

DISCIPLINE DISPROPORTIONALITY DATA AND ACTIONS

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Special Education Advisory Committee
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TOPICS

Discipline Disproportionality Data*

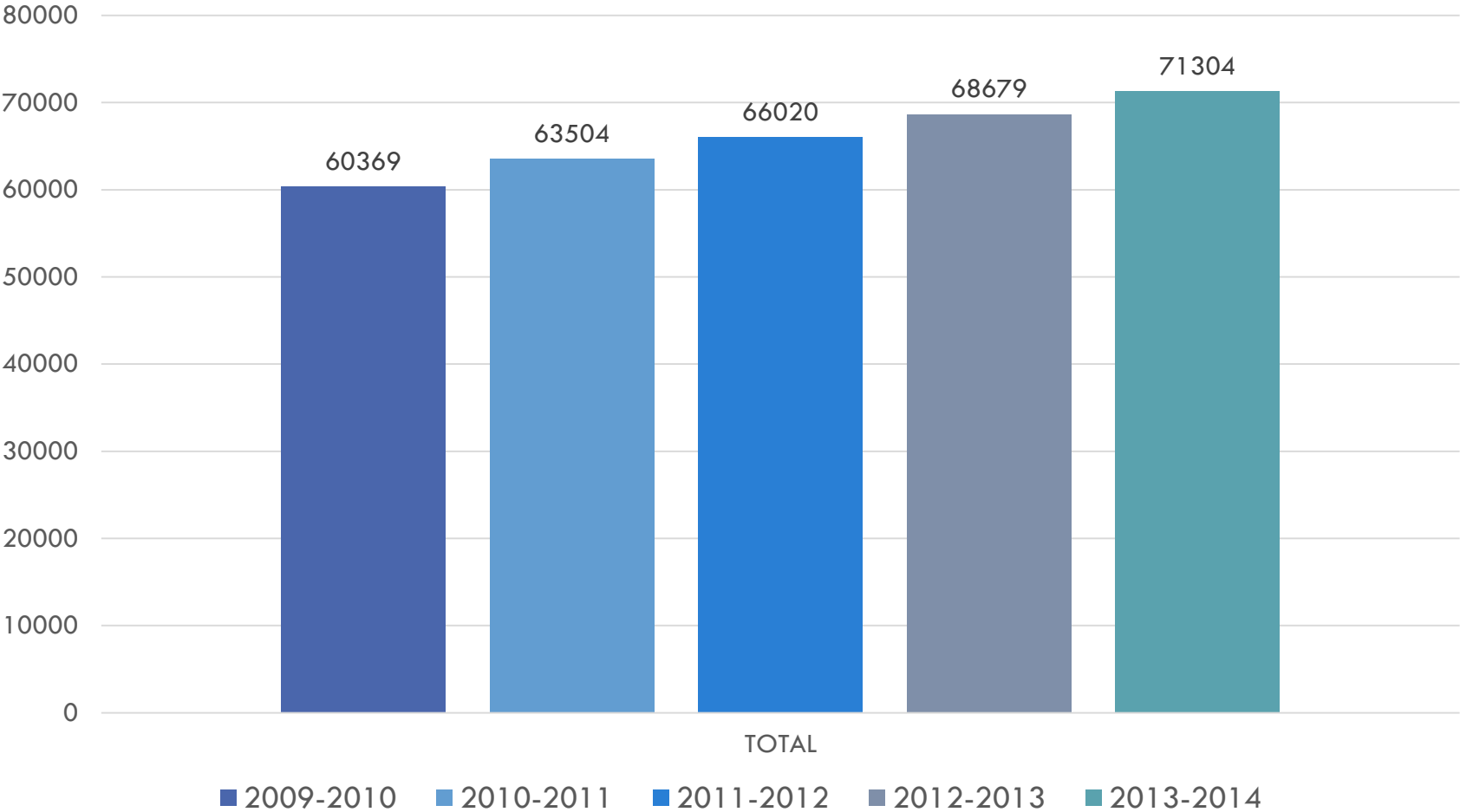
Discipline Task Force Recommendations related to
Disproportionality

LCPS Actions

*SOURCES: *State of Discipline* report (March, 2015)

