

REAL RESULTS: Creating a Data-Driven LCAP to Support Discipline Reform

Amir Whitaker & Dan Losen, UCLA Civil Rights Project

Brian Lee, Fight Crime: Invest in Kids

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The Center for Civil Rights Remedies
at The Civil Rights Project | *Proyecto Derechos Civiles*





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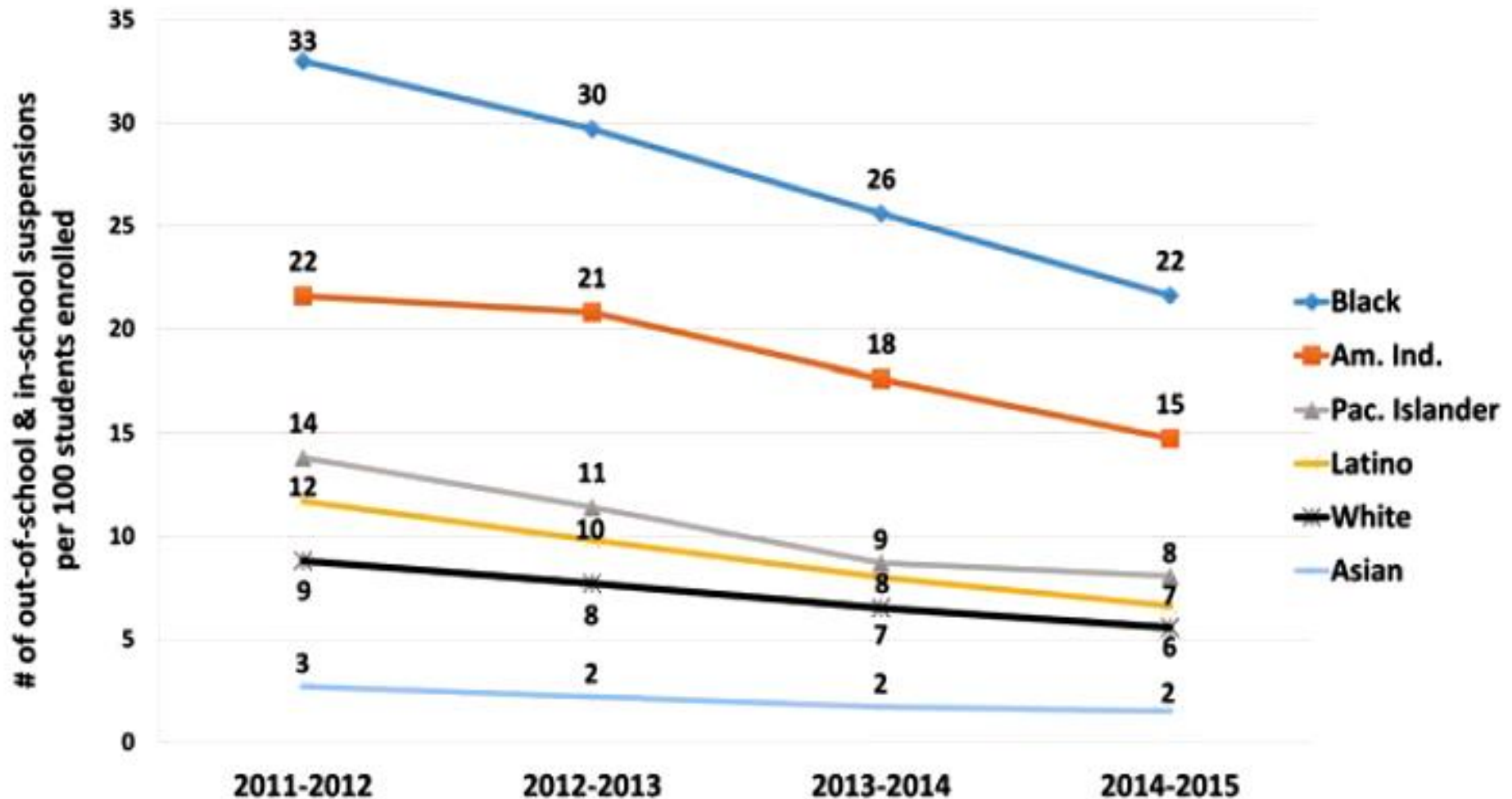
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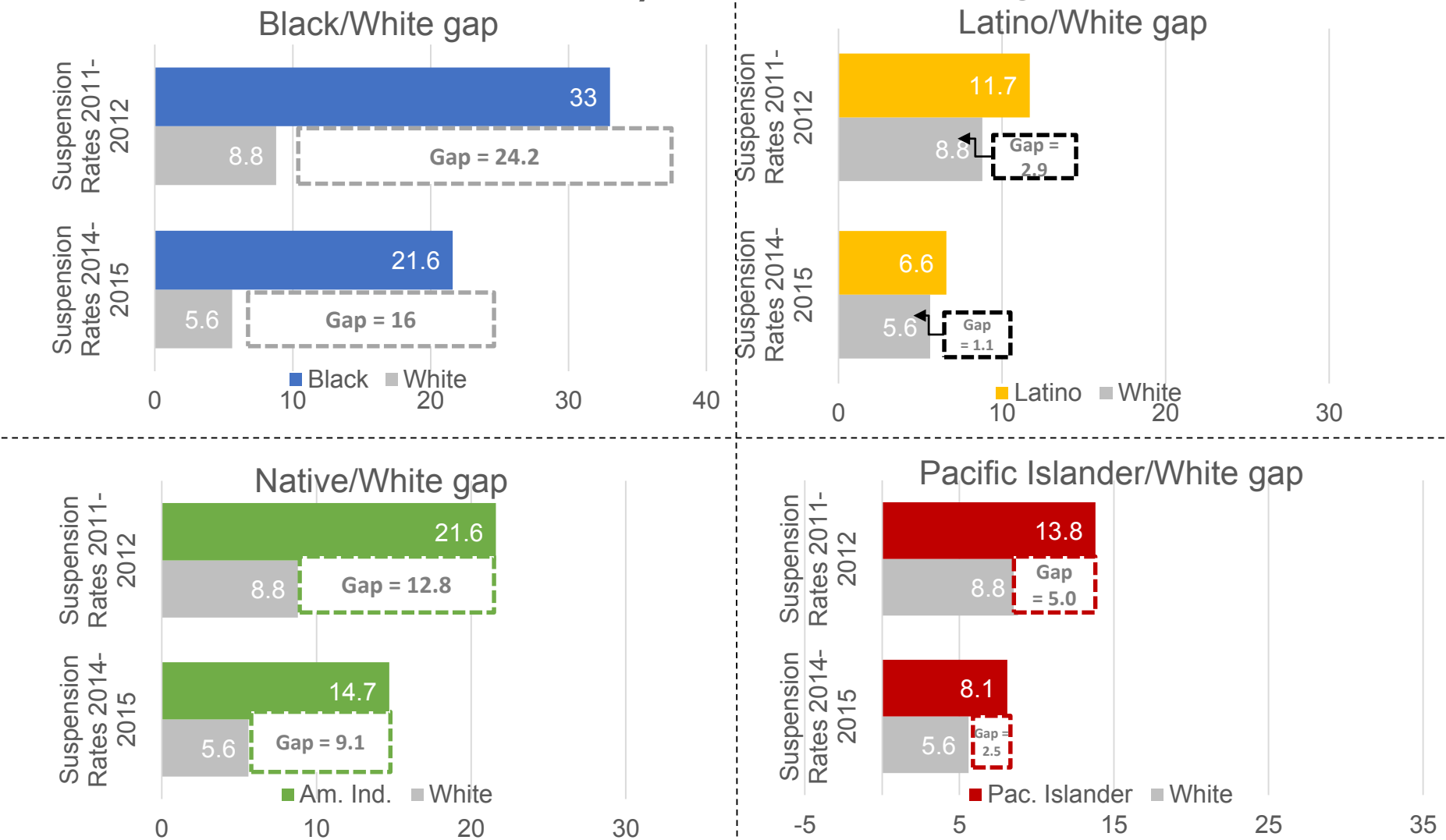
Advocacy through Awareness: Highlighting the Costs and Harms of Excessive Discipline

