PBIS Indiana Model School Discipline Plans

Module C1

Using Data to Improve School Discipline
About PBIS Indiana

• One of six centers in the Indiana Resource Network
  • Provide targeted and comprehensive support and assistance
• Goal of PBIS Indiana
  • “to develop and implement a statewide network of culturally responsive Positive Behavior Interventions and Supports”
Evaluation and PD Credits

• Evaluation Survey at End
  • At end of presentation
  • Mandatory if credit desired
“Providing for the collection, review and reporting on an annual basis of school behavior and disciplinary problems, arrests and referrals to the juvenile justice system. This data must be disaggregated on the basis of race and ethnicity under guidelines for determining the existence of disproportionality in discipline or inappropriately high rates of suspension or expulsion.”

IDOE Memo dated May 19, 2010
Data! Data! Data!

- **Academic**
  - Statewide tests
  - Standardized Assessments
  - Screenings

- **Behavioral**
  - Office Discipline Referrals (ODRs)
  - Suspensions and expulsions
...but how do we use it?

• How do we collect data?
• How do we analyze data?
  • How often?
  • Who?
  • When?
• How can the data and information be used to improve our discipline system?
  • Applying to all students equally
  • Use of demographic data
  • Behaviors and locations
The Focus of this Webinar

• Data collection and analysis of school behavior and discipline
• Disaggregate data based on race and ethnicity
• Addressing disproportionality
COLLECTING AND ANALYZING DATA
Data Collection

• Understand how often, what, where, when and by whom
• Shared and used for decision-making purposes
• Always available
• Classroom Managed vs. Office Managed Behaviors
Office Discipline Referral Form

• a. Student’s name
• b. Students grade level
• c. Date of incident
• d. Time of incident
• e. Student’s teacher (optional)
• f. Referring staff
• g. Location of the incident
• h. Problem behavior
• i. Administrative action or decision
• j. Other comments
Data Entry and Analysis

• Easy to complete and can be entered quickly
• Plan for data entry
  • Who enters it?
  • How often is it entered?
• Analyzed monthly
  • Individually
  • With a school team
Questions to Ask

• Is there a problem?
• What kind of problem is it?
• Where are the problems occurring?
• Who is involved?
• When are the problems occurring?
The Big Five

- Average Referrals Per Day Each Month
- Referrals by Problem Behavior
- Referrals by Location
- Referrals by Student
- Referrals by Time
Total referrals: 68 = 3.09 referrals per day
Number of days: 22
Do we have a problem?

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Median Number of ODRs per 100 students per day</th>
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</thead>
<tbody>
<tr>
<td>K-6</td>
<td>0.22</td>
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<tr>
<td>6-9</td>
<td>0.50</td>
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<tr>
<td>9-12</td>
<td>0.68</td>
</tr>
</tbody>
</table>

www.swis.org
How to Calculate

• Enrollment: 514

Median # of ODRs: 0.22
Number of students: x 5
Avg. # Ref. Per Day: 1.10

• Is there a problem?
• Average Number of Referrals Per Day Per Month for a school of 514 students: 1.10
• Our Sample Elementary School Average Number of Referrals Per Day Per Month: 3.09
• Yes!
Average Referrals Per Day Per Month

<table>
<thead>
<tr>
<th>Month</th>
<th>2004-05</th>
<th>2005-06</th>
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<tbody>
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<td>0</td>
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<td>Sep</td>
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<td>Apr</td>
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<tr>
<td>May</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Jun</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Jul</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

School Months

Note: The diagram shows a significant increase in referrals during May 2005-06.
Average Referrals Per Day Per Month

- **2004-05**
- **2005-06**

![Bar chart showing average referrals per day per month with a trend line pointing upwards, indicating an increasing trend from August to July.](chart.png)
Average Referrals Per Day Per Month

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School Months
The Big Five

- Average Referrals Per Day, Per Month
- Referrals by Problem Behavior
- Referrals by Location
- Referrals by Student
- Referrals by Time
Referrals by Problem Behavior

Number of Referrals

- Disrespect
- Inappropriate Language
- Stealing
- Tardy
- Physical Aggression
- Bus-misconduct
- Bullying
- Tobacco
- Damage Property
- Inappropriate Dress
- Threat

Male
Female
Referrals by Problem Behavior

Number of Referrals

- Disrespect: Male 200, Female 125
- Inappropriate Language: Male 175, Female 100
- Stealing: Male 150, Female 75
- Tardy: Male 125, Female 50
- Physical Aggression: Male 225, Female 150
- Bus Misconduct: Male 200, Female 125
- Bullying: Male 150, Female 75
- Tobacco: Male 50, Female 25
- Damage Property: Male 25, Female 10
- Inappropriate Dress: Male 25, Female 10
- Threat: Male 25, Female 10

Legend:
- Male
- Female
Referrals by Problem Behavior

- Disrespect
- Inapprop. Lang.
- Stealing
- Tardy
- Phys. Aggr.
- Bus-misconduct
- Bullying
- Tobacco
- Damage Prop.
- Inapprop. Dress
- Threat

