



# WASHINGTON STATE OSPI

Student Discipline Task Force

Presented by

Greg Beck, Director of Application Development  
Krissy Johnson, Student Information

1



## WASHINGTON STATE OSPI Student Discipline Task Force

### ► Topics

- Discipline collections accomplished
- Discipline collections planned
  - CEDARS Change process
  - Collection of NEW discipline elements
- Reporting on Academic Progress
  - Drop-Out Analysis
  - Credit Loss
- Deliverable Timelines



## WASHINGTON STATE OSPI Discipline collections accomplished

- ▶ 2012–13
  - Student–level discipline collection began
- ▶ 2013–14
  - Separated marijuana as its own behavior code
  - Added in–school suspension as an intervention type
  - Added interim alternative education setting (IAES) as a separate element
- ▶ 2014–15
  - Added two new behavior codes (failure to cooperate and disruptive conduct) as guided by Discipline Task Force
  - Multiple behavior codes allowed per student per incident
  - Added emergency expulsion as an initial & final intervention, in addition to number of days



## WASHINGTON STATE OSPI CEDARS Change Process



CEDARS change process encourages Plan, Do, Check, Act model of data collection.

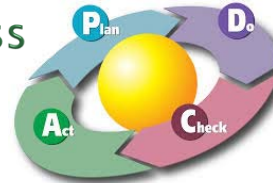
Specifically, we encourage a focus on attainable collections, that can be implemented to return quality data that will be checked, acted upon and then plan enhancements and expansions of those collections.

The work this taskforce has performed to focus the new collection of Discipline Data on those required elements below, supports the process and will allow CEDARS Stakeholders to focus on the attainable collection of these new data elements.

<b>Education Services</b>	<b>Petitions for Readmission</b>
Petition for over a year	Interventions prior to incident
Reenqagement	Appeals



## WASHINGTON STATE OSPI CEDARS Change Process



On September 18<sup>th</sup>, 2014 Tim Stensager presented this new discipline collection to the Data Governance Committee and obtained agreement to move forward with designing and developing the collection.

The next step is for OSPI to work with the CEDARS Stakeholders to design the collection and then publish the collection for the 15-16 school year.



## WASHINGTON STATE OSPI CEDARS Change Process

1. OSPI drafts proposed collection (Nov '14)
2. CEDARS Stakeholders review / recommend changes to the collection (Nov '14 – Jan '15)
3. OSPI publishes CEDARS 15-16 Data Manual with new collection (Feb '15)
4. OSPI implements CEDARS 15-16 Data Manual (Aug '15)
5. Districts submit new data for 15-16 School Year (Sept '15 – June '16)



# WASHINGTON STATE OSPI

## Collection of New Discipline Elements

Education Services	Petitions for Readmission
Reengagement	Appeals

**Element P17 – Academic Services**  
**Field Name:** AcademicServices  
**Data Type:** Date  
**Size:** See Data Type Definitions  
**Allow NULL?** YES  
**Description:** This element is the start date of when academic services were provided during the suspension or expulsion.  
**Business Rules:** If NO academic services were provided then this field should be left NULL. If a date is entered, it must be after the date entered in P08 (Intervention Date)

**Element P18 – Behavior Services**  
**Field Name:** BehaviorServices  
**Data Type:** Date  
**Size:** See Data Type Definitions  
**Allow NULL?** YES  
**Description:** This element is the start date of when behavior services were provided during the suspension or expulsion.  
**Business Rules:** If NO behavior services were provided then this field should be left NULL. If a date is entered, it must be after the date entered in P08 (Intervention Date)



# WASHINGTON STATE OSPI

## Collection of New Discipline Elements

Education Services	Petitions for Readmission
Reengagement	Appeals

**Element P19 – Petition for Readmission**  
**Field Name:** PetitionforReadmission  
**Data Type:** Date  
**Size:** See Data Type Definitions  
**Allow NULL?** YES  
**Description:** This element is the date that a Petition for Readmission was submitted by or on behalf of the student expelled or suspended.  
**Business Rules:** If NO Petition for Readmission were submitted, then this field should be left NULL. If a date is entered, it must be after the date entered in P08 (Intervention Date)

**Element P20 – Petition for Readmission Granted**  
**Field Name:** GrantedPetitionforReadmission  
**Data Type:** Date  
**Size:** See Data Type Definitions  
**Allow NULL?** YES  
**Description:** This element is the date that a Petition for Readmission was granted / approved for the student expelled or suspended.  
**Business Rules:** If the Petition for Readmission was NOT granted, or if there was NO Petition for Readmission, then this field should be left NULL. If a date is entered, it must be on or after the date entered in P19 (Petition for Readmission)



