

# **Using School Discipline Data to Pinpoint Concerns and Track Progress**



# Training Guide for Using Data to Promote Equity in School Discipline Series

## This series includes

- 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

*These materials were prepared under Contract ED-IES-17-C-0009 by Regional Educational Laboratory Northwest, administered by Education Northwest. The content does not necessarily reflect the views or policies of IES or the U.S. Department of Education, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.*

# Agenda



- 1** Introductions
- 2** Discuss why conducting reflection groups is helpful
- 3** Plan a reflection group to conduct in your setting
- 4** Practice participating in a reflection group

# Objectives

- Use disaggregated data to identify school discipline concerns in your setting
- Discuss ways to improve the quality of available data and identify additional data that could inform improvement decisions
- 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

# Let's get started

- Find a partner
- Read the study findings on the following slides
- Discuss your reaction to the study findings and how it relates to the goals for your school or district?



## Find another partner

What is your reaction to the following study finding? How does it relate to the goals for your school or district?

**Chicago Public Schools cut down on suspensions, and students saw test scores and attendance rise.**

(Sartain, Allensworth, & Porter, 2015).

## Find someone else

What is your reaction to the following study finding?  
How does it relate to the goals for your school or district?

**About 75 percent of Florida students who were never suspended out of school as freshmen graduated from high school.**

**In contrast, 52 percent of students who had one out-of-school suspension and 39 percent who had two suspensions in their freshman year went on to graduate.**

(Balfanz et al., 2015)

## Find someone else

What is your reaction to the following headline? How does it relate to the goals for your school or district?

**Preschool teachers and staff members show signs of implicit bias in administering discipline.**

**Preschool students who are Black are suspended at higher rates than students who are White. Their teachers show a tendency to more closely observe Black students, especially boys, when challenging behaviors are expected.**

(Gilliam et al., 2016)

# Goals for school discipline

Optimal  
learning  
conditions

Welcoming and inclusive

Teaches social and emotional skills

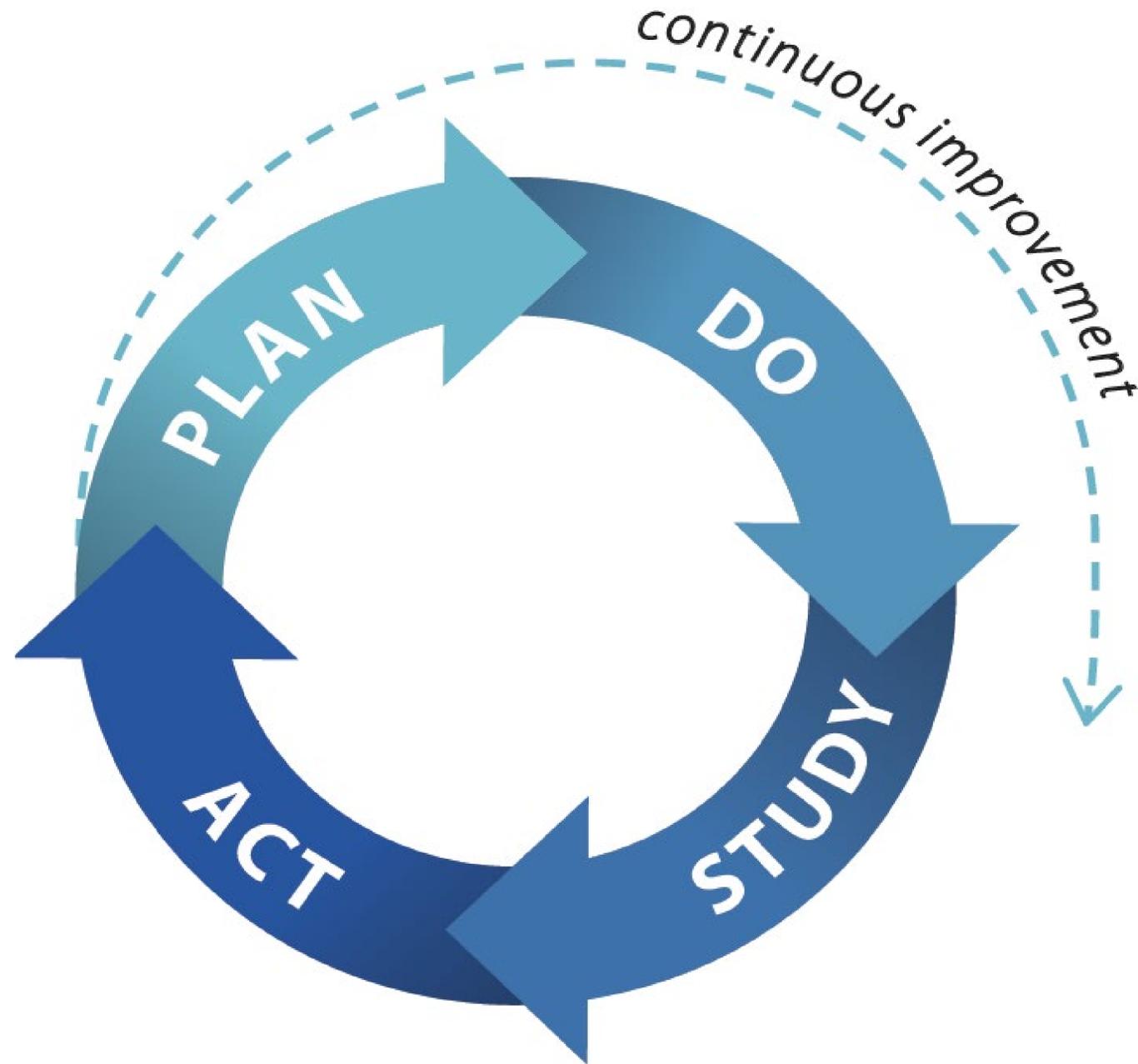
- Respect differences
- Cross-cultural communication

