# Maryland Schools' Codes of Conduct

Comparing Discipline Policy across Districts



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# Exclusionary discipline practices & policy shifts

- There is a negative relationship between suspension and learning (Rausch & Skiba, 2006)
- Zero tolerance laws are related to increases in district suspension rates (Curran, 2016)
- 24.3% suspension rate for Black students compared to 7.1% for White students (Martinez & Losen, 2013)

- APA Task Force
- Supportive School Discipline Initiative
- By 2015, 22 states and D.C. revised laws limiting the use of exclusionary practices (Steinberg & Lacoe, 2017)

# Background

- The Maryland Guidelines for a State Code of Discipline released in 2014.
- Defined
  - 27 infractions
  - 31 responses
  - Infraction-response combinations in a five tier system

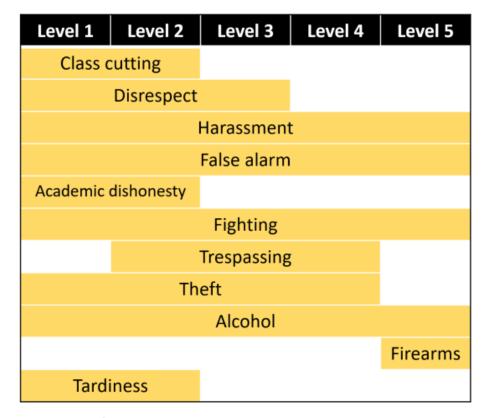


Figure 1. State guidelines tiers illustration

## Our Study

- Collected and coded district codes of conduct for 2013-14 and 2015-16 school years.
- Quantified changes in codes of conduct in response to revised state guidelines
- Created data visualizations for comparing district codes to state guidelines

## Summary of Findings

- Finding 1: State guidelines are very broad
- Finding 2: School districts varied in their adherence to state recommendations
- **Finding 3:** After the state policy change, district codes of conduct included more response options, on average, per infraction than before.
- **Finding 4:** The increases in response options were generally driven by less exclusionary responses, though the number of infractions to which in-school suspension (ISS) was an option also experienced a relatively large increase.
- Finding 5: Variation in codes of conduct were largely unrelated to racial composition of districts
- Finding 6: Measurement matters when assessing racial disparities in discipline across districts

# Infractions

## Finding 1: State guidelines are very broad

Behaviors Class Cutting Tardiness Truancy Disrespect Disruption Dress Code Sexual Activity Sexual Attack Harrassment - Sexual and Bullying Threat - to adult, student, extortion False Alarm/ Bomb Threat Academic Dishonesty Theft Destruction of Property Alcohol Inhalants	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	in with School  1	-Based responses	Community 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Community 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Behaviors	Behavioral Contract	Check-in with School Counselor/Resource Specialists	Classroom-Based responses	Special Education and Related  1	erral to	T T T T T T T T T T T T T T T T T T T	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	T T T T T T T T T T T T Restorative Justice Practices	(lp-School)	1	1	1	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
Drugs/Controlled Substances Tobacco	1	1	1	1	1	Class Cutting	1	1	1	1	1 1	1	1	1	1 0	1 0	1 0	1 0	1
Fighting	_ 1	1	1	1	1					1	1	1	1	1	1	1	1	1	1
Serious Bodily Injury	_ 1	0	1	1	1	Tardiness	1	1	1	1	1	1	1	1	1	1	1	1	1
Trespassing	_ 1	1	1	1	1	i ai uii less	1		_	1	1	1	1	1	1	1	0	0	1
Inappropriate Use of Personal Electronics	- 1	1	1	1	1					1	1	1	1	1	1	0	0	0	1
Explosives Firearms	_ 1	1	1	1	0	Truancy	1	1	1	1	1	1	1	1	1	1	1	1	0
Other Guns	_ 0	1	1	1	1	11 dancy	_	_	_	1	1	1	1	1	1	1	1	1	1
Other Weapons	_ 1	1	1	1	1					1	1	1	1	1	1	1	1	1	1
Arson/Fire	_ 1	1	1	1	1	Disrespect	1	1	1	1	1	1	1	1	1	1	1	1	1
AISON/FIFE	_ 1	1	1	. 1	1	Distespect				. 1	. 1	. 1	. 1	1	. 1	. 1	1	. 1	1

