How Will Discipline Data Help My District?

Messages from members of the Behavior Advisory Group.

Standardization of behavior, and how it is reported, is vital to the success of every educational entity. Standardization will ensure that behavior data is consistent, reliable, and valid. Accurate data reporting can help with placing a child, accepting transfer, or with help identifying key time periods or places of repeat offenses.

–Nathan Gray, Executive Director/Federal Programs, Noble Public Schools

As we move forward as school districts, the quality and transferability of data from our student information systems becomes paramount. This is especially true as it pertains to student discipline data. In addition, data analysis within individual districts and schools can be performed in a manner which allows for live time identification of possible trends and problem areas without the complexities of data variability and misinformation.

–Steve Barrett, Superintendent, Sallisaw Public Schools

Behavior data used for reporting, at all levels, should accurately reflect what is truly taking place in the district. Without standardized coding and tracking across our state, the reporting of districts' incident rates, behaviors, actions and participant information could easily be a misrepresentation of a high or low occurrence of behavior issues and/or equitable or inequitable actions taken to resolve the incidents

–Margaret Brown, Student Information/Director of Student Informatiom, Mustang Public Schools

When everyone speaks the same behavioral language, it becomes easier to discuss and address behavioral concerns collaboratively and can allow meaningful comparisons and analysis of behavior trends and patterns both at a district level and at the state level. Best of all, it can aid in both State and Federal reporting requirements.

–Kelly Brassfield, Director of Enrollment, Union Public Schools

Why Is Discipline Data a Challenge For My District?

Why are we not doing it now?

The behavior/discipline data that is collected in WAVE is not useable because not all districts are providing the mandatory SIF objects or codes.

Discipline not tracked in the SIS.

Not all districts are using the Student Information System (SIS) to document discipline incidents.

Time and Capacity

It takes time to accurately report discipline date. Districts must have established processes. Discipline staff must be trained and knowledgeable about incident definitions.

Understanding how to report the incident

How to correctly code an incident to answer reporting data requirement.

The Behavior Advisory Group and OSDE have produced the following documents to support schools:

Discipline Definitions - Identifies key definitions for CRDC and Firearms that may cause issues with discipline team members, establish consistency between sites.

Firearms Crosswalk – Alignment between SIF reporting codes to the Firearms Report.

CRDC Crosswalk – Alignment between SIF reporting codes to the CRDC.

Discipline Training Presentation – Scripted copy of presentations explaining each step of discipline reporting.

Start Where You Are and Build

District Expectations

Establish clear policies or guidelines for discipline responses in your district. Inform staff, parents, and students of expectations and consequences.

What is Reported vs What is Local

Understand what data is required for state and federal reporting and use the crosswalks for guidance.

Building Capacity

Identify key personnel responsible for school discipline to become the local experts and leaders. Provide support to everyone involved. Take small steps that improve your current processes.

Consistent Training

All staff with discipline oversight need a clear understanding of the discipline categories, definitions, and resolutions. Understanding cannot be assumed.
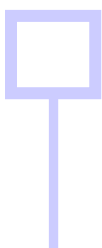
Motivation & Commitment

Accurate, quality data will reduce manual reporting, improve discipline process, and save time in the long run.

Quick Start Steps for a Discipline Incident

Discipline Incident – Table 3.16.6.c

Create a record that uses an incident category code and describe the details of the incident without personally identifiable information.

Incident Time & Location – 3.16.6.h & 3.16.1.e

Provide the date and time of the incident and use the codes that represent the time type and the location type.

Incident People – 3.16.6.f, 3.16.6.i, 3.16.6.k

In the correct location, identify the people involved in the incident: Reporter, Offender, and Victim. Identify the person by the type code.

Incident Related To – Table 3.16.6.j

Establish whether the incident is related to a specific category as listed in the Related To code set.

Incident Weapon – Table 3.16.6.m

"Yes" or "No": If yes, use a weapon code to define the weapon type used in the incident.

Incident Injury – 3.16.6.h

"Yes" or "No": If yes, use an injury code to define the severity of the injury related to the offender or victim.

Incident Action – Table 3.16.6.a

Identify the action that is taken as a result of the incident using the correct code. Further define with other codes for firearms or staff.

Incident Action Duration

Determine the length of time, in number of days, for which the action is in effect.

Incident Action Referral to Law

Indicate "Yes" if a student is referred to law enforcement and "Yes" if the referral resulted in an arrest.

Be encouraged by each other!

Standardized behavior reporting helps us compare apples and apples when looking at districts across the state! If we report accurate data properly, the data should be prepopulated in reports and save us time.

--Shawna Batson, Student Information/Reporting Specialist, Tahlequah Public School