

# Discipline Report

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# Overview

- ❖ Vision 2015
- ❖ What We Know: National Trends
- ❖ Discipline Data
- ❖ District Support
- ❖ Opportunities

# Strategic Plan *Vision 2015*

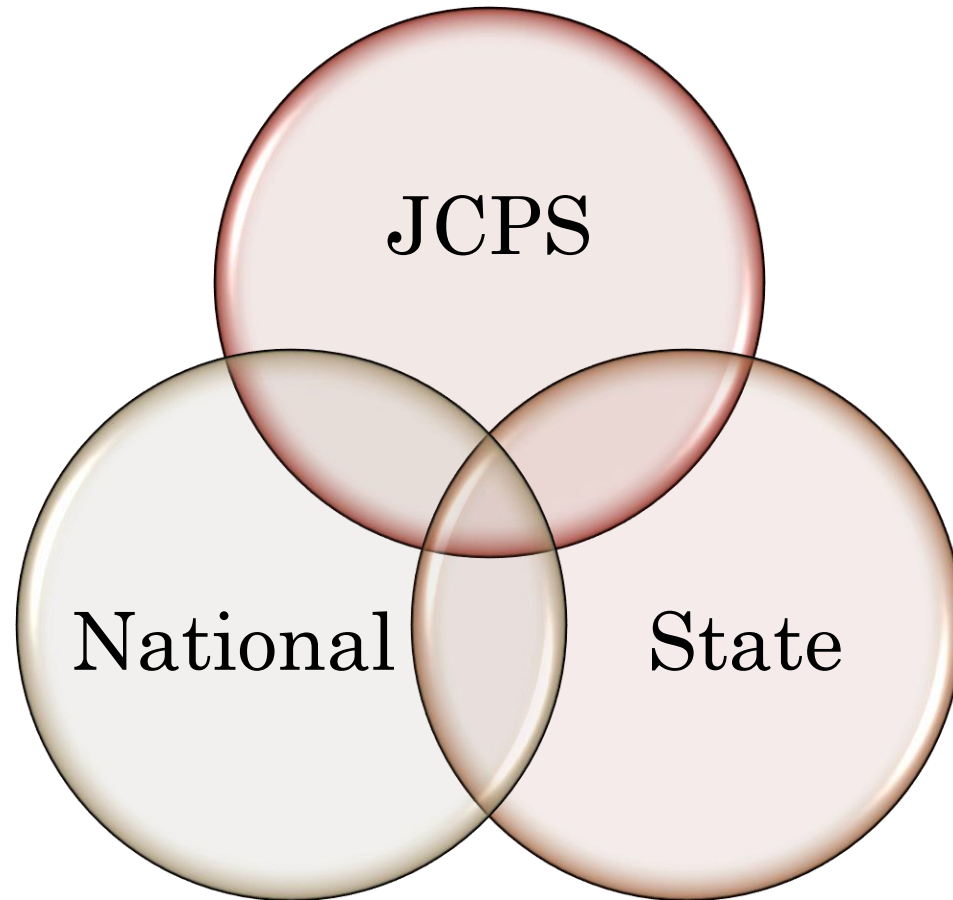
## ❖ Goal 1: Increased Learning

- **Success Measures:**
  - (1) Increased Achievement
  - (2) Increased Growth
  - (3) Reduce the Gap

**Leading Indicator 4:** Decrease the number of student suspensions

- **Strategy 1.9:** Create a coordinated system of student support that will result in increasing attendance, reducing dropout and suspensions, and ultimately increasing time spent on learning.

# National, State and District Data Trends



# What are the National Trends?

## **Moving away from zero tolerance**

- US Attorney General Jan. 2014 guidelines
- US Dept of Education funding & requirements
- Reviewing Code of Conduct

## **Increased emphasis on**

- Use of data
- Improving school climate & culture
- Preventative and restorative approaches (PBIS, conflict resolution)
- Mental health supports – wrap around services
- Repurposing school security and police
- Teacher training (Districts & Colleges of Education)
  - Classroom management, De-escalation & Culturally responsive teaching

