

DISPROPORTIONALITY DATA GUIDE

Using Discipline Data within SWPBIS to
Identify and Address Disproportionality

Kelsey R. Morris, EdD—University of Oregon

Kent McIntosh, PhD—University of Oregon

Bert Eliason, EdD—University of Oregon

Aaron Barnes, PhD—Minnesota Department of Education

• Purpose

- Describe a framework and steps for:
 - Identifying levels of disproportionality
 - Analyzing data to determine solutions
 - Monitoring effectiveness of action plans in addressing disproportionality

• Audience

- School/District teams seeking to reduce racial and ethnic disproportionality in school discipline

Maximizing Your Session Participation

- Where are you in your implementation of the concepts presented?
 - Exploration & Adoption
 - Installation
 - Initial Implementation
 - Full Implementation
- What do you hope to learn?
- What new learning do you take away from the session?
- What will you do with your new learning?

Background

- Racial and ethnic discipline disproportionality is both long-standing and widespread.
- In 1973 African American students almost twice as likely to be suspended than white peers. By 2006, more than three times more likely (*Losen & Skiba, 2010*).
- African American students risk suspension for minor misbehavior and suspension/expulsion for same behavior as other students from other racial/ethnic groups (*Skiba et al., 2011*).

Moving Forward

- Educators must address this issue
 - Identify rates of discipline disproportionality
 - Take active measure to reduce it
 - Monitor the effects of interventions on disproportionality
- Rigorous collection and analysis of data aids:
 - Understanding the need for change
 - Identifying areas for improvement
 - Determining appropriate action
 - Ensure that efforts to reduce disproportionality are effective
 - Guide necessary system adjustments

Data Sources

- **Required** features:
 - Consistent entry of ODR data and student race/ethnicity
 - School enrollment by race/ethnicity
 - Instantaneous access for school teams (not just district teams)
 - Capability to disaggregate ODRs and patterns by race/ethnicity
 - Capability to calculate risk indices and risk ratios by race/ethnicity

Data Sources

- ***Recommended*** features:
 - Standardized ODR forms and data entry
 - ODR forms with a range of fields (e.g., location, time of day, consequence)
 - Clear operational definitions of problem behaviors
 - Clear guidance in discipline procedures (e.g., office vs. classroom managed)
 - Instantaneous graphing capability
 - Capability to disaggregate graphs by race/ethnicity
 - Automatic calculation of disproportionality graphs, risk indices, and risk ratios

Is there a problem?

1. Problem Identification

Why is it happening?

2. Problem Analysis

Is the plan working?

4. Plan Evaluation

What should be done?

3. Plan Implementation

Is there a problem?

1. Problem Identification

Why is it happening?

2. Problem Analysis

Is the plan working?

4. Plan Evaluation

What should be done?

3. Plan Implementation

Step 1: Problem Identification

- *Is there a problem?*
- Identify the difference between what is currently observed (performance) and what is expected or desired (goals).
 - Example:
 - 62% of students have 0-1 ODRs
 - 80% is the goal
 - Problem is identified with 18% difference between what is observed and what is expected.
- Defining the problem with objective measures makes the process more effective and allows accountability for improvement.
- Requires multiple metrics

Step 1: Problem Identification

- Risk Index

- Indicates the percent of a group that receives a particular outcome
 - Equivalent to the likelihood of someone from that group receiving that outcome
- Necessary to calculate and compare risk indices for each racial/ethnic group

	# of Enrolled Students	# of Students With Referrals	% of Students Within Ethnicity With Referrals	Risk Index
Native	5	2	40.00%	0.4
Asian	21	10	47.62%	0.48
Black	70	42	60.00%	0.6
Latino	123	101	82.11%	0.82
Pacific	5	3	60.00%	0.6
White	255	165	64.71%	0.65
Unknown	0	0	0.00%	0
Not Listed	0	0	0.00%	0
Multi-racial	21	14	66.67%	0.67
Totals:	500	337		

$$\frac{\text{\# of students with 1+ ODRs}}{\text{\# of students in the group}}$$


$$\frac{\text{\# of Latino/a students with 1+ ODRs}}{\text{\# of Latino/a enrolled}}$$

