Disciplinary Procedures in Mississippi's Public Schools: A Look at What Educators Have to Say

Mississippi Department of Education Conference on Chronic Absenteeism



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What is Mississippi KIDS COUNT?

Leading resource for comprehensive information on Mississippi's children and serves as a catalyst for improving outcomes for children, families, and communities.

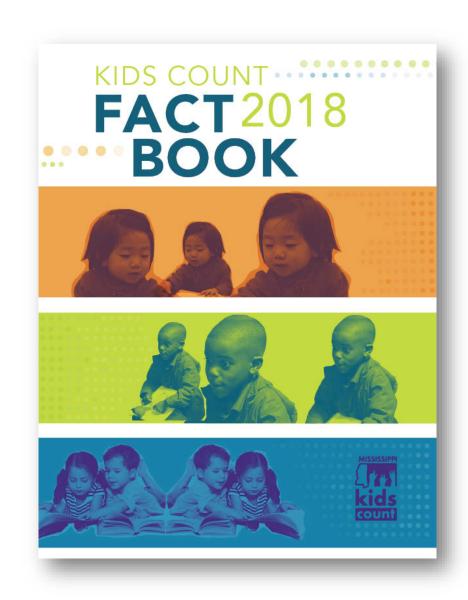
Part of a **national network** of state-based advocates supported by the Annie E. Casey Foundation.

Housed at Mississippi State University's Social Science Research Center.

https://kidscount.ssrc.msstate.edu

What services do we provide and how can we help you?

- KIDS COUNT Data Center: provides an interactive resource with the best available data and statistics on the educational, social, economic and physical well-being of children.
- KIDS COUNT Data Book: published annually with a ranking of states on 16 key measures of child well-being.
- Mississippi KIDS COUNT Fact Book: published in February annually
- Downloadable Infographics and Maps
- Policy Briefs/Surveys: focused on specific issues of importance to our state





Following the Data Policy Grants

Awarded by AECF July 2014 – 2018

Specific Focus on Chronic Absence

Began with district-level data and awareness campaign

Data use agreement with MDE in 2015 allowed student-level data

Survey conducted in 2017 with attendance officers

Solid partnership with MDE Office of School Attendance Enforcement

https://msdataproject.com/



Suspension is an exclusionary discipline practice which has often become a preferred strategy for addressing unwanted behavior in many schools, especially with the introduction of zero tolerance discipline policies in the mid-90s. Despite such behavior in many schoots, especially with the introduction or zero tolerance discipline policies in the milospos. Despite such transfs, there is no evidence which shows that suspensions are effective in reducing unwanted behavior. I Rather, research has trends, there is no evidence which shows that suspensions are effective in reducing unwanted behavior... Asther, research has been that suspension is associated with negative outcomes such as lower academic achievement and higher risk of dropout. encern that suspension is associated with negative outcomes such as lower academic achievement, and higher risk or dropout.

The negative effects of suspension are especially relevant in Mississipi, which consistently ranks among the lowest of US states.

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All and a state of the control of the negative states are a second or The negative effects of suspension are especially relevant in Mississippi which consistently ranks among the lowest of US state. In educational outcomes. During the 2014-2015 school year, nearly a quarter (23.5%) of high school freshmen in Mississippi which continues the properties of the properties in educational outcomes." Juring the 2014-2015 school year, nearly a quarter (23.5%) or high school freshmen in Mississippi, ship schools received a suspension; this was the highest rate of any grade, K-12.7 What are the consequences of suspending purposes and according to the property of the property students at various points in their high school careers?

