanic/Latino		50	25	50	21.7%	18.9%	0.76	1.00	0.84	-2.8	-4.3	17.4%	50.0%
African American/Black		50	40	120	21.7%	30.3%	2.59	2.40	1.57	8.6	20.1	41.8%	80.0%
American Indian/Alaskan Native		10	5	5	4.3%	3.8%	0.39	0.50	0.87	-0.6	-2.6	1.7%	50.0%
Asian		10	1	1	4.3%	0.8%	0.08	0.10	0.17	-3.6	-4.0	0.3%	10.0%
Native Hawaiian/Pacific Islander		10	1	1	4.3%	0.8%	0.08	0.10	0.17	-3.6	-4.0	0.3%	10.0%
Multi-Racial		50	40	80	21.7%	30.3%	1.39	1.60	1.57	8.6	6.1	27.9%	80.0%
Totals		230	132	287	100.0%								

Completed Example

	A	B
19		**White**
20	*Student Comp.*	Of the 132 students who received at least one referral, 15.2% are White; this group comprises 21.7% of the total student population.
21	*Referral Ratio*	The average number of referrals per student for White students is 0.42 times that for all other students.
22	*Referral Rate*	Students identified as White receive an average of 0.6 referrals per student.
23	*Risk Ratio*	White students are 0.64 times more likely to have at least one referral than all other students.
24	*Diff. in S Comp.*	White students representation among students who receive referrals is 6.6 percentage points lower than expected given White students' percentage of the student body.
25	*Diff. in R Comp.*	The percentage of referrals attributed to White students is 11.3 percentage points lower than expected given White students' percentage of the student body.
26	*Referral Comp.*	Of the 287 referrals generated, 10.5% were attributed to White students.
27	*Risk*	Of the 50 White students, 40% have at least one referral.
28		
29		
30		**Hispanic/Latino**
31	*Student Comp.*	Of the 132 students who received at least one referral, 18.9% are Hispanic/Latino; this group comprises 21.7% of the total student population.
32	*Referral Ratio*	The average number of referrals per student for Hispanic/Latino students is 0.76 times the referral rate for all other students.
33	*Referral Rate*	Students identified as Hispanic/Latino receive an average of 1 referrals per student.
34	*Risk Ratio*	Hispanic/Latino students are 0.84 times more likely to have at least one referral than all other students.
35	*Diff. in S Comp.*	Hispanic/Latino students representation among students who receive referrals is 2.8 percentage points lower than expected given Hispanic/Latino students' percentage of the student body.
36	*Diff. in R Comp.*	The percentage of referrals attributed to Hispanic/Latino students is 4.3 percentage points lower than expected given Hispanic/Latino students' percentage of the student body.
37	*Referral Comp.*	Of the 287 referrals generated, 17.4% were attributed to Hispanic/Latino students.
38	*Risk*	Of the 50 Hispanic/Latino students, 50% have at least one referral.
39		
40		
41		**African American/Black**
42	*Student Comp.*	Of the 132 students who received at least one referral, 30.3% are African American/Black; this group comprises 21.7% of the total student population.
43	*Referral Ratio*	The average number of referrals per student for African American/Black students is 2.59 times that for all other students.
44	*Referral Rate*	Students identified as African American/Black receive an average of 2.4 referrals per student.
45	*Risk Ratio*	African American/Black students are 1.57 times more likely to have at least one referral than all other students.
46	*Diff. in S Comp.*	African American/Black students' representation among students who receive referrals is 8.6 percentage points higher than expected given African American/Black students' percentage of the student body
47	*Diff. in R Comp.*	The percentage of referrals attributed to African American/Black students is 20.1 percentage points higher than expected given African American/Black students' percentage of the student body.
48	*Referral Comp.*	Of the 287 referrals generated, 41.8% were attributed to African American/Black students.
49	*Risk*	Of the 50 African American/Black students, 80% have at least one referral.

