

Suspensions and Expulsions in Connecticut

Connecticut State Department of Education (CSDE)

2015



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

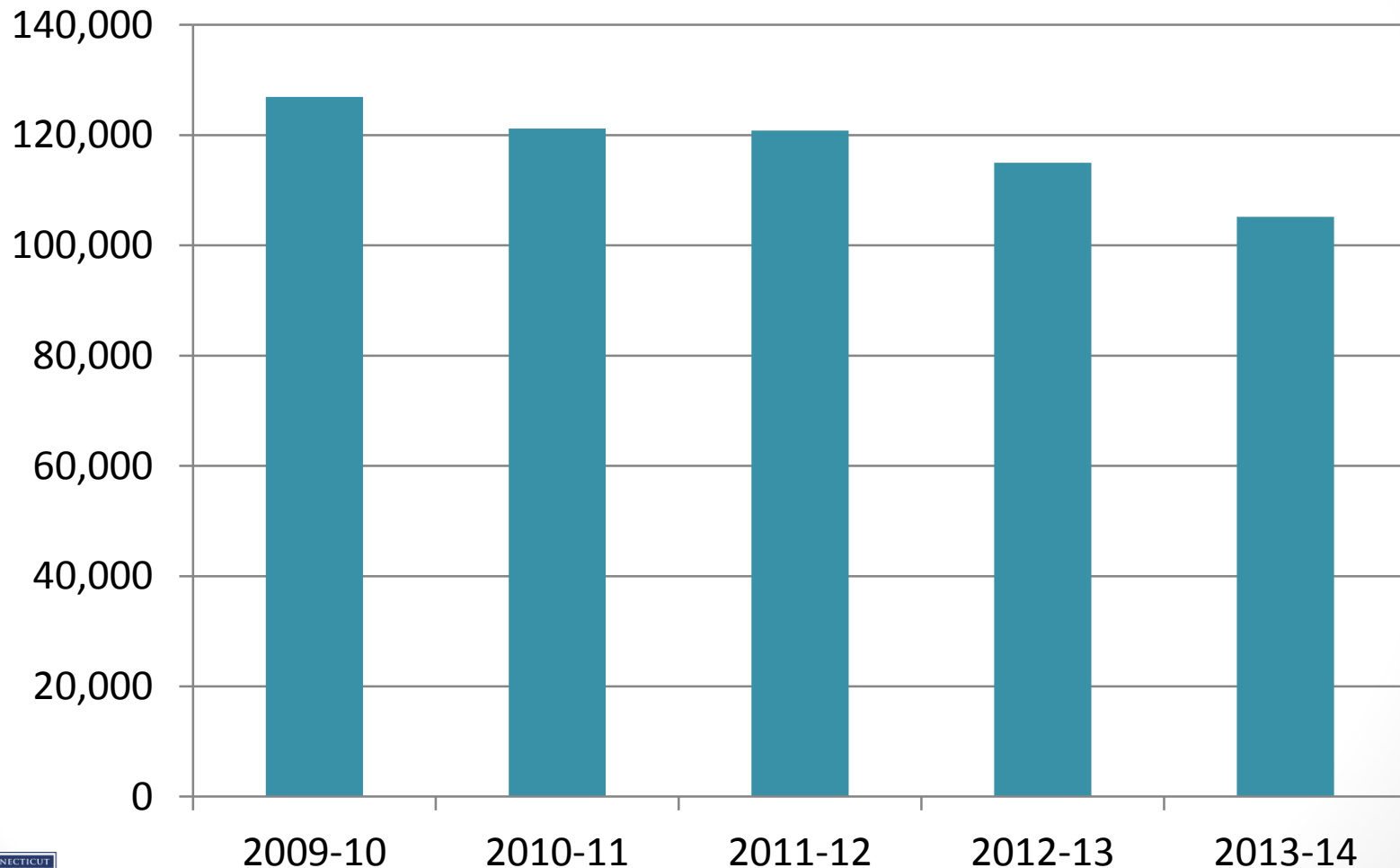
- **Removal** *“means an exclusion from a classroom for all or part of a single class period, provided such exclusion shall not extend beyond ninety minutes.”*
- **In-school suspension** *“means an exclusion from regular classroom activity for no more than ten consecutive school days, but not exclusion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

