

DIGNITY IN SCHOOLS CAMPAIGN

MODEL CODE WEBINAR IV:

DATA, MONITORING AND ACCOUNTABILITY



June 27, 2013

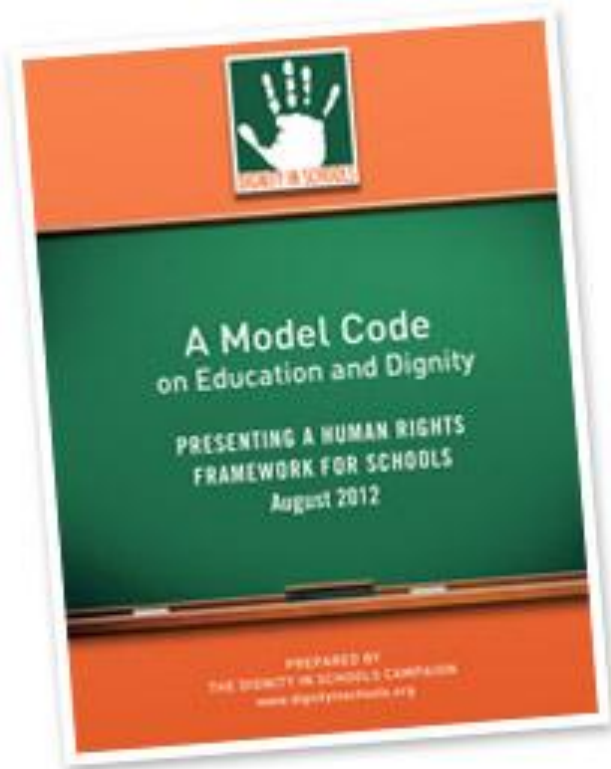
DIGNITY IN SCHOOLS CAMPAIGN (DSC)

- Challenges the systemic problem of pushout and advocates for the human right of every young person to education and dignity
- 68 organizations from 19 states
 - Youth and parent base-building
 - Legal and advocacy
 - Teachers and educators
 - Researchers



DSC MODEL CODE

- Model policies for schools, districts and legislators to address school pushout and create safe and positive climates for learning
- Based on research, best practices and on the ground experiences of students, parents and educators
- Rooted in fundamental human rights principle that the goal of education is to develop each young person to their full potential

