

Suspensions and Expulsions in Connecticut

Connecticut State Department of Education (CSDE)

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Positive and Effective Discipline Work Group Members

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Questions

- What **discipline data** are collected by the CSDE?
- What is the **trend** for the three important sanctions of in-school suspension (ISS), out-of-school suspensions (OSS), and expulsions in Connecticut over the past five years?
- **Who** is suspended/expelled? Do suspensions rates vary by grade, race/ethnicity, gender? Also, are there differences among these subgroups within different district categories (e.g., Ed-Reform, Charter, RESC)?



Questions (cont'd)

- Of the total number of suspensions, **what** is the percentage of ISS, OSS and Expulsion within the different district categories?
- **Why** are students being suspended/expelled? What types of incidents are resulting in suspensions/expulsions? Do these vary by district categories and race/ethnicity?
- **How long** do suspensions and expulsions last? What do the data say regarding the rate of suspensions and the length of sanctions for the various district categories?

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...”*

Background

- October 2008 – Original CSDE Guidelines for ISS and OSS
 - CSDE provided workshops to assist districts in implementation
 - District feedback indicated an interest in gaining ideas and guidance for developing effective ISS programs.
 - Districts expressed an appreciation for the inclusion of case studies and sought additional scenarios to help inform and guide the decision-making process.
- Guidelines revised in December 2010 to help districts implement Connecticut General Statutes Section 10-233c.
 - Section 10-233c aims to lower the number of students who are suspended from school by setting new standards for sending students home for violating school or district rules.
 - The law is not meant to take away a district's prerogative or need to remove students from school, but rather to urge administrators to think carefully about their decisions, and to find ways to keep students connected to school by placing them in programs designed to keep them learning, while still holding them accountable for improper behavior.



Subsection (g) of C.G.S. Section 10-233c

- “Suspensions pursuant to this section shall be in-school suspensions, unless during the hearing held pursuant to subsection (a) of this section, (1) the administration determines that the pupil being suspended poses such a danger to persons or property or such a disruption of the educational process that the pupil shall be excluded from school during the period of suspension, or (2) the administration determines that an out-of-school suspension is appropriate for such pupil based on evidence of (A) previous disciplinary problems that have led to suspensions or expulsion of such pupil, and (B) efforts by the administration to address such disciplinary problems through means other than out-of school suspension or expulsion, including positive behavioral support strategies.”



What data are collected?

- Discipline data are collected at the incident level. For example, if a 10th grader brings a knife to school and receives an out-of-school suspension, that would be reported to the CSDE as one disciplinary incident (type of incident would be “weapon”) that resulted in one sanction (i.e., out of school suspension).
- The State Assigned Student Identifier (SASID) is collected and verified against PSIS for each student involved in each incident; this ensures data integrity and provides additional data.
- Information regarding the location of the incident, the number of days sanctioned, whether the student was arrested, and whether the incident was a bullying incident (beginning with 2012-13) are also collected.
- Districts are expected to report to the CSDE any incident that results in an ISS, OSS or Expulsion. In addition, all "serious" incidents and those involving Alcohol, Drugs or Weapons must be reported regardless of the type of sanction imposed.



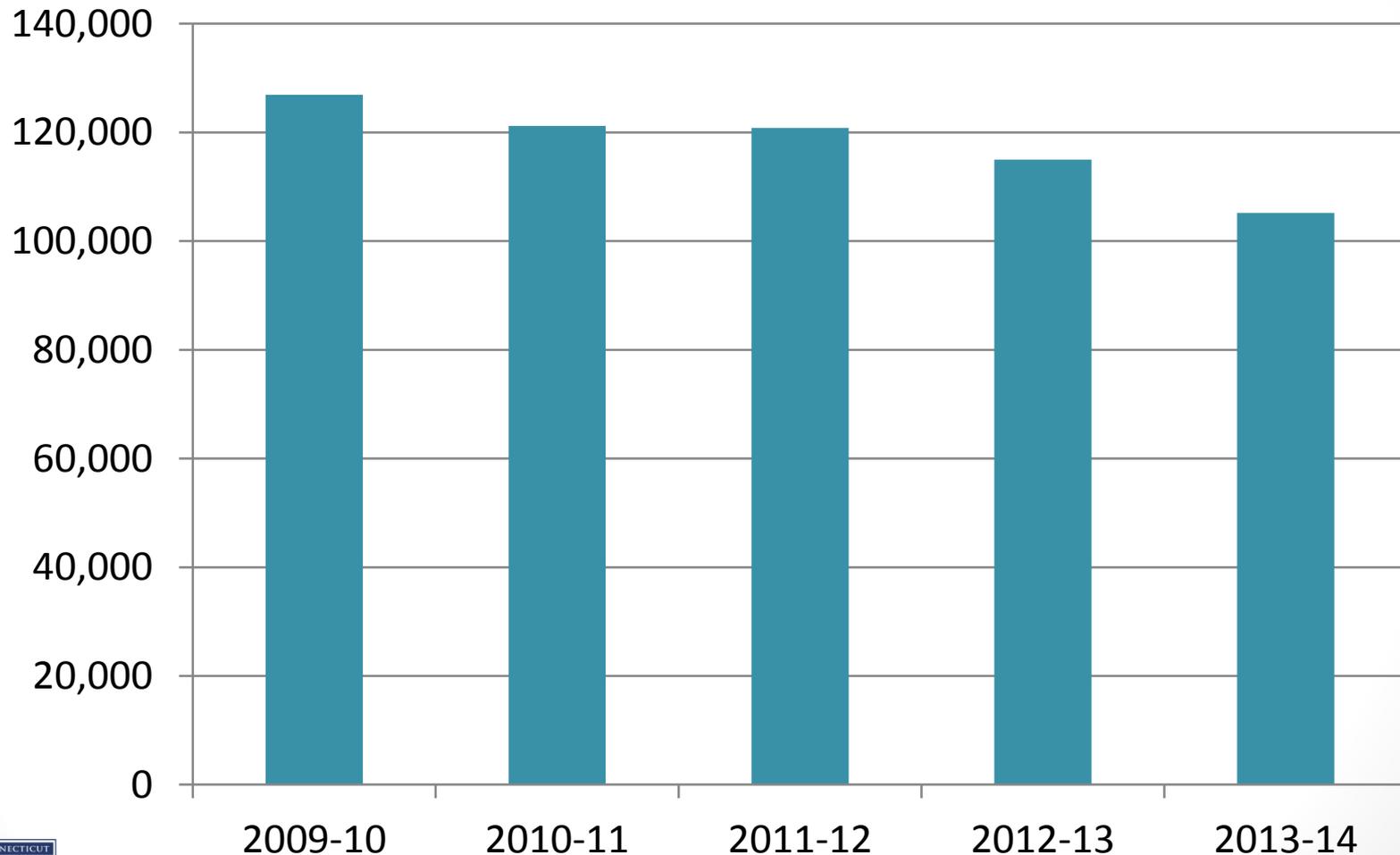
What data are collected? (cont'd)

- Collecting data at this granular level enables determination of:
 - the frequency and triggers for disciplinary incidents;
 - the types of sanctions used for those incidents;
 - the actual unduplicated count of students involved in one or more incidents; and
 - the duration of the sanctions.
- Both incident/sanction level data **and** the unduplicated number of students involved in those incidents are needed to fully understand the disciplinary practices of a school.
- For example, a student received two in-school suspensions (one in week 10 and another in week 20) and then received one out-of-school suspension (in week 30) from his school; this would be counted as three sanctions but only one student.

