

Incident and Discipline Report for School Year 2022

Utah State Board of Education

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State reporting requirements and report overview:

This report was produced in response to Utah Code Section 53E-1-203. Following a brief introduction, we provide analyses, including methods and results, of school incident and discipline data. We offer no discussion, conclusion, or recommendations. Interested readers should look beyond the selected key findings and pay careful attention to the tables and figures within this report. Future reports will include additional data identified in Utah code section 53E-3-516, which will include arrests and other law enforcement activities that occurred in schools.

Key Findings

- There was a noteworthy increase in incident and discipline rates from School Year 2021 to 2022.
- Nearly all (95.5%) Local Education Agencies (LEA) reported incident data.
- Half of all incidents were reportedly related to disruptions and truancy.
- 41,142 (5.7%) students reportedly received one or more incidents, a 2.4 percentage points, or a 73% increase from the previous year (3.3%).
- 14,515 (2.0%) students reportedly received one or more disciplines, a 0.72 percentage points, or a 56% increase from the previous year (1.29%).
- There were noteworthy disparities in incidents and disciplines reported across student groups.
- Students lost 48,928 days of classroom instruction due to exclusionary discipline.

Introduction

Starting in school year (SY) 2017, representatives from the Utah State Board of Education (USBE) and LEAs have collaborated to improve the completeness and quality of behavioral incident and discipline data. National data, Student Health and Risk Prevention (SHARP) survey results, and anecdotal information from schools supported the belief that Utah's behavioral incident data was under reported to USBE. We believe the primary reasons for this include complications related to incident data tracking software and student information systems, a need for clear directives from USBE on what constitutes a reportable incident, and misunderstandings about what the data can and will be used for. As a result of efforts to improve data completeness and quality, there was a large increase in the number of incidents reported to USBE in SY 2018, and steady increases through SY 2020. We believe that the decrease in incidents reported in SY 2021 was likely a result of changes in school schedules and learning models due to the COVID-19 pandemic. Incident and discipline counts increased substantially in SY 2022.

As incident data reporting has improved, including over 90% of LEAs with incident data in recent years, USBE's focus is now turning to additional data quality improvements, and an increased focus on analyses. Over the next few years, USBE and WestED (a research, development, and services agency which works with education agencies) will collaborate on

developing and implementing organizational processes and structures that facilitate effective collection and application of data related to Utah's Safe and Healthy Schools initiatives. This work will include a focus on internal data-related processes that inform Utah's strategic plan objectives related to Safe and Healthy Schools: supporting districts and schools in creating and maintaining safe and healthy learning environments; and building educator and stakeholder capacity to meet students' mental, emotional, and social needs. The collaboration between USBE and WestED will create the following:

- Develop a comprehensive picture of concurrent state data collection initiatives that will inform safe and healthy learning environments
- Develop internal agency structures and processes for sharing data activities related to safe and healthy learning environment objectives
- Develop and disseminate updated incident data definitions, including definitions related to use of restraint and seclusion, that guide data collection at state and district levels
- Review and bolster existing tools used to collect safe and healthy learning environment-related data (from districts, schools, and students)
- Identify how changes to data collection protocols might impact USBE data storage

Overall Findings

For SY 2022 there were 77,348 records of primary infractions (incidents) reported to USBE. A total of 41,142 students had one or more incidents reported. Of these, 25,670 had only one incident reported and 15,472 had more than one incident reported. The percentage of students with an incident reported in SY2022 was 5.7%. Most (96%) LEAs (149 out of 156) reported one or more incident to USBE. Utah's LEAs reported 24,041 disciplines from 14,515 students. Of these, 4,225 students had more than one discipline. The percentage of students with a discipline reported in SY2022 was 2.0%.

Methods

Data

The data in this report includes school incident, discipline, and enrollment data. Incident data includes information about the frequency and type of incidents and the frequency,

type, and severity (days of lost instruction) of disciplines. Throughout the school year LEAs report incident and discipline data to the USBE through the Utah Transcript Record Exchange (UTREx). An incident may involve one or more student(s), and a student can be involved in more than one incident. Each student may be reported with one primary incident and up to four secondary incident types, as well as one primary weapon and up to four secondary weapons. Information can also be reported for victims of incidents, though LEAs have reported very little victim data. Victim data is not included in this report. This report includes only information on primary incidents. See Figure 2 for a list of the 21 incident types.

Discipline data includes in-school and out-of-school suspensions, and expulsions. If a student receives a suspension or expulsion as a result of an incident, we expect LEAs to report the discipline type and total duration. Consistent with federal guidelines, we removed all suspensions of less than half a day and converted all suspensions of a half day to one day. Enrollment data includes race/ethnicity, sex, low income status, special education status, English learner status, homeless status, refugee status, military status, and foster care status. It is worth noting that there are important nuances in the definitions of many student groups. For example, homeless status can include students who live in a motel, a shelter, somewhere without adequate facilities, a campground or parking lot, or with another family member because of loss of housing or economic hardship. Military status is defined in Utah Code 53E-3-903 and includes children of active-duty members and members who meet several other criteria. Foster care status identifies students as being in the custody of the Division of Child and Family Services. The Utah Transfer Record Exchange (UTREx) provides detailed definitions of these student groups (<https://www.schools.utah.gov/data/data?mid=1419&tid=1>). Enrollment counts in this report may not align with other USBE reports. Since the primary goal is to report incidents and disciplines, we included all students, regardless of school attendance or membership.

Analyses

We report descriptive statistics that include counts, percentages, and averages of statewide totals, as well as by student groups. To better examine differences in incidents and disciplines across student groups we calculated the following metrics. The first group of these metrics (1 and 2) rely on calculations based on enrollment counts, and a second group of metrics (3)

uses incidents to examine discipline rates and disciplines to examine lost days of instruction.

