Using Data (and Data Systems) to Address Discipline Disproportionality

Therese Sandomierski & Don Kincaid
Florida’s PBIS Project at the University of South Florida

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.
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).

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)
- Race (Subcategories)
- Disability Status
- LGBTQ+
- 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
- 59% of LGBTQ youth report having been bullied by teachers
- 30% missed at least 1 day of school in the past month b/c they felt unsafe or uncomfortable at school

• 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/
Introducing PBIS Assessment

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
PBIS Assessment Report Examples

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
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”
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
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
Getting Started: Equity Basics for Behavior Data

1. Multiple measures **must be used**

IDEA Data Guide (May 2014)


[https://ideadata.org/resource-library/54480c2b140ba0665d8b4569/](https://ideadata.org/resource-library/54480c2b140ba0665d8b4569/)

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.

MS 1
457 Students
10% Black, 8% White, 81% Hispanic
Up to 36 students per month (all races) received ODRs
## Low enrollment & low discipline

1. Disproportionality may occur in terms of students who receive discipline, **and/or** 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

<table>
<thead>
<tr>
<th>Example 1 – African American Students</th>
<th>Example 2 – African American Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Risk Ratio</strong></td>
<td><strong>Risk Ratio</strong></td>
</tr>
<tr>
<td>2.51</td>
<td>4.84</td>
</tr>
</tbody>
</table>
1. Disproportionality may occur in terms of students who receive discipline, and/or 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

**District Name:**

**Time period for this data:**

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

<table>
<thead>
<tr>
<th>Group's Percent of Student Body</th>
<th>Student Composition</th>
<th>Referral Ratio</th>
<th>Risk Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The % of students with referrals who belong to a target group; RED cells suggest disproportionality</td>
<td>Referral Rate for group divided by the Referral Rate for all other students; 1.0 is equal</td>
<td>Group's risk of receiving a referral compared to all other students; 1.0 is equal</td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>African American/Black</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Asian</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### Guiding Question 2: How big are the disparities?

<table>
<thead>
<tr>
<th>Difference in Student Composition</th>
<th>Difference in Referral Composition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of referrals for group divided by the total number of referrals for all other students; 1.0 is equal</td>
<td>Group's risk of receiving a referral compared to all other students; 1.0 is equal</td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>N/A</td>
</tr>
<tr>
<td>African American/Black</td>
<td>N/A</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>N/A</td>
</tr>
<tr>
<td>Asian</td>
<td>N/A</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>N/A</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>% of referrals accounted for by students of a particular group</th>
<th>% of students in a group who have at least one referral</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>N/A</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>N/A</td>
</tr>
<tr>
<td>African American/Black</td>
<td>N/A</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>N/A</td>
</tr>
<tr>
<td>Asian</td>
<td>N/A</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>N/A</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>N/A</td>
</tr>
</tbody>
</table>
# Completed Example

## FLPBIS Equity Profile

### District Name and Time Period

<table>
<thead>
<tr>
<th>District Name</th>
<th>Time period for this data</th>
</tr>
</thead>
<tbody>
<tr>
<td>District A</td>
<td>08/24/2015 - 12/18/2015</td>
</tr>
</tbody>
</table>

### School Name and Enrollment

<table>
<thead>
<tr>
<th>School Name</th>
<th>Number of Students Enrolled at the School</th>
<th>Number of Students in Group Who Received a Referral</th>
<th>Total Number of Referrals from Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>School #1</td>
<td>230</td>
<td>132</td>
<td>287</td>
</tr>
</tbody>
</table>