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Q1: Are Outcomes Equitable for all Groups?

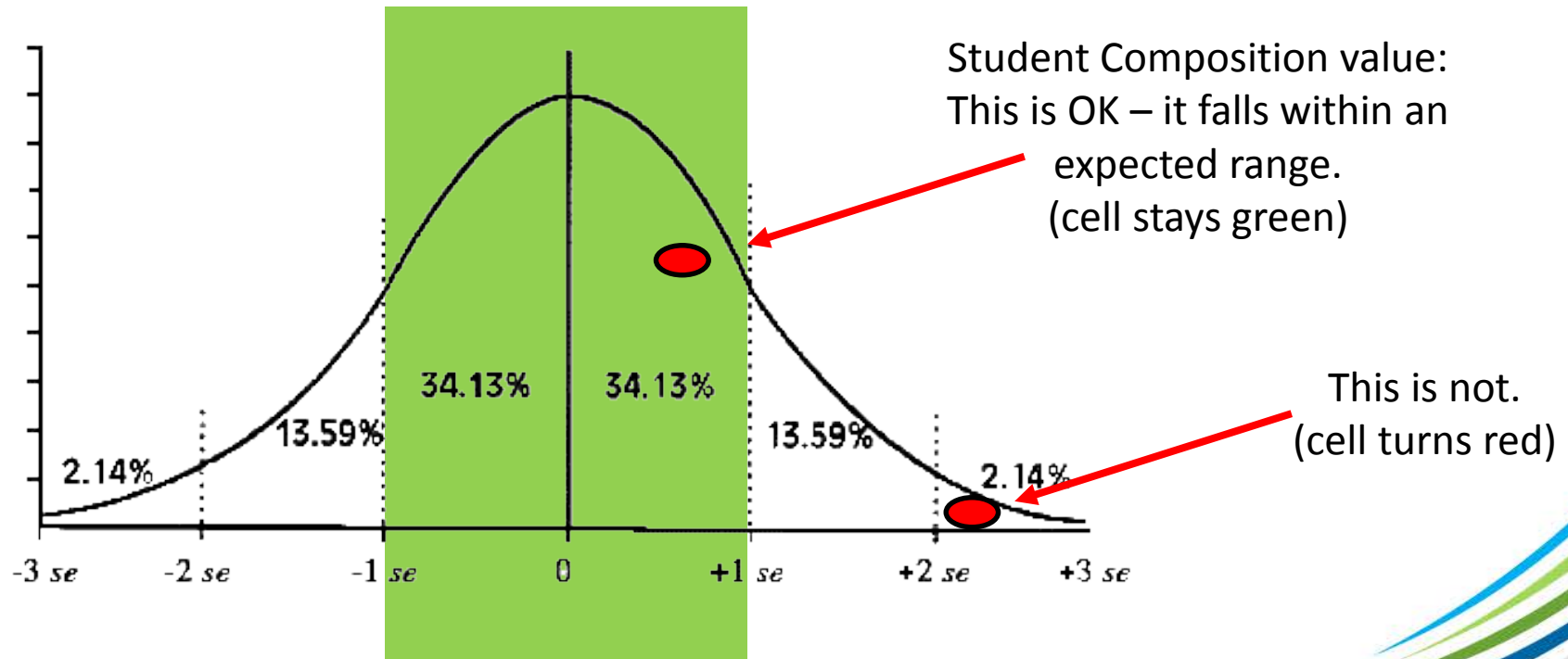| School Name:	Number of Students Enrolled at the School	Number of Students in Group Who Received a Referral	Total Number of Referrals from Group	Group's Percent of Student Body	Student Composition — The % of students with referrals who belong to a target group; RED cells suggest disproportionality	Referral Ratio — Referral Rate for group divided by the Referral Rate for all other students; 1.0 is equal	Referral Rate
School #1							
White	50	20	30	21.7%	15.2%	0.42	
Hispanic/Latino	50	25	50	21.7%	18.9%	0.76	
African American/Black	50	40	120	21.7%	30.3%	2.59	2.40
American Indian/Alaskan Native	10	5	5	4.3%	3.8%	0.39	0.50
Asian	10	1	1	4.3%	0.8%	0.08	0.10
Native Hawaiian/Pacific Islander	10	1	1	4.3%	0.8%	0.08	0.10
Multi-Racial	50	40	80	21.7%	30.3%	1.39	1.60
Totals	230	132	287	100.0%			

