



New York State  
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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

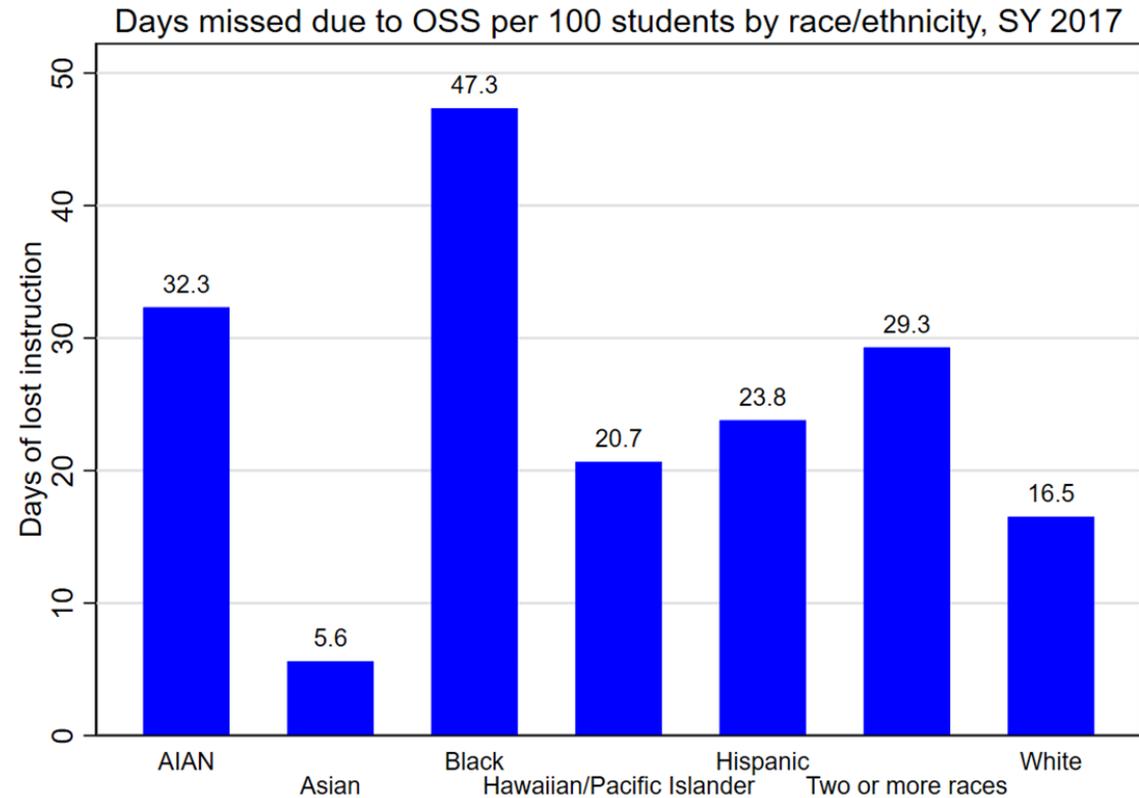
## The Case of New York

### 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.

Child TRENDS

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

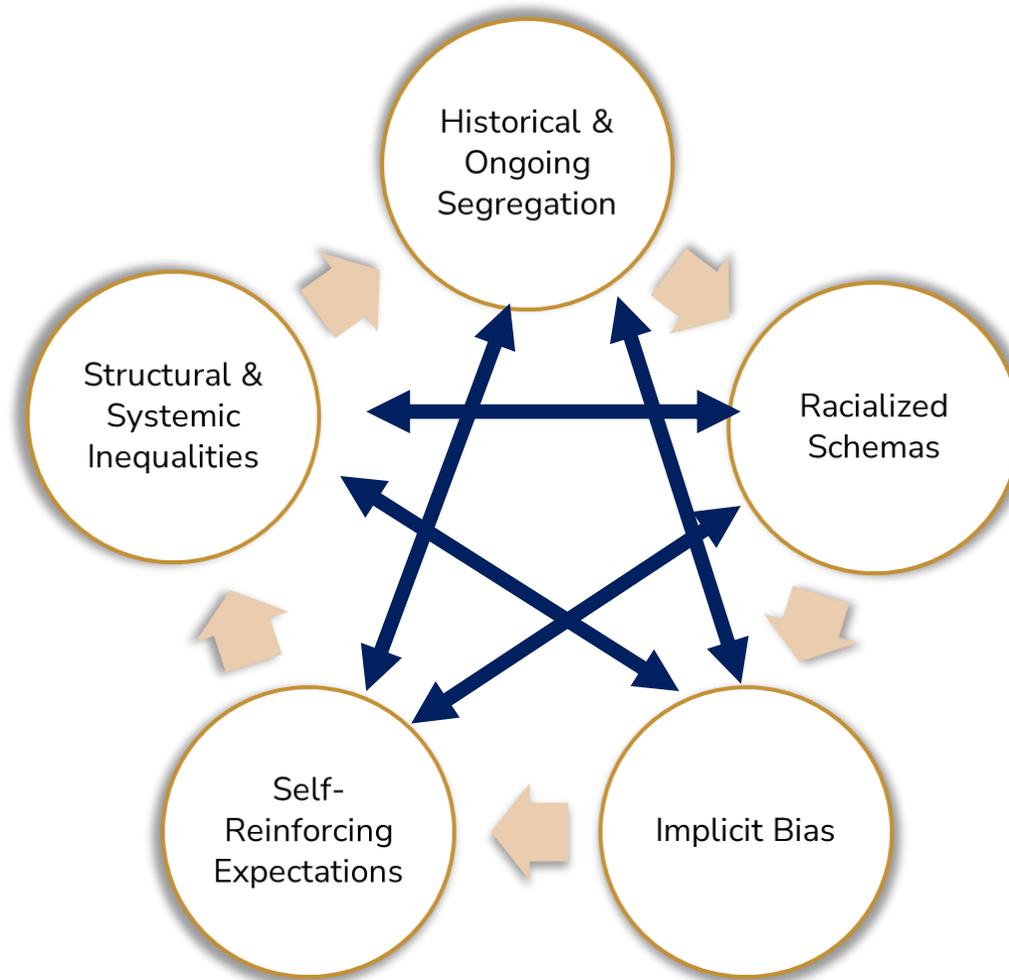


Source: Ryberg, R., Her, S., Temkin, D., Harper, K. (2021). Despite Reductions Since 2011-12, Black Students and Students with Disabilities Remain More Likely to Experience Suspension. Child Trends: Bethesda, MD.

