Presenters

Nashville, TN - June 6–7, 2022

Heather Reynolds, IDEA Data Center

Brian Moore, Delaware Department of Education

Virtual - June 21–23, 2022

Heather Reynolds, IDEA Data Center

Brian Moore, Delaware Department of Education

Participant Outcomes

- Identify discipline data trends
- Identify how policy can support improvement
- Determine how lessons from other states can strengthen your work

Agenda

- Discipline context
- Delaware discipline data trends, legislation, policy, and improvement

Discipline Context

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Context

- Rising discipline rates post-pandemic

- Concerns about student and staff mental health needs

- Persistent trends of disciplinary disproportionality

As You Listen, Consider

- What lessons from Delaware might you be able to apply?

- What challenges do you anticipate?

- What one action can you take as a data quality influencer?

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Delaware Discipline Data Trends, Legislation, Policy, and Improvement

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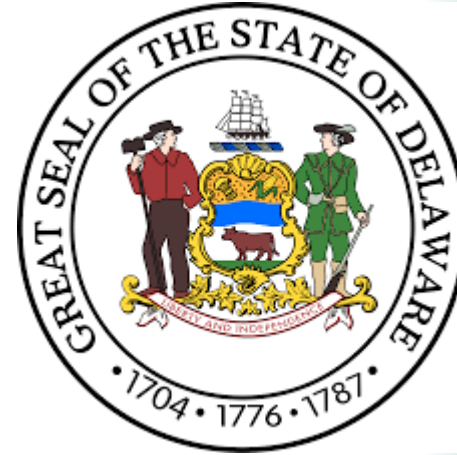
School Discipline Improvement Program

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Delaware Department of Education

Background

- Senate Sub 1 to Senate Bill 85, 149th General Assembly 2018

- Disproportionate Minority Discipline Bill

- Purpose was to reduce the negative impacts of out-of-school suspension on students of color

- Requires a different data picture of how out-of-school suspensions are utilized by schools

- Requires a response plan by schools that exceed set thresholds

School Discipline Improvement Program

Bill looks at two different metrics:

- Gap in discipline between any two groups (i.e., percentage of one race of students compared to another) 10% this year

- The rate of suspension for different classes of students (more than 10 per 100 students in a subgroup)

- 3-year time frame (must exceed any metric for 3 years straight AND will be identified as exceeding until identified metrics fall below the thresholds for 3 years) (6-year cycle if identified!)

Data

- Racial subgroup
  – African American
  – American Indian
  – Asian American
  – Native Hawaiian
  – Hispanic
  – White
  – Multi
- ESSA subgroups
  – Economically disadvantaged
  – Students with disabilities
  – English language

Consequences reported

- Expulsion
- Alternative placement
- Out-of-school suspension
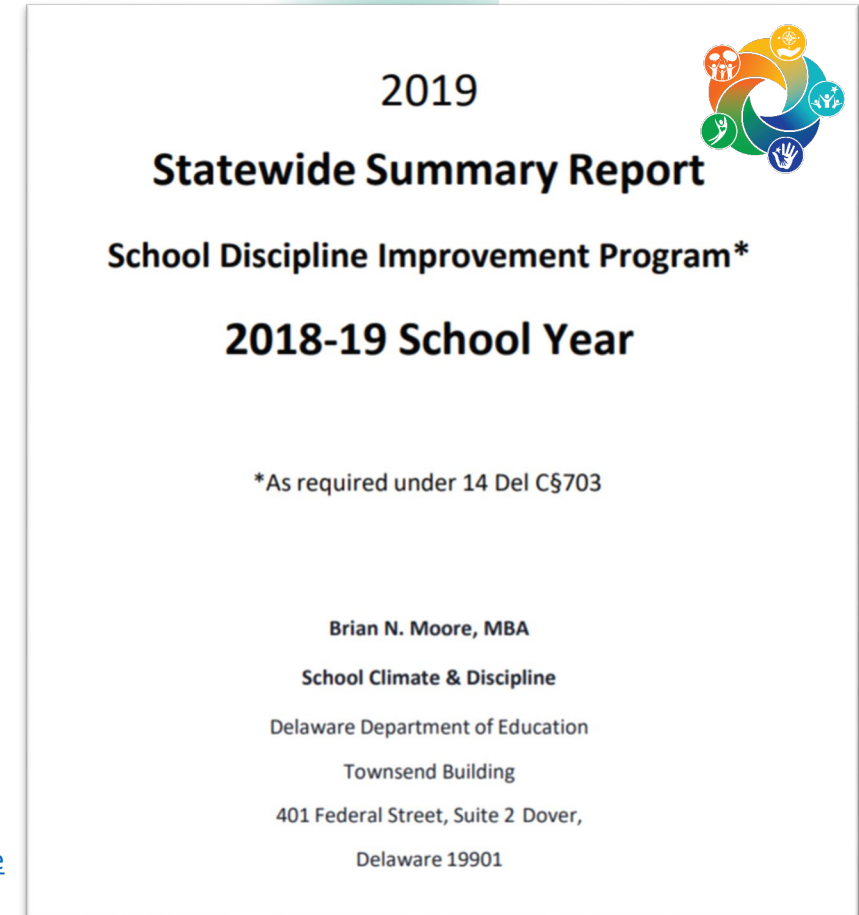- *In-school suspension (reported on but not used for calculations)*

