2019-20 Report on Student Discipline in Connecticut Public Schools

February 2021

Contents

Introduction

This report presents analyses of trends in student disciplinary behaviors in Connecticut public schools. It fulfills the requirements in Connecticut General Statutes (CGS) Section 10-233n.

Improving student academic and behavior outcomes requires ensuring that all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions. Schools need to create environments where all students feel emotionally and physically safe. Students lose important instructional time when they receive exclusionary discipline.

The use of disciplinary sanctions such as in-school and out-of-school suspensions, expulsions, or referrals to law enforcement authorities creates the potential for significant, negative educational and long-term outcomes, and can contribute to what has been termed as the "school to prison pipeline." Studies suggest a correlation between exclusionary discipline policies and practices and an array of serious educational, economic, and social problems, including school avoidance and diminished educational engagement; decreased academic achievement; increased behavior problems; increased likelihood of dropping out; substance abuse; and involvement with juvenile justice systems[1].

C.G.S. 10-233a defines removal, in-school suspension, out-of-school suspension and expulsion as follows:

- o Removal - an exclusion from a classroom for all or part of a single class period, provided such exclusion shall not extend beyond ninety minutes.
- o In-school suspension (ISS) - an exclusion from regular classroom activity for no more than ten consecutive school days, but not exclusion from school.
- o Out-of-school suspension (OSS) - an exclusion from school privileges or from transportation services only for no more than ten consecutive school days.
- o Expulsion - an exclusion from school privileges for more than ten consecutive school days.

Data Collection and Reporting

Local Educational Agencies are required to report to the Connecticut State Department of Education (CSDE) all disciplinary incidents that result in any of the following:

- o In-School Suspension (ISS)
- o Out-of-School Suspension (OSS)
- o Bus Suspension
- o Expulsion (EXP)

In addition, all "serious" offenses and all incidents involving alcohol, drugs, or weapons must be reported, regardless of the type of sanction imposed. All bullying incidents must also be reported regardless of sanction. Data collected regarding disciplinary incidents are released publicly on CSDE's data portal, EdSight. A detailed explanation of the data collection and reporting processes are included in Appendix B. Comprehensive information about the disciplinary offense data collection (also known as the ED166) is available on the documentation page of the ED166 Help Site.

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[1] From "Dear Colleague" Letter: https://www2.ed.gov/about/offices/list/ocr/letters/colleague-201401-title-vi.html

Special Note about 2019-20 Data

In the 2019-20 school year due to the COVID-19 pandemic, in-person classes were cancelled in mid-March and all districts switched to fully remote instruction for the remainder of the school year. Therefore, any inferences relative to changes in rates over years are based on 2018-19 data; the 2019-20 data are presented for informational purposes. Unlike trend data across years, disproportionality analyses that evaluate differences in rates between groups within a single year are based on data from the 2019-20 school year.

Results

Sanctions and Incidents

The total number of sanctions is a count of all sanctions (ISS, OSS, and Expulsions) given to all students. It is <u>not</u> a count of students, so if one student received more than one sanction, then all the sanctions are included below.

Table 1: Total Number of Sanctions

Sanction Type	2014-15	2015-16	2016-17	2017-18	2018-19	% Change from 2014-15	2019-20
In-School Suspension	58,638	56,866	53,057	49,667	48,431	-17.4%	30,526
Out-of-School Suspension	37,701	34,415	32,982	31,834	32,681	-13.3%	21,634
Expulsion	849	848	750	797	745	-12.3%	472

The behaviors that are associated with the sanctions received by students are grouped into 10 categories (Table 2). In 2018-19, school policy violations accounted for approximately 46 percent of all incidents, down from 59 percent in 2014-15 and down from 48 percent in 2017-18.

While many incident categories showed substantial declines from 2014-15 (i.e., school policy violations declined 28.5 percent, theft related behaviors declined 30.8 percent, weapons declined 21.7 percent, and violent crimes declined 16.7 percent), other categories showed substantial increases (i.e., drugs/alcohol/tobacco increased 97.6 percent, property damage increased 17.7 percent, physical/verbal confrontation increased by 15.6 percent, and fighting and battery increased by 24.5 percent).

In most cases the change from the prior year is consistent with the long-term trend (either up or down); however, while Personally Threatening Behavior shows an increase over the five-year period, it did decrease 5.8 percent in 2018-19. 2019-20 data is listed below for informational purposes.

Table 2: Incidents by Category

Incident Type	2014-15	2015-16	2016-17	2017-18	2018-19	% Change from 2014-15	2019-20
Violent Crimes Against Persons	478	440	392	483	398	-16.7	314
Sexually Related Behavior	1,367	1,134	1,286	1,329	1,254	-8.3	857
Personally Threatening Behavior	6,592	6,622	6,870	7,208	6,787	3.0	5,623
Theft Related Behaviors	1,758	1,669	1,686	1,312	1,217	-30.8	995
Physical and Verbal Confrontation	12,955	13,862	14,985	14,811	14,976	15.6	12,117
Fighting and Battery	14,486	15,744	16,744	16,952	18,036	24.5	14,831
Property Damage	1,236	1,234	1,529	1,431	1,455	17.7	1,325
Weapons	1,023	920	936	917	801	-21.7	596
Drugs, Alcohol, Tobacco	3,003	2,551	3,098	4,964	5,933	97.6	3,510
School Policy Violations	61,315	56,281	51,879	45,769	43,869	-28.5	29,414

The Drugs, Alcohol, and Tobacco category continues to see an increase in incidents. The use of Electronic Nicotine Delivery Systems (ENDS) – otherwise known as E-Cigarettes, "pens," or "vapes" – was first reported in the 2015-16 school year. From 2015-16 to 2016-17 the use of ENDS doubled, while tobacco use decreased. In 2017-18, the use of ENDS more than tripled from 2016-17. Tobacco use also increased. While tobacco use dipped slightly when ENDS were beginning to increase in popularity, tobacco reached the same level in 2017-18 as in 2014-15. In 2018-19 tobacco use dipped 18.2 percent from the prior year while ENDS use dipped 5.2 percent.

Figure 1: ENDS and Tobacco Use
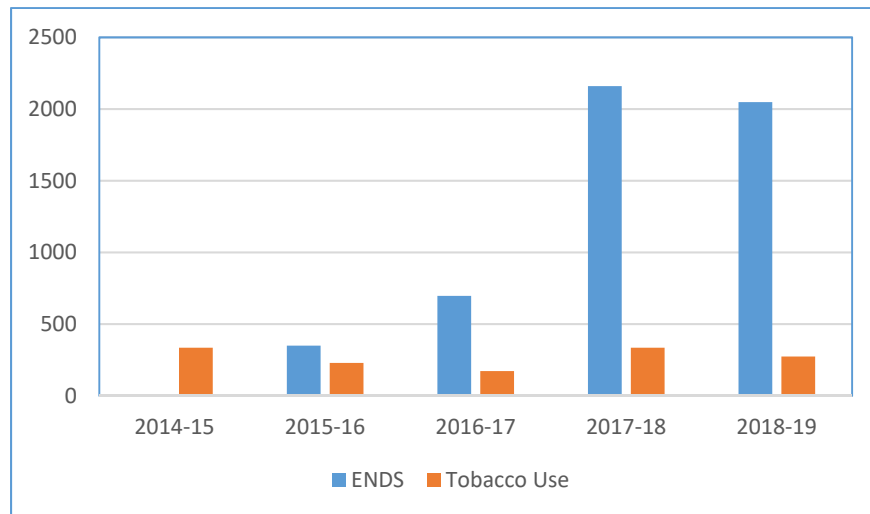
In 2018-19 several new codes pertaining to ENDS were introduced:

- ENDS Possession
- ENDS Distribution
- ENDS Suspicion of sale/use.

These codes were in addition to the existing *ENDS Use* code. The new codes were introduced to make the coding structure consistent with other substances (e.g., alcohol, tobacco). While ENDS Use was slightly lower in 2018-19 from the prior year, the new ENDS codes accounted for 752 additional incidents.

Table 3: ENDS and Tobacco Use

| Incident Type	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ENDS Use	0	349	697	2,160	2,048	772
Tobacco Use	335	229	172	335	274	85
ENDS Possession	N/A	N/A	N/A	N/A	675	716
ENDS Distribution	N/A	N/A	N/A	N/A	27	33
ENDS Suspicion of sale/use	N/A	N/A	N/A	N/A	50	45

Incidents by Grade

What are the most common behaviors/incidents that manifest themselves in a particular grade? How do they change across the grades? For this analysis, the CSDE identified the most frequent incidents for each grade and then organized them by grade (see Figure 2). A brief definition for each incident type in Figure 2 is provided below.