Decrease in Suspension Rates Across All Racial Groups in California



Decrease in racial disparities in suspension rates across all groups

Number of In School and Out of School Suspensions per 100 Students by Race: 11-12 vs. 14-15



Disproportionality in California in 2015-16

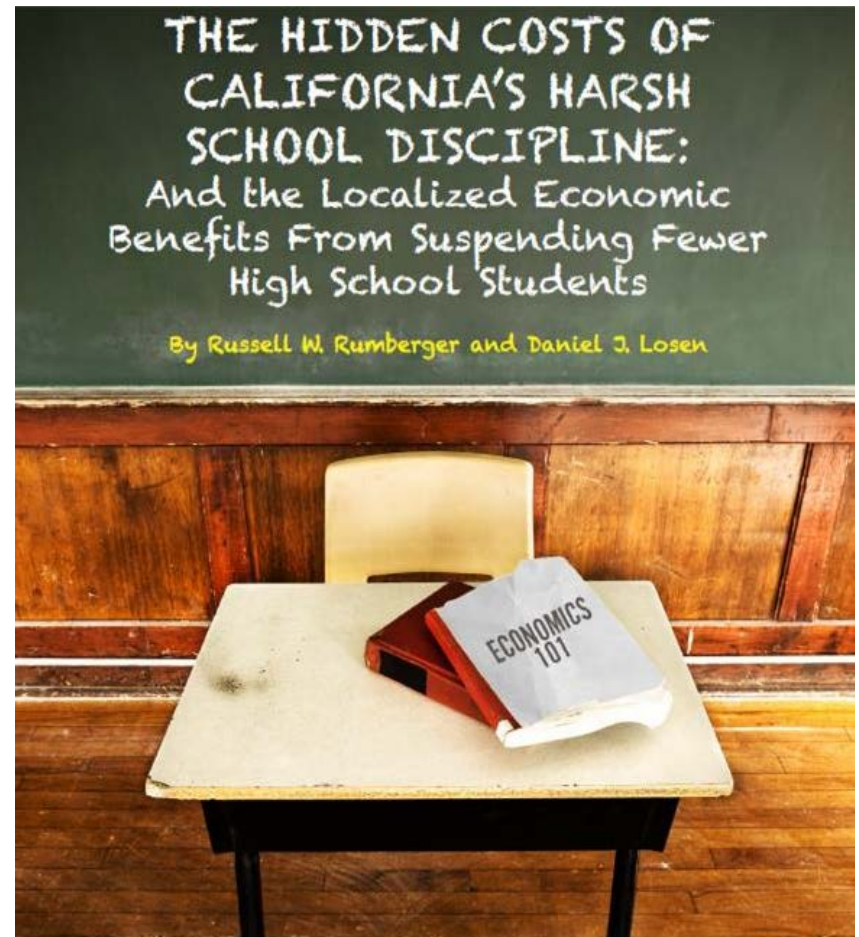
- ▶ Low-income students account for 82% of all suspensions
- ▶ 30% of all suspensions involve students with disabilities
- ▶ Foster children are suspended at a rate 2.5X times higher



IN SCHOOL + ON TRACK

In California, suspended students produce over **\$2.7 billion** in lifetime costs from one graduating class

Download the report at
www.civilrightsproject.ucla.edu



Hidden Costs Overview

- Every 10th grade student in CA tracked for **3 years** (2011-12 to 2013-14)
- Only **60% of suspended students graduated**, compared to 83% of non-suspended
 - Being suspended in CA accounted for **6.5%** of this difference
 - Non-graduates contribute to increased unemployment, welfare, law enforcement, etc.
- Fiscal Costs
- Social Costs
- **\$180 million in economic losses** could be averted with 1 percentage point reduction

Costs of Suspension Data Dashboard

www.fixschooldiscipline.org/costsofdiscipline

**SELECT A DATA
DASHBOARD ==>**

Suspended Students
Graduation Rates

School District Cost of
Suspension

School District Benefit
with Discipline Reform

Definitions and
Methodology

SOURCE: Data Supplement to: The Hidden Cost of California's Harsh School Discipline (2017) by Rumberger and Losen found at www.civilrightsproject.ucla.edu



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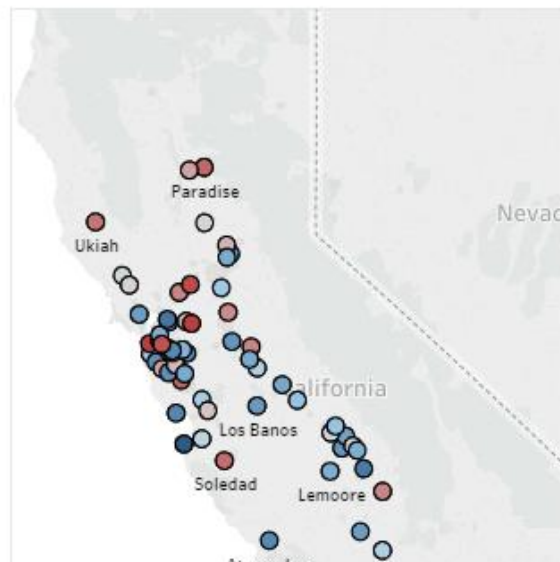


