

Exclusionary Discipline Practices: Findings from Oregon

Claudia Vincent, Tary Tobin & Jeffrey Sprague
University of Oregon

clavin@uoregon.edu
ttobin@uoregon.edu
jeffs@uoregon.edu

Data Sources

- ▶ 2009–2010 discipline data by student race and special education eligibility (y/n) provided by the Oregon Department of Education to Dr. Jeffrey Sprague
- ▶ 2009–2010 discipline data by student disability publicly available at the ODE website
(<http://www.ode.state.or.us/search/page/?=2902>)

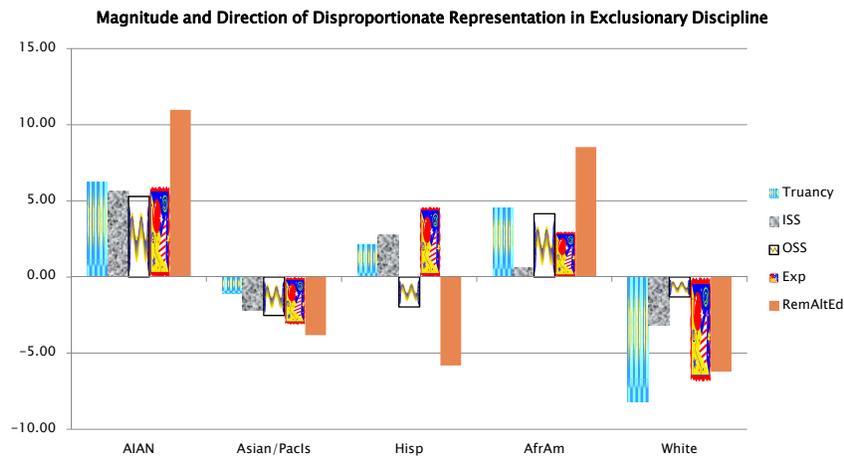
Research Questions

- ▶ Do students from different racial/ethnic backgrounds and disabilities experience the same rates of exclusion from the classroom?
- ▶ Are students from different racial/ethnic backgrounds and disabilities excluded from the classroom for the same amount of time?
- ▶ How can the discipline gap (inequitable discipline outcomes for students from different racial/ethnic backgrounds) be reduced?

One way to quantify the discipline gap

- ▶ Proportionate representation
 - $(\% \text{ of students expelled}) - (\% \text{ of students enrolled}) = 0$
- ▶ Under-representation:
 - $(\% \text{ of students expelled}) - (\% \text{ of students enrolled}) = -X$
- ▶ Over-representation:
 - $(\% \text{ of students expelled}) - (\% \text{ of students enrolled}) = +X$

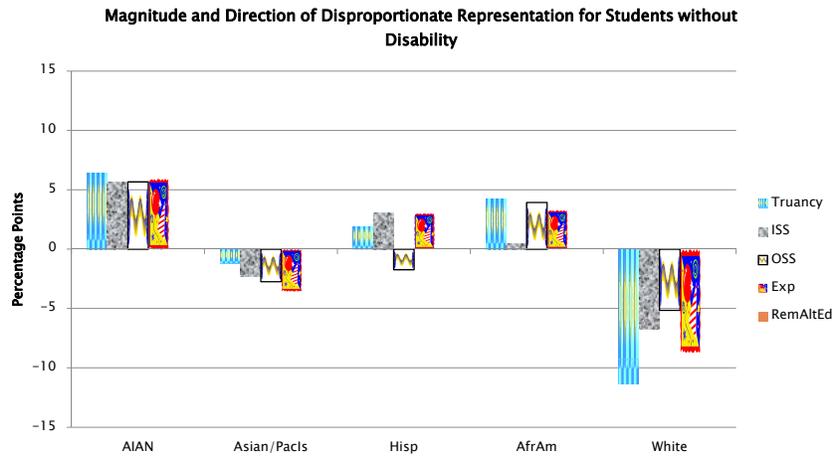
Discipline gap by type of exclusion and student race



