

Disaggregated Discipline Data Review Guide

Background

The impetus for this data analysis was the cultural competence institute evaluation. The cultural competence institute work was presented to the board in November 2008. As part of the evaluation of the cultural competence institute, disaggregated disciplinary data was presented on the schools involved in the institute as a “pre” measure to assess whether the institute (and proceeding implementation of a plan in participating schools) will have an impact on racial disparities in school discipline. As a result, a request was made to see this data for every school in the district.

Discipline Data Caveats

The charts that you will review present the disaggregated disciplinary data entered into Infinite Campus in 2007-2008. The data is presented differently than the way we have typically looked at in the past:

1. The data **ONLY** includes incidents for **disruptive behavior/Failure to obey** and **does not include the other incident types** (e.g., fighting, harassment, weapons, etc.). Of all disciplinary infractions at each level, disruptive behavior is the most frequent type of referral. This referral type is subject to a good deal of discretion on the part of teachers and administrators as it is used to code a wide variation of behavioral incidents.
2. The data presented includes **only first incidents** (to control for the common practice of increasing the severity of sanctions for repeat offenses) as well as the total number of incidents.
3. The entire school population is considered in one of the charts to determine the percent of students **within the total school population** who are sanctioned for disruptive behavior- overall and by group (White and Minority).
4. The **distribution of sanctions** for disruptive behavior is illustrated to identify (a) the type(s) of sanctions that are used most frequently in the school for disruptive behavior/failure to obey, and (b) if the use of sanction type differs or is similar for White and Minority students.

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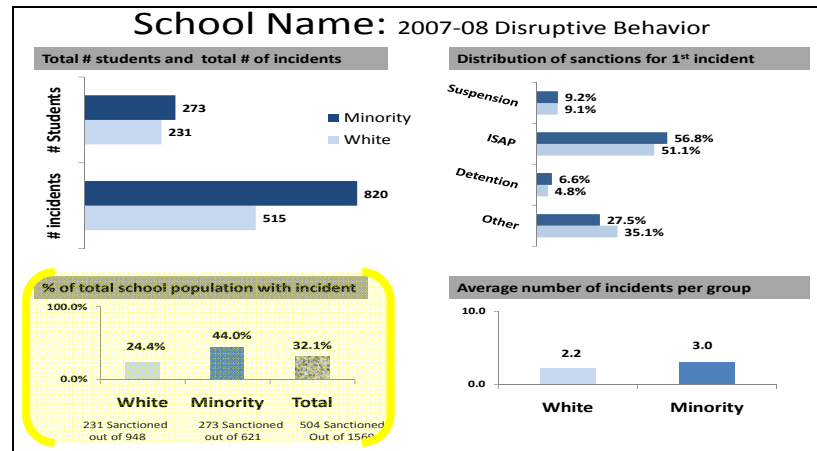
Looking Through a Different Lens

It is important to keep in mind that JCPS is not unique with respect to racial disparities in school discipline. That is, most school districts in the nation exhibit the same longstanding issue of discipline disproportionality, and, consequently, some districts have been enacting ways to address the issue.

When confronted with this issue, it is common to think of and explain the problem in terms of a single factor (e.g., “the students of one culture do not respect school rules” or “the students who act out have no guidance or discipline at home.”). It is important, however, to recognize that there exists a complex web of factors (e.g., influence of home environments, community, culture, poverty, issues of power/control, psychological and behavioral issues, etc.) rooted in historical, social, and political forces that perpetuate racial disparities in school discipline. This problem tends to be framed in isolation from other aspects of schooling but is in fact, inextricably linked to the institutionalized school norms and practices within our schools.

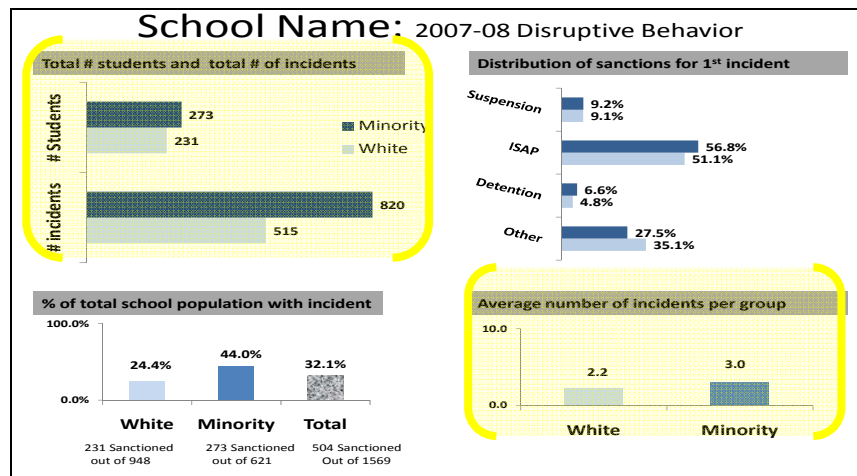
Our own culture, beliefs and experiences impact the lens through which we view everything (Hill-Collins, 1990). When reviewing the data, it will be important to actively challenge the ways in which we typically think about this issue, the perceptions we hold of different groups, and what we believe to be the causes and solutions. As much as possible, when you review and discuss this data, consider new ways of looking at the information, thinking critically about the different ways this can be addressed systemically in our district and within our schools.

Section I. Data Review and Questions for Reflection: % of total school population with incident



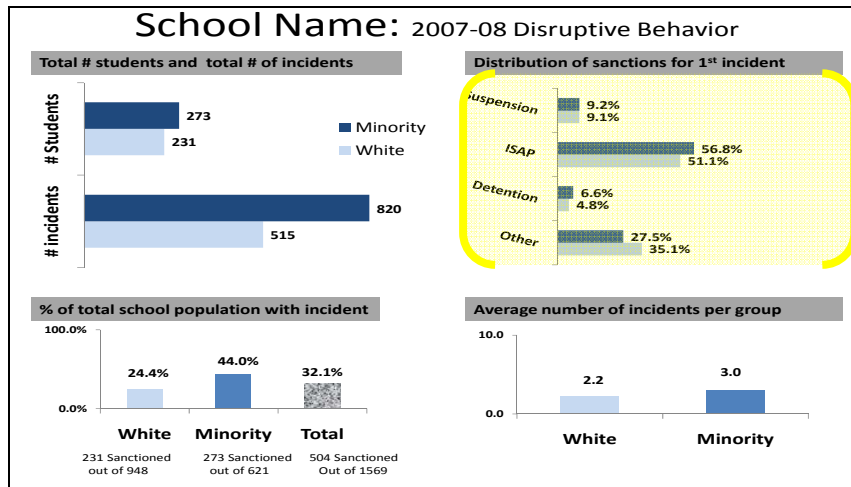
1. Generally speaking, are our disciplinary policies and practices proactive or reactive?
2. Is student behavior and subsequent discipline enforced consistently within our schools?
3. What universal and targeted interventions for disruptive behavior are being used within our schools? How is the impact of the interventions evaluated?
4. Does bias (with respect to gender, race and poverty or some combination) play a role in the referral rate for disruptive behavior?
5. Our intuitions reflect the wider society. As such, what societal messages (explicit and implicit) may influence the referral rate of one group versus another?
6. What percent of District and School Professional Development is focused on Classroom management and cultural related issues?
 - a. What is the quality of the PD?
 - b. Does any PD address classroom management in terms of relationships and escalation?
7. Are the classroom management PD needs of teachers assessed in an ongoing systematic way?
8. Are we explicitly communicating with the primary institutions that prepare our teachers (e.g., University of Louisville College of Education) about the need for increased/enhanced classroom management instruction and experience in various school contexts?
9. How does the school structure, school culture and school norms influence disproportionality specifically, and the use of sanctions and perception of disruptive behavior generally?

Section I. Data Review and Questions for Reflection: Total # students, total/average # incidents



1. Do we view these patterns as a student issue, a teacher issue, or both?
2. Is one group of students experiencing more incidents and repeat incidents than another group? Why or why not?
3. Does disruptive behavior mean the same thing for both groups? Does this vary by classroom? If so, why?
4. What intervention efforts are occurring for students who are exhibiting continuous disruptive behavior? What strategies can be used to help students channel the energy inherent in disruptive behavior into more in a more positive productive direction?
5. Do some teachers write more referrals than others? If so why? For the teachers who write the most referrals, what types of interventions, support, and PD is provided to them?
6. Do student exhibit disruptive behavior with every teacher or do they behave differently for some teachers? If so, why do you think that may be?
7. Are there cases where an interpersonal conflict between the student and the teacher contributes to repeat referrals? If so, what is done to address this?
8. Can some zero tolerance policies impact the recidivism rate of students? Does it impact one group more than another?
9. How can some teacher behaviors positively or negatively influence student reactions?

Section I. Data Review and Questions for Reflection: Distribution of Sanctions for 1st Incident



1. Do the sanctions given for these incidents (particularly detention, ISAP and suspension) help reduce the unwanted behaviors and prevent their reoccurrence?
2. Is “upping” the severity of the sanction (e.g., 1st offense detention, 2nd offense ISAP, etc.) an effective in deterring repeat offenses?
3. When are different sanctions used for the same offense and why?
4. Are all sanctions used for disruptive behavior in alignment with the code of conduct?
5. What short term impact does exclusion from the classroom (ISAP) or school (suspension) have on students? What short term impact does it have and on the classroom/school they are excluded from?
6. What is taking place in ISAP, detention or during a suspension that discourages students from exhibiting disruptive behavior and encourages appropriate behavior?
7. What other school responses might be productive in reducing the unwanted behavior (e.g., conflict resolution)?
8. Do students ever participate in the decision making process regarding consequences for their behavior?
9. Since there is such a wide range of discretion in terms of coding behavior as disruptive, are specific guidelines communicated with respect to what sanction is appropriate for the nature of the behavior?
10. Can bias play a role in the type of sanctions given to particular students?
11. When parents fail to respond to issues around disruptive behavior of their child, what role should the school play?

Section II. What does the Research tell us?

The salience of race:

- Nearly three decades of research confirms the persistence of African-American students being disproportionately subjected to school disciplinary practices (Skiba, Peterson & Williams, 1997; Studley, 2002).
 - Two commonly offered explanations have been challenged through empirical research. (1) Socioeconomic differences among African-American and White students, rather than race itself account for disproportionality in discipline. The data consistently reveals that racial disparities remain even after controlling for socioeconomic status (Skiba et al, 2000; Wu, Pink & Moles, 1992). (2) African-American youth engage in more severe behaviors to warrant more severe discipline. The data illustrate that African American students received more referrals for subjective and nonviolent offenses (Harvard University, ACRP, 2000; McCarthy & Hoge, 1987; Studley, 2002).
- The disparate application of school discipline has been found to exacerbate the achievement gap between African-American and White students (Townsend, 2000; Garibaldi, 1992)
- Zero-tolerance policies were adopted in response to several school shootings in the mid 90's. Skiba & Peterson (1999) found that the implementation of zero tolerance policies exacerbated disproportionality in discipline. NCES data (1996-1997) suggest that the disproportion is due to increased punishment of minor violations (e.g., tardiness, disrespect) fixed in zero tolerance.
- Some African-American students develop a resistance towards White dominated educational institutions and thus may exhibit behavior directly opposite to behavior that is considered acceptable in schools (Ogbu, 1982).
- A 2007 ethnographic study found that teachers' perceptions of loss of classroom control contributed to who is labeled and removed for disciplinary reasons (largely poor students of color) and that exclusionary discipline consequences are the primary medium used once students are sent from the classroom (Fenning & Rose, 2007)

The Use and Impact of Suspension

- A large body of research indicates that suspension is an ineffective disciplinary practice in discouraging and decreasing inappropriate behavior (Andrews, Taylor, Martin & Slate, 1998; McFadden et al, 1992).
- African-American students are at greater risk for being suspended as a result of minor school board violations such as defiance of authority (Frances & Cole, 2002; Rosen, 1997)
- Suspension has been found to be a strong predictor of student alienation from the educational process, academic failure, grade retention, drop out and delinquency (McCarthy & Hodge, 1987; Oppenheimer & Ziegler, 1998)
- Blackhart, Baumeister and Twenge (2006) found that socially rejected individuals exhibit more self-defeating and antisocial behaviors, increased aggression, and decreased self regulation and self control. Consequently, suspension in elementary school was found to be one of the strongest predictors of suspension in middle school (Raffaele-Mendez 2003).

Young students, the domino effect, and disproportionality:

- Young children are particularly vulnerable to the beginning process of a 'domino effect' regarding misbehavior and discipline. Elementary students with school records documenting ongoing misconduct were 12 times as likely to be suspended in middle school (Safer, 1986).
- A national study conducted at the Yale University Child Study Center found that pre-kindergarten expulsion rate is 3.2 times higher than the rate for K-12 students and that African-American and Latino boys are disproportionately sanctioned (Gilliam, 2005).
 - A recent analysis of the JCPS K-3 (2007-2008) discipline data revealed disciplinary incidents increase with each grade level. In Kindergarten there were 746 incidents and in 3rd grade there were 1306 incidents. Across every grade level, Minority students represent more disciplinary incidents than White students – with an overall ratio of almost 3: 1. This disparity is most marked in Kindergarten where the ratio is almost 5:1 (i.e., Minority = 82.4; White = 17.6%).
- Eder (1981) found that elementary students who had more difficulty learning were placed in groups whose social context is much less conducive for learning (characterized by frequent disruption, inattentiveness and teacher management). She suggests that academic and behavioral tracking of students in early grades increase the likelihood of racial and class bias in ability grouping assignments and thus can operate as a mechanism that perpetuates a cyclical problem of labeling, grouping, misbehavior and discipline.
- A study of a high poverty urban elementary school describes two behavioral events distinct to African American communicative style – “stylized sulking” and “doin’ steps” resulted in the teachers perception of the events as statements of open resistance to the norms of the school and interpreted them as having a bad attitude or defiant (Glimore, 1985).
- A paradigm shift is needed in how school discipline is viewed, moving from a punitive, exclusionary, and temporary stance to one that is inclusive, process-oriented, and focused on the long term (Morrison et al. 2001).

Section II. Approaches to Consider

Many districts across the country have undertaken efforts that focus towards equitable application of school-wide discipline policies and procedures for all students. The following are approaches and strategies being implemented in other districts that are supported by the research literature.

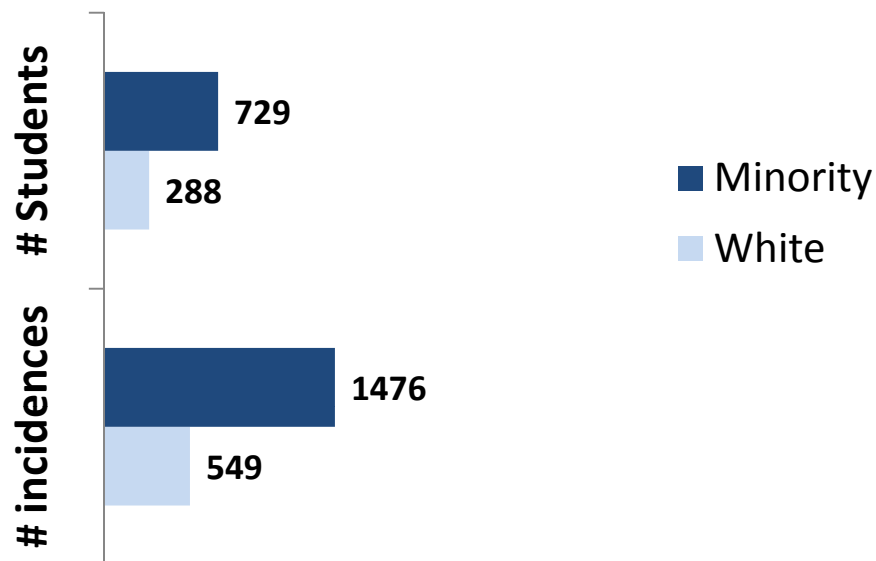
- Review discipline data to drive decisions about school wide discipline evidence-based interventions consistent with models of Positive Behavior Support (PBS), particularly with disenfranchised groups (not just numbers but comments as well) Fenning & Rose (2007).
- Create a collaborative diverse discipline team supported by the school administrator and composed of multiple stakeholders to examine discipline data, practices and decisions made for all students (including students when possible).
- Provide district and school wide professional development to help promote cultural competence. Teachers need more support in managing their classroom effectively so that the removal of a student from the classroom or the school is truly a last resort. Interventions should occur with teachers who frequently utilize disciplinary practices. In some cases, it may be that teachers are not cognizant of developmentally or academically appropriate expectations of students, or they may not be aware of their own biases. In many instances teachers are assigned to work with populations of students with whom they were not trained to work (Vanderhaar & Chang, 2008 working manuscript).
- Create more proactive school discipline policies for all students, consistent with models of PBS.

[A note on PBS: PBS was designed in recognition of the shortcomings of zero-tolerance policies and the use of reactionary interventions that have been found to have negative effects (Walker & Horner, 1996). The primary components of the PBS approach include proactive teaching of expected behaviors, and the development of positive teacher-student interaction.]

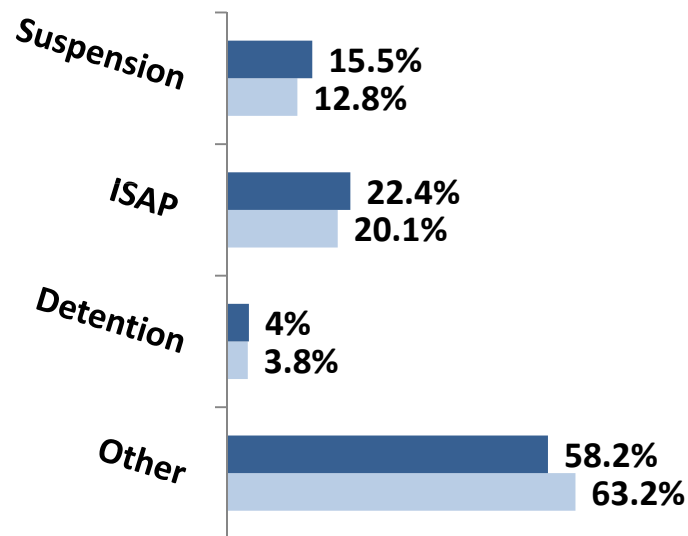
- Implementing and sustaining preventative strategies and programs in early childhood and elementary is critical. These programs include conflict resolution training (Douglas et al. 2002), peer-mediation and mentoring programs. [**the JCPD 2007-2008 data entered into Infinite Campus reveal that of all “other” disciplinary sanctions possible, conflict resolution was used the least frequently**]
- One promising practice being used is the use of computer application where students self-monitor their own behavior (Jull 2006). Students are given the time, tools, and opportunity to record their positive and negative interactions and reflect on the contextual factors that may facilitate and hinder their reactions. Students should be empowered to engage in conversations about personal responsibility regarding behaviors in school.
- Facilitating Courageous Conversations: ‘There exists a need to frankly address widely held social constructions of ability, race and language in our schools’ (Datanow et al, 2003). Courageous conversations is an approach increasingly being used in schools to generate shared understanding about the cause and major problems in the system and to confront and manage the difficulty that discussions of race entail (Terrell, 2006). [The Seattle School District and Middletown City School District among others have begun implementing this in their schools and central office].
- Provide observation and dialogue opportunities for schools with high rates of disproportionality with matched schools with low rates.
- When ISAP and detention are used, the research base on productive, effective techniques for students during this time should be considered.

Elementary School Average: 2007-08 Disruptive Behavior

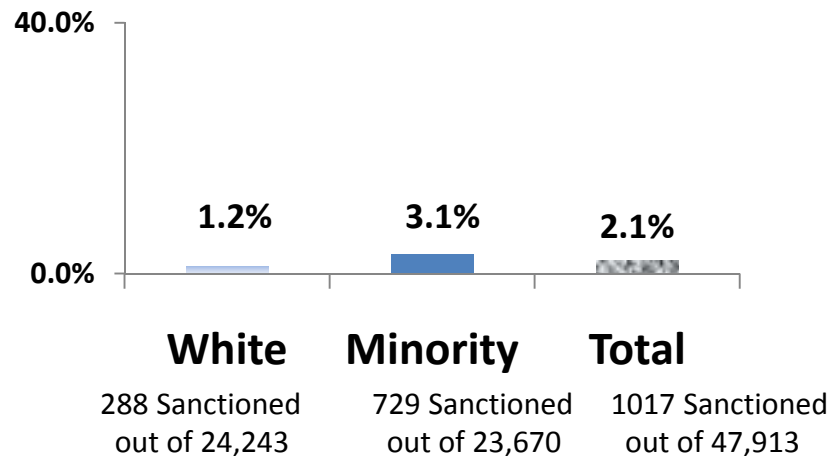
Total # students and total # of incidences



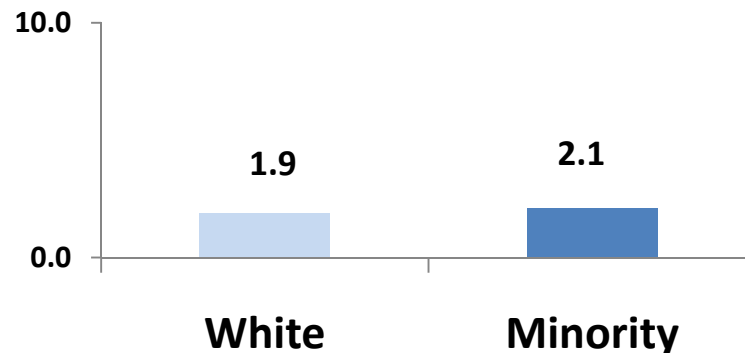
Distribution of sanctions for 1st incident



% of total school population with incident

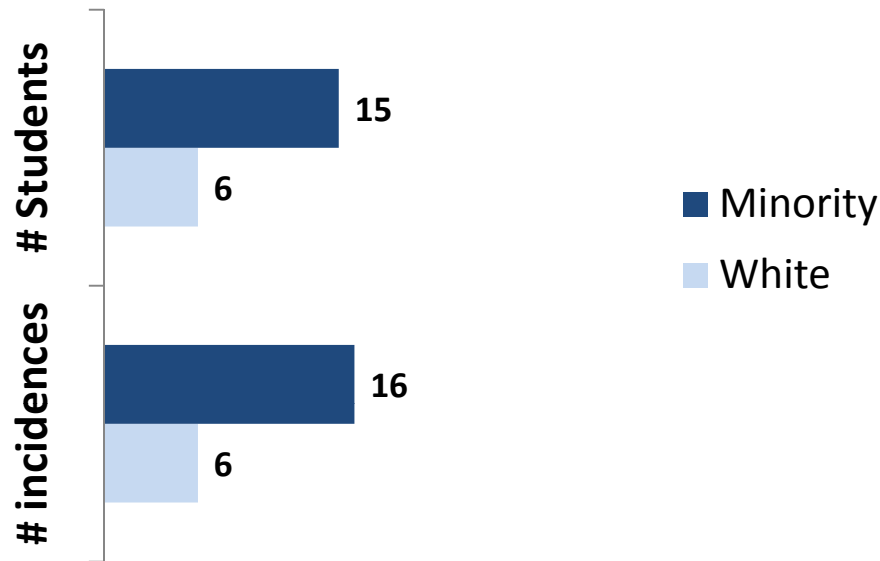


Average number of incidences per group

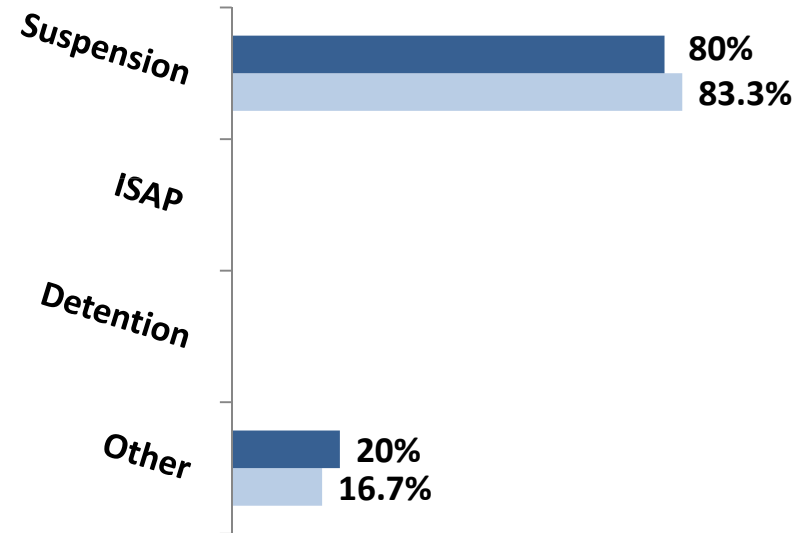


Atkinson: 2007-08 Disruptive Behavior

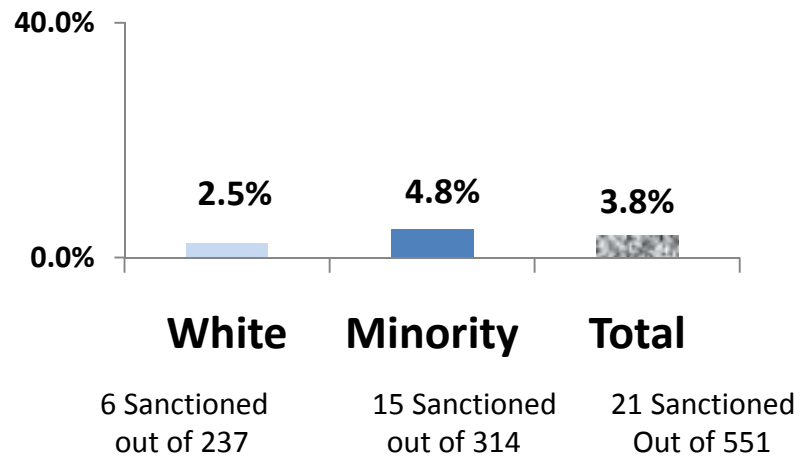
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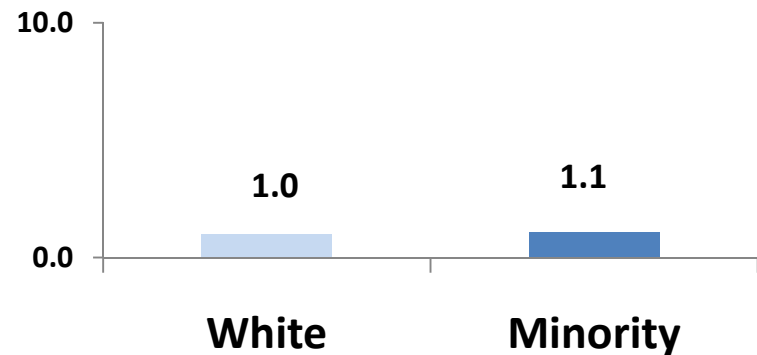
Distribution of sanctions for 1st incident



% of total school population with incident

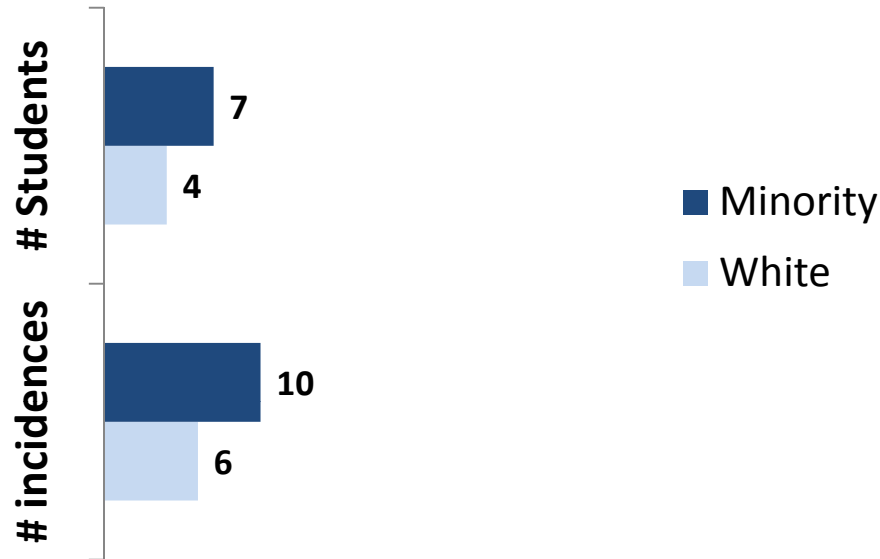


Average number of incidences per group

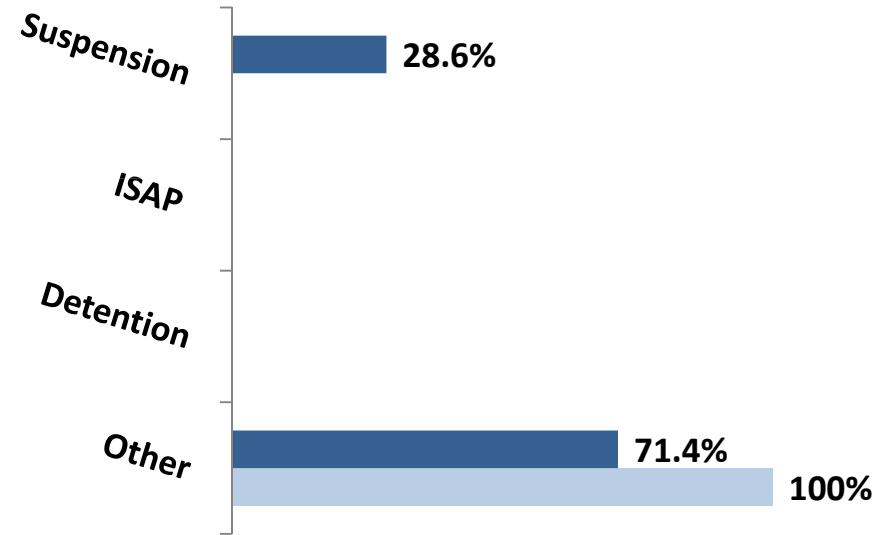


Auburndale: 2007-08 Disruptive Behavior

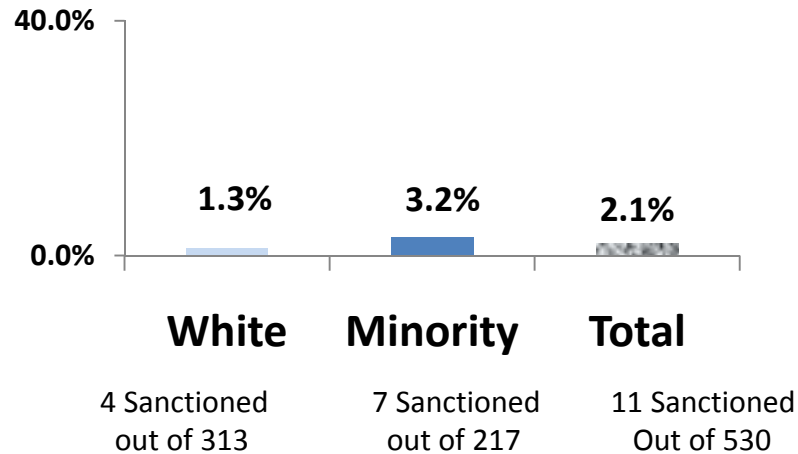
Total # students and total # of incidences



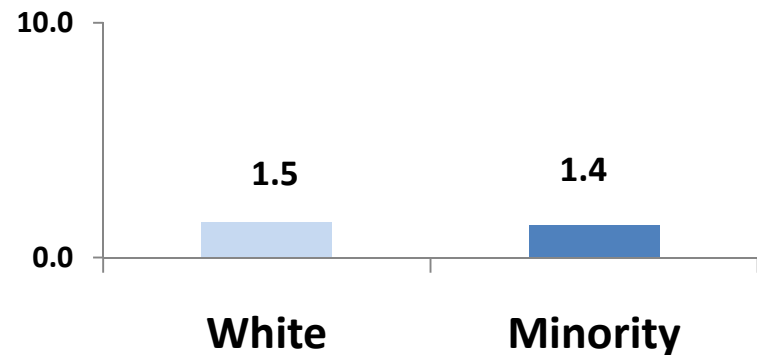
Distribution of sanctions for 1st incident



% of total school population with incident

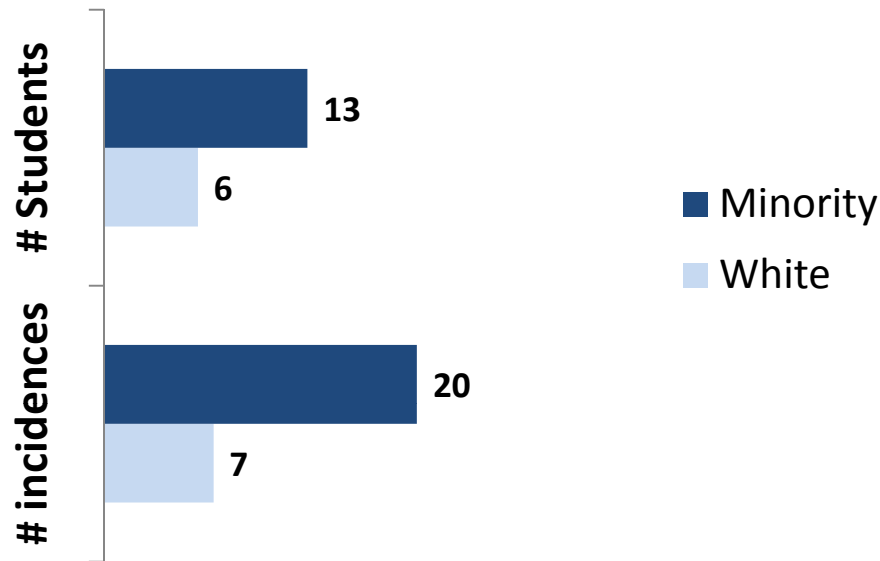


Average number of incidences per group

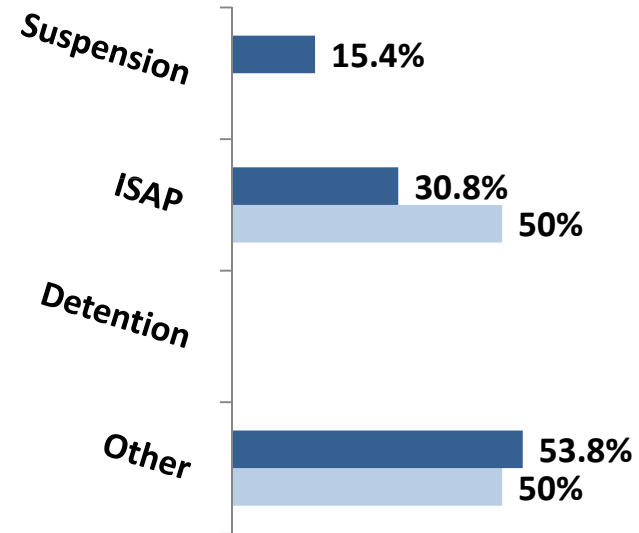


Bates: 2007-08 Disruptive Behavior

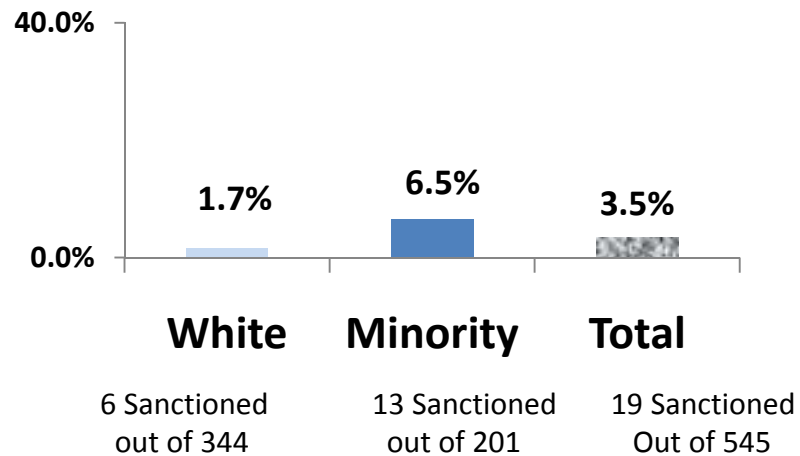
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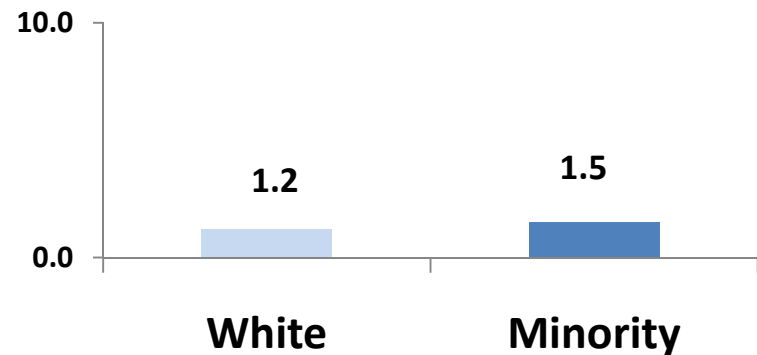
Distribution of sanctions for 1st incident



% of total school population with incident

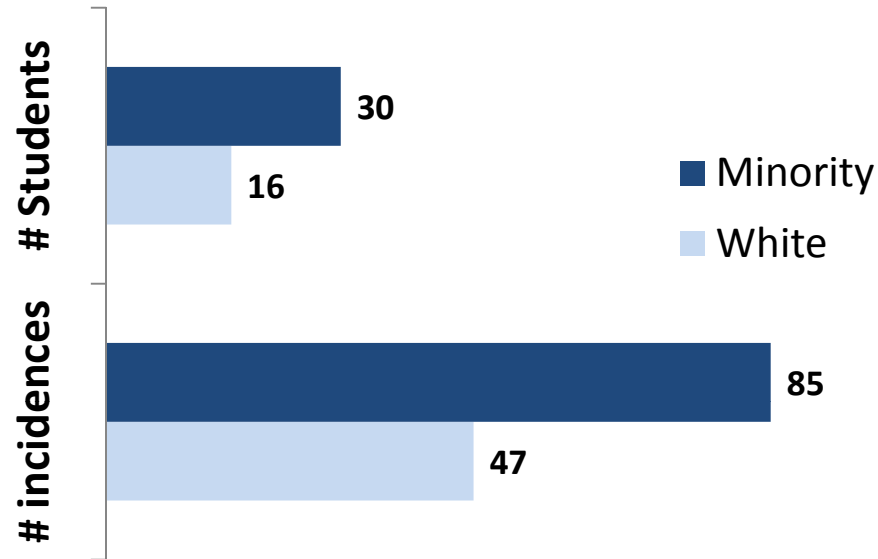


Average number of incidences per group

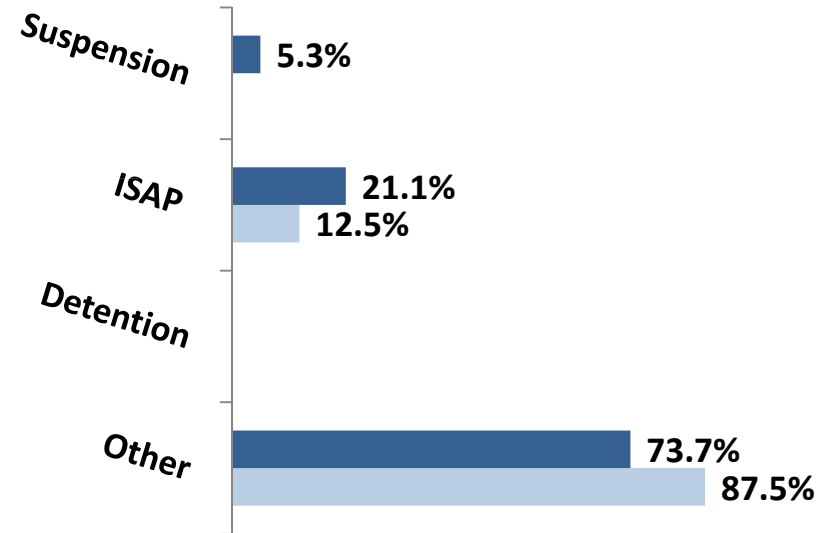


Blake: 2007-08 Disruptive Behavior

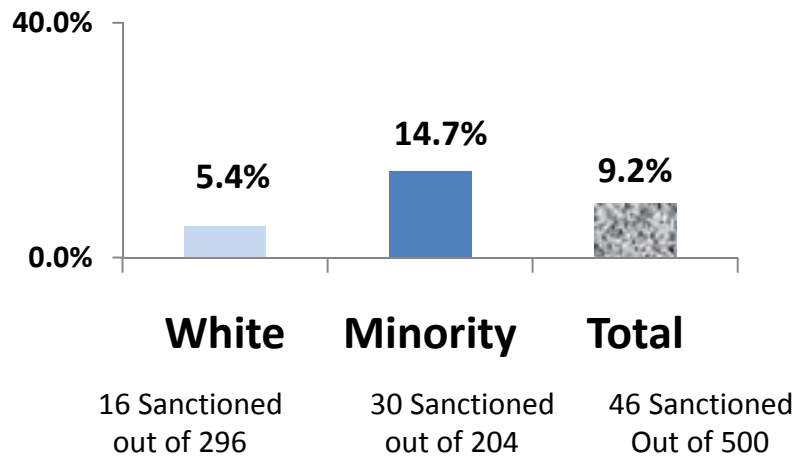
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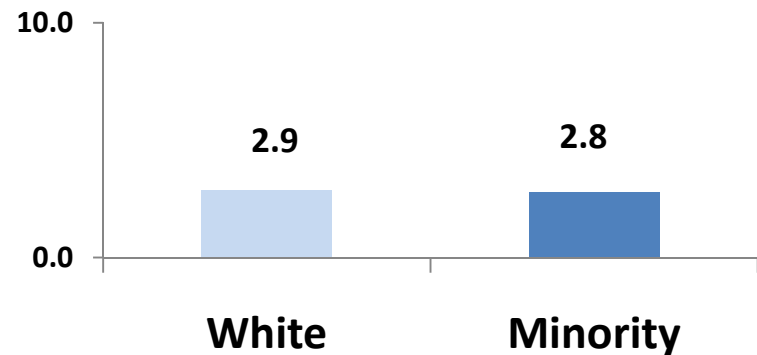
Distribution of sanctions for 1st incident



% of total school population with incident

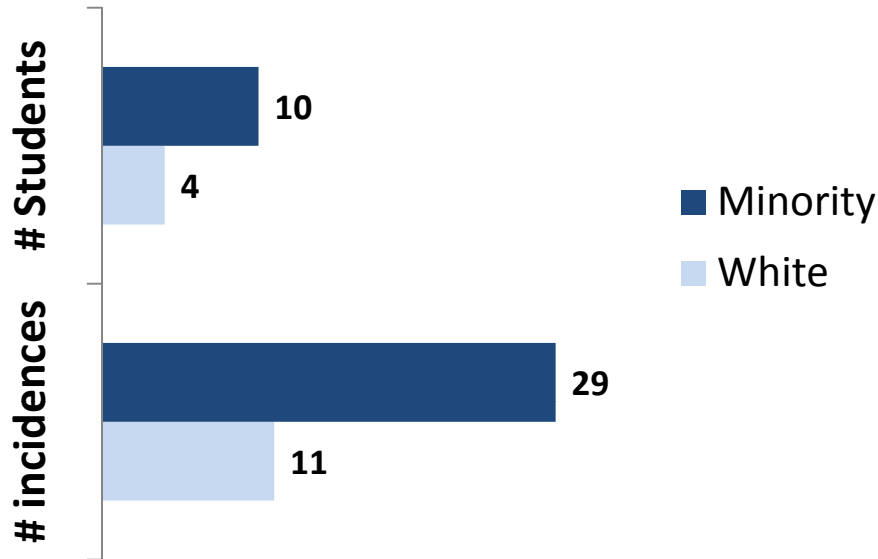


Average number of incidences per group

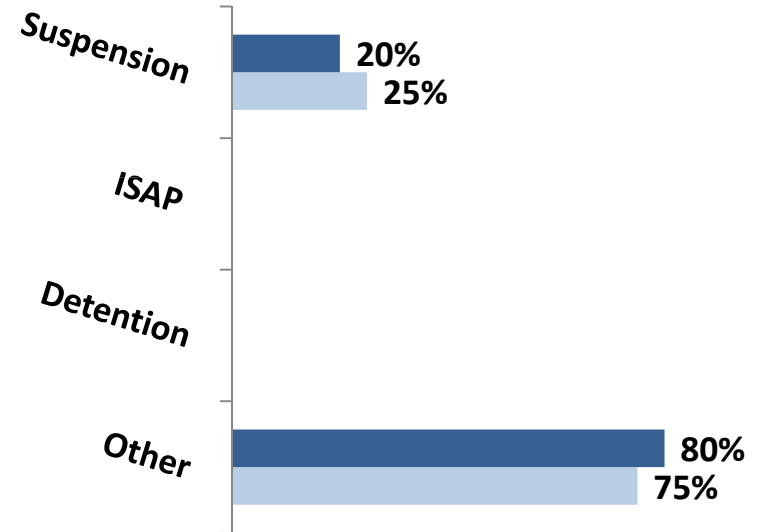


Blue Lick: 2007-08 Disruptive Behavior

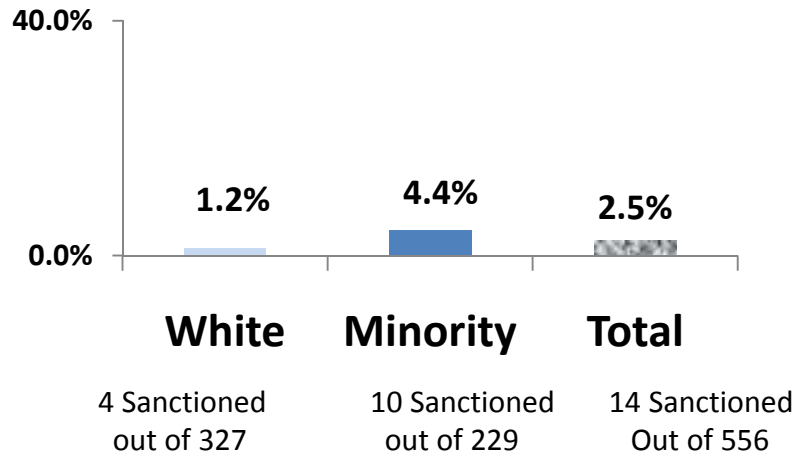
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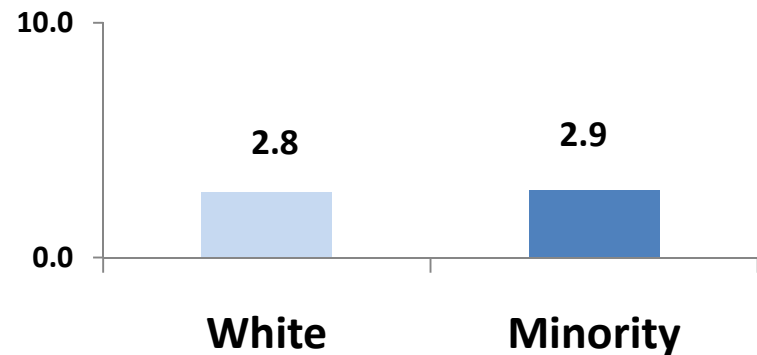
Distribution of sanctions for 1st incident



% of total school population with incident

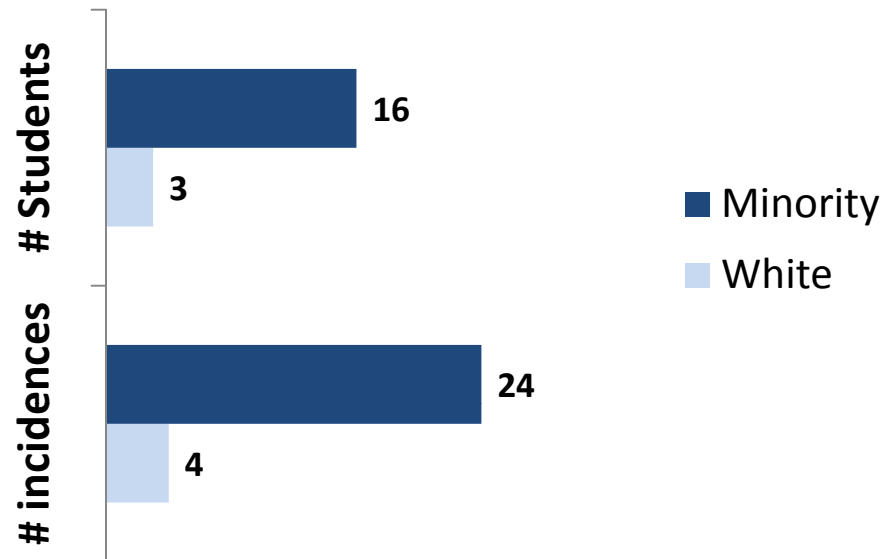


Average number of incidences per group

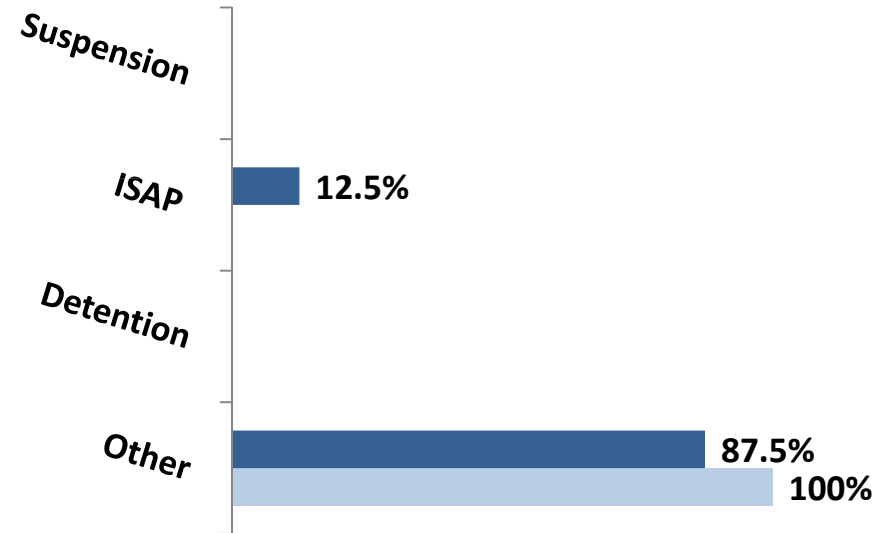


Brandeis: 2007-08 Disruptive Behavior

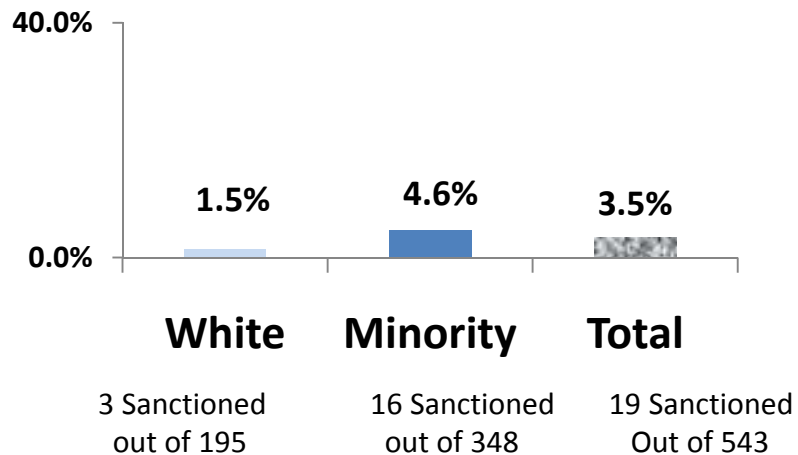
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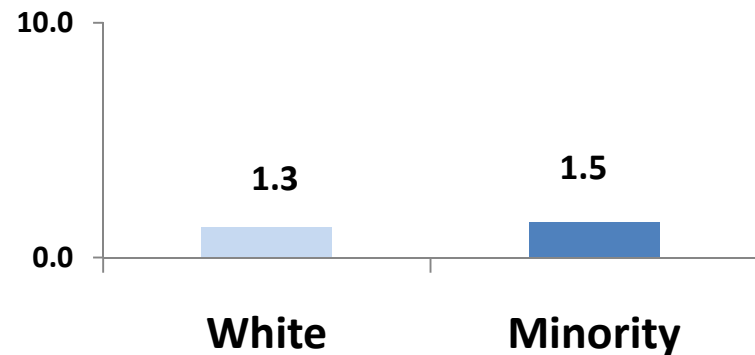
Distribution of sanctions for 1st incident



