

# Understanding Discipline Disparities, Identifying Root Causes & Taking Action

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**Vision**

*All students prepared for post-secondary pathways, careers, and civic engagement.*

**Mission**

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

**Values**

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

# Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

# How reducing exclusion benefits schools

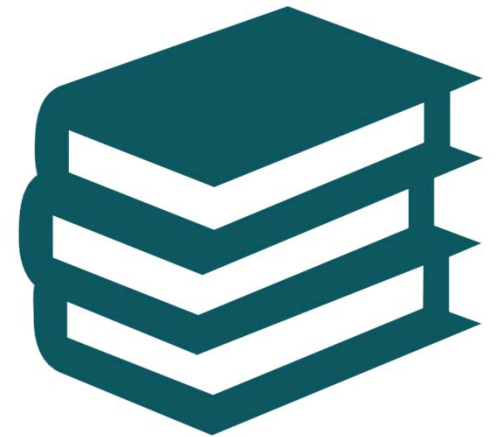
Some studies have found that *lower exclusion rates* are associated with:

- Higher student *engagement* and *achievement*
- Increased school safety/positive school climate
- Lower stress/increased satisfaction of school staff

# Why Suspension and Expulsion are Problematic (Short-term)

Students who are excluded:

- Miss important academic instruction and content
- May not receive services for mental health or other needs
- May miss out on other supportive services and resources (e.g., breakfast and lunch)
- May not receive adequate supervision and protection



Multiple studies have found that student outcomes related to school suspension include:

- Future suspension and expulsion
- Disengagement and dropout, thus less likely to graduate
- Juvenile/criminal justice system involvement
- Less likely to earn bachelor's degree



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## Suspensions have long term impact

*Reductions in suspensions have more than just a short-term impact.*

*They are also related to long-term effects on factors such as reduced dropouts, increased workforce productivity, and improved health. Ultimately there is long-term impact on students' quality of life and finances within systems.*

(ROSENBAUM, 2018; RUMBERGER, 2016)

**Twelve years after  
being suspended  
for the first time,  
youth were:**

**24%**

less likely to have  
earned a bachelor's  
degree than similar  
non-suspended youth

**51%**

more likely to have  
been arrested two or  
more times than  
similar non-suspended  
youth

**29%**

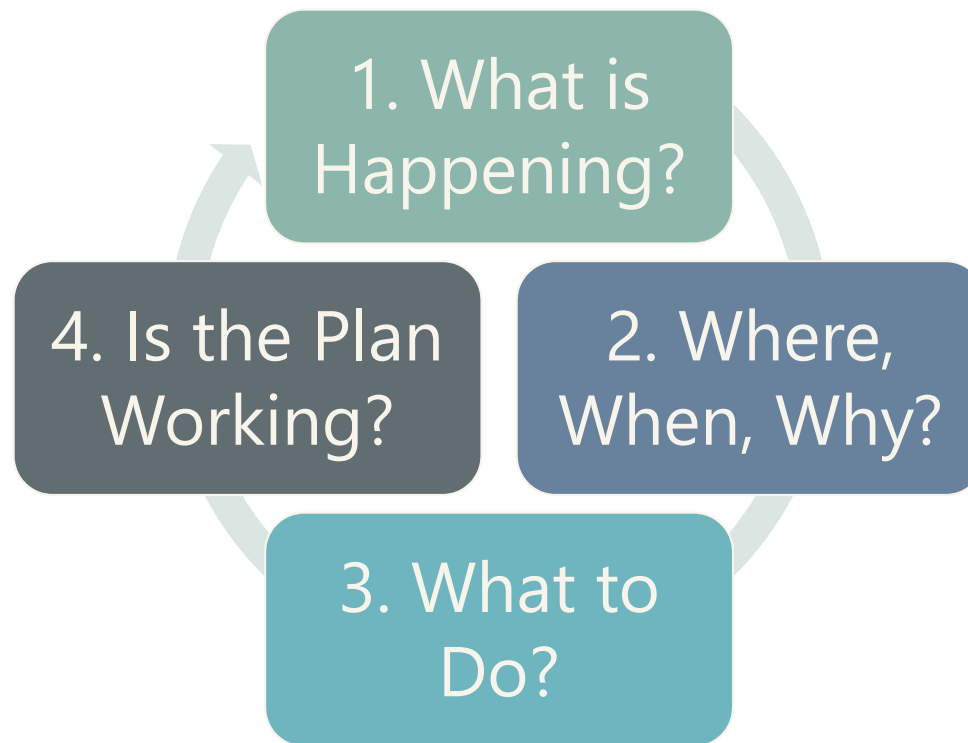
more likely to have  
been in prison than  
similar non-suspended  
youth

(Rosenbaum, 2018)

The study matched students on up to 60 variables to ensure those other variables did not influence the differences in outcomes, and to increase confidence in the likelihood that being suspended was the impacting factor on these outcome differences.



# Root Cause Analysis for Discipline Disparities







1. What is happening?

# Using Data to Accurately Define the Problem

Discipline Rates

Disaggregated Discipline Rates

Risk Ratio/Relative Rates

Identify Disparities:

Over 1.25?

- Calculate discipline rates:
  - District and building levels
  - Compare buildings to district average
  - Compare district to state averages



- Disaggregate discipline rates by student group at district and building levels based on (for example):
  - Race/Ethnicity
  - ELL status
  - Disability status (504 and Special Education eligibility)
  - Poverty (Free and Reduced Lunch status)

# Calculating Disaggregated Discipline Rates

Number of students in a group divided by number of enrolled students in a group, for example:

$$\frac{\textit{African – American students excluded}}{\textit{African – American students enrolled}}$$

$$\frac{\textit{Students with Disabilities excluded}}{\textit{Students with Disabilities enrolled}}$$

# Student Discipline Rates by Race/Ethnicity and Gender

## Auburn Senior High School, Auburn School District

School Year  
2018-19

Select an Organization  
Auburn Senior High School, Auburn School District

Exclusion Type Selector  
SS,LS,EX,EE

Grade  
All

Denominator  
Distinct Enrollment Count

Numerator  
Discipline Count

Discipline Rate

	Denominator Distinct Enrollment Count	Numerator Discipline Count	Discipline Rate	
All Students	1,916	120	6.3%	6.3%
American Indian/ Alaskan Native	43	4	9.3%	9.3%
Asian	162	4	2.5%	2.5%
Black/ African American	181	22	12.2%	12.2%
Hispanic/ Latino of any race(s)	656	40	6.1%	6.1%
Native Hawaiian/ Other Pacific Islander	123	16	13.0%	13.0%
Two or More Races	136	9	6.6%	6.6%
White	615	25	4.1%	4.1%
Female	926	44	4.8%	4.8%
Male	990	76	7.7%	7.7%

Washington State (ref):

All: 4.0%

American Indian/AK Native: 7.7%

Asian: 1.1%

Black/Af. Amer.: 8.3%

Hispanic/Latino: 4.8%

Native HI/Other Pac. Isl.: 6.4%

Two or more Races: 4.8%

White: 3.4%

# Risk Ratios

- A **Risk Ratio** compares the likelihood of a risk or adverse outcome occurring to members of one group, compared to the members of another group.
- In terms of race/ethnicity, discipline rates for students of color are often compared to rates for white students.
- Risk ratios can also *compare the rate for one group to the rate for all others*, such as comparing discipline rates for students with disabilities to students without disabilities.

# Considering Disparity Using Relative Rates

- A Relative Rate of 1.0 indicates no disparity (Numerator=Denominator)
- A  $RR < 1.0$  means a group is underrepresented or disparately low (Numerator<Denominator)
- A  $RR > 1.0$  means a group is overrepresented or disparately high (Numerator>Denominator)

# How High is Too High?



- When comparing groups, rates will rarely be equal
- Comparing rates over a *longer period of time* (2+ years) will help determine whether disparities are more systemic
- Use the *Rule of Fifths*: rates indicating low or no disparity fall within **0.8 - 1.25**

[Using Discipline Data within SWPBIS to Identify and Address Disproportionality: A Guide for School Teams \(2014\)](#)



# Comparing Discipline Rates of Student Groups, Multiple Years

## Washington State

Select an Organization  
Washington State

Parent Group Selector  
Federal Race Ethnicity

Exclusion Type Selector  
SS,LS,EX,EE

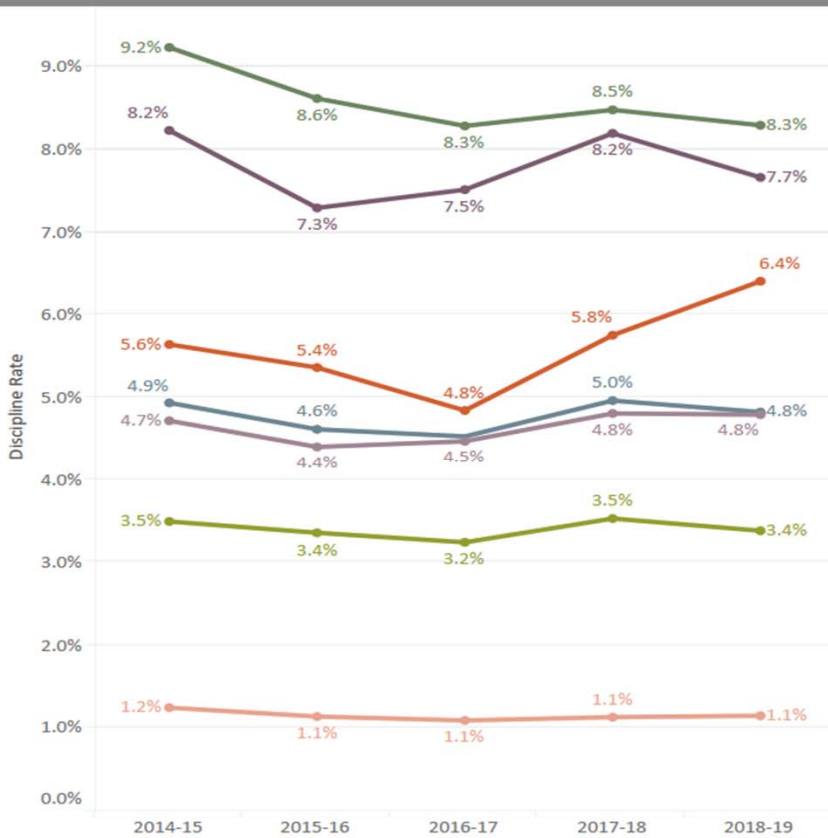
Grade  
All

American Indian/ Alaskan Native  
Asian

Black/ African American  
Hispanic/ Latino of any race(s)

