



New York State
EDUCATION DEPARTMENT

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Recommendations for Reducing Disparities In and Reforming School Discipline in New York State: Report from the Safe Schools Task Force

January 2023

Presentation to the Board of Regents

Introductions

- **Understanding and Dismantling Discipline Inequities**
Kristen Harper, Vice President for Public Policy & Engagement, Child Trends
- **Investigating Potential Correlates with In- and Out-of School Suspensions in New York**
Dr. Sean Massey, Associate Professor, Binghamton University
- **From Theory to Practice: New York City Department of Education**
Kenyatte Reid, Executive Director, NYC Department of Education, Office of Safety and Youth Development
- **Recommendations: Goals & Themes**
Kathleen DeCataldo

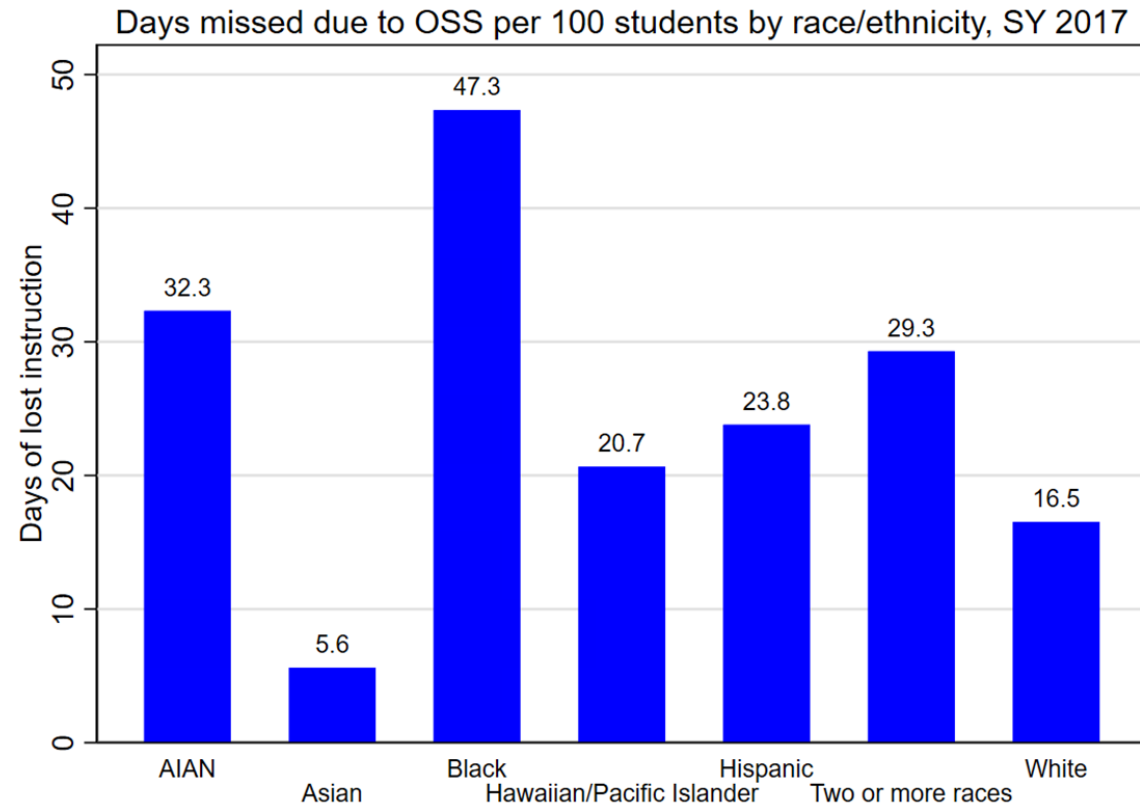
The Case of New York

Civil Rights Data Collection

Source: Ryberg, R. (2021). School Discipline in New York, 2011-2017: A Presentation to the New York State Education Department Safe Schools Task Force. Child Trends: Bethesda, MD.

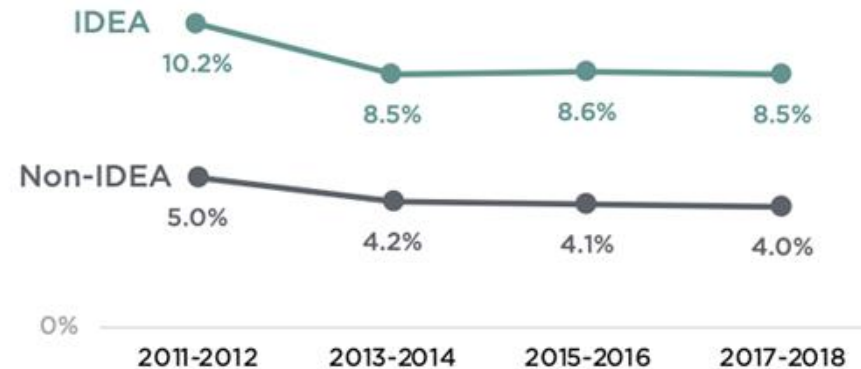
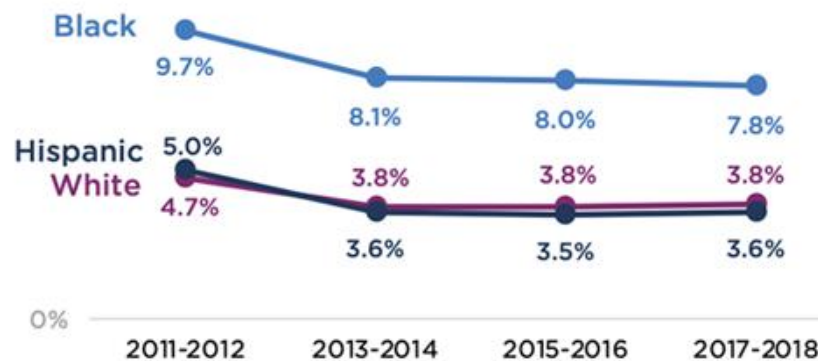
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On average, 23 days of instruction are lost due to OSS, per 100 students. But there are large disparities by student race/ethnicity



