DEVELOPMENT OF A SYSTEM FOR REPORTING DISCIPLINARY PROBLEMS BY UTILIZING DATA PROCESSING

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The problem of this study was to develop and prepare a data processing system that would report, catalog, and file information pertaining to discipline of students referred to the principal. The purposes of the study were to develop a systematic approach to the reporting of disciplinary incidents, to develop a system of reports that could show what actions were being taken in specified areas and that could provide a cross reference of this information with other data, and to provide a system whereby information concerning disciplinary problems and actions taken could be compiled for a future longitudinal study.

The study was prompted by the realization that citizens consider discipline as the most significant problem in the public schools today. The study was limited to a pilot study in nine schools of varied social and ethnic make-up in the Dallas Independent School District. Background data were collected by mailing a questionnaire to superintendents of The Council of Great City Schools to determine their feelings about using data processing for reporting disciplinary matters.
A need exists for accountability in the way that discipline is handled in our public schools, and the computer is the device most capable of providing accountability. Although school administrators feel frustration over discipline problems, they are reluctant to use the computer for fear of violating the personal rights of their students. However, guidelines established by a panel of experts can help keep schools within legal and moral boundaries.

The instruments developed for this study were designed to indicate who was accountable for each incident of discipline referred to the office. Those who participated in the pilot study agreed that student, teacher, program, administrator and parents all must be considered in determining accountability. Two forms were designed for use in the study, and facts were coded so as to fit an eighty-character data processing card. Output reports included an alphabetical list of all students referred to the principal, a corporal punishment list, a suspension list, and a list of students by the teacher number of the teacher referring them.

Within six weeks from the start of the collection of data, a complete set of reports was run. The reports contained accurate, usable information, and machine time was minimal. It was predicted that the cost of the reporting system would be approximately seven cents for each referral
and that a school may expect to have one and one-half referrals for each student enrolled in school.

Administrators who participated in the pilot study approved of the use of data processing for reporting all disciplinary matters. Some of the administrators surveyed indicated they also would favor reporting all disciplinary matters. But the majority would favor reporting only suspensions; they would not favor using the computer to identify the teacher referring a student for discipline; and they would not want anything less serious than a school suspension to remain on a student's record after he leaves the school where he is presently enrolled.

The appropriateness of using data processing for reporting disciplinary incidents remains questionable. The pilot study demonstrates the effectiveness of using data processing, but ultimately each school district must decide just how extensively they will use it. A recommendation is made that those schools who presently report some disciplinary matters to central administration consider using data processing for this report, and that they study the results being achieved in the reporting system of the pilot school district.
DEVELOPMENT OF A SYSTEM FOR REPORTING
DISCIPLINARY PROBLEMS BY UTILIZING
DATA PROCESSING

DISSERTATION

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CHAPTER I

INTRODUCTION TO STUDY

Because of the rapid acceleration of change and the great social upheavals in our society, public schools are experiencing more disciplinary problems than ever before. Students are becoming more outspoken about the way they think schools should be run, and they are demanding that they be afforded rights equal to the rights of an adult. Students and their parents, in increasing numbers, are filing law suits against school boards and school administrators because of the way discipline is administered in the public schools. One large city school district reported having eight discipline cases reach federal court in the school year 1971-72.

Most large city public school districts are faced with greater racial and social integration than ever before. With this increased integration have come many claims and counter claims regarding equity of treatment in discipline cases. Administrators are asked to account for their actions by students, parents, civic leaders, pressure groups, federal agencies, and courts of law. The school administrator who is charged with the responsibility of discipline in the large metropolitan
school system is finding that he is ill-equipped to handle the volume of incidents that occur in a school day and that he is often ill-prepared to support the appropriateness of his manner of handling some of these discipline cases. If he is forced to see forty or fifty discipline cases each day, it seems quite possible that his records will not be as complete or as detailed as he would like them to be, especially when he is faced with the possibility of going to court over any one of them.

The principal as a disciplinarian is open to criticism from all fronts. He is criticized for being lax, for being cruel, for being prejudiced, for showing favoritism, for not backing his teachers, or for always backing his teachers. He finds himself in a position of defending his actions with a system of reporting that is outgrown and outdated. Perhaps the greatest error an educator makes is in taking on the complexion and demeanor of a police investigator. As Stenhouse phrases it, "There is a prima facie opposition between the role of policeman and educator. The teacher cannot by the very nature of his job look upon his pupils solely in their capacity as potential offenders" (14, p. 190).

Stenhouse goes on to warn that "Discipline--the imposition of order by authority--involves interference with
personal liberty and as such it always stands in need of justification" (14, p. 163). Personal liberty must always be on the mind of the school administrator, but he also has the responsibility for the operation of an institution of learning. "Without school control anarchy and pandemonium would reign and the school would be ineffective to say the least" (8, p. 1), and "With the alarming state of juvenile delinquency, some persons attribute the cause to the 'lukewarm' discipline measures employed in the public schools" (8, p. 9). School administrators must be fully accountable for their actions. They must be prepared to adapt to the rapidly changing society in which they find themselves. Perhaps an appropriate solution would be to adopt a system of computerized reporting of disciplinary actions. This move would not insure appropriate actions, but it would give administrators an opportunity to effectively record their actions for review and study.

"Electronic computers, in a few short years, have had an effect upon the educational world that is little short of revolutionary. Electronic data processing has made its impact felt in all phases of educational endeavor" (15, p. 41). A notable exception may be in the field of discipline reporting. If schools are going to be able to defend the ways in which they handle disciplinary problems,
they must establish a system of filing and recording
these events so that the facts will be readily available
for examination, analysis, and study by people authorized
and qualified to judge them.

Statement of the Problem

The problem of this study was to develop and prepare
a data processing program that would report, catalog, and
file information pertaining to the discipline of students
referred to the principal. The problem involved six phases:

1. The determination of which information pertaining
to discipline was worthy of being reported.
2. The design of a computer program to record and
store this information.
3. The design of an instrument for transmitting
this information from the administrator to the
computer.
4. The preparation of the software necessary for
the presentation of the data in usable reports.
5. The estimation of the cost of the program for
a district.
6. The presentation of the program in an action
research program.
Purpose of the Study

The purposes of the study were three-fold:

1. To develop a systematic approach to the reporting of disciplinary incidents.
2. To develop a system of reports that could show what actions were being taken in specified areas and that could provide a cross reference of this information with other data available on the student, the school, and the staff.
3. To provide a system whereby information concerning disciplinary problems and actions taken could be compiled for a future longitudinal study.

Background and Significance of the Study

A recent poll of public opinion reports that "Discipline again ranks as the number one problem of the public schools, in the minds of the citizens of the nation" (9, p. 34). Not content merely to express opinions, many citizens are also making some very definite demands concerning how school administrators should handle discipline problems. There are those who feel that the rights of the majority are being violated by the "hoodlum" element which is forced to attend school,
but is uninterested in what is being taught. These citizens feel that the administrator is too lax with the trouble makers. There are others who are quite vocal in demanding accountability from the administrator for the rights of the individual who is being disciplined. They fear that teachers and administrators who handle discipline cases often violate the rights of the accused individual, either through ignorance, cruelty, or prejudice. School boards and the superintendent are often forced to defend a teacher or an administrator with oral statements that are hurriedly and poorly conceived.

Elland (6) and Barnes (1) both report a need for better record keeping in the discipline processes that they studied. Perhaps they would have agreed with Richard Boeth, who wrote, "The fact is, with a complex society, we can't make intelligent policy decisions without information" (2, p. 96). Administrators need more information about what disciplinary measures are being used, what results are being achieved, and what problems may be expected in the future. With the harried work load of school administrators, there seems to be little hope for relief unless it comes from the computer. Wogaman concludes that "Data processing provided increased information in forms more readily
available for use by staff members than had been the case under previous systems" (17, p. 343). McDonald advises that "Educational administrators can profit by the experiences of business in envisioning the computer as the core of an integrated system of gathering and processing data and supplying management with necessary information" (10, p. 2759).

Although data processing has been playing a role in the educational process of our public schools for a number of years, there are indications that the level of sophistication in its use is quite low. "The limited financial resources available to school districts and the general lack of special competencies in data processing on the part of educators probably contribute to the reported low sophistication level" (5, p. 35). The lack of skill or finance may not be the only reason for a school system not having a program for discipline reporting. There have been some grave concerns expressed in numerous books, magazine articles, and television presentations over the possibility of the individual's privacy being violated and his life being ruined by the expanded use and misuse of the computer for the recording of personal details. Columbia's Professor Westin is one who feels that laws are needed to protect us from our "computer self," and Brenton warns,
Our privacy is up for sale. The intimate details of our lives are being bought, sold, manipulated and exploited by an evergrowing army of private inquirers... What you did in school is becoming increasingly important to the people who intrude on your privacy. Both private and governmental investigators are besieging high school, colleges and universities for information about past and present students. This inquisitiveness is giving headaches to school administrators who must decide how much information is properly relinquished. It is giving nightmares to those educators who view with alarm the dangers involved in any violation of confidentiality (4, pp. 11, 17).

Breckenridge puts the problem in perspective by writing, "Among the great tasks of a free society is finding and observing that delicate balance between rights of the individual to be free from interference by government and the needs of that society to protect itself and its members from those who commit defined wrongs" (3, pp. 10, 11). School administrators must remain aware of the rights of their students for privacy, but they also should use all resources at their disposal for the control of student misbehavior. A superintendent may possibly be taken to court over the use of a computer program for reporting disciplinary actions, but "The courts are very reluctant to declare a board regulation unreasonable. They will never substitute their own discretion for that of school authorities" (8, foreword). To make use of the computer for reporting discipline could be a real educational asset; to release information gathered by it to outside sources could be immoral.
The Dallas Independent School District has not had a system for the use of the computer in reporting disciplinary actions, but now some administrators within the district feel a need for such a program. A project (Belmont PMIS Project), sponsored by the Council of the Great City Schools, is now being piloted in the Dallas Independent School District. This is a planning and management information system that is designed to meet the needs of school systems of the future. It is a very sophisticated project that will give a school system the capabilities of storage and recall of information in ways never before possible in the public schools. Information on student discipline could be fed into this system and then recalled in forms that would show its correlation to any other demographic information that may be stored in the system.

Computer time is expensive, and to store information that is not relevant and to make reports that serve no useful purpose are luxuries that public schools can ill afford. A study to determine what is relevant and what reports would best serve school administrators seems to be a worthy project.
Limitations

This study was limited to determining that information deemed necessary for the reporting of discipline problems and to the development of a practical method of transmitting this information to the computer. The study was limited to three elementary schools, one middle school, two junior high schools, and three high schools in the Dallas Independent School District. The schools that were selected were chosen because of their varied social and ethnic make-up.

Basic Assumptions

It was assumed that:

1. All of the facts in a discipline case that school administrators felt were worthy of being reported could be coded and transmitted to the computer on an eighty-character data-processing card.

2. A workable and economical system of reporting student disciplinary actions could be instituted in a large city school system through the use of available data-processing equipment.

3. A pilot study of nine public schools in Dallas, Texas would present discipline problems that are similar to those faced by schools in most
large city school districts in the United States.

4. A survey of the use of the computer by the Council of Great City Schools and of the opinion of school administrators from these schools would reflect the use of computers and the opinion of school administrators from most school districts in large cities in the United States.

Ancillary Question

Will school administrators charged with the responsibility for discipline in school systems and who are members of the Council of Great City Schools favor the use of data processing for reporting and filing of information on disciplinary actions taken within their district?

Instruments

The primary instrument designed for this study was a form entitled "Report on Student Referral—For Discipline" (See Appendix A). A supply of these forms was to be given to the principals in the buildings of the schools selected to pilot the study. The information gathered by this form was to be key punched on eighty-character data processing cards and fed into the computer. This form was the source of much of the research of this study. As had
been anticipated, this instrument was modified several times during the course of the action research study. All changes were discussed and approved by a group of experts named later in this chapter.

