

Discipline Data Analysis for Edgecombe County Public Schools from 2015-2018

Report by:

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Executive Summary

Major Takeaways

1. What's Happening? A small percentage of students account for the majority of referrals
 - a. In ECPS elementary schools, 30 students per school account for 58% of referrals.
 - b. In ECPS middle schools, 30 students per school account for 64% of referrals.
2. Who?: The most common descriptors of these students are
 - a. Male students account for 2.5 times as many referrals as female students
 - b. Referrals are highest in 6th and 9th grades (transition years, when students move to a new school)
3. So What?: When a student gets a referral for their behavior, this is the action/response that an administrator most often chooses:
 - a. 90% of our responses are punitive (e.g. suspensions, isolation)
 - b. Punitive responses do set clear expectations that the behavior is not acceptable.
 - c. Punitive responses do not change behavior, nor build skills
4. What Action Should Be Taken?: We recommend building a strategy that increases the use of restorative skill-building options, instead of isolating, punitive options. Specifically:
 - a. As a district, define the timeline to achieve the following goal. A target goal could be to increase students being offered a restorative response:
 - i. 30% of the time by _____
 - ii. 50% of the time by _____
 - iii. 80% of the time by _____
 - b. By partnering with experts, offer trainings to all district staff on restorative responses
 - c. Document all restorative responses to referrals
 - d. Reflect on referral and response data twice annually (possibly in District Leadership Team Meeting)
 - i. Celebrate principals and teachers who are using restorative responses
 - ii. Provide extra supports to principals and teachers who are overly using punitive responses
 - e. Define the appropriate restorative response to the most common types of referrals (possibly a matrix that helps administrators choose the correct response, based on the type of referral)

Full Recommendations

Building upon the recommendations listed in “Major Takeaway #4” above, we recommend working with an outside group to co-build a strategy that increases the use of restorative skill-building responses to referrals, instead of isolating, punitive responses.

Specific Strategies:

- A. As a district, define the timeline to achieve the following goal. A target goal could be to increase students being offered a restorative response:
 - a. 30% of the time by _____
 - b. 50% of the time by _____
 - c. 80% of the time by _____
- B. By partnering with experts, offer trainings to all district staff on restorative responses
 - a. Additionally, train central office staff, especially all involved in discipline policy and discipline decision making, on restorative, skill-building interventions for staff and students
 - b. Additionally, train school staff, administrations and teachers, on the use of restorative, skill-building interventions to improve the self and co-regulation skills of the adults and kids
 - c. Additionally, Partner with experts and outside agencies to pilot interventions that build adult capacity, that proactively build skills, build self-regulation in students. Some examples could include:
 - i. Healing Circles, based upon restorative justice frameworks (all grade levels)
 - ii. Miss Kendra Trauma-Informed Letter Writing Program (Elementary School)
 - iii. Biofeedback Breathing Programs (Middle and High School)
- C. Document all restorative responses to referrals
 - a. Additionally, update the Student Code of Conduct to reflect this change
- D. Reflect on referral and response data twice annually (possibly in District Leadership Team Meeting)
 - a. Celebrate principals and teachers who are using restorative responses
 - b. Provide extra supports to principals and teachers who are overly using punitive responses
- E. Define the appropriate restorative response to the most common types of referrals (possibly a matrix that helps administrators choose the correct response, based on the type of referral)

Overall Report Highlights

Part 1 & 2: 80/20 Analysis for Discipline Referrals from 2015 to 2018 for Elementary School & Middle School

<u>The percent of discipline referrals that come from each group of students</u>	<u>Elementary School</u>	<u>Middle School</u>
• The “Top Ten” referred students in each school	28.6%	32.5%
• The “Top Thirty” referred students in the school	57.5%	64.0%
• The “Top 20%” of the student body	89.4%	86.3%

Part 3: Punitive responses vs restorative response to discipline events disaggregated by race

- For all students, 90% of our responses are punitive (e.g. suspensions, isolation).
- There is a 1.6% difference between what responses a student receives from a referral, based on their race, which shows no statistically significant difference.
 - For black students the response to a referral is punitive/isolating 90.9% of the time, and restorative/skill-building 9.1% of the time.
 - For non-black students the response to a referral is punitive/isolating 89.3% of the time, and restorative/skill-building 10.7% of the time.

Part 4: Macro-level trends across the district

- Transition years are correlated with increases in discipline events. We see a clear rapid increase in the number of discipline events for 9th graders, compared to the previous year, amongst all grade levels Kindergarten to Twelfth (12th) grade. The second largest increase in the number of discipline events was for 6th graders, compared to the previous year.

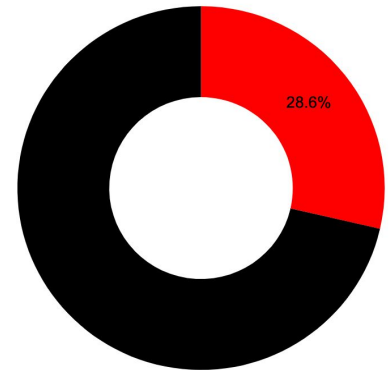
The top 5 discipline events that generated a referral:	The top 5 responses (punishments):
<ol style="list-style-type: none"> 1. Disruptive behavior 2. Bus misbehavior 3. Aggressive behavior 4. Insubordination 5. Disrespect to faculty/staff 	<ol style="list-style-type: none"> 1. In-School Suspension (ISS) Full-Day 2. Out-of-School Suspension (OSS) 3. Bus Suspension Administrative 4. Conference with Student 5. In-School Suspension (ISS) Partial Day

- Female students accounted for 28% of all discipline events throughout the district and male students accounted for 72%.
- Every 1 discipline event involving a female student, there were 2.6 discipline events involving a male student.
- The number of overall discipline events is decreasing district wide, between 2015 and 2017
- Discipline is most strongly associated with academic performance (school grades) in the 8th through 11th grades, when there is a clear negative correlation between the number of discipline events a student experiences and their academic performance.

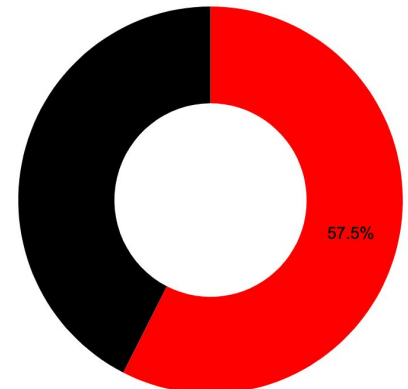
Part 1: Elementary School 80/20 Analysis for Discipline Referrals from 2015 to 2018

The results for all the average for all elementary schools are as follows:

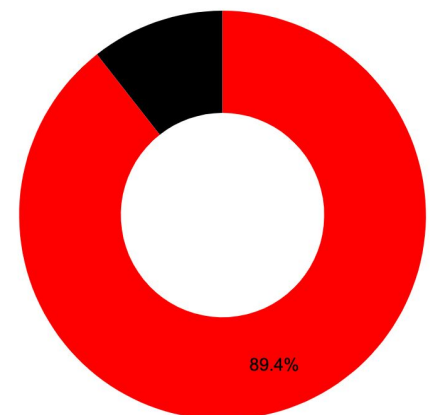
- The “Top Ten” students made up 28.6% of all referrals in the school