$$\frac{\text{\# of White students with 1+ ODRs}}{\text{\# of White enrolled}}$$

Step 1: Problem Identification

- Risk Ratio

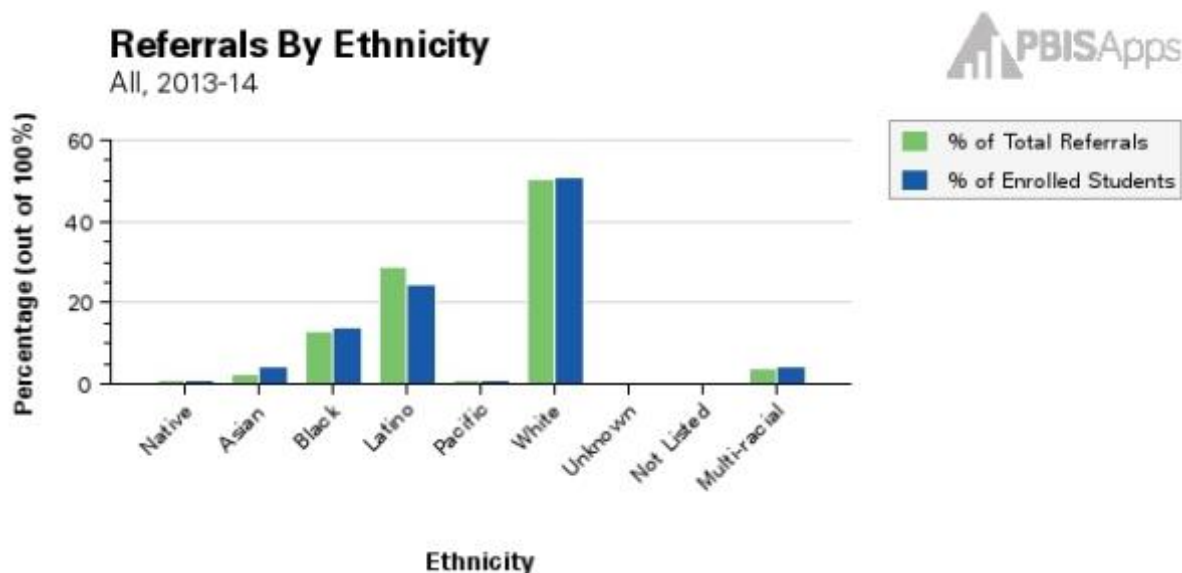
- Represents the likelihood of the outcome (e.g., ODRs) for one group in relation to a comparison group.
- Comparison group most commonly used is White students
 - Risk index for all other groups is sometimes used
- Risk Ratio = 1.0 is indicative of equal risk
- Risk Ratio > 1.0 is indicative of overrepresentation
- Risk Ratio < 1.0 is indicative of underrepresentation

Instructions for use: Enter data for cells highlighted in blue.								
								
Total School Enrollment								
	White	Black	American Indian	Hispanic	Asian	Pacific Isle	2 or More	should equal total enrollment
Student Enrollment by Race	255	70	5	123	21	5	21	500
Office Discipline Referral	White	Black	American Indian	Hispanic	Asian	Pacific Isle	2 or More	ODR Graph
Office Discipline Referral by Race (# of students with ODR)	165	41	2	101	10	3	14	
%age of enrolled students with ODRs by race	0.65	0.59	0.40	0.82	0.48	0.60	0.67	
Risk Ratio for ODR	1.00	0.91	0.62	1.27	0.74	0.93	1.03	

Step 1: Problem Identification

- Composition

- Comparison of the proportion of students within a racial/ethnic group to the proportion of ODRs from the same group
- Allows for evaluation of whether the number of ODRs from one group is proportionate to the group's size



Step 1: Problem Identification

- Regardless of the specific discipline data system, the following general steps are used:
 1. Select metrics to use
 - *Risk ratios and composition reports are recommended*
 2. Calculate metrics for a selected period of time (e.g., last school year)
 3. Compare to goals/criterion
 - Previous years from same school
 - Local or national norms
 - *2011-2012 U.S. public schools using SWIS with **at least 10** African American and **10** White students*
 - *Median risk ratio (African American to White) = 1.84; 25th percentile = 1.38*
 - Logical criteria
 - *U.S. Equal Employment Opportunity Commission (EEOC)*
 - *Disparate impact criterion*
 - *Goal risk ratio range between .80 and 1.25*

Is there a problem?

1. Problem Identification

Why is it happening?

2. Problem Analysis

Is the plan working?

4. Plan Evaluation

What should be done?