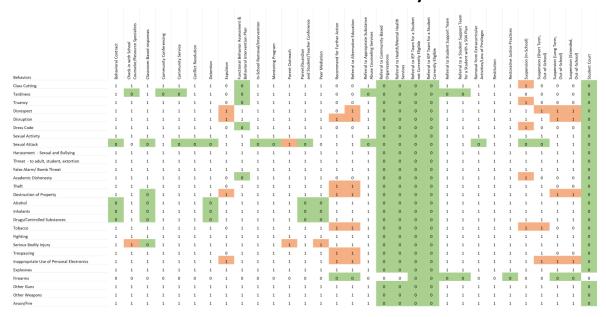
### Finding 1: State guidelines are very broad

#### **State Guidelines for District Codes of Conduct Visualization**

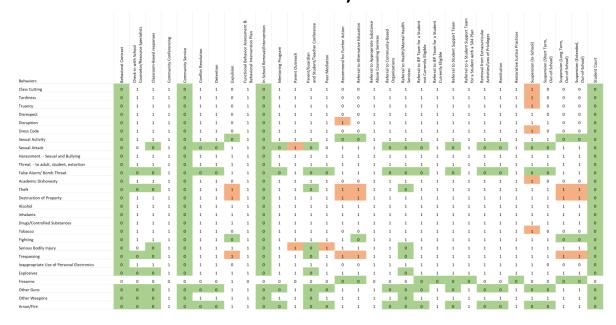
												F	Resp	ons	es																	
		Behavioral Contract	eck-in with School unselor/Resource Specialists	sssroom-Based responses	mmunity Conferencing	mmunity Service	Conflict Resolution	Detention	Expulsion	Functional Behavior Assessment & Behavioral Intervention Plan	School Removal/Intervention	entoring Program	rent Outreach	rent/Guardian and Student/Teacher nference	er Mediation	commend for Further Action	Referral to Alternative Education	eferral to Appropriate Substance buse Counseling Services	Referral to Community-Based Organizations	Referral to Health/Mental Health Services	Referral to IEP Team for a Student not Currently Eligible	Referral to IEP Team for a Student Currently Eligible	Referral to Student Support Team	eferral to a Student Support Team for Student with a 504 Plan	moval from Extracurricular tivities/Loss of Privileges	stitution	storative Justice Practices	spension (In-School)	spension (Short Term, Out-of-School)	spension (Long Term, Out-of-School)	spension (Extended, Out-of-School)	Student Court
	Behaviors		5 3	CB	3	3	8	ď			Ė	Σ	Pa	2 3	Pe	Re		A Ar	o &	S S	2 J	2 3	8	8 8	A Ac	å	Re	Su	S	Su	Susp	
	Class Cutting	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	0	0	0	0	1
	Tardiness	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	0	0	0	0	1
	Truancy	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	0	0	0	0	1
	Disrespect	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1
	Disruption	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1
	Dress Code	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	0	0	0	0	1
	Sexual Activity	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
0.0	Sexual Attack	1	0	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Infractions	Harassment - Sexual and Bullying	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
10	Threat - to adult, student, extortion	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
ct	False Alarm/ Bomb Threat	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Ţ,	Academic Dishonesty	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	0	0	0	0	1
n T	Theft	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1
_	Destruction of Property	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1
	Alcohol	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	Inhalants	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	Drugs/Controlled Substances	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	Tobacco	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	0	0	0	0	1
	Fighting	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	Serious Bodily Injury	1	0	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	Trespassing	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1
	Inappropriate Use of Personal Electronics	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1
	Explosives	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	Firearms	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	1	0	0	0	1	1	1	1	0	0	1	0	0	1	1	0
	Other Guns	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	Other Weapons	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	Arson/Fire	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