In its original form, the instrument gathered the following information:

1. The identity of the student referred to the office for disciplinary reasons:
   a. student number
   b. school number
   c. grade level
   d. sex
   e. race

2. The identification number of the teacher who referred him.

3. The identification number of the administrator who handled the case.

4. The reason for the referral.

5. The action taken.

6. If suspension, the number of days.

7. If vandalism, the amount of damage—in dollars.

It should be noted that on the form as it first appeared the student's name was not coded in, and the form utilized only forty-two characters of the data processing card. It was expected that the information gathered by this instrument could be cross-referenced with the student data base.
kept by the school district. The student data base contains the school number, the grade level, sex, and race of the student, as does this instrument. This arrangement was to serve as a check to guard against a student being erroneously recorded as a discipline problem because of a clerical or key punch error. If the data from the two sources did not match, the computer was programmed to print an error message, thus allowing for correction before the final publication. Also, it was felt that leaving the name off the preliminary document would make it easier to guard against the viewing and translating of this information by unauthorized persons, and the student's privacy being violated. It was felt that this safeguard would be especially important before the error messages were examined.

It was recognized that other information might be deemed relevant for the instrument during the pilot program. There were thirty-five characters on the data processing card available for further use. It was also recognized that some of the information placed on the report might need to be dropped or changed in nature as the program was being piloted.

A second instrument was utilized in an attempt to show that this study was relevant to other large city school districts in the United States. The second
instrument (See Appendix B) was a brief questionnaire designed to survey the superintendents from the Council of the Great City Schools.

Procedures for Collecting Data

The following procedures were used for collecting data from the schools participating in the action research portion of this study. Each week the schools were to send through the school mail all of the "Reports on Student Referral--For Discipline" forms for the cases of discipline that had been experienced that week. These reports were to be sent to the Coordinator of the Data Center. From these forms, eighty-character data processing cards were prepared for each student incident. A study was made to determine how these cards could best be integrated with the data base. Professional school personnel were interviewed to determine the value of these reports and to determine what demographic information should be contained in the reports. Further research was done to determine who should have access to this very volatile information.

In an attempt to determine the cost of a program for discipline reporting such as this, records were kept of time spent in all phases of the reporting. This included the time spent in design of the program, computer time, the time required in the preparation of forms, and the time necessary for key punching of the information into
the data processing cards. A study was made of all available information to determine the cost of hiring this work done, with a job classification for those who would normally be expected to do the work.

The procedure for collecting the data from the survey involved mailing a questionnaire to each superintendent who was a member of The Council of Great City Schools. A stamped, self-addressed envelope for its return was included. It was hoped that the superintendent himself would complete the form. If someone else completed the survey, that person was asked to give his title.

The results of the pilot study and the conclusions reached were reviewed individually by the following people: Robert L. Shelton, Administrative Assistant, Student Affairs; H. S. Griffin, Associate Superintendent, Operations; Otto Fridia, Assistant Superintendent, Secondary Operations; R. C. Stokes, Deputy Assistant Superintendent, Data Processing Services, all of the Dallas Independent School District; and Hoyt Watson, Professor of Education, North Texas State University. Their expertise was used in an attempt to develop a valid educational tool.

When the questionnaires were received, the answers were tabulated. It was assumed that these school districts
would favor the use of data processing for reporting of disciplinary actions taken in their districts.
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CHAPTER II

REVIEW OF LITERATURE

As the problems of education become more complex, as salaries of teachers and other personnel in our schools increase, and as our tax dollars become more scarce, the demand from the public for accountability becomes increasingly obvious. Educators throughout the United States are becoming painfully aware of the need to find some way to show the public that tax dollars are being wisely spent.

If public education is to counteract the criticism of the public in the seventies for lack of accountability, methods must be devised to not only communicate the objectives of contemporary education, but also to present evidence that the citizens are receiving the services they are paying for with the tax dollar (4, p. 2011A).

The chief instrument being turned to by business, industry, and now public education to show accountability is the computer. "The usefulness of the computer in administrative application is clearly established among all groups of educators" (14, p. 2060). Why then are educators hesitant to use the computer to record information on what the public considers to be the number one problem of public education? Why do schools not use data-processing to record information on student discipline?
It is difficult to answer these questions. Perhaps school administrators have been too busy with other matters to develop a system for reporting discipline. Perhaps they have not had the special skills necessary to develop such a system. Perhaps they have not had the money available to put such a program into operation. Or perhaps they have been conditioned to fear the recording of student information that may prove damaging to the students if it were revealed. Society has become very concerned that governmental agencies and other large, powerful groups may violate the rights of the individual by recording information about him on the computer. Walden warns that "Public concern over the violation of private rights by governmental agencies suggests that schools will increasingly have problems in the area of student records" (12, p. 90).

The problems relating to discipline have also increased steadily over the last five years. Every month periodicals and newspapers are full of articles on the breakdown of school discipline. Edward T. Ladd wrote that "Being an administrator trying to keep order in school must sometimes seem like being a modern physician trying to practice medicine in a country which has outlawed scalpels and hypodermic needles" (12, p. 305). He also warns that "There is every reason to believe that..."
in the years ahead the pressure will not lessen but increase" (12, p. 304). Because of the problems of discipline, many school administrators are choosing early retirement rather than trying to handle the situation with what many feel are ineffective methods. They see "that for many students school is a place of confinement where their thinking is anesthetized. The consequence is that an uneasy truce exists between many students and their teachers" (2, p. 324). School administrators may sympathize with these unhappy students, but discipline must be maintained. In the maintenance of discipline, they face "a dilemma today which they've never faced before: How to regulate student behavior without being sued for violating students' rights or, if sued, without being overruled in court" (9, p. 304).

A system of computerized record-keeping will not solve all of our schools' discipline problems. Experts on public education are quick to point to other more basic problems. Ladd calls for a more democratic approach in dealing with students. He writes that

The puritan governance system is fast losing its usefulness for regulating student behavior, for it works only to the extent that students come to school with a built-in tendency to defer to the authority of their elders. Essentially, they must accept the premise that adults are right about what is best for them, must feel deeply uncomfortable about behaving differently from the way they are told to behave, and must respond
when school officials appeal to their sense of shame or guilt (9, p. 307).

Brown feels that our thinking on compulsory education should be reviewed. He says that

Too many classrooms are loaded with students who have no interest in learning but are there because of either parental or social pressures. High school students are entitled to an education, but should not be forced to acquire one; and it is now clear that time is running out on compulsory education. . . . Unwilling and uncooperative students should be allowed out of the classroom and, if society insists on an organized pattern of group behavior as a fundamental part of the culture, then they should be offered some other kind of institutionalization (10, p. 324).

As Brown has suggested, new types of programs are being offered to students to meet the needs of those who are not interested in or in need of the traditional type of college preparatory education that has been offered. The federal government is spending more money to help develop vocational education. Open area schools, educational parkways, magnet schools, and many other innovative projects are being piloted around the nation, but still there are students in public schools who find it difficult to follow even simple instructions. Also, there are students who really want and need the traditional education that is being offered, but on occasions resort to anti-social forms of behavior. These students must be dealt with fairly and effectively if the educational climate is to be maintained. The administrator should feel
confident in dealing with these problems, but he often
does not. He realizes "there are many school districts
where, when a student subjected to disciplinary action
hails the would-be discipliner into court, it no longer
comes as a surprise" (9, p. 304). The administrator
should act with confidence, but he must be relatively
certain that he acts in such a way that his actions are
defensible. One of the best defenses that he can have is
good accurate records of how he has handled each student.
Many times, the information dealing with discipline is
highly personal and potentially damaging to the student,
and the administrator is hesitant to record it, especially
on a computer tape, but "... educators need have no
fears with respect to libel if what they write about a
youngster is accurate and is based on fact or is within
the realm of professional judgement" (12, p. 91). In its
study of student record-keeping, the Russell Sage Founda-
tion concludes that "Deficiencies in the record-keeping
policies of most public schools 'constitute a serious
threat to individual privacy' and can interfere with the
effective functioning of the school" (10, p. 283).

The school principal is the person who is usually
responsible for the discipline in a school; however, it
is the assistant principal who actually handles this un-
pleasant task in most secondary schools in the United
States. In a study of the role of the assistant principal in selected schools in Arkansas, Algee found that the assistant principalship was considered primarily as a position requiring someone who could handle discipline and relieve the principal from that tedious task. The demands of his job required nine hours a day at school, practically all of which was spent handling problems related to pupil supervision and discipline. Pupil discipline was considered to be the area of greatest responsibility and importance.

Greater involvement in duties other than those of a disciplinary nature would create a sense of dignity to the position and could encourage individuals to become career assistant principals (1, p. 146).

This study of the assistant principal reveals much about how discipline is viewed by those who are faced with the responsibility of administering it. There is the suggestion that the job of disciplining students is a tedious task, and it is further suggested that the position is one with little dignity. If, as has been reported, school discipline is a problem of major proportions in the United States, the person who handles it should not be looked upon as a person of little dignity. If handling discipline is a tedious task, then something should be done to relieve the tedium. If the school principal is, as he should be, the person with the most talent and skill in dealing with people, perhaps he too should lend his talent and skill to handling this very important part of the educational process. The disciplining of students should not be looked upon as being of secondary importance.
In large city school systems, with the increased workload of the school principal, with increased community involvement, and with the modern approaches to scheduling and building construction, the principal and the assistant principal may actually see very little of each other in a school day. The principal is responsible for the actions of the assistant principal, but unless there is an effective means of recording information, he knows little of what the assistant principal is doing in the way of discipline. Probably the only time he will know when the assistant principal has a problem or when a situation gets out of hand is when the telephone starts ringing with someone complaining. By the same token, the superintendent will not know whether principals and assistant principals are doing an effective job with discipline unless parents are calling to complain. If his phone is ringing, the superintendent might assume that the assistant principal is not doing an effective job. If a more effective way of handling discipline could be developed, perhaps the assistant principal would have more reason for pride in his work. Perhaps if the system were good enough, the principal would consider participating in the discipline process.

With present-day technology and with equipment that is available on a rental basis to all large school systems
and most small districts, the coded facts on each discipline case can be recorded, cataloged, and filed. Printouts can be made available to all levels of administration. Comparisons and studies can be made. Van Dusseldorp states

If the only product of a computer . . . reporting system were the student report forms, little would be gained using the computer rather than manual methods for . . . reporting. However, when the computer is used, meaningful and useful analyses and lists can be easily produced as by-products (11, p. 73).

In a study of the use of the computer in the guidance program of a junior high school, White found that

With the application of data processing, the somewhat automatic results are standardization and accuracy. A planned program is usually developed and followed by which each student has recorded the same types of information. This, of course, will increase the usability of the data for comparison purposes and predictive programs (13, p. 22).

Counce and Davis (3) found that counselors who were using the computer to record facts on their students could spend 20 per cent more time with students than was possible before the use of the computer for recording such data as enrollment, grades, attendance, failures, and withdrawals.

Grossman and Howe report eight areas of increased efficiency that might result from the use of data processing in a counseling process. These same advantages should be evident if the computer were used to report discipline.
1. Speed: It is possible to alphabetize 1000 names in eight minutes (sic).

2. Accuracy: Most electronic data processing systems have self-checking devices. Accessibility is better and verification easier and more positive.

3. Reproduction: A score once stored may be converted into many different programs all from the same source.

4. Accessibility: Data stored in machine data-processing systems may be located rapidly and easily by those who need it.

5. Collating: Pupil tests data, school marks, teacher ratings, and many other types of data can be rapidly assembled into convenient form from a variety of sources for any special purpose.

6. Compactness: Data may be stored, transmitted, and referenced in a highly condensed form.

7. Automatic processing: Programs for processing student data can be used hundreds of times.

8. Dividends: Under this general heading must be included all the readily obtainable by-products of data-processing systems. Computer registration results in report card lists, parent lists, address lists, etc. (6, p. 346).

Others have listed advantages similar to these.

Gibson and Higgins, for example, list the following advantages of using data-processing, again in counseling:

1. Permits data to be assembled and made available more readily and in greater amounts than ever before.

2. Facilitates the rapid synthesis of data from different sources.

3. Frees counselor time for nonclerical duties.

4. Promotes standardization and accuracy.

5. Aids the development of more valid criteria for predictive, analytical, and other decision-making purposes.

The one area that may be of most lasting value in using the computer to record information on discipline is research. White reports that

The handling of sixty to a hundred thousand bits of information in a program correlation is no problem to the computer. In the past, the undertaking of such a research was almost impossible. With the computer, this same data can be used in many different ways and comparisons, and does not need to be individually handled in each operation. It has widened the horizon of the researcher who will but learn to use it correctly (13, p. 23).

