Supporting School-Level Root Cause Analyses of Disproportionate Discipline Outcomes

Session Content

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Root Cause Analyses

Dr. David Osher

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- **Disparities are pervasive and hard to address**

- **The fact that they are not just based upon individual factors is reflected in their presence across and throughout multiple systems**

  - Health & Mental Health

  - Child Welfare

  - Juvenile Justice & Adult Corrections

  - Education

    - Opportunities to Learn

    - Academic Outcomes

    - Discipline

Why the Root Cause Analysis Guide

We often find it hard to:

- Look beyond the symptoms

- Have honest, non-defensive and non-blaming conversations about issues that affect those who experience disparities directly, e.g.,

  - Race

  - Gender

  - Culture

  - Disability

- Transform these conversations into systemic changes
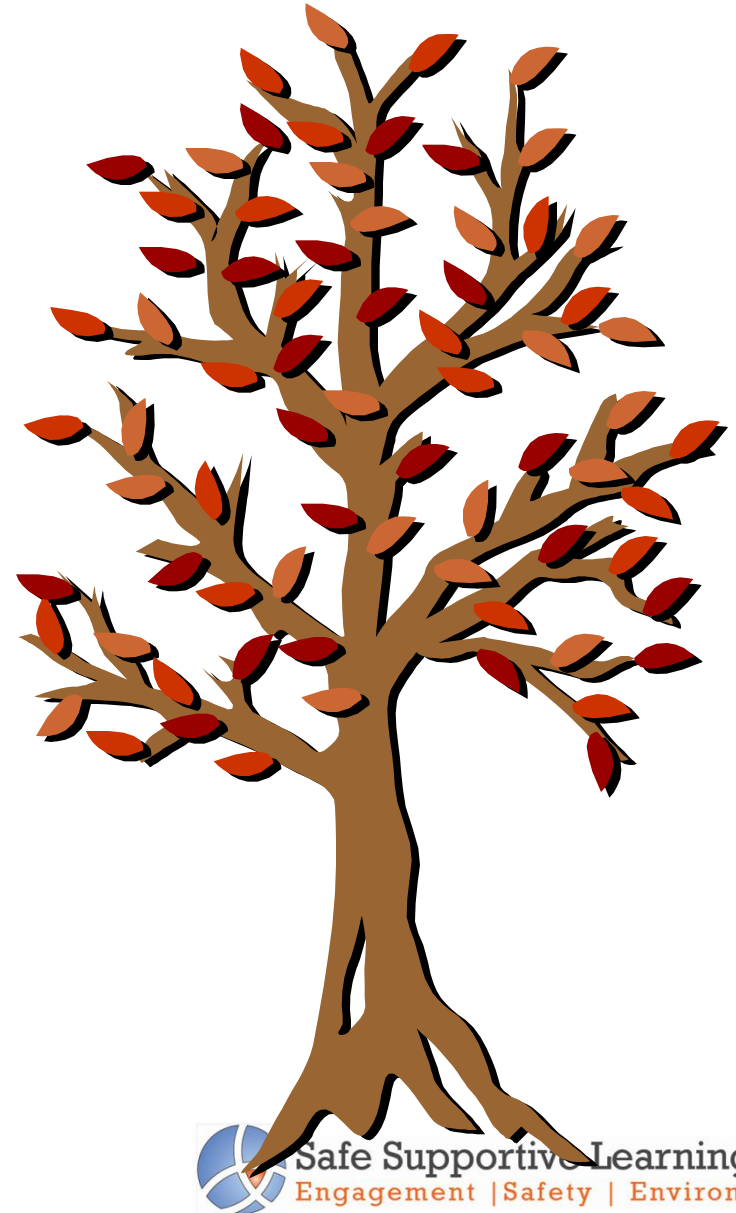
Why the Root Cause Analysis Guide

- **Hard problems like disparities are likely to be routinized, systemic, and embedded in what people take for granted**

- **We often silo interconnected matters, e.g.,**
  - Academics
  - Experience of Climate and Conditions for Learning and Engagement
  - Student Support
  - Discipline

