

Student Behavior and Discipline Review Through an Equity Lens

Board of Education Meeting
February 7, 2022

Presentation Outcomes

- Provide a review of “Student Behavior Review Through an Equity Lens” presentation key points and follow-up actions
- Provide data and information on the additional areas explored
- Provide an update on what we’ve learned
- Share information regarding the process for engaging in systemic change
- Provide an update on our desired state and future actions

Why Examine Student Behavior Data Through an Equity Lens?

Identify and define policies, procedures, and decisions that promote positive school climates and equitable discipline practices

Promote discipline policies and practices that focus on prevention and keeping students in school to increase academic growth and achievement

Identify and define policies, procedures, and decisions that promote positive school climates and equitable discipline practices



Emphasize focusing on restoring the environment and social relationships in the classroom or school

Identify targeted supports where needed

Track progress toward equitable discipline practices and outcomes

Our Vision and Desired State

Elimination of discipline predictability by race/ethnicity, economic status, disability, sex or English language acquisition

Students are connected, have a strong sense of belonging, and are engaged in positive ways across our schools

Strong partnerships between schools, parents, and students to develop and engage responsive and relevant approaches to discipline

Pivotal Points from the September Presentation

- African-American/Black, Hispanic/Latinx, economically disadvantaged, and students with disabilities are at a higher risk for a suspension of any type
- Exclusionary trends in predictability and disproportionality have not changed much over since 2017, despite initial efforts to intervene
- Exclusionary disciplinary practices negatively impact academic achievement, student's sense of belonging and long term outcomes

Since September

- Presentation Debrief and Feedback Review
- Gathering of Feedback from Workshops and Meetings

- District Leadership Team, APPLE Workshop on Student Behavior and Discipline through an Equity Lens

- Leveled Discussions re: Behavior, Discipline Precursors, Trends, and Supports

- Diversity Advisory Committee review of Student Behavior and Discipline through an Equity Lens

- Data Gathering and Analysis
- Comprehensive Review of Behavior and Discipline Tentacles

- Discussions regarding learning more about the D203 Student Experience

Additional Data & Analysis

- Number of suspensions throughout the timeframe
- Antecedents to suspensions
- Likelihood of a suspension occurring by student group
- Percentage of students who have been suspended on more than one occasion
- What have we done/tried and how effective has it been

Disproportionality vs. Predictability

Disproportionality

Disproportionality refers to a **group's representation in a particular category that exceeds expectations based on the general population size**, or differs substantially from the remainder of the student population

Predictability

Predictability refers to the **ability to determine the likelihood that something will happen** in the future based upon previous data

2017-2021 Number of Suspensions by Group

Student Group	In-School Suspensions	Percent of Total Group
African-American/Black	769/180	7
Asian	140/68	<1
Hispanic/Latinx	804/176	3
Two or More Races	117/51	2
White	1172/414	1
Economic Disadvantage	1762/407	4
Disability	1215/261	4
English Learner	239/39	1

2017-2021 Number of Suspensions by Group

Student Group	Out-of-School Suspensions	Percent of Total Group
African-American/Black	166/117	4
Asian	27/23	<1
Hispanic/Latinx	139/101	1
Two or More Races	43/31	1
White	342/239	<1
Economic Disadvantage	337/238	2
Disability	301/173	2
English Learner	30/21	n/a

Of students that serve suspensions, what percentage serve multiple suspensions?

Student Group	In-School Suspension	Out-of-School Suspension
African-American/Black	50	10
Asian	30	10
Hipanic/Latinx	50	10
Two or More Races	40	n/a
White	30	15
Economic Disadvantage	40	10
Disability	40	30
English Learner	n/a	n/a

Top Reasons for High School In-School Suspensions

Failure to Serve Detention, Truancy, and Tardiness

- African-American/Black, Asian, Hispanic/Latinx, Two or More Races, White, Economic Disadvantage, Disability, English Learner

Possession/Use of e-Cigarette or Vape Pen and Theft

- White

Theft, Insubordination, and Disruptive Behavior

- Students with disabilities and economic disadvantage

Top Reasons for Junior High School In-School Suspensions

Fighting and Demonstrating Aggressive Behavior

- African-American/Black, Asian, Hispanic/Latinx, Two or More Races, White, Economic Disadvantage, Disability, English Learner

Possession/Use of e-Cigarette or Vape Pen

- Hispanic/Latinx

Threats to Others

- White

Top Reasons for High School Out of School Suspensions

Fighting, Possession/Use of Drugs, e-Cigarette/Vape Pen

- African-American/Black, Asian, Hispanic/Latinx, Two or More Races, White, Economic Disadvantage, Disability, English Learner

Top Reasons for Junior High School Out-of-School Suspensions

Fighting, Demonstrating Aggressive Behavior, and Threats

- African-American/Black, Asian, Hispanic/Latinx, Two or More Races, White, Economic Disadvantage, Disability, English Learner

Possession/Use of e-Cigarette or Vape Pen

- Hispanic/Latinx and Economic Disadvantage

Discipline Data By Index

Student Group	In-School Suspension	Out of School Suspension
African-American/Black	6	6
Asian	0.6	1.4
Hispanic/Latinx	2.5	2
Two or More Races	1.3	1.4
White	1	1
Economic Disadvantage	3.5	3.8
Disability	3.7	3.4
English Learners	n/a	n/a
Male	4	4

Summary

Male, African-American/Black, Hispanic/Latinx, students with disabilities or of economic disadvantage are more likely to experience a suspension.

