Suspensions and Expulsions in Connecticut

Connecticut State Department of Education (CSDE)

April 2016



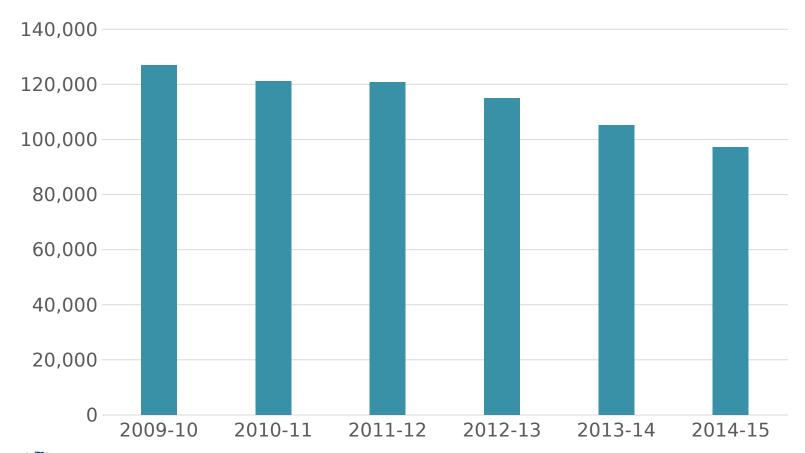
"Submitted by the Connecticut State Department of Education in fulfillment of the requirements in Section 2(b) of Public Act 15-168."

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..."

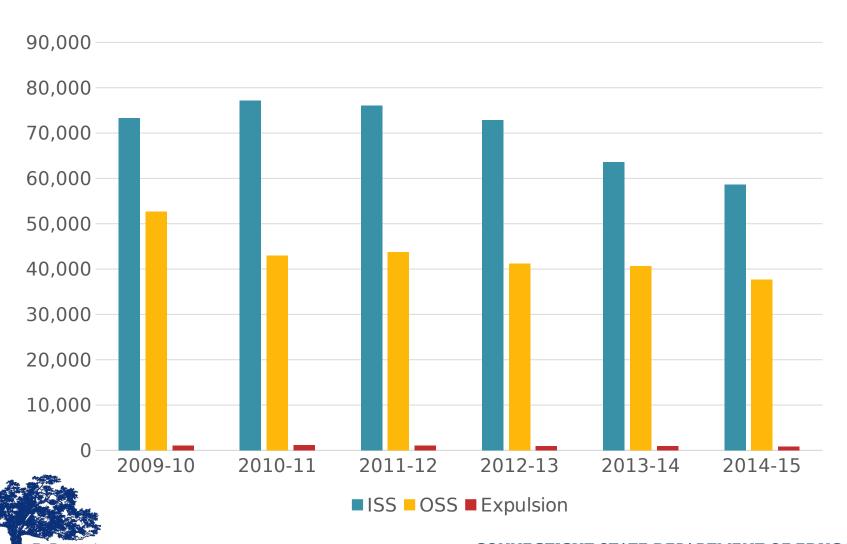


Total Number of Sanctions (ISS, OSS, and Expulsions) (duplicated count)

