

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.”

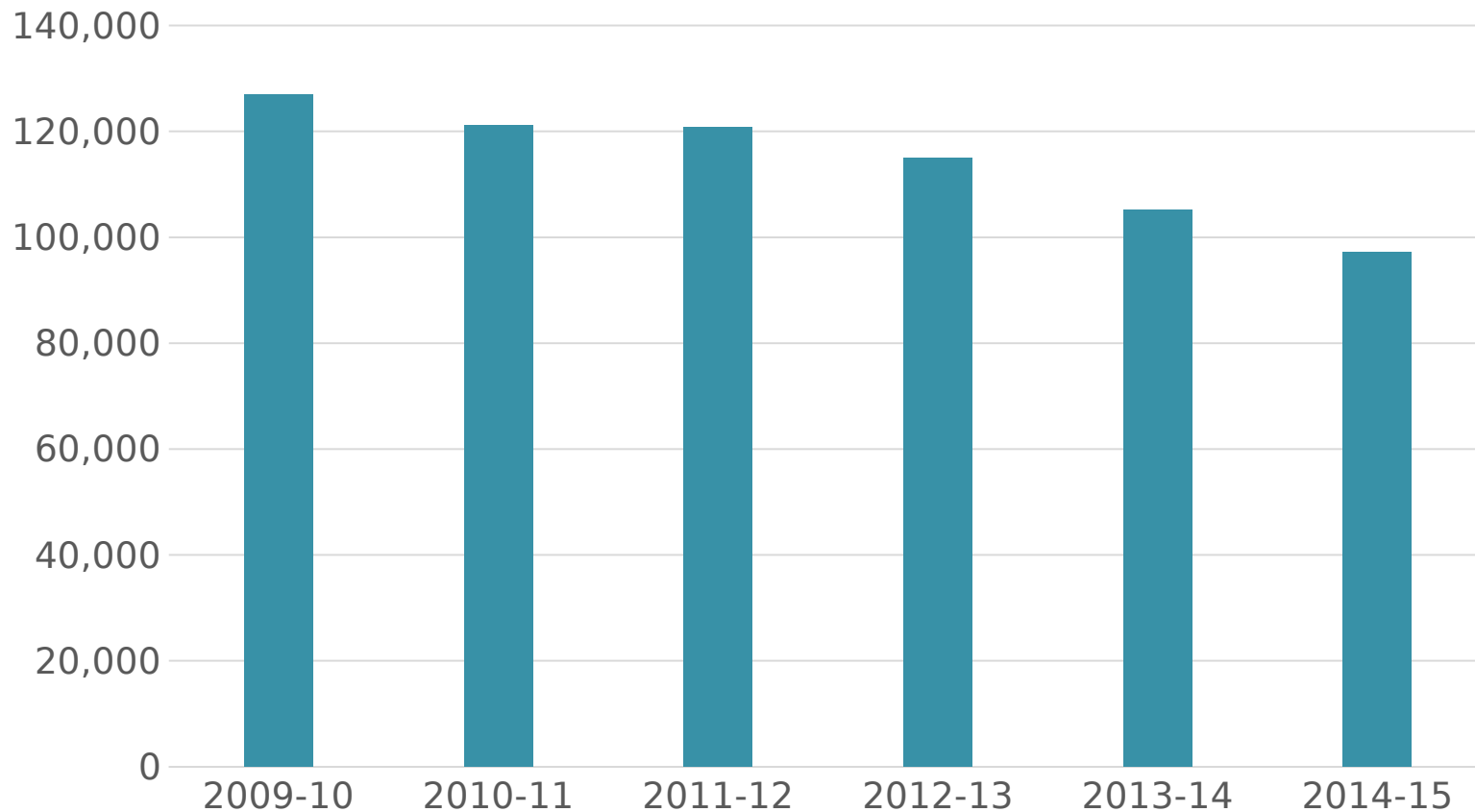


Definitions per C.G.S. 10-233a

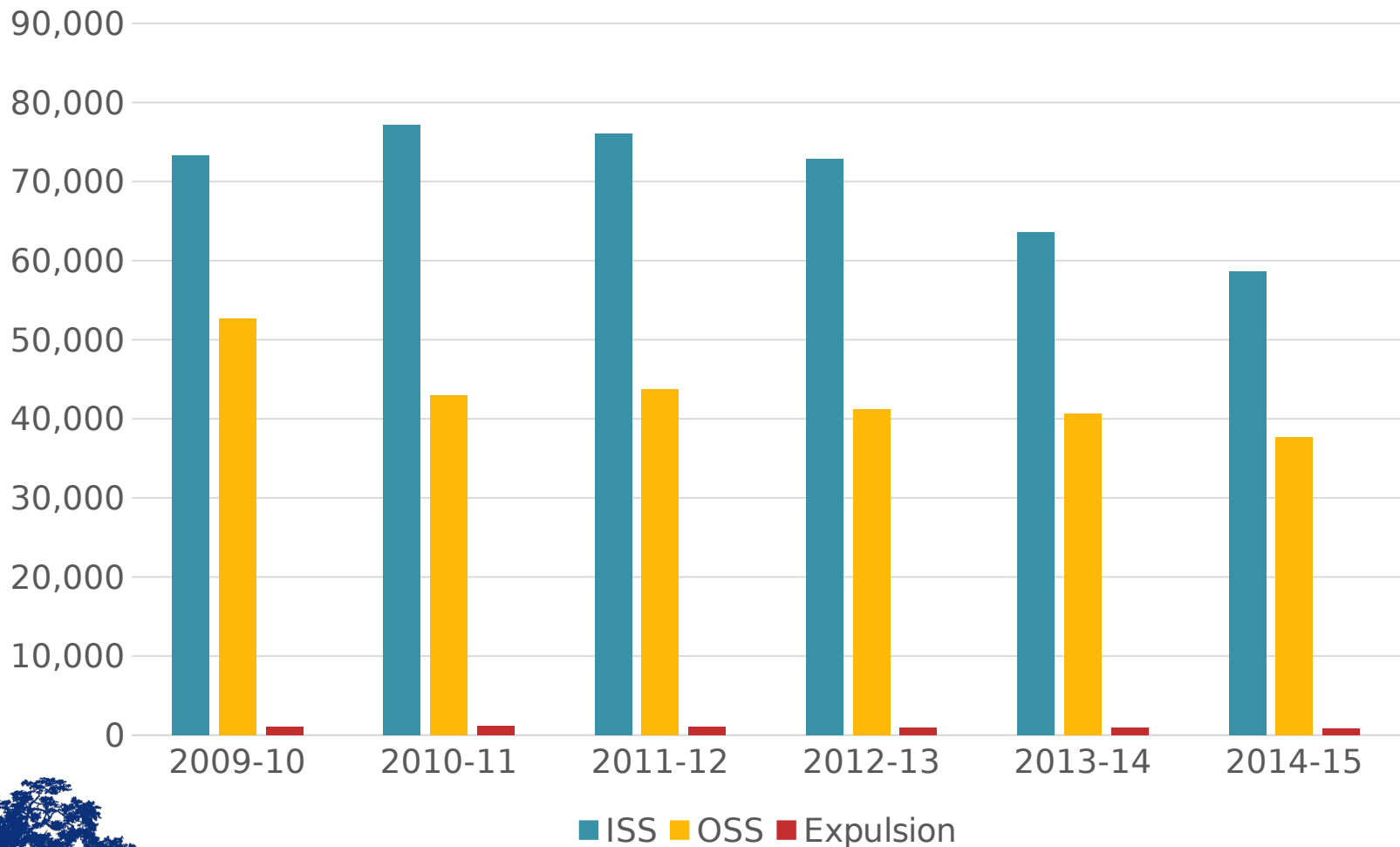
- **“Removal”** *“means an exclusion from a classroom for all or part of a single class period, provided such exclusion shall not extend beyond ninety minutes.”*
- **“In-school suspension”** *“means an exclusion from regular classroom activity for no more than ten consecutive school days, but not exclusion 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...”*



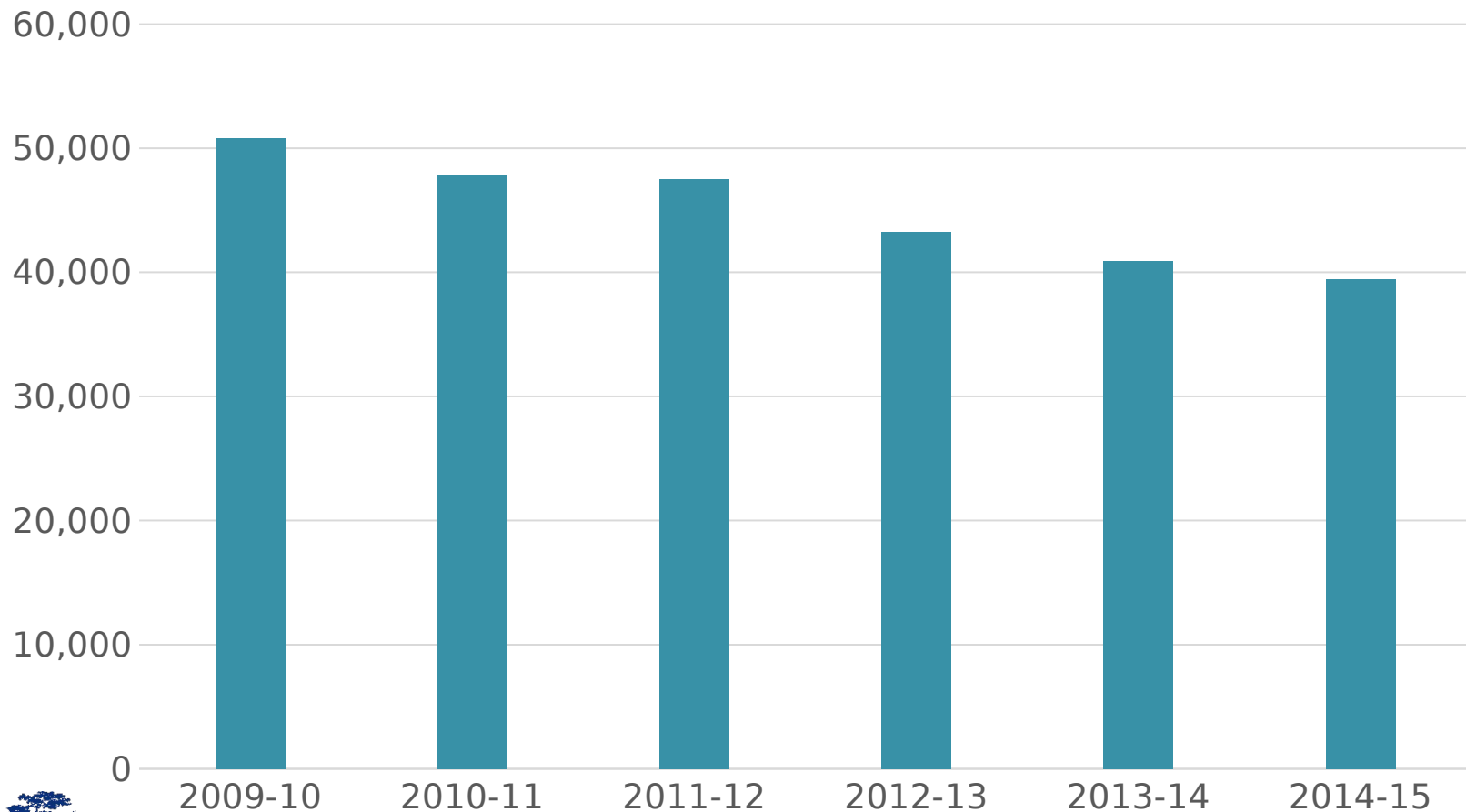
Total Number of Sanctions (ISS, OSS, and Expulsions) (duplicated count)



