

HB22-1376 Data Standardization Stakeholder Group Overview

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The HB1376 Data Standardization Stakeholder Group is staffed by the
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Executive Summary

Legislation passed during the 2022 legislative session (House Bill 22-1376, The Supportive Learning Environments for K12 Students Act) included required stakeholder engagement to consider data standardization. The bill stated that CDE “may consider whether to adopt new reporting categories or require additional or different data to be collected to improve accuracy, consistency, and quality of data”.

This document provides an overview of the discussions and recommendations that were shared as part of a required stakeholder engagement process. The bill also includes new requirements for how districts report restraint and seclusion incidents and requires CDE to create and implement district profile reports which will display data related to school climate. These two provisions have separate processes and stakeholder groups and were not addressed by the Standardization Stakeholder Group.

The stakeholder group ultimately recommended the creation of a guidance document that clarifies four definitions and aligns definitions to the Colorado Association of School Boards (CASB) model policy. In addition, a variety of subjects were discussed that may lead to future changes or recommendations.



Current Discipline Data Collection

CDE [collects student discipline data](#) in accordance with state statute, which defines sixteen (16) categories of discipline incidents. Districts are required to establish local policy in accordance with the safe schools reporting requirements. The state's collection is largely standardized because the categories of discipline are defined in statute, and CDE uses standardized forms that school district reporters complete annually.

Schools collect and categorize discipline data in accordance with their local policies using locally chosen Student Information Systems (SIS's). Most districts include more categories than the state is required to collect. As an example, the Colorado Association of School Boards (CASB), which develops model policies for local school boards, includes twenty-six categories in its [model policy](#). Many Colorado school districts model their local policies after CASB's. Therefore, districts must make judgments about how to report their school data using the form and format required by the state.

Additionally, CDE is legislatively required to collect only the discipline incidents that resulted in one of the following disciplinary actions:

- a) Classroom suspension
- b) In-school suspension
- c) Out-of-school suspension
- d) Expulsion
- e) Referral to law enforcement
- f) Other action is taken (defined as "any other form of discipline, which shall be officially identified as part of board policy"). "Other action taken" is intended to capture exclusionary discipline practices (e.g., incarceration, one-on-one counseling, etc.) not listed in a-e.

Local data typically includes additional behavior categories, descriptions of the event, and outcomes that are not exclusionary.

Starting with the 2023-24 school year, HB22-1376 requires CDE to begin collecting discipline data by student and incident, which would include the student identifiers (SASIDs). This is expected to result in more efficient data collection procedures and the ability to analyze the data by student demographics, incident types, and exclusionary practices. Prior to the 2023-24 school year, CDE collected data by incidents and school. This has limited the state's ability to identify trends and patterns within the data and disaggregate incident types by student demographics.



Stakeholder Group

HB22-1376 required CDE to convene a stakeholder group to provide feedback on data standardization from the following groups:

- School districts and school administrators
- School board members
- Teachers
- Law enforcement representatives
- School resource officers
- K-12 advocates
- Other relevant stakeholders

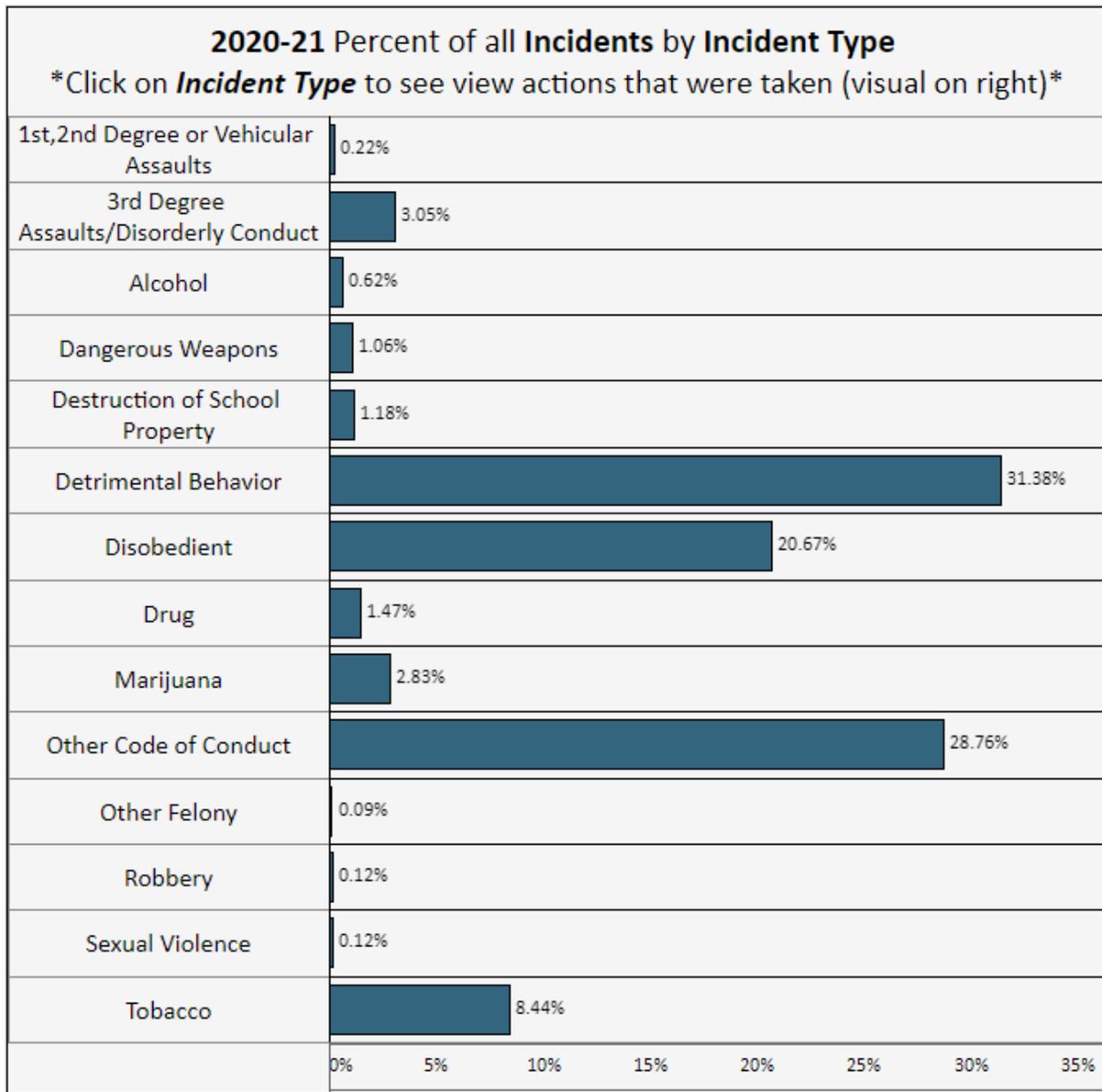
CDE identified specific stakeholders representing each of these groups by consulting with organizations such as the Colorado Association of School Executives, the Colorado Education Association, and the Colorado Association of School Boards, as well as members of the School Climate Coalition led by the Colorado Children’s Campaign. Overall, 27 individuals, CDE staff, and a facilitator participated in the stakeholder meetings.

