



2A - Using Data to Address Disproportionality in School Discipline

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- **Topic:** Disproportionality in School Discipline
- **Keywords:** Discipline, Diversity, Evaluation



Acknowledgements



Center on PBIS Equity Workgroup (est. 2013)

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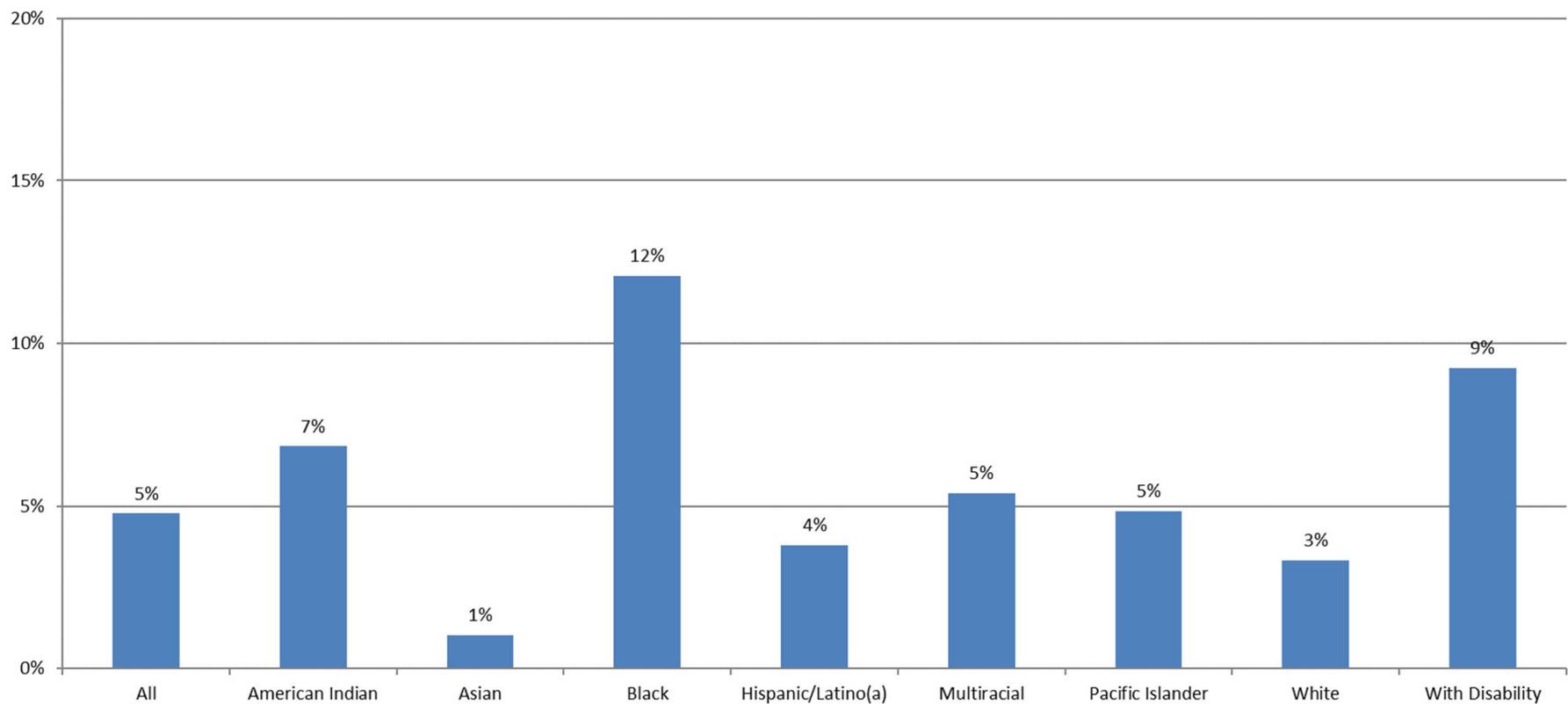
Learning Objectives

1. *Describe a four-step problem-solving model for understanding disproportionality in school discipline*
2. *Select and calculate recommended metrics for identifying and progress monitoring disproportionality in school discipline*
3. *Use data to identify “vulnerable decision points” and other root causes of disproportionality*
4. *Select interventions to decrease disproportionality*



Disproportionality in School Discipline

Out of School Suspension Risk Index
2017-18 US Schools (n = 97,632)



Establishing Commitment

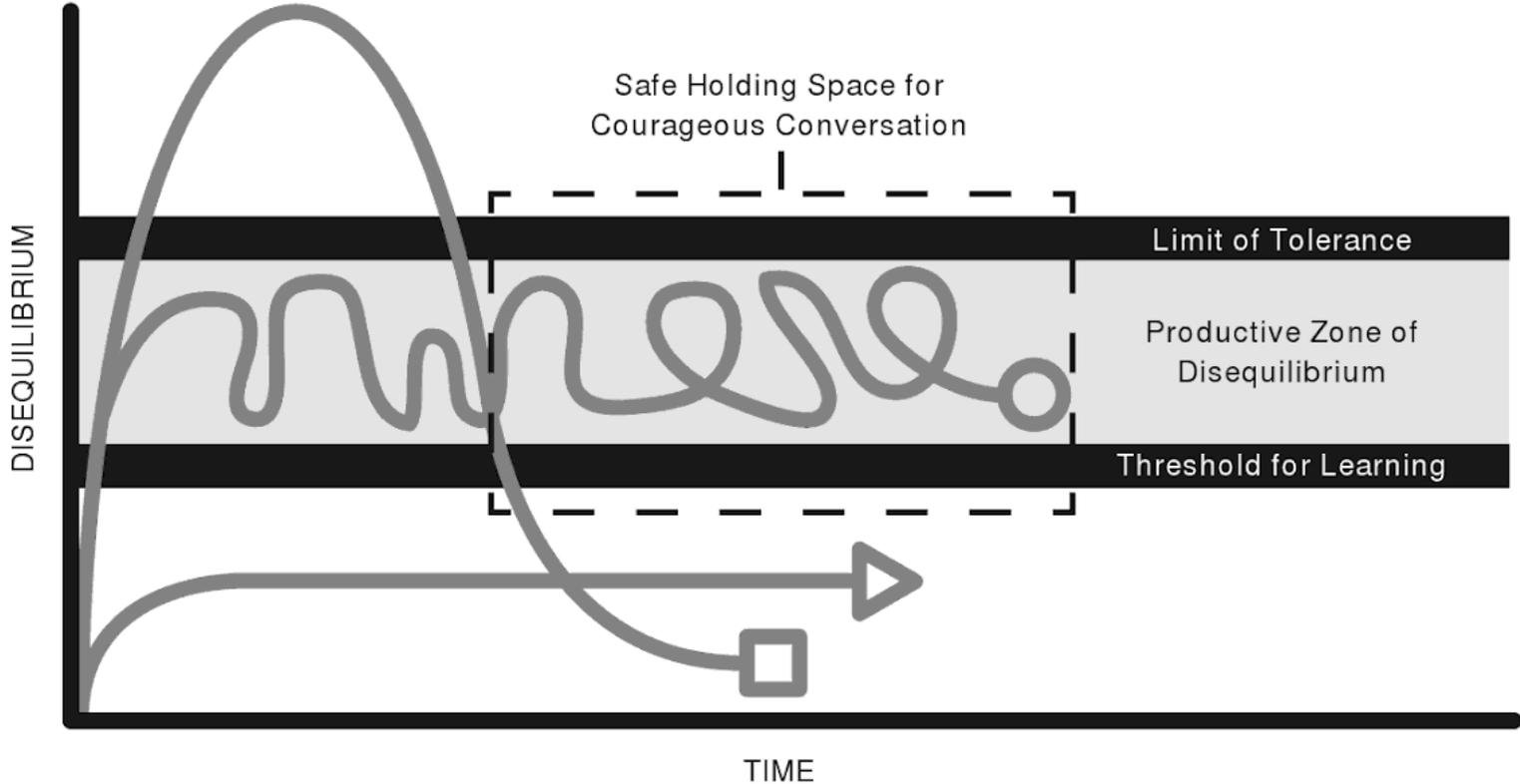
- We want commitment because educators see the light...



...not because they feel the heat



Adaptive Leadership for Racial Equity



- Adaptive Solution
- ▶ Work Avoidance
- ◻ Technical Solution

(Singleton, 2012)

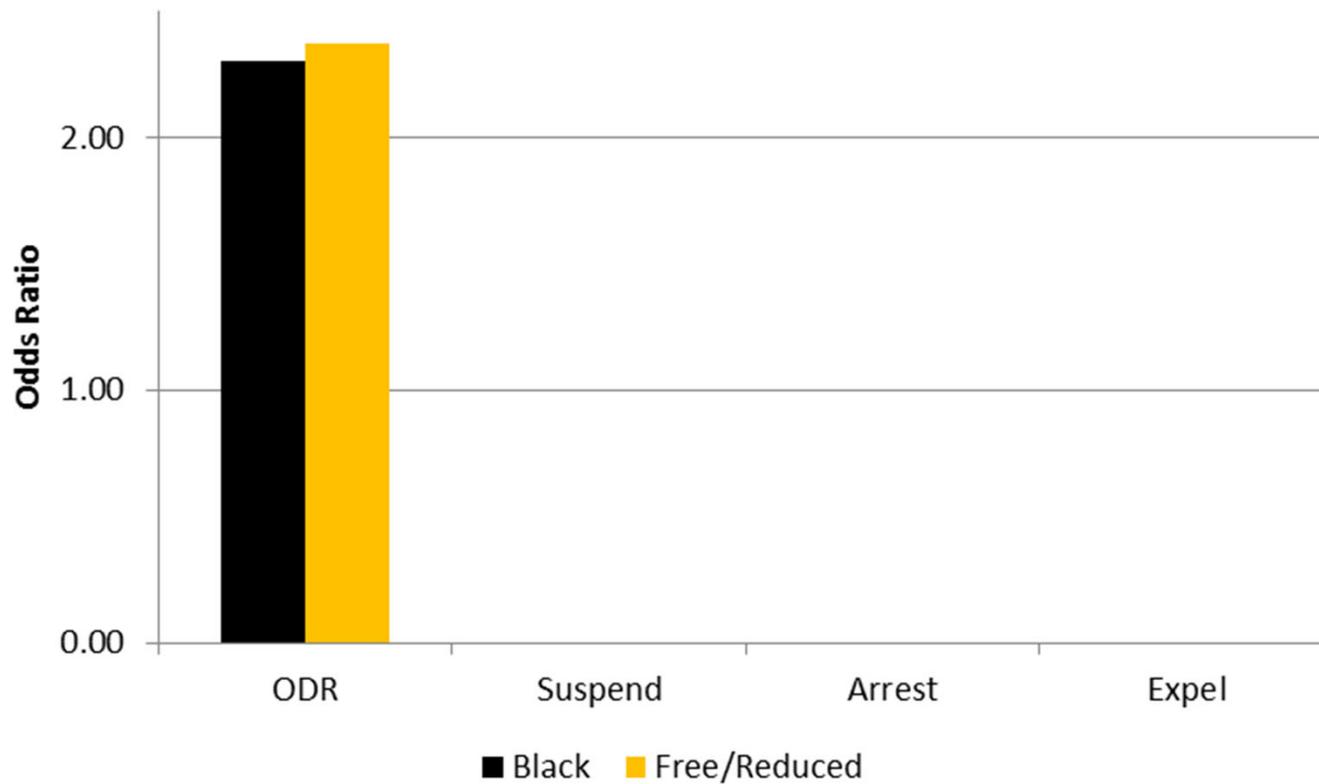
Addressing Common Questions

“Isn't it all really about poverty?”

- Poverty plays a role, but racial disproportionality remains, even when controlling for poverty
 - Anyon et al., 2014
 - Skiba et al., 2002; 2005
 - Wallace et al., 2008

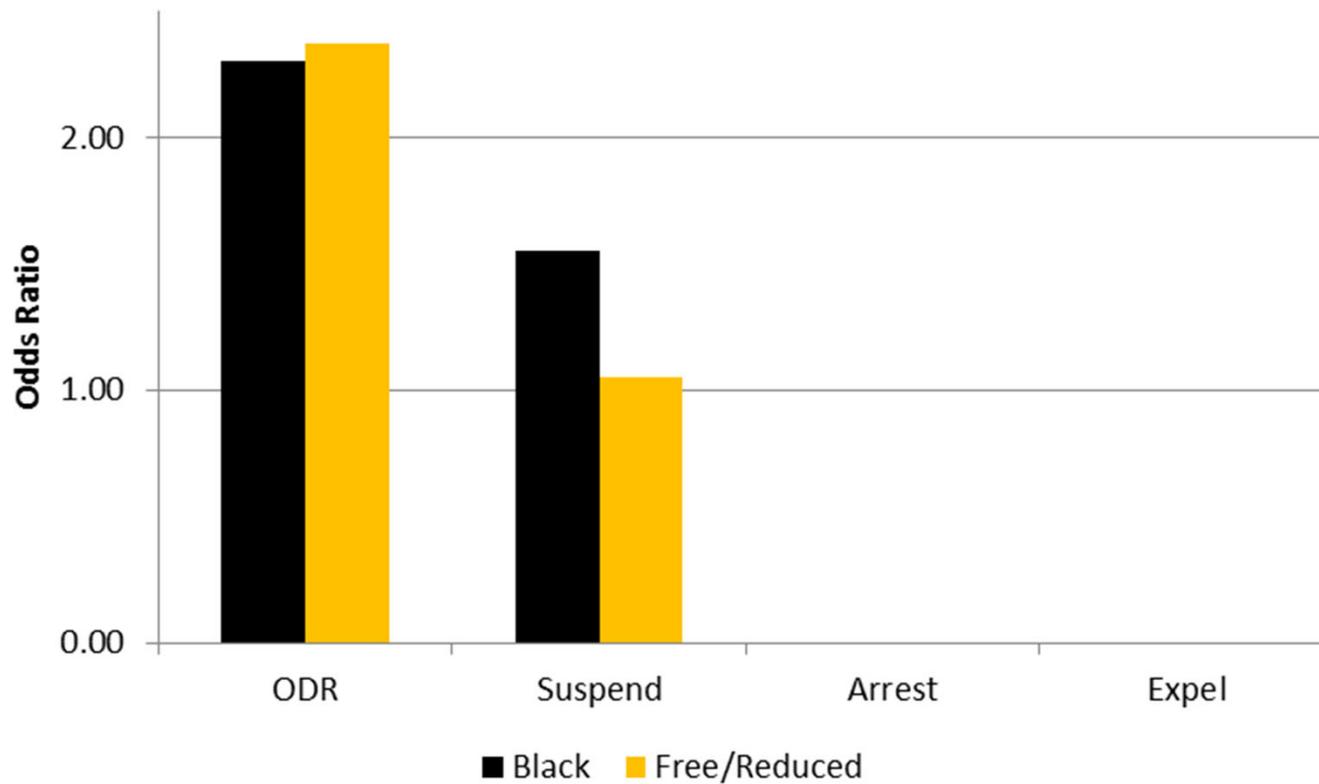
Race and Poverty

(Anyon et al., 2014)



