



Arlington High School

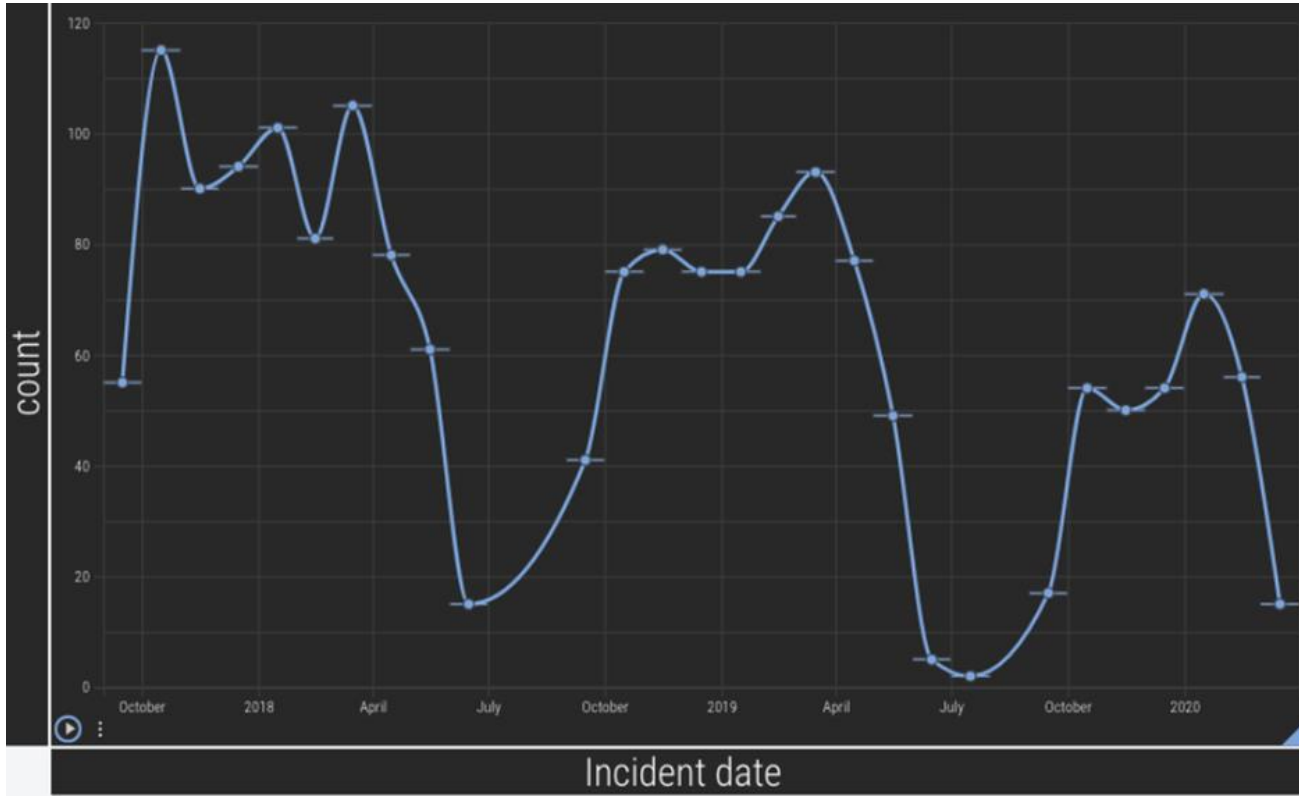




Interpreting Discipline Data

- Tracking student behavior and staff response
- Looking for improvements in student behavior, equity, and effectiveness of staff interventions
- Looking for differences in treatment and effective responses for differences in behavior
- Strategies: Collaborative Problem Solving, Equity Training, Support Programs, Curriculum Review, and Climate/Culture efforts
- Disciplinary Philosophy: Kids succeed if they can. Move away from Plan A. Skill not will
- Problems to be solved are an interaction between the situation and student
- Seeing reductions in challenging behavior, but not in disproportionality