National Trends in School Discipline

Suspension rates in the average K-12 public school by student race/ethnicity and IDEA status, nation, school years 2011-12 to 2017-18

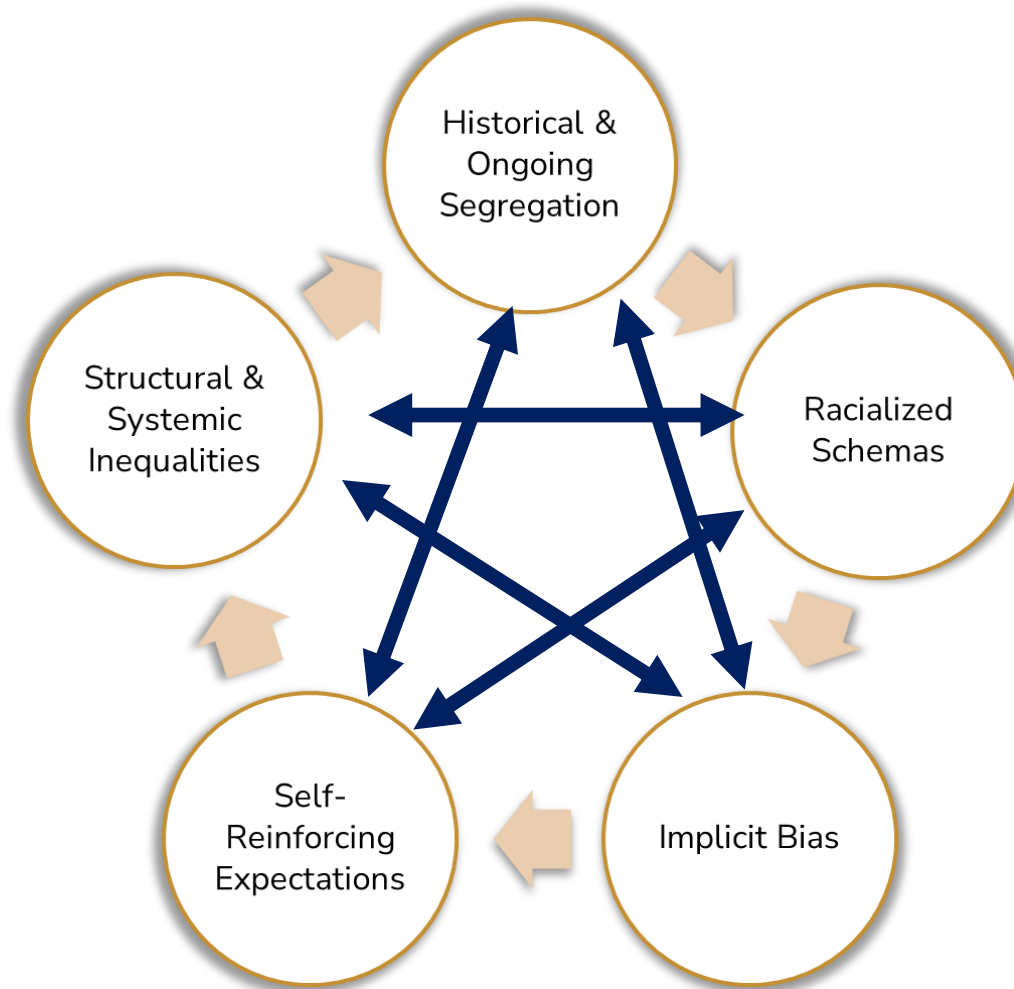


Source: Ryberg, R., Her, S., Temkin, D., Harper, K. (2021). Despite Reductions Since 2011-12, Black Students and Students with Disabilities Remain More Likely to Experience Suspension. Child Trends: Bethesda, MD.

Identifying Factors Aggravating Discipline Overuse & Disparate Use: The Cycle of Implicit Bias

Source: John A. Powell's Cycle of Implicit Bias as seen in Powell, J.A. (2015). Implicit Bias and Philanthropic Effectiveness. Haas Institute for a Fair and Inclusive Society, UC Berkeley.