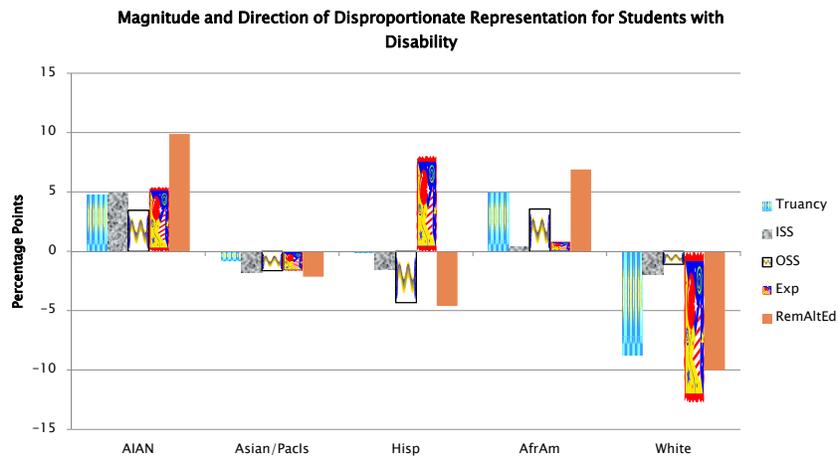
Big messages

- ▶ In Oregon, AI/AN students experience the widest gap in exclusionary discipline practices
- ▶ In Oregon, AfrAm students experience disproportionately high rates of OSS
- ▶ In Oregon, HispAm students experience disproportionately high rates of expulsion, and disproportionately low rates of removal to AltEd

Discipline gap for students without disability



Discipline gap for students with disability



Big messages

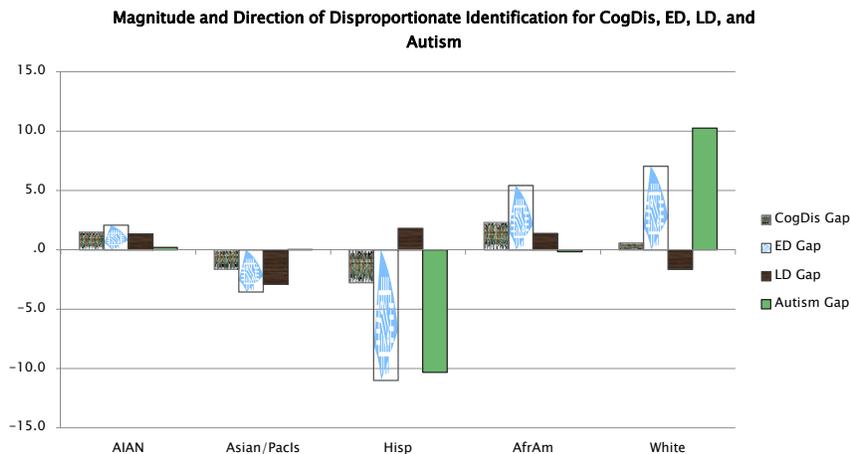
- ▶ In Oregon, disability appears to magnify racial disproportionality in some exclusionary discipline practices
 - AI/AN students with a disability experience extremely high rates of removal to AltEd
 - HispAm students with a disability experience disproportionately high rates of expulsion and disproportionately low rates of removal to AltEd
 - AfrAm students with a disability experience disproportionately high rates of OSS

Who is more/less likely to be identified for special education?

- ▶ In 2009–2010, a total of 80,062 students in OR received special education services

	Number of Students	Percent of Total Enrollment of Racial Group
AI/AN	2,424	22.52
Asian/PacIs	2,359	9.12
Hispanic	14,666	13.43
AfrAm	3,517	22.84
White	57,096	15.12

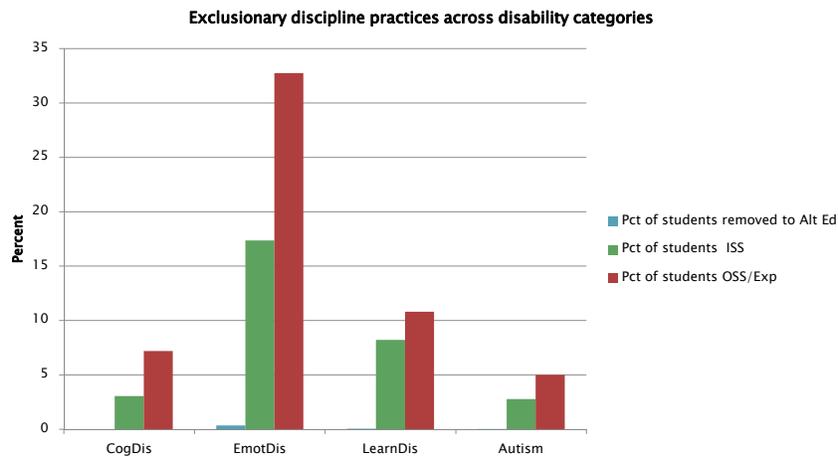
Who is more/less likely to be identified with what disability?



