

Information Sharing Among Schools and Community Agencies

A NCSSLE Online Learning Event

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June 2, 2016





Information Sharing Among Schools and Community Agencies

Project Prevent Grantees

Elementary and Secondary School Counseling Grantees

Online Learning Event

June 2, 2016

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- **This is a “Listen-Only” online event.**
- **Opportunities to participate include:**
 - Polling questions
 - Chat boxes
- **Shared materials will be emailed and posted online within a week after the event is over.**

If you are having any audio or other issues, please contact ncssle@air.org and we will be happy to assist you.

Today's Agenda



 Background

2 What Data Should Be Collected and Tracked?

3 What Information Can and Should Be Shared?

4 Wrap-Up



How would you describe your level of understanding of information sharing among schools and community agencies?

- High level of understanding
- Moderate level of understanding
- Very little understanding



In one or two sentences, please share your learning goal for attending the online learning event today in the chat box.

National **nonprofit, nonpartisan** membership association of state government officials

Represents **all three** branches of state government

Provides **practical** advice informed by **the best available evidence**



Realizing top goals set by policymakers requires a strategy to improve school discipline



Make young people feel welcome and supported in school



Close the achievement gap between white students and students of color

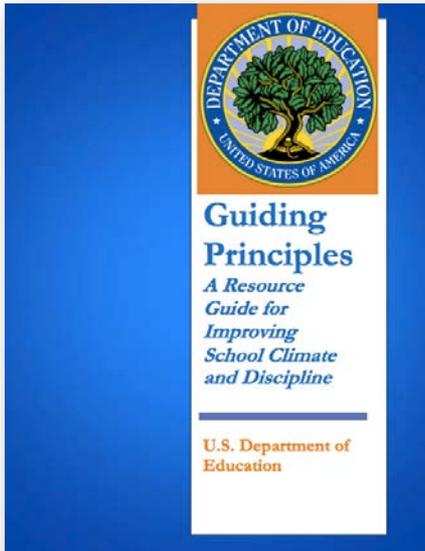


Improve high school graduation rates

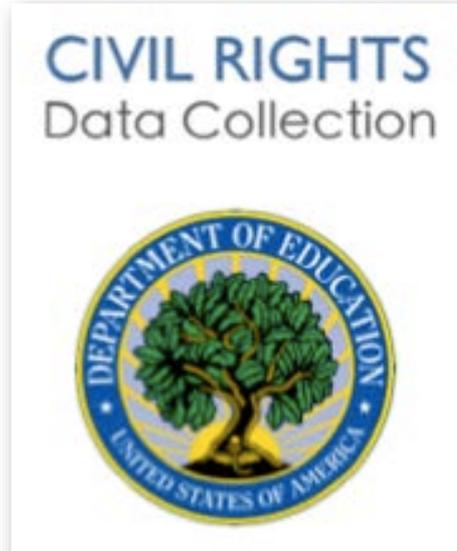


Reduce the number of youth locked up in juvenile correctional facilities for minor offenses

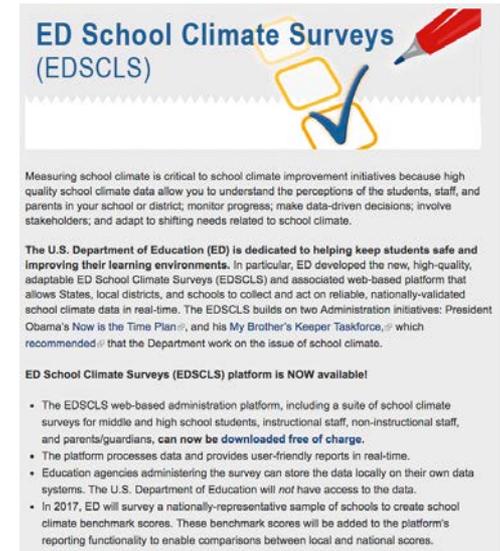
Federal initiatives dedicated to improving school discipline and keeping kids in school



Release of School Discipline Guidance Package



Expansion of US Department of Education Civil Rights Data Collection



Release of School Climate Measurement Tools

A growing number of states are taking action



Several states **introduced** and some have **passed** legislation to improve school discipline in the last few years

