

Suspensions and Expulsions in Connecticut

Connecticut State Department of Education (CSDE)

May 2017

“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 percent 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 **relationship to other indicators** (e.g., chronic absenteeism, assessment participation)?



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 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 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)

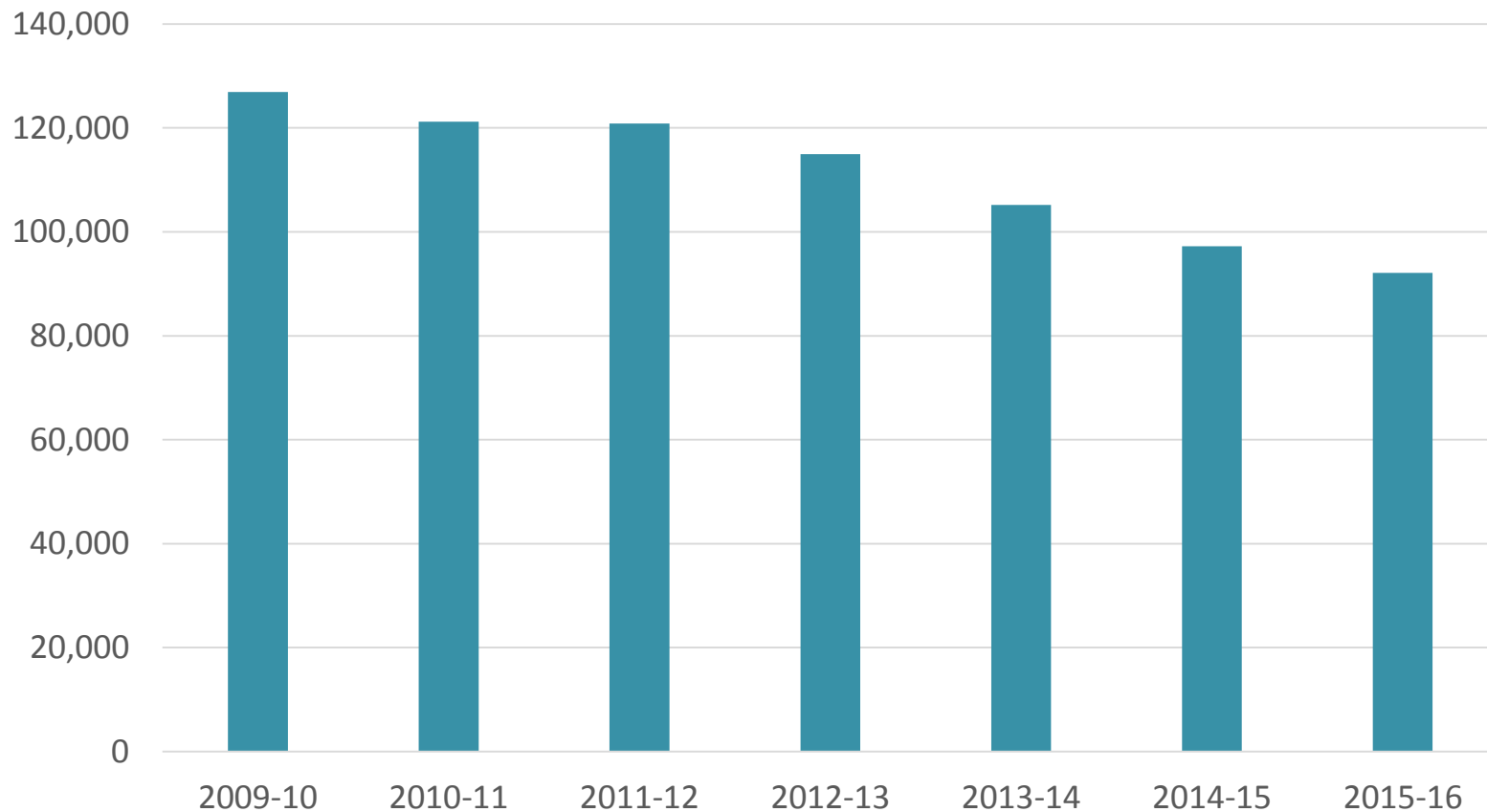
- Collecting data at this granular level enables determination of:
 - the frequency and triggers for disciplinary incidents;
 - the types of sanctions used for those incidents;
 - the actual unduplicated count of students involved in one or more incidents; and
 - the duration of the sanctions.
- Both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



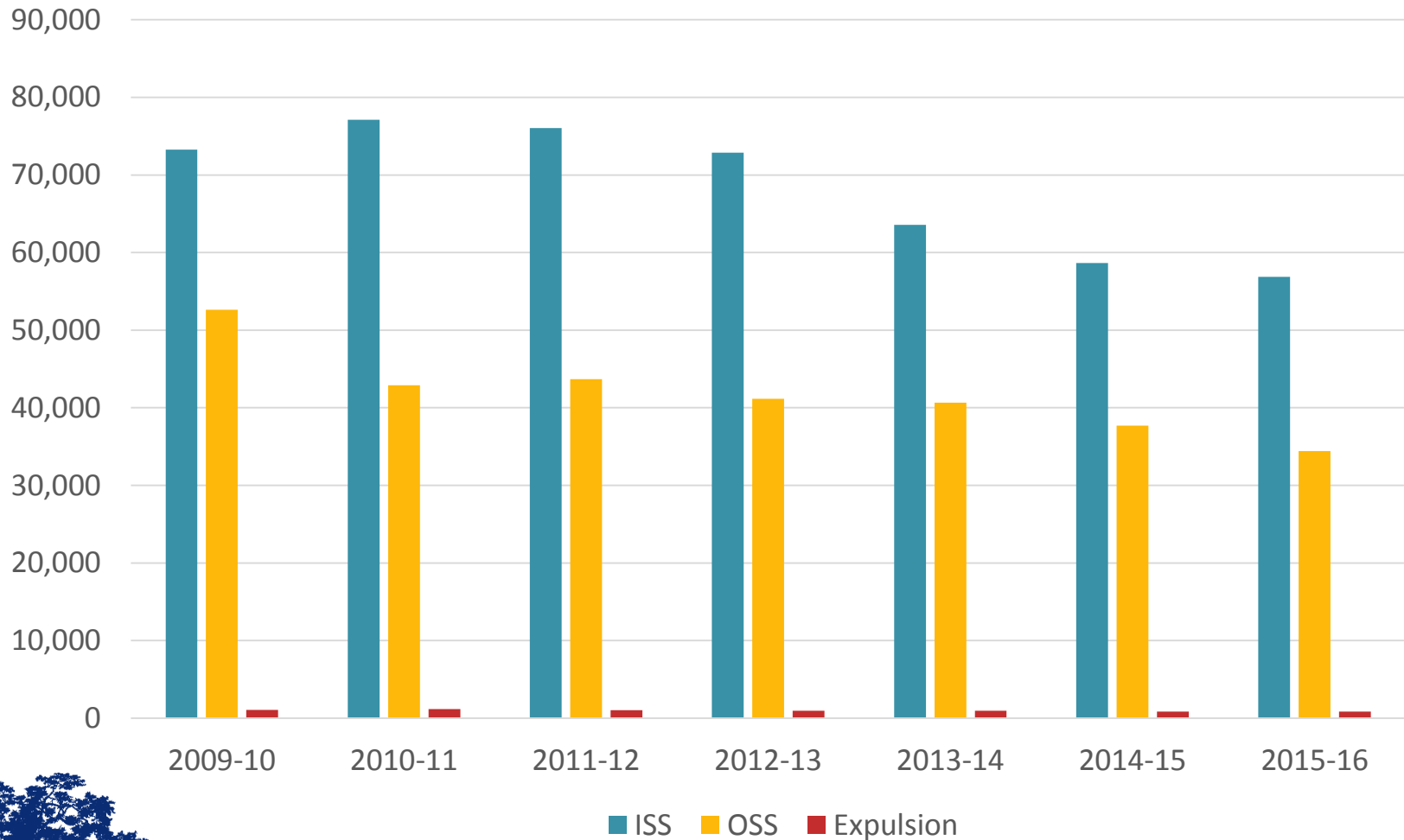
TREND IN ISS, OSS, AND EXPULSIONS



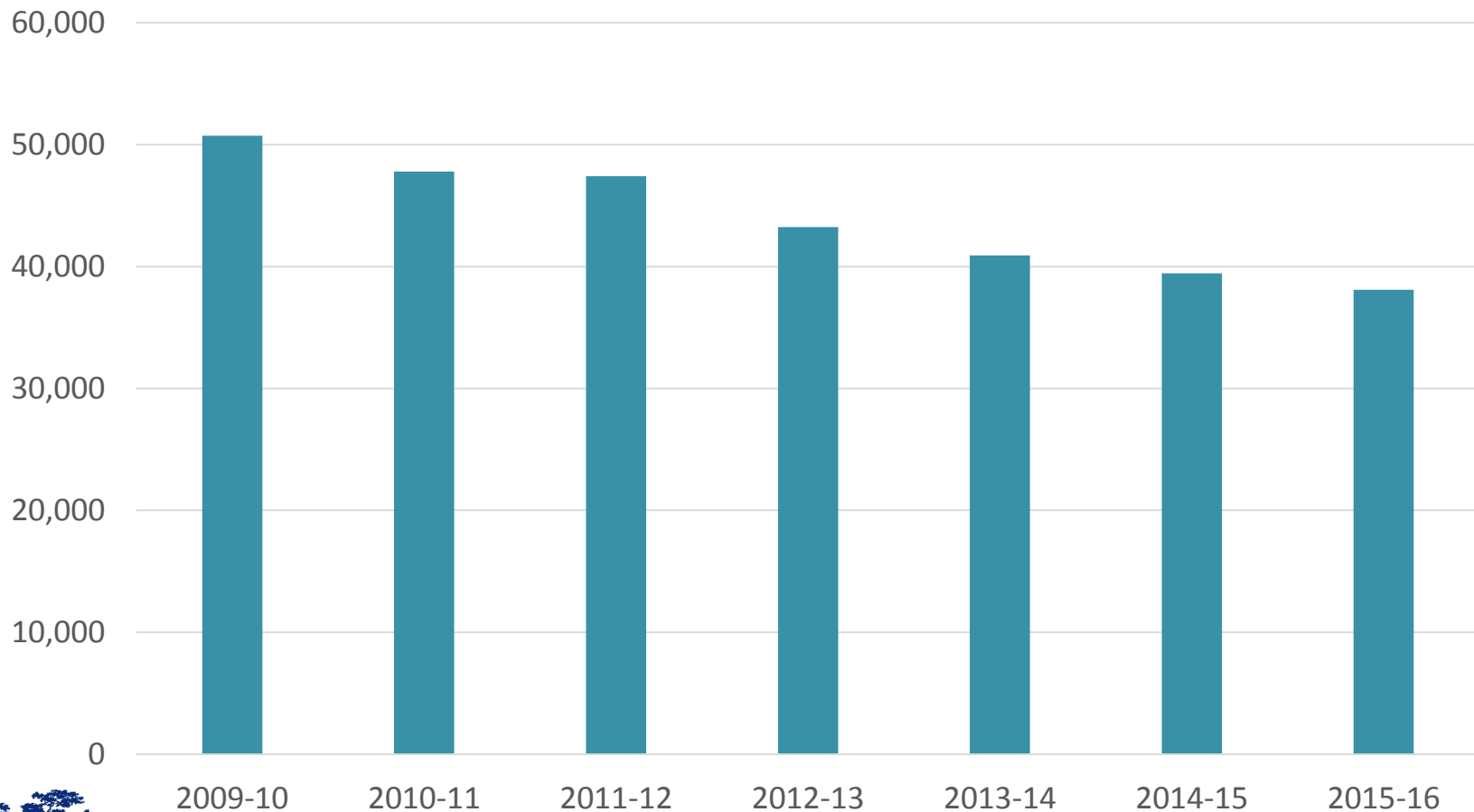
Total Number of Sanctions (ISS, OSS, and Expulsions) (duplicated count)



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 27.4% from \sim 127,000 in 2009-10 to \sim 92,000 in 2015-16. The individual sanction types have also evidenced reductions during the same period:
 - ISS by 22.4%
 - OSS by 34.6%
 - Expulsions by 19.3%
- The unduplicated count of students receiving at least one suspension or expulsion has also declined by 24.9% from \sim 51,000 in 2009-10 to \sim 38,000 in 2015-16.



WHO IS BEING SUSPENDED/EXPELLED?

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



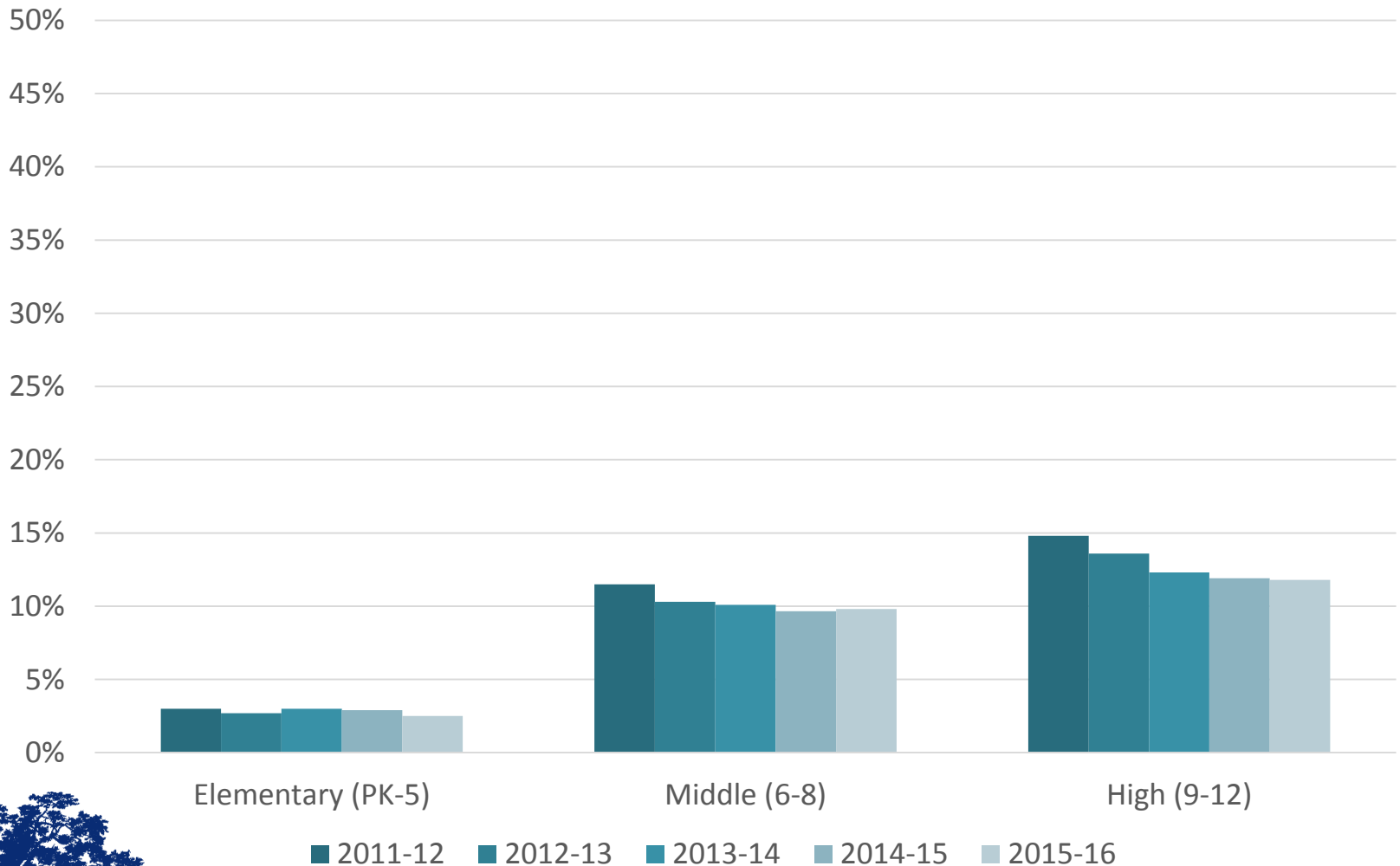
Suspension/Expulsion Rate

*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.

