

Suspensions and Expulsions in Connecticut

Connecticut State Department of Education (CSDE)
State Board of Education Meeting, June 5, 2013



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?
- Of the total number of suspensions, **what** is the percentage of ISS, OSS and Expulsion within the different district categories?
- **Who** is suspended/expelled? Do suspensions rates vary by grade, race, gender? Also, are there differences among these subgroups within different district categories (e.g., Ed-Reform, Charter, RESC)?

Questions (cont'd)

- **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?
- **Why** are students being suspended/expelled? What types of incidents are resulting in suspensions/expulsions? Do these vary by district categories?
- What percent of children suspended in **kindergarten** return to the same school/district in the following year?
- What actions is the CSDE taking to **turn the curve** on discipline issues?

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 10th grader Matthew 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 as well as any incident that is deemed a serious incident.

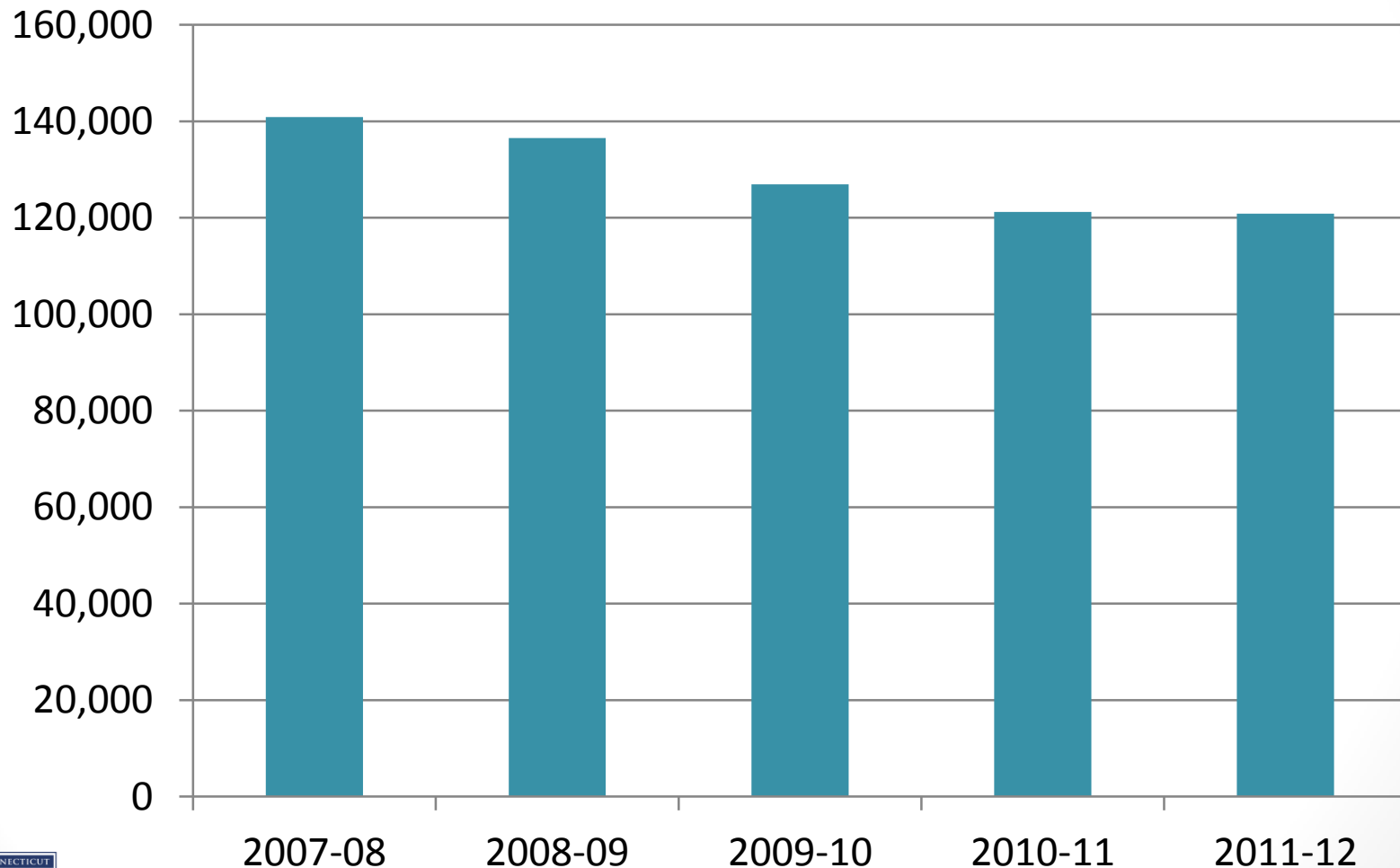
What data are collected? (cont'd)

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

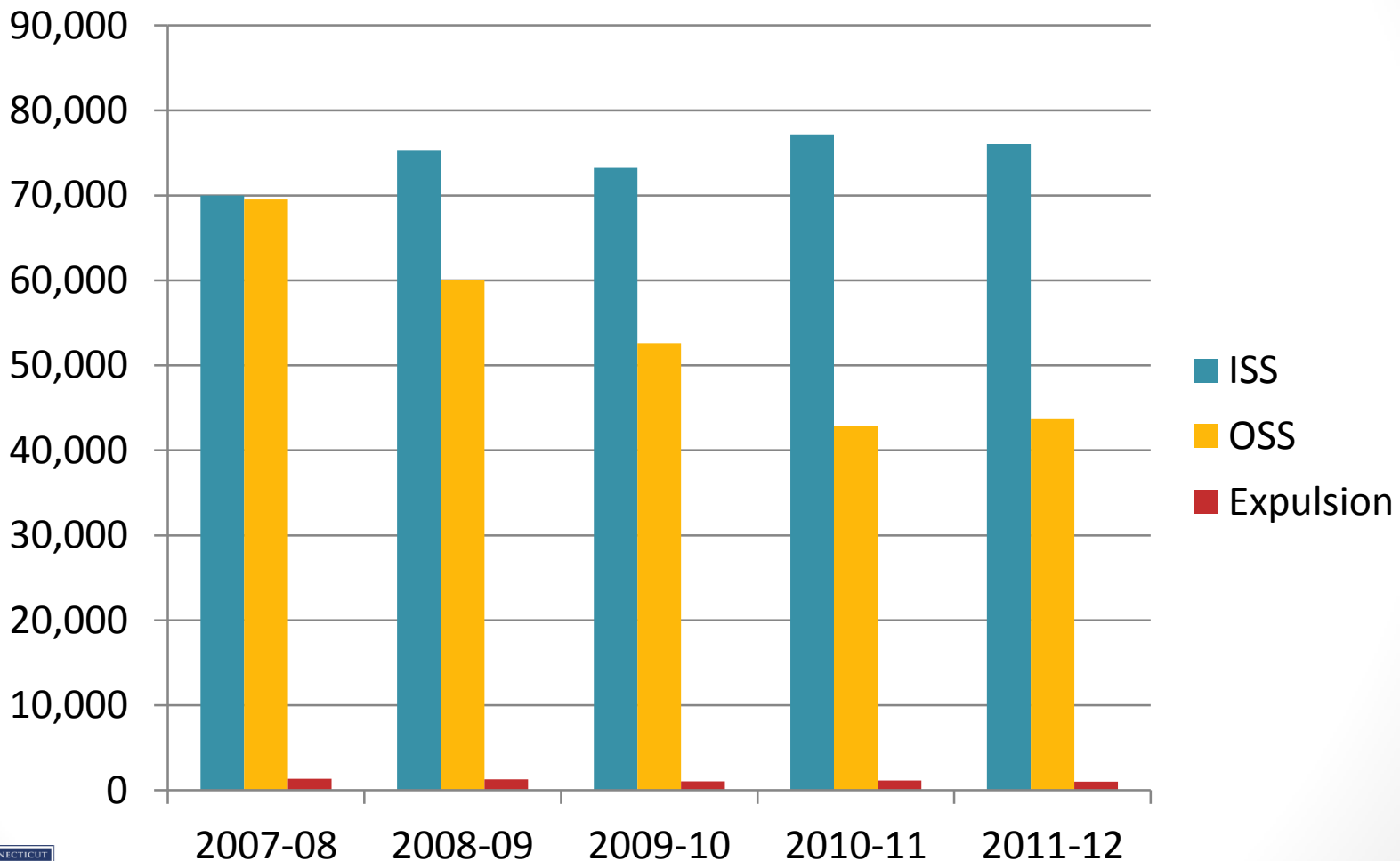
TREND IN ISS, OSS AND EXPULSIONS



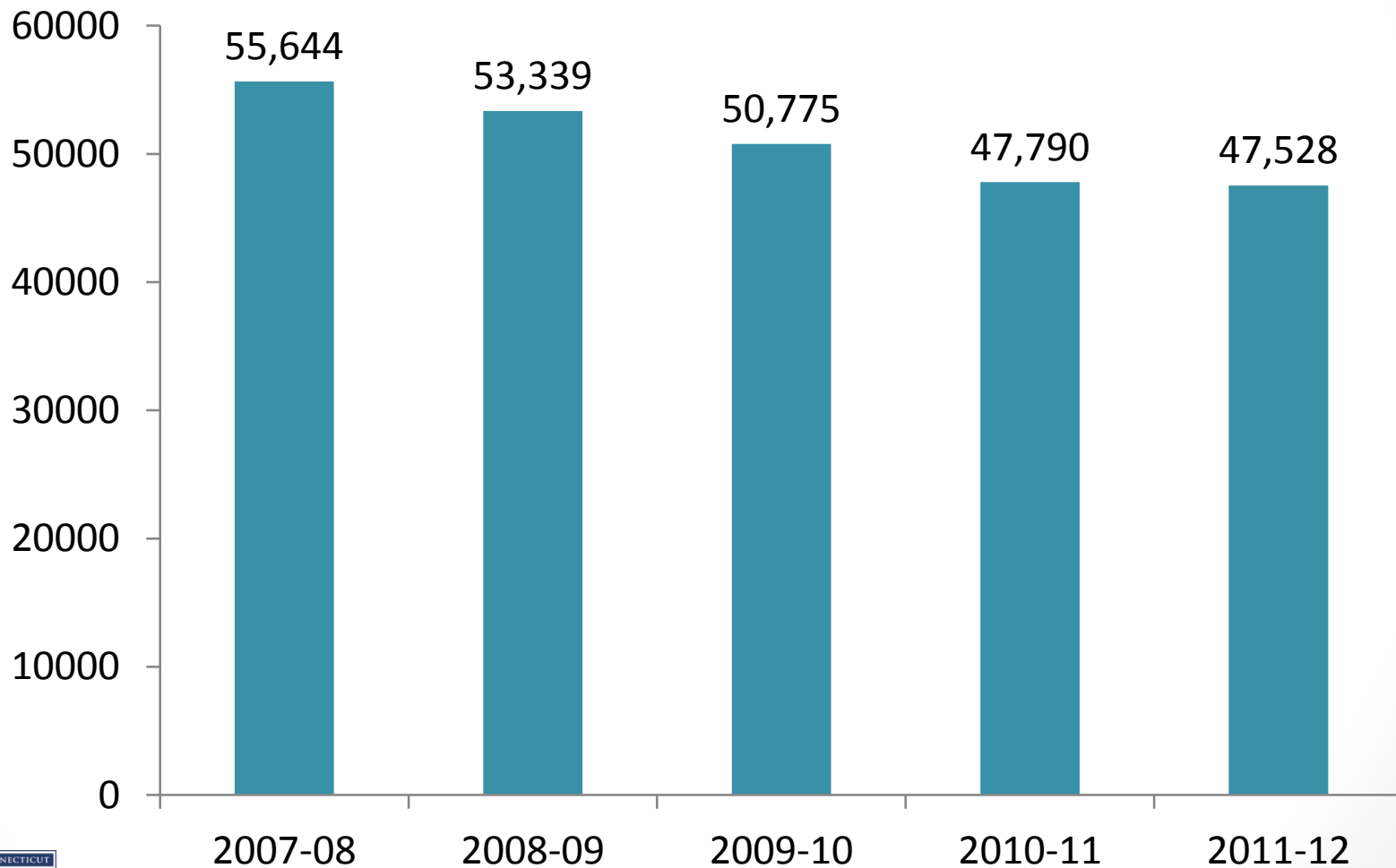
Total Number of Sanctions (ISS, OSS, and Expulsions) (duplicated count)



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

- The total number of ISS, OSS and Expulsions has reduced by about 14% over the past five years from $\approx 140,000$ in 2007-08 to $\approx 120,000$ in 2011-12.
- The total number of OSS has reduced by about 39% from $\approx 70,000$ to $\approx 43,000$ over the same five-year period.
- Conversely, the number of ISS has increased by over 8% during the same period; much of the increase occurred in the second year (2008-09), the year when the original guidelines were released.
- The unduplicated count of PK-12 students receiving suspensions/expulsions has declined by 14.6% from 55,644 in 2007-08 to 47,528 in 2011-12.
- Overall, 8.6% of students received at least one ISS, OSS or expulsion in 2011-12.

