

X.B.

# 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.”



# Questions

- What **discipline data** are collected by the CSDE?
- What is the **trend** for the three important sanctions of in-school suspensions (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 Expulsions 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?
- What is the **Impact** on student success?



# 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 students accountable.



# 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 10<sup>th</sup> 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 the Public School Information System (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)

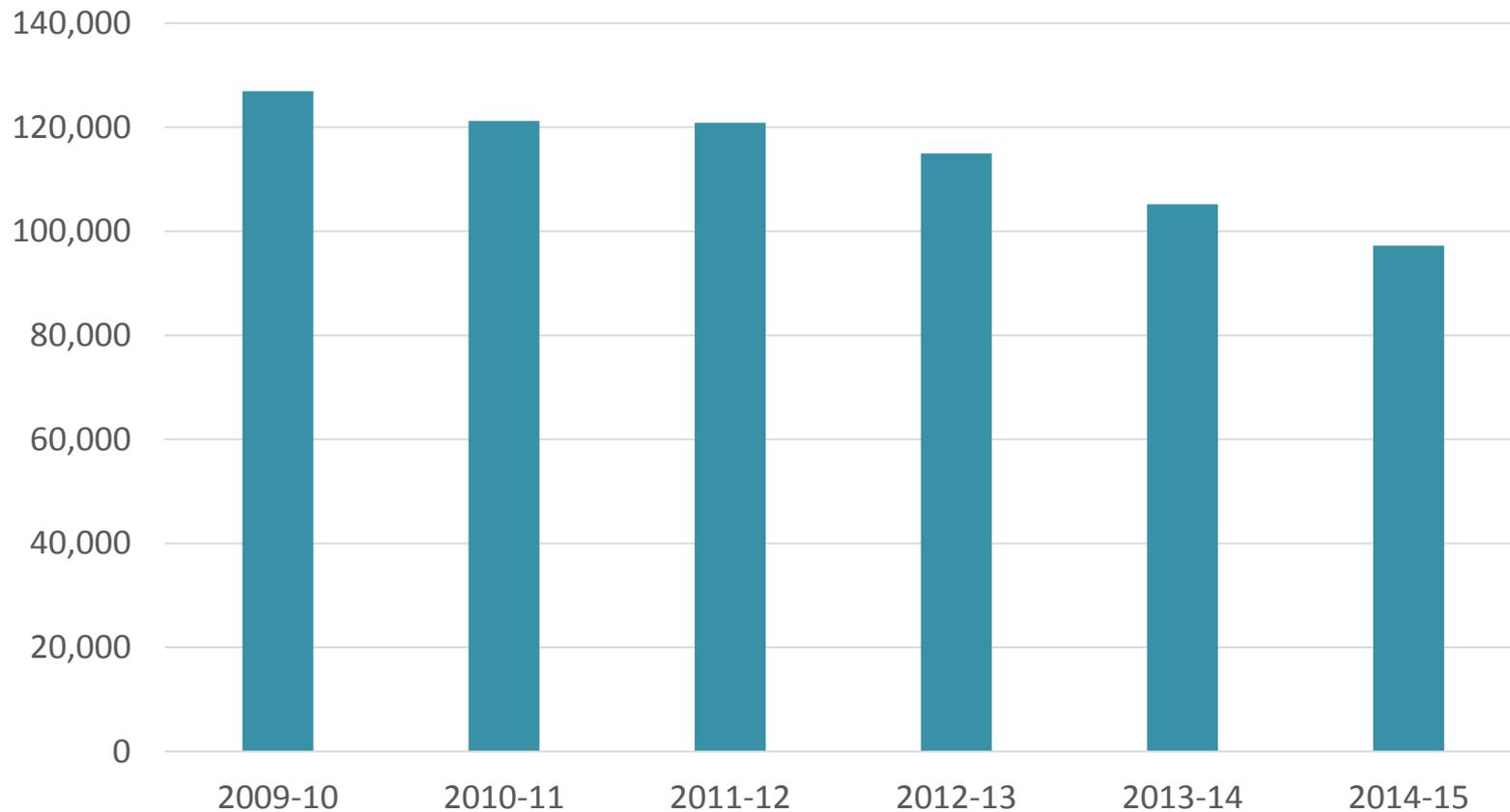
- Collecting data at this granular level enables determination of:
  - the frequency and triggers for disciplinary incidents;
  - the types of sanctions used for those incidents;
  - the actual unduplicated count of students involved in one or more incidents; and
  - the duration of the sanctions.
- 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.



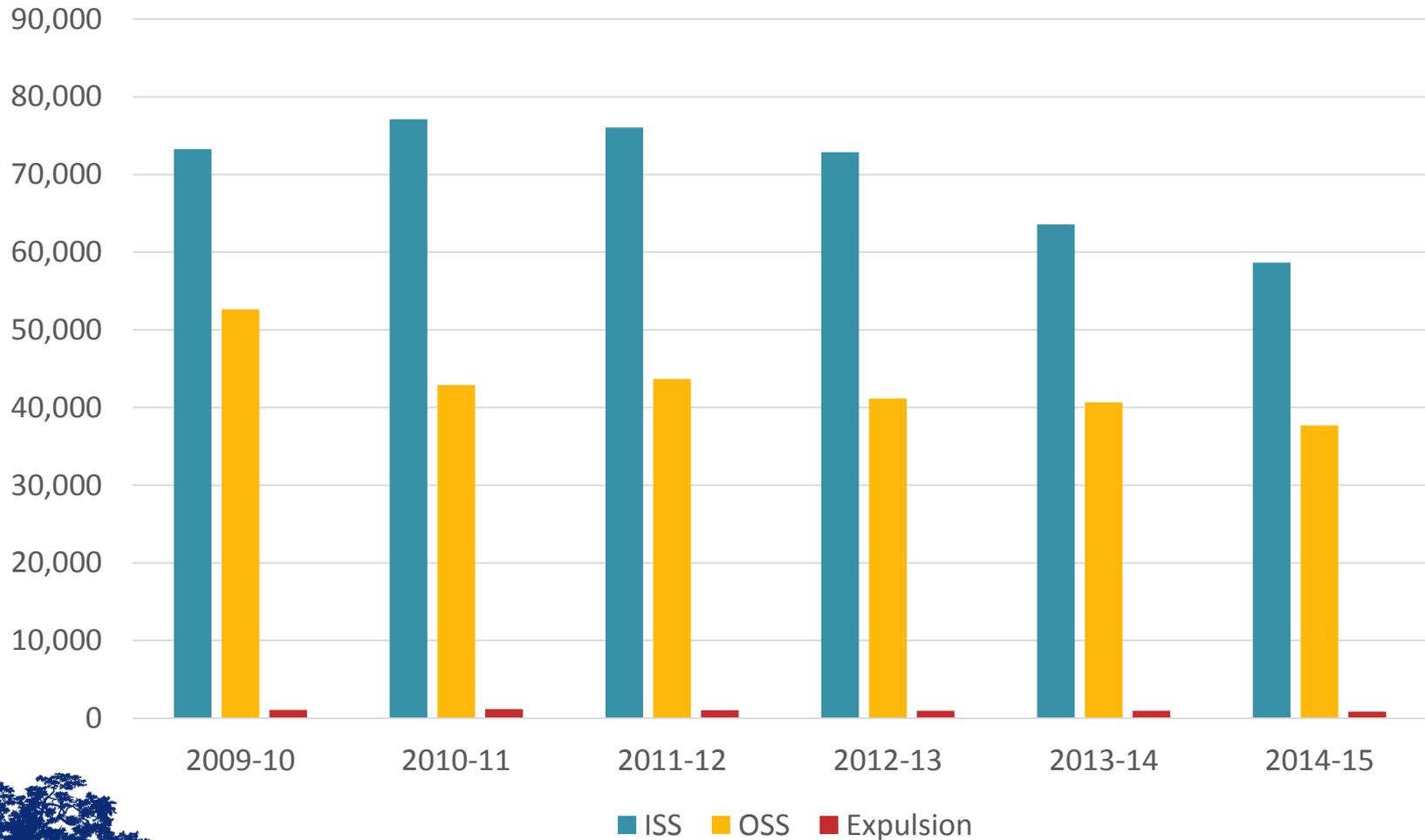
# TREND IN ISS', OSS', AND EXPULSIONS



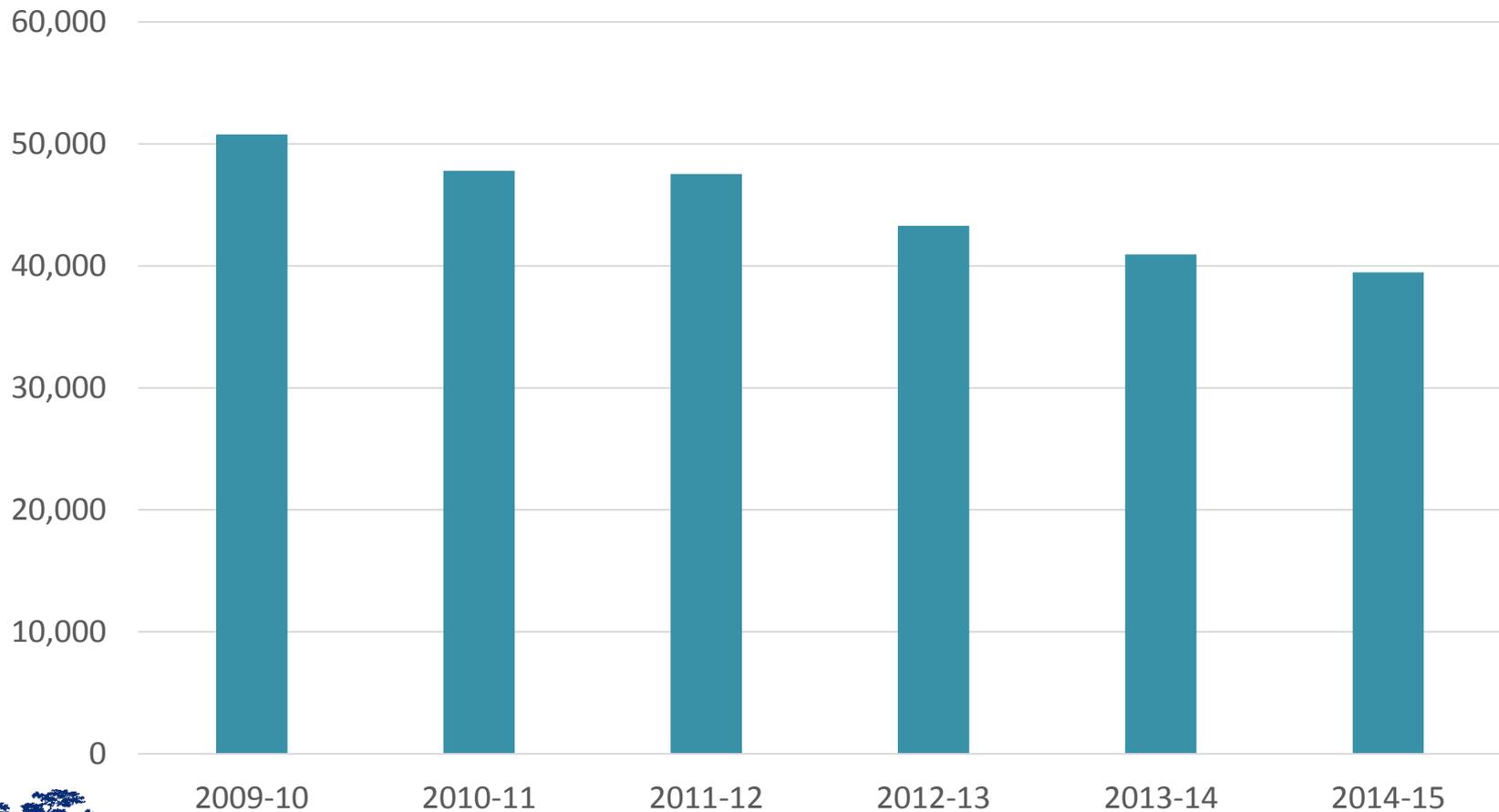
# Total Number of Sanctions (ISS, OSS, and Expulsions) (duplicated count)



# 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 six years, the total number of suspensions (ISS and OSS) and expulsions has reduced by 23.6% from  $\sim 127,000$  in 2009-10 to  $\sim 97,000$  in 2014-15. The individual sanction types have also evidenced reductions during the same period:
  - ISS by 19.9%
  - OSS by 28.3%
  - Expulsions by 19.0%
- The unduplicated count of students receiving at least one suspension or expulsion has also declined by 22.6% from  $\sim 51,000$  in 2009-10 to  $\sim 39,400$  in 2014-15.



# WHO IS BEING SUSPENDED/EXPELLED?

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



# Suspension/Expulsion Rate

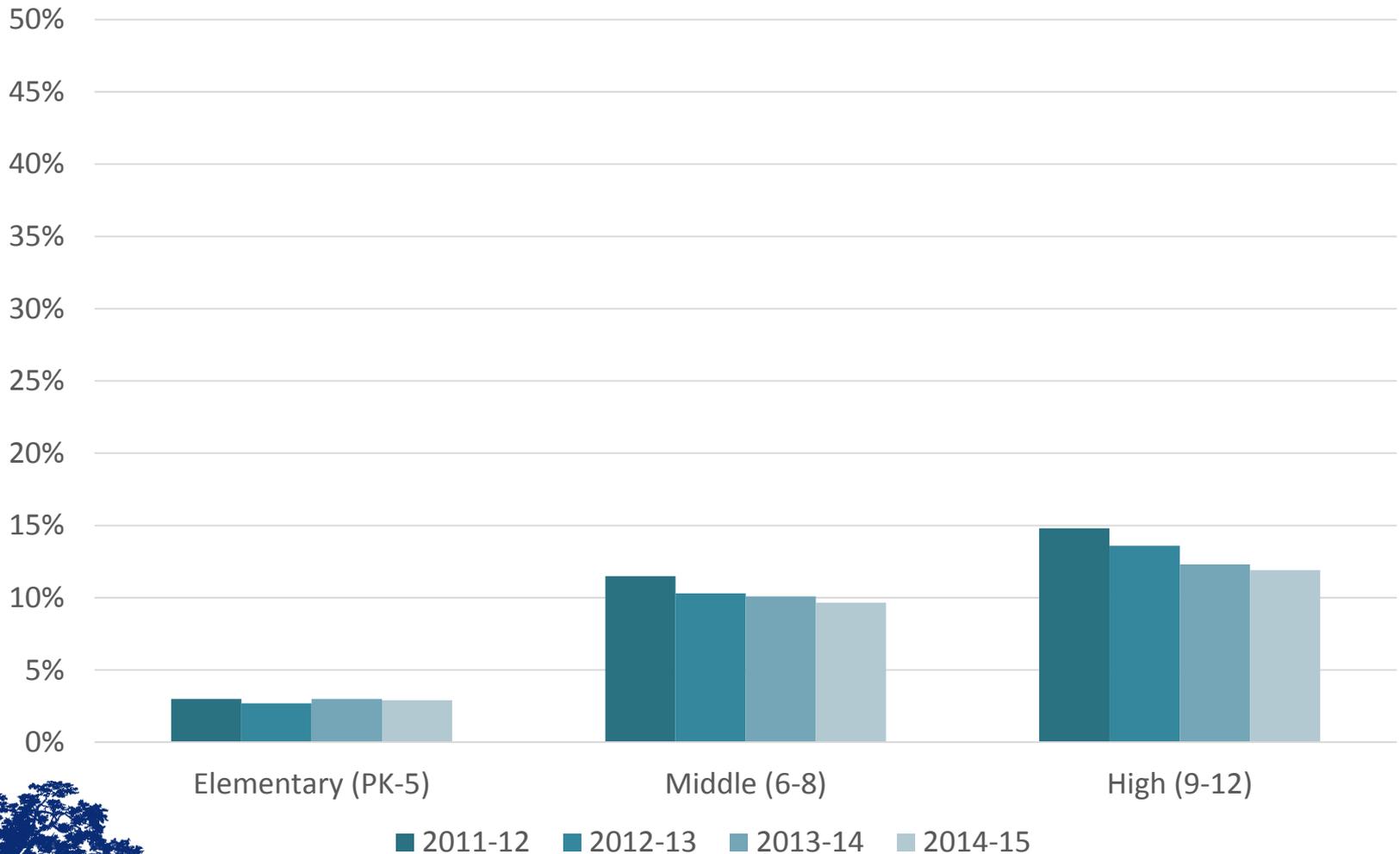
*Unduplicated number of students  
receiving at least one  
ISS, OSS or Expulsion  
in the fiscal year*

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*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.