Big messages

- ▶ In Oregon, AI/AN students are slightly over-identified in Cog Dis, ED, LD, and autism
- ▶ HispAm students are under-identified in ED and autism
- ▶ AfrAm students are over-identified in ED
- ▶ White students are over-identified in ED, and particularly with autism

Disciplinary Exclusions for students with CogDis, ED, LD and Autism



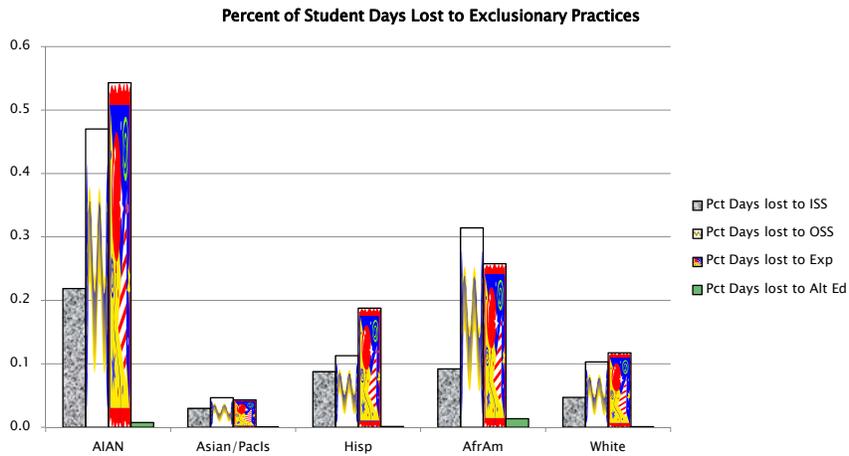
How many days do students miss due to disciplinary exclusions?

- ▶ In 2009–2010 the average school year in Oregon’s 197 school districts was 170 days:

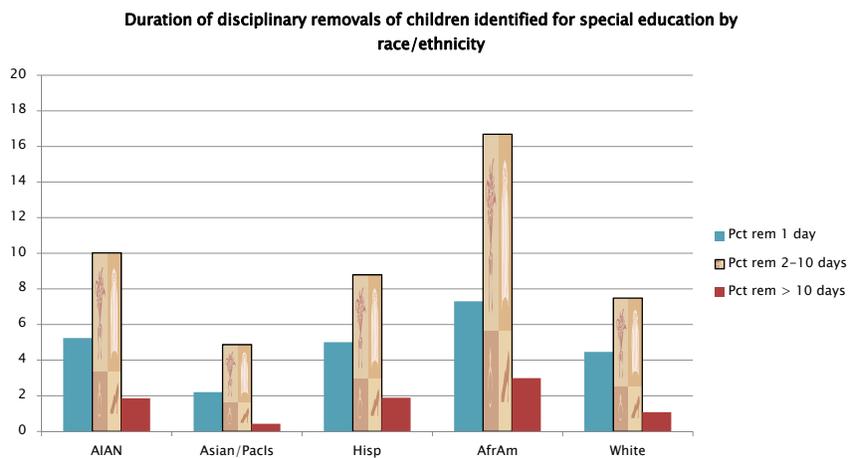
Racial/ethnic group	Number of students enrolled in OR	Total student days
AI/AN	10,766	1,830,220
Asian/PacIs	25,879	4,399,430
Hispanic	109,165	18,558,050
AfrAm	15,400	2,618,000
White	377,574	64,187,580

- ▶ What percentage of total student days was lost to exclusion?

