

THORNY ISSUES IN SCHOOL DISCIPLINE

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SCHOOL DISCIPLINARY SYSTEMS: VALUES & TENSION

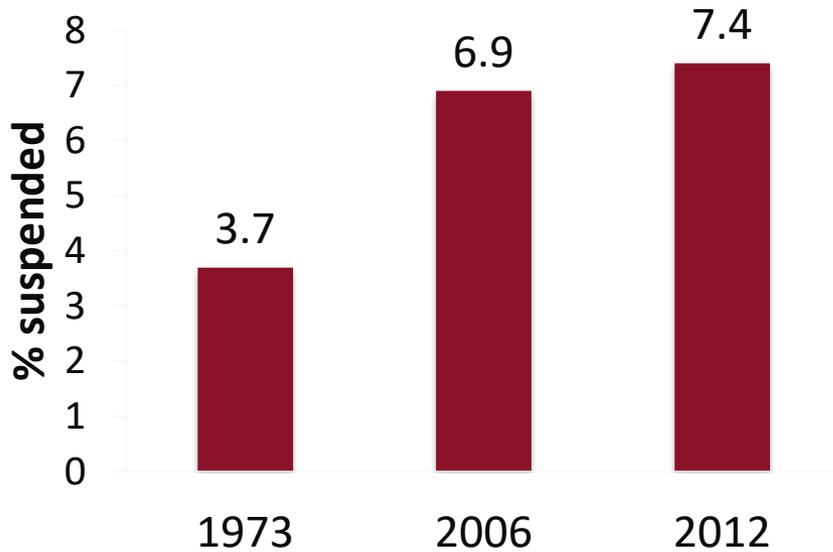
- Universal Values & Purposes
 - Safety (schools, students, teachers)
 - Maximize Educational Opportunity & Student Learning
- Unique Tension Our Field Must Grapple With
 - Student Access/Public Interests <---->School Autonomy

LOTS OF NATIONAL ATTENTION

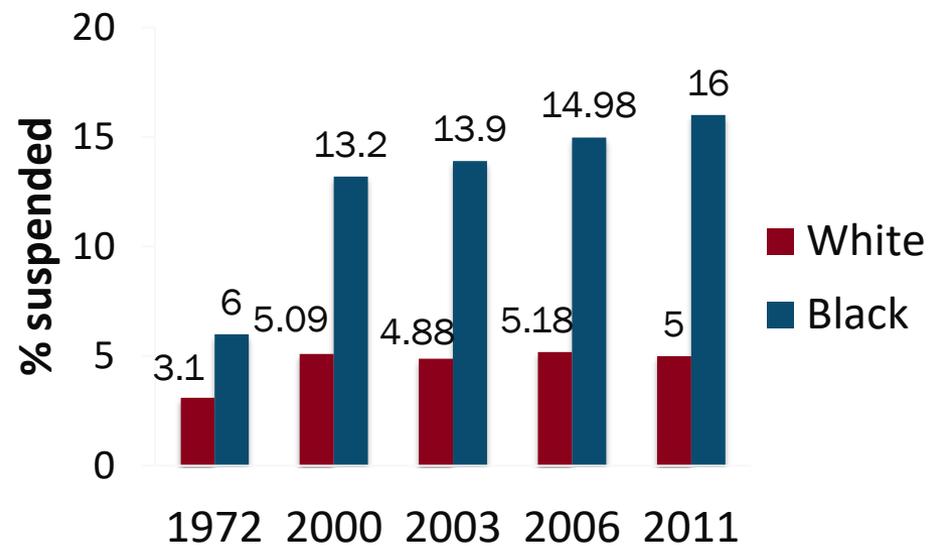
- Just in the last two years:
 - USDOE/USDOJ Discipline Initiative and “Dear Colleague” letter
 - i³ (Investing in Innovation) Federal Funding Program Priority
 - My Brothers Keeper Federal Task Force on Disciplinary Disparities
 - Council of State Governments Discipline Consensus Report
 - Discipline Disparities Collaborative Briefing Papers, Book, and Congressional Hearing
 - National reports from UCLA, NCSECS, NACSA (and others)
 - Commentary Series by Fordham Institute & Education Next (among others)
 - US Sec of Ed John King Keynote at National Alliance Conference
 - AASA (Supt Association) and Children’s Defense Fund Discipline Demonstration Sites
 - LAUSD: banning suspensions for “willful defiance”
 - Chicago Public Schools: Overhauled code of conduct to reflect restorative practices
 - Maryland: Eliminate disparities in discipline over time
 - Achievement First: Network wide exclusionary discipline reduction initiative
 - And many, many others....

