

# Regression Modeling: Predictors of School Discipline Incidents Across Illinois Schools

Capstone

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## **Question**

Why it matters, Problem statement



## **Findings**

Trends and insights surfaced through EDA and modeling



#### **Process**

Data collection, cleaning, & Pre-processing



#### **Next Steps**

Reflections on what I'd do differently & suggestions to stakeholder

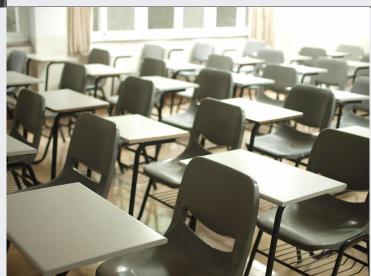


# 1 in 4

Illinois ranked the highest for suspension rate of Black students

# **IL-SB100**

Passed in 2015



# Question

Using a regression model, can we determine which characteristics of a school are most predictive of suspension and expulsions in Illinois schools?

## THE DATA



# IL STATE BOARD OF EDUCATION (ISBE)

Discipline, demographics (race, EL, low-income), mobility, truancy, financial, math/ELA proficiency



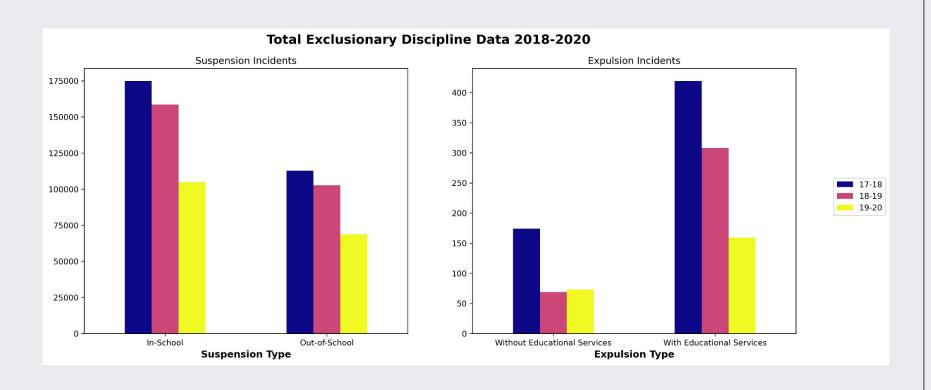
## NATIONAL CENTER FOR EDUCATION STATISTICS (NCES)

District size, school region type, charter status, income-to-poverty ratio

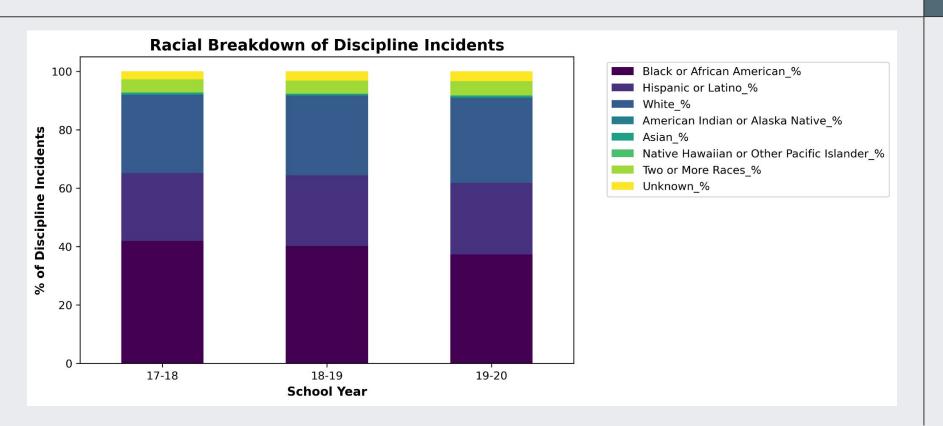
# CLEANING/PRE-PROCESSING

- Standard data cleaning
- Merged datasets together to create final dataset with all features
- KNNImputer & SimpleImputer
- Engineered new features
- OneHotEncoder
- VIF (Variance Inflation Factor)

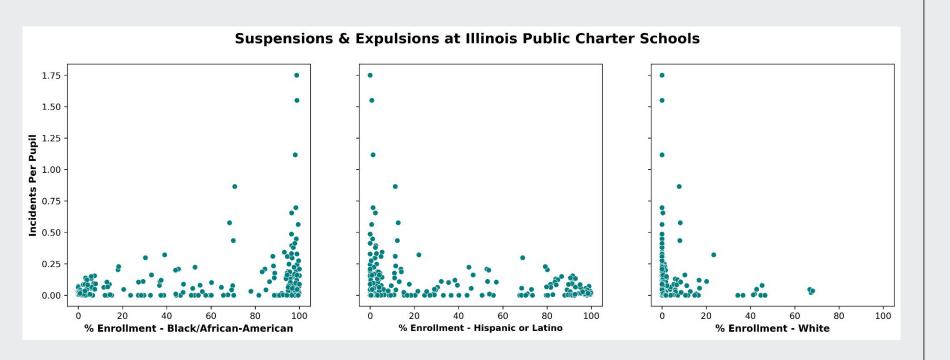
# Volume of suspensions and expulsions on the decline across the state



# Black & LatinX students continue to make up a higher percentage of discipline incidents.



# In Illinois public charter schools, higher % enrollment of Black students show increase in incidents per pupil



## MODELING

- Model 1 Target total volume of discipline incidents
- Model 2 Target- discipline incidents per pupil

## **XGBoost Permutation Feature Importance**

- > Student Attendance Rate
- Per Pupil Spending
- > % of Students Black or African American
- % Math Proficiency Low Income

#### **School Comparison**

|  | SCHOOL 1 | SCHOOL 2 |
|--|----------|----------|
| Student Attendance Rate                    | 88.6% —  | 83.8%    |
| Per Pupil Spending                         | \$8.4K   | \$8.2K   |
| % of Students Black or<br>African-American | 64.9%    | 64.8%    |
| % Math Proficiency - Low<br>Income         | 2.5%     | 2.5%     |
| Incidents Per Pupil                        | 3.1      | 4.4      |

School 2 observed 42% higher incidents per pupil value

#### **School Comparison**

|  | SCHOOL 3        | SCHOOL 4 |
|--|-----------------|----------|
| Student Attendance Rate                    | 88.9%           | 88.7%    |
| Per Pupil Spending                         | \$6.4K <b>—</b> | \$8.2K   |
| % of Students Black or<br>African-American | 44.8%           | 47.9%    |
| % Math Proficiency - Low<br>Income         | 2.3%            | 2.1%     |
| Incidents Per Pupil                        | 3.5             | 1.0      |

School 4 observed 71% lower incidents per pupil value

## **School Comparison**

|  | SCHOOL 5 | SCHOOL 6 |
|--|----------|----------|
| Student Attendance Rate                    | 94.4 —   | 86.1     |
| Per Pupil Spending                         | \$7.4K   | \$7.4K   |
| % of Students Black or<br>African-American | 66.3     | 63.3     |
| % Math Proficiency - Low<br>Income         | 16.9% —  | 2%       |
| Incidents Per Pupil                        | 2.8      | 3.6      |

School 6 observed 29% higher incidents per pupil value

# **Recommendations & Next Steps**

- ISBE should investigate suspension and expulsions in public charter schools
- Before adjusting Title IV funding model, test additional models to see if we can say with more confidence the features do impact discipline incidents
  - Obtain more years of data and at a more granular level
  - Additional feature engineering & selection and test additional models such as a neural net