

UPDATE ON DISPROPORTIONATE DISCIPLINE DATA

August 25, 2015

SUPERINTENDENT'S PRIORITY

To reduce exclusionary discipline and increase instructional time for all students

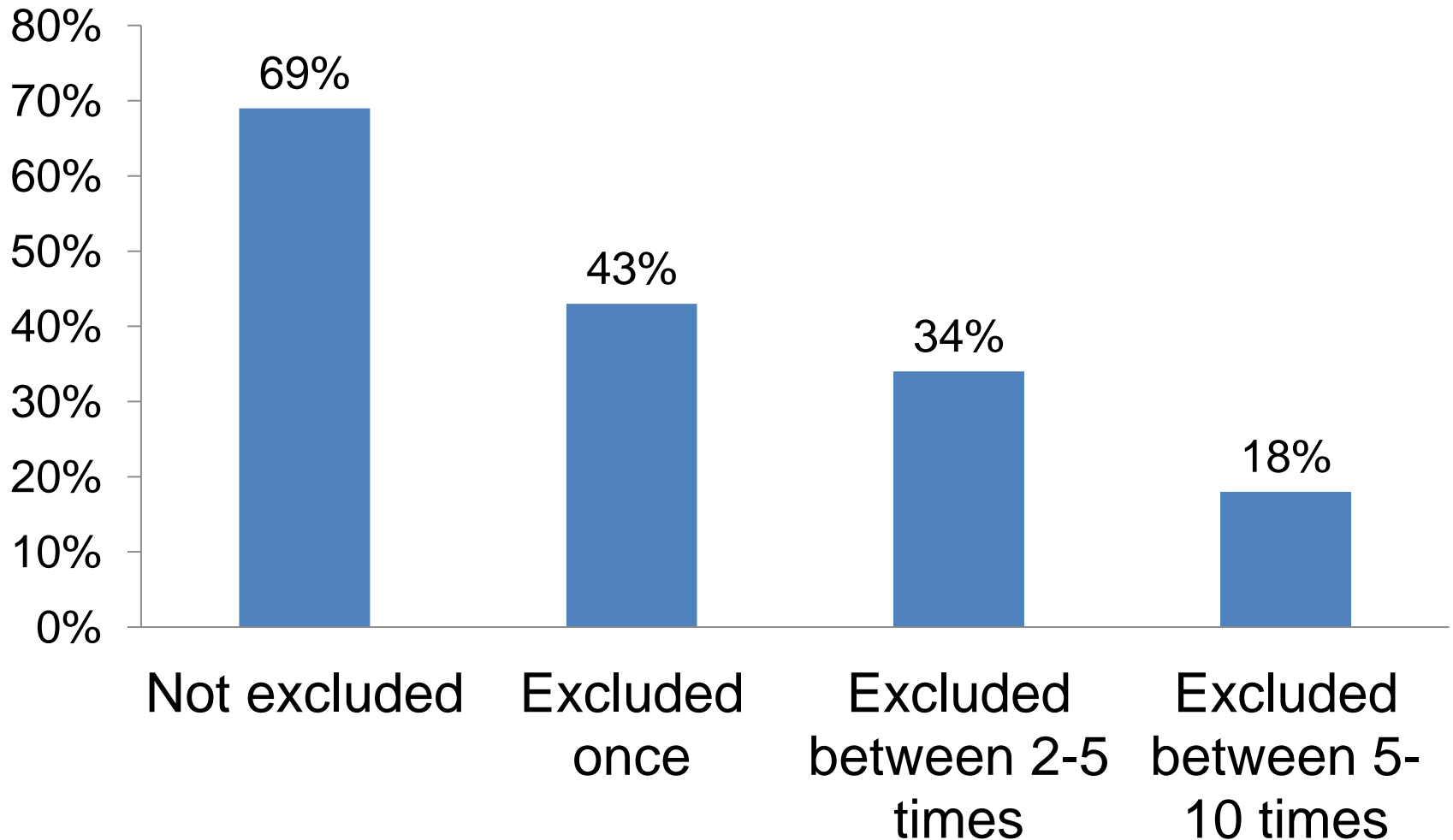
Priority goal

By June 2016:

- 50% reduction in overall exclusionary discipline
- 50% reduction in disproportionality in exclusionary discipline

