

Connection Title: **Equitable Discipline Practices: Differences in the rates at which students from key demographic subgroups ever experience different forms of school discipline (office referrals, suspensions, expulsions, restraint, and seclusion)**

Selected Descriptors:

Educational Process: Societal Perspectives->Discipline
Educational Process: Societal Perspectives->Expulsion
Educational Process: Societal Perspectives->Suspension
Education-to-Workforce (E-W) Indicator Framework ->EQ5: Early grades student performance indicators
Education-to-Workforce (E-W) Indicator Framework ->EQ7: Disproportionate exclusionary discipline practices
Education-to-Workforce (E-W) Indicator Framework ->EQ10: Schools with safe, inclusive, and supportive environments
Education-to-Workforce (E-W) Indicator Framework ->EQ11: On track for high school graduation indicators

Author: Education-to-Workforce Collaborators Group

Location: More Than One State

Source for CEDS Connection Information: Education-to-Workforce Indicator Framework (<https://educationtoworkforce.org/>)

Description of CEDS Connection:

This Connection identifies the CEDS elements needed to measure the rate at which students experience different forms of discipline. This Connection supports the Education-to-Workforce Indicator Framework.

Go Further with this Connection

You can use this Connection with your own data system. Click on the myConnect logo to apply the elements from your shared map to this Connection.



Data Elements

Metric

CEDS Elements:

A. K12 -> Calendar -> Session -> School Year
B. K12 -> K12 School -> Directory -> School Level
C. K12 -> K12 School -> Identification -> School Identification System
D. K12 -> K12 School -> Identification -> School Identifier
E. K12 -> K12 Student -> Academic Record -> Student Course Section Grade Earned
F. K12 -> K12 Student -> Demographic -> Hispanic or Latino Ethnicity
G. K12 -> K12 Student -> Demographic -> Race
H. K12 -> K12 Student -> Disability -> Disability Status
I. K12 -> K12 Student -> Disability -> IDEA Indicator
J. K12 -> K12 Student -> Disability -> Section 504 Status
K. K12 -> K12 Student -> Disability -> Status End Date
L. K12 -> K12 Student -> Disability -> Status Start Date
M. K12 -> K12 Student -> Discipline -> Disciplinary Action End Date
N. K12 -> K12 Student -> Discipline -> Disciplinary Action Start Date
O. K12 -> K12 Student -> Discipline -> Disciplinary Action Taken
P. K12 -> K12 Student -> Economically Disadvantaged -> Economic Disadvantage Status
Q. K12 -> K12 Student -> IDEA -> Program Participation Exit Date
R. K12 -> K12 Student -> IDEA -> Program Participation Start Date
S. K12 -> K12 Student -> Identity -> Student Identification System
T. K12 -> K12 Student -> Identity -> Student Identifier
U. K12 -> LEA -> Identification -> Local Education Agency Identification System
V. K12 -> LEA -> Identification -> Local Education Agency Identifier
W. K12 -> SEA -> Identification -> State Agency Identification System
X. K12 -> SEA -> Identification -> State Agency Identifier

Elements Not Currently in CEDS:

A. Disciplinary Action Taken (new option)

Disaggregates

CEDS Elements:

A. Adult Education -> AE Student -> Status -> Low-income Status
B. K12 -> K12 School -> Directory -> Administrative Funding Control
C. K12 -> K12 School -> Directory -> Charter School Type
D. K12 -> K12 School -> Directory -> School Type
E. K12 -> K12 Student -> Demographic -> Birthdate
F. K12 -> K12 Student -> Demographic -> Hispanic or Latino Ethnicity
G. K12 -> K12 Student -> Demographic -> Military Connected Student Indicator
H. K12 -> K12 Student -> Demographic -> Race
I. K12 -> K12 Student -> Demographic -> Rural Residency Status
J. K12 -> K12 Student -> Demographic -> Sex
K. K12 -> K12 Student -> Disability -> Disability Status
L. K12 -> K12 Student -> Disability -> IDEA Indicator
M. K12 -> K12 Student -> Disability -> Primary Disability Type
N. K12 -> K12 Student -> Disability -> Section 504 Status
O. K12 -> K12 Student -> Disability -> Status End Date
P. K12 -> K12 Student -> Disability -> Status Start Date
Q. K12 -> K12 Student -> Discipline -> Disciplinary Action End Date
R. K12 -> K12 Student -> Discipline -> Disciplinary Action Start Date

