Using SWIS Equity Reports to Investigate Disproportionality

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Northeast PBIS Network Leadership Forum

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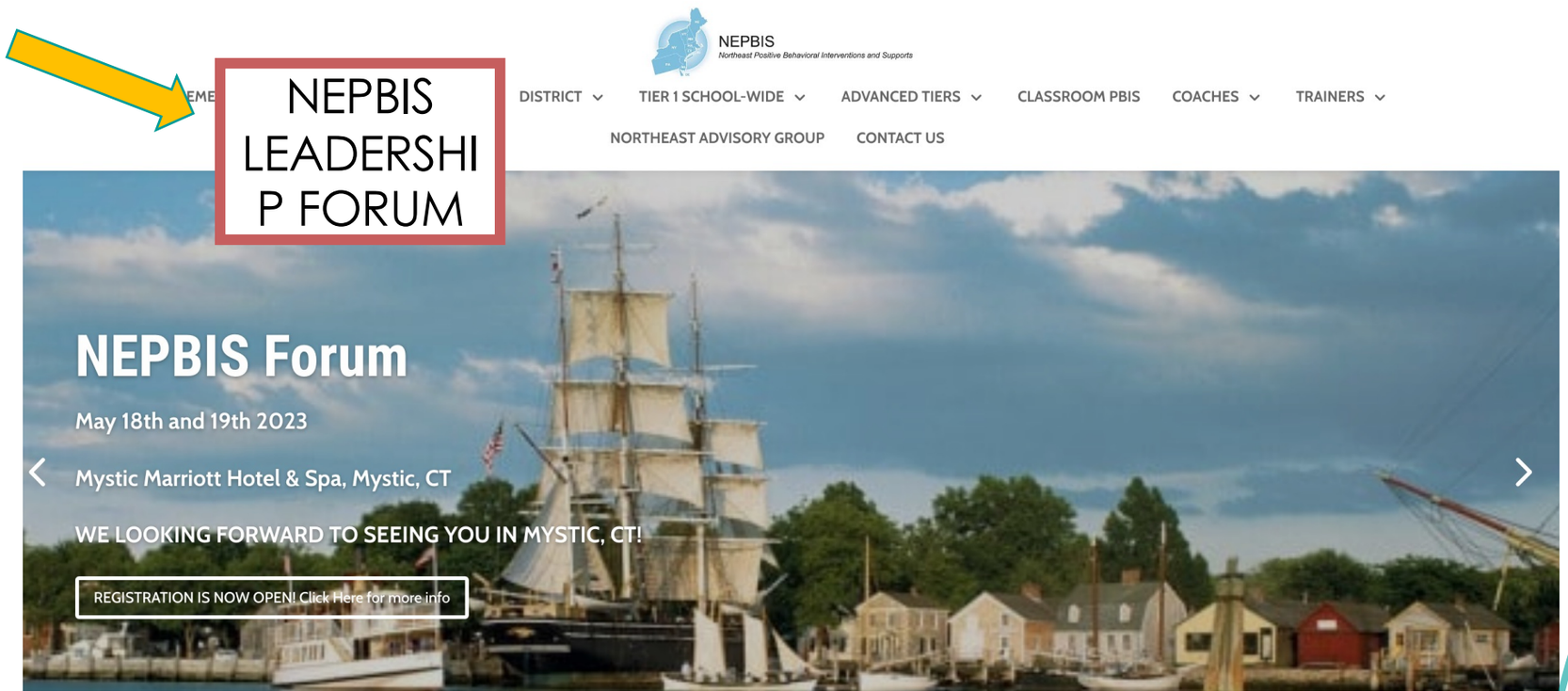
Access Conference Program and Session Materials at NEPBIS.org



Agenda

Purpose:

To assist schools in using:

- SWIS Equity reports to identify potential areas of disproportionality
- SWIS Drill Down tool to help define problems with precision

Essential Learner Outcomes (ELOs)

- Describe the importance of considering disproportionality in behavioral data
- Navigate the use of the five graphs in the SWIS Equity report
- Use the SWIS Data Drill Down tool to enhance decision making

Connection of the Presentation Topic to TFI 3.0 Item(s):

CLASSROOM IMPLEMENTATION OF PBIS

1.17 Decision making with Behavior Data:

Tier 1 leadership team has access to behavior data (e.g., discipline referrals, removal from assigned instructional environment, suspensions, expulsions) that includes (a) all information relevant for decision making (e.g., behavior, date/time, location, student), (b) perceived function, and (c) disciplinary actions organized by the behavior type, frequency of events over time (per day per month), location, time of day, consequence, and by individual student, and uses discipline data at least monthly to develop and regularly re-evaluate a profile of overall strengths and needs that informs the development and delivery of equitable Tier 1 foundational and classroom practices (Items 1.3-1.10).

Foundational Statements

- Schools want good outcomes for all their students.
- By and large, the profession is not purposely leaving anyone behind.
- But unfortunately, the outcomes are not always equitable for everyone, which means….
- That some students and student groups have outcomes that are different or disproportionate when compared to others.

Disproportionality

When a group is over- or underrepresented in a category differently than what we might expect.

Racial and Ethnic Overrepresentation

- Identification for Special Education
- Receiving office discipline referrals
- Receiving a school suspension or expulsion

Racial and Ethnic Underrepresentation

- Identification for Talented and Gifted classes
- Identification for Advanced Placement classes
- Opportunities for resource access

ACLU **Infographic**, (2017)

Research Basis

Disproportionate outcomes related to school discipline for children in grades PreK-12 are well documented.

- U.S. Department of Education, 2016
- Losen & Gillespie, 2012
- Fabelo et al., 2011
- Shaw & Braden, 1990
- Children's Defense Fund, 1975

Causes of Disproportionality?

Poverty

- Affects students of color disproportionately
- When controlling for poverty, studies show poverty alone does not fully explain disproportionate outcomes for students of color…race is also a factor.

Unequal educational opportunity

- Students of color are often limited by poor facilities and inadequate resources
- Underrepresented in curriculum and see fewer highly qualified teachers

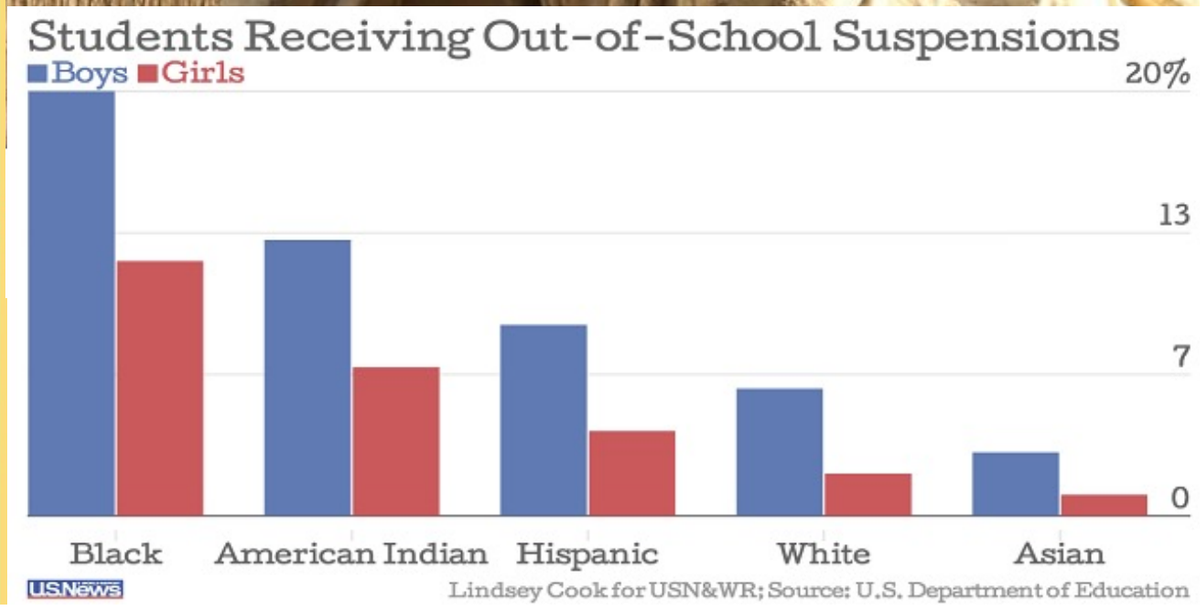
Behavior

- Though disciplined at a higher rate, no evidence that this disparity is due to higher rate of misbehavior by students of color
- Black students punished more severely for less serious and more subjective behaviors

The Equity Project at Indiana University webpage, (2017)

Data on Disproportionality in School Discipline

PBISApps



Research Basis

Civil Rights Data Collection (CRDC) for 2015-16

K-12

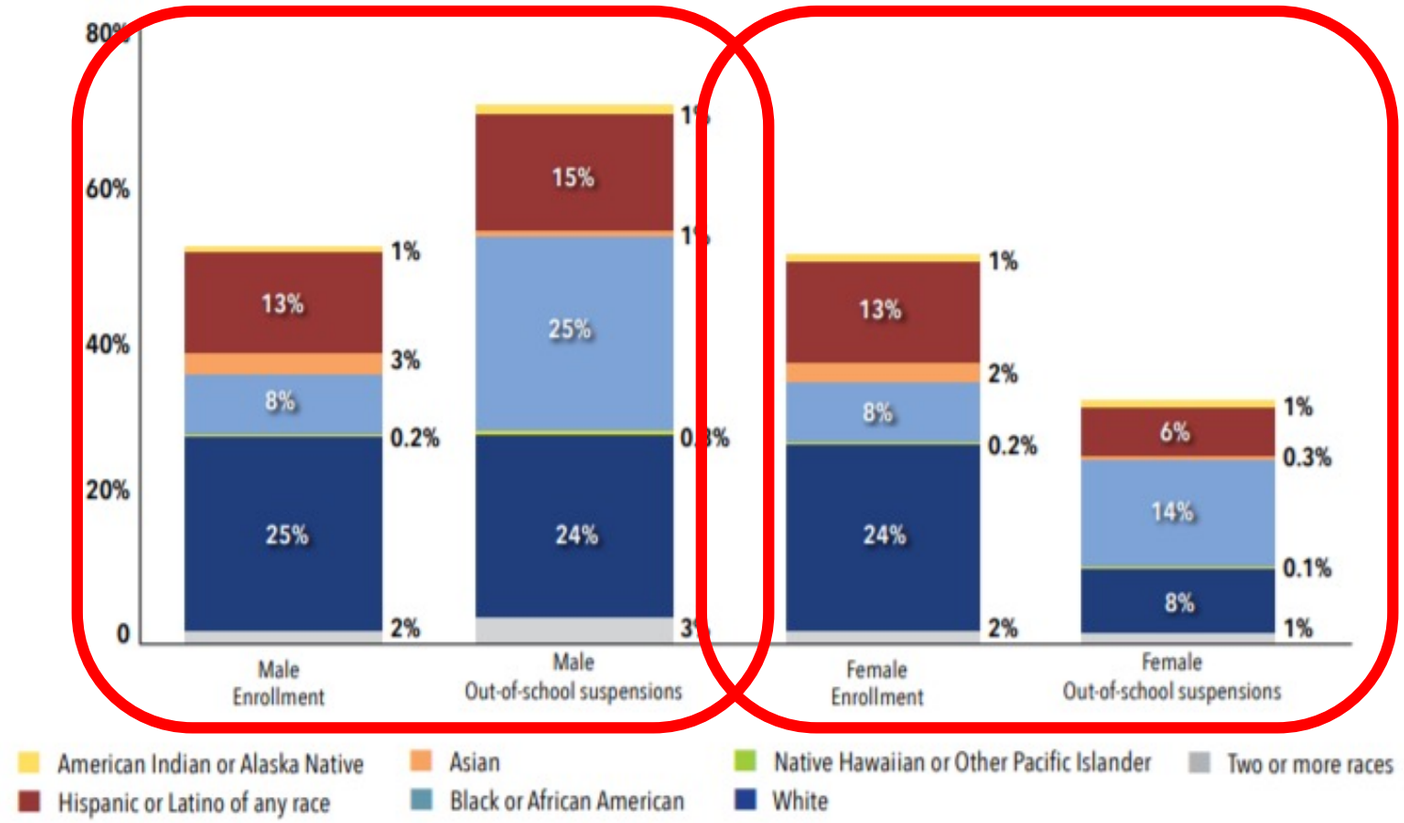
- 2.7 million K-12 students (5-6%) were suspended one or more times
- Black students represent 15% of students enrolled, but…
  - 22% of students disciplined for harassment or bullying
  - 39% of students suspended out of school
  - 31% of students referred to law enforcement or subjected to school-related arrests
  - 33% of students expelled

(*2015-16 Civil Rights Data Collection: School Climate and Safety* . U.S Department of Education, Office of Civil Rights. 2018)

2015-16 Out-of-School Suspensions

Out-of-School Suspensions by Race and Gender

FIGURE 13: Percentage distribution of students receiving one or more out-of-school suspensions, by race and sex

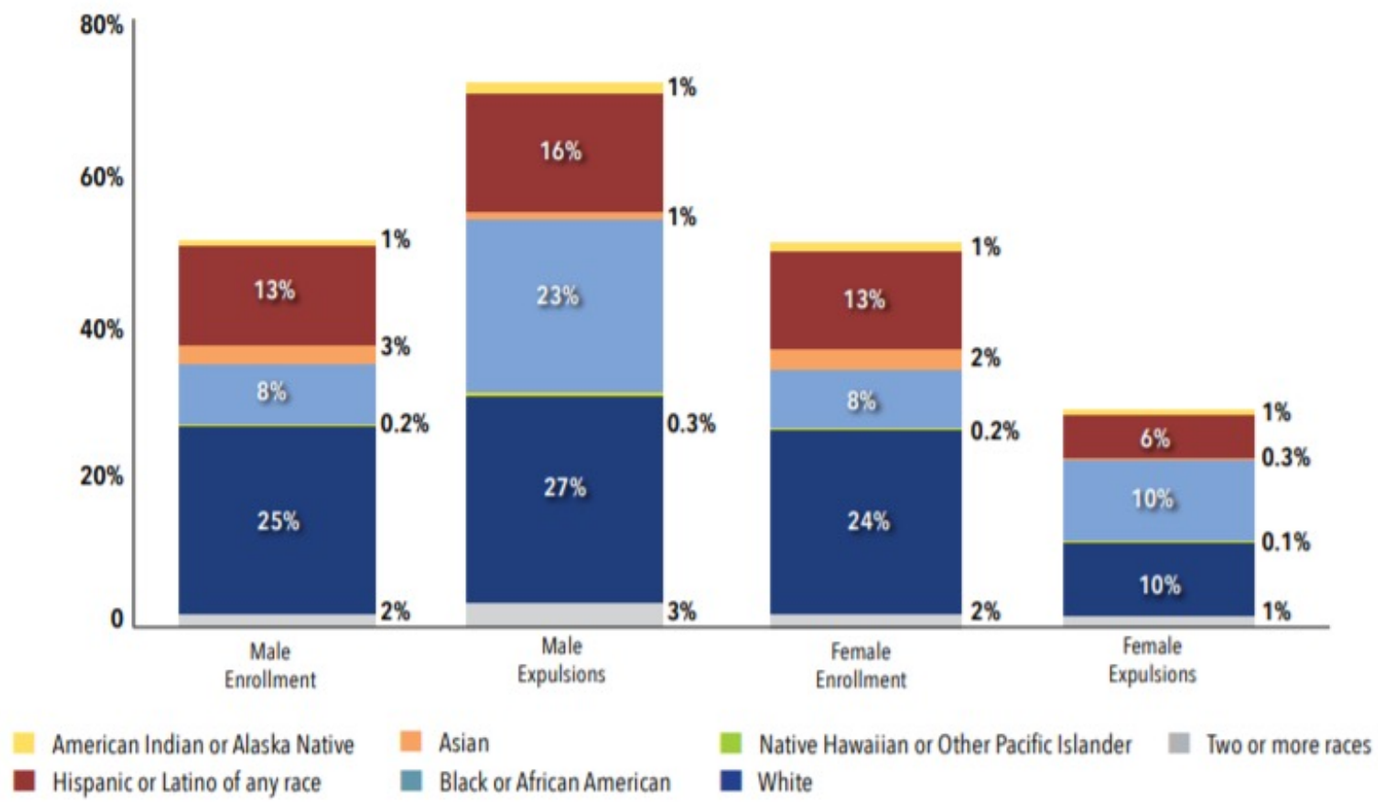


NOTE: Data may not add up to 100 percent due to rounding.
SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2015–16.