- **Small decisions that don't stand out matter or accumulate**

- **We often employ "victim blaming approaches" rather than an ecological and transactional approaches**
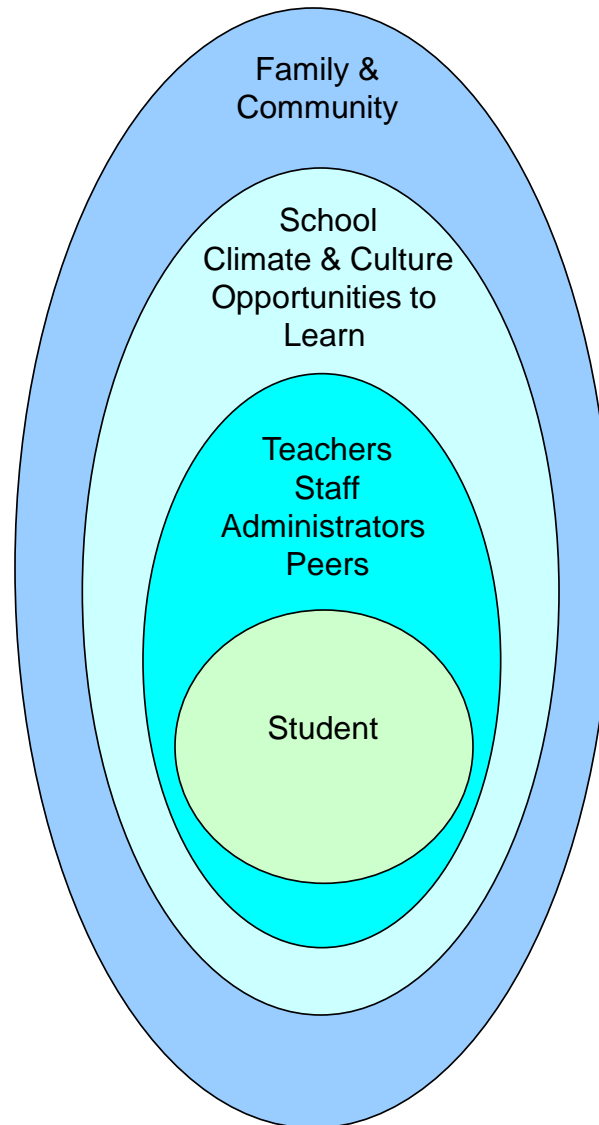
Find and Address the Root Causes

- **What's the problem?**

- **Why is it happening?**

- **What can be done to prevent it from happening again?**

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Where to Look for Causes, Needs and Strengths?

