



# **Student Outcomes Focused Governance Guardrail 1.3**

**February 2024**

## Introduction - What is Being Monitored

The Board adopted three guardrails as part of the Student Outcomes Focused Governance (SOFG) framework. The first is **“The superintendent will not allow inequitable treatment of students.”** Each guardrail has three interim guardrails. This report addresses **Interim Guardrail 1.3: Out-of-School Suspensions (OSS) disproportionately for Black students in all grades will decrease from 31.4% in June 2019 to 23% in June 2024.**

OSS disproportionality is calculated by taking the percentage of students with at least one OSS and subtracting it from the percentage of all students enrolled (at any point). The percentage point difference between these is the OSS disproportionality rate.

**Disproportionality Rate = % Students with OSS - % of Students Enrolled**

## Evaluation of Current Performance

Overall, out-of-school suspensions (OSS) should be rare and only used for the most severe infractions or in situations in which other documented options have not been effective. With this said, **when OSS does occur, the proportion of OSS among a racial subgroup should reflect the proportion of that population** within the district, learning community, and school. Therefore, the ideal disproportionality rate should be as close to zero as possible. A **high, positive disproportionality rate indicates that students are suspended at a higher rate** than their proportion of the population. A **high, negative disproportionality rate shows that students are suspended at a much lower rate** than their proportion of the population. These rates work in tandem, where you can only see a decrease in the high, positive disproportionality rate among Black students when the high, negative disproportionality rate among other racial subgroups is reduced and, more importantly when OSS is reduced overall.

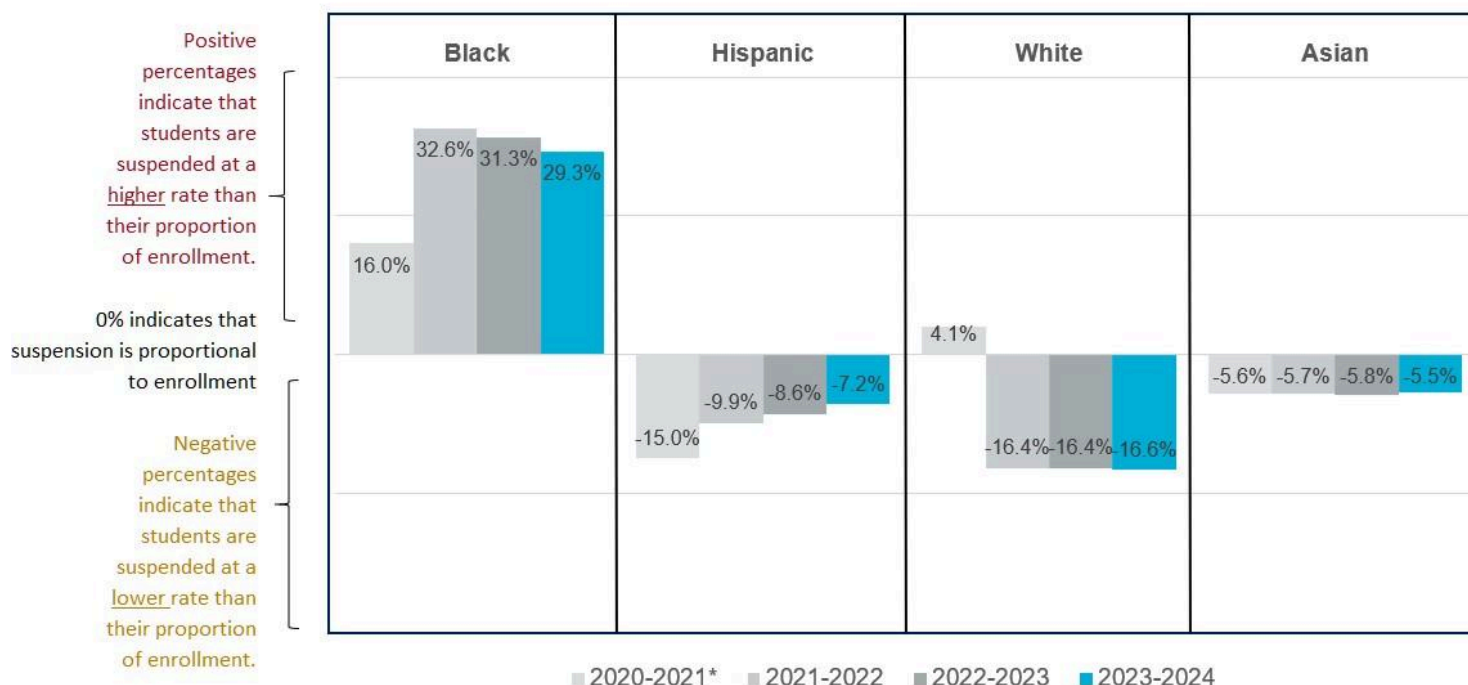
Guardrail 1.3 calls for the OSS disproportionality rate for Black students to fall to **23 percent by 2024**. The district is **on track to miss that goal by nearly six point three percentage points**. The goal status is **yellow** (making progress toward the goal).