% of total school population with incident

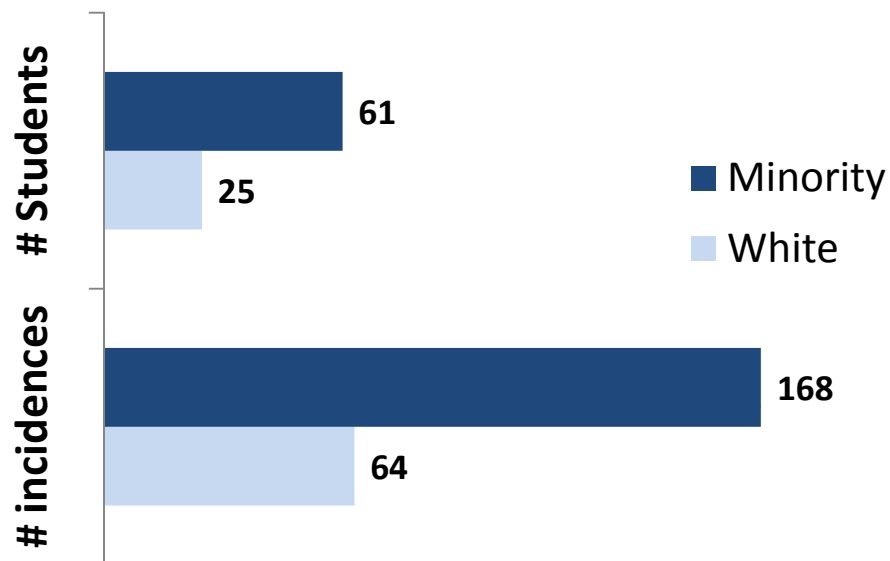


Average number of incidences per group

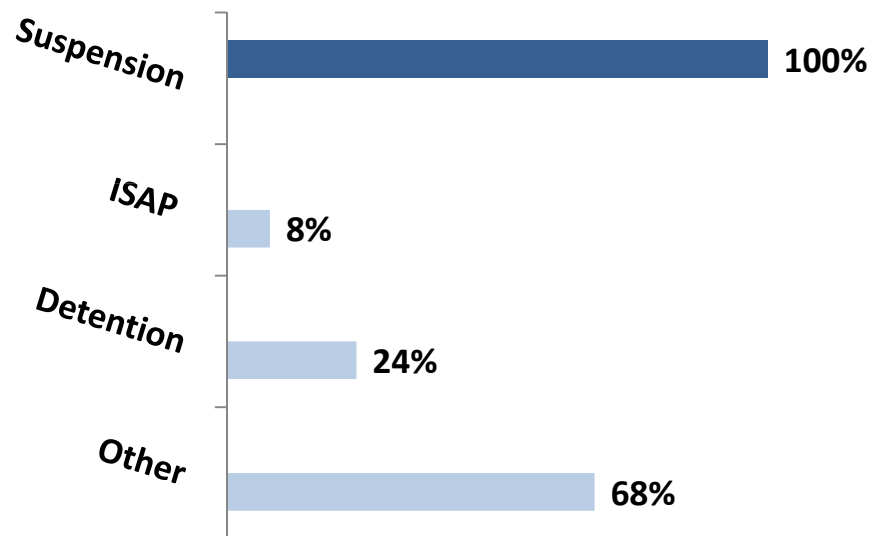


Breckinridge-Franklin: 2007-08 Disruptive Behavior

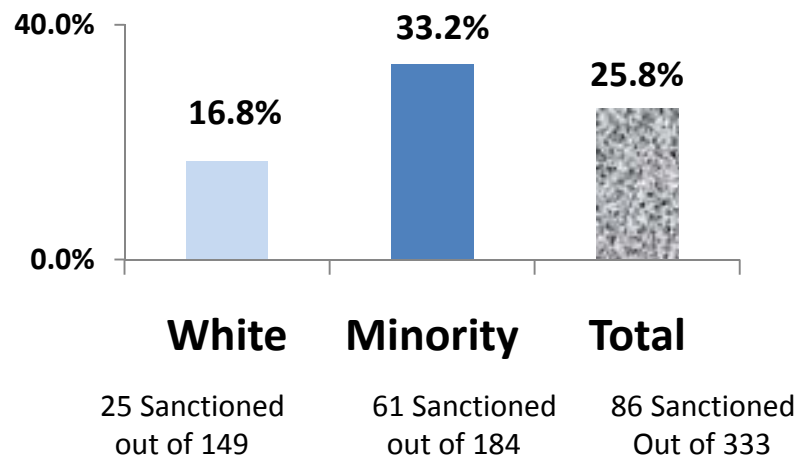
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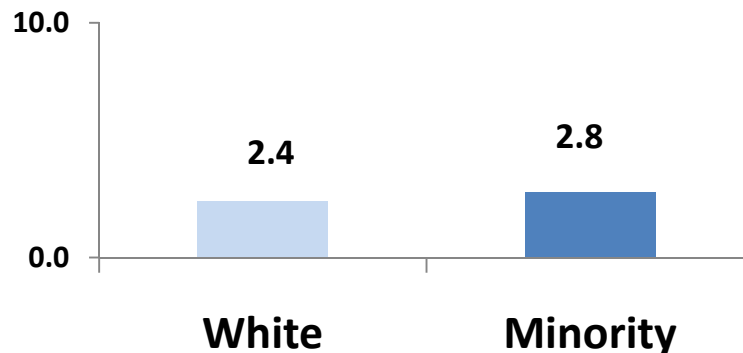
Distribution of sanctions for 1st incident



% of total school population with incident

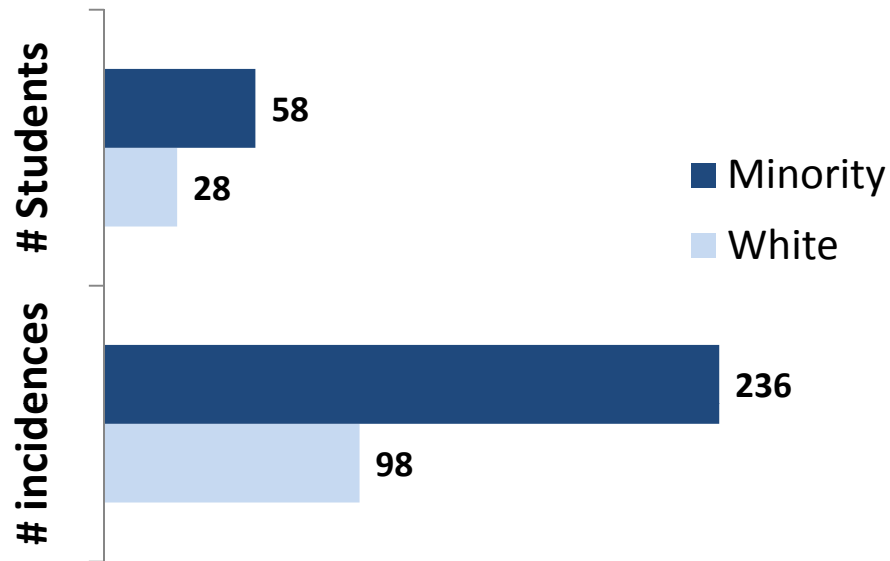


Average number of incidences per group

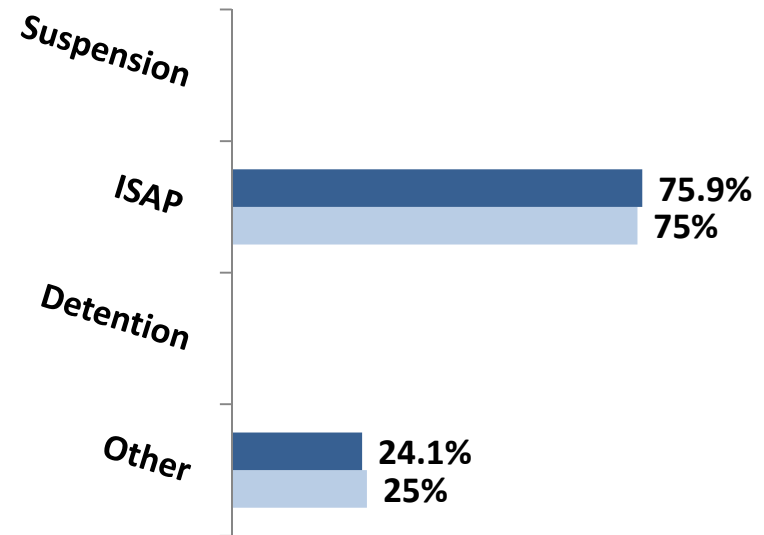


Cochran: 2007-08 Disruptive Behavior

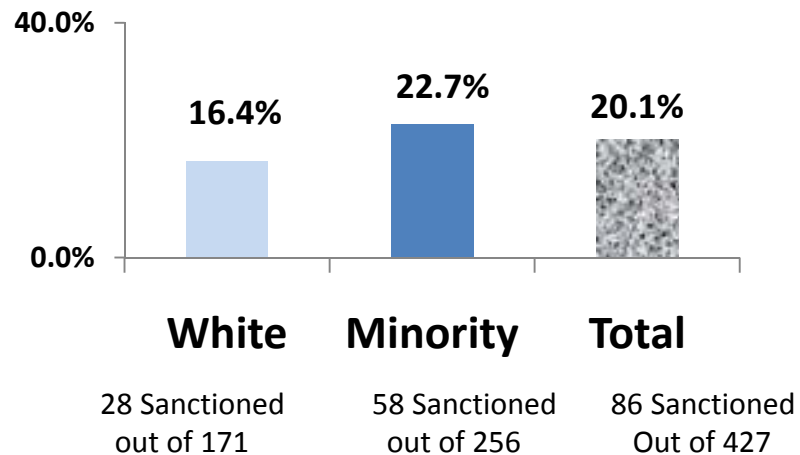
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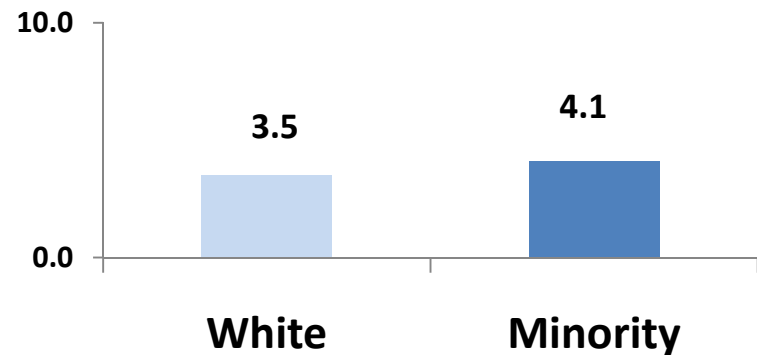
Distribution of sanctions for 1st incident



% of total school population with incident

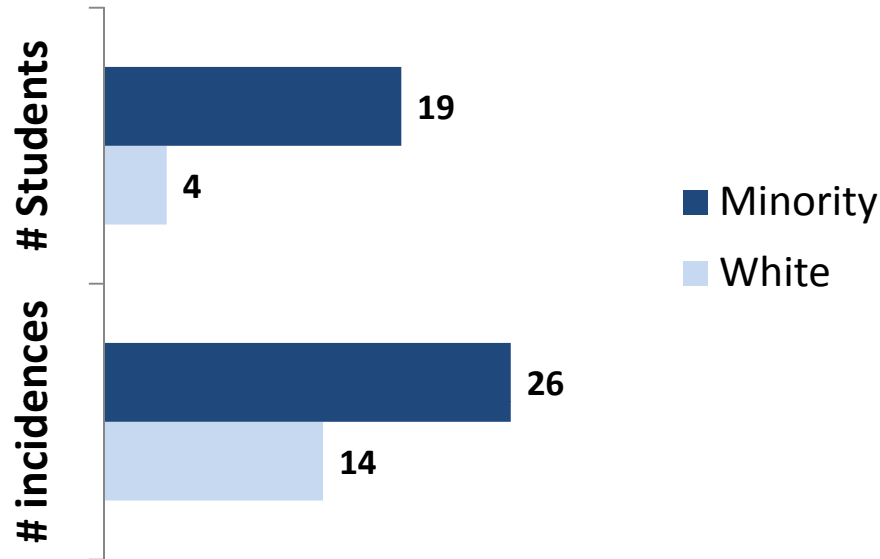


Average number of incidences per group

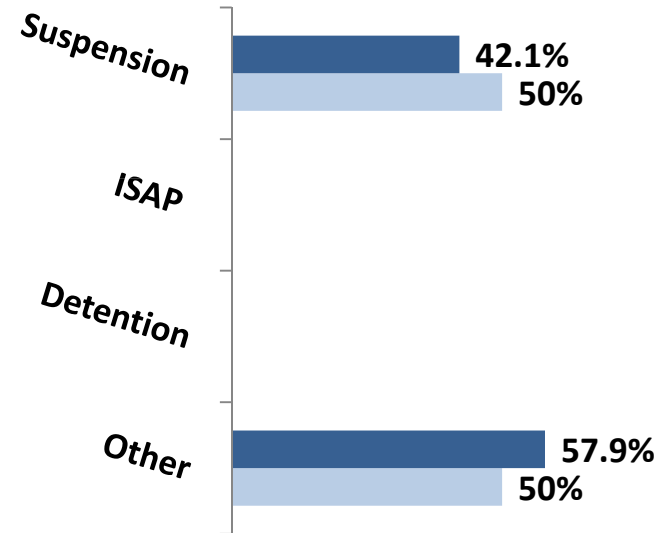


Coleridge-Taylor: 2007-08 Disruptive Behavior

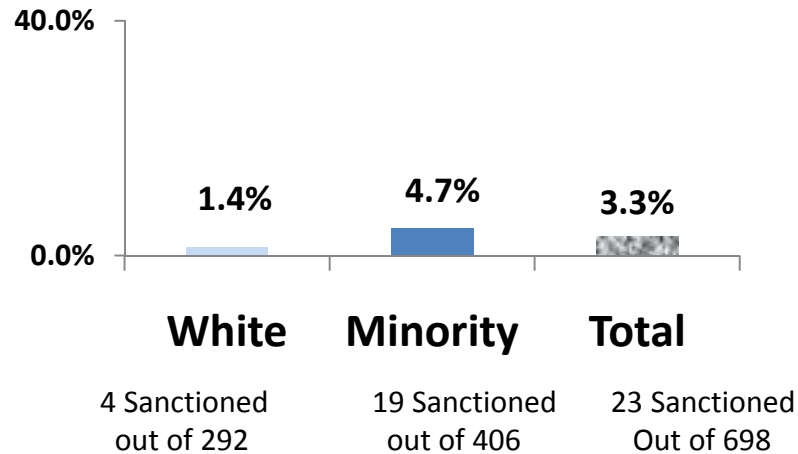
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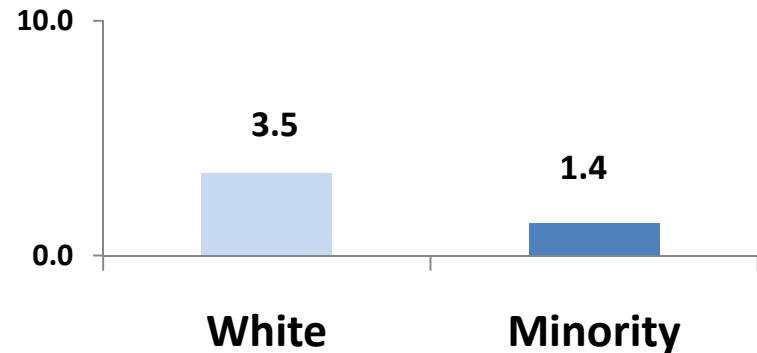
Distribution of sanctions for 1st incident



% of total school population with incident

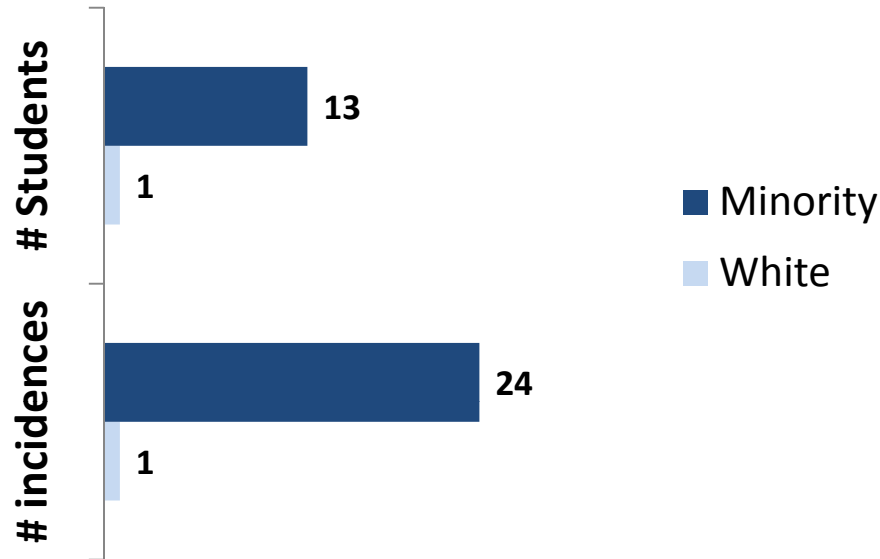


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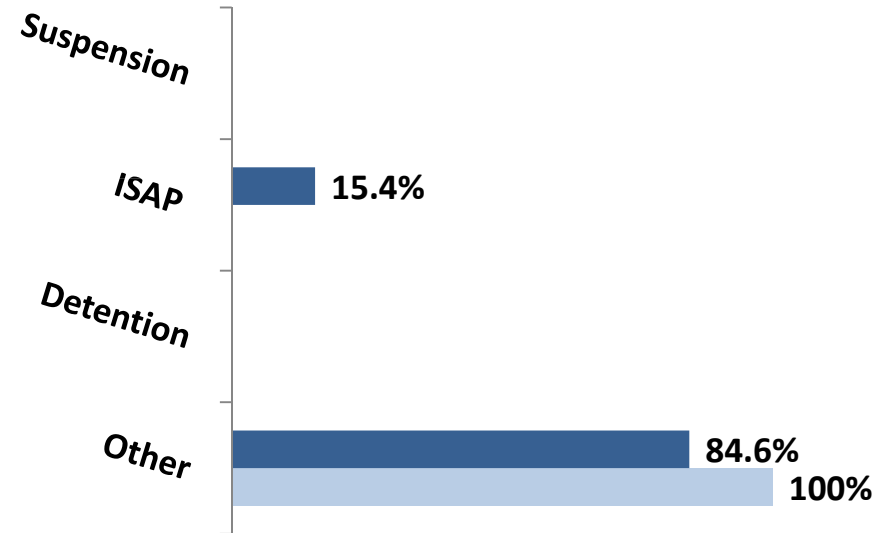


Engelhard: 2007-08 Disruptive Behavior

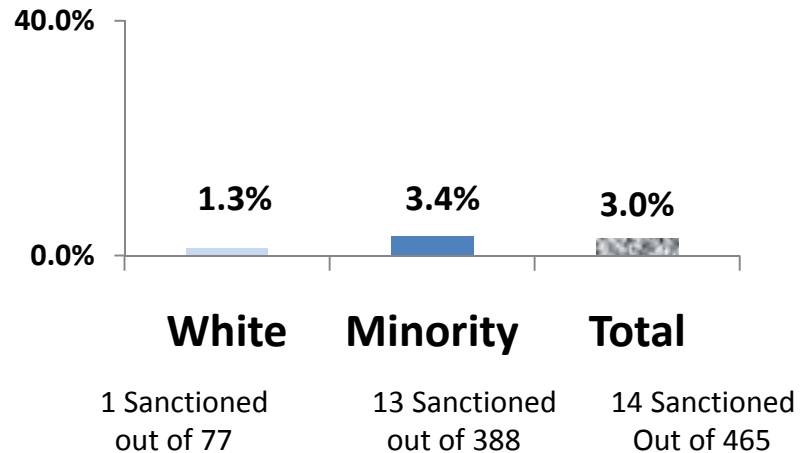
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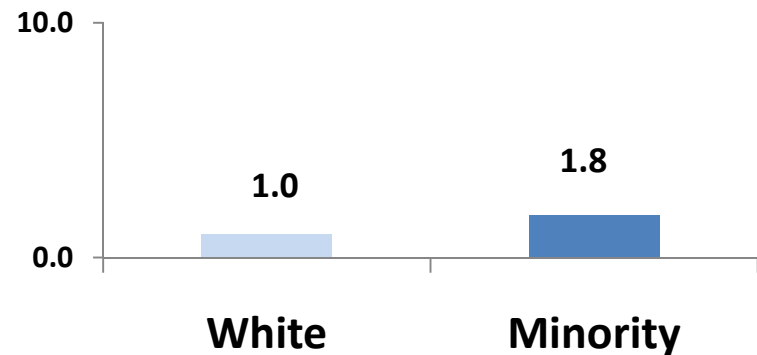
Distribution of sanctions for 1st incident



% of total school population with incident

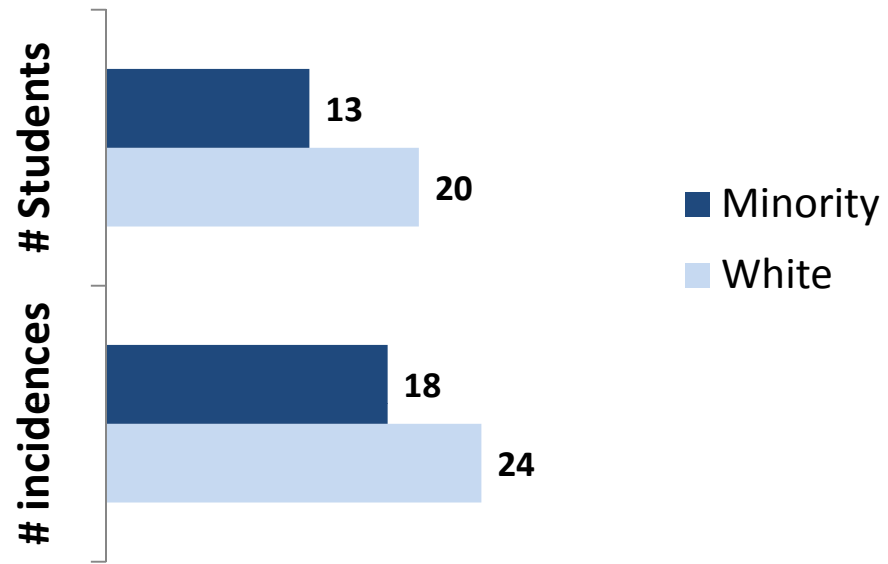


Average number of incidences per group

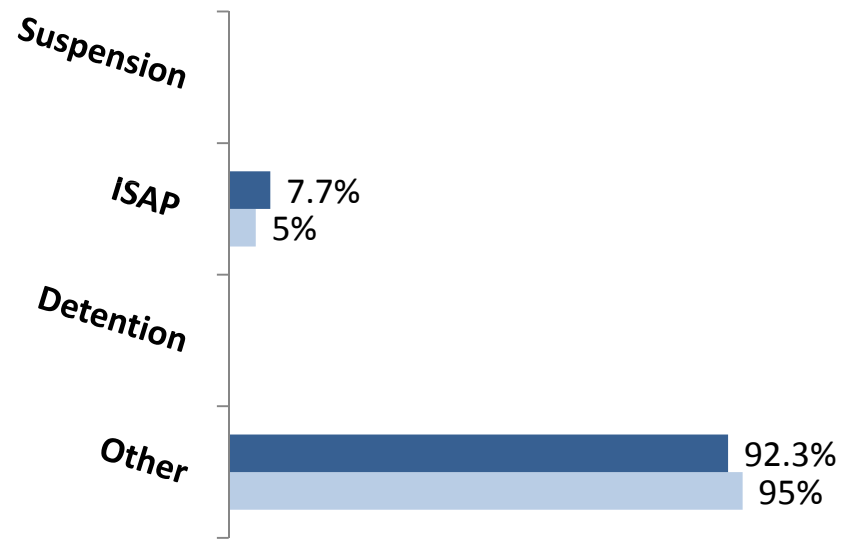


Greathouse/Shryock: 2007-08 Disruptive Behavior

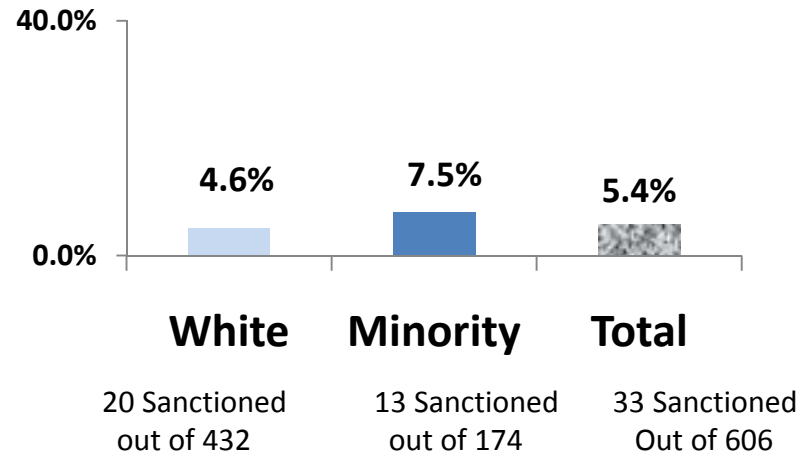
Total # students and total # of incidences



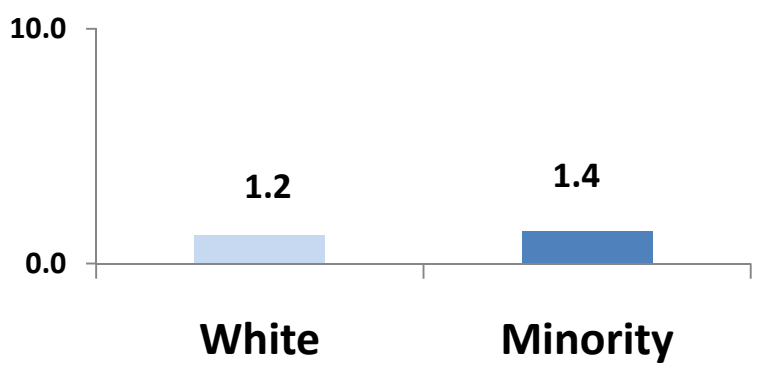
Distribution of sanctions for 1st incident



% of total school population with incident

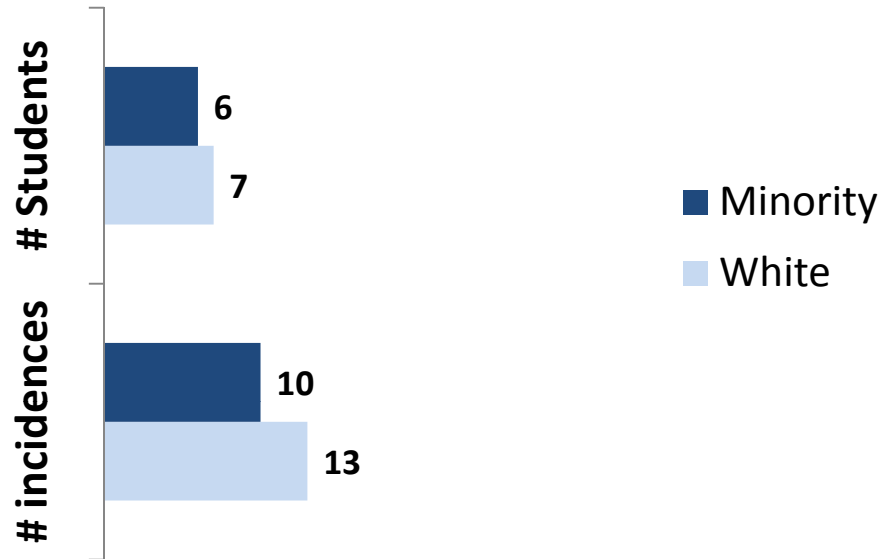


Average number of incidences per group

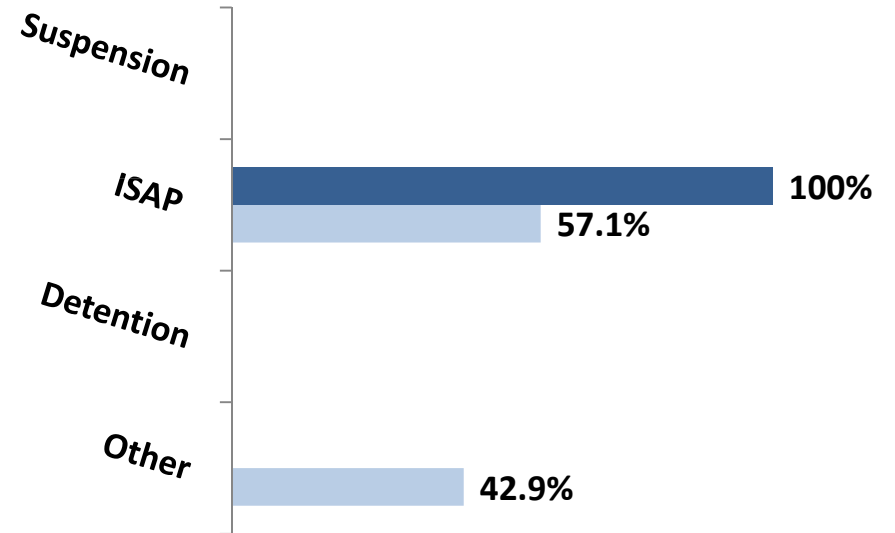


Gutermuth: 2007-08 Disruptive Behavior

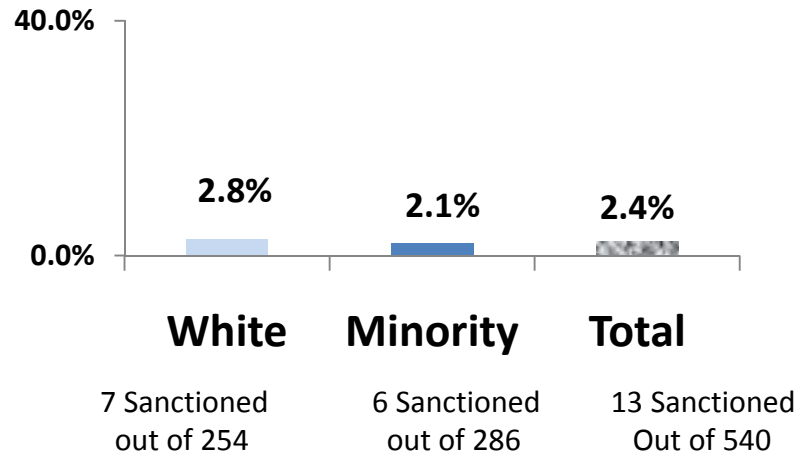
Total # students and total # of incidences



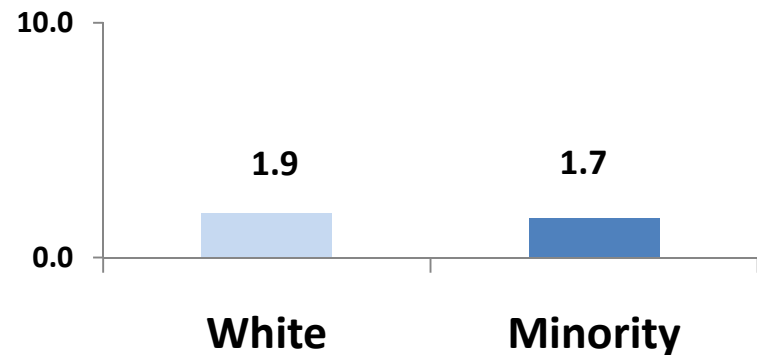
Distribution of sanctions for 1st incident



% of total school population with incident

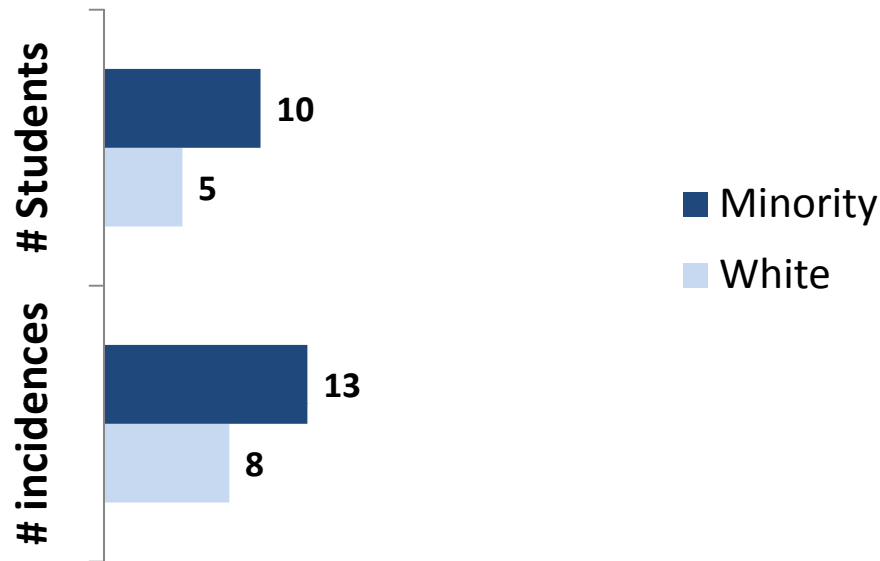


Average number of incidences per group

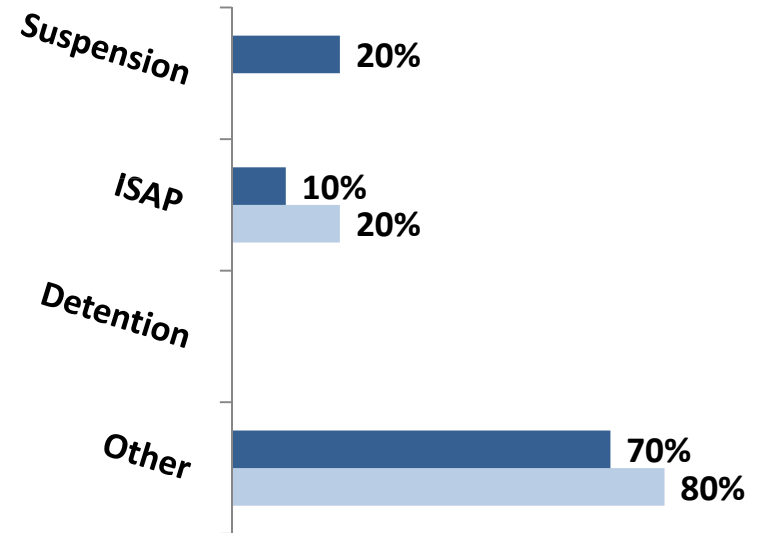


Hartstern: 2007-08 Disruptive Behavior

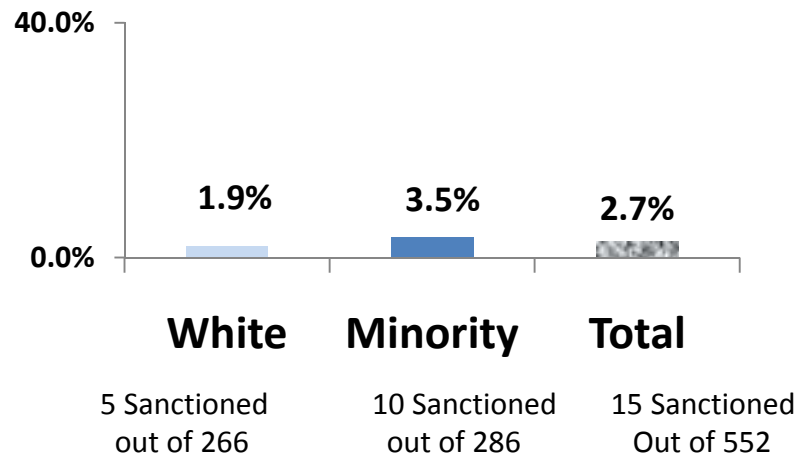
Total # students and total # of incidences



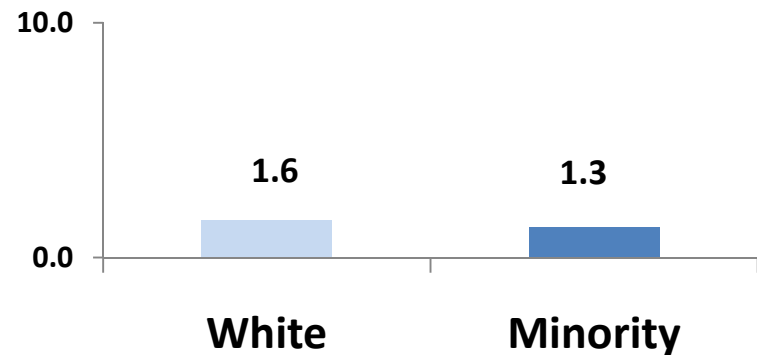
Distribution of sanctions for 1st incident



% of total school population with incident

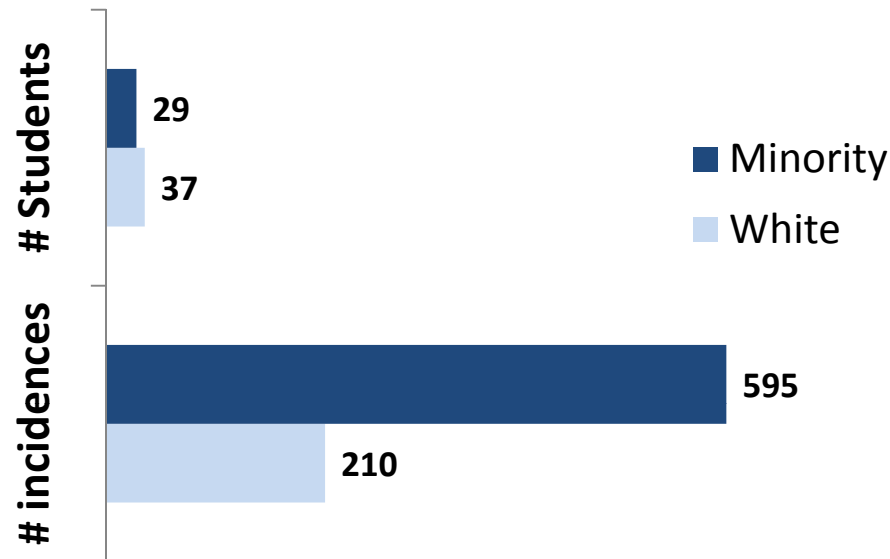


Average number of incidences per group

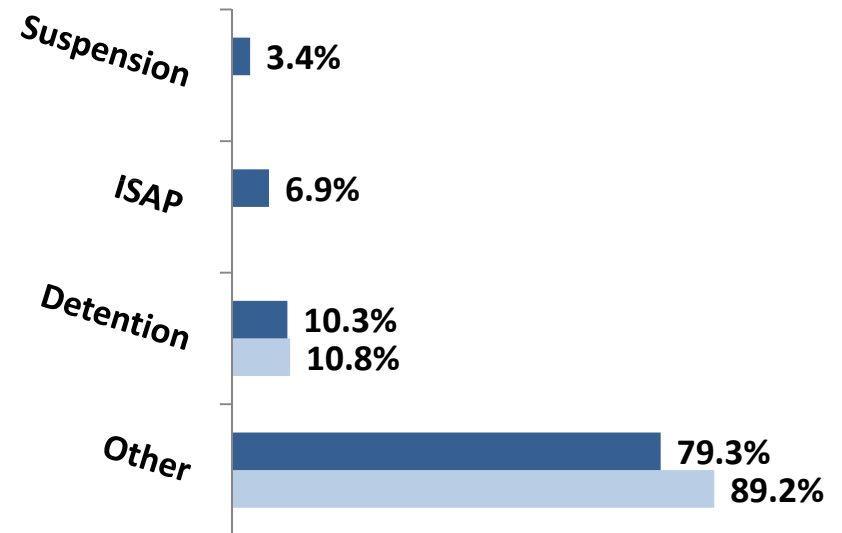


Johnsontown Road: 2007-08 Disruptive Behavior

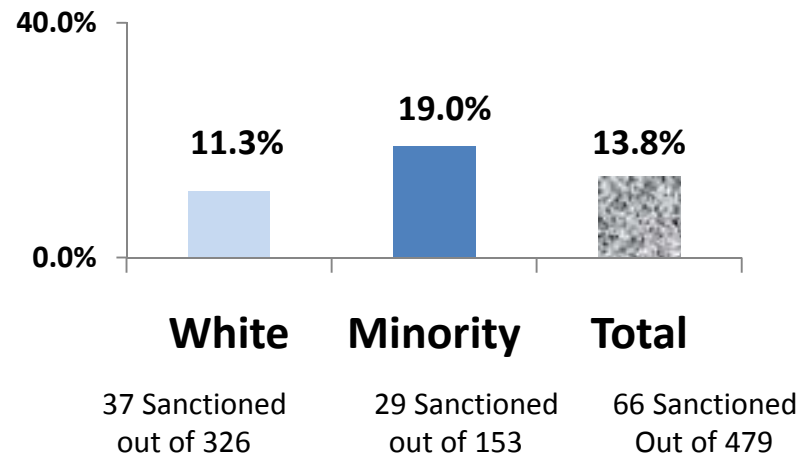
Total # students and total # of incidences



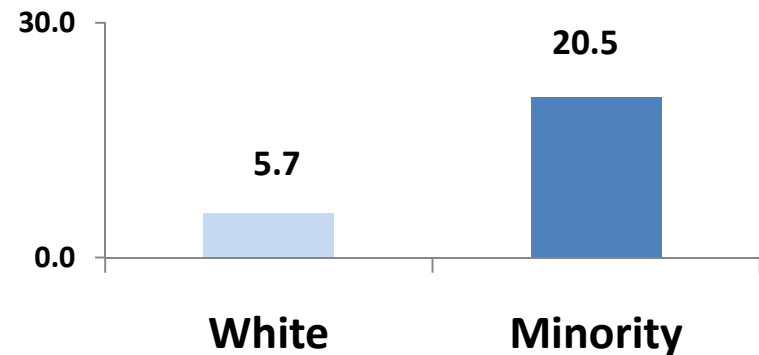
Distribution of sanctions for 1st incident



% of total school population with incident

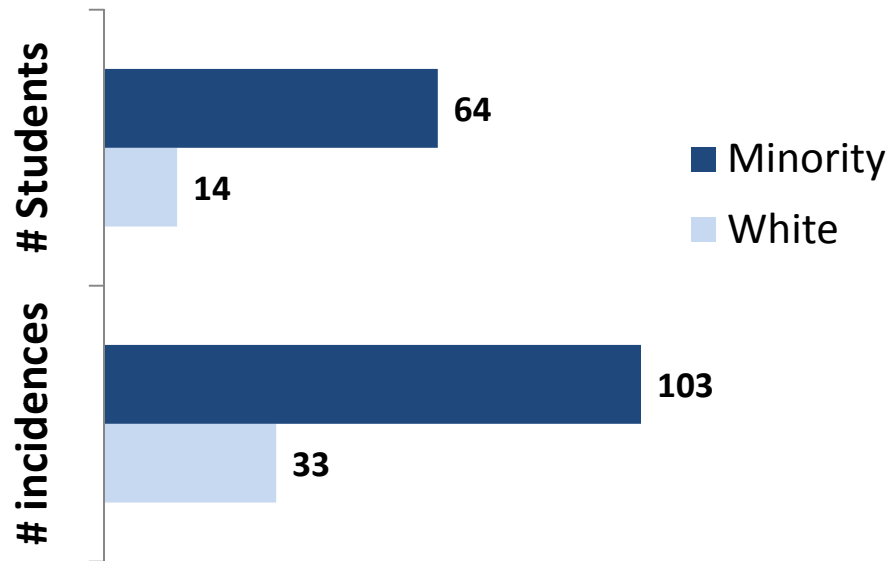


Average number of incidences per group

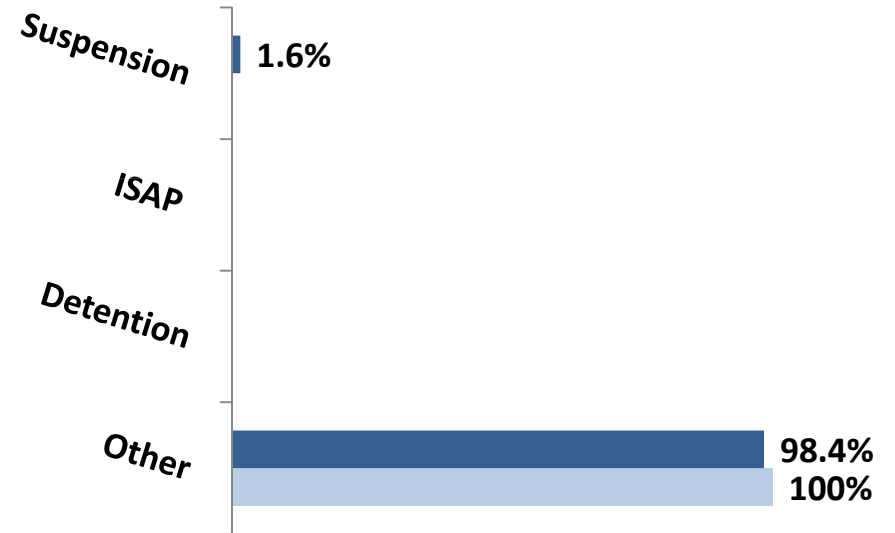


Kennedy: 2007-08 Disruptive Behavior

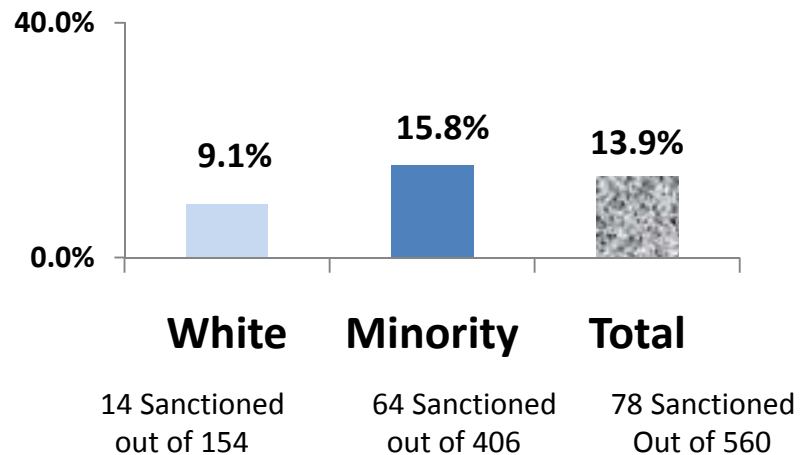
Total # students and total # of incidences



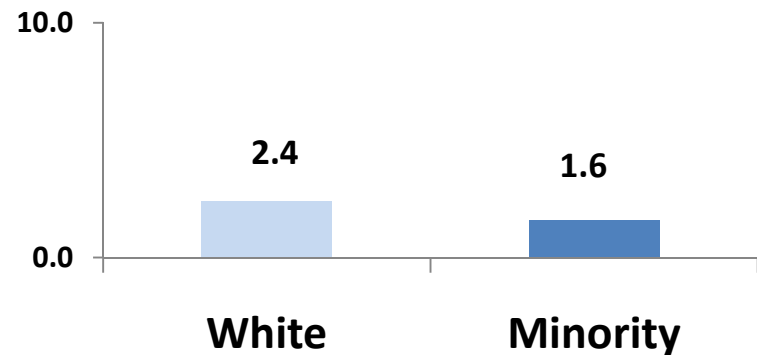
Distribution of sanctions for 1st incident



% of total school population with incident

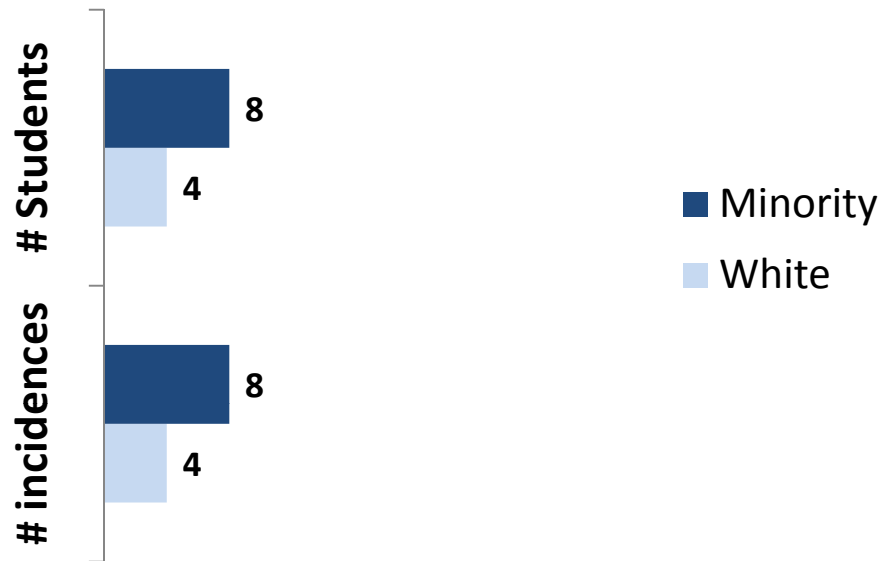


Average number of incidences per group

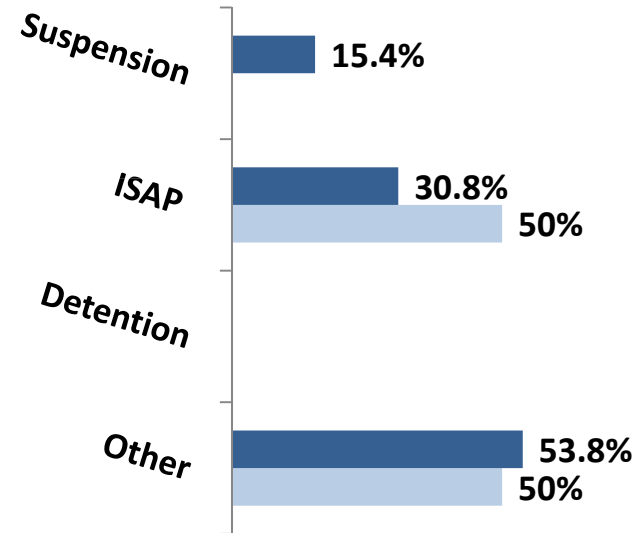


Kerrick: 2007-08 Disruptive Behavior

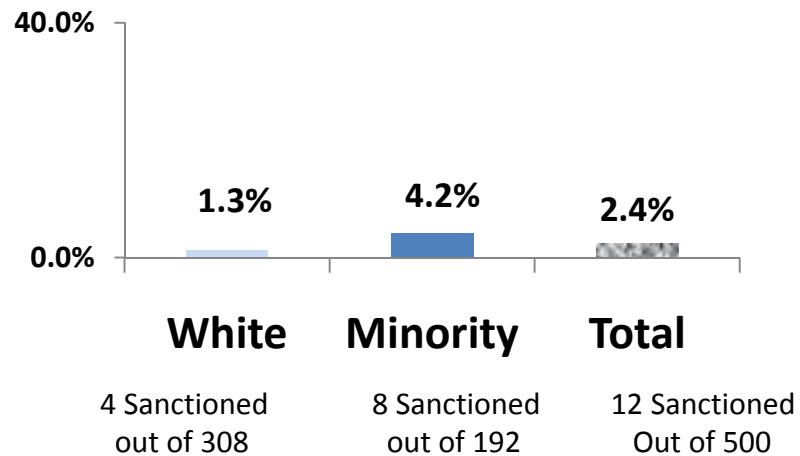
Total # students and total # of incidences



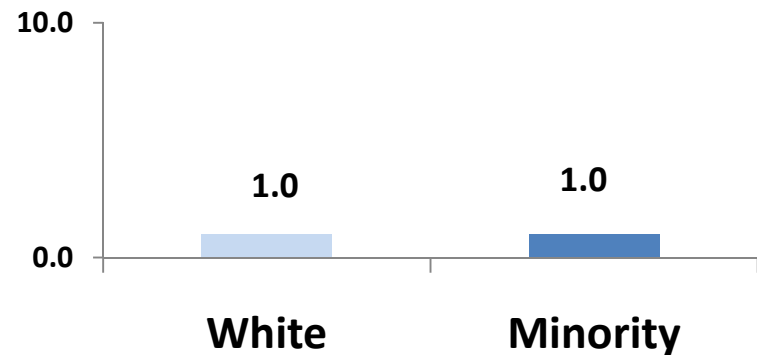
Distribution of sanctions for 1st incident



