

Exploring New Ways to Present Student Behavior Data

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Student Discipline Reports in the Past

Since the 2005-06 school year:

- A non-evaluative, straightforward statistical compilation
- Generally an annual report, with some prior year tables for comparison
- Approximately 10-12 pages
- Changed to include more graphs in 2006/07, otherwise report has been pretty consistent.

Student Discipline Report: 2008-09 School Year (Last year published)

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What's Wrong With The Status Quo?

- Such a small number of students receive any out of school disciplinary action (OSDA), either OSS (out of school suspension) or EXP (expulsion), that it is nearly impossible to make any conclusion from annual data, and makes smaller breakouts (by grade span, school, ethnicity, etc) of limited value.
- Data in a single year cannot be interpreted as indicative of a trend, as fluctuation from year to year is expected.
- Without aggregating multiple infraction codes, discipline types, ethnic groups, or consecutive years together, there simply isn't enough data.
- Without aggregating the data differently, little or no evaluative conclusions can be drawn about the efficacy of the many prevention and intervention programs funded by the district.

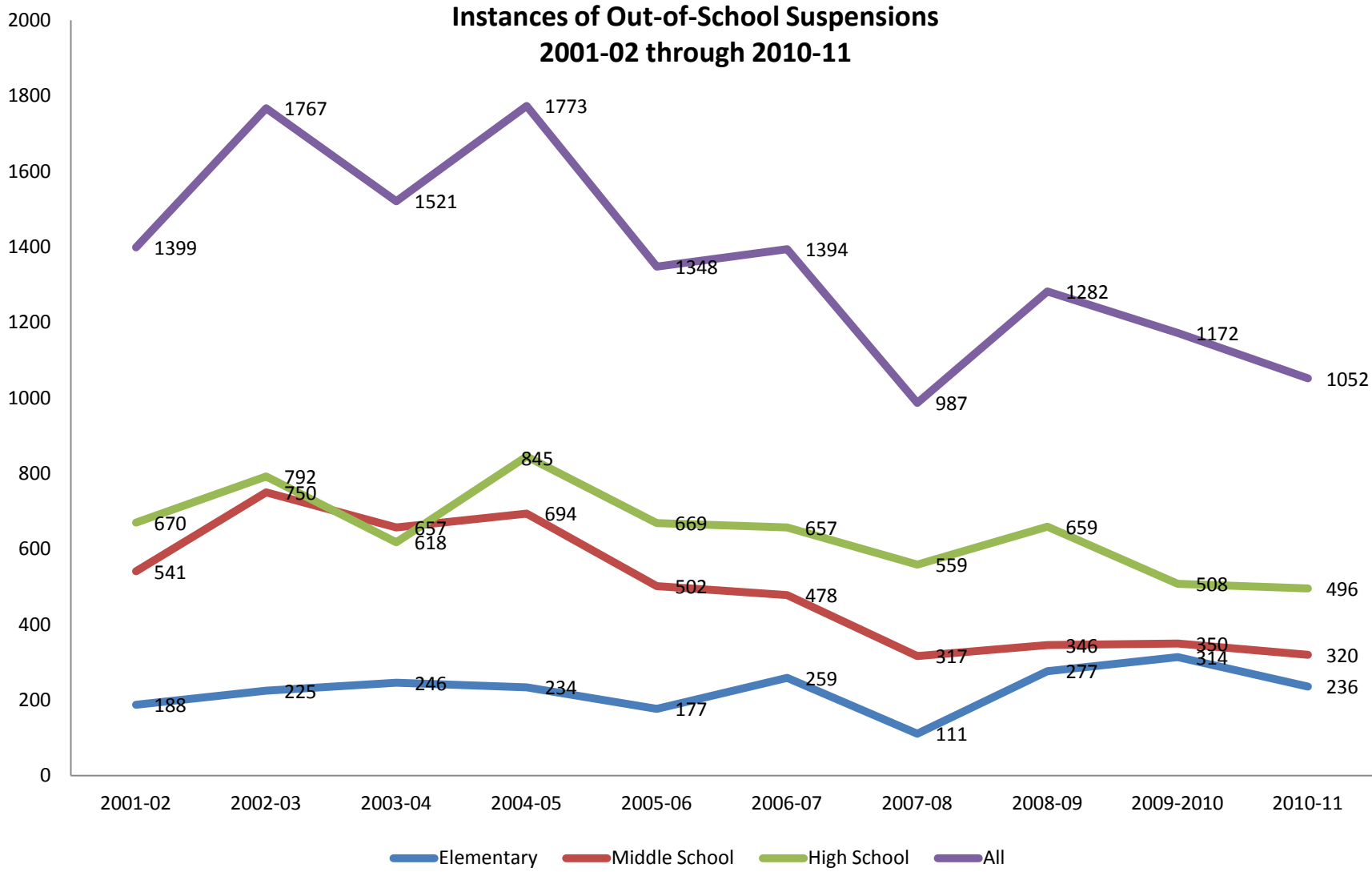
Possible Alternatives

- Add in ISS (in school suspension) data to try to determine the effectiveness of this “first-line” intervention and to create a larger data pool.
- Merge multiple years of data together to create a large enough pool of data to be able to break it down by ethnicity and grade span and still have a respectable sample size for analysis.
- Group infraction codes into general categories, and stop looking at individual infraction codes. Work to ensure consistent coding is applied. (What one staff person labels as “flagrant disrespect” may be labeled as “insubordination” at another school or “disorderly conduct” at a different school.)

Possible Alternatives

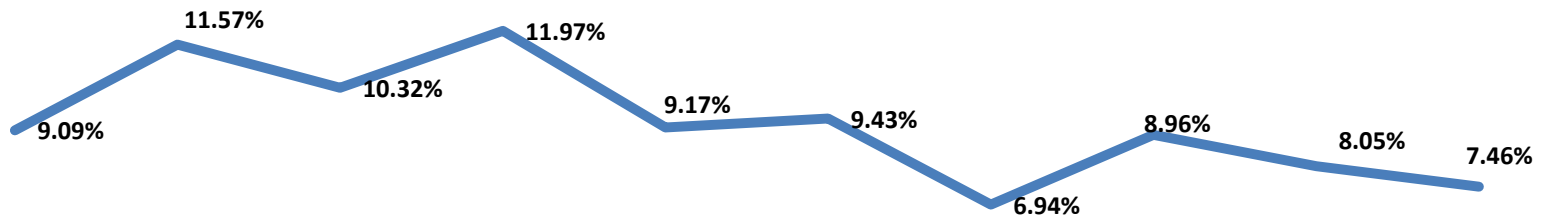
- Examine not just the number of infractions and number of students with single and multiple infractions, but also the number of days spent in each disciplinary status. Find out how many days of academic instruction are being lost due to which general category of infraction so that we can develop a plan to prevent, or more effectively intervene with, these types of actions.
- Look for “hot spots”- schools, grade levels, ethnic groups, and infraction categories - to ID areas for further investigation. For example, if the number of drug/alcohol offenses decreased at a middle school, let’s look at what programs were being implemented in that timeframe.
- Design and implement a utilization-focused evaluation of the district’s implementation of prevention and intervention programs, processes, and policies. To do this, we need to gather solid baseline data to prepare for the launch of the planned RTI behavior strand.

