



Student Support Team

2019

Statewide Summary Report
School Discipline Improvement Program*
2018-19 School Year

*As required under 14 Del C§703

Brian N. Moore, MBA

School Climate & Discipline

Delaware Department of Education

Townsend Building

401 Federal Street, Suite 2

Dover, Delaware 19901

Background and Overview

The information contained in this report fulfills the requirements outlined in 14 Del.C. §703, directing the Delaware Department of Education (DDOE) to collect, evaluate and communicate data related to the use of exclusionary disciplinary practices in Delaware schools and the efforts being undertaken by our schools to reduce those occurrences.

The main purpose of the information contained in this report is to document the efforts of public schools in the area of school discipline improvement. Schools in Delaware utilize a variety of restorative practices as well as alternatives to suspension to reduce the impact of negative consequences upon students during the disciplinary process.

Each school district and charter school in Delaware has its own Code of Conduct that defines violations and the resulting consequences. DDOE respects district and charter decisions to determine what acceptable conduct is and what is not as it relates to students in their buildings as they understand the context of their environments and communities. The Codes of Conduct are required to follow any applicable state laws and regulations. This report documents the application of the district and charter school Codes of Conduct and provides best practices that schools in Delaware and around the nation have used to change the culture of exclusionary discipline in education today.

Beginning next year, this report also will note schools that have exceeded the threshold as set forth in Delaware Code. Schools that exceed this threshold, once identified by DDOE, shall be required to evaluate their disciplinary practices and develop corrective action plans using one or several approved interventions to reduce the disproportionate application of discipline as well as to further reduce the impact of exclusionary discipline as it relates to student achievement.

It is also important to note the origin of the information contained within this report. While DDOE collects and reviews this information, it originates at the district/charter and school level. Quality controls are incumbent on the school and district/charter level. Desk audits and reviews by DDOE are conducted to ensure compliance with mandatory reporting laws and regulations. The information contained in this report is solely derived from information entered by the local school personnel. Every effort has been made to provide relevant and useful information while still protecting the rights of students as afforded by the federal Family Educational Rights and Privacy Act (FERPA).

Executive Summary

- Delaware has experienced a significant drop in the number of students who have been expelled from schools in the three years covered by this report.
 - During the 2016-2017 school year, 98 students were expelled from Delaware schools, while during the 2018-2019 school year 35 students were expelled. This represents a 65 percent reduction in expulsions.
 - This reduction represents an improvement of about 11,340 more days of education that students received based on the reduced number of expulsions.
 - This reduction in and of itself represents a significant improvement in outcomes for Delaware students.
- The threshold for percentage of each subgroup of students suspended out of school for the 2018-19 school years is 20 percent. The breakdown may be found in Table 3.
 - Seventeen (17) schools exceeded the threshold in one subgroup.
 - Forty-four (44) schools exceeded the threshold in more than one subgroup.
 - Twenty-seven (27 middle schools) and twenty (20) high schools exceeded the threshold in two or more subgroups.
 - These data demonstrate a primary focus of statewide efforts to improve discipline should be focused upon the middle schools and high schools.
- Complete data for the state, including breakdown in individuals school information by subgroup, may be found on the department's website at <https://www.doe.k12.de.us/domain/470>.

How can your school use the data?

The very first step in addressing concerns about a school's discipline process is to review the chain of events that lead a student into the disciplinary process. Where does the cycle begin and where can it be interrupted? By looking at the referral process, one can get a better understanding of where most suspensions originate and focus intervention efforts in those areas. Review how each member of the discipline team issues a consequence and ensure that they all are using the same thought process when issuing discipline; the offense-consequence matrix should look the same across the school if not across the district.

For example, take a middle school that reviews its suspension data and notes that the 7th grade has a significantly higher suspension rate. Drilling down further in the 7th grade, the administration discovers that many referrals for “disruption of the education process” are coming from one of the 7th-grade subject teams more than others. This is an opportunity to begin observing these specific classrooms to determine which intervention will assist the teaching staff and reduce the number of students removed from the classroom setting for disciplinary reasons.

School leaders should review their action taken consequence report and test to see if all consequences are equal across each aspect of the spectrum. Second and third offense consequences should be looked at carefully as this is where most discrepancies lie. Also, these are areas where the most opportunities for enhanced interventions can be the most beneficial in breaking the cycle.