2014-2015 DATA

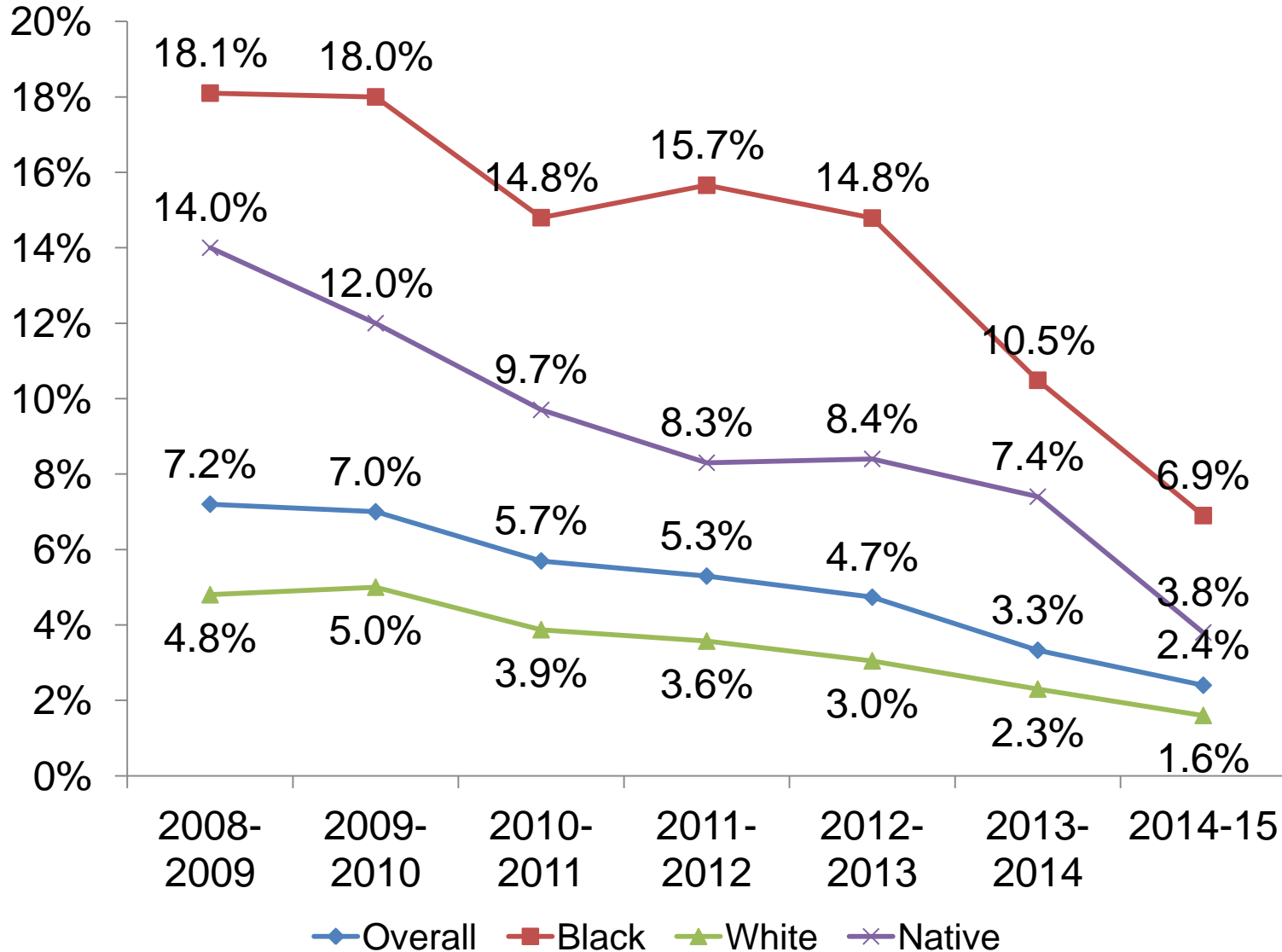
4-year graduation rate by presence or absence of exclusion during high school



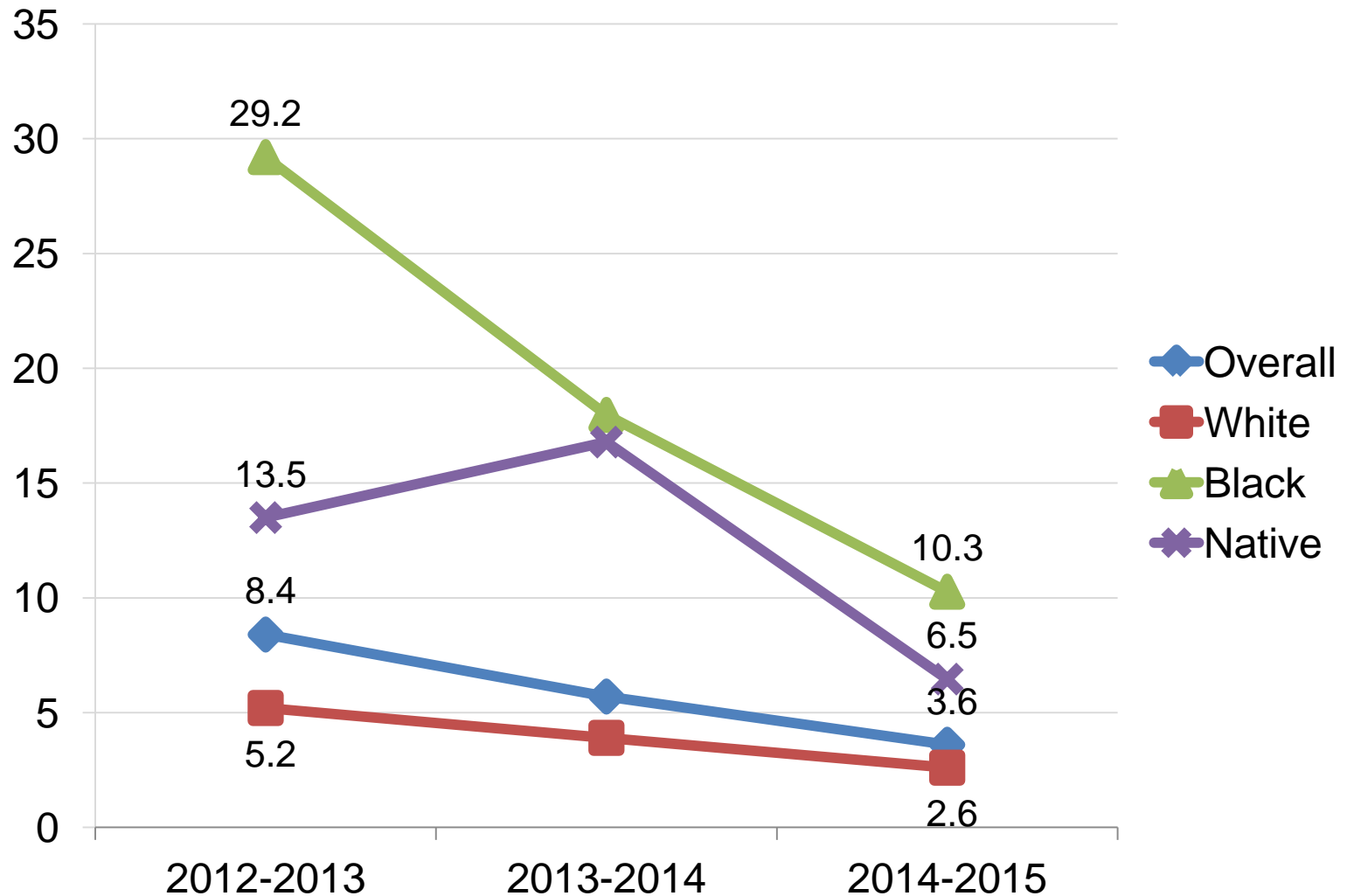
4-year grad rate by presence or absence of exclusions during high school:
2010-11, 2011-12, 2012-13, 2013-14 grad cohorts
Includes out of school suspensions and expulsions



