Effective Use of Data
# To Address Equity Issues in PBIS

**California Technical Assistance Center on
Positive Behavioral Interventions and Support**

April 28, 2015

Barbara Kelly

Goals for the webinar:

» Learn data-based inquiry processes to understand and address issues of equity

» Learn from experts and each other to support ongoing efforts in understanding and addressing school climate issues.

Agenda

» Welcome

» Barbara's presentation (40 minutes)

» Group "discussion" (10 minutes)

» Survey

Poll

Which of these best describes your work on equity:

» We are unaware of equity issues at our school

» Our behavior data show disproportionality to be an issue in our school.

» We use our disproportionality data to inform our practices

» We use our disproportionality data to inform our practices and monitor effectiveness

Equity in Education

To **ensure** an equitable education for all students, there is a need for school teams to **review their data** informing whether implementation of PBIS has **improved the outcomes** for **each** racial/ethnic minority group.

(McIntosh, Eliason, Horner, & May, 2013)

Equity in Education

» When students in a specific subgroup receive higher rates of discipline referrals than their counterparts, the relationship between students and school is weakened (Skiba eta al., 2011; Boneshefski & Runge, 2013).

» Analyzing disaggregated ODR data allows schools to evaluate whether their disciplinary practices are disproportionately affecting various student groups (e.g., ethnic minority students) (Boneshefski & Runge, 2013)

Equity in Education

» To ensure an equitable education for all students, there exists a need to review outcome data for various racial/ethnic groups.

» Overrepresentation of minority students in a school's discipline data may indicate that a school's current systems and practices are not meeting the needs of minority students.

» **IDEA: Evaluating discipline data among ethnic groups is a way for schools to work toward improved student outcomes for ALL students.**

Keywords

» **Overrepresentation:** to present as being higher or greater

» Disproportionate: unequal or out of proportion in quantity, shape, or size

» **Risk Index:** the proportion of a group that is at risk of a particular outcome (Moneshefski & Runge, 2013)

» Risk Ratio: the relative risk of a target group compared with the risk of a comparison group (Boneshefski & Runge, 2013)

» **Culturally Relevant:** a theoretical model that addresses student achievement and helps students to accept and affirm their cultural identity (Ladson-Billings, 1995)

» Culturally Responsive: a synergetic relationship between home/community culture and school culture (Ladson-Billings, 1995)

Systems Change

- » **Outcomes**
- • *Social Competence*
- » **Systems**
- • *What do we have in place to support staff in working with diverse populations?*
- » **Practices**
- • *How is PBIS being implemented to support all students?*
- » **Data**
- • *What data do we have?*
- • *What tools do we have to collect and summarize data?*

OUTCOMES

Data — Support Decision Making

Practices — Support Student Behavior

Systems — *Support Staff Behavior*

PBISApps

CalTAC PBIS Inc.

School Ethnicity Reports

» The percentage of enrolled students compared to the percentage of office discipline referrals received by each ethnic/racial group: **Referrals by Ethnicity**

» The percentage of all enrolled students compared to the percentage of students from each group with referrals: **Students w/Referrals by Ethnicity**

» The percentage of students within each racial/ethnic group with referrals, commonly referred to as the **Referral Risk Index**

Referrals by Ethnicity

» What does it compare?
- Percent of total referrals an ethnic group has compared to the percent of total school population that ethnic group composes.

» **Value?**
- **Helps evaluate whether a certain ethnic group has a disproportionate percentage of referrals compared to what percentage of the total school population the same ethnicity group composes.**