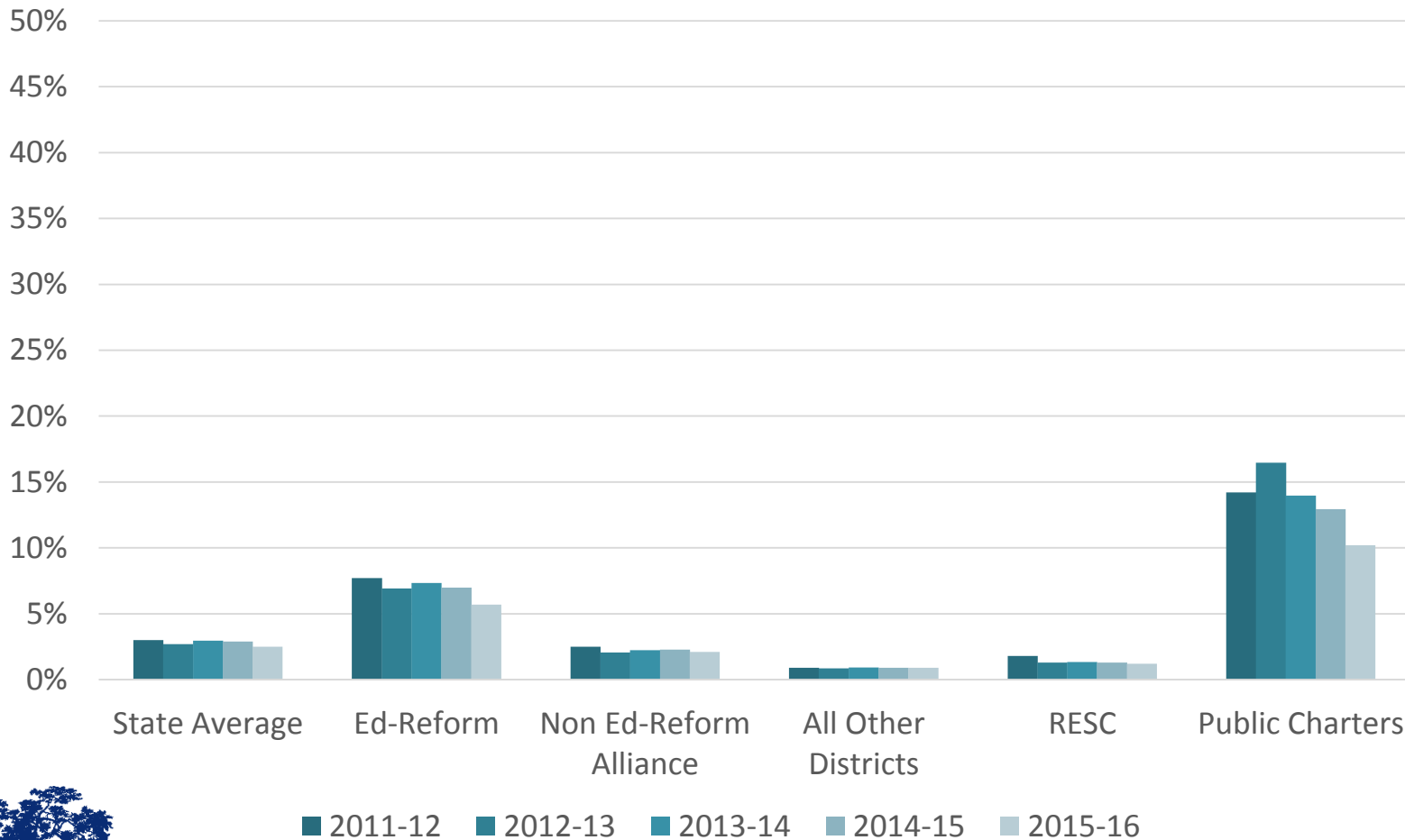


Analyses by District Categories

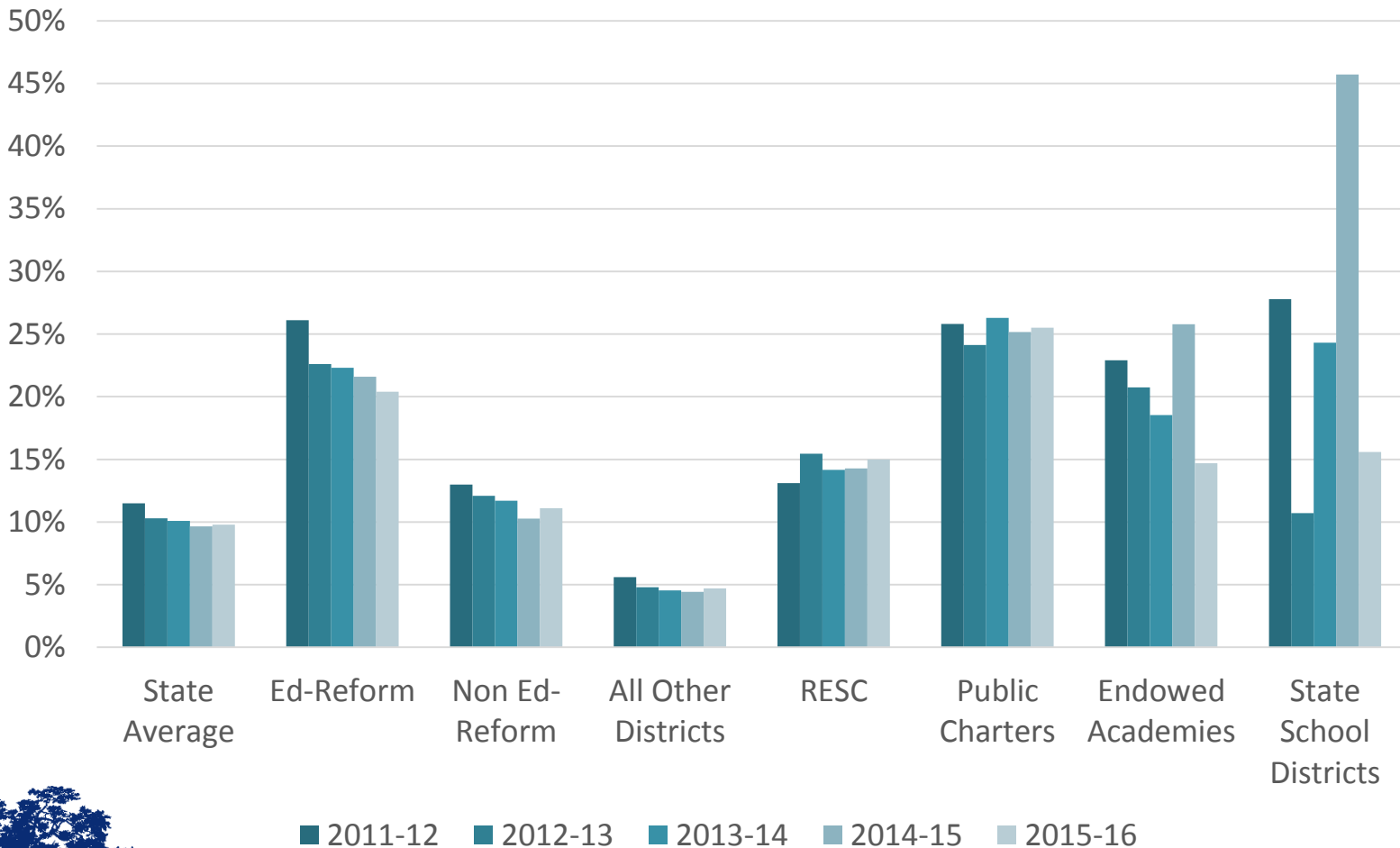
- ***Public Charter Schools***
- ***Endowed Academies*** – They are Norwich Free Academy, The Gilbert School and Woodstock Academy.
- ***Connecticut Technical High School System***
- ***State School Districts*** which includes Unified District #1 (Department of Corrections), Unified District #2 (Department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



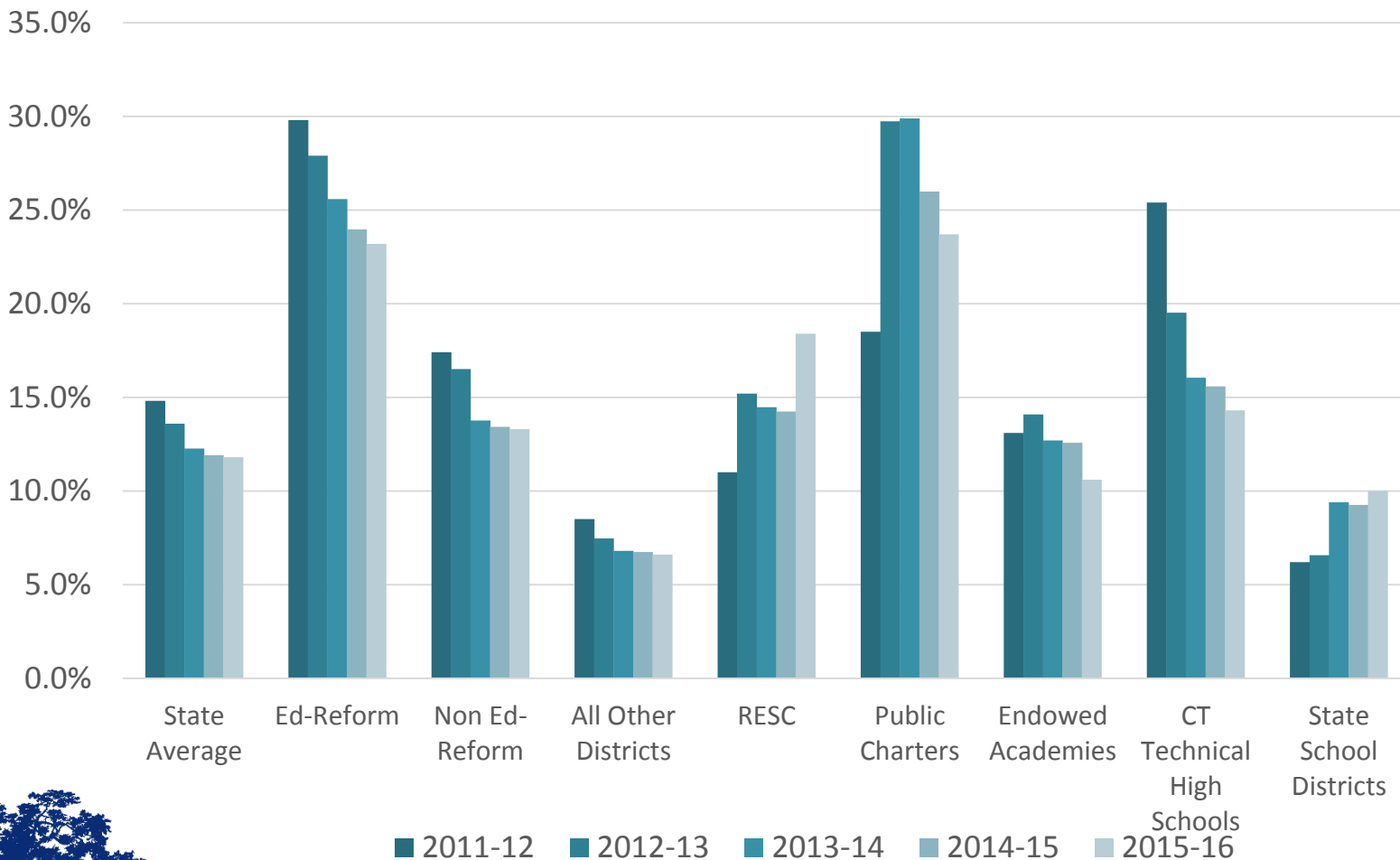
Suspension/Expulsion Rates in the **Elementary** Grades (PK-5) by District Category



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 8.9% in 2009-10 to 7.0% in 2015-16.
- Suspension/expulsion rates in the middle (9.8%) and high school (11.8%) grades are significantly greater than in the elementary grades (2.5%).
- The high school grades (9-12) have seen the greatest percentage point decline over the past six years but that has slowed in the last three years.
- The rates in the **elementary** grades in the Public Charter Schools (10.2%) are almost twice that in the 10 Ed-Reform districts (5.7%), both of which are substantially greater than the state average (2.5%).
- The rates in the **middle** grades in the 10 Ed-Reform districts (20.4%) and the Public Charter Schools (25.5%) are substantially greater than the state average (9.8%). The rate in the remaining 20 Alliance Districts increased slightly from 2014-15 (10.3%) to 2015-16 (11.1%).
- The rates in the **high school** grades in the Public Charter Schools (23.7%) and in the 10 Ed-Reform districts (23.2%) are substantially greater than the state average (11.8%). The 10 Ed-Reform districts, Public Charters Schools, and the CT Technical High Schools have all evidenced substantial declines over the past five years.

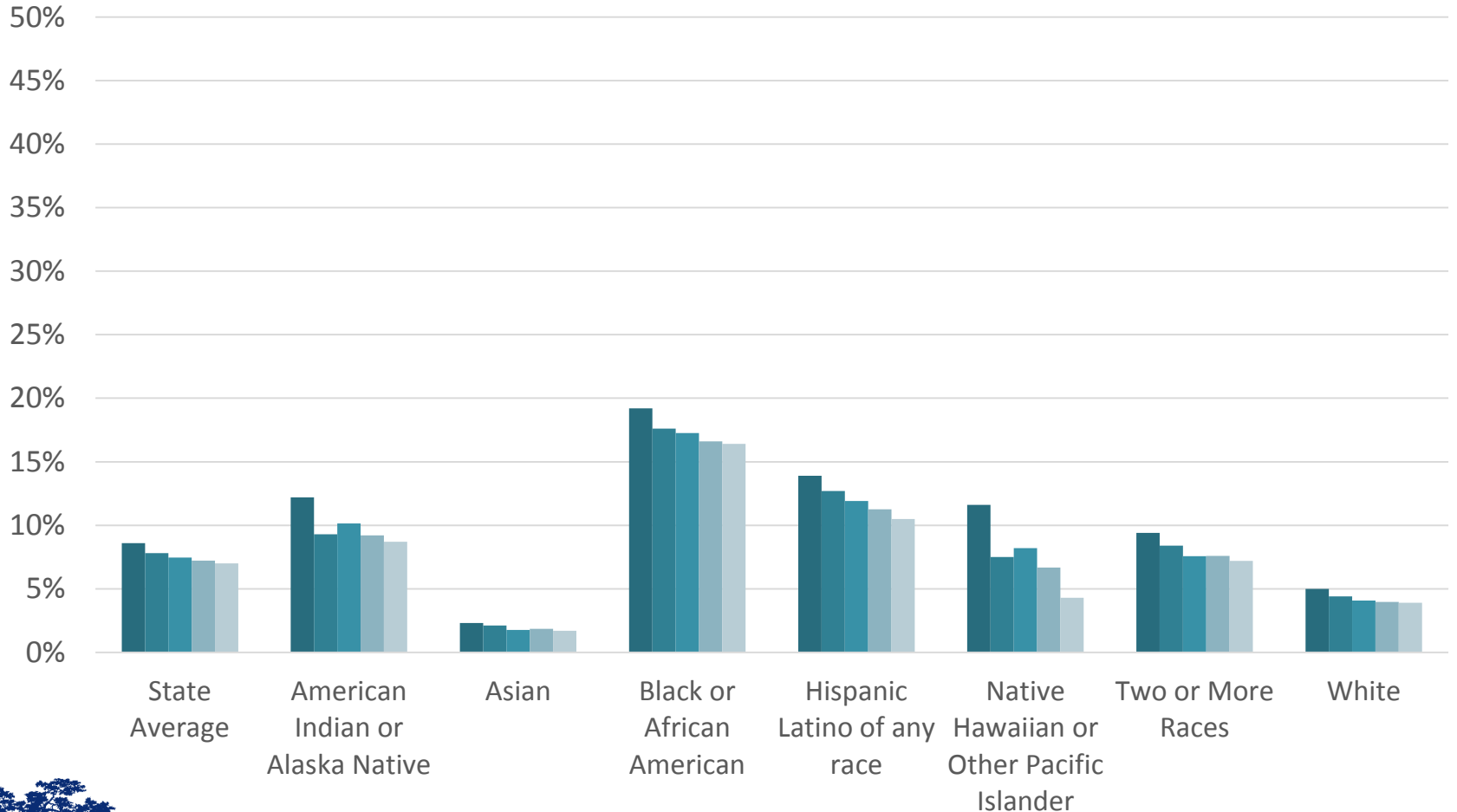


Districts with High Suspension/Expulsion Rates: 2015-16

Elementary (PK-5)	Middle (6-8)		High (9-12)		
% of Students Receiving at least one ISS, OSS, EXP					
Highville Charter School District	16.72%	Achievement First Hartford Academy Inc. District	43.86%	Elm City College Preparatory School District	48.00%
Amistad Academy District	15.89%	Amistad Academy District	39.05%	Bridgeport Achievement First District	45.61%
Achievement First Hartford Academy Inc. District	15.63%	Eastern Connecticut Regional Educational Service Center (EASTCONN)	36.36%	Amistad Academy District	44.06%
Park City Prep Charter School District	14.14%	Bridgeport Achievement First District	34.74%	Waterbury School District	35.03%
Booker T. Washington Academy District	12.78%	Great Oaks Charter School District	32.30%	Unified School District #2	34.44%
New Beginnings Inc., Family Academy District	11.03%	The Bridge Academy District	31.00%	Windham School District	30.89%
Eastern Connecticut Regional Educational Service Center (EASTCONN)	10.34%	Unified School District #2	30.43%	Bridgeport School District	29.89%
Bridgeport Achievement First District	10.18%	Trailblazers Academy District	30.40%	New Britain School District	29.42%
		New Beginnings Inc., Family Academy District	29.00%	East Hartford School District	26.15%
		Highville Charter School District	28.32%	Highville Charter School District	26.00%
		Windham School District	26.20%	New London School District	25.90%
		Waterbury School District	25.74%	Area Cooperative Educational Services	24.82%
		Hartford School District	24.82%	Capital Preparatory Harbor School Inc. District	21.85%
		Bloomfield School District	22.78%	Bloomfield School District	21.69%
		Bridgeport School District	21.73%	Stamford Academy District	20.67%
		Elm City College Preparatory School District	20.41%	Capitol Region Education Council	20.33%
		Derby School District	20.12%	Windsor Locks School District	20.08%
		Ansonia School District	19.52%	Vernon School District	19.45%
		New London School District	18.89%	Danbury School District	18.97%
		Park City Prep Charter School District	18.39%	Hartford School District	18.92%