Out of School Suspensions: Past 10 years



Out of School Suspensions Relative to Enrollment: Past 10 Years

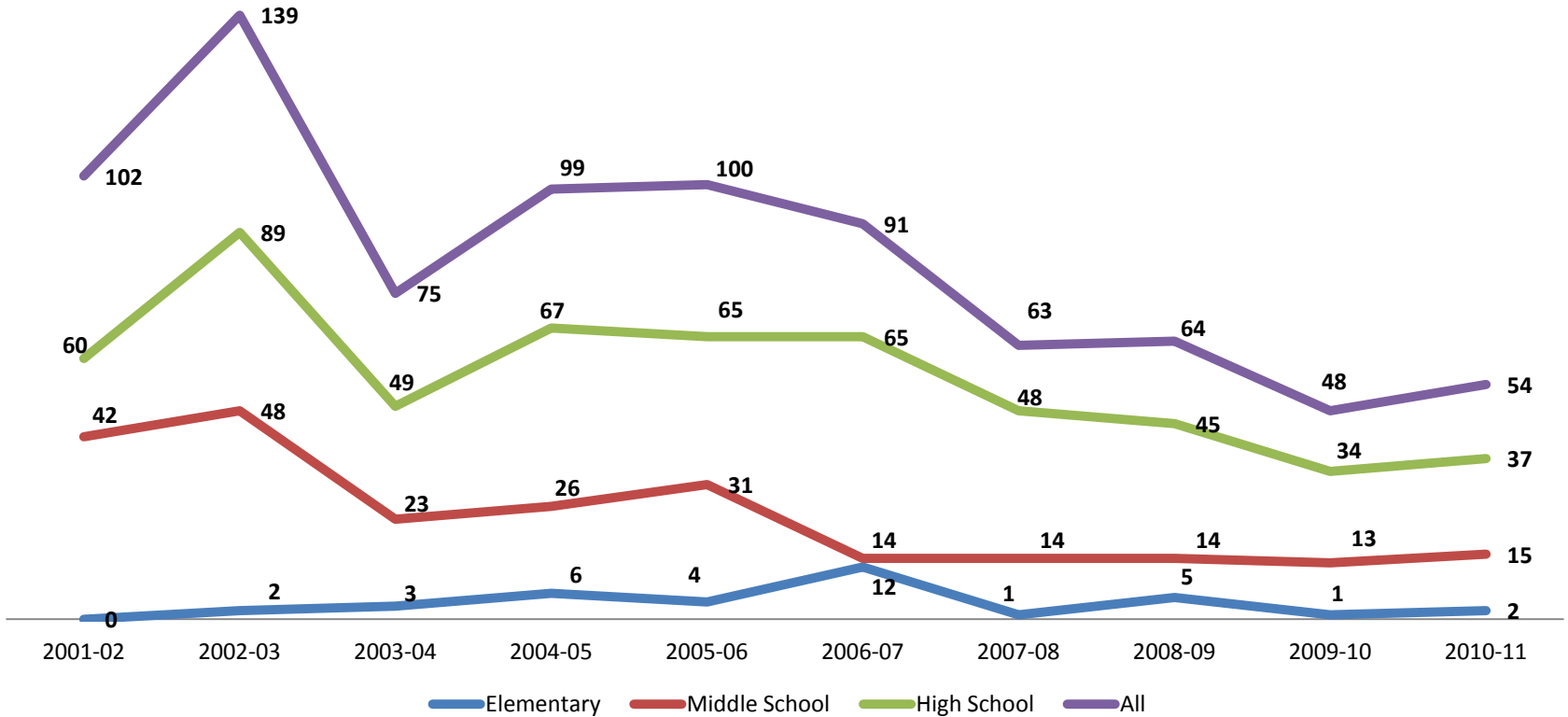
**Instances of Out-of-School Suspensions
As a Percent of District Enrollments (K-12)
2001-02 through 2010-11**



2001-02 2002-03 2003-04 2004-05 2005-06 2006-07 2007-08 2008-09 2009-2010 2010-11

Students Expelled: Past 10 Years

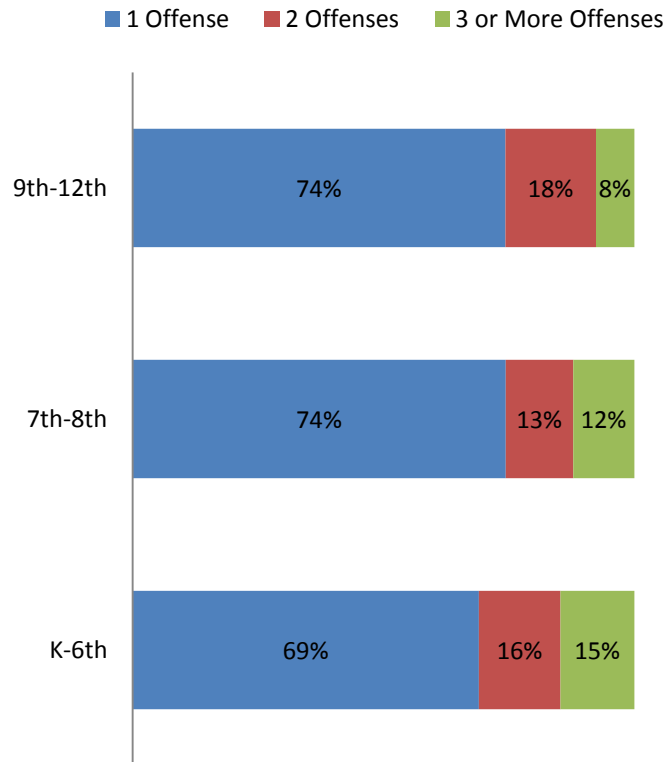
Number of Students Expelled*
2001-02 through 2010-11



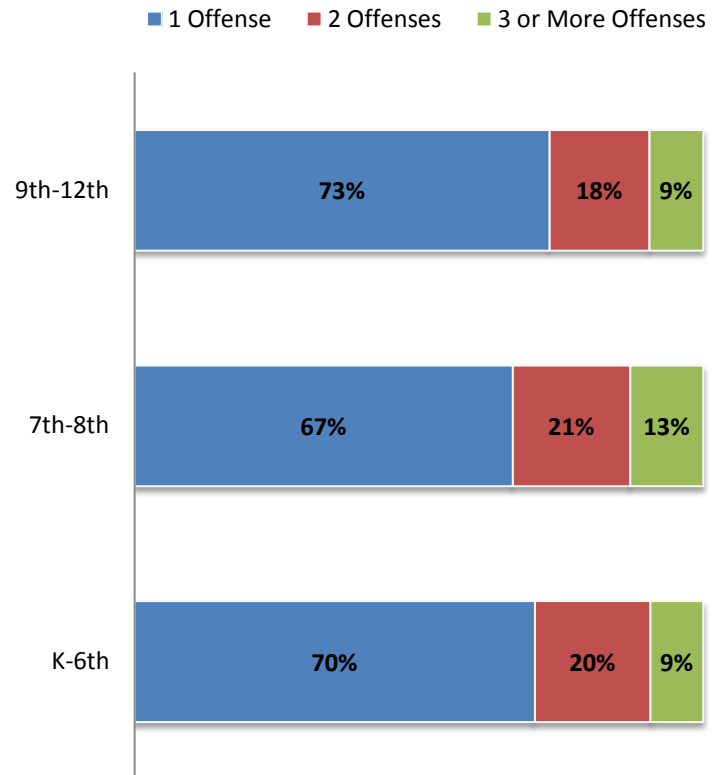
*Some students received more than one expulsion

The Percent of OSS-Recipients Who Receive Multiple OSS Within the Same Year: 2009/10 & 2010/11