Referrals By Ethnicity
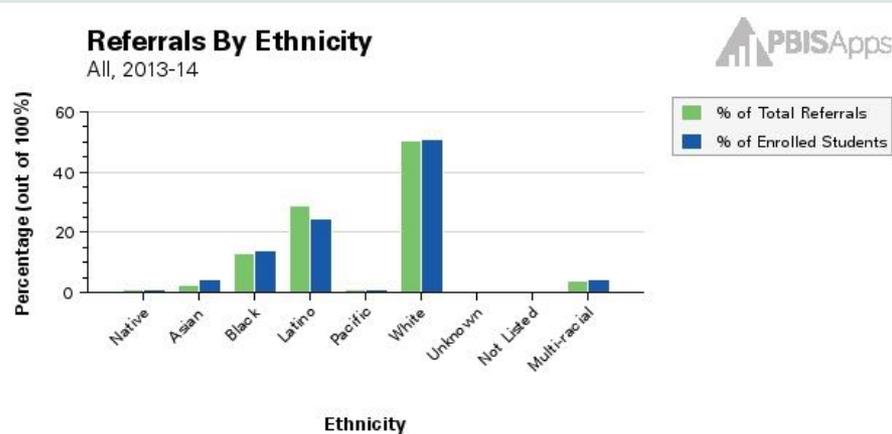
Referrals By Ethnicity
All, 2013-14

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- % of Total Referrals
- % of Enrolled Students

Ethnicity

	# of Enrolled Students	# of Referrals	% of Enrolled Students	% of Total Referrals
Native	5	5	1.00%	0.75%
Asian	21	17	4.20%	2.55%
Black	70	85	14.00%	12.76%
Latino	123	191	24.60%	28.68%
Pacific	5	6	1.00%	0.90%
White	255	337	51.00%	50.60%
Unknown	0	0	0.00%	0.00%
Not Listed	0	0	0.00%	0.00%
Multi-racial	21	25	4.20%	3.75%
Totals:	500	666	100%	100%

How would you read this information?

- *There are 123 Latino students enrolled in the school. They make up 24.60% of the school's total population.*

- There are 191 referrals from Latino students, and they account for 28.68% of the school's total referrals.

- *There are 255 White students enrolled in the school. They make up 51.00% of the school's total population.*

- There are 337 referrals from White students, and they account for 50.60% of the school's total referrals.

Big Idea: Is the proportion of referrals coming from an ethnic group equal to the size of the group?

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Students with Referrals by Ethnicity

» What does it compare?
  - Percent of all students who have referrals who belong to a certain ethnic group compared to the percent of total school population that same ethnic group composes.

» **Value?**
  - **Helps evaluate whether a certain ethnic group has a disproportionate percentage of students being referred compared to the ethnicity group's percentage of the total**

Students with Referrals By Ethnicity
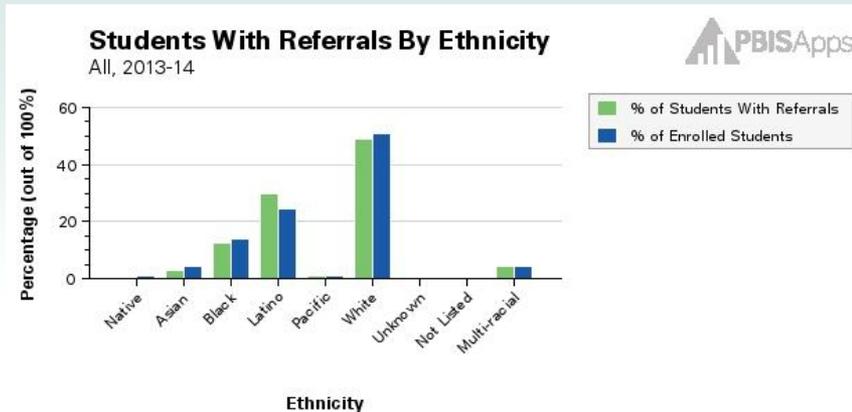
Students With Referrals By Ethnicity
All, 2013-14

Legend:
- % of Students With Referrals
- % of Enrolled Students

	# of Enrolled Students	# of Students With Referrals	% of Enrolled Students	% of Students With Referrals
Native	5	2	1.00%	0.59%
Asian	21	10	4.20%	2.97%
Black	70	42	14.00%	12.46%
Latino	123	101	24.60%	29.97%
Pacific	5	3	1.00%	0.89%
White	255	165	51.00%	48.96%
Unknown	0	0	0.00%	0.00%
Not Listed	0	0	0.00%	0.00%
Multi-racial	21	14	4.20%	4.15%
Totals:	500	337	100%	100%

How would you read this information?