Subsection (g) of C.G.S. Section 10-233c

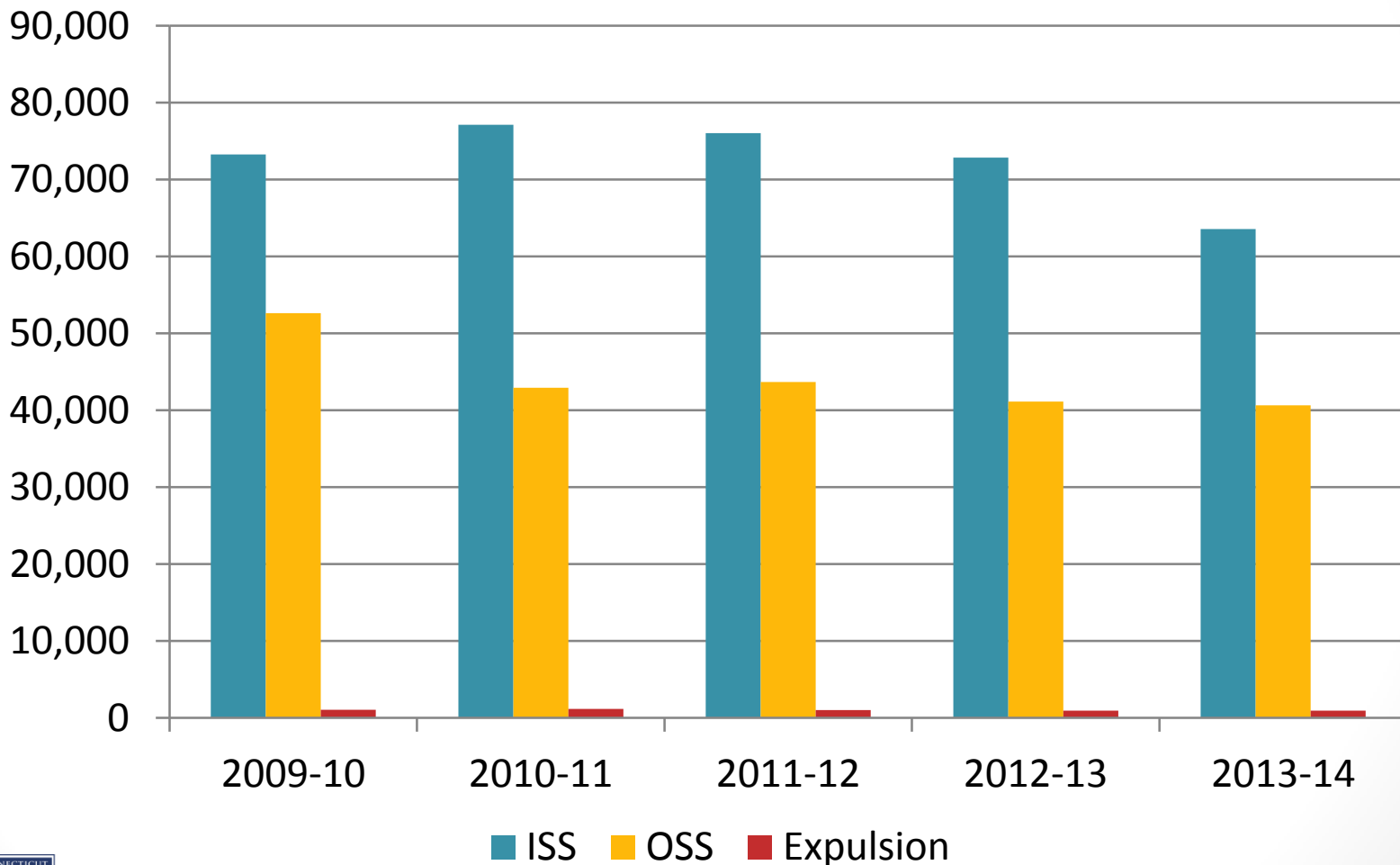
- “Suspensions pursuant to this section shall be in-school suspensions, unless during the hearing held pursuant to subsection (a) of this section, (1) the administration determines that the pupil being suspended poses such a danger to persons or property or such a disruption of the educational process 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.”



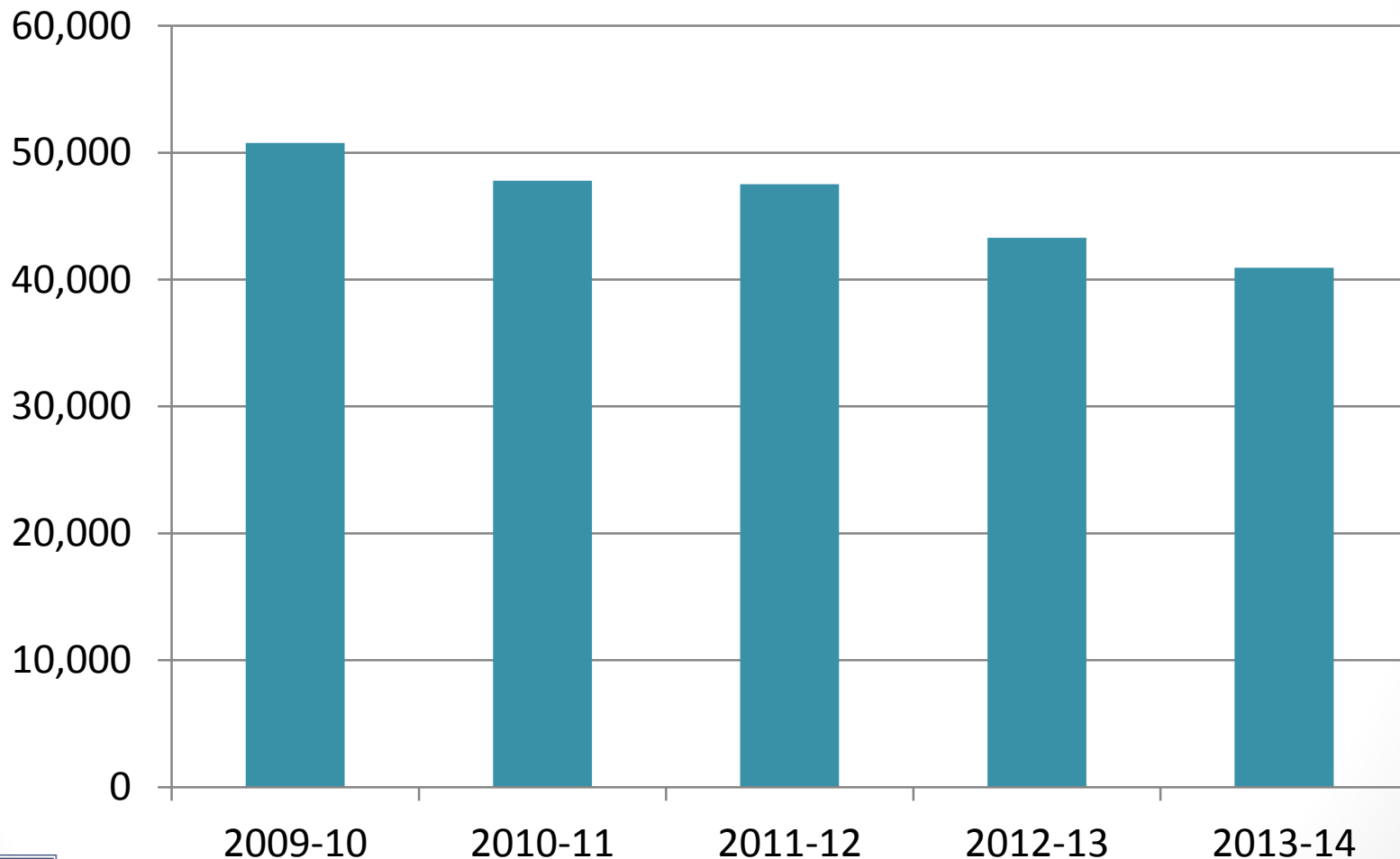
Total Number of Sanctions (ISS, OSS, and Expulsions) (duplicated count)



