



MID-ATLANTIC  
Regional Educational Laboratory  
at Mathematica

Delaware • District of Columbia • Maryland • New Jersey • Pennsylvania

## Eliminating Disproportionate Impact

### Evidence-based and promising alternatives to exclusionary discipline

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# Agenda



# Agenda

- Maryland State Department of Education's (MSDE) partnership with REL Mid-Atlantic
  - Goals
  - Dissemination
  - Key study findings
  - Recent activities
- Reducing and Eliminating Disproportionate Impact Action Plan
  - Discipline Policies & Procedures
    - How are districts that are demographically similar to Maryland's school systems addressing disproportionate impact?
    - To what extent have alternatives to exclusionary discipline reduced disproportionate impact? Other than PBIS and restorative practice, what evidence-based and promising school discipline practices does research suggest?
    - **Breakout session I:** Aligning codes of conduct and office discipline referral forms with effective and promising practices for reducing and eliminating disproportionality
  - Bias, Belief & Barriers
    - As you engage in equity work, how can you measure progress?
    - **Breakout session II:** What methods are you using to assess your efforts to transform educator mindsets?
- Additional resources

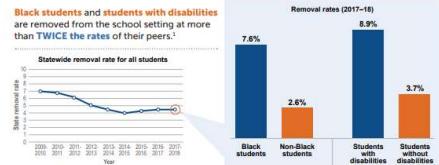
## Quick note

- Slide deck and speakers' notes will be provided to you
  - Share with your colleagues
  - Repurpose for your own needs
- Include examples from specific school districts and programs nationwide
  - Links provided so that you can connect with these districts and program developers to learn more

# MSDE's partnership with REL Mid-Atlantic

## RESEARCH REVIEW: Understanding discipline disparities in Maryland

Although disciplinary removals—out-of-school suspensions and expulsions—have declined in Maryland over the past 10 years, discipline disparities persist.



**Black students and students with disabilities** are removed from the school setting at more than **TWICE** the rates of their peers.<sup>1</sup>

Why is this a problem?  
Even when they commit the same infraction, in the same school, Black students and students with disabilities are more likely to be removed.<sup>2</sup> This is a national issue that is not confined to Maryland.<sup>3</sup> Removing students from the classroom is associated with an increased risk of poor academic performance and dropping out.<sup>4</sup>

How do schools identified with discipline disparities differ from schools without disparities?

- Schools with discipline disparities shared some characteristics.<sup>5</sup>
- | Elementary Schools  | Middle and High Schools  |
|---|--|
| ↑ % of inexperienced teachers<br>↑ % of Black students<br>↑ Student mobility rate | ↑ % of experienced teachers<br>↑ Student promotion<br>↑ % of Asian students<br>↓ Performance on state end-of-year English language arts assessments <sup>6</sup> |
- These similarities can provide insight into the kinds of support they might need to eliminate disproportionality, such as:
- Professional development for school staff to improve classroom management
  - Social-emotional learning programming to help newly enrolled students make a positive and supportive transition into the school community
  - Implementation of *culturally relevant and evidence-based instructional and behavioral interventions*

<https://ies.ed.gov/ncee/edlabs/regions/midatlantic/>



# MSDE's partnership with REL Mid-Atlantic

## Partnership goals

- Help MSDE *understand discipline data*, inform and refine the definition and measurement of disproportionality, and assess progress toward addressing disparities
- Help inform and improve the *evidence-based technical support* MSDE delivers to school systems with disproportionately high suspension and expulsion rates
- Develop and disseminate products and *evidence-based strategies* to address disparities

**WHAT STAKEHOLDERS SAY**  
REL Mid-Atlantic Te...  
Identifying Characteristics of Schools with Disproportionate Rates  
• Dara Shaw, Maryland State Department of Education

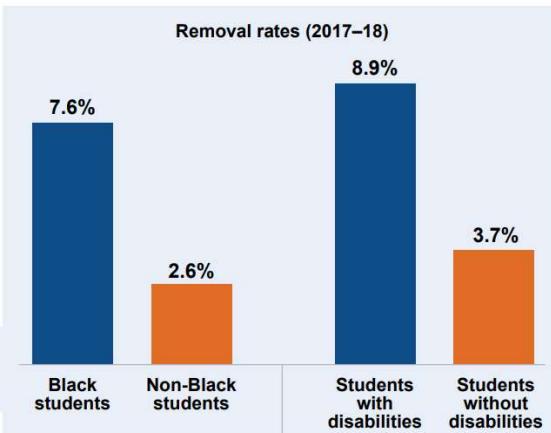
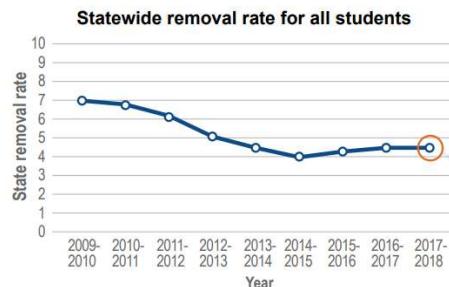
**FEATURED VIDEO**  
Addressing Dispro...  
The REL Mid-Atlantic: Addressing Disproportionality in Discipline Alliance

- Report: [Disproportionality in School Discipline: An Assessment in Maryland through 2018](#)
- Infographic: [Understanding Discipline Disparities in Maryland](#)
- Blog post: [Using Data to Identify and Address Inequities in School Discipline](#)
- Videos
  - [Identifying Characteristics of Schools with Disproportionate Rates](#)
  - [The REL Mid-Atlantic: Addressing Disproportionality in Discipline Alliance](#)

## Key study findings

Although disciplinary removals—out-of-school suspensions and expulsions—have declined in Maryland over the past 10 years, discipline disparities persist.

**Black students and students with disabilities** are removed from the school setting at more than **TWICE the rates** of their peers.



Source: [https://ies.ed.gov/ncee/edabs/regions/midatlantic/app/pdf/RELMA\\_Disproportionality\\_in\\_school\\_discipline\\_infographic.pdf](https://ies.ed.gov/ncee/edabs/regions/midatlantic/app/pdf/RELMA_Disproportionality_in_school_discipline_infographic.pdf)

## Key study findings



### Why is this a problem?

**Even when they commit the same infraction, in the same school, Black students and students with disabilities are more likely to be removed.**

This is a national issue that is not confined to Maryland. Removing students from the classroom is associated with an increased risk of poor academic performance and dropping out.

Source: [https://ies.ed.gov/ncee/edlabs/regions/midatlantic/app/pdf/RELMA\\_Disproportionality\\_in\\_school\\_discipline\\_infographic.pdf](https://ies.ed.gov/ncee/edlabs/regions/midatlantic/app/pdf/RELMA_Disproportionality_in_school_discipline_infographic.pdf)

## Key study findings

### How do schools identified with discipline disparities differ from schools without disparities?

Schools with discipline disparities shared some characteristics.

Elementary Schools	Middle and High Schools
<ul style="list-style-type: none"><li>• % of inexperienced teachers</li><li>• % of Black students</li><li>• Student mobility rate</li></ul>	<ul style="list-style-type: none"><li>• % of inexperienced teachers</li><li>• Student promotion rate</li></ul>
<ul style="list-style-type: none"><li>• % of Asian and White students</li><li>• Performance on state end-of-year English language arts assessments</li></ul>	<ul style="list-style-type: none"><li>• % of Asian students</li><li>• Performance on state end-of-year English language arts assessments</li></ul>

These similarities can provide insight into the kinds of support they might need to eliminate disproportionality, such as:

- **Implicit bias training** for school staff to improve classroom management
- **Social-emotional learning programming** to help newly enrolled students make a positive and supportive transition into the school community
- Implementation of **culturally relevant and evidence-based instructional and behavioral interventions**

Source: [https://ies.ed.gov/ncee/edabs/regions/midatlantic/app/pdf/RELMA\\_Disproportionality\\_in\\_school\\_discipline\\_infographic.pdf](https://ies.ed.gov/ncee/edabs/regions/midatlantic/app/pdf/RELMA_Disproportionality_in_school_discipline_infographic.pdf)

We also found that schools identified with discipline disparities tend to differ from schools without disparities. For example, we found that elementary schools with discipline disparities tended to have a higher percentage of inexperienced teachers, a higher percentage of black students, and a higher student mobility rate.

