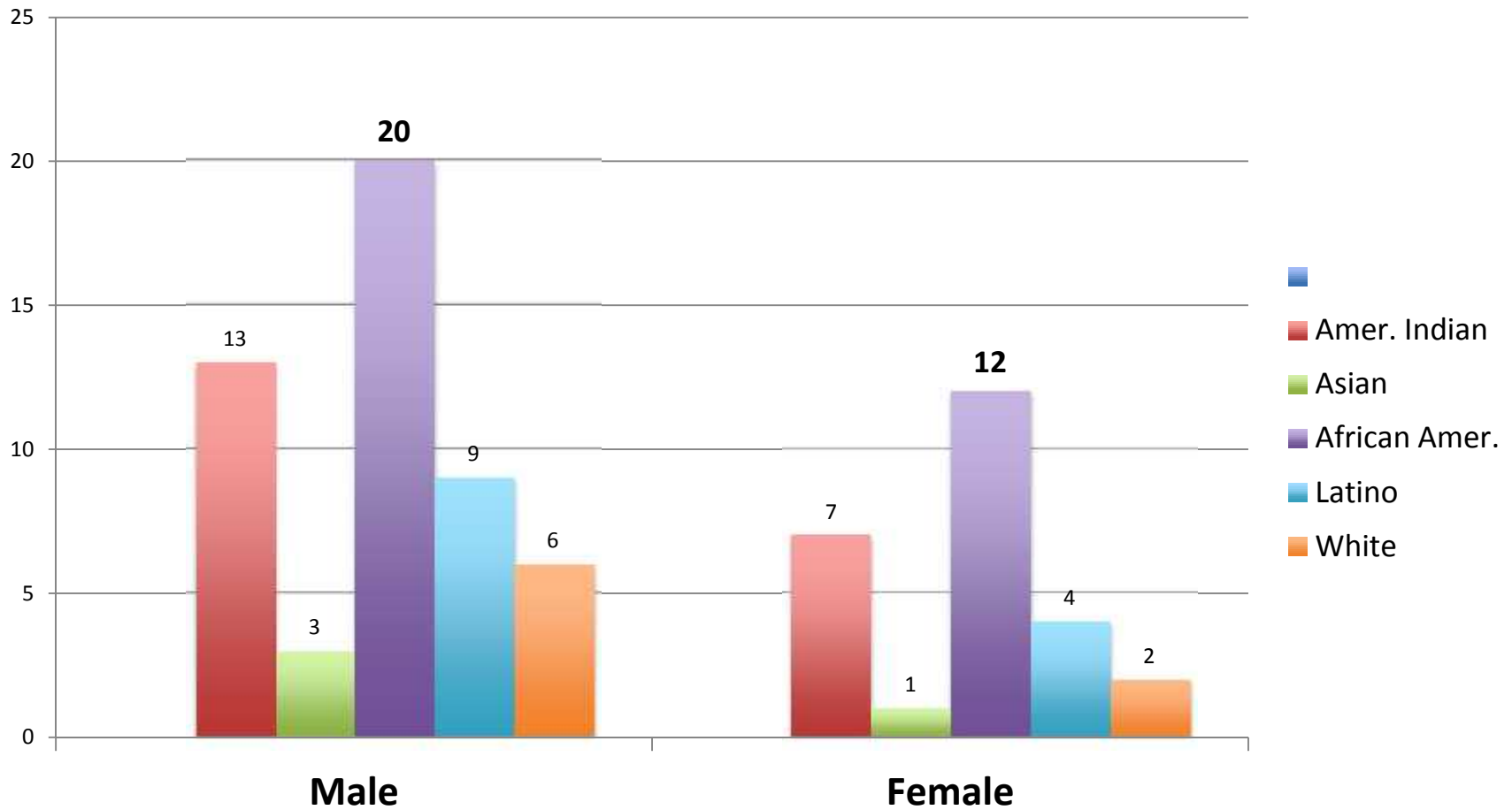


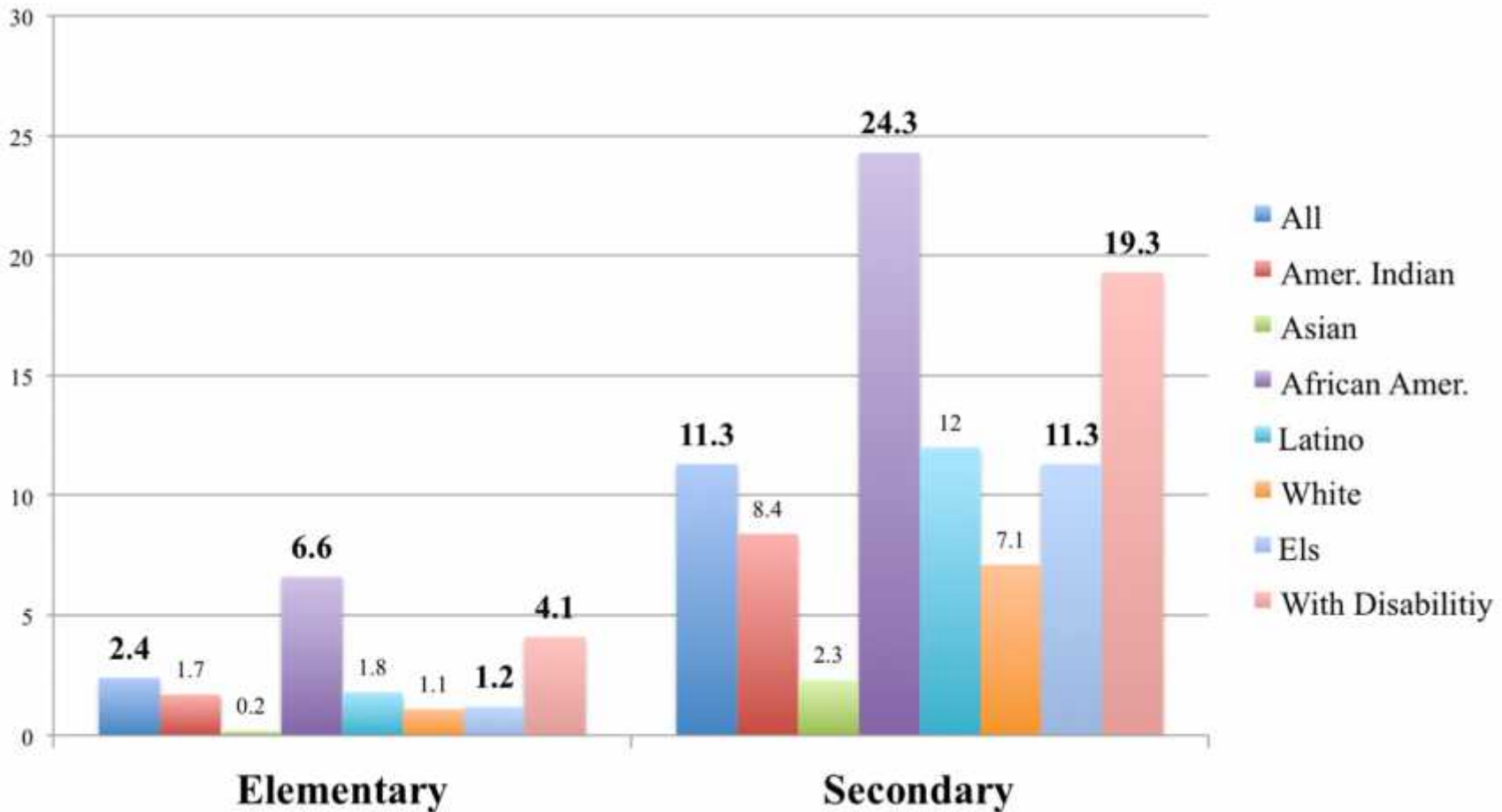
# Great Progress in Federal Discipline Data

- Despite issues data quantity and quality are much improved.
- 2013-14 data to come will be even better and easier to use.
- JJ data;
- Arrest and referral data;
- Pre-school suspension data
- Restraint and Seclusion data

