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| Maryland State Department of Education |
| Reducing and Eliminating Disproportionate Impact of School Discipline |
| Local Action Plan |



**Maryland State Department of Education**

**Division of Student, Family, and School Support/Academic Policy**

**200 West Baltimore Street**

**Baltimore, Maryland 21201-2595**

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**Introduction**

The Maryland State Board of Education (MSBE) has challenged itself and schools throughout the State to create a world class education system that prepares all of Maryland’s students for college and career success in the 21st Century. To realize this challenge, we must create schools that are both welcoming and academically rigorous, which provide students with educational and social tools they need to succeed.

In July 2012, the MSBE issued a groundbreaking report on school discipline practices declaring that school discipline and academic success are equal partners in education reform. The report noted that school discipline practices, particularly out-of-school suspensions and expulsions, are linked to academic achievement for the simple reason that in order for students to have an opportunity to receive a world class education, they first and foremost need to be in school.

When a student is excluded from school, the exclusion impacts not just the student, but also the family and the school. For the student, suspensions are a leading factor in a student’s decision to drop out of school. For the family that has young children, the risks associated with an unsupervised child must be balanced against the financial cost of missing work to stay home with that child. For the school, exclusionary discipline is often associated with less satisfactory ratings of school climate and negative achievement outcomes. When schools rely too heavily on exclusionary discipline, the impacts are both negative and cumulative[[1]](#footnote-1).

To spark reform in the area of equitable discipline, the MSBE adopted a regulation in January 2014, which directed the Maryland State Department of Education to develop a method to analyze school discipline data to determine whether school discipline practices are having a disproportionate impact on students of color and students with disabilities (COMAR 13A.08.01.21).

**Purpose**

The purpose of the Reducing and Eliminating Disproportionate Impact Action Plan is to develop a plan of action to address out-of-school suspension and expulsion data determined to have a disproportionate impact on students of color and students with disabilities. This action plan outlines areas of focus for the reduction and elimination of disproportionality in local education agencies (LEAs). The action plan is a component of a statewide effort to reform school discipline and ensures that policies and practices related to student conduct foster appropriate behavior, create a positive school climate, and enhance safe environments. The goal is to reduce the impact within one year and eliminate it within three years.

|  |  |
| --- | --- |
| **Local Action Plan Certification** | |
| **Local Educational Agency (LEA) Submitting this Action Plan:** | |
| **Address:** | |
| **Local Educational Agency Contact Person (Name):** | |
| **Telephone number:** | **Email address:** |
| **WE HEREBY CERTIFY that, to the best of our knowledge, the information provided in this Local Action Plan is accurate and complete and based upon the findings from the review of our disproportionality data analysis.**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Signature of Local Superintendent Date**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Signature of Local Point of Contact Date** | |

**Reducing and Eliminating Disproportionate Impact**

**Action Plan Team Members**

|  |  |
| --- | --- |
| **Action Plan Team Members** | |
| **Name** | **Title** |
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**Part 1: Executive Summary**

**Please provide a brief narrative (two or three paragraphs) describing areas of concern identified in the review of the disproportionality data provided by the MSDE and the local root cause analysis conducted by LSS and school personnel.**

**The disproportionate review team conducted a root cause analysis using the MSDE discipline root cause analysis model. Each of the five domains were reviewed with the following indicators emerging as likely root causes within our system.**

Example:

|  |  |
| --- | --- |
| **DOMAINS OF INFLUENCE** | **LIKELY ROOT CAUSE INDICATORS** |
| Quality Instruction & Assessment |  |
| Discipline Policies & Procedures |  |
| Bias, Beliefs & Barriers |  |
| Health & Wellness |  |
| Safety & Security |  |

**The team chose to investigate further the following causes using the indicated data sources.**

|  |  |
| --- | --- |
| **LIKELY ROOT CAUSE** | **DATA SOURCES USED TO INVESTIGATE** |
|  |  |
|  |  |
|  |  |
|  |  |

**Through this investigation the following root causes are addressed within this action plan.**

**CELEBRATIONS:**

**Through the root cause analysis the following celebrations were discovered and inform the action plan.**

**Part 2: Data Summary**

Based upon review of the data, please list the schools in the LSS that are identified as disproportionate using the Risk Ratio *and* State Comparison methodologies for **race/ethnicity** and/or **students with disabilities** in the table below. Schools listed should have a value of 3.0 or greater using both methodologies. Please list schools on the table beginning with elementary school, middle school, high school. Expand the table as needed.