## 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.

Child **TRENDS**



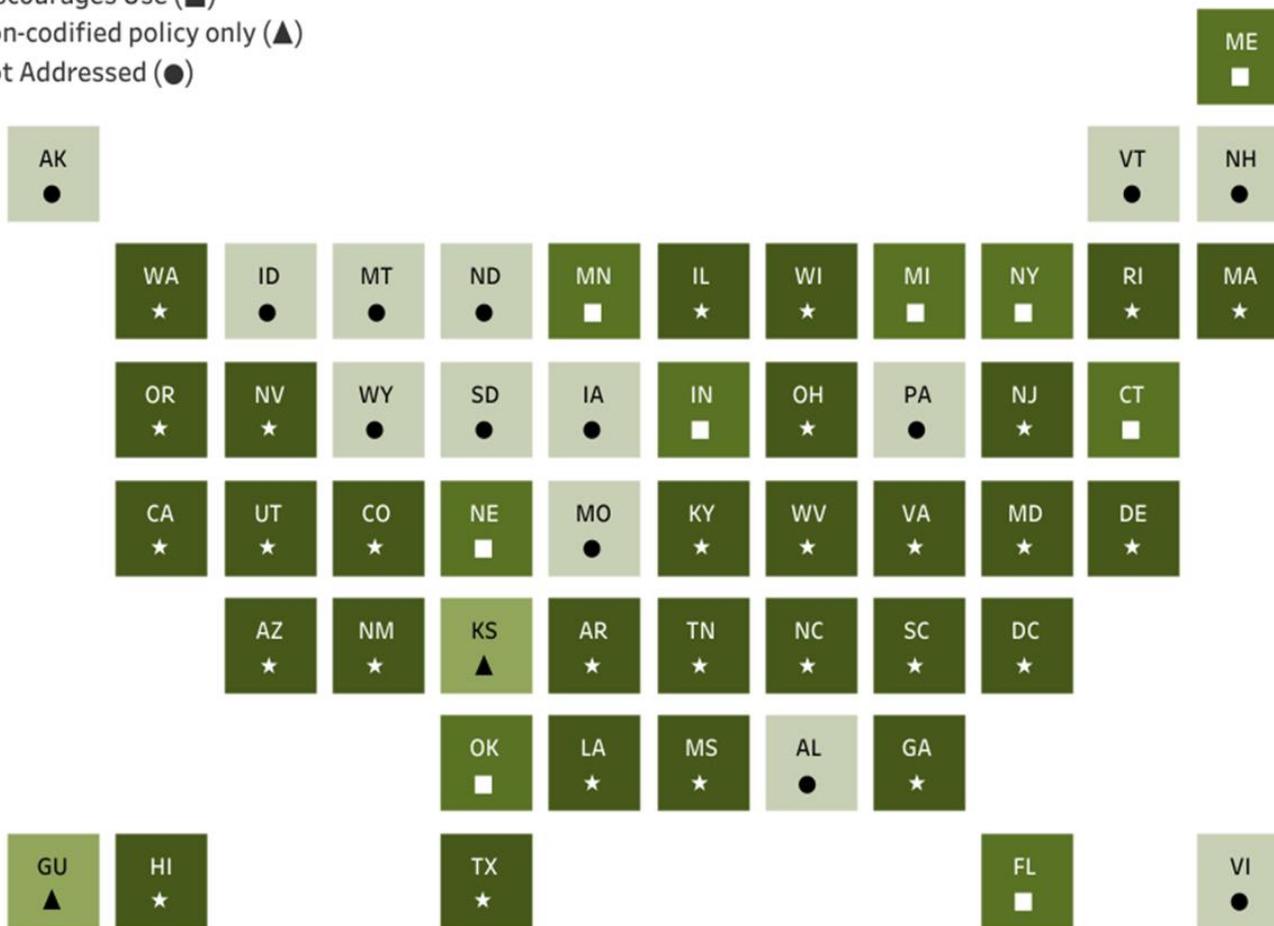
# Limits on Exclusionary Discipline

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>