Overview of Stakeholder Process

Although most of the state’s data collection on student discipline is standardized, there are challenges to collecting and interpreting state data. HB22-1376 required CDE to convene a stakeholder group to address some of these challenges.

CDE convened the stakeholders for three two-hour meetings in [November 2022](#), [December 2022](#), and [January 2023](#).

The November meeting provided background and context of HB22-1376 and asked for the stakeholders’ perceptions of the opportunities, barriers, and challenges to standardizing, collecting, and reporting data as outlined in the bill. Although the themes that emerged from this exercise were germane to the topic, CDE determined that only one was within the scope of the stakeholder group: several behavior categories defined by statute and collected by the state are broad and need clarification. This can be observed in the data that CDE publishes annually.



The majority of student behavior incidents fall into three categories: Detrimental Behavior, Disobedient, and Other Code of Conduct. Therefore, stakeholder meetings in December and January focused on clarifying the definitions and explanations for these three categories, as well as for “Bullying”, a new category districts will report beginning with the 2022-23 school year.

During the December meeting, stakeholders were asked to:

- 1) Provide feedback on new clarification language drafted by CDE for the three categories above, and
- 2) Provide examples of behaviors that are coded to each category.



This activity resulted in some key observations. First, the new clarification language wasn't helpful, instead, it caused more confusion. Second, the three categories in question contain a wide variety of behaviors, and school and district personnel make different judgments about which category is the best fit for any individual behavior. Finally, the Safe School Report Requirements tend to focus on criminal activity rather than the nature of discipline in schools.

These observations led to a decision by CDE to pivot away from clarification language. Instead, the focus for the January meeting became the alignment between the [Code of Conduct model policy](#) developed by CASB, which defines 26 categories of discipline incidents, and the state's statutory requirements, which defines 16 categories of discipline incidents. This decision was made because the CASB model policy is more detailed and specific than state statute, and CASB categories are broad enough to capture most disciplinary incidents that occur in schools. Therefore, the hope is that by providing a crosswalk for the existing CASB codes with the CDE behavior codes, districts will be more consistent and standardized in coding discipline data.

CDE staff drafted a document that demonstrated the alignment between CASB's policy and the state's codes, and stakeholders provided feedback on the draft. Due to stakeholder questions, CDE considered adding new categories of discipline incidents, but the only suggestion offered ("Dishonesty") was determined to fall under one of the three categories that already exist and typically a behavior that doesn't result in an exclusionary discipline action.

Recommendations and changes

The stakeholder engagement process resulted in the following decisions and resources:

- A [new guidance document](#) that aligns the CASB model policy with the state's discipline codes.
- A decision to include clarification language for four categories (Disobedient, Detrimental, Other Code of Conduct, and Bullying).

Additional decisions and resources related to the data standardization section of HB22-1376, which didn't require stakeholder feedback include:

- The change in data collection methods which will collect student level outcomes beginning in the school year 2023-2024.
- New data files from CDE, which will streamline the district data collection process into one annual collection that districts must complete.
- Training for district data reporters on how to align behavior incidents reported by the school to the state discipline codes.



Future Considerations

School climate and related topics are a perennial issue for the legislature, an ongoing challenge for schools and districts, and a national discussion, particularly as students and families continue to navigate the effects of a global pandemic. Following are a few future topics that were discussed that were not addressed directly in recommendations and may impact future work.

- There were questions and ideas shared about the number and definitions of discipline incidents that are collected and reported by the state.
- Denver Public Schools (DPS) is independently moving forward with an effort to create school profile reports that display data related to school quality, including school discipline. The district will convene a community group to advise the district on design parameters and data that should be included.
- CDE will publish a new data set using SASIDs in 2024. This will allow interested parties to analyze school discipline trends using methods that have previously been unavailable. Disaggregating the data by race, gender, income status, and other demographics will likely inspire new questions and analysis, which could lead to new local or state efforts to address disparities between groups.
- Currently the state's data collection is used to identify trends and needed support for schools and districts. The new requirement to use student identifiers, as well as the forthcoming district profile reports are meant to enhance that use and make data more transparent for the public.