

State of Delaware

Statewide Summary Report
School Discipline Improvement Program
2022-2023



A report on disproportionate disciplinary practices in Delaware public schools and how schools can implement interventions to reduce the negative impacts upon student success. Reported as required under 14 Del C§703

October 30, 2023

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Background and Overview

The information contained in this report fulfills the requirements outlined in [14 Del.C. §703](#), directing the Delaware Department of Education (DDOE) to collect, evaluate and communicate data related to the use of exclusionary disciplinary practices in Delaware schools and the efforts being undertaken by our schools to reduce those occurrences. This is the sixth year a report has been published. This report also includes information on the Open Data Portal. The [Open Data Portal](#) contains information from various agencies across the state, including data from the DDOE. One of the goals of this portal is to provide the public with an easier way to find information and analyze data in a consistent manner.

The main purpose of the information contained in this report is to document the efforts of public schools in the area of school discipline improvement. In particular, reducing the number of exclusionary discipline practices. Schools in Delaware use a variety of approaches to address student misconduct such as restorative practices, alternatives to suspension, individual counseling, and stakeholder conferencing in order to reduce the impact of negative consequences on students during the disciplinary process.

Over the last several years DDOE, districts and charters, and other key partners have reviewed the language from the enabling legislation in order to comply with all requirements and to make improvements in how the data are published. The focus continues to be on providing up-to-date and informative data that will be a value for the districts and charter schools as well as other key stakeholders in looking at current practices and finding ways to improve non-exclusionary disciplinary practices.

The legislation also calls for the reporting of each type of incident disaggregated by grade level, length of consequence into several different subgroupings including racial, economic, English language proficiency and students with disabilities at the school level. Because this level of specificity would create data that may allow someone to determine that a specific student committed a certain offense, we cannot publish information with that depth of specifics in order to protect the privacy of individual students and their families.

Another note is the reporting for the different classification types of incidents utilized by the individual district and charter schools statewide. There are over 179 different incident classification types in ESchoolPlus, the state's pupil accounting system, which may be used to report and record disciplinary incidents, including those incidents required to be reported to the DDOE by state statute or regulation. Length of consequence information is such a variable that it could reflect data from .5 days through 180 days of an expulsion and every possible combination in between. The state requires the use of common conduct definitions by Local Education Agencies (LEAs) only for incidents that may result in expulsion or alternative placement. All other types of incidents that are reported (which represent the vast majority of incidents reported) to DDOE use definitions that are created individually by each district and charter school based upon their own code of conduct and their boards' policies regarding disciplinary procedures.

Currently this report breaks down data into 13 different subgroup categories. When broken down along the pre-K to grade 12 range, these categories in total account for 203 different data classification points (without including the length of consequence variable) and thousands of possible data combinations.

This report provides data points in determining where disproportionate exclusionary practices were occurring with a subgroup, grade, school and district. It was determined that the key data analytics required to discover such a trend includes: 1) the unduplicated number of suspensions (broken down by in school, out of- school, out of school with CDAP placement and expulsions,) 2) the total number of incidents which led to the noted consequence, and 3) the average number of days applied for each consequence. This creates enough trend data to develop an accurate "data picture" of how each school applies exclusionary discipline across the spectrum of offenses. School and district teams are able to utilize these data to make informed decision with their stakeholder teams to develop any response plans in accordance with the School Discipline Improvement Program (SDIP).

Executive Summary

- The State has experienced a decrease in the total number of required incidents reported during the 2022-2023 school year as compared to the 2021-2022 school year data. Yet, total number of 2023 incidents were higher than the 2020 and 2021 school years. However, on-site attendance in school buildings was greatly reduced due to the COVID-19 pandemic in those two previous school years.
- Although there was a decrease in the number of total incidents reported, the total number of students suspended, total number of days suspended and total number of suspensions all increased for the 2022-23 school year as compared to the 2021-2022 school year data. Most likely, this can be attributed to more multiple student offender incidents being reported by schools (i.e. a single bullying incident may have had four offenders instead of just one offender doing the bullying). In addition, the number of school crimes reported was higher than the previous year and, usually, result in a more severe exclusionary disciplinary response than a DDOE or school code of conduct offense.
- This year's report now includes a table for schools that met or exceeded the 10 percentage point gap threshold in OSS rates between highest and lowest suspended racial subgroups and/or students with disabilities compared to students without disabilities.
- This was the second full year of on-site attendance at schools following the COVID-19 pandemic. Although no state-wide targeted studies have been conducted as to the impact of the COVID-19 pandemic on student behavior while in school, anecdotal observations from school staff indicate that students may still be struggling with behavioral and academic expectations and the transition back to the school setting.
- Educators continue to implement restorative and trauma-informed discipline practices when applicable; however, as evidenced by the school crime data, behaviors still were seen to be more extreme and difficult to manage including those behaviors compromising the health, safety, and welfare of students and staff within the school environment.
- During the 2022-2023 school year, DDOE partnered with the Delaware Academy for School Leadership (DASL) to offer opportunity statewide for up to five districts and one charter school to participate in deep coaching model to support addressing school codes of conduct and their relationship to school climate and discipline.
- During the 2022-2023 school year, DDOE partnered with Innovation Ed Consulting LLC, Restorative Group to offer opportunity statewide for up to five districts and one charter school to participate in deep coaching model to support improving school climate and culture in classrooms and schools; enhancing social and emotional

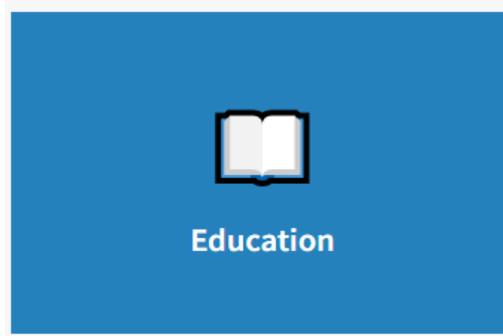
fluency, building restorative capacity within schools; implement research-based behavioral management strategies with fidelity.