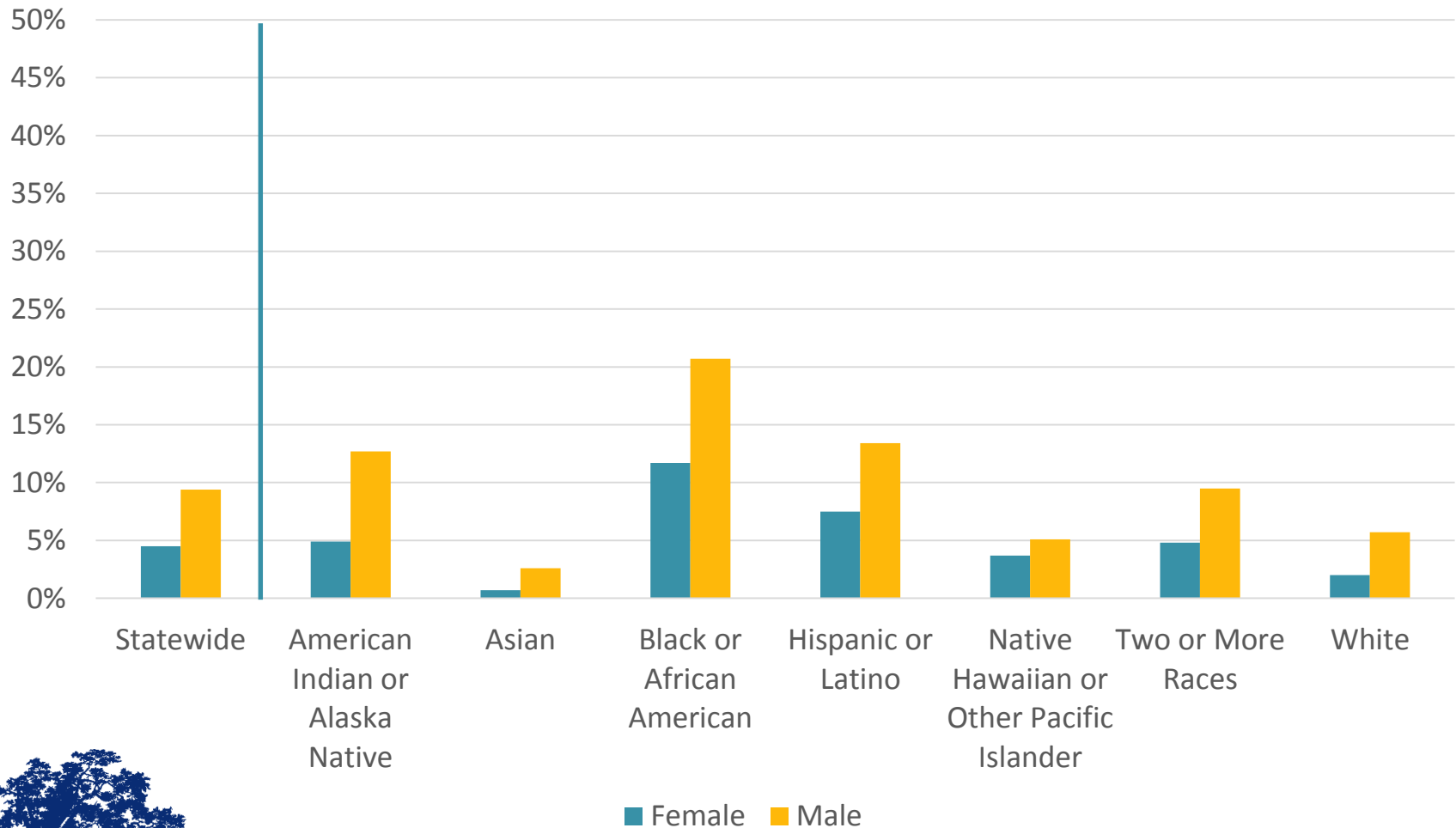


Suspension/Expulsion Rates by Race/Ethnicity

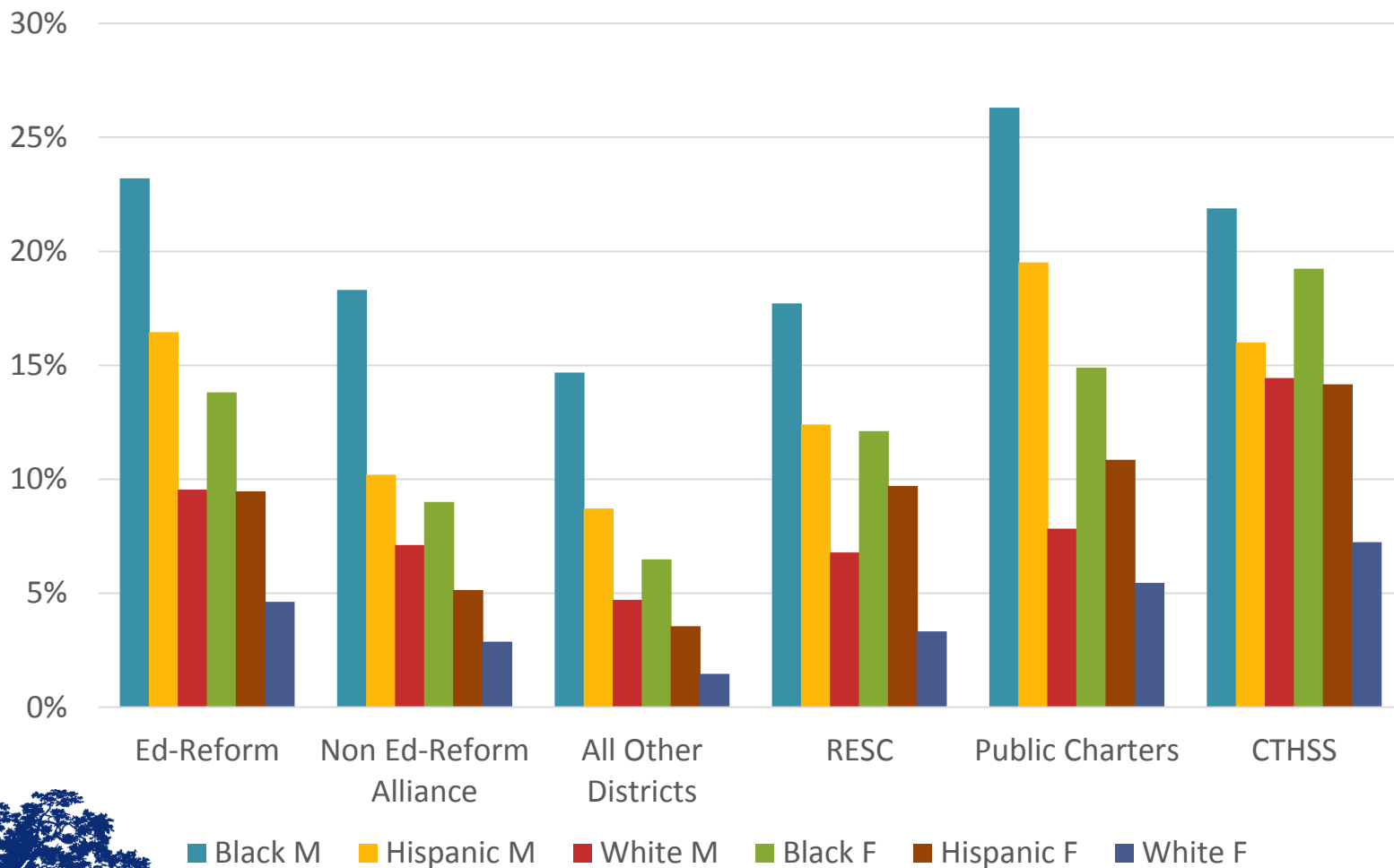


■ 2011-12 ■ 2012-13 ■ 2013-14 ■ 2014-15 ■ 2015-16

Suspension/Expulsion Rates by Race/Ethnicity and Gender: 2015-16



Similar Pattern of Disparity Exists Within District Categories: 2015-16



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.
 - Rate for Black females is approximately five times that of their White counterparts.
 - Similar disproportionalities are evidenced in all district categories.



WHAT SANCTIONS ARE STUDENTS RECEIVING?



Percent of Sanctions by District Category: 2015-16

District Category	Enrollment	ISS	OSS	EXP
Ed-Reform	21.9%	40.8%	57.6%	33.8%
Non-Ed Reform	17.7%	18.1%	15.7%	21.7%
All Other Districts	54.2%	28.0%	14.3%	27.2%
Public Charters	1.7%	5.4%	5.7%	5.3%
RESC	2.6%	3.6%	3.1%	1.2%
CTHSS	2.0%	3.0%	2.3%	7.1%
Endowed Academies	0.7%	1.1%	1.0%	3.7%

- 21.9% of all students statewide are enrolled in Ed-Reform districts and 57.6% of all OSS occur in Ed-Reform districts.
- 1.7% of all students statewide are enrolled in Charter Schools and 5.7% of all OSS occur in Charter Schools.



Percent of Total Sanctions that were OSS: Change for those with high proportion in 2014-15

District Name	% OSS 2014-15	% OSS 2015-16
Cooperative Educational Services	76.7% (66/86)	96.5% (82/85)
Park City Prep Charter School District	56.1% (60/107)	42.3% (74/175)
Education Connection	84.8% (39/46)	78.9% (45/57)
Explorations District	38.9% (7/18)	57.1% (16/28)
Achievement First Hartford Academy Inc. District	72.4% (759/1049)	21.5% (338/1574)
Stamford School District	85.7% (531/620)	65.3% (606/928)
New Haven School District	77.9% (2822/3624)	80.2% (2640/3293)
Unified School District #2	53.3% (81/152)	58.4% (101/173)
Area Cooperative Educational Services	49.6% (281/567)	66.0% (330/500)
New Beginnings Inc. Family Academy District	98.2% (106/108)	100.0% (103/103)
Hartford School District	55.7% (4883/8761)	46.6% (3531/7578)
The Bridge Academy District	50.5% (52/103)	64.3% (63/98)
Interdistrict School for Arts and Comm District	32.7% (36/110)	22.5% (18/80)
Thompson School District	45.0% (45/100)	53.9% (110/204)
Bridgeport School District	46.2% (3937/8517)	39.7% (3393/8554)

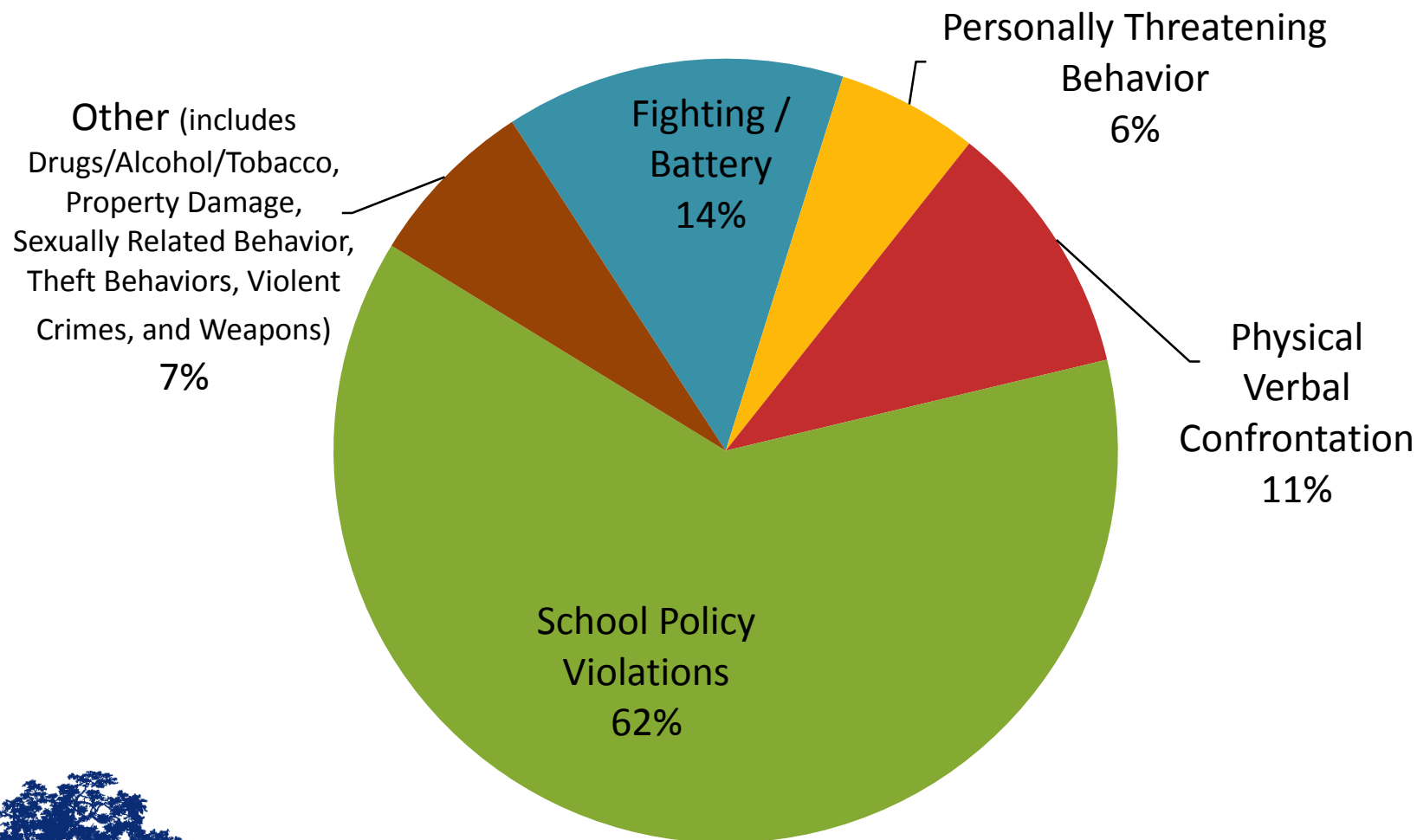
(only districts with at least 20 total sanctions are included)



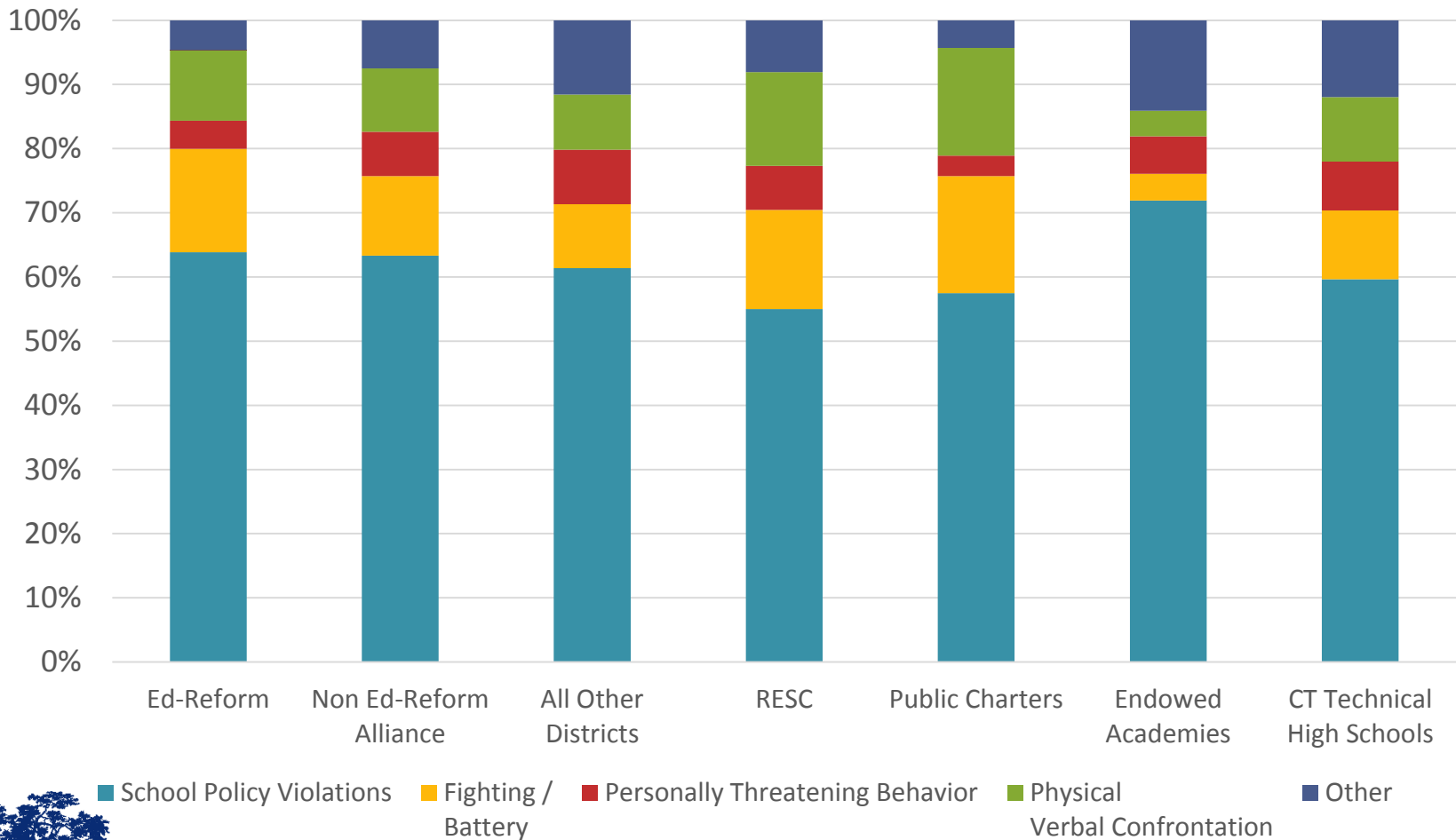
WHY ARE STUDENTS SUSPENDED OR EXPELLED?