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



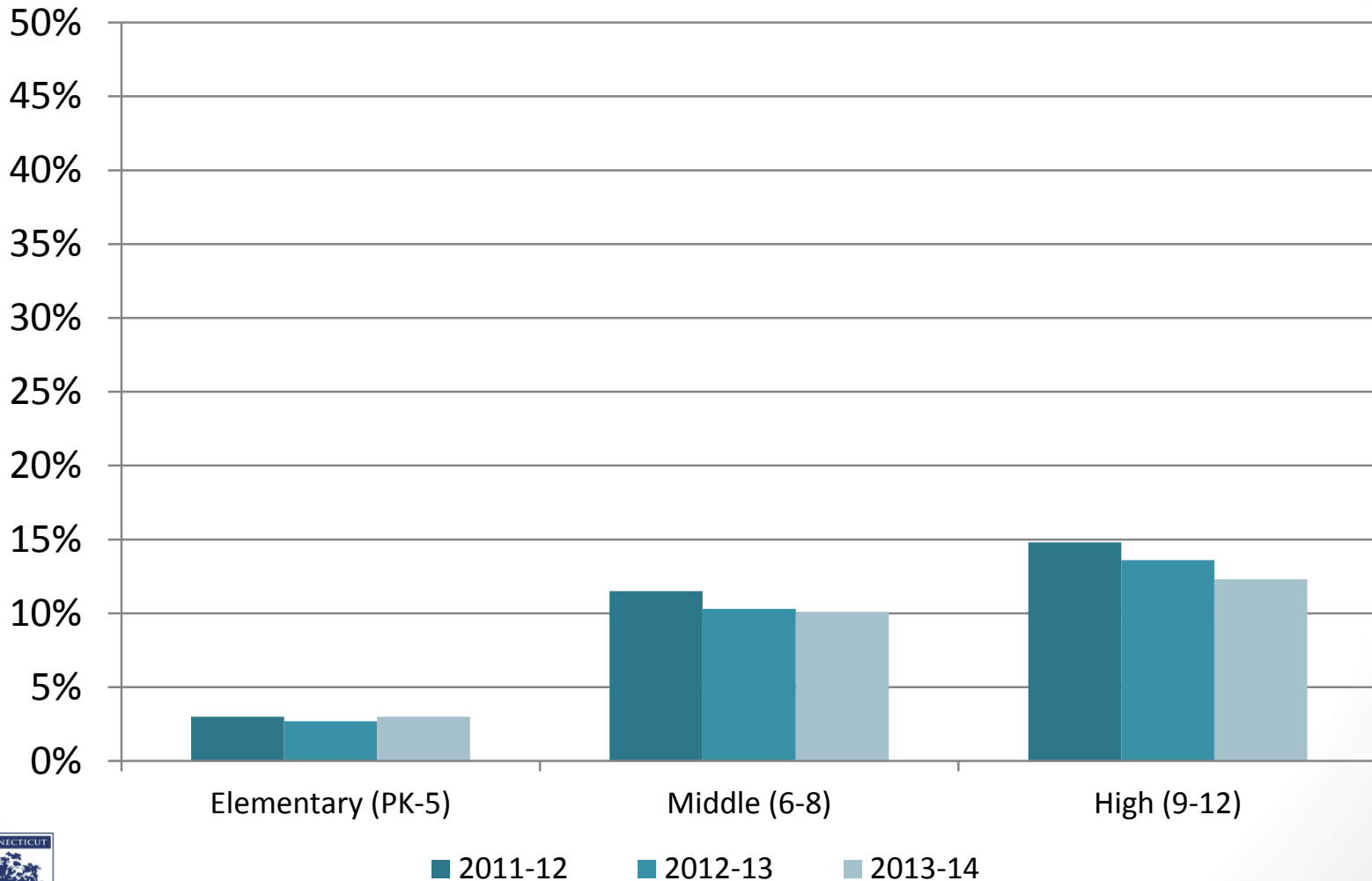
Unduplicated Number of Students Receiving at least one ISS, OSS, or Expulsion