3. Plan Implementation

Step 2: Problem Analysis

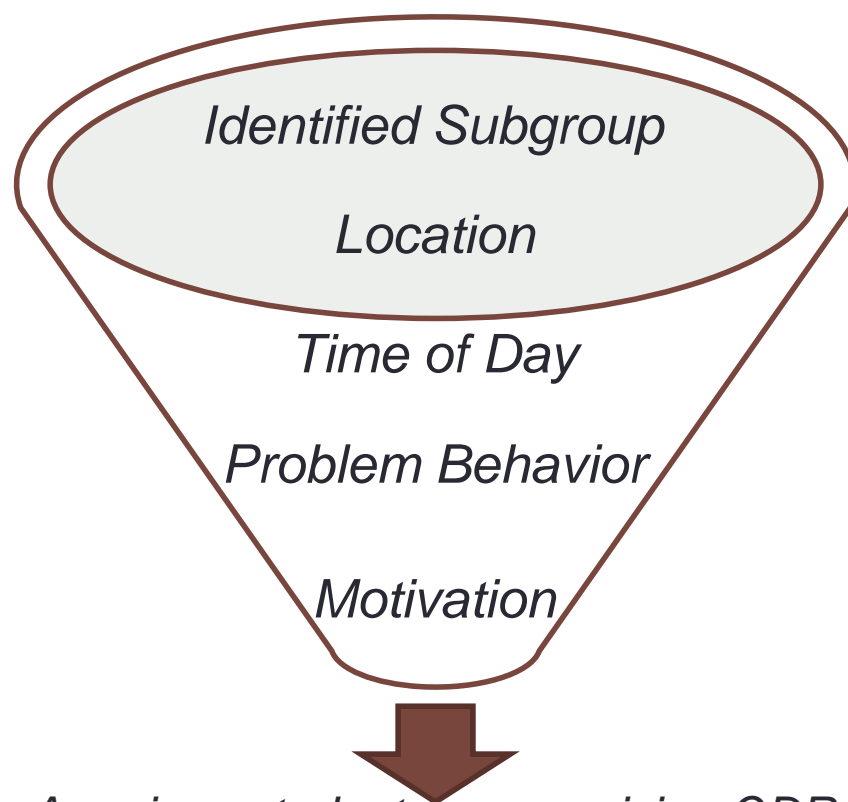
- ***Why is it happening?***
- By finding the specific cause of the problem, teams can identify more effective solutions.
- **Focus:** identifying variables that can be changed, not individual traits or variables that are beyond the control of the system
- **Key:** is the disproportionality identified in Step 1 consistent across all situations or more pronounced in some situations?
 - Disproportionality across all settings indicates explicit bias
 - Disproportionality in specific settings indicates implicit bias

Step 2: Problem Analysis

- Vulnerable Decision Points (VDPs)
 - Situations that are more likely to lead to disproportionality due to bias affecting ODR decisions
 - **What** problem behaviors are associated with disproportionate discipline?
 - **Where** is there disproportionate discipline?
 - **When** is there disproportionate discipline?
 - Times of day, days of the week, months of the year
 - **What motivations (Why?)** are associated with disproportionate discipline?
 - Perceived function of problem behavior
 - **Who** is issuing disproportionate discipline?
 - *Disparities do not indicate racism, but rather contexts where additional supports are necessary.*

Step 2: Problem Analysis

- The following steps can be used:
 1. Assess PBIS fidelity
 2. Identify vulnerable decision points (VDPs)
 3. Assess achievement gap



Remove all filters and include all subgroups to confirm whether this statement is unique to this subgroup.

African American students are receiving ODRs in the hallways after 2:30 PM for disrespect and the behavior is maintained by peer attention

Is there a problem?

1. Problem Identification

Why is it happening?

2. Problem Analysis

Is the plan working?

4. Plan Evaluation

What should be done?

3. Plan Implementation

Step 3: Plan Implementation

- ***What should be done?***
- Plan Implementation includes:
 - a) Selecting and then
 - b) Implementing strategies that are most likely to be effective in solving the problem
- Design an **action plan** to ensure specific strategies are carried out as intended.

Visit the National PBIS Technical Assistance Center (www.pbis.org) for recommendations on reducing disproportionality.

Step 3: Plan Implementation

- One or more of the following recommendations may be targeted:
 - Inadequate PBIS implementation
 - *Implement core features of PBIS to establish a foundation of support*
 - Misunderstanding of school-wide expectations
 - *Implement culturally-responsive PBIS with input from the students/families*
 - Academic achievement gap
 - *Implement effective academic instruction*
 - Disproportionality across all settings (indicating explicit bias)
 - *Enact strong anti-discrimination policies that include accountability*
 - Disproportionality in specific settings (indicating implicit bias)
 - *Investigate vulnerable decision points*
 - Lack of student engagement
 - *Use culturally-responsive pedagogy*

Sample Action Plan

Activity	Activity Task Analysis	Who	When
3. Plan Implementation <ul style="list-style-type: none"> • Match Plan to Assessment Data • All Parties Informed • Plan Matched to Resources 	a. Plan staff activity/discussion to clarify (a) classroom vs. office managed behaviors, (b) dress code policy, and (c) instructional responses to inappropriate language	Diana and Thomas	One week prior to next staff meeting
	b. Review ODR procedures with all staff and complete staff activity/discussion	Leadership Team	Next staff meeting
	c. Provide all staff with reminder to consider instructional alternatives to ODRs "just before lunch" at morning staff announcement	Dr. Stoll	Daily for 2 weeks
	d. Evening meeting to review expectations with students and families	Erika and Lisa	Three days after staff meeting
	e. Regular monitoring and evaluation of 6th grade reading implementation and outcomes, with report to Leadership Team	Jonas	1st and 3rd Friday of each month

Is there a problem?

