



*Growing Equity and Democracy:
one child,
one family,
one classroom at a time*

Solution Focused Discipline (Positive Discipline) in Seattle Schools A Summary Progress Report November 2009

Goals of project

- Use solution focused discipline to build a powerful learning community that models mutual respect and supports academic excellence
- Improve classroom climate and reduce inappropriate behavior to increase classroom time for students, increase administrators time for other activity
- Reduce disproportionality in discipline referrals
- Use site based data to create a continuously improving approach to discipline and social emotional learning for all students and staff
- Increase social-emotional skills in students and staff. Data clearly shows now that enhancing social-emotional skills increases academic performance.
- Increase parent and community engagement
- Increase awareness for discipline strategies that set clear limits while maintaining dignity and the respect for the educator and the student throughout the district.

Scope of work:

Individual schools:

- Eleven schools engaged in the project with different start/end dates. (Cooper, Emerson, Gatzert, Graham Hill, Greenwood, Hawthorne, McClure, Northgate South Lake High School, Summit, West Seattle)
- Each school staff was trained (14 hours year 1, 4 hours subsequent years)
- Each school was able to utilize additional consulting hours for training, or problem solving.
- Each school used a web based data system to track every referral by student, ethnicity, location, issue, time, referring teacher, presumed motivation, action taken.
- Each school used a discipline committee to review data, query for patterns and propose solutions. Sound Discipline facilitators supported these teams and in particular has been training them how to set bench marks and query the ethnicity data.
- Administrators from the schools met jointly 4 times /year to share successes, challenges and strategies.

District wide:

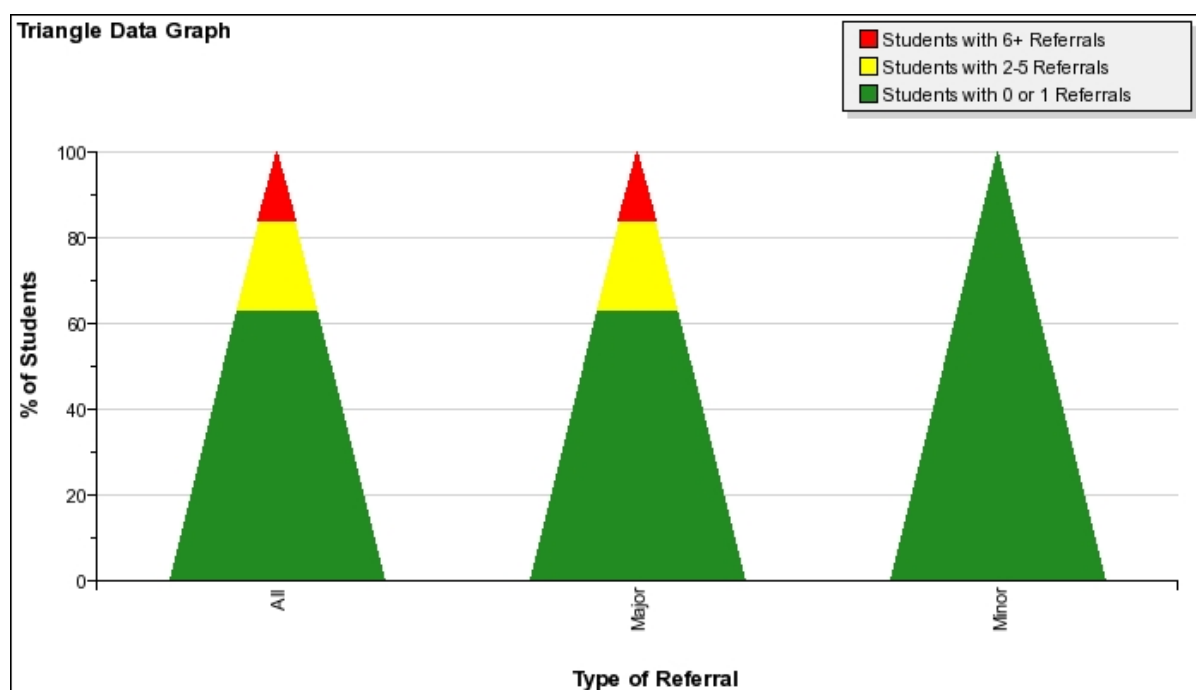
- Sound Discipline has provided 3 to 5 (14 hour) trainings per year open to all district staff. These trainings have inspired other schools to explore different approaches to discipline.
- Sound Discipline facilitators have offered topic based shorter classes also open to district staff. Samples include: “Using class meetings effectively,” “Talking to students one on one,” “The impact of trauma and insecure attachment on learning”
- To date over 850 school district employees have participated in the program in some way. Individuals from 80 schools have attended one or more classes. Program evaluations consistently average between 4 and 5.

