Welcome!

Attendance Sign-in

Please sign-in, grab breakfast in the café, and say hello to someone you haven't met before!

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Leveraging Data and Evaluation to Reduce Exclusionary Discipline

Tarrant County Executive Learning Community 2024

December 3, 2024

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Our Team Presenting Today

Melissa True

Vice President for Education and Strategy

Edna Henderson, LCSW

Director of Youth and Family Mental Health

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Vision, Mission, Core Change Strategy

Vision: We envision Texas to be the national leader in treating people with mental health needs.

Mission Statement: Independent and nonpartisan, the Meadows Mental Health Policy Institute works at the intersection of policy and programs to create equitable systemic changes so all people in Texas, the nation, and the world can obtain the health care they need.
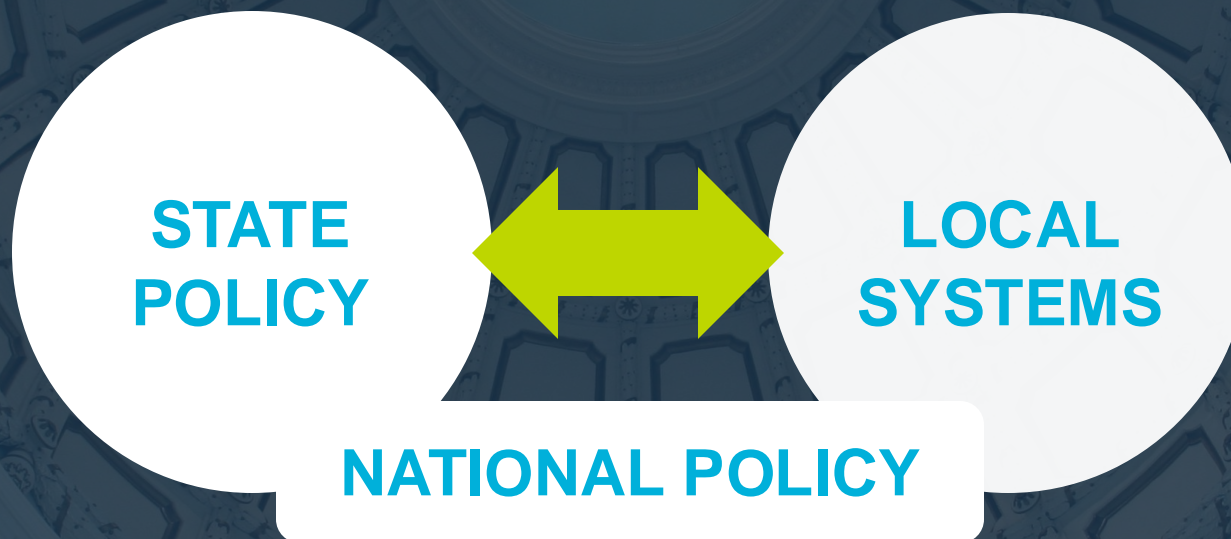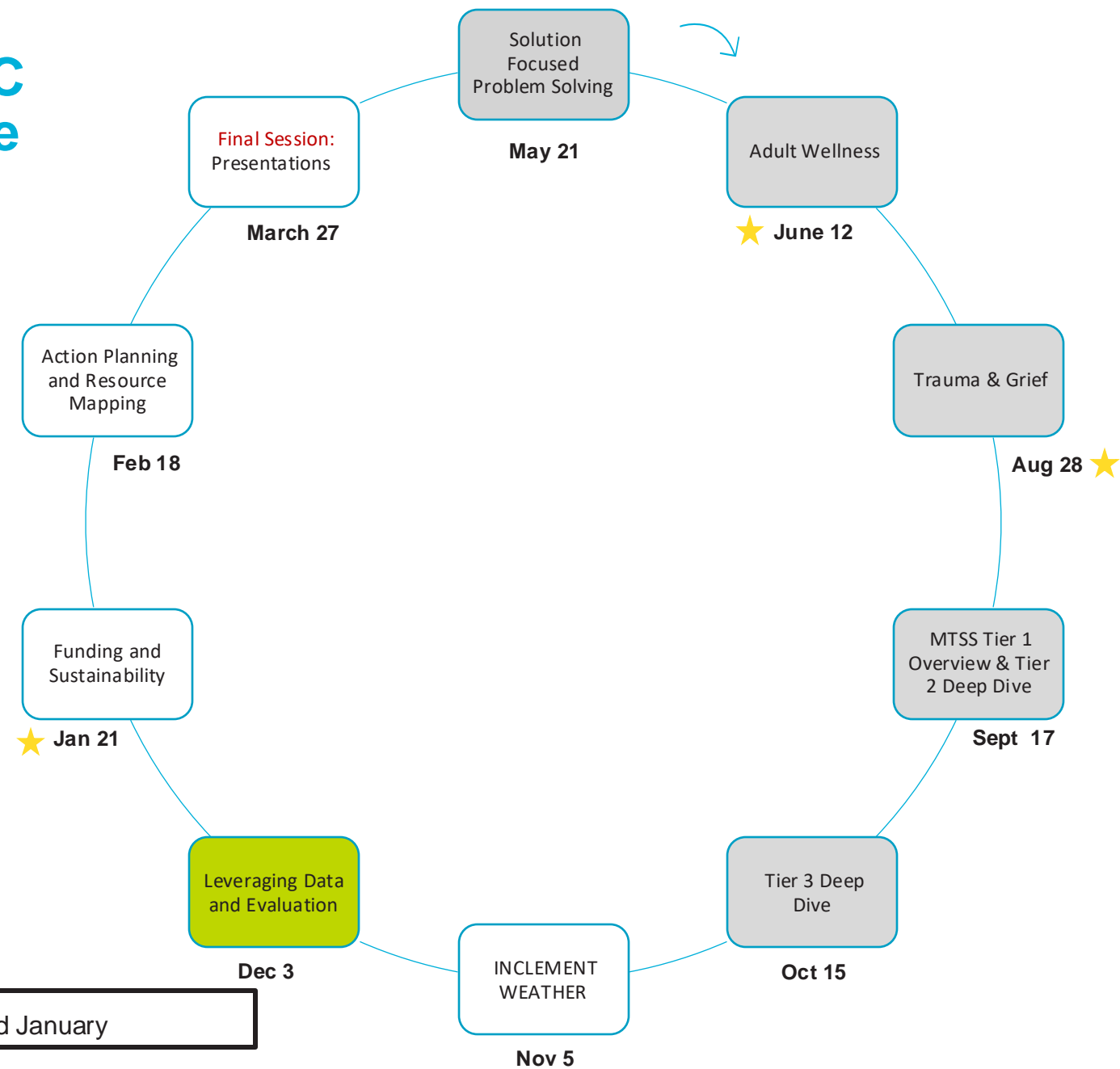
STATE POLICY