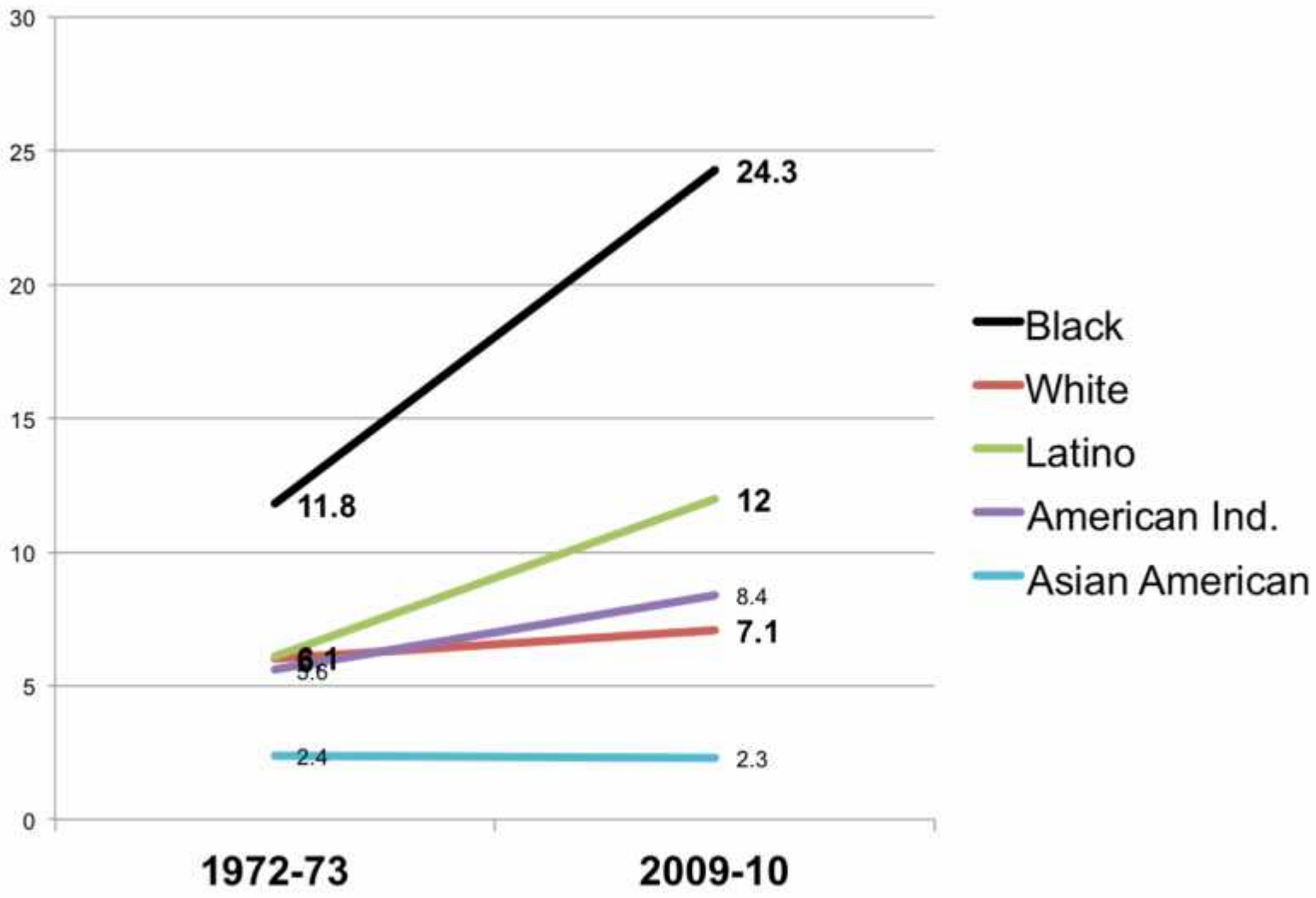
# National Data (2011-12) Show Suspension Rates by Race and Gender in K-12



# National Data (2009-10) Show Suspension Rates at the Secondary Level are Typically 4 to 10 Times Higher Than Elementary Level



