



**CONNECTICUT STATE DEPARTMENT OF EDUCATION**

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

NetStat Module Session 2  
February 21, 2020



## CONNECTICUT STATE DEPARTMENT OF EDUCATION

# Our Partners



# Our Collective Agreement

- Stay Engaged
- Seek to Understand
- Listen Mindfully
- Isolate the Experience of Protected Classes  
(e.g., Race, National Origin, Ancestry)
- Share Learning, Protect Stories
- Commit to Seeking, Speaking, and Supporting Truth
- Value Student Voice



# Reflections: Session 1 Learning Activities

## What is the effect (%) of race in your life?

### Unpacking Identity and Culture Toss

We explored:

- visible and invisible characteristics that form our identity
- how it feels when aspects of our identity are lost or taken from us

We considered:

- ways we ask our students and families to give up parts of their identities on a daily basis or in day to day interactions
- ways we might ensure that differences are honored in school communities

### Earned and Unearned Advantages and Disadvantages

We explored:

- conditions or circumstances that put one in a favorable or superior position (e.g., ingroup bias), and
- conditions or circumstances that put one in an unfavorable or inferior position (e.g., outgroup bias)



# Intersession Activity – Check In

2018-19 HIGHLIGHTS – School Culture & Climate and Family & Community Partnership

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Planned Intersession Activities			
Class's what I learned sheet with student (e.g. what did I learn/what can I do posteriorly/better)	Teacher's ideas (what can we do/possible to do, and opportunities for the class to grow)	What is needed to achieve the goal? (e.g. what does this project need to be successful)	Post intersession return, what is the experience and impact? (e.g. a growth mindset challenge)



# CT Student Enrollment Trends by Race/Ethnicity

Source: EdSight

## Public School Enrollment Trend

Student Counts by Race/Ethnicity and Year

State of Connecticut

[Export.csv file](#)

Race/Ethnicity	Year					
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
American Indian or Alaska Native	1,517	1,521	1,491	1,458	1,404	1,360
Asian	25,564	26,168	26,856	27,278	27,409	27,366
Black or African American	71,294	70,696	69,659	69,426	68,697	67,745
Hispanic/Latino of any race	116,712	120,848	125,110	129,440	132,940	136,756
Native Hawaiian or Other Pacific Islander	455	510	529	546	646	554
Not Reported	0	0	0	0	0	0
Two or More Races	13,000	13,795	14,804	15,679	17,423	18,872
White	321,335	312,809	303,366	295,066	286,506	277,959
Total	549,877	546,347	541,815	538,893	535,025	530,612



# Student Discipline Data Update

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

**2017-18:**

- **1 out of every 25 white** students received at least one suspension/expulsion
- **1 out of every 7 Black/African American** students
- **1 out of every 10 Hispanic/Latino** students experienced the same sanction.

Source: *Report on Student Discipline in Connecticut Public Schools February 2019*

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Source: *Report on Student Discipline in Connecticut Public Schools February 2020*



# CT Suspension Rates by Race/Ethnicity

Source: EdSight

Race/Ethnicity	2014-15		2015-16		2016-17		2017-18		2018-19	
	Count	%								
American Indian or Alaska Native	133	9.1	131	7.0	121	8.4	117	8.4	119	8.3
Asian	484	1.8	451	1.7	442	1.6	501	1.8	530	1.9
Black or African American	11,699	16.5	11,446	16.2	10,745	15.2	9,884	14.3	9,897	14.0
Hispanic/Latino of any race	13,706	11.2	13,156	10.3	12,710	9.7	12,819	9.4	13,214	9.2
Native Hawaiian or Other Pacific Islander	32	6.3	23	4.5	36	6.8	32	5.8	34	5.7
Two or More Races	1,070	7.7	1,067	7.0	1,080	6.7	1,248	7.0	1,368	7.0
White	12,316	3.9	11,826	3.9	11,448	3.9	12,167	4.2	11,696	4.1
Total		7.2		7.0		6.7		6.8		6.7