Sample data from the project:

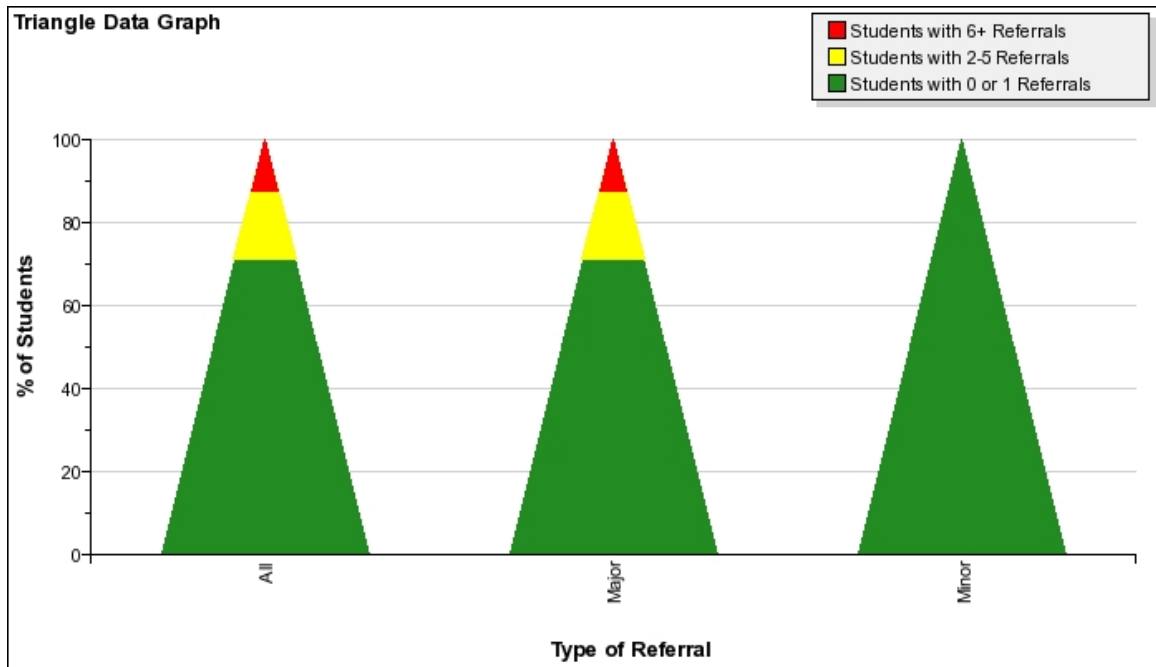
Note that school names are not on this data per the agreement with schools to get consent before sharing data in printed form.

There are many approaches to look at the data from this project. What are presented here are some highlights to demonstrate samples of what kind of data can be extracted and also to demonstrate some of the results of the program.