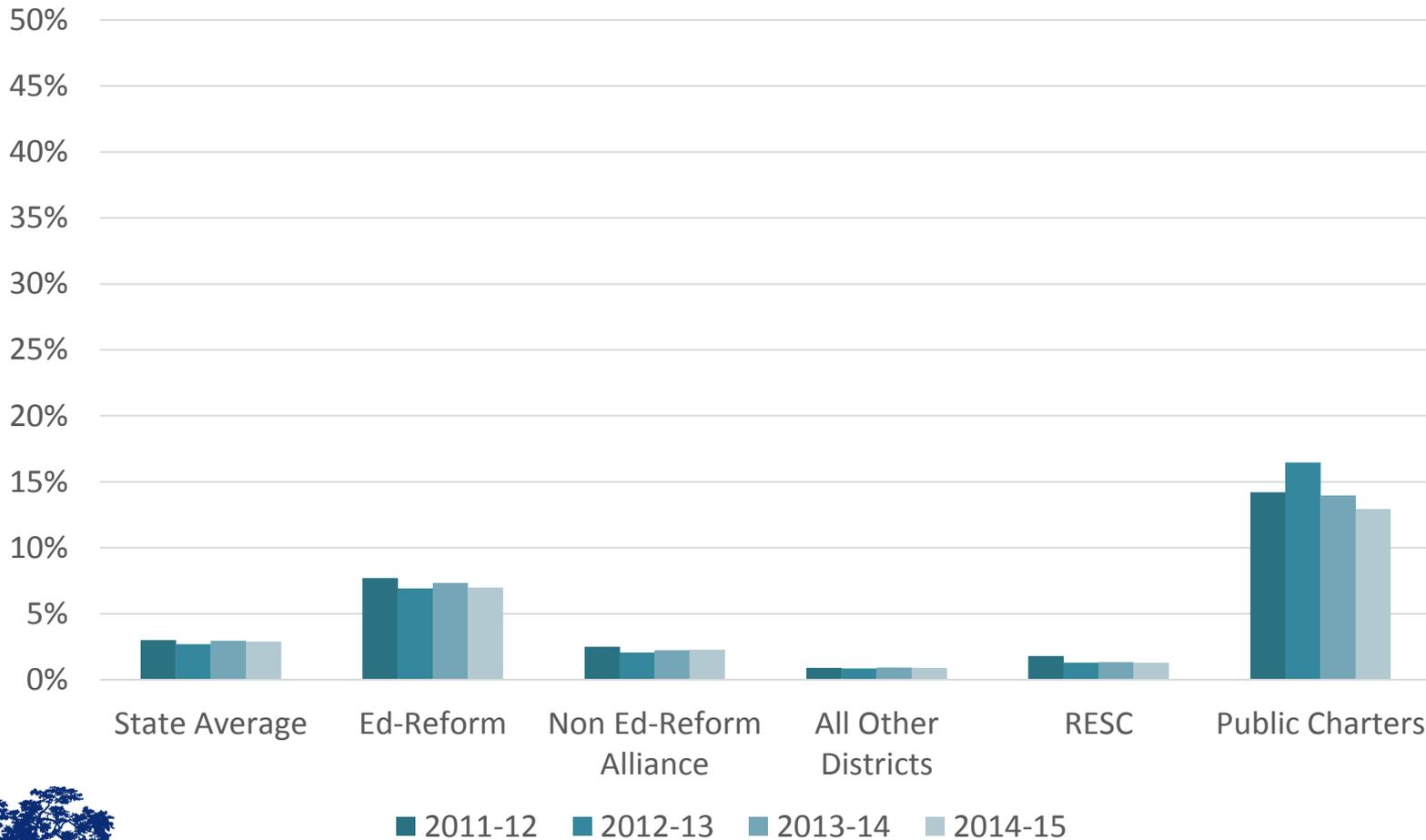


# Analyses by District Categories

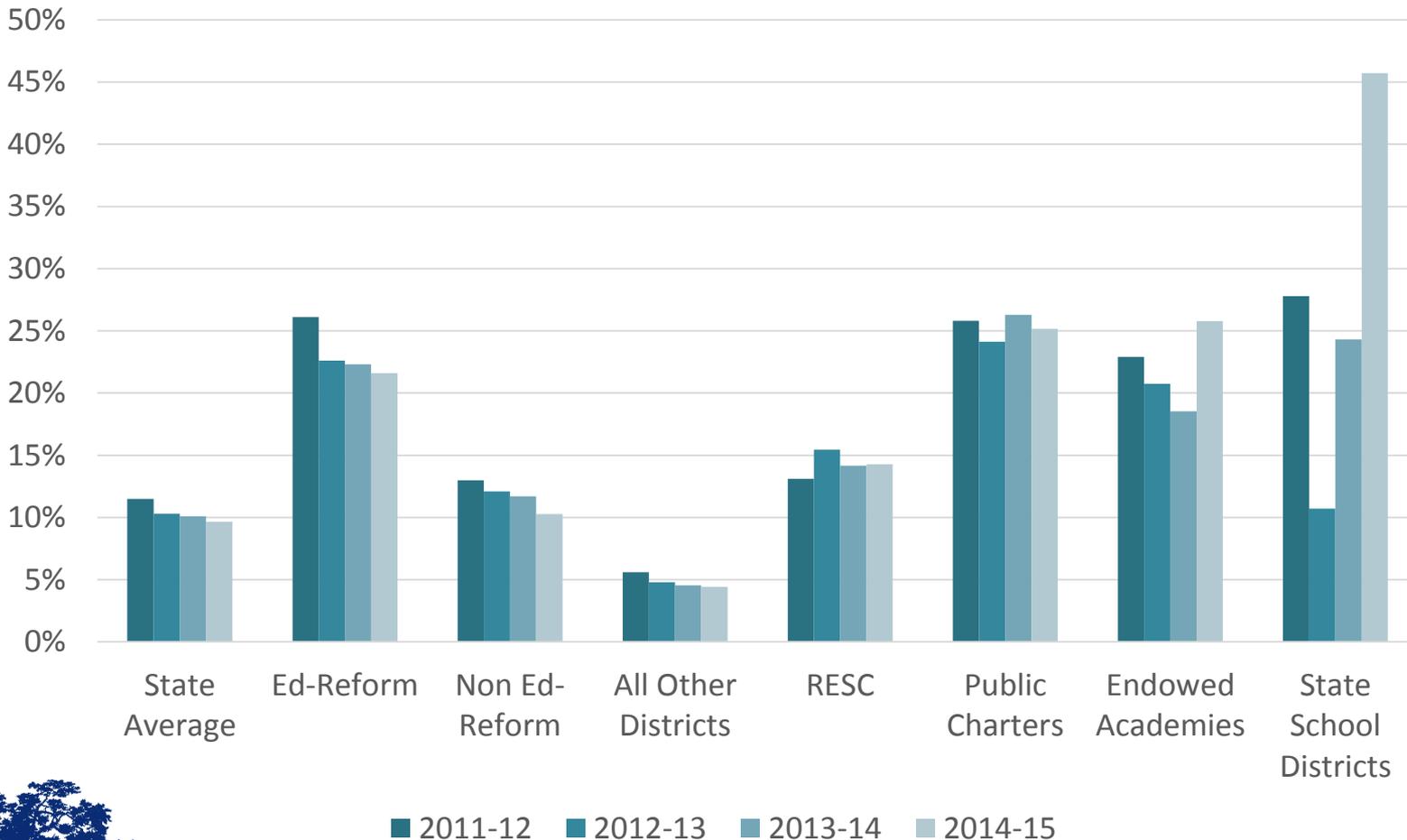
- ***Public Charter Schools (22 schools)***
- ***Endowed Academies*** – They are Norwich Free Academy, The Gilbert School and Woodstock Academy.
- ***Connecticut Technical High School System (17 schools)***
- ***State School Districts*** which includes the Unified District #1 (Department of Corrections), Unified District #2 (Department of Children and Families) and Unified District #3 (Department of Developmental Services).



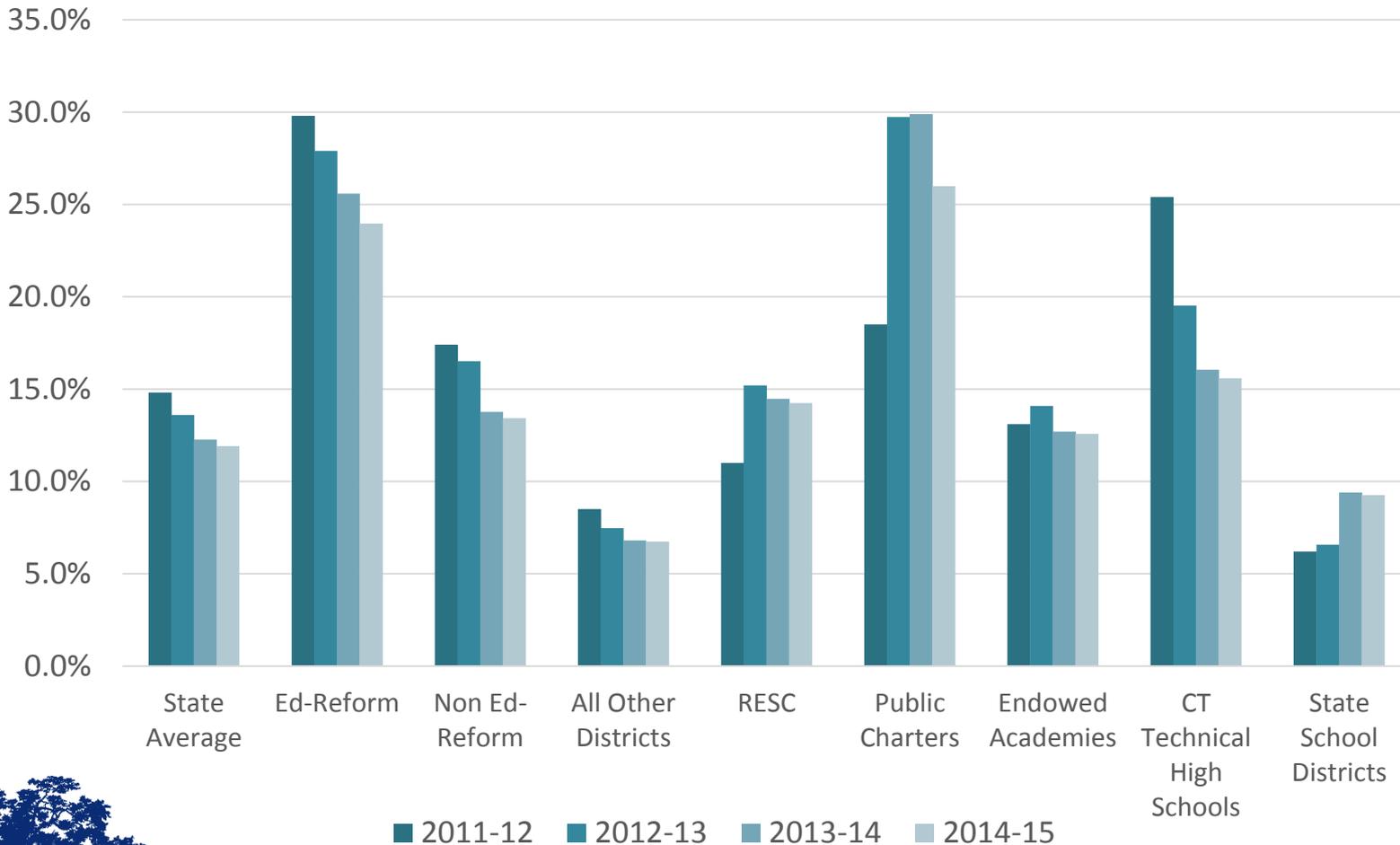
# Suspension/Expulsion Rates in the **Elementary** Grades (PK-5) by District Category



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



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



# Observations

- The overall suspension/expulsion rate has declined from around 9.0% in 2009-10 to 7.2% in 2014-15.
- Suspension/expulsion rates in the middle (9.7%) and high school (11.9%) grades are significantly greater than in the elementary grades (2.9%).
- However, the high school grades (9-12) have seen the greatest percentage point decline over the past three years.
- The rate in the **elementary** grades in the Public Charter Schools (12.90%) is almost twice that in the 10 Ed-Reform districts (7.0%), both of which are substantially greater than the state average (2.9%).
- The rates in the **middle** grades in the 10 Ed-Reform districts (21.6%), the Public Charter Schools (25.2%) the Endowed Academies (25.8%) and the State School Districts (45.7%) are substantially greater than the state average (9.7%). Declines over time have been noted in all district types except for Endowed Academies and State School Districts.
- The rates in the **high school** grades in the Public Charter Schools (26.0%) and in the 10 Ed-Reform districts (24.0%) are substantially greater than the state average (11.9%). However, the 10 Ed-Reform districts have evidenced a substantial decline from 29.8% in 2011-12 to 24.0% in 2014-15. All local school district types have also seen declines in rates.



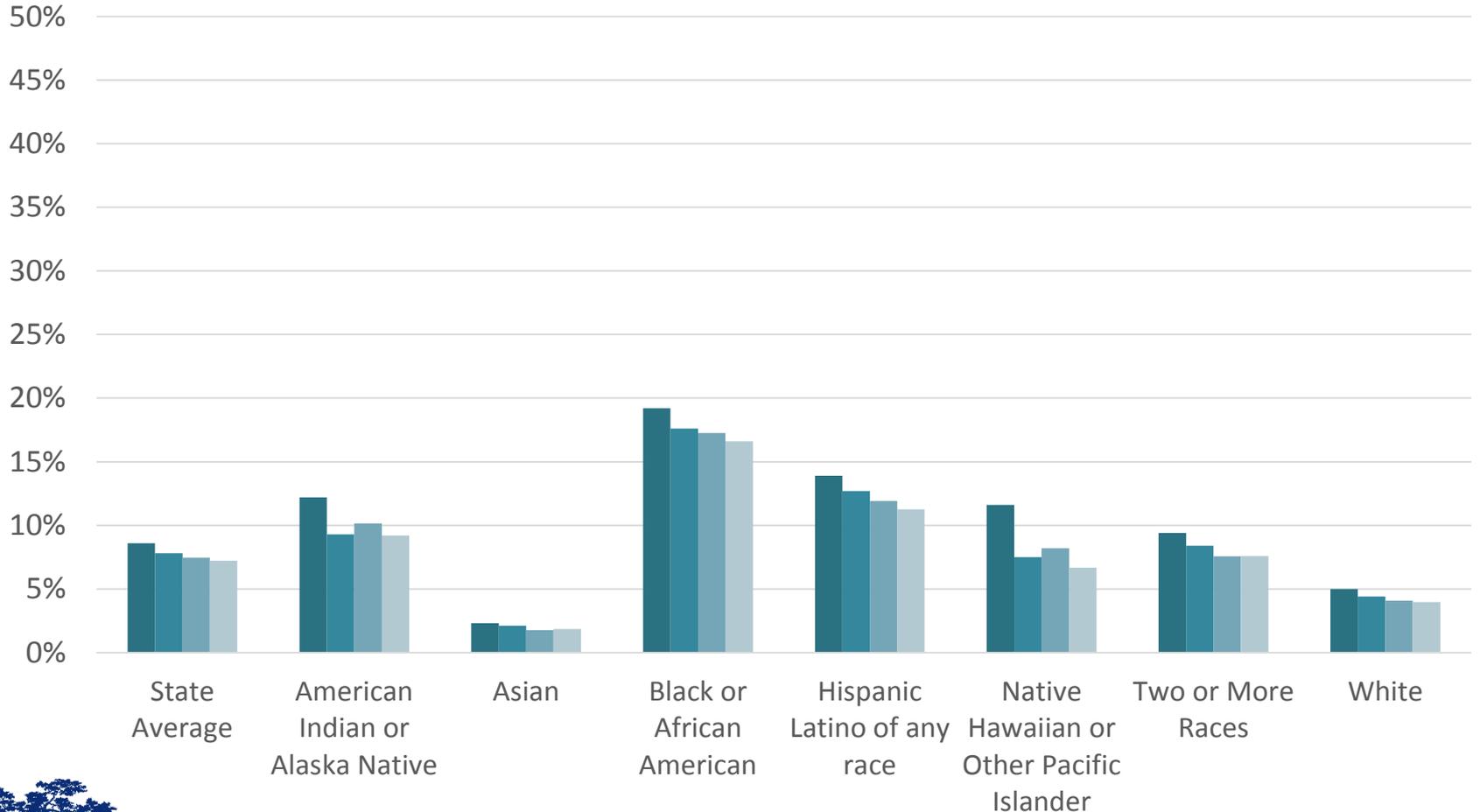
# Districts with High Suspension/Expulsion Rates, 2014-15

Elementary (PK-5)		Middle (6-8)		High (9-12)	
% of Students Receiving at least one ISS, OSS, EXP					
Amistad Academy District	23.63%	Unified School District #2	73.91%	Education Connection	81.25%
Achievement First Hartford Academy Inc. District	22.06%	Education Connection	66.67%	Bridgeport Achievement First District	42.67%
Bridgeport Achievement First District	19.93%	Achievement First Hartford Academy Inc. District	48.92%	Amistad Academy District	41.48%
Park City Prep Charter School District	18.68%	Bridgeport Achievement First District	47.17%	Path Academy District	39.55%
Booker T. Washington Academy District	14.29%	Great Oaks Charter School District	43.31%	Elm City College Preparatory School District	39.45%
New London School District	12.94%	Amistad Academy District	41.60%	Waterbury School District	34.62%
New Beginnings Inc., Family Academy District	10.03%	Windham School District	28.07%	The Gilbert School District	33.70%
		The Bridge Academy District	27.00%	Unified School District #2	33.68%
		Waterbury School District	26.09%	East Hartford School District	31.91%
		New London School District	25.86%	Bridgeport School District	30.21%
		The Gilbert School District	25.79%	Stamford Academy District	29.79%
		Hartford School District	24.56%	Windham School District	28.97%
		Jumoke Academy District	22.87%	New Britain School District	28.57%
		New Britain School District	22.46%	New London School District	28.06%
		Bridgeport School District	22.27%	Danbury School District	26.64%
		Sprague School District	21.67%	Area Cooperative Educational Services	24.55%
		Derby School District	21.47%	Hartford School District	22.14%
		East Hartford School District	20.49%	Derby School District	20.90%
		Interdistrict School for Arts and Comm District	19.47%	Achievement First Hartford Academy Inc. District	20.83%
		Meriden School District	18.22%	Bloomfield School District	19.94%

