

Training Guide for Using Data to Promote Equity in School Discipline

WORK SESSION

Using School Discipline Data to Pinpoint Concerns and Track Progress

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NOTE: These materials are part of a series, “Using Data to Promote Equity in School Discipline,” which comprises an introduction and four work sessions. To access the introduction/planning document, the other work session training guides, and the accompanying PowerPoint presentations, visit <https://ies.ed.gov/ncee/edlabs/regions/northwest/news/equity-school-discipline.asp>

The materials available in this series include:

- *Introduction: Planning and Facilitating Work Sessions to Improve School Discipline*
- *Work Session: Revising School Discipline Policies and Procedures to Promote Equity*
- *Work Session: Using School Discipline Data to Pinpoint Concerns and Track Progress*
- *Work Session: Using Reflection Groups to Learn How Families and Educators View Their School or District*
- *Work Session: Identifying Strategies to Promote Equity in School Discipline*

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Using School Discipline Data to Pinpoint Concerns and Track Progress

Determining whether racial disproportionality in discipline practices exists in your school or district requires analyzing data separately for different racial or ethnic groups. Simply monitoring discipline data for all students will not reveal whether certain student groups receive school discipline at higher or lower rates than others. This work session will help school or district teams choose data indicators and analysis procedures to determine whether use of school discipline is equitable across student groups. Teams will use the School discipline data indicators: A guide for districts and schools to identify additional data that may help them in planning school discipline improvement strategies (Nishioka et al., 2017).

Objectives

- 1. Use disaggregated data to identify school discipline concerns in your setting.**
- 2. Discuss ways to improve the quality of available data and identify additional data that could inform improvement decisions.**
- 3. Discuss different perspectives that administrators, teachers, and families may have about school discipline and how to consider those perspectives when sharing research and school or district discipline data.**

Who should participate?

The teams that may find these materials useful are school or district teams that oversee school climate and discipline policies and practices. The team should include members that are representative of the cultural, racial, and ethnic diversity of students served. These materials may also be useful to education service districts or other providers that provide coaching, technical assistance, and facilitation services to schools or districts on improving school climate and discipline. District team refers to a district-level team that is planning and/or implementing districtwide changes in school discipline policies and practices. Members of the district team should represent the various stakeholder groups that are involved in school discipline including district administrators, school administrators, teachers, specialists, and other education specialists. We also suggest having an analyst who is knowledgeable about data collection, analysis, and reporting capacity. School team refers to a school-level team that is planning and/or implementing school-level changes in school discipline policies and practices. Members of the school team should represent the various stakeholders including school administrators, teachers, specialists, data analysts, other education specialists and, if appropriate, a district representative. Both school and district teams should provide opportunities for students and parents to share their viewpoints and recommendations. For example, the team could include them as members of the team or actively collecting information about their perspectives as described in *Using reflection groups to learn how families and educators view their school or district*.

Organizing the work session

A list of the materials you will need to facilitate this work session is provided below (table 1).

KEY TERMS

DATA INDICATORS: Data that provide information about progress toward a desired goal or outcome, such as reducing suspensions or racial disproportionality in exclusionary discipline.

EXCLUSIONARY DISCIPLINE: Discipline actions that remove students from classroom instruction, including in-school suspension, out-of-school suspension, expulsion, or removal to an interim alternative education setting.

NONEXCLUSIONARY DISCIPLINE: Discipline actions that assign additional support or punitive consequences to students without removing them from classroom instruction.

PLAN-DO-STUDY-ACT: A continuous improvement process that uses data to pinpoint concerns, identify interventions, develop an action plan, monitor progress, and adjust interventions as needed.

REFLECTION GROUPS: Focus groups that are designed to help school teams gather information from families and educators about how they view the school's learning environment and discipline practices.