Costs of High School Suspensions

An analysis of 34 school suspension studies showed a significant relationship at the school level between suspensions and An energies of 34 songer suspension situates enowed a significant responsible by the school several between suspensions and achievement, the higher the suspension rate, the poorer the school schievements. This research also revealed a relationship between suspensions and school displacements are suppressions and school displacements. achievement, the higher the suspension rate, the poor of the school achievements. The research also revealed a relationship serviced with the higher the school dropout rate. A study of 20 periods with the higher dropout rate. A study of 20 periods with the higher dropout rate. between suspensions and school direpout, the riigner the suspension rate, the riigner this school direpout rate. A support subsection of the highest direpout rates in (Vertucky found a positive relationship between direpout and suspension rates and discontinuous directions and the support of the support o schools with the highest dropout rates in Kentucky found a positive relationship between dropout and suspension rates and describes dropping out as a "cumulative process" of unsuccessful school experiences such as behavior and discipline problems. describes dropping out as a "cumulative process" of unsuccessful school experiences such as behavior and discipline by and scademic failure, rather than a sudden "impulsive action." The study suggests that some schools may actually be and academic fasture, rather than a sudden "impulsive action." The study suggests that some schools may actually on "perpetualing a failure cycle" when they rely on suspension and other exclusionary discipline practices, which result in students the supplemental of the supplemental o perpetuating a tailure cycle: when they rely on suspension and other esculusionary discipline practices, which result in student propertunities to learn and grow socially and academically. As Mississippli schools seek to increase graduation appropriate and declarate declarate academical academically and academically and academically academically academically academically academically academically academical academically academical academically academical academically academical academically academical academical academically academical academically academical academically academical academical academically academical academically academical academically academical academically academical academically academical acade having fewer opportunities to learn and grow socially and academically." As Mississippi schools seek to increase graduation rates and decrease dropout rates, a close gramination of school suspension rates could be a first step towards keeping students. rates and decrease dropout rates, a close examination or across suspension rates could be a tax step coverance response response coverance response entimes and on the pain to accessively compressly on right surface and report rates in Measuring units systematic studies which have documented the effects of suspension on dropout rates in Measurippi.

At the national level, a 2016 study estimated that suspensions in 10th grade alone produced more than 67,000 dropouts. As the national level, a 2016 study estimated that suspensions in 30th grade sions produced more than 67,000 dropouts. The social and economic costs of dropping out of high school are huge, due to lost wages and taxes, higher welfairs costs, provide handly hard intransact origins in 2008, 2007. Increased the part of the product handless and surprise the 2008 are 1000 and 1000 are 1000 ar The social and economic costs of diopping out of high school are huge, due to lost wages and taxes, higher women costs, proper were selected and increased crime. In 2006-2007, increased in rutes among individuals ages 16-24 were 63 times higher than the selected and increased crime. In 2006-2007, increased in rutes among individuals ages 16-24 were 63 times higher than the selected and increased crime. In 2006-2007, increased in rutes among individuals ages 16-24 were 63 times higher than the selected and increased crime. In 2006-2007, increased in rutes among individuals ages 16-24 were 63 times higher than the selected and increased crime. In 2006-2007, increased in rutes among individuals ages 16-24 were 63 times higher than the selected and increased crime. In 2006-2007, increased in rutes among individuals ages 16-24 were 63 times higher than the selected and increased crime. power neam, and increased crime. In 2008-2001, incarceration rates among individuals ages 16-24 were 63 times higher for dropouts than among college graduates. The intersection of race, educational attainment, and incarceration is striking. 2011 a third found in peach 2704 absposs of an African Apparatus area. for dropouts than among college graduates. = The intersection of race, educational attainment, and incarceration is straight a 2014 study found a hearly 70% chance of an African American man without a high school diploma being imprisoned by his a 2014 study round a nearly 10% chance of an African American man without a high school diploma being imprisoned by his whithings. The long-term fiscal and social costs of these losses have been estimated at \$11 billion in fiscal impact in lost. THIS TRITIES.** THE KINGSTEPT RECEI AND SOCIAL COSTS OF THESE IDEASE HAVE DEED ESTIMATED AT \$1.3 DISSON IN RECEI IMPOST IN DOCUMENTS. THE KINGSTEP PROPRIES OF THESE ADDITIONS AND \$3.5 DISSON IN SOCIAL IMPOST AND COSTS TO THE SOCIAL PROPRIES. THE SOCIAL PROPRIES OF THE SOCIAL PROPRIES. tax revenues over the inferimes of these additional diopoids, and \$35 billion in social impact and costs to the larger society.