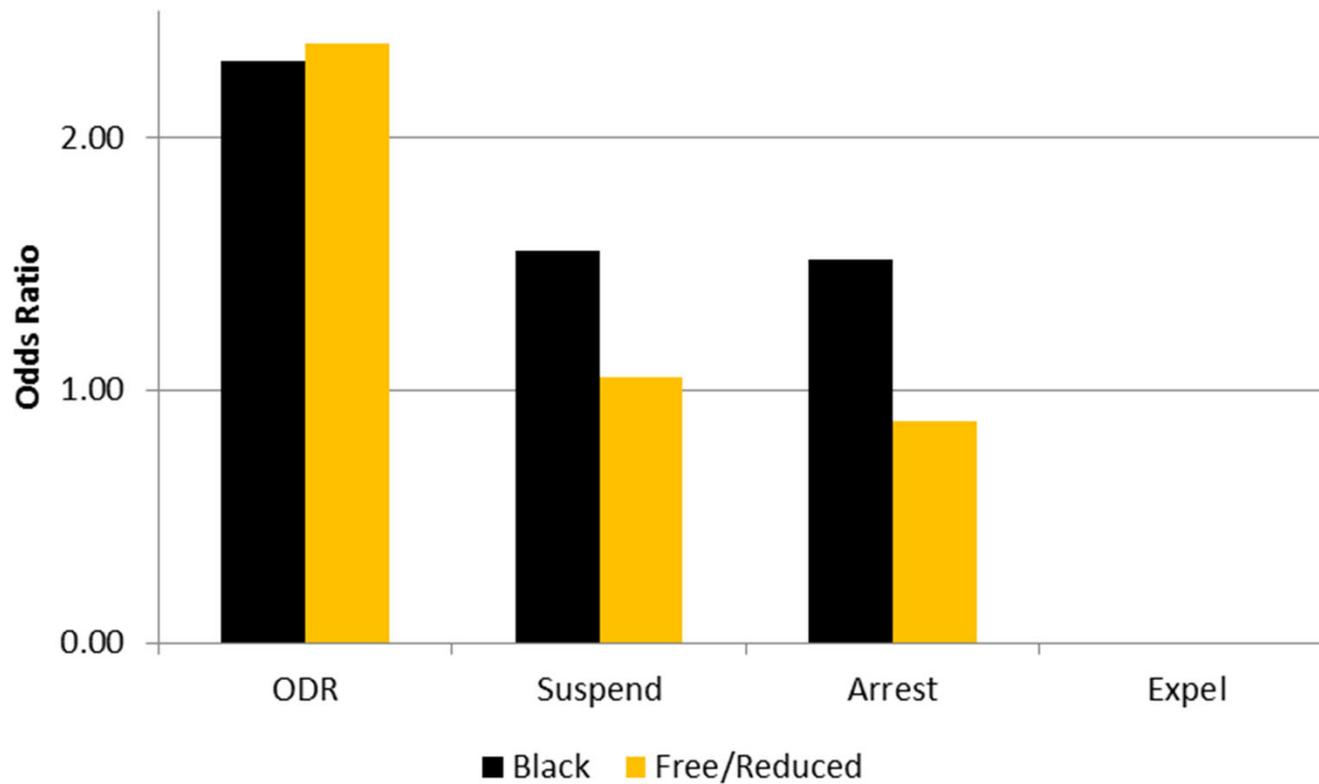
Race and Poverty

(Anyon et al., 2014)



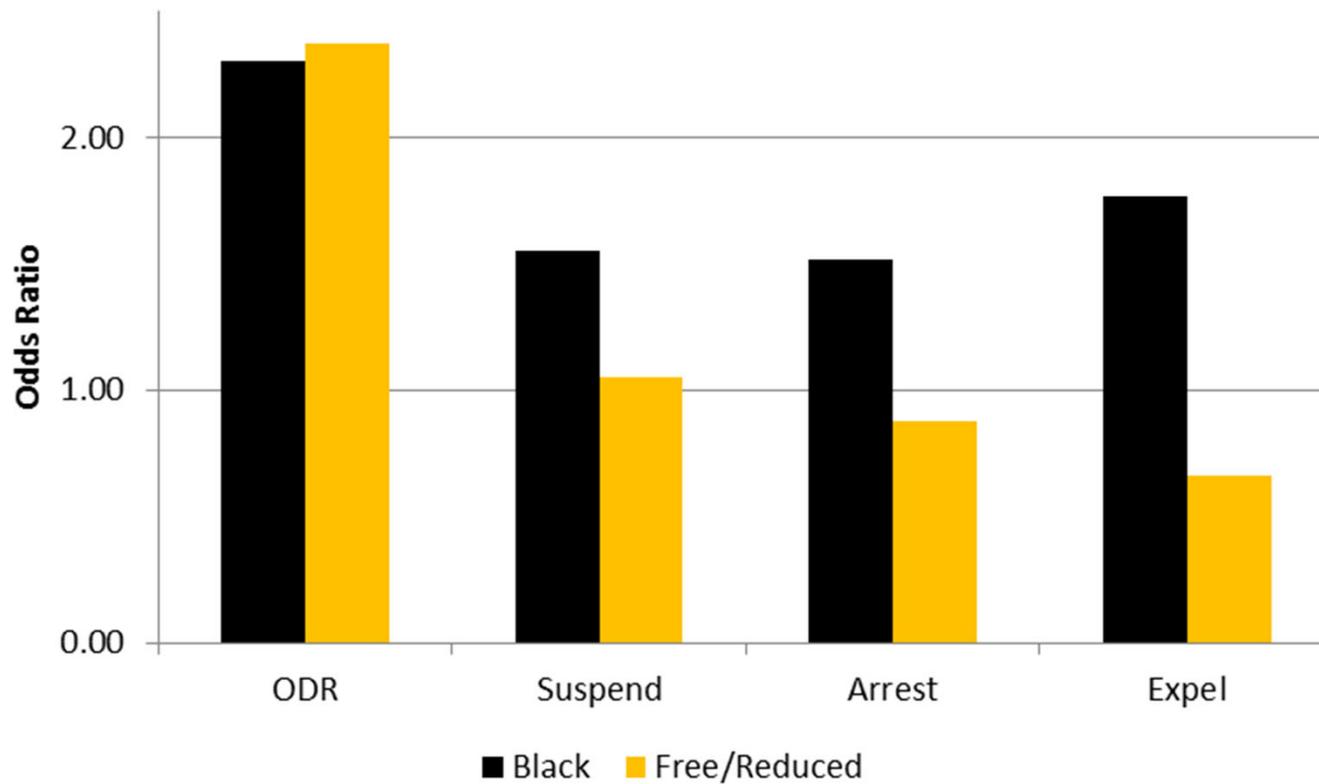
Race and Poverty

(Anyon et al., 2014)



Race and Poverty

(Anyon et al., 2014)



Addressing Common Questions

“Aren’t Black boys just more disruptive?”

- No evidence of different base rates of behavior for any subgroups
 - Bradshaw et al., 2010
 - Scott et al., 2019
 - Skiba et al., 2014

Addressing Common Questions

“It’s just a handful of students...can’t we put them on individual plans?”

- Although it may be a few students in your school, the larger patterns are clear when you add up to the district, region, or state.
 - Losen et al., 2015

If you're **aware...**



...you're halfway there.

Where does **awareness** help?



Where does **awareness** help?



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NBA referee bias (Price & Wolfers, 2007)

Where does **awareness** help?



Where does **awareness** help?



Feedback on EVERY DECISION



Instant Replay Situations & Procedures 2018-19 Season

Procedures For All Replay:

1. "Clear and conclusive" visual evidence needed to overturn original call by officials.
2. Reviews are conducted by the NBA Replay Center in conjunction with the on-court officials.
3. If the NBA Center cannot provide video to courtside (e.g., due to technical difficulties or the game taking place in a non-NBA arena) the Crew Chief will review video from the broadcast truck or nearest courtside TV monitor.
4. The officials will use the following to make their decision in the order listed below regarding scoring, timing or fouls at the end of any period:
 - a) Game clock or shot clock on top of backboard
 - b) LED Lights
 - c) Game clock on the facades of the balcony
 - d) Game clock on scoreboards hanging from the ceiling
 - e) Superimposed TV clocks.

*In instances where replay is used and time may be added to the game clock, teams are to remain on the court (both at the end of the second period and the end of the game).

**EXCEPTION: For clock malfunctions when clock starts early, late or freezes, the Replay Center Official will use the digital clock in the Replay Center to make the final ruling.

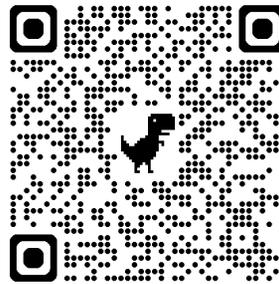
	Item	Season Adopted	Trigger	Reviewable Matters	Notes	Final Ruling
1	Made Basket – End of Period	2002-03	Made basket that clears the net with no time remaining on the game clock (0:00).	Whether the following occurred: (1) Game clock expired before the ball left the shooters hand. (2) Successful field goal was scored correctly as a 2pt FT or 3pt FG. (3) Shooter committed a boundary line violation immediately prior to the release of the shot (4) 24-second clock expired. (5) 8-second backcourt violation	- The officials determine if the basket counts. - Instant replay would NOT be used to check a successful basket if the throw-in, free throw attempt or jump ball started with .2 or .1 on the game clock.	Referees in the Replay Center
2	Foul – End of Period	2002-03	A foul called with no time remaining on the game clock (0:00).	Whether the following occurred: (1) Foul committed prior to the expiration of time on the game clock. (2) Shooter releases the ball prior to the expiration of time on the game clock. (3) Shooter fouled was attempting a 2pt FG or 3pt FG (4) Player fouled committed a boundary line violation immediately prior to the foul. (5) 24-second clock expired (6) 8-second backcourt violation	- The officials will adjust the game and shot clock if appropriate.	Referees in Replay Center
3	Flagrant Fouls	2007-08 (modified – 2012-13 & 2014-15)	Officials are not reasonably certain whether a foul that was called met the criteria for a flagrant foul.	(1) Whether the foul call be categorized as a flagrant 1 or flagrant 2 (thus ejection) or stay as a common foul or changed to a technical foul. (2) Whether any other players committed unsportsmanlike acts immediately prior to and/or immediately following the foul.	- Officials must first make a foul on the floor. - The foul status may be upheld or changed with appropriate penalty for final ruling.	On-Court Referees

Where does **awareness** help?

(Pope, Price, & Wolfers, 2014)



A 5-point Intervention Approach for Equitable Supports in PBIS



<https://www.pbis.org/equitable-supports>

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

Kent McIntosh, Erik J. Girvan, Robert H. Horner, Keith Smolkowski, & George Sugai

Discipline disproportionality is one of the most significant problems in education today (Gregory, Skiba, & Noguera, 2010; U.S. Government Accountability Office, 2013). 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 (e.g., Fabelo et al., 2011; Girvan et al., in press; Losen & Gillespie, 2012). These differences have been found consistently across geographic regions and cannot be adequately explained by the correlation between race and poverty (Noltemeyer & McLoughlin, 2010; Morris & Perry, 2016). Given the negative effects of exclusionary discipline on a range of student outcomes (American Academy of Pediatrics Council on School Health, 2013), educators must address this issue by identifying rates of discipline disproportionality, taking steps to reduce it, and monitoring the effects of intervention on disproportionality. Disproportionality in exclusionary discipline blocks us from the overall objective of promoting positive outcomes for every student.

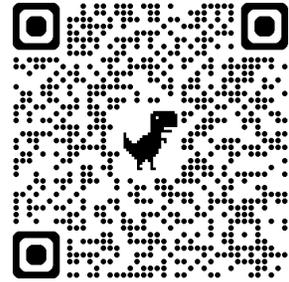
Components of Effective Intervention to Prevent and Reduce Disproportionality

No single strategy will be sufficient to produce substantive and sustainable change. Multiple components may be needed, but not all components may be necessary in all schools. We describe here a 5-point multicomponent approach to reduce disproportionality in schools.

1. Collect, Use, and Report Disaggregated Discipline Data

Any school or district committed to reducing disproportionality should adopt data systems that allow disaggregation of student data by race /ethnicity and provide instantaneous access to these data for both school and district teams. Some discipline data systems for entering and analyzing office discipline referrals

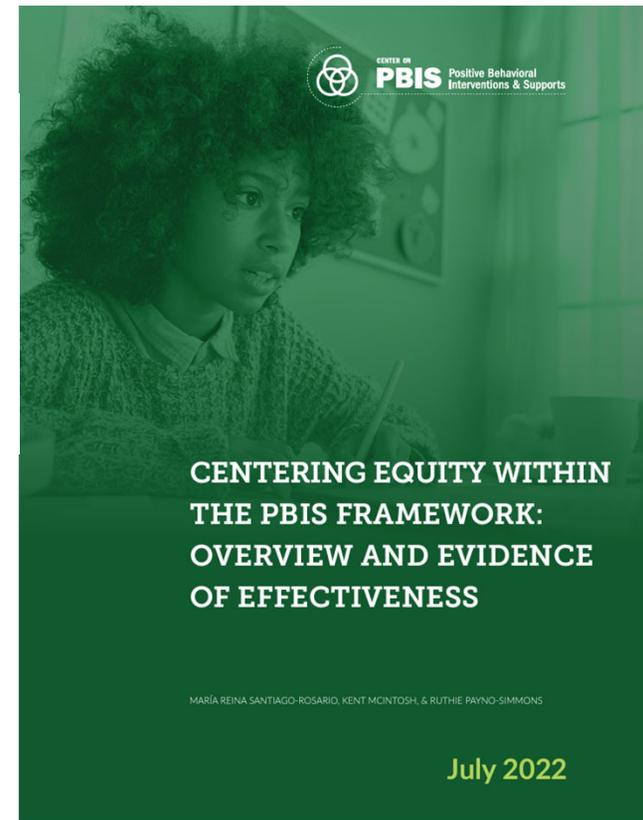
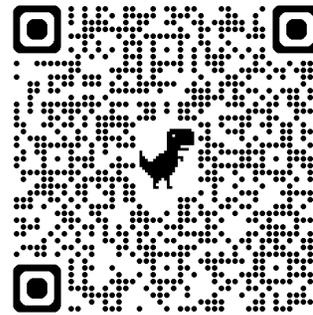
5-point Intervention Approach



1. Collect, use, and report **disaggregated** discipline data
2. Implement a **behavior framework** that is preventive, multi-tiered, and culturally responsive
3. Use engaging **academic instruction** to reduce the opportunity (achievement) gap
4. Develop **policies** with accountability for discipline disparities
5. Teach strategies to **neutralize implicit bias**