- The Delaware Department of Education (DDOE) provided two separate grant opportunities in October 2022 in support of projects related to developing or improving a safe and supportive school environment that improves educational outcomes for students. Fifteen awards totaling \$1,044,633.34 from both state and federal funds supported projects for LEAs during the 2022-2023 school year.

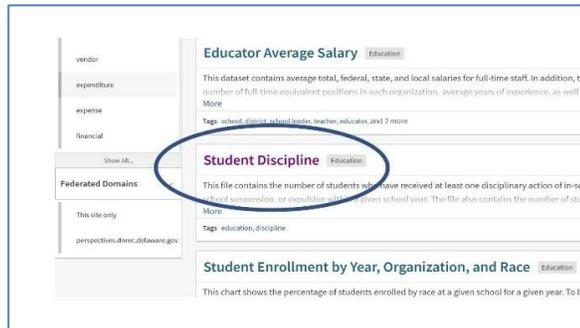
How your school and community can access data

This year's report communicates data using several different methods. The report contains a summary of the overall state of discipline in Delaware schools, focusing on the key metrics as designated in the enabling legislation. This includes a snapshot of these statewide statistics for the last three years in Tables 1-3. Table 4 contains a breakdown of all of the schools that exceeded the 15% out-of-school suspension (OSS) threshold during the 2022-2023 school year and also the sub groups that exceeded this threshold. Table 5 contains a breakdown of all schools that exceeded the 10% point gap threshold in OSS rates between the highest and lowest suspended racial subgroup and/or students with disabilities compared to students without disabilities. Appendix A provides the statewide summary of information contained in Table 2 for the previous two report years.

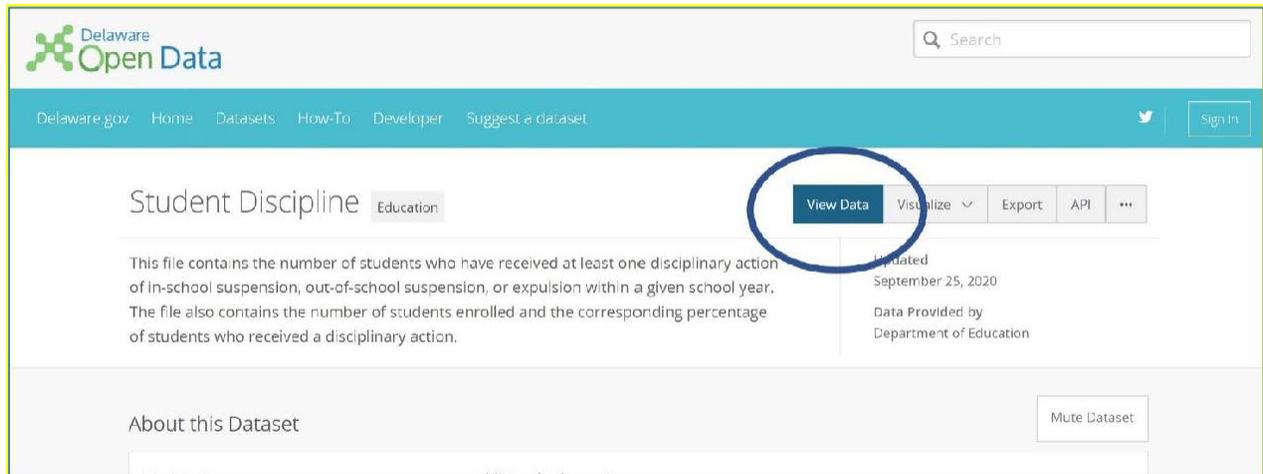
For a more interactive and deeper data experience, the source material for this report can be accessed using the Delaware Open Data Portal at <https://data.delaware.gov/>. On the home page, access the education data category by clicking on the "education" link.



Follow the link to the list of available data sets available from educational resources. Scroll down and find the dataset titled “School Discipline.” Click the link to open the data set for review.



On the Student Discipline screen, click the **View Data** button to open the most recent dataset for view.



The image below shows the dataset screen. Each category along the top border is manipulatable and allows the user to customize how the data is displayed. The sub headings include: **School Year, District, School, Race, Gender, Grade, Special Demographic, Sub Group, Category of Consequence, Unduplicated students who received the consequence, Total enrollment of students within that subgroup, Percentage of subgroup receiving a consequence (threshold,) Total number of incidents in that subgroup and the Average duration of the issued consequence.** The data is manipulatable using the options on the top right of the screen, including an **Export** feature which will allow the user to export the dataset to a different platform for viewing.

The screenshot shows a web interface for a dataset titled "Student Discipline". The top navigation bar includes "Delaware.gov", "Home", "Datasets", "How To", "Developer", and "Suggest a dataset". Below the navigation bar, there are social media icons and a search bar labeled "Find in this Dataset". A toolbar contains buttons for "More Views", "Filter", "Visualize", "Export", "Discuss", and "Embed". The "Export" button is circled in red. Below the toolbar is a table with the following columns: School Year, District C..., District, School Co..., Organizat..., Race, Gender, Grade, SpecialDe..., Geography, Sub Group, Category, and R. The table contains 12 rows of data, all showing "0" in the "District C..." column and "State of Delaw..." in the "District" column. The "Race" column is consistently "Hispanic/Latino" and the "Gender" column is consistently "All Students". The "Grade" column varies from "1st Grade" to "4th Grade". The "SpecialDe..." column is consistently "All Students". The "Geography" column is consistently "All Students". The "Sub Group" column varies between "Hispanic/Latin..." and "Hispanic/Latin...". The "Category" column varies between "In-School Sus..." and "Out-of-School ...". The "R" column is consistently "RE".