TABLE 1.
Using discipline data indicators materials

Materials you will find in the work session materials	
	<p>Facilitator’s annotated agenda</p> <p>Suggest reviewing and, if needed, adjusting the schedule to meet participants’ needs.</p>
	<p><i>Using school discipline data to pinpoint concerns and track progress presentation slide deck</i> (view notes by clicking orange icon in upper left corner of page to see talking points)</p>
	<p>Handout 1: <i>Information brief: Using the Plan-Do-Study-Act process to improve school discipline (Information brief)</i></p>
	<p>Handout 2: <i>Questions to guide planning and improvement decisions in school discipline</i></p> <p>Handout 3: <i>Six statements about the purpose and outcomes of school discipline</i></p> <p>Suggest making electronic AND paper copies for all team members.</p>
	<p>Work session evaluation</p>
Materials you will need to bring	
	<ul style="list-style-type: none"> • School discipline data indicators: A guide for districts and schools, available at https://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/REL_2017240.pdf • Paper and, if possible, electronic access to school or district reports that share findings of discipline data analyses overall and by student groups. Your school or district should review disaggregated school discipline data for students by race, ethnicity, disability status, gender, and other student groups of interest. • If district data are not available, consider using Civil Rights Data Collection (OCR) data, which are available at https://ocrdata.ed.gov/DistrictSchoolSearch <p>To access school and district reports from this national database, follow these steps:</p> <ol style="list-style-type: none"> 1. To retrieve data for a specific school or district click School & District Search. 2. Enter in the school or district name, address, and state and press enter. 3. Print the page and/or share the URL with the appropriate school or district team. <p>Note the special reports include but are not limited to English learner, discipline, educational equity, and students with disabilities.</p> <p>Suggest electronic copies for all team members AND one or more paper copies for each team.</p>



AGENDA

Using School Discipline Data to Pinpoint Concerns and Track Progress Work Session

This annotated agenda provides a suggested schedule for a three-hour work session, including a timeline, description, and list of accompanying resources and materials for each activity. This agenda is designed for work sessions attended by multiple school or district teams, but the activities could easily be used to coach a single school or district team. In preparing for any work session, you should adjust the schedule to match the number of participants and their content knowledge and experience level.

Minutes	Activity and description	Resources/materials
10	Introductions Review agenda and objectives	Slides 1–4
20	Suggested icebreaker activity: 1. Ask participants to find a partner. 2. On slide 5, ask the pairs to read the highlights of the study findings and discuss their reaction to the findings and how it relates to their school or district goals. Facilitate a short popcorn discussion of their reactions by asking for volunteers to share their thoughts and answers to the slide question. Encourage participation from different team members to avoid having a few dominate the discussion. 3. For slides 6–7, switch partners for each slide and repeat step 2. 4. Discuss goals of school discipline (slide 8).	Slides 5–9
10	Briefly describe the Plan-Do-Study-Act process. Share Handout 1: <i>Using the Plan-Do-Study-Act process to improve school discipline.</i>	Handout 1 Slides 10–12
20	Presentation: Discipline data indicators <ul style="list-style-type: none">• Questions discipline data can answer• Methods for analyzing discipline data	Handout 1 Slides 13–21
45	Teams review discipline data from their setting to identify benefits and areas of concern. Participants complete Handout 2 <i>Questions to guide planning and improvement decisions in school discipline.</i>	Handout 2 Slides 22–23 School discipline data OCR data
10	Members report on their team discussion reviewing their school or district data and completing Handout 2. Suggestions for report out: <ul style="list-style-type: none">• One “a-ha” moment or surprise in their data.• A data indicator they intend to use.	

