



*What the Data Tell Us: Influences on Keeping Kids in the Classroom, and Out of the Courtroom*

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## Keeping Kids in Classrooms not Courtrooms

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# Keeping Kids in Classrooms not Courtrooms

Our research was able to combine and analyze the Discipline Crime and Violence (DCV) Dataset (DOE), School Safety Audits and School Climate Data (DCJS), Juvenile Referrals and Intakes (DJJ).

We have also analyzed MOUs between Law Enforcement and School Districts, to assess whether and how processes and procedures impact the use of exclusionary discipline and referrals to LE.

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First some context...

CPI's findings of 15.8 students referred to "police or courts". They report using the US DoE Office of Civil Rights reporting, which in turn appears to have imported the "checkbox" in Virginia's DCV dataset:

Was this incident reported to Law Enforcement?

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For the Combined Years 2013-14 & 2014-15

|                   | <b>N=</b> | <b>Rate per 1000<br/>Students</b> |
|-------------------|-----------|-----------------------------------|
| Checkbox          | 39,411    | 15.8                              |
| Potential Matches | 10,668    | 4.2                               |
| True Match        | 5,715     | 2.3                               |

2,488,217 students in Virginia schools in  
2013-14 & 2014-15

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Our data show that, of the “true matches” which appeared at intake associated with a school based offense, 48.0% resulted in a petition, and another 10.1% a petition with a detention order.

The remaining never appeared before a Juvenile Court judge.

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## Research Questions

What are the influences of cultural factors on the STPP in Virginia?

Incidents of exclusionary discipline and referrals to law enforcement are higher among minority students and those with a disability.

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## Cultural Differences in Exclusionary Discipline (per 1000)

|                   | <b>ST</b>     | <b>LT</b>   | <b>365</b>     | <b>Permanent</b> |
|-------------------|---------------|-------------|----------------|------------------|
| White students    | $M = 76.0$    | $M = 1.1$   | $M = .19$      | $M = .05$        |
| Black students    | $M = 176.3^*$ | $M = 3.2^*$ | $M = .36^{**}$ | $M = .14^{***}$  |
| Hispanic students | $M = 76.0$    | $M = 1.4$   | $M = .11$      | $M = .06$        |



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## Cultural Differences in Reports to LE (per 1000)

### Appeared at Intake

|                |            |
|----------------|------------|
| White students | $M = 1.04$ |
|----------------|------------|

|                |            |
|----------------|------------|
| Black students | $M = 1.21$ |
|----------------|------------|

|                   |           |
|-------------------|-----------|
| Hispanic students | $M = .16$ |
|-------------------|-----------|

2013-14 School Year

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|                   | <b>Commonwealth<br/>Schools'<br/>Demographics</b> | <b>Actual Referrals<br/>to Intake Officer</b> |
|-------------------|---|---|
| White students    | 52.4%   | 42.5%   |
| Black students    | 23.0%   | 49.4%   |
| Hispanic students | 13.1%   | 6.5%  |
| Asian Students    | 6.4%  | 0.7%  |
| Other             | 5.2%  | 0.1%  |

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## Exclusionary Discipline based on Disability Status (per 1000 students)

|                            | <b>ST</b>      | <b>LT</b>    | <b>365</b>      | <b>Permanent</b> |
|----------------------------|----------------|--------------|-----------------|------------------|
| Overall                    | $M = 82.46$    | $M = 1.84$   | $M = .251$      | $M = .079$       |
| Students with a Disability | $M = 347.85^*$ | $M = 3.41^*$ | $M = .377^{**}$ | $M = .141$       |

\* Significant at  $p < .001$

\*\* Significant at  $p = .034$

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Appearances at Intake based on  
Disability Status  
(per 1000 students)

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## Appeared at Intake

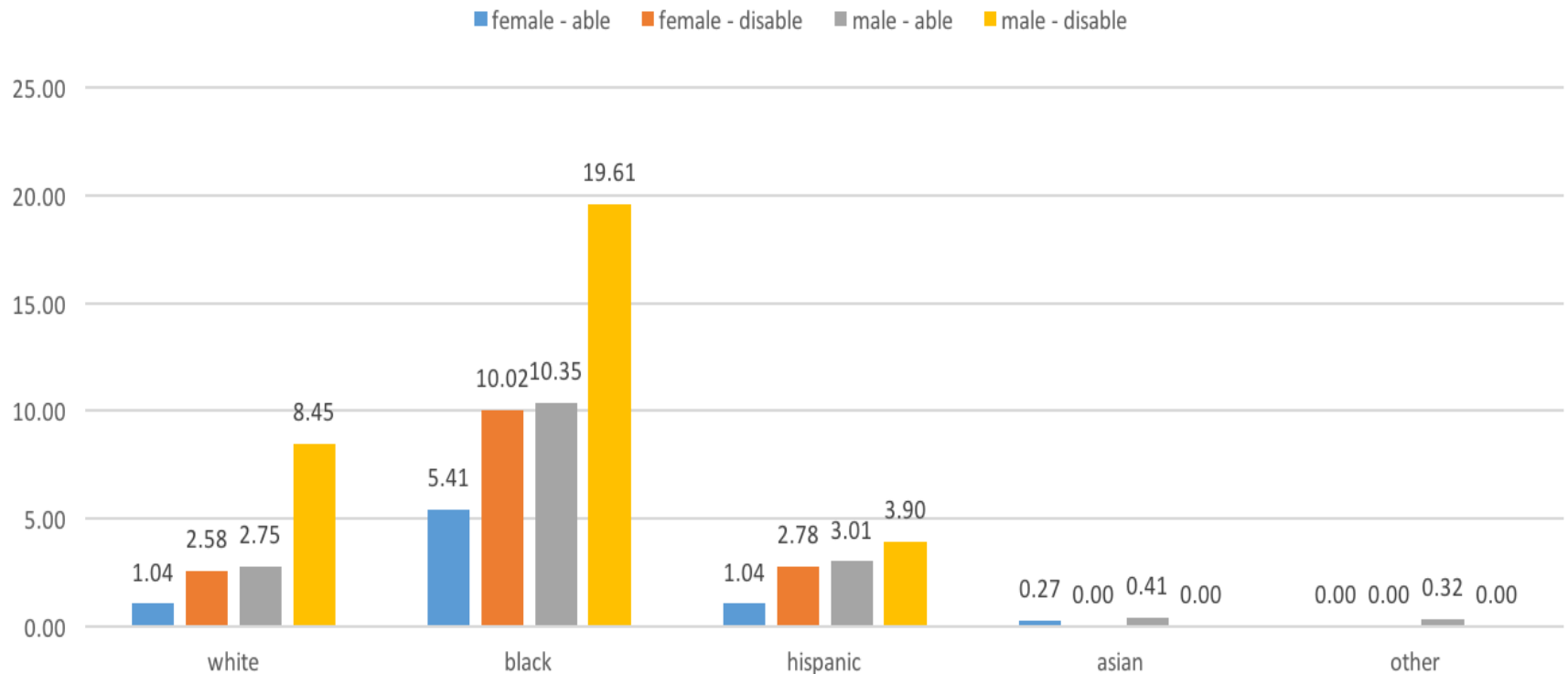
|                            |            |
|----------------------------|------------|
| Overall                    | $M = 2.45$ |
| Students with a Disability | $M = 5.60$ |