Family &
Community

School
Climate & Culture
Opportunities to
Learn

Teachers
Staff
Administrators
Peers

Student

- **Race Matters**

- **Culture Matters**

- **Ethnicity Matters**

- **Language Matters**

- **History Matters**

- **Poverty Matters**

- **Local Context Matters**

- **Families Matter**

- **Organizational Capacity Matters**

- **Planning and Continuous Improvement Matter**

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- **Beliefs Matter**

- **Knowledge Matters**

- **Mindsets Matters**

- **Attitudes Matter**

- **Motivations Matter**

- **Biases Matter- explicit, implicit, attribution**

- **Leadership and Support Matter**

Action Planning Guide with Examples

Sandy Williamson
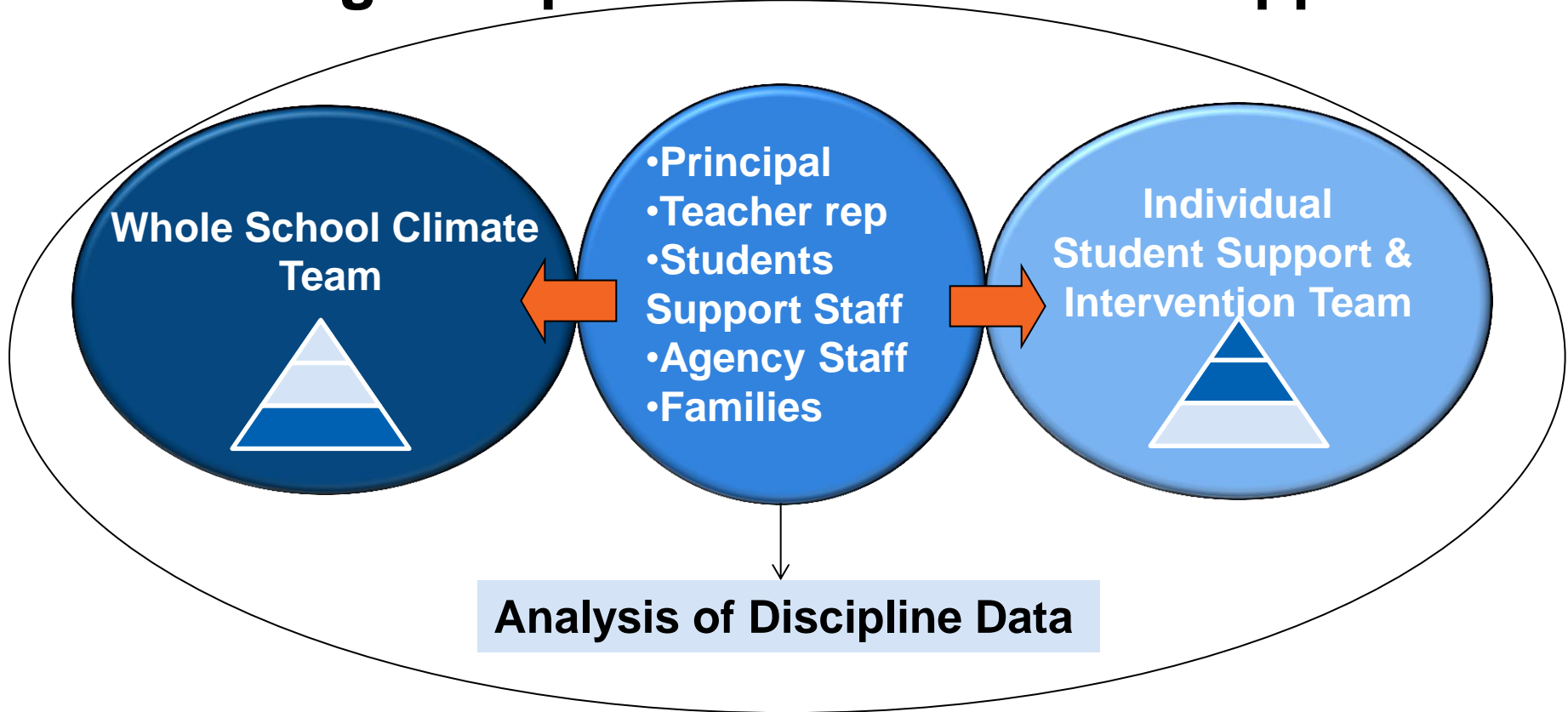
Action Planning Guide

- **Audience**: school teams and district teams

- **Goal**: for teams to use a data informed process to examine disparities in school discipline and adjust policy and practices

- **Foundation for the Guide**: *School Climate and Discipline: A Guidance Package* and *the School Discipline Consensus Report*

Three important areas:

1) Climate and prevention

2) Clear, appropriate, and consistent expectations and consequences

3) Measurable equity and continuous improvement

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Linking discipline data to student support

Whole School Climate Team

- Principal
- Teacher rep
- Students Support Staff
- Agency Staff
- Families

Individual Student Support & Intervention Team

Analysis of Discipline Data

Core team members may serve on various interventions teams.
Key is diversity and inclusion.

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Question: Do disparities in school discipline exist in our school or district?

<u>Stage 1 Tasks:</u>

- 1.1 Determine Data Needs

- 1.2 Designate Data Gatherers

- 1.3 Identify the Data You Already Collect

- 1.4 Determine Additional Data Needs

- 1.5 Ensure Data Privacy and Quality

- 1.6 Disaggregate Data

- 1.7 Analyze Data for Disparities

- 1.8 Develop Preliminary Findings and Identify Disparity Issues

- 1.9 Prepare to Present Your Findings

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Big Risk Questions

How many students are subjected to disciplinary action?

To what extent are students in specific demographic groups experiencing exclusionary discipline?

Which student demographic groups are at the greatest risk for exclusionary disciplinary action?

What is the rationale behind disciplinary actions taken against students? Is disciplinary action taken uniformly regardless of the type of offense or does the severity of the action taken vary?

How have exclusionary disciplinary practices influenced student outcomes? Is the school pushing students out or is the school or district maintaining responsibility for educating students despite the disciplinary actions taken against them?

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Question: What are the root causes of disparities in school discipline?

Stage 2 Tasks:

- 2.1 Generate Possible Causes and Explanations

- 2.2 Collect and Review Qualitative Data to Validate Your Conclusions

   Compendium of School Discipline Laws and Regulations

- 2.3 Conduct a Root Cause Analysis (diagnostic template)

Range of Domains:

- **Procedural matters (policy on tardiness)**

- **Practices (curriculum, instruction)**

- **School climate ad culture (e.g. norms, beliefs, rituals)**

- **Systemic factors (e.g. class placements)**

- **Staff attitudes and beliefs**

Other Factors:

- **Early school history lacked access to clubs, extracurricular activities or challenging curricula**

- **Capacity Issues (staff skills, tools, training, access to support)**

- **Intervention issues (limited and less supportive)**

- **Bias**

- **Policy Issues**

- **Attitude, knowledge or behavior**

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Question: How will you address the root causes of disparities in school discipline?

Stage 3 Tasks

- 3.1 Share Your Findings with the Community

- 3.2 Develop an Action Plan

- 3.3 Implement the Action Plan

TIP: clearly define roles and responsibilities and clearly define a review/revise/action planning process….how to sustain this work….

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Action Planning Guide Includes:

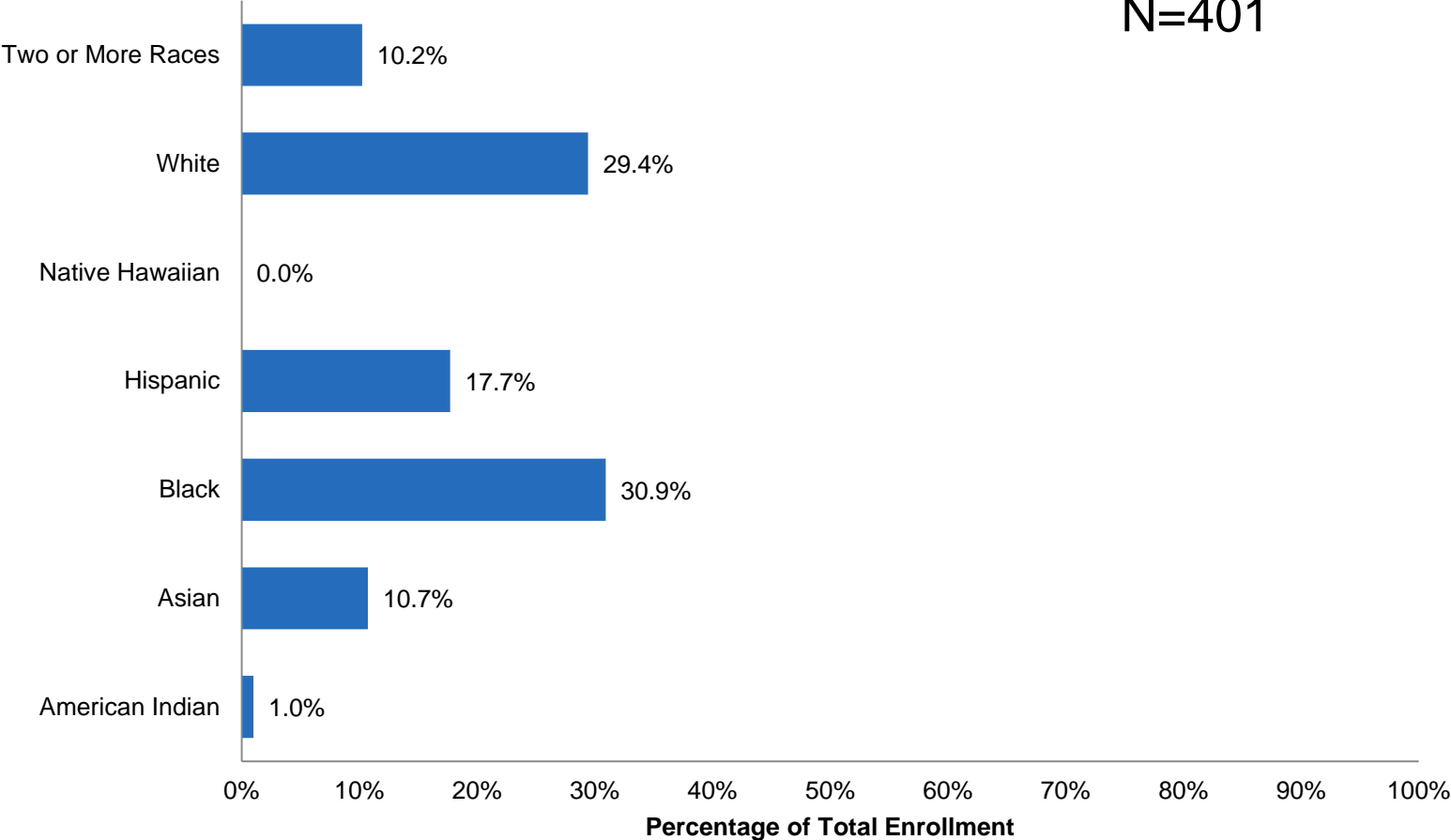|		
Resource 1	Glossary	This resource defines a selection of terms underlined in the guide and describes how they apply to addressing discipline disparities.
Resource 2	Discipline Data Checklist	This resource helps determine and track which data you collect, including identifying gaps to be filled.
Resource 3	Data Mining Decision Tree Tip Sheet	This resource offers graphical guidance on data collection decisions to be made.
Resource 4	Disciplinary Disparities Risk Assessment Tool	This resource provides a series of Microsoft Excel–based worksheets with detailed instructions on what data to collect, how to collect them, how to enter them into the tool, how to answer key questions, and how to analyze your results. The tool autogenerates graphic representations of your results. This tool can be used as-is, modified, or serve as a model for designing a tool that can integrate with or import data from an existing school or district database or student management system. The tool also can be used in concert with existing data collection efforts, such as PBIS.
Resource 5	Supportive Data Resources	This resource describes the type of data your school or district may already be collecting under federal grants and initiatives as well as behavioral strategies, such as PBIS or restorative practices, which can inform your disciplinary analysis.
Resource 6	Action Plan Template	This resource provides a blank template for you to gather important information as you work through each of the three stages, culminating in a complete plan.
Resource 7	Root Cause Diagnostic Tree	This resource provides a blank template for you to fill in issues, causes, root causes, and corrective actions as they are identified.