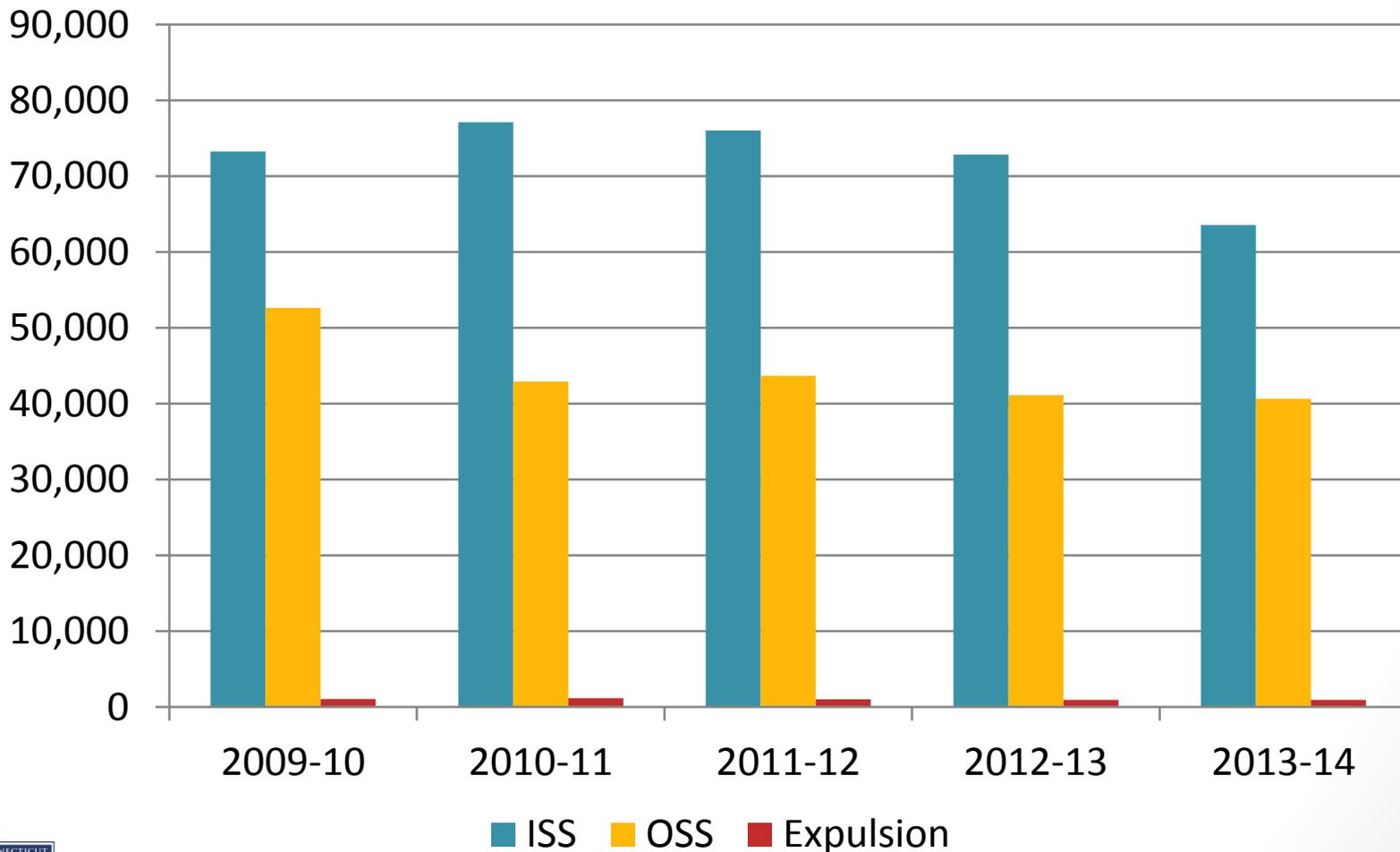
TREND IN ISS, OSS, AND EXPULSIONS



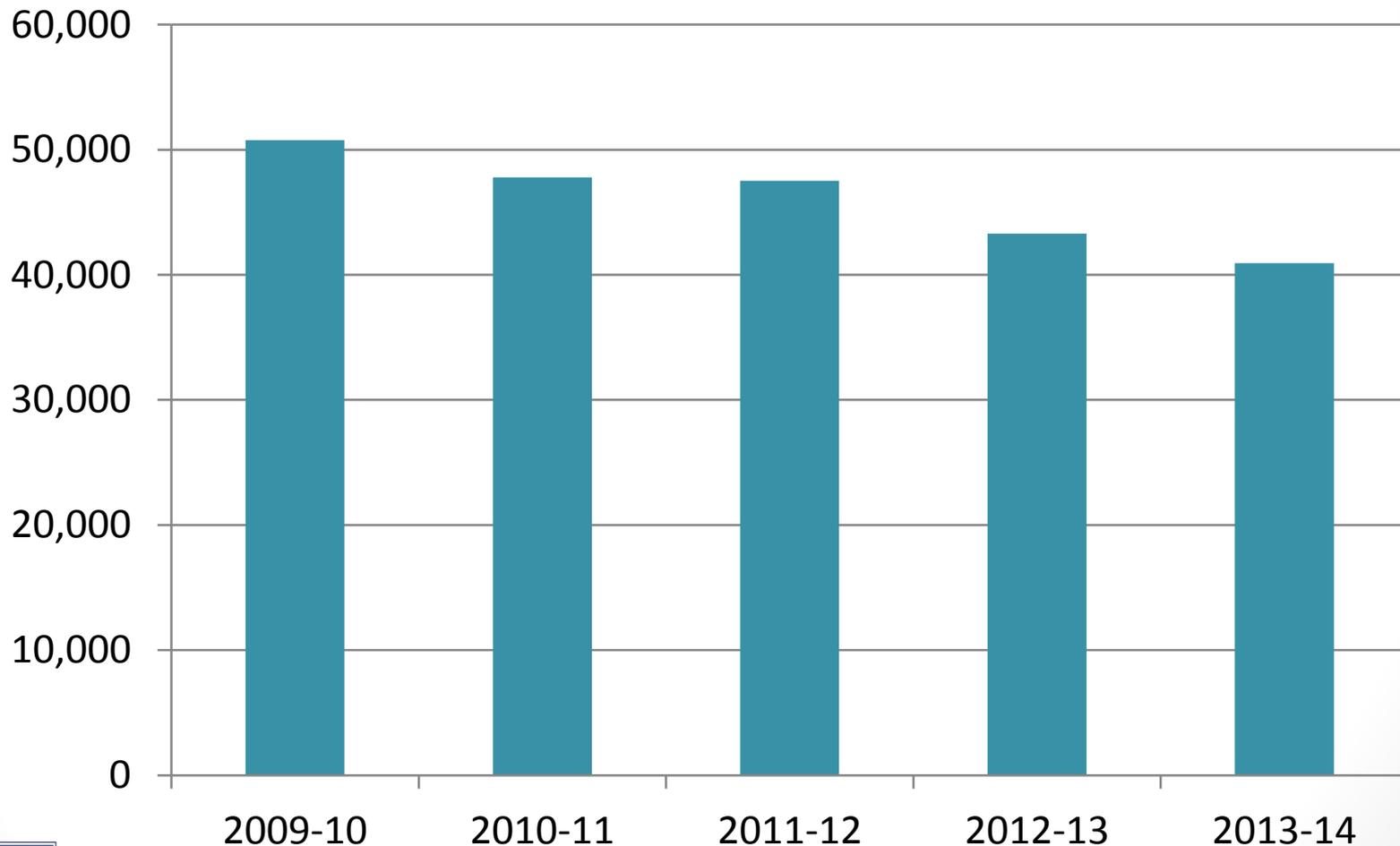
Total Number of Sanctions (ISS, OSS, and Expulsions) (duplicated count)



Total Number of Sanctions Disaggregated by ISS, OSS, and Expulsions (duplicated count)



Unduplicated Number of Students Receiving at least one ISS, OSS, or Expulsion



Trend Observations

- Over the past five years, the total number of suspensions (ISS and OSS) and expulsions has reduced by 17.1% from $\sim 127,000$ in 2009-10 to $\sim 105,000$ in 2013-14. The individual sanction types have also evidenced reductions during the same period:
 - OSS by 22.7%
 - ISS by 13.2%
 - Expulsions by 10.7%
- The unduplicated count of students receiving at least one suspension or expulsion has also declined by 19.4% from $\sim 51,000$ in 2009-10 to $\sim 41,000$ in 2013-14.

WHO IS BEING SUSPENDED/EXPELLED?

This section looks at the unduplicated count of students who are being suspended and/or expelled

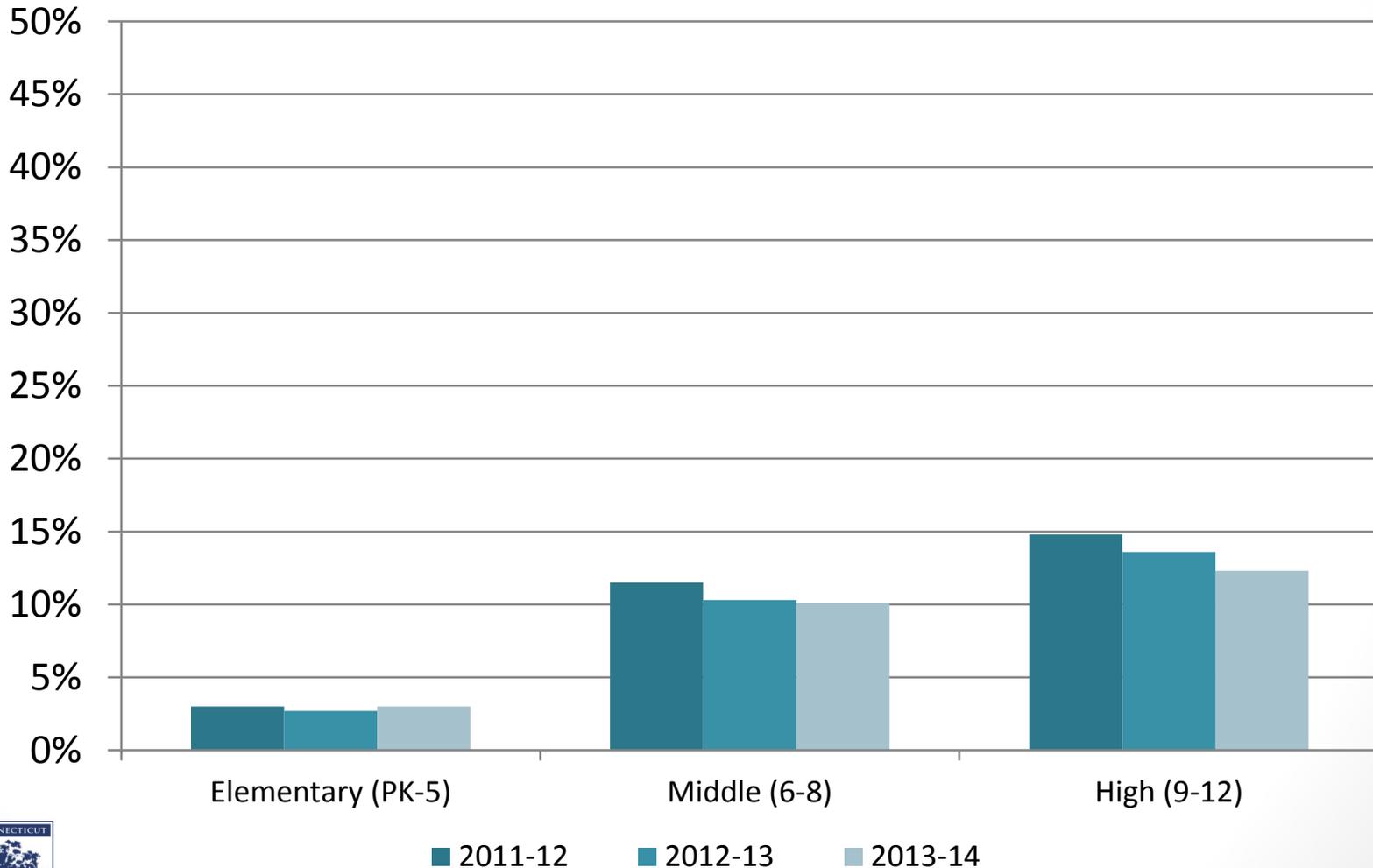


Suspension/Expulsion Rate

*Unduplicated number of students
receiving at least one
ISS, OSS or Expulsion
in the fiscal year*

*Total number of students enrolled
per October count*

Suspension/Expulsion Rates by Grade Range



Analyses by District Categories

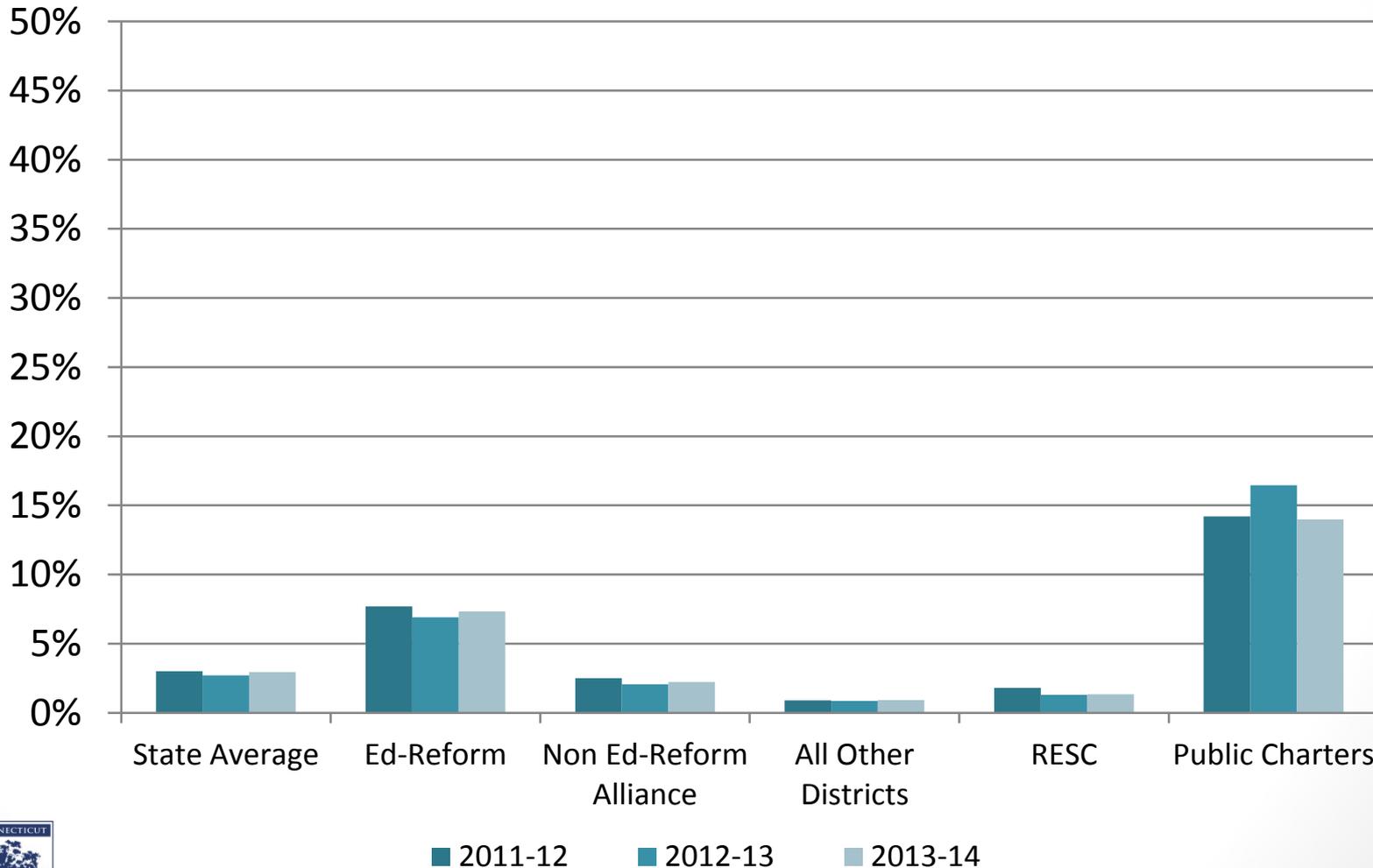
- ***Educational (ED) Reform Districts*** — 10 districts with the lowest performance statewide. They are Bridgeport, East Hartford, Hartford, Meriden, New Britain, New Haven, New London, Norwich, Waterbury and Windham. These districts are also considered Alliance Districts
- ***Non Ed-Reform Alliance Districts*** — There are 30 total Alliance Districts. In addition to the 10 ED Reform Districts, this category includes Ansonia, Bloomfield, Bristol, Danbury, Derby, East Haven, East Windsor, Hamden, Killingly, Manchester, Middletown, Naugatuck, Norwalk, Putnam, Stamford, Vernon, West Haven, Winchester, Windsor and Windsor Locks.
- ***All Other LEAs*** — All remaining local and regional school districts
- ***Regional Education Service Centers (RES-C)*** — ACES, CES, CREC, EASTCONN, Education Connection, and LEARN