Method 1: Student Composition cell will turn red

Method 2: Ratios exceeding 1.3

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Q1: Are outcomes equitable for all groups?
Student Composition & the E-formula

- A background formula checks to see if the student composition for a racial group is within "expected" boundaries *(standard error from the mean)*
  - Considers the total number of disciplined students at your school, and the size of the demographic group

Student Composition value:
This is OK – it falls within an
    expected range.
(cell stays green)

This is not.
(cell turns red)

34.13%   34.13%

13.59%   13.59%

2.14%   2.14%

-3 *se*   -2 *se*   -1 *se*   0   +1 *se*   +2 *se*   +3 *se*

Why the e-Formula?

- Can be used with very small groups

- Is **<u>not</u>** impacted by students who receive multiple discipline events

- Reduces the likelihood that a group will be falsely identified as having disproportionate outcomes

- Recommended by OSEP's IDEA Center

Q2: How big are the disparities?

- Risk Ratio

- Difference in Student Composition

- Difference in Referral Composition

	Guiding Question 2: How big are the disparities?		
Risk Ratio	**Difference in Student Composition**	**Difference in Referral Compostion**	Referral Composition
Group's risk of receiving a referral compared to all other students; 1.0 is equal	*Student Composition minus the Percent of the Student Body; Positive values suggest disproportionality*	*Referral Composition minus the Percent of the Student Body; Positive values suggest disproportionality*	*% of referrals accounted for by students of a particular group*
0.64	-6.6	-11.3	10.5%
0.84	-2.8	-4.3	17.4%
1.57	8.6	20.1	41.8%
0.87	-0.6	-2.6	1.7%
0.17	-3.6	-4.0	0.3%
0.17	-3.6	-4.0	0.3%
1.57	8.6	6.1	27.9%

Interpreting Ratios

Risk Ratio Value	Level of Disproportionality
1.0	Equal
1.25	25% Higher Risk
1.50	50% Higher Risk
2.00	Two Times Higher Risk
2.50	Two and a Half Times Higher Risk
3.00	Three Times Higher Risk
> 3.00	Yikes.

Risk Ratios higher than 7 are frequently a result of fewer than 10 students in either the target or comparison groups.

The group's outcomes are still disproportionate, but the size of the risk ratio may overemphasize the scope of the problem.

Q3: How much of your target group is affected?

- Risk
  - Percentage of students in the target group with at least 1 referral/suspension

Referral Composition	Guiding Question 3: How much of your target group is affected by disproportionate discipline?
	Risk
% of referrals accounted for by students of a particular group	% of students in a group who have at least one referral
10.5%	40.0%
17.4%	50.0%
41.8%	80.0%
1.7%	50.0%
0.3%	10.0%
0.3%	10.0%
27.9%	80.0%

Problem Definition Template

Fill in the information for all of the red boxes. The rest of your school's information will calculate automatically.

FLPBIS Equity Profile

February 2016

District Name: Fantasy Land

Time period for this data: End Year

School Name: Sunshine Grove

Guiding Question 1: Are outcomes equitable for all student groups?

Guiding Question 2: How big are the disparities?

Guiding Question 3: How much of your target group is affected by disproportionate discipline?