School Year	District C...	District	School Co...	Organizat...	Race	Gender	Grade	SpecialDe...	Geography	Sub Group	Category	R
15	0	State of Delaw...	0	State of Delaw...	Hispanic/Latino	All Students	1st Grade	All Students	All Students	Hispanic/Latin...	In-School Sus...	RE
15	0	State of Delaw...	0	State of Delaw...	Hispanic/Latino	All Students	1st Grade	All Students	All Students	Hispanic/Latin...	Out-of-School ...	RE
15	0	State of Delaw...	0	State of Delaw...	Hispanic/Latino	All Students	1st Grade	All Students	All Students	Hispanic/Latin...	Out-of-School ...	RE
15	0	State of Delaw...	0	State of Delaw...	Hispanic/Latino	All Students	2nd Grade	All Students	All Students	Hispanic/Latin...	In-School Sus...	RE
15	0	State of Delaw...	0	State of Delaw...	Hispanic/Latino	All Students	2nd Grade	All Students	All Students	Hispanic/Latin...	Out-of-School ...	RE
15	0	State of Delaw...	0	State of Delaw...	Hispanic/Latino	All Students	2nd Grade	All Students	All Students	Hispanic/Latin...	Out-of-School ...	RE
15	0	State of Delaw...	0	State of Delaw...	Hispanic/Latino	All Students	3rd Grade	All Students	All Students	Hispanic/Latin...	In-School Sus...	RE
15	0	State of Delaw...	0	State of Delaw...	Hispanic/Latino	All Students	3rd Grade	All Students	All Students	Hispanic/Latin...	Out-of-School ...	RE
15	0	State of Delaw...	0	State of Delaw...	Hispanic/Latino	All Students	3rd Grade	All Students	All Students	Hispanic/Latin...	Out-of-School ...	RE
15	0	State of Delaw...	0	State of Delaw...	Hispanic/Latino	All Students	4th Grade	All Students	All Students	Hispanic/Latin...	In-School Sus...	RE
15	0	State of Delaw...	0	State of Delaw...	Hispanic/Latino	All Students	4th Grade	All Students	All Students	Hispanic/Latin...	Out-of-School ...	RE
15	0	State of Delaw...	0	State of Delaw...	Hispanic/Latino	All Students	4th Grade	All Students	All Students	Hispanic/Latin...	Out-of-School ...	RE

State Required Interventions

[Delaware Code 14 Del C § 703](#) identifies several interventions schools can utilize as a way to improve the outcomes of their disciplinary practices. Below is a brief description of what each of those recommended interventions entails.

- 1. Restorative Practices:** While most traditional disciplinary practices are focused on rule enforcement and action versus consequence, restorative practices look at relationships and how a person's actions impact them. It shows students that their actions do not just impact them, but also their school community as a whole. Students often use "restorative circles" which are small semi-formal group discussions which focus on allowing all the people affected by an issue to have a chance to discuss its impact on them. The goal is to reinforce the "community" aspects of school and allow the offending student a chance to resolve his or her conflict within that community. Unlike traditional discipline, which is often viewed as being based on an incident and simply interrupting a student's participation in school, restorative practices seek to maintain if not strengthen relationships after there has been an offense. These "incidents" become opportunities to heal internal relationships and also strengthen and reinforce the global sense of community within the school. To learn more about restorative practice resources through DDOE, please visit our [School Climate Resources Page](#).
- 2. Trauma Informed Care:** This intervention attempts to take the focus away from simply looking at a student's actions but educating the staff to look beyond what they "see" of a student to understand the whole child and what the student brings into their classroom. Research continues to reinforce the understanding that student behaviors are tied back to whatever they had experienced well before they entered our school or classrooms. The impacts of trauma on a student may well be demonstrated as outbursts or behaviors that would traditionally simply be looked at as "bad behavior." These efforts focus more on educating the staff about their students and how they can respond differently to a student's needs rather than simply referring them for discipline. This practice involves changing the normal mantra of teachers asking, "What is wrong with you," but rather looking at a child and asking themselves, "What has happened to you?" And even more importantly, looking at a child's strengths. To learn more about Trauma Informed Care resources through DDOE, check out the [Student Well Being Page](#).

3. **Implicit Bias Awareness:** This is another intervention based upon changing the perceptions of the staff and better educating them in the nature of their students and more importantly themselves. This is very different from normal “bias or anti-discrimination training.” Everyone, regardless of race, creed or color subconsciously possesses implicit bias revolving around their knowledge of others. Some of these biases may be good and some bad. The goal is to make staff members aware that this bias does absolutely exist and that they have the tools and awareness to manage the impact of their own internal bias while limiting the possible negative impact on the kids that they serve.
4. **Cultural Competency:** While implicit bias training is focused on the individual, cultural competency helps to understand the more global view of our own culture and the other cultures which we serve within our school community. This training looks at different norms, values and perceptions as it relates to cultural differences and how we can view these differences as areas of opportunity for increased awareness and understanding of others.
5. **Classroom Management:** This type of training focuses on using the classroom environment to prevent an incident from occurring in the first place. This is accomplished by providing the teacher with the tools to design engaging learning activities that encourage students to focus. In addition, teachers are given some tools and practices that help them see the signs of escalation prior to that escalation becoming a disruptor and requiring action. Teachers will be better equipped to prevent and contain occurrences which in the past may have required the assistance of a disciplinarian or administrator.

Trend Analysis for previous three reporting years

Table 1. Total Out of School Suspensions

	2020-2021	2021-2022	2022-2023
Number of Students Suspended	754	10,519	12,071
Number of days suspended	6,023	54,767	78,705
Total number of suspensions	972	19,398	23,359

Table 1 shows the overall trend in the number of students suspended, number of days that they were suspended and the number of out of school suspensions given as a consequence for a disciplinary infraction.

