

Discipline Disproportionality- Be Part of the Solution

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Title I Administrative Meeting



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Intended Outcomes

Gain knowledge about the existing concern and current initiatives in Maryland.

- The impact frequent removals has upon a student's future
- Maryland's disproportionality initiatives

Have a tool to determine root causes of elevated discipline and disproportionality.

- The root cause analysis tool
- Engaging all stakeholders in the analysis process

Gain strategies to move from root causes to corrective actions.

- Link a root cause to an action step
- Action step ideas to address common root causes



Data Trends

Disciplinary removal = out-of-school suspensions and expulsions

Disproportionality = the comparison of removal rates among different student groups

- Students groups with the most significant disproportionality are students with disabilities and African America students



Maryland Data Trends

Overall, the rate of removals for all students in Maryland declined between 2009/10 to 2017/18:

- Middle and high school student removals from 10.4% to 6.9%
- Elementary school student removals from 2.8% to 2.3%

Despite the overall decline the rate of DISPROPORTIONATE removal remained constant from 2009/10 to 2017/18:

- 7.6% of African American students compared to 2.6% of non-African American students
- 8.9% of students with disabilities compared to 3.7% of students without disabilities
- African American students with a disability 13.5% compared to African American students without a disability at 6.7%



Why does it matter?

The National Longitudinal Study of Adolescent and Adult Health is a set of data that followed middle and high school students in 1994/95 through 2008 when they were between 24 and 32 years old.

480 students identified from the large data set received their first suspension in the 1994/95 school year. These students were matched on 60 items with 1,193 similar students in the data set without a suspension used as a comparison.

- Five years after their first suspension 8% of the 480 students were less likely to graduate and 40% were more likely to have been arrested.
- Twelve years after their first suspension 24% of the 480 students were less likely to have earned a bachelor's degree, 51% were more likely to have been arrested two or more times, and 23% were more likely to have been in prison when compared to the 1,193 non-suspended student group.

<https://www.cpc.unc.edu/projects/addhealth>

Rosenbaum, Janet. (2018). [Educational and criminal justice outcomes 12 years after school suspension.](#)



Current Efforts in Maryland



- Each local school system created a disproportionate review team, DRT.
- These teams examined data and information at the system level to complete a root cause analysis this past spring.
- System level teams will use the root cause analysis results to develop a system level action plan to the Maryland State Department of Education (MSDE).
- Individual schools will be identified disproportionate (3.0+ risk ratio and state comparison) through the MSDE.
- Individual school action steps are enclosed within the plan developed by the system level DRT.

Considering Root Causes

The Root Cause Analysis workshop

- Whole school analysis
- Teacher level analysis



5 Domains



Step 1: Reflect & Consider Possible Root Causes-- this step is designed to lead the practitioner through consideration of each potential cause for elevations in student misconduct that lead to a classroom based disciplinary intervention, short term removal from classroom instruction, or an office discipline referral. A list of indicators are provided with both a negative and positive position. These indicators are intended to generate honest reflection by the practitioner as they consider the general status of each item.

Students receive messages from staff that lead them to feel inadequate and that leaving school is their best option.

Students receive a message from staff (hidden and direct) that they are valued and can succeed in school.

Behavior interventions are implemented inconsistently within schools and are not used effectively. There is no system by which to monitor student behavior trends.

Multi-tiered behavior interventions exist within each school and are used effectively. Students are monitored for behavior progress at least monthly by a school based team.

Academic interventions are minimal and occur primarily after school. Teacher provide “one size fits all” instruction.

Multi-tiered interventions for student success are embedded into the school day. Teachers seek to use differentiated approaches for struggling learners.

The System Level Root Cause Analysis Tool

Steps 2: Prioritizing Root Causes & Celebrations-- is divided into celebrations and causes for concern for **each** of the five areas. The committee should agree upon **3-5 celebrations** and **3-5 causes for concern** in Step 2. Celebrations should be considered closely as there may be effective implementation processes and resources that can be used to **inform root cause actions**

The Teacher Root Cause Analysis Tool

Step 2: Mindfully Monitor – this is an important step to use for those indicators the practitioner has not previously considered or been mindful of, thus not allowing a definitive response. The individual should select one or two indicators to monitor over the course of a day or week with the intention of selecting either the positive or the negative response. Mindful monitoring can involve specific data collection or a moment of reflection to be taken after a defined period of time.

Step 3: Analyzing Root Causes– this step is intended to lead deeper into those indicators identified to be likely root causes for student misconduct. The individual should gather more information, both quantitative (such as test scores, past observation and evaluation feedback, focus groups, interviews with other school personnel, or student grades) and qualitative (such as student perceptions, administrator perceptions, parent perceptions, climate surveys, or personal and professional experiences that influence your beliefs and behaviors), to more closely examine an indicator and develop an understanding of why it is happening. Step 3 is intended to justify or dispel the assumptions made in step 1.

Step 4: Creating an Action Plan -- this step is designed to help the individual develop a plan of action for the school year that should include gaining new knowledge, doing something different in the classroom/school, collaborating with others to deepen new knowledge and monitoring progress. It is most important when deciding upon an action that the individual remain ever mindful of the root cause being addressed from Step 3.



Moving from root causes to corrective actions

Some examples of connecting a root cause to an
action step



Root Cause	Action Step
<p>Assessment is used primarily as a method of sorting students and assigning grades. (Determine through step 3 a knowledge gap)</p>	<p>Read and utilize 5 tools from the book <i>“Embedding Formative Assessment; Practical Techniques for K-12 Classrooms”</i> by Dylan Wiliam & Siobhan Leahy</p>
<p>The teacher adheres to defined consequences for any student misconduct. The same consequence is used repeatedly for consecutive infractions making minimal effort to determine the reason for misconduct. (Determine through step 3 a motivation gap)</p>	<p>Collaborate with other grade 6 team members to develop a tiered system of interventions for specific student behaviors. Time will be taken weekly during team meetings to review student behavioral concerns and preventative steps being taken by the team.</p>
<p>The teacher and students believe that your street address, zip code, or last name determine how you should behave and how successful you will be in school. (Determine through step 3 a knowledge gap)</p>	<p>Conduct home visits for each student before the end of the first quarter to deliver a welcome packet with student goals for the year. Schedule to have a partner teacher or school support person join me on the visit.</p>
<p>Classroom structures do not include thoughtful consideration of the physical health of students with no defined plans for movement or healthy snack choices</p>	<p>Build brain gym activities into defined times throughout the day. Teach students brain gym activities and prompt them to use an activity independently when needed during the day.</p>





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