## Key study findings

- Findings consistent with research on disproportionality nationwide. For example:
  - Black students are more likely than White students to receive an office discipline referral for **subjective** infractions (such as “disruption” or “defiance”) compared with **objective** infractions (such as tardiness or truancy)
  - Black students are more likely than White students to receive harsher consequences, even when the behavior violation is similar<sup>1 - 3</sup>
- Both initial office referrals and administrative decisions contribute to disproportionality
  - This suggests that solutions must address decision making at multiple stages of the disciplinary process<sup>4</sup>

Using a nationally representative sample, one research team examined patterns of discipline disparities in 364 elementary and middle schools.

They found that “**both initial referral to the office and administrative decisions made as a result of that referral significantly contribute[d] to racial and ethnic disparities in school discipline**” (p. 101), indicating that disparities exist at multiple points within the disciplinary process and that solutions must be applied across this process.

## Recent activities

Present a menu of alternative—more supportive and less punitive—approaches to school discipline to:

1. Broaden understanding of disproportionalities and ways to eliminate them
2. Support implementation of Reducing and Eliminating Disproportionate Impact Local Action Plans

### Literature review:

- Other than PBIS and restorative practice, what evidence-based school discipline practices does research suggest?
- What current or emerging approaches to assessing and monitoring change in educator belief and implicit bias over time might school systems consider as they implement school discipline reforms?

### Environmental scan:

- How are districts that are demographically similar to Maryland's school systems addressing disproportionate impact?

For the environmental scan, we:

- Identified discipline disproportionality reduction approaches and codes of conduct employed by school districts nationwide that are demographically similar to Maryland school systems.
- For example, we researched district codes of conduct, recent (within the last five years or so) school discipline and school climate policy reforms, behavior management interventions, prevention strategies, social emotional learning interventions, and professional development activities in place in comparison school districts.
- A complete list of the comparison school districts is available at the end of this slide deck along with a brief description of how we selected those districts in the speaker notes.

# Reducing and Eliminating Disproportionate Impact Action Plan



As many of you may know, action plan teams representing your local school systems conducted root cause analyses in 2019 using the MSDE school discipline root cause analysis model. This model outlines a number of disproportionality domains of influence. Our literature review and environmental scan focused on identifying effective and promising practices associated with two of the most common domains of influence reported by local school systems in their action plans:

1. Discipline, policies and procedures
2. Bias, beliefs and barriers

# Discipline Policies & Procedures



## Poll: Are any of these programs and interventions in place in your school system?

Collaborative and proactive solutions

Mindfulness schools

School-wide positive behavioral interventions and supports (SWPBIS)

Conscious discipline

Quaglia Institute for Voice & Aspirations

Consistency management and cooperative discipline

Trauma-responsive school

**Poll: As your system prepares for the fall, what kind of programming are you prioritizing? [Select up to 3]**

Integrated tiered systems of supports

Diversity, equity, and inclusion

Mental health services

Positive Behavioral Interventions and Supports

Restorative approaches

Social-emotional learning

Trauma-informed practice

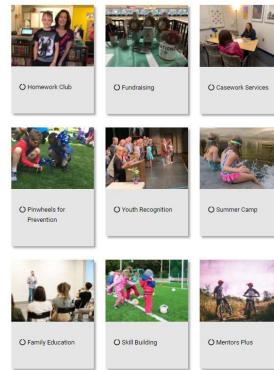
# **Environmental scan of discipline disproportionality reduction strategies**

## How are districts that are demographically similar to Maryland's school systems addressing disproportionate impact?



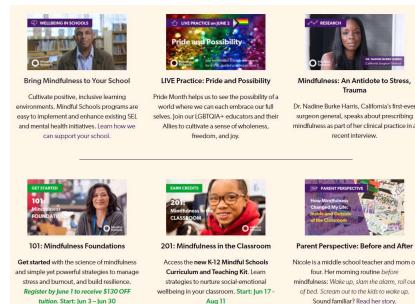
### Online professional development and social-emotional learning

- Boone County (KY) uses VectorSolutions' K–12 Safety Suite (<https://www.safeschools.com/>)
- Online safety and compliance programs include [staff training](#), [student training](#), [tip reporting](#), and [incident management](#)



### Community partnerships

- Clarkston Community School District (MI) uses Partners for Kids (<https://www.clarkston.k12.mi.us/community/partners-for-clarkstons-kids>)



### Mindfulness team and training

- Council Bluffs Community School District (IA) implemented the [Mindful Schools](#) approach to improving social emotional wellness (<https://www.cb-schools.org/Page/3008>)
- It is led by a teacher certified in the approach and a district team with school representatives
- The district developed a [mindfulness mission statement and goals](#), training, [monthly themes](#), a [blog](#), and [resources](#)

We synthesized findings from our environmental scan to identify the most common and most compelling strategies as well as the strongest examples of those strategies. If you're interested, slides 60 – 65 describe how we conducted the scan and list the demographic profiles of the school systems we researched.

VectorSolutions safety suite includes courses for students on essential [safety and wellness topics](#) such as Bullying & Cyberbullying, Youth Suicide Awareness, Alcohol, Vaping & Drug Prevention, Sexual Harassment, Digital Citizenship, Stress & Anxiety, Depression, Healthy Relationships, and more

[Clarkston Area Youth Assistance](#) (CAYA) is a unique, volunteer-driven, non-profit community organization committed to strengthening youth and families, as well as preventing and reducing juvenile delinquency, child neglect, and child abuse through community involvement. Volunteers work with a professional staff to plan and sponsor enriching programs for young people and families in the Clarkston Community Schools district.

In 2017 Council Bluffs schools committed to maintaining:

- A district mindfulness team with representatives from each school to drive monthly themes and district focus. District team members are trained as mindfulness instructors by a teacher certified in the approach
- School building mindfulness teams led by the district representatives that provide resources and learning opportunities for school staff and students
- A district mindfulness webpage to house resources for students, staff, and parents

## How are districts that are demographically similar to Maryland's school systems addressing disproportionate impact?

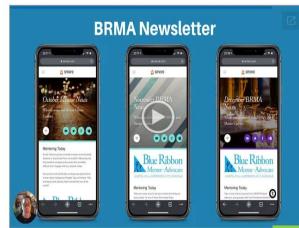
DISCIPLINE PROGRAM	
Dillard Daily Schedule	>
Discipline Program - Class Description	>
Disciplinary Placement Information Sheet	>
Disciplinary Dress Code	>
Parent Survey	>

GROUP 1	
9:00 - 9:15	Home Room (F103)
9:15 - 10:10	Language Arts (F103)
10:15 - 11:10	Electives (F105)
11:15 - 12:10	Science (F106)
12:15 - 12:45	Lunch (F106)
12:50 - 1:45	Electives (F105)
1:50 - 2:45	Social Studies (F107)
2:50 - 3:45	Math (F108)
3:50 - 4:05	Home Room (F103)

### Disciplinary Alternative Education Program

- Allen Independent School District (TX) places students in the program for mandatory or discretionary reasons based on the district's code of conduct and state law (<https://www.allenisd.org/Page/11845>)
- Students receive instructional support from fully certified teachers following the district curriculum

New Mentor Training Session 1



### Mentoring program

- Chapel Hill-Carrboro City Schools (NC) established the Blue Ribbon Mentor-Advocate Program (<https://www.chccs.org/brma#calendar12490/20201012/month/calender14581/20210526/month>)
- It is designed to improve the achievement of students of color

A screenshot of the Cobb County Virtual Calming Center website. The top navigation bar includes links for Home, Workshops, Resources and Support, Volunteer, Support Individuals/Families, Animal Medicines, Apps for Staying Calm &amp; Connected, Relaxation and Music, Visual Metaphors, Self-care Games, and Contact Us. Below the navigation, there is a section titled "Apps for Staying Calm &amp; Connected" featuring three images of nature scenes: a sunset over water, a person meditating under a tree, and a lake surrounded by mountains.