LOCAL SYSTEMS

NATIONAL POLICY

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Cohort Norms

- Our base norms:

  o Participate

  o Be present

  o Vulnerability

  o Share

  o Give feedback

- Any additions?

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Tarrant County ELC Learning Sequence

6

Solution Focused Problem Solving
May 21

Final Session: Presentations
March 27

Adult Wellness
⭐ **June 12**

Trauma & Grief
Aug 28 ⭐

Action Planning and Resource Mapping
Feb 18

MTSS Tier 1 Overview & Tier 2 Deep Dive
Sept 17

Funding and Sustainability
⭐ **Jan 21**

Leveraging Data and Evaluation
Dec 3

INCLEMENT WEATHER
Nov 5

Tier 3 Deep Dive
Oct 15

⭐ **Virtual Sessions:** June, August, and January

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Updates

Webinar

TASBO/MMHPI Financial Sustainability Webinar

January 21, 2025 at 9:00 am

Register Now:

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Thank you!

SID W. RICHARDSON

FOUNDATION

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Agenda

- Improving Discipline Outcomes: Supportive Theories

- Discipline Data Analysis Tools

- Team Data Analysis

- Action Planning

- Community Partner: Railroad Project

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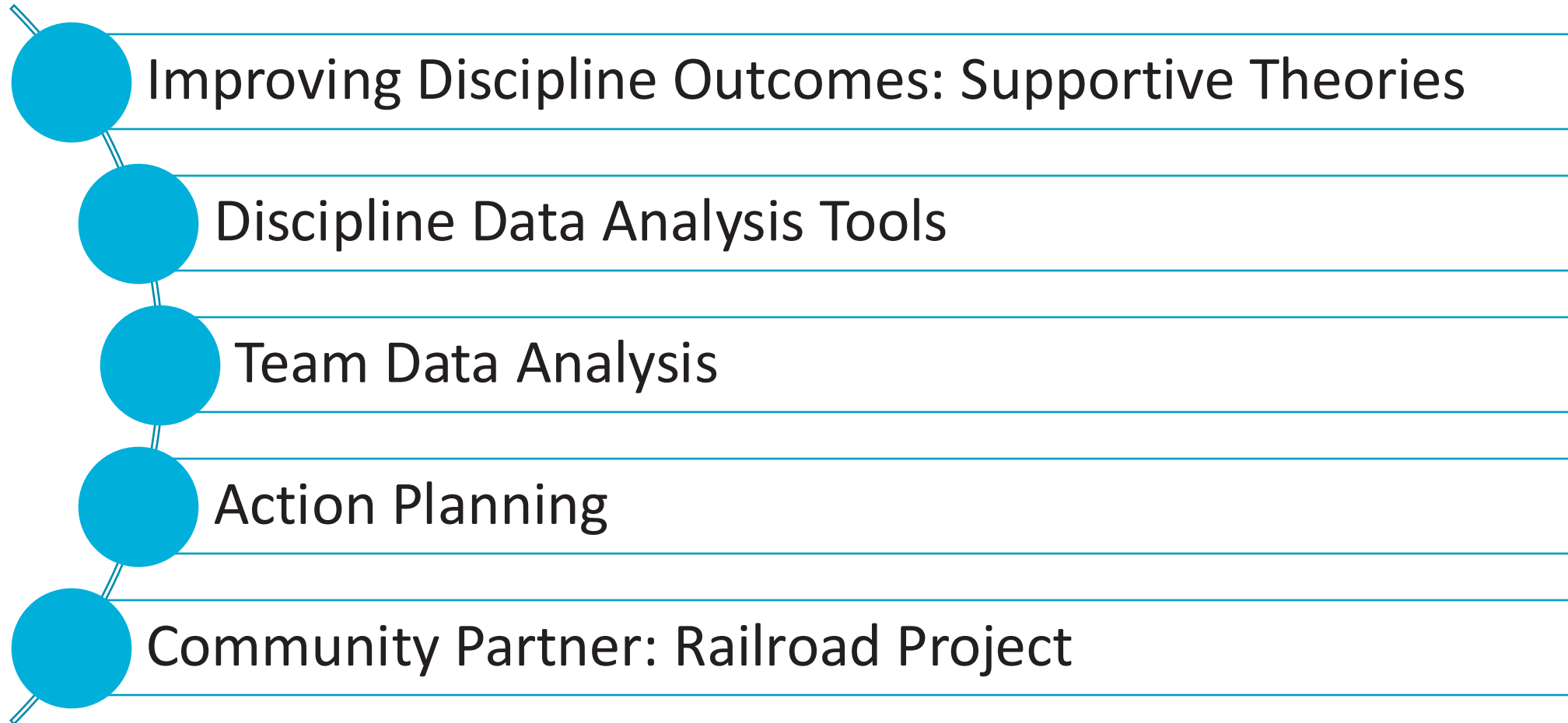
Learning Objectives

Understand theoretical models that support strong discipline improvement processes and their importance.

Analyze district level data to propose next steps that reduce exclusionary discipline and/or discipline disparities.

Analyze the readiness for implementation of the intervention in the action plan guide.

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Networking

Introduce yourself to someone new
and discuss:

What emoji (these or others) would you use to describe how you feel when you think about data?