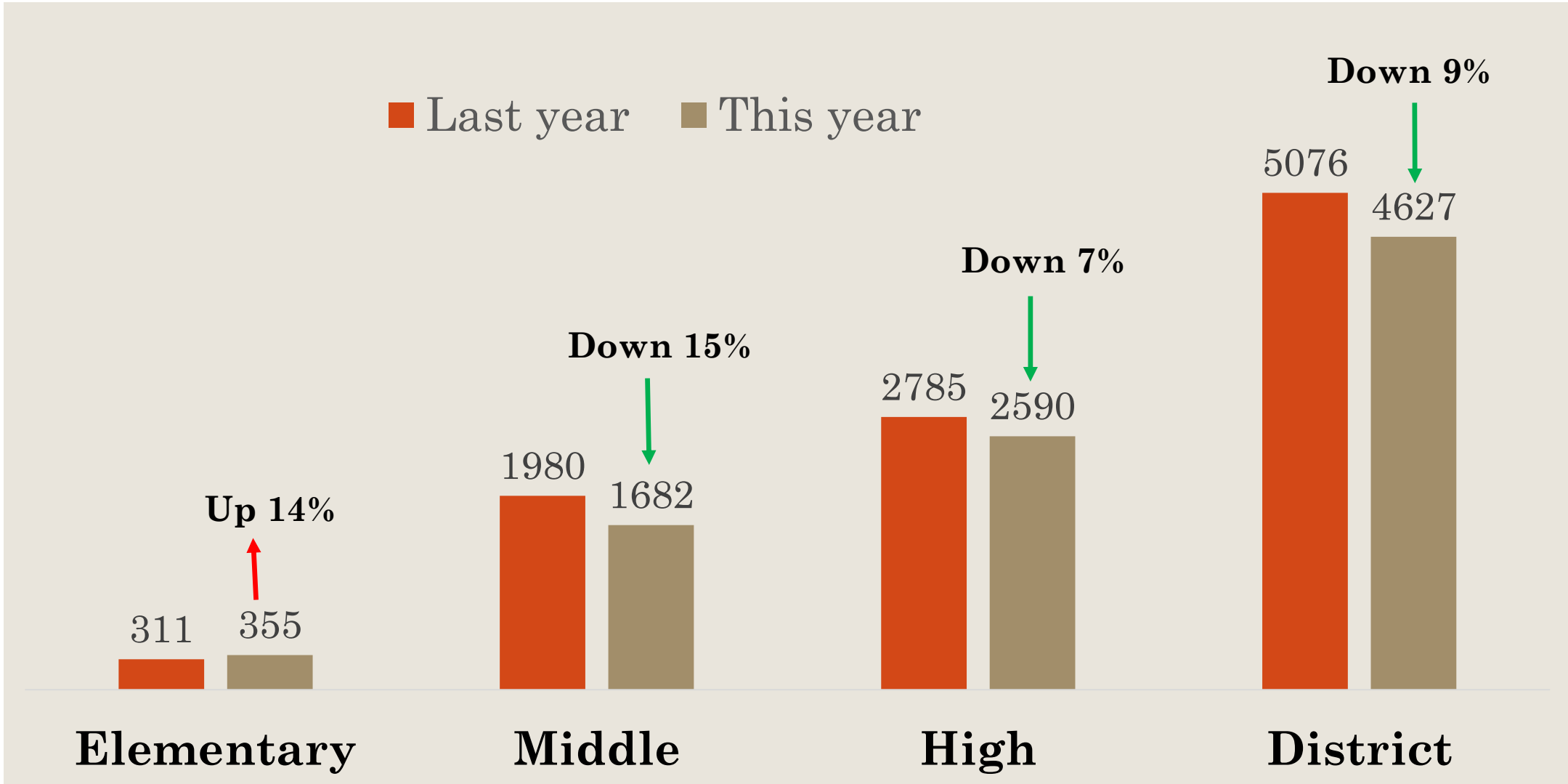
# How Do We Compare?