- **Fighting/altercation/physical aggression** – Participation in an incident that involved a physical confrontation in which one or more participants received a minor physical injury. A minor injury is one that does not require professional medical attention, such as a scrape on the body, knee, or elbow; and/or minor bruising.
- **Physical altercation** – Participation in a confrontation, or some type of physical aggression that does not result in any injury.
- **Battery/assault** – Striking another person with the intent of causing serious bodily harm to the individual. A physical attack on an individual resulting in an injury requiring any type of medical attention.
- **Serious disorderly conduct** – Security/police were called, an injury may have occurred, and/or there was a major disruption to the educational process.
- **Throwing an object (serious)** – Use this category if there is a victim with any level of injury.
- **Threat/intimidation/verbal harassment** – Physical, verbal, written, or electronic communication (without displaying a weapon and without a physical attack) which results in fear of harm.
- **Inappropriate behavior** – Horseplay, play fighting, playing cards
- **Disorderly Conduct** – Any behavior that seriously disrupts the orderly conduct of a school function or which substantially disrupts the orderly learning environment.
- **Insubordination/disrespect** – Unwillingness to submit to authority, refusal to respond to a reasonable request, or other situation in which a student is disobedient.

- **Disruptive Behavior –** Disruption of class; in the hallway, cafeteria, or any other area of the school.
- **Skipping Class –** As defined by LEA policy.
- **Drugs/alcohol/tobacco** – A substance-related offense.
- **Leaving school grounds** – As defined by LEA policy.

Figure 2: Top Five Incidents by Grade, a Two-Year Comparison

2018-19   **2019-20**
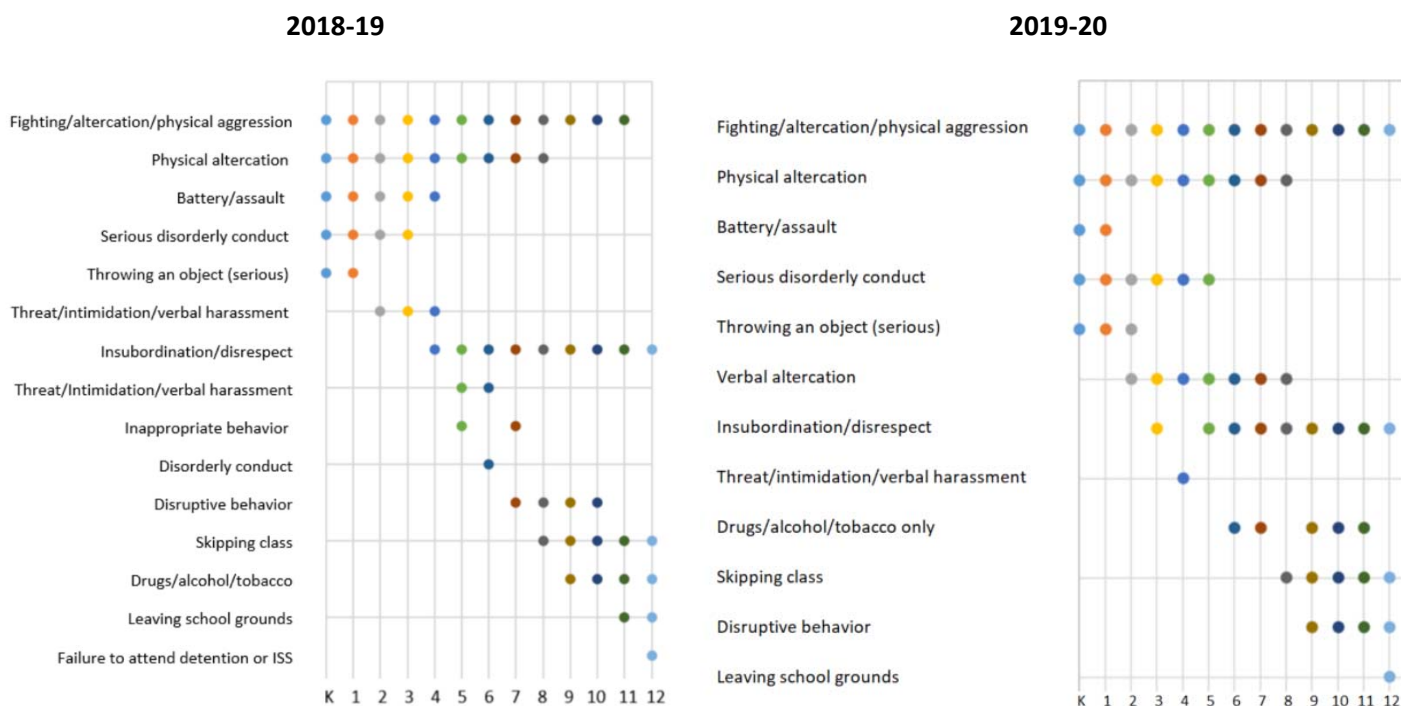
These data reveal that while some incidents like *fighting/altercation/physical aggression* appear in the most frequent incidents in almost every grade, other incidents are more prevalent in certain grade ranges. For example, *throwing an object* where there is a victim with any level of injury occurs primarily in Grades K and 1. Following last year's trend *insubordination/disrespect* appears as a primary reason in the late elementary years but then remains prominent in every subsequent grade. *Skipping class* first appears as a significant reason in Grade 8 but remains in all high school grades; additional school avoidance behaviors such as *leaving school grounds* and *failure to attend detention or ISS* also appear in the upper high school grades.

Suspension Rates

The suspension rate equals the number of students reported with at least one suspension (in-school or out-of-school) or expulsion divided by the unduplicated student enrollment count for the school or district for the given school year.

Just under five percent of all students received at least one suspension or expulsion during the 2019-20 school year. This rate has declined over the past five years for all students, and for most student race/ethnic groups (Table 4).

In each of the past five years, the suspension rate of Black/African American and Hispanic/Latino students has significantly exceeded those of white students. This includes the shortened 2019-20 school year. While one out of 34 white students received at least one suspension/expulsion in 2019-20, one out of 10 Black/African American students and one out of 14 Hispanic/Latino students received the same sanction.

Table 4: Suspension Rates by Race/Ethnicity

	2015-16		2016-17		2017-18		2018-19		2019-20	
Race/Ethnicity	Count	%	Count	%	Count	%	Count	%	Count	%
American Indian or Alaska Native	131	7.1%	121	8.4%	117	8.4%	119	8.3%	93	6.6%
Asian	451	1.7%	442	1.6%	501	1.8%	530	1.9%	309	1.1%
Black or African American	11,446	16.2%	10,745	15.2%	9,884	14.3%	9,897	14%	7,157	10.3%
Hispanic/Latino of any race	13,156	10.3%	12,710	9.7%	12,819	9.4%	13,214	9.2%	10,269	6.9%
Native Hawaiian or Other Pacific Islander	23	4.5%	36	6.8%	32	5.8%	34	5.7%	29	5.3%
Two or More Races	1,067	7%	1,080	6.7%	1,248	7%	1,368	7%	1,031	4.9%
White	11,826	3.9%	11,448	3.9%	12,167	4.2%	11,696	4.1%	7,863	2.9%

Though the suspension rates are higher for students of color, those rates are declining. The Black/African American and Hispanic/Latino students declined at a rate lower than White students when compared to the prior school year.

The distribution of suspension rates by Black/African American, Hispanic/Latino, and white students (Figure 3) shows that the pattern of higher suspension rates for students of color occurs in districts across the state.

