

Arkansas School Discipline

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Presentation for the Arkansas State Board of Education

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Background

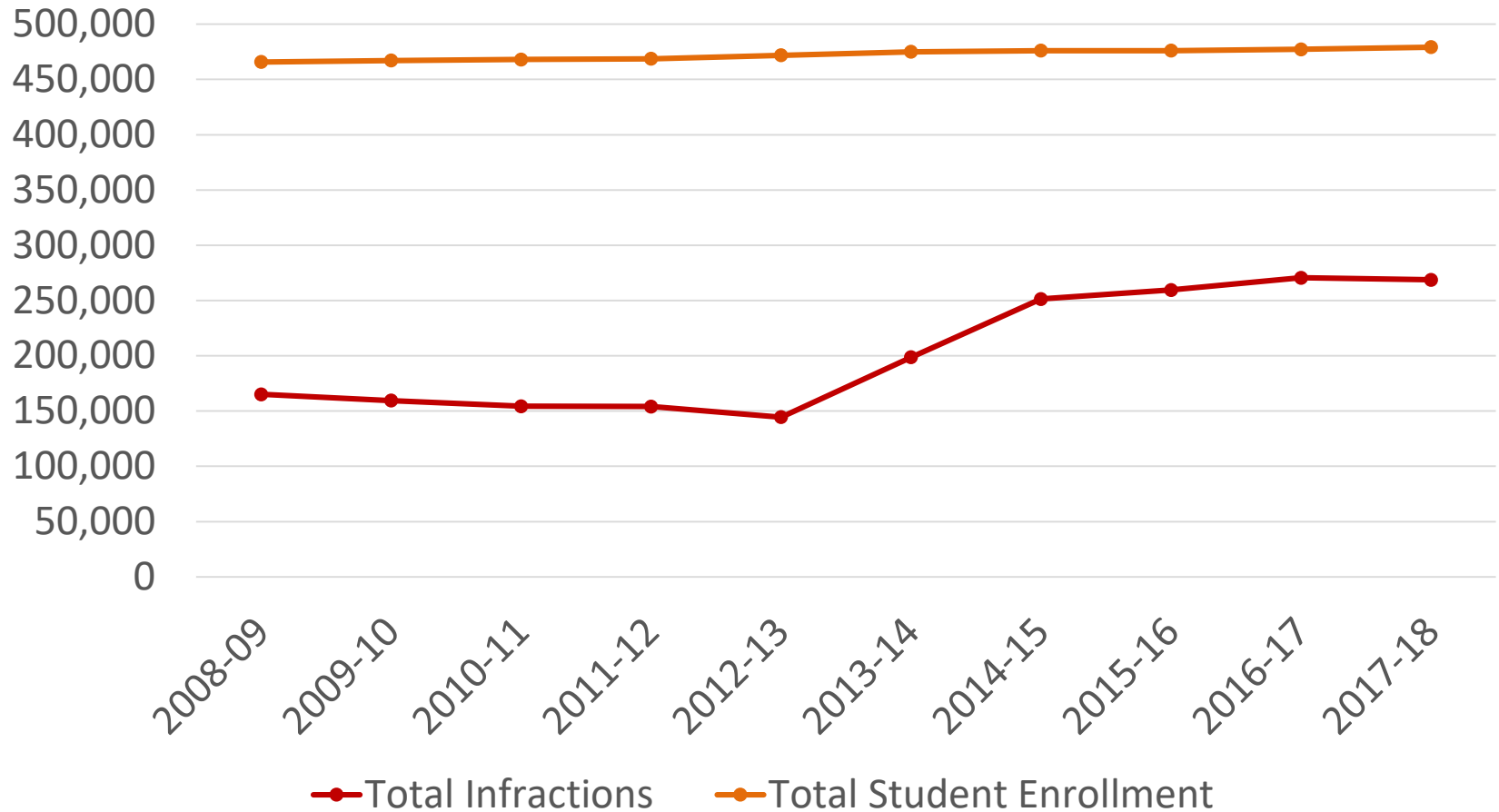
- OEP presents on this topic in response to Act 1329: An Act to Evaluate the Impact of School Discipline on Student Achievement.
 - Act 1329 also banned the use of OSS as a consequence for truancy.

Today's Topics

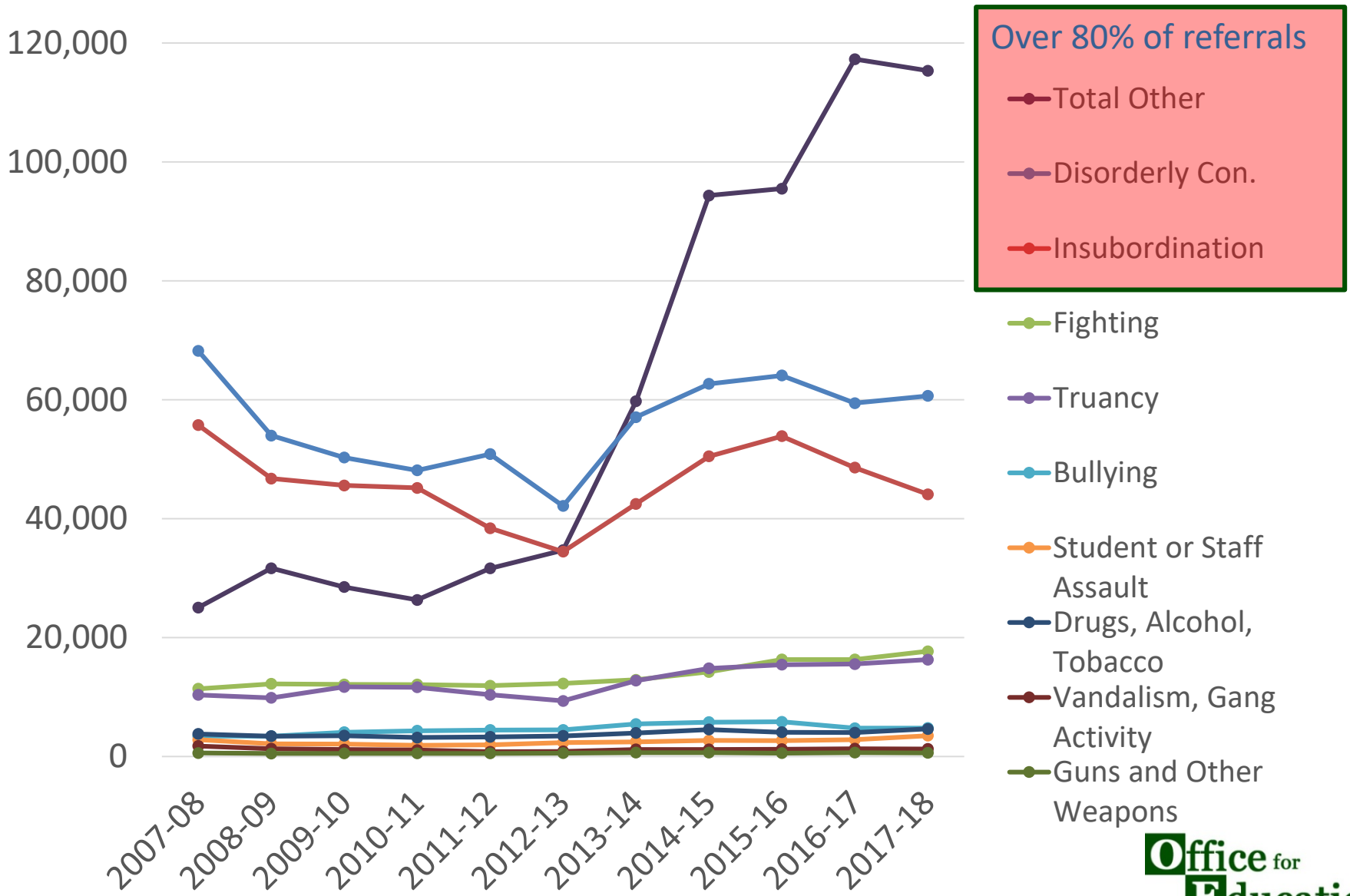
- Discipline trends over time
- Compliance with Act 1059 Limits on K-5 Suspensions and Expulsions
- Principal and Counselor Perspectives on Act 1059
- Compliance with Act 1329 Ban on OSS for Truancy
- Disproportionalities in Student Discipline
- School Severity Index- *Which Types of Schools are High- Exclusion Schools?*

