Student Discipline Disparity

Diversity Goal #2
### Diversity Goal 2:
Decrease disciplinary disparities between student populations.

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Topic</th>
<th>Strategic Goal</th>
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<tr>
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<td>Strategic Plan Overview</td>
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<tr>
<td>September</td>
<td>Access &amp; Opportunity</td>
<td>Equity Goal 1</td>
</tr>
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<td>Professional Learning</td>
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</tr>
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<td>Local Funding</td>
<td>Funding Goal 1</td>
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<td>Health &amp; Safety</td>
<td>Equity Goal 4</td>
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<td>Diversity Goal 2</td>
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<td>February</td>
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<td>Communications Goal 1</td>
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<td>Equity Goal 3</td>
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<tr>
<td>April</td>
<td>Staff Diversity</td>
<td>Diversity Goal 1</td>
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</table>
When educational policies, practices, interactions, and resources, are representative of, constructed by, and responsive to all people such that each individual has access to, can meaningfully participate, and has positive outcomes from high-quality learning experiences that empowers them towards self-determination and reduces disparities in outcomes regardless of individual characteristic and cultural identities. ("Great Lakes Equity Center,” 2021)
Outcomes

- Maximize student instructional time! (E1)
- Increase student academic results! (E1)
- Cultivate professional learning! (E2)
- Secure structures for relevant, meaningful professional development! (E2)
- Increase available funding through a local referendum! (F1)
- Utilize referendum funding to advance the strategic plan! (F1)
- Promote student physical health, mental health, and overall wellness! (E4)
- Strengthen programming and procedures to enhance school safety! (E4)
- **Identify and reduce lost instructional minutes! (D2)**
- **Reduce the use of exclusionary practices! (D2)**

The professional learning and implementation of culturally responsive instruction, discipline practices, procedures and protocols can result in the reduction of suspensions and expulsions leading to more learning time.
Presentation Objectives

A. To review preliminary discipline data
B. To highlight current efforts
C. To establish next steps
Implementation Timeline 2022-2025

Phase 1
School Year 2022-2023
- Discipline Data Retreats
- School Discipline Law Seminar
- Tier III Restorative Practices Training
- Discipline Work Groups-Research and Development

Phase 2
School Year 2023-2024
- Discipline Work Groups-Policies, Practices, and Procedures
- Restorative Practices Training (Building Level)

Phase 3
School Year 2024-2025
- Discipline Work Groups-Implementation and Progress Monitoring
- Restorative Practices Training Continued (Building Level)
Diversity Goal #2: Decrease disciplinary disparities between student populations.

Do disciplinary disparities exist within MCCSC?
<table>
<thead>
<tr>
<th>Grade Level &amp; School Year</th>
<th>Data Source</th>
<th>Measures</th>
<th>Comparison</th>
</tr>
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<tbody>
<tr>
<td>PK-12</td>
<td>State Reporting</td>
<td>Student Data</td>
<td>Student Groups</td>
</tr>
<tr>
<td></td>
<td>● SY 2019-20</td>
<td>● Number and Percent of Students</td>
<td>● Race &amp; Ethnicity</td>
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<tr>
<td></td>
<td>● SY 2021-22</td>
<td>● Risk Ratio</td>
<td>● Gender</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>● Economically Disadvantaged</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>● Students with Disabilities</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>● English Learners</td>
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</table>
### State & Corporation Context (MCCSC vs. Indiana)

<table>
<thead>
<tr>
<th>Category</th>
<th>MCCSC 2019-20</th>
<th>Indiana 2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-School Suspension</td>
<td>3.5% (401)</td>
<td>3.9% N/A</td>
</tr>
<tr>
<td>Expulsion</td>
<td>0.2% (26)</td>
<td>0.2% N/A</td>
</tr>
</tbody>
</table>

#### 2019-20 MCCSC vs. Indiana

- **% of Students with one or more In-School Suspensions**
  - MCCSC: 3.5% (401)
  - Indiana: 3.9% N/A

- **% of Students with one or more Out-of-School Suspensions**
  - MCCSC: 1.6% (183)
  - Indiana: 5.2% N/A

- **% of Students with one or more Expulsions**
  - MCCSC: 0.2% (26)
  - Indiana: 0.2% N/A
Data by Race/Ethnicity

- Out-of-School Suspensions
- Expulsions
Discipline Trend Data (2011-2021)

Note: The data for 2019-20 represents a partial school year due to the global pandemic.
Risk Index: The percent of a group that receives a particular outcome (e.g. suspension).