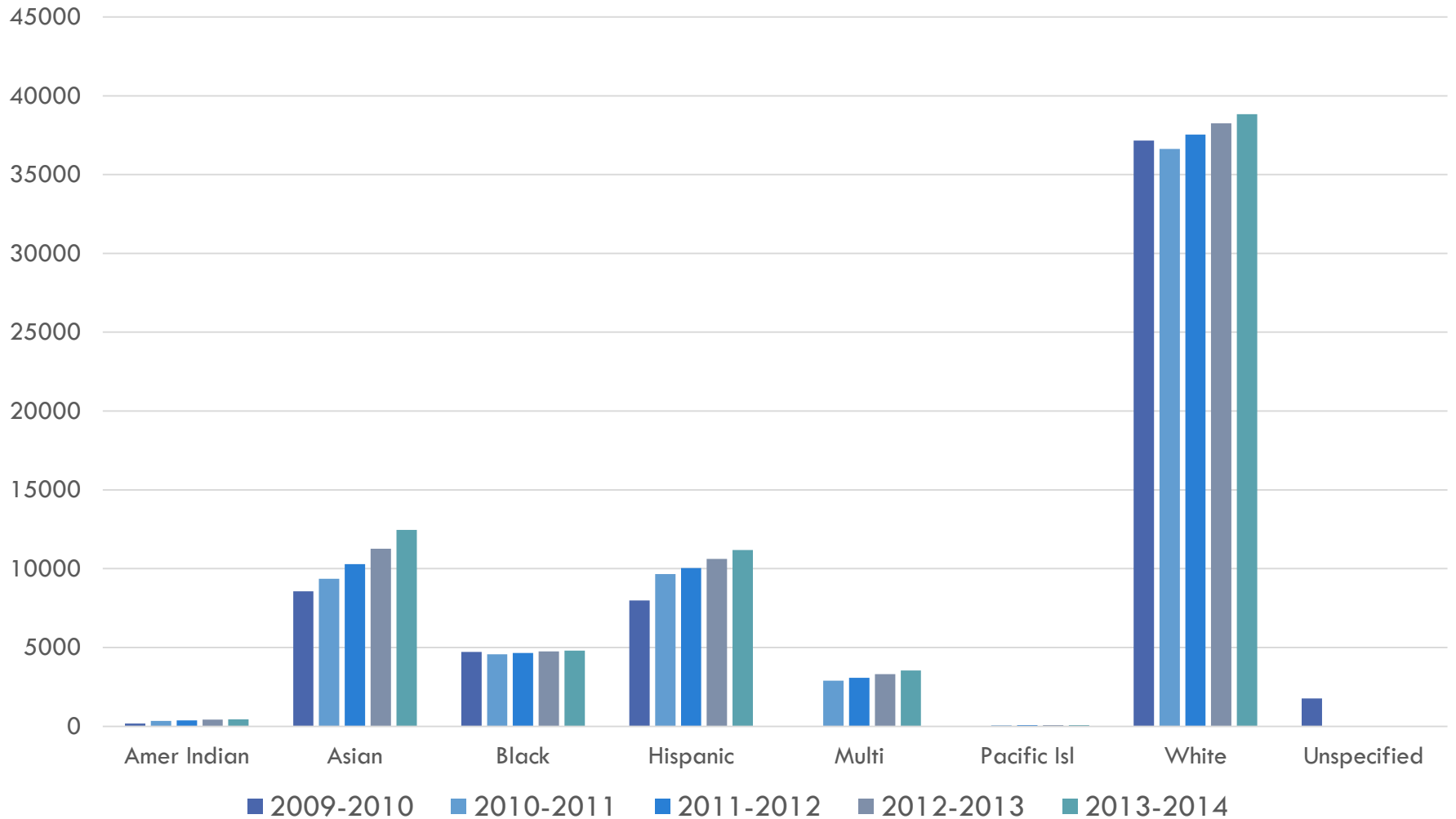
LCPS TOTAL STUDENT ENROLLMENT

TOTAL ENROLLMENT FOR 5 YEARS



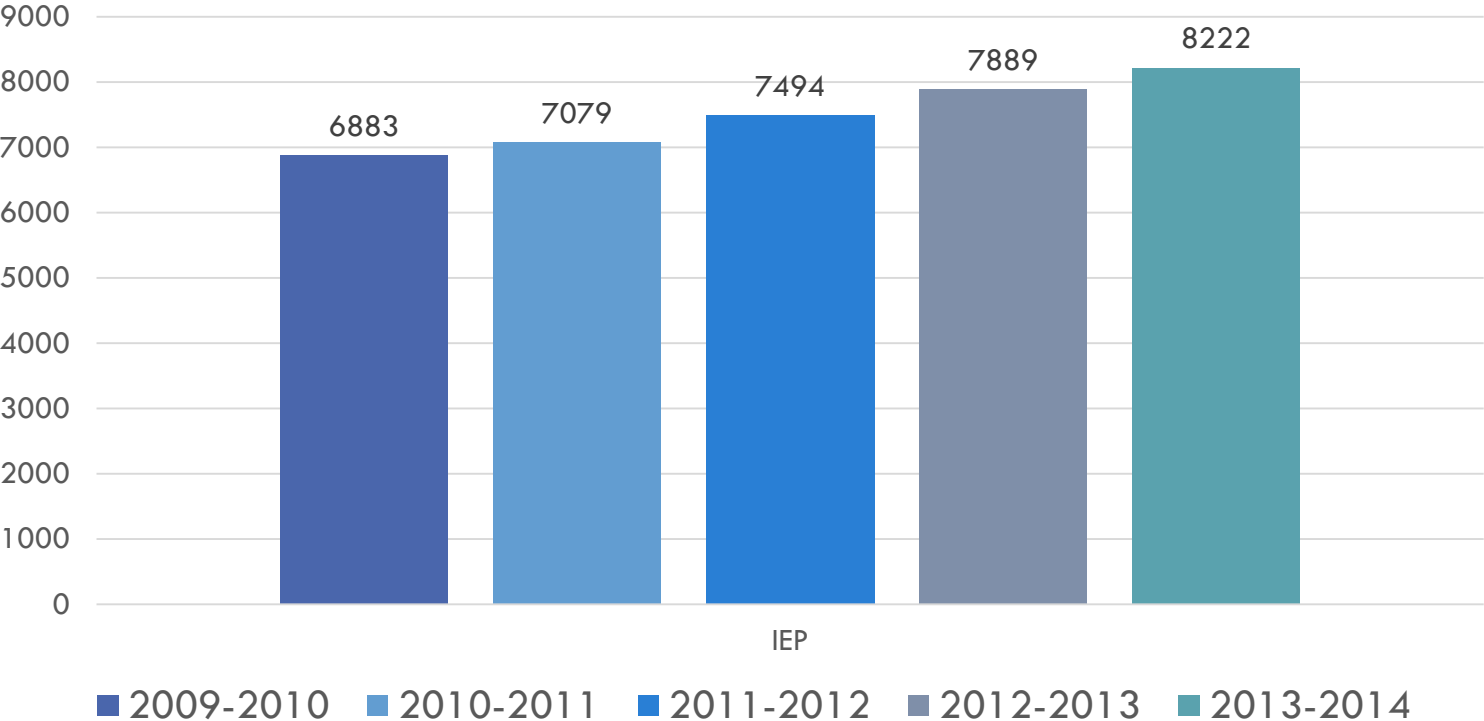
LCPS ENROLLMENT BY STUDENT GROUP

Total Enrollment by Racial/ethnic Group for 5 Years



LCPS ENROLLMENT BY SPECIAL EDUCATION

Total Enrollment by IEP Status for 5 years



OBSERVATIONS

LCPS enrollment is growing at a rate of about 4-5% each year.