There are many who would criticize the school administrator for such discipline methods as student suspension, corporal punishment, and expulsions from school. School personnel are quick to defend these methods as necessary tools of maintaining proper control of the learning process. It is very difficult to judge the success or failure of such methods. Thomas Harris writes that "The ultimate value of research, whatever its form, lies in the production of information that enables people to change" (8, p. 210). With a storage of standardized data on discipline, a valid research project may be possible. The merits of each form of discipline could be checked against some criteria, and possibly the administrator could effectively defend his methods or could change to other methods if he could recognize that a change would be appropriate.
The school administrator must be assumed to be a dedicated public servant. He is interested in doing an ethical and professional job of maintaining records of discipline, but "... principals, and other school personnel are frequently left to their own devices to make judgments about the collection, maintenance and disposition of pupils' records" (7, p. 4). School systems need to have guidelines to follow in matters of record maintenance.

The Russell Sage Foundation called a conference of twenty experts to look into this problem. They met at Sterling Forest, New York, on May 25-28, 1969. Those who participated included lawyers, public officials, social scientists, school administrators, and other public school experts. Besides studying the legal and moral aspects of school record-keeping, they also set up some guidelines for schools to follow in their system of collection, maintenance, and dissemination of information.

Among the major recommendations are the following: No data should be collected about pupils without the informed consent of the parents; schools should establish procedures to verify the accuracy of data and for periodically destroying information no longer really needed; parents should have full access to, and the right to challenge the accuracy of data on their children; and no one but school personnel and parents should have access to pupil data without either subpoena power or parental and pupil permission (14, p. 283).
The point of greatest concern in reporting matters of discipline may be in receiving prior informed consent. The Sage committee suggests that, perhaps in certain areas, the school board could give the parents' consent, through representation, but that the parents should have prior knowledge of the fact that the data are being kept. Perhaps educators concern themselves too much with the collection of information. Perhaps they should be concerned with the releasing of this information, either on purpose or by accidental means to persons who have no legal right to receive it. School administrators must establish procedures to see that school personnel who are unauthorized or unskilled in handling this information are not allowed access to data on discipline.

Too often schools, teachers, students, and administrators are judged on information of discipline that is inaccurate, incomplete, or biased. Too often there is inadequate information available on a discipline case to effectively determine what has actually taken place if it is examined at a time other than at the time it occurred. Too often records are kept only on the more severe discipline cases, thus giving a distorted picture of the true circumstances in the school setting. Too often critics are quick to judge an individual on the way one particular incident is handled, with not only limited information on
that case, but no knowledge of how similar cases are handled. A data processing procedure could collect and store data on discipline in such a way as to allow for a more effective use of this information. The Sage Foundation Committee did not deal with computerized data banks as such, but "urges that the additional problems they pose be explored fully and appropriate procedures developed" (10, p. 284). The Committee also suggested that a professional person be designated in each school to be responsible for record access and maintenance.

The Sage Foundation classified data into three categories: Category "A" is for that vital demographic information that is a part of every student's record, such facts as name, address, and parents' name. This information is, beyond question, something that is a necessary part of school record-keeping. Category "B" data includes information that was verified but not necessarily vital to the operation of the school. "Verified reports of serious or recurrent behavior patterns are included in this category" (15, p. 20). Category "C" includes potentially useful information that has not been verified or that is not clearly needed beyond the present semester.

Much of the discipline information that is experienced in a school system would be placed into Category "B". Some minor discipline cases, or cases where blame cannot
be established, should be placed in Category "C." The Sage Committee suggests that information included in Categories "B" and "C" be evaluated and possibly removed periodically. It suggests further that the data under "C" be reviewed and either removed from the student's record or placed into Category "B." Finally, it advises that

School systems should give serious consideration to the elimination of unnecessary Category "B" data at periodic intervals; for example, at points of transition from elementary to junior high school and from junior high to high school. In any case, these records should be destroyed, or else retained under conditions of anonymity, (for research purposes) when the student leaves school. Exceptions may be made where, under rigorous standards and impartial judgment, good cause for their retention can be shown (15, p. 21).

Summary

There is a need for accountability for the way that discipline is handled in our public schools, and the computer is the device most capable of providing accountability. Although school administrators feel frustration over discipline problems, they are reluctant to use the computer for fear of violation of the personal rights of their students. However, a panel of experts has set up guidelines which will help to avoid the possibility of such violations. A computer program could improve the efficiency of the discipline reporting system, if it
could be used within the legal and moral boundaries suggested by the Sage Foundation. Therefore, development of such a system would seem to be a worthwhile educational endeavor.
BIBLIOGRAPHY


CHAPTER III

DEVELOPMENT OF INSTRUMENTS

In developing the instruments to be used in this pilot study, the first concern was in the establishment of criteria that would show who was accountable for each incident of discipline that was reported to the office. A meeting with the principals of the nine schools who participated in the pilot program determined that there were five different areas for accountability:

1. The student—A student should always be made to understand that he is responsible for the way he conducts himself in public places.

2. The teacher—Although the student must be held accountable for his actions, he should not be considered solely responsible. When a student acts in the presence of a teacher, the teacher must respond. The teacher should be held accountable for this response.

3. The program—Students and teachers are brought together by some type of school program. The program sets certain limitations and restrictions on both the student and the teacher. This program should be held accountable for the discipline problems that are spawned by it.
4. The administrator—The administrator must bear the responsibility for bringing student, teacher, and the program together and for setting up the limitations in which they are expected to function.

5. The parent—Legally the parent is responsible for the actions of his children. Ethically, the school administrator is responsible for keeping the parent informed about the way a student is behaving in school. The parent cannot be considered responsible for a child's misbehavior if he is not informed about it.

Arguments could be made that there are other factors that could contribute to school discipline problems. Such elements as peer group pressure, community pressure, governmental actions, court actions, and social and political activism have been blamed for school discipline problems. Perhaps they do contribute to the problem, but they are not within the span of control of the school administrator, and they will be disregarded in the attempt to show accountability in this reporting instrument.

The second factor that was considered in developing the instrument was the moral and ethical responsibility of reporting accurately and fairly what had actually taken place in each discipline transaction. Also there was strong concern for developing a method for transmitting this information in such a way as to insure its privacy.
A third consideration was economy. For a system really to be effective, it must meet the test of sal-
ability. An attempt was made to develop a system that would serve the needs of reporting but would not be too expensive in terms of money, materials, or personnel.

A fourth area of consideration was practicality. Practicality is close to economy, but rather than dealing with expense, it deals with the mechanics of transmission of information from the teacher to the administrator to the computer and then back to the school. Also, considera-
tion had to be given to the blending of this information into other reporting systems in the school system.

DALDIRS Input Sheets

In light of these four areas of consideration, the "Report On Student Referral--For Discipline" (See Appen-
dix A) was replaced by one given the title of "DALDIRS Input Sheet" (See Appendix C). DALDIRS is an acronym that stands for Dallas Discipline Information Reporting System. This change in name was to allow for a degree of secrecy in the transmittal process. Anyone unfamiliar with the system could view the form without being aware of its purpose or content. This feature means that non-certified personnel or perhaps student helpers can handle these forms without having access to information that they are unauthorized to examine or unqualified to interpret. The
forms were transmitted through regular school mail with little fear as to who might handle them.

There are several other noticeable changes that were made in the reporting form. Perhaps the most obvious is that the DALDIRS form is for reporting multiple student referrals. This was changed for two reasons. The first reason was to insure the secrecy of information. The earlier form made it perfectly clear as to what was being transmitted; however, the coded information of the new form is difficult for anyone but those knowledgeable of the system to understand fully. The second reason for the change was economy. The DALDIRS form contains eleven names rather than one. Although the savings in paper was not significant, the economy of handling these forms was. Also, the chance of misplacing a name has been greatly reduced and the ease of cutting the data-processing cards has been greatly improved. The new form is laid out in a straight line to increase the speed of cutting the data processing cards because the cost of cutting the cards was found to be the greatest expense of the reporting system.

Another change is the addition of the student name in the coded transmission. It was originally felt that leaving the name off the coded data would reduce the chances of this information being viewed by unauthorized personnel.
It was felt that the name could be added later by recalling the student number from the school system's data base. However, with the security that is built into the DALDIRS form, there no longer seems to be a need for omitting the student's name. Also, the idea of searching the data base proved impractical. While it is possible to search the data base and match student names with student numbers, the process is expensive in computer time. Moreover, adding the student name to the report makes the system independent of other data systems. This feature allows for greater freedom in computer usage and removes many restrictions in experimentation.

The next change that was made in the reporting form was to insure the transmission of accurate information. Field one on the DALDIRS form is a one-character field that tells the computer either to add, change, or delete the information that follows on that line. This allows an administrator to correct information that is not accurate, or if necessary to delete it. In addition to this feature, the computer is programmed to print an error message if any information is left out of the report. If this shortcoming is not corrected after the transaction report is printed, it will be permanently erased from the memory bank and will not be printed on the six weeks' reports.
Another change that was made in the DALDIRS form was in the codes used to indicate sex and race. The original form called for the use of the numbers "1" and "2" to indicate male and female, with numbers also being used to designate the different races. These were not the codes used by other data systems within the district; therefore, the code was changed in order to have compatibility between systems. The alpha character "B" is used to indicate boy and "G" for girl. Also alpha characters are used for race.

The next change related to the reason the student was being referred to the office. It was originally felt that as many as three reasons might be listed for each referral. Data processing specialists suggested that the program could be simplified by using only one reason on each line. If a student is sent for more than one reason, it is a simple matter to repeat the demographic information on the second line and add the second or even third reason. The key punch operator can simply duplicate all the line that is identical by punching a button.

The codes for offenses and the codes for disciplinary actions taken remained open-ended. As new offenses or new disciplinary actions were recognized, they were simply added in numerical order. A change was made in this area to help disguise the DALDIRS form. "Reason for being sent to the office" was changed to "Act," and the "Action taken"
was shortened to "Action(s)." Also a change was made in the last two fields. "Days suspended" was changed to "Days Sus," and "Dollar amount of vandalism" was changed to "Dollar Amount" in an attempt to hide their true meanings.

**Discipline Referral Form**

A problem that principals faced in using this reporting system was in finding the proper code to use for the reason the student was sent to the office. Teachers generally try everything that they know to handle discipline problems without sending students to the office. Teachers are not always at their best when they finally "give up" on a student and send him to the office. Teachers have been known to send a problem student to the office for such non-descriptive reasons as "He has a big mouth!" or "I've had it with him!" or even "Let him explain his problem to you!" When a student comes to the office with this type of referral, the principal must give the reason a coded name. For the principal to give the offense a name—or code—and then decide on punishment is legally questionable. It seemed advisable to give the teacher a form for reporting referrals that contained the coded offenses so that the teacher could give the offense the same name that was transmitted to the computer.
A computer reporting system makes a very effective file of what actions are taken on discipline cases, but it will not completely replace the principal's file. The principal should keep a file to which he can refer in checking to prove the accuracy of the computer file. Many principals use the referral form that is sent by the teacher with the student as he comes to the office. On this form the principal can record pertinent data, such as what action was taken, whether and when the student was returned to class, if the parent was contacted, and other useful facts. A form to meet this need was designed to use with this study. The form "Discipline Referral Slip" (See Appendix D) was printed and distributed to teachers in several of the pilot schools. These forms were not placed in all pilot schools for three reasons: (1) the cost of the forms would have been more than could have been borne by this experiment, (2) some principals did not choose to alter their discipline reporting methods that drastically during the middle of the year, and (3) some schools already had forms in effective use.

The new referral form is perforated near the bottom. The top part is similar to the original report on student referral that was designed to transmit information to the computer. It contains the necessary demographic information, the codes of the offenses, plus space for explaining
the offense in the teacher's own words. The bottom half of the form is used by the principal to send the student back to class with a message to the teacher with suggestions or perhaps indications of how the student was handled. When the bottom half of the form is removed, the principal has left a six-inch by four-inch card that fits into a standard size file drawer. This file can be alphabetized or kept in sequential order. The most common procedure is to file these alphabetically so as to have a student's complete file all together.

Data Programming

The actual data programming was done with the assistance of a professional programmer employed by the Dallas Independent School District. It was felt that an expert in this area could develop a more professional research instrument in less time than could anyone else. This decision allowed the researcher to concentrate on developing the procedures for implementing the pilot study in the nine schools and for translating administrative ideas into computer programs. The language used was Cobol, and the program was run on the Burroughs 5500.

Initiation of the Study

The initiation of the pilot study was accomplished at mid-semester of the 1972-73 school year. It was determined
that the nine schools would include three elementary schools, two junior high schools, a middle school with grades seven and eight, and three high schools. An attempt was made to find schools with different socio-economic levels in order to obtain a wide range of social and economic sampling.

