

# *Reducing and Eliminating Disproportionate Impact of School Discipline*

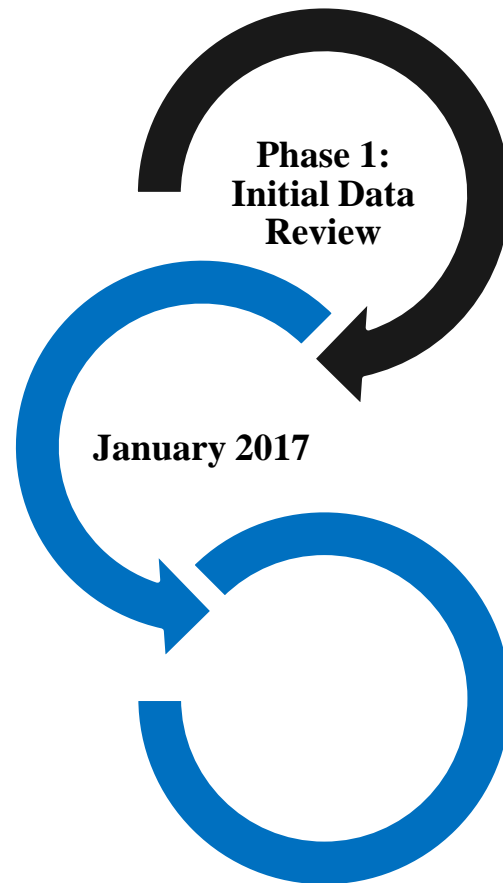
Technical Assistance Guide for Local Educational Agencies and Schools  
To Address Disproportionality in School Discipline

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# Objectives

- ❑ Review implementation phases for disproportionality.
- ❑ Review Maryland's Model for disproportionality.
- ❑ Provide technical assistance on the local *Reducing and Eliminating Disproportionate Impact of School Discipline Action Plan*.

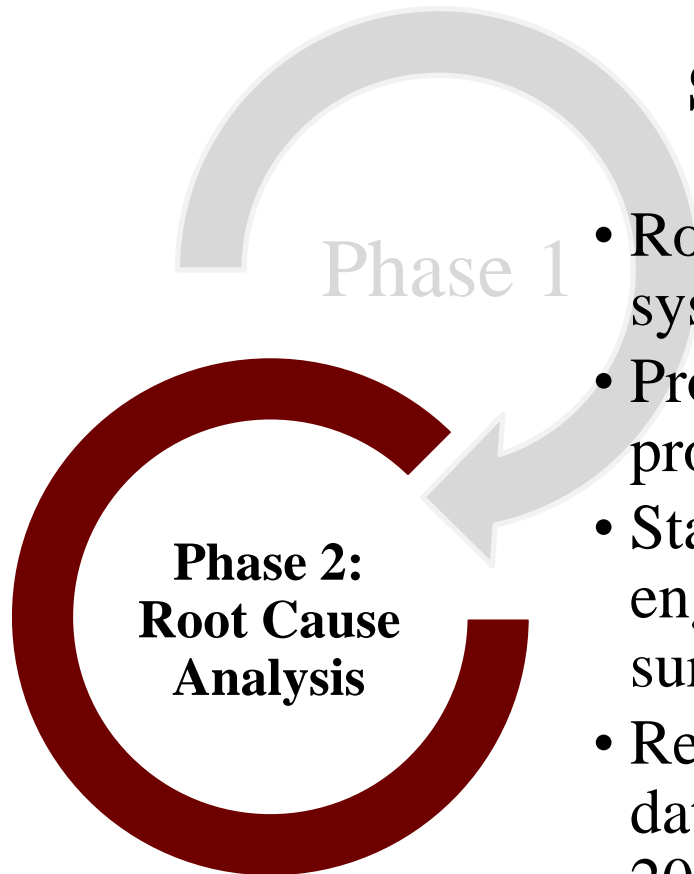
# Implementation: Phase 1



- Data dissemination
- Information gathering
- Professional development
- Stakeholder engagement