Native Hawaiian/ Other Pacific Islander  
Two or More Races

White



		2014-..	2015-16	2016-..	2017-18	2018-..
American Indian/ Alaskan Native	Total Students Excluded	1,393	1,187	1,202	1,284	1,176
	Distinct count of Ssid	16,920	16,272	15,994	15,663	15,344
	Discipline Rate	8.2%	7.3%	7.5%	8.2%	7.7%
	Risk Ratio (White)	2.36	2.18	2.32	2.33	2.27
Asian	Total Students Excluded	994	933	925	990	1,029
	Distinct count of Ssid	79,896	82,074	84,866	87,637	89,753
	Discipline Rate	1.2%	1.1%	1.1%	1.1%	1.1%
	Risk Ratio (White)	0.36	0.34	0.34	0.32	0.34
Black/ African American	Total Students Excluded	4,691	4,349	4,194	4,304	4,300
	Distinct count of Ssid	50,781	50,454	50,604	50,743	51,835
	Discipline Rate	9.2%	8.6%	8.3%	8.5%	8.3%
	Risk Ratio (White)	2.65	2.57	2.56	2.41	2.46
Hispanic/ Latino of any race(s)	Total Students Excluded	11,369	11,056	11,550	12,738	12,934
	Distinct count of Ssid	241,021	251,285	258,484	265,056	269,926
	Discipline Rate	4.7%	4.4%	4.5%	4.8%	4.8%
	Risk Ratio (White)	1.35	1.31	1.38	1.36	1.42
Native Hawaiian/ Other Pacific Islander	Total Students Excluded	651	644	603	745	860
	Distinct count of Ssid	11,540	12,011	12,455	12,950	13,423
	Discipline Rate	5.6%	5.4%	4.8%	5.8%	6.4%
	Risk Ratio (White)	1.62	1.60	1.50	1.63	1.90
Two or More Races	Total Students Excluded	3,864	3,841	3,988	4,564	4,621
	Distinct count of Ssid	78,310	83,259	88,096	91,990	95,821
	Discipline Rate	4.9%	4.6%	4.5%	5.0%	4.8%
	Risk Ratio (White)	1.41	1.38	1.40	1.41	1.43
White	Total Students Excluded	21,818	20,818	20,003	21,633	20,499
	Distinct count of Ssid	625,390	621,004	617,878	613,854	606,990
	Discipline Rate	3.5%	3.4%	3.2%	3.5%	3.4%
	Risk Ratio (White)	1.00	1.00	1.00	1.00	1.00

# Meaning of Relative Rate (Risk Ratio)

The relative rate can be understood or expressed in multiple ways. A relative rate for African-American students of 2.46, for example, means any of the following:

- Black students were excluded at 2.46 times (or, almost two-and-a-half times) the rate of White students.
- The discipline rate for Black students was 246% of the White student rate.

# Comparing Discipline Rates of Student Groups, Multiple Years

## Auburn Senior High School, Auburn School District

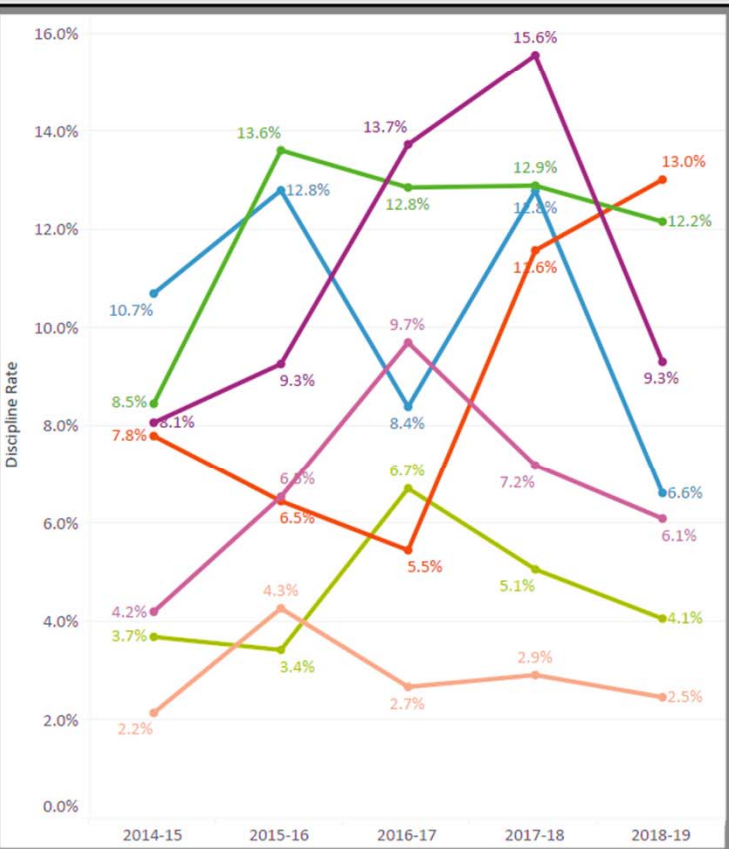
Select an Organization  
Auburn Senior High School, Auburn School District

Parent Group Selector  
Federal Race Ethnicity

Exclusion Type Selector  
SS,LS,EX,EE

Grade  
All

- American Indian/ Alaskan Native
- Black/ African American
- Native Hawaiian/ Other Pacific Islander
- White
- Asian
- Hispanic/ Latino of any race(s)
- Two or More Races



		2014-15	2015-16	2016-17	2017-18	2018-19
American Indian/ Alaskan Native	Total Students Excluded	5	5	7	7	4
	Distinct count of Ssid	62	54	51	45	43
	Discipline Rate	8.1%	9.3%	13.7%	15.6%	9.3%
	Risk Ratio (White)	2.18	2.70	2.04	3.07	2.29
Asian	Total Students Excluded	2	5	3	4	4
	Distinct count of Ssid	93	117	112	137	162
	Discipline Rate	2.2%	4.3%	2.7%	2.9%	2.5%
	Risk Ratio (White)	0.58	1.25	0.40	0.58	0.61
Black/ African American	Total Students Excluded	12	20	23	25	22
	Distinct count of Ssid	142	147	179	194	181
	Discipline Rate	8.5%	13.6%	12.8%	12.9%	12.2%
	Risk Ratio (White)	2.29	3.97	1.91	2.54	2.99
Hispanic/ Latino of any race(s)	Total Students Excluded	18	35	57	46	40
	Distinct count of Ssid	428	535	588	640	656
	Discipline Rate	4.2%	6.5%	9.7%	7.2%	6.1%
	Risk Ratio (White)	1.14	1.91	1.44	1.42	1.50
Native Hawaiian/ Other Pacific Islander	Total Students Excluded	6	6	6	14	16
	Distinct count of Ssid	77	93	110	121	123
	Discipline Rate	7.8%	6.5%	5.5%	11.6%	13.0%
	Risk Ratio (White)	2.11	1.88	0.81	2.28	3.20
Two or More Races	Total Students Excluded	17	22	13	17	9
	Distinct count of Ssid	159	172	155	133	136
	Discipline Rate	10.7%	12.8%	8.4%	12.8%	6.6%
	Risk Ratio (White)	2.89	3.73	1.25	2.52	1.63
White	Total Students Excluded	29	25	49	35	25
	Distinct count of Ssid	785	729	730	691	615
	Discipline Rate	3.7%	3.4%	6.7%	5.1%	4.1%
	Risk Ratio (White)	1.00	1.00	1.00	1.00	1.00

Auburn Senior HS  
Risk Ratios for Student  
Exclusions (> 1.25)

Did they increase or  
decrease from 2017-18  
to 2018-19?

