REDUCING EXCLUSIONARY DISCIPLINE AT PORTLAND PUBLIC SCHOOLS

Portland City Council

January 14, 2015

OUR COMMITMENT
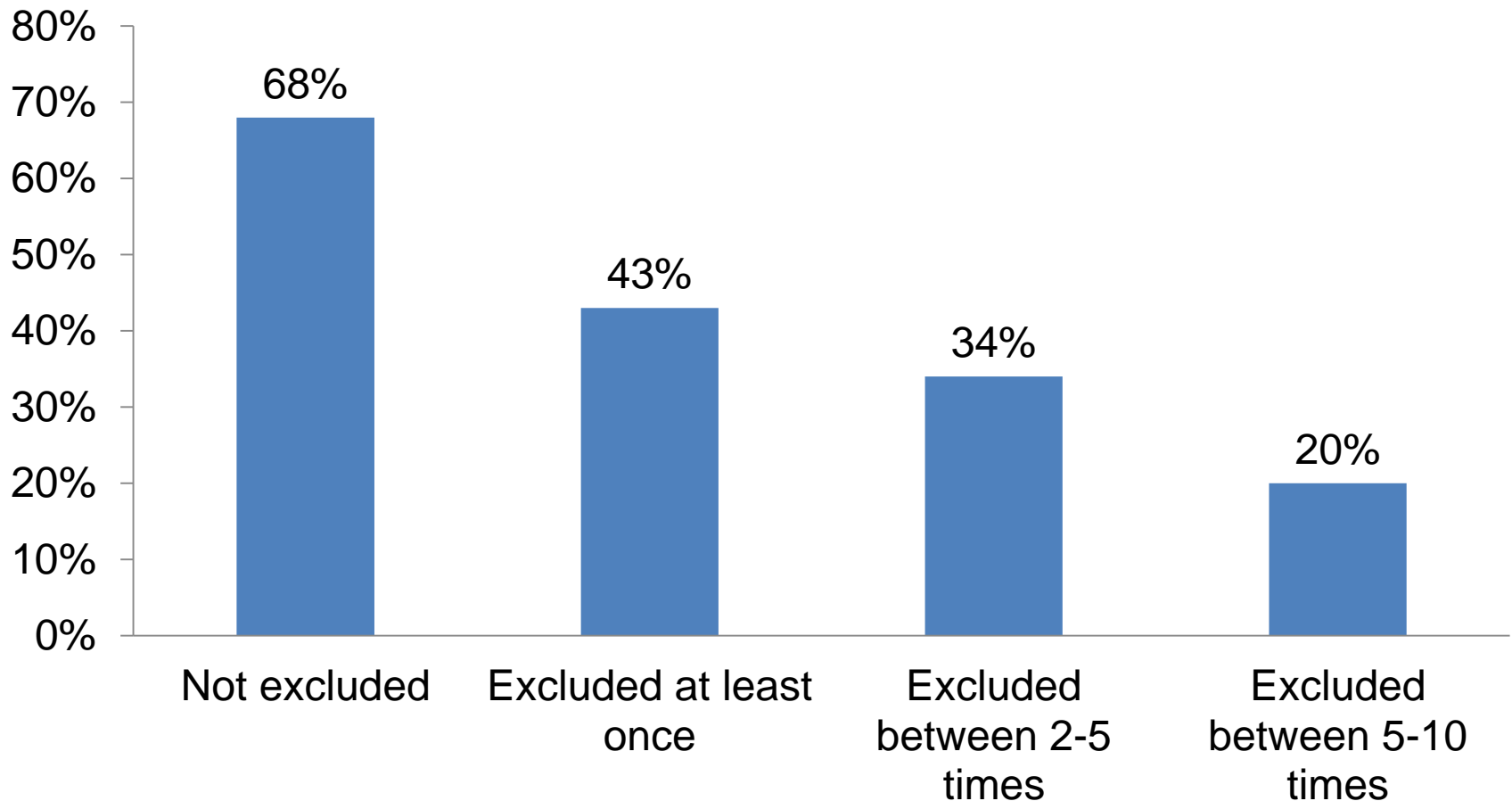
To reduce exclusionary discipline and increase instructional time for all students