California Dropout Research Project

UCLA Center for Education Policy | *UCLA Center for Education Policy*

SCHOOL DISTRICT GRADUATION RATES

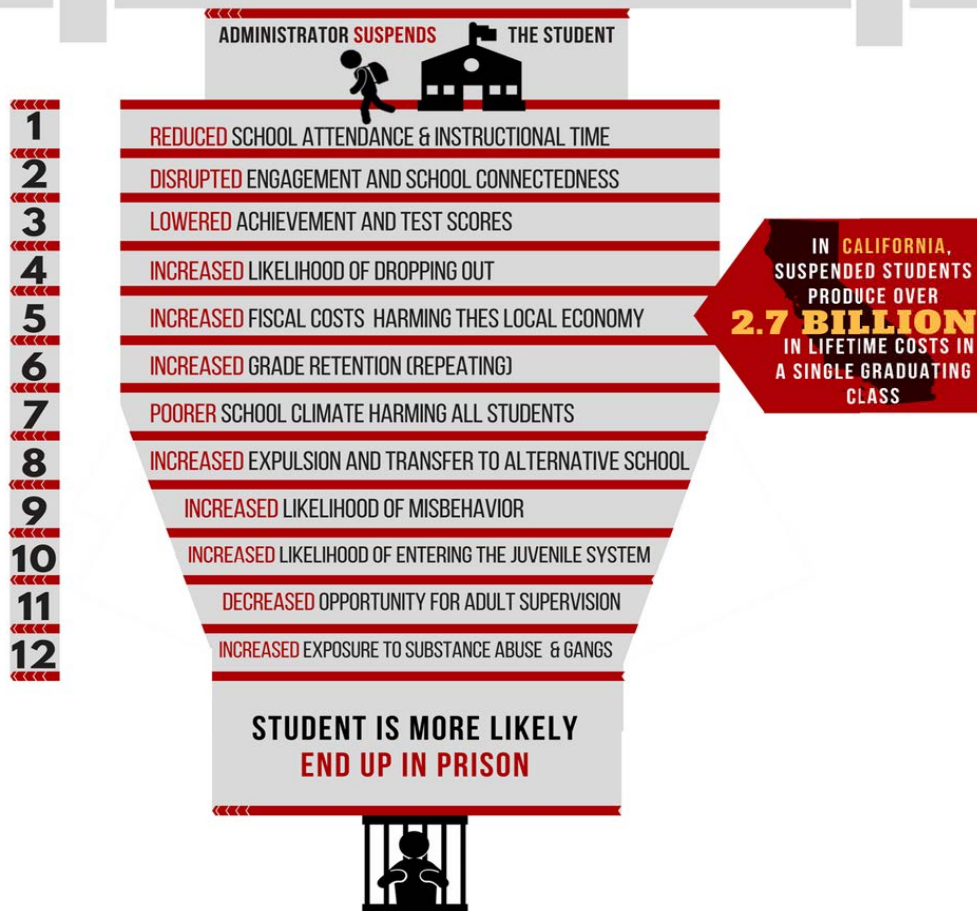
*Based on cohort rates for California (10th graders from the 2011-12 and 2013-14 school years)



	Suspended Students Graduation Rate	All Students Graduation Rate
ABC Unified	78%	93%
Acalanes Union H..	91%	97%
Acton-Agua Dulc..	25%	28%
Adelanto Elemen..	33%	46%
Alameda Unified	51%	85%
Alhambra Unified	76%	93%
Alvord Unified	55%	85%
Amador County U..	76%	88%
Anaheim Union H..	64%	85%
Anderson Union ..	68%	84%
Antelope Valley U..	50%	66%
Antioch Unified	48%	78%
Apple Valley Unif..	68%	88%

THE FUNNEL EFFECT:

12 WAYS SUSPENSIONS PUSH STUDENTS THROUGH THE SCHOOL-TO-PRISON PIPELINE



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DEEPER INTO THE FUNNEL I

Reduces the Opportunity to Learn

- Student is absent > misses classwork > falls further behind
- Guaranteed way to reduce student scores, grades, and learning
- Unequal application on all students = Unequal Opportunity to Learn
- Contributes to the achievement/opportunity gap
- Why is “Perfect Attendance” rewarded in most schools?