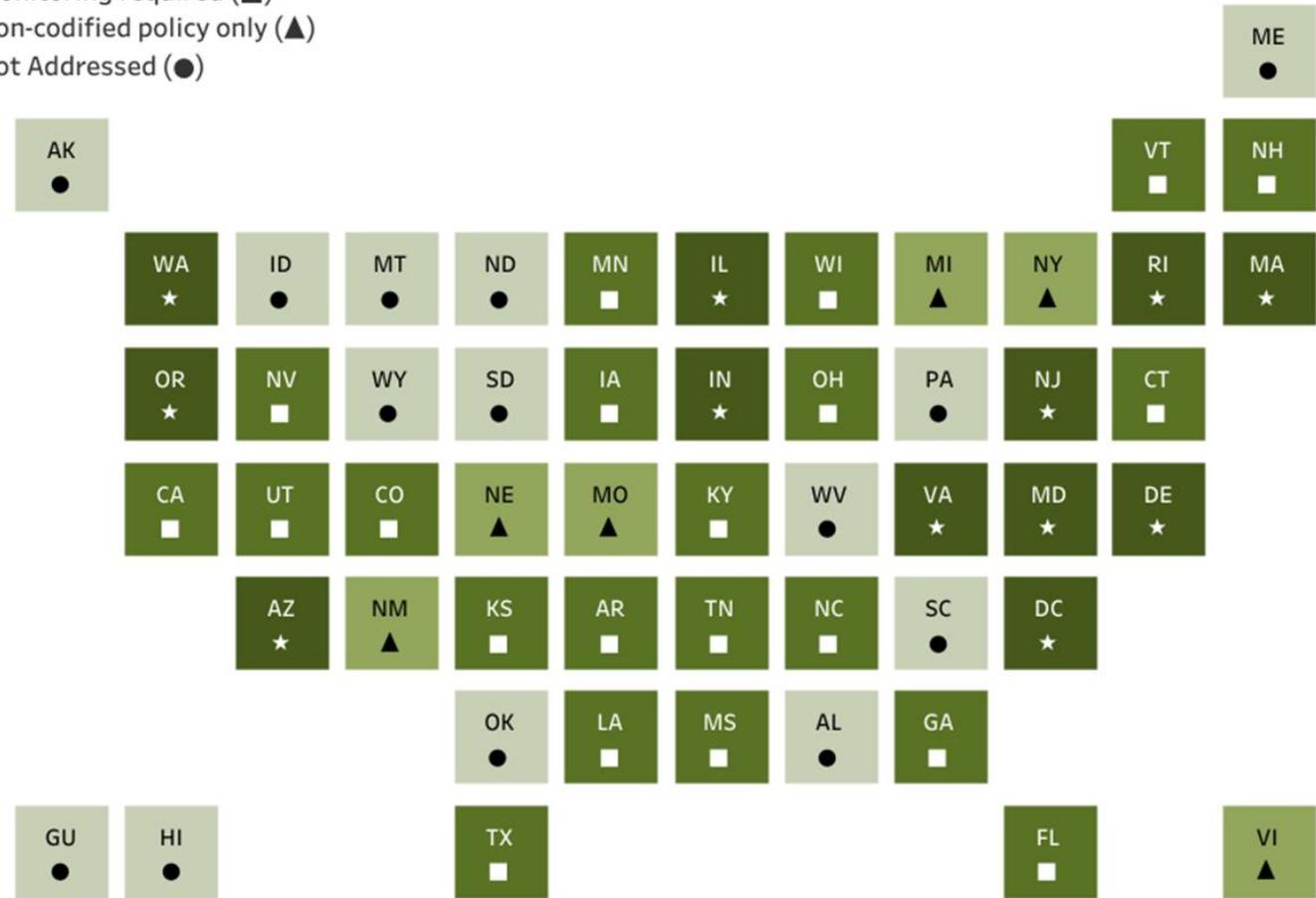


# Equitable Discipline Practices

Source: National Association of State Boards of Education (2021). State Policy Database on School Health.  
Available: <http://statepolicies.nasbe.org>