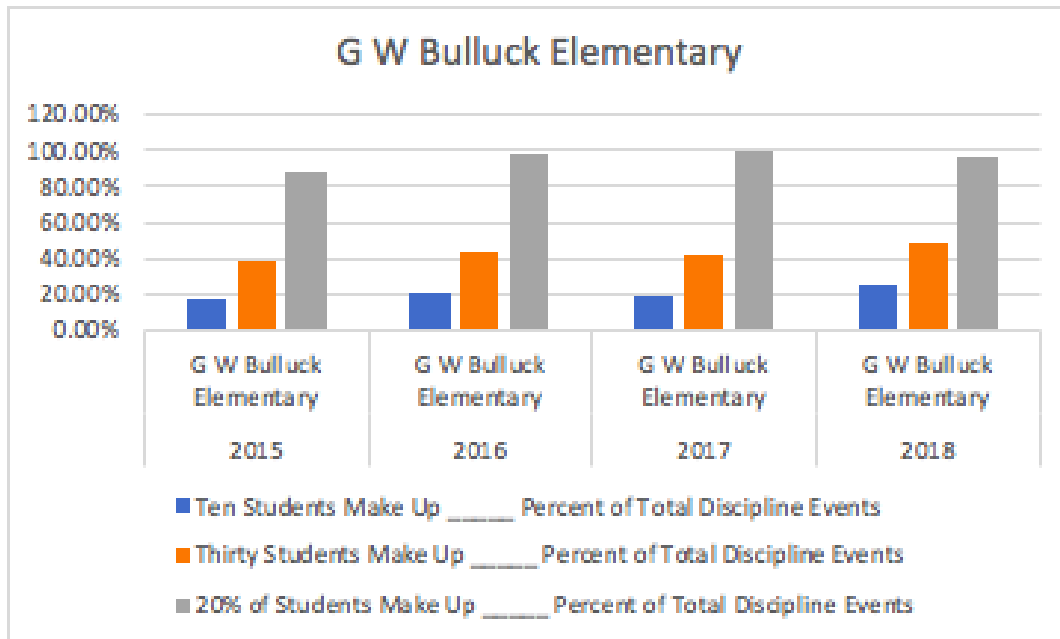
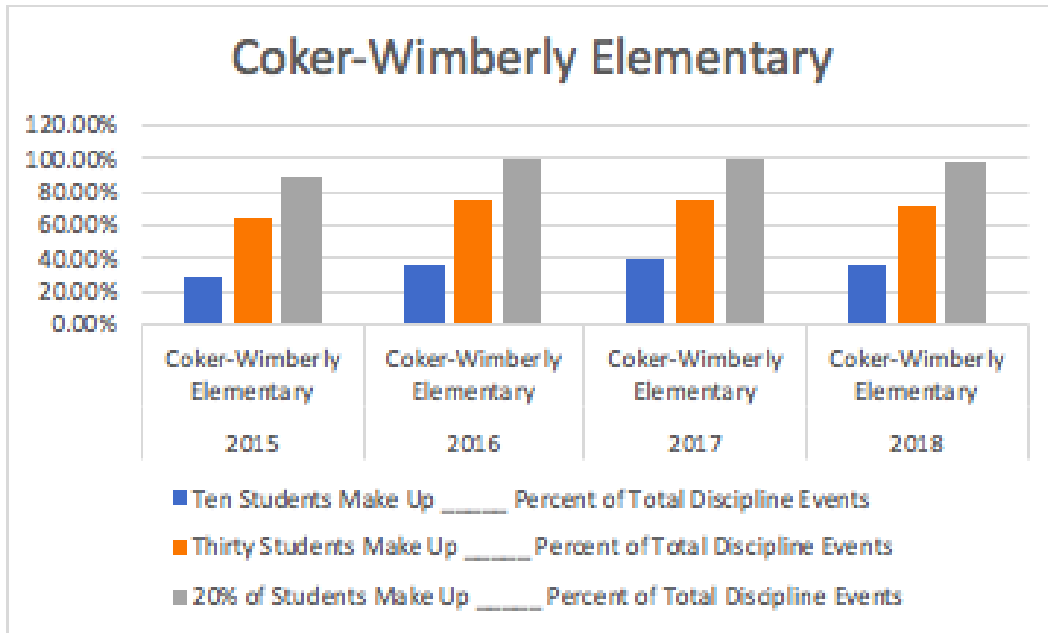


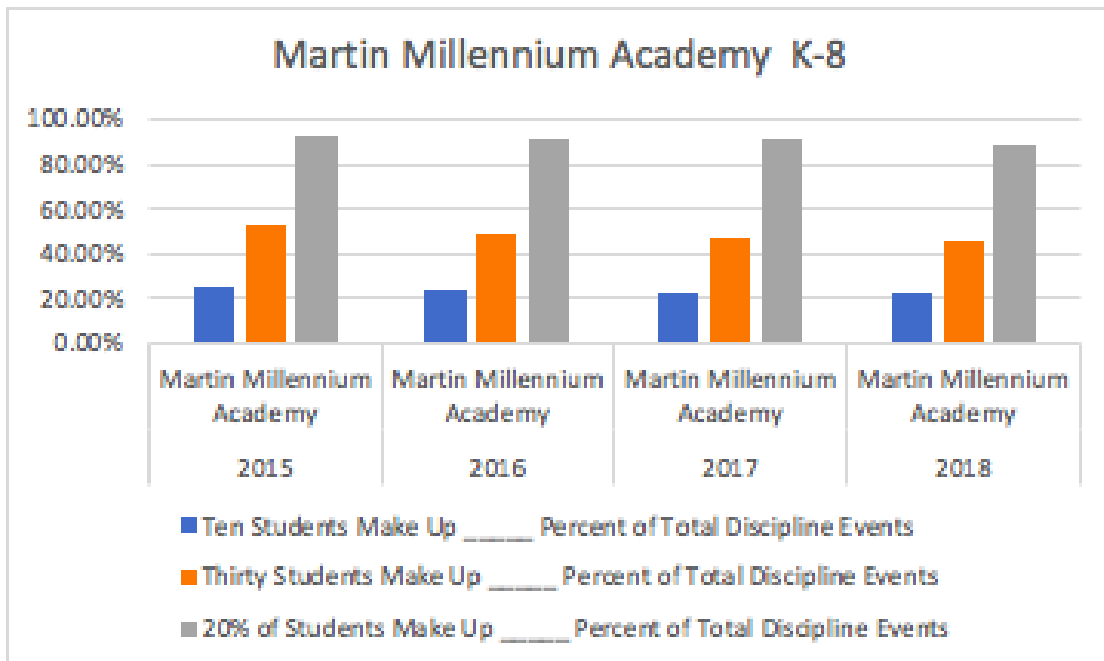
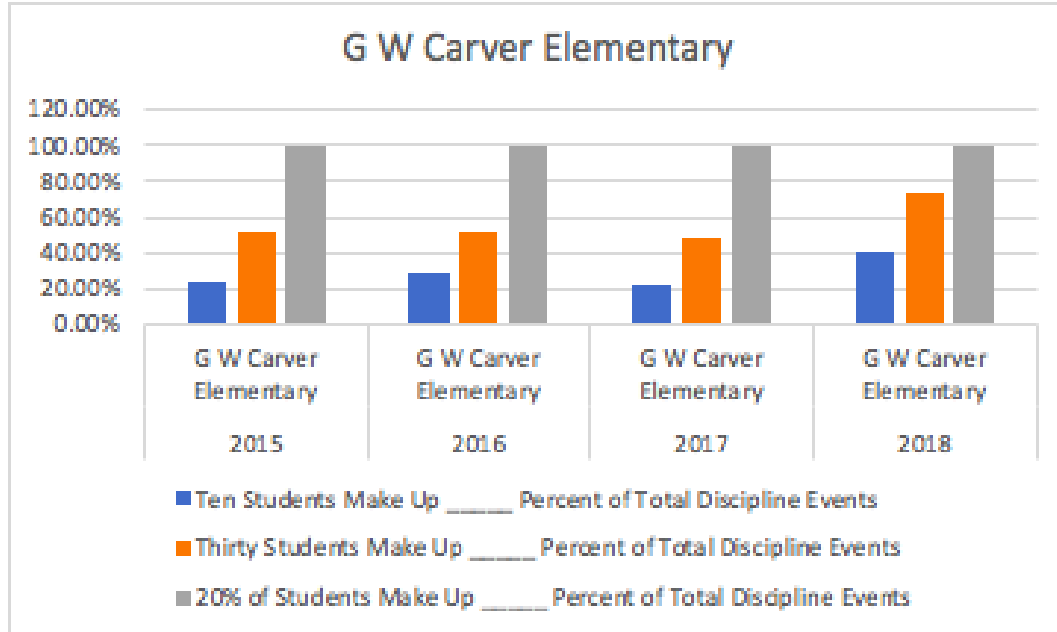
- The “Top Thirty” students made up 57.5% of all referrals in the school