Effects of Equitable Supports in PBIS on Racial Equity in School Discipline

- Fox et al., 2021
- Gion et al., 2022
- McIntosh et al., 2018
- McIntosh et al., 2021a
- McIntosh et al., 2021b
- Muldrew & Miller, 2021
- Payno-Simmons, 2021
- Swain-Bradway et al., 2019



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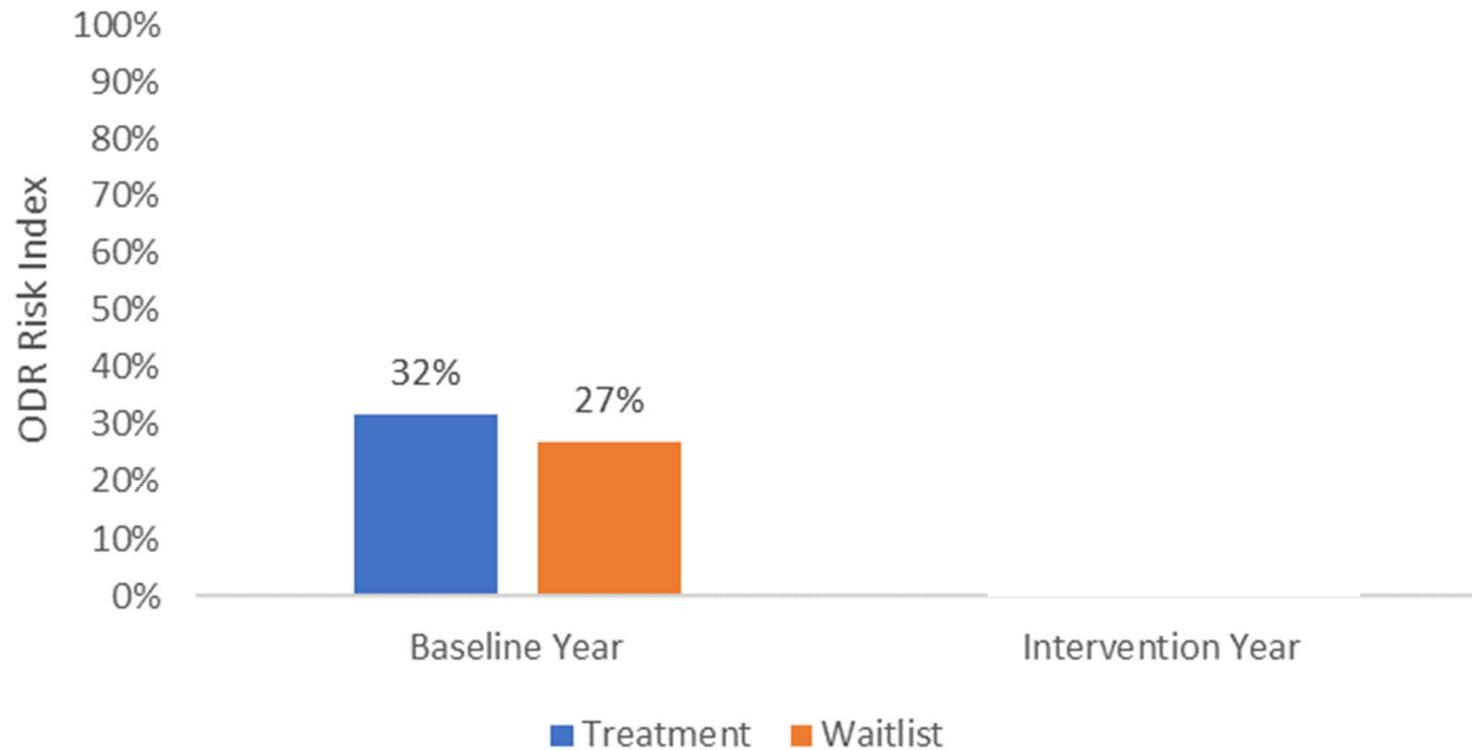
<https://www.pbis.org/resource/centering-equity-within-the-pbis-framework-overview-and-evidence-of-effectiveness>

Equitable Supports in PBIS

RCT Outcomes

(McIntosh et al., 2021)

ODR Risk Index: Black Students

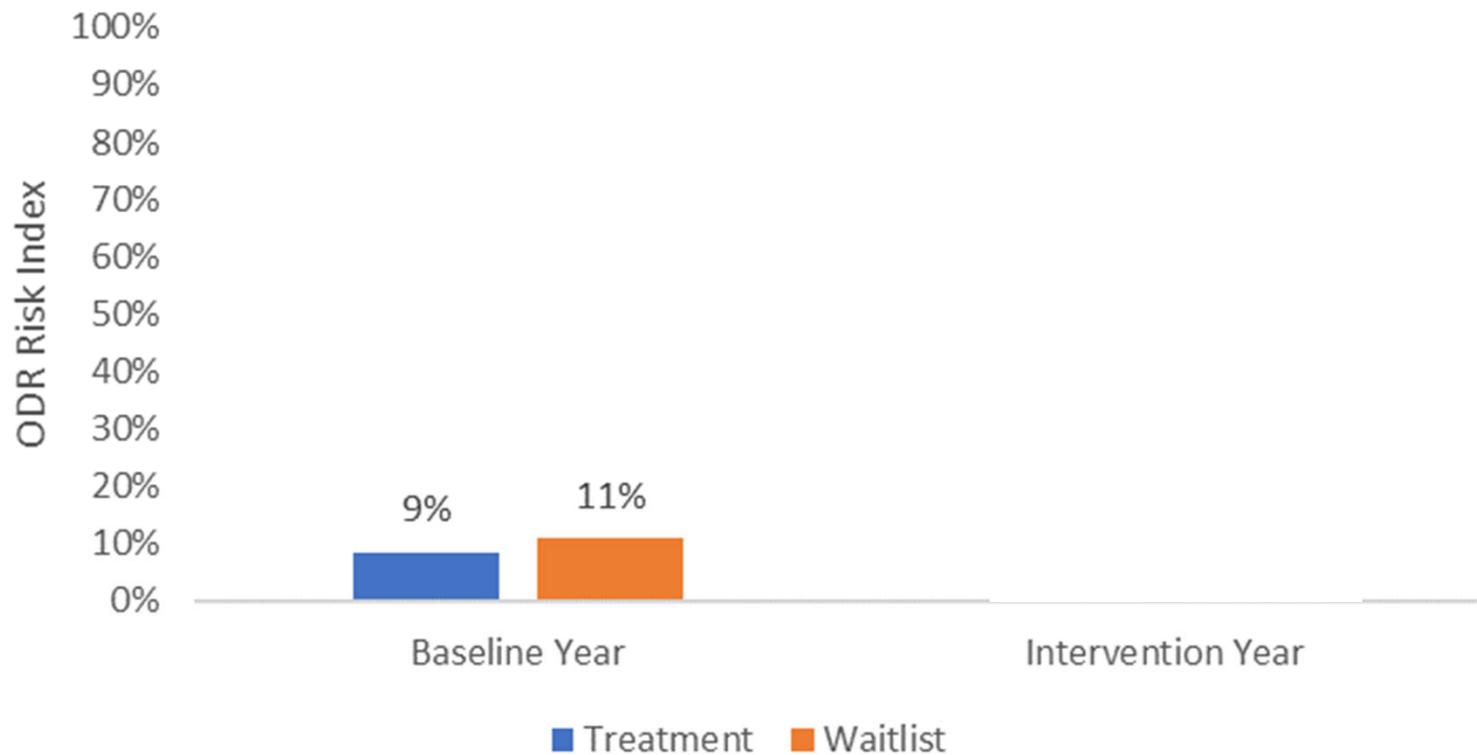


Equitable Supports in PBIS

RCT Outcomes

(McIntosh et al., 2021)

ODR Risk Index: Non-Black Students

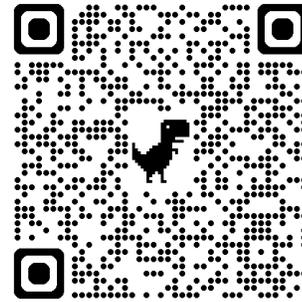


5-point Intervention Approach

1. Collect, use, and report **disaggregated** discipline data
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Using Disaggregated Data to Assess and Address Disproportionality

Disproportionality Data Guide



<http://www.pbis.org/equitable-supports>

<https://www.pbis.org/resource/discipline-disproportionality-problem-solving-a-data-guide-for-school-teams>



Discipline Data Systems Needs

■ ***Required*** features:

- Consistent entry of ODR data and student race/ethnicity
- School enrollment by race/ethnicity
- Instantaneous access for school teams (not just district teams)
- Capability to disaggregate ODRs and patterns by race/ethnicity

Discipline Data Systems Needs

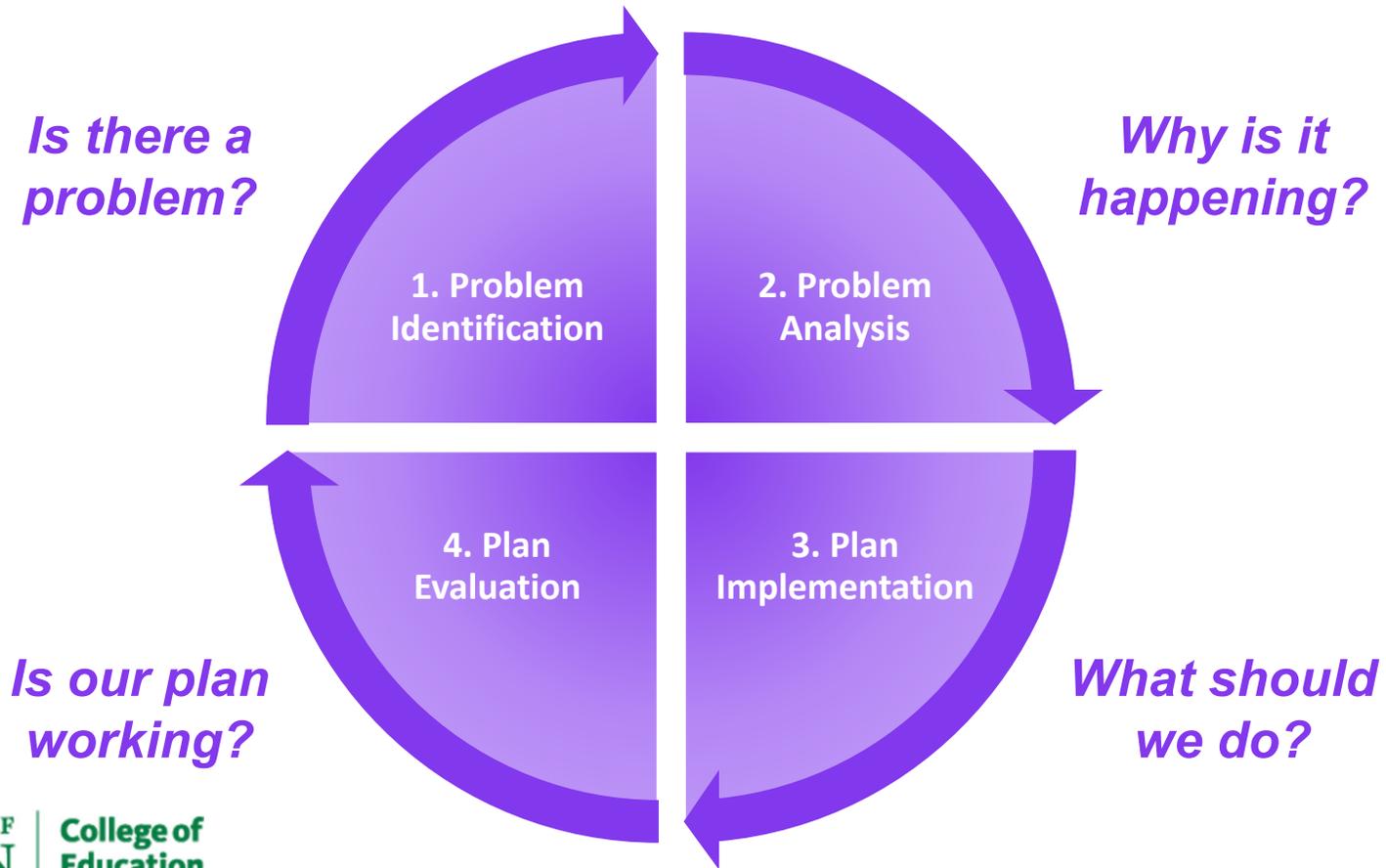
■ ***Recommended*** features:

- Standardized ODR forms with a range of fields
 - Location, time of day, action taken
- Clear definitions of problem behaviors
- Clear guidance in discipline procedures
 - Administrator-managed vs. staff-managed
- Instantaneous graphing capability
- Capability to show graphs by race/ethnicity, IEP status, etc.
- Automatic calculation of disproportionality data

Discipline Data Systems Needs

- The School-Wide Information System (SWIS) meets these criteria
 - Available at <http://www.pbisapps.org/SWIS>

General Problem Solving Model



General Problem Solving Model

*Is there a
problem?*



Step 1: Problem Identification

1. Select and calculate key discipline outcomes
 - ODRs, suspensions, etc...
 - Multiple metrics are recommended (IDEA Data Center, 2014)
2. Compare to and set goals

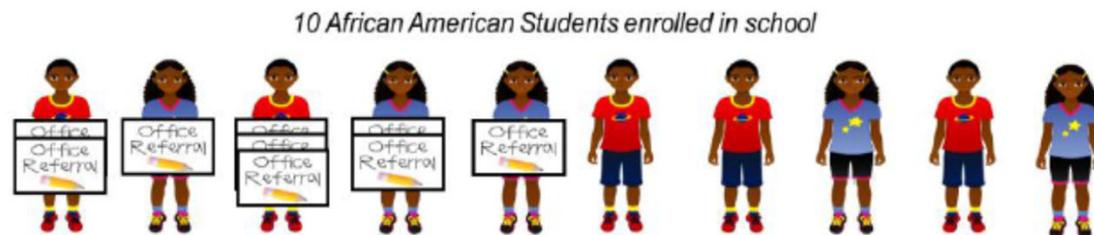
Step 1: Problem Identification

- Three recommended ways to measure disproportionality in school discipline:
 - Risk Index
 - Risk Ratio
 - Rates by Group