Endangers Youth Safety

- Child may be unsupervised with idle time, or parent schedule is changed
- Youth engage in/learn risky behaviors while out of school
- Increased exposure to drugs, gangs, etc.

DEEPER INTO THE FUNNEL II

- Pushout, not “Dropout” because suspension contributes to lower grad rates
- Counterproductive Intervention
 - Problematic behavior/issue unaddressed
- Deprives students of their RIGHT to an education (CA Constitution, case law)
- Contributes to parental stress



**Using the new California
School Dashboard to delve
deeper into your district**

Suspension Rates Essential Part of Accountability/Dashboard

State Indicators

- **Suspension Rate**
- **Graduation Rate**
- **English Learner Progress**
- **English Assessment (grades 3-8)**
- **Math Assessment (grades 3-8)**

Coming later:

- **Chronic Absenteeism (N/A 2016-17)**
- **College & Career Readiness (N/A 2016-17)**

Color-coded Assessments

State Performance Levels



Blue



Green



Yellow



Orange



Red

Highest



Lowest



How are colors calculated?

Combination of Status and Change

- **Status = most recent year data available**
 - Levels: Very Low, Low, Medium, High, Very High
- **Change = difference between status year and prior year**
 - Levels: Increased Significantly, Increased, Maintained, Declined, Declined Significantly

Status: 3.8%

Change: -0.3%

Suspension Change Unified District

Suspension Status

Level	Increased Significantly by greater than 2.0%	Increased by 0.3% to 2.0%	Maintained Declined or increased by less than 0.3%	Declined by 0.3% to less than 2.0%	Declined Significantly by 2.0% or greater
Very Low 1.0% or less	N/A	Green	Blue	Blue	Blue
Low Greater than 1.0% to 2.5%	Orange	Yellow	Green	Green	Blue
Medium Greater than 2.5% to 4.5%	Orange	Orange	Yellow	Green	Green
High Greater than 4.5% to 8.0%	Red	Orange	Orange	Yellow	Yellow
Very High Greater than 8.0%	Red	Red	Red	Orange	Yellow

Performance standards on suspension rates vary by district and school type

**What is considered a “Low” rate
(status)?**

Unified SD — 2.5%

Elementary SD — 1.5%

High School SD — 3.5%

Where do School Climate Surveys fit into Dashboard/Accountability?

One of several “local” indicators included in Dashboard

Only assessed on whether districts do student surveys at least once every two years—not based on results

Where to find Colors/Data on Suspension Rates

Equity Report

Total number of student groups with a performance level

Total number of student groups with a red or orange performance level

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		10	4
English Learner Progress (K-12)		1	0
Graduation Rate (9-12)		6	0
College / Career Available Fall 2017. Select for Grade 11 assessment results.		N/A	N/A
English Language Arts (3-8)		8	2
Mathematics (3-8)		8	2

"N/A" means indicator is not applicable or available

Where to find Colors/Data on Suspension Rates

Student Group Report

Performance level for all students

Performance level for each student group

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	American Indian	Asian	African American	Filipino	Hispanic	Pacific Islander	Two/+ Race	White
Chronic Absenteeism	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Suspension Rate (K-12)			N/A	N/A								N/A		
English Learner Progress (K-12)		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Graduation Rate (9-12)			N/A	N/A			N/A		N/A	N/A		N/A	N/A	
College / Career Available Fall 2017. Select for Grade 11 assessment results.	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Language Arts (3-8)			N/A	N/A			N/A			N/A		N/A		
Mathematics (3-8)			N/A	N/A			N/A			N/A		N/A		

All state indicators

Statewide LEAs' Student Groups Performance (Suspension)

Student Groups	Total*	Red	Orange	Yellow	Green	Blue
LEAs – All Students	1,980	8%	16%	19%	25%	29%

Statewide LEAs' Student Groups Performance (Suspension)

Student Groups	Total*	Red	Orange	Yellow	Green	Blue
LEAs – All Students	1,980	8%	16%	19%	25%	29%
African American	795	22%	17%	24%	12%	25%
Hispanic/Latino	1,694	7%	19%	19%	24%	30%
Native American	335	27%	16%	26%	10%	20%
White	1,490	9%	17%	18%	24%	33%
Socioeconomically Disadvantaged	1,809	11%	19%	21%	20%	28%
Students with Disabilities	1,287	24%	20%	23%	12%	22%

*Total = Number of schools with 30 or more students enrolled

Note: For all percentages calculated above, the total number of LEAs (1,980) includes single school districts and charter school and was used for the denominator.

