

# DO WE SAY “ALL” BUT MEAN “SOME”

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Data-driven Conversations on Discipline,  
Equity, & Disproportionality

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# • 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

# 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

- 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		

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

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

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

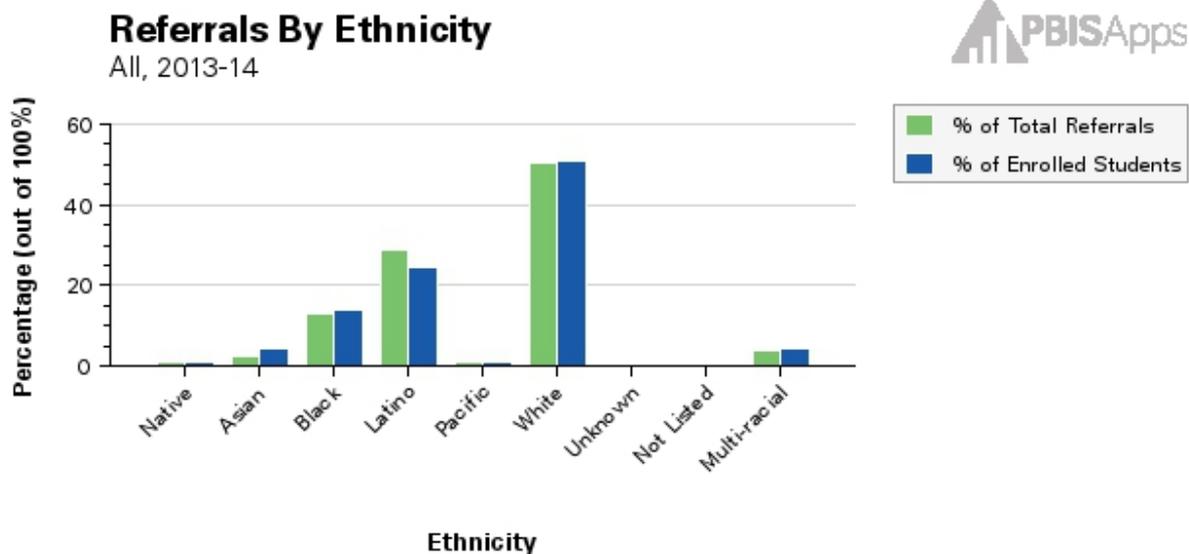
# Step 1: Problem Identification

- Risk Ratio
  - Represent 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
  3. Compare to goals
    - 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; 25<sup>th</sup> percentile = 1.38*
    - Logical criteria
      - *U.S. Equal Employment Opportunity Commission (EEOC)*
        - *Disparate impact criterion*
        - *Goal risk ratio range between .80 and 1.25*

# Step 2: Problem Analysis

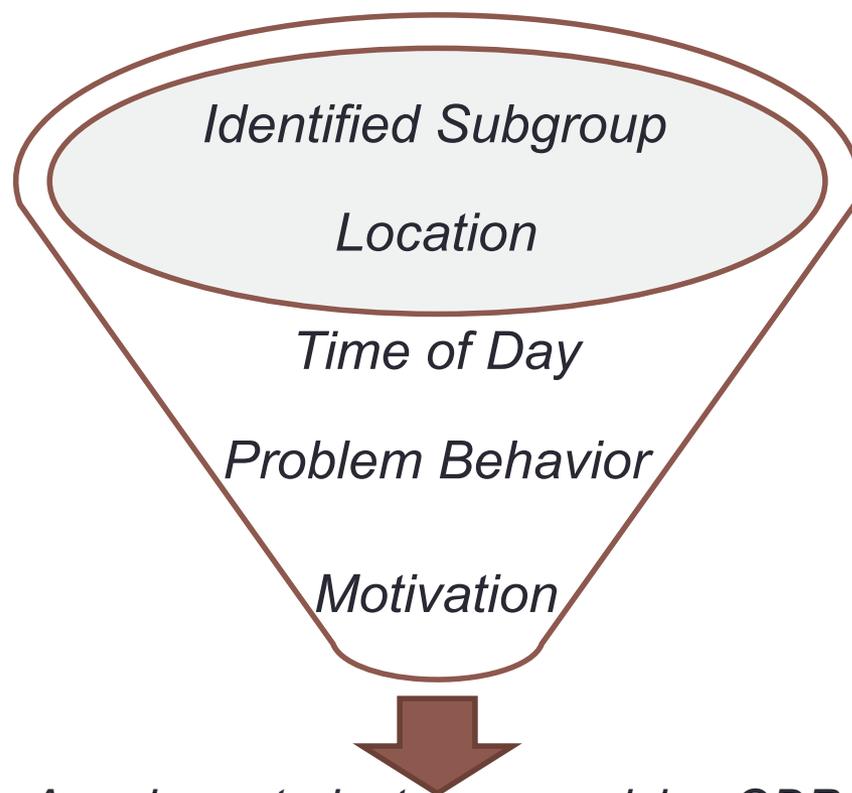
- ***Why is it happening?***
- By finding the specific cause of the problem, teams can identify more effective solutions.
- **Focus:** identifying variables that can be changed, not individual traits or variables that are beyond the control of the system
- **Key:** is the disproportionality identified 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)
  - **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** 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*

# 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
- Visit the National PBIS Technical Assistance Center for recommendations on reducing disproportionality.

# 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

- **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 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
  4. Compare to the goal determined in Step 1: Problem Identification
  5. Share results with relevant stakeholders

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# EXEMPLAR SCHOOLS

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Voices from the Field

# QUESTIONS & ANSWERS

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