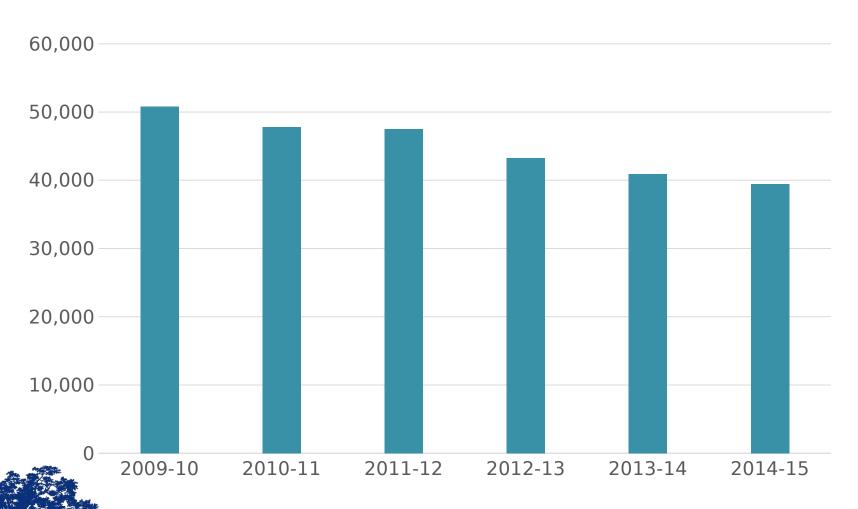




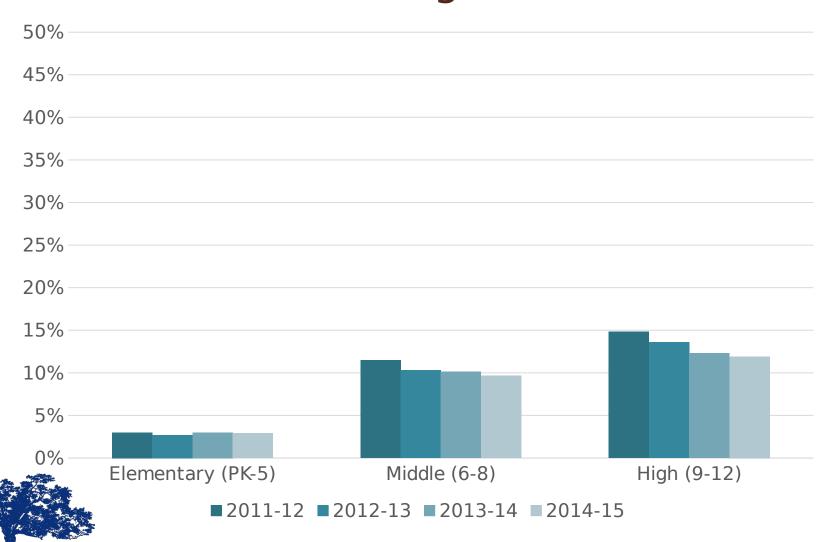
Total Number of Sanctions Disaggregated by ISS, OSS, and Expulsions (duplicated count)



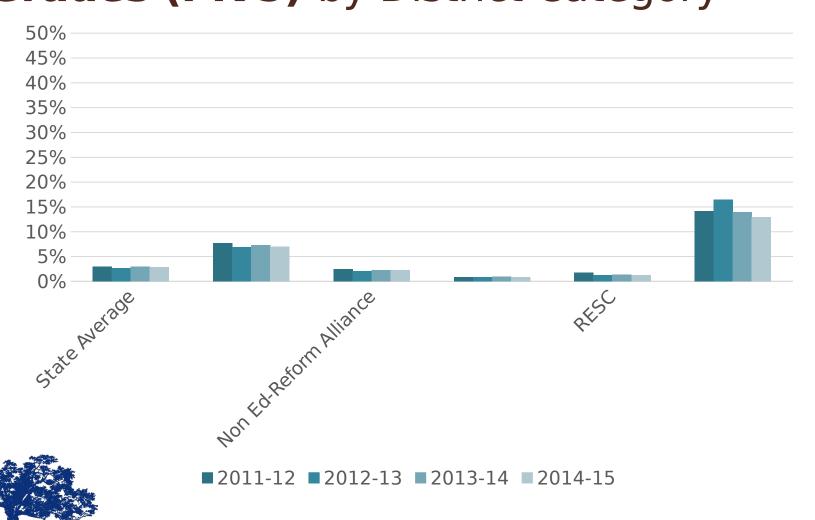
Unduplicated Number of Students Receiving at least one ISS, OSS, or Expulsion



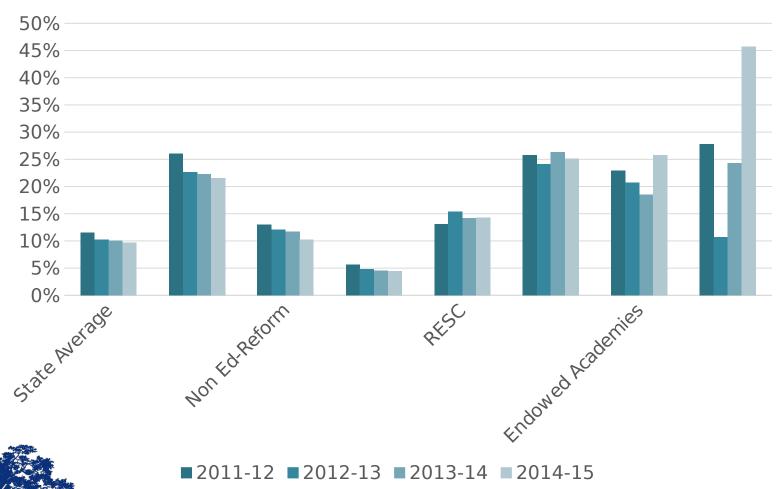
Suspension/Expulsion Rates by Grade Range



