



Understanding Discipline Disparities, Identifying Root Causes & Taking Action

Mark McKechnie, MSW (he/him)

Senior Consultant on Equity in Student Discipline
Center for the Improvement of Student Learning

Mark.McKechnie@k12.wa.us

Office of Superintendent of Public Instruction

Chris Reykdal, State Superintendent

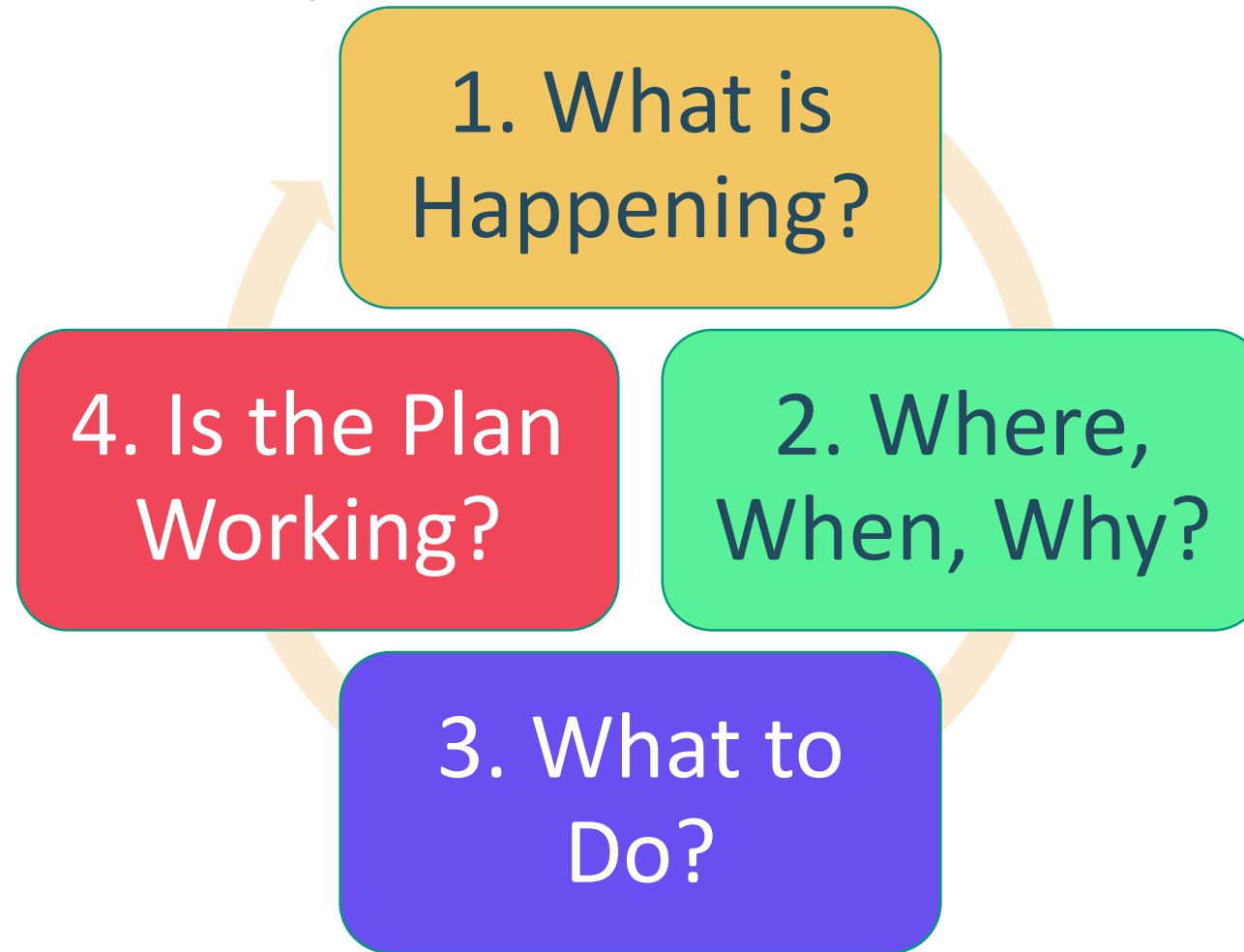
At least annually, each school district and public charter school must *review data* on corrective and disciplinary actions taken against students within each school ***disaggregated by sex, race, limited-English proficiency*** (i.e., English language learners), ***and disability***, including students protected under Section 504 of the Rehabilitation Act of 1973 and the Individuals with Disabilities Education Act. This review must include, but is not limited to, short-term suspensions, long-term suspensions, expulsions, and emergency expulsions.

In reviewing this data, ***each school district or public charter school must determine whether it has disciplined or applied corrective action to a substantially disproportionate number of students within any of the categories*** identified in this section. If a school district or public charter school finds that it has disciplined or applied corrective action to a substantially disproportionate number of students who are members of one of the categories identified in this section, ***the school district or charter school must take prompt action to ensure that the disproportion is not the result of discrimination.***

[WAC 392-190-048](#)



Root Cause Analysis for Discipline Disparities



1. What is happening?

Discipline Rates

Disaggregated Discipline Rates

Risk Ratio/Relative Rates

Identify Disparities:

Over 1.25?



1. What is happening?

- 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)



What are the Disaggregated Discipline Rates?



[This Photo](#) by Unknown Author is licensed under [CC BY-NC-ND](#)

- In your district?
- In your school?



Risk Ratios: Relative Rate

- 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 (the numerator and denominator are equal)
- A $RR < 1.0$ means a group is underrepresented or disparately low
- A $RR > 1.0$ means a group is overrepresented or disparately high



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 \(2014\)](#)



Relative Rates in Washington K-12 Schools, 2017-18

Student Race/Ethnicity	Students Excluded	Exclusion Rate	Relative Rate
American Indian/Native Alaskan	1,287	8.2%	2.34
Asian	988	1.1%	0.31
Black/African American	4,293	8.5%	2.43
Hispanic/Latino of any race(s)	12,647	4.8%	1.37
Native Hawaiian/Other Pacific Islander	743	5.7%	1.63
Two or More Races	4,542	5.0%	1.43
White (reference group)	21,516	3.5%	1.0



