Eyes on the data

The Sacramento Bee

Monday, April 16, 2012

EDUCATION

School discipline numbers analyzed

BLACKS SUSPENDED AT HIGHER RATES THAN OTHER GROUPS

By Diana Lambert

CAMPAIGN 2012

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Romney, House GOP face a unity challenge

FISCAL MEASURES TO TAKE SPOTLIGHT AS CONGRESS RECONVENES

By Jonathan Weisman and Jennifer Steinhauer
New York Times

WASHINGTON - If Mitt Romney is considering a quick pivot to the center as he heads into the general election, he will find an imposing impediment: fellow Republicans in the House.

As Congress was set to reconvene today, House Republicans said Romney could go his own way on smaller issues that may help define him as separate from his congressional Republican counterparts. But, they said, he must understand that they are driving the policy agenda for the party now.

"We're not a cheerleading squad," said Rep. Jeff Landry, an outspoken freshman from Louisiana. "We're the conductor. We're supposed to drive the train."

With Rep. Paul Ryan's budget plan, Republicans have already set the
Objectives

1. Define disproportionality
2. Examine SJUSD disproportionality discipline data
3. Examine promising practices and next steps
Disproportionality Defined

The over representation or under representation of groups (gender, ethnicity, disability status) to the extent where all groups are not benefitting equally..

Primarily measured through home suspensions, achievement scores, SPED identification, dropout rates, etc.
2011/2012 SJUSD Disproportionality Data
“The Discipline Gap”

• What to look for:
  – % of students by ethnicity with 1 or more home suspension
  – % of enrolled students by ethnicity compared to % of suspensions by ethnicity
  – Disaggregate by ethnicity, disability status, gender
  – Determine risk factors between the groups
    • Watchdog groups: CDE, OCR, Civil Rights Project at UCLA, Indiana Equity Project, Southern Poverty Law Center
## Two Ways to Measure

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<td>(new way)</td>
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<tr>
<td>Total number of students</td>
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<td>with at least 1 suspension</td>
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<td>total cumulative enrollment</td>
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SJUSD 2011-2012 Suspension Data

- **Suspension Rate**
  
  number of suspensions/census enrollment
  
  $\frac{9080}{47789} = 19\%$

- **Unduplicated Suspension Rate**
  
  number of students with at least 1 suspension/total cumulative enrollment
  
  $\frac{5323}{54539} = 9.8\%$
% of students suspended in CA School Districts - 2011/2012 SY

Source: Dataquest
San Juan Unified
Suspension Rates per year
(Suspensions/Enrollment X 100)

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<th>Year</th>
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<td>2012/2013</td>
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## San Juan Unified Report

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<th>School</th>
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# San Juan Unified Report

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<th>Ethnicity</th>
<th>DefianceSuspensions (In School)</th>
<th>DefianceSuspensions (Out School)</th>
<th>OtherSuspensions (In School)</th>
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<th>DefianceExpulsions</th>
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<th>OtherSuspensions (In School)</th>
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Top 4 Reasons for Home Suspensions
(All Schools)

1. Defiance  1723
2. Saturday School  1428
3. Fighting  1069
4. Disruption  801

Total 5,021

Total SJUSD Suspensions  9,080

2011/2012 SY
Top 4 Reasons for Home Suspensions
(All Schools)

1. Saturday School 994
2. Defiance 933
3. Fighting 644
4. Disruption 480

Total 3,051

Total SJUSD Suspensions 6,729

2012/2013 SY
SJUSD K-5 Schools  2012/2013 SY

% of students who received 1 or more suspension

(ZANGLE)
SJUSD K-8 Schools 2012/2013 SY

% of students who received 1 or more suspension

SJUSD K-8 Schools 2011/2012 SY

(ZANGLE)
SJUSD 6-8 Schools 2012/2013 SY

% of students who received 1 or more suspension

SJUSD 6-8 Schools 2011/2012 SY

(ZANGLE)
SJUSD 9-12 Schools 2012/2013 SY

% of students who received 1 or more suspension

SJUSD 9-12 Schools 2011/2012 SY

(ZANGLE)
• If a school finds that they have excessive disproportionality around discipline issues by ethnicity/race, what conversations might they need to engage in?
Grades 2-5