	% students suspended 2012-13	Suspension Change 11-12 to 12-13		
Kentucky (649,688)	5%	9% decrease		
<b>JCPS (95,475)</b>	<b>8%</b>	<b>10% decrease</b>		
Fayette Co. KY (37,957)	6%	12% decrease		
Baltimore MD (84,730)	7%	24% decrease		
Miami Dade FL (710,000)	5%	22% decrease		

Source: 2013 KDE state, JCPS & Fayette School report cards, 2012-13 Maryland Dept of Education, Florida Department of Education reports

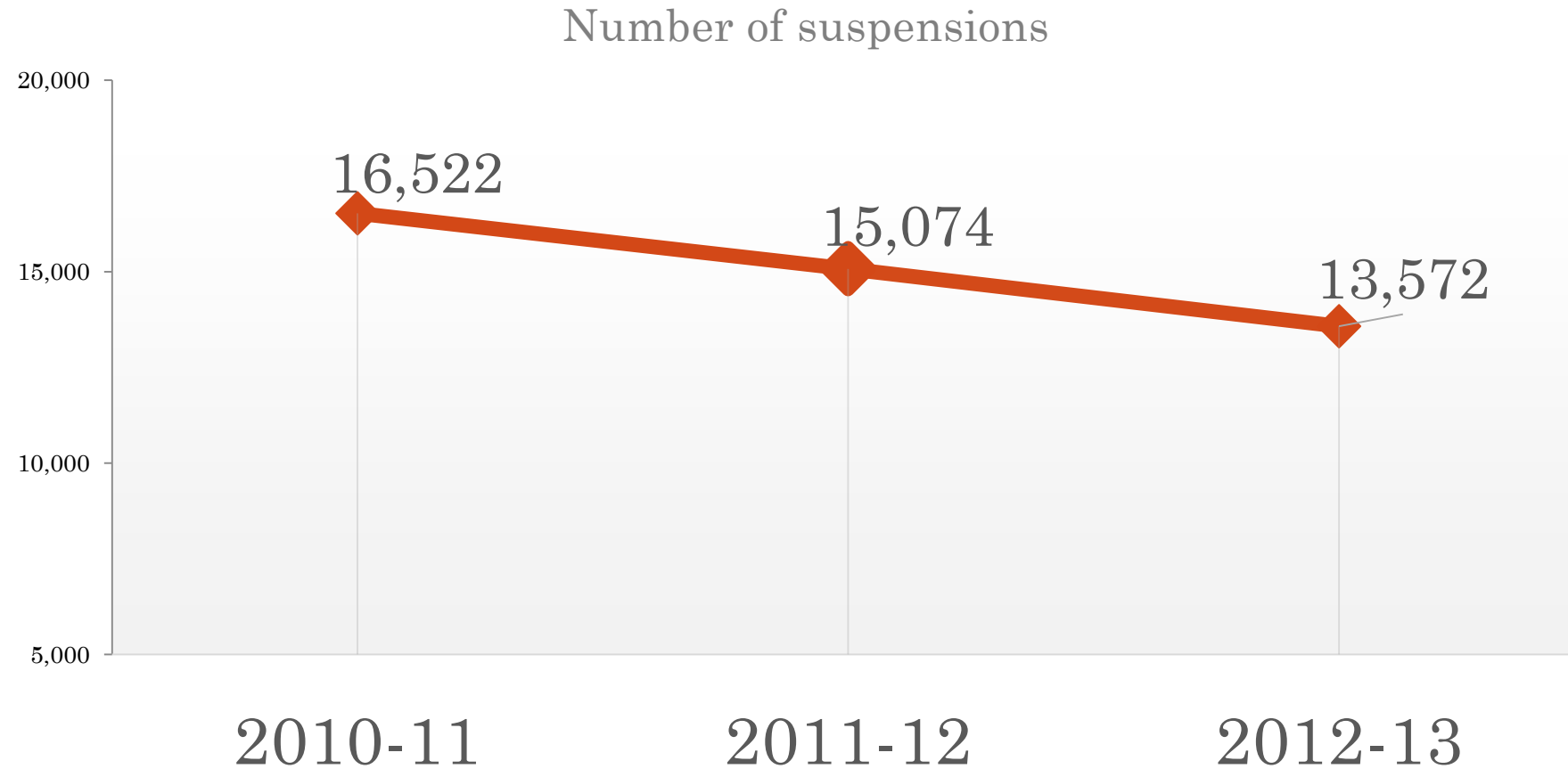
# How are we doing this year?