# Most Common Incidents by Race/Ethnicity

Incident Type	Black or African American	Incident Type	Hispanic/ Latino of any race	Incident Type	White
Fighting/altercation/ physical aggression	4,980	Fighting/altercation/ physical aggression	5,829	Drugs/alcohol/tobacco	3,301
Physical altercation	3,358	Physical altercation	4,192	Insubordination/disrespect	2,619
Insubordination/ disrespect	3,150	Insubordination/disrespect	3,897	Fighting/altercation/ physical aggression	2,606
Skiping class	2,187	Skiping class	3,795	Physical altercation	2,234
Disruptive Behavior	1,579	Disruptive Behavior	1,989	Skiping class	1,665

- These are duplicated counts – every incident is counted
- Items with a box around them fall in the School Policy Violations category



# School Policy Violation Infractions by Race/Ethnicity

Race/Ethnicity	School Policy Count	Enrollment Count	%
American Indian or Alaska Native	135	1,360	9.93%
Asian	602	27,366	2.20%
Black or African American	11,188	67,745	16.51%
Hispanic/Latino of any race	15,191	136,756	11.11%
Native Hawaiian or Other Pacific Islander	42	554	7.58%
Two or More Races	1,587	18,872	8.41%
White	12,936	277,959	4.65%
<b>Total</b>	<b>41,681</b>	<b>530,612</b>	<b>7.86%</b>

- This is an unduplicated count - these numbers show students with at least one School Policy Violation incident



# School Policy Violation Incidents Resulting in OSS/EXP

	2017-2018			2018-2019		
	Total Incidents	# Incidents Resulting in OSS/ EXP	% Incidents Resulting in OSS/ EXP	Total Incidents	# Incidents Resulting in OSS/ EXP	% Incidents Resulting in OSS/ EXP
<b>Black/African American</b>	986	270	27.4	957	328	34.3
<b>Hispanic/Latino</b>	1,329	362	27.2	1,240	343	27.7
<b>White</b>	1,446	290	20.1	1,349	263	19.5
<b>Total</b>	3,761	922	24.5	3,518	931	26.5



# Select School-Policy Violations

	2017-2018			2018-2019		
	Total Incidents	# Incidents Resulting in OSS/ EXP	% Incidents Resulting in OSS/ EXP	Total Incidents	# Incidents Resulting in OSS/ EXP	% Incidents Resulting in OSS/ EXP
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# Disparate Impact

*“Disparate impact occurs when policies, practices, rules or other systems that appear to be neutral result in a disproportionate impact on a protected group.”*

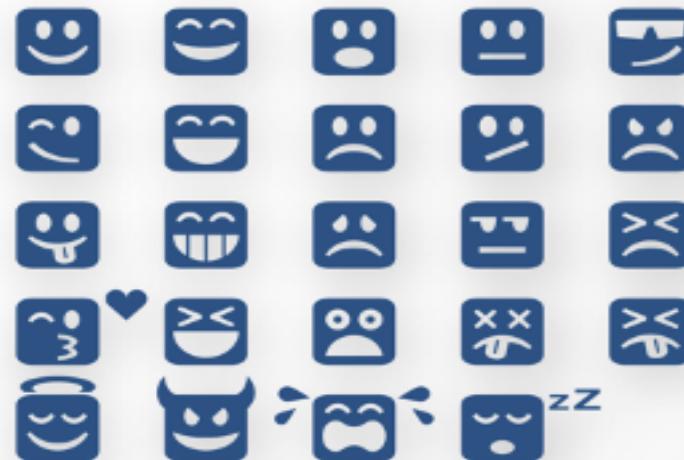
<https://www.shrm.org/resourcesandtools/tools-and-samples/hr-qa/pages/disparateimpactdisparatetreatment.aspx>



# Intention vs. Impact

## Attitudes

- An **attitude** is your evaluation of some concept (person, place, thing, or idea).
- **Explicit attitudes** are those you deliberately think about and report
- **Implicit attitudes** are positive and negative evaluations that occur outside your conscious awareness and control