# **Finding 2:** School districts varied in their adherence to state recommendations

#### Anne Arundel County Schools



### **Baltimore City Schools**





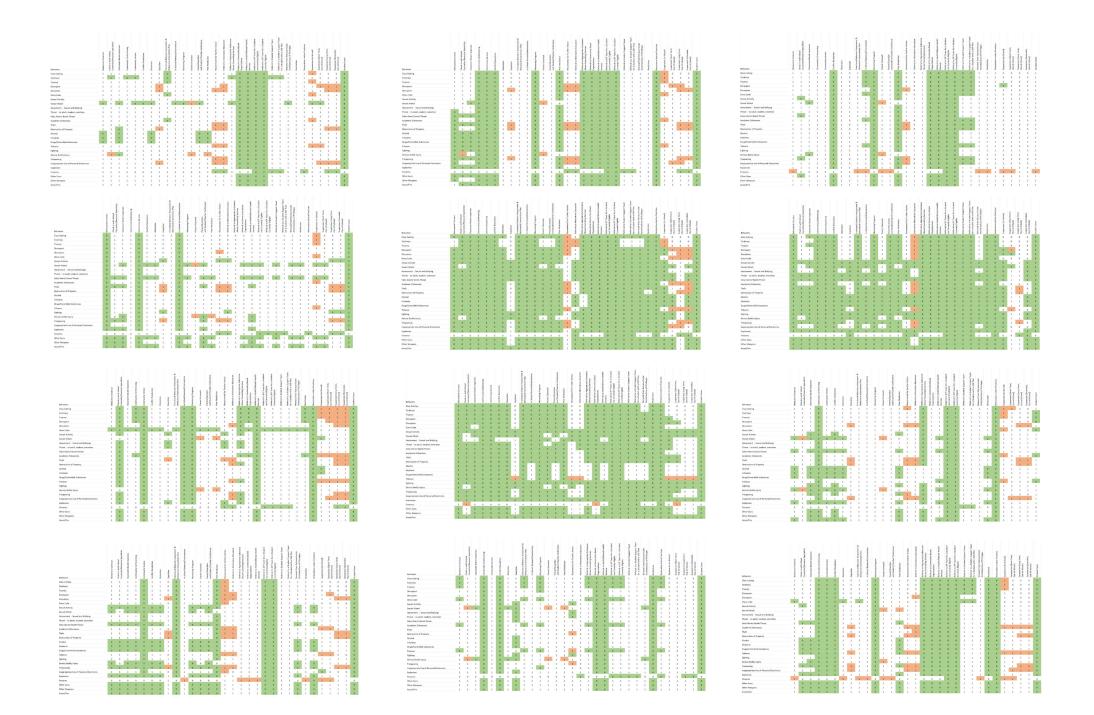


## Anne Arundel County Schools

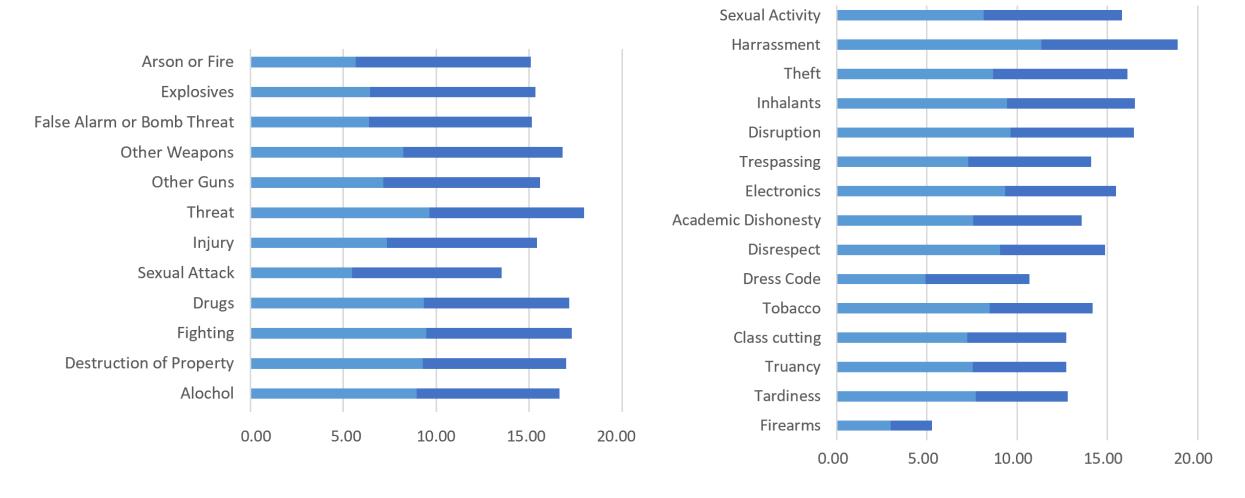
Behaviors	Behavioral Contract	Check-in with School Counselor/Resource Specialists	Classroom-Based responses	Community Conferencing	Community Service	Conflict Resolution	Detention	Expulsion	Functional Behavior Assessment & Behavioral Intervention Plan	In-School Removal/Intervention	Mentoring Program	Parent Outreach	Parent/Guardian and Student/Teacher Conference	Peer Mediation	Recommend for Further Action	Referral to Alternative Education	Referral to Appropriate Substance Abuse Counseling Services	Referral to Community-Based Organizations	Referral to Health/Mental Health Services	Referral to IEP Team for a Student not Currently Eligible	Referral to IEP Team for a Student Currently Eligible	Referral to Student Support Team	Referral to a Student Support Team for a Student with a 504 Plan	Removal from Extracurricular Activities/Loss of Privileges	Restitution	Restorative Justice Practices	Suspension (In-School)	Suspension (Short Term, Out-of-School)	Suspension (Long Term, Out-of-School)	Suspension (Extended, Out-of-School)	Student Court
Class Cutting	1	1	1	1	1	1	1	0	0	1	1	1	1	1	0	0	1	0	0	0	0	1	1	1	1	1	1	0	0	0	О
Tardiness	1	0	1	0	0	1	1	0	0	1	1	1	1	1	0	0	0	0	0	0	0	0	0	1	1	1	0	0	0	0	О
Truancy	1	1	1	1	1	1	1	0	0	1	1	1	1	1	0	0	1	0	0	0	0	1	1	1	1	1	1	0	0	0	О
Disrespect	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	0	0	1	1	1	1	1	1	1	1	1	О
Disruption	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	1	1	1	1	1	1	1	1	1	o
Dress Code	1	1	1	1	1	1	1	0	0	1	1	1	1	1	0	0	1	0	0	0	0	1	1	1	1	1	1	0	0	0	О