2015-16 Expulsions by Race and Gender

Expulsions
by Race and Gender

FIGURE 15: Percentage distribution of students receiving expulsions, by race and sex



NOTE: Data may not add up to 100 percent due to rounding.
SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2015–16.

Research Basis

Exclusionary Consequences

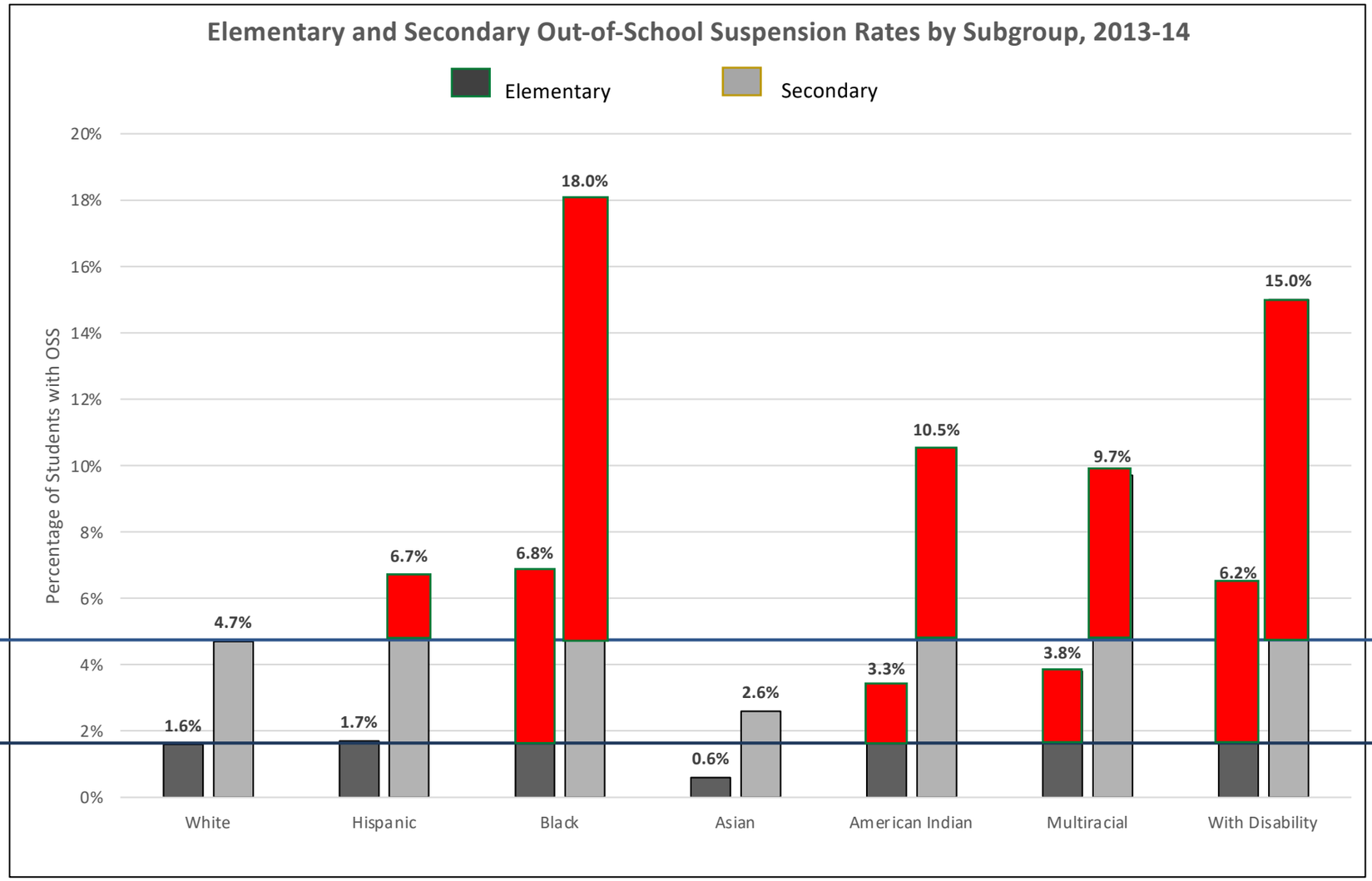
- Disproportionately affect students of color

- Lead to negative outcomes
  - Lower academic achievement
  - Lower graduation rates
  - Increased likelihood of contact with the juvenile justice system

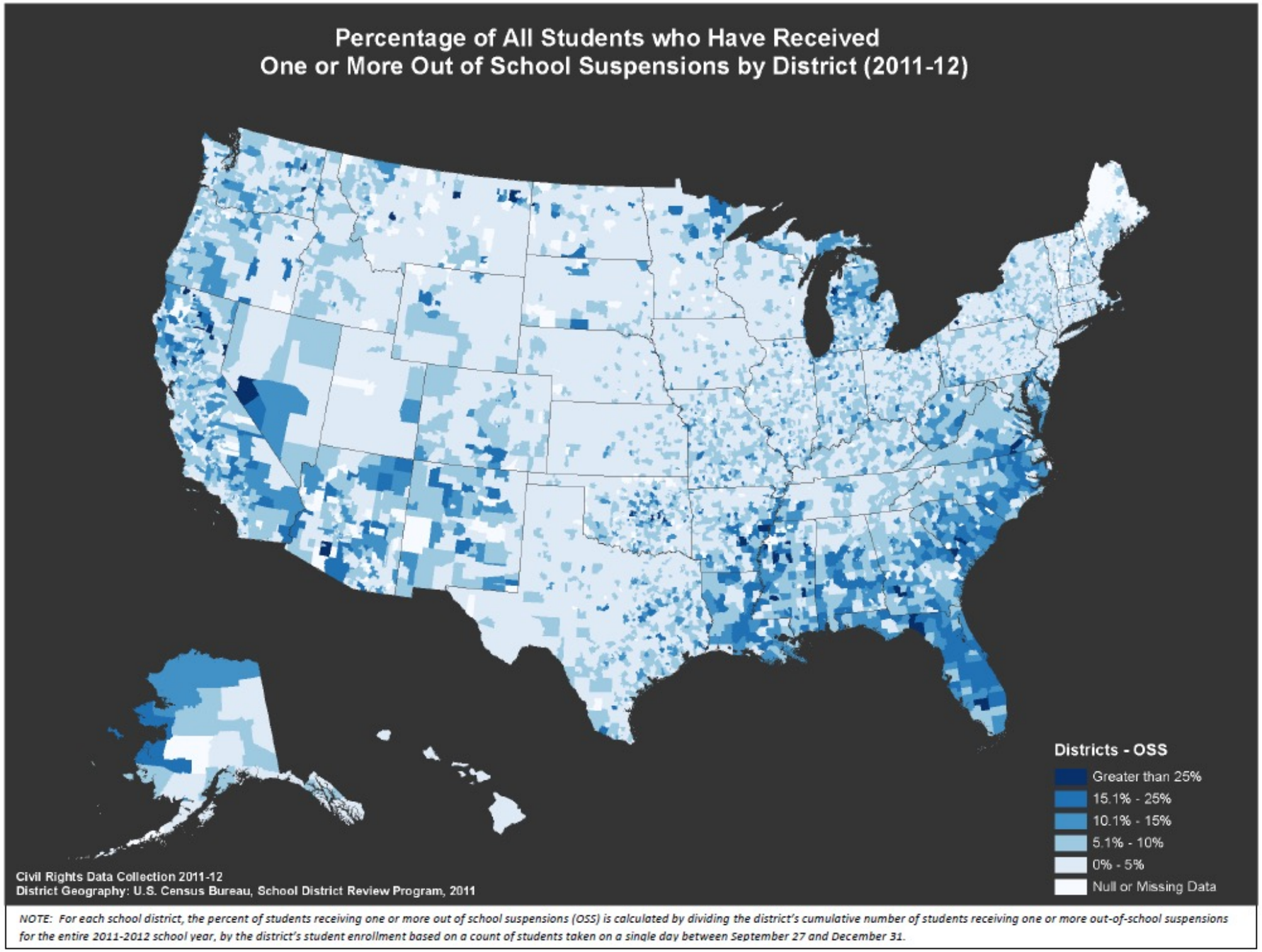
Breaking Schools' Rules, (2011)

ACLU Infographic, (2017)

Disproportionality in School Discipline



US GAO (2018)



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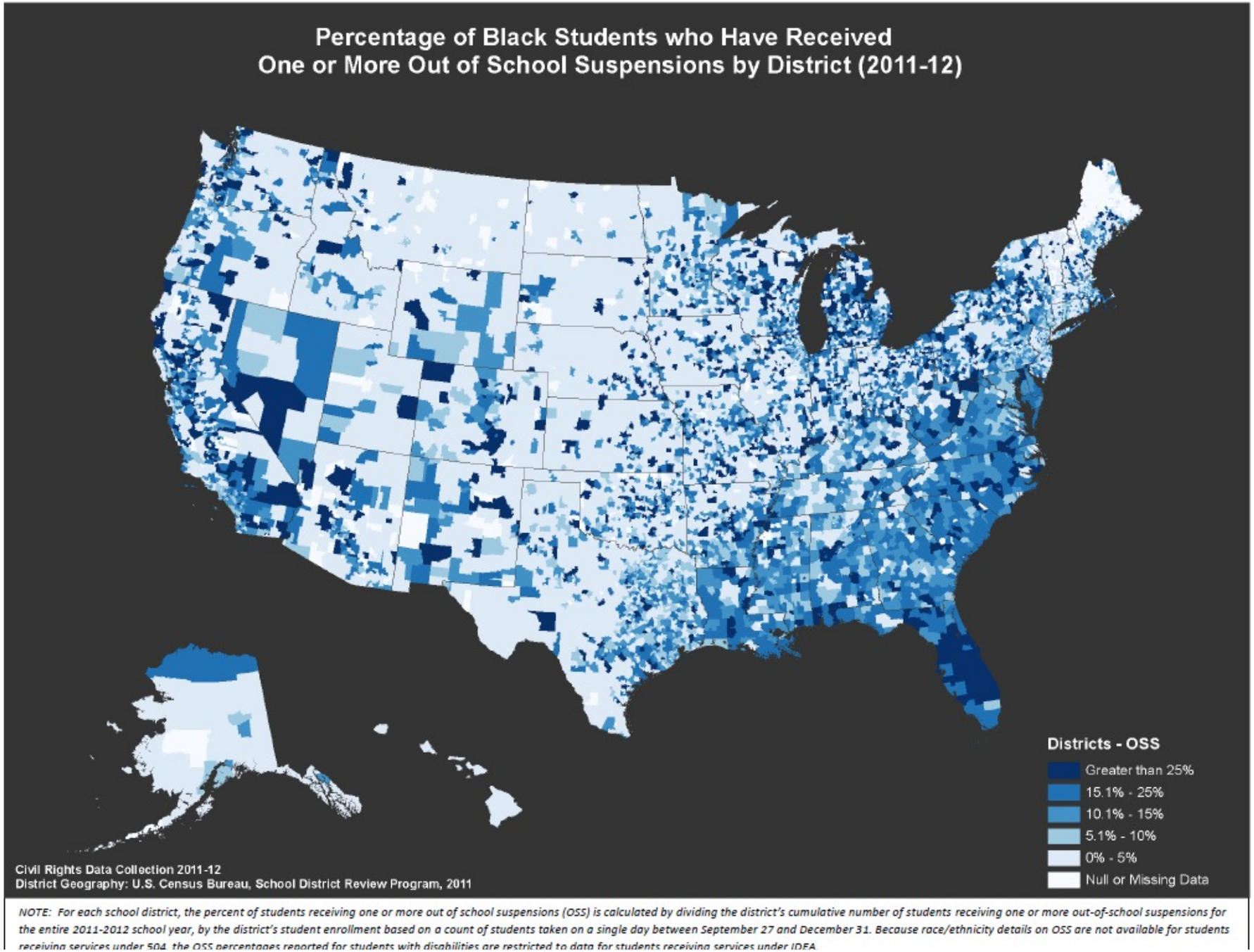
Out-of-School Suspensions

All Students

Districts - OSS
Greater than 25%
15.1% - 25%
10.1% - 15%
5.1% - 10%
0% - 5%
Null or Missing Data



NOTE: For each school district, the percent of students receiving one or more out of school suspensions (OSS) is calculated by dividing the district's cumulative number of students receiving one or more out-of-school suspensions for the entire 2011-2012 school year, by the district's student enrollment based on a count of students taken on a single day between September 27 and December 31. Because race/ethnicity details on OSS are not available for students receiving services under 504, the OSS percentages reported for students with disabilities are restricted to data for students receiving services under IDEA.

