

Disciplinary Actions - Revised

Grade 11 /Year 12

Fast Track Project Technical Report

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Citation

Instrument

Walker, H.M., Block-Pedego, A., Todis, B., and Severson, H. (1991). *School Archival Records Search (SARS): User's guide and technical manual*. Longmont, CO: Sopris West.

Sugai, G. and Tobin, T. J. (2001). *Sugai-Tobin archival review for kindergarten, elementary, and/or middle school, revised (STAR, R)*. Unpublished Instrument. Eugene, OR: University of Oregon

Report

Corrigan, A. (2003). *Disciplinary Actions - Revised, Grade 11 /Year 12* (Fast Track Project Technical Report). Available from the Fast Track Project Web site, <http://www.fasttrackproject.org>

Data Sources

Unscored: O12R

Scored: DAR12

I. Scale Description

Disciplinary Actions – Revised is a 20-item tool used to collect information from school records about disciplinary events for a child during the previous school year. Disciplinary Actions was created for the Fast Track Project as a modification of both the *School Archival Records Search (SARS)*, Walker et al., 1991) and the *Sugai-Tobin archival review for kindergarten, elementary, and/or middle school (STAR)*, Sugai and Tobin, 2001).

Disciplinary Actions collects the date of any event requiring discipline and the corresponding reason for the disciplinary action on that date. Seven items list reason categories: Physical Fighting/Violence, Verbal Harassment, Non-Violent Activity (such as skipping class or defying authority), Weapons Possession, Vandalism/Theft, Possession of a Controlled Substance, and Reason Missing. Response choices are “yes (1)” and “no (0).”

Another group of items collects information about the consequences of the event: Low or Medium Consequence, High-Level Consequence, Suspension, Expulsion (denied entrance to school for one month or longer), and Action Missing. For suspension, the number of days is recorded.

In Year 12, a "gatekeeper" question was introduced by expanding response choices for Item 8: “Are there any disciplinary actions in the school record?” Aside from the responses of “Yes” (1) and “No” (0), codes for settings in which it would be inappropriate to collect disciplinary records were also available. The codes are listed in the following table.

Additional Codes for Item 8

Reason Missing	Code	Reason Missing	Code
Dropped out of school	2	School refusal	10
GED	3	Unable to locate	11
Graduated	4	Youth is institutionalized	12
Home schooled	5	Alternative School – Behavior	13
Moved out of Fast Track area	6	Day Treatment	14
Permission not available	7	Home bound	15
Runaway	8	Residential Treatment Facility	16
School records are missing	9	Alternative School - Academic	17

In any record, if one of these codes was chosen for Item 8, subsequent items that collect the type of action and consequences were set to missing.

A final item asks the person collecting data to rate the completeness of the school record. Responses are: “Clearly incomplete (1), “Possibly incomplete (2),” and “Complete (3).”

II. Report Sample

This report contains school record data collected on Cohort 1, Year 12 from four sites: Durham, Nashville, Pennsylvania and Washington. Data for each year were collected in the fall following the year of interest.

The data include a high-risk control sample (n=155) and a normative sample (n = 387) for a total N = 463, including overlap. Of these, 205 are missing all data, including 136 from the normative group (32 from Durham, 37 from Washington, 43 from Nashville, and 24 from Pennsylvania), and 69 from the control group (13 from Durham, 20 from Nashville, 18 from Pennsylvania, and 18 from Washington), with overlap between the normative and control groups. The frequency count of each reason for missing data is in the table below. None of the missing data records was used in the analyses

Frequency Count of Reasons for Missing Records in Year 12

Count	Reason Missing	Code	Count	Reason Missing	Code
36	Dropped out of school	2	10	School refusal	10
4	GED	3	12	Unable to locate	11
2	Graduated	4	4	Youth is institutionalized	12
5	Home schooled	5	7	Alternative School – Behavior	13
0	Moved out of Fast Track area	6	0	Day Treatment	14
77	Permission not available	7	0	Home bound	15
0	Runaway	8	3	Residential Treatment Facility	16
5	School records are missing	9	0	Alternative School - Academic	17

Note on Year 12 Records

For some Year 12 students, a single date record shows two or more different types of events; for example, verbal harassment and fighting. These records are interpreted as one disciplinary event involving two different behaviors. For other students, two records exist for the same date, each with a single event type. This case is interpreted as two separate events on the same day.

III. Scaling

Disciplinary Actions contains no subscales. The students who had no disciplinary events included 149 from the normative group and 35 from the control group (with overlap).