- There are 123 Latino students enrolled in the school. They make up 24.60% of the school's total population.

- Of the 337 students in the school who have had a referral, 101 of them are Latino. This means that 29.97% of students in the school with referrals are Latino.

- There are 255 White students enrolled in the school. They make up 51.00% of the school's total population.

- Of the 337 students in the school who have had a referral, 165 of them are White. This means that 48.96% of students in the school with referrals are White.

Big Idea: Is the proportion of students in a group with referrals equal to the size of the group?

Students within each Ethnicity with Referrals

» What does it compare?
  • Percent of students in an ethnic group who have referrals compared to the percent of students in <u>other</u> ethnic groups who have referrals.

» **Value?**
  • **Helps compare rates of referrals across groups**
  • **Helps identify ethnic groups that may be disproportionate**

# Students Within Each Ethnicity With Referrals – Referral Risk Index

Referral Risk Index
All, 2013-14

	# of Enrolled Students	# of Students With Referrals	% of Students Within Ethnicity With Referrals	Risk Index
Native	5	2	40.00%	0.4
Asian	21	10	47.62%	0.48
Black	70	42	60.00%	0.6
Latino	123	101	82.11%	0.82
Pacific	5	3	60.00%	0.6
White	255	165	64.71%	0.65
Unknown	0	0	0.00%	0
Not Listed	0	0	0.00%	0
Multi-racial	21	14	66.67%	0.67
Totals:	500	337		

How would you read this information?

- There are 123 Latino students enrolled in the school. They make up 24.60% of the school's total population.

- Of the 123 Latino students enrolled in the school, 101 of them have had a referral. This means that 82.11% of the school's Latino students have had a referral.

- There are 255 White students enrolled in the school. They make up 51.00% of the school's total population.

- Of the 255 White students enrolled in the school, 165 of them have had a referral. This means that 64.71% of the school's White students have had a referral.

Big Idea: Are ethnic groups being referred at the same rate?

Referral Risk Index

Referral Risk Index
All, 2013-14

	# of Enrolled Students	# of Students With Referrals	% of Students Within Ethnicity With Referrals	Risk Index
Native	5	2	**40.00%**	0.4
Asian	21	10	**47.62%**	0.48
Black	70	42	**60.00%**	0.6
Latino	123	101	**82.11%**	0.82
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White	255	165	**64.71%**	0.65
Unknown	0	0	**0.00%**	0
Not Listed	0	0	**0.00%**	0
Multi-racial	21	14	**66.67%**	0.67
Totals:	500	337		

What does the Referral Risk Index tell us?

» The proportion of a group that is at risk of receiving a referral.

How is it calculated?

» **Number of students in a group with an ODR divided by total number of students enrolled in the group**

Value of the Referral Risk Index?

» **Helps evaluate if a group has a higher risk of receiving referrals.**

Caution: Small groups are not best for comparisons.

Three Point Perspective

1. Does an ethnic group receive referrals proportionate to their size in the school population?

2. Of the students who have referrals in the school, does an ethnic group receive referrals proportionate to their size in the school population?

3. Are ethnic groups being referred at the same rate?

# Three Point Perspective

Referrals By Ethnicity
All, 2013-14
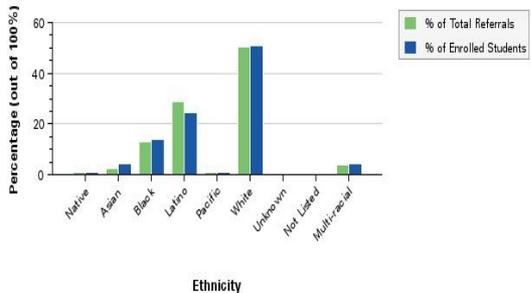
Latino students make up 24.60% of the school's total population and 28.68% of the school's total referrals come from Latino students.

