



EXPELLED STUDENTS
PLACED IN ALTERNATIVE
EDUCATION
OPPORTUNITIES

Connecticut State Department of Education

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Executive Summary

Public Act No. 23-167 *An Act Concerning Transparency in Education* section 81 requires a report to the Juvenile Justice Policy and Oversight Committee (JJPOC) “assessing the educational experiences and outcomes of students who are expelled and placed in alternative educational opportunities.” This report details the findings.

The number of expelled students has been decreasing over the past three years. During the 2023-24 school year, students were placed in a variety of educational programming during their expulsion. This report examines the relationship between the type of education provided during the period of expulsion and the later educational outcomes for expelled students. Here are some key highlights:

- Expelled students were more likely than the general Connecticut student population to be Hispanic/Latino (46.1 percent vs 31.1 percent) or Black/African American (32.1 percent vs 12.5 percent).
- Expelled students were more likely than the general Connecticut student population to be High Needs¹ (87.9 percent vs 54.8 percent); this disparity is most prevalent among students who receive free or reduced-price meals (79.8 percent vs 44.0 percent) or have a disability (31.5 percent vs 17.9 percent).
- Approximately one-quarter (26 percent) of expelled students had a new enrollment in an alternative education program within 45 days of the disciplinary incident.
- A longitudinal analysis of data from school years 2015-16 through 2019-20 found that when compared to the statewide population, expelled high school students:
 - are less likely to graduate high school (61.6 percent vs 89.7 percent);
 - are more likely to be chronically absent, both in the year of expulsion and the following year;
 - earn fewer credits, both in the year of expulsion (4.07 credits vs 6.25 credits) and the following year (4.46 credits vs. 6.25 credits); and
 - are less likely to enroll in post-secondary education (25.2 percent vs. 66.2 percent).
- The longitudinal analyses showed that expelled students were likely to be chronically absent during the year of expulsion (69.3 percent). Expelled students showed improved attendance in the year after expulsion (53.9 percent), though still well below the state average (16.3 percent). Similarly, credit accrual rates improved in the year after expulsion (4.07 credits to 4.46 credits) but remained lower than the state average (6.25 credits).
- The longitudinal analysis also showed that expelled high school students who enrolled in an alternative education program had comparable graduation rates, and lower

¹ A student with high needs is someone who is either an English Learner/Multilingual Learner, a student with a disability, or a student from a low-income family.

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chronic absence rates during the year of expulsion as compared to all expelled students (See Appendix 3). Alternative education programs maintained these outcomes despite serving expelled students who were more likely to be high needs and have lower English language arts (ELA) and math proficiency rates than all expelled students.

- A survey of alternative education programs showed significant alignment with the State Board of Education (SBE) Standards for Educational Opportunities for Students Who Have Been Expelled. Between 87 percent and 100 percent of respondents either “Agree” or “Strongly Agree” that their program policies and practices follow the standards in the areas of Student Placement in and alternative education opportunity, Individualized Learning Plans, and Review of Student Performance and Placement.
- To ensure the provision of excellent educational opportunities and outcomes for students placed in alternative education programs, the Connecticut State Department of Education (CSDE) will be conducting site visits to programs whose data demonstrate educating high numbers of students who were expelled; engaging program leaders, staff and students to collect data, understand experiences, and drive improvements and professional learning; and convene a community of practice (COP) for programs to share best practices and challenges.

Introduction

In 2023, the Connecticut General Assembly passed substitute senate bill No.1 Public Act No. 23-167 *An Act Concerning Transparency in Education*. Section 81 requires a report to the Juvenile Justice Policy and Oversight Committee (JJPOC) “assessing the educational experiences and outcomes of students who are expelled and placed in alternative educational opportunities, offered pursuant to subsection (d) of section 10-233d of the general statutes, and how such alternative educational opportunities compare to the standards adopted by the State Board of Education pursuant to section 10-233o of the general statutes.”

This report details:

1. A summary of the most recent expulsion data, including:
 - a. the total number of students who were expelled and placed in alternative educational opportunities during the 2023-24 school year, and
 - b. the types of educational opportunities in which such students were placed.
2. A longitudinal analysis of attendance, graduation, course performance, and other outcomes for expelled students.
3. Analysis of how Connecticut Public School Alternative Education Programs compare to the standards adopted by the State Board of Education.

Data and Methods

Data for this report were sourced from the CSDE Student Longitudinal Data System, which warehouses data collected from public school districts. The specific collections included were: ED166 Student Disciplinary Offense Data Collection; the Teacher-Course-Student (TCS) data collection; Smarter Balanced assessment results; National Student Clearinghouse data; the Public School Information System (PSIS) registration module; and the PSIS October and June Collections. Qualitative data were also collected using two surveys administered to school leadership.

ED166 Student Disciplinary Data Collection

Each year, public school districts are required to submit student disciplinary data to the CSDE via the ED166 Student Disciplinary Offense Data Collection. All expulsions must be reported, as well as any disciplinary offenses that are serious in nature or result in in-school suspension (ISS), out-of-school suspension (OSS), or a bus suspension. For every reportable incident, a number of fields are reported to CSDE by the school district including:

1. Incident type: one or two different incident types must be reported. For example, a student who was fighting while under the influence of alcohol might have one incident type of “fighting/altercation/physical aggression” and a second of “drugs/alcohol/tobacco.”
2. Sanction type: one or two different sanctions must be reported. For example, a student may receive both OSS and ISS as sanctions for the same incident.
3. Number of days sanctioned: For the purposes of this report, if an expulsion and another sanction are applied, the number of days sanctioned that corresponds to the expulsion sanction is used as the number of expulsion days.
4. Education provided: There are 13 reportable types of education provided. Districts can report up to two types of education provided for each disciplinary incident. Examples include “Structured alternative school program,” “Outplaced-out of district,” “Tutoring,” and “After school classes.”
5. Other details about the incident, including weapon or substance involvement, any victims, whether there was a school-based arrest of the student, and the location and the date of the incident.