Risk Ratio (RR): also called relative risk, compares the risk of an event (academics, discipline, attendance, etc.) among one group with the risk among another group.

\[
\text{Risk Ratio} = \frac{\text{Risk Index of Target Group}}{\text{Risk Index of Comparison Group}}
\]
According to noted discipline disparity research, cases with fewer than 10 students in a particular group should be reviewed with caution due to the possibility of inflating disproportionality metrics. (US Government Accountability Office, 2013)

### Out-of School Suspension (% and # of Students, SY 2019-20)

<table>
<thead>
<tr>
<th>Risk Ratio =</th>
<th>Risk Index of Target Group</th>
<th>Risk Index of Comparison Group</th>
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</thead>
<tbody>
<tr>
<td>Asian</td>
<td>14.1% N/A</td>
<td></td>
</tr>
<tr>
<td>Black/African-American</td>
<td>3.4% (22)</td>
<td></td>
</tr>
<tr>
<td>Hawaiian or Pacific Islander</td>
<td>3.4% (22)</td>
<td></td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>2.6% N/A</td>
<td></td>
</tr>
<tr>
<td>Native American</td>
<td>5.4% N/A</td>
<td></td>
</tr>
<tr>
<td>Two or more races</td>
<td>2.00 (24)</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>1.00 1.4% N/A</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>5.2% N/A</td>
<td></td>
</tr>
</tbody>
</table>

Source: IDOE INview [https://inview.doe.in.gov/corporations/1057400000/school-environment](https://inview.doe.in.gov/corporations/1057400000/school-environment)

The Risk Ratio was calculated by using the DOE-ES data.
Discipline Disparities across all priority groups will decrease toward a target goal of 1.25 risk ratio by the end of the 2024-25 school year.
Diversity Goal #2: Decrease *disciplinary disparities* between student populations.

1. Do disciplinary disparities exist within MCCSC?

2. What are we doing to address these disparities?
● Discipline Data Reviews
● Safe & Inclusive Schools Professional Development
● Positive Behavior Intervention Support (PBIS)
● Board Resolution for Social Justice Standards (2021)
● Racial Equity Policy Work (ongoing)
Discipline Data Reviews

1. Principals
2. Assistant Principals, Social Workers, Counselors
3. Faculty Meetings
Safe and Inclusive Schools

1. Restorative Practices

2. Positive Behavioral Interventions & Support (PBIS)

3. Culturally Responsive Practices & Procedures
Safe and Inclusive Schools Framework

- School and classroom cultures are such that students feel safe to express their personal identities & cultural practices without fear of being judged, punished or teased.
- Difference is recognized & respected, & students are supported to appreciate multiple perspectives & the lived experiences of others from backgrounds different than their own.
- Adults are intentional about cultivating empowering relationships with students; students are supported to engage in social critique & make decisions that will lead to social change towards a just community.
- Policies & practices are liberatory & enable students to feel free to express their own emotions, desires & opinions constructively, as well as empower students to make decisions towards self-determination.

- Schools and classroom cultures are such that students feel safe to be who they are and proud of their personal identities and personal histories. Students know that their cultural backgrounds as well as their cultural practices are respected and highly appreciated.
- Teachers recognize and utilize students’ differences, and provide culturally responsive and culturally sustaining instruction through curricular material and instructional strategies.
- School policies and procedures are designed and implemented in ways that keep everyone’s cultural values and practices in mind.