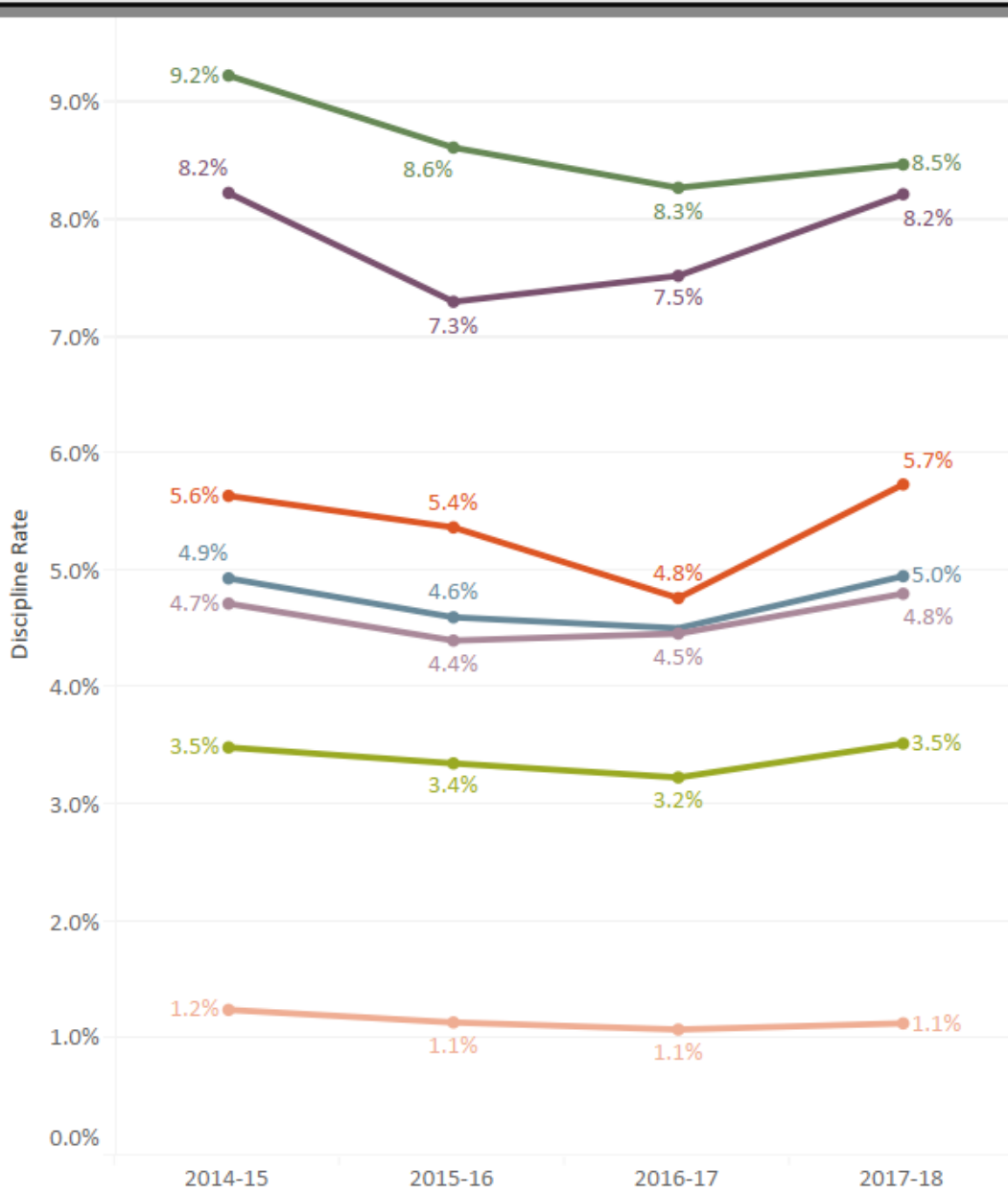
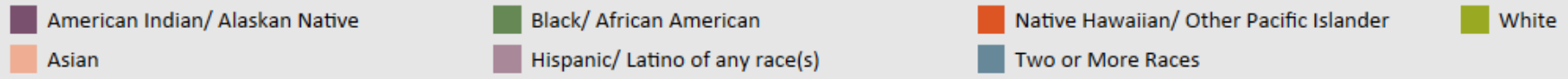
Meaning of Relative Rate (Risk Ratio)

The relative rate can be understood or expressed in multiple ways. A relative rate for African-American students of 2.43, for example, means any of the following:

- Black students were excluded at 2.43 times the rate of White students.
- The discipline rate for Black students was 243% of the White student rate.



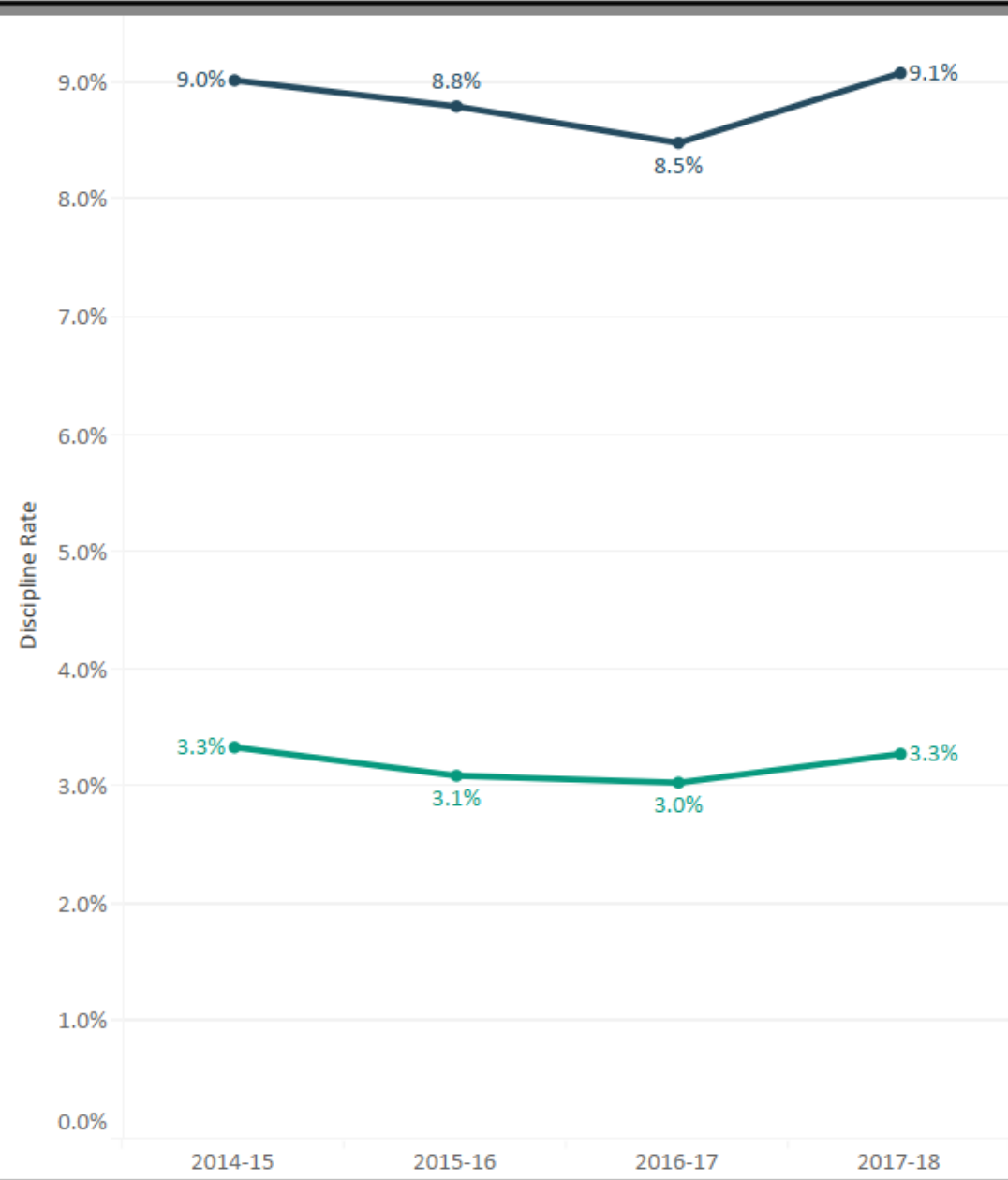
OSPI's Student Information Office has developed this Tableau Dashboard where authorized district staff can access district and school-level discipline data from CEDARS. You can view multi-year trends and see the relative rate calculated for each group. (Example: Race/Ethnicity)