Suspensions through December 9<sup>th</sup> 2013



Source: Source: 2012-13; 2013-14 Infinite Campus Behavior Tables

# JCPS 3 Year Suspension Trend

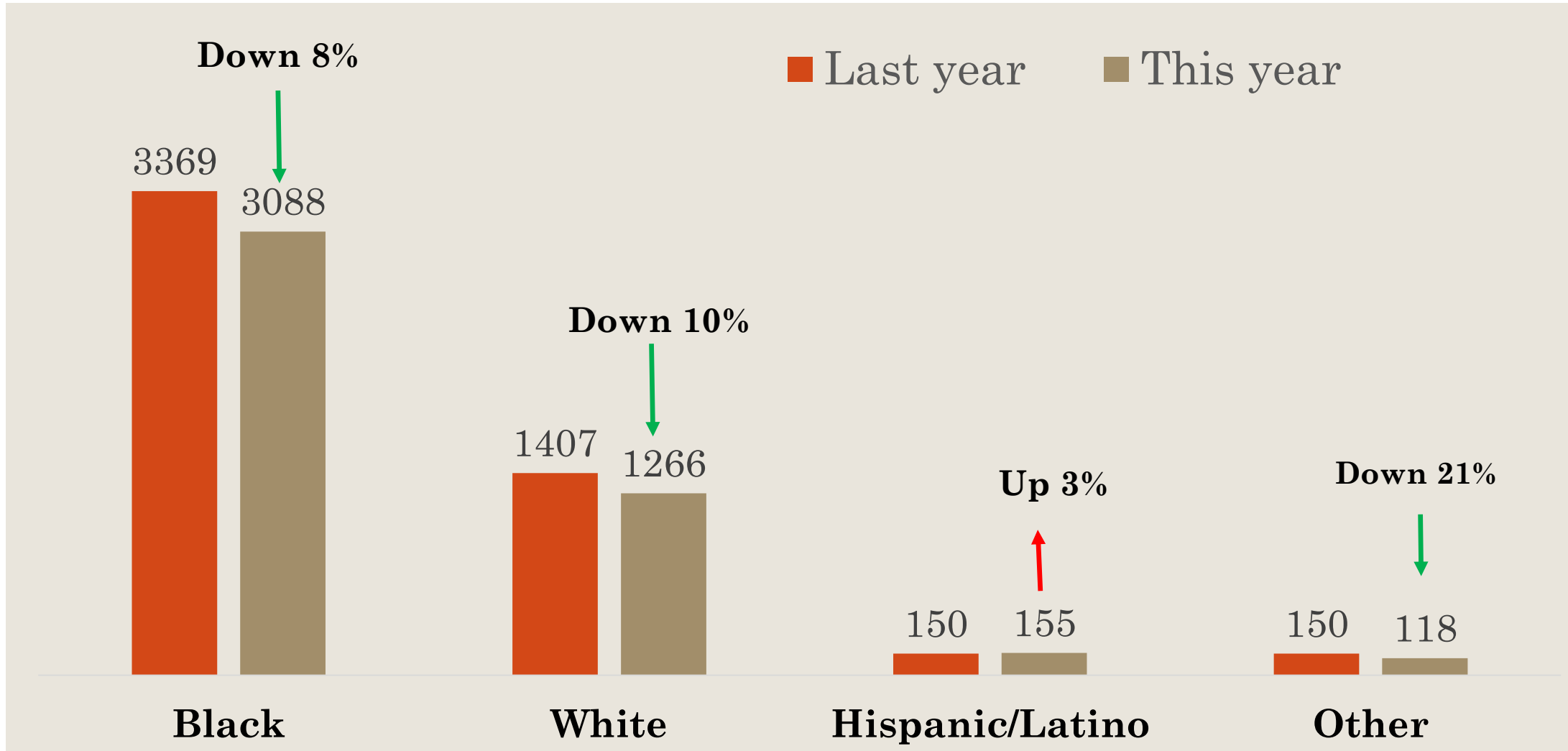


*Source: 2010-11 JCPS Pupil Personnel Report, 2011-12 & 2012-13 KDE JCPS report cards*



# The Race Gap

Suspensions through December 9<sup>th</sup> 2013



Source: Source: 2012-13; 2013-14 Infinite Campus Behavior Tables

# Discipline Referral Consequences by Race

## Fighting...

Group	# Fighting Referrals	# resulting in Suspension	% Chance of Suspension
Black	5236	2351	45%
White	2112	883	42%
Hispanic	285	130	46%
Other	182	77	42%

## Dress Code...

Group	# Dress Code Referrals	# resulting in ISAP	% Chance of ISAP	# resulting in suspension	% Chance of suspension
Black	2367	645	27%	7	0.30%
White	1509	232	15%	2	0.13%
Hispanic	132	46	35%	0	0.00%
Other	92	15	16%	0	0.00%

Note: 40 Years of research finds racial disparities in discipline. Fabelo et al ( 2011): In the largest study to date, researchers controlled for 83 different variables in isolating the effect of race alone on disciplinary actions, found that African-American students had a 31 percent higher likelihood of a school discretionary action, compared to otherwise identical white and Hispanic students.

