CONNECTICUT STATE DEPARTMENT OF EDUCATION

Understanding the Link Between Schooling Practices, Equity, and Student Success

NetStat Module Session 1
November 15, 2019

Our Collective Agreement

Our Invitation

- Stay Engaged

- Seek to Understand

- Listen Mindfully

- Isolate the Experience of Protected Classes (e.g., Race, National Origin, Ancestry)

- Share Learning, Protect Stories

- Others?

Grounding the Conversation

Public Access to Data - **EdSight**
url: http://edsight.ct.gov/

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Student Discipline Data Collection

- ED166 (legacy application)
  - One username/password per LEA

- Deadlines:
  - Final Deadline: July 15, 2020
  - Freeze Date: August 15, 2020

Important Resource -Timely and Accurate Calendar:

https://portal.ct.gov/-/media/SDE/Performance/Data-Collection/timely_accurate_calendar_1920.pdf?la=en

CONNECTICUT STATE DEPARTMENT OF EDUCATION

CSDE

All offenses that result in:

- In-school suspension (ISS)

- Out-of-school suspension (OSS)

- Bus suspension

- Expulsion (EXP)

Additionally, all "serious" offenses and incidents involving Alcohol, Drugs or Weapons must be reported regardless of the type of sanction imposed. This means that if anything is listed in the Weapon Involvement or Substance Involvement field (including electronic cigarettes) the incident must be reported. All Bullying Incidents must be reported regardless of Sanction.

- Offenses Classified as Serious:

https://portal.ct.gov/-/media/SDE/Performance/Data-Collection/Help-Sites/ED166/SeriousIncidents.xlsx?la=en

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Data Notes

- Data on the following slides show discipline trends in several areas.

- Statewide figures were publically released in the Report on Student Discipline in Connecticut Public Schools presented to the State Board of Education in February 2019.

  - For the purposes of this discussion Statewide trends are compared to "NetStat" trends. NetStat data is the combined data for all of the LEA's represented in this module.

 - The NetStat data is district-level data, not school-level data.

Total Number of Sanctions

In-School Suspension (ISS)
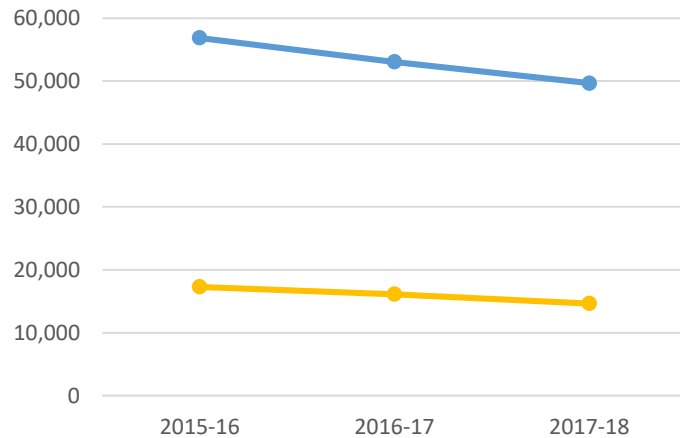
Out-of-School Suspension (OSS)
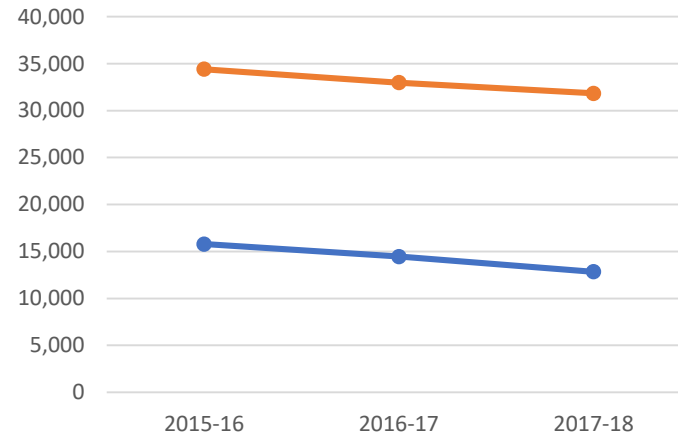
Sanction Type	2015-16	2016-17	2017-18
State ISS	56,866	53,057	49,667
State OSS	34,415	32,982	31,834
State Expulsion	848	750	797
NetStat ISS	17,284	16,129	14,641
NetStat OSS	15,791	14,463	12,845
NetStat Expulsion	217	168	172
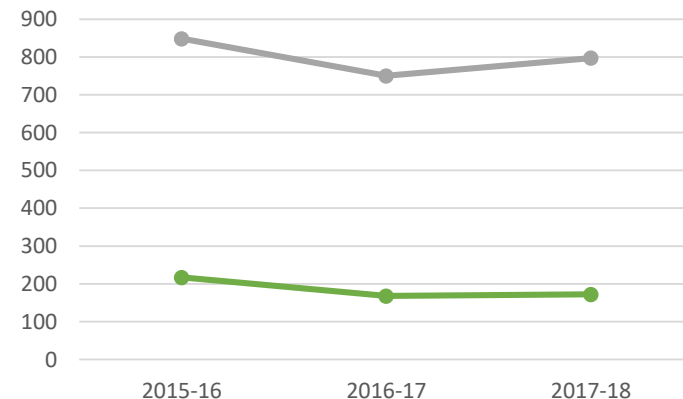
From Table 1: Report on Student Discipline in Connecticut Public Schools