And others, such as CA have enacted **comprehensive reforms and policy changes** to tackle school discipline issues

Action is especially prevalent at school district level



**Suspensions Drop in
NYC Schools**



**'Restorative Justice'
A New Approach To
Discipline At School**



**Building Positive
Relationships to
Break the School-
to-Prison Pipeline**



**As Schools Try More
Progressive Forms
of Discipline, the
Focus is on
Discussion**

The School Discipline Consensus Report breaks new ground

Field-Driven and Practical



Consensus-Based



Comprehensive



Conditions for Learning

By creating welcoming, supportive, and secure learning environments, schools can reduce the likelihood that students will misbehave and improve educators' ability to manage student behavior.





Targeted Behavioral Interventions

Some students who are repeatedly involved in their schools' discipline systems may require additional supports and interventions including those that address unmet behavioral health, academic, or other needs.

School-Police Partnerships

Working collaboratively, schools and local law enforcement can ensure schools are safe and that students are not arrested for minor misconduct.



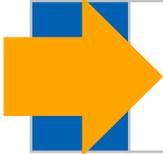


Courts and Juvenile Justice

Recognizing the negative long-term consequences of involvement in the juvenile justice system, every effort should be made to keep students in school and out of court, particularly through diversion of students who commit minor school-based offenses.



1 Background

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3 What Information Can and Should Be Shared?

4 Wrap-Up



How well is your school or district doing with collecting data?

- We are doing very well.
- We are doing moderately well.
- We are not doing well.



In one or two sentences, please share the biggest barrier your school or district has faced with data collection.

The Consensus Report provides recommendations for collecting and reporting multiple measures

DATA COLLECTION

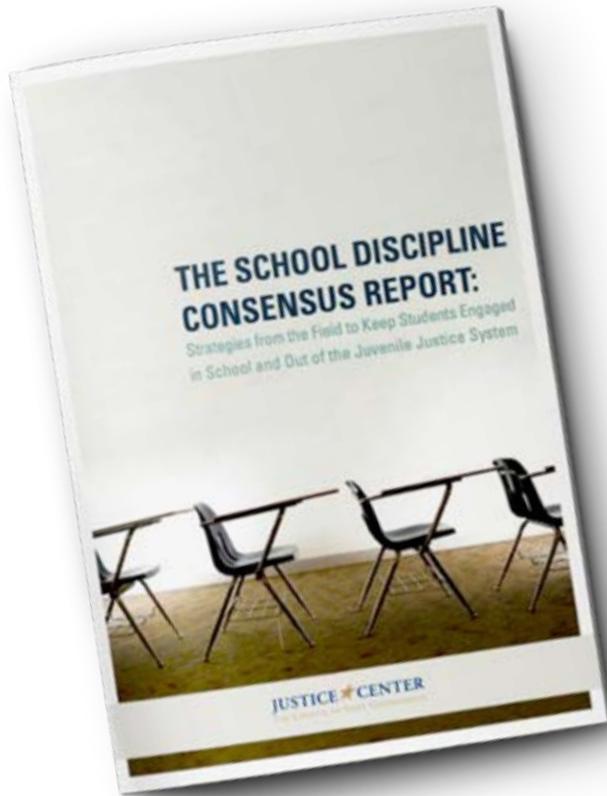


TABLE 1. SCHOOL DISCIPLINE, CLIMATE, AND SAFETY DATA INDICATORS

| Chapter | Objective | Data Collection for Assessment and Planning | Sources |
|-------------------------|---|--|---|
| Conditions for Learning | To assess school climate, conditions for learning, and student engagement, and to inform the development of school improvement plans. | <ul style="list-style-type: none"> ■ Standardized test scores ■ Course grades/course completion ■ Reading/literacy assessments ■ Graduation/dropout rates ■ Office referrals ■ Out-of-school suspensions ■ In-school suspensions/referrals to student planning centers or redirection rooms ■ Expulsions ■ Detentions ■ Attendance/truancy ■ Referrals to alternative placements ■ Referrals to law enforcement ■ Transfers to other schools that are not due to a change in the location of the students' primary residence ■ Perceptions of safety, engagement, and positive climate | <ul style="list-style-type: none"> ■ Campus-level electronic student data system ■ School climate surveys |

