



CONNECTICUT STATE DEPARTMENT OF EDUCATION

# **Report on Student Discipline in Connecticut Public Schools**

2019-20

Presentation to the State Board of Education  
February 3, 2021

# Summary of Findings

- From 2014-15 to 2018-19, the total number of in-school and out-of-school suspensions has declined by 17.4 and 13.3 percent respectively.
- Incidents coded as school policy violations declined 28.5 percent and now account for 42 percent of all incidents – down from 59 percent in 2014-15.
- Large disparities remain in suspension rates between Black/African American (1 out of 10) and Hispanic/Latino students (1 out of 14) and their white counterparts (1 out of 34).



# Summary of Findings (continued)

- From 2014-15 to 2018-19 among young children in Grades Pre-K through two, in-school suspensions declined by over 45 percent while out-of-school suspensions declined by over 72 percent
- Black/African American and Hispanic/Latino students who received a suspension or expulsion were involved in more than one incident during the school year at a greater rate than their white peers.
- In three of four cases, Black/African American and Hispanic/Latino students were more likely to receive a more severe sanction (i.e., OSS or Expulsion) for similar behavior than white students.



# District Tiers for State Support

- A requirement pursuant to the stipulated resolution of the legal case of *"Alicia B."*
- Primary metric is the suspension rate. In light of the pandemic, 2018-19 districts tiers are being used to identify those districts needing support.
  - **Tier 4 - Consistently High Suspension Rates** (may also have high disproportionality): Overall, black, or Hispanic suspension rate  $\geq 15\%$  in 2 recent years.
  - **Tier 3 - Consistently High Disproportionality**: Not in Tier 4 AND either black or Hispanic RRI  $\geq 3$  in 2 recent years.
  - **Tier 2 - Consistently Medium Disproportionality**: Not in Tiers 4 or 3 AND either black or Hispanic RRI  $\geq 2$  in 2 recent years.
  - **Tier 1 - Low Suspension Rate/Disproportionality**: All other districts



# Turning the Curve in School Discipline



# Transforming School Discipline

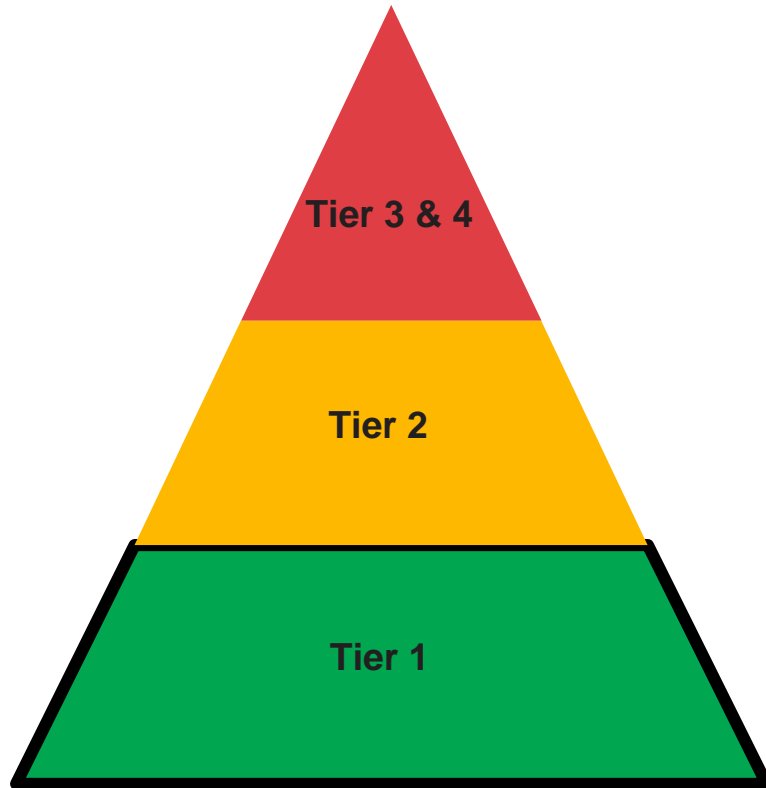
- **Data Monitoring and Support**
  - Targeted Support with Districts
  - IDEA
- **Policy Guidance and Professional Learning**
  - Restorative alternatives; Trauma-Informed Practices
- **Grades PreK to Two supports**
  - Partnering with the Office of Early Childhood
- **Social–Emotional Learning**
  - Statewide Landscape Scan
  - Statewide Social Emotional Universal and Supplemental Screening Assessments
  - Social, Emotional, and Intellectual Habits Framework 4-12
- **School Discipline Collaborative**
  - Stakeholder Engagement
  - Critical Consciousness for Schools on Racial Justice
  - Family Guides on Suspension and Expulsion