DISCIPLINE DATA - OVERVIEW

Discipline rates &
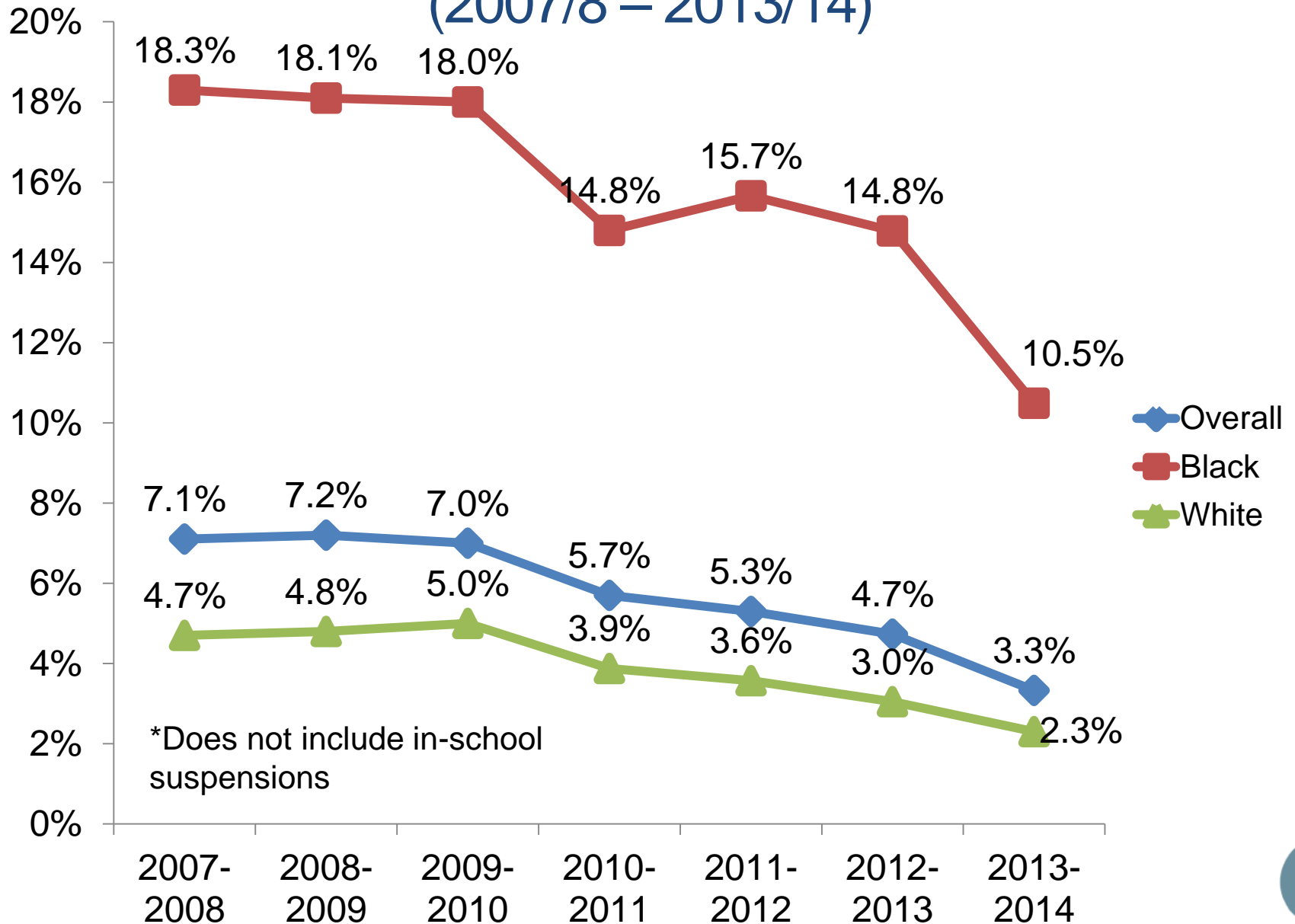# 4-year cohort graduation rate
PPS Graduation Rate

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

% of students excluded at least once (2007/8 – 2013/14)

*Does not include in-school suspensions
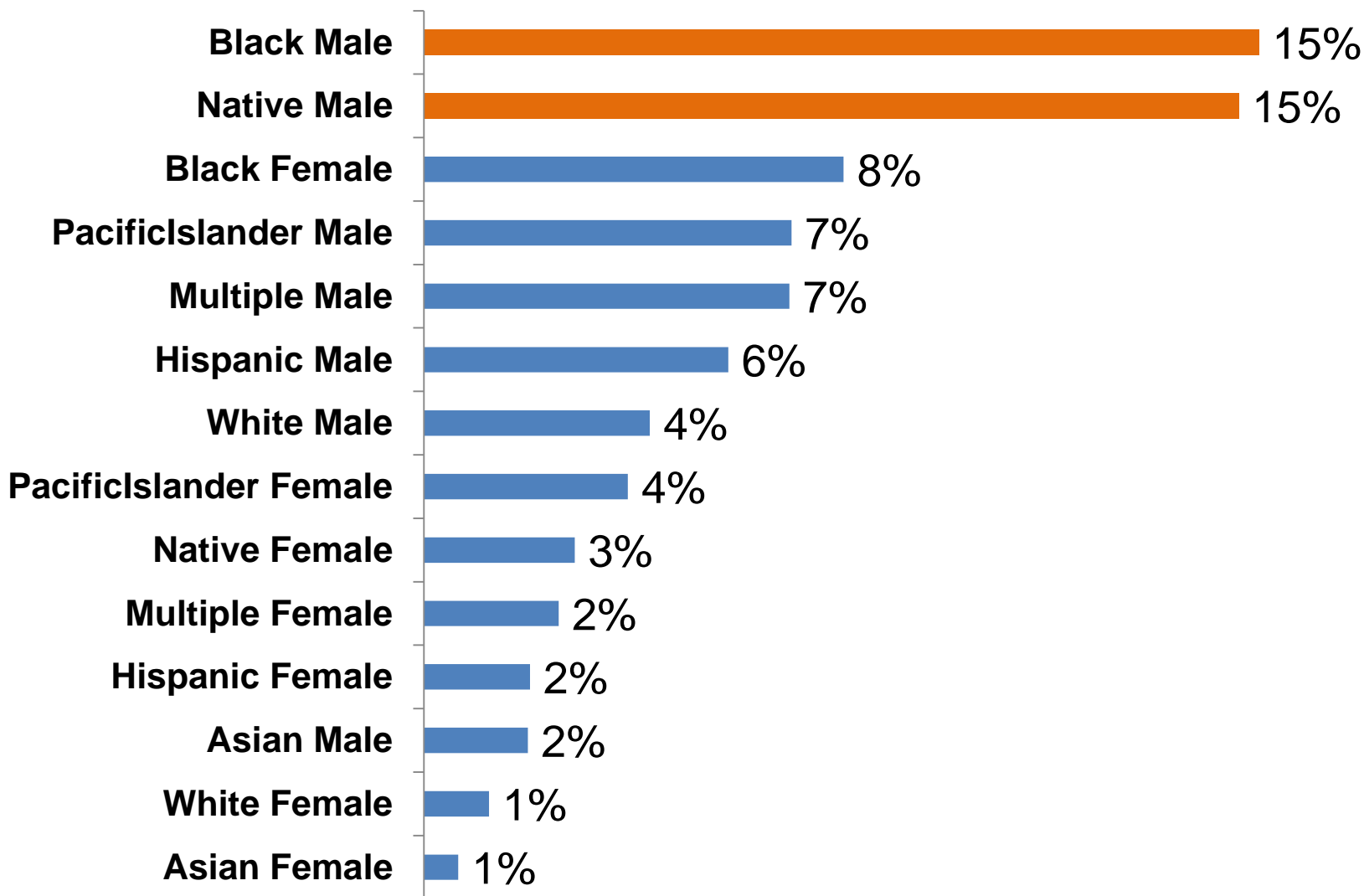
Percent of students excluded at least once
(including in-school suspensions, out-of-school suspensions and expulsions)