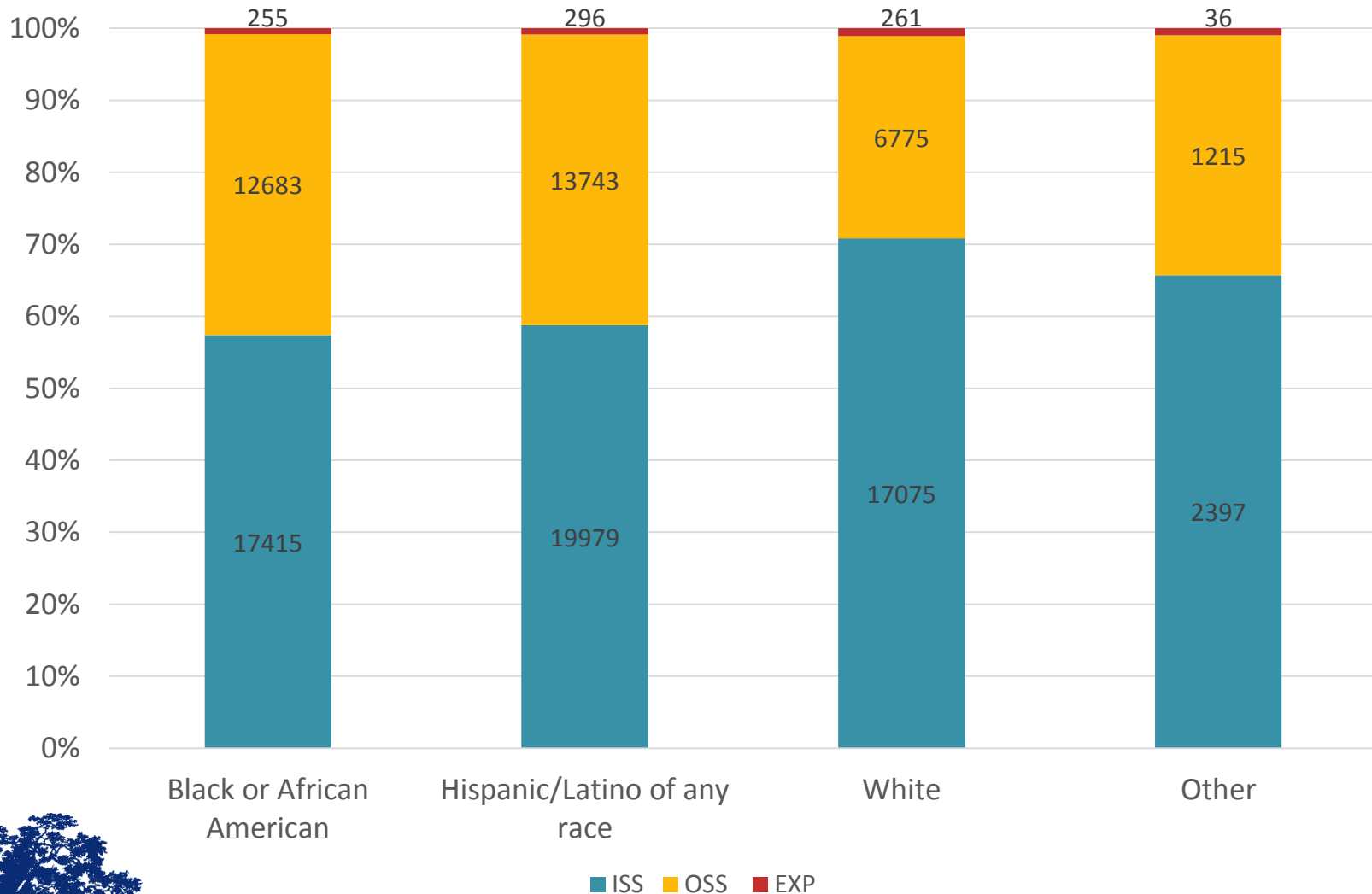
Incident Types (Offenses) Resulting in ISS, OSS or EXP: 2015-16



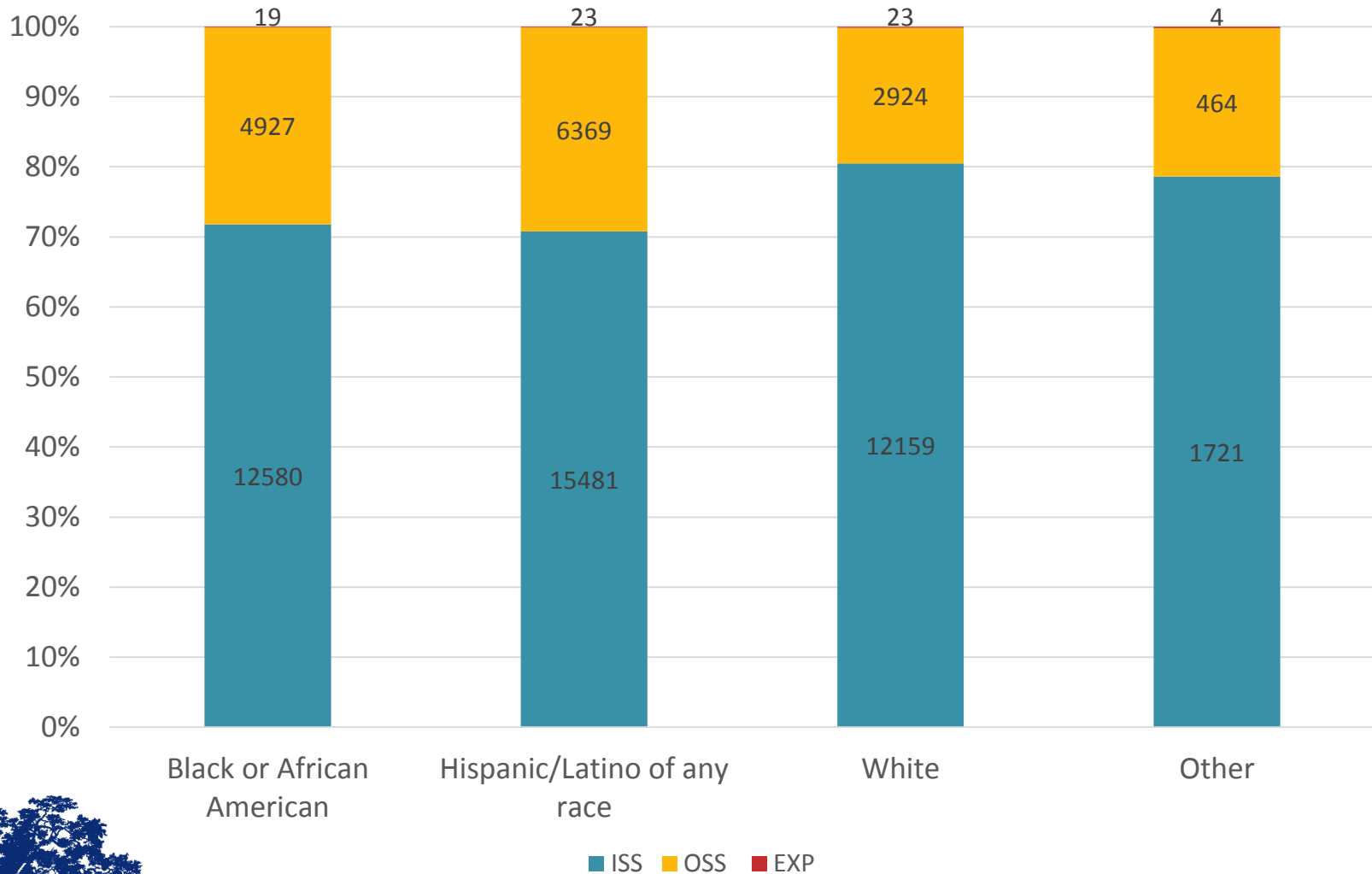
Incident Types (Offenses) Resulting in ISS, OSS, EXP by District Category: 2015-16



Sanctions by Race/Ethnicity (duplicated count): 2015-16



School Policy Violations by Race/Ethnicity (duplicated count): 2015-16



Observations

- Incidents attributed to School Policy Violations accounted for a slightly smaller proportion in 2015-16 (62%) as compared to 2014-15 (64%).
- Black and Hispanic students receive OSS at a slightly greater rate than White students. This pattern remains when analyzing only those sanctions that stem from school policy violations.



HOW LONG DO SUSPENSIONS AND EXPULSIONS LAST?



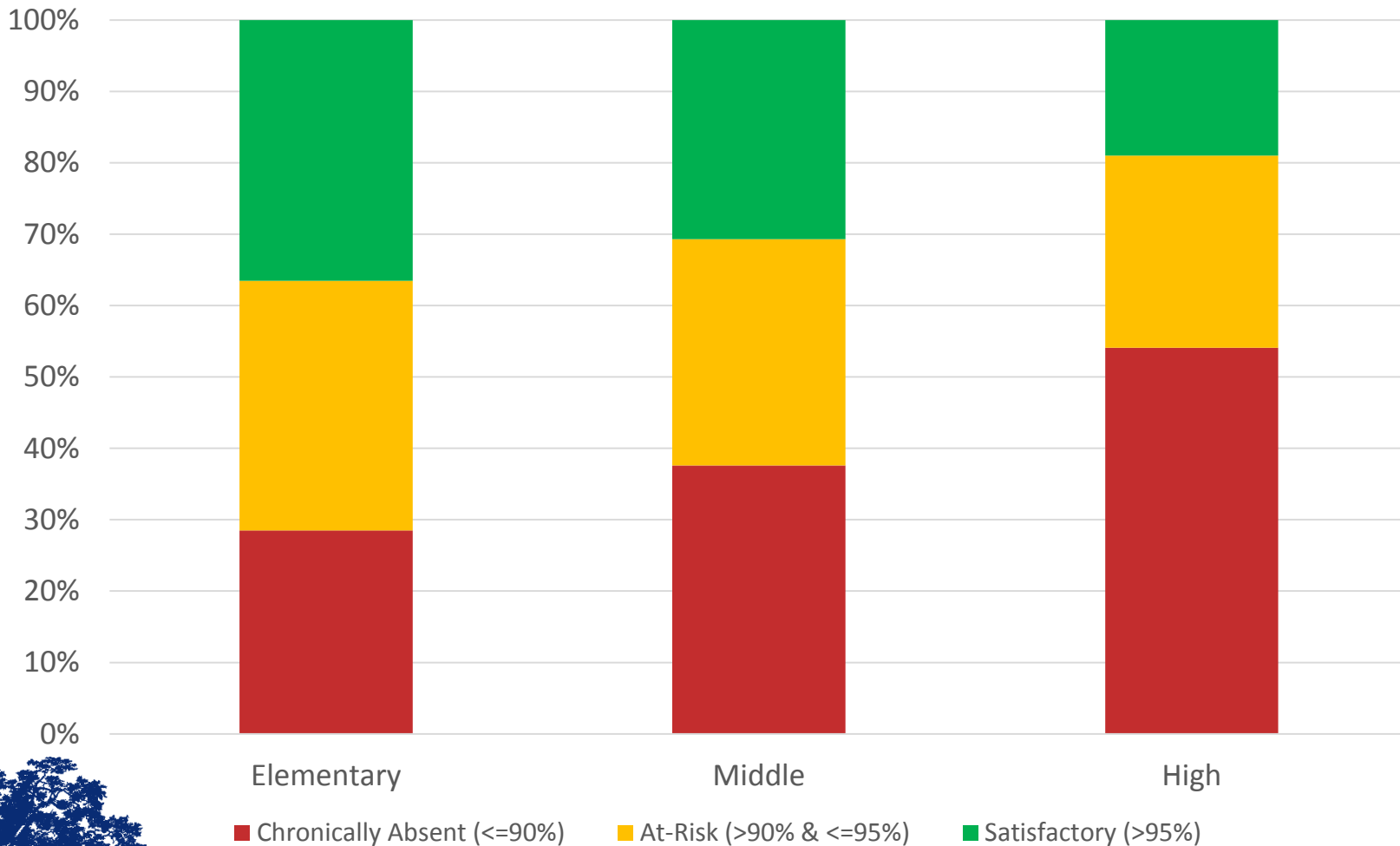
Average Number of Days Sanctioned: 2015-16

District	ISS	OSS	Expulsion*
Ed-Reform	1.19	3.09	114.19
Non Ed-Reform Alliance	1.33	3.20	131.78
All Other Districts	1.44	3.62	119.19
RESC	1.37	3.08	8.1
Public Charters	1.00	2.11	51.16
Endowed Academies	1.35	4.25	69.52
CT Technical High Schools	1.59	5.00	76.1
State School Districts	3.35	2.80	-----
Statewide	1.30	3.18	110.45

*The number of 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): 2015-16



Attendance of Students Receiving OSS or EXP by Race/Ethnicity

Percent of Students (unduplicated): 2015-16



Black or African American

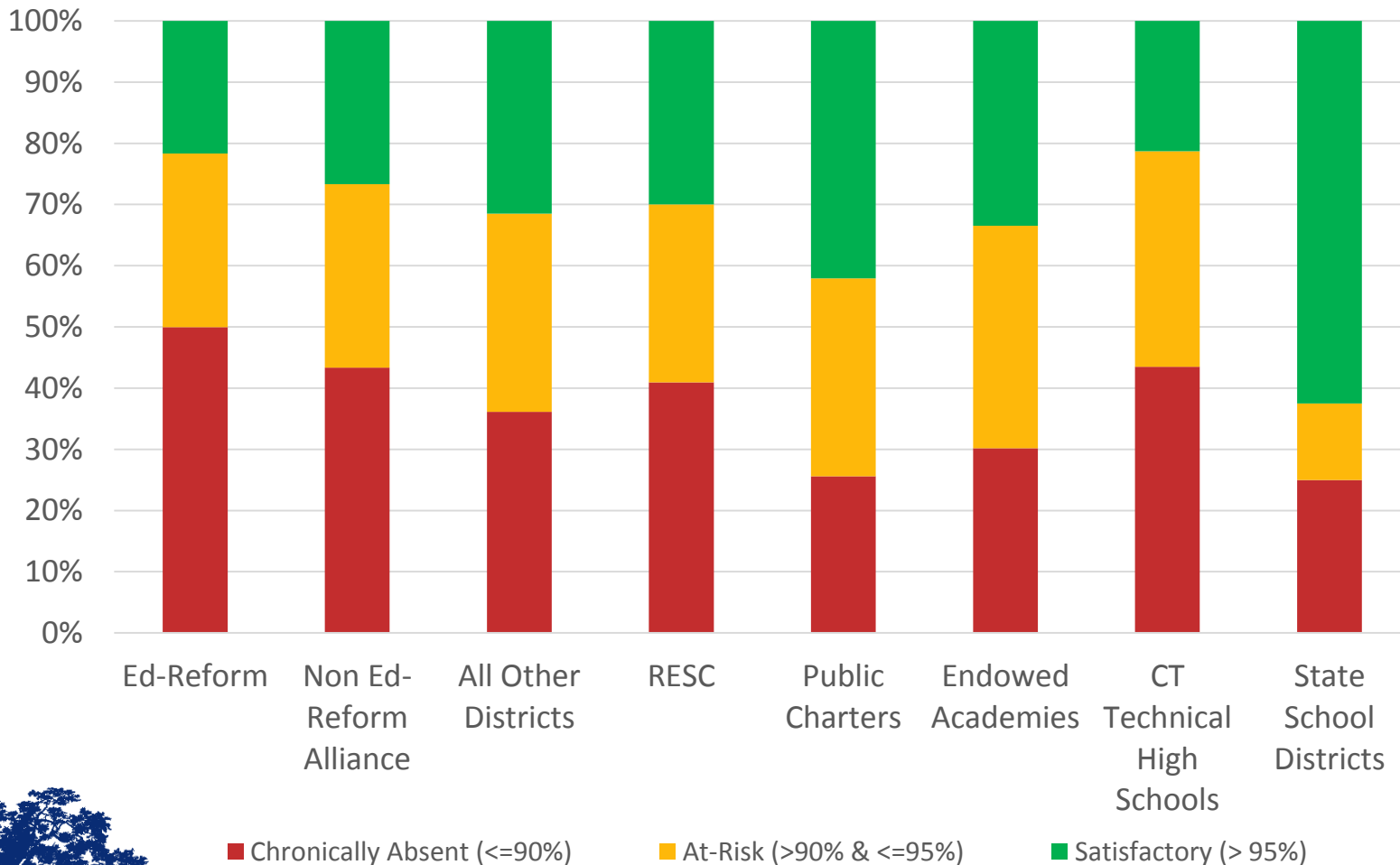
Hispanic/Latino of any race

White

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

Attendance of Students Receiving OSS or EXP by District Type

Percent of Students (unduplicated): 2015-16



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. Over 30 percent in the elementary and middle 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.