Key performance indicators on school discipline

- Number of students **suspended** in- and out-of-school and total number of suspensions
- Number of students **expelled** / total number of expulsions
- **Location and date/time** of the disciplinary event
- Number of students referred to **alternative education** and total number of placements
- Number of students with **multiple disciplinary actions**

Disaggregated by offense type, race, ethnicity, gender, special education, English language learner (ELL) status

Key performance indicators on school safety

- Number of **law enforcement referrals**/number of students referred
- Number of **arrests** from school and total number of students arrested
- Number of calls for **service**
- School-related **court referrals and case outcomes**
- **Tickets issued** on campus
- Weapons, drugs, etc. confiscated

Disaggregated by offense type, race, ethnicity, gender, special education/ELL status

Key performance indicators on school climate

- Student, parent, staff **perceptions** of school safety, engagement, and climate
- **Attendance** and **graduation/dropout rates**
- **Academic performance** and **standardized test scores**
- **Alternatives to discipline** and **referrals to school-based diversion programs**
- **Office referrals** and **referrals to student planning centers**
- **Referrals to alternative placements** and **school transfers**

Disaggregated by race, ethnicity, gender, special education/ELL status

Key performance indicators on targeted behavioral interventions

- Availability of and referrals to behavioral health services
- Referrals to student support teams
- Child welfare placement
- Student mobility status
- Special education referrals and data from IEPs/504 plans

Disaggregated by race, ethnicity, gender, special education/ELL status

Key questions for measuring the impact of school discipline system

- What data are currently **tracked** and has a **baseline** been established?
- Have **improvement targets** been identified for reducing these rates?
- What are **key performance indicators** that can be tracked to measure progress towards achieving these targets?
- How can these data be **collected** and by whom?



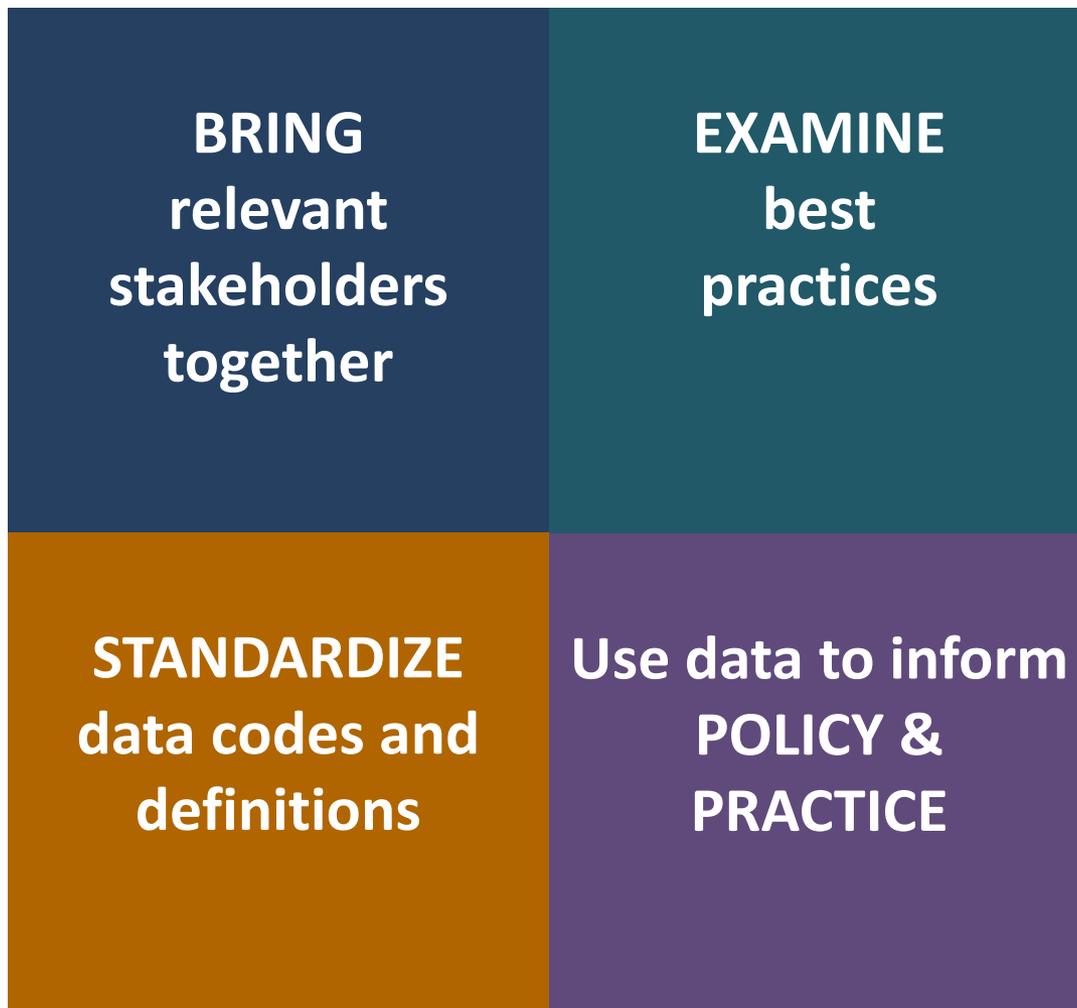
What types of data are your school or district currently collecting? (Check all that apply.)