*(only districts with at least 20 students enrolled are included)*

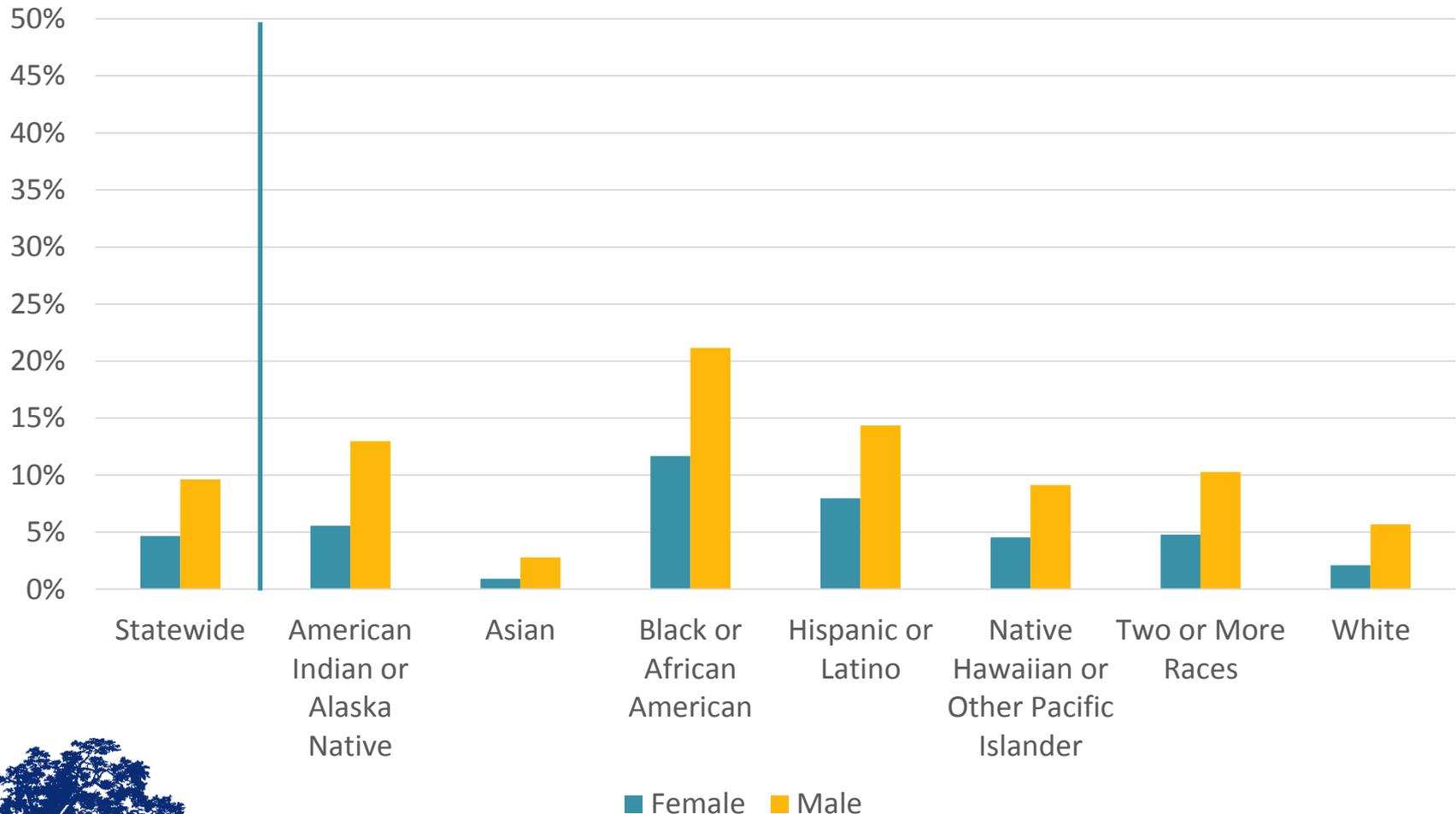


# Suspension/Expulsion Rates by Race/Ethnicity

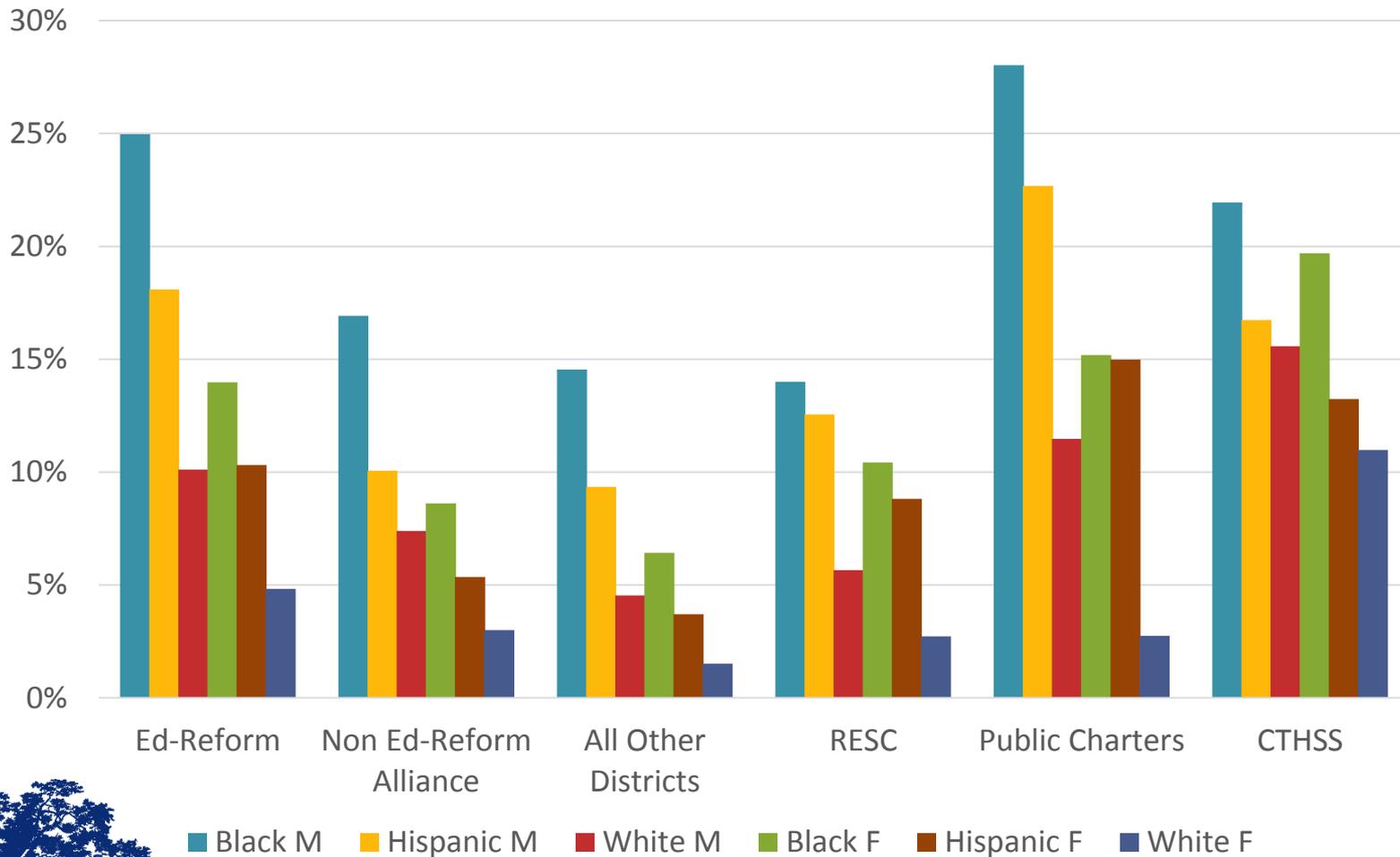


■ 2011-12 ■ 2012-13 ■ 2013-14 ■ 2014-15

# Suspension/Expulsion Rates by Race/Ethnicity and Gender, 2014-15



# Similar Pattern of Disparity Exists Within District Categories, 2014-15



# Observations

- Gender
  - Suspension/expulsion rate for males is twice that of females.
  - Similar disproportionality is evidenced in all racial/ethnic groups **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 females are two to five 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, 2014-15

District Category	Enrollment	ISS	OSS	EXP
Ed-Reform	21.8%	41.9%	60.3%	34.2%
Non-Ed Reform	17.6%	18.1%	13.3%	23.0%
All Other Districts	53.8%	26.9%	13.3%	25.6%
Public Charters	1.5%	4.8%	6.8%	1.2%
RESC	2.6%	3.1%	2.7%	0.0%
CTHSS	1.9%	3.4%	2.2%	9.0%
Endowed Academies	0.7%	1.7%	1.1%	6.9%

- 21.8% of all students statewide are enrolled in Ed-Reform districts and 60.3% of all OSS occur in Ed-Reform districts.
- 1.5% of all students statewide are enrolled in Charter Schools and 6.8% of all OSS occur in Charter Schools.



# Percent of Total Sanctions that were OSS – Change for those with high proportion in 2013-14

District Name	% OSS 2013-14	% OSS 2014-15
Cooperative Educational Services	84.8% (78/92)	76.7% (66/86)
Park City Prep Charter School District	80.7% (50/62)	56.1% (60/107)
Education Connection	74.6% (50/67)	84.8% (39/46)
Explorations District	73.7% (28/38)	38.9% (7/18)
Achievement First Hartford Academy Inc. District	73.3% (825/1126)	72.4% (759/1049)
Stamford School District	71.2% (504/708)	85.7% (531/620)
New Haven School District	71.2% (1958/2751)	77.9% (2822/3624)
Unified School District #2	69.8% (127/182)	53.3% (81/152)
Area Cooperative Educational Services	59.6% (324/544)	49.6% (281/567)
New Beginnings Inc. Family Academy District	59.3% (115/194)	98.2% (106/108)
Hartford School District	59.1% (5858/9918)	55.7% (4883/8761)
The Bridge Academy District	54.6% (48/88)	50.5% (52/103)
Interdistrict School for Arts and Comm District	54.1% (33/61)	32.7% (36/110)
Thompson School District	53.9% (63/117)	45.0% (45/100)
Bridgeport School District	52.8% (4783/9051)	46.2% (3937/8517)

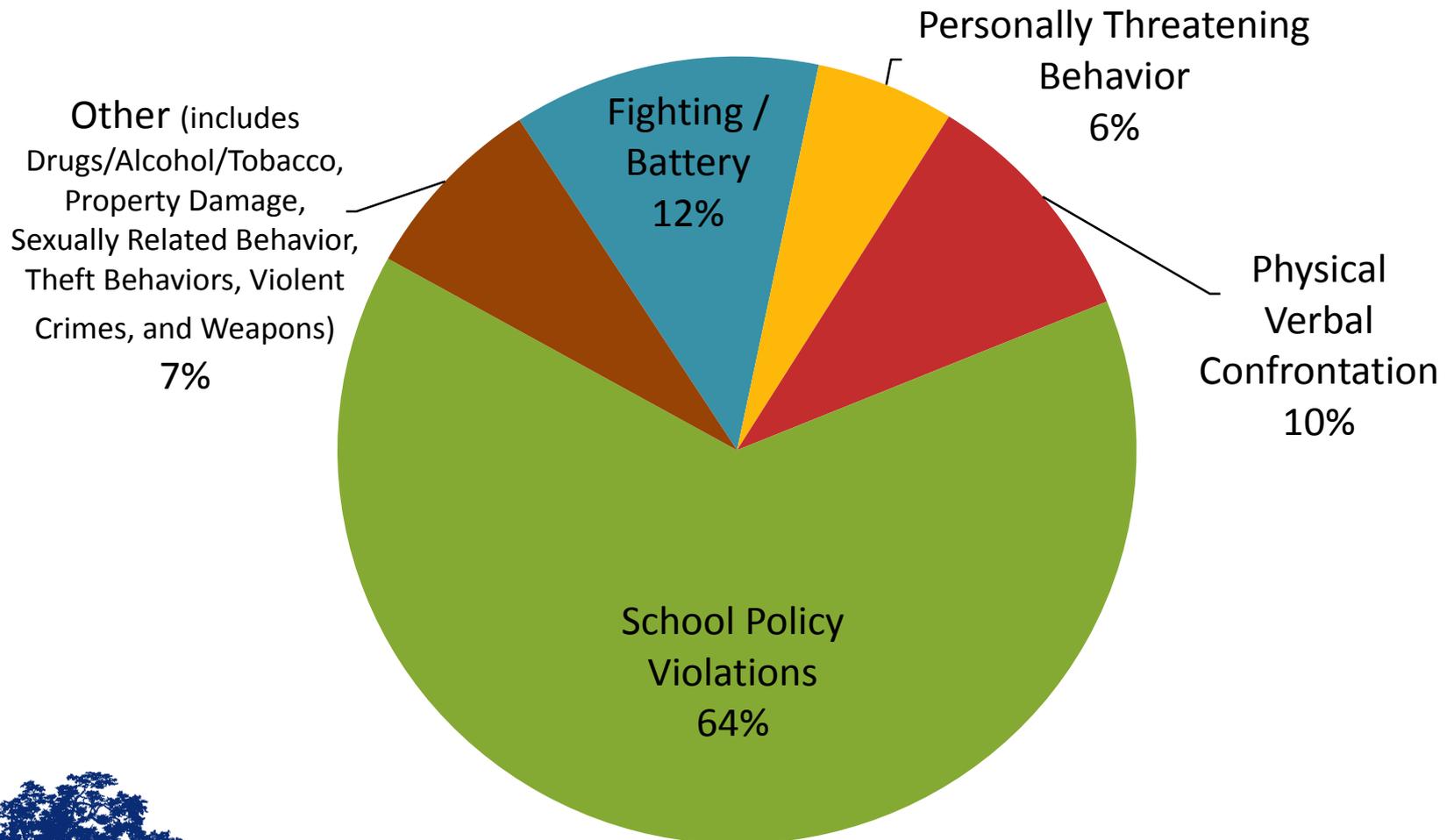
*(only districts with at least 20 total sanctions are included)*



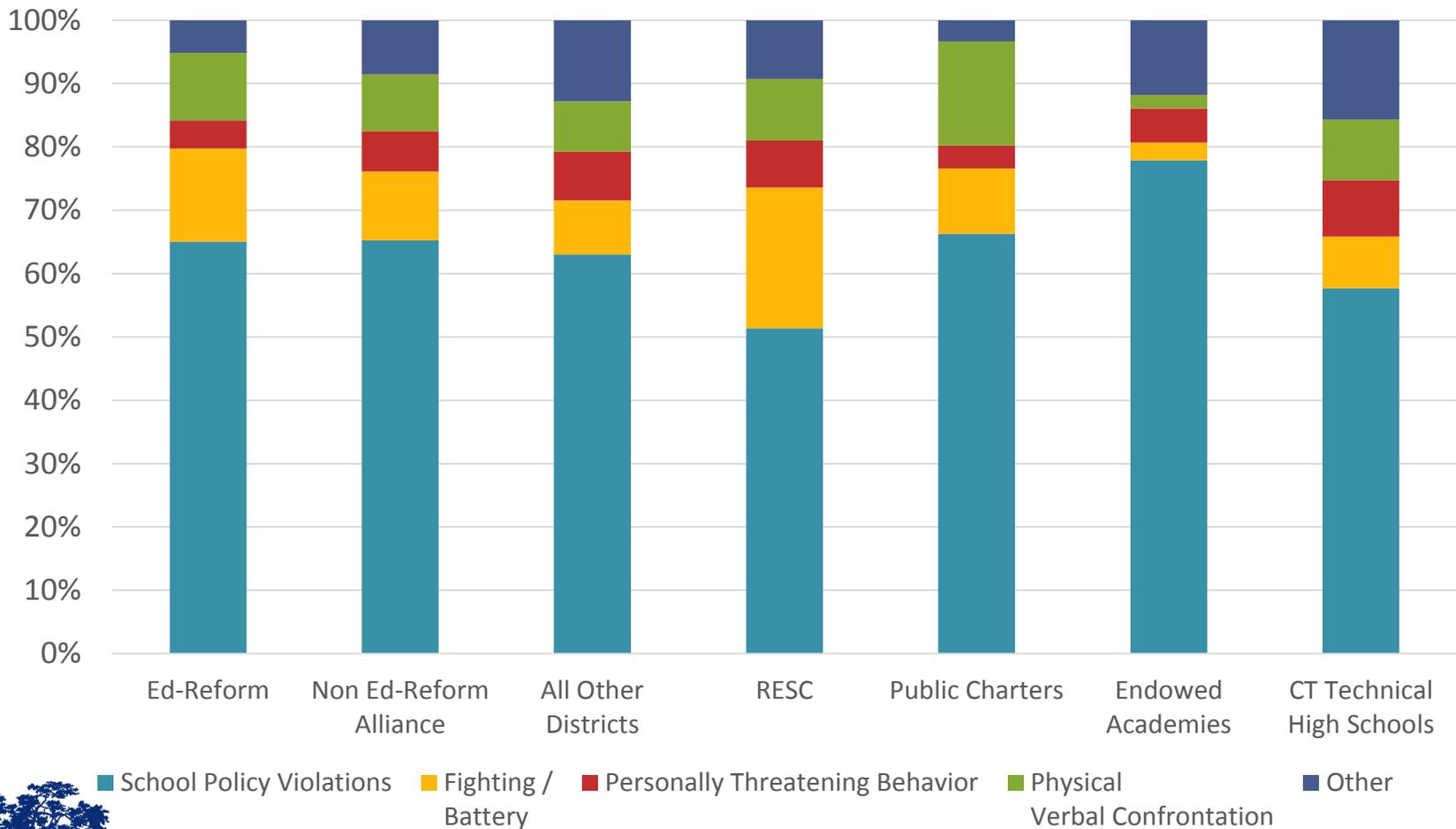
# WHY ARE STUDENTS SUSPENDED OR EXPELLED?