Figure 3: Distribution of 2019-20 District-Level Suspension Rates by Race/Ethnicity
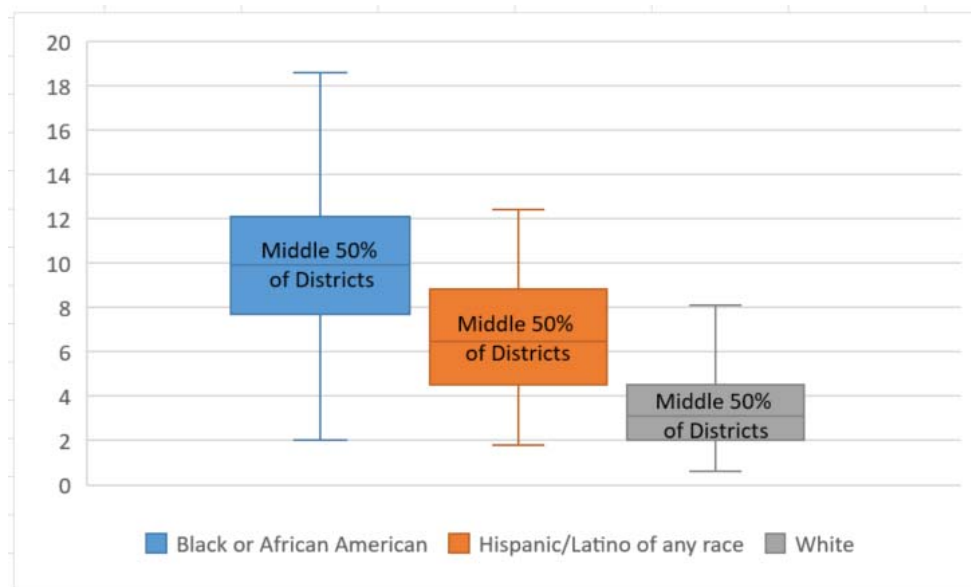
Males continue to be suspended at substantially higher rates than females (Table 5). Suspension rates for both genders has declined slightly over the past few years.

Table 5: Suspension Rates by Gender

Gender	2015-16		2016-17		2017-18		2018-19		2019-20	
	Count	%	Count	%	Count	%	Count	%	Count	%
Female	11,886	4.5%	11,373	4.3%	11,356	4.4%	11,638	4.4%	8,587	3.3%
Male	26,214	9.3%	25,209	9%	25,410	9.1%	25,215	8.9%	18,158	6.5%

Suspension rates for students eligible for free- or reduced-price meals, students with disabilities, and English learners are higher than the state average, but the trend shows that their suspension rates are declining (Table 6 and Figure 4). Note that 2019-20 data has been omitted from Figure 4.

Table 6: Suspension Rate by Program Status

	2015-16		2016-17		2017-18		2018-19		2019-20	
	Count	%	Count	%	Count	%	Count	%	Count	%
Eligible for Free or Reduced-Price Meals	26,735	12.4	25,863	11.7	25,585	11.0	26,223	10.7	19,603	7.9
English Learners	3,148	8.5	2,990	7.6	3,154	7.6	3,070	6.8	2,510	5.3
Students with Disabilities	10,199	12.1	10,127	11.7	10,442	11.7	10,551	11.1	8,296	8.9

Figure 4: Suspension Rate by Program Status
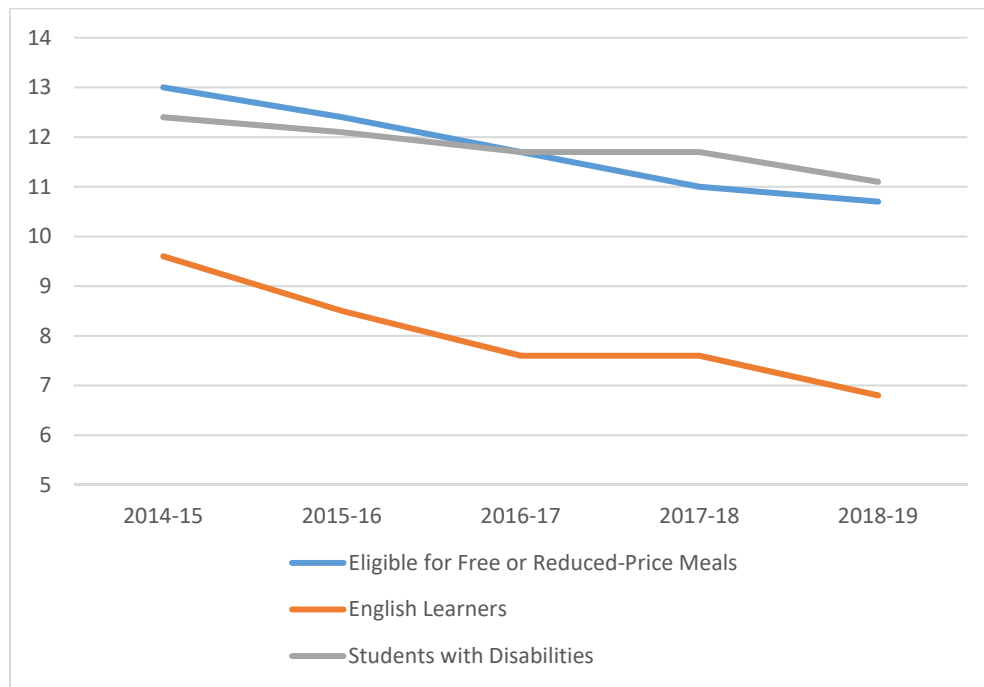
Analyses by grade (Table 7 and Figure 5) reveal that suspension rates increase gradually in the elementary grades and spike in Grade 6. The highest suspension rates occur in Grades 9 and 10. The five-year trend show that the suspension rate of 12th graders is steadily decreasing. The shortened 2019-20 school year reflects the same trend as prior years.

Table 7: Suspension Rates by Grade

Grade	2015-16		2016-17		2017-18		2018-19		2019-20	
	Count	%	Count	%	Count	%	Count	%	Count	%
K	314	0.8	220	0.6	203	0.6	198	0.5	*	*
1	543	1.4	413	1.1	351	0.9	337	0.9	212	0.6
2	789	2	649	1.7	501	1.4	504	1.3	314	0.8
3	1,237	3.1	1,144	2.9	1,022	2.7	986	2.6	647	1.7
4	1,503	3.8	1,593	4	1,305	3.3	1,374	3.5	895	2.3
5	1,874	4.7	1,929	4.9	1,948	4.8	1,861	4.6	1,276	3.2
6	3,187	7.9	3,195	7.9	3,327	8.3	3,387	8.2	2,272	5.6
7	4,341	10.5	4,354	10.7	4,371	10.8	4,494	11	3,285	7.9
8	4,373	10.7	4,484	10.8	4,589	11.2	4,598	11.1	3,400	8.2
9	6,202	13.9	5,735	13.2	6,023	13.8	6,245	14.1	4,474	10.1
10	4,810	11.5	4,679	11.2	4,856	11.8	4,950	11.6	4,022	9.6
11	4,619	11.3	4,195	10.3	4,330	10.7	4,170	10.2	3,044	7.5
12	4,299	10.3	3,987	9.5	3,916	9.4	3,746	8.8	2,762	6.5

Figure 5: Suspension Rates by Grade
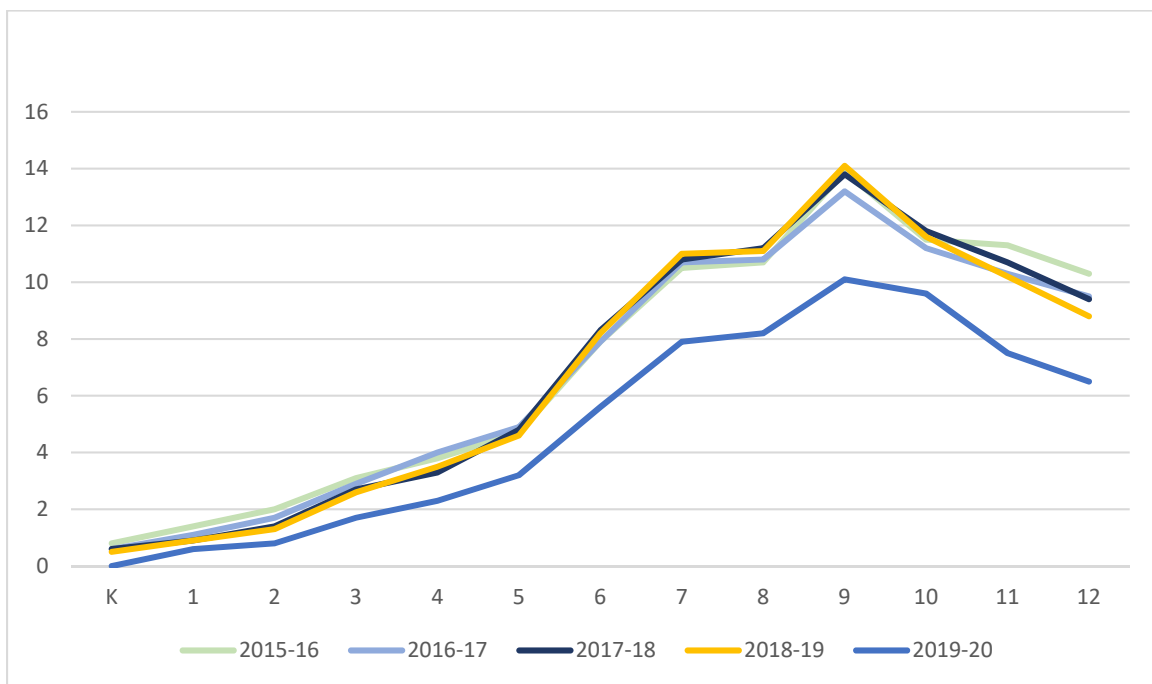
District Tiers Based on Suspension/Expulsion Data

