


# **Arlington High School Discipline Report SY 2018- SY 2021**

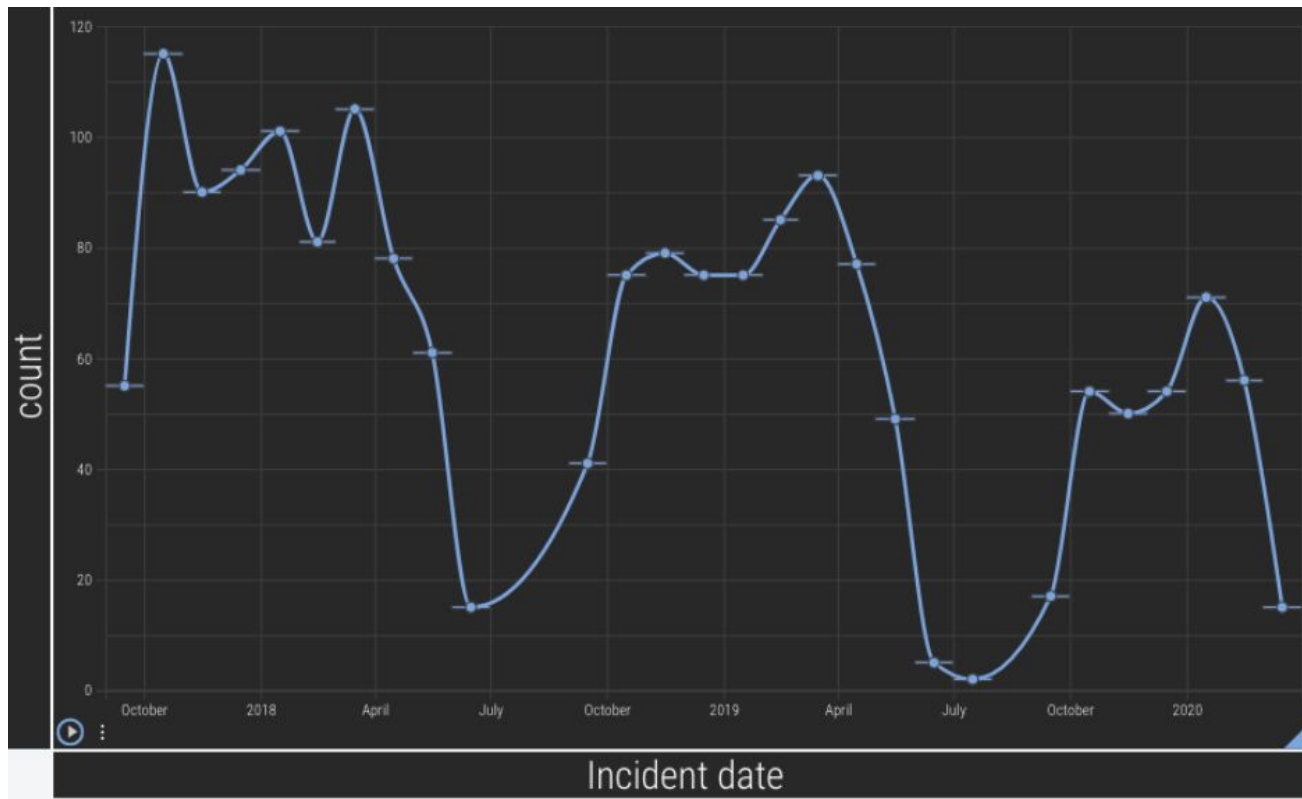




# Interpreting Discipline Data

- 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





# Trends in SY 2020-21

- One incident of suspension
- Remote learning reduced incidents of in-school behavior and created different options for intervention
- Challenging behavior moved to attendance and engagement
  - Real time monitoring of attendance
  - Staff follow through on engagement
- Deans 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



## Trends in SY 2021-22

- Overall discipline and suspension numbers remain low
  - 10 out-of-school suspensions to date
  - 9 in-school suspensions to date
- Indications of adjusting to school post-pandemic (high number in September/October)
- Spring often has increased rate of challenging behaviors