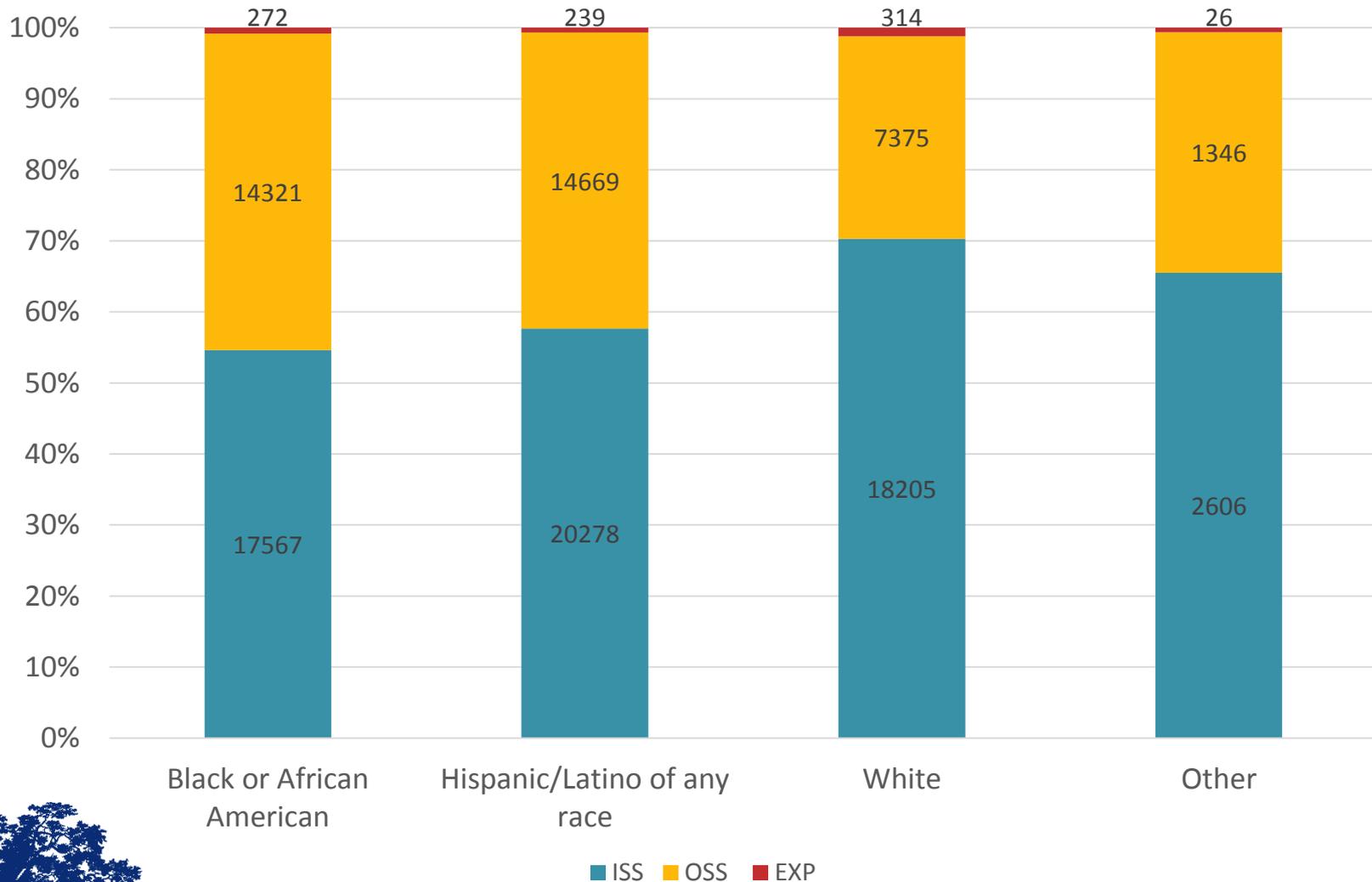
# Incident Types (Offenses) Resulting in ISS, OSS or EXP, 2014-15



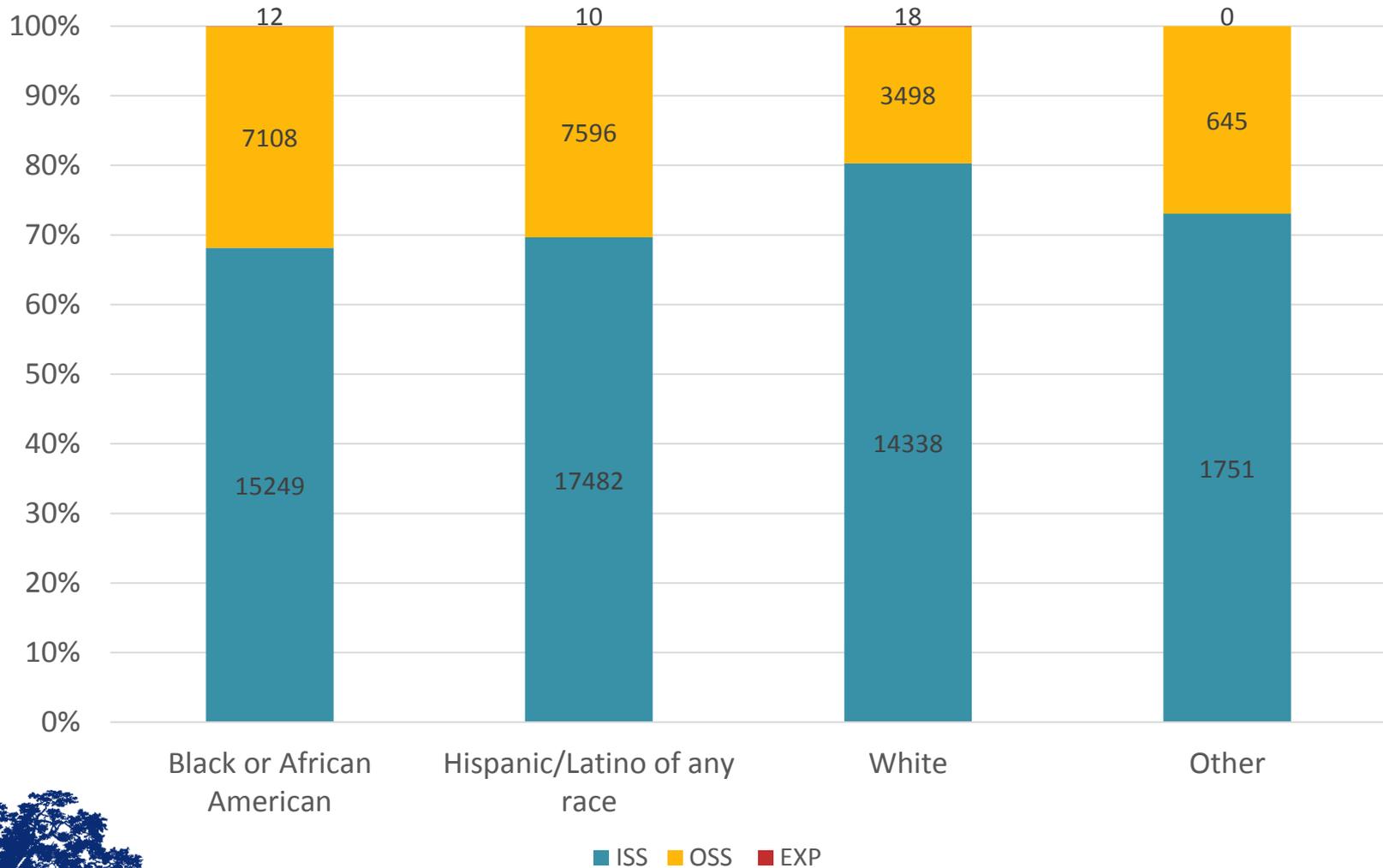
# Incident Types (Offenses) Resulting in ISS, OSS, EXP by District Category, 2014-15



# Sanctions by Race/Ethnicity (duplicated count), 2014-15



# School Policy Violations by Race/Ethnicity (duplicated count), 2014-15



# Observations

- In 2014-15 there was a reduction in School Policy Violations from 66% to 64% and an increase in Physical Verbal Confrontation from 9% to 10%.
- 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 who are given a less severe sanction. This pattern remains when analyzing sanctions stemming from school policy violations separately.



# HOW LONG DO SUSPENSIONS AND EXPULSIONS LAST?



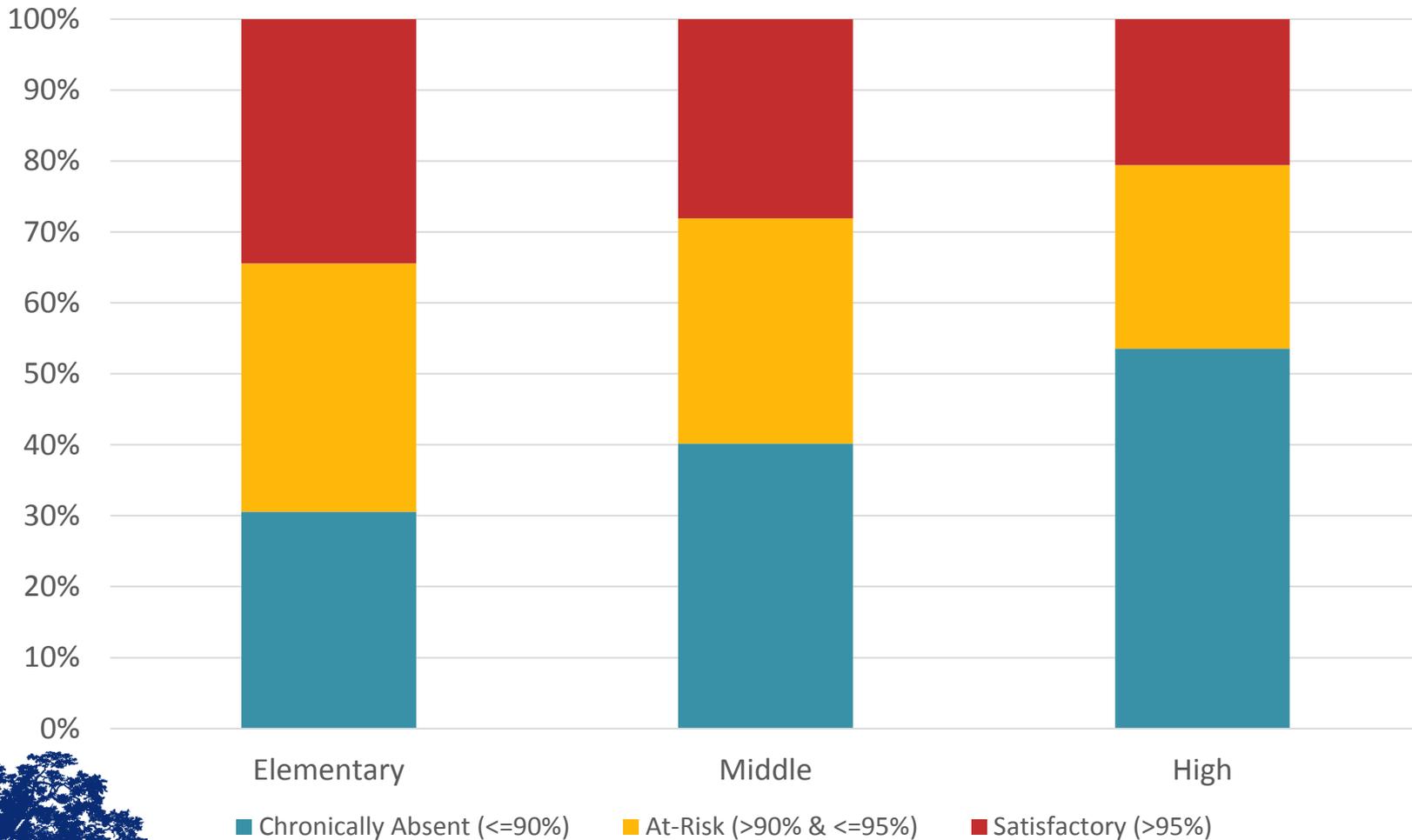
# Average Number of Days Sanctioned, 2014-15

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

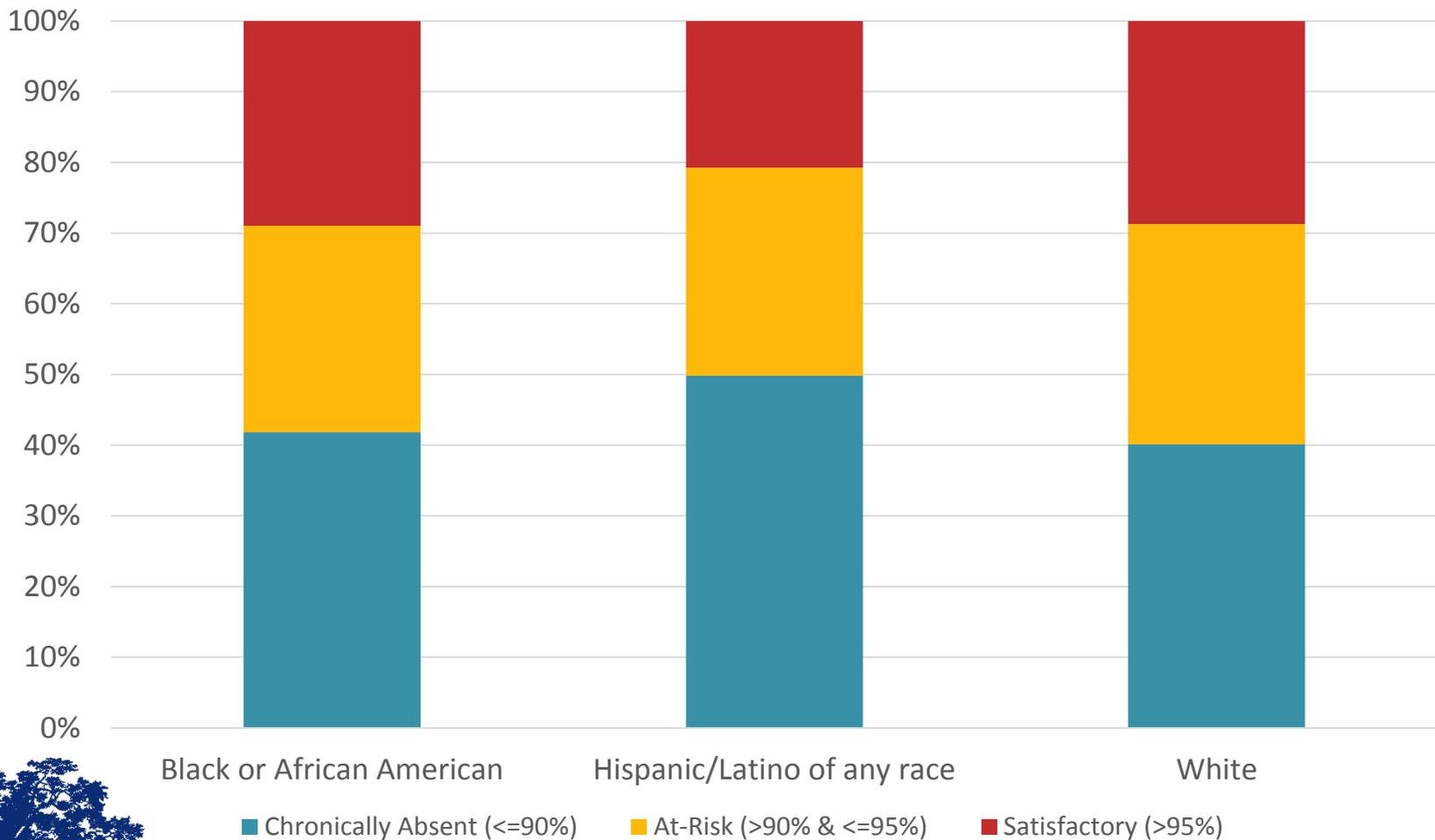
\*The number days sanctioned for an expulsion is determined pursuant to an expulsion hearing as prescribed in C.G.S 10-233d. Expulsion days may be carried over and served in the next school year.



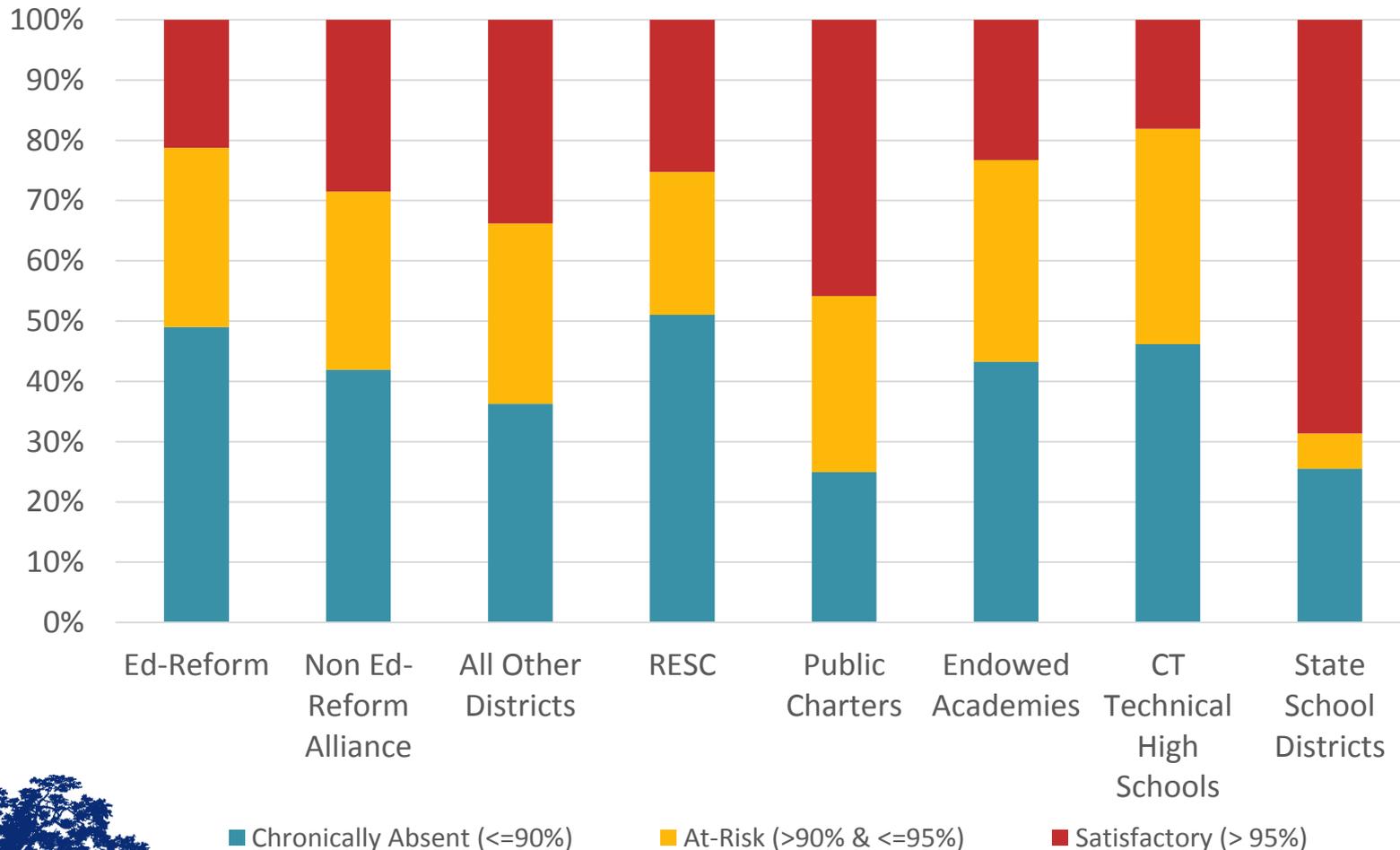
# Attendance of Students Receiving OSS or EXP by Grade Range: Percent of Students (unduplicated), 2014-15



# Attendance of Students Receiving OSS or EXP by Race/Ethnicity: Percent of Students (unduplicated), 2014-15



# Attendance of Students Receiving OSS or EXP by District Type: Percent of Students (unduplicated), 2014-15



# Observations

- Public Charter Schools evidence the lowest average number of days sanctioned for OSS and the lowest rate of chronic absenteeism\* for students receiving at least one suspension/expulsion.
- Over 50 percent of students in the high school grades (9-12) who are suspended/expelled are chronically absent. 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.

