

Welcome!

| 1

Attendance Sign-in



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

Leveraging Data and Evaluation to Reduce Exclusionary Discipline

Northeast Texas

Advancing School Safety & Student Wellness
Executive Learning Community

December 5, 2024

Our Team Presenting Today

3



Melissa True

*Vice President for Education and
Strategy*



Edna Henderson, LCSW

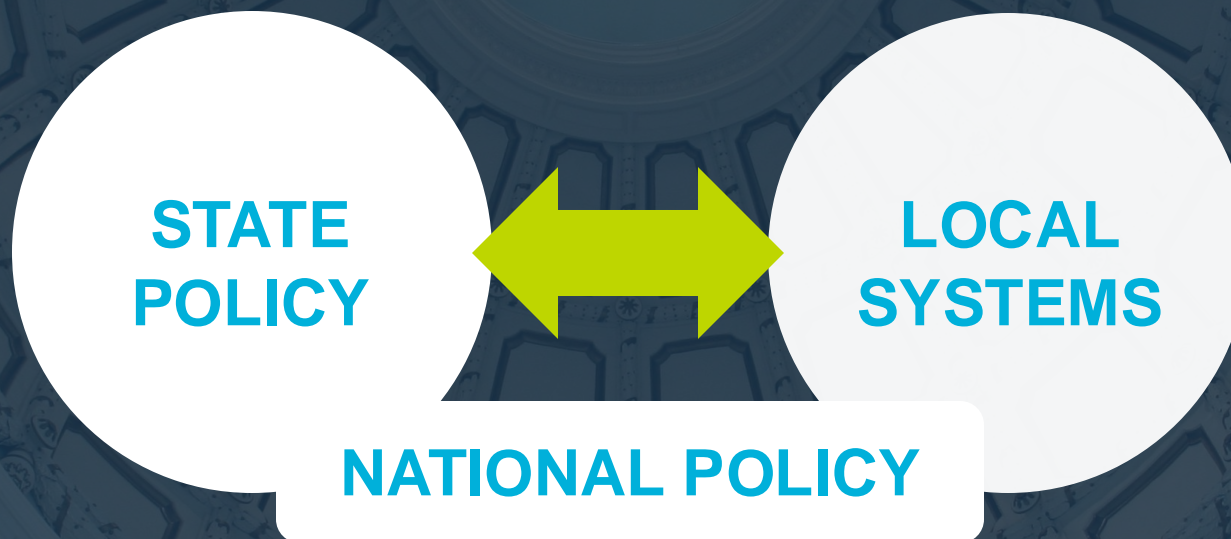
*Director of Youth and Family
Mental Health*

Vision, Mission, Core Change Strategy

| 4

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.