Category	Percent
Asian (45/3632)	1%
Black (558/4825)	12%
Hispanic (271/7170)	4%
Multiple (157/3417)	5%
Native (36/418)	9%
PacificIslander (21/407)	5%
White (703/25970)	3%
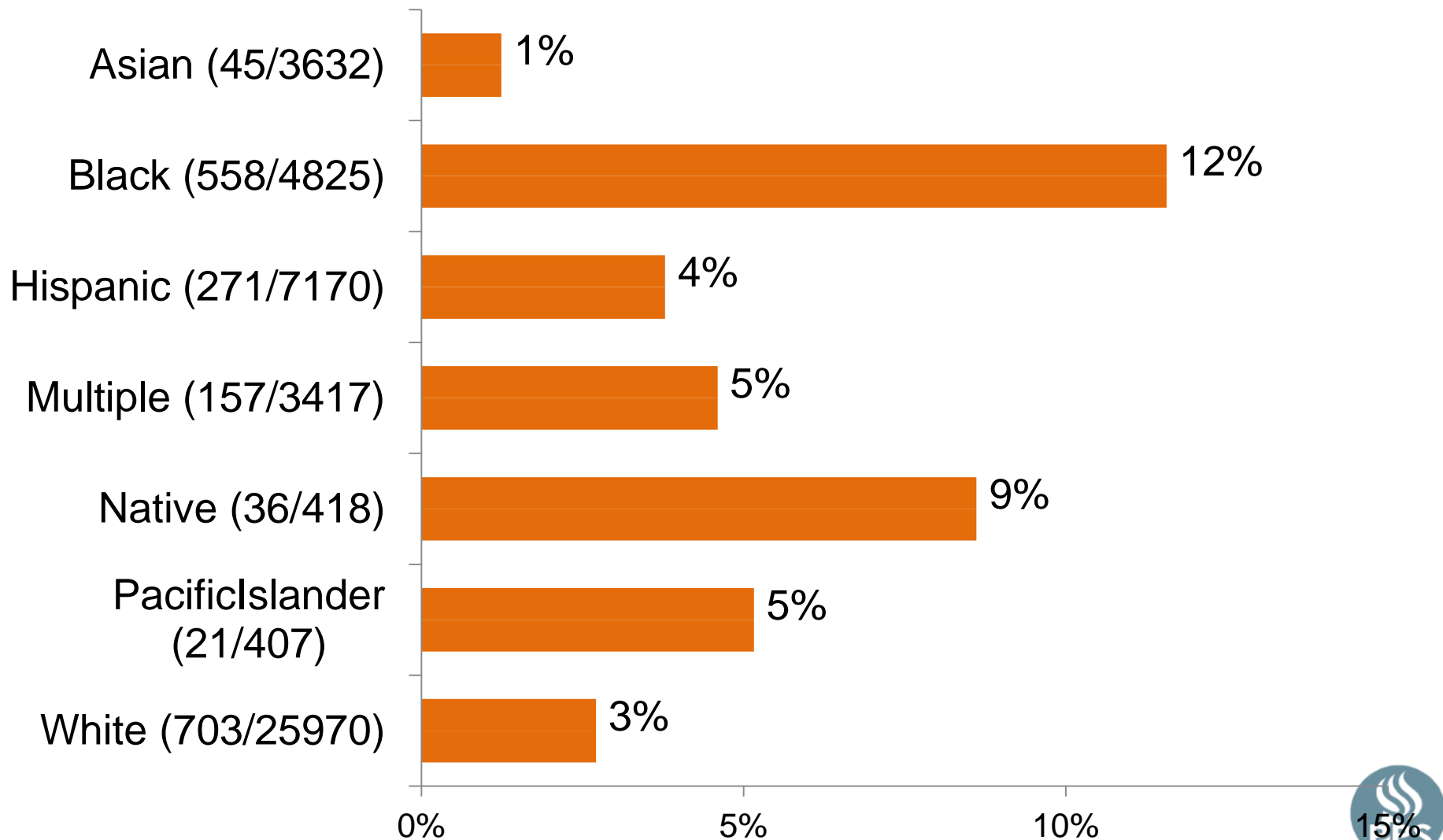
Percent of distinct students excluded at least once by gender & race (2013-14)