Elementary and Secondary Education Act (ESSA)

Data Quality Innovation

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- This is where we thank Adrian Peoples for really figuring out how to accurately report these data!

- Students move. Unit count does not reflect where a student was at the time of each suspension

- So a brand new metric was developed that would accurately reflect students in the correct school

- Quality control was the key! State provided a student-driven list so that customers could see each student included in the threshold calculations

Source: Delaware Department of Education, School Discipline Improvement Program, 2019 Statewide Summary Report, 2018–19 School Year

2019
Statewide Summary Report

School Discipline Improvement Program*

2018-19 School Year

*As required under 14 Del C§703

Brian N. Moore, MBA

School Climate & Discipline

Delaware Department of Education

Townsend Building

401 Federal Street, Suite 2 Dover,

Delaware 19901

What's Trending Dude?

Number of students suspended is dropping!

Number of students suspended trends

Legend: ■ 2015–16 ■ 2016–17 ■ 2017–18

- 2015–16: 17261
- 2016–17: 17051
- 2017–18: 16457

Y-axis: 16000, 16200, 16400, 16600, 16800, 17000, 17200, 17400
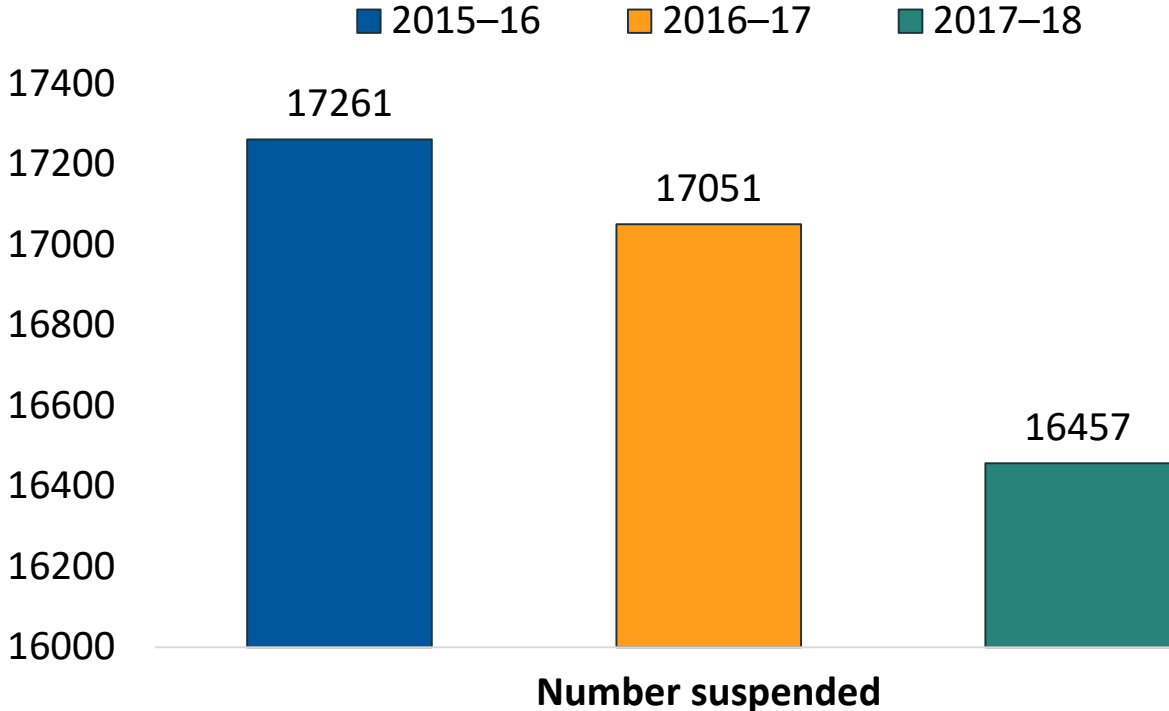
Number suspended

What's Trending Dude? (cont.)

Number of suspensions and total number of days suspended are dropping!