## 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	



# CPS Training 2020-21

- Leadership C 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



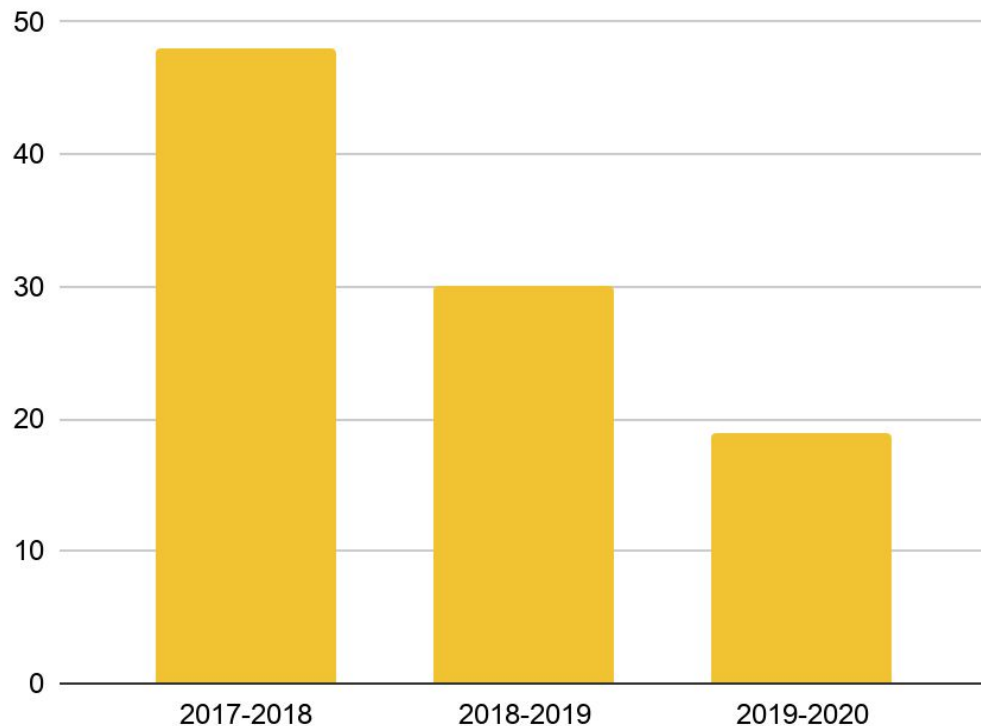
# CPS Training 2021-22

- Administrative Consultation 5x for coaching and review of practices
- Training-Trainers 3 faculty training to be certified Think:Kids trainers
- Tier 1 training for all 1st and 2nd year teachers
- Coaching support for teacher in conducting Plan B conversations
- Two all staff training sessions on applying CPS to COVID challenges e.g., anxiety, wearing masks, class participation, distraction



