



Department of Pupil Services Strategic Action Update:

Discipline Disproportionality

Loudoun County School Board

December 11, 2018

Context

2013 Discipline Task Force – Report of 39 Recommendations

1. Policy
2. Communication
3. Data
4. Practices

2015 School Board Adoption of Strategic Action

- ✓ MSAAC
- ✓ SEAC
- ✓ Discipline Committee

LCPS Strategic Plan

Goal 1: Develop knowledgeable critical thinkers, communicators, collaborators, creators, and contributors

Topic: Closing Achievement Gaps: Discipline Disproportionality



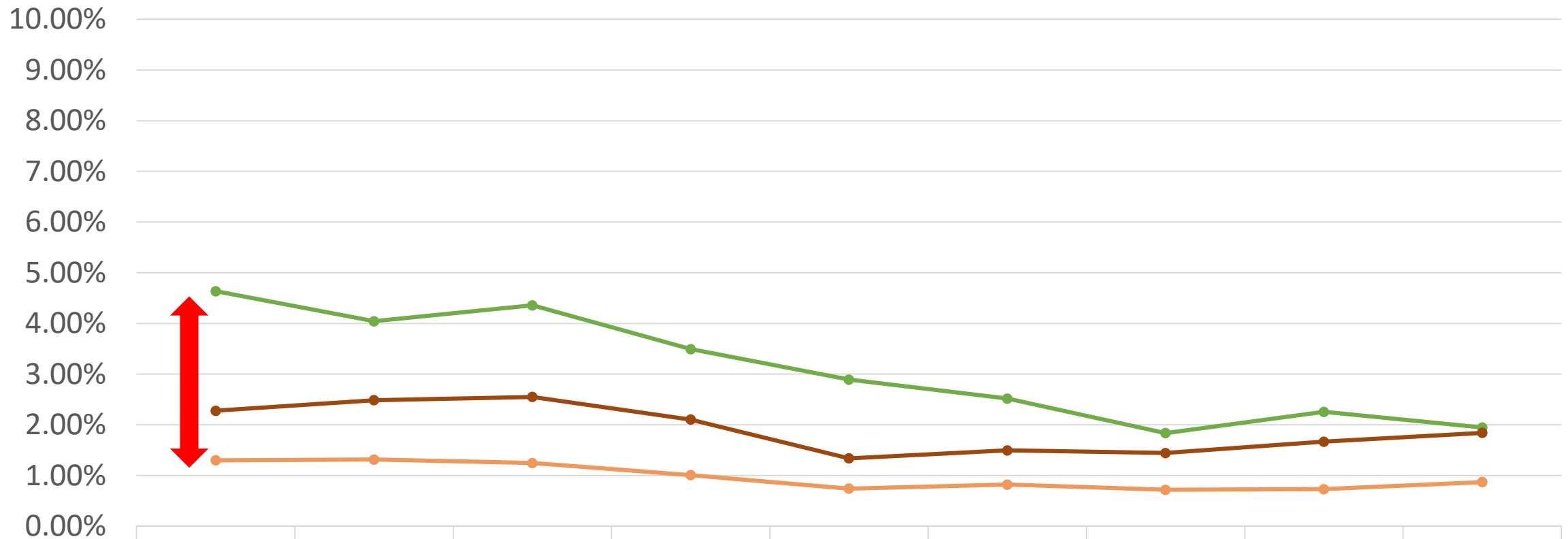
STRATEGIC ACTION	PERFORMANCE MEASURE	DESIRED OUTCOME		
		IEP (Gap)	No-IEP	
<p>By 2020, schools will reduce the discipline disproportionality gap and the rate of suspension¹ for students with disabilities, African-American, and Hispanic students.</p> <p> </p> <p>¹ The overall suspension rate in LCPS in FY15 was 0.96% compared to the Virginia suspension rate of 6.8%.</p>	Suspension rate for students with disabilities and nondisabled students	FY16	2.7% (2.0%)	0.7%
		FY17	2.3% (1.6%)	0.7%
		FY18	1.9% (1.2%)	0.7%
		FY19	1.5% (0.8%)	0.7%
		FY20	1.1% (0.4%)	0.7%
	Suspension rate for students with disabilities greater than ten cumulative days and nondisabled students	FY16	0.3% (0.2%)	0.1%
		FY17	0.3% (0.2%)	0.1%
		FY18	0.3% (0.2%)	0.1%
		FY19	0.2% (0.1%)	0.1%
		FY20	0.2% (0.1%)	0.1%
	Referral rate for students with disabilities and non-disabled students	FY16	15.7% (8.0%)	7.7%
		FY17	14.7% (7.0%)	7.7%
		FY18	13.7% (6.0%)	7.7%
		FY19	12.7% (5.0%)	7.7%
		FY20	11.7% (4.0%)	7.7%

Adopted by the School Board on June 28, 2016

Driving Questions

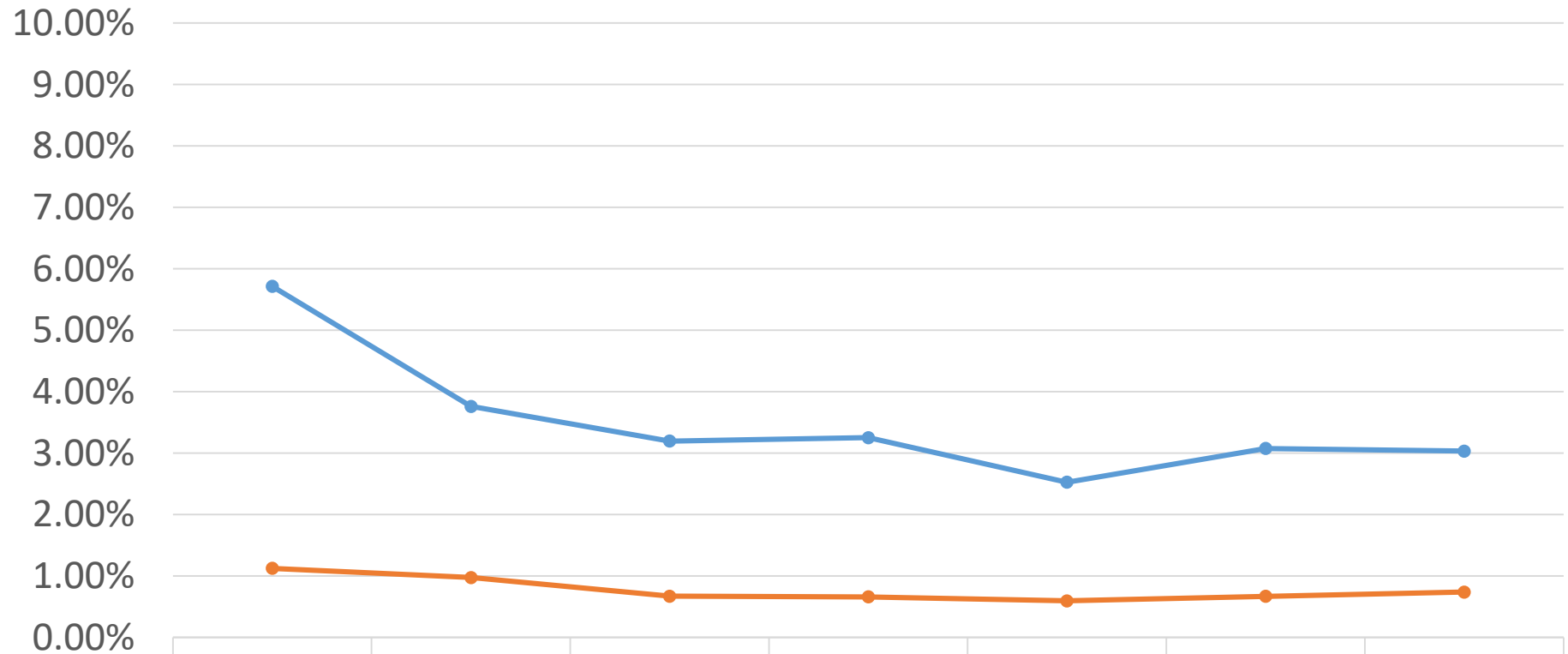
- What is the status of discipline disproportionality in LCPS?
- How does LCPS compare to other divisions regarding use of suspensions?
- How does LCPS compare to other divisions regarding use of suspensions for African-American, Hispanic, and White students?
- How does LCPS compare to other divisions regarding use of suspensions for students with and without disabilities?