From a cost savings perspective, there would be substantial sconomic benefits from reducing suspension rates. The study of the perspective of the substantial sconomic benefits from reducing suspension rates. The study of the substantial sconomic benefits from reducing suspension rates. From a cost savings perspective, there would be substantial economic benefits from reducing suspension rates. The study desimated that even a one percentage point reduction in the national suspension rate would reduce the number of dropouts due estimated that even a one percentage-point reduction in the national suspension rate would reduce the number of dropouts oue to suspension, resulting in a facial benefit of \$691 million and a social benefit of \$2.2 billion.⁵ As the poorest stats in the nation of the property of the p to suspension, resulting in a facial benefit of \$693, million and a social benefit of \$2.2 billion." As the poorest state in the nation (ranked by median household income)." It is important to answer the question of how our zero tolerance exclusionary discipline princes by median nousehold incorner—it is important to answer the questions in own our cerepolices are related to school dropout rates and Mississippi's long-term facal and social costs.

This brief is the second in a series on school suspension. The previous brief in this series, Education Suspended. An Overview This time is the second in a series on school suspension. The previous their in this series, Education Suspension An Overheek

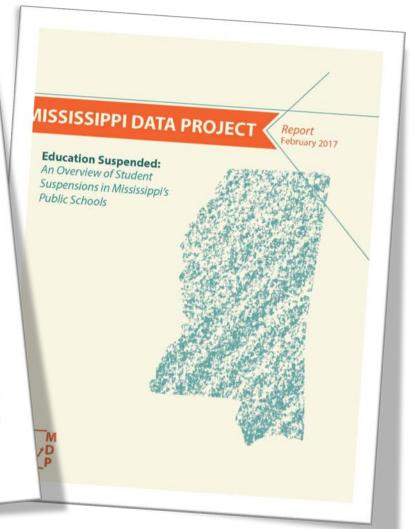
Mississippl's Public Schools (February 2017), found that compared to the national average of 6%.

Management and a business rate of at visuals deposits on the second of a february 2017 and that compared to the national average of 6%. or busions, suspensions in mississipps a Yubic Schools (February 2017), found that compared to the national average of 6%.

Mississipph had a higher rate of students receiving one or more out-of-school suspensions (OSS) during the 2013-2014 school

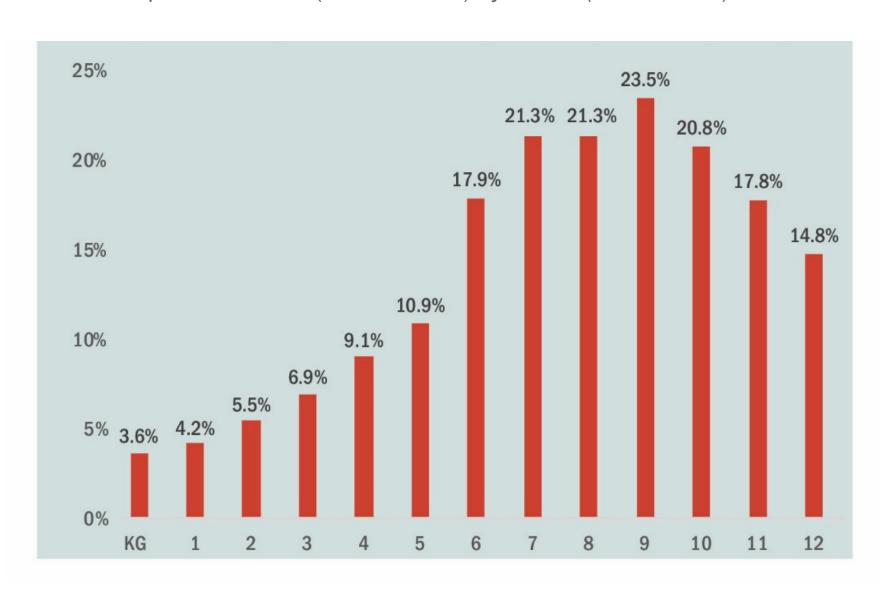
pages? February 2017 on Mississippi in rate of 1.7 (1), or 9, 300, or all rate black school students. AMISSISSIPPI had a higher rate or students receiving one or more out-or-school suspensions (USS) during the 2013-2014 school suspensions (USS) during the 2013-2014 school students, were given one or more out-or-school suspensions. When discussed in the 2013-2014 school students, were given one or more out-or-school suspensions. year." Approximately 4.2,100 Mississippi students (N-32) or 8.3% of all public school students, were given one or more out. Of school suspensions. When disaggregating data from the 2014-2015 school year, we found that Black students (12.7% OSS rate) in the control of the cont sence suspensions, when alsags/egating data from the 2014-2019 sence) year, we found that strack equipment (2.7 m ups rate were over three times as likely to receive one or more out-of-school suspension as White students (4.0% OSS rate). Nationally, which were the first that filters at utdents are more timbs to be supposed for indications which are determined as the contractions of t were over three times as likely to receive one or more out-of-school suspension as White students (4,0% USS rate). National students are more likely to be suspensed for infractions which are determined subjectively by the atudies show that Black students are more likely to be suspended for intractions which are determined subjectively by the referring teacher such as insubordination, willful defence, disrespect, escessive noise, threat, and loilering while White students are determined and the subject of the students of the subject of th referring teacher such as insupportshation, willful defiance, querespect, excessive notes, utreat, and someting white studes tend to be referred for suspension due to offenses which can be objectively determined (obscene language, leaving without paramissing applications and transferred (1).