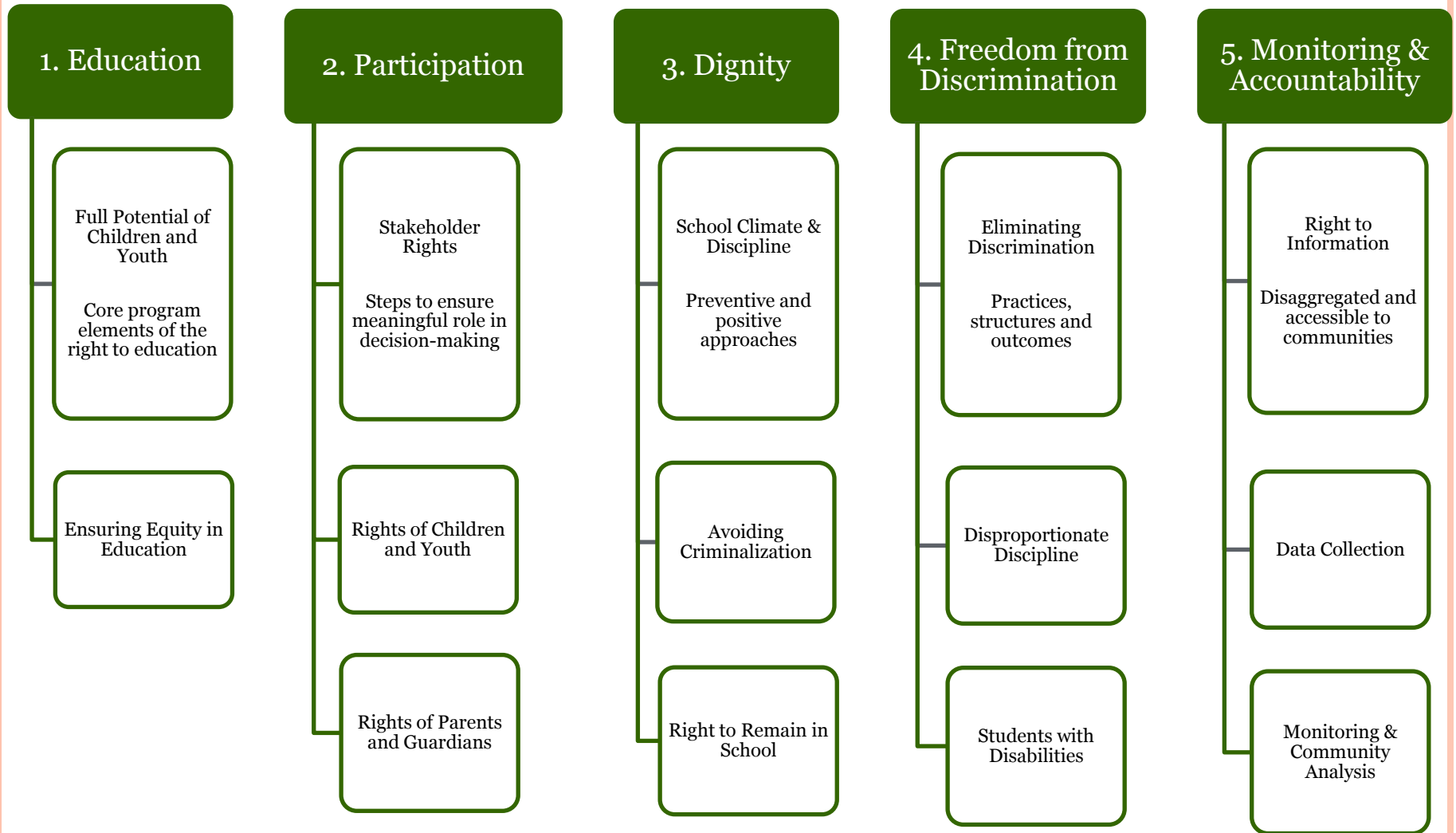


HOW WAS THE MODEL CODE DEVELOPED?

- Drafted and reviewed by members of the Model Code Working Group
- Reviewed at two American Bar Association summits
- Reviewed and edited at community engagement sessions with students, parents and teachers in 8 different states (CA, FL, GA, IL, LA, MS, NY, PA)



OVERVIEW OF THE MODEL CODE



OVERVIEW OF SECTION 5

- **Section 5.1 on the Right to Information**
- **Section 5.2 on Data Collection**
 - **Sub-Section 5.2.a on Standardized Data Collection**
 - **Sub-Section 5.2.b on Required Categories for Data Collection**
- **Section 5.3 on Monitoring and Community Analysis**

5.1. THE RIGHT TO INFORMATION

- A. **States, districts and schools shall make available to all policy-makers and stakeholders**, including educators, parents or guardians, students and community members, information and core data on education (*full list of data included in code*)

- B. **Information and data must be easily accessible and easy to understand** and allow stakeholders to assess the impact of education policies and practices, including disproportionate impacts on certain groups (both analysis and raw data).

- C. **Personal student records** shall be provided upon request to the parents or guardians of specific students and to the specific student.

5.2 DATA COLLECTION

5.2.A STANDARDIZED DATA COLLECTION

A. All data must be disaggregated by the following demographic groups: *(definitions for each provided in the code)*

Age, Race and Ethnicity, Gender, Income level , Disability and special education status , English Language Learners (ELLs), Court-involved, Homeless youth, Youth in foster care

B. Definitions of certain common terms used in data collection shall be standardized: *(definitions for each provided in the code)*

Graduation rate, Attendance rate, Dropout, Voluntary Transfer, Involuntary Transfer, Expulsion, Suspension, OCR “disparate impact” standard, Significant Disparity

5.2 DATA COLLECTION

5.2.B REQUIRED CATEGORIES

B. Local, state and national data made available to the public on:

- 1-7. Graduation rates; Test scores and other assessments; Enrollment rates; Attendance; Dropouts; Discharges; Transfers to alternative schools, remedial programs and GED programs
- **8. Discipline policies, statistics and rates, including:**
 - a. Types of infractions;
 - b. Teacher/staff members reporting the infractions;
 - c. Consequence of infraction, including but not limited to:
 - Positive interventions
 - In-school suspensions
 - Out-of-school suspensions
 - Number of students receiving repeated suspensions
 - Length of suspensions
 - Expulsions
 - Corporal punishment
 - Referrals to alternative schools