Multiple & Single Offenses Among Students with Out-of-School Suspensions 2009-10

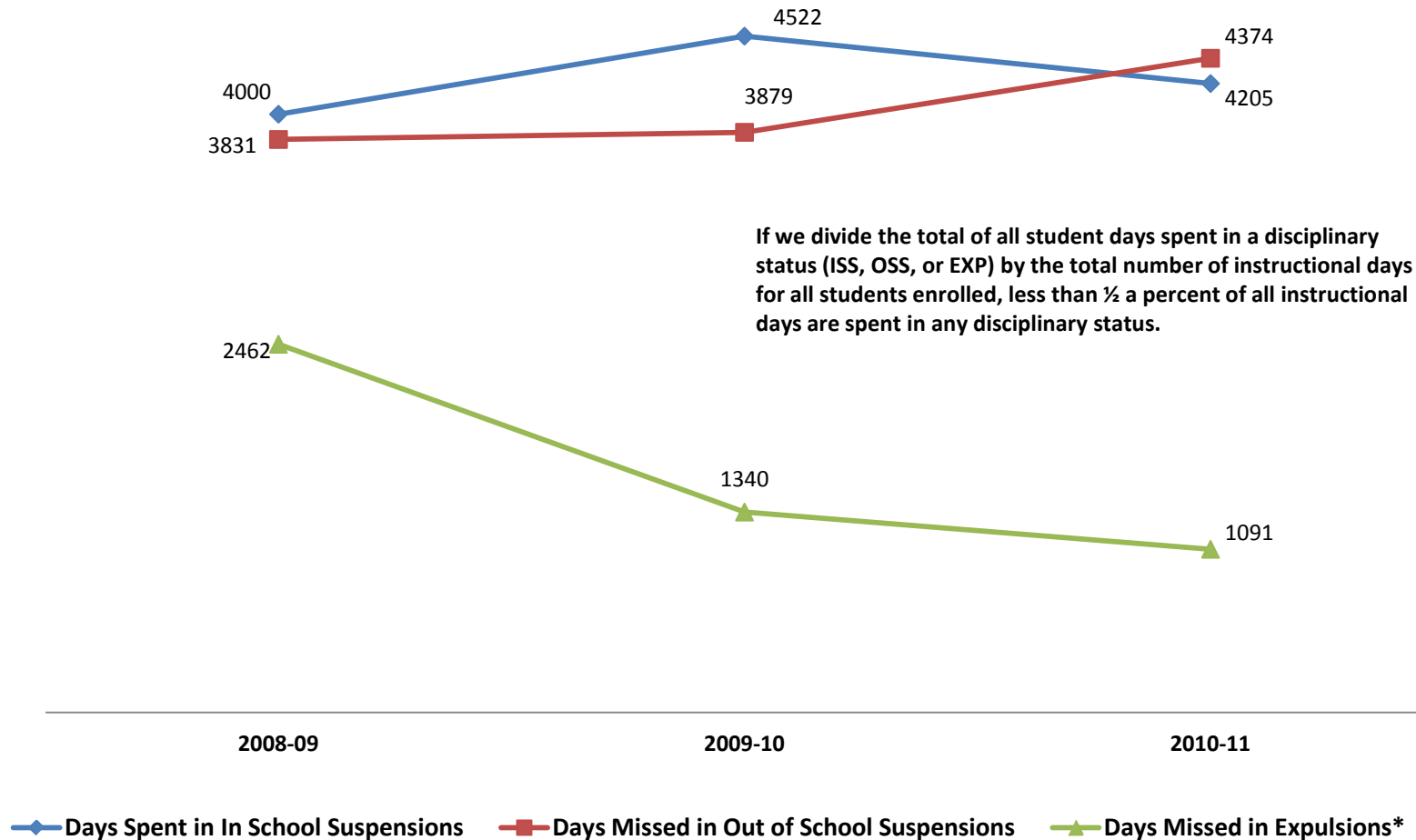


Multiple & Single Offenses Among Students with Out-of-School Suspensions 2010-11



K-12 Academic Days in ISS, OSS , & EXP

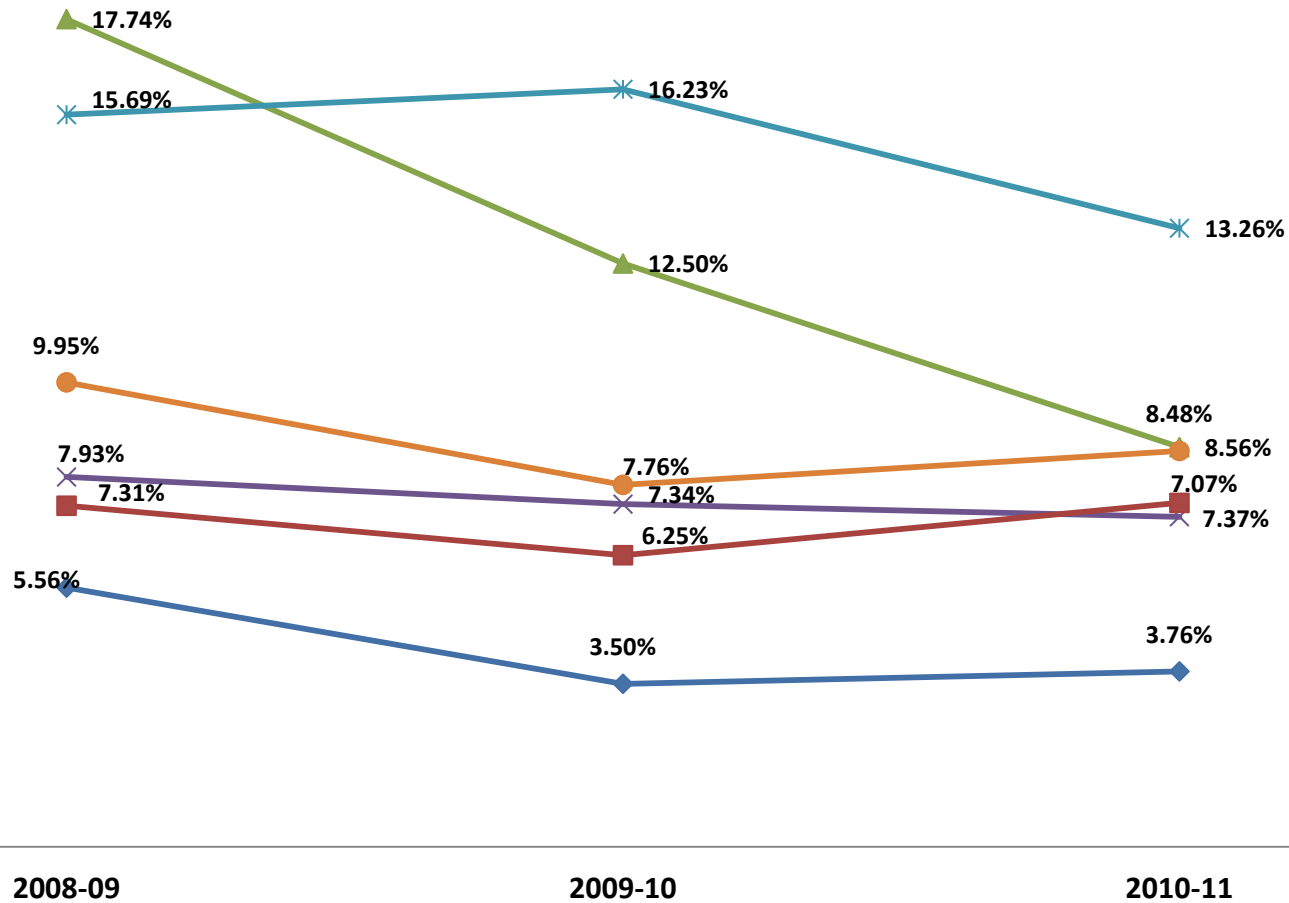
Academic Days Spent in ISS, Days Missed due to OSS, and Days Missed due to EXP*



*Expulsion Days exclude the following indefinite (999 day) and full year (365 day) expulsions: 8 in 2008/09, 7 in 2009/10, and 20 in 2010/11. 10