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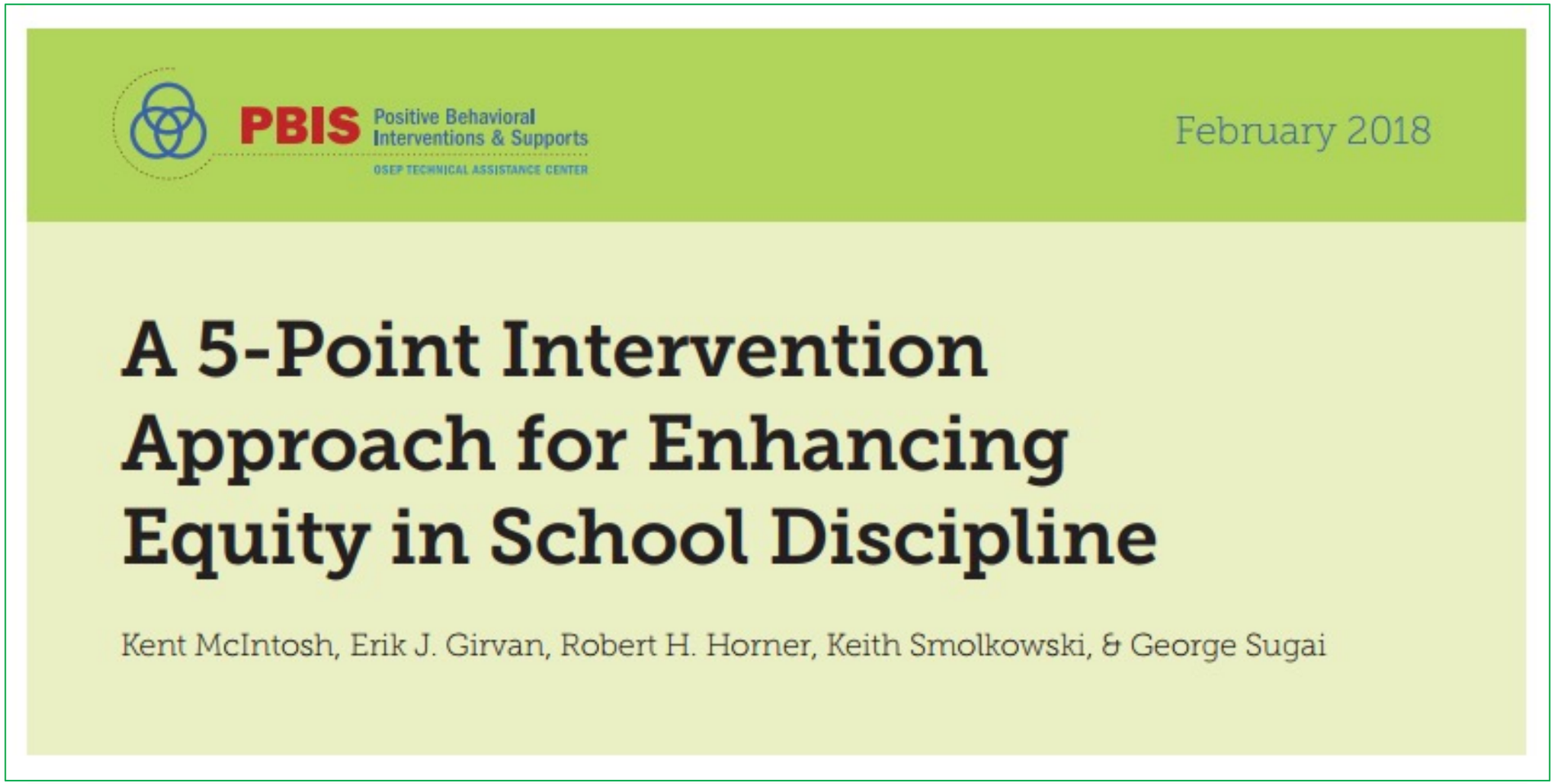
Out-of-School Suspensions

Black Students

Districts - OSS
Greater than 25%
15.1% - 25%
10.1% - 15%
5.1% - 10%
0% - 5%
Null or Missing Data



1. Collect, Use, and Report Disaggregated Discipline Data
2. Effective Instruction
3. School-wide PBIS
4. Policies with Accountability for Disciplinary Equity
5. Teach Neutralizing Routines for Vulnerable Decision Points

PBIS Positive Behavioral Interventions & Supports
OSEP TECHNICAL ASSISTANCE CENTER

September 2014

Using Discipline Data within SWPBIS to Identify and Address Disproportionality: A Guide for School Teams

The Data Guide Identified:

1. Data Needed for Investigating Disproportionality
2. Four-step Problem Solving Model
3. Metrics to Use to Monitor Disproportionality
4. Bias in Decision Making – Explicit vs Implicit
5. Vulnerable Decision Points

Problem Identification for Disproportionality

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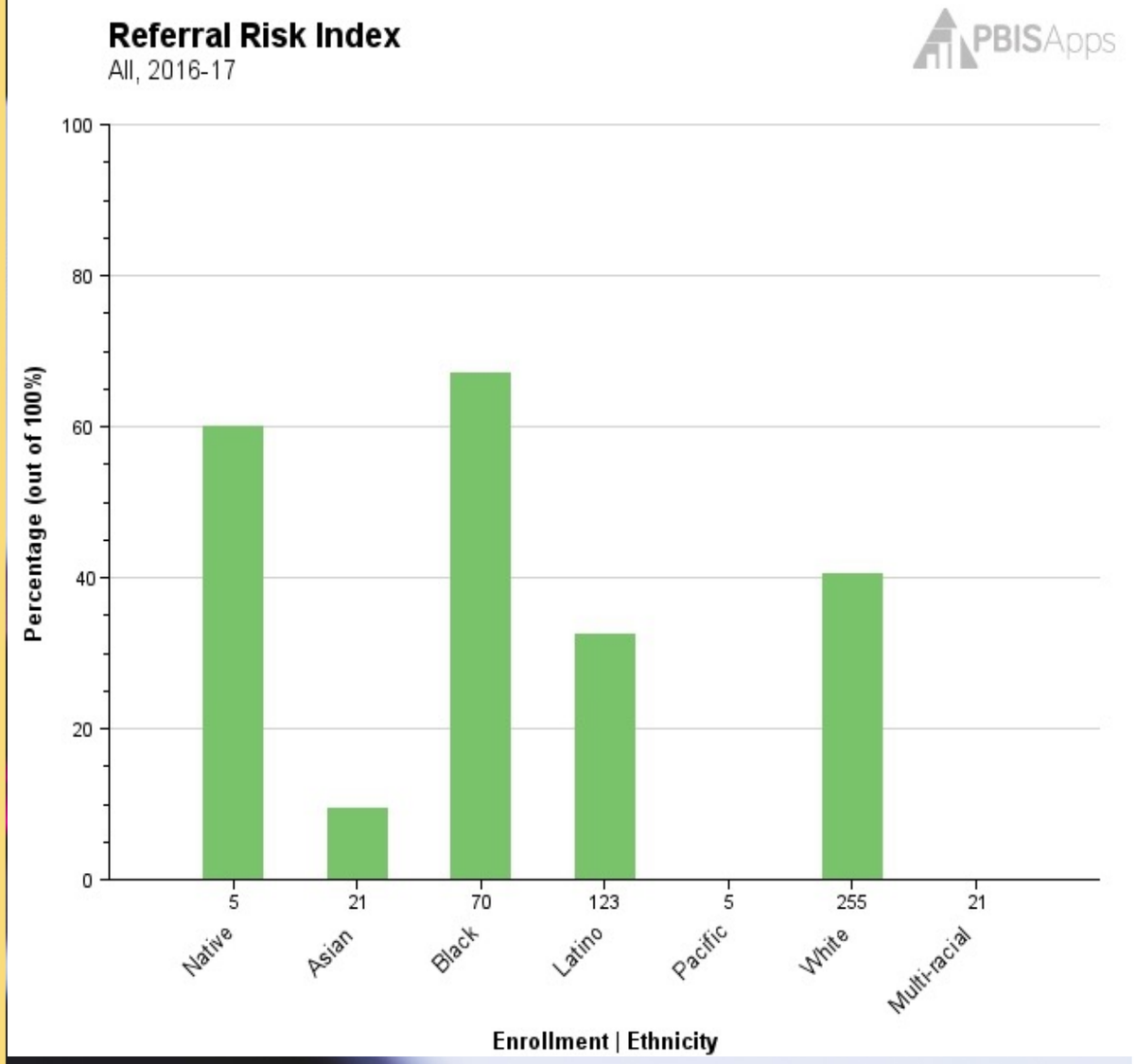
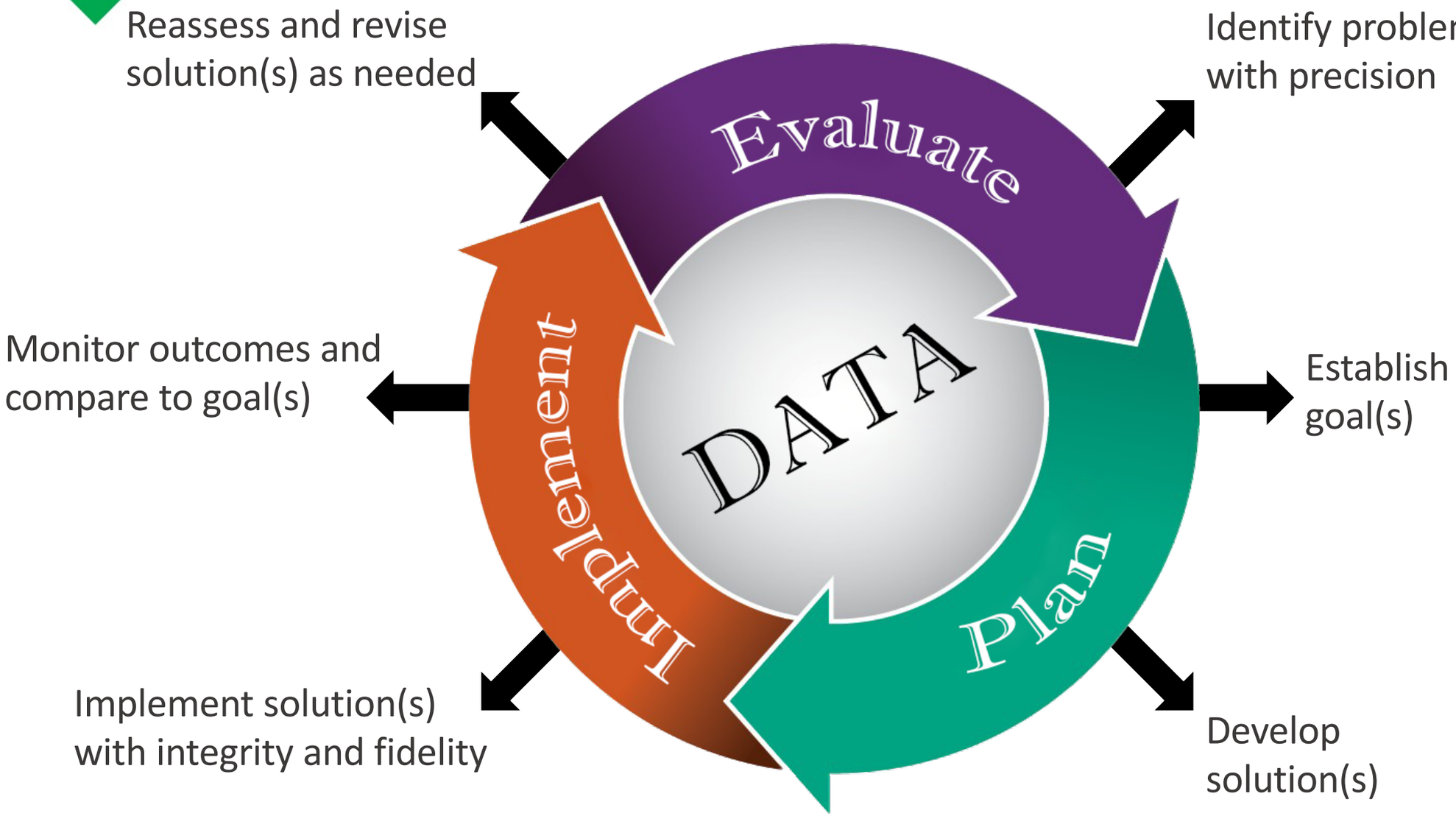


Continuous Quality Improvement



How do we measure disproportionality?

- What is necessary?
- What is recommended?
- How and where can we get this information?

Behavior Incident Records

Records of behavioral incidents (office discipline referrals, ODRs) are commonly used as an indicator of school environments.

(Irvin, Tobin, Sprague, Sugai, and Vincent, 2004)

Office discipline referrals help identify:

- Who was involved, What happened, When, Where, How often, and Why
- Consequence

Consequences or outcomes of those behavioral incidences range from:

- Record of the incident
- Teacher or Administrator conference with student and/or parents
- Compensatory activity (e.g., apology, community service, loss of privilege)
- Exclusionary discipline (e.g., ISS, OSS, expulsion)

Problem Identification for Disproportionality

Problem identification involving disproportionality requires comparing rates of discipline across racial/ethnic subgroups.

It is important to use multiple metrics when viewing disproportionality. (IDEA Data Center, 2014)

Disproportionality may be hidden if only one metric or way of counting data is used.

Additional report to the Data Guide

The Data Guide currently recommends using at least:

- Relative Measure: Risk Index
- Relative Measure: Risk Ratio
- Composition Report: Students with Referrals
- Composition Report: Total Referrals

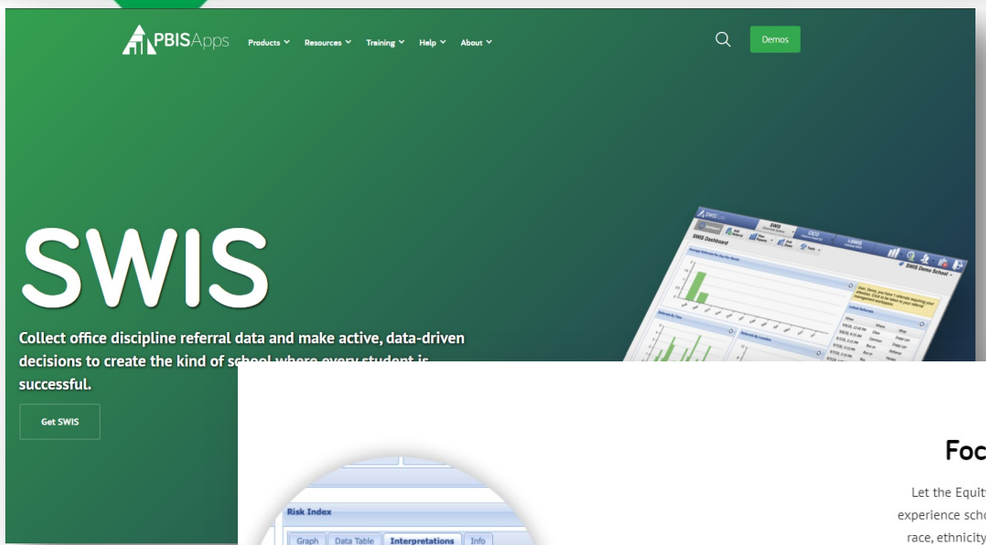
An upcoming revision of the Data Guide will add:

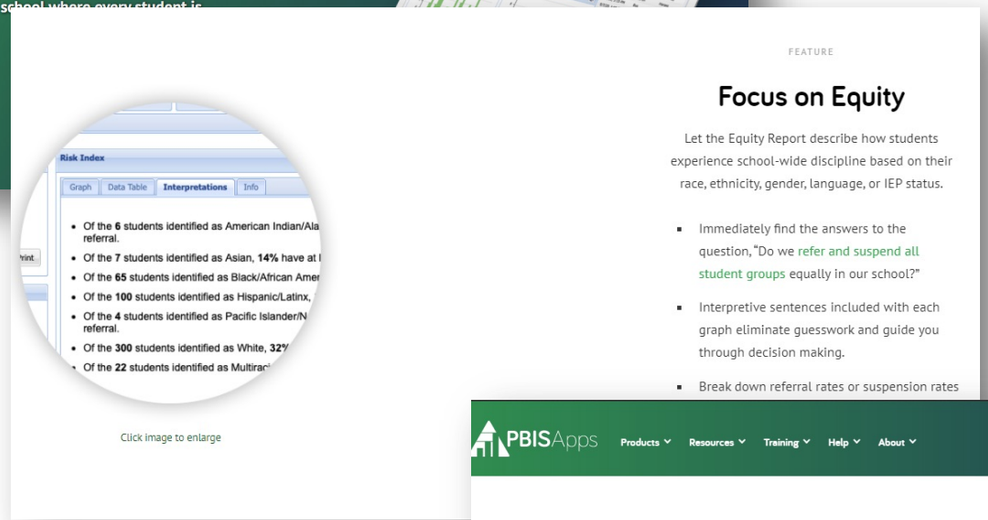
- Absolute Measure: Rate ODRs per Student