- School discipline data
- School safety data
- School climate data
- Other (please share in the chat box)



In one or two sentences, please share how data are used to inform decision-making in your school or district.

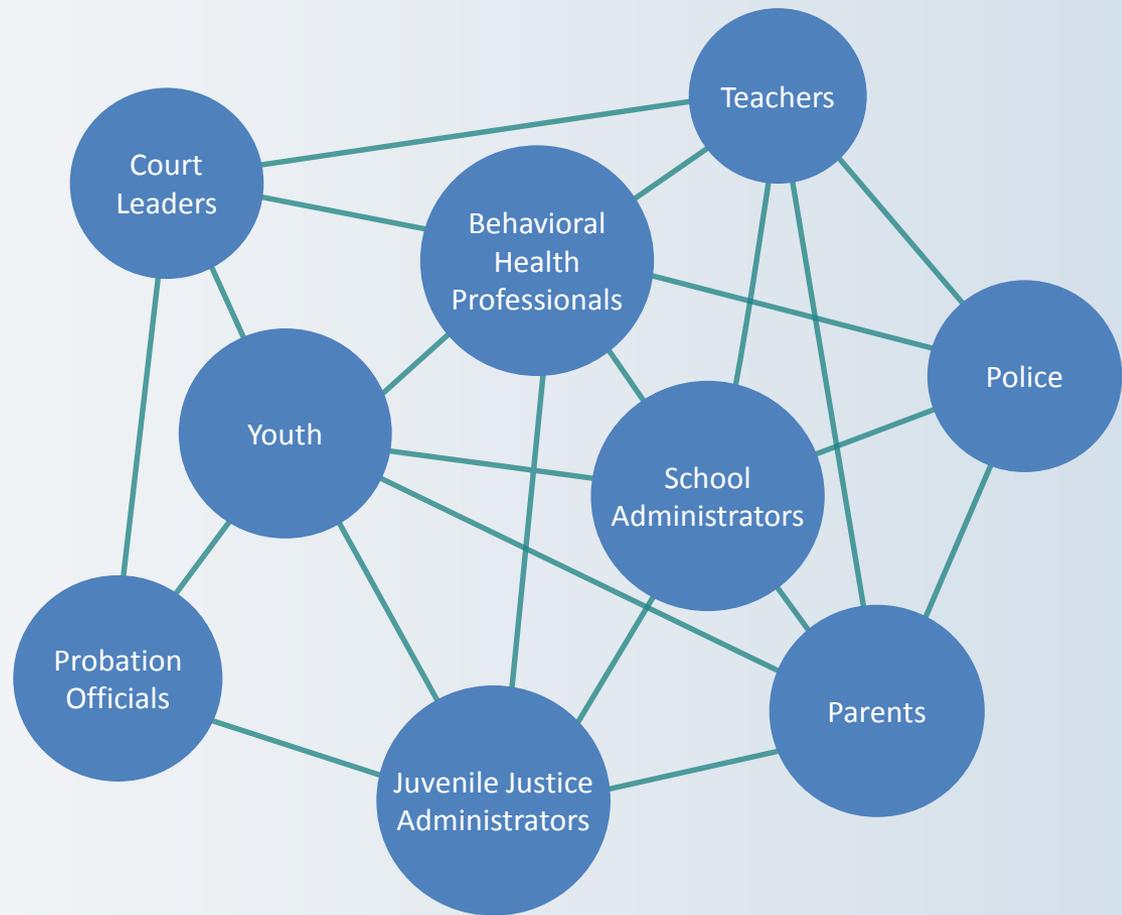
Recommended strategies to improve data collection