All Discipline Trends 2017-2020



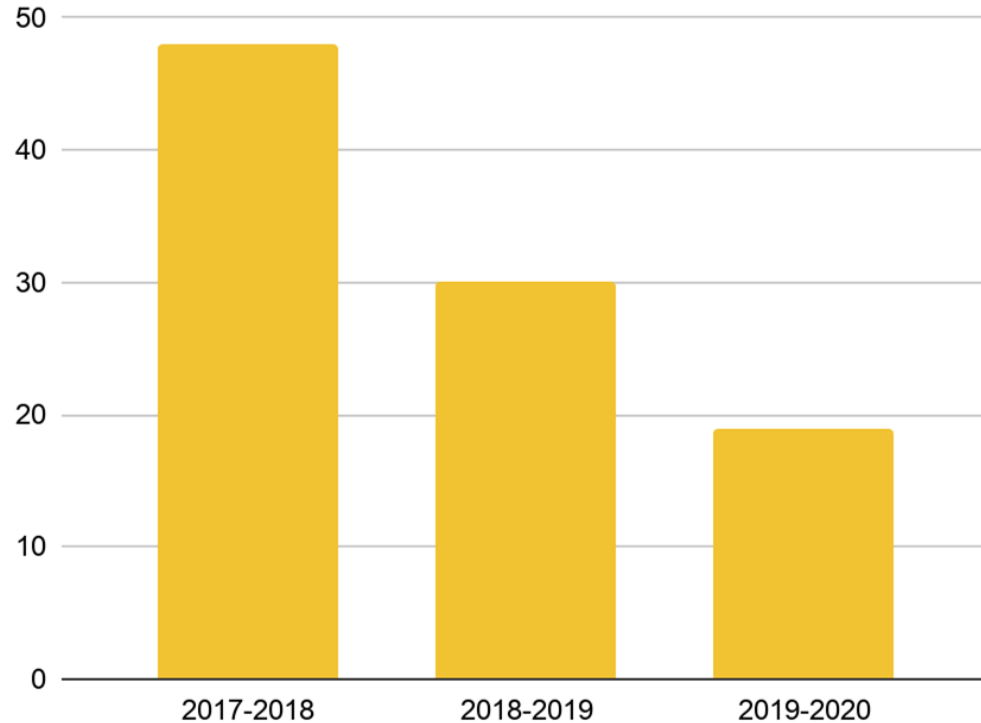


The Three CPS “Plans” A, B, and C

GOAL	PLAN A	PLAN B	PLAN C
Meet expectations	X	X	
Reduce challenging behavior		X	X
Build skills and confidence		X	
Problem solved		X	
Build helping relationship		X	