### Virtual calming center

- Cobb County (GA) offers centralized access to apps and online resources on relaxation techniques, study music, stress reduction strategies, and support hotlines (<http://academics.cobbk12.org/index.php/ad/tlsss/app/sc/virtual-calming-center/apps-for-staying-calm-connected/>)
- Other noteworthy strategies and resources (<http://academics.cobbk12.org/index.php/ad/tlsss/app/sc/#1578695897945-417e3e2-ba69>)

The **Disciplinary Alternative Education Program** "serves grades 1-12. Students are placed in the program for both mandatory and discretionary Code of Conduct or state law violations for a period of time in accordance with the district placement policy. The program is divided by grades with one classroom for elementary grades (1st-6th) and one for middle school grades (7th-8th). High school students are divided into one of four groups with teachers rotating between the groups daily to provide instructional support. Students receive instructional support from fully-certified teachers following the district curriculum. Program teachers work closely with home campus teachers to create assignments and assessments for elementary and middle school grades. For high school grades, assignments are sent from students' home High Schools with program teachers providing the necessary instructional support so students can complete the assignments. Extra tutoring is provided, if needed." Source: <https://www.allenisd.org/Page/11845>

"Blue Ribbon Mentor-Advocate (BRMA) is a Chapel Hill-Carrboro City Schools support program designed to improve the achievement of students of color. BRMA provides students with mentoring, advocacy, tutoring, social and cultural enrichment, college and career preparation, leadership development, and college scholarships. Since its inception in 1995, BRMA has been lauded for excellence in mentoring and school-community partnerships at the national, state, and local levels. Many BRMA graduates have enrolled in some form of post-secondary education."

Source:

<https://www.chccs.org/brma#calendar12490/20201012/month/calender14581/20210526/month>

Cobb County (GA) offers centralized access to apps and online resources on relaxation techniques, study music, stress reduction strategies, animal webcams and support hotlines that are appropriate for both students and staff. I should note that Cobb County has a number of strong SEL strategies and resource in place that are worth considering. For example, the school district has a program

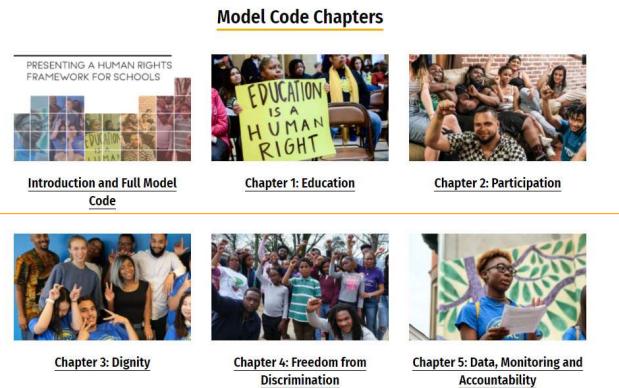
called “GRIP” that is a school-based substance abuse intervention program. Their site also includes information about “The Coalition of Treatment” providers. This coalition is comprised of therapists and treatment centers that provide a one-time free assessment to Cobb students, employees, and their family members. I encourage you to explore their website to learn more.

Which, if any, of these approaches has your school system tried?

# **Environmental scan of district codes of conduct**

# Environmental scan of codes of conduct

- Reviewed the demographically similar school districts' codes of conduct against the Model School Code on Education and Dignity (<https://dignityinschools.org/toolkits/model-code/>)
  - Model Code is a set of recommended school and district policies developed by the Dignity in Schools Campaign
- Identified common areas for improvement
- Did not make value judgments



We focused our review on three sections:

- Dignity
  - Freedom from discrimination
  - Data, monitoring and accountability
- 
- From this review, we identified common areas for improvement that MD schools might consider prioritizing as you revisit and update your own codes of conduct
  - By "improvement", I refer to topics for which district codes of conduct commonly lack guidance entirely or at the level of detail recommended by the Model Code
  - Both stakeholder feedback and research informed development of the model code. There is not necessarily a strong evidence-base for each component in the model code that has demonstrated that the associated recommendations result in reduced or eliminated discipline disproportionality.
  - Therefore, we did not assume that the model code recommendations are appropriate for all local school contexts and did not make value judgments about the district codes we reviewed.

# Model School Code on Education and Dignity



**Chapter 3: Dignity**

- 3.1 Key elements of school climate and positive discipline
- 3.2 Guidelines for suspensions, expulsions and removals
- 3.3 Law enforcement and criminalization in school environments
- 3.4 Truancy prevention and dismantling status offense laws
- 3.5 Alternative schools
- 3.6 Right to education for system-involved youth



**Chapter 4: Freedom from Discrimination**

- 4.1 Right to freedom from discrimination
- 4.2 Disproportionate use of discipline
- 4.3 Racial disparities in school discipline
- 4.4 Immigrant and undocumented students
- 4.5 Students with disabilities
- 4.6 LGBTQ+ and gender non-conforming students



**Chapter 5: Data, Monitoring and Accountability**

- 5.1 Right to information and data collection
- 5.2 Monitoring and community analysis

These are the key topics addressed by each of the three model code sections we focused on during our review. The full publication provides a recommended policy for each of these topics.

By way of reminder, the Model School Code is a national tool to review and improve elements in your existing code. It is NOT intended to indicate how well your system's code is aligned with your state's code of discipline.

# Common areas for improvement: Dignity



**Chapter 3: Dignity**

- 3.1 Key elements of school climate and positive discipline
- **3.2 Guidelines for suspensions, expulsions and removals**
  - *Right to reintegrate into public school and receive a high-quality education*
- **3.3 Law enforcement and criminalization in school environments**
  - *Removal of law enforcement assigned in schools and any school-run activities*
  - *Memorandum of understanding with police departments that limits role of law enforcement*
  - *Avoid involvement of law enforcement personnel in response to drug or alcohol use*
  - *Clear limits on tickets, summonses, and referrals to criminal justice system*
  - *Steps to reduce reliance on SROs, police, and security officers*
  - *Positive environments and avoid physical features that create criminalizing environment*
  - *No investments in technological infrastructure that have criminalizing effect on student body*
  - *Districts and schools shall refrain from utilizing metal detectors*
- 3.4 Truancy prevention and dismantling status offense laws
- 3.5 Alternative schools
- **3.6 Right to education for system-involved youth**
  - *Right to a high-quality education, opportunity and support to reintegrate into public school*
  - *Right to education for system-involved youth*
  - *Quality, full-day educational services*
  - *Addressing factors that contribute to arrest, detention, incarceration, and recidivism*

## Common areas for improvement: Freedom from discrimination



Chapter 4: Freedom from Discrimination

- **4.1 Right to freedom from discrimination**
  - Removal of selective enrollment in access to educational opportunities
- 4.2 Disproportionate use of discipline
- 4.3 Racial disparities in school discipline
- **4.4 Immigrant and undocumented students**
  - Law enforcement or immigration officials shall not interrogate students in school
  - No participation in mandates that require reporting of undocumented students
  - Written statement on the rights of immigrant students
- **4.5 Students with disabilities**
  - Referral to law enforcement only in situations involving real and immediate threat to physical safety
- 4.6 LGBTQ+ and gender non-conforming students

# Common areas for improvement: Data, monitoring, and accountability



**Chapter 5: Data, Monitoring and Accountability**

- **5.1 Right to information and data collection**
  - *Standardized data collection disaggregated by demographic groups*
  - *Consistency and standardization when comparing data*
- **5.2 Monitoring and community analysis**
  - *Stakeholder participation in monitoring data*
  - *Audit of data at least once a month at local school and district level*
  - *Training and support on data interpretation for staff and stakeholders*
  - *Establishment of independent community monitoring committees*

# **Evidence-based and promising school discipline practices**

## To what extent have alternatives to exclusionary discipline reduced disproportionate impact?

### Alternative approaches target a range of factors influencing disproportionate impact such as:

- Classroom management
- Instruction
- Student behavior
- Perceptions and bias
- School climate
- Teacher capacity
- Social-emotional learning
- Teacher–student relationships
- Student–student relationships<sup>5</sup>

There are substantial gaps in the evidence-base on alternative disciplinary practices:

- Few alternative approaches explicitly address underlying drivers of discipline disparities such as race and disability status:<sup>5</sup>
  - Most interventions are “color-blind” or “race neutral” and studies have not demonstrated through causal analysis that these types of interventions can reduce disproportionate impact<sup>5</sup>
  - Research is inconclusive about the impact of culturally responsive teaching on student behavior<sup>6</sup>
- There is evidence that SWPBIS and restorative practice can reduce office discipline referrals (ODR) and suspensions but a lack of rigorous evidence that they can eliminate disproportionality<sup>1</sup>
- Few studies disaggregate outcomes by student subgroup<sup>5</sup>
  - **School systems and schools should collect and analyze disaggregated implementation data so that you can self-assess and monitor the execution of your disproportionate impact action plans and the effectiveness of your alternative approaches**

Note that in these instances the absence of evidence does not imply ineffectiveness; it simply indicates that rigorous research is needed to demonstrate that a particular approach is effective. In lieu of evidence, it becomes even more important for school systems and schools to collect their own data to monitor and assess the implementation of promising practices.