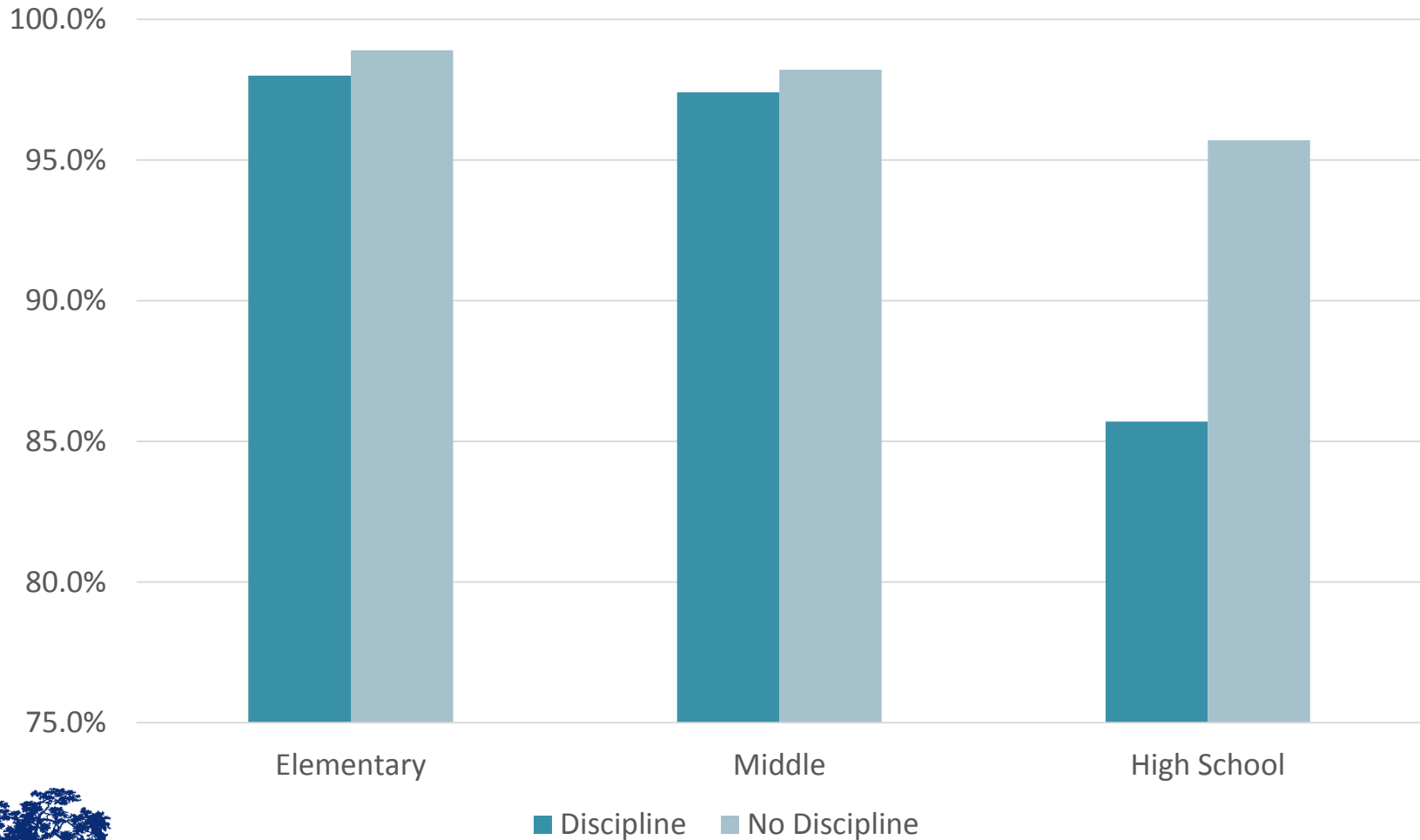
**Chronic absenteeism rate is the percent of students missing 10 percent or greater of the total number of days enrolled in the school year for any reason.*



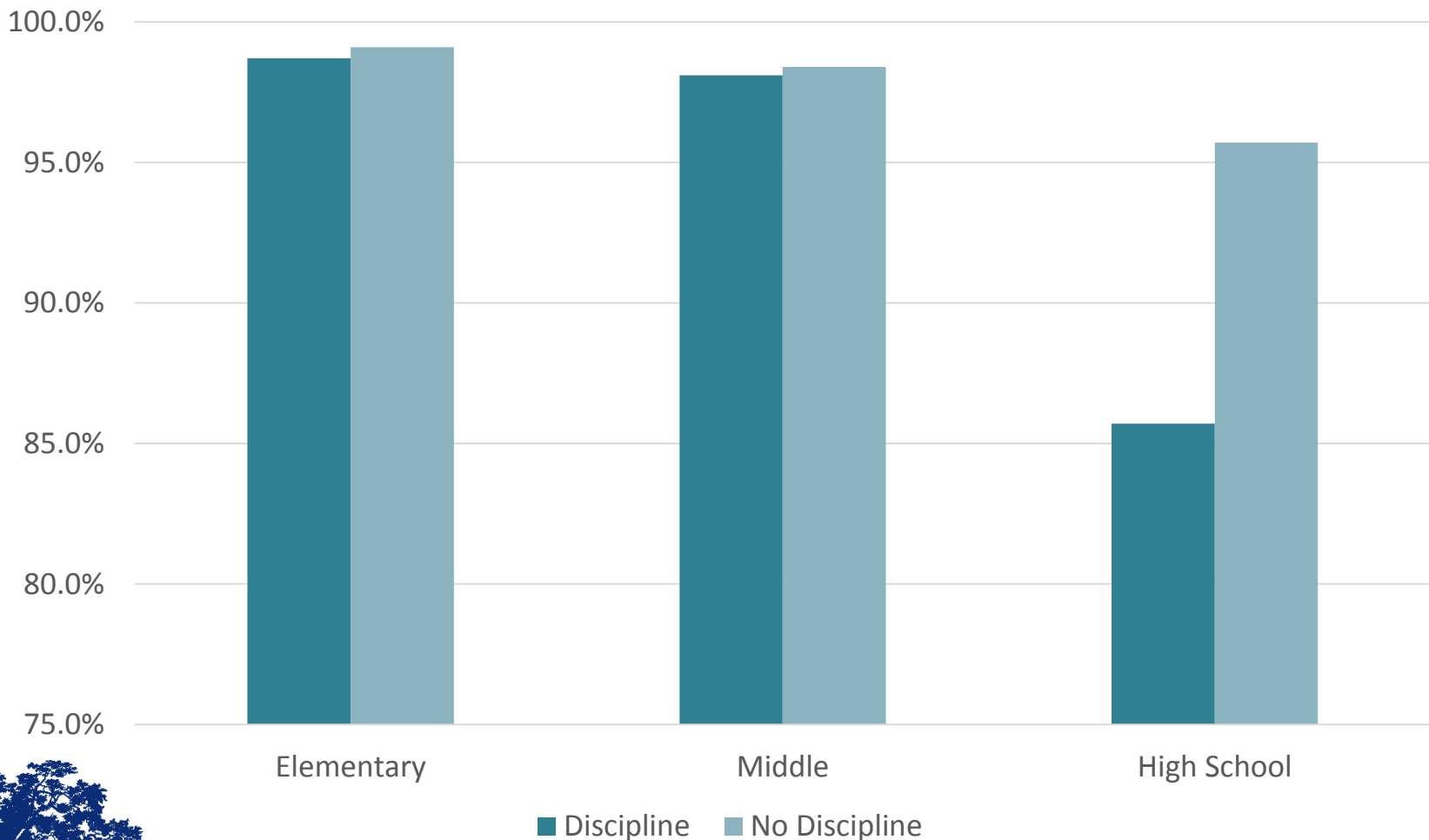
WHAT IS THE RELATIONSHIP TO STUDENT **PERFORMANCE?**



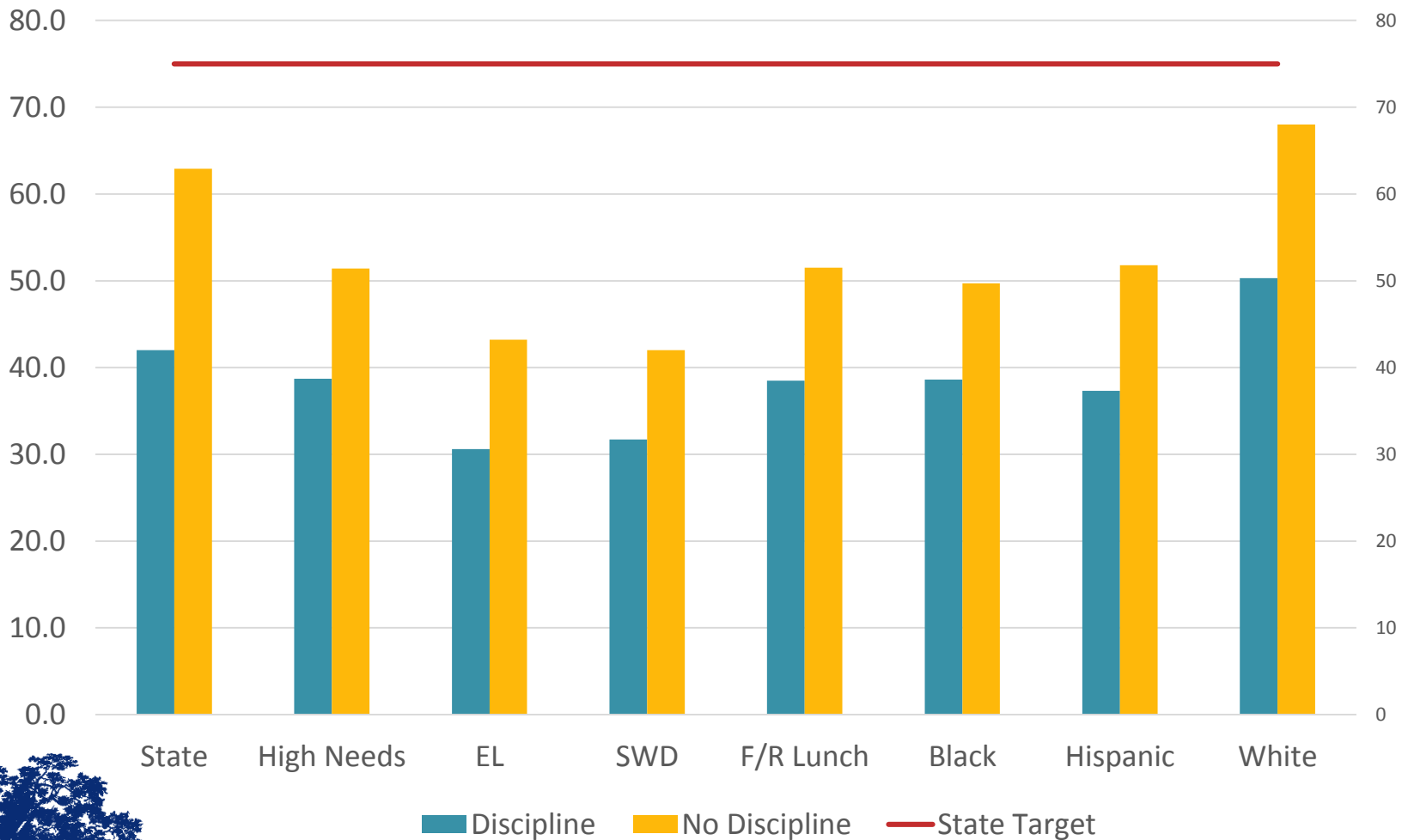
Math Participation Rate in State Assessments by Grade Range: 2015-16



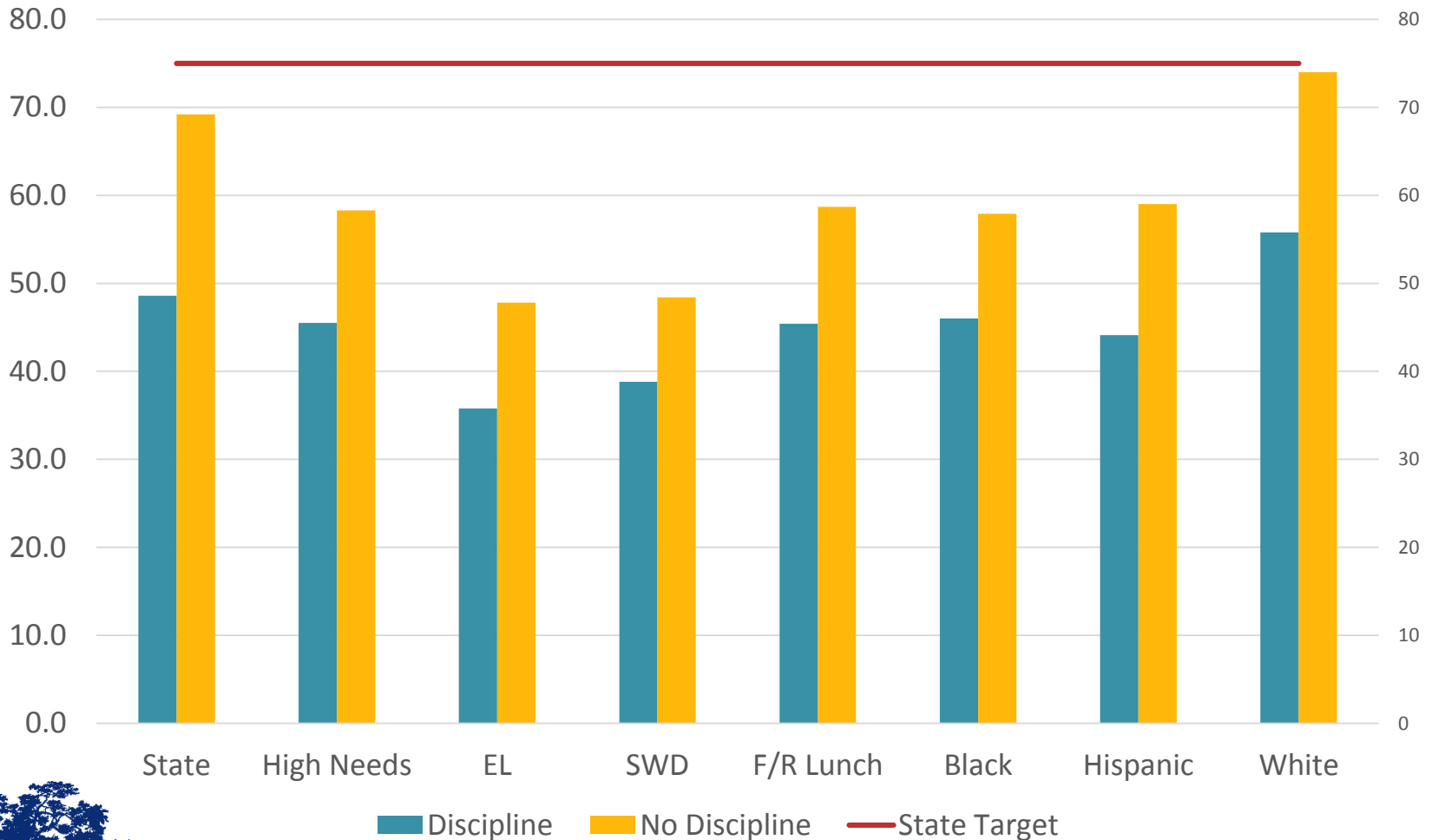
ELA Participation Rate in State Assessments by Grade Range: 2015-16



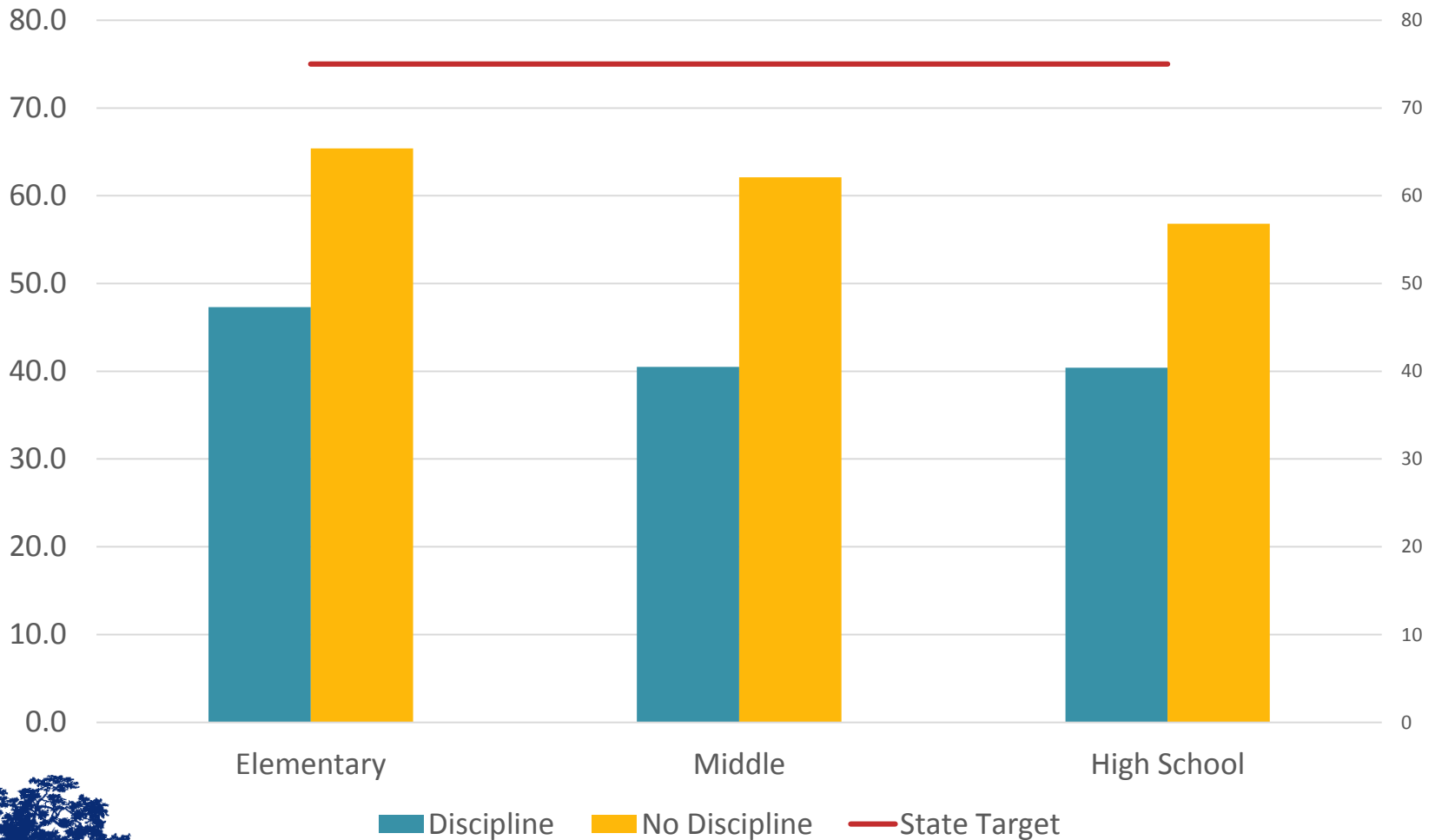
Math CT Performance Index by Subgroup: 2015-16