		2014-15	2015-16	2016-17	2017-18
American Indian/ Alaskan Native	Total Students Excluded	1,393	1,187	1,201	1,287
	Total Students Enrolled	16,925	16,261	15,968	15,658
	Discipline Rate	8.2%	7.3%	7.5%	8.2%
	Relative Rate (Race)	2.36	2.18	2.33	2.33
Asian	Total Students Excluded	994	933	910	988
	Total Students Enrolled	79,896	82,077	84,566	87,533
	Discipline Rate	1.2%	1.1%	1.1%	1.1%
	Relative Rate (Race)	0.36	0.34	0.33	0.32
Black/ African American	Total Students Excluded	4,690	4,354	4,177	4,293
	Total Students Enrolled	50,790	50,521	50,483	50,664
	Discipline Rate	9.2%	8.6%	8.3%	8.5%
	Relative Rate (Race)	2.65	2.57	2.56	2.41
Hispanic/ Latino of any race(s)	Total Students Excluded	11,373	11,058	11,501	12,647
	Total Students Enrolled	241,036	251,179	257,766	263,332
	Discipline Rate	4.7%	4.4%	4.5%	4.8%
	Relative Rate (Race)	1.35	1.31	1.38	1.36
Native Hawaiian/ Other Pacific Islander	Total Students Excluded	651	645	586	743
	Total Students Enrolled	11,543	12,011	12,297	12,950
	Discipline Rate	5.6%	5.4%	4.8%	5.7%
	Relative Rate (Race)	1.62	1.60	1.47	1.63
Two or More Races	Total Students Excluded	3,864	3,827	3,947	4,542
	Total Students Enrolled	78,315	83,174	87,564	91,711
	Discipline Rate	4.9%	4.6%	4.5%	5.0%
	Relative Rate (Race)	1.41	1.37	1.39	1.41
White	Total Students Excluded	21,818	20,822	19,904	21,516
	Total Students Enrolled	625,432	621,181	615,930	611,033
	Discipline Rate	3.5%	3.4%	3.2%	3.5%
	Relative Rate (Race)	1.00	1.00	1.00	1.00

Example:
Students with
and without
Disabilities,
four year
trends and
relative rates

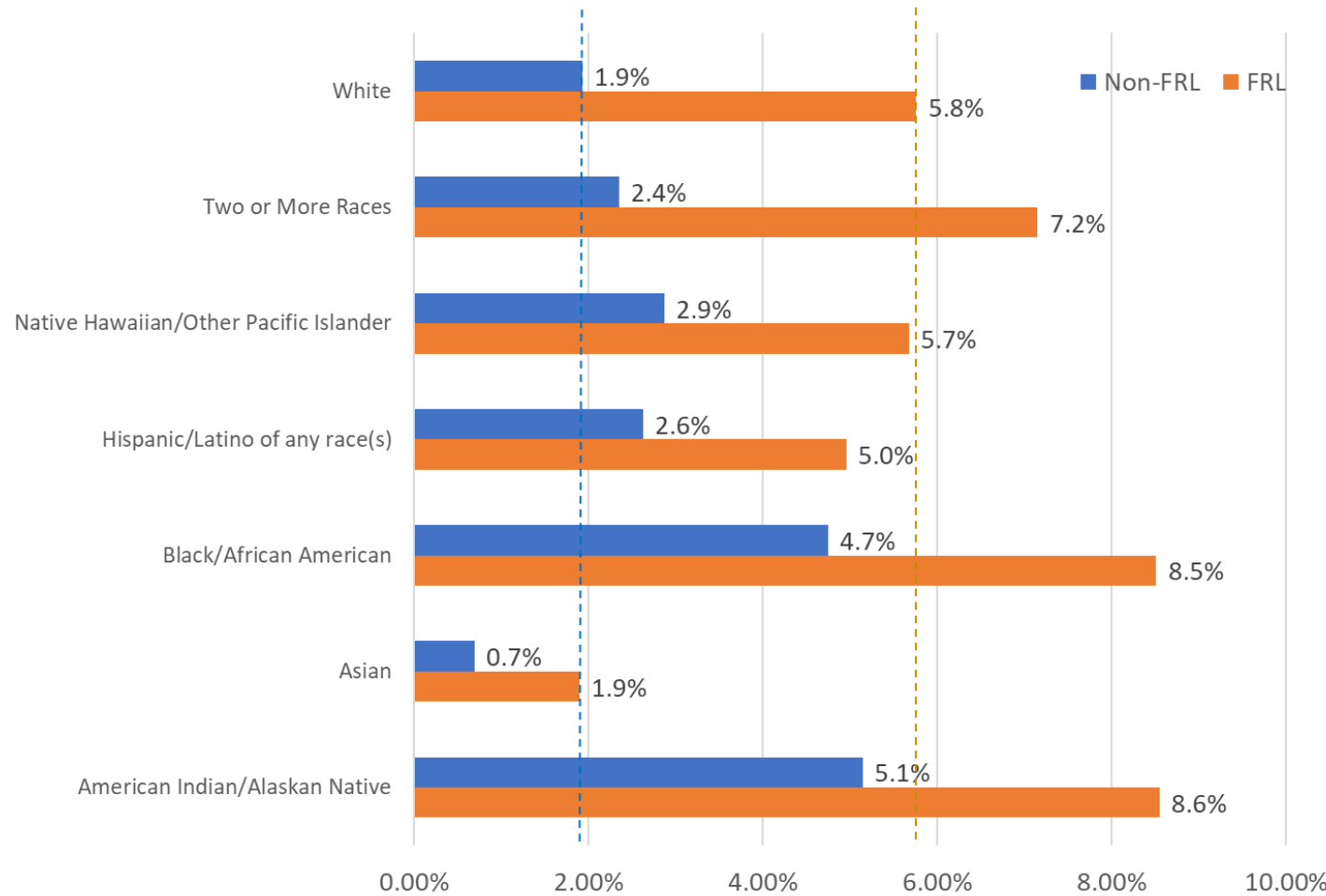
■ Students with Disabilities
■ Students without Disabilities



		2014-15	2015-16	2016-17	2017-18
Students with Disabilities	Total Students Excluded	12,592	12,756	12,590	13,852
	Total Students Enrolled	139,596	144,980	148,332	152,508
	Discipline Rate	9.0%	8.8%	8.5%	9.1%
	Relative Rate (SWD)	2.70	2.84	2.80	2.77
Students without Disabilities	Total Students Excluded	32,185	30,072	29,645	32,170
	Total Students Enrolled	964,174	971,332	976,342	980,296
	Discipline Rate	3.3%	3.1%	3.0%	3.3%
	Relative Rate (SWD)	1.00	1.00	1.00	1.00