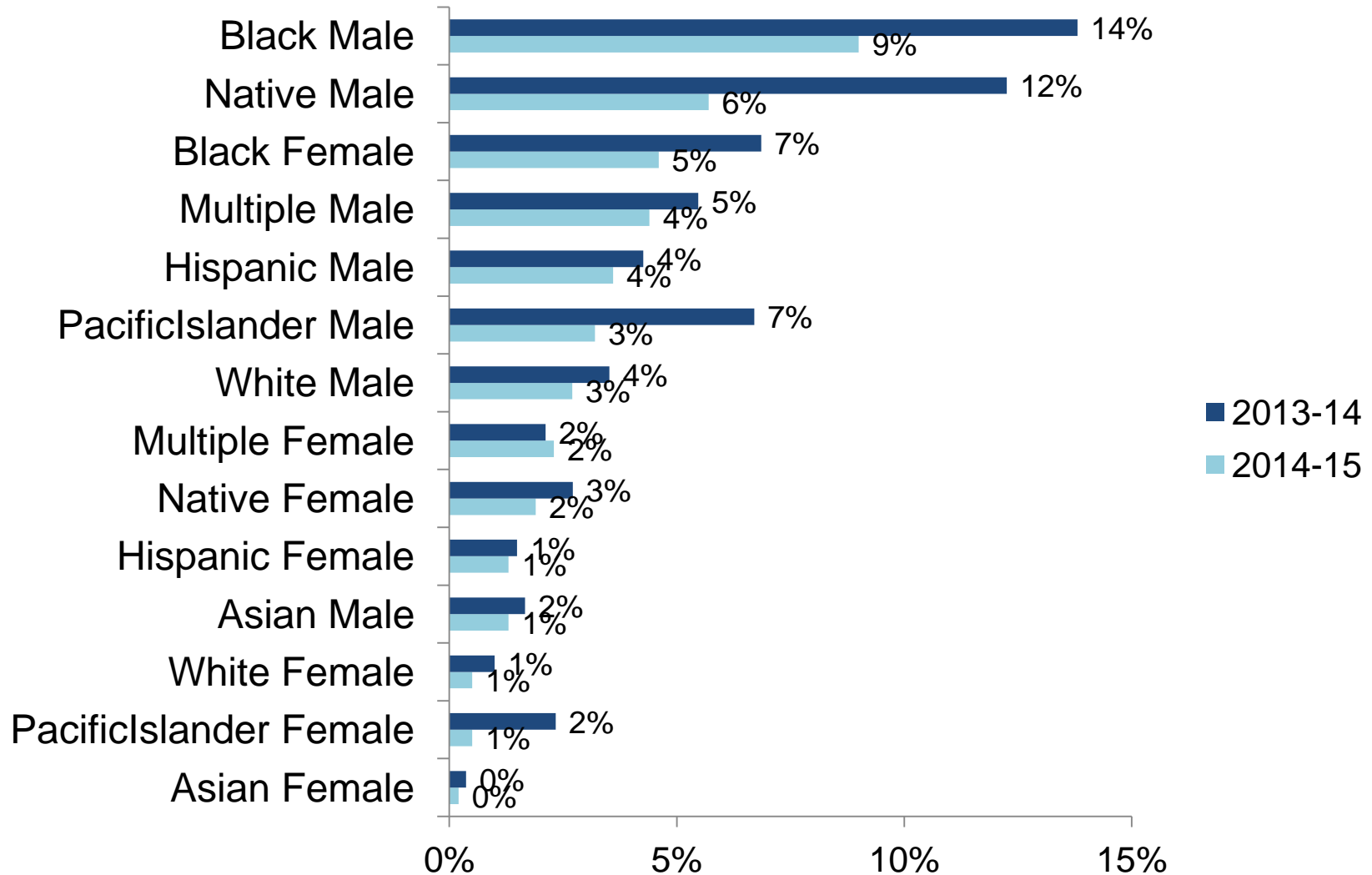
Percent of students excluded over time



Exclusionary incidents per 100 students



Percent of students excluded at least once by race and gender

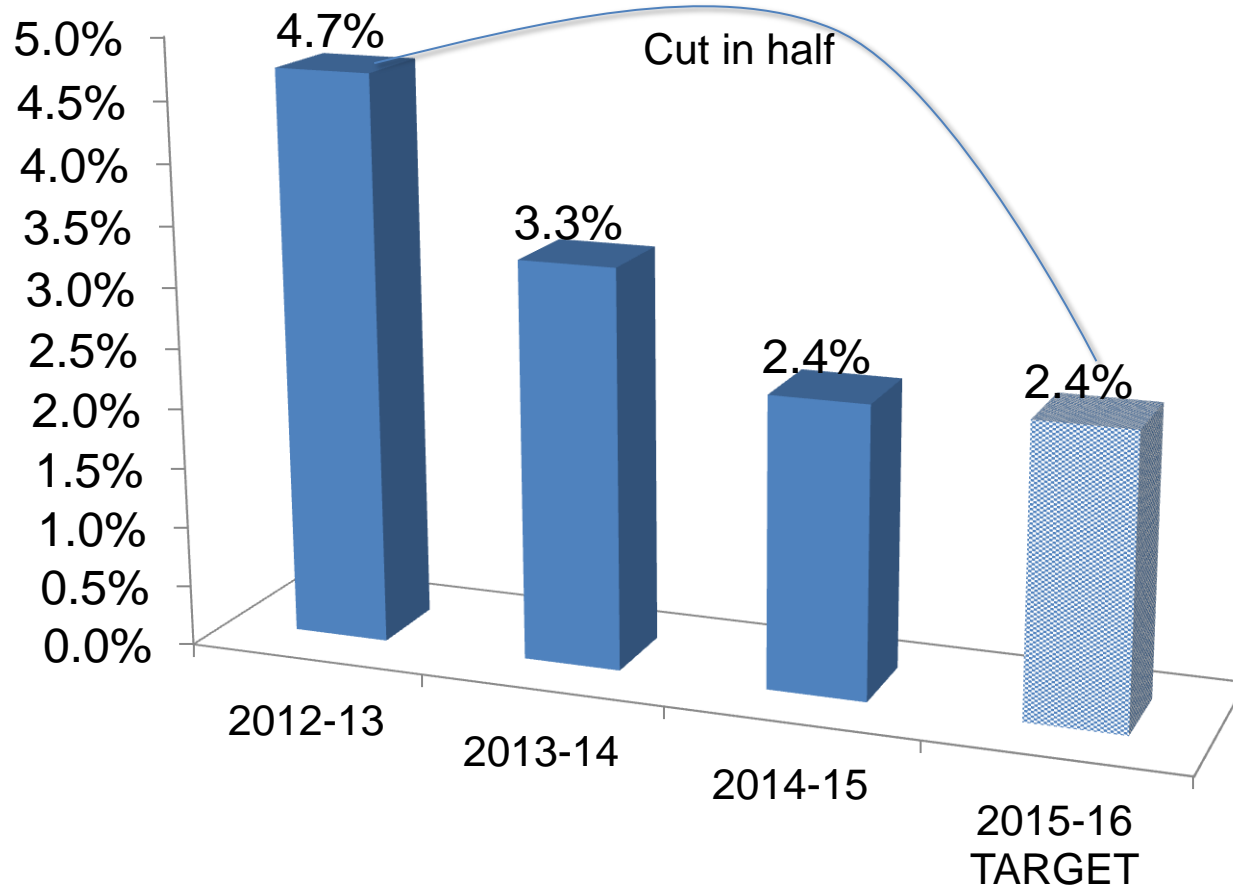


Headlines 2012-15

- The distinct students experiencing exclusionary discipline (out-of-school suspensions or expulsions):
 - Decreased overall for all students by 49% (4.7% to 2.4%)
 - Decreased for Black students by 54% (14.8% to 6.9%)
 - Decreased for Hispanic students by 53% (5.1% to 2.4%)