Interventions

Delaware Code identifies several interventions schools can utilize to improve the outcomes of their disciplinary practices. Below is a brief description of what each of those recommended interventions entails.

1. **Restorative Practices:** While most traditional disciplinary practices are focused on rule enforcement and action versus consequence, restorative practices look at relationships and how a person's actions impact them. It shows students that their actions do not just impact them but also their school community as a whole. Students often use “restorative circles,” which are small semi-formal group discussions that focus on allowing all the people affected by an

issue to have a chance to discuss its impact on them. The goal is to reinforce the “community” aspects of school and allow the offending student a chance to resolve his or her conflict within that community. Unlike traditional discipline, which is often viewed as being based on an incident and simply interrupting a student’s participation in school, restorative practices seek to maintain if not strengthen relationships after there has been an offense. These “incidents” become opportunities to heal internal relationships but also strengthen and reinforce the global sense of community within the school.

2. **Trauma-Informed Care:** This intervention attempts to take the focus away from simply looking at a student’s actions by educating the staff to look beyond what they “see” of a student to understand the whole child and what the student brings into the classroom. Research continues to reinforce the understanding that student behaviors are tied back to whatever they experienced well before they entered our school or classrooms. The impacts of trauma on a student may well be demonstrated as outbursts or behaviors that would traditionally simply be looked at as “bad behavior.” These efforts focus more on educating the staff about their students and how they can respond differently to a student’s needs rather than simply referring the child for discipline. This practice involves changing the normal mantra of teachers asking, “What is wrong with you?” but rather looking at a child and asking themselves, “What has happened to you?” And even more importantly, looking at a child’s strengths.
3. **Implicit Bias Awareness:** This is another intervention based upon changing the perceptions of the staff and better educating them in the nature of their students and more importantly themselves. This is very different from normal “bias or anti-discrimination training.” Everyone, regardless of race, creed or color, subconsciously possesses implicit bias revolving around their knowledge of others. Some of these biases may be good and some bad. The goal is to make staff members aware that this bias does absolutely exist and that they have the tools and awareness to manage the impact of their own internal bias while limiting the possible negative impact on the children they serve.
4. **Cultural Competency:** While implicit bias training is focused on the individual, cultural competency helps to understand the more global view of our own culture and the other cultures that we serve within our school community. This training looks at different norms, values and perceptions as it relates to cultural differences and how we can view these differences as areas of opportunity for increased awareness and understanding of others.
5. **Classroom Management:** This type of training focuses on using the classroom environment to prevent an incident from occurring in the first place. This is accomplished by providing the teacher with the tools to design engaging learning activities that encourage students to focus. In addition, teachers are given some tools and practices that help them see the signs of

escalation prior to that escalation becoming a disruptor and requiring action. Teachers will be better equipped to prevent and contain occurrences which in the past may have required the assistance of a disciplinarian or administrator.

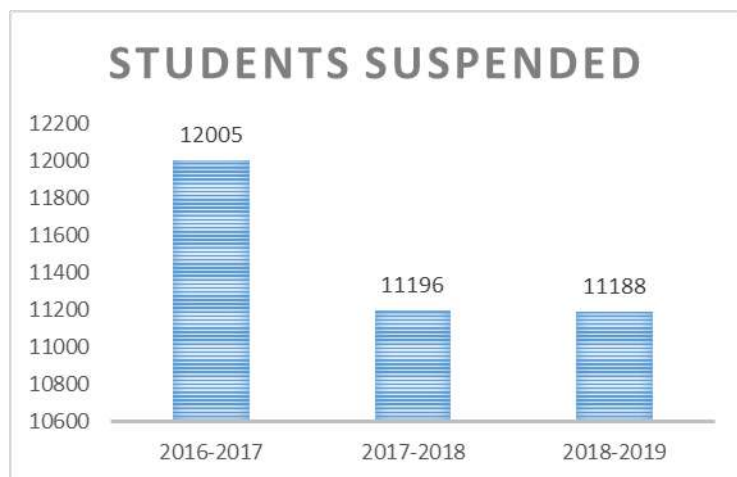
Trend Analysis for previous three reporting years