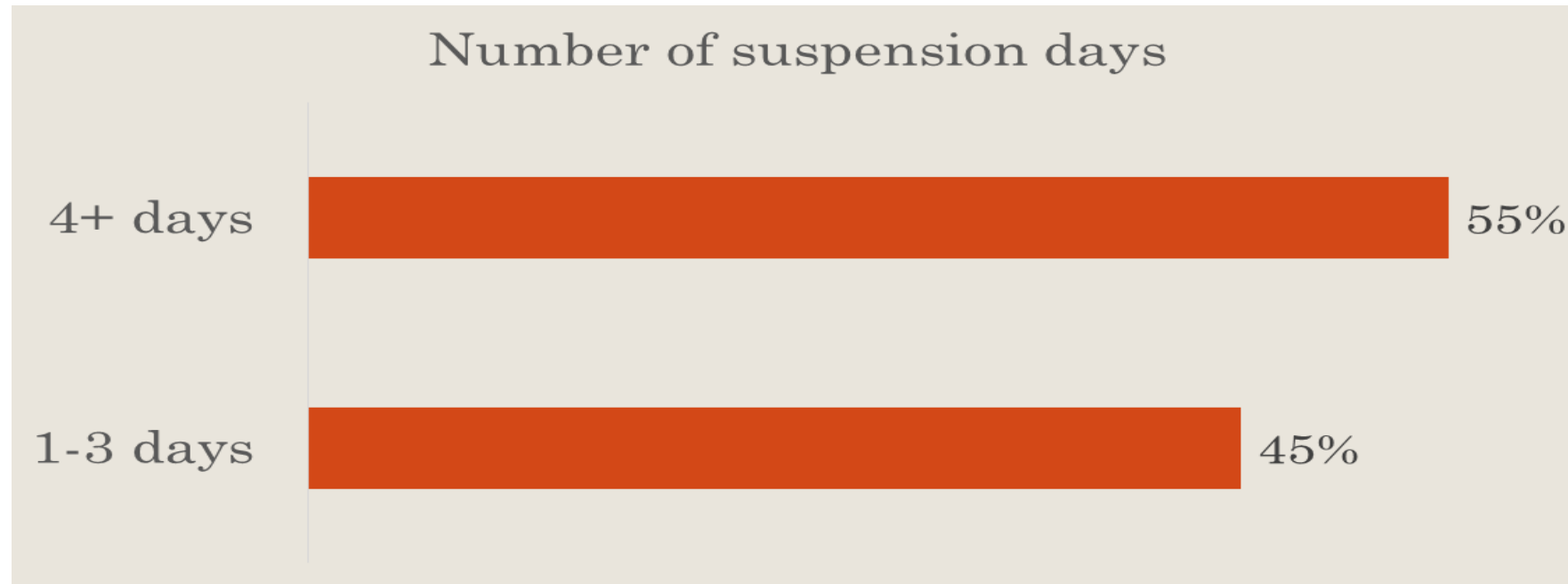
*Data Source: 2012-13 Infinite Campus Behavior Tables full year discipline referrals*

