# Data Review
# Arrests on School Premises
# COMAR 13A.08.01.12
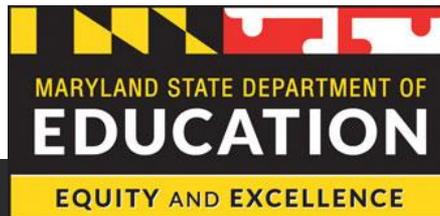


June 23, 2020

# Suspensions and Expulsion
# MSDE Initiatives

## Implementation and Guidance

- The MSDE convened a workgroup of stakeholders to develop guidance on the implementation of the discipline regulations including: MSDE staff from multiple divisions; local Directors of Student Services; school administrators; classroom teachers; school psychologists; university partners; and student advocates.

- The guidance documents contain definitions, processes and procedures for local school systems; resources; and best practices.

- MSDE Student Services staff provides ongoing technical assistance to local school systems to implement initiatives and provide coordinated support to students.

# Suspensions and Expulsions – MSDE Initiatives

## Key Initiatives

- **Positive Behavioral Interventions and Support (PBIS):** A framework that guides the selection, integration, and implementation of evidence-based practices for improving academic and behavioral outcomes for all students.

- **Restorative Approaches:** A relationship-focused student discipline model that is primarily preventative and proactive; emphasizes building strong relationships and setting clear behavioral expectations; focuses on accountability for harm caused by problem behavior; and addresses ways to repair relationships.

  Includes conflict resolution, peer mediation, circle processes, restorative conferences, social emotional learning, trauma-informed care, PBIS, rehabilitation.

## Key Initiatives (continued)

- **Trauma Informed Care:** Programs that address the impact of trauma on students by recognizing the signs and symptoms, builds pathways to recovery, integrates knowledge about trauma into policies, procedures, and practices, and seeks to resist re-traumatization.

- **MSDE Direct Support to school systems and schools on disproportionality**:
  - Worked directly with local school systems to facilitate completion of action plans for the 14 local school systems with schools identified as disproportionate.
  - Provided direct coaching with principals at several identified school systems to facilitate a change in behavior practices.
  - Provided support to disproportionate discipline review teams in all 24 local school systems and created a discipline practice audit for each system.

# Suspensions and Expulsions – Local School System Initiatives

- **Local school system focus on disproportionality**:

  - Schools are engaged in a focus on diminishing disproportionality.

  - Root cause analysis (school system-wide and school-specific) was conducted.

  - Coordination and collaboration exists among system level divisions and initiatives.

  - Principals, principal supervisors, and school intervention teams engage in continuous dialogue about behavior interventions which are schoolwide, classroom specific, and for individual students.

  - Effective multi-tier systems of supports (e.g. PBIS) for behavior based upon classroom and office discipline referral data are being implemented.

  - Several local school systems have developed data dashboards to allow school leadership teams to frequently examine student behavior data.

# Background
# Arrests on School Premises

- In January 2014, the State Board adopted regulations guiding student discipline.

- COMAR 13A.08.01.12 – *Arrests on School Premises* requires local school systems to report data on arrests and referrals to law enforcement agencies or the Department of Juvenile Services (DJS) annually.

- The MSDE has collected data on the number of student arrests for the 2015-2016 through the 2018-2019 school years (four years). Data for the 2015-2016, 2016-2017, and 2017-2018 school years are published on the MSDE website. Data for the 2018-2019 school year will be posted following this meeting.

- Data includes arrests that occurred as a result of a referral of a student by school personnel to law enforcement or DJS for a disciplinary offense that occurred on school grounds or during off campus activities, including transportation.

# Arrests on School Premises –
# MSDE Initiatives

## Implementation and Guidance

- Worked with stakeholders to develop guidance and data collection instruments.

- After the first data collection from the 2015-2016 school year, provided clarification on the definitions of arrests (e.g. "paper" v. "physical").

- The MSDE has provided professional development by way of a live webinar and various presentations to each of the 24 local school systems to ensure data collection is completed accurately.