Physically and psychologically safe

# **Plan-Do-Study-Act**

Using data to pinpoint concerns

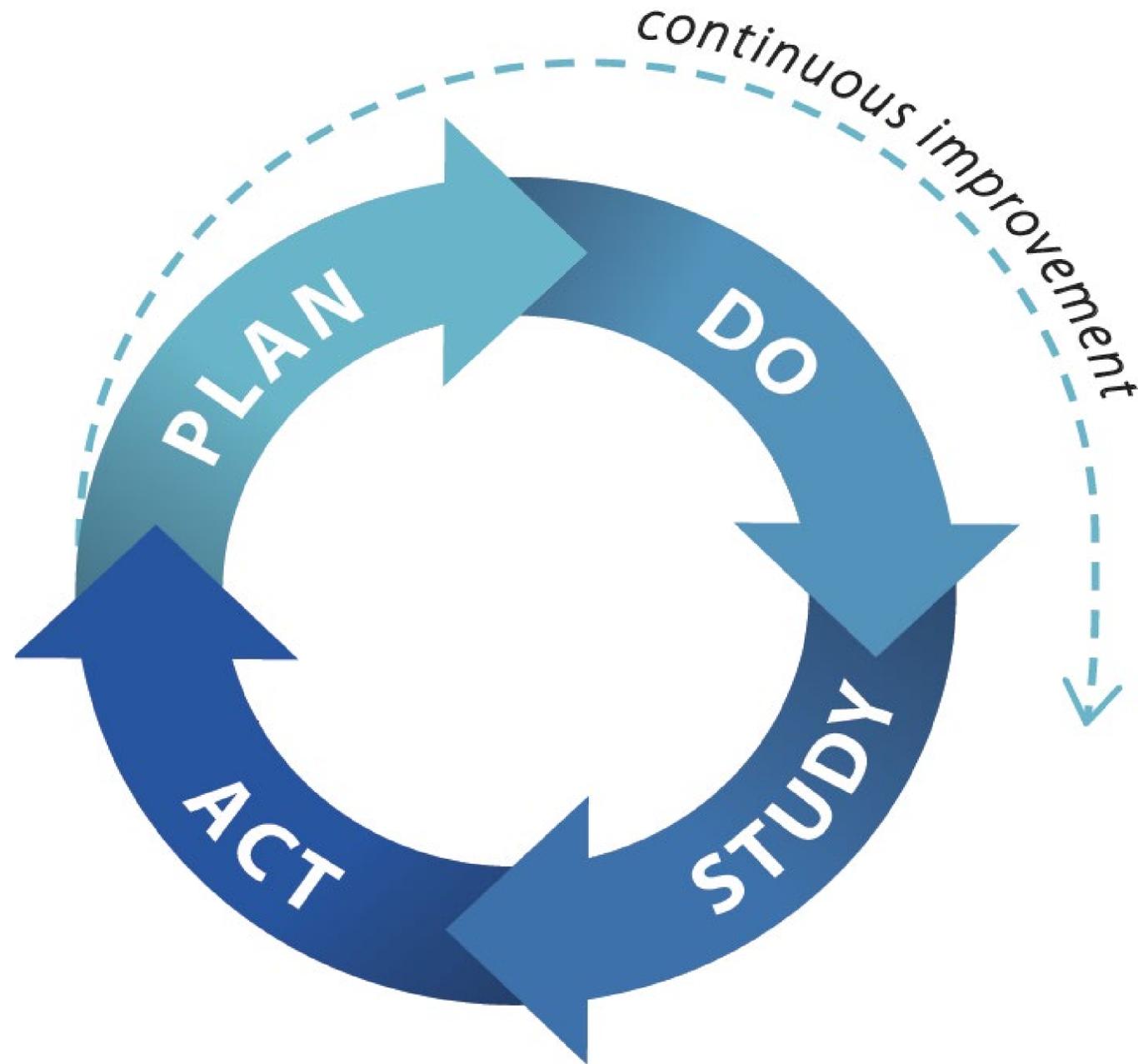
# Plan-Do-Study-Act



- 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

(Deming, 1987; Nishioka et al., 2017)

# Plan-Do-Study-Act



## PLAN

### Choose indicators to track progress

Pinpoint concerns, identify root causes, develop goals, and create an intervention plan

(Deming, 1987; Nishioka et al., 2017)