More information about the ED166 student disciplinary data collection can be found at the [ED166 Student Disciplinary Offense Data Collection Help Site](#).

Public School Information System (PSIS)

The Public-School Information System (PSIS) registration module collects information about school and district enrollments and exits. This collection is updated daily as districts input information about enrollments. For the purposes of this study, PSIS registration was used to determine if a student enrolled in a public-school alternative education program within 45 days of the expulsion incident. PSIS registration was also used to determine if an expelled student later dropped out of school or graduated with a regular diploma.

The October and June PSIS Collections were used to determine demographic data, including gender, race, grade level, free/reduced-price meal eligibility, English Learner/Multilingual Learner (EL/ML) status, and disability status. The demographic data from June of the incident year was used. If the June data were not available, then the October data were used.

More information about PSIS Registration and collection can be found at the [PSIS Help Site](#).

Sources for Student Outcomes

Teacher-Course-Student (TCS)

The Teacher-Course-Student (TCS) application collects information about course-taking patterns and class performance. Each district submits records for every course a student takes, along with credits and grades earned. This data collection was used to determine credit accumulation for students expelled during high school. More information about TCS can be found at the [TCS Help Site](#).

Smarter Balanced Assessment

The Smarter Balanced assessment is the summative assessment administered in grades 3-8 for both math and ELA. This assessment was used as an outcome for students expelled during middle school. More information about summative assessments can be found at the [Student Assessment Site](#).

National Student Clearinghouse (NSC)

The National Student Clearinghouse provides data to CSDE pertaining to post-secondary (college/university) enrollments and graduations for students who graduate from Connecticut public schools. College entrance was used as an outcome for students expelled during high school.

Survey Data Collection

Survey of Specific Expulsion Instances

Twenty-four expulsions from the 2023-24 school year were randomly selected. Only expulsions where the student did not enroll in a new school within 45 days were included. The pool of expulsions was split by the education provided as reported in the ED166, and stratified random sampling was employed to ensure multiple different types of education provided were represented. A copy of the survey can be found in Appendix 1.

Survey of Alternative Education Programs

All alternative education programs were requested to participate in a survey. Surveys were conducted through individual interviews with each superintendent/head of school (or superintendent/head of school assigned staff) overseeing the alternative education programs in their district. A copy of the survey can be found in Appendix 2.

Summary of Recent Expulsion Data

All students expelled during the 2023-24 school year were included in the most recent counts of students expelled. PSIS registration data was used to determine if the expelled student was enrolled in a new school or program within 45 days of the expulsion incident. There are four

types of programs considered “Alternative Education Programs” by CSDE, listed in Table 1. If the student enrolled in one of those four program types, they were recorded as having an alternative education enrollment. All other new enrollments were coded as “other new enrollments.” A student who did not enroll in a new program within 45 days of the expulsion incident was categorized as “No New Enrollment.”

Table 1: Enrollment Category

School/Program Type	Enrollment Category
Alternative School Alternative Program Dropout Diversion/Credit Recovery Expulsion Program	Alternative Education Enrollment
Charter School Generic Nonpublic Elementary and Secondary Schools Special Education State Agency Facilities Traditional/General Education	Other New Enrollment
No New Enrollment	No New Enrollment

Longitudinal Analysis of Outcomes for Expelled Students

All expulsions for students enrolled in grades 6-12, between school year 2014-15 and school year 2019-20, were included as incidences for the longitudinal analysis. This range of years was selected to allow for analysis of outcomes that may occur several years after the expulsion, specifically high school graduation and post-secondary enrollment. Each expulsion was treated as a separate incident; a student who was expelled more than once was recorded multiple times. Any registration changes were connected to the individual expulsion. A student who was placed in an alternative education program after one expulsion may have a different type of education provided during another expulsion.

For students expelled during middle school (Grades 6-8) the following outcomes were explored:

- Chronic absence rates during the year of expulsion and the following year.
- Whether the student faced additional exclusionary discipline within one year of the expulsion.
- Smarter Balanced assessment performance level during the year of expulsion.
- Whether the student left school without a high school diploma.

For students expelled during high school (Grades 9-12) the following outcomes were explored:

- Credits earned during the year of the expulsion, and the following year.
- Chronic absence status during the year of expulsion and the following year.

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- Whether the student faced additional exclusionary discipline within one year of the expulsion.
- High school graduation rate and dropout rate.
- Enrollment in post-secondary education.

All outcomes were examined for all expelled students and for the subgroups who enrolled in the enrollment categories described in Table 1.

Only students who graduated with a regular, advanced, international baccalaureate, or other type of diploma were considered graduates. Students who discontinued schooling, moved with no indication of continuing education or with no new enrollment in Connecticut public schools, transferred to Adult Education/GED programs, or reached a maximum age for services were considered “drop outs.” Students who left school with other credentials, transferred to schooling outside of Connecticut public schools, or are still enrolled were not considered graduates or dropouts.

Comparison data for all students statewide was drawn from the same sources as the longitudinal data. Statewide data combined all enrollments from middle and high school for the years 2015-16 through 2019-20.

Results

Summary of 2023-24 Expulsion Data

Characteristics of Students Expelled

During the 2023-24 school year, 744 students were expelled from school with a total of 755 expulsions. This total is a decline from the 2022-23 school year, which saw 979 expulsions, and the 2021-22 school year which saw 858 expulsions. Students were expelled from 81 districts and 212 schools and programs. Over 80 percent of expulsions (618, 81.9 percent) were from Alliance Districts.

Tables 2 through 4 show the unduplicated counts and percentages of expelled students by demographic group. A student expelled multiple times is only counted once in these tables. Table 2 shows results by grade, Table 3 by race/ethnicity, and table 4 by high needs group, including students with disabilities, free/reduced-price meal eligibility, and English learner/multilingual learner status.

Most expulsions were for students enrolled at the high school level. Only 9 elementary students were expelled (see Table 2). Students in Grade 10 were most likely to be expelled, representing almost a quarter (24.3 percent) of all expulsions. Within high school, seniors were least likely to be expelled.