5.2 DATA COLLECTION

5.2.B REQUIRED CATEGORIES

- **9. Interactions with police and School Resource Officers**
 - a. Referrals to probation/law enforcement/courts by incidents;
 - b. School-related arrests, including types of incidents;
 - c. Number and type of student searches;
 - d. Number and type of student interrogations;
 - e. Police officers or school staff involved in incidents with students; and
 - f. Trainings for police, security agents and school staff, including:
 - Number and duration of trainings
 - Types of trainings
 - Resources allocated to trainings.
- 10. Reenrollment of students' return from suspension sites and detention
- 11. Student, parent or guardian and teacher surveys on:
 - Curriculum and instructional practices; Student engagement in the learning process; School climate and discipline; and Mechanisms for student, parent or guardian and teacher participation in decision-making.

5.3 MONITORING AND COMMUNITY ANALYSIS

States, districts and schools shall:

- A. Use data to frequently and effectively measure, monitor and analyze progress.
 - a. Identify and analyze disparities; Compare data across schools and districts
 - b. Conduct follow-up investigations, more qualitative and in-depth
 - c. Create data driven solutions and alternatives to policies and practices
- B. Ensure that students, parents or guardians and communities have meaningful participation in monitoring data and determining how data is used to improve the educational system.
- C. Ensure a formal audit of data at least once a month at district and school level
- D. Provide training and support on data interpretation for school staff, administrators, parents and students.

5.3 MONITORING AND COMMUNITY ANALYSIS

- E. Establish independent, community-based structures to ensure that parents, students and community are actively involved in collection and use of data.
- Engage in annual assessments and offer recommendations
 - Identify areas of concern in the district for deeper investigation and review
 - Open meetings, participatory governance, representation from broad spectrum
 - May include district-wide, neighborhood and/or school-based structures
- F. States, districts and schools shall work together with the community-based structures to ensure data is used to make changes to improve education.
- G. Establish independent structures for individuals and communities to raise concerns and seek recourse.
- Stakeholders empowered to raise concerns or complaints
 - An independent and impartial actor deciding what steps to take in response with power to compel action

EXAMPLE FOR FILING DATA REQUESTS IN CALIFORNIA

BASICS OF DATA REQUESTS

California Public Records Act (PRA)/ Freedom of Information Act (FOIA)

- Entitles any individual in the community to receive copies of ANY public documents
- Send to District Superintendent or Custodian of Records
- Possible charge for documents

Response

Required by 10 business days

Reasonable requests for extra time

FOIA/PRA LETTER

- State that the request is made under FOIA/CA PRA
- Be clear
 - Types of info that you want
 - Time period for which you want the info
- **Sample** available in Toolkits
<http://www.fixschooldiscipline.org/toolkit/community/file/>
- Need help?
 - Contact Public Counsel: 510.529.3472

EXAMPLES OF DATA, MONITORING AND
ACCOUNTABILITY IN CALIFORNIA, LOUISIANA
AND FLORIDA

VALLEJO CITY UNIFIED SCHOOL DISTRICT

In VCUSD, data was organized, **presented and analyzed with the entire district and community** resulting in the development of district-wide and school level goals, the adoption of PBIS and increased community involvement.

| | | <ul style="list-style-type: none"> • Monitor progress and implementation of site plans and programs (e.g. RJ, PBIS) |
|---|---|--|
| Educational Effectiveness - School Climate and Culture | | |
| Goals | Strategic Actions | School Actions |
| <ul style="list-style-type: none"> • Achievement gap eliminated • Student Attendance and enrollment rates increased • Dropout rate significantly decreased • Reduce referrals, suspensions and expulsions | <ol style="list-style-type: none"> 1. Positive Behavior Intervention and Support fully implemented at all schools 2. Restorative Justice program - building relationships to reduce the frequency of unjust acts, for safer school environments 3. Full Service District with partnerships for mental and physical health needs of students and families | <ul style="list-style-type: none"> • Student assemblies - lessons on expectations, daily incentives, discipline matrix • Expectations posted in common areas and classrooms • Restorative Justice Circles - will be less frequent as the school culture changes • Full Service Schools • Surveys completed • FSCS Collaborative Roster and Agenda • Full Service October plan • FSCS Meeting date and agenda • Review school survey data |