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5 Key Action Areas & Tools For Reducing Exclusionary Discipline

1. District-Level Leadership & Systems

2. Clear Discipline Process & Continuum of Interventions

3. Equitable Discipline Policies & Code of Conduct Revision

4. Behavioral Health Infrastructure and Proactive Supports

5. Discipline Data Systems & Progress Monitoring

Improving Discipline Outcomes

Theoretical Models that Support Continuous Improvement
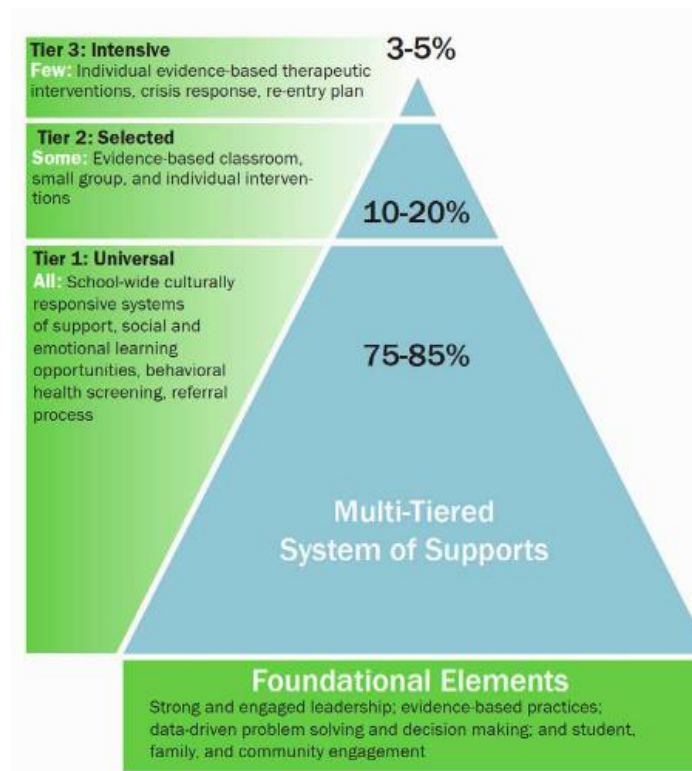
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Linking Discipline to Learning

Why should we continuously prioritize the work of reducing exclusionary discipline and discipline disparitites in our schools?

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Key Theoretical Models for Improving Discipline Outcomes

Socioecological
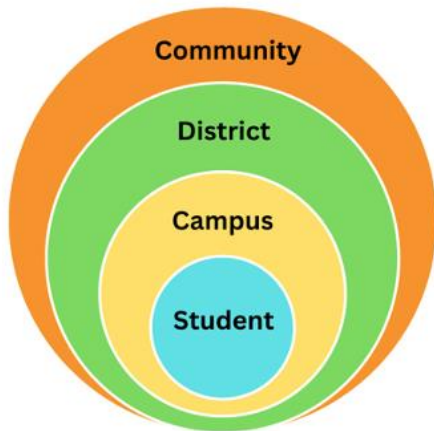
MTSS /Public Health

Continuous Improvement

Key Reminders from Theories

As we analyze and address disciplinary trends, remember:

1. All members of a community are interconnected and influence the successful outcomes of students.

2. Tier 1 level solutions for all students help us mitigate behaviors before they begin.

3. Behavior is communication about underlying needs- address root causes.

4. Students with behavior challenges need increased support and consistency.

5. Ongoing behavioral improvement takes time and consistent, intentional action.

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Discipline Data Analysis Tool

Meadows Mental Health Policy Institute

Our Discipline Data Analysis Tool

1. Set district/campus discipline team processes.

2. **Explore and address district discipline trends.**

3. Explore and address campus discipline trends.

4. Guide ongoing improvement decisions.

- Discipline Data Analysis Tool

Meadows Mental Health Policy Institute
Discipline Data Analysis Tool: DISTRICT TRENDS

Walking through exclusionary discipline data at least annually is a best practice for continuous improvement that significantly impacts both school culture and student academic outcomes. Our goal is to identify and address any negative trends in district-wide data with a special focus on reducing exclusionary discipline and discipline disparities for student groups across the district.