### Student Composition

<table>
<thead>
<tr>
<th>Group's Percent of Student Body</th>
<th>Student Composition</th>
<th>Referral Ratio</th>
<th>Referral Rate</th>
<th>Risk Ratio</th>
<th>Difference in Student Composition</th>
<th>Difference in Referral Composition</th>
<th>Referral Composition</th>
<th>Risk</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>21.7%</td>
<td>15.2%</td>
<td>0.60</td>
<td>0.64</td>
<td>-6.6</td>
<td>-11.3</td>
<td>10.5%</td>
<td>40.0%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>21.7%</td>
<td>18.9%</td>
<td>0.76</td>
<td>0.84</td>
<td>-2.8</td>
<td>-4.3</td>
<td>17.4%</td>
<td>50.0%</td>
</tr>
<tr>
<td>African American/Black</td>
<td>21.7%</td>
<td>30.3%</td>
<td>2.40</td>
<td>1.57</td>
<td>8.6</td>
<td>20.1</td>
<td>41.4%</td>
<td>80.0%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>4.3%</td>
<td>3.8%</td>
<td>0.50</td>
<td>0.87</td>
<td>-0.6</td>
<td>-2.6</td>
<td>1.7%</td>
<td>50.0%</td>
</tr>
<tr>
<td>Asian</td>
<td>4.3%</td>
<td>0.8%</td>
<td>0.10</td>
<td>0.17</td>
<td>-3.6</td>
<td>-4.0</td>
<td>0.3%</td>
<td>10.0%</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>4.3%</td>
<td>0.8%</td>
<td>0.10</td>
<td>0.17</td>
<td>-3.6</td>
<td>-4.0</td>
<td>0.3%</td>
<td>10.0%</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>21.7%</td>
<td>30.3%</td>
<td>1.60</td>
<td>1.57</td>
<td>8.6</td>
<td>6.1</td>
<td>27.9%</td>
<td>80.0%</td>
</tr>
</tbody>
</table>

<p>| Totals                         | 230                 | 132             | 287           | 100.0%     |                                   |                                   |                     |      |</p>
<table>
<thead>
<tr>
<th>White</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Comp.</strong></td>
<td>Of the 132 students who received at least one referral, 15.2% are White; this group comprises 21.7% of the total student population.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Referral Ratio</strong></td>
<td>The average number of referrals per student for White students is 0.42 times that for all other students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Referral Rate</strong></td>
<td>Students identified as White receive an average of 0.6 referrals per student.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Risk Ratio</strong></td>
<td>White students are 0.64 times more likely to have at least one referral than all other students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Diff. in S Comp.</strong></td>
<td>White students representation among students who receive referrals is 6.6 percentage points lower than expected given White students' percentage of the student body.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Diff. in R Comp.</strong></td>
<td>The percentage of referrals attributed to White students is 11.3 percentage points lower than expected given White students' percentage of the student body.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Referral Comp.</strong></td>
<td>Of the 287 referrals generated, 10.5% were attributed to White students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Risk</strong></td>
<td>Of the 50 White students, 40% have at least one referral.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student Comp.</strong></td>
<td>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.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Referral Ratio</strong></td>
<td>The average number of referrals per student for Hispanic/Latino students is 0.76 times the referral rate for all other students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Referral Rate</strong></td>
<td>Students identified as Hispanic/Latino receive an average of 1 referrals per student.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Risk Ratio</strong></td>
<td>Hispanic/Latino students are 0.84 times more likely to have at least one referral than all other students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Diff. in S Comp.</strong></td>
<td>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.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Diff. in R Comp.</strong></td>
<td>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.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Referral Comp.</strong></td>
<td>Of the 287 referrals generated, 17.4% were attributed to Hispanic/Latino students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Risk</strong></td>
<td>Of the 50 Hispanic/Latino students, 50% have at least one referral.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American/Black</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student Comp.</strong></td>
<td>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.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Referral Ratio</strong></td>
<td>The average number of referrals per student for African American/Black students is 2.59 times that for all other students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Referral Rate</strong></td>
<td>Students identified as African American/Black receive an average of 2.4 referrals per student.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Risk Ratio</strong></td>
<td>African American/Black students are 1.57 times more likely to have at least one referral than all other students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Diff. in S Comp.</strong></td>
<td>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.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Diff. in R Comp.</strong></td>
<td>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.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Referral Comp.</strong></td>
<td>Of the 287 referrals generated, 41.8% were attributed to African American/Black students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Risk</strong></td>
<td>Of the 50 African American/Black students, 80% have at least one referral.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Q1: Are Outcomes Equitable for all Groups?