1. Problem Identification

Why is it happening?

2. Problem Analysis

Is the plan working?

4. Plan Evaluation

What should be done?

3. Plan Implementation



Step 4: Plan Evaluation

- **Is the plan working?**
- Collect short-term (i.e., progress monitoring data) to determine whether solution strategies are being implemented and are effective.
- Engage in periodic data collection and meetings (e.g., monthly or quarterly) so that the plan can be changed based on the results.
- Calculate the metrics chosen in Step 1: Problem Identification on a regular basis and review them for progress.
 - Risk indices are not recommended as they will continue to rise throughout the year.
 - Risk ratios are recommended because they remain more consistent.

Step 4: Plan Evaluation

- Regardless of the specific data system or time, the following general steps are used:
 1. Identify the time periods for evaluating disproportionality data
 2. Assess progress and fidelity of solution plan implementation
 3. Calculate metrics from Step 1: Problem Identification for the most recent time period
 4. Compare to the goal determined in Step 1: Problem Identification
 5. Share results with relevant stakeholders

Is there a problem?

1. Problem Identification

Why is it happening?

2. Problem Analysis

Is the plan working?

4. Plan Evaluation

What should be done?

3. Plan Implementation

EXEMPLAR WORK

Aaron Barnes, PhD

Minnesota Department of Education

Exemplar Data

- District in the Great Lakes Region
- ~ 5000 students
- 4 primary/middle school buildings (K-7)
- SW-PBIS in multiple buildings
- Utilize SWIS

Progress through the Process

- Problem Identification



- Problem Analysis

- Plan Implementation

- Evaluation

Step 1: Problem Identification

- *Is there a problem?*
- Identify the difference between what is currently observed (performance) and what is expected or desired (goals).
- Defining the problem with objective measures makes the process more effective and allows accountability for improvement.
- Requires multiple metrics:
- Selected risk indices and risk ratios

Calculating Ratios

- Excel template
- Enrollment
- Demographics
- ODR
- Suspension
- Expulsion
- Written instructions and color coding
- Output = risk indices and risk ratios

Step 2. Problem Analysis – Blue Hills

- Data Drill Down : What, Where, When, Why, Who
- Example: Suspensions from the classroom tend to result from inappropriate language or defiance. When defiance is the origin, this is most likely to happen between 10 and noon, for grades 5-7, and is often related to gaining peer attention.
- Fidelity – PBIS Apps, BoQ, Self Assessment Survey, etc.
 - ID discrepancies of buy-in and perceived implementation between leadership team and staff
- Identify Vulnerable Decision Points
 - Morning, older grades, before lunch (hungry?), etc.
- Assess Achievement Gap (In progress)

Next Steps: Blue Hills Primary

- Formalize Steps 3 and 4
 - E.g., shore up core fidelity, mitigate vulnerable decision points, etc
- Review data regularly and repeat Problem Solving process
- Engage in policy review (rule and in-practice)

Step 3: Plan Implementation

- One or more of the following may be targeted:
 - Inadequate PBIS implementation
 - *Implement core features of PBIS to establish a foundation of support*
 - Misunderstanding of school-wide expectations
 - *Implement culturally-responsive PBIS with input from the students/families*
 - Academic achievement gap
 - Disproportionality across all settings (indicating explicit bias)
 - *Enact strong anti-discrimination policies that include accountability*
 - Disproportionality in specific settings (indicating implicit bias)
 - *Investigate vulnerable decision points*
 - Lack of student engagement
 - *Use culturally-responsive pedagogy*

Step 4: Plan Evaluation

- Regardless of the specific data system or time, the following general steps are used:
 1. Identify the time periods for evaluating disproportionality data
 2. Assess progress and fidelity of solution plan implementation
 3. Calculate metrics from Step 1: Problem Identification
 4. Compare to the goal determined in Step 1: Problem Identification
 5. Share results with relevant stakeholders

DISPROPORTIONALITY DATA GUIDE

Using Discipline Data within SWPBIS to
Identify and Address Disproportionality

Kelsey R. Morris, EdD—University of Oregon

Kent McIntosh, PhD—University of Oregon

Bert Eliason, EdD—University of Oregon

Aaron Barnes, PhD—Minnesota Department of Education