Suspension Rate by Ethnic Group



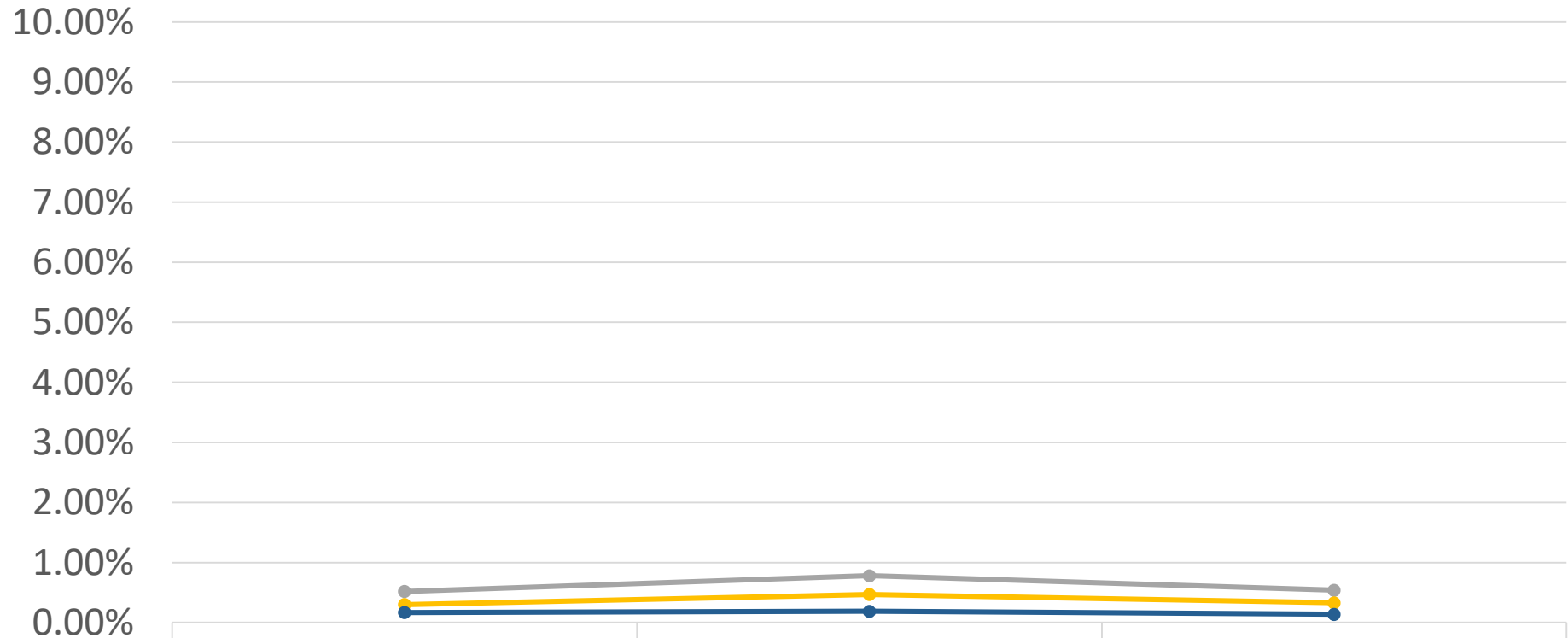
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Black	4.64%	4.04%	4.36%	3.49%	2.89%	2.52%	1.84%	2.26%	1.94%
Hispanic	2.28%	2.49%	2.55%	2.10%	1.34%	1.49%	1.44%	1.67%	1.84%
White	1.30%	1.31%	1.24%	1.01%	0.74%	0.82%	0.72%	0.73%	0.87%

Suspension Rates for Students with and without Disabilities



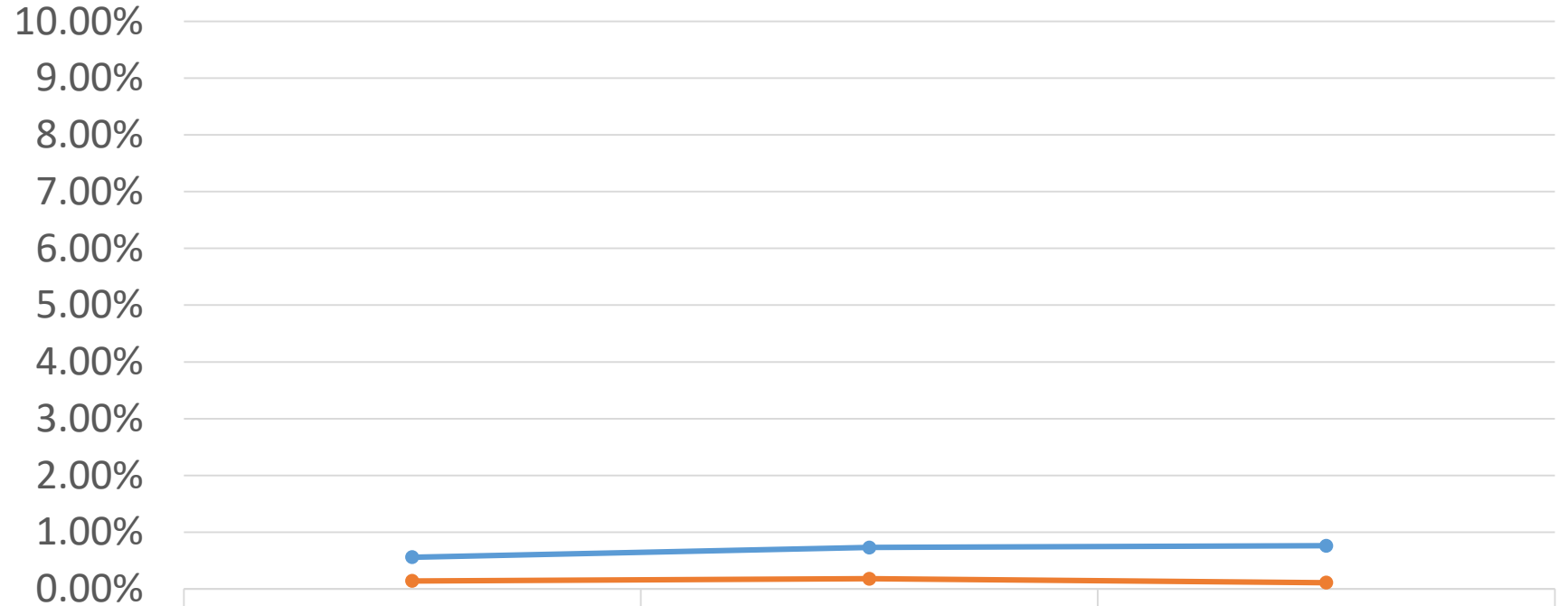
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Students with Disabilities	5.71%	3.76%	3.20%	3.25%	2.53%	3.08%	3.03%
Students without Disabilities	1.13%	0.98%	0.67%	0.66%	0.60%	0.67%	0.74%