|  |  |
| --- | --- |
| **Identified Schools with Disproportionate School Discipline – Race/Ethnicity and/or Students With Disabilities** | |
| **Name of School** | **Elementary, Middle, High** |
| Sample: ABC Elementary School | Elementary |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**Part 3: Analyzing Questions**

**Identified Schools with Disproportionate School Discipline**

For identified schools describe the **challenges** leading to the schools being identified as disproportionate (Risk Ratio and State Comparison values of 3.0 or greater). In the response, please include data from the analysis of root causes and other sources. The response should identify challenges in terms of grade level (elementary, middle, high, or combined) and student groups (race/ethnicity and students with disabilities). Expand the table as needed to address each school.

|  |  |  |
| --- | --- | --- |
| **School name** | **Challenges leading to identification** | **Supporting data** |
|  |  |  |
|  |  |  |

Describe the activities that will be used to address the challenges to ensure that the schools will eliminate disproportionality in three years. Include these strategies in the action plan on **Part 4:** **Strategic 3-Year Plan to Reduce and Eliminate Disproportionality.**

|  |  |  |
| --- | --- | --- |
| **School name** | **Root cause** | **Strategies to address root cause** |
|  |  |  |
|  |  |  |

The Local Action Plan

2019 Submission

**Part 4: Strategic 3-Year Plan to Reduce and Eliminate Disproportionality**

Based on the data, including the root cause analysis, develop an action plan using the template below. Include measurable goals, activities, time frame, indicators of progress, and persons responsible. Goals should address a root cause and be specific, measurable, attainable, relevant, and time-based (SMART). Activities should support the identified goal. Please refer to the example. Remember that this plan must reduce disproportionality after the first year of implementation and eliminate it over a three-year period. Please modify the table or add more tables as needed.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Goal 1:**  **Root Cause:** | | | | |
| **Activities** | **Timeframe (beginning and end)** | **Indicator(s)** | **Person(s) Responsible**  **(Position)** | **Goal Status (beginning after Year 1)** |
|  |  |  |  | **Met**  **Progressing**  **Not Met**  **Not Started** |
|  |  |  |  | **Met**  **Progressing**  **Not Met**  **Not Started** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Goal 2:**  **Root Cause:** | | | | |
| **Activities** | **Timeframe**  **(beginning and end)** | **Indicator(s) of Progress** | **Person(s) Responsible**  **(Position)** | **Goal Status (beginning after Year 1)** |
|  |  |  |  | **Met**  **Progressing**  **Not Met**  **Not Started** |
|  |  |  |  | **Met**  **Progressing**  **Not Met**  **Not Started** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Goal 3:**  **Root Cause:** | | | | |
| **Activities** | **Timeframe**  **(beginning and end)** | **Indicator(s) of Progress** | **Person(s) Responsible**  **(Position)** | **Goal Status (beginning after Year 1)** |
|  |  |  |  | **Met**  **Progressing**  **Not Met**  **Not Started** |
|  |  |  |  | **Met**  **Progressing**  **Not Met**  **Not Started** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Goal 4:**  **Root Cause:** | | | | |
| **Activities** | **Timeframe**  **(beginning and end)** | **Indicator(s) of Progress** | **Person(s) Responsible**  **(Position)** | **Goal Status (beginning after Year 1)** |
|  |  |  |  | **Met**  **Progressing**  **Not Met**  **Not Started** |
|  |  |  |  | **Met**  **Progressing**  **Not Met**  **Not Started** |

**Plan Submission Procedures**

Please submit one signed original hard copy and one electronic copy (MS Word format) on or before **October 4, 2019** to:

**Walter Sallee**

**Division of Student, Family, and School Support**

**Maryland State Department of Education**

**200 West Baltimore Street**

**Baltimore, Maryland 21201**

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1. Maryland State Board of Education, *School Discipline and Academic Success: Related Parts of Maryland’s Education Reform*, July 2012, available at: <http://archives.marylandpublicschools.org/NR/rdonlyres/42ED8EDA-AF34-4058-B275-03189163882D/32853/SchoolDisciplineandAcademicSuccessReportFinalJuly2.pdf> [↑](#footnote-ref-1)