Native Amer/AK: 2.29 ↓

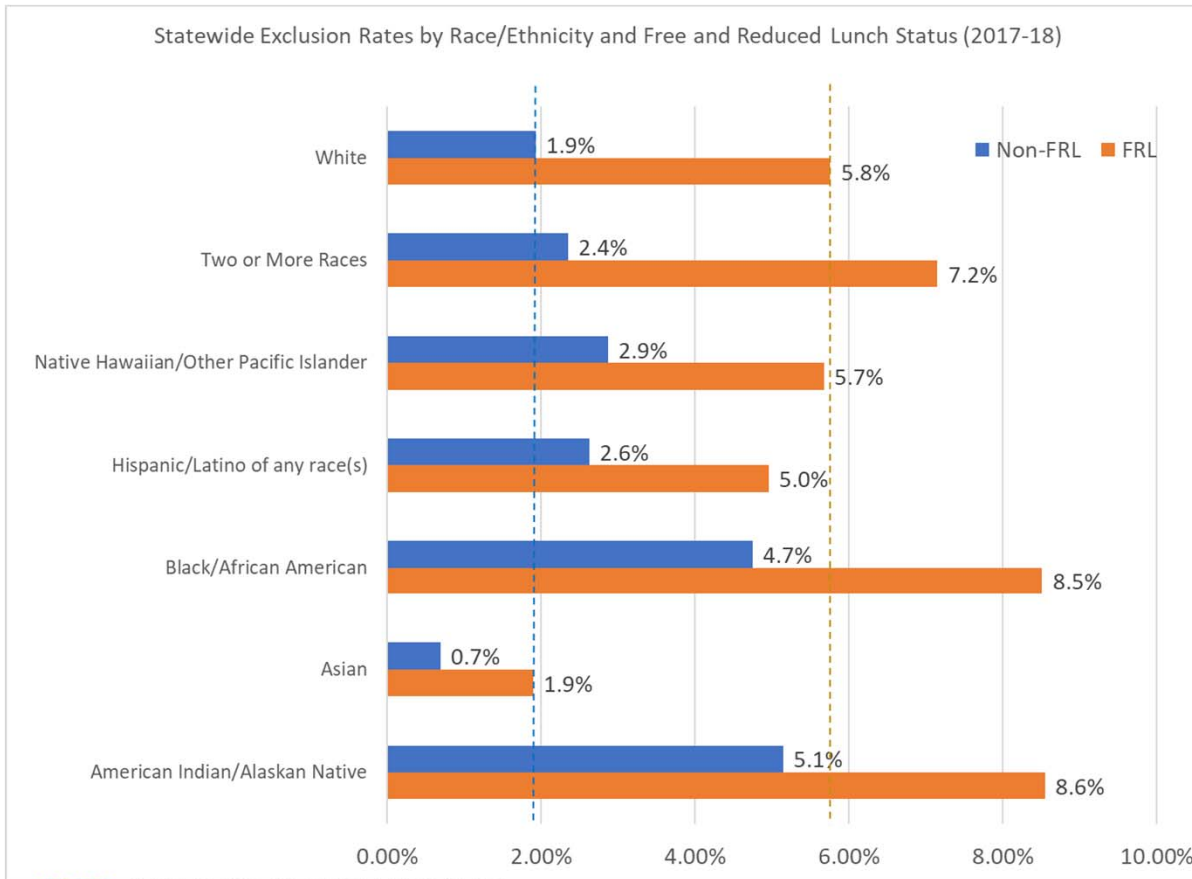
Black: 2.99 ↑

Latinx: 1.50 ↑

Nat. HI/Pac. Isl.: 3.20 ↑

Multiracial: 1.63 ↓

# Racial Disparities Persist When Controlling for Income, Washington K-12, 2017-18



Race/Ethnicity	FRL Status	Non-FRL Risk Ratio Compared to White Students
American Indian/Alaskan Native	Non-FRL	2.7
Black/African American	Non-FRL	2.5
Native Hawaiian/Other Pacific Islander	Non-FRL	1.5
Hispanic/Latino of any race(s)	Non-FRL	1.4
Two or More Races	Non-FRL	1.2
White	Non-FRL	1.0
Asian	Non-FRL	0.4

Source: CEDARS data collection, Jan. 2019

Questions:

How is this data useful to you?

Which aspect struck you as particularly meaningful or important?



# A Note About Measuring Progress

While the Relative Rate is important to identify when disparities exist, tracking progress over time necessarily requires looking at multiple disaggregated data points, including trends and changes in:

- Office discipline referrals
- Suspension/expulsion rates
- Duration and cumulative exclusion days
- Relative rates
- Changes year-to-year in the above

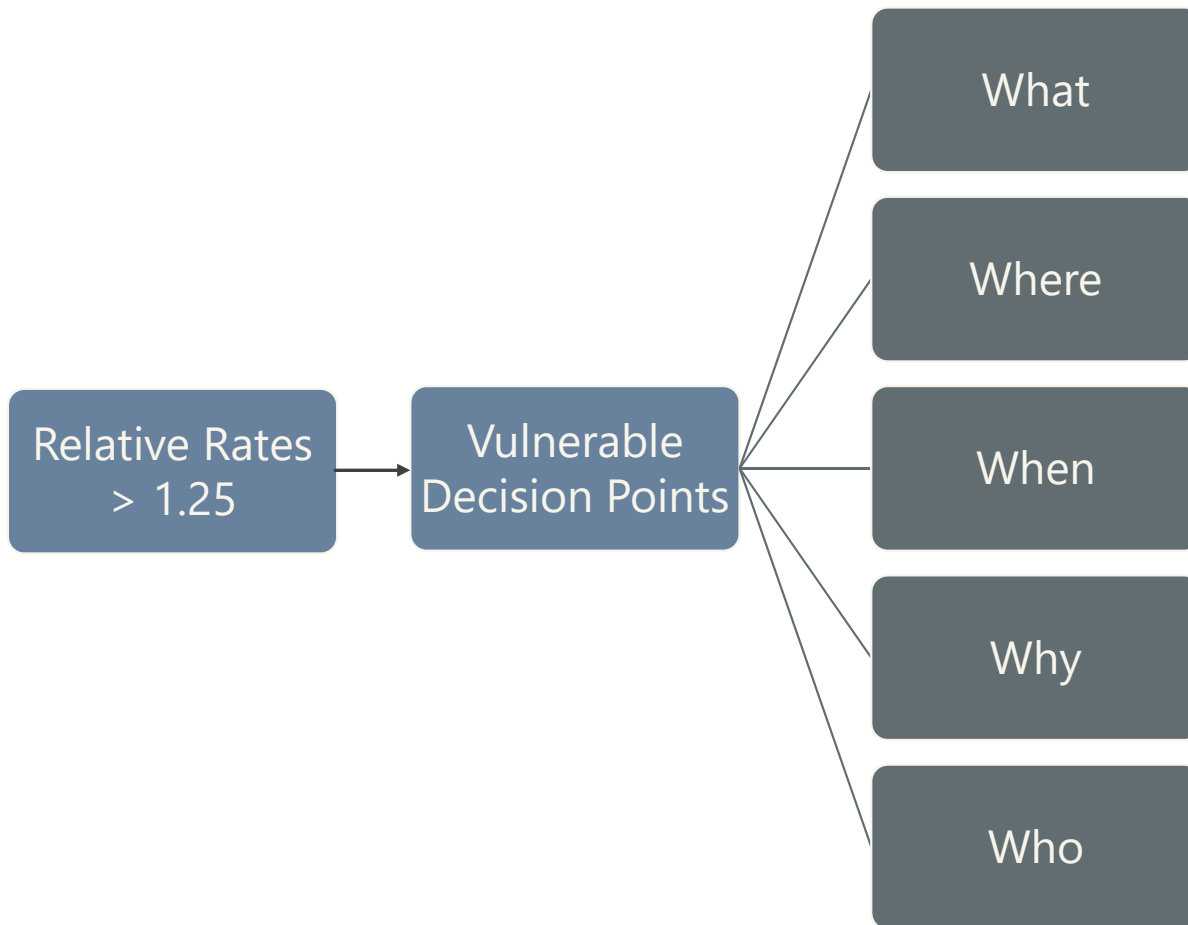


## 2. Problem Analysis

## 2. Problem Analysis

- After identifying disproportionately high rates of discipline for one or more student groups, the next step is to look for potential causes and develop hypotheses on the potential cause(s) of the disparity. *There are likely to be multiple contributing factors.*
- Note: While discipline is often framed as a problem of student behavior, *the variables affecting suspension and expulsion rates are largely under the control of adults* (teachers, other staff & administrators), as referral and exclusion are **adult decisions**.





# Vulnerable Decision Points (VDPs)

- **What** problem behaviors are associated with disproportionate discipline?
- **Where** is there disproportionate discipline occurring?
- **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.*

[Using Discipline Data within SWPBIS to Identify and Address Disproportionality: A Guide for School Teams](#)  
(2014)

# ***What*** behaviors are associated with disproportionate discipline?

- Do most of the behaviors relate to violence or other safety concerns?
- What percentage of the exclusions are for vague or subjective behaviors?
  - *Disobedience*
  - *Disruption*
  - *Disrespect*
- What percentage are for minor (non-violent) behaviors?
  - Dress code
  - Language
  - Contraband (e.g., cell phone)
  - Multiple minors

	Denominator Total Incident Count	Numerator Incident Count by Group	Behavior Proportion
Academic Dishonesty/Plagiarism	169	0	0.0%
Alcohol	169	9	5.3%
Bullying	169	14	8.3%
Destruction of Property/Vandalism	169	1	0.6%
Disruptive Conduct	169	19	11.2%
Failure to Cooperate	169	19	11.2%
Fighting Without Major Injury	169	50	29.6%
Illicit Drug (Other than marijuana)	169	3	1.8%
Marijuana	169	38	22.5%
Multiple Minor Accumulated Incidents	169	1	0.6%
Other behavior resulting in Intervention	169	3	1.8%
Possession of a Weapon	169	1	0.6%
Theft or Possession of Stolen Property	169	7	4.1%
Tobacco	169	0	0.0%
Violence With Major Injury	169	1	0.6%
Violence Without Major Injury	169	3	1.8%

AHS Exclusions by Behavior Type, 2018-19.  
Top Four:

