

Effective Use of School Discipline Data

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Data Uses

- Raise awareness
 - Injustice and bias
 - Frequency
 - Connection to academics
 - Remedies are available
- Challenge the status quo (poverty or school factors)
- Proof of disparate impact
- Quarterly evaluation and prediction
- Proof of effectiveness
- Early warning: for student for schools
- Economic analysis

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**
Students with Disabilities*	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
	Suspension Rate	42.1% (=80/190)	28.6% (=100/350)	20.6% (=245/1190)	23.8% (=425/1785)
Students without Disabilities*	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
	Suspension Rate	21.7% (=165/760)	21.6% (=280/1295)	11.9% (=660/5560)	14.1% (=1140/8090)

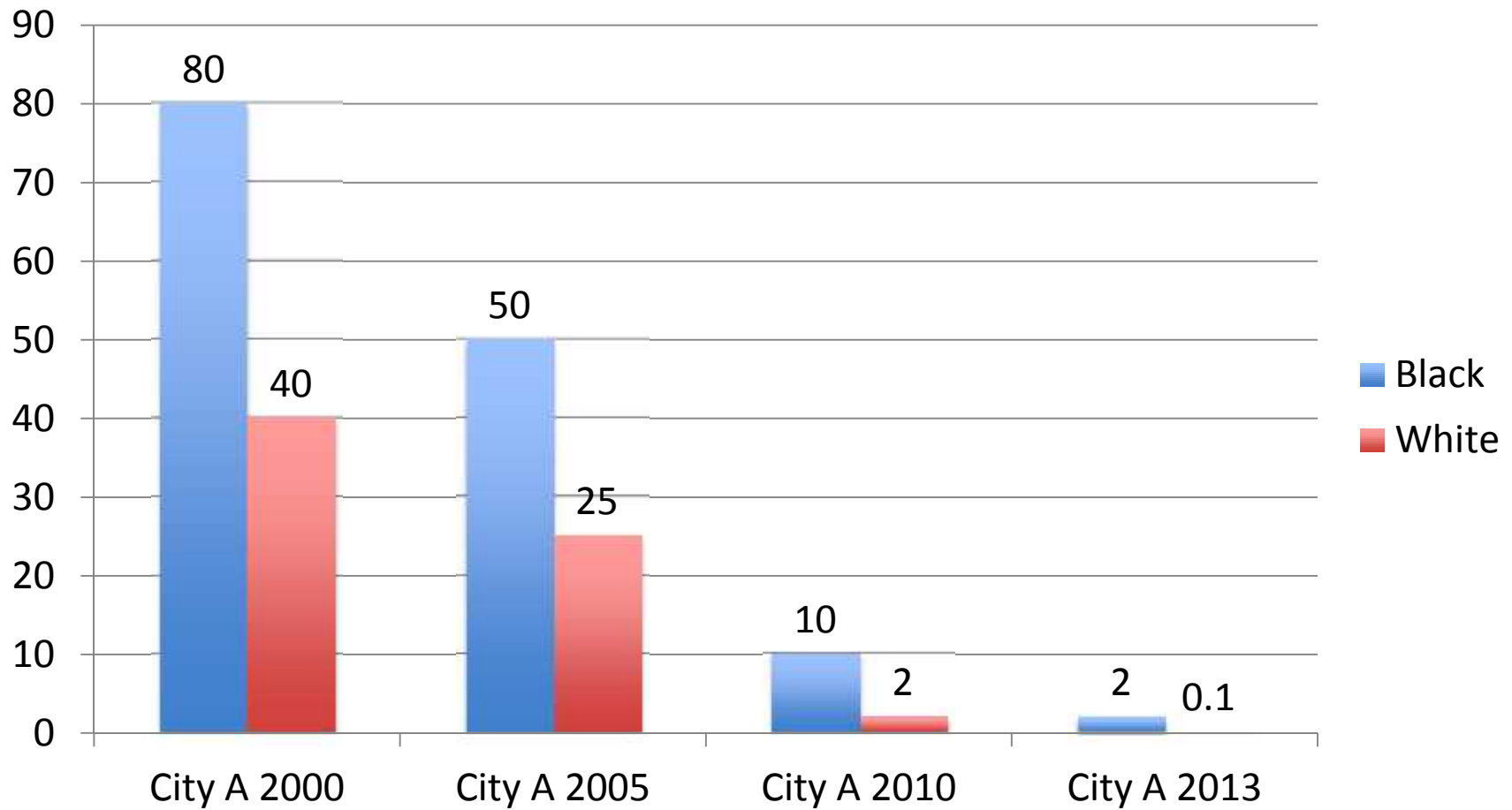
Data misuse and misunderstandings

- Risk = absolute values
- Risk difference = absolute differences
- Risk Ratio- purely relative
- Composition Index –purely relative
- Suspensions and rates per 100
- Duration