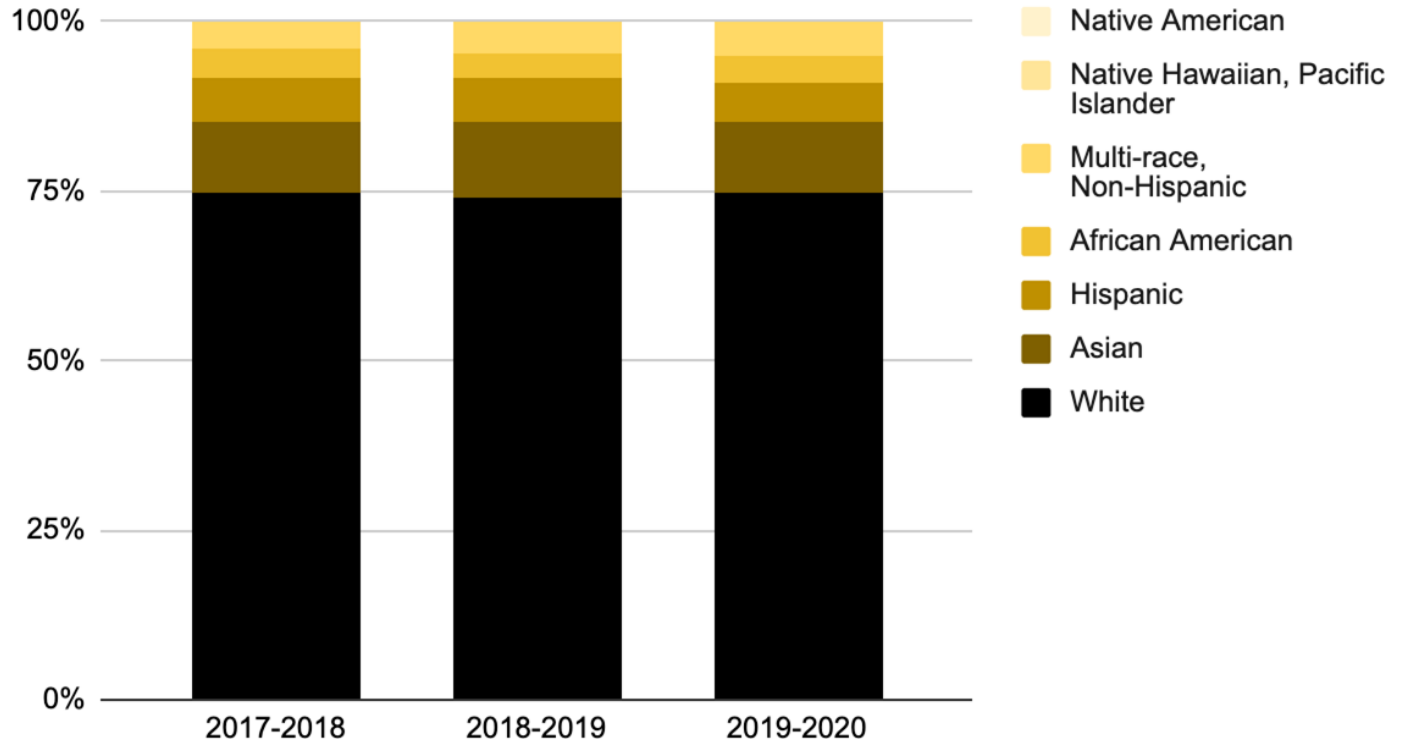


Out-of-School Suspensions 2017-2020



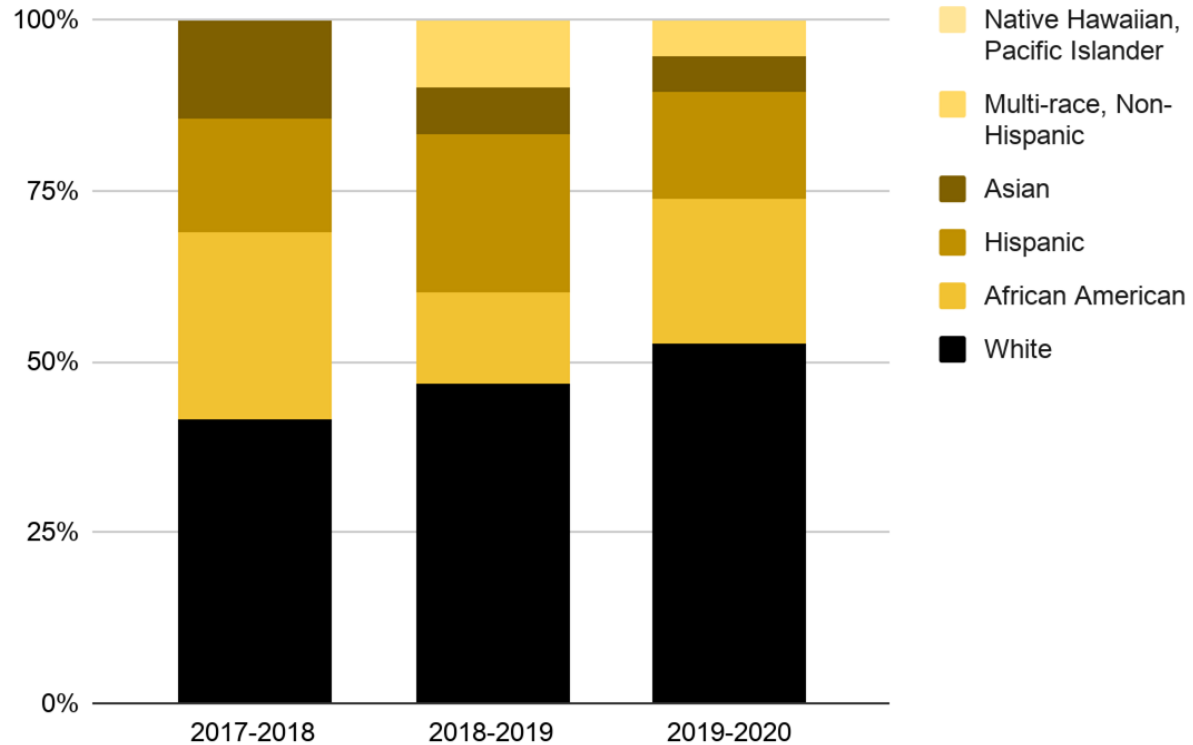


Student Population by Race





Out-of-School Suspensions by Race





Out-of-School Suspensions 2017-2018

	Population	OOS Suspensions	OOS Suspension %	Proportion
African American	4.4%	13	27.08%	616%
Asian	10.6%	7	14.58%	138%
Hispanic	6.4%	8	16.67%	260%
White	74.6%	20	41.67%	56%
Native Hawaiian, Pacific Islander	0.2%	0	0.00%	0%
Multi-race, Non-Hispanic	3.8%	0	0.00%	0%
	100%	48	100%	



Out-of-School Suspensions 2018-2019

	Population	OOS Suspensions	OOS Suspension %	Proportion
African American	3.7%	4	13.33%	360%
Asian	11.3%	2	6.67%	59%
Hispanic	6.3%	7	23.33%	370%
Native American	0.0%	0	0.0%	
White	74.1%	14	46.67%	63%
Native Hawaiian, Pacific Islander	0.1%	0	0.00%	
Multi-race, non-Hispanic	4.6%	3	10.00%	217%
	100.1%	30	100%	