	Number of Students Enrolled at the School	Number of Students in Group Who Received a Referral	Total Number of Referrals from Group	Group's Percent of Student Body	Student Composition *The % of students with referrals who belong to a target group; RED cells suggest disproportionality*	Referral Ratio *Referral Rate for group divided by the Referral Rate for all other students; 1.0 is equal*	Referral Rate *Total number of referrals for group divided by the number of enrolled students from that group*	Risk Ratio *Group's risk of receiving a referral compared to all other students; 1.0 is equal*	Difference in Student Composition *Student Composition minus the Percent of the Student Body; Positive values suggest disproportionality*	Difference in Referral Composition *Referral Composition minus the Percent of the Student Body; Positive values suggest disproportionality*	Referral Composition *% of referrals accounted for by students of a particular group*	Risk *% of students in a group who have at least one referral*
White	500	50	125	41.7%	23.4%	0.24	0.25	0.43	-18.3	-26.8	14.8%	10.0%
Hispanic/Latino	250	50	200	20.8%	23.4%	1.18	0.80	1.16	2.5	2.9	23.7%	20.0%
African American/Black	250	100	450	20.8%	46.7%	4.35	1.80	3.33	25.9	32.5	53.4%	40.0%
American Indian/Alaskan Native	25	2	4	2.1%	0.9%	0.22	0.16	0.44	-1.1	-1.6	0.5%	8.0%
	25	1	2	2.1%	0.5%	0.11	0.08	0.22	-1.6	-1.8	0.2%	4.0%
Native Hawaiian/Pac	25	1	2	2.1%	0.5%	0.11	0.08	0.22	-1.6	-1.8	0.2%	4.0%
M	125	10	60	10.4%	4.7%	0.66	0.48	0.42	-5.7	-3.3	7.1%	8.0%
	1200	214	843	100.0%								

Note: values highlighted... e in column D and E appear to be data entry errors.

White

Student Comp. | Of the 214 students w... he referral, 23.4% are White; this group comprises 41.7% of the total student population.
Referral Ratio | The average n... dent for White students is 0.24 times that for all other students.
Referral Rate | Students identified ... an average of 0.25 referrals per enrolled student.
Risk Ratio | White students are 0.43 ti... likely to have at least one referral than all other students.
Diff. in S Comp. | White students representation ... long students who receive referrals is 18.3 percentage points lower than expected given White students' percentage of the student body.

RaceEthnicityODR | 1. SCHOOLWIDE INPUT | 2. TARGET GROUP INPUT | 3.TARGET GROUP SUMMARY | 4. PATTERN COMPARISON | 5. SUMMARY OF PROBLEM

SCHOOL-WIDE DATA (ALL STUDENTS)

Total ODRs (All Students): 843
I Number of Students Involved: 214

Cells that turn grey reflect less than 50% of the referrals or students who received a referral in

Problem Behavior	Type of Behavior	Number of ODRs	Number of Students Involved
1st most common:	Open Defiance	270	158

Location	Location	Number of ODRs	Number of Students Involved
1st most common:	Classroom	531	186

Time	Time	Number of ODRs	Number of Students Involved
1st most common:	9:30	33	36

Motivation	Motivation	Number of ODRs	Number of Students Involved
1st most common:	N/A		

Administrative Decision	Admin Decision	Number of ODRs	Number of Students Involved
1st most common:	n-School Suspension	211	133

Grade Level	Grade Level	Number of ODRs	Number of Students Involved
1st most common:	7th	312	86

Staff	Staff Name	Number of ODRs	Number of Students Involved
ember with most referrals:			

Numbers that change from grey to white reflect values that are at least 50% of the **school's** totals.

RaceEthnicityODR | **1. SCHOOLWIDE INPUT** | 2. TARGET GROUP INPUT | 3.TARGET GROUP SUMMARY | 4. PATTERN COMPARISON | 5. SUMMARY OF PROBLEM

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TARGET GROUP DATA

Which target group did you select? African American/Black

There are 250 African American/Black students enrolled at your school, who make up 21 percent of your student body.