Number of Referrals

- Male
- Female

Arrows indicate significant differences in referrals between genders for specific behaviors.
The Big Five

- Average Referrals Per Day, Per Month
- Referrals by Problem Behavior
- Referrals by Location
- Referrals by Student
- Referrals by Time
Referrals by Location

- Bus
- Office
- Library
- Bus Zone
- Hallway
- Bathroom
- Gym
- Playground
- Cafeteria
- Classroom

Referrals by Location
The Big Five

- Average Referrals Per Day, Per Month
- Referrals by Problem Behavior
- Referrals by Location
- Referrals by Student
- Referrals by Time
Number of Referrals by Student

Number of Referrals

Student ID Number

- 59118
- 65189
- 41695
- 51934
- 59863
- 6922
- 67958
- 74568
- 49125
- 57362
- 74923
- 71685
- 61062

The graph shows the number of referrals by student ID number, with the highest referral count for student ID 61062.
Student with 10+ Discipline Referrals

Type of Behavior

Number of Referrals

- Disrespect: 0
- Inapprop. Lang.: 9
- Stealing: 2
- Tardy: 4
- Phys. Aggr.: 1
- Bus misconduct: 1
- Bullying: 1
- Tobacco: 1
- Damage Prop.: 1
- Inapprop. Dress: 1
- Threat: 2
The Big Five

• Average Referrals Per Day, Per Month
• Referrals by Problem Behavior
• Referrals by Location
• Referrals by Student
• Referrals by Time
Administrative Decision

- Number of Referrals by Administrative Decision
Administrative Decisions

Number of Referrals

- Detention
- Parent Conf.
- Phone call
- ISS
- OSS
- Loss of Priv.
- Restitution
DISAGGREGATING DATA
Data

• Purpose of disaggregation
• Examining racial and ethnic disproportionality
• Allows us to ask a fundamental culturally responsive question:

"Are all groups benefitting equally from our teaching and discipline?"
Discipline Rates

incident rate per 100 students

Overall Rate: 28.35
Disaggregated Rate: 40.47

Overall: 20.25
WHTIE: 20.25
BLACK: 40.47
Discipline Rates Disaggregated

- **Overall Rate**: 18.35
- **Disaggregated Rate**
  - BLACK: 40.47
  - WHITE: 10.13

Incident Rate Per 100 Students
Disaggregation: Part of Culturally Responsive Practice

- Examine causes for inequities by looking at all aspects of data
  - Race
  - Socioeconomic status
  - Special education status
  - Gender
Disaggregating Discipline Data by Race

- **White**: High enrollment, low suspensions
- **Black**: Low enrollment, high suspensions
- **Hispanic**: Low enrollment, low suspensions
- **Multi-Racial**: Low enrollment, low suspensions
- **American Indian**: Low enrollment, low suspensions
- **Asian**: Low enrollment, low suspensions
- **Other**: Low enrollment, low suspensions
Disaggregating Discipline Data by Race

- White
- Black
- Hispanic
- Multi-Racial
- American Indian
- Asian
- Other

Enrollment and Suspensions percentages for each category.
Disaggregation: Part of Culturally Responsive Practice

- Examine causes for inequities by looking at all aspects of data
  - “Big Five”
  - Suspension and Expulsion Data
    - Race
    - Gender
    - Socioeconomic status
    - Special education status

(Gibb & Skiba, 2008; www.swis.org)
Disaggregating Discipline Data by Gender

- **% Total Enrollment**
  - Males: 60%
  - Females: 40%

- **% Total Referrals**
  - Males: 75%
  - Females: 25%
Are All Groups Benefitting Equally?

- Where is the disproportionality?
  - What groups are disproportionate?
  - What consequences are disproportionate?
  - What behaviors are disproportionate?
  - What locations are disproportionate?
- Why is this occurring?
- What does the data tell you?
  - What are the implications for our school and our students?
    - Are all groups benefitting equally?
- What decisions should we make based on the data? How can we put this into our action plan?
Suspension and Expulsion

• Disaggregated by race, gender, SES, special education status, etc.

• Question to consider:
  • What are the implications of such patterns for our students?
  • Are all groups benefitting equally?
Is Our Data System Sufficient?

- Office Discipline Referral needs necessary information:
  - Date
  - Behavior
  - Location
  - Student
  - Time of day

- Data system can disaggregate data based on:
  - Race/ethnicity
  - Socioeconomic status
  - Gender
  - Disability
  - Administrative decision
SWIS DATA COLLECTION SYSTEM
School-Wide Information System

• Stores and reports discipline data
  • Major office referrals
  • Minor discipline incidents
• Data analysis (reports, graphs, tables)
• Easy and efficient (<1 min. per referral)
• Secure, confidential
• Information is always available
• Can be combined with large district data base
Conclusion

• For further information, visit
  • PBIS Indiana
    • www.indiana.edu/~pbisin
  • Indiana Department of Education HEA 1419
    • http://www.doe.in.gov/sservices/discipline/index.html
• Professional Growth Plan Points?

Link to Survey