Sexual Activity	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	1	1	1	1	1	1	1	1	1	О
Sexual Attack	0	0	0	1	0	0	0	1	1	0	0	1	0	0	1	1	0	0	0	0	0	1	1	0	1	1	0	0	1	1	О
Harassment - Sexual and Bullying	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	1	1	1	1	1	1	1	1	1	О
Threat - to adult, student, extortion	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	1	1	1	1	1	1	1	1	1	О
False Alarm/ Bomb Threat	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	1	1	1	1	1	1	1	1	1	О
Academic Dishonesty	1	1	1	1	1	1	1	0	0	1	1	1	1	1	0	0	1	0	0	0	0	1	1	1	1	1	1	0	0	0	О
Theft	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	0	0	1	1	1	1	1	1	1	0	0	О
Destruction of Property	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	1	1	1	1	1	1	1	1	1	0
Alcohol	0	1	0	1	1	1	0	1	1	1	1	1	0	0	1	1	1	0	0	0	0	1	1	1	1	1	1	1	1	1	О
Inhalants	0	1	0	1	1	1	0	1	1	1	1	1	0	0	1	1	1	0	0	0	0	1	1	1	1	1	1	1	1	1	О
Drugs/Controlled Substances	0	1	0	1	1	1	0	1	1	1	1	1	0	0	1	1	1	0	0	0	0	1	1	1	1	1	1	1	1	1	О
Tobacco	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	0	0	1	1	1	1	1	1	1	0	0	О
Fighting	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	1	1	1	1	1	1	1	1	1	О
Serious Bodily Injury	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	1	1	1	1	1	1	1	1	1	О
Trespassing	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	0	0	1	1	1	1	1	1	1	0	0	О
Inappropriate Use of Personal Electronics	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	1	1	1	1	1	1	1	1	1	О
Explosives	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	1	1	1	1	1	1	1	1	1	О
Firearms	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Guns	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	1	1	1	1	1	1	1	1	1	0
Other Weapons	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	1	1	1	1	1	1	1	1	1	0
Arson/Fire	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	1	1	1	1	1	1	1	1	1	О