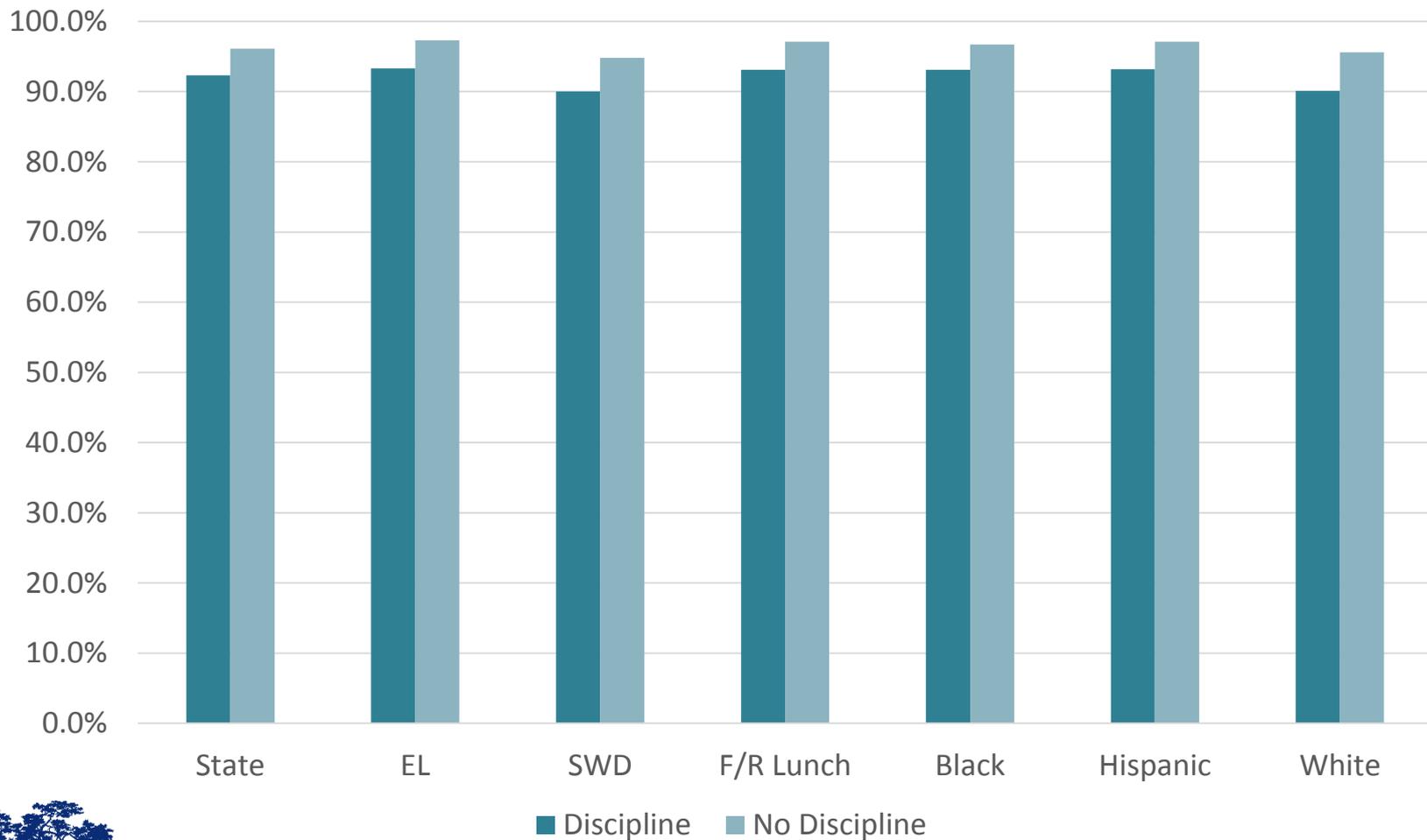
*\*Chronic absenteeism rate is the percent of students missing 10 percent or greater of the total number of days enrolled in the school year for any reason.*



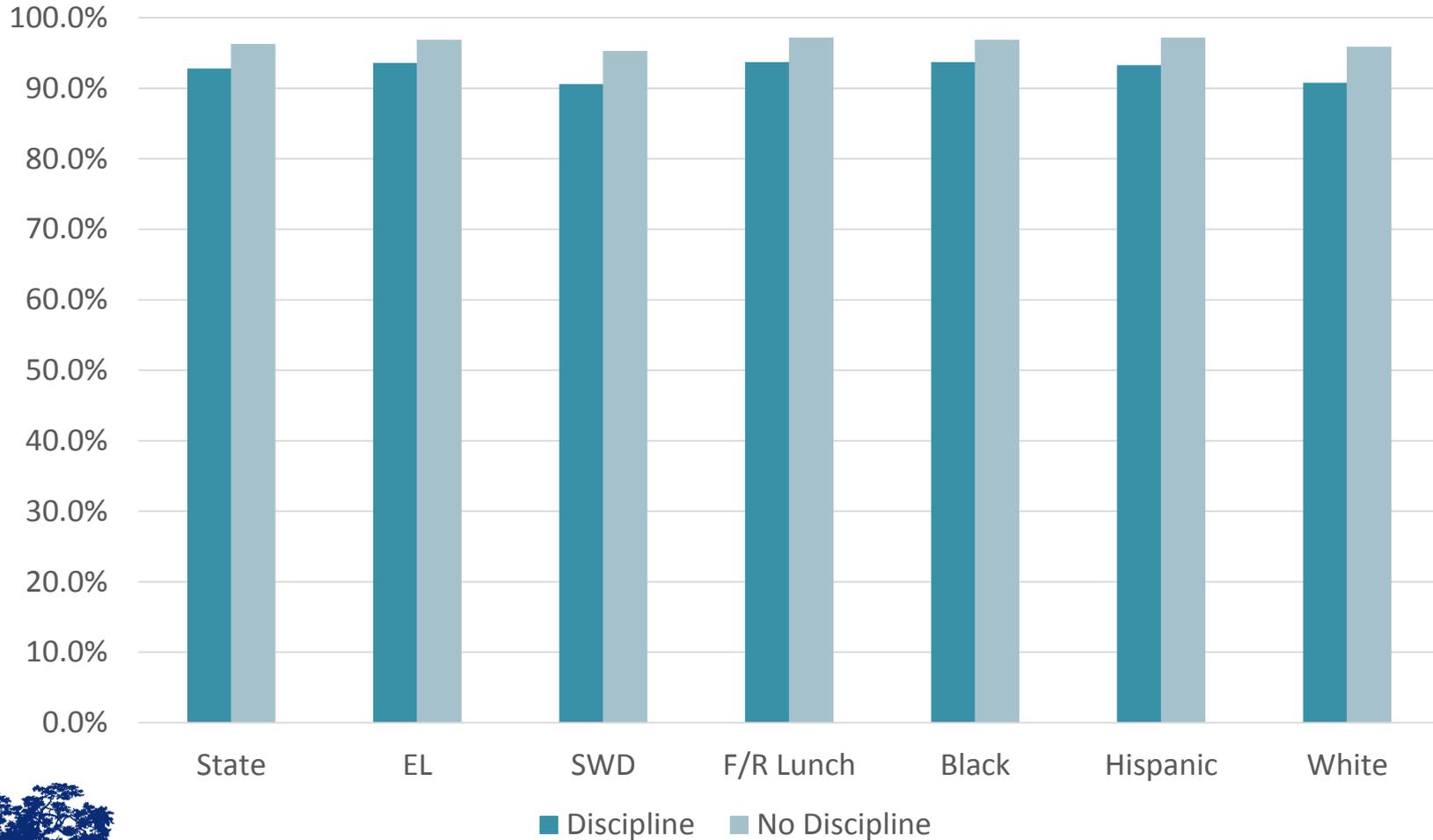
# WHAT IS THE IMPACT ON STUDENT PERFORMANCE?



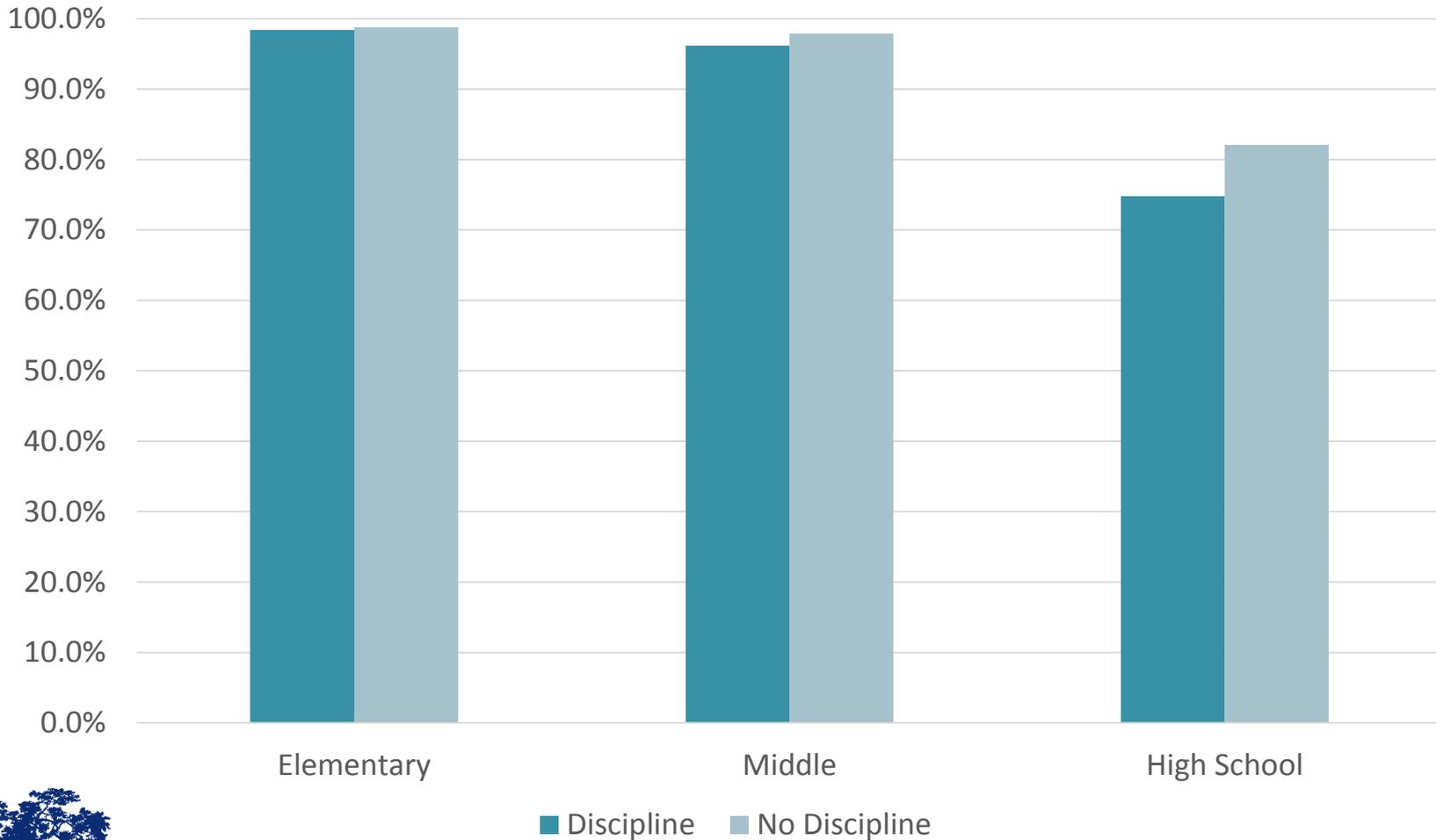
# Math Participation Rate in State Assessments by Subgroup, 2014-15



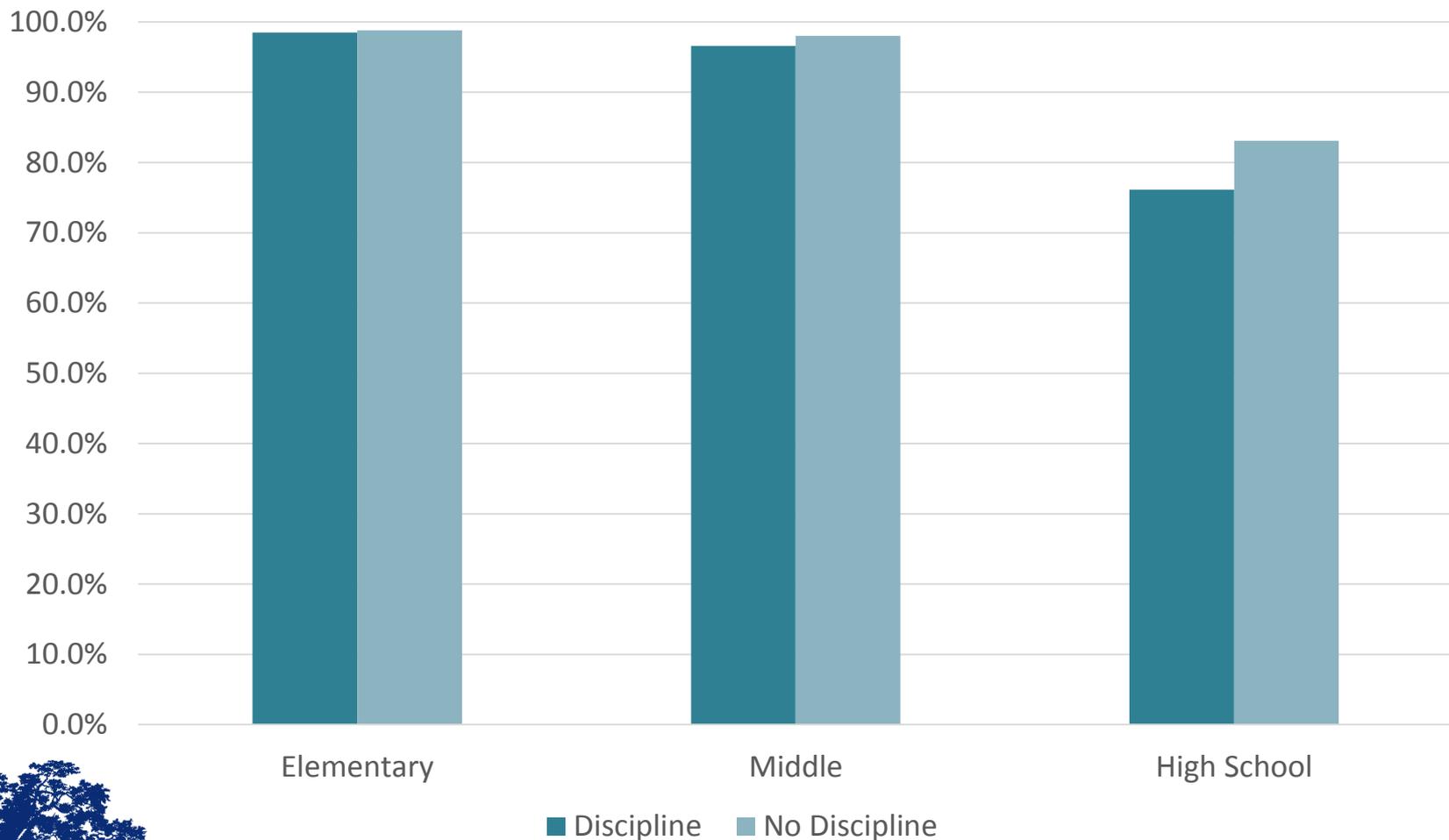
# ELA Participation Rate in State Assessments by Subgroup, 2014-15