The percentage of students who are racial/ethnic minorities has increased from 38% to 46% in the past five years. *U.S. public schools are 50.3% non-white (EdWeek: August 20, 2014).*

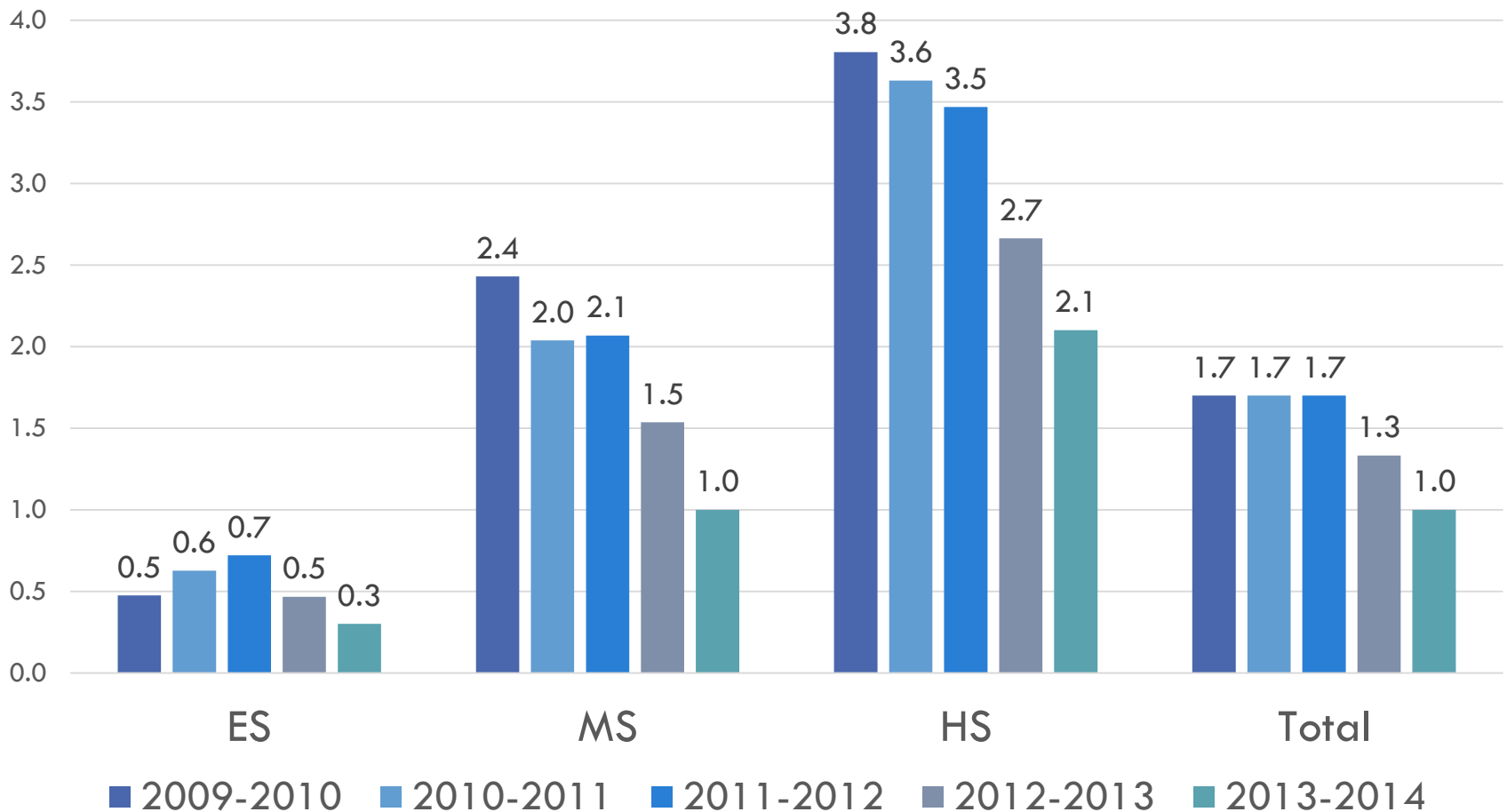
The percentage of students with an IEP has remained steady.

SUSPENSION/EXPULSION DATA/RATES

School Year	Total Enrollment	# of Suspensions/ Expulsions	# of Students Suspended or Expelled	Total % of Students Suspended or Expelled
2009-2010	60369	1561	1015	1.7%
2010-2011	63504	1546	1059	1.7%
2011-2012	66020	1617	1091	1.7%
2012-2013	68679	1215	913	1.3%
2013-2014	71304	896	685	1.0%

LCPS SUSPENDED/EXPELLED BY LEVEL

Suspension Rate Per 100 Students by School Level for Past 5 Years



OBSERVATIONS

The percentage of students who are suspended on a yearly basis has decreased over the past four years to 1.0%. *The national suspension rate is 6.0% (EdWeek: February 20, 2014).*

Over the past five years, the suspension rates have decreased across all three levels, with the greatest decrease occurring for high schools.

INCIDENT DATA ON SCHOOL REMOVAL

Description of Incident	Incident Data (Suspensions/Expulsions)				
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Disorderly Conduct	674	625	700	415	337
Fighting	344	313	323	289	226
Drug Violations	71	69	98	95	61
Theft Offenses (No Force)	78	107	76	72	32
Alcohol	29	39	70	64	45
Assault/Battery	95	60	65	51	43
Threat/Intimidation	61	55	54	42	20
Other (Inappropriate Personal Property, Misrepresentation, Other Code of Conduct)	35	52	47	41	26
Weapon	23	50	43	10	26
Miscellaneous (Bullying, Harassment, Vandalism, etc.)	151	176	141	106	80
Total	1561	1546	1617	1215	896