1. We used the following calculations to report incident and discipline rates statewide and by student groups.
 - Enrollment count = group enrollment / total enrollment
 - Incident count = count of incidents
 - Students with incidents count = count of students with incidents
 - Incident rate = count of students with incidents / enrollment by group
 - Percent of students with more than one incident = count of students with more than one incident / enrollment by group
2. We calculated the rate of lost instruction days due to exclusionary disciplines for each student group. We made this calculation by dividing the number of lost days by enrollment counts for each group and multiplying the result by 100 to get the number of lost days per 100 students enrolled (Losen & Martinez, 2020b). Lost days = (count of lost days / enrollment count) * 100
3. We used the following calculations to report incident-based discipline rates and the average number of lost days of instruction per student group.
 - Incident-based discipline rate = sum of disciplines / sum of incidents
 - Average number of days lost = mean of days lost

Results

This section includes results from analyses of incidents and disciplines. We focus first on incidents by presenting incident counts and percentages by student group, grade level, incident type, emergency safety interventions, and bullying. Secondly, we present discipline counts and percentages by student group, the number of lost days of instruction per 100 students, average days lost, and incident-based discipline rates.

Incidents

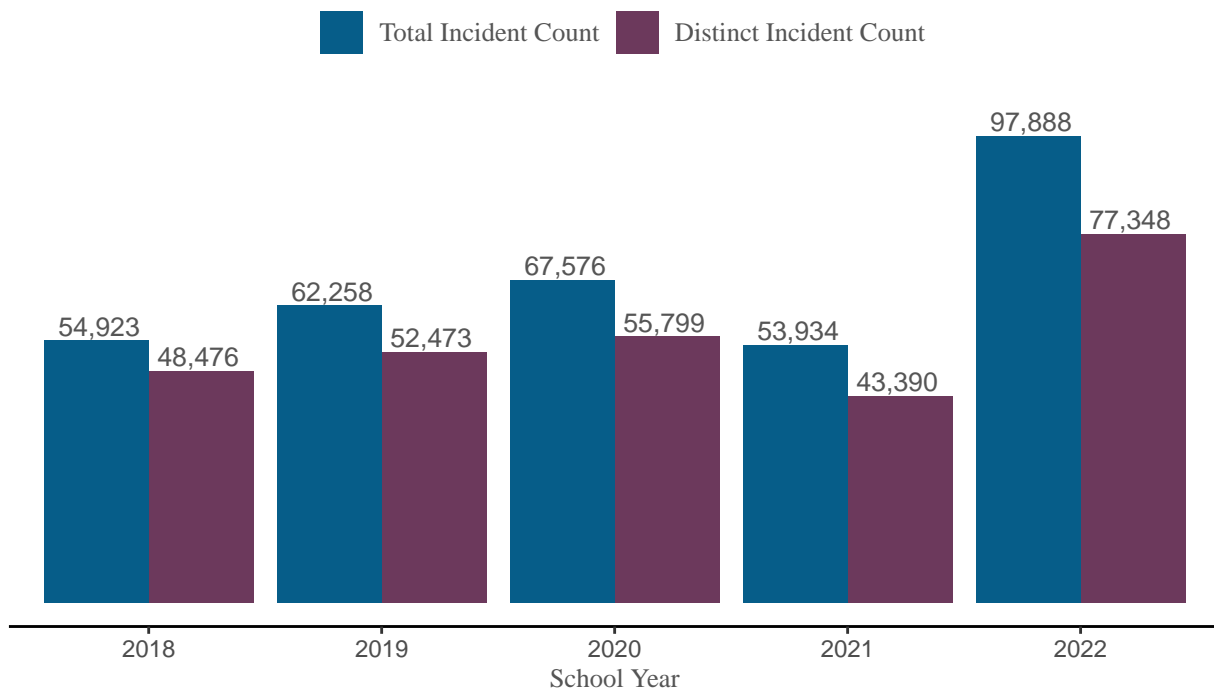
Table 1 shows the number of LEAs reporting incidents has remained above 90% from SY 2019. Figure 1 displays counts of total reported incidents (one incident may be counted more than once if more than one student was involved) and distinct counts (each incident

was counted only once, regardless of the number of students involved) of incidents reported state-wide for the most recent recent five years. This comparison presents two different ways to calculate and consider incident counts. There was a slight decrease in distinct incident counts in SY 2021 (43,390), followed by a noteworthy increase in 2022 (77,348).

Table 1: Percent of LEAs that reported incidents by school year

School Year	Percent Reported
2018	89.0%
2019	96.1%
2020	96.8%
2021	92.9%
2022	95.5%

Figure 1. Incident counts by year



In addition to Figure 1, Table 2 offers incident counts along with enrollment counts, student counts, and incident rates. The percentages of students with incidents reported has increased from 4.0% in SY 2018 to 5.7% in SY 2022. While there have been noteworthy improvements in incident data reporting since SY 2017, SHARP survey data (<https://sumh.utah.gov/data-reports/sharp-survey>) suggests that actual incident rates, especially for bullying, are higher than those reported to USBE.

Table 2: State incident counts and rates by year

School Year	Enrollment Count	Distinct Incident Count	Distinct Count of Students With Incident(s)	Incident Rate	Distinct Count of Students With More Than One Incident	Percent of Students With More Than One Incident
2018	696,271	48,476	27,695	4.0%	9,950	1.4%
2019	703,046	52,473	31,233	4.4%	11,328	1.6%
2020	710,159	55,799	28,665	4.0%	10,321	1.5%
2021	711,881	43,390	23,335	3.3%	7,993	1.1%
2022	722,032	77,348	41,142	5.7%	15,472	2.1%

Table 3 shows reported statewide incident counts and rates for various student groups for SY 2022. Only race/ethnicity categories are discrete. By race/ethnic group, only students who were identified as Asian and White reportedly had incident rates below the state percentage of 5.7%. The highest incident rates were reportedly among Black/African American (10.7%), American Indian (9.1%), and Hispanic/Latino students (8.1%).