Expulsion

Total Incidents by Category

Incident Type	State Change 2015-16 to 2017-18	NetStat Change 2015-16 to 2017-18
Violent Crimes Against Persons	9.77%	-2.37%
Sexually Related Behavior	17.20%	18.46%
Personally Threatening Behavior	8.85%	31.06%
Theft Related Behaviors	-21.39%	13.91%
Physical and Verbal Confrontation	6.85%	49.34%
Fighting and Battery	7.67%	-21.67%
Property Damage	15.96%	33.24%
Weapons	-0.33%	-28.30%
Drugs, Alcohol, Tobacco	94.59%	1.72%
School Policy Violations	-18.68%	-17.06%

From Table 2: Report on Student Discipline in Connecticut Public Schools

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Total Number of Sanctions (PK-2)

ISS

OSS
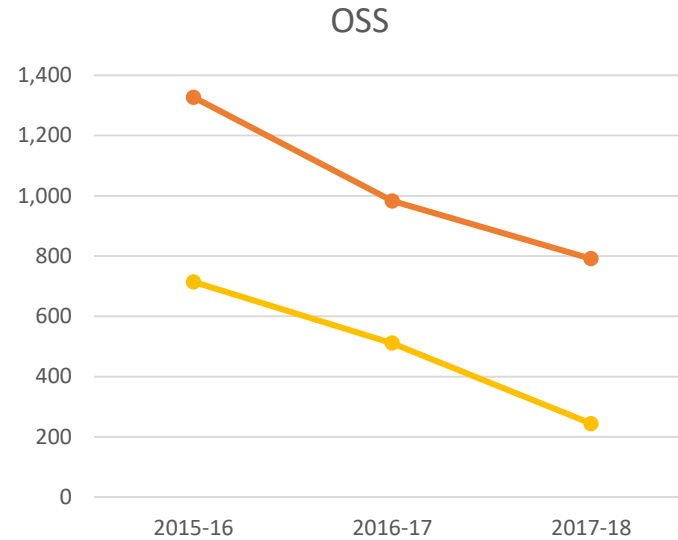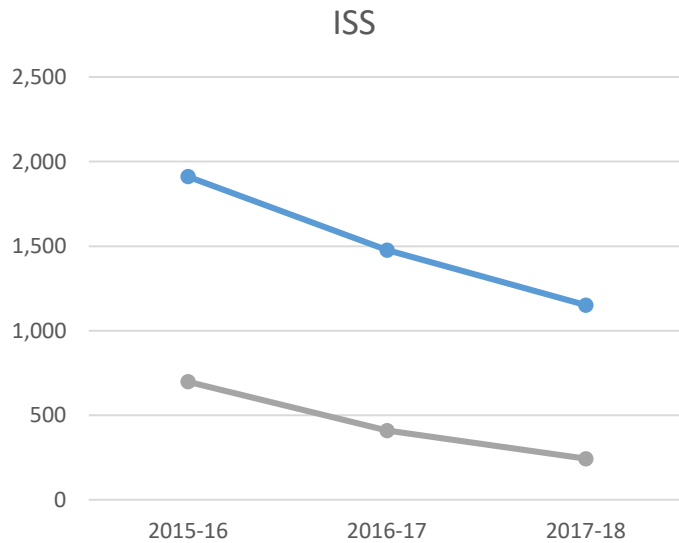
Year	2015-16	2016-17	2017-18
ISS	1,911	1,477	1,152
OSS	1,327	983	791
Net Stat ISS	698	410	243
Net Stat OSS	714	511	244