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Let's examine three risk calculations (risk index; risk ratio; risk gap) to identify potential disparities

Enrollment by Race/Ethnicity

N=401

Chart showing Percentage of Total Enrollment by Race/Ethnicity:
- Two or More Races: 10.2%
- White: 29.4%
- Native Hawaiian: 0.0%
- Hispanic: 17.7%
- Black: 30.9%
- Asian: 10.7%
- American Indian: 1.0%

Percentage of Total Enrollment

Risk Index

- ***Purpose:*** **The risk index indicates the underlying rate in which a demographic group (e.g., black students or black male students) receives a disciplinary action or a set of disciplinary actions (e.g., one or more suspensions).**

- ***Illustrative Question*****: What is the likelihood that black students experience <u>one or more</u> suspensions?**

Risk Index (continued)

Number of Black students
(unduplicated count)
subjected to one or more
suspensions
―――――――
Total number of
Black students

Number of White students
(unduplicated student
count) subjected to one
or more suspensions
―――――――
Total number of
White students

Middle School's In-School Suspensions:

$$\left(\frac{44}{124} \right) = 35.5\%$$

$$\left(\frac{9}{118} \right) = 7.6\%$$

What percentage of students in each racial/ethnic group experience exclusionary discipline? Conditional formatting has been applied to assist you. **The darker the shading, the greater the percentage of students.**

RISK INDEX BY RACE/ETHNICITY	American Indian or Alaska Native	Asian	Black or African-American	Hispanic/ Latino	Native Hawaiian or Other Pacific Islander	Two or More Races	White
Expulsion with Educational Services	0.0%	0.0%	0.0%	0.0%	NA	0.0%	0.0%
Expulsion without Educational Services	0.0%	0.0%	0.0%	0.0%	NA	0.0%	0.0%
In-School Suspension	25.0%	4.7%	35.5%	8.5%	NA	17.1%	7.6%
Out-of-School Suspension	25.0%	4.7%	30.6%	9.9%	NA	22.0%	11.0%
Referral: Law Enforcement	0.0%	0.0%	0.0%	0.0%	NA	0.0%	0.0%
Referral: Office	0.0%	0.0%	0.8%	1.4%	NA	0.0%	0.8%
School-Related Arrest	0.0%	0.0%	0.0%	0.0%	NA	0.0%	0.0%

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Risk Ratio

- *Purpose*: **The risk ratio can be used to represent the likelihood of a specific or set of disciplinary action(s) (e.g., one or more suspensions) for a target demographic group (e.g., Black students, Hispanic male students) in relation to one or more peer groups.**

- *Illustrative Question*: **What is the likelihood that Black students will experience one or more suspensions compared to White students?**

Number of Black students (unduplicated count) subjected to one or more suspensions

─────────────────────────

Total number of Black students

Number of White students (unduplicated student count) subjected to one or more suspensions