Table 3: State incident counts and rates by student group for SY 2022

Groups	Enrollment Count	Distinct Incident Count	Distinct Count of Students With Incident(s)	Incident Rate	Distinct Count of Students With More Than One Incident	Percent of Students With More Than One Incident
Asian	12,566	823	426	3.4%	138	1.1%
AfAm/Black	10,416	2,548	1,115	10.7%	469	4.5%
American Indian	7,457	1,482	678	9.1%	294	3.9%
Multiple Races	24,833	3,858	1,584	6.4%	666	2.7%
Pacific Islander	12,178	1,598	867	7.1%	285	2.3%
Hispanic/Latino	140,352	25,495	11,345	8.1%	4,605	3.3%
White	518,594	47,816	25,157	4.9%	9,045	1.7%
Low Income	207,373	42,855	18,361	8.9%	7,868	3.8%
English Learner	62,863	11,749	5,191	8.3%	2,006	3.2%
Special Ed.	106,460	24,319	9,347	8.8%	4,181	3.9%
Female	349,067	23,072	12,944	3.7%	4,303	1.2%
Male	372,876	57,181	28,185	7.6%	11,164	3.0%
Homeless	12,865	4,141	1,383	10.8%	668	5.2%
Refugee	2,104	211	150	7.1%	42	2.0%
Military	1,092	248	113	10.3%	43	3.9%
In Foster Care	4,510	2,512	811	18.0%	403	8.9%

Incidents by Incident Type and Grade Level

Utah education data includes 21 infraction (incident) types. Figure 2 shows the percent of incidents represented within each incident type. Disruptions and Truancy were the most common incident types, representing half of all incidents.

Figure 2. Percent of incidents by incident type for SY 2022

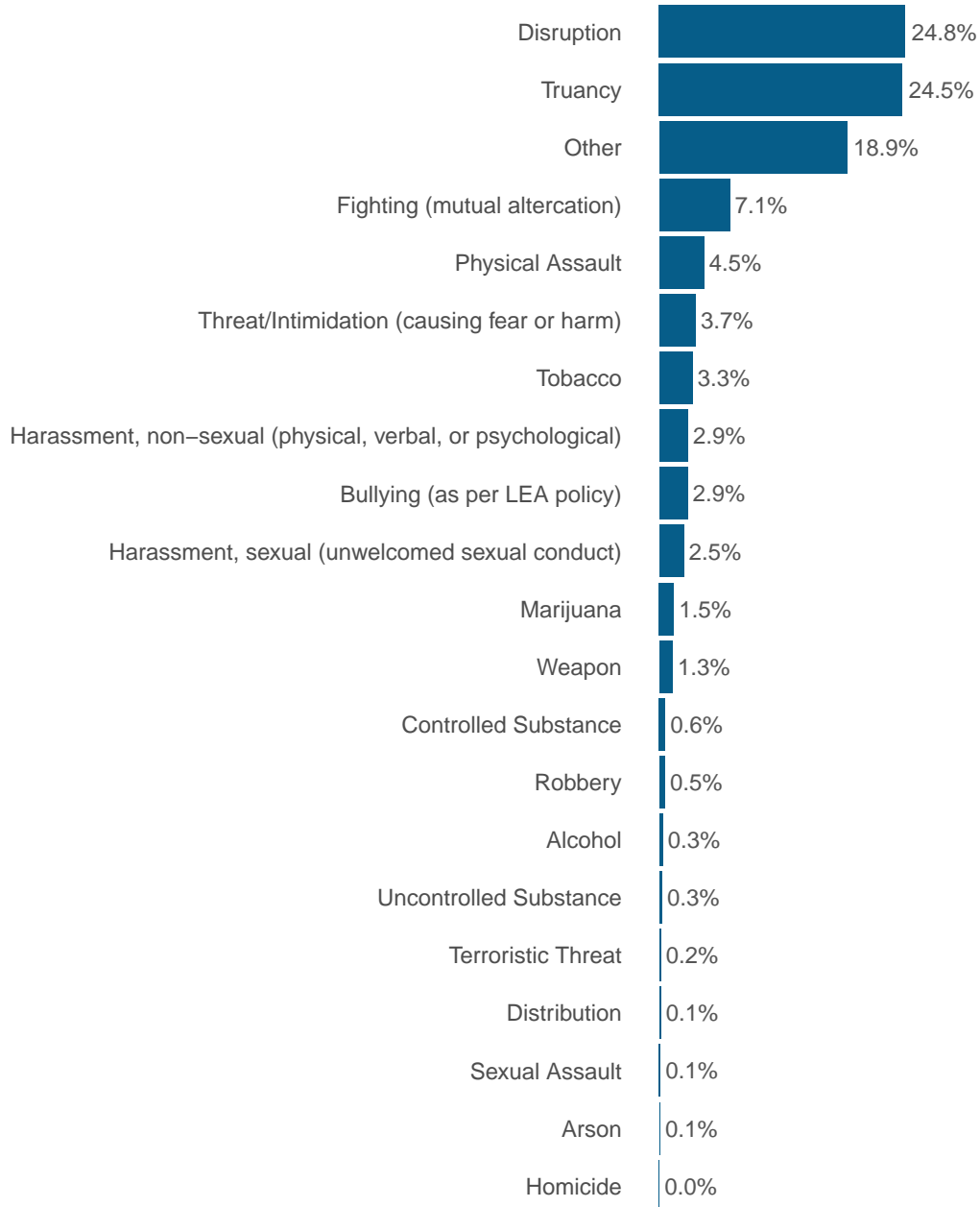


Figure 3 shows trend lines for the top 10 most common incidents. Note that the y axis is unique for each incident type. With the exception of tobacco related incidents, all incident counts were trending down in 2021 (possibly a pandemic effect), but counts for all of the top 10 incidents increased in 2022.