In-depth Analyses for 2011-12: 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



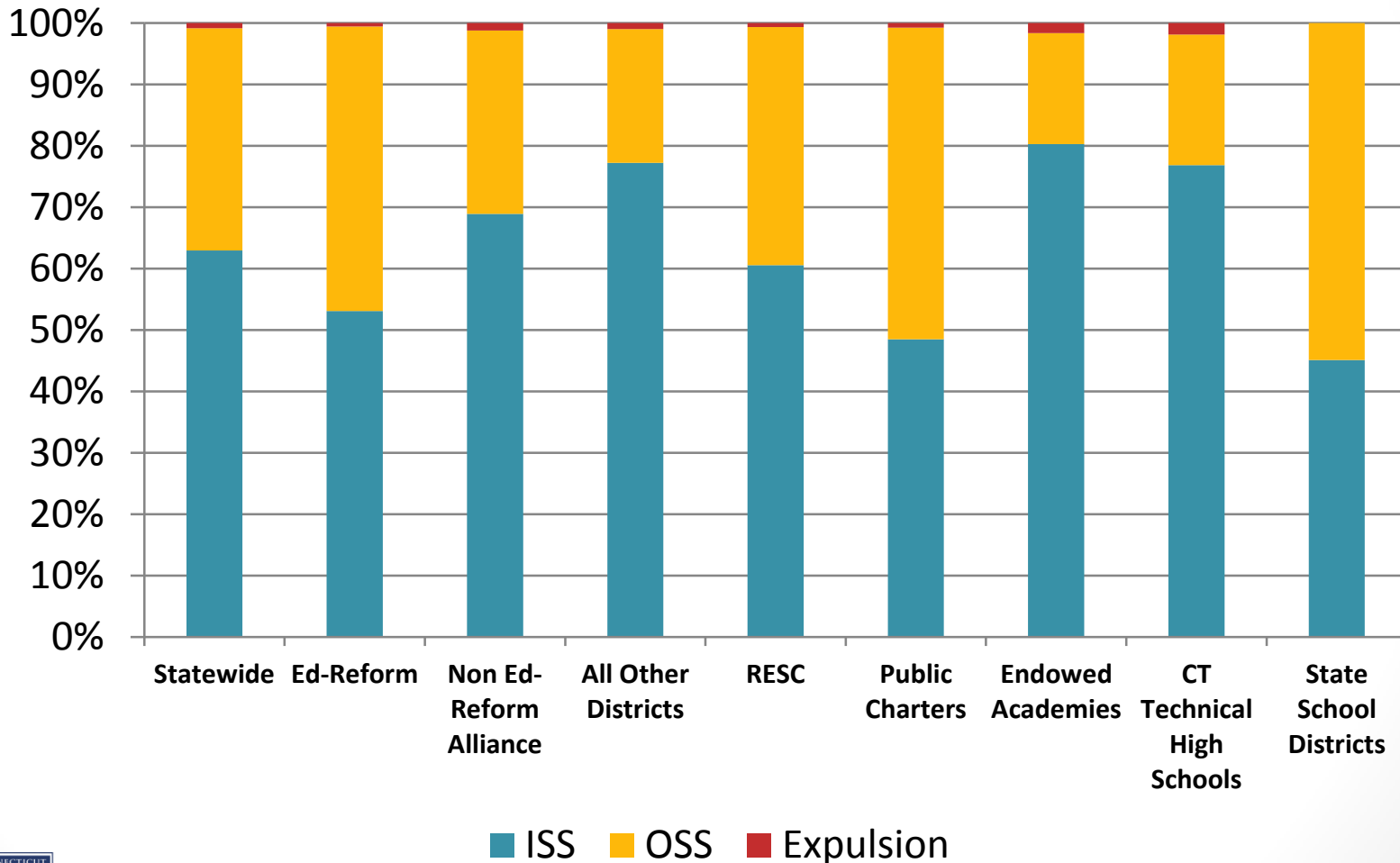
In-depth Analyses for 2011-12: District Categories

- ***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).

WHAT SANCTIONS ARE STUDENTS RECEIVING?



Percent of Sanctions by District Category



Districts Where a Significantly High Percentage of Total Sanctions were OSS

District Name	% of Total Sanctions that were OSS
New Beginnings Inc. Family Academy District	97.8%
Elm City College Preparatory School	82.0%
The Bridge Academy District	81.3%
New Haven School District	80.1%
Salem School District	69.2%
Cooperative Educational Services	68.9%
Integrated Day Charter School District	64.0%
Stamford School District	63.8%
Bolton School District	61.9%
Achievement First Hartford Academy Inc.	61.1%
Hartford School District	58.8%
Area Cooperative Educational Services	58.3%
Regional School District 09	57.1%
Unified School District #2	54.9%

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



WHO IS BEING SUSPENDED/EXPELLED?

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

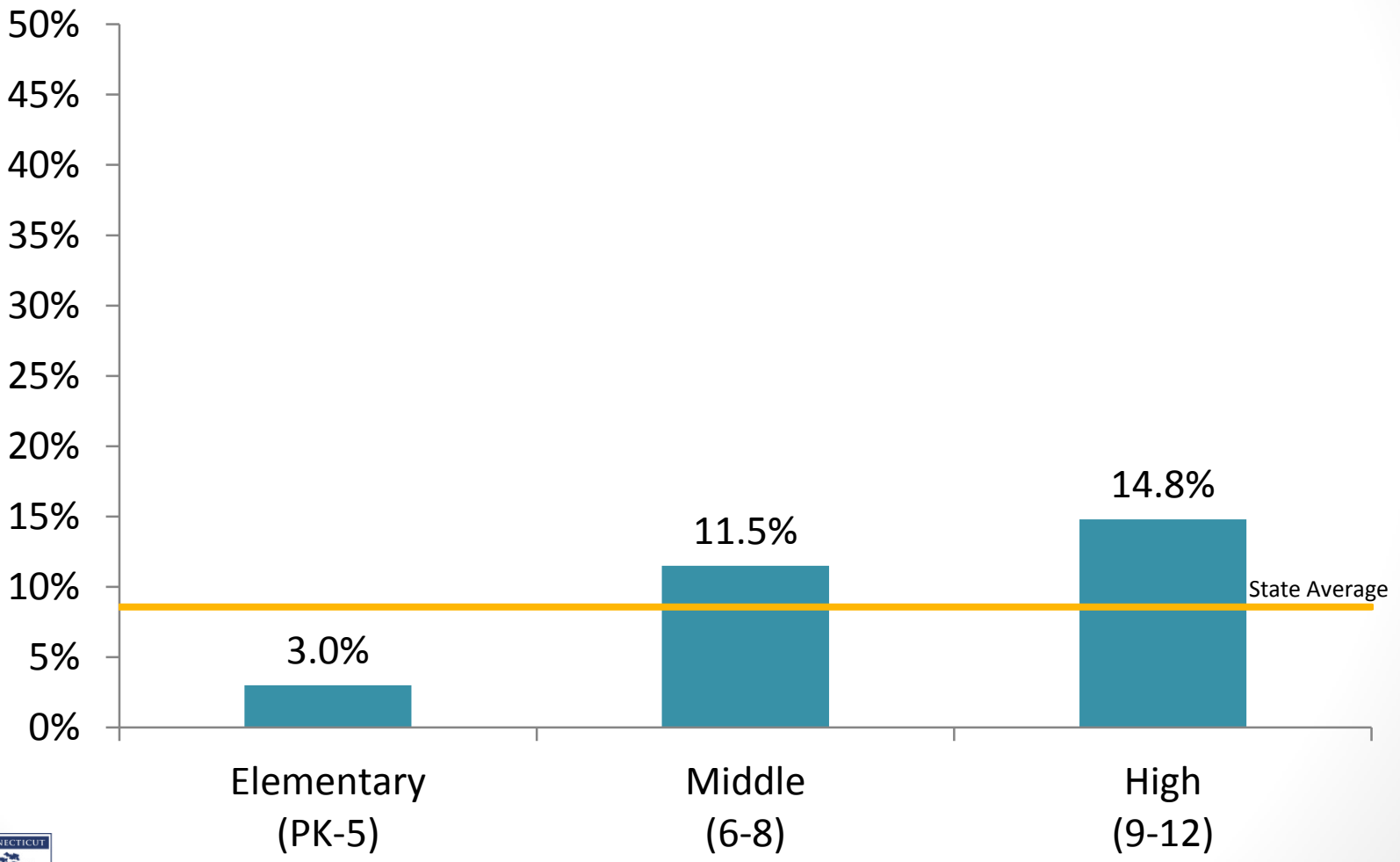
Suspension/Expulsion Rate

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

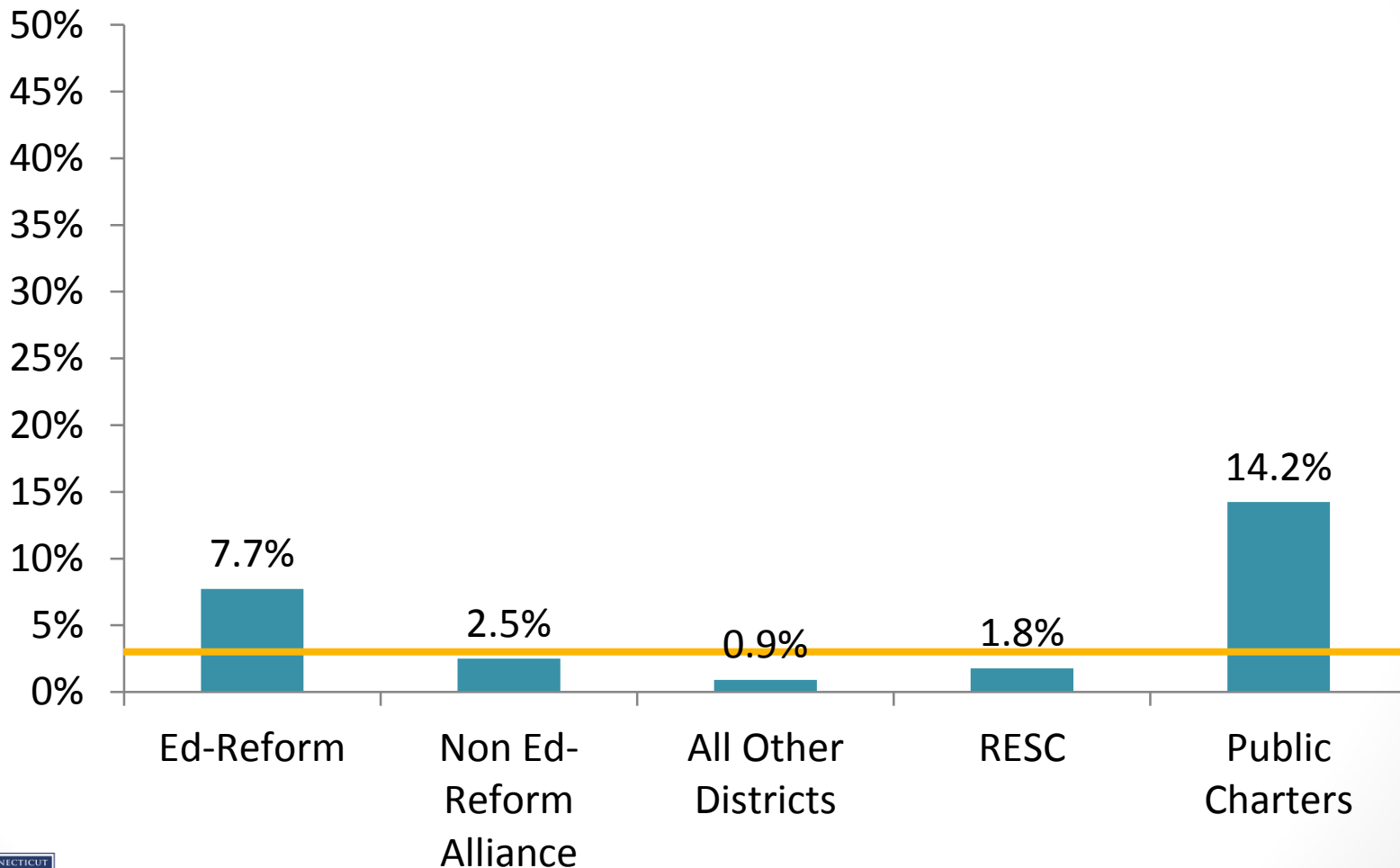
*Total number of students enrolled
per October count*



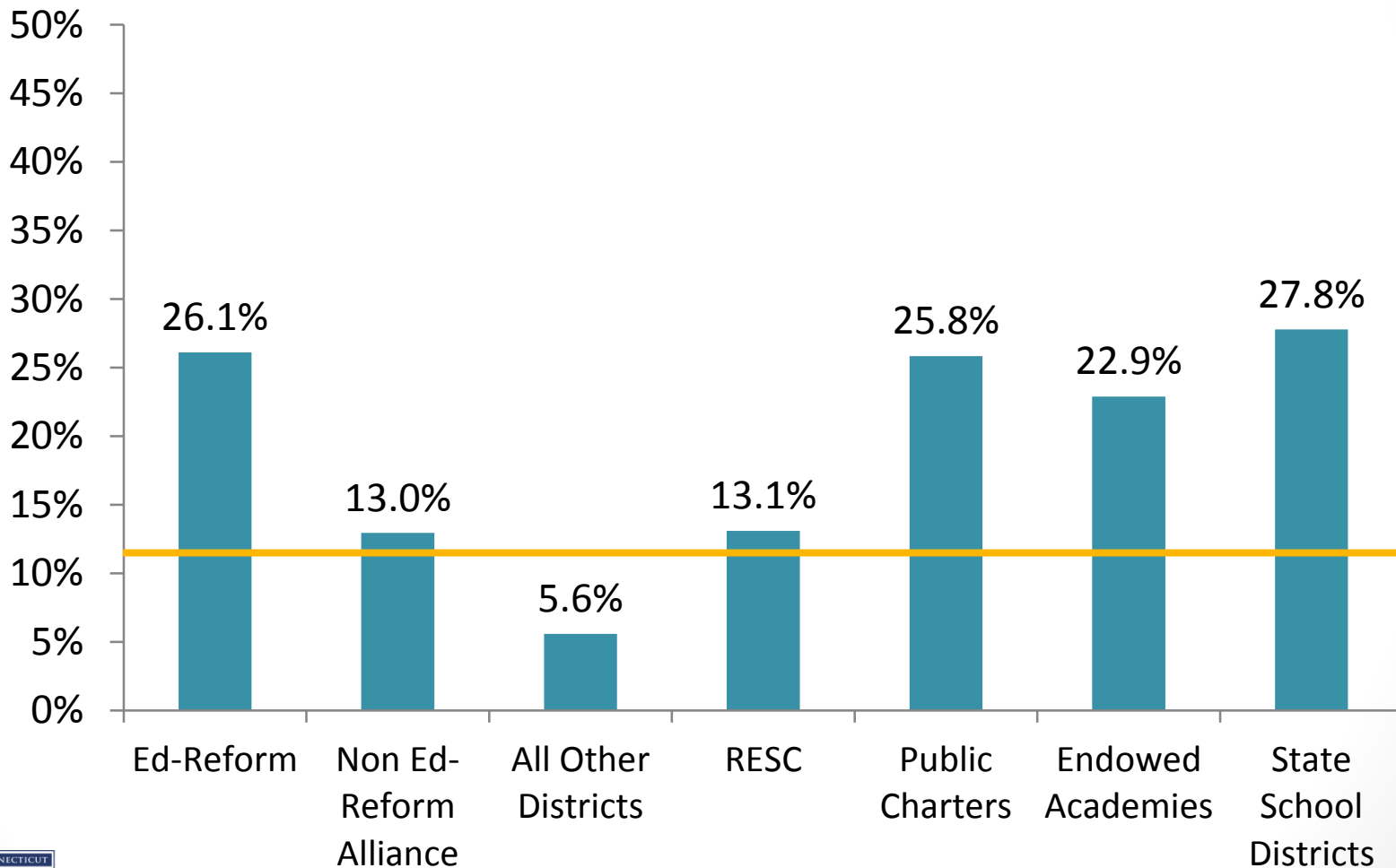
Suspension/Expulsion Rates by Grade Range