Percentage of student days lost

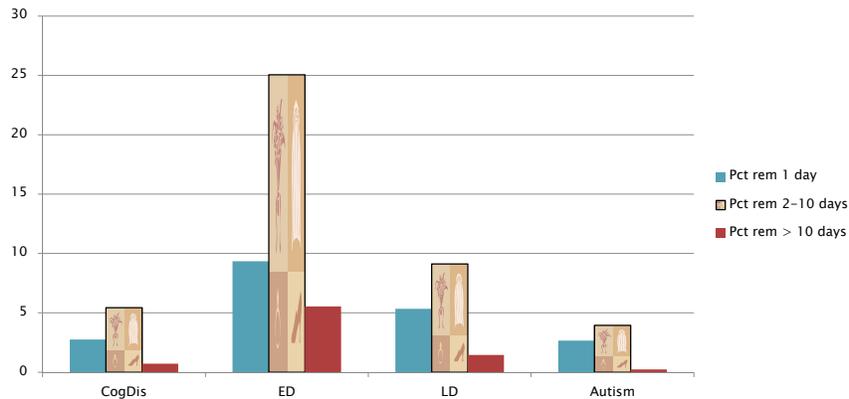


Days lost for students identified for special education



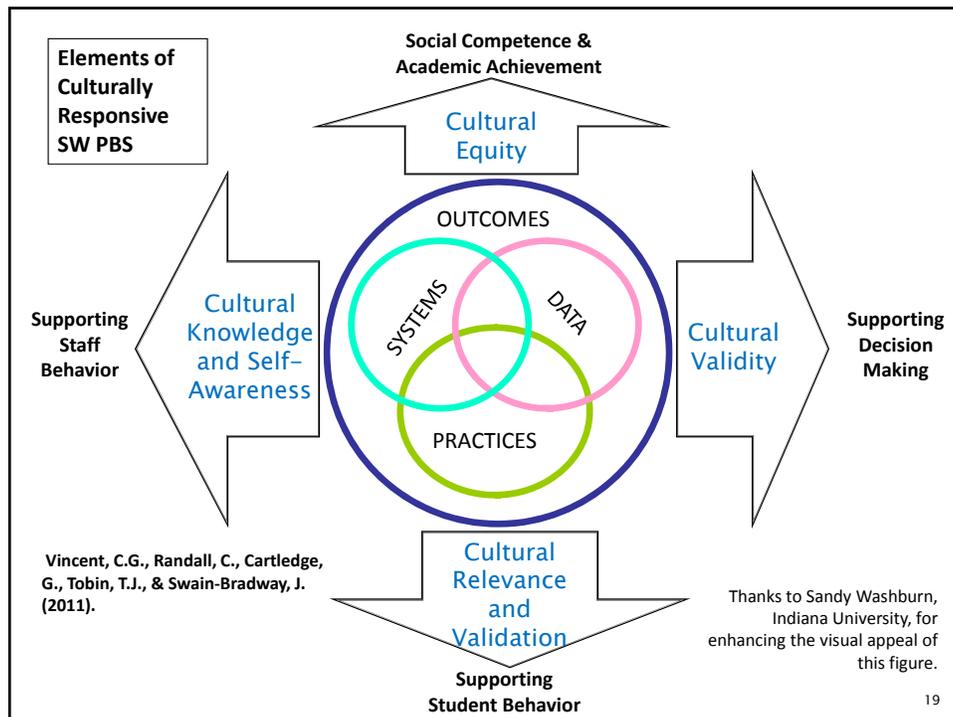
Days lost for students identified for special education

Duration of disciplinary removals of children identified for special education by disability



