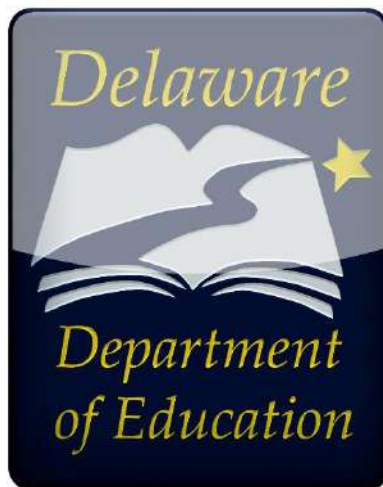


State of Delaware

**Statewide Summary Report**  
**School Discipline Improvement Program**  
2020-2021



A report on disproportionate disciplinary practices in Delaware public schools and how schools can implement interventions to reduce the negative impacts upon student success. Reported as required under 14 Del C§703.

October 28, 2021

## 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. This is the fourth year a report has been published. The information contained in this report is also available on the [Delaware Open Data Portal](#). The Open Data Portal contains information from various agencies across the state, including data from DDOE. One of the goals of this portal is to provide the public with an easier way to find information and analyze data in a consistent manner.

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 use a variety of restorative practices as well as alternatives to suspension in order to reduce the impact of negative consequences on students during the disciplinary process.

Over the last three years, DDOE, districts, charters and other key partners have reviewed the legislative language to best comply with all requirements and to make improvements in how the data are published. The state continues to focus on providing up-to-date and informative data that will be a value for the districts and charter schools as well as other key stakeholders in looking at current practices and finding ways to improve disciplinary practices.

The legislation also calls for the reporting of each type of incident disaggregated by grade level, length of consequence into several different subgroupings, including racial, economic, English language proficiency and students with disabilities at the school level. However, because of the number of lines of data generated with minimal data available due to disclosure requirements around personally identifiable data, this report is required to provide disaggregated incident data at the state level.

Another note is the reporting for the different classification types of incidents used by the individual district and charter schools statewide. There are over 179 different incident classification types in ESchoolPlus, the state's pupil accounting system, which may be used to report and record incidents. Length of consequence

information is such a variable that it could reflect data from .5 days through 180 days of an expulsion and every possible combination in between. The state requires the use of common definitions only for incidents that are considered criminal in nature. All other types of incidents reported (which represent the vast majority of incidents reported) to DDOE use definitions that are created individually by each district and charter school based upon their own code of conduct and their boards' policies regarding disciplinary procedures.

Currently this report's data breaks down subgroup information into 13 different subgroup categories. When broken down along the pre-K to grade 12 range, these categories in total account for 203 different data classification points (without including the length of consequence variable) and thousands of possible data combinations.

This report provides data points in determining where disproportionate exclusionary practices were occurring with a subgroup, grade, school and district. It was determined that the key data analytics required to discover such a trend include the unduplicated number of suspensions (broken down by in school, out of school, out of school with CDAP placement and expulsions), the total number of incidents which led to the noted consequence, and the average number of days applied for each consequence. This creates enough trend data to develop an accurate data picture of how each school applies exclusionary discipline across the spectrum of offenses. School and district teams are able to use these data to make informed decisions with their stakeholder teams to develop response plans in accordance with the School Discipline Improvement Program (SDIP).

## 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.
- As with any other report utilizing data from the 2020-2021 School Year, reference must be made to the COVID-19 Pandemic and the State of Emergency, which impacted in-person learning statewide. Most of the school year featured remote learning. When in-person learning did return, most students attended in a hybrid format, offering days in which the entire school or different parts of a school operated in-person in their physical school facility followed by a day or several days of remote learning. This change in how students attended school resulted in a significant reduction in disciplinary infractions, as students were not present in school buildings.
- Code of Conduct violations occurred in the remote setting for incidents related to cyber bullying or inappropriate conduct, which may violate district or charter school acceptable use policies as learning was occurring on district- or charter-owned devices.
- Violations and expulsions did occur during the school year, some of which were related to off-campus conduct, which resulted in due process proceedings. This information can be found specifically in the Open Data Portal referenced later in this report.
- Please note that schools returned to in-person learning in different timelines and with different schedules. Therefore, DDOE is unable to correlate discipline data based upon physical presence on the school campus as this varied between individual districts and charter schools.