 - Decreased for Native American students by 55% (8.4% to 3.8%)
- Black students, followed by Native students, experience the greatest percentage of exclusionary incidents
- Black and Native males are excluded at the highest rates

Goal 1: Reduce disproportionately by 50% by 2015-16

% of Students Excluded at least once- Overall



Includes out-of-school suspensions and expulsions



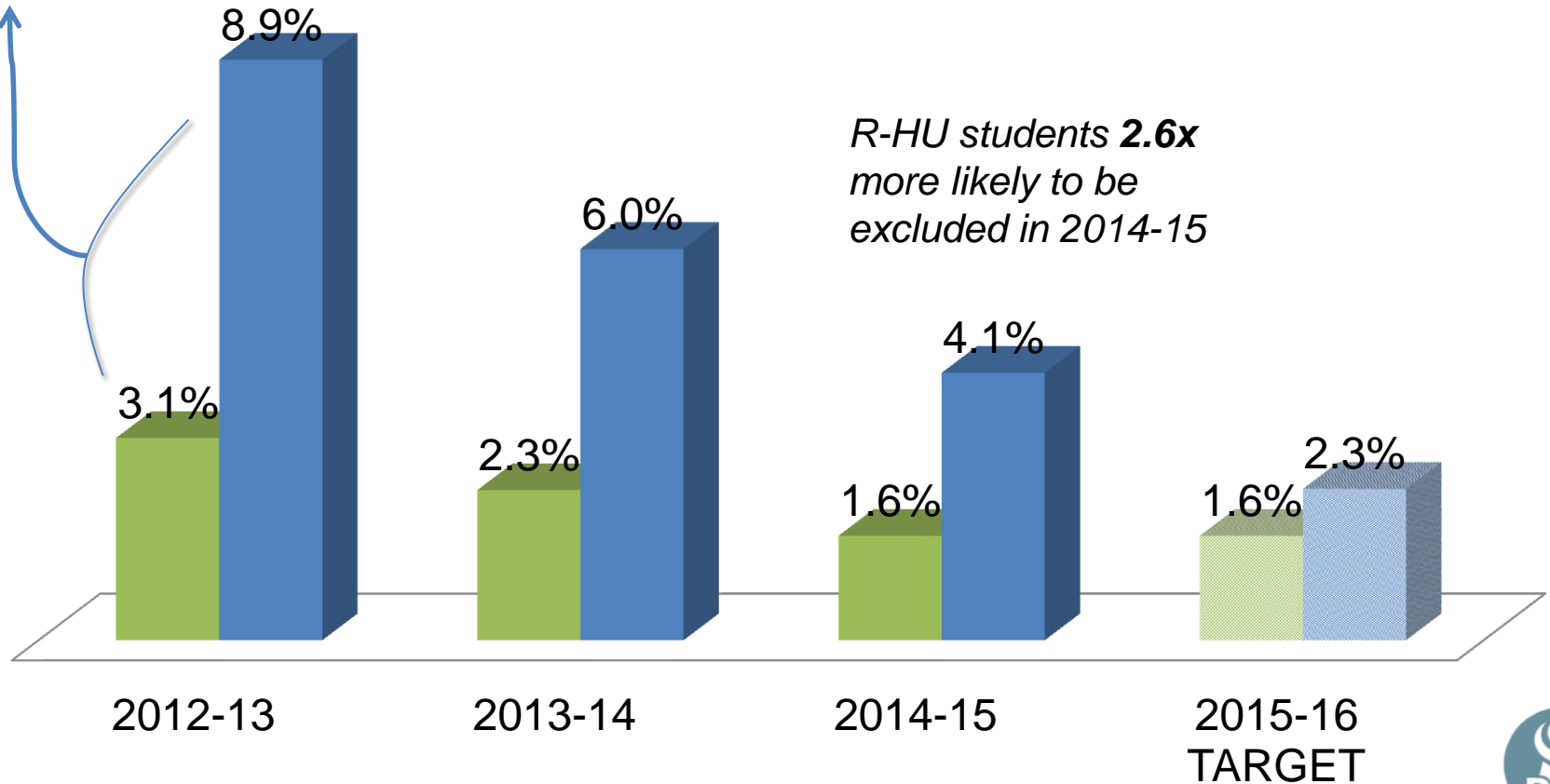
Goal 2: Reduce disproportionately by 50% by 2015-16