Category	Percent
Black Male	15%
Native Male	15%
Black Female	8%
PacificIslander Male	7%
Multiple Male	7%
Hispanic Male	6%
White Male	4%
PacificIslander Female	4%
Native Female	3%
Multiple Female	2%
Hispanic Female	2%
Asian Male	2%
White Female	1%
Asian Female	1%

PPS

Number of discipline incidents for "Disruptive Behavior" per 100 Students across Multnomah County Districts (2012-13)
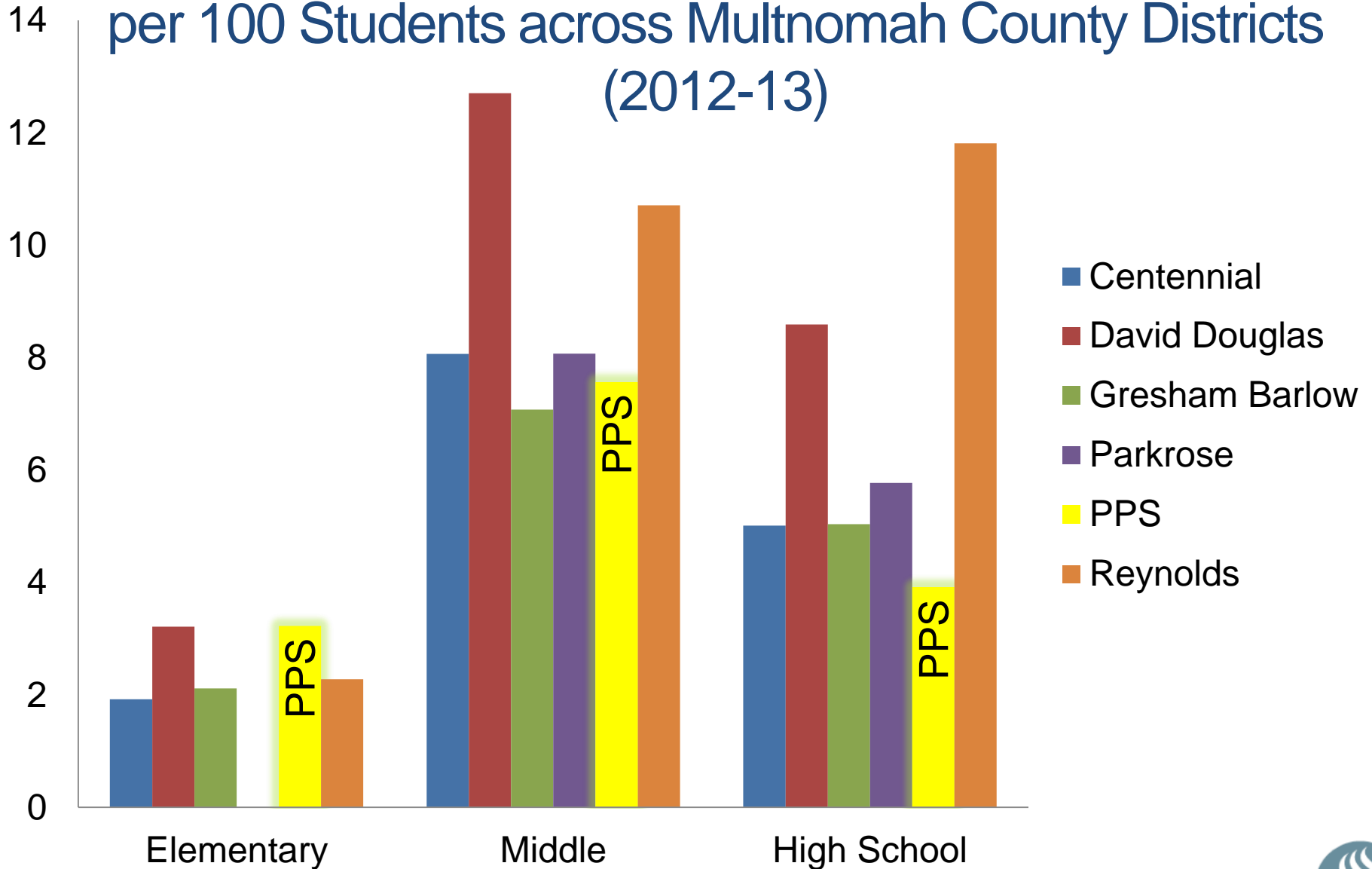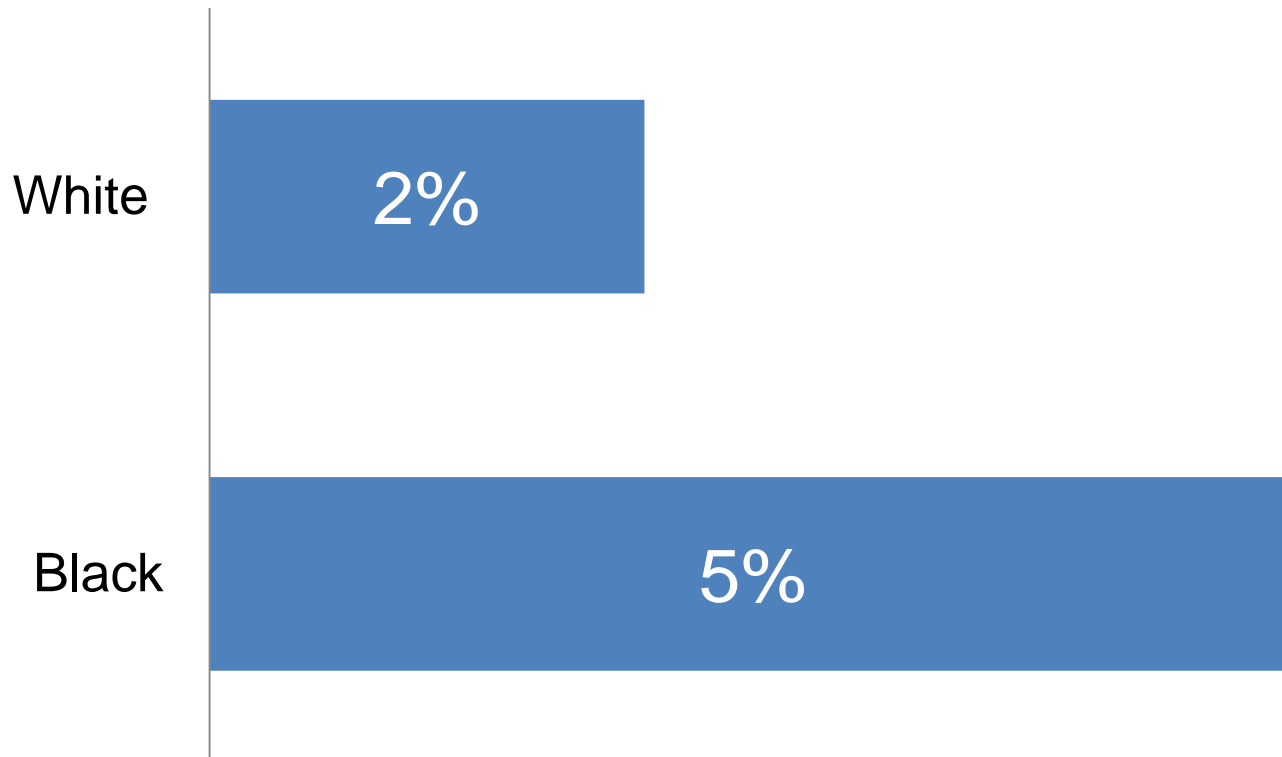
Disproportionate exclusion by race is present for our 4-8 year old student population