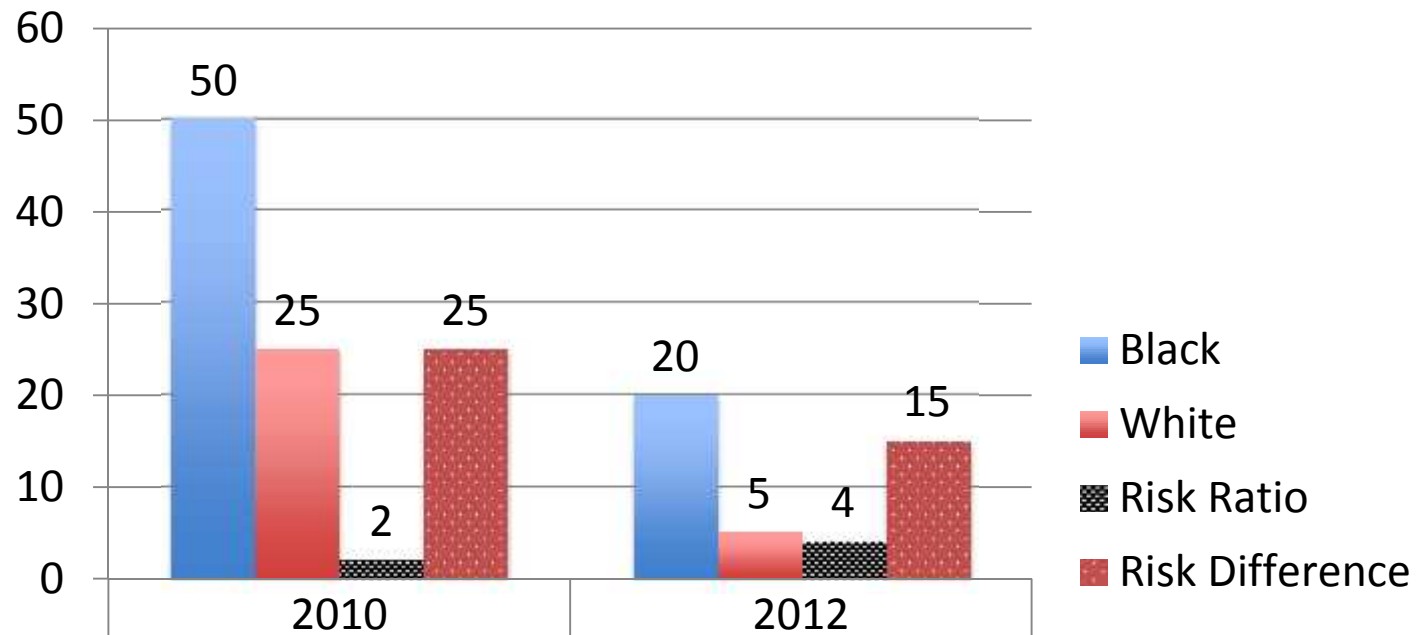
Problematic Risk Ratio

- Divide one group's risk by any other's or by a composite called "all other."
- Compare to White risk.
- But the "all other" changes.
- 20% Blacks suspended; 5% Whites
- Risk ratio $20/5 = 4.0$
- Blacks are 4 times as likely as Whites to be suspended.

Despite Dramatic Reduction in Suspension Use and Near Elimination of the Racial Gap: City A Increased the Risk Ratio (from 2 to 20)