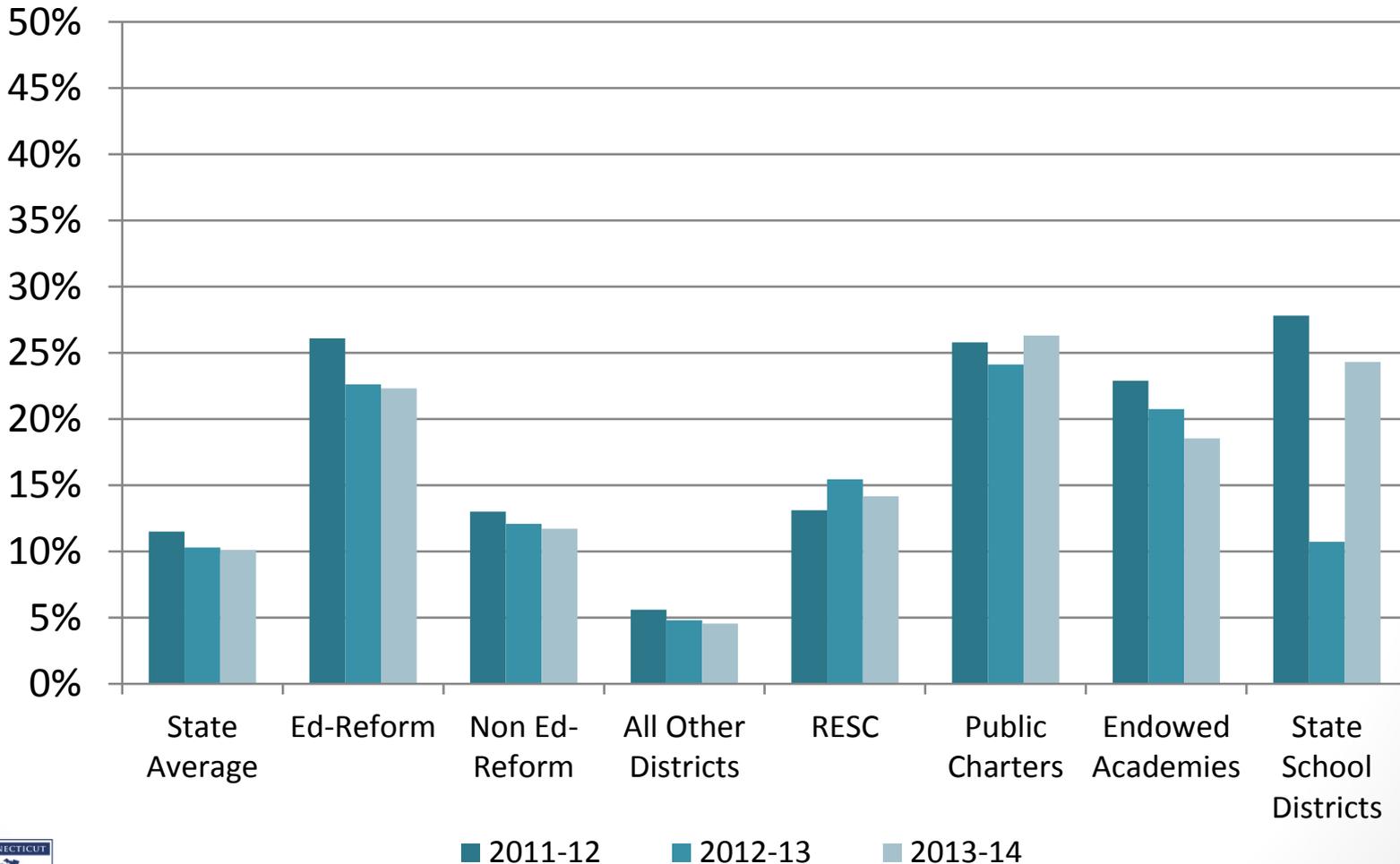
Analyses by District Categories

- ***Public Charter Schools***
- ***Endowed Academies*** – They are Norwich Free Academy, The Gilbert School and Woodstock Academy
- ***Connecticut Technical High School System***
- ***State School Districts*** which includes the Unified District #1 (Department of Corrections), Unified District #2 (Department of Children and Families) and Unified District #3 (Department of Developmental Services).

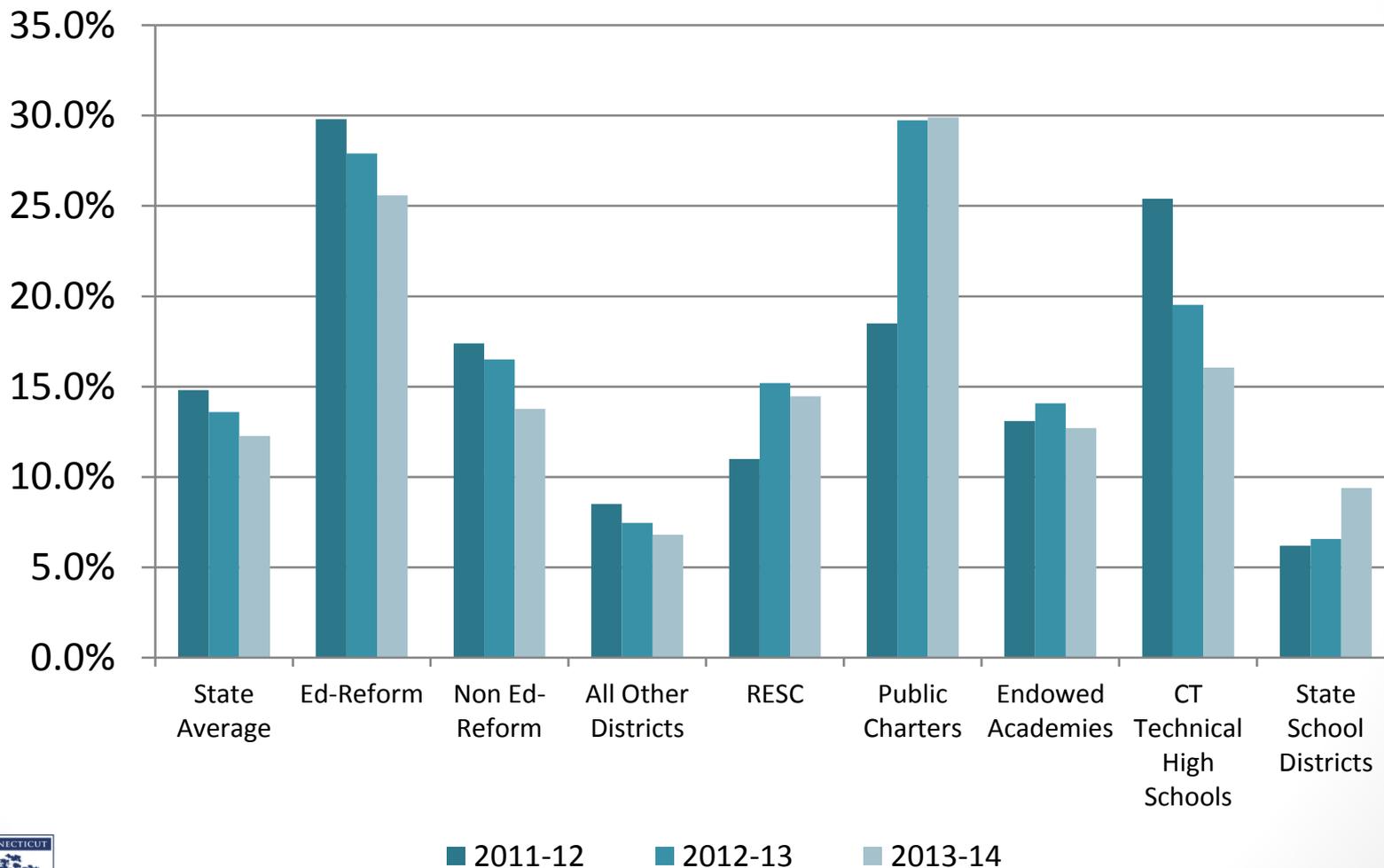
Suspension/Expulsion Rates in the **Elementary Grades (PK-5)** by District Category



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



Suspension/Expulsion Rates in the High Secondary Grades (9-12) by District Category



Observations

- The overall suspension/expulsion rate has declined from around 9.0% in 2009-10 to 7.5% in 2013-14.
- Suspension/expulsion rates in the middle (10.1%) and high secondary (12.3%) grades are significantly greater than in the elementary grades (3.0%).
- Over the past three years, the rate has declined in the middle and high secondary grades, but has remained flat in the elementary grades.
- The rate in the **elementary** grades in the Public Charter Schools (14.0%) is almost twice that in the 10 Ed-Reform districts (7.3%), both of which are substantially greater than the state average (3.0%).
- The rate in the **middle** grades in the 10 Ed-Reform districts (22.3%), the Public Charter Schools (26.3%) the Endowed Academies (18.5%) and the State School Districts (24.3%) are substantially greater than the state average (10.1%). Declines have been noted in all local school district types and the Endowed Academies.
- The rate in the **high secondary** grades in the Public Charter Schools (29.9%) and in the 10 Ed-Reform districts (25.6%) are substantially greater than the state average (12.3%). A substantial decrease is evidenced in the CT Technical High Schools from 25.4% in 2011-12 to 16.0% in 2013-14. All local school district types have also seen declines in rates.

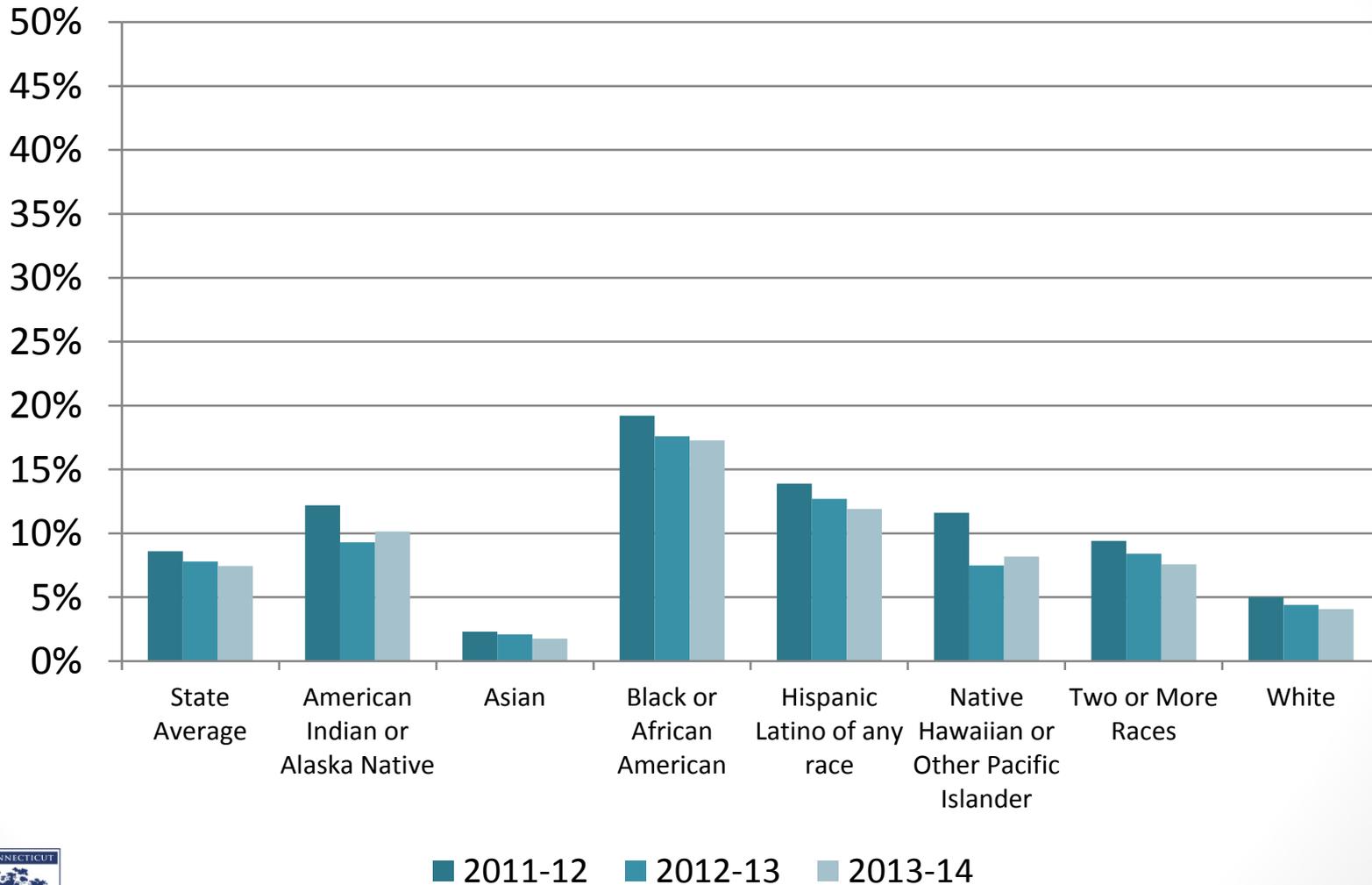
Districts with High Suspension/Expulsion Rates 2013-14

Elementary (PK-5)		Middle (6-8)		High (9-12)	
% of Students Receiving at least one ISS, OSS, EXP					
Amistad Academy District	23.78%	Education Connection	80.00%	Elm City College Preparatory School District	58.65%
Achievement First Hartford Academy Inc.	23.33%	Amistad Academy District	56.05%	Bridgeport Achievement First District	53.51%
Elm City College Preparatory School District	19.78%	Unified School District #2	47.37%	Education Connection	50.00%
New Beginnings Inc. Family Academy District	18.06%	Achievement First Hartford Academy Inc.	46.25%	Amistad Academy District	44.52%
Bridgeport Achievement First District	16.00%	Bridgeport Achievement First District	43.09%	Windham School District	37.99%
Hartford School District	10.52%	New London School District	38.52%	New Britain School District	37.68%
Waterbury School District	9.00%	New Beginnings Inc. Family Academy District	31.58%	Stamford Academy District	36.05%
New London School District	8.86%	Elm City College Preparatory School District	27.33%	Waterbury School District	35.86%
New Britain School District	8.31%	Windham School District	27.02%	Unified School District #2	33.01%
Bridgeport School District	7.95%	New Britain School District	26.52%	East Hartford School District	32.22%
		Hartford School District	26.43%	The Gilbert School District	31.48%
		Bloomfield School District	26.21%	Bridgeport School District	29.59%
		Waterbury School District	25.93%	Explorations District	27.71%
		East Hartford School District	22.38%	New London School District	27.41%
		The Bridge Academy District	22.00%	Area Cooperative Educational Services	24.55%
		Bridgeport School District	21.83%	Hartford School District	22.68%
		Meriden School District	21.54%	Winchester School District	22.22%
		Derby School District	20.27%	Norwich School District	21.69%
		Ansonia School District	20.10%	Achievement First Hartford Academy Inc.	21.11%
		The Gilbert School District	18.54%	Danbury School District	21.11%