**To find CA School Dashboard for
your district/schools ...**

<http://www.cde.ca.gov/ta/ac/cm/>

Background on Local Control Funding Formula/Local Control Accountability Plans

School climate one of 8 state priorities for LCFF funding every district must address in LCAP

School Climate Metrics







- Suspension rates
- Expulsion rates
- Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

Goals, actions and expenditures required for every metric

- Goals must have “specific” and “measurable” outcomes

California's Local Control Accountability Plan 2017-18 LCAP Template Change Summary

**NEW &
IMPROVED**

New Order	(Old Order)	Section	Noteworthy Changes
1.	n/a	 Plan Summary	New section that provides LCAP Highlights, including: District Overview, Performance Review with greatest progress / need / performance gaps, Improved Services for unduplicated students, and Budget Summary.
2.	3.	 Annual Update	Moved up from end of Plan, with slight change to actions & expenditure formatting, plus additional analysis fields to increase year-to-year transparency. Also requires analysis of forthcoming LCFF Evaluation Rubrics data.
3.	1.	 Stakeholder Engagement	Reordered, with current year and Annual Update fields now combined, reducing 4 fields to 2.
4.	2.	 Goals, Actions & Services	Additional fields and formatting changes provide more detail and accountability, including: New / Modified / Unchanged options, an updated and fixed (non-rolling) 3 year display, and Actions specific to whether or not Improved Services requirements were met.
5.	4.	 Improved Services for Unduplicated Students	No significant changes.
6.	n/a	 Instructions	Now concentrated at the end of the Plan, with emphasis on clearer & more helpful directions & prompts. Includes reference links throughout document.

 **1 new Summary section**

 **Now with Evaluation Rubrics**

 **Plus more detail & accountability**

 **Fixed 3 year plan**

Get the PDF and accompanying detailed narrative at:
<http://www.goboinfo.com/2017-18/lcap-template-change-summary/>



Gobo's LCAP Infographics better engage stakeholders & promote our schools' good work.
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Other highlights of new LCAP template

Field for baseline data

Checkboxes for whether action is new, modified, or unchanged

Goals/Actions/\$ for all 3 years consolidated in one place

Dashboard Analysis in LCAP Plan Summary

Greatest Needs

“Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?”

Dashboard Analysis in LCAP Plan Summary

Performance Gaps

“Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

What steps is the LEA planning to take to address these performance gaps?”

Challenge for Dashboard – Data 2 years old

2014-15 suspension rates included in
Dashboards released earlier this year

Districts are developing 2017-18 LCAPs

How to address: District needs to take into
account suspension rates in subsequent
years beyond what is covered in Dashboard

**What are the most accurate
measures of progress?**

Measuring True Progress

- Limit ratios (any disparity is problematic and potentially unlawful)
- Distinguish harm issue from disproportionality issue
- Disaggregated rates are better for progress
 - Infraction type (ZT vs. Non-ZT, Defiance vs. Non-Defiance)
 - School site level
 - Grade level
 - Days of lost instruction

Black students are 5% of CA K-5 students, but are 22% of suspensions, and 28% of students suspended for 3+ days

. . . What OTHER data should you collect?

- Office Discipline Referrals
- Reasons for Discipline
- Citations and Referrals to Law Enforcement
- Transfers (voluntary, involuntary)
- Interventions Used and Outcomes

Evidence-Based Interventions and Alternatives

- PBIS and MTSS
- SEL
- Restorative practices
- Professional Development (Admin., Teachers)
- Improving academic engagement
- Improving learning conditions and supports
- Teacher training on engagement/trauma
- Student Threat Assessments

**How can you impact your
district's 2017-2020 LCAP?**

Analysis of Prior LCAPs (2014-15 and 2015-16)

Only 62% of 50 largest districts have specific and measureable suspension reduction goals

- Minor improvement compared to 54% in first year LCAPs

Most districts fail to include disaggregated goals by subgroup.