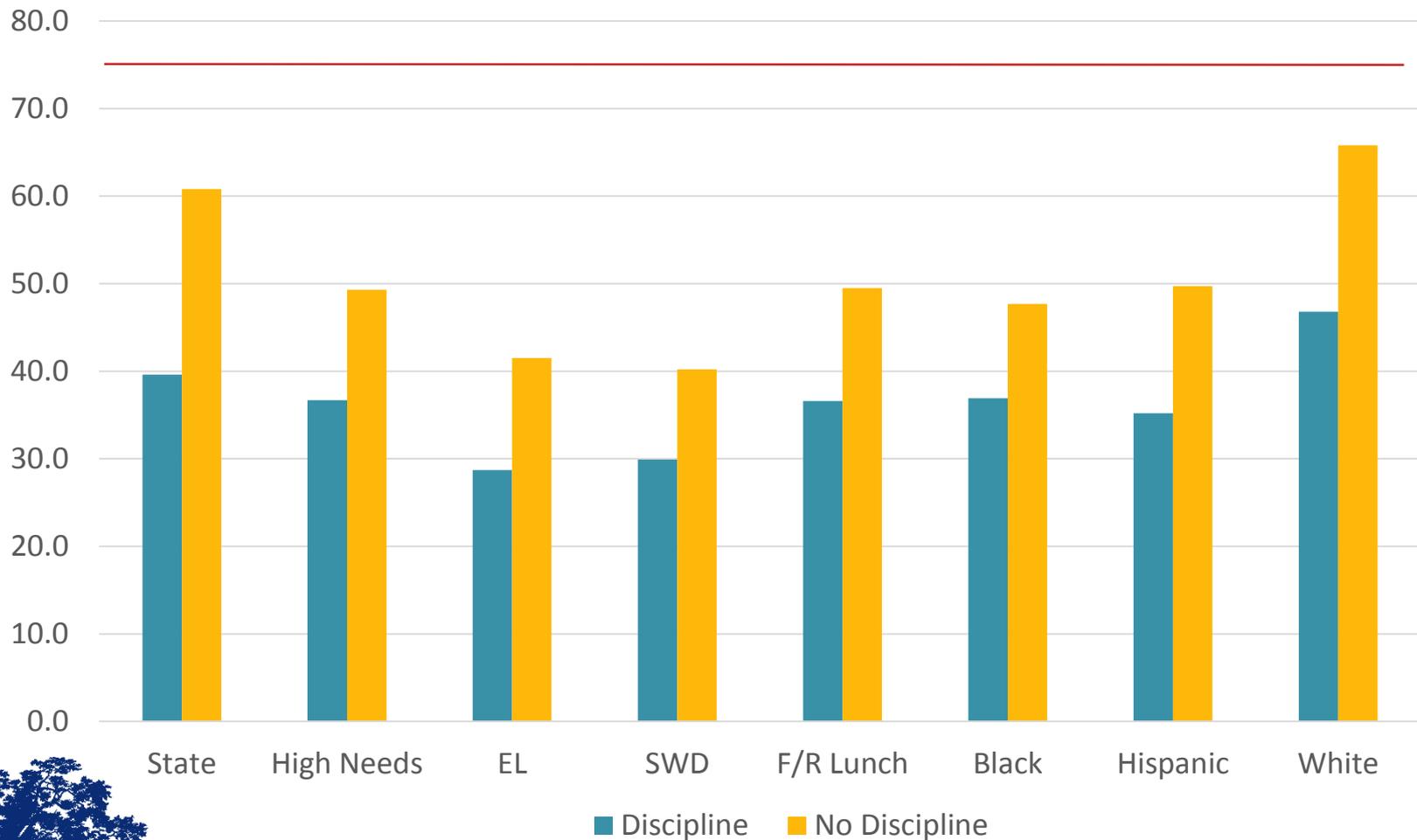
# Math Participation Rate in State Assessments by Grade Range, 2014-15



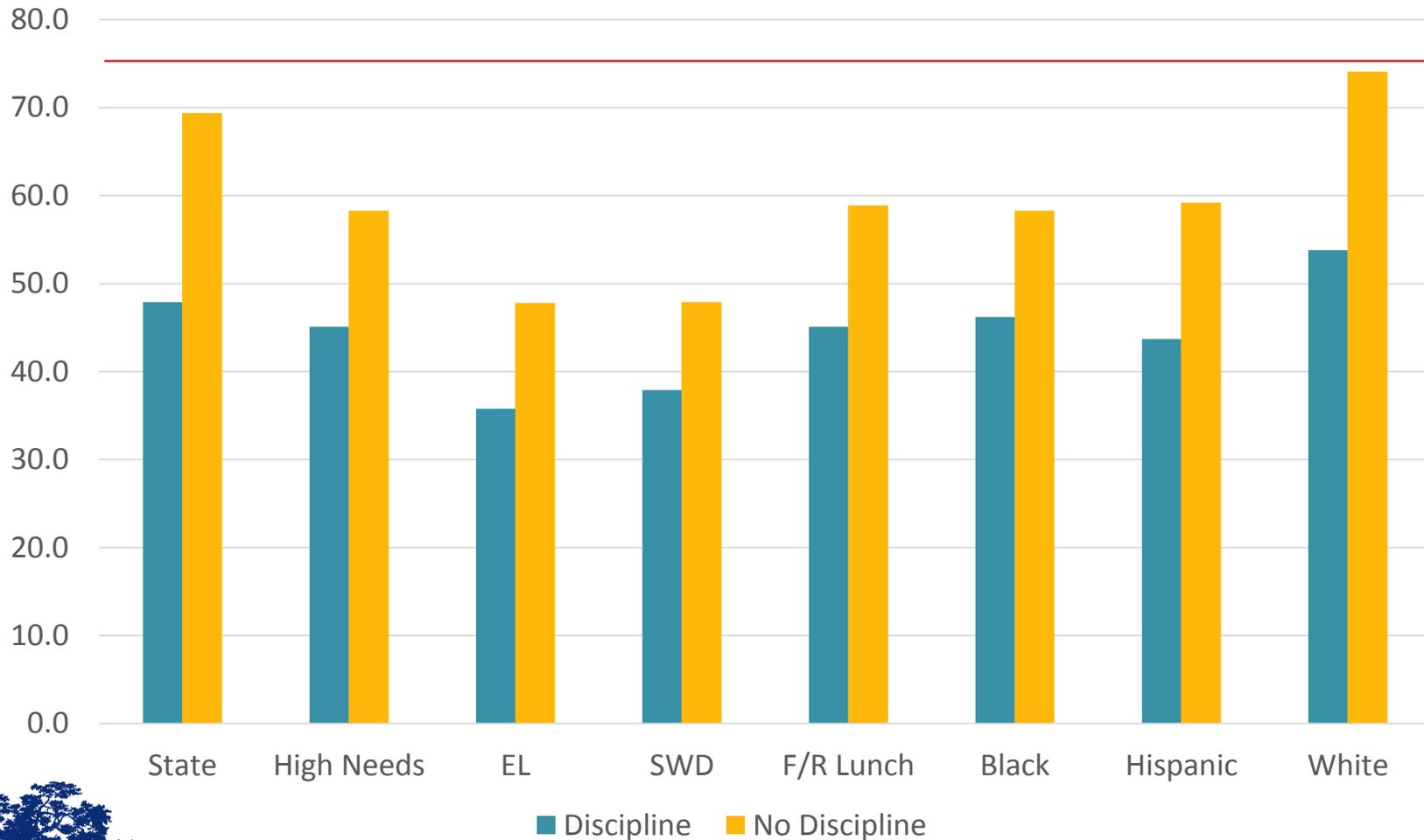
# ELA Participation Rate in State Assessments by Grade Range, 2014-15



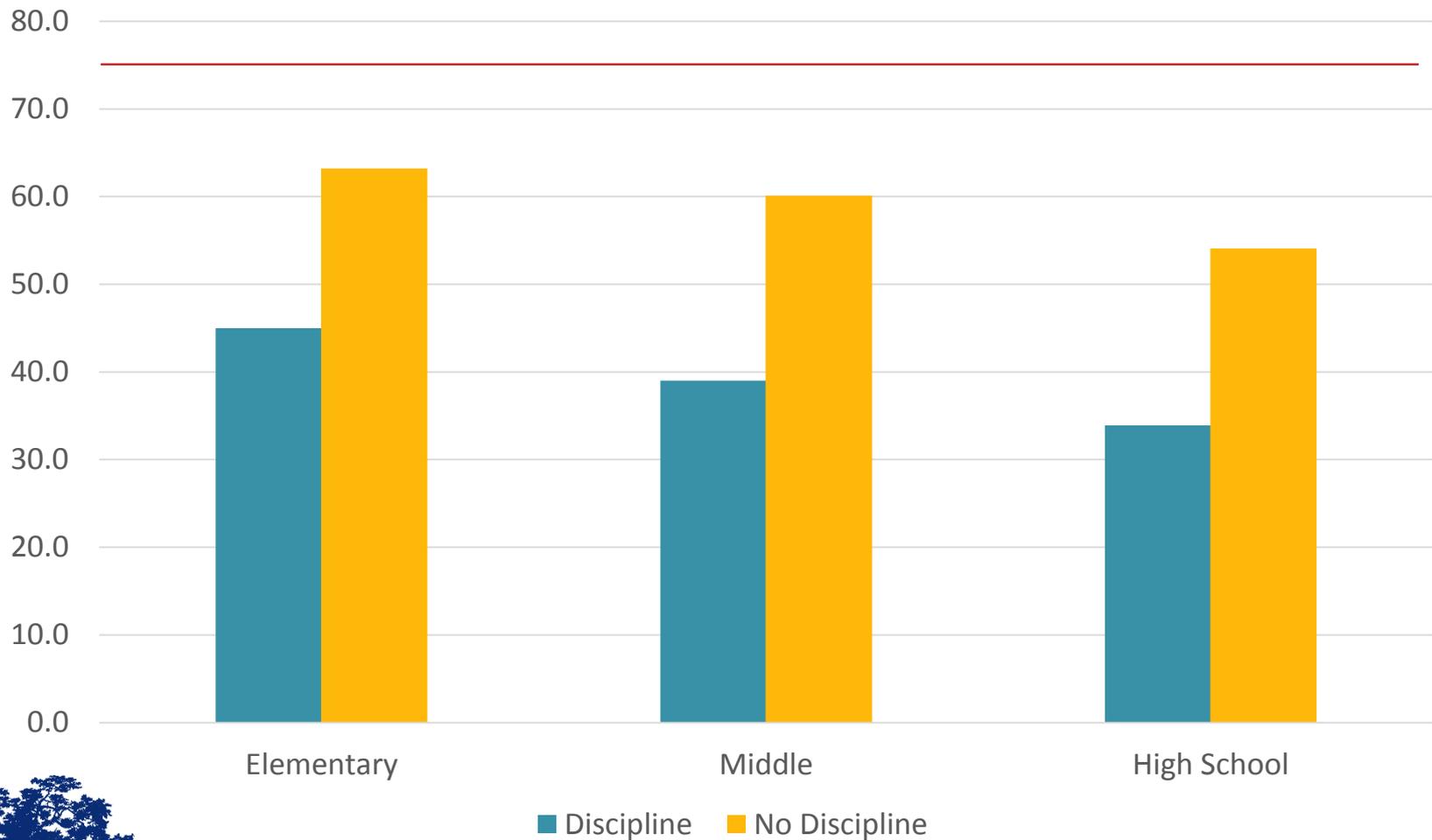
# Math CT Performance Index by Subgroup, 2014-15



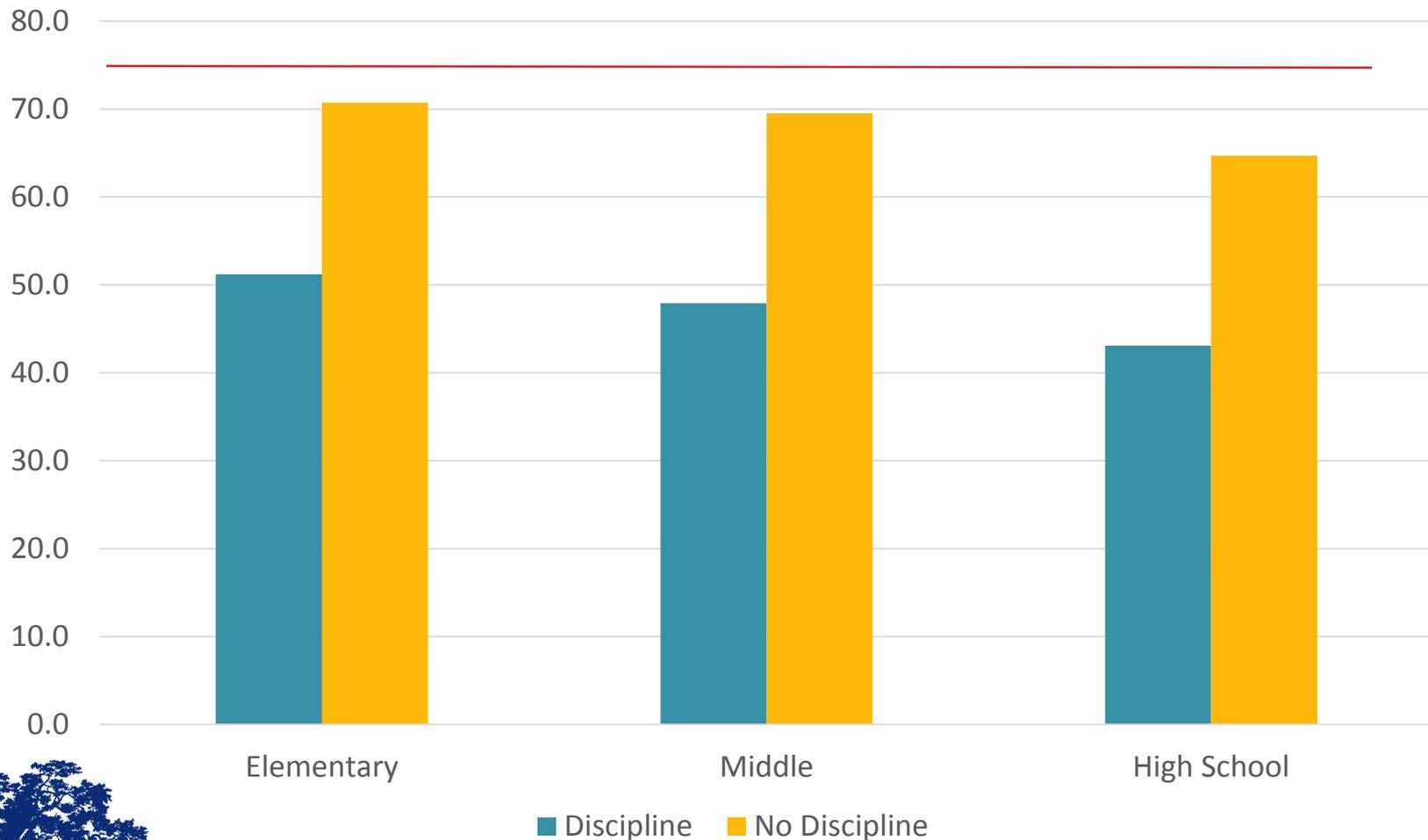
# ELA CT Performance Index by Subgroup, 2014-15



# Math CT Performance Index by Grade Range, 2014-15



# ELA CT Performance Index by Grade Range, 2014-15



# Observations

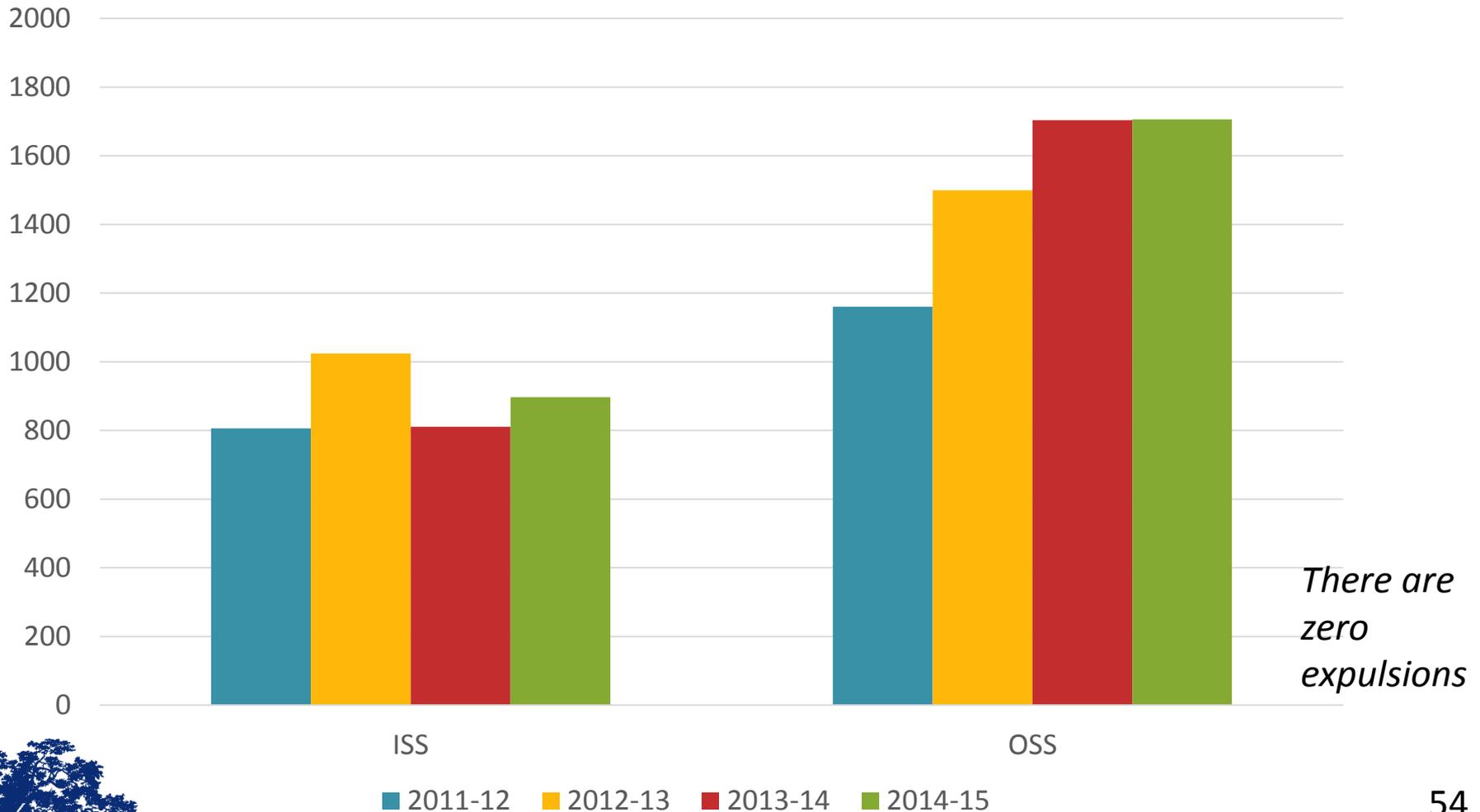
- Statewide and within each ESEA subgroup, there is a substantial difference in participation rates and in the Connecticut Performance Index in both ELA and Mathematics between students receiving at least one “Discipline” sanction and students receiving “No Discipline.”
- Within each grade band, the students receiving at least one “Discipline” scored approximately 20 index points lower than their “No Discipline” peers.



