

# Pittsburgh Public Schools

## K-2 Non-Violent Suspension Ban Evaluation

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pronouns: she/her/hers

**June 2, 2021**

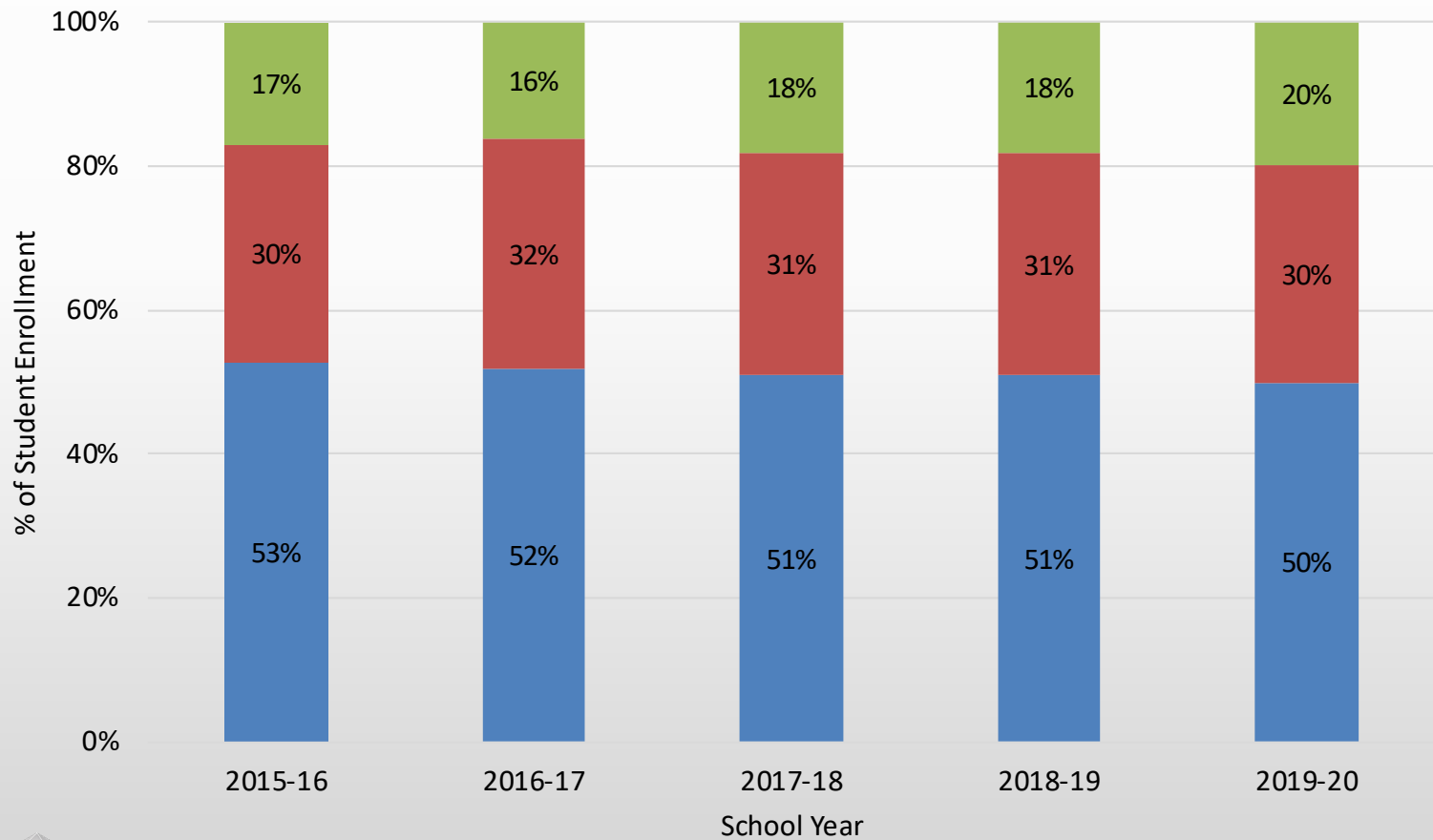


# *Evaluation Questions*

- **What was the impact of the K-2 non-violent suspension ban on out-of-school suspensions (OSS)?**
- **What can the data tell us about K-2 OSS and potentially extending the ban to grades 3-5?**

# Key Background

- The K-2 non-violent suspension ban was implemented in January 2018.
- The district's discipline coding changed in 2017-18.
- PPS K-2 population is 50% Black, 30% White, and 20% Other.