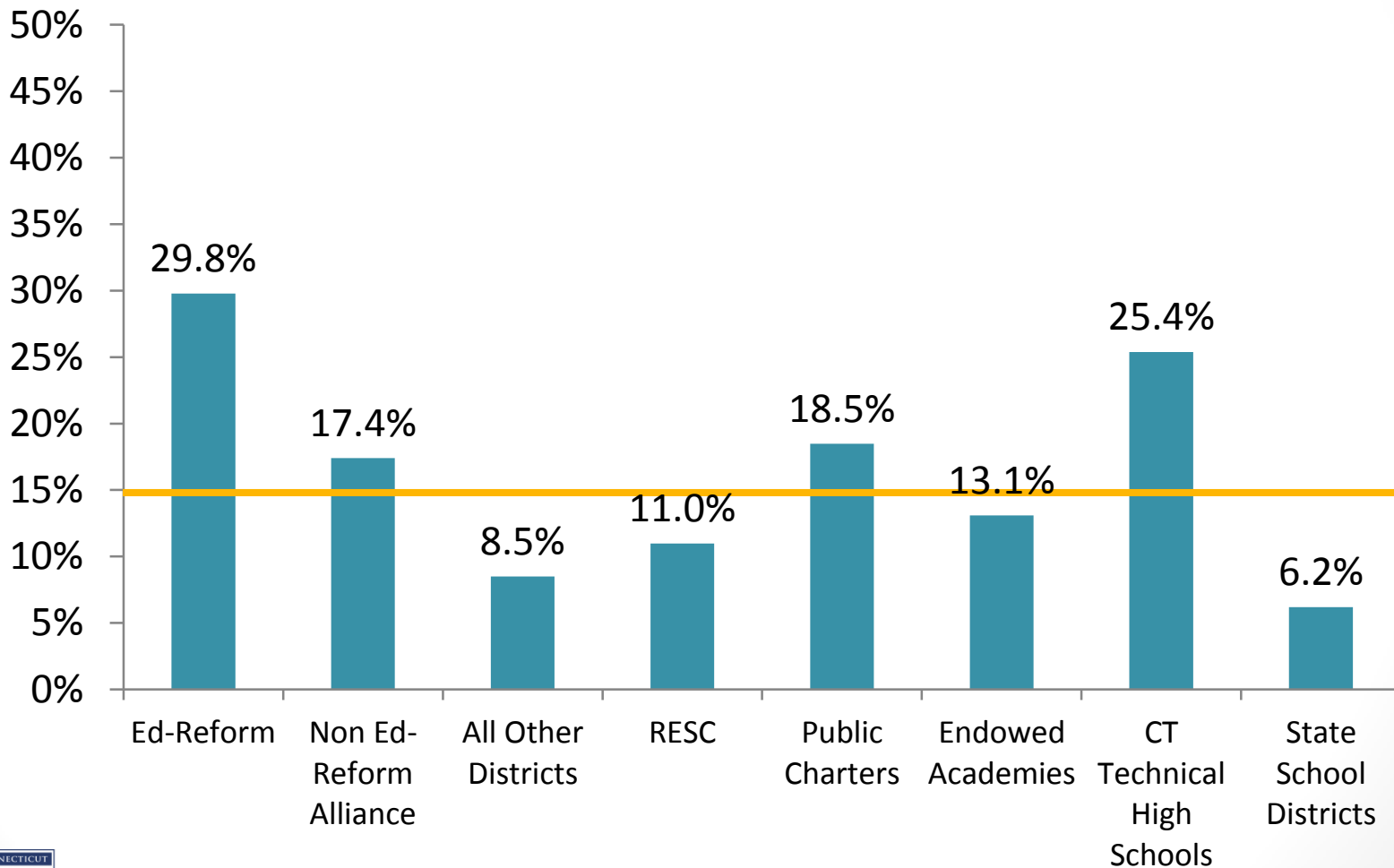
Suspension/Expulsion Rates in the **Elementary Grades (PK-5)** by District Category



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



Suspension/Expulsion Rates in the **Higher Grades (9-12)** by District Category



Districts with High Suspension/Expulsion Rates

Elementary (PK-5)		Middle (6-8)		High (9-12)	
District Name	% of Students Receiving at least one ISS, OSS or Expulsion	District Name	% of Students Receiving at least one ISS, OSS or Expulsion	District Name	% of Students Receiving at least one ISS, OSS or Expulsion
Achievement First Hartford Academy Inc.	32.5%	Achievement First Hartford Academy Inc.	49.4%	Lisbon School District	45.8%
Elm City College Preparatory School	26.0%	Unified School District #2	45.5%	Elm City College Preparatory School	40.0%
Bridgeport Achievement First	20.0%	Bridgeport Achievement First	43.7%	Waterbury School District	39.2%
Amistad Academy District	13.8%	Amistad Academy District	41.9%	Windham School District	37.1%
New Beginnings Inc. Family Academy	11.2%	New London School District	41.1%	Unified School District #2	35.9%
Hartford School District	10.5%	The Bridge Academy District	35.4%	Bridgeport Achievement First	35.9%
East Hartford School District	10.0%	East Hartford School District	31.3%	East Hartford School District	35.7%
Bridgeport School District	8.6%	Waterbury School District	31.1%	New Britain School District	34.1%
New Britain School District	8.4%	Windham School District	28.4%	Bridgeport School District	33.7%
Waterbury School District	8.1%	Interdistrict School for Arts and Comm	28.3%	Meriden School District	30.0%
Area Cooperative Educational Services	8.0%	Elm City College Preparatory School	28.2%	West Haven School District	28.9%
		Bridgeport School District	28.0%	Amistad Academy District	28.4%
		Meriden School District	25.8%	New London School District	27.8%
		Hartford School District	25.3%	Hartford School District	26.0%
		New Britain School District	24.2%	Connecticut Technical High Schools	25.4%
		Bloomfield School District	23.6%		
		The Gilbert School	22.9%		
		Park City Prep Charter School	22.6%		
		New Beginnings Inc. Family Academy	21.6%		
		Norwich School District	21.4%		

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

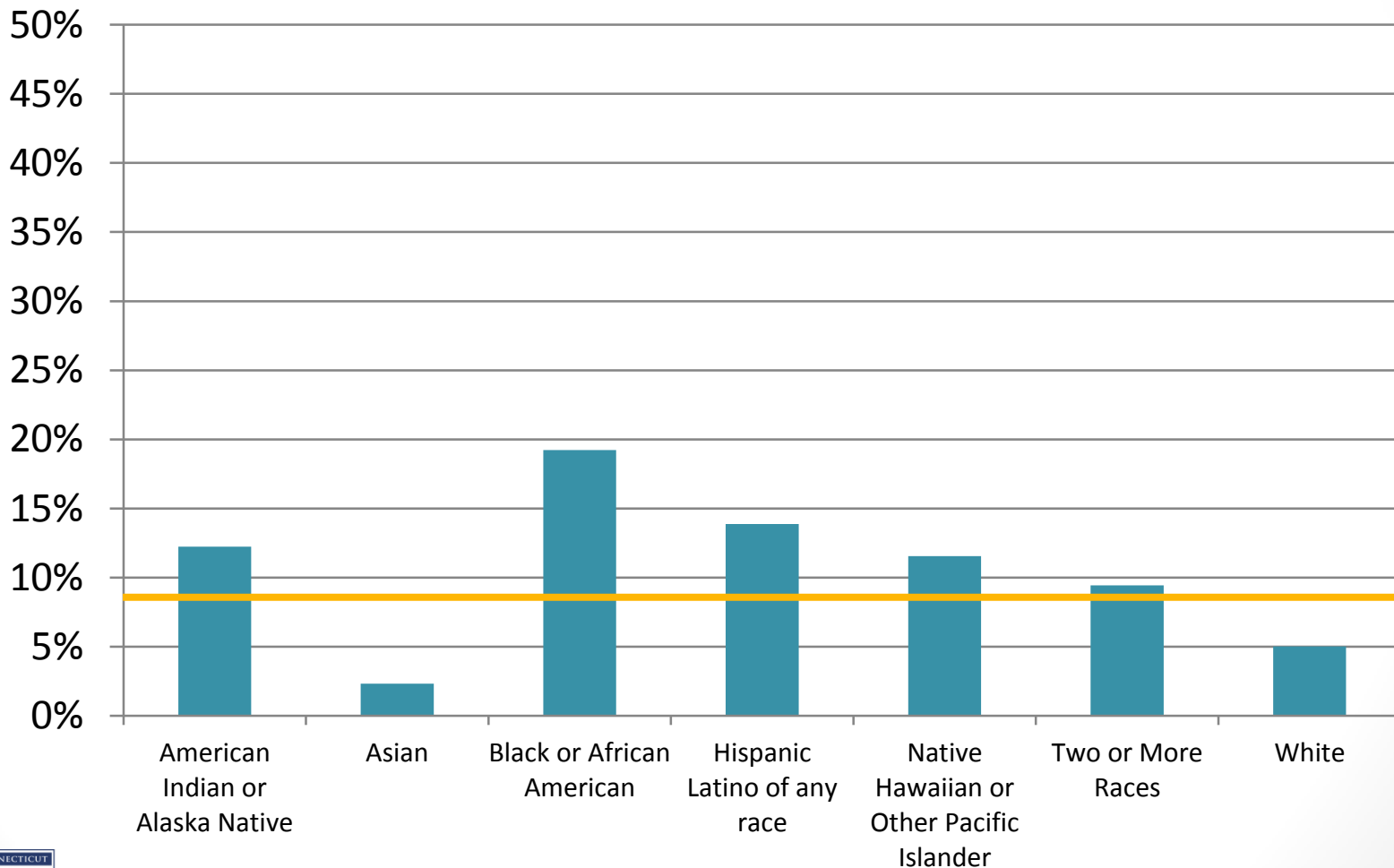


Observations

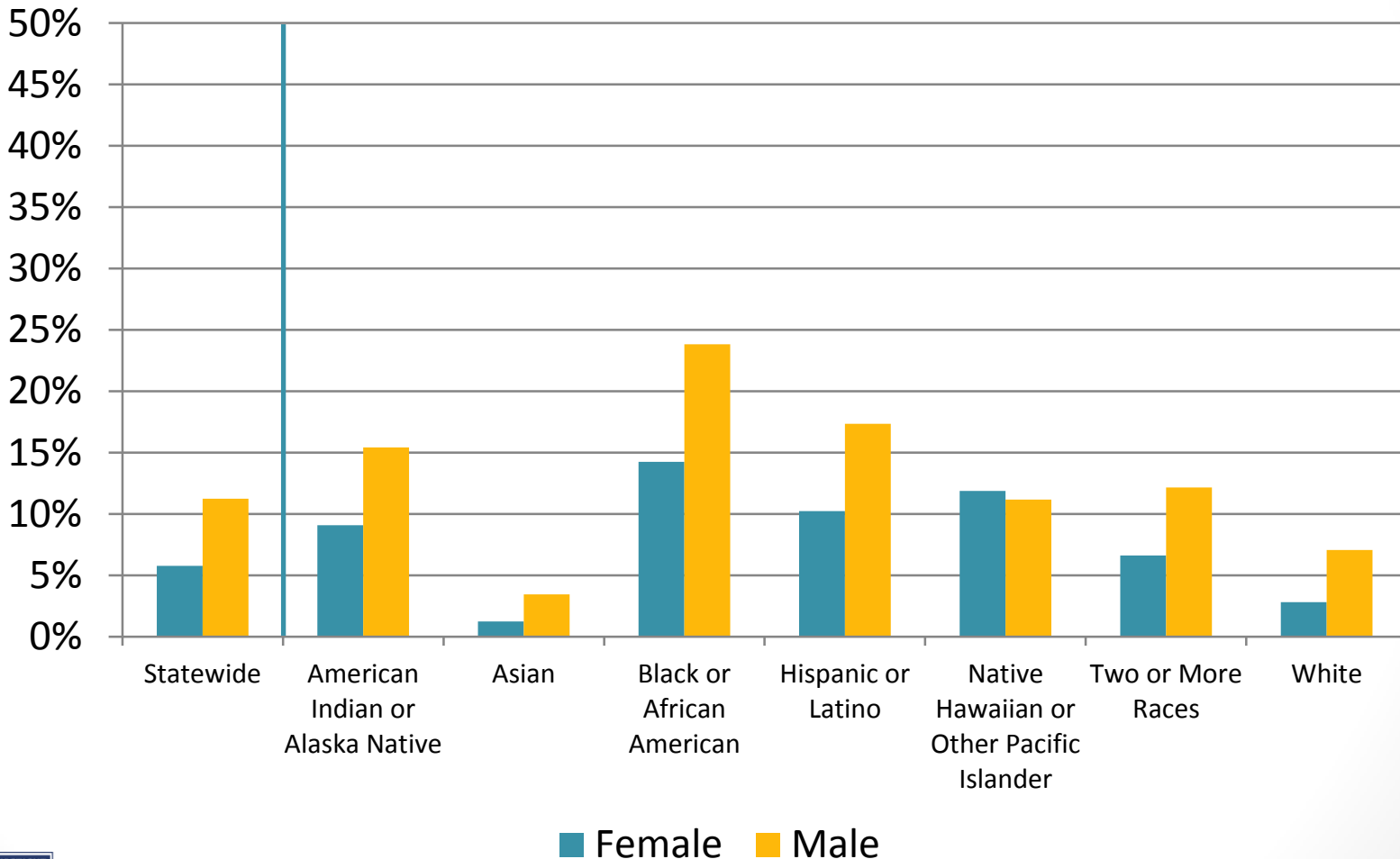
- Overall, suspension/expulsion rates in the middle and higher grades are significantly greater than in the elementary grades.
- The suspension/expulsion rate of students in the **elementary** grades in the Public Charter Schools (14.2%) is almost twice that in the 10 Ed-Reform districts (7.7%), both of which are substantially greater than the state average (3.0%).
- The suspension/expulsion rates of students in the **middle** grades in the 10 Ed-Reform districts (26.1%), the Public Charter Schools (25.8%) and the Endowed Academies (22.9%) are substantially greater than the state average (11.5%).
- The suspension/expulsion rates of students in the **higher** grades in the 10 Ed-Reform districts (29.8%) and in the CT Technical High Schools (25.4%) are substantially greater than the state average (14.8%).