- Expulsions excluded due to data suppression
- From Table 8: Report on Student Discipline in Connecticut Public Schools

Students Experiencing Multiple Incidents

	Number of Students	Percentage of Students
Statewide - Only one incident	21,330	58.00%
Statewide - Two to four incidents	11,699	31.80%
Statewide - Five to nine incidents	2,958	8.00%
Statewide - Ten or more incidents	772	2.10%
NetStat - Only one incident	1,678	43.10%
NetStat - Two to four incidents	1,406	36.12%
NetStat - Five to nine incidents	594	15.26%
NetStat - Ten or more incidents	215	5.52%

From Table 11: Report on Student Discipline in Connecticut Public Schools

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Disparities by Race/Ethnicity

Question: Are different sanctions imposed for similar behavior? In particular, do Black/African American and Hispanic students receive more severe sanctions (e.g., OSS instead of ISS) for the same behavior?

Examining cases from the data of:

- Fighting/altercation/physical aggression

- Knife 2½ Inches or Greater

- Sexual Harassment

- School Policy violations

2017-18 Disparities by Race/Ethnicity

Methodology:

- Analyses limited to 2017-18 data and cases where only incident reported for that student. In each case you will see the following figures:
  - Total Incidents – sum of the incidents committed by a particular race/ethnicity
  - Incidents Resulting in OSS/EXP – sum of incidents committed by a particular race/ethnicity **that resulted in a severe sanction**
  - The percentage of incidents that ended in a severe sanction by race/ethnicity.
  - **EXAMPLE:** 54 of 80 incidents committed by Black/African American students ended in a severe sanction. This equates to 67.5% (excerpt from Case #3).

	Total Incidents	Incidents Resulting in OSS/ EXP
Black/African American	80	54 (67.5%)

CONNECTICUT STATE DEPARTMENT OF EDUCATION

CSDE

Case #1-Fighting/altercation /physical aggression

	Total Incidents	Incidents Resulting in OSS/ EXP
Black/African American	1,215	902 (74.2%)
Hispanic/Latino	1,417	1061 (74.9%)
White	729	511 (70.1%)

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Case #2 - Knife 2½ Inches or Greater

	Total Incidents	Incidents Resulting in OSS/ EXP
Black/African American	36	36 (100%)
Hispanic/Latino	71	71 (100%)
White	68	68 (100%)

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Case #3 - Sexual Harassment

	Total Incidents	Incidents Resulting in OSS/ EXP
Black/African American	80	54 (67.5%)
Hispanic/Latino	106	71 (67.0%)
White	103	67 (65.0%)

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Case #4 - Select School Policy Violations

	Total Incidents	Incidents Resulting in OSS/ EXP
Black/African American	986	270 (27.4%)
Hispanic/Latino	1329	362 (27.2%)
White	1446	290 (20.1%)

CONNECTICUT STATE DEPARTMENT OF EDUCATION

CSDE

Overall in CT Public Schools

- 2013-2018: suspension rates of Black/African American and Hispanic/Latino students significantly exceeded those of white students.

- 2017-18: While 1 out of every 25 white students received at least one suspension/expulsion, 1 out of every 7 Black/African American students and 1 out of every 10 Hispanic/Latino students experienced the same sanction.

From *Report on Student Discipline in Connecticut Public Schools February 2019*

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Table 4: Suspension Rates by Race/Ethnicity

Race/Ethnicity	2013-14		2014-15		2015-16		2016-17		2017-18	
	Count	%	Count	%	Count	%	Count	%	Count	%
American Indian or Alaska Native	147	9.7	133	8.8	131	7.1	121	8.4	117	8.4
Asian	460	1.8	484	1.8	451	1.7	442	1.6	501	1.8
Black or African American	12,282	17.1	11,699	16.5	11,446	16.2	10,745	15.2	9,884	14.3
Hispanic/Latino of any race	13,906	11.8	13,706	11.2	13,156	10.3	12,710	9.7	12,819	9.4
Native Hawaiian or Other Pacific Islander	36	7.6	32	6.3	23	4.5	36	6.8	32	5.8
Two or More Races	994	7.5	1,070	7.6	1,067	7.0	1,080	6.7	1,248	7.0
White	13,089	4.1	12,316	3.9	11,826	3.9	11,448	3.9	12,167	4.2
Total		7.4		7.2		7.0		6.7		6.8