## How your school and community can look at data

This year’s report communicates data using several different methods. The report contains a summary of the overall state of discipline in Delaware schools, focusing on the key metrics as designated in the enabling legislation. This includes a snapshot of the statewide statistics in Tables 1-3. Table 4 contains a breakdown of all of the schools that exceeded the 10% suspension threshold during the 2020-2021 school year and also the sub groups that exceeded this threshold. Appendix A provides the statewide summary of information contained in Table 2 for the previous two report years.

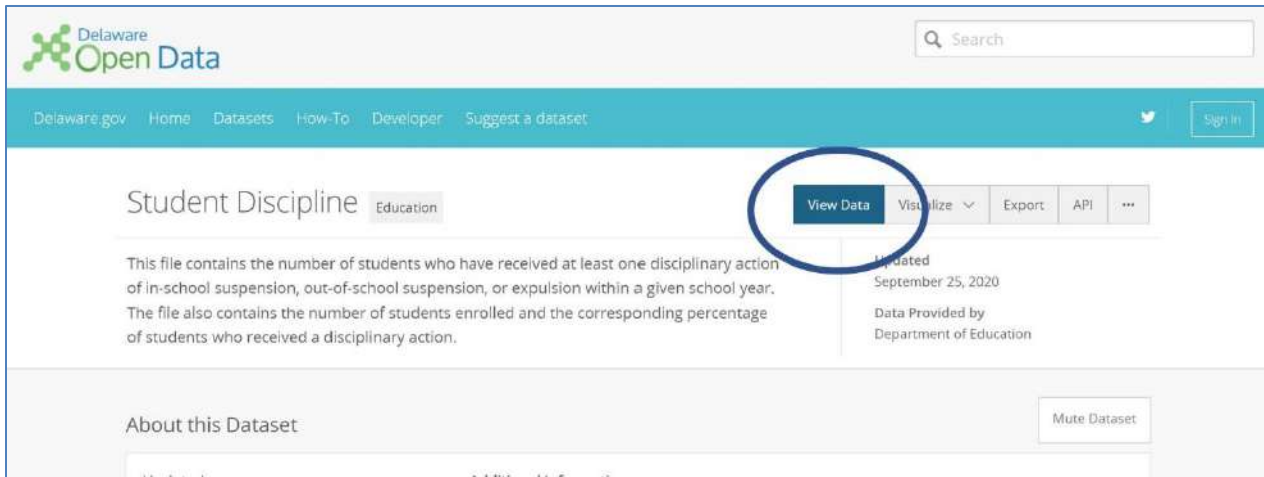
For a more interactive and deeper data experience, the source material for this report can be accessed using the Delaware Open Data Portal at <https://data.delaware.gov/> Once you arrive at the data portal, you can use the data categories on the left side, find the Education data section.



Once you follow the link, you will find the list of available data sets available from educational resources.

Find the dataset titled “School Discipline.”  
Click the link to open the data set for review.





Once on the Student Discipline screen, clicking **the View Data** button will open the most recent dataset for view. The image below shows the dataset screen. Each category along the top border is manipulatable and allows the user to customize how the data is displayed. The sub headings include: **School Year, District, School, Race, Gender, Grade, Special Demographic, Sub Group, Category of Consequence, Unduplicated students who received the consequence, Total enrollment of students within that subgroup, Percentage of subgroup receiving a consequence (threshold,) Total number of incidents in that subgroup and the Average duration of the issued consequence.** The data is manipulatable using the options on the top right of the screen, including an **Export** feature which will allow the user to export the dataset to a different platform for viewing.

The screenshot shows the dataset view for 'Student Discipline'. At the top, there is a navigation menu with links for Delaware.gov, Home, Datasets, How-To, Developer, and Suggest a dataset. A 'Sign In' button is also present. The main heading is 'Student Discipline'. Below the heading, there is a description of the dataset: 'This file contains the number of students who have received at least one disciplinary action of in-school suspension, out-of-school suspension, or expulsion within a given school year. The file also contains the number of students enrolled and the corresponding percentage of students who received a disciplinary action.' To the right of the description, it says 'Updated September 25, 2020' and 'Data Provided by Department of Education'. Below the description, there is a table of data. The table has columns for School Year, District, School, Race, Gender, Grade, Special Demographic, Geography, Sub Group, Category, and R. The 'Export' button is circled in blue. Below the table, there is a 'Find in this Dataset' search bar and a 'More Views' button.