Suspension Rate of Students by Ethnic Group Greater than 10 Cumulative Days



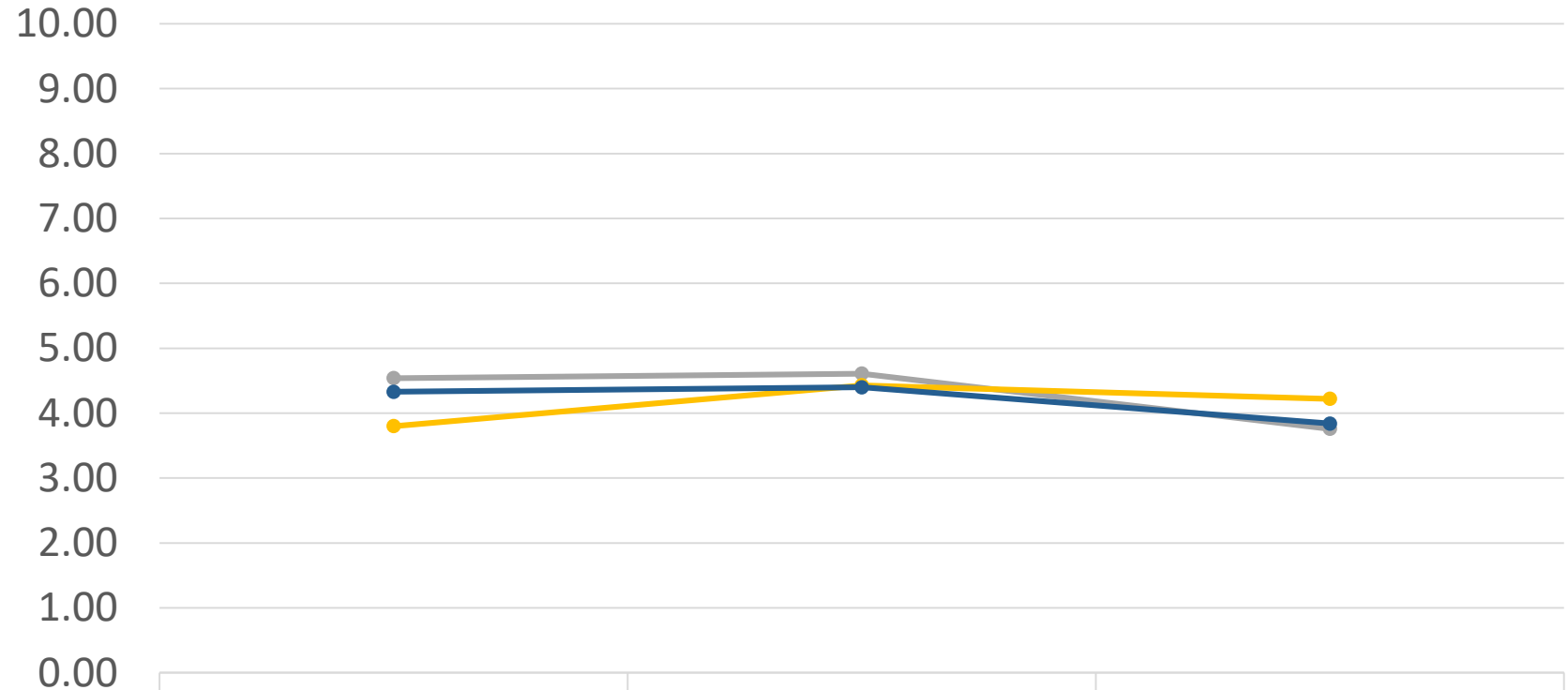
—●— Black Suspension 10+ Rate	0.52%	0.78%	0.54%
—●— Hispanic Suspension 10+ Rate	0.30%	0.47%	0.33%
—●— White Suspension 10+ Rate	0.17%	0.19%	0.14%

Suspension Rate for Students with and without Disabilities Greater than 10 Cumulative Days



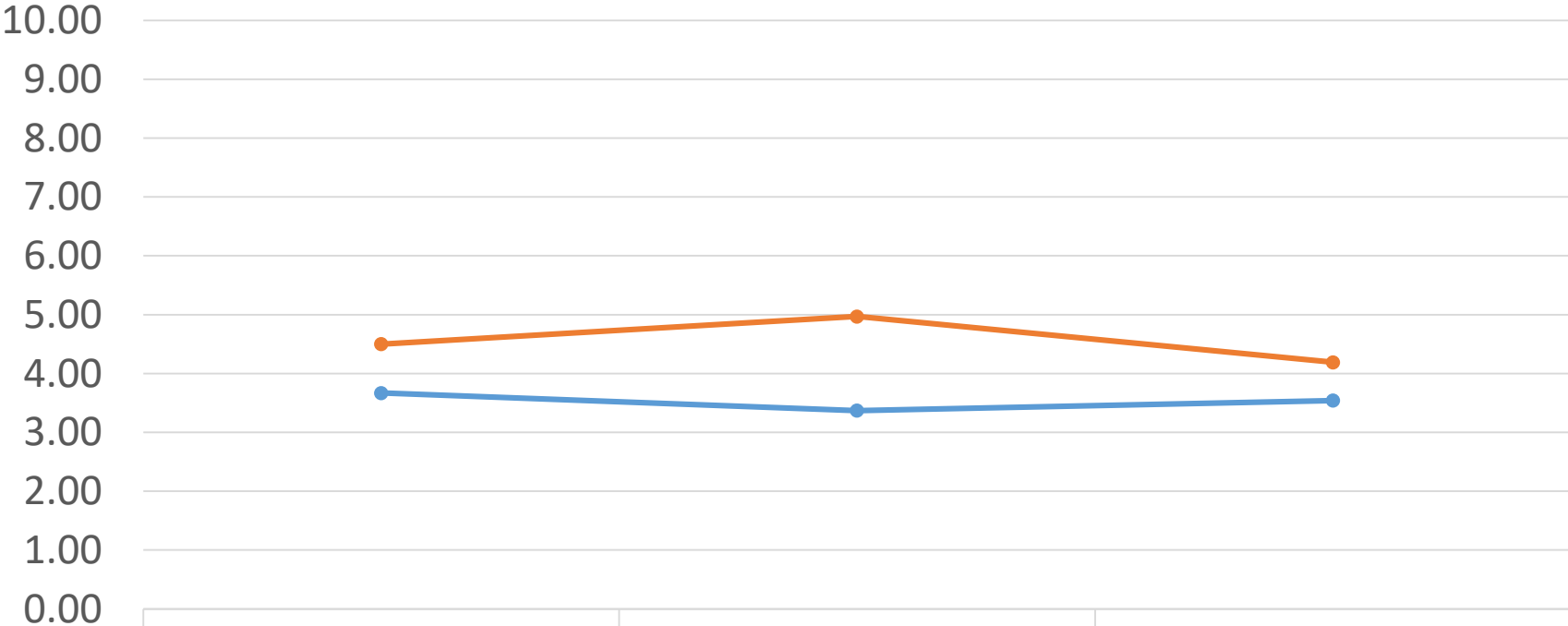
—●— Students with Disabilities Suspension 10+ Rate	2015-16	2016-17	2017-18
	0.56%	0.73%	0.76%
—●— Students without Disabilities Suspension 10+ Rate	2015-16	2016-17	2017-18
	0.14%	0.18%	0.11%