Table 1. 2023-24 1st Semester (Q1 & Q2) Disproportionality rate for racial subgroups.

Race/Ethnicity	% of Students w/ OSS	% of Students Enrolled	Disproportionality Rate
Black	64.0%	34.7%	29.3%
Hispanic	23.9%	31.1%	-7.2%
White	6.8%	23.2%	-16.4%
Asian	1.5%	7.1%	-5.6%
Multiracial	3.6%	3.6%	0.0%
Amer Ind./Pac Isl.	0.2%	0.3%	-0.1%

**Among Black students, the first-semester disproportionality rate has seen a steady decrease over the last three years.** In 2021-22, the disproportionality rate among Black students was 32.6% after the first semester, whereas it's currently at 29.3%. This reflects a **three point three percentage point decrease**. Among Hispanics, we see a similar trend but in the opposite direction. This means that the proportion of Hispanic students receiving OSS is trending upward, moving the suspension rate closer to the enrollment rate. In both cases, the ideal rate is as close to zero as possible, regardless of the direction of the change. Among white and Asian students, the disproportionality rate has remained relatively unchanged over the last three years.

Chart 1. *Change in Disproportionality rate among Black, Hispanic, white, and Asian students for the first semester from 2020-21 to 2023-24.*



\*Most students were learning remotely during the first semester of 2020-2021.

Note: These data reflect any student who has been enrolled for at least one day in the academic year. For previous years, enrollment is based on the last day of the academic year. For the current year, it's as of the end of the first semester. Enrollment counts also include Pre-K students.



## Actions Planned

To effectively tackle the issue of disproportionality in discipline, we must adopt a comprehensive approach that targets both systemic issues and the unique needs of individual schools. This past semester, there has been a focus on core discipline practices. Support of the core will continue by strategically analyzing data, implementing targeted strategies, and providing focused support at specific sites within our district. The district aims to reduce overall disproportionality rates while fostering an equitable learning environment for all students.

### **Strategy 1: Continue implementing district-wide strategies to ensure effective disciplinary practices are embraced and implemented by stakeholders. (Feb 23 - June 24)**

#### **Implementation of In-School Intervention Centers**

Intervention Centers were developed in response to many behavioral incidents coming out of the pandemic. Intervention Centers allow in-school suspension to support the continuation of student learning. The ten (10) centers have been established and will continue to support students' continued academic learning, implement restorative practices, and facilitate social-emotional learning lessons.

- In the 23-24 school year, Intervention Centers have already served over 2,521 students, and there has been a decrease in suspensions at over 60% of the school sites being supported by Intervention Centers.

#### **Short-Term Suspension Sites**

CMS, in collaboration with Mecklenburg County Park and Recreation, offers students a short-term alternative to out-of-school suspensions at eight (8) locations throughout the district, where students receive academic programming from certified teaching staff.

- In the 2023-2024 school year, Short Term Suspension Sites have served 610 students, decreasing out-of-school suspensions by 3,592 days.

#### **Core Behavior Specialist**

The Core Behavior Specialist focuses on positively impacting student attendance, behavior, and social-emotional learning by empowering staff with the skills to create equitable, inclusive environments that promote a growth mindset and self-efficacy among staff members. We have scheduled Root Cause Analysis and Theory of Action Training for schools with high disproportionality rates.

- Direct Teacher Support in Classroom Management has served over 380 teachers and continued to support in identified schools/classrooms.
- Culturally Responsive Instruction
  - The focus is on engaging students effectively to decrease behavior and increase academic achievement. 120 District and 180 school staff have received training, and sessions will be provided during the second semester.