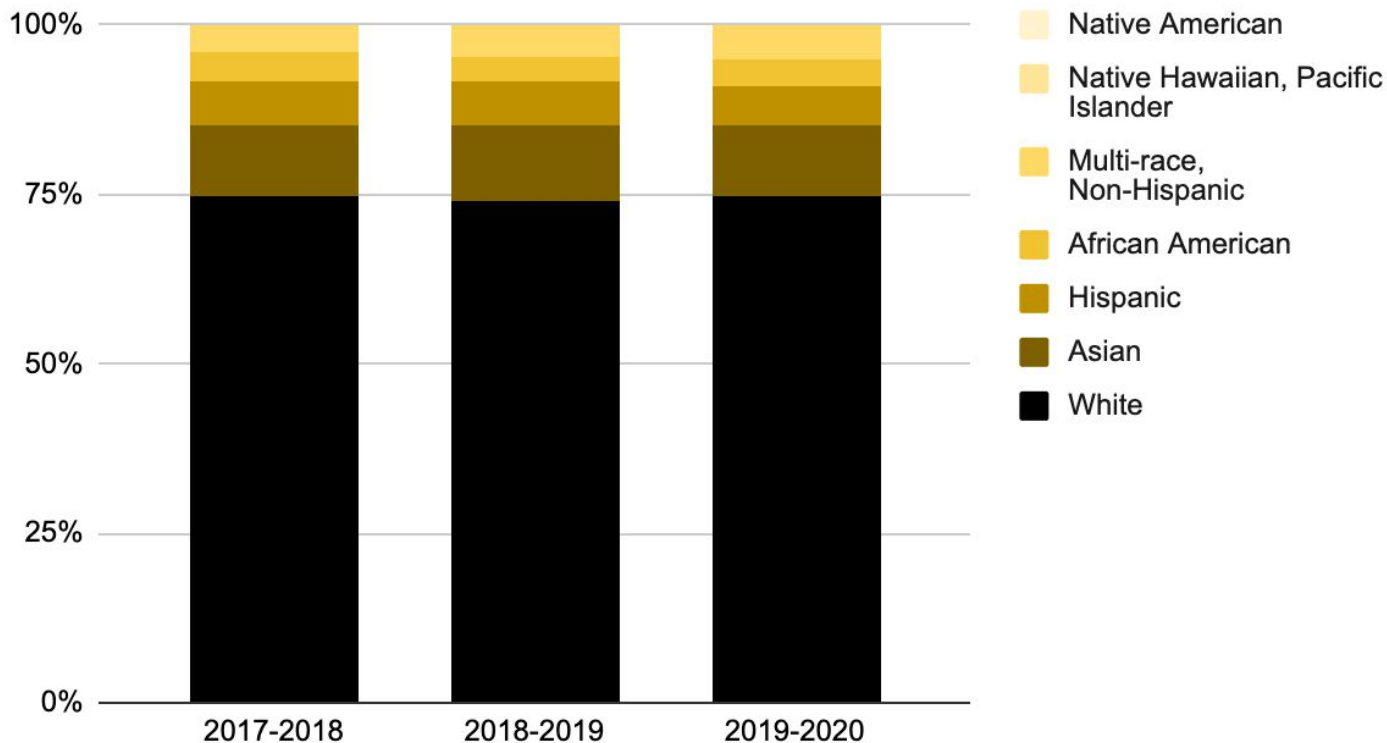


# Out-of-School Suspensions 2017-2020



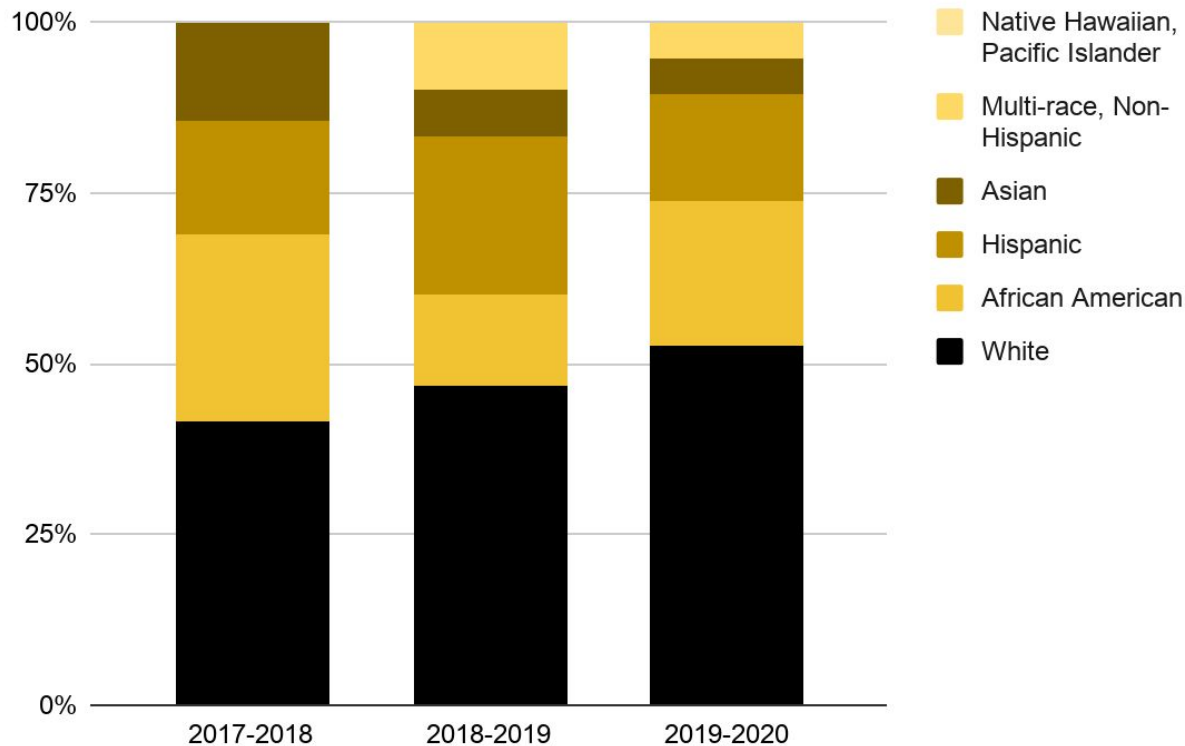


# Student Population by Race





# 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%	

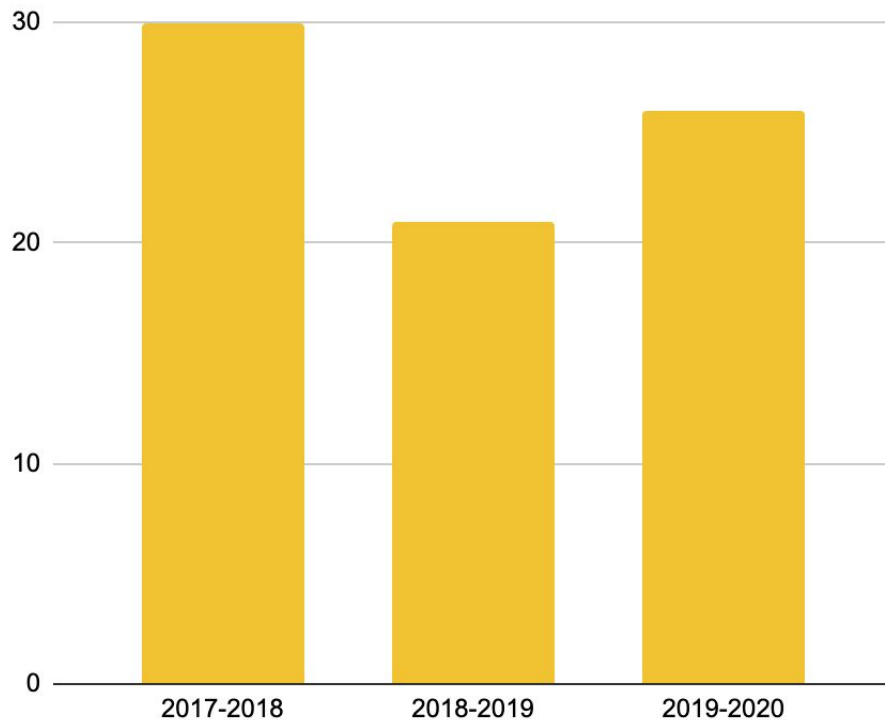


# Out-of-School Suspensions 2019-2020

	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%	