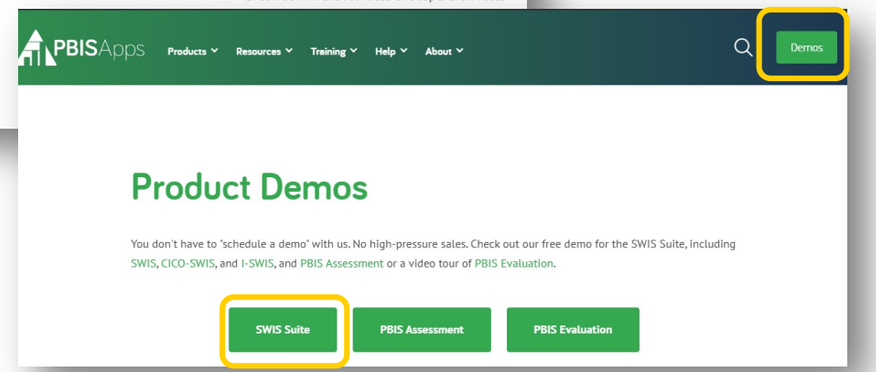
SWIS Equity Reports

PBISApps

SWIS as a Resource for Disproportionality



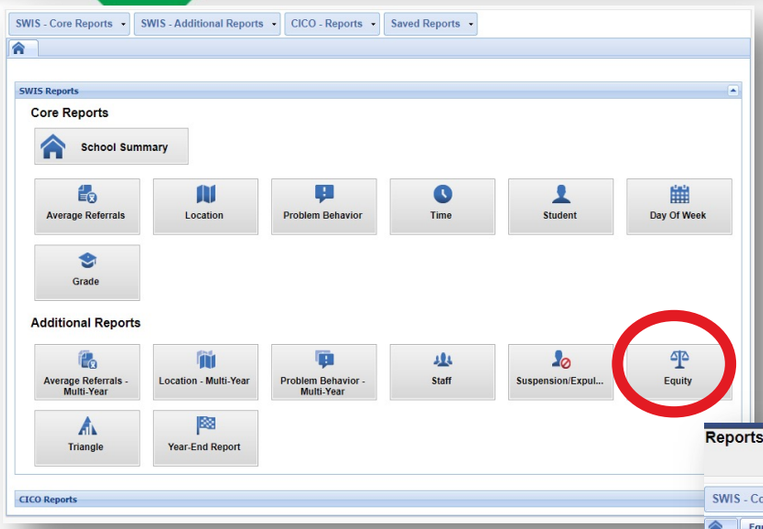


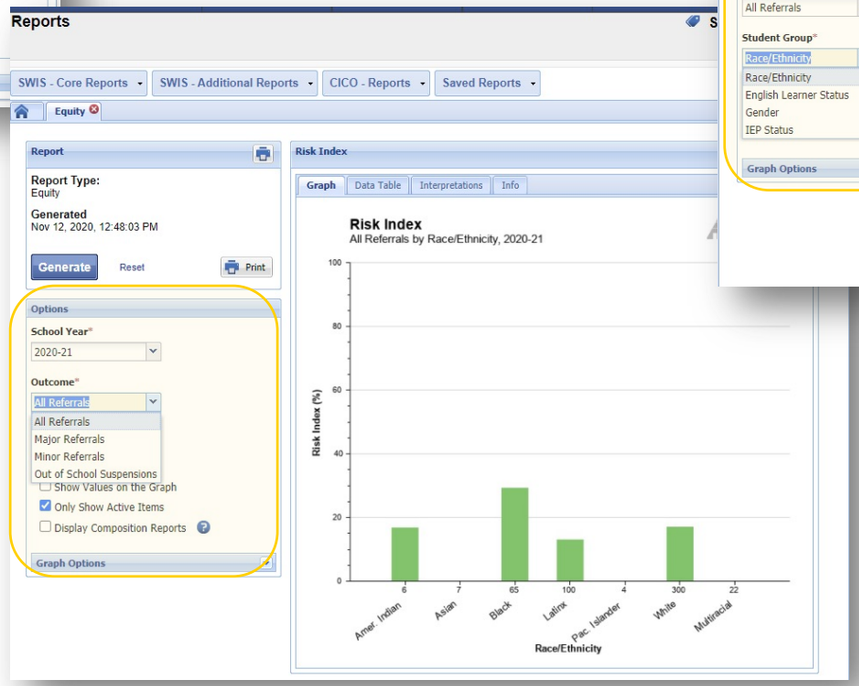


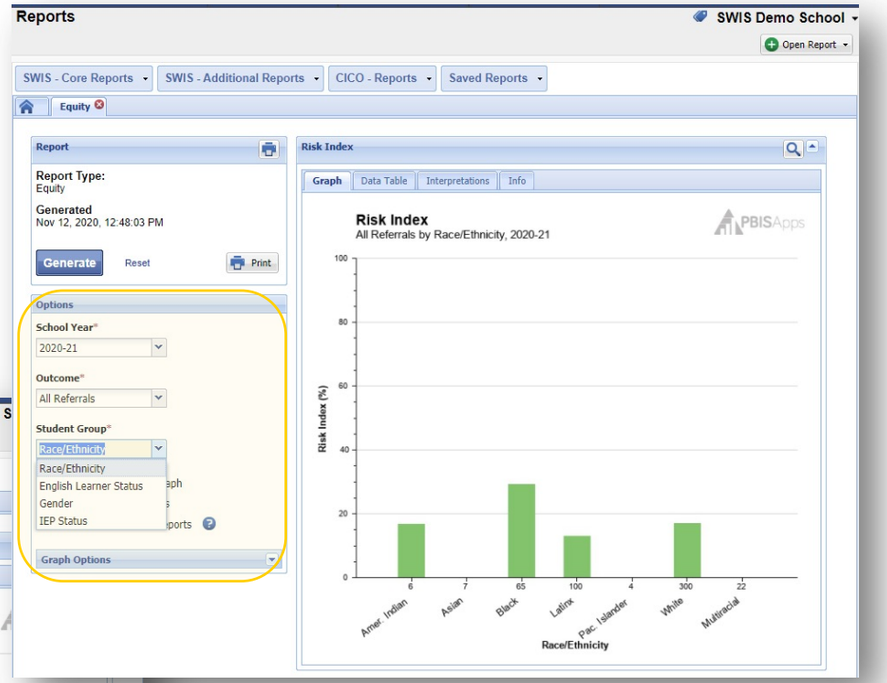
The Quick Tour

- PBISApps.org
- Demo Account
- SWIS Dashboard
- View Reports
- Equity
- Settings
  - Enrollment
  - Comparator Group
- Drill Down Tool
- Resources
- Support

SWIS Reports



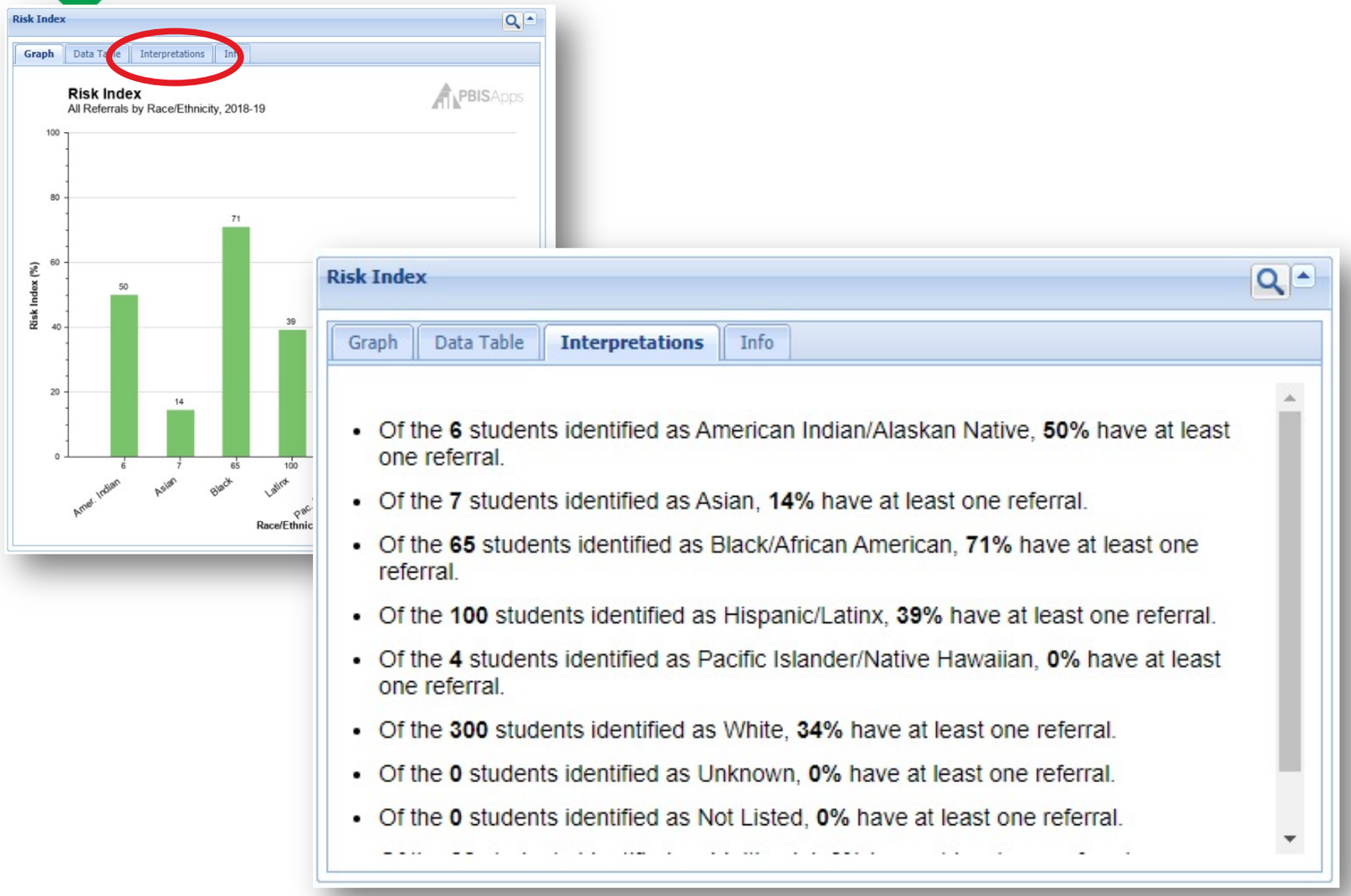




Highlights of Modifications:

- Change report title from "Ethnicity" to "Equity"
- Added to Outcomes
- Added to Student Sub-groups

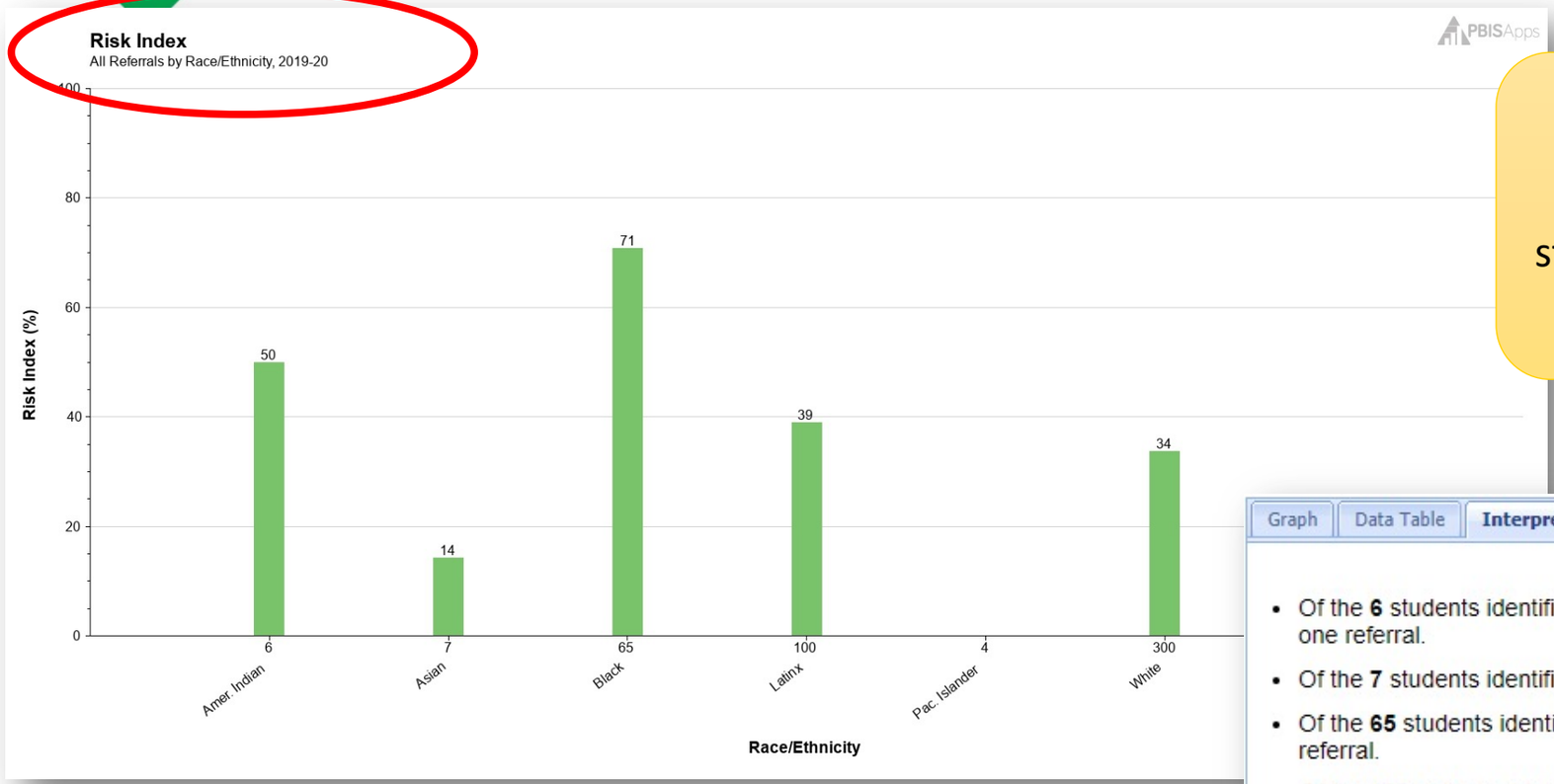
Interpretation Sentences Added



Sentences added that:

- Interpret the graph content
- Are dynamic to group and outcome
- Make it easier for user to understand the data

Graph #1 Risk Index



Big Idea:

Calculates the percentage of students in each subgroup who have received a specified outcome

Graph | Data Table | **Interpretations** | Info

- Of the **6** students identified as American Indian/Alaskan Native, **50%** have at least one referral.
- Of the **7** students identified as Asian, **14%** have at least one referral.
- Of the **65** students identified as Black/African American, **71%** have at least one referral.
- Of the **100** students identified as Hispanic/Latinx, **39%** have at least one referral.
- Of the **4** students identified as Pacific Islander/Native Hawaiian, **0%** have at least one referral.
- Of the **300** students identified as White, **34%** have at least one referral.
- Of the **22** students identified as Multiracial, **0%** have at least one referral.

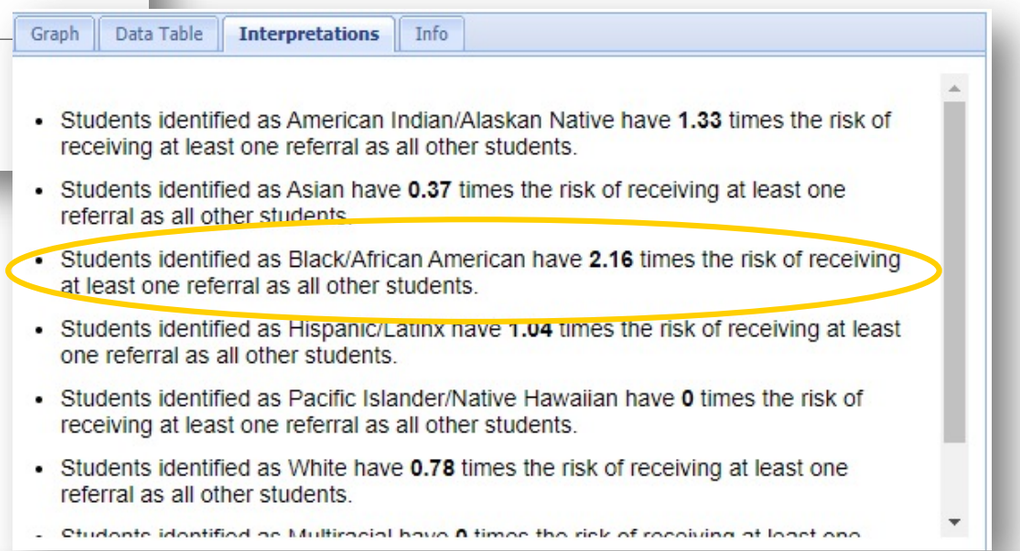
Graph #2 Risk Ratio

Big Ideas:

Calculates the risk index of one group divided by the risk index of a comparison group

1.0 is equal risk
>1.0 is over-representation
<1.0 is under-representation

All Other Students defaults as the comparison group



Is 2.16 times the risk….bad?