Table 2: Expelled Students by Grade in 2023-24

Grade	Frequency	Percent	All Students Statewide
Grades PK – 2	0	0%	24.6%
Grades 3-5	9	1.2%	21.2%
Grade 6	22	3.0%	7.3%
Grade 7	50	6.7%	7.3%
Grade 8	99	13.3%	7.4%
Grade 9	169	22.7%	8.3%
Grade 10	181	24.3%	8.0%
Grade 11	137	18.4%	7.9%
Grade 12	77	10.4%	7.9%
Total	744	100%	100%

*Grades 3-5 data grouped to avoid showing small counts

More of the expelled students were males (63.6 percent) than females (36.4 percent), despite approximately equal numbers of females and males statewide. Hispanic/Latino students were the most frequently expelled racial/ethnic group (46.1 percent) followed by Black or African American students (32.1 percent) (see Table 3). This was in stark contrast to the overall statewide racial makeup; less than one-third (31.1 percent) of students were Hispanic/Latino, and one-eighth (12.5 percent) were Black or African American.

Table 3: Expelled Students by Race/Ethnicity in 2023-24

Race	Frequency	Percent	All Students Statewide
Hispanic/Latino of any race	343	46.1%	31.1%
Black or African American	239	32.1%	12.5%
White	117	15.7%	46.2%
Two or more races	34	4.6%	4.7%
Asian, American Indian or Alaska Native *	11	1.5%	5.5%
Total	744	100%	100%

*Data grouped to avoid showing small counts

Expelled students were more likely to be members of high needs groups than the general Connecticut student population (see Table 4). Slightly less than one-third (31.5 percent) of expelled students were students with disabilities who received special education services, compared to approximately 18 percent statewide. Over three-quarters (78.9 percent) of expelled students were eligible to receive free or reduced-price meals, while less than half (44.0 percent) of the statewide population was eligible in 2023-24. Thirteen percent were ELs/MLs. Overall, while the statewide high-needs population is close to 55 percent (54.8 percent), almost nine out of ten expelled students were high-needs (87.9 percent).

Table 4: Expelled Students by High Needs Group in 2023-24

Group	Frequency	Percent	All Students Statewide
Students with Disabilities	234	31.5%	17.9%
Eligible for Free/Reduced-Price Meals	594	79.8%	44.0%
English Learner/Multilingual Learner	100	13.4%	10.6%
High Needs	654	87.9%	54.8%
Total	744	100%	100%

Incident types

Students were expelled for a variety of incident types; the most prevalent was Fighting and Battery (27.8 percent), followed by Weapons (21.6 percent), and Drugs, Alcohol, and Tobacco (18.7 percent). See Table 5 for a complete list of primary incident types for each expulsion (students with two expulsions are counted twice in this table). In 110 of 755 instances, the student was also arrested.

Table 5: Incident types for expulsions in 2023-24

Incident type	Frequency	Percent
Fighting and Battery	210	27.8%
Weapons	163	21.6%
Drugs, Alcohol, Tobacco	141	18.7%
Physical and Verbal Confrontation	69	9.1%
School Policy Violations	69	9.1%
Personally Threatening Behavior	57	7.6%
Theft Related Behaviors	17	2.3%
Sexually Related Behavior	11	1.5%
Property Damage	9	1.2%
Violent Crimes Against Persons	9	1.2%
Total	755	100%

Education Provided

Most students expelled during the 2023-24 school year were served by educational services within the school of expulsion; 33.7 percent of students enrolled in a new school (alternative education or otherwise) within 45 days of the expulsion (see Table 6).

Table 6: Education provided categories for expulsions in 2023-24

Education Provided Category	Frequency	Percent
Alternative Education Enrollment	196	26.0%
Other New Enrollment	58	7.7%
No New Enrollment	501	66.4%
Total	755	100%

Students who enrolled in a new school within 45 days of the expulsion enrolled in a variety of school and program types. Table 7 shows the school or program types for alternative education enrollments, and Table 8 shows the school or program types for other new enrollments.

Table 7: School or program types for alternative education enrollments

School/Program Type	Frequency	Percent
Alternative Program	96	49.0%
Alternative School	*	*
Dropout Diversion/Credit Recovery	*	*
Expulsion Program	86	43.9%
Total	196	100%

*Data for small groups suppressed according to CSDE’s data suppression guidelines.

Table 8: School or program types for other new enrollments

School/Program Type	Frequency	Percent
Charter School	*	*
Generic	13	22.4%
Nonpublic Elementary and Secondary Schools	17	29.3%
Special Education	*	*
State Agency Facilities	12	20.7%
Traditional/General Education	12	20.7%
Total	58	100%

*Data for small groups suppressed according to CSDE’s data suppression guidelines.

Students who remained enrolled in the school of expulsion were offered a variety of services. Table 9 shows the percentage of expulsions where the student was offered each type of educational service. Districts can report up to two types of educational services provided to expelled students. If a student was offered more than one type of educational service, they are counted in both categories, apart from “No Education Provided,” which is only reported in Table 9 if it was the only reported education type. This table only includes students who remained enrolled in their same school (i.e., had no new enrollment). The most common education provided is “homework only” (45.1 percent of expulsions), followed by tutoring (40.5 percent of expulsions) and structured alternative school program (19.6 percent of expulsions).

Table 9: Education provided categories for expulsions in 2023-24 for students enrolled in the same school

Education Provided Category	Frequency	Percent of expulsions (with no new enrollment)
Structured Alternative School Program	98	19.6%
Alternative Educational Setting	42	8.4%
Individualized Alternative Education Setting	27	5.4%
Outplaced – Within district	7	1.4%
Outplaced – Out of district	17	3.4%
Outplaced – Out of state	0	0
Assignments Sent to ISS room	*	*
Before School Classes	0	0
After School Classes	0	0
Homework Only	226	45.1%
Tutoring	153	40.5%
Other Education	41	8.1%
No Education Provided	44	8.8%
Total	501	100%

*Data for small groups suppressed according to CSDE suppression guidelines

Education Provided: Survey of Specific Expulsions

Connecticut law requires school districts to offer an “alternative educational opportunity” to any student under 16 years old who has been expelled and any student between 16 and 18 years old who has been expelled and wishes to continue their education. However, parents/guardians are not required to enroll their child in such an opportunity. See the [Standards for Educational Opportunities for Students who have been Expelled](#). As shown in

Table 6, most students were not enrolled in a new school after being expelled (66.4 percent). As described in the survey data collection section above, CSDE surveyed a small number of expulsions from the 2023-24 school year to collect additional information about the education provided to students who remained in their school.