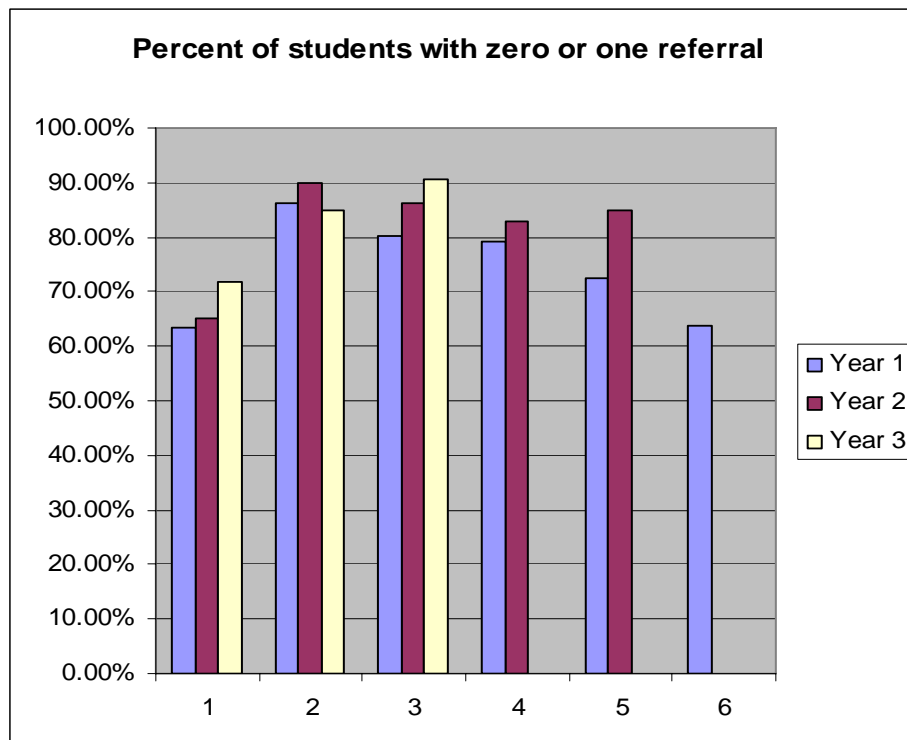
One way of looking at data from an individual school is to use a “triangle” graph. Students with 0 – 1 referrals fill the bottom part of the triangle, those with 2-5 referrals the middle portion and those with 6 or more referrals form the apex of the triangle. Over time, a school can visually track progress on reducing inappropriate or disruptive behavior by looking at the triangle graph. Below is a sample triangle graph one school during their first year using Solution Focused Discipline. (Note that we only recommend tracking office referrals which count as “major” referrals, so the “minor” referral graph is blank in this sample.) About 63% of the student body had 0-1 referrals.



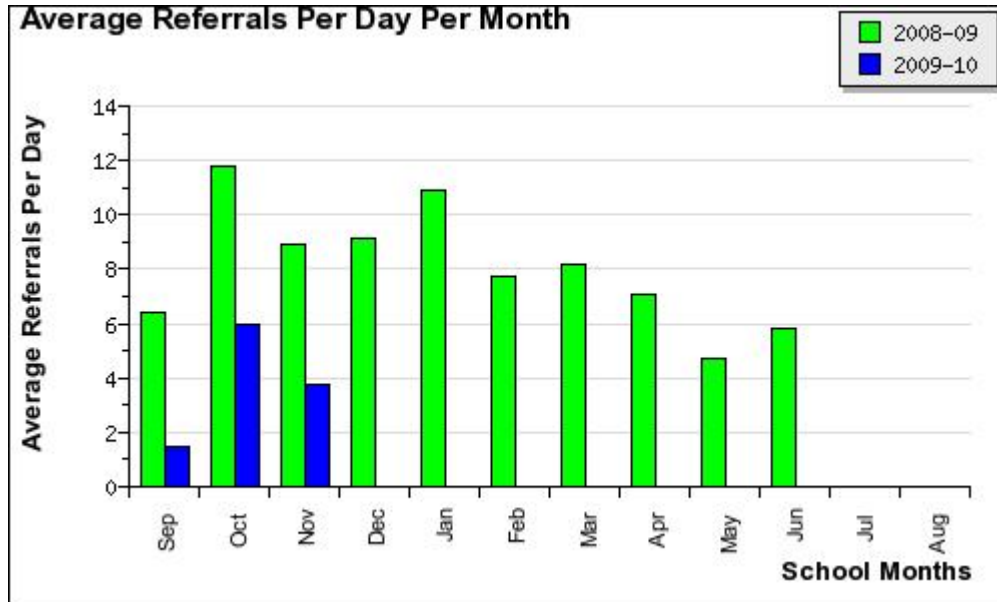
By the end of the 2009 school year, after 3 years with the program, 71% of the students are now in the group with only 0-1 referrals. The number of students in each of the other groups has gone down significantly.