Table 2. Statewide OSS Rates 2022-2023 (previous 2 years can be found in Appendix A)

	Demographic	Enrollment		Out-of-School Suspensions	
		Students	Rate	Students	Rate
All Students	All Students	149626	100.00	12044	8.05
Gender	Female	72617	48.53	4448	6.13
	Male	77019	51.47	7596	9.86
Race/Ethnicity	African American	47108	31.48	6832	14.50
	Native American	648	0.43	56	8.64
	Asian American	6691	4.47	93	1.39
	Native Hawaiian/Pacific Islander	235	0.16	18	7.66
	Hispanic/Latino	29245	19.55	1777	6.08
	White	58363	39.01	2622	4.49
	Multi-Racial	7940	5.31	654	8.24
	Special Populations	Active EL Students	17171	11.48	931
	Students with Disabilities	31071	20.77	3804	12.24
	Low-Income	45255	30.25	6136	13.56

Table 2 reflects statewide OSS rates disaggregated by gender, race and special population designations for the 2022-2023 School Year.

Table 3. Statewide incidents broken down by reporting category.

Year	School Crimes	Department of Education Offenses	School Code Violations	Total
2023	879	9,857	21,414	32,150
2022	781	10,615	23,518	34,914
2021	71	666	4,375	5,112

Table 3 reflects the total number of incidents reported to the Department. School Crimes are incidents that were reported to the police and defined in Title 11 and required to be reported to the DDOE under Title 14 of the State Code. DDOE Offenses are offenses which require reporting to DDOE as required and defined in Title 14 of the Delaware Administrative Code (sections 601 and 614). School Code violations are defined by each individual District or Charter Code of Conduct and vary from each LEA.

Table 4. Schools for the 2022-23 school year which were at or exceeded the maximum 15% threshold for OSS, ISS or expulsion rates and which subgroups were exceeded.

District Name	School Name	Discipline Action	Subgroups At or Above 15% Threshold	Total
Academy of Dover Charter School	Academy of Dover Charter School			
		Out-of-School Suspensions	Male, Students with Disabilities, Low-Income	3
Appoquinimink School District	Appoquinimink High School			
		Out-of-School Suspensions	African American, Active EL Students, Students with Disabilities, Low-Income	4
	Cantwells Bridge Middle School			
		Out-of-School Suspensions	Low-Income	1
	Meredith (Everett) Middle School			
		Out-of-School Suspensions	African American, Students with Disabilities, Low-Income	3
	Middletown High School			
		Out-of-School Suspensions	Low-Income	1
Odessa High School				
	Out-of-School Suspensions	Multi-Racial, Low-Income	1	
Redding (Louis L.) Middle School				

District Name	School Name	Discipline Action	Subgroups At or Above 15% Threshold	Total
		Out-of-School Suspensions	All Students, Male, African American, Hispanic/Latino, Students with Disabilities, Low-Income	6
	Silver Lake Elementary School			
		Out-of-School Suspensions	Students with Disabilities, Low-Income	2
	Waters (Alfred G.) Middle School			
		Out-of-School Suspensions	African American, Multi-Racial, Low-Income	3
Brandywine School District				
	Brandywine High School			
		In-School Suspensions	African American, Low-Income	2
		Out-of-School Suspensions	African American, Low-Income	2
	Concord High School			
		Out-of-School Suspensions	Low-Income	1
	duPont (Pierre S.) Middle School			
		Out-of-School Suspensions	Male, African American, Hispanic/Latino, Active EL Students, Students with Disabilities, Low-Income	6
	Mount Pleasant High School			
		Out-of-School Suspensions	Students with Disabilities	1
	Springer Middle School			
		In-School Suspensions	African American, Low-Income	2
	Out-of-School Suspensions	All Students, Male, African American, Hispanic/Latino, Multi-Racial, Students with Disabilities, Low-Income	7	
Talley Middle School				
	Out-of-School Suspensions	Students with Disabilities	1	
Caesar Rodney School District				
	Caesar Rodney High School			
		In-School Suspensions	Students with Disabilities, Low-Income	2
		Out-of-School Suspensions	African American, Low-Income	2
	F. Niel Postlethwait Middle School			
		In-School Suspensions	Low-Income	1
		Out-of-School Suspensions	All Students, Male, African American, Hispanic/Latino, Active EL Students, Students with Disabilities, Low-Income	7
	Fred Fifer III Middle School			
		In-School Suspensions	African American, Active EL Students, Low-Income	3
		Out-of-School Suspensions	African American	1
Kent Elementary Intensive Learning Center				
	Out-of-School Suspensions	All Students, Male, White, Students with Disabilities, Low-Income	1	

District Name	School Name	Discipline Action	Subgroups At or Above 15% Threshold	Total
	Magnolia Middle School			
		Out-of-School Suspensions	African American, Students with Disabilities, Low-Income	3
Cape Henlopen School District	Beacon Middle School			
		In-School Suspensions	African American, Students with Disabilities, Low-Income	3
	Cape Henlopen High School			
		In-School Suspensions	African American, Active EL Students, Low-Income	3
		Out-of-School Suspensions	African American	1
	Mariner Middle School			
		In-School Suspensions	African American, Students with Disabilities	2
		Out-of-School Suspensions	African American	1
Capital School District	Central Middle School			
		In-School Suspensions	Male, African American, Students with Disabilities, Low-Income	4
		Out-of-School Suspensions	All Students, Female, Male, African American, Hispanic/Latino, Multi-Racial, Students with Disabilities, Low-Income	8
	Dover High School			
		Out-of-School Suspensions	All Students, Female, Male, African American, Native American, Multi-Racial, Students with Disabilities, Low-Income	8
	Kent County Secondary ILC			
		Out-of-School Suspensions	All Students, Female, Male, African American, White, Students with Disabilities, Low-Income	5
	South Dover Elementary School			
		Out-of-School Suspensions	Students with Disabilities	1
	William Henry Middle School			
Out-of-School Suspensions		All Students, Female, Male, African American, Students with Disabilities, Low-Income	6	
Charter School of New Castle	Charter School of New Castle			
		Out-of-School Suspensions	Male, African American, Hispanic/Latino, Active EL Students, Students with Disabilities, Low-Income	6
Christina School District	Brader (Henry M.) Elementary School			
		In-School Suspensions	Low-Income	1
	Christiana High School			