Effective in the 2020-21 school year, the CSDE is grouping districts into four tiers based on racial/ethnic disparities in suspension/expulsion data in order to provide targeted interventions and supports. The primary metric used for placing districts into tiers is the "Suspension/Expulsion Rate." This is the percentage of students receiving at least one in-school suspension, out-of-school suspension, or expulsion during the school year. Using this metric allows for the broadest inclusion of students who may experience any exclusionary discipline during the school year.

The Suspension/Expulsion rate is reported publicly for all students and student groups on EdSight and included in the Profile and Performance report for every district/school. Districts are placed into tiers according to the following criteria:

- Tier 4 - Consistently High Suspension Rates (may also have high disproportionality): Overall, black, or Hispanic suspension rate >=15% in 2 recent years.
- Tier 3 - Consistently High Disproportionality: Not in Tier 4 AND either black or Hispanic Relative Risk Index (RRI) >=3 in 2 recent years.
- Tier 2 - Consistently Medium Disproportionality: Not in Tiers 4 or 3 AND either black or Hispanic RRI >=2 in 2 recent years.
- Tier 1 - Low Suspension Rate/Disproportionality: All other districts

See Appendix A for a list of districts by tier and an explanation of the RRI. In light of the COVID-19 pandemic, the 2018-19 districts tiers are being used to identify districts needing support. Complete data regarding the tiers is available on EdSight.

Suspensions of Young Students, Pre-K through Grade 2

The number of out-of-school suspensions for students in Grades Pre-K through two has evidenced a steep decline over the past few years (Tables 8 and 9), especially with the passage of Public Act No. 15-96, *The limitations surrounding Out-Of-School Suspensions and Expulsions for Students in Preschool and Grades Kindergarten to Two.* This law limited out-of-school suspensions in grades 3-12 and prohibited the suspension or expulsion of students in Grades Pre-K through Two unless the incident is violent, endangers others, or is of a sexual nature.[2]

The total number of suspensions and expulsions declined from over 5,000 in 2014-15 to 1,926 in 2018-19 (Table 8). Among these young children, in-school suspensions declined by over 45 percent while out-of-school suspensions declined by over 72 percent. 2019-20 data is listed for informational purposes.

Table 8: Total Number of Sanctions (Pre-K-2) – not a student count

Year	2015-16	2016-17	2017-18	2018-19	2019-20
ISS	1,911	1,477	1,152	1,032	661
OSS	1,327	983	791	894	577
EXP	*	0	0	0	0

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[2] *While the general suspensions statute, Section 10-233c of the General Statutes, continues to include preschool in the grade range for which out-of-school suspensions are permissible, this reference was most likely inadvertent in view of the explicit prohibition, in Section 10-233l, of out-of-school suspensions for students in preschool programs operated by boards of education, charter schools or interdistrict magnet schools.*

Correspondingly, the total number of students (unduplicated count) in grades kindergarten through two who receive at least one suspension or expulsion has also declined significantly from 2,363 in 2014-15 to 1,047 in 2018-19 – a decline of over 50 percent (Table 9). 2019-20 data is listed for informational purposes.

Table 9: Number of Students Suspended/Expelled (Pre-K-2) by Grade

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Pre-K	12	9	*	7	7	*
K	527	314	220	203	196	145
Grade 1	785	543	413	351	341	211
Grade 2	1,039	789	649	501	504	314

When disaggregated by race/ethnicity, the number of students in Grades Pre-K through two receiving at least one suspension or expulsion has declined within all student race/ethnic groups in 2019-20 (Table 10).

Table 10: Number of Students Suspended/Expelled (Pre-K-2) by Race/Ethnicity

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
American Indian or Alaska Native	*	*	*	*	*	*
Asian	24	15	10	12	10	*
Black or African American	907	622	481	354	345	228
Hispanic/Latino of any race	863	576	446	349	330	221
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	0
Two or More Races	100	73	64	48	57	37
White	465	373	292	291	302	182

An In-depth Look at Disparities by Race/Ethnicity

The statewide data clearly illustrate that Black/African American and Hispanic/Latino students experience suspensions at substantially greater rates than white students. To explore these racial disparities further, two additional questions were explored:

1. How many students are involved in more than one disciplinary incident during the school year? Are Black/African American and Hispanic/Latino students involved in multiple incidents at greater rates than white students?
2. 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?

A majority of the students who were suspended or expelled (16,614 or 62.1 percent) committed only one incident during the 2019-20 school year (Table 11).

Table 11: Number/Percentage of Students with One or More Incidents

	2017-18		2018-19		2019-20	
	Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
Only one incident	21,330	58.0%	21,463	58.2%	16,614	62.1%
Two to four incidents	11,699	31.8%	11,777	31.9%	8,239	30.8%
Five to nine incidents	2,958	8.0%	2,898	7.9%	1,643	6.1%
Ten or more incidents	772	2.1%	720	2.0%	268	1.0%

When the data are disaggregated by race (Table 12), it is evident that Black/African American and Hispanic/Latino students are reported for more than one disciplinary incident at significantly greater rates than white students. Specifically, in 2019-20, 42.2 percent of Black/African American and 40.8 percent of Hispanic/Latino students who received a suspension/expulsion were involved in two or more incidents as compared to 30.9 percent of white students. Note that these percentages are the totals of the three columns labeled 2-4, 5-9 and 10+ incidents.

Table 12: Percentage of Students with Multiple Incidents by Race/Ethnicity

	2017-18					2018-19					2019-20				
		% with Incident Count					% with Incident Count					% with Incident Count			
	Student Count	1	2-4	5-9	10+	Student Count	1	2-4	5-9	10+	Student Count	1	2-4	5-9	10+
American Indian or Alaska Native	117	53.8	*	*	*	118	61	30.5	7.6	0.8	91	57.1	39.6	*	*
Asian	501	75.1	21.6	2.9	*	532	69.9	26.5	2.4	1.1	308	80.5	17.5	*	*
Black or African American	9,884	51.8	35.3	10.1	2.8	9,875	53.8	34.7	9.1	2.4	7,155	57.8	34.2	6.9	1.1
Hispanic/Latino of any race	12,819	54.9	33.3	9.2	2.5	13,217	55	33.9	8.7	2.4	10,290	59.2	32.6	6.9	1.2
Native Hawaiian or Other Pacific Islander	32	63.2	*	*	0	35	62.9	28.6	8.6	0	26	*	*	*	0.0
Two or More Races	1,248	60.8	30.9	6.2	2.1	1396	56.9	31.4	10	1.6	1,038	61.0	32.2	5.8	1.1
White	12,167	65.4	27.9	5.6	1.2	11,685	65.2	27.8	5.8	1.1	7,856	69.1	25.6	4.7	0.6
Total	36,768	58	31.8	8	2.1	36,858	58.2	31.9	7.9	2	26,764	62.1	30.8	6.1	1.0

Are different sanctions imposed for similar behavior? In other words, does the severity of sanction vary based on race/ethnicity?

To answer these questions, an in-depth examination was conducted of four types of incidents:

1. Fighting/altercation/physical aggression
2. Knife 2½ Inches or Greater
3. Sexual Harassment
4. School Policy violations

Fighting/altercation/physical aggression was selected because it is the most common incident reported. A knife of 2 ½ inches or greater was analyzed because it is the most common weapon reported. Sexual Harassment was selected to represent "serious" incidents. Four types of school policy violations were selected for this analysis to evaluate whether there are any disparities with less severe incidents.