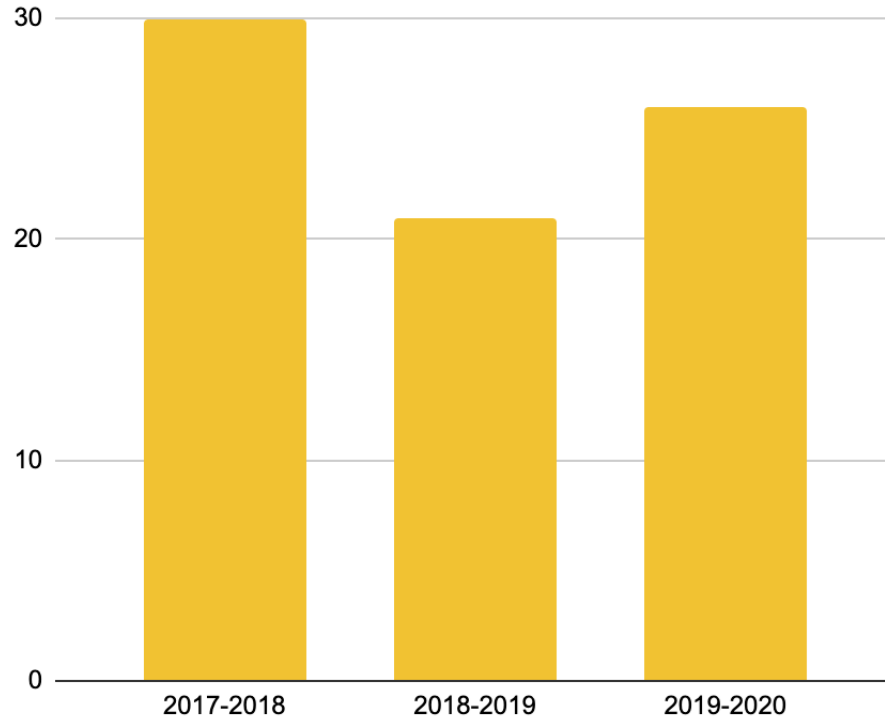


Out-of-School Suspensions 2019-2020

	Population	OOS Suspensions	OOS Suspension %	Proportion
African American	4.0%	4	21.05%	526%
Asian	10.5%	1	5.26%	50%
Hispanic	6.0%	3	15.79%	263%
Native American	0.0%	0	0.0%	
White	74.6%	10	52.63%	71%
Native Hawaiian, Pacific Islander	0.1%	0	0.00%	
Multi-race, non-Hispanic	4.8%	1	5.26%	110%
	100%	19	100%	