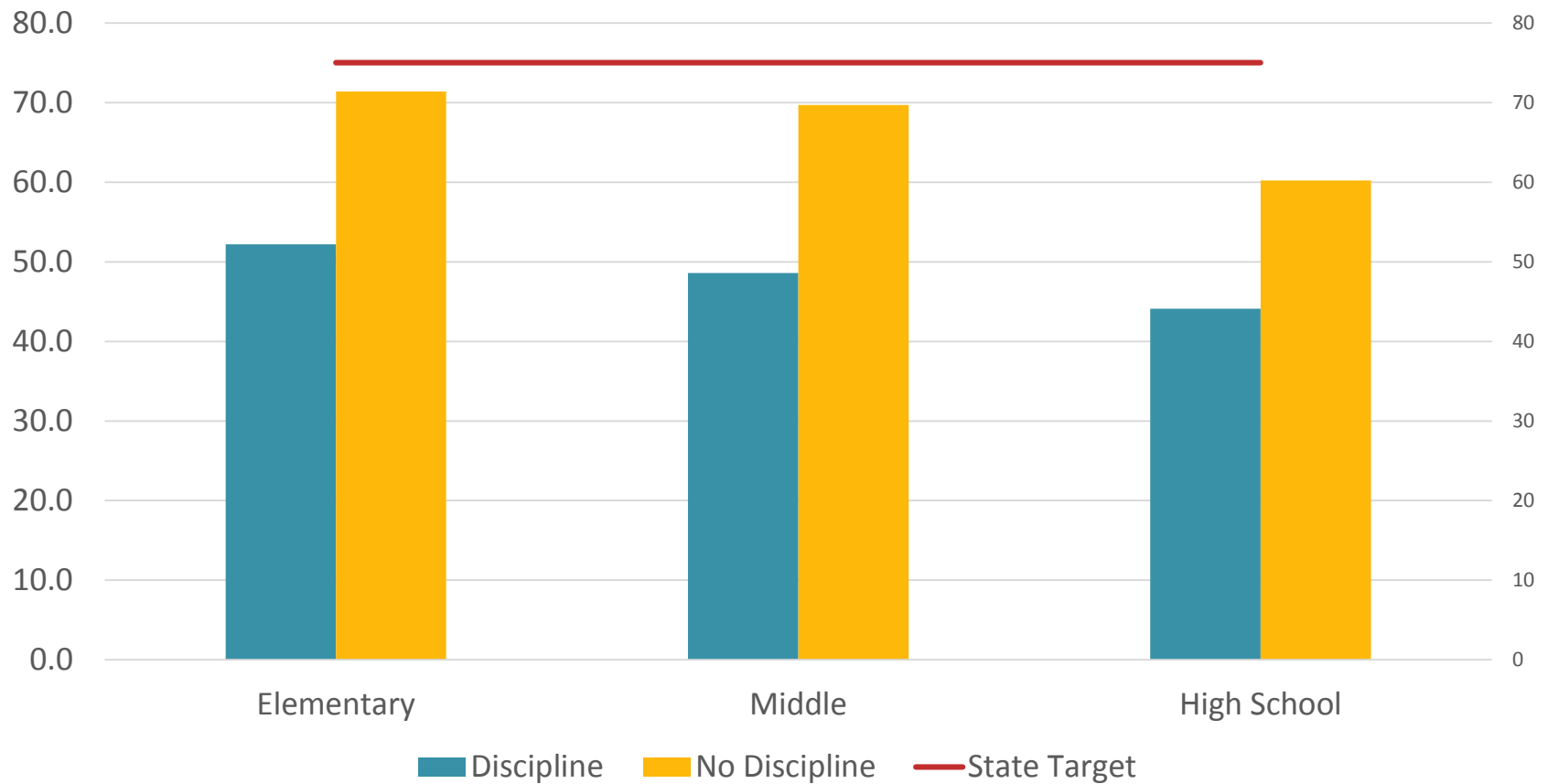
ELA CT Performance Index by Subgroup: 2015-16



Math CT Performance Index by Grade Range: 2015-16



ELA CT Performance Index by Grade Range: 2015-16

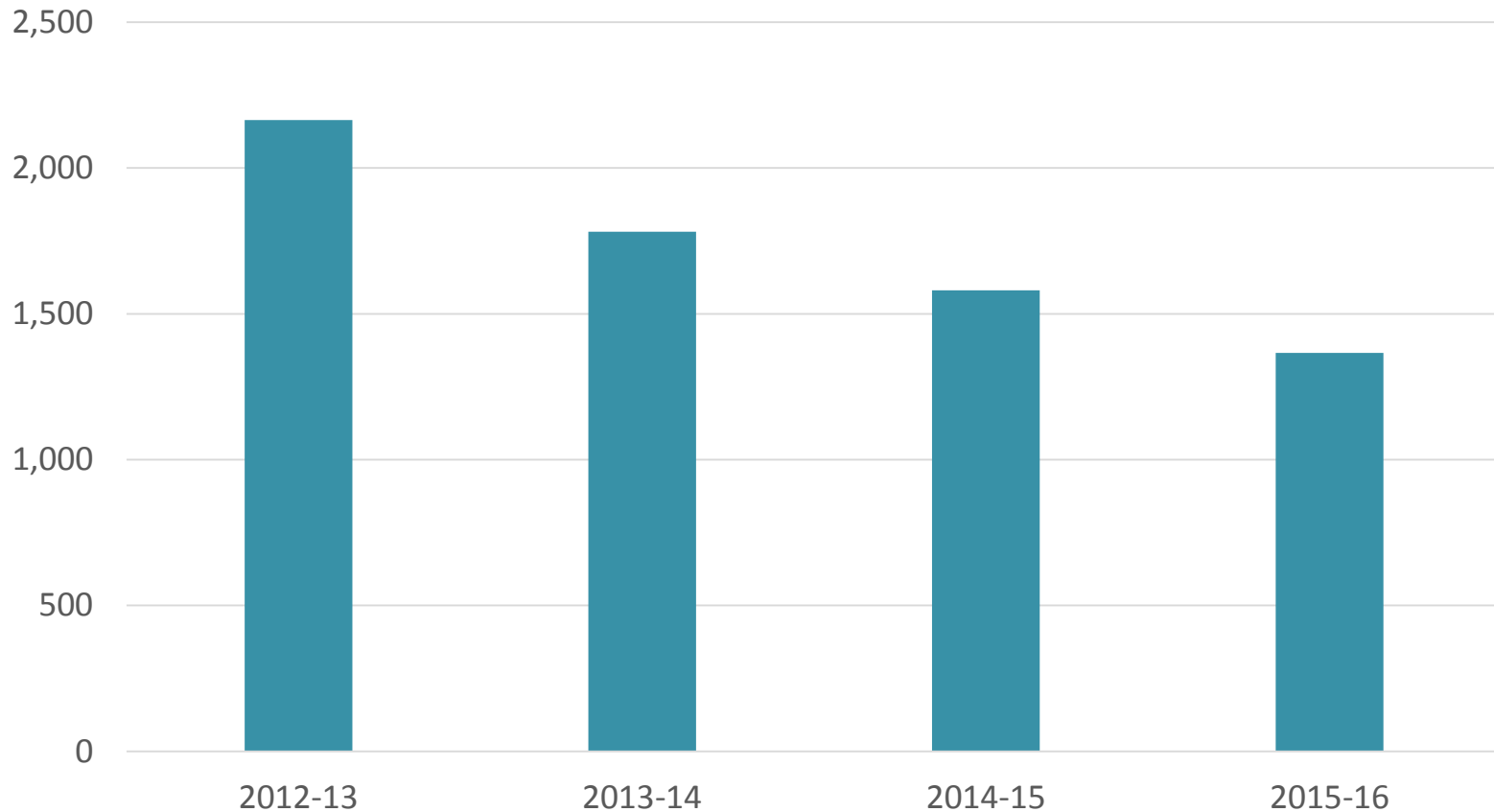


Observations

- There are substantial differences in participation rates between students receiving at least one “Discipline” sanction and students receiving “No Discipline” in high school.
- There are also substantial differences in academic achievement in both ELA and Mathematics; in general, students receiving at least one “Discipline” sanction achieve substantially lower (approximately 20 index points lower) than their “No Discipline” peers.



Total Number of School-Based Arrests (All Grades)

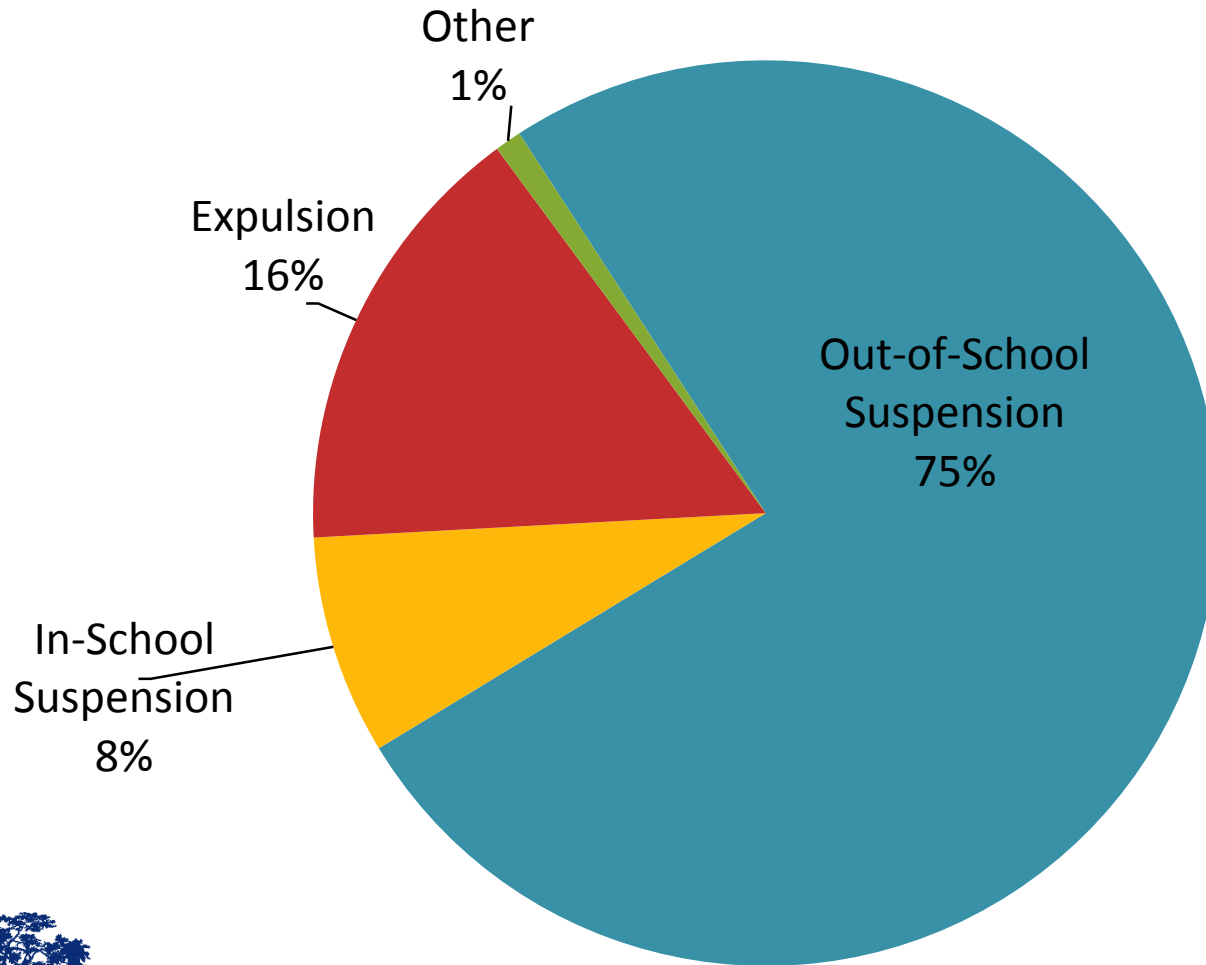


Unduplicated Number of Students with School-Based Arrests by Student Group

Student Group	Student Count of School-Based Arrests
Black or African American	355 (27.7%)
White	383 (29.9%)
Hispanic/Latino of any race	482 (37.6%)
Male	920 (71.8%)
Female	362 (28.2%)
Special Education	465 (36.2%)
English Learners (EL)	96 (7.5%)



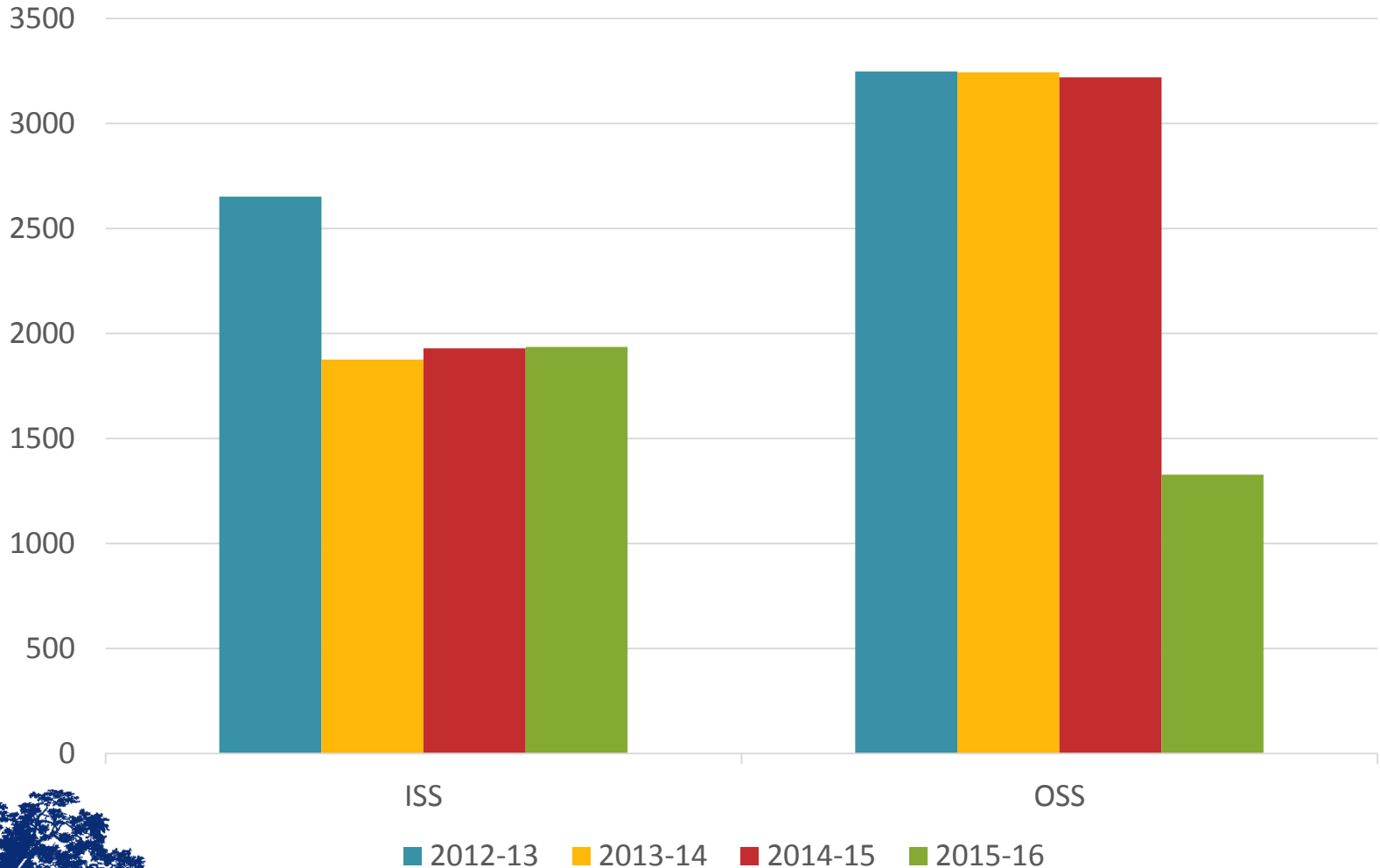
Sanction Types Associated with School-Based Arrests: 2015-16