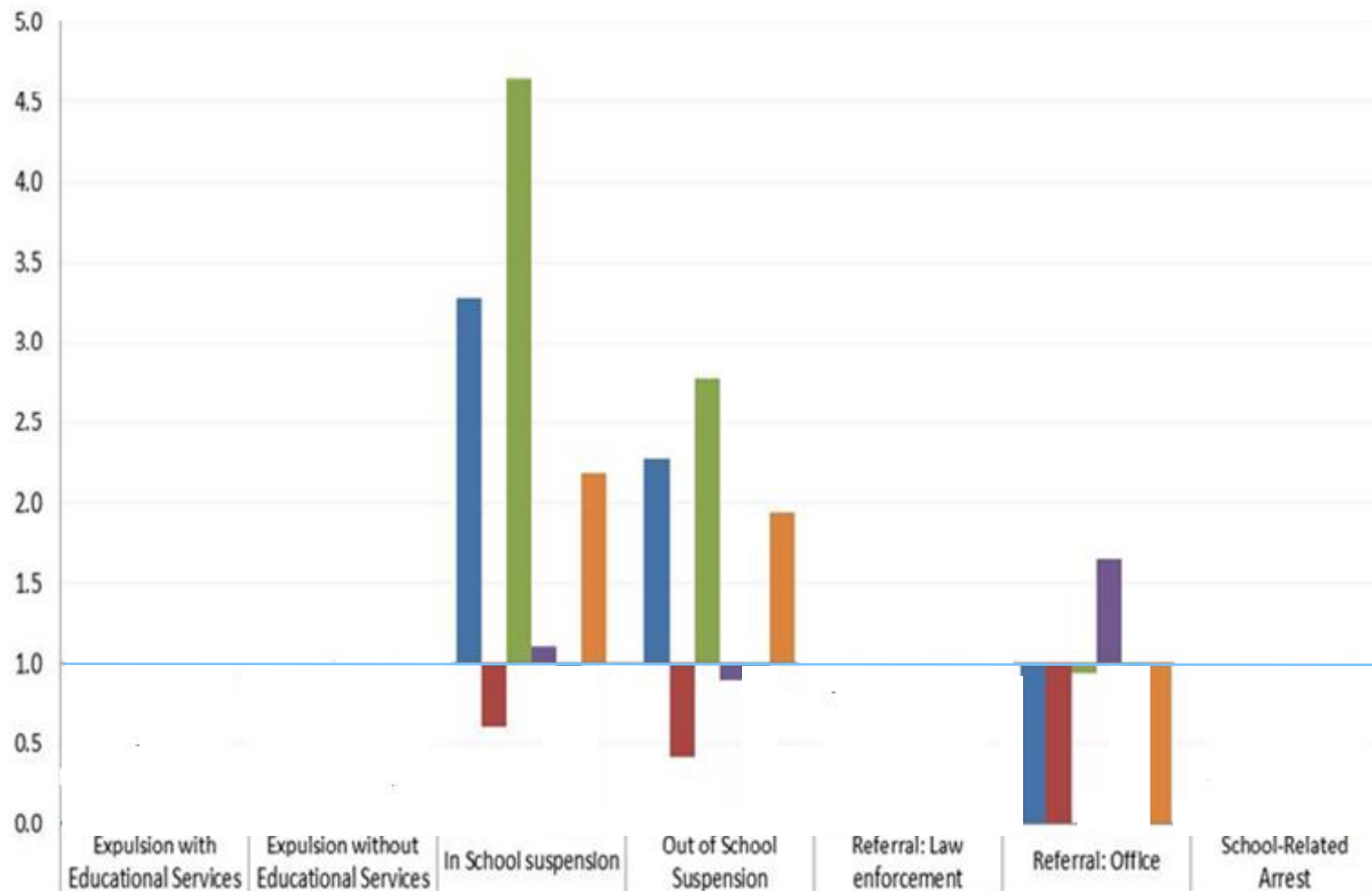─────────────────────────

Total number of White students

Risk Ratio

Middle School's In-School Suspensions:

$$\left(\frac{44}{124}\right) \div \left(\frac{9}{118}\right) = 4.7$$

RISK RATIO
Racial/Ethnic Minority Students Relative to White Students
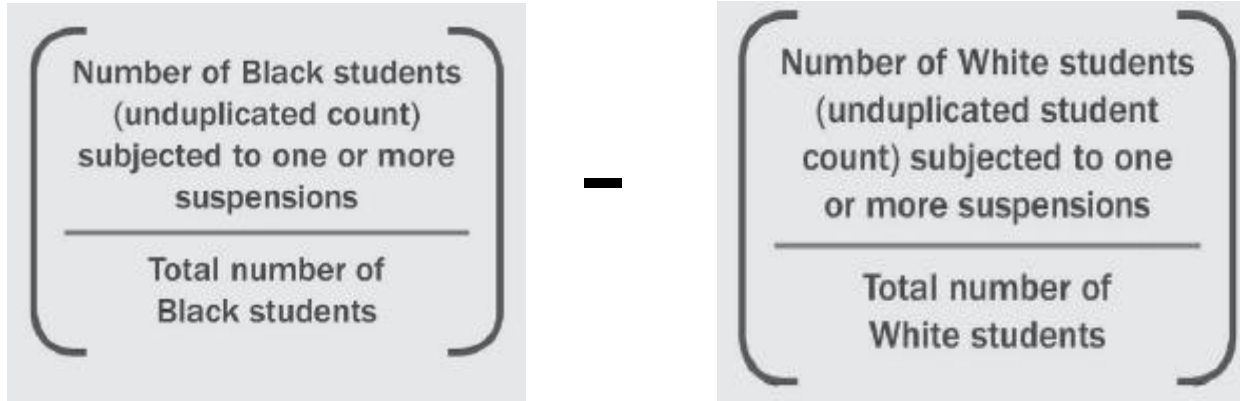

	Expulsion with Educational Services	Expulsion without Educational Services	In School suspension	Out of School Suspension	Referral: Law enforcement	Referral: Office	School-Related Arrest
American Indian or Alaska Native	NA	NA	3.3	2.3	NA	0.0	NA
Asian	NA	NA	0.6	0.4	NA	0.0	NA
Black or African-American	NA	NA	4.7	2.8	NA	1.0	NA
Hispanic/Latino	NA	NA	1.1	0.9	NA	1.7	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA	NA
Two or more races	NA	NA	2.2	1.9	NA	0.0	NA

Risk Gap

- *Purpose*: **The risk gap can be used to represent the difference in receiving a disciplinary action or a set of disciplinary actions (e.g., one or more suspensions) between a target group (e.g., Black students or Black male students) and a comparison group (e.g., White students or White male students).**

- *Illustrative Question*: **To what extent do Black and White students differ in the likelihood of receiving one or more suspensions?**

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Risk Gap (continued)

$$\left[\frac{\text{Number of Black students (unduplicated count) subjected to one or more suspensions}}{\text{Total number of Black students}}\right] - \left[\frac{\text{Number of White students (unduplicated student count) subjected to one or more suspensions}}{\text{Total number of White students}}\right]$$