# Secondary Suspension Rates: Then and Now

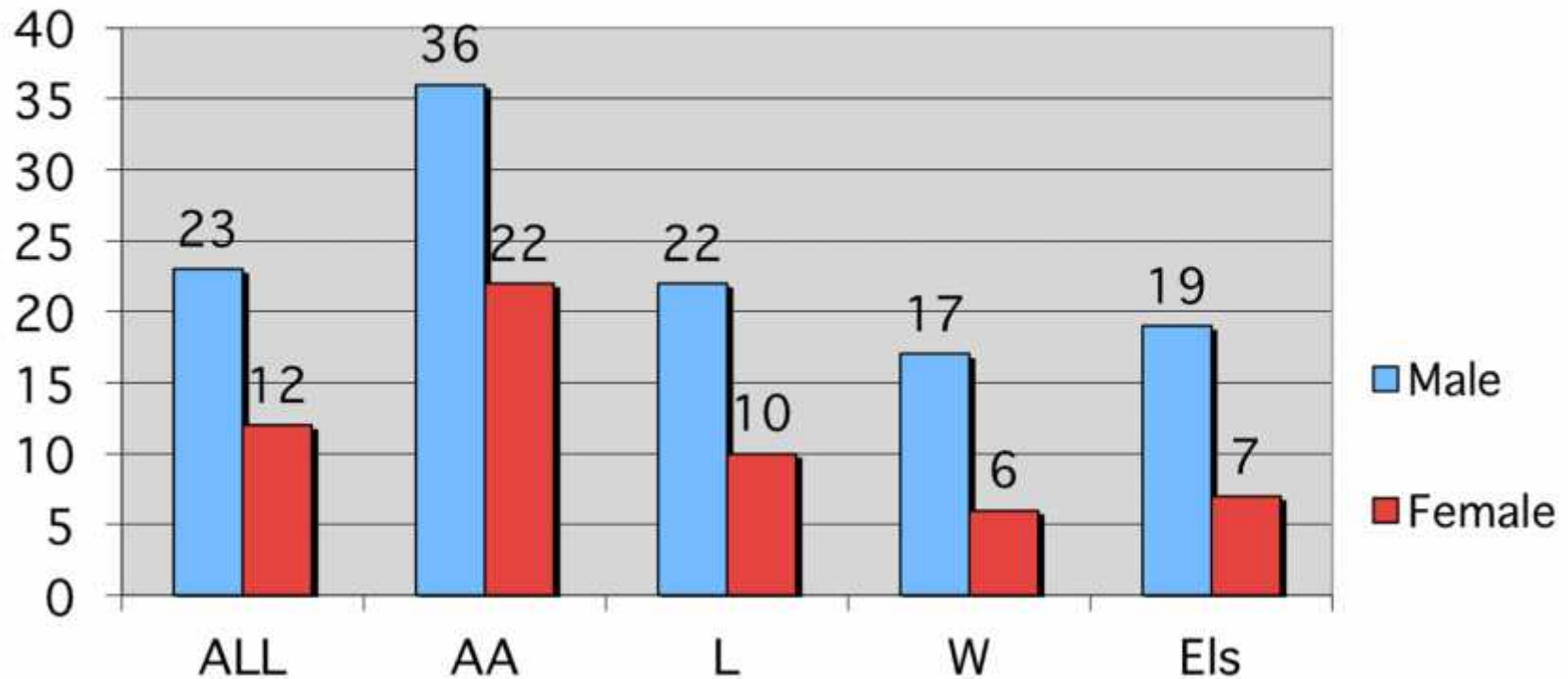


# Rates may be coming down

- Not for Black males K-12 nationally
- Likely for Massachusetts
- Disaggregation is critical to understand issues and trends.

# Suspensions Rise Dramatically with the Intersection of Race with Disability and English Learner Status and Gender

## National: Students With Disabilities Secondary Level Suspension Risk



# Risk for Suspension Out-of-School

- Unduplicated number of students suspended at least once.
- Add just once plus two or more times
- Add together data for students with disabilities and students without disabilities.
- Do not add in-school suspension data.
- Do not add expulsion data.
- Not to be confused with other measures...and there are many.

## 2009-2010 Office for Civil Rights (OCR) Suspension Data for the Fall River Public

### Schools: By Race, and By Disability,

		Black	Hispanic	White	All Students**
<b>Students with Disabilities*</b>	Students with IEPs Suspended Once	35	35	100	170
	Students with IEPs Suspended Two or More Times	45	65	145	255
	Total Enrollment of Students With IEPs	190	350	1190	1785
	<b>Suspension Rate</b>	<b>42.1%</b> <b>(=80/190)</b>	<b>28.6%</b> <b>(=100/350)</b>	<b>20.6%</b> <b>(=245/1190)</b>	<b>23.8%</b> <b>(=425/1785)</b>
<b>Students without Disabilities*</b>	Students without IEPs Suspended Once	75	150	360	605
	Students without IEPs Suspended Two or More Times	90	130	300	535
	Total Enrollment of Students Without IEPs	760	1295	5560	8090
	<b>Suspension Rate</b>	<b>21.7%</b> <b>(=165/760)</b>	<b>21.6%</b> <b>(=280/1295)</b>	<b>11.9%</b> <b>(=660/5560)</b>	<b>14.1%</b> <b>(=1140/8090)</b>