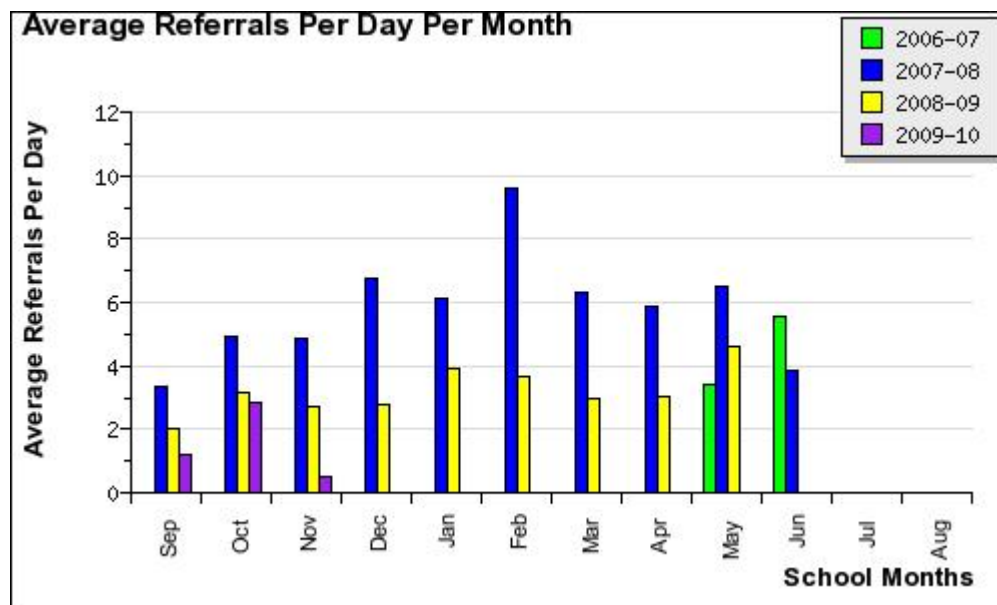
Our assessment is that over time more students are gaining the skills to engage appropriately at school. This graph shows the percent of students in the 0-1 referral group for each of the six schools currently in the program with data that is up to date.



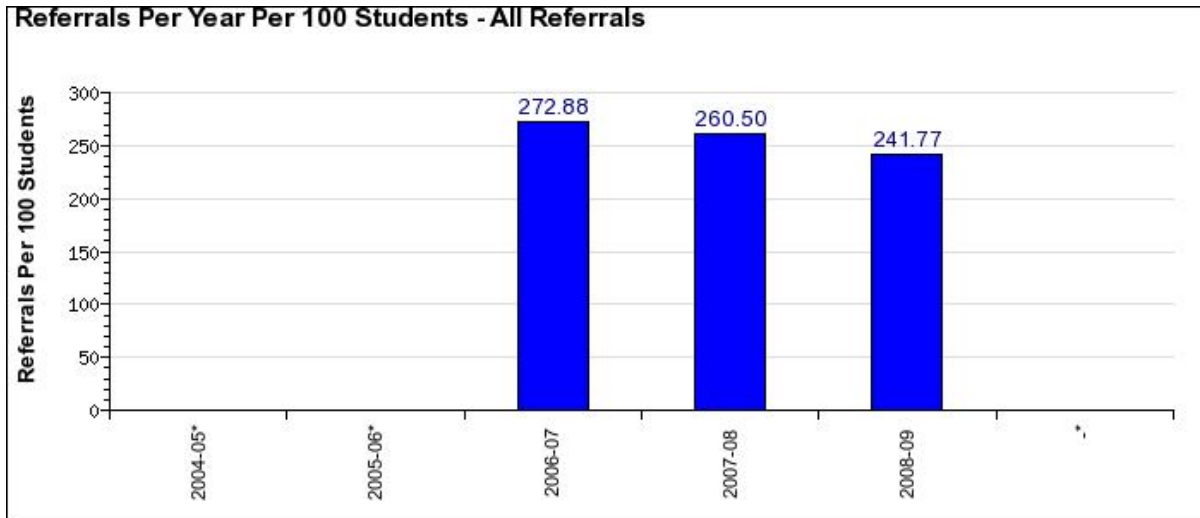
This is data from a first year school that started in fall 2008. The school has had significant discipline challenges in the past and is way above the national average for numbers of discipline referrals per 100 students per day. However, the tone at the school has shifted dramatically over the first year in the program and further still in the second year.