15	Break	
15	Define culture and discuss why understanding cultural perspectives of the school community can help pinpoint concerns and identify additional data that could help you better understand these concerns. For example, using materials from the work session on Using reflection groups to learn how families and educators view their school or district.	Slides 24–26
50	Organize participants into groups of three. Give each group 1–2 statements from handout 3 to discuss. Each group should review and discuss different statements. Ask each group to discuss how different stakeholders might view the statement (slide 24). Group discussion: Ask each group to share their answers to the discussion questions. Use the presentation slides to provide a visual organizer of the statement. The talking points include the research summary, so you can provide additional information if the group’s summary misses a key point. The slide also includes the discussion questions, which you can reference as you facilitate the group discussion.	Handout 3 Slides 27–33
20	Ask teams to answer the following questions about the work session: <ul style="list-style-type: none"> • What has been one benefit of reviewing disaggregated discipline data and/or discussing research on school discipline? • What is a challenge you have encountered relative to data and how might you solve it? How might differences in cultural background contribute to miscommunication and discipline incidents in your setting? • What is one step you can take to gather additional data or to begin implementing improvement strategies? • How will your team consider the different perspectives that administrators, teachers, and families may have about school discipline as you share research and your school or district discipline data? 	Slide 34 Participant reflection
5	Participant evaluations	Participant evaluations



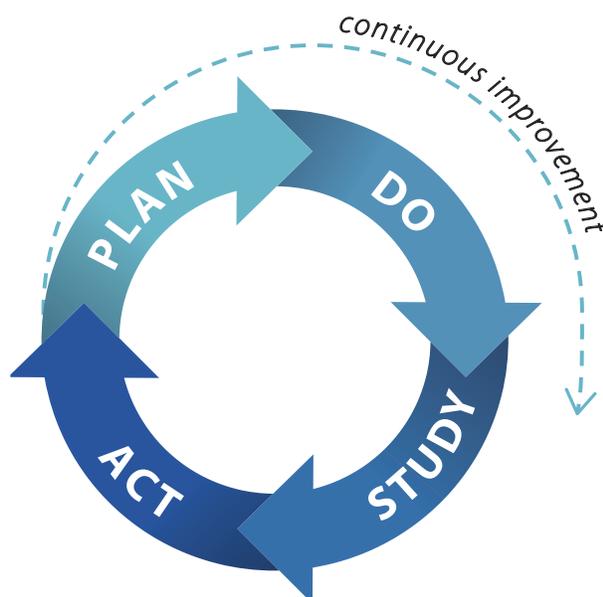
HANDOUT 1

Using the Plan-Do-Study-Act Process to Improve School Discipline

The process of improving school discipline practices requires understanding best practices, as well as looking at the “right data” and asking the “right questions.” Teams need data to identify problems and to select evidence-based practices that consider the needs of their district, school, or classroom setting. This handout briefly describes the different types of data the team might need. It also describes the Plan-Do-Study-Act process for using data to guide improvement decisions (figure 1) (Deming, 1986). Please refer to *School discipline data indicators: A guide for districts and schools* at https://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/REL_2017240.pdf for more information about analyzing and displaying discipline data to guide improvement decisions.

FIGURE 1.

Plan-Do-Study-Act: Using data to guide improvement decisions



- | | |
|--------------|--|
| Plan | Pinpoint concerns, identify root causes, develop goals, create an action plan, and choose indicators to track progress |
| Do | Implement the action plan and collect indicator data to monitor the fidelity of implementation and track progress |
| Study | Evaluate progress, review what you learned, and determine what adjustments, if any, are needed |
| Act | Adjust the action plan if needed |

Source: Authors' illustration of the Plan-Do-Study-Act continuous improvement cycle, based on Deming, 1986.

Plan: Identify root causes, develop goals, create an action plan, and choose indicators to track progress

A data-driven improvement process requires using multiple sources of data to answer different types of questions. The team members will need to identify data indicators to determine whether the problem exists and, if so, to what extent. They will also need data to learn more about the problem so they can choose an appropriate evidence-based practice or intervention.

Example questions the data could answer include:

- Are students receiving suspensions too often, for too many days, or for unnecessary reasons?
- Do some student groups receive more suspensions and expulsions than others? If so, how can we learn more about root causes so we can plan an effective solution?
- After we implement our plan, how do we know it is working?

DATA INDICATORS. Identifying indicators that are feasible and provide teams with meaningful information on desired outcomes requires discussion between staff members who oversee school discipline and those responsible for data analysis and reporting (Nishioka et al., 2017). Your school team should consider several factors when selecting data indicators.