The first three incident types are required to be reported to CSDE regardless of sanction, while the fourth type is only reported when the incident results in a suspension or expulsion. In all cases, the analyses were limited to cases where this was the only incident reported for that student. This was done to eliminate the possibility that the choice of the sanction for a particular behavior was somehow influenced by repeat behavior. Due to small numbers of students across the different race/ethnic groups, these analyses were limited to the three largest groups of Black/African American, Hispanic/Latino, and white students.

The results from last year have been included to identify areas where improvements have been made and where disparities may continue to exist.

CASE #1: Fighting/altercation/physical aggression

This incident type is reported for a student who participated in an incident that involved a physical confrontation in which one or more participants received a minor physical injury. A minor injury is one that does not require professional medical attention, such as a scrape on the body, knee, or elbow; and/or minor bruising. Medical attention from the school nurse qualifies the injury as minor unless further medical attention is required. This incident type can also be used when one person strikes another (causing a minor injury) and the incident is ended prior to the other participant retaliating.

Among students who were reported with a single fighting/altercation/physical aggression incident during 2019-20 and where this was their only incident, Black/African American and Hispanic/Latino students received an OSS or EXP at nearly the same rate (61 and 61.1 percent respectively) than white students (41.8 percent), and this difference was statistically significant (Table 13).

Table 13: Fighting/altercation/physical aggression Incidents Resulting in OSS/EXP

	2017-2018			2018-2019			2019-2020		
		Incidents Resulting in OSS/ EXP			Incidents Resulting in OSS/ EXP			Incidents Resulting in OSS/ EXP	
	Total Incidents	#	%	Total Incidents	#	%	Total Incidents	#	%
Black/African American	1,215	902	74.2	1,333	708	53.1	346	211	61.0
Hispanic/Latino	1,417	1,061	74.9	1,591	796	50.0	357	218	61.1
White	729	511	70.1	1,022	247	24.1	270	113	41.8
Total	3,361	2,474	73.6	3,946	1,751	44.4	973	542	55.7

CASE #2: Knife 2½ Inches or Greater

In 2017-18 regardless of race/ethnicity, all students statewide who were reported with a single weapons incident where the weapon was a knife that was 2½ inches or greater (e.g., a steak knife, hunting knife), received either an out-of-school suspension or an expulsion. During the 2018-19 school year this was not the case. Over 91 percent of Black/African American students and nearly 90 percent of Hispanic/Latino students received an out-of-school suspension or an expulsion as compared to 76.2 percent of white students who received the same punishment; these differences however are not statistically significant. The shortened 2019-20 school year showed 85.7 of Black/African American students and 92.3 percent of Hispanic/Latino students received an out-of-school suspension or an expulsion compared to 81.3 of white students.

Table 14: Knife 2½ Inches or Greater Incidents Resulting in OSS/EXP

	2017-2018			2018-2019			2019-2020		
		Incidents Resulting in OSS/ EXP			Incidents Resulting in OSS/ EXP			Incidents Resulting in OSS/ EXP	
	Total Incidents	#	%	Total Incidents	#	%	Total Incidents	#	%
Black/African American	36	36	100	23	21	91.3	28	24	85.7
Hispanic/Latino	71	71	100	38	34	89.5	39	36	92.3
White	68	68	100	42	32	76.2	48	39	81.3
Total	175	175	100	103	87	84.5	115	99	86.1

CASE #3: Sexual Harassment

An incident that is reported as sexual harassment involves inappropriate and unwelcome sexual advances, requests for sexual favors, other physical or verbal conduct, or communication of a sexual nature, including gender-based harassment that creates an intimidating, hostile, or offensive educational or work environment. Examples include leering, pinching, grabbing, suggestive comments, gestures, or jokes; or pressure to engage in sexual activity.

In 2017-18, there were no significant differences among Black/African American, Hispanic/Latino, or white students in the rate at which they received an OSS or EXP. In 2018-19, however, Black/African American students received OSS at a significantly greater rate (57.1 percent) than Hispanic/Latino students (40 percent) and white students (38.8 percent). The shortened 2019-20 school year showed an even greater disparity with 58.8 of Black/African American and 59.1 of Hispanic/Latino students receiving these sanctions white the rate of white students was 28.6.

Table 15: Sexual Harassment Incidents Resulting in OSS/EXP

| | 2017-2018 | | | 2018-2019 | | | 2019-2020 | | |
| | | Incidents Resulting in OSS/ EXP | | | Incidents Resulting in OSS/ EXP | | | Incidents Resulting in OSS/ EXP | |
	Total Incidents	#	%	Total Incidents	#	%	Total Incidents	#	%
Black/African American	80	54	67.5%	70	40	57.1%	17	10	58.8%
Hispanic/Latino	106	71	67.0%	75	30	40.0%	22	13	59.1%
White	103	67	65.0%	134	52	38.8%	35	10	28.6%
Total	289	192	66.4%	265	111	41.9%	74	33	44.6%

CASE #4: Select School Policy Violations

The following four school policy violations were examined for this analysis:

- Insubordination/Disrespect: Unwillingness to submit to authority, refusal to respond to a reasonable request, or other situation in which a student is disobedient.
- Disorderly conduct: Any behavior that seriously disrupts the orderly conduct of a school function or which substantially disrupts the orderly learning environment.
- Inappropriate behavior: Horseplay, play fighting, playing cards.
- Disruptive behavior: Disruption of class; in the hallway, cafeteria, or any other area of the school.

None of these incidents are classified as "serious," so their reporting to CSDE is required only if the incident results in a suspension or expulsion. Therefore, this analysis was limited to those incidents that resulted in a suspension/expulsion to determine if students of color received OSS at a greater rate than white students. As with the prior cases, the students selected for this analysis were ones who had only one incident type, indicating this is the only issue that took place during the incident. Moreover, this was the only incident for which the student was reported for the school year and the incident was not classified as a bullying incident.

Among students who were reported with a single school policy violation incident during 2018-19 and where this was their only incident, Black/African American and Hispanic/Latino students received an OSS or EXP at a greater rate (34.3 and 27.7 percent respectively) than white students (19.5 percent), and this difference was statistically significant (Table 16). A similar pattern was observed during the 2019-20 school year with Black/African American and Hispanic/Latino students receiving OSS or EXP at a greater rate (36.6 and 32.6) than white students (17.8).

Table 16: School Policy Violation Incidents Resulting in OSS/EXP

| | 2017-2018 | | | 2018-2019 | | | 2019-2020 | | |
| | | Incidents Resulting in OSS/ EXP | | | Incidents Resulting in OSS/ EXP | | | Incidents Resulting in OSS/ EXP | |
	Total Incidents	#	%	Total Incidents	#	%	Total Incidents	#	%
Black/African American	986	270	27.4%	957	328	34.3%	246	90	36.6%
Hispanic/Latino	1,329	362	27.2%	1,240	343	27.7%	322	105	32.6%
White	1,446	290	20.1%	1,349	263	19.5%	281	50	17.8%
Total	3,761	922	24.5%	3,518	931	26.5%	849	245	28.9%

School-Based Arrests

Effective July 1, 2015 Public Act No. 15-168, "An Act Concerning Collaboration Between Boards Of Education And School Resource Officers And The Collection And Reporting Of Data On School-Based Arrests", redefined a School-Based Arrest as "an arrest of a student for conduct of such student on school property or at a school-sponsored event." The trend in the total number of school-based arrests reported to the CSDE is presented below (Figure 6).

Figure 6: Total Number of School-Based Arrests
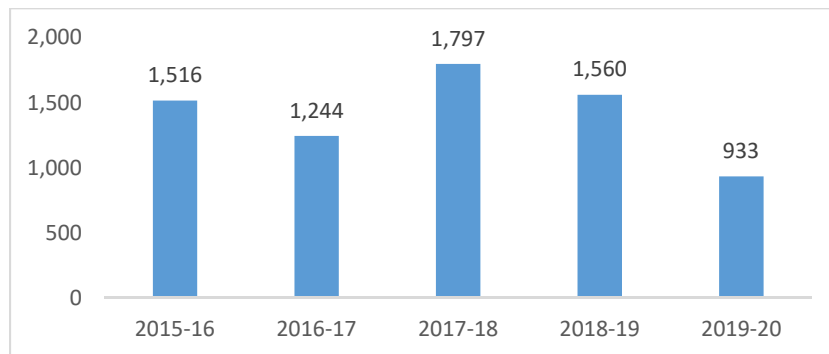
Over the past three years incidents involving Fighting and Battery are the most common reason for a school-based arrest in (Table 17).