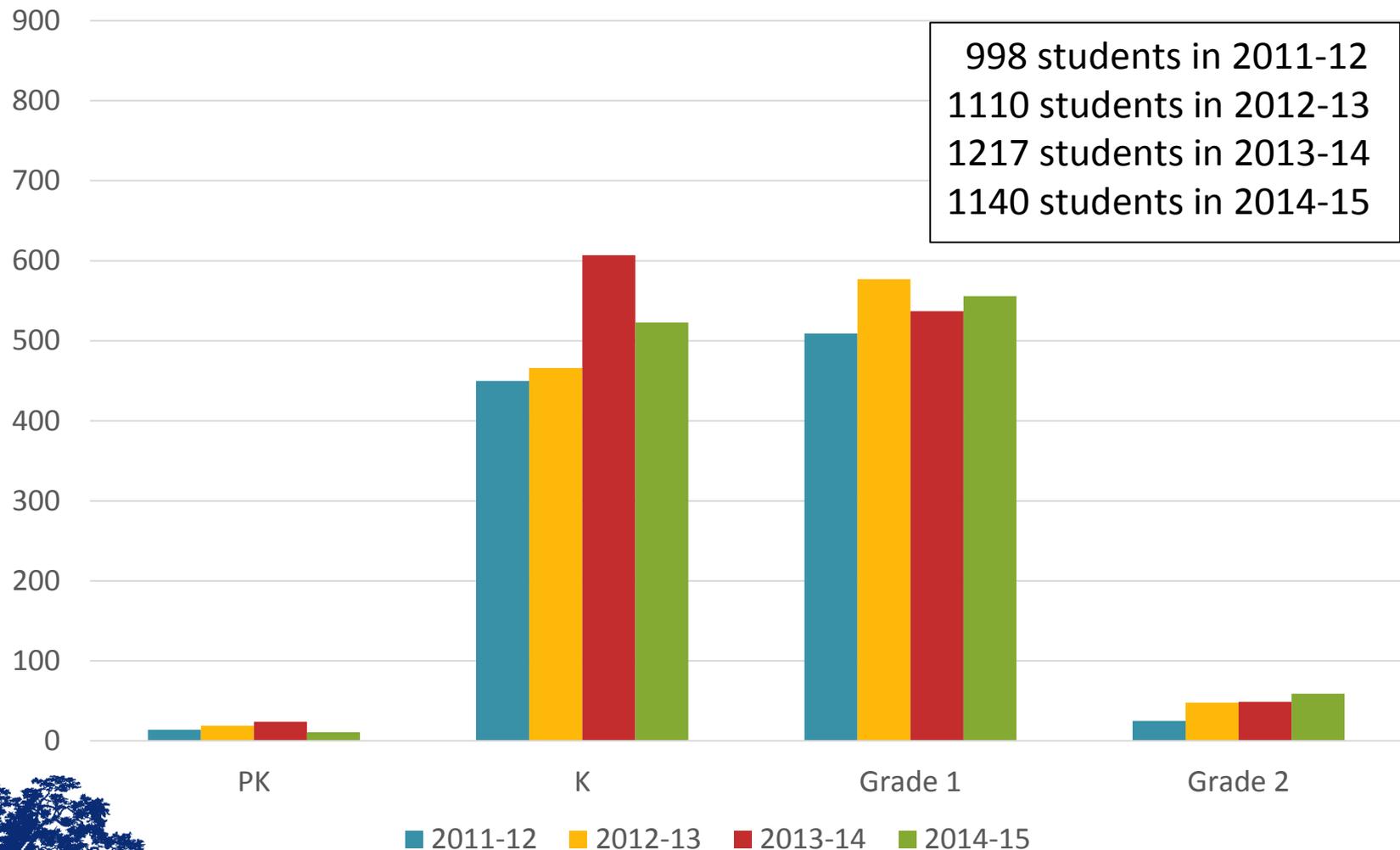
# SPOTLIGHT ON THE YOUNGEST CHILDREN (UNDER AGE 7)



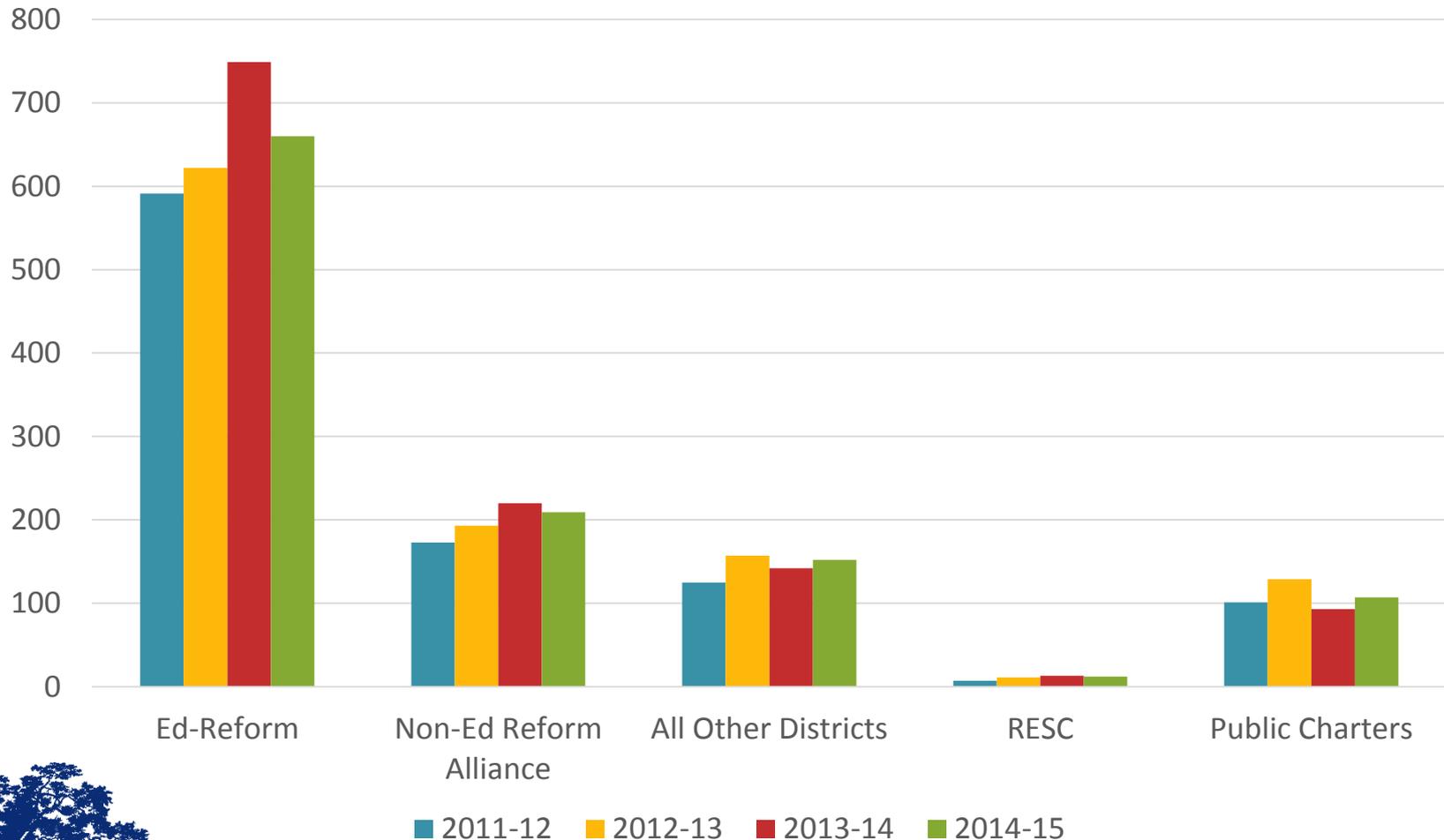
# Number of Sanctions - Children Under Age 7



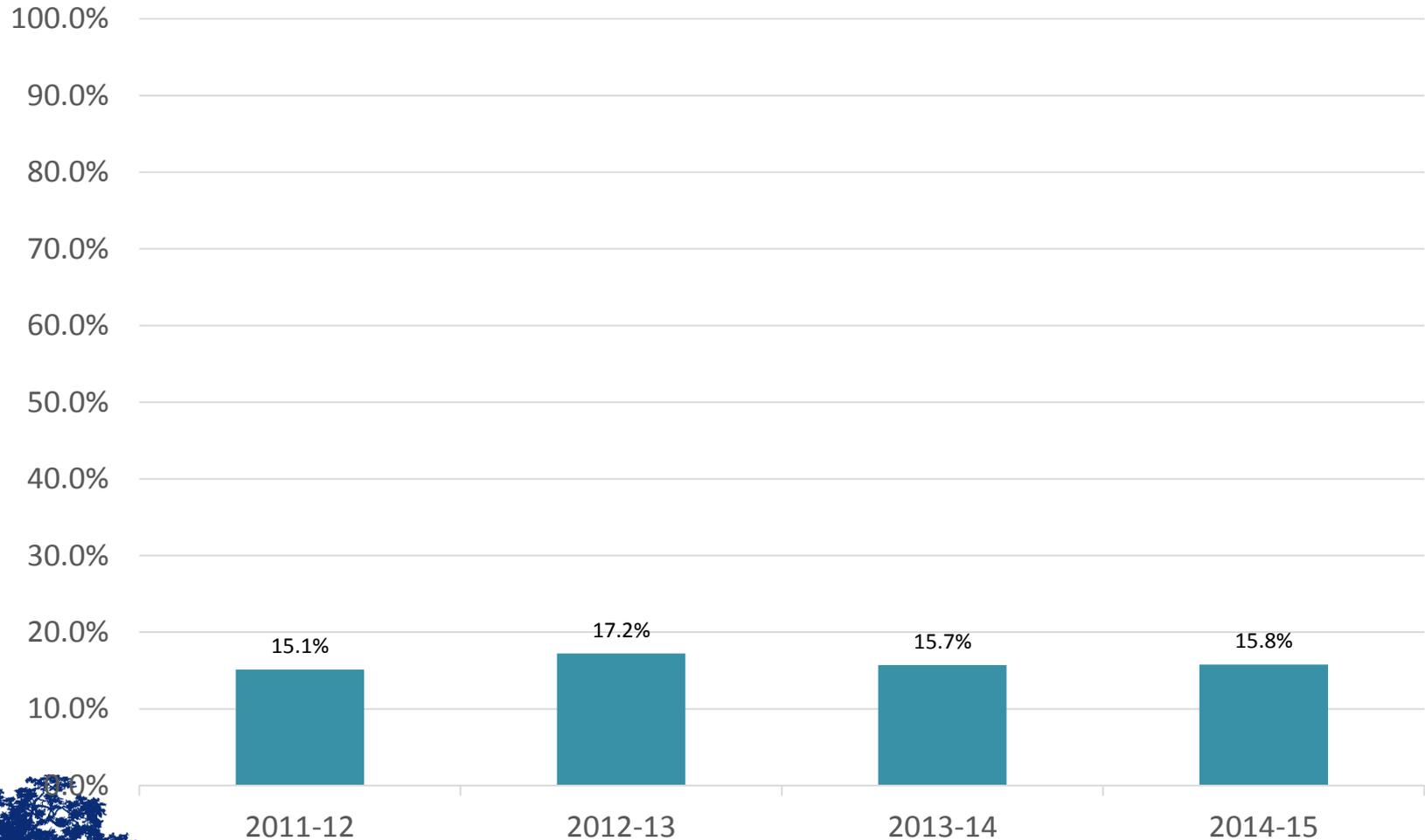
# Number of Children (unduplicated) Under Age 7 Sanctioned by Grade



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



# Percentage of Special Education Children Under Age 7 Receiving ISS or OSS

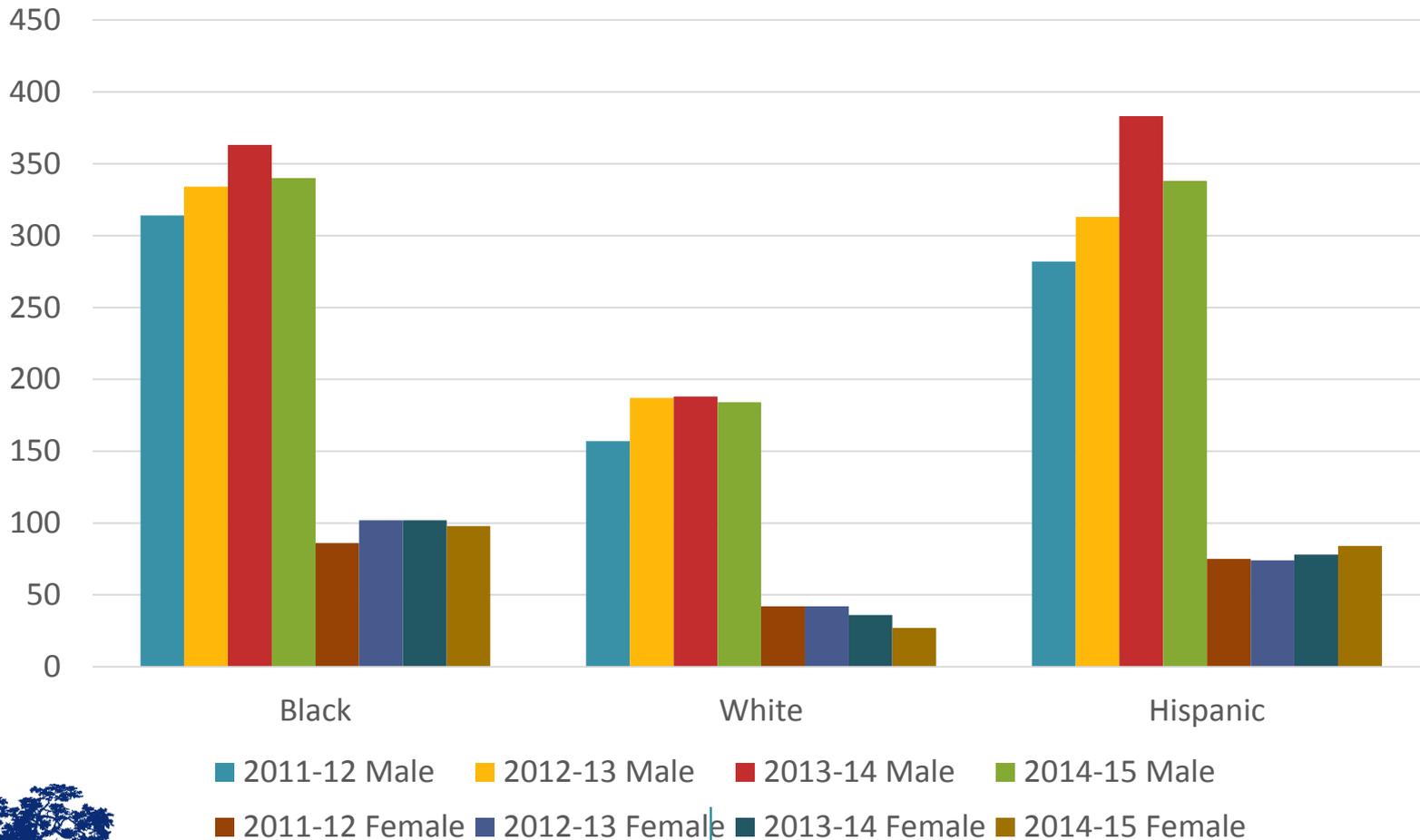


## One-Year Change for Districts that Reported the Highest Number of Children Under Age 7 Receiving Suspensions in 2013-14

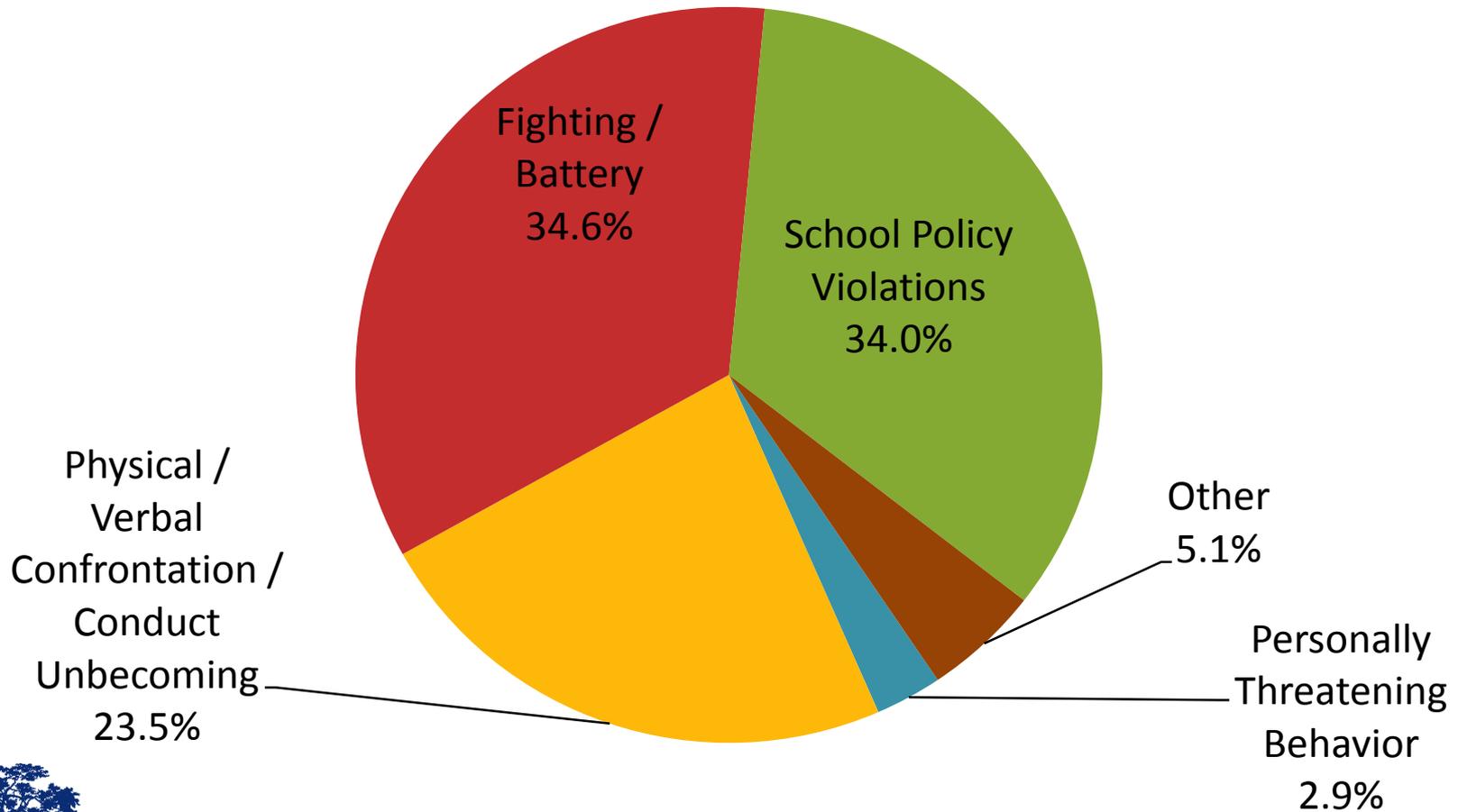
Reporting District	2013-14	2014-15	Percent Change
Hartford School District	184	173	-6.00%
Waterbury School District	140	112	-20.00%
Bridgeport School District	133	98	-26.30%
New Britain School District	77	52	-32.50%
New Haven School District	69	101	46.40%
New London School District	41	37	-9.80%
Meriden School District	32	19	-40.60%
East Hartford School District	29	25	-13.80%
Manchester School District	27	20	-25.90%
Norwich School District	25	23	-8.00%
Bristol School District	24	44	83.30%
Achievement First Hartford Academy Inc. District	22	20	-9.10%
Hamden School District	20	17	-15.00%