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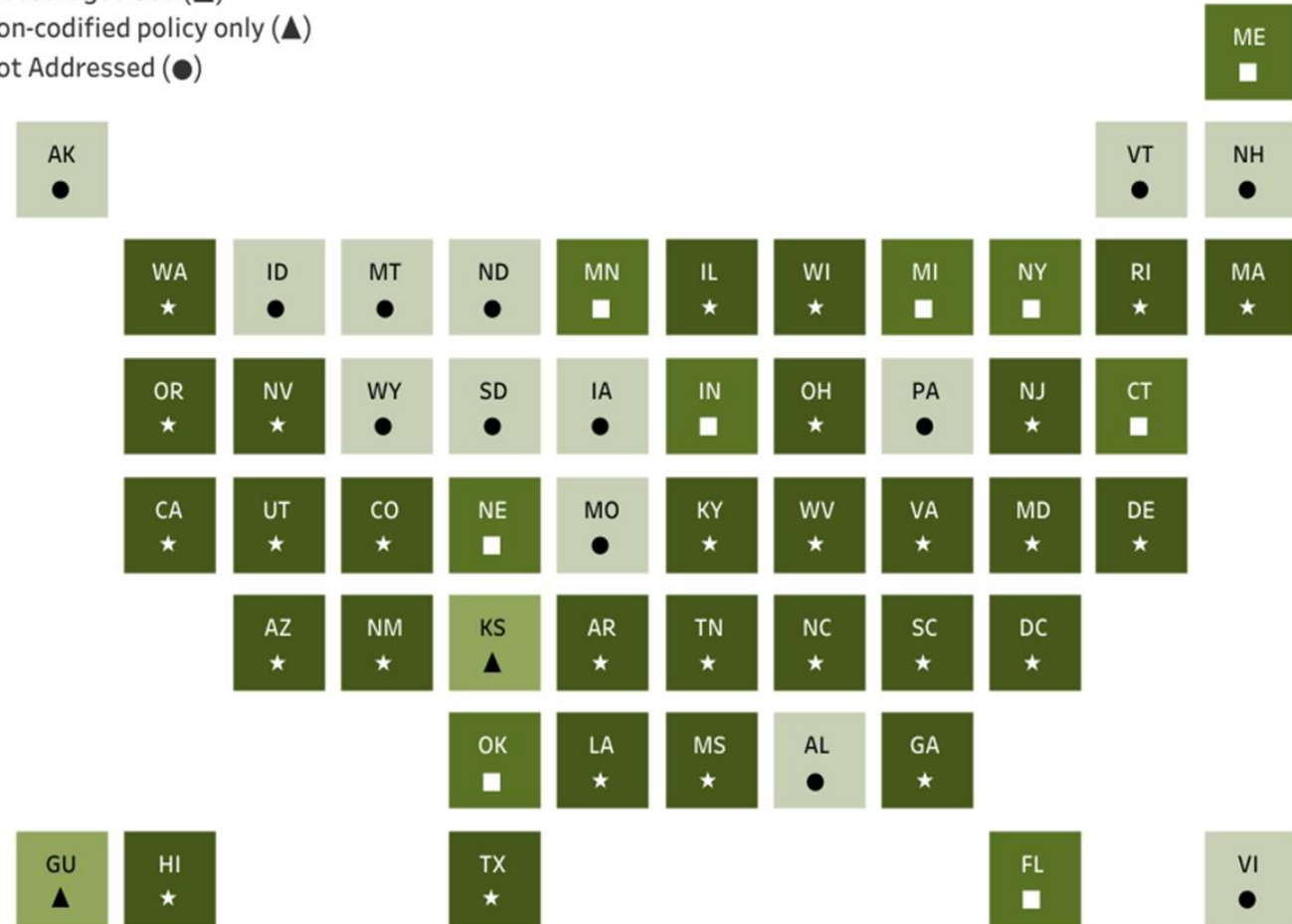
Limits on Exclusionary Discipline

Source: National Association of State Boards of Education (2021). State Policy Database on School Health.

Available: <http://statepolicies.nasbe.org>



- Requires limits (★)
- Discourages Use (■)
- Non-codified policy only (▲)
- Not Addressed (●)