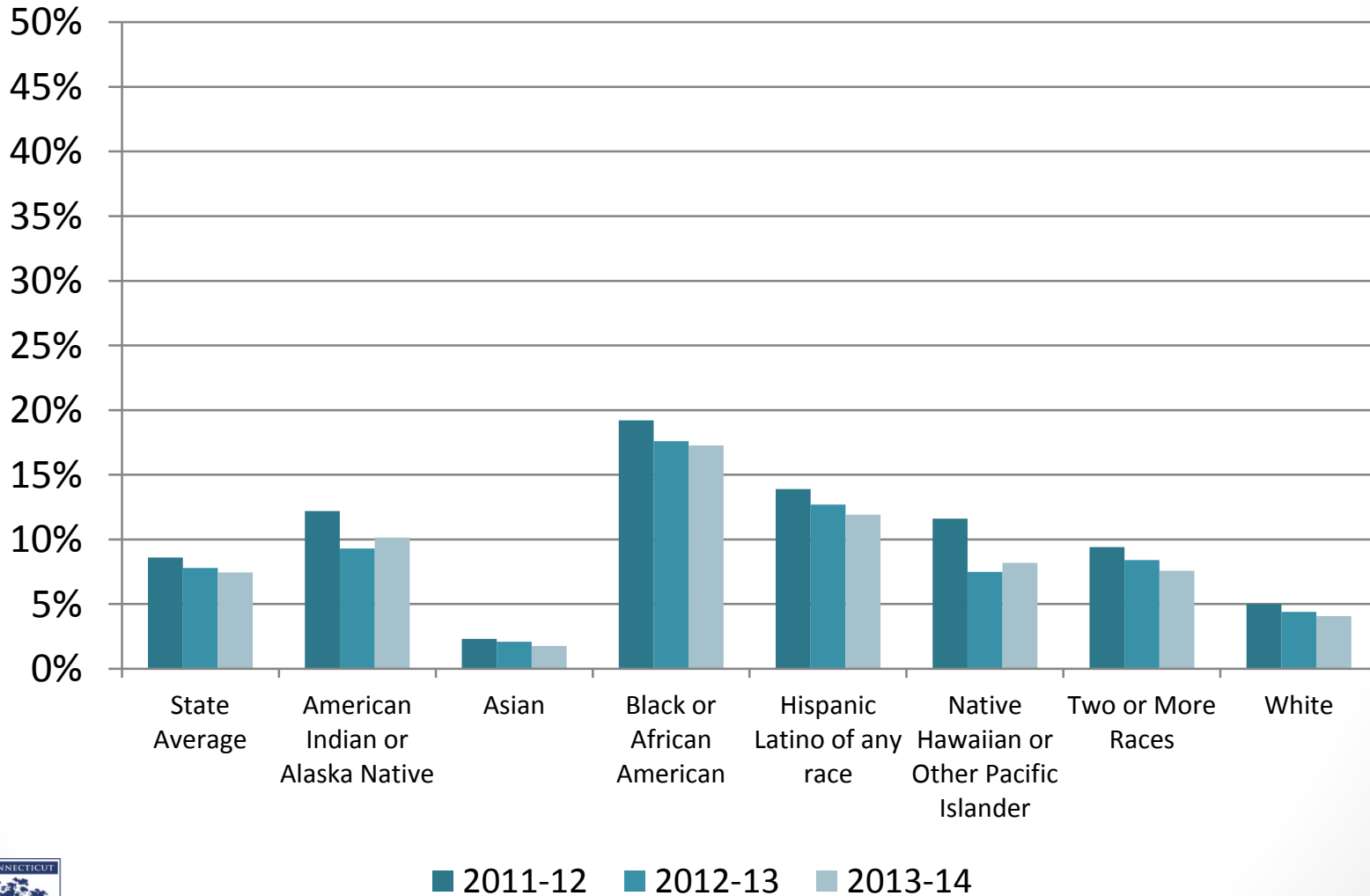
Trend Observations

- Over the past five years, the total number of suspensions (ISS and OSS) and expulsions has reduced by 17.1% from \sim 127,000 in 2009-10 to \sim 105,000 in 2013-14. The individual sanction types have also evidenced reductions during the same period:
 - OSS by 22.7%
 - ISS by 13.2%
 - Expulsions by 10.7%
- The unduplicated count of students receiving at least one suspension or expulsion has also declined from around 9.0% in 2009-10 to 7.5% in 2013-14.

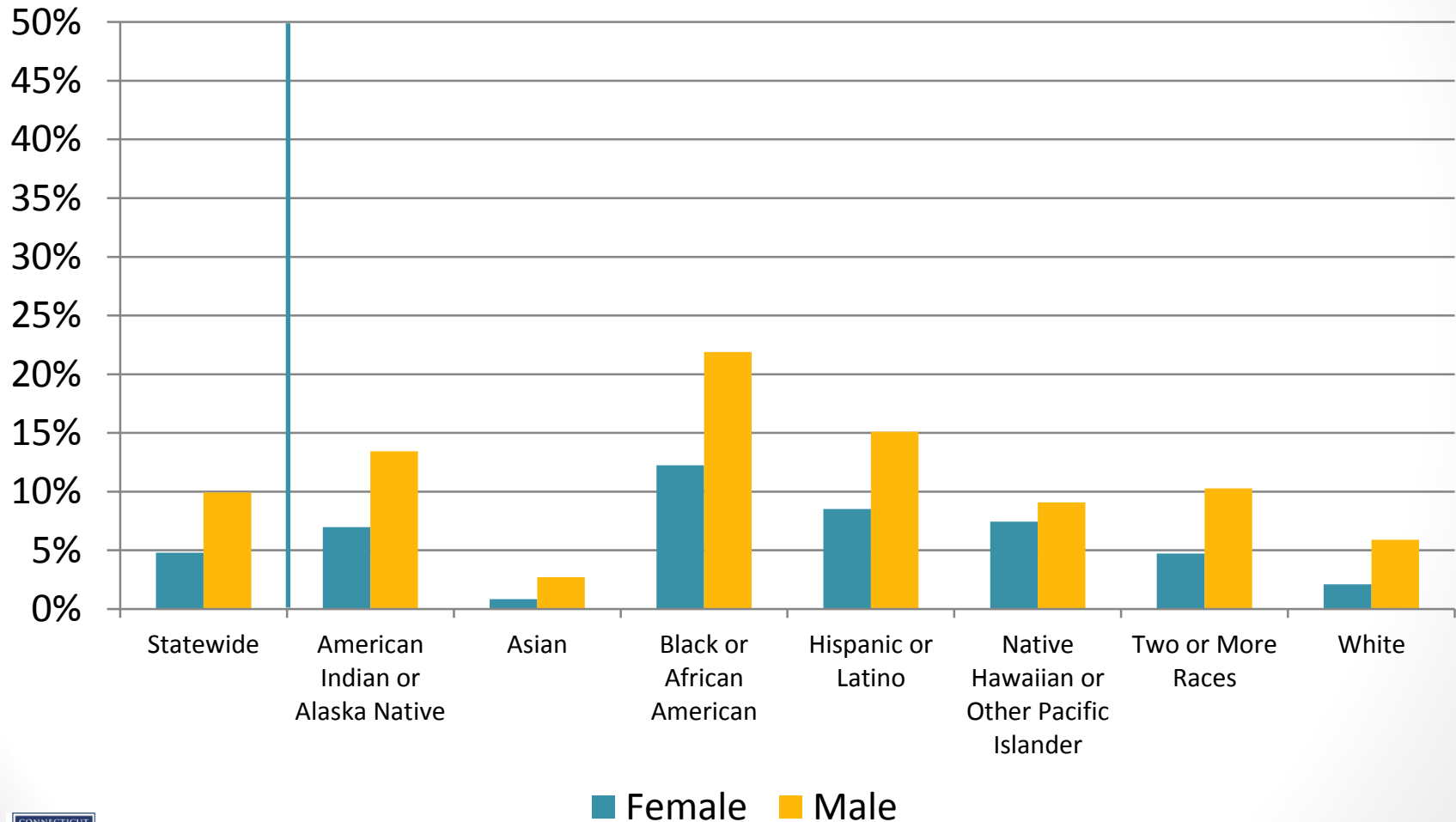
Suspension/Expulsion Rates by Grade Range