% of total school population with incident

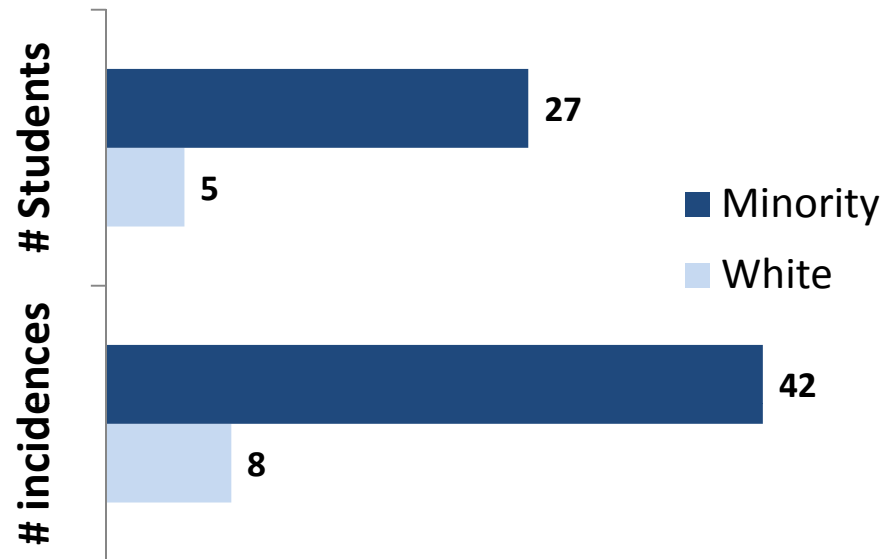


Average number of incidences per group

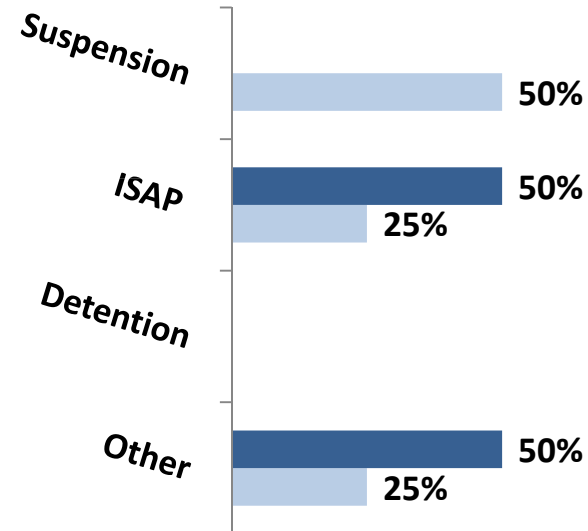


McFerran: 2007-08 Disruptive Behavior

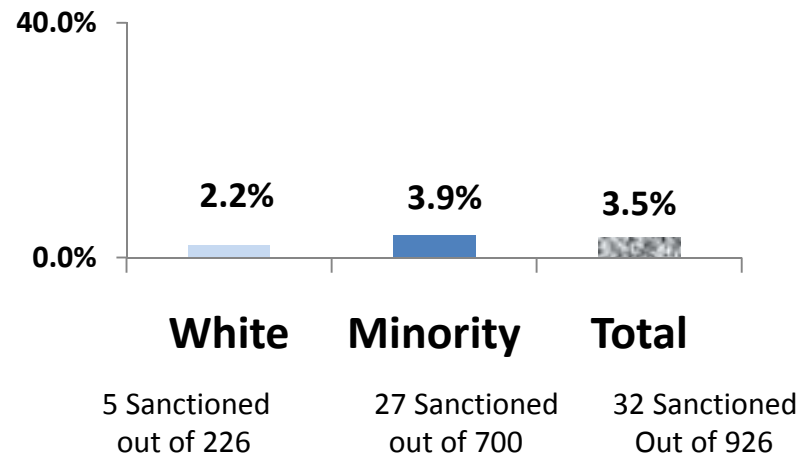
Total # students and total # of incidences



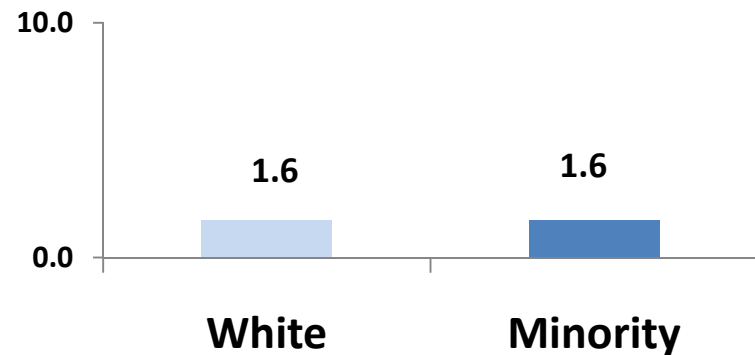
Distribution of sanctions for 1st incident



% of total school population with incident

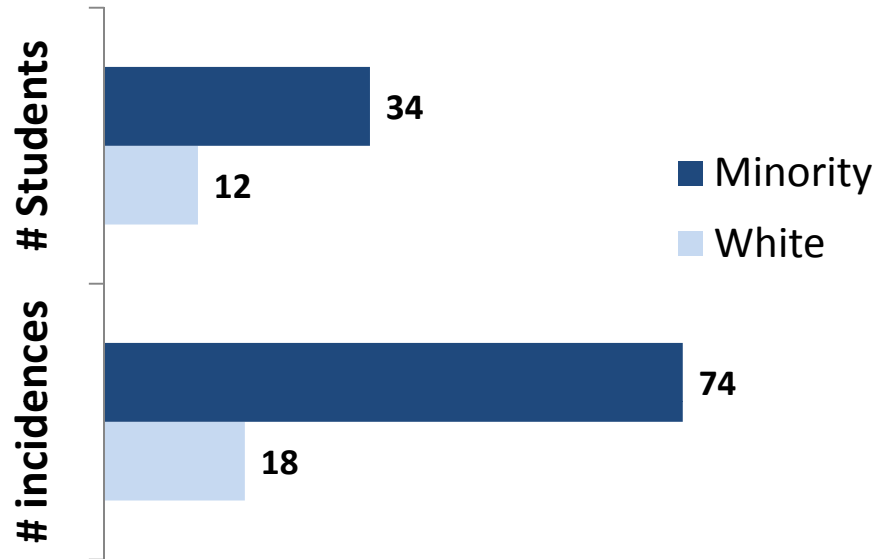


Average number of incidences per group

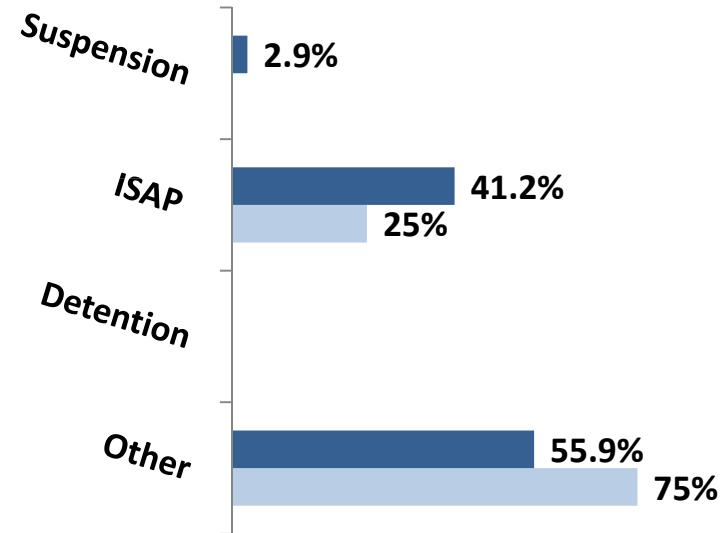


Middletown: 2007-08 Disruptive Behavior

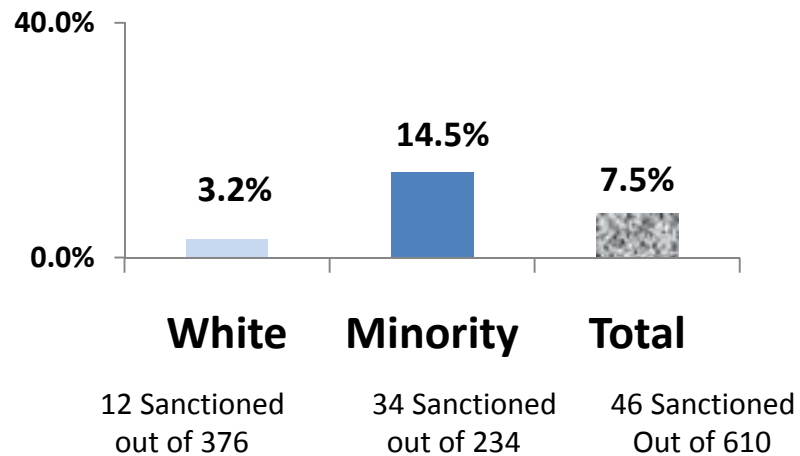
Total # students and total # of incidences



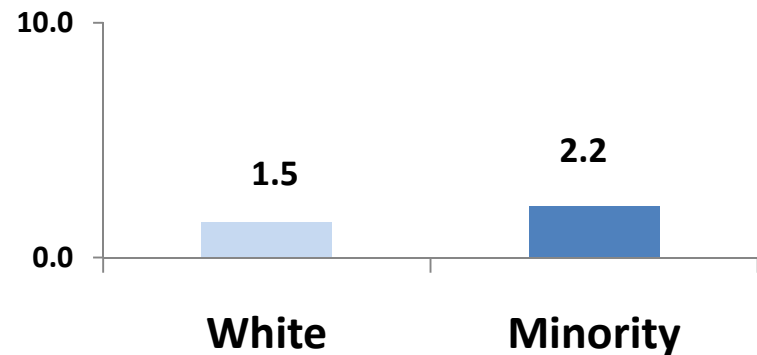
Distribution of sanctions for 1st incident



% of total school population with incident

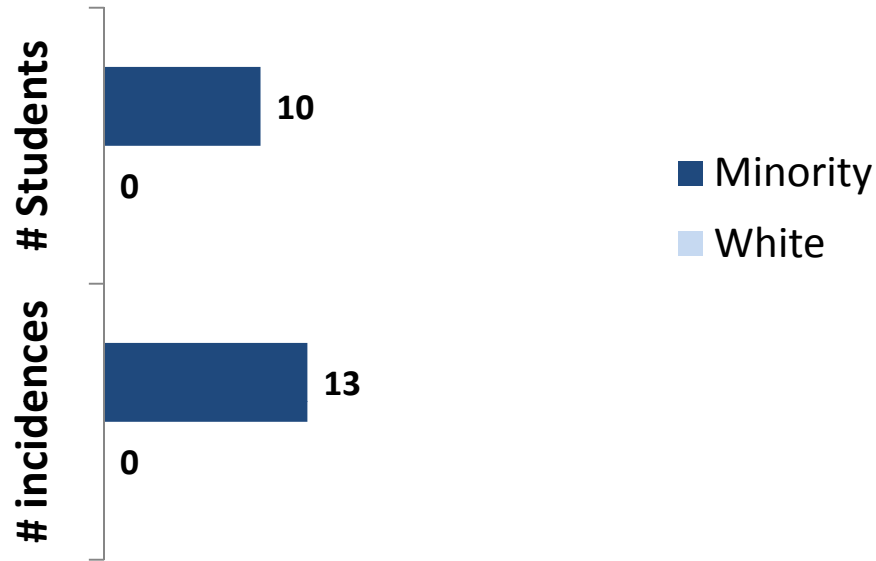


Average number of incidences per group

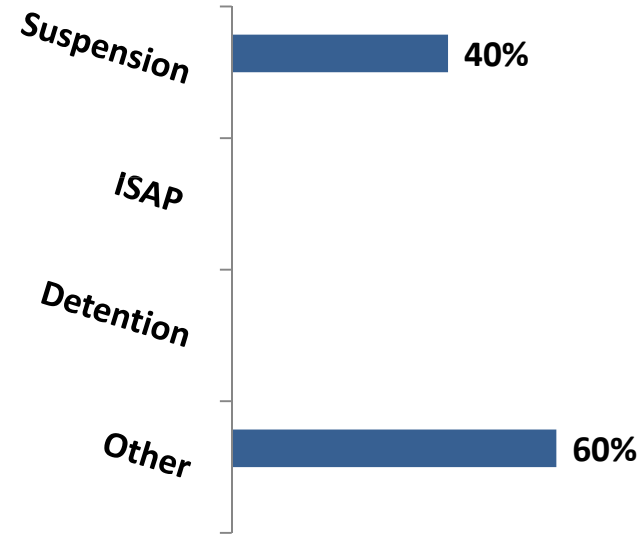


Norton: 2007-08 Disruptive Behavior

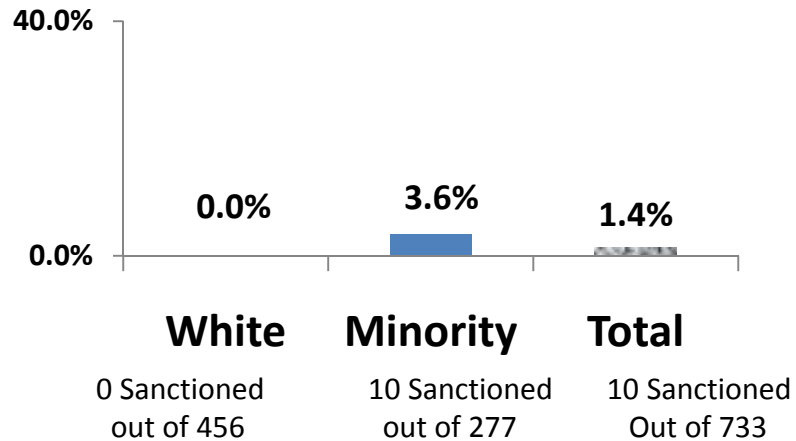
Total # students and total # of incidences



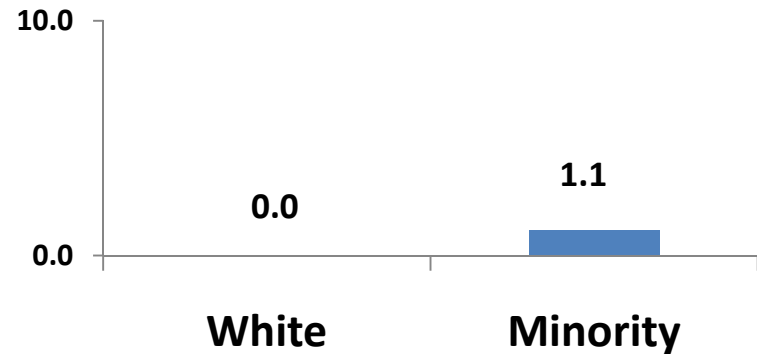
Distribution of sanctions for 1st incident



% of total school population with incident

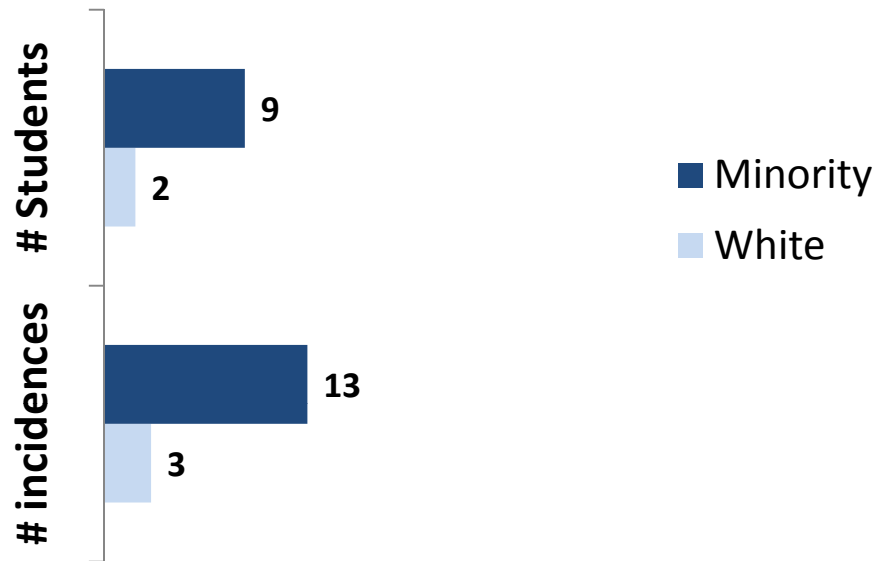


Average number of incidences per group

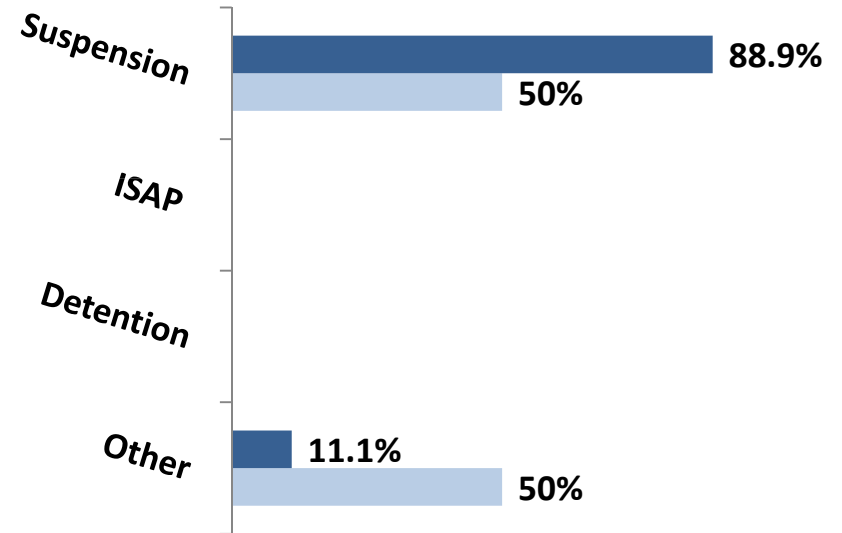


Price: 2007-08 Disruptive Behavior

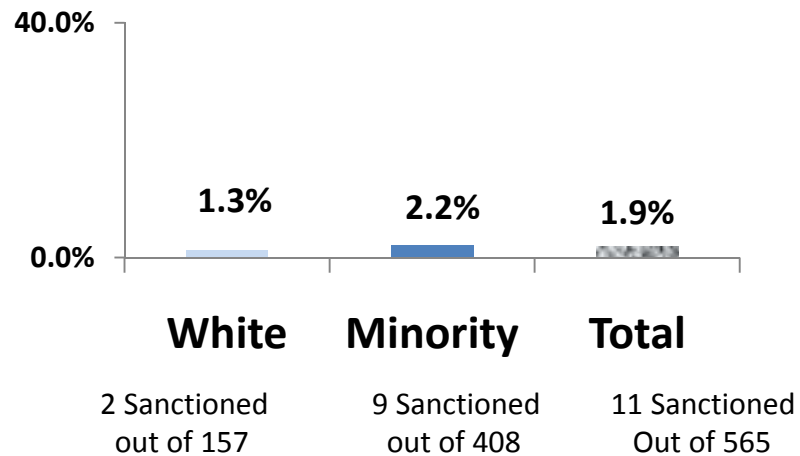
Total # students and total # of incidences



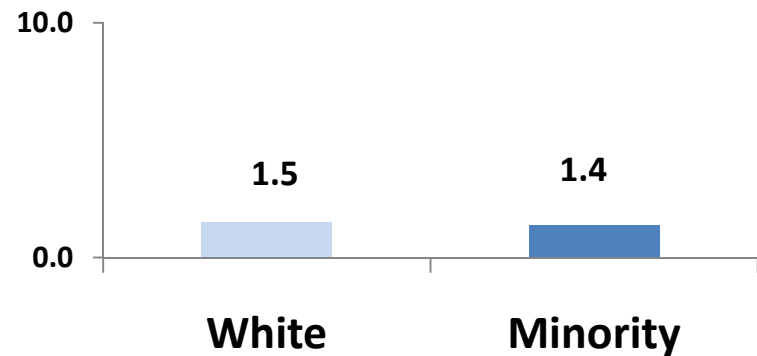
Distribution of sanctions for 1st incident



% of total school population with incident

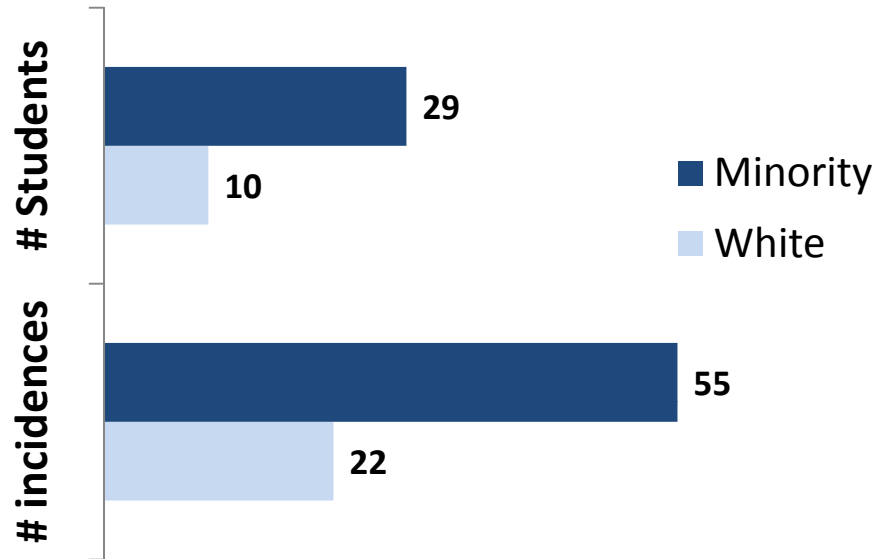


Average number of incidences per group

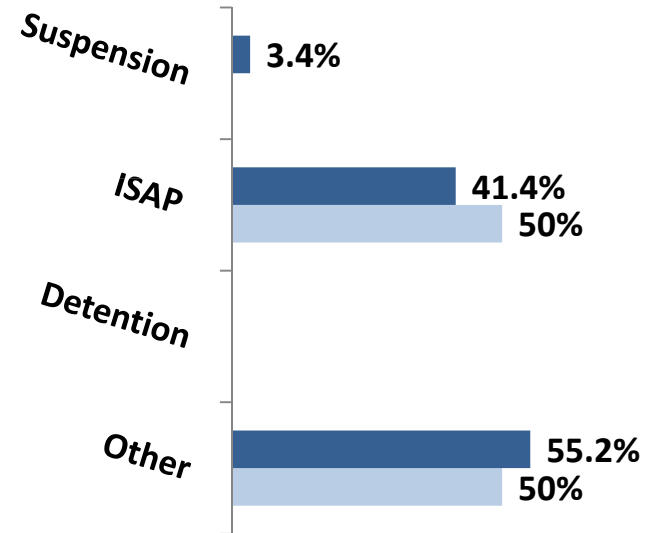


Rutherford: 2007-08 Disruptive Behavior

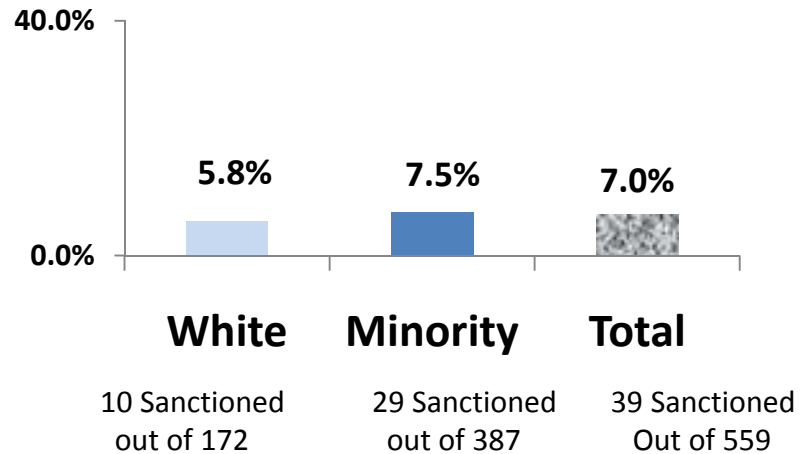
Total # students and total # of incidences



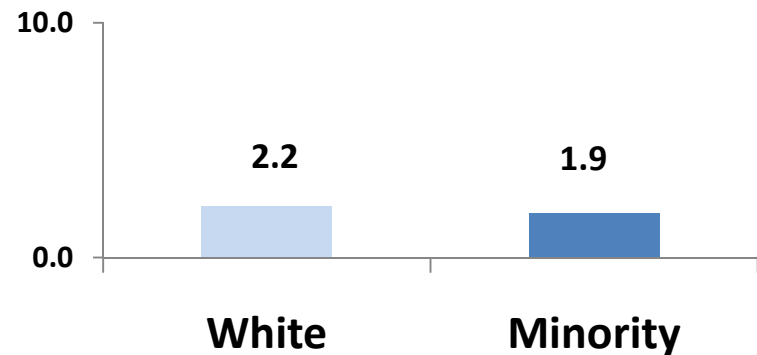
Distribution of sanctions for 1st incident



% of total school population with incident

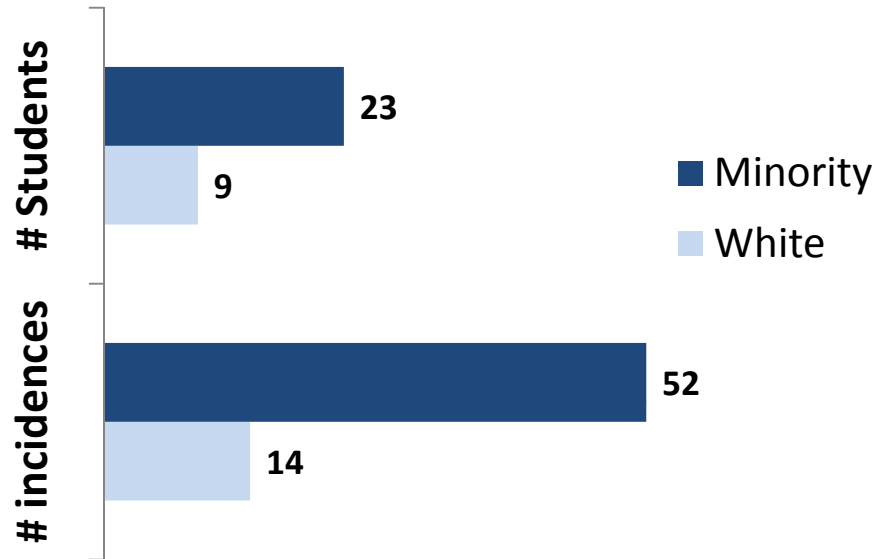


Average number of incidences per group

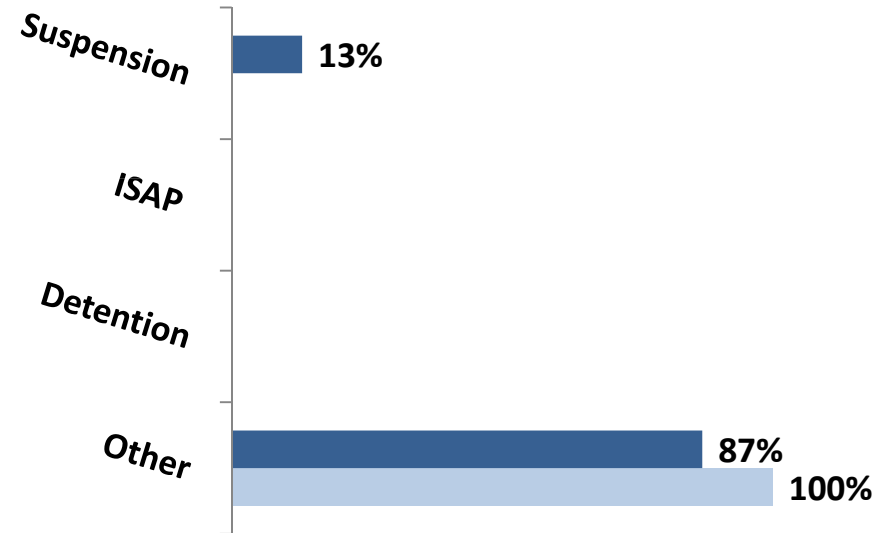


Shacklette: 2007-08 Disruptive Behavior

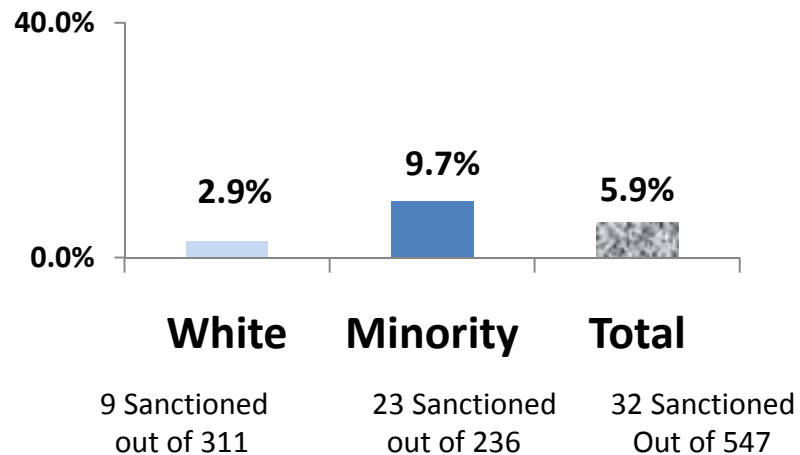
Total # students and total # of incidences



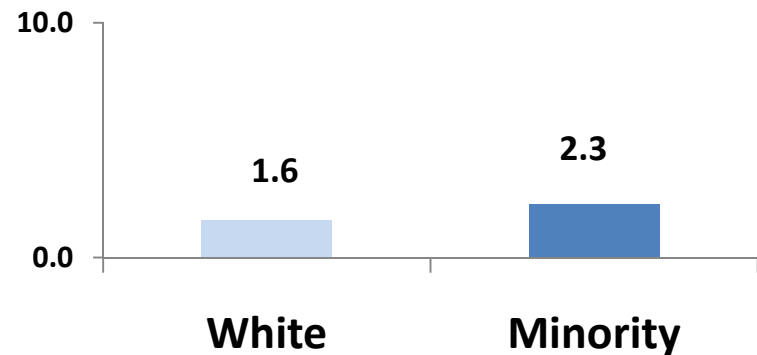
Distribution of sanctions for 1st incident



% of total school population with incident

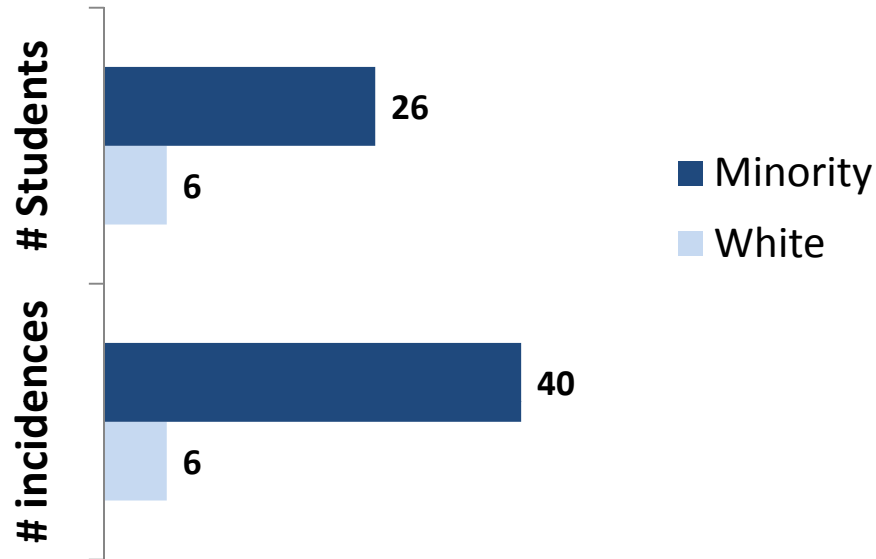


Average number of incidences per group

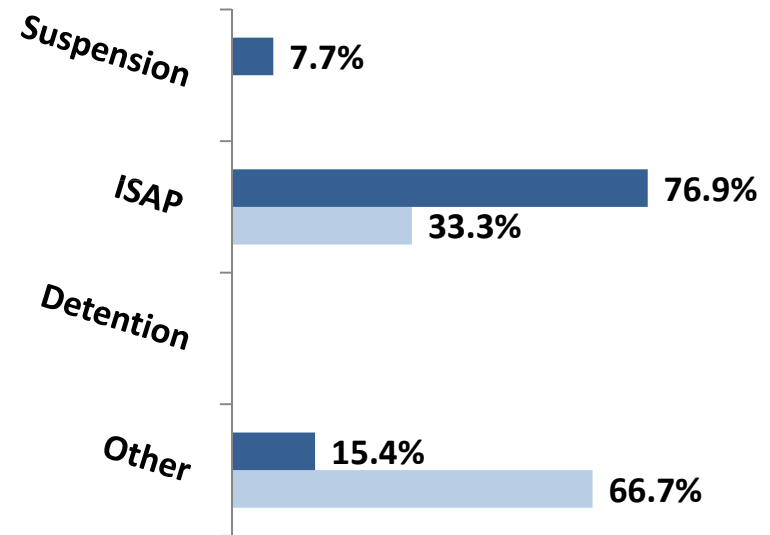


Trunnell: 2007-08 Disruptive Behavior

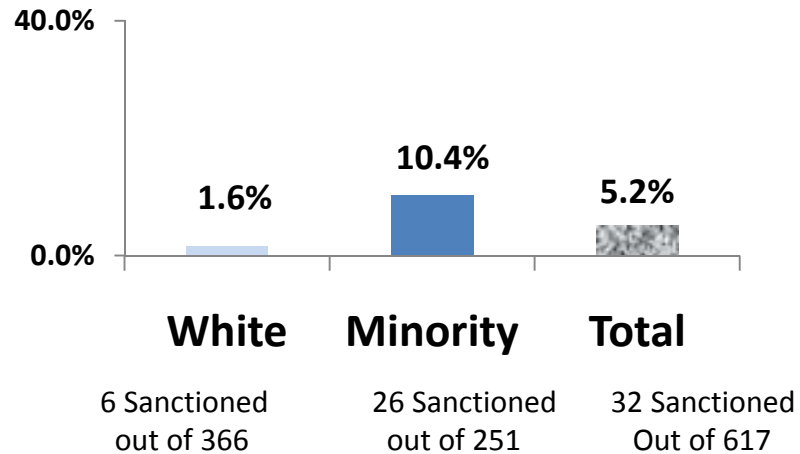
Total # students and total # of incidences



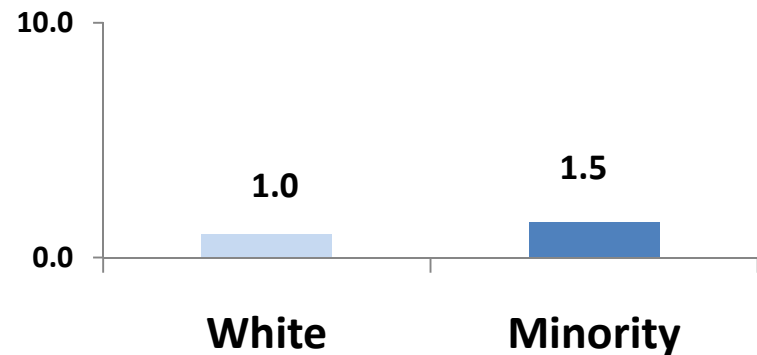
Distribution of sanctions for 1st incident



% of total school population with incident

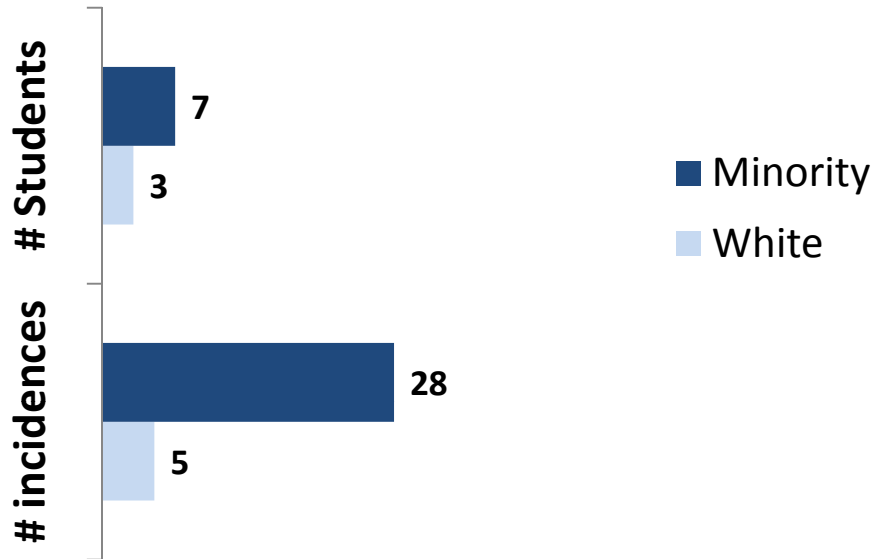


Average number of incidences per group

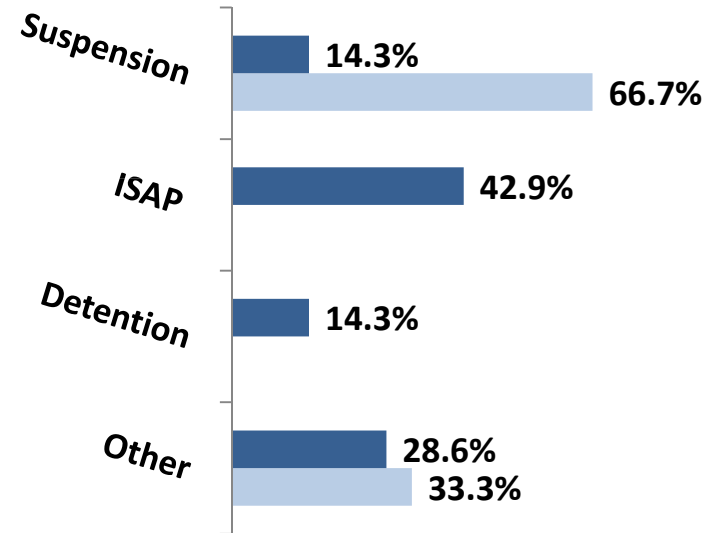


Watterson: 2007-08 Disruptive Behavior

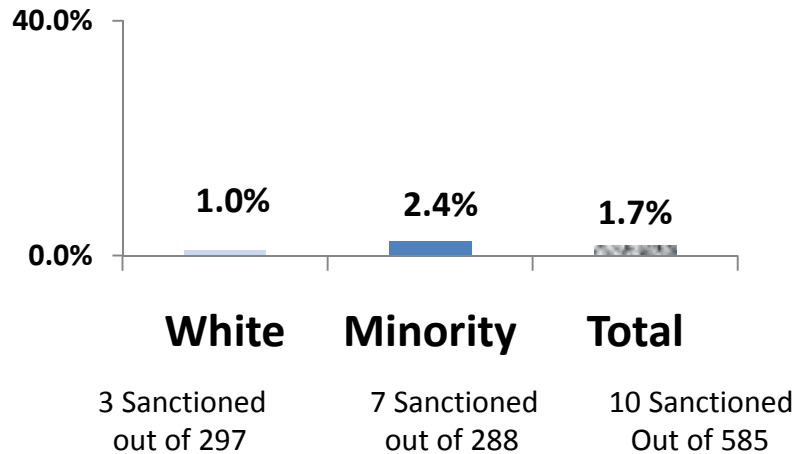
Total # students and total # of incidences



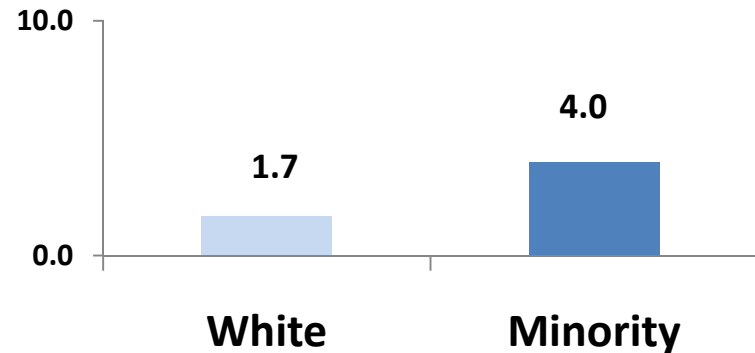
Distribution of sanctions for 1st incident



% of total school population with incident

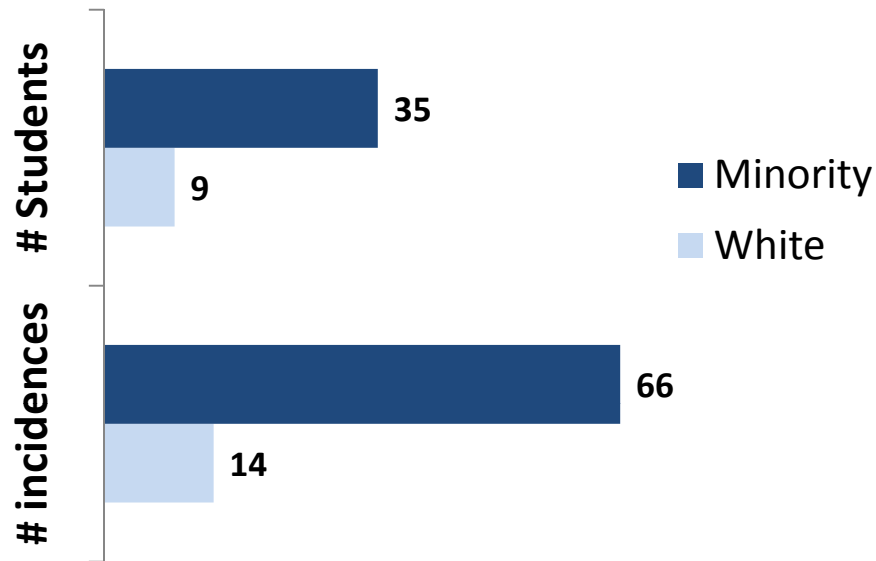


Average number of incidences per group

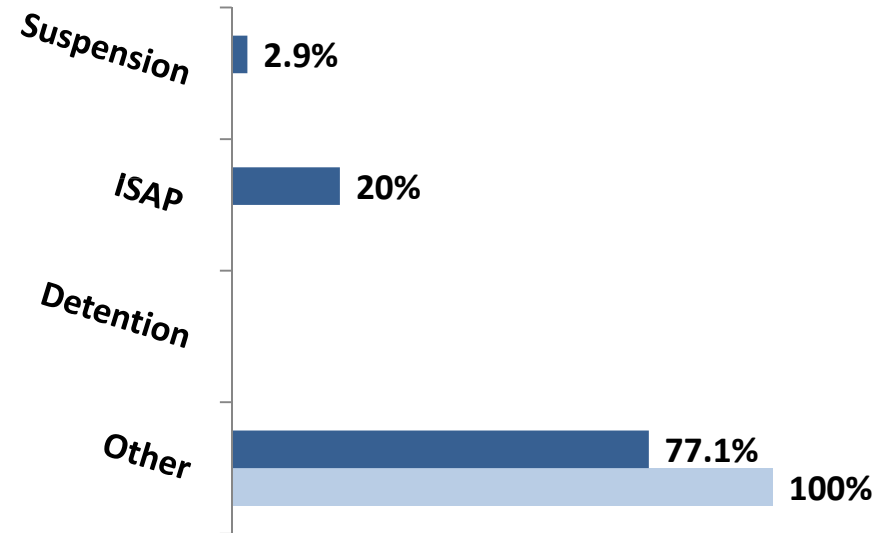


Wellington: 2007-08 Disruptive Behavior

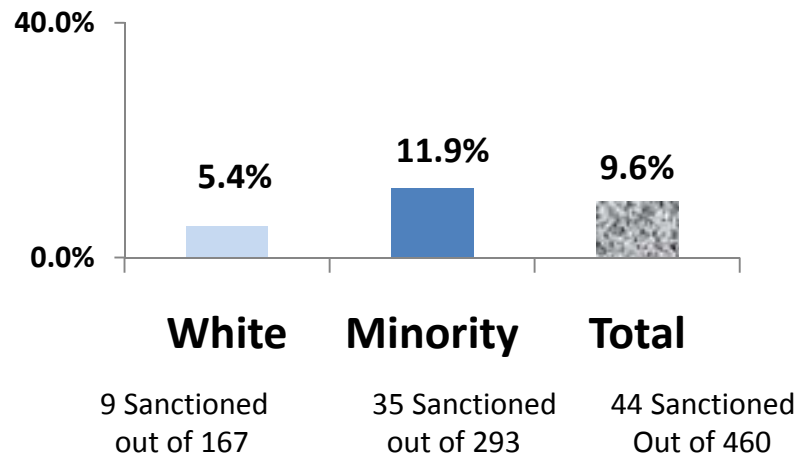
Total # students and total # of incidences



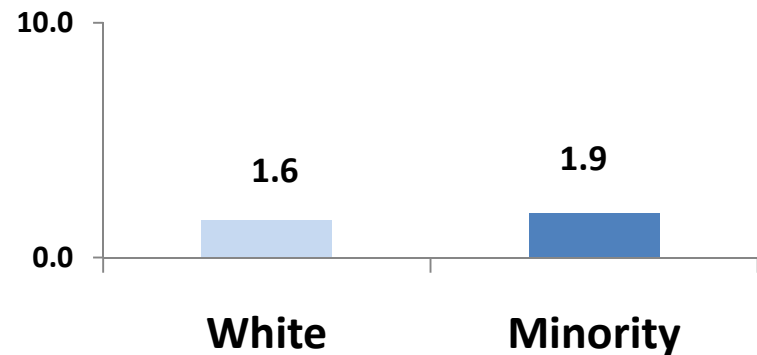
Distribution of sanctions for 1st incident



% of total school population with incident

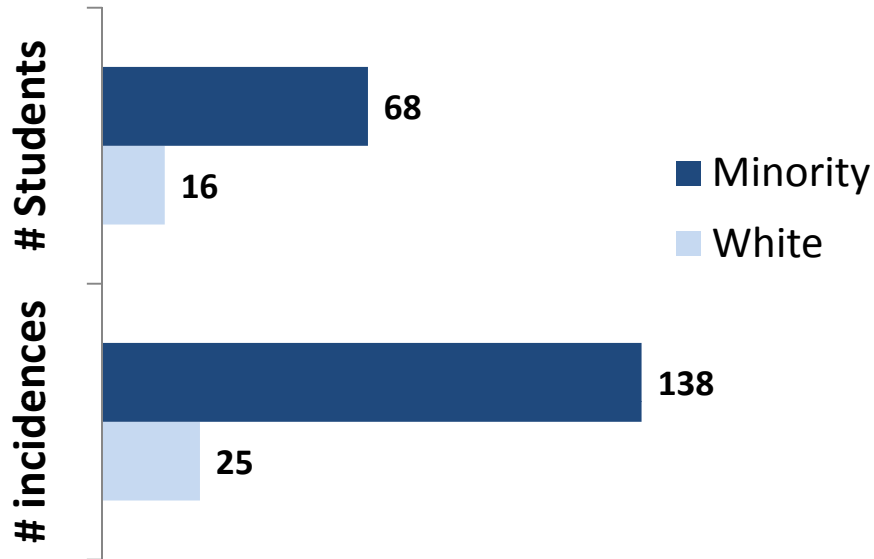


Average number of incidences per group

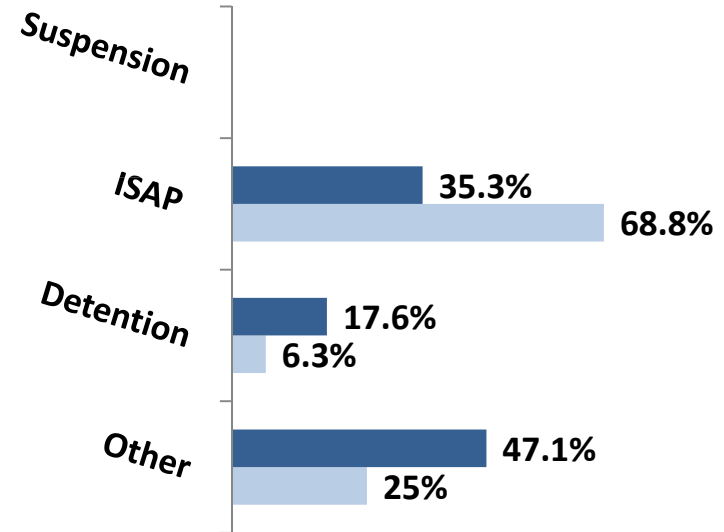


Young: 2007-08 Disruptive Behavior

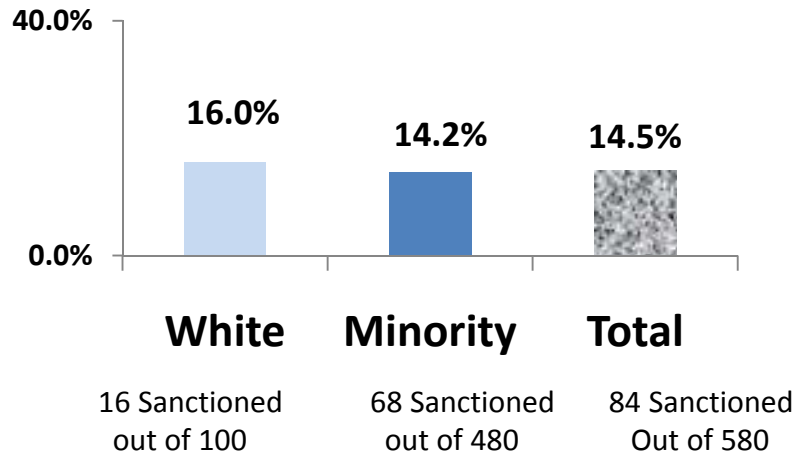
Total # students and total # of incidences



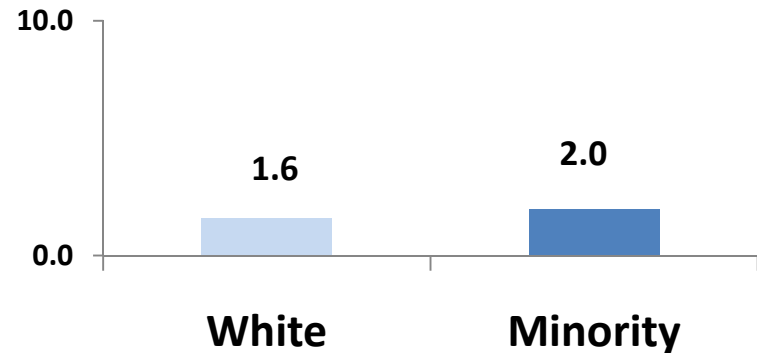
Distribution of sanctions for 1st incident