Source: <https://statepolicies.nasbe.org/health>



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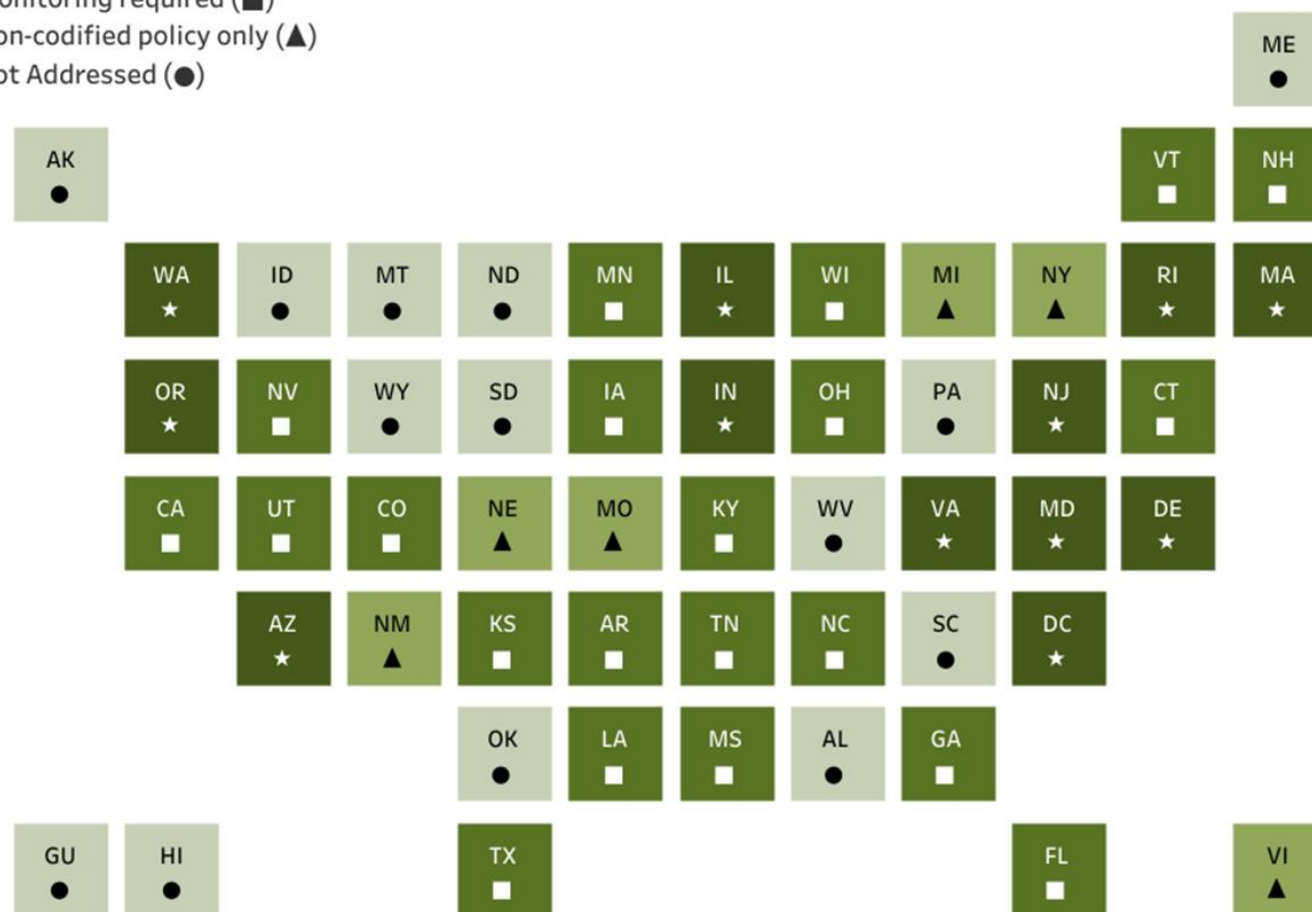
Equitable Discipline Practices

Source: National Association of State Boards of Education (2021). State Policy Database on School Health.

Available: <http://statepolicies.nasbe.org>

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- Monitoring and remediation required (★)
- Monitoring required (■)
- Non-codified policy only (▲)
- Not Addressed (●)



Source: <https://statepolicies.nasbe.org/health>

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Data Analysis: Racial Disproportionality: In-School and Out-of-School Suspensions in Public Middle, Junior-Senior High, and High Schools in New York State

- Research by Sean G. Massey (presenting) and Mei-Hsiu Chen, Binghamton University; Richard A. Kauffman, Jr., SUNY Oneonta; Wangshu Tu, Carleton University
- Only schools reporting enrollment, out-of-school suspension, in-school suspension, and student economic disadvantage in one or more of the 7-school-year intervals were included in analysis.
- Integrated NYSED data Student Characteristics (demographic, enrollment and suspension data) with Census Data on School Characteristics (student and staff diversity, school classroom size)

Figure 1. Comparing In-School Suspensions for NYC Schools by Student Race, Gender, and Economic Disadvantage

