



COLORADO
Department of Education

District Profile Reports Feedback

School Districts
4/29/24-5/3/24



Background information

Previous feedback sessions

Suppression rules

Tutorial

Time to review

Feedback breakout groups



HB 23-1291: Procedures For Expulsion Hearing Officers

- Legislation passed in 2023 updated requirements for the expulsion hearing process and requires a new training for individuals who are acting as Expulsion Hearing Officers, starting in January 2025

SB 23-029: Disproportionate Discipline in Public Schools

- CDE will be supporting the facilitation of a task force during the 2023-24 school year. The task force will be studying disproportionate discipline, CDE's processes for data collection and sharing of resources, and can make administrative or legislative recommendations

HB 22-1376: Supportive Learning Environments for K-12 Students

- CDE will begin publishing district profile reports that cover data points related to learning environments including attendance, behavior, discipline, and other measures, and must get feedback from multiple stakeholders

HB 22-1376: Supportive Learning Environments for K-12 Students



- Stakeholder feedback was gathered through three meetings with 27 stakeholders
- Discussions on clarification of discipline categories
 - Bullying category was added for 2022-23 data collection
- Provide additional [guidance](#) to support consistency of Local Education Provider coding and reporting
 - CDE codes defined in statute crosswalked with Colorado Association of School Boards (CASB) model policies
 - [CDE Discipline Data Guidance for LEAs](#)

Discipline Codes

The associated reporting code used in the School Discipline file for each reported behavior is provided in parenthesis and italicized.

Drug Violation (CDE code 01)

Definition in statute:

Use, possession, or sale of a drug or controlled substance, other than marijuana, on school grounds, in a school vehicle, or at a school activity or sanctioned event.

CASB File JICDA - Code of Conduct code 12:

12. Violation of the Board's policy on student conduct involving drugs and alcohol

Building consistency in discipline incident categories



CDE code for data reporting	CASB model policy codes
<p>Disobedient/Defiant or Repeated Interference</p> <ul style="list-style-type: none">- CDE code 08	20. Directing profanity, vulgar language or obscene gestures toward other students, school personnel or others.
	21. Lying or giving false information, either verbally or in writing, to a district employee.
	22. Engaging in scholastic dishonesty, which includes but is not limited to cheating on a test, plagiarism or unauthorized collaboration with another person in preparing written work.
	25. Repeated interference with the district's ability to provide educational opportunities to other students.
	26. Continued willful disobedience or open and persistent defiance of proper authority including deliberate refusal to obey a member of the district staff.





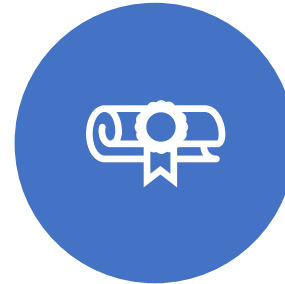
District profile reports must be created for each school district and the charter school institute regarding discipline data



Dashboard will be updated annually



Disaggregated by gender, grade level, ethnicity, disability, ELL, free and reduced-price lunch status, homeless status



In the 2023-2024 school year it will be collected at the student level



Gather input from interested stakeholders that ensures:

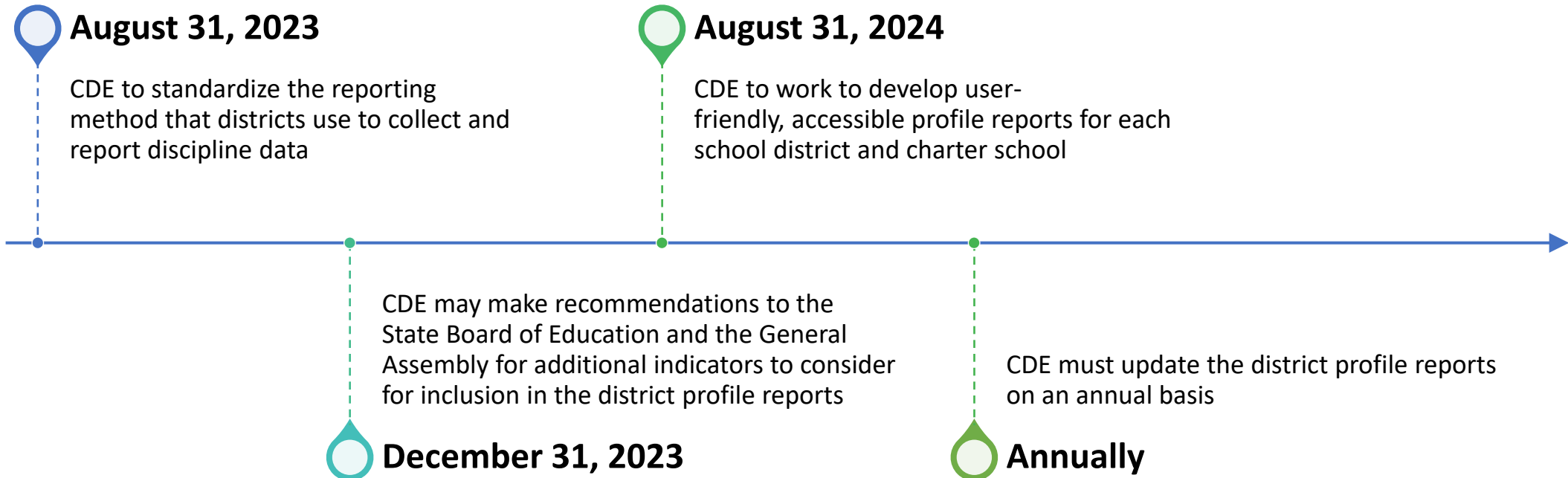
Implementation of required components

Data reports are useful for schools, districts, and families

Required Measures



Chronic absenteeism rates	Number of students handcuffed
Number of in-school and out-of-school suspensions	Number of students physically restrained
Number of expulsions	Number of school-related arrests
Number of referrals to law enforcement	Number of students placed in seclusion
Mental health provider ratios	School climate surveys
The number and type of disciplinary incidents and actions taken in response, at a student level	Any other existing district-level measures that CDE determines relevant and related to school climate



Previous Feedback Sessions



School Districts

- ~150 participants
- Discipline Data Respondents
- District Administrators
- School Administrators
- Service Providers

Disproportionate Discipline Task Force

Colorado Special Education Advisory Committee (CSEAC)

State Advisory Council for Parent Involvement in Education (SACPIE)

CDE Staff



Technical suggestions on graphs, charts, layouts, and context needed

Concerns on public reporting due to inconsistency of discipline practices

Ensure accurate suppression, especially for smaller districts and change to student-level collection

- Changes to mental health ratios
- Added more descriptions and definitions based on the context that was provided in the feedback
- Added enrollment numbers and percent of total to all data
- Changed formatting of some charts and added different charts/tables
- Updated suppression rules in the reports
- Created comparisons by district size
- More time to digest information in future sessions with time to review
- Statutory definitions of behavior and discipline actions pop up as you hover, as well as other categories



- Accessibility
- Looking at being able to view in other languages
- Looking at the potential to see districts of similar make up
- FAQs
- Tutorial with instructions for using the dashboard
- School-level pdfs to be sent to districts

Discipline Suppression Rules



Goal is to ensure that student privacy is protected within the context of other requirements and uses of the data.



The FERPA standard for de-identification assesses whether a *“reasonable person in the school community who does not have personal knowledge of the relevant circumstances”* could identify individual students based on reasonably available information, including other public information released by an agency, such as a report presenting detailed data in tables with small size cells.

Ensure that a reasonable person could not identify the student from:

- The data itself (ie looking at a count of discipline incidents)
- By cross-referencing with another data set (ie there are 2 male students in a grade level and 2 male students in the same grade level suspended)



Overall Approach to suppression

- Small districts
 - If a district has less than 16 students, no discipline data will be reported
 - Based on numbers in 23-24, this would suppress 3 districts
- Total size of subgroups: Suppress groups of less than 16
 - If a group of students at a district is less than 16, all data would be suppressed and potentially complementary groups.
 - Grade, race/ethnicity, program type (IEP, 504, Multi-Lingual Learners)
 - Multiple category groups (i.e. white students with an IEP)

Multi-Lingual learners	IEP
12 students	36 students
6 suspensions	5 suspensions
Only suppress Multi-Lingual Learners	



Overall approach to suppression

- Size of discipline counts: Suppress counts of less than 4
 - Number of suspensions, expulsions, arrests, etc.

American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or Other Pacific Islander	Two or More Races	White
5 students enrolled	13 students enrolled	115 students enrolled	57 students enrolled	110 students enrolled	123 students enrolled	86 students enrolled
1 suspension	5 suspensions	21 suspensions	10 suspensions	5 suspensions	29 suspensions	2 suspensions
Suppressed	Suppressed	All would be published				Suppressed



	8 cat., N=4
Average categories for district view	3.77
Average categories for subgroup view	2.72
Average categories for stacked subgroup view	1.01

	8 cat., N=4
Districts that can see 0-2 categories	36
Districts that can see 3-5 categories	100
Districts that can see 6-8 categories	31

Profile Reports Tutorial



Section tutorial



Time to review on your own



Breakout groups



Come back together and share



What did you like about the visuals?

What could be improved or changed?

What descriptors are necessary to provide context for these data?

General feedback



Click the link in the chat to access the jamboard and the PDFs, where you will view the reports and add feedback to each section.



Share



Set background | Clear frame

Open on a Jamboard

Chronic Absenteeism & Mental Health Professional Data

What was helpful? What did you like?

What improvements could be made?
What other charts would you like to see?



Next Steps

- Timeline
 - Completing a final version of the profile reports based on this feedback
 - The information from this session will be posted on CDE's website
 - The reports will be published on CDE's website on August 31st
- Please feel free to reach out!
 - sale_j@cde.state.co.us
 - 720-948-7998

Questions?

Thank you!