Figure 3. Incident count trends 2018 – 2022

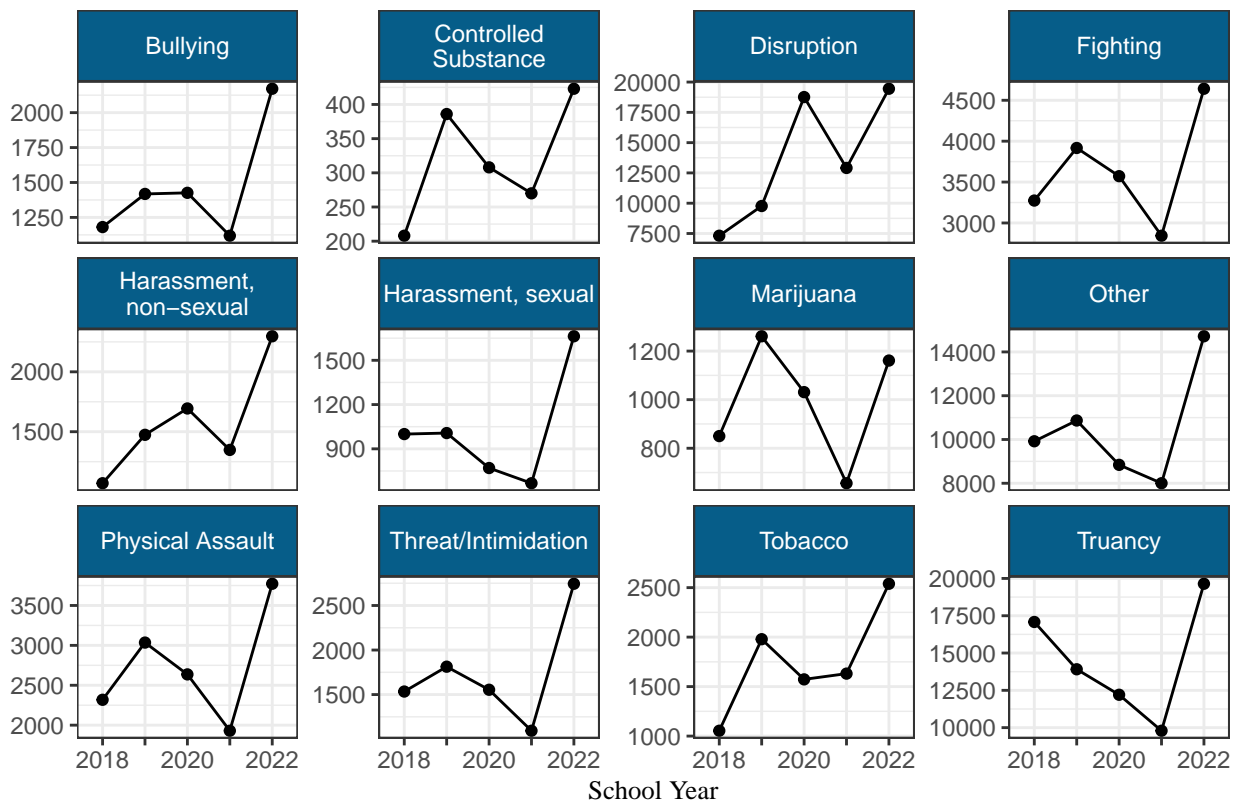
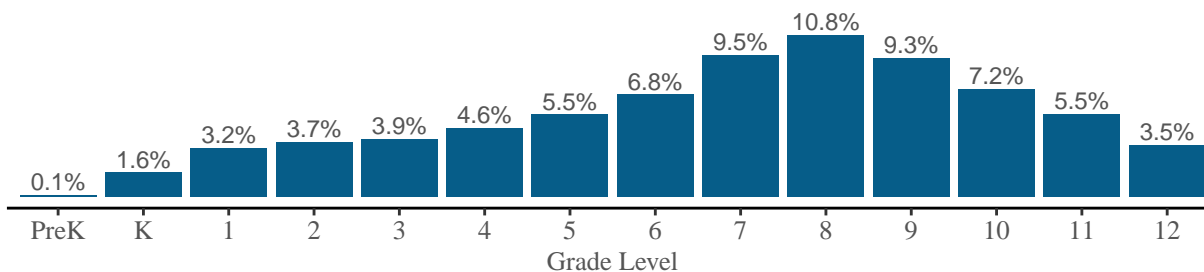


Figure 4 shows that grades 7, 8, and 9 had the highest incident rates.

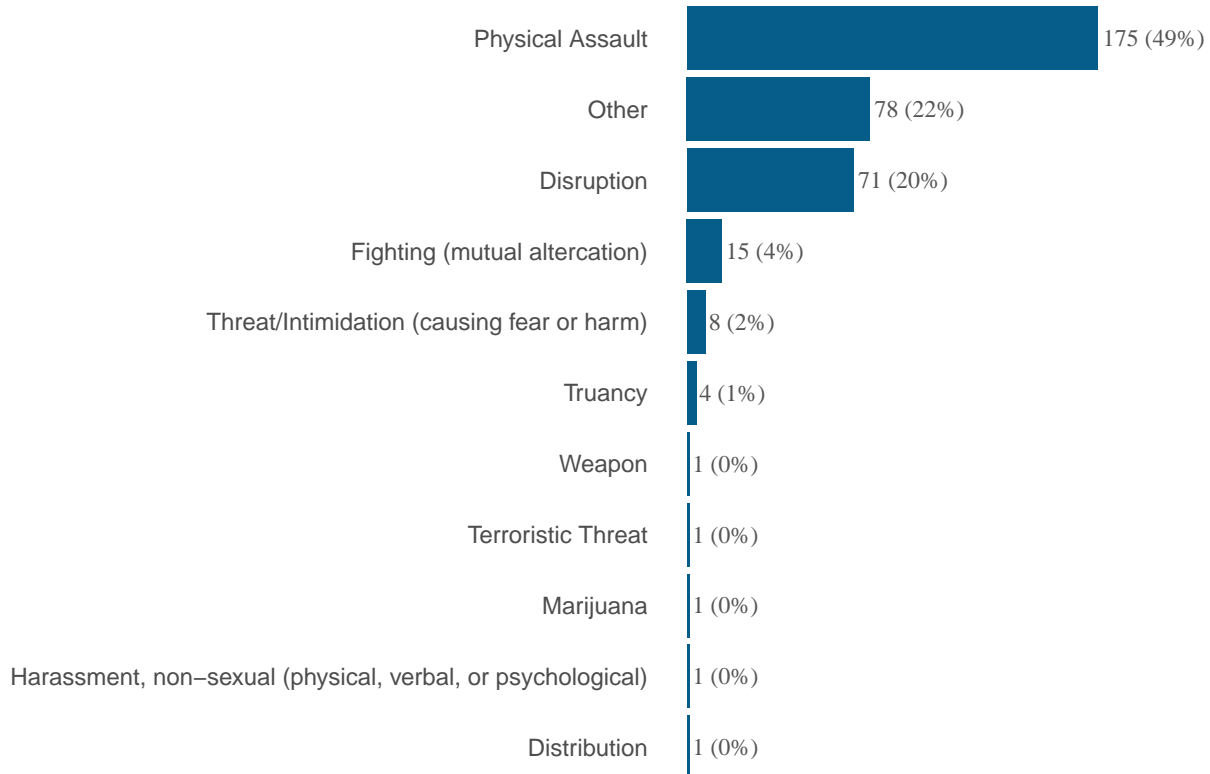
Figure 4. Percent of students with incidents by grade level for SY 2022