Elements Not Currently in CEDS:

Date
 S. K12 -> K12 Student -> Discipline -> Disciplinary Action Taken
 T. K12 -> K12 Student -> Economically Disadvantaged -> Eligibility Status for School Food Service Programs
 U. K12 -> K12 Student -> English Learner -> English Learner Status
 V. K12 -> K12 Student -> English Learner -> Program Participation Exit Date
 W. K12 -> K12 Student -> English Learner -> Program Participation Start Date
 X. K12 -> K12 Student -> Homeless -> Homeless Serviced Indicator
 Y. K12 -> K12 Student -> Homeless -> Homelessness Status
 Z. K12 -> K12 Student -> Homeless -> Status End Date
 AA. K12 -> K12 Student -> Homeless -> Status Start Date
 AB. K12 -> K12 Student -> IDEA -> Program Participation Exit Date
 AC. K12 -> K12 Student -> IDEA -> Program Participation Start Date
 AD. K12 -> K12 Student -> Individualized Program -> Student Support Service Type
 AE. K12 -> K12 Student -> Language -> ISO 639-3 Language Code
 AF. K12 -> K12 Student -> Language -> Language Type
 AG. K12 -> K12 Student -> Migrant -> Migrant Status
 AH. K12 -> K12 Student -> Migrant -> Program Participation Exit Date
 AI. K12 -> K12 Student -> Migrant -> Program Participation Start Date
 AJ. K12 -> K12 Student -> Program -> Program Participation Exit Date
 AK. K12 -> K12 Student -> Program -> Program Participation Start Date
 AL. K12 -> K12 Student -> Program -> Program Type
 AM. K12 -> Organization -> Identification -> Organization Type

► Analysis Recommendations

General Connection Information

CEDS elements are shown in ***bold/italized*** font.

This metric is part of the Education-to-Workforce (E-W) Indicator Framework, specifically “System Conditions” which pertain to key institutional or systemic environments, policies, and practices within and across E-W systems that support positive E-W outcomes.

This metric is a measurement for a key indicator "Equitable discipline practices" and measures whether schools treat students similarly and appropriately for disciplinary infractions.

Calculating a Response

Differences in the rates at which students from key demographic subgroups ever experience different forms of school discipline (office referrals, suspensions, expulsions, restraint, and seclusion) relative to those students' representation in their school population as a whole.

NOTE: This Connection can be modified to specify the collection from which the data are being pulled, for example, if your state collects general education and special education data separately.

Use the following CEDS elements to identify the school year:

- ***School Year***= most recent school year, representing July 1 through June 30

Use the following CEDS elements to determine the universe of students:

- Pull all unique students which is determined by using a unique *Student Identifier* where *Student Identification System* = *State*

Where the student:

- is associated with a State Education Agency through the *State Agency Identifier* where *State Agency Identification System* = *SEA*
- is associated with a Local Education Agency through the *Local Education Agency Identifier* where *Local Education Agency Identification System* = *SEA*
- is associated with a K12 school through the *School Identifier* where *School Identification System* = *SEA*

Determine the proportion of each demographic subgroup from the universe of students: *NOTE: Demographic subgroups identified on the E-W Indicator Framework website for this metric include Race, Socioeconomic Background, and Disability Status.*

Demographic Subgroup: Race

From the universe of students, filter students by race using the following CEDS element:

- *Race* = American Indian or Alaska Native
- *Race* = Asian
- *Race* = Black or African American
- *Race* = Demographic Race Two or More Races
- *Race* = Native Hawaiian or Pacific Islander
- *Race* = Race and Ethnicity Unknown
- *Race* = White
- *Hispanic or Latino Ethnicity* = Yes

Calculate the percentage of students by racial ethnic group:

- Count the number of students.
- Count the number of American Indian or Alaska Native students.
- Divide the number of American Indian or Alaska Native students by the number of students and multiply by 100.

Repeat steps 1-3 for each additional Race category.

Demographic Subgroup: Socioeconomic Background

From the universe of students, filter students by socioeconomic status using the following CEDS element:

- *Economic Disadvantage Status* = Yes

Calculate the percentage of students by socioeconomic status:

- Count the number of students.
- Count the number of economically disadvantaged students.
- Divide the number of economically disadvantaged students by the number of students and multiply by 100.