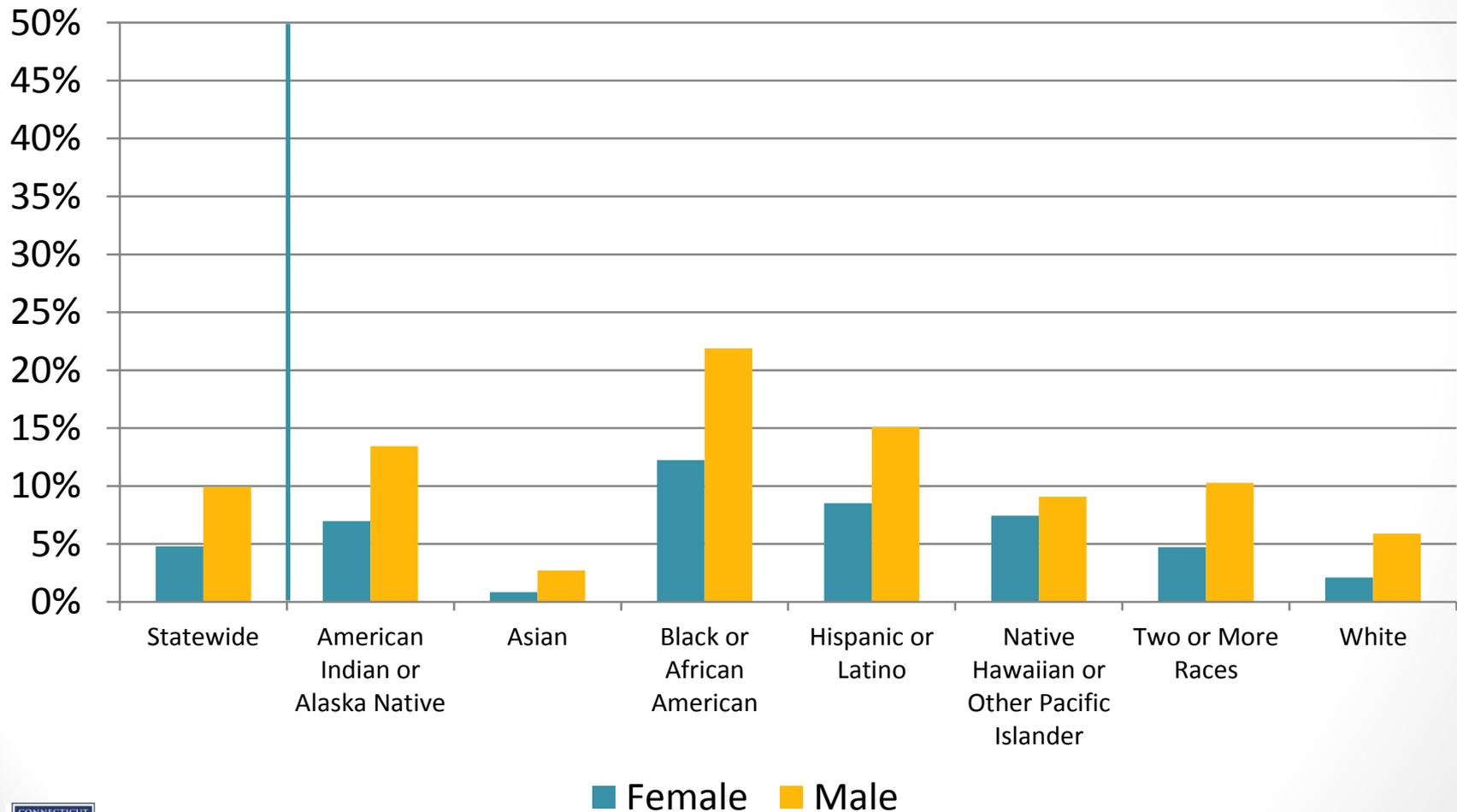


(only districts with at least 20 students enrolled are included)
CONNECTICUT STATE DEPARTMENT OF EDUCATION

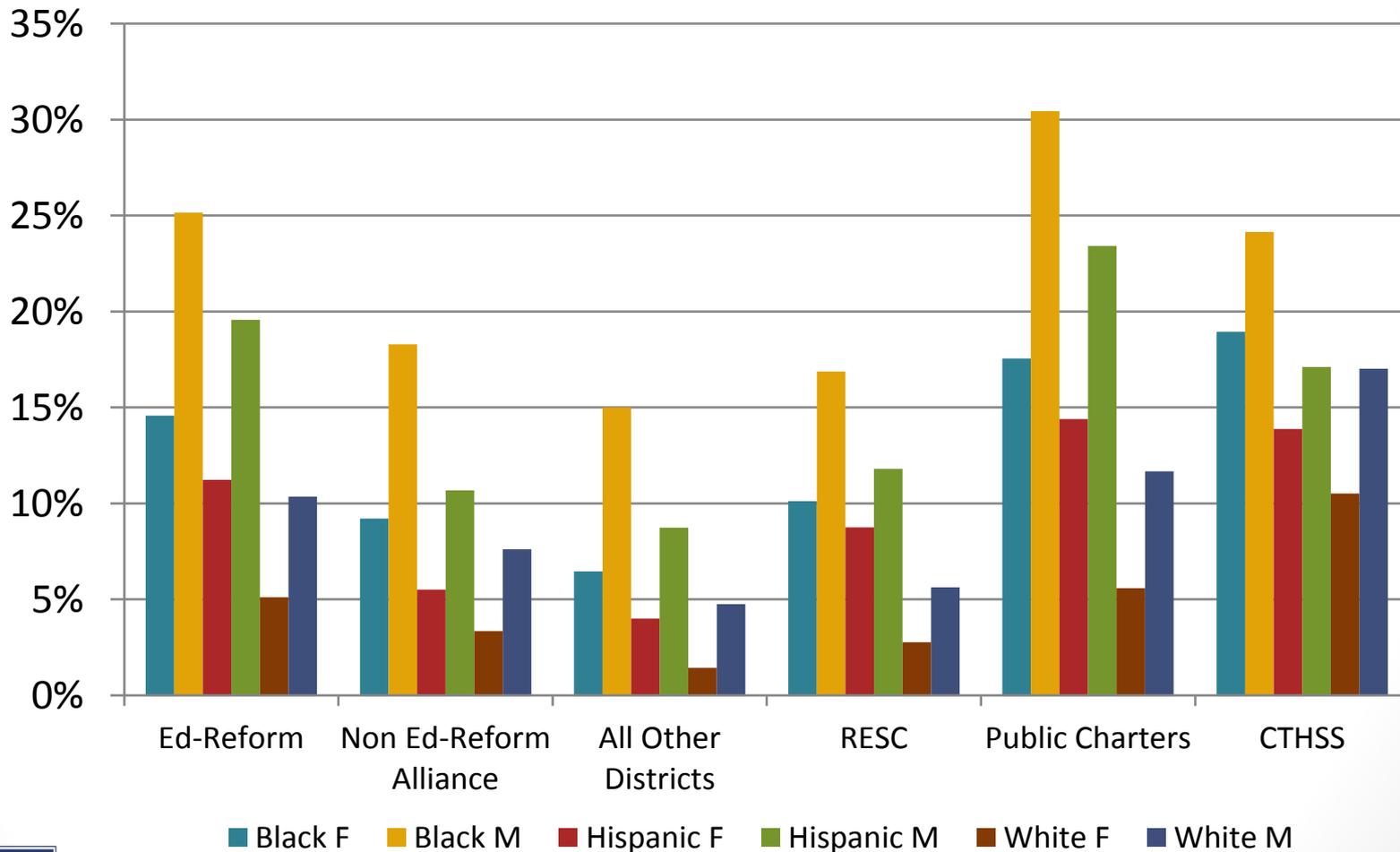
Suspension/Expulsion Rates by Race/Ethnicity



Suspension/Expulsion Rates by Race/Ethnicity and Gender, 2013-14



Similar Pattern of Disparity Exists Within District Categories, 2013-14



Observations

- Gender
 - Suspension/expulsion rate for males is about twice that of females.
 - Similar disproportionality is evidenced in all racial/ethnic groups except Native Hawaiian/Pacific Islander **and** within all district categories.
- Race/Ethnicity and Gender
 - Suspension/expulsion rates for black and Hispanic males are two to three times that of their White counterparts.
 - Rates for black and Hispanic females are four to six times that of as their White counterparts.
 - Similar disproportionalities are evidenced in all district categories.

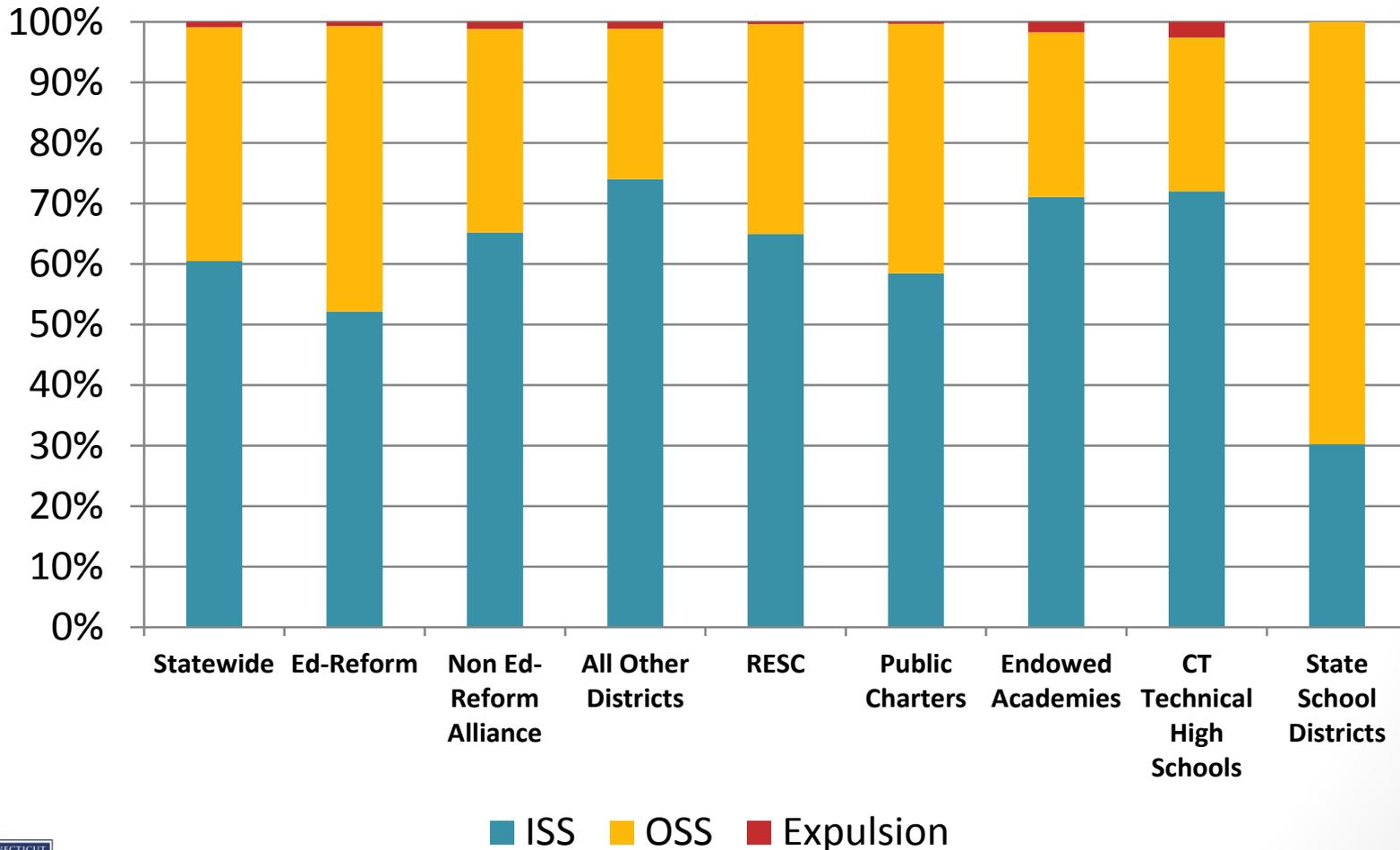


WHAT SANCTIONS ARE STUDENTS RECEIVING?