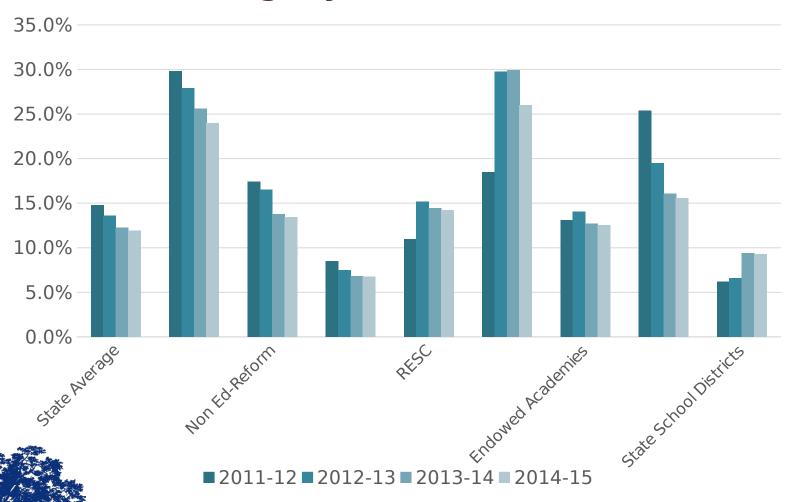
Suspension/Expulsion Rates in the **Elementary Grades (PK-5)** by District Category



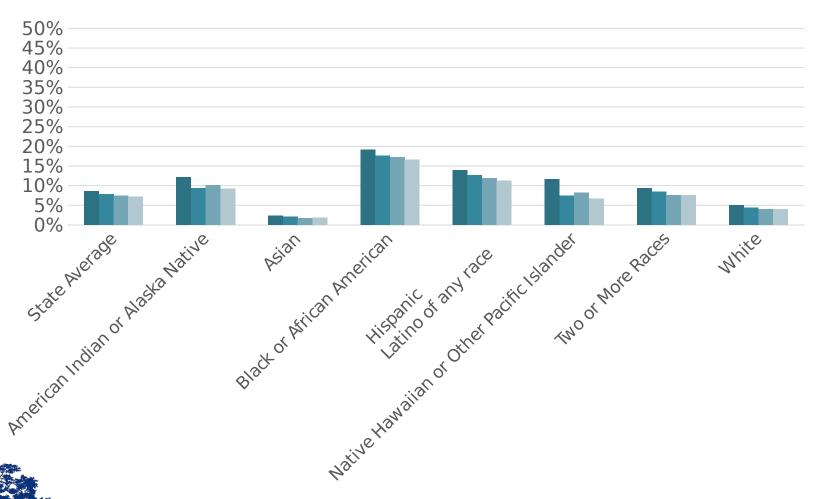
Suspension/Expulsion Rates in the **Middle Grades (6-8)** by District Category



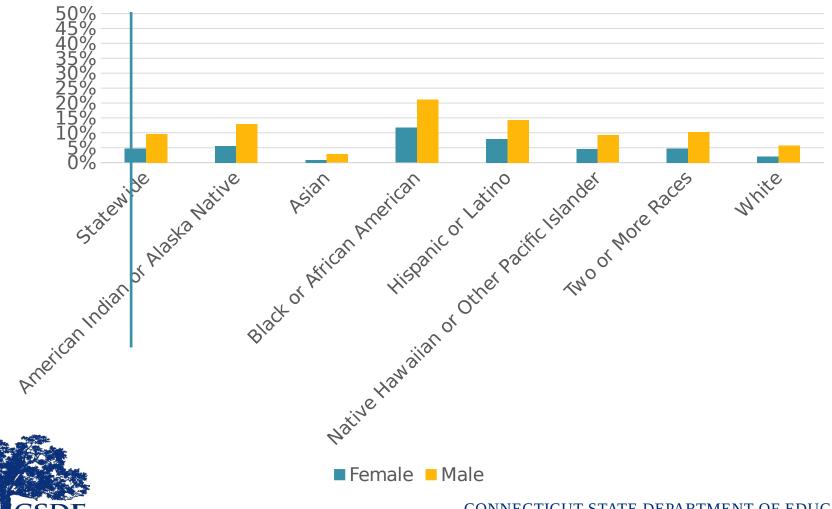
Suspension/Expulsion Rates in the **High School Grades (9-12)** by District Category