- School physical structures are designed to meet the needs of the whole child.
- Classroom and non-classroom settings are arranged to create open, safe and equally accessible spaces. Classrooms, common spaces, and surrounding community areas are safe.
- Students and staff feel safe to report physical safety concerns and reports are followed up by well-established procedures.

- Students are safe to engage in classroom discussions and activities without fear of judgement or reprisal.
- Students and teachers are supported to feel comfortable with the ambiguity inherent in the learning process.
- Teachers incorporate multiple means of representing content, assessing student learning and engaging students in the conception of daily instruction.
- Formal and informal opportunities for students to critically reflect on and critique school and classroom norms occur.

Physical

Intellectual

Social

Emotional

Cultural
Restorative Practices

A multi-tiered system of support

Whole School Approach

- Tier I: Build and Strengthen Relationships
- Tier II: Respond to Conflict and Harm
- Tier III: Support Reentry

Circles of Support and Accountability
Restorative Conferences
Community-Building Circles
• Formative assessment measure of the implementation of the seven core features of PBIS
• Conducted every year in the fall by behavior specialists
• SET data is a snapshot in time
• Results are used to:
  ○ Assess the degree to which essential features for Tier 1 PBIS are in place (implementation fidelity)
  ○ Determine goals for school-wide implementation
  ○ Design and revise behavior-related procedures as needed
  ○ Identify need for ongoing support and coaching from behavior specialists
### MCCSC PBIS SET Trend Data

#### Percentage of Buildings Implementing Key Areas of Tier 1 PBIS with Fidelity

<table>
<thead>
<tr>
<th>Year</th>
<th>Expectations Defined</th>
<th>Expectations Taught</th>
<th>System for Rewarding Behavior</th>
<th>System for Responding to Behavior</th>
<th>Monitoring &amp; Decision Making</th>
<th>Management</th>
<th>District Level Support</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>2022</td>
<td>86%</td>
<td>45%</td>
<td>36%</td>
<td>95%</td>
<td>72%</td>
<td>77%</td>
<td>91%</td>
<td>68%</td>
</tr>
<tr>
<td>2021</td>
<td>95%</td>
<td>52%</td>
<td>62%</td>
<td>90%</td>
<td>71%</td>
<td>43%</td>
<td>43%</td>
<td>62%</td>
</tr>
<tr>
<td>2020</td>
<td>100%</td>
<td>43%</td>
<td>38%</td>
<td>85%</td>
<td>52%</td>
<td>29%</td>
<td>29%</td>
<td>29%</td>
</tr>
<tr>
<td>2019</td>
<td>40%</td>
<td>40%</td>
<td>40%</td>
<td>60%</td>
<td>25%</td>
<td>15%</td>
<td>50%</td>
<td>10%</td>
</tr>
</tbody>
</table>

Proper management of this tool requires schools to collect ongoing implementation data over time to compare against discipline data.
Board Resolution for Social Justice Standards

1. Alignment to Academic Standards
2. Ethnic Studies Courses offered at High Schools
3. Increase Professional Learning Opportunities and Resources
LEARNING FOR JUSTICE

Learning for Justice provides free resources to educators who work with children K-12. Education can access materials to supplement the curriculum, inform their practices, and create inclusive school communities where children and youth are respected, valued, and welcome.

To register: https://www.learningforjustice.org/register

Classroom Resources

Select ready-to-use classroom lessons on breadth and depth, supporting essential social, justice, topical and foundational societal and emotional learning skills.

Teaching Strategies

Build literacy and social-emotional skills while exploring meaningful texts. Select and combine vocabulary, reading, and speaking and listening activities that support your instructional goals.

Learning Plans

Create comprehensive learning plans that are rigorous and relevant. Learning Plans reflect backward design, combining the Learning for Justice Social Justice Standards, Common Core-aligned literacy strategies, and student performance tasks with windows and mirrors tests from the Perspectives Library.

Office of Curriculum and Instruction - Initiatives for Equity, Access, and Opportunity

LEADING FOR EQUITY

VIRTUAL EQUITY SUMMER SERIES

EQUITY GOAL

To establish a community-wide understanding and commitment to key principles of centering equity in our procedures and practices that results in improved academic performance for all students.