Reduction trends

■ 2015–16   ■ 2016–17   ■ 2017–18

Bar chart data:

	2015–16	2016–17	2017–18
Suspensions	27381	26343	23956
Days Suspended	91273	88421	71396
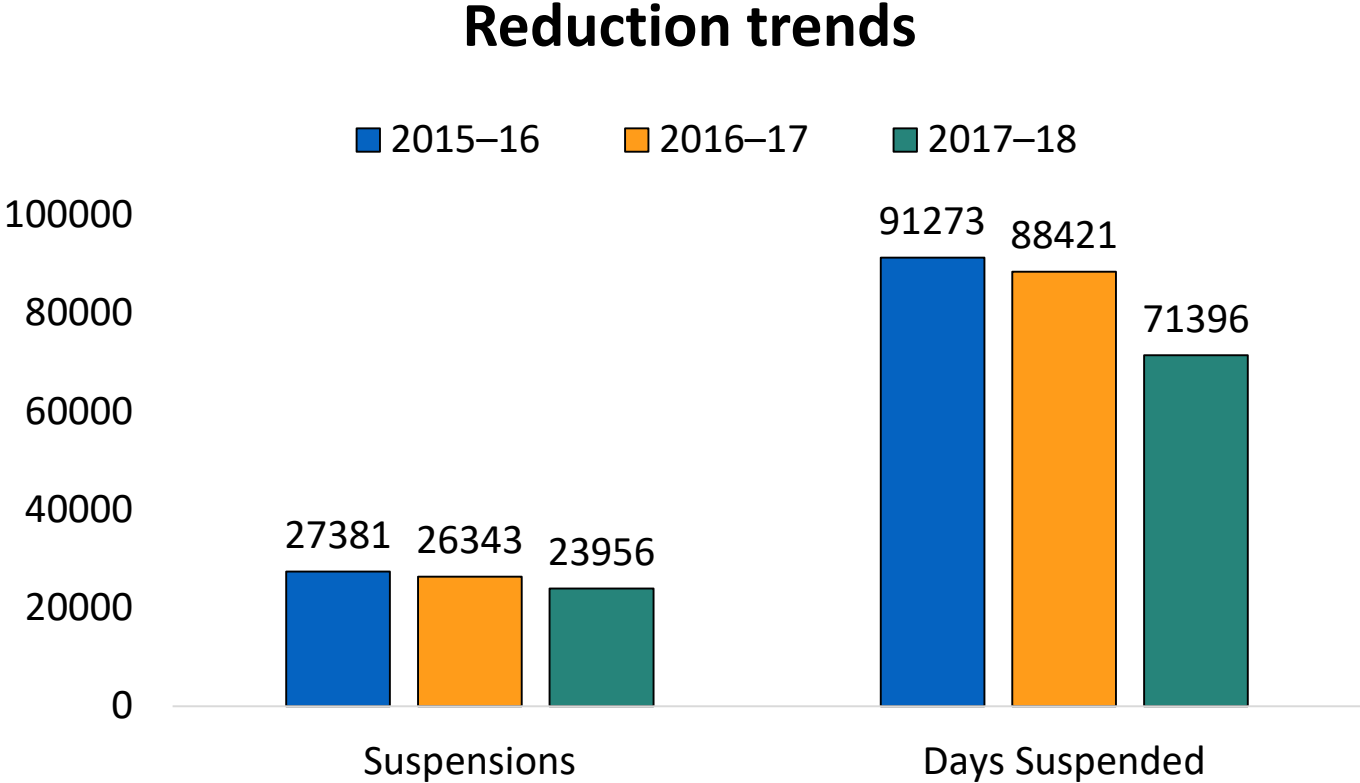
A Deeper Dive

Sub group	Enrollment	% of total enrollment	Suspended students	Rate
All	145,506	100%	11,196	7.69%
White	63,260	43%	9,039	14.29%
Black	44,962	31%	1,933	4.30%
Regular Education	123,641	85%	19,671	15.91%
Students With Disabilities	21,865	15%	1,356	6.2%

Maybe Not

Sub group	Enrollment	% of total enrollment	Suspended students	Rate
All	145,506	100%	11,196	7.69%
White	63,260	43%	2,723	4.30%
Black	44,962	31%	6,424	14.29%
Regular Education	123,641	85%	7,717	6.2%
Students With Disabilities	21,865	15%	3,479	15.91%