% of total school population with incident

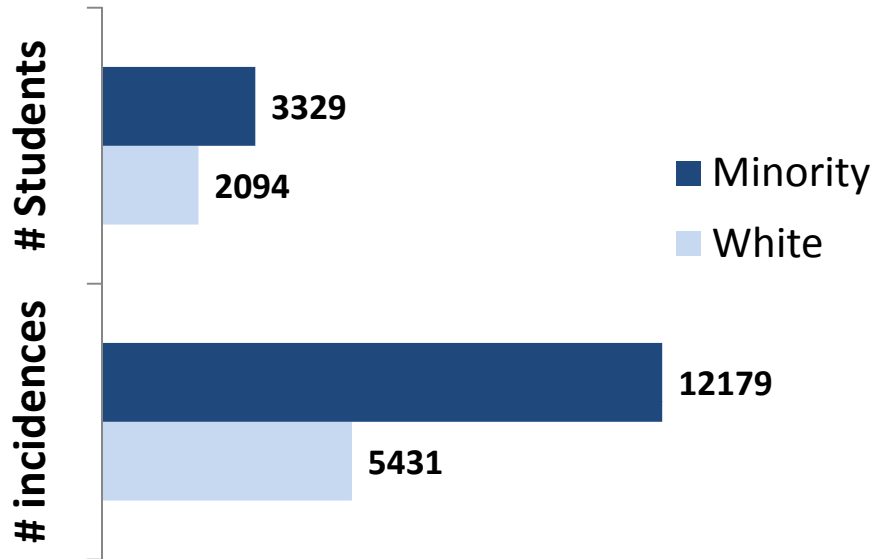


Average number of incidences per group

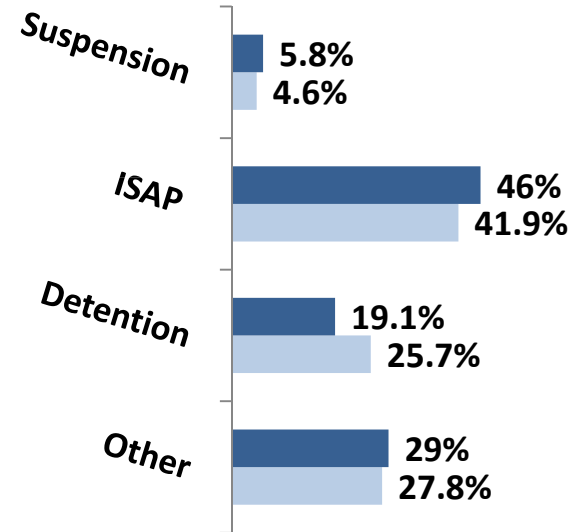


Middle School Average: 2007-08 Disruptive Behavior

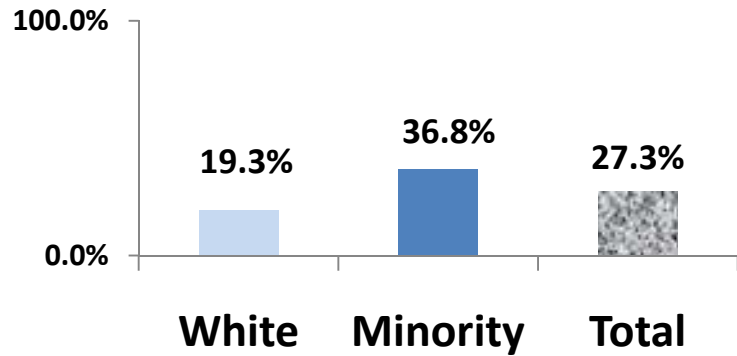
Total # students and total # of incidences



Distribution of sanctions for 1st incident

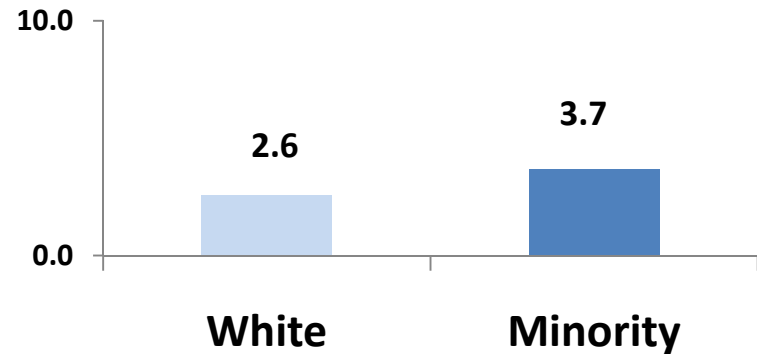


% of total school population with incident



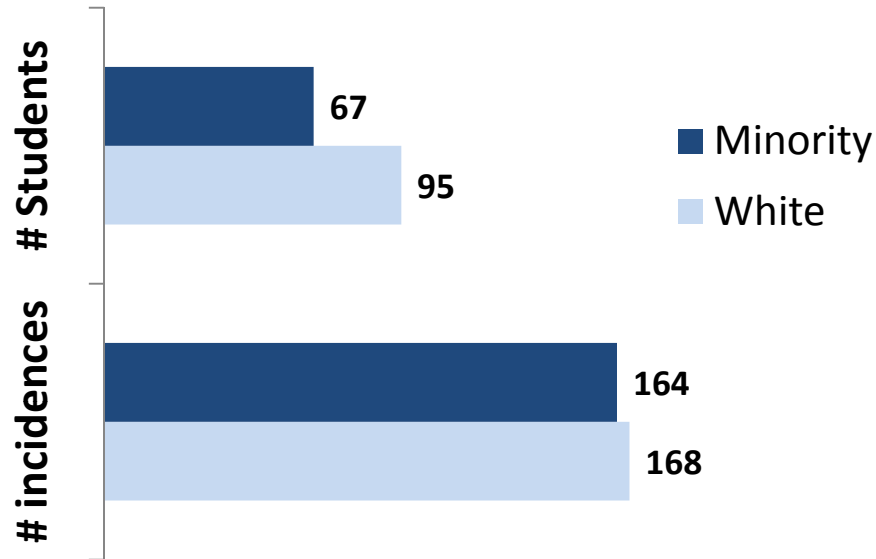
2094 Sanctioned out of 10,843 3329 Sanctioned out of 9,050 5423 Sanctioned Out of 19,893

Average number of incidences per group

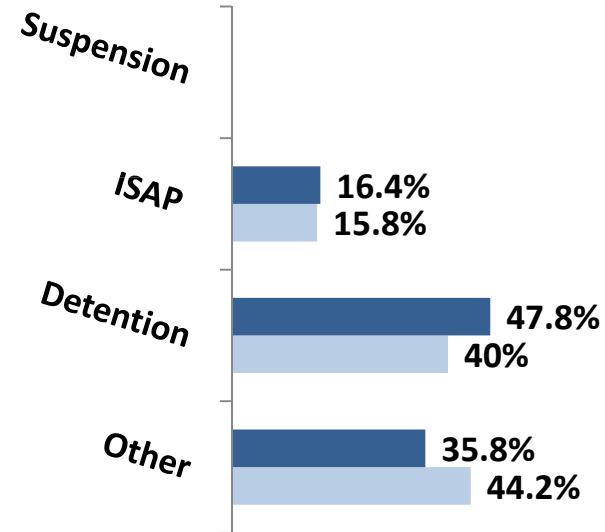


Barret: 2007-08 Disruptive Behavior

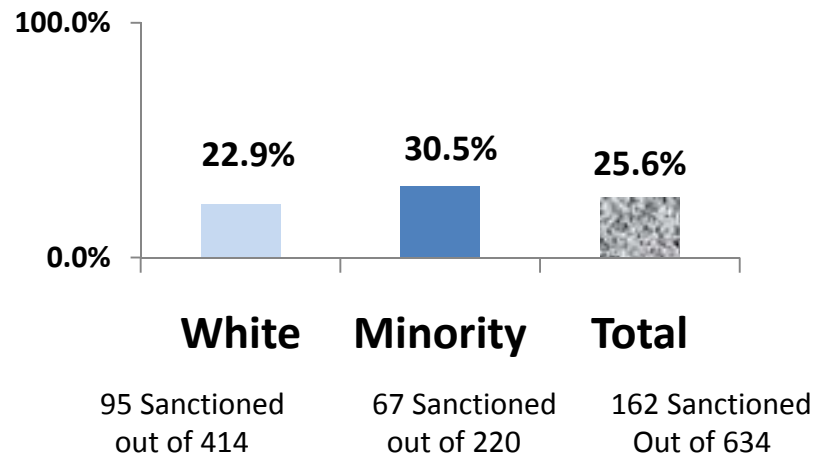
Total # students and total # of incidences



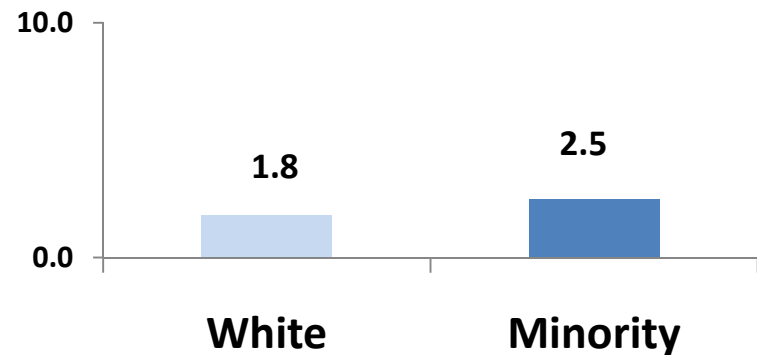
Distribution of sanctions for 1st incident



% of total school population with incident

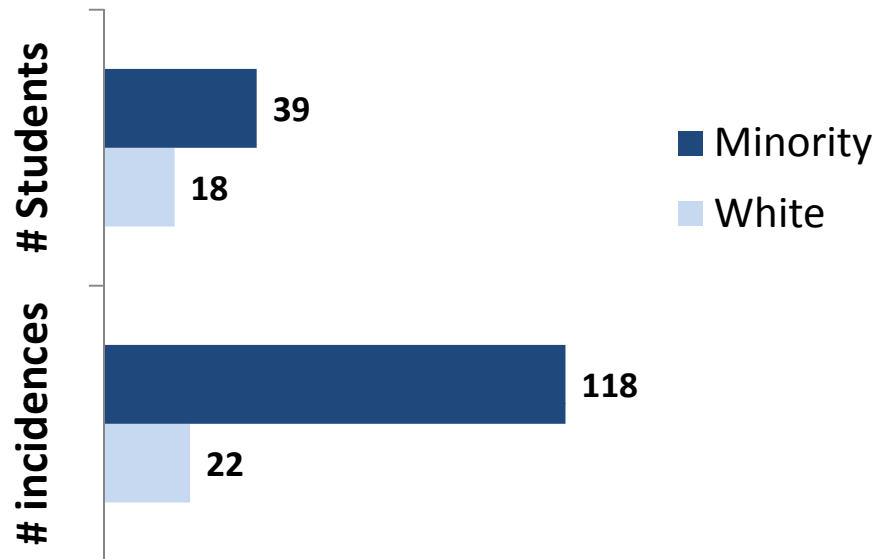


Average number of incidences per group

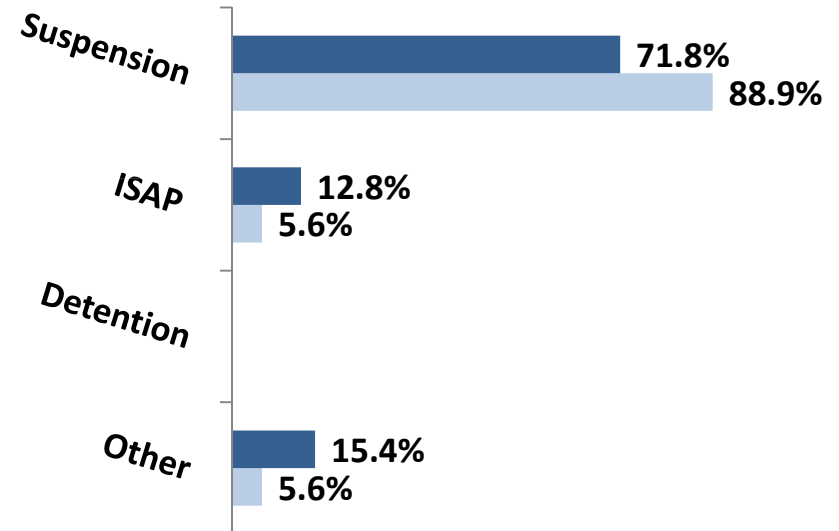


Carrithers: 2007-08 Disruptive Behavior

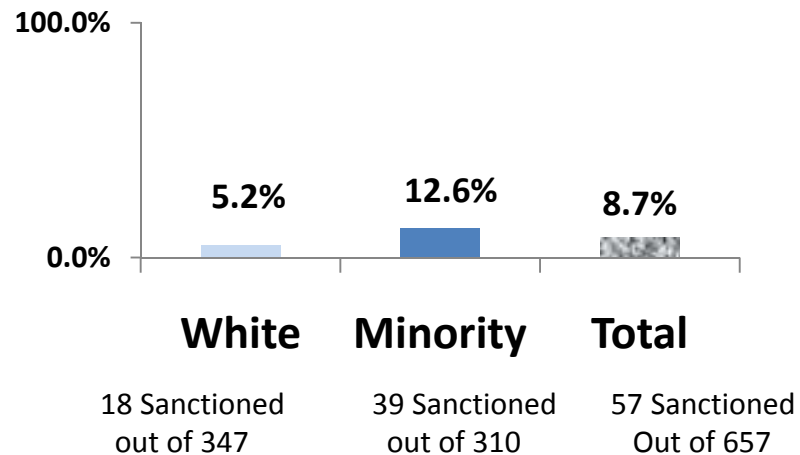
Total # students and total # of incidences



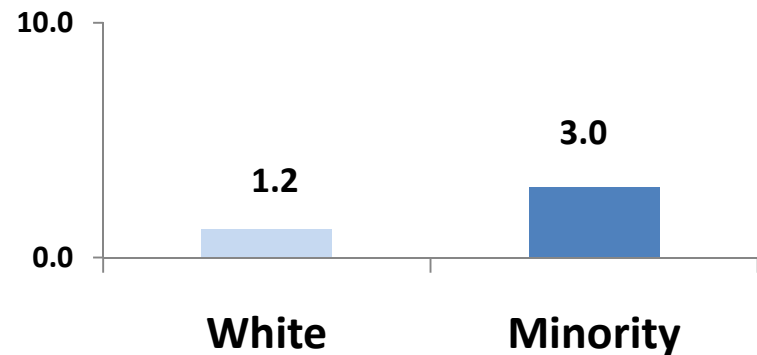
Distribution of sanctions for 1st incident



% of total school population with incident

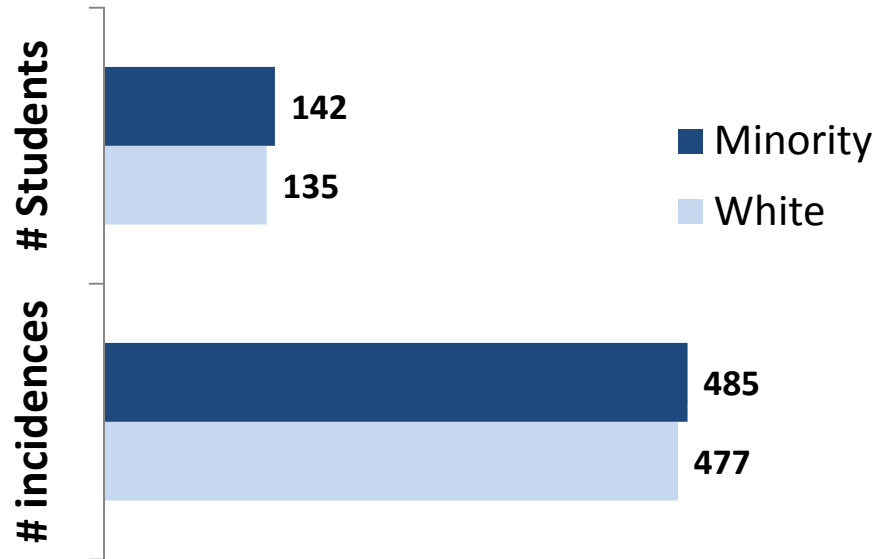


Average number of incidences per group

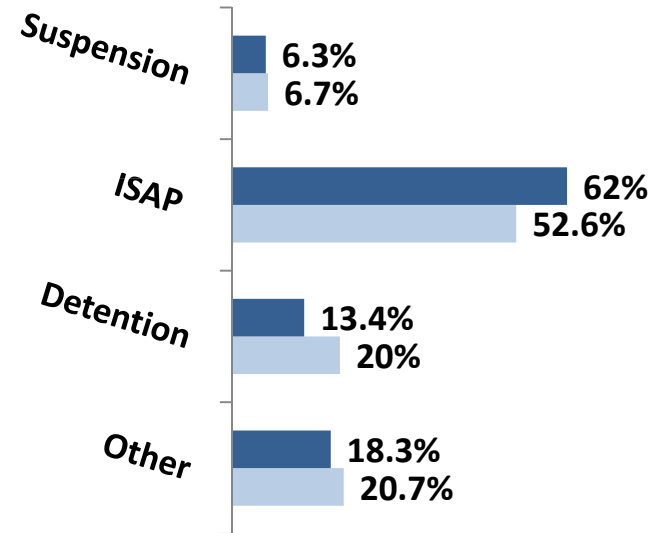


Conway: 2007-08 Disruptive Behavior

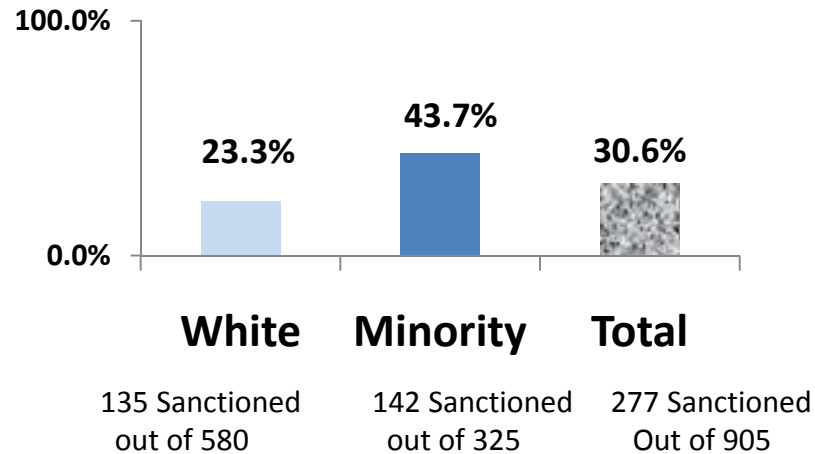
Total # students and total # of incidences



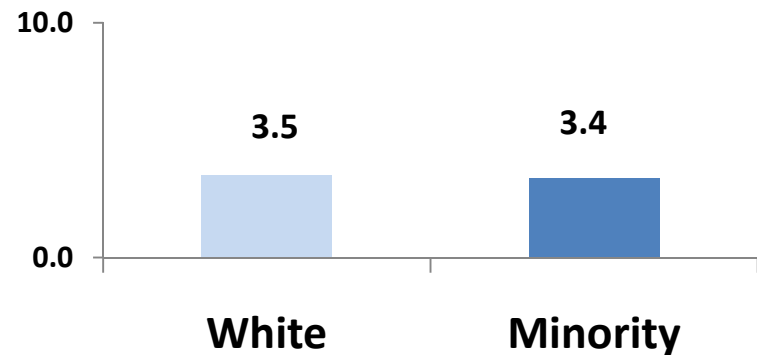
Distribution of sanctions for 1st incident



% of total school population with incident

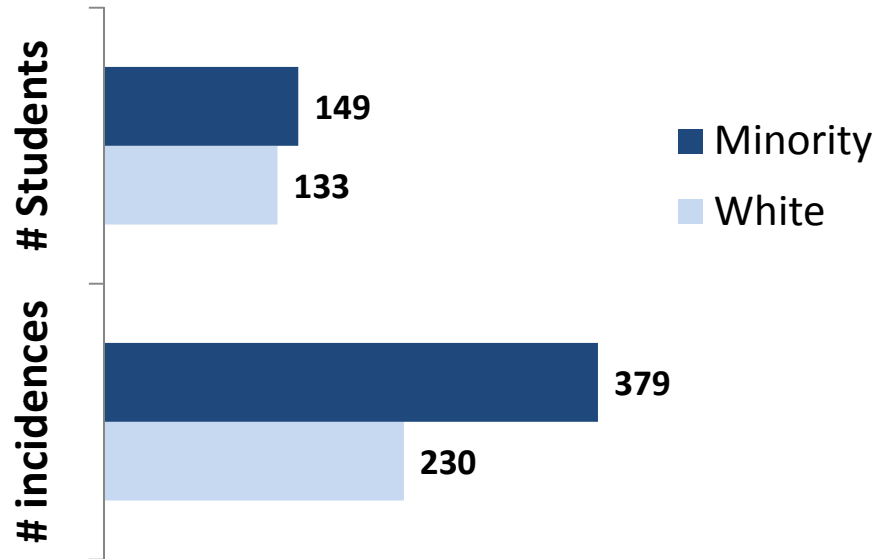


Average number of incidences per group

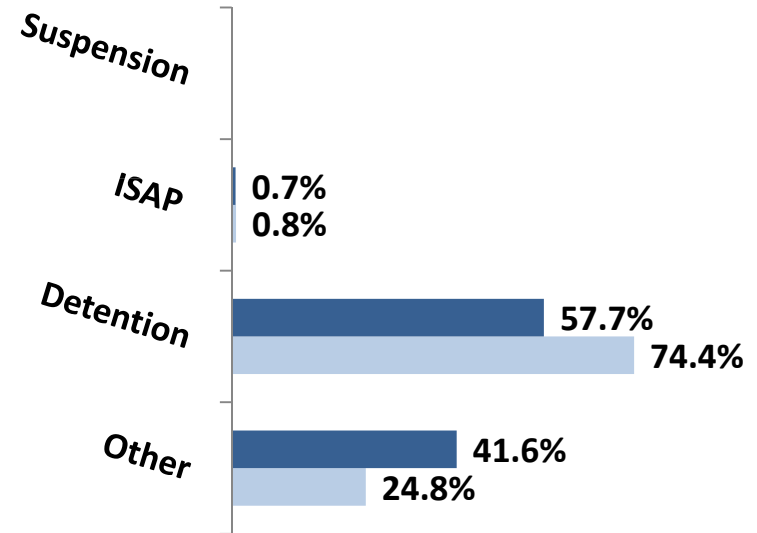


Crosby: 2007-08 Disruptive Behavior

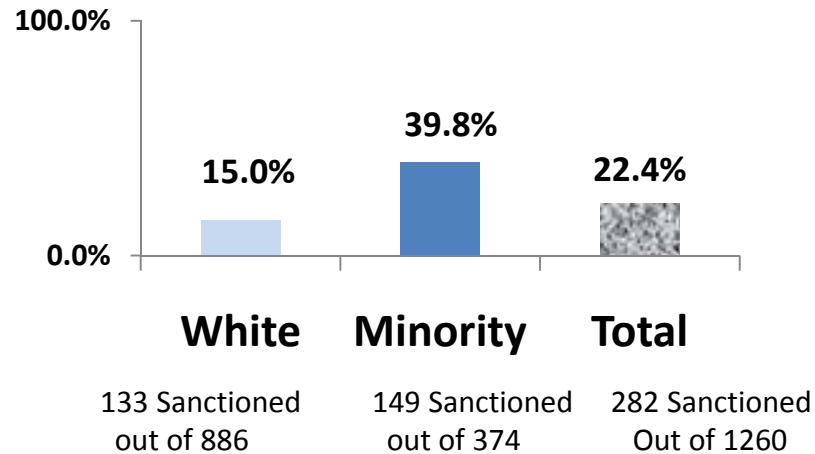
Total # students and total # of incidences



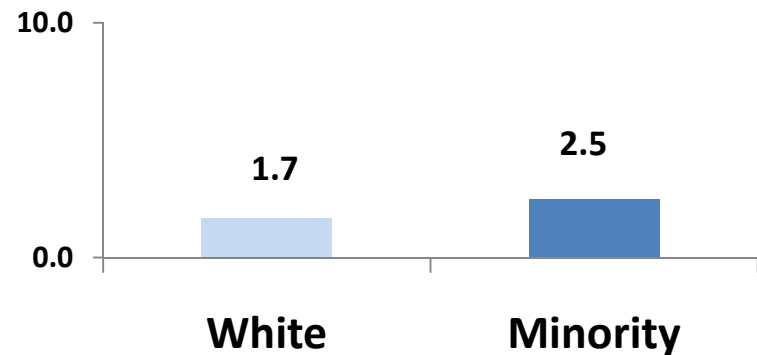
Distribution of sanctions for 1st incident



% of total school population with incident

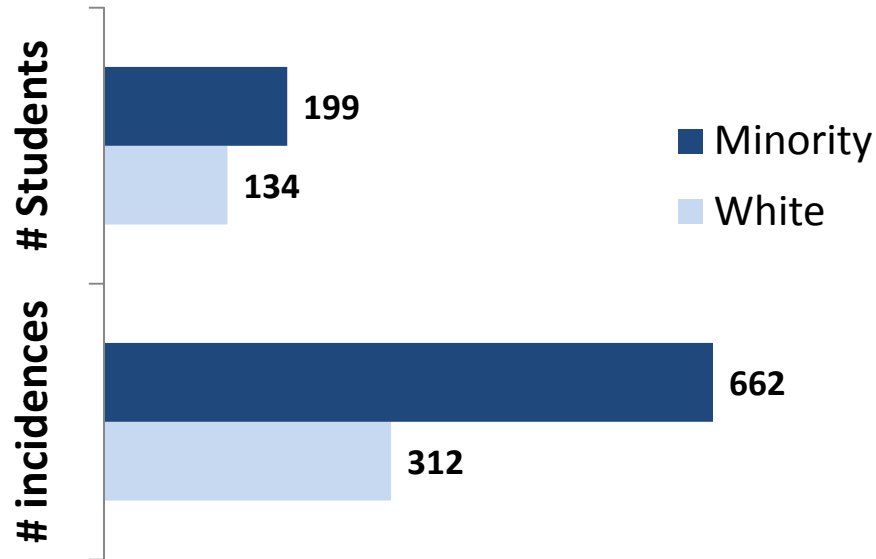


Average number of incidences per group

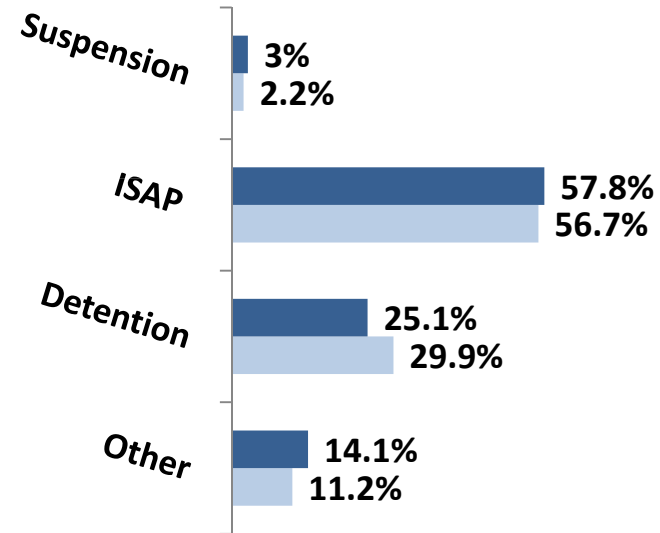


Farnsley: 2007-08 Disruptive Behavior

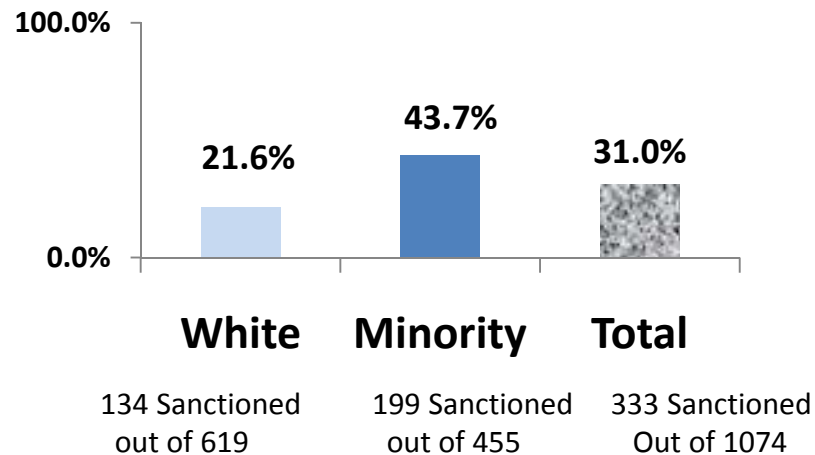
Total # students and total # of incidences



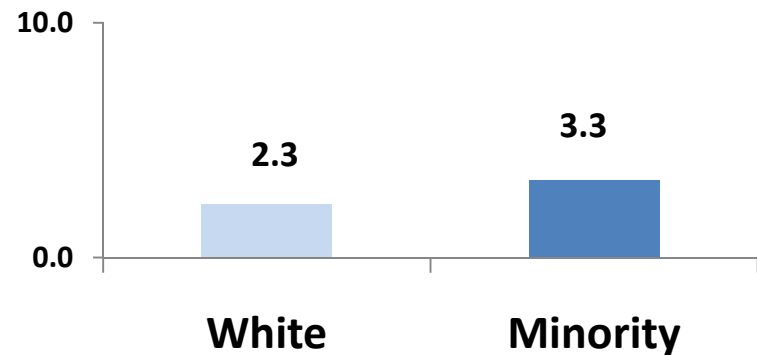
Distribution of sanctions for 1st incident



% of total school population with incident

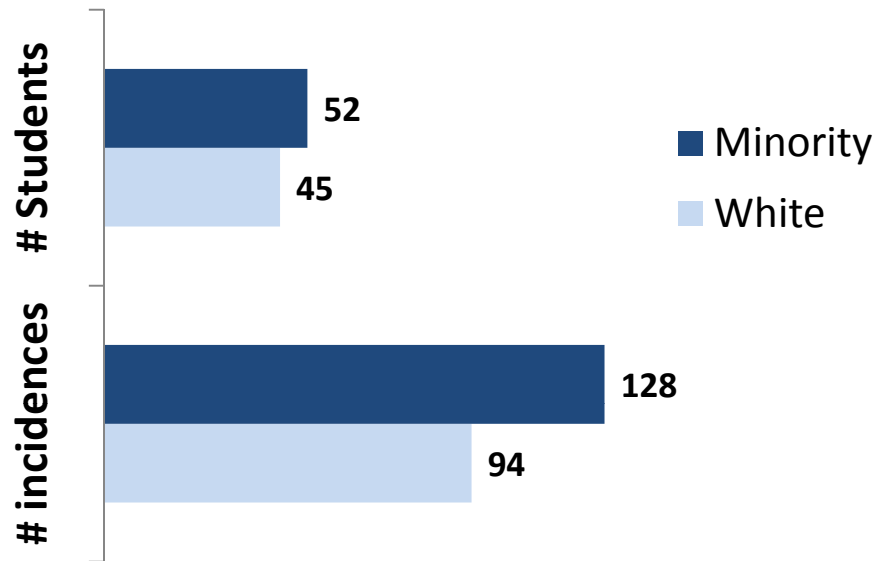


Average number of incidences per group

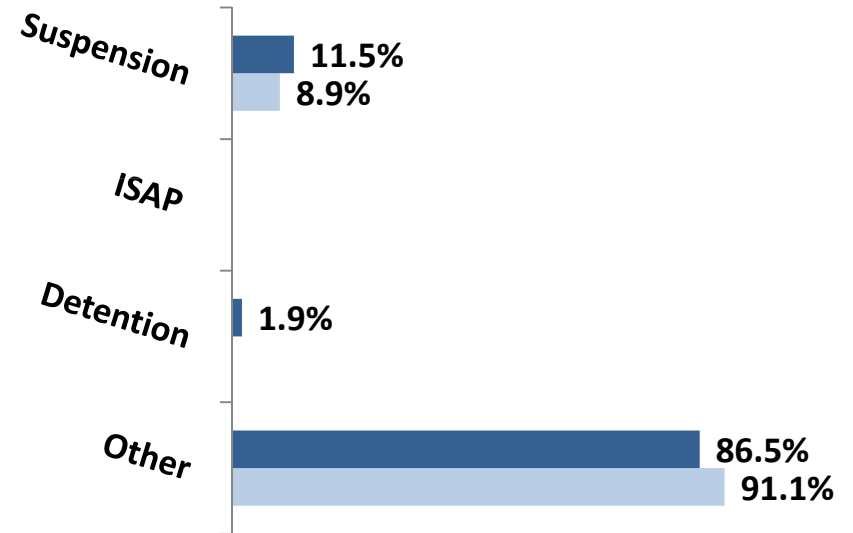


Frost: 2007-08 Disruptive Behavior

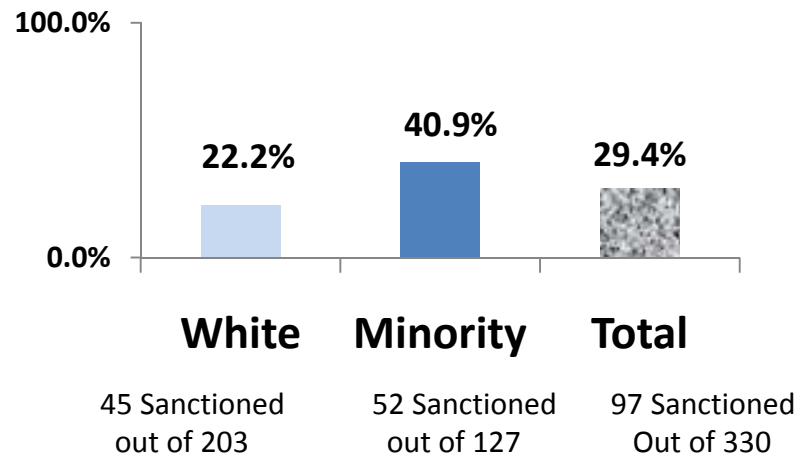
Total # students and total # of incidences



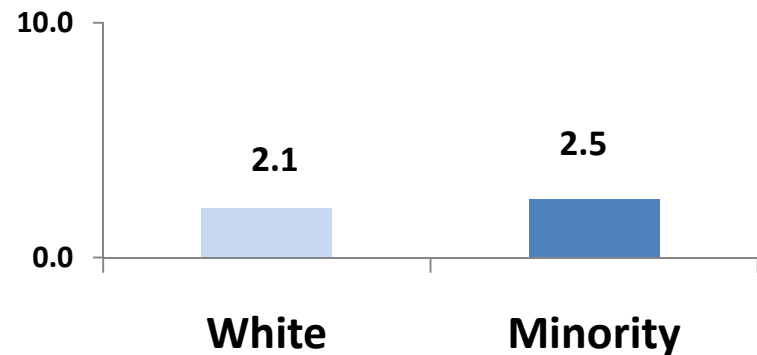
Distribution of sanctions for 1st incident



% of total school population with incident

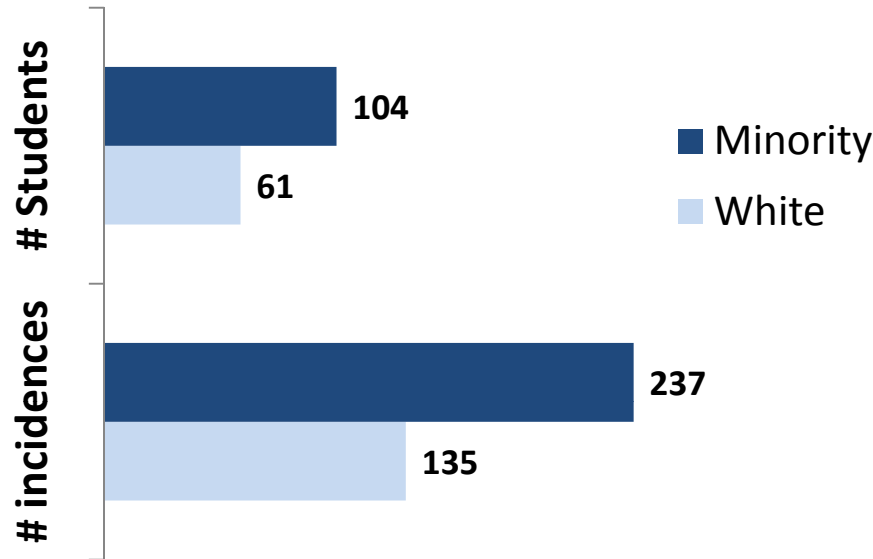


Average number of incidences per group

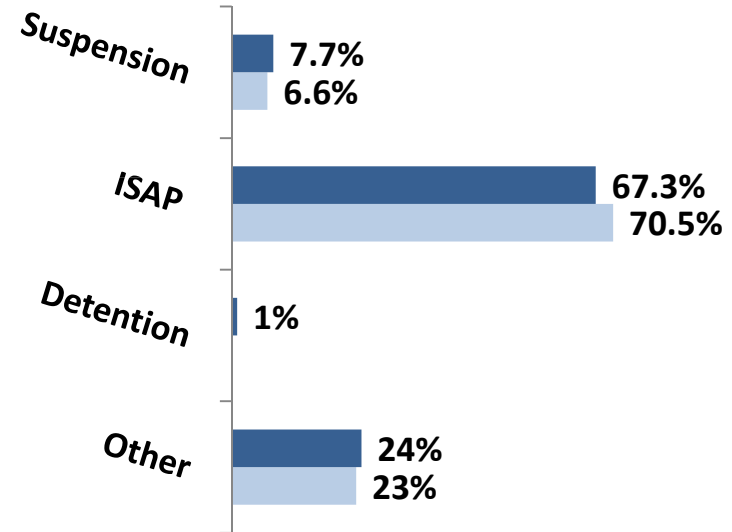


Highland: 2007-08 Disruptive Behavior

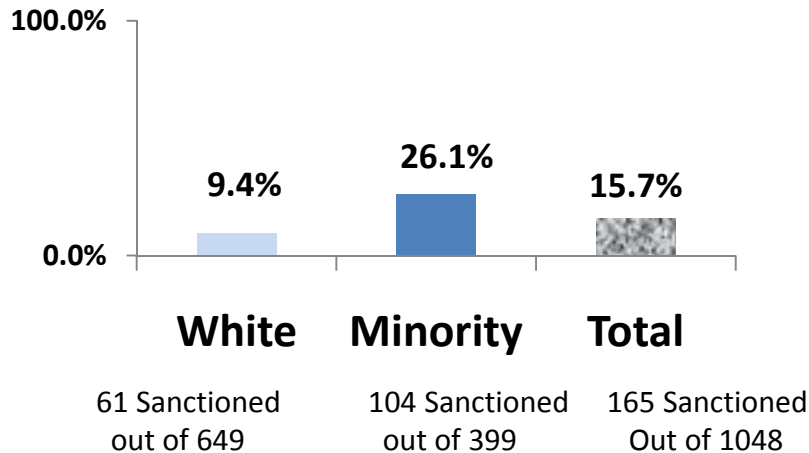
Total # students and total # of incidences



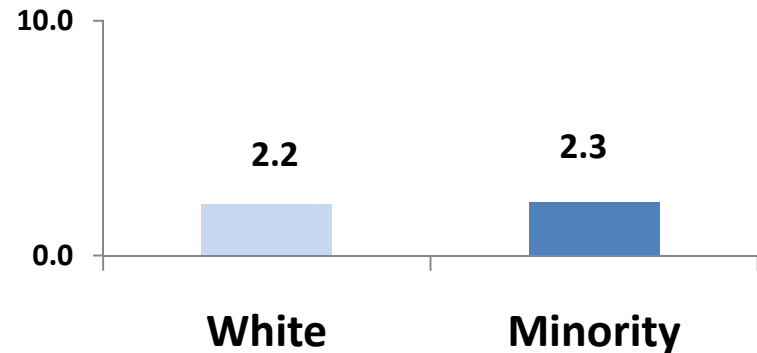
Distribution of sanctions for 1st incident



% of total school population with incident

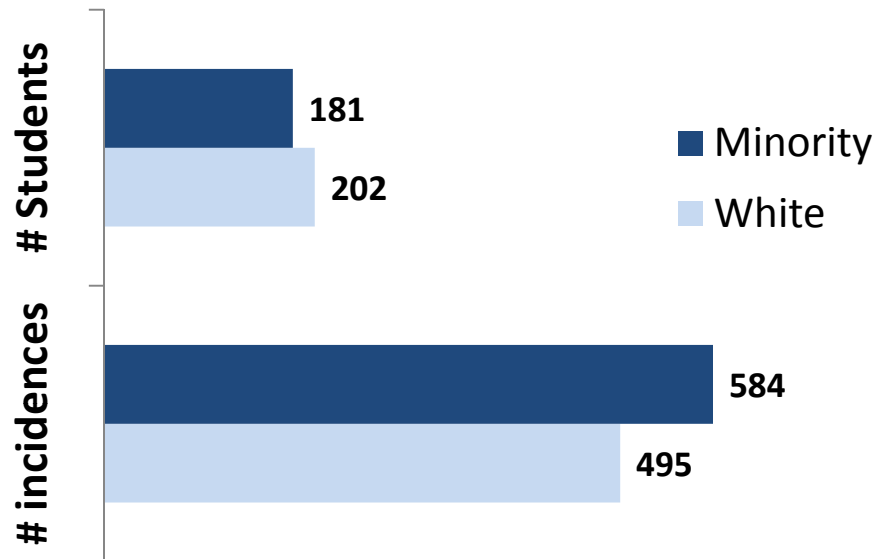


Average number of incidences per group

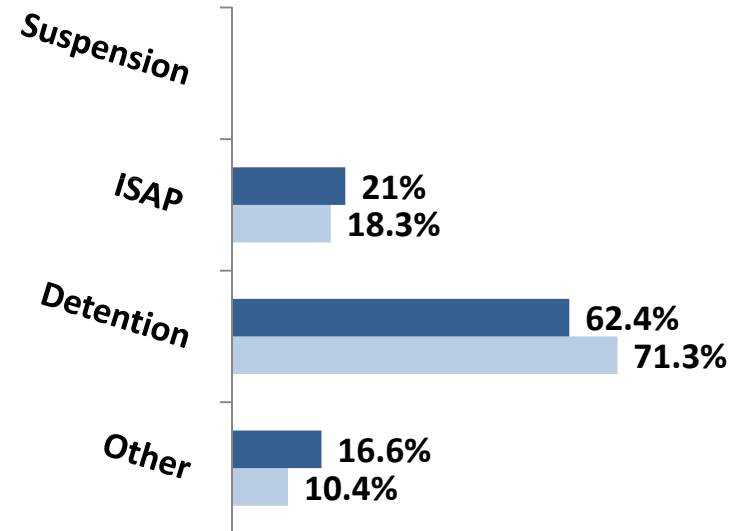


JCTMS: 2007-08 Disruptive Behavior

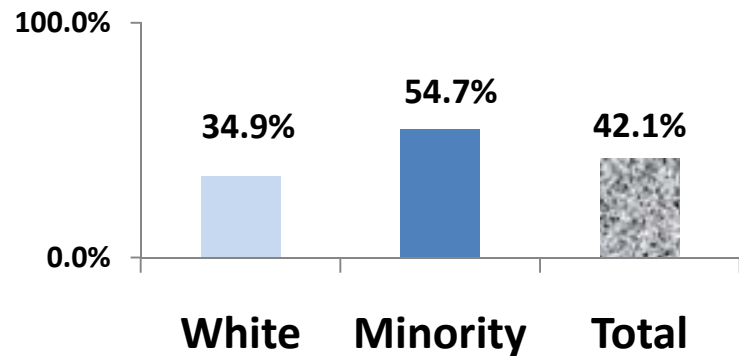
Total # students and total # of incidences



Distribution of sanctions for 1st incident



% of total school population with incident

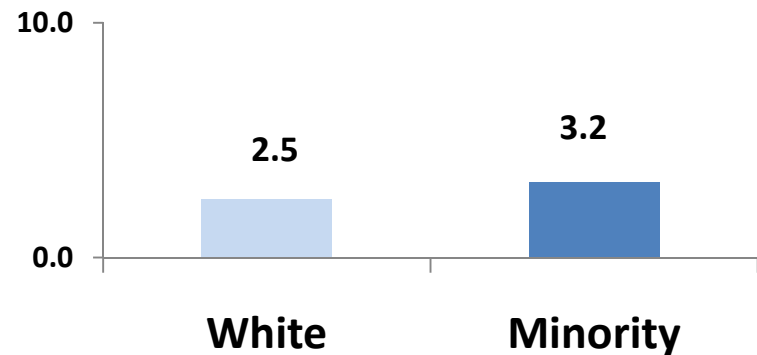


202 Sanctioned
out of 578

181 Sanctioned
out of 331

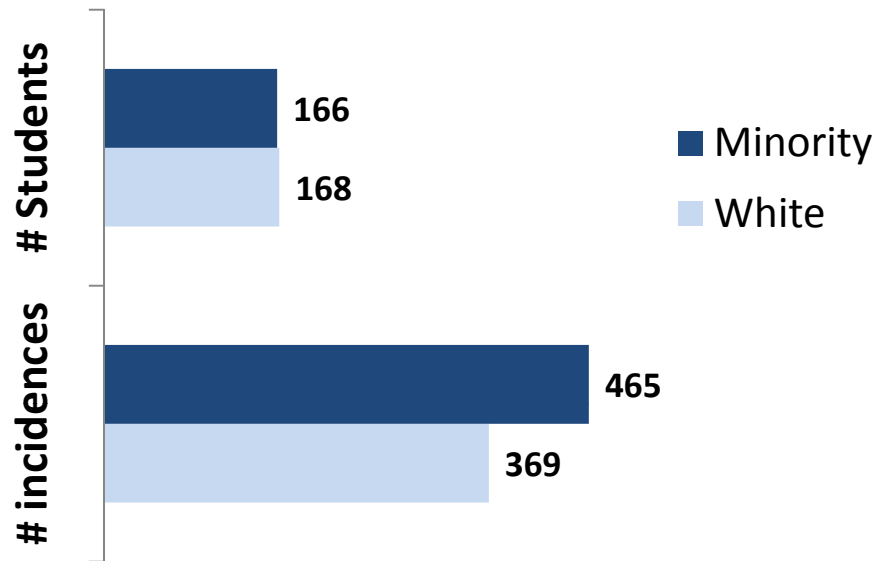
Total: 383 Sanctioned
Out of 909

Average number of incidences per group

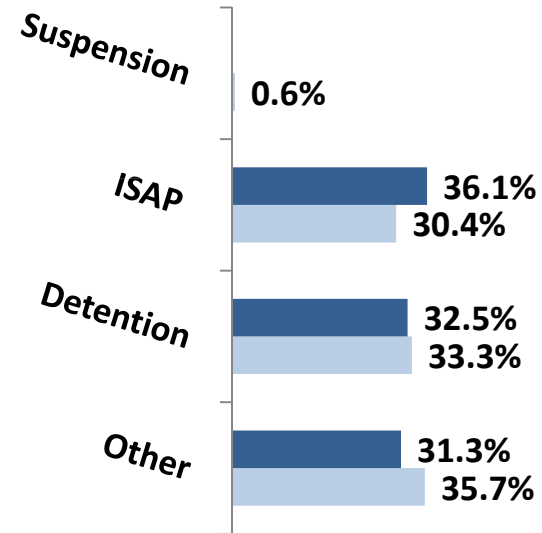


Johnson: 2007-08 Disruptive Behavior

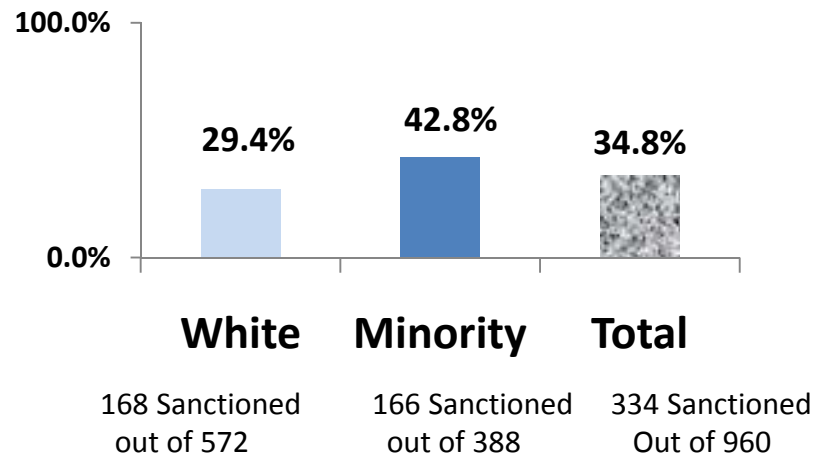
Total # students and total # of incidences



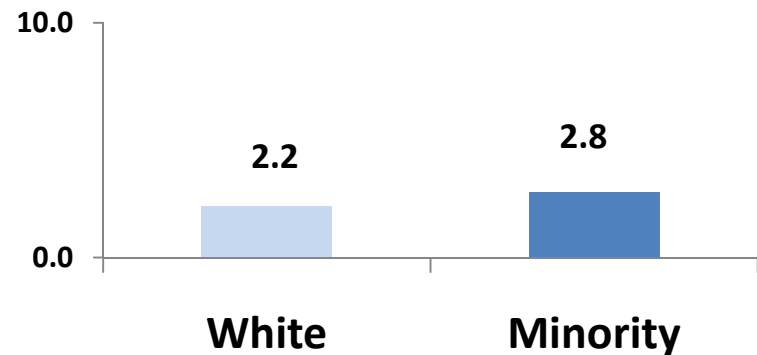
Distribution of sanctions for 1st incident



% of total school population with incident

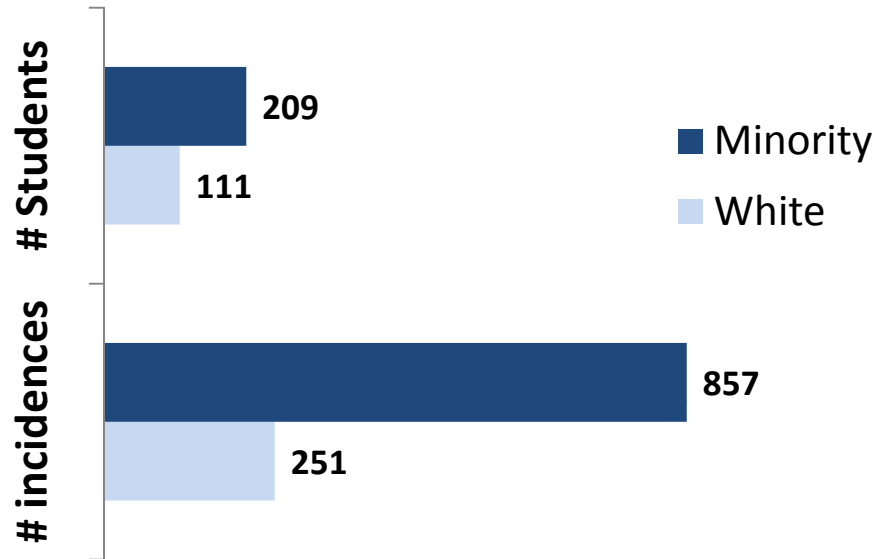


Average number of incidences per group

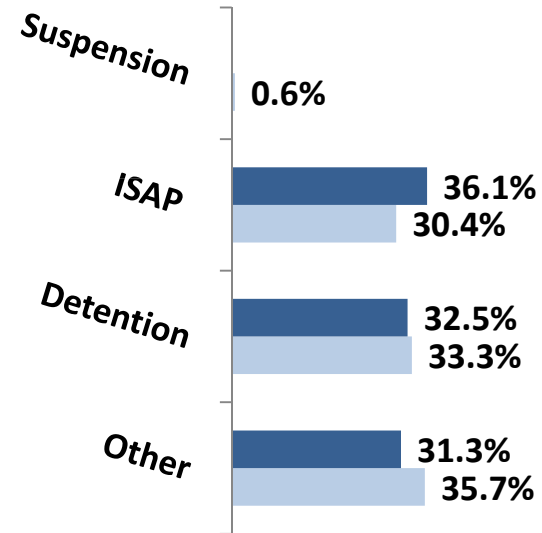


Kammerer: 2007-08 Disruptive Behavior

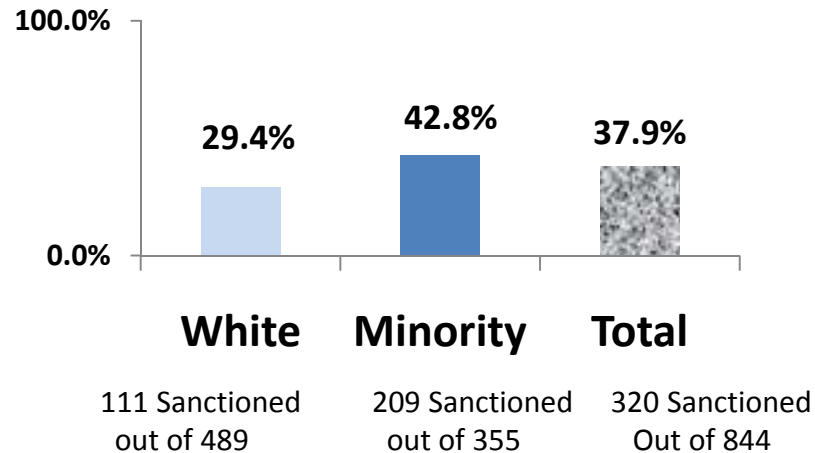
Total # students and total # of incidences