Step 1: Problem Identification

■ Risk Index

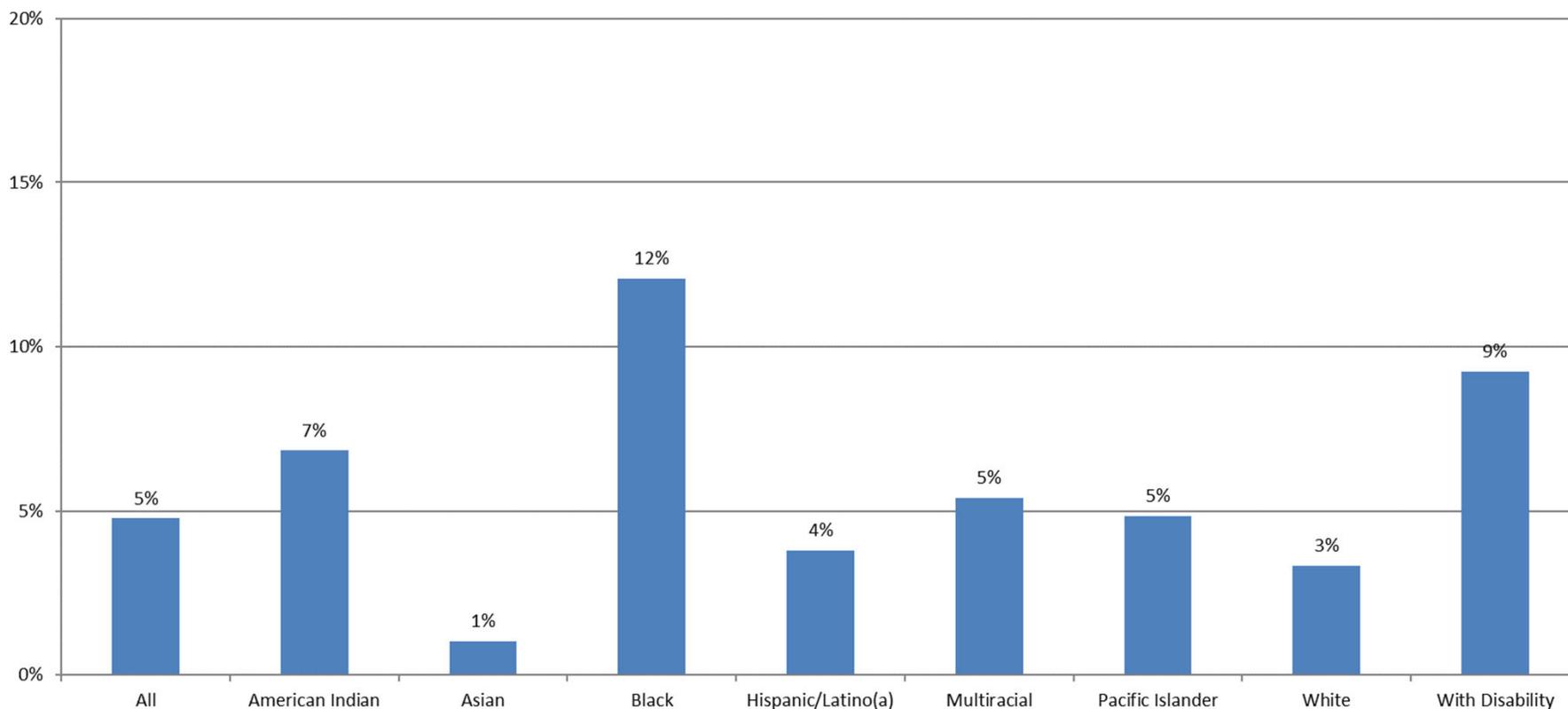
- Percent of a group that receives an ODR (i.e., risk for that outcome)



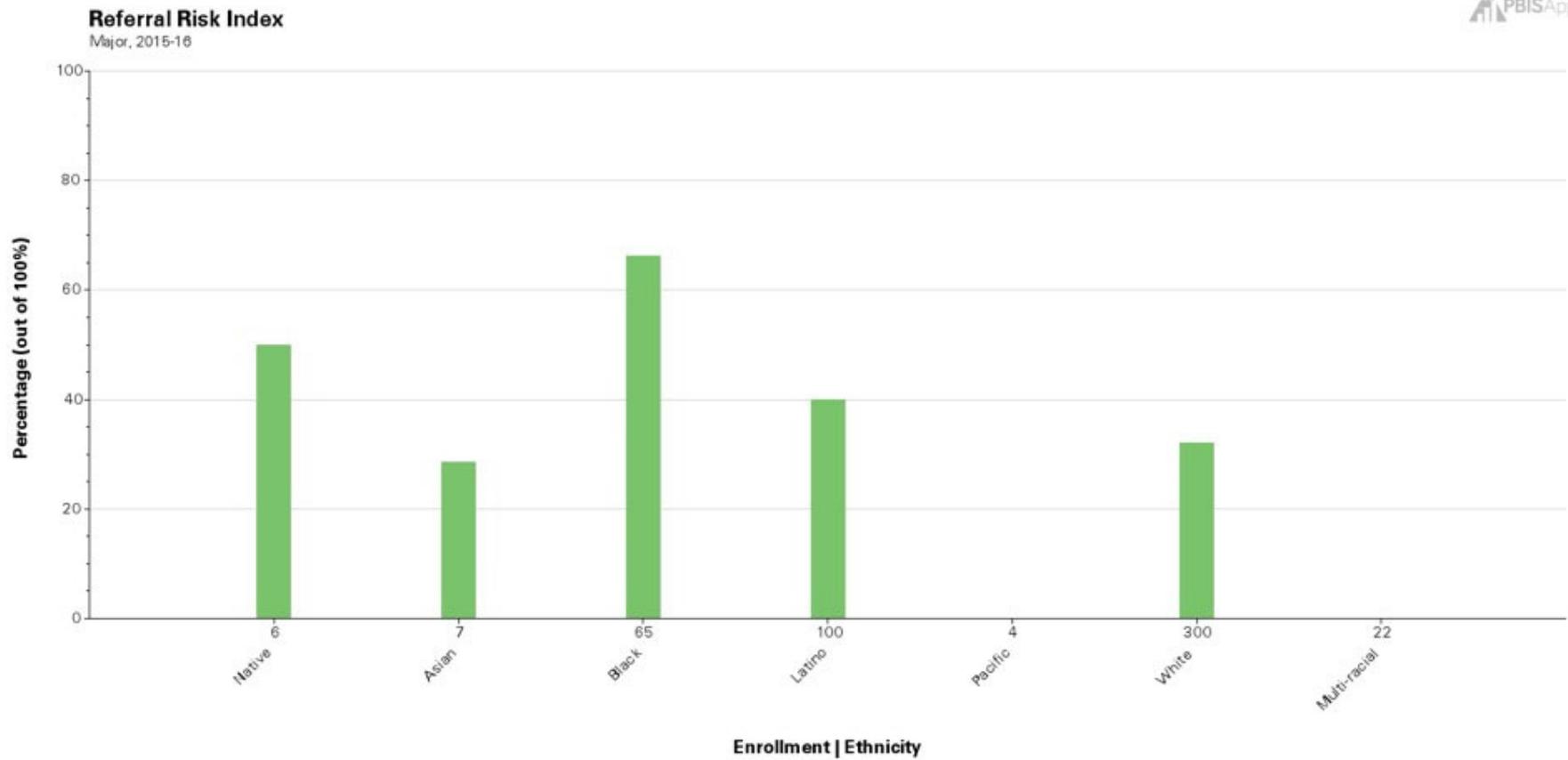
$$\frac{\text{Black Students with 1+ ODRs}}{\text{Enrollment of Black Students}} = \frac{5}{10} = .50$$

Disproportionality in School Discipline

Out of School Suspension Risk Index
2017-18 US Schools (n = 97,632)



SWIS Equity Report: Referral Risk Index



Predict

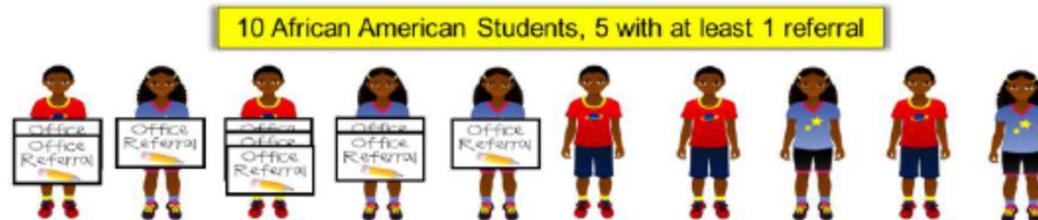
- Which racial group do you think had the highest risk index in your school(s) last year?



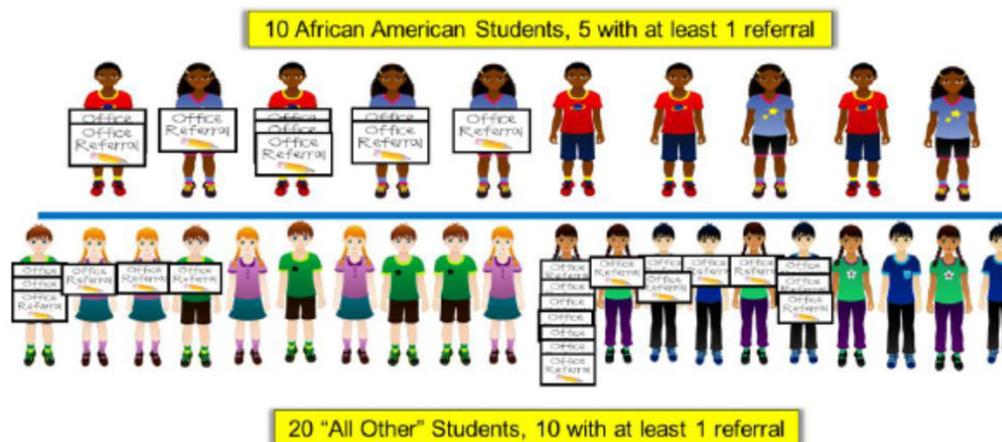
Step 1: Problem Identification

■ Risk Ratio

- Risk index for one group divided by risk index for comparison group (e.g., All Other students)



Step 1: Problem Identification



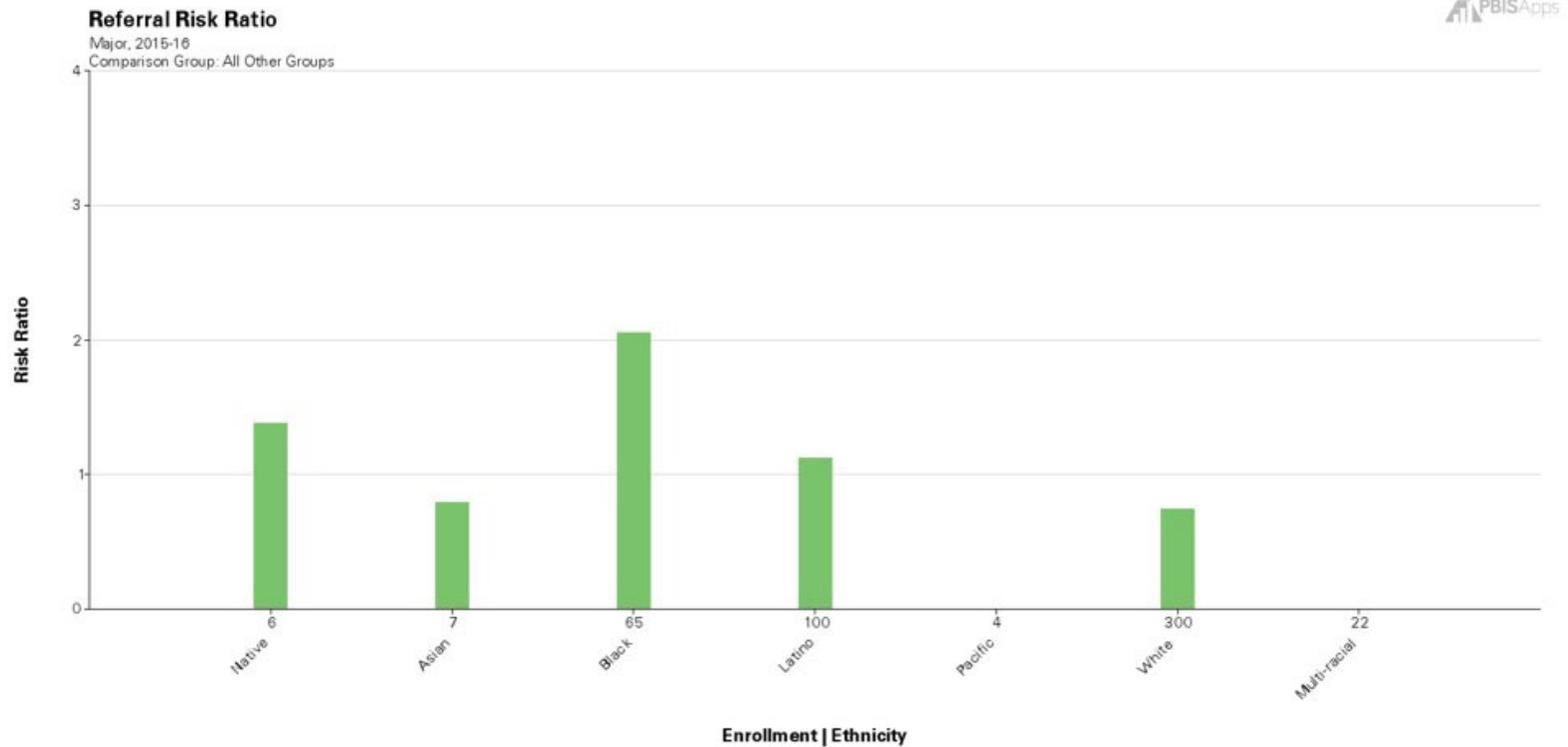
$$\frac{\text{Risk Index of Group Most Excluded}}{\text{Risk Index of Comparison Group}} = \frac{\text{Risk Index of Black Students}}{\text{Risk Index of All Other Students}} = \frac{.50}{.50} = 1.00$$

1.00 is equal risk

> 1.00 is overrepresentation

< 1.00 is underrepresentation

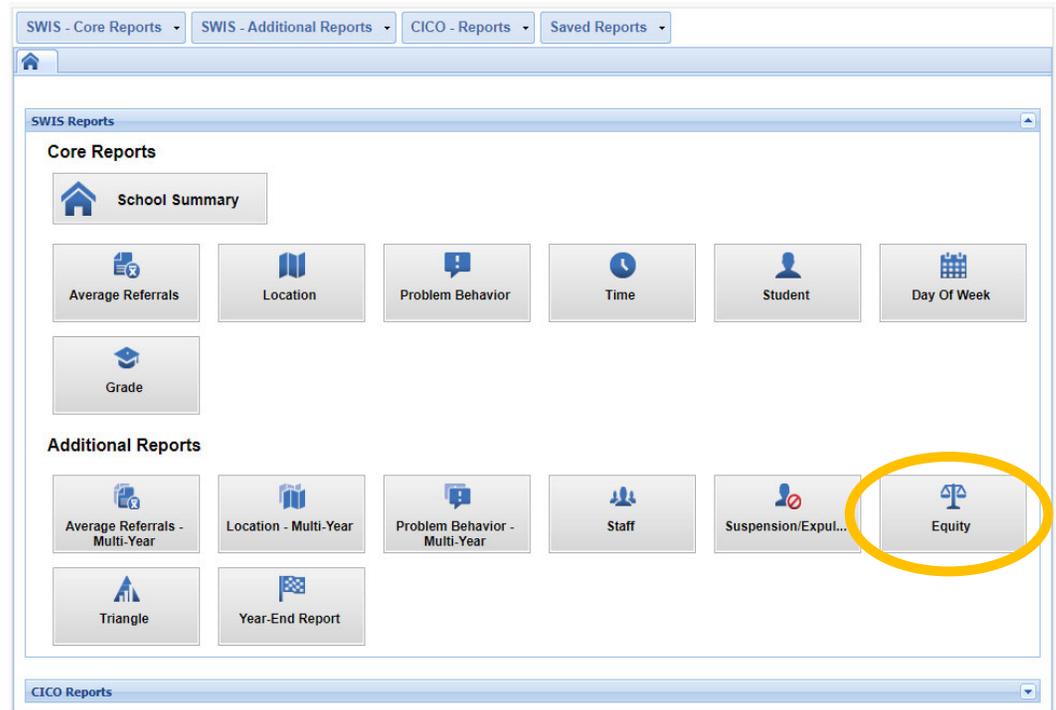
SWIS Equity Report: Referral Risk Ratios