Student Discipline Trends Infractions and Consequences

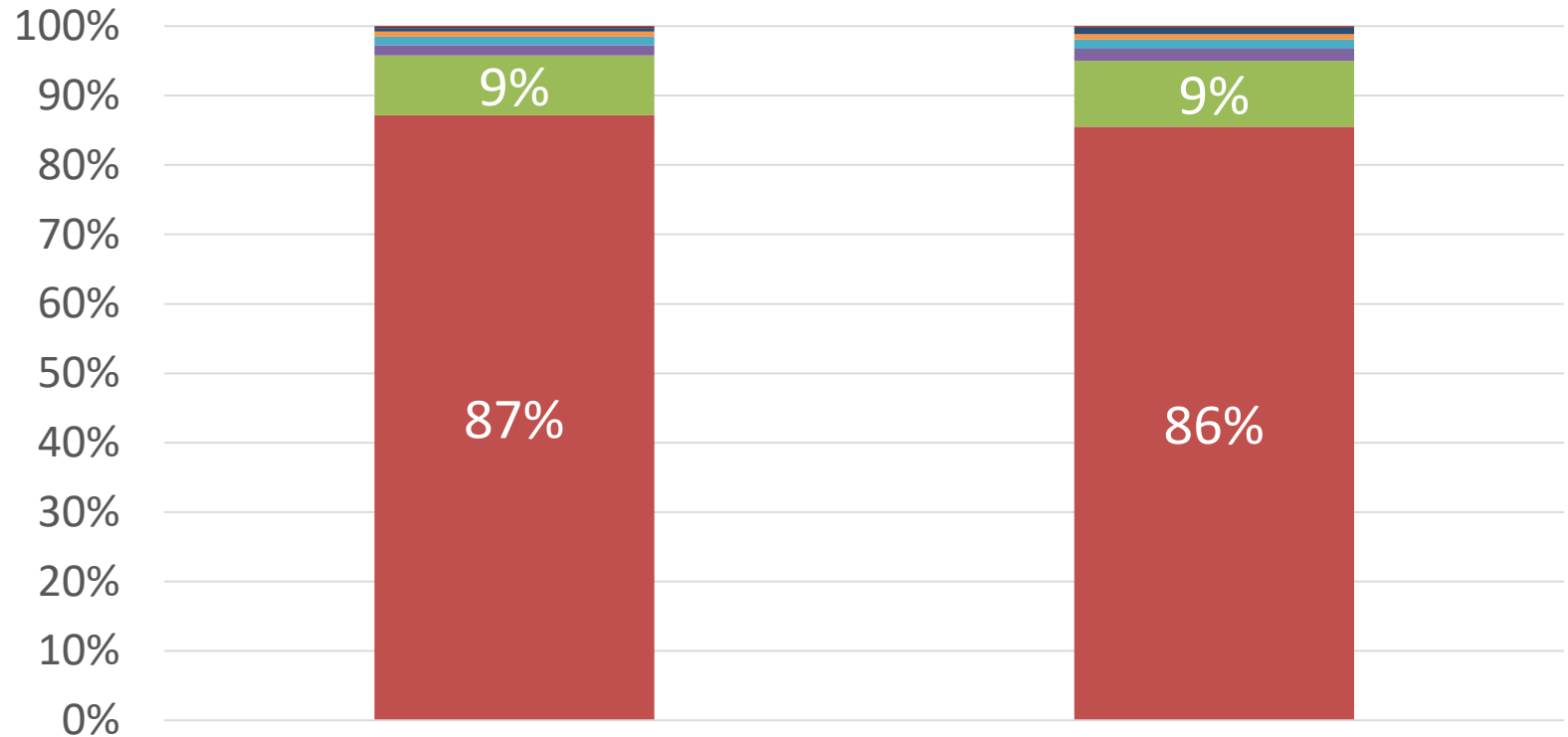
Reported Infractions and Consequences Have Increased (Between 2012 and 2014)



“Other” Infractions Have Increased A Lot

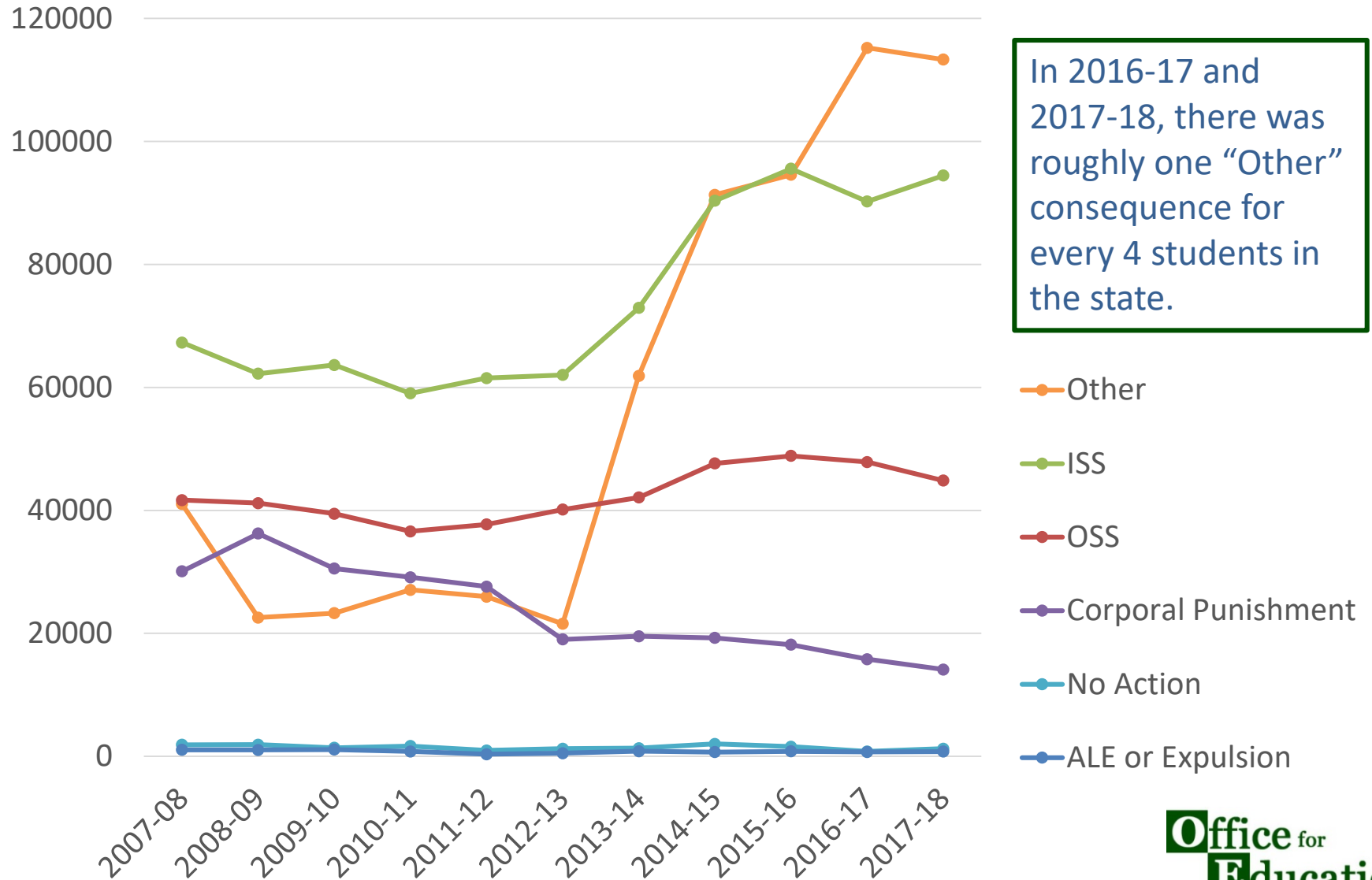


Even With New Reporting Categories, Still Mostly “Other” Infractions; Cell Phone/Electronics Also Common