Percent of Sanctions by District Category

2013-14



High Percentage of Total Sanctions that were OSS, 2013-14

District Name	% of total sanctions that were OSS
Cooperative Educational Services	84.78%
Park City Prep Charter School District	80.65%
Education Connection	74.63%
Explorations District	73.68%
Achievement First Hartford Academy Inc. District	73.27%
Stamford School District	71.19%
New Haven School District	71.17%
Unified School District #2	69.78%
Area Cooperative Educational Services	59.56%
New Beginnings Inc. Family Academy District	59.28%
Hartford School District	59.06%
The Bridge Academy District	54.55%
Interdistrict School for Arts and Comm District	54.10%
Thompson School District	53.85%
Bridgeport School District	52.84%

(only districts with at least 20 total sanctions are included)

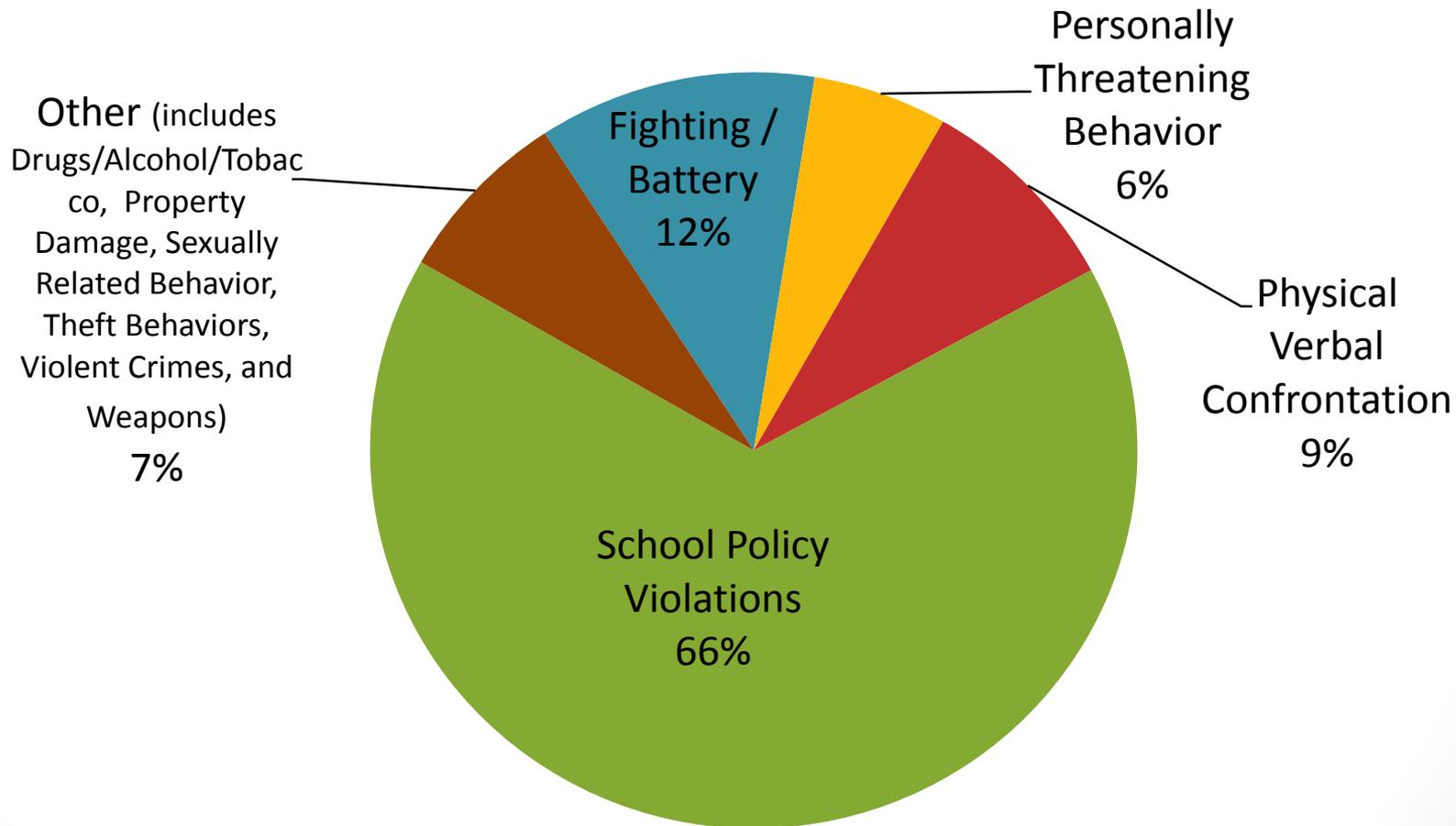
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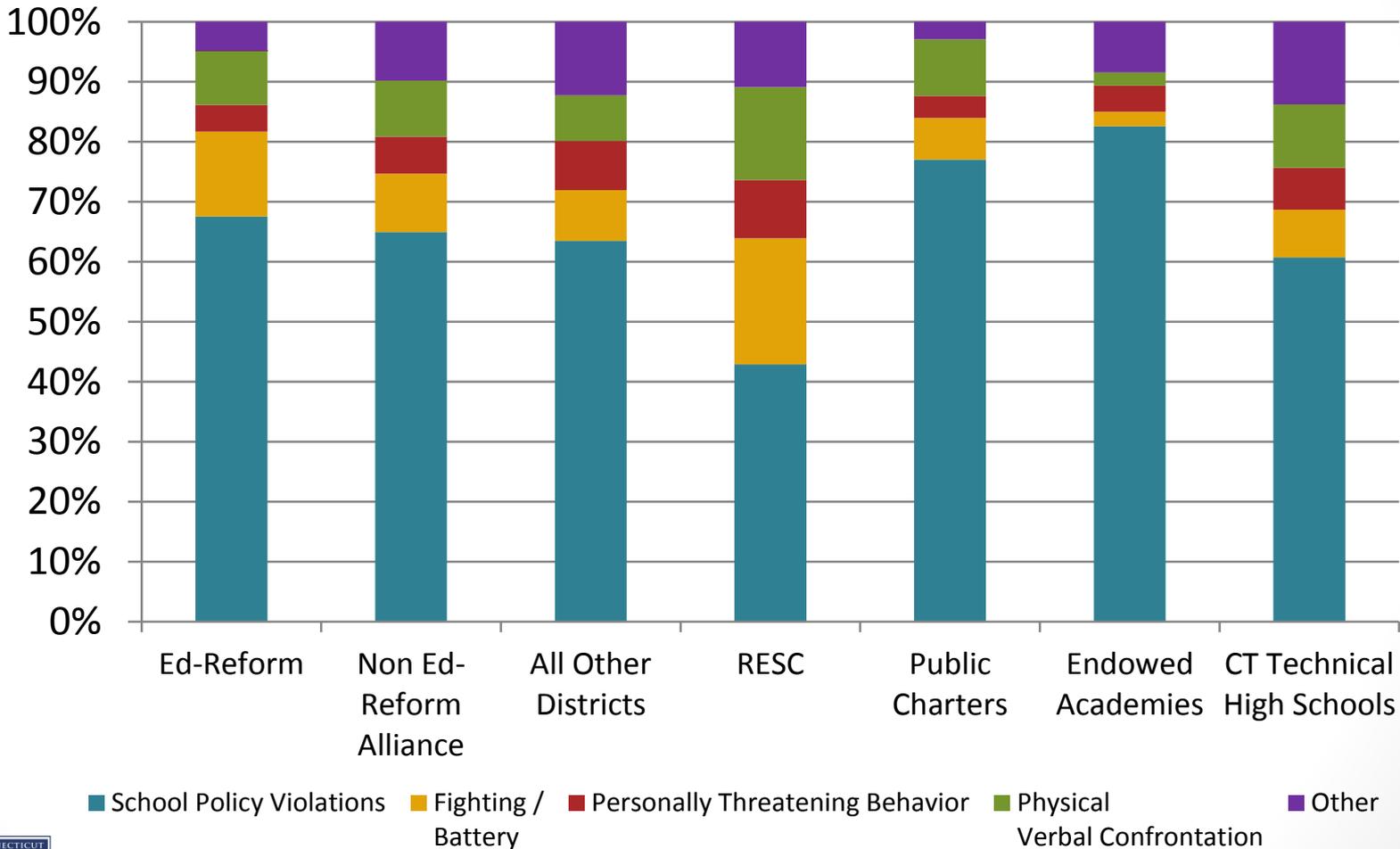
WHY ARE STUDENTS SUSPENDED OR EXPELLED?



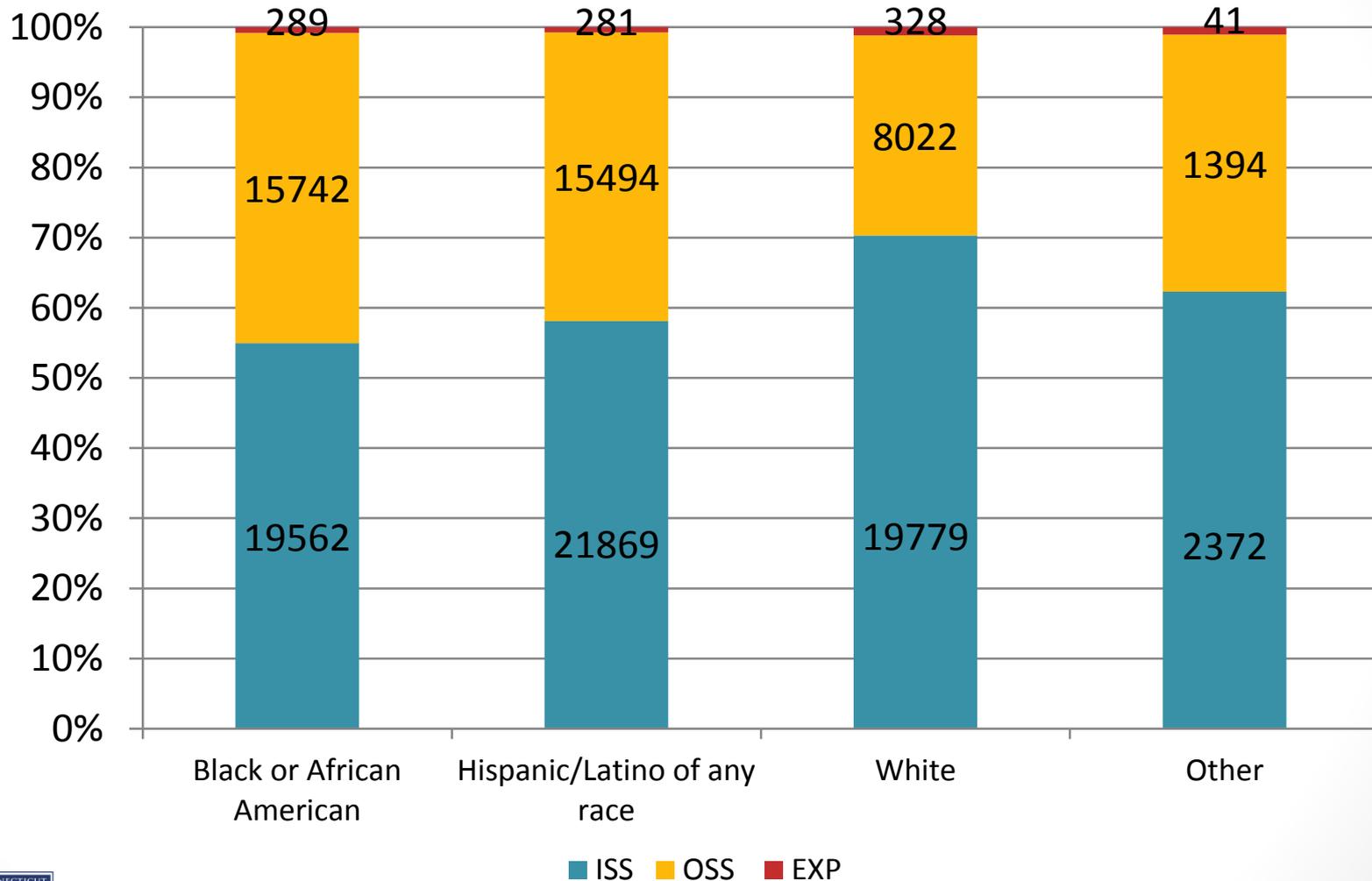
Incident Types (Offenses) Resulting in ISS, OSS or EXP, 2013-14