## Framework for increasing equity in school discipline

Prevention	<ol style="list-style-type: none"><li>1. Supportive Relationships</li><li>2. Bias-Aware Classrooms and Respectful School Environments</li><li>3. Academic Rigor</li><li>4. Culturally Relevant and Responsive Teaching</li><li>5. Opportunities for Learning and Correcting Behavior</li></ol>	<p>Authentic connections are forged between and among teachers and students.</p> <p>Inclusive, positive classroom and school environments are established in which students feel fairly treated.</p> <p>The potential of all students is promoted through high expectations and high-level learning opportunities.</p> <p>Instruction reflects and is respectful of the diversity of today's classrooms and schools.</p> <p>Behavior is approached from a nonpunitive mind-set, and instruction proactively strengthens student social skills, while providing structured opportunities for behavioral correction within the classroom as necessary.</p>
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Source: Gregory, A., Skiba, R. J., & Mediratta, K. (2017). Eliminating disparities in school discipline: A framework for intervention. *Review of Research in Education*, 41(1), 253-278. <https://eric.ed.gov/?id=EJ1146022>

So what do we know from the research and evidence base that you can work with as you blend and braid discipline disproportionality reduction strategies and alternatives to school removals?

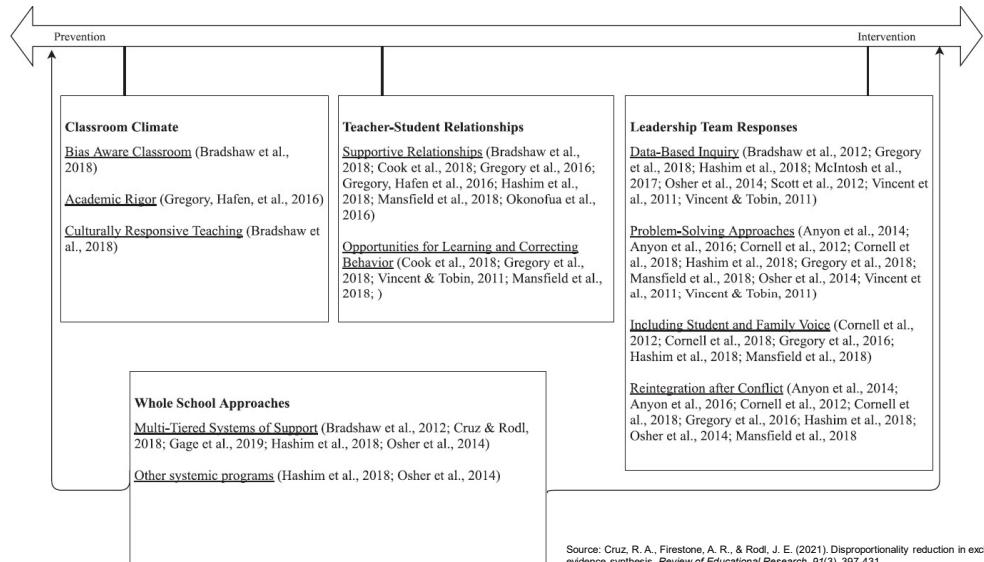
## Framework for increasing equity in school discipline

Intervention	6. Data-Based Inquiry for Equity  7. Problem-Solving Approaches to Discipline  8. Inclusion of Student and Family Voice on Conflicts' Causes and Solutions  9. Reintegration of Students after Conflict or Absence	Data are used regularly to identify "hot spots" of disciplinary conflict or differential treatment of particular groups.  Solutions aim to uncover sources of behavior or teacher-student conflict and address the identified needs.  Student and family voice are integrated into policies, procedures, and practices concerning school discipline.  Students are supported in reentering the community of learners after conflict or long-term absence has occurred.
Prevention and Intervention	10. Multitiered System of Supports	Schools use a tiered framework to match increasing levels of intensity of support to students' differentiated needs.

Source: Gregory, A., Skiba, R. J., & Mediratta, K. (2017). Eliminating disparities in school discipline: A framework for intervention. *Review of Research in Education*, 41(1), 253-278. <https://eric.ed.gov/?id=EJ1146022>

The numerical ordering of principles is not meant to suggest their relative importance.

## Other than PBIS and restorative practice, what evidence-based and promising school discipline practices does research suggest?



Source: Cruz, R. A., Firestone, A. R., & Rodl, J. E. (2021). Disproportionality reduction in exclusionary school discipline: A best-evidence synthesis. *Review of Educational Research*, 91(3), 397-431.

To operationalize this framework, we can look to research on evidence-based and promising school discipline practices. These practices fall across a continuum from prevention programs to intervention programs. They also tend to fall into four different categories of programs:

- Classroom climate
- Teacher student relationships
- Leadership team responses
- Whole school approaches

On the next four slides, I share examples for each category. The examples represent a mix of evidence-based and promising practices for which we do not yet have sufficient data on their effectiveness.

## *Promising approach to improving classroom climate*

### **Learning Lab**

- Unites schools with local stakeholders who have been historically excluded from school decision making to engage in:
  - Historical and empirical root cause analyses
  - Mapping out their existing discipline system
  - Designing a culturally responsive schoolwide behavioral support model in response to diverse experiences, resources, practices, needs, and goals of local stakeholders<sup>7</sup>

## *Evidence-based approach to improving teacher-student relationships*

### **My Teaching Partner-Secondary (MTP-S)**

- Aims to improve teachers' interactions with students
- Helps teachers offer clear routines, implement consistent rules, and monitor behavior in a proactive way
- Supports teachers in developing warm, respectful relationships that recognize students' needs for autonomy and leadership
- Teachers pair with coaches for an entire school year to regularly reflect on video recordings of their instruction with the Classroom Assessment Scoring System (CLASS-S)
  - CLASS-S is a validated classroom observation instrument
- Randomized controlled trial found that MTP-S teachers issued fewer exclusionary discipline referrals than control teachers<sup>8</sup>

#### **Educator diversity initiatives**

- Several studies have found that Black and Latino/a students are less likely to be suspended or expelled in schools with higher proportions of Black and Latino/a teachers
- Efforts to improve the recruitment and retention of teachers of color may be a promising strategy<sup>9</sup>

**My Teaching Partner-Secondary (MTP-S)** “aims to improve teachers' interactions with their students when implementing instruction and managing behavior. MTP-S helps teachers offer clear routines, implement consistent rules, and monitor behavior in a proactive way. The program also supports teachers in developing warm, respectful relationships that recognize students' needs for autonomy and leadership. Teachers are paired with a coach for an entire school year (sustained approach), they regularly reflect on video recordings of their classroom instruction and carefully observe how they interact with students, and they apply the validated Classroom Assessment Scoring System (CLASS-S) to improve the quality of their interactions (rigorous approach). In the current study, a randomized controlled trial found that teachers receiving MTP-S relied less on exclusionary discipline compared to the control teachers. Specifically, MTP-S teachers issued fewer exclusionary discipline referrals to their African American students. This is the first study to show that programs like MTP-S that focus on teacher-student interactions in a sustained manner using a rigorous approach can actually reduce the disproportionate use of exclusionary discipline with African American students. More broadly, the findings offer policymakers direction in identifying types of professional development programs that have promise for reducing the racial discipline gap.” Source: <https://eric.ed.gov/?id=EJ1188521>