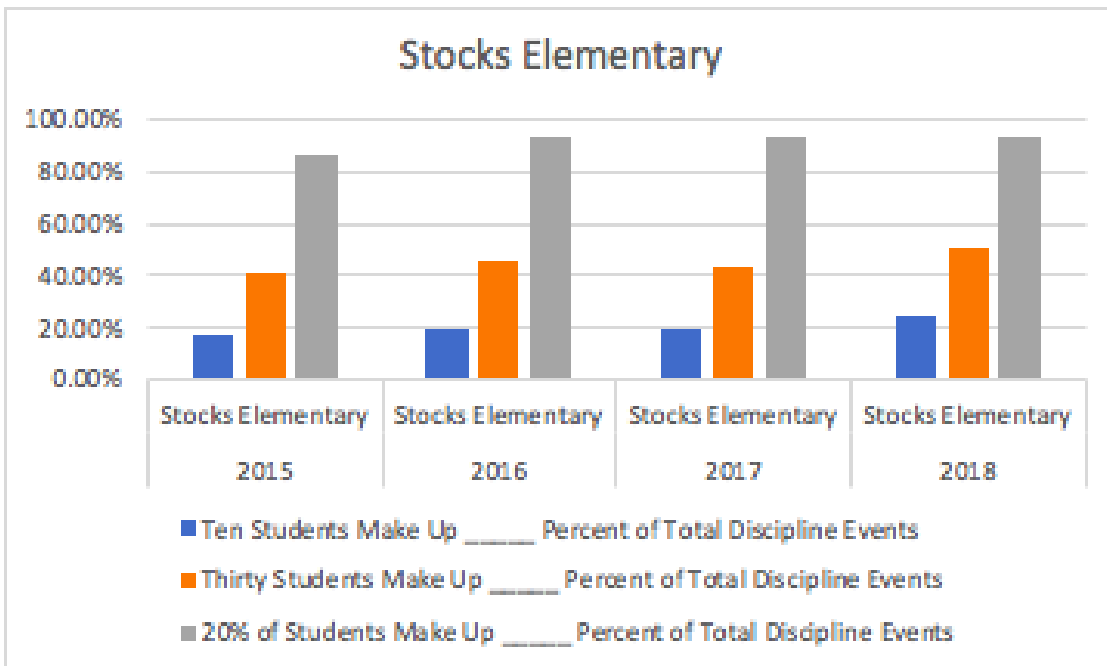
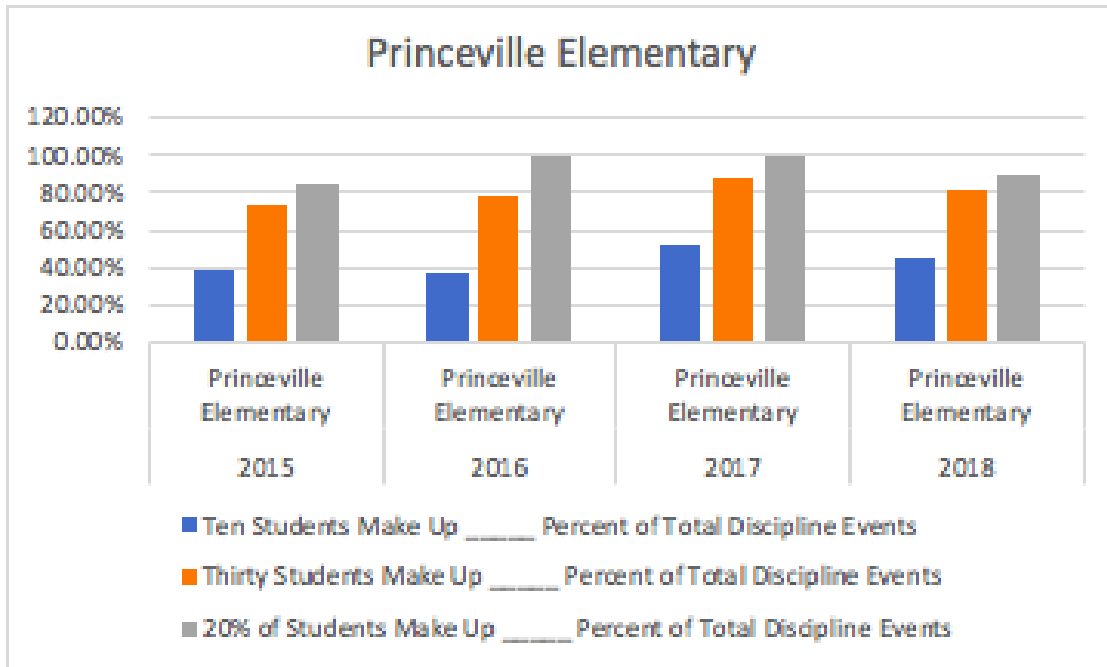


- The “Top 20%” students made up 89.4% of all referrals in the school





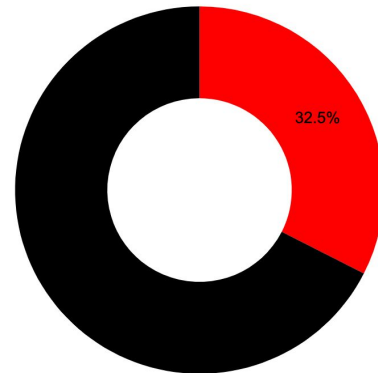




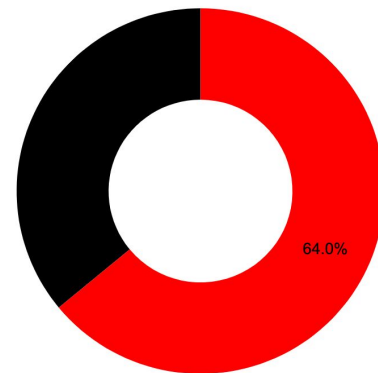
Part 2: Middle School 80/20 Analysis for Discipline Referrals from 2015 to 2018

The results for all the average for all middle schools are as follows:

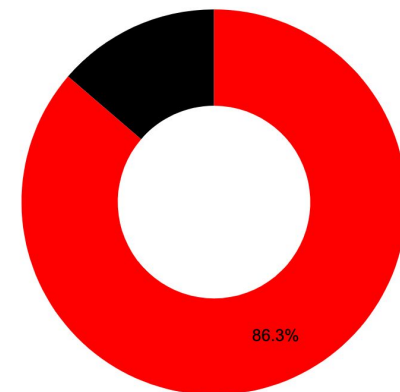
- The “Top Ten” students made up 32.5% of all referrals in the school

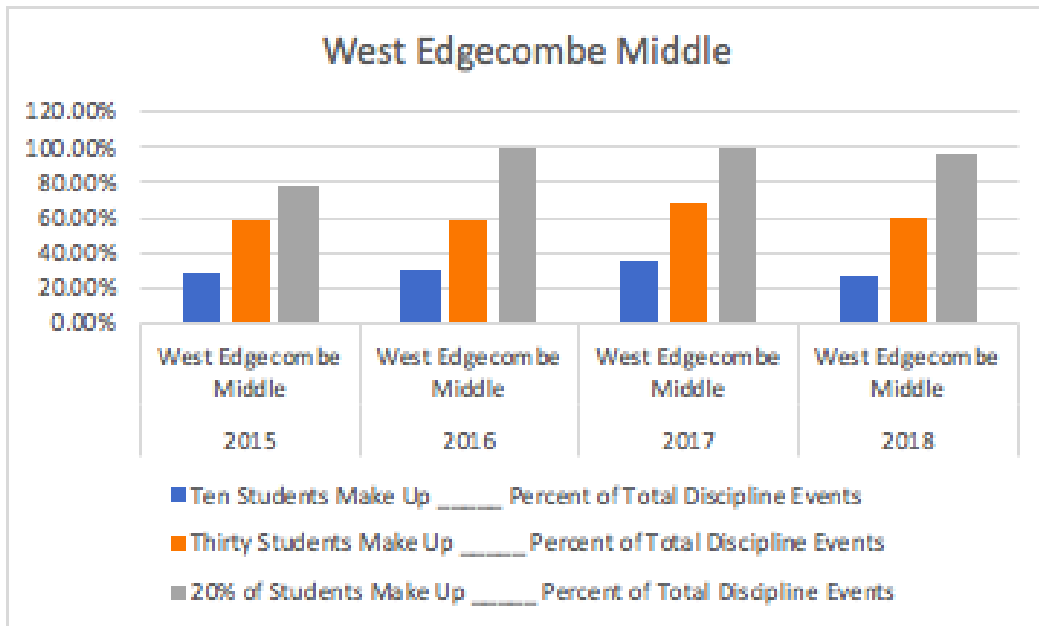
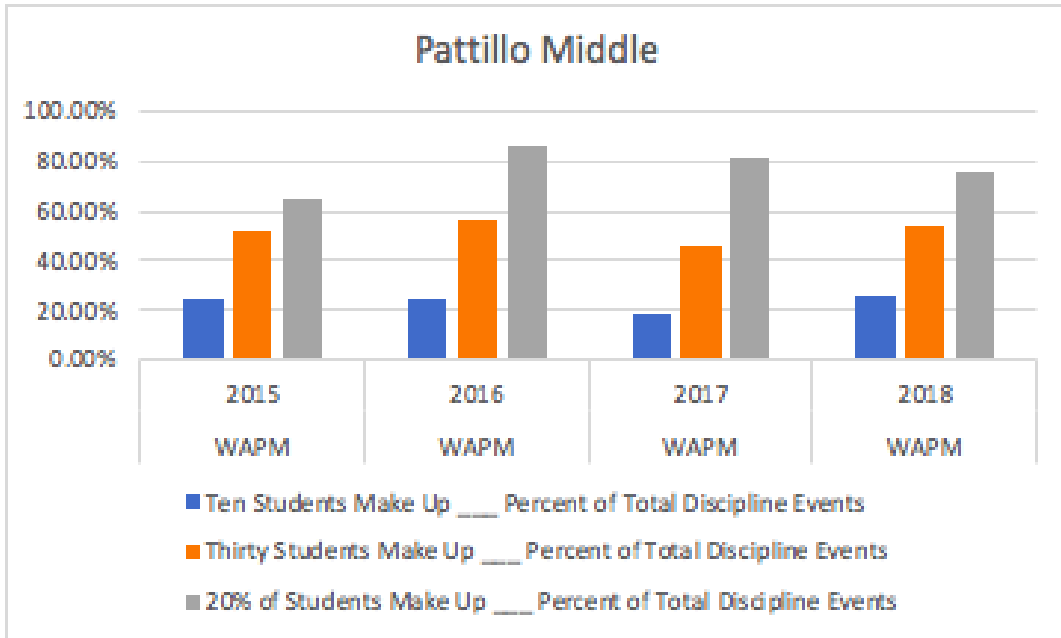