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



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



# 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

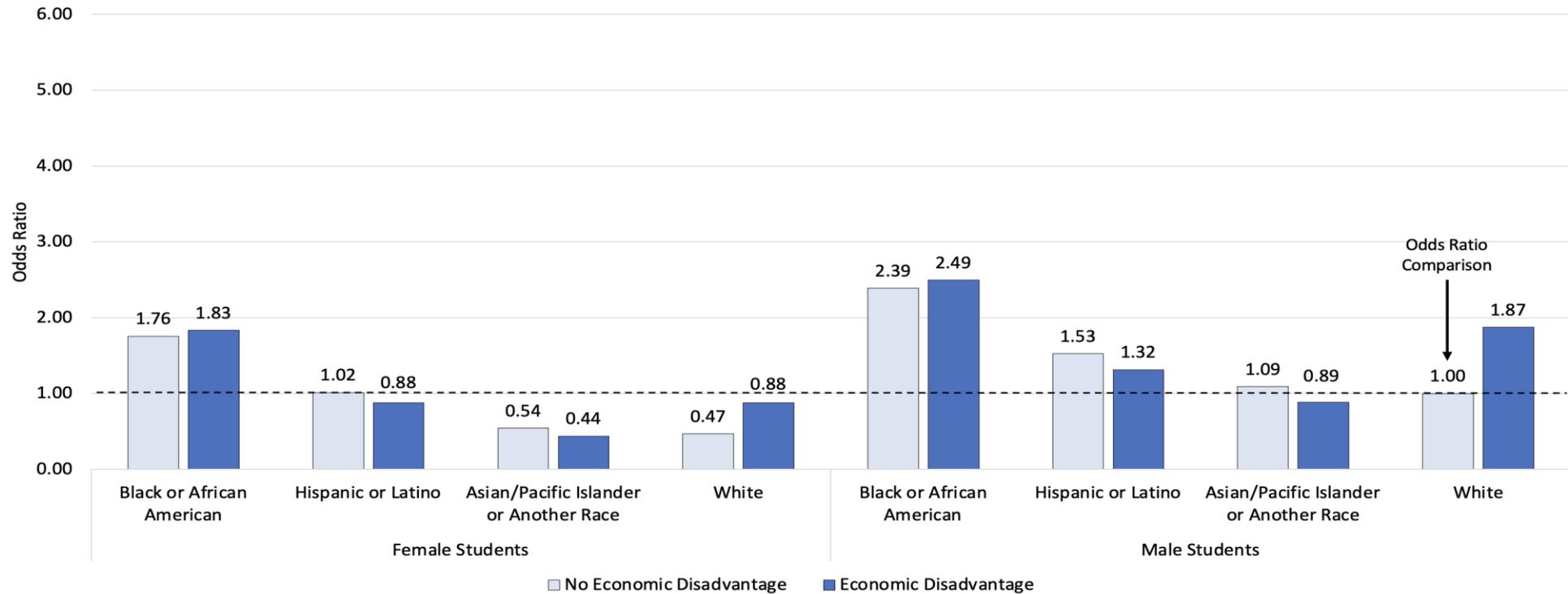


Figure 1. Comparing In-School Suspensions for NYC Schools by Student Race, Gender, and Economic Disadvantage  
 Note: Asian/Pacific Islander make up approximately 77% of the "Asian/Pacific Islander or Another Race" category.

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

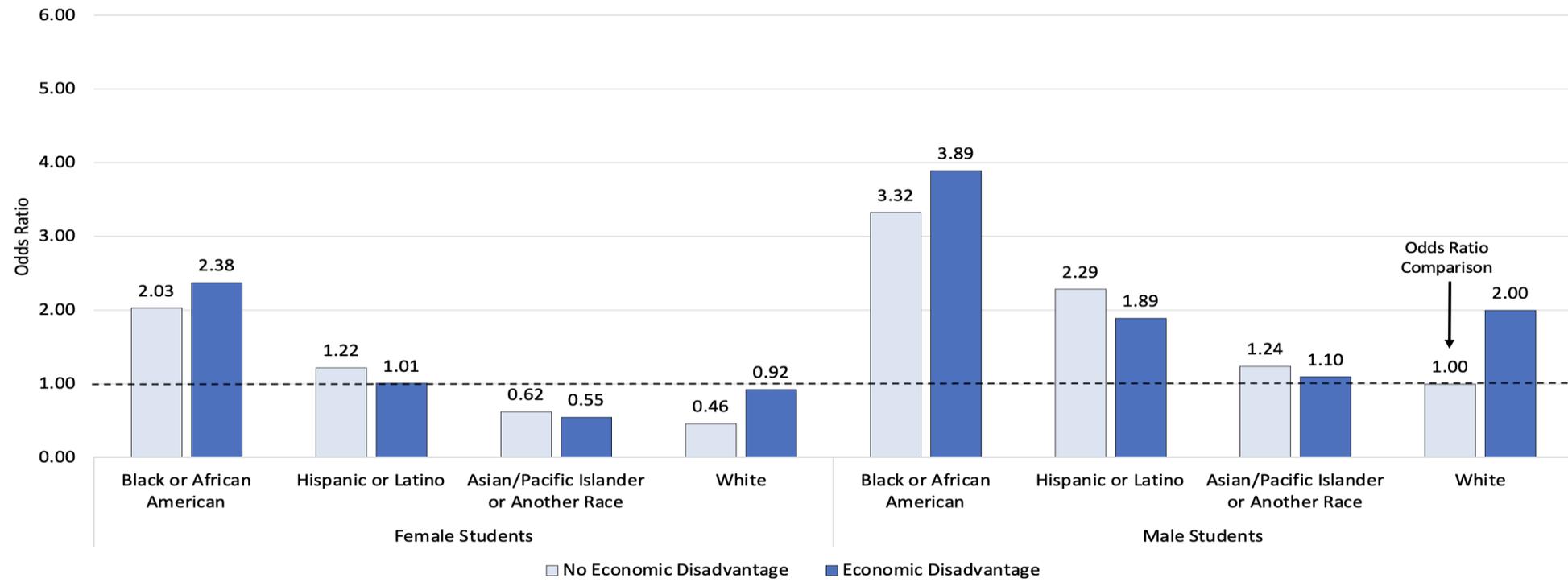


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# Figure 3. Comparing In-School Suspensions for Schools Outside of NYC by Student Race, Gender, and Economic Disadvantage