Average Number of Suspension Days for Ethnic Groups



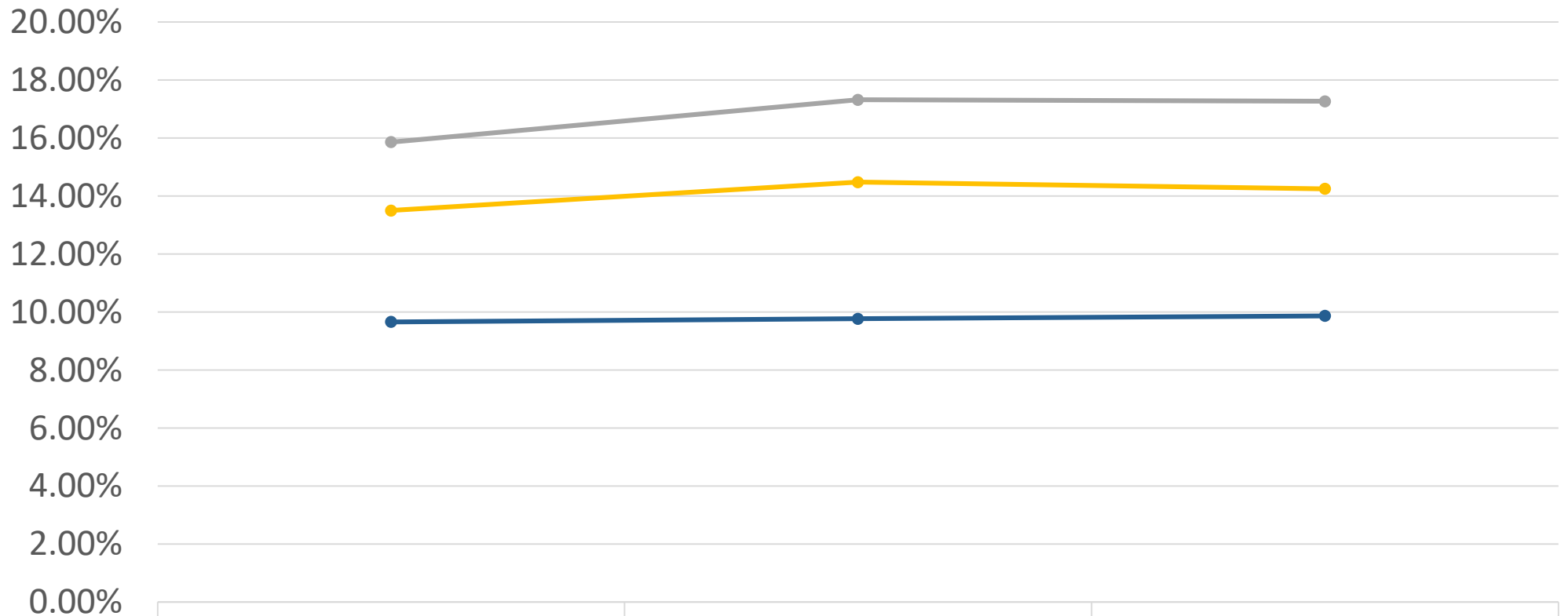
	2015-16	2016-17	2017-18
Black Average Days/Suspension	4.54	4.61	3.76
Hispanic Average Days/Suspension	3.8	4.43	4.22
White Average Days/Suspension	4.33	4.4	3.84

Average Number of Suspension Days for Students with and without Disabilities



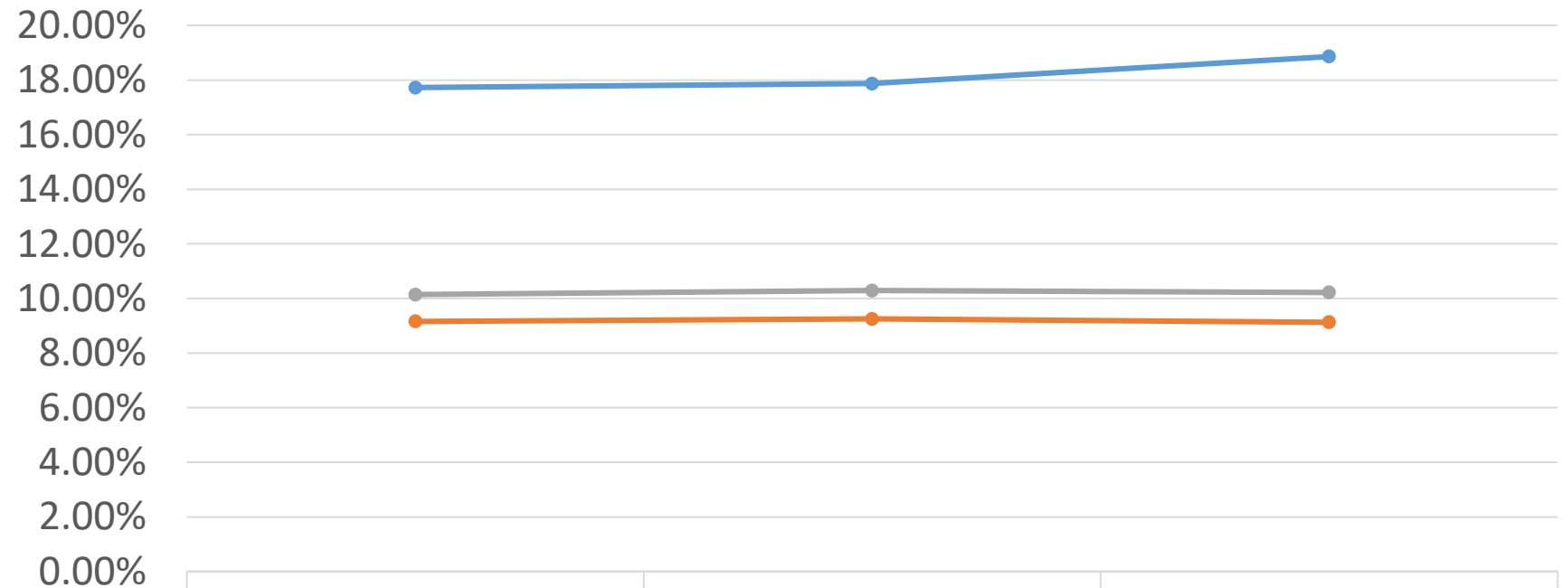
	2015-16	2016-17	2017-18
—●— Students with Disabilities Average Days/Suspension	3.67	3.37	3.54
—●— Students without Disabilities Average Days/Suspension	4.5	4.97	4.19