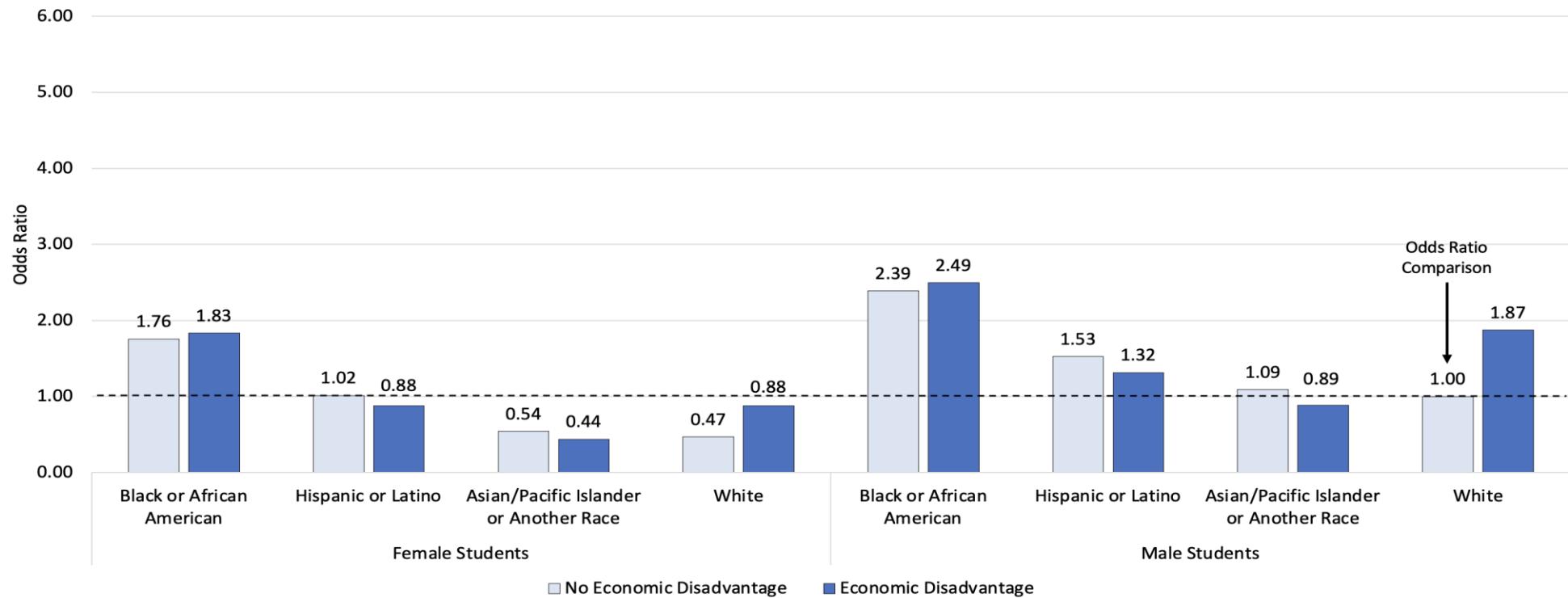


Figure 1. Comparing In-School Suspensions for NYC Schools by Student Race, Gender, and Economic Disadvantage

Note: Asian/Pacific Islander make up approximately 77% of the "Asian/Pacific Islander or Another Race" category.

Figure 2. Comparing Out-of-School Suspensions for NYC Schools by Student Race, Gender, and Economic Disadvantage

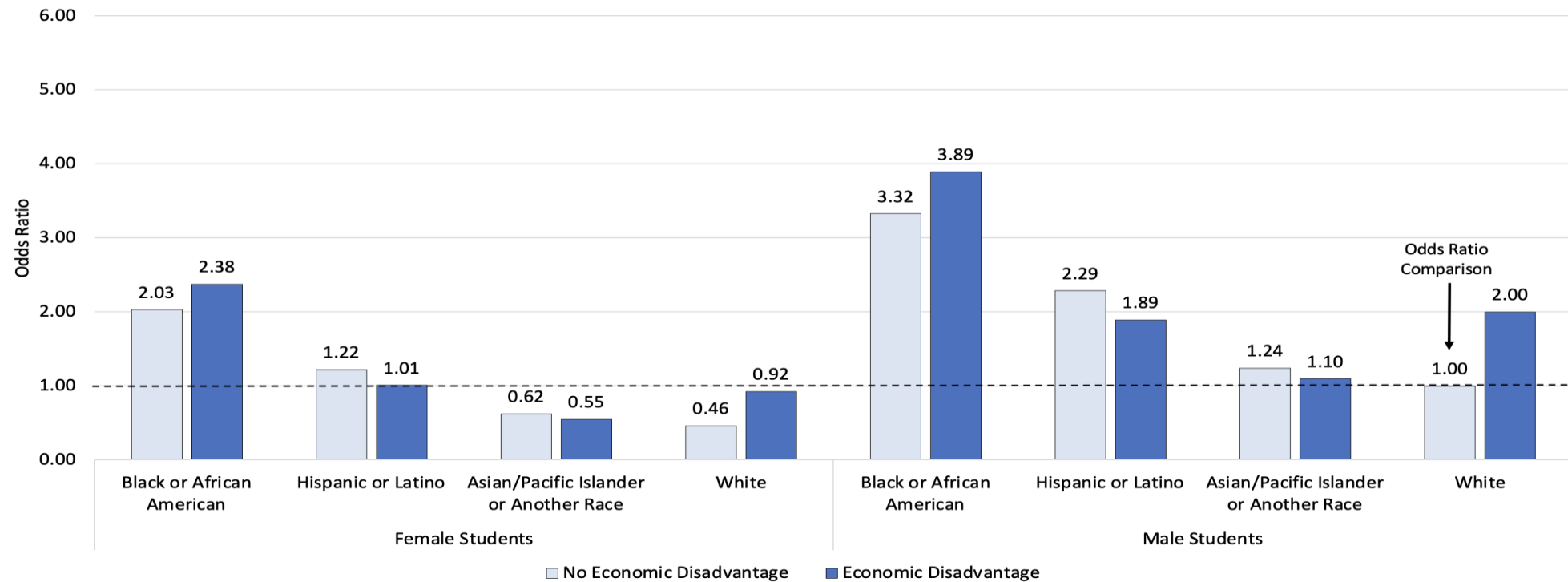


Figure 2. Comparing Out-of-School Suspensions for NYC Schools by Student Race, Gender, and Economic Disadvantage
Note: Asian/Pacific Islander make up approximately 77% of the "Asian/Pacific Islander or Another Race" category.