ELA

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<th>Ethnicity</th>
<th>ELA Proficient</th>
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<td>Black</td>
<td>40%</td>
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<tr>
<td>Hispanic</td>
<td>42%</td>
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<td>White</td>
<td>67%</td>
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<td>Asian</td>
<td>76%</td>
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MATH

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<td>Hispanic</td>
<td>52%</td>
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<td>White</td>
<td>72%</td>
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<td>Asian</td>
<td>84%</td>
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</table>

% of students at Advanced or Proficient by Ethnicity

Suspension Rates by Ethnicity (2011/2012 Zangle)

- Black: 23%
- Hispanic: 7%
- White: 6%
- Asian: 3%

Black n = 957
Hispanic n = 2460
White n = 7483
Asian n = 548
(2011/2012 Dataquest)
Suspension Rates by Ethnicity (2011/2012 Dataquest)
% of students at **Advanced or Proficient** by Ethnicity

**Suspension Rates by Ethnicity** (2011/2012 Zangle)
Reflection

• After looking at achievement gap data and suspension data together, do you feel that these issues are related? How so?
What other districts/schools are doing

• Help disaggregate data (Zangle, SWIS)
• The “Conversation”
  – Example: Carousel Activity
• Staff Diversity Survey (Springfield OR., CHKS)
  • Linked to 5 domains from Building Cultural Competency Assessment
• Student Voice Emphasis
  – Focus groups or surveys
• Family Voice and Partnerships- Surveys
Carousel Questions for Schools  
(Starting the Conversation)

1. After looking at achievement gap data and suspension data together, do you feel that these issues are related? How so?

2. Would it be useful for a staff to have direct access to their own discipline/ethnicity data in real time? How often do you think this would be useful to look at?

3. If a school finds that they have excessive disproportionality around discipline issues by ethnicity/race, what conversations might they need to engage in?

4. Would it be useful for a staff to involve parents/families when looking at issues of discipline disproportionality? IDEAS for how to accomplish this?

5. What would be useful to you in order to effectively work with diverse students and their families?

6. What are some ways for your school to obtain perspectives from your diverse student population?
School Diversity and Equity Survey

San Juan Unified School District
Diversity and Equity Survey
(Adapted from Springfield Public Schools and the California Healthy Kids Survey)

When diverse populations are mentioned in the following questions, please think of diversity in terms of race, ethnicity, socioeconomic status, religion, sexual orientation, gender identity and learning differences. The results of this survey will be kept confidential. Information will be used for educational purposes to help us understand current practices in our schools. No identifying information will be shared and only general response rates will be reported. Please answer openly and honestly.

1. What is your role at this school?
   Choose from this drop down list:
   . Certificated
   . Classified

2. Which of the following pertains to you?
   . Full time
   . Part time

3. How many years have you worked at your present site?
   Round number up to whole number: ex: 1 1/2 years would round up to 2 years

4. How many years have you worked, in any position, in San Juan School District?
   Round number up to whole number: ex: 1 1/2 years would round up to 2 years

5. How many years have you worked in education?
   Round number up to whole number: ex: 1 1/2 years would round up to 2 years

6. What is your race or ethnicity?
   . African American/Black
   . Asian
   . HISPANIC/LATINO
   . Native American/Alaskan Native
   . Pacific Islander/Samoan
   . White
   . Other
   . Decline to state

For the following questions, please indicate how much you agree or disagree with the following questions about your school. If the question is not applicable to your job, or you do not know enough to answer it, mark "Not Applicable."