# Data Indicators

# Exclusionary discipline data are common indicators

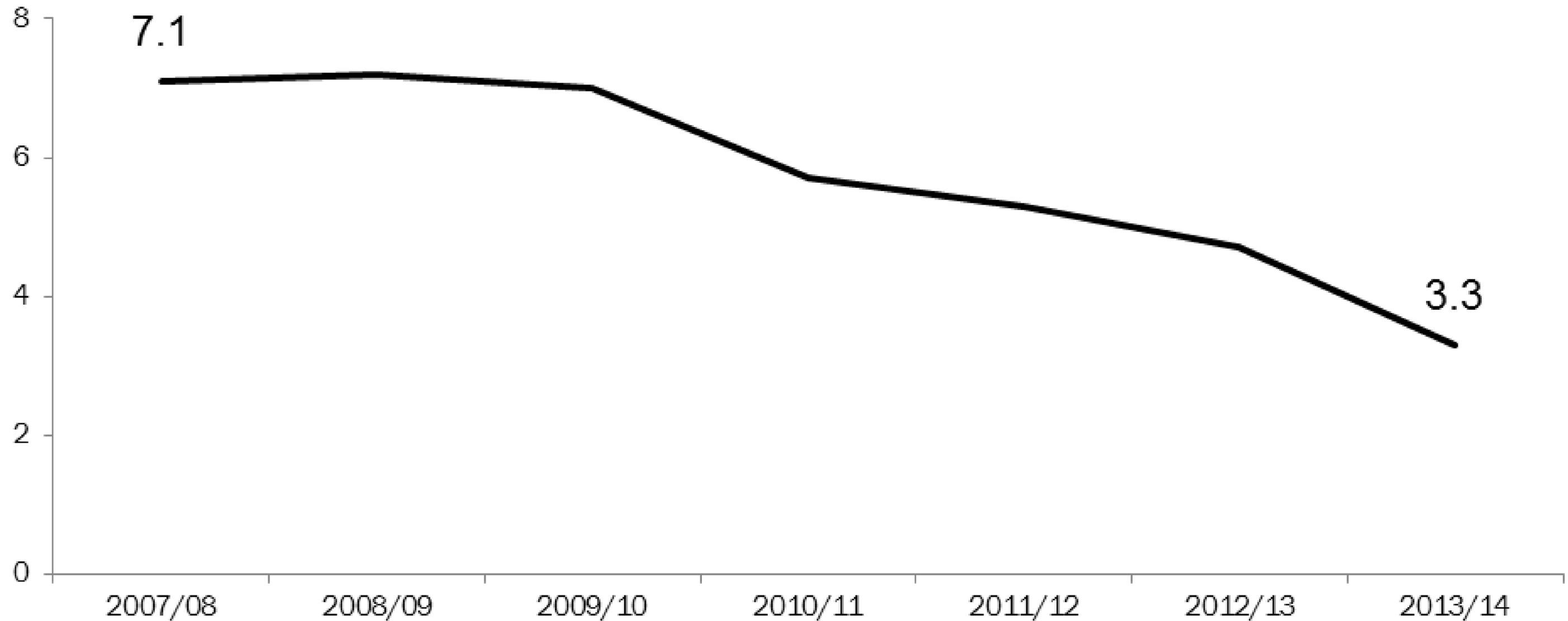
## Removing students from classroom instruction for disciplinary reasons

- In-school suspensions
- Out-of-school suspensions
- Removal to alternative settings
- Expulsions

# Data can answer different questions

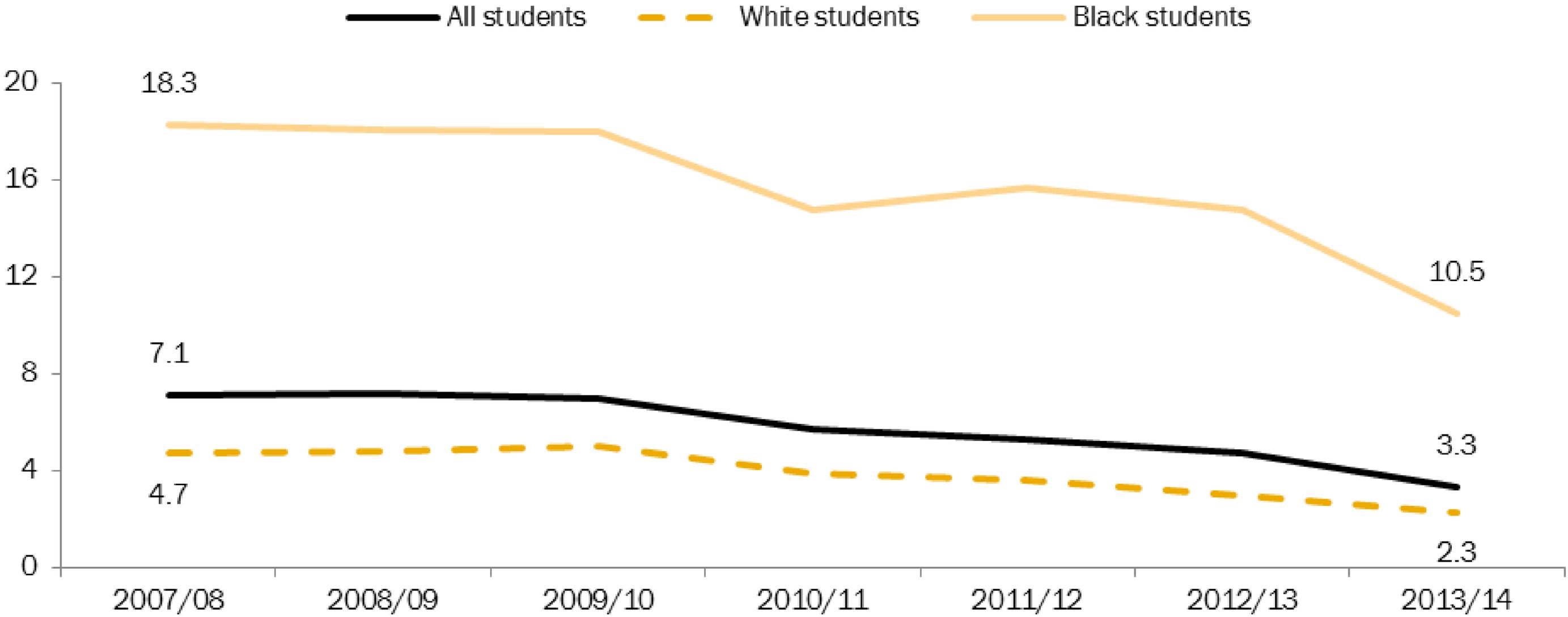
- Monitor progress toward a desired goal
- Provide information about the nature of the discipline incident
  - Reasons
  - Time of day or location
  - Persons involved
  - Discipline action
  - Contact or communications with parents, school staff members, and other agencies
- Share stakeholders' perspectives and recommendations