- Replaced criminal arrest codes with student discipline codes for data collection purposes.

# Arrests on School Premises – Data Collection and Reporting

- Rates are calculated as number of arrests in a school year divided by the total number of students enrolled at the beginning of the school year.

- Arrest rates provided indicate the number of arrests per 100 students. The rates are not the number of students arrested per 100 students.

# Arrests by LSS, 2016-2019

| Local School System | Total 2015-2016 | Total 2016-2017 | Total 2017-2018 | Total 2018-2019 |
|---|---|---|---|---|
| State | 2761 | 3,181 | 3482 | 3,141 |
| Allegany | 11 | 14 | * | 14 |
| Anne Arundel | 39 | 190 | 334 | 356 |
| Baltimore City | 90 | 84 | 60 | 62 |
| Baltimore Co | 393 | 576 | 531 | 259 |
| Calvert | 88 | 137 | 138 | 185 |
| Caroline | * | 35 | 95 | 104 |
| Carroll | 23 | 16 | 34 | 30 |
| Cecil | 75 | 76 | 61 | 78 |
| Charles | 176 | 121 | 130 | 198 |
| Dorchester | 77 | 101 | 104 | 104 |
| Frederick | 0 | 30 | 35 | 40 |
| Garrett | 17 | 32 | 22 | 26 |
| Harford | 98 | 182 | 130 | 215 |
| Howard | 242 | 114 | 88 | 72 |
| Kent | 15 | 26 | 23 | 65 |
| Montgomery | 304 | 349 | 226 | 163 |
| Prince George's | 588 | 340 | 350 | 311 |
| Queen Anne's | 18 | * | * | * |
| Somerset | 14 | 17 | * | * |
| St. Mary's | 186 | 136 | 238 | 182 |
| Talbot | 25 | 31 | 19 | 49 |
| Washington | 249 | 219 | 282 | 324 |
| Wicomico | 12 | 322 | 211 | 277 |
| Worcester | 19 | 28 | 35 | 19 |

Maryland State Department of Education          * Less than 10                    June 23, 2020

# Arrest Rates by LSS

## 2018-19 Arrest Rates by LSS



| LSS | Rate |
|-----|------|
| Baltimore City | 0.1% |
| Frederick | 0.1% |
| Montgomery | 0.1% |
| Carroll | 0.1% |
| Howard | 0.1% |
| Allegany | 0.2% |
| Baltimore Co | 0.2% |
| Prince George's | 0.2% |
| Worcester | 0.3% |
| State | 0.4% |
| Anne Arundel | 0.4% |
| Cecil | 0.5% |
| Harford | 0.6% |
| Garrett | 0.7% |
| Charles | 0.7% |
| St. Mary's | 1.0% |
| Talbot | 1.0% |
| Calvert | 1.2% |
| Washington | 1.4% |
| Caroline | 1.8% |
| Wicomico | 1.9% |
| Dorchester | 2.2% |
| Kent | 3.4% |
| Somerset* | |
| Queen Anne's* | |

