Suspensions and Expulsions in Connecticut

Connecticut State Department of Education (CSDE)

April 2016

“Submitted by the Connecticut State Department of Education in fulfillment of the requirements in Section 2(b) of Public Act 15-168.”
Definitions per C.G.S. 10-233a

• “Removal” “means an exclusion from a classroom for all or part of a single class period, provided such exclusion shall not extend beyond ninety minutes.”

• “In-school suspension” “means an exclusion from regular classroom activity for no more than ten consecutive school days, but not exclusion from school...”

• “Out-of-school suspension” “means an exclusion from school privileges or from transportation services only for no more than ten consecutive school days...”

• “Expulsion” “means an exclusion from school privileges for more than ten consecutive school days...”
Total Number of Sanctions (ISS, OSS, and Expulsions) (duplicated count)
Total Number of Sanctions Disaggregated by ISS, OSS, and Expulsions (duplicated count)
Unduplicated Number of Students Receiving at least one ISS, OSS, or Expulsion

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>50,000</td>
<td>45,000</td>
<td>40,000</td>
<td>35,000</td>
<td>30,000</td>
<td>25,000</td>
</tr>
<tr>
<td>2010-11</td>
<td>50,000</td>
<td>45,000</td>
<td>40,000</td>
<td>35,000</td>
<td>30,000</td>
<td>25,000</td>
</tr>
<tr>
<td>2011-12</td>
<td>50,000</td>
<td>45,000</td>
<td>40,000</td>
<td>35,000</td>
<td>30,000</td>
<td>25,000</td>
</tr>
<tr>
<td>2012-13</td>
<td>45,000</td>
<td>40,000</td>
<td>35,000</td>
<td>30,000</td>
<td>25,000</td>
<td>20,000</td>
</tr>
<tr>
<td>2013-14</td>
<td>40,000</td>
<td>35,000</td>
<td>30,000</td>
<td>25,000</td>
<td>20,000</td>
<td>15,000</td>
</tr>
<tr>
<td>2014-15</td>
<td>35,000</td>
<td>30,000</td>
<td>25,000</td>
<td>20,000</td>
<td>15,000</td>
<td>10,000</td>
</tr>
</tbody>
</table>
Suspension/Expulsion Rates by Grade Range

<table>
<thead>
<tr>
<th>Grade</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
<th>2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary (PK-5)</td>
<td>0%</td>
<td>5%</td>
<td>10%</td>
<td>35%</td>
</tr>
<tr>
<td>Middle (6-8)</td>
<td>20%</td>
<td>25%</td>
<td>30%</td>
<td>40%</td>
</tr>
<tr>
<td>High (9-12)</td>
<td>45%</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
</tr>
</tbody>
</table>
Suspension/Expulsion Rates in the Elementary Grades (PK-5) by District Category

State Average
Non Ed-Reform Alliance
RESC

Suspension/Expulsion Rates in the Middle Grades (6-8) by District Category

[Bar chart showing rates for different categories over years with labels for 2011-12, 2012-13, 2013-14, and 2014-15]
Suspension/Expulsion Rates in the High School Grades (9-12) by District Category

Suspension/Expulsion Rates by Race/Ethnicity

- State Average
- American Indian or Alaska Native
- Black or African American
- Asian
- Hispanic Latino of any race
- Native Hawaiian or Other Pacific Islander
- Two or More Races
- White

Data for years 2011-12 to 2014-15.
Suspension/Expulsion Rates by Race/Ethnicity and Gender, 2014-15

The bar chart shows the suspension/expulsion rates for different racial/ethnic groups and genders in Connecticut for the 2014-15 academic year. The rates are compared between female and male students for each group.