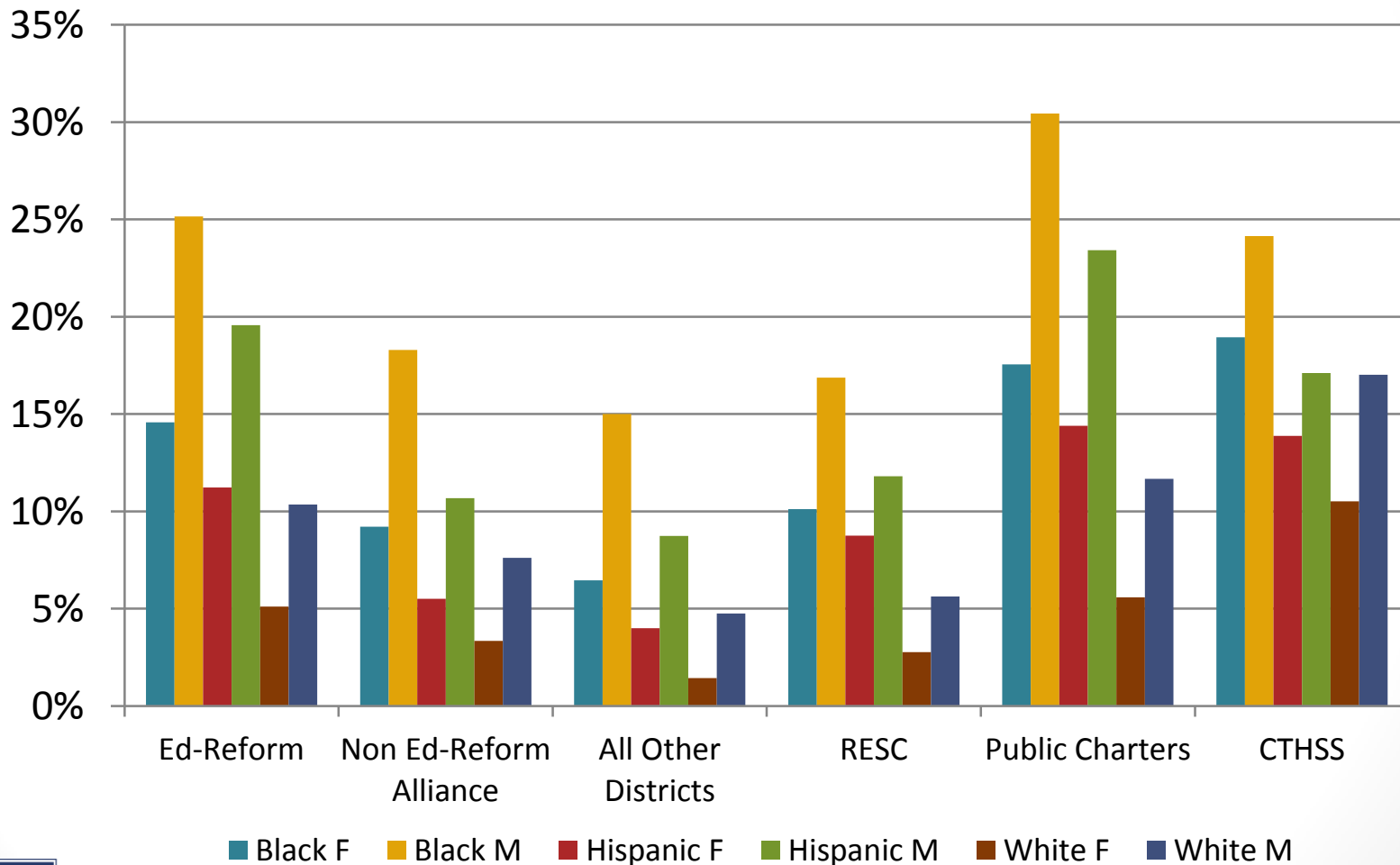
Suspension/Expulsion Rates by Race, 2013-14