The three elementary schools included diversified ethnic populations: one was 96 per cent Black; one had 70 per cent Anglo, 25 per cent Black and the other 5 per cent Mexican-American, Indian, Oriental, and other. The third elementary was 75 per cent Anglo and 25 per cent Mexican-American. The middle school was in a lower middle-income Anglo neighborhood with five Mexican-Americans and four Black students. One junior high school was in an upper middle-class Anglo neighborhood with 80 per cent Anglo and 20 per cent Black students. A majority of the Black students were bussed in from the inner-city. The third school selected to represent the intermediate age group was a school in a middle income area with 60 per cent Anglo and 40 per cent Black population. The high schools selected to participate included one all-Black school; one with 50 per cent Anglo, 25 per cent Black, and 25 per cent Mexican-American, with the economic level of the students ranging from the very rich to the very poor; and one was a large high school with
90 per cent Anglo, and 10 per cent Black students, who were bussed in from the inner-city.

The schools participating in the pilot study were given a supply of DALDIMS Input Sheets, a list of coded acts and actions, and an instruction sheet (See Appendix E). The principals were given oral instructions, and in some cases clerks were also brought into the discussion. Then the pilot study was begun.

Reports

The development of reports that were to be printed was accomplished through consultation between participating principals and the data programmer. After several possibilities were considered, the following reports were selected:

1. A Transaction Register—This listed only the name and coded information, by school number, each time the cards were run.

2. An Alphabetical List—Each six weeks a report was run giving an alphabetical list of students from each school referred to the office for disciplinary reasons.

3. A Suspension List—An alphabetical list, by school, of students suspended from school was run each six weeks.
4. A Corporal Punishment List—An alphabetical list of students, by school, receiving corporal punishment was run each six weeks.

5. Teacher List—A list, by teacher number, was run at the end of the school year. This list showed not only the teacher but the subject area in which the teacher taught.
CHAPTER IV

RESULTS OF THE STUDY

The actual development and the piloting of the data processing system involved all of the 1972-73 spring semester. Within six weeks from the start of the collection of data, a complete set of reports was run. The reports contained accurate, usable information, and machine time was minimal. After six weeks it was possible to make a prediction that the cost of the reporting system would be approximately seven cents for each incident of discipline reported, and the input from the nine schools made it possible to predict the number of referrals that could be expected from each school level.

Problem of the Study

There were six points outlined in Chapter I as the problems of this study. Each of these will now be examined:

1. A determination of which information was worthy of being reported. Administrators who participated in the study felt that the report system as it was designed contained all the necessary information, with two exceptions. High school principals felt a need for having the age of
the student recorded for ready reference. To them age is a very pertinent fact in a disciplinary incident because of the compulsory attendance laws. The other area of need was reporting the reason for being referred. Originally there were twenty reasons listed that a student might be sent to the office. While the reporting system was being used, other reasons were added until there were thirty-one reasons listed with still other reasons suggested as possibilities. It soon became obvious that this open-ended approach was defeating the purpose of uniformity of reporting. It was suggested that ten broad categories would better serve the reporting system.

2. The design of a computer program to report this information. The success of the pilot study is probably due more to one thing than any other: the assistance received from a professional data processing programmer. School personnel do not generally have the expertise necessary for developing educational ideas that fit computer usage. Because of the work of a specialist in programming, the program emerged with few flaws in a matter of weeks instead of months. Corrections and changes were made rapidly by a person familiar with available equipment and techniques. This success would not have been possible with this project if the programmer had not been available.
3. Design of an instrument for transmitting this information from the administrator to the computer. An effective instrument (See Appendix C) was developed through consultations with school administrators and data programmers. Few problems were encountered using this instrument, but one school that participated in the pilot study did experience a problem. The problem resulted probably because the school used the report broadly and because the form was not prepared professionally.

The administrators who experienced the problem went back through their records and recorded every incident of discipline that had been noted for the entire year. Two people who were involved in the collection of this data became confused over what should be recorded in computer punch card spaces fifty-two and fifty-three. This field was designed to be one of three fields to describe just what "action(s)" school administrators had used because of the student's "act." Because of the way the form is printed, this field does not seem to be under "act" or under "action(s)." Rather than calling for clarification, the two convinced each other that this area should represent an action that the administrator could use but rejected. For example, a student who was referred to the office for fighting may receive corporal punishment. They reasoned that this student could very well be suspended
from school for fighting; therefore, they entered this as a possible action in spaces fifty-two and fifty-three. When this mistake was discovered, a special data processing program was written just for this problem. The field was erased for this one run only, and a new report was run showing the correct information.

Another problem was experienced in the area for reporting vandalism. This field was to be used for reporting dollar amounts only, but the instructions were obviously not clear because every administrator that reported a vandalism indicated dollars and cents. The machine, of course, read this information the way it had been programmed, and the print-out was incorrect. Because there were so few of these instances reported, the program has not been altered, but it will be if the program is adopted for later use.

4. Preparation of the software necessary to the presentation of the data in a usable form. The reports as outlined in Chapter III seem to be adequate for presenting the data. This is an area that can be tailored to the needs of any school or school district. The advantages of using a computer reporting system is that information can be recalled in many different ways. Computer output is limited only by the input and the
imagination of those who design the programs. As administrators become more accustomed to the use of the data, they may find other methods and forms of reporting.

5. A determination of the cost of the program for a district. Although some estimates can be made on cost, no precise figures can be made because of the limited use that has been experienced. A cost for running the program can be figured when a fair estimate of the number of referrals can be produced. A hypothetical situation can be advanced. The cost for this reporting program in a district that expected a maximum of 400,000 referrals would break down into the following expense:

A. Programming. This would represent a one time only cost, and it was arrived at by figuring the hourly wage for the time the programmer spent on this project ($654.00).

B. Machine time. This expense is based on running a transaction report each week, running a complete alpha list each six weeks, and for running a complete suspension and a complete corporal punishment list each six weeks. At the end of the year, a list of students under the teacher's name who referred them would also be run. All data would be stored on tape. The cost of computer time would be at the following rate: C.P.U. time $75.00 per hour, In-Out time $20.00 per hour, and ten cents per 1,000
lines print-out. An average of 11,000 referrals each week is projected, and each six weeks the reports would be cumulative ($691.40 total cost).

C. Key punch time. This is the greatest expense for the program and will be the one cost that is in direct proportion to the number of referrals. This cost is based on the figure of four and one-half cents for each card key punched ($18,000.00 total cost).

D. Clerical time. With a volume of 11,000 referrals each week being fed to the key punch operator, two clerks would be needed to keep a smooth flow of reports going in each direction. With two clerks co-ordinating the flow and editing the reports, administrators who now handle discipline reporting would be able to continue to do so without an increase in workload. Two clerks would cost this district $9,120.00.

Although a program involving this much data would be very unpredictable, this system has been carefully reviewed within the school district, and these figures are felt to be reasonable and accurate. The figure of 400,000 referrals in one school year seems to be very high and unlikely for the pilot school district. Data collected in the pilot study would suggest that a school may have as many as 1.5 referrals for each student enrolled each school year. Still, with the figure of 400,000 referrals
in a year, the total cost of initiating this system of reporting would be $12,465.40 for a school year.

6. Presentation of the program in an action research program. The first step in starting the research project was to get permission from the school district's Research Committee. A written proposal was submitted to this group in November. The proposal was rejected, then reviewed, and finally approved after one month of consultation with various administrative personnel.

Several hours were spent with a data processing programmer. After discussing the problems of creating the reporting system with the programmer, it was decided that the program could be made more flexible and have a better chance for success if it were made completely independent of existing programs. The "DALDIRS Input Sheet" was designed, and a Cobol program was written to print a transaction of the data submitted.

With the programmer and an elementary school principal working during their spare time, the program was ready to be tested with live data by the middle of January. Principals from the schools selected to pilot the study were approached. No official requests were made of these principals. Those who participated did so either as a personal favor or because they felt that the project was worthy of being studied.
Results of Pilot Study

Each school approached the reporting system in a slightly different manner. In order that one may have a clear idea of how the program may work in different settings, each of the schools will be reviewed. Each school will be referred to by a number and also by the level.

Elementary school number one was the first school to start the program. The principal decided to go back through his discipline card file and record each discipline incident for the first semester. With his system of recording on file cards, this task was relatively simple. If a student had been sent to the office several times—as many had during the semester—the principal only had to fill out the demographic information on that student one time and then on each succeeding line of the DALDIRS Form, add only the codes for information that was different. A curving line drawn down the page in any of the fields would indicate to the key punch operator that that particular field was the same as the line above. This procedure not only made it easy to record information on the DALDIRS Form, but also made it convenient for the key punch operator, who had to hit only one key on her machine to duplicate as many fields on different cards as were identical.

After the principal of elementary school number one had brought his records up to date, he considered it a
simple task to keep them up, and no more effort to record the information on the ZALDIRS Form than on the file cards he had been using. The print-outs were more functional than the file he had previously used.

The principal of elementary school number two was enthusiastic about the use of the data processing system of reporting. Although he did not feel a need to go back through his records of the first semester, he did feel a need in an area other than in what had been planned as discipline reporting. The program was adapted to meet his needs. This school had a problem of high clinic traffic. Dozens of students were reporting to the clinic each day, and the school had only a part-time nurse. The principal and his secretary found it very difficult to handle this traffic in a consistent and professional manner. The principal asked for permission to add a code for "Reported to Clinic." This code was added and was used by this school. For each of the students who reported to the clinic, the school had a record in alphabetical order and also recorded were the date or dates of referral, whether the student was returned to class, whether his parents were contacted, and whether he was sent home. This procedure gave the principal some very useful information for counseling with students, parents, and, in some cases, teachers.
Elementary school number three used the reporting system exactly as requested. After receiving instructions, the principal started using the reporting system on each student who was referred to the office. There was a volume of from thirty to seventy students each week with the average being around thirty-five. It was a relatively simple matter to record this information as the principal talked to the student about the problem for which he was referred. At the end of the week the principal or his secretary looked up and recorded the student number. On several occasions students were asked to place the numbers on the forms. This proved to be an easy task for the elementary students, and it was not considered possible for them to interpret what was on the form.

Junior high-middle school number one used the reporting system in a rather uneventful manner. Two people in this school handled all of the reporting, and the reports started the week after the principal was introduced to the system. The principal did not seem to be particularly impressed with the reports, nor with the problem of getting the report forms in each week.

Junior high-middle school number two had the most impressive print-outs of any school participating in the study. Like elementary school number one, this school went back through its records for the first semester and recorded
each discipline case. This process took one assistant principal several week-ends and a great many of his evenings to complete, but the first print-out contained over 900 student-discipline transactions. After their records were up-to-date, a record was kept on every discipline case for the remainder of the year. The habitual discipline offenders were presented very graphically by blanking out the name of each student all but the first time it appeared on the list. Some students had ten or more referrals, and it was possible to note that certain teachers seemed to have more problems than others. The teacher list revealed a shortcoming in the reporting system, however. In studying the print-out the principal found that several strong teachers had large numbers of students on the list. On close observation it was discovered that some teachers who had few classroom problems had duties that required them to refer students to the office from the halls, lunchroom and school grounds. It was suggested that a new field be added to the report to indicate whether the student was being referred for classroom behavior or otherwise.

This school also used the report system in two areas other than for students referred to the principal or assistant principal. A student tardy to class was referred to an attendance clerk, who recorded the event and returned
the student to class without sending him to the principal until a pattern of tardiness had been established. Also, another special center for handling discipline was located within this building, and this office used the report system for each incident of discipline referred to it. The DALDIRS Forms from each of the different offices were submitted together, but the print-outs gave a clear picture of who had handled each transaction.

Junior high-middle school number three had the most professional approach to handling the report. This school was at first very reluctant to become involved in the project. Although the school was having some rather bad problems at this particular time, the administrative personnel were pleased with their system of discipline reporting.

This school had a clerk who was responsible for keeping records of each student referred to the principal's office. The procedure was for her to keep a regular file envelope for each student who was referred to the office for reasons of discipline. When a student came in with a referral, the clerk would take the referral and check to see if the student had a file. If he did, she would clip the referral slip to the outside of the folder and send it in to the principal who was to handle the case. After the principal had handled the student's case, the clerk would
take the file envelope and replace it in the file cabinet. She would also keep a log of each student referral, with the reason he was sent to the office, who sent him, and what action was taken. The log book was kept to give the principal a convenient reference of what had taken place each day. When the computer reporting system was explained to the principal and his assistants, they realized that this approach could give them more usable reports than they were able to get with what they were doing and that they would get it with no more effort. The clerk simply used the DALDIRS Form instead of a log book.