Emergency Safety Interventions

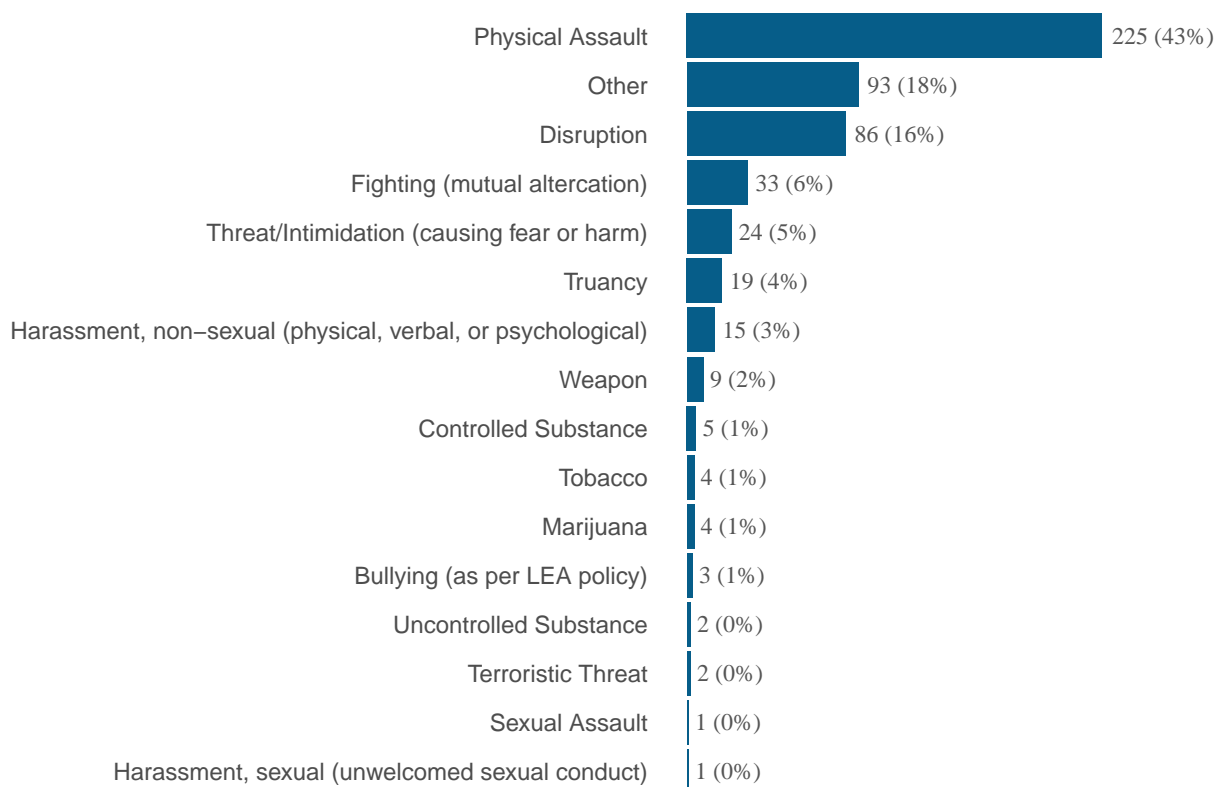
The USBE recently began collecting information on *Emergency safety interventions* (ESI). As defined in Board Rule R277-609, ESI means the use of seclusionary time out or physical restraint when a student presents an immediate danger to self or others. An ESI is not for disciplinary purposes. Very few incidents were reported with one or more ESI in SY 2022 (0.46% of all incidents). Physical restraint was reported to have been used 356 times. A majority of the uses of physical restraints was for *physical assault* (49%), followed by *other* (22%), and *disruption* (20%). The remaining counts and percentages of incident types related to physical restraints are shown in Figure 5.

Figure 5. Counts and percentages of physical restraint use by incident type for SY 2022



Seclusionary time out was reportedly used 526 times. A majority of the uses of seclusionary time outs were for *physical assaults* (43%), followed by *other* (18%), and *disruption* (16%). Figure 6 shows the remaining seclusionary time outs were used for *threat/intimidation*, *weapon*, *fighting*, *harassment*, *bullying*, and *alcohol, tobacco or drug* infractions.

Figure 6. Seclusionary time out by incident type for SY 2022



A Closer Look at Bullying

The USBE incident data collection is primarily designed for collecting information on offenders. Data reported about victims of bullying is very limited and is not currently reliable for use in reporting or analyses. As previously noted, all of the incident data in this report is for offenders and victim data is excluded. In SY 2022, 68% of LEAs reported at least one incident of bullying, and incidents of bullying accounted for 2.9% of incidents reported. There were 2,432 students reported with one or more bullying infractions (0.34% of students). Table 4 shows that students who are in Foster Care and African American/Black had the highest percentage of reported incidents associated with bullying.