Office Referral Rates for Ethnic Groups



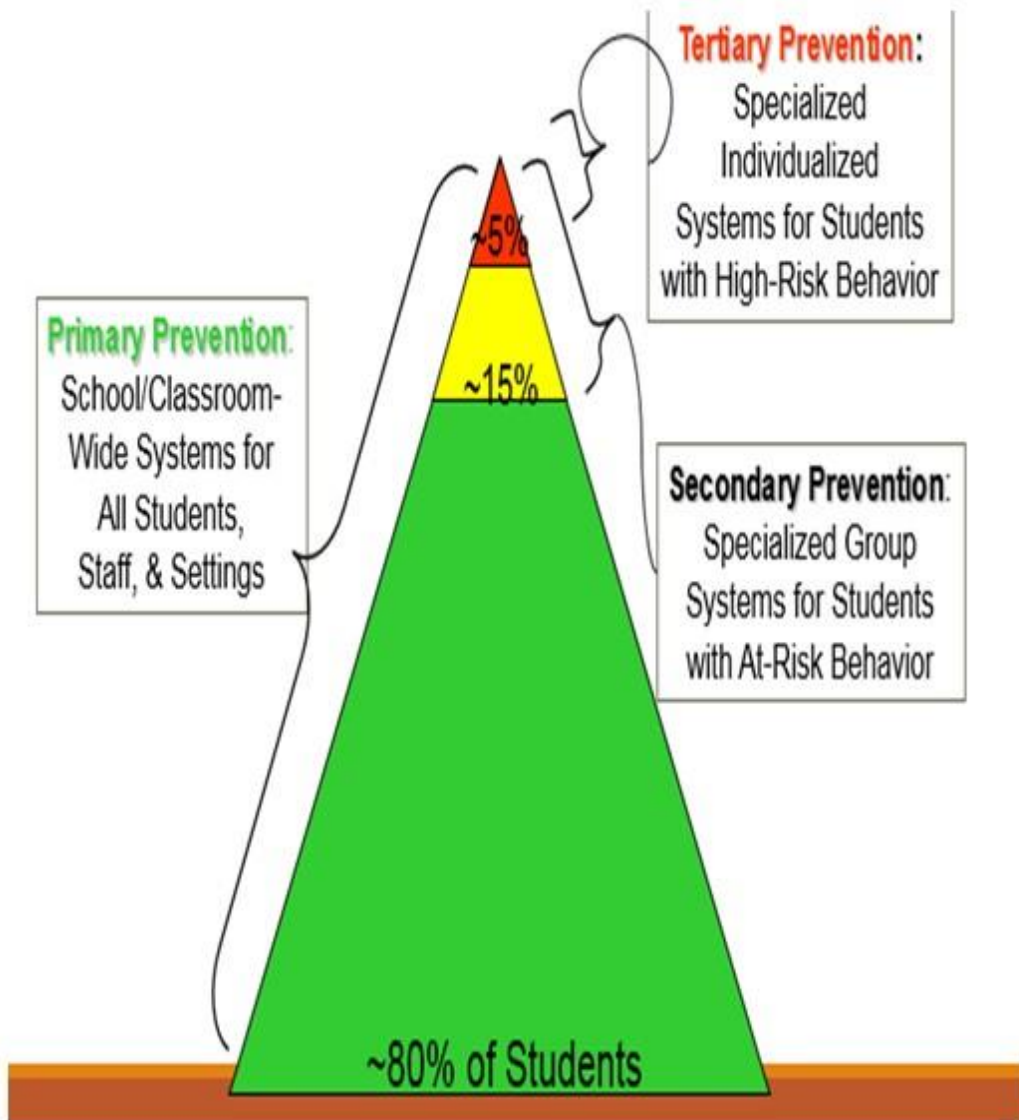
	2015-16	2016-17	2017-18
Black Referral Rate	15.86%	17.32%	17.27%
Hispanic Referral Rate	13.50%	14.48%	14.25%
White Referral Rate	9.66%	9.77%	9.87%

Referral Rates for Students with and without Disabilities

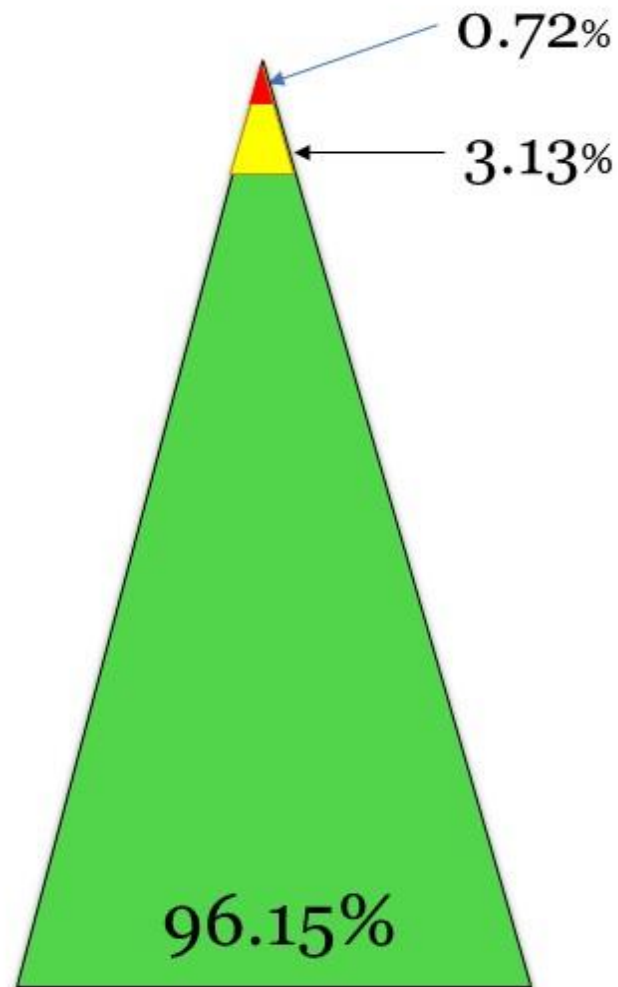


	2015-16	2016-17	2017-18
—●— Students with Disabilities Referral Rate	17.72%	17.87%	18.86%
—●— Students without Disabilities Referral Rate	9.16%	9.25%	9.13%
—●— Overall Referral Rate	10.14%	10.29%	10.22%