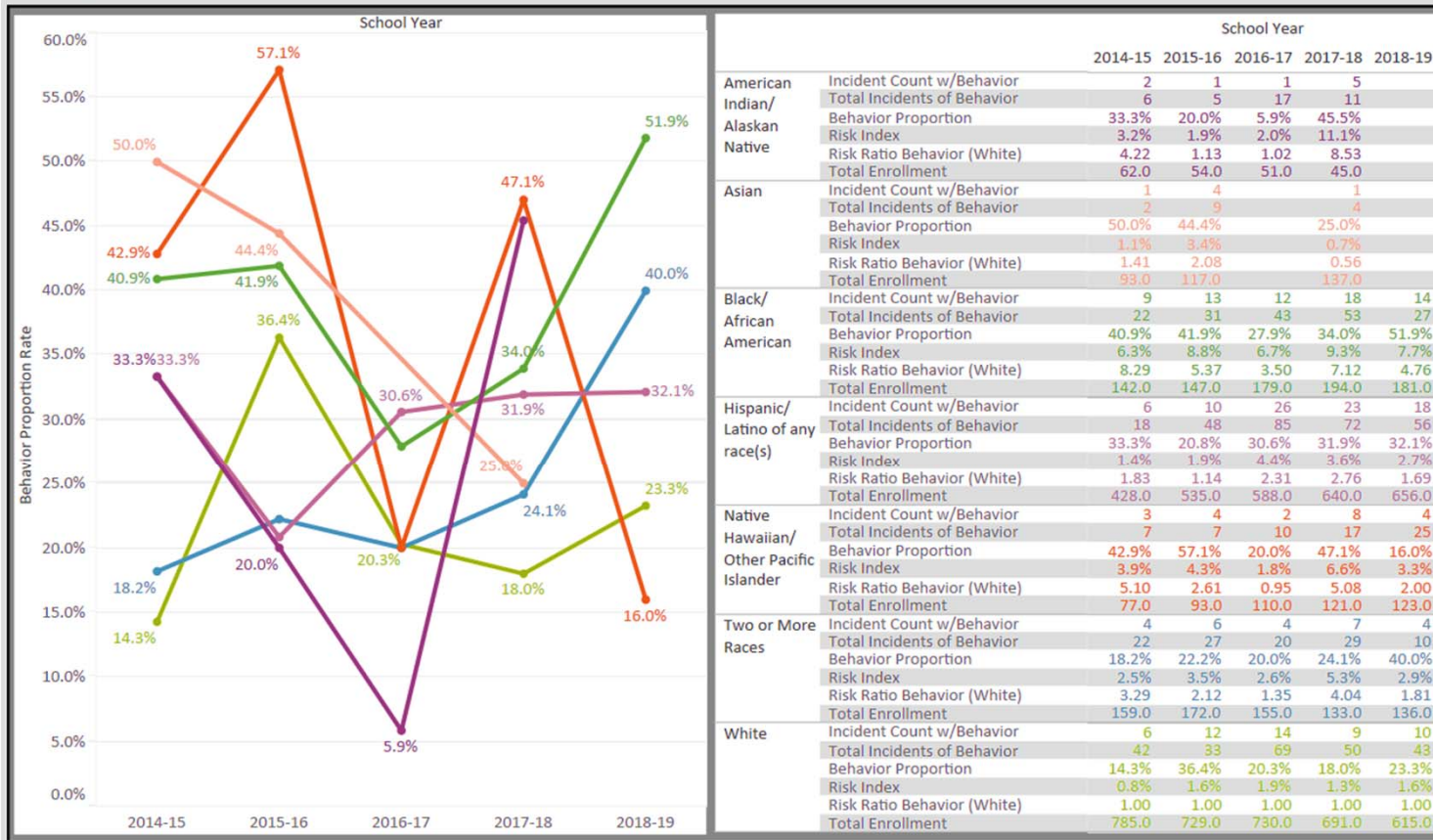
1. Fighting
2. Marijuana
3. Disruption
4. Disobedience

# Incident Rates by Behavior & Student Demographics Over Time

## Auburn Senior High School, Auburn School District

Select an Organization: Auburn Senior High School, Auburn School Dis.. Parent Group Selector: Federal Race Ethnicity Exclusion Type Selector: SS,LS,EX,EE Grade: All Behavior Type Selector: Fighting Without Major Injury

- American Indian/ Alaskan Native
- Black/ African American
- Native Hawaiian/ Other Pacific Islander
- White
- Asian
- Hispanic/ Latino of any race(s)
- Two or More Races



AHS Risk Ratios, 2018-19 for **Fighting** exclusions:

Black: 4.76

Latinx: 1.69

Nat. HI/Pac. Isl.: 2.0

Multiracial: 1.81

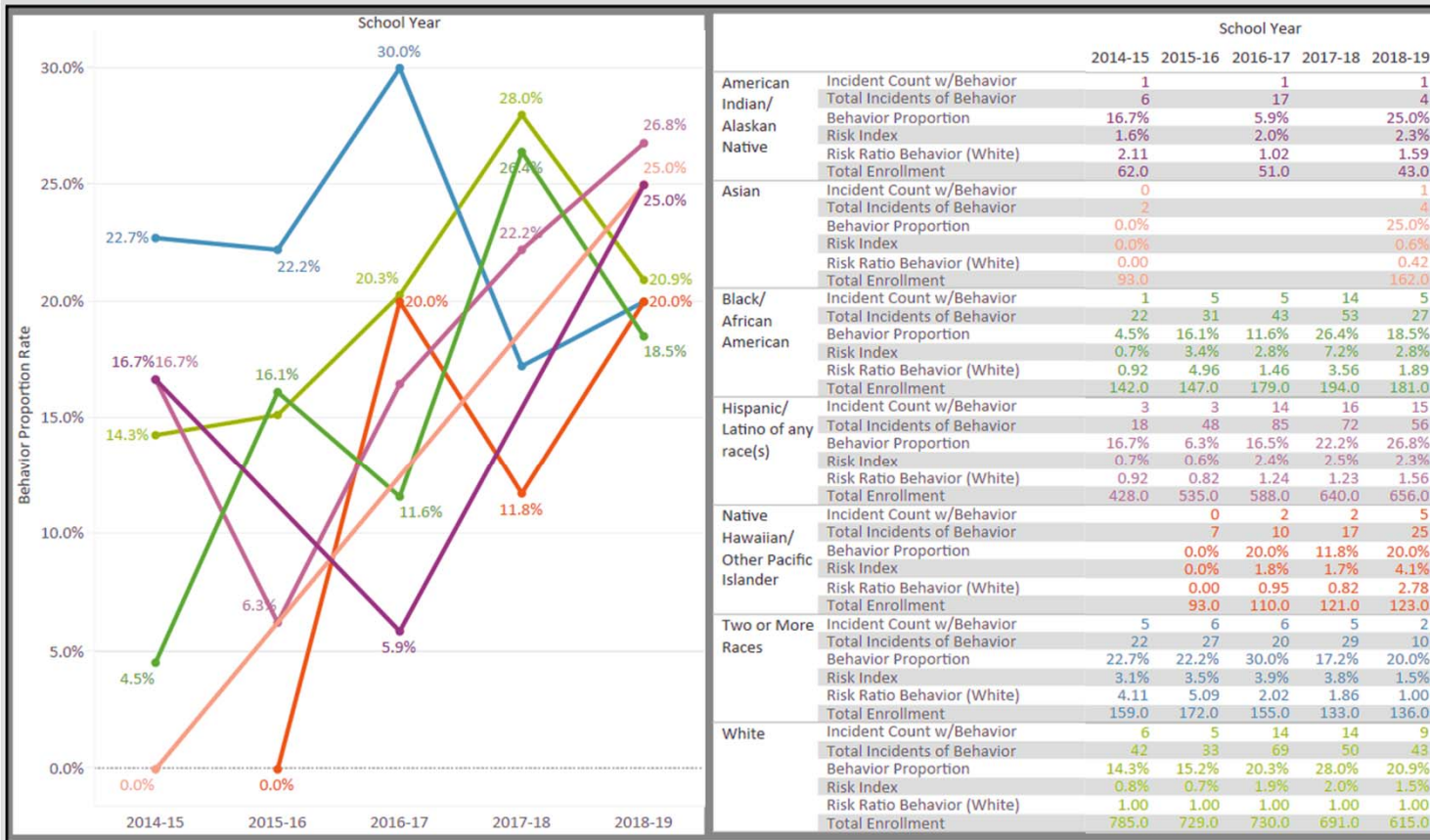
		School Year				
		2014-15	2015-16	2016-17	2017-18	2018-19
American Indian/ Alaskan Native	Incident Count w/Behavior	2	1	1	5	
	Total Incidents of Behavior	6	5	17	11	
	Behavior Proportion	33.3%	20.0%	5.9%	45.5%	
	Risk Index	3.2%	1.9%	2.0%	11.1%	
	Risk Ratio Behavior (White)	4.22	1.13	1.02	8.53	
Total Enrollment		62.0	54.0	51.0	45.0	
Asian	Incident Count w/Behavior	1	4		1	
	Total Incidents of Behavior	2	9		4	
	Behavior Proportion	50.0%	44.4%		25.0%	
	Risk Index	1.1%	3.4%		0.7%	
	Risk Ratio Behavior (White)	1.41	2.08		0.56	
Total Enrollment		93.0	117.0		137.0	
Black/ African American	Incident Count w/Behavior	9	13	12	18	14
	Total Incidents of Behavior	22	31	43	53	27
	Behavior Proportion	40.9%	41.9%	27.9%	34.0%	51.9%
	Risk Index	6.3%	8.8%	6.7%	9.3%	7.7%
	Risk Ratio Behavior (White)	8.29	5.37	3.50	7.12	4.76
Total Enrollment		142.0	147.0	179.0	194.0	181.0
Hispanic/ Latino of any race(s)	Incident Count w/Behavior	6	10	26	23	18
	Total Incidents of Behavior	18	48	85	72	56
	Behavior Proportion	33.3%	20.8%	30.6%	31.9%	32.1%
	Risk Index	1.4%	1.9%	4.4%	3.6%	2.7%
	Risk Ratio Behavior (White)	1.83	1.14	2.31	2.76	1.69
Total Enrollment		428.0	535.0	588.0	640.0	656.0
Native Hawaiian/ Other Pacific Islander	Incident Count w/Behavior	3	4	2	8	4
	Total Incidents of Behavior	7	7	10	17	25
	Behavior Proportion	42.9%	57.1%	20.0%	47.1%	16.0%
	Risk Index	3.9%	4.3%	1.8%	6.6%	3.3%
	Risk Ratio Behavior (White)	5.10	2.61	0.95	5.08	2.00
Total Enrollment		77.0	93.0	110.0	121.0	123.0
Two or More Races	Incident Count w/Behavior	4	6	4	7	4
	Total Incidents of Behavior	22	27	20	29	10
	Behavior Proportion	18.2%	22.2%	20.0%	24.1%	40.0%
	Risk Index	2.5%	3.5%	2.6%	5.3%	2.9%
	Risk Ratio Behavior (White)	3.29	2.12	1.35	4.04	1.81
Total Enrollment		159.0	172.0	155.0	133.0	136.0
White	Incident Count w/Behavior	6	12	14	9	10
	Total Incidents of Behavior	42	33	69	50	43
	Behavior Proportion	14.3%	36.4%	20.3%	18.0%	23.3%
	Risk Index	0.8%	1.6%	1.9%	1.3%	1.6%
	Risk Ratio Behavior (White)	1.00	1.00	1.00	1.00	1.00
Total Enrollment		785.0	729.0	730.0	691.0	615.0