	Student Composition	Referral Ratio	Referral Rate	Risk Ratio	in Student Composition	Difference in Referral Composition	Risk
Total # ODRs given to target g 450 ODRs Total # students who received 100 Students	46.7%	4.35	1.80	3.33	25.9	32.5	40.0%

African American/Black students make up 46.7% of all students who receive referrals.

African American/Black students are removed at a rate that is 4.35 times higher than the rate for all other students.

African American/Black students receive an average of 1.8 referrals per enrolled student.

African American/Black students' risk for receiving a referral is 3.33 times higher than the risk for all other students.

African American/Black students make up 46.7 percent of students who receive referrals, which is 25.9 percentage points higher than expected given their percentage of the student body.

African American/Black students receive 53.4 percent of referrals, which is 32.5 percentage points higher than expected given their percentage of the student body.

40% of African American/Black students have at least 1 ODR

Cells that turn grey reflect less than 50% of the referrals or students who received referrals in your target group.

Problem Behavior	Type of behavior	Number of ODRs	Number of Students Involved
1st most common:	Open Defiance	140	81

Location	Location	Number of ODRs	Number of Students Involved
1st most common:	Classroom	275	93

Time	Time	Number of ODRs	Number of Students Involved
1st most common:	9:30	18	22

Motivation	Motivation	Number of ODRs	Number of Students Involved
1st most common:	N/A		

Administrative Decision	Admin Decision	Number of ODRs	Number of Students Involved
1st most common:	ISS	113	68

Grade Level	Grade Level	Number of ODRs	Number of Students Involved
1st most common:	7th	158	

Staff	Staff Name	Number of ODRs	
Staff member with most referrals:			

Numbers that change from grey to white reflect values that are at least 50% of the **target group's** totals.

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TO WHAT EXTENT DO THE PATTERNS OF YOUR TARGET GROUP MATCH SCHOOL-WIDE PATTERNS?

For each discipline variable, indicate whether your target group's most common variable matches the most common variable for all other students.

Target Group Selected: **African American/Black**

	Target Group	ALL Students	Match?	Is this variable equitably distributed for your target group?	
				African American/Black students	*All Other Students*
Most Common Problem Behavior:	**Open Defiance**	Open Defiance	Shared by All	Of the 250 African American/Black students enrolled in the school, 32% have at least one referral for Open Defiance.	Of the 950 other students enrolled in the school, 8% have at least one referral for Open Defiance.
				African American/Black students are 4 times more likely to have at least one referral for Open Defiance than all other students.	
				Of the 158 students who received at least one referral for Open Defiance, 51% are African American/Black; this group comprises 21% of the total school population.	Of the 158 students who received at least one referral for Open Defiance, 49% belong to some other racial/ethnic group; these other students make up 79% of the school population.
				Of the 270 referrals for Open Defiance, 52% were given to African American/Black students.	Of the 270 referrals for Open Defiance, 48% were given to all other students.

Use drop-down to compare patterns

Pattern Comparison

| **Most Common Location:** | **Classroom** | Clas | | | |

Data system, Part 3 – How and with whom is information shared?