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2013-14 School Year

# Keeping Kids in Classrooms not Courtrooms

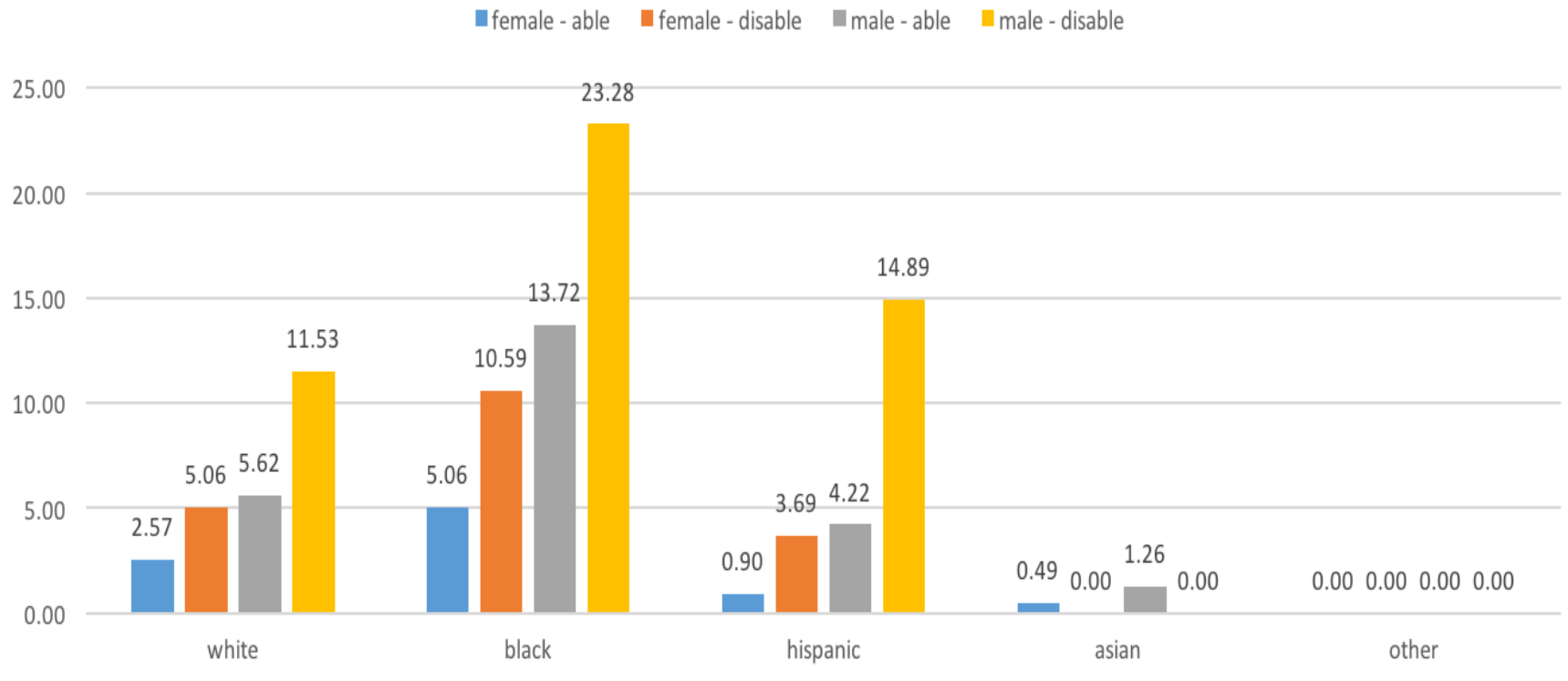
# of students who went to intake officer per 1000 in the population (gender by disability; Middle)



2013-14 School Year

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# of students who went to intake officer per 1000 in the population (gender by disability;  
High)



2013-14 School Year

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Thank You!

Contact info

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