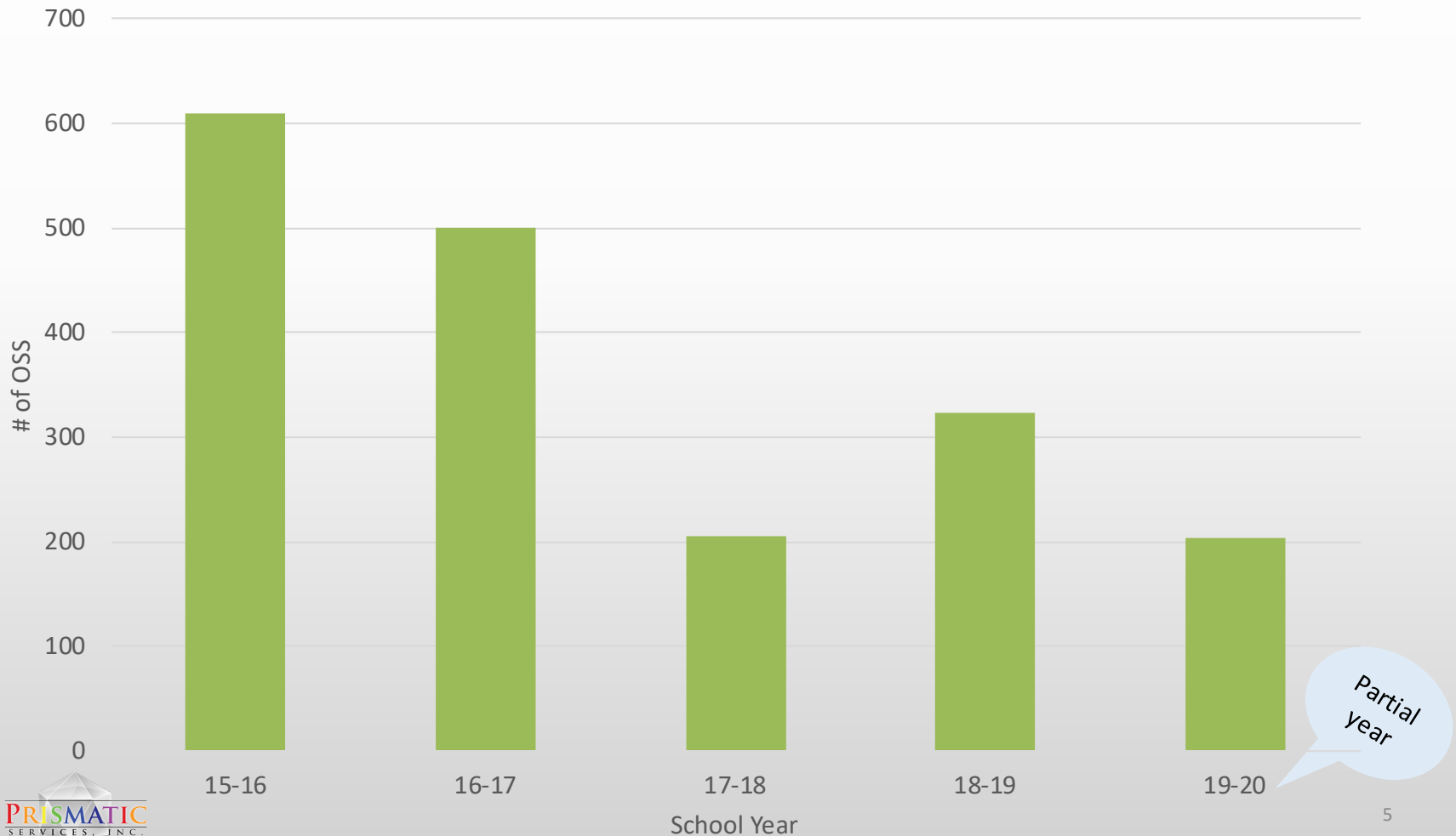


# Methodology

- **Analysis of extant data**
  - Statistical
  - Thematic coding of description field in Incident Reports – 2,305 reports, covering 2015-16 through 2019-20
- **Online, confidential survey of K-2 teachers**
  - 85 responses (18% of all K-2 teachers)
  - DEC20-JAN21
  - All ES represented, 79% taught at their school 5+ years
- **Interviews with 6 elementary principals**
  - DEC20
  - Average of 6 years at their current schools
  - Confidential
- **District review of drafts and discussions**