- Only 36% provide specific suspension goals for subgroups—although that percentage doubled compared to the first year LCAPs

Most districts fail to include current year data to measure progress.

- Only 48% include data on suspensions for the current year

Analysis from LCAPs (cont'd)

Districts continue to focus on evidence-based alternatives to suspension.

- 84% of districts include the evidence-based practices Positive Behavioral Interventions and Supports (PBIS), Restorative Practices and/or Social Emotional Learning—an increase from 70% in first year LCAPs
- But over half of districts fail to identify the specific amount of funding intended for evidence-based alternatives

Districts doing a better job identifying goals related to school climate surveys on safety and connectedness.

- 80% include climate survey-related goals on safety and connectedness— an increase from 56% in first year LCAPs
- But room for improvement - Only 36% have goals related to both safety and connectedness, although goals for both are required

How to address school discipline in your district LCAP?

Goals

- Clear measurable goals, such as actual rates intended for each year (e.g., 6% in year 1, 5% in Year 2, 4% in Year 3).
 - Otherwise can be ambiguous (1% reduction each year could be one-time, not annual; percent is different than percentage point)
- Ambitious goals
 - Can use “low” rate as target
 - Baseline should be recent year, so goals are not already being met
- Distinct goals for subgroups

Example: Riverside USD

Year 1

*Decrease/maintain suspension rates

All - 4% to 3.6%	AA - 10% to 9%	H - 4% to 3.6%	LI - 5% to 4.5%	EL - 5% to 4.5%	SWD - 7% to 6.3%	RFEP - 2.4% to 2.2%	FY - 21% to 18.9%	HL - 14% to 12.6%
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Year 2

All - 3.2 %	AA - 8.1%	H - 3.2%	LI - 4.1%	EL - 4.0%	SWD - 5.7%	RFEP - 2%	FY - 17%	HL - 11.3%
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Year 3

All - 2.9%	AA - 7.3%	H - 2.9%	LI - 3.7%	EL - 3.7%	SWD - 5.1%	RFEP - 1.8%	FY - 15.33%	HL - 10.2%
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More on Goals

Additional goals beyond suspension rates

- Reduce specific grounds (i.e., disruption/defiance)
- Reduce total # of suspensions, # of suspension days lost, out-of-school or in-school suspensions

Additional goals beyond suspension/expulsion

- Other related metrics: office referrals, arrests, transfers
- Survey results on safety/connectedness

Actions & Expenditures

Types of Actions

- **Alternatives (e.g., Restorative Practices, PBIS, Social Emotional Learning)**
- **Support staff (e.g., school counselors, mental health personnel, psychologists, social workers)**
- **Professional development/training**
- **Data analysis**
- **Tracking alternatives**

Actions & Expenditures:

Getting down to details

Changes, or just more of the same?

Clear on #s

- # of schools implementing
- # of teachers/staff trained
- Year-by-year changes: phase in

Clear on Expenditures (\$)

- Don't bundle with other actions
- Details, details

Example: Bakersfield City ESD

Total: \$6.4 million PBIS related

Staffing

- Continue to provide one (1) District PBIS Coordinator and one (1) Clerk to support the implementation of the PBIS framework. \$229K
- Continue to provide forty-two (42) Behavioral Intervention Specialists to deliver services at each school for students needing on-going intensive behavioral support. \$3.4M
- Continue to provide seven (7) additional psychologists to provide intensive direct support for Tier 3 PBIS. \$951K
- Continue to provide six (6) Youth Services Specialists to support Tier 2 and Tier 3 PBIS, particularly FY, AA students. \$650K

Parental Involvement

- Provide parent learning opportunities on strategies for parenting challenging youth, targeted to parents of students needing Tier 2 or Tier 3 PBIS supports. \$79K

More Bakersfield City ESD

Professional Development

- Continue to provide professional learning, onsite coaching, consultation and support for Behavioral Intervention Specialists and school support staff to ensure culturally responsive and strong implementation of PBIS at all tiers. \$642K
- Continue to provide professional learning on PBIS and cultural responsiveness for bus drivers and clerical staff to promote the value of diversity and create a more welcoming environment. \$98K

Data Analysis

- Provide a data analysis system (software) that will support intervention monitoring and measure the effectiveness of PBIS implementation. \$18K