District Name	School Name	Discipline Action	Subgroups At or Above 15% Threshold	Total
		In-School Suspensions	All Students, Female, Male, African American, Multi-Racial, Active EL Students, Students with Disabilities, Low-Income	8
		Out-of-School Suspensions	All Students, Male, African American, Multi-Racial, Students with Disabilities, Low-Income	6
	Downes (John R.) Elementary School			
		In-School Suspensions	African American	1
		Out-of-School Suspensions	African American	1
	Gauger-Cobbs Middle School			
		In-School Suspensions	Male, African American, Multi-Racial, Low-Income	4
		Out-of-School Suspensions	All Students, Female, Male, African American, Hispanic/Latino, Multi-Racial, Active EL Students, Students with Disabilities, Low-Income	9
	Glasgow High School			
		Out-of-School Suspensions	All Students, Female, Male, African American, Multi-Racial, Students with Disabilities, Low-Income	7
	Jones (Albert H.) Elementary School			
		Out-of-School Suspensions	Students with Disabilities	1
	Keene (William B.) Elementary School			
		In-School Suspensions	Students with Disabilities	1
	Kirk (George V.) Middle School			
		In-School Suspensions	African American, Students with Disabilities	2
		Out-of-School Suspensions	All Students, Male, African American, Multi-Racial, Students with Disabilities, Low-Income	6
	McVey (Joseph M.) Elementary School			
		In-School Suspensions	Male, African American, Students with Disabilities	3
	Newark High School			
		In-School Suspensions	Male, African American, Hispanic/Latino, Active EL Students, Low-Income	5
		Out-of-School Suspensions	All Students, Female, Male, African American, Active EL Students, Students with Disabilities, Low-Income	7
	Shue-Medill Middle School			
		In-School Suspensions	All Students, Female, Male, African American, Hispanic/Latino, White, Multi-Racial, Active EL Students, Students with Disabilities, Low-Income	10
		Out-of-School Suspensions	All Students, Female, Male, African American, Hispanic/Latino, Multi-Racial, Students with Disabilities, Low-Income	8

District Name	School Name	Discipline Action	Subgroups At or Above 15% Threshold	Total
	Smith (Jennie E.) Elementary School			
		In-School Suspensions	Multi-Racial, Students with Disabilities	2
	The Bancroft School			
		In-School Suspensions	Male	1
		Out-of-School Suspensions	All Students, Female, Male, African American, Hispanic/Latino, Multi-Racial, Active EL Students, Students with Disabilities, Low-Income	9
	The Bayard School			
In-School Suspensions		All Students, Male, African American, Multi-Racial, Students with Disabilities, Low-Income	6	
Out-of-School Suspensions		All Students, Female, Male, African American, Hispanic/Latino, White, Multi-Racial, Students with Disabilities, Low-Income	9	
Colonial School District				
	Bedford (Gunning) Middle School			
		In-School Suspensions	All Students, Male, African American, Multi-Racial, Active EL Students, Students with Disabilities, Low-Income	7
		Out-of-School Suspensions	All Students, Male, African American, Hispanic/Latino, Multi-Racial, Students with Disabilities, Low-Income	7
	McCullough (Calvin R.) Middle School			
		In-School Suspensions	All Students, Female, Male, African American, Hispanic/Latino, White, Multi-Racial, Active EL Students, Students with Disabilities, Low-Income	10
		Out-of-School Suspensions	All Students, Female, Male, African American, Hispanic/Latino, White, Multi-Racial, Active EL Students, Students with Disabilities, Low-Income	10
	New Castle Elementary School			
		Out-of-School Suspensions	African American, Students with Disabilities	2
	Penn (William) High School			
		In-School Suspensions	Students with Disabilities	1
		Out-of-School Suspensions	All Students, Male, African American, Multi-Racial, Students with Disabilities, Low-Income	6
Read (George) Middle School				
	In-School Suspensions	All Students, Female, Male, African American, White, Multi-Racial, Students with Disabilities, Low-Income	8	
	Out-of-School Suspensions	All Students, Female, Male, African American, White, Multi-Racial, Students with Disabilities, Low-Income	8	

District Name	School Name	Discipline Action	Subgroups At or Above 15% Threshold	Total
Delmar School District	Delmar High School	In-School Suspensions	Male, Hispanic/Latino, Students with Disabilities, Low-Income	4
		Out-of-School Suspensions	African American, Students with Disabilities	2
		Delmar Middle School		
	Delmar Middle School	In-School Suspensions	Male, African American, Multi-Racial, Students with Disabilities, Low-Income	5
		Out-of-School Suspensions	African American	1
	East Side Charter School	East Side Charter School		
Out-of-School Suspensions			All Students, Female, Male, African American, Hispanic/Latino, Students with Disabilities, Low-Income	5
First State Military Academy	First State Military Academy			
		Out-of-School Suspensions	African American, Active EL Students, Students with Disabilities, Low-Income	4
Freire Charter School Wilmington	Freire Charter School			
		Out-of-School Suspensions	All Students, Male, African American, White, Students with Disabilities, Low-Income	6
Gateway Charter School	Gateway Charter School			
		Out-of-School Suspensions	All Students, Female, Male, African American, Multi-Racial, Students with Disabilities, Low-Income	5
Great Oaks Charter School	Great Oaks Charter School			
		Out-of-School Suspensions	All Students, Female, Male, African American, Students with Disabilities, Low-Income	4
Indian River School District	Georgetown Middle School			
		In-School Suspensions	Male, African American, Multi-Racial, Students with Disabilities, Low-Income	5
		Out-of-School Suspensions	African American, Multi-Racial	2
	Indian River High School			
		In-School Suspensions	Male, African American, Multi-Racial, Active EL Students, Students with Disabilities, Low-Income	6
		Out-of-School Suspensions	African American, Students with Disabilities	2
	Millsboro Middle School			
Millsboro Middle School	In-School Suspensions	All Students, Male, African American, White, Multi-Racial, Students with Disabilities, Low-Income	7	