K-12 OSDAs as a Percent of Enrollment by Ethnicity

All Out of School Disciplinary Actions (OSDAs) 2008/09- 2010/11

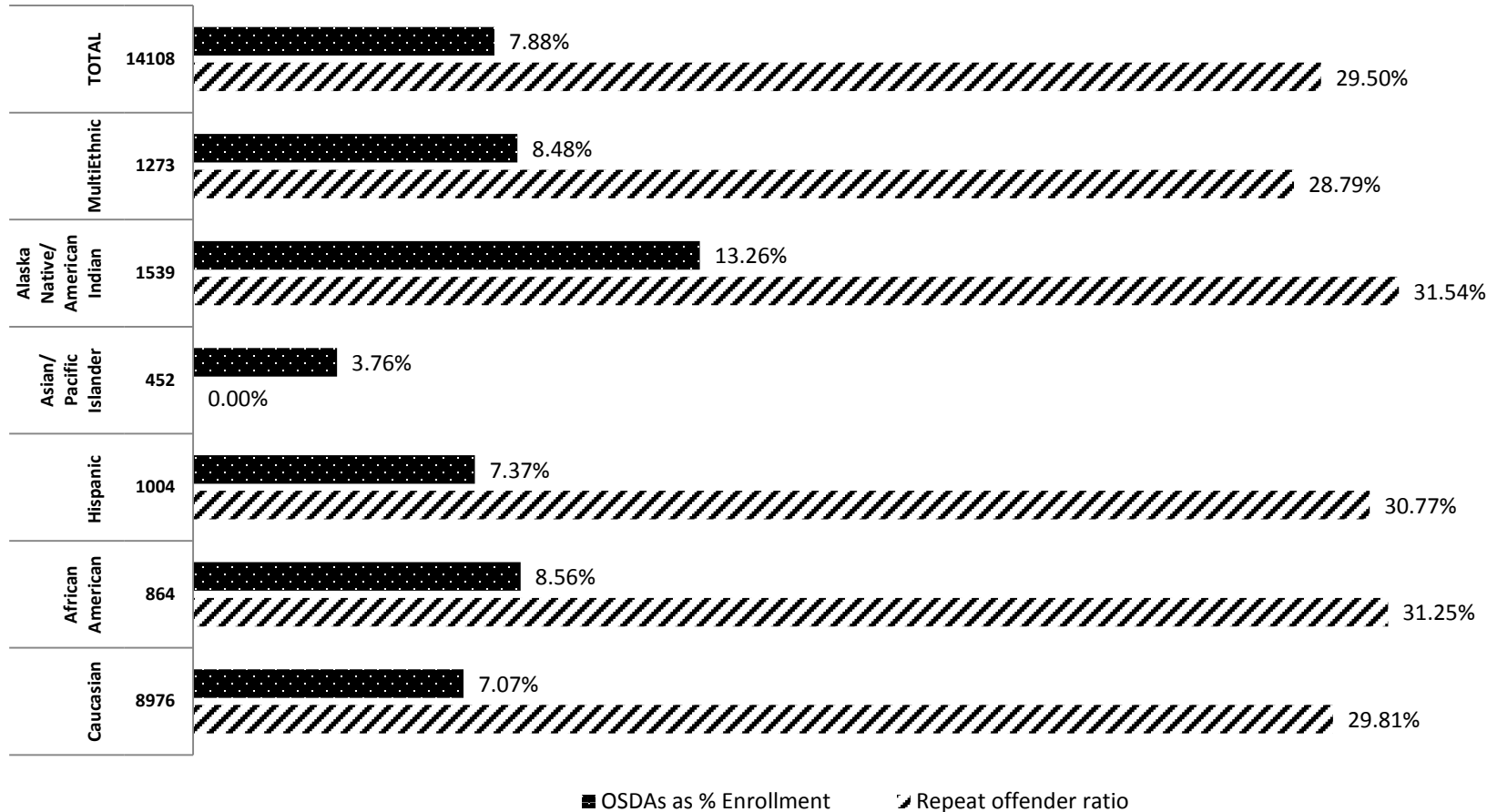


—x— Caucasian —▲— African American —■— Hispanic —◆— Asian/ Pacific Islander —*— Alaska Native/American Indian —●— MultiEthnic

OSDAs are both OSS & EXP.

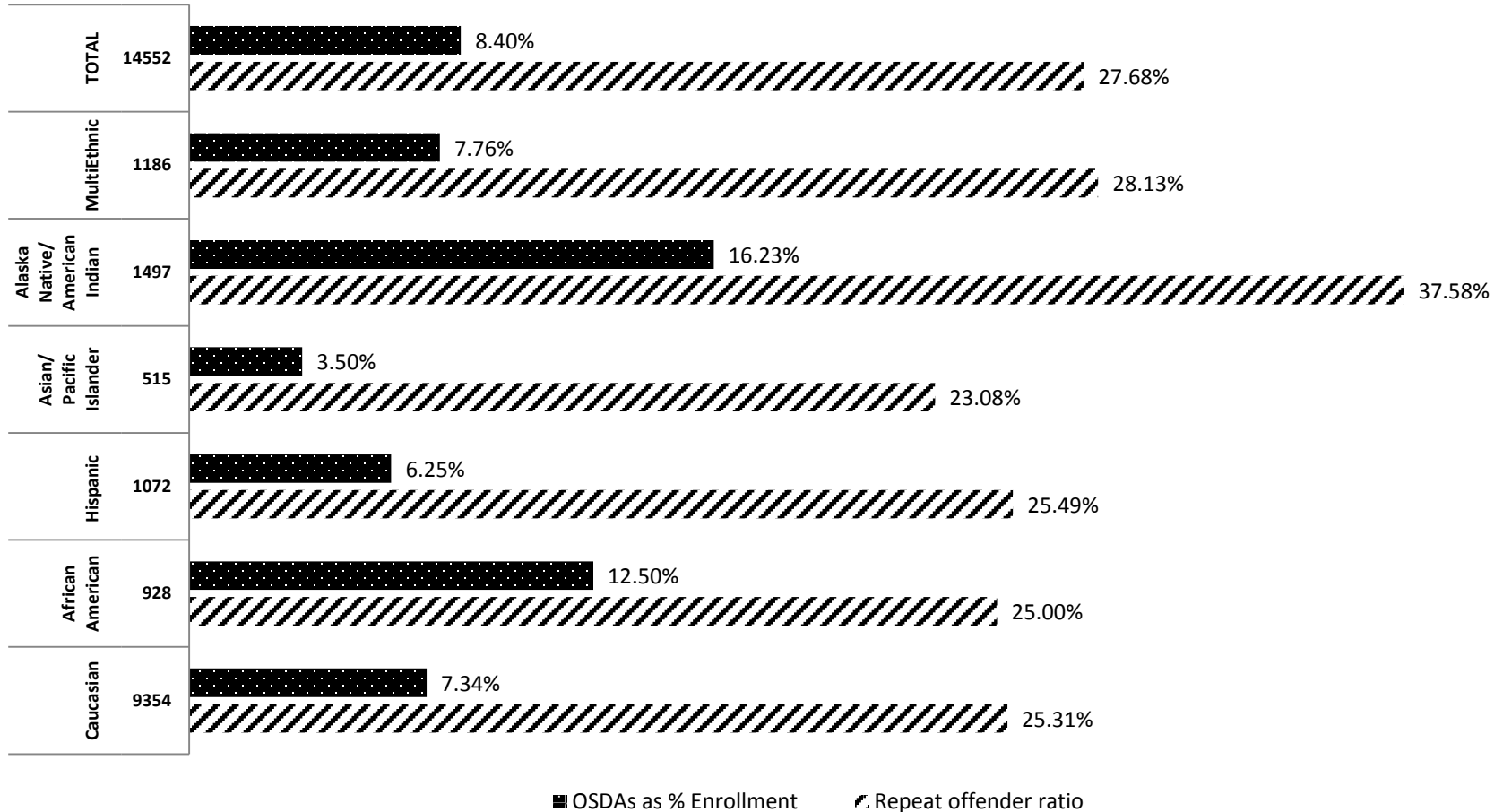
K-12 OSDAs & Repeat Offense Rate as a Percent of Enrollment by Ethnicity