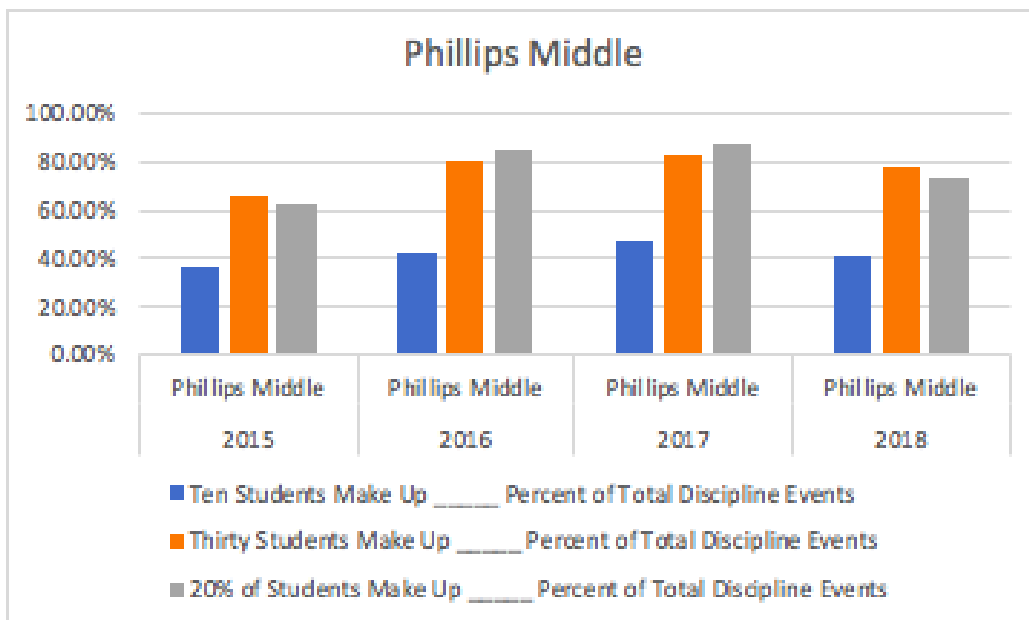
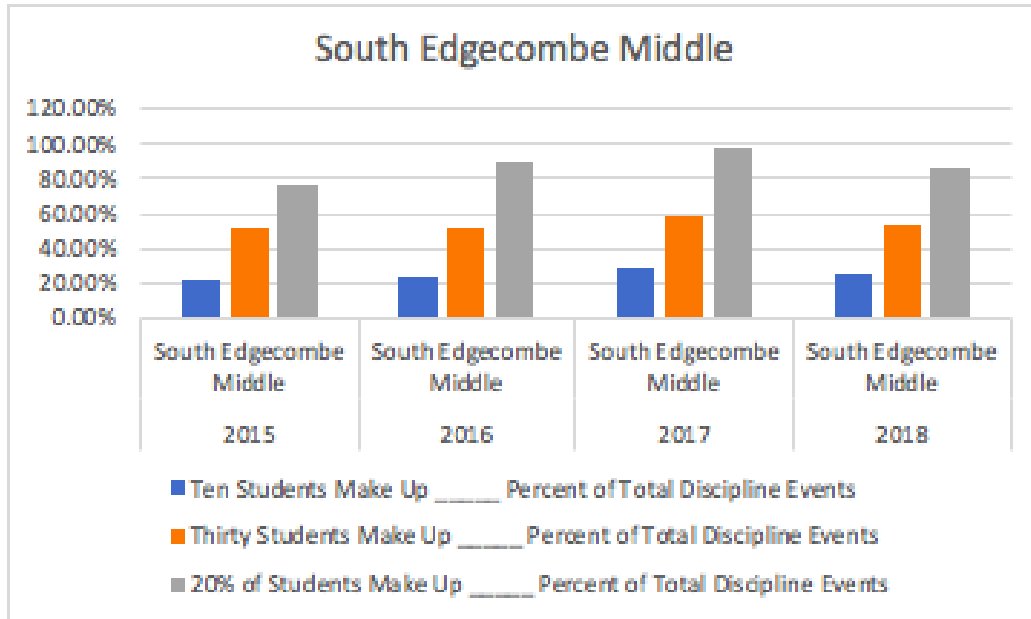
- The “Top Thirty” students made up 64.0% of all referrals in the school



- The “Top 20%” students made up 86.3% of all referrals in the school







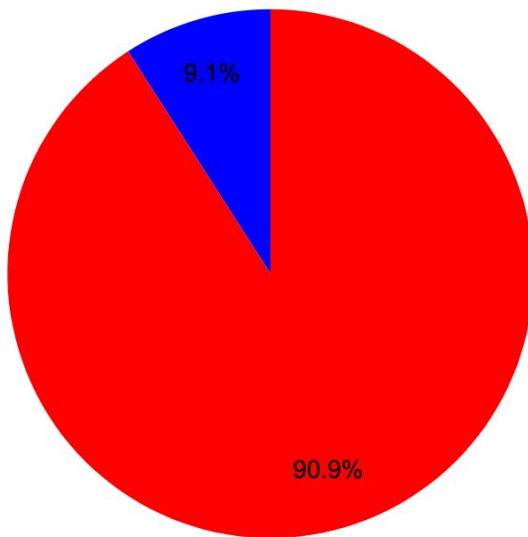
Part 3: Punitive responses vs restorative responses to discipline events disaggregated by race from 2015 to 2018

The charts show the response from school staff in their choice of what type of discipline in reaction to a referral for a student’s behavior. All the different types of reactions were sorted into one of two categories:

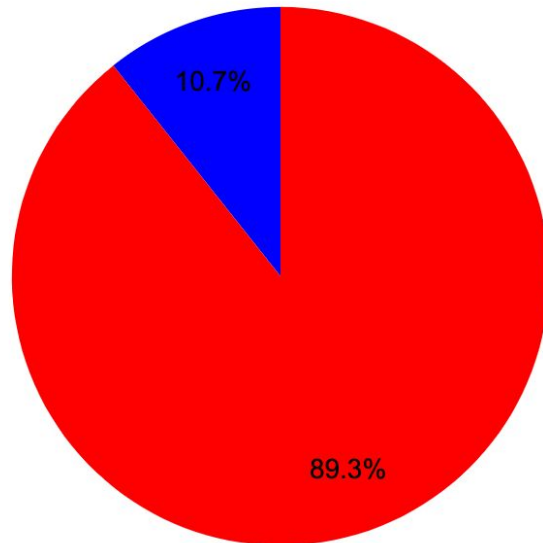
1. Punitive responses that isolate students and do not build skills
2. Restorative responses, that offer connection, co-regulation and skill-building opportunities to students

As you can see, there is a 1.6% difference between what responses a student receives from a referral, based on their race, which shows effectively no statistically significant difference. For all students, 90% of our responses are punitive (e.g. suspensions, isolation).

Responses from Admin for Referrals for Black Students



Responses from Admin for Referrals for Non-Black Students



Legend

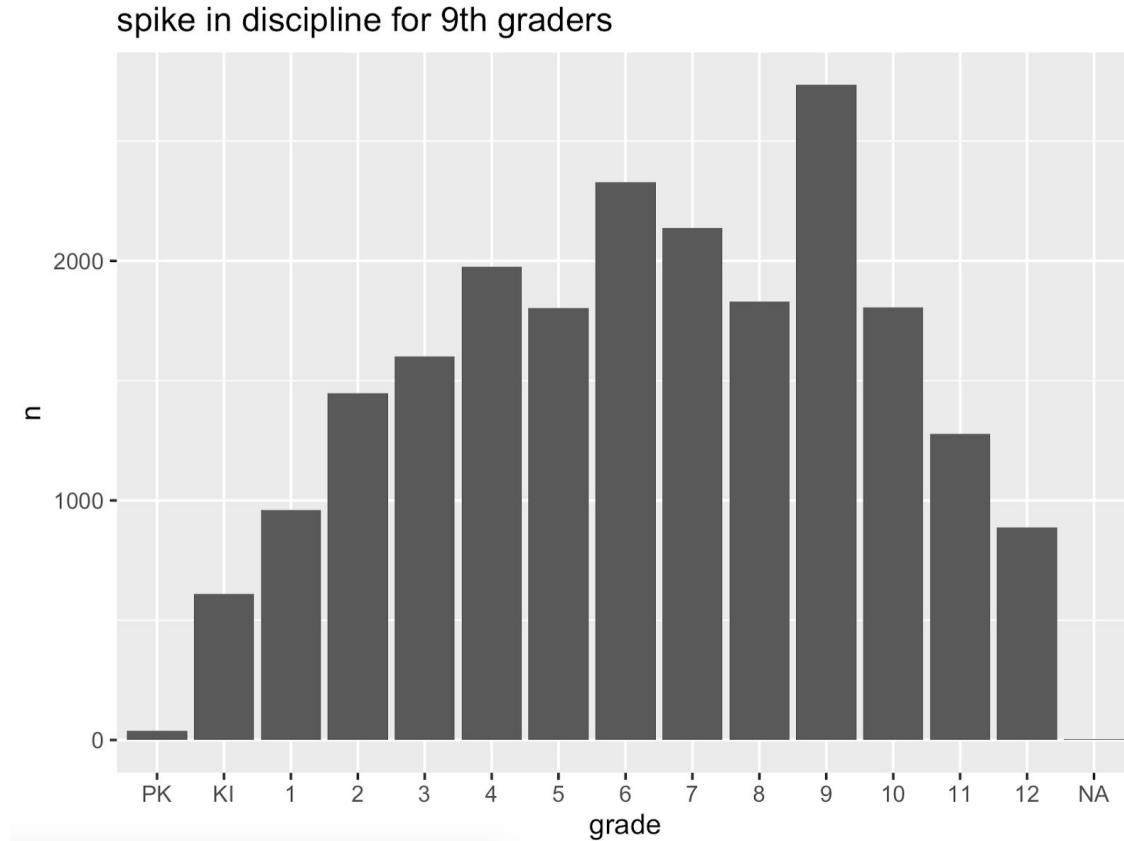
- Punitive, isolating response
- Restorative, skill-building response

The table below shows the types of reactions, punitive versus restorative, for each of the most common student behaviors that lead to a referral. These events have also been disaggregated by race. These events are sorted by the behaviors that most often receive a punitive response, to least often receive a punitive response.

