

**ED-RED Equity Ad Hoc Committee Work**  
**Subcommittee on Data Reporting (Student Discipline and Arrest Data)**

**Equity Ad Hoc Committee Background:** Over the summer, ED-RED created an Equity Ad Hoc Committee as a forum for ED-RED member school districts to discuss the work, both past and present, that ED-RED districts are doing to close the equity gap. The goal of this committee was to use this work as a foundation for developing policy recommendations for future legislative negotiations around closing the equity gap and ensuring equitable educational access and opportunity to lead to improved outcomes for students of color.

Given the overwhelming response of members (over 40 school board members and administrators) that signed up for the Equity Ad Hoc committee, the group was divided into four subcommittees. Those subcommittees are: 1) Student Discipline and SRO/Police Presence on School Grounds; 2) Data Reporting (Discipline and Arrest Data); 3) Curriculum; and 4) Increasing BIPOC Candidates/Hiring/Retention. These subcommittees were tasked with delving deeply into past legislative proposals intended to increase educational equity, access and opportunity for students of color in our schools and to develop Guiding Principles for moving those proposals forward.

Below is an overview of the original legislation that gave rise to the Subcommittee on Data Reporting (Student Discipline and Arrest Data), along with the Guiding Principles and Recommendations to guide future negotiations on these issues.

**Subcommittee on Data Reporting (Student Discipline and Arrest Data)**

**HB 2084 (Welch): Legislative Overview**

The Student Discipline Data subcommittee focused on ED-RED's past work on HB 2084 which significantly increased the student data that districts would be required to submit related to discipline and arrests. In addition to new reporting requirements, HB2084 made changes to the way in which ISBE would calculate the 20% of districts with the greatest racial disparities in discipline data ("the 20% list"). The subcommittee began its work by meeting with the House Sponsor, Representative Chris Welch (D-Westchester), to better understand his intent and next steps.

The subcommittee then worked to better understand current discipline data reporting (both state and federal) requirements, any gaps in those reporting requirements, and whether new reporting requirements were needed to analyze the short and long-term impact of student discipline incidents.

**Guiding Principles**

- Schools should limit student exclusions from the classroom to the greatest extent possible.
- Districts collect and report data now. For example, at the federal level, the CRDC already collects a significant amount of data from districts, often reported in district dashboards. One limitation of CRDC data is that it is only reported every two years, making the identification of discipline and arrest data trends difficult to track. Districts are overwhelmed with the amount of data they are required to collect each year and, in some cases, have hired administrators for this sole purpose.
- Before adding to and/or changing these reporting requirements, the current purpose and usefulness of reporting requirements should be reviewed. There may be situations in which it would be beneficial to report data in new or different ways. Any changes should be aligned with existing reporting requirements
- It is important to draw upon the meaningful work that Illinois districts are already doing, as well as look to school district equity leaders in other States.

### Recommendations

- We must ensure that any new state reporting requirements will not duplicate federal or state data that is already collected by school districts.
- The purpose of any collection of data at the state or federal level must be used to improve student access and opportunity, particularly for students of color.
- Any changes to state data collection should be aligned with CRDC requirements to provide school districts with consistency in reporting. Combining and streamlining reporting requirements will avoid confusion in interpreting data.
- A periodic data audit at the State level would serve to determine what data is still useful and is leading to improving educational outcomes and which reporting requirements are no longer unnecessary.
- There may be a need for additional data on students: 1) that are excluded from learning, including those exclusions that do not lead to a formal suspension or expulsion (i.e. referrals); and 2) those that receive suspensions for “lower level” offenses including, e.g. “disruption”, “disrespect” and “defiance of authority”. However, any new reporting requirements:
  - cannot be overly burdensome to teachers and districts,
  - must be done in line with best practices, with consideration given to how districts currently report discipline incidents,

- should not duplicate other data reports (i.e. CRDC bullying and harassment data reporting); and
- Must ensure student privacy.

DRAFT