## **Ongoing Professional Development**

A focus on engagement, equity, restoration, and trauma-informed classrooms will continue to be provided. Assistant Principals and Deans will have sessions on Analysis of Data for Decision Making and Problem Solving for Students. Targeted Differentiated Schools of Support - schools were provided either Trauma-Informed Instruction, Restorative Practices, Restorative Conferences or Circles, or Culturally Responsive Instruction.

- Implicit Bias Training - as of 1/23, we have trained over 6000 employees and will offer additional sessions in the second semester. We have trained 26 Targeted Differentiated Schools and are scheduled to train 30 during the second semester.

## **Strategy 2: Conduct a district-wide data analysis, drill down to school-specific data, and establish ongoing monitoring mechanisms to track progress. (Feb. 24 - June 24)**

### **Conduct a district-wide analysis**

Analyze discipline data by race, gender, and disability status. Analyze the data to identify disproportionality and disparities by school. Look for trends such as the overrepresentation of certain groups in disciplinary actions.

- March 2024 - Analysis of district-wide data by subgroups identifying trends to be completed and ready to share with leadership.

### **Pinpoint where disproportionality rates exceed the district average**

Analyze data patterns and trends, and create support plans using Core Behavior Specialists, MTSS Specialists, Behavior Modification Technicians, and Community Administrators. Support school staff on increased engagement of students in classrooms.

- March 2024 - The student services team will complete support plans in collaboration with EC and administrators.
- Support plans will be shared with Administrations, Learning Superintendents, Support Teams, and Executive Leadership.

### **Allocate resources and targeted professional development**

Implicit Bias, Restorative Circles, Restorative Conferences, Culturally Responsive Instruction, trauma-informed, and Classroom Management Training will be conducted.

- Based on the March 2024 data analysis, the site-specific support plan will outline the allocation of resources, personnel, and professional development.

## **Strategy 3: Ensure the accuracy of data input into PowerSchool as a critical step for data analysis. (Feb 24 - June 24)**

### **Ensure Accuracy of Data**

Analyze the coding of students served in one of our alternative suspension offerings to ensure data accuracy. Analyze coding of students whose behavior was found to be a manifestation of their disability to ensure the accuracy of data. Create data rules for coding alternatives to suspension and train staff on the accuracy of data input. Work to strengthen the collaboration between Exceptional Children and Student Services to monitor the accuracy of data input.

Monitor suspension data to identify support needed for school sites and progress monitoring school-level disproportionality rates.

- By April 2024, an initial audit of coding will be completed for all subgroups in collaboration with the Exceptional Children's Department.
- Coding will be monitored each subsequent month to ensure compliance and accuracy.
- Suspension data will be reviewed for compliance, equity, and disproportionality each month to determine future support needed.

**Strategy 4: Perform a comprehensive district-wide audit of disciplinary resources, policies, and systems utilized across the district. (Feb. 24 - June 24)**

**Conducting Audit**

Audit alignment of the Student Code of Conduct, Board of Education Policy, Interventions, Discipline Offenses, Disciplinary Consequences, and Outcomes. Audit discipline data collection tools to determine the next steps. Audit equity in disciplinary outcomes by the offense. Audit intervention and tiered support offered to at-risk students.

- Audits will be conducted beginning February 24, 2024, to June 14, 2024.
- The results of the audits will be shared during July 2024.

**Strategy 5: Implement new guidance, resources, and systems at the Summer Leadership Conference to ensure readiness for all 186 schools by the start of the 2024/2025 academic year. (June 24 - June 25)**

**Implement new guidance, resources, and systems at the Summer Leadership Conference**

Using data from the audit, work with Discipline Think Tank to implement the following:

- Administrator's Resource Guide - serving as a one-stop resource to have access to the code of conduct, policies, interventions, alternatives to suspensions, and consequences aligned to the type of offense and age of the student.
- Introduce a platform for entering data offenses and interventions.
- Reintroduce the MTSS framework for problem-solving students who are identified as at-risk.
  - The results of audits and stakeholder feedback will be used to introduce a discipline plan for the 2024 - 2025 school year.

## Appendix

The key for evaluation of progress toward the goal:

- **Blue:** Exceeding the goal
- **Green:** Met the goal
- **Yellow:** Making progress toward the goal
- **Red:** Not making progress toward the goal