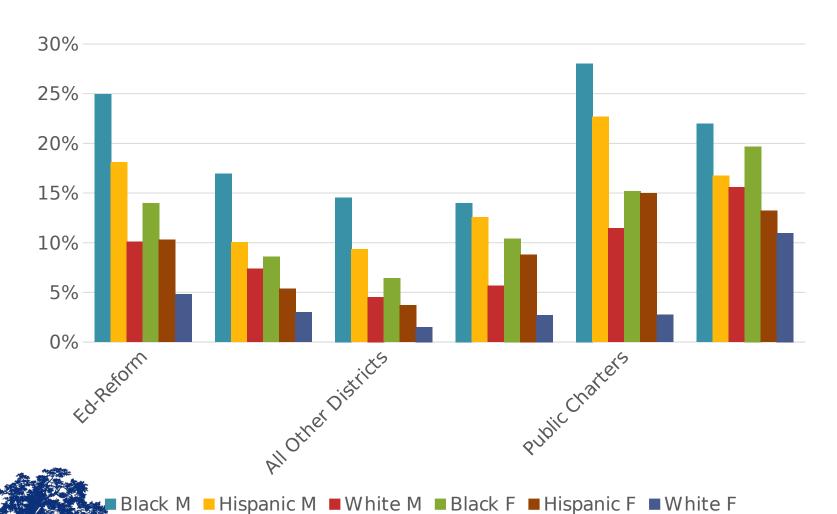
Suspension/Expulsion Rates by Race/Ethnicity



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



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



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

Other (includes Drugs/Alcohol/Tobacco, Property Damage, Sexually Related Benaviors, Violent Crimes, and Weapons); 8%

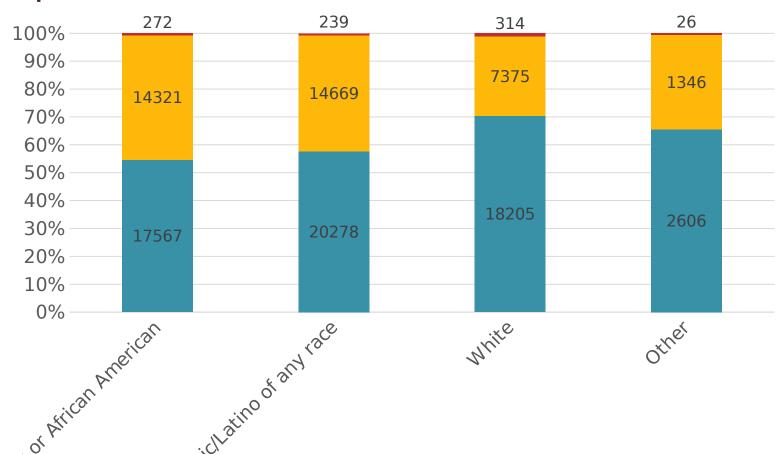
Physical

Verbal Confrontation; 10%

School Policy Violations; 64%



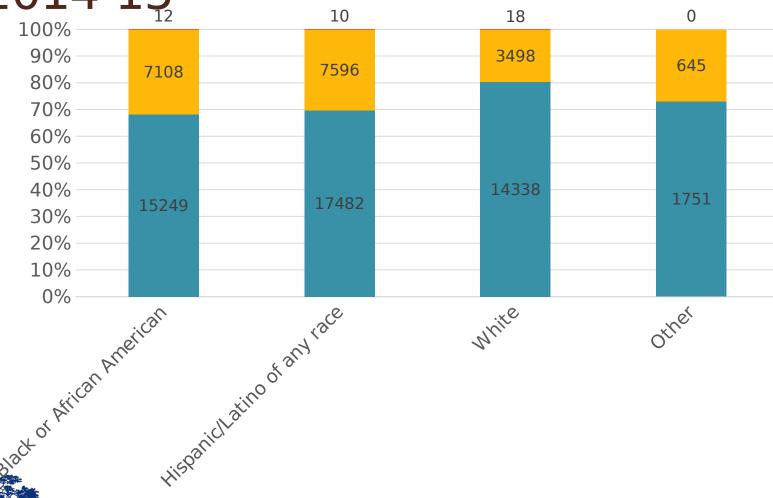
Sanctions by Race/Ethnicity (duplicated count), 2014-15