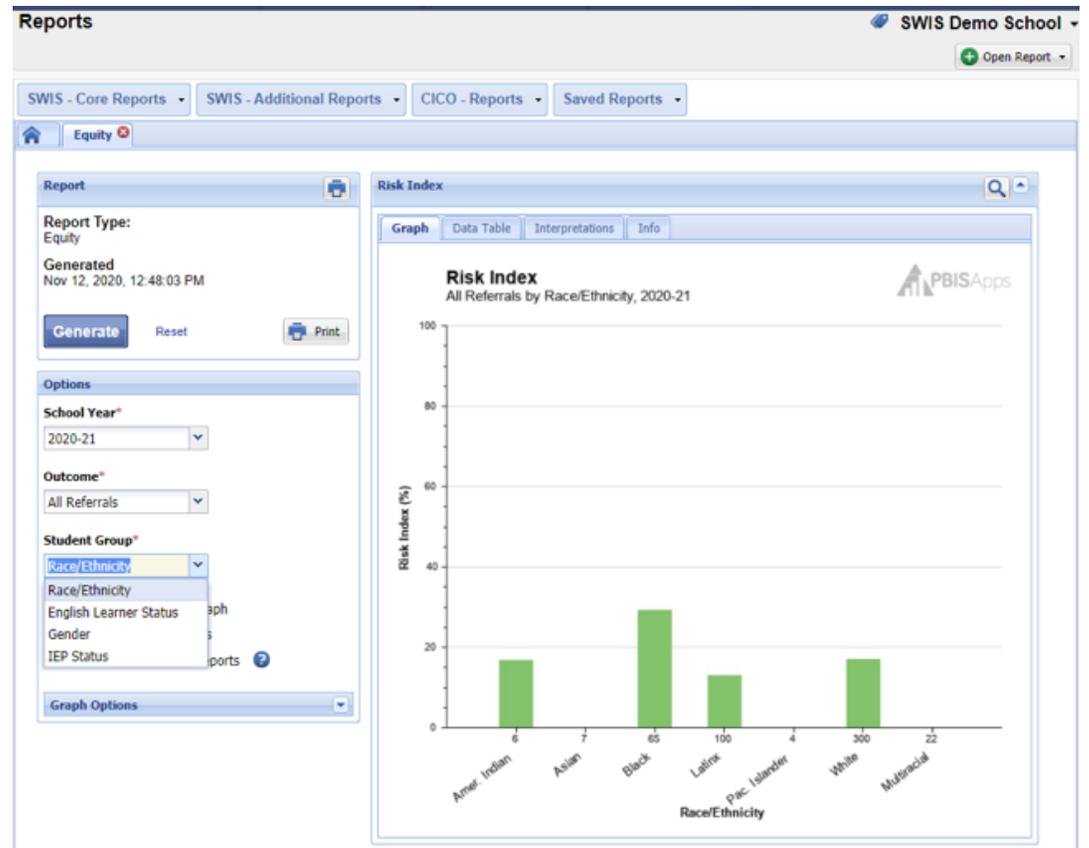
1. Log in to www.swis.org
2. Click on “View Reports”



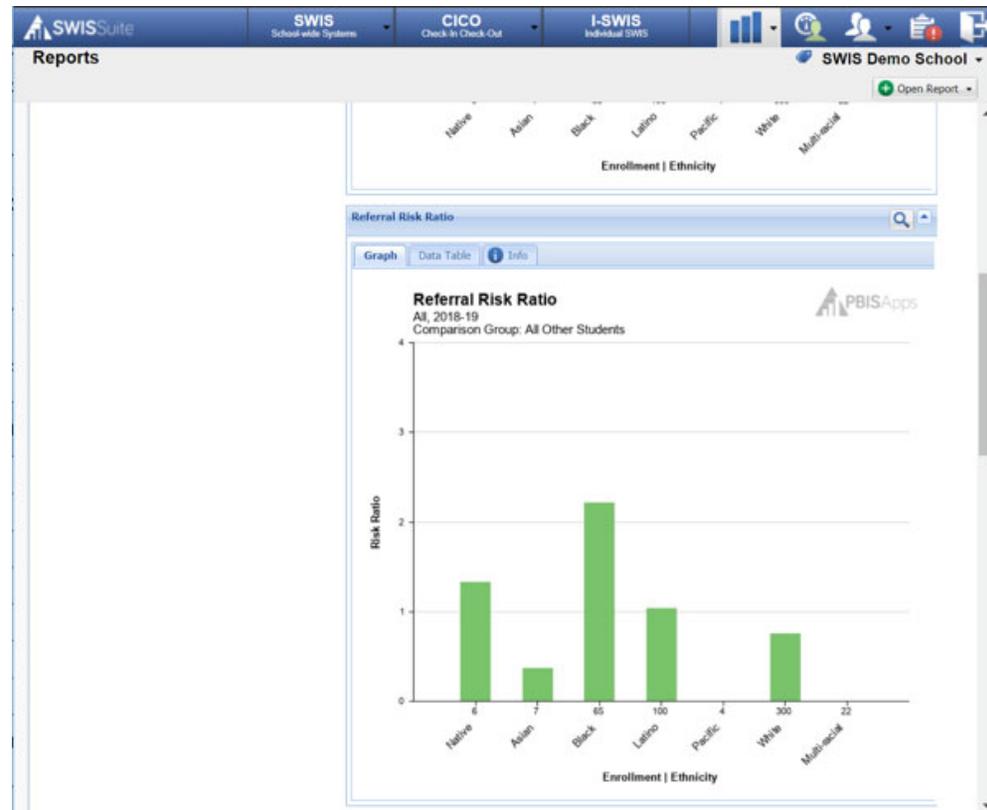
1. Log in to www.swis.org
2. Click on “View Reports”
3. Click on “Equity”



- ODR risk index
- ODR risk ratio



4. Scroll down to the second (Risk Ratio) chart.



5. Click the “Data Table” tab to get the numbers for the ODR risk index and risk ratio columns.

The screenshot displays the SWIS Suite Reports interface for 'SWIS Demo School'. The 'Referral Risk Ratio' report is active, showing a table with columns for Ethnicity, # of Enrolled Stud..., Risk Index, Comparison..., Comp. Risk I., and Risk Ratio. The 'Data Table' tab is selected, and the 'Risk Index' and 'Risk Ratio' columns are highlighted with yellow boxes. Below the table is a section for 'Students With Referrals By Ethnicity' with a graph and a legend for '% of Enrolled Students' and '% of Students With Referrals'.

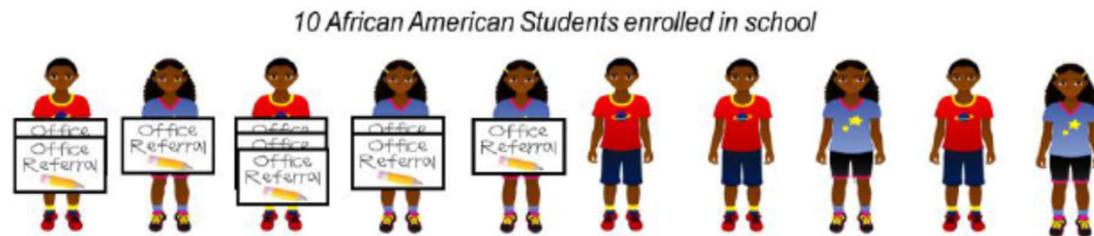
Ethnicity	# of Enrolled Stud...	Risk Index	Comparison...	Comp. Risk I.	Risk Ratio
Native	6	0.50	All Other	0.38	1.33
Asian	7	0.14	All Other	0.38	0.37
Black	65	0.72	All Other	0.33	2.21
Latino	100	0.39	All Other	0.37	1.04
Pacific	4	0.00	All Other	0.38	0.00
White	300	0.33	All Other	0.44	0.75
Multi-racial	22	0.00	All Other	0.39	0.00

Step 1: Problem Identification

Common Metrics

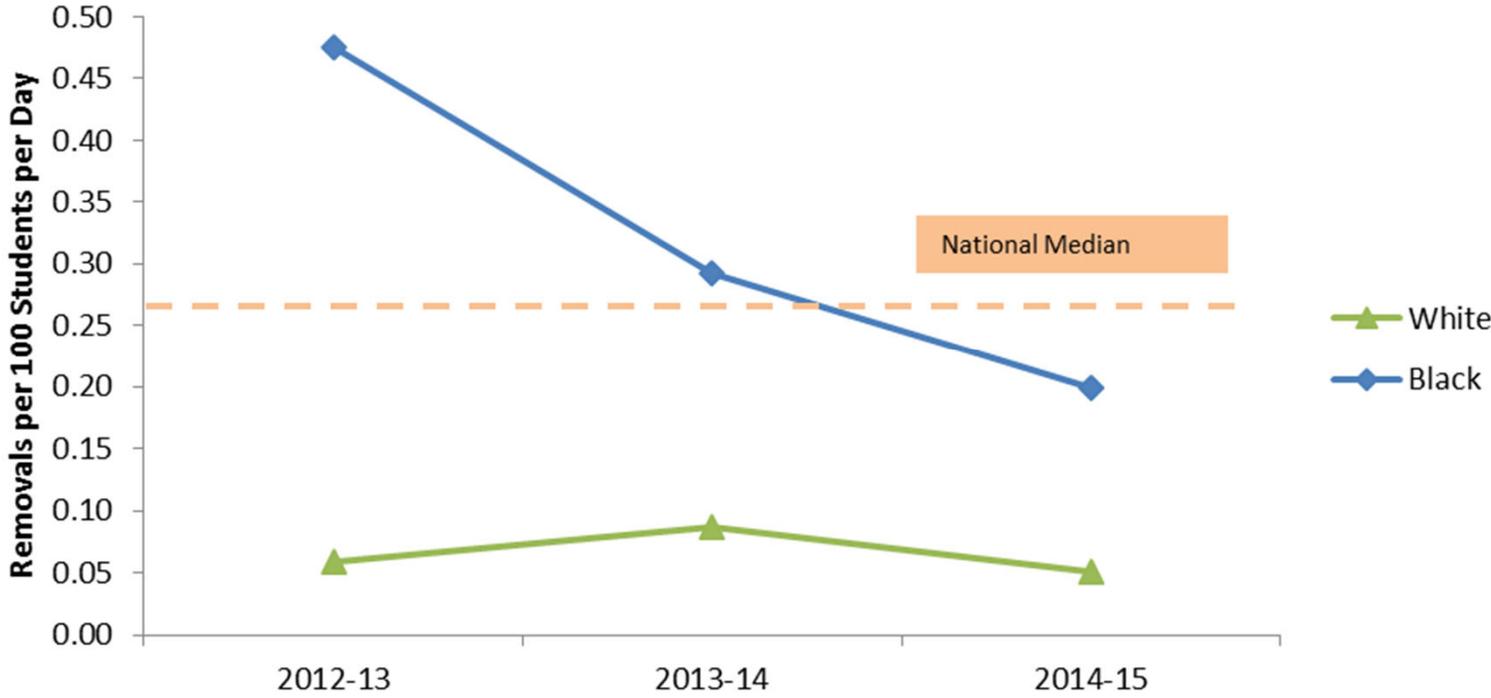
■ Rates by Group

- Average number of ODRs or suspensions per student in this group



$$\frac{\text{ODRs for Black Students}}{\text{Enrollment of Black Students}} = \frac{9}{10} = .90$$

Rates by Group



Step 1: Problem Identification Procedure

2. Compare to and Set Goals

□ Risk Ratio

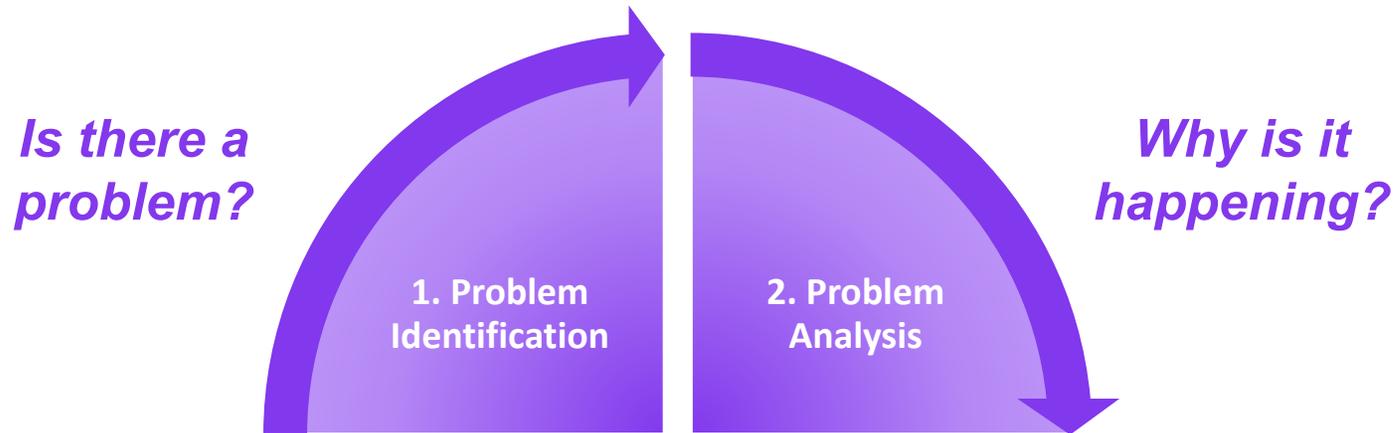
■ National median

- 2018-2019 U.S. public schools using SWIS with at least 10 Black and 10 White students
 - 25th percentile of Black-All Other ODR risk ratio = **1.49**

■ Federal criteria

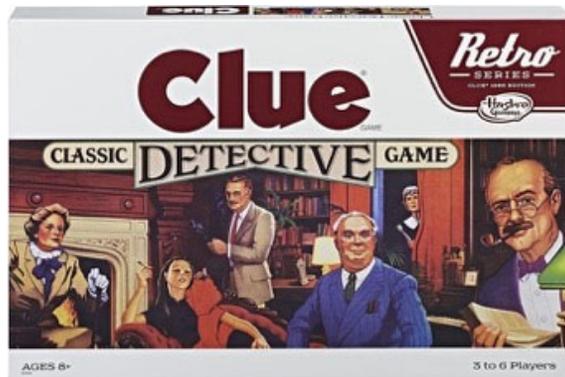
- U.S. Equal Employment Opportunity Commission (EEOC) Disparate Impact Criterion
 - Goal: Risk Ratio no more than **1.25**

Step 2: Problem Analysis



What is a Vulnerable Decision Point (VDP)?