Contextualizing Our Conversation

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Race	Culture
Refers to groups of people who have differences and similarities in biological traits deemed by society to be socially significant, meaning that people treat other people differently because of them. For instance, while differences and similarities in eye color have not been treated as socially significant, differences and similarities in skin color have. **Cliffnotes, 2019**	Consists of the beliefs, behaviors, objects, and other characteristics common to the members of a particular group or society. Through culture, people and groups define themselves, conform to society's shared values, and contribute to society. Thus, culture includes many societal aspects: language, customs, values, norms, mores, rules, tools, technologies, products, organizations, and institutions. **Cliffnotes, 2019**
Ethnicity Refers to shared cultural practices, perspectives, and distinctions that set apart one group of people from another. That is, ethnicity is a shared cultural heritage. The most common characteristics distinguishing various ethnic groups are ancestry, a sense of history, language, religion, and forms of dress. Ethnic differences are not inherited; they are *learned*. **CliffNotes, 2019**	Nationality The status of belonging to a particular nation by birth or naturalization.

Introspection Activities

CONNECTICUT STATE DEPARTMENT OF EDUCATION

What is the effect of race in your life?

_____%

Unpacking Identity Part I

Statement:	My Answers
I am...	1.
	2.
	3.
I can...	1.
	2.
	3.
I have...	1.
	2.
	3.
I remember...	1.
	2.
	3.
I like...	1.
	2.
	3.
I will...	1.
	2.
	3.
I believe...	1.
	2.
	3.

Adapted from: https://www.tolerance.org/professional-development/social-justice-standards-unpacking-identity

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Unpacking Identity Part II

Statement:	My Answers	Visible/Invisible/Both
I am...	1.	
	2.	
	3.	
I can...	1.	
	2.	
	3.	
I have...	1.	
	2.	
	3.	
I remember...	1.	
	2.	
	3.	
I like...	1.	
	2.	
	3.	
I will...	1.	
	2.	
	3.	
I believe...	1.	
	2.	
	3.	

Adapted from: https://www.tolerance.org/professional-development/social-justice-standards-unpacking-identity

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Reflection Questions

Take a moment to look back at the statements about yourself.

Turn to your small group and respond to the following:

- As a (blank) person, were you surprised by any of your answers?
- As a (blank) person, how do these statements help you to better understand who you are as an educator?
- As a (blank) person, what are the visible and invisible characteristics of your identity?

Adapted from: https://www.tolerance.org/professional-development/social-justice-standards-unpacking-identity

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Culture Toss

Directions:

- Write an aspect of your identity that you value on the slip of paper or sticky note, 1 aspect per slip of paper or sticky note.

- In your small group, please read the story in the next slide and follow the directions on how aspects of identity are lost or taken from us.

CONNECTICUT STATE DEPARTMENT OF EDUCATION

CSDE

- A dominant regime has taken over and demands that you give up one aspect of your identity…

- …take away one aspect of your identity you'd be willing to give up in order to survive.

  (*Crumple or fold the paper and keep it separate from the rest.*)

CONNECTICUT STATE DEPARTMENT OF EDUCATION

CSDE

- Additionally, the regime is demanding that you take away one aspect of your neighbor's identity.

- …without showing your cards to one another, turn to your neighbor and take away one aspect of her/his/their identity

  (Give it to your partner who keeps it separate from her/his/their own.)

CSDE

- Finally, a regime representative is demanding to meet with you to see you in-person to remove one last aspect of who you are…

- …showing your cards to one another, turn to your neighbor and each of you take away one aspect of the other's identity.

  (*Keep what you take separate.*)

- In what ways are you asked to give up parts of your identity in daily life?

- In what ways do we ask our students and families to give up parts of their identity on a daily basis or in day-to-day interactions?

- How might we ensure that identity differences are honored in the school community?

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Definitions

- **Culture**: An integrated pattern of human behavior that includes thoughts, communications, languages, practices, beliefs, values, customs, courtesies, rituals, manners of interacting, roles, relationships, and expected behaviors of a racial, ethnic, religious or social group; the ability to transmit the above to succeeding generations; is dynamic in nature. (National Center for Cultural Competency, 2004)

- **Ethnicity**: Of or relating to large groups of people classed according to common racial, national, tribal, religious, linguistic, or cultural origin or background. (National Center for Cultural Competency, 2004)

- **Race**: a "construct of human variability based on perceived differences in biology, physical appearance, and behavior." (Haynes & Smedley, Eds., 1999)

- **Gender Identity**: A person's internal sense of being male, female, or something else. Since gender identity is internal, one's gender identity is not necessarily visible to others.