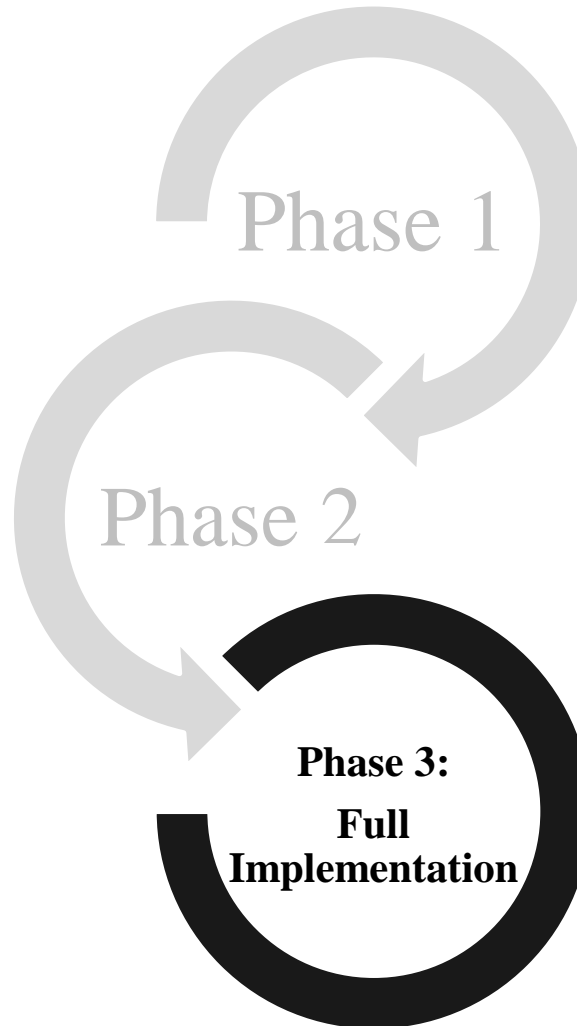
# Implementation: Phase 2

**School Year 2017 – 2018**



- Root cause analysis by school systems and school level teams
- Professional development provided by MSDE
- Stakeholder and partner engagement through pre-post surveys
- Review of disproportionality data for 2014-2015, 2015-2016, 2016-2017