# Number of suspensions per 100 students



(Nishioka et al., 2017)

# Disaggregated data may tell a different story



(Nishioka et al., 2017)



# Different ways to analyze data

See table 2 in *School discipline data indicators: A guide for district and schools* (Nishioka, 2017, p. 8) for ways to analyze data

- Absolute count
- Rate
- Relative rate ratio
- Composition index
- Relative difference in composition

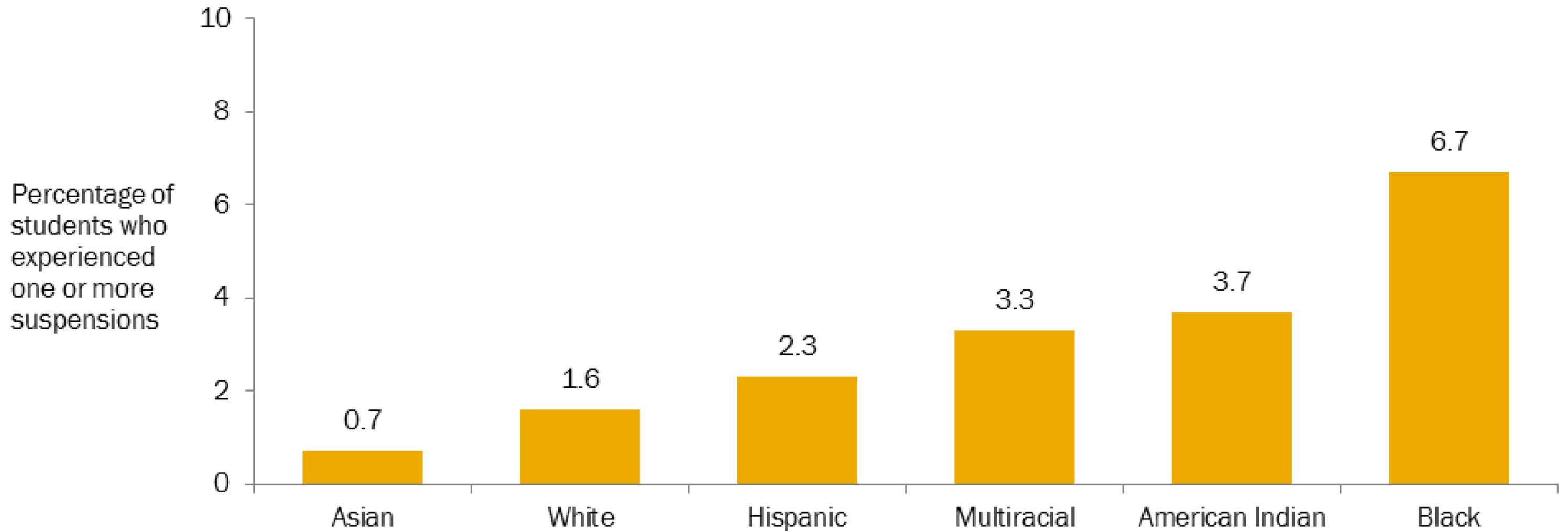
(Nishioka et al., 2017)