- A specific decision that is more susceptible to effects of implicit bias
- Two parts:
 - Elements of the situation
 - The person's decision state (internal state)



What is an Equitable Decision Point (EDP)?

- A specific decision situation that school data shows is not influenced by bias

Situations:

Options for Identifying VDPs

1. All ODR/suspension decisions (general self-instruction routine)
2. Identify specific VDPs
 - a) Through national data
 - b) Your own school or district data
 - c) Your own personal VDPs

SWIS Drill Down (www.swis.org)

The screenshot shows the SWIS Drill Down interface. On the left is a 'Report Filters' sidebar with categories like Action Taken, Date, Day of Week, Gender, Grade, Harassment Types, IEPs & 504s, Location, Notes, Others Involved, Perceived Motivation, Problem Behavior, Race / Ethnicity, Referral Type, School Year, Seclusion / Restraint, Staff, Student, Student Disability, Time, and Weapon Types. The 'Race / Ethnicity' filter is currently set to 'Hispanic / Latino'. The main area has 'Include in Dataset' and 'Exclude from Dataset' sections. Below these are 'Generate' and 'Save Report Template' buttons. The main content area displays a 'Drill Down Report - Generated 8/28/13 5:03 PM' featuring a bar chart titled 'Referrals by Problem Behavior' and a data table.

Date / Time	Student	Grade	Staff	Location	Behavior	Motivation	Others In...	Action Ta...
12/5/12 12:00 ...	Isaac Spillman	4	Rik Dranen	Cafe	Lying	Obitm	Staff	Office
12/6/12 11:15 ...	Isaac Spillman	4	Sally Post	Bus an	Inapp Lan	Ob p attn	Peers	Office
1/3/13 10:30 AM	Isaac Spillman	4	Bette Davidson	Gym	Defiance	Avoid a	Teacher	Office
2/3/13 12:45 PM	Isaac Spillman	4	Anne Harrison	Cless	Defiance	Unknown ...	Unknown	Detent
1/31/13 1:45 PM	Isaac Spillman	4	Debbie Cahoun	Library	PApp	DK	Peers	Detent
11/1/12 9:00 AM	Isaac Spillman	4	Sean Taylor	Plygd	PApp	Unknown ...	Unknown	None

Add group of concern as a filter (click to "Include in Dataset").

Click each graph and compare to overall patterns.



National SWIS Data (2018-19)

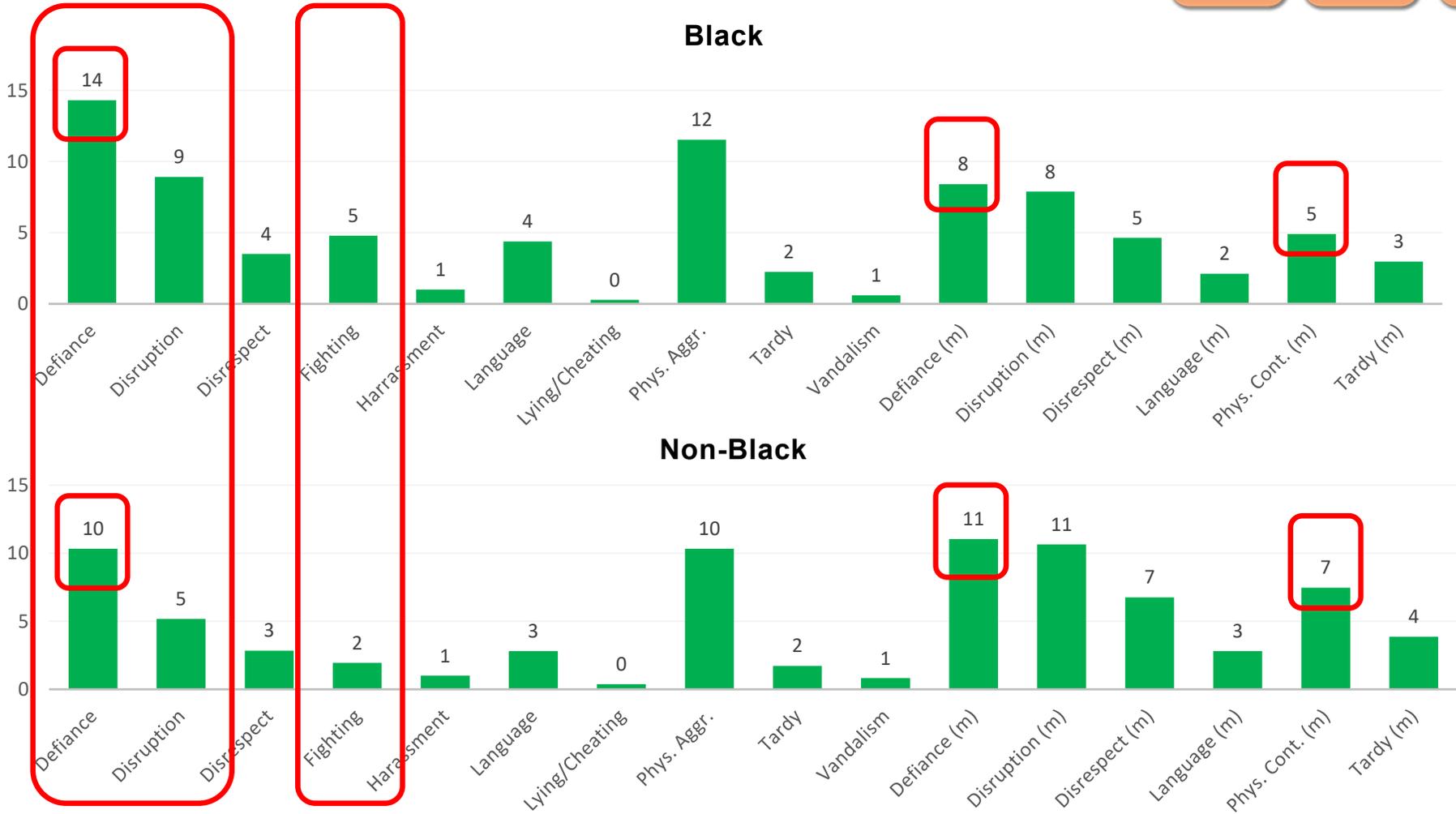
3,554,607 Office Discipline Referrals (ODRs)

5,658 schools

47 states



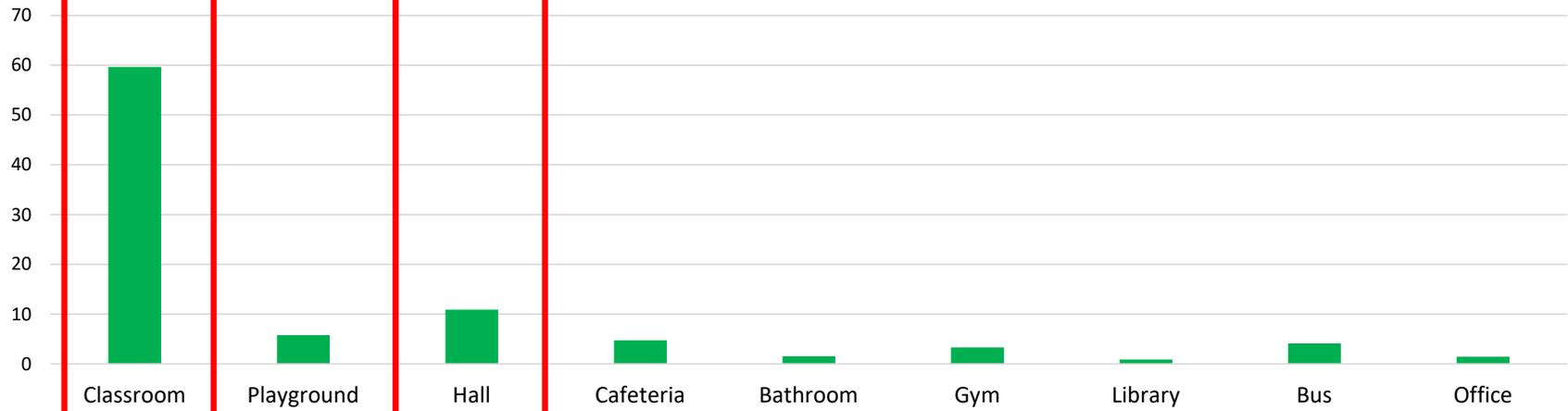
ODRs by Behavior (m = minor)



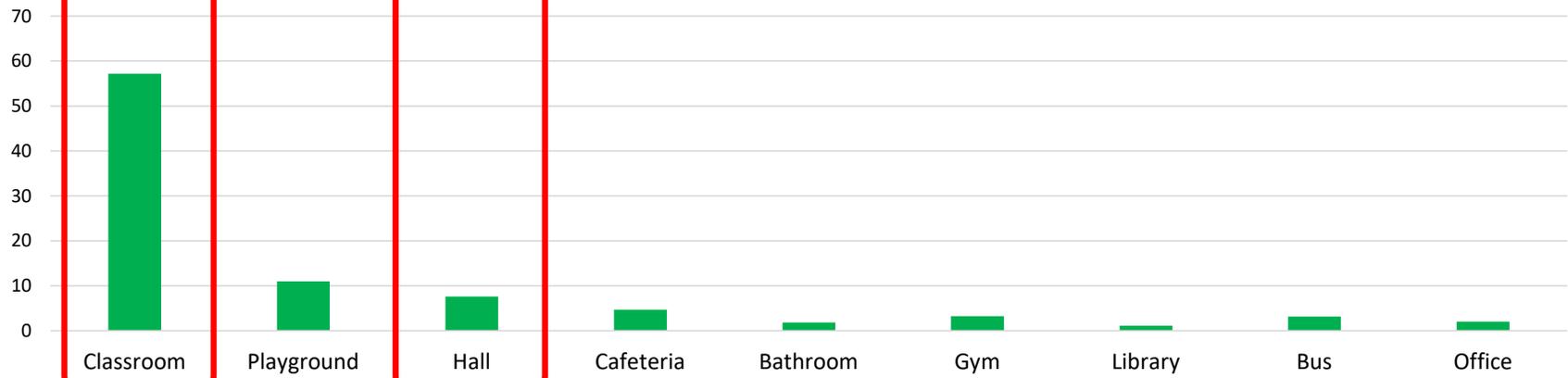
ODRs by Location



Black



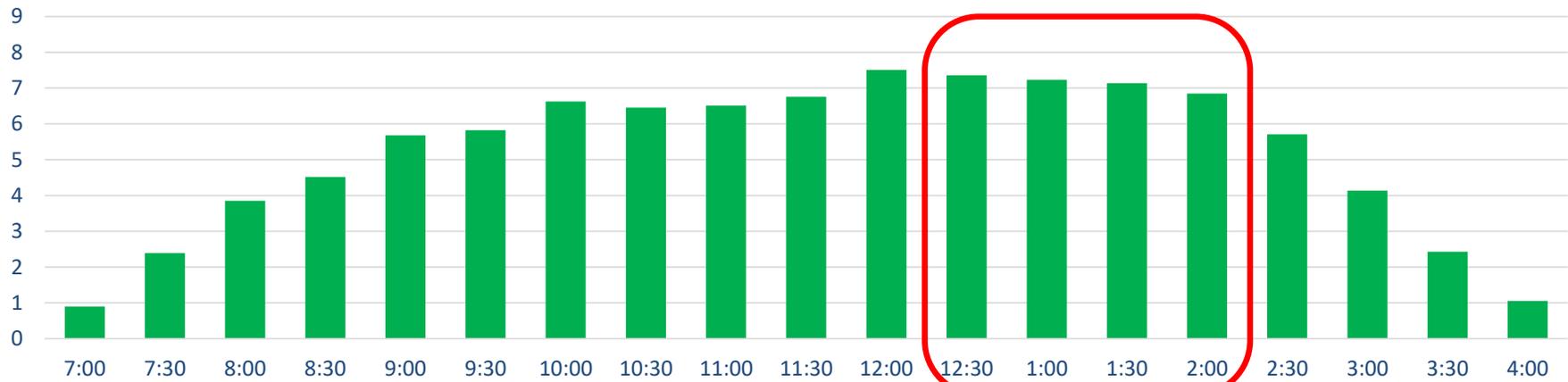
Non-Black



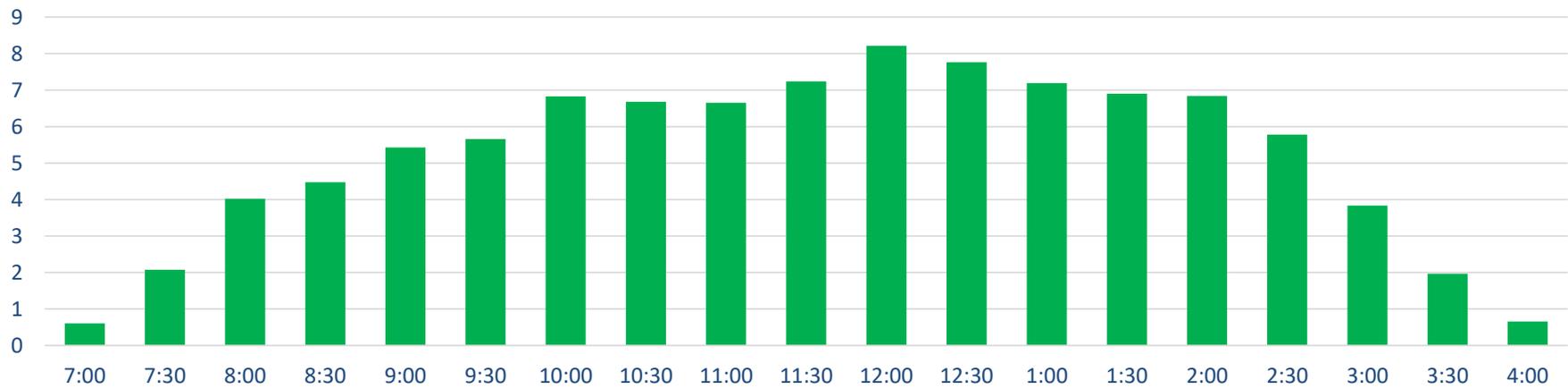
ODRs by Time of Day



Black



Non-Black



VDPs from National ODR Data

- Subjective behaviors
 - Defiance, Disruption
 - Major vs. minor
- Hallways
- Classrooms
- Afternoons

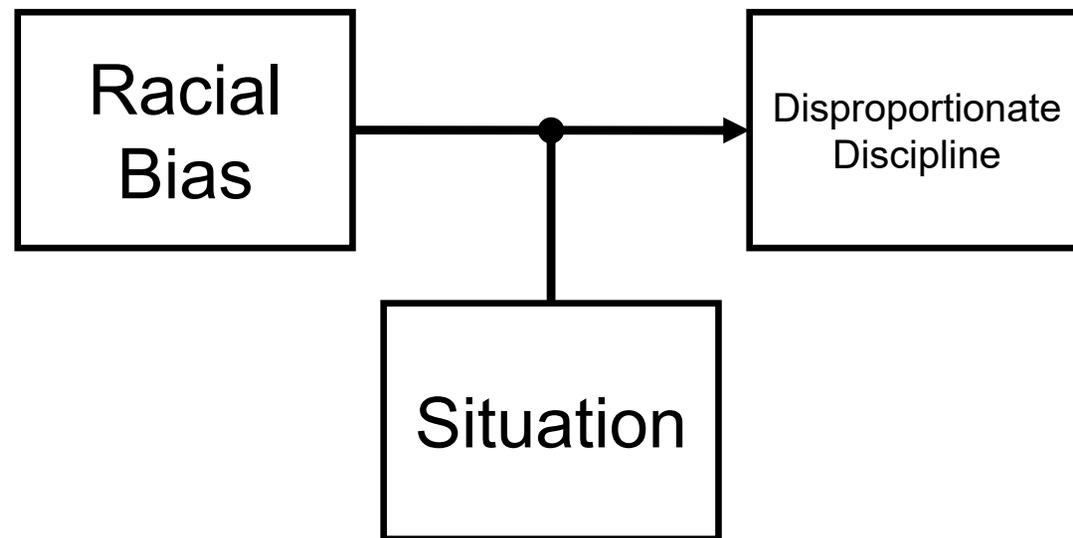
AMBIGUITY

LACK OF CONTACT

RELATIONSHIPS? DEMANDS?