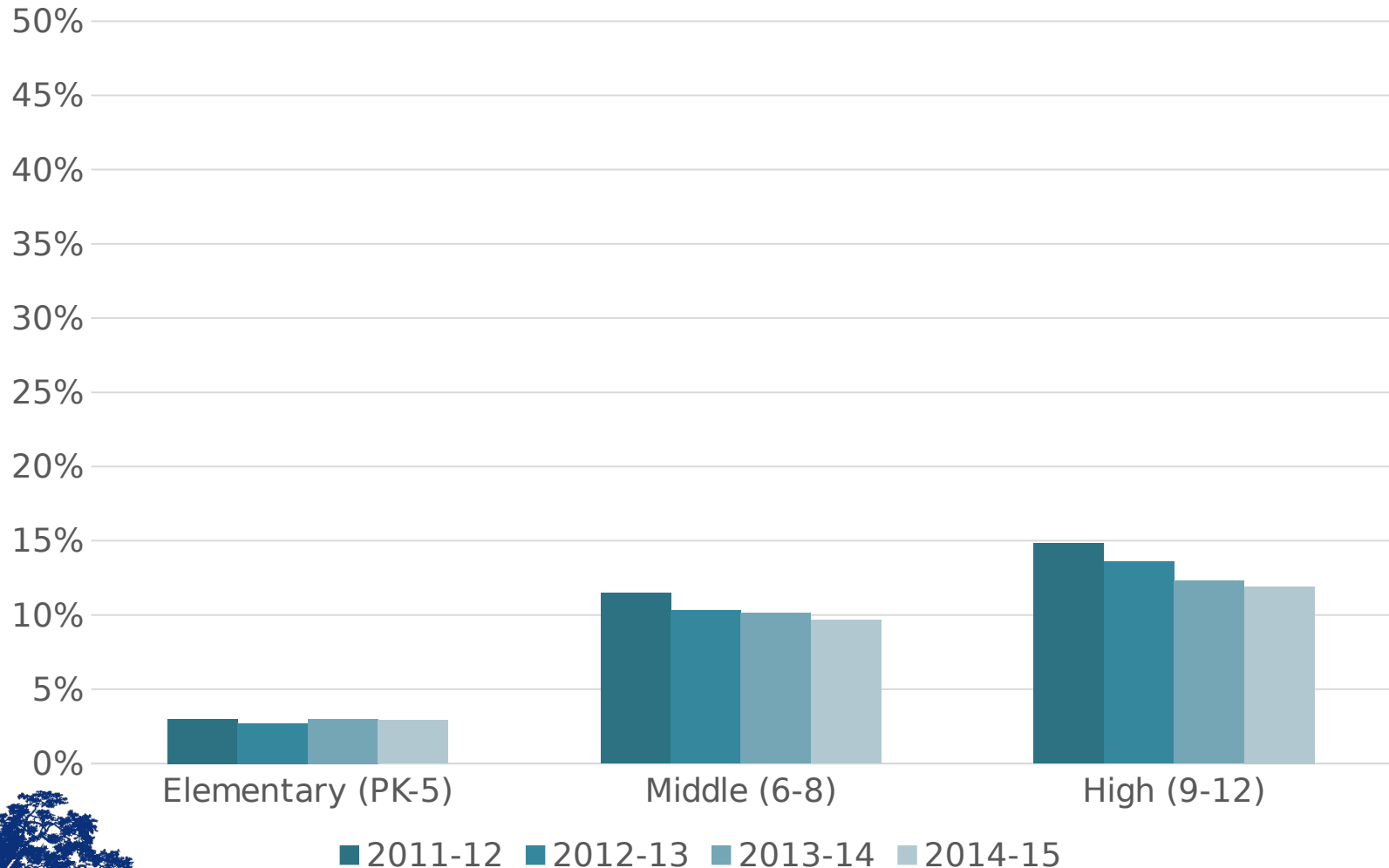
Total Number of Sanctions Disaggregated by ISS, OSS, and Expulsions (duplicated count)



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



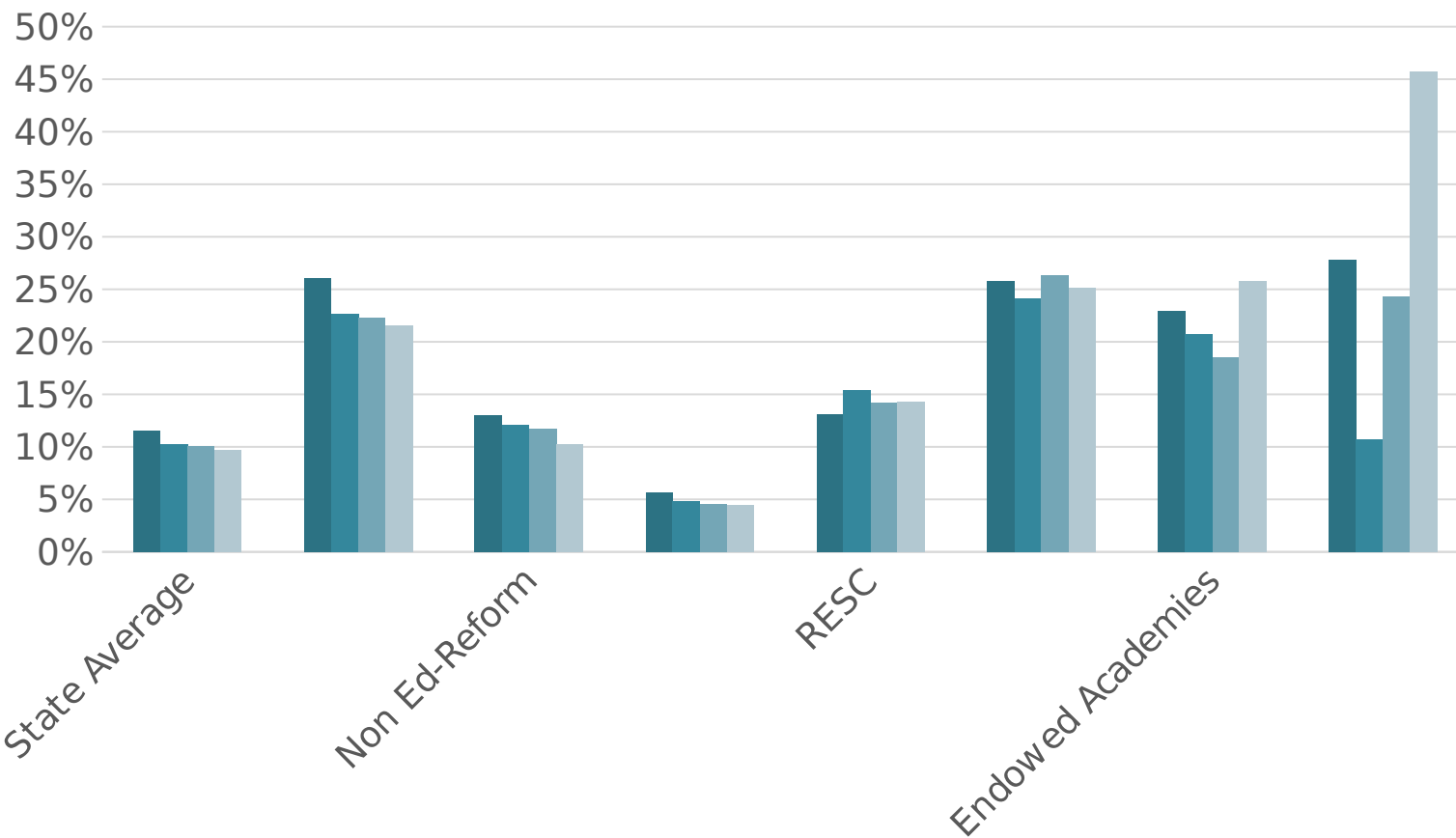
Suspension/Expulsion Rates by Grade Range



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



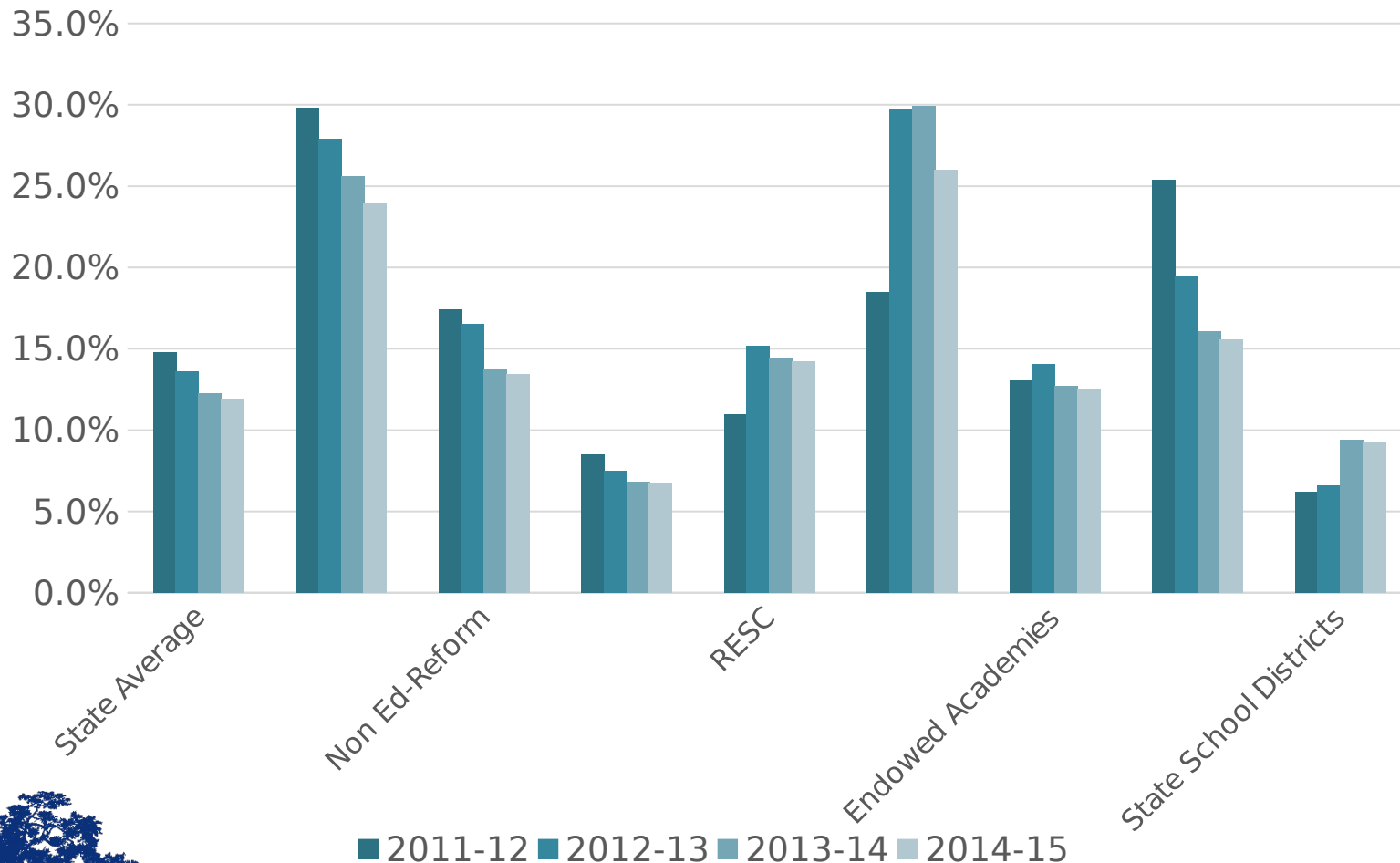
Suspension/Expulsion Rates in the Middle Grades (6-8) by District Category