DEFINITION OF DISORDERLY CONDUCT

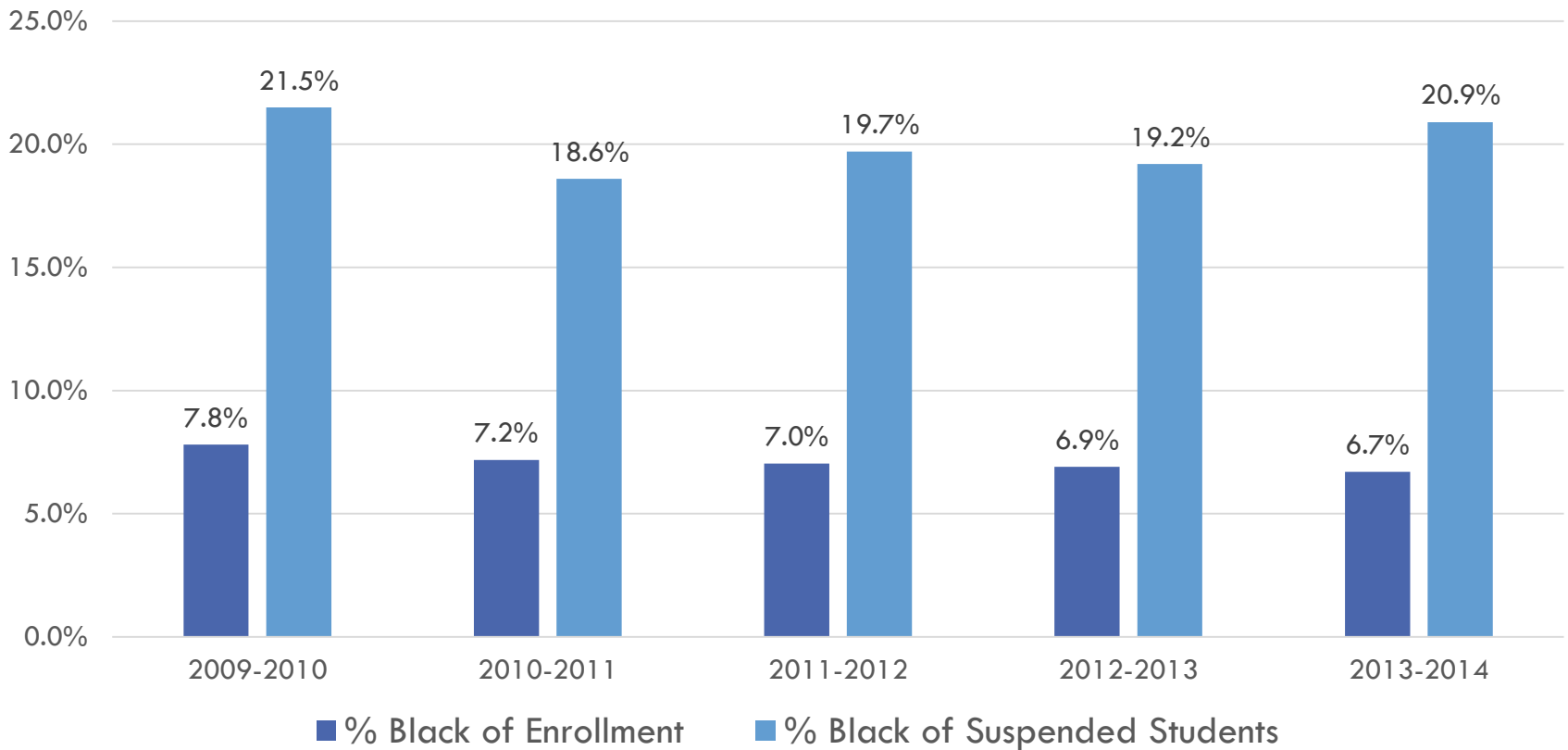
Defined in Code of VA §22.1-276.2 as: Unwillingness to submit to authority or refusal to respond to a reasonable request. Any act that intentionally disrupts the orderly conduct of a school function. Any behavior that substantially disrupts the orderly learning environment.

OBSERVATIONS

Among the student behaviors that resulted in suspension, there is a trend towards decreases in the cases of all categories including fighting, assault/battery and threat/intimidation with the exception of weapons.

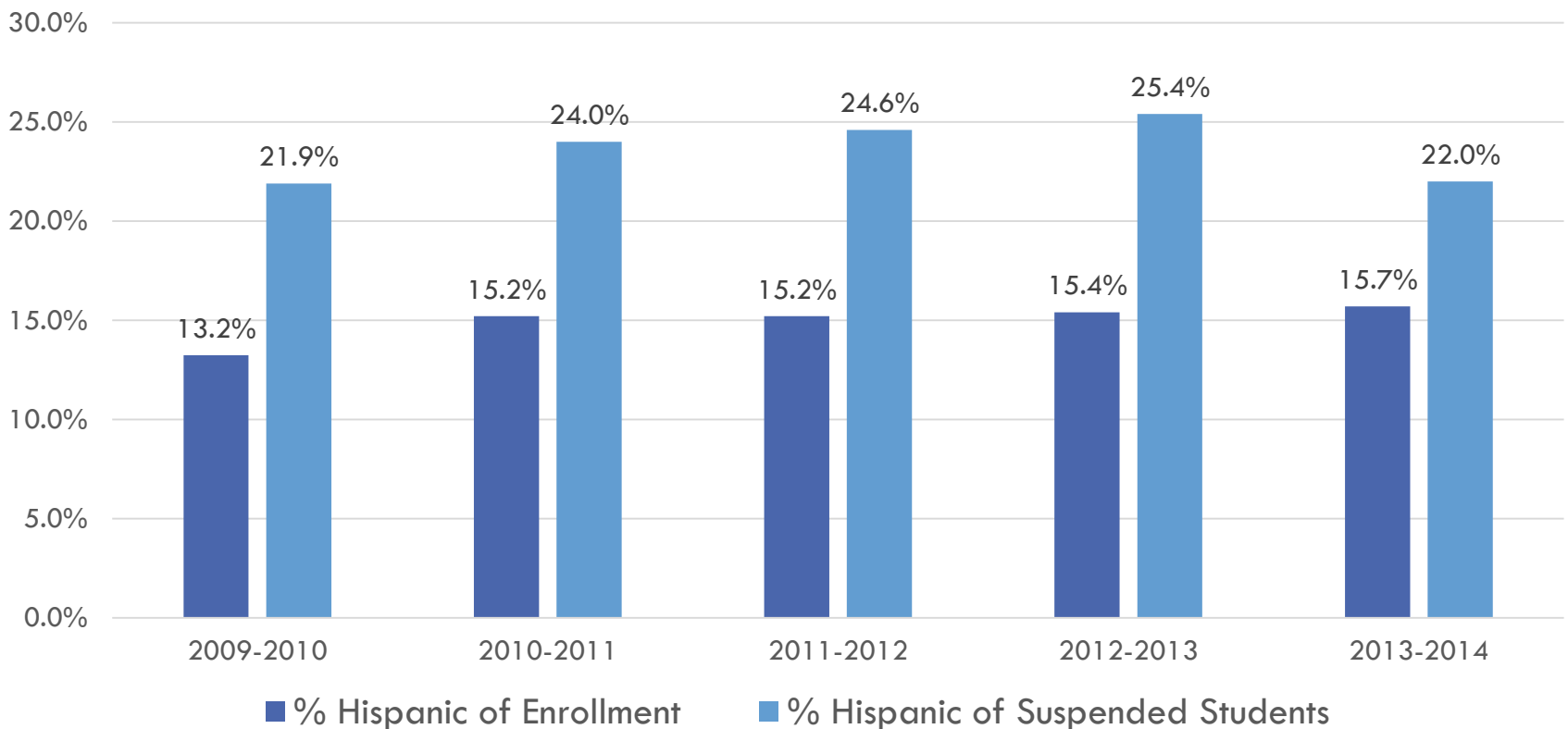
DISTRIBUTION OF SUSPENSIONS/EXPULSIONS BY RACE