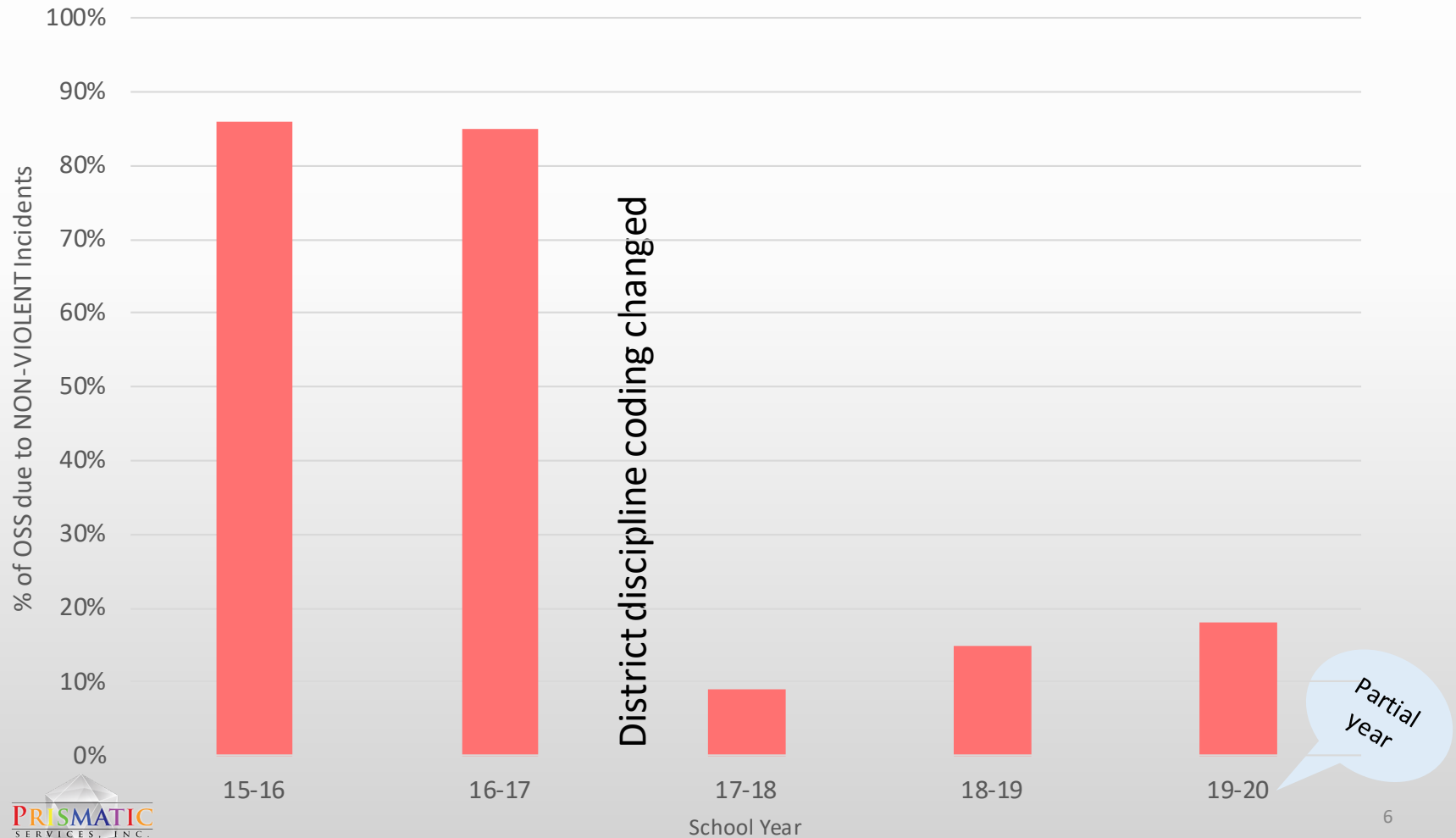
# Main Findings

Since the K-2 non-violent OSS ban, the overall number of OSS has decreased.



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Since the K-2 non-violent OSS ban, non-violent suspensions have decreased. **However**