Students With Referrals By Ethnicity
All, 2013-14
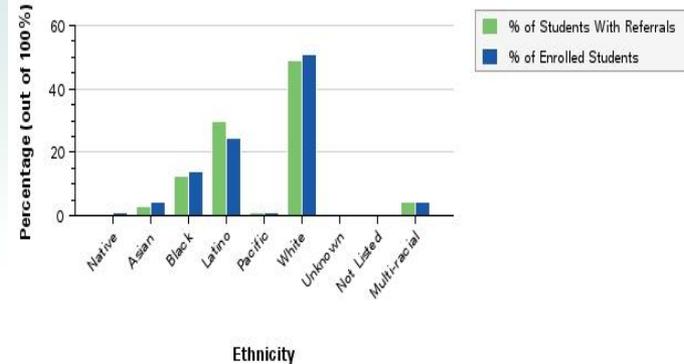
Latino students make up 24.60% of the school's total population and 29.97% of students in the school with referrals

Referral Risk Index
All, 2013-14
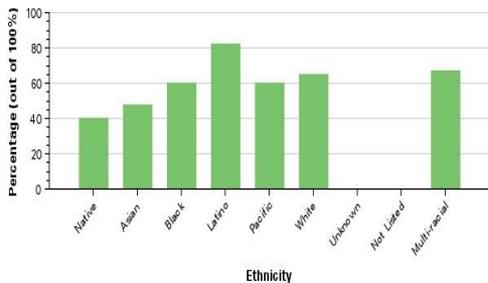
82.11% of the school's Latino students have had a referral and 64.71% of the school's White students have had a referral.

Continuous Quality Improvement with Ethnicity Discipline Data

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SWIS Drill Down Example

CalTAC PBIS Inc.

Continuous Quality Improvement
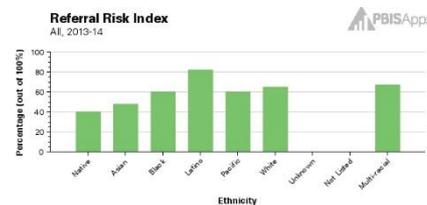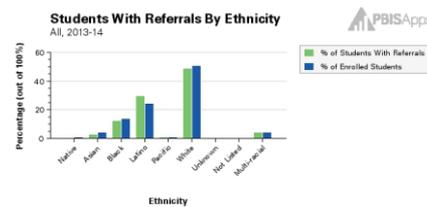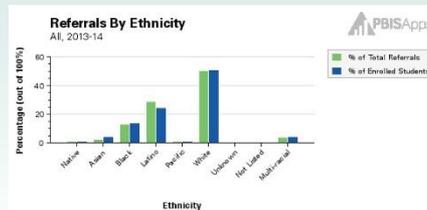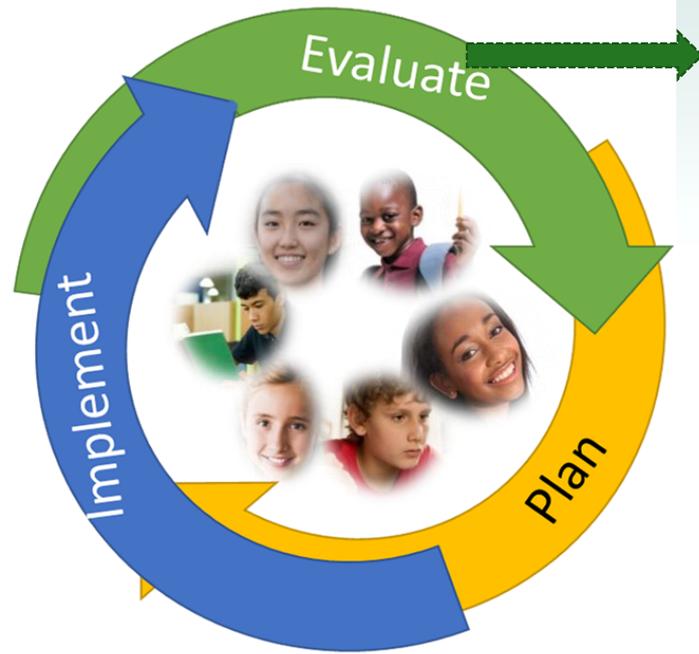
SWIS School Ethnicity Reports
- *School's Total Population = 24.60% Latino*
- *School's Total Referrals = 28.68% Latino*
- *School's Total Population = 24.60% Latino*
- *Latino Students with Referrals = 29.97%*
- *82.11% of Latino students have received referrals*
- *64.71% of White students have received referrals*

Data-Based Decision Making

» The SWIS Drill Down feature allows for a deeper level of analysis formatted by selected filters.