Well, 1.0 would be an even chance or equitable outcomes.

- What is bad?
- 1.01, 1.5, 2.0, 3.0, 4.0….. ?
- What is the threshold for bad?
- What is "significant disproportionality?"

ED, OSEP, and Disproportionality

PBISApps

Currently, there is no national threshold for significant disproportionality.

ED, OSEP, IDEA, and Disproportionality

45 states used some form of risk ratio as their methodology to report disproportionality.

But criteria for threshold of "significant disproportionality" ranged widely:

- **Seven** states chose a risk ratio that exceeds 3.0
- **Sixteen** states chose a risk ratio that exceeds 4.0
- **Seven** states chose a risk ratio that exceeds 5.0

Almost half the nation (23 states) found significant disproportionality
only if it was four times or more likely for a group to be at risk than another group.

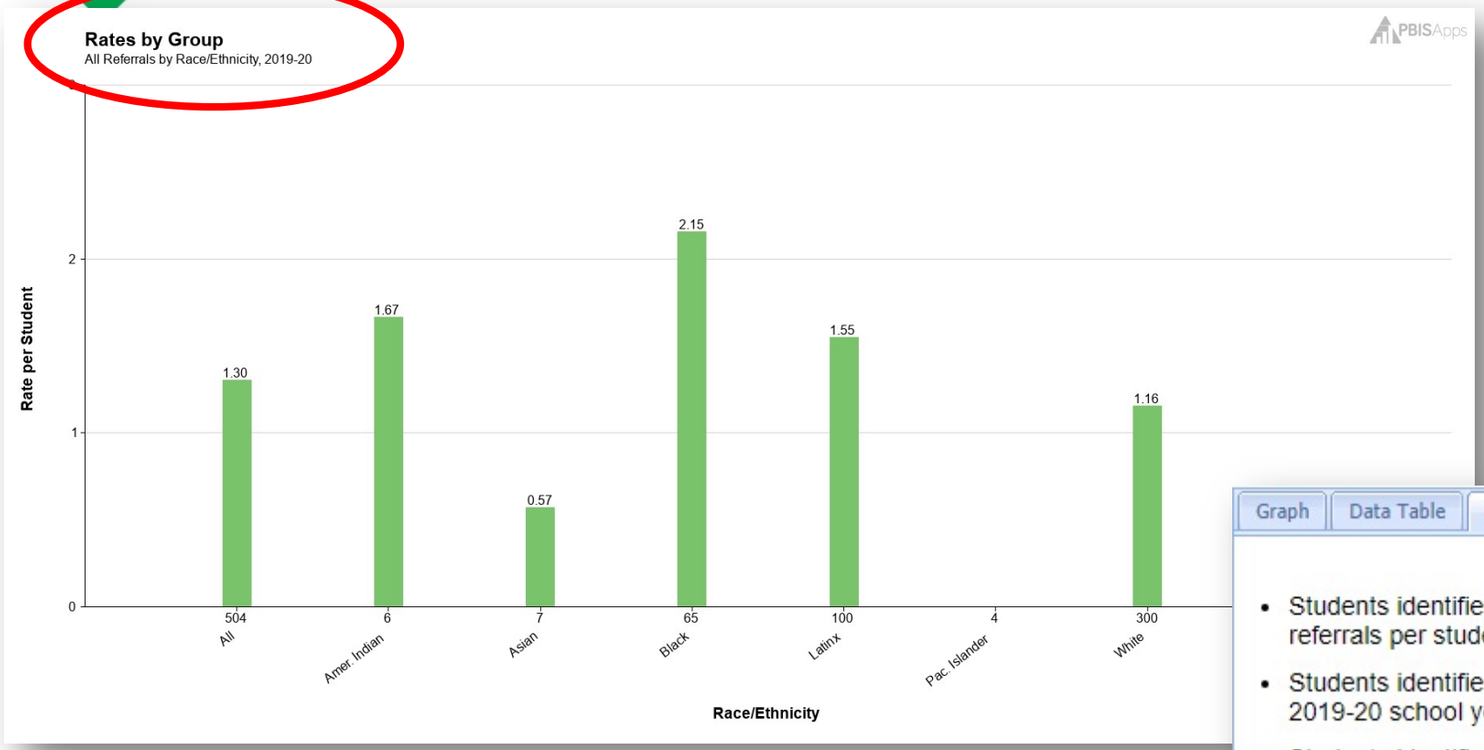
Possible Risk Ratio Goals for Schools

- Improvement over previous years at same school
- Local, state, or national norms
  - 2011-12 SWIS Median Risk Ratio
    - African American to White = 1.84
    - 25th percentile = 1.38
- Logical criterion
  - Equal Employment Opportunity Commission (EEOC)
    - Risk ratio range between .80 and 1.25
- State threshold for "significant disproportionality"

Content Checkpoint:

What is your local or state threshold for "significant disproportionality"?

Graph #3 Rates by Group



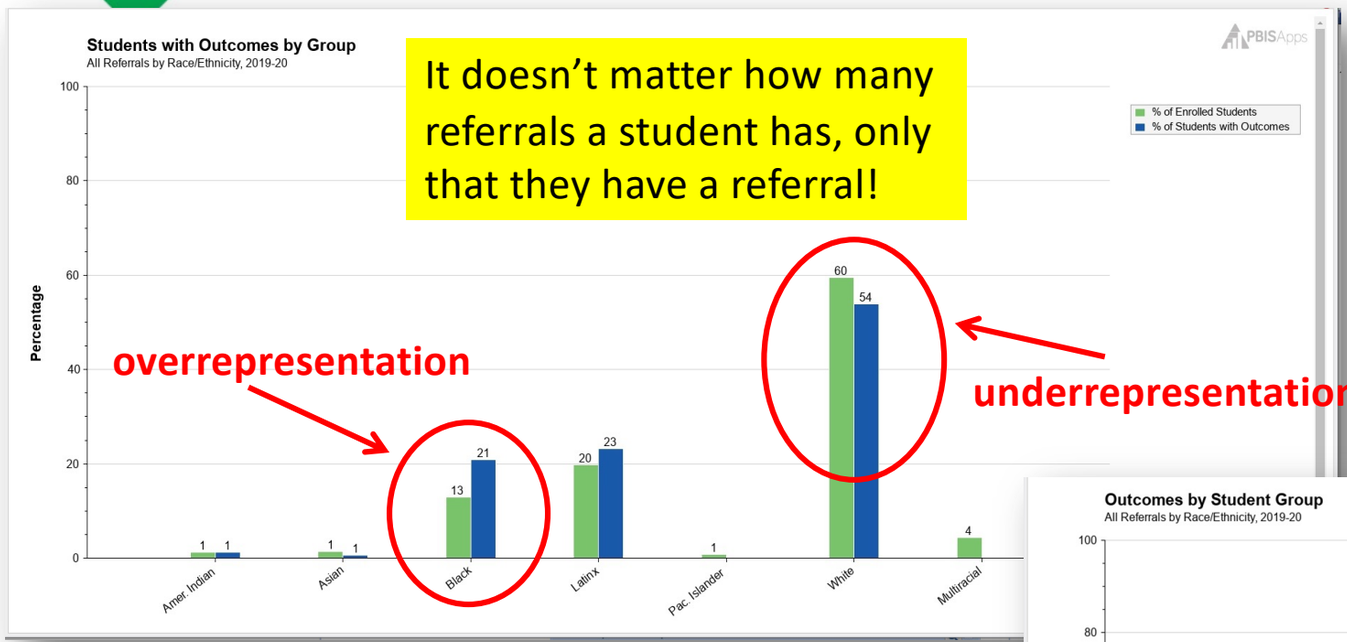
Big Ideas:

Calculates the **average rate** at which each student (within that subgroup) is likely to receive a certain outcome

Graph | Data Table | **Interpretations** | Info

- Students identified as American Indian/Alaskan Native receive an average of **1.67** referrals per student in the 2019-20 school year.
- Students identified as Asian receive an average of **0.57** referrals per student in the 2019-20 school year.
- Students identified as Black/African American receive an average of **2.15** referrals per student in the 2019-20 school year.
- Students identified as Hispanic/Latinx receive an average of **1.55** referrals per student in the 2019-20 school year.
- Students identified as Pacific Islander/Native Hawaiian receive an average of **0** referrals per student in the 2019-20 school year.
- Students identified as White receive an average of **1.16** referrals per student in the 2019-20 school year.
- Students identified as Multiracial receive an average of **0** referrals per student in

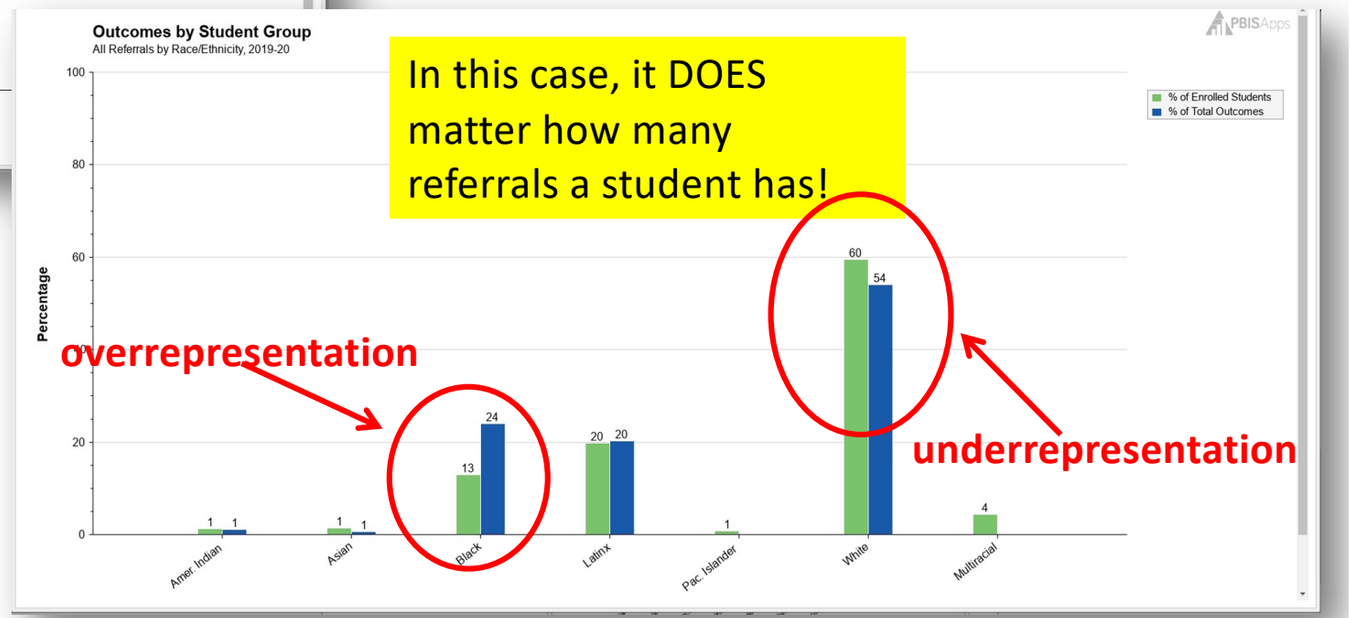
Graph #4 and Graph #5: Composition Reports



Big Ideas:

Tell us about the context of what is going on

Look for **proportional representation**



Evaluation Time Frame:

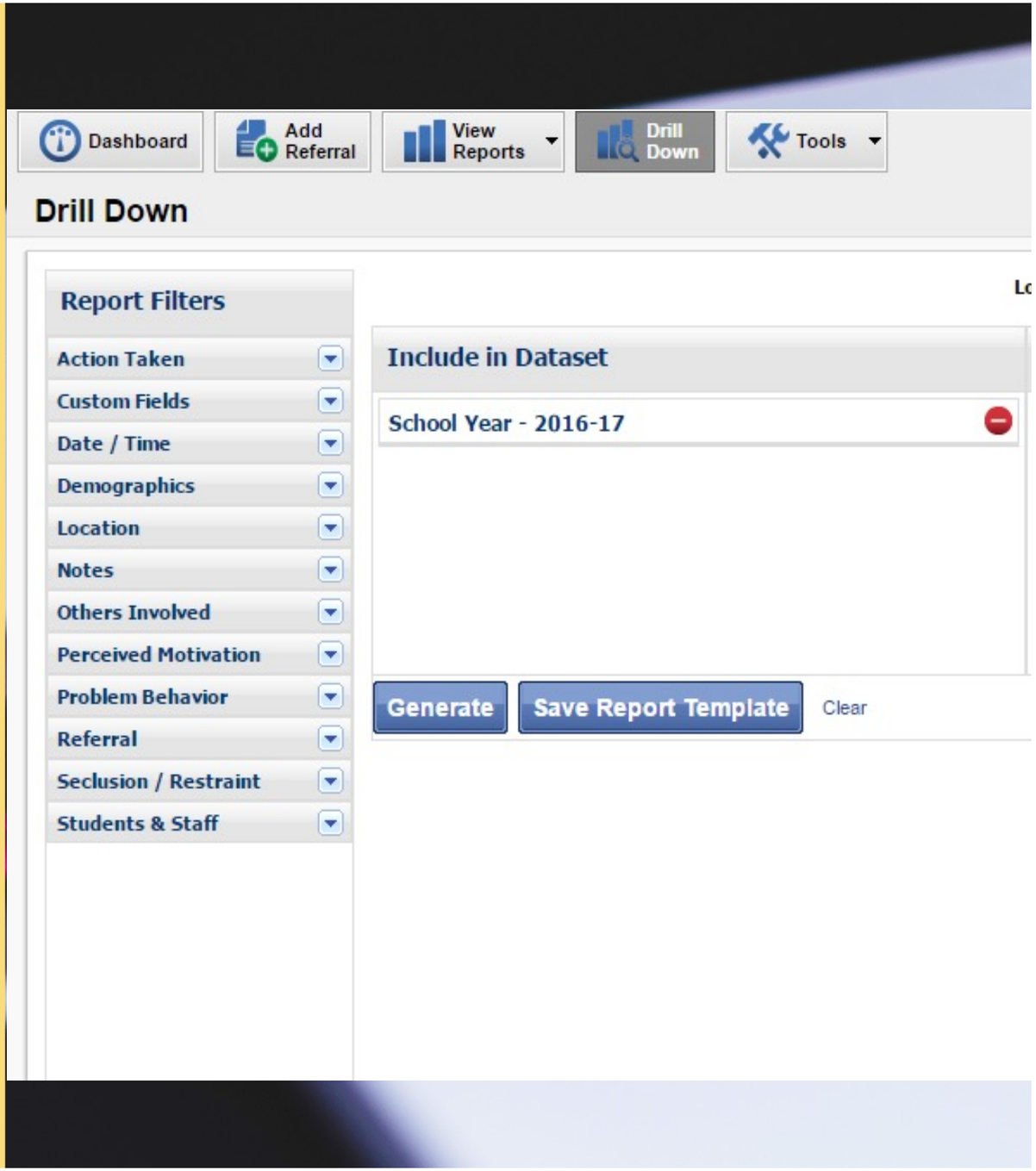
Identify time periods for regularly evaluating and analyzing disproportionality.