■ISS ■OSS ■EXP

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



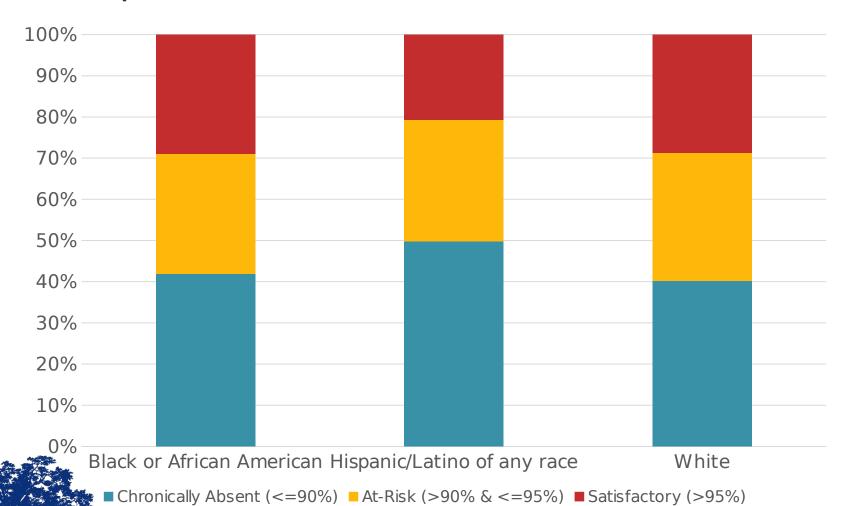
■ISS ■OSS ■EXP

Average Number of Days Sanctioned, 2014-15

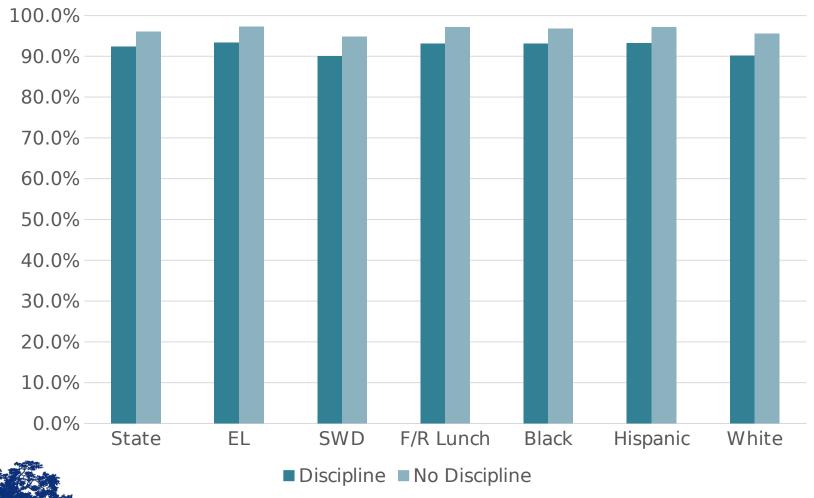
District	ISS	OSS	Expulsio n*
Ed-Reform	1.17	3.04	118.58
Non Ed-Reform Alliance	1.33	3.23	143.26
All Other Districts	1.43	3.71	123.42
RESC	1.22	2.84	
Public Charters	1.04	1.87	35.30
Endowed Academies	1.23	4.00	116.85
CT Technical High Schools	1.59	4.55	68.17

State 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 Statewide over and served in the next school year 11 119.02