The follow-up survey showed a variety of educational services provided to students who did not transfer to a new school or program. The following are examples of the services provided to students, along with the education provided code(s) that was reported in ED166.

Structured alternative school program: *“[The] Student attended the [Resource Center]. This program included a program administrator who watched over all assigned work [accessed through google classroom] to ensure completion. There was also a teacher who was in charge of students in the class and provided assistance on academic work. Additionally, there is a program director who works with students and helps to provide drug/alcohol counselling... The program ran from 9am until 2pm every day.” ~ High School A*

Structured alternative school program: *“The student was provided instruction for all classes in a separate setting with multiple certified teachers. It was a combination of online and in person. The student had access to support staff (social worker, school psychologist).” ~ Middle School B*

Alternative educational setting: *“During the period of expulsion which spanned two months, the student worked with a tutor and certified teacher in a daily program offered after school hours. This program meets daily for 3 hours per day... This is a common practice we use in our district for any students who may be expelled. It allows them to have access to certified staff, in our buildings and have support along the way with their re-entry back into the school environment.” ~ High school C*

Alternative educational setting: *“There was an initial planning and placement team (PPT) meeting held, but the parents adamantly refused services. The student was enrolled in all of his courses that he was taking prior to the expulsion. This included three AP classes, one early college experience class and three honors classes. The student was provided tutoring at an off-campus location. It was three hours each day. The student also had access to google classroom and was able to work directly with his teachers, through email, when necessary.” ~ High school D*

Alternative educational setting/Tutoring: *“Specific content area tutors provided instruction each week for the courses in which he was enrolled during the expulsion period. These instructional sessions took place daily (10 hours per week typically) at a community library in town... [the student also continued to] access the specialty science program they were part of.” ~ High School E*

Individualized alternative educational setting: *“Student was provided the Learn Well online program with a tutor and teachers from the school provided assignments for the student and tutor through Google Classroom. Student had check ins with special education case manager and counselor. Learn Well was up to 10 hours a week and check ins were 15-30 minutes a week.” ~High School F*

Outplaced – Out of district / Homework only: *“[the student] withdrew.” ~ Middle school G*

Homework only: *“While he was assigned to the alternative learning center, he never attended. They were given an educational opportunity to immediately return to... school.” ~ Middle School H*

Homework only: *“Student was provided tutoring services for three hours a day for five days a week, remains in the classes on PowerSchool and is able to interact with teachers on google classroom, school social worker provided counseling.” ~ Middle School I*

Tutoring: *“The student is tutored for ten hours weekly.” ~ High School J*

Tutoring: *“The student was referred to our expulsion program which includes a blended model of online learning via the Edmentum program and live tutoring through an approved tutor” ~ High School K*

Other education: *“The student was assigned to attend the expulsion program which is housed within a separate building. The expulsion program meets each day school is in session. The hours are from 10-2 Monday-Friday.” ~ High School L*

Other education: *“Educational services were provided by a tutor 5 days a week, for 3 hours.” ~ Middle School M*

As evidenced by the variety of responses, alternative education (structured, individualized, or otherwise) with no new enrollment comprised a variety of educational opportunities. On one end of the spectrum, students participated in pre-existing programming designed for expelled students, while remaining enrolled in their school (High Schools A and C). In one case, the student received tutoring for part of their coursework but continued to attend their second school (High School E). On the other end of the spectrum, students received daily tutoring which may be facilitated through an online platform (Middle School B, High Schools D and F). In all cases described, the students completed work assigned by their regular teachers.

While “homework only” was reported as provided in 45 percent of expulsions with no new enrollment (see Table 9), that code was often paired with another education provided code. In one case, when “homework only” was the only education provided, the survey indicated that the student also received tutoring (Middle School I). In another case, the student returned to school before serving the length of the expulsion (Middle School H). Students who were reported as receiving tutoring also received a range of services, from 10 hours of tutoring weekly (High School J) to a blended online program (High School K). In cases of “Other education,” the students were enrolled in an expulsion program housed (High School L) or tutored (Middle School M).

It is rare that “no education provided” is reported for expelled students; less than ten percent (8.8 percent) of expulsions with no new enrollment resulted in this coding. In these cases, the follow-up survey indicated that one student was placed in an alternative school, but the family relocated out of state. In another case, the student received access to an online tutor but attended very few online sessions. Also, on rare occasions (less than 5 percent of expulsions), an out-of-district placement was reported for a student with no new enrollment. The survey indicated that, in at least one such case, the student withdrew from Connecticut public schools (Middle School G).

The educational services provided to expelled students who remained enrolled in their school varied greatly from student to student. While schools were most likely to report that “homework only” was provided, this survey indicated that most students received tutoring as well. The

context of the tutoring varied between expulsions; a range of weekly hours was reported, and different providers (online, teachers at a community center) were selected in different cases.

Longitudinal Analysis of Outcomes After Expulsion

Analysis of the 2023-24 expulsion data showed a variety of educational programming provided to students. The following longitudinal analysis uses data from students expelled between 2015-16 through 2019-20 to examine the long-term outcomes for expelled students with different placements. As described in the methods section, students were grouped by their enrollment after the expulsion. This resulted in three groups of students: those who enrolled in an alternative education program; those who enrolled in another new program or school; and those who remained enrolled in the school that reported the expulsion. Students expelled during middle school were examined separately from students expelled during high school, as different longitudinal outcomes are available for those groups.