* Rate is suppressed because arrests were less than 10
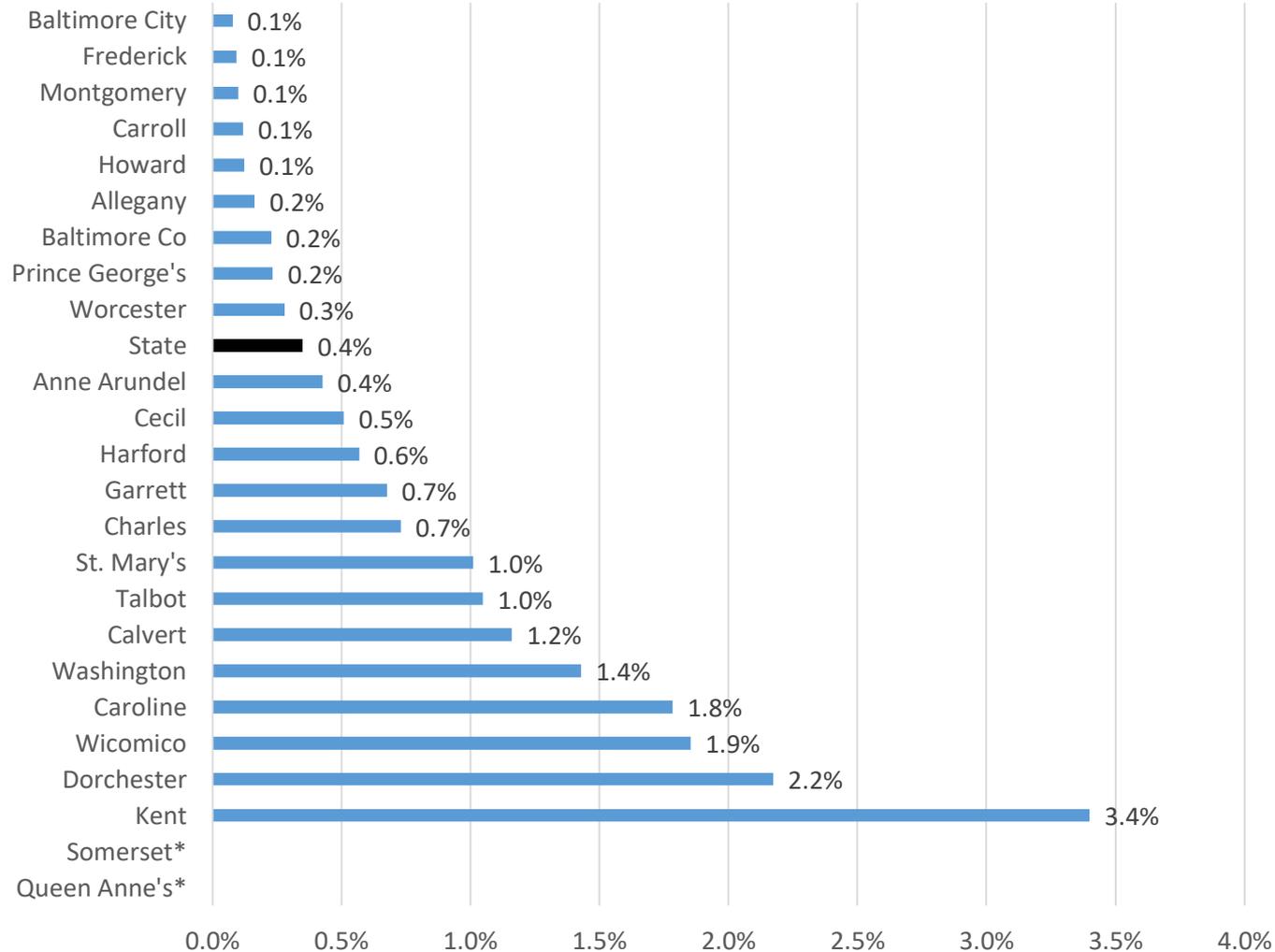
# Arrests by LSS, 2016-2019