% of Students Excluded at Least Once

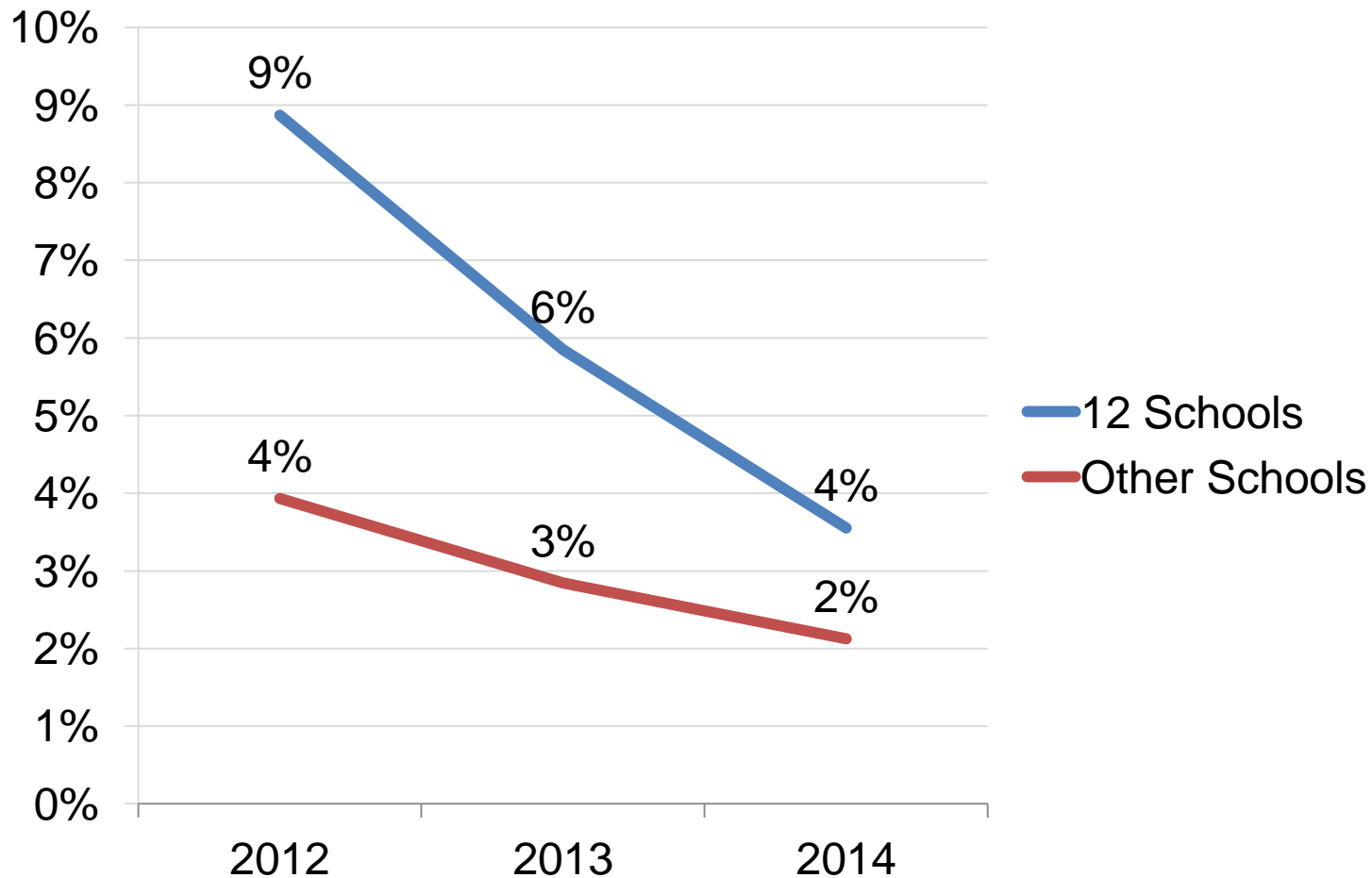
■ White ■ Racially Historically Underserved