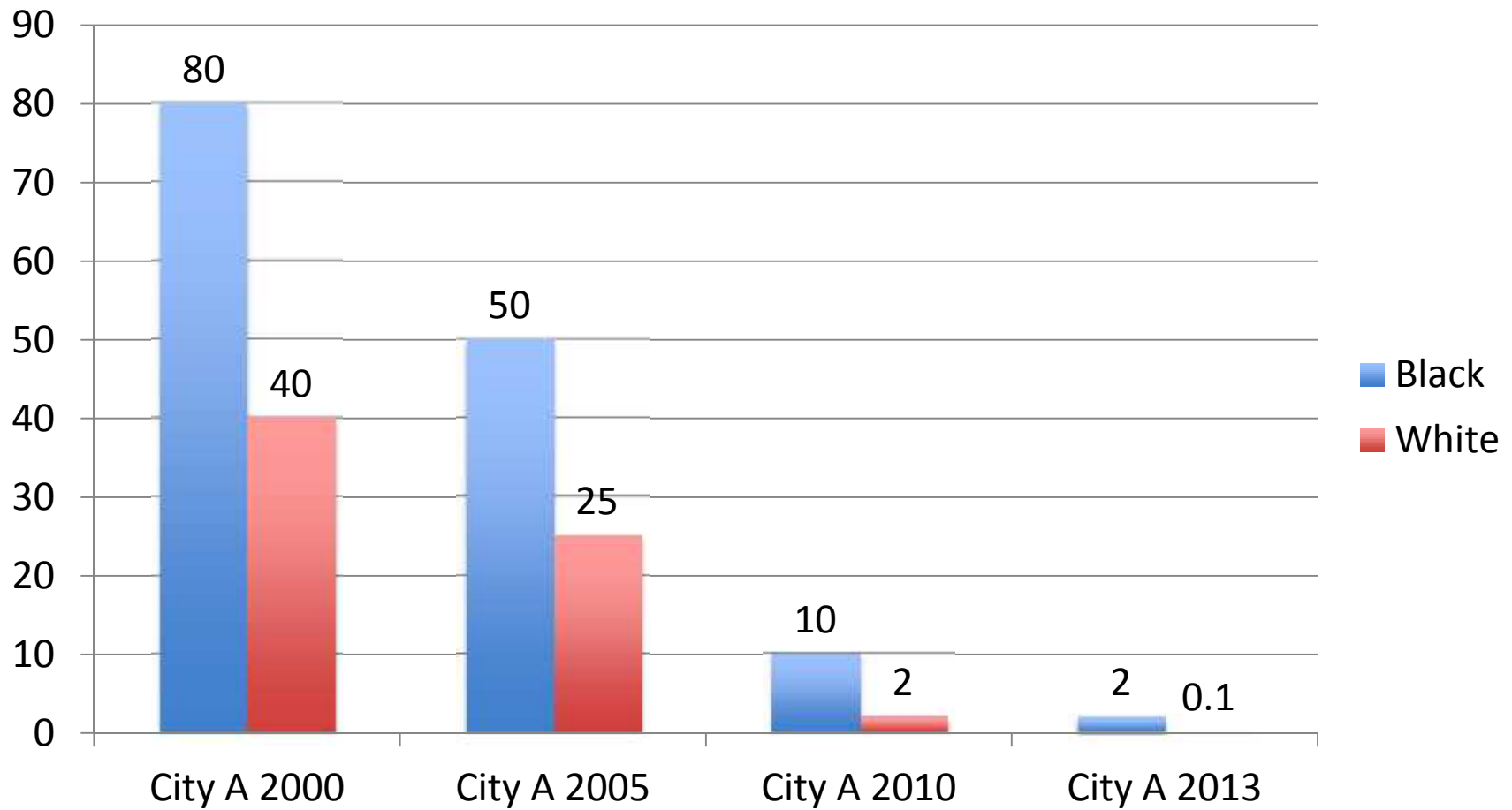


Severity? Disparity? Progress? By What Measure?



Black	50	20
White	25	5
Risk Ratio	2	4
Risk Difference	25	15

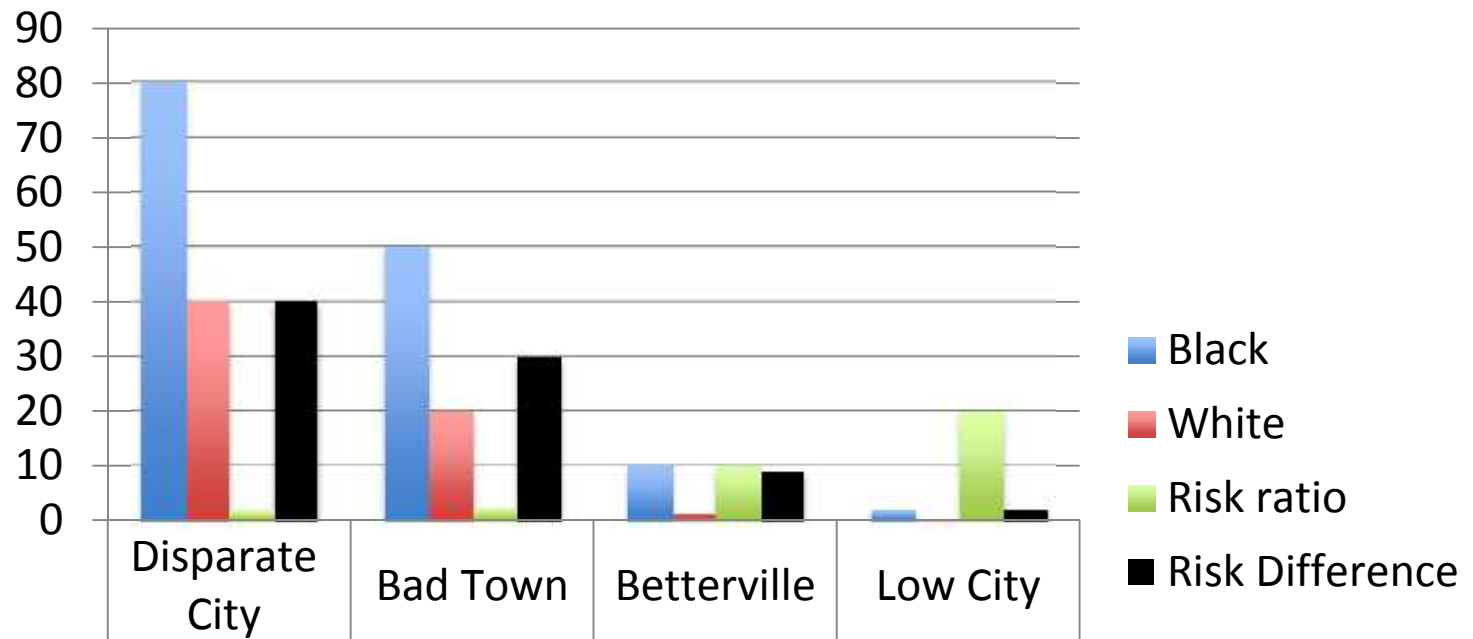
Despite Dramatic Reduction in Suspension Use and Near Elimination of the Racial Gap: City A Increased the Risk Ratio (from 2 to 20)



Problems with risk ratio

- No indication of whether suspension rates are high or low.
- Lower suspension rates can generate high ratios.
- Who is the comparison group?
- A increase in the Black/White risk ratio means:
 - A) Suspensions for Blacks went up?
 - B) Suspensions for Blacks went down?
 - C) Suspensions for Blacks stayed the same.