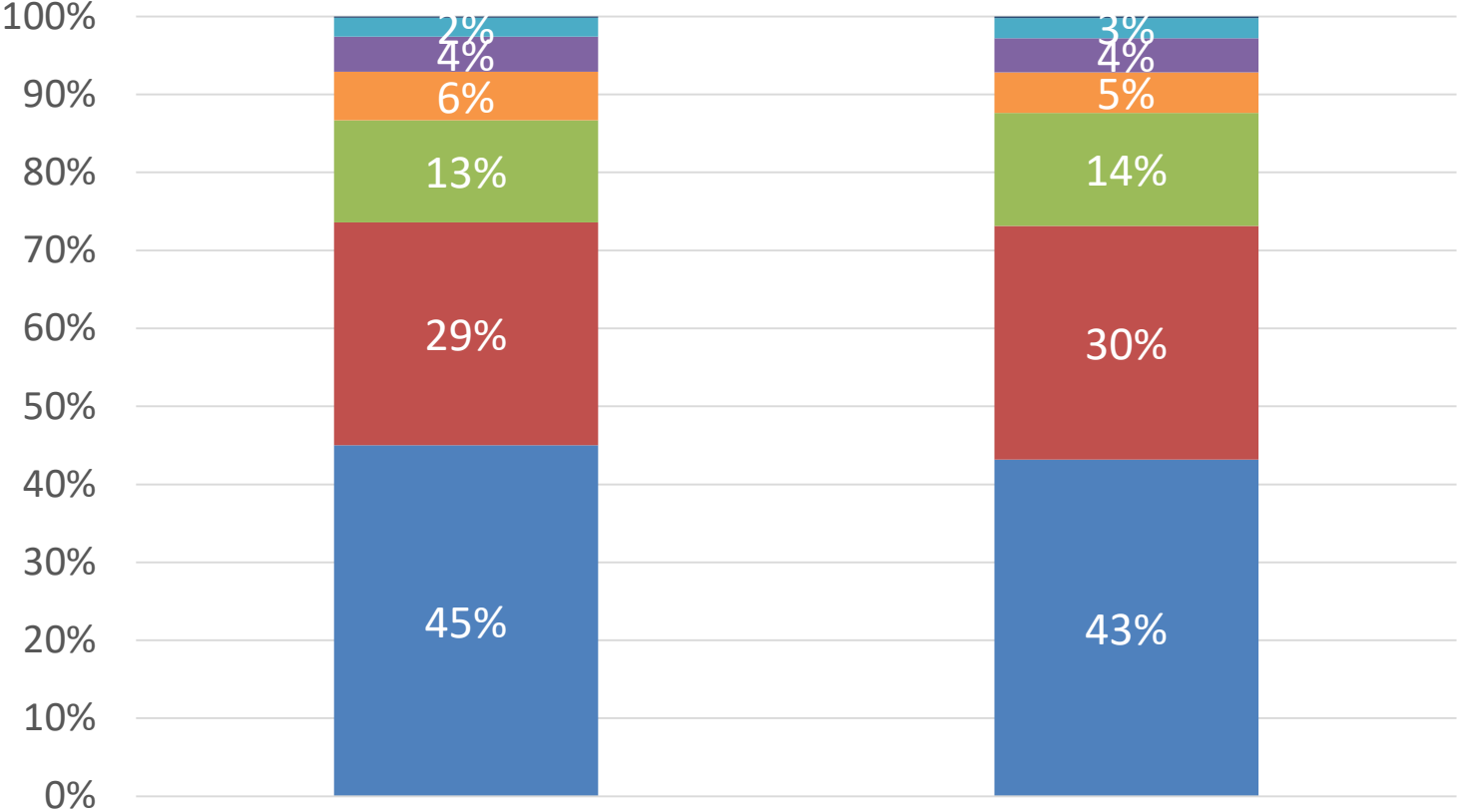
- Other
- Stealing/Theft
- Public Display of Affection
- Cyberbullying
- Cellphone/Electronic Devices
- Harassment/Sexual Harassment
- Terroristic Threats

“Other” Consequences Have Increased



In 2016-17 and 2017-18, there was roughly one “Other” consequence for every 4 students in the state.

Over Half of "Other" Consequences Are Now Identified



- Other
- Warning
- Bus Suspension
- More than one "Other" Category

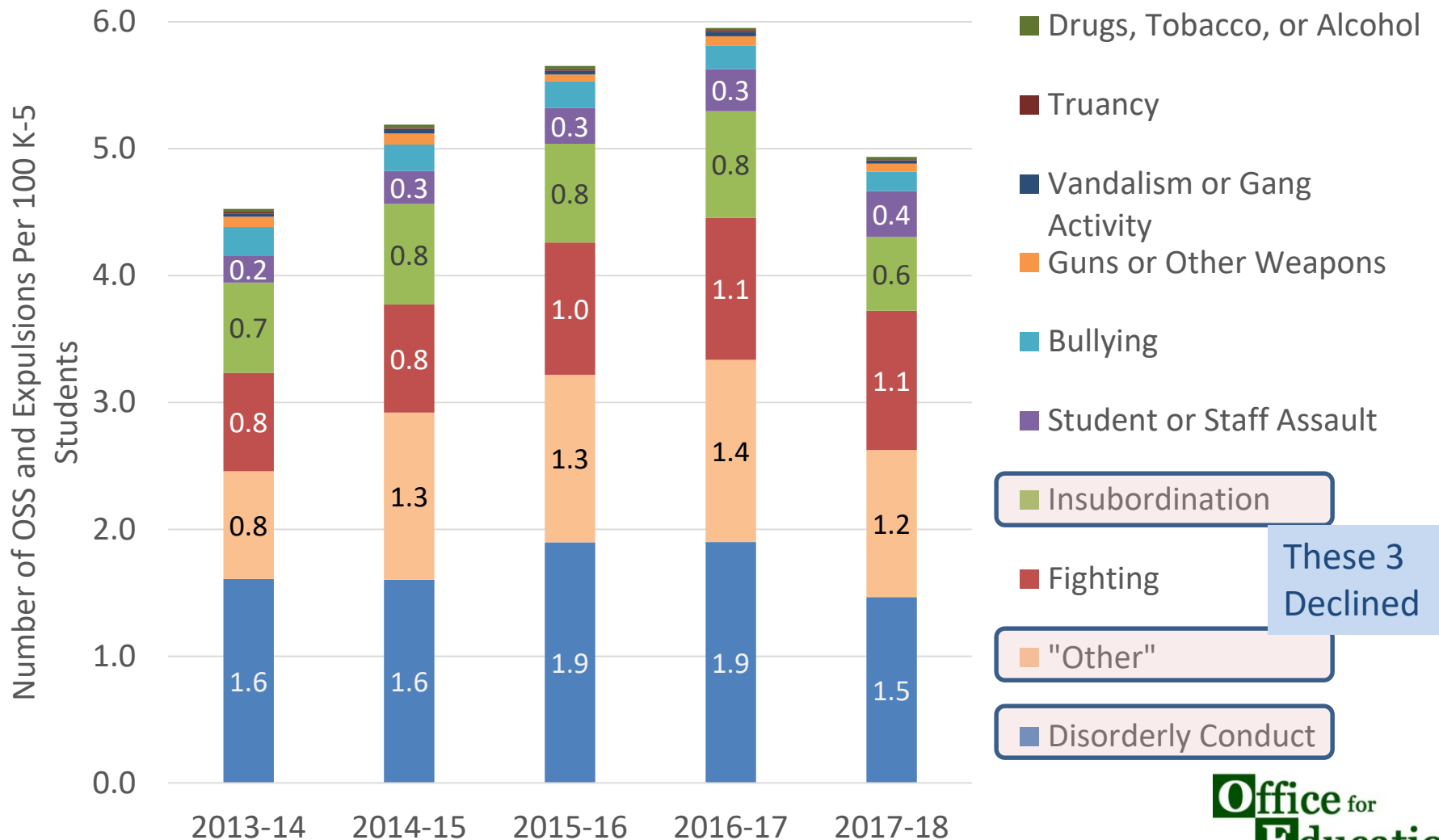
- Detention
- Saturday School
- Parent Conference