Suspension/Expulsion Rates by Race



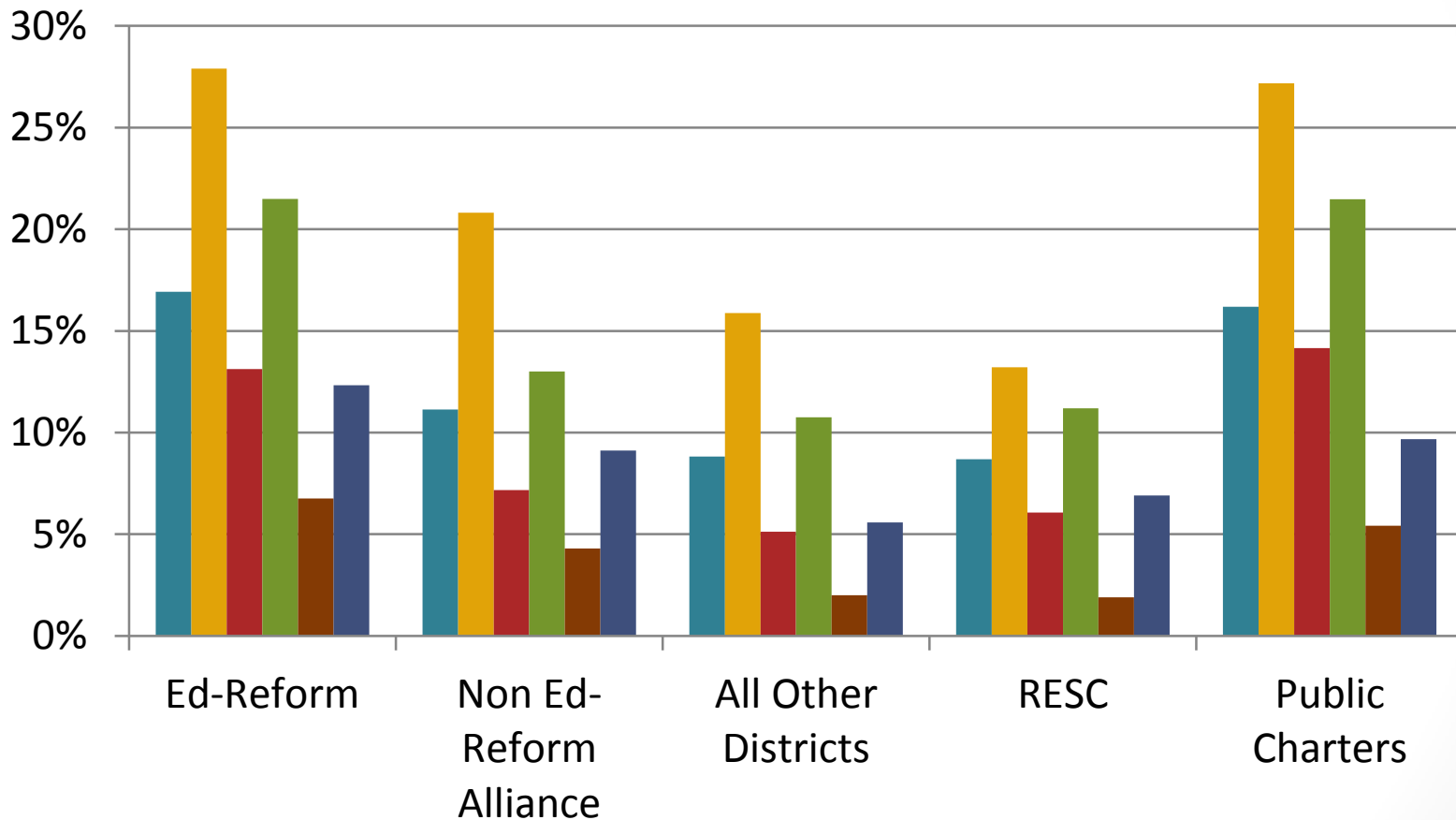
Suspension/Expulsion Rates by Race and Gender Statewide



Disparities in Suspension/Expulsion Rates (Expressed as Ratios)

	All	Female	Male
Black Students : White Students	19.2% : 5.0% 3.8 times	14.2% : 2.8% 5.0 times	23.8% : 7.1% 3.4 times
Hispanic Students: White Students	13.9% : 5.0% 2.8 times	10.2% : 2.8% 3.6 times	17.4% : 7.1% 2.5 times

Similar Pattern of Disparity Exists within District Categories



■ Black F
 ■ Black M
 ■ Hispanic F
 ■ Hispanic M
 ■ White F
 ■ White M



Observations

- Gender:
 - Males are suspended/expelled at about twice the rate as females.
 - This pattern is evidenced in all racial/ethnic groups **and** within all district categories.
- Race and Gender
 - Black and Hispanic males are suspended/expelled at two to three times the rate as their White counterparts.
 - Black and Hispanic females are suspended/expelled at three to five times the rate as their White counterparts.
 - These patterns are evidenced in all district categories.

HOW LONG DO SUSPENSIONS AND EXPULSIONS LAST?

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

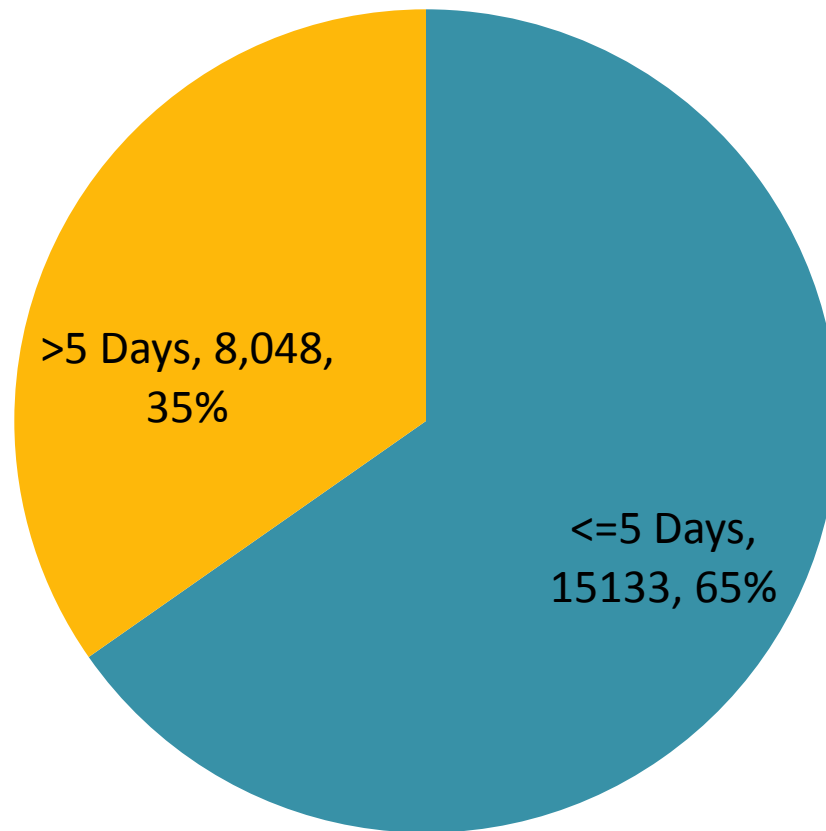


Average Number of Days Sanctioned

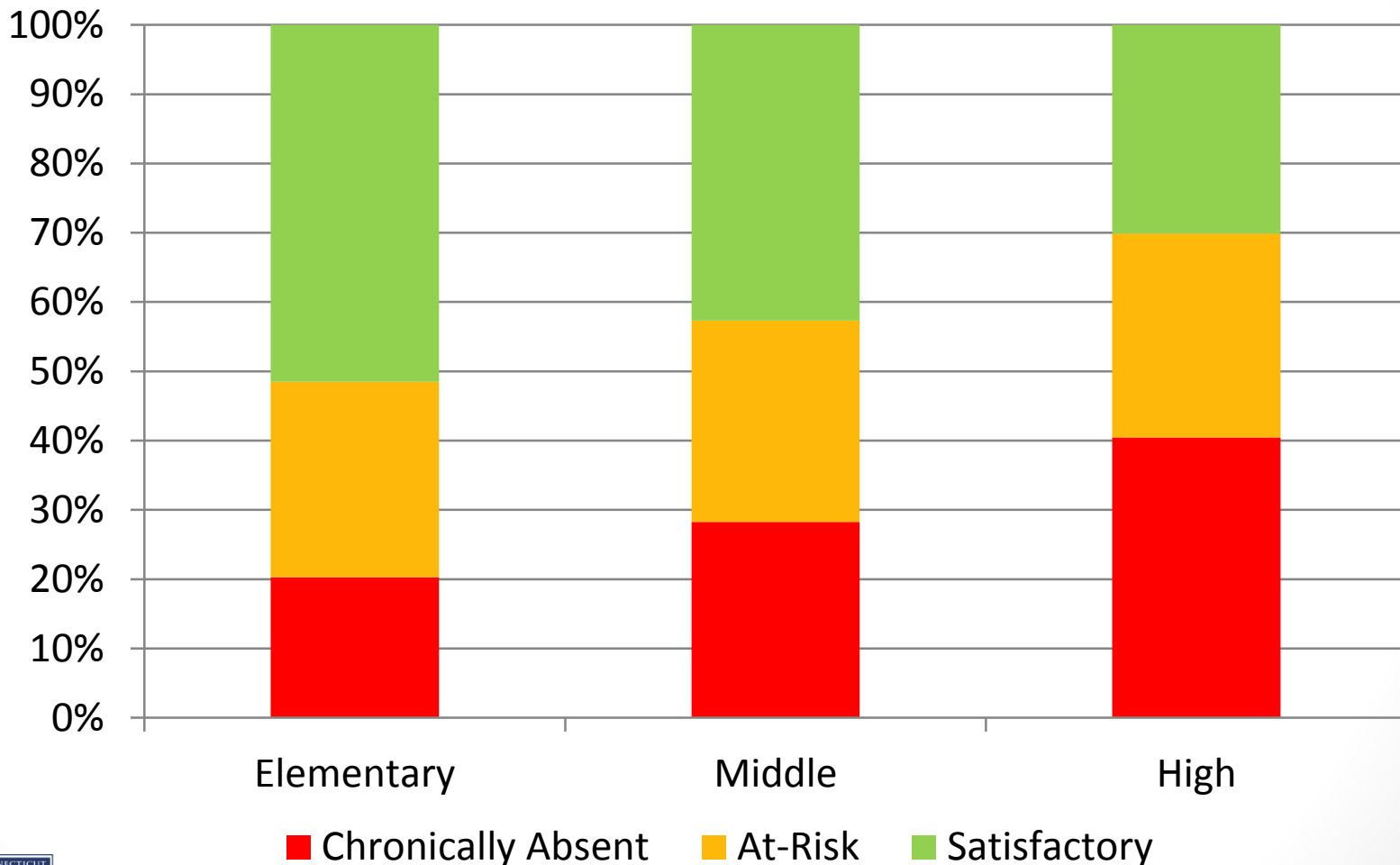
District	ISS	OSS	Expulsion
Ed-Reform	1.2	3.0	111.7
Non Ed-Reform Alliance	1.4	3.3	140.3
All Other Districts	1.4	3.7	124.6
RESC	1.4	2.4	163.5
Public Charters	1.0	1.6	58.1
Endowed Academies	1.6	4.3	85.0
CT Technical High Schools	1.5	4.9	67.1
State School Districts	2.9	3.6	-----
Statewide	1.3	3.1	116.3



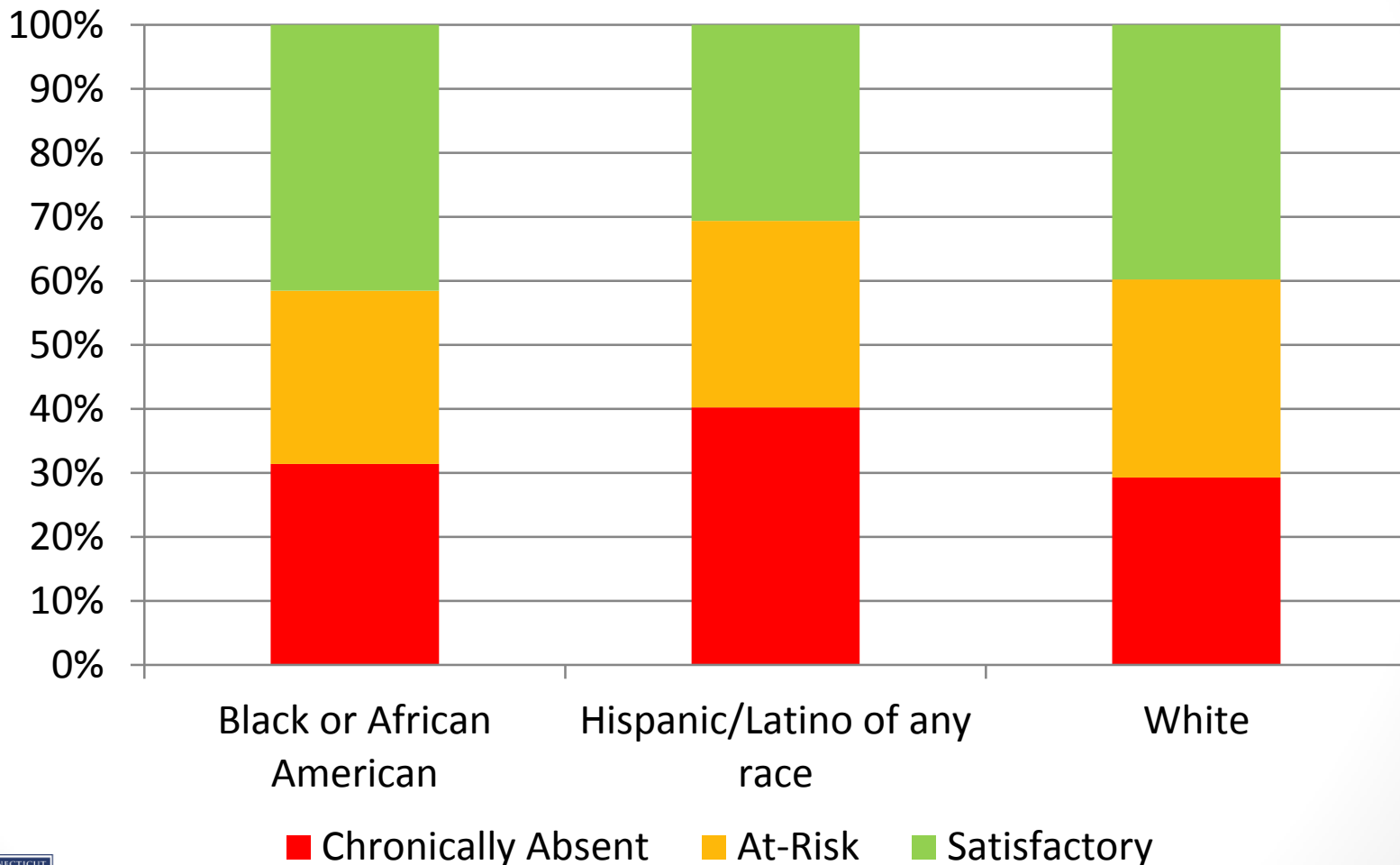
Percent of Students (unduplicated) Based on the Range of Total OSS Days Sanctioned