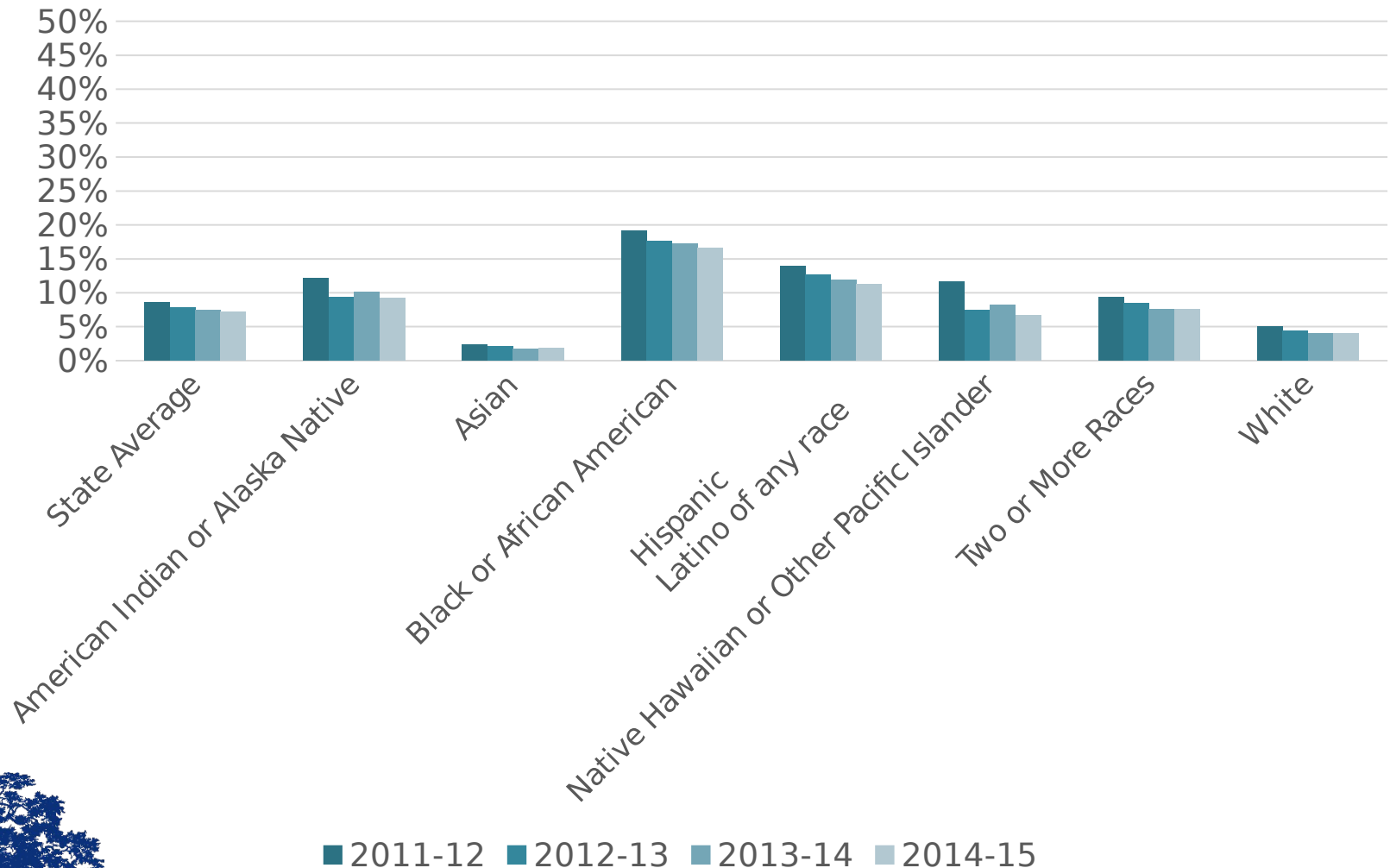
■ 2011-12 ■ 2012-13 ■ 2013-14 ■ 2014-15



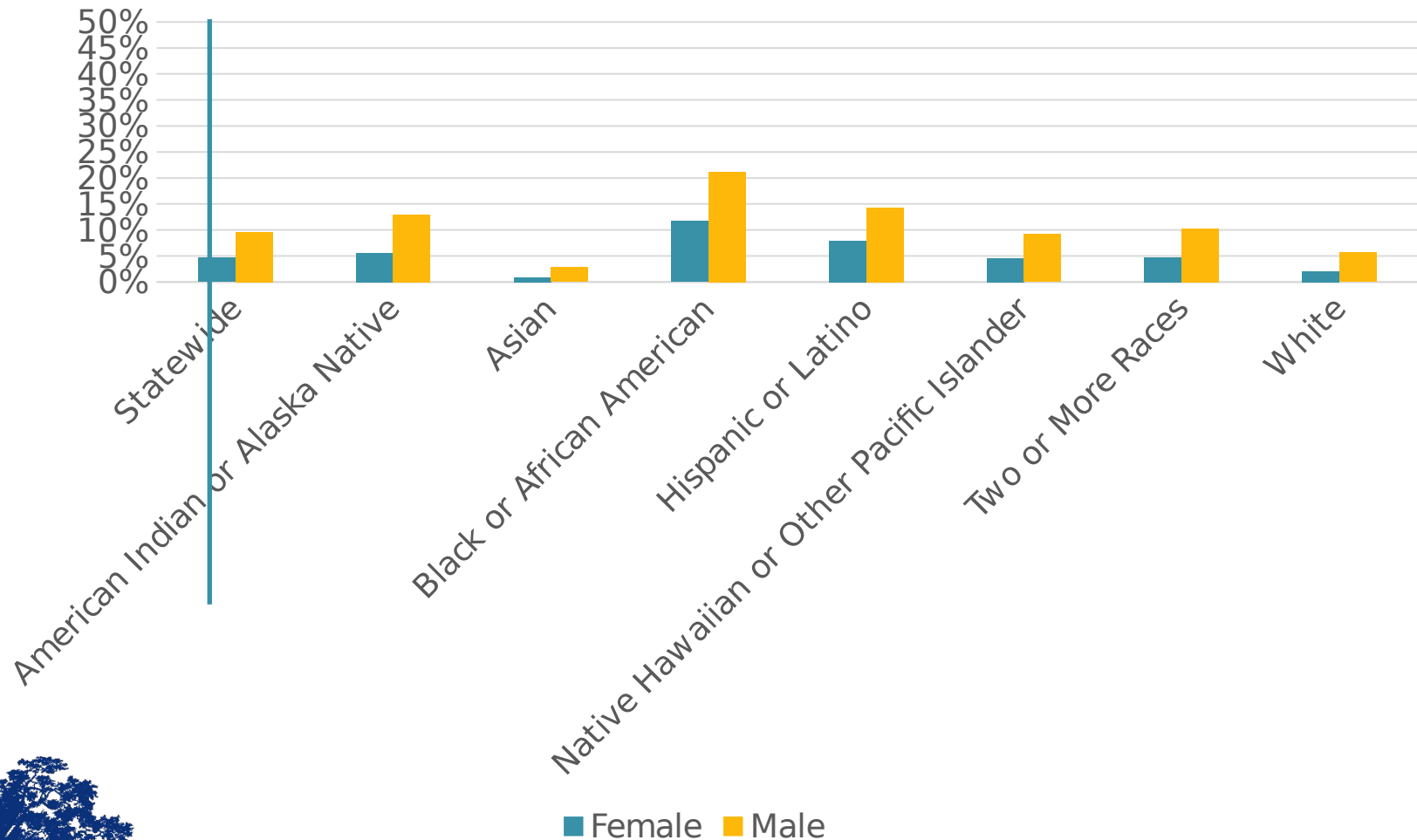
Suspension/Expulsion Rates in the High School Grades (9-12) by District Category



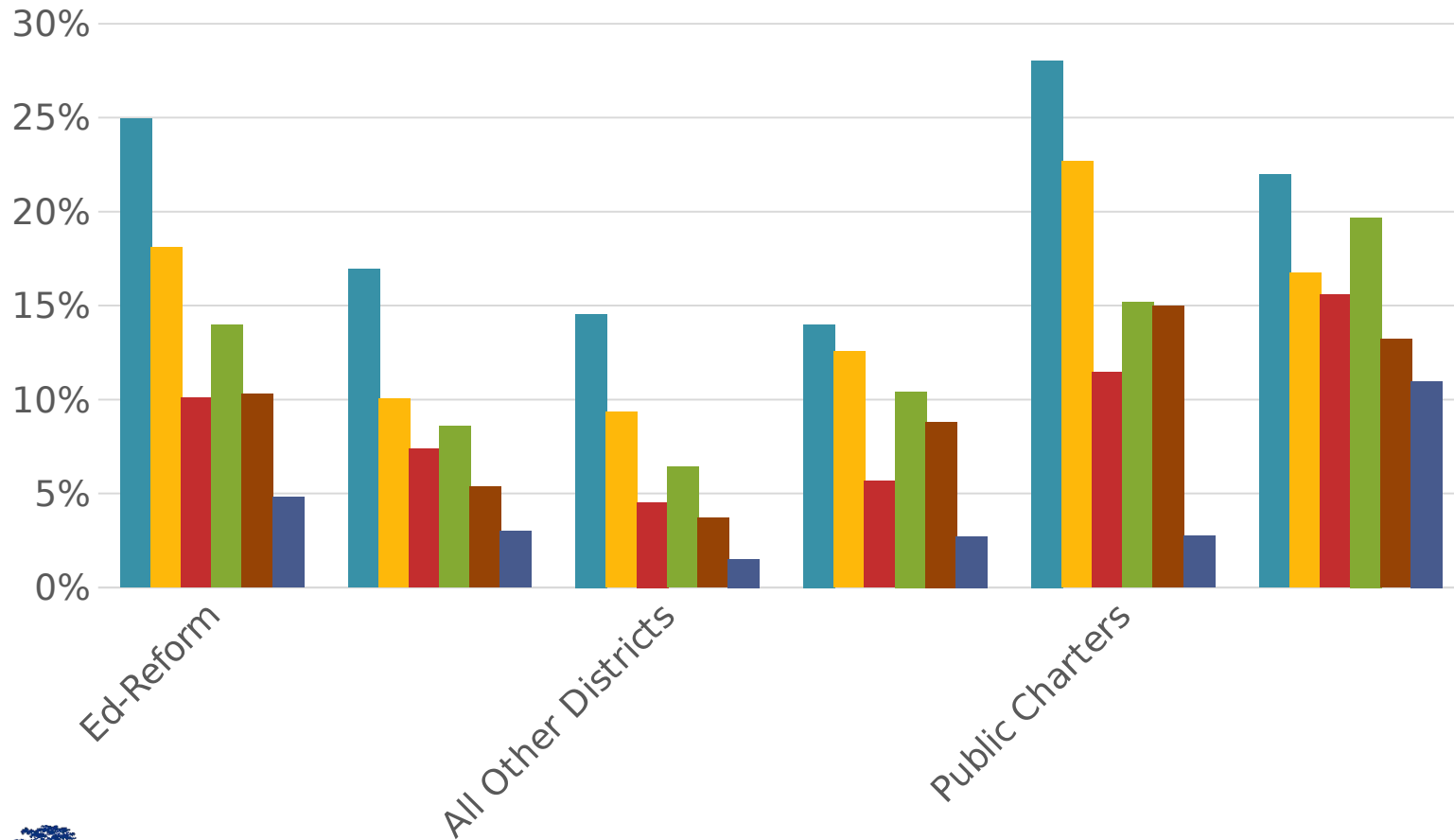
Suspension/Expulsion Rates by Race/Ethnicity



