Disparities in School Discipline

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APRIL 20, 2016
“Not everything that is faced can be changed, but nothing can be changed until it is faced.”

--James A. Baldwin
Learning Outcomes

Discuss Article: “Can “De-Biasing” Strategies Help to Reduce Racial Disparities in School Discipline?”

Teams will use a data informed process

Examine disparities in school discipline and consider adjusting practices
Three important areas for consideration:
Climate and prevention
Clear, appropriate, and consistent expectations and consequences
Measurable equity and continuous improvement
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
Find and address the root causes.

What is the problem?
Why is it happening?
What can be done to keep it from happening again?
Big Risk Questions

How have exclusionary disciplinary practices influenced student outcomes?

Is the school pushing students out or is the school or division maintaining responsibility for educating students despite the disciplinary actions taken against them?

How many students are subjected to disciplinary action? To what extent are students in specific demographic groups experiencing exclusionary discipline?
Big Questions cont.

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?
Are there notable differences in our suspension rates by race?

<table>
<thead>
<tr>
<th>Group</th>
<th># of Students Enrolled</th>
<th># of Students Suspended</th>
<th>Risk of Suspended Group</th>
<th>Risk Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaskan</td>
<td>431</td>
<td>4</td>
<td>0.93%</td>
<td>0.96</td>
</tr>
<tr>
<td>Asian</td>
<td>13,689</td>
<td>48</td>
<td>0.35%</td>
<td>0.30</td>
</tr>
<tr>
<td>Black</td>
<td>5,059</td>
<td>129</td>
<td>2.55%</td>
<td>3.00</td>
</tr>
<tr>
<td>Hispanic of Any Race</td>
<td>11,875</td>
<td>180</td>
<td>1.52%</td>
<td>1.76</td>
</tr>
<tr>
<td>White</td>
<td>39,149</td>
<td>323</td>
<td>0.83%</td>
<td>0.73</td>
</tr>
<tr>
<td>Native Hawaiian / Pacific Islander</td>
<td>0</td>
<td></td>
<td>0.00%</td>
<td>0.00</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>3,780</td>
<td>31</td>
<td>0.82%</td>
<td>0.84</td>
</tr>
<tr>
<td>All Students</td>
<td>73,983</td>
<td>715</td>
<td>0.97%</td>
<td></td>
</tr>
</tbody>
</table>
Are there notable differences in our suspension rate by disabilities?

<table>
<thead>
<tr>
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<th># of Students Enrolled</th>
<th># of Students Suspended</th>
<th>Risk of Suspended Group</th>
<th>Risk Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disabled</td>
<td>8,860</td>
<td>277</td>
<td>3.13%</td>
<td>4.65</td>
</tr>
<tr>
<td>Nondisabled</td>
<td>65,123</td>
<td>438</td>
<td>0.67%</td>
<td>0.22</td>
</tr>
<tr>
<td>All Students</td>
<td>73,983</td>
<td>715</td>
<td>0.97%</td>
<td></td>
</tr>
</tbody>
</table>
POSSIBLE CONTRIBUTORS TO DISPARITIES

Climate, conditions for learning, and learning environment
Capacity
Intervention issues
Bias issues
Policy issues
Attitude, knowledge and behavior issues
Cause(s) and Root Cause(s) of Disparity Issues

Example: Teacher frustration peaks after repeated incidents with students talking back in class, and the situation often evolves into significant classroom disruption.

Root Cause Example: Grade 9 staff lack consistent classroom management skills and have limited experience with de-escalation strategies to employ during times of classroom disruption.
Activity: 5 minutes

Independently write 2 examples of causes of disparity issues at your school and write the root cause of each disparity issue.

10 minutes: Discuss in your group the examples and choose 1 to share with the entire group.
Next steps at the school level.
School Team Structures

Linking discipline data to student support

Whole School Climate Team
- Principal
- Teacher rep
- Students
- Support Staff
- Agency Staff
- Families

Analysis of Discipline Data

Individual Student Support & Intervention Team

Core team members may serve on various interventions teams. Key is diversity and inclusion.
We are in this together.
Thank you Team