

# Racial Disparities in Student Discipline

**Wissahickon School District**

Presentation for the Board's Racial Equity Oversight Committee

October 18, 2021

# Agenda

Student Demographics

Discipline Data (Referrals & Resolutions)

Data Analysis

What Works

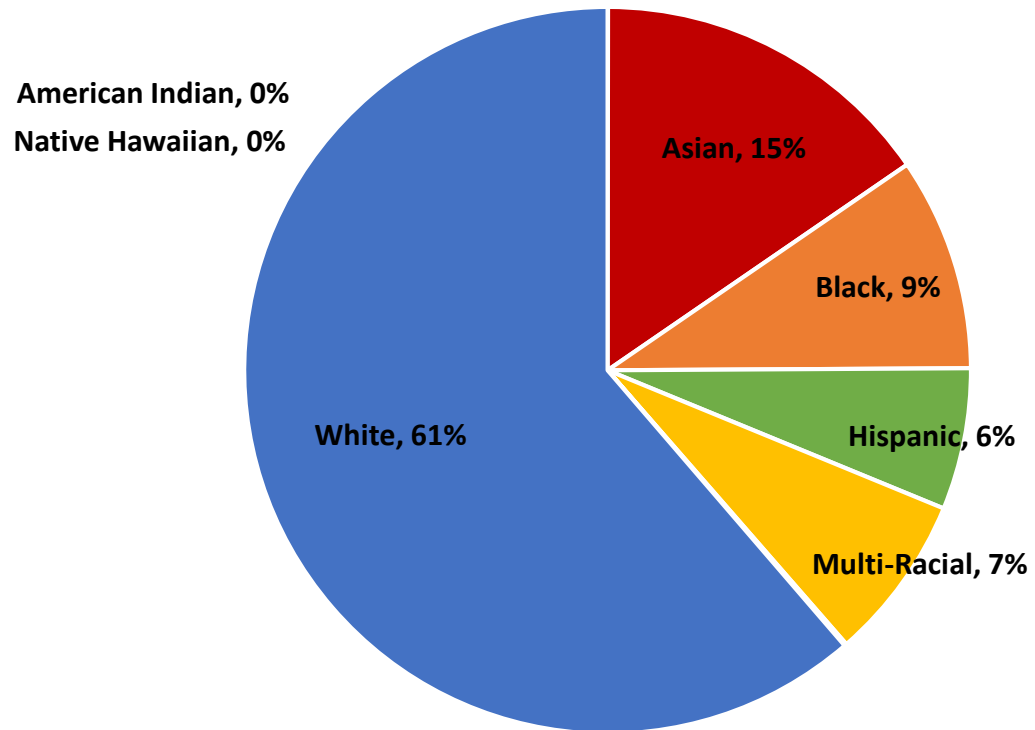
Next Steps



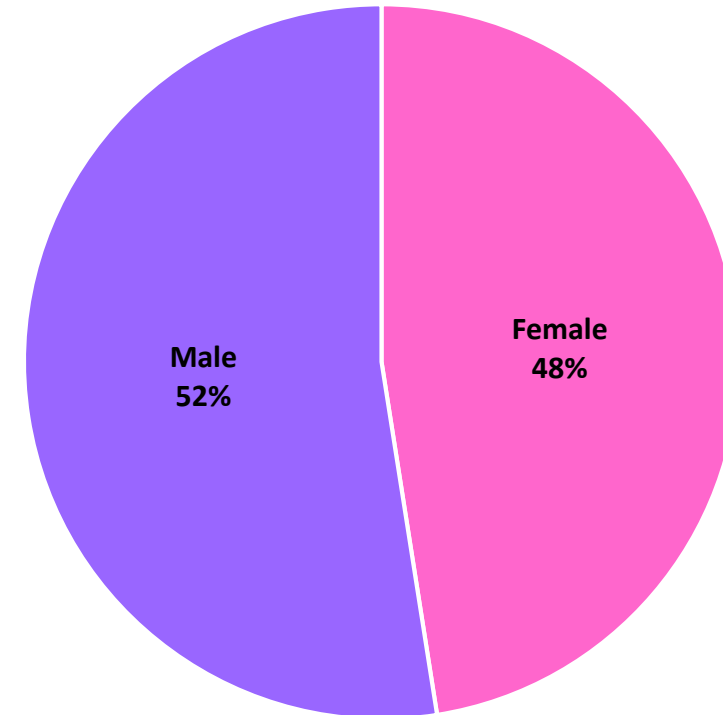
## Current Student Demographics

# Current Student Demographics

## Students by Race/Ethnicity



## Students by Gender







Data Review: 2019-2020 School Year

# Disciplinary Process

## Referrals

- *When a behavior occurs, teachers refer a student to an administrator to receive a discipline resolution.*