Caution: Disproportionality metrics may not be sensitive to rapid change.

- Consider monthly assessment of plan implementation & quarterly assessment of disproportionality metrics.
- Avoid relying on risk indices as they will increase throughout the year.
- Use multiple measures to ensure that you are tracking the real picture.

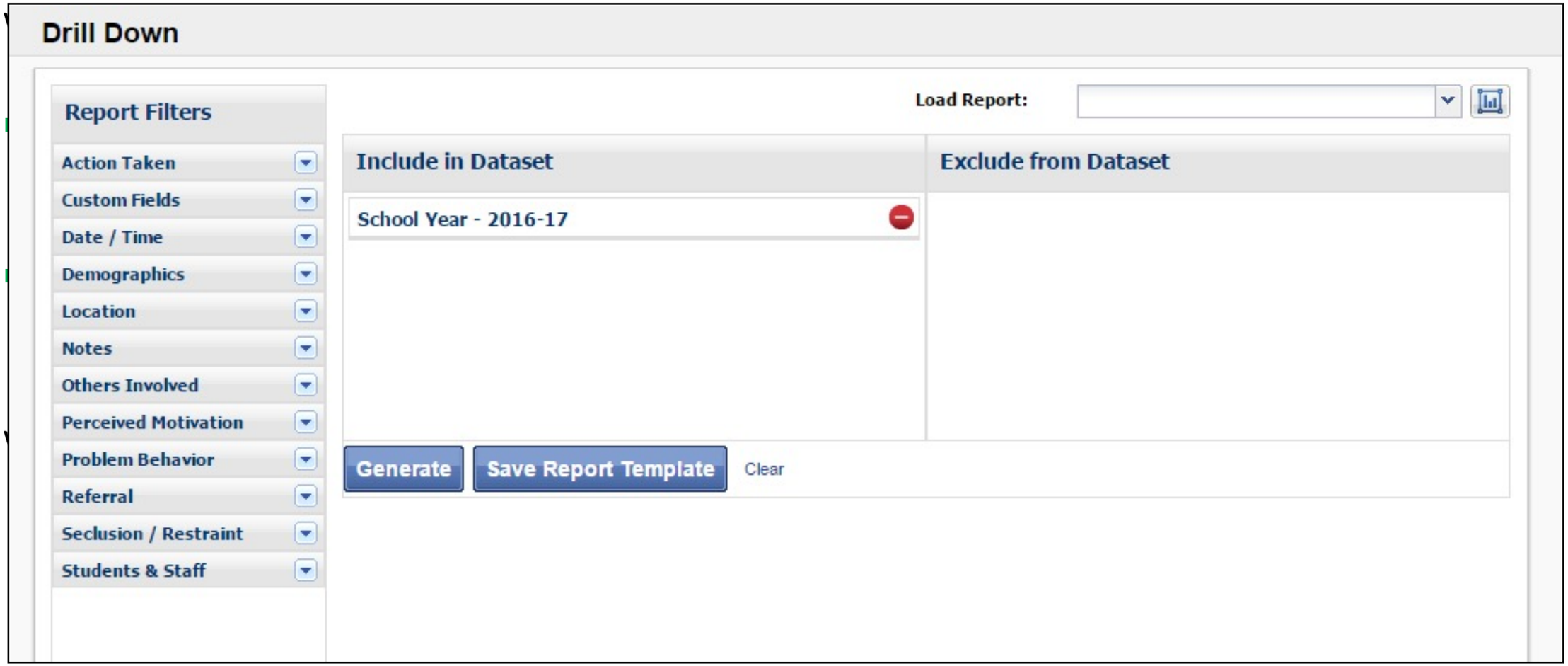
SWIS Data
Drill Down Tool

PBISApps

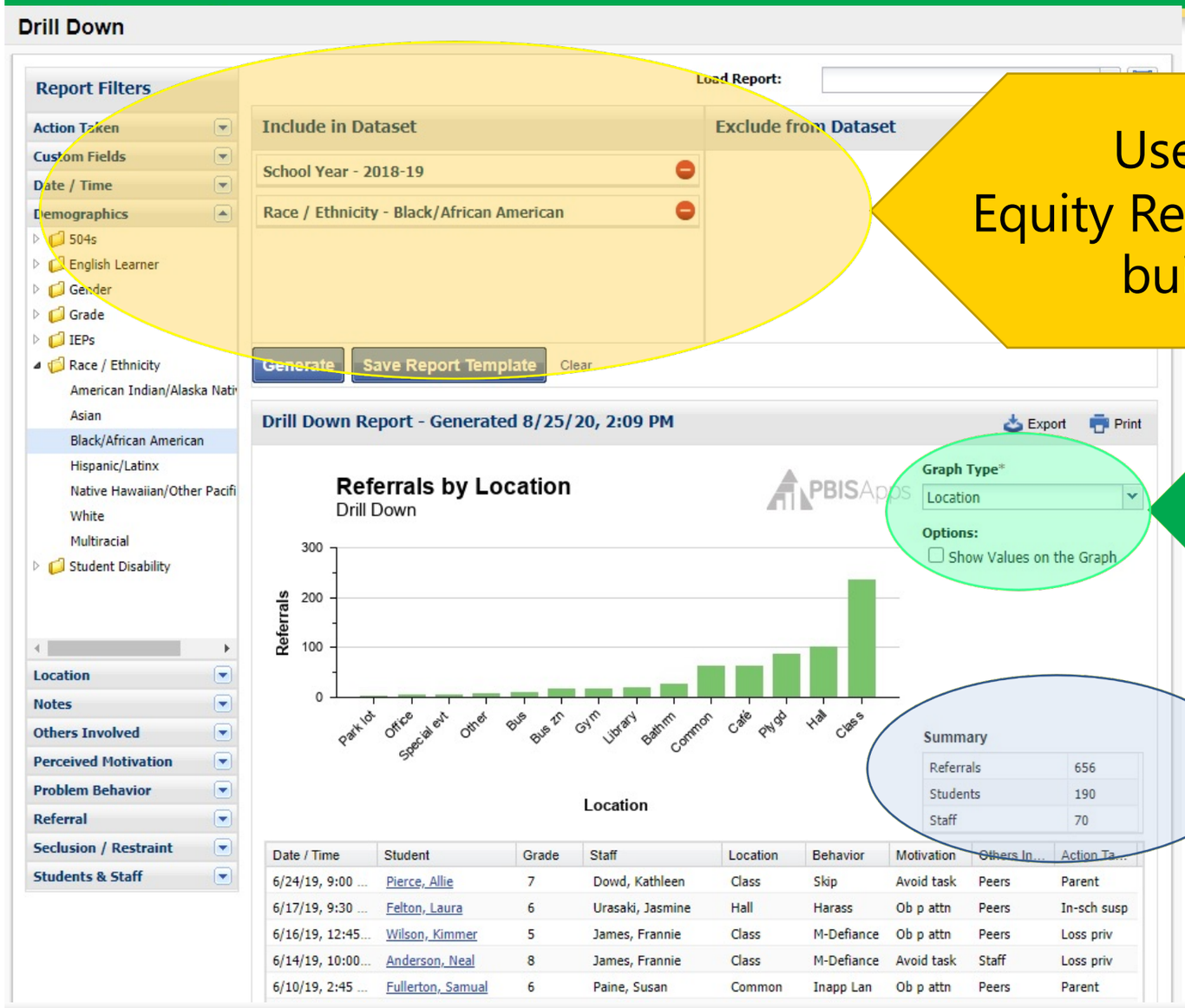


Now that we've seen our data....

The Data Drill Down Tool!!!



SWIS Drill Down Tool

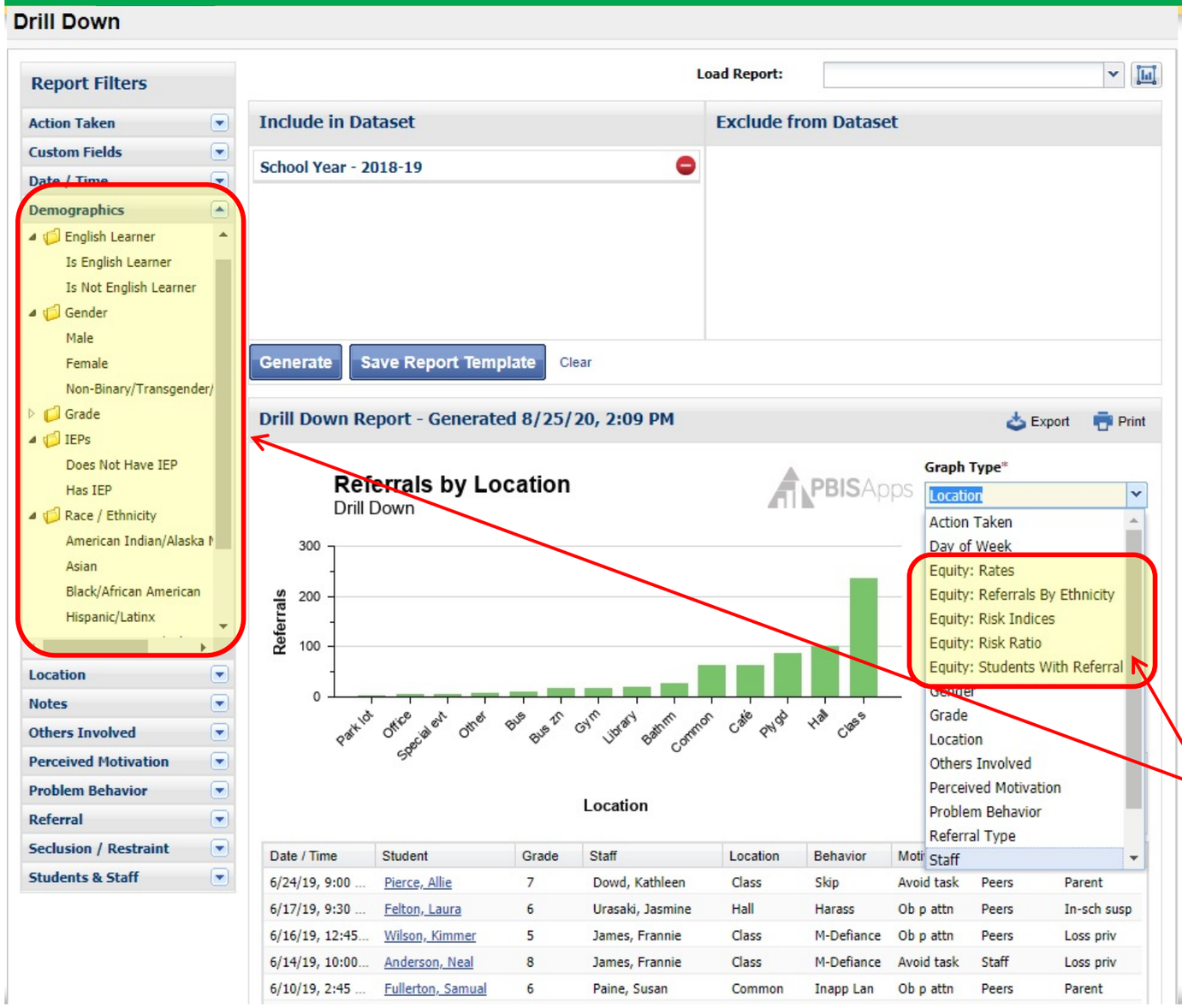


Use the information from the SWIS Equity Report to drill down and analyze data to build a precise problem statement

Use the **Graph Type** to change the lens of analysis (who, what, when, where, why)

Use the **Summary** to analyze problem size

SWIS Drill Down Tool and Equity

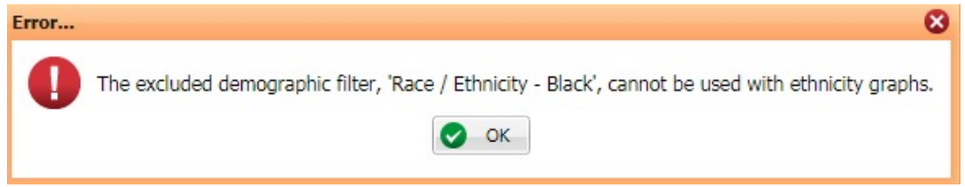


There are two specific Drill Down scenarios when we consider equity:

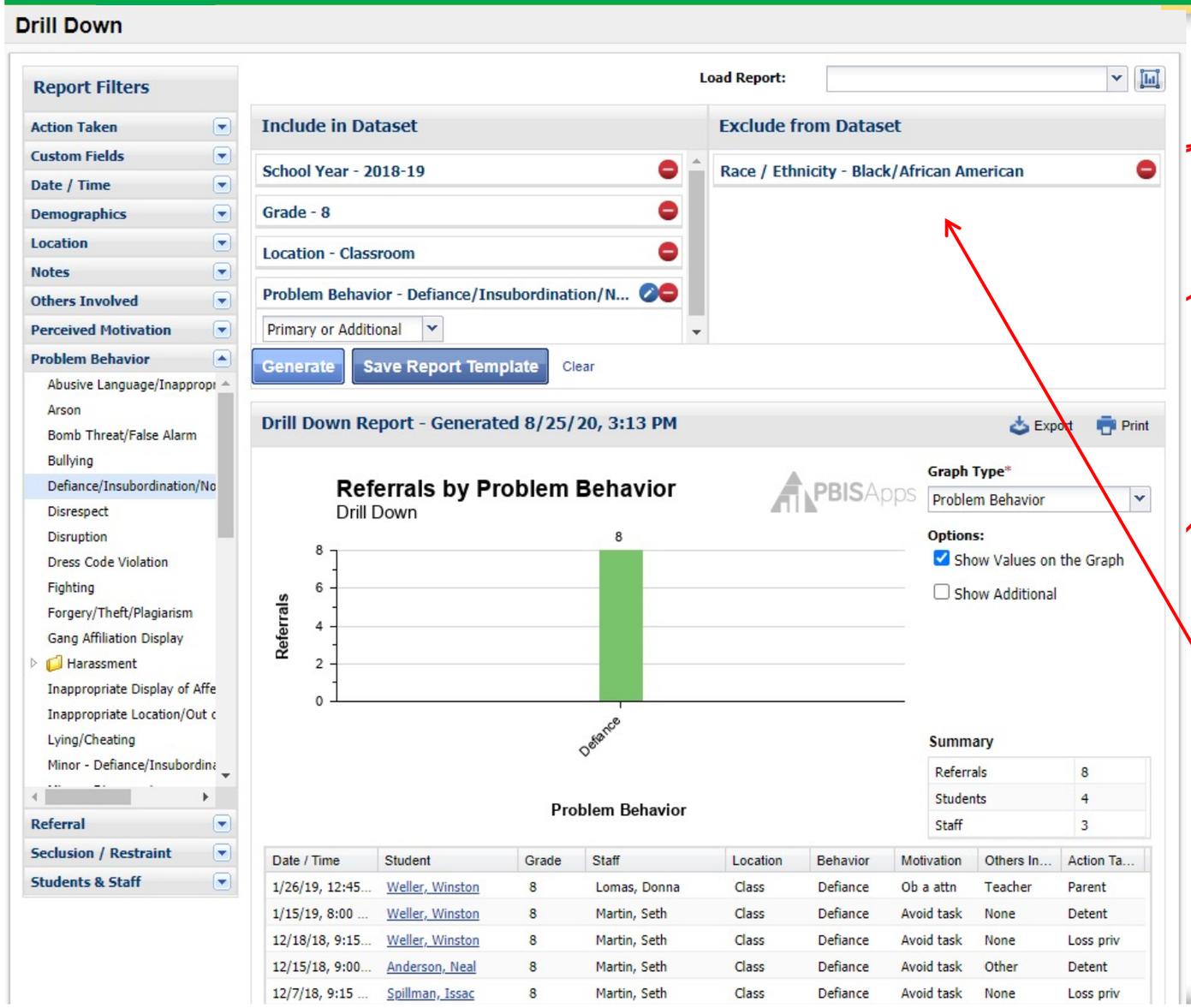
1. Specific **Student Groups** in the Demographics section of the Report Filters

2. **Equity Graphs** in the Graph Type section

These two features **cannot** be used simultaneously.



