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

Graph showing the change in secondary suspension rates from 1972-73 to 2009-10 for different racial and ethnic groups.

- Black: 11.8 to 24.3
- White: 9.6 to 7.1
- Latino: 6.1 to 12
- American Indian: 5.6 to 8.4
- Asian American: 2.4 to 2.3
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

- **ALL**: Male 23, Female 12
- **AA**: Male 36, Female 22
- **L**: Male 22, Female 10
- **W**: Male 17, Female 6
- **Els**: Male 19, Female 7

*Chart showing suspension rates by gender and group.*
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,

<table>
<thead>
<tr>
<th>Students with Disabilities*</th>
<th>Black</th>
<th>Hispanic</th>
<th>White</th>
<th>All Students**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with IEPs Suspended Once</td>
<td>35</td>
<td>35</td>
<td>100</td>
<td>170</td>
</tr>
<tr>
<td>Students with IEPs Suspended Two or More Times</td>
<td>45</td>
<td>65</td>
<td>145</td>
<td>255</td>
</tr>
<tr>
<td>Total Enrollment of Students With IEPs</td>
<td>190</td>
<td>350</td>
<td>1190</td>
<td>1785</td>
</tr>
<tr>
<td>Suspension Rate</td>
<td>42.1% (=80/190)</td>
<td>28.6% (=100/350)</td>
<td>20.6% (=245/1190)</td>
<td>23.8% (=425/1785)</td>
</tr>
<tr>
<td>Students without IEPs Suspended Once</td>
<td>75</td>
<td>150</td>
<td>360</td>
<td>605</td>
</tr>
<tr>
<td>Students without IEPs Suspended Two or More Times</td>
<td>90</td>
<td>130</td>
<td>300</td>
<td>535</td>
</tr>
<tr>
<td>Total Enrollment of Students Without IEPs</td>
<td>760</td>
<td>1295</td>
<td>5560</td>
<td>8090</td>
</tr>
<tr>
<td>Suspension Rate</td>
<td>21.7% (=165/760)</td>
<td>21.6% (=280/1295)</td>
<td>11.9% (=660/5560)</td>
<td>14.1% (=1140/8090)</td>
</tr>
</tbody>
</table>
Arrests and Referrals to Law Enforcement (2011-12)

- Low incidence compared to suspensions
- Dramatic lifetime impact

<table>
<thead>
<tr>
<th></th>
<th>Enrollment</th>
<th>Referrals to Law</th>
<th>School Arrests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>16%</td>
<td>27%</td>
<td>31%</td>
</tr>
<tr>
<td>Latino</td>
<td>24%</td>
<td>24%</td>
<td>24%</td>
</tr>
<tr>
<td>White</td>
<td>51%</td>
<td>41%</td>
<td>39%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>12%</td>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>
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.
1. Discipline Disparities Series: Overview


3. New & Developing Research on Disparities in Discipline


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
• 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?
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](http://rtpcollaborative.indiana.edu/briefing-papers)

• **Discipline Disparities Research to Practice Collaborative**
  • Resource Digest
  • Additional Publications
  • News on Other Initiatives
  [http://rtpcollaborative.indiana.edu](http://rtpcollaborative.indiana.edu)

**Analyzed OCR Data with District Comparison Tool**
[www.schooldisciplinedata.org](http://www.schooldisciplinedata.org)