Bring people together to review relevant data

Assemble key stakeholders

committed to improving school discipline, climate, and safety, and use data to identify the greatest needs within the jurisdiction



Examine best practices: Wisconsin Dashboard Model



District View

School
[Show Schools](#)

District
Madison Metropolitan

[Change school or district](#)

[District Home Page](#)

[Hide Numbers](#)

[Read about the data](#)

[Scatterplot](#)

[Glossary](#)

[Download Options](#)

What percentage of students were suspended or expelled?

Year: [2012-13](#) • [2011-12](#) • [2010-11](#) • [2009-10](#) • [2008-09](#) • [2007-08](#) • [2006-07](#) • [2005-06](#) • [2004-05](#) • [2003-04](#) • [2002-03](#) • [2001-02](#) • [2000-01](#) • [1999-00](#) • [1998-99](#)

School Type: [All Types](#) • [Elem](#) • [Mid/Jr Hi](#) • [High](#) • [El/Sec](#) • [District Summary](#)

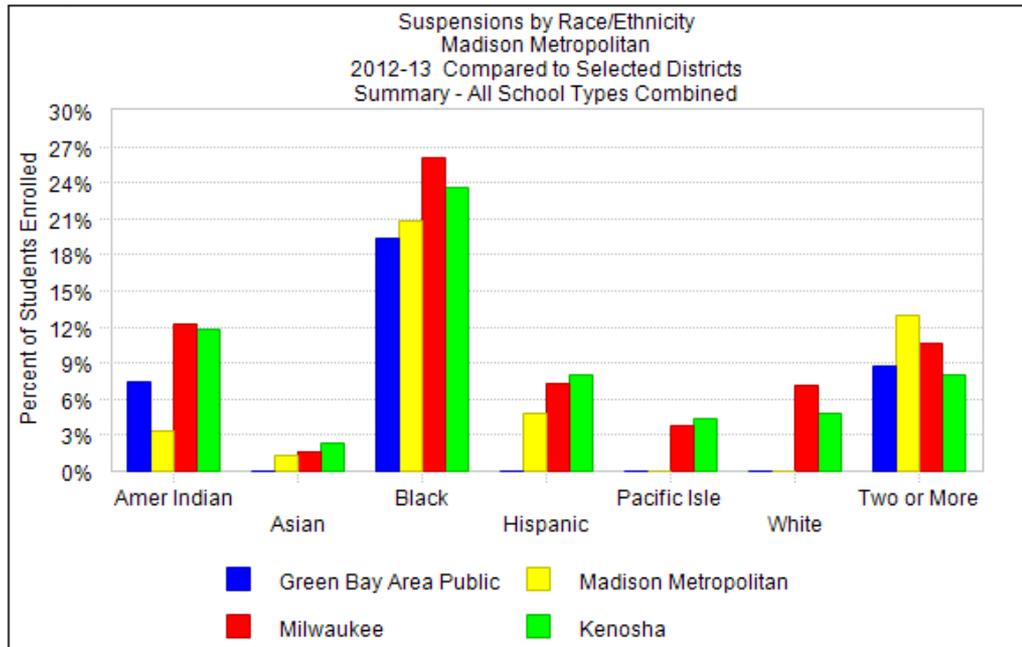
Show: [Suspensions](#) • [Expulsions](#)