Culturally Responsive Practices in the Area of Mathematics with Dr. Dionne Cross-Francais (3 PGP Points)

Monday, June 14, 2021
1pm-4pm

Cultivating Genius: Culturally and Historically Responsive Literacy Practices with Dr. Ghady Muhammad (2 PGP Points)

Wednesday, July 14, 2021
2pm-4:00pm

Culturally Relevant Schools Post Pandemic including Culturally Relevant Strategies for Teachers and the Social Justice Standards with Dr. Gloria Ldeo-Billing (2 PGP Points)

Monday, August 2, 2021
9am-11:00am

Office of Curriculum and Instruction - Initiatives for Equity, Access, and Opportunity
1. Centers student voice

2. Aligned to student perspectives and lived experiences

3. Provides clear expectation and direction for response, support, & education
Student Rough Drafts and Feedback
Community Questions

"Where can I get the student discipline data broken down by school and race/ethnicity/gender demographics?"
  Ruth A., MCCSC Supporter & Resident of Monroe County

"Is data being collected to help identify root causes of behaviors that are escalating to disciplinary action to better understand how the school system might be able to address them?"
  Elizabeth R., MCCSC Supporter, Parent & Monroe County Resident & Business Owner

"What support are teachers and support staff getting to receive education on alternatives to discipline?"
  Elizabeth R., MCCSC Supporter, Parent & Monroe County Resident & Business Owner

“Thank you for making elimination of school discipline disparity a goal for MCCSC. How can the community find detailed reporting of disparity across multiple school years and for individual schools? Without such reporting, and accountability, how will the community know that improvements are being made? Will steps be taken to help students in higher grades, who have experienced disproportionate discipline in lower grades to help reset their educational experience?”
  -Ruth A., MCCSC Supporter & Resident of Monroe County
"How is [MCCSC] resolving situations where students may be acting out in the first place due to stress of home life?"

-MCCSC Staff Member

"Will it be possible to receive face-to-face courses and training to improve our performance as teachers?"

-MCCSC Staff Member
Staff Feedback

Themes

• Root cause analysis of disparities
• Whole Child Approach
• Focus on real-time data, systematic analysis
• Strengthening PBIS

"What is the long-term effect of disciplinary action on students’ education?"

"Reducing disciplinary disparities is actualized by consistently and vulnerably discussing the root cause of the realities uncovered from analysis of discipline data and accompanying discipline disparities."

“How do we make discipline data more timely and more user-friendly?”

"The first step in resolving a problem is acknowledging that there is a problem."
Strategies for Strengthening Student Behavior

Spring Professional Learning Series:
Resources

- Center on Positive Behavioral Interventions & Supports (PBIS): [https://www.pbis.org/](https://www.pbis.org/)
- IDOE INview: [https://inview.doe.in.gov/corporations/1057400000/school-environment](https://inview.doe.in.gov/corporations/1057400000/school-environment)
- International Institute for Restorative Practices (IIRP): [https://www.iirp.edu/](https://www.iirp.edu/)
- Learning for Justice: [https://www.learningforjustice.org/](https://www.learningforjustice.org/)
- Midwest & Plains (MAP) Equity Assistance Center: [https://greatlakesequity.org/map-eac](https://greatlakesequity.org/map-eac)

Thank you!
On February 28, we will present on:

Communication

Communication Goal #1

We welcome questions in advance. Please submit by 1/9/23.
Submit on our website

https://www.mccsc.edu/domain/1784
Communication Timeline

MCCSC Community At Large
Submission of Questions & Concerns

Week of 1/30

Principals
Identify potential themes related to goals

Week of 2/6

MCCSC Board of School Trustees
Submission of Questions & Concerns

Week of 2/13

MCCSC Teachers & Staff
Email Query & School Meetings

Week of 2/20

MCCSC Administrative Cabinet
Preparatory Presentation – Review Input, Research & Prepare Update

Tuesday, 2/28

Public Presentation
Board Meeting