In Year 12, 153 students from the normative and control groups combined (with overlap between the groups) had a record of one or more disciplinary events. Three items: Physical Fighting, Verbal Harassment, and Weapons were summed to create a score for total violent events. The table shows the count of events, event types, and consequence types for the normative and control groups.

Total Events, Event Types, and Consequence Types, Year 12, Cohort 1

Type of Event or Consequence		Normative Group	Control Group
Event Occurrence	Sum	496.00	329.00
	Mean	1.98	3.83
Fighting	Sum	33.00	27.00
	Mean	0.13	0.31
Verbal Harassment	Sum	57.00	45.00
	Mean	0.23	0.52
Non-Violent Event	Sum	439.00	275.00
	Mean	1.75	3.20
Weapons	Sum	2.00	2.00
	Mean	0.01	0.02
Vandalism / Theft	Sum	4.00	3.00
	Mean	0.02	0.03
Controlled Substance	Sum	11.00	6.00
	Mean	0.04	0.07
Violence -- Total Acts	Sum	79.00	69.00
	Mean	0.31	0.80
Type of Event/Action Missing	Sum	2.00	0.00
	Mean	0.01	0.00
Low Consequence	Sum	185.00	111.00
	Mean	0.74	1.29
High Consequence	Sum	208.00	141.00
	Mean	0.83	1.64
Suspension	Sum	119.00	89.00
	Mean	0.47	1.03
Expulsion	Sum	3.00	2.00
	Mean	0.01	0.02
Consequence Missing	Sum	2.00	4.00
	Mean	0.01	0.05

IV. Differences Between Groups

T-tests of means on the total number of events requiring discipline, violent events, each type of event, and each type of consequence for the normative and control samples yielded the following results:

T-Tests of Means for Disciplinary Event Occurrence, Event Type, and Consequence Type

Event Occurred, Event Type, Consequence Type	Normative Sample		Control Sample		DF	t Value	Pr > t
	Mean	SD	Mean	SD			
Events	1.49	4.03	3.82	7.78	296	3.39	0.0008
Fighting	0.07	0.64	0.31	0.69	296	2.89	0.0042
Verbal Harassment	0.19	1.30	0.52	1.08	296	2.08	0.0382
Non-Violent Event	1.33	3.81	3.20	7.18	296	2.91	0.0039
Weapons	0.01	0.10	0.02	0.15	296	0.94	0.3492
Vandalism / Theft	0.004	0.07	0.03	0.18	296	2.06	0.0405
Controlled Substance	0.03	0.19	0.07	0.37	296	1.27	0.2063
Violence -- Total Acts	0.23	1.32	0.80	1.45	296	3.28	0.0012
Type of Event / Action Missing	0.01	0.10	0	0	296	-0.90	0.3678
Low Consequence	0.67	2.07	1.29	2.82	296	2.09	0.0378
High Consequence	0.48	2.48	1.64	5.31	296	2.56	0.0111
Suspension	0.35	1.37	1.03	1.76	296	3.57	0.0004
Expulsion	0.01	0.13	0.02	0.15	296	0.76	0.4458
Consequence Missing	0.01	0.10	0.05	0.30	296	1.59	0.1119

The frequency distribution of the occurrence of at least one disciplinary event among the high-risk control and normative samples is in the following table:

Table of Event Occurrence by Group			
Event Occurrence	Sample		Total
	Control	Normative	
Frequency			
Col Pct			
No Event Occurred (0)	35 40.70*	134 63.21	169 56.71
Event Occurred (1)	51 59.30	78 36.79	129 43.29
Total	86	212	298
Frequency Missing = 0			

*Column Percentage

With $\chi^2(1, N = 298) = 12.63$, $p < 0.0004$, the hypothesis of independence between risk category (Normative or High-Risk Control) for the occurrence of a disciplinary event can be rejected.

V. Recommendations for Use

For Year 12, t-tests of means of disciplinary events and consequences for the normative and control groups show significant differences for several items: the Total Number of Disciplinary Events, Fighting, Verbal Harassment, Non-Violent Events, Vandalism/Theft, and Total Number of Violent Events. Actions that show significant differences are those involving Low Consequences, High Consequences, and Suspension. Chi-square results for Year 12 suggest that a recorded occurrence of one or more disciplinary events can distinguish high-risk from normative students. Depending on the construct under investigation, disciplinary records collected with the Disciplinary Actions tool should be useful to analysts.

VI. Item and Scale Means and SDs

The Disciplinary Actions survey contains no subscales. Item means are summarized previously in the count table.

VII. Item and Subscale Correlations

No correlations are available for these data.