Current Status Pre Pandemic

	Demographic	Enrollment		Out-of-School Suspensions	
		Students	Rate	Students	Rate
All Students	All Students	147557	100	8876	6.02
Gender	Female	71646	48.55	2972	4.15
	Male	75922	51.45	5904	7.78
Race/Ethnicity	African American	45227	30.65	5196	11.49
	Native American	623	0.42	32	5.14
	Asian American	6243	4.23	59	0.95
	Native Hawaiian/Pacific Islander	201	0.14	8	3.98
	Hispanic/Latino	26947	18.26	1104	4.1
	White	62154	42.12	2014	3.24
	Multi-Racial	6683	4.53	469	7.02
Special Populations	Active EL Students	15295	10.37	461	3.01
	Students with Disabilities	28621	19.4	3088	10.79
	Low-Income	46186	31.3	4851	10.5
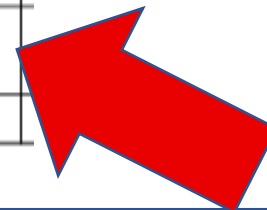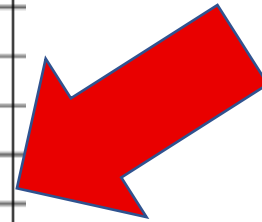
How Our Customers Must Respond

Approved interventions for identified schools

- Restorative practices
- Trauma informed care
- Implicit bias awareness
- Cultural competency
- Classroom management
- Other appropriate programming

Mission Is Critical

- There is a reason why we called it the Discipline IMPROVEMENT Program!

- Customers felt as if this was specifically targeting them for negative attention

- SCAG (School Climate Advisory Group) shared that there was a perception we would only identify what is wrong and not focus on what is right

- Our program has consistently delivered the message that this is the right thing to do for kids AND we want to recognize our customers who are doing great things for kids in this area!

The Customer…

- Do we ever stop to ask "why" when a student comes to us?

- How we view the problem

- Are we asking the right questions?
  - IS the question, why do these black boys keep breaking the rules? Or
  - Is there a better question?

WHAT IF EVERYONE AND EVERYTHING AROUND YOU IS JUST A MIRROR?

Why Changes Are Needed...

- If our role is to prepare students for life, are our discipline policies consistent with that goal?
  - When you walk around your office, how many employees have earphones in to allow them to concentrate? Dress codes?
- What needs to change?
- Who needs to change?

A Lot of Information...

- If you have questions, feel free to ask!

- Feel free to call or email.

- Feel free to find different solutions!

- Feel free to ask for help!

Until we get equality in education, we won't have an equal society.
Sonia Sotomayor
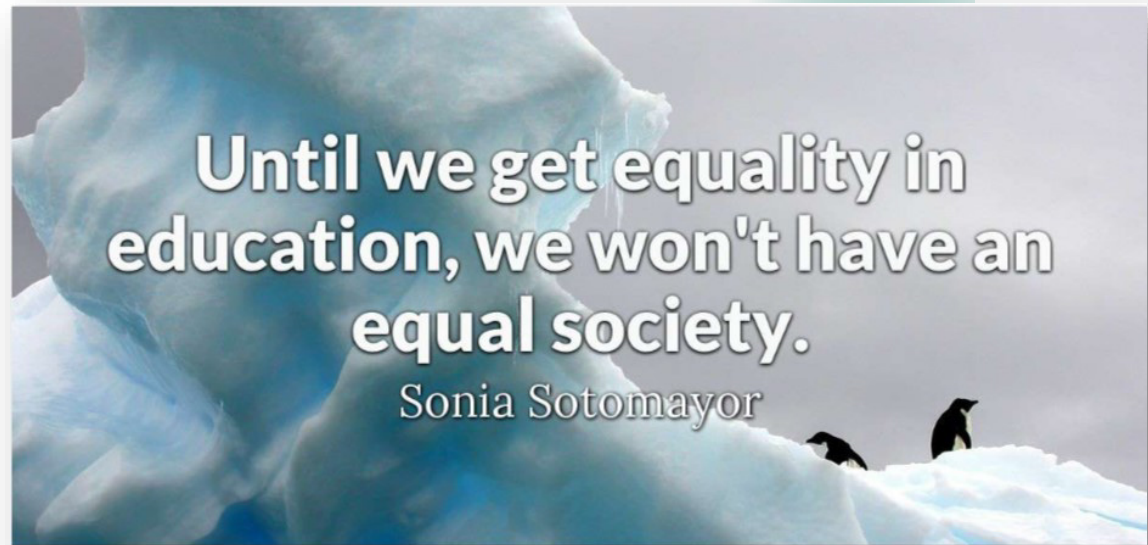
Participant Questions

For Your Consideration

- What lessons from Delaware might you be able to apply?

- What challenges do you anticipate?

- What one action can you take as a data quality influencer?

Contact Us

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What actions will you take to commit to being a Data Quality Influencer?

For More Information

Visit the IDC website
http://ideadata.org/

Follow us on Twitter
https://twitter.com/ideadatacenter

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http://www.linkedin.com/company/idea-data-center

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