<table>
<thead>
<tr>
<th>School Name:</th>
<th>School #1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students Enrolled at the School</td>
<td>50</td>
</tr>
<tr>
<td>Number of Students in Group Who Received a Referral</td>
<td>20</td>
</tr>
<tr>
<td>Total Number of Referrals from Group</td>
<td>80</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group’s Percent of Student Body</th>
<th>Student Composition</th>
<th>Referral Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>21.7%</td>
<td>15.2%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>21.7%</td>
<td>18.9%</td>
</tr>
<tr>
<td>African American/Black</td>
<td>21.7%</td>
<td>30.3%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>4.3%</td>
<td>3.8%</td>
</tr>
<tr>
<td>Asian</td>
<td>4.3%</td>
<td>0.8%</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>4.3%</td>
<td>0.8%</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>21.7%</td>
<td>30.3%</td>
</tr>
</tbody>
</table>

**Method 1:**
Student Composition cell will turn red

**Method 2:**
Ratios exceeding 1.3
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
Why the e-Formula?

• Can be used with very small groups
• Is **not** 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

<table>
<thead>
<tr>
<th>Risk Ratio</th>
<th>Difference in Student Composition</th>
<th>Difference in Referral Composition</th>
<th>Referral Composition</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.64</td>
<td>-6.6</td>
<td>-11.3</td>
<td>10.5%</td>
</tr>
<tr>
<td>0.84</td>
<td>-2.8</td>
<td>-4.3</td>
<td>17.4%</td>
</tr>
<tr>
<td>1.57</td>
<td>8.6</td>
<td>20.1</td>
<td>41.8%</td>
</tr>
<tr>
<td>0.87</td>
<td>-0.6</td>
<td>-2.6</td>
<td>1.7%</td>
</tr>
<tr>
<td>0.17</td>
<td>-3.6</td>
<td>-4.0</td>
<td>0.3%</td>
</tr>
<tr>
<td>0.17</td>
<td>-3.6</td>
<td>-4.0</td>
<td>0.3%</td>
</tr>
<tr>
<td>1.57</td>
<td>8.6</td>
<td>6.1</td>
<td>27.9%</td>
</tr>
</tbody>
</table>
## Interpreting Ratios

<table>
<thead>
<tr>
<th>Risk Ratio Value</th>
<th>Level of Disproportionality</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
<td>Equal</td>
</tr>
<tr>
<td>1.25</td>
<td>25% Higher Risk</td>
</tr>
<tr>
<td>1.50</td>
<td>50% Higher Risk</td>
</tr>
<tr>
<td>2.00</td>
<td>Two Times Higher Risk</td>
</tr>
<tr>
<td>2.50</td>
<td>Two and a Half Times Higher Risk</td>
</tr>
<tr>
<td>3.00</td>
<td>Three Times Higher Risk</td>
</tr>
<tr>
<td>&gt; 3.00</td>
<td>Yikes.</td>
</tr>
</tbody>
</table>

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
## Problem Definition Template