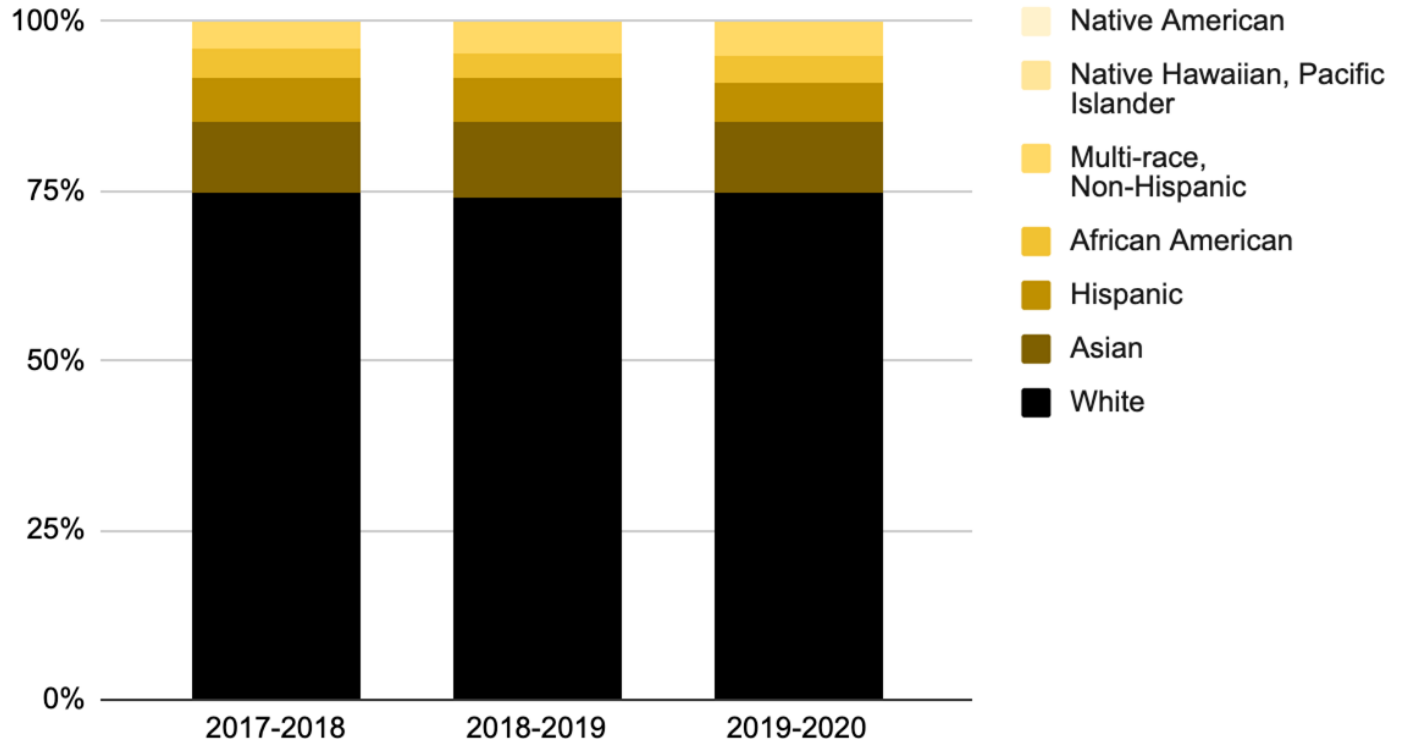


In-School Suspensions 2017-2020



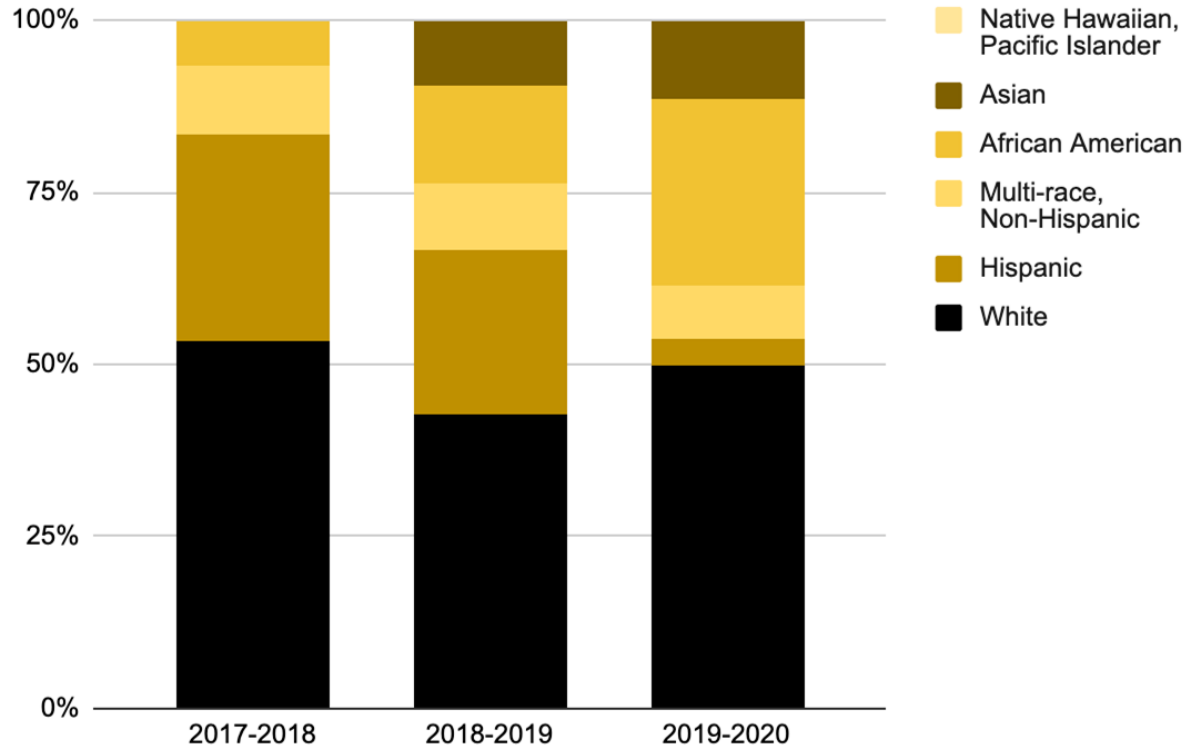


Student Population by Race





In-School Suspensions by Race





In-School Suspensions 2017-2018

	Population	IS Suspensions	IS Suspension %	Proportion
African American	4.4%	2	6.67%	152%
Asian	10.6%	0	0.00%	
Hispanic	6.4%	9	30.00%	469%
White	74.6%	16	53.33%	71%
Native Hawaiian, Pacific Islander	0.2%	0	0.00%	0
Multi-race, Non-Hispanic	3.8%	3	10.00%	263%
	100%	30	100%	



In-School Suspensions 2018-2019

	Population	IS Suspensions	IS Suspension %	Proportion
African American	3.7%	3	14.29%	386%
Asian	11.3%	2	9.52%	84%
Hispanic	6.3%	5	23.81%	378%
Native American	0.0%	0	0.0%	
White	74.1%	9	42.86%	58%
Native Hawaiian, Pacific Islander	0.1%	0	0.00%	
Multi-race, non-Hispanic	4.6%	2	9.52%	207%
	100.1%	21	100%	