Data Sharing

A Multi-Tiered System of Supports

Group Decision-Making

Safe, familiar territory

Staff feedback

Family feedback

Student feedback

Innovative, targeted solutions

Divergent Thinking

Convergent Thinking

New Topic

Obvious Solutions

Integration & Growth

Decision Point

Familiar Opinions

Diverse Perspectives

Consolidated Thinking

Refinements

Confusion, feeling overwhelmed, impatient

Check Tier 1 Implementation

Kaner, S., Linid, L., Toldi, C., Fisk, S., & Berger, D. (2014). Facilitator's Guide to Participatory Decision-Making, 3rd Edition.
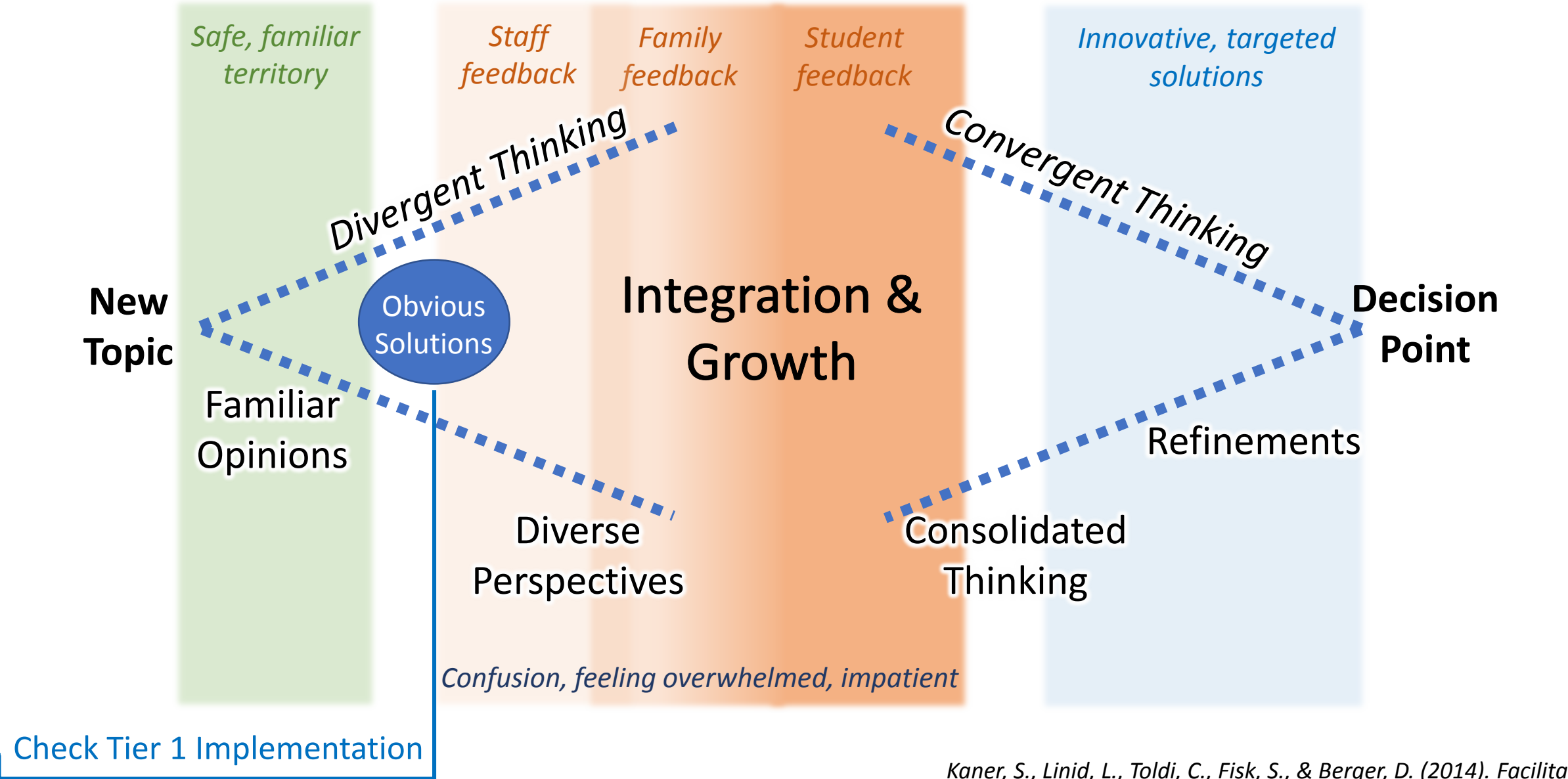
Sharing Data about Disproportionality

Establish history of "safe" data sharing, set norms for feedback

Avoid jargon, establish common understanding

Keep it simple

Listen, and don't tell

The Question:

"We've learned that disproportionate discipline is a nationwide issue and have started to investigate how that applies to our school. This is what we've learned…(insert your summary here)

How does this match up to your experience with discipline at our school?"