# Implementation: Phase 3

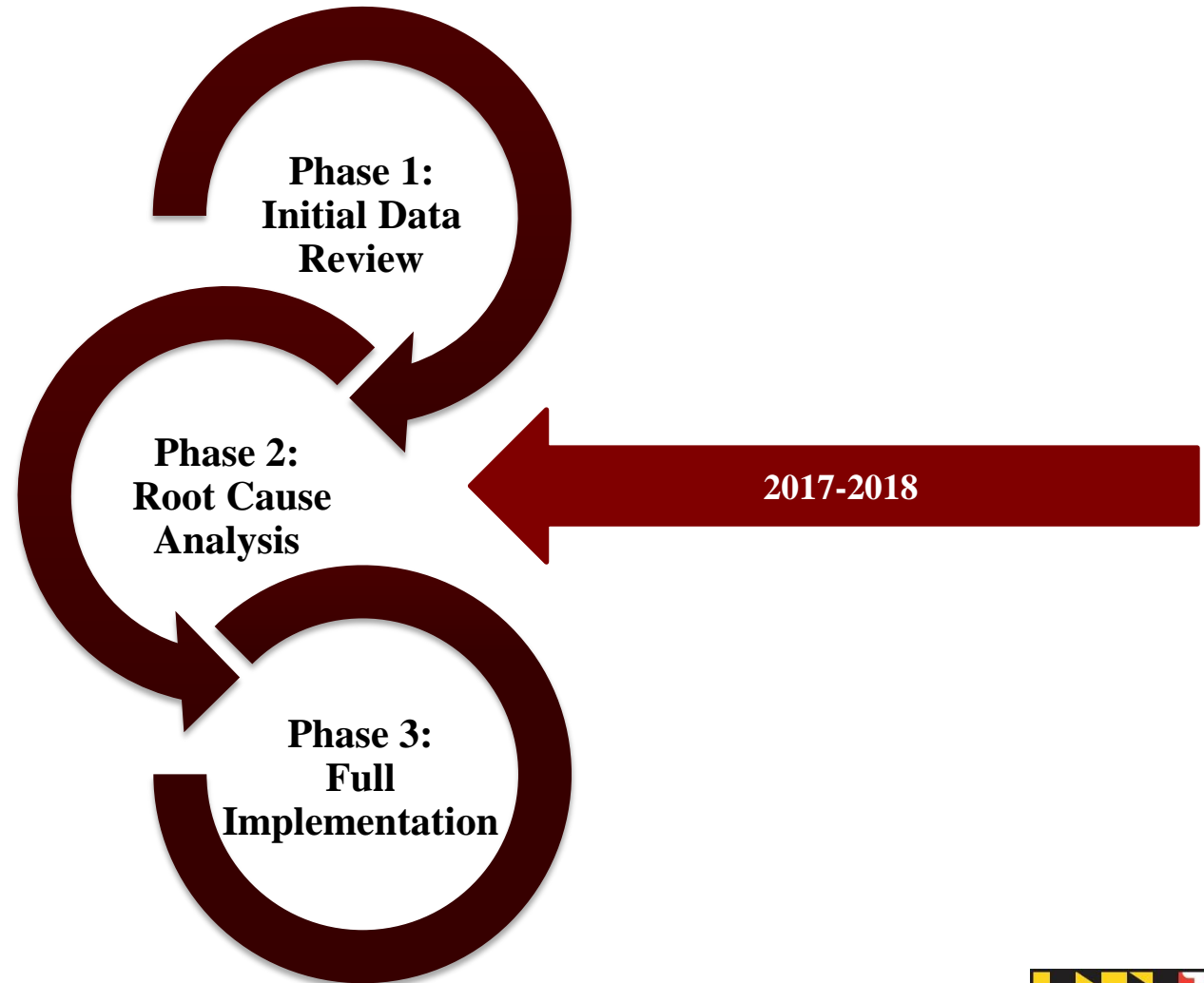


School Year 2018-2019

Full implementation which includes:

- Identification of Schools
- Submission of strategic plan by local system to eliminate disproportionality

# Implementation: Three Phase Approach



# Maryland's Model

# Maryland Model: Two Disproportionality Measures

## Risk Ratio

Degree of disproportionality within a school between a student group and all other students.

## State Comparison

Degree of disproportionality between a student group at a school compared to “All Students” at the State level.



# Risk Ratio Method

Step 1. Calculate removal rates (Student Group & All Other Students)

$$\text{Removal Rate} = \frac{\text{Unduplicated Count of Students in Group Removed}}{\text{Total Count of Students in the Group}} \times 100$$

Step 2. Calculate Risk Ratio

$$\text{Risk Ratio} = \frac{\text{Student Group Removal Rate}}{\text{All Other Students Removal Rate}}$$

# Risk Ratio Example...

The removal rate for Black/African American students at ABC Elementary School is 20%.

The removal rate for all other students (non-Black) is 6.67%. The risk ratio is  $20 \div 6.67 = 3.00$

Therefore, the risk of removal for African American students is 3 times higher than the risk of removal for all other students at the school.

Risk Ratio	Level of disproportionality
1.00	Equal
2.00	Two times higher risk
3.00	Three times higher risk

# State Comparison Measure

- Tells us if a school is applying exclusionary discipline to a student group more frequently than the statewide removal rate.
- State-wide removal rates, by grade band (elementary and middle/high), based on the prior three years of Maryland's data.

Statewide Removal Rate <sup>1</sup>	School Type
1.53%	Elementary (E)
6.75%	Middle/High (M/H)

<sup>1</sup> School years 2013-2014, 2014-2015 & 2015-2016

# State Comparison Measure

Step 1. Calculate Student Group removal rate

$$\text{Removal Rate} = \frac{\text{Unduplicated Count of Students in Group Removed}}{\text{Total Count of Students in the Group}} \times 100$$

Step 2. Calculate State Comparison Measure

$$\text{State Comparison Measure} = \frac{\text{Student Group Removal Rate}}{\text{Statewide Removal Rate (E or MH)}}$$

# State Comparison Example...

The removal rate for students with disabilities at XYZ Middle School is 18%.

The statewide removal rate for all students in Maryland middle/high schools is 6.75%.

The risk of removal for students with disabilities at XYZ Middle School is 2.7 times higher than the risk of removal for middle/high school students statewide ( $18\% \div 6.75\%$ ).