## Resolutions

- The discipline referral was addressed by an administrator with some disciplinary action (e.g., verbal warnings, conferences, detentions, suspensions).





## Discipline Referrals in 2019-2020



# Definitions: Types of Referrals

## Class Cuts

- Student intentionally did not attend class nor informed an administrator and/or teacher of the absent.

## Fighting

- Student engage in fighting and/or acts of physical force.

## Insubordination

- Student refuses to comply with a reasonable request from an staff member who is enforcing policy.

## Inappropriate Behaviors

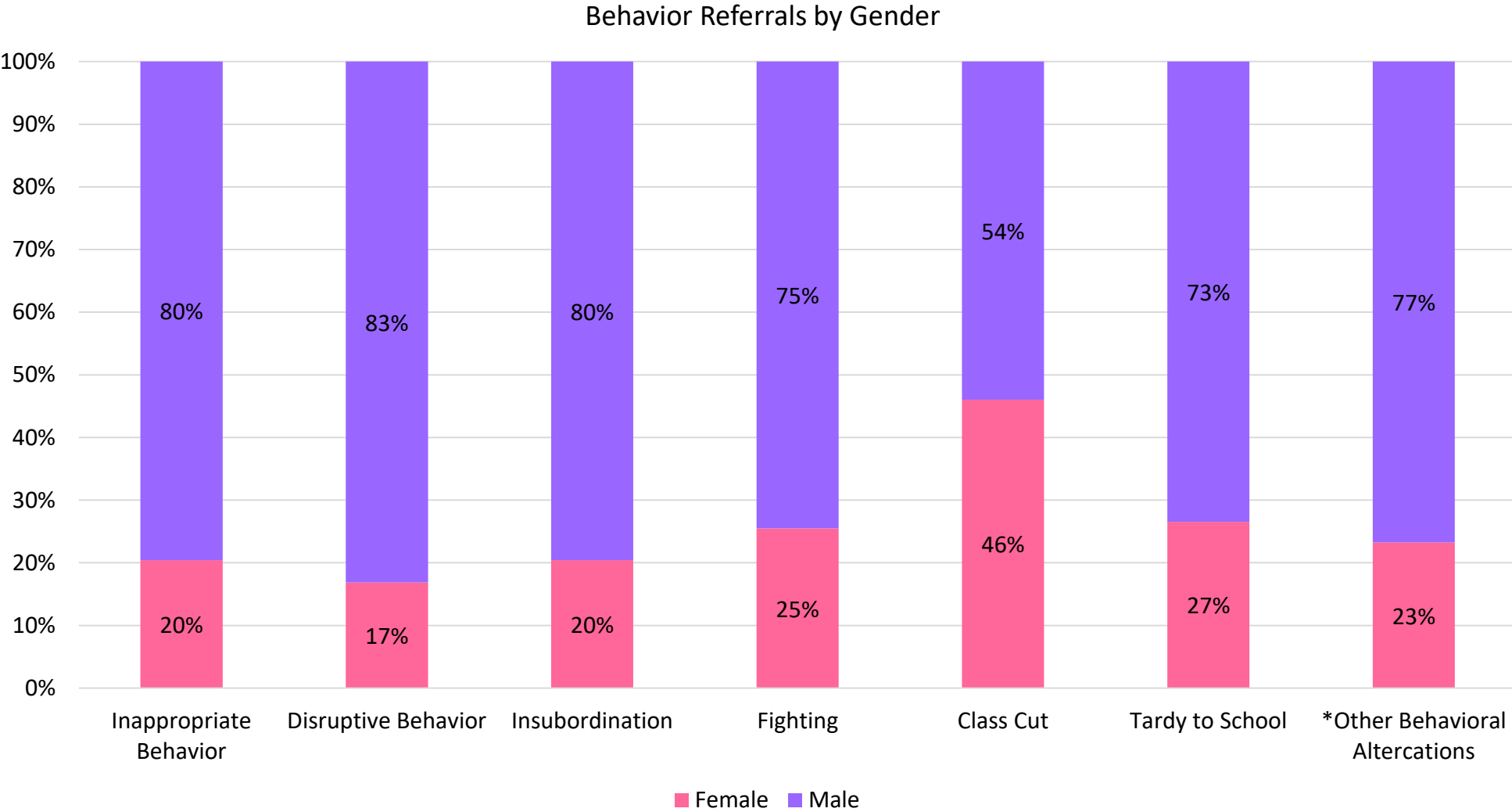
- Student is acting in a way that is not appropriate in the school setting.