Is Risk Ratio Useful for Comparing Districts?



	Disparate City	Bad Town	Betterville	Low City
Black	80	50	10	2
White	40	20	1	0.1
Risk ratio	2	2.5	10	20
Risk Difference	40	30	9	1.9

Composition Index

- Blacks are 20% of the enrollment
- Yet 40% of the students suspended.
- Whites are 50% of the enrollment yet 47% of the students suspended.
- Like risk ratio no indication of whether suspensions are frequently used.

Issues with composition index

- Can't compare easily to other schools or districts with different enrollment compositions.
- Cannot find disproportionality if population is 86% of total enrollment.
- Often confused with risk.

Issues with relative measures

- They don't indicate progress with regard to increase or decrease in harm to children.
- Problems can be overlooked.
- Progress can be wrongfully discredited.
- Remedies may seem impossible.

Data misuses and misunderstandings

- Unless you can show me that similarly misbehaving students, with similar histories got different punishments we can ignore this issue.
- The core issue - that in most cases an out of school suspension is not an educationally sound response – is avoided.
- Defends the status quo on the grounds of lack of proof of intent to discriminate.
- Assumes disparities reflect behavioral differences...assumes no bias now, and in the past.
- Requires individual file reviews...
- Requires data that are not available.

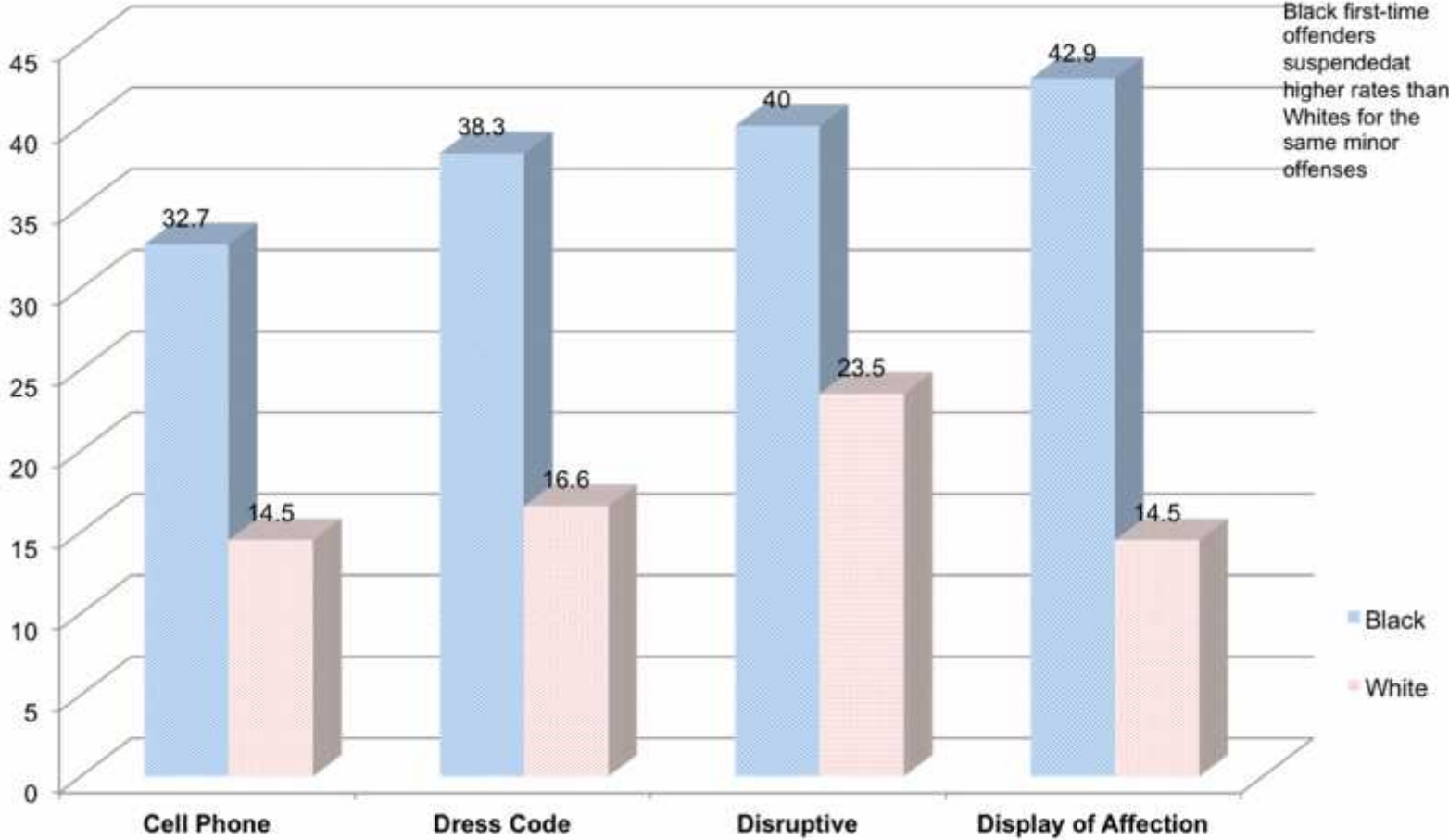
Implicit Bias

- Predictably Irrational: Dan Ariely
- Beer tasting
- Orchestra auditions
- Advertising
- Behavioral economists all agree that unconscious bias is a prevalent force affecting our perceptions and actions.
- No data on implicit bias of educators per se
- Project Implicit go to www.implicit.harvard.edu