First, school staff members should find them easy to understand and use. Second, they should reveal patterns in the discipline data, such as the student groups that are more likely to receive exclusionary discipline, the schools or classrooms that could benefit from more support and coaching, or alternatives to suspension that result in fewer suspensions. Third, they should align with the priorities of school staff members, parents, and community members.

Here are some questions your team might consider while planning an intervention:

- Is the use of exclusionary discipline a problem in your school or district?
- Are there policies and procedures that contribute to the problem?
- For what reasons or reported behaviors do students receive suspensions?
- What factors lead to exclusionary discipline?
- Are there issues that influence the quality of teacher-student relationships?
- How will you know the intervention is working?

LEARNING MORE ABOUT THE PROBLEM. The number and percentage of students who receive exclusionary discipline may not be enough to pinpoint specific problem areas. You will also need other data to select an intervention and develop an action plan. The data you select should provide information on factors that influence the organization and culture of classrooms and school communities.

For example, your team should review discipline policies and examine how schools implement them. Members should also consider the ages, cultural backgrounds, attitudes, and learning needs of students. Understanding the values of families and school communities can help identify priorities and provide insight on culturally responsive practices that can strengthen relationships in your school. The skills, attitudes, cultural backgrounds, and professional learning needs of teachers and other educators are also important considerations.

DISCIPLINE POLICIES AND PROCEDURES. Ensuring the district’s policies and procedures accurately reflect both the community’s values and your team’s approach to discipline can strengthen support for implementation. Clearly delineated policies and procedures can also serve as communications and public relations resources, allowing you to tell students, families, and the public about strategies and processes your district is implementing to maintain a safe and welcoming school climate.

LEARNING THE PERSPECTIVES OF EDUCATORS, FAMILIES, AND STUDENTS. Asking teachers, families, and students why some students experience suspensions more than others can produce valuable insights about the problem and its potential solutions. These stakeholders can share information about communication difficulties, bullying or harassment problems, or cultural misunderstandings that lead to suspensions but are not documented in discipline data. At all times, remember to stay focused on identifying root causes that are actionable and within the school’s control—and avoid getting sidetracked by issues that are outside the school’s control (for example, poverty) and discussions that do not lead to productive action. It is important to use your planning time to discuss what adults can do to decrease the use of exclusionary discipline.

Do: Implement the action plan and collect indicator data to monitor the fidelity of implementation and track progress

During this stage, the team should implement and test the effectiveness of the plan. It is preferable to start by choosing a single issue and piloting the intervention with a small group of students or schools. Starting small can help the team gather data about the intervention’s effectiveness and make adjustments prior to school- or districtwide intervention. This strategy can also help the team determine the professional development and support necessary to implement the intervention with fidelity (i.e., accurately, consistently, and fully). Throughout this process, it is important to collect data that will track progress and monitor implementation fidelity.

Study: Evaluate progress, review what you learned, and determine what adjustments, if any, are needed

Monitoring progress may require additional data, depending on your goal and intervention. Your team should collect data on overall progress toward the school discipline goal and for specific areas of interest. The team should also collect and review data on fidelity of implementation. This is particularly important for deciding what adjustments to make if the intervention is not making satisfactory progress. Finally, it is helpful to gather data on progress toward positive outcomes (what you want to increase or improve), such as increasing the number of instruction days per student.

Act: Adjust the action plan, if needed

Making adjustments, if needed, to your intervention is a critical step in the Plan-Do-Study-Act process. The team should review data regularly to ensure the intervention is working. If the data show there has been little or no progress, then the team should investigate and adjust the plan as needed. The investigation should first determine whether the intervention was implemented as intended. If the quality of implementation is not a factor, the team should consider how to strengthen or change the intervention. Once the team finds a potential solution, it should implement the recommended changes.



HANDOUT 2

Questions to Guide Planning and Improvement Decisions in School Discipline

DIRECTIONS

1. Read each question below.
2. Answer the question based on school discipline data that are available to your school team.
3. Note recommendations about how to improve the quality or usefulness of your data.