School Year	District	School	Race	Gender	Grade	Special De...	Geography	Sub Group	Category	R		
15	0	State of Delaw...	0	State of Delaw...	Hispanic/Latino	All Students	1st Grade	All Students	All Students	Hispanic/Latin...	In-School Sus...	RE
15	0	State of Delaw...	0	State of Delaw...	Hispanic/Latino	All Students	1st Grade	All Students	All Students	Hispanic/Latin...	Out-of-School ...	RE
15	0	State of Delaw...	0	State of Delaw...	Hispanic/Latino	All Students	1st Grade	All Students	All Students	Hispanic/Latin...	Out-of-School ...	RE
15	0	State of Delaw...	0	State of Delaw...	Hispanic/Latino	All Students	2nd Grade	All Students	All Students	Hispanic/Latin...	In-School Sus...	RE
15	0	State of Delaw...	0	State of Delaw...	Hispanic/Latino	All Students	2nd Grade	All Students	All Students	Hispanic/Latin...	Out-of-School ...	RE
15	0	State of Delaw...	0	State of Delaw...	Hispanic/Latino	All Students	2nd Grade	All Students	All Students	Hispanic/Latin...	Out-of-School ...	RE
15	0	State of Delaw...	0	State of Delaw...	Hispanic/Latino	All Students	3rd Grade	All Students	All Students	Hispanic/Latin...	In-School Sus...	RE
15	0	State of Delaw...	0	State of Delaw...	Hispanic/Latino	All Students	3rd Grade	All Students	All Students	Hispanic/Latin...	Out-of-School ...	RE
15	0	State of Delaw...	0	State of Delaw...	Hispanic/Latino	All Students	3rd Grade	All Students	All Students	Hispanic/Latin...	Out-of-School ...	RE
15	0	State of Delaw...	0	State of Delaw...	Hispanic/Latino	All Students	4th Grade	All Students	All Students	Hispanic/Latin...	In-School Sus...	RE
15	0	State of Delaw...	0	State of Delaw...	Hispanic/Latino	All Students	4th Grade	All Students	All Students	Hispanic/Latin...	Out-of-School ...	RE
15	0	State of Delaw...	0	State of Delaw...	Hispanic/Latino	All Students	4th Grade	All Students	All Students	Hispanic/Latin...	Out-of-School ...	RE

## State Required Interventions

Delaware Code identifies several interventions schools can utilize as a way 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 which 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 but educating the staff to look beyond what they "see" of a student to understand the whole child and what the student brings into their classroom. Research continues to reinforce the understanding that student behaviors are tied back to whatever they had 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 them 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 kids that 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 which 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

### Incidents of Dating Violence and Sexual Harassment

**Table 1. Total Out of School Suspensions**

	2018-2019	2019-2020	2020-2021
<b>Number of Students Suspended</b>	<b>11,193</b>	<b>8,882</b>	<b>754</b>
<b>Number of days suspended</b>	<b>66,564</b>	<b>49,422</b>	<b>6,023</b>
<b>Total number of suspensions</b>	<b>23,272</b>	<b>16,504</b>	<b>972</b>

**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.

While this information denotes a significant reduction in the total number of recorded incidents, durations of suspensions etc., it is difficult due to the impact of the COVID-19 building closures on disciplinary practices. How much of the documented reductions were due to increased use of restorative disciplinary practices versus simply reflecting a reduced number of school days during which incidents could possibly have occurred? Many schools implemented disciplinary reforms which we anticipate would have reflected a significant reduction in exclusionary discipline statistics.