View By: [All Students](#) • [Gender](#) • [Race/Ethnicity](#) • [Grade](#) • [Disability](#) • [Economic Status](#) • [English Proficiency](#)

Compare [Prior Years](#) • [State](#) • [Selected Districts](#) • [Current District Data](#)

To:

[Change selected districts](#)



A number of states and districts are expanding data collection efforts



Standardize key definitions and codes

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION REMOVAL TYPES

| | |
|---|---|
| Expulsion | removal from school grounds for purposes of discipline as imposed formally by the school board; violations of school district rules, threats against school property, endangers those at school |
| Out-of-school Suspension | removal from school grounds imposed by school administration; noncompliance with school district rule, threatening to destroy school property; endangers those at school |
| In-School suspension | temporarily removed from regular classroom for disciplinary purposes but remains under the direct supervision of school personnel; no IEP services provided |
| Placement in IAES – School Personnel | school personnel order the removal of the student with disabilities from current educational placement to an interim alternative education system; drug offenses, dangerous weapons offenses, causing serious bodily injury |

CALIFORNIA DEFINITION OF LAW ENFORCEMENT REFERRALS IN STATE LAW

| | |
|------------------------------------|---|
| Referral to law enforcement | Communication between a school administrator, teacher or other school employee and a law enforcement agency, which communication |
| | (A) Is initiated by the school administrator, teacher, or other school employee; and (B) Concerns behavior by a student that the school administrator, teacher, or other school employee believes may constitute a violation of the school conduct and discipline code or a criminal or delinquent offense and for which the school administrator, teacher, or other school employee requests an investigation or other involvement by a law enforcement agency. |
| Does not include | (A) Contact with a law enforcement agency that is made for the purpose of education, prevention, or intervention regarding a student's behavior; or (B) Routine or incidental communication between a school administrator, teacher, or other school employee and a law enforcement officer. |

Share and use data to guide policy and practice

Make data user friendly, accessible, and easily understandable



Provide customizable reports for various audiences focused on key metrics



Determine benchmarks and track trends over time to evaluate impact of programs and system



Conduct regular data analysis and collect anecdotal evidence



Use data to target technical assistance, allocate resources, and scale up best practices.

Define success broadly and track data over time



Do students feel **safer** in school?

Do students feel **welcome** in school?

Do students feel more **supported** and **positioned to succeed**?

Attendance



Academic Achievement



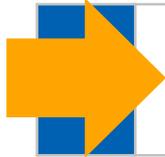
School Safety





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4 Wrap-Up



Does your school or district currently have a process in place for sharing information with other agencies?

Yes

No

Unsure

Are there written agreements in place to facilitate this process?

Yes

No

Unsure

Core principles to guide information-sharing of student-level data

- ✓ **Students and families** should have information on privacy and consent.
- ✓ Student record sharing is **limited to those “who need to know.”**
- ✓ How, when, and for what **reason information can be shared is clearly articulated.**
- ✓ Information should be **safeguarded.**
- ✓ **Training** should be provided so youth aren’t labeled or stigmatized.
- ✓ **Oversight mechanisms** should be created to ensure students are treated fairly.
- ✓ People with access to information need to be **aware of re-disclosure provisions.**
- ✓ Information-sharing is **governed by federal and state laws** and local regulations.

Common challenges to sharing information

- Technology **incompatibility** and **inconsistent** fields/coding
- **Mistrust** about how the information will be used
- **Misconceptions** about what information can be shared or lack of procedures for meeting the mandates of federal and state privacy laws and local regulations



What challenges has your school or district has faced regarding data sharing? (Check all that apply.)

- Technology (e.g., incompatibility or inconsistent fields/coding)
- Mistrust about how the information will be used
- Misconceptions about what information can be shared
- Lack of procedures for meeting the mandates of federal and state privacy laws and local regulations
- Other (please share in the chat box)

Family Educational Rights and Privacy Act (FERPA) regulates sharing of student-level data



- Prevents the disclosure of student education records and personally identifiable data within education records to non-authorized individuals without consent
- Directory information can be shared without consent (name, date of birth, grade level, etc.)