# WASHINGTON STATE OSPI

## Collection of New Discipline Elements

Education Services	Petitions for Readmission
<b>Petition for over a year</b>	
Reengagement	Appeals

**Element P21 – Petition by District to exceed more than one year**

Field Name: Petitionforoveroneyear  
 Data Type: integer  
 Size: 1  
 Allow NULL? YES. Conditional  
 Description: This element indicates if the district made a petition to exceed more than one calendar year for the suspension / expulsion.  
 Business Rules: If Element P09 – Intervention Applied reports valid value EX – Expulsion, then P21 – Petition by district to exceed more than one year must contain one of the valid values listed below.  
 Valid Values:  
 0 – NO petition made by district.  
 1 – District made petition. Petition denied  
 2 – District made petition. Petition granted



# WASHINGTON STATE OSPI

## Collection of New Discipline Elements

Education Services	Petitions for Readmission
	<b>Interventions prior to incident</b>
Reengagement	Appeals

**Element P22 – interventions prior to suspension / expulsion**

Field Name: Preincidentinterventions  
 Data Type: varchar  
 Size: 1  
 Allow NULL? YES. Conditional  
 Description: This element indicates if the district had held interventions with this student prior to this suspension / expulsion.  
 Business Rules: If Element P09 – Intervention Applied reports valid value EX – Expulsion or LS – Long-term suspension or SS – short-term suspension, then P22 – Interventions prior to suspension/expulsion must contain one of the valid values listed below.  
 Valid Values:  
 Y – Yes, interventions had been done prior to suspension/expulsion  
 N – No, interventions had NOT been done prior to suspension / expulsion



# WASHINGTON STATE OSPI

## Collection of New Discipline Elements

Education Services	Petitions for Readmission
Reengagement	Appeals

**Element P23 – Reengagement Meeting Held**  
 Field Name: ReengagementMeeting  
 Data Type: Date  
 Size: See Data Type Definitions  
 Allow NULL? YES  
 Description: This element is the date that a reengagement meeting took place with the student returning from suspension.  
 Business Rules: If no reengagement meeting took place, then this field should be left NULL. If a date is entered, it must be on or after the date entered in P08 (date intervention applied)

**Element P24 – Reengagement Plan**  
 Field Name: ReengagementPlan  
 Data Type: varchar  
 Size: 1  
 Allow NULL? YES. Conditional  
 Description: This element indicates if the district developed a reengagement plan for this students return from this suspension / expulsion.  
 Business Rules: If Element P09 – Intervention Applied reports valid value EX – Expulsion or LS – Long-term suspension or SS – short-term suspension, then P22 – Interventions prior to suspension/expulsion must contain one of the valid values listed below.  
 Valid Values: Y – Yes, Reengagement plan completed  
 N – No, Reengagement plan not completed



# WASHINGTON STATE OSPI

## Collection of New Discipline Elements

Education Services	Petitions for Readmission
Reengagement	Appeals

**Element P25 – Appeal**  
 Field Name: appeal  
 Data Type: integer  
 Size: 1  
 Allow NULL? YES. Conditional  
 Description: This element indicates if the suspension / expulsion was appealed.  
 Business Rules: If Element P09 – Intervention Applied reports valid value EX – Expulsion, then P24 – Appeal, must contain one of the valid values listed below.  
 Valid Values:  
 0 – NO Appeal made.  
 1 – Appeal Made, NOT Upheld  
 2 – Appeal made, and UPHELD, but NOT appealed to school board  
 3 – Appeal made, and UPHELD, and appealed to school board, but NOT shortened.  
 4 – Appeal made, and UPHELD, and appealed to school board, and SHORTENED.



## WASHINGTON STATE OSPI Reporting on Academic Progress

- ▶ Dropout Analysis
  - Using existing CEDARS data elements, we can compare students that are disciplined to students that are not disciplined and if they dropout.
  - How did we frame the question?
    - If a student received a short-term, long-term suspension or expulsion, are they enrolled in any school at the end of the school year (May 31)?
      - Excludes students that had legitimate reasons for leaving (e.g. transferred out of the district, graduated with HS diploma, etc.)
    - Compared to students that did not receive disciplinary interventions

## WASHINGTON STATE OSPI Reporting on Academic Progress

School Year 2012-13	% Suspended/Expelled NOT Enrolled at End of Year	% NOT Suspended/Expelled NOT Enrolled at End of Year
All Grades	3.0%	1.7%
Grades 9 - 12	5.5%	3.8%



## WASHINGTON STATE OSPI Reporting on Academic Progress

- ▶ Credit Loss
  - Using existing CEDARS data elements, this is how we plan to approach this question:
    - Grades 9 – 12
    - Ratio of credits attempted to credits earned over the course of the year
    - Group students by # of days students were out of school (1-5, 5-10, >10)
    - Compare to students that do not receive disciplinary interventions
  - This analysis will be available in December.