Demographic Subgroup: Disability Status

From the universe of students, filter students by disability status using the following CEDS elements:

- *Disability Status* = Yes
- *Status Start Date* ≤ the school year being reported
- *Status End Date* ≥ the school year being reported
- *IDEA Indicator* = Yes
- *Program Participation Begin Date* ≤ the school year being reported
- *Program Participation End Date* ≥ the school year being reported
- *504 Status* = Yes

- *Status Start Date* ≤ the school year being reported
- *Status End Date* ≥ the school year being reported

Calculate the percentage of students by disability status:

- Count the number of students.
- Count the number of students with disabilities.
- Divide the number of students with disabilities by the number of students and multiply by 100.

Determine the proportion of each demographic subgroup by disciplinary action taken:

Demographic Subgroup: Race

Office Discipline Referral: Filter students by:

- *Race* = American Indian or Alaska Native, where
- *Disciplinary Action Taken* = Office Discipline Referral
- Count the number of American Indian or Alaska Native students.
- Count the number of American Indian or Alaska Native students who received an office discipline referral.
- Divide the number of American Indian or Alaska Native students who received an office discipline referral by the number of American Indian or Alaska Native students and divide by 100.
- Repeat steps 1 through 5 for each additional race category.

Bus Suspension: Filter students by

- *Race* = American Indian or Alaska Native, where
- *Disciplinary Action Taken* = Bus suspension
- Count the number of American Indian or Alaska Native students.
- Count the number of American Indian or Alaska Native students who received a bus suspension.
- Divide the number of American Indian or Alaska Native students who received a bus suspension by the number of American Indian or Alaska Native students and divide by 100.
- Repeat steps 1 through 5 for each additional race category.

Suspension, after school: Filter students by

- *Race* = American Indian or Alaska Native, where
- *Disciplinary Action Taken* = Suspension, after school
- Count the number of American Indian or Alaska Native students.
- Count the number of American Indian or Alaska Native students who received after school suspension.
- Divide the number of American Indian or Alaska Native students who received after school suspension by the number of American Indian or Alaska Native students and divide by 100.
- Repeat steps 1 through 5 for each additional race category.

Suspension, in-school: Filter students by

- *Race* = American Indian or Alaska Native, where
- *Disciplinary Action Taken* = Suspension, in-school
- Count the number of American Indian or Alaska Native students.
- Count the number of American Indian or Alaska Native students who received in-school suspension.
- Divide the number of American Indian or Alaska Native students who received in-school suspension by the number of American Indian or Alaska Native students and divide by 100.
- Repeat steps 1 through 5 for each additional race category.

Suspension, out of school: Filter students by

- *Race* = American Indian or Alaska Native, where
- *Disciplinary Action Taken* =
- Suspension, out of school, greater than 10 consecutive school days; or
- Suspension, out of school, separate days cumulating to more than 10 school days; or
- Suspension, out of school, with services; or
- Suspension, out of school, without services.
- Count the number of American Indian or Alaska Native students.
- Count the number of American Indian or Alaska Native students who received any type of out of school suspension.
- Divide the number of American Indian or Alaska Native students who received any type of out of school suspension by the number of American Indian or Alaska Native students and divide by 100.
- Repeat steps 1 through 5 for each additional race category.

Expulsion: Filter students by

- *Race* = American Indian or Alaska Native, where
- *Disciplinary Action Taken* =
- Change of placement (reassignment), resulting from an expulsion hearing; or
- Expulsion with services; or
- Expulsion without services.
- Count the number of American Indian or Alaska Native students.
- Count the number of American Indian or Alaska Native students who received any type of expulsion.
- Divide the number of American Indian or Alaska Native students who received any type of expulsion and divide by 100.
- Repeat steps 1 through 5 for each additional race category.

Restraint, and Seclusion: Filter students by

- *Race* = American Indian or Alaska Native, where
- *Disciplinary Action Taken* = Mechanical restraint; Physical restraint; or Seclusion
- Count the number of American Indian or Alaska Native students.
- Count the number of American Indian or Alaska Native students who received mechanical or physical restraint.
- Divide the number of American Indian or Alaska Native students who received mechanical or physical restraint by the number of American Indian or Alaska Native students and divide by 100.