But, Do Blacks Misbehave More?

- Implicit bias affects perceptions as well as responses.
- Strong evidence of implicit negative bias against Blacks.
- Behavioral history would not be bias free either.
- That said, most studies show Blacks more harshly punished for minor misbehavior.
- Texas study found that Whites were more likely to commit most serious offenses where punishment was “non-discretionary.”

Racial Disparities In Use of Suspension for First Time Offenders By Type of Offense



Example: Poor, Not Poor, And The Risk for Suspension By Race/Ethnicity

- Often these data are not provided.
- Usually disparities still found when poverty is controlled for.

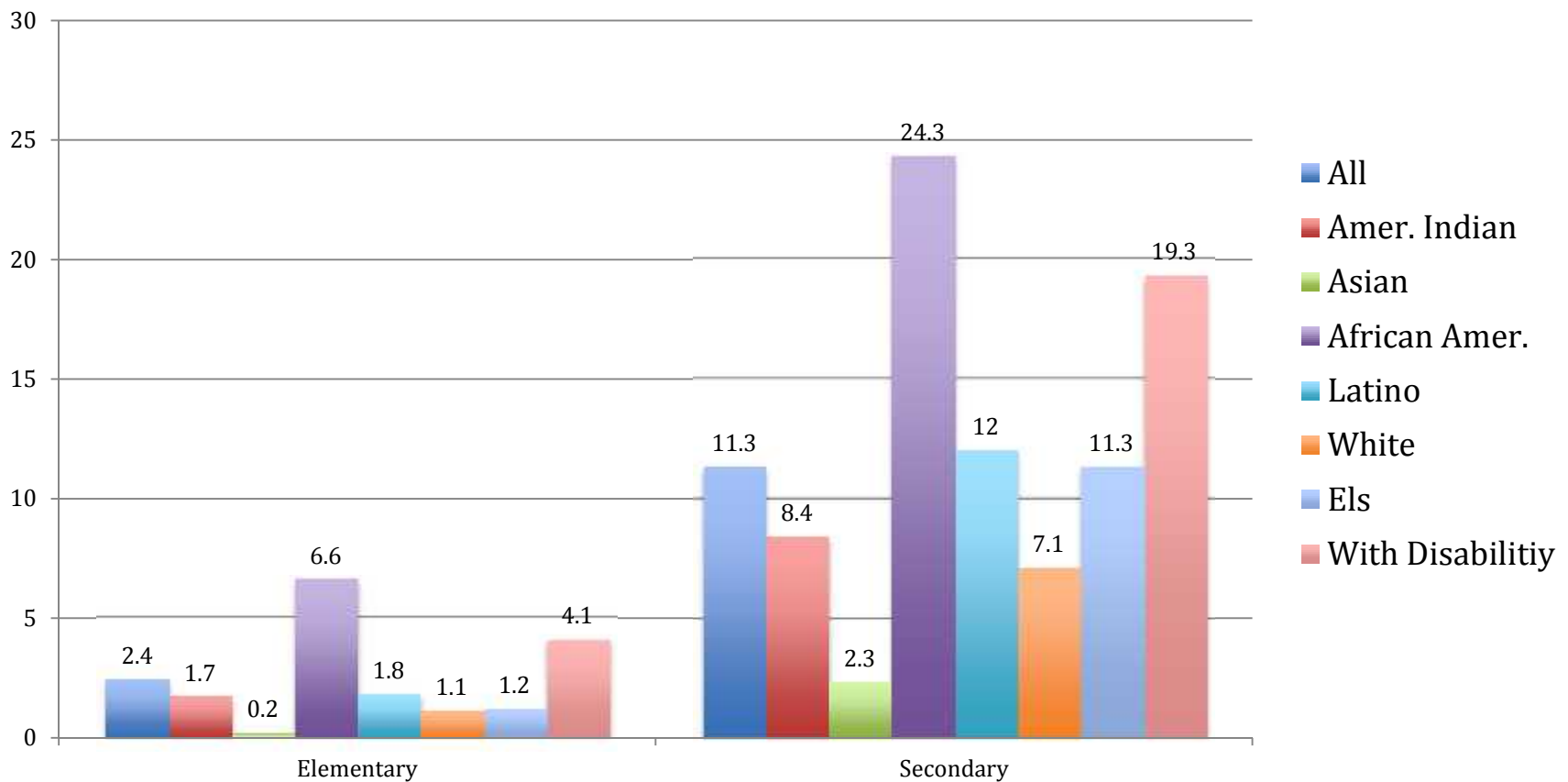
Disparities in Poverty Do Not Sufficiently Explain Disproportionality in District X

