

# What Should I Look For In Data?

## Understanding School Discipline Data

A strong system of data collection can expand the impact restorative practices have on a building.

At minimum, a school implementing restorative practices should be collecting two types of data:

1. Punitive discipline data: office referrals, in-school suspensions, out-of-school suspensions, expulsions, and referrals to law enforcement.
2. Restorative practices data: who is referring students to the Restorative Practices Coordinator, which students are being referred, which behaviors are being referred to the restorative process.

In order to ensure a school is addressing disparities in discipline and troubleshooting areas of concern, data should be separated by:

- By race
- By gender
- By educator who referred the student
- By offense/behavior
- By special education status
- By ELL status
- By grade level
- By location
- By time of day
- By date

School climate and culture surveys, often completed by students, families, and educators, also supply useful data to measure the impact of restorative practices implementation.

Questions to ask your school leaders about discipline data:

- How did discipline data inform the school's goals and strategies for discipline this year? Have you seen a decrease in office referrals? In-school suspensions? Out-of-school suspensions? Expulsions? Referrals to law enforcement?
- Have school climate and culture surveys shown improvement in the ways students, families, and educators feel about being a part of this school community? Have racial disparities decreased in each form of punitive discipline?
- What data have you collected to better understand how many educators consistently use restorative practices in their classrooms?

As implementation strengthens, encourage your school leaders to be continuously reflective by sharing and publishing data and accompanying analyses, asking individuals who have participated in a restorative intervention to provide testimonials or complete a survey about their experience, and regularly soliciting feedback from students, families, and educators.