Figure 3. Comparing In-School Suspensions for Schools Outside of NYC by Student Race, Gender, and Economic Disadvantage

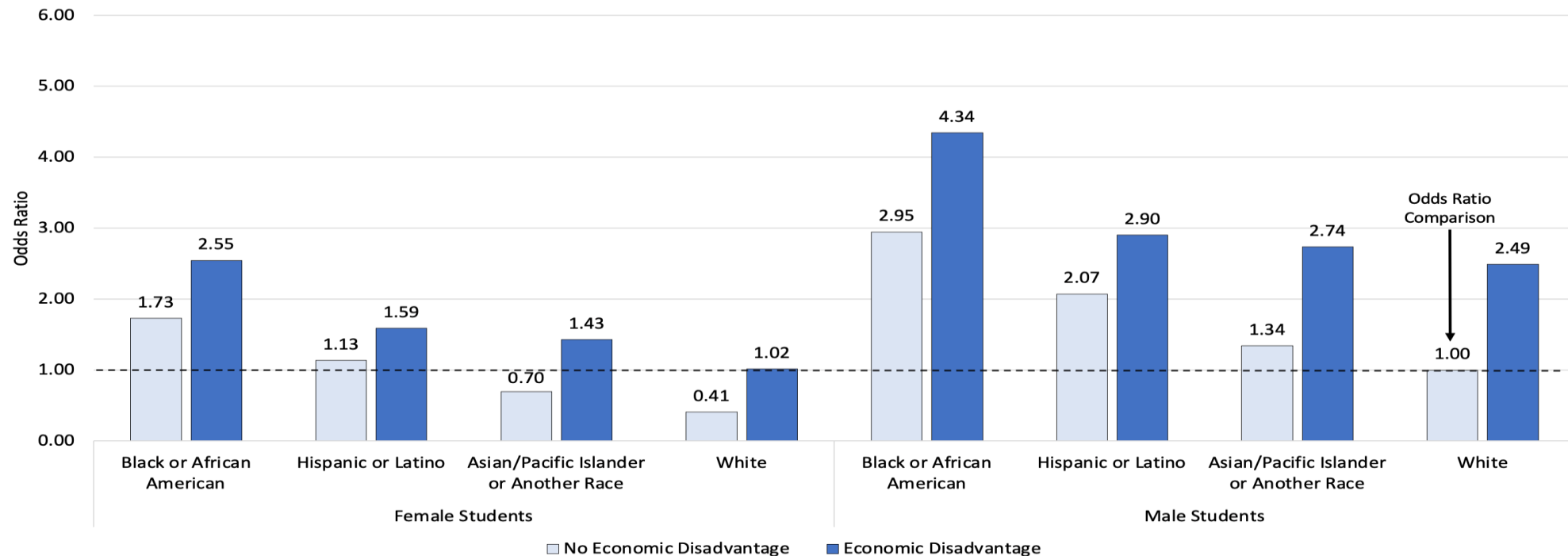


Figure 3. Comparing In-School Suspensions for Schools Outside of NYC by Student Race, Gender, and Economic Disadvantage.

Note: Asian or Native Hawaiian/Other Pacific Islander make up approximately 77% of the "Asian/Pacific Islander or Another Race" category.

Figure 4. Comparing Out-of-School Suspensions for Schools Outside of NYC by Student Race, Gender, and Economic Disadvantage