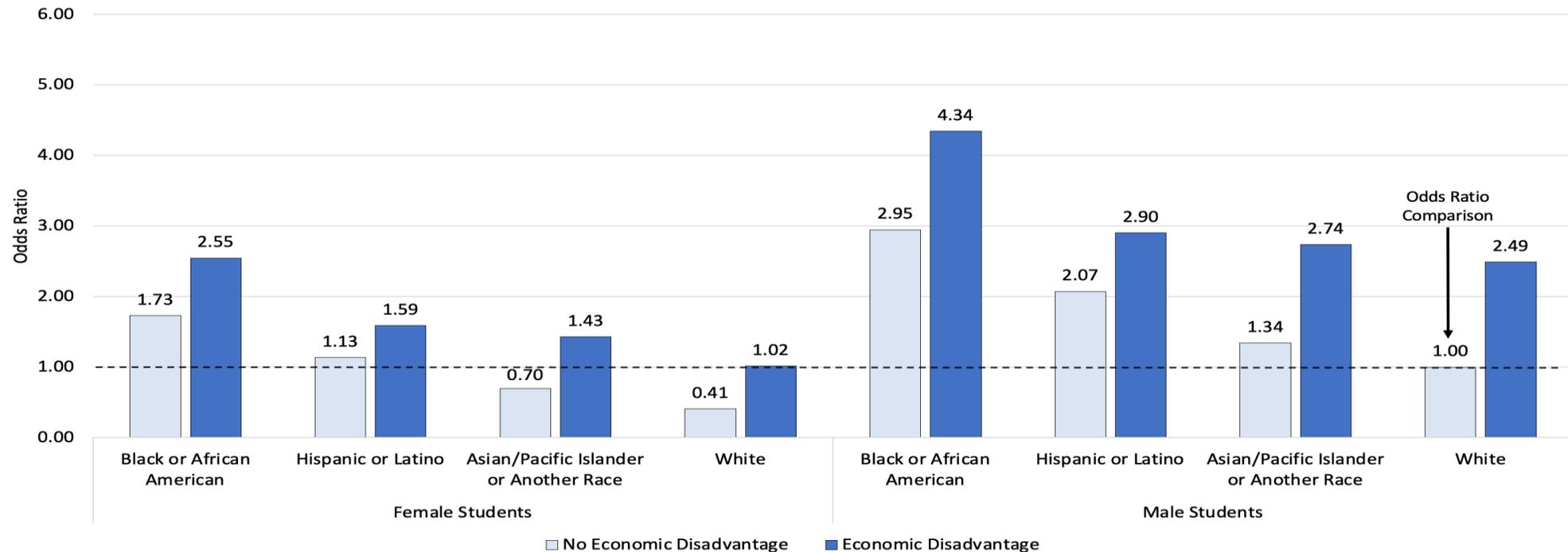


Figure 3. Comparing In-School Suspensions for Schools Outside of NYC by Student Race, Gender, and Economic Disadvantage.  
 Note: Asian or Native Hawaiian/Other Pacific Islander make up approximately 77% of the "Asian/Pacific Islander or Another Race" category.