VCUSD MONITORING MECHANISMS

- Sets forth strategic actions for school site administrators
- District checks on implementation through site visits, data review and other accountability mechanisms
- **Community partners and parents join in site visits**

LOS ANGELES UNIFIED SCHOOL DISTRICT

- **CADRE in partnership with Public Counsel**
 - 2005 – Led broad-based campaign to pass a resolution to create LAUSD Discipline Foundation: SWPBS Policy
 - 2012 – Created monitoring and accountability checklists with input from community members, experts, and parents.

| Action Step | Timeline for Completion |
|--|-----------------------------|
| Develop Training for Schools In Coordination with Experts/Using Existing Tools from PBIS.org/Safe and Civil Schools/BEST, etc. | August 1 |
| Invite Leadership Teams from 50% of Schools To Attend Training and Hold All Trainings | September 30 |
| Provide Additional Training to Instructional Leaders At All Schools On Tier 1 – Proactive Teaching and Modeling of Positive Behavior, Developing an In-Class Positive Behavior System, and Provide Curriculum to Be Used (e.g., Second Step) | February 20 |
| School Leadership Teams to Present to School Staff, Develop and Turn in Their Plans and Steps for Implementation and Discipline Matrixes (Be Safe, Be Responsible, and Be Respectful) To District | March 30 |
| Begin School Visits to Check for Evidence of PBIS and Provide Support and Assistance with Implementation | May 1 |
| Hold Monthly Meetings to Go Over School Discipline Data Collected (including ODR) With Principals and Discuss Any Challenges with Implementation and Discuss Additional Needs/Resources Related to Tier 2 and 3 Interventions for Students Needing More Supports | Starting March 30 (monthly) |
| Provide Bi-Annual Report to School Board and Community On Progress of Implementation, Including Data Comparisons on Discipline and Academic Performance Data | June 15 |

- **Monitor specific outcomes and tangibles**
 - Reduction in suspensions (overall and specific)/office referrals/expulsions
 - Elimination of disproportionality of students
 - Increased attendance and graduation rates
 - Increased parental involvement
 - More teacher stability
 - Reward system participation

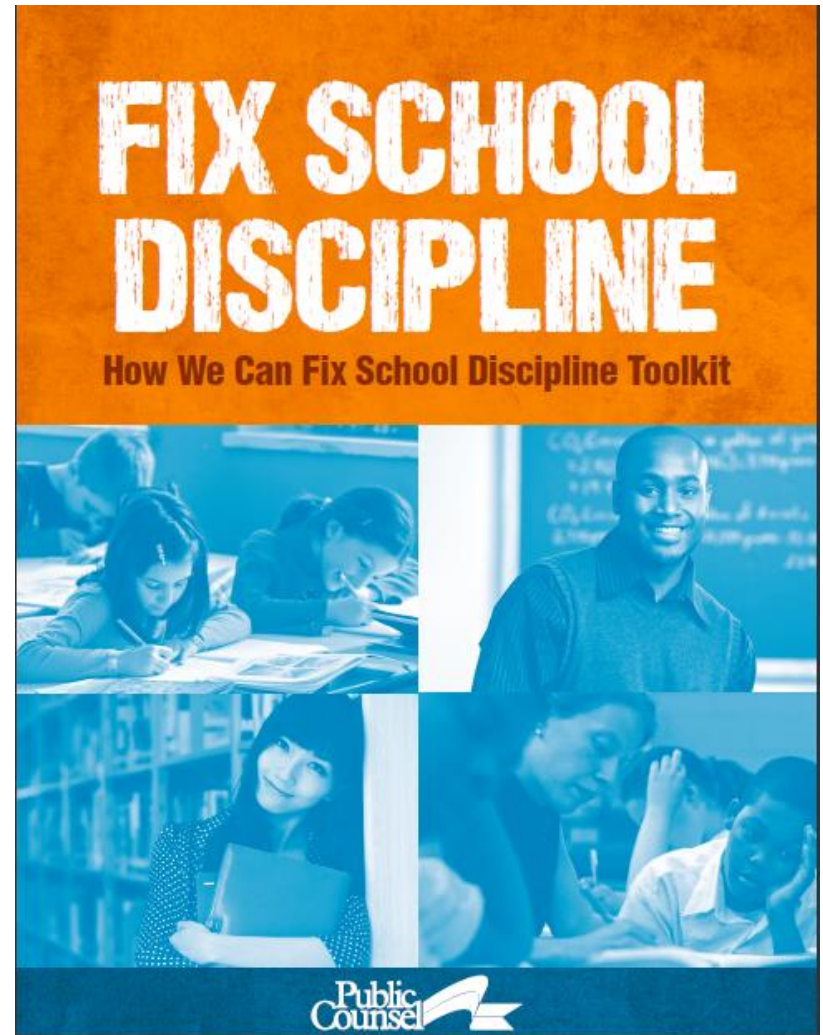
HOW WE CAN FIX SCHOOL DISCIPLINE TOOLKITS