Racial Disparities Persist When Controlling for Income

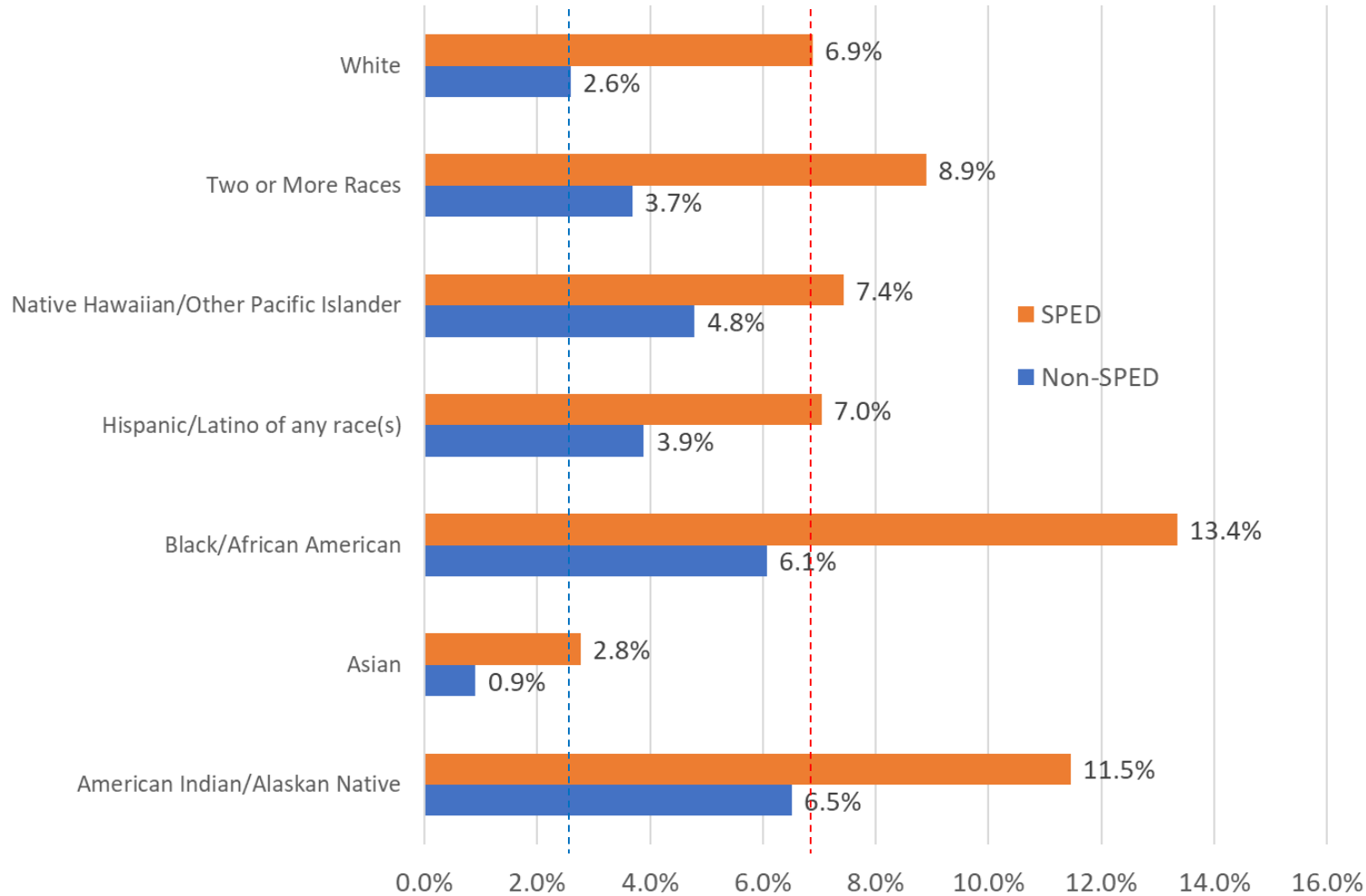
Statewide Exclusion Rates by Race/Ethnicity and Free and Reduced Lunch Status (2017-18)



RaceEth	FRL Status	Relative to White+ Non-FRL
American Indian/Alaskan Native	FRL	4.4
Black/African American	FRL	4.4
Two or More Races	FRL	3.7
White	FRL	3.0
Native Hawaiian/Other Pacific Islander	FRL	2.9
American Indian/Alaskan Native	Non-FRL	2.7
Hispanic/Latino of any race(s)	FRL	2.6
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	FRL	1.0
Asian	Non-FRL	0.4

Racial Disparities Persist when Controlling for Disability

Statewide Exclusion Rates by Race/Ethnicity and Special Education Status, 2017-18



RaceEth	SPED Status	Relative to White/Non-Sped
Black/African American	SPED	5.16
American Indian/Alaskan Native	SPED	4.43
Two or More Races	SPED	3.44
Native Hawaiian/Other Pacific Islander	SPED	2.87
Hispanic/Latino of any race(s)	SPED	2.72
White	SPED	2.66
American Indian/Alaskan Native	Non-SPED	2.52
Black/African American	Non-SPED	2.35
Native Hawaiian/Other Pacific Islander	Non-SPED	1.85
Hispanic/Latino of any race(s)	Non-SPED	1.50
Two or More Races	Non-SPED	1.42
Asian	SPED	1.07
White	Non-SPED	1.00
Asian	Non-SPED	0.35

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

- 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**.



Relative Rates
> 1.25

Vulnerable
Decision Points

What

Where

When

Why

Who



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



	Total Incident Count	Incident Count by Group	Percent of exclusions by behavior	
			Behavior Proportion Rate	
Academic Dishonesty/Plagiarism	79,017	42	0.1%	0.1%
Alcohol	79,017	1,826	2.3%	2.3%
Bullying	79,017	2,125	2.7%	2.7%
Destruction of Property/Vandalism	79,017	709	0.9%	0.9%
Discriminatory Harassment	79,017	735	0.9%	0.9%
Disruptive Conduct	79,017	12,304	15.6%	15.6%
Failure to Cooperate	79,017	7,065	8.9%	8.9%
Fighting Without Major Injury	79,017	12,252	15.5%	15.5%
Illicit Drug (Other than marijuana)	79,017	1,457	1.8%	1.8%
Marijuana	79,017	5,192	6.6%	6.6%
Multiple Minor Accumulated Incidents	79,017	844	1.1%	1.1%
Other behavior resulting in Intervention	79,017	19,780	25.0%	Other 25.0%
Possession of a Weapon	79,017	2,019	2.6%	2.6%
Serious Bodily Injury	79,017	41	0.1%	0.1%
Sexual Harassment	79,017	880	1.1%	1.1%
Sexually Inappropriate Conduct	79,017	765	1.0%	1.0%
Theft or Possession of Stolen Property	79,017	1,062	1.3%	1.3%
Tobacco	79,017	2,472	3.1%	3.1%
Violence With Major Injury	79,017	777	1.0%	1.0%
Violence Without Major Injury	79,017	6,670	8.4%	8.4%

These are behaviors resulting in suspension and expulsion statewide. Your district may have dashboards set up to view similar data at the district, school, and classroom levels. OSPI will provide access to this dashboard to authorized district personnel, which allows you to view district and school-level data.

The OSPI discipline dashboard allows your district to view disparities based upon student, group, and behavior type.

Exclusion Incidents for Disruptive Behavior (State)		School Year			
		2014-15	2015-16	2016-17	2017-18
American Indian/ Alaskan Native	Incident Count w/Behavior	349	239	217	272
	Total Incidents of Behavior	2,423	2,129	2,173	2,376
	Behavior Proportion Rate	14.4%	11.2%	10.0%	11.4%
	Risk Index	2.1%	1.5%	1.4%	1.7%
	Risk Ratio Behavior (White)	2.43	1.67	1.62	1.76
	Total Enrollment	16,925	16,261	15,968	15,658
Asian	Incident Count w/Behavior	169	159	162	155
	Total Incidents of Behavior	1,336	1,304	1,296	1,389
	Behavior Proportion Rate	12.6%	12.2%	12.5%	11.2%
	Risk Index	0.2%	0.2%	0.2%	0.2%
	Risk Ratio Behavior (White)	0.25	0.22	0.23	0.18
	Total Enrollment	79,896	82,077	84,566	87,533
Black/ African American	Incident Count w/Behavior	1,924	1,541	1,459	1,413
	Total Incidents of Behavior	8,764	8,241	7,952	8,134
	Behavior Proportion Rate	22.0%	18.7%	18.3%	17.4%
	Risk Index	3.8%	3.1%	2.9%	2.8%
	Risk Ratio Behavior (White)	4.47	3.46	3.44	2.83
	Total Enrollment	50,790	50,521	50,483	50,664
Hispanic/ Latino of any race(s)	Incident Count w/Behavior	2,163	2,513	2,848	2,490
	Total Incidents of Behavior	18,447	18,130	19,371	20,780
	Behavior Proportion Rate	11.7%	13.9%	14.7%	12.0%
	Risk Index	0.9%	1.0%	1.1%	0.9%
	Risk Ratio Behavior (White)	1.06	1.14	1.32	0.96
	Total Enrollment	241,036	251,179	257,766	263,332
Native Hawaiian/ Other Pacific Islander	Incident Count w/Behavior	200	188	168	188
	Total Incidents of Behavior	1,082	1,049	905	1,256
	Behavior Proportion Rate	18.5%	17.9%	18.6%	15.0%
	Risk Index	1.7%	1.6%	1.4%	1.5%
	Risk Ratio Behavior (White)	2.04	1.78	1.63	1.47
	Total Enrollment	11,543	12,011	12,297	12,950
Two or More Races	Incident Count w/Behavior	1,411	1,341	1,418	1,766
	Total Incidents of Behavior	7,260	7,067	7,198	8,497
	Behavior Proportion Rate	19.4%	19.0%	19.7%	20.8%
	Risk Index	1.8%	1.6%	1.6%	1.9%
	Risk Ratio Behavior (White)	2.13	1.83	1.93	1.95
	Total Enrollment	78,315	83,174	87,564	91,711
White	Incident Count w/Behavior	5,300	5,475	5,175	6,019
	Total Incidents of Behavior	36,300	35,236	33,343	36,556
	Behavior Proportion Rate	14.6%	15.5%	15.5%	16.5%
	Risk Index	0.8%	0.9%	0.8%	1.0%
	Risk Ratio Behavior (White)	1.00	1.00	1.00	1.00
	Total Enrollment	625,432	621,181	615,930	611,033

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.