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

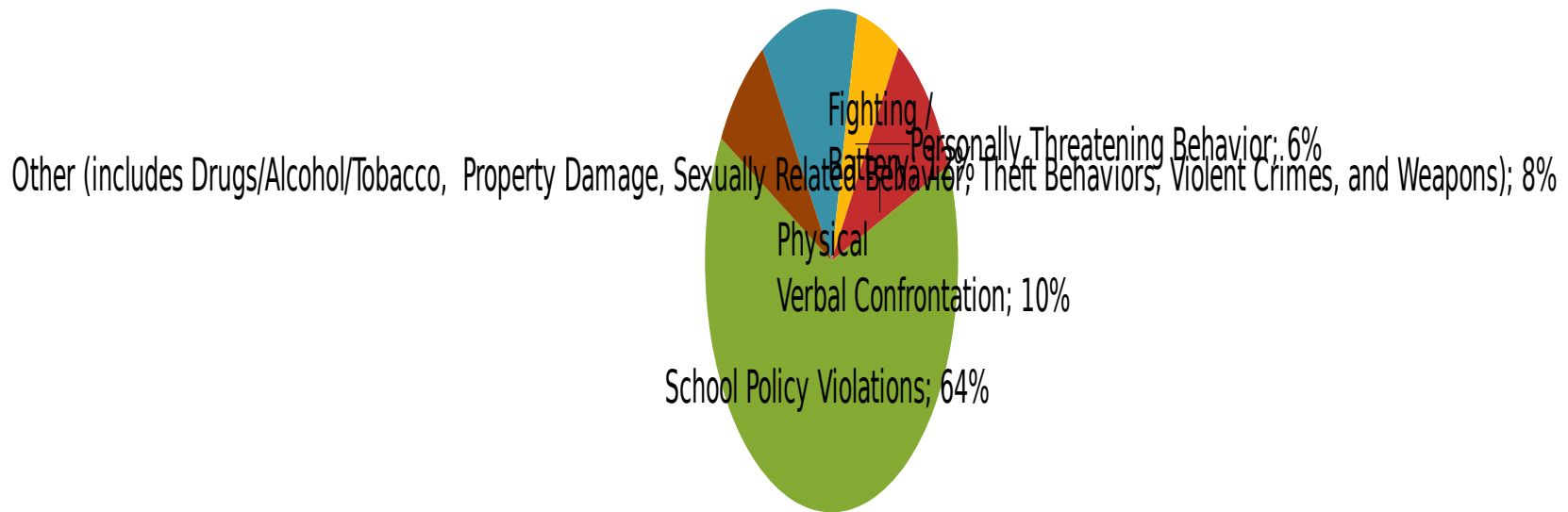


Similar Pattern of Disparity Exists Within District Categories, 2014-15

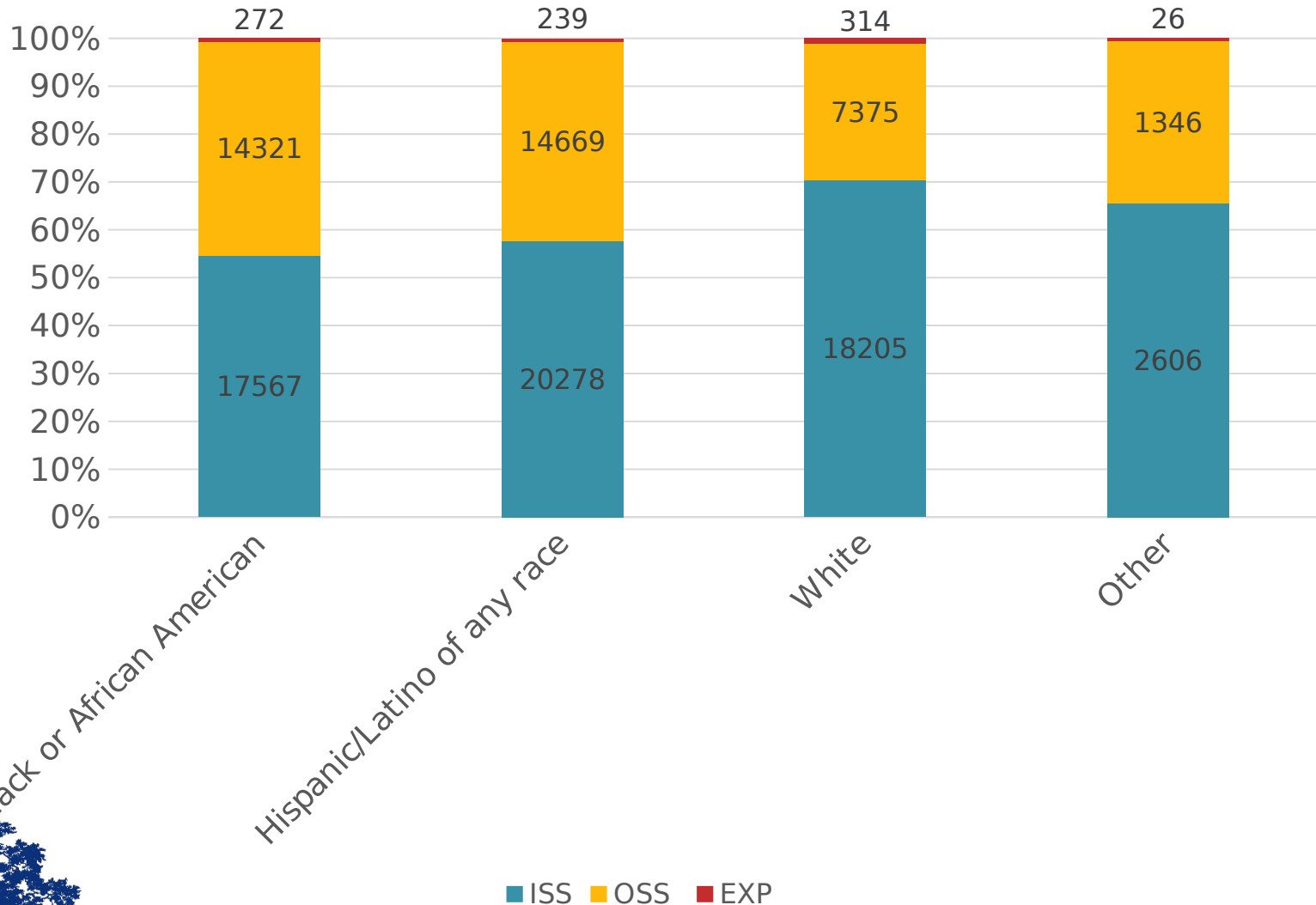


Black M Hispanic M White M Black F Hispanic F White F

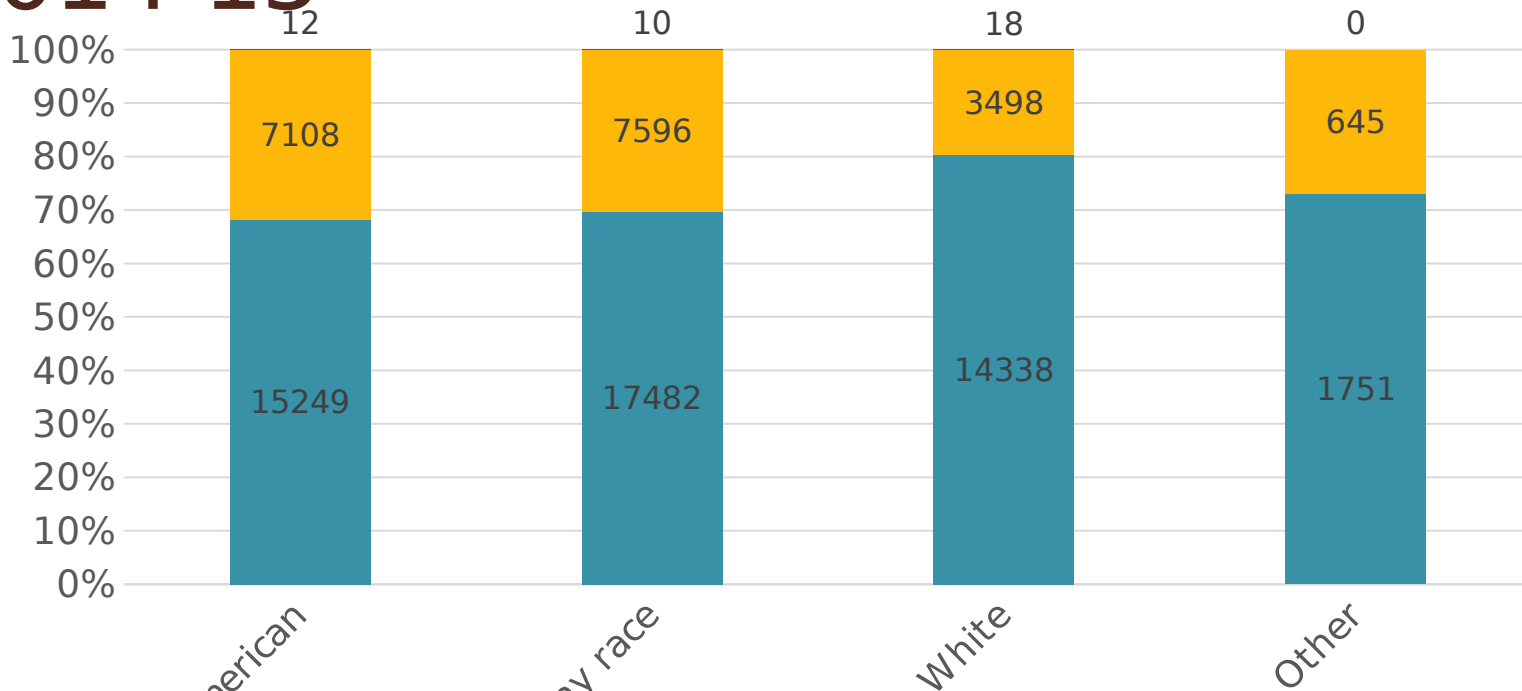
Incident Types (Offenses) Resulting in ISS, OSS or EXP, 2014-15