KEY REASONS FOR NATIONAL INTEREST

Suspensions Over Time



Suspensions by Race Over Time



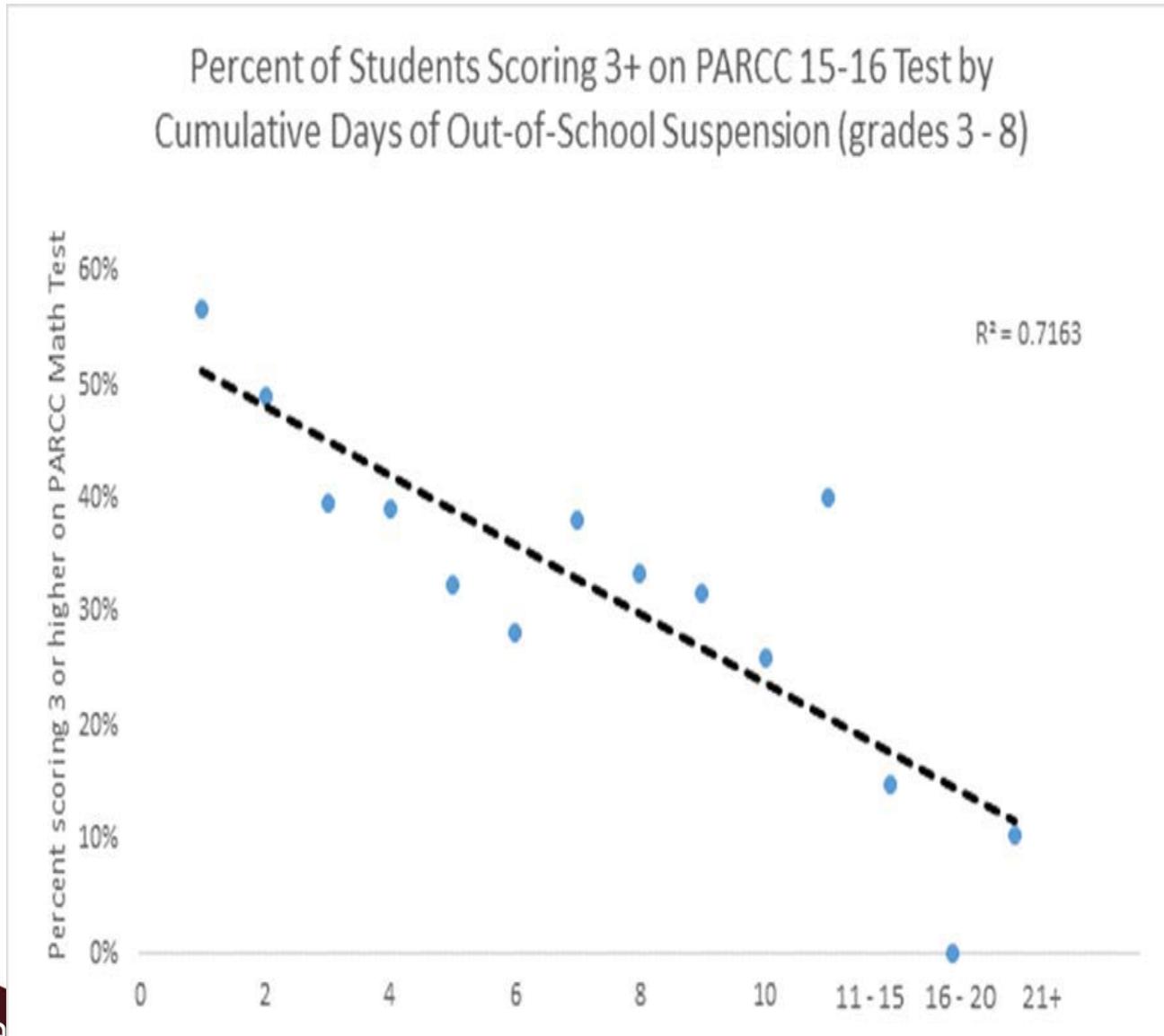
From USDOE Office for Civil Rights

HEAVILY RESEARCHED IN DISTRICT RUN SECTOR; UNDER-RESEARCHED IN CHARTER SECTOR

- Changing Behavior?
 - Late elementary school suspensions are best predictor of middle school suspensions
- School Outcomes?
 - Lower academic achievement
 - Lower rates of on-time graduation
 - Higher rates of dropout
- Social Outcomes?
 - Higher risk of juvenile justice contact