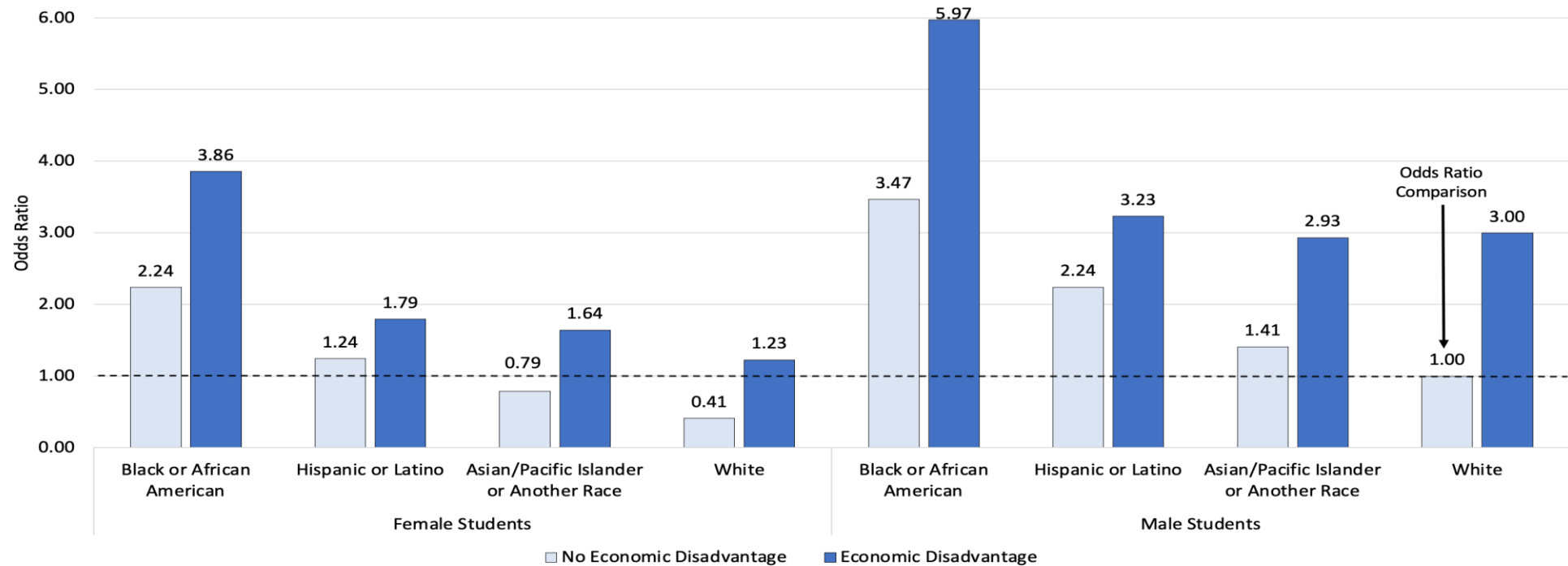
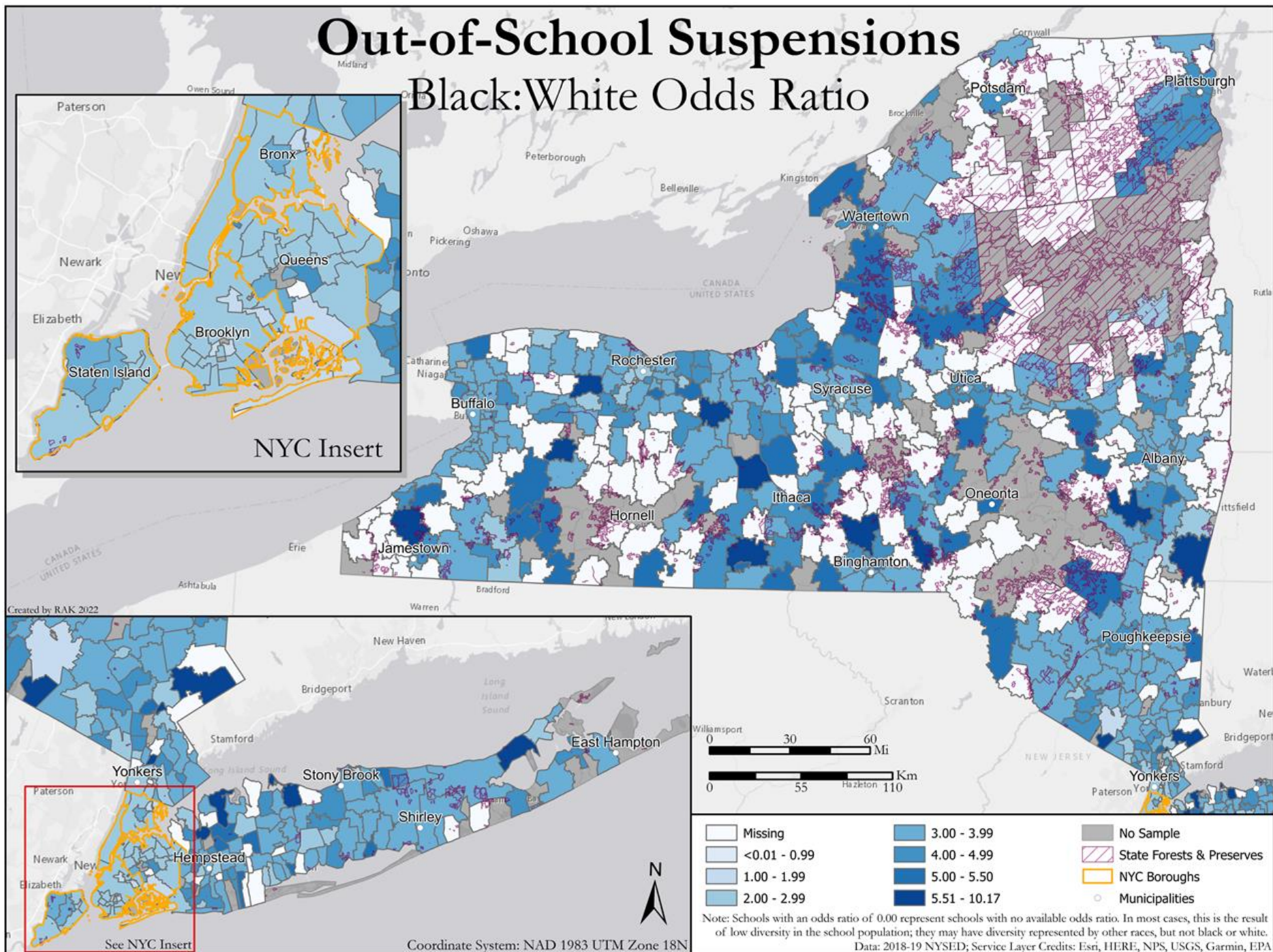
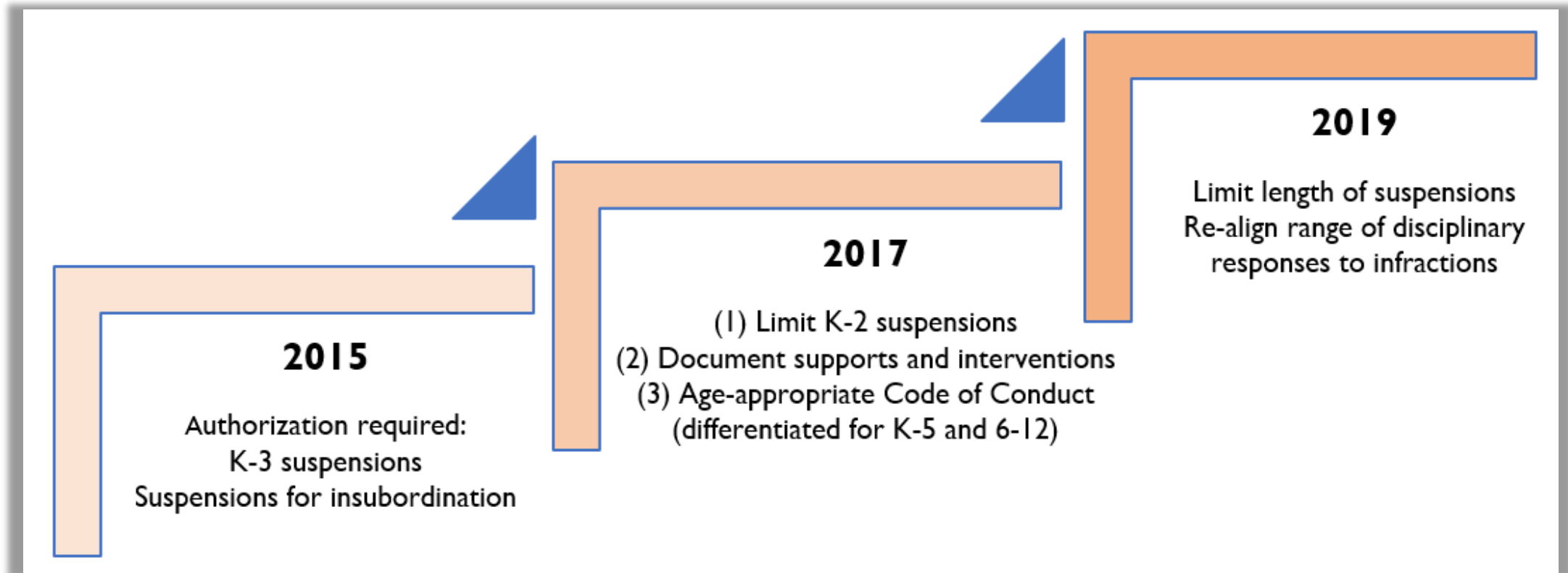