The middle-school students enrolled in different programming after expulsion were different at the time of expulsion (see Table 10). The majority (79.8 percent) had no new enrollment. Students who enrolled in an alternative education program had the longest expulsion periods, 139 days on average. All expelled students were more than three times as likely to be chronically absent than the state average (10 percent). Students who remained enrolled in their school were less likely to be chronically absent during the year prior to expulsion (33.3 percent), than students who enrolled in an alternative education program (47.6 percent) or those who had another new enrollment (50.6 percent). Math proficiency rates for all expelled students (10.2 percent) are approximately one-quarter of the state average (42.3 percent). ELA proficiency rates were also much lower for expelled students (17.5 percent) than the state average (55.6 percent). Students who enrolled in a non-alternative-education program had the lowest ELA and math proficiency rates.

The same demographic trends in the 2023-24 data were also observed in the historical data (see Table 10). Students expelled in middle school were less likely to be White, more likely to receive special education services, and more likely to be eligible for free or reduced-price meals than the statewide population. Students who enrolled in an alternative education program were most likely to be high needs (96.4 percent) and students who had no new enrollment were least likely to be high needs (84.5 percent). Students who enrolled in an alternative education program were more likely to be expelled from an Alliance District (88.1 percent) than students who had an “other” new enrollment (82.9 percent) or no new enrollment (70.7 percent).

Table 11 shows outcome data for students expelled during middle school for school years 2015-16 to 2019-20. Students expelled during middle school were very likely to be chronically absent both during the year of expulsion (68.3 percent) and in the following year (51.3 percent). These rates are much higher than the state average (10 percent) and their own chronic absence rates in the year prior to expulsion (36.6 percent). Students who enrolled in a new school that was not an alternative education program were less likely to be chronically absent in the expulsion year (43.8 percent) than their expelled peers (68.3 percent). However, students with no new enrollment were less likely to be chronically absent in the following year (48.0 percent) compared to all expelled peers (51.3 percent). All expelled students had high rates of exclusionary discipline in the year following expulsion (36.6 percent), but students who attended alternative education programs were more likely to experience additional exclusionary discipline (46.4 percent). Approximately one-third of middle school students

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expelled during the analysis years have dropped out of school, compared to less than 5 percent of all middle school students enrolled during that period. Students with a new enrollment that was not an alternative education program are most at risk of dropping out; over 46 percent of students have dropped out of school to date.

The difference between the middle school students at the time of the expulsion indicates that students provided with programming within their school committed less serious offenses and were more engaged in school prior to expulsion compared to the students who enrolled in an alternative education program. The outcomes analysis indicated that all students expelled during middle school were more likely than their peers to experience poor educational outcomes (chronic absence, additional exclusionary discipline, and dropping out of school), but the type of program enrollment was not consistently associated with outcomes.

Table 10: Characteristics of students expelled during middle school, school years 2015-16 to 2019-20

	Alternative Education Enrollment	Other New Enrollment	No New Enrollment	All Expulsions	State Average (2015-2020)
Count of expulsions	84	82	656	822	
Share of Expulsions	10.2%	10.0%	79.8%	100%	
Average Length of Expulsion (days)	139.3	96.5	110.7	112.2	
Chronically absent (prior to expulsion year)	47.6%	50.6%	33.3%	36.6%	10.0%
ELA proficient (prior to expulsion year)	21.1%	9.2%	18.1%	17.5%	55.6%
Math proficient (prior to expulsion year)	8.9%	6.3%	10.9%	10.2%	42.3%
Percent Male	71.4%	74.4%	74.4%	74.1%	51.4%
Percent White	15.5%	17.1%	25.6%	23.7%	54.9%
Percent Student with Disabilities	36.9%	35.4%	28.4%	29.9%	15.8%
Percent Eligible for Free/Reduced Meals	88.1%	84.1%	80.8%	81.9%	40.6%
Percent EL/ML	9.5%	6.1%	10.5%	10.0%	6.0%
Percent High Needs	96.4%	92.7%	84.5%	86.5%	48.7%
Percent Alliance District	88.1%	82.9%	70.7%	73.7%	40.3%

Table 11: Outcomes for students expelled during middle school, school years 2015-16 to 2019-20

	Alternative Education Enrollment	Other New Enrollment	No New Enrollment	All Expulsions	State Average (2015-2020)
Chronically absent (expulsion year)	69.5%	43.8%	71.3%	68.3%	10.0%
Chronically absent (following year)	70.9%	57.3%	48.0%	51.3%	10.0%
Additional exclusionary discipline	46.4%	37.8%	35.2%	36.6%	9.4%
Drop out of school	29.8%	46.3%	32.0%	33.1%	4.7%

Table 12 shows the characteristics of students expelled during high school for school years 2015-16 through 2019-20. Eighty percent of students had no new enrollment after their expulsion. Students who enrolled in an alternative education program had the longest average expulsion length (135 days). Approximately 40 percent (39.9 percent) of expelled students were chronically absent in the year before the expulsion, compared to 16 percent (16.3 percent) of all high school students. Students who had no new enrollment had the lowest chronic absence rates (37.7 percent). Students who had no new enrollment had the highest 8th grade ELA and math proficiency rates, though those rates were still much lower than the state average. As with the middle school expulsions, students expelled during high school were more likely to be high needs (86.5 percent) than the state average (48.7 percent). Expelled high school students were more likely to be enrolled in Alliance Districts (54.2 percent) than the general population (37.5 percent), but the difference was not as large as with middle school students.

Table 13 shows the outcomes for students expelled during high school in school years 2015-16 to 2019-20. Students who were expelled had lower credit accrual both during the year of expulsion and the following year. While students who remained enrolled in their school had the highest average credit accrual (4.25 credits in the year of expulsion and 4.63 credits in the following year), this rate of credit accrual is not sufficient for timely high school graduation. As with middle school students, those students with an “other” new enrollment were slightly less likely to be chronically absent during the year of expulsion (53.1 percent), but students who remained enrolled in their school were less likely to be chronically absent in the following year (52.1 percent). All expelled students experienced high rates of additional exclusionary discipline in the year of expulsion, more than double the average suspension rate. All expelled students were at increased risk of dropping out of school (30.9 percent), but students who had an “other” new enrollment had the highest drop-out rate (45.5 percent), the lowest graduation rate (46.7 percent), and the lowest rate of college enrollment (15.2 percent). Students who enrolled in an alternative education program had comparable graduation and dropout rates to students with no new enrollment but had lower college enrollment rates.