Table 1. Total Out of School Suspensions

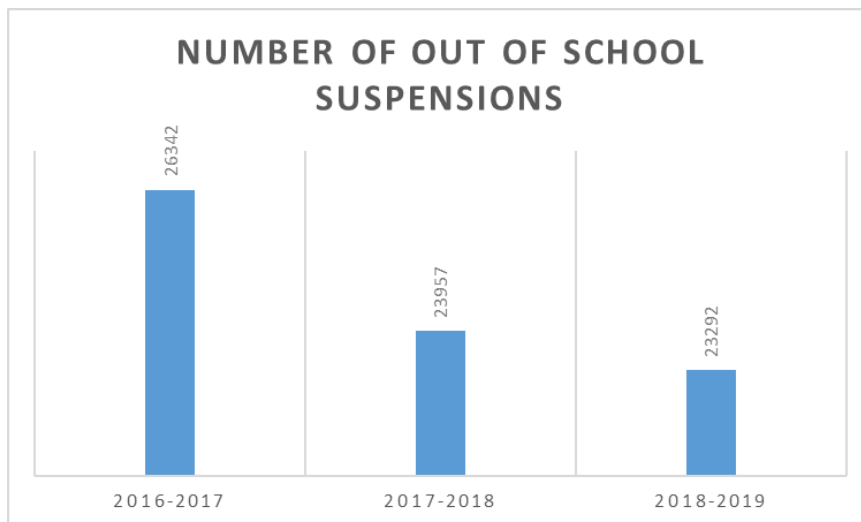
	2016-2017	2017-2018	2018-2019
Number of Students Suspended	12,005	11,196	11,188
Number of days suspended	88,421	71,301	66,603
Total number of suspensions	26,342	23,957	23,292

Table 1 shows the overall trend in the number of students suspended, number of days that they were suspended and the number of out of school suspensions given as a consequence for a disciplinary infraction.

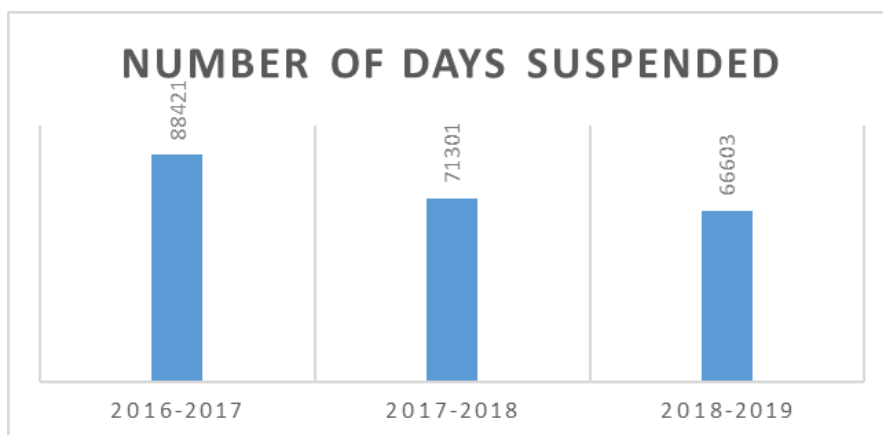
Graph 1. Number of students suspended.



Graph 2. Number of Out of School Suspensions.



Graph 3. Number of Days of Out of School Suspensions.



Graph 4. Number of Expulsions.