## Disrespect

- Student speaks or acts in a disrespectful manner to a staff member.



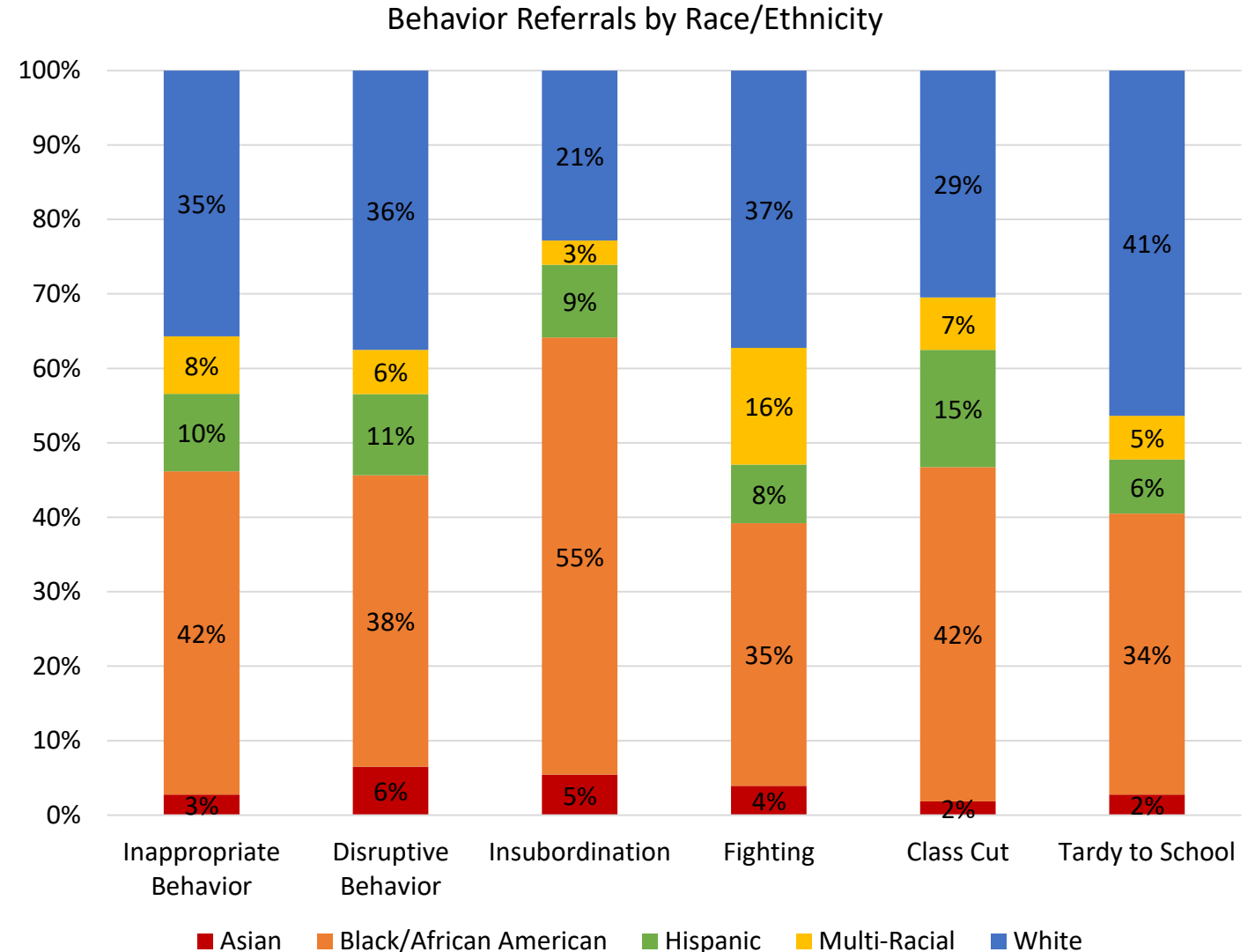
# Behavior Referrals by Gender



# Behavior Referrals by Race/Ethnicity

## Special Education Subgroup

- Inappropriate Behavior: **61%** of students have an IEP
- Disruptive Behavior: **52%** of students have an IEP
- Insubordination: **74%** of students have an IEP
- Fighting: **55%** of students have an IEP