Comparison of % of Enrollment and Suspended Students for Black Students for Last 5 Years

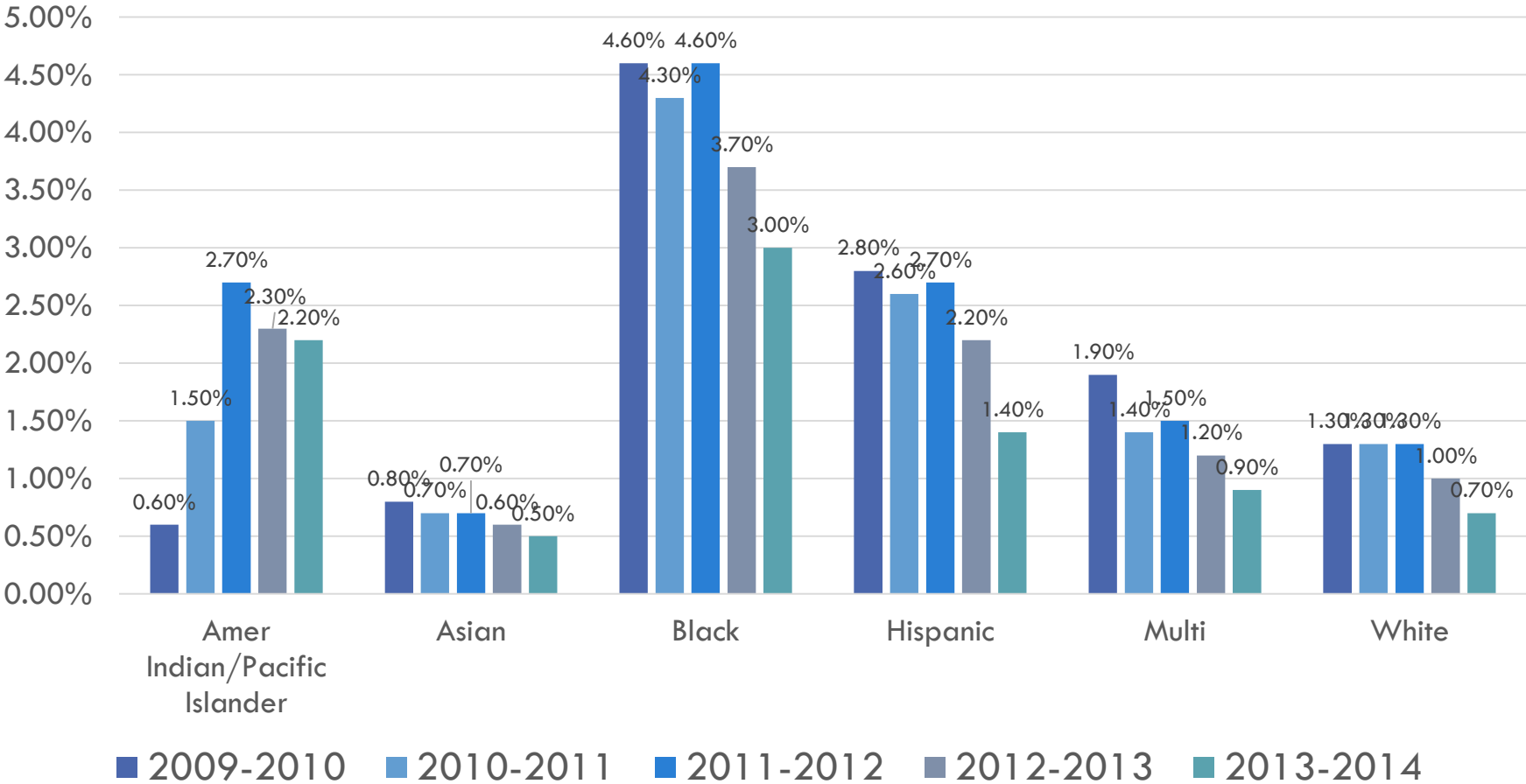


DISTRIBUTION OF SUSPENSIONS/EXPULSIONS BY RACE

Comparison of % of Enrollment and Suspended Students for Hispanic Students for Past 5 Years