*R-HU students
2.9x more likely to
be excluded in
2012-13*

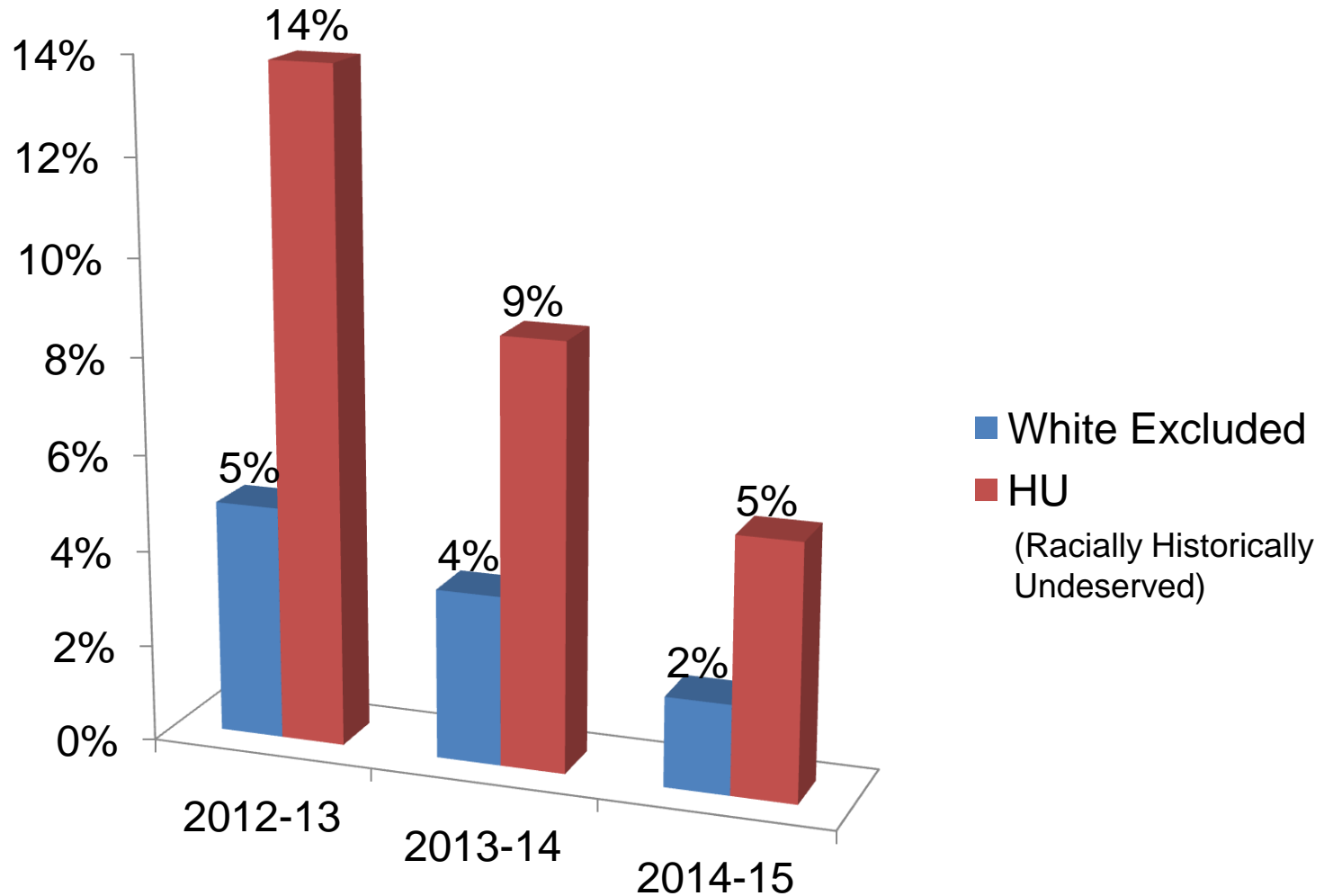
*R-HU students 2.6x
more likely to be
excluded in 2014-15*



Percent of students excluded at least once (12 schools vs. other schools)