# Incident Rates by Behavior & Student Demographics Over Time

## Auburn Senior High School, Auburn School District

Select an Organization: Auburn Senior High School, Auburn School Dis...  
 Parent Group Selector: Federal Race Ethnicity  
 Exclusion Type Selector: SS,LS,EX,EE  
 Grade: All  
 Behavior Type Selector: Marijuana

■ American Indian/ Alaskan Native  
■ Black/ African American  
■ Native Hawaiian/ Other Pacific Islander  
■ White  
■ Asian  
■ Hispanic/ Latino of any race(s)  
■ Two or More Races



		School Year				
		2014-15	2015-16	2016-17	2017-18	2018-19
American Indian/ Alaskan Native	Incident Count w/Behavior	1		1		1
	Total Incidents of Behavior	6		17		4
	Behavior Proportion	16.7%		5.9%		25.0%
	Risk Index	1.6%		2.0%		2.3%
	Risk Ratio Behavior (White)	2.11		1.02		1.59
Asian	Incident Count w/Behavior	0				1
	Total Incidents of Behavior	2				4
	Behavior Proportion	0.0%				25.0%
	Risk Index	0.0%				0.6%
	Risk Ratio Behavior (White)	0.00				0.42
Black/ African American	Incident Count w/Behavior	1	5	5	14	5
	Total Incidents of Behavior	22	31	43	53	27
	Behavior Proportion	4.5%	16.1%	11.6%	26.4%	18.5%
	Risk Index	0.7%	3.4%	2.8%	7.2%	2.8%
	Risk Ratio Behavior (White)	0.92	4.96	1.46	3.56	1.89
Hispanic/ Latino of any race(s)	Incident Count w/Behavior	3	3	14	16	15
	Total Incidents of Behavior	18	48	85	72	56
	Behavior Proportion	16.7%	6.3%	16.5%	22.2%	26.8%
	Risk Index	0.7%	0.6%	2.4%	2.5%	2.3%
	Risk Ratio Behavior (White)	0.92	0.82	1.24	1.23	1.56
Native Hawaiian/ Other Pacific Islander	Incident Count w/Behavior	0	2	2	2	5
	Total Incidents of Behavior	7	10	17	17	25
	Behavior Proportion	0.0%	20.0%	11.8%	20.0%	20.0%
	Risk Index	0.0%	1.8%	1.7%	4.1%	4.1%
	Risk Ratio Behavior (White)	0.00	0.95	0.82	2.78	2.78
Two or More Races	Incident Count w/Behavior	5	6	6	5	2
	Total Incidents of Behavior	22	27	20	29	10
	Behavior Proportion	22.7%	22.2%	30.0%	17.2%	20.0%
	Risk Index	3.1%	3.5%	3.9%	3.8%	1.5%
	Risk Ratio Behavior (White)	4.11	5.09	2.02	1.86	1.00
White	Incident Count w/Behavior	6	5	14	14	9
	Total Incidents of Behavior	42	33	69	50	43
	Behavior Proportion	14.3%	15.2%	20.3%	28.0%	20.9%
	Risk Index	0.8%	0.7%	1.9%	2.0%	1.5%
	Risk Ratio Behavior (White)	1.00	1.00	1.00	1.00	1.00
Total Enrollment		785.0	729.0	730.0	691.0	615.0

AHS Risk Ratios, 2018-19 for **Marijuana** exclusions:

Native Am./AK: 1.59

Black: 1.89

Latinx: 1.56

Nat. HI/Pac. Isl.: 2.78

Question:

Do the AHS exclusion rates by race/ethnicity reflect actual differences in student behavior?



# Disparate Discipline



Students of color are more often disciplined for minor, vague and subjective behaviors.



Exclusions for minor behaviors tend to drive high rates of exclusion.



Most exclusions are *not* for violence, drugs or other serious infractions.



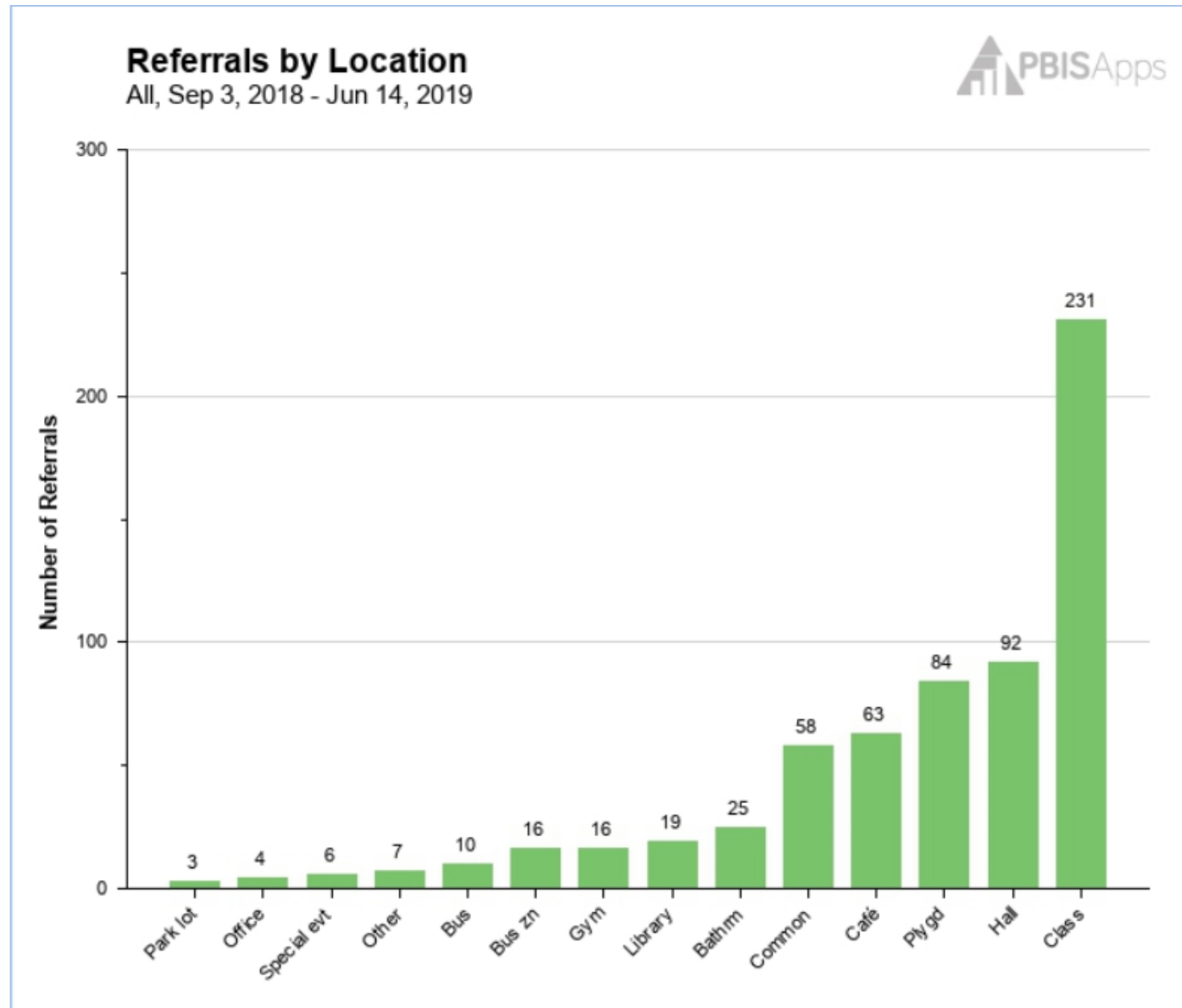


# ***Where*** is there Disproportionate Discipline?

- District: Which buildings have the highest and most disproportionate rates? Which have the lowest?
- Building: Which locations account for the most referrals?
  - Hallways, lunchrooms, outside, in class? (Consider the rate of referrals compared to the amount of time students spend in these settings.)

Data systems such as SWIS allow districts and buildings to analyze the location and frequency of behavior referrals.

This type of dashboard can help a building team identify “hot spots” for referrals and make plans to address them.



# **When** are the Referrals Resulting in Exclusionary Discipline Occurring?

- Times of day (beginning, middle, end)
- Days of the week (beginning, middle, end)
- Months of the year (before/after breaks)



Question:

What do you think  
are the VDPs at  
Auburn HS related to  
times and places?