| LSS | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---|---|---|---|---|
| Allegany | 0.1% | 0.2% | n<10 | 0.2% |
| Anne Arundel | 0.0% | 0.2% | 0.4% | 0.4% |
| Baltimore City | 0.1% | 0.1% | 0.1% | 0.1% |
| Baltimore Co | 0.4% | 0.5% | 0.5% | 0.2% |
| Calvert | 0.5% | 0.9% | 0.9% | 1.2% |
| Caroline | n<10 | 0.6% | 1.6% | 1.8% |
| Carroll | 0.1% | 0.1% | 0.1% | 0.1% |
| Cecil | 0.5% | 0.5% | 0.4% | 0.5% |
| Charles | 0.7% | 0.5% | 0.5% | 0.7% |
| Dorchester | 1.6% | 2.1% | 2.2% | 2.2% |
| Frederick | 0.0% | 0.1% | 0.1% | 0.1% |
| Garrett | 0.4% | 0.8% | 0.6% | 0.7% |
| Harford | 0.3% | 0.5% | 0.3% | 0.6% |
| Howard | 0.4% | 0.2% | 0.2% | 0.1% |
| Kent | 0.7% | 1.3% | 1.2% | 3.4% |
| Montgomery | 0.2% | 0.2% | 0.1% | 0.1% |
| Prince George's | 0.5% | 0.3% | 0.3% | 0.2% |
| Queen Anne's* | 0.2% | n<10 | <10 | n<10 |
| Somerset* | 0.5% | 0.6% | n<10 | n<10 |
| St. Mary's | 1.0% | 0.8% | 1.3% | 1.0% |
| State | 0.3% | 0.3% | 0.4% | 0.4% |
| Talbot | 0.5% | 0.7% | 0.4% | 1.0% |
| Washington | 1.1% | 1.0% | 1.2% | 1.4% |
| Wicomico | 0.1% | 0.5% | 1.4% | 1.9% |
| Worcester | 0.3% | 0.4% | 0.5% | 0.3% |

# Arrests by Race/Ethnicity

| Race/ethnicity | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---|---|---|---|---|
| Asian | 0.0% | 0.1% | 0.0% | 0.0% |
| Black or African American | 0.6% | 0.6% | 0.6% | 0.6% |
| Hispanic | 0.2% | 0.2% | 0.2% | 0.2% |
| Two or More Races | 0.2% | 0.4% | 0.5% | 0.5% |
| White | 0.2% | 0.2% | 0.2% | 0.3% |

### Arrest Rates by Race/Ethniciity, 2016-2019



Legend: Asian, Black or African American, Hispanic, Two or More Races, White
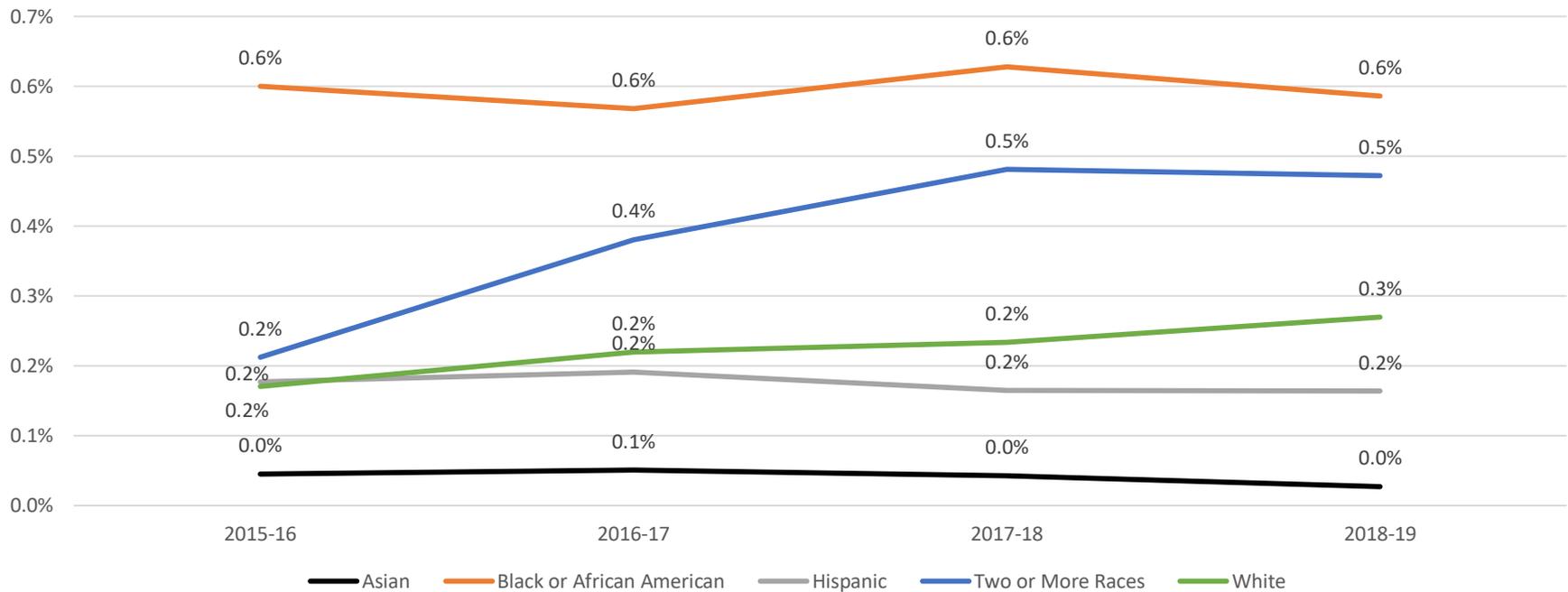
# Arrests by Gender