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

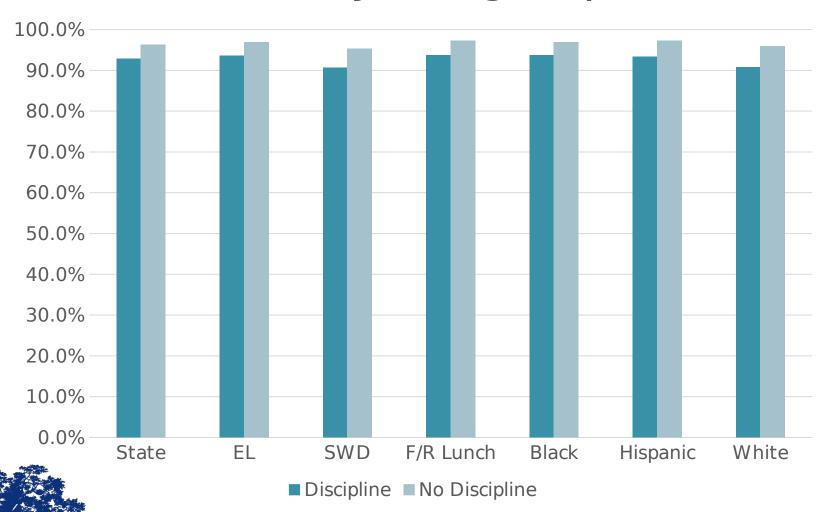


Math Participation Rate in State Assessments by Subgroup, 2014-15

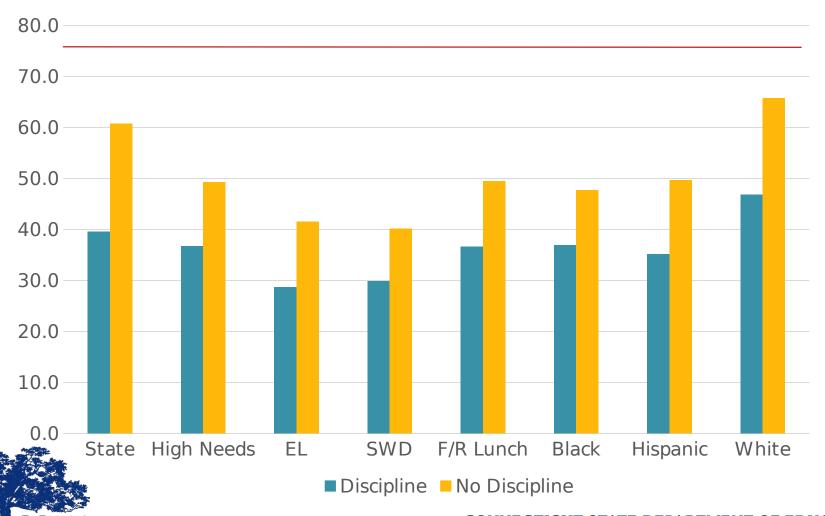




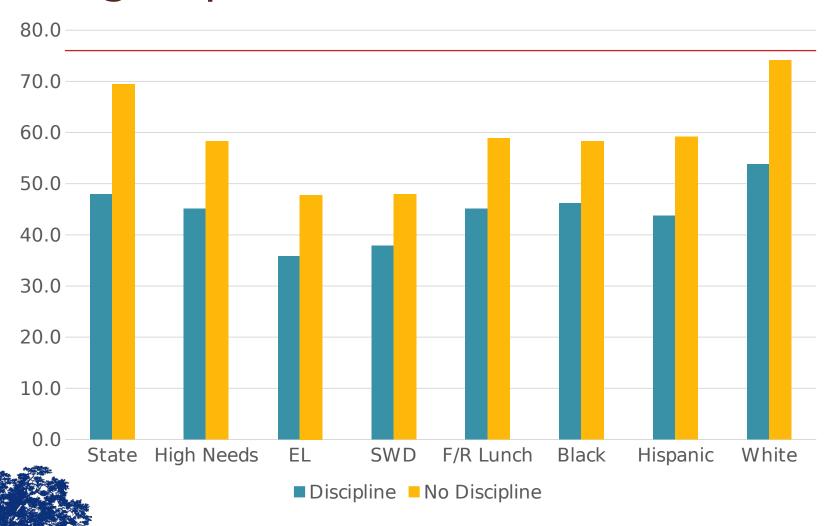
ELA Participation Rate in State Assessments by Subgroup, 2014-15