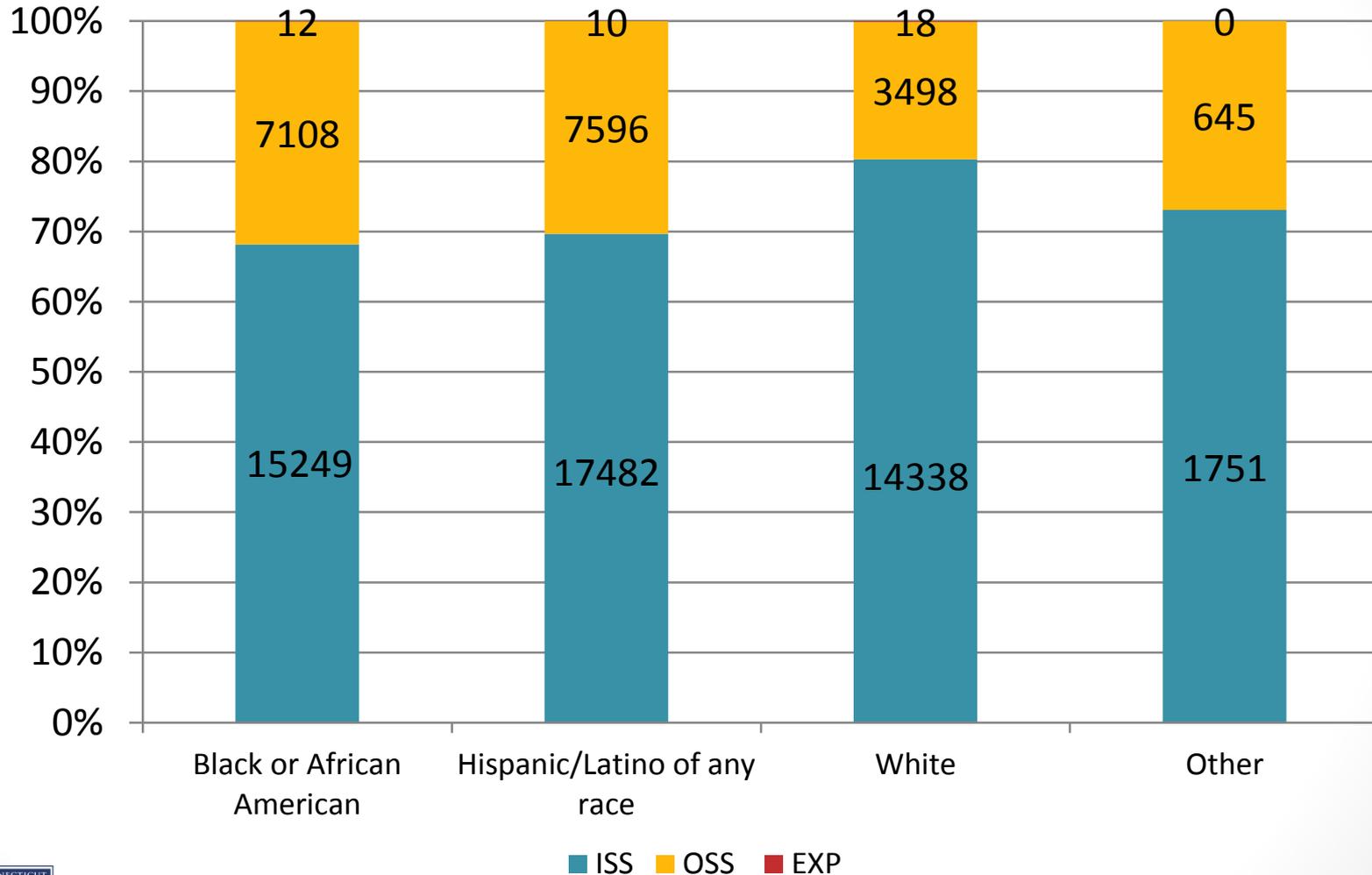
Incident Types (Offenses) Resulting in ISS, OSS, EXP by District Category, 2013-14



Sanctions by Race/Ethnicity (duplicated count), 2013-14



School Policy Violations Sanctions by Race/Ethnicity (duplicated count), 2013-14



Observations

- Two-thirds of all ISS, OSS, and Expulsions statewide result from School Policy Violations. This pattern holds in all district categories except RESCs.
- Black and Hispanic students receive OSS at a greater rate than White students. This pattern remains when only analyzing sanctions stemming from school policy violations.

HOW LONG DO SUSPENSIONS AND EXPULSIONS LAST?

A student who is sanctioned receives, on average, 2.5 sanctions in a year.

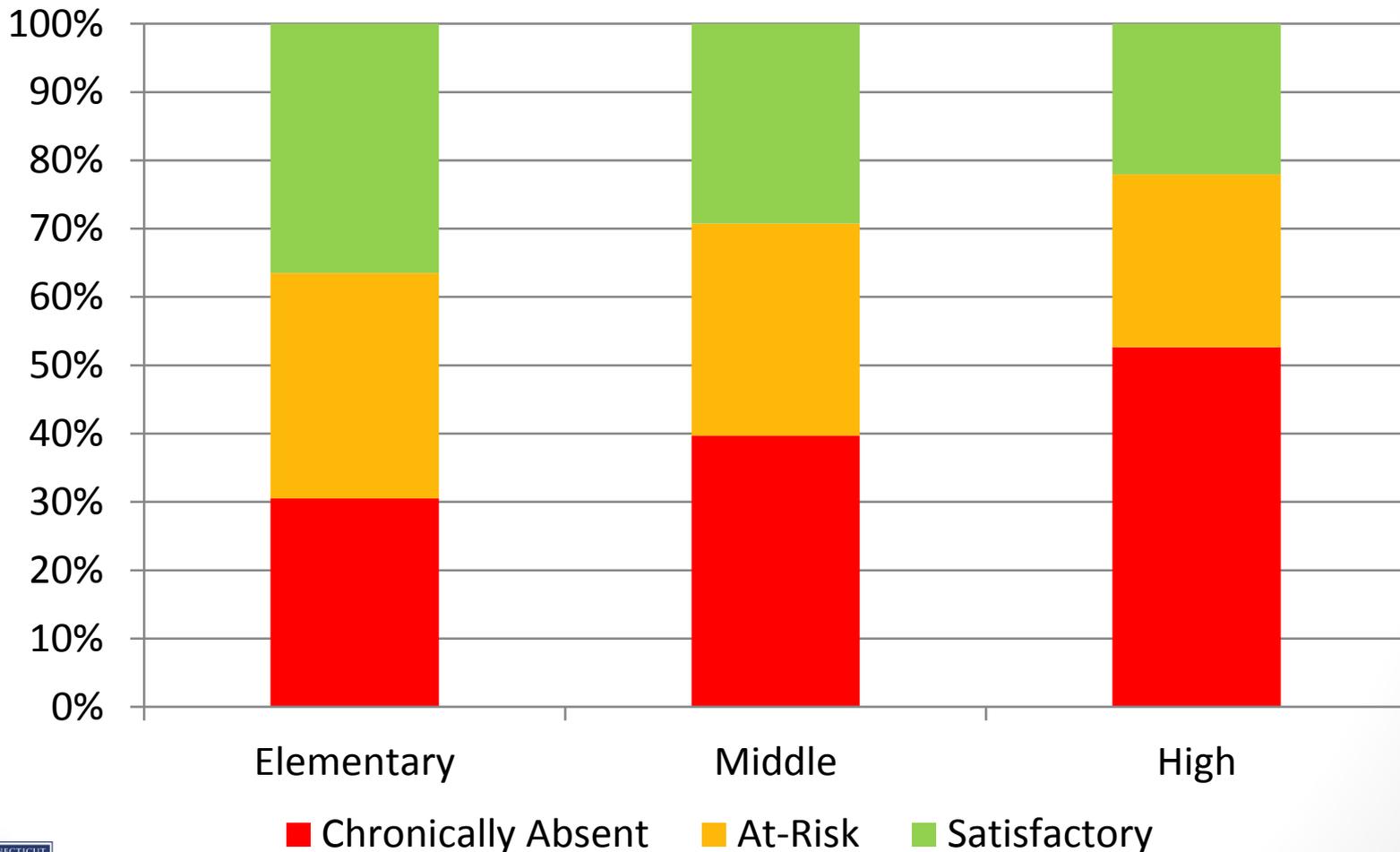
Average Number of Days Sanctioned, 2013-14

District	ISS	OSS	Expulsion*
Ed-Reform	1.17	3.03	122.14
Non Ed-Reform Alliance	1.42	3.28	132.24
All Other Districts	1.45	3.65	124.45
RESC	1.29	2.74	107.44
Public Charters	1.18	1.67	97.8
Endowed Academies	1.32	3.99	98.88
CT Technical High Schools	1.59	5.19	76.97
State School Districts	3.65	3.70	-----
Statewide	1.31	3.11	119.94

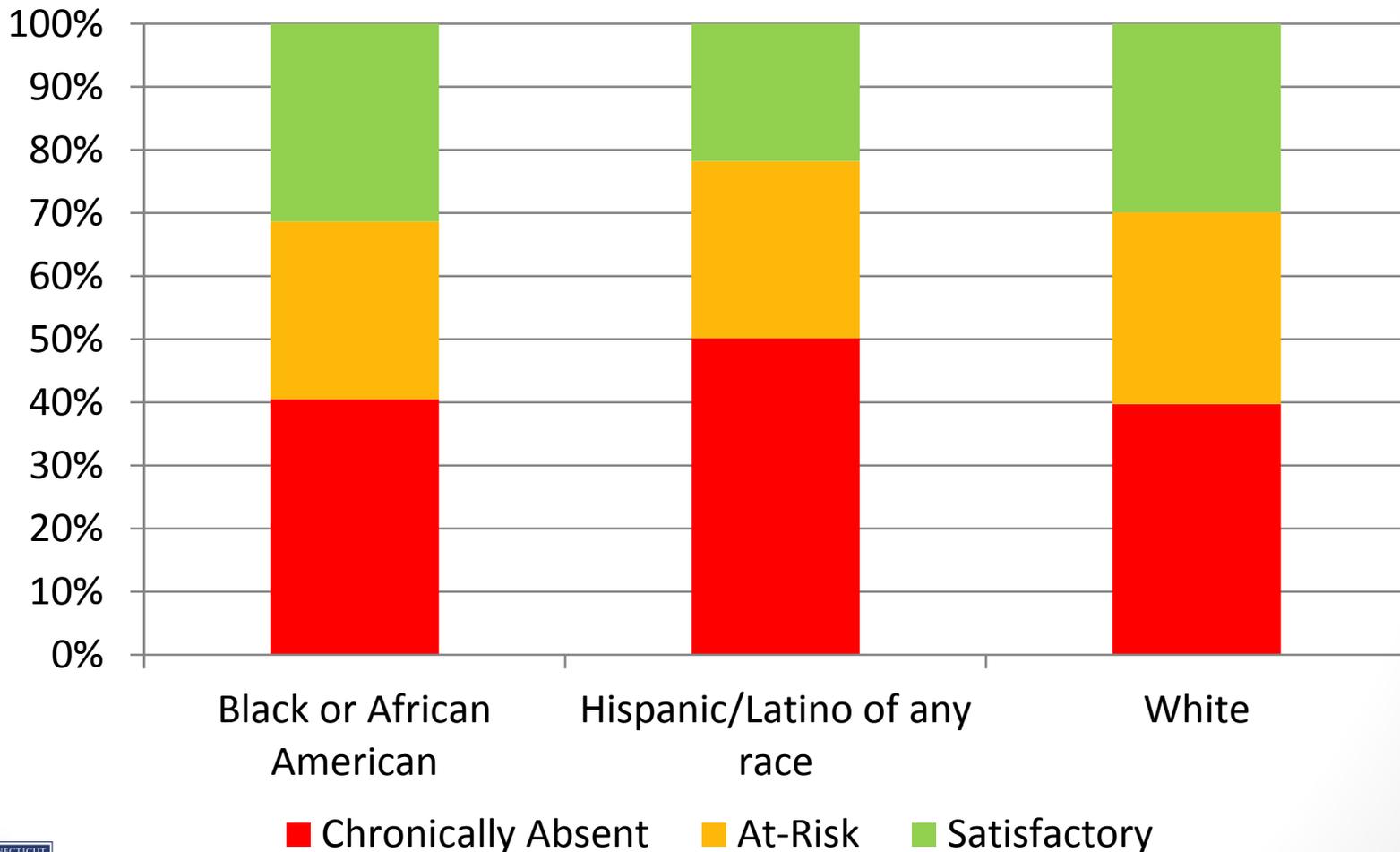


*The number days sanctioned for an expulsion is determined pursuant to an expulsion hearing as prescribed in C.G.S 10-233d. Expulsion days may be carried over and served in the next school year.