**Exclusionary Discipline in Grades
K-5: Assessing Compliance with
and Principal/Counselor
Perspectives on Act 1059 of 2017**

Act 1059 Limited Exclusionary Discipline in Grades K-5

- Legislation passed in April 2017
- *The school district shall not use out-of-school suspension or expulsion for a student in kindergarten through grade five (K-5) **except in cases when a student's behavior:***
 - (A) Poses a physical risk to himself or herself or to others; or*
 - (B) Causes a serious disruption that cannot be addressed through other means.*

K-5 Suspensions and Expulsions (Primarily Subjective Ones) Declined but Remain Common



Which Types of Schools are High-Decliners (Greater Compliance with Act 1059)?

- Schools with more Hispanic students and more Limited English Proficient students are reducing K-5 suspensions and expulsions at higher rates.
- Schools in the Northwest and Southwest regions are reducing K-5 suspensions and expulsions at higher rates.

Principal and Counselor Perspectives on Act 1059

Results from an OEP survey earlier this year

Generalizability Limited by Low Response Rates

- OEP administered survey to elementary school principals and counselors in late spring of 2019
- We received responses from 24.2% of principals (15.1% finished survey)
- We received responses from 16.8% of counselors (10.1% finished survey)
- In total, 35.6% of schools had at least one survey started

Preliminary Findings

- Majority (68% of principals and 80% of counselors) agreed or strongly agreed that the law **“is reasonable”** and **“will help meet the needs of students”**

BUT:

- 11% of principals and 43% of counselors indicated **“I wasn’t aware this law had passed until taking this survey”**
- A third indicated the wording is **“ambiguous”**
- About 40% have **“unanswered questions about the law”**
- Only 24% agreed or strongly agreed that it **“requires my school to change our practices substantially”**

Most Respondents Did Not Indicate Difficulties Implementing Act 1059

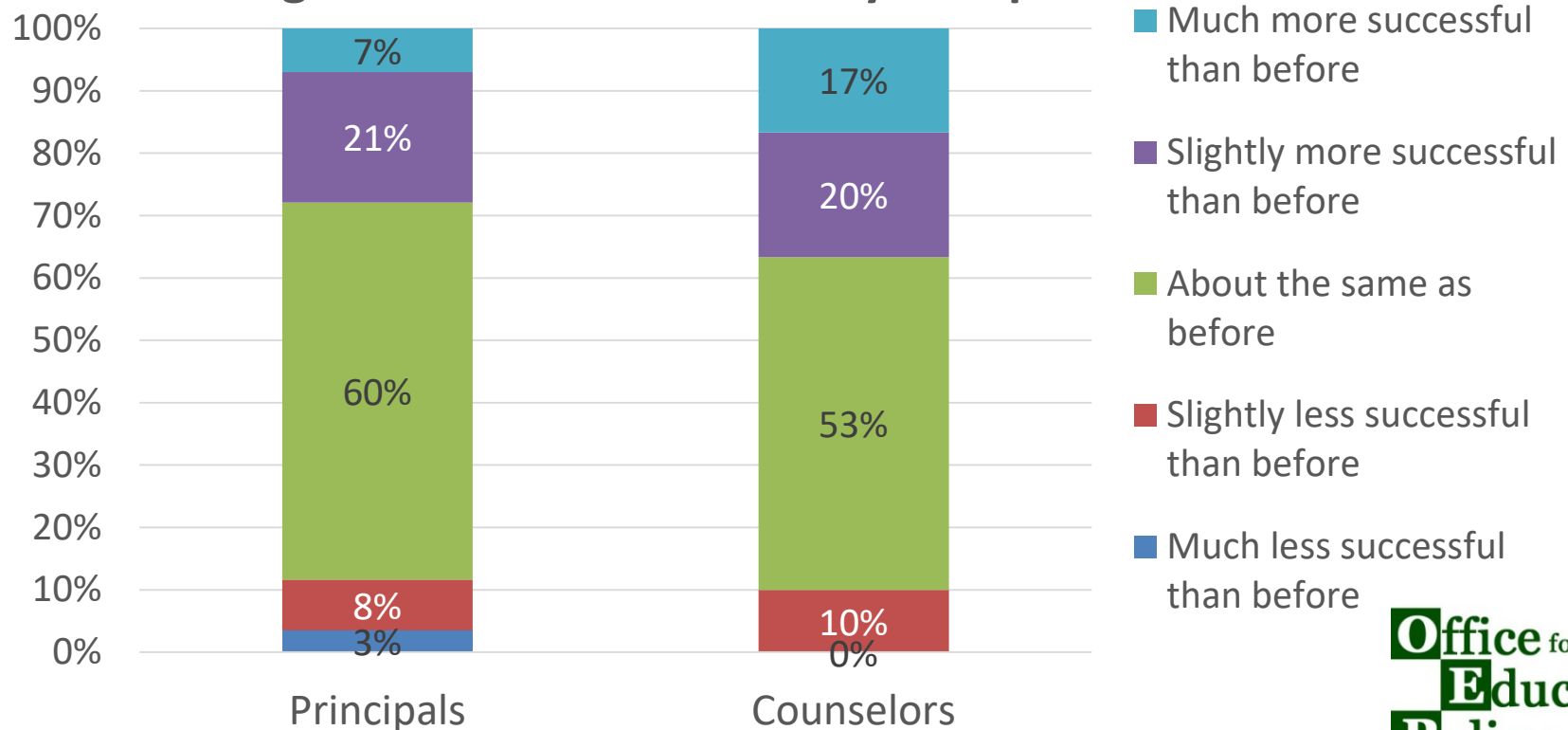
BUT, common barriers/challenges, when cited, include:

- a lack of feasible discipline alternatives
- a lack of mental health supports/counseling resources for students
- insufficient resources
- significant discipline challenges
- time spent on administrative tasks and paperwork