**FLPBIS Equity Profile**

**District Name:** Fantasuland  
**Time period for this data:** End Year

### School Name: Sunshine Grove

<table>
<thead>
<tr>
<th>Number of Students in Group Who Received a Referral</th>
<th>Number of Referrals from Group</th>
<th>Total Number of Referrals from Group</th>
<th>Group’s Percent of Student Body</th>
<th>Percent of Student Body</th>
<th>Referral Rate</th>
<th>Referral Rate for Group of Students with Referrals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>White</strong></td>
<td>250</td>
<td>15</td>
<td>41.7%</td>
<td>23.4%</td>
<td>0.24</td>
<td>0.25</td>
</tr>
<tr>
<td><strong>Hispanic/Latino</strong></td>
<td>250</td>
<td>100</td>
<td>30.6%</td>
<td>23.4%</td>
<td>1.18</td>
<td>1.16</td>
</tr>
<tr>
<td><strong>African American/Black</strong></td>
<td>250</td>
<td>450</td>
<td>30.8%</td>
<td>46.7%</td>
<td>4.35</td>
<td>3.33</td>
</tr>
<tr>
<td><strong>American Indian/Alaskan Native</strong></td>
<td>25</td>
<td>1</td>
<td>2.1%</td>
<td>0.9%</td>
<td>0.22</td>
<td>0.44</td>
</tr>
<tr>
<td><strong>Native Hawaiian/Pacific Islander</strong></td>
<td>25</td>
<td>2</td>
<td>2.1%</td>
<td>0.5%</td>
<td>0.11</td>
<td>0.22</td>
</tr>
<tr>
<td><strong>Male</strong></td>
<td>125</td>
<td>60</td>
<td>13.4%</td>
<td>4.7%</td>
<td>0.66</td>
<td>0.42</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Referral Composition</th>
<th>Difference in Referral Composition</th>
<th>Difference in Referral Composition</th>
<th>Risk Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>White</strong></td>
<td>10.3%</td>
<td>-26.8%</td>
<td>14.0%</td>
</tr>
<tr>
<td><strong>Hispanic/Latino</strong></td>
<td>7.7%</td>
<td>25.9%</td>
<td>23.7%</td>
</tr>
<tr>
<td><strong>African American/Black</strong></td>
<td>32.5%</td>
<td>53.4%</td>
<td>20.0%</td>
</tr>
<tr>
<td><strong>American Indian/Alaskan Native</strong></td>
<td>3.3%</td>
<td>-1.6%</td>
<td>8.0%</td>
</tr>
<tr>
<td><strong>Native Hawaiian/Pacific Islander</strong></td>
<td>1.8%</td>
<td>-1.8%</td>
<td>4.0%</td>
</tr>
<tr>
<td><strong>Male</strong></td>
<td>7.1%</td>
<td>-3.3%</td>
<td>8.0%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Problem Behavior</th>
<th>Type of Behavior</th>
<th>Number of ODRs</th>
<th>Number of Students Involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st most common:</td>
<td>Open Defiance</td>
<td>270</td>
<td>158</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Location</th>
<th>Location</th>
<th>Number of ODRs</th>
<th>Number of Students Involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st most common:</td>
<td>Classroom</td>
<td>531</td>
<td>186</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Time</th>
<th>Number of ODRs</th>
<th>Number of Students Involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st most common:</td>
<td>9:30</td>
<td>33</td>
<td>36</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Motivation</th>
<th>Motivation</th>
<th>Number of ODRs</th>
<th>Number of Students Involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st most common:</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Administrative Decision</th>
<th>Admin Decision</th>
<th>Number of ODRs</th>
<th>Number of Students Involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st most common:</td>
<td>in-School Suspension</td>
<td>211</td>
<td>133</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Grade Level</th>
<th>Number of ODRs</th>
<th>Number of Students Involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st most common:</td>
<td>7th</td>
<td>312</td>
<td>86</td>
</tr>
</tbody>
</table>

Staff member with most referrals: [Staff Name]
Select your target group

**TARGET GROUP DATA**

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

<table>
<thead>
<tr>
<th>Total # ODRs given to target</th>
<th>450 ODRs</th>
<th>Total # students who received</th>
<th>100 Students</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Problem Behavior</th>
<th>Type of Behavior</th>
<th>Number of ODRs</th>
<th>Number of Students Involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st most common</td>
<td>Open Defiance</td>
<td>40</td>
<td>31</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Location</th>
<th>Location</th>
<th>Number of ODRs</th>
<th>Number of Students Involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st most common</td>
<td>Classroom</td>
<td>25</td>
<td>33</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Time</th>
<th>Number of ODRs</th>
<th>Number of Students Involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st most common</td>
<td>9:50</td>
<td>8</td>
<td>22</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Motivation</th>
<th>Motivation</th>
<th>Number of ODRs</th>
<th>Number of Students Involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st most common</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Administrative Decision</th>
<th>Administrative Decision</th>
<th>Number of ODRs</th>
<th>Number of Students Involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st most common</td>
<td>155</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Grade Level</th>
<th>Number of ODRs</th>
<th>Number of Students Involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st most common</td>
<td>7th</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Staff</th>
<th>Staff</th>
<th>Number of ODRs</th>
<th>Number of Students Involved</th>
</tr>
</thead>
</table>