# Rate

- What is the percentage of Black students who received one or more suspensions in district A?
- What is the number of suspensions per 100 Hispanic students?
- What is the percentage of suspensions that district A imposed under the category of disruptive behavior?

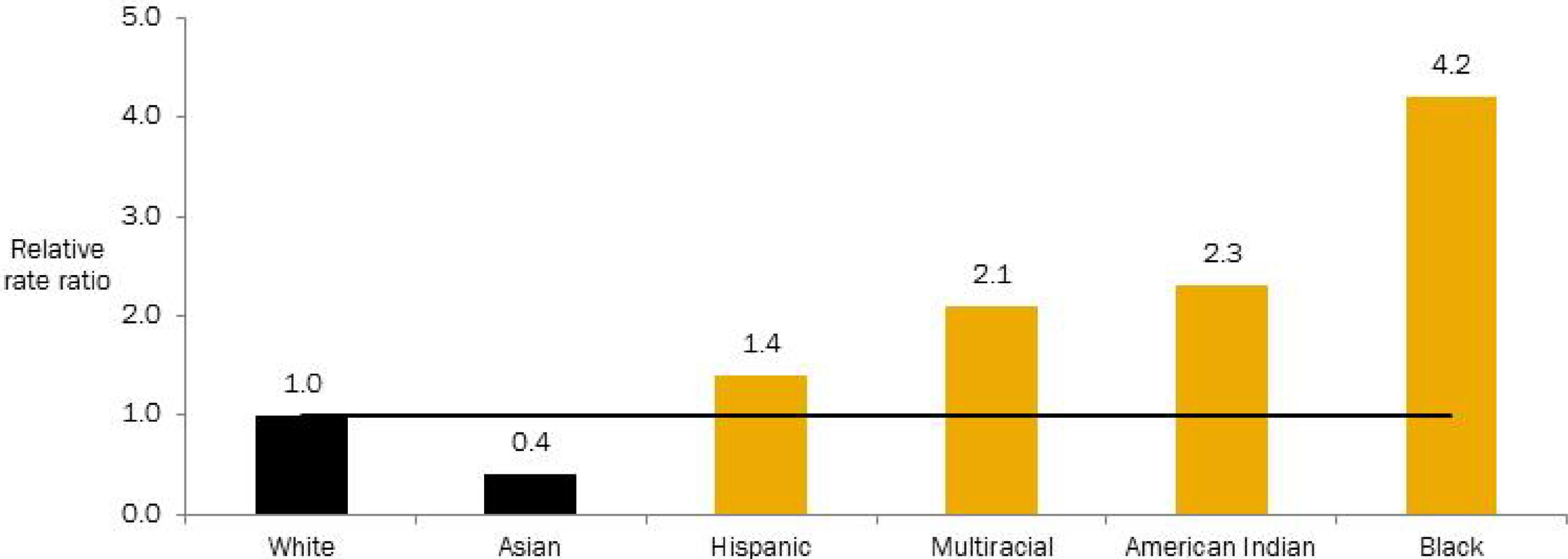
(Nishioka et al., 2017)

# Percentage of students who experienced one or more suspensions, by racial/ethnic group



(Nishioka et al., 2017)

# Relative rate ratio comparing the percentage of students of color who experienced one or more suspensions with the percentage of White students who were suspended



(Nishioka et al., 2017)

# Your turn

- As a team, fill out *Handout 2: Questions to guide planning and improvement decisions in school discipline* as you review your data
- Did your team identify areas for growth in your discipline practices? If so, what are your concerns?
  - What data indicators will you use to track progress toward outcomes?
  - What do the data tell you about the nature of discipline situations?
  - Are there additional data that could help you better understand the discipline concerns in your school or district?