## *Promising whole school approach*

### **ROARS Teen Court-School Partnership Framework**

- Offers a conceptual framework for understanding the utility of teen court as an alternative to school removal
- Explores the role of school social workers
- Provides a guide for distinguishing among the different types of teen court programs such as diversion teen court programs, disciplinary teen court programs, and hybrid teen court programs<sup>10</sup>

# Evidence-based approach to strengthening leadership team responses

THREAT ASSESSMENT AND RESPONSE PROTOCOL <sup>®</sup> comprehensive school threat assessment guidelines	
<b>OVERVIEW</b>	
<p>A threat is a communication of intent to harm someone and may be spoken, written, performed, or expressed in some other form, such as via email message, text, or other digital means. An expression of intent to harm someone is considered a threat regardless of whether it is communicated to the intended target(s) and regardless of whether the intended target is aware of the threat. Threats may be implied by behavior that an observer infers from the context of the threat. Threats can be explicit or implicit. Threats can be serious or trivial. Threats can be made in jest or as a threat and conduct a threat assessment. Threats that are not easily recognized as harmless (e.g., an obvious joke that warns no one) should be reported as a threat. Threats that are easily recognized as harmless (e.g., a threat that is a social media post that is not threatening) should not be reported as a threat and conduct a threat assessment. Threats that are not easily recognized as harmless (e.g., an obvious joke that warns no one) should be reported as a threat. Threats that are easily recognized as harmless (e.g., a threat that is a social media post that is not threatening) should not be reported as a threat and conduct a threat assessment. Threats that are not easily recognized as harmless (e.g., an obvious joke that warns no one) should be reported as a threat. Threats that are easily recognized as harmless (e.g., a threat that is a social media post that is not threatening) should not be reported as a threat and conduct a threat assessment. Threats that are not easily recognized as harmless (e.g., an obvious joke that warns no one) should be reported as a threat. Threats that are easily recognized as harmless (e.g., a threat that is a social media post that is not threatening) should not be reported as a threat and conduct a threat assessment. Threats that are not easily recognized as harmless (e.g., an obvious joke that warns no one) should be reported as a threat. Threats that are easily recognized as harmless (e.g., a threat that is a social media post that is not threatening) should not be reported as a threat and conduct a threat assessment.</p>	
<p>A threat assessment is not always needed if there is indication of intent to harm (e.g., a student has a history of violent or is on the way to commit violence). Threats that are easily recognized as harmless (e.g., a threat that is a social media post that is not threatening) should not be reported as a threat and conduct a threat assessment. Threats that are not easily recognized as harmless (e.g., an obvious joke that warns no one) should be reported as a threat. Threats that are easily recognized as harmless (e.g., a threat that is a social media post that is not threatening) should not be reported as a threat and conduct a threat assessment.</p>	
<p><b>School Threat Assessment Decision Tree*</b></p>	
<p><b>Step 1. Evaluate the threat.</b>      Obtain a detailed account of the threat, orally by interviewing the person who made the threat, the intended victim, and other witnesses. Write the exact content of the threat and key observations about each party. Consider the circumstances in which the threat was made. Is there a history of conflict? Is there a history of threat? Is there a history of harm? Is there a history of anger?</p>	
<p>No → Not a threat. Might be an expression of anger that merits attention.</p>	
<p>Yes → Case resolved as transient; add services as needed.</p>	
<p><b>Step 2. Attempt to resolve the threat as transient.</b>      Is the threat an expression of humor, jest, or frustration that can be easily resolved? If so, take steps to resolve the threat. If the threat cannot be easily resolved, offer an explanation and/or apology that indicates no future intent to harm anyone?</p>	
<p>No → Case resolved as transient; add services as needed.</p>	
<p><b>Step 3. Respond to a serious substantive threat.</b>      For all substantive threats:</p> <ul style="list-style-type: none"> <li>a. Take precautions to protect potential victims.</li> <li>b. Identify potential targets.</li> <li>c. Look for ways to resolve conflict.</li> <li>d. Encourage positive, safe interactions.</li> </ul> <p>Services may include: therapy, fight, or treat up whereas very serious means a threat to kill, rape, or cause very serious injury with a weapon.</p>	
<p>Very Serious → Case resolved as serious substantive threat; add services as needed.</p>	
<p><b>Step 4. Conduct a safety evaluation for a very serious substantive threat.</b>      If the threat is serious, the following steps should be completed in sequence and documenting after each step is completed:</p> <ul style="list-style-type: none"> <li>e. Review the threat and determine if any other threats are pending completion of the following.</li> <li>f. Law enforcement investigation for evidence of planning and preparation, criminal activity.</li> <li>g. Develop a plan that reduces risk and addresses student needs. Plan should include review of individual Educational Plan if already receiving special education services and further assessment if possible/desired.</li> </ul>	
<p><b>Step 5. Implement and monitor the safety plan.</b>      Document the plan.      Maintain contact with the student.      Monitor whether plan is working and revise as needed.</p>	

This 5-step decision tree is a revision of the original 7-step decision tree for the Virginia Student Threat Assessment Guidelines that retains the same information and procedures in a more condensed format.

## Data-based inquiry with Comprehensive Student Threat Assessment Guidelines (CSTAG)

- Alternative approach to school removal for student threats of violence
- Formerly known as the Virginia Student Threat Assessment Guidelines and accepted by Virginia for use in its public schools
- Randomized control studies have demonstrated that CSTAG schools are less likely to respond to student threats with suspension or law enforcement action than comparison schools<sup>11</sup>

# Discipline Policies & Procedures

BREAKOUT SESSION I



## Breakout session I: Discussion questions (15 min)

1. Of the **discipline policies and practices** your school system has in place, which have contributed to reducing and eliminating discipline disproportionality the most?
  - How do you know?
  - Which policies and practices have been the least effective? Why?
2. How aligned are your **codes of conduct** and **office discipline referral forms** with promising or evidence-based alternative approaches to reduce and eliminate disproportionality?
  - How do you know? What processes does your system or school have in place to **monitor the implementation of alternative approaches**?
  - In what ways have you modified your codes of conduct or office discipline referral forms to **encourage school staff to use alternative approaches**?

**Exit poll:** How much work does your school system need to do to align your codes of conduct and office discipline referral forms with alternative approaches that are non-punitive or exclusionary?



Ask participants to use an icon in Mural to indicate where their school system lies on this continuum.

# Bias, Belief & Barriers



## As you engage in equity work, how can you measure progress?

### Evidence-based measures:

- **Social Justice Leadership for Implicit Bias Impact Reduction Framework:** Outlines four domains of implicit bias reduction: (1) decision-making supports; (2) intergroup contact; (3) information building; and (4) mindfulness situated in three areas of social justice leadership: relationships, flexibility, and morality<sup>12</sup>
- **Attitudes Toward Teaching All Students (ATTAS-mm) instrument:** A nine-item scale with strong reliability and validity that measures educator attitudes. The three subscales: believing all students can succeed in general education classrooms (cognitive), developing personal and professional relationships (affective), and creating an accepting environment for all students to learn (behavioral)<sup>13</sup>
- **Single-Target Implicit Association Test (ST-IAT):** An attitude test that includes questions on teachers' explicit attitudes toward inclusive education and persons with disabilities<sup>14-15</sup>
- **Authoritative School Climate Survey:** Measures disciplinary structure (fairness, justness), student support (respect for students, willingness to seek help), bullying, victimization, and aggressive attitudes as key measures of school climate to investigate an association between teacher and student perceptions of school climate and suspension rates in a statewide sample of middle schools.<sup>16</sup>

### Other data sources:

- School climate survey data: Look for increasing congruence between student and teacher perceptions over time
- School equity audit
- School staff focus groups conducted by a third party (unaffiliated with MSDE or your school system)

As you carry out your disproportionate impact action plans, how will you know that your strategies are moving the needle? How will you know when your equity work is effectively reducing implicit bias among your teachers and in turn, reducing disproportionality and improving school climates?

# Bias, Belief & Barriers

BREAKOUT SESSION II



## Breakout session II: Discussion questions (15 min)

1. How will you know if your school system is **moving the needle**? When schools fully reopen, how will you know whether your efforts to address bias, belief, and barriers are successful?
  - What methods are you using to assess and monitor efforts to transform educator mindsets?
2. Is your school system **preaching to the choir**? Is it only influencing the educators who are already believers in alternative approaches?
  - What steps have you taken to reach and engage the reluctant?
3. What are the **most common biases, beliefs, and barriers** to reducing and eliminating disproportionality in your school system?
  - What policies and practices has your system employed to address these issues? Which have been the *most* effective? *Least* effective? Why?