7. This school is a supportive and inviting place for students to learn.
   Response categories: Not Applicable (0) • Strongly Disagree (1) • Disagree (2) • Agree (3) • Strongly Agree (4)
   0 1 2 3 4

8. This school sets high standards for academic performance for all students.
   Response categories: Not Applicable (0) • Strongly Disagree (1) • Disagree (2) • Agree (3) • Strongly Agree (4)
   0 . 1 2 3 4

9. This school considers closing the racial/ethnic achievement gap a high priority.
   Response categories: Not Applicable (0) • Strongly Disagree (1) • Disagree (2) • Agree (3) • Strongly Agree (4)
   0 . 1 2 3 4

10. This school fosters an appreciation and respect for student diversity.
    Response categories: Not Applicable (0) • Strongly Disagree (1) • Disagree (2) • Agree (3) • Strongly Agree (4)
     0 . 1 2 3 4

11. This school emphasizes respect for all students' cultural beliefs and practices.
    Response categories: Not Applicable (0) • Strongly Disagree (1) • Disagree (2) • Agree (3) • Strongly Agree (4)
     0 . 1 2 3 4

12. This school gives all students equal opportunity to participate in classroom discussions and activities.
    Response categories: Not Applicable (0) • Strongly Disagree (1) • Disagree (2) • Agree (3) • Strongly Agree (4)
     0 . 1 2 3 4

13. This school gives all students equal opportunity to participate in extracurricular and enrichment activities.
    Response categories: Not Applicable (0) • Strongly Disagree (1) • Disagree (2) • Agree (3) • Strongly Agree (4)
     0 . 1 2 3 4

14. This school encourages students to enroll in rigorous courses (such as honors and AP), regardless of their race, ethnicity, or nationality.
    Response categories: Not Applicable (0) • Strongly Disagree (1) • Disagree (2) • Agree (3) • Strongly Agree (4)
     0 . 1 2 3 4
BCCA
Building Cultural Competency Assessment

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<td>3- School Climate</td>
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<td>5- CP Teaching and Learning</td>
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Culturally Proficient Family Engagement Worksheet

- Brainstorm Ideas
- Choose 2 or 3 best ideas
- Write as specific Action Plan
- Volunteers to work on plan
- Timeline to review progress
- Other ??
Focus group questions for students

Student Focus Group Questions
9.27.11

Thank you for agreeing to meet with us today. We are going to ask you all some questions about your school and behavior. We are interested to hear your ideas. If there are questions you don’t feel comfortable answering, that’s ok. There are no right or wrong answers, we just want to know what you think. You may see us taking notes, that’s so we can remember important things you say. There is also a tape recorder to help us because there is no way we can write as fast as you can talk. Your ideas about how to improve things will be shared with (Principal’s name) and your teachers. However we cannot tell your principal, your teachers, or even your family, which students said what things. Your comments will not be connected to your name in any way. The only way we will ever have to share what you say is if we think you aren’t safe, that you are in danger of hurting someone else or hurting yourself. Does anyone have any questions before we start?

1. First we want to know a little bit about your school. How would you describe your school to someone who doesn’t go here or who isn’t from this community?
   a. Prompts:
      i. What helps you feel good at school? OR What makes your classroom a place you want to be?
      1. (if there is a relationship answer) How can teachers get to know their students better?
         What’s important for teachers to know about their students?
      2. (if not relational) What advice would you have for a new student here that would help them succeed?

2. How do teachers help you be successful (be the best student you can be)?
   a. Prompts:
      i. What happens when you misbehave (behave badly)?
      ii. Does that help you behave better?
      iii. Does that work for all your classmates/friends?
      iv. What would help you behave better?
      v. What would help your classmates/friends stay on their best behavior?

3. What behaviors disrupt (get in the way of) learning the most?
   a. Prompts:
      i. What behaviors frustrate (bug) your teachers the most?
      ii. What behaviors get students sent out of class?
      iii. Who gets in trouble for those things?
      iv. Do some kids seem to get in more trouble than others?
         1. How do you feel about that?
      v. I used to know students who were great in one teacher’s class, but got in trouble in another teacher’s class. What do you think motivates a student to behave in one class but not another? (Why do you think that is?)
Take Away’s

• Know your data
• Discipline Data Dashboard for Schools
• Share your data

PBIS Website for Disproportionality Ideas
  – PBIS.org
  – http://www.sanjuan.edu/departments.cfm?subpage=86239
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Skiba, R.J., Horner, R.H., et al. Race is Not Neutral: A National Investigation of African
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Racial/ethnic and gender differences in school discipline among American high school
WEBSITES

• http://www.indiana.edu/~equity/index.php
• http://civilrightsproject.ucla.edu/
• http://www.pbis.org/
• http://www.culturallyresponsive.org/
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