National Normative Referral Data

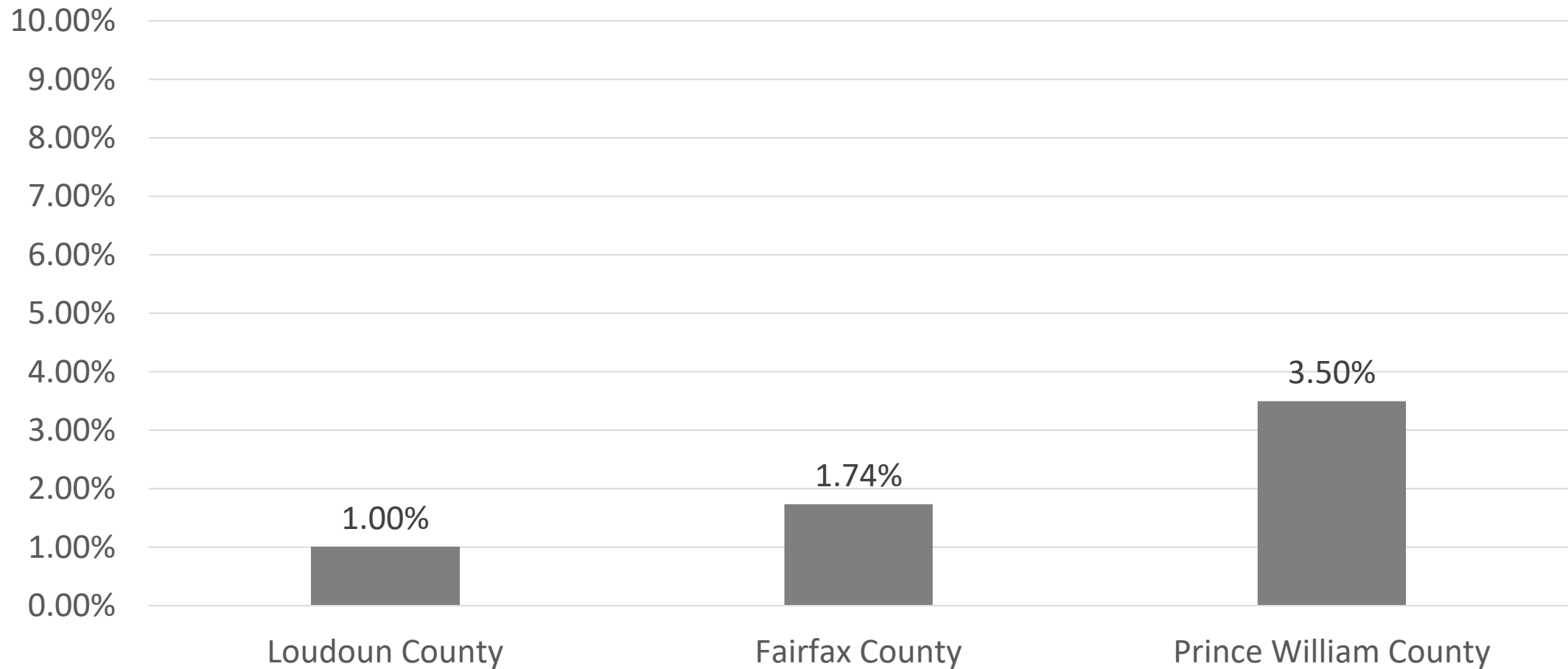


LCPS OFFICE REFERRAL DATA for FY18 MTSS-PBIS

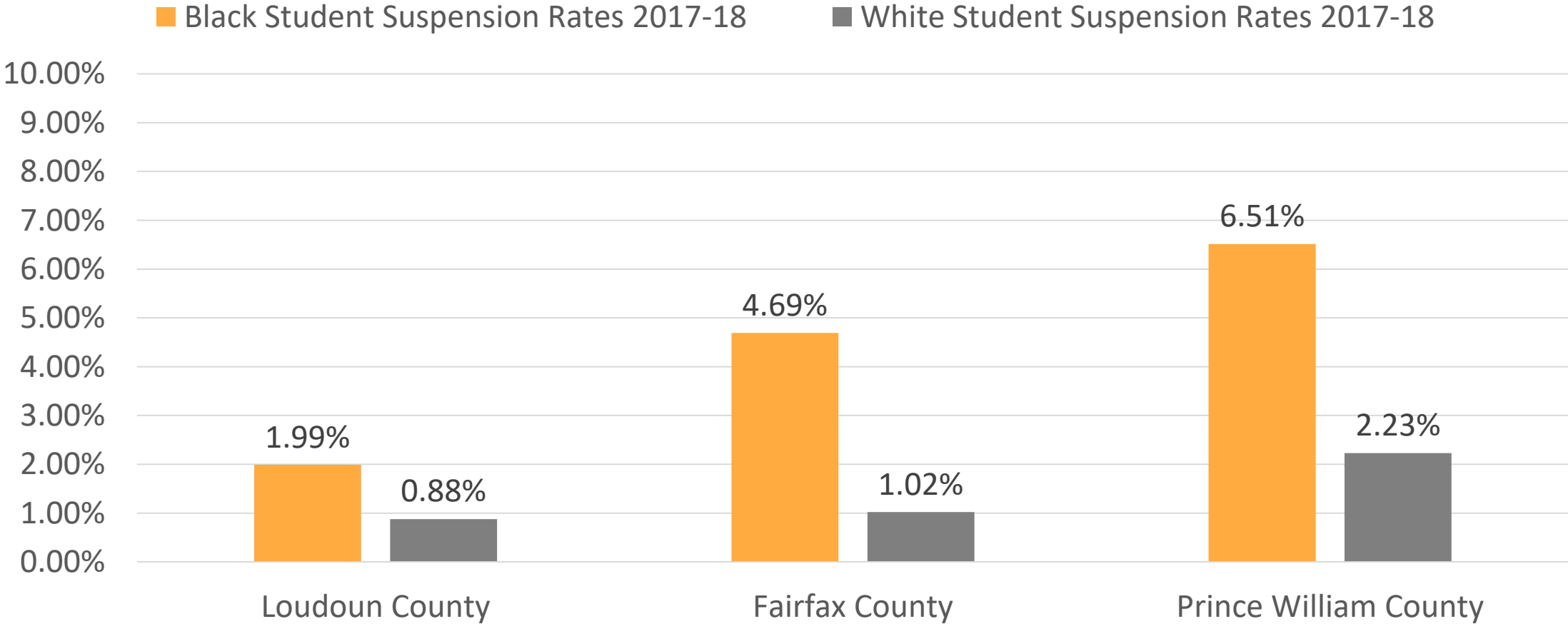


Suspension Rates for LCPS and Comparable Divisions

All Students Suspension Rates 2017-18

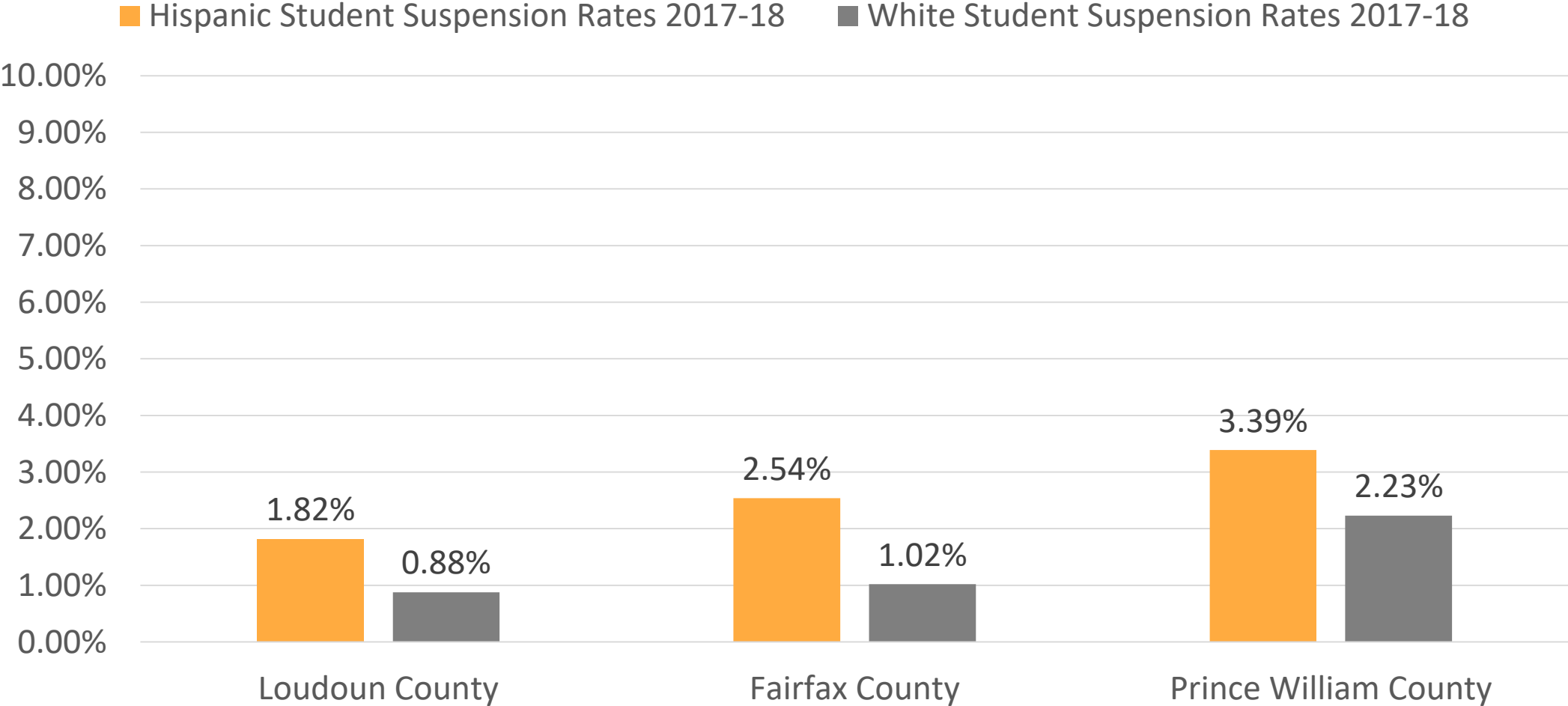


Suspension Rates for African-American and White Students for LCPS and Comparable Divisions