2010-2011



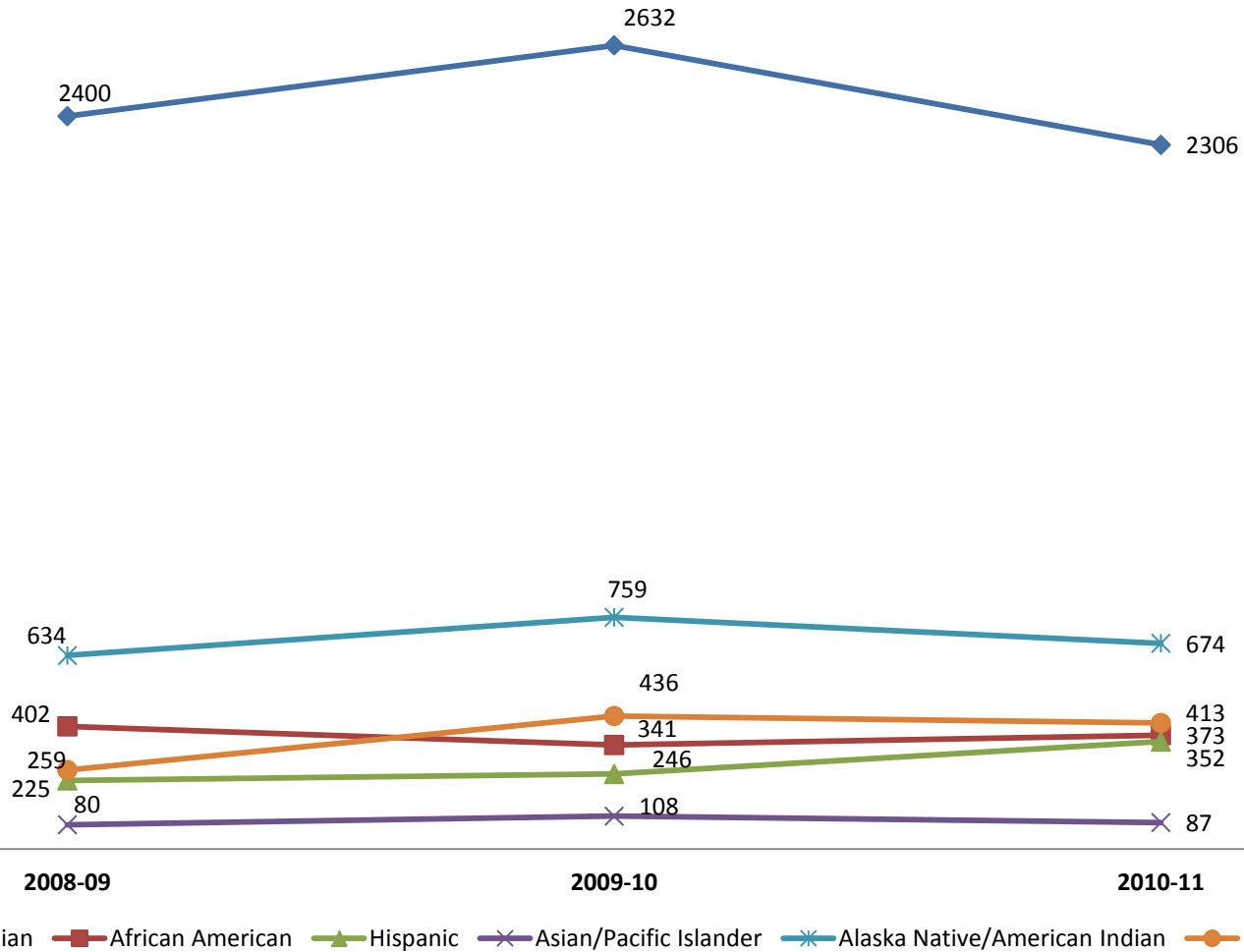
K-12 OSDAs & Repeat Offense Rate as a Percent of Enrollment by Ethnicity