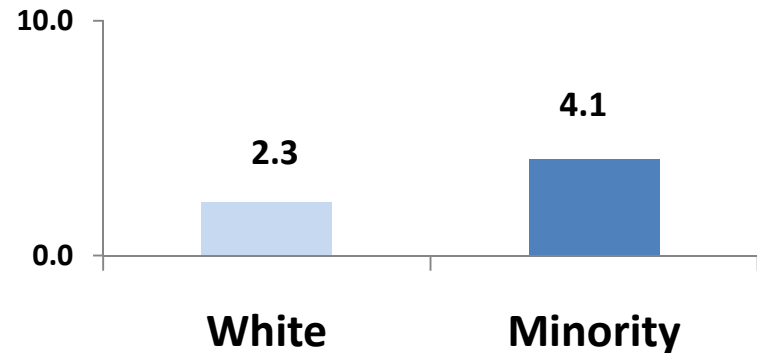
Distribution of sanctions for 1st incident



% of total school population with incident

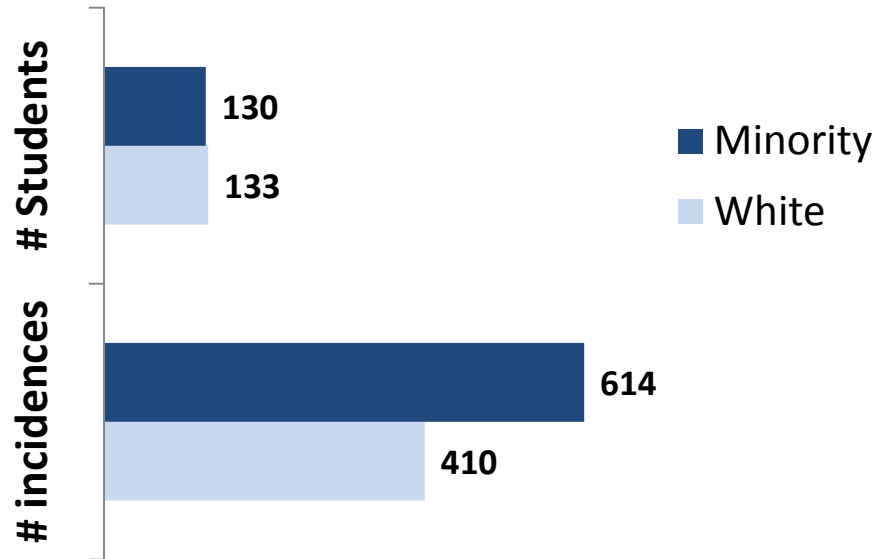


Average number of incidences per group

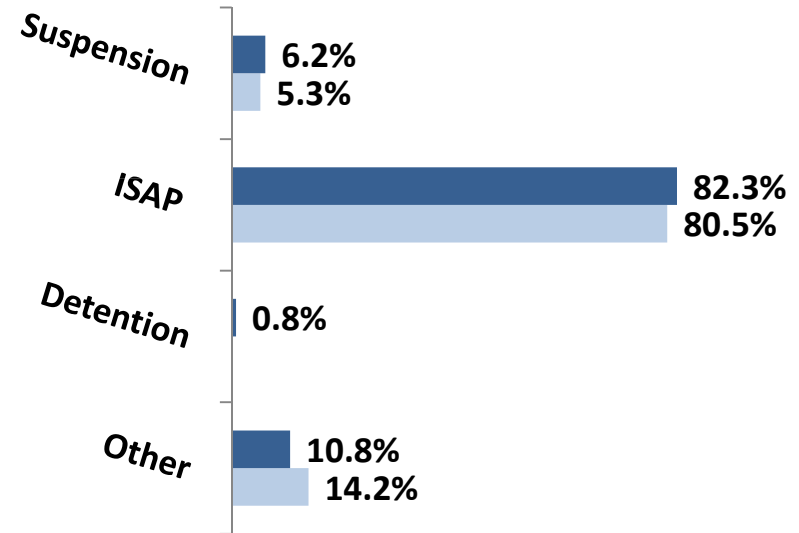


Knight: 2007-08 Disruptive Behavior

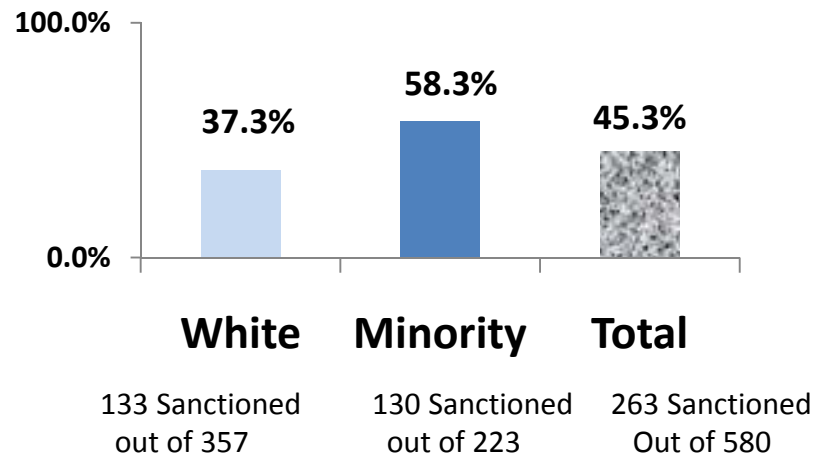
Total # students and total # of incidences



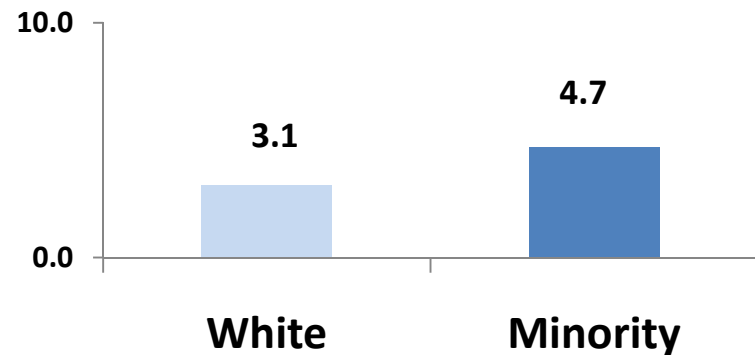
Distribution of sanctions for 1st incident



% of total school population with incident

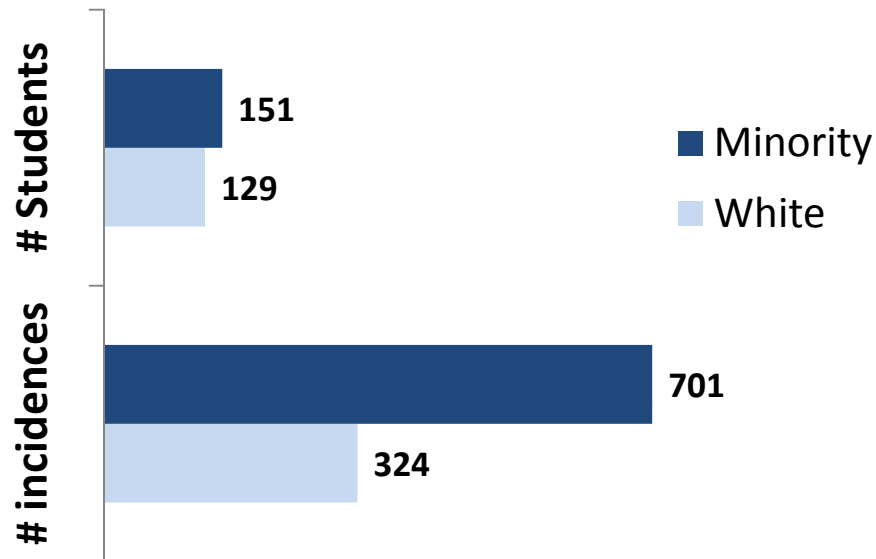


Average number of incidences per group

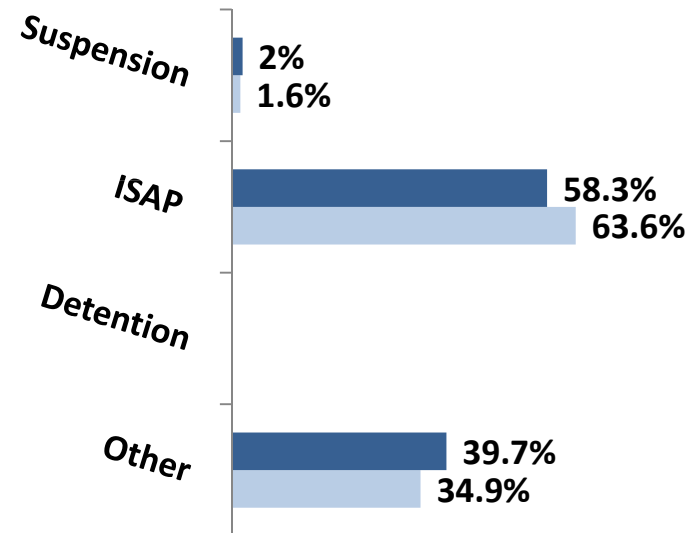


Lassiter: 2007-08 Disruptive Behavior

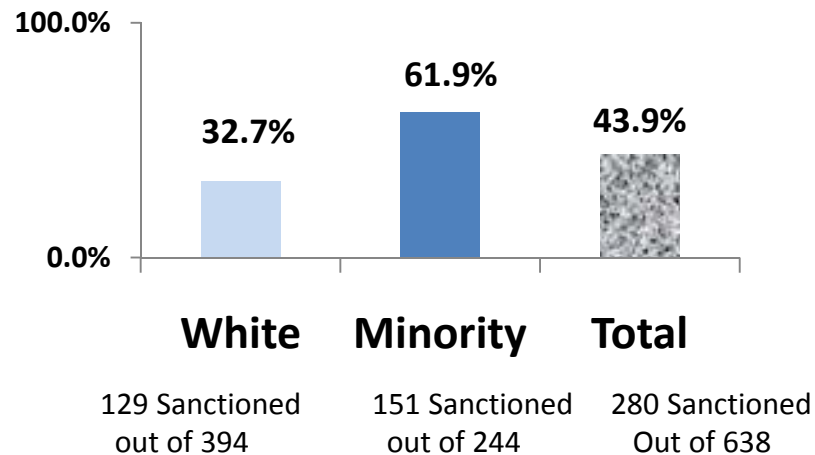
Total # students and total # of incidences



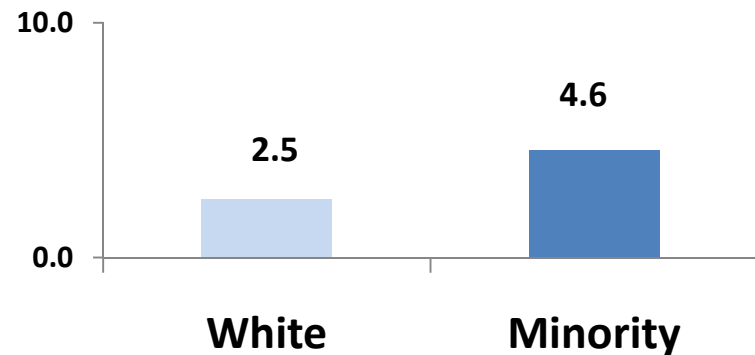
Distribution of sanctions for 1st incident



% of total school population with incident

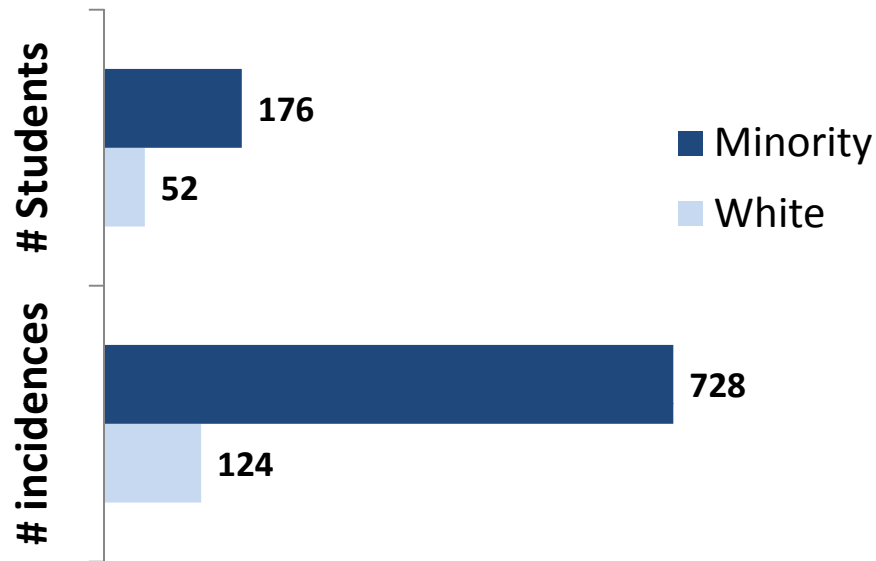


Average number of incidences per group

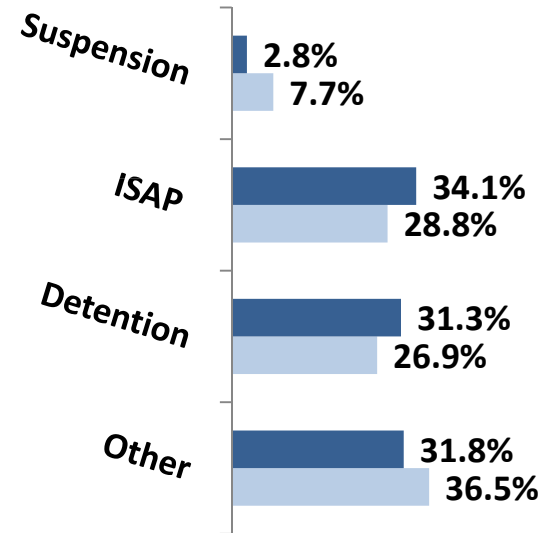


Meyzeek: 2007-08 Disruptive Behavior

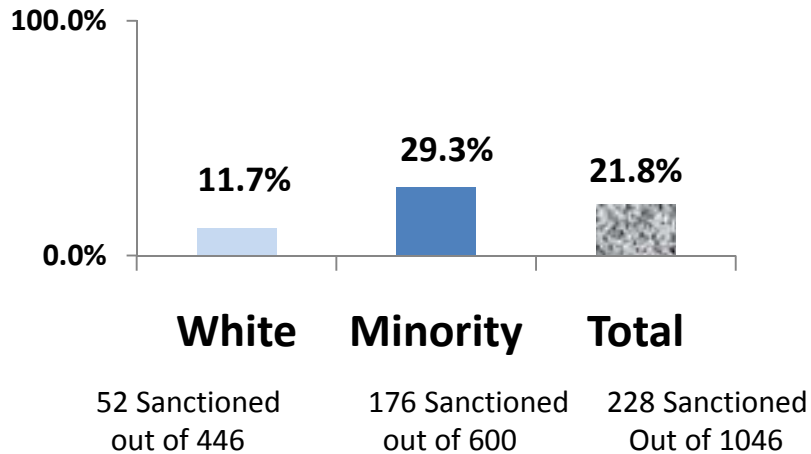
Total # students and total # of incidences



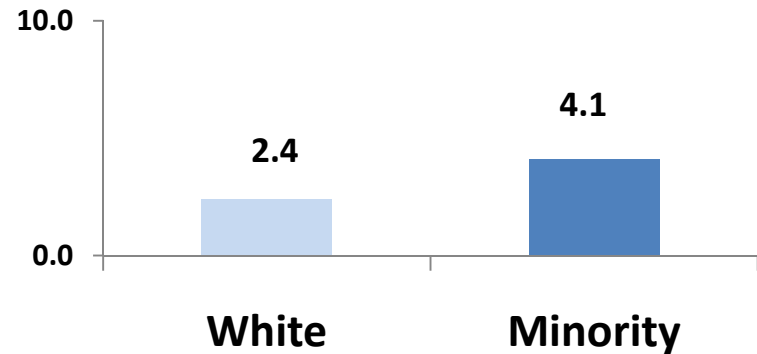
Distribution of sanctions for 1st incident



% of total school population with incident

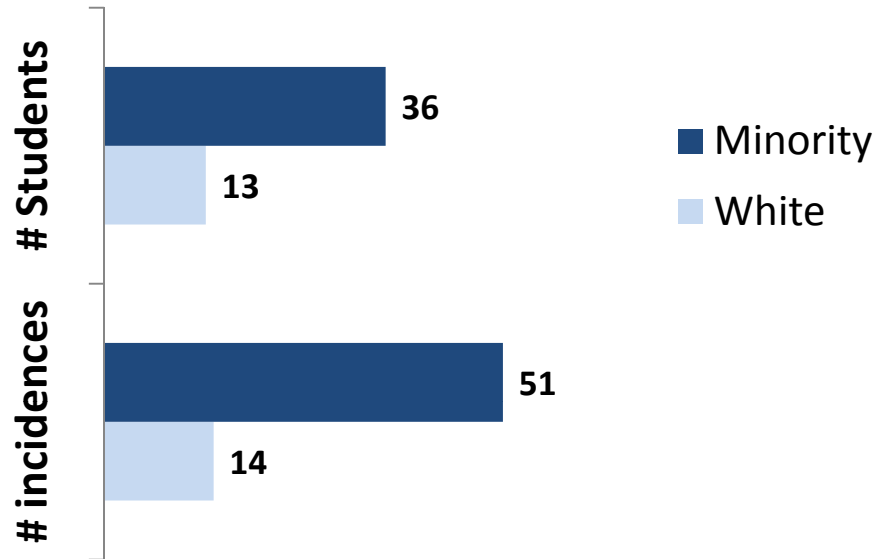


Average number of incidences per group

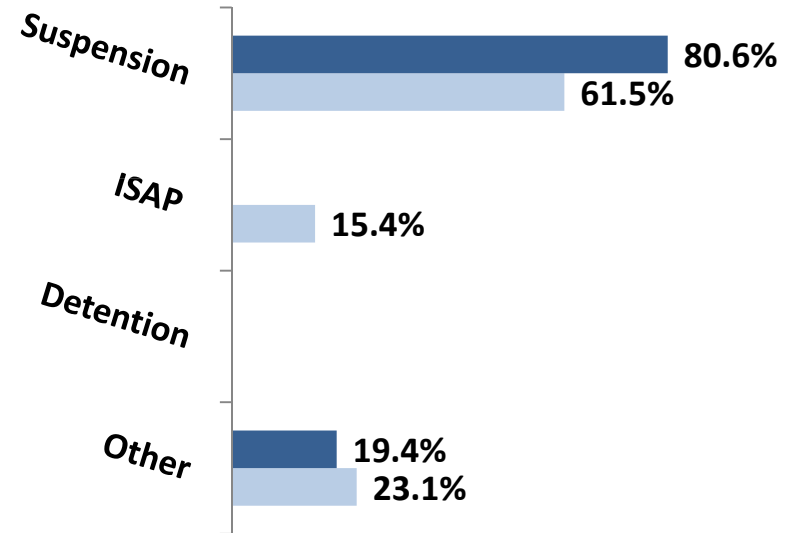


Myers: 2007-08 Disruptive Behavior

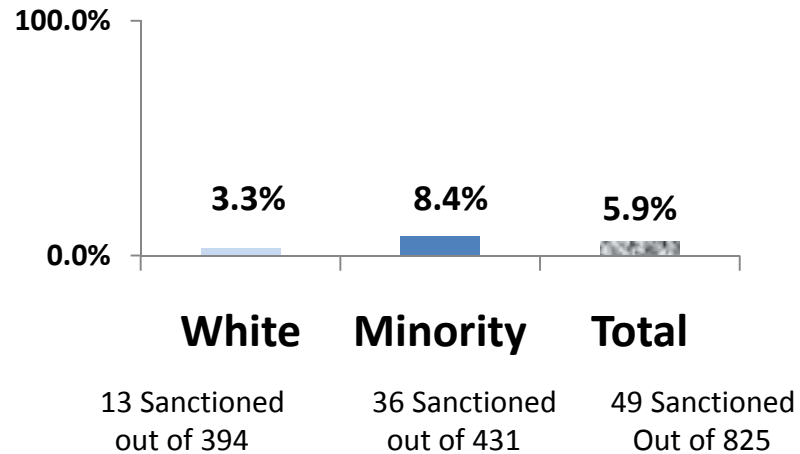
Total # students and total # of incidences



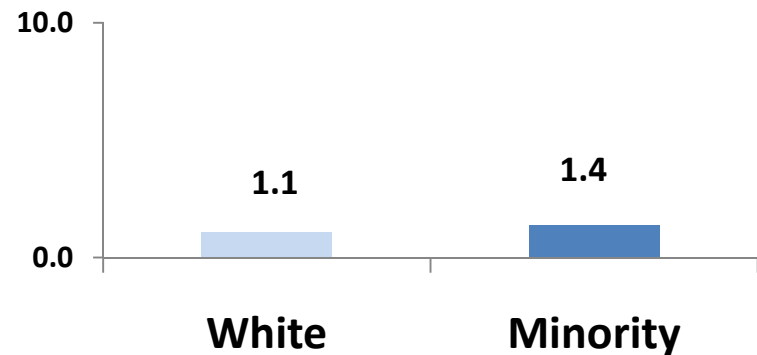
Distribution of sanctions for 1st incident



% of total school population with incident

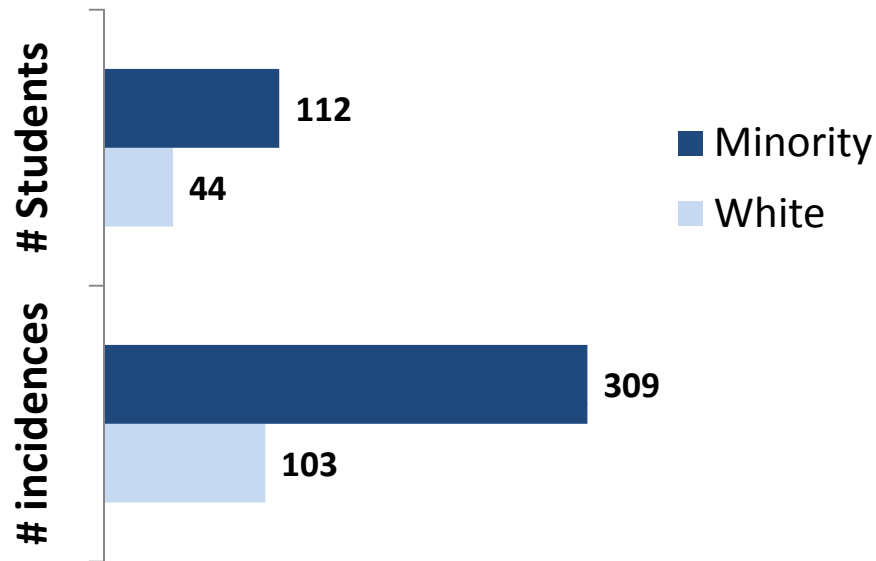


Average number of incidences per group

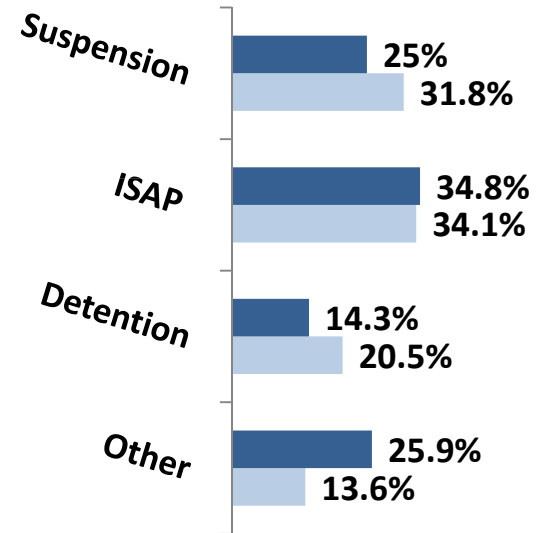


Newburg: 2007-08 Disruptive Behavior

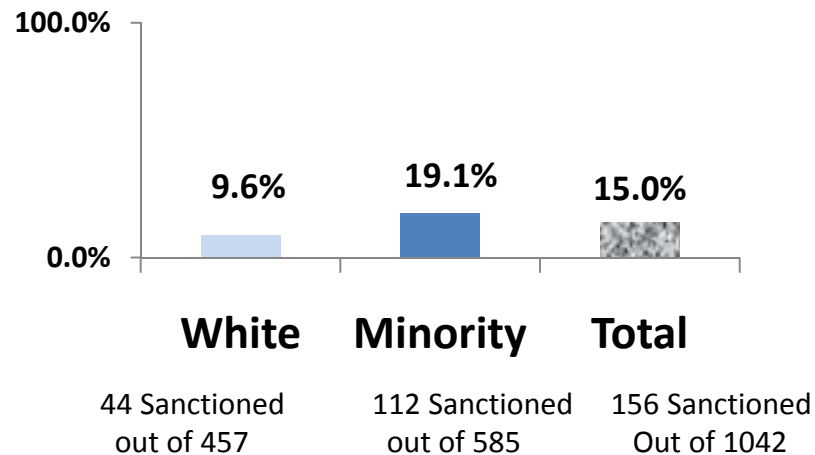
Total # students and total # of incidences



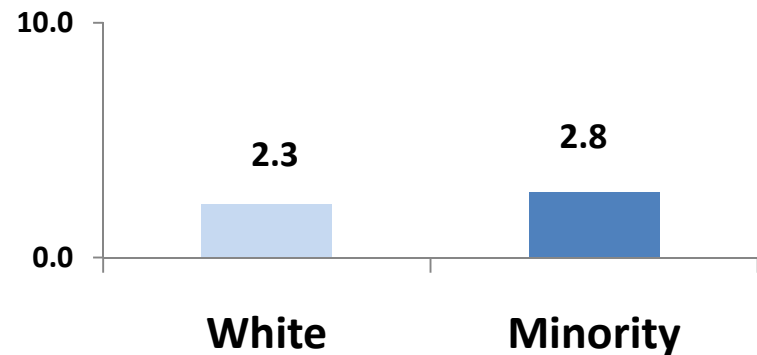
Distribution of sanctions for 1st incident



% of total school population with incident

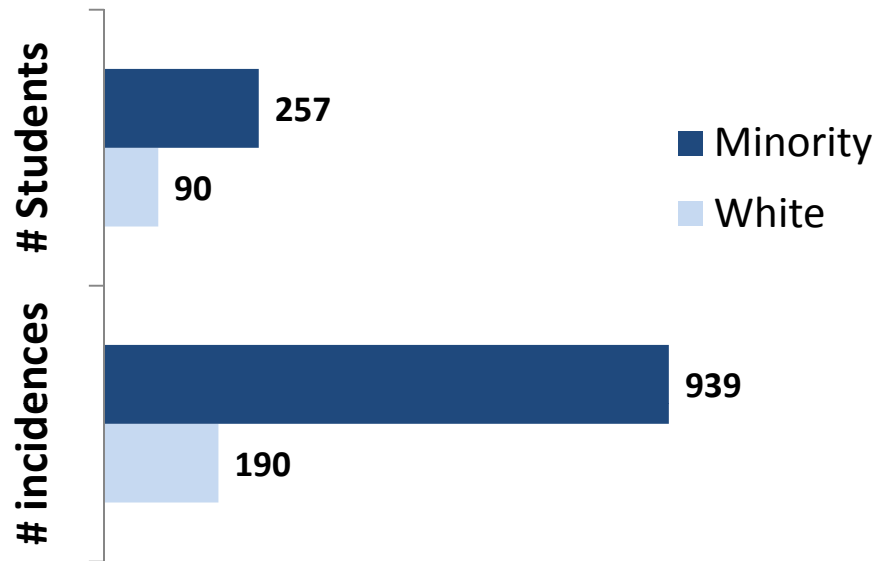


Average number of incidences per group

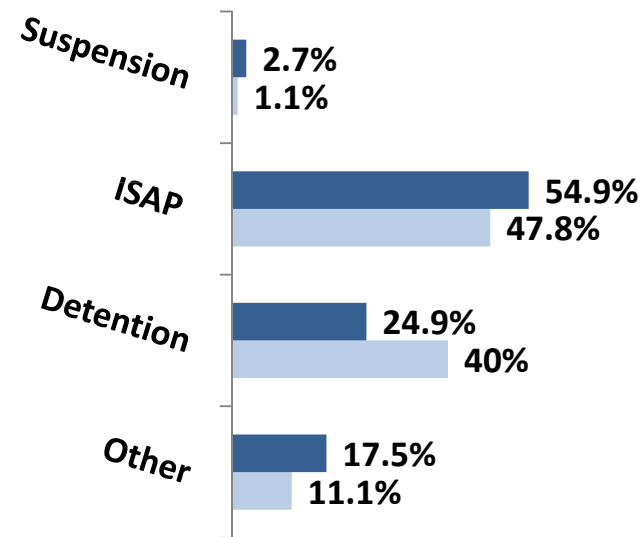


Noe: 2007-08 Disruptive Behavior

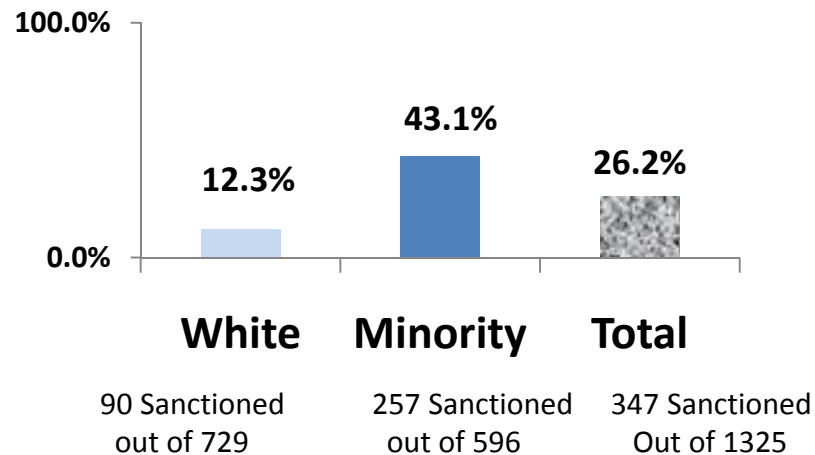
Total # students and total # of incidences



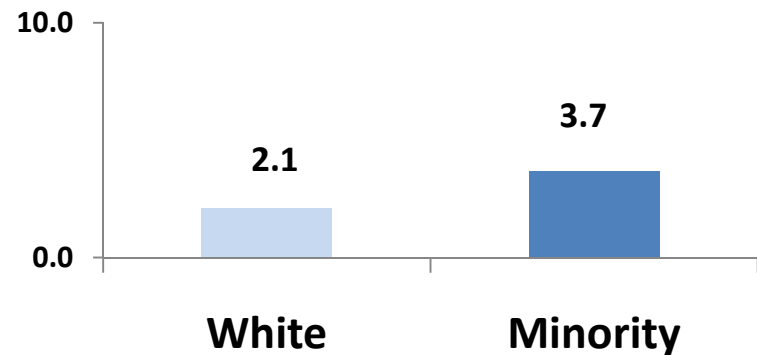
Distribution of sanctions for 1st incident



% of total school population with incident

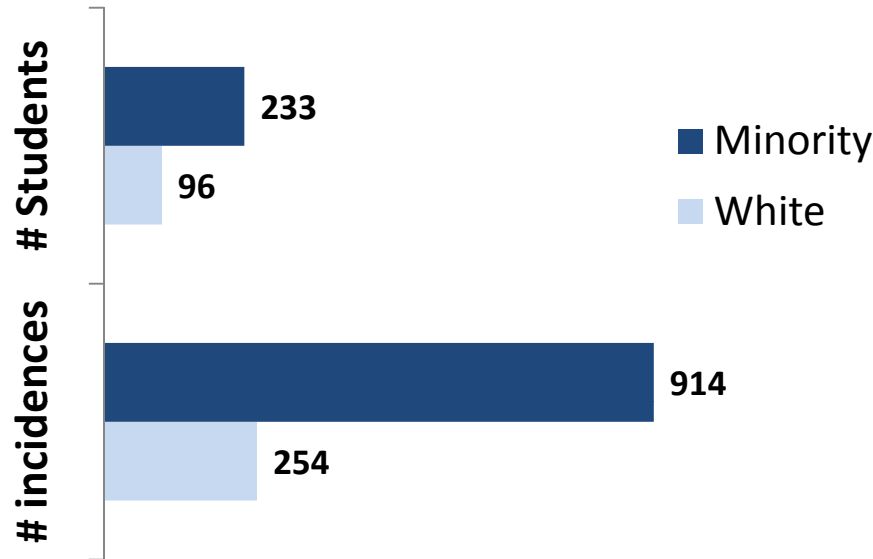


Average number of incidences per group

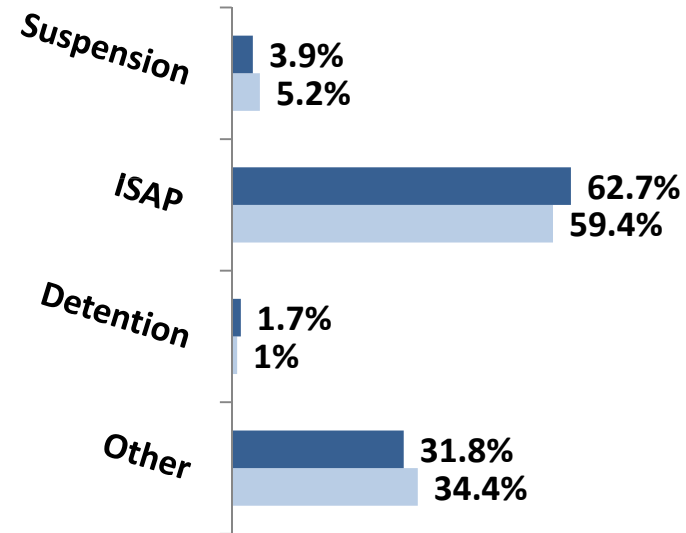


Olmsted North: 2007-08 Disruptive Behavior

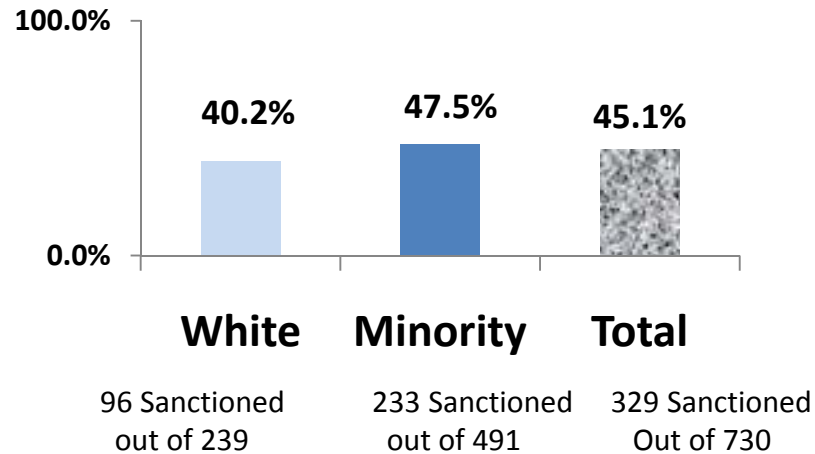
Total # students and total # of incidences



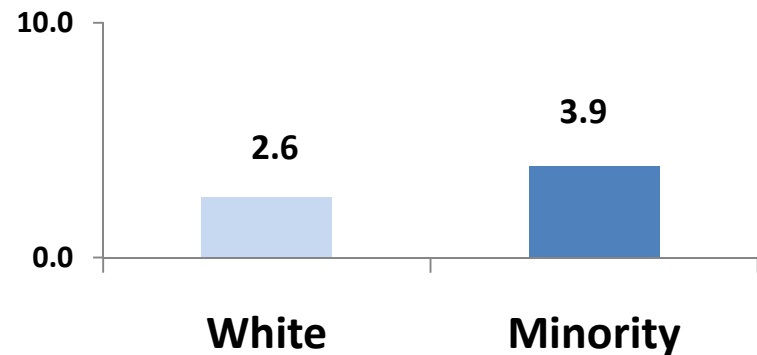
Distribution of sanctions for 1st incident



% of total school population with incident

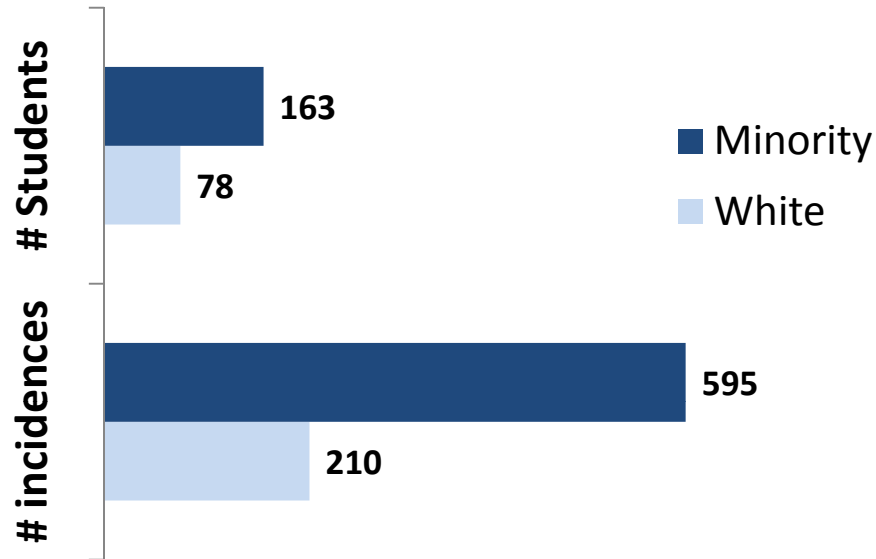


Average number of incidences per group

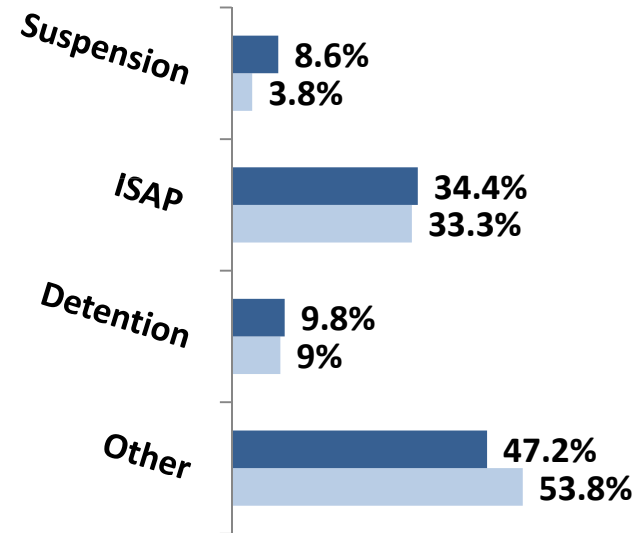


Olmsted South: 2007-08 Disruptive Behavior

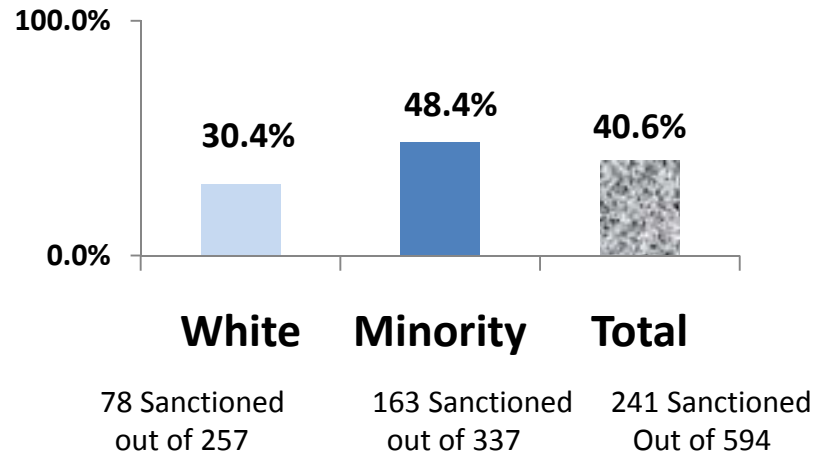
Total # students and total # of incidences



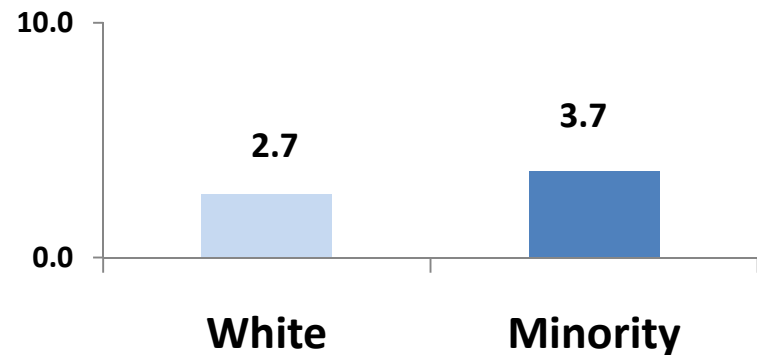
Distribution of sanctions for 1st incident



% of total school population with incident

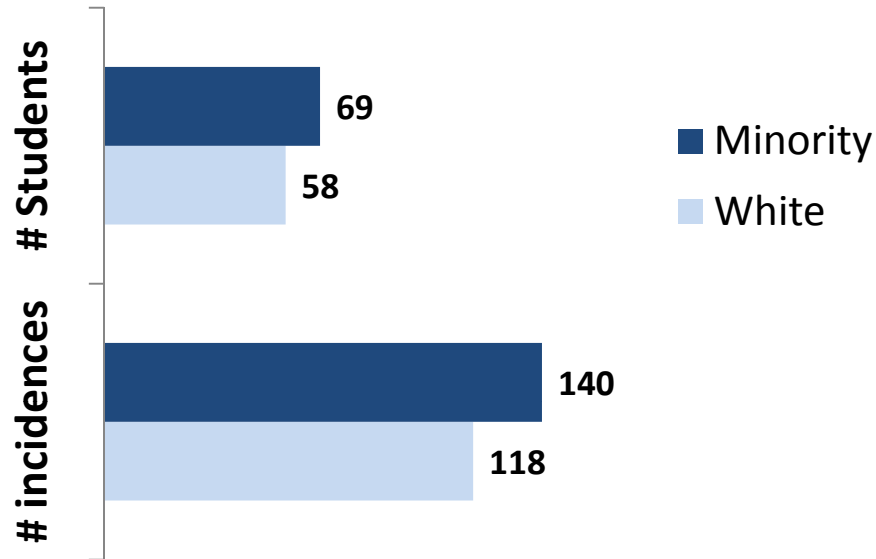


Average number of incidences per group

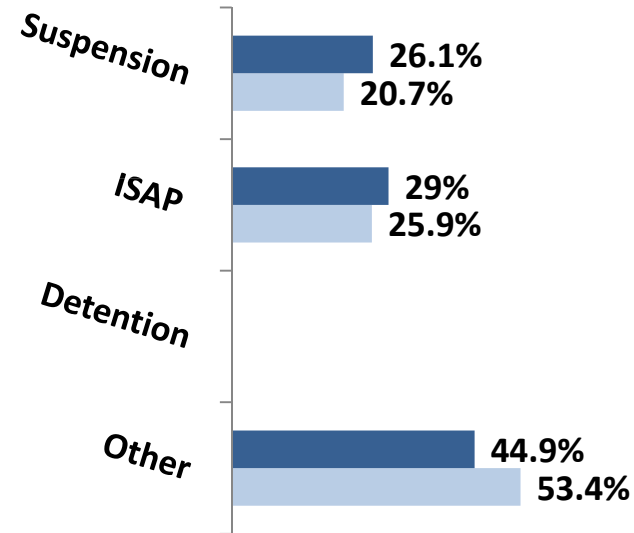


Stuart: 2007-08 Disruptive Behavior

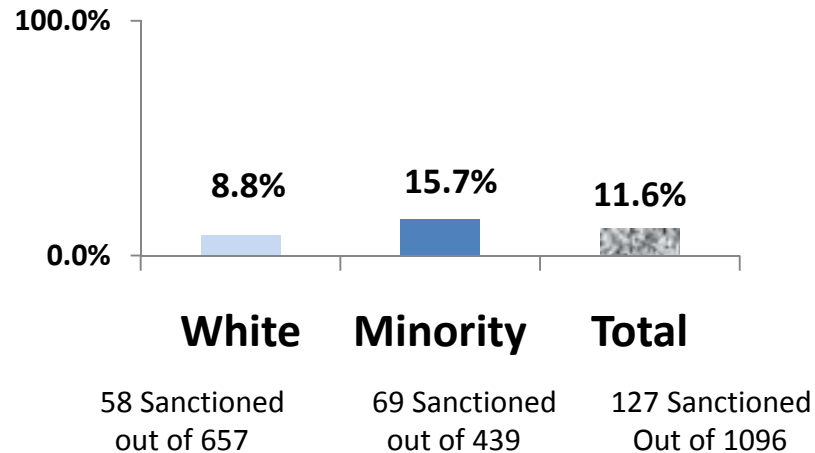
Total # students and total # of incidences



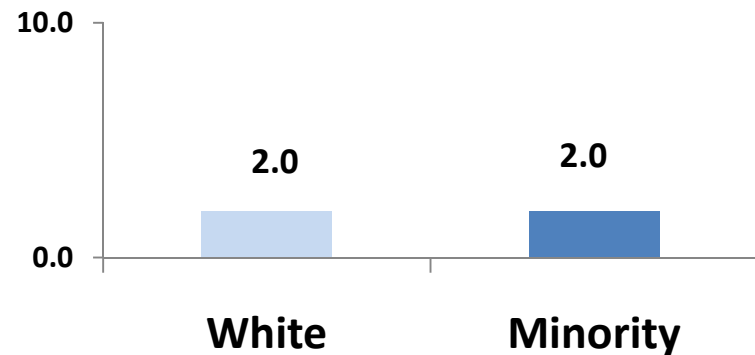
Distribution of sanctions for 1st incident



% of total school population with incident

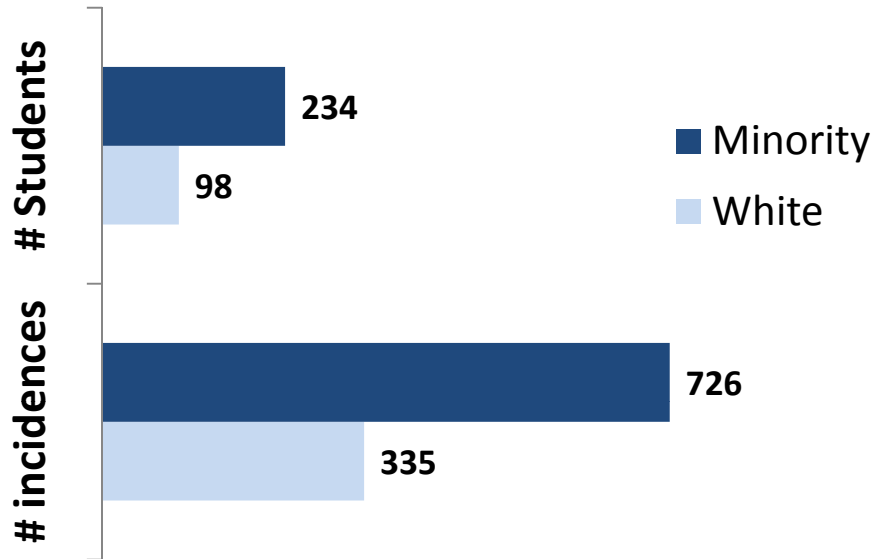


Average number of incidences per group

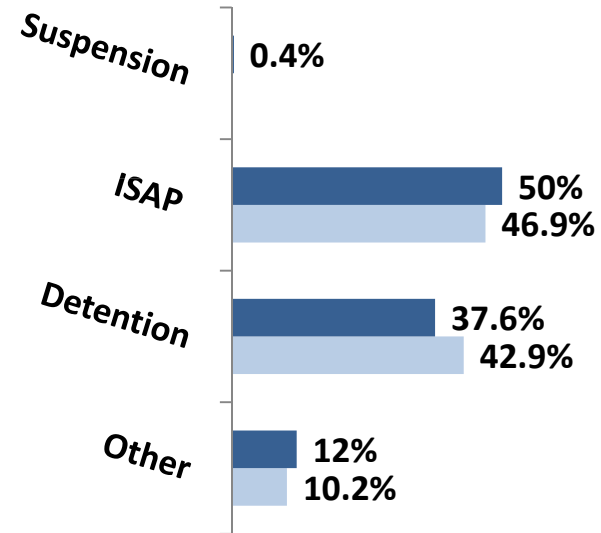


Thomas Jefferson: 2007-08 Disruptive Behavior

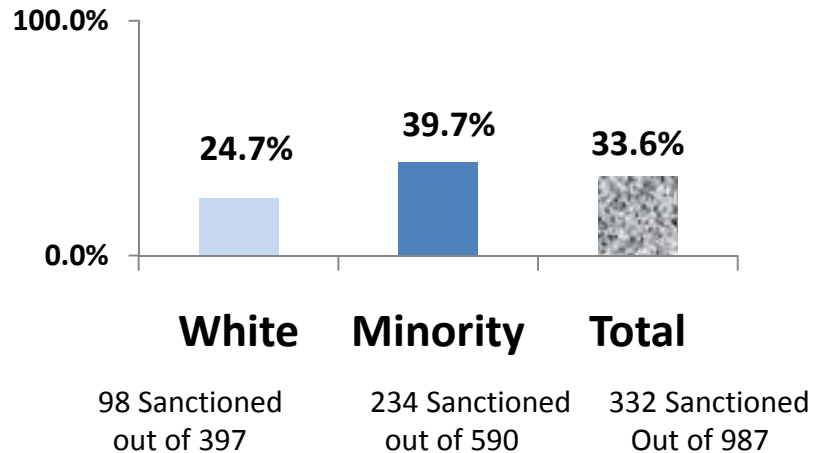
Total # students and total # of incidences



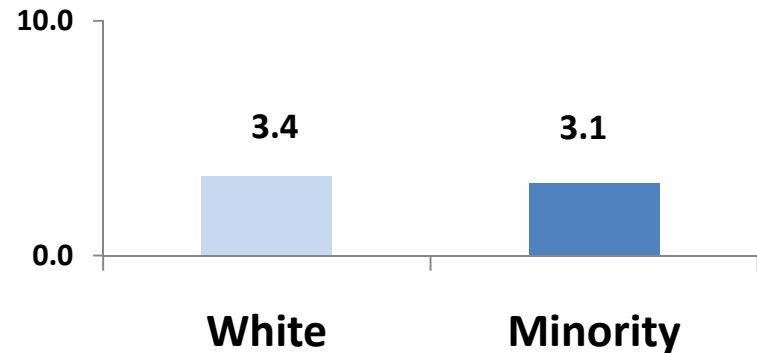
Distribution of sanctions for 1st incident