## Exit poll: Are educators in your system courageous enough to alter existing practices and effect positive change?



Not ready, closed to or fearful of the idea of change



Open to change but hesitant and slow to commit



Ready, fully committed, and “roaring” to go

# Additional resources



# Model Code on Education and Dignity

This is a set of recommended school and district policies developed by the Dignity in Schools Campaign:

- Recently updated to include new guidance on a range of topics such as racial disparities in school discipline and trauma-sensitive schools and a revised section on law enforcement and gang profiling
- Includes model district policies
- Can serve as a menu of options from which policymakers can borrow and tailor sample language or recommendations that best serve their local context
- Free to print and disseminate

<https://dignityinschools.org/toolkits/model-code/>

The screenshot shows the Dignity in Schools website with a yellow header bar. The main content area has a white background with several sections. One section is titled "Chapter 4: Freedom from Discrimination". Below it are several sub-sections with titles like "4.1 Right to Freedom from Discrimination", "4.2 Disproportionate Use of Discipline", "4.3 Racial Disparities in School Discipline", "4.4 Immigrant and Undocumented Students", "4.5 Students with Disabilities", and "4.6 LGBTQ+ and Gender Non-Conforming Students". Each sub-section includes a small thumbnail image and a brief description.



44

Originally released in 2012 by the Dignity in Schools Campaign, the Model Code presents a set of recommended policies to schools, districts and legislators. The Code is the culmination of many years of research and dialogue with students, parents, educators, advocates and researchers who came together to envision a school system that supports all children and young people in reaching their full potential.

The code was recently updated with new topics including:

- [Intervention Support Team Approach for Threat Assessments](#)
- [Culturally Relevant Curriculum and Teaching](#)
- [Racial Disparities in School Discipline](#)
- [LGBTQ+ and Gender Non-Conforming Students](#)
- [Immigrant and Undocumented Students](#)
- [Trauma-sensitive Schools](#)

Other updates include suggested policies on dress codes and fighting, and a fully revised section on law enforcement and gang profiling to align with increasing public demand to reduce or remove law enforcement in schools.

The publication includes model district policies on a range of topics such as schoolwide positive behavior interventions and supports, restorative justice, fighting, dress codes, bullying, substance abuse, and intervention support teams.

Dignity in Schools encourages school communities to think of the code as a menu from which you can borrow and tailor sample language or recommendations from the sections of the model code that best align with your local school context.

You are also free to print and share entire sections with your colleagues, community or policymakers.

# Equity audit

This is a suite of tools for districts, schools, and teachers to assess the fairness of their policies, programs, and practices:

- Developed by Mid-Atlantic Equity Consortium
- Can be used for individual or small group reflection or as part of a large-scale process for advancing equity
- Includes three questionnaires:
  - Criteria for an equitable school (101 questions)
  - Criteria for an equitable classroom (36 questions)
  - Teacher behaviors (59 questions)
    - Instructional strategies
    - Curriculum strategies
    - Classroom management techniques
    - Interpersonal practice
    - Teacher behaviors that encourage student persistence

<https://maec.org/equity-audit/#pdf>



## Equity Audit



### What is an equity audit?

An equity audit is a study of the fairness of an institution's policies, programs, and practices. Such audits represent a significant investment in resources, both human and material. Thus, it is worthwhile to anticipate potential challenges and develop a plan for addressing them. The goal is that the process will move as smoothly as possible, and the results will help inform the next steps. The tool presented here is designed to support districts, schools, and teachers in conducting an equity audit. This tool helps to critically examine policies, procedures, and practices that directly or indirectly impact students or staff relative to their race, ethnicity, gender, national origin (English Learners), language, disability, age, sexual orientation, sexual identity, religion, or other socioculturally significant factors. A regular organizational audit may have an equity component, but that is not its specific purpose.

### What is MAEC's Equity Audit Tool?

MAEC, Inc. developed the three Equity Audit tools found in this document to offer districts, schools, and teachers a way to begin conducting an equity audit. These tools were designed to:

1. Help educators develop a more concrete understanding of what it means to practice equity, and
2. Reflect on whether current school policies, procedures and practices are equitable.

This tool can be used for individual or small group reflection, or it can be used as part of a large-scale process for advancing equity.

MAEC's Equity Audit consists of three questionnaires for schools, teachers, and staff to assess if their policies and classrooms are equitable across various criteria. The three questionnaires are: *Criteria for an Equitable School* (composed of 101 questions), *Criteria for an Equitable Classroom* (composed of 36 questions), and *Teacher Behaviors* (composed of 59 questions). These tools examine practice, policies, and procedures at each level to determine if the school community is creating a positive environment for learning where students and staff to perform at their highest levels. The questionnaires are meant to provide a birds-eye view of various aspects of equity and highlight many systemic barriers to equity that might exist. The MAEC team developed the questionnaires relying on extensive experience in the field of educational equity and a review of relevant literature.

### What is an Equity Audit? An Analogy

**Service:** providing shoes.  
**Equality:** everyone gets a pair of shoes.  
**Equity:** everyone gets shoes that fit.  
**Equity Audit:** determining  
(1) what "fit" is;  
(2) what constitutes "shoes;" and  
(3) creating decision-making processes for how "fit" is identified and evaluated.

Equity Audit | © 2021 MAEC 1

# Discipline data checklist and disparities risk assessment tool

[Addressing the Root Causes of Disparities in School Discipline: An Educator's Action Planning Guide](#), developed by the National Center on Safe Supportive Learning Environments, includes several free resources, including:

- **Discipline data checklist** that helps you determine and track what data you should collect and identify data gaps
- **Risk assessment tool** (Microsoft Excel) that provides step-by-step guidance on:
  - What data to collect
  - How to enter data into the tool
  - How to clean and assess the quality of the data
  - How to answer four “Big Risk” questions
  - How to analyze your results

<https://safesupportivelearning.ed.gov/addressing-root-causes-disparities-school-discipline>

The screenshot shows a Microsoft Excel spreadsheet titled "Data Point Information". It contains several tabs: "Data Point Information", "Do We Have Access to These Data?", "Able to Track Progress", "How Are These Data Collected", "Who Is Collecting These Data?", "When Are These Data Entered or Surveyed", and "Notes". The "Data Point Information" tab lists various discipline-related categories such as "Action Taken", "Infraction Type", "Infraction Description", "Infraction Severity", "Demographic Impression", "Demographic Impression Detail", "Specific Learning Condition", "Student Health Condition", and "Student Health History". The "Do We Have Access to These Data?" tab contains a series of checkboxes for each category. The "Able to Track Progress" tab also contains checkboxes. The "How Are These Data Collected" tab has checkboxes for "Self-Reporting", "Parent/Guardian", "Teacher", "Student", and "Other". The "Who Is Collecting These Data?" tab has checkboxes for "Student", "Parent/Guardian", "Teacher", "Other", and "None". The "When Are These Data Entered or Surveyed" tab has checkboxes for "School Year", "Quarter", "Month", and "Year". The "Notes" tab is empty.

**BIG RISK QUESTION 2**

HOME DEFINITIONS

To what extent are students in specific demographic groups (e.g. Native American students, students with disabilities) experiencing exclusionary discipline (i.e., suspension, expulsion or referral)? Which student demographic groups are at the greatest risk for exclusionary disciplinary action?

What percentage of students in each racial/ethnic group experience exclusionary discipline? Conditional formatting has been applied to assist you. The darker the shading, the greater the percentage of students.