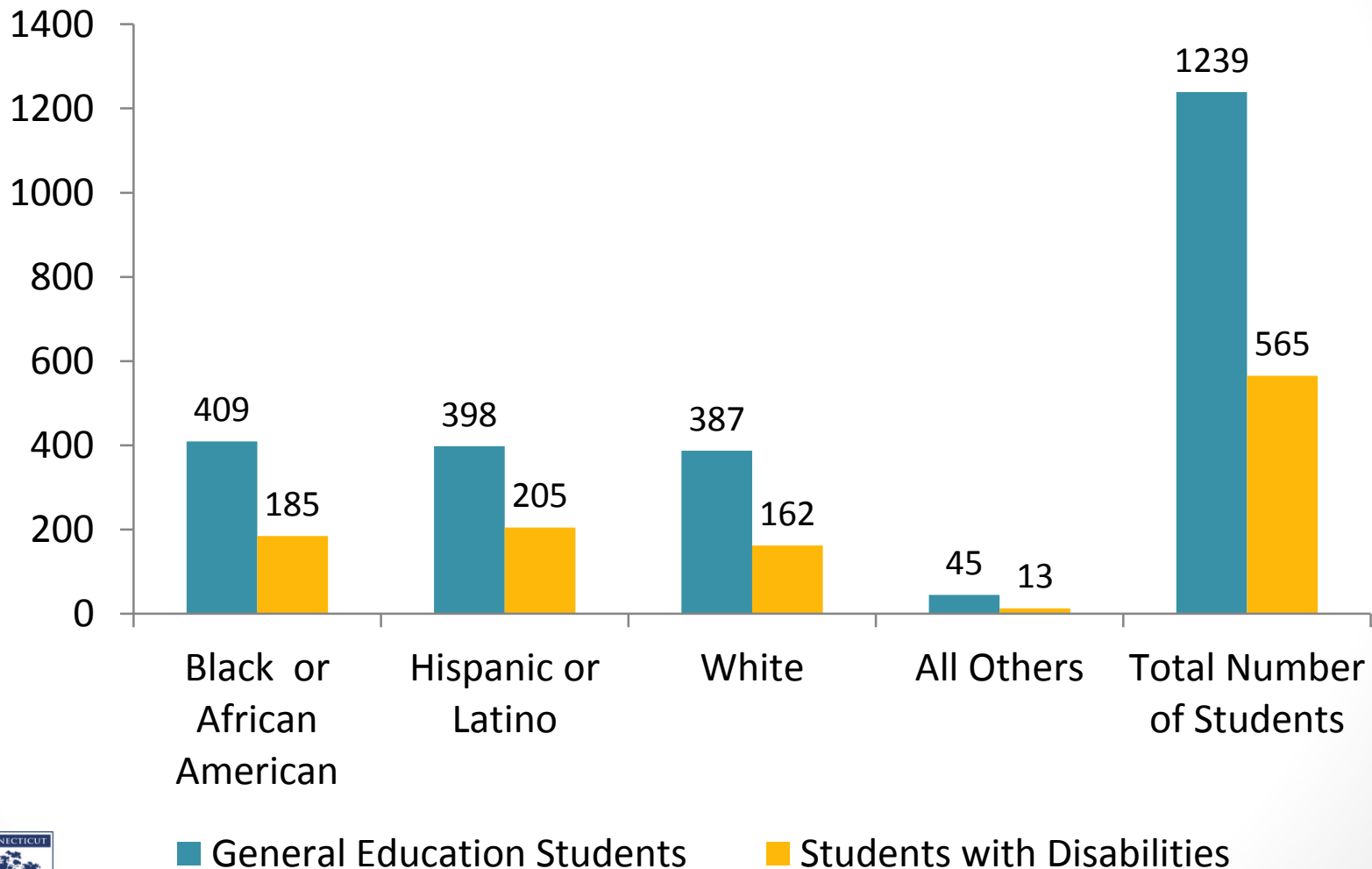
Suspension/Expulsion Rates by Race and Gender 2013-14



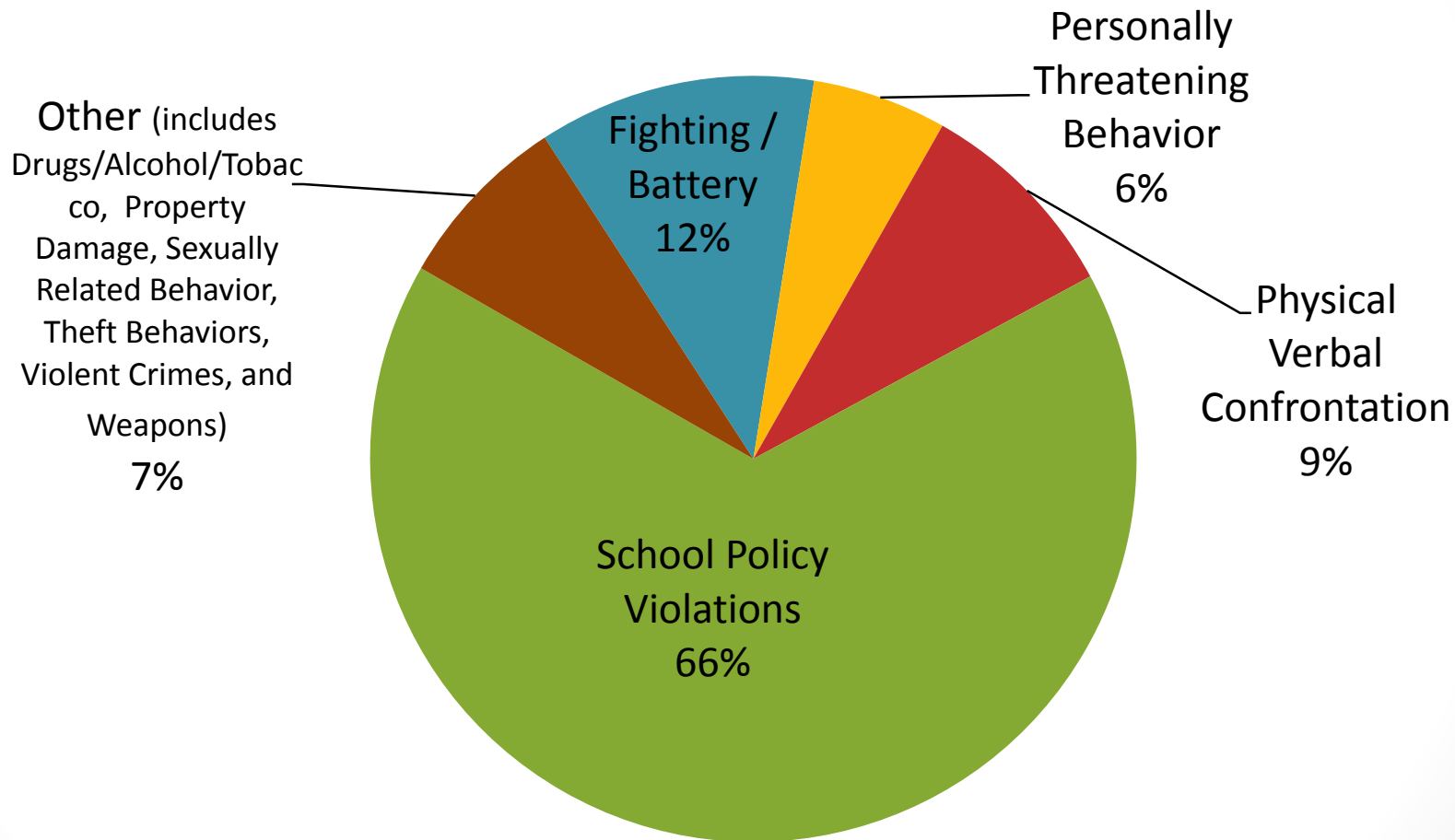
Similar Pattern of Disparity Exists Within District Categories, 2013-14