- Cutting Class: **59%** of students have an IEP
- Tardiness: **53%** of students have an IEP
- Other Behavioral Altercations: **58%** of students have an IEP.





## Discipline Resolutions in 2019-2020



# Definitions: Types of Resolutions

## Warnings & Conferences

- Includes verbal warnings, parent contact, parent conference

## Detentions

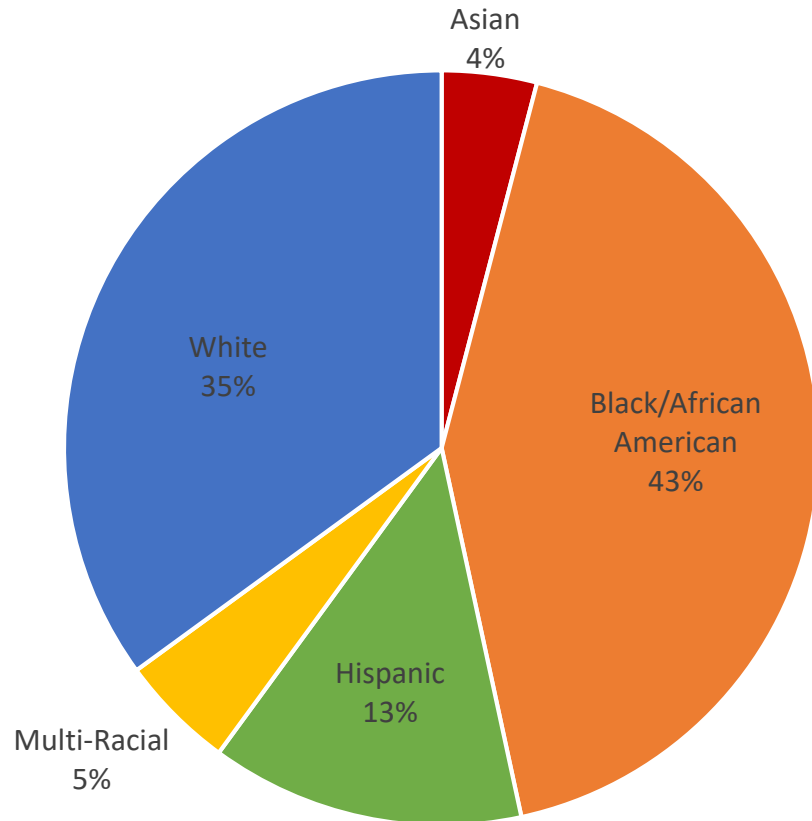
- Includes lunch detentions, afterschool detentions and Saturday detentions