## WASHINGTON STATE OSPI DELIVERABLE TIMELINE







WASHINGTON STATE OSPI  
Questions

# Questions

# Legally Defined Behaviors

## Sexual Harassment & Discriminatory Harassment

Calandra Sechrist, J.D.  
Director, Equity and Civil Rights, OSPI  
Discipline Task Force | November 10, 2014



## Considerations



- Focus on the student engaging in the behavior
  - Intent
  - What conduct or behavior did the student engage in?
- Less focus on the effects on the targeted student

# Sexual Harassment

## Proposed Definition— Student Discipline

**Conduct or communication intended to be sexual in nature that is unwelcome by the targeted person(s).**

## Definition— School District Responsibility

### Title IX Guidance

Conduct that:

- (1) is sexual in nature,
- (2) is unwelcome, and
- (3) denies or limits a student's ability to participate in or benefit from a school's education program

### State Civil Rights Law

Unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, or other verbal or physical conduct or communication of a sexual nature if:

- (1) submission to that conduct or communication is made a term or condition of obtaining an education or employment or is used as a factor in decisions affecting that person's education or employment (*quid pro quo*); or
- (2) that conduct or communication has the purpose or effect of substantially interfering with an individual's educational or work performance, or of creating an intimidating, hostile, or offensive educational or work environment (*hostile environment*)

# Discriminatory Harassment

## Proposed Definition— Student Discipline

**Conduct or communication that:**  
**(1) is intended to be harmful, humiliating, or physically threatening; and**  
**(2) shows hostility toward a person or persons based on their real or perceived sex, race, creed, religion, color, national origin, sexual orientation, gender identity, gender expression, veteran or military status, disability, or use of a trained dog guide or service animal.**

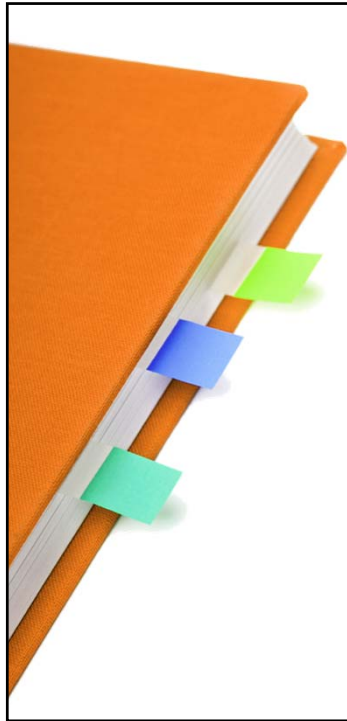
## Definition— School District Responsibility

### State Civil Rights Law

*(consistent with federal law, with state protected classes)*

Conduct that is

- (1) based on a student's sex, race, creed, religion, color, national origin, sexual orientation, gender expression or identity, gender identity, honorably discharged veteran or military status, presence of any sensory, mental, or physical disability, or use of a trained dog guide or service animal; and
- (2) sufficiently severe, persistent, or pervasive that it limits or denies a student's ability to participate in or benefit from any program or activity offered by a school district or public charter school (i.e., creates a hostile environment)



## Other definitions?

- **Discrimination**
  - Civil rights laws prohibit discrimination by entities (e.g., school districts, public accommodations) not individuals
  - Discriminatory harassment is the key area where a district must address discriminatory behavior by students
- **HIB/Bullying**
  - Not limited to protected class
  - Addressed using a different procedure
  - OSPI School Safety Center
  - RCW 28A.300.285

## Contact Us!

**OSPI Equity and Civil Rights Office**  
(360) 725-6162 / TTY: (360) 664-3631  
[equity@k12.wa.us](mailto:equity@k12.wa.us)



[www.k12.wa.us/equity](http://www.k12.wa.us/equity)

## Definitions

*Finalized at the December 2013 meeting – submitted as revisions to CEDARS Manual*

- Failure to Cooperate (including but not limited to non-compliance, defiance, disrespect): repeatedly failing to comply with or follow reasonable, lawful directions or requests of teachers or staff.
- Disruptive Conduct: conduct that materially and substantially interferes with the educational process.