Rating	Description
Yes	This issue needs improvement
No	This issue is not a problem
Unsure	More data are needed

Asking the “right” questions	What do your data say?			Notes
	Yes	No	Unsure	
Is the use of exclusionary discipline a problem in your school or district?				
• Are the rates and/or lengths of suspensions and expulsions too high overall?				
• Are they too high for specific student groups?				
• Do disproportionate or inequitable discipline practices exist? If so, which groups are most affected?				
Are there policies and procedures that contribute to the problem?				
• Are the processes that promote positive school climates and equitable discipline practices clearly defined in policies and guidance documents?				
• Do discipline policies and practices focus on prevention and keeping students in school? Do discipline policies or procedures present barriers to potential solutions?				

<ul style="list-style-type: none"> Does the school discipline approach focus on restoring the environment and social relationships in the classroom or school instead of punitive practices? 				
Are there systems or resource issues contributing—at least in part—to the problem?				
<ul style="list-style-type: none"> Is there systemic adherence to the processes that promote equitable discipline practices and a positive school climate? 				
<ul style="list-style-type: none"> Does the team have access to the necessary data for identifying the root causes of the problem, selecting a solution, and tracking progress? 				
<ul style="list-style-type: none"> Is the school or district implementing professional development and/or targeted interventions to address cultural or other factors that may increase the likelihood of a discipline incident? 				
<ul style="list-style-type: none"> Are there schoolwide interventions that could prevent discipline situations, such as reteaching expectations or routines, increasing supervision in certain locations or events, or changing schedules? 				
<ul style="list-style-type: none"> Do educators and/or students need support to increase their knowledge and skills (such as cross-cultural communication, self-management, or perspective-taking)? 				
<ul style="list-style-type: none"> Are there other factors influencing the effectiveness or equity of school discipline practices? 				
Is the problem schoolwide or isolated to a few settings, specific groups of students, or certain problem areas?				
<ul style="list-style-type: none"> Who are the students who experience disproportionately high rates of discipline? Is the problem evident across all students, or is it specific to any racial/ethnic group(s), grade level(s), or gender(s)? 				
<ul style="list-style-type: none"> Do disproportionate rates of suspension exist across most schools or classrooms, or is the problem evident in just a few settings? 				

For what reasons or reported behaviors do students receive suspensions?				
• What behaviors or offenses result in the highest percentage of suspensions (for example, disruption or disrespect)?				
• Are there differences in the types of behaviors or offenses that lead to suspensions among racial/ethnic groups?				
What factors lead to exclusionary discipline?				
• What happens before and after the discipline incident?				
• Are there communication issues or cultural misunderstandings that contribute to the problem?				
• Do discipline incidents occur more often at certain locations or times of day or at specific events? Are there more problems in the morning, at lunch, or in the afternoon?				
Are there issues that influence the quality of teacher-student relationships?				
• Do teachers provide positive recognition to each student?				
• Do teachers have high expectations for each student?				
• Do teachers provide instruction that engages each student, encourages higher-order thinking, and represents the diverse cultural perspectives of their classroom?				
• Do students and educators have agreements about how conflicts or differences in opinion are resolved?				
• Do teachers respect cultural differences in their interactions with students?				
• Are students subjected to intentional or unintentional comments or actions that are disrespectful (for example, jokes, curriculum, or images that promote stereotypes or negative messages about a particular racial/ethnic group)?				

<ul style="list-style-type: none"> Do school and classroom expectations respect differences in culture and communication styles among students? Conversely, are there expectations or routines that disadvantage certain groups or create cultural misunderstandings that contribute to discipline incidents? 				
<ul style="list-style-type: none"> Does our school solicit the perspectives and help of families and the community to maintain a welcoming school climate that supports learning? 				
How will you know whether the intervention is working?				
<ul style="list-style-type: none"> How will we know whether the selected interventions are being implemented with fidelity? 				
<ul style="list-style-type: none"> What data will tell us whether we are making progress toward our school discipline goals? 				
<ul style="list-style-type: none"> What data will tell us whether we are reducing the use of exclusionary discipline, especially in specific problem areas in our school or district? 				
<ul style="list-style-type: none"> What are the positive outcomes we hope to achieve by reducing exclusionary discipline (for example, increasing classroom instruction time)? How will we know whether we are achieving these outcomes? 				