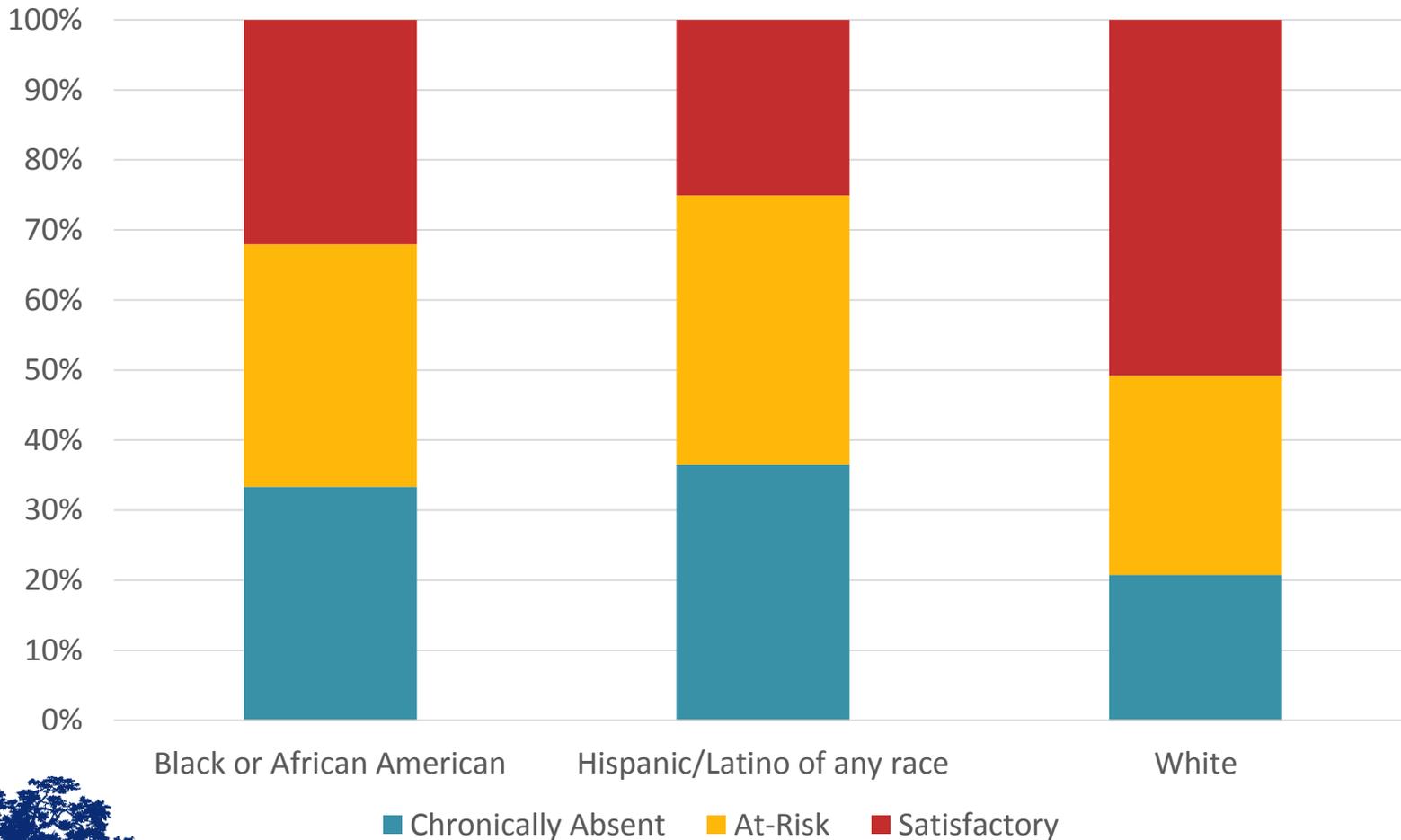
# Number of Children (unduplicated) Under Age 7 Sanctioned by Race/Ethnicity and Gender



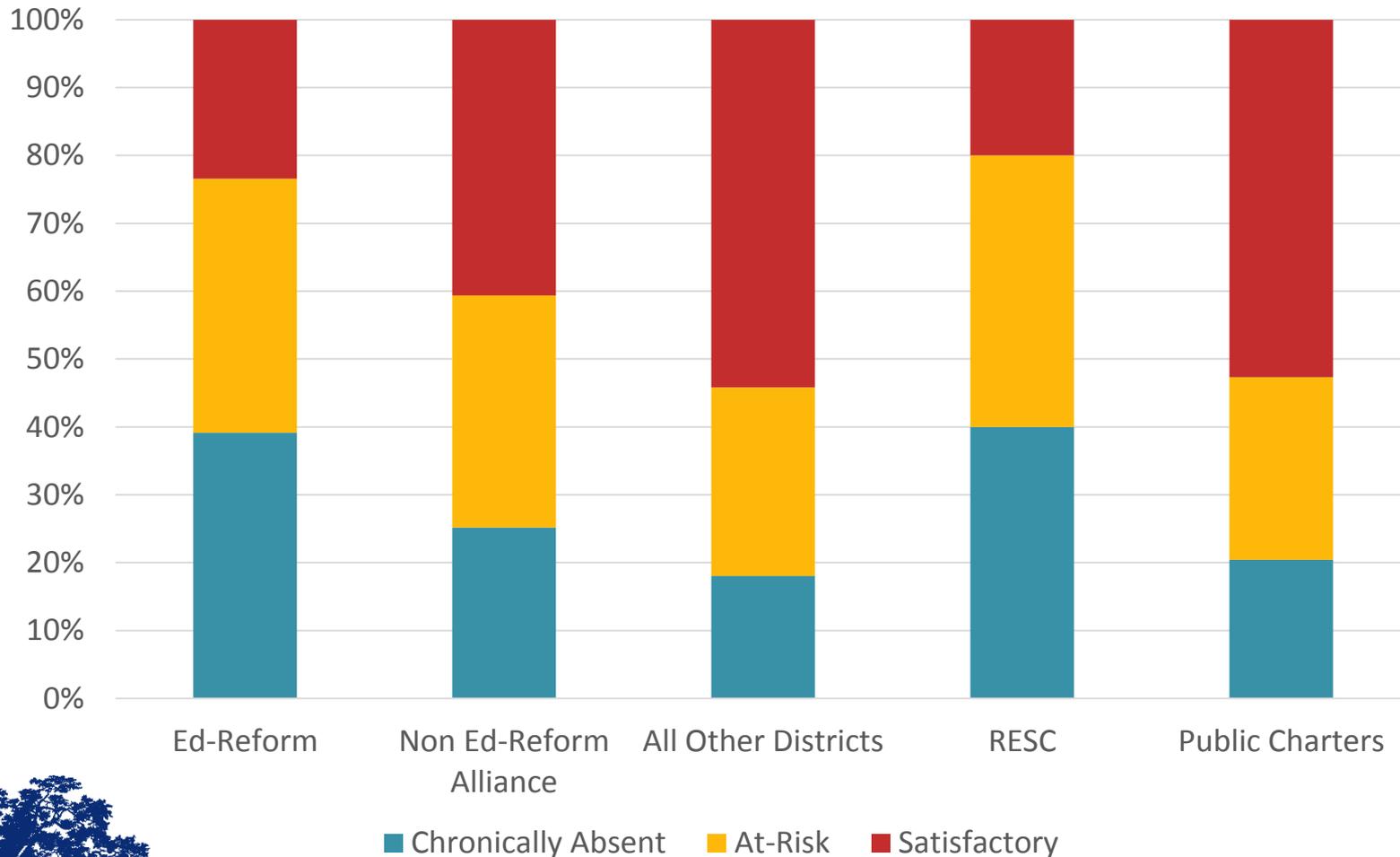
# Incident Types Resulting in OSS for Children Under Age 7, 2014-15



# Attendance of Children Under Age 7 Receiving OSS by Race/Ethnicity: Percent of Students (unduplicated), 2014-15



# Attendance of Children Under Age 7 Receiving OSS by District Type: Percent of Students (unduplicated), 2014-15



# Observations

- Contrary to the trend among all students, the number of OSS is almost double the ISS among these children under age 7.
- Of the 1140 young children who were suspended, 860 (75.4%) were Black or Hispanic; 678 (59.5%) were Black or Hispanic boys.
- The number of children under age 7 receiving at least one ISS or OSS has decreased this year.
- Of the children under 7 who receive at least one ISS or OSS, Black and Hispanic children are much more likely to be chronically absent than White children.



# 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

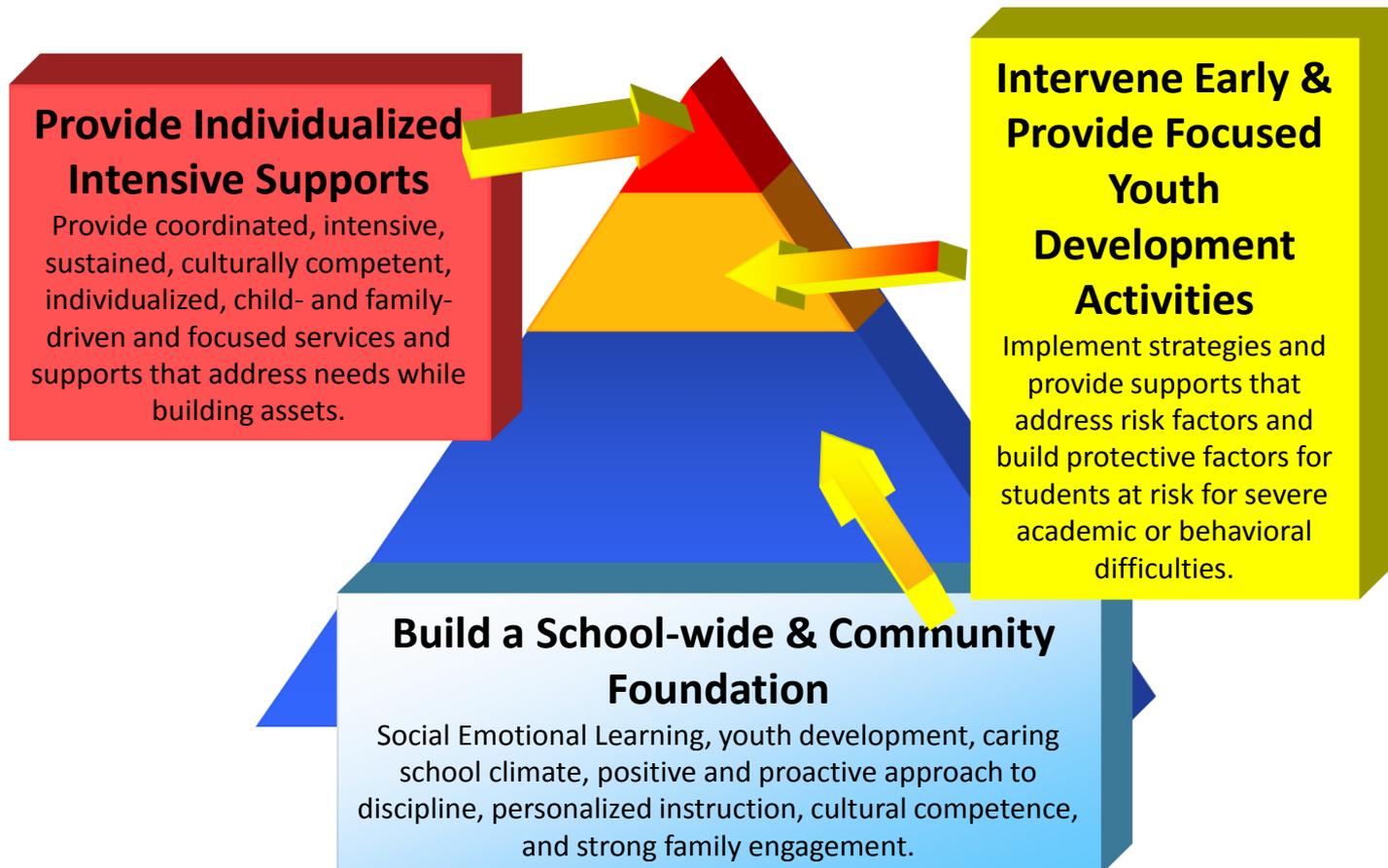


# What do we know?

- 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.

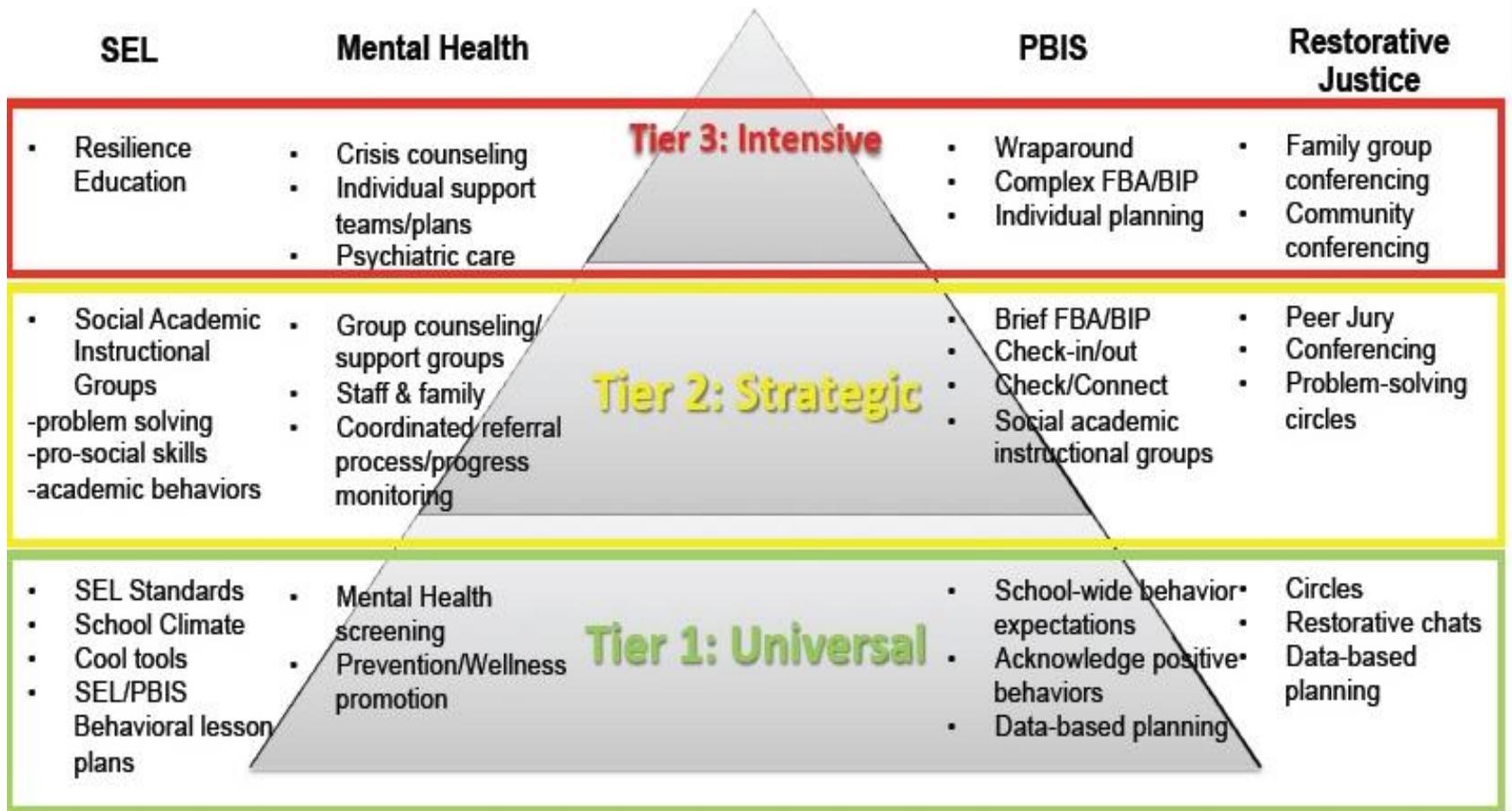


# What do we know? Work at Three Levels



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 from 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?