2009-2010



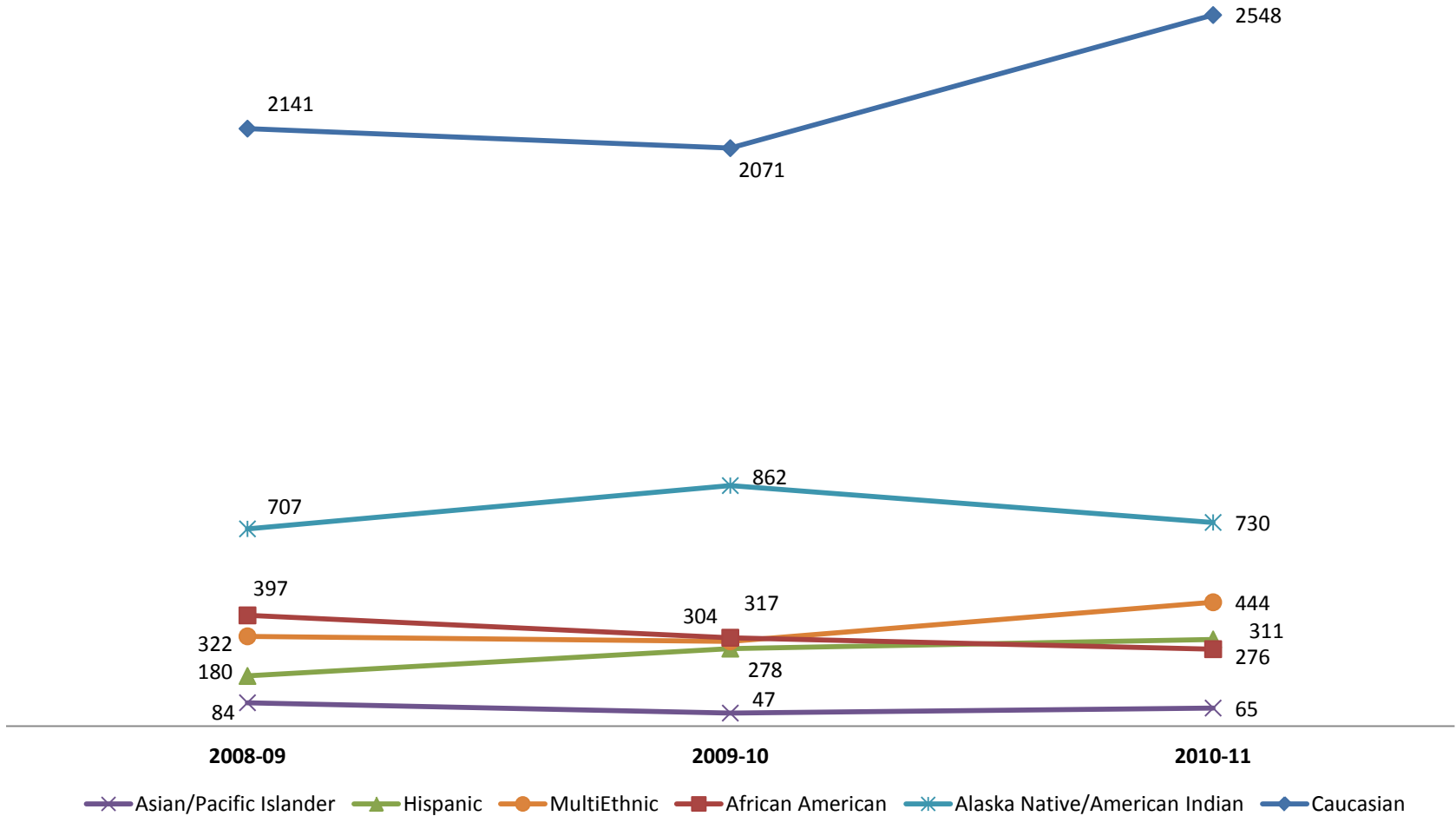
ISS Days by Ethnicity

Number of days spent in ISS



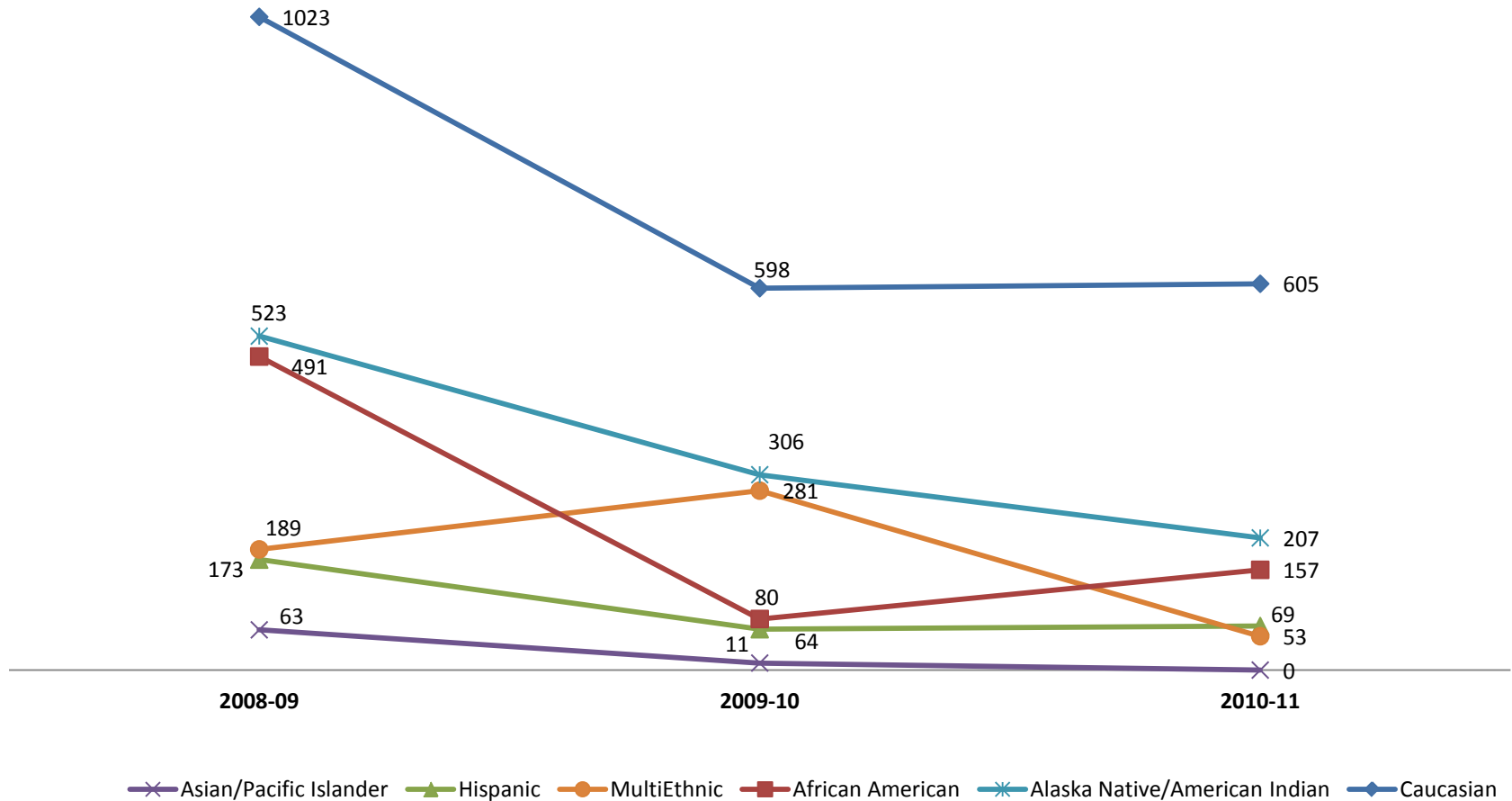
OSS Days by Ethnicity

Number of days missed due to OSS



EXP* Days by Ethnicity

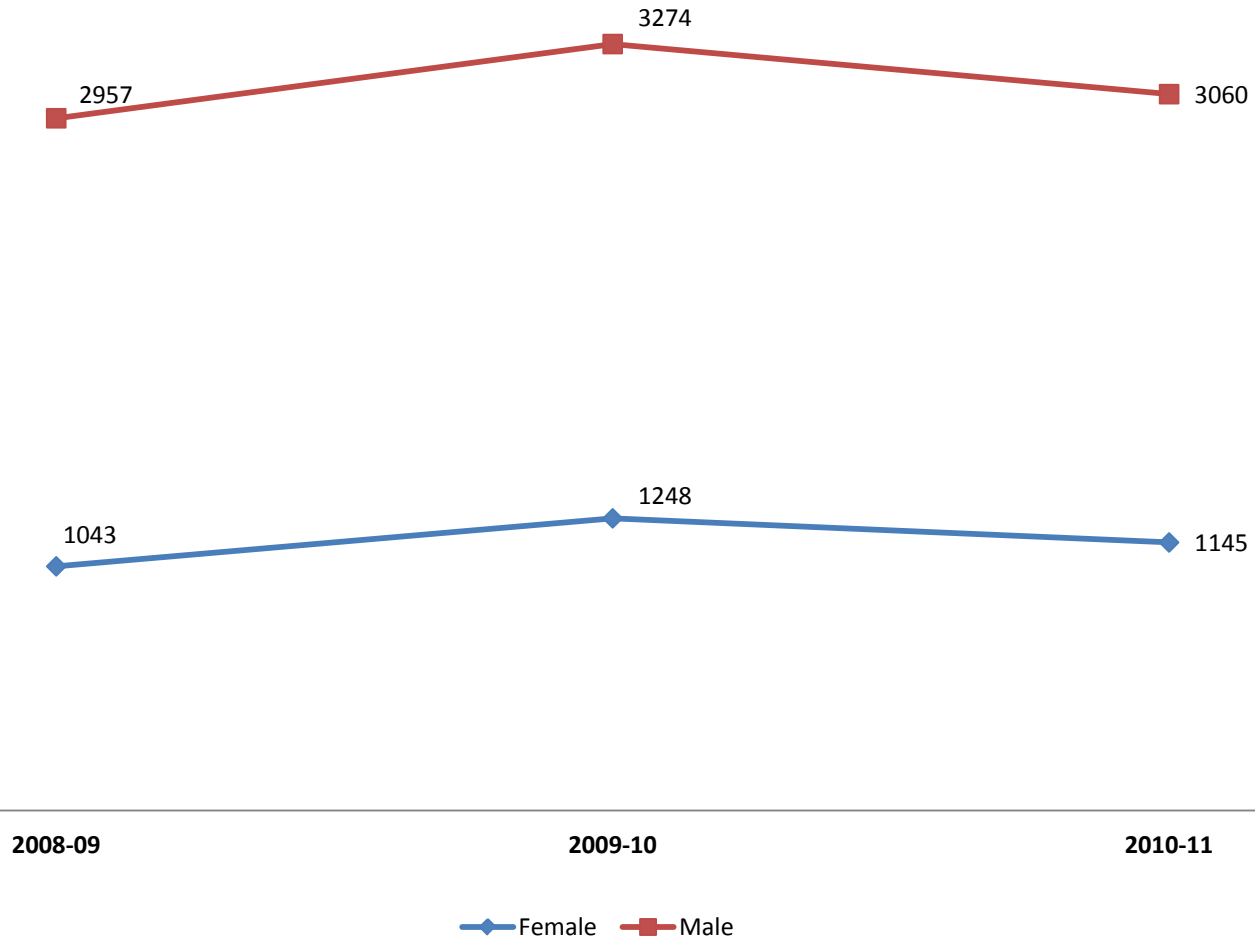
Number of days missed due to Expulsions*



*Expulsion Days exclude the following indefinite (999 day) and full year (365 day) expulsions: 8 in 2008/09, 7 in 2009/10, and 20 in 2010/11.