Risk Gap

Middle School In-School Suspensions:

$$\left[\frac{44}{124}\right] - \left[\frac{9}{118}\right]$$

27.9

Risk Gap between Racial/Ethnic Minority Students and White Students
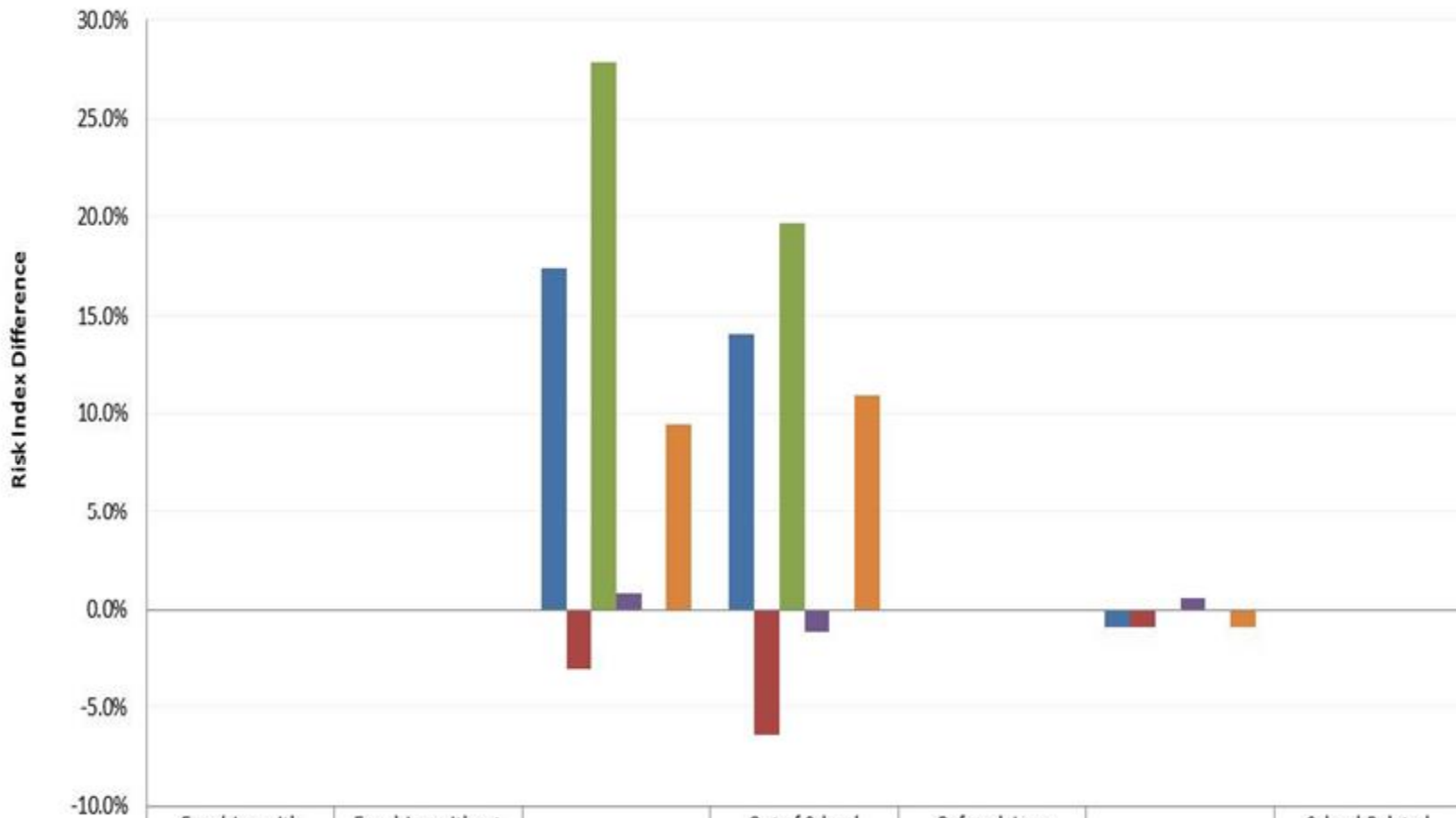
	Expulsion with Educational Services	Expulsion without Educational Services	In School suspension	Out of School Suspension	Referral: Law enforcement	Referral: Office	School-Related Arrest
American Indian or Alaska Native	0.0%	0.0%	17.4%	14.0%	0.0%	-0.8%	0.0%
Asian	0.0%	0.0%	-3.0%	-6.4%	0.0%	-0.8%	0.0%
Black or African-American	0.0%	0.0%	27.9%	19.6%	0.0%	0.0%	0.0%
Hispanic/Latino	0.0%	0.0%	0.8%	-1.2%	0.0%	0.6%	0.0%
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA	NA
Two or more races	0.0%	0.0%	9.4%	10.9%	0.0%	-0.8%	0.0%

Interpreting Discipline Disparity Data: Barriers to Reflective Conversations

Dr. Russ Skiba

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Barriers to Reflective Conversations

- **Belief that discipline disparities are due to poor kids behaving badly**

- **Our history**

- **Fear of holding direct conversations about race and culture**

"Is ethnicity the problem or is poverty the problem?"

--School Principal

(Skiba et al., 2005)

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Can Poverty Explain Disproportionality?

- **Discipline and special education placement are related to SES**
  - Poverty makes a *small and inconsistent* contribution, but...