- Ready to use tools for advocating for and implementing alternative discipline strategies
- Downloadable from at www.FixSchoolDiscipline.org/toolkit
- Need hard copies, assistance?

Contact Sarah Omojola

somojola@publiccounsel.org

510.529.3472



FAMILIES AND FRIENDS OF LOUISIANA'S INCARCERATED CHILDREN (FFLIC)



Parent In Leadership Project

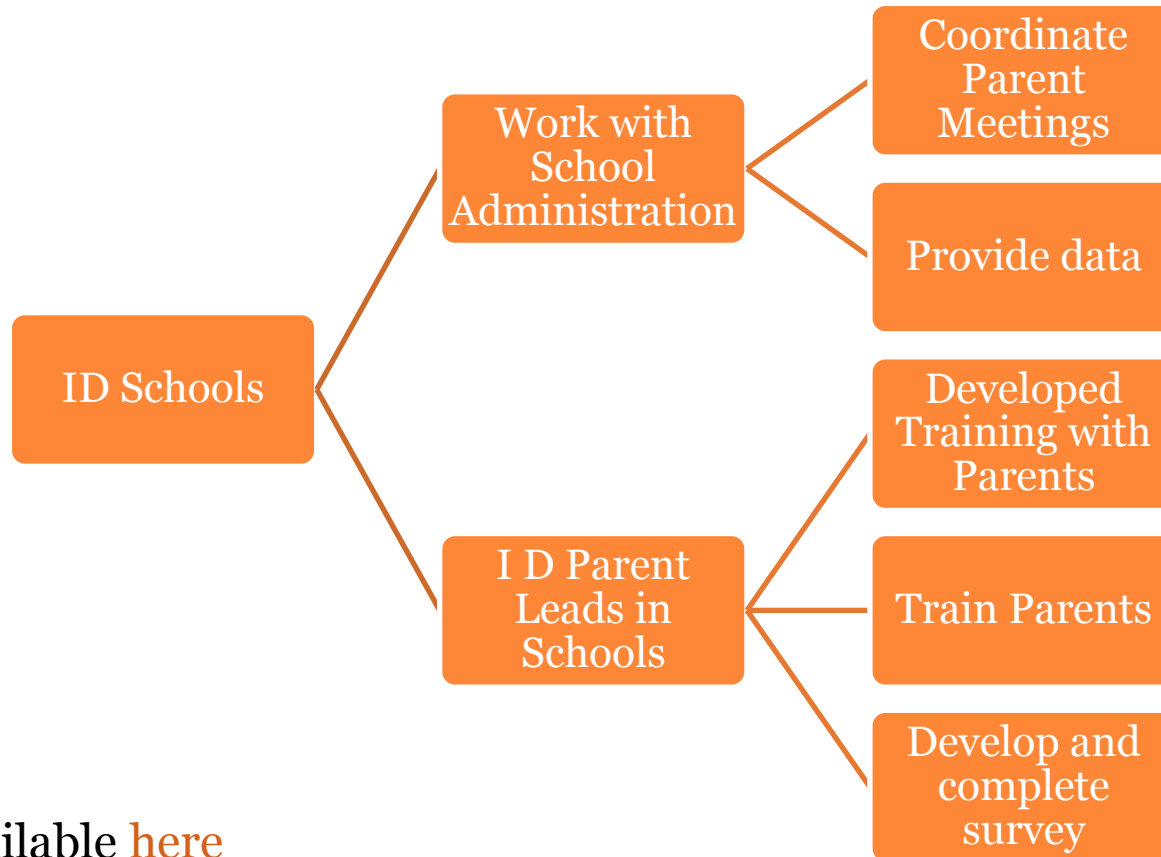
WHY PARENT IN LEADERSHIP PROJECT?