Percent of 4-8 Year Old Students Excluded at Least Once (2013-14)

White 2%

Black 5%

Key Findings

- Exclusionary incidents have been decreasing since 2007
- Black students, followed by Native students, experience the greatest percentage of exclusionary incidents
- African American and Native males are excluded at the highest rates
- Exclusionary incidents have been decreasing for Black students since 2007
- However, the relative rate of exclusionary incidents between African American and white students has not improved over time
- Disproportionate exclusionary discipline begins at a very young age

OUR PLAN

High Leverage Strategies To Reduce Disciplinary Exclusion and Eliminate Disparities in Disciplinary Outcomes

ACCOUNTABILITY

Accountability

- Set system-wide reduction targets

- Set school-based targets

System-wide Targets
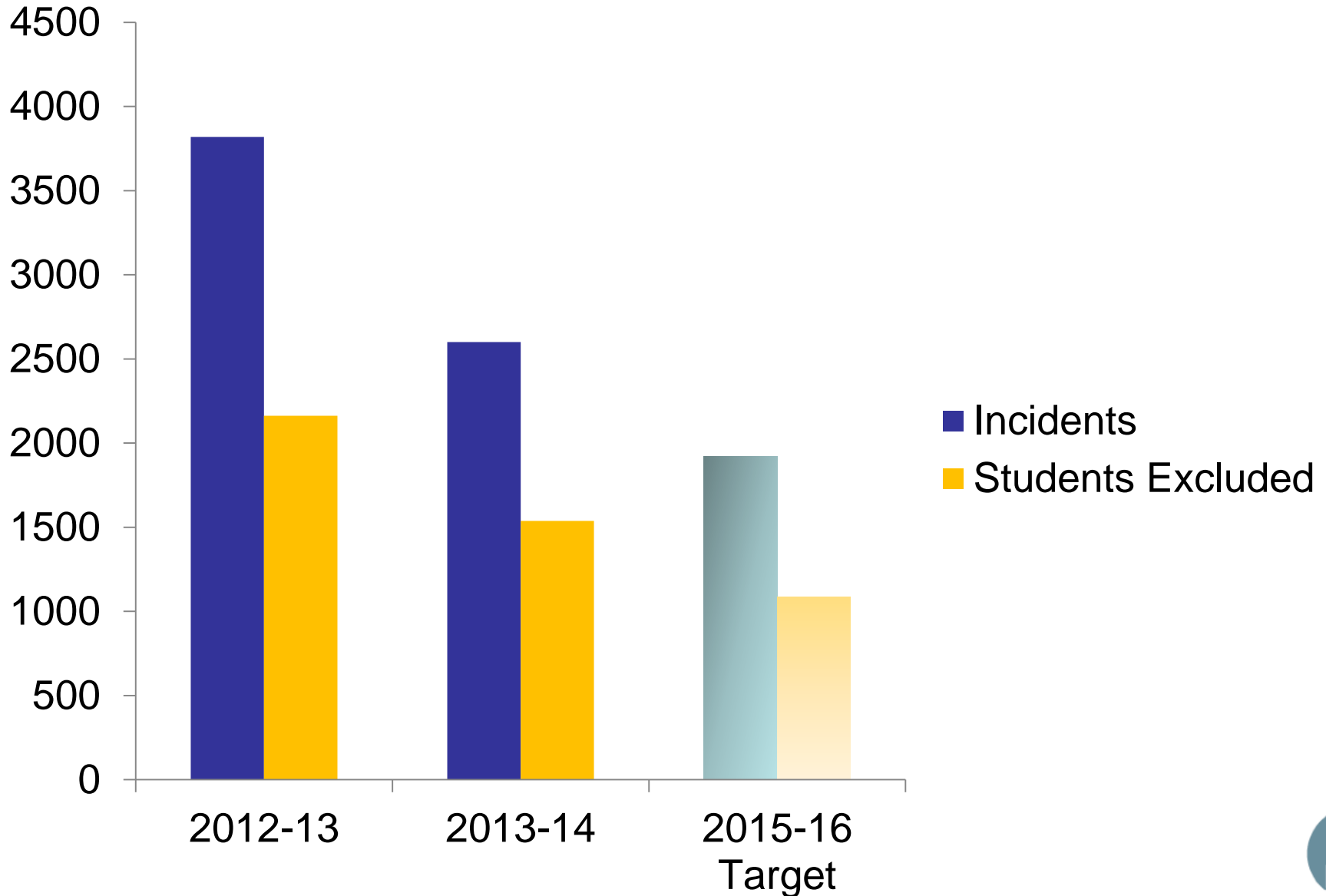
System-wide Targets

2015-16 Target For Number of Students Excluded by Student Sub-Group (using 2012-13 data)

	2012-13	2013-14	2015-16 Target using 12-13
Non-HU #	986	763	596
HU #	1159	762	470

Non-Historically Underserved Students Need to Decrease 40%

Historically Underserved Students need to decrease 60%
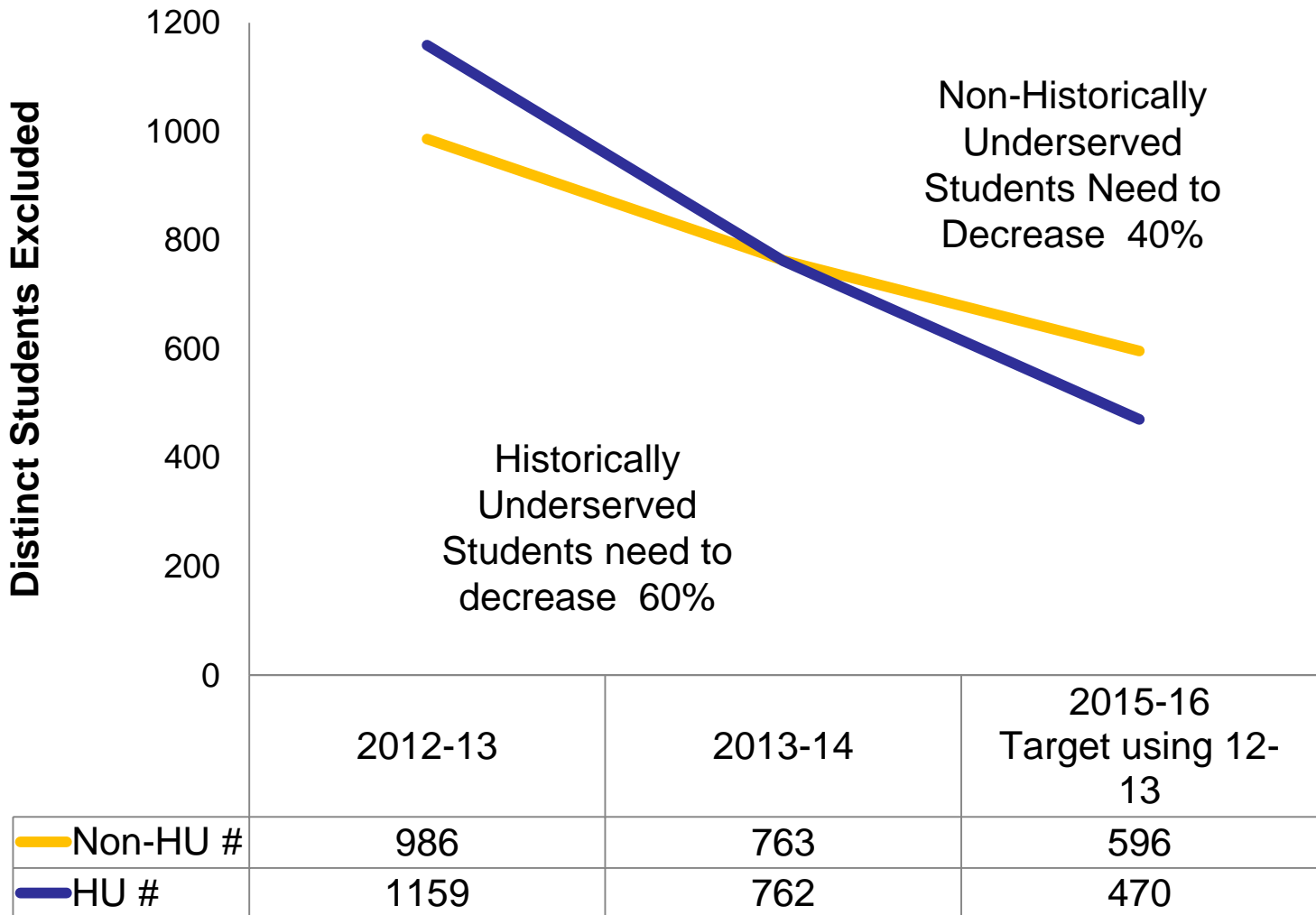
School-based Annual Targets