- **Effects of race remain after taking poverty into account**

- **Is poverty an alterable variable?**

Of 32 infractions, only 8 significant differences:

➢ **White students referred more for:**

- Smoking
- Vandalism
- Leaving w/o permission
- Obscene Language

➢ **Black students referred more for:**

- Disrespect
- Excessive Noise
- Threat
- Loitering

Skiba, R.J., Michael, R.S., Nardo, A.C. & Peterson, R. (2002). The color of discipline: Sources of racial and gender disproportionality in school punishment. *Urban Review, 34*, 317-342.

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Possible Contributors to Disparities

- **Longitudinal Issues**

- **Climate, conditions for learning, and learning environment**

- **Capacity**

- **Intervention issues**

- **Bias issues**

- **Policy issues**

- **Attitude, knowledge and behavior issues**

- **Racial and ethnic stereotypes**
  - Black boys = "lazy", black girls = "loud",   black men = "dangerous"
  - Expressed through implicit bias, micro-aggression

- **Segregation and Resegregation**
  - African American & Latino: 60% segregated
  - White: 77% segregated

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The Boundaries Between Us

PUBLIC REACTS TO FERGUSON - POST-ABC POLL NOV. 25-30, 2014

Q: As you may know, a grand jury has decided not to bring criminal charges against a white police officer in Ferguson, Missouri, over the shooting of an unarmed black teen-ager last summer. Do you approve or disapprove of the grand jury's decision not to charge the police officer?
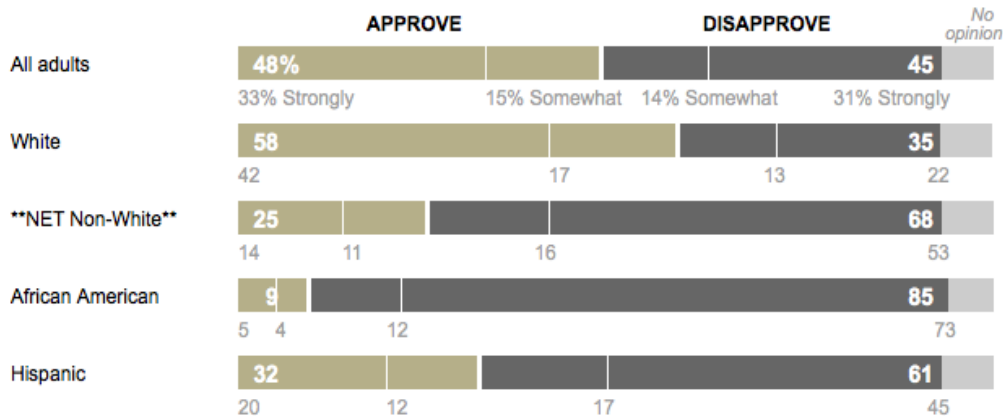
Published: December 2

Results by Race

Show results by: **Race**

	APPROVE		DISAPPROVE	No opinion
All adults	48%		45	
	33% Strongly	15% Somewhat	14% Somewhat	31% Strongly
White	58		35	
	42	17	13	22
NET Non-White	25		68	
	14	11	16	53
African American	9		85	
	5 4	12		73
Hispanic	32		61	
	20	12	17	45

The Washington Post - ABC News poll

- **Does disparity = racism?**

  - Cultural responsiveness as a continuum and a skill

- **Fear of offending**

- **Yes, but how do we do it?**

- **Data Analysis: How extensive and where are the racial/ethnic disparities?**

- **Be Willing to Discuss Disparities and Their Causes Thoroughly and Reflectively**

- **Develop Interventions that Include Race-Conscious Analysis of Causes**

- **Monitor Intervention Outcomes with Disaggregated Data**

- **Develop diverse teams at all levels**
  - Include school leaders, board, staff, community

- **Leaders can help avoid "clumsy race talk":**
  - Model a willingness to ask probing questions
  - Acknowledge discomfort and "mistakes"
  - Model commitment
  - Take advantage of "race teachable moments"

- **Part of long and evolving process**

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Resources

- **Information on Disproportionality**
  - Equity Project at Indiana University: www.indiana.edu/~equity
  - Discipline Disparities Collaborative: www.indiana.edu/~atlantic

- **Books & Readings:**
  - Beverly Tatum: "Can We Talk About Race?"
  - Mica Pollock: "Everyday Anti-Racism
  - Glenn Singleton: "Courageous Conversations"
  - Lisa Delpit "Other People's Children"
  - Gloria Ladson-Billings: "The Dreamkeepers"
  - Others: Sonia Nieto, Tim Wise, Geneva Gay, Helen Fox, Pedro Noguera

- **Websites**
  - Kirwan Institute http://kirwaninstitute.osu.edu/
  - Understanding Prejudice.Org: http://www.understandingprejudice.org/readroom/reducing.htm
  - White People Challenging Racism: http://www.wpcr-boston.org/index_files/page0006.htm

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"Not everything that is faced can be changed, but nothing can be changed until it is faced."

--James A. Baldwin

Reflections from a Superintendent

Dr. Jennifer Cheatham

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Discussion/ Questions and Answers

Joaquin Tamayo

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