*Finalized at the January 2014 meeting*

- Destruction of Property/Vandalism: intentional damage of school property or the property of others.
- Vulgar or Lewd conduct: obscene acts or expressions, whether verbal or non-verbal
- Theft, possession of stolen property: taking or knowingly being in possession of district property or property of others without permission.
- Academic dishonesty/plagiarism: knowingly submitting the work of others represented as the student's own or assisting another student in doing so, or using unauthorized sources.

*Finalized at the September 2014 meeting*

- Multiple/ Accumulated Offenses: discipline for culmination of multiple infractions that occurred during a school year.

***For task force consideration:***

- ***Sexual Harassment:*** Conduct or communication intended to be sexual in nature and that is unwelcome by the targeted person(s).
- ***Discriminatory Harassment:*** Conduct or communication that (1) is intended to be harmful, humiliating, or physically threatening, and (2) shows hostility toward a person or persons based on their real or perceived sex, race, creed, religion, color, national origin, sexual orientation, gender identity, gender expression, veteran or military status, disability, or use of a trained dog guide or service animal.

### Organization of "Other" Category

Dress Code		
Sample Definitions	Previous Group Definition and Notes	Revised Definition and/or Comments
<p>1. Students are to observe modesty, appropriateness and neatness in clothing and personal appearance. Students may express individuality in their dress and grooming within reasonable bounds. Students are not appropriately dressed or groomed if their appearance causes a disruptive influence either to themselves or to others while in the pursuit of the educational process or if their appearance presents a health or safety problem.</p>	<ul style="list-style-type: none"> <li>• Dress or appearance which disrupts the educational process or present health or safety problems for the student or others.</li> <li>• Used for non-gang-related dress violation only- for instances when student violates community agreed standards that are not gender-biased.</li> <li>• Fits under Non-Compliance/Disobedience/Defiance, must be disruptive</li> <li>• Is this definition needed?</li> </ul>	
<p>2. Student dress shall be conducive to the educational environment. A health or safety hazard shall not be presented by the student's dress or appearance; damage to school property shall not result from the student's dress; the student's dress or appearance shall not create material and substantial disruption of the educational process at the school. Student dress shall not be gang-related, nor may it promote illegal activity or activity that violates school regulations.</p>		

Use of Electronic Devices		
Sample Definitions	Previous Group Definition and Notes	Revised Definition and/or Comments
<p>1. Students are not to bring electronic devices such as radios, tape or cd players, i-Pods or MP3 players, headphones, televisions, or laser pointers to school unless receiving prior approval from school administration. The loss or theft of such items brought to school will not be investigated by school personnel. Students are discouraged from bringing any type of electronic communication devices to school such as beepers, pagers, or cellular telephones. Possessions of such devices will not constitute a violation, however, should one of these devices buzz, beep, ring or cause any other substantial disruption or interference within the classroom or learning environment, the device will be confiscated and the following sequential consequences will be imposed.</p>	<ul style="list-style-type: none"> <li>• Electronic devices may only be used in the classroom with the permission of the staff or as provided for in an IEP or accommodation plan.</li> <li>• Focus on class instruction time- if confiscated it will be returned at the end of class. Teacher permission to reflect some legitimate in-class use (e.g. students with disabilities,</li> </ul>	
<p>2. Electronic devices (including, but not limited to, beepers, cell phones, pagers, laptops and personal technology devices) may only be used in the classroom with the permission of the teachers or as provided for in an IEP or accommodation plan. Use of such devices during class, such as using the cell phone, checking/sending e-mail, playing games and surfing the Web, are considered</p>		

<p>disruptive activities and may result in the device being confiscated. Teachers and administrators may open and access such equipment as necessary to the extent necessary to investigate a reasonable suspicion that a violation of school rules has occurred.</p>	<p>teacher establishes reasonable standards/boundaries for use).</p> <ul style="list-style-type: none"> <li>• Fits under Non-Compliance/Disobedience/Defiance, must be disruptive</li> <li>• Definition 2, without the last sentence</li> <li>• Remove piece regarding opening devices</li> </ul>	
<p>3. Student engages in inappropriate (as defined by school) use of cell phone, pager, music/video players, camera and/or computers.</p>		