**Table 2. Statewide Suspension and Expulsion Rates 2020-2021 (previous 2 years can be found in Appendix A )**

	Demographic	Enrollment		Out-of-School Suspensions	
		Students	Rate	Students	Rate
<b>All Students</b>	All Students	146168	100.00	749	0.51
<b>Gender</b>	Female	71160	48.68	184	0.26
	Male	75017	51.32	565	0.75
<b>Race/Ethnicity</b>	African American	44708	30.59	341	0.76
	Native American	639	0.44	<5	<0.78
	Asian American	6329	4.33	<5	<0.08
	Native Hawaiian/Pacific Islander	214	0.15	<5	<2.34
	Hispanic/Latino	26882	18.39	101	0.38
	White	60864	41.64	253	0.42
	Multi-Racial	6934	4.74	47	0.68
<b>Special Populations</b>	Active EL Students	14650	10.02	34	0.23
	Students with Disabilities	28889	19.76	336	1.16
	Low-Income	42138	28.83	359	0.85

**Table 2** reflects statewide suspension and expulsion rates disaggregated by gender, race and special population designations for the 2020-2021 School Year.

**Table 3. Statewide incidents broken down by reporting category.**

<b>Year</b>	<b>School Crimes</b>	<b>Department of Education Offenses</b>	<b>School Code Violations</b>	<b>Total</b>
<b>2021</b>	71	666	4,375	<b>5,112</b>
<b>2020</b>	519	8,260	21,981	<b>30,760</b>
<b>2019</b>	626	11,144	43,017	<b>54,787</b>

**Table 3** reflects the total number of incidents reported to the Department. School Crimes are incidents that were reported to the police and defined in Title 11 of the State Code. DOE Offenses are offenses which require reporting to DOE as defined in Title 14. School Code violations are defined by each individual District or Charter Code of Conduct and vary from agency to agency.

**Table 4. Schools which exceeded the required threshold and how many years each has exceeded as well as which subgroups were exceeded.**

<b>Schools that have exceeded the threshold for the previous 2 years.</b>		
<b>District</b>	<b>School</b>	<b>Subgroups Exceeded</b>
Academy of Dover	Academy of Dover	Students with Disabilities
Indian River	Indian River High School	African American
<b>Schools that have exceeded the threshold for the previous 3 years.</b>		
<b>District</b>	<b>School</b>	<b>Subgroups Exceeded</b>
Red Clay Consolidated School District	Highlands Elementary*	Male, Students with Disabilities

\* Schools who have exceeded the required threshold for the same sub-group(s) for the previous 3 (three) consecutive years will be required to initiate the School Discipline Improvement planning process using the required State Interventions.

Appendix A

**Table 5. Statewide Suspension and Expulsion Rates 2019-2020**

	Demographic	Enrollment		Out-of-School Suspensions		
		Students	Rate	Students	Rate	
<b>All Students</b>	All Students	147557	100.00	8876	6.02	
<b>Gender</b>	Female	71646	48.55	2972	4.15	
	Male	75922	51.45	5904	7.78	
<b>Race/Ethnicity</b>	African American	45227	30.65	5196	11.49	
	Native American	623	0.42	32	5.14	
	Asian American	6243	4.23	59	0.95	
	Native Hawaiian/Pacific Islander	201	0.14	8	3.98	
	Hispanic/Latino	26947	18.26	1104	4.10	
	White	62154	42.12	2014	3.24	
	Multi-Racial	6683	4.53	469	7.02	
	<b>Special Populations</b>	Active EL Students	15295	10.37	461	3.01
		Students with Disabilities	28621	19.40	3088	10.79
Low-Income		46186	31.30	4851	10.50	

**Table 6. Statewide Suspension and Expulsion Rates 2018-2019**

	Demographic	Enrollment		Out-of-School Suspensions	
		Students	Rate	Students	Rate
<b>All Students</b>	All Students	146683	100.00	11188	7.63
<b>Gender</b>	Female	71210	48.55	3777	5.30
	Male	75481	51.46	7411	9.82
<b>Race/Ethnicity</b>	African American	45112	30.75	6476	14.36
	Native American	630	0.43	41	6.51
	Asian American	6111	4.17	92	1.51
	Native Hawaiian/Pacific Islander	187	0.13	10	5.35
	Hispanic/Latino	26313	17.94	1503	5.71
	White	62854	42.85	2615	4.16
	Multi-Racial	6063	4.13	463	7.64
	<b>Special Populations</b>	Active EL Students	14719	10.03	606
Students with Disabilities		25615	17.46	3695	14.43
Low-Income		49102	33.47	6301	12.83