# ***What*** Motivations are Associated with Disproportionate Discipline?

- Perceived functions of student problem behavior
  - Academic difficulties
  - Avoidance
  - Attention
  - Peer conflicts
  - Trauma reaction

# ***What*** Motivations are Associated with Disproportionate Discipline?

- Possible functions or triggers of adult behavior (referrals):
  - Avoidance
  - Frustration
  - Trauma reaction
  - Bias

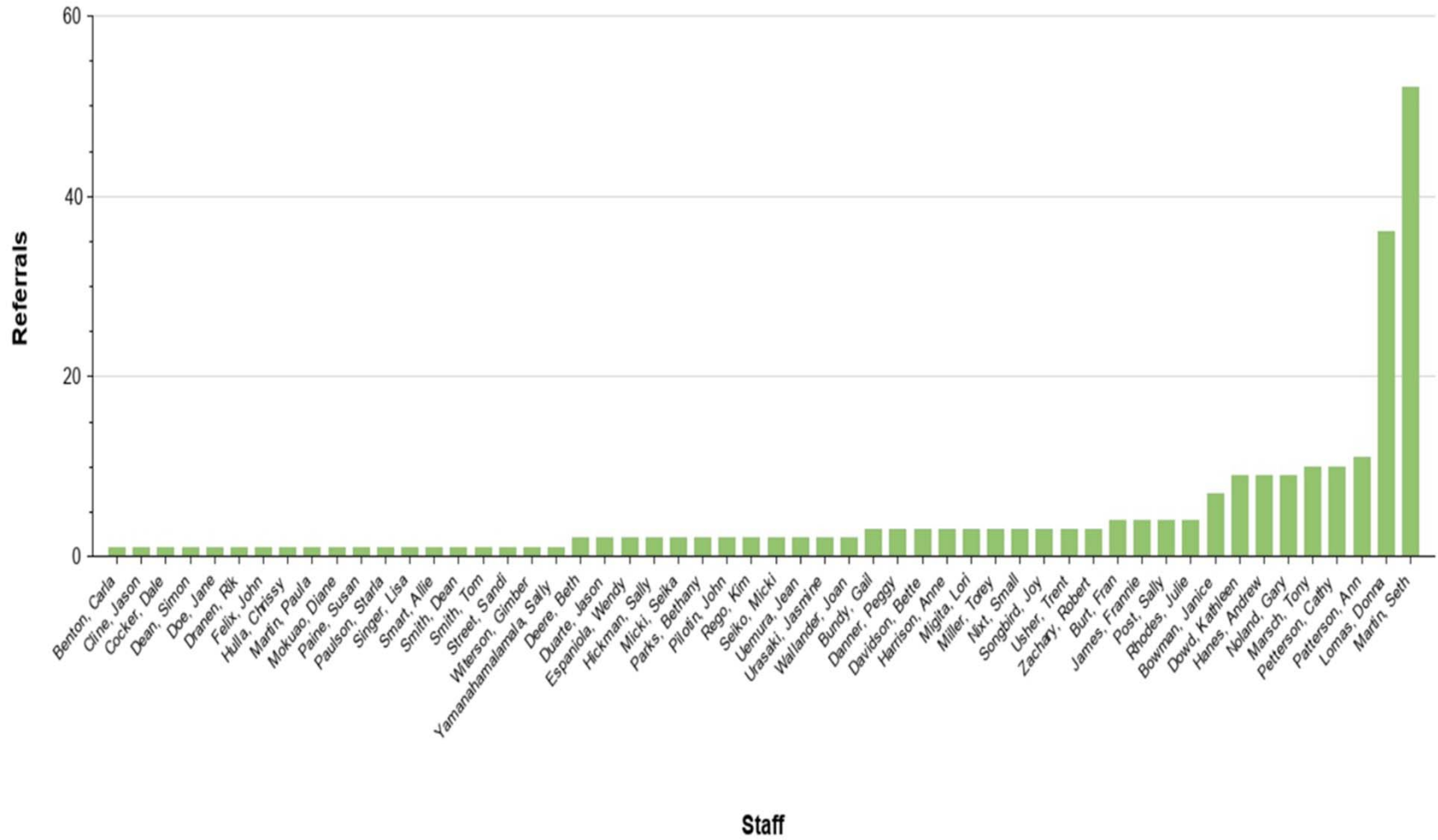
# **Who** is Issuing Disproportionate Discipline?

- Who is making the greatest number of office referrals?
- Notes:
  - *While examining data on individual staff can feel uncomfortable, the intent is not to embarrass, shame or punish.*
  - Disparately high referrals do not in and of themselves indicate racism or discrimination. More information is needed.
  - Identifying staff involved in unusually high number of referrals helps administrators know *where additional support may be needed* (e.g., coaching, professional development, etc.) based upon the size and composition of the class(es).

# Referrals by Staff

Confidential

Drill Down





# A look at AHS for the past 4.25 years

TABLE KEY

<b>SCHOOL YEAR</b>	School year ending in the year. Example: The 2015-2016 school year is indicated as the 2016 school year
<b>TOTAL DAYS</b>	Total school days included in each year's exclusionary data
<b>EXCLUSIONARY ACTIONS</b>	Includes all In-School Suspension, Out of School Suspensions, Emergency Expulsion, Expulsion,
<b>S of C</b>	Included Black, Native American, LatinX, Multi-Race, and Pacific Islander Students
<b>WHITE &amp; ASIAN</b>	Includes White & Asian Students
<b>% of N size</b>	% of exclusionary actions when divided by the numerator. Numerator is the total number of exclusionary acts for each year for all AHS students
<b>NON-DISCRETIONARY</b>	Drugs/Weapon/Fighting & Criminal Acts
<b>DISCRETIONARY</b>	Truancy / Disrespect / Threatening Behaviors / Insubordination / Multiple Behaviors

Data Source: Tableau

SCHOOL YEAR	TOTAL DAYS	EXCLUSIONARY ACTIONS	S of C	% of N size	ADMIN NON-DISCRETION	% NON DISCRETIONARY	ADMIN DISCRETIONARY	% DISCRETIONARY	WHITE & ASIAN	% of N size	ADMIN NON-DISCRETION	% NON DISCRETIONARY	ADMIN DISCRETIONARY	% DISCRETIONARY
2016	177	250	188	75%	14	7%	174	70%	62	25%	8	13%	54	22%
2017	177	323	238	74%	27	11%	211	65%	85	26%	13	15%	72	22%
2018	177	362	287	79%	63	22%	224	62%	74	20%	20	27%	54	15%
2019	177	262	204	78%	42	21%	162	62%	58	22%	14	24%	44	17%
2020	44	32	31	97%	13	42%	18	56%	1	3%	1	100%	0	0%

The "IN RED" has been up to us.

Question:

Where do you see the most promising opportunities in terms of VDPs to reduce the use of exclusion and reduce disparities?





### 3. What to do?

Research-based Responses to Disparities in Discipline

# Research-based and High-leverage Strategies:



Relationships: Students and Families



Modeling, Teaching and Re-Teaching Behavior Using Evidence-Based Approaches



High Expectations for All



Engaging and Culturally-Responsive Teaching



Addressing Explicit and Implicit Biases



Implementing these strategies in a Multi-Tiered System of Supports (MTSS)

# Relationships: Students and Families

- Who are your students?
- Who are their families?
- What are their cultural backgrounds?
- Students' Strengths
- Students' Needs
- Students' Struggles (academic, social/emotional, trauma, situation)
- Does every student have a caring adult to go to?



# Relationships: Students and Families

- Positive student-teacher relationships are an evidence-based practice for supporting the development of the whole child.
- Relationships impact both academic progress and social-emotional development.
- The effect size of the positive teacher-student relationship is **.72** (moderate to large)\*, according to John Hattie's synthesis of over 800 meta-analysis relating to achievement.

\*72% of a standard deviation above the mean for a control group

# Modeling, Teaching and Re-Teaching Behavior Using Evidence-Based Approaches (Tier 1)

*Source: Wisconsin RtI Center (CFDA #84.027) with the support of the Wisconsin Department of Public Instruction*

Structure environment to maximize learning



Teach classroom expectations to fluency



Consistently prompt/pre-correct for behavior



Provide high rates of specific, positive feedback (5:1)



Remind, reteach and redirect

# Modeling, Teaching and Re-Teaching Behavior Using Evidence-Based Approaches (Tier 1)

*Source: Wisconsin RtI Center (CFDA #84.027) with the support of the Wisconsin Department of Public Instruction*

Provide Corrective Feedback as Necessary (consistent, brief and respectful – similar to correction in math or reading)



Reteach, practice with the student, then have the student practice



Use higher rates of prompting until skills can be demonstrated



Provide higher rates of positive feedback until the skill can be demonstrated



Document and consider Tier 2 approaches if needed



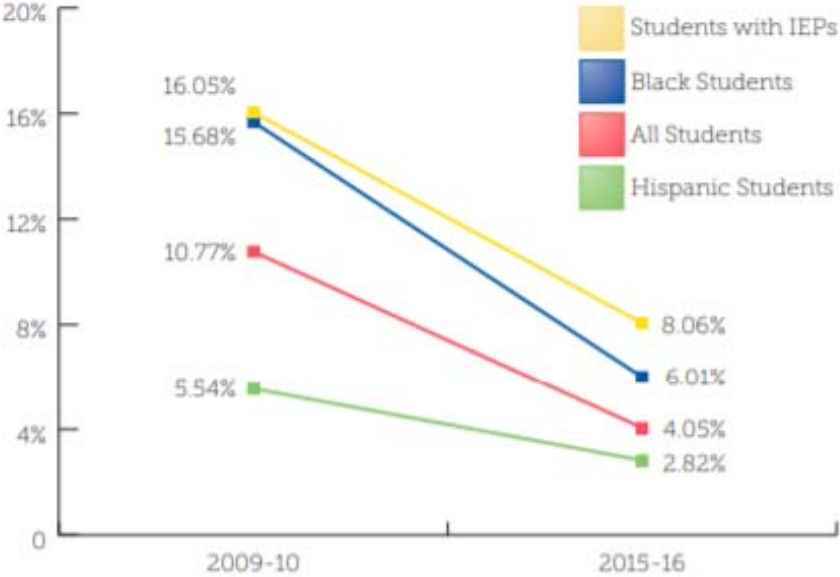
Question:

Which aspects of PBIS Tier 1 are strengths at AHD, and which ones can be strengthened or increased?