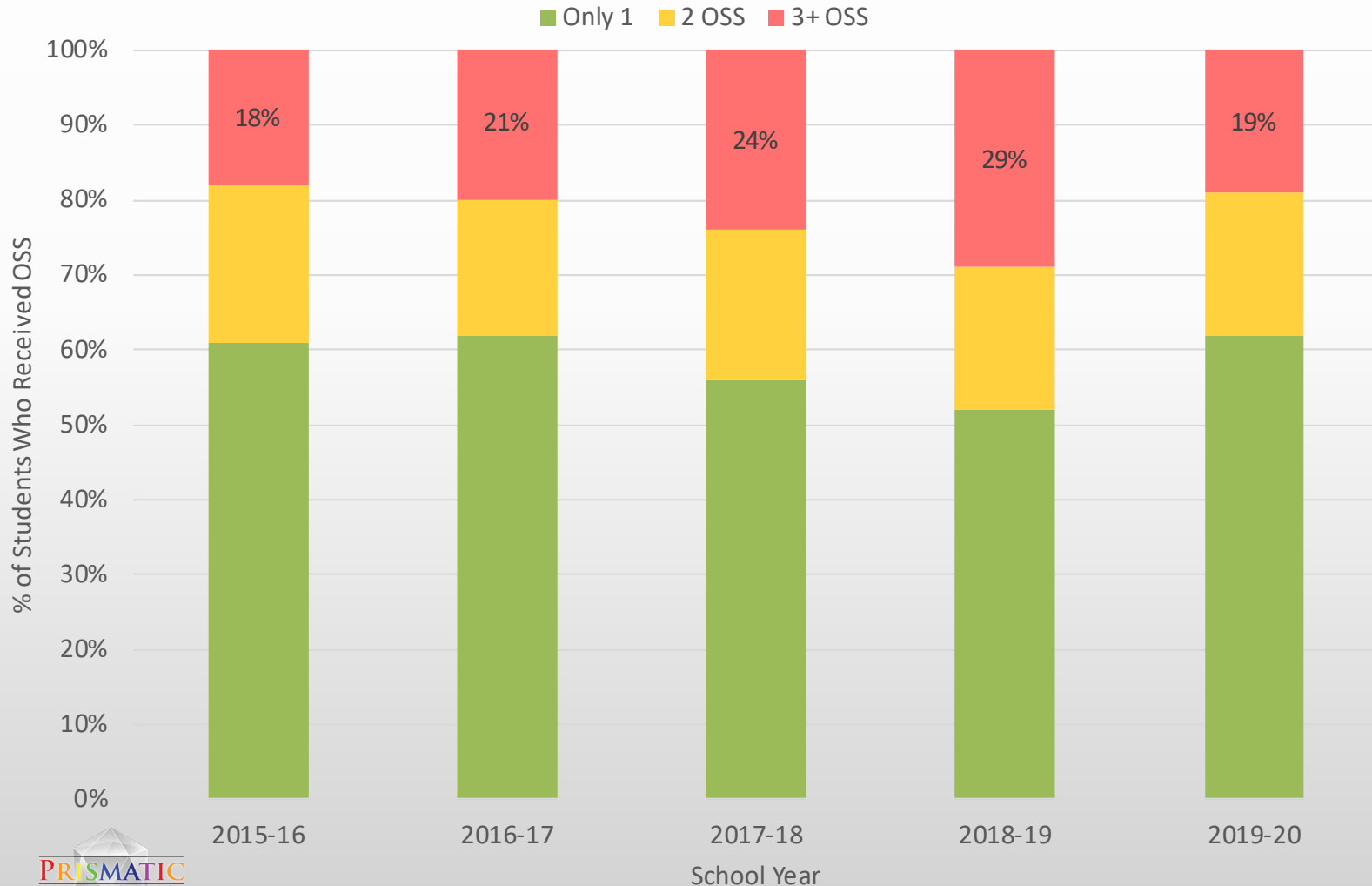
# Other Findings

The ban has not resulted in a shift from OSS to in-school suspensions (ISS).



# Other Findings

In a year, OSS typically only happens once for a K-2 student (if it happens). The percent of K-2 students with 3+ OSS has not changed much.





# Other Findings

**Disproportional OSS remained for Black K-2 students in 2019-20.**

	# OSS Black Students (unique count)	# Black Students Enrolled	Total # OSS Non-Black Students (unique count)	Total # Non-Black Students Enrolled	Office of Civil Rights (OCR) Risk Ratio
2015-16	251	3,159	93	2,838	2.4
2016-17	223	2,973	58	2,757	3.6
2017-18	156	2,793	40	2,691	3.8
2018-19	173	2,731	51	2,635	3.3
2019-20 (Partial Year)	135	2,586	35	2,589	3.9

# Evaluation Summary

1. The number of K-2 OSS in 2018-9 was lower than in 2016-17.
2. The K-2 non-violent suspension ban has decreased the percentage of K-2 OSS given for non-violent incidents. In 2019-20, only 18% of K-2 OSS were for non-violent incidents.
3. The number and rates of K-2 OSS have been lower from 2015-16 to 2018-19 but there are problems of disproportionality.
4. Elementary schools have not replaced OSS with ISS, as might expected.
5. In a given year, suspended K-2 students were suspended only once. However, there is a persistent portion suspended 3+ times each year.
6. District-level data are likely not capturing all details schools take in providing progressive discipline.

# *Recommendations*

- 1. Dedicate physical space in each elementary school for use as an ISS room. Provide ISS staffing trained in restorative practices. Do this prior to banning non-violent suspensions for grades 3-5.**
- 2. Assess need for training and ongoing data review related to OSS disproportionality.**
- 3. Emphasize need to document progressive discipline practices in data that can be analyzed at the district level.**
- 4. Develop alternative district response to a 3<sup>rd</sup>+ OSS.**

# *District Response to Recommendations*

- Ensure classroom management plans and school learning environments are culturally responsive and inclusive
- Develop parameters for Restorative/Cool-down Rooms that includes staffing, protocols, materials, etc...
- Offer summer/fall Restorative Practice training opportunities for all staff
- Train 50 individuals on implicit bias to serve as train-the-trainers
- Build out culturally relevant trauma-informed care training with the Association of Black Psychologist (ABPsi) for key staff including counselors, social workers, learning environment specialists, psychologists, and equity fellows
- Enhance Multi Tiered System of Support (MTSS) and Student Assistance Program (SAP)
- Provide more equity-focused training for mental health and trauma related services for students and staff
- Provide training to improve data entry of progressive discipline practices at the school-level
- Work toward meaningful diversionary practices

# Questions?

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