- Tracking for both Historically Underserved students and total population

- Supervisors of schools meet monthly with school principals to review progress

Disproportionate Discipline - School Target Reductions
2015-16 School Targets using 2012-13 Discipline Data

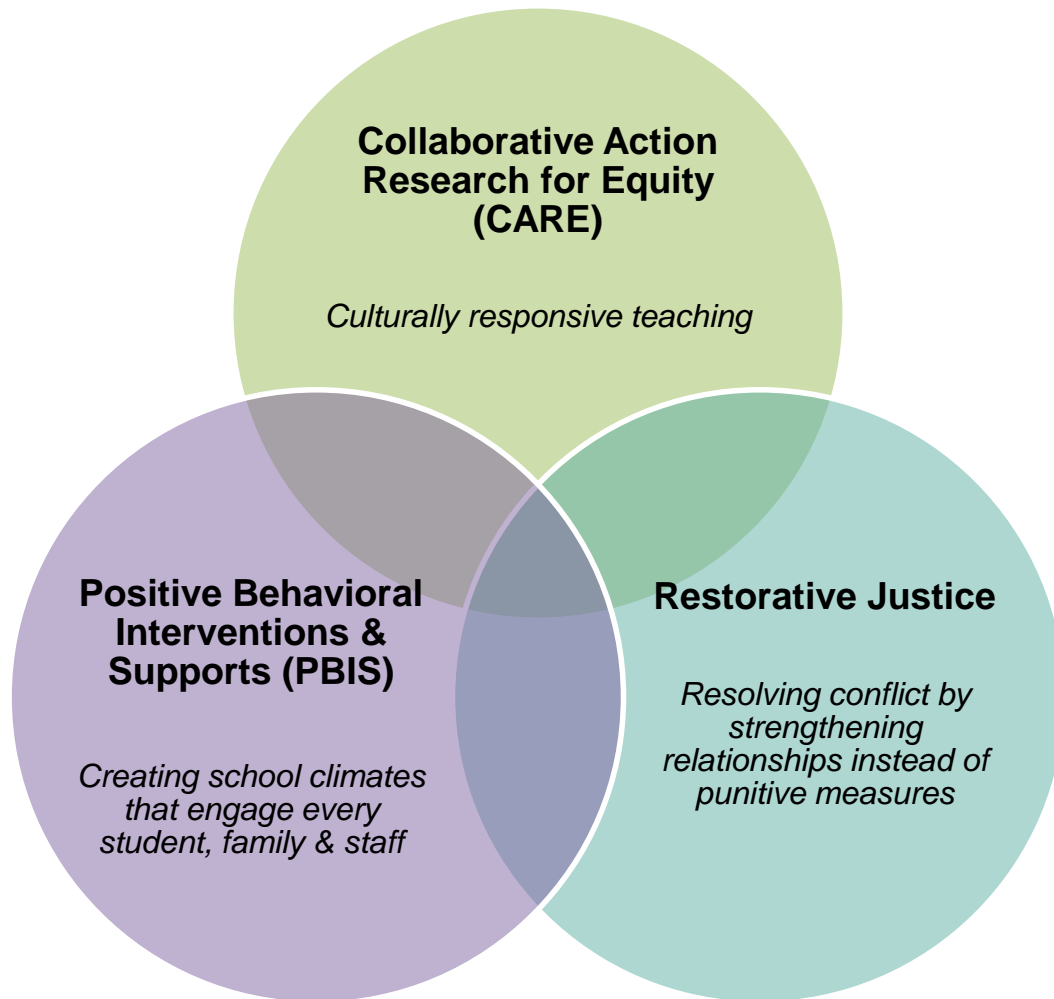| School	Number of Historically Underserved (HU) Students Excluded (includes Out-of-School Suspension or Expulsion)				Number of Students Excluded (includes Out-of-School Suspension or Expulsion)				Number of Incidents for Historically Underserved Students (includes Out-of-School Suspension or Expulsion)				Number of Incidents for All Students (includes Out-of-School Suspension or Expulsion)			
	(2012-13)	(2013-14)	2015-16 Target	Reduction needed to meet target (from 2013-14)	(2012-13)	(2013-14)	2015-16 Target	Reduction needed to meet target (from 2013-14)	(2012-13)	(2013-14)	2015-16 Target	Reduction needed to meet target (from 2013-14)	2012-13	(2013-14)	2015-16 Target	Reduction needed to meet target (from 2013-14)
Total	1171	762	480	-282	2162	1525	1085	-440	2136	1289	876	-413	3820	2600	1920	-680
Abernethy	0	0	0	0	1	3	1	-2	0	0	0	0	1	11	1	-10
ACCESS	0	0	0	0	10	10	6	-4	0	0	0	0	14	22	9	-13
Ainsworth	0	0	0	0	0	3	0	-3	0	0	0	0	0	3	0	-3
Alameda	2	1	1	0	12	12	7	-5	2	1	1	0	21	21	13	-8
Alliance	12	9	5	-4	24	18	12	-6	16	17	7	-10	33	30	17	-13
Arleta	20	11	8	-3	56	41	30	-11	34	25	14	-11	104	74	57	-17
Arthur Academy	3	0	1	1	14	6	8	2	4	0	2	2	18	7	10	3
Astor	9	12	4	-8	26	19	14	-5	19	18	8	-10	39	27	20	-7
Atkinson	1	0	0	0	10	0	6	6	1	0	0	0	19	0	12	12
Beach	15	10	6	-4	21	18	10	-8	23	19	9	-10	37	30	18	-12
Beaumont	24	13	10	-3	36	17	17	0	42	18	17	-1	61	22	29	7
Benson	38	23	16	-7	69	35	34	-1	61	31	25	-6	94	51	45	-6
Beverly Cleary	6	2	2	0	21	7	12	5	12	3	5	2	34	8	19	11
Boise-Eliot/Humboldt	64	30	26	-4	80	37	36	-1	129	43	53	10	157	57	70	13
Bridger	5	15	2	-13	35	30	20	-10	7	19	3	-16	51	50	30	-20
Bridlemile	0	0	0	0	4	0	2	2	0	0	0	0	4	0	2	2
Buckman	4	1	2	1	24	28	14	-14	15	3	6	3	55	73	31	-42
Capitol Hill	0	0	0	0	12	5	7	2	0	0	0	0	18	8	11	3
César Chávez	38	13	16	3	48	19	22	3	73	22	30	8	91	33	41	8
Chapman	3	4	1	-3	10	13	6	-8	11	4	5	1	24	18	13	-5