Cohort Norms

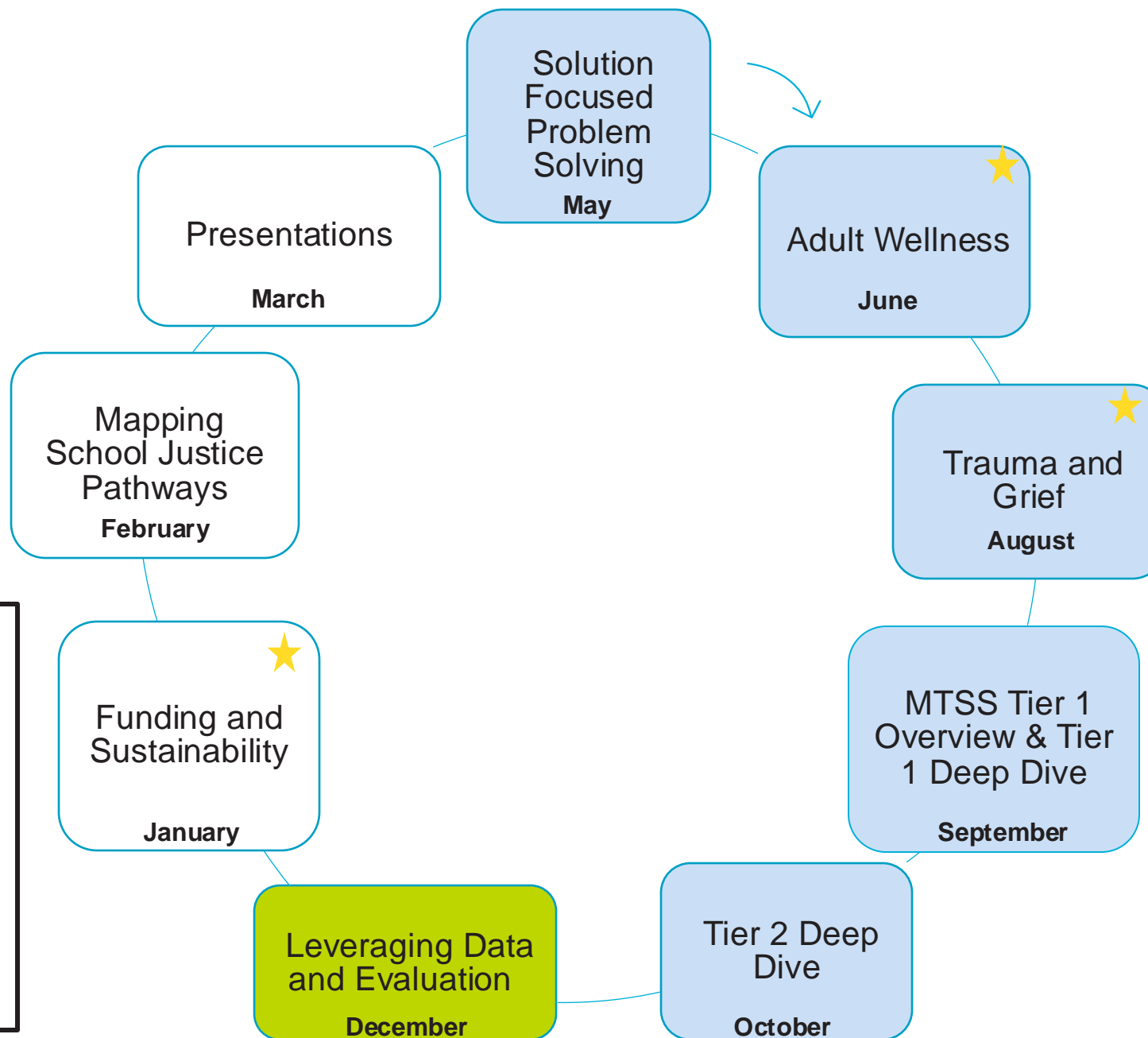
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- Our base norms:
 - Participate
 - Be present
 - Vulnerability
 - Share
 - Give feedback
- Any additions?



Northeast Texas ELC Learning Sequence

6



Additional Information

- **Start Date:** May 16, 2024
- **End Date:** March 26, 2025
- **Break:** No sessions in July or November.
- **Virtual Sessions:** June & August & January
- Each session is 2 hours with an optional third hour.

Webinar

TASBO/MMHPI Financial Sustainability Webinar

January 21, 2025 at 9:00 am

Register Now:



Networking

| 8

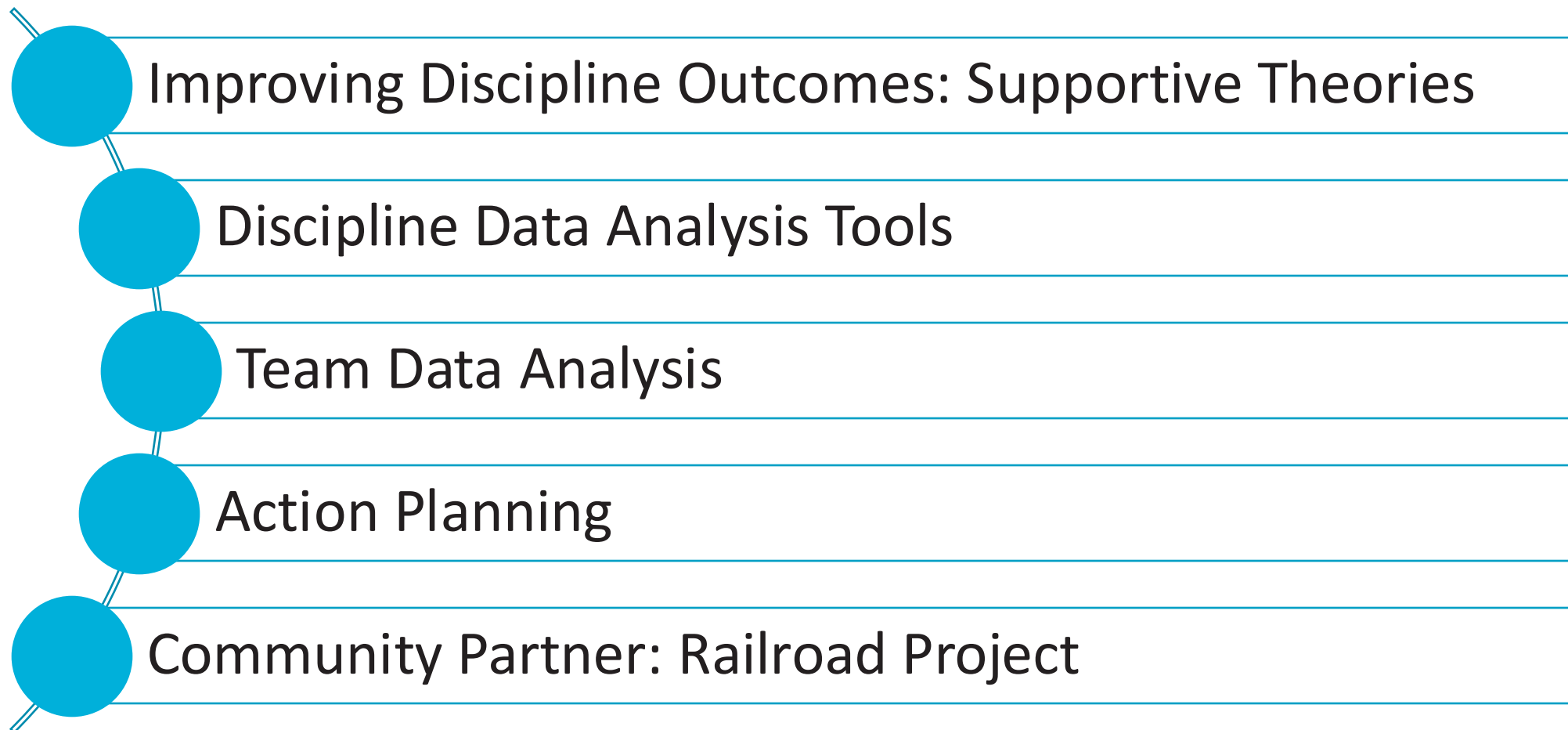
Introduce yourself to
someone new
and discuss:

What emoji would you use
to describe how you feel
when you think about
data?



Agenda

| 9



Learning Objectives

| 10



Understand theoretical models that support strong discipline improvement processes.