**Baltimore City Schools** 

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	Behavioral Contract	Check-in with School Counselor/Resource Specialists	Classroom-Based responses	Community Conferencing	ommunity Service	onflict Resolution	etention	Expulsion	Functional Behavior Assessment & Behavioral Intervention Plan	-School Removal/Intervention	entoring Program	arent Outreach	Parent/Guardian and Student/Teacher Conference	eer Mediation	scommend for Further Action	Referral to Alternative Education	Referral to Appropriate Substance Abuse Counseling Services	Referral to Community-Based Organizations	Referral to Health/Mental Health Services	Referral to IEP Team for a Student not Currently Eligible	Referral to IEP Team for a Student Currently Eligible	Referral to Student Support Team	Referral to a Student Support Team for a Student with a 504 Plan	Removal from Extracurricular Activities/Loss of Privileges	estitution	estorative Justice Practices	ispension (In-School)	Suspension (Short Term, Out-of-School)	Suspension (Long Term, Out-of-School)	Suspension (Extended, Out-of-School)	Student Court
Behaviors					Š	Š	Det		T W	Ė	Me	Pa	Par	- P	Re		% A	20	% %	2 2	≈ ♂	ž	\$ 0	% &	ž	ž	3				
Class Cutting	0	1	1	1	0	1	1	0	1	0	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0
Tardiness	0	1	1	1	0	1	1	0	1	0	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0
Truancy	0	1	1	1	0	1	1	0	1	0	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0
Disrespect	0	1	1	1	0	1	1	0	1	0	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0
Disruption	0	1	1	1	0	1	1	0	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0
Dress Code	0	1	1	1	0	1	1	0	1	0	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0
Sexual Activity	0	1	1	1	0	1	1	0	1	0	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0
Sexual Attack	0	0	0	1	0	0	0	1	1	0	0	1	0	0	1	1	1	0	0	0	1	0	1	0	0	1	0	0	1	1	0
Harassment - Sexual and Bullying	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0
Threat - to adult, student, extortion	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0
False Alarm/ Bomb Threat	0	0	0	1	0	0	0	1	1	0	0	1	0	0	1	1	1	0	0	0	1	0	1	0	0	1	0	0	1	1	0
Academic Dishonesty	0	1	1	1	0	1	1	0	1	0	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0
Theft	0	0	0	1	0	1	1	1	1	0	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0
Destruction of Property	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0
Alcohol	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0
Inhalants	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0
Drugs/Controlled Substances	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0
Tobacco	0	1	1	1	0	1	1	0	1	0	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0
Fighting	0	1	1	1	0	1	1	0	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0
Serious Bodily Injury	0	0	0	1	0	1	1	1	1	0	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0
Trespassing	0	0	0	1	0	1	1	1	1	0	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0
Inappropriate Use of Personal Electronics	0	1	1	1	0	1	1	0	1	0	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0
Explosives	0	0	0	1	0	1	1	1	1	0	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0
Firearms	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Guns	0	0	0	1	0	0	0	1	1	0	0	1	0	0	1	1	1	0	0	0	1	0	1	0	0	1	0	0	1	1	0
Other Weapons	0	0	0	1	0	1	1	1	1	0	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0
Arson/Fire	0	0	0	1	0	0	0	1	1	0	0	1	0	0	1	1	1	0	0	0	1	0	1	0	0	1	0	0	1	1	0

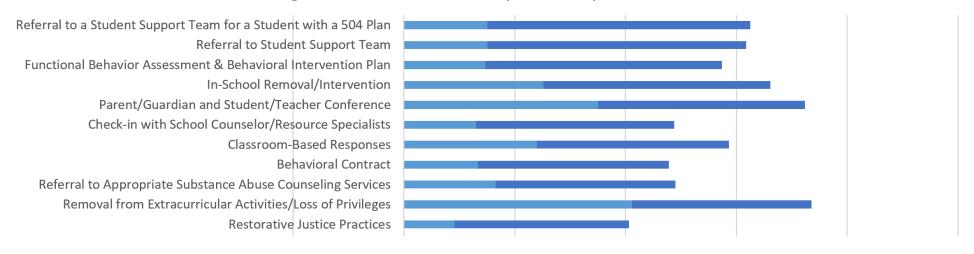


**Finding 3:** After the state policy change, district codes of conduct included more response options, on average, per infraction than before.