As with middle school students, there were differences between the groups of high school students who were enrolled in alternative education programs, other new schools, and no new schools. These differences indicate that the students who are offered programming within their school may be more engaged in school at the time of expulsion. The outcomes for high school students are consistently best for students who remain enrolled in their school, but for students who do have a new enrollment, outcomes are better for those who enroll in an alternative education program.

Table 12: Characteristics of students expelled during high school, school years 2015-16 to 2019-20

	Alternative Education Enrollment	Other New Enrollment	No New Enrollment	All Expulsions	All Students (2015-2020)
Count of expulsions	450	257	2820	3,527	
Share of Expulsions	12.8%	7.3%	80.0%	100%	
Average Length of Expulsion (days)	135.2	112.3	114.6	117.1	
Chronically absent (prior year)	46.6%	53.0%	37.7%	39.9%	16.3%
ELA proficient in 8 th grade	15.4%	5.9%	22.6%	20.1%	54.7%
Math proficient in 8 th grade	6.7%	2.2%	12.1%	10.5%	39.8%
Percent Male	73.1%	82.1%	76.6%	76.6%	51.8%
Percent White	24.4%	19.5%	37.7%	34.6%	57.1%
Percent Student with Disabilities	25.8%	39.3%	24.5%	25.7%	15.6%
Percent Eligible for Free/Reduced Meals	73.6%	77.0%	61.8%	64.4%	37.5%
Percent EL/ML	8.4%	2.7%	6.1%	6.1%	5.8%
Percent High Needs	80.9%	89.1%	69.8%	72.6%	46.1%
Percent Alliance District	62.9%	76.3%	50.8%	54.2%	37.5%

Table 13: Outcomes for students expelled during high school, school years 2015-16 to 2019-20

	Alternative Education Enrollment	Other New Enrollment	No New Enrollment	All Expulsions	All Students (2015-2020)
Credits Earned (year of expulsion)	3.73	2.56	4.25	4.07	6.25
Credits earned (following year)	3.94	3.57	4.63	4.46	6.25
Chronically absent (year of expulsion)	64.0%	53.1%	71.6%	69.3%	16.3%
Chronically absent (following year)	62.0%	59.1%	52.1%	53.9%	16.3%
Additional Exclusionary Discipline	25.6%	28.8%	22.8%	23.6%	10.9%
Graduate High school	60.2%	46.7%	63.1%	61.6%	89.7%
Drop out of high school	33.3%	45.5%	29.2%	30.9%	6.2%
Enroll in College	16.0%	15.2%	27.6%	25.2%	66.2%

Survey Data

In 2016, the CSDE issued its [Guidelines for Alternative Education Settings](#), as required by a 2015 law calling for the Connecticut State Board of Education (SBE) to establish guidelines concerning alternative education programs. During the 2016 legislative session, the General Assembly passed a law expanding and more clearly defining the obligation of local education agencies (LEAs) to provide alternative educational opportunities for students who have been expelled. In articulating this obligation, the General Assembly relied on the definition of “alternative education” from the alternative education law passed in 2015. Thus, the CSDE reconvened the Alternative Schools Committee (ASC) originally established to assist the CSDE develop the Guidelines for Alternative Education Settings in developing guidelines specifically addressing alternative educational opportunities for students who have been expelled.

In 2017, after the reconvened ASC completed its work, the General Assembly further refined the statute governing educational opportunities for students who have been expelled including directing the SBE to adopt standards for the provision of such alternative educational opportunities. The resulting guidance publication, [“Standards for Educational Opportunities for Students Who Have Been Expelled,”](#) was adopted by the SBE in 2018. The standards included in this guidance formed the basis for the questions included in the Survey of Alternative Education Programs.

All districts that operate alternative education programs were requested to participate in the survey. Five CSDE Education Consultants participated in the implementation of the survey. Surveys were conducted through initial phone meetings or individual interviews with each superintendent (or superintendent assigned staff) overseeing the alternative education programs in their district. In an effort to provide context to the survey, districts were provided with the following information: *This survey is part of an effort to gather comprehensive information to inform the development of the JJPOC (Juvenile Justice Policy and Oversight Committee) Report, as required by statute. Our goal is to better understand the structure, strategies, and outcomes of alternative education programs across the state to ensure they align with the needs of students and districts.*

The survey data were collected in one of three ways: 1) during a phone meeting with each district representative, CSDE staff read the questions and entered the responses into the survey; 2) CSDE staff remained on the phone with the district representative while they completed the survey electronically; or 3) following an initial phone conversation between CSDE staff and the district representative, the district completed and submitted the survey. Only those programs that educated expelled students in the 2023-24 school year were asked to complete the survey, resulting in the completion of 22 survey responses.

Respondents were asked to report on the extent to which they agreed or disagreed with the following statements:

Student Placement:

If a decision to expel occurs, it is expected that the LEA will take steps outlined by the Standards for Educational Opportunities for Students Who Have Been Expelled. These standards are addressed in the survey, and between 87 percent and 100 percent of respondents either “Agree” or “Strongly Agree” that the statements below represent a practice at the alternative program or school to which they are associated. These results indicate that the vast majority of practices by the LEAs (schools/programs) are aligned with the standards regarding student placement.

Ensures the educational programming and placement for expelled students who receive special education and related services under the Individuals with Disabilities Education Act (IDEA), is determined by the planning and placement team (PPT).

Strongly Disagree	-
Disagree	-
Neutral	-
Agree	16.7%
Strongly Agree	83.3.%

Consults with relevant school personnel regarding the student’s academic, social, and behavioral history to inform the decision concerning an appropriate alternative educational opportunity.