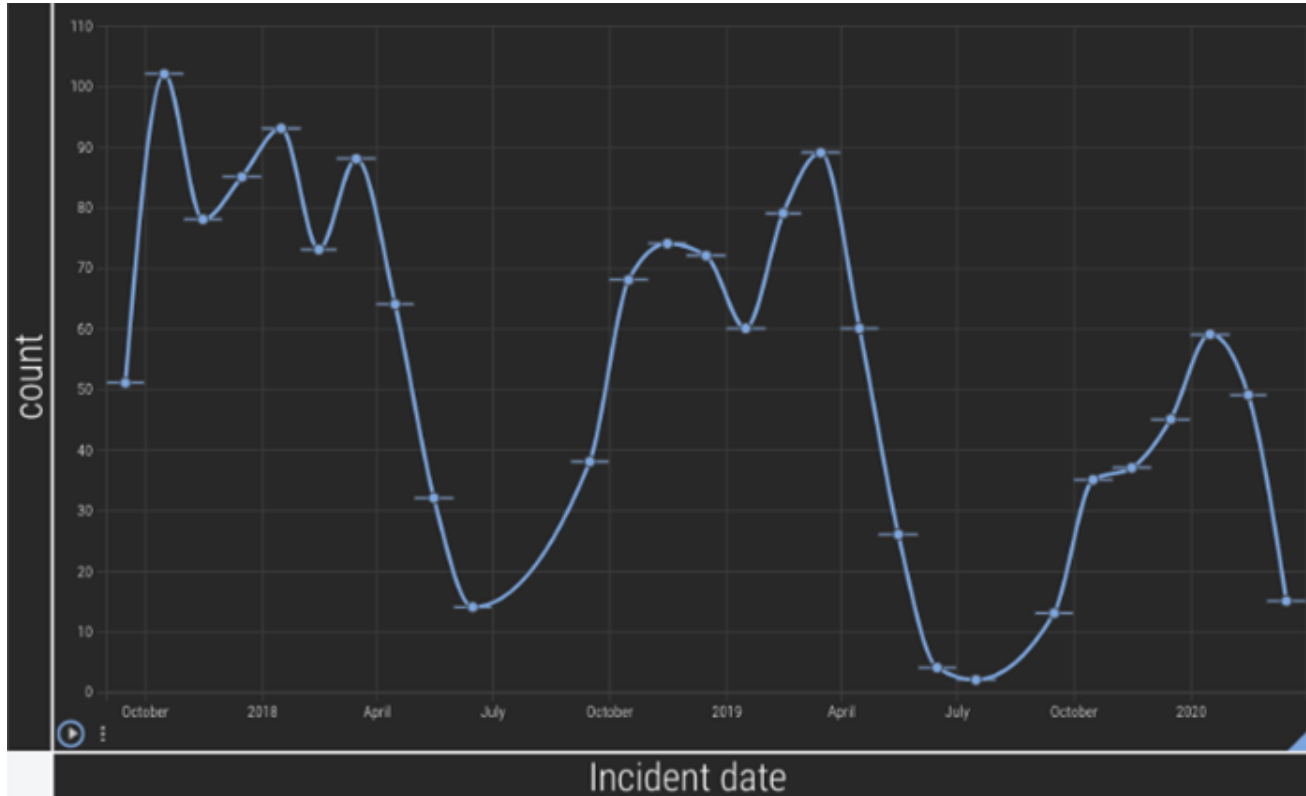


In-School Suspensions 2019-2020

	Population	IS Suspensions	IS Suspension %	Proportion
African American	4.0%	7	26.92%	673%
Asian	10.5%	3	11.54%	110%
Hispanic	6.0%	1	3.85%	64%
Native American	0.0%	0	0.0%	
White	74.6%	13	50.00%	67%
Native Hawaiian, Pacific Islander	0.1%	0	0.00%	
Multi-race, non-Hispanic	4.8%	2	7.69%	160%
	100%	26	100%	