The principal of high school number one was also opposed to using this reporting system when first approached. His response was, "I'll listen to what you have to say, but I just don't believe you will be able to convince me." It was suspected that he was one of the many school principals who had learned through bitter experience not to trust all the things people said concerning what the computer would do for them. After listening to an explanation of how the system would work, he agreed to try it. His reaction was that it would not be less work, as had been suggested, but that the extra work would produce reports and records that would be worth the effort.

The first thing his school did was to go back through its first semester's records and enter all school suspensions.
This information was in a file, but by putting it in the computer system, the school had an alphabetical listing of suspensions, a clear visual record of repeaters, and a summary report that showed a breakdown by sex and race of the students who had been suspended. This is a report that could have been produced by hand, but to do it by hand and to keep it continuously up-dated would be difficult.

High school number two had a system of recording information on discipline very much like the one used by the junior high-middle school number three. The big difference between the two systems was that the logs in this school were kept not by one clerk but by three assistant principals who handled discipline. Consequently, there were two different logs. They agreed to use the system, but not without reservations. They were using their logs to enter all types of personal comments that could not be coded into the computer system. Also, they had their log books for ready reference, and they found when they sent their DALDIRS Forms in each week, they lost, though only temporarily, a valuable tool. The possibility of using carbon or carbonized paper for the DALDIRS Form was suggested.

Another important factor that was observed in this school was that the two assistant principals who handled
most of the discipline were not in complete agreement as to the use and worth of the program to them. One used the report consistently, but the other assistant became very sporadic in his use. This attitude caused the other assistant to wonder about the value of an incomplete record. He expressed the feeling that an incomplete record was little better than no record at all.

The biggest disappointment was in high school number three. This school had three assistant principals, each of whom was responsible for the discipline of one grade level. One assistant principal was quite enthusiastic about the system and sent in his reports promptly and accurately each week. Another assistant made a half-hearted effort and then quit because a key punch operator complained that his forms were not legible. The third assistant refused even to try the system. A check of this problem revealed that the principal was not enthusiastic about using this system, although he had given his consent for the assistant principals to participate. Also, it was discovered that a counselor in the school felt that to place such data on the computer was unethical. However, the fact that only one assistant of the three participated in the pilot study was not too serious as far as the accuracy of their records was concerned, since the student body was divided by grade level. It will, in fact, allow the principal to determine
whether the record on that one grade is of any more value than the ones on the other two.

Reaction from other administrators within the school district was mixed. Word of the pilot study filtered through the school system, and although no attempt was made to gather opinions, there were several who volunteered their thoughts. The reactions ranged from that of several secondary principals who wanted to utilize the program immediately, to the elementary principal who promised that if it were adopted system-wide, he would take early retirement. His feelings were that it would be added work for him and his secretary and that it would not produce any worthwhile dividends for him.

A reason for this negative response from the elementary principal may be partially explained by the fact that although the secondary schools within the school district had been on the computer data base for several years, the elementary schools were required to put their students on just this school year. The immediate results of being on the data base are not visible to many of the elementary personnel who can see as dividends only alphabetical print-outs that are usually out-dated before they receive them.

The most overpowering feeling of these administrators was that of skepticism. Administrators within the district would like to have all the help that they can get in
handling discipline, but they are skeptical about anything which may suggest a cure-all approach. There is not any wide-spread agreement among them that a system of computerized discipline reporting will necessarily supply the help that is needed. Many administrators favor the use of this system, but there are others who will use it only if they are forced. It will be difficult to convince many school administrators that they will profit from this type of reporting system.

Results of the Survey

A survey form was sent to twenty-one superintendents who are members of The Council of Great City Schools. The only member district that was not sent a survey was the Dallas Independent School District. Of the twenty-one forms sent out, nineteen were completed and returned promptly. One of the schools returned a survey with three questions left blank with no explanation as to why. On several forms worthwhile comments were written in by the person who completed the form.

It was assumed that the school systems being surveyed would report that their use of the computer was much the same as its use in Dallas and that the majority would indicate that they favored the use of the computer for reporting disciplinary actions taken within their district. It was also assumed that these other school districts were
not currently using the computer for reporting disciplinary
actions taken within their district.

The first seven questions were to determine how the
computer was being used. (See Appendix F for complete
summary.)

1. Does your school system use a computer?
All nineteen answered "yes" to this question, as was ex-
pected.

2. Does your school system own its computer system?
Thirteen answered "yes" and six "no." This response was
also expected. Many organizations rent or lease all or
part of their computer equipment. This fact could have an
influence on experimental programs such as this one. If
a system has its own equipment, the equipment may sit idle
several hours or at least several minutes each day. The
cost of using the equipment during this idle time would be
negligible, but if the equipment were being leased, the
cost would be at the regular commercial rates.

3. Do you use the computer for keeping personnel
records?
Again, all nineteen answered "yes."

4. Do you use the computer for payroll reporting?
There were seventeen "yes" and two "no" responses.

5. Do you use the computer for student testing?
   (Scoring of tests given to students.)
There were seventeen "yes" and two "no" answers.
6. Do you use the computer for student report cards? There were only twelve "yes" and seven "no" responses.

It was noted that the same schools were not answering "no" on these three questions. Two schools answered "no" to questions four and six, and two others answered "no" to questions five and six. Nine school districts were represented by the eleven "no" answers. This would suggest that there may be local factors that contribute to a school district's decisions on computer usage.

7. Do you use the computer for scheduling?
All nineteen answered "yes."

8. Do you use the computer for keeping records of all student discipline?
As was expected, all nineteen answered "no" to this question.

9. Do you keep records at central administration concerning students who receive minor discipline from school principals?
Two said "yes" and sixteen answered "no." The nineteenth did not choose to answer this question.

10. Do you keep records at central administration concerning students who receive corporal punishment?
Nine answered this question "no," and the other ten indicated that they did not use corporal punishment. This response has some rather interesting implications. The systems which use corporal punishment see no need to report
the incidents to central administration, but over half of those responding indicated that they do not use corporal punishment.

11. Do you keep records at central administration concerning students who are suspended from school by school principals?

On this question eleven answered "yes," seven "no," and one chose not to answer. One that answered "no" indicated that this information is kept at area administrative offices, and therefore should be counted as a "yes."

12. Have you had a principal taken to court within the last year because of the way he handled a discipline case?

Four said "yes," fourteen answered "no," and one chose not to answer. This response would seem to indicate that this problem is not as widespread as one may be led to believe by reading current professional literature. Those who indicated that they had had principals taken to court did not indicate more favor in using the computer than those who had not had a principal taken to court.

13. How would you best describe your feeling toward using data processing to record all disciplinary actions taken by administrators within your school district?

One felt this would be "very desirable," two "desirable," twelve felt it would be "undesirable," and three "very undesirable." One also indicated that "The probable value would not justify cost."
14. How would you describe your feelings toward using data processing to record all corporal punishment administered by principals within your school district?

Not one person who answered the survey felt that this would be "very desirable," and only one felt that it would be "desirable." Six felt that it would be "undesirable," and four felt it would be "very undesirable." Eight indicated on this question that they did not use corporal punishment; ten had earlier indicated that they did not. The one indicating that it would be "desirable" to report corporal punishment was one of the districts who used it.

15. How would you describe your feelings toward using data processing to record all school suspensions within your school district?

Four felt this would be "very desirable," six "desirable," six "undesirable," and two "very undesirable." The other district indicated that it would be appropriate to use the computer but for "Statistical Only." The responder seemed to be indicating that it would be appropriate to use it only if no personal facts were recorded.

The responses to questions thirteen, fourteen, and fifteen indicate that school administrators from other large school districts do not generally favor the use of the computer for reporting disciplinary facts, as had been expected. It seems paradoxical that three would feel it desirable to report all disciplinary actions taken, but
that only one would be in favor of reporting corporal punishment. A very slight majority did feel that it would be desirable to use the computer for reporting suspensions.

16. How would you describe your feeling toward using data processing to identify the person who refers a student to the office of the principal for disciplinary reasons?

If this response is an indication of how school administrators really feel, teacher accountability for school discipline is something only to talk about. Fourteen of those surveyed felt that this would be "undesirable," and the other five felt that it would be "very undesirable."

For those who answered the survey perhaps the word identify had some connotation that was not intended. Perhaps they felt that with all the problems that teachers face in the classroom today they should not feel that they have to account for every student sent to the office for discipline. Or perhaps the administrators who answered this survey felt so hampered by teacher unions that they did not wish to initiate such a bold departure from the status quo.

The answer to this question does indicate that any school district considering the use of the computer should give a great deal of thought to how it will handle this part of the reporting procedure.

17. How would you best describe the way you feel about using data processing to record the
type and frequency of disciplinary actions being administered by principals in your school district?

One may expect that there would be no difference in the way this question was answered and the previous one, but this was not the case. One felt it would be "very desirable," and three felt it would be "desirable." Of course, eleven still considered this to be "undesirable" and four "very undesirable." But why should the four feel that the principal should be accountable when they felt that the teacher should not be?

Questions eighteen, nineteen, and twenty deal with the retention of information. If a district were to implement a system of computerized reporting, it would need to give serious consideration to how it would deal with the storage and retention of that information.

18. If you were to use data processing to record even minor disciplinary actions taken within your district, how long would you wish to leave this as part of the student's record?

Ten felt that this should be kept "only for the current school year," six, "for as long as he is in the building," one, "as long as he is in the district," two, "as long as records are kept on that student," and one added "Not over one term."

19. If you were to use data processing to record corporal punishment administered by your principals, how long would you want this information as a part of the student's record?
Five indicated "for the current school year," two, "for as long as he is in the building," two, "as long as in district," and one, "as long as records are kept on that student." Nine, again, indicated that they did not use corporal punishment, and the same respondent as in the previous question added "Not over one term."

20. If you were to use data processing to record school suspensions, how long would you want this information to be a part of the student's record?

Six indicated that a suspension should follow the student just "for the current school year," four, "for as long as student is in building," four, "for as long as he is in the district," and five, "for as long as records are kept on that student."

The answers to the three previous questions indicate a strong sentiment that what a student does in school should not be held against him in later life, and also that what he does in school one year should not be held against him the next year, or at least not in the next school. Only on suspensions is there any real support for keeping this information beyond the current school year.

21. If you used data processing to record disciplinary actions taken in your district, what would you say would be your chances of going to court over some charge similar to "Invasion of Privacy"?

Four felt that the answer to this would be "very probable," seven felt it would be "probable," four, "doubtful" and
four, "very doubtful." This question probably has little real value. There seemed to be little agreement, but a majority felt that such a charge would probably be brought against them. Still most school administrators are not surprised at having suits filed against them for anything.

22. Was this survey completed by the superintendent of schools? If not, give the title of the person who did.

There was no surprise in the fact that all surveys were completed by someone other than the superintendent of schools. Nor is there reason to suspect that it would have been answered differently if the superintendent had completed it. There are indications that this survey was referred to a person in each district who was qualified to speak for that district. The surveys were completed by one Administrative Assistant to the Superintendent, three Deputy Superintendents, two Assistant Superintendents of Schools, five Superintendents or Directors of Data Services, four Directors of Student Records, three Directors of Research and Planning, and two Directors of Secondary Schools. In several cases two of the administrators completed the survey cooperatively.

From the letters and comments that were returned with the survey, it can be concluded that it was well received. Four administrators indicated that they are in the process of studying the possibility of initiating such a reporting
system in their districts. Still, one wonders if the statement that one respondent wrote on the bottom of his survey may be the opinion of most school administrators. He wrote, "While we can all use improved techniques for record keeping, it appears to me that the use of DP for the recording of disciplinary actions is a bulldozer/egg relationship." The point he seems to be implying is that disciplinary matters are much too delicate to be handled by a computer, which he considers as unwieldy as a bulldozer.
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Because of the pilot study conducted in nine schools from the pilot school district and the questionnaire that was mailed to the superintendents of the public schools who are members of The Council of Great City Schools, it is possible to draw several conclusions concerning the use of data processing for reporting disciplinary actions taken by school administrators. Also several recommendations will be made based upon the findings of the pilot study and the answers received from the questionnaire.