- The risk for suspension would be roughly equal for all non-poor kids.
- The risk for suspension would be equal for all poor kids.
- There would be no differences in risk by gender.
- With equal poverty rates, Blacks and Hispanics should have the same risk for suspension.
- Class bias may inappropriately contribute to the influence of poverty on observed differences.
- **Students living in poverty may be harmed more by out of school suspensions.**

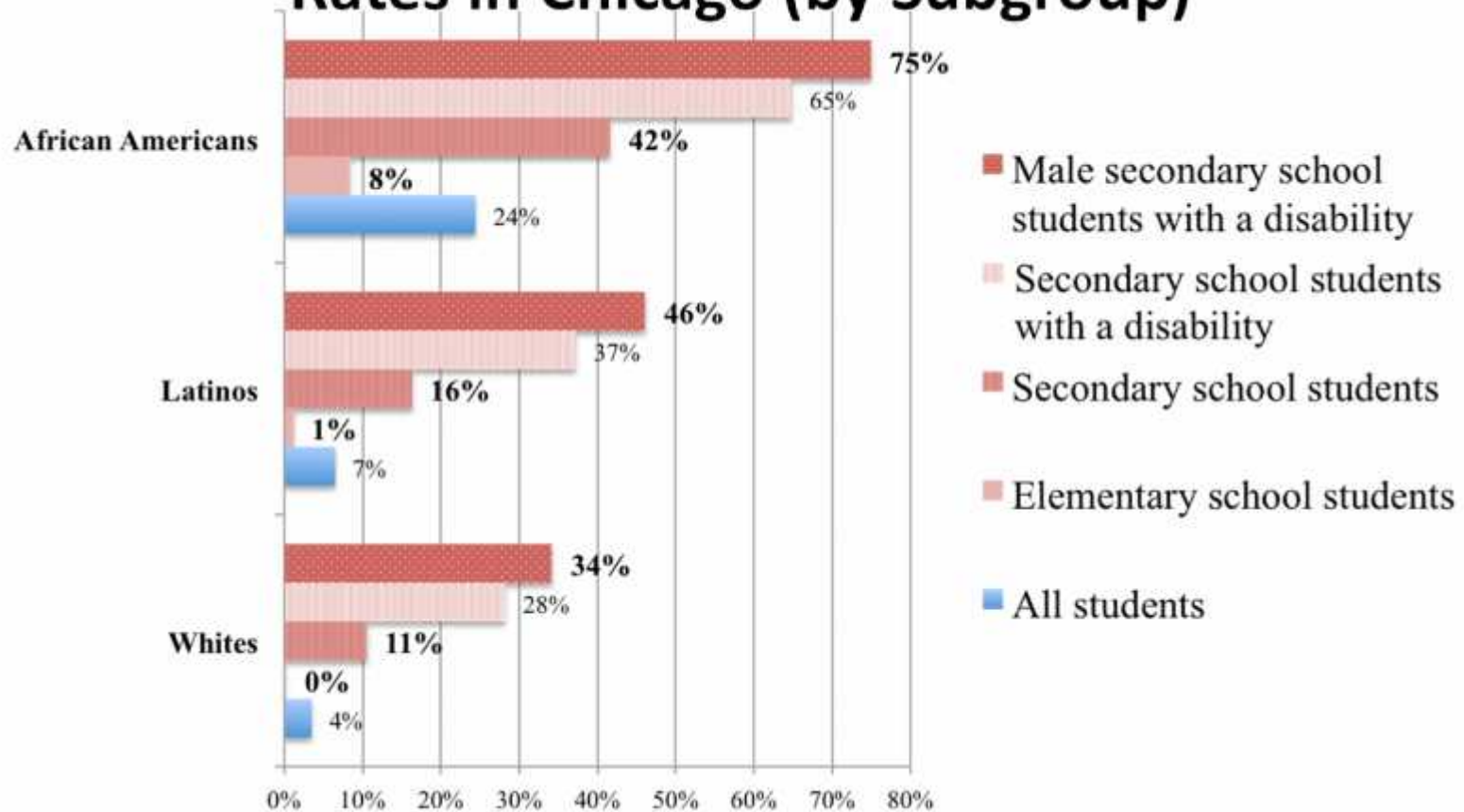
Use Data to Reveal Excessive and Disparate Discipline

- Core issue is that frequent use of suspension is unsound and counter-productive.
- Bad for all children.
- Disparities produced by an unsound practice or policy makes question of behavioral differences irrelevant.
- Goal: Reduce the disparate harm of the unjustified policy or practice by changing the policy or practice.
- Remedies: systemic change rather than identifying and removing the racists.

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



What Levels of Disaggregation Can Reveal: Suspension Rates in Chicago (by Subgroup)



Using Data to Locate Specific Issues and Remedies

- Disaggregation is often very revealing of profound problems for one or more subgroups.
- Critically important to use data to locate remedies.
- Solutions are often already within the district.