# Suspension and Achievement

**CHALLENGE TO  
PROFICIENCY**

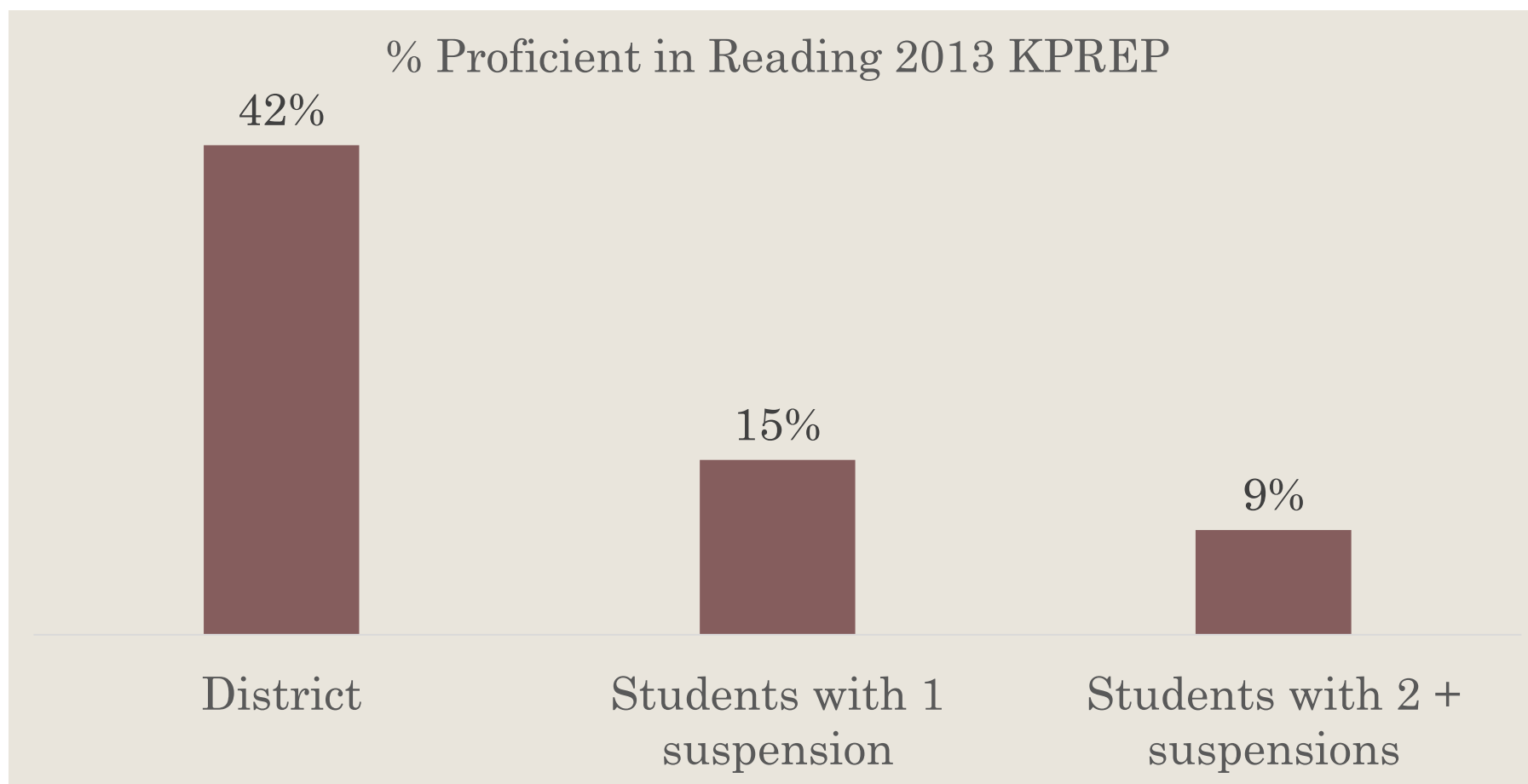
# How many days? Loss of Instruction

Average number of days suspended in middle/high school = 6 days



[Range: lowest # days for any one student = suspended one day -  
Highest # = suspended 60 days]