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



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



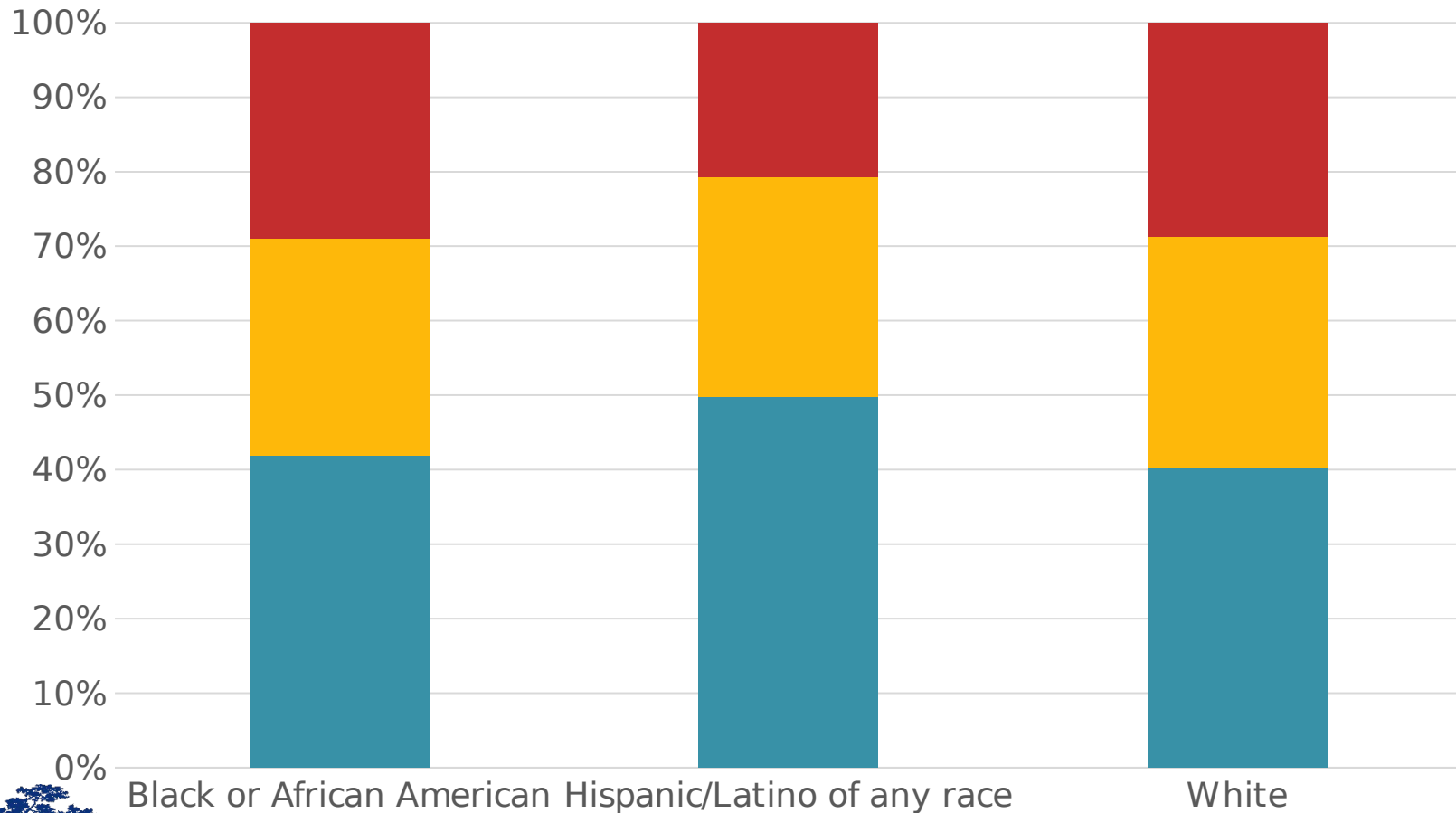
■ ISS ■ OSS ■ EXP

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	-----
Statewide	1.31	3.11	119.94

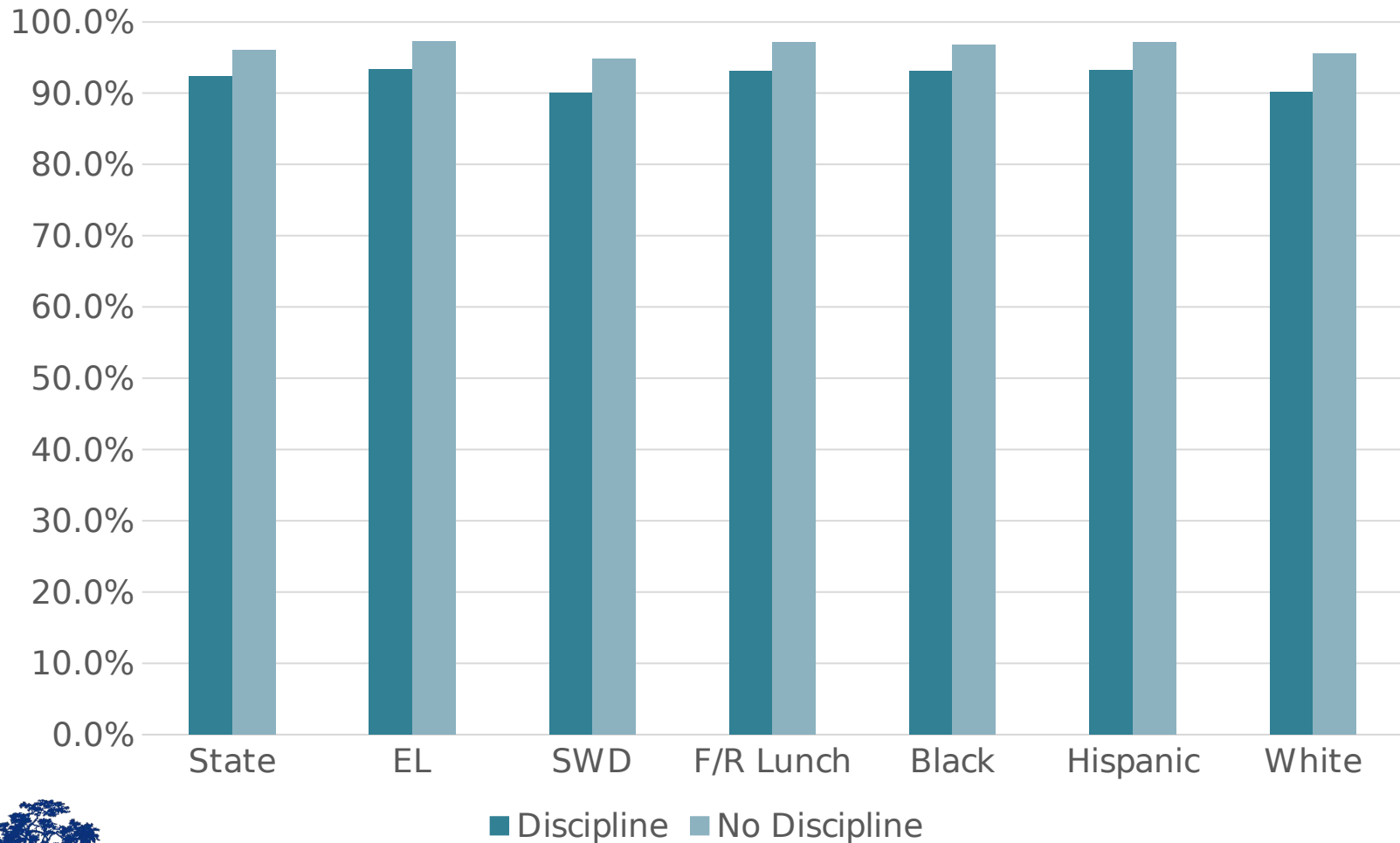
*The number days sanctioned for an expulsion is determined pursuant to an expulsion hearing as prescribed in C.G.S. 10-233d. Expulsion days may be carried over and served in the next school year.

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

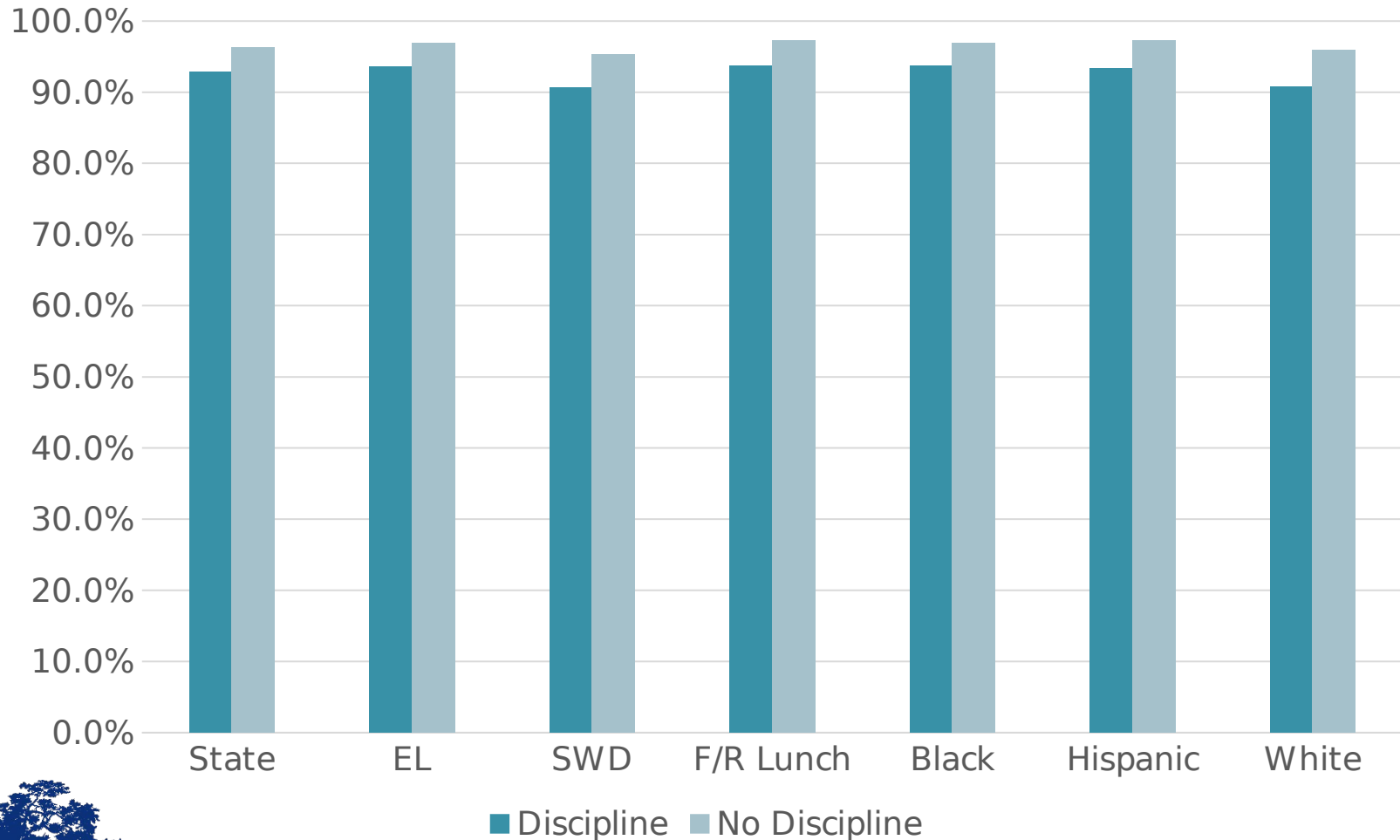


■ Chronically Absent (<=90%) ■ At-Risk (>90% & <=95%) ■ Satisfactory (>95%)