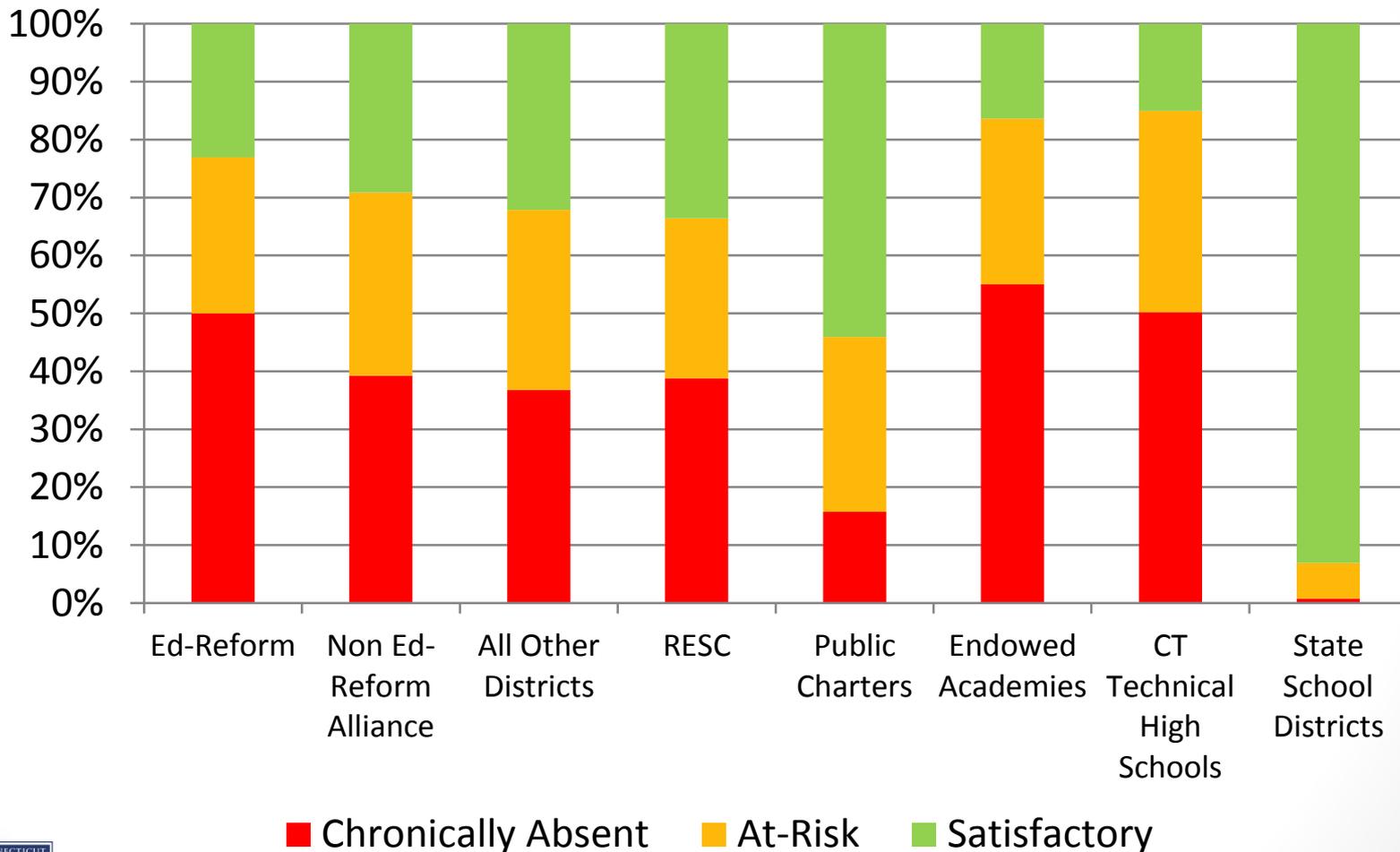
Attendance of Students Receiving OSS or Expulsion by Grade Range: Percent of Students (unduplicated) 2013-14



Attendance of Students Receiving OSS or Expulsion by Race/Ethnicity: Percent of Students (unduplicated), 2013-14



Attendance of Students Receiving OSS or Expulsion by District Type: Percent of Students (unduplicated), 2013-14



Observations

- Public Charter Schools evidence the lowest average number of days sanctioned for OSS and the second lowest rate of chronic absenteeism* for students receiving at least one suspension/expulsion.
- 50 percent of students in the high secondary grades (9-12) who are suspended/expelled are chronically absent (state average chronic absenteeism rate for grades 9-12 is 15.4%). Nearly 30 percent in each of the grade ranges are also at-risk (i.e., missing between 5 and 10 percent of enrolled days).
- Approximately 40 percent of Black and White students and 50 percent of Hispanic students who are suspended/expelled are chronically absent. These rates far exceed the statewide averages for these subgroups (Black 15.7%, Hispanic 18.1% and White 7.2%).

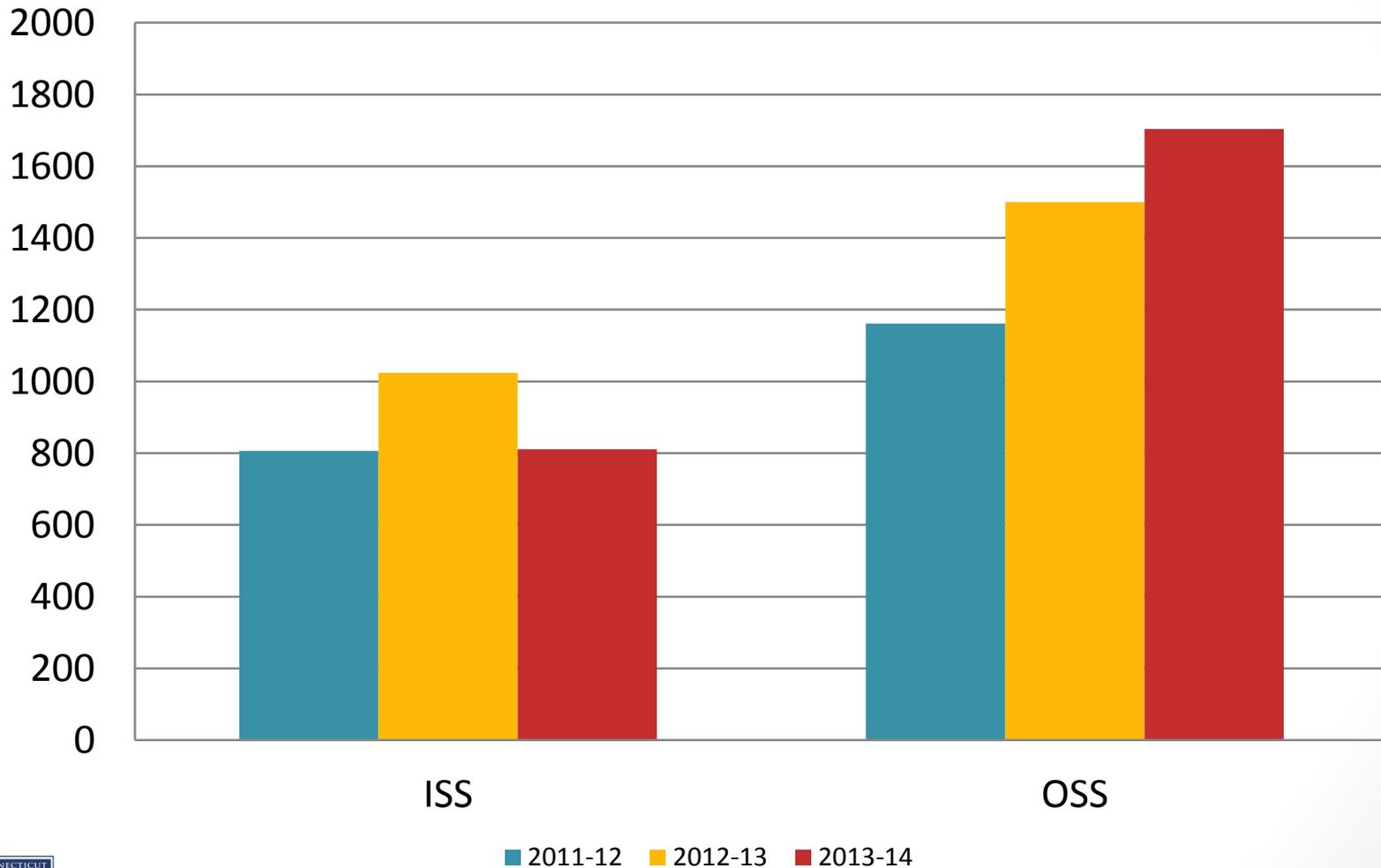
**Chronic absenteeism rate is the percent of students missing 10 percent or greater of the total number of days enrolled in the school year for any reason.*



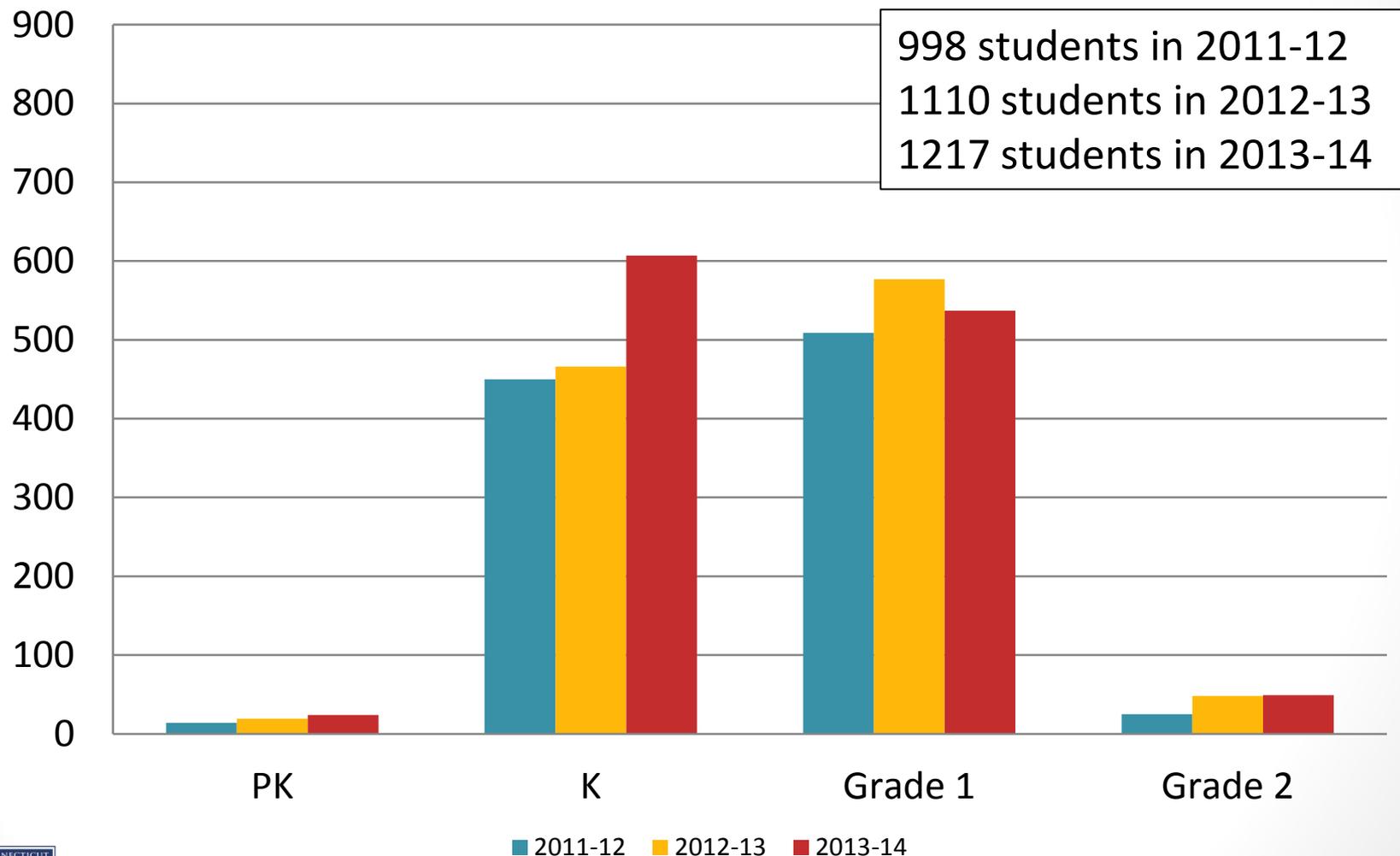
SPOTLIGHT ON THE YOUNGEST CHILDREN (UNDER AGE 7)



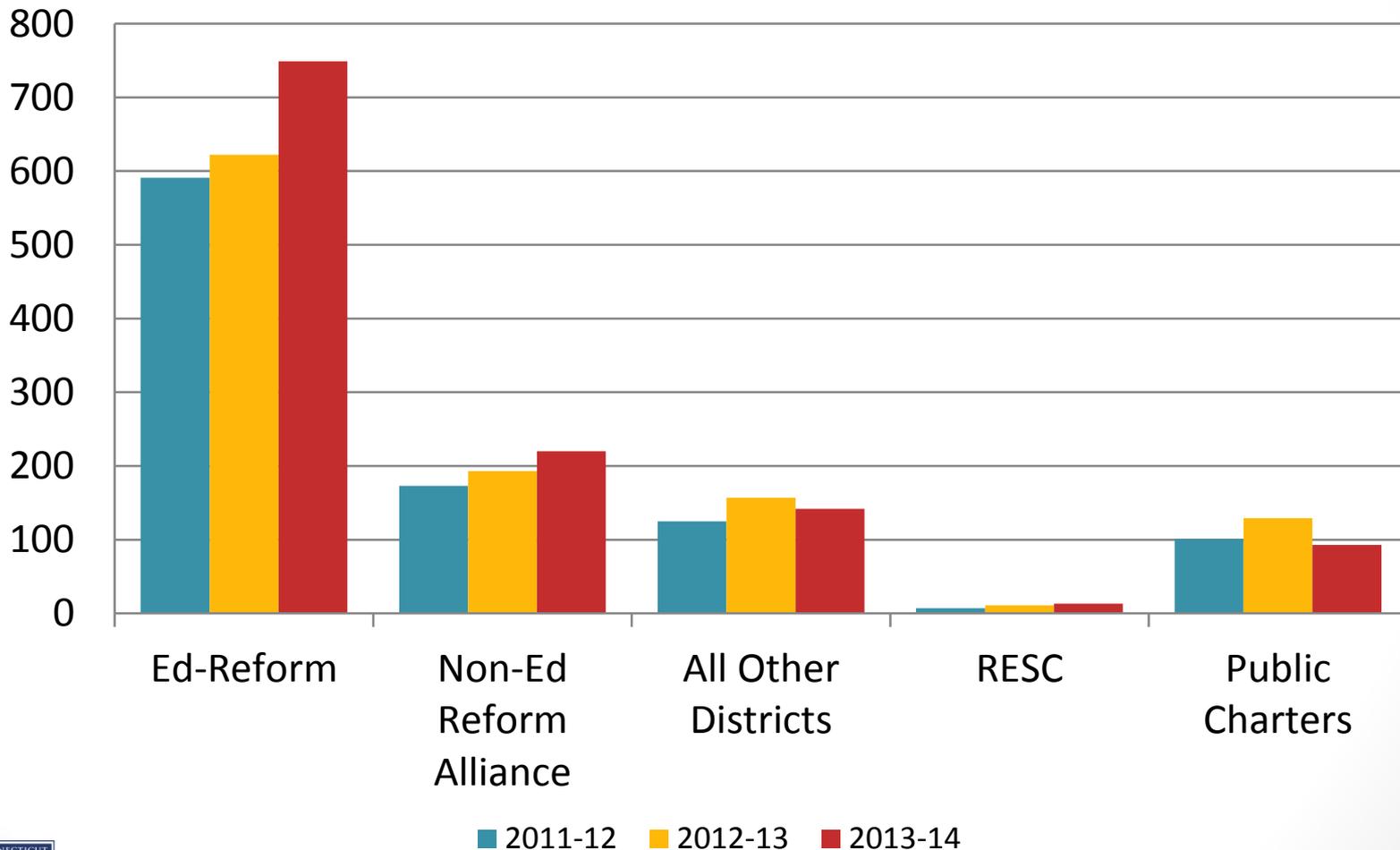
Number of Sanctions - Children Under Age 7