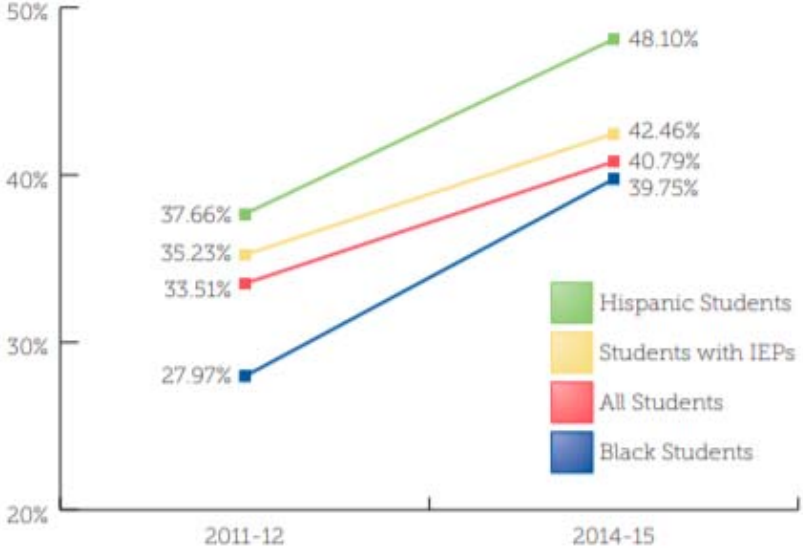
- Teaching expectations
- Opportunities to respond
- Pre-correction
- Positive reinforcement (5:1)
- Corrective feedback
- Re-teaching
- Prompting....



# MTSS/RTI/PBIS with Fidelity: Wisconsin Saw Increases in Achievement, Reductions in Suspensions, and Reductions in Gaps

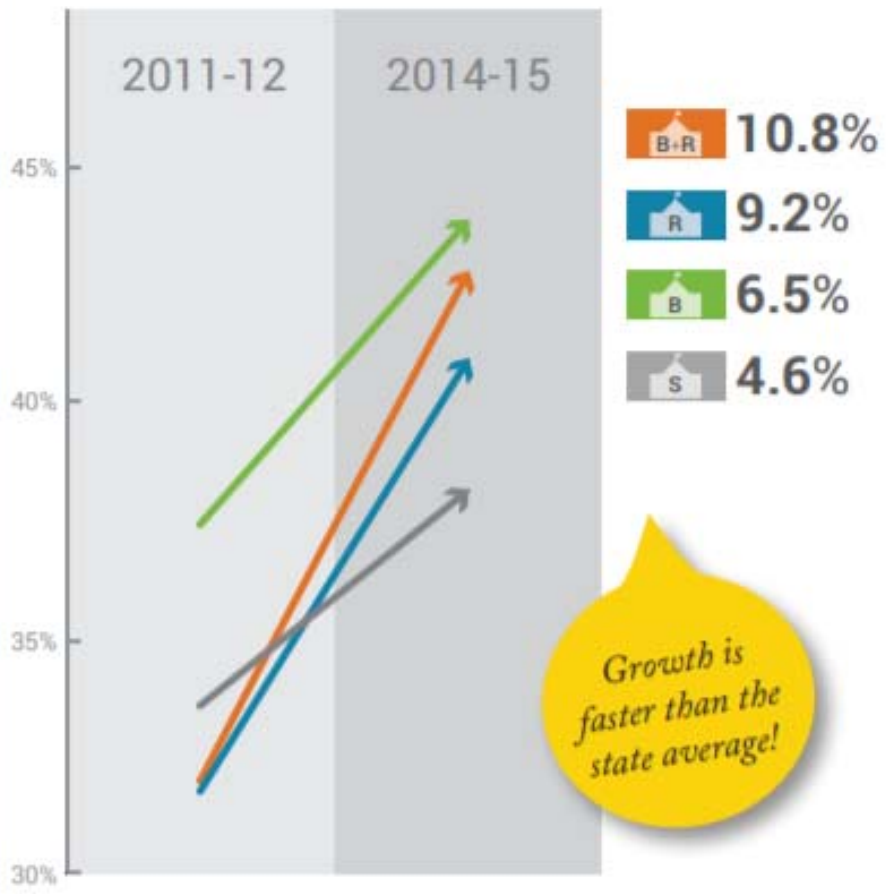


Reductions in exclusions in schools implementing SWPBIS, Tier 1, with fidelity

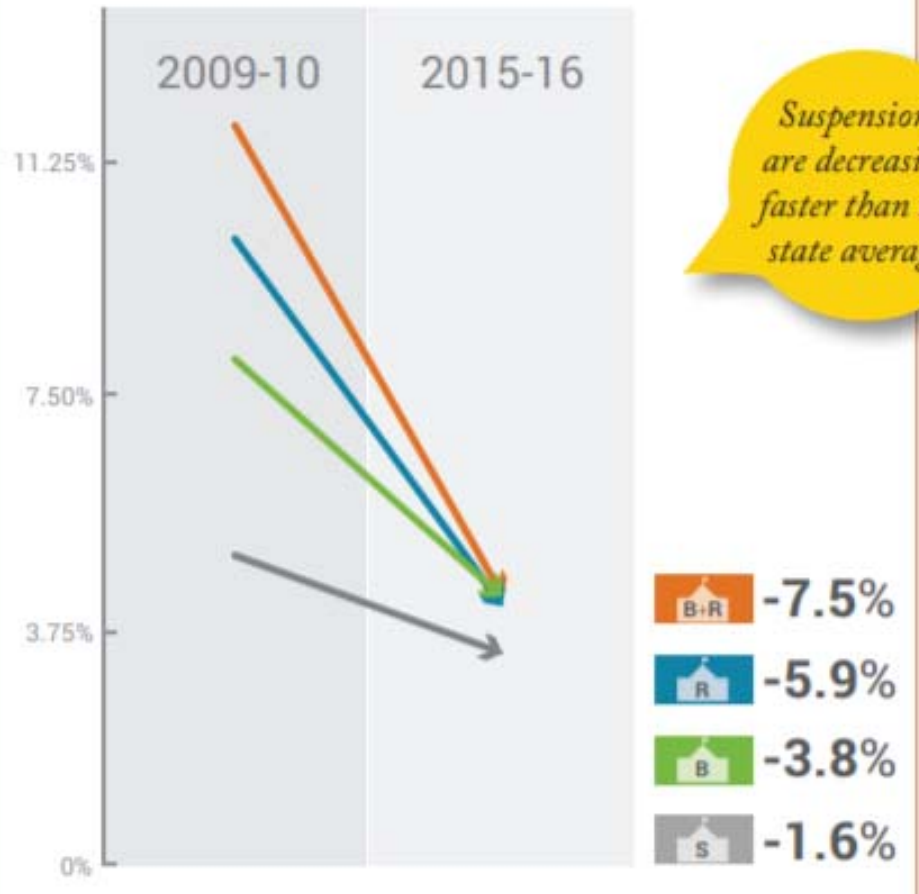


Schools implementing Tier 1 MTSS (behavior and reading) with fidelity

## Schools at Fidelity/Full Implementation Over Time Increased the Percent of Students Meeting Typical Fall to Spring MAP Growth



## Schools at Fidelity/Full Implementation Over Time Decrease Suspension Rates





# Neutralizing Implicit Bias

Applying Evidence Based Practices to Reduce the Impact of Bias  
at Vulnerable Decision Points

# What is Implicit Bias?

- *Attitudes or stereotypes* that affect understanding, actions, and decisions in an ***unconscious*** manner
- Unconscious associations that include ***both favorable and unfavorable*** assessments
- Activated ***involuntarily*** and without awareness or intentional control (“fast thinking”)

(adapted from [Kirwan Institute for the Study of Race and Ethnicity](#), Ohio State University)



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# What is Implicit Bias?

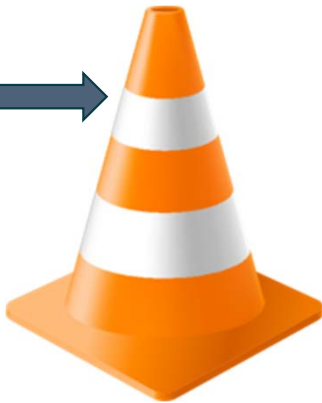
- Cause us to have ***feelings and attitudes*** about other people based on characteristics such as race, ethnicity, age, and appearance.
- Associations develop over the course of a lifetime through ***exposure to direct and indirect messages***, from our families and other environmental influences, & through cultural messages via media.

(adapted from [Kirwan Institute for the Study of Race and Ethnicity](#), Ohio State University)

# Recognize and Neutralize Implicit Bias

Implicit bias is a consequence of the way our brains are wired for survival.

Example: "Something glowing red/orange is probably hot. Be careful!"



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# Recognize and Neutralize Implicit Bias



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Implicit bias operates at a subconscious level & faster than rational thought.

Read more about it: *Blind Spot*, by Mahzarin R. Banaji & Anthony G. Greenwald or *Thinking Fast and Slow*, by Daniel Kahneman ([YouTube summary](#))



# Recognize and Neutralize Implicit Bias (IB)



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IB is most likely to influence snap decisions... or ambiguous or chaotic situations... or people when they are tired, hungry, or stressed....



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

# Recognize and Neutralize Implicit Bias



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Implicit bias can easily mislead us in social situations that are more complex and nuanced – particularly in cross-cultural interactions.



Washington Office of Superintendent of  
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# Recognize and Neutralize Implicit Bias

- Much of communication is non-verbal
- Communication styles reflect cultural and family norms, personality and other factors
- It's important to understand cultural differences in communication related to:
  - Eye contact
  - Taking turns
  - Talking over
  - Calling out/call and response
  - Code switching....