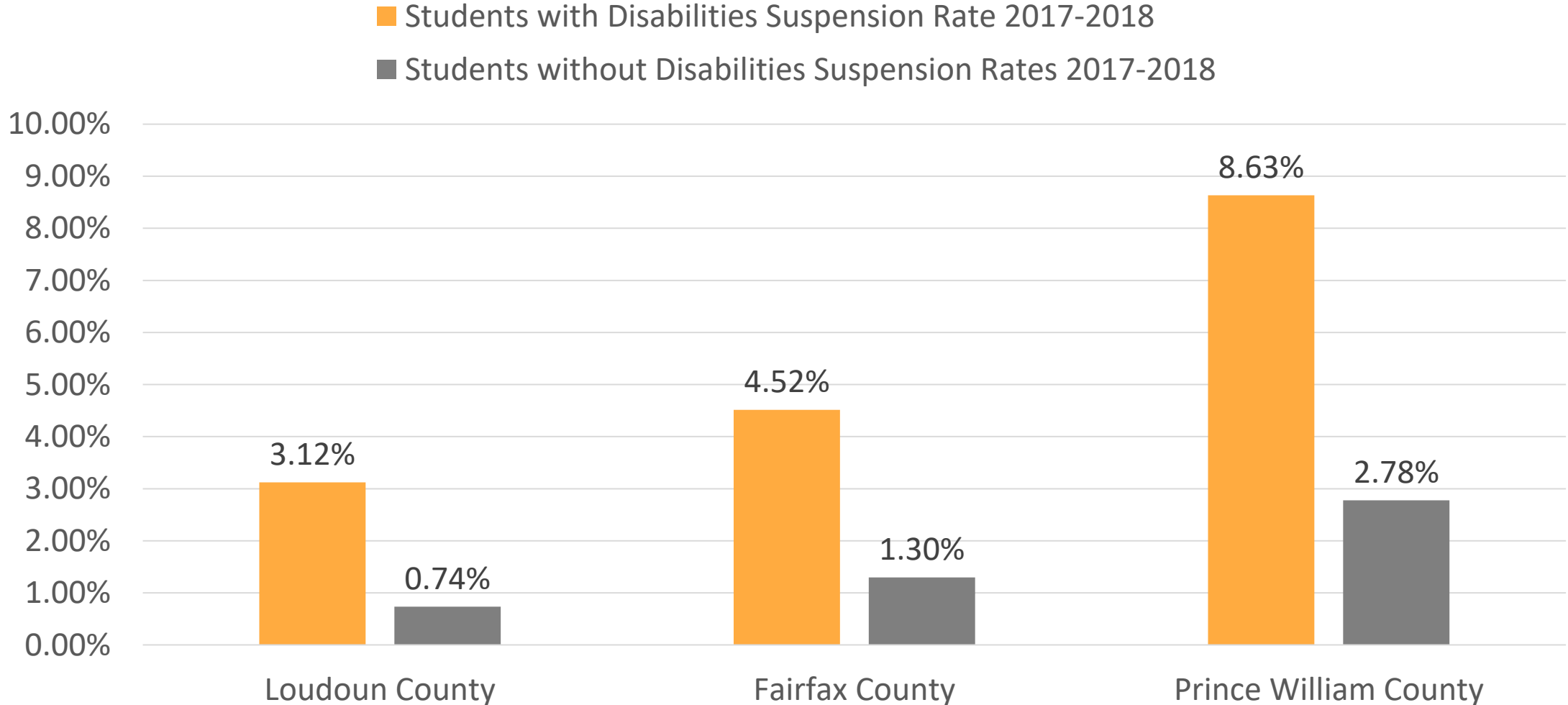


Source: Data obtained from the Virginia Department of Education, Safe School Information Resource site

Suspension Rates for Hispanic and White Students for LCPS and Comparable Divisions



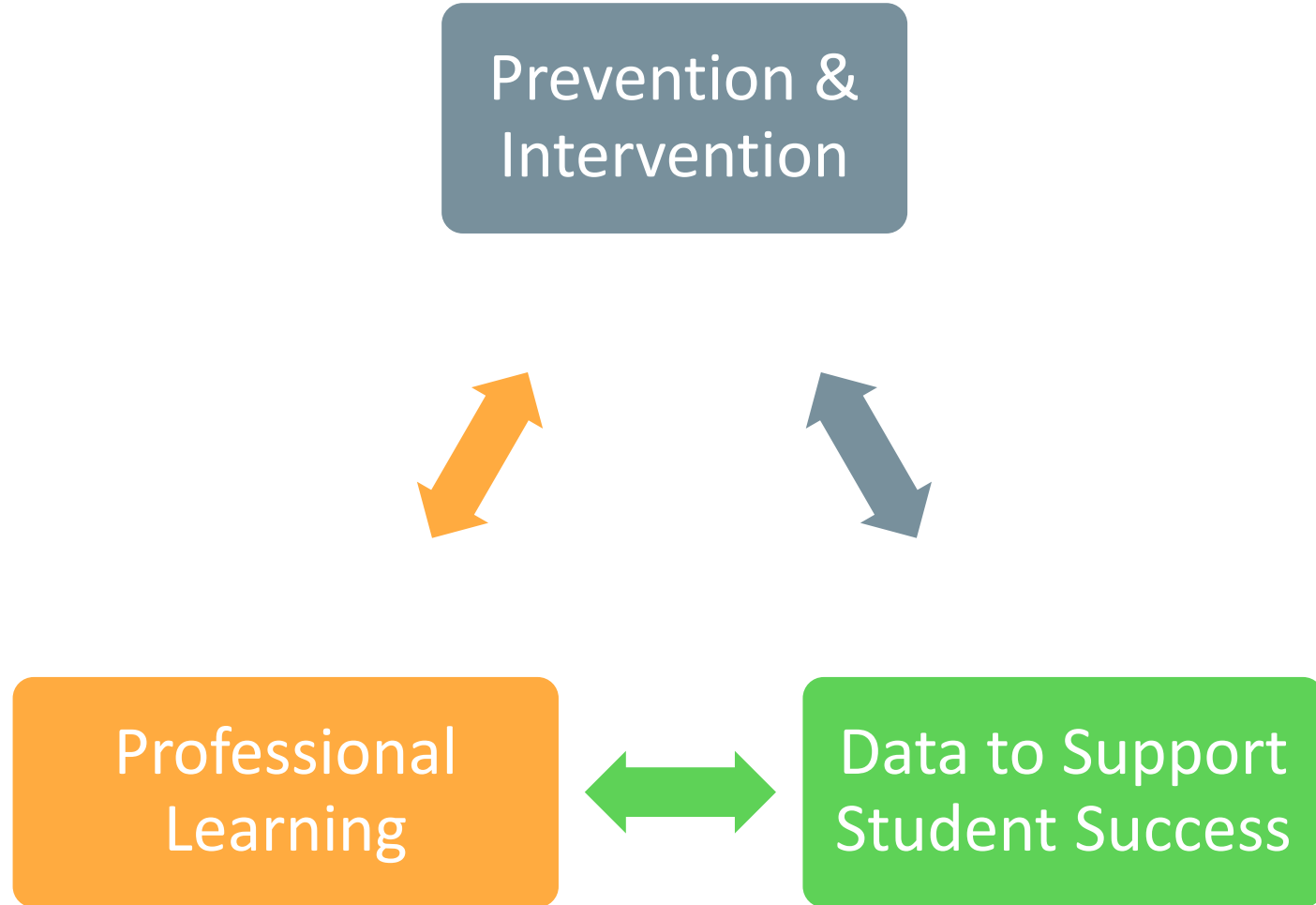
Suspension Rates by Disability Status for LCPS and Comparable Divisions