Table 4: Percent of students with bullying incidents

Student Groups	Student Count	Percent with Bullying Incidents
AfAm/Black	86	0.83%
American Indian	39	0.52%
Asian	26	0.21%
Hispanic/Latino	709	0.51%
Multiple Races	91	0.37%
Pacific Islander	37	0.3%
White	1444	0.28%
Female	651	0.19%
Male	1781	0.48%
English Learner	328	0.52%
Homeless	73	0.57%
In Foster Care	44	0.98%
Low Income	1101	0.53%
Special Ed.	531	0.5%

USBE recently began collecting information on whether incidents of bullying were alleged to be on the basis of discrimination against a protected class (including religion, disability, sex, sexual orientation, and race/ethnicity). Nearly 16% of all bullying infractions were alleged to be on the basis of discrimination against one or more protected class. The highest rate of alleged discrimination was for race/ethnicity (10.3%) followed by sexual orientation (3.4%).

Table 5: Bullying incidents alleged to be on the basis of discrimination against a protected class, SY2022

Protected Class	Incident Counts	Percent
All	341	15.71%
Sex	20	0.92%
Race	223	10.27%
Disability	37	1.70%
Sexual Orientation	74	3.41%
Religion	5	0.23%

Disciplines

This section presents information about the disciplines that resulted from incidents. Disciplines are administered as suspensions and expulsions. Suspensions occur when students are removed from the learning environment and can be in-school and out-of-school. Disciplines can range from a class period to 180 days. Consistent with federal guidelines (<https://ideadata.org/discipline/>), we are not reporting suspensions of less than half a day and converted all suspensions of a half day to one day. In Utah, there is no limit to the number of days a student can be suspended and students can be suspended multiple times in a single year. In SY 2022, 24,041 of the 77,348 incidents were reported with a discipline. Among the 41,142 students with an incident reported, 14,515 had a discipline reported. Expulsions were rare, with 55 occurring in 21 schools in SY 2022.

Figure 7 displays overall counts of suspensions by type for the most recent five years. There was a noteworthy increase in suspension counts and count of students who received suspensions in SY 2022. Figure 8 shows that most suspensions are out-of-school.