Discipline Disparities (K-12) by Disability Category (2010-11)

	ALL	ED	OHI	SLD	MR
U.S AVG	10-13%	29%	14%	12%	9%

10 Districts with the Largest Number of “Hotspot” Secondary Schools

(25% or over for any group)

- City of Chicago, IL (82)
- Memphis City, TN (68)
- **Clark County, NV (65)**
- **Los Angeles Unified, CA (54)**
- Houston, TX (53)
- Dallas, TX (43)
- Columbus, OH (40)
- Baltimore County, MD (38)
- Wake County, NC (38)
- Jefferson County, KY (37)

**10 Districts with the Largest Number of Lower Suspending
Secondary Schools
(10% or under for every group)**

- **Los Angeles Unified, CA (81)**
- San Diego Unified, CA (39)
- Charlotte-Mecklenburg Schools, NC (36)
- Philadelphia City School Districts, PA (35)
- Montgomery County Public Schools, MD (33)
- Fairfax County Public Schools, VA (31)
- District of Columbia Public Schools, DC (26)
- East Baton Rouge Parish School Board, LA (26)
- Detroit City School District, MI (26)
- **Clark County School District, NV (26)**
- **And Chicago (24)**

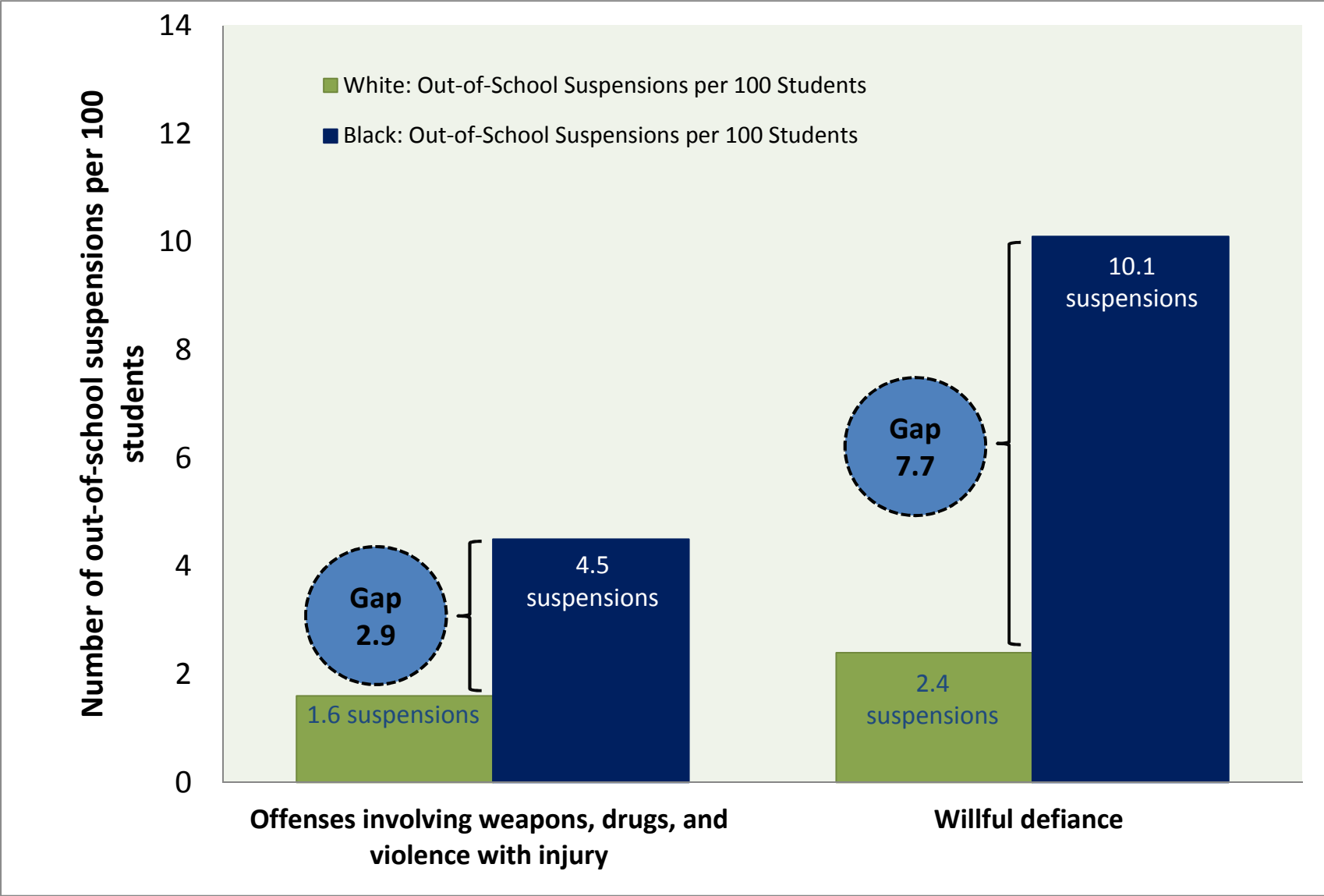
Suspensions in Syracuse
(K-12) *Per 100 Students* Enrolled 2012-2013