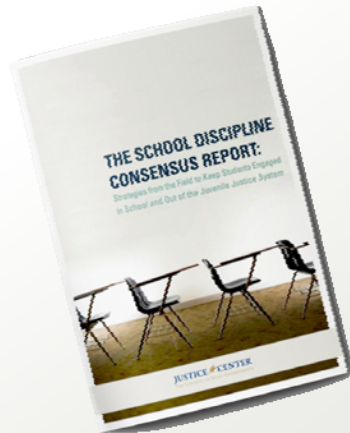
<b>Forgery /Alteration of Records</b>		
Sample Definitions	Previous Group Definition and Notes	Revised Definition and/or Comments
<p>1. A student who falsifies, alters, destroys a school record or any communication between home and school shall be subject to corrective action.</p>	<ul style="list-style-type: none"> <li>• Consider needs of families where parents are not English or otherwise literate. Also consider needs of students with disabilities.</li> <li>• Fits under Non-Compliance/Disobedience/Defiance</li> </ul>	
<p>2. A student who has signed a person's name without the person's permission.</p>		

<b>Extortion/Blackmail &amp; Coercion</b>		
Sample Definitions	Previous Group Definition and Notes	Revised Definition and/or Comments
<p>1. A student shall not extort anything of value, threaten injury or attempt to cause physical injury or intentionally behave in such a way as could reasonably be expected to cause physical injury to any person.</p>	<ul style="list-style-type: none"> <li>• Obtaining money or property by the threat of violence or threatening to force someone to do something against their will.</li> <li>• See HIB</li> <li>• Definition 1</li> <li>• Covered under threats</li> </ul>	
<p>2. A student shall not extort or attempt to extort any item, information or money.</p>		

<b>Hazing</b>		
Sample Definitions	Previous Group Definition and Notes	Revised Definition and/or Comments
1. Initiating or harassing another student with meaningless, difficult, dangerous or humiliating tasks through unsafe and illegal behaviors that cause, or are likely to cause, physical injury or endangerment.	<ul style="list-style-type: none"> <li>• Definition 1, add participating in</li> <li>• Covered under harassment</li> <li>• See HIB</li> </ul>	
2. A student shall not participate in or fail to report known activity that demeans, abuses, or violates members or potential members of a team or club individuals.		

<b>Threats of Violence</b>		
Sample Definitions	Previous Group Definition and Notes	Revised Definition and/or Comments
1. Communicating credible focused threats of violence or harm to an individual or group of individuals, directly or indirectly, whether by physical, verbal, written, telephone, or electronic actions which cause the other person to believe that his or her life, safety, or property is in danger. It is not necessary that the threat be communicated to the intended victim.	<ul style="list-style-type: none"> <li>• Definition 1, but a little less wordy</li> <li>• See HIB</li> </ul>	
2. A student shall not extort anything of value, threaten injury or attempt to cause physical injury or intentionally behave in such a way as could reasonably be expected to cause physical injury to any person.		
3. To express an intent to inflict injury or cause harm, to intimidate verbally, by use of hand signs, in writing or on a computer or other electronic device. Words or actions intended to inflict mental or physical harm are not allowed.		





## School Discipline Consensus Report: Strategies from the Field to Keep Students Engaged in School and Out of the Juvenile Justice System

**Nina Salomon**, Senior Policy Analyst, Council  
of State Governments Justice Center

**Presentation for Washington Student  
Discipline Task Force**

**November 10, 2014**

National **nonprofit, nonpartisan**  
membership association of state  
government officials

Represents **all three** branches  
of state government

Provides **practical** advice informed by  
**the best available evidence**



# Overview

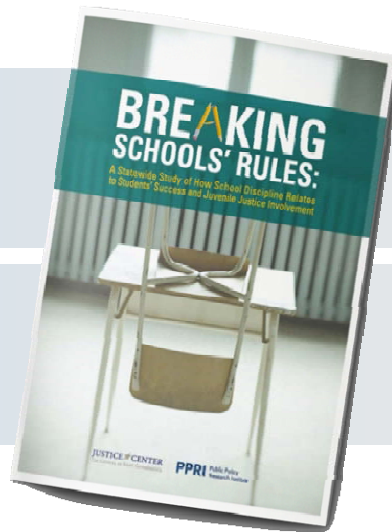
## School Discipline is a Hot Topic Nationally

School Discipline Consensus Report Provides Valuable Resource for the Field

Washington as Possible National Demonstration Site

## Groundbreaking Texas Study Pushed States to Scrutinize Approaches to School Discipline

Nearly **60%** of all middle and high school students experienced suspension



\*Breaking Schools' Rules, 2011, Council of State Governments. Students were followed through grades seven through twelve.