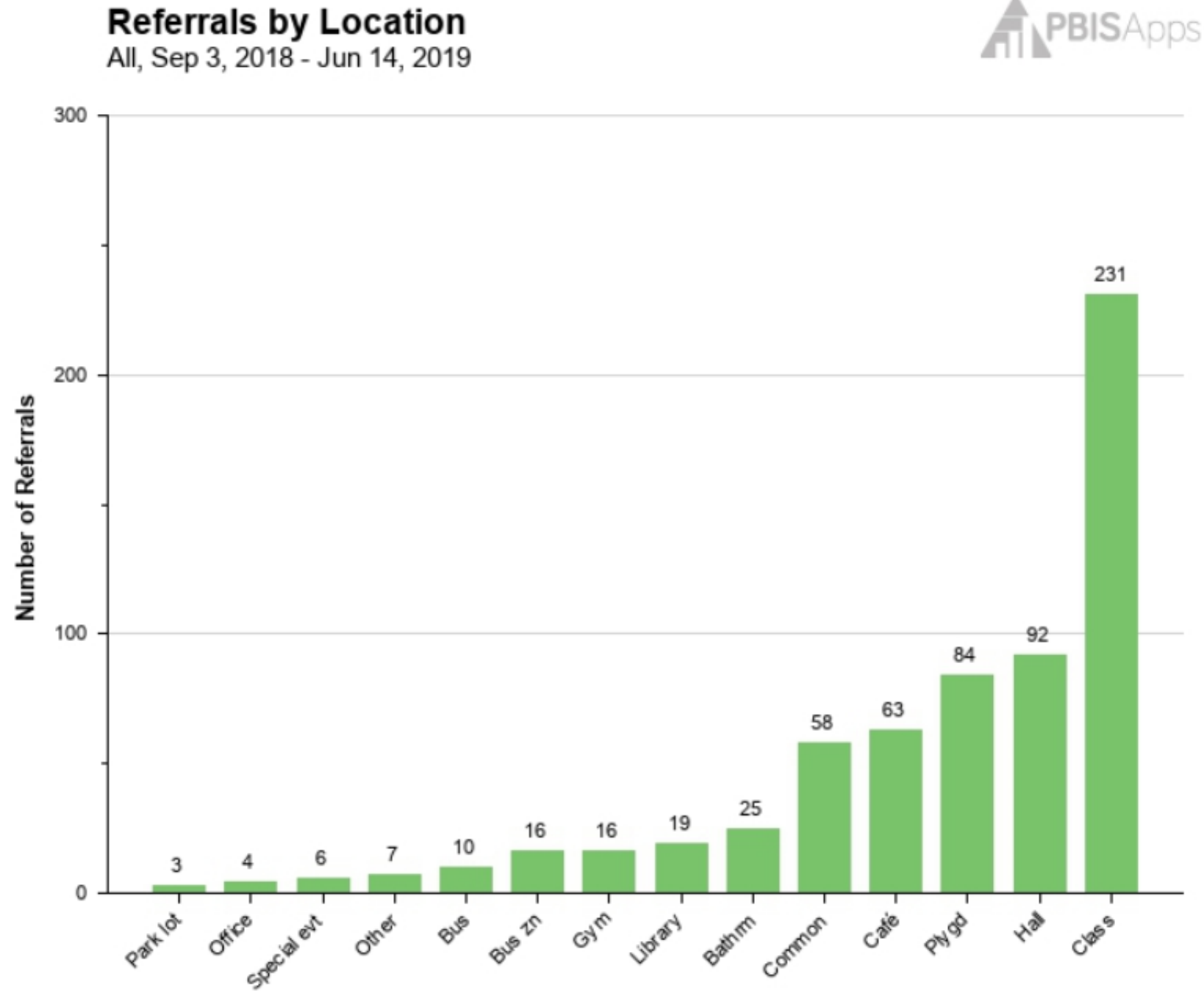
Where is there Disproportionate Discipline?

- 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.)



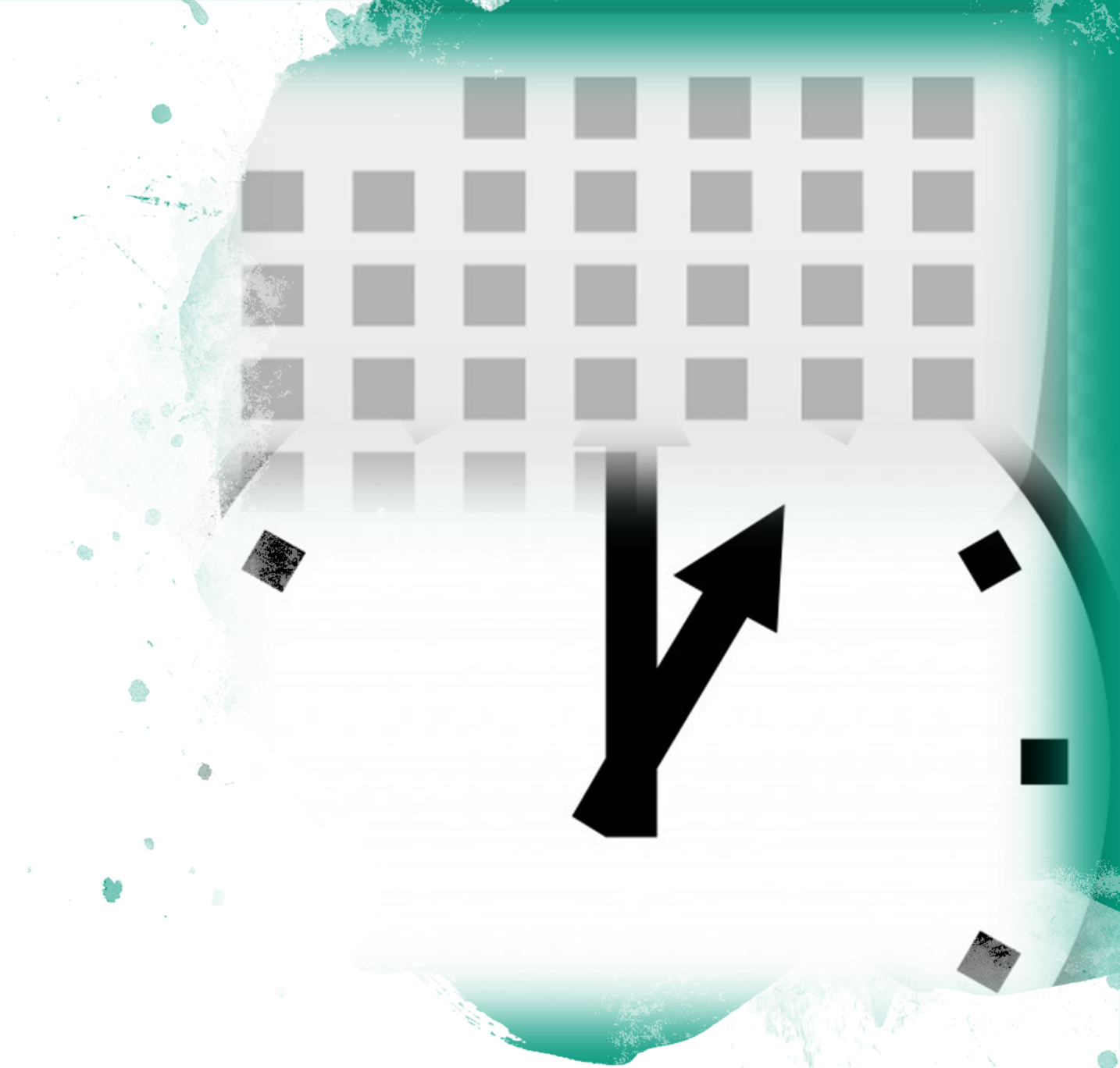
Data systems such as SWIS allow districts and buildings to analyze the location and frequency of behavior referrals.