Texas Education Agency's District Discipline Summary Dashboard:
https://rptsvr1.tea.texas.gov/adhocrpt/Disciplinary_Data_Products/districtdiscipline.html

	Trends Observed in 2021-2023 Data	Trends Observed in 2023-2024 Data	Ideas to Address Trends
Demographic Trends			
Discipline Population			
In-School Suspension			
Out-of-School Suspension			
Discretionary DAEP			
Mandatory DAEP			
JJAEP			

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TEA Discipline Data Dashboard

District Data Dashboard:

https://rptsvr1.tea.texas.gov/adhocrpt/Disciplinary_Data_Products/districtdiscipline.html

Campus Data Dashboard:

https://rptsvr1.tea.texas.gov/adhocrpt/Disciplinary_Data_Products/campusdiscipline.html

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Team Data Analysis

District-Level Exclusionary Discipline Data

District-Level Discipline Data Analysis Process

1. Analyze trends in district demographics over time.
2. Know your district's discipline population.
3. Address district trends with in- and out-of-school suspension.
4. Address trends in discretionary and mandatory alternative placements.
5. Address trends in disciplinary actions disaggregated by race/ethnicity.
6. Address trends in disciplinary actions disaggregated by special populations.
7. Explore top reasons (behaviors) for disciplinary action across the district.
8. Address trends in disciplinary action by reason (behavior).

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Plus/Delta Thinking: Share Outs

WORKING WELL (+)	NEEDS CHANGE (Δ)

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Our Discipline Data Analysis Tool: Start Where You Are

1. Set district/campus discipline team processes.

2. **Explore and address district discipline trends.**

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- Discipline Data Analysis Tool

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JJAEP			

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Drilling Down: Campus Trends

1. Lead a discipline data analysis process with campus leaders that gets to root causes.

2. Break down Discipline Code 21: Violating Student Code of Conduct.

➢ Focus at the campus level on the Big Five.