Back in 2003, FFLIC and various community organizations and families, fought to have a better discipline plan in Louisiana schools.

- In the Juvenile Justice Reform Act of 2003, which FFLIC was instrumental in passing, the Board of Elementary and Secondary Education (BESE) approved the Model Master Plan, a comprehensive school discipline plan:
 - Includes efforts for keeping kids in school by **using alternatives to suspensions and expulsions**, and
 - Evidence based strategy of **Positive Behavioral Support (PBS)**
- Though there was a great deal of excitement when it was developed, it is **not being fully implemented**.
 - Statewide, in 2009 ,of the 71 school districts in Louisiana less than half of them are participating in the positive behavior support project.
 - **Currently no state or local accountability system in place** for the implementation of school wide positive behavior support.

1 of the Project Goals:

To reduce the number of suspensions, expulsions and improve school discipline and climate in 4 RSD schools through the implementation of PBIS and creation of an active Parent Council



Survey available [here](#)

During the 2009-2010, there were a total of **80,097 disciplinary actions taken for “willful disobedience”** known as minor infractions of those actions taken in Louisiana.

Data shows that there are a **disproportionate number of African American students being put out of school** for minor infractions or “willful disobedience” as well as being adjudicated to secure facilities for non-violent offenses.

| E. P. Harney Spirit of Excellence School Year Chartered 2010 | Suspension Rates | Parent Participation | School use of PBS | African American Students |
|--|------------------|--------------------------------|-----------------------|---------------------------------|
| 2011-2012 | 16.76% | 11 meetings Avg. 22 parents | 52.5/72 26 Surveys | 98.1% |
| State Avg. Nat. Avg. | 9.6% 7.4% | | | |

PARENT IN LEADERSHIP PROJECT

WAYS WE COLLECTED DATA/CHALLENGES

Successes

- Parents who attended were interested and continued to participate
- Parent lead took ownership of the project
- Lead parents received training on the education landscape and the larger school reform issue
- School was very helpful and accommodating in giving data
- School wants to continue to work with FFLIC with the PLP
- School is interested in learning more about solutions not suspensions

Challenges

- Charter transition was hard on parental interest in PBS and training focus shifted
- Parents need for greater resources kept a larger number of parents from participating
- Because new students were dropped into the school it threw off the school flow causing the school to suspend more children
- School hesitant to sign onto the solutions not suspension because of the over reliance on zero tolerance

POWER U CENTER FOR SOCIAL CHANGE
MIAMI, FL

NANCY TREVIÑO,
YOUTH CAMPAIGN ORGANIZER

DATA COLLECTION

- Hold weekly youth meetings
- Document any instances of disciplinary problems occurring in schools
- Create a database to input all information

DATA COLLECTION

- Surveys conducted by youth with support from the Advancement Project (D.C.)
 - <http://bit.ly/nongb1>
- Data collection with support from the Advancement Project (D.C.)
 - <http://bit.ly/12r66qx>
 - <http://bit.ly/14barTf>

COMMUNITY MONITORING

- Develop Local Community Monitoring Task Force: Youth, Parents, Educators, etc.
- Continue to document any instances of disciplinary problems occurring in schools
- Create intake forms for students to fill out to send to School District to appeal unjust disciplinary actions

Question & Answer

UPCOMING WEBINARS IN 2013

- July - Restorative Practices
- August - Positive Behavior Interventions and Supports
- October - Alternative Schools

LEARN MORE ABOUT DSC

- Read the Model Code and share with others
<http://www.dignityinschools.org/our-work/model-school-code>
- Hold a Model Code training in your community
Contact Fernando, DSC Field Organizer
fernando@dignityinschools.org, 205-960-3498
- Get involved in the DSC National Week of Action 9/28-10/5
<http://www.dignityinschools.org/our-work/week-of-action>
- Learn about Solutions Not Suspensions:
A Call for a Moratorium on Out-of-School
Suspensions, DSC and OTL
<http://www.stopsuspensions.org/>



SOLUTIONS
NOT SUSPENSIONS
a call for a moratorium on out of school suspensions

CONTACT INFORMATION

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