Most Indicate Minimal Changes; Counselors More Optimistic than Principals

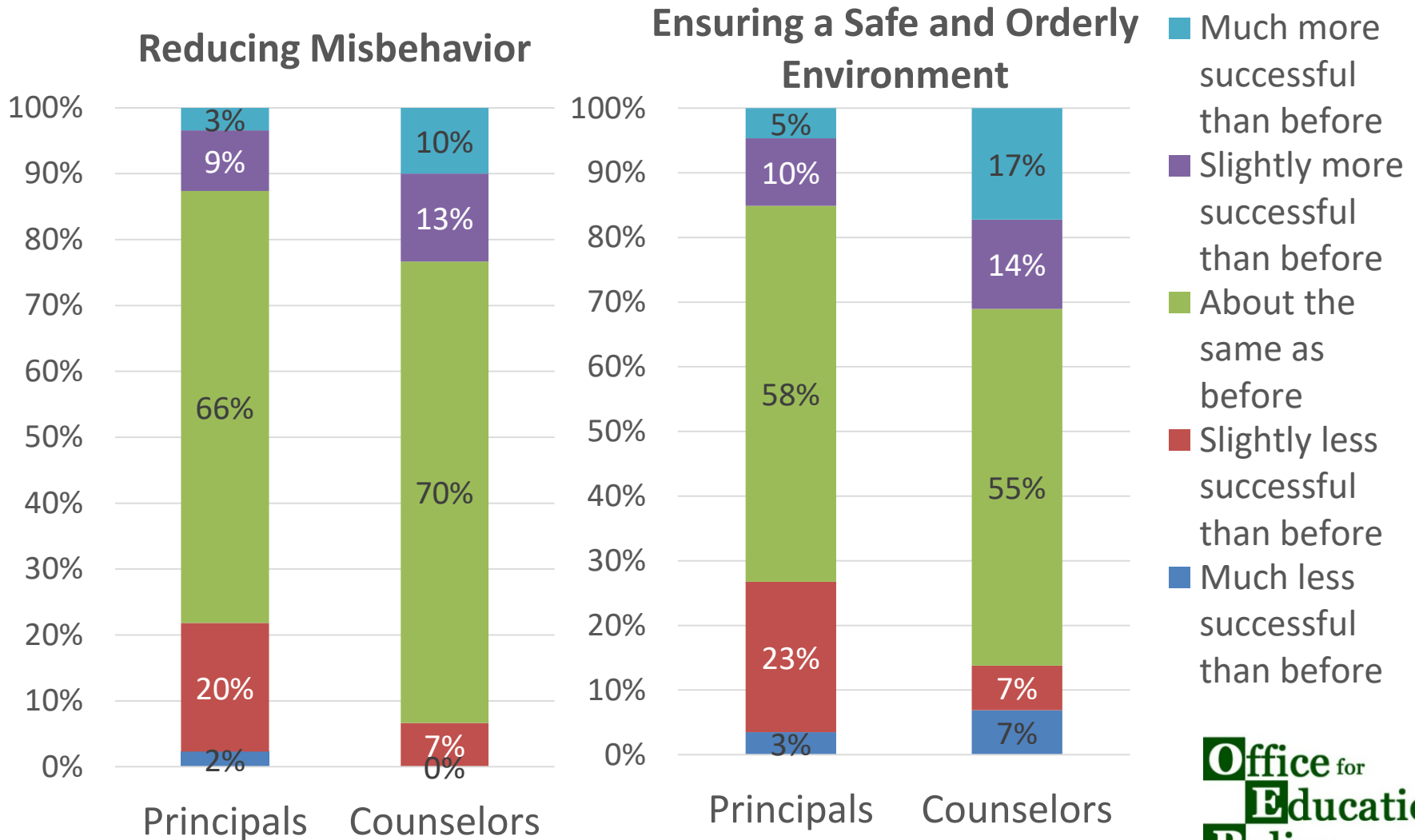
- Majority of respondents indicate that most outcomes related to school climate, discipline, attendance, achievement, etc. are “about the same as before”