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

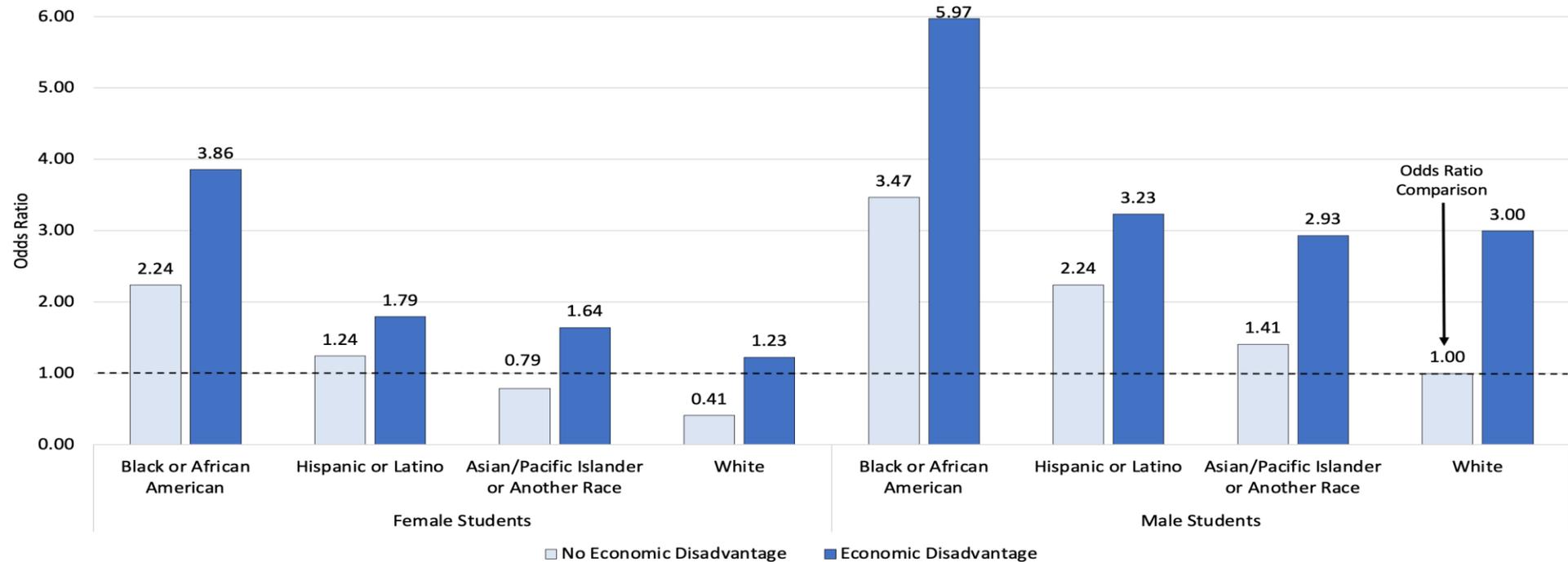
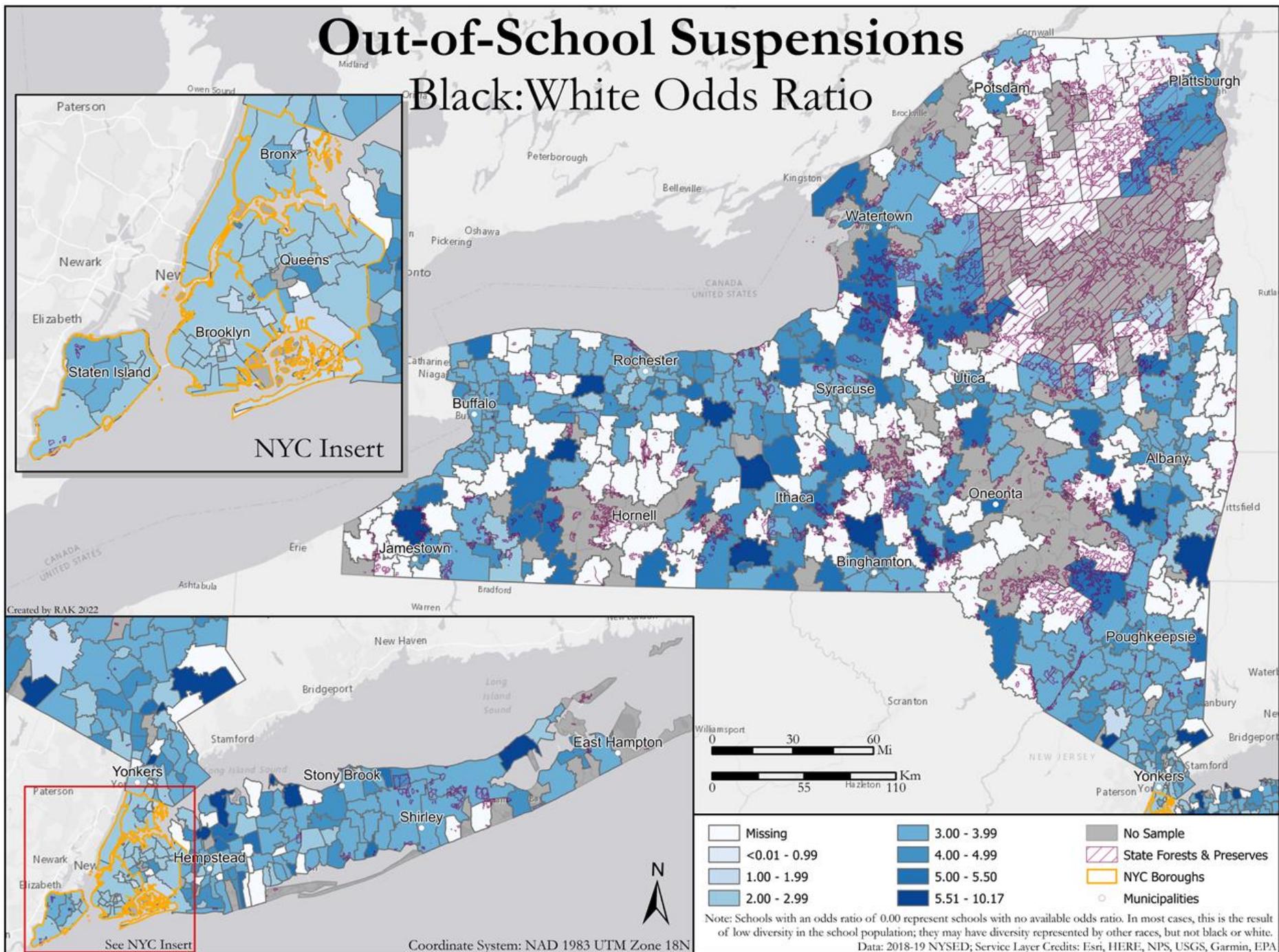