## Realizing Top Goals Set by Policymakers Requires a Strategy to Improve School Discipline



Make young people feel welcome and supported in school



Close the achievement gap between white students and students of color



Improve high school graduation rates



Reduce the number of youth locked up in juvenile correctional facilities for minor offenses

## WA is Among Select States Leading the Way



California Bans Suspensions For Willful Defiance



Colorado Passes Legislation to Give More Flexibility Back to Schools and Encourage Alternatives to Suspension



Maryland Passes Regulations Requiring School Districts to Adopt Policies that Reduce Long-Term OSS and Expulsions

# Overview

School Discipline is a Hot Topic Nationally

**School Discipline Consensus Report  
Provides Valuable Resource for the Field**

Washington as Possible National Demonstration Site

## The Consensus Report Breaks New Ground

Field-Driven and  
Practical



Consensus-Based



Comprehensive



## Washington Prominently Featured



**Senator Rosemary McAuliffe**  
*Washington State Legislature*

**Chief Frank Straub**  
*Spokane Police Department*



**Team Child**

**Consejo Counseling & Referral Service**

**Latino Community Foundation**

## Conditions for Learning

By creating welcoming, supportive, and secure learning environments, schools can reduce the likelihood that students will misbehave and improve educators' ability to manage student behavior.





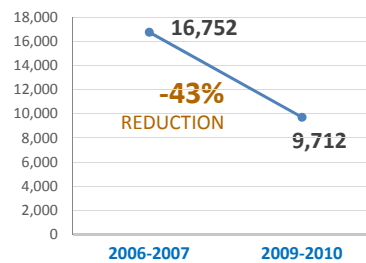
## Conditions for Learning

- Schools should be able to measure and track school climate indicators
- Codes of conduct should emphasize expectations for students; make clear suspension is a last resort
- Graduated restorative responses should be in place
- Educators should be provided skills to improve classroom engagement

### Reform in Action:

Baltimore City Public School revises code of conduct starting 2008-2009 school year

Baltimore City Public School, Out-of-School Suspensions (2006-2010)



## Targeted Behavioral Interventions

Some students who are repeatedly involved in their schools' discipline systems may require additional supports and interventions including those that address unmet behavioral health, academic, or other needs.

Council of State Governments Justice Center | 12

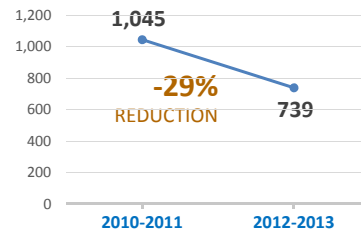
## Targeted Behavioral Interventions

- Districts, schools, and educators should collect data that identifies and supports students with behavioral health needs
- Student support teams and community partnerships should be at every school to oversee behavioral challenges and review early warning data
- Students removed from school for disciplinary reasons should be placed in quality alternative educational settings

### Reform in Action:

Austin Independent School District EWS used with student-support teams

Austin Independent School District,  
Citations Issued (2011-2013)



## School-Police Partnerships

Working collaboratively, schools and local law enforcement can ensure schools are safe and that students are not arrested for minor misconduct.

## School-Police Partnerships

- School-based officers should be properly selected, trained, supervised, and evaluated; off-campus officers should be trained on alternatives to arrest
- Police should not engage in routine classroom management and should rely on the school's disciplinary system to address minor offenses
- School systems and law enforcement agencies should create detailed memorandums of understanding

### Reform in Action:

Denver Public Schools and Denver Police Department signed a memorandum of understanding in 2013



## Courts and Juvenile Justice

Recognizing the negative long-term consequences of involvement in the juvenile justice system, every effort should be made to keep students in school and out of court, particularly through diversion of students who commit minor school-based offenses.

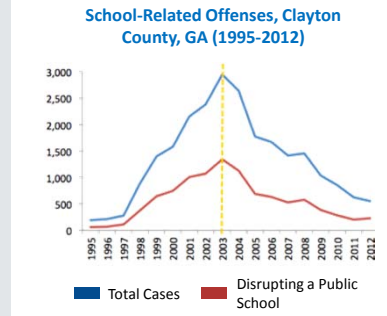


## Courts and Juvenile Justice

- School districts and local juvenile justice systems should share a common understanding of how many students schools refer each year to the juvenile justice system and for what offenses
- Determine how, and under what circumstances, information regarding a student's risk of re-offending and his/her education record should be shared to improve diversion opportunities
- Youth in juvenile corrections should receive educational opportunities that meet the same standards of community schools

### Reform in Action:

The Clayton County, GA, Juvenile Justice Collaborative established clear protocols for referring discipline cases to court in 2003