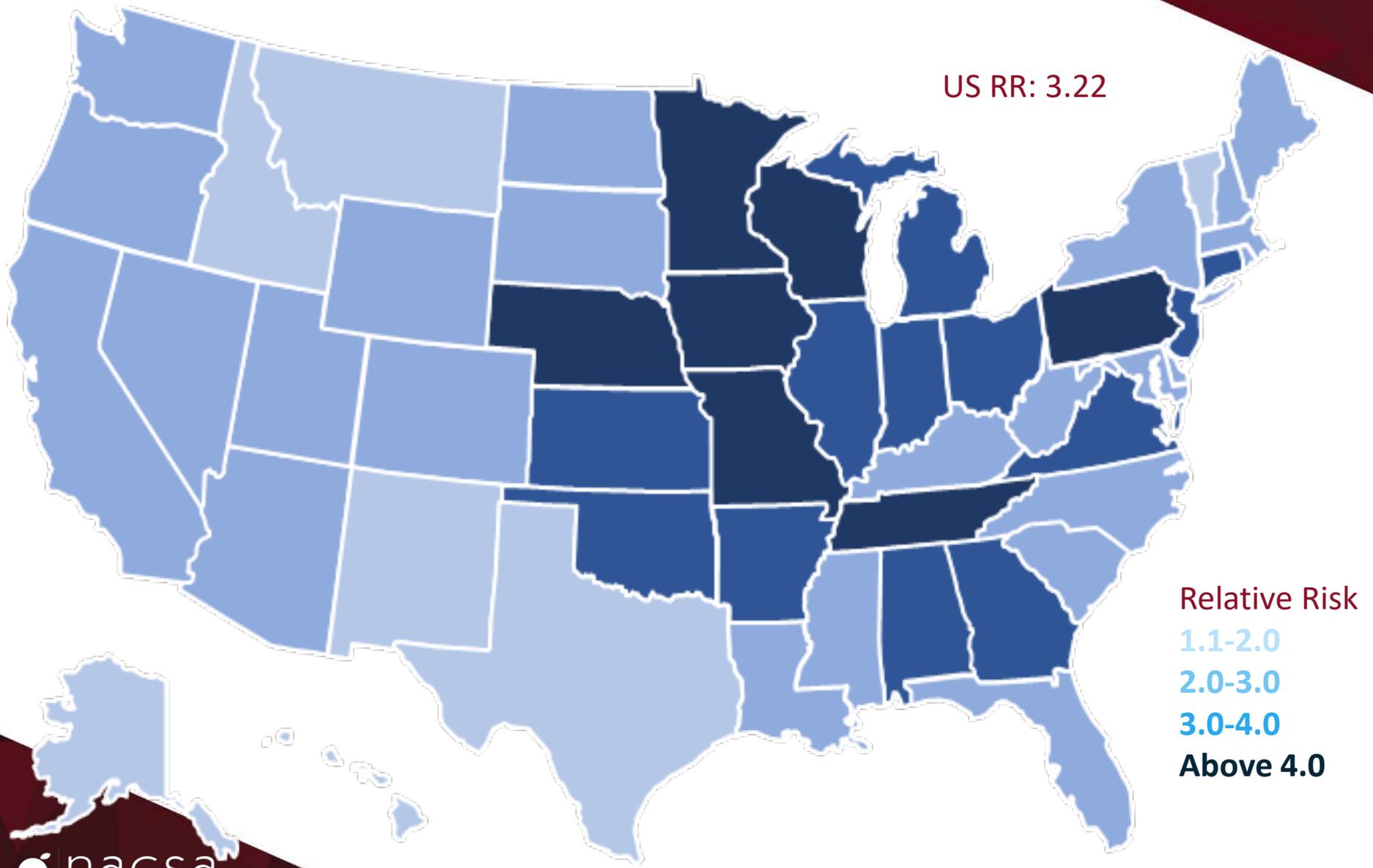
See Skiba, Arredondo, & Rausch, 2014

RELATIONSHIP BETWEEN SCHOOL ACHIEVEMENT & DISCIPLINE



Courtesy of DCPCSB

RELATIVE RISK OF OUT-OF-SCHOOL SUSPENSION FOR BLACK STUDENTS



IT'S ABOUT POVERTY, NOT RACE, RIGHT?

- Yes poverty and race overlap, but....
- Even controlling for that overlap, race (Black specifically) is independent and strong predictor of student removal

It's Black kids misbehaving more, right?

Of 32 office referral infractions, only 8 significant differences:

➤ White students referred more for:

- Smoking
- Vandalism
- Leaving w/o permission
- Obscene Language

➤ Black students referred more for:

- Disrespect
- Excessive Noise
- Threat
- Loitering

AUTHORIZER PRACTICES BY GROUP

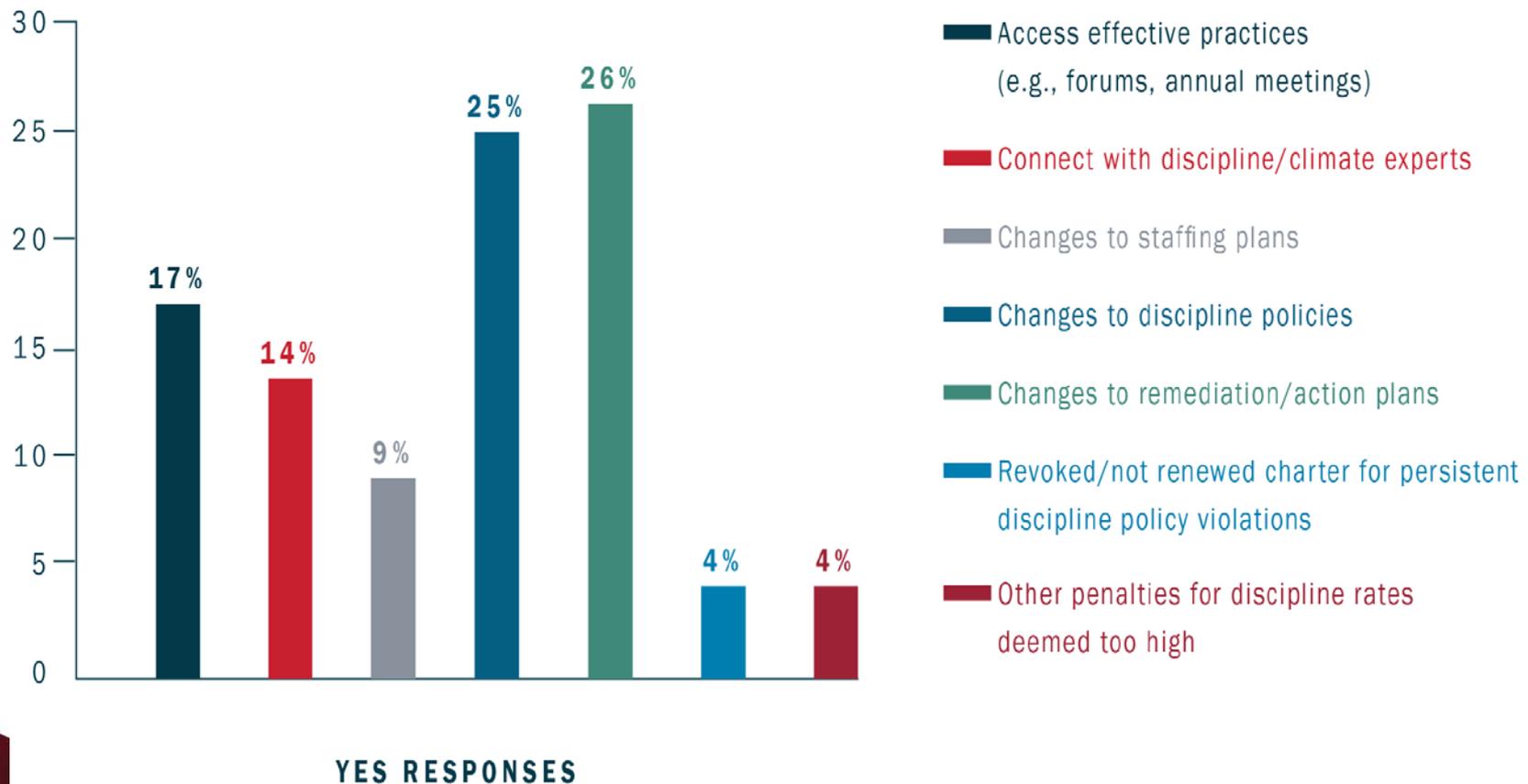
TABLE 1: AUTHORIZER GROUPS ON PRACTICES

	Percent Yes Responses	
	Hands Off Group	Monitor & Report Group
Requiring applications to have comprehensive discipline plans that include suspension and expulsion practices	38%	96%
Collect or receive suspension and expulsion data	38%	100%
Monitor school suspension or expulsion rates	21%	100%
Publicly report suspension or expulsion rates	6%	63%
Publicly report disaggregated suspension or expulsion rates (by race/ethnicity, socioeconomic status, special education status)	0%	41%
Set performance expectations for suspension or expulsion rates, beyond what is required in federal or state law	0%	16%

Note: All items are significant at the $p < .001$ level. Hands Off group comprised 39% of the sample, while the Monitor & Report group comprised 61% of the sample.

Rausch & Conlan (2016). *Authorizers are not monolithic on school discipline.*
<http://www.qualitycharters.org/wp-content/uploads/2016/08/Authorizers-Are-Not-Monolithic-on-School-Discipline-August-2016.pdf>

AUTHORIZER PRACTICES WHEN CHALLENGES ARISE



NEEDS IN THE FIELD

Data, data, data

- Availability, usability, public promotion

Call out law breakers loudly and publicly

Fostering awareness of alternatives w/o infringing—intentionally or not—on autonomy

- Peer pressure; collaborative learning

Interventions that address inequity

- Few in existence
- Emerging are improving relationships b/w students and teachers