3. Guide campus leaders to develop action plans to address trends.

4. Revisit action plans with campus leaders regularly to keep improvement work moving forward.

5. Make district commitments to the work that remove barriers to action and improvement.

6. Let the data illuminate equity issues and work together to address them.

Day/Month   **Time**

The Big 5

Behavior

Student

Location
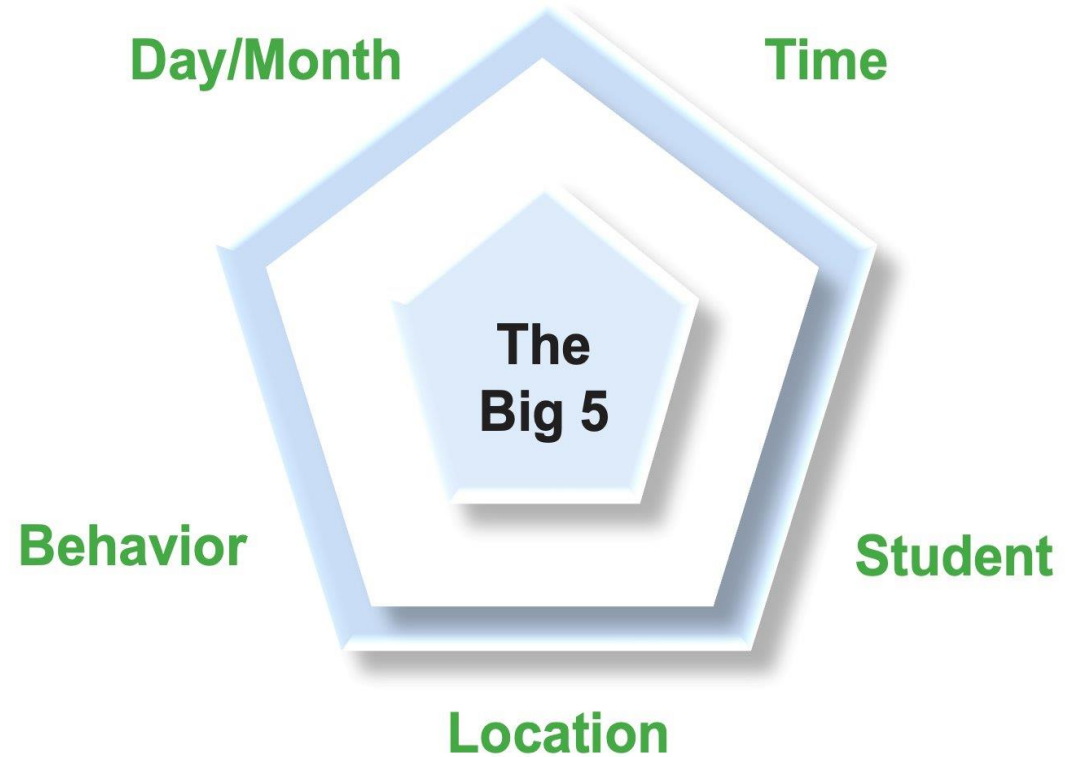
Summary

Researched-based theories help structure and support strong discipline improvement processes to improve equity and outcomes.
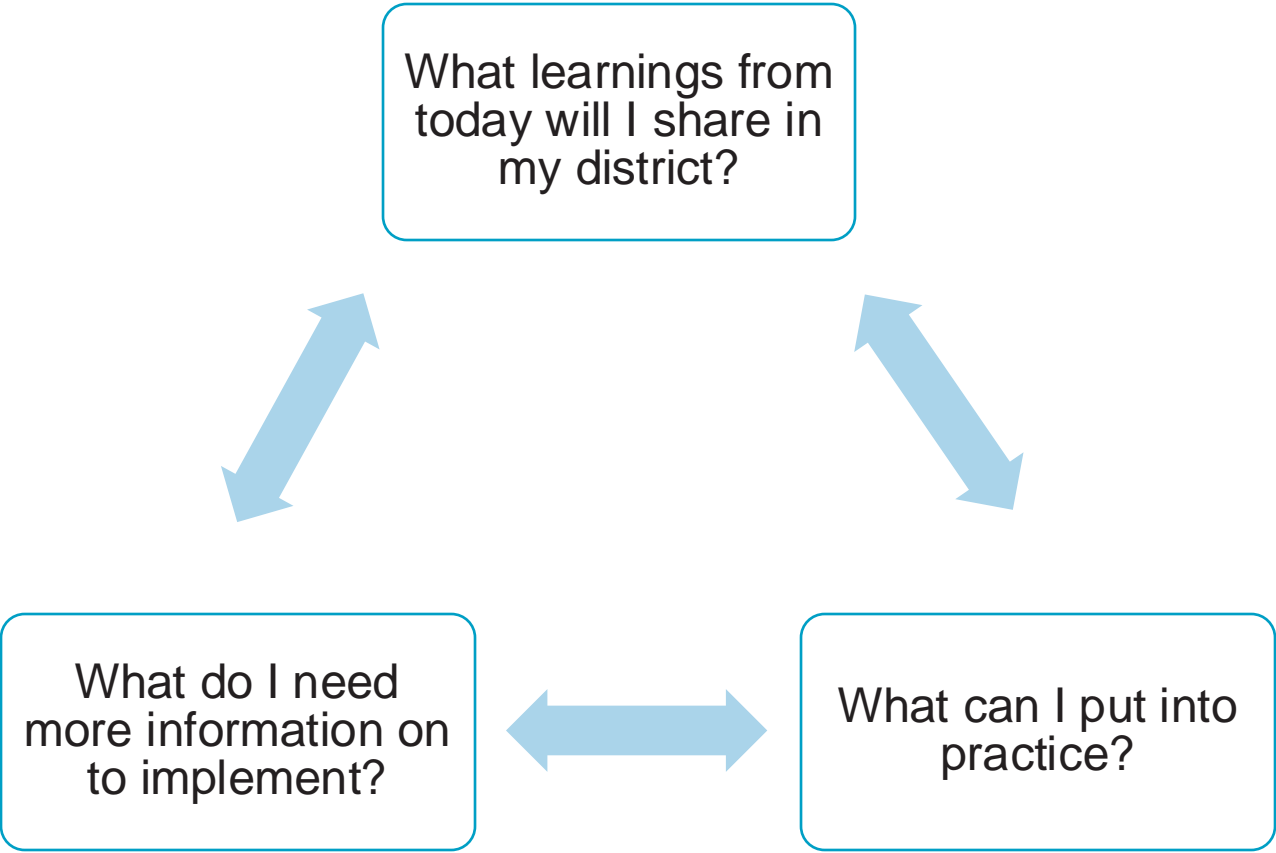
Districts leaders must address exclusionary discipline and discipline disparities discovered in district and campus-level data.

Behavioral change takes time, consistency, and intentional planning.

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Key Takeaways

What learnings from today will I share in my district?

What do I need more information on to implement?

What can I put into practice?

Action Planning

Exploring Evidence and Identifying Outcomes

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Reminder: Action Plan Expectations

The Learning Community experience will culminate in the presentation of an action plan.