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)



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).

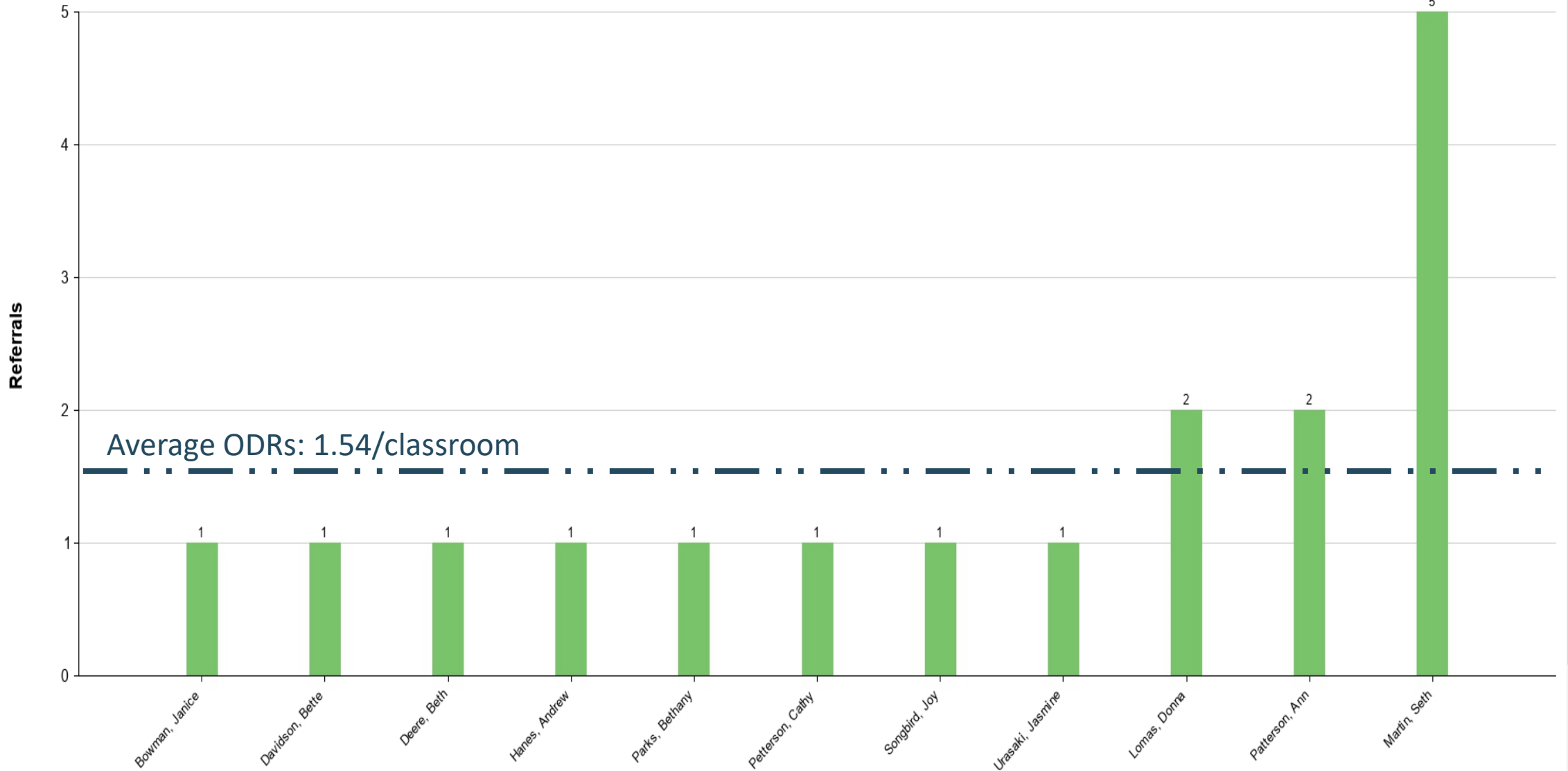


Look at Classroom-Level Data

Referrals by Staff

Confidential

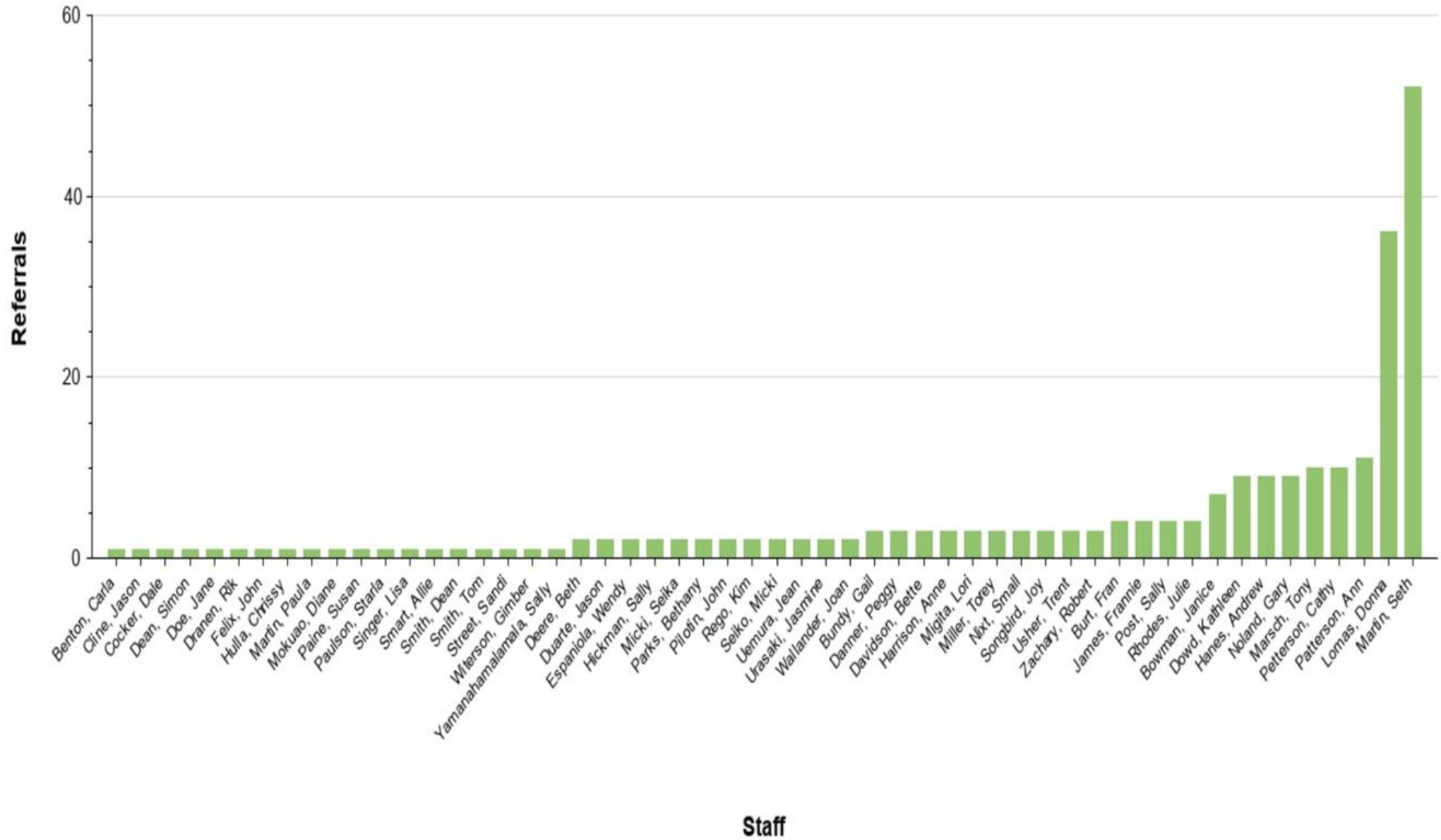
Drill Down



Referrals by Staff

Confidential

Drill Down



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)