» Ethnicity discipline data can be drilled down to enhance evaluation.
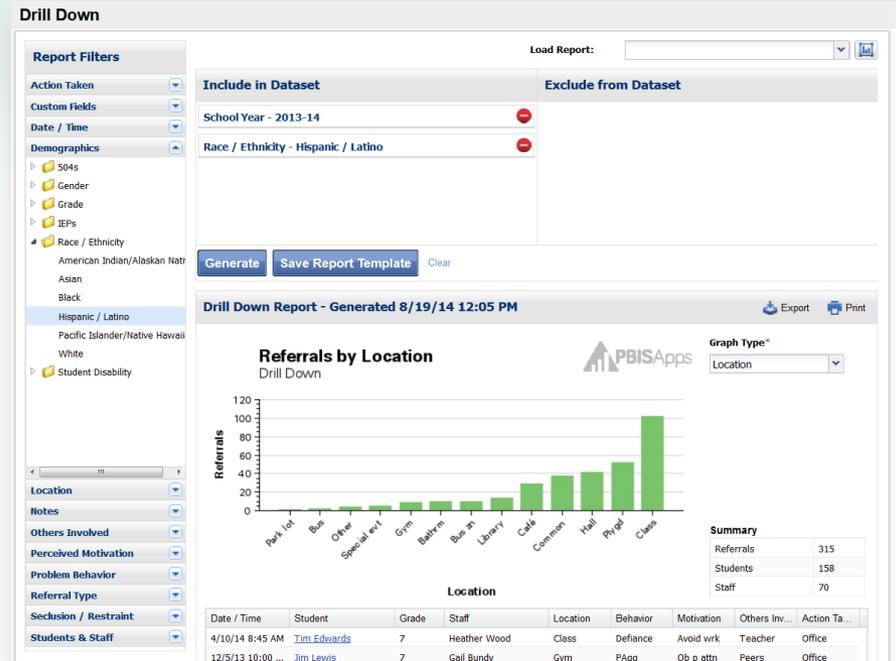
Data-Based Decision Making

Ethnicity discipline data can be analyzed to identify answers to critical questions:

» *Who*

» *What*

» *When*

» *Where*

» *Why*
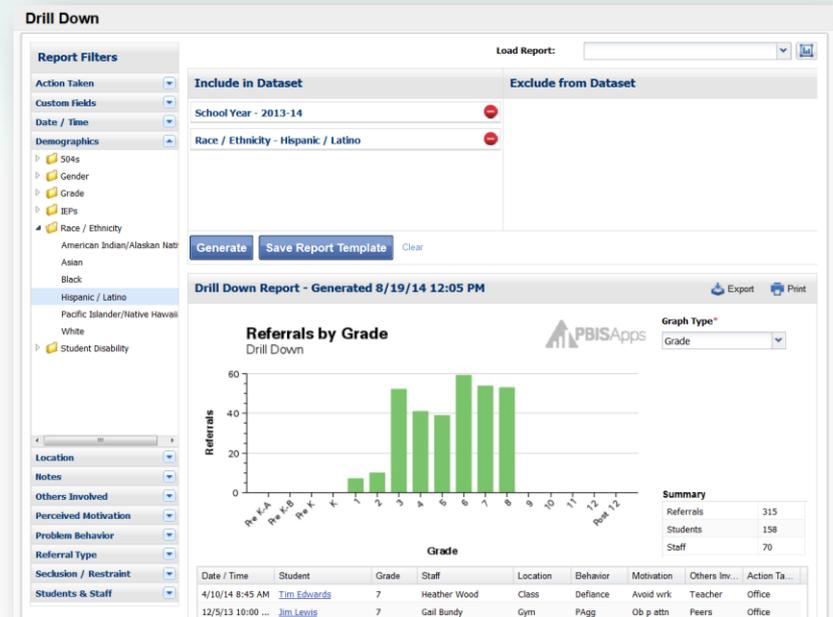
SWIS Drill Down: Latino Students