Experiencing multiple in or out-of school suspensions varies by group.

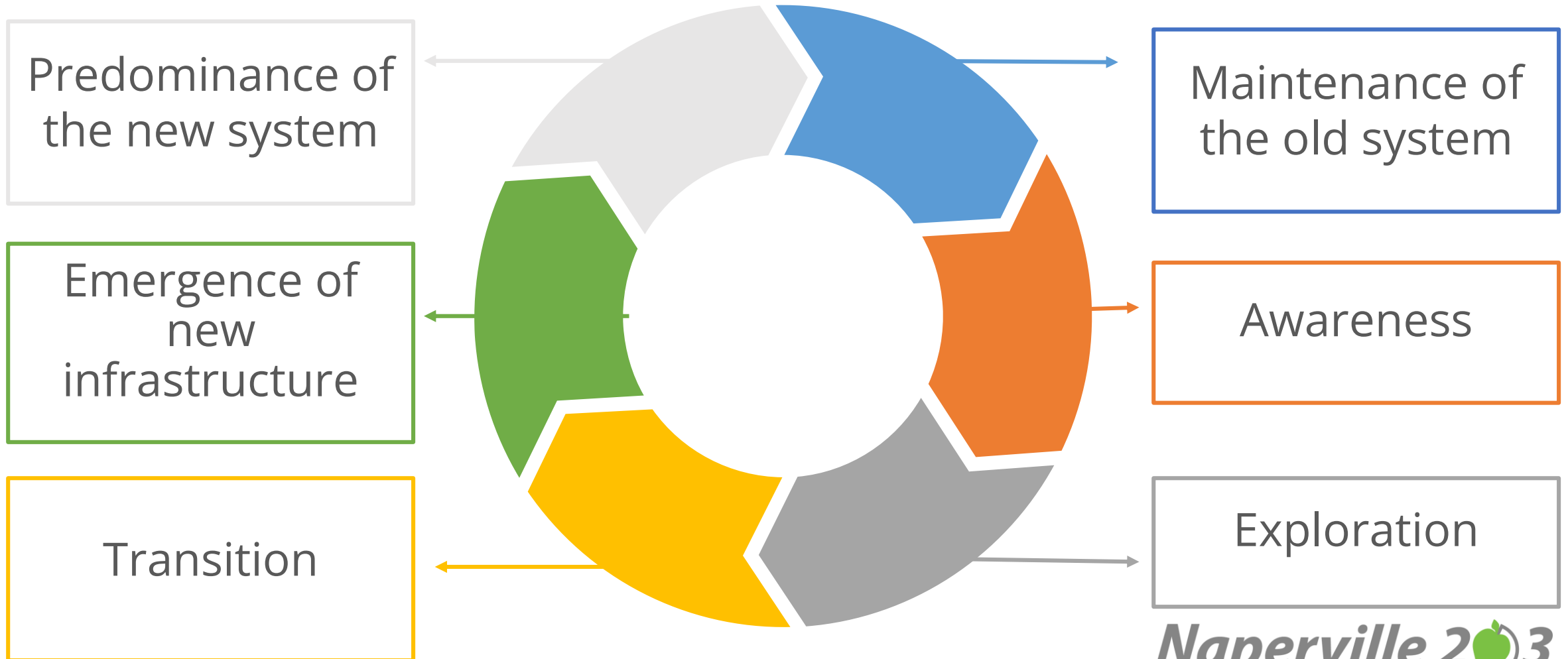
Statistically, the biggest predictors of suspension, in order of importance are sex, economic disadvantage, special education status, and race/ethnicity.

Student Behavior and Discipline = Adaptive Challenge

TECHNICAL

ADAPTIVE

Stages of Systemic Change



Future Actions Towards Desired State

Exploration and revision of discipline policies and procedures; including building/district procedures and communication

Additional Tiered Supports at the JHS and HS levels

Advocacy and support for families and students who have not experienced success in our district or who are new to D203

Examination and learning on the relationship between student engagement (membership/participation) and behavior/discipline

Utilize a problem solving approach to discipline

Addressing Behavior & Discipline Through an Equity Lens

Development of a **Comprehensive Action and Accountability Plan** to address issues of student behavior and discipline in a systemic manner

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