- The action plan will focus on reducing exclusionary discipline.
- Your district team will have opportunities to work together on the different activities in the action plan during and after our sessions.
- Activities in the action plan build toward a summary document and final presentation.
- Your team will present your action plan during the last session.
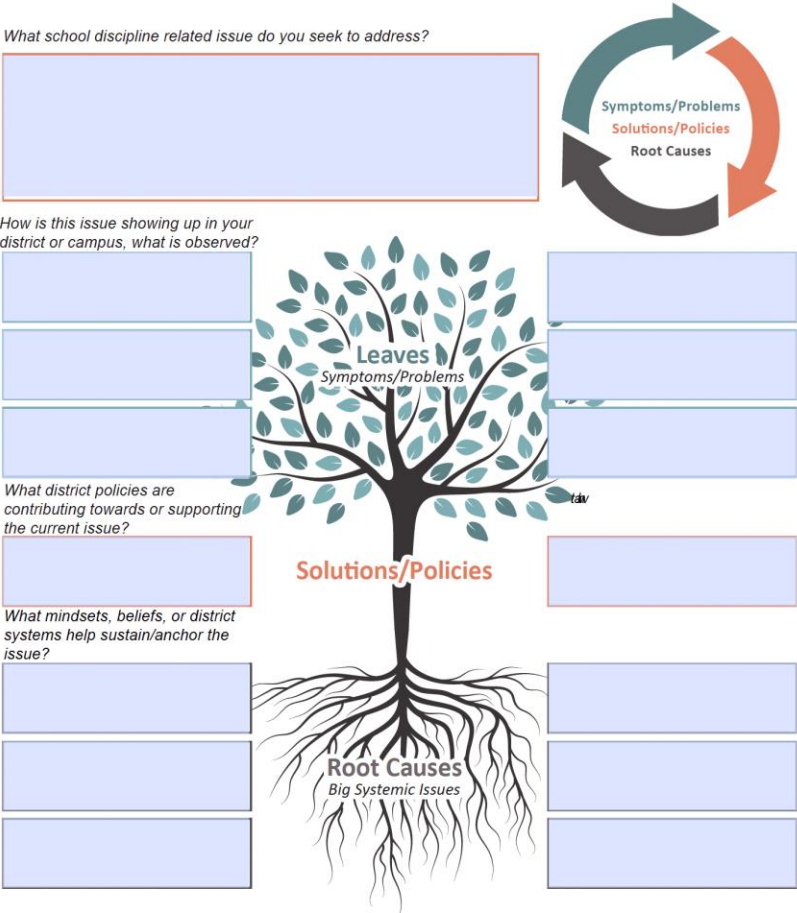
Action Plan Template

Now it's time to break down your goal it down further into doable and time-bound objectives. Space for 3 objectives has been provided, but you may add or delete rows as needed:

Goal:

Objective	Possible Actions	Responsibility	Possible Performance Indicators & Outcomes	Helpful Resources	Target Date	Status (frequency of evaluation)
Example: Increase the # of peer support opportunities in secondary schools.	• **Train** students in what mental health resources are available and in recognizing signs of mental distress. • **Provide** structured space in the school day for students to check in with their peer group.	Counselors- Planning/implementation; **Teachers**- Group facilitation/ monitoring; **Student leaders**- Group facilitation	• Student participation • Testimonials from students • Pre- and ongoing surveys	Building Community with Restorative Circles Examples of Community Circle Questions	Start: 01/2024 Ongoing	Initial pre-survey & monitoring every quarter.
Objective 1:						
Objective 2:						
Objective 3:						

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Action Plan: Explore the Need (September session)

Activity 1: Explore the Need

Question	Answer
As a team, choose one school discipline need or challenge that you want to explore further. Does a focus on this need align with your District Improvement Plan or other district priorities?	
What data demonstrate a need to address this need or challenge?	
Conduct a Root Cause Analysis on the identified need or challenge (worksheet below). Now that you have conducted a root cause analysis, what is your understanding of the need or challenge?	

What school discipline related issue do you seek to address?

Symptoms/Problems
Solutions/Policies
Root Causes

How is this issue showing up in your district or campus, what is observed?

Leaves
Symptoms/Problems

What district policies are contributing towards or supporting the current issue?