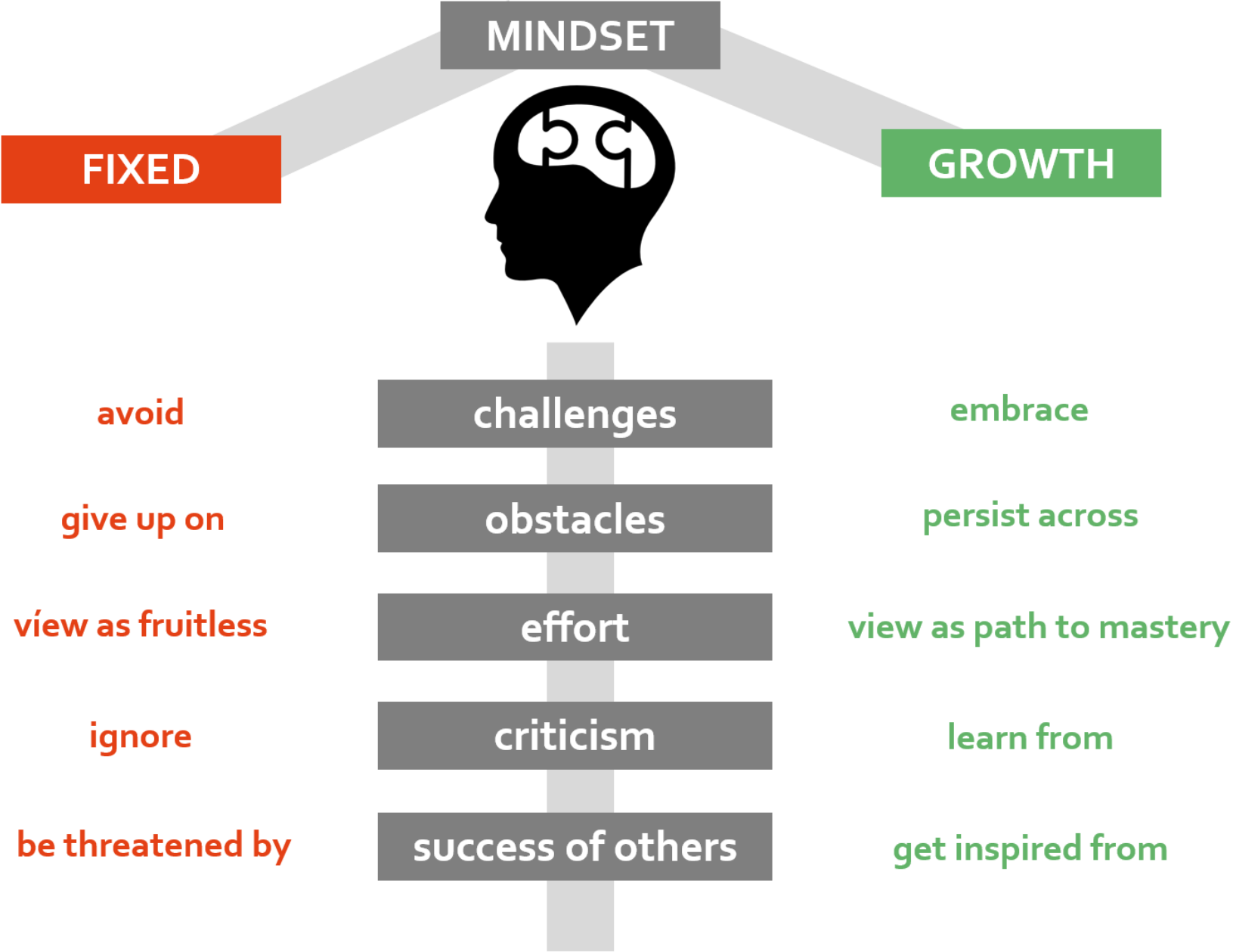
Reteach, practice with the student, then have the student practice

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

Children are likely to meet the *expectations* we set for them: High or Low



Adapted from "Growth Mindset," Carol Dweck, Ph.D.

This Photo by Unknown Author is licensed under [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/)

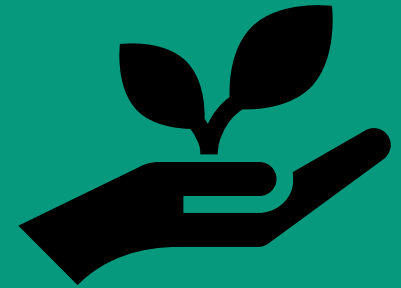
Culturally Responsive Teaching

“The process of using familiar cultural information and processes to scaffold learning.

Emphasizes communal orientation.

Focused on relationships, cognitive scaffolding, and critical social awareness.”

-Zaretta Hammond, [Culturally Responsive Teaching & the Brain](#) (2015)



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”)



[This Photo](#) by Unknown Author is licensed under [CC BY](#)

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.

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!"



This Photo by Unknown Author is licensed under CC BY-NC



#

This Photo by Unknown Author is licensed under CC BY-NC-ND

This Photo CC BY-SA

Recognize and Neutralize Implicit Bias

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



[This Photo](#)
[CC BY-NC](#)

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)



This Photo by Unknown Author is licensed under [CC BY-NC-ND](#)

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

Recognize and Neutralize Implicit Bias

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



This Photo by Unknown Author is licensed under [CC BY-NC-ND](#)

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



This Photo by Unknown Author is licensed under [CC BY-ND](#)

- 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

ALL students benefit from school-wide Tier I instruction and supports (such as teaching academic and behavioral expectations, career and technical competencies, and social emotional skills) to be prepared for career, college, and life.