Attendance of Students Receiving ISS, OSS or Expulsion by Grade Range: Percent of Students (unduplicated)



Attendance of Students Receiving ISS, OSS or Expulsion by Race: Percent of Students (unduplicated)



Observations

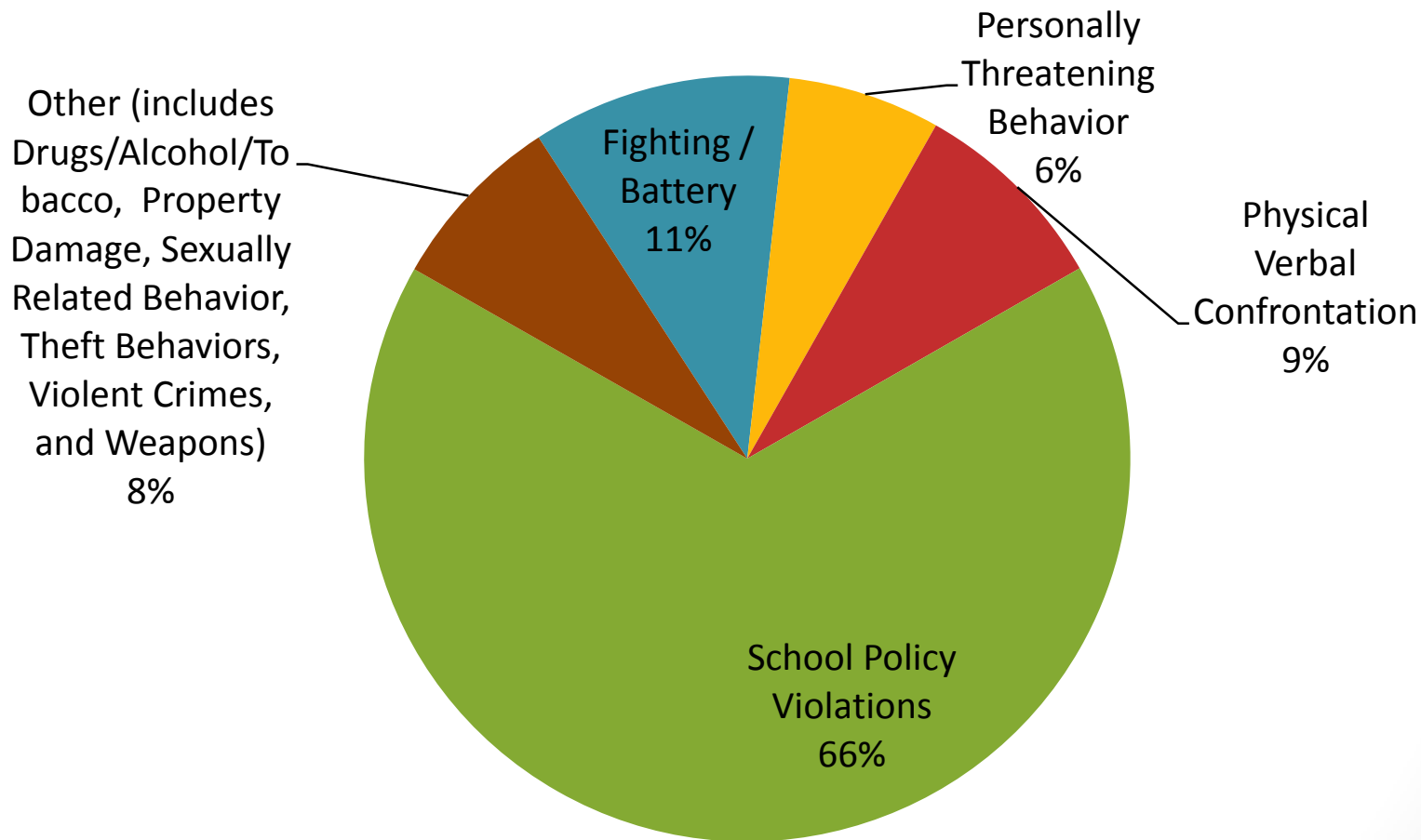
- Public Charter Schools evidence the lowest average number of days sanctioned within each of the categories of ISS, OSS and Expulsions.
- Over 8,000 students who receive OSS are sanctioned for a total of six or more days in the year.
- 40 percent of students in the higher grades (9-12) who are suspended/expelled are chronically absent (i.e., missing 10 percent or greater of the total number of days enrolled in the school year for any reason). 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 30 percent of Black and White students and 40 percent of Hispanic students who are suspended/expelled are chronically absent. These rates far exceed the statewide averages for these subgroups (Black 15%, Hispanic 18% and White 8%).



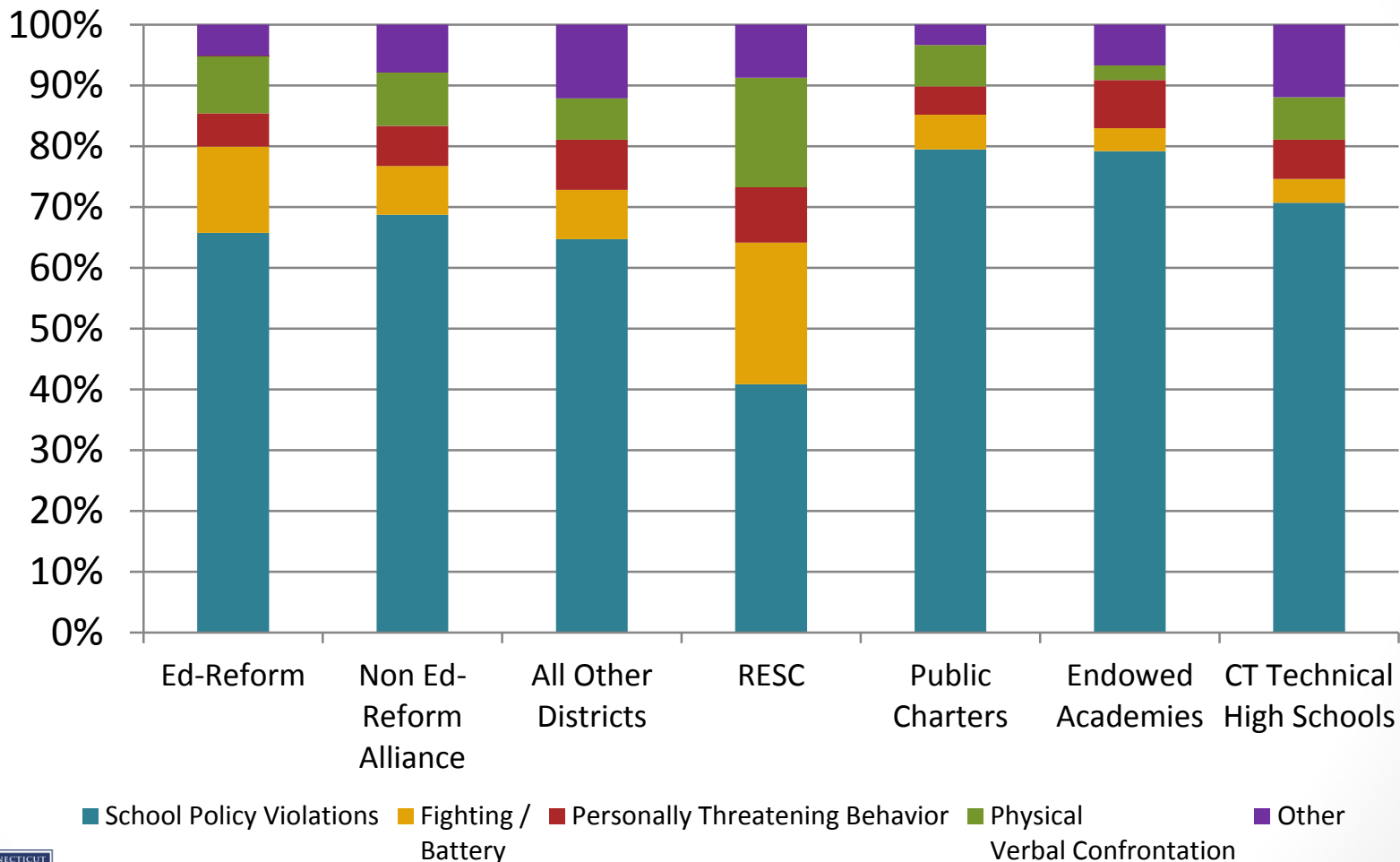
WHY ARE STUDENTS SUSPENDED OR EXPELLED?



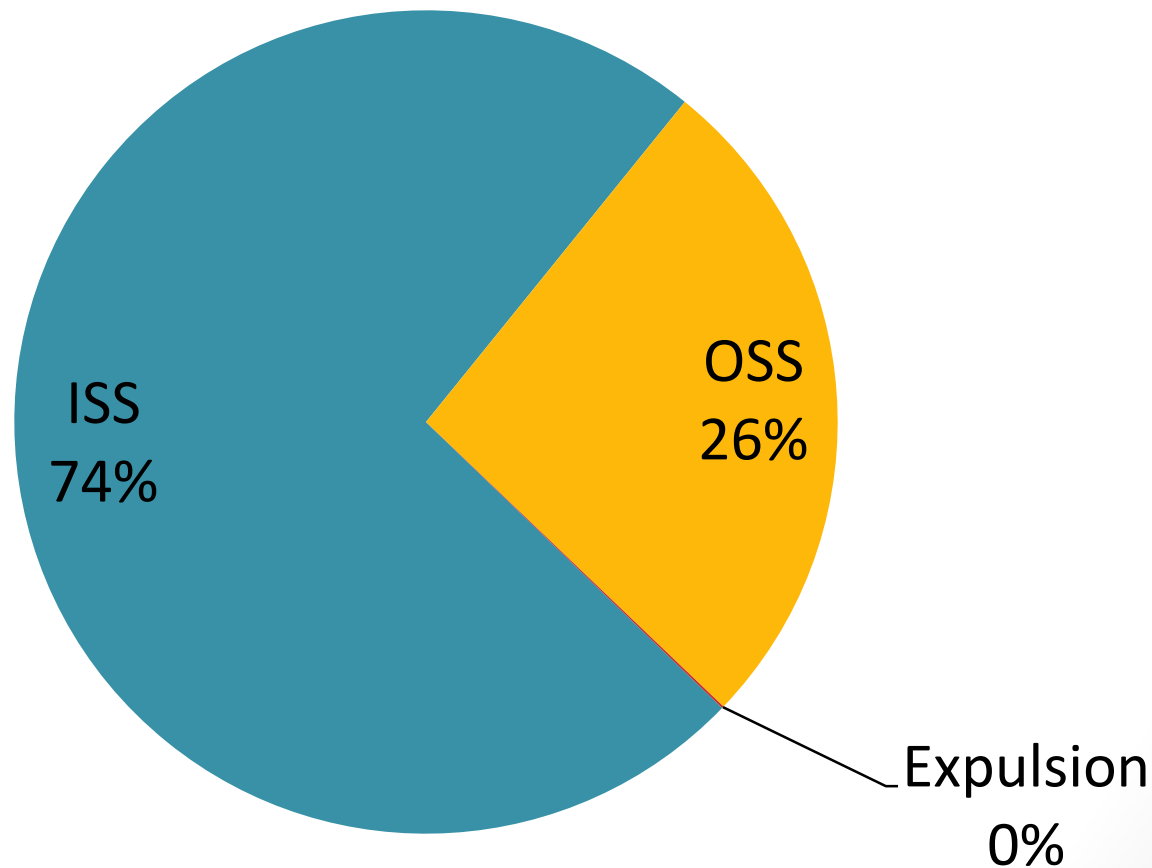
Incident Types (Offenses) that Result in ISS, OSS or Expulsion



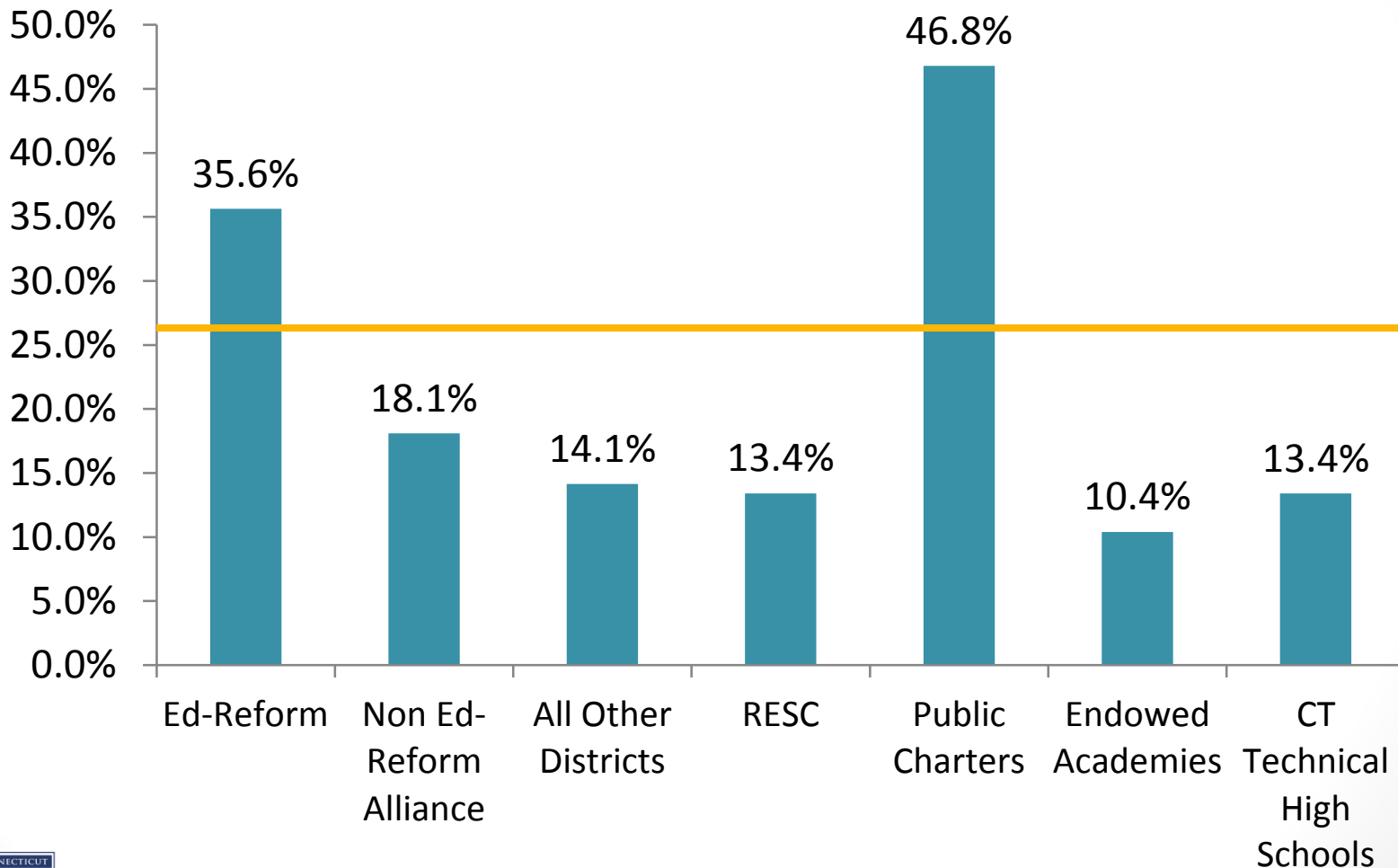
Incident Types (Offenses) that Result in ISS, OSS, or Expulsion by District Category