District Name	School Name	Discipline Action	Subgroups At or Above 15% Threshold	Total
	Selbyville Middle School	Out-of-School Suspensions	All Students, Female, Male, African American, Hispanic/Latino, Multi-Racial, Active EL Students, Students with Disabilities, Low-Income	9
		In-School Suspensions	Male, African American, Multi-Racial, Students with Disabilities, Low-Income	5
		Out-of-School Suspensions	African American, Multi-Racial, Low-Income	3
	Sussex Central High School			
		In-School Suspensions	All Students, Male, African American, Hispanic/Latino, Multi-Racial, Active EL Students, Students with Disabilities, Low-Income	8
Lake Forest School District				
Lake Forest School District	Chipman (W.T.) Middle School			
		In-School Suspensions	African American, Hispanic/Latino, Multi-Racial, Low-Income	4
		Out-of-School Suspensions	All Students, Male, African American, Multi-Racial, Students with Disabilities, Low-Income	6
	Lake Forest Central Elementary School			
		In-School Suspensions	Multi-Racial	1
	Lake Forest High School			
		In-School Suspensions	Students with Disabilities	1
Out-of-School Suspensions		African American	1	
Laurel School District				
Laurel School District	Laurel Elementary School			
		In-School Suspensions	Male, African American, Multi-Racial, Students with Disabilities, Low-Income	5
		Out-of-School Suspensions	Male, African American, Multi-Racial, Students with Disabilities, Low-Income	5
	Laurel Middle School			
		In-School Suspensions	All Students, Female, Male, African American, White, Multi-Racial, Students with Disabilities, Low-Income	8
		Out-of-School Suspensions	All Students, Female, Male, African American, White, Multi-Racial, Active EL Students, Students with Disabilities, Low-Income	9
	Laurel Senior High School			
In-School Suspensions		All Students, Male, African American, Multi-Racial, Students with Disabilities, Low-Income	6	
Out-of-School Suspensions		African American, Multi-Racial	2	
Milford School District				
Milford School District	Milford Central Academy			

District Name	School Name	Discipline Action	Subgroups At or Above 15% Threshold	Total
		In-School Suspensions	All Students, Female, Male, African American, Hispanic/Latino, Multi-Racial, Active EL Students, Students with Disabilities, Low-Income	9
		Out-of-School Suspensions	Male, African American, Students with Disabilities, Low-Income	4
	Milford Senior High School			
		In-School Suspensions	All Students, Female, Male, African American, Hispanic/Latino, Multi-Racial, Active EL Students, Students with Disabilities, Low-Income	9
		Out-of-School Suspensions	Male, African American, Multi-Racial, Students with Disabilities, Low-Income	5
New Castle County Vocational-Technical School District	Delcastle Technical High School			
		Out-of-School Suspensions	African American	1
	Howard High School of Technology			
		Out-of-School Suspensions	Male, African American, Students with Disabilities, Low-Income	4
Positive Outcomes Charter School	Positive Outcomes Charter School			
		In-School Suspensions	All Students, Male, White, Students with Disabilities	4
		Out-of-School Suspensions	Male, Students with Disabilities	2
Red Clay Consolidated School District	Baltz (Austin D.) Elementary School			
		Out-of-School Suspensions	Multi-Racial	1
	Brandywine Springs School			
		Out-of-School Suspensions	African American	1
	Dickinson (John) School			
		Out-of-School Suspensions	All Students, Male, African American, Multi-Racial, Students with Disabilities, Low-Income	6
	duPont (Alexis I.) High School			
		In-School Suspensions	All Students, Female, Male, African American, Multi-Racial, Students with Disabilities, Low-Income	7
		Out-of-School Suspensions	All Students, Female, Male, African American, Multi-Racial, Students with Disabilities, Low-Income	7
	duPont (Alexis I.) Middle School			
		Out-of-School Suspensions	Male, African American, Multi-Racial, Low-Income	4
	First State School			
Out-of-School Suspensions		All Students, Students with Disabilities	1	

District Name	School Name	Discipline Action	Subgroups At or Above 15% Threshold	Total
	Johnson (Joseph E. Jr) Elementary School	Out-of-School Suspensions	Male, African American, Students with Disabilities	3
	McKean (Thomas) High School			
		Out-of-School Suspensions	All Students, Female, Male, African American, Hispanic/Latino, Active EL Students, Students with Disabilities, Low-Income	8
	Skyline Middle School			
		Out-of-School Suspensions	All Students, Female, Male, African American, Students with Disabilities, Low-Income	6
	Stanton Middle School			
		In-School Suspensions	All Students, Female, Male, African American, Hispanic/Latino, White, Multi-Racial, Active EL Students, Students with Disabilities, Low-Income	10
		Out-of-School Suspensions	All Students, Female, Male, African American, Hispanic/Latino, White, Multi-Racial, Active EL Students, Students with Disabilities, Low-Income	10
	Warner Elementary School			
		Out-of-School Suspensions	White	1
Seaford School District				
	Seaford Central Elementary School			
		In-School Suspensions	Male, African American, Students with Disabilities, Low-Income	4
	Seaford Middle School			
		In-School Suspensions	All Students, Female, Male, African American, Multi-Racial, Active EL Students, Students with Disabilities, Low-Income	8
		Out-of-School Suspensions	All Students, Male, African American, Multi-Racial, Active EL Students, Students with Disabilities, Low-Income	7
	Seaford Senior High School			
In-School Suspensions		All Students, Male, African American, Multi-Racial, Students with Disabilities, Low-Income	6	
Out-of-School Suspensions		African American, Students with Disabilities, Low-Income	3	
Smyrna School District				
	Smyrna High School			
		In-School Suspensions	All Students, Female, Male, African American, Asian American, Hispanic/Latino, White, Multi-Racial, Active EL Students, Students with Disabilities, Low-Income	11
	Smyrna Middle School			
In-School Suspensions		Male, African American, Students with Disabilities	3	