You can share your own personal experiences, or those you've heard from other individuals.

During the group

- Listen

- Be humble

- Be transparent

- Try to take others' perspectives

- Use paraphrasing, summarizing to help people feel understood
  - Problem solving is not therapy

Staff feedback

"I'm not surprised. The attitude of the African American students is the reason. We need cultural training." (3 agreements)

"Is the poverty level and home life of students taken into account?" (12 agreements)

"I am curious how many teachers follow the 3 step procedure before writing up a student." (8 agreements)

"This is troubling to see how biased the majority of us have been without even realizing it." (3 agreements)

"I was shocked at first, but then looking at this is probably because of the neighborhood and family background they come from & their surroundings." (4 agreements)

"Students still have to be held responsible for the behaviors, a majority of time disciplines are written for violently aggressive behaviors." (6 agreements)

Common themes across stakeholders

Faculty Statements

Real life prison statistics are comparable to school statistics (1)

They run the streets more; more freedom; less supervision (1)

Instability at home, home life (3)

Family Statements

Occurs in law enforcement as well (3)

Lack of parental involvement (3)

Behavior starts at home with high expectations and follow up (3)

It "takes a village" (1)

Home environment. Lack of parenting. Lack of follow-up at home. (4)

Parents are younger (1)

More grandparents raising children (1)

Faculty Statements

Frustrated with school structure (1)

Students are sent to the dean because the teacher has already dealt with it (3)

Students are more abrasive toward the teachers so the teacher is less likely to work it out with them (1)

Family Statements

Teachers need to be compassionate and patient (4)

School needs to be more understanding of home life (3)

We need to treat the whole child & be aware of their lives (4)

There is an inconsistency with consequences (1)

Discipline process may be unclear (1)

Progressive discipline is helpful (1)

We need programs instead of suspension (1)

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Common Themes from Students

Grades 4-12

All grade levels:

Increase student voice

Teachers label based on past behavior

Teachers don't notice peers' racial comments

Teachers "like" some students better

Students want teachers' help

Secondary level:

Articulated racial differences

Not surprised by issue, reported their own experience

Articulated differences across schools

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School teams did not recognize how valuable family or student focus groups could be until they experienced one.

Now What?

A Multi-Tiered System of Supports

Refining your own data system

- Get consistent

- Start soliciting stakeholder perceptions *now*

- Don't rely on hand-tallies

- Use existing resources
  - SWIS
  - FLPBIS Equity Profile/Problem Definition Template
  - Online apps (nearpod, survey monkey, etc.)

- Talk with your district IT department
  - Use known data for conversations & report development

- Include qualitative data to get the whole story

National PBIS Center's Recommendations

1. Use effective instruction to reduce the achievement gap

2. Implement SW-PBS to build a foundation of prevention

3. Collect, use & report disaggregated discipline data

4. Develop policies with accountability for disciplinary equity

5. Teach neutralizing routines for vulnerable decision points

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Disproportionate Discipline Problem Solving Process

Step 1: Problem Identification

Target Schools & Demographic Groups

Definition of Target Group Patterns

Obtain stakeholder participation

Step 2: Problem Analysis

Focus on CARED domains

Root Cause Analysis

Validation

Step 3: Intervention Design

Step 4: Evaluation

Process to ensure fidelity

Communicate Outcomes

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Removing Barriers to Equitable Outcomes

City for All Women Initiative (June 2015)
http://www.cawi-ivtf.org/sites/default/files/publications/advancing-equity-inclusion-web_0.pdf