## Overview

**School Discipline is a Hot Topic Nationally**

**School Discipline Consensus Report  
Provides Valuable Resource for the Field**

**Washington as Possible National  
Demonstration Site**



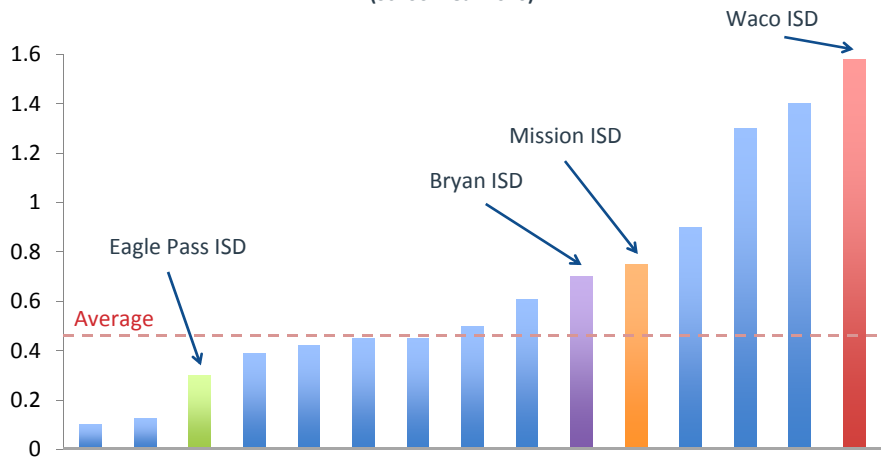
## Repackaging Existing Data

By compiling and repackaging existing data, WA can achieve the following goals:

- Help administrators and policy makers get a better sense of where their campuses and districts are vis-a-vis other campuses, districts, and the state on key discipline indicators
- Allow states to identify schools and districts with disproportionately high rates of suspensions/expulsions and target supports to reduce their reliance on such disciplinary removals, and identify places that are doing particularly well and try to scale up best practices
- Enable all critical stakeholders to track disciplinary trends over time

## Potential for District-to-District Comparison

Total Discipline Reports per Total Students of Texas School Districts  
(School Year 2010)



# Wisconsin Dashboard Model



- District View
- School
- Show Schools
- District
- Madison Metropolitan
- Change school or district
- District Home Page
- Hide Numbers
- Read about the data
- Scatterplot
- Glossary
- Download Options

## What percentage of students were suspended or expelled?

Year: [2012-13](#) • [2011-12](#) • [2010-11](#) • [2009-10](#) • [2008-09](#) • [2007-08](#) • [2006-07](#) • [2005-06](#) • [2004-05](#) • [2003-04](#) • [2002-03](#) • [2001-02](#) • [2000-01](#) • [1999-00](#) • [1998-99](#)

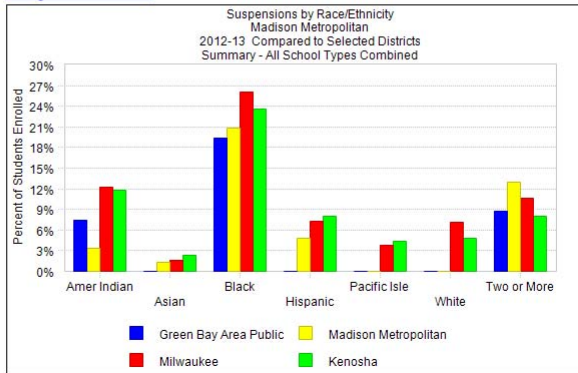
School Type: [All Types](#) • [Elem](#) • [Mid/Jr Hi](#) • [High](#) • [El/Sec](#) • District Summary

Show: [Suspensions](#) • [Expulsions](#)

View By: [All Students](#) • [Gender](#) • [Race/Ethnicity](#) • [Grade](#) • [Disability](#) • [Economic Status](#) • [English Proficiency](#)

Compare To: [Prior Years](#) • [State](#) • [Selected Districts](#) • [Current District Data](#)

[Change selected districts](#)



# Tracking Indicators Beyond Suspensions



**Disruptions in Syracuse schools spur debate over discipline, suspensions**

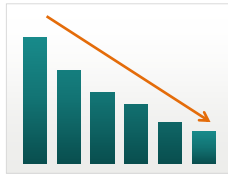
**DPS kids get away with death threats, fights and more, teachers say**

## The Florida Times-Union

**Discipline in Duval's public schools: Are students really behaving better?**

## Examining Discipline, Climate, and Other Measures

Suspensions



Do students feel **safer** in school?