## Suspensions

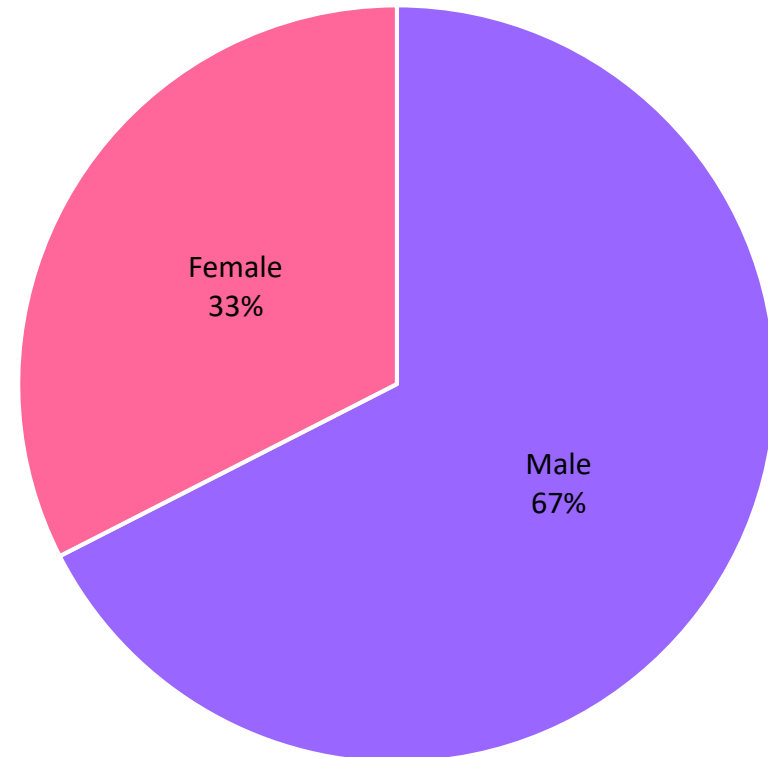
- Includes in-school suspensions and out-of-school suspensions