HANDOUT 3

Six Statements About the Purpose and Outcomes of School Discipline

STATEMENT 1

Suspending students who are disruptive will increase academic achievement.

(adapted from University of Colorado, 2011)

1. What does the research say?

Schools that use a proactive, preventive approach to student misbehavior have higher academic achievement rates (Horner et al., 2009). Conversely, schools that frequently suspend students tend to have lower academic achievement, even after controlling for student demographics. Nationally, a growing body of evidence shows that students who are expelled or suspended are more likely than other students to become disconnected from school, fail courses, repeat grades, and drop out of school (Balfanz, Byrnes, & Fox, 2015; Fabelo et al., 2011; Noltemeyer, Marie, & Mcloughlin, 2015). Further, non-suspended students who attend schools with high suspension rates experience lower reading and math achievement (Perry & Morris, 2014).

2. Based on your role, what opinions do you think teachers, principals, or parents might have about this statement?

3. How could an awareness of these opinions help improve discipline practices at your school or district?

STATEMENT 2

Students of color and students with disabilities receive more suspensions because they engage in more problematic or disruptive behaviors.

(adapted from University of Colorado, 2011)

1. What does the research say?

There is no evidence that disproportionate discipline among racial/ethnic groups is due to differences in behavior (Fenning & Rose 2007; Losen & Skiba 2010; Skiba, Michael, Nardo, & Peterson, 2002; Skiba et al., 2011). In fact, studies indicate that the opposite is true. Bradshaw and colleagues' (2010) analysis of discipline referral patterns for 21 schools found that Black students were more likely to receive office referrals even when controlling for teacher ratings of student behavior. Fabelo and colleagues (2011) analyzed the school education records for three cohorts of Texas students from grades 7 through 12. Their study found no differences in the rate of mandatory offenses (e.g., the possession of specific weapons, which requires expulsion by federal or state statute) for White, Black, or Hispanic students. However, there were differences in the rate of suspension for behaviors that allowed school administrators discretion in determining disciplinary action.

2. Based on your role, what opinions do you think teachers, principals, or parents might have about this statement?

3. How could an awareness of these opinions help improve discipline practices at your school or district?

STATEMENT 3

Suspensions are necessary to maintain school safety

(adapted from University of Colorado, 2011)

1. What does the research say?

Removing students from their classroom or school is sometimes necessary if they present an immediate threat to the safety of others. However, interventions that focus on establishing a welcoming school climate and teaching social-emotional skills (e.g., Positive Behavioral Interventions & Supports or restorative practices) are associated with lower rates of student behavior issues (Anyon et al., 2014; Gray et al., 2017). Moreover, most suspensions are assigned for nonviolent behaviors such as insubordination, dress code violations, truancy, or being disruptive or disrespectful (Fabelo et al., 2011; Losen & Martinez, 2013; Skiba et al., 2014).

2. Based on your role, what opinions do you think teachers, principals, or parents might have about this statement?

3. How could an awareness of these opinions help improve discipline practices at your school or district?

STATEMENT 4

Disproportionality in suspension rates is about poverty, not race.