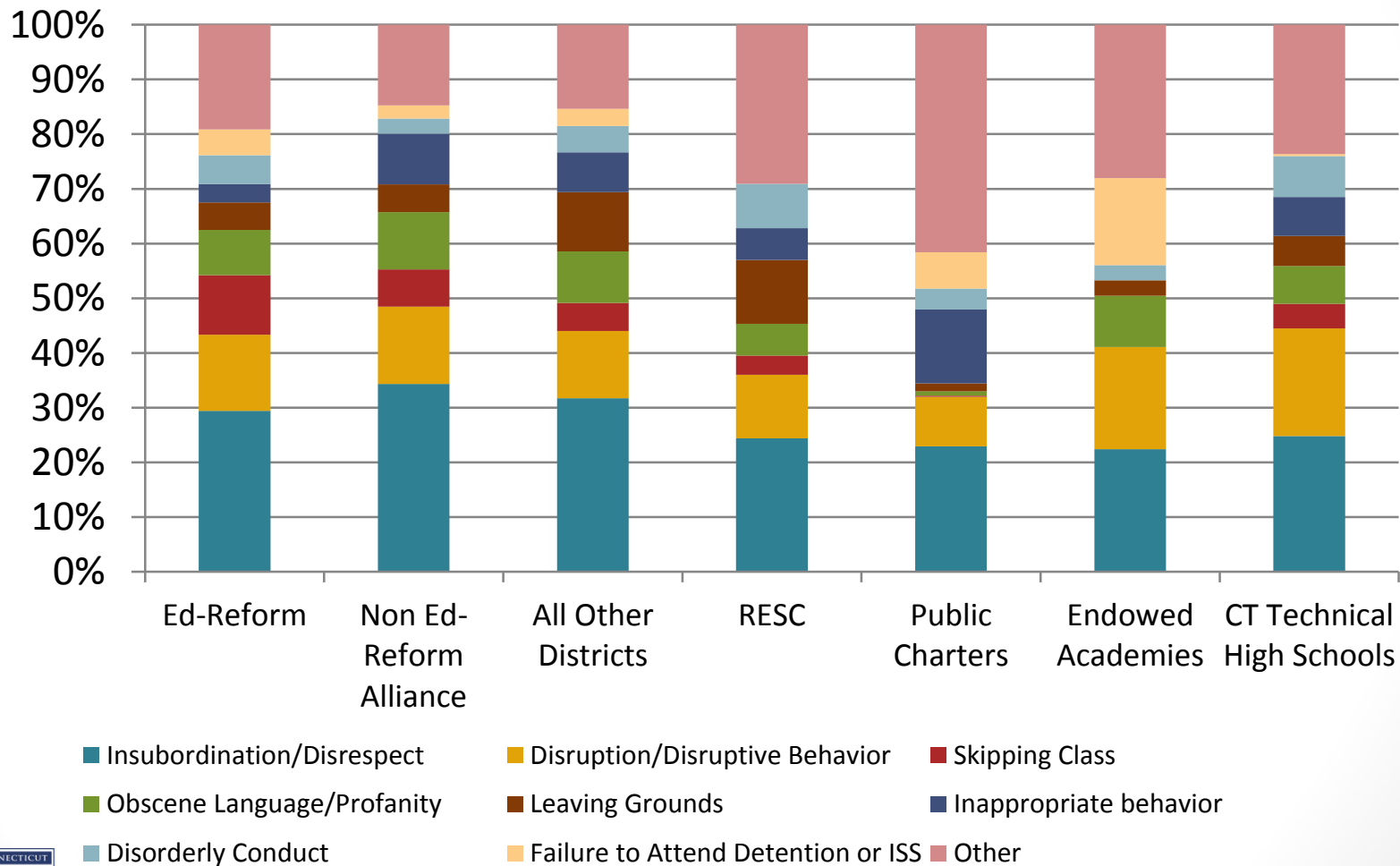
Sanctions that Result from School Policy Violations



Percent of School Policy Violations that Result in OSS by District Category



School Policy Violations Sub-Categories that Result in OSS

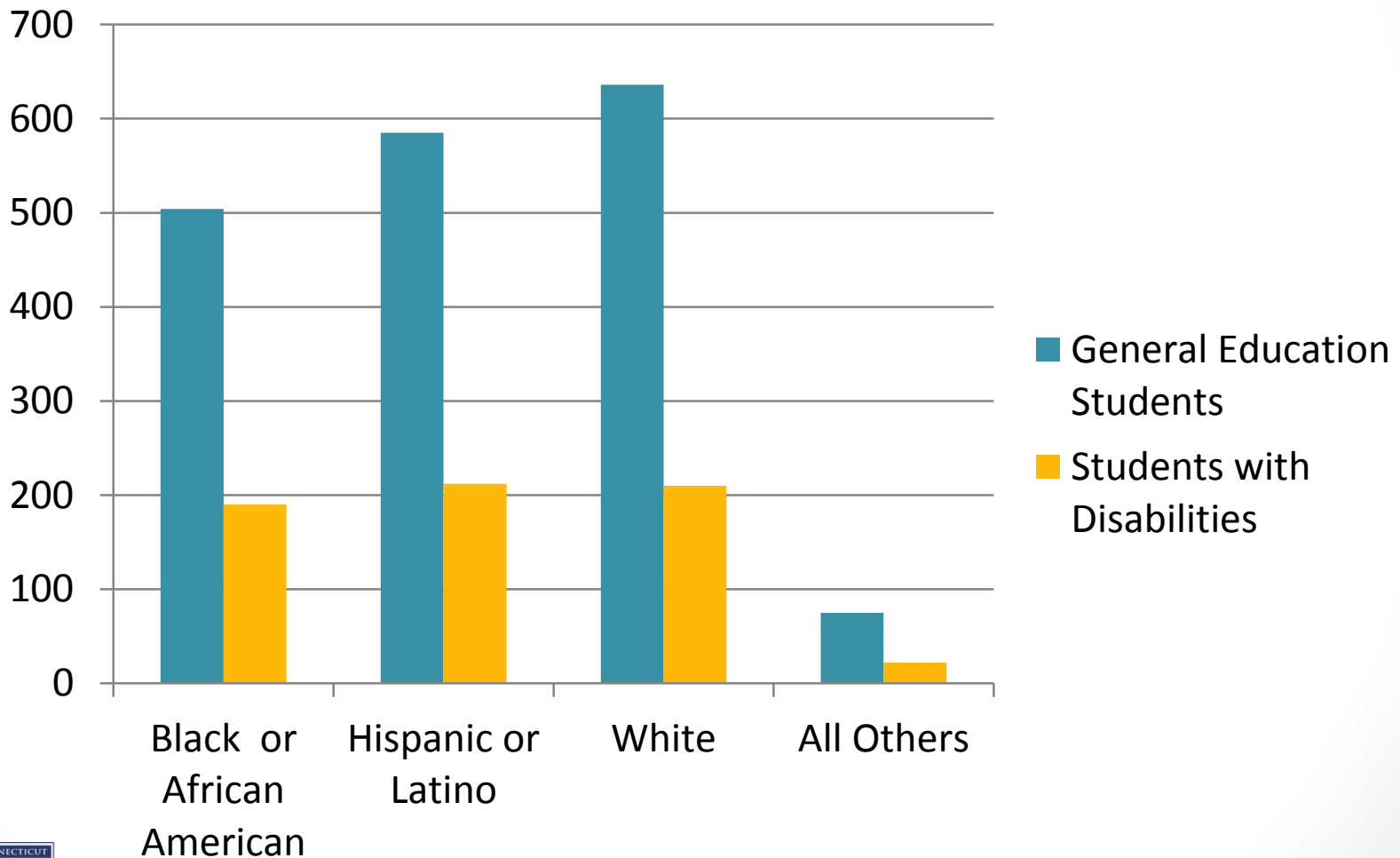


Observations

- Two-thirds of all ISS, OSS, and Expulsions statewide result from School Policy Violations. This pattern holds in all district categories except RESCs.
- 26.3 percent of all school-policy violations statewide result in OSS. This rate is substantially higher in Public Charter Schools (46.8%) and in Ed-Reform districts (35.6%).
- Among Ed-Reform districts, the types of offenses within the “Other” category includes *Dress Code Violation, Leaving Class without Permission, Cell Phone, and Throwing Objects.*
- Among Public Charter Schools, *Accumulation of demerits/detentions* accounts for nearly two-thirds of the “Other” category.



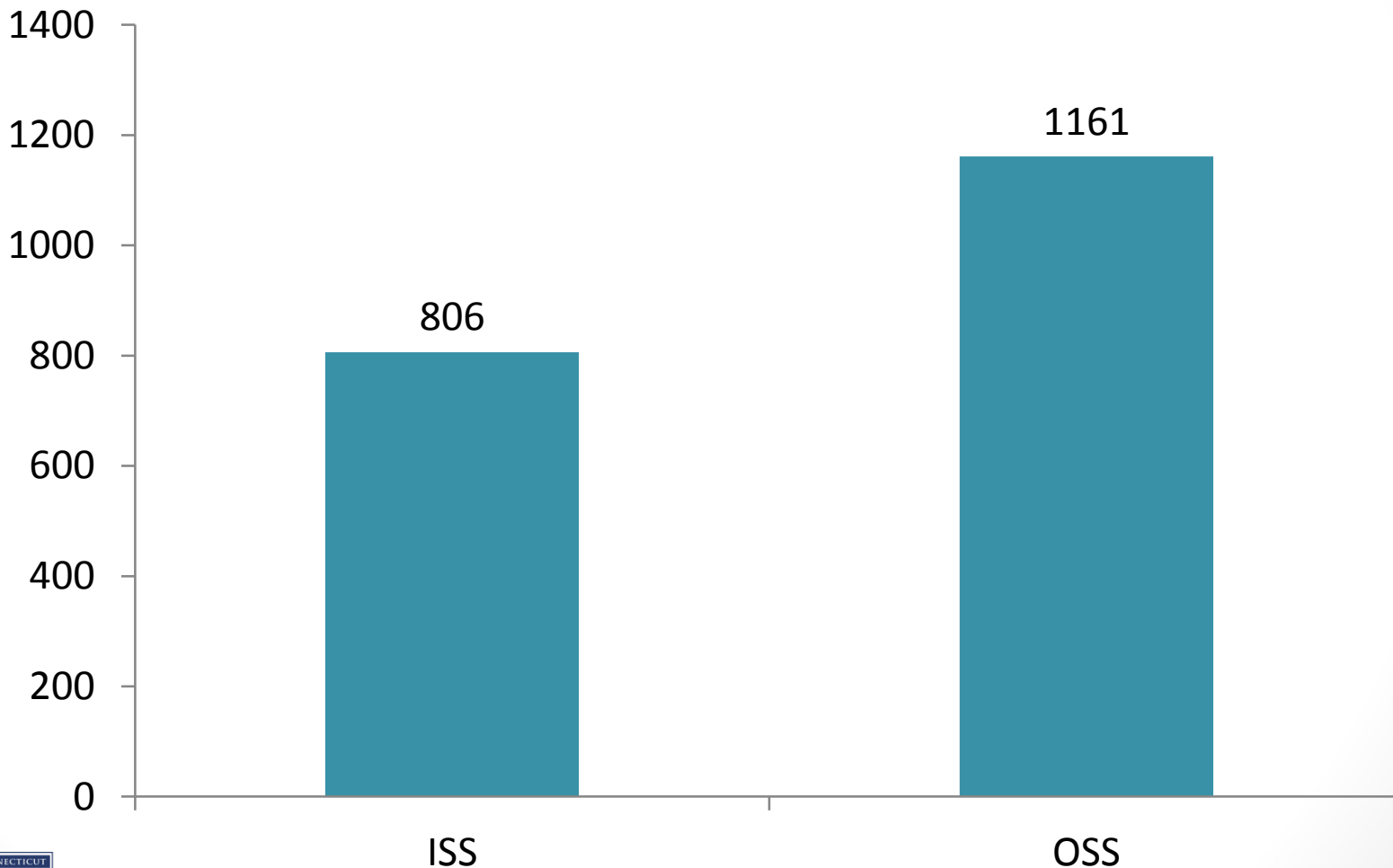
Number of Students Arrested (unduplicated) by Race and Disability



