Exclusionary Discipline Practices: Findings from Oregon

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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:
  - $(\% \text{ of students expelled}) - (\% \text{ of students enrolled}) = +X$
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

Magnitude and Direction of Disproportionate Representation for Students without Disability

Discipline gap for students with disability

Magnitude and Direction of Disproportionate Representation 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

<table>
<thead>
<tr>
<th>Enroll. of Racial Group</th>
<th>Number of Students</th>
<th>Percent of Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>AI/AN</td>
<td>2,424</td>
<td>22.52</td>
</tr>
<tr>
<td>Asian/PacIs</td>
<td>2,359</td>
<td>9.12</td>
</tr>
<tr>
<td>Hispanic</td>
<td>14,666</td>
<td>13.43</td>
</tr>
<tr>
<td>AfrAm</td>
<td>3,517</td>
<td>22.84</td>
</tr>
<tr>
<td>White</td>
<td>57,096</td>
<td>15.12</td>
</tr>
</tbody>
</table>
Magnitude and Direction of Disproportionate Identification for CogDis, ED, LD, and Autism

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

- 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

Exclusionary discipline practices across disability categories

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:

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

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

Days lost for students identified for special education

Duration of disciplinary removals of children identified for special education by race/ethnicity
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

Vincent, C.G., Randall, C., Cartledge, G., Tobin, T.J., & Swain-Bradway, J. (2011). Thanks to Sandy Washburn, Indiana University, for enhancing the visual appeal of this figure.
Let’s take a closer look at what to do to make SWPBIS culturally responsive.

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)

1. DATA, continued

**Data Management**

- Summarize points over time
  - Manually
  - Electronically
- Graph data for easy presentation.
- Graph sent to parents, if appropriate.
What could be **DONE** about Disproportionate Outcomes?

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

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
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).

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).

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

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

3. SYSTEMS: Cultural Knowledge and Self-Awareness

- Supports Staff Behavior
- Facilitates collaborative problem solving & data sharing
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).

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

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

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**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).