- **Statewide**
- **American Indian or Alaska Native**
- **Asian**
- **Black or African American**
- **Hispanic or Latino**
- **Native Hawaiian or Other Pacific Islander**
- **Two or More Races**
- **White**

The chart indicates that the suspension/expulsion rates vary significantly across different racial/ethnic groups and genders.
Similar Pattern of Disparity Exists Within District Categories, 2014-15
Incident Types (Offenses) Resulting in ISS, OSS or EXP, 2014-15

- School Policy Violations: 64%
- Fighting / Battery: 12%
- Personally Threatening Behavior: 6%
- Physical Verbal Confrontation: 10%
- Other (includes Drugs/Alcohol/Tobacco, Property Damage, Sexually Related Behavior, Theft Behaviors, Violent Crimes, and Weapons): 8%
Sanctions by Race/Ethnicity (duplicated count), 2014-15

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>ISS</th>
<th>OSS</th>
<th>EXP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black or African American</td>
<td>17567</td>
<td>14321</td>
<td>272</td>
</tr>
<tr>
<td>Hispanic/Latino of any race</td>
<td>20278</td>
<td>14669</td>
<td>239</td>
</tr>
<tr>
<td>White</td>
<td>18205</td>
<td>7375</td>
<td>314</td>
</tr>
<tr>
<td>Other</td>
<td>2606</td>
<td>1346</td>
<td>26</td>
</tr>
</tbody>
</table>
School Policy Violations by Race/Ethnicity (duplicated count), 2014-15

- Black or African American: 12 incidents
  - ISS: 15249
  - OSS: 7108
  - EXP: 0

- Hispanic/Latino of any race: 10 incidents
  - ISS: 17482
  - OSS: 7596
  - EXP: 0

- White: 18 incidents
  - ISS: 14338
  - OSS: 3498
  - EXP: 0

- Other: 0 incidents
  - ISS: 1751
  - OSS: 645
  - EXP: 0
### Average Number of Days Sanctioned, 2014-15

<table>
<thead>
<tr>
<th>District</th>
<th>ISS</th>
<th>OSS</th>
<th>Expulsion*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed-Reform</td>
<td>1.17</td>
<td>3.04</td>
<td>118.58</td>
</tr>
<tr>
<td>Non Ed-Reform Alliance</td>
<td>1.33</td>
<td>3.23</td>
<td>143.26</td>
</tr>
<tr>
<td>All Other Districts</td>
<td>1.43</td>
<td>3.71</td>
<td>123.42</td>
</tr>
<tr>
<td>RESC</td>
<td>1.22</td>
<td>2.84</td>
<td>-----</td>
</tr>
<tr>
<td>Public Charters</td>
<td>1.04</td>
<td>1.87</td>
<td>35.30</td>
</tr>
<tr>
<td>Endowed Academies</td>
<td>1.23</td>
<td>4.00</td>
<td>116.85</td>
</tr>
<tr>
<td>CT Technical High Schools</td>
<td>1.59</td>
<td>4.55</td>
<td>68.17</td>
</tr>
<tr>
<td>State School Districts</td>
<td>3.43</td>
<td>3.92</td>
<td>-----</td>
</tr>
<tr>
<td>Statewide</td>
<td>1.31</td>
<td>3.11</td>
<td>119.94</td>
</tr>
</tbody>
</table>

*The number of days sanctioned for an expulsion is determined pursuant to an expulsion hearing as prescribed in C.G.S 10-233d. Expulsion days may be carried over and served in the next school year.
Attendance of Students Receiving OSS or EXP by Race/Ethnicity: Percent of Students (unduplicated), 2014-15
Math Participation Rate in State Assessments by Subgroup, 2014-15

- **State**: 90.0%
- **EL**: 93.0%
- **SWD**: 92.0%
- **F/R Lunch**: 93.0%
- **Black**: 90.0%
- **Hispanic**: 92.0%
- **White**: 90.0%

**Legend:**
- **Discipline**
- **No Discipline**
ELA Participation Rate in State Assessments by Subgroup, 2014-15
Math CT Performance Index by Subgroup, 2014-15
ELA CT Performance Index by Subgroup, 2014-15
Number of Sanctions - Children Under Age 7