% of total school population with incident

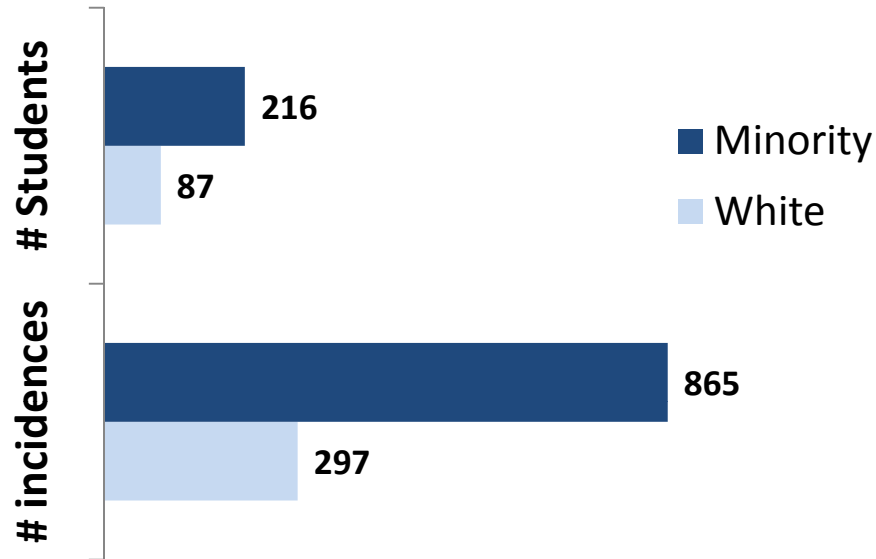


Average number of incidences per group

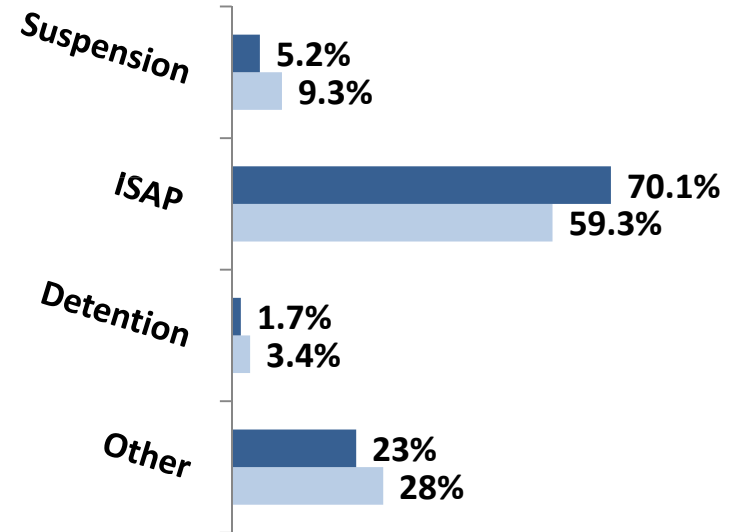


Western Middle: 2007-08 Disruptive Behavior

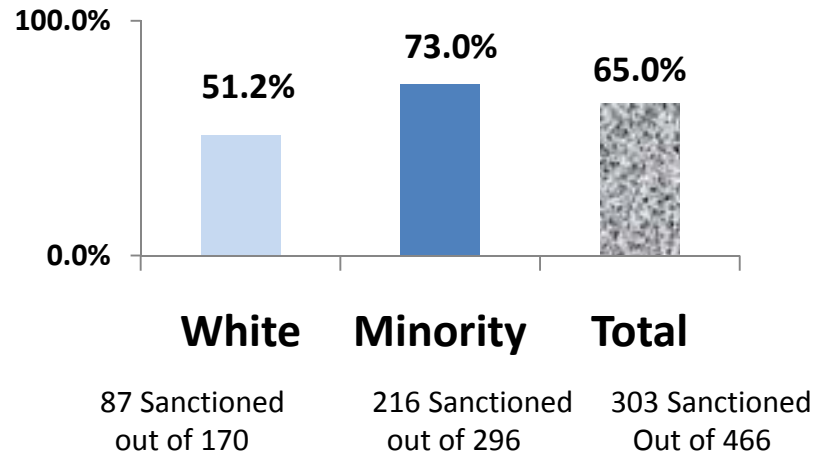
Total # students and total # of incidences



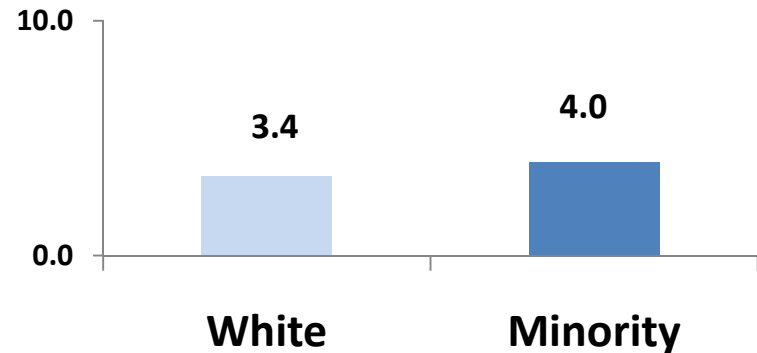
Distribution of sanctions for 1st incident



% of total school population with incident

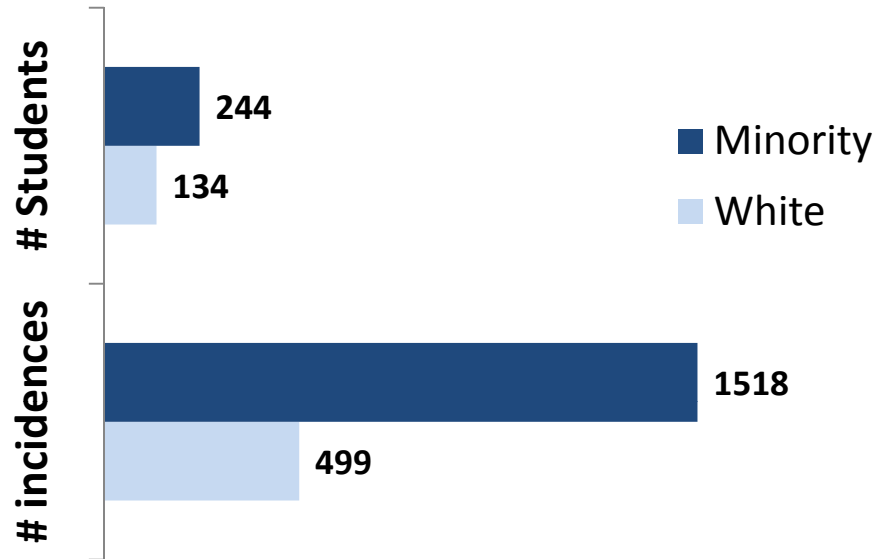


Average number of incidences per group

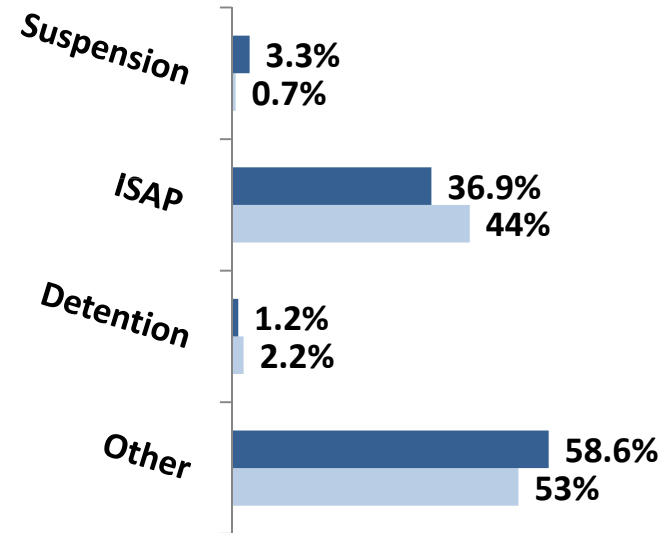


Westport: 2007-08 Disruptive Behavior

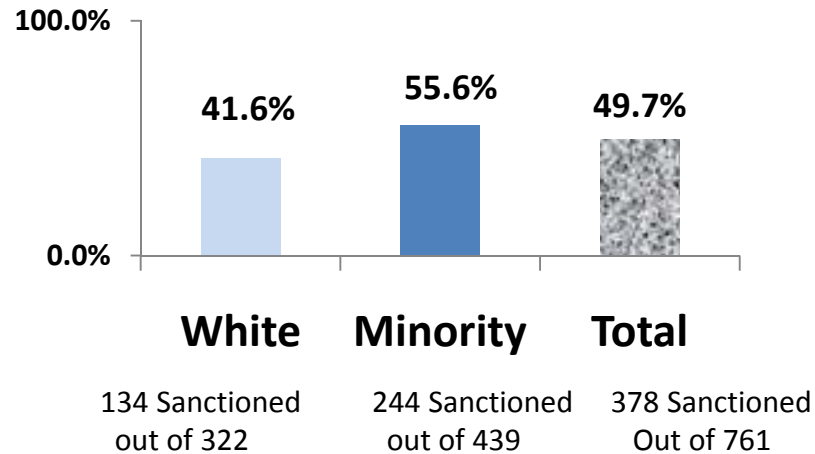
Total # students and total # of incidences



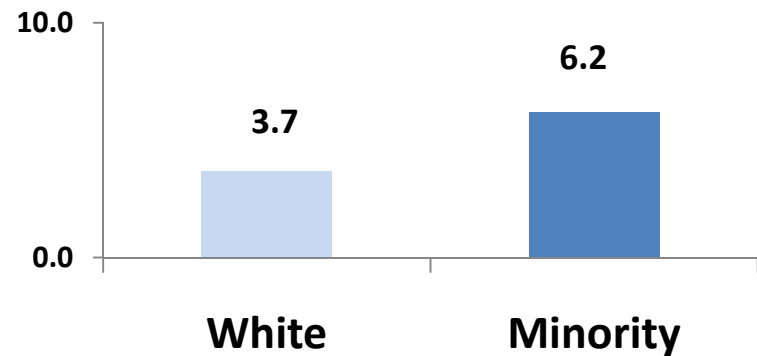
Distribution of sanctions for 1st incident



% of total school population with incident

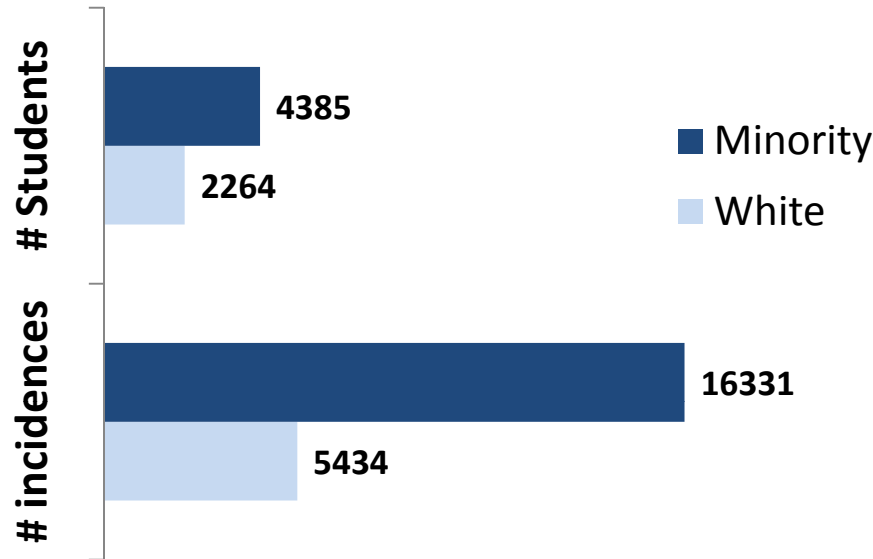


Average number of incidences per group

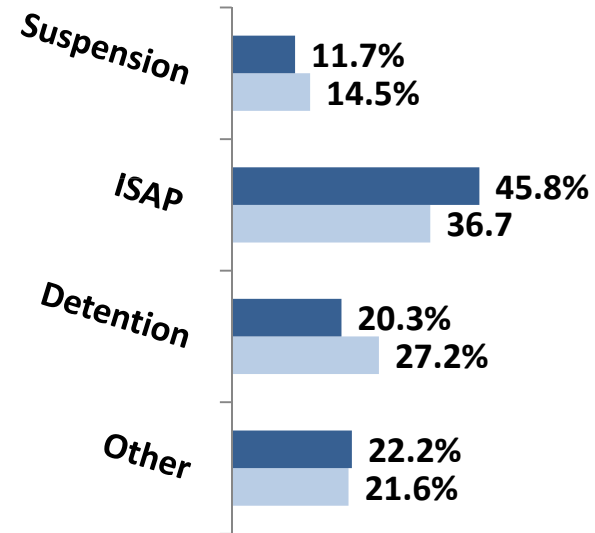


High School Average: 2007-08 Disruptive Behavior

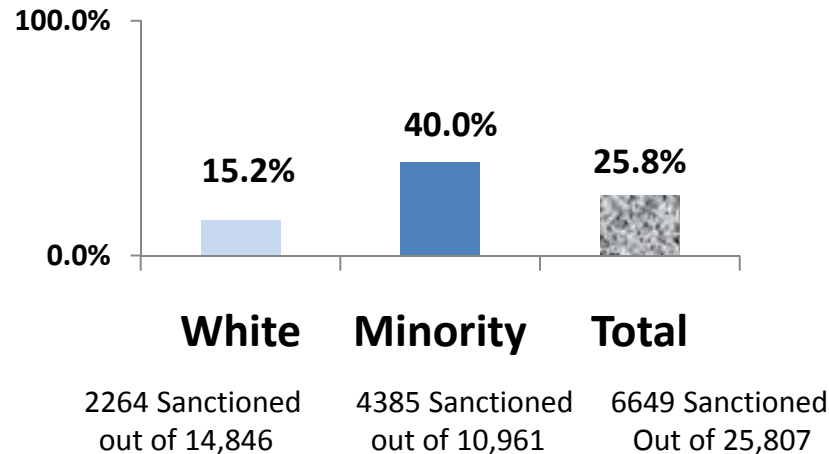
Total # students and total # of incidences



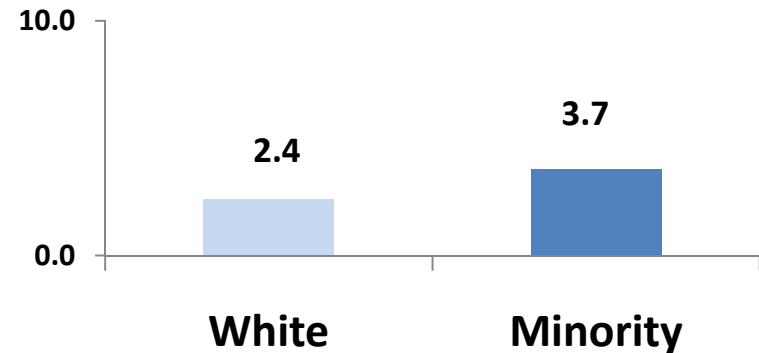
Distribution of sanctions for 1st incident



% of total school population with incident

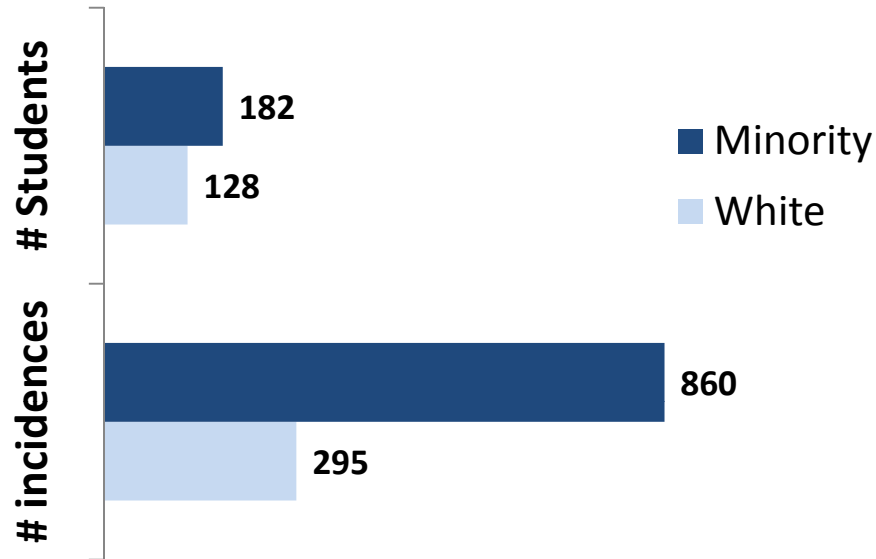


Average number of incidences per group

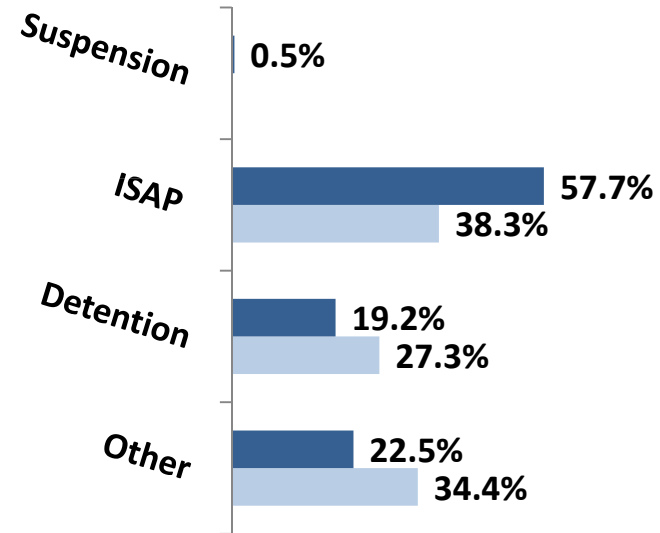


Atherton: 2007-08 Disruptive Behavior

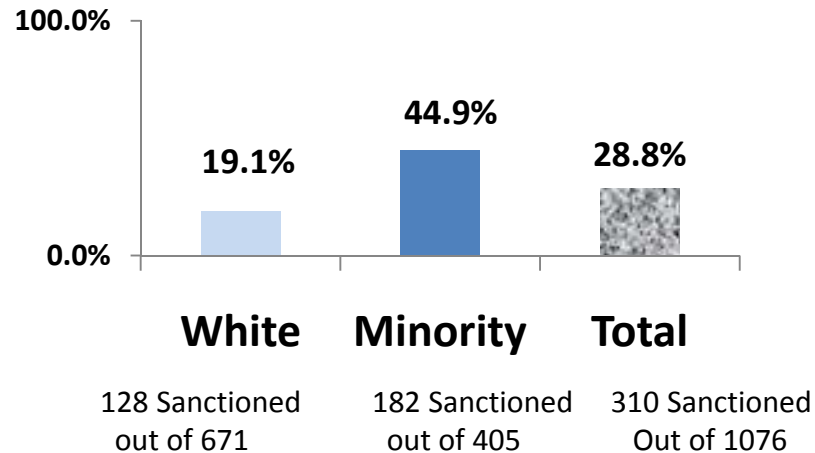
Total # students and total # of incidences



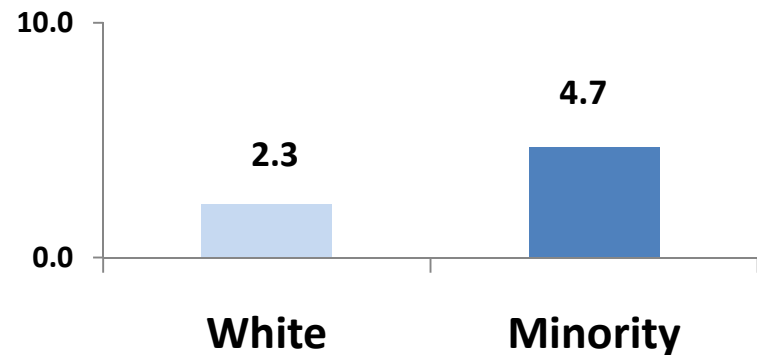
Distribution of sanctions for 1st incident



% of total school population with incident

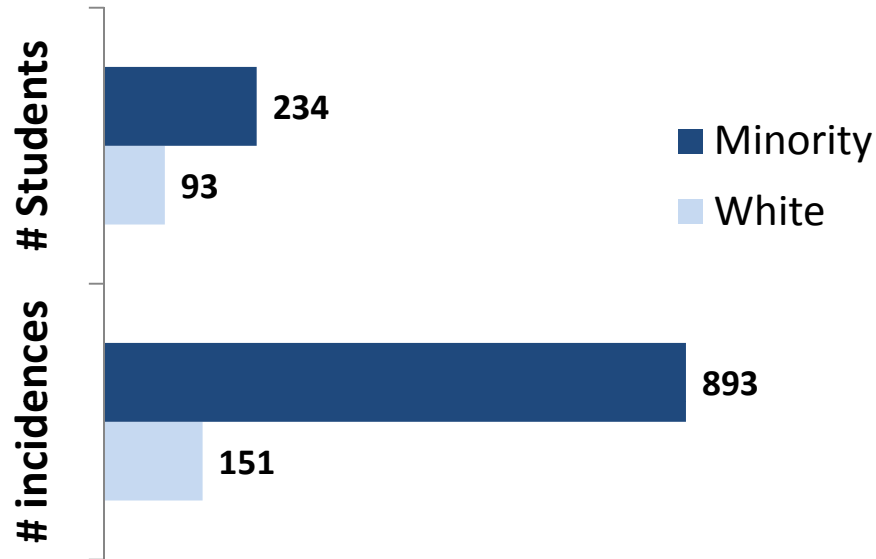


Average number of incidences per group

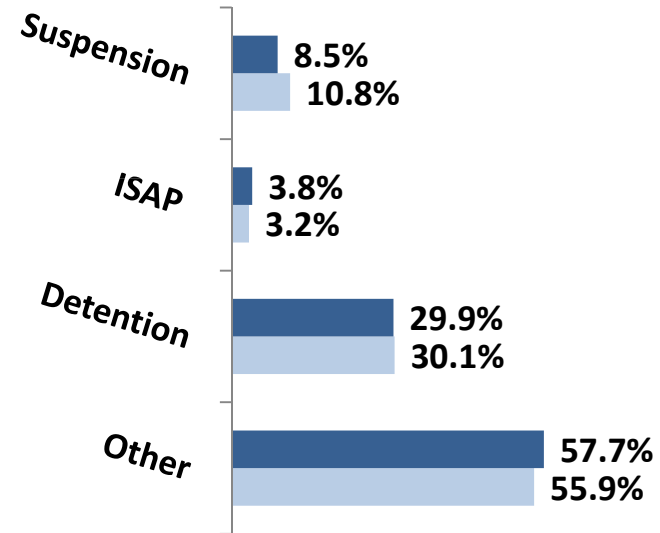


Ballard: 2007-08 Disruptive Behavior

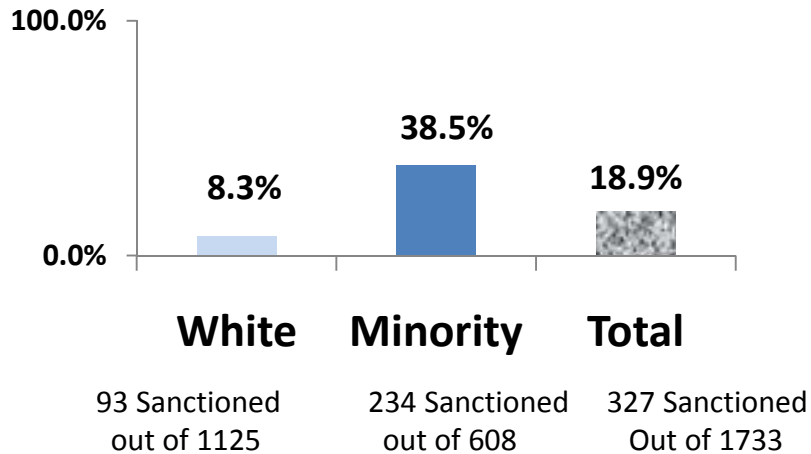
Total # students and total # of incidences



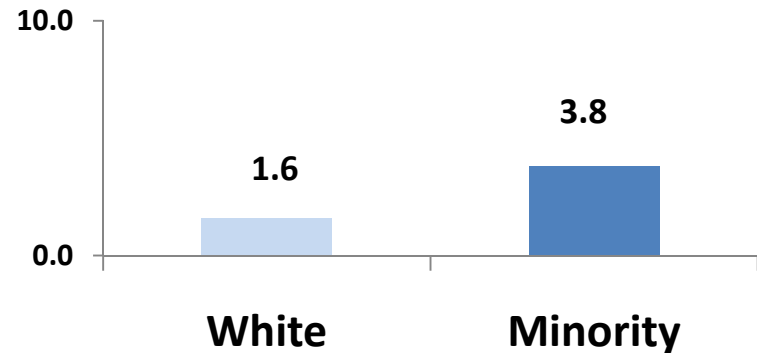
Distribution of sanctions for 1st incident



% of total school population with incident

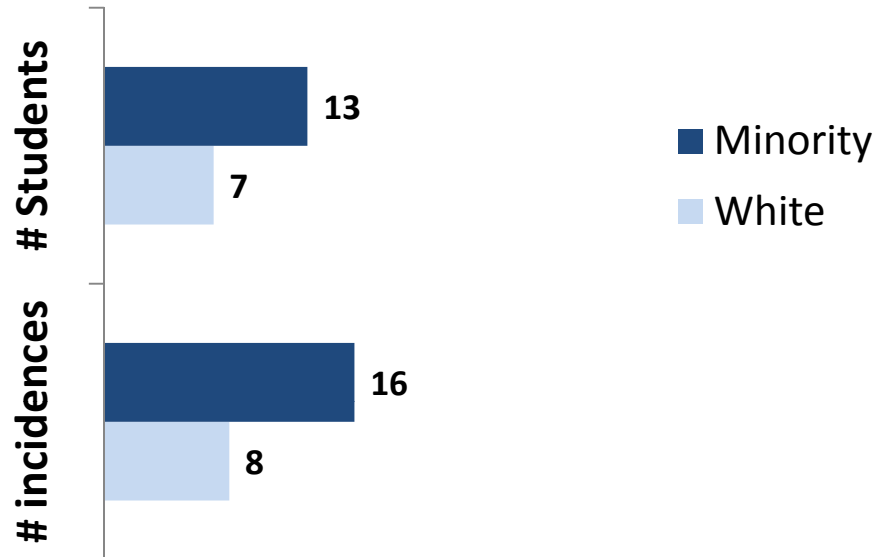


Average number of incidences per group

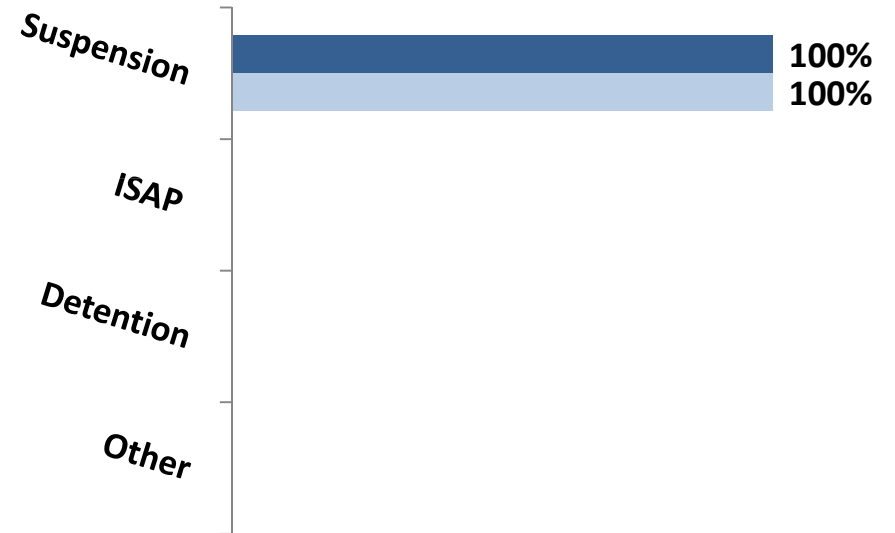


Butler: 2007-08 Disruptive Behavior

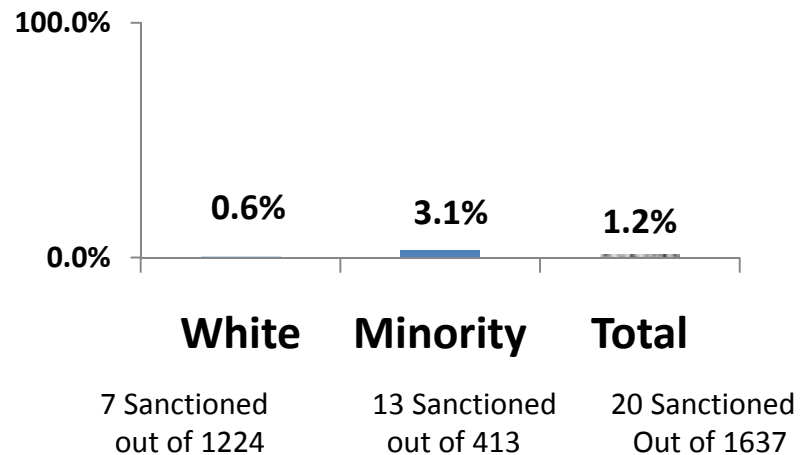
Total # students and total # of incidences



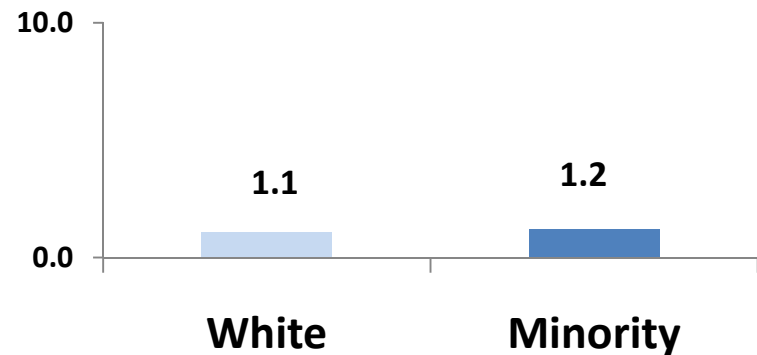
Distribution of sanctions for 1st incident



% of total school population with incident

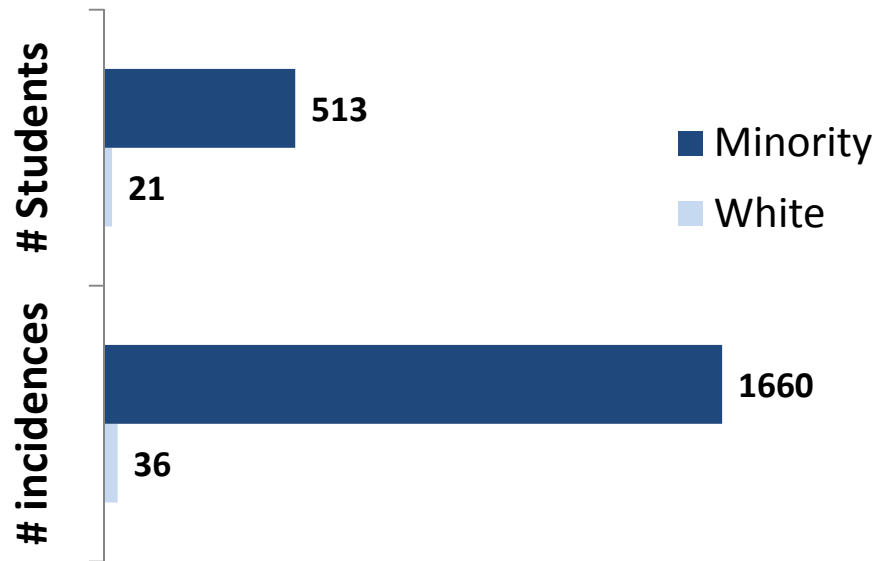


Average number of incidences per group

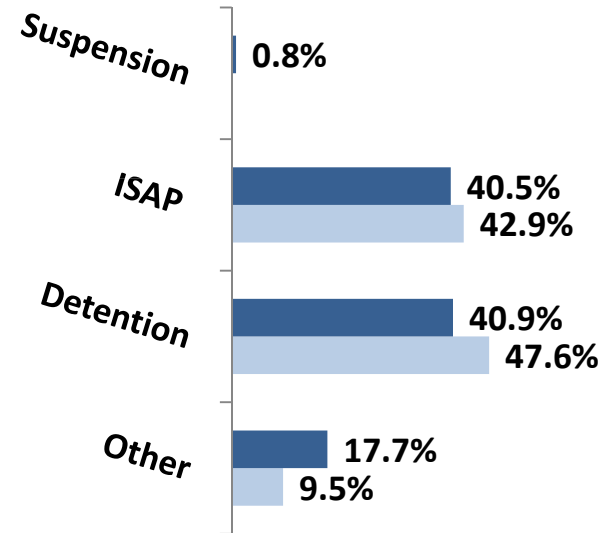


Central: 2007-08 Disruptive Behavior

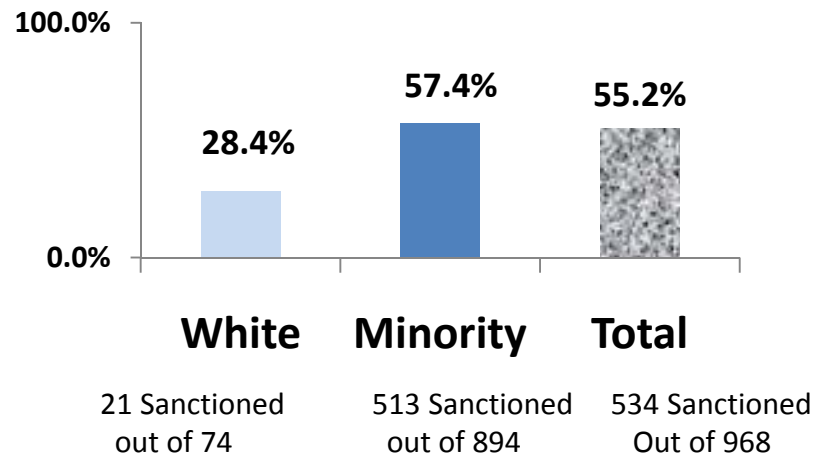
Total # students and total # of incidences



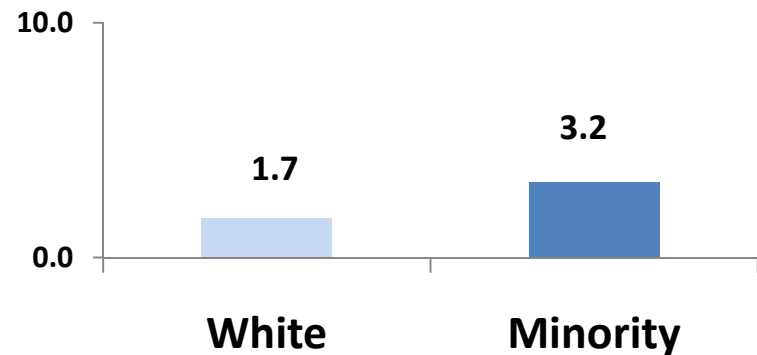
Distribution of sanctions for 1st incident



% of total school population with incident

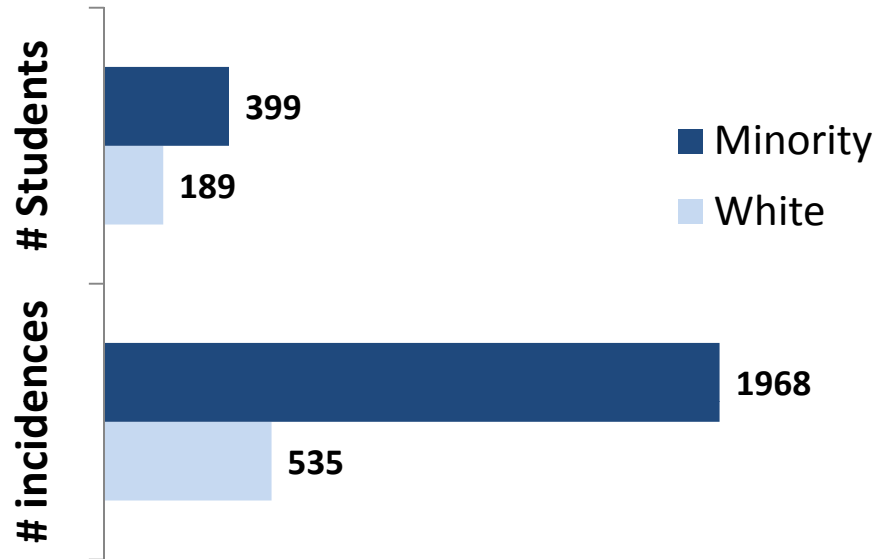


Average number of incidences per group

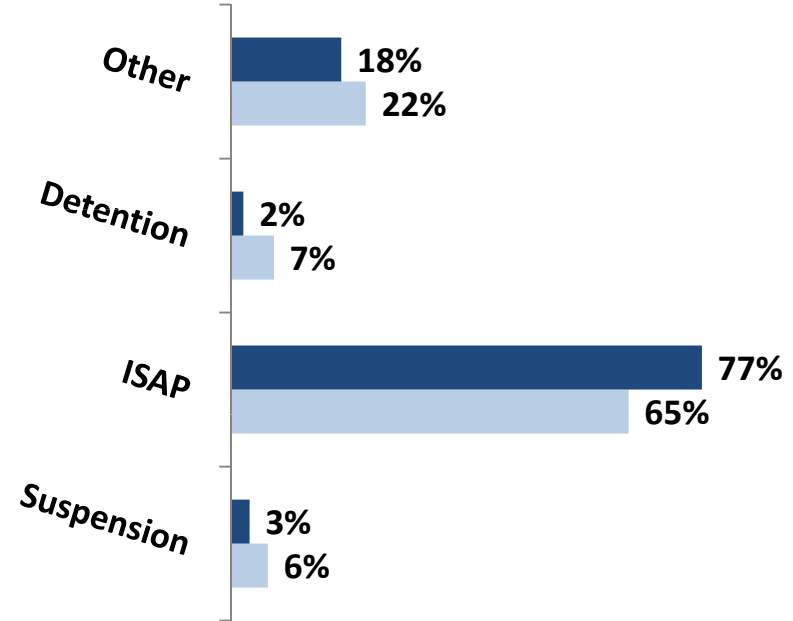


DOSS: 2007-08 Disruptive Behavior

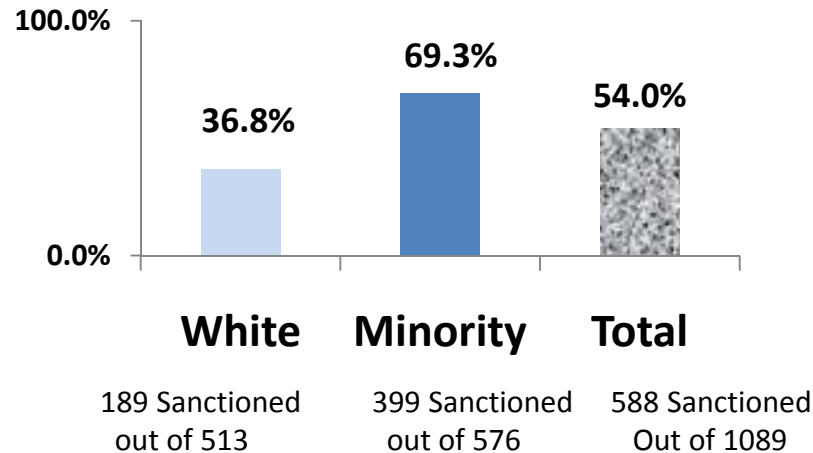
Total # students and total # of incidences



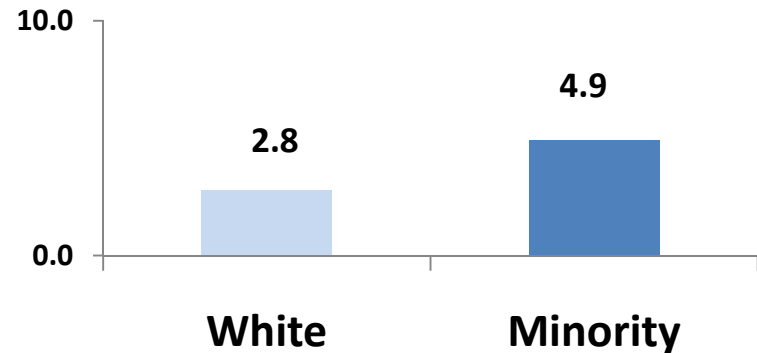
Distribution of sanctions for 1st incident



% of total school population with incident

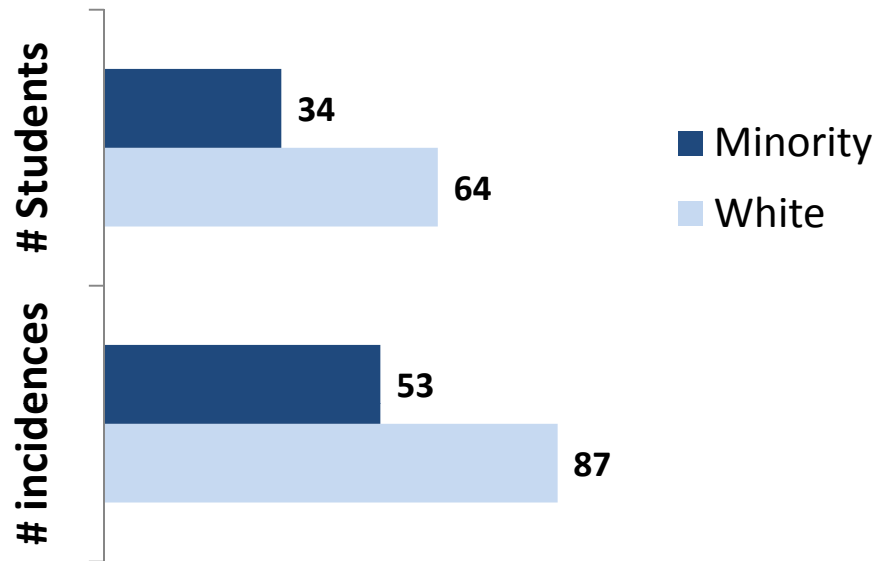


Average number of incidences per group

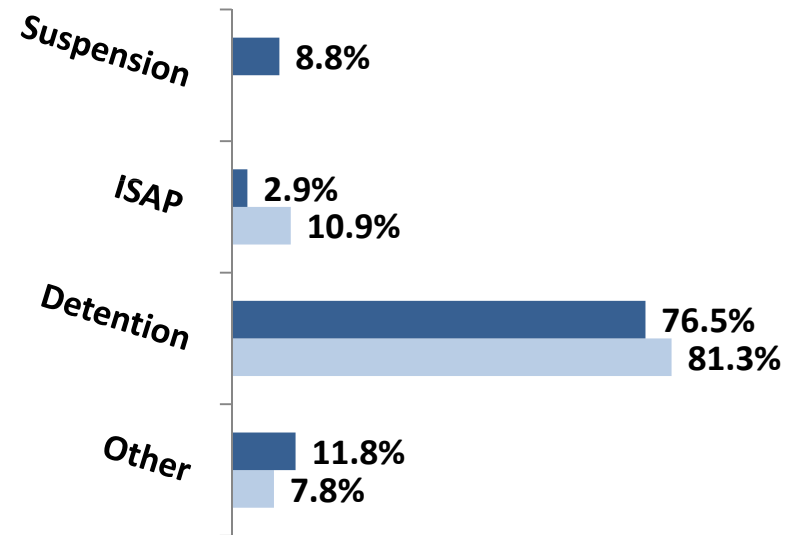


DuPont Manual: 2007-08 Disruptive Behavior

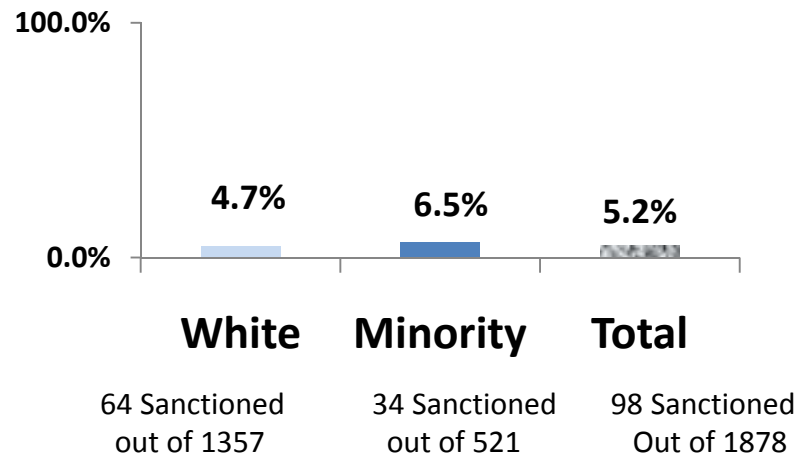
Total # students and total # of incidences



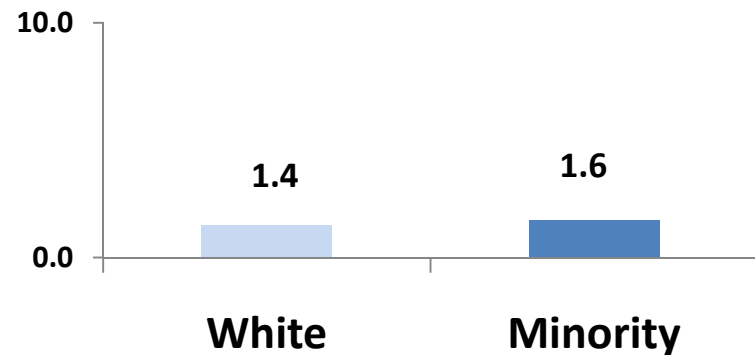
Distribution of sanctions for 1st incident



% of total school population with incident

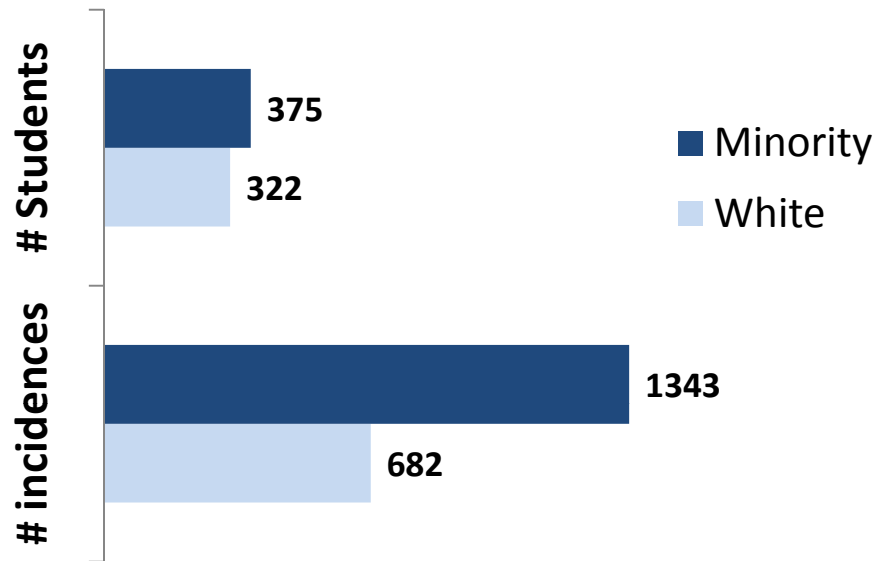


Average number of incidences per group

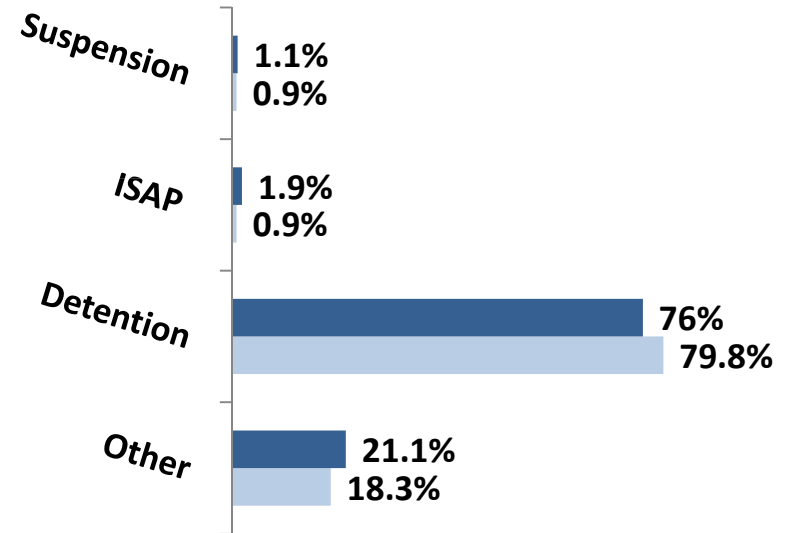


Eastern: 2007-08 Disruptive Behavior

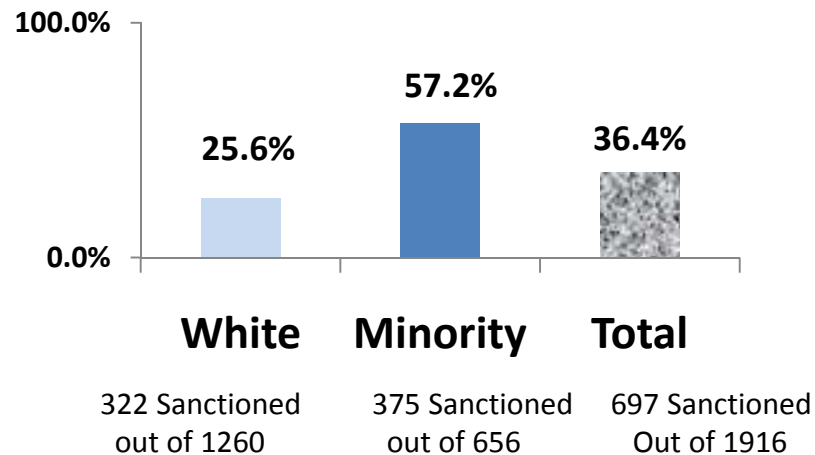
Total # students and total # of incidences



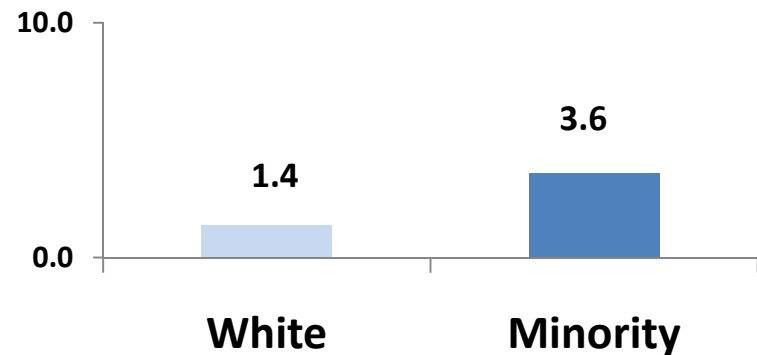
Distribution of sanctions for 1st incident



% of total school population with incident

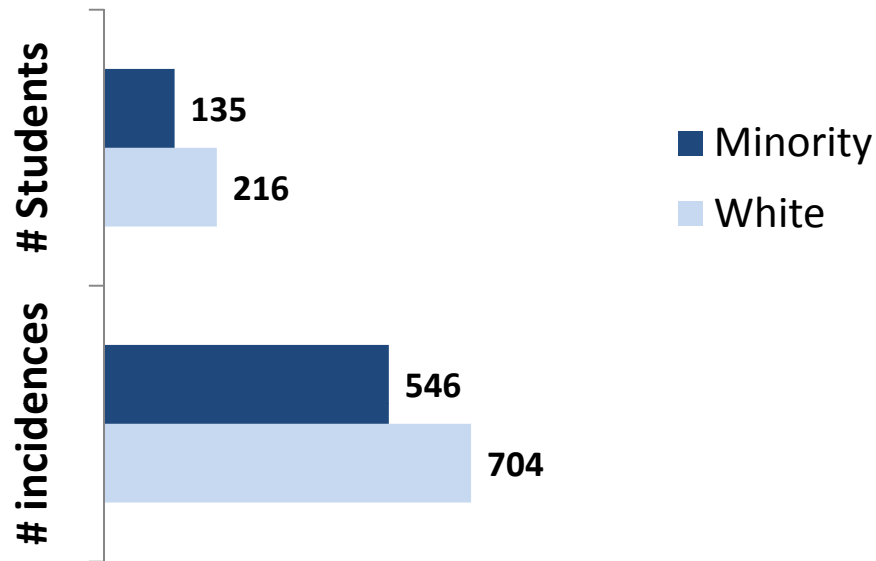


Average number of incidences per group

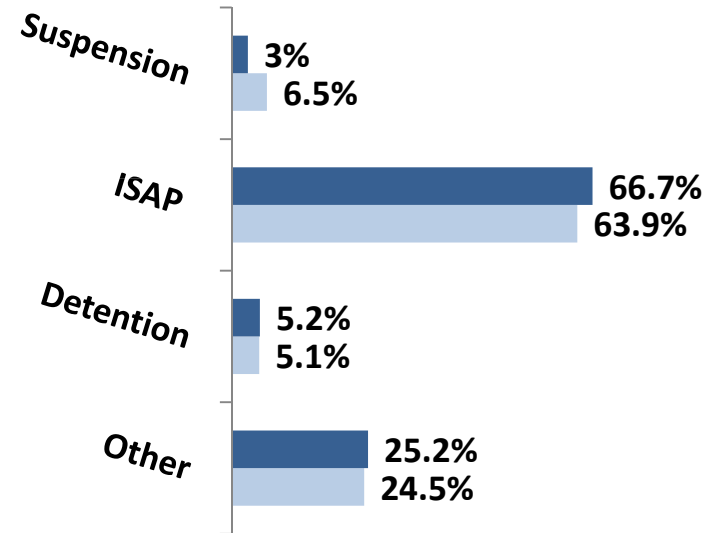


Fairdale: 2007-08 Disruptive Behavior

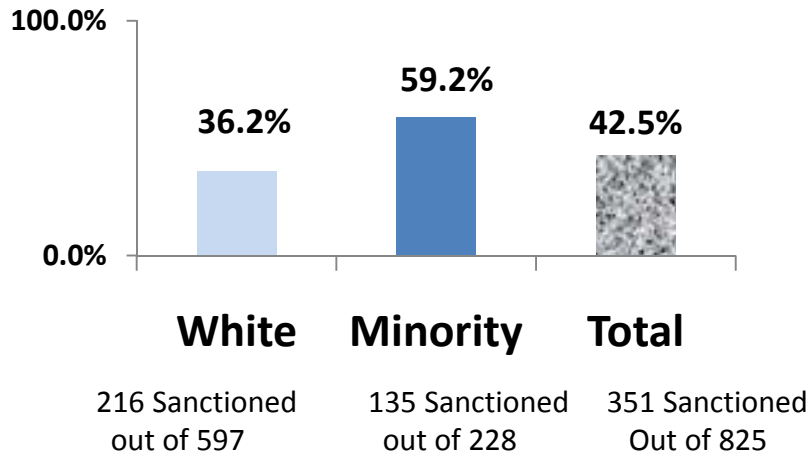
Total # students and total # of incidences