RISK INDEX BY RACE/ETHNICITY	American Indian or Alaska Native	Asian	Black or African-American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	Two or More Races	White
Expulsion with Educational Services	6.3%	0.0%	4.9%	2.9%	1.8%	2.9%	6.8%
Expulsion without Educational Services	0.0%	5.9%	11.1%	5.8%	5.9%	5.9%	9.1%
In-School Suspension	25.0%	41.2%	52.2%	42.0%	64.7%	61.8%	45.5%
Out-of-School Suspension	25.0%	11.8%	18.4%	16.7%	17.6%	14.7%	21.2%
Referral: Law Enforcement	25.0%	35.3%	28.5%	22.5%	29.4%	11.8%	25.0%
Referral: Office	0.0%	0.0%	0.2%	0.0%	0.0%	2.9%	0.8%
School-Related Arrest	6.3%	11.8%	12.4%	12.3%	5.9%	23.5%	14.4%

The Excel tool auto-generates a set of graphs and tables based on the data you entered. The tool guides you through the process of interpreting these visualizations by answering four “Big Risk Questions” to help you self-assess whether and to what extent a school’s disciplinary practices may be adversely affecting students. You begin by identifying high-level patterns and then drill down to better understand which students are being disciplined, how they are being disciplined, the rationale for disciplinary action, and how those actions may be influencing student outcomes and the larger school climate

The Big Risk questions include:

1. How many students are subjected to disciplinary action?
2. To what extent are students in specific demographic groups experiencing exclusionary discipline? Which student demographic groups are at the greatest risk for exclusionary discipline? I should note to answer this question, the tool explores three different measures of disproportionality including the risk index, risk ratio, and risk gap to help you understand what kinds of questions each measure can and cannot answer
3. What is the rationale behind disciplinary actions taken against students and are those actions taken uniformly? To answer this question, the tool explores the relationship between the infraction and disciplinary action data you entered.
4. How have exclusionary disciplinary practices influenced student outcomes?

This tool can be used as-is, modified, or serve as a model for designing a tool that can integrate with or import data from an existing school or district database or student management system. The tool also can be used in concert with existing data collection efforts, such as PBIS.

# Preventing behavioral issues with trauma-informed practice

This is a REL Mid-Atlantic fact sheet that distills guidance and resources on trauma-informed planning strategies from federal agencies, national professional associations, and federally funded research collaboratives and technical assistance centers. Recommendations are organized into three phases:

- Phase 1. Assessing** the mental health, physical health, and socioemotional learning supports students are most likely to need upon their return to school
- Phase 2. Planning** a trauma-informed response to address these needs by identifying resources, policies, practices, and procedures staff will need to facilitate a positive, compassionate, and informed response
- Phase 3. Building the capacity** of school staff to carry out the plan by identifying training opportunities and forming study teams on priority topics

[https://ies.ed.gov/ncee/edlabs/regions/midatlantic/app/Docs/Infographics/Trauma\\_informed\\_FactSheet\\_081020\\_508.pdf](https://ies.ed.gov/ncee/edlabs/regions/midatlantic/app/Docs/Infographics/Trauma_informed_FactSheet_081020_508.pdf)

## FACTSheet



Serving the education community in Delaware, the District of Columbia, Maryland, New Jersey, and Pennsylvania

### Trauma-informed planning strategies to help students transition back to school in the era of COVID-19

Many students and staff will return to school in the fall with trauma, which can adversely affect teaching and learning.<sup>1</sup> To help schools and districts develop a trauma-informed plan as they prepare to reopen, we've distilled crisis response guidance from federal agencies, national professional associations, and federally funded research collaboratives and technical assistance centers. This guidance suggests that responding to COVID-19-related trauma will require an iterative strategy that schools should initiate before the start of the school year and involves five steps: assessing, planning, building capacity, implementing, and reassessing. The recommendations that follow outline the first three, each of which can be completed over one to two months:

- Phase 1. Assessing** the mental health, physical health, and socioemotional learning supports students are most likely to need upon their return to school
- Phase 2. Planning** a trauma-informed response to address these needs by identifying resources, policies, practices, and procedures staff will need to facilitate a positive, compassionate, and informed response
- Phase 3. Building capacity** of school staff to carry out the plan by identifying training opportunities and forming study teams on priority topics
- Phase 4. Implementing** the plan
- Phase 5. Reassessing** the extent to which needs are being met, how they might have changed, and whether new needs have emerged

#### Phase 1. Assess: Debrief your school's initial COVID-19 response and identify anticipated needs once you reopen.

- Form a **crisis response team** to identify the depth and breadth of COVID-19-related disparities and impacts on the emotional health and well-being of your students to determine whether and to what degree whole-school, targeted, or individualized supports will be necessary. Before schools reopen in the fall, consider the following:
  - Administering one of the U.S. Department of Education's free *school climate surveys*<sup>2</sup> to students and staff over the summer (administering surveys at the start of the school year can also be beneficial, if not ideal).
  - Conducting remote student focus groups to gather feedback on the school's response, discuss survey results (if applicable), and solicit recommendations

# A Trauma-Informed Approach for Maryland Schools

This is an MSDE guidance document developed for school personnel by a workgroup of experts in response to 2020 legislation (House Bill 277) that promotes a holistic approach to trauma-informed care.

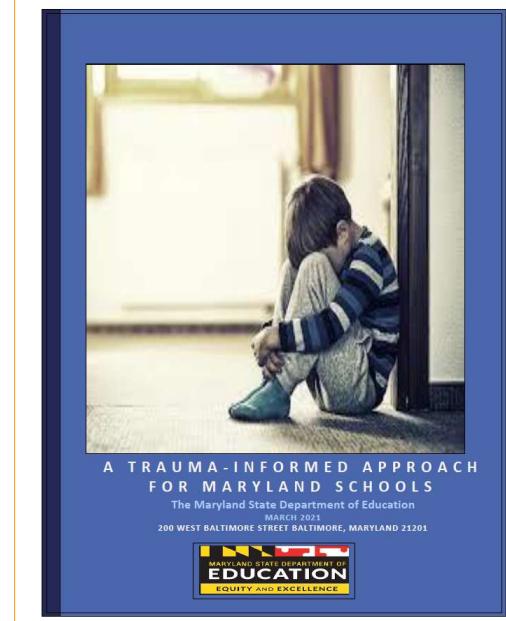
## Intended to:

- Define trauma-informed practices within school environments
- Guide local schools and systems
- Advance trauma-informed practices across Maryland

## Reinforces:

- Alignment of other school behavior initiatives, restorative approaches, tiered system of supports, family engagement, equity, social and emotional learning

<http://marylandpublicschools.org/about/Documents/DSFSS/SSSP/MSDE-Trauma-Informed-Guidance.pdf>



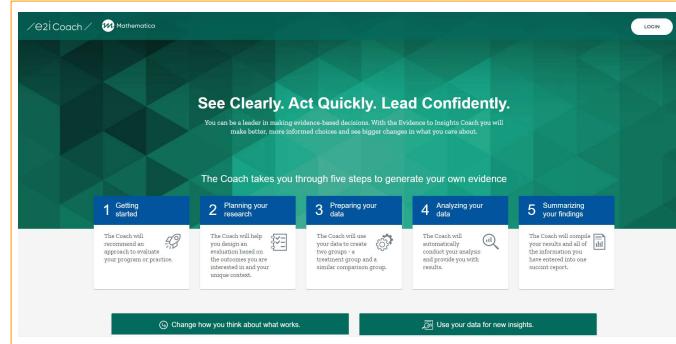
Mindset shift, not a checklist

## Evidence 2 Insights (e2i) coach

This is a free online platform that guides you through a five-step evaluation process to help school districts, state education agencies, and other education organizations evaluate educational programs and practices and make everyday decisions:

- Investigate the implementation or impact of programs and practices you are using
- Craft your own research questions
- Define your own metrics for success
- Create research teams within your school or district
- Share your insights with and learn from a community of educators

<https://e2icoach.org/>



E2i guides users through the following five steps:

1. **Getting started:** The Coach will recommend an approach to evaluate your program or practice.
2. **Planning your research:** The Coach will help you design an evaluation based on the outcomes you are interested in and your unique context.
3. **Preparing your data:** The Coach will use your data to create two groups — a treatment group and a similar comparison group.
4. **Analyzing your data:** The Coach will automatically conduct your analysis and provide you with results.
5. **Summarizing your findings:** The Coach will compile your results and all of the information you have entered into one succinct report.

## Ask A REL Responses

Other than PBIS and restorative practice, what evidence-based school discipline practices does research suggest?