Summary

- LCPS' suspension rates for all, White and African-American students and students with disabilities are the **lowest** for divisions of comparable size and demographics.
- The difference in suspension rates between African-American and White students in LCPS is the **lowest** among comparable divisions.
- The difference in suspension rates for students with disabilities compared to students without disabilities in LCPS is the **lowest** among comparable divisions.
- The suspension rates for the different student groups in LCPS have decreased over time along with the differences between the groups.

Key Strategies for Closing the Discipline Gap



Strategic Action—Prevention and Intervention

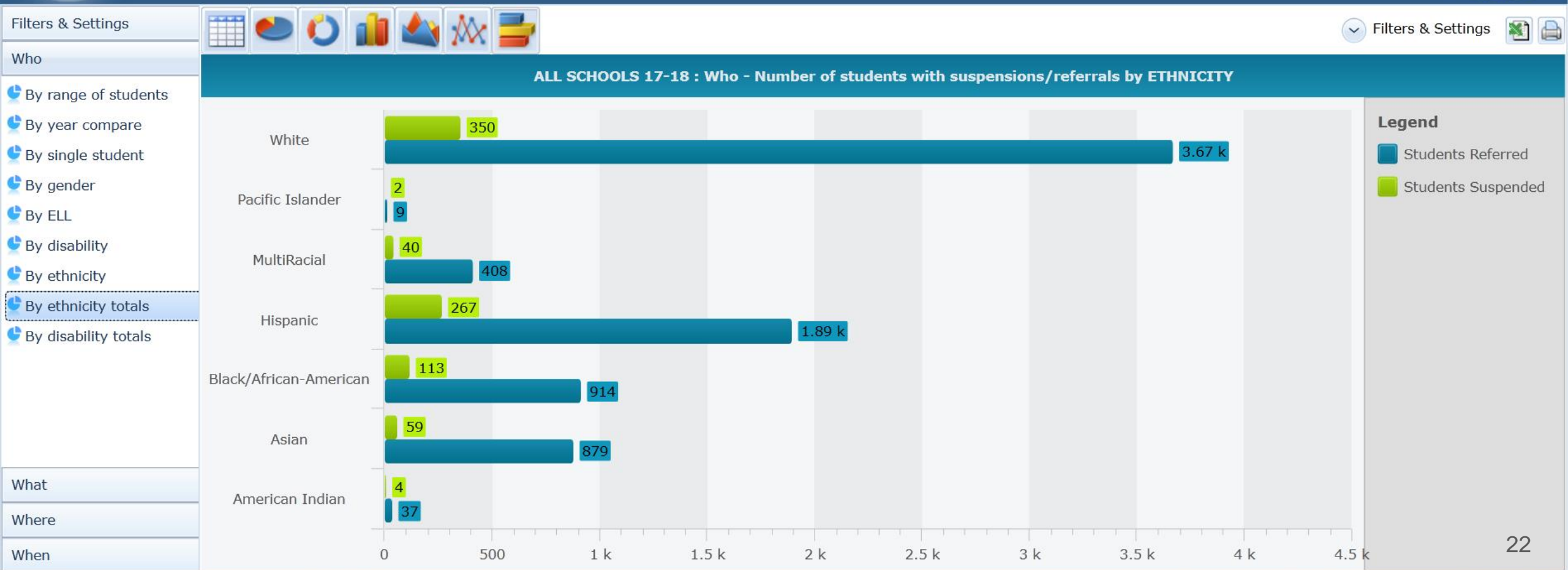
- Implement and sustain Tier 1 school-wide PBIS
- Implement Restorative Practices—Language, Circle, and Conference
- Enhance Tier 2 and 3 services (e.g., Check In, Check Out)
- Collaborate with Department of Instruction on *Student Discipline Handbook*
- Enhance behavioral and mental health services



Strategic Action—Data to Support Student Success

- Improve data analysis and reporting at the school level
 - PBIS teams review this office referral and suspension data quarterly to inform action steps within both school improvement and PBIS plans
- Collaborate with Department of Instruction to support plans for continuous school improvement
- Quarterly discipline referral data shared with schools with guiding questions to support analysis
- Collaborate with Department of Instruction to support equitable discipline practices

PBIS Data Application

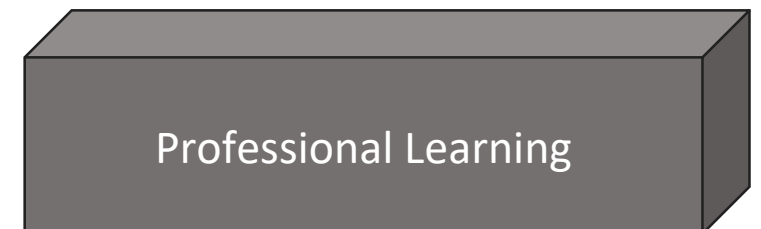


Strategic Action-Professional Learning

Classroom Management Systems

1. Provide Specific Praise for Behavior & Continuum of Response
Strategies for Inappropriate Behaviors (Error Correction)
2. Arrange Orderly Physical Environment & Employ Active Supervision
3. Define, Teach, Acknowledge Rules, Expectations & Classroom Routines
4. Class-Wide Group Contingency & Provide Multiple Opportunities to Respond

*Provided through division-based, school-based, & department-based sessions



Summary

- Over time, prevention and intervention has been successful in reducing office referrals and suspensions and saving instructional time.
- Intentional and strategic support is provided to schools to support their diverse populations and promote equitable educational experiences for all students. This is through professional learning focusing on classroom systems, equitable practices, and restorative practices.
- With resources, expand the use of social emotional learning and restorative practices to comprehensively support the needs of all students.



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