Forensic Analysis of Discipline Data

Analyzing data is an integral part of identifying root causes and trends. We analyze academic data daily, weekly, monthly, and yearly. We need to apply that same concept to discipline data to help inform decision-making to create a positive school environment.

By engaging in an analysis of discipline data, school leaders will have the opportunity to identify the root cause of discipline issues within the school. Upon conclusion, school leaders will have identified trends within the data to inform needed strategies to improve disciplinary practices.

A core team composed of district leadership, school administration, a teacher, a special educator, a counselor, mental health professional, a parent, and a student. The size of the team is determined by the capacity of the school system to assemble the various stakeholders to support the analysis.

Data from the most recent school year should be utilized to conduct the analysis.

Analyzing the Data
1. Make a list of all of the infractions.
    a. Which infractions are occurring the most?
    b. When are those infractions occurring?
        ■ Time of the day (before school day, after school day, class change times, lunch, etc.)
        ■ Day of the week
        ■ Month of the year
    c. Where are the infractions taking place (be specific)?
        ■ Specific hallway; cafeteria; auditorium; playground; commons area; etc.
    d. Who is writing the referrals (be specific, may need to create a list)?
2. Identify the number of occurrences of referrals by specific groups, for example:
    a. Number of occurrences by a specific grade level
    b. Number of occurrences by gender
    c. Number of occurrences by individual educators
    d. Number of occurrences by subgroups (race, English Learners, homeless, economically disadvantaged, etc.)
3. What patterns and trends have been Identified? What are strengths? What are areas of concern? Examples:
    a. 65% of referrals for willful disobedience are written for female students.
    b. 52% of referrals for willful disobedience are written for male students.

c. Male students are suspended more often for the same offense than female students.
d. 72% of referrals are written when students are transitioning on hall C during lunch.
e. Teacher Pelican writes an increased number of referrals during 7th period.
f. On January 6, 2023, the school held a PD on classroom management. As a result the number of referrals dropped by 50% through spring break.
g. 90% of all physical altercations occurred on Mondays.
4. Utilize the data to develop a strategic plan, with SMART goals, focused on reducing the identified areas of concern.
5. Implement the strategic plan.

Strategic Plan Development and Implementation
1. Utilizing the data identify 2-3 areas of concern
2. Set SMART goal(s) to address each area of concern
   a. Specific
   b. Measurable
   c. Achievable
   d. Relevant
   e. Time
3. Develop a monitoring schedule - how often will the team check-in to review progress toward the goal?
   a. Monitoring schedule (Bi-Weekly, Monthly, Quarterly)
4. Share the plan with stakeholders
5. Implement Plan

Sample:
Data revealed that *Instigates or Participates in Fights* (Physical Altercations) accounted for 70% of out-of-school suspensions in 2022-2023. Further analysis revealed:
   ○ 90% of the altercations occur on Mondays
   ○ 95% of the altercations were between female students
   ○ 60% of the altercations occurred before the first hour in the commons area

SMART Goals:
● Provide training on conflict resolution to all administrators two weeks prior to the start of the next school year.
● Utilize conflict resolution sessions with female students as a proactive approach to reducing physical altercations by 25%.