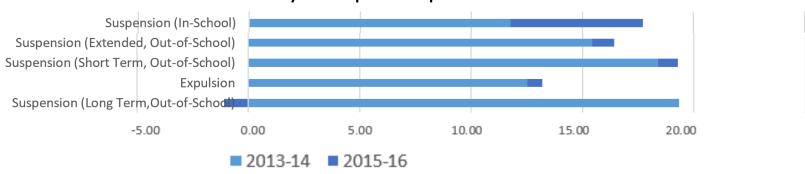


# Finding 4: Increases in response options were generally driven by less exclusionary responses as well as in-school suspension

#### Largest increases in response options:



#### Other exclusionary discipline options:



**Finding 5:** Variation in codes of conduct were largely unrelated to racial composition of districts

- Significant variation across districts in alignment with state guidelines
- No clear relationship between alignment with state guidelines and out-of-school suspension rates
- The average tier of response weakly correlated with OSS rates: 0.33



# Finding 6: Measurement matters when assessing racial disparities in discipline across districts

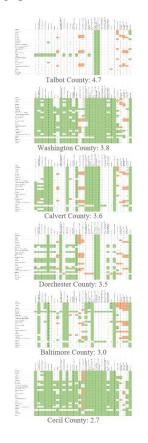
Black-White OSS Gap (Relative Risk Ratio)	District		District	Black-White OSS Gap (% Point Difference)
5.2	Montgomery County Public Schools		Allegany County Public Schools	14.9
5.1	St. Mary's County Public Schools		Dorchester County Public Schools	14.9
4.7	Talbot County Public Schools	_	Somerset County Public Schools	13.7
4.3	Howard County Public Schools	Т	Wicomico County Public Schools	13.4
4.0	Harford County Public Schools	Gap	Harford County Public Schools	10.1
3.8			Cecil County Public Schools	9.8
3.8	Frederick County Public Schools	Discipline	St. Mary's County Public Schools	8.3
3.8	Wicomico County Public Schools	Cip	Talbot County Public Schools	7.8
3.8	Allegany County Public Schools	Dis	Anne Arundel County Public Schools	7.6
3.7			Kent County Public Schools	6.7
3.6	Calvert County Public Schools	Black-White	Caroline County Public Schools	6.5
3.5	Caroline County Public Schools	-X	Frederick County Public Schools	6.3
3.5	Anne Arundel County Public Schools	lac	Carroll County Public Schools	6.3
3.5	Dorchester County Public Schools		Worcester County Public Schools	6.2
3.4	Worcester County Public Schools	Larger	Charles County Public Schools	5.8
3.3	Carroll County Public Schools	La	Calvert County Public Schools	5.5
3.1	Somerset County Public Schools		Howard County Public Schools	5.0
3.0	Baltimore County Public Schools		Washington County Public Schools	4.7
2.8	Kent County Public Schools		Queen Anne's County Public Schools	4.4
2.7	Charles County Public Schools		Baltimore City Public Schools	4.2
2.7	Cecil County Public Schools		Baltimore County Public Schools	4.0
2.4	Prince George's County Public Schools		Prince George's County Public Schools	3.9
2.3	Baltimore City Public Schools		Montgomery County Public Schools	2.7

### By Discipline Gap

#### **Relative Risk Ratio**

• No clear relationship between codes of conduct alignment and the Black-White discipline gap as measured by a relative risk ratio or as a % point difference





## % Point Difference



## **Implications**

- Finding 1: State guidelines are very broad
  - What was the state's intention?
  - Consider offering a recommended model that is more prescriptive, still allowing for local flexibility

- Finding 2: School districts varied in their adherence to state recommendations
  - Disaggregated student level data needed to assess implementation of policy at local levels

## **Implications**

- Finding 3: After the state policy change, district codes of conduct included more response options, on average, per infraction than before.
  - Provide training/professional development on student-centered, non-exclusionary responses
- Finding 4: The increases in response options were generally driven by less exclusionary responses, though the number of infractions to which inschool suspension (ISS) was an option also experienced a relatively large increase.
  - Conduct research to learn more about the effectiveness of other responses

## **Implications**

- Finding 5: Variation in codes of conduct were largely unrelated to racial composition of districts
  - Implementation at the school level matters
  - Disaggregated student level data needed to assess implementation of policy at local levels
  - Provide training/professional development on student-centered, non-exclusionary responses
- Finding 6: Measurement matters when assessing racial disparities in discipline across districts
  - Should use multiple measures when assessing disparities
  - Holding a district/school accountable for disparities on a single measure could be a mistake

## Final Thoughts

- Encourage collaboration with researchers
  - Methodological expertise
  - Faculty engage in research as part of job

### Thanks!

Download full report: <a href="https://edpolicylab.umbc.edu/">https://edpolicylab.umbc.edu/</a>

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