Table 17: Incident Categories for School-Based Arrests

Incident Categories for School-Based Arrests	17-18 Count	18-19 Count	19-20 Count
Fighting and Battery	598	515	321
Drugs, Alcohol, Tobacco	319	403	247
Physical and Verbal Confrontation	240	215	121
Personally Threatening Behavior	204	134	72
School Policy Violations	151	84	50
Weapons	99	71	56
Violent Crimes Against Persons	65	48	16
Theft Related Behaviors	60	49	26
Property Damage	32	14	9
Sexually Related Behavior	29	27	15
	1,797	1,560	933

The majority of students arrested were male. Black/African American and Hispanic/Latino students were disproportionately represented among those arrested (Table 18).

Table 18: Student Demographics for School-Based Arrests

Race/Ethnicity	17-18 Student Count of School-Based Arrests	18-19 Student Count of School-Based Arrests	19-20 Student Count of School-Based Arrests
Black or African American	419	390	216
Hispanic/Latino of any race	577	601	371
White	554	468	255
Male	1,133	1,067	610
Female	522	493	284
TOTAL	1,655	1,560	894

A Statewide Systems Approach to Turning the Curve

Overview

When removed from school and left unsupervised, students lose valuable instructional time, resulting in lower academic achievement, grade-level retention, an increased risk of dropping out, and possible involvement with the juvenile justice system. Therefore, the CSDE has reviewed patterns in disciplinary infractions to develop targeted interventions and supports. The CSDE continues to set trajectories and targets to reduce statewide suspension rates and provide guidance and technical assistance to public and charter schools grounded in equity and educational access. Support is provided on comprehensive systems approaches, analysis of disaggregated discipline data, root cause analysis, school-based diversion models, effective and equitable disciplinary policies, restorative practices, and alternative discipline practices. Below are actions within the CSDE system of supports for schools to further reduce the use of exclusionary discipline and increase the utilization of restorative, positive and wraparound supports.

State Board of Education Position Statement on Reducing Disproportionality in Suspensions and Expulsions

With input from the Alternative Schools Committee, Connecticut School Discipline Collaborative, and the Commissioner's Roundtable for Family and Community Engagement in Education, the CSDE developed a position statement for adoption by the State Board of Education (SBE). The Position Statement on Reducing Disproportionality in Suspensions and Expulsions addresses the components for reducing suspensions and expulsions in Connecticut public schools.

Focus on Preschool and Kindergarten to Grade Two

A review of the data in 2017 revealed that suspension and expulsion of students in preschool and Kindergarten to Grade Two occurred in violation of the Connecticut General Statutes. Consequently, the CSDE issued a Commissioner's memorandum to superintendents of schools that clarified state statutes on suspension and expulsion of students in Preschool and Kindergarten to Grade Two. In addition, the memorandum provided resources that required the 15 districts with high numbers of suspensions and expulsions to participate in a mandatory webinar titled: *Ensuring Equity and Excellence: Positive and Effective School Discipline for Preschool Kindergarten to Grade Two*. The primary goals were to allow for an interactive discussion with other districts and answer essential questions about the use of disciplinary sanctions. The webinar reviewed: early brain development, relevant laws, policy development, information on compliance reporting and coding, and the importance of developing a comprehensive systems approach to address exclusionary discipline for this population. To generate consistency, the CSDE collaborated with the Connecticut Office of Early Childhood (OEC) to provide two follow-up sessions with districts and community providers regarding the alignment of practices.

Additionally, the OEC piloted a new policy to address exclusionary practices for young children in state-funded early childhood programs. In partnership with the OEC, we provided a statewide workshop called *Enhancing Equity in School Discipline: Practical Strategies and Tools*, presented by Dr. Kent McIntosh, professor and expert in positive behavior support and equity in school discipline, University of Oregon. The workshop provided evidence-based approaches to address racial and ethnic disproportionality in school discipline.

Completed and Ongoing Actions:

- *Continue to design, execute, and assess multiple professional learning and technical assistance opportunities based on need, demographics, capacity, and resources. (See the multi-tiered series of supports section for these professional learning offerings).*
- *Continue to analyze district data and contacted school districts regarding data of concern in Preschool and Kindergarten to Grade Two for out-of-school suspensions and expulsions. Support included:*
    - *Closer examination of individual students' issues;*
    - *Reviewing the data team process to analyze suspension data;*
    - *Recommending professional learning for district staff on how to routinely monitor progress;*
    - *Understanding patterns and trends;*
    - *Building and sustaining capacity; and*
    - *Ensuring readiness within the context of a comprehensive systems approach.*

Focus on Alternative Education Programs

Public Act 17-220 required the SBE to adopt standards for the provision of an adequate alternative educational opportunity for students who have been expelled.

Completed and Ongoing Actions:

- *Developed standards in collaboration with the Connecticut Alternative Schools Committee.*
- *Disseminated the SBE adopted standards to school districts and multiple stakeholders.*
- *Developed, in collaboration with the Alternative Schools Committee, and disseminated a companion document to the standards, Alternative Educational Opportunities for Students Who Have Been Expelled: Best Practice Guidelines for Program Implementation. The guidelines and standards are designed to ensure that students who are expelled continue to have access to high-quality education that will position them for future success.*
- *Developed and disseminated a comprehensive document, Guidance Regarding Student Expulsions. This guidance outlines the process and procedures required for expulsions and provides an overview of key legal considerations relevant to expulsions in Connecticut.*

Focus on Charter Schools

Approximately 11.4 percent of all school districts are public charter schools (i.e., 23 out of 202 districts). However, among the 25 districts with at least three grades with a high outlier suspension rate, six of them (24 percent) are public charter schools.

Completed and Ongoing Actions:

- *Continue to provide professional learning for charter schools with high rates of suspensions. Charter school teams were paired with a technical assistance partner and worked on student-level disciplinary data analysis and the development of plans to address the use of exclusionary discipline practices.*
- *Continue to implement CSDE protocol for addressing philosophy, policy systems, structures, practices, and data in school. This has expanded to the Multi-Tiered Systems of Support (MTSS) work.*

Focus on Social-Emotional Learning (SEL)

Ensuring the social and emotional well-being of students is always critical to their ability to be healthy, happy, and ready to learn. The need for these supports is even more important during this unprecedented time, when determining the psychological and physical impact of the pandemic on students is significantly challenging. Traumatic experiences and the associated needs are especially prevalent in underserved communities.

Completed and Ongoing Actions:

- *On January 3, 2018, the State Board of Education (SBE) adopted the Components of Social, Emotional and Intellectual Habits: Kindergarten through Grade 3. The CSDE is developing Grades 4 through 12 Components of Social, Emotional and Intellectual Habits SEL Habits to continue this work. This document represents the knowledge, skills, and dispositions that form an essential blueprint for social-emotional habits and academic success. The purpose of the document is to provide a model to districts and schools for integrating social, emotional, and intellectual habits into academic content areas so that students will learn, practice, and model essential personal life habits. These habits, over time, will contribute to students' academic and personal success.*
- *Procured a statewide SEL universal screening and supplement assessment: The first assessment is a universal tool to ascertain whether students (Grades K-12) are at risk for behavioral and emotional difficulties. The assessment is used to measure students' prosocial factors and social-emotional skills as an early indicator tool to screen for potential behavioral and mental health concerns. By identifying and addressing these needs early, this leads to positive behavioral and mental health outcomes as well as improved academic performance. The supplemental assessment is a comprehensive follow-up with at-risk students (targeted) to identify specific areas of need. The screening and assessment tools will be available to all districts.*
- *Implemented a Statewide Survey Scan: This landscape scan provides a snapshot of the great work that is already taking place and emerging concerns and trends in the field. Additionally, the scan will be the first step in providing a systematic collection of data so that the CSDE can supplement, not replace, efforts.*
- *Developed Addendum 10: "Reframing and Reopening: School Discipline Amidst COVID-19 Guidance" to the CSDE reopening guidance: Adapt, Advance and Achieve: Connecticut's Plan to Learn and Grow Together. Prioritizing supports for students' social-emotional, behavioral, and mental health needs is vital for the return to school amidst COVID-19. Some students will have experienced grief and loss, sickness, traumatic experiences in the home, inequities with access to learning and resources, food and housing insecurity, and the uncertainty of these times. Schools were encouraged to emphasize the need for positivity, empathy, reassurance, routines, flexibility, supports, and the implementation of a referral process to support students' return to school.*

Focus on Positive School Climate

A healthy learning community that is physically, emotionally and intellectually safe is the foundation for a comprehensive high-quality education. When students feel welcome, accepted, valued and safe, they will challenge themselves academically and their readiness for learning is significantly enhanced. Reductions in exclusionary discipline also can be expected when schools achieve and maintain welcoming, supportive and positive school climates.