Chief Joseph/Ockley Green	44	19	18	-1	60	33	28	-5	112	40	46	6	149	67	69	2
Cleveland	10	13	4	-9	29	47	16	-31	11	14	5	-9	34	50	19	-31
Cm2 Opal School	0	0	0	0	0	1	0	-1	0	0	0	0	0	1	0	-1
Creative Science	0	0	0	0	6	5	4	-1	0	0	0	0	6	8	4	-4
Creston	5	4	2	-2	11	17	6	-11	5	7	2	-5	11	32	6	-26
CTC	1		0	0	4	0	2	2	1		0	0	4	0	2	2
da Vinci	4	0	2	2	22	1	13	12	5	0	2	2	31	1	18	17
Dunlway	0	0	0	0	0	1	0	-1	0	0	0	0	0	2	0	-2
Emerson School	0	0	0	0	1	0	1	1	0	0	0	0	1	0	1	1
Faubion	16	21	7	-14	32	42	16	-26	29	38	12	-26	65	79	34	-45
Forest Park	0	0	0	0	0	1	0	-1	0	0	0	0	0	1	0	-1
Franklin	16	20	7	-13	24	35	11	-24	26	22	11	-11	35	38	16	-22
George	75	27	31	4	99	37	45	8	148	47	61	14	196	64	90	26
Glencoe	2	0	1	1	5	4	3	-1	7	0	3	3	11	11	5	-6
Grant	25	9	10	1	37	22	18	-4	34	15	14	-1	49	28	23	-5
Gray	5	4	2	-2	19	16	11	-5	6	9	2	-7	26	30	15	-15
Grout	1	3	0	-3	1	5	0	-5	1	3	0	-3	1	10	0	-10
Harrison Park	60	34	25	-9	86	56	40	-16	170	83	70	-13	238	117	112	-5
Hayhurst	2	0	1	1	4	1	2	1	2	0	1	1	4	1	2	1
Hosford	17	9	7	-2	42	17	22	5	28	12	11	-1	82	28	45	17
Irvington	5	3	2	-1	7	7	3	-4	9	3	4	1	12	11	6	-5

KEY STRATEGIES

Foundation for an Inclusive School Culture

Collaborative Action Research for Equity (CARE)

Culturally responsive teaching

Positive Behavioral Interventions & Supports (PBIS)

Creating school climates that engage every student, family & staff

Restorative Justice

Resolving conflict by strengthening relationships instead of punitive measures

Key Strategies

- Providing racial equity training for all employees
- Revision of student discipline & conduct documents
- Improving our data input, collection, monitoring and reporting processes
- Partnering with families to develop School Climate Plans
- Supporting students at the earliest sign of concern
- Providing SUN System partners with restorative justice training

Culturally Specific Services

- Hiring Student Assistance Coordinators in select schools to support our African American, Native American and Latino students

- Expand the work of culturally specific partners in select schools:
  - ➢ Mentoring
  - ➢ Leadership development programs
  - ➢ Healing circles
  - ➢ Mental health services