Figure 7. Counts of suspensions and students receiving suspensions

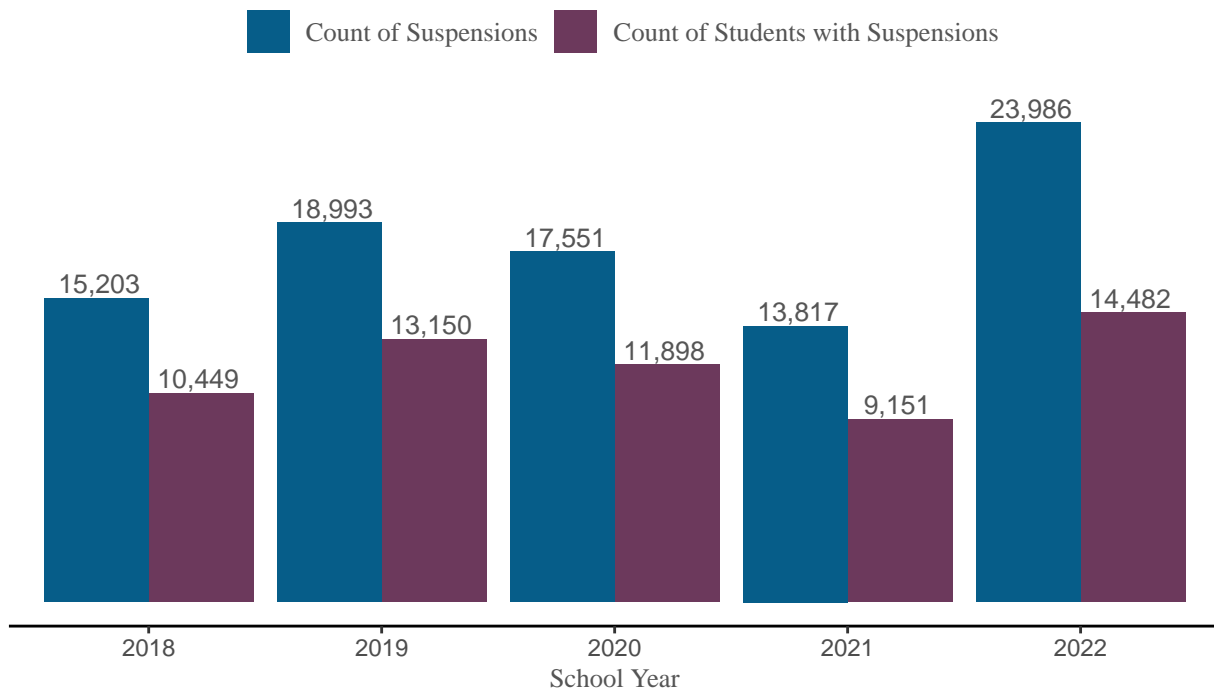


Figure 8. Counts of in-school and out-of-school suspensions

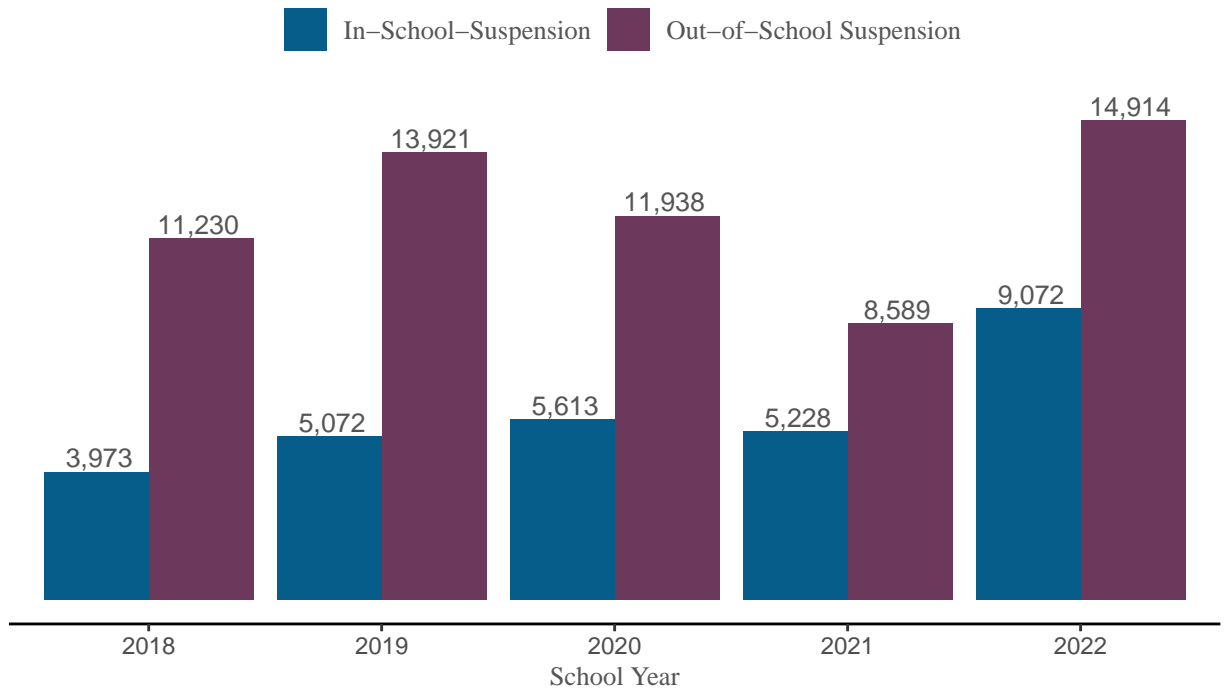


Table 6 offers state level discipline counts along with enrollment counts, student counts, and discipline rates. Although 2020 and 2021 discipline rates decreased, the overall percentage of students with disciplines reported has increased from 1.5% in SY 2018 to 2.0% in SY 2022.

Table 7 takes a closer look at discipline rates by dis-aggregating student groups. For race/ethnicity groups, American Indian (4.0%), African American/Black (3.8%), and Hispanic/Latino (3.2%) had the highest discipline rates. Otherwise, students in Foster Care (8.3%), students experiencing homelessness (4.6%), students receiving Special Education services (3.6%), and students from low income households (3.5%) had the highest discipline rates.

Table 6: State discipline counts and rates by year

School Year	Enrollment Count	Discipline Count	Distinct Count of Students With Discipline(s)	Discipline Rate	Count of Students With More Than One Discipline	Percent of Students With More Than One Discipline
2018	696,271	15,240	10,476	1.50%	2,662	0.38%
2019	703,046	19,030	13,170	1.87%	3,259	0.46%
2020	710,159	17,573	11,910	1.68%	3,035	0.43%
2021	711,881	13,844	9,175	1.29%	2,207	0.31%
2022	722,032	24,041	14,515	2.01%	4,225	0.59%

Table 7: State discipline counts and rates by student group for SY 2022

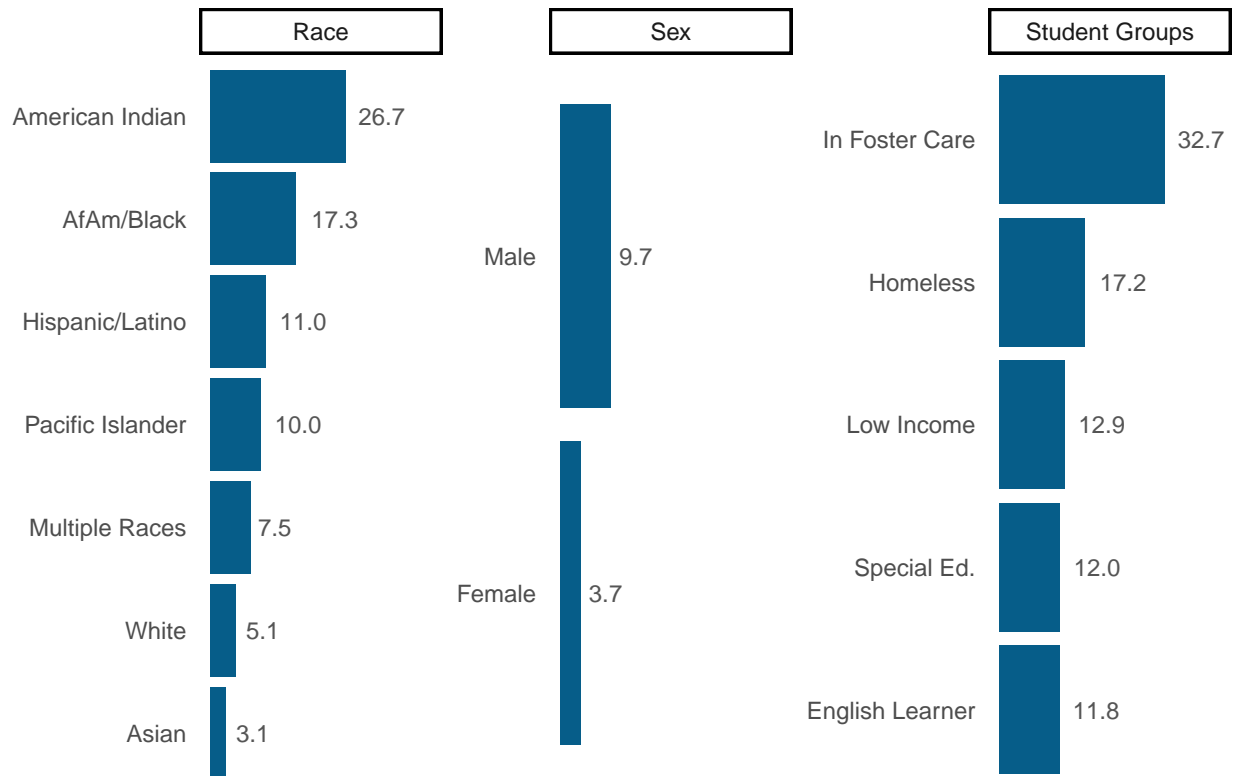
Groups	Enrollment Count	Discipline Count	Students With Discipline(s) Count	Discipline Rate	Students With More Than One Discipline Count	Percent of Students With More Than One Discipline
Asian	12,566	159	106	0.84%	27	0.21%
AfAm/Black	10,416	688	397	3.81%	115	1.10%
American Indian	7,457	553	303	4.06%	114	1.53%
Multiple Races	24,833	931	579	2.33%	171	0.69%
Pacific Islander	12,178	434	312	2.56%	78	0.64%
Hispanic/Latino	140,352	7,836	4,423	3.15%	1,407	1.00%
White	518,594	13,440	8,403	1.62%	2,309	0.45%
Low Income	207,373	13,430	7,217	3.48%	2,478	1.19%
English Learner	62,863	3,389	1,996	3.18%	597	0.95%
Special Ed.	106,460	7,077	3,857	3.62%	1,346	1.26%
Female	349,067	6,180	3,964	1.14%	983	0.28%
Male	372,876	17,853	10,546	2.83%	3,241	0.87%
Homeless	12,865	1,151	594	4.62%	223	1.73%
In Foster Care	4,510	702	376	8.34%	145	3.22%