|  | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---|---|---|---|---|
| Female | 0.2% | 0.2% | 0.2% | 0.2% |
| Male | 0.4% | 0.4% | 0.5% | 0.5% |

Arrest Rates by Gender, 2016-2019
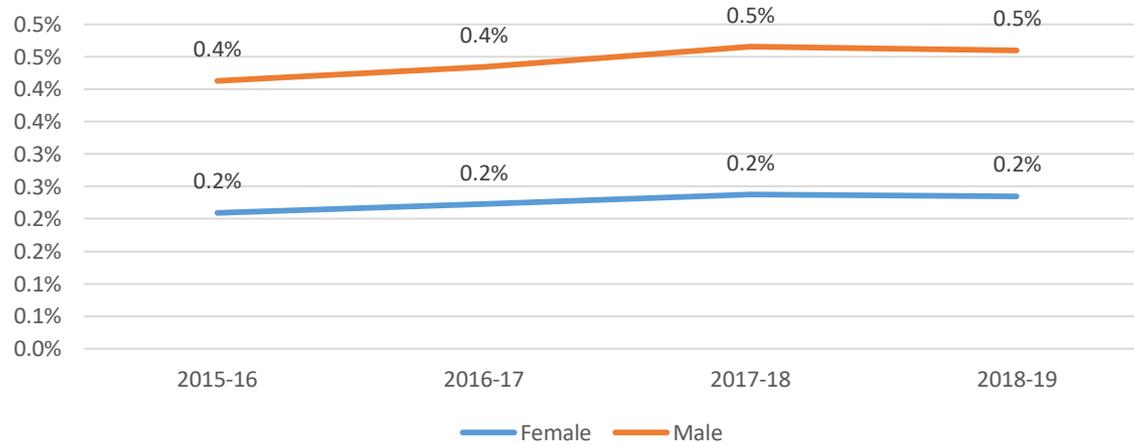
| Grade | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---|---|---|---|---|
| 1 | | * | * | |
| 2 | * | * | * | * |
| 3 | * | 11 | 12 | 11 |
| 4 | * | 12 | 26 | 21 |
| 5 | 13 | 20 | 19 | 38 |
| 6 | 72 | 162 | 255 | 253 |
| 7 | 188 | 249 | 298 | 394 |
| 8 | 249 | 403 | 421 | 418 |
| 9 | 774 | 811 | 857 | 772 |
| 10 | 503 | 621 | 639 | 573 |
| 11 | 383 | 393 | 400 | 408 |
| 12 | 320 | 252 | 237 | 250 |
| | | | | |
| Grade Span | Pct | Pct | Pct | Pct |
| Grades 1-5 | 0.0% | 0.0% | 0.0% | 0.0% |
| Grades 6-8 | 0.3% | 0.4% | 0.5% | 0.5% |
| Grades 9-12 | 0.8% | 0.8% | 0.8% | 0.8% |