File Edit View History Bookmarks Tools Help

Civil Rights Data Collection x +

https://ocrdata.ed.gov

ce of civil rights data →

**ED.gov** CIVIL RIGHTS Data Collection

HOME

SCHOOL & DISTRICT SEARCH

DETAILED DATA TABLES

DATA ANALYSIS TOOLS

SPECIAL REPORTS

STATE AND NATIONAL ESTIMATIONS

ADDITIONAL RESOURCES

FAQ/USER GUIDE

OFFICE FOR CIVIL RIGHTS (OCR)

 **CRDC**  
Civil Rights Data Collection

**WIDE-RANGING EDUCATION ACCESS AND EQUITY  
DATA COLLECTED FROM OUR NATION'S PUBLIC SCHOOLS**

 **Summary of Selected Facts**  
View data tables and graphs for an individual school or district

 **Detailed Data Tables**  
Explore and analyze data across schools or districts

**DID YOU KNOW?**

**The CRDC includes data about:**

- Enrollment
- Demographics
- Preschool
- Math & Science Courses
- Advanced Placement
- SAT & ACT
- Discipline
- School Expenditures
- Teacher Experience

# Civil Rights Data Collection

<https://ocrdata.ed.gov/>

# **Different opinions about school discipline**

# What is culture?

**Learned traditions, principles, and guides of behavior that are shared among members of a group.**

Visible aspects of culture include art, music, food, literature, and clothing.

Culture also includes codes of behavior, values, social norms, beliefs, customs, and communication styles.

**“The way we do things here.”**

# School discipline and culture

*“Let me add that an understanding of students and community cultural perspective is critical in dealing with disciplinary problems. This is because people from different ethnic or racial backgrounds may interpret disciplinary problems differently based on their culture.”*

(Murkuria, 2002, p. 448)

# Statements about school discipline

- Form groups of three
- In your group, decide who will represent the views of the following roles:
  - Principal, Teacher, Parent
- Read the statement given to your group
  - Think about possible perspectives on—and emotional reactions to—the statement that the person in your assigned role may have
  - Discuss the following questions
    - Based on your role, what opinions do you think teachers, principals, or parents might have about this statement?
    - How could an awareness of these opinions help improve discipline practices at your school or district?

## Statement 1

Suspending students who are disruptive will increase academic achievement.

## Statement 2

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

## Statement 3

Suspensions are necessary to maintain school safety.

## Statement 4

Disproportionality in suspension rates  
is about poverty, not race.

## Statement 5

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

## Statement 6

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

# Additional thoughts?

- 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?

# Ask A REL



## Prompt, customized information for Northwest educators ... at no charge!

Jennifer Klump, our reference librarian, can provide you with the best available research to answer questions facing your school or district.

Contact her online at <http://educationnorthwest.org/askarel> or by phone, 503.275.0454 or 800.547.6339, ext. 454.

# About REL Northwest

RELs partner with practitioners and policymakers to use data and evidence to help solve educational problems that impede student success. We do this by:

- Conducting rigorous research and data analysis
- Delivering customized training, coaching, and technical support
- Providing engaging learning opportunities

**REL Northwest at Education Northwest**  
101 SW Main Street Suite 500  
Portland, OR 97204-3213

[ies.ed.gov/ncee/edlabs/regions/northwest](https://ies.ed.gov/ncee/edlabs/regions/northwest)



[relnw@educationnorthwest.org](mailto:relnw@educationnorthwest.org)



@relnw



1.800.547.6339