# Resolution: Warnings & Conferences

## Students by Race/Ethnicity



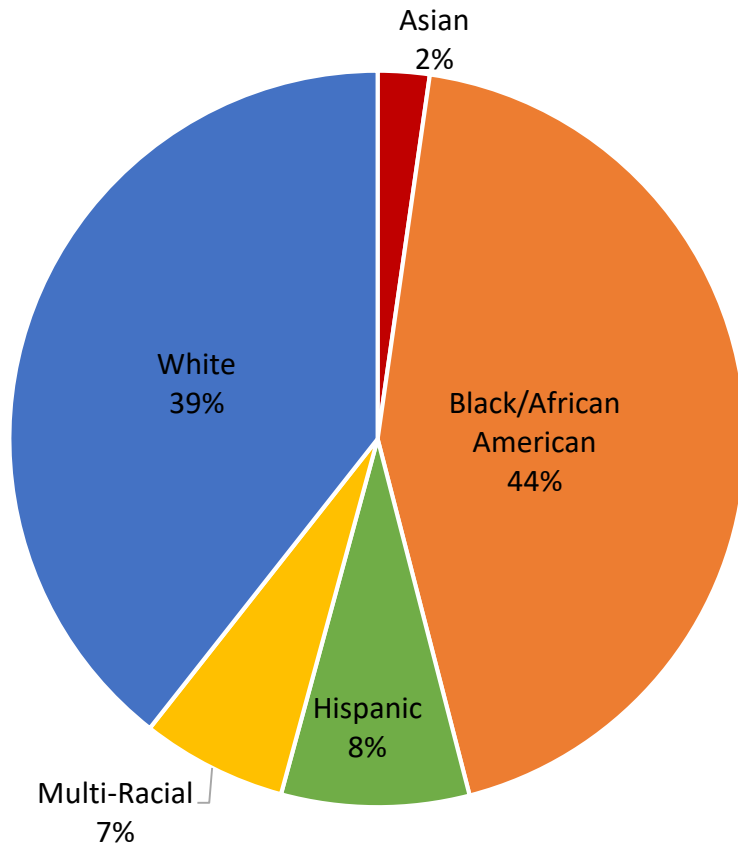
## Students by Gender



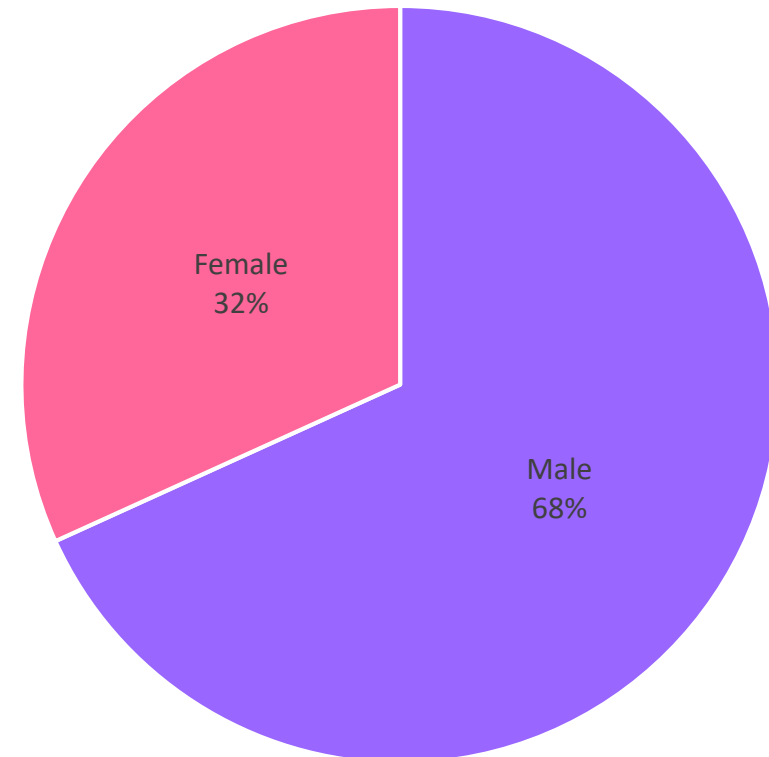
***53% of students who received a warning/conference resolution have an IEP.***

