



School Discipline Data Indicators

The What and The How

May 18, 2016



Objectives

- Disproportionate discipline: What??
- How can we identify it?
- Disproportionate discipline exists:
Now what?



@Jwill_EdNW



Background

- Minorities are disproportionately, disciplinarily excluded
 - African American
 - Hispanic/Latino
 - American Indian
 - Students in special education

No Benefit to Exclusionary Discipline

- No link between use and improved student behavior
(Raffaele Mendez, 2003; Tobin & Sugai, 1996)
- High rates of use correlated with low-performing schools, when controlling for race and SES status
(Skiba & Rausch, 2006)





What Data Are We Discussing?

- Incidents of exclusion
 - in-school suspension
 - out-of-school suspension
 - expulsion
 - transfer to an alternative education setting
- Demographics
- Type of exclusion
- Offense resulting in action



Using the Data in Your Setting

- Investigate your specific situation
- Some data don't tell the entire story



Data Collection

- Frequency
- Length of exclusion
- Reasons for exclusions
- Location
- Multiple offenders



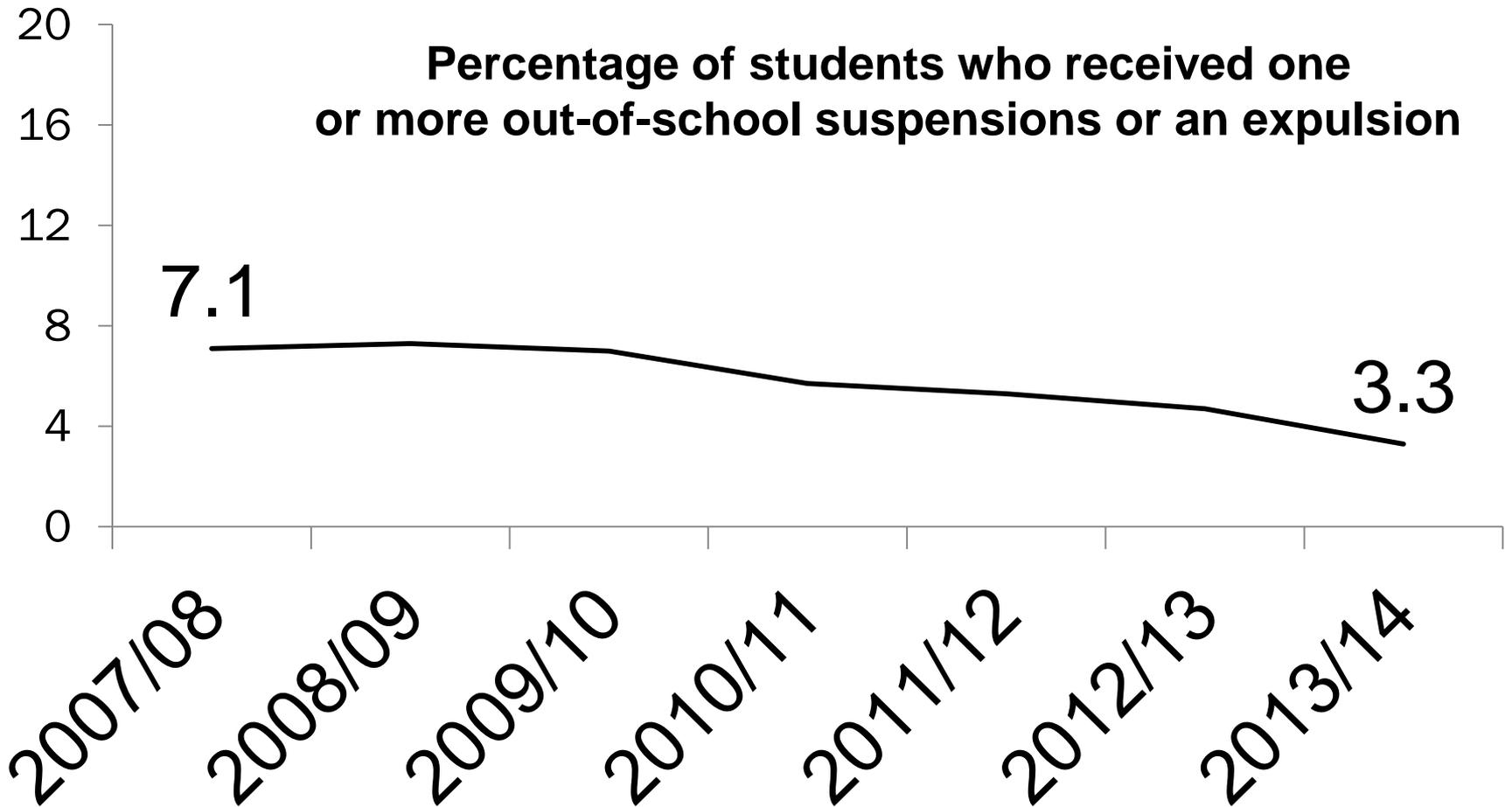


Evaluate Our Data

- Available and useful
- Useable format
- Common definitions and procedures
- Safeguards for accuracy
- Current

LET'S TAKE A LOOK

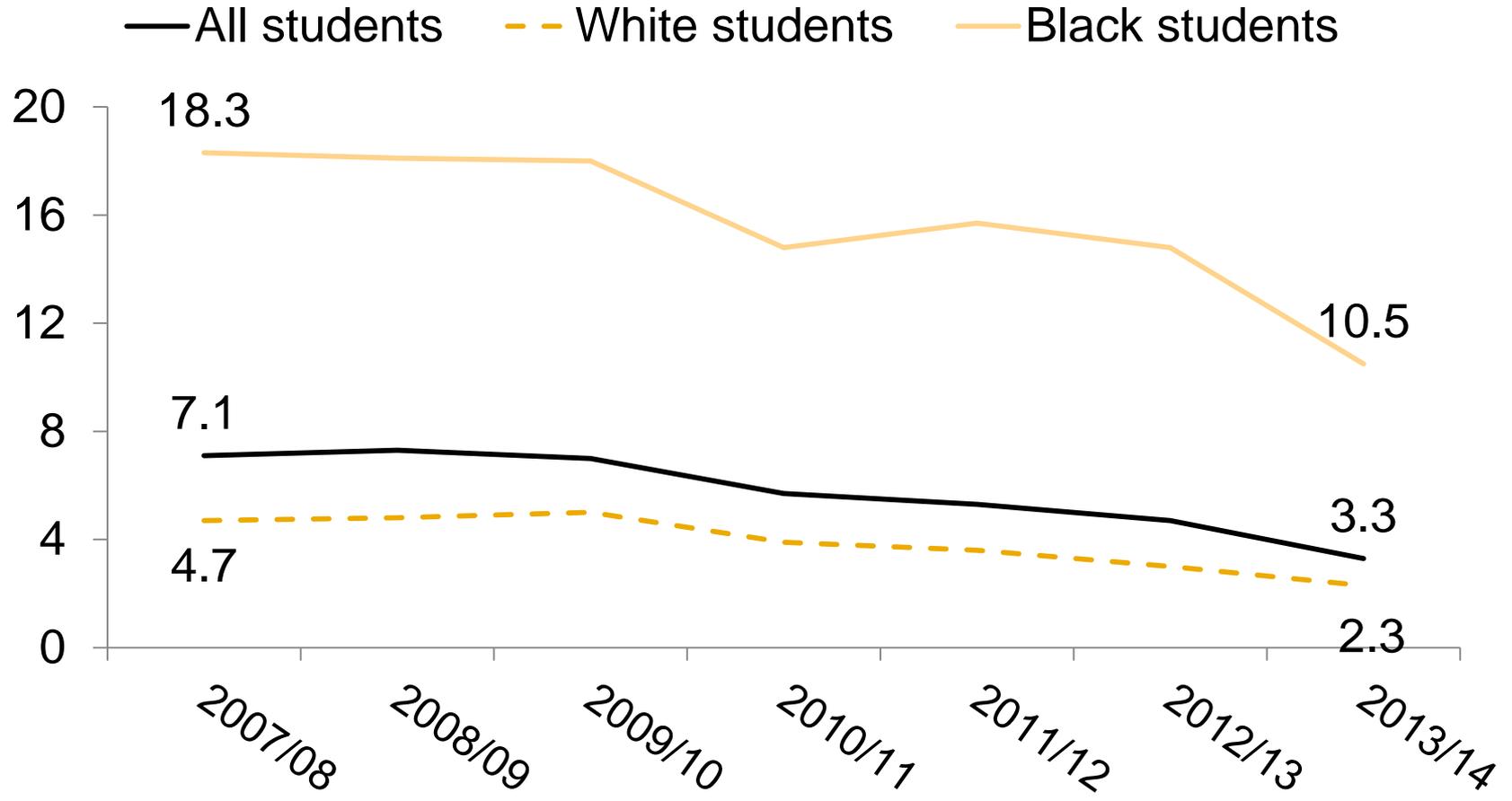
Why Should We Disaggregate?