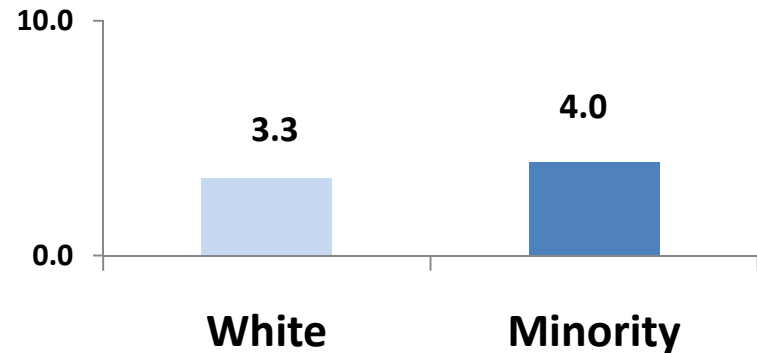
Distribution of sanctions for 1st incident



% of total school population with incident

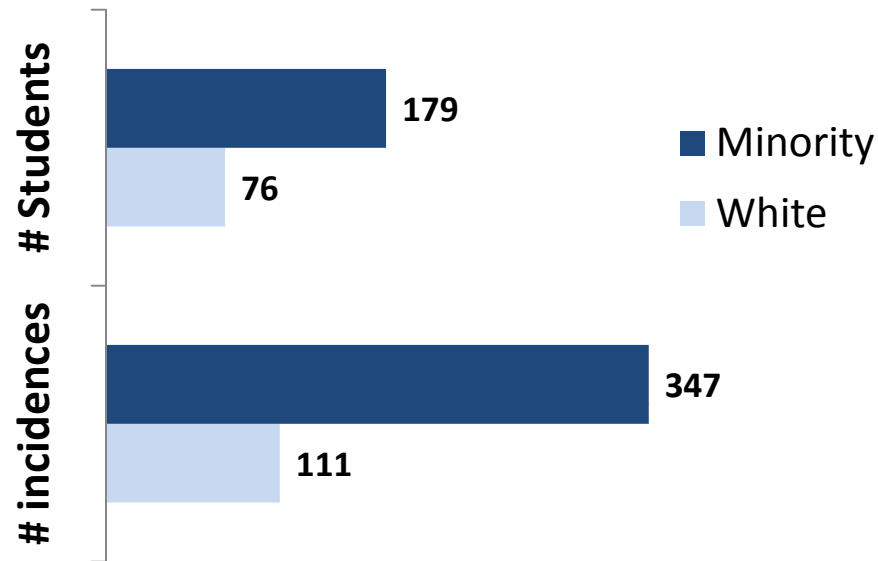


Average number of incidences per group

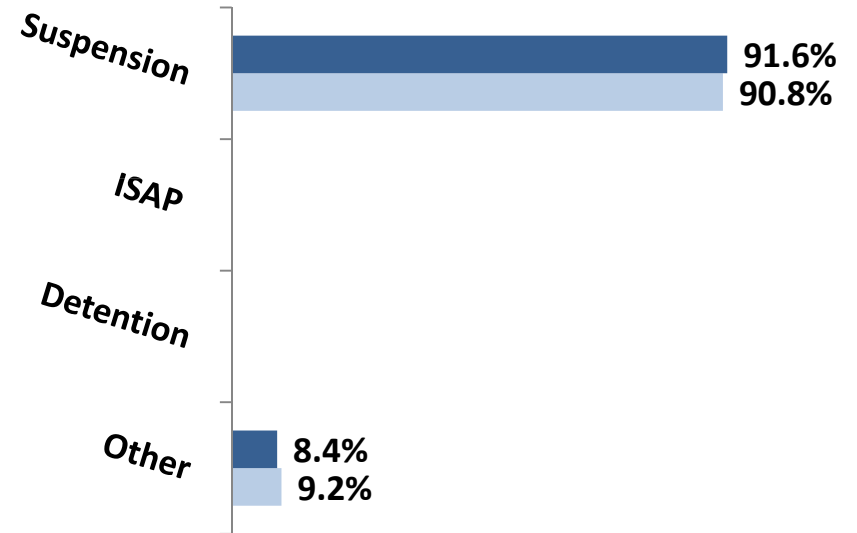


Fern Creek: 2007-08 Disruptive Behavior

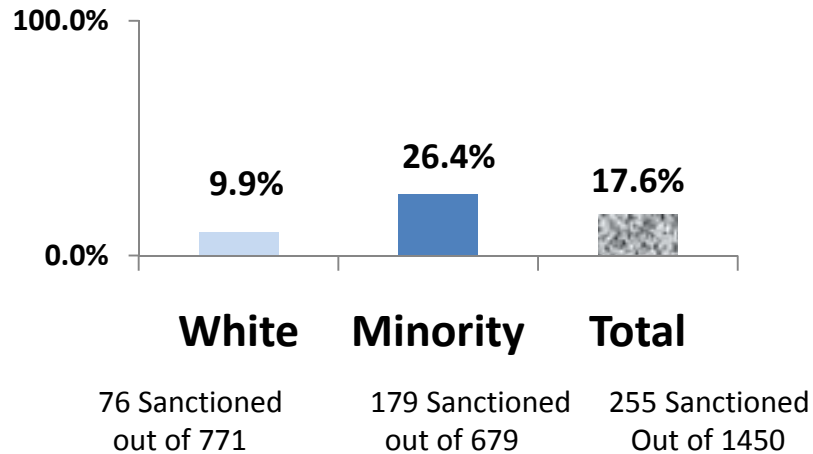
Total # students and total # of incidences



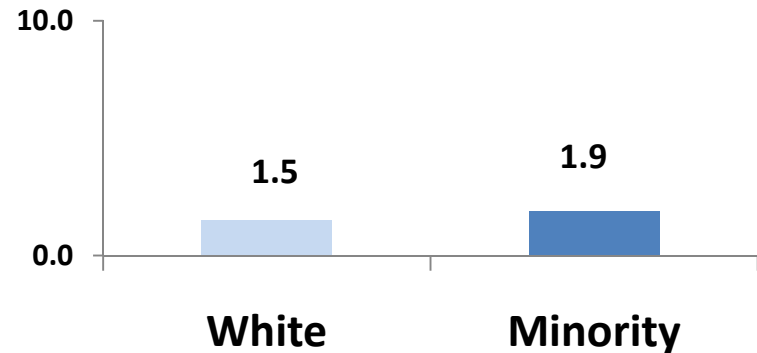
Distribution of sanctions for 1st incident



% of total school population with incident

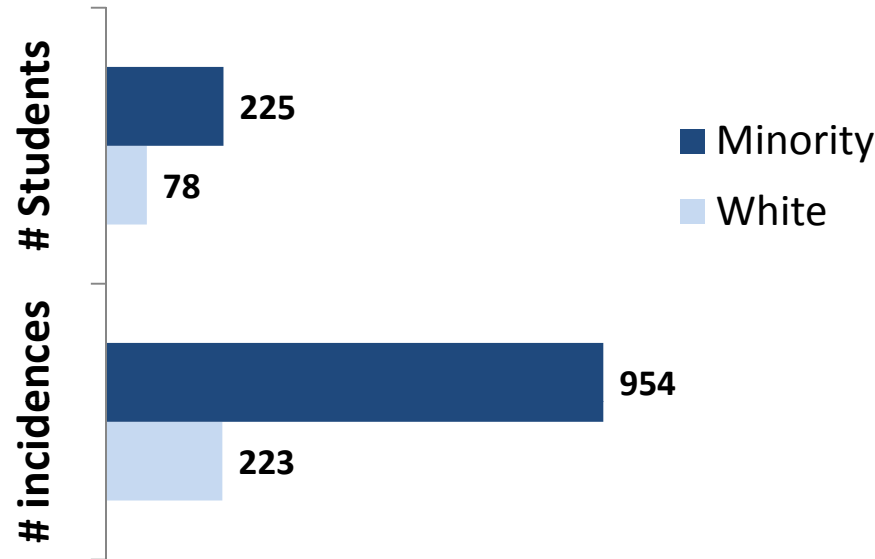


Average number of incidences per group

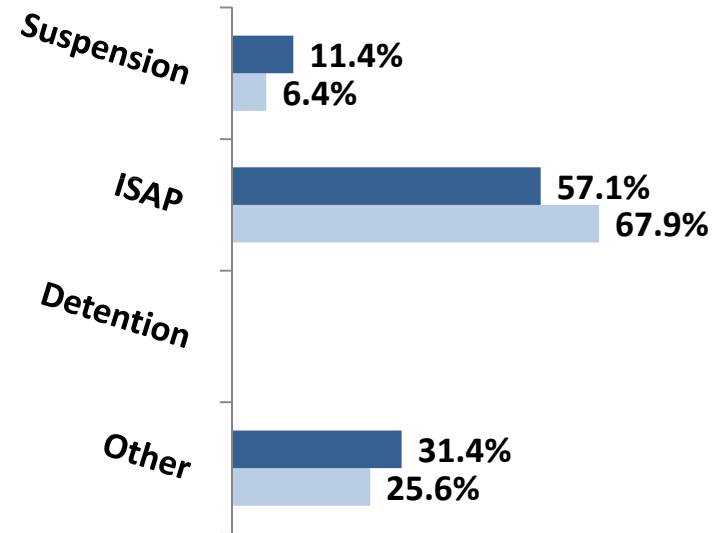


Iroquois: 2007-08 Disruptive Behavior

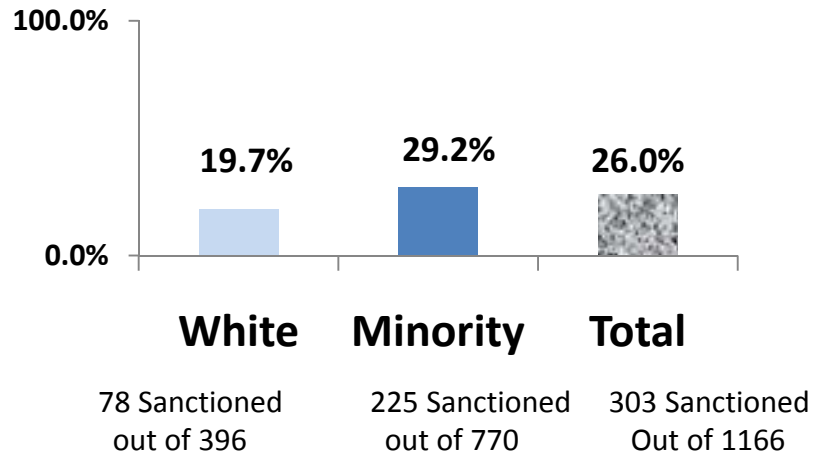
Total # students and total # of incidences



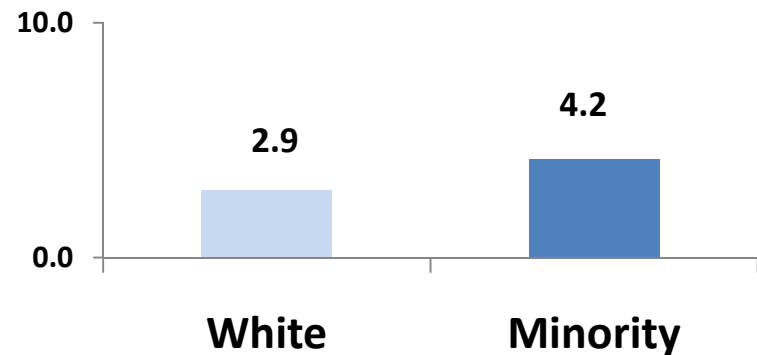
Distribution of sanctions for 1st incident



% of total school population with incident

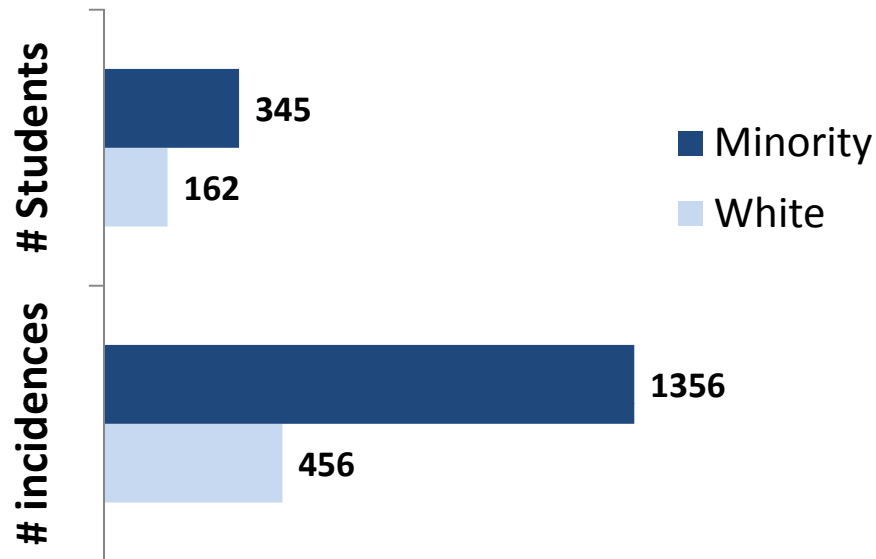


Average number of incidences per group

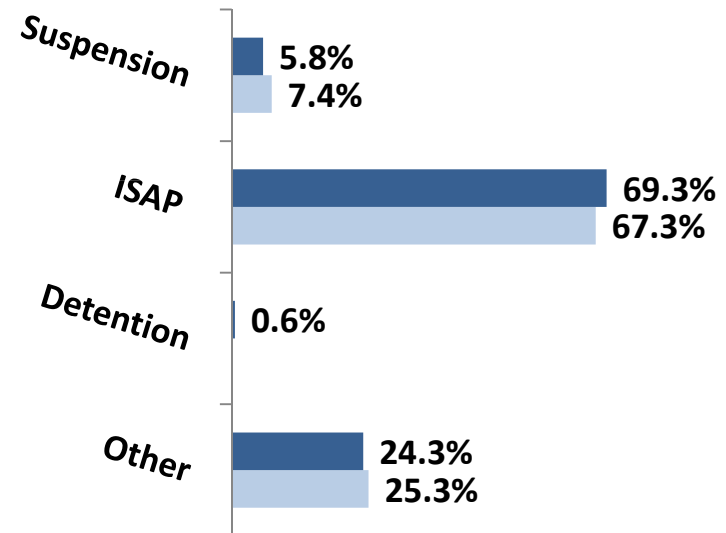


Jeffersontown: 2007-08 Disruptive Behavior

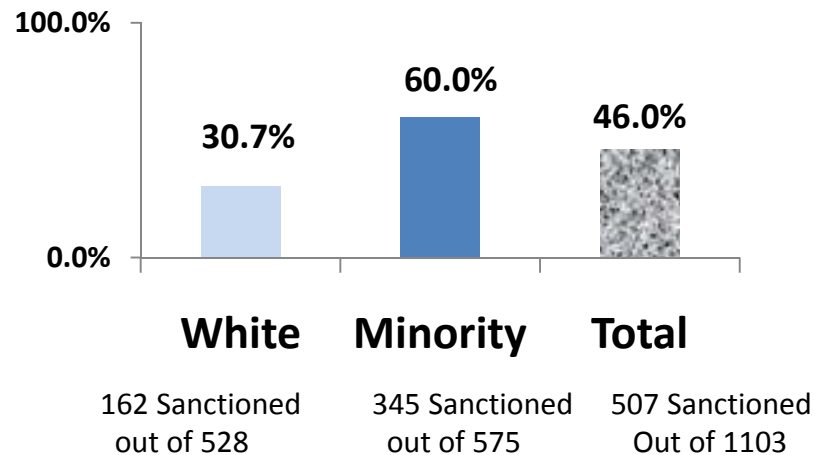
Total # students and total # of incidences



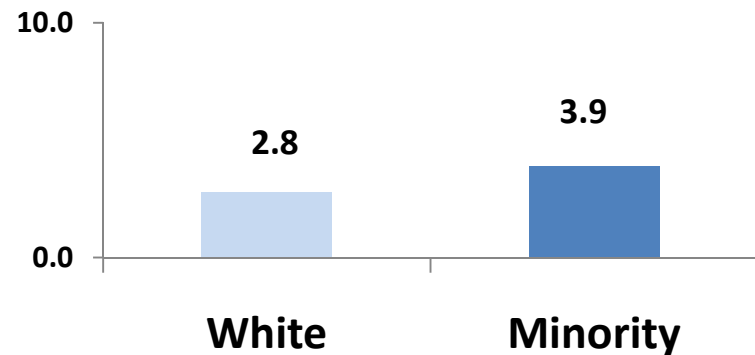
Distribution of sanctions for 1st incident



% of total school population with incident

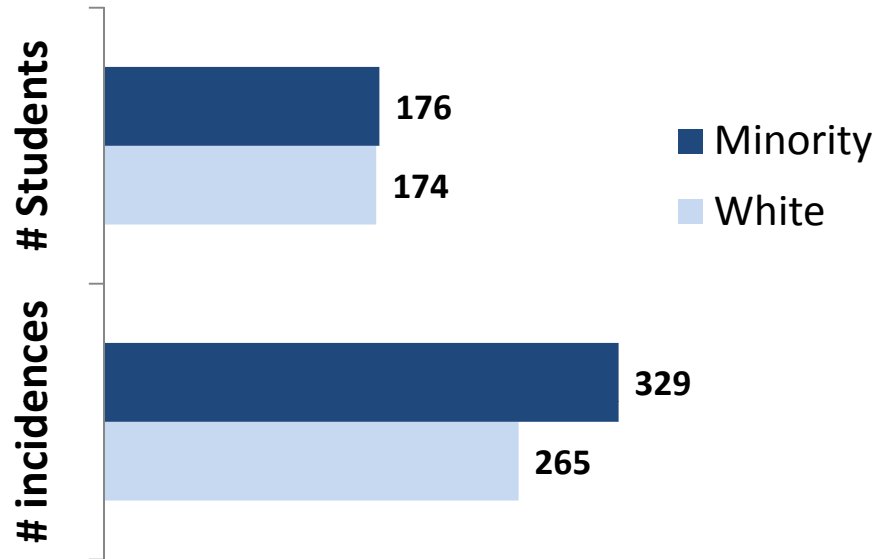


Average number of incidences per group

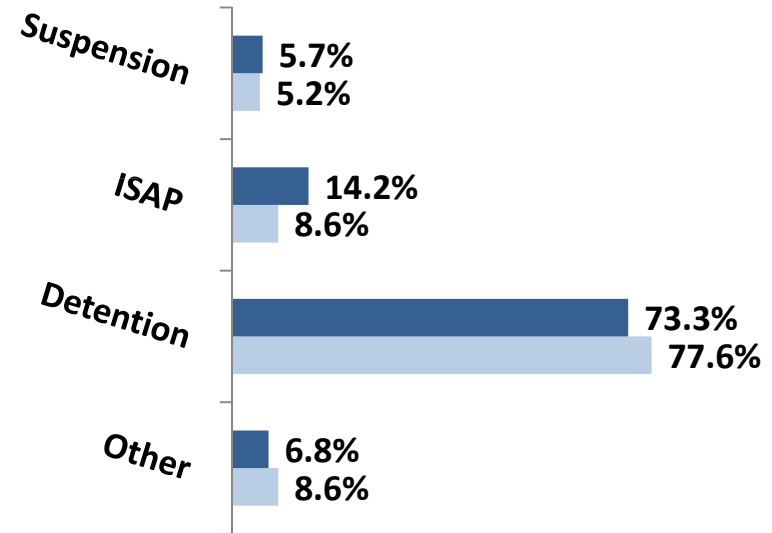


Louisville Male: 2007-08 Disruptive Behavior

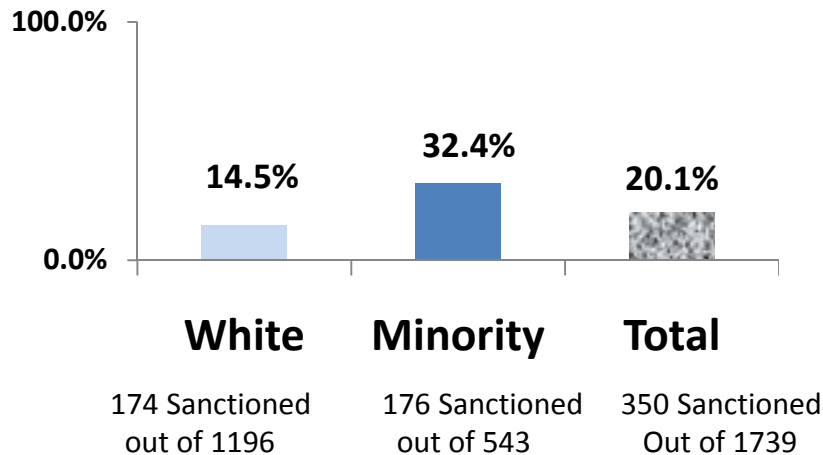
Total # students and total # of incidences



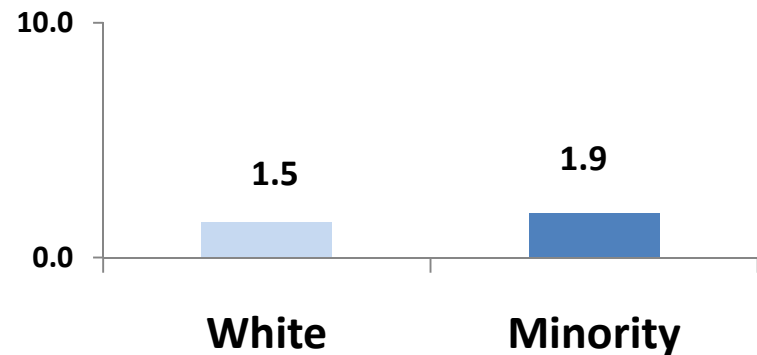
Distribution of sanctions for 1st incident



% of total school population with incident

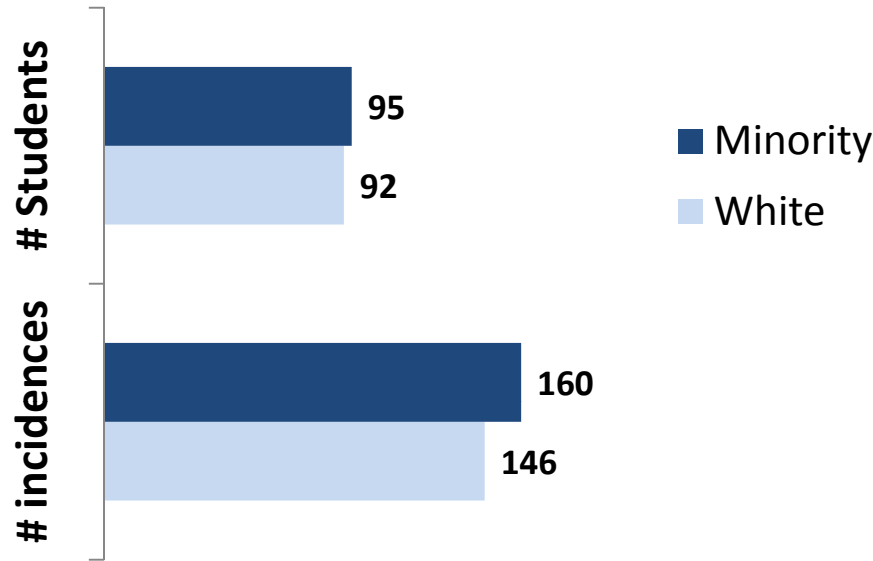


Average number of incidences per group

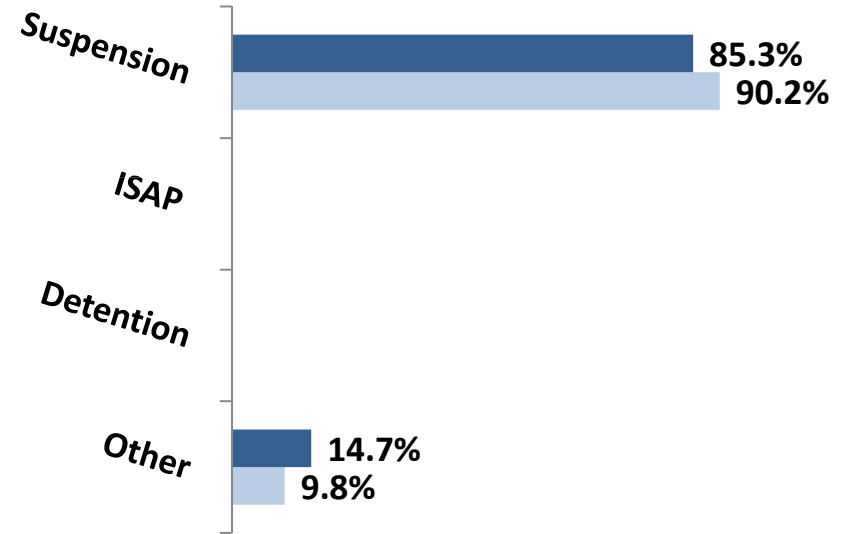


Pleasure Ridge Park: 2007-08 Disruptive Behavior

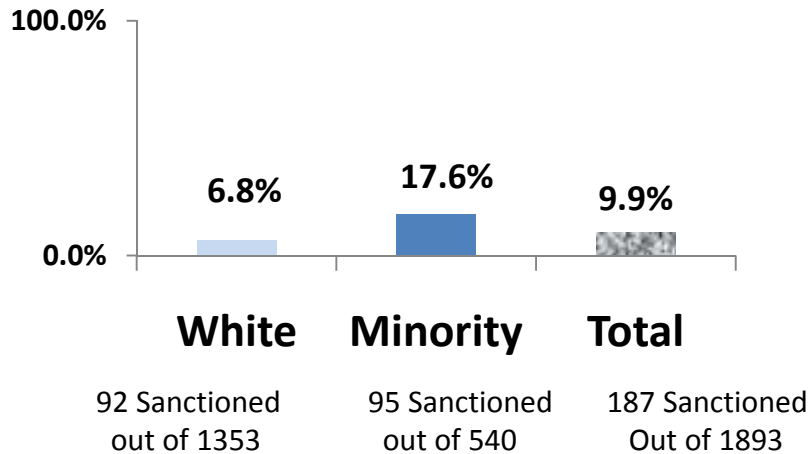
Total # students and total # of incidences



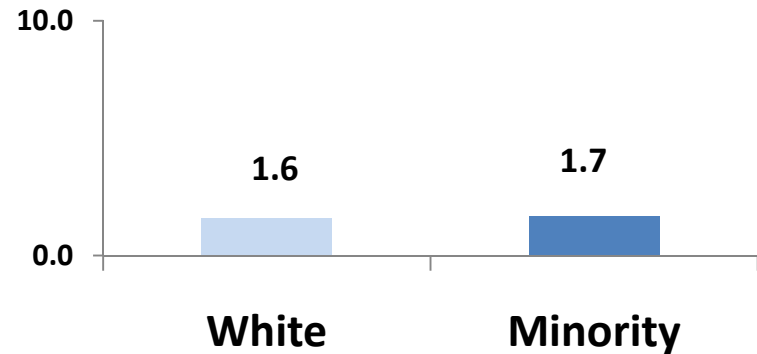
Distribution of sanctions for 1st incident



% of total school population with incident

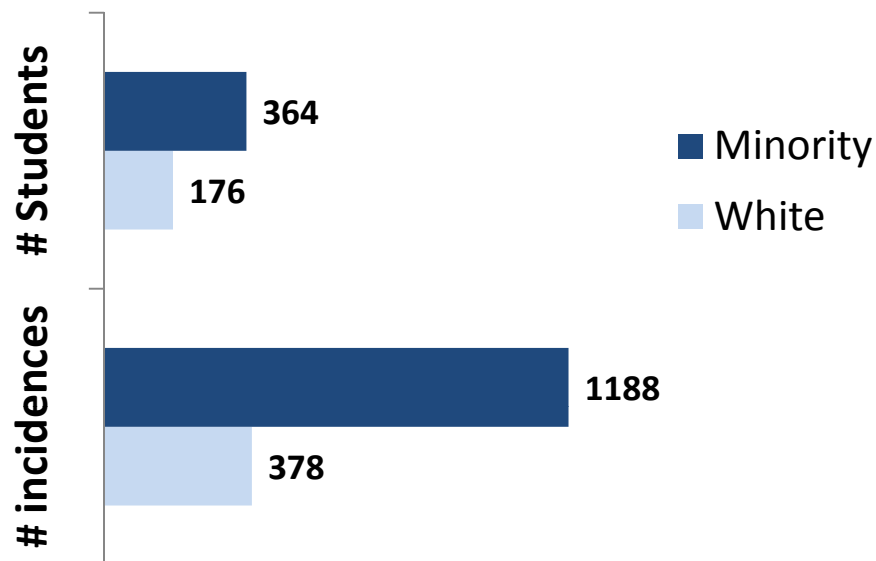


Average number of incidences per group

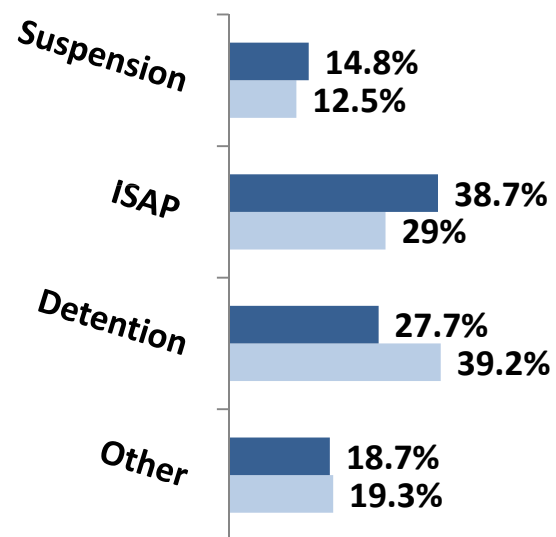


Seneca: 2007-08 Disruptive Behavior

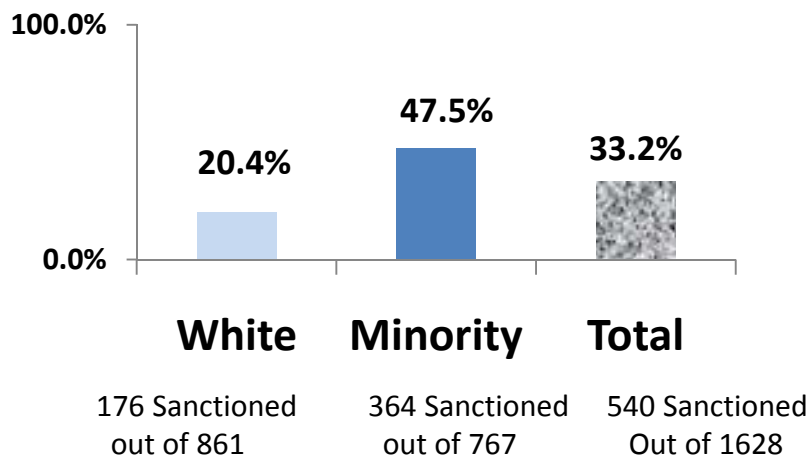
Total # students and total # of incidences



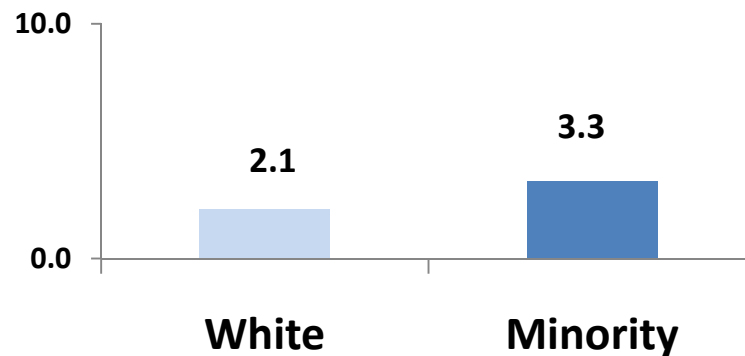
Distribution of sanctions for 1st incident



% of total school population with incident

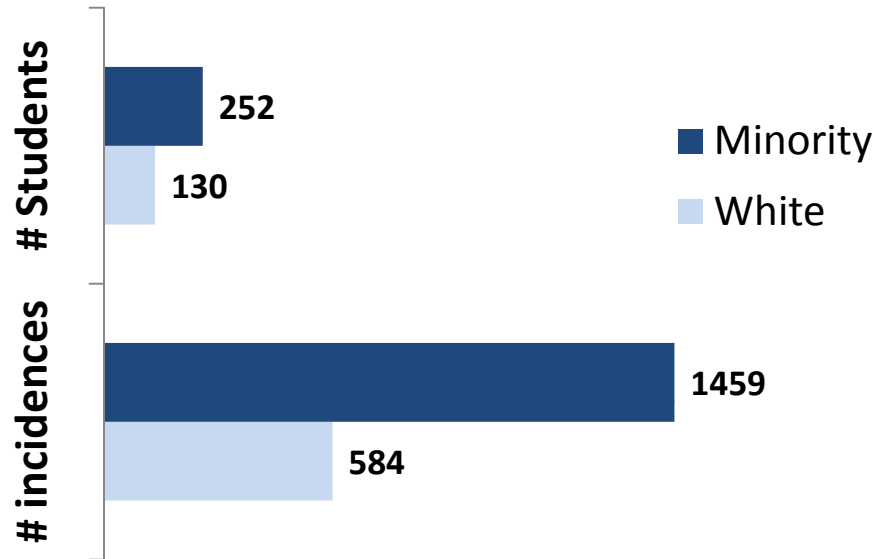


Average number of incidences per group

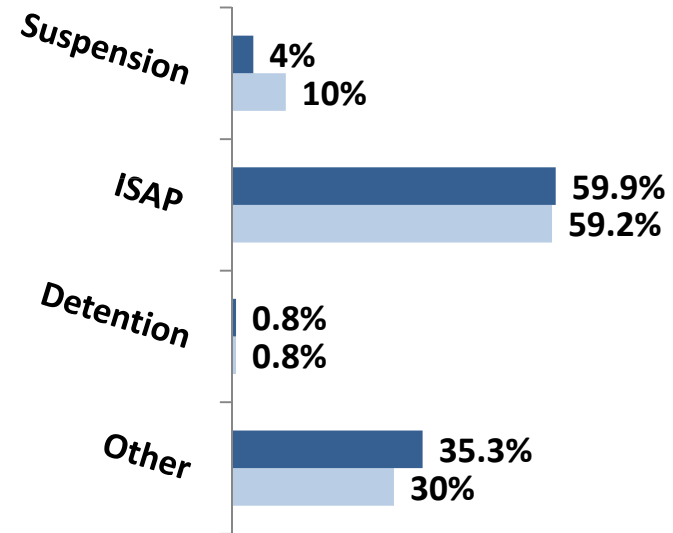


Shawnee: 2007-08 Disruptive Behavior

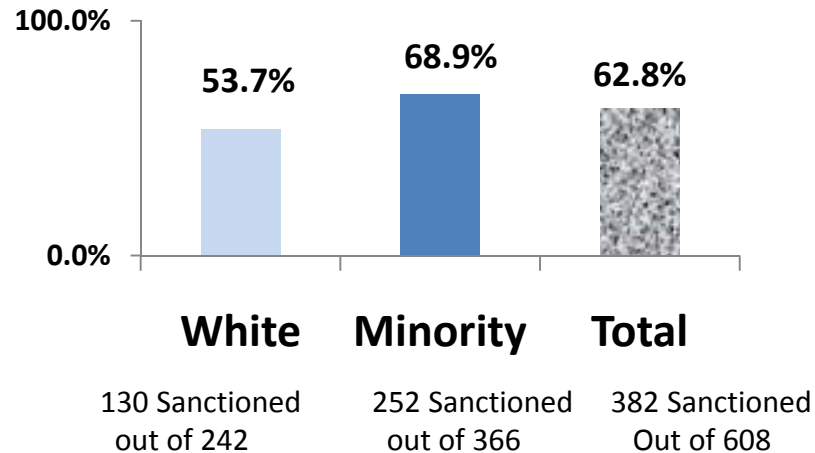
Total # students and total # of incidences



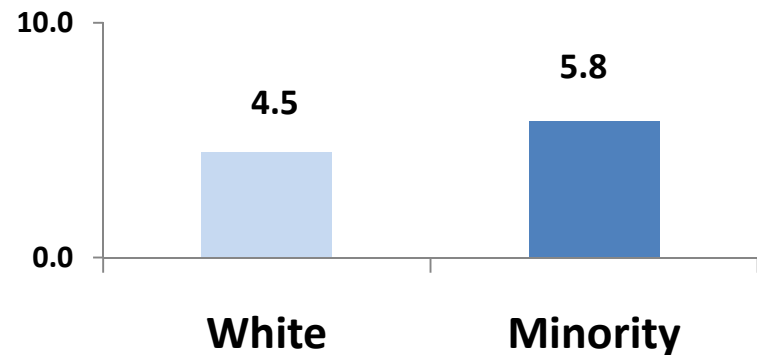
Distribution of sanctions for 1st incident



% of total school population with incident

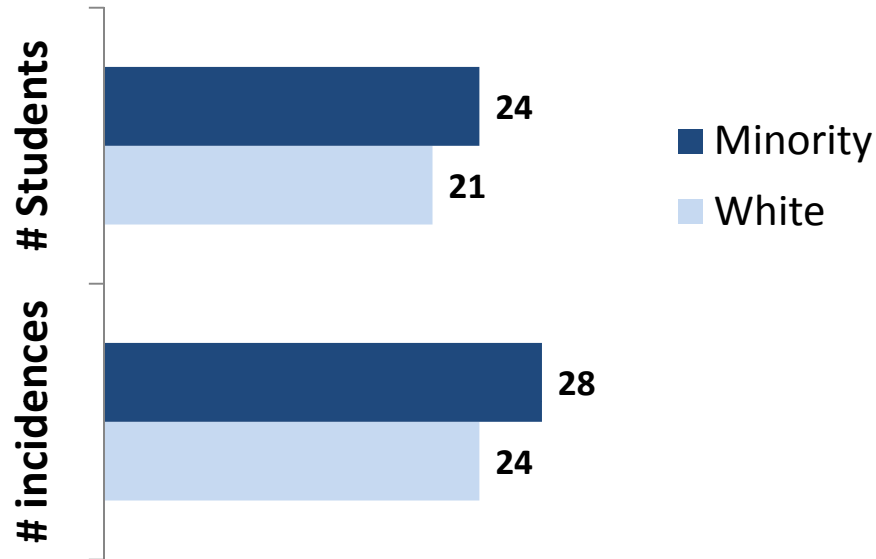


Average number of incidences per group

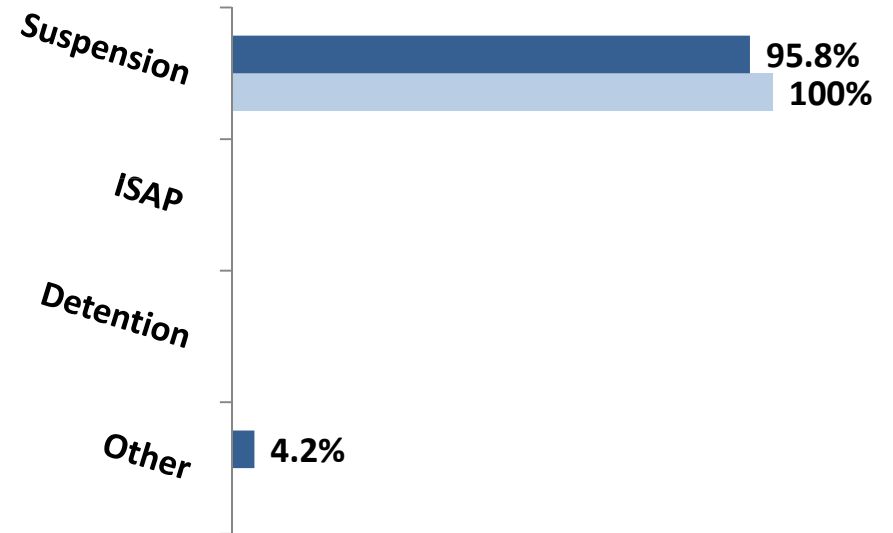


Southern: 2007-08 Disruptive Behavior

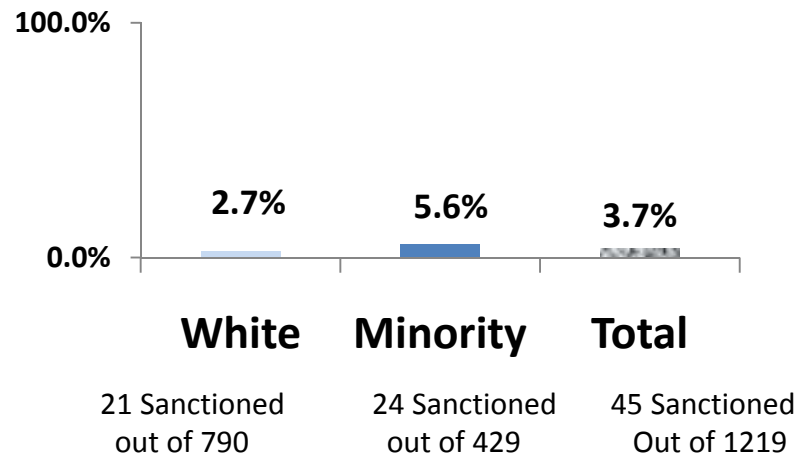
Total # students and total # of incidences



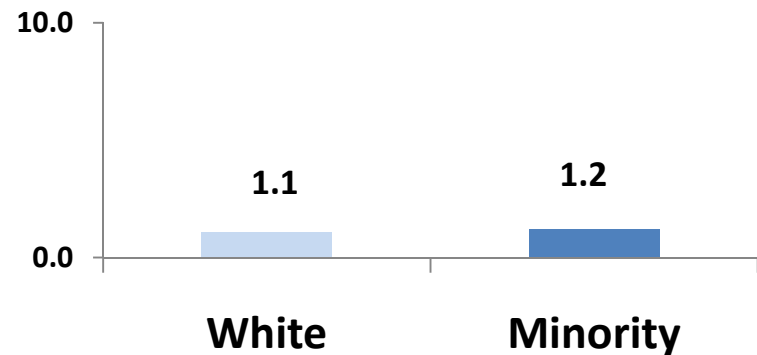
Distribution of sanctions for 1st incident



% of total school population with incident

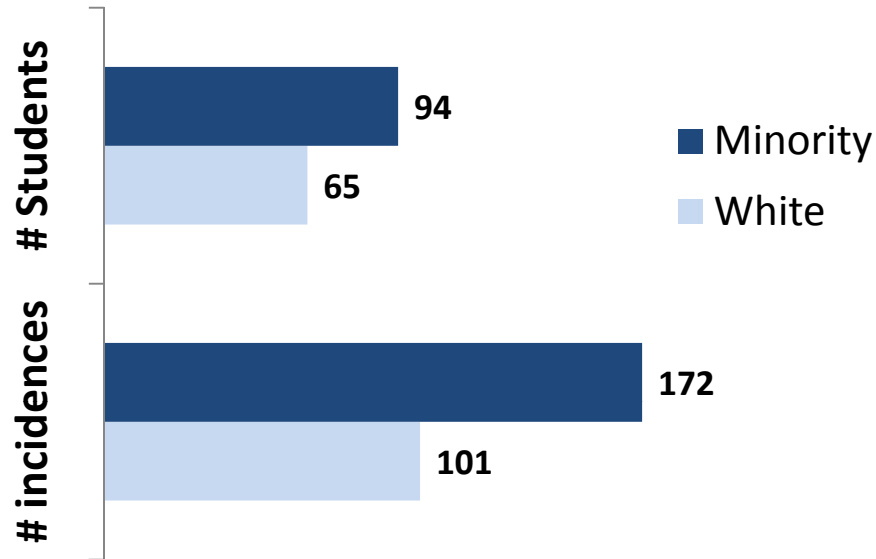


Average number of incidences per group

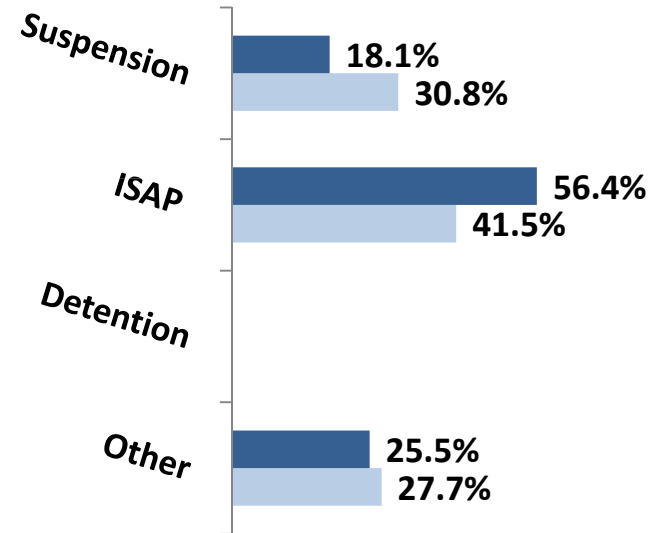


Valley: 2007-08 Disruptive Behavior

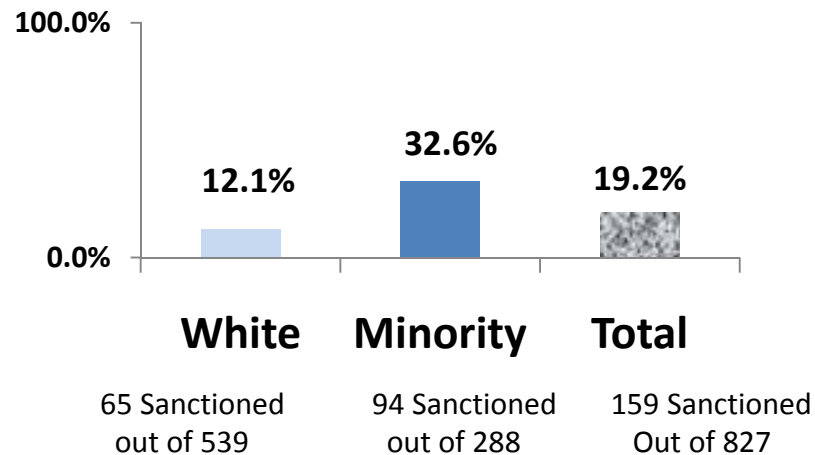
Total # students and total # of incidences



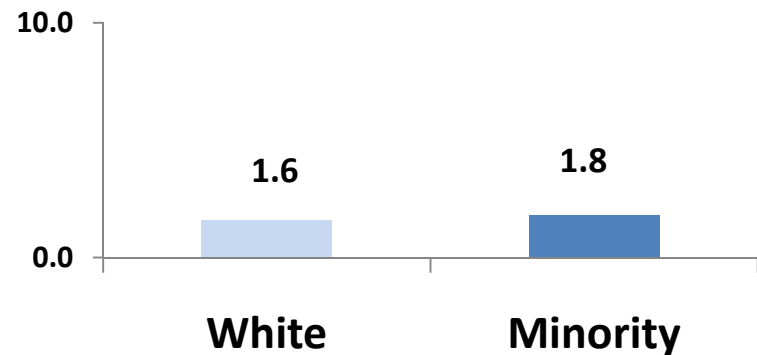
Distribution of sanctions for 1st incident



% of total school population with incident

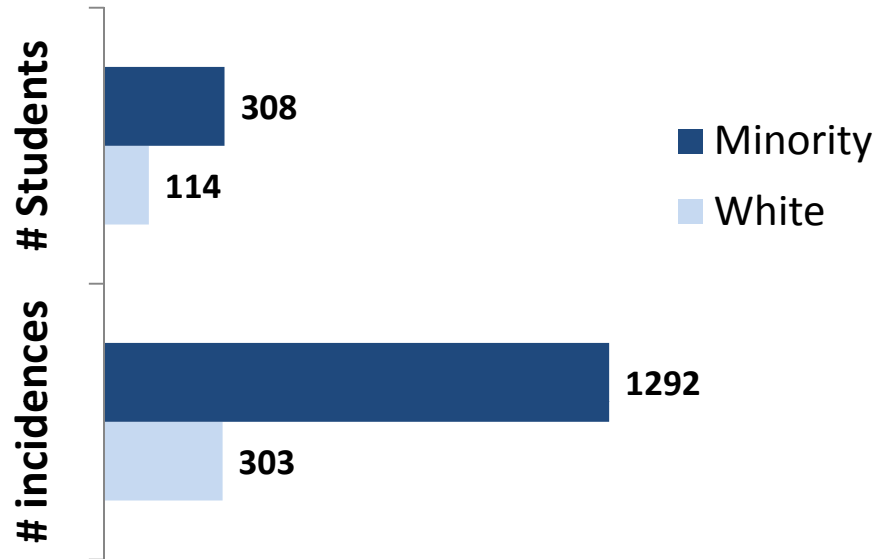


Average number of incidences per group

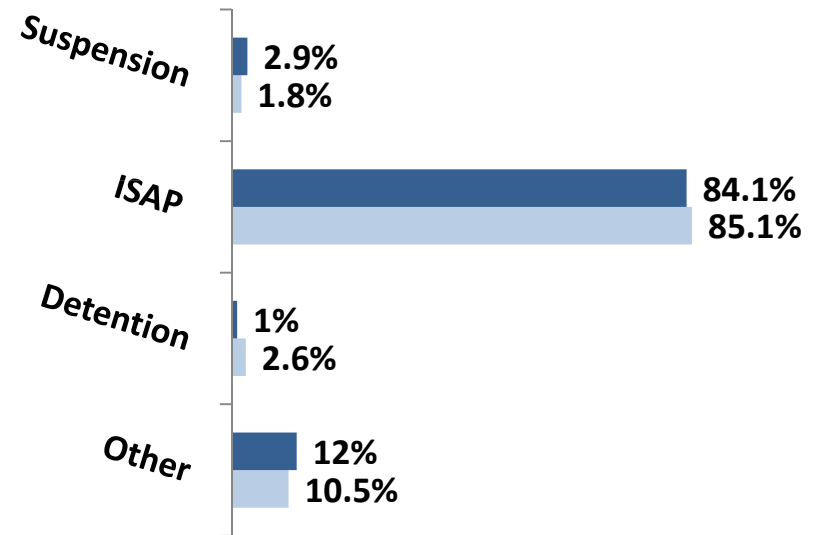


Waggener: 2007-08 Disruptive Behavior

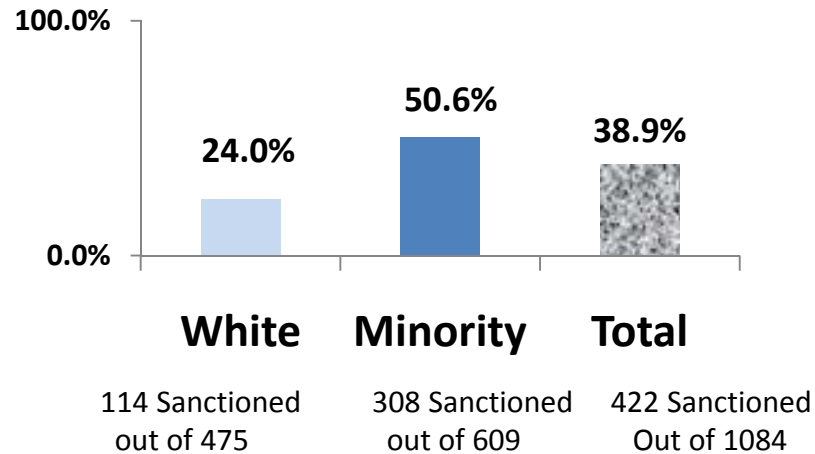
Total # students and total # of incidences