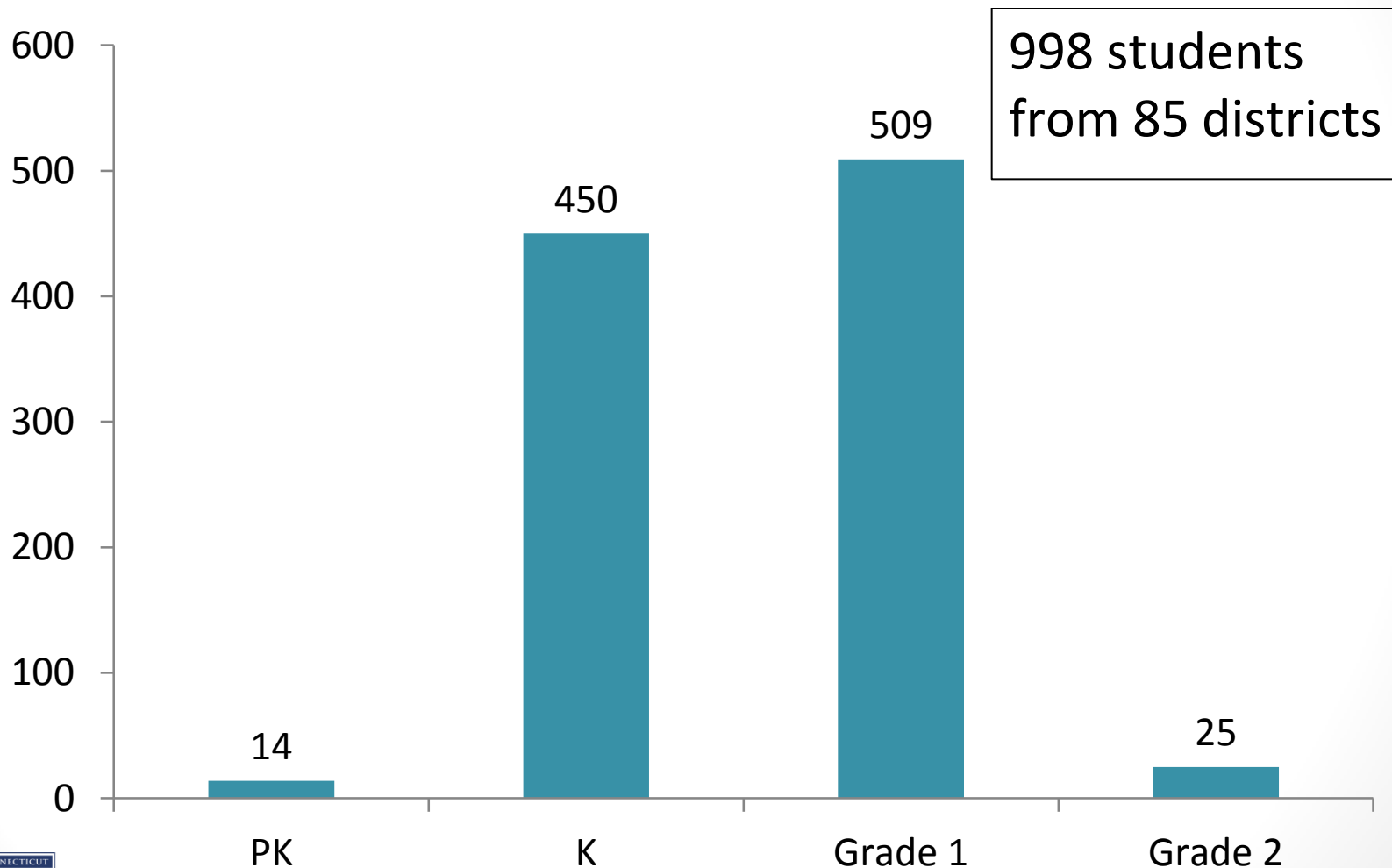
SUSPENSIONS OF YOUNG CHILDREN --- DATA PROVIDED TO OFFICE OF CHILD ADVOCATE



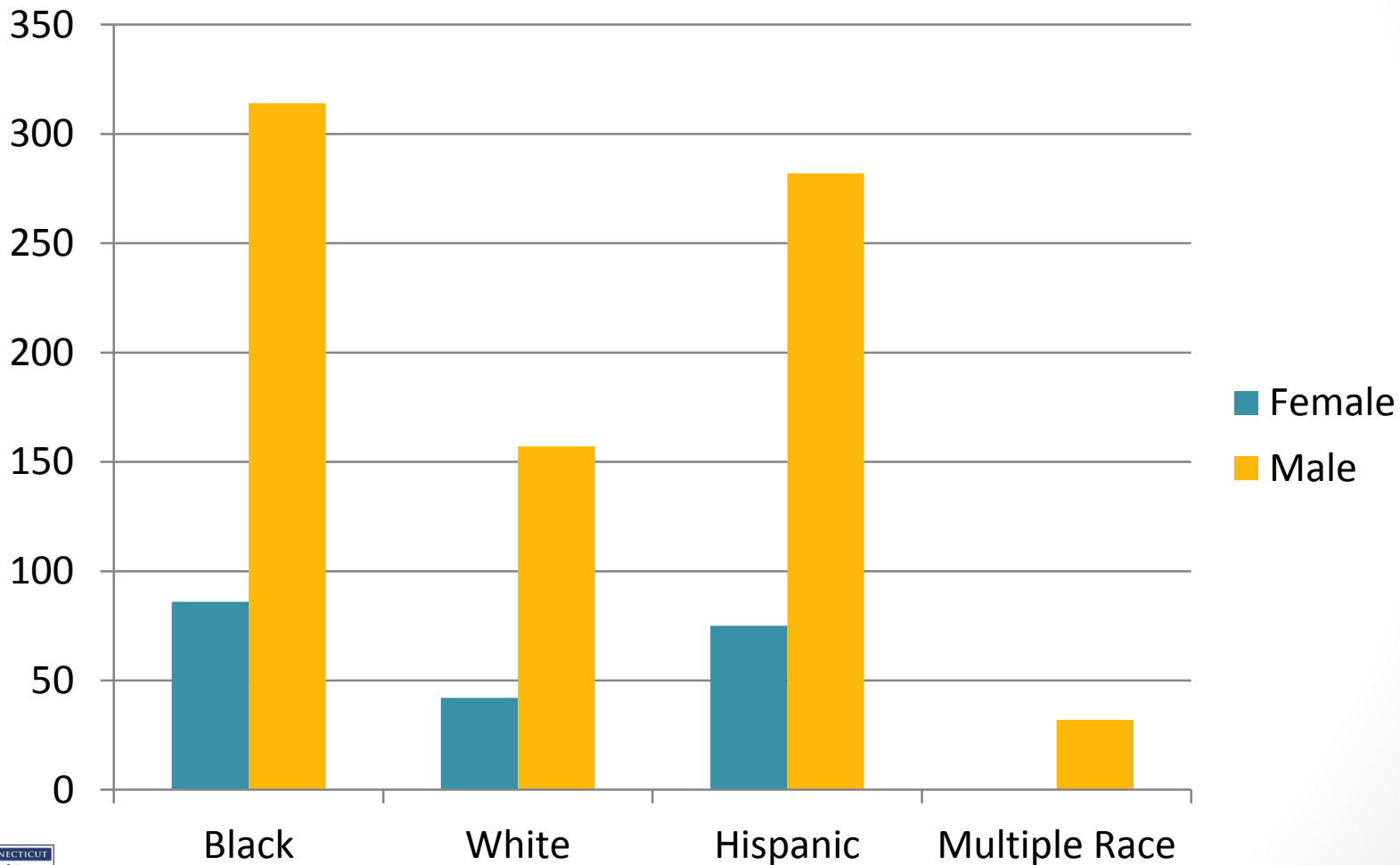
Number of Suspensions in 2011-12 for Children Under Age 7 as of 9/1/2011



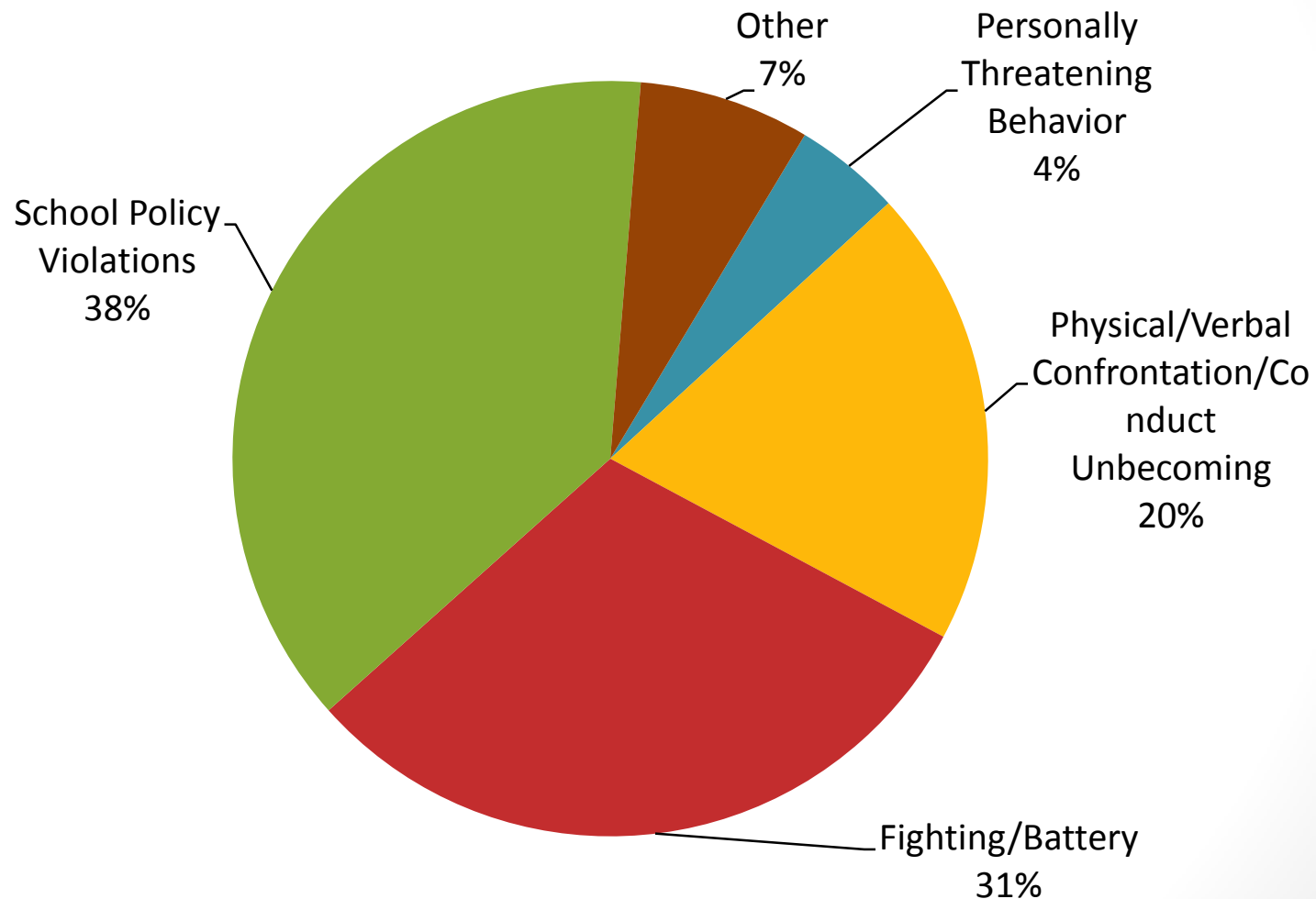
Number of Children (unduplicated) Under Age 7 Who Received ISS or OSS in 2011-12 By Grade



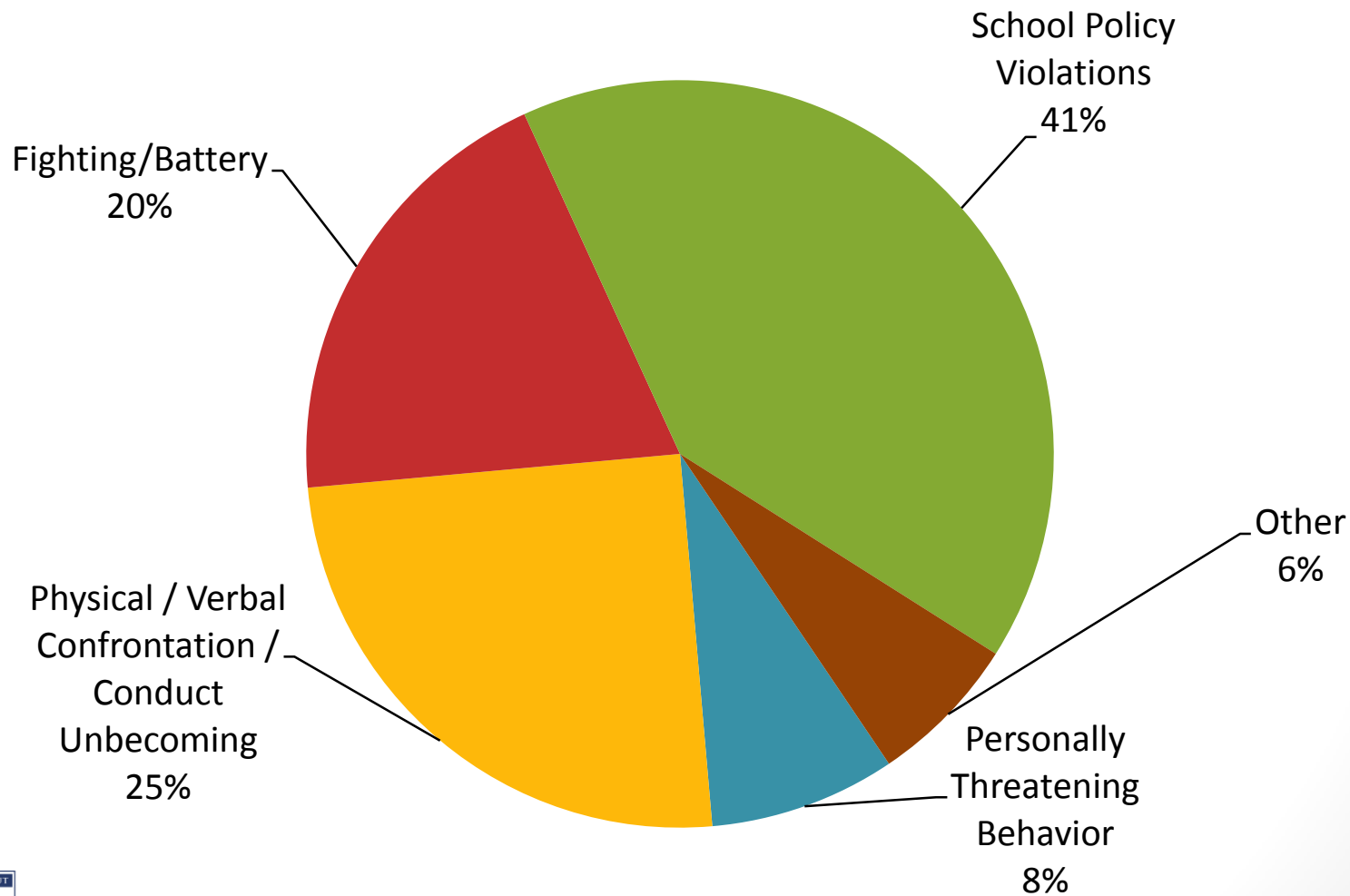
Number of Children (unduplicated) Under Age 7 Who Received ISS or OSS By Race and Gender