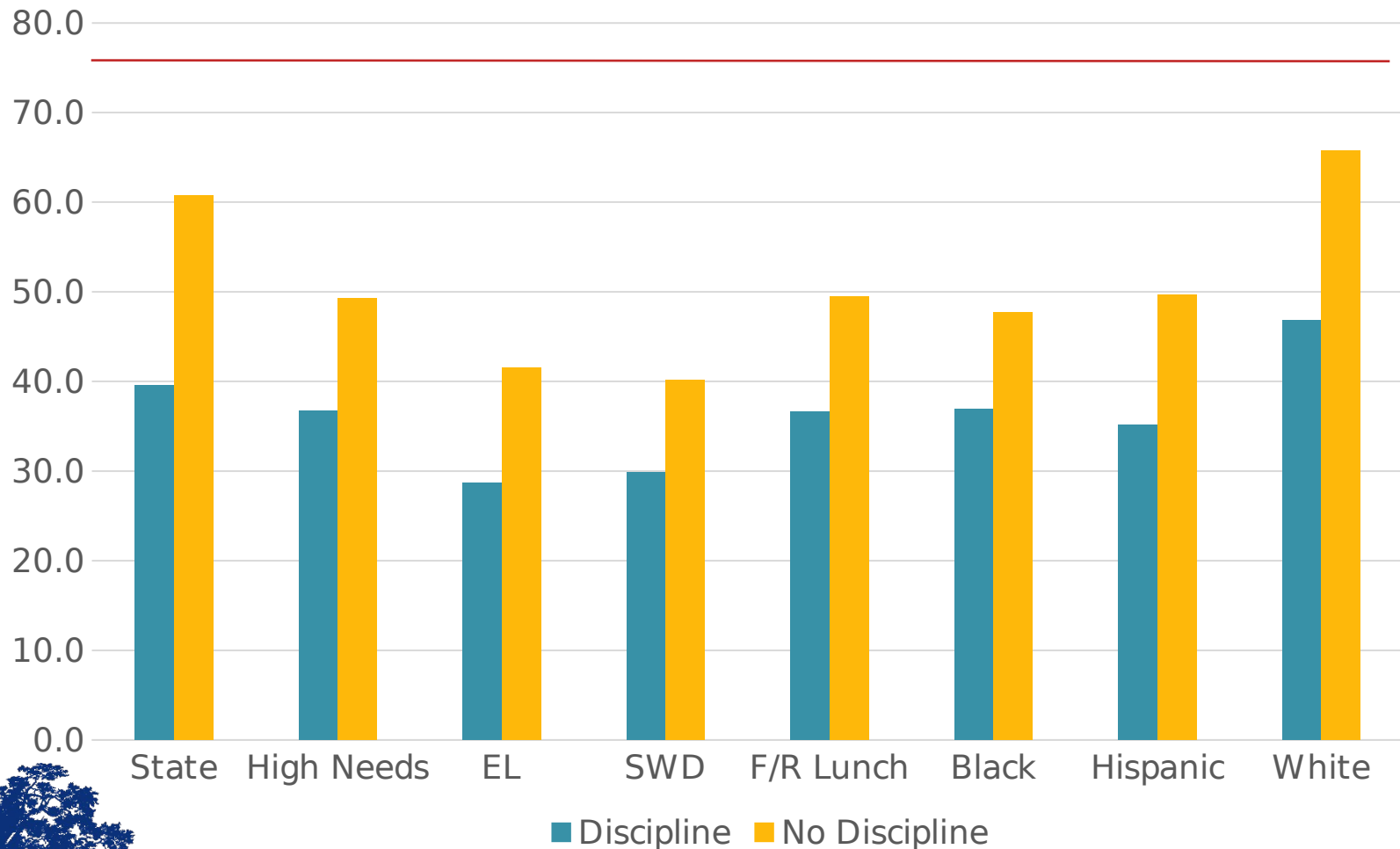
Math Participation Rate in State Assessments by Subgroup, 2014-15



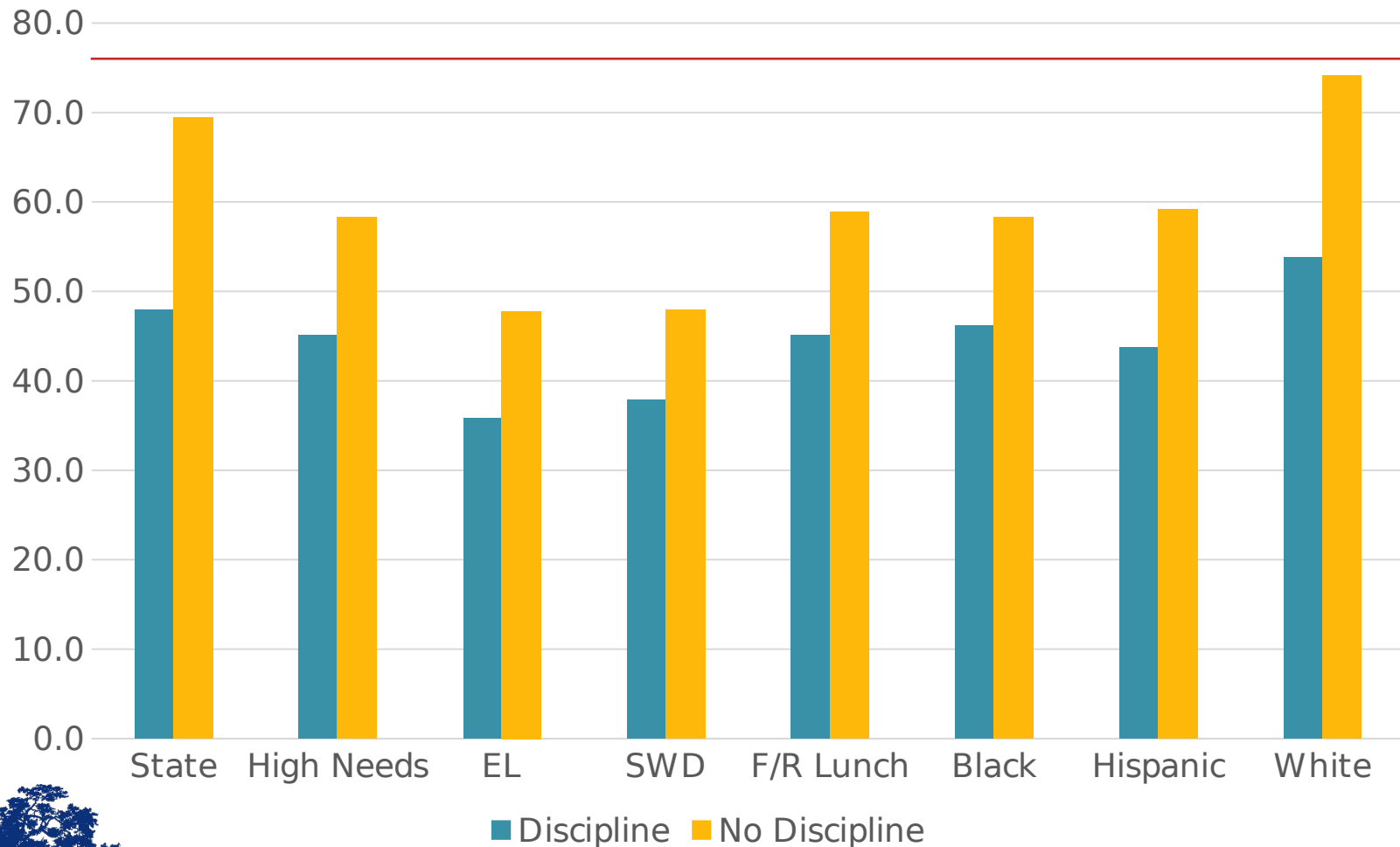
ELA Participation Rate in State Assessments by Subgroup, 2014-15



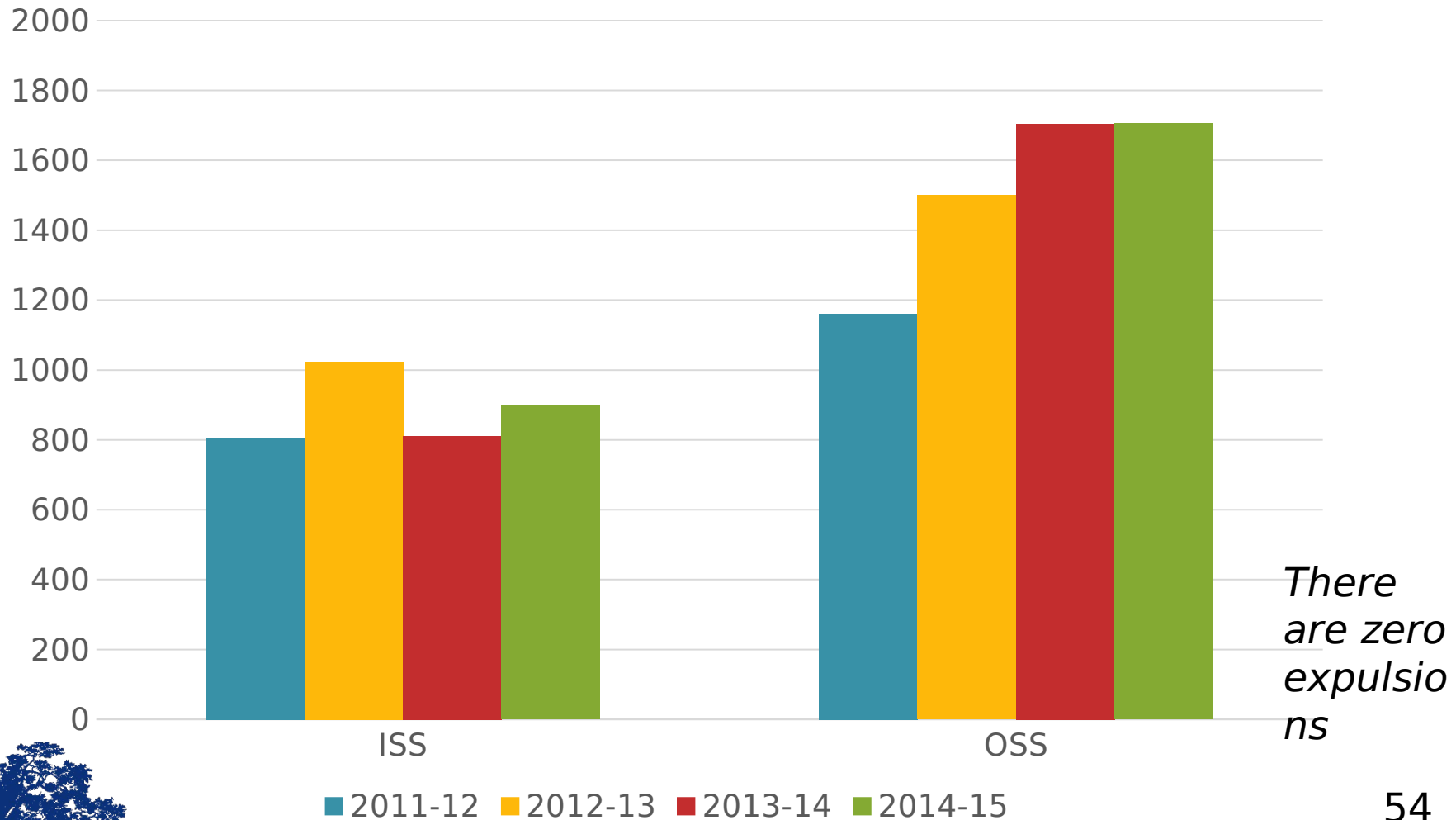
Math CT Performance Index by Subgroup, 2014-15