There are zero expulsions.
Number of Children (unduplicated) Under Age 7 Sanctioned by Grade

- 998 students in 2011-12
- 1110 students in 2012-13
- 1217 students in 2013-14
- 1140 students in 2014-15

<table>
<thead>
<tr>
<th>Grade</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
<th>2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>K</td>
<td>55</td>
<td>200</td>
<td>300</td>
<td>400</td>
</tr>
<tr>
<td>Grade 1</td>
<td>454</td>
<td>550</td>
<td>550</td>
<td>550</td>
</tr>
<tr>
<td>Grade 2</td>
<td>55</td>
<td>55</td>
<td>55</td>
<td>55</td>
</tr>
</tbody>
</table>

Graph showing the number of children sanctioned by grade for each year.
Number of Children (unduplicated) Under Age 7 Sanctioned by District Category

- Ed-Reform
- Non-Ed Reform Alliance
- All Other Districts
- RESC
- Public Charters

- 2011-12
- 2012-13
- 2013-14
- 2014-15
Number of Children (unduplicated) Under Age 7 Sanctioned by Race/Ethnicity and Gender
Incident Types Resulting in OSS for Children Under Age 7, 2014-15

- Fighting / Battery: 35%
- School Policy Violations: 34%
- Physical / Verbal Confrontation / Conduct Unbecoming: 23%
- Personally Threatening Behavior: 3%
- Other: 5%
In summary, what are the data telling us?

• School policy violations are resulting in exclusionary discipline
  • Disrespect, Disruption, Disorderly Conduct, Insubordination

• Disproportionality exists in the application of sanctions
  • Race, Gender, Disabilities

• Use of exclusionary practices is most prevalent in the following district categories
  • Charter Schools
  • Alliance Districts (Education Reform and Non-Education Reform)

• Students receiving disciplinary sanctions are experiencing substantial attendance and performance issues
What do we know?

• Suspensions and expulsions may exacerbate academic deterioration.
• Receipt of even one suspension is associated with higher likelihood of academic failure, school dropout, and involvement in the juvenile justice system (American Academy of Pediatrics, 2013; Hemphill, Toumbourou, Herrenkohl, McMorris, & Catalano, 2006).
• When students are provided with no educational alternative, student alienation, delinquency, reoccurrence, crime, and substance abuse may ensue.
• Social, emotional, and mental health support for students can decrease the need for referrals, suspension and expulsion.
What do we know?
Work at Three Levels

Provide Individualized Intensive Supports
Provide coordinated, intensive, sustained, culturally competent, individualized, child- and family- driven and focused services and supports that address needs while building assets.

Build a School-wide Community Foundation
Social Emotional Learning, youth development, caring school climate, positive and proactive approach to discipline, personalized instruction, cultural competence, and strong family engagement.

Intervene Early & Provide Focused Youth Development Activities
Implement strategies and provide supports that address risk factors and build protective factors for students at risk for severe academic or behavioral difficulties.

David Osher, Ph.D. American Institutes for Research, 2016
Aligning Frameworks

SEL – Social Emotional Learning
PBIS – Positive Behavioral Interventions and Supports
FBA/BIP - Functional Behavioral Assessment and Behavior Intervention Plan

David Osher, Ph.D. American Institutes for Research, 2016
What do we know?
“Restorative Practices Make a Difference”

• Restorative practices seek to provide a much clearer framework for restitution.
• Restorative practices recognize misbehavior as a learning opportunity.
• The relationship damaged by the offense is the priority.
• Adults and students work to understand the impact of their actions on others.
• Positive behavior results form the opportunity to make amends and honorably integrate.
What is the CSDE Response to the Data?

• Alliance District Focus
• Charter School Annual and Renewal Review
• Students with Disabilities
• CSDE Collaboration and Partnership Opportunities
Bright Spots

• What is working in districts?
• What are opportunities to share promising practices?