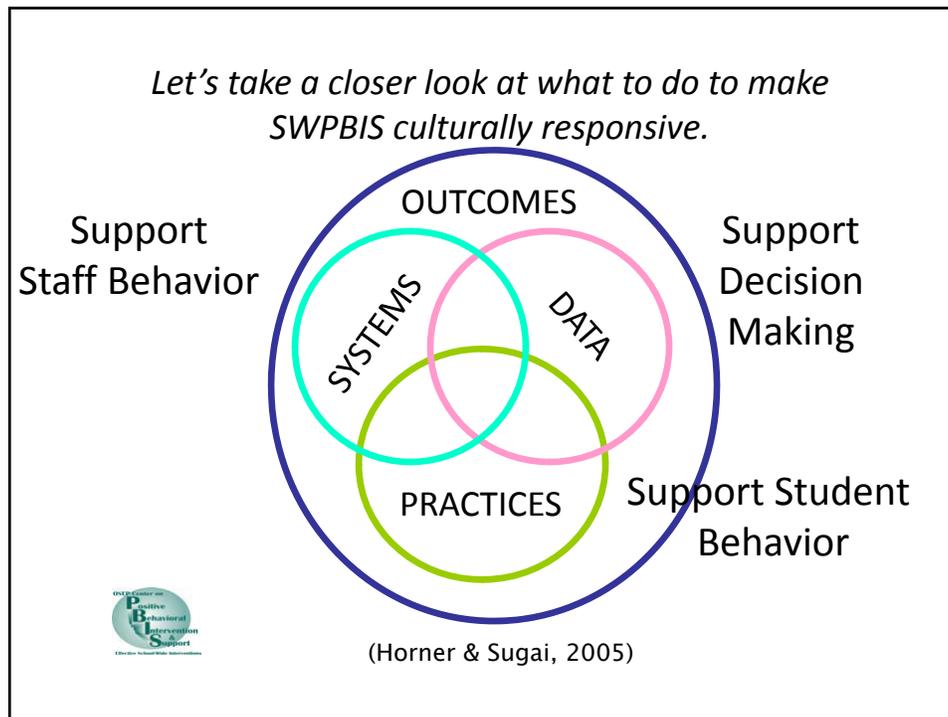
What could be **DONE** about Disproportionate Outcomes?

- ▶ **DATA:** disaggregate data by student race/ethnicity
 - Know exactly what the problem is
- ▶ **OUTCOMES:** define measurable outcomes
 - ALL students succeed behaviorally
- ▶ **PRACTICES:** culturally relevant and validating supports
 - e.g., include students and parents in defining what is appropriate and inappropriate behavior, acknowledge differences between school culture, home culture, street culture
- ▶ **SYSTEMS:** share disaggregated data with staff, encourage staff to problem-solve together
 - Develop staff's cultural awareness and self-knowledge



How can the discipline gap (inequitable discipline outcomes for students from different racial/ethnic backgrounds) be reduced?

- 1. Data**
- 2. Practices**
- 3. Systems**
- 4. Outcomes**



What could be **DONE** about Disproportionate Outcomes?

- ▶ **1. Data:**
- ▶ **Cultural Validity:** Disaggregate data by student race/ethnicity
 - ▶ **Supports Decision Making**

1. DATA, continued

- ▶ Patterns of student problem behaviors (e.g., office discipline referrals and suspensions) should be reported to teams and faculty for active decision-making on a regular basis (e.g., monthly), disaggregated by ethnicity and race. (Tobin & Vincent, 2011)

23

1. DATA, continued

Data Management

- ▶ Summarize points over time
 - Manually
 - Electronically
- ▶ Graph data for easy presentation.
- ▶ Graph sent to parents, if appropriate.

24

What could be **DONE** about Disproportionate Outcomes?

- ▶ **2. PRACTICES:** Cultural Relevance and Validation
 - ▶ **Supports Student Behavior**

25

What could be **DONE** about Disproportionate Outcomes?

2. PRACTICES, continued

- Include students and parents in defining what is appropriate and inappropriate behavior
- Acknowledge differences between school culture, home culture, street culture

26

2. PRACTICES, continued

Check In Check Out (CICO)

Also known as *Behavior Education Plan (BEP)*

- ▶ In middle schools, CICO delivered at the beginning of the year allowed students at risk level 2 and 3 to slow their gain in ODR. **African-American students in this group were the most successful.** However, students were less likely than White students to receive CICO.

(Vincent & Tobin, 2011).

27

2. Practices, continued

CICO-SWIS :

<http://www.swis.org>

Like the Behavior Education Plan (BEP, Crone, Hawken, & Horner, 2010)

2. PRACTICES, continued**Parents**

- ▶ Ask parents for suggestions, call a meeting (Schumann & Burrow-Sánchez, 2010)
- ▶ Get parents involved in volunteering at school (Howard, 2010).

29

2. PRACTICES, continued**Parents**

- ▶ Have workshops on homework, being an advocate, preparing for college, political proposals – provide transportation, translation, child care (Noguera, 2001)

30

2. PRACTICES, continued Resources for families

- ▶ Coordinate with social service agencies to provide “full service” type schools (Noguera, 2008).
- ▶ Develop parent centers so parents and concerned community allies are able to marshal resources (Noguera, 2008).