Subgroups

	School year						
	2007/ 08	2008/ 09	2009/ 10	2010/ 11	2011/ 12	2012/ 13	2013/ 14
Percentage of Black students	18.3	18.1	18.0	14.8	15.7	14.8	10.5
Percentage of White students	4.7	4.8	5.0	3.9	3.6	3.0	2.3

Graphically



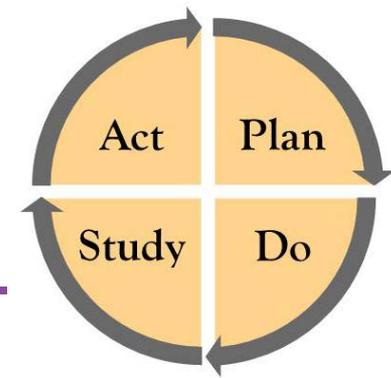
Another View

Metric	Calculation	Strengths	Weaknesses
Relative rate ratio	Percentage of one sub-group <i>(divided by)</i> Percentage of another sub-group	Identifies disproportionate rates by examining the relative differences between two groups	<ul style="list-style-type: none">• Does not tell you the number or rate of exclusions• Lower suspension rates can generate higher risk ratios

Look Again at the Data

	School year						
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Percentage of Black students	18.3	18.1	18.0	14.8	15.7	14.8	10.5
Percentage of White students	4.7	4.8	5.0	3.9	3.6	3.0	2.3
Relative rate ratio	3.9	3.8	3.6	3.8	4.4	4.9	4.6

What To Do



Plan	Identify root causes, develop goals, create an intervention plan, and choose indicators to track progress
Do	Implement the intervention plan and collect indicator data to monitor fidelity of implementation and track progress
Study	Analyze progress, review what you learned, and determine what adjustments, if any, are needed
Act	Adjust the intervention plan if needed

Plan (Identify root causes)

Jefferson memorial problem







Plan (What to do?)

- Provide effective instruction
- Use schoolwide positive behavioral interventions and supports (SWPBIS)





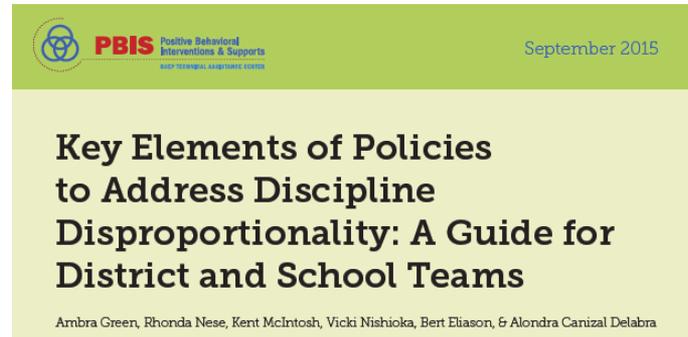
Plan (What to do?)

- Teach neutralizing routines
 - **Perspective-taking:** Involves stepping into the shoes of a stereotyped person
 - **Individuating:** Involves gathering very specific information about a person's background, tastes, hobbies, and family, so that one's judgments will be based on the particulars of that person, rather than on group characteristics
 - “If then” statements



Plan (What to do?)

- Develop equitable policies
- Summarize discipline policies and procedures





Do

It's OK to start small



Do

But implementation and follow through is essential



“What fits your busy schedule better, exercising one hour a day or being dead 24 hours a day?”

Study

- Evaluate and monitor progress
 - Are we making progress?
 - Are we doing what we said we would do?
 - Are we measuring the right things?



Act

- Adjust if necessary





Thank You

Further Assistance

<http://educationnorthwest.org/equity-assistance-center/request-assistance>



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Resources

Green, A.L., Nese, R.N.T., McIntosh, K., Nishioka, V., Eliason, B., & Canizal Delabra, A. (2015). *Key elements of policies to address disproportionality within SWPBIS: A guide for district and school teams*. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org

McIntosh, K., Girvan, E. J., Horner, R. H., Smolkowski, K., & Sugai, G. (2014). *Recommendations for addressing discipline disproportionality in education*. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org