Key FERPA exemptions to keep in mind

- School officials with a legitimate educational interest
- Health and safety emergencies
- Judicial Actions
- The Uninterrupted Scholars Act – provides child welfare caseworkers with easier access to education records

Additional relevant Federal privacy laws



- Health Insurance Portability and Accountability Act (HIPAA)
- Federal Drug and Alcohol Confidentiality Laws – 42 CFR Part 2
- Child Abuse Prevention and Treatment Act (CAPTA)

Case example: Austin ACCESS Memorandum of Agreement

Austin Community Collaborative to Enhance Student Success (ACCESS) – membership of **30 Austin youth-serving organizations.**

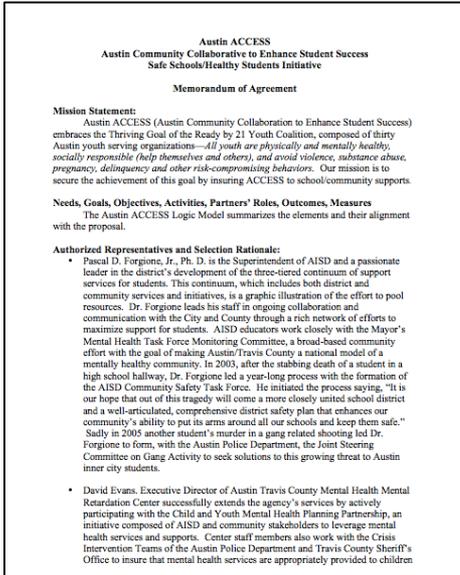
Authorized reps are:

- AISD
- Mental Health
- Juvenile Probation Department
- AISD Police Department

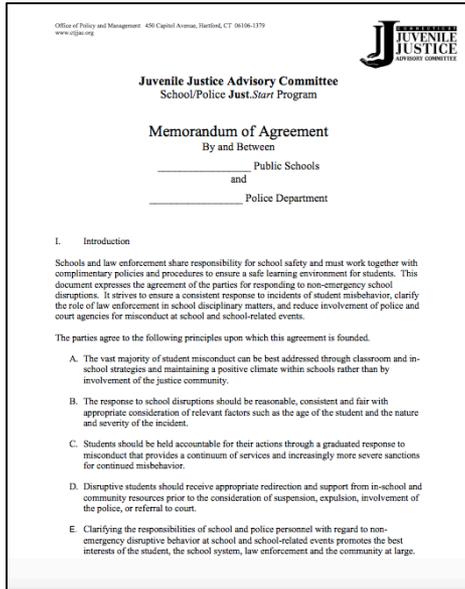
SS/HS Initiative:

Provide model of data and resource sharing, that will provide access to provider information and receiver services

Available at: [http://archive.austinisd.org/community/access/docs/ACCESS Memorandum of Agreement.pdf](http://archive.austinisd.org/community/access/docs/ACCESS_Memorandum_of_Agreement.pdf)