Number of Children (unduplicated) Under Age 7 Sanctioned by Grade



Number of Children (unduplicated) Under Age 7 Sanctioned by District Category



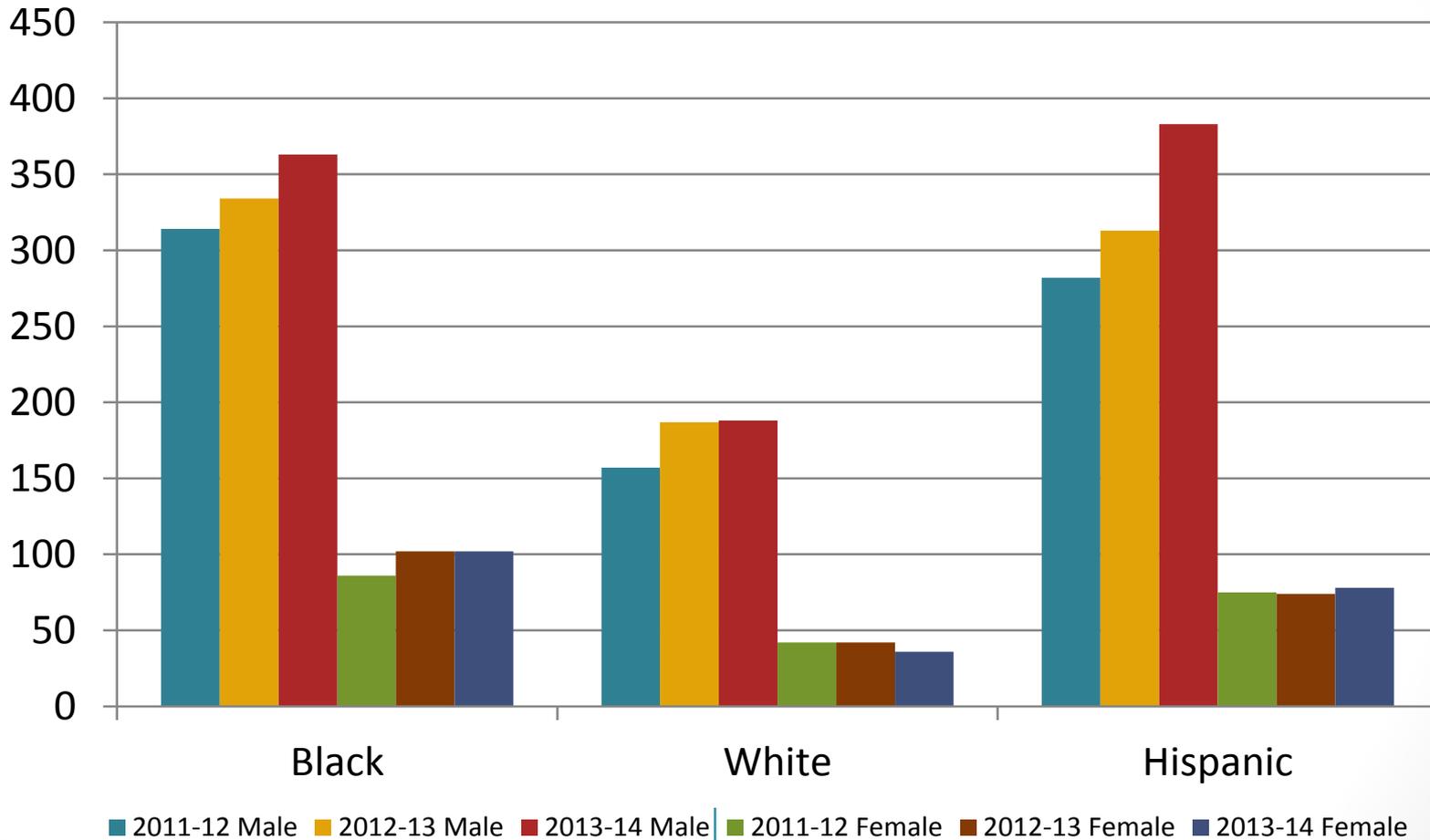
Districts Reporting the Highest Number of Children Under Age 7 Receiving Suspensions

Reporting District	Number of Children Receiving an ISS or OSS
Hartford School District*	184
Waterbury School District*	140
Bridgeport School District*	133
New Britain School District*	77
New Haven School District*	69
New London School District*	41
Meriden School District*	32
East Hartford School District*	29
Manchester School District	27
Norwich School District*	25
Bristol School District	24
Achievement First Hartford Academy Inc. District	22
Elm City College Preparatory School District	22
Hamden School District	20
Norwalk School District	20
Bridgeport Achievement First District	19
Windham School District*	19
Windsor School District	18
Amistad Academy District	16
Derby School District	16
Naugatuck School District	16
Stamford School District	14
Enfield School District	13
Vernon School District	12
Bloomfield School District	11
Middletown School District	10

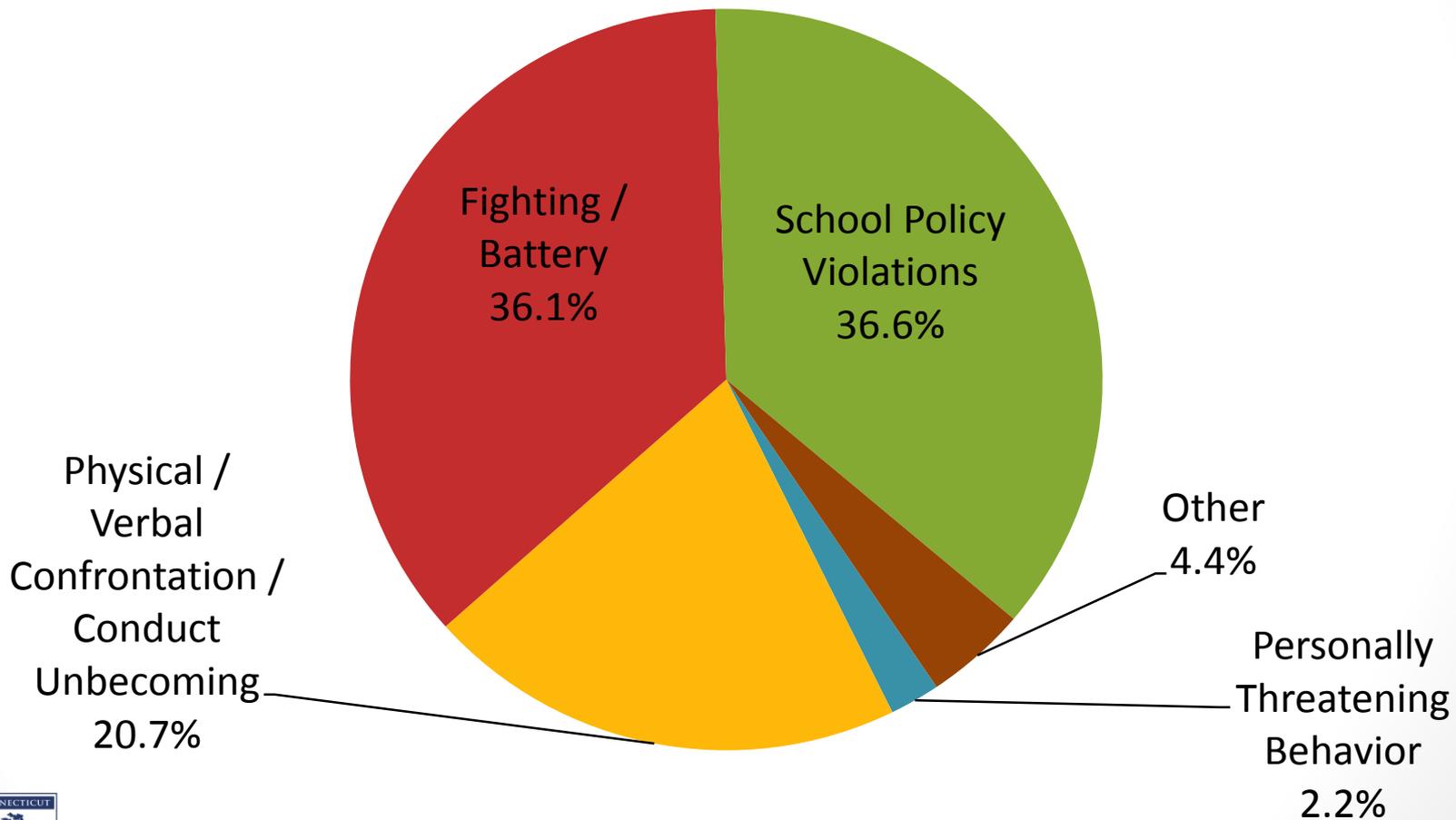
*Ed-Reform District



Number of Children (unduplicated) Under Age 7 Sanctioned by Race/Ethnicity and Gender



Incident Types Resulting in OSS for Children Under Age 7, 2013-14



Observations

- Contrary to the overall trend among all students, the number of OSS is greater than ISS among these young children.
- Of the 1217 young children who were suspended, 926 (76.1%) were Black or Hispanic; 746 (61.3%) were Black or Hispanic boys.
- The number of students receiving at least one ISS or OSS has increased in each of the past two years.



What We Are Learning

- Successful practices in schools achieving substantial reductions in ISS and OSS from 2011-12 to 2013-14 in children under 7:
 - Professional learning for staff on diffusion, de-escalation, behavioral management, reducing challenging behavior, improving communication and repairing relationships
 - Teaching students pro-social skills and self-regulation strategies
 - Addressing disproportionality (Black/Hispanic) and understanding challenges of special education students
 - Shift away from zero-tolerance policies
 - Increased Social Work and Special Education staff
- Community forums, focus groups with parents and students convened to discuss disproportionality in discipline practices

CSDE Actions to Turn the Curve

Professional Learning

- Trainings on Culturally Responsive Pedagogy and Discipline – Bridgeport, Hartford, Waterbury, Manchester, New London, Norwich, CTHSS
- Workshops on Positive School Climate Development (Basic, Advanced, School Climate Team training) – 48 districts
- Positive Behavioral Interventions and Supports (PBIS) trainings through SERC – 39 schools in 3 year cycle



CSDE Actions to Turn the Curve

Internal Collaborations

- Charter School Renewals
 - Assessment of effective behavior management, ISS, OSS and expulsions included in School Performance measures
- Alliance Districts
 - Coordinate actions with Office of Student Supports and Organizational Effectiveness, Performance Office and Turnaround Office:
 - Convene and engage Alliance Districts in positive and effective discipline conversations
 - Incorporate strategic actions in Alliance District Plans to address and reduce suspensions and expulsions
 - Align efforts to reduce chronic absenteeism in Alliance Districts with addressing suspensions and expulsions



CSDE Actions to Turn the Curve

Guidance and Partnership Collaborations

- 2nd Revision of the Guidelines for In-School and Out-of-School Suspension: Positive and Effective Discipline – Promoting Equity in Student Engagement and Success
- Engage partners, identify best practices in and provide training on family engagement, mental health referrals, de-escalating confrontation and restorative justice.
- Promising Practices/Partnerships:
 - State-District Partnerships
 - IDEA Indicator 4 Stakeholder Group
 - Community-based partnerships
 - Hartford Public Schools & Hartford Communities that Care, Inc.
 - State agency partnerships
 - School-Based Diversion Initiative (SBDI)