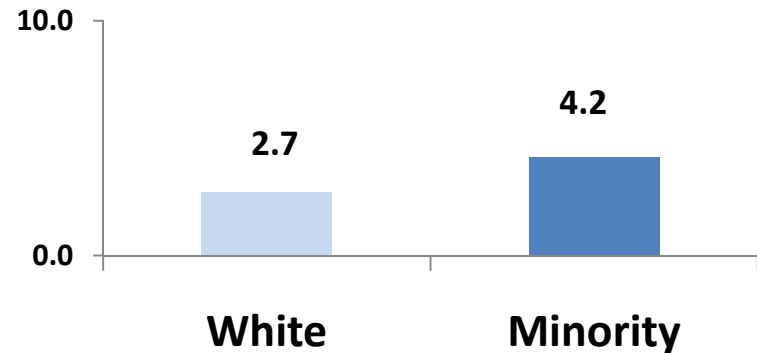
Distribution of sanctions for 1st incident



% of total school population with incident

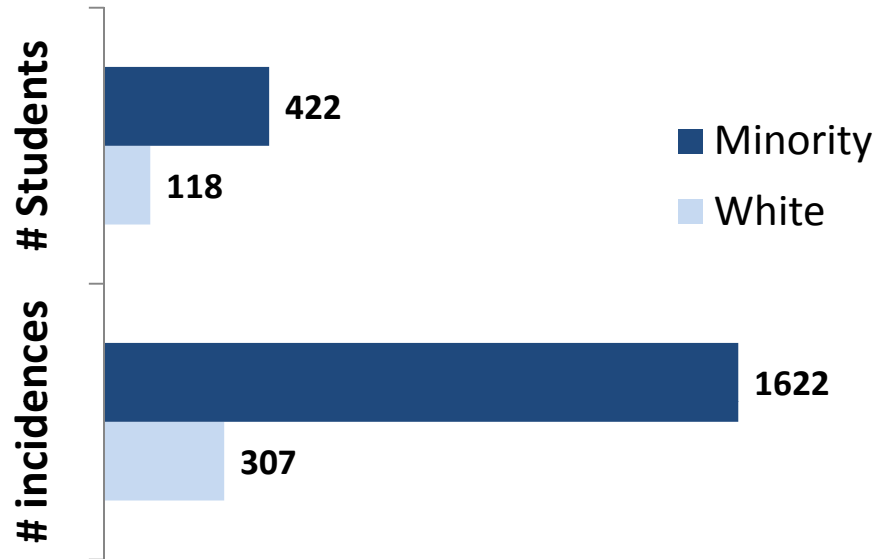


Average number of incidences per group

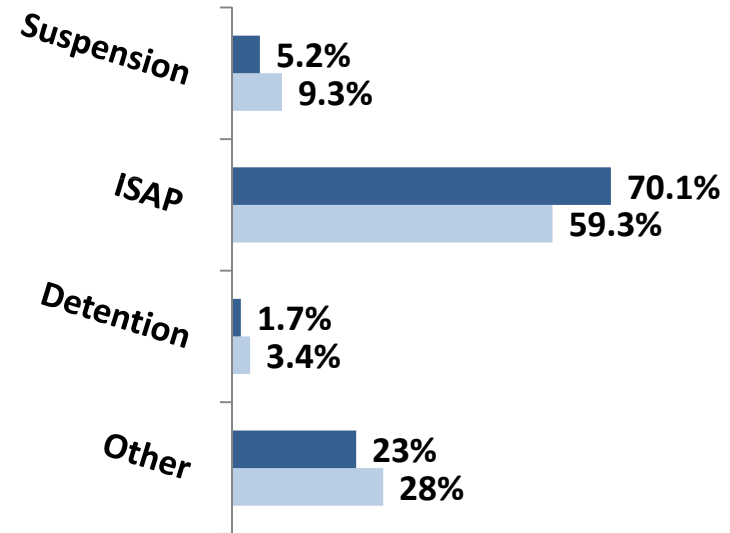


Western: 2007-08 Disruptive Behavior

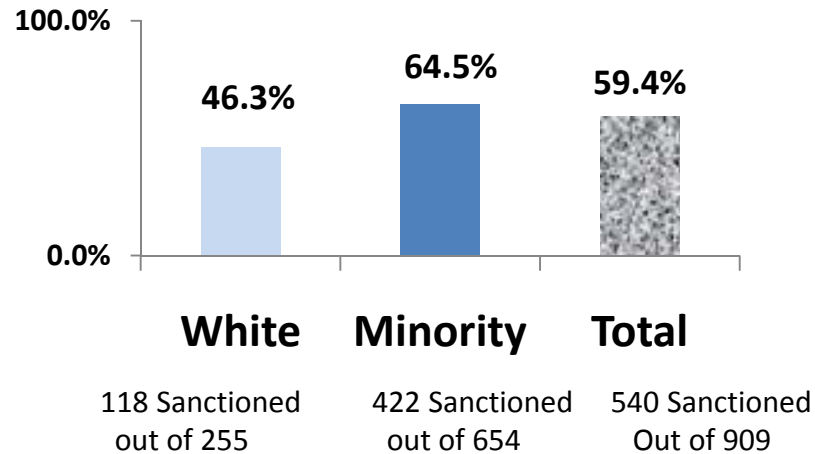
Total # students and total # of incidences



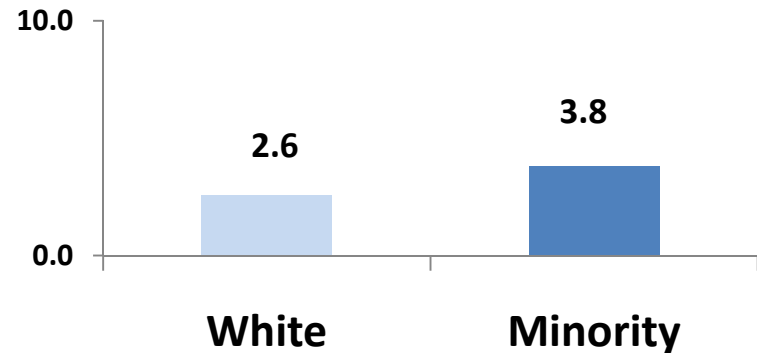
Distribution of sanctions for 1st incident



% of total school population with incident

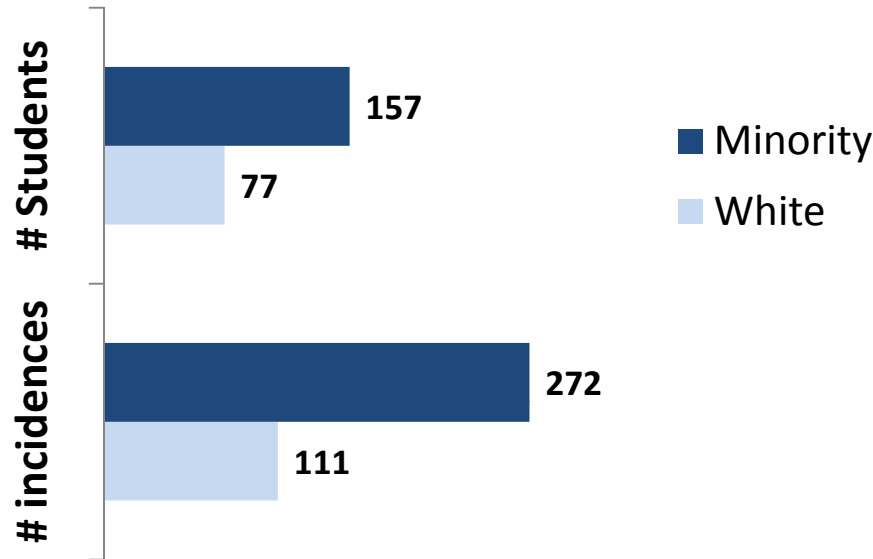


Average number of incidences per group

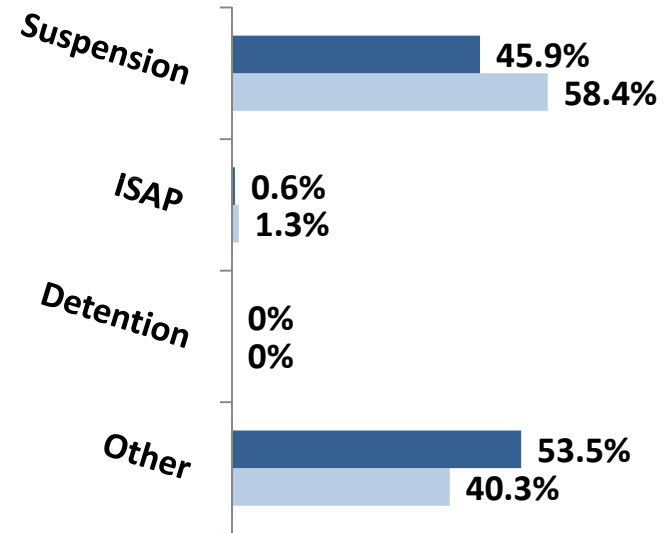


Special Schools Average: 2007-08 Disruptive Behavior

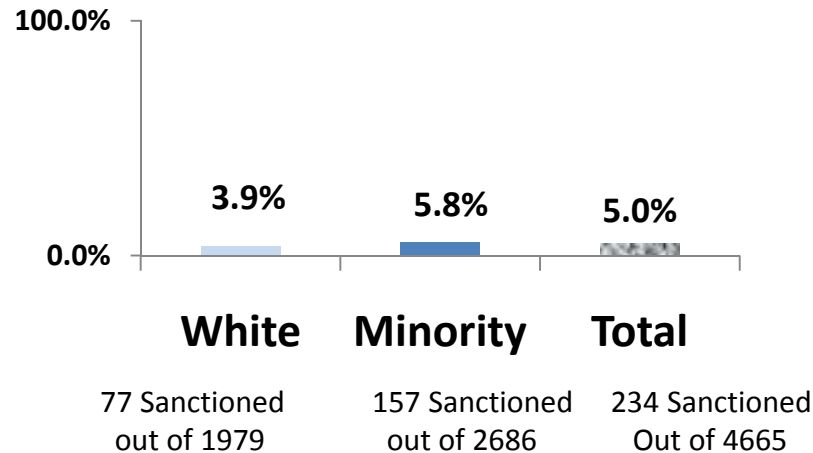
Total # students and total # of incidences



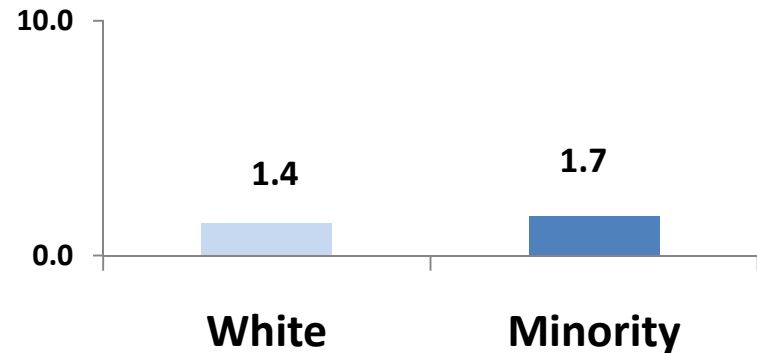
Distribution of sanctions for 1st incident



% of total school population with incident

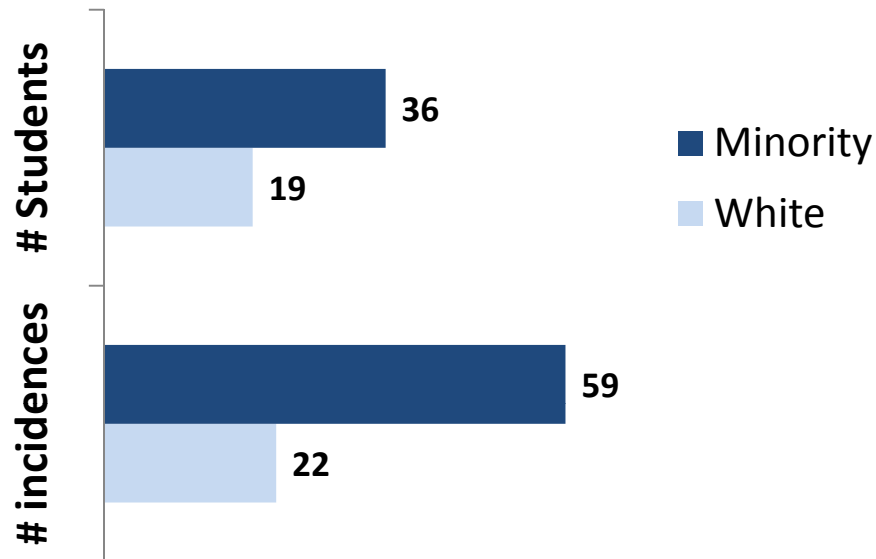


Average number of incidences per group

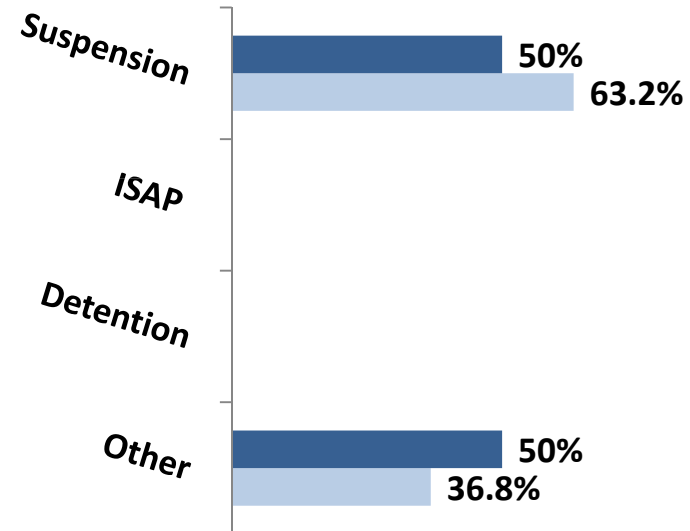


Jefferson County Virtual: 2007-08 Disruptive Behavior

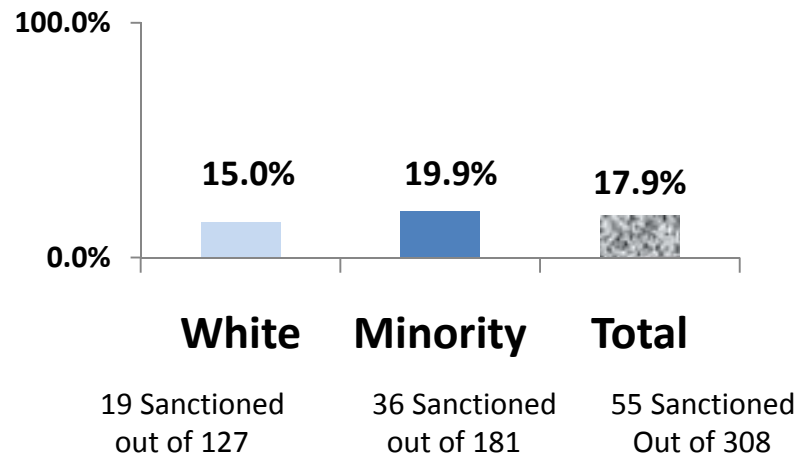
Total # students and total # of incidences



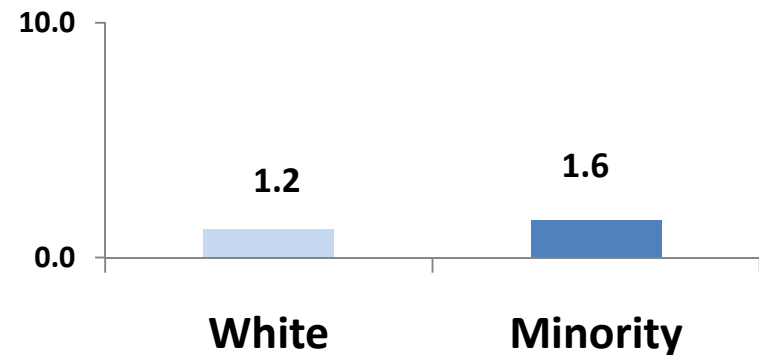
Distribution of sanctions for 1st incident



% of total school population with incident

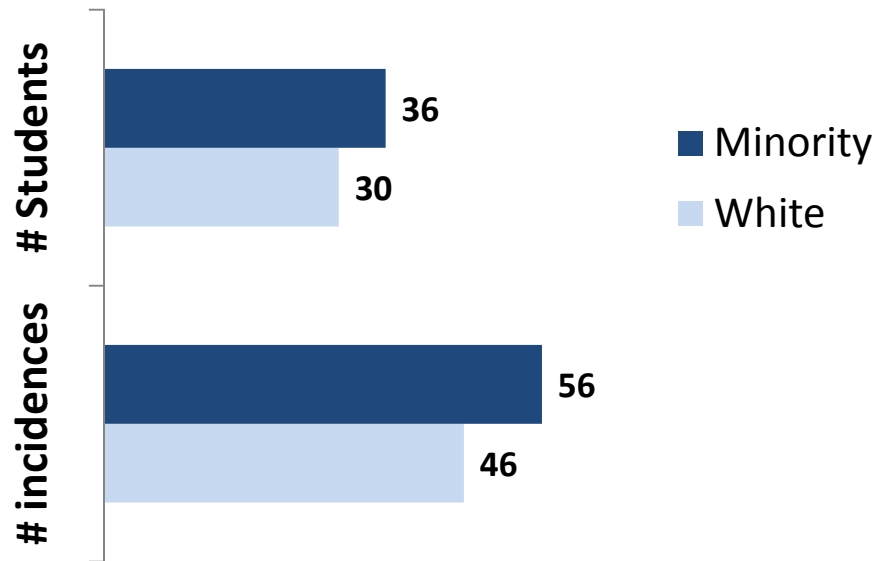


Average number of incidences per group

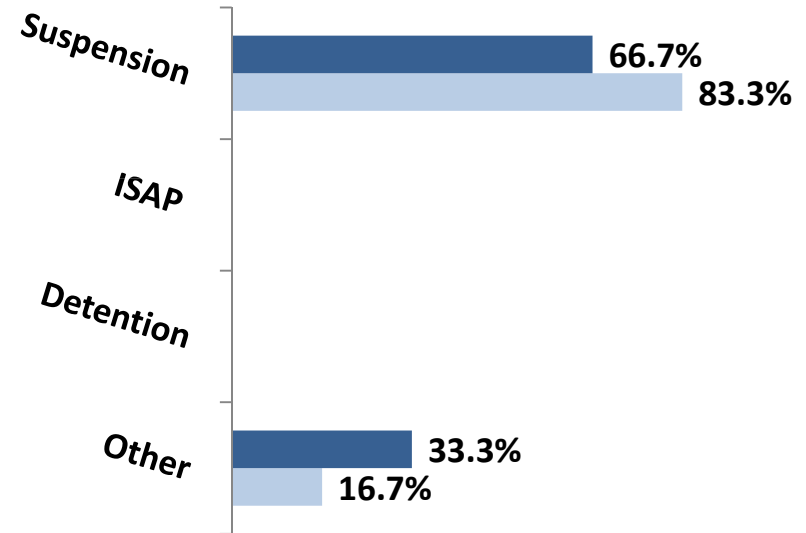


Liberty: 2007-08 Disruptive Behavior

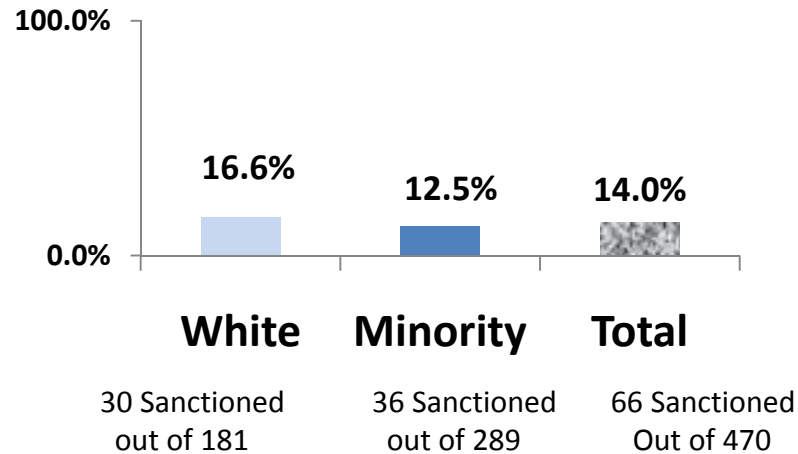
Total # students and total # of incidences



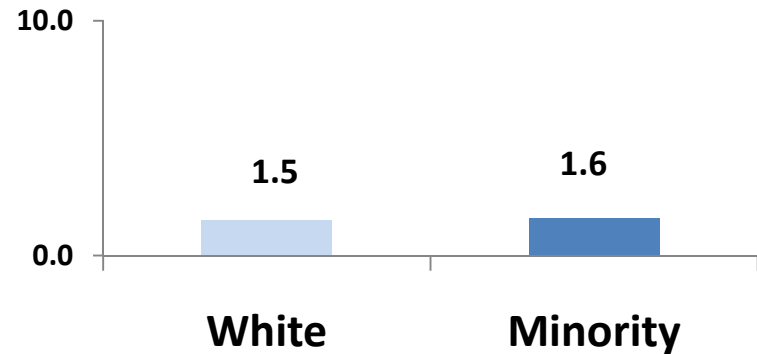
Distribution of sanctions for 1st incident



% of total school population with incident

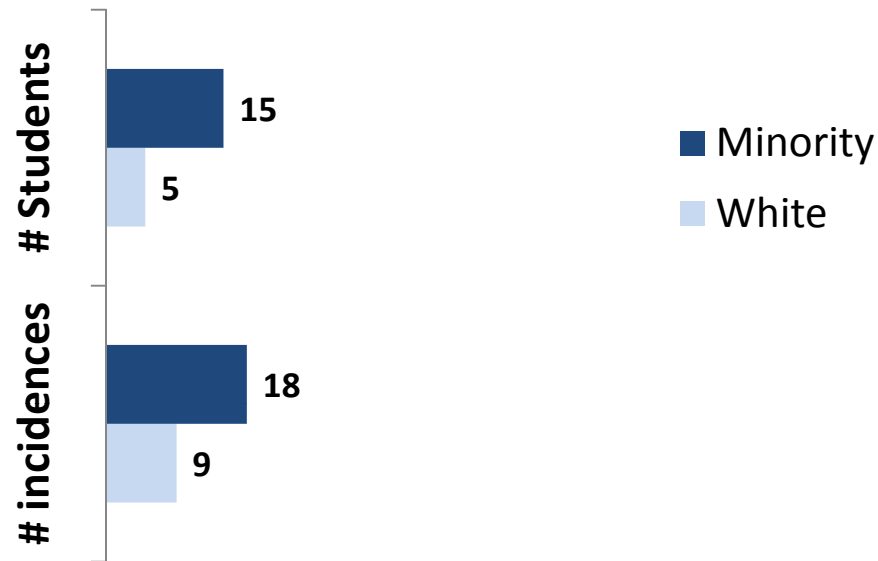


Average number of incidences per group

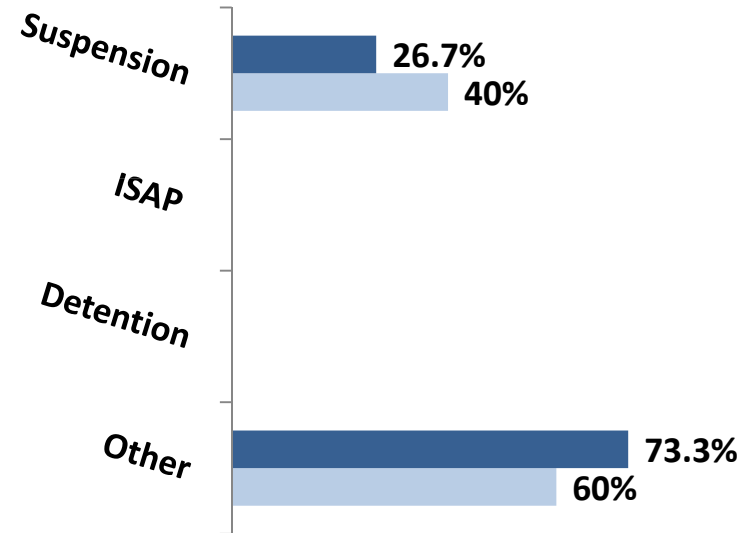


Westport TAPP: 2007-08 Disruptive Behavior

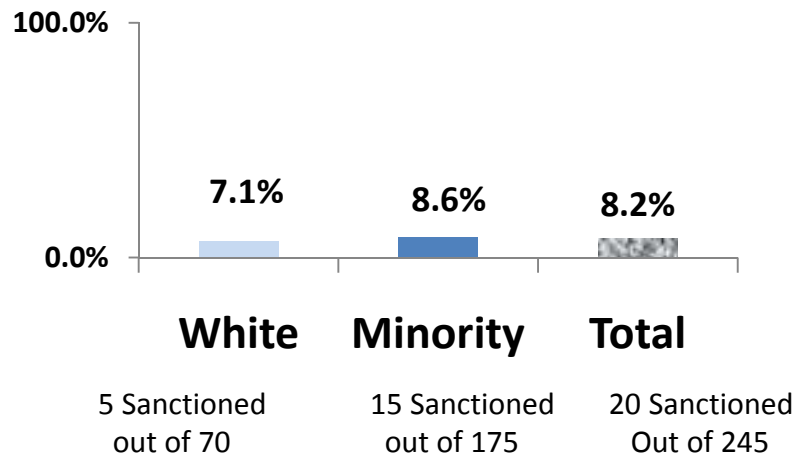
Total # students and total # of incidences



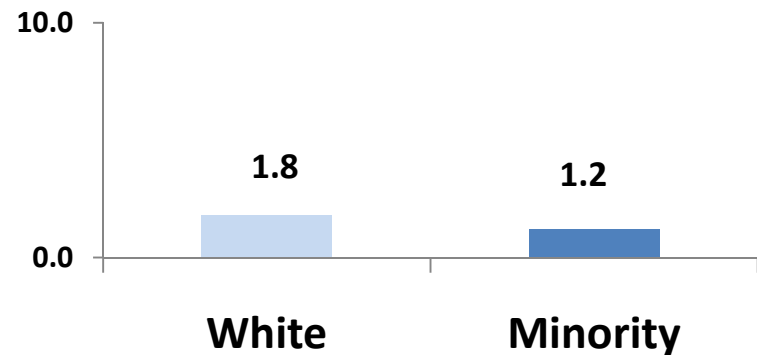
Distribution of sanctions for 1st incident



% of total school population with incident

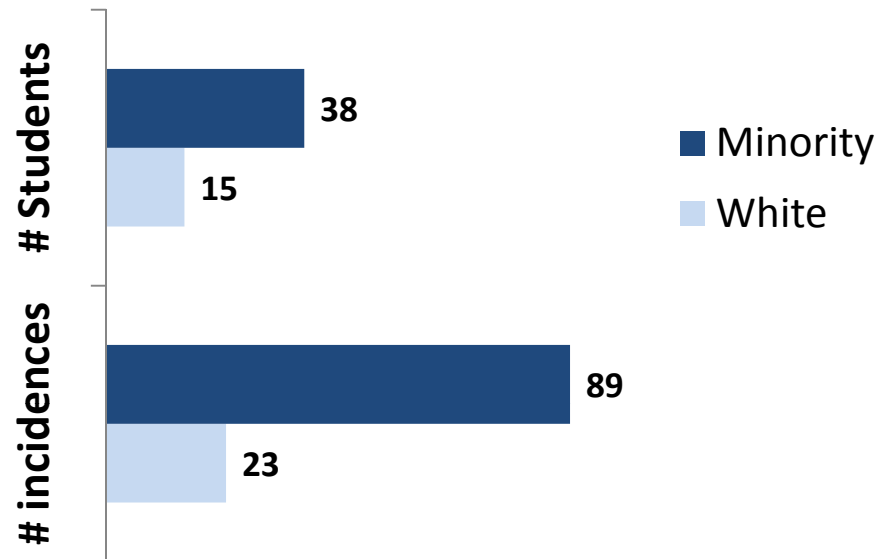


Average number of incidences per group

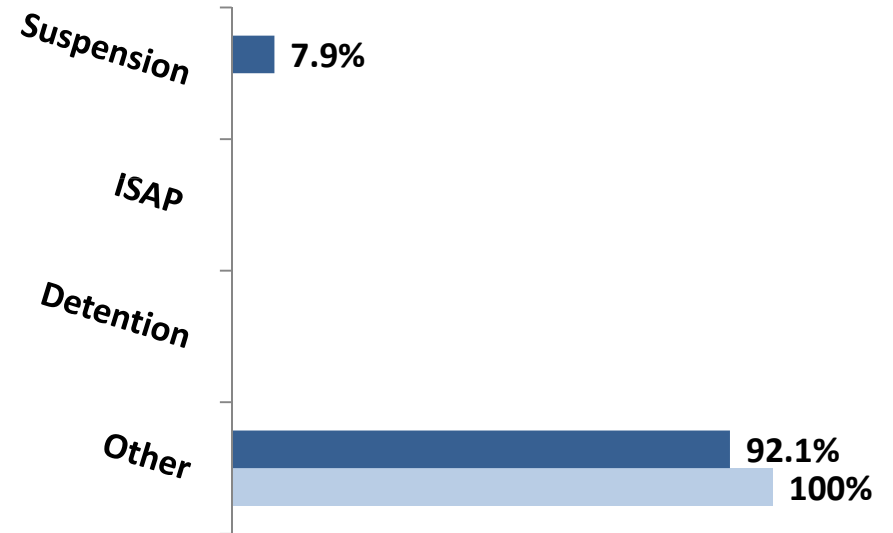


Waller-Williams: 2007-08 Disruptive Behavior

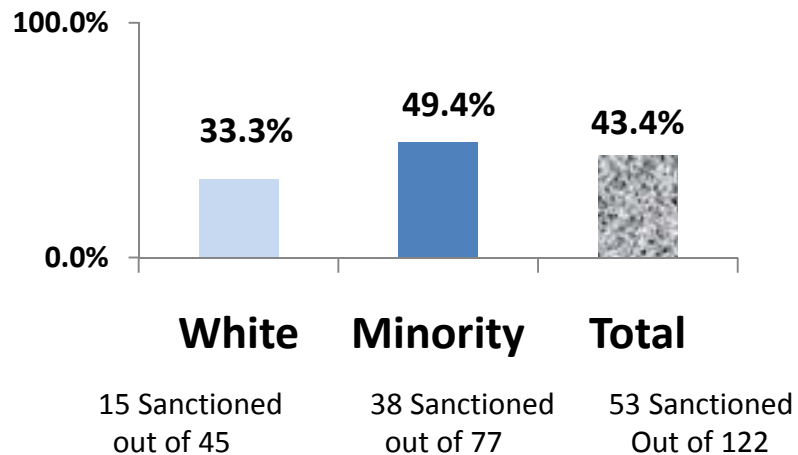
Total # students and total # of incidences



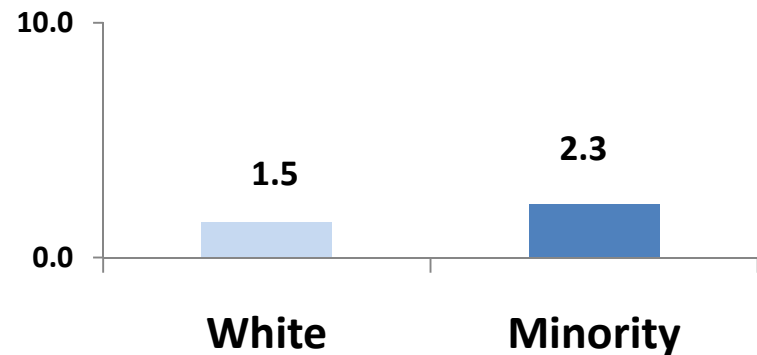
Distribution of sanctions for 1st incident



% of total school population with incident

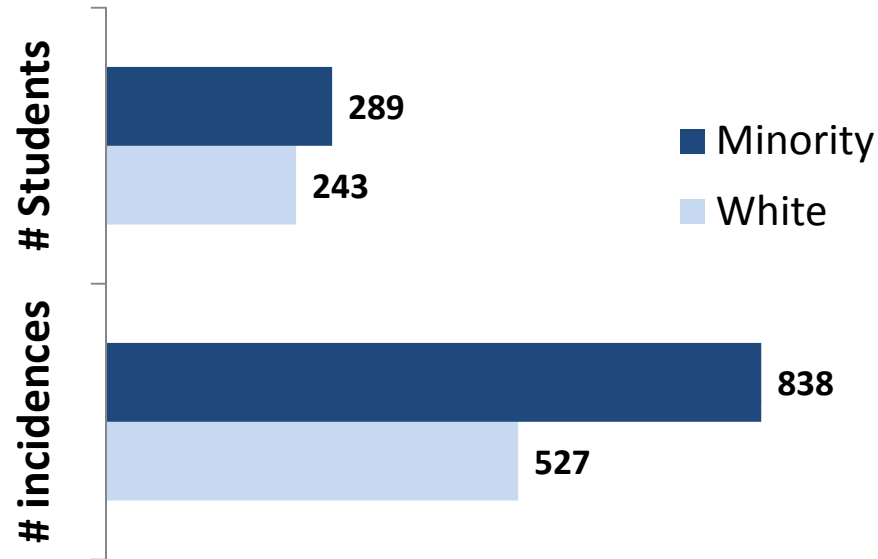


Average number of incidences per group

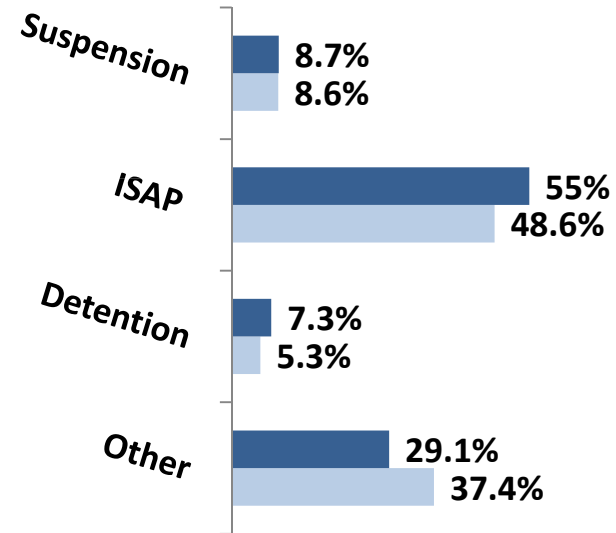


Combined Schools Average: 2007-08 Disruptive Behavior

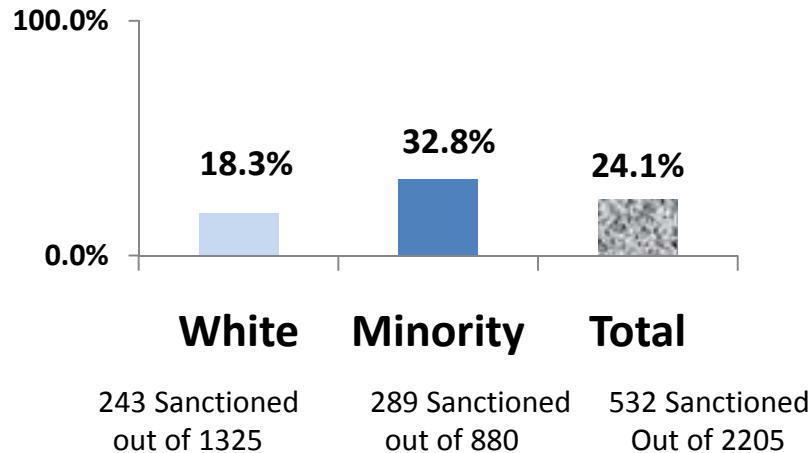
Total # students and total # of incidences



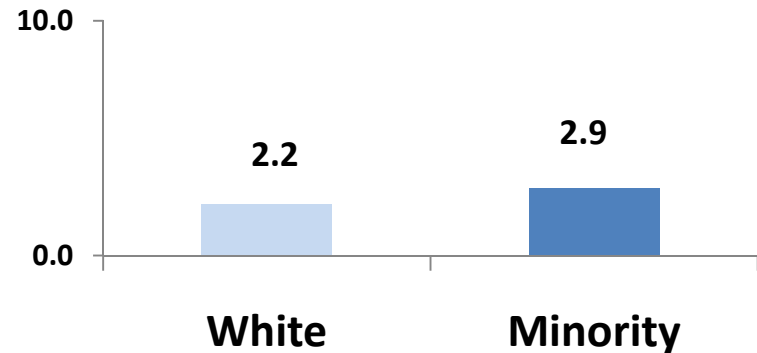
Distribution of sanctions for 1st incident



% of total school population with incident

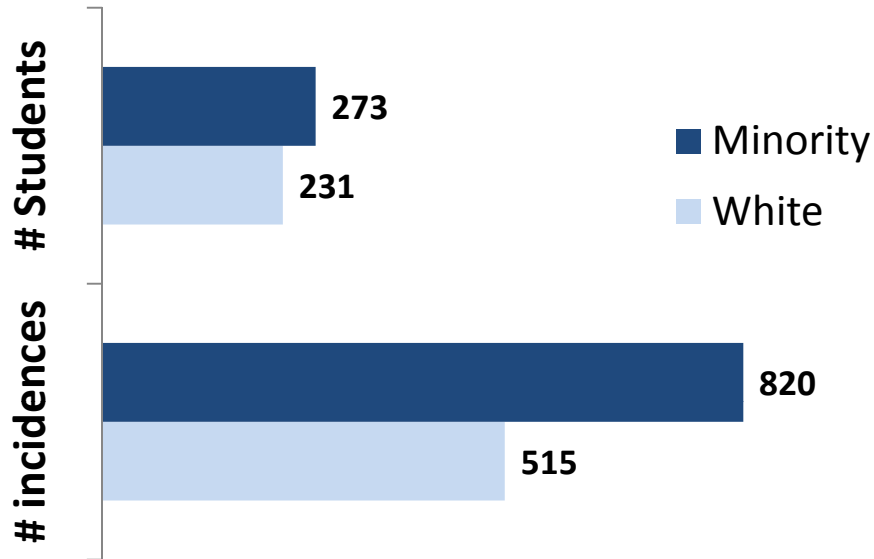


Average number of incidences per group

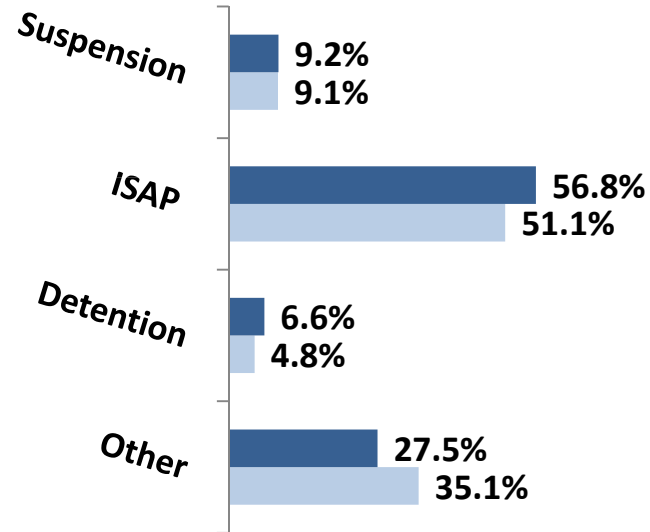


Moore: 2007-08 Disruptive Behavior

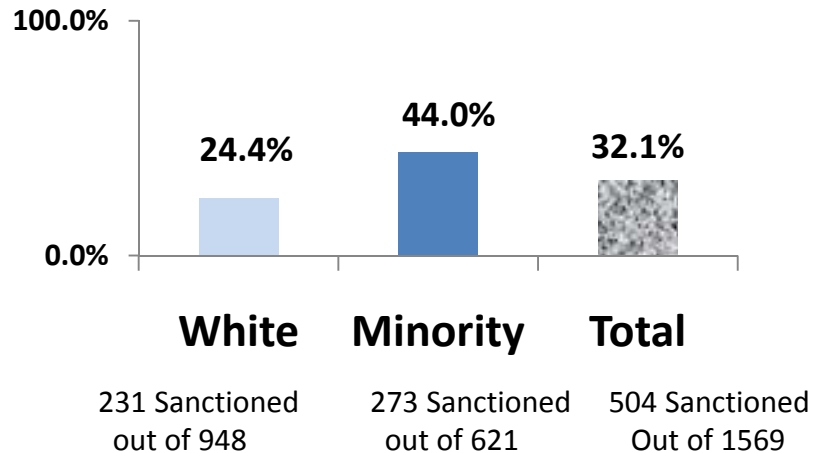
Total # students and total # of incidences



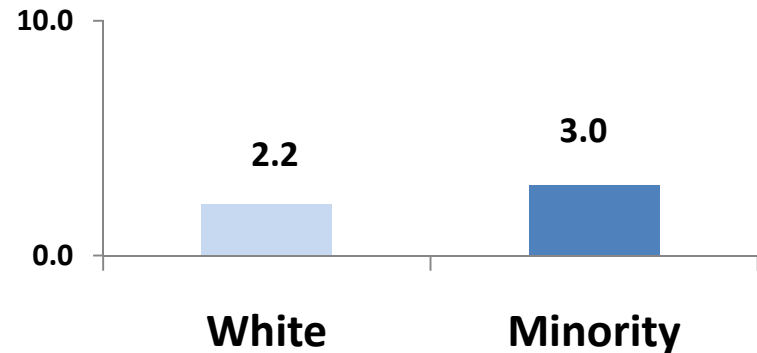
Distribution of sanctions for 1st incident



% of total school population with incident

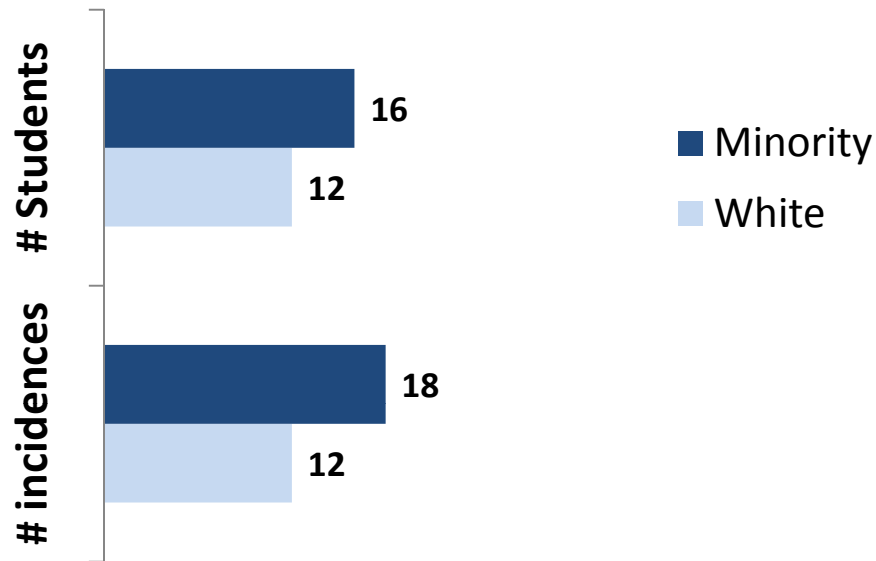


Average number of incidences per group

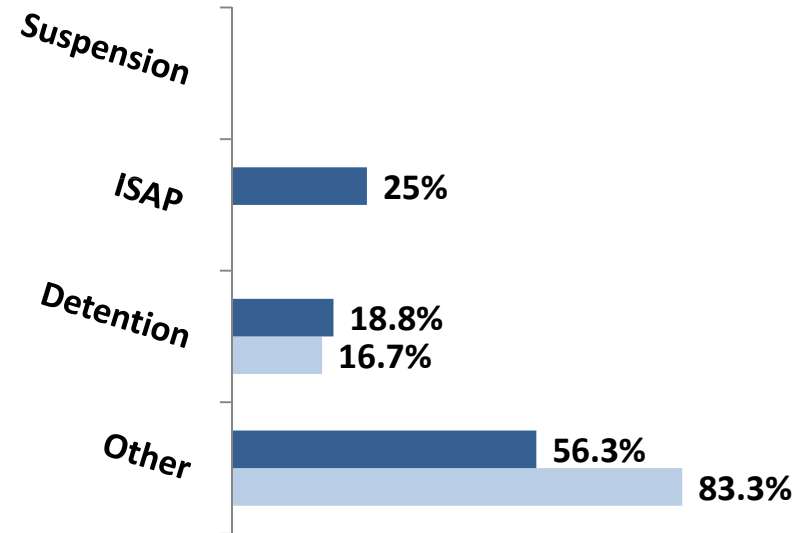


Brown: 2007-08 Disruptive Behavior

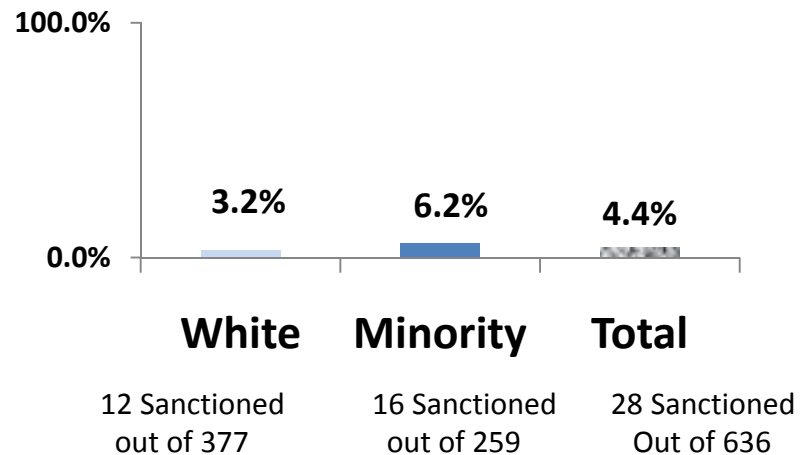
Total # students and total # of incidences



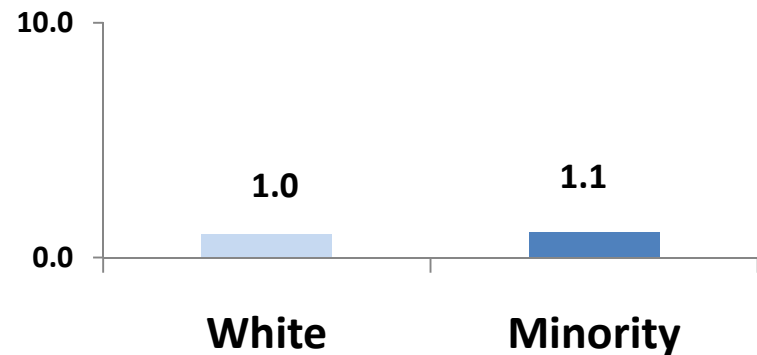
Distribution of sanctions for 1st incident



% of total school population with incident

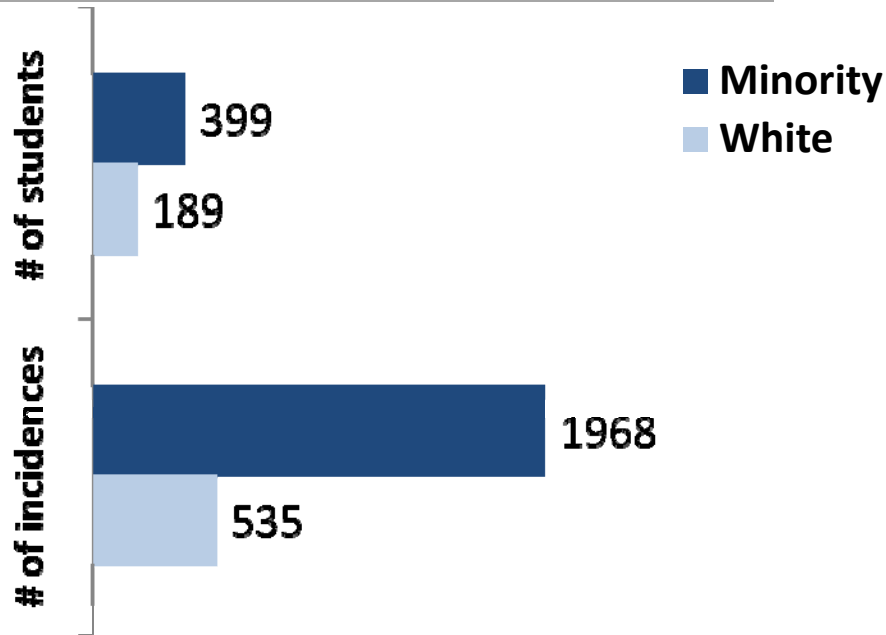


Average number of incidences per group

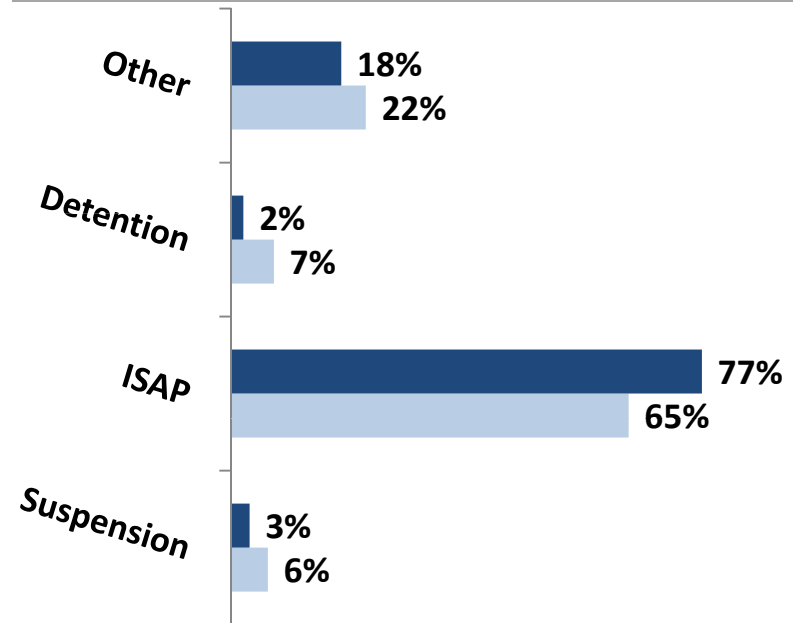


School Name: 2007-08 Disruptive Behavior

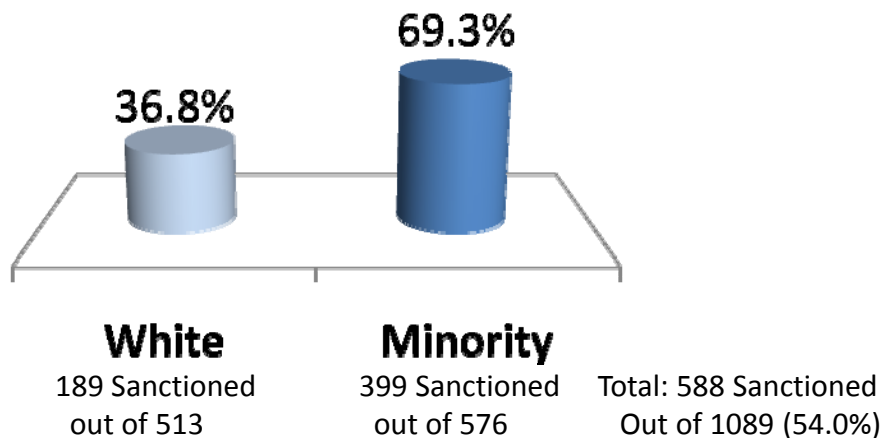
Total # students and total # of incidences



Distribution of sanctions for 1st incident



% of total school population with incident



Average number of incidences per group