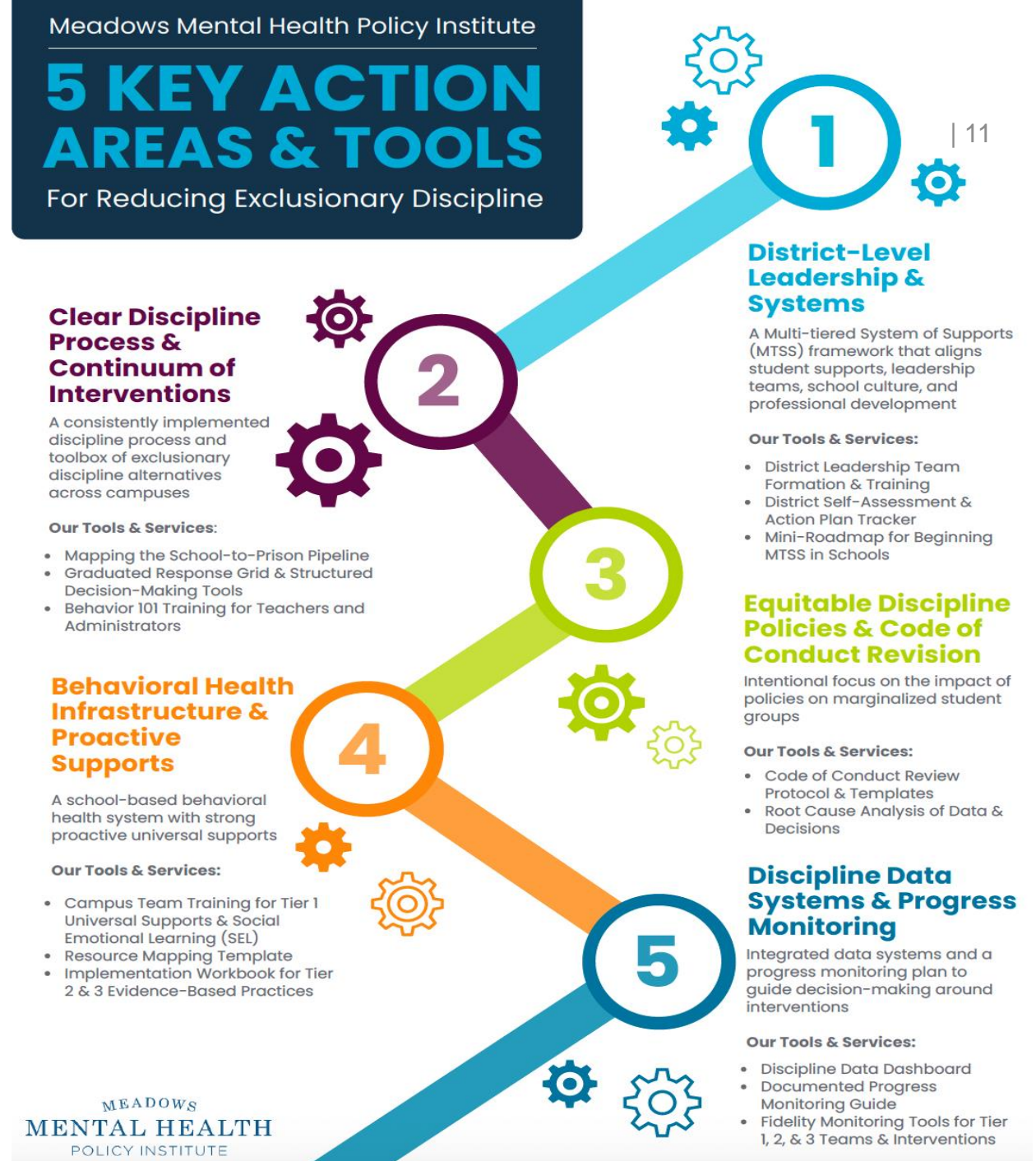
Analyze district level data to propose next steps that reduce exclusionary discipline and/or discipline disparities.



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

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

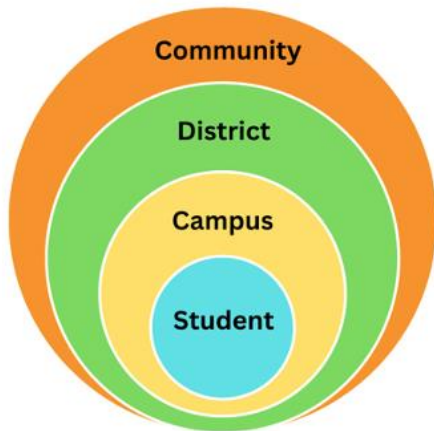


Improving Discipline Outcomes

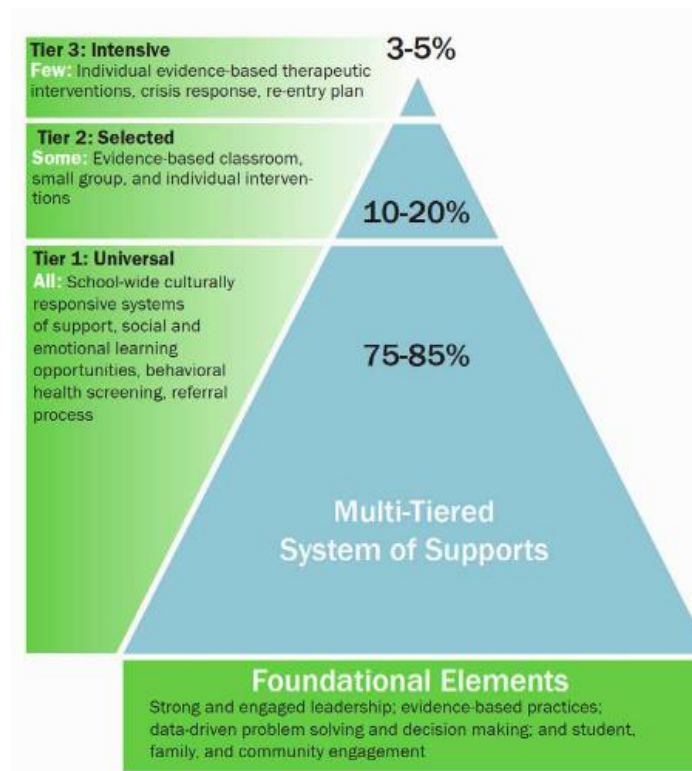
Theoretical Models that Support Continuous Improvement