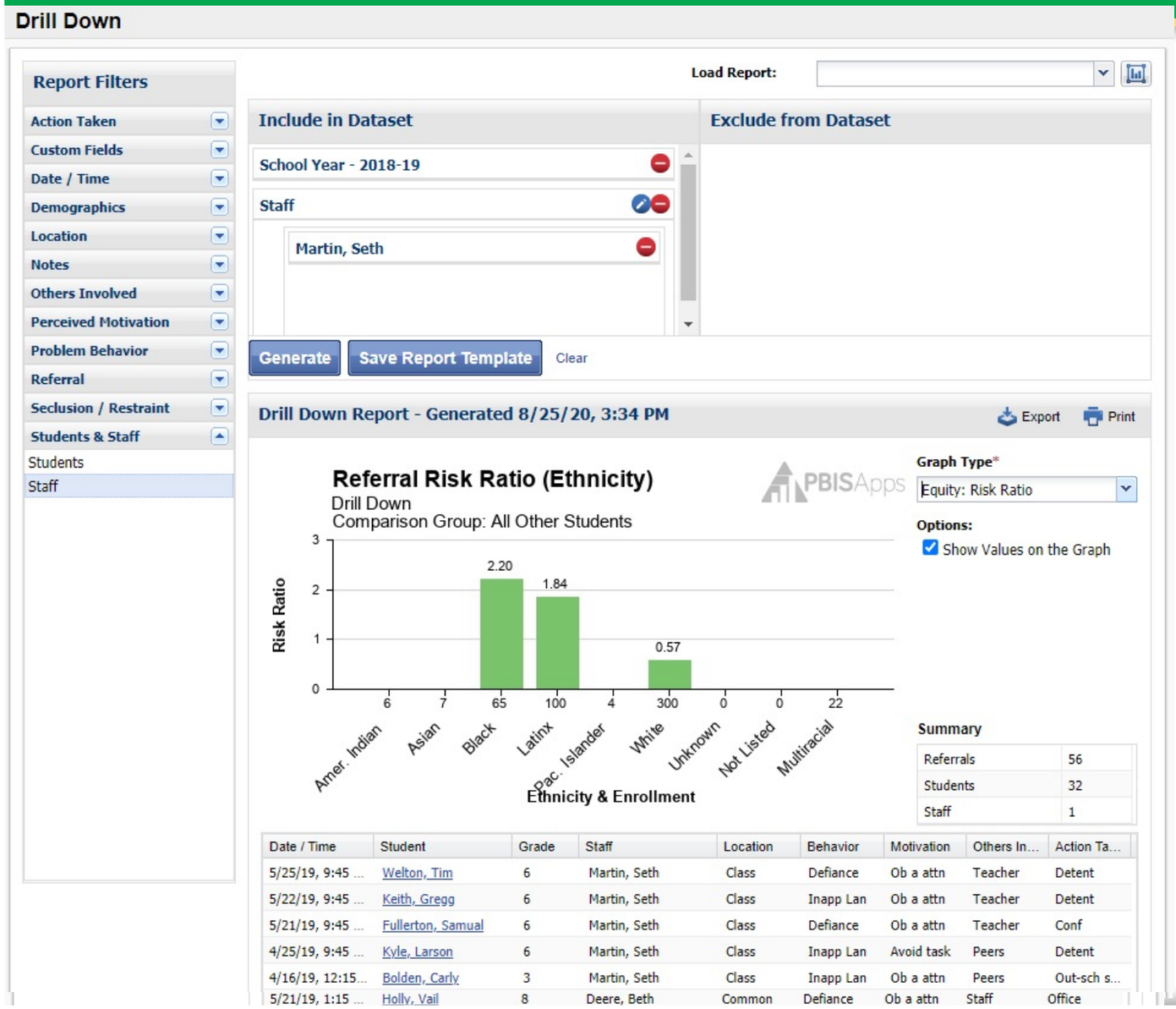
Scenario #1 – Drill Down Analysis



When we select a certain subgroup from the Demographics section:

- Clarify the who and drill down for the what, when, where, and why
- Continue to monitor the size of the problem in the “Summary” as you drill down to a precise problem statement for the subgroup
- Test your analysis: Move the subgroup to the “Exclude from Dataset” to see if this is a whole school problem or a problem specific to this subgroup.

Scenario #2 – Situational Disproportionality

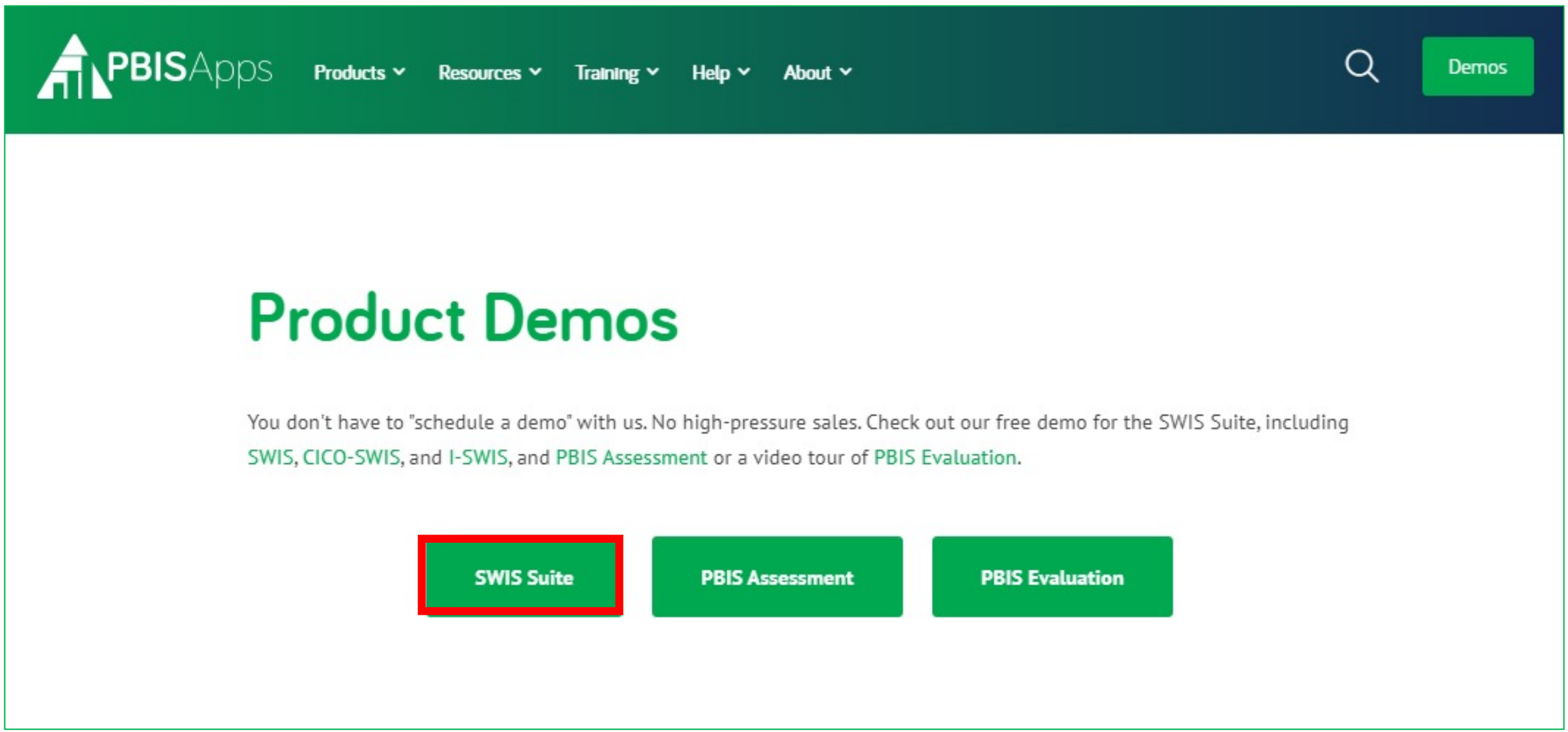


Is a specific situation or outcome affected by disproportionality?

Consider for example:

- Exclusionary discipline
- Subjective behaviors (Defiance, Disruption, Disrespect)
- Certain time periods (morning vs. afternoon)
- Specific staff members (limited access)

PBIS Application Demos



Resources

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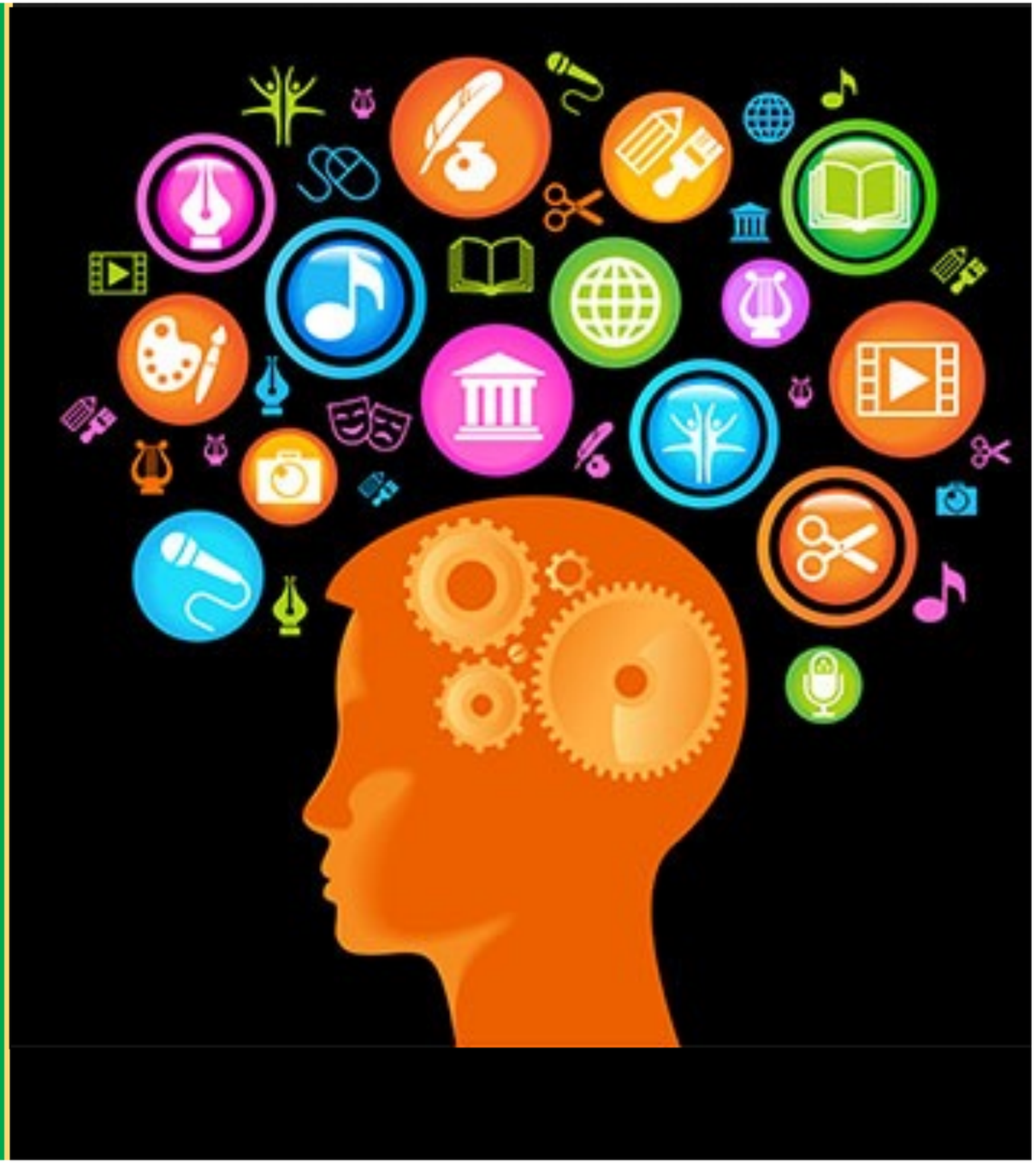
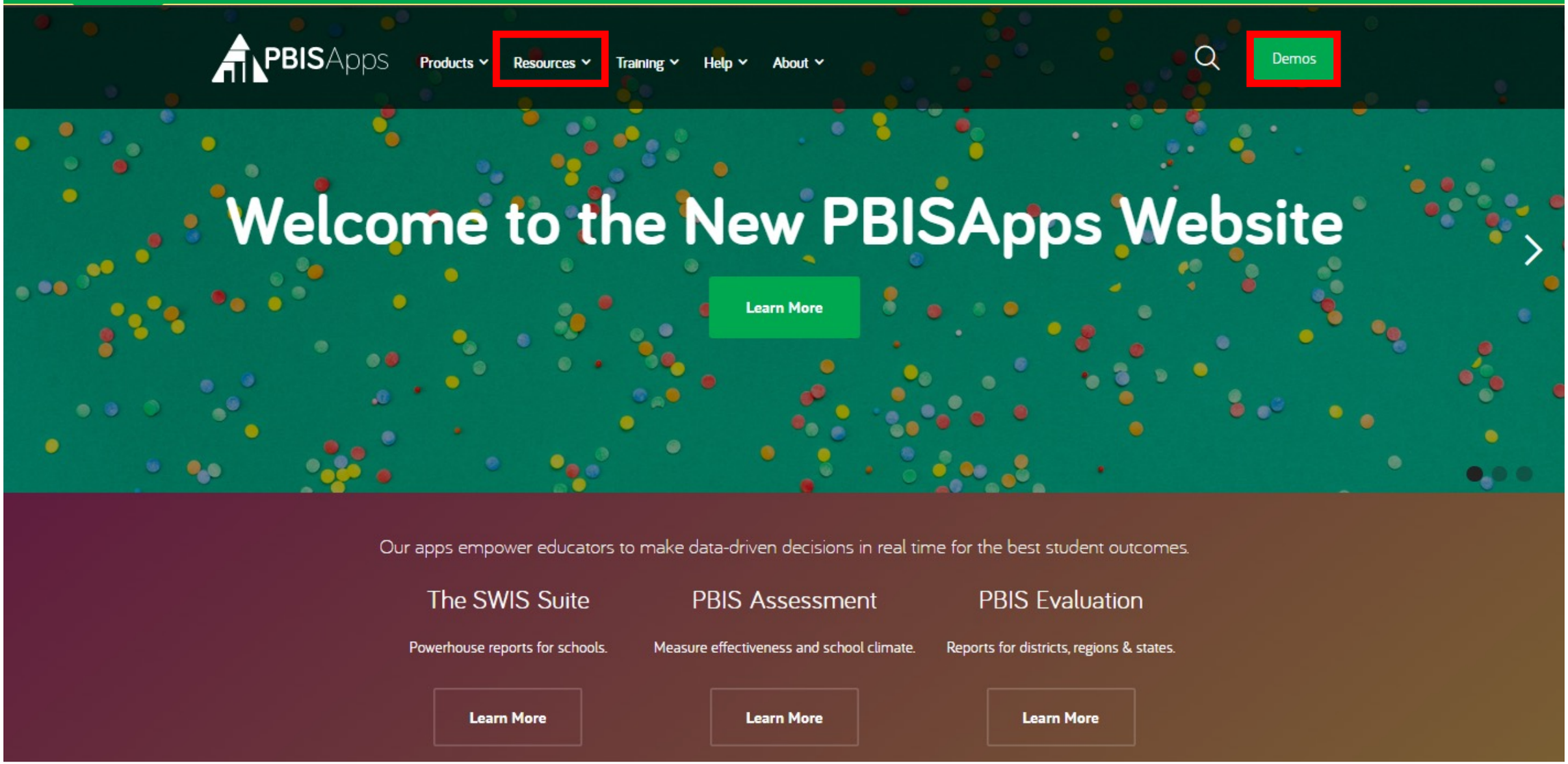