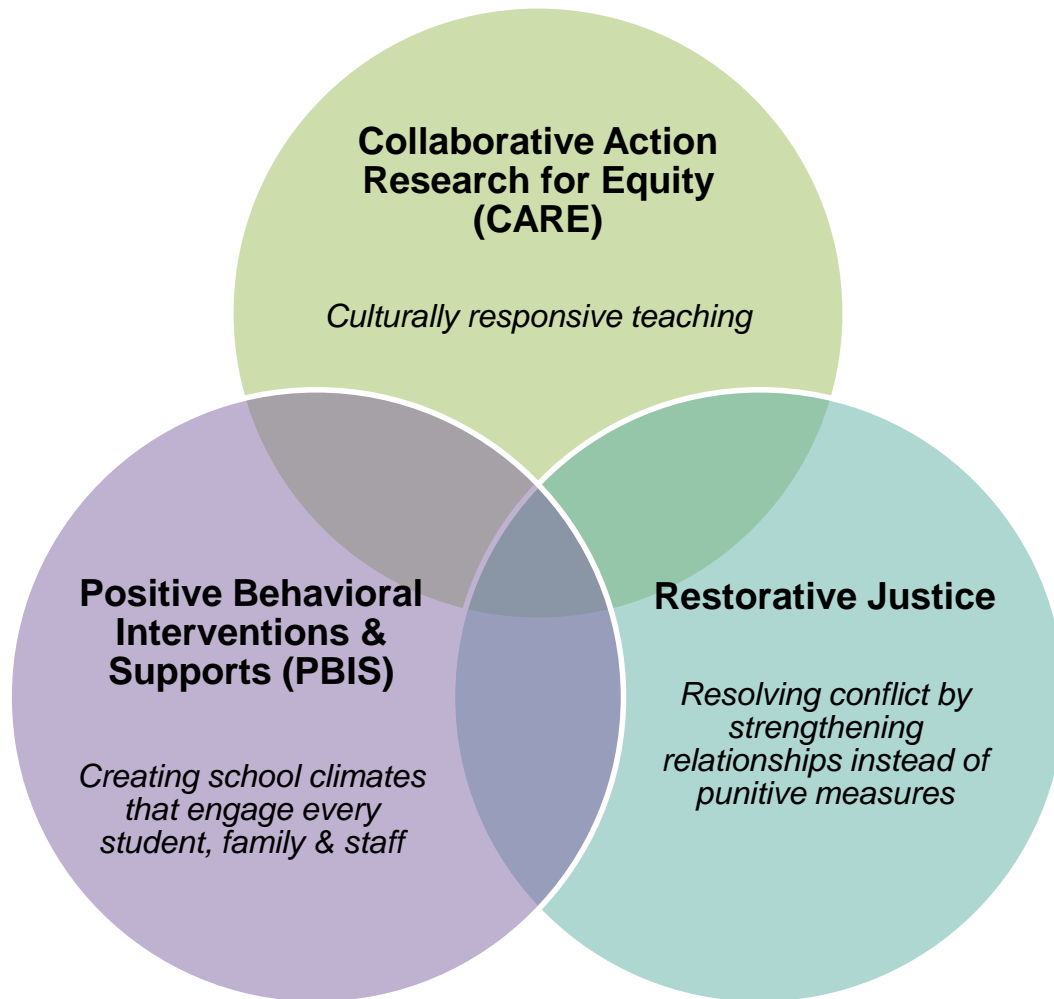


Percent of students excluded at least once (12 select schools)



KEY STRATEGIES

Foundation for an Inclusive School Culture



CARE

(Collaborative Action Research for Equity)

- Teacher teams participate in classroom research to discover, develop, and deliver culturally relevant teaching and learning practices
- Teachers learn to respond to the learning needs of our historically underserved student groups – Black, Latino, Native American and Southeast Asian students
- Focus on RIGOR, RELEVANCE, REALNESS & RELATIONSHIPS
- Focus on racial equity



Culturally Responsive PBIS

- Culturally responsive PBIS engages students, families, and staff in establishing an organized framework of culturally responsive effective school climate practices
- Beliefs:
 - Students need to know what is expected of them
 - Students need to be directly taught positive behaviors
 - Positive behavior needs to be encouraged and acknowledged
 - Supports need to be provided as needed to enable school success

Restorative Justice Practices

- An effective and positive alternative to punitive discipline models for addressing school violence, reactive management, exclusionary practices, and racial and disability disproportionality
- Includes a variety of proactive and reactive processes such as circles, conferencing, and mediation , etc.
- Three fundamental underpinnings:
 - understanding the impact and repairing the harm
 - engaging community and
 - empowering all involved

Culturally Specific Services

- Student Assistance Coordinators in select schools to support our African American, Native American and Latino students
- Attendance Coordinators to provide outreach and support to students and families
- Expanding the work of culturally specific partners in select schools:
 - Mentoring
 - Leadership development programs
 - Healing circles
 - Mental health services

2015 SESSION SENATE BILL 553

Senate Bill 553

*“...for a student who is in **fifth grade or lower**, must limit the use of out-of-school suspension or of expulsion to the following circumstances:*

*(A) For **nonaccidental conduct causing serious physical harm** to a student or school employee;*

*(B) When a school administrator determines, based upon the administrator’s observation or upon a report from a school employee, that the student’s conduct poses **a direct threat to the health or safety** of students or school employees; or*

(C) When the suspension or expulsion is required by law.

Impact

- Would eliminate suspension for PreK-5 from 41 “misbehaviors” in 2014-15 PPS Discipline Handbook
- PAT Contract language on Assault and Battery

Senate Bill 553

“Out-of-school suspension requires the school district to take steps to prevent the recurrence of the behavior that led to the out-of-school suspension and return the student to a classroom setting so that the disruption of the student’s academic instruction is minimized.”

Impact

Deepen the focus on:

- Multi-tiered **School Climate Plans**
- Student Intervention Teams (SIT)
- Problem solving and solution building Teaming process
- Individual behavior support planning

Significance of SB 553

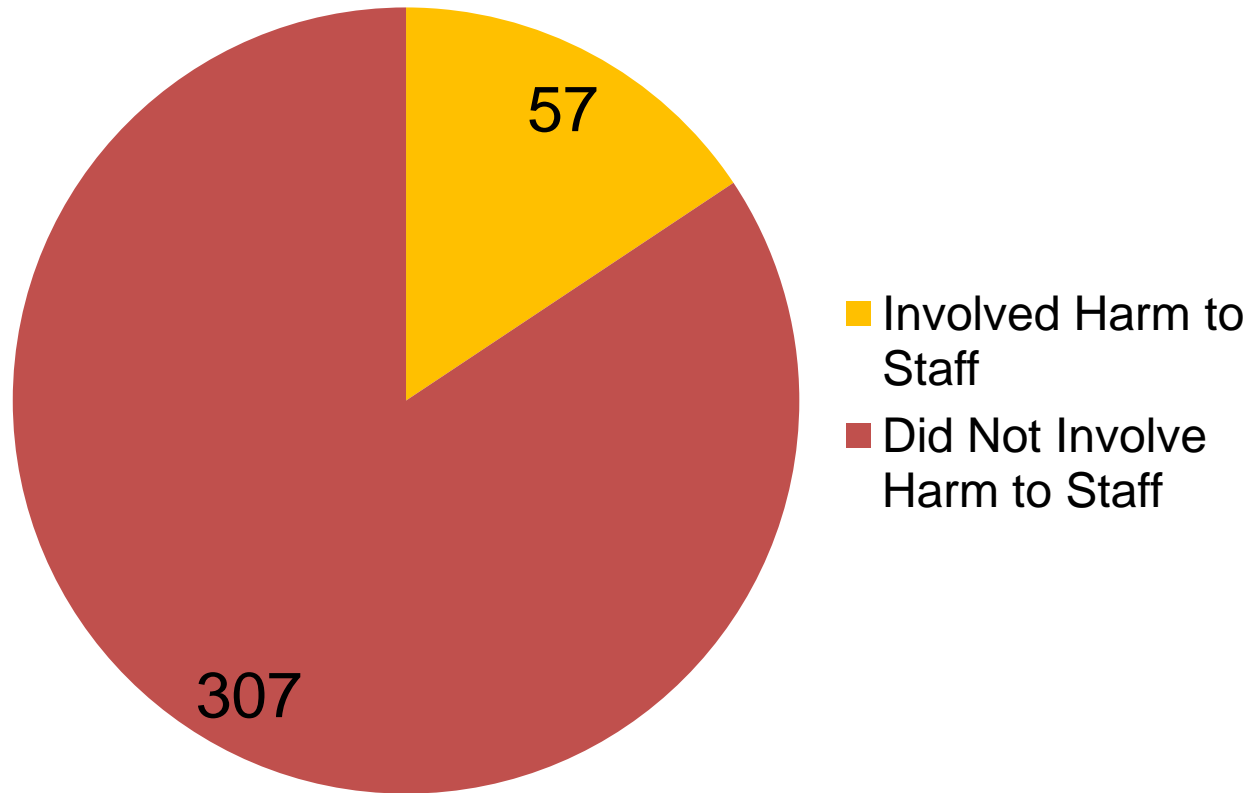
- In the 2014-2015 school year 573 PreK-5 students experienced out-of-school suspension
- If SB 553 had been in place last year, 390 of those students would not have been suspended