# Suspension and Achievement



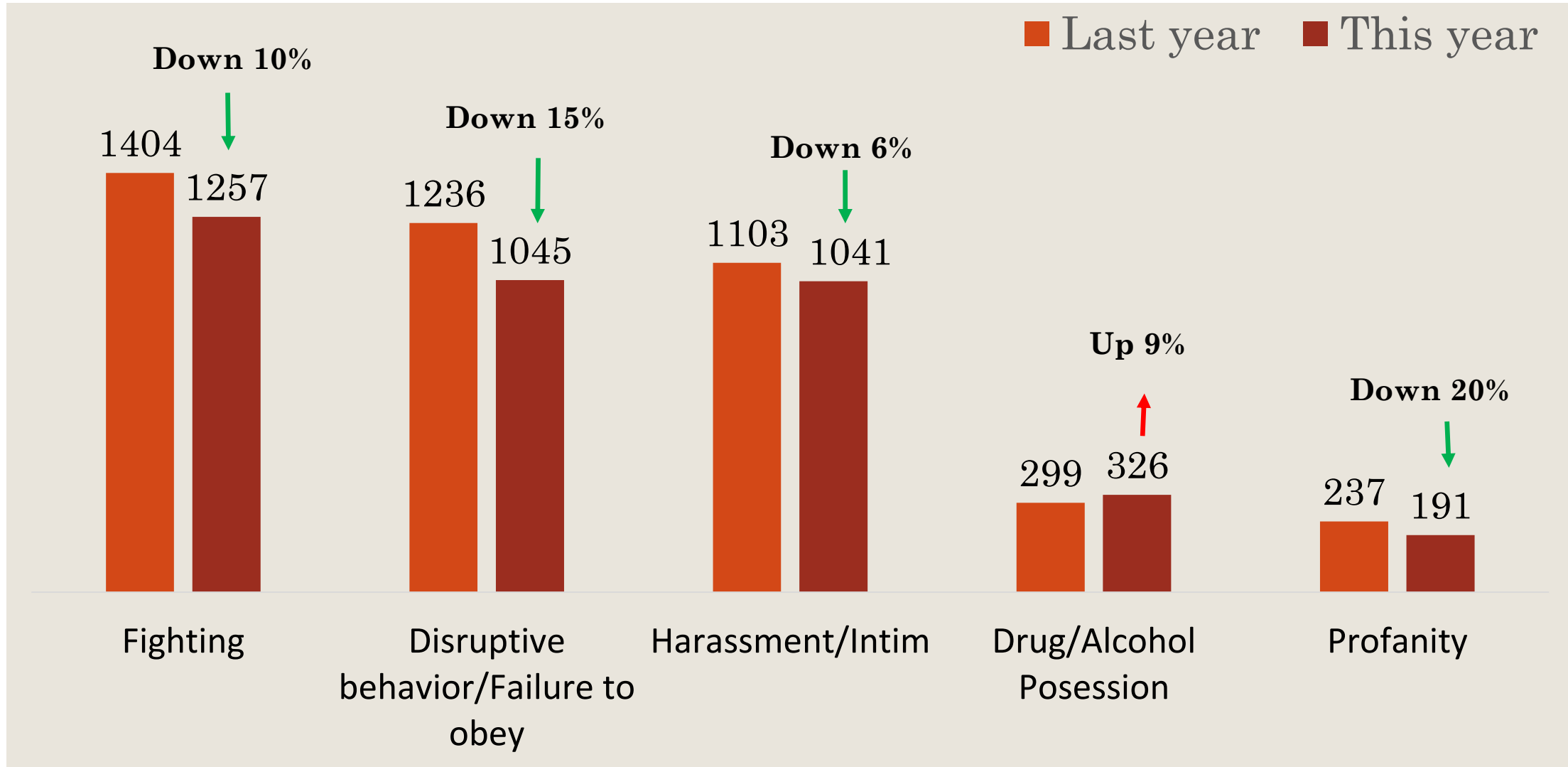
*Source: 2012-13 Infinite Campus Behavior Tables, KDE report card, 2013 KPREP reading data set*

# Why, What and How

- Why are Students Suspended?
- What is Disruptive Behavior?
- How Do We Respond to Behavior Referrals?