Arrest Rates by Grade Span, 2016-2019
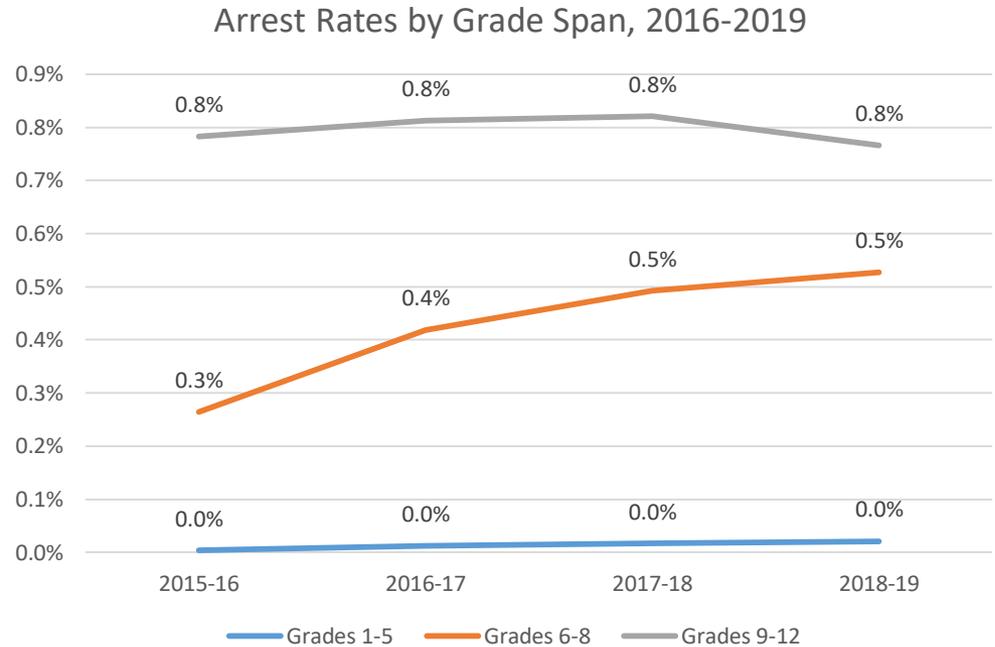
# Arrests by Students with Disabilities Status

| | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---|---|---|---|---|
| Non Students with Disabilities | 0.2% | 0.3% | 0.3% | 0.3% |
| Students with Disabilities | 0.6% | 0.7% | 0.8% | 0.7% |

### Arrest Rates by Student Disability Status, 2016-2019



Non Students with Disabilities — Students with Disabilities
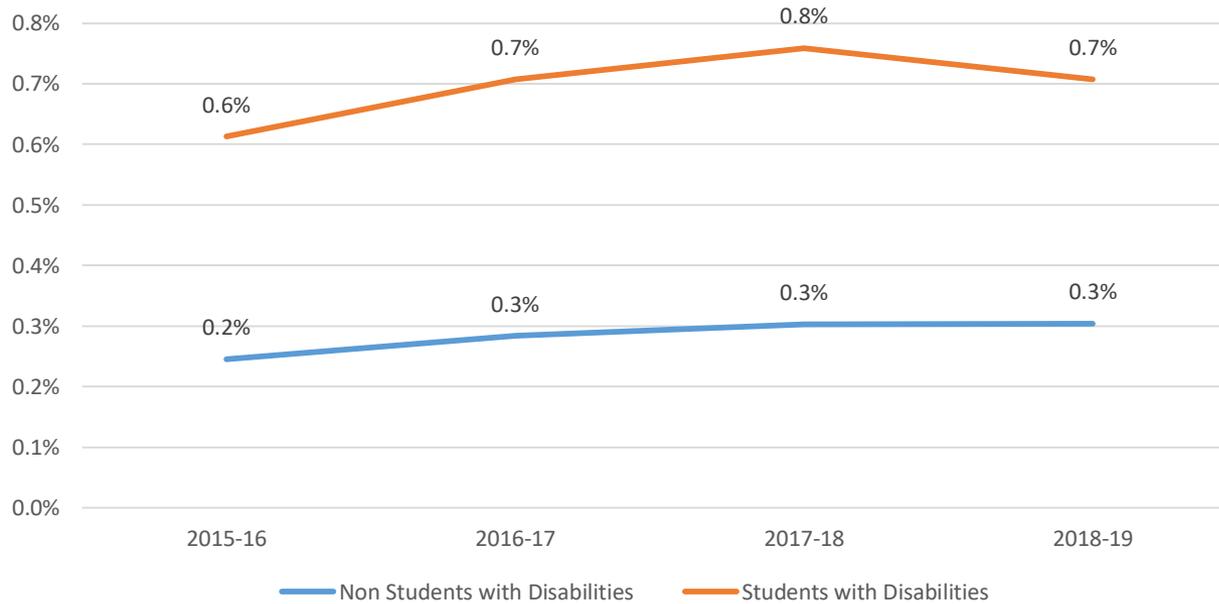
# Arrests English Learner Status

| | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---|---|---|---|---|
| Non English Learners | 0.3% | 0.4% | 0.4% | 0.4% |
| English Learners | 0.1% | 0.1% | 0.1% | 0.1% |

## Arrest Rates by English Learner Status, 2016-2019
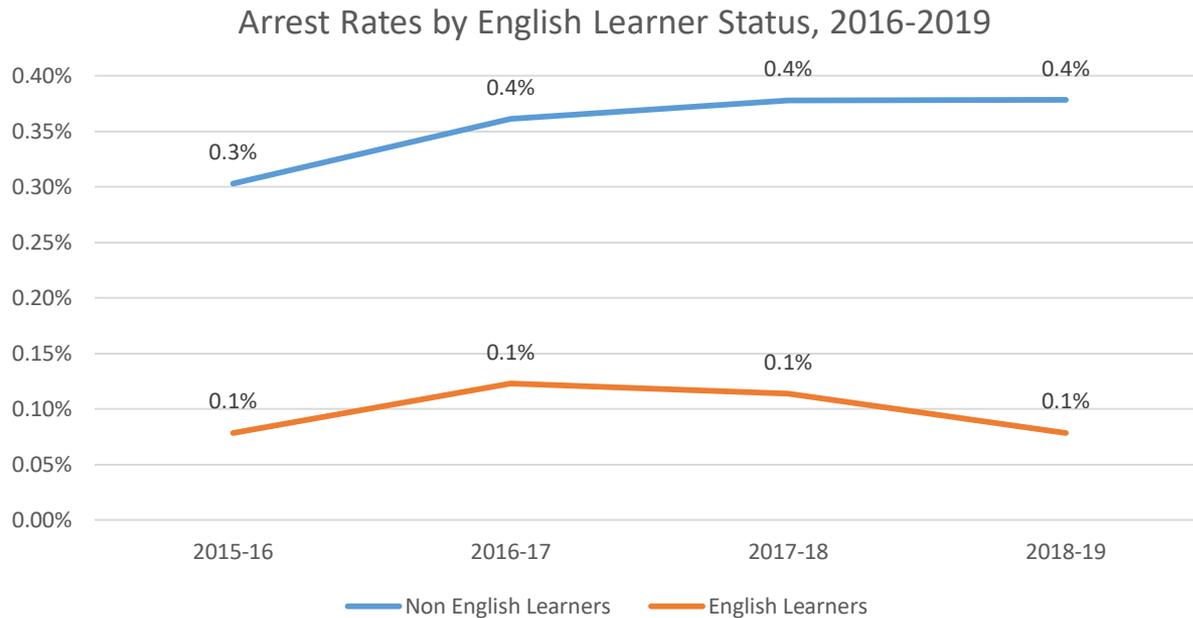
# Arrests on School Premises – MSDE Initiatives

## Key Initiatives

- Worked in conjunction with the Maryland Center for School Safety to develop and deliver a School Resource Officer training curriculum to better prepare law enforcement how to handle conflict. This included training in the following: (1) Implicit Bias, (2) Mental Health, (3) Bullying Prevention and Reporting, and others.