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## **Bullying**

- Definition: a repeated, intentionally harmful and aggressive act that involves an imbalance of power between people (Olweus, 1993).
- The most recent national data 20.2% of students reported experiencing bullying according to the 2017 National Crime Victimization Survey.
- Students who are victimized are at risk of experiencing an array of mental health issues including internalizing or externalizing problems and suicidal ideation.

## **School Climate**

- School Climate is commonly defined as a school's character or quality of the environment, or overall ethos (Cohen et al., 2009; Espelage et al., 2014). A positive school climate is characterized by (Cornell et al., 2015):
  - Supportiveness

  - Safety
     Tolerance and Respect for Others
     Fairness in policies
- Bullying is best understood from a social-ecological approach
- Four components: general school climate, order and discipline, student interpersonal relations, and student-teacher relations (Haynes et al., 1997).

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# Disciplinary Structure

- Policies and administrative commitment to bullying is related to reduced perpetration (Low & Ryzin, 2014).
- In a meta-analytic review Ttofi and Farrington (2010) found that reduction in bullying was significantly related to firm disciplinary methods in schools.
- When adults in the school setting are aware of bullying and methods for prevention, and schools have clear policies and established procedures to identify and respond to bullying, prevention and intervention is likely to be more effective (Frey et al., 2005; Olweus & Limber, 2010).
- Cornell et al. (2015) similarly found that an increase in disciplinary structure was significantly associated with a decrease in bullying behaviors. When students perceive the rules as fair and free from bias, they may be more likely to follow the rules

## **Zero Tolerance Policies**

- Schools across the nation adopted zero tolerance approaches to discipline, which resulted in high rates of suspension and expulsion
- These policies do not contribute to enhanced school safety.
- Zero tolerance policies and those involving out-of-school suspension and expulsion are associated with many negative outcomes, including:
  - ▶ Reduced student opportunities for bonding with others within the school (Skiba et al.,
  - ▶ Reduced perceptions of belongingness (Bottiani et al., 2017)
  - Decreased academic achievement (Skiba & Rausch, 2006; Skiba et al., 2011)
  - ▶ School dropout (Ekstrom et al., 1986; Suh & Suh, 2007; Lee et al., 2011)
  - ▶ Criminal justice system involvement (Payne & Welch, 2010; Wald & Losen, 2003).

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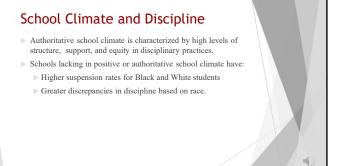
# Variations in Perceptions of School Climate Race can be a contributing factor in student perceptions of school climate (Bottiani et al., 2016; Koth et al., 2008). Some studies suggest that minority students, namely Black and Hispanic students often have poorer perceptions of school climate. (Bottiani et al., 2016; Voight et al., 2015) It appears that Black and Hispanic students often feel less connected to schools than White/European-American students. Questions remain whether these discrepancies may be related to socioeconomic status and diversity within the schools as a whole.

# Disproportionality in School Discipline

- Minority students are often disproportionately the recipients of school discipline (Gregory, 1997; McCarthy & Hoge, 1987; McFadden et al., 1992; Raffaele-Mendez & Knoff, 2003; Skiba et al., 2002; Wu et al., 1982).
- Black students, specifically, have been overrepresented as recipients of school discipline and harsher discipline for years.
- Differences have been reported (Skiba et al., 2002; Wald & Losen, 2003) in:
  - Identification of infractions
  - Rates of office referrals
  - Suspensions and Expulsions

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# 2018 Public School Data Reported by the Illinois State Board of Education (ISBE)

Averages for Group to School Total Percentages of Students Disciplined by Race/Ethnicity									
	N	Range	Minimum	Maximum	Mean	Std. Deviation			
Hispanic	1273	1.00	.00	1.00	.3206	.31497			
Black/African- American	1630	1.00	.00	1.00	.5664	.35058			
Asian	561	.54	.00	.54	.0071	.03573			
White	1796	1.00	.00	1.00	.5275	.35669			

Note: This is the average of percentages calculated by dividing number of students disciplined in each group by the total number of students disciplined (suspended and expelled). N reflects the number of schools.

