

# Addressing Discipline: What CCSA Did

- **Response to UCLA Civil Rights Project:** CCSA originally engaged with charter school leaders on suspensions/expulsions to proactively address a pending report.
- **Created Suspensions Task Force:** Included 18 school leaders of varied school types and suspension rates.
- **Highlighted Charters' Outcomes:** CCSA produced two detailed analyses of publicly reported suspension data.
- **Monitoring Local Analyses:** CCSA can only access publicly available data (limited utility) so we're working with local partners to access/learn from better data where possible.

# What We Found

- CA charters suspend students at same/ lower rates than traditional public schools.
- Traditional middle and high schools have substantially (and statistically significantly) higher suspension rates than charter schools.

	Elementary		Middle		High	
	Charter	Non-Charter	Charter	Non-Charter	Charter	Non-Charter
2011-12	1.86	2.34	8.40	10.68**	6.86	9.18**
2012-13	2.37	2.01	7.02	8.79**	6.63	8.27
2013-14	2.25	1.94	6.21	7.79	5.32	7.11**
2014-15	1.95	1.69	4.97	6.70**	4.26	5.72**

\*\*statistically significant,  $p < 0.05$

# Findings (cont.):

- For every racial subgroup, the average rate of suspensions for charter schools is lower than traditional schools. In some cases, the differences are dramatic.
  - For African American students, the out-of-school suspension rates in charter schools are only about half of traditional schools' suspension rates.

<b>Duplicated Suspension Rates</b> (the rate of out-of-school suspensions per 100 students)												
	2012			2013			2014			2015		
	Total	Charter	Non-Charter									
Asian	1.84	1.29	1.86	1.48	0.83	1.51	1.13	0.64	1.16	1.62	1.82	1.62
Latino	8.53	4.85	8.76	7.35	4.28	7.57	5.96	3.36	6.17	5.73	3.64	5.87
African American	25.11	12.30	26.62	22.37	10.40	23.95	19.03	8.17	20.56	20.71	12.23	21.57
White	6.21	1.67	6.61	5.48	1.65	5.88	4.59	1.47	4.95	4.75	2.47	4.93
Total	8.26	4.28	8.54	7.19	3.78	7.47	5.91	3.02	6.17	6.20	4.08	6.35

# What We Accomplished

- Senate Bill 322 – CCSA defeated a bill that would have required charters to comply with bureaucratic, unworkable district suspension/expulsion laws
- Created Resources/ Highlighted Best Practices for Charter Schools
  - CCSA is actively encouraging charters to adopt alternatives to traditional discipline practices via webinars, web resources, and conference sessions <http://www.ccsa.org/operating/discipline/>
  - CCSA created a [School Spotlight](#) that highlights examples of charters that have successfully adopted and implemented such alternatives
- Partnered with national efforts – *helped disseminate [#RethinkDiscipline](#) campaign from US Ed and a recent national best practices knowledge brief from the [National Charter School Resource Center](#)*
- Clarified the narrative, identified areas for future work
- Organized charter school leaders to tell their own stories, advocate effectively and address areas of concern



California  
Charter Schools  
Association

# What We Learned

- If you are a membership association doing this work, have your high performing members from a variety of school types lead the work.
- Own your data! Maintaining credibility is essential, and you can only do that if you have the systems and research capacity to know more than virtually anyone else in the space.
- Holding up the mirror is healthy. School leaders are often isolated & don't have good comparables outside their immediate school context. Schools welcomed the opportunity to be connected to others who are achieving better outcomes.
- CSOs are best positioned to be connectors – most likely to know the schools achieving better outcomes. Should both shine a spotlight on success and encourage improvement.
- Run towards, not away from the challenge. Acknowledge the weaknesses where merited but develop proactive solutions that will change the landscape moving forward.
- We were able to get charter schools organized on this issue. Several workgroup participants have now testified at legislative hearings and shared best practices through conference sessions and research reports.
- Have a multi-faceted strategy and be nimble. This is difficult work. You don't know which pathway will prove viable. Be prepared to move down whatever path opens up.

# Limitations of the Data

CCSA uses publicly available data from the CDE. This makes analyses complicated because:

- CDE redacts its publicly available data files in accordance with the Family Educational Rights and Privacy Act (FERPA)
- One dataset provides **unduplicated counts**, the percent of students suspended out of school one or more times (students suspended multiple times are counted only once)
- Another provides **duplicated counts**, includes demographic subgroups, and has high percentages of redacted data
  - *These two files cannot be combined*