Target Group Input tab

Select your target group

You complete the open fields

Numbers that change from grey to white reflect values that are at least 50% of the target group's totals.
### Most Common Problem Behavior:

<table>
<thead>
<tr>
<th>Target Group</th>
<th>ALL Students</th>
<th>Match?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open Defiance</td>
<td>Open Defiance</td>
<td>Shared by All</td>
</tr>
</tbody>
</table>

#### Match Comparison:

**African American/Black students:**
- Of the 250 African American/Black students enrolled in the school, 32% 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 270 referrals for Open Defiance, 52% were given to African American/Black students.

**All Other Students:**
- Of the 950 other students enrolled in the school, 8% have at least one referral for Open Defiance.
- 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, 48% were given to all other students.
Hispanic/Latino students are nearly four times more likely to receive an office referral than all other students.
Data system, Part 3 – How and with whom is information shared?
Group Decision-Making

- **Safe, familiar territory**
- **Staff feedback**
- **Family feedback**
- **Student feedback**
- **Innovative, targeted solutions**

**New Topic**
- Familiar Opinions

**Integration & Growth**
- Diverse Perspectives
- Consolidated Thinking

**Obvious Solutions**

**Decision Point**
- Refinements

*Confusion, feeling overwhelmed, impatient*

*Check Tier 1 Implementation*

---

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)
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
School teams did not recognize how valuable family or student focus groups could be until they experienced one.
Florida’s Positive Behavioral Interventions & Support Project

Now What?

A Multi-Tiered System of Supports

This product was developed by the Florida Positive Behavioral Interventions and Support Project, a project funded by the State of Florida, Department of Education, K-12 Public Schools, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.
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
https://www.pbis.org/school/equity-pbis

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
Disproportionate Discipline Problem Solving Process

**Step 1: Problem Identification**
- Communicate Outcomes
- 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**
- Process to ensure fidelity

**Step 4: Evaluation**
- Obtain stakeholder participation
Removing Barriers to Equitable Outcomes

City for All Women Initiative (June 2015)
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
OSEP PBIS Practice Guides:
https://www.pbis.org/school/equity-pbis

- General recommendations
- Recommendations for data
- Policies
- Instruction
- Culturally Responsive Implementation
Discipline Disparities Collaborative
http://www.indiana.edu/~atlantic/
- Research summaries
- Summaries in Spanish
- Bibliographies
- Promising programs
What is a “Root Cause Analysis?”

“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
Save the date, March 28 – 31, 2018 for the...

15th INTERNATIONAL CONFERENCE ON POSITIVE BEHAVIOR SUPPORT

The Expanding World of PBS:
SCIENCE, VALUES, AND VISION

San Diego, California
Manchester Grand Hyatt San Diego, One Market Place

Pre-Conference Workshops:
MARCH 28

Skill-Building Workshops:
MARCH 31

Breakout Sessions
Networking
Posters
Exhibits

For more information, go to:
conference.apbs.org
Contact Information and Resources

FLPBIS:MTSS Project

- Phone: (813) 974-6440
- Fax: (813) 974-6115
- E-mail: flpbis@cbcs.usf.edu
- Website: www.flpbis.org

OSEP TA Center on PBIS

- www.pbis.org

Association on PBIS

- www.apbs.org

www.facebook.com/flpbis
www.twitter.com/flpbis
www.youtube.com/user/FloridaPBS