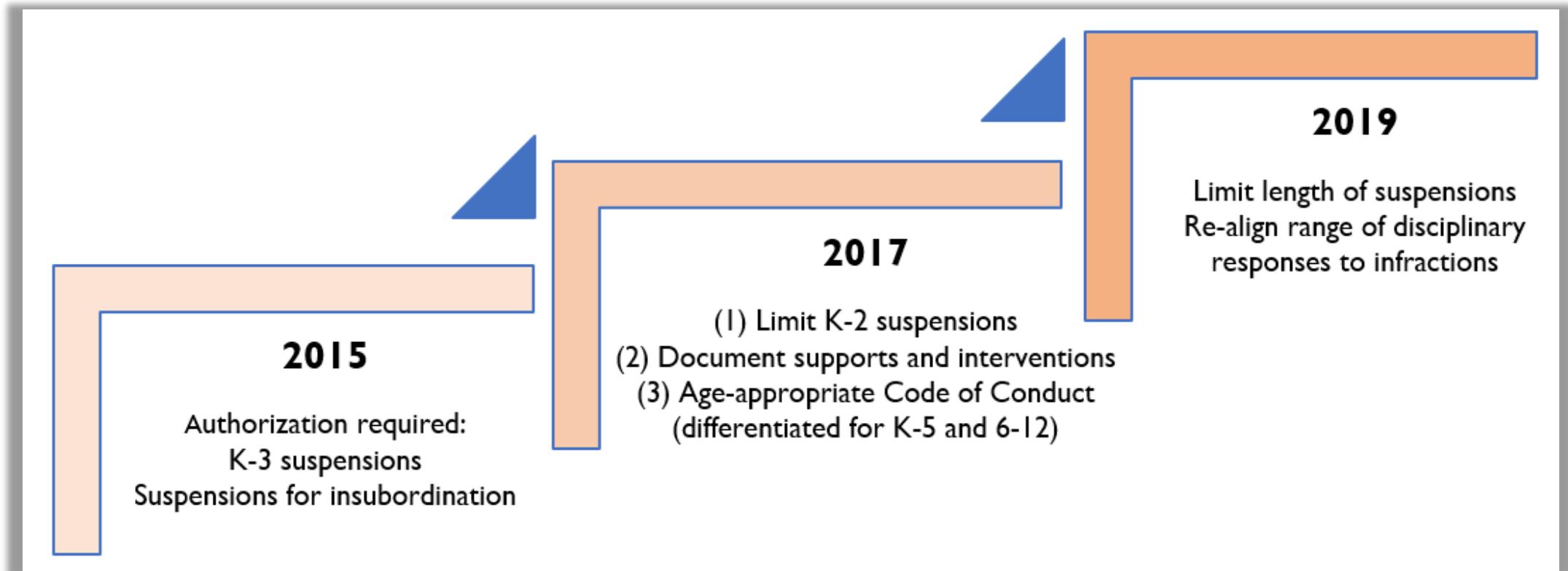
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# Out-of-School Suspensions

## Black:White Odds Ratio



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



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## 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?