Behavior that generates a referral	Race	Punitive Response	Restorative Response
Fighting	Not Black	99.00%	1.00%
Fighting	Black	98.71%	1.29%
Excessive tardiness	Black	96.16%	3.84%
Excessive tardiness	Not Black	95.91%	4.09%
Cutting class	Not Black	95.59%	4.41%
Cutting class	Black	94.62%	5.38%
Aggressive behavior	Black	93.05%	6.95%
Disorderly conduct (G.S. 14-288.4(a)(6))	Black	93.02%	6.98%
Insubordination	Black	92.12%	7.88%
Inappropriate language/disrespect	Black	91.93%	8.07%
Aggressive behavior	Not Black	90.18%	9.82%
Inappropriate language/disrespect	Not Black	88.63%	11.37%
Disrespect of faculty/staff	Not Black	88.58%	11.42%
Insubordination	Not Black	87.38%	12.62%
Disruptive behavior	Black	86.94%	13.06%
Disrespect of faculty/staff	Black	86.66%	13.34%
Disruptive behavior	Not Black	86.62%	13.38%
Disorderly conduct (G.S. 14-288.4(a)(6))	Not Black	86.57%	13.43%
Inappropriate Behavior	Not Black	83.96%	16.04%
Inappropriate Behavior	Black	83.22%	16.78%
Bus misbehavior	Black	82.68%	17.32%
Bus misbehavior	Not Black	79.92%	20.08%

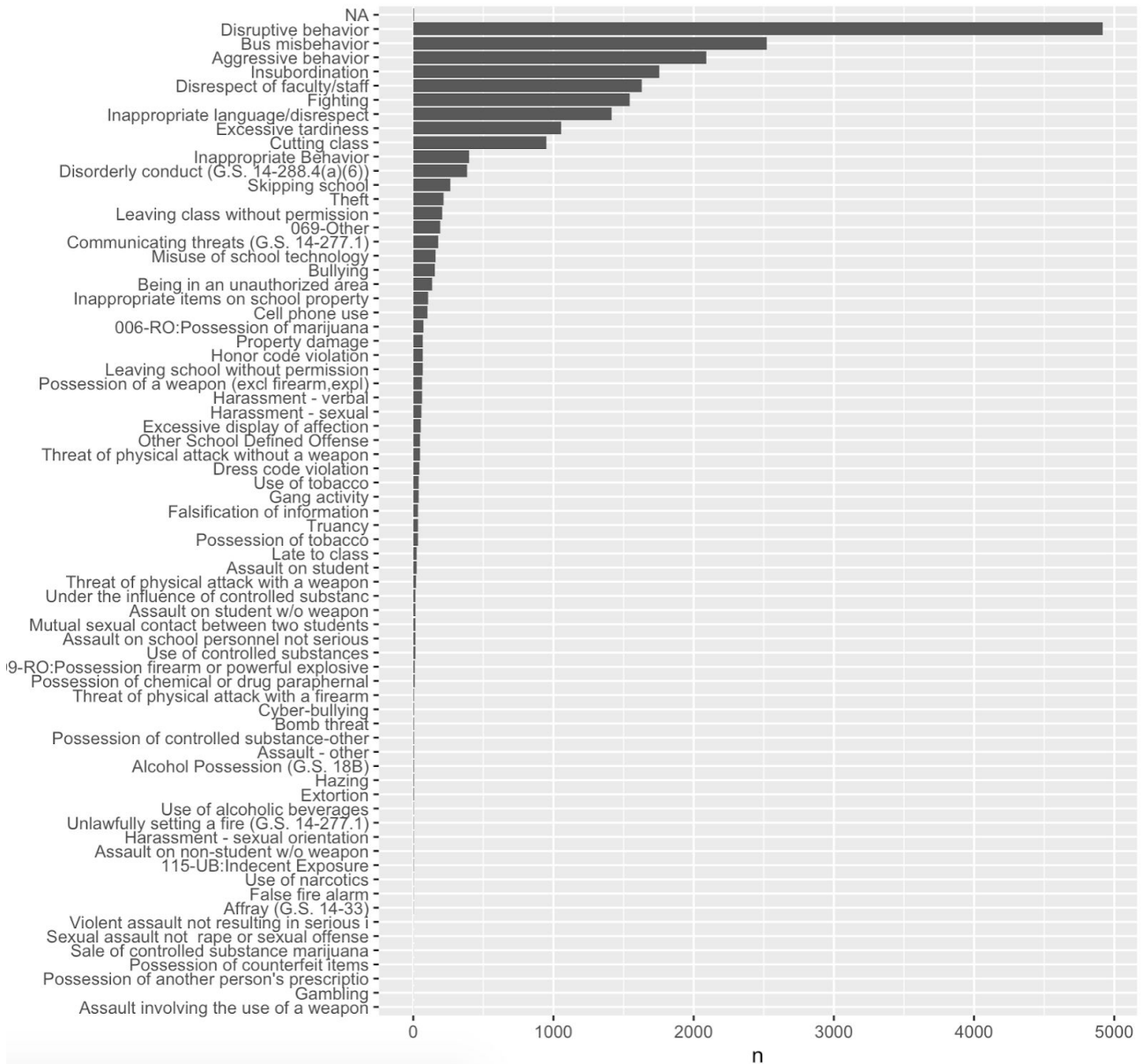
Part 4: Macro-level trends across the district

Transition years are correlated with increases in discipline events. We see a clear rapid increase in the number of discipline events for 9th graders, compared to the previous year, amongst all grade levels Kindergarten to Twelfth (12th) grade. The second largest increase in the number of discipline events was for 6th graders, compared to the previous year.



From 2015 to 2018 the top 5 discipline events that generated a referral were (in order):

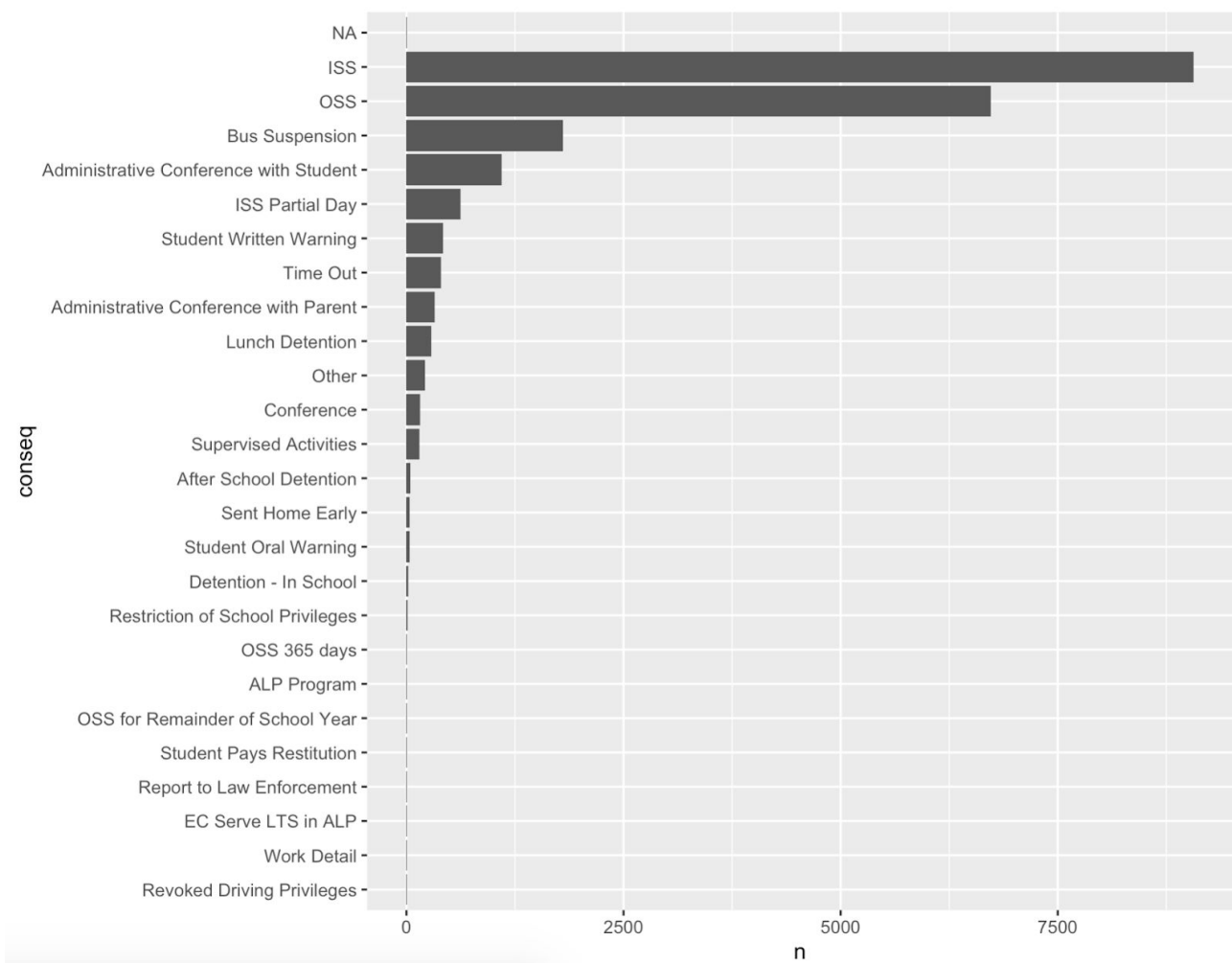
1. Disruptive behavior (23%)
2. Bus misbehavior (12%)
3. Aggressive behavior (10%)
4. Insubordination (8%)
5. Disrespect to faculty/staff (8%)