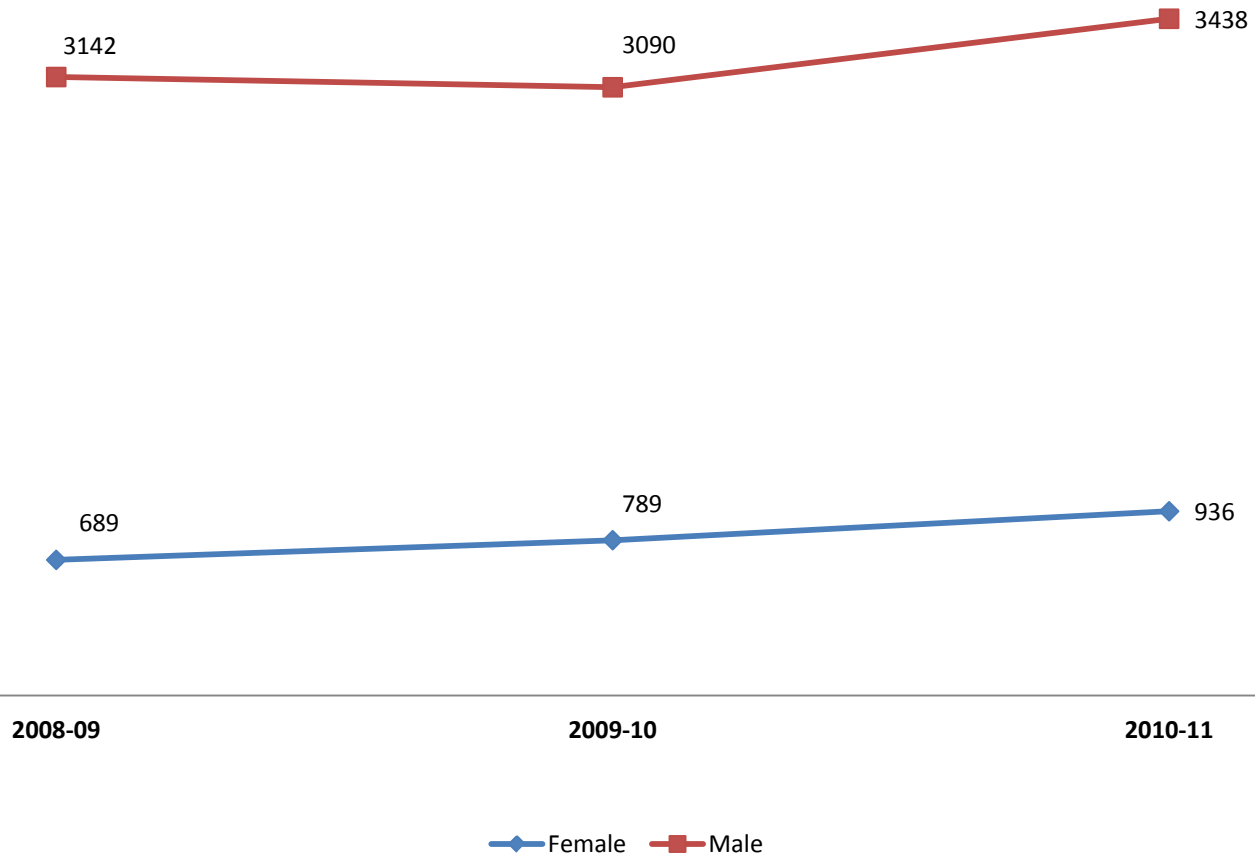
ISS Days by Gender

Numbers of days spent in ISS



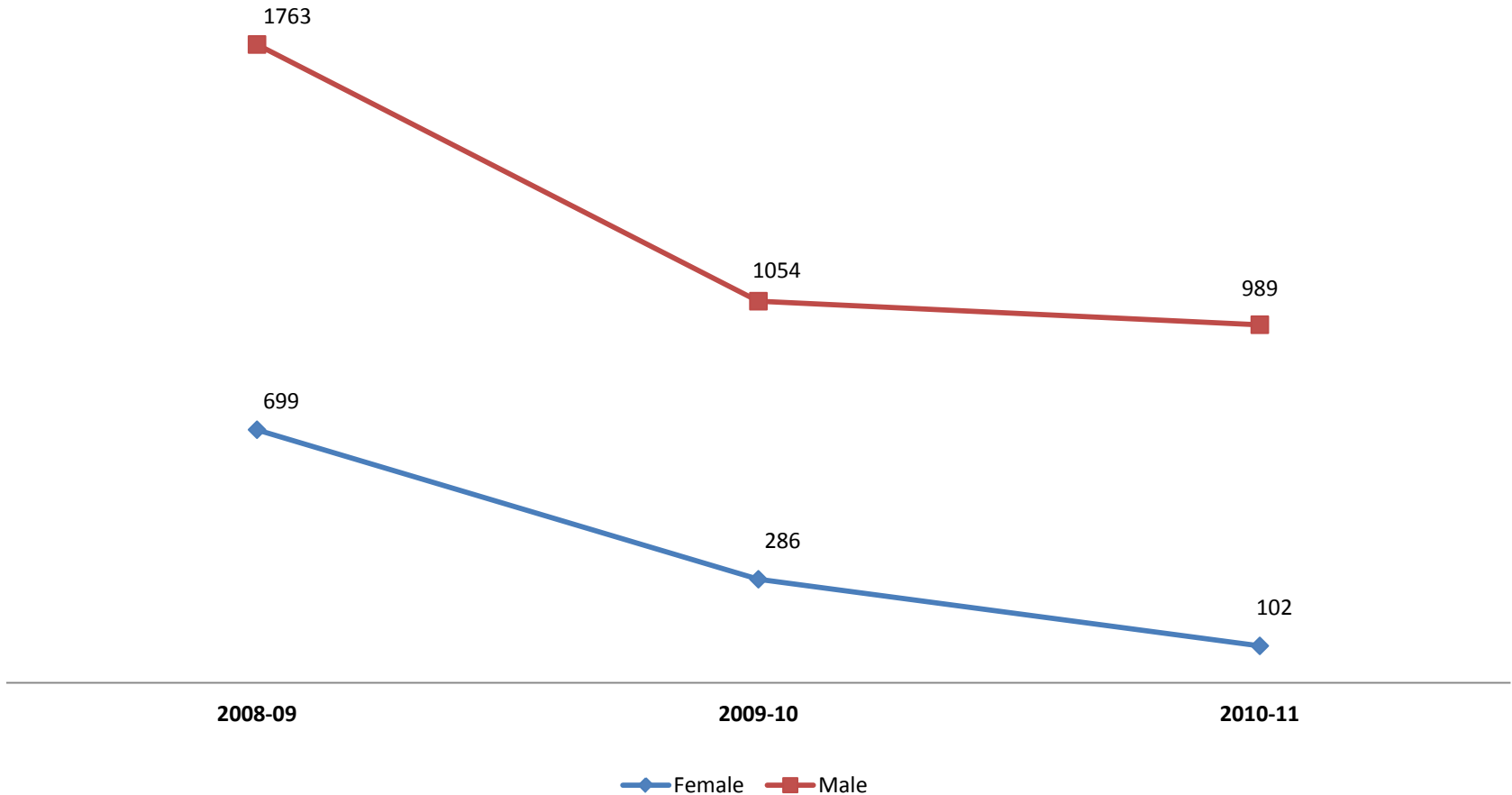
OSS Days by Gender

Numbers of academic days missed due to OSS



EXP* Days by Gender

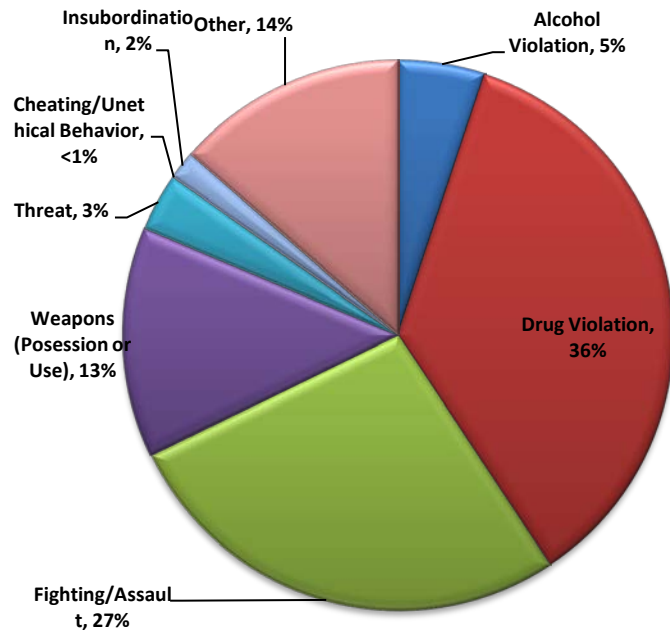
Numbers of academic days missed due to Expulsions*



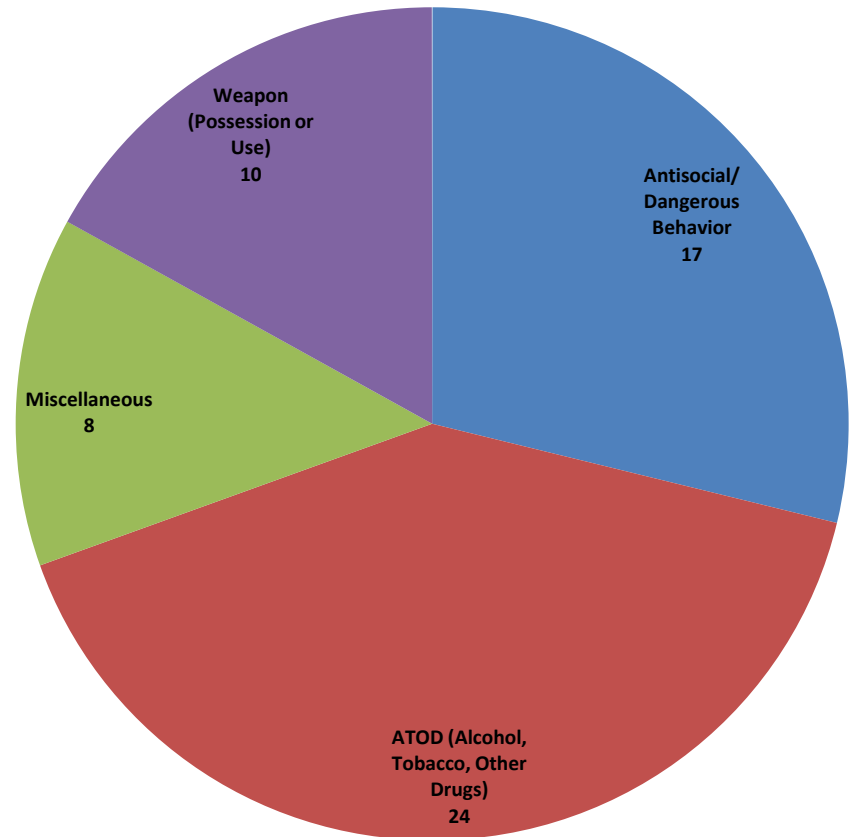
*Expulsion Days exclude the following indefinite (999 day) and full year (365 day) expulsions: 8 in 2008/09, 7 in 2009/10, and 20 in 2010/11.

Two Ways of Looking at Offense Categories

All Offenses Resulting in Expulsions 2010-11



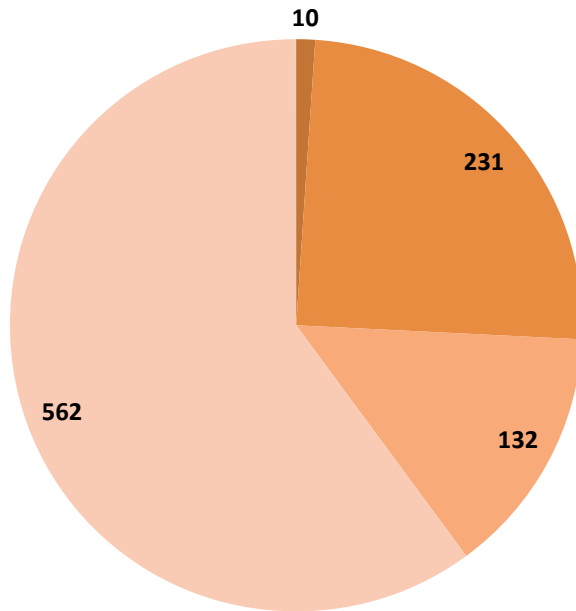