FATIGUE

Multidimensional View of Bias



Vulnerable Decision Points

Subjective Behavior	Unfamiliar with Student
Vague Discipline System	Hallways
Classrooms	Fatigue

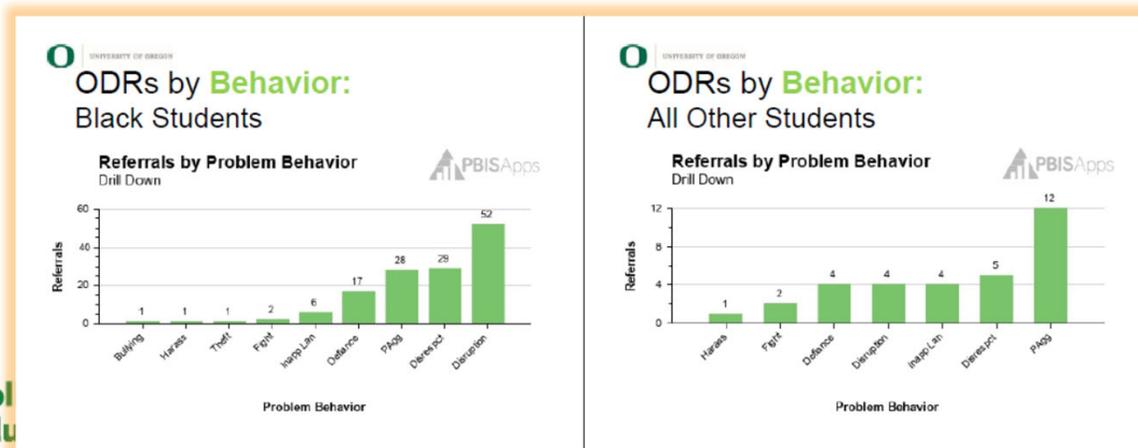
(Smolkowski et al., 2016)

Situations:

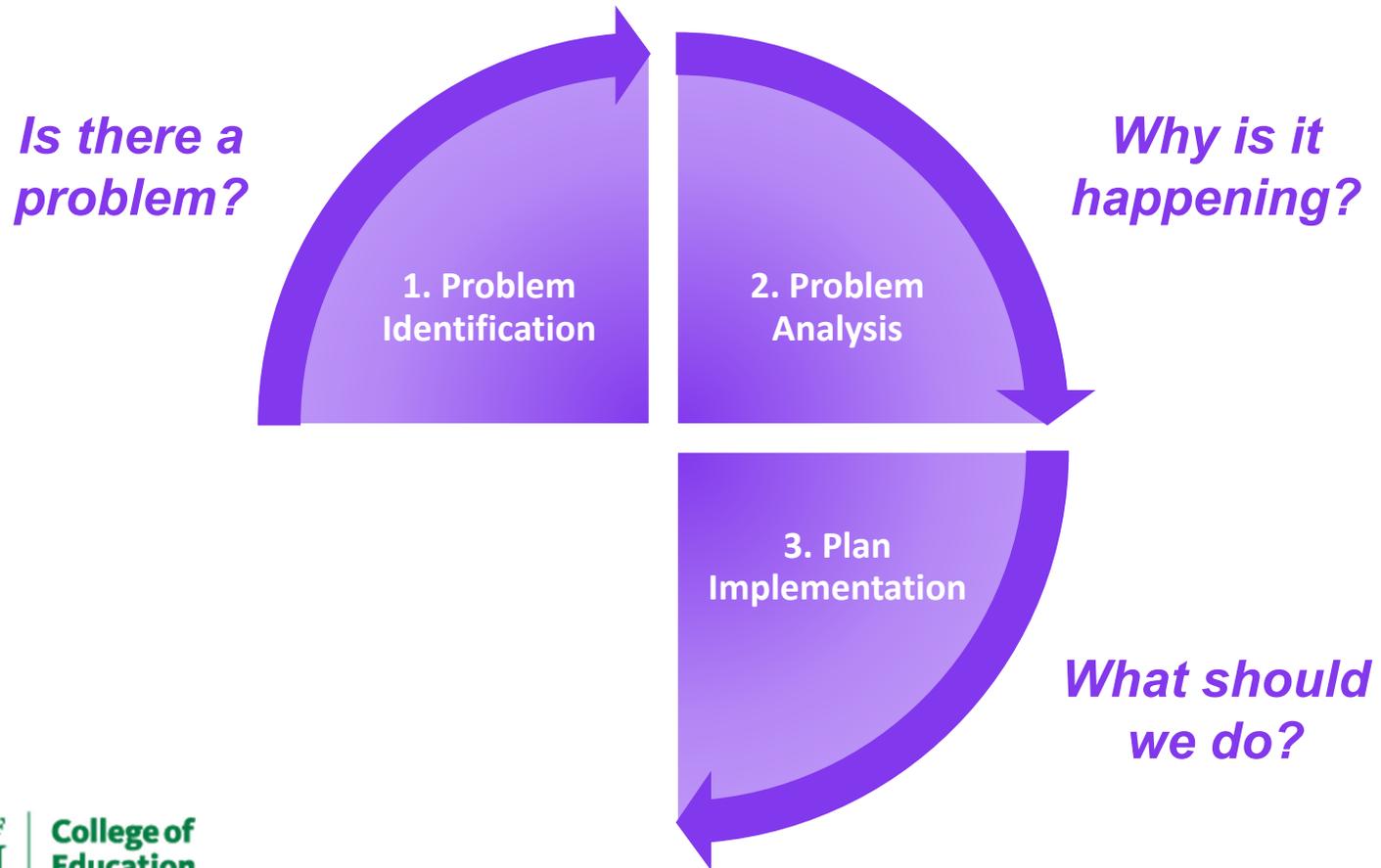
The Most Common VDPs in Schools

(Austin et al., 2024)

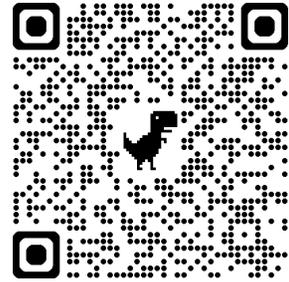
1. Defiance in the classroom in the afternoon
2. Defiance in the classroom in the morning
3. Physical aggression on the playground in the middle of the day



Step 3: Plan Implementation

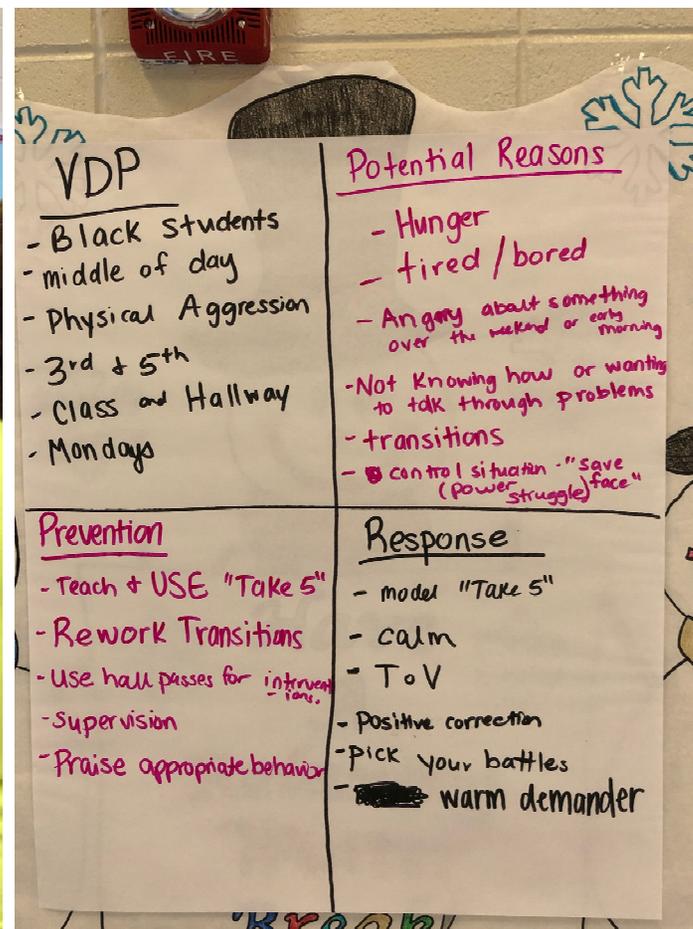
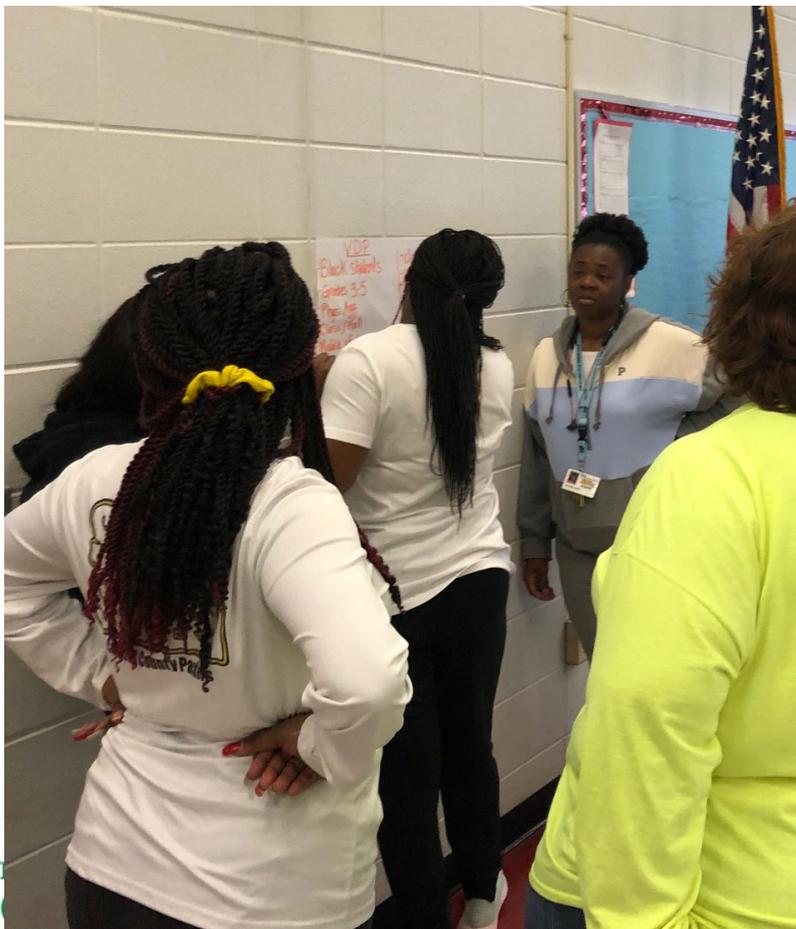


5-point Intervention Approach

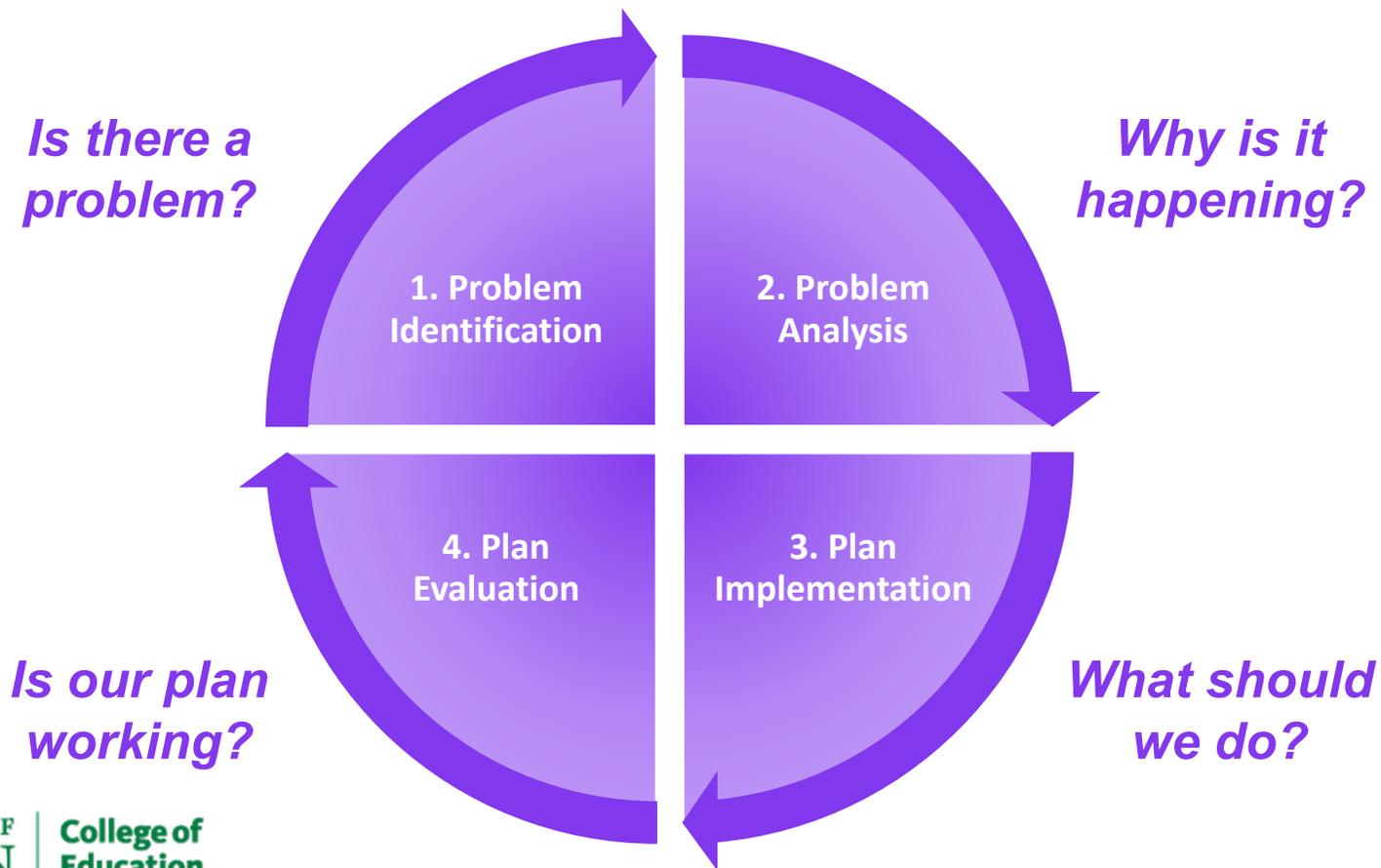


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Data-Driven Intervention Planning



