Data and Analytics: Student Discipline

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Introductions

Susan Canaga, Program Manager, Data Governance

Josh Lynch, Program Supervisor, Discipline & Behavior

Callie Sechrist, Director, Equity & Civil Rights

Lance Sisco, Data Analyst, Student Information

Tim Stensager, Special Assistant for Performance Management
Webinar Objectives

- Why report these data?
- Data overview
- Analytic tool features
- Updates and resources
Vision

Every student ready for career, college, and life
Measuring Success

Vision
Every student ready for career, college, and life.

Mission
To provide funding, resources, tools, data, and technical assistance that enable educators to ensure students succeed in our public schools, are prepared to access post-secondary training and education, and are equipped to thrive in their careers and lives.

Measures of Success
- Increase four- and five-year high school graduation rates
- Increase enrollment and completion rates and decrease remediation rates in post-secondary training and education

Performance Indicators
We must help students:
- Enter kindergarten with expected skills in all six areas identified by the Washington Kindergarten Inventory of Developing Skills (WaKIDS).
- Meet standard on the 3rd-, 8th-, and 11th-grade statewide English language arts (ELA) and math assessments, and the 8th-grade statewide science assessment.
- Grow toward proficiency in ELA and math, as determined by Student Growth Percentiles, in 4th and 6th grades.
- Enroll in Algebra I/Integrated Math I by the end of 8th or 9th grade and earn high school credit.
- Enroll in college-level courses and earn dual credit.
- Take the SAT and ACT and earn college-ready scores.

We must help students avoid:
- 9th-grade course failure.
- Suspending and expulsions.
- Chronic absenteeism.
**Why report these data?**

**RCW 28A.300.046**

Student suspension and expulsion data must be:
1) Made publicly available and easily accessible on the superintendent of public instruction's web site
2) Disaggregated and cross-tabulated
Why report these data?

**Equity Lens:** awareness, accountability, & capacity to engage in data-informed process of continuous improvement

**Inquiry Focus:**
- How are my students doing?
- Where do I fit with others in the state?
- Do I have equity among student groups?
- Who else needs to know this information?
- What districts might I learn from?
- How can I use the analytics to monitor performance?
Data-Informed Decision-Making

**Plan:** Analyze the data and identify root causes

**Do:** Decide on a plan and implement

**Study:** Evaluate and monitor progress

**Act:** Adjust your plan, if necessary
OSPI Discipline Equity Initiative

OSPI is committed to helping schools and communities use data to identify disparities in the use of out-of-school suspensions and expulsions and implement practices that promote equity in discipline and keep students in school.

These data should help school and district teams determine the root causes of discipline disparities and inform changes to policies and practices to better approach to student behavior.

More information and resources:
www.k12.wa.us/StudentDiscipline/Equity
OSPI Discipline Equity Initiative

Goals:

- Reduce the overall use of out-of-school suspension and expulsion
- Eliminate disparities in the use of out-of-school suspension and expulsion

More information and resources: www.k12.wa.us/StudentDiscipline/Equity
Finding effective alternatives to suspension can improve learning and promote a positive school climate for all students.
Cause and Effect

Research shows that out-of-school suspensions are linked to course failure, lower attendance, and dropping out—as well as lower school-wide academic achievement.
Cause and Effect

Students of color and students with disabilities are disproportionately impacted by the use of suspensions and expulsions—giving rise to concerns about whether we’re providing equal opportunities for all students.
WAC 392-190-048

“At least annually, each school district and public charter school must review data on corrective and disciplinary actions taken against students within each school disaggregated by sex, race, limited-English proficiency, and disability.

...In reviewing this data, each school district or public charter school must determine whether it has disciplined or applied corrective action to a substantially disproportionate number of students within any of the categories identified in this section.

If a school district or public charter school finds that it has disciplined or applied corrective action to a substantially disproportionate number of students, the school district or charter school must take prompt action to ensure that the disproportion is not the result of discrimination.”
Plan: Dig into the data

How many students are suspended or expelled?

Who is suspended or expelled?

How long are they removed?

For what behaviors?
3.7% of all students in Washington were suspended or expelled in 2015–16

42,581 students in total

However, rates vary by district...
Statewide discipline rates are decreasing...

Out-of-School Exclusions (SS, LS, EX):
5% decrease (1804 fewer students than 2014–15)

Long-term Suspensions:
18% decrease (592 fewer students than 2014–15)

Expulsions:
41% decrease (497 fewer students than 2014–15)
Statewide discipline rates are decreasing...

<table>
<thead>
<tr>
<th>Year</th>
<th>All</th>
<th>Expulsions</th>
<th>LT Suspensions</th>
<th>ST Suspensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012–13</td>
<td>4.2%</td>
<td>0.2%</td>
<td>0.4%</td>
<td>3.9%</td>
</tr>
<tr>
<td>2013–14</td>
<td>3.8%</td>
<td>0.2%</td>
<td>0.3%</td>
<td>3.5%</td>
</tr>
<tr>
<td>2014–15</td>
<td>3.9%</td>
<td>0.1%</td>
<td>0.3%</td>
<td>3.6%</td>
</tr>
<tr>
<td>2015–16</td>
<td>3.7%</td>
<td>0.1%</td>
<td>0.2%</td>
<td>3.5%</td>
</tr>
</tbody>
</table>
However, racial disparities and disparities by other student groups continue...
Measuring Disproportionality: Discipline Rate

**Discipline rate** is the percentage of students who received a suspension or expulsion. The higher the discipline rate, the more students are suspended/expelled in that specific group.