PBIS Applications



PBISApps Products Resources Training Help About Demos

Information

Publications

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PRODUCT

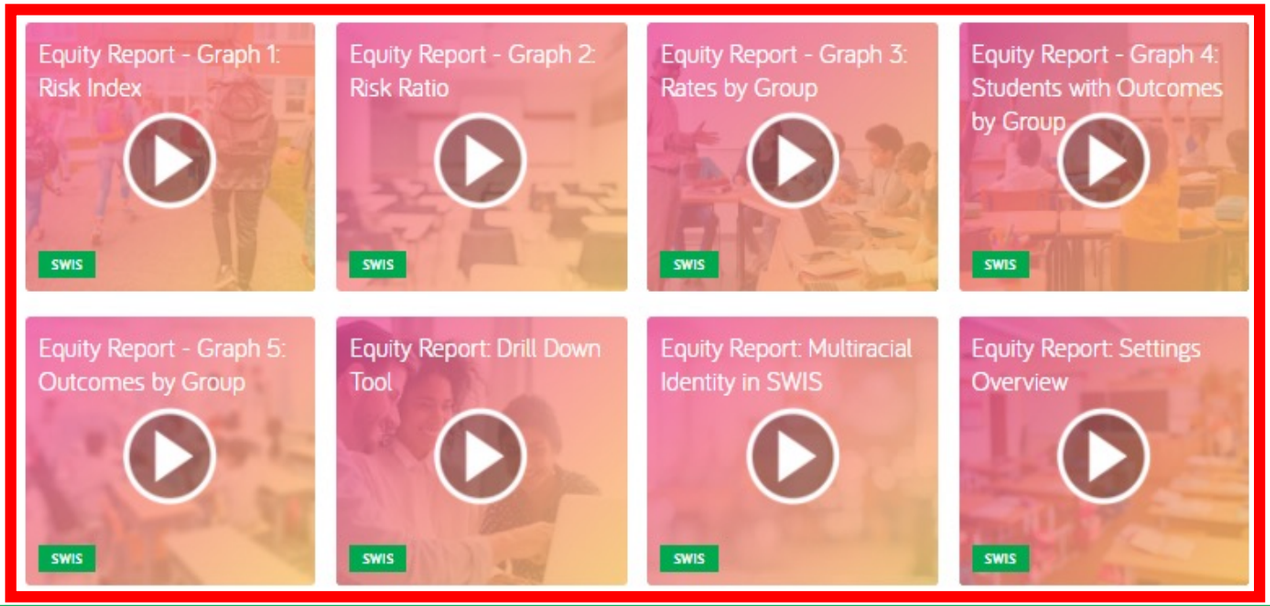
CICO-SWIS | Data Integration | EC-SWIS | I-SWIS | PBIS Assessment | PBIS Evaluation | **SWIS** | Reset

SURVEY

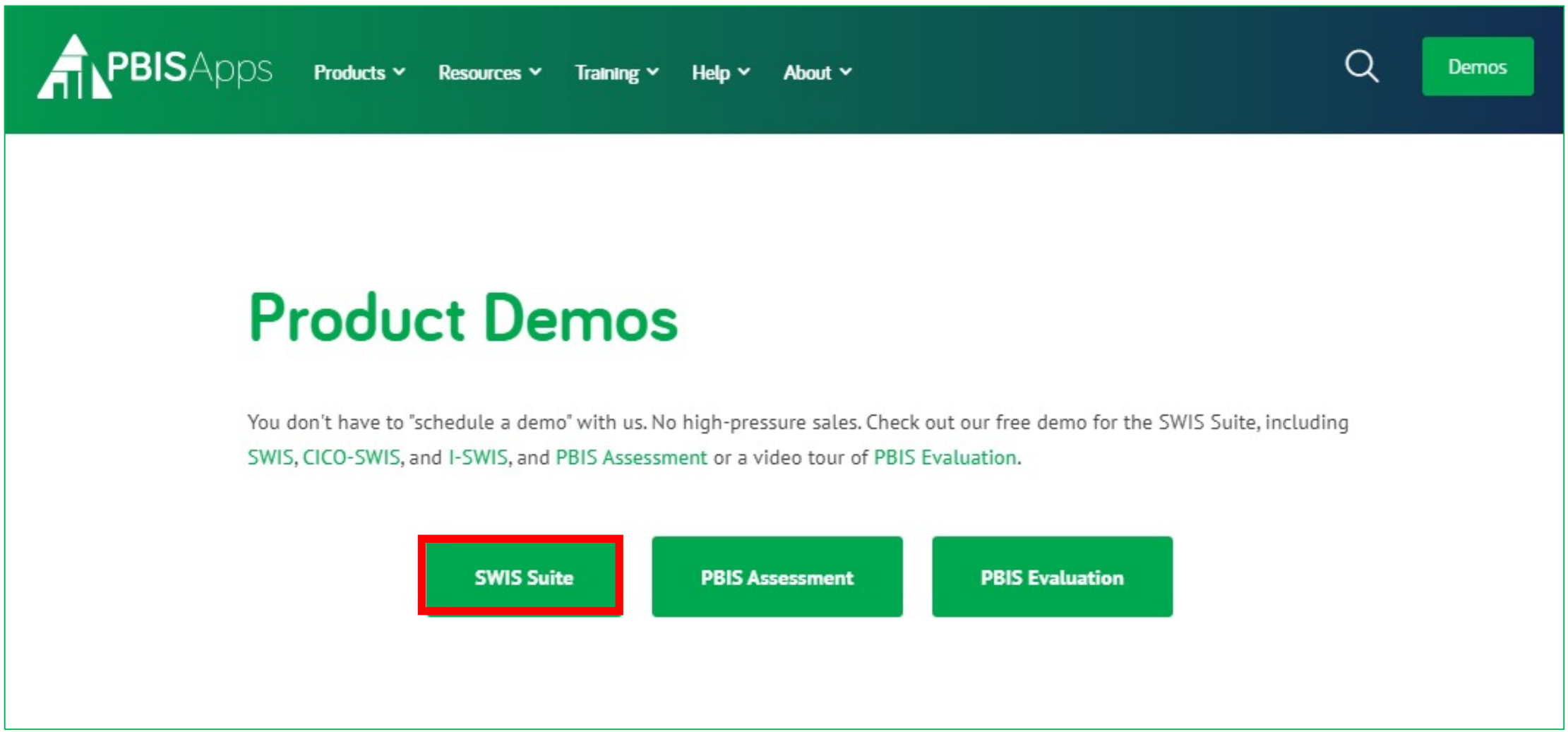
BoQ | ECBoQ | ISSET | SCS | SSS | SET | SAS | TIC | TFI | Reset

SERIES

Data Integrity | **Equity Report** | Paperless | Referral | Reset



PBIS Application Demos



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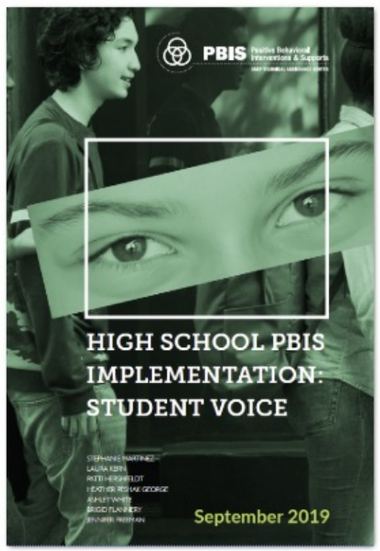

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- Bullying Prevention
- Classroom PBIS
- Coaching
- Data-based Decision Making
- Disability
- District/State PBIS
- Early Childhood PBIS
- Equity
- Family
- High School PBIS
- Juvenile Justice
- Mental Health/Social-Emotional Well-Being
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- School Climate Transformation Grant (SCTG)
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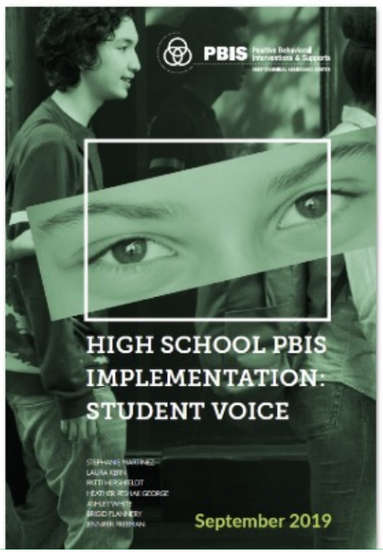

Equity

Educational systems cannot not be considered effective until they are effective for all student groups. PBIS provides an ideal framework for increasing equity in student outcomes. Research shows that schools implementing PBIS with fidelity have greater equity in school discipline, specifically for African American students. However, PBIS teams may need to include equity-focused strategies in their action plans to achieve equitable outcomes for all student groups.

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Examples

Check out these samples, case studies and lesson plans and use them as a springboard to improve your own implementation

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Recordings here include keynotes and presentations about PBIS concepts as well tips for implementation.

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A 5-Point Intervention Approach for Enhancing Equity in School Discipline

The results of decades of research consistently show that students of color, particularly African American students (and even more so for African American boys and those with disabilities), are at significantly increased risk for receiving exclusionary discipline practices, including office discipline referrals and suspensions. We describe here a 5-point multicomponent approach to reduce disproportionality in schools.

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PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches

This field guide outlines an integrated framework to embed equity efforts into school-wide positive behavioral interventions and supports (SWPBIS) by aligning culturally responsive practices to the core components of SWPBIS. The goal of using this guide is to make school systems more responsive to the cultures and communities that they serve. This guide is part of a 5-point intervention approach for enhancing equity in student outcomes within a SWPBIS approach.

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Examples of Engaging Instruction to Increase Equity in Education

This technical brief is based on the 5-point multicomponent approach to reduce disproportionality. This brief elaborates on point one, regarding academic instruction, by defining key principles of evidence-based instructional practices.

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Key Elements of Policies to Address Discipline Disproportionality: A Guide for District and School Teams

The guides are based on a 5-point multicomponent intervention described. This guide addresses equity policies.

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Using Discipline Data within SWPBIS to Identify and Address Disproportionality: A Guide for School Teams

The guides are based on a 5-point multicomponent intervention described. This guide addresses use of data.

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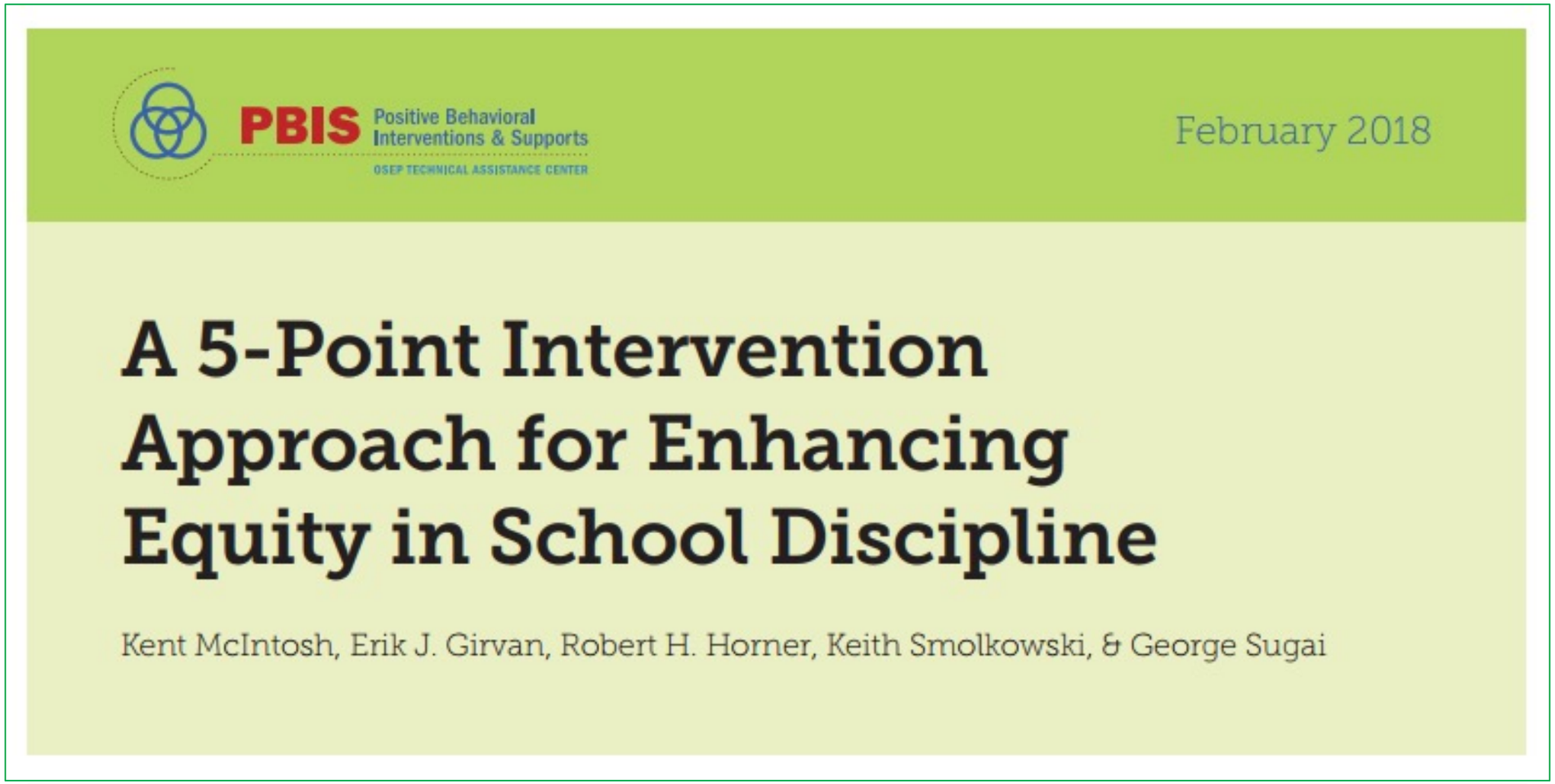

1. Collect, Use, and Report Disaggregated Discipline Data
2. Effective Instruction
3. School-wide PBIS
4. Policies with Accountability for Disciplinary Equity
5. Teach Neutralizing Routines for Vulnerable Decision Points

PBIS Positive Behavioral Interventions & Supports
OSEP TECHNICAL ASSISTANCE CENTER

September 2014

Using Discipline Data within SWPBIS to Identify and Address Disproportionality: A Guide for School Teams

The Data Guide Identified:

1. Data Needed for Investigating Disproportionality
2. Four-step Problem Solving Model
3. Metrics to Use to Monitor Disproportionality
4. Bias in Decision Making – Explicit vs Implicit
5. Vulnerable Decision Points

Questions???

Use your available resources to effectively and efficiently gather the data to inform your action plans for school improvement.

Contact:

support@pbisapps.org

training@pbisapps.org

ECS EDUCATIONAL AND COMMUNITY SUPPORTS

PBISApps is run by Educational and Community Supports (ECS), a research unit at the University of Oregon since 1977. Led by Kent McIntosh, PhD. ECS focuses on federal and state funded projects supporting research, teaching, and technical assistance through the PBIS OSEP Technical Assistance Center.

Session Evaluation

Your feedback is critical to future planning of this event.

PLEASE take a moment to share your valuable insight!

THANK YOU!

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