DC PUBLIC CHARTER SCHOOL BOARD

APPROACHES TO SCHOOL DISCIPLINE

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DC PCSB Strategies

• Transparency (public reporting)
• Regular communication with schools
• Data analyses to show the correlation between discipline and other school performance metrics
Transparency: Equity Reports

DC Equity Reports
• Show school discipline rates compared to the city average for the grades served of that school
• Citywide: district and charters
• Includes overall suspension, long-term suspension, expulsion, and midyear withdrawal
Communication to schools: Monthly and at end of year, we email or call schools that are outliers to inform them and ask for a response.

Extreme outlier data may lead to:
- Data audit
- Board to Board meeting

<table>
<thead>
<tr>
<th>School Name</th>
<th># students with at least one OSS ’15-16</th>
<th># students with at least one OSS ’14-15</th>
<th>% students with at least one OSS ’15-16</th>
<th>% students with at least one OSS ’14-15</th>
<th>% change</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABC Public Charter School*</td>
<td>10</td>
<td>NA</td>
<td>25.0%</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>DEF Public Charter School</td>
<td>39</td>
<td>9</td>
<td>20.4%</td>
<td>3.0%</td>
<td>17.5%</td>
</tr>
<tr>
<td>GHI Public Charter School</td>
<td>23</td>
<td>NA</td>
<td>19.5%</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>JKL Public Charter School*</td>
<td>49</td>
<td>49</td>
<td>13.9%</td>
<td>14.6%</td>
<td>-0.7%</td>
</tr>
<tr>
<td>MNO Public Charter School</td>
<td>46</td>
<td>22</td>
<td>12.3%</td>
<td>5.8%</td>
<td>6.5%</td>
</tr>
<tr>
<td>PQR Public Charter School</td>
<td>61</td>
<td>54</td>
<td>12.0%</td>
<td>11.9%</td>
<td>0.1%</td>
</tr>
</tbody>
</table>

*received End of Year outlier email from Leadership or had meeting with PCSB
Types of outlier communication related to discipline

- Overall suspension (by grade band)
- Cumulative days of suspension
- Subgroup disparity for suspension (SPED, at-risk)
- Lost instruction time due to suspension
- Expulsion
Data Analyses: Our team conducts data analyses to show the impact of discipline on other metrics our schools care about:

Effect of suspension on:
- State test performance
- Re-enrollment
- Midyear withdrawal
The result—lower suspension and expulsion rates the past 4 years

This reduction was all done by the schools. The only state mandate is against PK suspension.
Challenges

• Once schools have bought in to the need to reduce exclusionary discipline practices, some may need support implementing new discipline procedures (including interventions leading up to the suspension).

• Schools may need help connecting with community based organizations that provide wraparound services that address some of the root causes of their discipline issues.

• Lack of staff or space may make it difficult to implement alternate behavior interventions.