# Arrests and Referrals to Law Enforcement (2011-12)

- Low incidence compared to suspensions
- Dramatic lifetime impact

	Enrollment	Referrals to Law	School Arrests
Black	16%	27%	31%
Latino	24%	24%	24%
White	51%	41%	39%
Students with Disabilities	12%	25%	25%

# Need for Annual Disaggregated Data

- Distinguish what is working from what is not working.
- Annual data reporting to the public is not yet a reality.
- **Many** districts did not comply fully with federal civil rights data collection requirements.
- The law requires racial disaggregation for discipline by states regarding students with disabilities. (20 U.S.C. Sec. 1418(a))
- Massachusetts has improved yet remains out of compliance even with the new 222 regulations.

# Reasons to Focus on Risk Calculations

- Easy to understand
- Simplicity of calculations
- Can capture the magnitude and the degree of disparity all in one picture
- Changes in risk differences over time reliably signal the degree of improvement

## “Risk” Can Be Calculated In Many Categories:

- Identified as Talented and Gifted or enrolled in AP;
- Identified as eligible for special education;
- Suspended from school;
- Cross-sections such as race with poverty, or race with gender;
- Can easily be compared school to school or to other districts (or the state average) regardless of differences in demographics;
- And can easily be compared over several years despite the changing composition of the school or district.

# What information is currently not found in the federal data reports?

- Numbers of suspensions
- Days of lost instruction (coming)
- Data broken down by reason for suspension
- Data for every year
- Recent data (the latest release was from 2011-12 and the data being collected for this year will take at least a full year before it's made public).
- Most years the data are “sampled.”
- School level must be calculated
- Grade level is not available

# New Research on Remedies

- Discipline Disparities Research Collaborative
- Council of State Governments
- New Book: Closing the Discipline Gap
- New Economic Analysis
- Funds for continuing research on remedies.
- Disparate impact approach leads to systemic remedies...**there are less discriminatory alternatives to the frequent use of suspension.**

# Discipline Disparities Series: Four Papers

1. ***Discipline Disparities Series: Overview***
2. ***How Educators Can Eradicate Disparities in School Discipline: A Briefing Paper on School-Based Interventions***
3. ***New & Developing Research on Disparities in Discipline***
4. ***Eliminating Excessive and Unfair Exclusionary Discipline in Schools: Policy Recommendations for Reducing Disparities***

## **Supplementary Materials:**

- *Are Disparities in Discipline Due to Differences in Behavior?*
- *Implicit Bias: Does it Play a Role in Discipline?*
- *Myths and Facts About Disciplinary Disparity*

## New & Developing Research

- **Risk continues for some (e.g., black males) and now documented for others**
  - Higher rates not due to poverty or more misbehavior
- **Use of exclusionary discipline has serious consequences**
  - The School-to-Prison Pipeline is real
- **Schools can and *are* creating change**
  - *School policies and practices contribute to disparities*
  - *Effective interventions are emerging*
- **New research could prioritize:**
  - *School based interventions to close the gap*
  - *Impact of policy changes on practice and disparities*
  - *What resources do schools need to reform discipline?*



# Policy Recommendations for Reducing Disparities

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FOUNDATIONS

- **Excessive and inequitable discipline is a huge national problem**
- **Excessive and inequitable discipline isn't happening everywhere and many states and districts are making changes are emerging**
- **Key Policy Change Recommendations: CAST**
  - *Collect, use, and publicize disaggregated data*
  - *Align discipline policies with educational goals*
  - *Support and fund evidence-based alternatives*
  - *Training for teachers and leaders*

# Disciplinary Disparities Briefing Papers: Where to Find Them

- ***Disciplinary Disparities Briefing Paper Series***

- Four Briefing Papers
- Executive Summaries
- Supplementary Papers

***<http://rtpcollaborative.indiana.edu/briefing-papers>***

- ***Discipline Disparities Research to Practice Collaborative***

- Resource Digest
- Additional Publications
- News on Other Initiatives

***<http://rtpcollaborative.indiana.edu>***

***Analyzed OCR Data with District Comparison Tool***

***[www.schooldisciplinedata.org](http://www.schooldisciplinedata.org)***