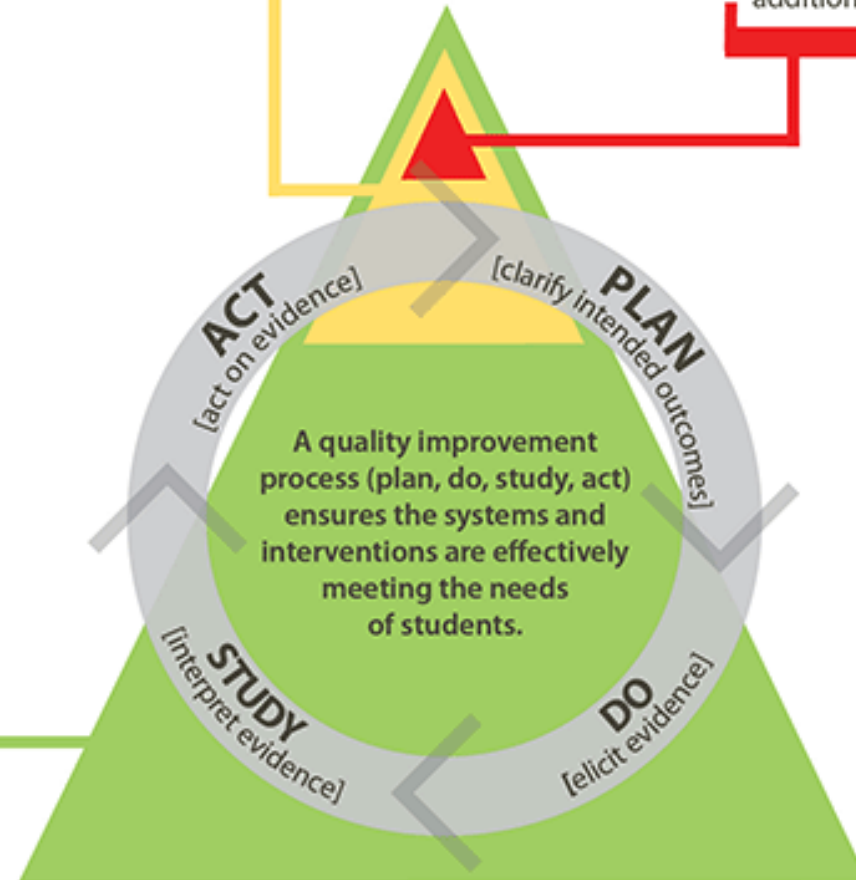
LEVEL 1

SOME students can benefit from supplemental Tier II instruction and supports (such as a reading or math intervention or behavioral check-in). These students are identified as needing more intensive or accelerated academic, career, behavioral, and/or mental health interventions in addition to Tier I services.

LEVEL 2

A SMALL NUMBER of students can benefit from intensive Tier III instruction and supports (such as those provided through community partnerships and specialized programs to provide more intensive or accelerated academic, career, behavioral, and/or mental health supports). These students may need case management or accelerated instruction in addition to Tier I services.

LEVEL 3



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, Nese, 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

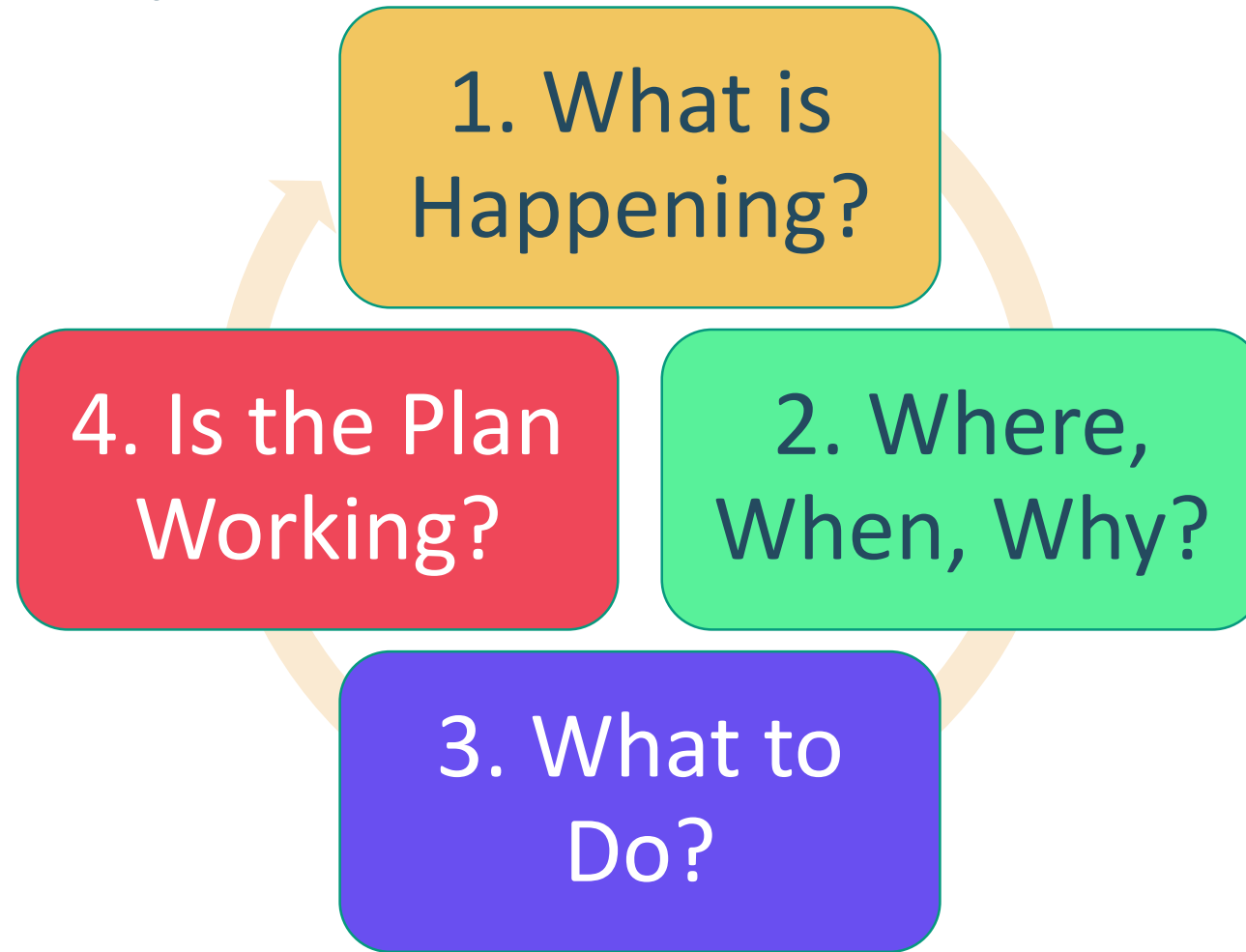


Looking at changes in students excluded, number of exclusions by group, and average and total exclusion days by group



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

Repeat the Cycle As Needed



Contact OSPI. I'm happy to help!

- Accessing and understanding your school/district data
- Conducting a Root Cause Analysis
- Planning and coaching
- Identifying and implementing research-based practices
- Setting goals and evaluating progress

Mark McKechnie, MSW

Senior Consultant on Equity
in Student Discipline

360.725.6039

mark.mckechnie@k12.wa.us



References

Chaparro, E.A., Nese, R.N.T., & McIntosh, K. (2015). [Examples of engaging instruction to increase equity in education](#). OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports.

Gregory, A., Skiba, R.J. & Mediratta, K. (2017). [Eliminating disparities in school discipline: A framework for intervention](#). Review of Research in Education, 41, 253-278.

Fabelo, T., Carmichael, D., Thompson, M.D., Marchbanks, M.P., Plotkin, M. & Booth, E.A. (2011). [Breaking school rules: A statewide study of how school discipline relates to students' success and juvenile justice involvement](#). Justice Center, The Council of State Governments & Public Policy Research Institute.

Hammond, Z. (2015). Culturally responsive teaching & the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students. Thousand Oaks, CA: Corwin.

Ispa-Landa, S. (2018). Persistently harsh punishments amid efforts to Reform: Using tools from social psychology to counteract racial bias in school disciplinary decisions. *Educational Researcher*, 47, 384-390.

McIntosh, K., Girvan, E. J., Horner, R. H., Smolkowski, K., & Sugai, G. (2018). [A 5-point intervention approach for enhancing equity in school discipline](#). OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports.

OSEP Technical Assistance Center for Positive Behavioral Interventions and Supports (2014). [Using Discipline Data within SWPBIS to Identify and Address Disproportionality: A Guide for School Teams](#)

Thomas J. Mowen, John J. Brent & John H. Boman IV (2019) [The Effect of School Discipline on Offending across Time](#), Justice Quarterly, DOI.

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>

Staats, C. (2014). Implicit racial bias and school discipline disparities: Exploring the connection. *Kirwan Institute Special Report*.
<http://kirwaninstitute.osu.edu/implicit-bias-training/resources/ki-ib-argument-piece03.pdf>

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 \(NCSSLE\)](#)