Figure 4. Comparing Out-of-School Suspensions for Schools Outside of NYC by Student Race, Gender, and Economic Disadvantage.
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Out-of-School Suspensions Black:White Odds Ratio



From Theory to Practice: New York City Department of Education School Discipline Reform



From Theory to Practice: New York City Department of Education School Discipline Reform



Decrease in suspensions:

- Overall
- For insubordination
- Of K – 2 students
- Across racial groups
- Average length of suspension across racial groups

Safe Schools Task Force Recommendations for Reducing Disparities In and Reforming School Discipline in New York State: Goals & Themes



Exclusionary discipline:

- has long-term, cumulative negative effects, especially on our students of color and students with special needs.
- does nothing to solve the underlying issues or root causes.

Reforms must be made throughout the entire educational system.

Permanent directed funding must be allocated through the Budget process.

Task Force Recommendations: Goals & Themes



- Cross-agency collaboration between the Executive, Legislature, school leaders, and families.
- Restrict use of exclusionary discipline with our youngest students; limit use for subjective minor infractions; limit the length of suspensions.
- School policy and practice must shift from punitive structure to helping students learn from their mistakes, providing proactive & supportive alternatives to keep students in class.
- Schools must collect data to measure positive interventions, effectiveness of strategies in reducing disparities.
- Educators must be supported beginning with staff preparation programs and continuing through in-service professional development.

Questions?