Reducing Reliance on Exclusionary Discipline



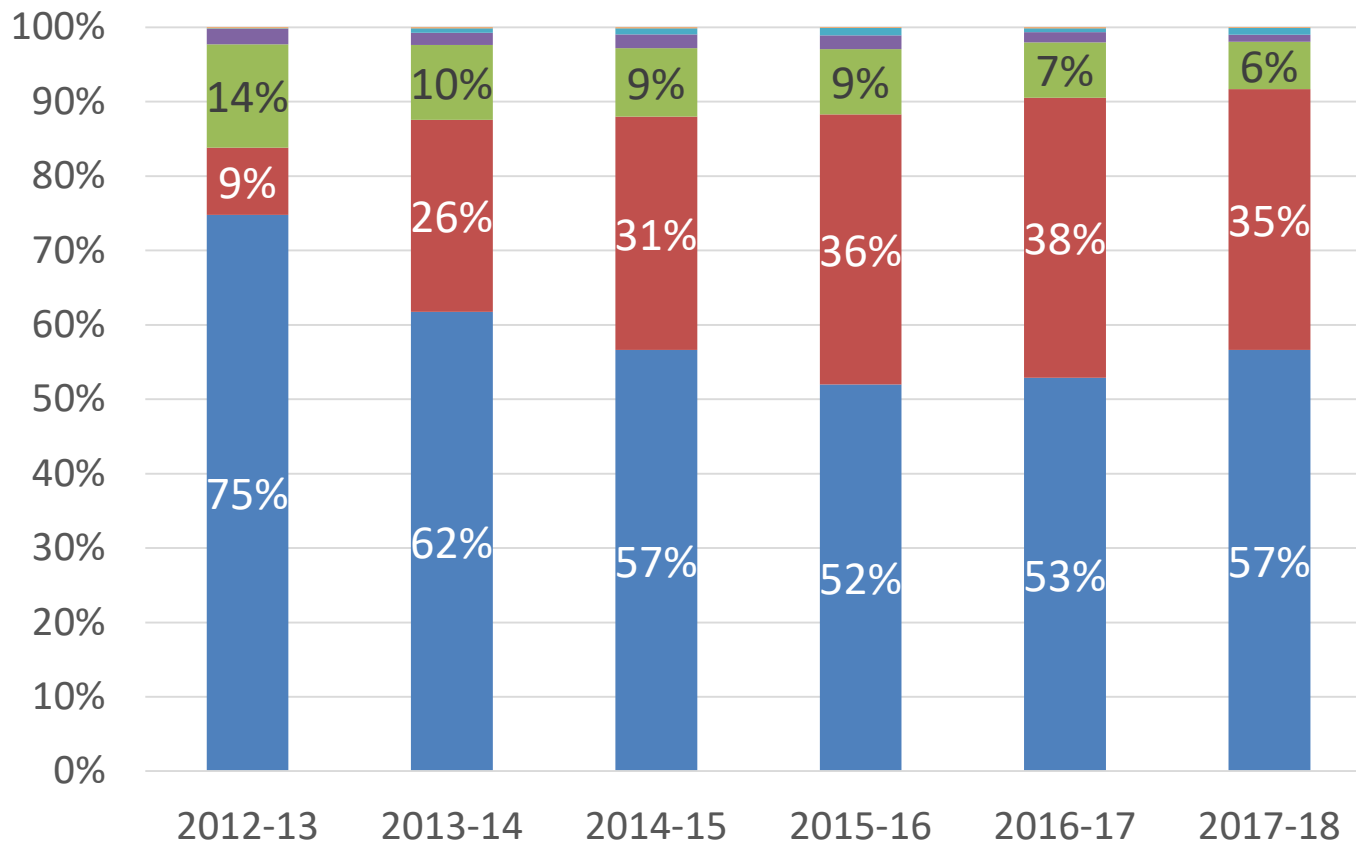
Principals – More so Than Counselors

– Note Unintended Consequences



Student Consequences For Truancy

OSS Has Decreased for Truancy... But Still Occurring

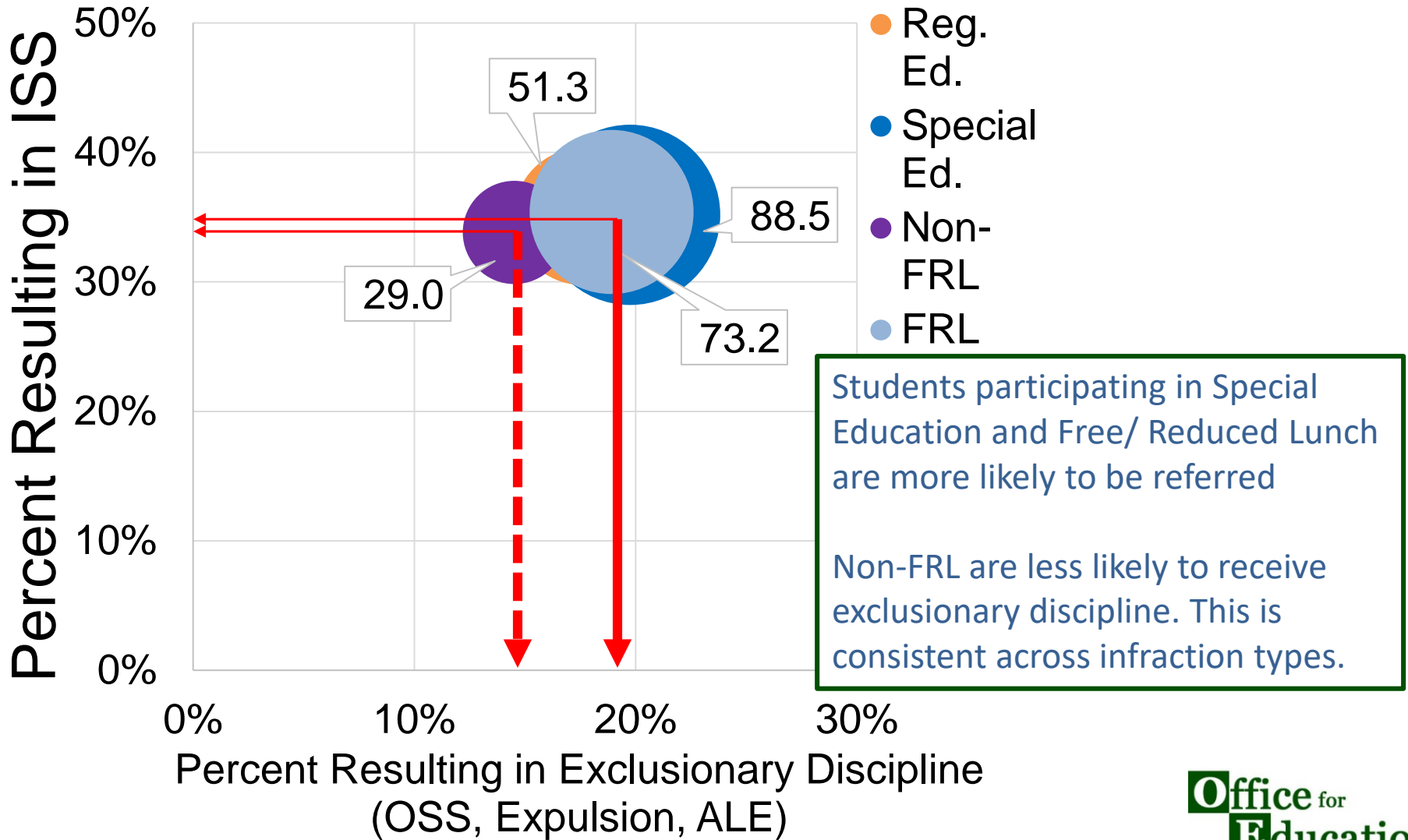


Use of OSS for truancy continues to decline - but still used in over 1,000 cases in 2017-18

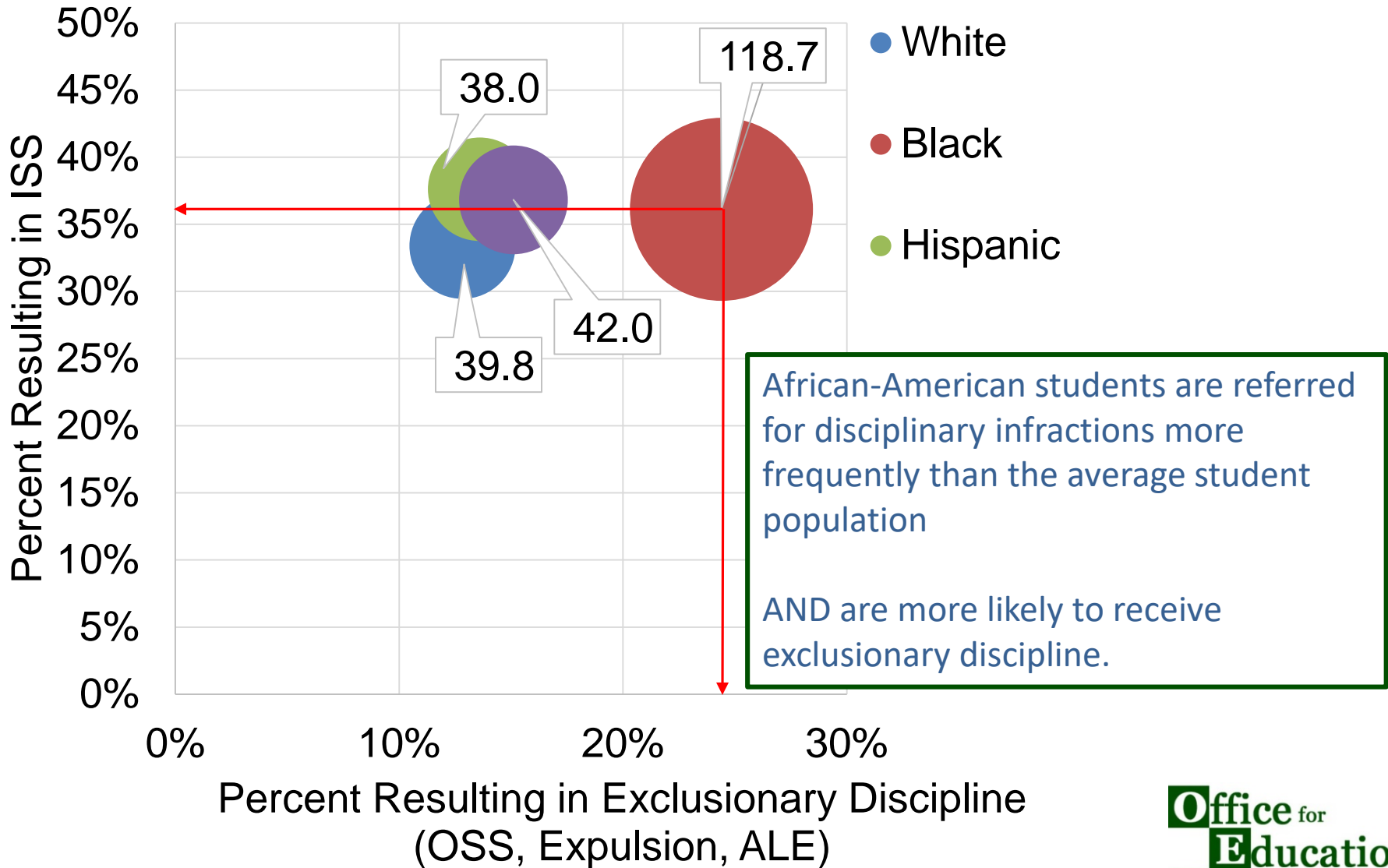
- ISS
- OSS
- No Action
- Other
- Corporal Punishment
- Expulsion or ALE

Disproportionalities in Student Discipline (2015-2018)