Detention Trends 2017-20



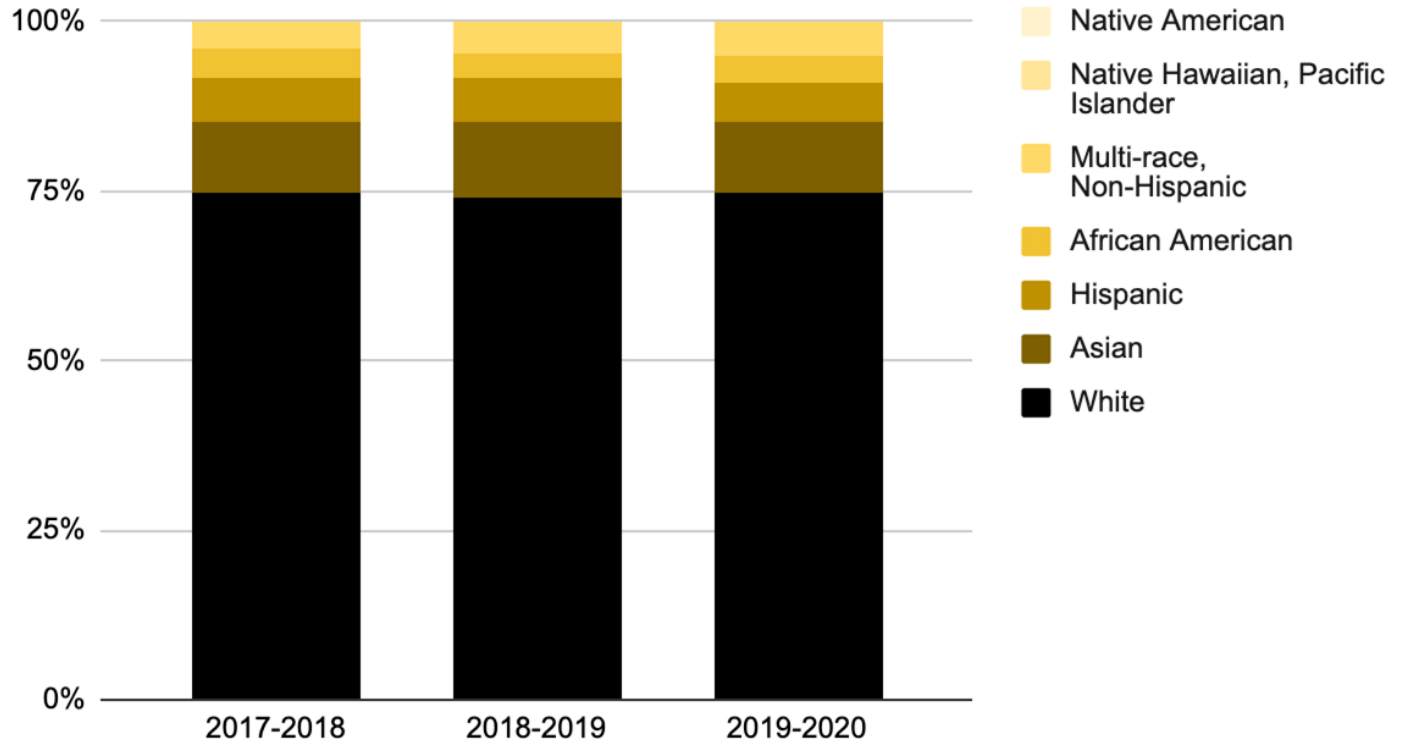


Interpreting Detention Data

- Detention is assigned by Deans for attendance (90%)
- These are numbers of incidents, not numbers of students
- 30 minute study hall. Student can choose day
- Has been difficult to access or analyze the data
- Used as notes, not logged as metric
- Can be indicative of attention to attendance as much as changed behavior
- Shows similar disproportionality to other discipline data
- Show trends of decline corresponding with CPS