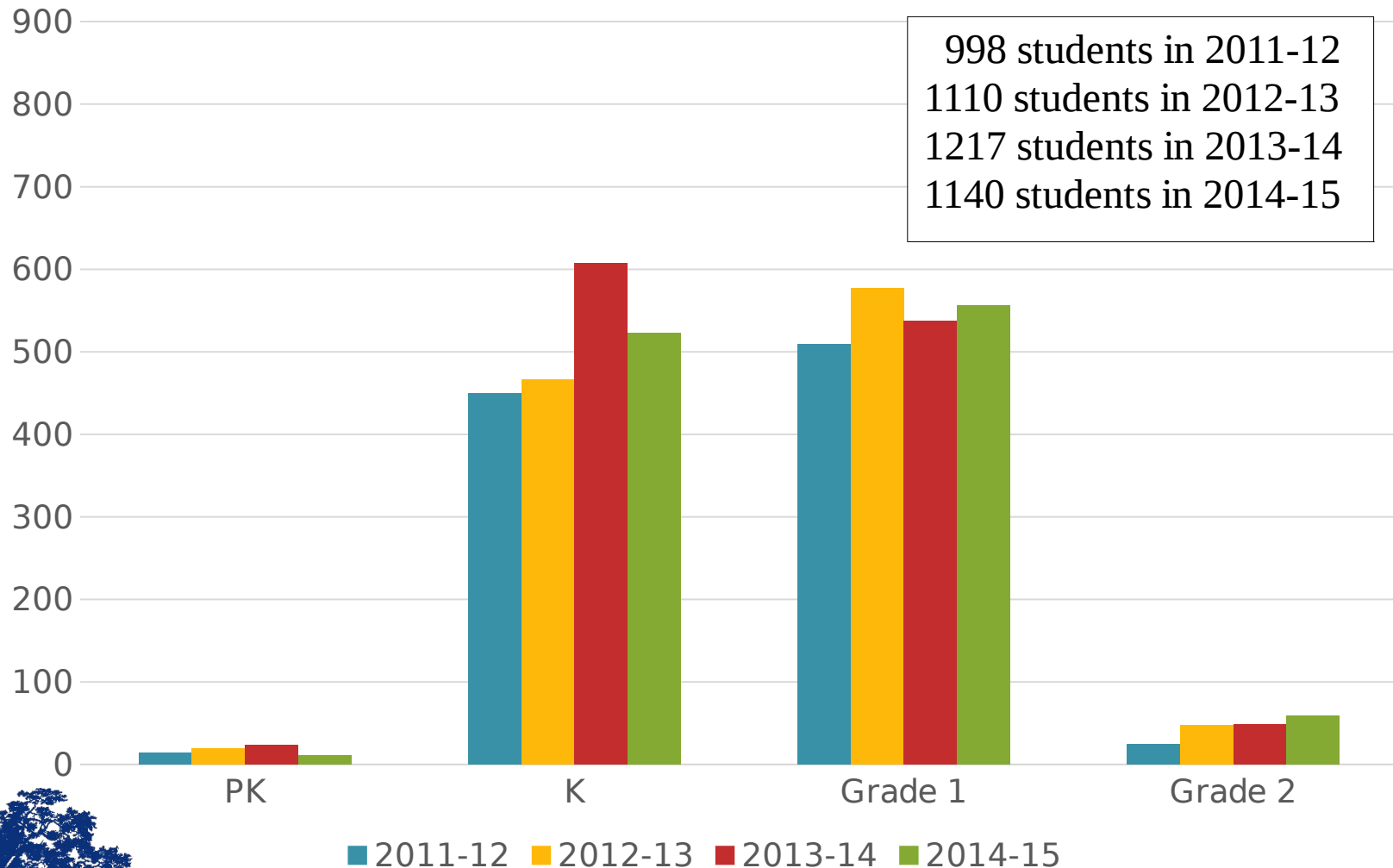
ELA CT Performance Index by Subgroup, 2014-15



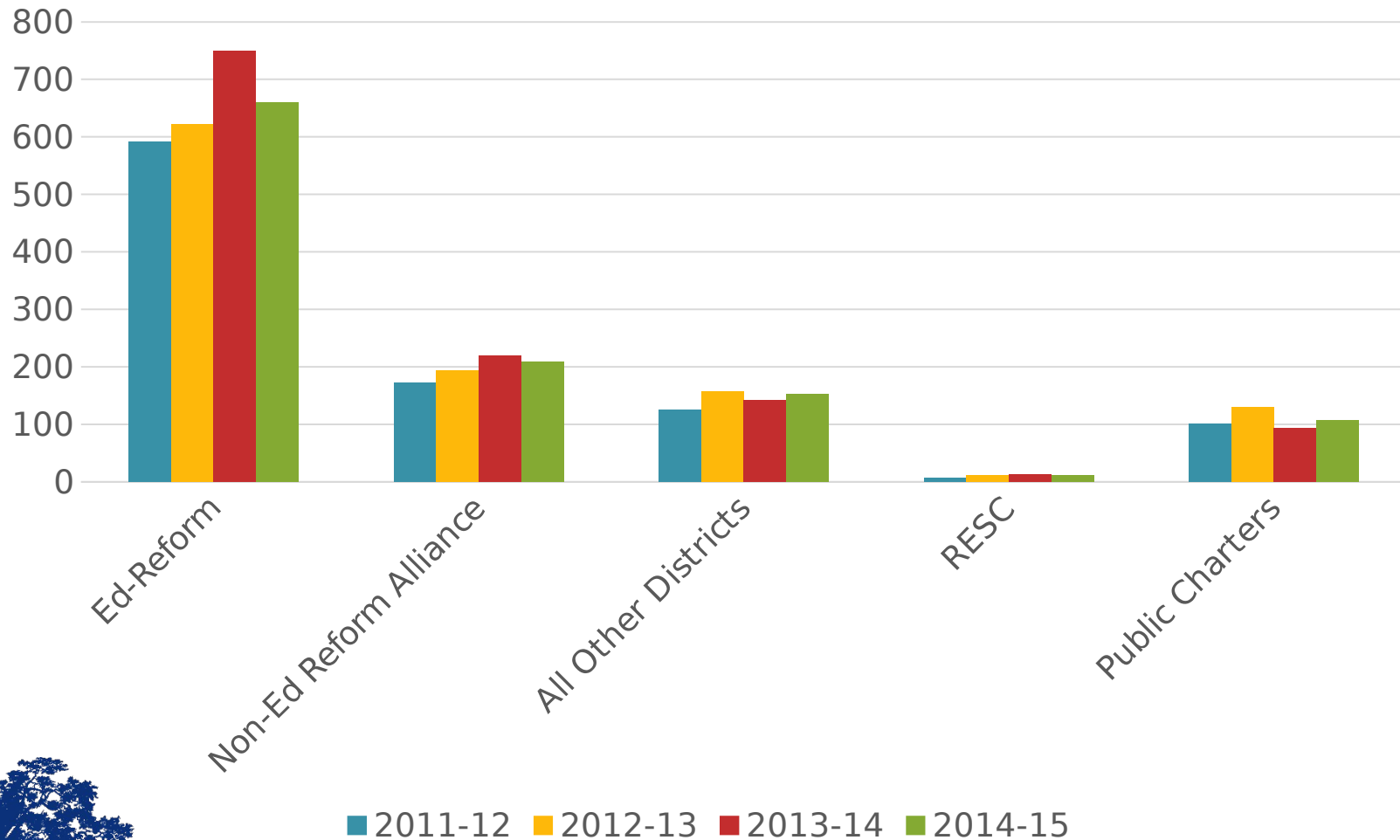
Number of Sanctions - Children Under Age 7



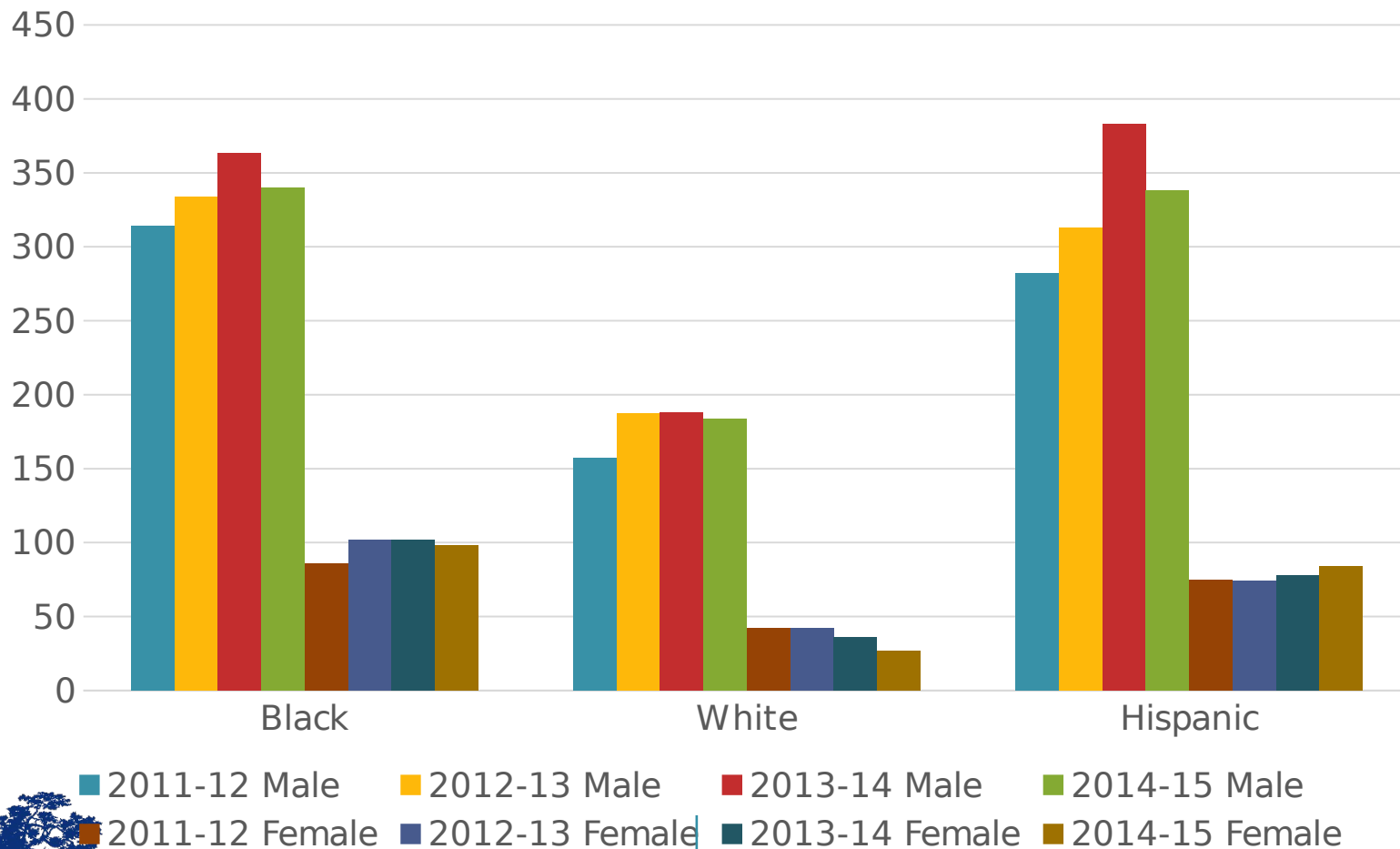
Number of Children (unduplicated) Under Age 7 Sanctioned by Grade