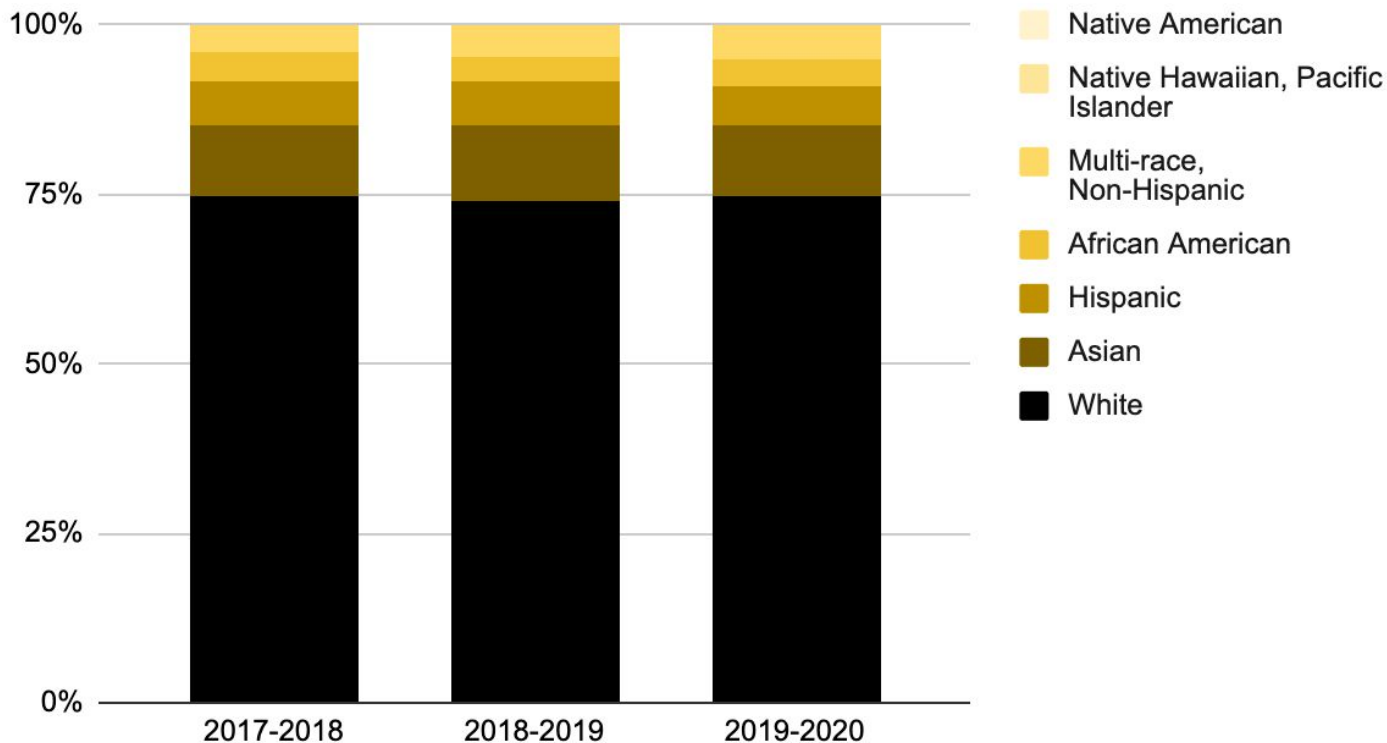


# In-School Suspensions 2017-2020





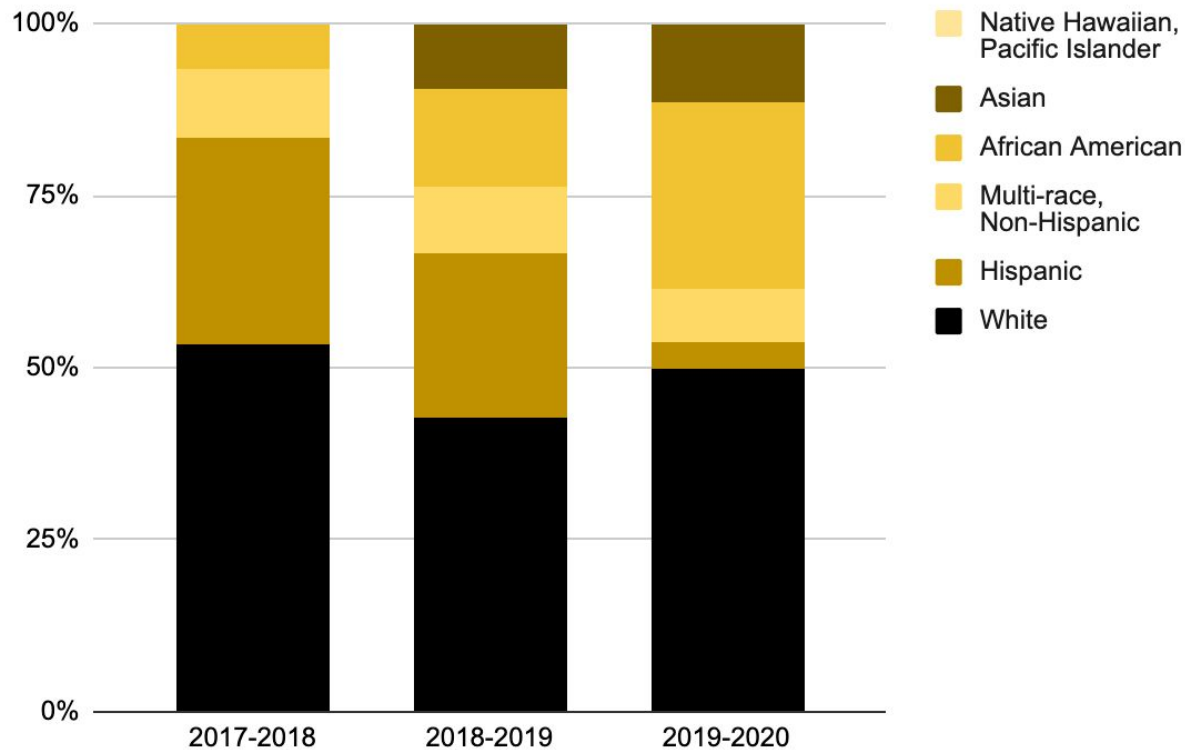
# Student Population by Race







# 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%	



# Equity Concerns - Things to track

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



# Next Steps for Programming

- Continue Collaborative Problem Solving: training trainers
- Ongoing 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
  - Academic support model for absences
- Other climate, culture, and curriculum initiatives
- Attendance Office - piloting School Pass card based system