Statewide Removal Rate <sup>1</sup>	School Type
1.53%	Elementary
6.75%	Middle/High

<sup>1</sup> School years 2013-2014, 2014-2015 & 2015-2016

# Revised Business Rules

- Data source for the removal rate denominator
  - End-of-Year Attendance
  - Students are counted in the denominator for each school in which they are enrolled for 10 or more days during the school year.
- Treatment of combined schools
  - Reported separately by grade band and compared to the statewide removal rate consistent with the grade band.
- Detailed business rules outlined in the data guidance document

# Example data

Student Group
All Other Students  
(not part of student group)

School Year	LEA Number	LEA Name	School Number	School Name	School Type	Student Group	(A) Student Group Removal Count	(B) Student Group Total Count	Student Group Removal Rate (A ÷ B)	(X) All Other Students Removal Count	(Y) All Other Students Total Count	All Other Students Removal Rate (X ÷ Y)	Risk Ratio Measure (A ÷ B) ÷ (X ÷ Y)	Statewide Removal Rate	State Comparison Measure (A ÷ B) ÷ (Statewide Removal Rate)
2016	65	North	4501	Blue Elementary	Elem	Black	11	234	4.7	1	87	1.15	4.09	1.53	3.07
2016	65	North	2112	Sunny High	High	Hispanic	5	88	5.68	82	1333	4.65	2.93	6.75	2.02
2016	65	North	2112	Sunny High	High	SWD	41	95	43.16	42	1324	3.17	13.62	6.75	6.39
2016	65	North	3554	Sunset Middle	Middle	Two or more races	10	19	52.63	61	571	10.68	4.93	6.75	7.8
2016	65	North	3554	Sunset Middle	Middle	SWD	12	77	15.58	43	489	8.79	1.77	6.75	2.31

# Maryland Model: Identification of Schools

- Beginning in School Year 2018-2019...
- A school will be identified as disproportionate if...
  - The Risk Ratio and State Comparison measures for one or more student groups within a school meet or exceed a value of 3.0.



# Action Plan

# Purpose

- ❑ To develop a plan of action to address removal data determined to have disproportionate impact on students of color and students with disabilities.

# Local Action Plan Certification (p.4)

- Local Education Agency
  - Demographics
  - Points of Contact
  - Signatures

# Form Disproportionality Review Team (DRT) (p.5)

- ❑ Members of the local educational agency (LEA) teams could include:
  - Superintendent (assistant superintendent, directors of student services, etc.)
  - Local board of education and teacher association leadership
  - LEA positive behavior interventions and support point of contact
  - Program Leadership: English as a second language, title programs, special education, directors of student services, school counseling supervisors, pupil personnel supervisor, health and safety coordinator, and school psychology supervisor
  - Parents
  - Local college or university
  - LEA or community groups
  - Other

# Executive Summary (p.6)

Brief narrative describing areas of concern identified in the review of the data.

Address the following:

- Current efforts underway to address disproportionality
- How the LEA will address areas of concern.
- Overall strategies that will be implemented to address identified schools and schools to watch

# Local Education Agency Data Profile (p.7)

## Schools Identified by Risk Ratio and State Comparison methodologies:

- ❑ Summary of data by race/ethnicity of all identified schools
- ❑ Summary of data by students with disabilities identified schools
- ❑ Summary of data by grade levels for identified schools (elementary, middle, and high, and combined schools)

# Local Education Agency Data Profile(p.8)

## Schools to Watch by Risk Ratio and State Comparison methodologies:

- Summary of data by race/ethnicity of all identified schools
- Summary of data by students with disabilities identified schools
- Summary of data by grade levels for identified schools (elementary, middle, and high, and combined schools)

# Analyzing questions (p.9)

Schools identified by Risk Ratio and State Comparison methodologies values of 3.0 or higher:

- ❑ Challenges identified by race/ethnicity and students with disabilities
- ❑ Challenges identified terms of grade levels (elementary, middle, and high)



# Analyzing questions (p.9)

Schools to Watch identified by Risk Ratio and State Comparison methodologies values of 2.0-2.99:

- ❑ Challenges identified by race/ethnicity and students with disabilities
- ❑ Challenges identified terms of grade levels (elementary, middle, and high)
- ❑ Evidence-based strategies and promising practices for implementation to ensure non-identification

# Strategic 3-Year Plan ( p.10)

Identify root cause(s)

- Develop a SMART Goal
  - List activities
  - Timeframe
  - Indicators of measurement
  - Responsible person(s)
  - Goal status

# Action plan submission (p.16)

- Year 1 (2018-2019) all LEAs identified as disproportionate submit an action plan
- Year 2 (2019-2020) LEAs submit all revised sections
- Year 3 (2020-2021) LEAs submit all revised sections

# THANK YOU