4 General Categories of Expulsions 2010-11



Antisocial/Dangerous Behavior= Fighting, Assault, Harassment, Bullying, Arson, Dangerous Action, Physical Aggression, etc.

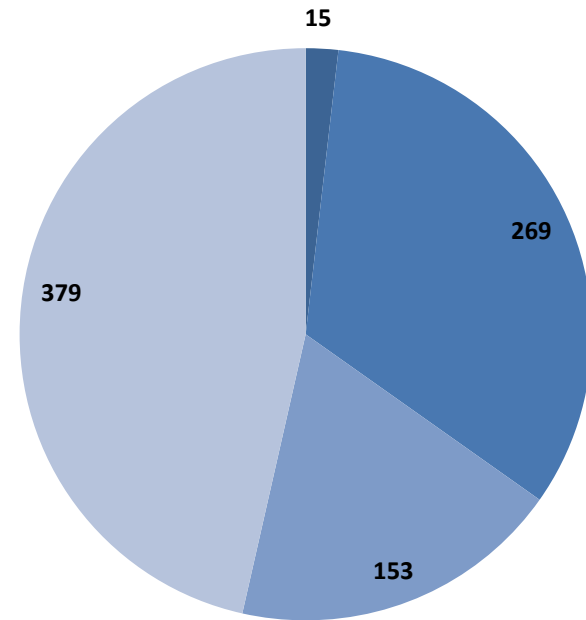
2009/10 & 2010/11 Instances of OSS (Secondary Schools Only)

**2009-10 OSS Instances (935) in
Secondary Schools**



- Weapon-related
- Antisocial/Dangerous Behavior
- ATOD-related
- Miscellaneous

**2010-11 OSS Instances (816) in
Secondary Schools**



- Weapon-related
- Antisocial/Dangerous Behavior
- ATOD-related
- Miscellaneous

Antisocial/Dangerous Behavior= Fighting, Assault, Harassment, Bullying, Arson, Dangerous Action, Physical Aggression, etc.