Rates can be compared to non-group rates, overall state rates, other state-level group rates, etc.
Composition index measures whether students are suspended at a rate proportionate to their representation in the total student population.

The closer the composition index is to one, the more proportionate the discipline rate is for that specific group.

Numbers greater than one indicate the group makes up more of the suspensions/expulsions than their representation in the population generally.
Measuring progress:
Reducing overall discipline rate
Eliminating disparities
Exclusion Days

Average length of exclusion is calculated based on total exclusion days / total incidents of exclusion.

**Short-term Suspension:** 2.5 days (state average)

**Long-term Suspension:** 27.5 days (state average)

*Note: Exclusion days are separated by short- and long-term suspensions. Length of expulsions is not yet included in these analytics.*
Behavior Types

With the new analytics update behavior types can now be selected and viewed along with discipline rate data.

*Note:* Trend data is not available for all behaviors, as behavior codes and definitions have changed over the past several years.
Plan: Discover the Root Causes

- Review school or district policies, handbooks, and practices
- Talk with teachers and administrators who administer discipline
- Talk with students and families about their experience
Plan: Create an Action Plan

Review discipline policies and codes of conduct:
- Are definitions clear and nondiscriminatory?
- Are consequences clear, developmentally appropriate, and proportional?
- Are due process protections provided?

Consider evidence-based prevention strategies and alternatives to suspension

Consider how teachers will be supported through changes

Engage families, students, staff, and the community
Do: Put a plan into practice!

- Outcome-oriented goals and expectations
- Staff preparedness and ongoing training
- Adequate resources
Multi-tiered System of Supports

Tier 3: Few Students
- Intensive individualized interventions

Tier 2: Some Students
- Additional strategic group interventions for students at risk

Tier 1: All Students
- Early Warning Data System to track ABCs
- Core Academic Instruction
- Establish positive and engaging school climate
- Identify and address common challenges and barriers
- Support strong transitions

More information and resources:
http://k12.wa.us/MTSS/default.aspx
Study: Assess and monitor

Periodically review disaggregated data to evaluate outcomes and compare intent with impact.

Reducing the use of exclusionary practices does not necessarily:

• Reduce disparities in discipline
• Support academic achievement and social-emotional learning
**Act:** Evaluate, adapt, and repeat

**What is needed?**
- More time?
- Extra personnel?
- Professional learning?
- New or additional strategies?
Updates & Resources
HB 1541 (2016): Student Discipline

- A long-term suspension or expulsion must not exceed the length of an academic term.
- School districts must not use long-term suspension or expulsion as a form of discretionary discipline.
- School districts may not suspend the provision of educational services as a disciplinary action.
- School districts must provide an opportunity for students to receive educational services while suspended or expelled.
- School districts must disseminate, monitor the impact of, and periodically review/update discipline policies.
Discipline Updates

Updated Discipline Rules | Chapter 392-400 WAC

Proposed rules to be released in Fall 2017 and effective for the 2018–19 school year

With substantial stakeholder involvement, OSPI is carefully revising the state’s student discipline rules to provide additional guidance, clarify requirements, and improve readability of the entire chapter.

Training Modules

Currently in development for release during 2017–18 school year

OSPI is developing training modules to support implementation of discipline policies and procedures, including the new discipline rules. The trainings will incorporate and adapt existing content—including research and resources in the state menu of best practices and strategies for behavior.
OSPI Behavior Menu

Menu Organization:
- Student-Centered
- Educator-Focused
- Transition & Readiness
- Family & Community

Additional Sections:
- Multi-Tiered System of Supports
- Content Philosophy
- Implementation

New and Updated Menu Entries:
- Family Engagement
- Kindergarten Transitions
- Restorative Justice
- Trauma-Informed Approaches

Updated Annually:
Last update published in May 2017

More information and resources: http://www.k12.wa.us/SSEO/BehaviorMenu.aspx
Building Capacity: OSPI Partnerships
OSPI/AESD Network

**Purpose:** help districts use OSPI Performance Indicators to improve equity in student outcomes.

Through data review and root cause analysis using the cycle of inquiry process:

- Build district capacity for data-informed decision making with the creation, implementation, and evaluation of action plans
- Improve the quality of data collected by districts and reported to OSPI by increasing data completeness, accuracy, relevance, and timeliness
Professional Learning Equity Alliance

A partnership of education leadership organizations whose mission is to increase communication and coherence in efforts to reduce the opportunity gap and increase graduation rates

WASA, AWSP, WSSDA, AESD, WSLA, Higher Education, OSPI

- Conferences
- Workshops
- Webinars
For More Information

Josh Lynch, Program Supervisor, Discipline & Behavior
Questions about strategies and support
Joshua.Lynch@k12.wa.us | 360-725-4969

Callie Sechrist, Director, Equity & Civil Rights
Questions about discipline disparities and civil rights requirements
Calandra.Sechrist@k12.wa.us | 360-725-6162

Susan Canaga, Program Manager, Data Governance
Questions about the data tool and visualization
Susan.Canaga@k12.wa.us | 360-725-4473

Lance Sisco, Data Analyst, Student Information
Questions about data calculations
Lance.Sisco@k12.wa.us | 360-725-6334
Resources

Data Analytics:
www.k12.wa.us/DataAdmin/PerformanceIndicators/DataAnalytics.aspx

Equity in Student Discipline:
www.k12.wa.us/StudentDiscipline/Equity
Questions?
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