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### 2018 Public School Data Reported by the Illinois State Board of Education (ISBE)

Average Discrepancies Between Percent Disciplined vs.  Percent Enrolled by Race/Ethnicity									
N Range Minimum Maximum Mean St Devii									
Hispanic	1000	1.57	93	.65	0328	.15401			
Black/African- American	1413	1.29	34	.95	.1746	.15920			
White	1536	1.15	61	.55	0618	.12823			
Asian	101	.45	36	.09	0595	.06698			
Valid N (listwise)	87								

Note. This is the average of discrepancies calculated by subtracting the percent of students in each race/ethnic group enrolled at the school from the percentage of students in each group who were disciplined (suspended and expelled).

N reflects the number of schools, but schools are listed up to 3 times as separate cases for ISS, OSS and

expulsion..
Valid N (listwise) reflects the number of schools reporting data for all listed racial/ethnic groups.



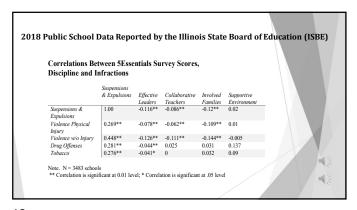
2018 Public School Data Reported by the Illinois State Board of Education (ISBE)

Mean Differences in Discipline Discrepancies Scores by Race/Ethnic Groups

Paired Differences					i I	i l	
			95% Confidence Interval of the Difference				Sig. (2-
Mean	SD	SEM	Lower	Upper	t	df	tailed)
.30741	.21378	.00880	.29013	.32470	34.929	589	.000
.24352	.25141	.00993	.22403	.26302	24.524	640	.000
09912	.23647	.00997	11871	07953	-9.937	561	.000
	.24352	Mean SD .30741 .21378 .24352 .25141	Mean SD SEM .30741 .21378 .00880 .24352 .25141 .00993	Mean         SD         SEM         Essent         Exercise           .30741         .21378         .00880         .29013           .24352         .25141         .00993         .22403	Mean   SD   SEM   55% Certifidence Interval of the Difference   1.0	Mean   SD   SEM   195% Confidence Interval of the Difference   1	Mean   SD   SEM   55% Certifidence Interval of the Difference   Company   Company

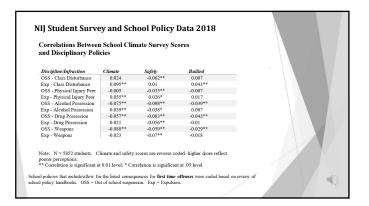
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NIJ Survey Data 2018: Correspondence between Youth and Teacher Report Correlations Among Youth and Teacher Report Scales Teacher -Teacher-Climate 0.255 Bullying Problems 0.467 Climate Safety Bullied 0.293 0.314 0.493 0.407 0.226 0.442 0.62 Witness Perpetrate 0.002 N = 24 p < .05 0.371 0.295 N = number of districts

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Recommendations & Future Directions

There is a need for continued research to understand the relations between student and teacher perceptions of school climate and the components that may differ between them.

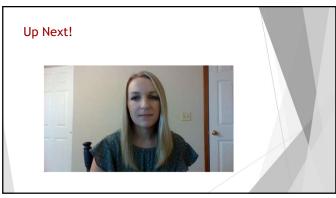
Consistent and equitable discipline is important for achieving positive school climate, improving school safety and preventing bullying.

There is a continued need to evaluate the factors underlying potentially disproportionate behavioral incidents and disciplinary consequences across student groups.

There is a need to identify policies that support both school climate and overall school safety. Programs that focus on balanced and restorative justice procedures may be one way to bridge that gap.

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