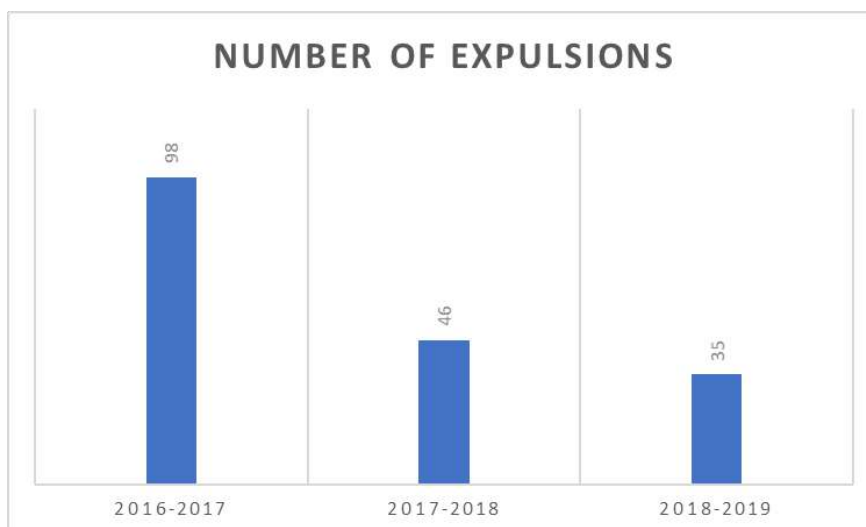


Table 2. Statewide Suspension and Expulsion Rates

2018-19 Statewide Student Enrollment and Suspension/Expulsion Rates		Enrollment	Out-of-School Suspensions		In-School Suspensions		Out-of-School Suspensions - No CDAP Placement		Out-of-School Suspensions - CDAP Placement		Expulsions	
			Students	Rate	Students	Rate	Students	Rate	Students	Rate	Students	Rate
All Students		147,775	11,188	7.57%	9,390	6.35%	11,161	7.55%	182	0.12%	34	0.02%
Gender	Male	75,481	7,411	9.82%	6,251	8.28%	7,391	9.79%	122	0.16%	27	0.04%
	Female	71,211	3,777	5.30%	3,139	4.41%	3,770	5.29%	60	0.08%	7	0.01%
Race/ Ethnicity	Black	45,112	6,476	14.36%	4,763	10.56%	6,464	14.33%	108	0.24%	22	0.05%
	White	62,855	2,615	4.16%	2,587	4.12%	2,603	4.14%	48	0.08%	10	0.02%
	Hispanic	26,313	1,503	5.71%	1,463	5.56%	1,501	5.70%	19	0.07%	CSC	*
	Amer. Indian	630	41	6.51%	32	5.08%	40	6.35%	<5	*	<5	*
	Asian	6,111	92	1.51%	85	1.39%	92	1.51%	<5	*	<5	*
	Hawaiian	187	10	5.35%	12	6.42%	10	5.35%	<5	*	<5	*
	Multirace	6,063	463	7.64%	455	7.50%	463	7.64%	CSC	*	<5	*
Special Populations	Students with Disabilities	25,619	3,695	14.42%	2,728	10.65%	3,691	14.41%	37	0.14%	8	0.03%
	Low Income	49,109	6,301	12.83%	5,012	10.21%	6,286	12.80%	115	0.23%	16	0.03%
	English Lang. Learners	14,716	606	4.12%	681	4.63%	606	4.12%	8	0.05%	<5	*

Table 2 reflects statewide suspension and expulsion rates disaggregated by gender, race and special population designations for the 2018-2019 School Year.

Table 3. Schools which exceeded the 20 percent threshold during the 2018-2019 school year.

Type of School	Exceeds 20% in one subgroup	Exceeds 20% in two or more subgroups
Elementary	3	5
Middle	6	21
High	7	13
Mixed Grades	1	5
Total	17	44

Table 3 reflects schools that exceeded a suspension rate of 20 percent unduplicated students for two or more subgroups during the 2018-19 school year.

LEA	School	Subgroups Exceeded	Number of groups
Christina School District	Bayard Middle School	Hispanic, White, EL, Female, All, Male, Low Income, African American, SWD.	9
Christina School District	Gauger-Cobbs Middle School	All, Male, Multi-Racial, SWD, Low Income, African American, EL	7
Charter	Great Oaks Charter School	Female, All, Male, African American, Low Income, EI, SWD	7
Red Clay Consolidated School District	duPont (Alexis I.) Middle School	All, Male, Low Income, African American, SWD, Multi-Racial	6
Charter	Gateway Lab School	White, All, SWD, African American, Male, Low Income	6
Christina School District	Newark High School	Multi-Racial, Female, SWD, EL, Low Income, African American	6
Seaford School District	Seaford Middle School	All, Multi-Racial, Male, Low Income, SWD, EL	6
Seaford School District	Seaford Senior High School	Male, Low Income, EL, Multi-Racial, African American, SWD	6
Capital School District	William Henry Middle School	Multi-Racial, EL, Male, African American, Low Income, SWD	6
Brandywine School District	Brandywine High School	Male, SWD, African American, Low Income, EL	5
Capital School District	Central Middle School	African American, Low Income, Male, SWD, EL	5
Lake Forest School District	Chipman Middle School	Multi-Racial, Male, Low Income, African American, SWD	5
Christina School District	Christiana High School	Multi-Racial, Male, African American, Low Income, SWD	5