Step 4: Plan Evaluation





Applied Example

Mark Alfaro

Regional Technical Assistance Provider

Social Emotional Behavior Supports

Placer County Office of Education





CA-ISP

California Integrated
Supports Project



Dr. Scott Ross, Assistant Professor,
California State University, Monterey



Dr. Kent McIntosh, Philip H. Knight, Chair
of Special Education, University of Oregon



Dr. Mark Weist, Director of
Clinical-Community Doctoral Program,
University of South Carolina



Dr. Josh Harrower, Professor, Special Education,
California State University, Monterey



Susan Barrett, Director of the Center for
Social Behavior Supports



Dr. Terese Aceves, Professor, School of Education,
Loyola Marymount University



Tori Martinez, Director of Programs &
Services, NAMI CA



Dr. Caryn Sabourin Ward, Director, National
Implementation Research Network, UNC Chapel Hill



CA-ISP Advisors



Statewide Project



CA-ISP Core Features:

1. **School-wide CA MTSS/PBIS Implementation:** Fidelity of implementation
2. **Teaming:** School and community partners collaborating on systems teams
3. **Quality Professional Development:** District, site teams and school sites receive differentiated professional development focusing on the integration of culturally relevant and affirming practices, social emotional learning and trauma informed practices.
4. **Family and Youth Engagement:** Including students and family members in teaming, decision making, interventions and systems
5. **Intervention Selection, Implementation and Progress:** Selecting evidence based practices based on need, implementing EBPs with fidelity, and monitoring outcomes
6. **Data for Equity:** Data is collected, analyzed, and used for decision making through the lens of equity, culturally relevant and affirming and trauma informed practices.



Core Features of the CA Integrated Supports Project

Social-Emotional Learning	Culturally Relevant Practices	Trauma Informed Practices
<ul style="list-style-type: none"> ● Self-awareness ● Self-management ● Social Awareness ● Relationship Skills ● Responsible Decision Making <p>*CASEL Framework</p>	<ul style="list-style-type: none"> ● Identity ● Voice ● Supportive Environment ● Situational Appropriateness ● Data for Equity <div style="border: 1px solid black; padding: 10px; text-align: center; margin: 10px auto; width: 80%;"> <p>Year 1 Focus</p> </div> <p>*PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches 2021</p>	<ul style="list-style-type: none"> ● Safety ● Trustworthiness and Transparency ● Peer Support ● Collaboration and Mutuality ● Empowerment, Voice and Choice ● Cultural, Historical, and Gender Issues <p>*SAMHSA's Concept of Trauma and Guidance for a Trauma Informed Approach</p>



Part 1

Data Review and Disaggregation



Objectives for Sites

At the end of this training you will be able to:

- Analyze your site's discipline disproportionality (or lack thereof)
- Communicate your site's discipline information to all interested parties
- Identify Vulnerable Decision Points within a set of data
- Communicate your site's Vulnerable Decision Points to all interested parties



Data Based Decision Making To Enhance Equity in School Discipline



CA-ISP
California Integrated
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Using Data to Address Equity

Four-Part Problem Solving Approach

SWIS Provides Equity Reports

- Have you ever reviewed the Equity reports?

SWIS - Core Reports - SWIS - Additional Reports - CICO - Reports - Saved Reports

Equity

Report

Report Type:
Equity

Generated
Aug 12, 2020, 5:26:57 PM

Generate Reset Print

Options

School Year*
2018-19

Outcome*
All Referrals

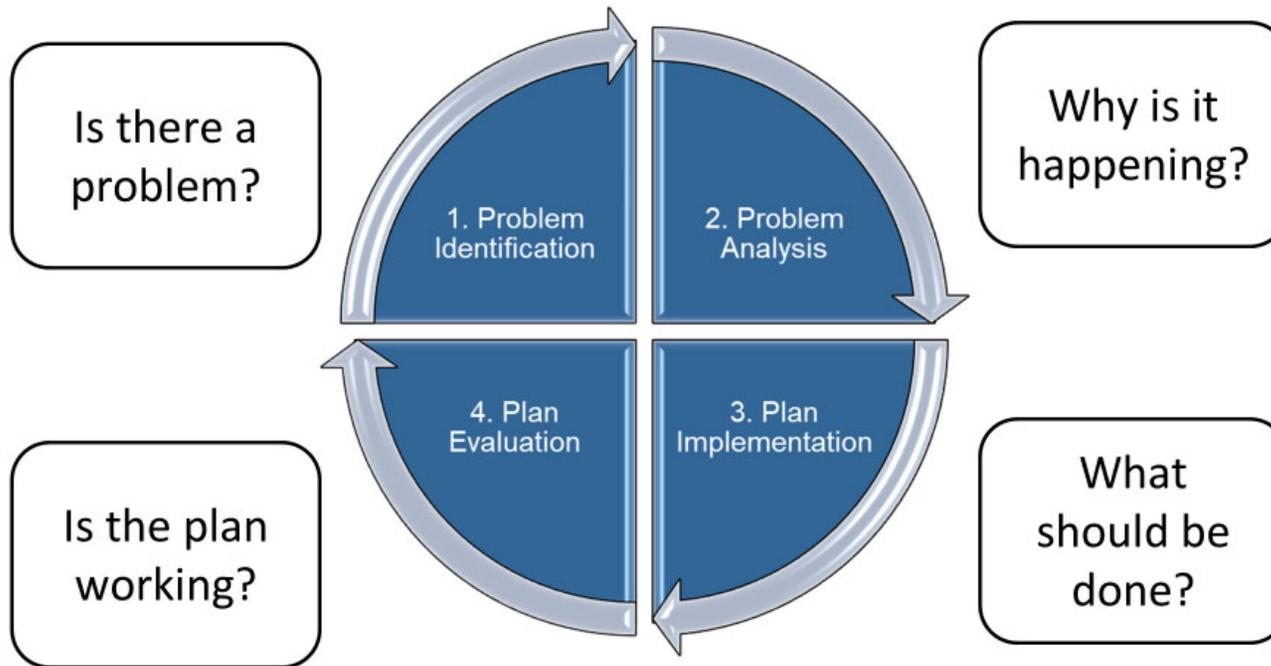
Student Group*
Race/Ethnicity

Show Values on the Graph
 Only Show Active Items
 Display Composition Reports

Graph Options

No data were found based on the criteria you have selected.

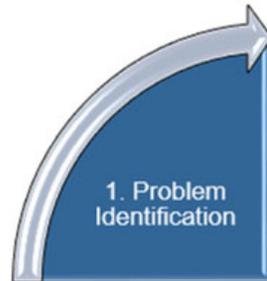
4-Step Problem Solving Model



Using Data to Address Equity

Four-Part Problem Solving Approach

Is there a problem?



“
To ask the right question is already half the solution of a problem.
”

— Carl Jung

Step 1: Problem Identification

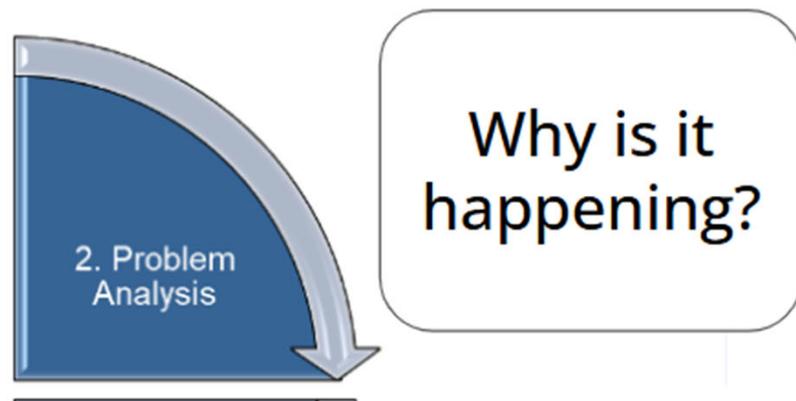
- Quantify disaggregated outcomes across racial/ethnic groups

Using Data to Address Equity

Four-Part Problem Solving Approach

Step 2: Problem Analysis

- Why is it happening?



Using Data to Address Equity

Four-Part Problem Solving Approach

Step 3: Plan Implementation

- Select strategies to address the problem
- Decide the who, what, when, where details of the plan
- Make sure you have the proper knowledge and skills for implementation
- Carry out the plan



Using Data to Address Equity

Four-Part Problem Solving Approach

Step 4: Plan Evaluation

- Check results against original problem
- Check fidelity of plan
- Examine the solution
- If did not work, do not give up, try different plan!



Diving Deeper into Data

Culturally Responsive Teams:

- Regularly disaggregate data to monitor equity (at least quarterly)
- Examine inequitable outcomes from a systems perspective before considering individual behavior support
- Examine trends in disaggregated data to identify specific situations when disproportionality is more likely to be evident (e.g., behaviors, locations, time of day)
- Research their communities to determine which ethnic groups are represented within the broad federal race categories and use that information to make practices more culturally responsive



VDP Worksheets provided to each site trained

**Enhancing Equity in School Discipline:
Problem Solving Worksheet & Action Planning Tool**

Instructions: This form can be used in conjunction with the disproportionality data guidebook (*Using Discipline Data within SWPBIS to Identify and Address Disproportionality: A Guide for School Teams*, at <http://www.pbis.org/school/equity/pbis>) for school teams to assess, address, and monitor discipline disproportionality (as well as other forms of disproportionality, such as the achievement gap).

School: _____ Date: _____

Group of Interest (use a new sheet for each group of interest): _____

Reference Group: __All other students_____

Steps in the equity problem-solving process:

1. [Problem Identification: Is there a problem?](#)
2. [Problem Analysis: Why is it happening?](#)
3. [Plan Implementation: What should be done?](#)
4. [Plan Evaluation: Is the plan working?](#)



STEP 1. PROBLEM IDENTIFICATION: Is there a problem?

Metrics

1a. Select Metrics to Use

Recommended discipline metrics:

- *ODR risk index (i.e., % of students w/ODR; absolute)*
- *ODR risk ratio (relative)*
- *ODR rates per group (absolute)*

Outcome 1: *Office Discipline Referral (ODR) Risk Index*

Outcome 2: *Office Discipline Referral (ODR) Risk Ratio*

Outcome 3: *Office Discipline Referral (ODR) Rates per Subgroup*

Reference Group for relative metrics (usually All Other students): *All Other Students*

Note: if your school is over 90% the same race/ethnicity, use state averages

Select Measure (1a) in the VDP Worksheet



Site Equity and VDP Slides Provided for Training Purposes

The image displays three overlapping slide templates for training purposes. Each slide features a dark blue header, a white body with bullet points, and a light blue starburst graphic with the text "Paste Chart".

- Slide 1 (Left):** Header: "(School Name) Risk Index". Body: "• Paste risk index chart here" and "• Paste interpretive stat... for g... interest".
- Slide 2 (Middle):** Header: "(School Name) Risk Ratio". Body: "• Paste risk ratio chart b..." and "• Paste interpre... oup of int...".
- Slide 3 (Right):** Header: "(School Name) Rates by Group". Body: "• Paste risk index chart here" and "• Paste interpretive... here".

Culturally Sustaining Pedagogy

Adaptive Changes	Adaptive Changes
<ul style="list-style-type: none">• Changes in values, beliefs, roles, relationships, and approaches to work• Involves changing routines and mindsets 	<ul style="list-style-type: none">• Example: staff come to an understanding that they have an obligation and responsibility to educate each student, including changing systems to support a small number of students of color or other underserved groups.• Example: staff conducts PDs about the local community culture to deepen understanding

Part 2

Putting the Data to Use



Core Features of the CA Integrated Supports Project

Culturally Relevant Practices

- Identity
- Voice
- Supportive Environment
- Situational Appropriateness
- Data for Equity

*PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches 2021

Using site team data, teams will choose modules for learning.

<u>Personal Matrix</u>	<u>4 to 1 Ratio</u>	<u>Community Circles Greetings at the Door</u>	<u>Wise Feedback</u>	<u>Elements of Culture</u>
<u>Student Led Conferences</u>	<u>Family Engagement for the Classroom Teacher</u>		<u>Expectations and Matrix Review</u>	<u>Vulnerable Decision Points</u>
<u>Positive Sayings</u>	<u>Implicit Bias</u>	<u>Neutralizing Routines</u>	<u>Culturally Relative and Sustaining Practices</u>	<u>My Name/My Identity</u>



Outcomes



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Summary of Findings

- CA-ISP implementation was associated with reductions in disciplinary incidents and outcomes, including ISS and OSS.
- The most substantial reduction was observed in out-of-school suspensions (OSS), with a standardized mean difference of -0.31.
- Odds of receiving any OSS or ISS were also significantly lower for students in CA-ISP schools compared to controls.
- These findings are consistent with prior literature on multi-tiered systems of support (MTSS) and PBIS effectiveness (see Lee & Gage, 2021).

Big Ideas

- Disproportionality in school discipline is one of the biggest challenges in education today
- We can use data to assess and monitor how we are doing
 - If you don't have the data you need at hand, advocate for it
- The same steps we have for solving discipline problems work for disproportionality

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Please Complete this Session's Evaluation

10/22

2A – Using Data to Address Disproportionality in School Discipline

Four options, pick one!

1. Mobile App

Click "Take Survey" under the session description.

2. QR Code

Scan the code on this slide.



3. Online

Click on the link located next to the downloadable session materials posted online at:

www.pbis.org/conference-and-presentations/pbis-leadership-forum

4. Direct Link

Click the link provided in the email reminder you receive after your session ends.



After you submit each session evaluation, click the link to enter the **gift card raffle!**

*Evaluations are **anonymous!** We send reminder emails to all participants.*

National PBIS Leadership Forum