The graph below shows which responses (punishments) were given in order from most to least, from 2015 to 2018, across the entire school district.

From 2015 to 2018 the top 5 responses (punishments) that were administered in response to discipline events were (in order):

1. In-School Suspension (ISS) Full-Day (43%)
2. Out-of-School Suspension (OSS) (32%)
3. Bus Suspension (9%)
4. Administrative Conference with Student (5%)
5. In-School Suspension (ISS) Partial Day (3%)



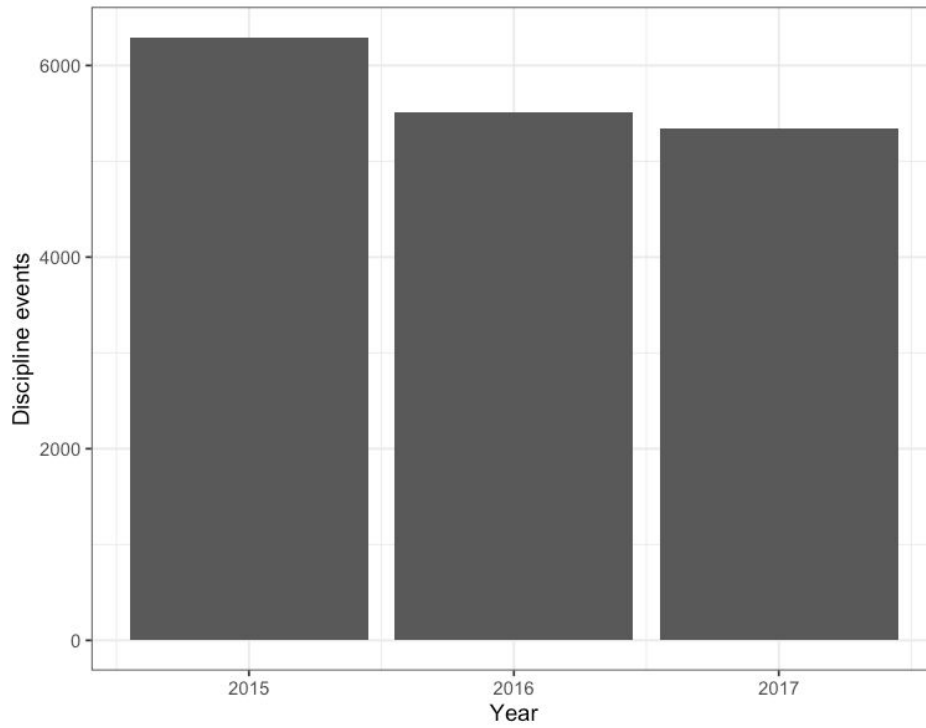
From 2015 to 2018:

- Female students accounted for 28% of all referrals throughout the district and male students accounted for 72% of all referrals.
- During this time period, for every 1 discipline referrals involving a female student, there were 2.6 referrals involving a male student.