31

What could be **DONE** about Disproportionate Outcomes?

- ▶ **3. SYSTEMS:** Cultural Knowledge and Self-Awareness
 - ▶ Supports Staff Behavior
- ▶ Facilitates collaborative problem solving & data sharing

32

What could be **DONE** about Disproportionate Outcomes? **SYSTEMS**, continued

- ▶ Talk with staff about race instead of acting “color blind” which can imply that “being of different colors is somehow shameful” (Williams, 1997, p. 524, cited in Howard, 2010, p. 124)
- ▶ Have staff learn about their students’ cultures and prior knowledge and experiences, be able to recognize words that may take on different meanings for them (Basterra, 2011).

33

SYSTEMS, continued

Teacher Collaboration in Model Schools (Howard, 2010)

- ▶ Met regularly by grade or subject
- ▶ Used data to plan
- ▶ Discussed examples of students’ work
- ▶ Identified students in need of academic interventions
- ▶ Helped form plan to re-teach & shared examples

34

What could be **DONE** about Disproportionate Outcomes?

- ▶ **4. OUTCOMES:**
- ▶ **Cultural Equity** = ALL students succeed
- ▶ Measurable outcomes are defined for
 - ▶ **Social Competence &**
 - ▶ **Academic Achievement**

35

OUTCOMES, continued

Reduced discipline referrals and raised scores on academic achievement tests in reading.

- ▶ Listened to CLD students' concerns
- ▶ Created a culturally relevant curriculum--Built lessons around topics like childbirth, namecalling, stereotyping, homophobia, racism, sexism, the court system, alcohol & drugs, civil rights, heroes, AIDS, raising \$ for charity - 2nd & 3rd graders.
 - (Lyman, 2007).

36

- Basterra, M. (2011). Cognition, culture, language, and assessment: How to select culturally valid assessments in the classroom. In M. Basterra, E. Trumbull, & G. Solano-Flores (Eds.), *Cultural validity in assessment: Addressing linguistic and cultural diversity* (pp. 72–79). New York: Routledge.
- Crone, D.A., Hawken, L. S., & Horner, R. H. (2010). *Responding to problem behavior in schools, Second Edition: The Behavior Education Program*. The Guilford Practical Intervention in the Schools Series. New York: Guilford Press.
- Horner, R. H., & Sugai, G. (2005). *School-wide PBS: Core features, behavioral outcomes, and impact on academic gains*. Paper presented at the Annual Positive Behavior Support Conference, Reno, NV.

- Howard, T. C. (2010). *Why race and culture matter in schools: Closing the achievement gap in America's classrooms*. New York: Teachers College Press.
- Lyman, K. (2007). Ribbons, racism, and a placenta. In C. Caro-Bruce, R. Flessner, M. Klehr, & K. Zeichner (Eds.), *Creating equitable classrooms through action research* (pp. 170–201). Thousand Oaks, CA: Sage.

Noguera, P. A. (2001). Transforming urban schools through investments in the social capital of parents. In S. Saegert, J. P. Thompson, & M. R. Warren (Eds.), *Social capital and poor communities* (pp. 189 – 212). New York: Russell Sage Foundation.

Noguera, P. A. (2008). *The trouble with black boys: And other reflections on race, equity, and the future of public education*. San Francisco, Jossey-Bass.

Schumann, J., & Burrow-Sánchez, J. J. (2010). Cultural considerations and adaptations for the BEP. In D. A. Crone, L. S. Hawken, & R. H. Horner (Eds.), *Responding to problem behavior in schools: The behavior education plan, second edition* (pp. 162–180). The Guilford Practical Intervention in the Schools Series. New York: Guilford Press.

Tobin, T. J., & Vincent, C. G. (2011). Strategies for preventing disproportionate exclusions of African American students. *Preventing School Failure, 55*, 192–201.

Vincent, C. G., Randall, C., Cartledge, G., Tobin, T. J., & Swain-Bradway, J. (2011). Towards integrating cultural responsiveness and school-wide positive behavior support. *Journal of Positive Behavior Interventions, 13*, 219-229.

Vincent, C. G. & Tobin, T. J. (2011, May 29). *Racial disproportionality in disciplinary referrals and behavior support access for students at various risk levels*. Paper presented at the Annual Convention of the Association for Behavior Analysis International. Denver, CO.