^a Note: Refugee and Military students removed from this table due to low N sizes.

Lost Days of Instruction Due to Exclusionary Discipline

Figure 9 shows the number of lost days per 100 students by student group for SY 2022¹. This metric adjusts for differences in enrollment counts and provides a meaningful comparison across student groups². Statewide, students lost 48,928 day of instruction, or 6.8 days of instruction per 100 students due to exclusionary disciplines in SY 2022. In contrast, American Indian students lost 26.8 days, African American/Black students lost 17.3 days, and Hispanic/Latino students lost 11 days. Students experiencing homelessness lost 17.2 days per 100 students. Male students lost three times as many days per 100 students than female students.

Figure 9. Number of lost days per 100 students for SY 2022

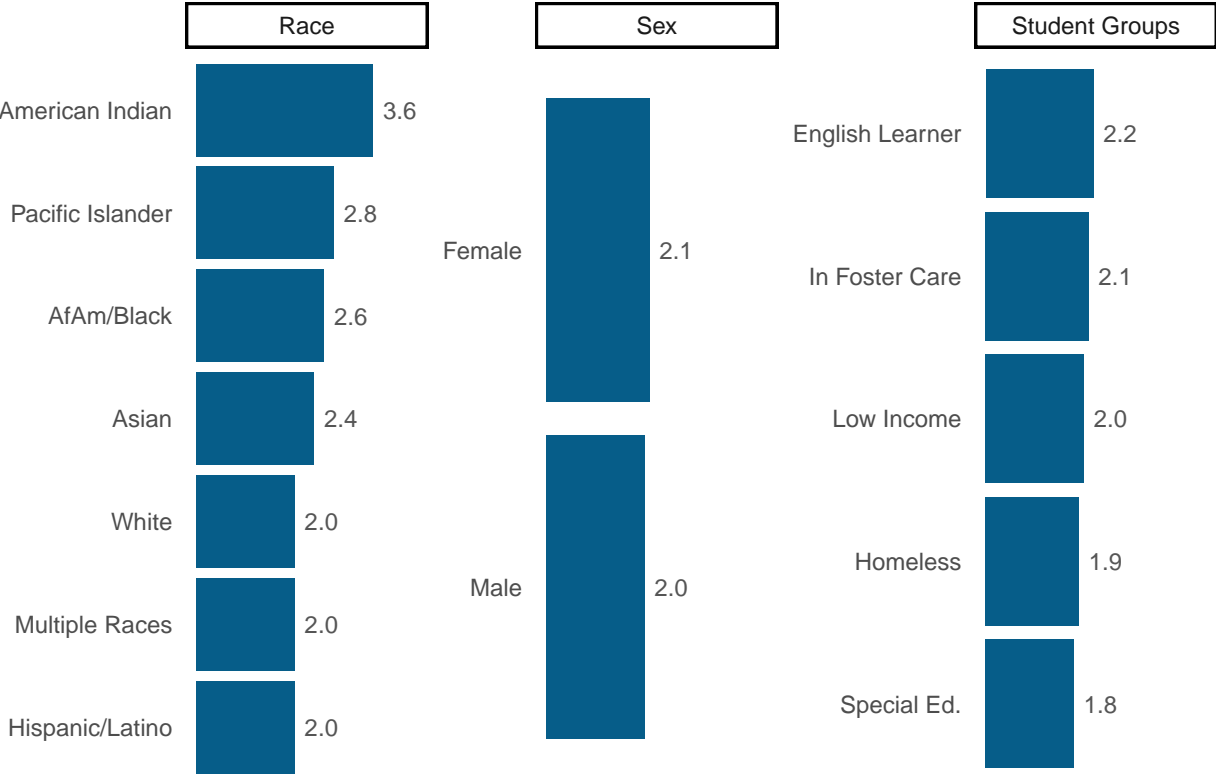


¹In Figure 9, we included in-school suspensions, out-of-school suspensions, and expulsions in the counts of lost days. Not shown here, but during analyses we also calculated lost days by excluding expulsions and limiting suspensions to 10 or fewer days. This approach resulted in fewer lost days, but the patterns of disparities across groups remained the same.

²to learn more about this metric, see: https://learningpolicyinstitute.org/media/508/download?inline&file=CRDC_School_Discipline_REPORT.pdf

The average number of lost days metric provides insight into the impact of receiving disciplines (see Figure 10). American Indian students lost an average of 3.6 days, Pacific Islanders lost an average of 2.8 days, and African American/Black students lost an average of 2.6 days due to exclusionary disciplines.

Figure 10. Average number of days lost by student group for SY 2022



Incident-based Discipline Rate

The incident-based discipline rate is a ratio of incidents to disciplines (Figure 11). This is a metric of disciplines received relative to incidents for student groups in SY 2022. American Indian students, Hispanic/Latino students, and White students received the most disciplines relative to the incidents they received. For other student groups, students from low income households, students with special education status, and English Learners had the highest ratio of disciplines to incidents. However, the values for student groups were relatively similar.

Figure 11. Incident-based discipline rates for SY 2022