Conclusions

In the execution of this study the conclusions reached were dealing with the collection of disciplinary information; but the one question advanced by this study is still left unanswered. Should data processing be used for reporting information concerning disciplinary actions taken? The pilot study was based upon the assumption that it should be. Administrators who participated in the pilot study agreed that the computer should be used for this purpose; but the questionnaire sent to the Council of Great City Schools revealed that administrators from these school districts were not in agreement with those in the pilot school district.
It is hoped that the answers to the first few questions from the questionnaire, those dealing with computer usage, may suggest a justification for this difference in opinion. On these questions two schools indicated that they did not use the computer for payroll reporting, six responded that they did not use the computer for student report cards, and two other districts indicated that they did not use the computer for student testing. It could be concluded that local factors in each school district have a great deal to do with helping school administrators to decide just what would be reasonable use for the computer. Computer usage that may be reasonable in New York City public schools may not necessarily be reasonable usage in San Francisco.

The pilot school district is under a court-ordered desegregation plan that includes massive bussing of minority students to secondary schools. A Tri-Ethnic committee has been appointed by the court to check on the school district to see that the wishes of the court are being carried out. This committee has made demands that the school district show that all students are being treated fairly in disciplinary matters. This demand has meant that many administrative man hours have been spent going through disciplinary files gathering the facts of each discipline case involving
suspension. These school administrators were not eager to supply this information, but were forced to do so. Neither were they convinced that the information that they supplied presented a true picture of how discipline, in general, was being handled. The facts of a suspension may not reveal all of the misbehavior that preceded the actual suspension. The necessity of supplying this information made several of these school administrators feel that there should be a better, faster, and more accurate way of gathering this information. They felt that the computer might offer them this method. If other school districts are not faced with this type of urgency for having these facts readily available, it is reasonable to assume that they will not be especially anxious or excited about undertaking the task of developing such a reporting system.

Corporal punishment is a very controversial issue in education. Public opinion polls indicate that a high percentage of American citizens are in favor of the use of corporal punishment in public schools, but a very vocal and influential group has presented some convincing arguments against its use. Many school districts throughout the nation have abandoned the use of corporal punishment. Ten of the nineteen who returned the survey indicated that they do not use corporal punishment as a method of disciplining students. Of those who responded to the survey,
only one felt that it would be desirable to record this information on the computer, and none indicated that they presently report corporal punishment to central administration. It can, therefore, be concluded that school administrators are not eager to have the information dealing with corporal punishment within their school districts available for study. Whether corporal punishment is good or bad for students, for teachers, or for the school system would seem to be a moot question. Until some facts on its use in a school system are gathered and studied, it is doubtful that any worthwhile conclusions can be drawn to support its use. However, if a school system which uses corporal punishment were to record the facts on its use for a period of several years, perhaps some studies could be initiated and some conclusions drawn that would indicate its value.

Ten of the nineteen who returned the survey felt that it would be desirable to report suspensions on the computer, and one indicated that the statistical use of the computer would be appropriate. The fact that eight of those returning the survey did not feel it appropriate to report suspensions within their district does not seem to suggest that it would be inappropriate for others to do so. Research from the pilot study seems to indicate that those schools which desire to do so would be able to put the
information on the computer very effectively, and that the expense in doing so would be relatively small.

A great deal of concern must be given to the fact that all who responded to the survey were opposed to identifying the person who referred a student to the office for discipline. It can be concluded that this is a phase of a discipline reporting system that must be given a great deal of thought. It is not an absolute necessity that the referring teacher be identified, but it seems a waste of information not to record this fact. Any talk of accountability in matters of discipline is just so much rhetoric if it does not apply to all phases of the discipline process. Teachers are judged by the way they handle discipline problems. They are judged by students, parents, and their peers. To allow teachers to be judged only on the facts that are remembered is not fair to them or to their students. The principal is the one person responsible for evaluating teachers. He can be more effective in his evaluation if he has as many of the facts as possible. The principal should be able to offer some advice on how a teacher can improve. To have an accurate record of a teacher's discipline referrals could offer some assistance to the principal.

Principals from the pilot schools were favorably impressed by the teacher list that was supplied to them.
They found it to be a useful tool in studying the patterns of discipline referrals in their school. This list did not contain anything to condemn a teacher; it contained only facts. Interpretation of facts, however, takes a great deal of professional skill. First, there are often factors that require that a student be referred to the office even by a "good" teacher; on the other hand, "weak" teachers may avoid sending students to the office even when they misbehave or violate school rules, because those teachers are afraid to have the principal know they are having problems. The "teacher list" offers a recording of facts that could help to systematize the difficult process of judging teacher performance, but it still requires professional judgments.

There may be other factors involved in the reluctance of administrators to have this information about discipline recorded. The harassment that teachers endure today is said to be greater than at any time in history. Administrators seek every method available to show teachers that they are being supported and are appreciated. Perhaps to tell the teacher that each student referral that he has will be recorded will tend to demoralize the teacher. Perhaps administrators fear that to initiate such a system of discipline reporting will affect the delicate rapport that exists between administrators and teachers, or perhaps
they fear it will affect the negotiations between teachers' unions and school boards. Regardless of the reason, or reasons, it is a problem that requires further thought and study.

Only three of the administrators who answered the survey indicated a positive feeling toward using the computer to record how administrators handled discipline. This response suggests that some may have a lack of confidence in what the administrators are doing, a lack of confidence in the ability of the computer to record all of the facts, or perhaps a lack of confidence in the ability or wisdom of those who will interpret what is produced by the reporting system.

Very little is available to indicate just how discipline has been handled in public schools. Any records that have been kept usually have been available only to the principal, and many of the principals have been known to have been rather imaginative in the way they handled discipline. There are stories of principals walking to the front door with a problem student and telling him that his school days are over and that he should not return to school. Whether stories like this one are truth or fiction is academic. Parents and school boards will no longer allow this type of administration. School administrators may not desire accountability in the way discipline is being handled,
but the public and the school boards do; and unless the administrators can devise the means for accountability, their positions may be in jeopardy. School board members are well aware of new procedures in business and industry. They know of the capabilities of the computer, and they can be expected to make demands of the superintendent to supply information on student discipline that only the computer can reasonably be expected to supply.

The pilot study indicated that the actual design of the computer program, the instrumentation for transmission of the information to the computer, and the printouts from the computer are rather elementary in design. It seems true that the computer technology has advanced far beyond the school administrator's ability to keep up. The system designed for the pilot study could be adapted to any school system, regardless of the size of the school district, and would function as well as it is functioning now in the pilot study. It should not be concluded that this step is necessarily the best one. Any program as sensitive as the reporting of discipline should be tailored to the needs of each individual school district. The survey utilized in this study indicated a wide spectrum of opinions on the use of the computer for reporting discipline. The computer is flexible enough to be used just as the individual district may desire. If a school district feels a need to report
only suspensions, it can very effectively do so by using the computer.

It can be concluded from the survey that school principals in the pilot school district are required to report more on discipline than are other schools that were surveyed. Principals in the pilot schools are required to report all corporal punishment and all suspensions on the day of their occurrence. This task is accomplished by completing a carbonized form for each incident. There is one form for corporal punishment with another form for suspensions. A copy of these forms is kept in the local building, and another is sent to central administration. In addition, a suspension form is sent to the parent of the suspended student.

The effectiveness of this program could be improved. In most cases, once the forms have been filed, they are never seen again. The file will indicate whether or not the principal has properly completed the form on each suspension or corporal punishment, and the forms can be counted, but it is not possible to use the file for any extensive analysis of what is actually taking place in the schools. It is even difficult to recognize students whose names show up on the form more than once. But with a redesign of the transmission form, this information can be placed on computer tape and can be printed in any manner that may be required or requested.
The cost of the reporting system piloted seems to be well within the reach of most school budgets. It is estimated that the cost of a reporting system that would include 400,000 referrals would cost a school district approximately $28,000 to initiate. This would be for a well-organized and extensive reporting system. A school system could undertake a program on a scale less comprehensive, at a figure less than the seven cents for each referral that is estimated above. The pilot study involving nine schools was conducted without a budget. All computer time, material and school personnel were already a part of the school district budget. It is assumed that this economy could also be effected in any other school district if such a program were initiated on a limited scale. The seven cents for each referral would not necessarily be added expense for a school system that was already reporting discipline. It is estimated that the added expense of reporting discipline on the computer in the pilot district may be no more than four and one-half cents, or the cost of key punching. As the reporting system is refined, the cost can be expected to decrease.

The school principals who participated in the pilot study were pleased with the results received in the way of print outs. It offered them an easy-to-read record of how
each discipline case had been handled. The fact that the principals were pleased with the first effort is encouraging since this reporting system is merely fundamental. It could be compared in sophistication to the first automobile or the first airplane. It can be greatly improved. Many new techniques may be added in the future. The standard data processing card was used because of its dependability, but there are other cheaper and faster ways of transmitting data. Possible advancements are beyond prediction.

Although initiated at mid-semester and conducted in a loosely organized manner, the pilot program was operational within a matter of weeks, and the results that were achieved were considered satisfactory. If a school system were to undertake to establish such a discipline reporting system in a highly organized manner, starting at the beginning of the school year, few problems could be expected in the mechanics of the reporting system. The greatest problem expected would be in selling the program to the personnel of the school district. The schools that participated in the pilot study were well organized with established systems of reporting discipline. The schools also had principals with enough confidence in themselves and their assistants that they were not afraid of what would show up on the print out. If there are
those in administration who feel threatened by this type of reporting system, it will be very difficult to convince them of the value in using it. There is no reason to expect that a program such as this can be started without some opposition. It is assumed that some very capable administrators will find reason to oppose the use of data processing to report disciplinary actions, but if they are cooperative, they can add to the program by offering constructive criticism.

It should not be inferred that a discipline-reporting system using data processing requires the full cooperation and support of the entire school district. If this were the case, such a program may never get started. Once the data processing program is begun, it can be utilized by one building or by the entire district. If one school or several were to choose not to participate, it would not necessarily affect those who did participate. The reports available to those who participate should be enough to convince others that the program is worthwhile.

Just what a school district may select as proper input for its computer discipline-reporting system would be a matter of personal choice. In the pilot study there were very few suggestions for change in the information that was contained in the original input, but it is of vital importance that a district give the matter of input a great deal
of thought before initiating a program of reporting. If plans are to have records stored for more than one year and if the input is altered, it will be difficult to make comparisons between the two different inputs.

Output from the reporting system can be modified as often as considered necessary or desirable. The output from the pilot study consisted of five different reports. The first was a weekly report, called a "Transaction Register." At the end of the six weeks' reporting period, three other lists were run: the "Alpha List," the "Corporal Punishment List," and the "Suspension List." At the end of the school year a "Teacher List" was run. These lists were treated differently in order to allow the principals to decide which method of reporting would best serve their needs.

The weekly "Transaction Register" was printed out in alphabetical order, grouped by grade level. The "Alpha List" was an accumulation of all the Transaction Lists but changed into a straight alphabetical order. The "Suspension Lists" and the "Corporal Punishment Lists" were in straight alphabetical order, and the "Teacher Lists" were an alphabetical listing of students grouped by teacher order. Principals could not agree upon the format of printing these lists. Some preferred the straight alphabetical listing while others preferred to have the students
listed by grade level on each report. The computer is capable of reporting in a different manner for each school if principals should so choose.

The five methods of printing the information were selected because they seemed to be reasonable methods of presenting the data. There are other possibilities. There are eighteen different fields on the DALDIRS Input Sheet. Any one of these could be used as a reference for printing the output. A list could be made, not only by alphabetical reference or grade level, but by race, by sex, by date, or even by middle initial if this were to seem reasonable to the one designing the program. The point is that the computer offers flexibility that is not to be found in any other method of gathering information.

The greatest variance in the discipline reporting system in the Dallas Independent School District was found in the individual schools. The use of the computer-reporting system offers a method of establishing some uniformity between schools within the district. It may be best in the development of a uniform system of reporting discipline to forget about old methods of reporting and develop new procedures that are based entirely on the needs of the new system. Old habits are hard to break, but old reports and old report forms, in most cases, should be retired and replaced with new ones designed for the computer reporting system.
Some consideration must be given to the storage of data on the computer tapes. There were several questions on the survey designed to see how long the different school systems felt that information should be kept. From the response to these questions and from a study of the Sage Foundation Committee report, the following conclusions can be made: Minor incidents of discipline should be removed yearly from the student's record. On the survey, suspensions were considered by thirteen to be serious enough to be kept as a part of the student's record for at least as long as he was in his present building. Four felt that the suspensions should be a part of the student's record as long as he was in the district, and five felt that it should remain on his record as long as records were kept on the student. The use of computer tape for the storage of information on discipline offers many possibilities. An incident that seemed rather insignificant to a principal and one that looked insignificant on a computer print out may take on added significance when viewed in later years. Information stored on computer tape is perfectly harmless. And guidelines can be instituted to insure against information being recalled by the wrong person or for the wrong reasons.
A school system using data processing and storing information on tape will need to give a great deal of thought to the establishment of a security system for these tapes. Some stringent guidelines on the release of this information must be established. It would be possible to have a system of codes similar to the codes used by industrial security. Thus, one who is not cleared to handle the information would not have access to the tapes. The information could be coded in such a way that the Superintendent of Schools would be the only person who could call forth the tapes. With all the possibilities of security, it would seem foolish not to store all of the information on discipline that is available for as long as it is possibly relevant.