Strongly Disagree	-
Disagree	-
Neutral	-
Agree	25%
Strongly Agree	75 %

Determines the placement decision after parents/guardians have had an opportunity to contribute and share information about the student.

Strongly Disagree	-
Disagree	-
Neutral	8.3%
Agree	20.8%
Strongly Agree	70.8%

Expelled Students in Alternative Education Opportunities

Informs parents and students at the time of expulsion of the right to apply for early readmission, which can be granted at the discretion of the Board of Education (BOE) or Superintendent.

Strongly Disagree	4.2%
Disagree	-
Neutral	8.3%
Agree	20.8%
Strongly Agree	66.7%

Determines the placement decision after the appropriate school personnel have had an opportunity to provide information about the student.

Strongly Disagree	-
Disagree	-
Neutral	-
Agree	29.2%
Strongly Agree	70.8%

Meets with the student's parent(s)/guardian(s) prior to placement to provide information concerning appropriate alternative educational opportunities for the student.

Strongly Disagree	-
Disagree	-
Neutral	4.2%
Agree	25%
Strongly Agree	70.8%

Explores relevant alternative educational opportunities at a placement meeting.

Strongly Disagree	-
Disagree	-
Neutral	8.3%
Agree	50%
Strongly Agree	41.7%

Expelled Students in Alternative Education Opportunities

The possibility of and criteria for early readmission to the school from which the student was expelled is included in the individualized learning plan (ILP).

Strongly Disagree	-
Disagree	8.3%
Neutral	4.2%
Agree	33.3%
Strongly Agree	54.2%

Individualized Learning Plans (ILP):

Once the student is admitted to an alternative education placement due to expulsion, an ILP must be developed to govern the programming for the student for the period of the expulsion. Through collaboration among school personnel, the student, and the parent/guardian, an ILP will be developed to inform and direct the student’s learning goals and activities for the duration of the expulsion. Several of these standards are addressed in the survey, and between 85 percent and 100 percent of respondents either “Agree” or “Strongly Agree” that the statements below represent a practice at the alternative program or school to which they are associated. These results indicate that the vast majority of practices by the LEAs (schools/programs) are aligned with the standards regarding the development of ILPs.

The ILP must address the following:

The student has an opportunity to continue to progress in the local education agency's (LEA) academic program and earn graduation credits.

Strongly Disagree	-
Disagree	-
Neutral	-
Agree	25%
Strongly Agree	75%

The ILP includes benchmarks to measure progress towards the goals and, ultimately, graduation.

Strongly Disagree	4.2%
Disagree	8.3%
Neutral	4.2%
Agree	37.5%
Strongly Agree	45.8%

Expelled Students in Alternative Education Opportunities

The ILP includes a plan to monitor the student's attendance.

Strongly Disagree	-
Disagree	8.3%
Neutral	-
Agree	33.3%
Strongly Agree	58.3%

The ILP includes a plan to monitor progress towards meeting the relevant academic standards for coursework.

Strongly Disagree	-
Disagree	8.3%
Neutral	4.2%
Agree	37.5%
Strongly Agree	50%

The ILP includes a plan to monitor progress toward graduation.

Strongly Disagree	-
Disagree	8.3%
Neutral	-
Agree	41.7%
Strongly Agree	50%

Student progress is communicated to the parent/guardian or student with the same frequency as similar progress for students in the regular (traditional) school environment.

Strongly Disagree	
Disagree	4.2%
Neutral	4.2%
Agree	29.2%
Strongly Agree	62.5%

Expelled Students in Alternative Education Opportunities

The ILP includes a provision for the timely transfer of the student's records from the student's school to the alternative program or school provider.

Strongly Disagree	-
Disagree	8.3%
Neutral	8.3%
Agree	33.3%
Strongly Agree	50%

The ILP includes the possibility of early readmission to the school from which the student was expelled and includes early readmission criteria.

Strongly Disagree	-
Disagree	8.3%
Neutral	4.2%
Agree	29.2%
Strongly Agree	58.3%

The ILP includes a provision for the timely transfer of the student's records from the alternative education program or school provider to the student's school.

Strongly Disagree	-
Disagree	4.2%
Neutral	8.3%
Agree	29.2%
Strongly Agree	58.3%

Expelled Students in Alternative Education Opportunities

Once admitted to an alternative education placement due to expulsion, the student, school personnel, and parent(s)/guardian(s) collaborate in the development of an ILP to inform and direct the student’s learning goals and activities for the duration of the expulsion.

Strongly Disagree	4.2%
Disagree	8.3%
Neutral	-
Agree	33.3%
Strongly Agree	54.2%

The ILP addresses the student’s behavioral needs and appropriate behavioral goals and interventions.

Strongly Disagree	4.2%
Disagree	
Neutral	-
Agree	41.7%
Strongly Agree	54.2%

The ILP includes the student’s core classes at the time of expulsion and the student’s current placement or progress in the curriculum of those classes.

Strongly Disagree	4.2%
Disagree	4.2%
Neutral	-
Agree	33.3%
Strongly Agree	58.3%

Progress Monitoring of Student Performance and Placement:

To ensure that students in alternative education schools and programs are receiving the necessary supports and that continued placement in the alternative educational opportunity is appropriate during the expulsion period, LEAs must engage in practices that monitor the student’s progress. Several of these standards are addressed in the survey, and between 87 percent and 95.7 percent of respondents either “Agree” or “Strongly Agree” that the statements below represent a practice at the alternative program or school to which they are associated. These results indicate that the vast majority of practices by the LEAs (schools/programs) are aligned with the standards for progress monitoring.

Expelled Students in Alternative Education Opportunities

Progress monitoring practices must include the following:

The Local Education Agency (LEA) has a documented process regarding monitoring the student's progress to ensure that the student is receiving the necessary supports.

Strongly Disagree	-
Disagree	4.2%
Neutral	8.3%
Agree	29.2%
Strongly Agree	58.3%

The appropriateness of a student's placement includes a review of the student's ILP and alignment to the goals of the student's IEP, where applicable.