Solutions/Policies

What mindsets, beliefs, or district systems help sustain/anchor the issue?

Root Causes
Big Systemic Issues

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Action Plan: Exploring Evidence and Identifying Outcomes (October Session)

Activity 2: Exploring Evidence (Data) and Identifying Outcomes

Question	Response
With your district team, discuss and analyze the data related to the identified need. **Overall, what does the data say?**	
Target Population: Based on your analysis, is there a certain student population (demographics, grade-level, special populations) with greater need?	
What does the data say about the underlying needs of the target population? Are there any other data sources that can help you understand this need?	
Miracle Question: Imagine a miracle happened overnight and the needs of this target population are fully addressed. What is different or what has changed for students, staff, and for you?	
Intended Outcomes: How will you know the need or challenge has been addressed? In other words, what changes in the data (qualitative, quantitative) will indicate that progress is being made?	

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Action Plan: Analyze the Readiness for Implementation of the Intervention

Activity 4: Analyze the Readiness for Implementation of the Intervention

Use the questions below to explore implementation factors often cited as facilitators or barriers to producing the intended benefit.

In your district, teams review and discuss the following questions:

Question	Response
Are the following supports available to meet the programmatic requirements of implementing the intervention?	Administration (internal policy and procedures)? Alignment with existing districts/campus systems and processes ? Data systems? Technology supports?
What will it take to implement the intervention?	Funding: Staffing: Time investment: Training/ Coaching: Materials/Resources: Other:
Can sufficient attention be given to developing buy-in with staff, students, and families?	
What additional stakeholders (representative of the school community's diversity) need to be engaged in planning this effort?	
Describe the core activities to allow the intervention to be teachable, learnable, and doable.	

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Youth Advocate Programs, INC. (YAP)

- Community-based services and supports

- English and Spanish speaking staff

- Texas behavioral health services

- No waiting list

- Accept referrals from individuals, families, social services, foster care, youth justice, and community organizations.

Jenny C., Mental Health Professional · Ivan, YAP's Participant

Youth Advocate PROGRAMS, INC.

EVIDENCE-BASED CHILDREN'S MENTAL HEALTHCARE COVERED BY MEDICAID.

THAT'S YAP

REFER TODAY

✔ Medicaid-eligible Individual and Family Therapy

✔ Case Management

✔ Psychiatric Evaluations and Medical Management

✔ Skills Training and Development

✔ YES Wavier Services

✔ Wraparound Services

✔ Crisis Intervention

https://www.yapinc.org/TexasMentalHealth

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Resource for Caregivers: Collaborative Problem-Solving Virtual Course

- The Collaborative Problem-Solving approach is an innovative parenting approach backed by science and research done in homes, schools, and clinical programs. It's proven to meet the needs of all families and help children of all ages, including those with social, emotional, and behavioral challenges.

- The Meadows Institute and Think:Kids have partnered to make an asynchronous, self-paced course available to teach parents how to use the approach. Access to this resource can be found here in both Spanish and English. Flyers are also available for distribution.

- Training in the approach is also available for clinicians, school staff, and other practitioners- please reach out to our team for more information on how staff in your district may participate in these trainings.

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Feedback Survey & What's Coming Up Next

Please assist us in making the time you spend with us valuable by providing your feedback.

Coming up next…

TASBO/MMHPI Financial Sustainability Webinar

January 21, 2025

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The Railroad Project

Community Partner

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OUTLINE FOR PRESENTATION 2024

Vision and Sight

Stagnation vs Momentum

Cracking the Code of Poverty – New Insight

Levels of Lack – The New Poor

The Railroad Overview-Origins

The Importance of Movement

Step One – Maslow was Right – Basics

Step Two – Triage – Health Questions – Education

PWI & Client Centered Programs

Step Three – Personal Accountability Partners – The Why

Wholeness and the Family

Q & A

Thank You!

For more information visit mmhpi.org.

THE HACKETT CENTER
FOR MENTAL HEALTH

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PASO del NORTE CENTER
Meadows Mental Health Policy Institute

TRAUMA & GRIEF CENTER AT
THE HACKETT CENTER

CENTER FOR CHILD AND FAMILY WELLNESS

CENTER FOR JUSTICE AND HEALTH