Question twenty-one on the survey asked, "If you used data processing to record disciplinary actions taken in your district, what would be your chances of going to court over some charge similar to 'Invasion of Privacy'?'" Eleven of the nineteen who responded felt that this was a probability. It would seem that the use of the computer for reporting information on discipline within the school system would not give anyone grounds for a law suit. Only reports going to people outside of the actual school would seem to place a school in jeopardy of violating a student's privacy.
One of the returned surveys contained a comment which deserves consideration: "While we can all use improved techniques for record keeping, it appears to me that the use of DP for the recording of disciplinary actions is a bulldozer/egg relationship." The fact that no other school system is using the computer for reporting discipline is reason enough to suspect that to do so may not be appropriate. To use the computer may create more problems than it would solve. Discipline is a very delicate matter and should be handled as gently as an egg, but a computer is not a bulldozer. The computer is capable of being as sensitive and as delicate as those who program it are imaginative. It may be true that in the past school administrators have used the computer with all the finesse of a bulldozer, but the fault has been with the people doing the programming, not with the computer.

The personal facts of a discipline case must be held in strict confidence by the school, but the public has a right to know that discipline is being handled in a responsible manner. Accountability can be more than just a word, but it can be accomplished only by someone who has enough confidence in himself that he is not afraid to initiate a program that will point out his mistakes. The public is in no mood to accept the word of the superintendent that the schools are being administered properly.
The public wants details. Sometimes it receives the details from unofficial sources who release the information to achieve ulterior goals. A computerized system of reporting facts on discipline would place at the fingertips of the superintendent the ability to verify or deny the accuracy of any report on discipline that may be placed before the public.

Recommendations

1. The most significant recommendation is that the Dallas Independent School District initiate a program of computerized discipline reporting for the 1973-74 school year.

2. It is recommended that the DALDIRS Form (See Appendix C) be altered to include two new fields that were suggested by participating principals. One addition is the age of the student, and the other is to indicate whether the student was being referred from the teacher's class or from some other location. In addition to these two new fields, the field on dollar amount for vandalism should be expanded to include dollars and cents.

3. It is recommended that the DALDIRS Form be printed on carbonized paper. This step would allow the schools to keep a record of their transactions while their weekly input was in transit to the computer center.
4. It is recommended that a committee of teachers, principals, and central staff administrators be established to study the codes to be used with the referrals.

5. It is recommended that all secondary schools in the Dallas system give strong consideration to the establishment of a system similar to the one used by junior high-middle school number three. This was the school which had a clerk who was responsible for keeping records of each student referred to the principal's office and who was given the responsibility of preparing the input sheets after the principal or assistant principal had seen the student.

6. It is recommended that the "Teacher List" be excluded from the printout of reports. It is with a great deal of reluctance that this recommendation is made, but until some study can be done on this matter, it is the only logical action that can be taken. It is not recommended that the teacher number be removed from the other four reports, but if at any time in the future this fact were to become objectionable, the field could be blanked out.

7. It is recommended that a report program be added to the system to allow the Superintendent of Schools, and the Administrative Assistant--Student Affairs to have direct access, from a remote terminal, to any information
from the reporting system. One of these two persons should be able to transmit both a coded signal and a student's number from a remote terminal and get an immediate printout on that student. Students and parents often come, unannounced, to central administration for a hearing on a discipline case. When this situation occurs, central administration must contact the local building for background information. This process involves time and manpower. In some cases an immediate printout that had been up-dated to the day might save time and effort in dealing with the case. It might also serve in showing the student and parent that the superintendent knows that the principal is not acting capriciously and that the superintendent is being kept closely informed on the operation of each school within the system.

8. Another recommendation is one suggested by the Sage Foundation Committee report. One administrator should be given the sole responsibility of maintaining these records, and some very definite guidelines should be established for the release of information contained in these files. Three separate file tapes should be maintained after the initial year: one for the current year, one for students still enrolled in school, with an accumulation from every year that records have been kept on them, and a third for those students who are no longer enrolled in the
school system. Parents and students should have full knowledge of what is contained in these files and a right to challenge the accuracy of the files. Proper school personnel are the only ones who should have access to this information without subpoena power or parental and pupil permission. If the information is subpoenaed, the parent and student should be so informed.

9. It is recommended that stringent restrictions be placed on the use of these files for research. Although research in this area should be encouraged, precautions should be instituted to insure that no student be personally identifiable. A longitudinal study of students, with a record of how they were disciplined, could offer some very definite insight into the effectiveness of established disciplinary practices.

10. It is recommended that other school districts study what has been achieved with the pilot study and decide just how this program could best be adapted to their school system. There are too many variables to suggest that what may be good for the pilot study district would necessarily be good for any other school system.

11. It is recommended that the eleven school systems which indicated that they keep records of suspended students at central administration consider doing this job by utilizing the computer. The greatest task that these
districts would face would be the re-design of their report form. The cost for reporting the suspensions on the computer would be quite small, and it would serve as a pilot for expanded use of the computer in reporting other disciplinary actions taken in their districts.

12. It is recommended that further study be done to determine why those who use corporal punishment are opposed to reporting it on the computer. It would appear that school administrators would be eager to have accurate records of an action as controversial as this. Perhaps a study would reveal why they feel more comfortable not being able to describe accurately the extent to which this form of punishment is being used and could explain why many of those who are using corporal punishment are not presently reporting the extent of its use to their central administrative staff.
REPORT ON STUDENT REFERRAL—FOR DISCIPLINE

<table>
<thead>
<tr>
<th>Student Name</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Month</td>
<td>Day</td>
<td>Year</td>
<td></td>
<td></td>
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</tr>
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<table>
<thead>
<tr>
<th>School Number</th>
<th></th>
<th></th>
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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>7 8 9</td>
<td>10 11 12 13 14 15 16 17</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18 19</td>
<td>20 21 22 23 24</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sex</th>
<th>Race</th>
<th>Referring Teacher</th>
<th>Administrator</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 = Male</td>
<td>1 = Anglo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 = Female</td>
<td>2 = Negro</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 = Mexican/American</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 = Other</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action 1</th>
<th>Action 2</th>
<th>Action 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 26 27 28 29 30</td>
<td>31 32 33 34 35 36</td>
<td></td>
</tr>
</tbody>
</table>

Reason for Being Sent to Office: Record the Three Most Severe Reasons.


code for offense
01 Cutting Class
02 Tardy to Class
03 Truancy
04 Failure to have Supplies
05 Disobedience
06 Profanity
07 Fighting
08 Stealing
09 Vandalism
10 Smoking
11 Drinking Alcohol
12 Possession of Illegal Drugs or Alcohol
13 Under the Influence of
14 Indecent Exposure
15 Attacking Student or Staff Member
16 Throwing Objects
17 Gambling
18 Failure to Have Assignment
19 Participation in Major Disruption of School Activity
20 Other


code for disciplinary actions
01 Counseled
02 Referred to Guidance Counselors
03 Contacted Parents
04 Arranged Student/Teacher Conference
05 Arranged Parent/Teacher Conference
06 Used Corporal Punishment
07 Assigned Detention—Before or After Regular School Hours
08 Placed in Crisis Room—During School
09 Called Parent to Pick Up Student
10 Called Police
11 Called Youth Action Center
12 Called Some Other Agency
13 Suspended From School—Fill in Block 37 and 38 for Number of Days
14 Requested Third Party Hearing
15 Requested Expulsion From School
CODE FOR DISCIPLINARY ACTIONS
(Continued)

16 Referred for Psychological Study
17 Assigned Demerits
18 Other
19 Advised to Pay Damages—Fill in Blocks 39, 40, 41, and 42 for Amount in Dollars

<table>
<thead>
<tr>
<th>37</th>
<th>38</th>
<th>39</th>
<th>40</th>
<th>41</th>
<th>42</th>
</tr>
</thead>
<tbody>
<tr>
<td>Days</td>
<td>Dollar Amount</td>
<td>of Vandalism</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Signature of Administrator
Dear Sir:

I am attempting to design a data processing program that can be used to report, catalog and file information pertaining to disciplinary actions taken within a large city school system. I have permission to pilot this program in the Dallas Independent School District. In my review of the literature, I find no indication that this type program is being used by any other large city school system in the United States, but it seems reasonable that one may be in use somewhere.

With this survey I hope to determine three things, (1) Are there other school districts who use data processing for reporting, filing and cataloging of information on disciplinary actions within their district? (2) Do superintendents of other large city school districts oppose the use of data processing for reporting, filing and cataloging of information on disciplinary actions taken within their district? (3) Is there any significant difference in the way the computer is being used in the school districts being surveyed, and the way it is used in the Dallas Independent School District?

The members of the Council of Great City Schools are being surveyed. Your reply will be treated with the strictest confidence, and your school district will not be mentioned except as one of the districts that was mailed a survey. Because of the nature of the problem, the population is quite small. It is, therefore, very important that all surveys be returned. It is very brief and you should be able to finish it in five to six minutes. If a person other than the superintendent of schools completes the survey, please give the title of that person.

This project is being done as a part of my dissertation at North Texas State University. Your participation will be greatly appreciated.

Sincerely yours,

Keith P. Cowand
Survey on Computer Usage

___Yes ___No 1. Does your school system use a computer?
___Yes ___No 2. Does your school system own its computer equipment?
___Yes ___No 3. Do you use the computer for keeping personnel records?
___Yes ___No 4. Do you use the computer for payroll reporting?
___Yes ___No 5. Do you use the computer for student testing? (Scoring of test given to students.)
___Yes ___No 6. Do you use the computer for student report cards?
___Yes ___No 7. Do you use the computer for scheduling?
___Yes ___No 8. Do you use the computer for keeping records of all student discipline?
___Yes ___No 9. Do you keep records at central administration concerning students who receive minor discipline from school principals?
___Yes ___No 10. Do you keep records at central administration concerning students who receive corporal punishment from school principals?
___Yes ___No 11. Do you keep records at central administration concerning students who are suspended from school by school principals?
___Yes ___No 12. Have you had a principal taken to court within the last year because of the way he handled a discipline case?

13. How would you best describe your feelings toward using data processing to record all disciplinary actions taken by administrators within your school district?

___Very desirable ___Undesirable
___Desirable ___Very undesirable
14. How would you best describe your feelings toward using data processing to record all corporal punishment administered by principals within your school district?

___ Very desirable  ___ Undesirable
___ Desirable  ___ Very undesirable

15. How would you describe your feelings toward using data processing to record all school suspensions within your school district?

___ Very desirable  ___ Undesirable
___ Desirable  ___ Very undesirable

16. How would you describe your feelings toward using data processing to identify the person who refers a student to the office of the principal for disciplinary reasons?

___ Very desirable  ___ Undesirable
___ Desirable  ___ Very undesirable

17. How would you best describe the way you feel about using data processing to record the type and frequency of disciplinary actions being administered by principals in your school district?

___ Very desirable  ___ Undesirable
___ Desirable  ___ Very undesirable

18. If you were to use data processing to record even minor disciplinary actions taken within your district, how long would you wish to leave this as part of the student's record?

___ For the current school year
___ For as long as he is in building
___ As long as in district
___ As long as records kept on that student

19. If you were to use data processing to record corporal punishment administered by your principals, how long would you want this information as a part of the student's record?

___ For the current school year
___ For as long as student in building
___ As long as in district
___ As long as records kept on that student
20. If you were to use data processing to record school suspensions, how long would you want this information to be a part of the student's record?

_____ For the current school year
_____ For as long as student in building
_____ As long as in district
_____ As long as records are kept on that student

21. If you used data processing to record disciplinary actions taken in your district, what would you say would be your chances of going to court over some charge similar to "Invasion of Privacy."