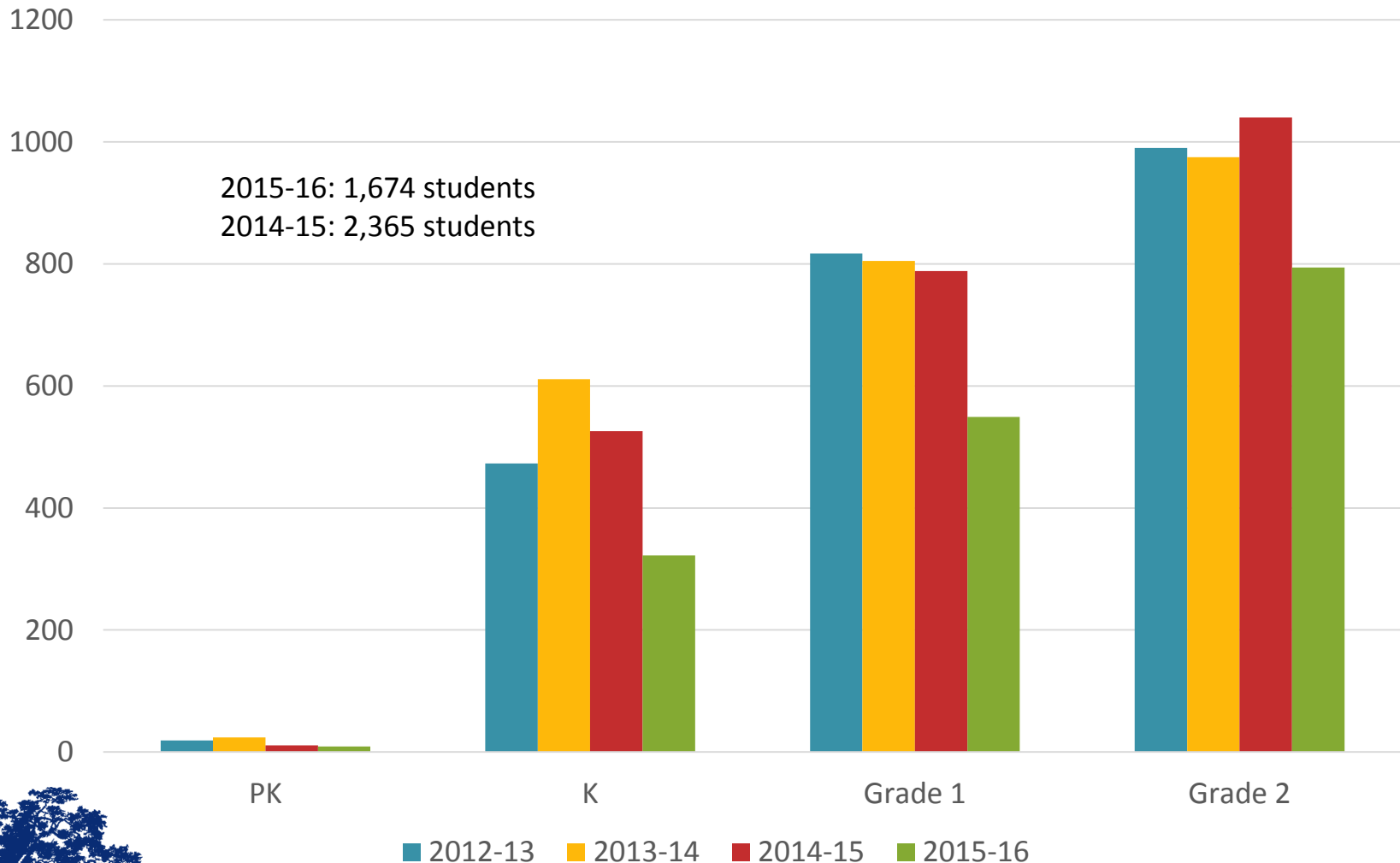
SPOTLIGHT ON THE YOUNGEST CHILDREN (GRADES PK-2)



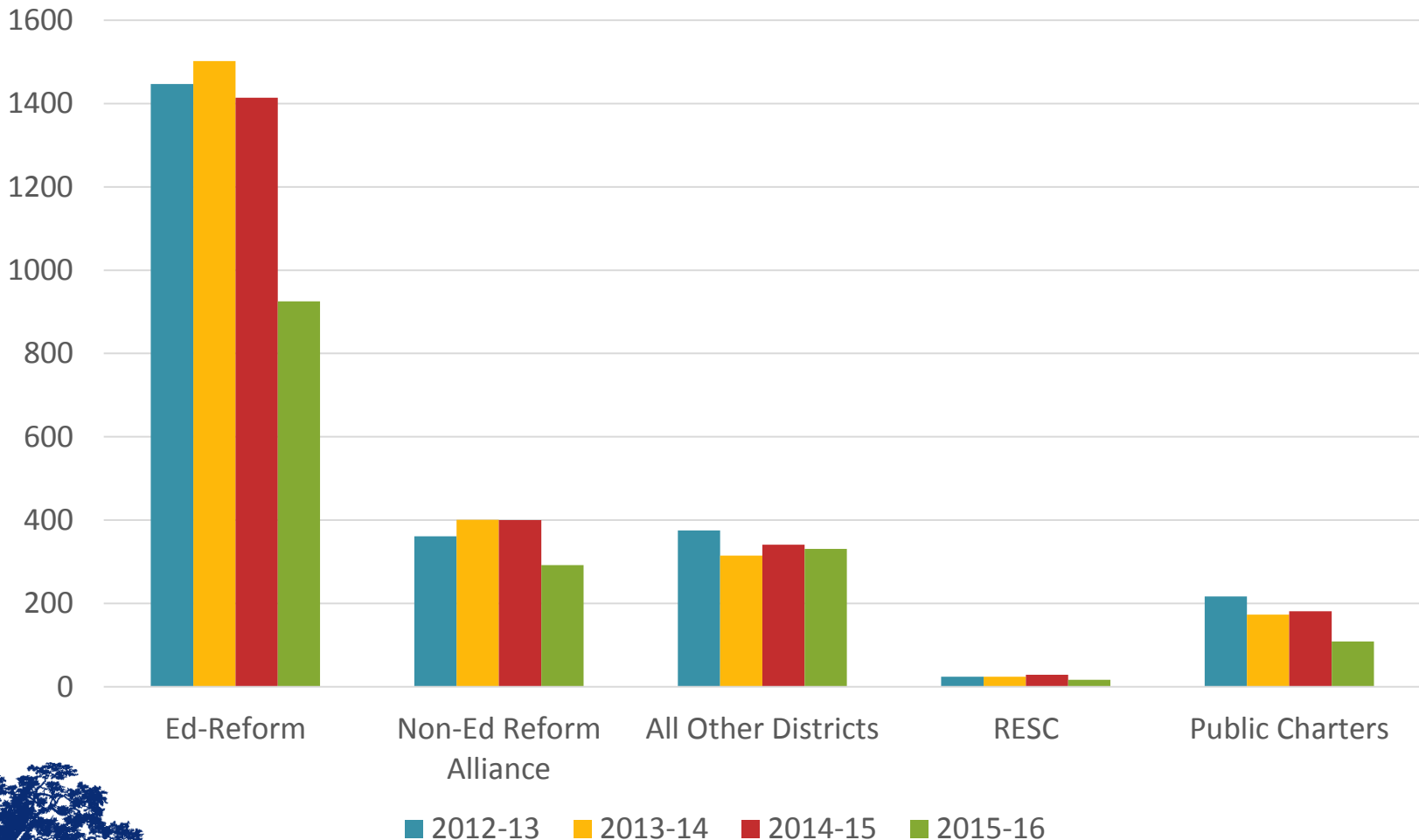
Number of Sanctions - Children Grades PK-2



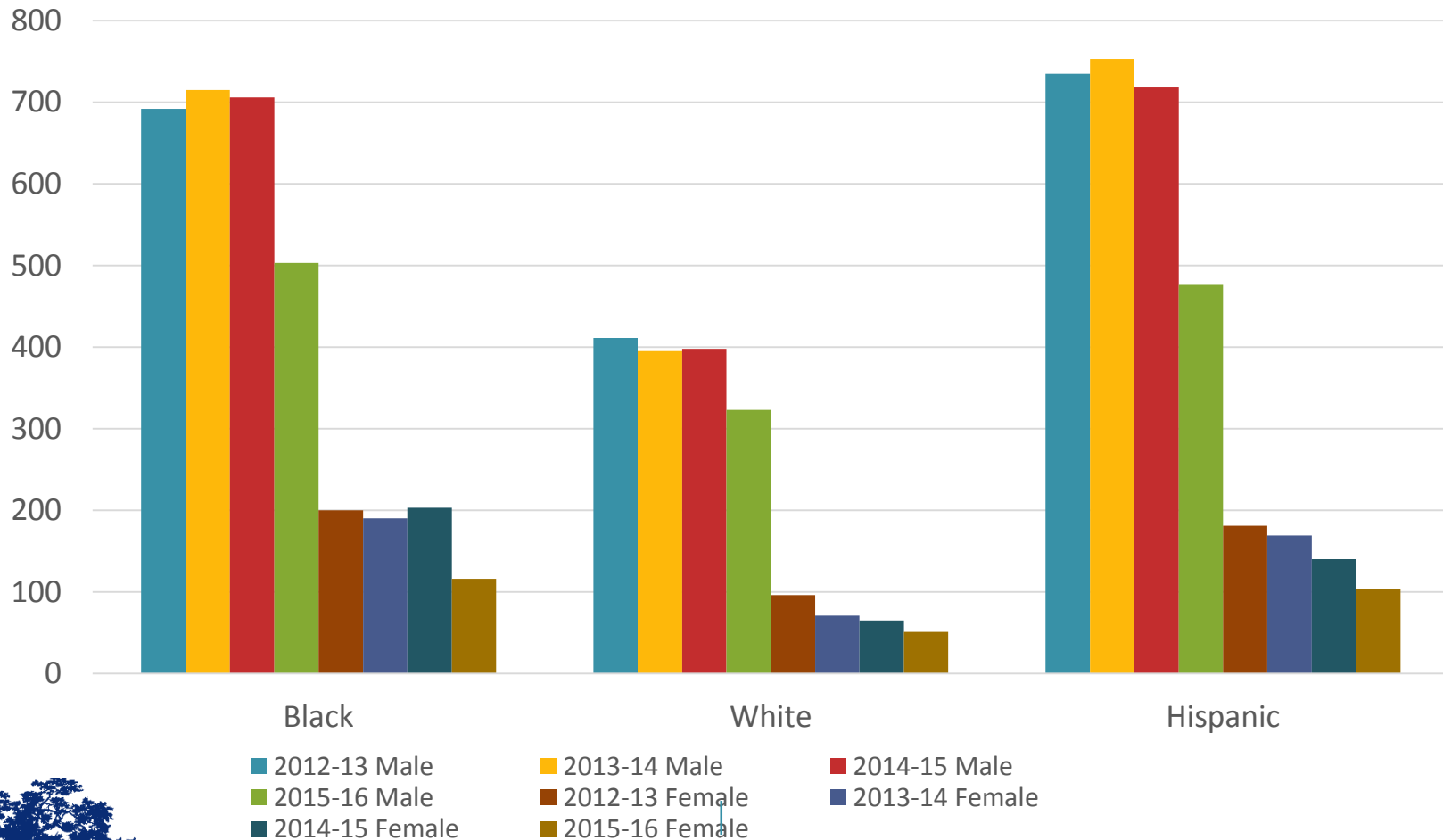
Number of Children (unduplicated) Grades PK-2 Sanctioned by Grade



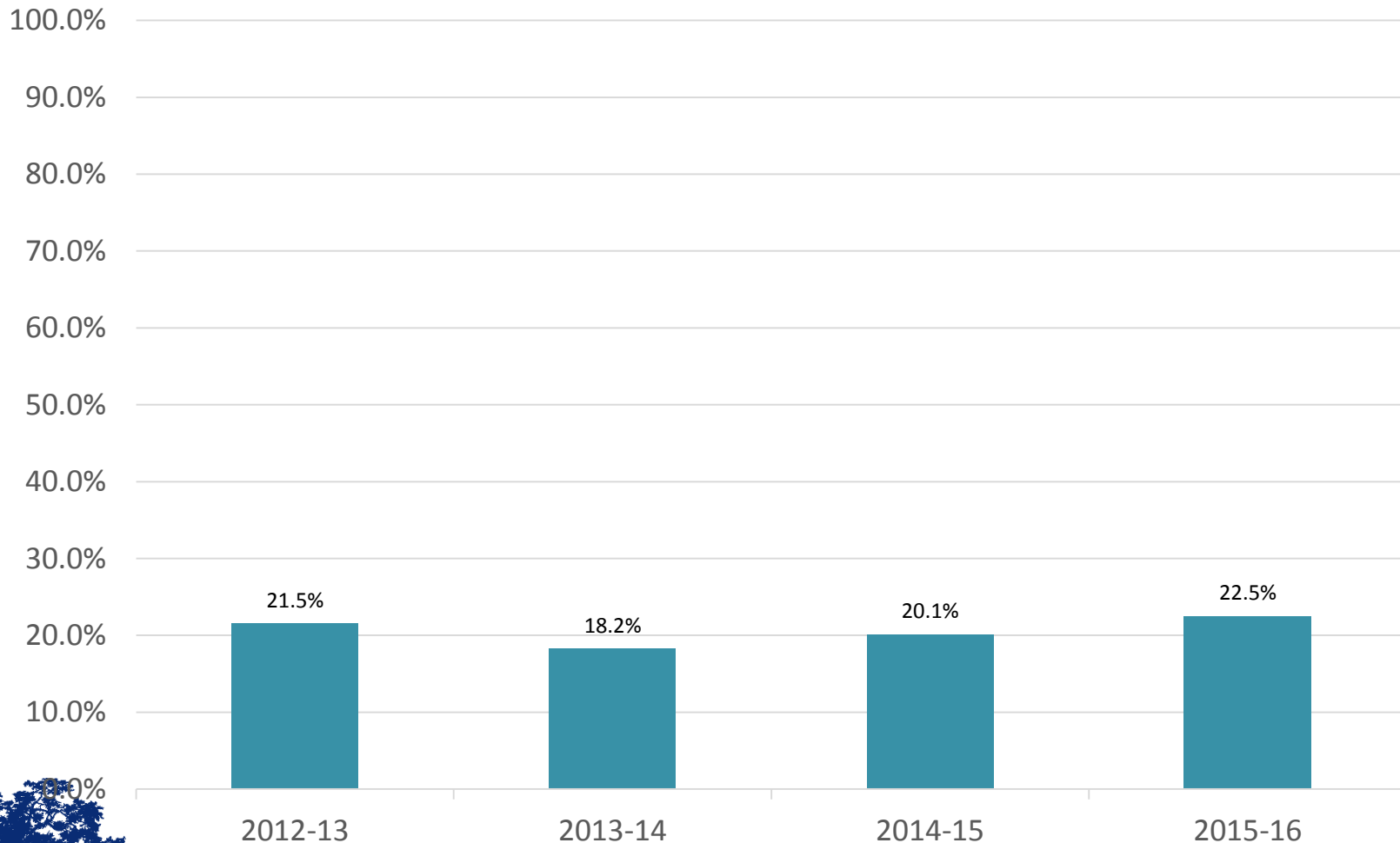
Number of Children (unduplicated) Grades PK-2 Sanctioned by District Category



Number of Children (unduplicated) Grades PK-2 Sanctioned by Race/Ethnicity and Gender