Completed and Ongoing Actions:

- *On-boarded a new school climate consultant to support districts in the work of school climate, bullying, and restorative practices.*
- *Facilitated training on creating trauma informed and trauma sensitive classrooms to understand the sociocultural factors impacting student development and learning and how current events and experiences, race, and cultural identity intersect with school climate and social-emotional development.*
- *Provided targeted supports and resources for identified districts on school climate data collection and assessments; aligning and integrating school climate initiatives such as restorative practices and trauma-informed practices into action; and, evaluating the impact of implementation.*
- *Provided professional development to districts on building community and promoting relationships virtually and in-person to help school leaders understand the importance of relationships especially during this challenging time, and to identify strategies to promote collaboration and relationships with and among staff, students, and families.*
- *Provided training on supporting student well-being using a multidisciplinary approach, including strategies and resources to support students, whether in-person and virtually to ensure that learning environments are physically, emotionally, and intellectually safe.*

Connecticut School Discipline Collaborative

The CSDE recognized the need for cross-sector collaboration to address significant challenges and achieve sustainable change in school discipline. In response, the CSDE launched the Connecticut School Discipline Collaborative in October 2018 to advise the Commissioner of Education and SBE on strategies for transforming school discipline to reduce the overall and disproportionate use of exclusionary practices. The membership reflects a diverse range of expertise in education, education law, public policy, youth development, and family and community leadership. The Collaborative engages experts from across Connecticut and nationally to network and exchange ideas and share best practices regarding the reduction of disproportionate practices in school discipline. Time is dedicated to gain insight into the current landscape of school discipline in Connecticut.

Completed and Ongoing Actions:

- *Facilitated a gallery walk of the Historical Timeline of Public Education policy in the United States and the impact on the educational system. Underpinning this work is contextualizing policies so Connecticut can ensure fair, just, and equitable practices in our schools. Additionally, student voice was prominently featured via a panel discussion facilitated by critical race theorist Dr. Darren Graves from Simmons and Harvard Universities to bring a critical and authentic perspective into the conversation. Information regarding the Collaborative can be obtained at SDE/Discipline-in-Schools. For the Historical Timeline display, e-mail: library@ctserc.org.*
- *Offered a professional learning opportunity for the 47 districts identified in the 2018-19 school discipline report for Grades Kindergarten through Grade 12 as having high outlier suspension rate by grade. High Leverage Classroom Practices for Improving Student Learning and Behavior, the five-day workshop series, included evidence-based, proactive behavior management strategies to foster school safety and promote a positive school climate. Based on the positive feedback, the CSDE continues this training and provides it to all districts that want to participate.*
- *Developed guides for families on rights and responsibilities governing suspensions and expulsions. The guides are meant to be used by families as well as schools to ensure a shared understanding of school discipline.*

Tiered Systems of Supports

One strategy in implementing Goal 1 of the SBE Comprehensive Plan: Ensuring that students' non-academic needs are met so that they are healthy, happy, and ready to learn, is the implementation of a tiered system of supports, guidance, and professional learning in areas of SEL, attendance, school discipline, restorative practices, and trauma-informed practices that remove barriers and maximize students' potential.

Completed and Ongoing Actions:

- *Updated the data-informed tiered professional learning framework grounded in equity, access, and evidence to identify and concentrate resources, expertise, and efforts where they are needed most. The framework provides prevention and early intervention strategies to promote a safe and positive school culture and identify vulnerable students.*
- *Redesigned tier one to support capacity-building to develop, enhance, and expand Connecticut's Statewide Systems of Support to LEAs and schools using the MTSS. MTSS provides guidance for the selection, integration, and implementation of the best evidence-based behavioral practices for improving behavioral outcomes for all students.*
- *Continue a two-day professional learning opportunity: "Using Restorative Practices within a Multi-tiered System of Supports" (MTSS), including technical support. School teams were provided with an overview of restorative practices and implementation within an MTSS.*

Data and Turning the Curve

Over the past five years, Connecticut has made major strides in reducing exclusionary discipline.

- *The total number of in-school and out-of-school suspensions has declined over the five years from 2014-15 to 2018-19 by 17.4 and 13.3 percent respectively. Incidents coded as school policy violations declined 28.5 percent over the past five years and now account for 46 percent of all incidents – down from 59 percent five years ago.*
- *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. This is also largely due to the passage of C.G.S. 10-233(f), which prohibited the suspension or expulsion of students in Grades Pre- K through Two unless the incident was violent or is of a sexual nature that endangers others.*

Appendix A – District Tiers on 2018-19 Suspension/Expulsion Data

Effective in the 2020-21 school year, the CSDE is grouping districts into four tiers based on racial/ethnic disparities in suspension/expulsion data to provide targeted interventions and supports. The primary metric used for placing districts into tiers is the "Suspension/Expulsion Rate." This is the percentage of students receiving at least one in-school suspension, out-of-school suspension, or expulsion during the school year. Using this metric allows for the broadest inclusion of students who may experience any exclusionary discipline during the school year.

The Suspension/Expulsion rate is reported publicly for all students and student groups on EdSight and included in the Profile and Performance report for every district/school. Districts are placed into tiers according to the following criteria:

- **Tier 4** - Consistently High Suspension Rates (may also have high disproportionality): Overall, black, or Hispanic suspension rate >=15% in 2 recent years.
- **Tier 3** - Consistently High Disproportionality: Not in Tier 4 AND either black or Hispanic Relative Risk Index (RRI) >=3 in 2 recent years.
- **Tier 2** - Consistently Medium Disproportionality: Not in Tiers 4 or 3 AND either black or Hispanic RRI >=2 in 2 recent years.
- **Tier 1** - Low Suspension Rate/Disproportionality: All other districts

Relative Risk Index (RRI)

In addition to looking at the absolute suspension rate of all students and the primary race/ethnic groups (i.e., black, Hispanic, and white students), a relative risk index (RRI) is also calculated for black and Hispanic students relative to white students in each district. The RRI is a measure of disproportionality that indicates how many times more likely black or Hispanic students are to be suspended/expelled relative to white students. For example, an RRI of 3.0 for black students in a district means that black students are 3 times as likely to be suspended/expelled as white students in that district.

System of Support Model for Disproportionate School Discipline

In light of the impact on in-person learning during the COVID-19 pandemic in the 2019-20 school year, the 2018-19 district tiers are being used to identify districts needing additional support. Complete data regarding the tiers is available on EdSight. The CSDE is developing a System of Support Model for Disproportionate School Discipline to assist districts in reducing and eliminating disparities in school discipline. This model: (1) is designed to review and assess the systemic and root causes of school discipline disparities; and (2) provides supports and tools to systematically address district-based factors that contribute to disparities in school discipline. Delivery of services are comprehensive to address student's academic, behavioral and social-emotional success, and include: intensive professional learning and technical assistance; monthly monitoring by the CSDE to address progress; redirection of funding toward school discipline and disproportionality; and full systems district-level audits conducted by the CSDE.

Tier 4

Consistently High Suspension Rates (may also have high disproportionality): Overall, black, or Hispanic suspension rate >=15% in 2 recent years.

District Code	District Name
0020011	Ansonia School District
0070011	Berlin School District
0150011	Bridgeport School District
0370011	Derby School District
0400011	East Granby School District
0430011	East Hartford School District
0470011	East Windsor School District
0490011	Enfield School District
0620011	Hamden School District
0640011	Hartford School District
1130011	Portland School District
1290011	Somers School District
1510011	Waterbury School District
1630011	Windham School District
2440014	Area Cooperative Educational Services
2650013	Interdistrict School for Arts and Comm District
2790013	Amistad Academy District
2850013	Achievement First Bridgeport Academy District
2890013	Elm City College Preparatory School District
2940013	Great Oaks Charter School District
9000016	Connecticut Technical Education and Career System
9010022	Norwich Free Academy District
9020022	The Gilbert School District

Tier 3

Consistently High Disproportionality: Not in Tier 4 AND either black or Hispanic RRI >=3 in 2 recent years.