_____ Very probable
_____ Probable
_____ Doubtful
_____ Very doubtful

22. Was this survey completed by the superintendent of schools?

_____ Yes
_____ No  If no, give title of person who did _______________
THE COUNCIL OF THE GREAT CITY SCHOOLS

Atlanta Public School System
Dr. John W. Letson
224 Central Avenue, S. W.
Atlanta, Georgia 30303

Baltimore City Public Schools
Dr. Roland Patterson
3 East 25th Street
Baltimore, Maryland 21218

Boston Public Schools
Dr. William J. Leary
15 Beacon Street
Boston, Massachusetts 02108

Buffalo Public Schools
Dr. Joseph Manch
Room 712, City Hall
Buffalo, New York 14202

Chicago Public Schools
Dr. James F. Redmond
228 N. LaSalle Street
Chicago, Illinois 60601

Cleveland City School District
Dr. Paul W. Briggs
1380 E. Sixth Street
Cleveland, Ohio 43215

Dallas Independent School District
Dr. Nolen Estes
3700 Ross Avenue
Dallas, Texas 75204

Denver Public Schools
Dr. Howard L. Johnson
414 Fourteenth Street
Denver, Colorado 80202

Detroit Public Schools
Dr. Charles J. Wolfe
5057 Woodward Avenue
Detroit, Michigan 48202
District of Columbia Public School System
Dr. Forbes Bottomly
415 12th Street, N. W.
Washington, D. C. 20004

Houston Independent School District
Dr. George G. Garver
3830 Richmond Avenue
Houston, Texas 77027

Los Angeles Unified School District
Dr. William J. Johnson
P. O. Box 3307, Terminal Annex
Los Angeles, California 90054

Memphis City Schools
Dr. John P. Freeman
2597 Avery
Memphis, Tennessee 38112

Special School District No. 1
Dr. John B. Davis, Jr.
897 Northeast Broadway
Minneapolis, Minnesota 55413

The Milwaukee Public Schools
Dr. Richard P. Gousha
5225 W. Viet Street
P. O. Drawer 10K
Milwaukee, Wisconsin 53201

Board of Education Of The City of New York
Dr. Harvey Scribner
110 Livingston Street
Brooklyn, New York 11201

The School District of Philadelphia
Dr. Mathew W. Costanzo
Administration Building
Parkway at 21st Street
Philadelphia, Pennsylvania 19103

Pittsburgh Public Schools
Dr. Louis J. Kishkunas
341 South Bellefield Avenue
Pittsburgh, Pennsylvania 15213
Portland Public Schools
Dr. Robert W. Blanchard
631 N. E. Clackamas Street
Portland, Oregon 97203

Saint Louis Public Schools
Dr. Ernest Jones, Acting Superintendent
911 Locust Street
St. Louis, Missouri 63101

San Diego Unified School District
Dr. Thomas Goodman
4100 Normal Street
San Diego, California 92103

San Francisco Unified School District
Dr. Steven P. Morena
135 Van Ness Avenue
San Francisco, California 94102
### Student Information

<table>
<thead>
<tr>
<th>LAST</th>
<th>FIRST</th>
<th>MI</th>
<th>(ON</th>
<th>DAY</th>
<th>YR</th>
<th>SCHOOL</th>
<th>NUM</th>
<th>10</th>
<th>NON</th>
<th>CR</th>
<th>SEX</th>
<th>DATE</th>
<th>TEACHER</th>
<th>ADMIN</th>
<th>ACT</th>
<th>ACTION</th>
<th>DAYS</th>
<th>SUS</th>
<th>DOLLAR</th>
<th>ACT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Note:** Reduced to two-thirds of actual size.
APPENDIX D
Dallas Independent School District

DISCIPLINE REFERRAL SLIP

Name: ___________________________ Grade: ___________ Age: ________ Sex: ________ Race: ________ Phone Number: ___________________________

Referring Teacher: ___________________________ Teacher Number: ___________

Referring Teacher: Student is sent to the office for the following reason(s), Circle the most appropriate reason or reasons:

- Cutting Class
- Talking to Class
- Tardy
- Talking to Teacher
- Inappropriate Dress or Appearance
- Fighting
- Stealing
- Vandalism
- Smoking
- Drinking Alcohol
- Possessing or Using Drugs or Alcohol
- Possessing or Using Illegal Weapons
- Under the Influence of Drugs or Alcohol
- Indecent Exposure
- Physical Attack
- Throwing Objects
- Failure to Pay Fees
- Possessing or Using Illegal Weapons
- Taking Money (Shakedown)
- Refused Corporal Punishment
- Major School Disruption
- Other

PLEASE EXPLAIN (Use Back if Necessary)

PRINCIPAL'S RECOMMENDATION TO TEACHER
(This Report is Not to Be Sent Home)

Date: ___________ Time Left Office: ___________ Signature: ___________________________
The completion of the DALDIRS data input sheet is very simple. You have three options which you may use: (1) add (add a student occurrence to the file), (2) change (after a student occurrence record already on the file), (3) delete (delete entirely a student occurrence record). Each of these options are fully explained below. Any questions as to completion of this form may be directed to Keith Cowand, L. O. Donald School, Ph. 331-4411.

I. Add Option

In order to add a student:

<table>
<thead>
<tr>
<th>FIELD NUMBER NUMBERS</th>
<th>TITLE</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A,C,D</td>
<td>An A indicating that this student is to be added.</td>
</tr>
<tr>
<td>2</td>
<td>Student Name (last)</td>
<td>The student's last name starting in left-most box.</td>
</tr>
<tr>
<td>3</td>
<td>Student Name (first)</td>
<td>The student's first name starting in left-most box.</td>
</tr>
<tr>
<td>4</td>
<td>MI</td>
<td>The student's middle initial if he has one.</td>
</tr>
<tr>
<td>5</td>
<td>Date (month)</td>
<td>Date of occurrence</td>
</tr>
<tr>
<td>28-29</td>
<td>Date (day)</td>
<td>In form MM DD YY</td>
</tr>
<tr>
<td>30-31</td>
<td>Date (year)</td>
<td>e.g. 01 27 73</td>
</tr>
<tr>
<td>6</td>
<td>School Number</td>
<td>Location code for your school as supplied by Region X.</td>
</tr>
<tr>
<td>7</td>
<td>ID Number</td>
<td>Complete 6 digit student ID number.</td>
</tr>
<tr>
<td>FIELD NUMBER NUMBERS</td>
<td>TITLE</td>
<td>DESCRIPTION</td>
</tr>
<tr>
<td>----------------------</td>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td>8 41-42</td>
<td>CR</td>
<td>Student's grade with preceding zero if needed e.g. 03, 06, 11, 12.</td>
</tr>
<tr>
<td>9 43</td>
<td>Sex</td>
<td>B or G</td>
</tr>
<tr>
<td>10 44</td>
<td>Race</td>
<td>A, N, M, I, O</td>
</tr>
<tr>
<td>11 45-47</td>
<td>Teacher</td>
<td>3 digit code identifying responsible teacher.</td>
</tr>
<tr>
<td>12 48-49</td>
<td>Admin</td>
<td>2 digit code identifying responsible administrator</td>
</tr>
<tr>
<td>13 50-51</td>
<td>Act</td>
<td>2 digit code identifying student's action</td>
</tr>
<tr>
<td>14 52-57</td>
<td>Action(s)</td>
<td>One to three resultant actions.</td>
</tr>
<tr>
<td>15 58-59</td>
<td>Days Sus</td>
<td>Number of days suspended.</td>
</tr>
<tr>
<td>16 60-63</td>
<td>Dollar Amount</td>
<td>Vandalism cost in dollars—no cents.</td>
</tr>
</tbody>
</table>

If an error should occur such as coding or keypunch that the computer can detect the student's record will not be added to the file but will be listed in the weekly transaction register with '*****' in the left-hand column. Simply correct the error and resubmit with the next week's report.

II. Change Option

In order to change a student's record once it is on the file you must delete the old record and add the correct one. (Deletion is explained below.) This may be done in the same run.
III. Delete Option

To delete a student's record, submit a transaction with a 'D' in column 1. The rest of the student's record must conform to the information in the transaction listing.
Survey on Computer Usage

1. Does your school system use a computer?
   - Yes 19
   - No 0

2. Does your school system own its computer equipment?
   - Yes 13
   - No 6

3. Do you use the computer for keeping personnel records?
   - Yes 19
   - No 0

4. Do you use the computer for payroll reporting?
   - Yes 17
   - No 2

5. Do you use the computer for student testing? (Scoring of test given to students.)
   - Yes 17
   - No 2

6. Do you use the computer for student report cards?
   - Yes 12
   - No 7

7. Do you use the computer for scheduling?
   - Yes 19
   - No 0

8. Do you use the computer for keeping records of all student discipline?
   - Yes 0
   - No 19

9. Do you keep records at central administration concerning students who receive minor discipline from school principals?
   - Yes 2
   - No 16

10. Do you keep records at central administration concerning students who receive corporal punishment from school principals?
    - None used

11. Do you keep records at central administration concerning students who are suspended from school by school principals?
    - Yes 11
    - No 7

12. Have you had a principal taken to court within the last year because of the way he handled a discipline case?
    - Yes 4
    - No 14

13. How would you best describe your feelings toward using data processing to record all disciplinary actions taken by administrators within your school district?
    - Very desirable
    - Desirable
    - Undesirable
    - Very undesirable

*Unsolicited response, 1. Probable value would not justify cost.
14. How would you best describe your feelings toward using data processing to record all corporal punishment administered by principals within your school district?

<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very desirable</td>
<td>6 Undesirable</td>
</tr>
<tr>
<td>Desirable</td>
<td>Very undesirable</td>
</tr>
<tr>
<td>None administered</td>
<td>*Unsolicited response</td>
</tr>
</tbody>
</table>

15. How would you describe your feelings toward using data processing to record all school suspensions within your school district?

<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statistical only</td>
<td>*Unsolicited response</td>
</tr>
<tr>
<td>Very desirable</td>
<td>Undesirable</td>
</tr>
<tr>
<td>Desirable</td>
<td>Very undesirable</td>
</tr>
</tbody>
</table>

16. How would you describe your feelings toward using data processing to identify the person who refers a student to the office of the principal for disciplinary reasons?

<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very desirable</td>
<td>Undesirable</td>
</tr>
<tr>
<td>Desirable</td>
<td>Very undesirable</td>
</tr>
</tbody>
</table>

17. How would you best describe the way you feel about using data processing to record the type and frequency of disciplinary actions being administered by principals in your school district?

<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very desirable</td>
<td>Undesirable</td>
</tr>
<tr>
<td>Desirable</td>
<td>Very undesirable</td>
</tr>
</tbody>
</table>

18. If you were to use data processing to record even minor disciplinary actions taken within your district, how long would you wish to leave this as part of the student's record?

<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not over one term</td>
<td>*Unsolicited response</td>
</tr>
<tr>
<td>For the current school year</td>
<td></td>
</tr>
<tr>
<td>For as long as he is in building</td>
<td></td>
</tr>
<tr>
<td>As long as in district</td>
<td></td>
</tr>
<tr>
<td>As long as records kept on that student</td>
<td></td>
</tr>
</tbody>
</table>

19. If you were to use data processing to record corporal punishment administered by your principals, how long would you want this information as a part of the student's record?

<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not over one term</td>
<td>*Unsolicited response</td>
</tr>
<tr>
<td>For the current school year</td>
<td></td>
</tr>
<tr>
<td>For as long as student in building</td>
<td></td>
</tr>
<tr>
<td>As long as in district</td>
<td></td>
</tr>
</tbody>
</table>
20. If you were to use data processing to record school suspensions, how long would you want this information to be a part of the student’s record?

- As long as records kept on that student
- None administered  *Unsolicited response

- For the current school year
- For as long as student in building
- As long as in district
- As long as records are kept on that student

21. If you used data processing to record disciplinary actions taken in your district, what would you say would be your chances of going to court over some charge similar to “Invasion of Privacy”?

- Very probable
- Probable
- Doubtful
- Very Doubtful

22. Was this survey completed by the superintendent of schools?

- Yes
- No  If no, give title of person who did

*Job area of those who answered the survey.

- Administrative Assistant to Superintendent
- Deputy Superintendent
- Assistant Superintendent of Schools
- Superintendent or Director of Data Services
- Superintendent or Director of Student Records
- Director of Research and Planning
- Superintendent or Director of Secondary Schools
BIBLIOGRAPHY