# Resolution: Detentions

## Students by Race/Ethnicity



## Students by Gender

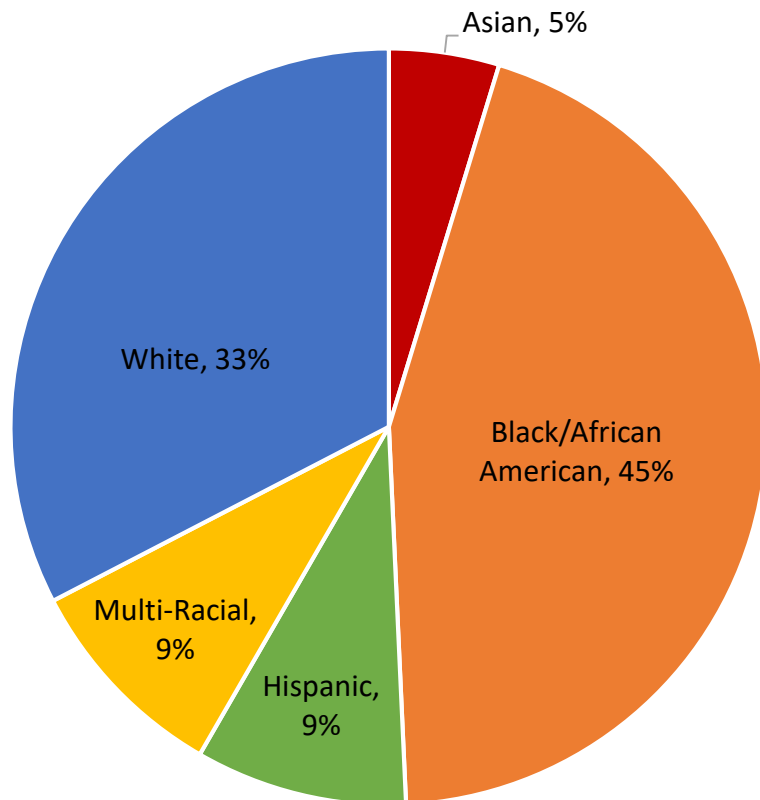


***62% of students who received a detention resolution have an IEP.***

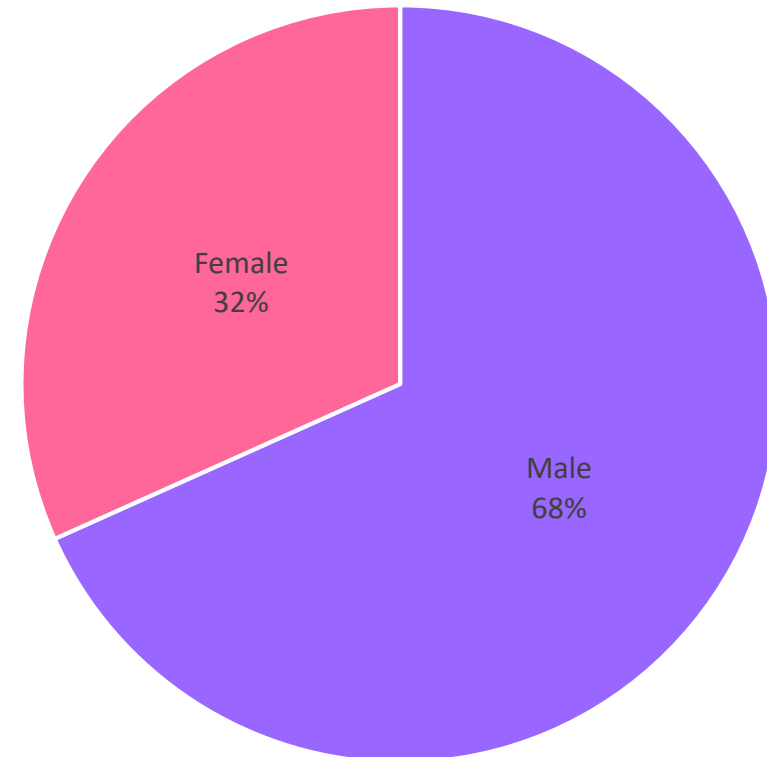


# Resolution: Suspensions

## Students by Race/Ethnicity



## Students by Gender



***62% of students who received a warning/conference resolution have an IEP.***

# Data Analysis

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- Data, data, data!



# What works? (From the research)



IMPLICIT BIAS TRAINING



POSITIVE BEHAVIOR  
INTERVENTIONS AND  
SUPPORT



SOCIAL AND EMOTIONAL  
LEARNING STRATEGIES



RESTORATIVE PRACTICES



**Critical questions to ask:**

- What is/are the inequity(ies) leading to our disproportionate discipline outcomes for the group(s) of students identified?
- This question aims at surfacing who is benefitting from the ways things are (CCIC MAP Center 2019).

**Step 1:  
Problem  
Identification –  
Is there a  
problem**

**Critical questions to ask:**

- Why is the discipline inequity occurring?
- What is it about our people, policies, and practices that are contributing to this inequity?.
- Who is at the table in the planning process?

**Step 2:  
Problem  
Analysis – Why  
is the problem  
happening?**

**Step 4: Plan  
Evaluation –  
How will we  
know if the plan  
is working?**

**Critical questions to ask:**

- What evidence-based equitable practices/strategies can address this discipline inequity?
- What are the activities and tasks needed to implement these practices/strategies?
- Who is at the table in the planning process?

**Step 3: Plan  
Development –  
What is the  
plan?**

**Critical questions to ask:**

- Are the equity practices/strategies narrowing our discipline disparity?
- What counts as data when centering equity?
- Who is at the table in as we evaluate the strategies implemented?

# Spring 2021

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- Data Review/Analysis Meeting with Secondary Principals
  - Student Focus Groups
  - Discipline Inequity Review Committee
  - Data Teams
  - Professional Growth Strand (PGS)
  - Vetted Restorative Practices organizations





# Next Steps

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- Cultural Competence
- **Power of Relationships**
- **Restorative Practices Training**
- **Social-Emotional Learning**
- **Code of Conduct Micro-study**
- **Belonging Climate Survey**
- Multi-Tiered Systems of Support
- **Behavior interventions in the classroom**
- **Expanding Mentorship Program**

# Questions, Feedback, & Additional Ideas to Move Us Forward

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