# Why are Students Suspended?

Top 5 reasons - through Dec 9<sup>th</sup>



Source: 2012-13; 2013-14 Infinite Campus Behavior Tables

# What is Disruptive Behavior?

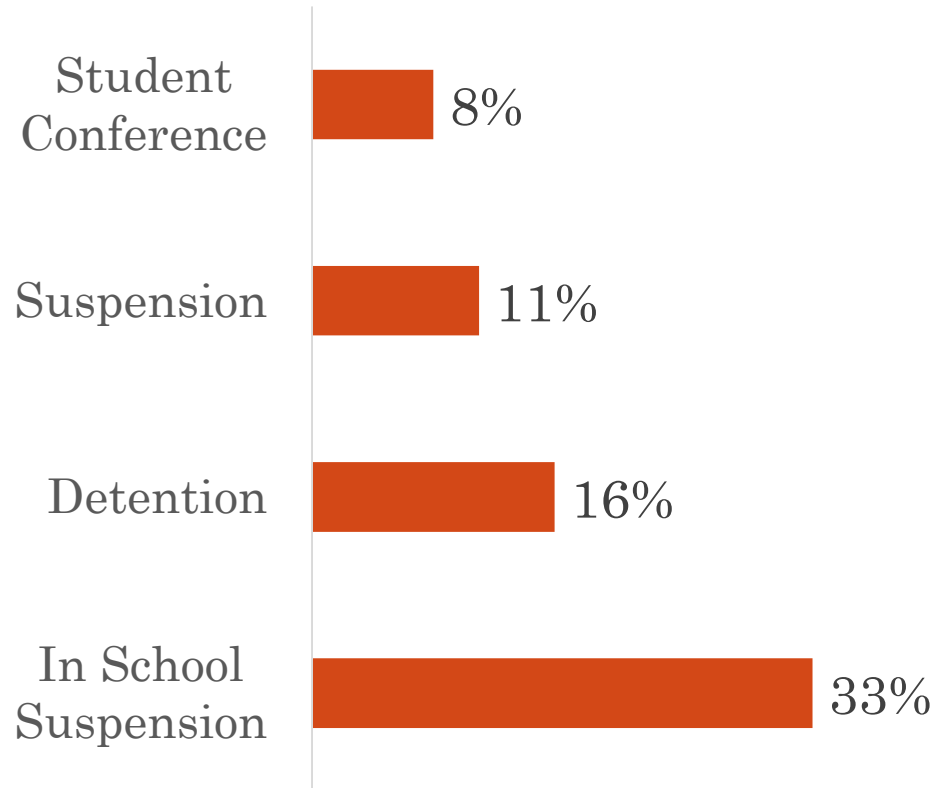
Examples of Disruptive Behavior Suspensions:

Lower Intensity	Higher Intensity
<b>Elementary</b>	
“Student was disrespectful and rude in class.”	Student broke crayons, throwing pieces at classmates; cursing at other students; tipped desk over threw papers on floor; threw books off bookshelf.”
<b>Middle/High</b>	
“Non-stop talking. Keeps minding the rooms business. Out of area; hollering out peek a boo”	“Students were involved in a argument, resulting in tables being pushed and chairs being kicked and thrown”



# How Are We Responding to Referrals?

Top 4 response to all behavior referrals of 12-13 (n=120,165)



**Less than 1% use overall:**

- Peer Conflict Mediation (0.3%)
- Refer to FRYC/Counselor (0.3%)
- School Restitution (0.1%)
- Anger management (0.1%)

# District Support

- ❖ Student Response Teams (SRT): District, Area & School Responders; Increased usage by schools; Ongoing refinement of processes
  - ❖ PLC's for Behavior; Ongoing Use of Data at School and District levels
- ❖ Year 1 Positive Behavior & Intervention Support (PBIS) Implementation\*
  - ❖ 44 Schools in training (3 Cohorts)
  - ❖ Currently taking self assessments
- ❖ Data Monitoring and Dashboards
  - ❖ Multiple dashboard tools around behavior (ECE, Disproportionality, Suspension and attendance days monitoring)
  - ❖ Behavior Data Professional Development
- ❖ CADRE PD menu offering
  - ❖ Conflict Resolution & Culturally Responsive Classroom Management

*\*PBIS is a Research Based framework for a set of strategies at the individual and system levels with the goal of improving student behavior and learning. It has a strong evidence base demonstrating effectiveness in schools & districts. <http://www.pbis.org/research/default.aspx>*

# Opportunities

- Training and support for de-escalation skills, conflict & anger management, improving school culture, and restorative/preventative approaches & culturally responsive teaching
- Increased student mental health supports in schools
- Improving consistency of discipline practice within and across schools
- Improving reliability of discipline data documentation
- Administrative teams & Assistant Principal training (particularly in elementary)
- Early childhood pro-social skills
- Continued Implementation Support for PBIS and SRT
- Revisiting Code of Conduct (Clarify operational definitions of offenses/coding, # suspension days, restorative options)
- Work with local Colleges of Education on classroom management curriculum requirements

# Summary

- Suspensions are detrimental to student achievement and other life outcomes
- JCPS is demonstrating a steady decrease in suspensions
- Racial disproportionality is still evident
- What can JCPS still do?  
(Work session 2/10/14)