NOTE: In your state, if restraint and seclusion are (1) not considered disciplinary actions and/or (2) not included in your SLDS, then use whatever system is the source for the data.

- Repeat steps 1 through 5 for each additional race category.

Repeat the process used above for the remaining demographic subgroups (Socioeconomic Background and Disability Status).

Once you have calculated the discipline rates for each demographic subgroup, compare the rates to identify disparities.

Disaggregate by Home Language

Use the following CEDS elements to disaggregate the final set of students by Home Language:

- *Language Type* = Home Language; and
- *ISO 639-3 Language Code* ≠ Eng; and/or
- *English Learner Status* = Yes

Disaggregate by Homelessness

Use the following CEDS elements to disaggregate the final set of students by Homelessness:

- *Homelessness Status* = Yes
- *Homeless Serviced Indicator* = Yes
- *Status Start Date* ≤ the school year being reported
- *Status End Date* ≥ the school year being reported

Disaggregate by Sex

**Note: CEDS does not have a Gender element. While Sex is not a proxy for Gender it is the closest approximation currently available.*

**Note: Male + Female will not always equal 100% for states that have more choices beyond male and female.*

Use the following CEDS elements to disaggregate the final set of students by Sex:

- *Sex* = Male, Female, or Not Selected

Disaggregate by Urbanicity

Use the following CEDS element to disaggregate the final set of students by Urbanicity.

- *Rural Residency Status* = Yes (indicating Rural) or No (indicating Urban)

Disaggregate by Migrant Family Household

Use the following CEDS elements to disaggregate the final set of students by Migrant Family Household:

- **Migrant Status** = Yes, No
- **Program Participation Start Date** ≤ the school year being reported
- **Program Participation Exit Date** ≥ the school year being reported

Disaggregate by Parental Education Level

Use the following CEDS element to disaggregate the final set of students by Parental Education Level:

- **Highest Level of Education Completed** = Determine what the highest level of education completed is for the parents/guardians of the student

Disaggregate by English Learner

Use the following CEDS elements to disaggregate the final set of students by English Learner:

- **English Learner Status** = Yes, No
- **Program Participation Start Date** ≤ the school year being reported
- **Program Participation Exit Date** ≥ the school year being reported

Disaggregate by School Type

Use the following CEDS elements to disaggregate the final set of students by K12 School Type:

- **Charter School Type** = School Charter or College University or NA; and
- **School Type** = Regular, Special, Career and Technical, Alternative or Reportable
- **Administrative Funding Control** = Public School, Private School, or Other
- **Organization Type** = K12 School, Education Institution

Disaggregate by Age Group

Use the following CEDS element to disaggregate the final set of students by Age Group:

- **Birthdate** = Age as of October 1 of the school year being reported

Disaggregate by Individuals or Family Military Status

Use the following CEDS elements to disaggregate the final set of students by Individuals or Family Military Status:

- **Military Connected Student Indicator** = Not Military, Active Duty, National Guard or Reserve, or Unknown

Disaggregate by Justice Involvement

Use the following CEDS elements to disaggregate the final set of students by Justice Involvement:

- **Disciplinary Action Taken** = 03088 (Juvenile Justice Referral), 03089 (Law enforcement referral), or 75000 (Placed in juvenile detention center)
- **Disciplinary Action Start Date** ≤ the school year being reported
- **Disciplinary Action End Date** ≥ the school year being reported

Disaggregate by Individual with Current or Past Child Welfare Involvement

Use the following CEDS elements to disaggregate the final set of students by Individual with Current or Past Child Welfare Involvement:

- **Program Type** = 75000 (Foster Care)
- **Student Support Service Type** = 00295 (Children's protective services)
- **Program Participation Start Date** ≤ the school year being reported
- **Program Participation Exit Date** ≥ the school year being reported

Disaggregate by Income Level

Use the following CEDS elements to disaggregate the final set of students by Income Level:

- **Eligibility Status for School Food Service Programs** = Free, Full price, Reduced price, Other
- **Low-income Status** = Yes, or No

► Related Connections

No related connections

► Related References

A. Title: Education-to-Workforce Indicator Framework; Source: Education-to-Workforce Indicator Framework (see <https://educationtoworkforce.org/>)

Author's Comments/Additional Information

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