What you can do now...
Beyond getting the data

- Build relationships with families impacted by your behavior support practices
  - Character Ed
  - Anti Bullying
  - Disproportionality
  - Restraint/Seclusion

- Engage in personal/professional development on identity issues

- Use inclusive language and practices
  - Look for opportunities in curricula to integrate CR & inclusive practices
  - Engage colleagues in discussions about language and practices

- Advocate for policy changes to better support all students

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Resources

OSEP PBIS Practice Guides:
https://www.pbis.org/school/equity-pbis

- General recommendations
- Recommendations for data
- Policies
- Instruction
- Culturally Responsive Implementation
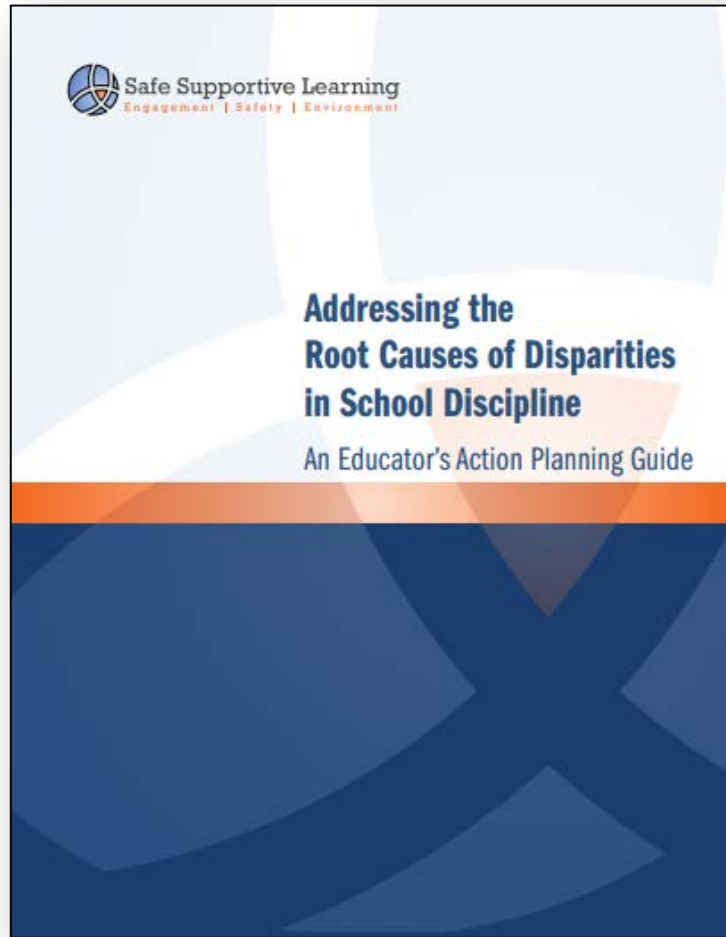
Resources

Discipline Disparities Collaborative
http://www.indiana.edu/~atlantic/

- Research summaries
- Summaries in Spanish
- Bibliographies
- Promising programs

What is a "Root Cause Analysis?"

Addressing the Root Causes of Disparities in School Discipline

An Educator's Action Planning Guide

Safe Supportive Learning — Engagement | Safety | Environment

"A method of problem solving that tries to identify the root causes of problems or patterns found within data. "

Definition of "root," from Merriam-Webster:

"The origin, cause or source of something; an underlying support."

Available free of charge at: https://safesupportivelearning.ed.gov/sites/default/files/15-1547%20NCSSLE%20Root%20Causes%20Guide%20FINAL02%20mb.pdf

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Save the date, March 28 – 31, 2018 for the…

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Exhibits

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conference.apbs.org

APBS

ASSOCIATION FOR POSITIVE BEHAVIOR SUPPORT

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OSEP TA Center on PBIS
- www.pbis.org

Association on PBIS
- www.apbs.org

Florida's Positive Behavioral
Interventions & Support Project

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