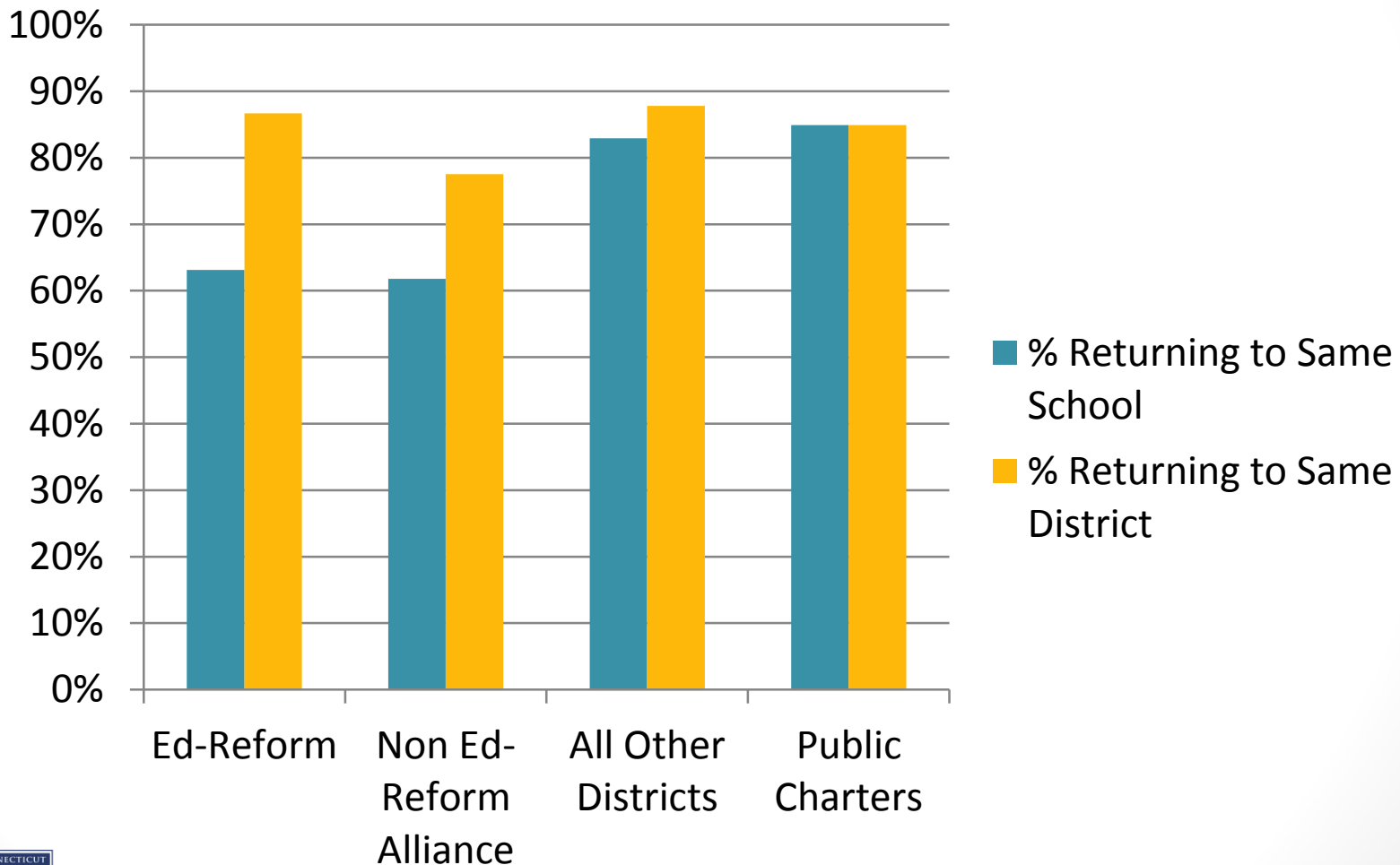
Incident Types (Offenses) Resulting in OSS for Children Under Age 7



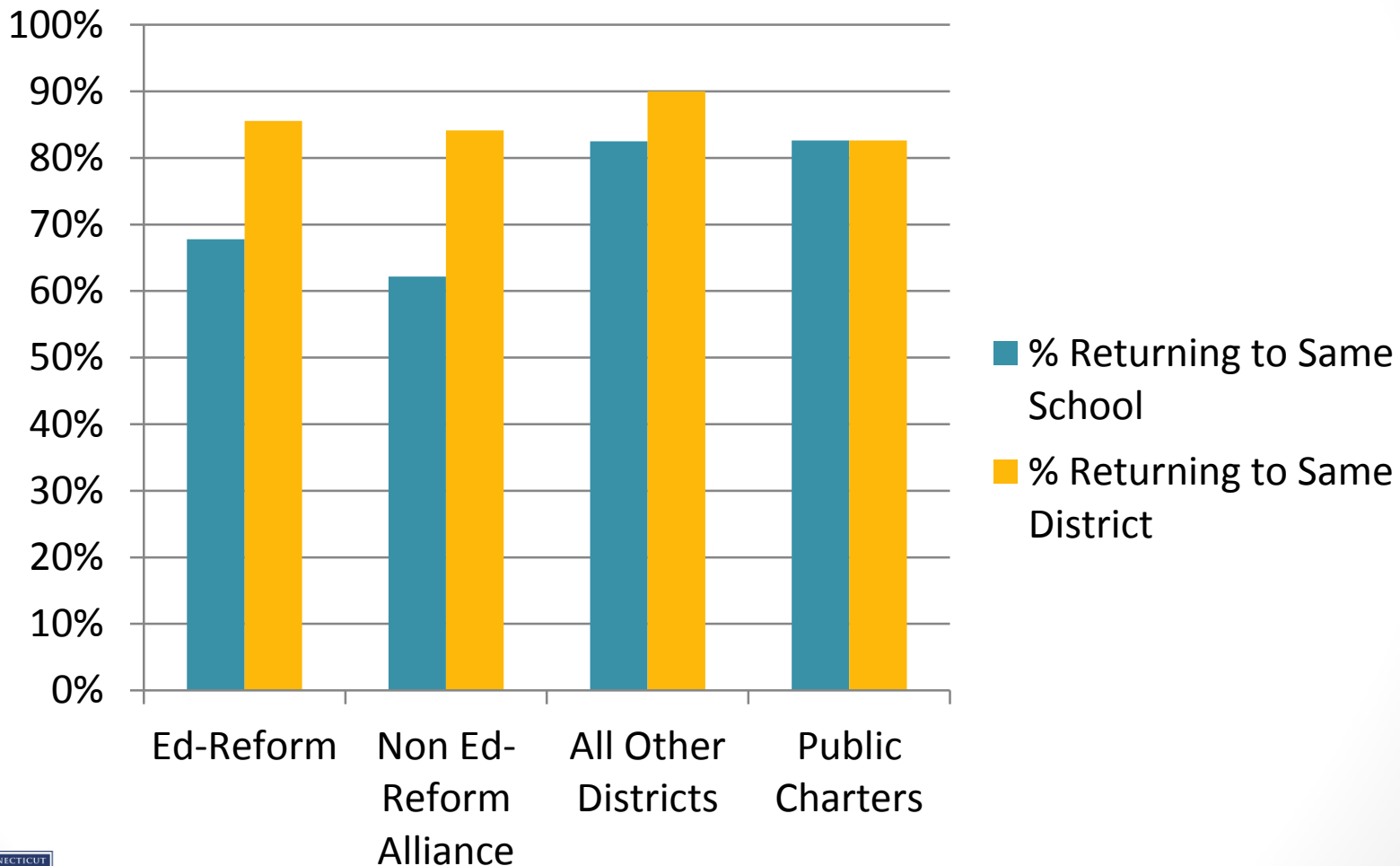
Incident Types (Offenses) Resulting in ISS for Children Under Age 7



Percent of Kindergarteners Under Age 7 Receiving ISS or OSS who Return in Following Year



Percent of 1st Graders Under Age 7 Receiving ISS or OSS who Return in Following Year



Observations

- Contrary to the overall trend among all students, the number of OSS is greater than ISS among these young children.
- Of the 998 young children who were suspended, 757 (75.9%) were Black or Hispanic; 596 (59.7%) were Black or Hispanic boys.
- A majority of these young children returned to the same district in the following year across the various district categories. In the 30 Alliance Districts, it appears that kindergarten students who are suspended are returning to another school within the same district.

CSDE ACTIONS TO TURN THE CURVE



CSDE Actions to Turn the Curve

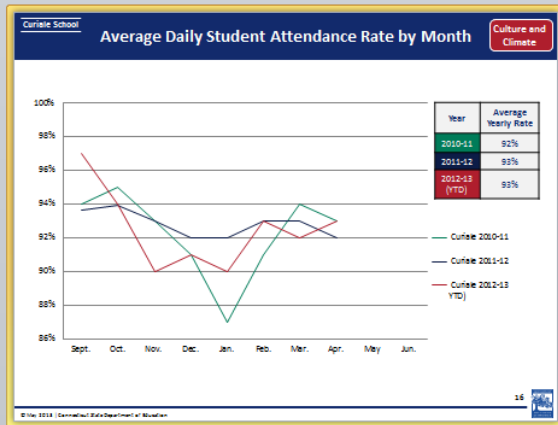
- Discipline metrics are incorporated in data used by the Turnaround Office in their work with Alliance Districts, Commissioner's Network Schools, and SIG schools.

Alliance Districts

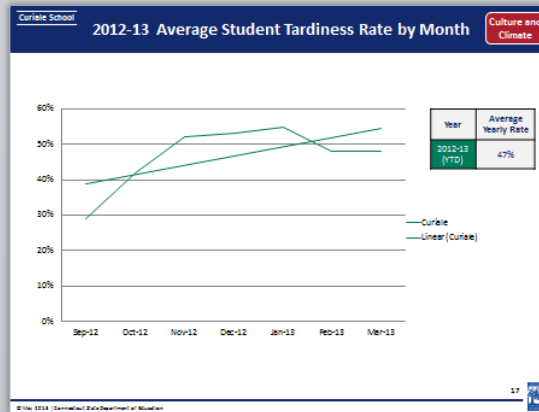
- CSDE has visited each of the 30 districts and had conversations with them about their status on the following four domains:
 - climate and culture;
 - human capital;
 - operations; and
 - instruction.
- Based on the results of these visits and data, the CSDE is identifying areas of need and strength in each district. Those districts that need to address climate and behavior issues are being identified. CSDE will ensure that districts address those issues in their Alliance District applications.
- CSDE will monitor Alliance Districts in 2013-14 and use climate data along with other data around instruction and academics.



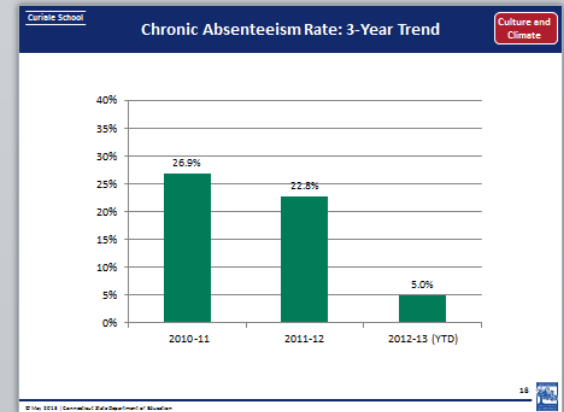
Sample *NetStat* Dashboard Indicators on Discipline Data Used for Commissioner's Network Schools



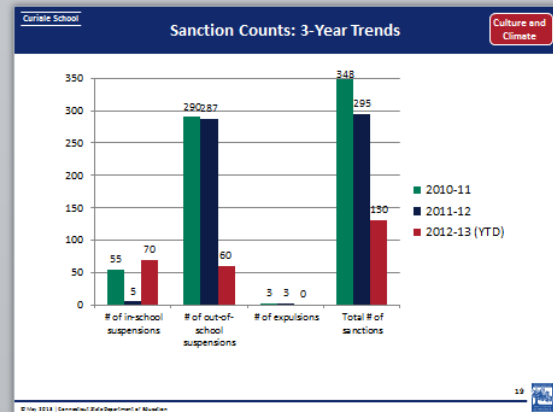
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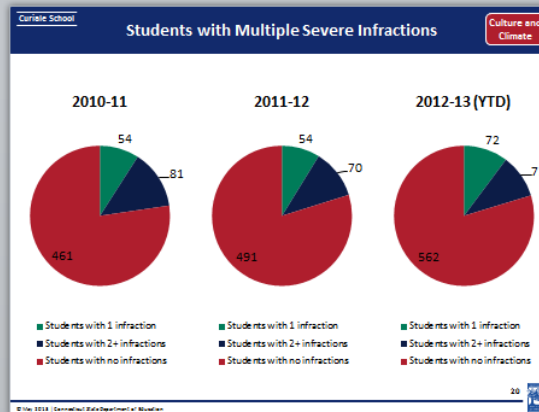
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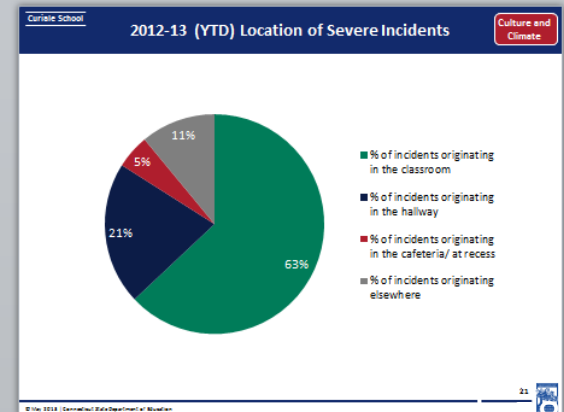
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CSDE Actions to Turn the Curve (cont'd)

- Discipline data will be included in the progress monitoring protocols used to review Charter schools.
- CSDE will continue to work with partners to provide training and support to schools and districts on the implementation of positive behavioral interventions and supports and diversion strategies to ensure that behavioral consequences minimize student disengagement from school and learning.
 - Partner with the Center for Behavioral Education and Research at UCONN and the State Education Research Center to:
 - deliver a statewide Webinar on the Positive Behavioral Interventions and Supports framework;
 - provide focused technical assistance with high suspension rates.
 - CSDE will provide refresher training to districts on the *December 2010 Guidelines for In-School and Out-of-School Suspensions*.



CSDE Actions to Turn the Curve (cont'd)

- The CT Technical High Schools have already reviewed their data and are implementing several interventions to reduce the number of suspensions.
- The CSDE will continue to monitor discrepancies (overall and by race/ethnicity) in the rates of suspension and expulsion for students with disabilities through federal indicators 4A and 4B. For districts identified as having a significant discrepancy, the CSDE conducts a review of district policies, procedures, and practices and, if necessary, requires revisions to those procedures.



Using a School Linked Services Approach to Solve Chronic Absenteeism

- As part of its work with the Interagency Council for Ending the Achievement Gap, CSDE held a forum, “Using a School Linked Services Approach to Solve Chronic Absenteeism” on May 15, 2013 (with nearly 200 attendees).
- A school linked services approach is important in addressing the underlying causes of absenteeism (e.g., health, bullying/safety, etc.).
- CSDE released district-level chronic absenteeism data (including subgroup data) for the first time at this event.
- CSDE is encouraging districts to use a school linked services approach to work with community partners and other state agencies to meet the comprehensive needs of all students.