[https://ies.ed.gov/ncee/edlabs/regions/midatlantic/askarel\\_137.asp](https://ies.ed.gov/ncee/edlabs/regions/midatlantic/askarel_137.asp)

What current or emerging approaches to assessing and monitoring change in educators' belief and implicit bias over time might school systems consider as they implement school discipline reforms?

[https://ies.ed.gov/ncee/edlabs/regions/midatlantic/askarel\\_138.asp](https://ies.ed.gov/ncee/edlabs/regions/midatlantic/askarel_138.asp)

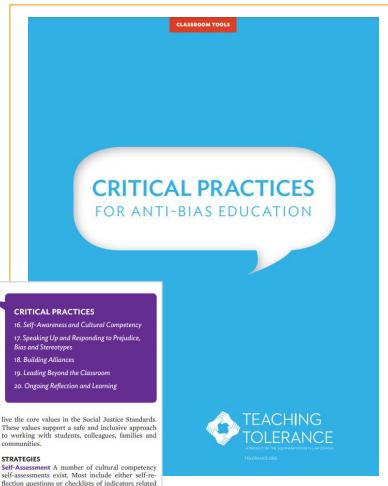
The Ask A REL responses we used to inform this webinar are also publicly available online.

# Critical Practices for Anti-bias Education

This is a guide that provides advice on implementing culturally responsive pedagogy and describes how teachers can bring anti-bias values to life:

- Developed by the Southern Poverty Law Center and promoted by school districts such as Omaha Public Schools in Nebraska
- Offers practical strategies for creating a space in which academic and social-emotional goals are accomplished side by side
- Organized into four sections: Instruction, Classroom Culture, Family and Community Engagement, and Teacher Leadership
- Includes The Teaching Tolerance Anti-Bias Framework (K–12 social justice instructional standards)

<https://www.learningforjustice.org/magazine/publications/critical-practices-for-antibias-education>



The cover of the "Critical Practices for Anti-bias Education" guide features a blue background with a white speech bubble containing the title. A red bar at the top right reads "CLASSROOM TOOLS". Below the title, there's a small icon of a person and the text "TEACHING TOLERANCE". At the bottom right, it says "TEACHING TOLERANCE. TRUSTWORTHY. FAIR. INCLUSIVE." and "TRUSTWORTHY. FAIR. INCLUSIVE." is repeated below.

**Teacher Leadership**

**CRITICAL PRACTICES**

16. Self-Awareness and Cultural Competency  
17. Creating Up and Responding to Prejudice, Bias and Stereotypes  
18. Building Alliances  
19. Leading Beyond the Classroom  
20. Ongoing Reflection and Learning

live the core values in the Social Justice Standards. These values support a safe and inclusive approach to learning with students, colleagues, families and communities.

**STRATEGIES**

Self-Assessments: A number of cultural competency self-assessments exist. Most include either self-reflection questions or checklists of indicators related to specific competencies. These tools help educators and other staff measure their work. These tools can be used for personal learning, group discussion, professional development, and more.

Professional Development on Working with Specific Groups: Many organizations offer professional development opportunities focused on working with LGBT youth, immigrant families, English language learners, specific racial or ethnic groups and so on. These opportunities can be found through local or online resources, or through professional development workshops related to anti-bias education on a national level.

How prepared do you feel for the start of the 2021–  
2022 school year?

# Questions



Will you be able to apply some of the information discussed today as you prepare for the school year? What practices or next steps do you have in mind?

## Contact Info

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## Disclaimer

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<https://ies.ed.gov/ncee/edlabs/regions/midatlantic/>



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# Environmental scan approach

## Environmental scan approach

- Grouped Maryland school systems into 12 categories based on their relative proportion of:
  - Black and White students
  - Total enrollment
  - Percentage of Individuals with Disabilities Education Act (IDEA) students
- Identified school systems for the scan:
  - That have similar demographic profiles from the 2015–2016 U.S. Department of Education’s Civil Rights Data Collection AND
  - For which ample information about their approach to school discipline and school climate are public and readily available on the Internet
- Systematically searched identified school district websites:
  - Used their home page search engines AND
  - Scanned information available on any and all relevant office or program and school board pages (e.g., Office of Student Support Services) based on a review of their site menu, organization chart (if available), and staff directory
- Key environmental scan search terms  
Discipline, school climate, code of conduct, student handbook, social-emotional learning (or SEL, socioemotional learning, social and emotional learning), student support services, school safety, safe and health schools, safe schools, school police, school resource officers, behavior management

# Demographically similar school systems

School district	Total students	% Black students	% White students	% IDEA students
<b>Category 1 [&lt;10% Black Students, &gt;75% white students, Range students 3,500-9,500]</b>				
Allegany	8,702	3	89	16.8
Garrett	3,791	0	97	10.1
Queen Anne's	7,749	6	80	11
<a href="#">Clarkston Community Schools, MI</a>	<b>7799</b>	<b>2.7</b>	<b>86.9</b>	<b>13.4</b>
<b>Category 2 [&lt;10% Black Students, &gt;75% white students, Range students 15,000-26,000]</b>				
Carroll	25,181	4	85	11
Cecil	15,633	9	77	14.7
<a href="#">Boone County Schools, KY</a>	<b>20441</b>	<b>4</b>	<b>82.2</b>	<b>12</b>
<b>Category 3 [10-20% Black students, 50-75% white students, range students 4,000-7,000]</b>				
Caroline	5,705	14	64	10.6
Talbot	4,571	16	61	10.1
Worcester	6,627	19	66	13
<a href="#">Alabaster City Schools, AL</a>	<b>6089</b>	<b>18.9</b>	<b>60.8</b>	<b>11.4</b>
<b>Category 4 [10-20% Black students, 50-75% white students, range students 15,000-42,000]</b>				
Calvert	15,887	13	72	8.8
Frederick	41,254	12	62	10
Washington	22,512	13	68	9.1
Harford	37,364	19	65	11.9
St. Mary's	18,067	18	65	8.5
<a href="#">ALLEN ISD, TX</a>	<b>20,820</b>	<b>11.6</b>	<b>53.1</b>	<b>10.4</b>

School district	Total students	% Black students	% White students	% IDEA students
<b>Category 5 [20-30% Black students, 30-55% white students, range students 1,000 - 3,000]</b>				
Kent	2,001	23	61	12.8
<a href="#">Malvern School District, AR</a>	2,048	29	55	15
<b>Category 6 [20-30% Black students, 30-55% white students, range students 52,000-82,000]</b>				
Anne Arundel	81,260	21	55	8.9
Howard	55,552	23	39	8.9
<a href="#">Omaha Public Schools, NE</a>	52,208	25.2	29	18.2
<b>Category 7 [20-30% Black students, 30-55% white students, range students 150,000-190,000]</b>				
Montgomery	158,847	21	29	10.9
<a href="#">School District of Palm Beach County, FL</a>	188,590	28.1	32.7	15.4
<b>Category 8 [30-40% Black students, 30-55% white students, range students 2,000-5,000]</b>				
Dorchester	4,816	40	44	11.9
Somerset	2,950	44	40	15.5
<a href="#">Assumption Parish Schools, LA</a>	3,716	42	51.5	
<b>Category 9 [30-40% Black students, 30-55% white students, range students 13,000-15,000]</b>				
Wicomico	14,874	36	44	11.9
<a href="#">Anderson School District Five, SC</a>	13,026	33.4	53.3	12.9
<b>Category 10 [30-40% Black students, 30-55% white students, range students 100,000-115,000]</b>				
Baltimore County	111,914	39	40	11.3

School district	Total students	% Black students	% White students	% IDEA students
<b>Category 11 [&gt;50% Black students, 5-30% white students, range students 20,000-30,000]</b>				
Charles	26,383	55	27	10.3
<a href="#"><u>Douglas County School System, GA</u></a>	<b>25,971</b>	<b>52</b>	<b>27.9</b>	<b>12.2</b>
<b>Category 12 [&gt;50% Black students, 5-30% white students, range students 80,000-135,000]</b>				
Prince George's	130,594	60	4	11.7
Baltimore City	82,220	81	8	14.8
<a href="#"><u>Shelby County Schools, TN</u></a>	<b>113,208</b>	<b>75.9</b>	<b>7.6</b>	<b>12.3</b>