Do students feel **welcome** in school?

Do students feel more **supported** and **positioned to succeed**?

Attendance



Academic Achievement



School Safety



## WA Collects Some School Climate Data



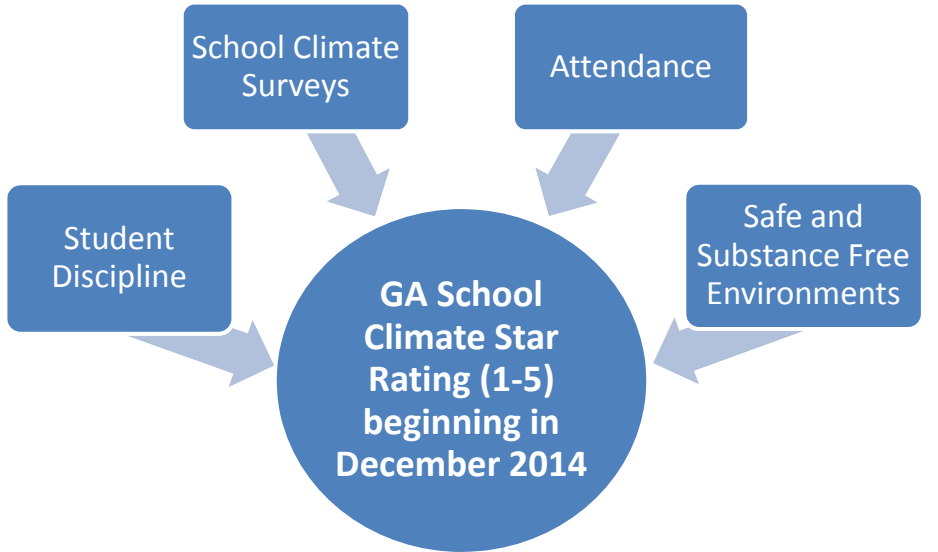
### Data Currently Collected

- Biennial web-based surveys for students (in grades 6, 8, 10, 12)
- Survey items examine both risk and protective factors
- Data made publicly available on interactive website:  
<http://www.askhys.net/>

### Limitations

- Unclear if survey is a validated instrument
- Not all students are surveyed
- School-level data not available
- Staff, families, and other stakeholders not surveyed

## Example of Comprehensive School Climate Data Collection in GA



## GA CCRPI Reporting



**DRAFT**

*Dr. John D. Barge, State School Superintendent*  
*"Making Education Work for All Georgians"*

### College and Career Ready Performance Index (CCRPI)

#### CCRPI Scoring Sheet: High School

District: Central School District  
 School: George Washington High School

Overall CCRPI Score					
TBD					

Achievement Score	Achievement Gap Closure Score	Progress Score	Factors for Success Score	Financial Efficiency Rating	School Climate Rating
TBD	TBD	TBD	TBD	★★★★☆	★★★★☆

## WA Potential to Become a National Model

- How can WA track school climate in a more systematic way?
- How can school discipline and school climate data be better packaged and presented to the state policymakers?
- How will this information be used?

# Thank You

Join our distribution list to receive  
CSG Justice Center project updates!

[www.csgjusticecenter.org/subscribe](http://www.csgjusticecenter.org/subscribe)

For more information, contact Nina Salomon ([nsalomon@csg.org](mailto:nsalomon@csg.org))



The presentation was developed by members of the Council of State Governments Justice Center staff. The statements made reflect the views of the authors, and should not be considered the official position of the Justice Center, the members of the Council of State Governments, or the funding agency supporting the work. Citations available for statistics presented in preceding slides available on CSG Justice Center web site.

## Additional Recommendations from the Student Discipline Task Force

Background (Why?)	Recommendations (What? How?)
<p style="text-align: center;"><b>Prevention for At-Risk Students</b></p> <p>➤</p>	
<p style="text-align: center;"><b>Positive Behavioral Interventions &amp; Supports</b></p> <p>➤</p>	
<p style="text-align: center;"><b>Alternatives to In-School Suspension</b></p> <p>➤</p>	
<p style="text-align: center;"><b>Family Engagement</b></p> <p>➤</p>	
<p style="text-align: center;"><b>Restorative Justice</b></p> <p>➤</p>	
<p style="text-align: center;"><b>Equitable Access to Education Services</b></p> <p>➤</p>	
<p style="text-align: center;"><b>School to Prison Pipeline</b></p> <p>➤</p>	