Information taken from the Harvard Project Implicit at  
<https://implicit.harvard.edu/Implicit/FAQ.html>

Commission on Human Rights and Opportunities  
450 Columbus Boulevard, Hartford, 06103 | [www.ct.gov/CHRO](http://www.ct.gov/CHRO) | (860) 541-3400



# Intention vs. Impact

## **Institutional Bias**

“Those established laws, customs, and practices which systematically reflect and produce group-based inequities in any society. An institution may be biased **whether or not the individuals maintaining those practices have biased intentions**”

Henry, P.J. (2010). Institutional bias. In: J. F. Dovidio, M. Hewstone, P. Glick, & V. M. Esses (Eds.), *The Sage Handbook of prejudice, stereotyping, and discrimination* (427). Sage; Newburg Park, CA.

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# Humaneness and Equity



# Valuing Humanness



## Affirming Identity

- Social Identity refers to how a person sees themselves as being part of an in-group or of an out-group. As such, group membership is associated with appearances as result of experiences related to such perceived group.
- The process by which a person identifies with a group involves: 1) Social Categorization, 2) Social Identification, 3) Social Comparison
- Affirming Identity requires that we support who students are as individuals.

<https://www.youtube.com/watch?v=YWyI77Yh1Gg>

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# Naming Harms



## Microaggressions

Racial microaggressions are brief and commonplace daily verbal, behavioral, and environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults to the target person or group. They are not limited to human encounters alone but may also be environmental in nature, as when a person of color is exposed to an office setting that is mono-racial in heritage or identity.

*Sue, D.W., et al., 2007*

<https://projects.seattletimes.com/2016/under-our-skin/#microaggression>

# Naming Harms



## Institutional/Systemic Racism

Institutional racism is discriminatory treatment, unfair policies and inequitable opportunities and impacts, based on race, produced and perpetuated by institutions (schools, mass media, health care, etc.). Individuals within institutions take on the power of the institution when they act in ways that advantage and disadvantage people, based on race.

*Race and Public Policy Conference, 2004*

[https://www.ted.com/talks/coral\\_ortiz\\_the\\_power\\_of\\_words](https://www.ted.com/talks/coral_ortiz_the_power_of_words)

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# Reflection Activity: Outsider on the Inside



## Outsider on the Inside



# Student Voice –Hearing Youth Voices (HYV)

## Presenters:

- Dominick Burrel
- Ivana Etienne
- Andrea Kitchen Walker

Facilitator: Laura Burfoot, Administrative Director, HYV

HYV is a youth-led social justice organization working to create systemic change in public education

230 State Street  
New London, CT 06320  
(860) 437-7422

<http://www.hearingyouthvoices.com>



# HYV's *Schools That Work For Us* Framework

***Schools That Work For Us* is a framework that reflects:**

- 6 years of HYV research, data collection and analysis of single issues affecting young people (e.g., attendance, discipline).
- Research and data collection via surveys, interviews, and hundreds of youth meetings since 2012.
- Issue organization into categories resulting in 8 themes— struggle; resources; mental health; freedom; full safety; teaching and learning; relationships; and collective power.
- Feedback and ideas from community forums during which HYV shared the Schools that Work For Us framework with more than 150 people.
- Discussions with young people across the state to “test” the fidelity of the framework to see if it reflected the experiences and concerns of other students across the state.
- Findings that for the young people who attended the community series, and students attending majority-Black and Brown schools in cities throughout Connecticut, the framework reflected their experiences and concerns.



# HYV's *Schools That Work For Us* Framework

Access *Schools That Work For Us* at:

<https://static1.squarespace.com/static/548bbc0ae4b0b330492d2bcd/t/5d880986d946f52e383b7b87/1569196482623/HYV%20DownloadableZinePages.pdf>



# Wrap Up

- Intersession Activity
- “Please Leave Your New Learning”





## CONNECTICUT STATE DEPARTMENT OF EDUCATION

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