District Name	School Name	Discipline Action	Subgroups At or Above 15% Threshold	Total
		Out-of-School Suspensions	Male, African American, Multi-Racial, Active EL Students, Students with Disabilities, Low-Income	6
Woodbridge School District	Phillis Wheatley Elementary School			
		Out-of-School Suspensions	African American, Multi-Racial	2
	Woodbridge High School			
		In-School Suspensions	African American, Students with Disabilities, Low-Income	3
		Out-of-School Suspensions	African American, Multi-Racial, Low-Income	3
	Woodbridge Middle School			
		In-School Suspensions	African American, Multi-Racial, Students with Disabilities, Low-Income	4
	Out-of-School Suspensions	Multi-Racial	1	

Table 4 shows schools for the 2022-23 school year which were at or exceeded the maximum 15% threshold for OSS, ISS or expulsion rates and which subgroups were exceeded.

Table 5. Schools for the 2022-23 school year which were at or exceeded the maximum 10 percentage point gap threshold in OSS rates for one or both of the following:

- A) the highest and lowest suspended racial subgroup**
- B) students with disabilities compared to students without disabilities**

District Name	School Name	Discipline Action	Subgroups At or Above 10% Threshold
Appoquinimink School District	Appoquinimink High School	Out-of-School Suspensions	African American, Students with Disabilities
	Cantwells Bridge Middle School	Out-of-School Suspensions	Multi-Racial
	Meredith (Everett) Middle School	Out-of-School Suspensions	African American, Students with Disabilities
	Middletown High School	Out-of-School Suspensions	African American
	Odessa High School	Out-of-School Suspensions	Multi-Racial
	Redding (Louis L.) Middle School	Out-of-School Suspensions	African American
	Silver Lake Elementary School	Out-of-School Suspensions	Multi-Racial, Students with Disabilities
	Waters (Alfred G.) Middle School	Out-of-School Suspensions	Multi-Racial
Brandywine School District	Brandywine High School	Out-of-School Suspensions	African American
	Concord High School	Out-of-School Suspensions	African American
	duPont (Pierre S.) Middle School	Out-of-School Suspensions	African American

District Name	School Name	Discipline Action	Subgroups At or Above 10% Threshold
	Forwood Elementary School	Out-of-School Suspensions	African American
	Lombardy Elementary School	Out-of-School Suspensions	African American, Students with Disabilities
	Mount Pleasant High School	Out-of-School Suspensions	African American, Students with Disabilities
	Springer Middle School	Out-of-School Suspensions	African American, Students with Disabilities
	Talley Middle School	Out-of-School Suspensions	African American, Students with Disabilities
Caesar Rodney School District	Caesar Rodney High School	Out-of-School Suspensions	African American
	F. Niel Postlethwait Middle School	Out-of-School Suspensions	African American, Students with Disabilities
	Fred Fifer III Middle School	Out-of-School Suspensions	African American
	Magnolia Middle School	Out-of-School Suspensions	African American
Cape Henlopen School District	Cape Henlopen High School	Out-of-School Suspensions	African American
	Mariner Middle School	Out-of-School Suspensions	African American
Capital School District	Central Middle School	Out-of-School Suspensions	African American
	Dover High School	Out-of-School Suspensions	Native American
	Kent County Secondary ILC	Out-of-School Suspensions	Students with Disabilities
	North Dover Elementary School	Out-of-School Suspensions	Students with Disabilities
	South Dover Elementary School	Out-of-School Suspensions	Students with Disabilities
	William Henry Middle School	Out-of-School Suspensions	African American
Charter School of New Castle	Charter School of New Castle	Out-of-School Suspensions	African American
Christina School District	Christiana High School	Out-of-School Suspensions	African American, Students with Disabilities
	Downes (John R.) Elementary School	Out-of-School Suspensions	African American
	Douglass School	Out-of-School Suspensions	Hispanic/Latino, Students with Disabilities
	Gauger-Cobbs Middle School	Out-of-School Suspensions	African American
	Glasgow High School	Out-of-School Suspensions	African American
	Jones (Albert H.) Elementary School	Out-of-School Suspensions	Students with Disabilities
	Kirk (George V.) Middle School	Out-of-School Suspensions	African American
	McVey (Joseph M.) Elementary School	Out-of-School Suspensions	Students with Disabilities
	Newark High School	Out-of-School Suspensions	African American
	Shue-Medill Middle School	Out-of-School Suspensions	African American
	The Bancroft School	Out-of-School Suspensions	African American
	The Bayard School	Out-of-School Suspensions	African American, Students with Disabilities

