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
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?
Delaware Discipline Data Trends, Legislation, Policy, and Improvement
School Discipline Improvement Program
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

• 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
What’s Trending Dude?

Number of students suspended is dropping!

Number of students suspended trends

- 2015–16: 17261
- 2016–17: 17051
- 2017–18: 16457
What’s Trending Dude? (cont.)

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

Reduction trends

- 2015–16: 27381 suspensions, 91273 days suspended
- 2016–17: 26343 suspensions, 88421 days suspended
- 2017–18: 23956 suspensions, 71396 days suspended

Collect, Report, Analyze, and Use High-Quality Part B Data
A Deeper Dive

<table>
<thead>
<tr>
<th>Sub group</th>
<th>Enrollment</th>
<th>% of total enrollment</th>
<th>Suspended students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>145,506</td>
<td>100%</td>
<td>11,196</td>
<td>7.69%</td>
</tr>
<tr>
<td>White</td>
<td>63,260</td>
<td>43%</td>
<td>9,039</td>
<td>14.29%</td>
</tr>
<tr>
<td>Black</td>
<td>44,962</td>
<td>31%</td>
<td>1,933</td>
<td>4.30%</td>
</tr>
<tr>
<td>Regular Education</td>
<td>123,641</td>
<td>85%</td>
<td>19,671</td>
<td>15.91%</td>
</tr>
<tr>
<td>Students With Disabilities</td>
<td>21,865</td>
<td>15%</td>
<td>1,356</td>
<td>6.2%</td>
</tr>
<tr>
<td>Sub group</td>
<td>Enrollment</td>
<td>% of total enrollment</td>
<td>Suspended students</td>
<td>Rate</td>
</tr>
<tr>
<td>---------------------------</td>
<td>------------</td>
<td>-----------------------</td>
<td>--------------------</td>
<td>--------</td>
</tr>
<tr>
<td>All</td>
<td>145,506</td>
<td>100%</td>
<td>11,196</td>
<td>7.69%</td>
</tr>
<tr>
<td>White</td>
<td>63,260</td>
<td>43%</td>
<td>2,723</td>
<td>4.30%</td>
</tr>
<tr>
<td>Black</td>
<td>44,962</td>
<td>31%</td>
<td>6,424</td>
<td>14.29%</td>
</tr>
<tr>
<td>Regular Education</td>
<td>123,641</td>
<td>85%</td>
<td>7,717</td>
<td>6.2%</td>
</tr>
<tr>
<td>Students With Disabilities</td>
<td>21,865</td>
<td>15%</td>
<td>3,479</td>
<td>15.91%</td>
</tr>
</tbody>
</table>
## Current Status Pre Pandemic

<table>
<thead>
<tr>
<th>Demographic</th>
<th>Enrollment</th>
<th>Out-of-School Suspensions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students</td>
<td>Rate</td>
</tr>
<tr>
<td>All Students</td>
<td>147557</td>
<td>100</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>71646</td>
<td>48.55</td>
</tr>
<tr>
<td>Male</td>
<td>75922</td>
<td>51.45</td>
</tr>
<tr>
<td>Race/Ethnicity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>45227</td>
<td>30.65</td>
</tr>
<tr>
<td>Native American</td>
<td>623</td>
<td>0.42</td>
</tr>
<tr>
<td>Asian American</td>
<td>6243</td>
<td>4.23</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>201</td>
<td>0.14</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>26947</td>
<td>18.26</td>
</tr>
<tr>
<td>White</td>
<td>62154</td>
<td>42.12</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>5663</td>
<td>4.53</td>
</tr>
<tr>
<td>Special Populations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Active EL Students</td>
<td>15295</td>
<td>10.37</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>28621</td>
<td>19.4</td>
</tr>
<tr>
<td>Low-Income</td>
<td>46186</td>
<td>31.3</td>
</tr>
</tbody>
</table>
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?
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

• Heather Reynolds, heatherreynolds@westat.com
• Brian Moore, Brian.Moore@doe.k12.de.us
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

Follow us on LinkedIn
http://www.linkedin.com/company/idea-data-center
The contents of this presentation were developed under a grant from the U.S. Department of Education, #H373Y190001. However, the contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the federal government.

**Project Officers:** Richelle Davis and Rebecca Smith