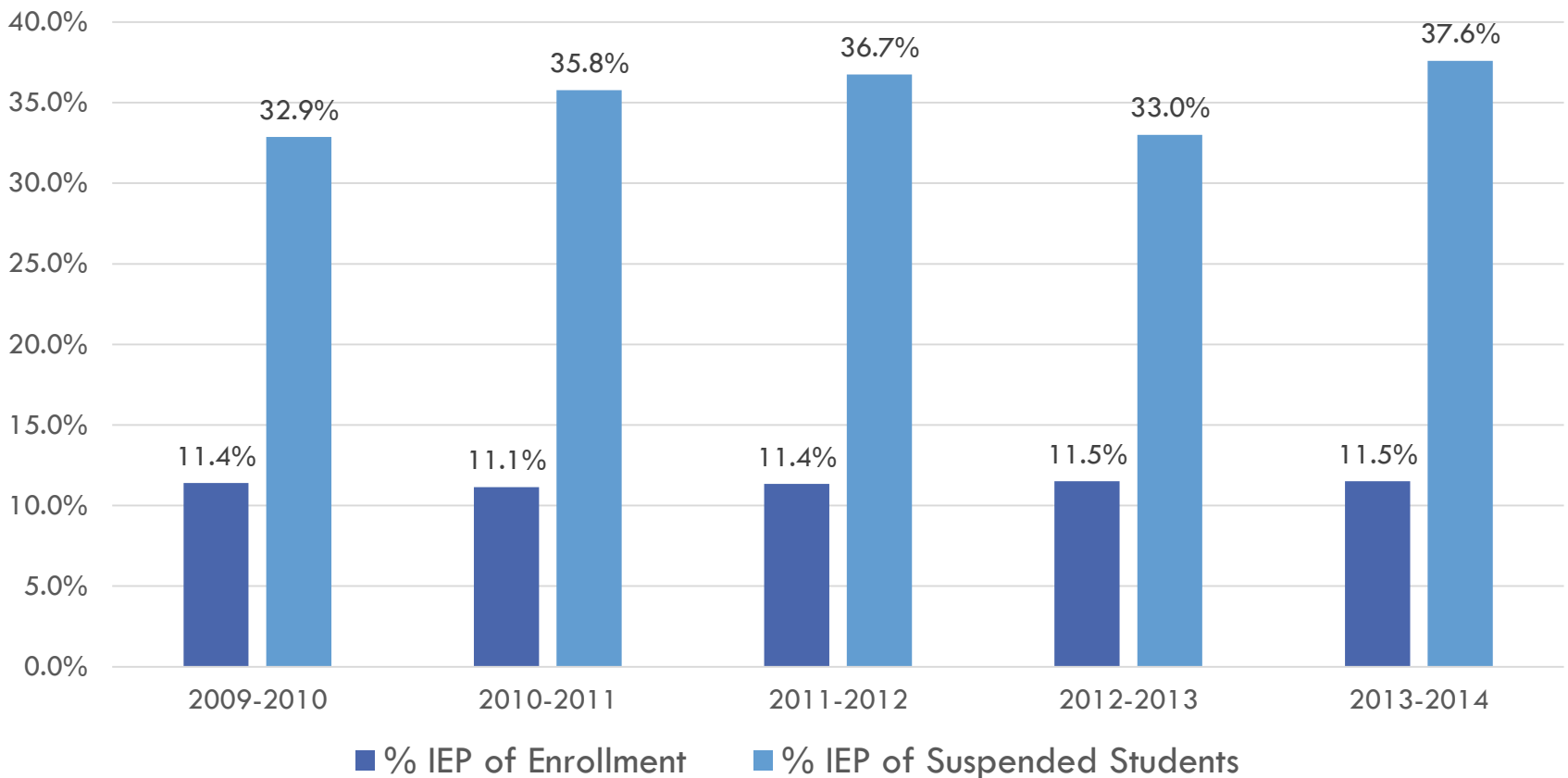


SUSPENSION RATE BY RACIAL/ETHNIC

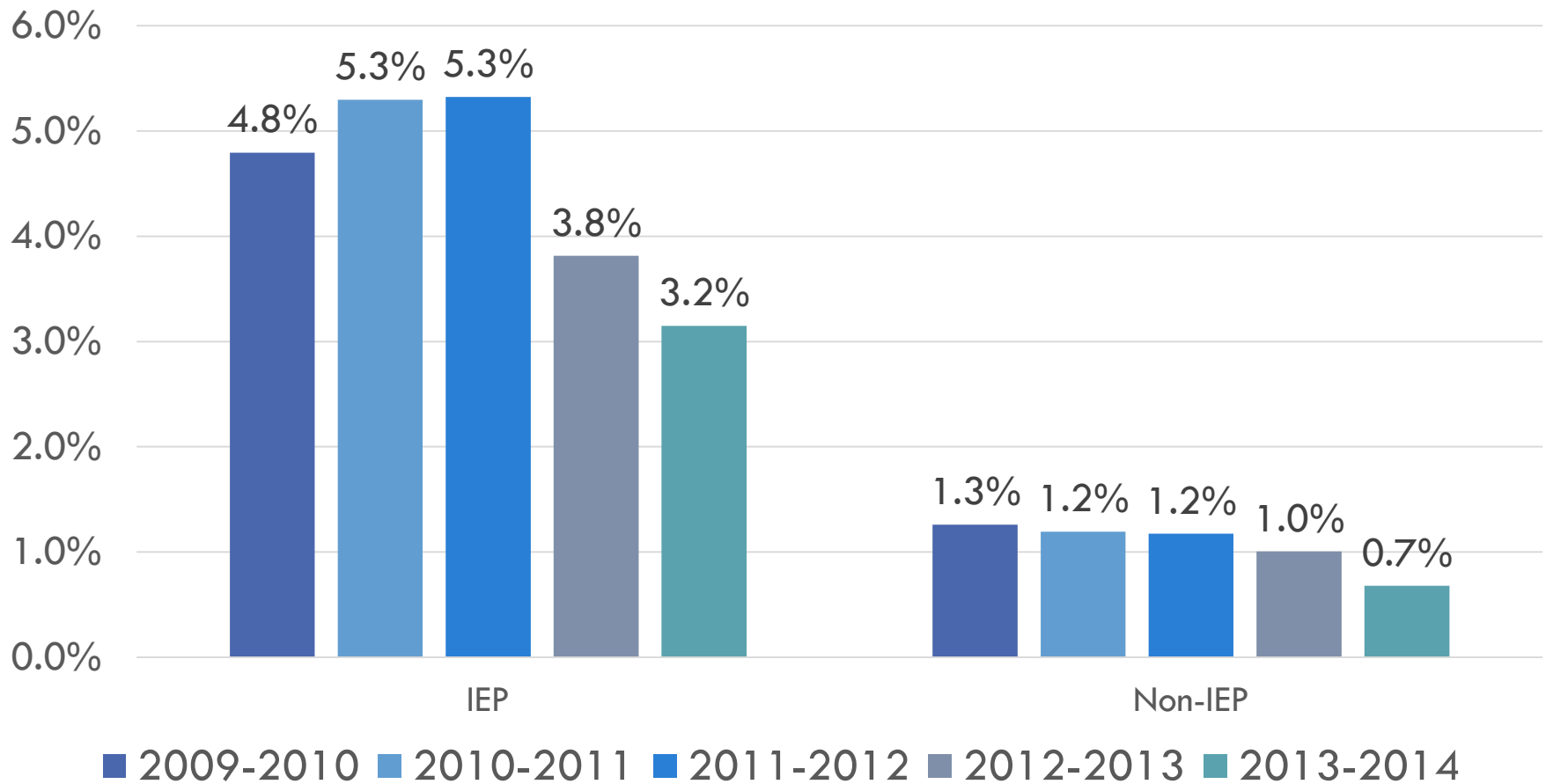


DISTRIBUTION OF SUSPENSIONS AND EXPULSIONS

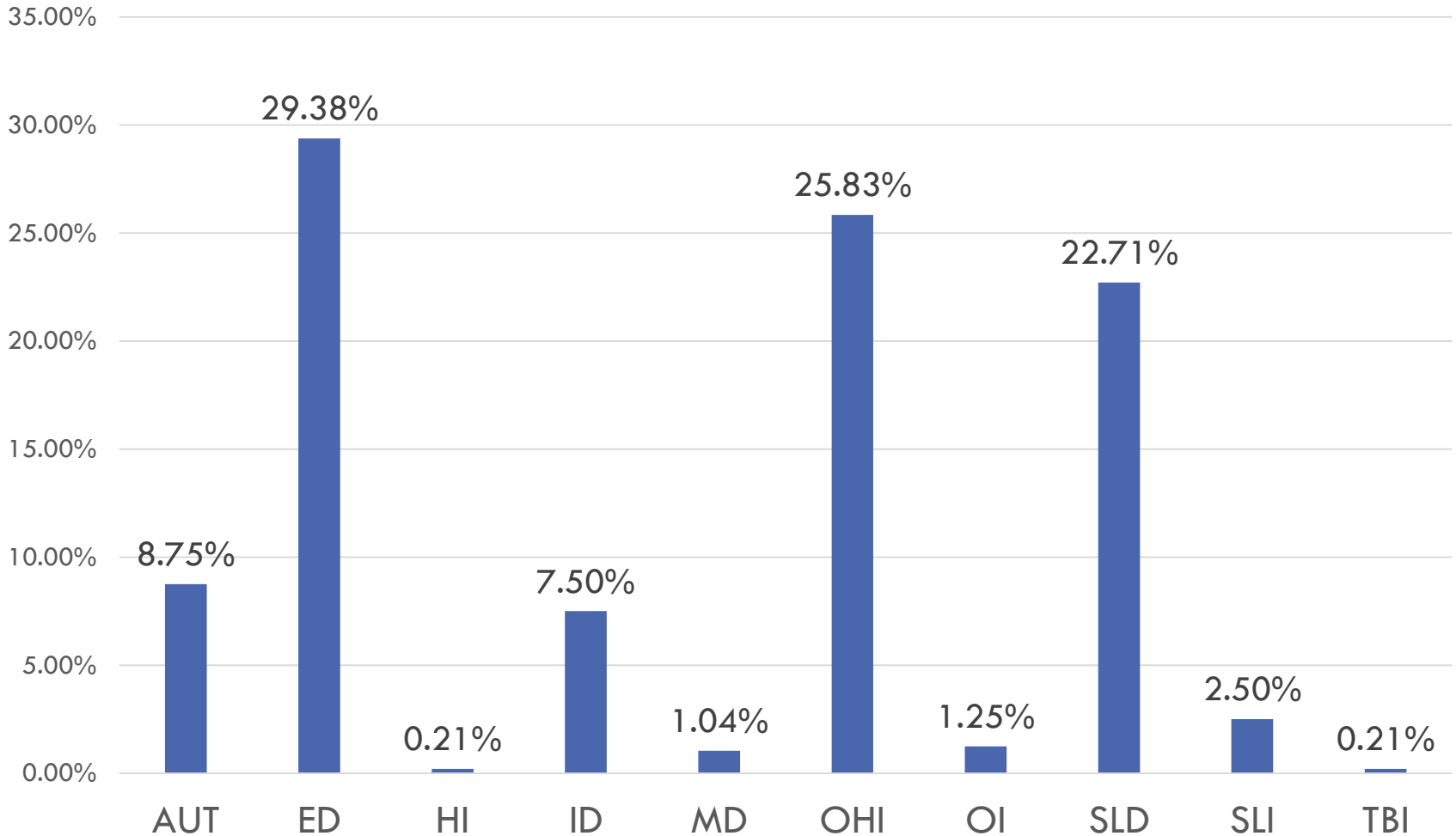
% of Total Enrollment and Suspended Students by IEP Status for Last 5 Years



SUSPENSION RATE BY DISABILITY



2012-2103 DISTRIBUTION OF SUSPENSIONS BY DISABILITY



OBSERVATIONS

Hispanic students are **1 ½** times more likely to be suspended relative to their percentage of the overall population.