District Name	School Name	Discipline Action	Subgroups At or Above 10% Threshold
Colonial School District			
	Bedford (Gunning) Middle School	Out-of-School Suspensions	African American, Students with Disabilities
	McCullough (Calvin R.) Middle School	Out-of-School Suspensions	African American, Students with Disabilities
	New Castle Elementary School	Out-of-School Suspensions	African American
	Penn (William) High School	Out-of-School Suspensions	African American, Students with Disabilities
	Read (George) Middle School	Out-of-School Suspensions	Multi-Racial
Delmar School District			
	Delmar High School	Out-of-School Suspensions	African American, Students with Disabilities
	Delmar Middle School	Out-of-School Suspensions	African American
First State Military Academy			
	First State Military Academy	Out-of-School Suspensions	African American, Students with Disabilities
First State Montessori Academy			
	First State Montessori Academy	Out-of-School Suspensions	African American
Freire Charter School Wilmington			
	Freire Charter School	Out-of-School Suspensions	African American
Gateway Charter School			
	Gateway Charter School	Out-of-School Suspensions	African American
Indian River School District			
	Georgetown Middle School	Out-of-School Suspensions	African American
	Indian River High School	Out-of-School Suspensions	African American, Students with Disabilities
	Millsboro Middle School	Out-of-School Suspensions	African American, Students with Disabilities
	Selbyville Middle School	Out-of-School Suspensions	African American
Lake Forest School District			
	Chipman (W.T.) Middle School	Out-of-School Suspensions	African American
	Lake Forest High School	Out-of-School Suspensions	African American
Laurel School District			
	Laurel Elementary School	Out-of-School Suspensions	African American
	Laurel Middle School	Out-of-School Suspensions	African American
	Laurel Senior High School	Out-of-School Suspensions	African American
Milford School District			
	Milford Central Academy	Out-of-School Suspensions	African American
	Milford Senior High School	Out-of-School Suspensions	African American, Students with Disabilities
	Misphillion Elementary School	Out-of-School Suspensions	Multi-Racial
New Castle County Vocational-Technical School District			
	Hodgson (Paul M.) Vo-Tech School	Out-of-School Suspensions	African American
	Howard High School of Technology	Out-of-School Suspensions	African American

District Name	School Name	Discipline Action	Subgroups At or Above 10% Threshold
	St. Georges Technical High School	Out-of-School Suspensions	Multi-Racial
POLYTECH School District			
	POLYTECH High School	Out-of-School Suspensions	Hispanic/Latino
Red Clay Consolidated School District			
	Baltz (Austin D.) Elementary School	Out-of-School Suspensions	Multi-Racial
	Brandywine Springs School	Out-of-School Suspensions	African American
	Conrad Schools of Science	Out-of-School Suspensions	African American
	Dickinson (John) School	Out-of-School Suspensions	African American
	duPont (Alexis I.) High School	Out-of-School Suspensions	African American
	duPont (Alexis I.) Middle School	Out-of-School Suspensions	African American
	duPont (H.B.) Middle School	Out-of-School Suspensions	African American
	Forest Oak Elementary School	Out-of-School Suspensions	African American
	Johnson (Joseph E. Jr) Elementary School	Out-of-School Suspensions	African American, Students with Disabilities
	Lewis (William C.) Dual Language E.S.	Out-of-School Suspensions	African American
	McKean (Thomas) High School	Out-of-School Suspensions	African American
	Skyline Middle School	Out-of-School Suspensions	African American
	Stanton Middle School	Out-of-School Suspensions	African American
	Warner Elementary School	Out-of-School Suspensions	White
Seaford School District			
	Frederick Douglass Elementary School	Out-of-School Suspensions	Students with Disabilities
	Seaford Middle School	Out-of-School Suspensions	African American
	Seaford Senior High School	Out-of-School Suspensions	African American
Smyrna School District			
	Smyrna High School	Out-of-School Suspensions	African American
	Smyrna Middle School	Out-of-School Suspensions	African American, Students with Disabilities
Sussex Academy			
	Sussex Academy	Out-of-School Suspensions	Native American
Woodbridge School District			
	Phillis Wheatley Elementary School	Out-of-School Suspensions	African American
	Woodbridge High School	Out-of-School Suspensions	Multi-Racial
	Woodbridge Middle School	Out-of-School Suspensions	Multi-Racial

Table 5 shows schools for the 2022-23 school year which were at or exceeded the maximum 10 percentage point gap threshold in OSS rates for one or both of the following:

- A) the highest and lowest suspended racial subgroup
- B) students with disabilities compared to students without disabilities

Appendix A

Table 6. Statewide OSS Rates 2021-22

	Demographic	Enrollment		Out-of-School Suspensions	
		Students	Rate	Students	Rate
All Students	All Students	149571	100.00	10507	7.02
Gender	Female	72760	48.65	3647	5.01
	Male	76822	51.36	6860	8.93
Race/Ethnicity	African American	46822	31.30	5789	12.36
	Native American	686	0.46	41	5.98
	Asian American	6529	4.37	92	1.41
	Native Hawaiian/Pacific Islander	243	0.16	14	5.76
	Hispanic/Latino	28299	18.92	1558	5.51
	White	60143	40.21	2388	3.97
	Multi-Racial	7479	5.00	633	8.46
Special Populations	Active EL Students	16189	10.82	749	4.63
	Students with Disabilities	30145	20.15	3359	11.14
	Low-Income	42250	28.25	5045	11.94

Table 6 reflects statewide OSS rates disaggregated by gender, race and special population designations for the 2021-2022 School Year.

Table 7. Statewide OSS Rates 2020-21

	Demographic	Enrollment		Out-of-School Suspensions	
		Students	Rate	Students	Rate
All Students	All Students	146168	100.00	749	0.51
Gender	Female	71160	48.68	184	0.26
	Male	75017	51.32	565	0.75
Race/Ethnicity	African American	44708	30.59	341	0.76
	Native American	639	0.44	<5	<0.78
	Asian American	6329	4.33	<5	<0.08
	Native Hawaiian/Pacific Islander	214	0.15	<5	<2.34
	Hispanic/Latino	26882	18.39	101	0.38
	White	60864	41.64	253	0.42
	Multi-Racial	6934	4.74	47	0.68
Special Populations	Active EL Students	14650	10.02	34	0.23
	Students with Disabilities	28889	19.76	336	1.16
	Low-Income	42138	28.83	359	0.85

Table 7 reflects statewide OSS rates disaggregated by gender, race and special population designations for the 2020-2021 School Year.