Number of Students Arrested (unduplicated) by Race and Disability, 2013-14



Incident Types (Offenses) Resulting in ISS, OSS or Expulsion, 2013-14

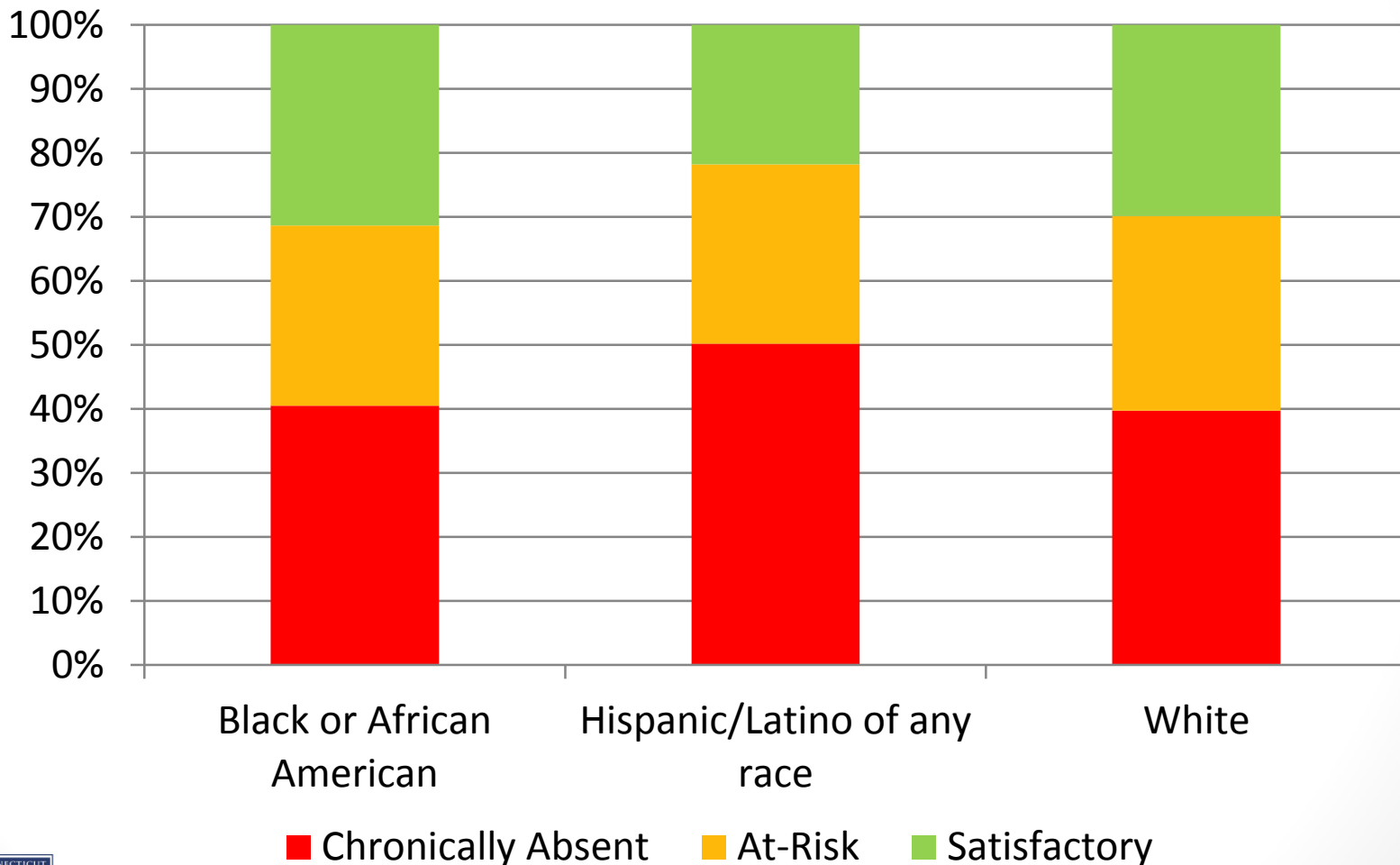


Average Number of Days Sanctioned, 2013-14

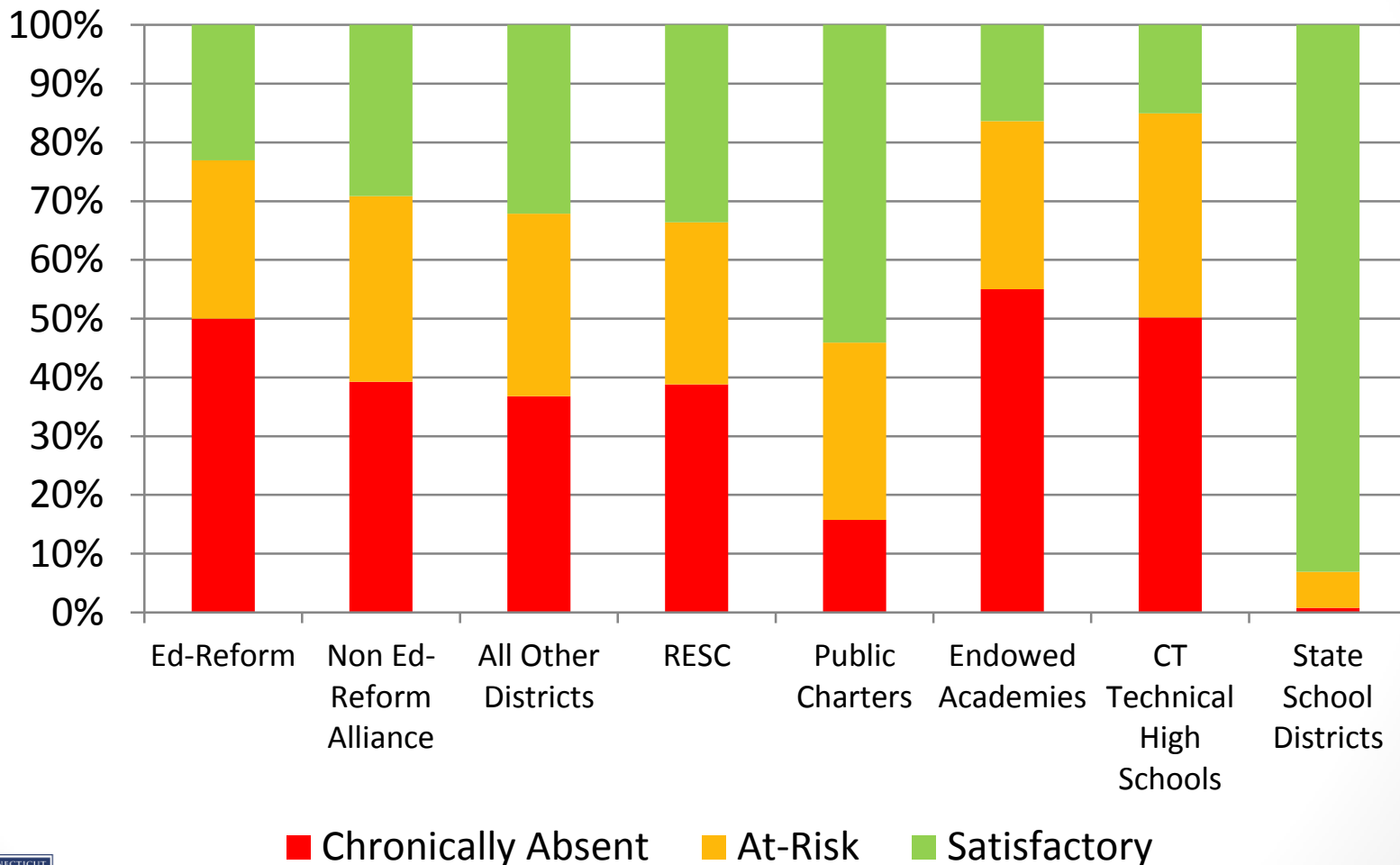
District	ISS	OSS	Expulsion
Ed-Reform	1.17	3.03	122.14
Non Ed-Reform Alliance	1.42	3.28	132.24
All Other Districts	1.45	3.65	124.45
RESC	1.29	2.74	107.44
Public Charters	1.18	1.67	97.8
Endowed Academies	1.32	3.99	98.88
CT Technical High Schools	1.59	5.19	76.97
State School Districts	3.65	3.70	-----
Statewide	1.31	3.11	119.94



Attendance of Students Receiving OSS or Expulsion by Race: Percent of Students (unduplicated), 2013-14



Attendance of Students Receiving OSS or Expulsion by District Type: Percent of Students (unduplicated), 2013-14



Studies Emanating from Partnership between:

Court Support Services Division(CSSD)



Yale SCHOOL OF MEDICINE

Child Study Center

Study I

Trends in Juvenile Criminal Case Processing and Education, funded by the National Institute of Justice

Goals

- (1) Analyze the impact of raising the age of criminal jurisdiction
- (2) Determine longitudinal patterns of criminal behavior and educational outcomes

Sample: Longitudinal data on the criminal and educational outcomes of all court-referred juveniles from January 1, 2006, to December 31, 2012 ($N = 50,292$)

Methodology

- Regression discontinuity design
- Differences-in-differences design

Study 2

Foundation for Alliance for Education, funded by the Institute of Education Sciences (IES), Researcher-Practitioner Partnerships in Education Research

Primary objective: Improve both the education process and outcomes of court-involved juveniles

Practical challenges: Lack of clear process and administrative support for the exchange of information between different agencies

Goals

- (1) Create a common data-sharing platform accessible both to SDE and CSSD
- (2) Understand the barriers at students' transition between the juvenile justice system and re-entry into the community
- (3) Form a foundation for the development and implementation of a model for innovative policies and systemic practices