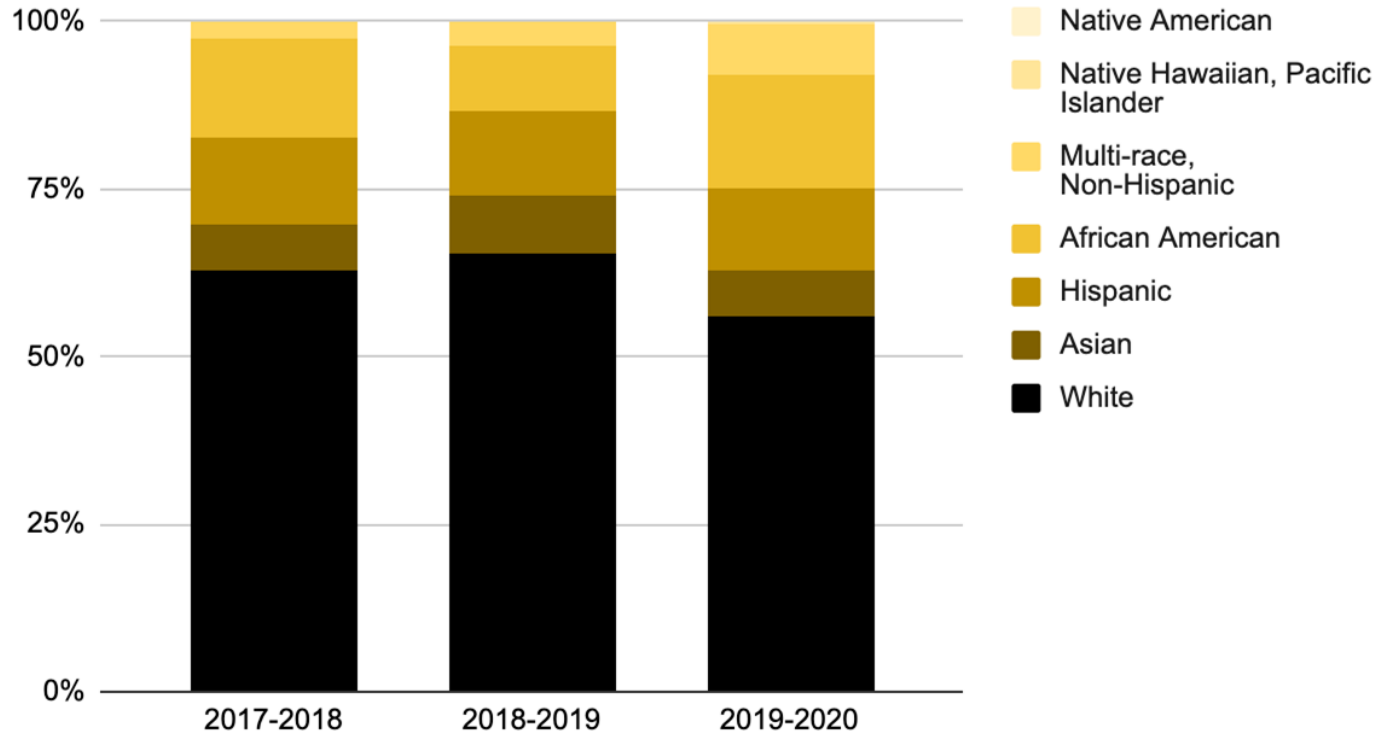


Student Population by Race





Detentions by Race





Detentions 2017-2018

	Population	Detentions	Detention %	Proportion
African American	4.4%	101	14.85%	338%
Asian	10.6%	46	6.67%	64%
Hispanic	6.4%	89	13.09%	205%
White	74.6%	427	62.79%	84%
Native Hawaiian, Pacific Islander	0.2%	0	0.00%	0%
Multi-race, Non-Hispanic	3.8%	17	2.5%	66%
	100%	680	100%	100%



Detentions 2018-2019

	Population	Detentions	Detention %	Proportion
African American	3.7%	56	9.79%	265%
Asian	11.3%	51	8.92%	79%
Hispanic	6.3%	71	12.41%	197%
Native American	0.0%	0	0.0%	
White	74.1%	373	65.21%	88%
Native Hawaiian, Pacific Islander	0.1%	1	0.17%	175%
Multi-race, non-Hispanic	4.6%	20	3.50%	76%
	100%	572	100%	100%



Detentions 2019-2020

	Population	Detentions	Detention %	Proportion
African American	4.0%	43	17.00%	425%
Asian	10.5%	17	6.72%	64%
Hispanic	6.0%	31	12.25%	204%
Native American	0.0%	0	0.0%	
White	74.6%	132	56.13%	75%
Native Hawaiian, Pacific Islander	0.1%	1	0.40%	395%
Multi-race, non-Hispanic	4.8%	19	7.51%	156%
	100%	253	100%	100%



Equity Concerns - Things to track

- Discipline for “behavior” based on attribution and relationships (e.g., disruption)
- Discipline based on teacher-student interaction
- Detention is based on “will” not skill
- Behavior is an interaction between student and school



Next Steps for Analysis

- Attendance Office for consistent data (started this year)
- IT and consultant support for coding, reviewing, and entering behavior data
- Set metrics for behavior outcomes and interventions (e.g., absences vs. “detentions”)
- Target disproportionality and overall rates
- Partnership with Think:Kids. Report on Think:Kids discipline analysis and evaluation plan



Next Steps for Programming

- Continue Collaborative Problem Solving implementation
- Specific training on Unconscious Bias
- Anti-racism working group (Everyday anti-racism, Curriculum, Staffing, Professional Development, Data, Resources for BIPOC)
- Review Interventions vs. Detentions to move away from Plan A. Examples:
 - Treatment model for drug offenses
 - ABCD
 - Academic support model for absences
- Other climate, culture, and curriculum initiatives



Trends in SY 2020-21

- Zero incidents suspension or detention
- Challenging behavior has moved to attendance and engagement
 - Real time monitoring of attendance
 - Staff follow through on engagement
- Deans have logged 4859 student contacts modeled around reiterating expectations and offering support, 1111 recorded CPS contacts.
 - Initiating a contact
 - Spontaneous plan B
 - Proactive plan B (~50)
- COVID 19 Mental Health Screener



Ongoing CPS Training

- Leadership Team Meets 2 x per month for coaching and review of practices
- Coaching support for teacher in conducting Plan B conversations
- Staff training on applying CPS to COVID challenges e.g., wearing masks, keeping on screen, engaging with stressed students
- New teacher review, Tier 1 training in summer and fall of 2021
- Ongoing Leadership Training and coaching support