Key Theoretical Models for Improving Discipline Outcomes

Socioecological



MTSS /Public Health



Continuous Improvement



Key Reminders from Theories

| 14

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.

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			

TEA Discipline Data Dashboard

| 17

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

Team Data Analysis

District-Level Exclusionary Discipline Data

District-Level Discipline Data Analysis Process

| 19

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).

Plus/Delta Thinking: Share Outs

WORKING WELL (+)	NEEDS CHANGE (Δ)

Our Discipline Data Analysis Tool: Start Where You Are

- 1. Set district/campus discipline team processes.
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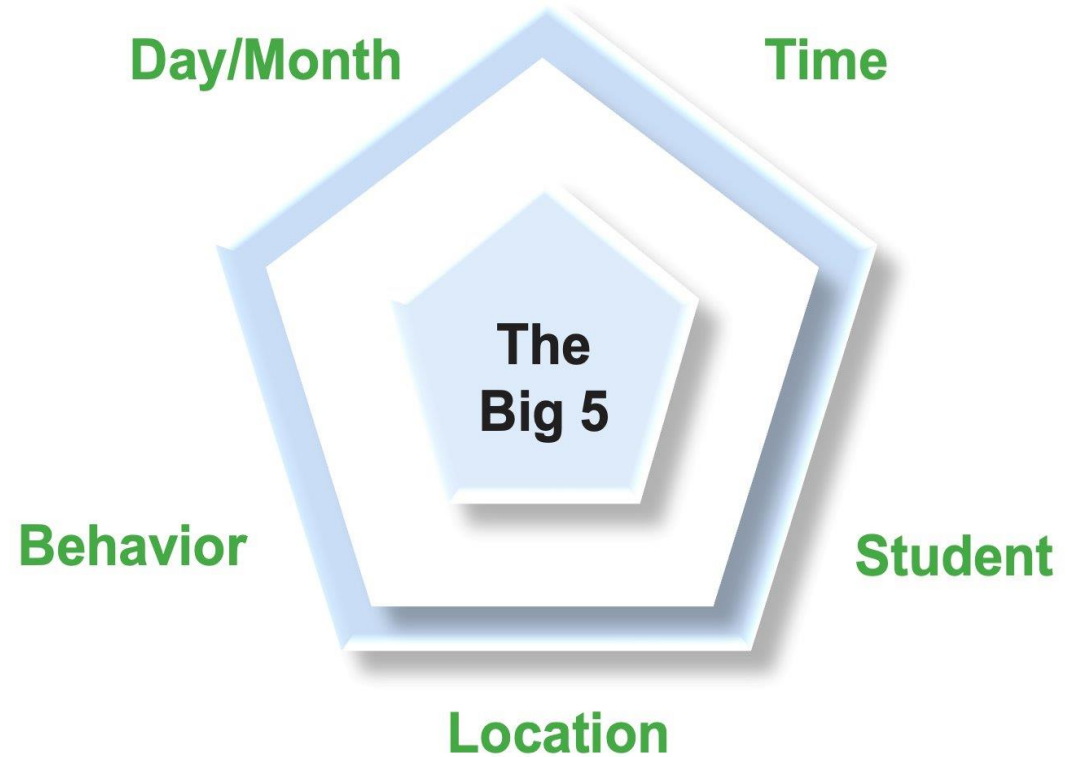
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Drilling Down: Campus Trends

| 22

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.



Summary

| 23



Researched-based theories help structure and support strong discipline improvement processes to improve equity and outcomes.