Christina School District	Glasgow High School	Female, Multi-Racial, SWD, African American, Low Income	5
Colonial School District	McCullough (Calvin R.) Middle School	Male. Low Income, Multi-Racial, African American, SWD	5
Red Clay Consolidated School District	McKean (Thomas) High School	Male, Low Income, African American, SWD, EL	5
Red Clay Consolidated School District	Skyline Middle School	All, Male, Low Income, SWD, African American	5
Brandywine School District	Springer Middle School	SWD, Hispanic, African American, Low Income, EL	5
Brandywine School District	duPont (Pierre S.) Middle School	EL, African American, Low Income, SWD	4
Colonial School District	Gunning Bedford Middle	SWD, Low Income, EL	3
Brandywine School District	Concord High School	Low Income, SWD, EL	3
Delmar School District	Delmar High School	Multi Racial, EL, SWD	3
Red Clay Consolidated School District	duPont (Alexis I.) High School	Low Income, SWD, African American	3
Charter	East Side Charter School	Low Income, Male, SWD	3
Charter	Freire Charter School	African American, Low Income, SWD	3
Brandywine School District	Mount Pleasant High School	SWD, Low Income, Multi-Racial	3
Colonial School District	Penn (William) High School	African American, Low Income, SWD	3

Charter	Positive Outcomes Charter School	Low Income, Male, African American	3
Colonial School District	Read (George) Middle School	Low Income, Multi-Racial, EL	3
Christina School District	Shue-Medill Middle School	Low Income, African American, EL	3
Woodbridge School District	Woodbridge Middle School	SWD, African American, Multi-Racial	3
Appo	Appoquinimink High School	EL, SWD	2
Christina School District	Elbert-Palmer Elementary School	Male, SWD	2
Seaford School District	Frederick Douglass Elementary School	African American, SWD	2
Red Clay Consolidated School District	Highlands Elementary	Male, SWD	2
Christina School District	Kirk (George V.) Middle School	Low Income, SWD	2
Laurel School District	Laurel Intermediate Middle School	African American, EL	2
Milford School District	Milford Central Academy	African American, SWD	2
Indian River School District	Millsboro Middle School	African American, EL	2
Colonial School District	New Castle Elementary	Male, SWD	2
Red Clay Consolidated School	Stanton Middle School	SWD, African American	2

District			
Brandywine School District	Talley Middle School	EL, SWD	2
Red Clay Consolidated School District	Warner Elementary School	SWD, Male	2
Indian River School District	Indian River High School	Low Income, EL	2

Table 4. Schools exceeding the 20 percent threshold in a single subgroup during the 2018-2019 school year.

Red Clay Consolidated School District	Conrad Schools of Science	EL	1
New Castle County Vocational-Technical School District	Delcastle Technical High School	EL	1
Delmar School District	Delmar Middle School	SWD	1
Red Clay Consolidated School District	Dickinson (John) High School	African American	1
Capital School District	Dover High School	Low Income	1
Caesar Rodney School District	Fred Fifer III Middle School	EL	1
Indian River School District	Georgetown Middle School	Multi-Racial	1
Brandywine School District	Harlan (David W.) Elementary School	Male	1
New Castle County Vocational-Technical School District	Howard High School of Technology	EL	1
Lake Forest School District	Lake Forest High School	African American	1
Cape Henlopen School District	Mariner Middle School	EL	1
Brandywine School District	Mount Pleasant Elementary	SWD	1
Appoquinimink School District	Redding (Louis) Middle School	SWD	1
Indian River School District	Selbyville Middle School	African American	1
Smyrna School District	Smyrna High School	EL	1
Capital School District	South Dover Elementary School	SWD	1
Woodbridge School District	Woodbridge High School	SWD	1

The role of the School Climate Program manager is to assist public schools in Delaware in their efforts to provide every student with a safe and supportive learning environment. As part of that charge, DDOE collects and analyzes information from schools in various areas of student behavior to develop training and best practice tools that will assist schools in addressing those behaviors. DDOE supports the use of best practices as a tool to help schools prevent issues such as these and to address the changing emotional, mental and educational needs of a diverse student population throughout the First State.

Brian N. Moore, MBA

Program Manager

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