# Implicit Bias Example



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- Black boys as young as 10 may be perceived as being less innocent, and therefore more culpable, when compared to white children
- Black boys (age 10+) may be misperceived as up to 4.5 years older relative to peers of other races
- Misperceptions of Black children are associated with dehumanization of Black people in Western cultures
- Protect or punish? Dehumanization is related to decreased perception of innocence and, consequently, a loss of protection

See Goff, Jackson, et. al. (2014). [The essence of innocence: Consequences of dehumanizing black children.](#) *Journal of Personality and Social Psychology* 106, 4, 526-545. American Psychological Association



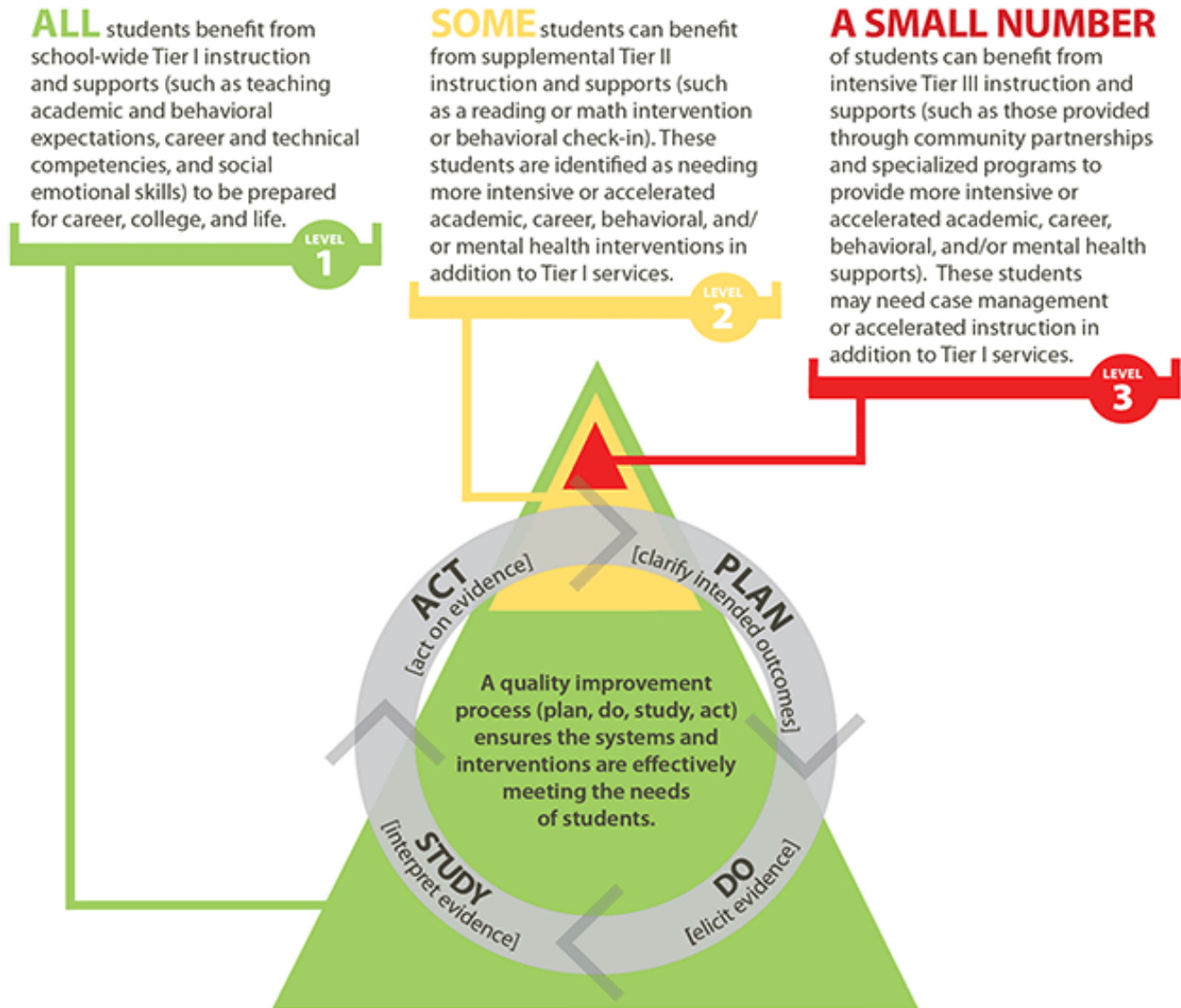
## Recognize and Neutralize Implicit Bias

Once we recognize implicit biases, we can choose to act or not act on our instincts:

1. Ask questions
2. Obtain more information
3. Take time
4. Formulate reasoned responses

# Multi-Tiered System of Supports

Includes strategies listed above, organized in a tiered framework to enhance the implementation and adoption of a continuum of evidence-based instruction and supports to achieve important outcomes for students



# For Detail on These and Other Strategies

1. OSPI Practice Brief (2019): [Reducing and Eliminating Disparities in School Discipline](#). The practice brief is a convenient and accessible summary of the research discussed in:  
Gregory, Skiba & Mediratta (2017). [Eliminating Disparities in School Discipline: A Framework for Intervention](#)
2. McIntosh, Girvan, Horner, Smolkowski & Sugai (2018). [A 5-Point Intervention Approach for Enhancing Equity in School Discipline](#)
3. Green, Neese, McIntosh, Nishioka, Eliason & Canizal Delabra (2015) [Key Elements of Policies to Address Discipline Disproportionality: A Guide for District and School Teams](#)



## 4. Is Our Plan Working?

Regular Review of Data to Assess Progress and Course Correct



# Goal Setting



Compare discipline rates to the district and state averages. Which ones are highest?



Which groups have relative rates over 1.25?



How much do you think your team can close the gap in 1-3 years?



Example: Close half of the gap each year

Y1: Reduce the relative rate from 2.25 to 1.75

Y2: Reduce the relative rate to 1.5

Y3: Reduce the relative rate to 1.375

# Review Your Data Regularly



Monitor Office Discipline Referrals (ODRs) frequently (weekly-monthly)



Review *disaggregated* rates of exclusion regularly (monthly or more)



Review measures of disparity, such as the Relative Rate (Risk Ratio) multiple times per year, e.g., quarterly



# What to look for:



Changes in overall discipline rates



Changes in disaggregated discipline rates



Comparison to the previous 2-3 school years to identify movement, direction and trends



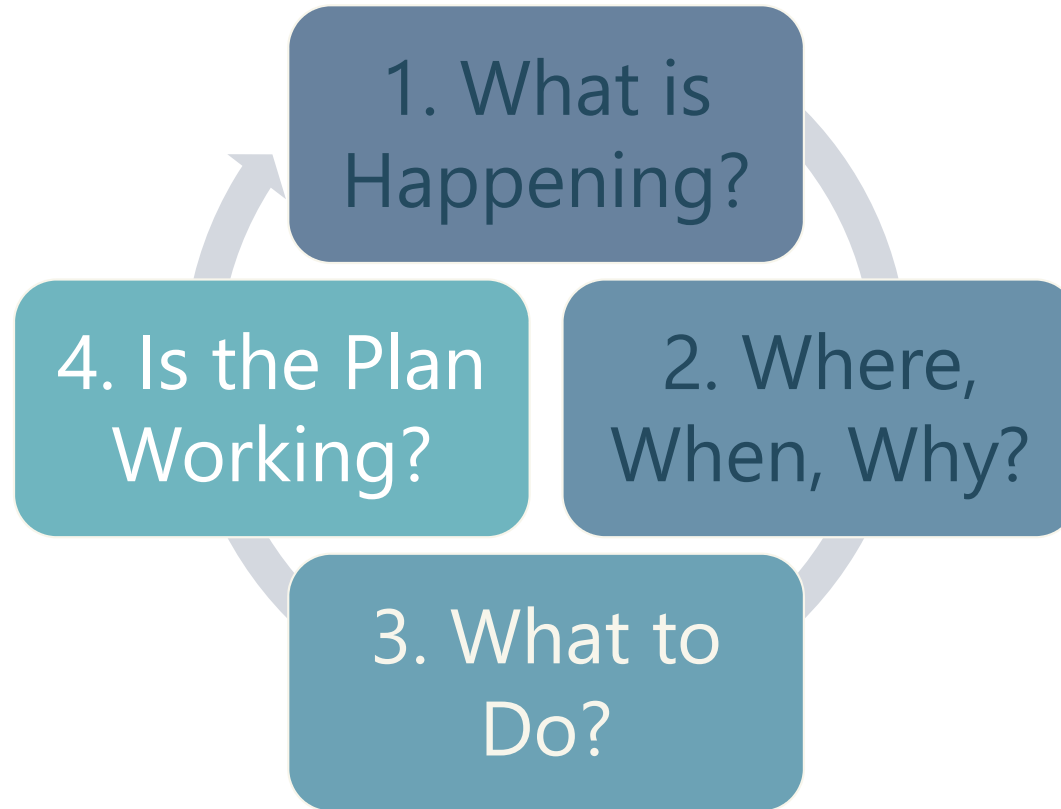
Looking at changes in students excluded, number of exclusions by group, and average and total exclusion days by group



Changes in the relative rates and the causes of the changes based upon the data above



# Repeat the Cycle As Needed



# I'm happy to help. Call or email:

Mark McKechnie, Senior Consultant: Equity in Student Discipline  
Center for the Improvement of Student Learning (CISL) at OSPI  
(360) 725-6039

Mark.McKechnie@k12.wa.us



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- Office of the Superintendent of Public Instruction (website) K-12 Data and Reporting: Report Card <https://washingtonstatereportcard.ospi.k12.wa.us/>
- Comprehensive Education Data and Research System Data Manual: <https://www.k12.wa.us/sites/default/files/public/cedars/pubdocs/2019-20CEDARSDataManual.pdf> And Appendices: <https://www.k12.wa.us/sites/default/files/public/cedars/pubdocs/2019-20%20CEDARS%20Appendices.pdf>
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- Welsh, R.O. & Little, S. (2018). The school discipline dilemma: A comprehensive review of disparities and alternative approaches. *Review of Educational Research*, 88 (5), 752-794.

# Resources

## **OSPI Resources on Discipline and Behavior**

[Report Card](#) (school and district data)

[Multi-Tiered System of Supports \(MTSS\)](#)

[WA Integrated Student Supports Protocol \(WISSP\) Student Discipline](#)

[Equity in Student Discipline](#)

[Behavior Menu](#)

## **National Resources**

[Positive Behavioral Interventions and Supports \(PBIS\) National Technical Assistance Center](#)

[Reducing the Effects of Implicit Bias in School Discipline \(PowerPoint\)](#)

[Institute of Education Sciences \(IES\) National Center for Education Research \(NCER\)](#)

[National Center on Intensive Intervention \(NCII\)](#)

[National Center on Safe Supportive Learning Environments \(NCSSLE\)](#)