Additional supports in place

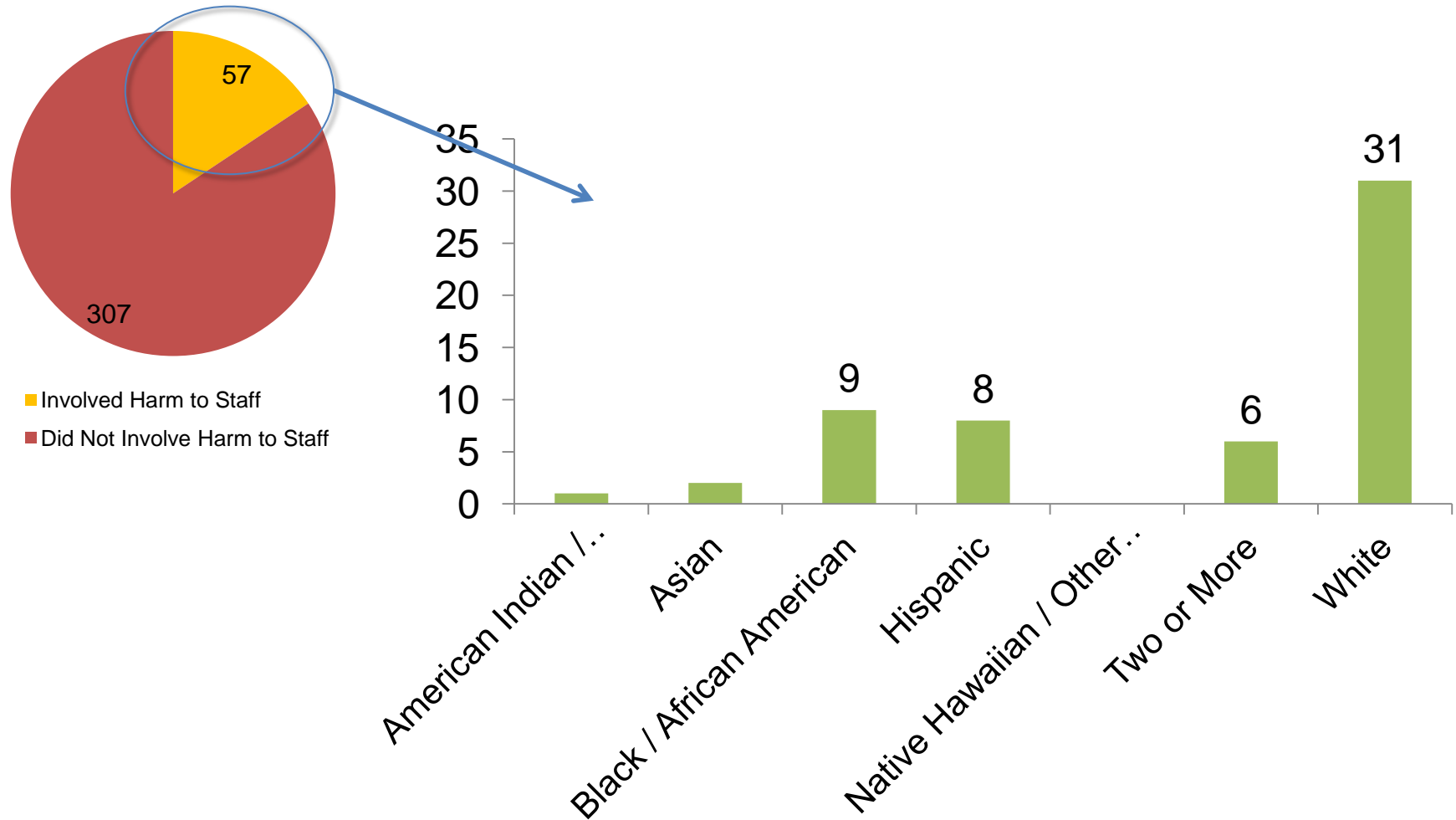
- Counselors added
- Kindergarten Educational Assistants
- School Climate TOSAs added
- RJ+PBIS support across the district

APPENDIX

2014-15 distinct students age 5 through 12, suspended out of school with and without harm to staff



2014-15 distinct students age 5 through 12, suspended out of school with harm to staff



N less than 5 for American Indian, Asian and Pacific Islander students

Special education students excluded at least once