This brief follows up on this previous effort and summarizes information on the consequences of suspension on dropout, and ma brief tollows up on this previous effort and summarizes information on the consequences of suspension on dropout, and applications of the purpose of this policy brief is to advance data driven decision-making in promoting best coupling provides and sele-mational replacements for whiterer and familians in Mississians. permission, smoking, and vandalism) outimes puricy considerations. The purpose of this posicy crief is to advance data practice models and educational policies for children and families in Mississippi.

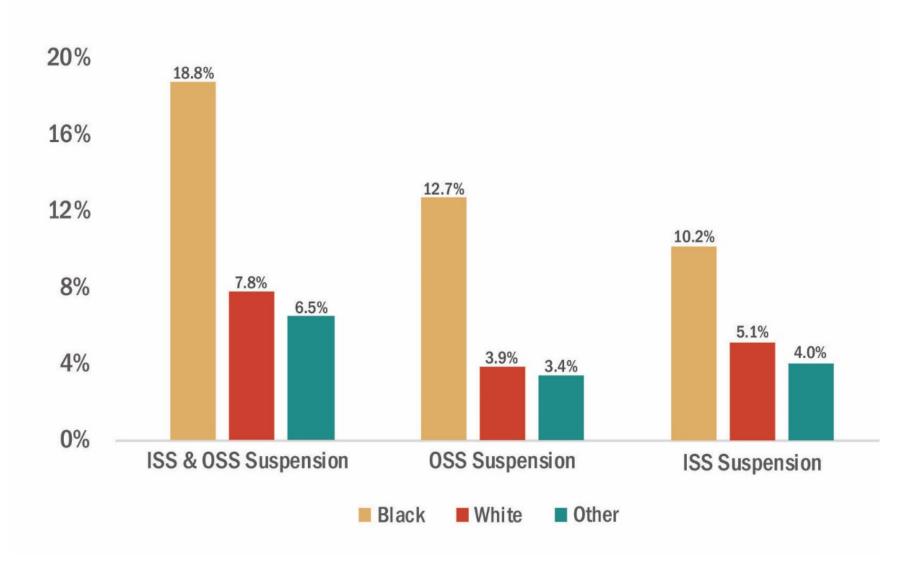




Suspension Rates (OSS and ISS) by Grade (2014-2015)

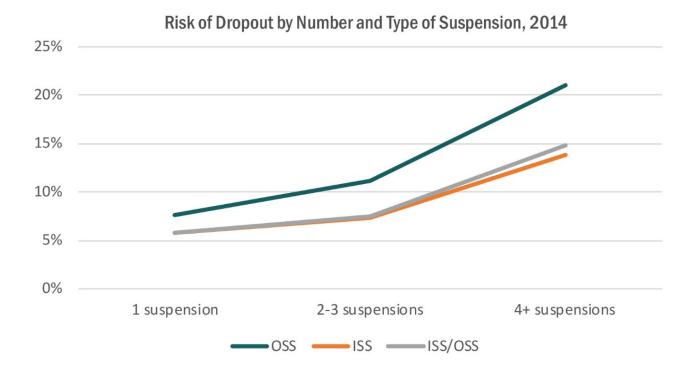


Suspension Rates by Race (2014-2015)



Please share – does your district use a variety of corrective strategies that do NOT remove children from valuable instruction time?