Race Ethnicity	Without Disabilities	With Disabilities
Asian/Pacific Islander	4.1	16.1
Black	64.2	104.9
Latino	44	75.8
American Indian	40.6	21.5
White	31.2	57
ALL	47.1	84.1

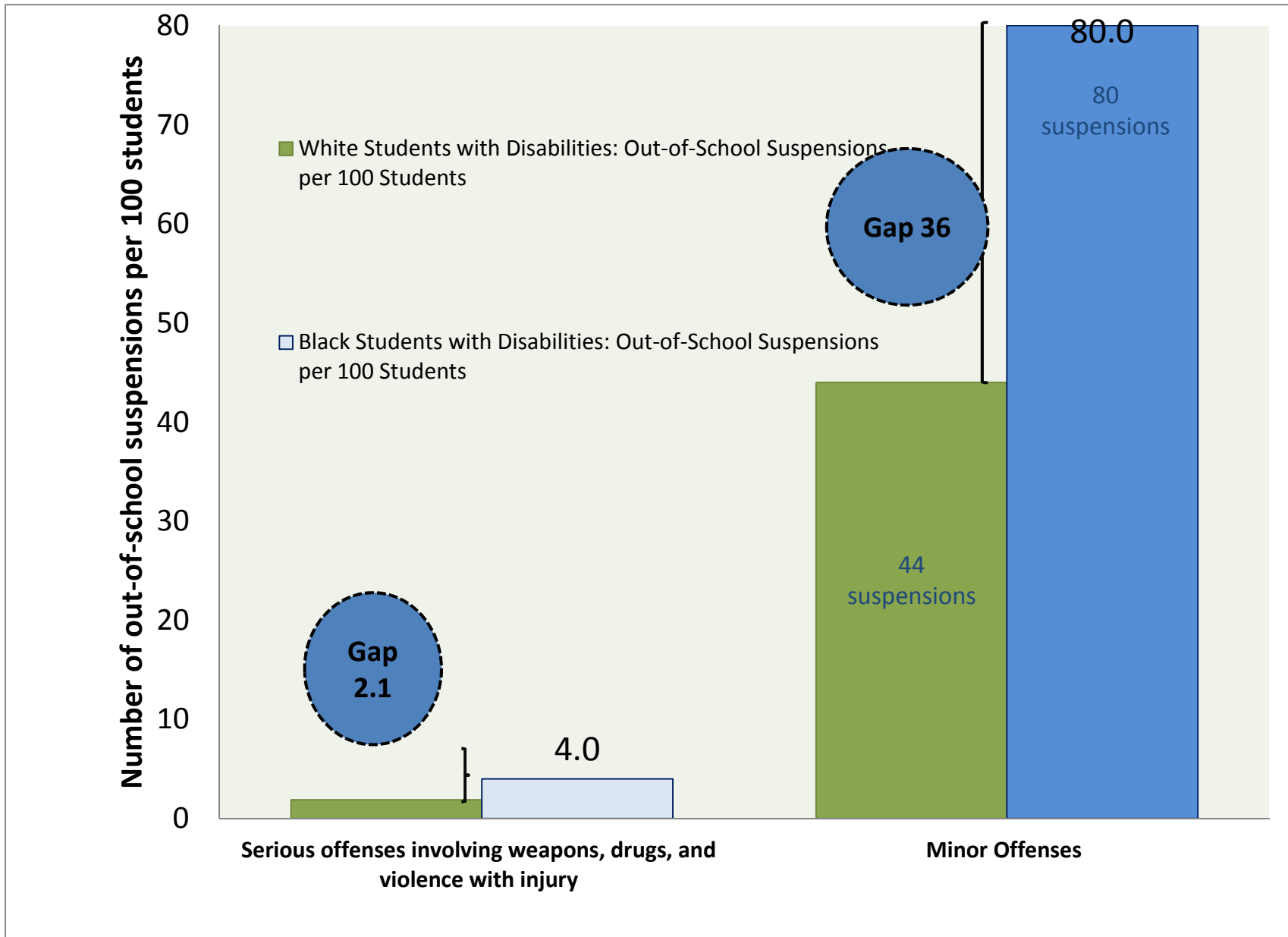
Disaggregation by Suspensions by Category

- Same kind of analysis
- More specifics on categories with cross-sections can help understand the impact of offense trends better
- Related to specific interventions
- We suspect different pathways but it's harder to address them without more information.

California: Frequent and Disparate Use of Out-of-School Suspension for Minor Offenses Under Disruption/Willful Defiance Compared with Serious Violations by Race



Syracuse 2012-2013: Frequent and Disparate Use of Out-of-School Suspension for Minor Offenses Compared with Serious Violations by Race and Disability Status



District Level Tracking

- Days of lost instruction.
- Quarterly and cumulative unduplicated counts.
- Early warning: Dropout interventions
- Student and School level.
- By schools with programs of intervention or by training to measure efficacy.
- Classroom teacher level internally.
- Transparency and public reporting.
- Arrests and referrals to law enforcement.

Connect Remedies to Academic and Economic Success

- Denver benefits of restorative practices
- Baltimore City
- Florida study