Black students are **3** times more likely to be suspended relative to their percentage of the overall population. *The national statistic is 2 times more likely relative to percentage of overall population (EdWeek: September 2014).*

Students with an IEP are **3 ½** times more likely to be suspended relative to their percentage of the overall population. *This statistic is similar to national trends (EdWeek: January 2013).*

QUESTIONS FOR DISPROPORTIONALITY

Are Black and Hispanic students and students with IEPs engaging in behaviors that are more serious in nature, which may lead to higher suspension levels?

Are Black and Hispanic students are students with IEPs engaging in more incidents that may lead to higher suspension levels?

Are teachers and other school staff who interact with the students making decisions that are influenced by cultural differences or knowledge of practice for students with IEPs?

DISTRIBUTION OF STUDENT BEHAVIORS BY ETHNICITY FOR SUSPENDED STUDENTS 2011-12

Description of Incident	Am Indian	Asian	Black	Hispanic	White	Other	Total
Disorderly Conduct	35%	45%	50%	44%	39%	39%	43%
Fighting	15%	24%	21%	18%	20%	21%	20%
Drug Violations	10%	6%	5%	7%	7%	3%	6%
Theft Offenses (No Force)	15%	6%	5%	7%	4%	0%	5%
Alcohol	5%	1%	3%	4%	6%	8%	4%
Assault/Battery	0%	6%	4%	1%	4%	12%	4%
Threat/Intimidation	0%	2%	2%	3%	4%	3%	3%
Other	0%	1%	3%	3%	3%	3%	3%
Weapon	5%	2%	1%	4%	3%	0%	3%
Miscellaneous (Bullying, Harassment, Vandalism, etc.)	15%	7%	5%	9%	10%	11%	9%

DISTRIBUTION OF STUDENT BEHAVIORS BY IEP STATUS FOR SUSPENDED STUDENTS 2011-12

Description of Incident	IEP	Non-IEP
Disorderly Conduct	53%	37%
Fighting	19%	21%
Drug Violations	2%	9%
Theft Offenses (No Force)	3%	6%
Alcohol	1%	7%
Assault/Battery	6%	3%
Threat/Intimidation	5%	2%
Other	2%	4%
Weapon	3%	3%
Miscellaneous (Bullying, Harassment, Vandalism, etc.)	7%	10%

OBSERVATIONS

Among the suspended students, Black and Hispanic students and students with IEPs **do not** appear to have engaged in higher percentages of the more serious offenses. *This result is similar to findings from study of data from California EdWeek: September 24, 2014).*

DTF RECOMMENDATION #5

Policy

Modify LCPS Policy §5-55 - Disciplinary Procedures for Students with Disabilities, to include a general statement that provides guidance to school administrators to consider unique circumstances of the incident and the student's disability when the student violates the discipline policy or school code of conduct.

LCPS ACTIONS #5

- The School Board adopted changes to policy §5-55 on June 10, 2014 and this change was shared with school principals by the Deputy Superintendent in a memo, dated July 11, 2014
- Pupil Services implemented the additional requirement for Special Education Supervisors to be consulted before suspending a student with a disability

DTF RECOMMENDATION #26

Data Collection and Reporting

Establish a special committee to focus on evaluation and elimination of disparities in school discipline (over representation of minority and SPED student subgroups)

LCPS ACTIONS #26

- Pupil Services has established a department goal to reduce suspension and close the discipline gap for students with disabilities.
- The PBIS Coordination Team will be broadening their division-wide work to provide training to school staff on equitable student discipline practices to impact minorities and students with disabilities.
- School-based PBIS teams will be tasked with monitoring and addressing discipline disparities.

DTF RECOMMENDATION #29

Data Collection and Reporting

Identify the critical metrics to be collected and evaluated by all schools in order to ensure the implementation of fair and effective discipline practices and policies and to ensure consistency of data collection and discipline/consequence implementation across schools.

LCPS ACTIONS #29

- LCPS has identified the data and statistical methods (*Composition* and *Risk Ratio*) for measuring and evaluating discipline disparities
- Schools were provided with a Microsoft Excel app for calculating their discipline disproportionality by race and disability status
- Pupil Services commissioned DTS to update the PBIS Data application to provide schools the capability to analyze discipline data entered into the SIS by race, disability, gender, and ELL status

DTF RECOMMENDATION #27

Data Collection and Reporting

Provide individual school based report and analysis of disaggregate discipline data school to administrators for evaluation of data and trends. Administrators shall include in their formal School Improvement Plan strategies to reduce the over-representation of minority and disabled students among students who are assigned exclusionary discipline consequences.

LCPS ACTIONS #27

- The Research Office published a discipline disproportionality report for the 2013-2014 school year and distributed this information to the Department of Instruction level directors.
- Principals and assistant principals received basic training during the 2014-2015 school year on the LCPS disaggregated discipline data and on effective practices for disciplining students.
- Through a PBIS grant award, Pupil Services will be offering more extensive training for school-based PBIS teams and school administrators on equitable practices for reducing discipline disparities.

OTHER RELEVANT DTF RECOMMENDATIONS & LCPS ACTIONS

#32 Implement PBIS in all schools

- Pupil Services has trained the last cohort of 17 schools over the summer bringing PBIS to scale

#33 Provide performance feedback to schools on their implementation of PBIS

- The PBIS systems, data, and practices are being integrated into the school improvement planning process, known as *Indistar*
- Data on PBIS implementation using fidelity measures are provided to schools for action planning

#35 Support a pilot study of alternative discipline practices (Restorative Justice and Collaborative Problem Solving) with certified trainers within LCPS in order to determine if RJ and CPS would be effective adjuncts to PBIS.

- LCPS has 36 certified conference facilitators and 4 licensed trainers in Restorative Practices (RP). This year to date, the RP approach has resulted in an avoidance of 92 suspension days with the greatest impact on students with disabilities and African American students.