Who?
- 7th Grade = 23 students/39 referrals
- 4th Grade = 45 students/98 referrals
- 3rd Grade = 46 students/91 referrals

When?
- 7th Grade = after 12:30
- 4th Grade = throughout the day (8:30-1:00)
- 3rd Grade = 11:00-12:00

What?
- 7th Grade = inappropriate language (major and minor)
- 4th Grade = defiance (minor)
- 3rd Grade = contact (minor), harassment (major), inappropriate language (minor)

Where?
- 7th Grade = classrooms + common areas (transitions)
- 4th Grade = classrooms
- 3rd Grade = cafeteria + playground

Why?
- 7th Grade = avoid task & obtain attention (adult)
- 4th Grade = avoid task
- 3rd Grade = obtain attention (peer)

Continuous Quality Improvement
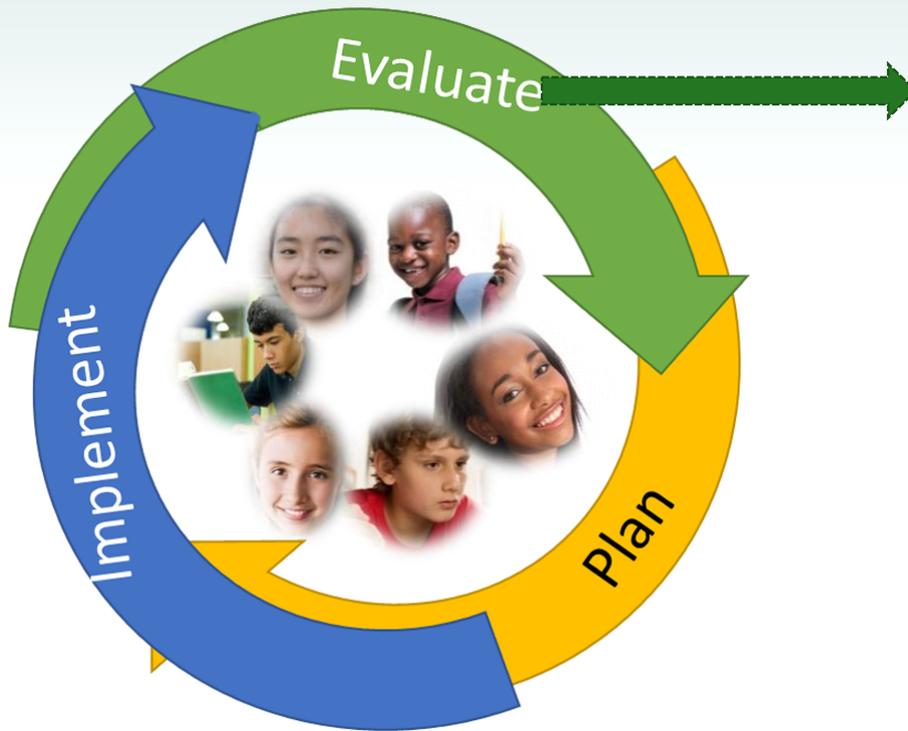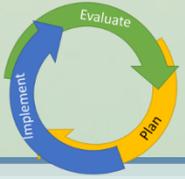
**Problem Solve with Precision**

We know that our Latino student population is at a higher risk of receiving a referral. The Latino students most likely to receive referrals are in the 3rd, 4th, and 7th grades.

What's the context of the identified problem?

Continuous Quality Improvement
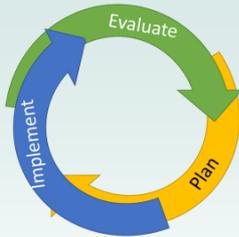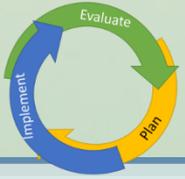
3rd grade Latino students are likely to receive referrals during their lunch rotation(cafeteria/play ground) for inappropriate language, contact, & harassment related to getting peer attention.