(adapted from University of Colorado, 2011)

1. What does the research say?

Although poverty is a factor that may place students at higher risk of suspension, the strongest predictor that a student will receive one or more suspensions is race. Studies indicate that Black students are more likely to be suspended even when controlling for eligibility for free or reduced-price lunch, a common measure for poverty (Barrett, McEachin, Mills, & Valant, 2018). Anyon and colleagues (2014) found that student demographics—such as special education status, socioeconomic status, and race/ethnicity—make independent and persistent contributions to the likelihood that a student will experience exclusionary discipline. Males, students with disabilities, and older students in middle or high school tend to receive higher rates of discipline referrals regardless of racial background (Aud, Fox, & KewalRamani 2010; Vincent, Sprague, & Tobin, 2012). However, Black students receiving special education under the disability category of emotional disturbance are the most likely to be suspended compared to all other student groups (Bowman-Perrott et al., 2013; Bradshaw et al. 2010; Krezmien, Leone, & Achilles 2006).

2. Based on your role, what opinions do you think teachers, principals, or parents might have about this statement?

3. How could an awareness of these opinions help improve discipline practices at your school or district?

STATEMENT 5

Schools that use a zero-tolerance approach to discipline have fewer disciplinary problems.

(adapted from University of Colorado, 2011)

1. What does the research say?

Oregon and Washington are among the growing number of states moving away from zero-tolerance school discipline approaches that require school administrators to apply predetermined punitive practices—regardless of the severity of the behavior, student characteristics, or extenuating circumstances (American Psychological Association, 2008). Losen (2011) reviewed data on the application of discipline in public schools and found that suspending students has become more common since the early 1970s and that from then until 2006 the gap between suspension rates for Black and White students more than tripled, from 3 percent to more than 10 percent. Students attending schools using a positive, prevention-oriented approach to school discipline (e.g., Schoolwide Positive Behavioral Interventions & Supports) have fewer behavioral problems and better social-emotional functioning compared to students attending schools using a punitive approach to discipline (Bradshaw et al., 2012).

2. Based on your role, what opinions do you think teachers, principals, or parents might have about this statement?

3. How could an awareness of these opinions help improve discipline practices at your school or district?

STATEMENT 6

Suspensions are
an effective way to
teach students how
to behave in school.

(adapted from University of Colorado, 2011)

1. What does the research say?

Exclusionary discipline that removes students from classroom instruction undermines their academic achievement and weakens their connection with school. Students with multiple suspensions are more likely to experience academic failure, school dropout, substance use, and delinquency (Fabelo et al., 2011). Grade 9 students who receive one suspension are more likely to drop out of school—this includes students who were otherwise on track to graduate (Balfanz et al., 2015). Because suspensions remove students from classroom instruction and supervised settings, students are at higher risk for academic failure, dropping out, and juvenile delinquency.

2. Based on your role, what opinions do you think teachers, principals, or parents might have about this statement?

3. How could an awareness of these opinions help improve discipline practices at your school or district?

About the *Training Guide for Using Data to Promote Equity in School Discipline Series*

REL Northwest developed this series of training and work session materials to help schools and districts improve their school discipline policies and practices. Specifically, the series provides guidance on using data to identify areas of concern related to the overuse of exclusionary discipline or disproportionality in assigning discipline to student groups, such as students of color or students with disabilities. The series also helps teams use evidence to identify interventions, develop an action plan, track their effectiveness, and inform improvement decisions.

There are five parts in this series: a planning guide and facilitation materials for four work sessions, each of which is described below. The work session materials are designed to be flexible and modular. Schools or districts that are in the beginning stages of improving their school discipline may find all the work sessions useful. Other schools or districts that are already using evidence-based school discipline systems and/or regularly using data to guide school discipline improvement may only need selected work sessions—or even parts of a session—to address specific needs. The materials available in this series include:

- *Introduction: Planning and Facilitating Work Sessions to Improve School Discipline*
- *Work Session: Revising School Discipline Policies and Procedures to Promote Equity*
- *Work Session: Using School Discipline Data to Pinpoint Concerns and Track Progress*
- *Work Session: Using Reflection Groups to Learn How Families and Educators View Their School or District*
- *Work Session: Identifying Strategies to Promote Equity in School Discipline*

To access the introduction/planning document, the other work session training guides, and the accompanying PowerPoint presentations, visit <https://ies.ed.gov/ncee/edlabs/regions/northwest/news/equity-school-discipline.asp>

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