Case example: Connecticut School/Police Memorandum of Agreement

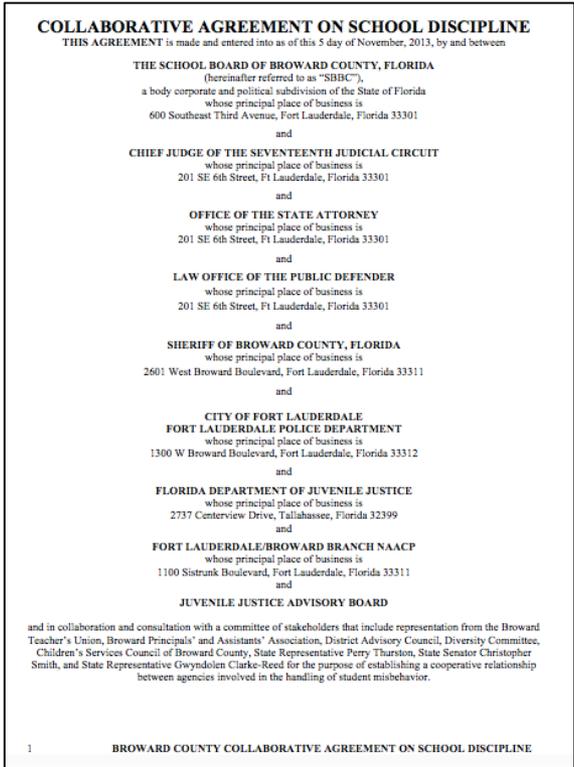


| Schools | Police |
|---|--|
| Number and types of disciplinary actions | Number and types of school incidents for which police incident reports are written |
| Referrals to Police | Police actions on incidents |
| * Aggregated and disaggregated by race, gender, ethnicity | |

On a regular basis (at least quarterly), the School/Police Collaboration Team will meet to review relevant data analysis. At least annually, the Team will prepare a report of activities and make recommendations for improvements to the agreement and/or its implementation.

Available at: http://b.3cdn.net/advancement/6000bf7319fcc5e333_xvm6b2l1j.pdf

Case example: Broward County Collaborative Agreement on School Discipline



Data collected monthly, shared with the Juvenile Justice Advisory Board and the Eliminating the Schoolhouse to Jailhouse Committee, reported biannually to the public

- School-based arrests
- Referrals to law enforcement
- Filing of criminal complaints

Data is disaggregated:

- Location of arrest/school
- Offense
- Arresting agency
- Gender, age, race/ethnicity, disability, ESL status

Data used to monitor reductions in minor incidents handled by criminal justice system and reductions in racial disparities, and to monitor effectiveness of the Agreement and make necessary modifications

Available at: http://b.3cdn.net/advancement/6000bf7319fcc5e333_xvm6b2l1j.pdf

Case example: Sioux City Cooperative Agreement

Who?

Coordination among:

- Sioux City Community School District
- Police Department
- Juvenile Court Services
- County Attorney
- Department of Human Services

What?

School superintendent, chief of police, and chief juvenile court officer will collect and share data to serve as the basis for decision-making:

- Number of redirection notices issued
- Number of youth participating in various student supports
- Number of youth referred to juvenile court services
- Number of youth who reoffend
- All disaggregated by offense type/severity, race, gender, time

Available at: <https://humanrights.iowa.gov/sites/default/files/media/1%20-%20Cooperative%20Agreement%20between%20Sioux%20City%20School%202-18-11.PDF>

Information sharing resources

- Navigating Information Sharing (NIS) Toolkit
 - <http://www.promoteprevent.org/content/navigating-information-sharing-toolkit>
- Models for Change Information Sharing Toolkit
 - <http://www.modelsforchange.net/publications/282>
- Center for Juvenile Justice Reform Information Sharing Certificate Program
 - <http://cjjr.georgetown.edu/certprogs/informationsharing/certificateinformationsharing.html>



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 Wrap-Up



- In one to two sentences, please share something that you can do in your role to apply what you have learned.

- Any questions? Please share in the questions chat box.



Thank you for participating in today's call!

- [Join the Council of State Governments'](#) distribution list to receive Justice Center project updates.
- For more information about this presentation, contact Nina Salomon (nsalomon@csg.org) or Emily Morgan (emorgan@csg.org).
- If you have additional questions, feel free to contact your technical assistance specialist or NCSSLE (ncssle@air.org).
- If you have grant administration questions, please contact your Federal Project Officer(s) – Nicole White or Lisa Harrison and Loretta McDaniel.

The presentation was developed by members of the Council of State Governments Justice Center staff. The statements made reflect the views of the authors, and should not be considered the official position of the Justice Center, the members of the Council of State Governments, or the funding agency supporting the work. Citations available for statistics presented in preceding slides available on the Council of State Governments Justice Center web site.

Next NCSSLE Training Events



| Date | Events |
|---|--|
| July 12 2:00-3:00 p.m. | P2/ESSC Office Hour on Youth Mental Health First Aid |
| September 19 Time TBD | P2/ESSC Online Learning Event on Adapting Discipline Codes |