- **Sexual Orientation**: A person's emotional, sexual, and/or relational attraction to others.

CONNECTICUT STATE DEPARTMENT OF EDUCATION

CSDE

What is Cultural Competency?

Understanding and valuing diversity while managing the dynamics of cultural differences.

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Why is Valuing Cultural Competency Important?

- Improves Student Outcomes
- Supports Successful Educational Experiences
- Promotes Respect
- Values Inclusive Viewpoints and Experiences
- Values the Whole Child

Promotes:
- Fairness
- Relationship Building Between and Among Students/Families and Schools
- Supports Deeper Connections to Subject Matter
- Sense of Self for Students and Staff

CSDE

- For 1 in 9 students—5.9 million children—English is a Second Language and bilingual education programs are essential to acquire English language and academic proficiency for students who are English Learners

- Understanding cultural differences promotes awareness of different:
  - Ways of knowing/Learning styles
  - Communication/Information sharing styles
  - Ways of solving problems/dealing with conflict
  - Instructional practice strategies (e.g., teacher focused v. collaborative; memorization v. innovation)

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Racial/Ethnic/Economic/Other Differences

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Racial/Ethnic/Religious/Economic/Other Differences

- Not only African-American/Hispanic/ Caucasian/Asian
  - U.S. Born, foreign born
  - Differences between countries

- Native English Speaker/non-native

- Holidays: religious, cultural

- Live with Parents/grandparents

- Working/non-working Parent(s)

- Homeowner or renter; in a shelter; or homeless

- Other differences?

Cultural Blindness vs. Cultural Competency

- **Cultural blindness** is when you believe cultural differences don't matter.
  - Overlooks the importance of culture.
  - Tends to result in looking at people only through your lens, the lens of the viewer matters most

- **Cultural Competency** appreciates differences and values them; welcomes new cultural learning.
  - Reflects awareness of the dynamics of cross-cultural interactions
  - Seeks to look at things through the eyes and experiences of others
  - Willingness and ability to adapt to cultural contexts

Have a Mindset of Openness

- Be open to change and encountering new things

- Understand that cultural differences do not have to get in the way of meaningful relationships

- Don't react negatively when someone voices something that challenges your belief system

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Don't Be Afraid of Differences

- If you meet someone who does not speak the same language as you, it is okay to ask for help.

- If you hear a word you are unfamiliar with, ask them what it means. If you use a word they don't understand, explain it to them.

- Recognize the differences in language within a cultural group, that there can be cultural variation within a language group, and that there is variation in literacy levels across all language groups.

CSDE

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Earned and Unearned Advantages and Disadvantages Activity

Definitions for Activity

- **Advantage**: A condition or circumstance that puts one in a favorable or superior position

- **Earned Advantage**: Working to create a condition or circumstance that puts you in a favorable or superior position.

- **Earned Disadvantage**: Working to create a condition or circumstance that puts you in an unfavorable or inferior position.

- **Unearned Advantage**: You did not work to create a condition or circumstance that would put you in a favorable or superior position, but nonetheless you receive the benefit of being in a favorable or superior position because you belong to a group that is always given the benefit of the doubt.

- **Unearned Disadvantage** : You did not work to create a condition or circumstance that would put you in an unfavorable or inferior position, but nonetheless you are disfavored and disadvantaged because you belong to a group that is targeted

CSDE

CONNECTICUT STATE DEPARTMENT OF EDUCATION

The Activity

Earned and Unearned Advantages and Disadvantages

EARNED ADVANTAGE	EARNED DISADVANTAGE
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.

UNEARNED ADVANTAGE	UNEARNED DISADVANTAGE
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.

Wrap Up

- Technical Assistance Forms

- Intersession Activity Sheets

- "Please Leave Your New Learning"

CSDE

CONNECTICUT STATE DEPARTMENT OF EDUCATION

CSDE
Dr. Regina Hopkins, Regina.Hopkins@ct.gov - (860) 713-6549
Keryn G. Felder, Keryn.Felder@ct.gov – 860-713-6833

CHRO
Atty. Cheryl Sharp, Cheryl.Sharp@ct.gov - (860) 541-3450
Atty. Michelle Dumas-Keuler Michelle.DumasKeuler@ct.gov - (860) 541-3428

SERC
Dr. Vernée Butterfield, butterfield@ctserc.org - (860) 632-1485 x336
Sarah L. Jones, sjones@ctserc.org - (860) 632-1485 x307