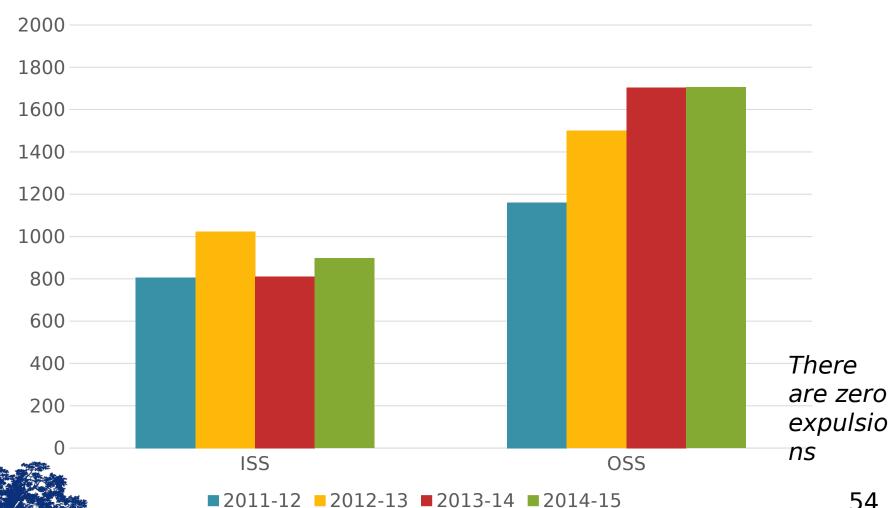
Math CT Performance Index by Subgroup, 2014-15



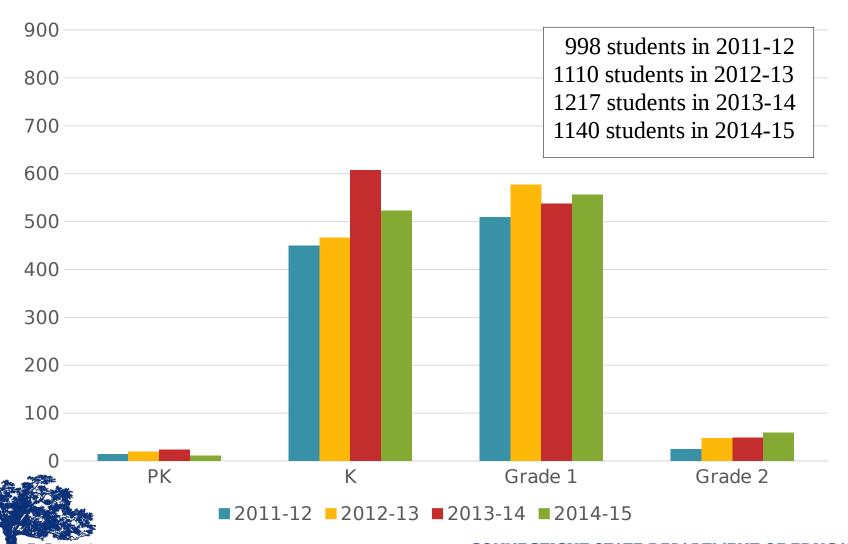
ELA CT Performance Index by Subgroup, 2014-15



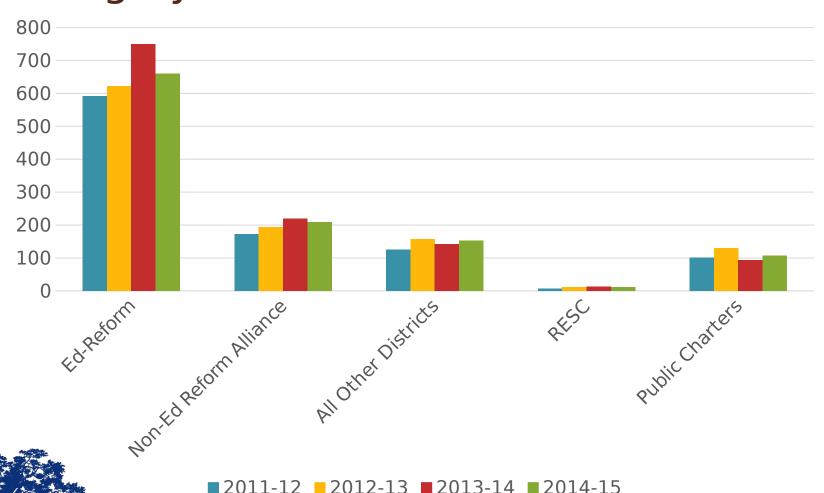
Number of Sanctions - Children Under Age 7