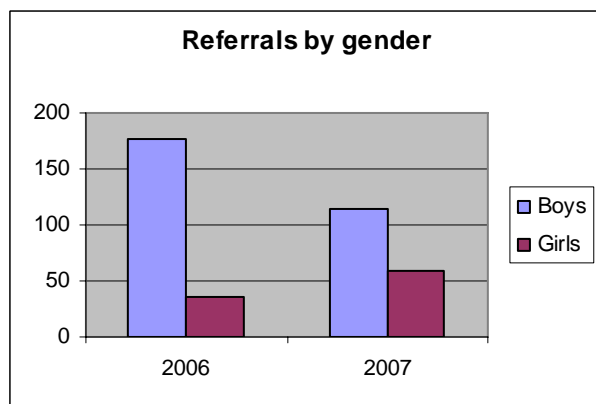
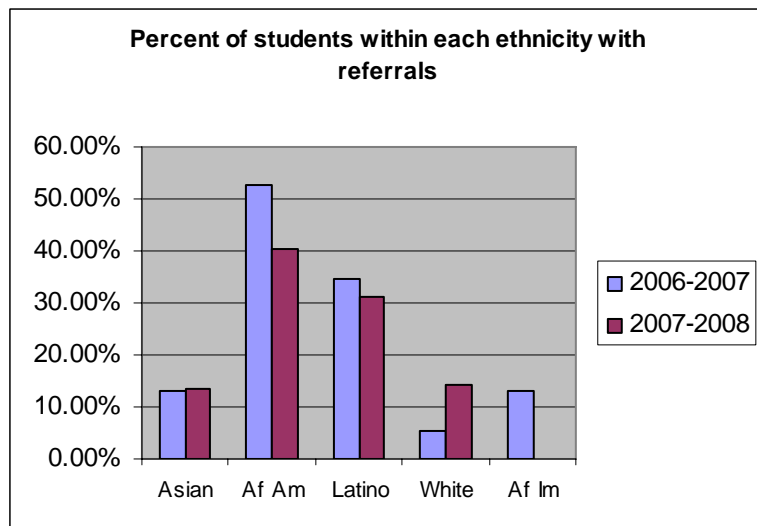
Here is data from another school, now in the beginning of its third year of the program. Solution focused discipline was one of the major, but not the only change at this school. (Data current through early November)



Another way of looking at the data for a particular school is to compare the number of referrals per 100 students each year.



Conversations about race and ethnicity are challenging in all the schools we have worked in. Using data to ask questions and look for solutions has been powerful. Here is one example of data that was compiled for a discussion last year.



The data also can be queried for differences in discipline across gender (this is from last year's data on the same school). The school noticed that just the process of keeping track of their disciplinary actions invited them to pay attention to who was being disciplined – and they were able to notice and correct some of biases that had been out of their awareness.

Future work:

It is our desire to continue to provide this program for the schools that can and wish to continue. We would also like to continue to offer district wide programs so that educators from all schools have more tools and options for enhancing and maintaining respectful relationships with students.

The program is inexpensive, offers a broad range of service and has demonstrated benefit.

Other local schools and school districts currently engaged with this program include:

Northshore School district (an optional training for secondary teachers)

Emerson Intermediate School in Snohomish

Evergreen School (private school, Shoreline)

Additional schools planned for 2009-2010

Community School of West Seattle

Soundview School

John Rogers Elementary (funded through PTA)

Madrona Elementary (funded through City of Seattle)

Havermale High School in Spokane is also exploring the program