Percentage of Special Education Children Grades PK-2 Receiving ISS or OSS

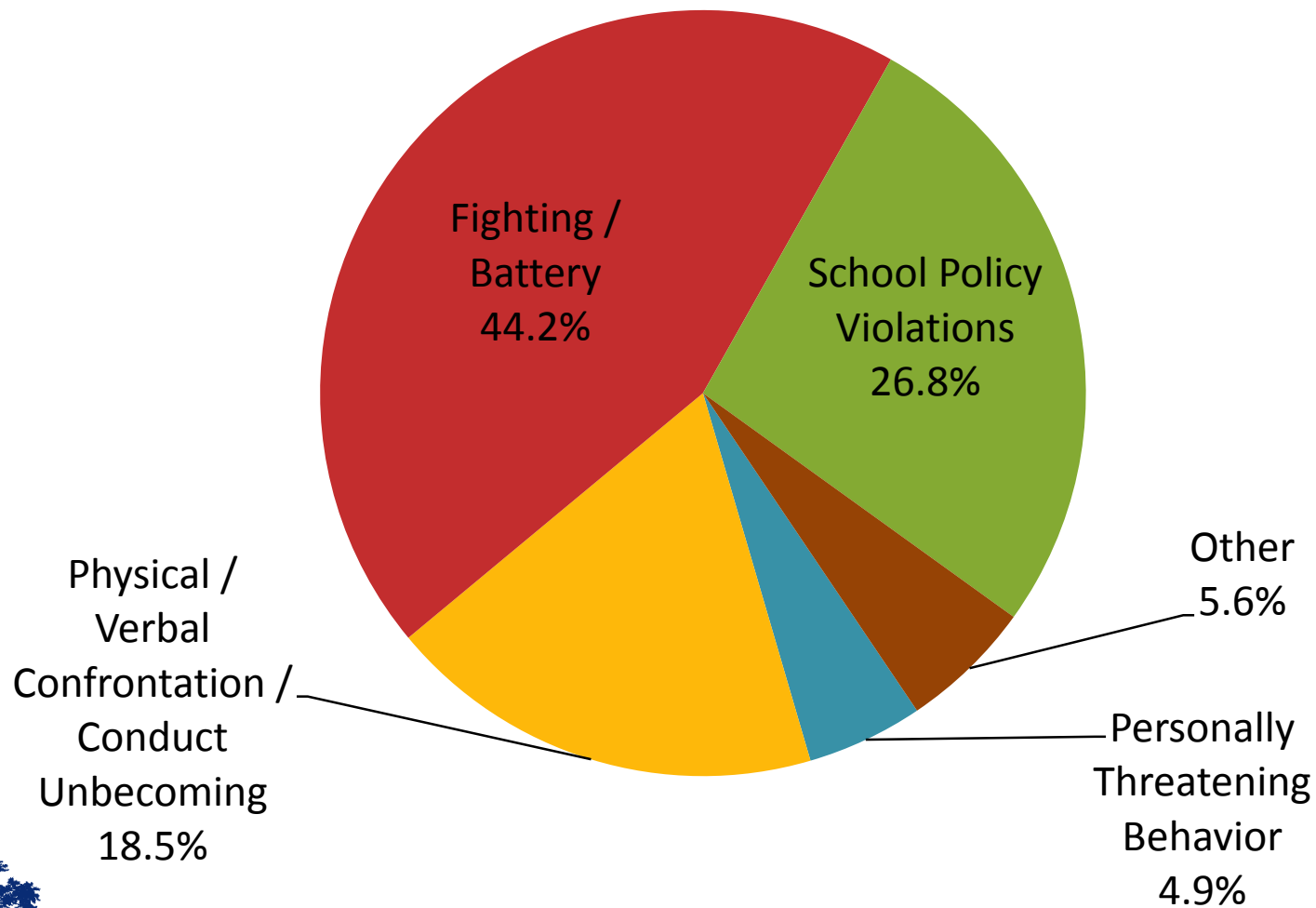


Districts that Reported Greater than 15 Students in Grades PK-2 Receiving OSS

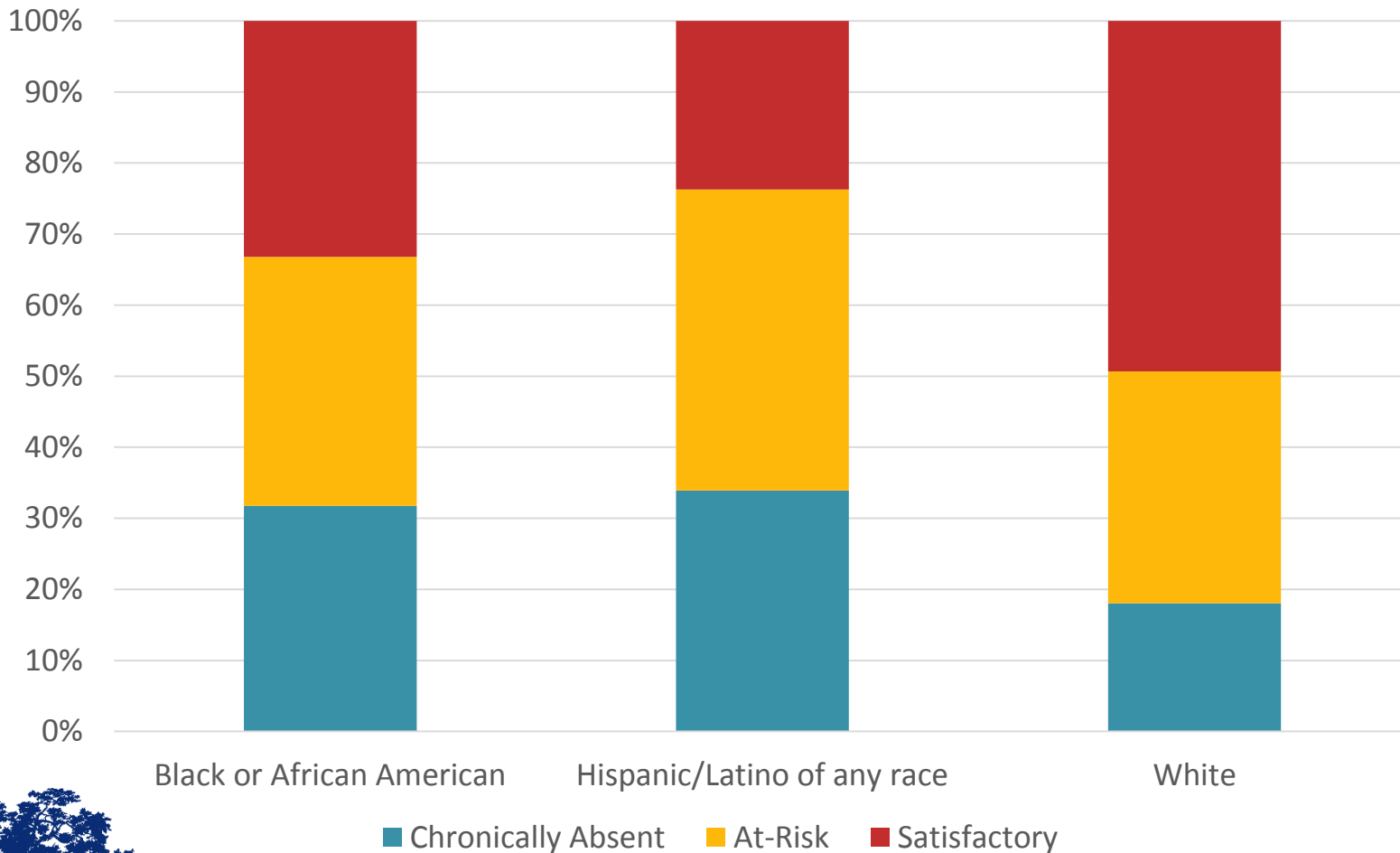
Reporting District	2015-16
Waterbury School District	137
Hartford School District	104
New Haven School District	99
Bridgeport School District	64
Bristol School District	36
New London School District	30
New Britain School District	26
Stamford School District	19
East Hartford School District	17



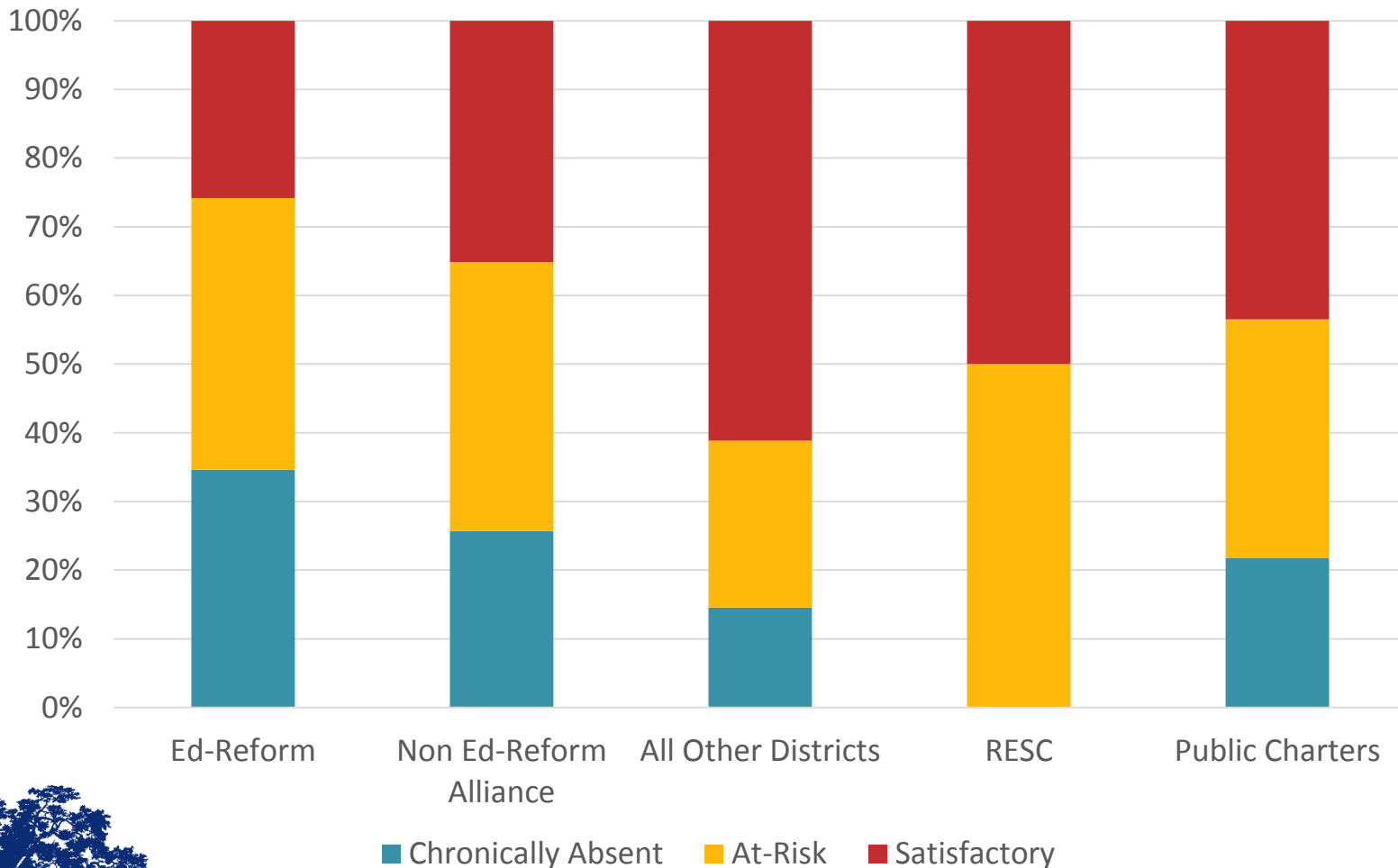
Incident Types Resulting in OSS for Children Grades PK-2, 2015-16



Attendance of Children Grades PK-2 Receiving OSS by Race/Ethnicity - Percent of Students (unduplicated): 2015-16



Attendance of Children Grades PK-2 Receiving OSS by District Type - Percent of Students (unduplicated): 2015-16



Observations

- Pursuant to the passage of Public Act 15-168, the number of students in PK-2 receiving an OSS declined dramatically.
- The total number of students receiving at least one ISS, OSS, or EXP declined substantially from 2,365 students in 2014-15 to 1,674 students in 2015-16.
- Of the 1,674 students who were suspended in 2015-16, 1,198 (71.6%) were Black or Hispanic, 979 (58.5%) were Black or Hispanic boys, and 925 (55.3%) occurred in the 10 Education Reform districts.
- Of the children PK-2 who received at least one ISS or OSS, Black and Hispanic students were more likely to be chronically absent than White students.

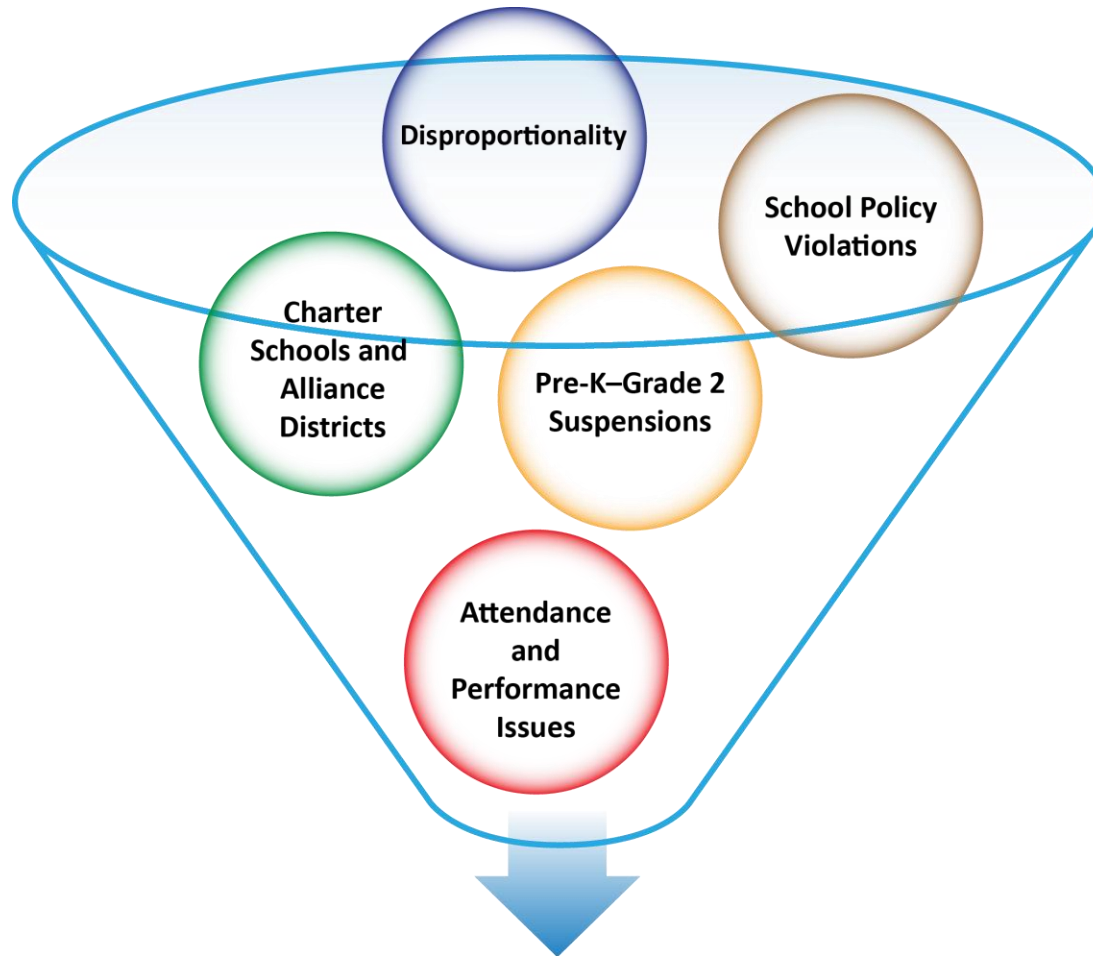


In summary, what are the data telling us?

- The total number of suspensions/expulsions as well as the number of students receiving at least one suspension/expulsion continue to decline.
- Declines are evidenced among all student groups but disproportionality persists in the application of sanctions (e.g., by race, gender).
- School policy violations (e.g., disrespect, disruption, insubordination) continue to be the reason for a majority of the disciplinary sanctions.
- Use of exclusionary practices is most prevalent in Public Charter Schools and Alliance Districts.
- Students receiving disciplinary sanctions are experiencing substantial attendance and performance issues.
- PK-2 students are receiving OSS for reasons not permitted in the statute.



Data Informed Actions



*Using a systems approach
to drive policy and practice*

Alignment with the State Board Five-year Comprehensive Plan

Ensuring Equity and Excellence for All Connecticut Students

The Connecticut State
Board of Education's
Five-year
Comprehensive Plan
2016-21



At the Connecticut State Department of Education,
students are at the core of everything we do.

OUR PROMISE TO OUR STUDENTS

- Ensuring their non-academic needs are met so they are healthy, happy, and ready to learn. (Mental health, nutrition, after-school programs)
- Supporting their school and district in staying on target with learning goals. (Education Cost Sharing - ECS, Alliance Districts, Commissioner's Network, School Choice)
- Giving them access to great teachers and school leaders.
- Making sure they learn what they need to know to succeed in college, career, and life.



[The Connecticut State Board of Education's Five-year Comprehensive Plan 2016-21](#)



Ensuring Equity and Excellence for All Connecticut Students

- *“Declines are evidenced among all student groups but **disproportionality** persists in the application of sanctions (e.g., by race, gender)”*
 - Culturally Responsive Professional Learning
 - Trauma Informed Practices and Cross-sector Systems Development
 - Community-Based Supports for Behavioral Health
 - Juvenile Justice
 - **Pre-K – Grade 2 Suspensions**
- *“**School policy violations** (e.g., disrespect, disruption, insubordination) continue to be the reason for a majority of the disciplinary sanctions.”*
 - Restorative Practices Professional Learning
 - Positive School Climate Development
 - Social-Emotional Learning Practices
 - School-based Diversion Initiative
 - **Pre-K – Grade 2 Suspensions**



Ensuring Equity and Excellence for All Connecticut Students

- *“Use of exclusionary practices is most prevalent in Public Charter Schools and Alliance Districts.”*
 - Board Renewal Process for Charter School Renewals
 - Charter School Learning Community
 - Data-driven Alliance District Plans
 - Statewide Tiered Supports/PBIS Efforts
 - ***Pre-K – Grade 2 Suspensions***
- *“Students receiving disciplinary sanctions are experiencing substantial attendance and performance issues.”*
 - Chronic Absenteeism Prevention and Intervention Guide
 - Next Generation Accountability System
 - Parent, Family and Community Engagement
 - ***Pre-K – Grade 2 Suspensions***



Bright Spots and Innovations: Meriden Public Schools

Suspension Rates -
Trend

	2011-12		2012-13		2013-14		2014-15		2015-16	
District	Count	%	Count	%	Count	%	Count	%	Count	%
Meriden School District	1,366	16.4	1,108	13.4	876	10.7	802	9.9	616	7.7