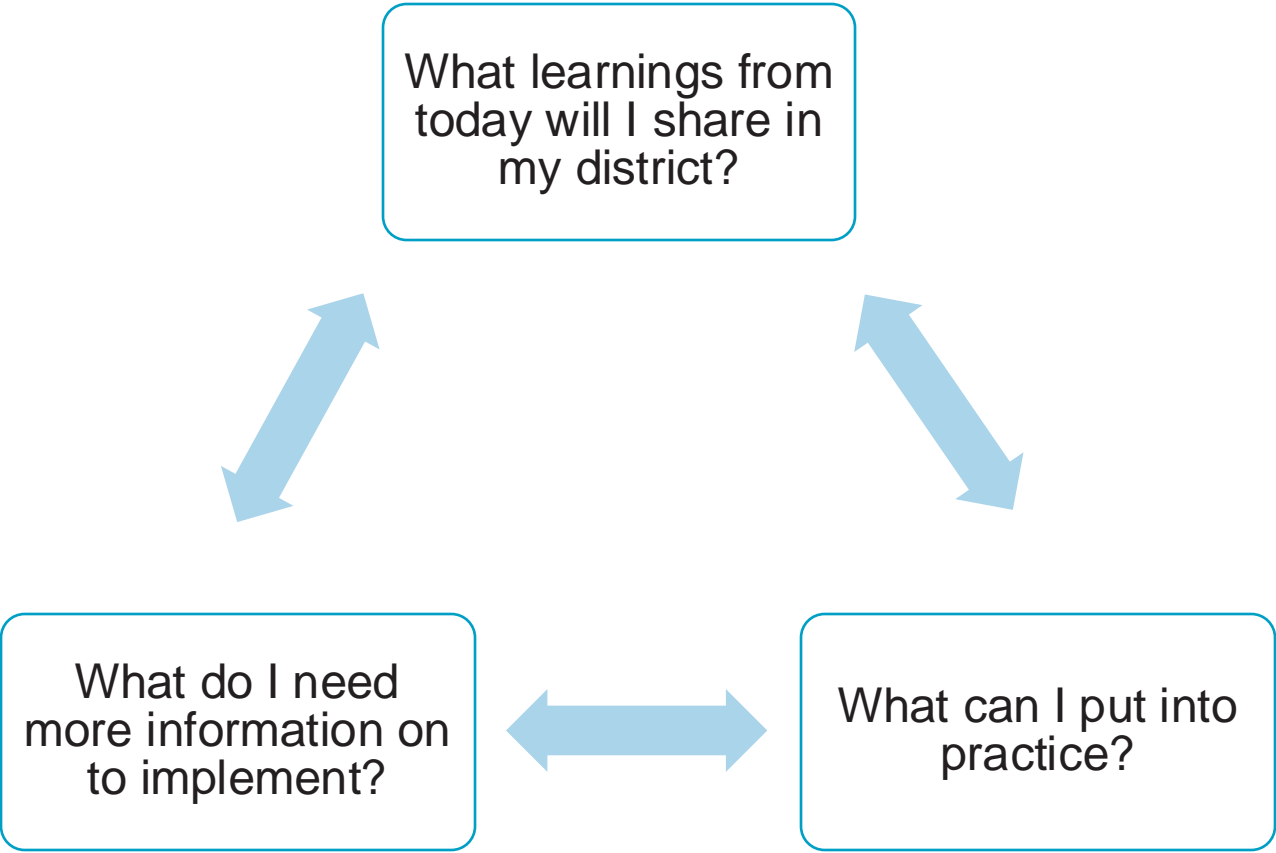


Districts leaders must address exclusionary discipline and discipline disparities discovered in district and campus-level data.



Behavioral change takes time, consistency, and intentional planning.

Key Takeaways



Action Planning

Exploring Evidence and Identifying Outcomes

Reminder: Action Plan Expectations

| 26

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:

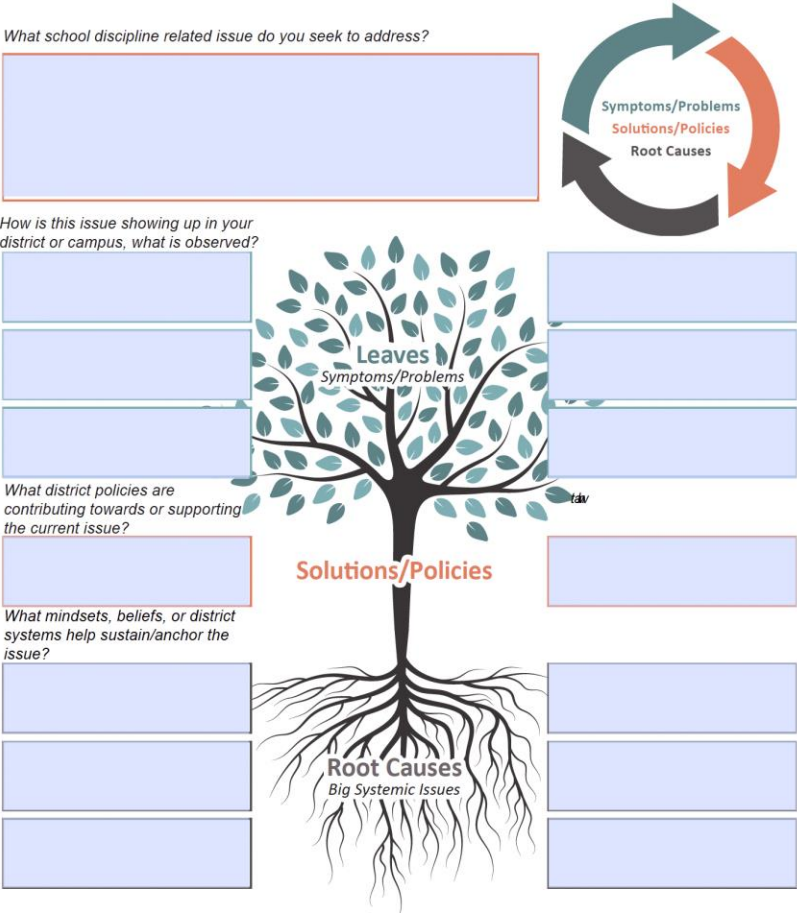
Goal:

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.	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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:						

Action Plan, Activity 1: 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?	



Action Plan, Activity 2: Exploring Evidence and Identifying Outcomes (October Session)

138

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?	

Action Plan, Activity 3: Choose an Appropriate Intervention (November)

Activity 3: Choose an Appropriate Intervention

What intervention or innovation in the [5 Key Action Areas for Reducing Exclusionary Discipline](#) could address your district’s discipline concern? Once you determine the root causes and intended outcomes of addressing your identified issue, identify what actions can be taken to best achieve the desired results.

Question	Response
What action, intervention or innovation could address your discipline need/issue?	
Is the intervention evidence-based or supported by research and literature?	
Determining alignment: How is the intervention consistent with the district’s mission and vision? How is the intervention consistent with the values of your district and target community? To what extent does this intervention align with current initiatives or organizational structures?	
What are some potential barriers in implementing this intervention?	
Share out the intervention you selected to implement. Are there other districts implementing this practice that you can connect with?	

Action Plan, Activity 4: Analyze the Readiness for Implementation of the Intervention (Today)

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.	

Action Plan, Activity 5: Analyze the Potential Impact of the Intervention (Today)

131

Activity 5: Analyze the Potential Impact of the Intervention
How will you know whether a new strategy is working? The questions below will help you consider outcome measures and begin outlining a plan to track the impact of the intervention.

Question	Response
What outcome measurements and data sources will be used? What qualitative and quantitative data will track intervention effectiveness?	Outcome Measures & Data Sources: Quantitative Data: Qualitative Data:
Is it feasible to implement, retrieve, and analyze the outcomes?	
What <i>baseline</i> and <i>follow-up</i> data will be collected?	
Who is going to collect, analyze, and monitor the data?	
How often will data be collected and reviewed (monthly, 6 or 9 weeks, quarterly, bi-annually)? And by whom?	

Youth Advocate Programs, INC. (YAP)

| 32

- 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.



- ✓ Medicaid-eligible Individual and Family Therapy
- ✓ Case Management
- ✓ Psychiatric Evaluations and Medical Management
- ✓ Skills Training and Development
- ✓ YES Wavier Services
- ✓ Wraparound Services
- ✓ Crisis Intervention

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.

Feedback Survey & What's Coming Up Next

| 34

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



Coming up next...

**Financial
Sustainability**

January 21, 2025

Mental Health First Aid

Community Partner

Payton Russel, MHFA Outreach Worker
Youth Mental Health First Aid Informational

Thank You!

For more information visit mmhpi.org.



MEADOWS
MENTAL HEALTH
POLICY INSTITUTE

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