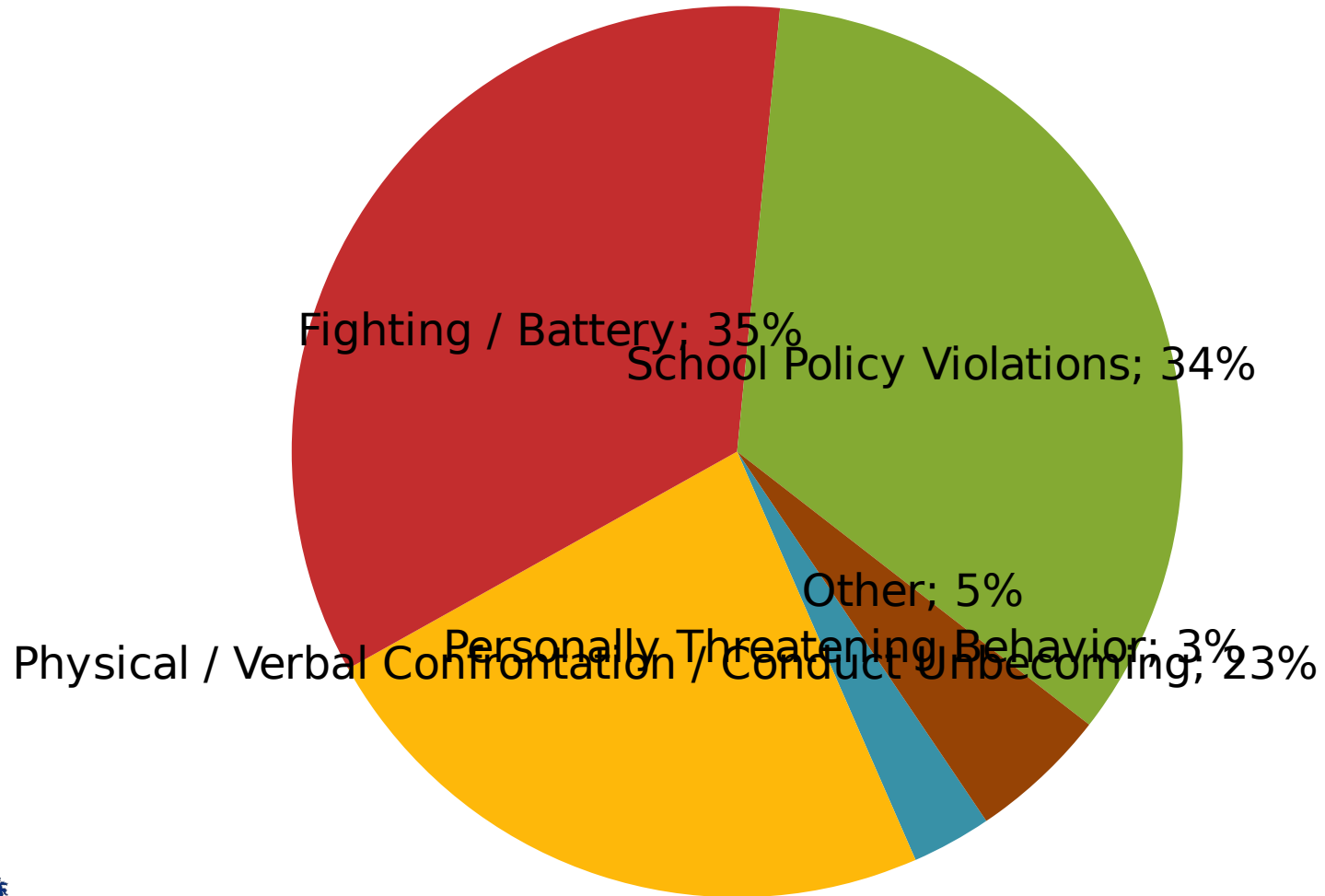
Number of Children (unduplicated) Under Age 7 Sanctioned by District Category



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



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



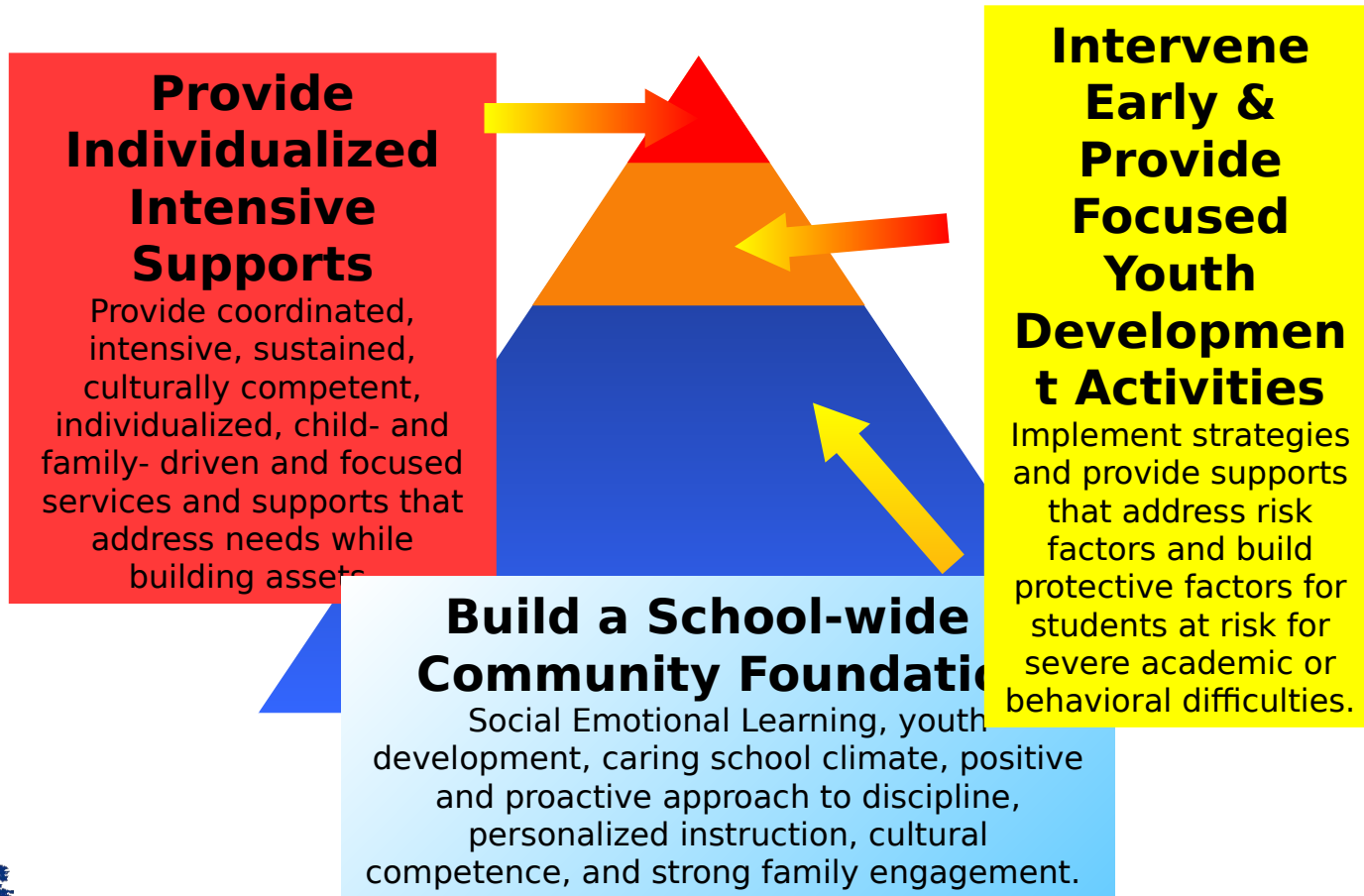
What do we know?

- 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.

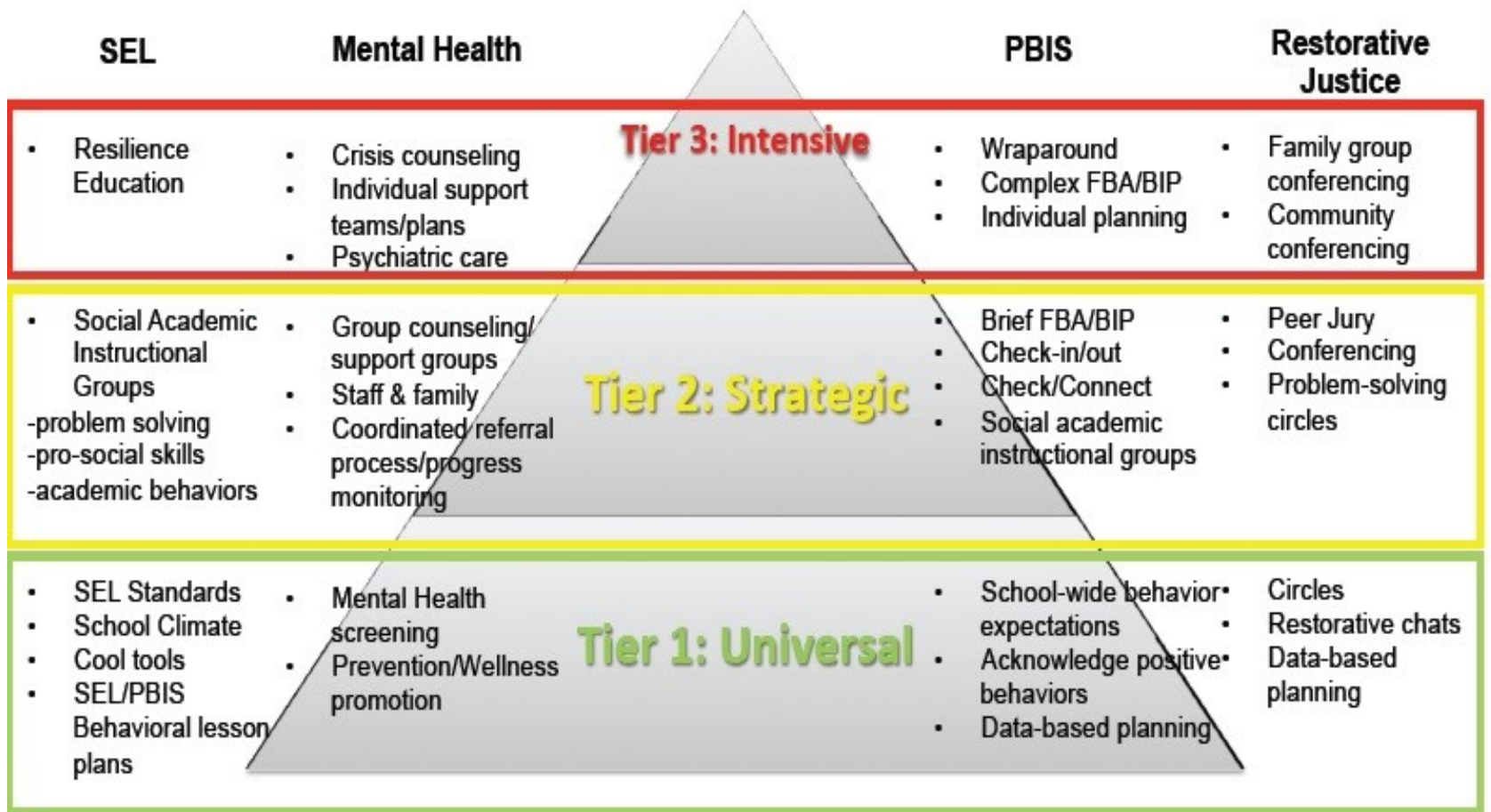


What do we know?

Work at Three Levels



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?