District Code	District Name
0040011	Avon School District
0230011	Canton School District
0510011	Fairfield School District
0520011	Farmington School District
0560011	Granby School District
0570011	Greenwich School District
0950011	New London School District
1030011	Norwalk School District
1280011	Simsbury School District
1310011	Southington School District
1320011	South Windsor School District
1350011	Stamford School District
1550011	West Hartford School District
1580011	Westport School District
2150012	Regional School District 15
2410014	Capitol Region Education Council
2860013	Highville Charter School District

Tier 2

Consistently Medium Disproportionality: Not in Tiers 4 or 3 AND either black or Hispanic RRI >=2 in 2 recent years.

District Code	District Name
0110011	Bloomfield School District
0140011	Branford School District
0170011	Bristol School District
0330011	Cromwell School District
0480011	Ellington School District
0540011	Glastonbury School District
0590011	Groton School District
0770011	Manchester School District
0800011	Meriden School District
0830011	Middletown School District
0930011	New Haven School District
0990011	North Branford School District
1010011	North Haven School District
1190011	Rocky Hill School District
1370011	Stonington School District
1380011	Stratford School District
1430011	Torrington School District
1530011	Watertown School District
1560011	West Haven School District
1590011	Wethersfield School District
1640011	Windsor School District
1650011	Windsor Locks School District
2050012	Regional School District 05
2080012	Regional School District 08
2450014	Learn
2610013	Jumoke Academy District
2680013	Common Ground High School District
2690013	The Bridge Academy District
2780013	Trailblazers Academy District
2830013	Park City Prep Charter School District
2880013	Achievement First Hartford Academy District
2970013	Capital Preparatory Harbor School District

Tier 1

Low Suspension Rate/Disproportionality: All other districts

District Code	District Name
0010011	Andover School District
0030011	Ashford School District
0050011	Barkhamsted School District
0080011	Bethany School District
0090011	Bethel School District
0120011	Bolton School District
0130011	Bozrah School District
0180011	Brookfield School District
0190011	Brooklyn School District
0210011	Canaan School District
0220011	Canterbury School District
0240011	Chaplin School District
0250011	Cheshire School District
0260011	Chester School District
0270011	Clinton School District
0280011	Colchester School District
0290011	Colebrook School District
0300011	Columbia School District
0310011	Cornwall School District
0320011	Coventry School District
0340011	Danbury School District
0350011	Darien School District
0360011	Deep River School District
0390011	Eastford School District
0410011	East Haddam School District
0420011	East Hampton School District
0440011	East Haven School District
0450011	East Lyme School District
0460011	Easton School District
0500011	Essex School District
0530011	Franklin School District
0580011	Griswold School District
0600011	Guilford School District
0630011	Hampton School District
0650011	Hartland School District

District Code	District Name
0670011	Hebron School District
0680011	Kent School District
0690011	Killingly School District
0710011	Lebanon School District
0720011	Ledyard School District
0730011	Lisbon School District
0740011	Litchfield School District
0760011	Madison School District
0780011	Mansfield School District
0790011	Marlborough School District
0840011	Milford School District
0850011	Monroe School District
0860011	Montville School District
0880011	Naugatuck School District
0890011	New Britain School District
0900011	New Canaan School District
0910011	New Fairfield School District
0920011	New Hartford School District
0940011	Newington School District
0960011	New Milford School District
0970011	Newtown School District
0980011	Norfolk School District
1000011	North Canaan School District
1020011	North Stonington School District
1040011	Norwich School District
1060011	Old Saybrook School District
1070011	Orange School District
1080011	Oxford School District
1090011	Plainfield School District
1100011	Plainville School District
1110011	Plymouth School District
1120011	Pomfret School District
1140011	Preston School District
1160011	Putnam School District
1170011	Redding School District
1180011	Ridgefield School District
1210011	Salem School District
1220011	Salisbury School District

District Code	District Name
1230011	Scotland School District
1240011	Seymour School District
1250011	Sharon School District
1260011	Shelton School District
1270011	Sherman School District
1330011	Sprague School District
1340011	Stafford School District
1360011	Sterling School District
1390011	Suffield School District
1400011	Thomaston School District
1410011	Thompson School District
1420011	Tolland School District
1440011	Trumbull School District
1450011	Union School District
1460011	Vernon School District
1470011	Voluntown School District
1480011	Wallingford School District
1520011	Waterford School District
1540011	Westbrook School District
1570011	Weston School District
1600011	Willington School District
1610011	Wilton School District
1620011	Winchester School District
1660011	Wolcott School District
1670011	Woodbridge School District
1690011	Woodstock School District
2010012	Regional School District 01
2040012	Regional School District 04
2060012	Regional School District 06
2070012	Regional School District 07
2090012	Regional School District 09
2100012	Regional School District 10
2110012	Regional School District 11
2120012	Regional School District 12
2130012	Regional School District 13
2140012	Regional School District 14
2160012	Regional School District 16
2170012	Regional School District 17

District Code	District Name
2180012	Regional School District 18
2190012	Regional School District 19
2420014	EdAdvance
2430014	Cooperative Educational Services
2530014	Eastern Connecticut Regional Educational Service Center (EASTCONN)
2630013	Odyssey Community School District
2640013	Integrated Day Charter School District
2700013	Side By Side Charter School District
2720013	Explorations District
2800013	New Beginnings Inc Family Academy District
2820013	Stamford Academy District
2900013	Brass City Charter School District
2910013	Elm City Montessori School District
2950013	Booker T. Washington Academy District
2960013	Stamford Charter School for Excellence District
3360015	Unified School District #1
3370015	Department of Mental Health and Addiction Services
3470015	Unified School District #2
9030022	The Woodstock Academy District

APPENDIX B – The Data Collection and Reporting Processes

ED166 Data Collection

Local Education Agencies (LEAs) submit data to the Connecticut State Department of Education (CSDE) on an annual basis via an online data collection application known as the ED166 Student Disciplinary Offense Collection. After initial data submission, the CSDE conducts numerous validations to identify potential irregularities in the data. LEAs are expected to review and resolve all anomalies; then, a district administrator certifies electronically that the data are complete and accurate.

Public School Information System (PSIS)

Student demographic data are collected in an application known as the Public School Information System or PSIS. PSIS contains student enrollment and demographic information (e.g., race/ethnicity, gender). Enrollment data, which are used for calculations such as suspension rates, are based on PSIS enrollment.

Race/Ethnicity Information

In PSIS all students must be assigned to a racial/ethnic subgroup for analysis purposes. If a parent or student will not select a category from the five race codes provided, appropriate school personnel are advised select the category for the child. In accordance with the final guidance and regulations issued by the United States Department of Education (USED), race and ethnicity are collected using the following two-part question:

1. Is the respondent Hispanic/Latino? – Yes/No

   Hispanic or Latino is defined as a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

2. Is the respondent from one or more races using the following (choose all that apply):
   - American Indian or Alaskan Native - A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.
   - Asian - A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand and Vietnam.
   - Black or African American - A person having origins in any of the black racial groups of Africa.
   - Native Hawaiian or Other Pacific Islander - A person having origins in any of the original peoples of Hawaii, Guam, Samoa or other Pacific Islands.
   - White - A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

CSDE then reports this racial/ethnic data to the USED and the public using the following categories:

- Hispanic/Latino of any race;
- American Indian or Alaska Native;
- Black or African American;
- Asian;
- Native Hawaiian or Other Pacific Islander;
- White; and
- Two or more races

Race/Ethnicity information can be updated at any time during the school year and be changed as many times as a student or his or her parents or guardian wish.

EdSight

Data collected through the ED166 are released publicly on CSDE's data portal, EdSight, sometime in October. EdSight is available at http://edsight.ct.gov. EdSight provides detailed information about schools/districts and offers information on key performance measures that make up Connecticut's Next Generation Accountability System. A variety of reports are available on EdSight. They include:

- The Profile and Performance Reports (also referred to as school/district report cards);
- Numerous interactive reports on topics like enrollment, chronic absenteeism, discipline, educator demographics, graduation rates, and test results;
- The special education Annual Performance Reports; and
- Data and research bulletins on critical topics of interest.

EdSight Data Suppression Guidelines

Data on both EdSight and within this report are suppressed following CSDE's Data Suppression Guidelines. In general, counts less than 5 are suppressed; however, there are some instances where other numbers may be suppressed as well. The complete data suppression policy is available online at http://edsight.ct.gov/relatedreports/BDCRE%20Data%20Suppression%20Rules.pdf.