4th grade Latino students are receiving referrals from 8:30-1:00 (special activities start at 1:00). Referrals come from the classrooms for defiance and are related to avoiding tasks.

7th grade Latino students are likely to receive referrals from midday on. Referrals come from classrooms and transition locations for inappropriate language. They are related to getting adult attention and avoiding tasks.

Continuous Quality Improvement
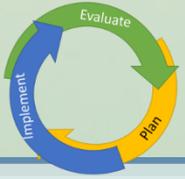
Solution Development and Action Planning

» *Factors related to disproportionality are complex and unique.*

» *Focusing on context will aid in developing effective solutions and action plans.*

» *There is no "one-size-fits-all" approach to "fix" disproportionality.*
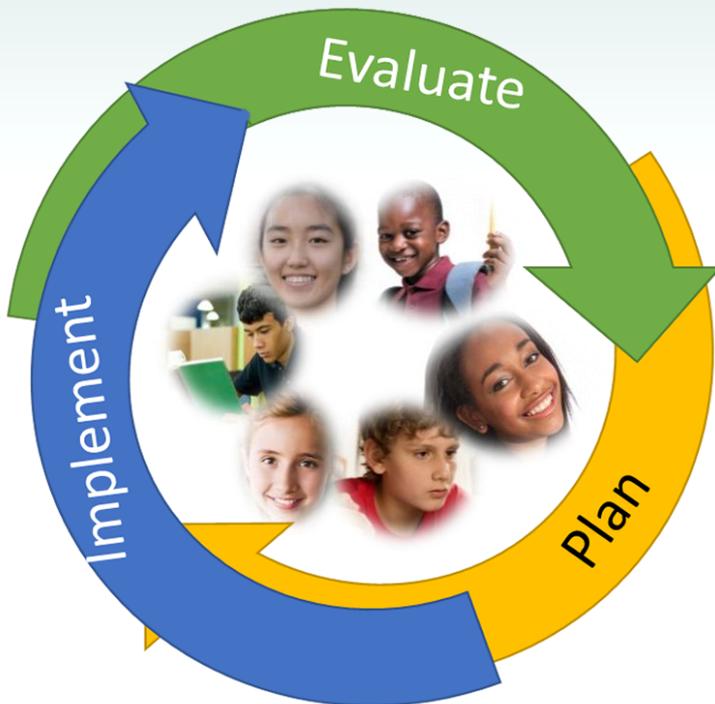
Continuous Quality Improvement

Reflective questions for a team might include:

» Are the right people at the meeting?
  - If there is an issue in 7th grade, is a 7th grade representative at the meeting?

» If behaviors are maintained by task avoidance, what is the task that is trying to be avoided?
  - Behavior? Academic?

» What do we know about the school's daily schedule that can help us design effective solutions related to the problem context?

Continuous Quality Improvement

Reflective questions for a team might include:

» What are the systems in place to support staff behavior?

- Research demonstrates that students of color are more likely to receive referrals for subjective behaviors (i.e., disrespect, inappropriate language).

- Do we have strong school-wide system?

- Is our school-wide system clear, consistent, and predictable?

» What are the practices in place to support student behavior?

Identify a Measurable Goal

» Goals allow you to analyze, monitor, and adjust professional practice.

» Reduce hallway ODRs by 50% per month (currently 24 per month average).

- Specific?

- Measurable?

- Achievable?

- Relevant?

- Timely?

Continuous Quality Improvement
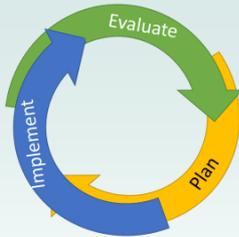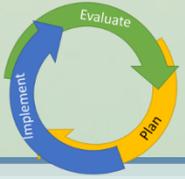
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Solution Development & Action Planning

» **Prevention** — How can we avoid the problem context?

» **Teaching** — How can we define, teach, and monitor what we want?

» **Recognition** — How can we build in systematic rewards for positive behavior?

» **Extinction** — How can we prevent problem behavior from being rewarded?

» **Consequences** — What are efficient, consistent consequences for problem behavior?

» **Data** — How will we collect and use data for evaluation?