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gender      n
<chr>      <int>
F           6033
M          15408
NA           3
```

<u>Sex</u>	<u>Number of referrals between 2015 and 2018</u>
Male	15,408
Female	6,033

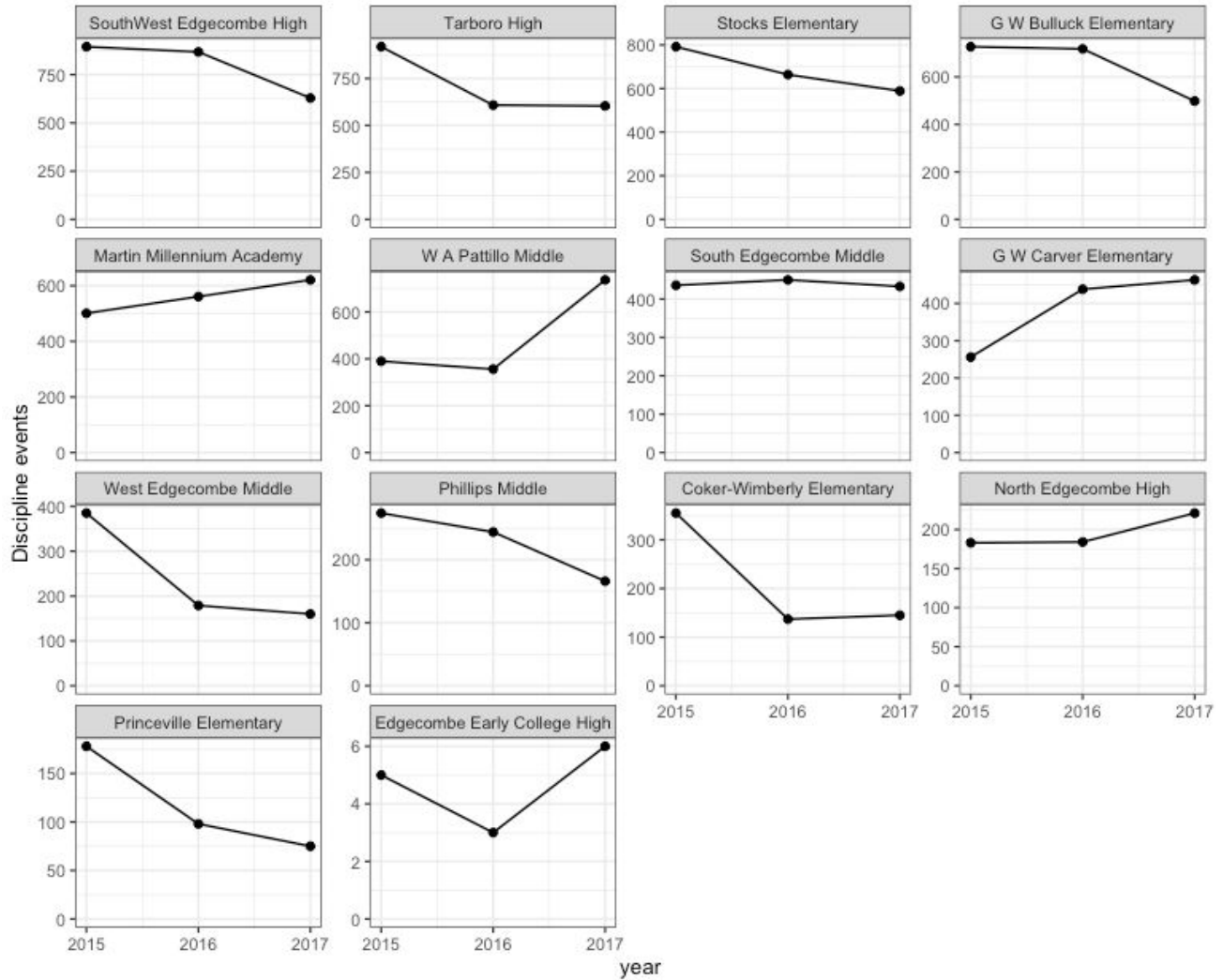
The overall number of discipline events decreased over a 3-year period from 2015 to 2017.



Number of events

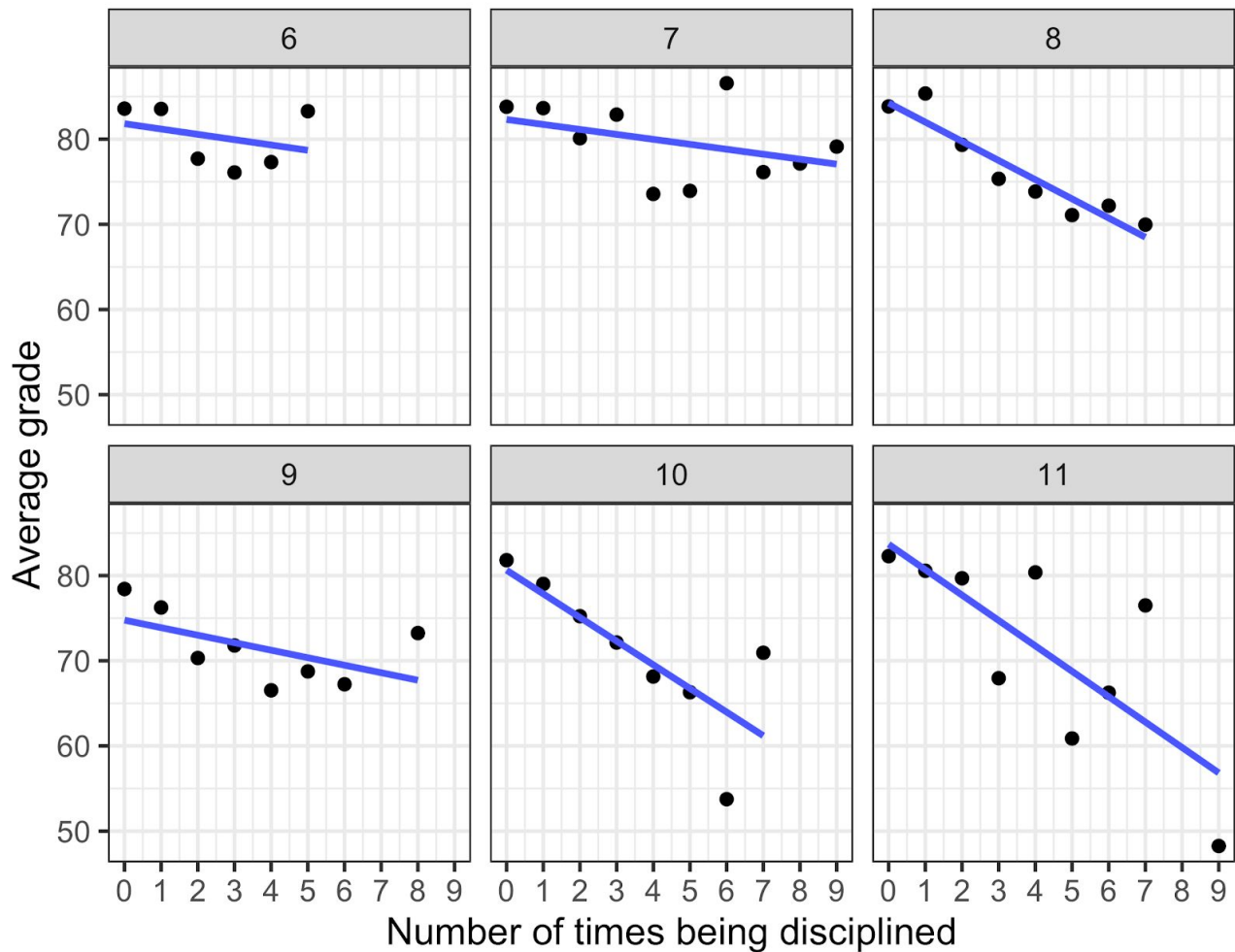
year	n
<code><dbl></code>	<code><int></code>
<u>2015</u>	<u>6296</u>
<u>2016</u>	<u>5508</u>
<u>2017</u>	<u>5347</u>

Below shows the overall number of discipline events by school, over a 3-year period from 2015 to 2017. Eight (8) of the 14 schools show a decrease in the number of discipline events over time.



Discipline is most strongly associated with academic performance (school grades) in the 8th through 11th grades, when there is a clear negative correlation between the number of discipline events a student experiences and their academic performance.

Discipline not associated with grades until 8th grade

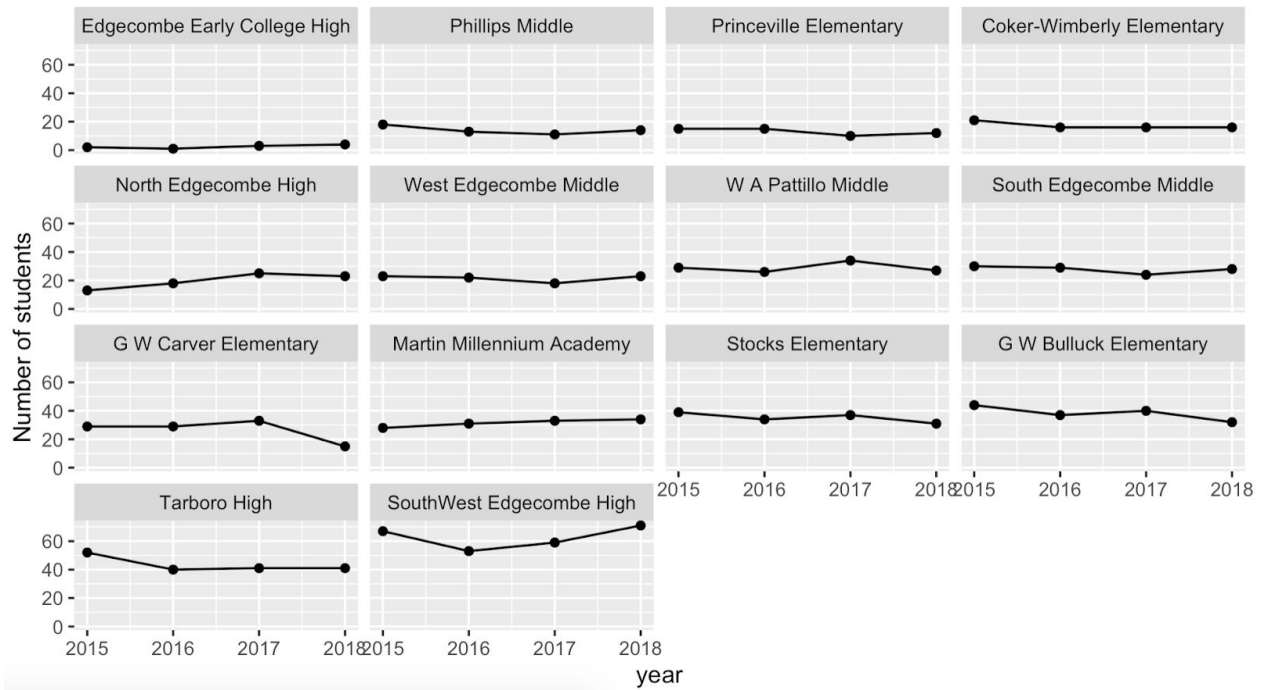


End of report (see appendix for further information)

Appendix: Analysis not covered in the report

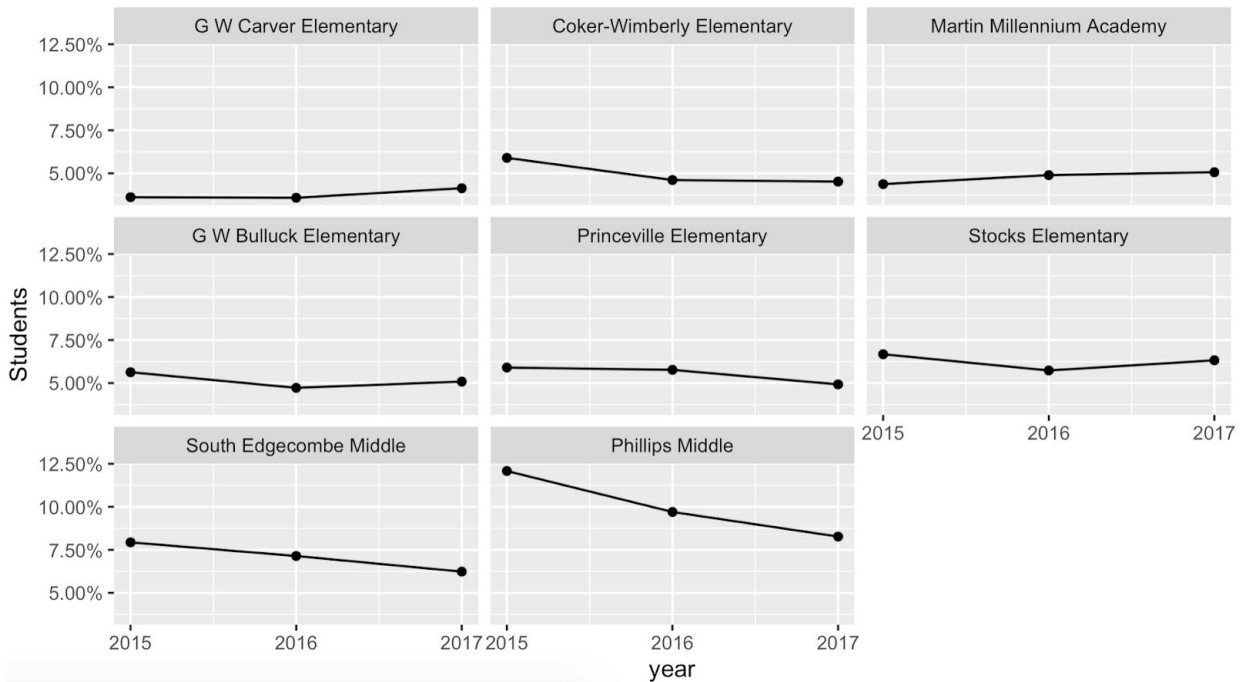