"A Suspension can be life altering. It is the number-one predictor – more than poverty – of whether children will drop out of school, and walk down a road that includes greater likelihood of unemployment, reliance on social-welfare programs, and imprisonment."

National Education Association, neaToday (Flannery 2015)

BALANCING ACT:

Mississippi Administrators and Teachers Weigh in on Discipline Policies in Schools

BALANCING ACT:



A school district's student code of conduct serves as a contract between the student and administration outlining student expectations that, if followed, will foster a positive learning environment. Developed under the leadership of the district expressivates tree, it retrovests, with loader is preserve yearning environment, beyveloping under the resourcing the granted additional process of an expression and adopted and enforced by the local school board, the code of conduct and student handbook explain possible. acrimination and eduped and embroid by the local school spara, the code or conduct and square, managed espaint discriptingly actions and consequences should discreetly conduct occur. When a student, violates the code, disciplinary omorphismy arranes and consequences should discretify conduct occur. When a sourcer, violence the good, discretify policies are put into place to address the behavior exhibited. The methods of discipline and the degree of enforcement viry widely across the U.S. YC12 landscape and even from school to school

In Mississippi, school suspension, detention, alternative policies, alternative education, and corporal punishment are ollowable In mississipps, school suspension, geterioos, alteritative process, anemacive sources, and corporal parameters, are a creative process, anemacive sources, and corporal parameters, are a creative under state law. Mississippi Code 37 -11-65 requires local school boards to adopt their own disordinary policies and make them available to students, parents and guardians at the beginning of the academic year.

On average, one out of every seven students in American public achools experisnoes exclusionary disciptine. In achool un average, one out or every seven asusemis in vinexian busin, schools expensions debusinary designate. Precision suspension (ISS), out of achieve suspension (ISS), or expulsion of GSS remove the student, permanently or suspension (1997, outremental) suspension (1996), or expusion, expusion, and uses remove one sousers, permanently temporarily, from the school environment, in-echool suspension, in contrast, seeks to keep the student in the school suspension. emporerry, that the school emergined, mesonor suspension, in contrast, seeks to keep the student in the school environment, while removing them from the disastrom. Though policies and best practices recommend using ISS classrooms To marrian order and safety while addressing behavioral issues without excluding students from the loaning erwinoment, a students deciplined with ISS still mise instruction time with their peers.

Removing a student from this regular classroom for a specified period of time. May be served in school (ISE) elementing a nutriport, from the regular standard on or a superficiely period on times entry or exercises or sound. OSOS, depending on the seventy of the infraction, and the school's code of conduct.

Requiring a student to report to a designated area during otherwise free time (i.e., lunch, recess, free period, after

Physically administering discipline, usually by means of spanking or hitting Corporal Punishment:

Positive Behavioral Interventions and Supports (PBIS): Providing discipline plans and rewards for good behavior at the student, classroom, and school levels

Seeking to beliance consequences with mending the relationship between the student and the school community an infraction has occurred

Given that decips nary methods vary across the Mississippi public school landscape, it is important to examine how and why Over the designment memore very scrose one missessippl pound entropy emissions, it is important to specify and the design of the process and can have they are being implemented in the classroom. Administrators and teachers are closely involved in the process and can have tray are coung impremented in the classificon, nathrinscriptins and descripts are ploating interved in the process and dentities with support from the Annie E. Casey Foundation, researchers at Mississippi KIOS. VARIABLE THE SUFFERS PROCEEDS. WELL SUPPORT FOR THE AFFIRE E. GARRY FOUNDATION, TRUBERTHER B. MIRNESUPP. THE SUPPORT OF THE FAMILY AND CHILDREN RESEARCH CHILD. At Mississippi State University & Social Science Research Center. (SSRC) developed a web-based survey instrument to gather the perspectives of Masissippi K-12 public school administrators. and bachers on the types of discipline policies administered in their schools, the effectiveness of these policies, and their and observes on the upper is becoming pursue equipment of in user ourside, the enduryments or area pursue, see a deci-suggestions for alternative strategies. The total number of completed surveys was 4.33. Additionally, researchers conducted telephone interviews with six school administrators (i.e., superintendants, principals, and assistant superintendents) from terephone interviews was six school administrators (i.e., supermendents, principles, and assistant supermendents are featured within the body of this brief. The administrators comments around the state to outsin quartative responses that are readined within this body or this trief line administrators. Softments are reflective of their views on disciplinary procedures and may or may not correspond with the key findings from the survey.