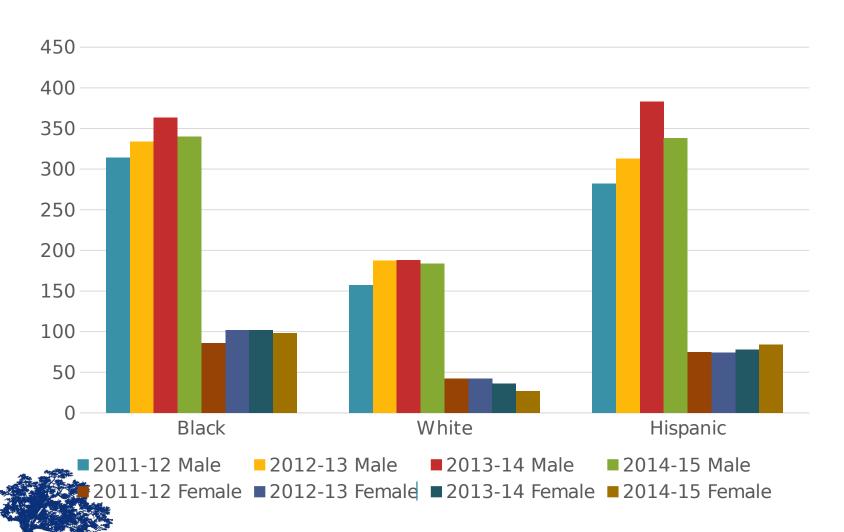
Number of Children (unduplicated) Under Age 7 Sanctioned by Grade



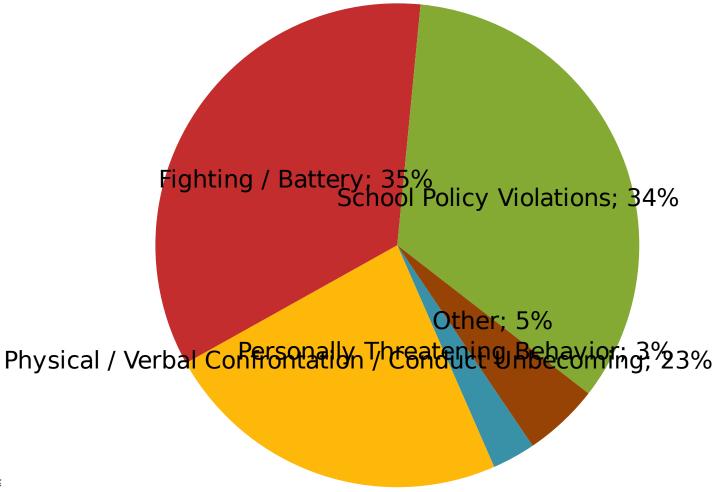
Number of Children (unduplicated) Under Age 7 Sanctioned by District Category



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 iuvenile 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 perartment of Education

What do we know? Work at Three Levels

Provide Individualized Intensive Supports

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



Implement strategies and provide supports that address risk factors and build protective factors for students at risk for severe academic or behavioral difficulties.

t Activities

Build a School-wide Community Foundation

Social Emotional Learning, youth development, caring school climate, positive and proactive approach to discipline, personalized instruction, cultural competence, and strong family engagement.



Aligning Frameworks

SEL	Mental Health		PBIS	Restorative Justice
Resilience Education	 Crisis counseling Individual support teams/plans Psychiatric care 	Tier 3: Intensive	Wraparound Complex FBA/BIP Individual planning	Family group conferencing Community conferencing
Social Academic Instructional Groups -problem solving -pro-social skills -academic behaviors	Group counseling/ support groups Staff & family Coordinated referral process/progress monitoring	Tier 2: Strategic	Brief FBA/BIP Check-in/out Check/Connect Social academic instructional groups	Peer Jury Conferencing Problem-solving circles
SEL Standards School Climate Cool tools SEL/PBIS Behavioral lesson plans	Mental Health screening Prevention/Wellness promotion	Tier 1: Universal	School-wide behaviore expectations Acknowledge positive behaviors Data-based planning	Circles Restorative chats Data-based planning



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

What do we know? "Restorative Practices Make a

- 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?