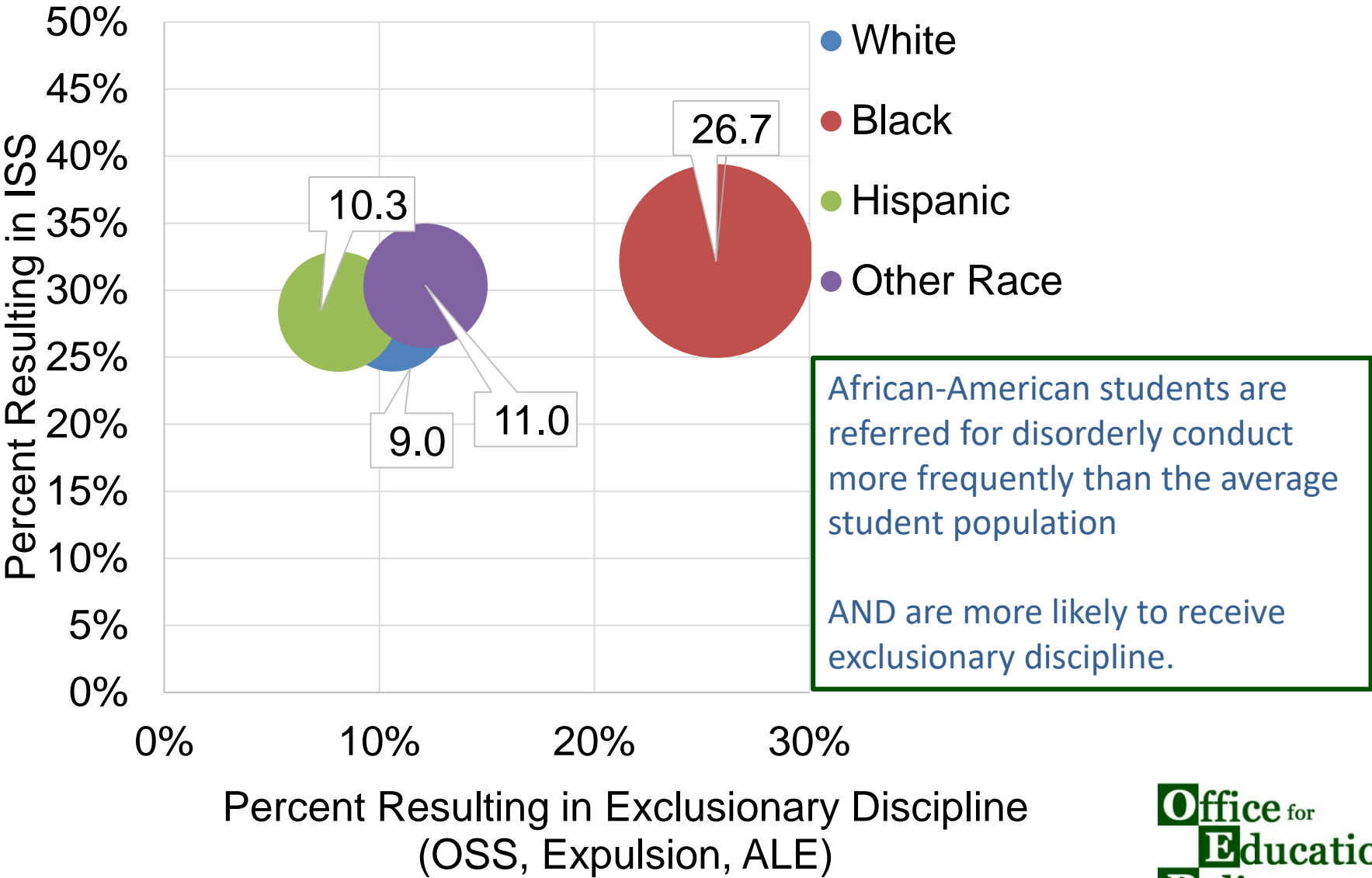
All Consequences by Program



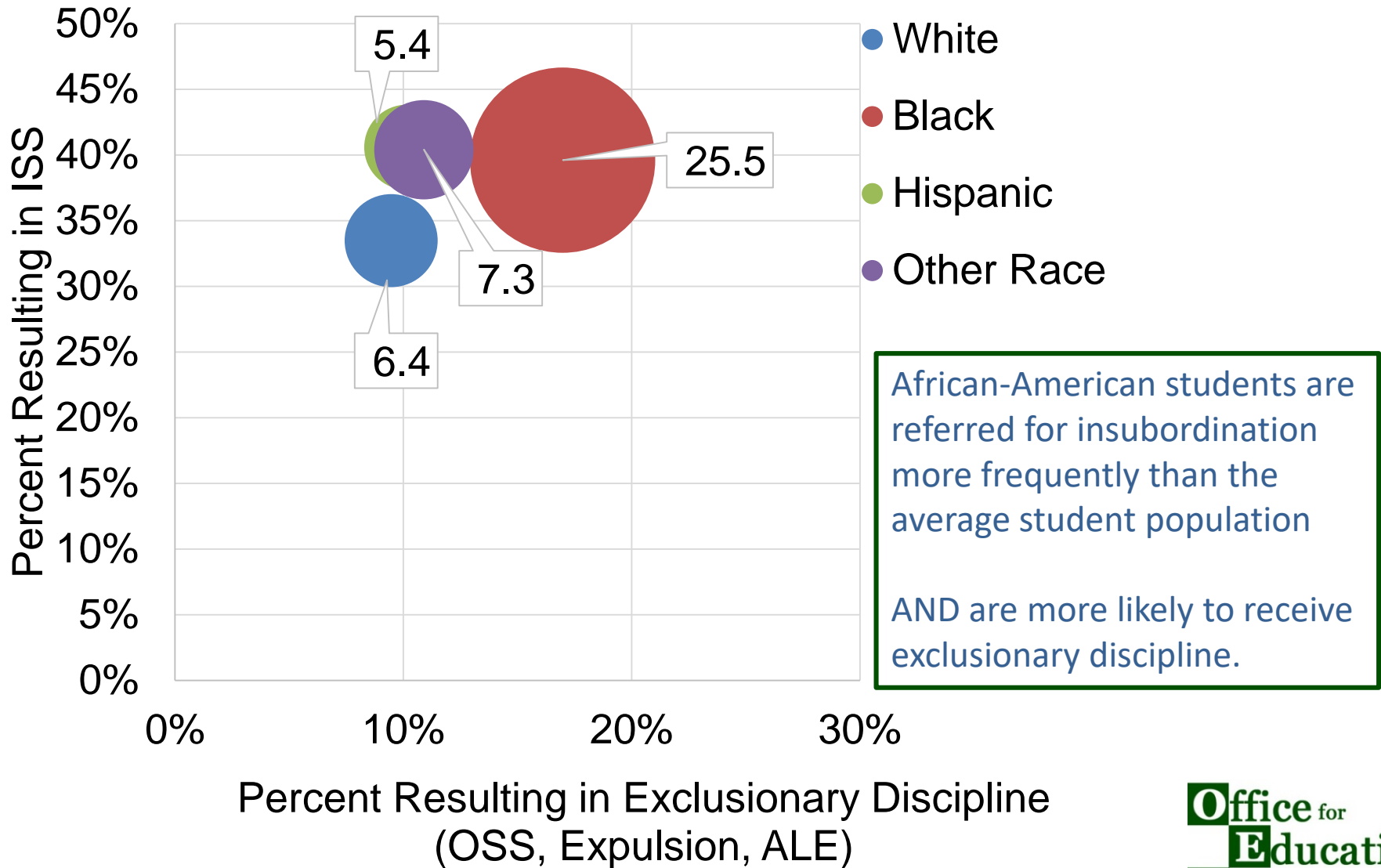
All Consequences By Race



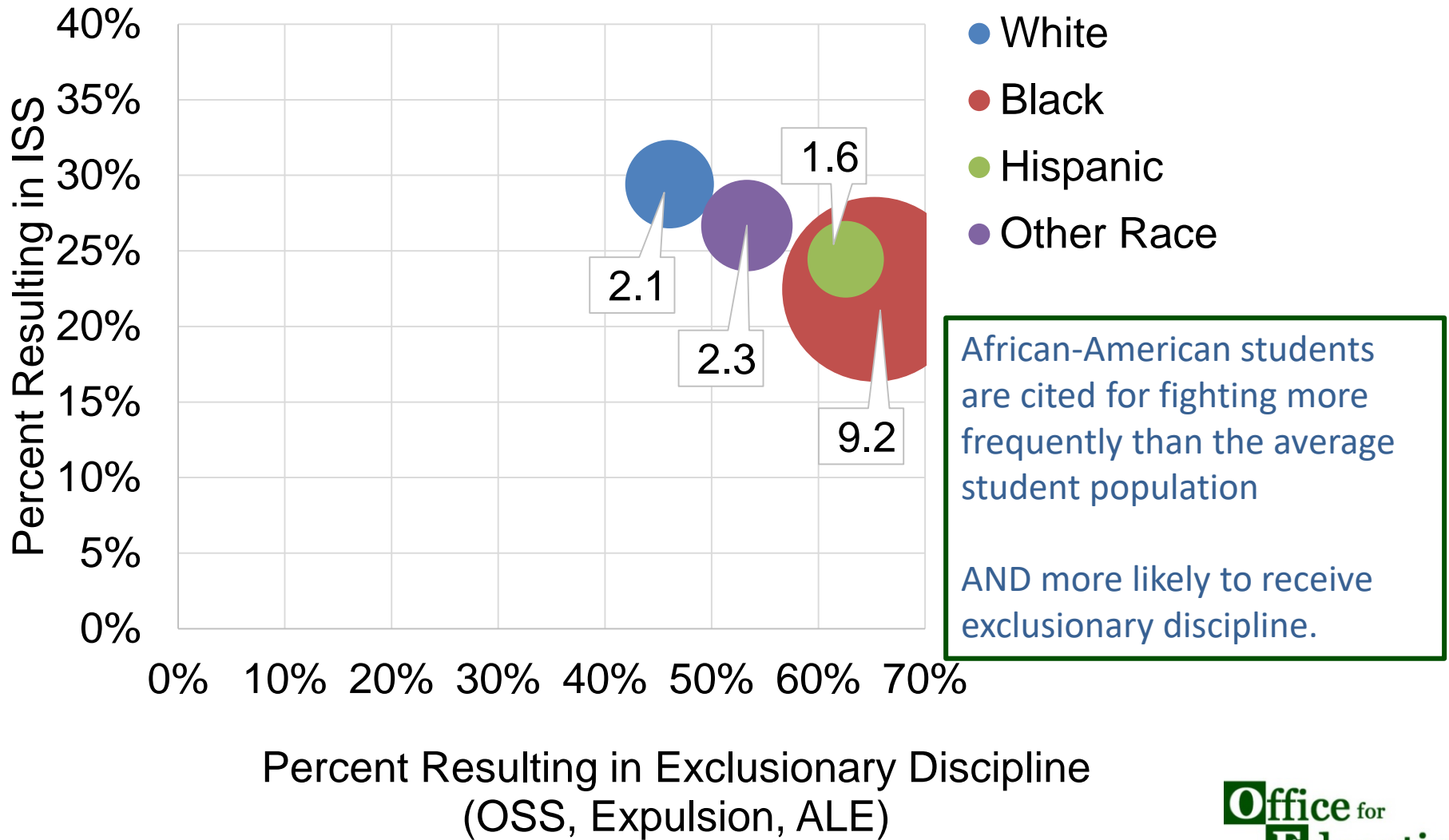
Disorderly Conduct Consequences by Race



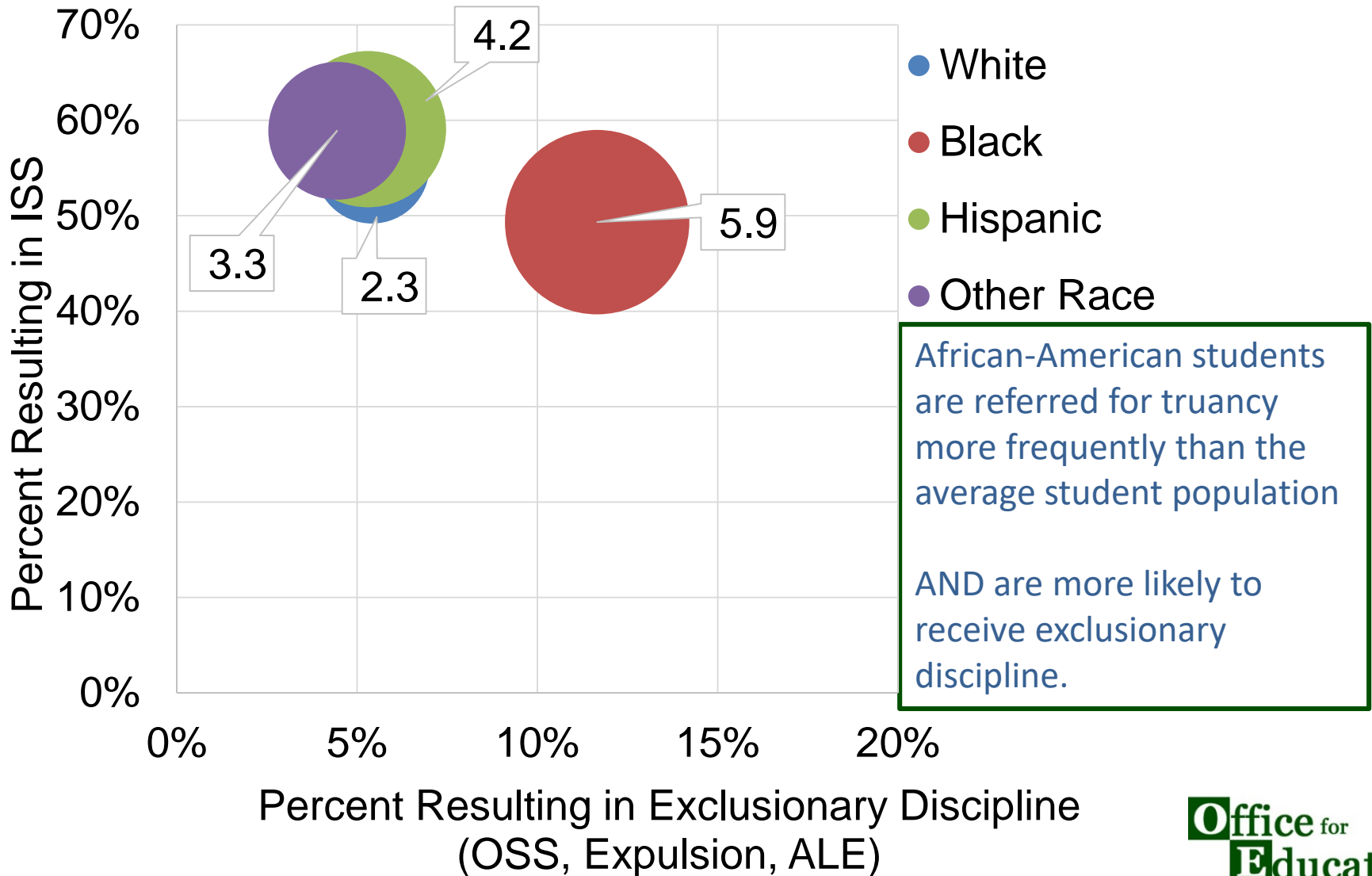
Insubordination Consequences by Race



Fighting Consequences by Race



Truancy Consequences by Race



School Severity Index (2015-2018)

Which Types of Schools are High-Exclusion Schools?

- Elementary schools use the shortest punishments relative to other school types
- Schools with more black students tend to administer longer consequences.
- On average, schools administered shorter exclusionary punishments in the 2016-17 school year, relative to the 2015-16 school year, but this lower rate did not persist into 2017-18

Conclusions and Next Steps

- “Other” infractions still an issue (37%), but “Other” consequences are getting clearer (18%)
 - Continue to assess how to gather meaningful information
- Some schools are still using OSS for Truancy
 - Support compliance with Act 1329
- Expulsions and OSS in K-5 only declined slightly
 - Support compliance with Act 1059
 - Communication may be key, as some principals and counselors had not heard about this legislation until we surveyed them
 - We will continue to collect information from schools to increase response rate
- Disproportionalities continue to exist by race in both referrals for infractions and the likelihood of exclusionary discipline

office for education policy

Welcome to the Office for Education Policy Website!



The Office for Education Policy (OEP) provides current national, state, and regional education research to support state lawmakers and educators in thoughtful decision-making in PK-12 education in the State of Arkansas

Questions?

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