Methodology of Survey

Conducted in March 2018

Web-based survey developed by Mississippi KIDS COUNT

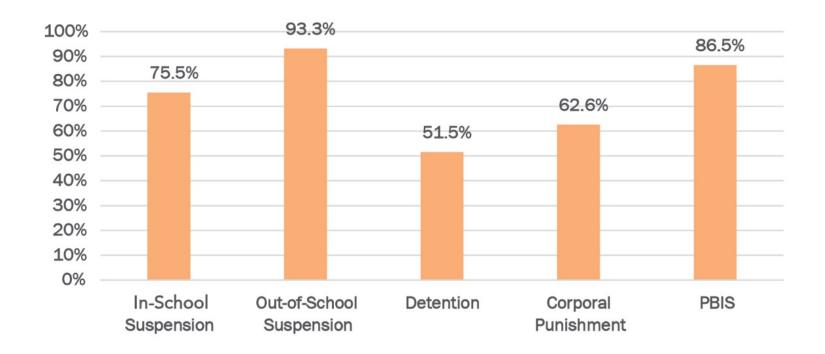
Sent to all K-12 Principals

Asked to Participate and Forward to Teachers, Interventionists, School Counselors

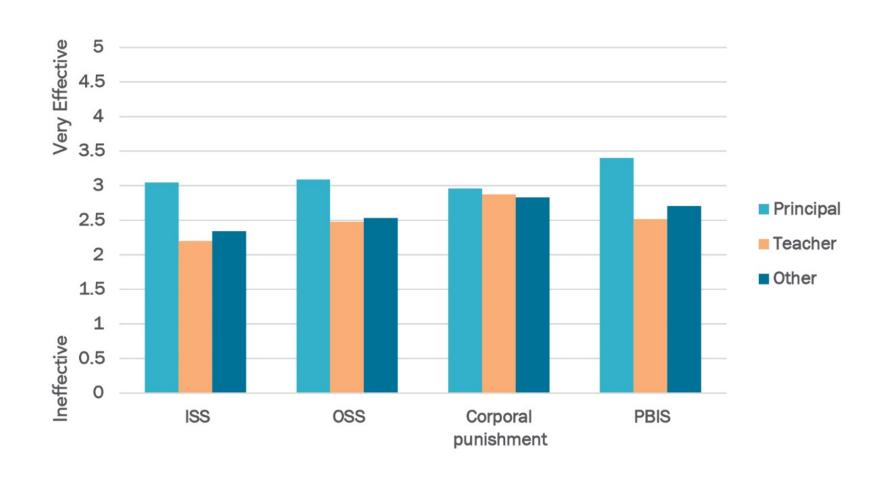
433 Respondents

Qualitative Phone Interviews also conducted

MISSISSIPPI PRINCIPALS' REPORTED USE OF DISCIPLINE STRATEGIES



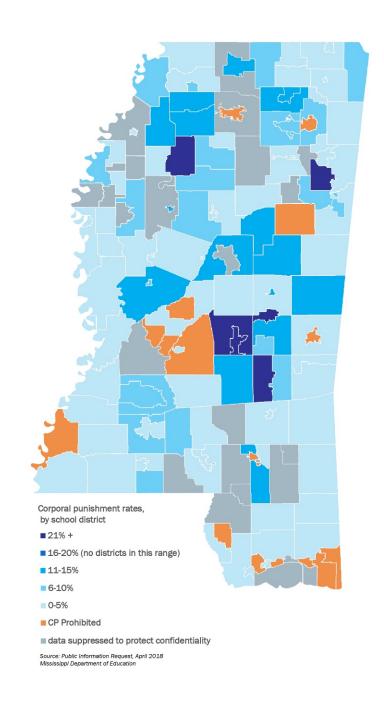
PRINCIPAL AND TEACHER RATINGS OF DISCIPLINE STRATEGIES