Appendix Item 1

How many students are responsible for 50% of discipline events?



Appendix Item 2

What percent of students are responsible for 50% of discipline events?



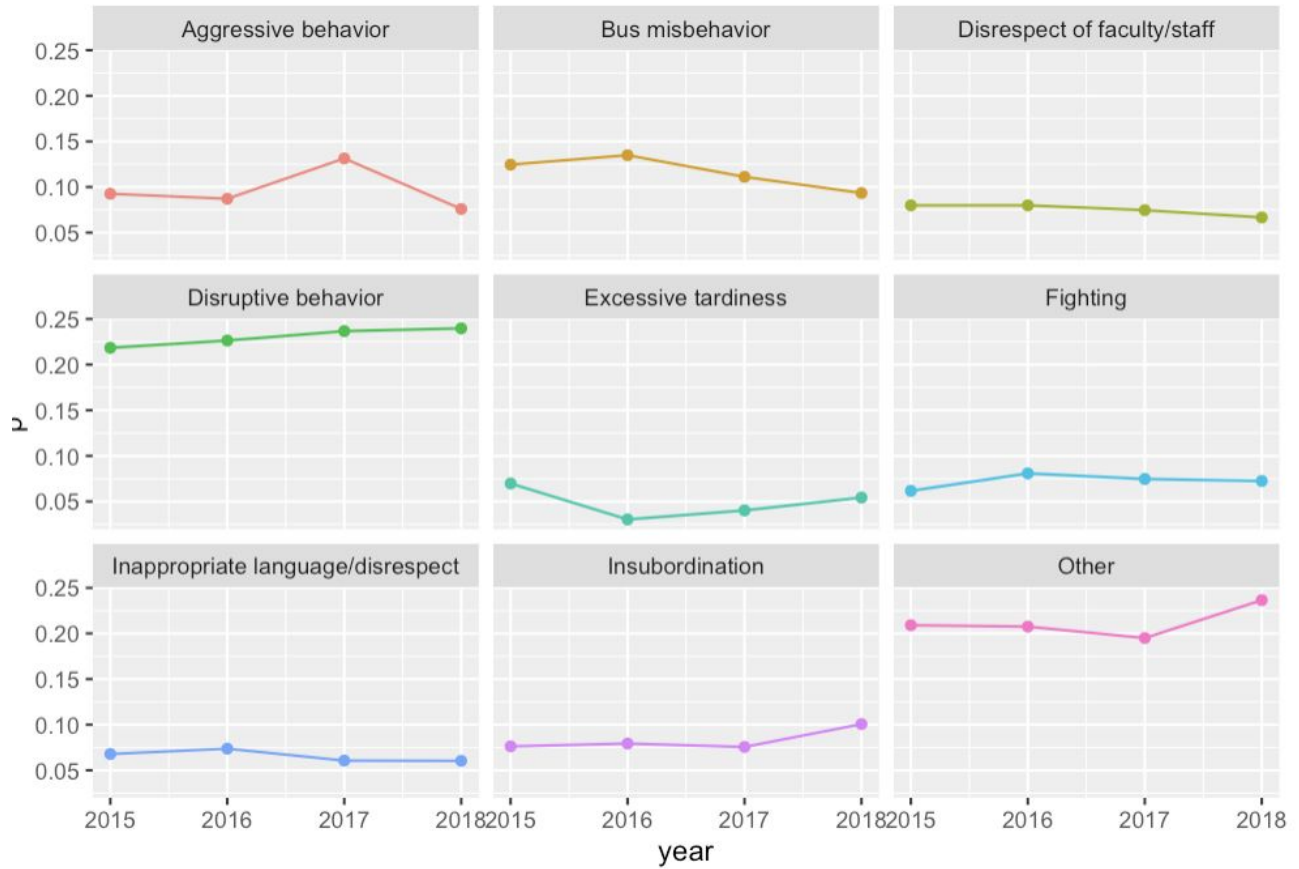
Appendix Item 3

Total number of discipline events by school from 2015 to 2018.

school	n
1 SouthWest Edgecombe High	3376
2 Tarboro High	2523
3 Stocks Elementary	2383
4 G W Bulluck Elementary	2341
5 Martin Millennium Academy	2281
6 W A Pattillo Middle	1870
7 South Edgecombe Middle	1625
8 G W Carver Elementary	1313
9 Phillips Middle	853
0 West Edgecombe Middle	831
1 Coker-Wimberly Elementary	811
2 North Edgecombe High	753
3 Princeville Elementary	463
4 Edgecombe Early College High	21

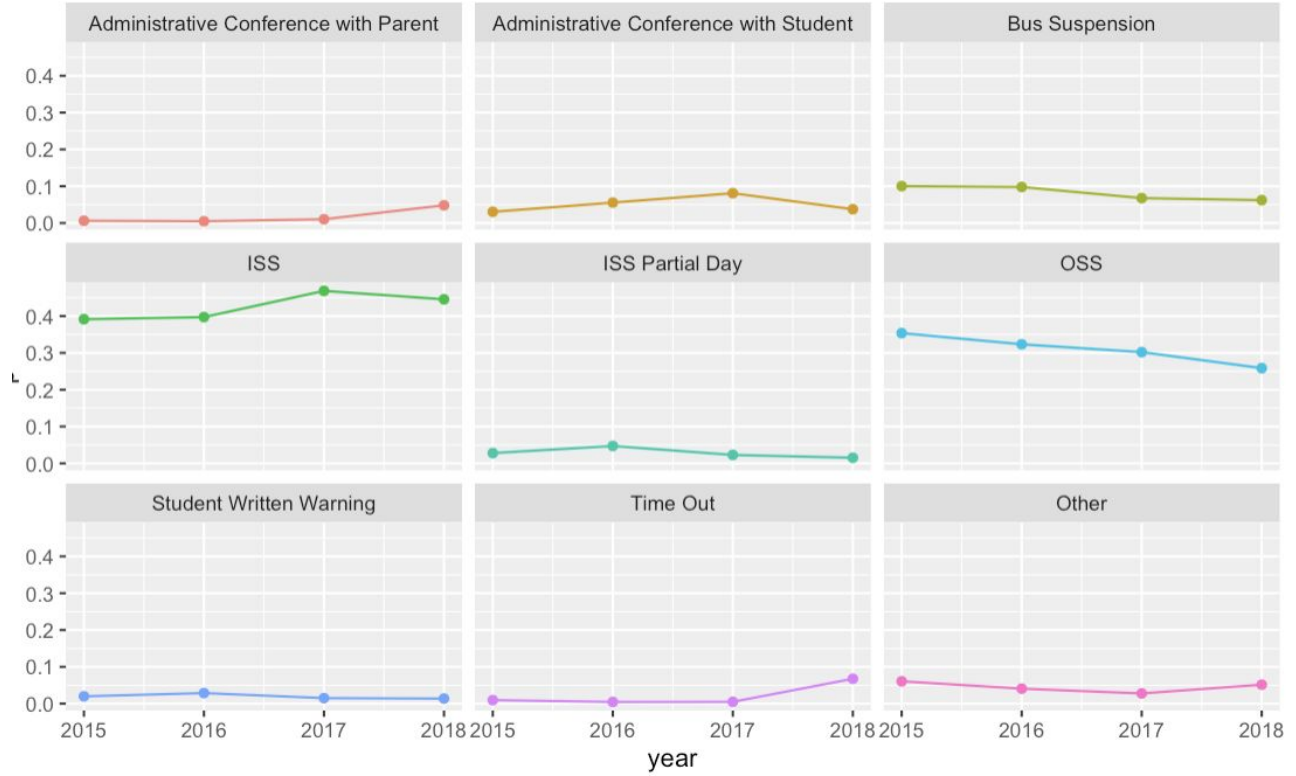
Appendix Item 4

The graph below shows the trends over time in the types of documented misbehavior, by year, from 2015 to 2018.



Appendix Item 5

The graph below shows the trends over time in the types of responses (punishments) given, by year, from 2015 to 2018.



Appendix Item 6

The graph below shows the ratio of times out-of-school suspension (OSS) was given versus non out-of-school suspension (OSS), in response to disruptive behavior , by year, from 2015 to 2018.

