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?

Percentage of students who received one or more out-of-school suspensions or an expulsion

- 2007/08: 7.1%
- 2008/09: 7.1%
- 2009/10: 6.8%
- 2010/11: 6.5%
- 2011/12: 6.2%
- 2012/13: 5.9%
- 2013/14: 3.3%

Region X Equity Assistance Center at Education Northwest
## Subgroups

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Percentage of Black students</td>
<td>18.3</td>
<td>18.1</td>
<td>18.0</td>
<td>14.8</td>
<td>15.7</td>
<td>14.8</td>
<td>10.5</td>
</tr>
<tr>
<td>Percentage of White students</td>
<td>4.7</td>
<td>4.8</td>
<td>5.0</td>
<td>3.9</td>
<td>3.6</td>
<td>3.0</td>
<td>2.3</td>
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</tbody>
</table>
Graphically

- All students
- White students
- Black students

- 2007/08: 18.3
- 2008/09: 18.3
- 2009/10: 7.1
- 2010/11: 4.7
- 2011/12: 3.3
- 2012/13: 2.3
- 2013/14: 1.0
## Another View

<table>
<thead>
<tr>
<th>Metric</th>
<th>Calculation</th>
<th>Strengths</th>
<th>Weaknesses</th>
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</table>
| Relative rate ratio| Percentage of one sub-group \textit{(divided by)} Percentage of another sub-group | Identifies disproportionate rates by examining the relative differences between two groups | • Does not tell you the number or rate of exclusions  
• Lower suspension rates can generate higher risk ratios |
### Look Again at the Data

<table>
<thead>
<tr>
<th></th>
<th>School year</th>
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<tbody>
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<td>Percentage of Black students</td>
<td>18.3</td>
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<tr>
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<tr>
<td>Relative rate ratio</td>
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</table>
## What To Do

<p>| | |</p>
<table>
<thead>
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<tbody>
<tr>
<td><strong>Plan</strong></td>
<td>Identify root causes, develop goals, create an intervention plan, and choose indicators to track progress</td>
</tr>
<tr>
<td><strong>Do</strong></td>
<td>Implement the intervention plan and collect indicator data to monitor fidelity of implementation and track progress</td>
</tr>
<tr>
<td><strong>Study</strong></td>
<td>Analyze progress, review what you learned, and determine what adjustments, if any, are needed</td>
</tr>
<tr>
<td><strong>Act</strong></td>
<td>Adjust the intervention plan if needed</td>
</tr>
</tbody>
</table>
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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educationnorthwest.org
Resources