# CSDE Tiered Monitoring System for Disproportionality and School Discipline



## Connecticut's Tiered System of Supports

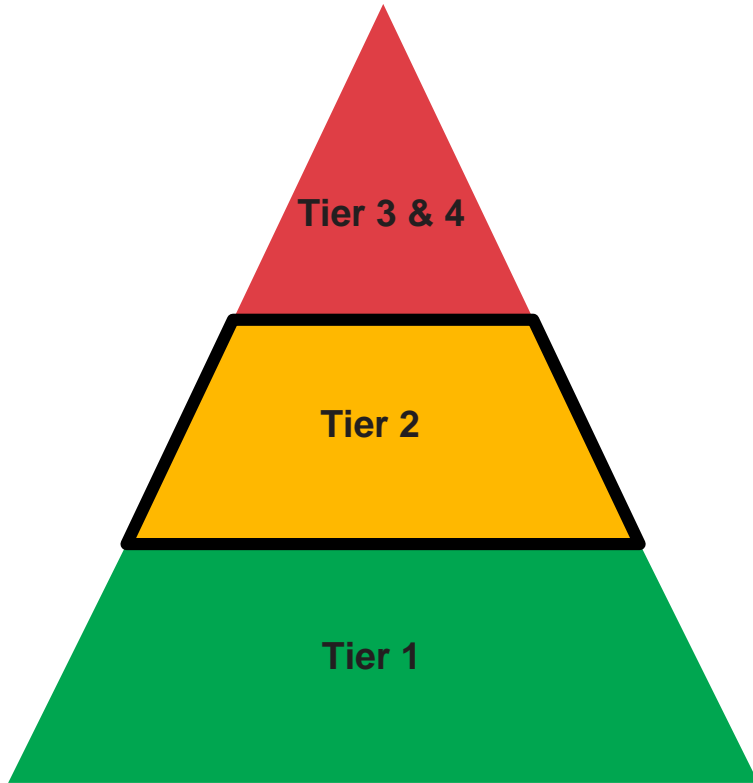


### Tier 1: CSDE Supports-All

- Provide guidance, ongoing training and technical assistance for districts to address concerns, challenges in school discipline and disproportionality
- Provide professional learning and sharing of best practices
- Provide a brief baseline screening self-assessment tool for system effectiveness and to identify strengths and needs
- CSDE School Discipline Protocol- belief, policies, practices, data, and structures
- Assess current interventions for fidelity of implementation and alignment to other initiatives (school climate, equity, social-emotional-behavioral, family engagement, mental health).



# Connecticut's Tiered System of Supports

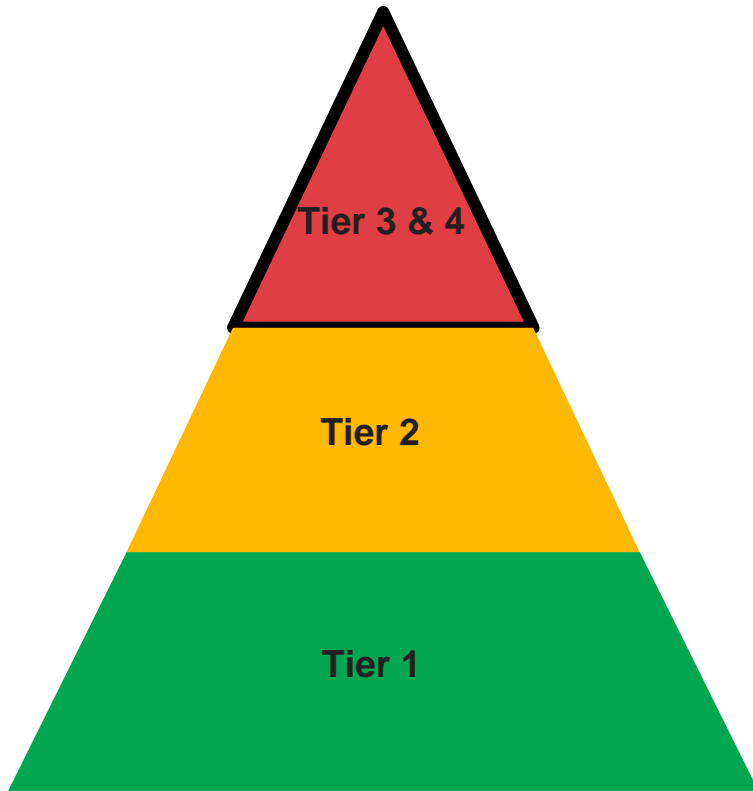


## Tier 2: CSDE Supports-Some

- Continue to utilize data to drive actions and monitor progress toward improvement and using the supports identified in Tier 1 to ensure districts are on target
- Targeted professional learning and technical assistance with Tier 1 supports as determined by the district's self-assessment, implementation fidelity and resource mapping



# Connecticut's Tiered System of Supports



## Tier 3 and 4: CSDE Supports-Few

- Establish Community of Practice (CoP)- quarterly progress monitoring, sharing of practices and challenges
- Provide individual coaching sessions for school districts
- Continued professional learning from Tiers 1 and 2 and added individualized support and targeted professional learning
  - Assess utilization of existing funding sources and resources to shift focus on reducing exclusionary discipline
  - Employ cross-agency collaboration to align supports for Charter Schools, Alliance Districts, Magnet Schools and Alternative Education Programs for continuous improvement