Percentage of Mississippi School Districts Allowing Use of Corporal Punishment



CORPORAL PUNISHMENT RATE BY DISTRICT, 2016-2017



DISTRICTS PROHIBITING CORPORAL PUNISHMENT, BY YEAR ENACTED

District	Year Enacted
Oxford	1980
Gulfport	1991
Jackson Public	1991
Hattiesburg	1999
Canton	2004
Starkville-Oktibbeha Consolidated	2005
Ocean Springs	2006
Clinton	2012
Meridian	2012
Tupelo	2013
Moss Point	2014
Natchez-Adams	2014
Pass Christian	2014
Pascagoula-Gautier	2015
Pearl River Co.	2015
Greenville ource: District Board Policies	2018

"We ultimately envision corporal punishment being totally removed [from the district policies]. But we also had some pretty intense discussions. We had a student leadership team that represented schools across the district. It's amazing. Corporal punishment is ingrained in students and the culture of our area. In that conversation, we had students say, 'Yes, we need it.' And parents said, 'Yes, we need it.' It's been so much a part of it [the culture]. So we were not going to strip it all the way out, but we reduced it."

"Corporal punishment is the opposite of what we're trying to build and creates a culture of fear... We worked with administrators to identify the only times it can be used. It's a last resort for only a few infractions.... Before, it could pretty much be used at any time. We... gave a definition so parents and administrators can see what it should look like, when it should be used, who can do it—just to make sure all those lines are covered. We did reduce it greatly, with the hope that we are ultimately able to move away from it altogether."

- 66% of principals surveyed say their students can be suspended for willful disobedience or willful defiance
- 64% said they use "zero tolerance" policies
- 93% reported using a "discipline ladder" for determining the consequences of an infraction
- 68% said they have a law enforcement presence in their schools

Teachers (66%) and school interventionists, special education teachers, counselors and social workers (73%) believe they have little to no influence in setting discipline policies in their schools.

"I do not like ISS and OSS because it takes away the kids from the classroom, and if they're not in the classroom, they're not learning."

"I will always believe the purpose of discipline is to change behavior, not to be mean or punitive. You have suspensions and in-school detentions. But at the end of the day, I think it matters the relationship you're building and where your community is going to."

Who believes that PBIS strategies are more effective than suspension and/or corporal punishment?

Teachers?

Principals?

Others: Interventionists, Special Education Teachers, Counselors, Social Workers?

On average, **principals** rated positive behavior supports at 3.4 with 5 being the highest on the scale.

Teachers and the "other" group rated it as 2.5 and 2.7 respectively

Alternative Strategies to Suspension:

- Parents attending class with their children
- Community Service
- Restorative Justice
- Detention
- Overnight Suspension

Policy Considerations

- Require school districts to track their suspension rates over time (by race, age, gender, disability status, type of infraction, and date of suspension) to better understand how suspensions contribute to chronic absenteeism.
- Provide pre-service and in-service professional development opportunities so that school staff understand culturally relevant positive classroom discipline, classroom management, and the root problems triggering misbehavior.
- Increase the use of PBIS and Social and Emotional Learning across the K-12 landscape.

Policy Considerations

- Ensure that teachers, students, and parents have input when reviewing student codes of conduct and school handbook discipline policies.
- Request that MDE analyze school discipline policies (including school suspensions and corporal punishment) and consider their effects on chronic absenteeism, graduation rates, student academic achievement, and the state of Mississippi's economic well-being.

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"We have to address behavior in the same manner as we do reading and math, science and social studies. We have to know what is developmentally appropriate, and we have to do those things that help the student acquire that skill set. We weren't born with that skill set—none of us were. We've learned it by trial and error. We're hoping by being proactive and having well-developed systems of support, our staff can do the same things they need to do without as much pain as some of us had in learning those strategies."