Mentoring

- Mentoring: Continue partnering with community organizations to ensure direct mentoring services for tiered PBIS support. \$300K

Updates

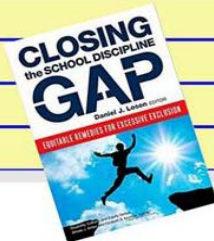
**Include data from
most recent year,
even if just part year!**

Bringing Action Steps Back to Your District

- **Superintendent**
- **School Board Members**
- **Parent Advisory Committee**
- **English Learner Parent
Advisory Committee**
- **School Site Administrators**
- **School Site Councils**
- **Students!**

EXAMPLE AND NON-EXHAUSTIVE LIST OF REMEDIES AND SOLUTIONS TO ADDRESS EXCESSIVE SCHOOL DISCIPLINE

- ☒ **1** ELIMINATE SUSPENSIONS FOR BIAS-PRONE LIKE "DISRUPTION" OR "DEFIANCE"
- ☐ **2** RESTORATIVE PRACTICES
- ☐ **3** INITIATIVES TO IMPROVE ACADEMIC ENGAGEMENT
- ☐ **4** MULTI-TIER SYSTEM OF SUPPORTS AND PBIS
- ☐ **5** STUDENT THREAT ASSESSMENT PROTOCOLS
- ☐ **6** INITIATIVES TO IMPROVE SCHOOL CLIMATE
- ☐ **7** TRAUMA-INFORMED PRACTICES
- ☐ **8** SOCIAL EMOTIONAL LEARNING
- ☐ **9** EARLY WARNING SYSTEMS
- ☐ **10** IMPROVING LEARNING CONDITIONS AND SUPPORTS
- ☐ **11** BIAS REDUCTION AND CULTURAL COMPETENCY TRAININGS
- ☐ **12** DISAGGREGATED DATA REPORTING, ANALYSIS, AND MONITORING
- ☐ **13** ONGOING PROFESSIONAL DEVELOPMENT (I.E. - CLASSROOM MANAGEMENT)
- ☐ **14** EARLY INTERVENING SERVICES & BEHAVIORAL IMPROVEMENT PLANS
- ☐ **15** COMMUNITY PARTNERSHIPS FOR MENTAL HEALTH/SOCIAL SERVICES CONTINUUM
- ☐ **16** DEFINE AND MINIMIZE S.R.O.-STUDENT INTERACTION. RETHINK THE EXPENDITURES
- ☐ **17** INVESTMENT IN COUNSELORS, SOCIAL WORKERS, AND SCHOOL PSYCHOLOGISTS
- ☐ **18** DEVELOPMENTALLY APPROPRIATE DISCIPLINE MATRIX WITH TRAINING



For additional information and insight, pick up a copy of "Closing the School Discipline Gap" or visit www.civilrightsproject.ucla.edu

Pushback and Counter Arguments

- We want a “disruption-free” learning environment
- New studies say that climate got worse and test scores might go down.
- We lack resources
 - Grants, free resources, toolkits
 - Reduce cost by 1% point for long-term benefit
- Our staff need training
- So...no student accountability?
 - Many evidence-based alternatives exist

Professional Statements against Suspension

SOURCE	STATEMENT
American Psychological Association	“There are <i>no data</i> showing that out-of-school suspension or expulsion reduce rates of disruption or improve school climate . . . If anything, disciplinary removal appears to have negative effects on students outcomes and the learning climate”
Academy of American Pediatrics	Suspensions are counterproductive.
Center for Disease Control	Suspensions add to parental stress.
National Association of Secondary School Principals	“Measures of last resort in the code of conduct and use them only if it is necessary to preserve the safety of other students and staff.”
The School Superintendents Association	Suspensions should only be last resort to preserve safety.
American Association of School Administrators	Suspensions should be a last resort.
National Education Association	It’s time to end zero tolerance policies and overuse of suspension and expulsion.
American Federation of Teachers	“Students return even further behind than they were, and they have little or no support to catch up.”
California Attorney General	“Suspensions exacerbate the attendance crisis.”

Resources

<https://www.civilrightsproject.ucla.edu/>

- Hidden Costs of CA's Harsh School Discipline
- Closing the Gap

<http://www.fixschooldiscipline.org/>

- Funnel Effect Handouts
- Toolkit for Educators & Community
- Model policies on data collection

Questions? Email info@fixschooldiscipline.org

THANK YOU!