Strongly Disagree	-
Disagree	12.5%
Neutral	4.2%
Agree	33.3%
Strongly Agree	50%

The LEA has a documented process regarding monitoring the student's progress to ensure that continued placement in the alternative program or school is appropriate during the expulsion period.

Strongly Disagree	-
Disagree	4.2%
Neutral	4.2%
Agree	29.2%
Strongly Agree	62.5%

Expelled Students in Alternative Education Opportunities

A review of the appropriateness of a student's placement considers the student's ILP to assess progress and to make adjustments as necessary.

Strongly Disagree	-
Disagree	12.5%
Neutral	4.2%
Agree	25%
Strongly Agree	58.3%

Hours of Instruction:

Survey respondents were also asked to provide information regarding the number of hours of instruction provided to students on a daily basis. The results indicate that the majority provide at least six hours of instruction, while approximately a third of respondents provide less than six hours per day (i.e., ranging from 2 – 5.5 hrs.).

1	5.5 per day
2	6.0 hours depending on high school and student needs - may have less
3	6.0
4	6.5
5	The students receive six (6) hours of instruction daily.
6	6.0
7	16-20
8	6.0
9	Hours of instruction range between 2-4 hours
10	4.0
11	2.0
12	Varies based on student. 4-6 hours
13	From 2.5 up to a full day based on student needs and services
14	Four (4) hours and forty (40) minutes per day

Expelled Students in Alternative Education Opportunities

15	2.0
16	School day is 7 hours
17	Same hours as the regular school
18	Students follow the regular school day schedule - 6.75 hours/day

Summary and Conclusion

Over 700 students were expelled from Connecticut public schools during the 2023-24 school year. Expelled students were placed in a variety of educational opportunities, ranging from outplacement in Alternative Education programs to one-on-one tutoring. The majority of expelled students remained enrolled in their school during the expulsion and received services from their school.

Historically marginalized populations were over-represented in the expelled student population. In the 2023-24 school year, expelled students were more likely to be Hispanic or Black, more likely to be a student with a disability receiving special education services, and more likely to receive free- or reduced-price meals than the general state-wide population. Expelled students were also more likely to be enrolled in Alliance Districts.

The longitudinal analysis showed that expelled students are more likely than their non-expelled peers to experience exclusionary discipline and drop out of school. They experience disconnection from school with much higher rates of chronic absence. They earn fewer high school credits, both in the year of expulsion and the following year. They are less likely to enroll in college.

Any analysis of differences in outcomes based on the education provided to the student during the expulsion must acknowledge that the students who are placed in different opportunities are different at outset. This analysis shows that students who had new enrollments were more likely to be chronically absent and have lower test scores than expelled students who remained enrolled in their school. Despite these differences, students expelled from high schools who enroll in alternative education programs have similar high school graduation rates as those who remained enrolled in their school.

The survey results reveal that the vast majority of Alternative Education Programs and Schools that responded to this survey are engaging in practices aligned with the standards and guidelines for alternative education. This is evident in the high rates of agreement with the statements presented in each section of the survey ranging from 83.3 percent to 100 percent.

Next Steps

The CSDE is committed to providing support to alternative educational settings and will continue working to ensure the highest quality of instruction and access to such opportunities for students who have been expelled. As a result of the findings of this study, the CSDE plans to take the following next steps:

1. Conduct site visits to alternative education programs, prioritizing those whose data demonstrate educating high numbers of students who were expelled;
2. Collect data from Alternative Education program leaders, staff, and students to understand experiences and drive improvements;
3. Convene a community of practice (COP) for programs to share best practices and challenges to support statewide excellence and inform professional learning; and

4. Provide training and support to programs in the areas of Program Placement, Individualized Learning Plans (ILP), and Review of Performance and Placement to ensure appropriateness.

References and Resources

ED166 Student Disciplinary Offense Data Collection Help Site.

TCS Help site

PSIS Help site

Standards for Educational Opportunities for Students who have been Expelled

Standards for alternative educational opportunities

Student Assessment Site.

TCS Help site

Appendices

Appendix 1: Random Selection Survey of Recent Expulsions

For the questions below, think about the specific expelled student. Give as much detail as possible.

1. Was an individualized learning plan developed as part of the expulsion? If so, give details
2. What educational services were provided for this student during the expulsion period? (Give details on length, frequency, location and provider)
3. How were the educational services selected for this student? (Give details on the specific circumstances that made this selection appropriate)
4. To what extent did the student access the educational services provided?

Appendix 2: Survey of Alternative Education Settings and Programs

Public Act No. 23-167: An Act Concerning Transparency in Education requires the State Department of Education to provide a report to the Juvenile Justice Policy and Oversight Committee (JJPOC) assessing the educational experiences and outcomes of students who are expelled and placed in alternative educational opportunities offered pursuant to subsection (d) of section 10-233d of the Connecticut General Statutes (C.G.S.), and how such alternative educational opportunities compare to the standards adopted by the State Board of Education.

If you represent multiple alternative education programs or schools, please complete a separate survey for each one.

Section 1

Introduction

What is your name?

What is your email address?

Which Alternative Education Program or School do you represent?

What is your position title?

Did your Alternative Education Program or School serve expelled students during the 2023-24 school year?

Response: *Yes/No*

Section 2

Student Placement

After reading the statements below, please consider the degree to which you believe each of the following statements represent a practice at the alternative program or school to which you are associated.

Responses: *Strongly Disagree – Disagree – Neutral – Agree – Strongly Agree*

If a decision to expel occurs, my Local Education Agency (LEA) engages in the following activities:

Ensures the educational programming and placement for expelled students who receive special education and related services under the Individuals with Disabilities Education Act (IDEA), is determined by the planning and placement team (PPT).

Expelled Students in Alternative Education Opportunities

Consults with relevant school personnel regarding the student's academic, social, and behavioral history to inform the decision concerning an appropriate alternative educational opportunity.

Determines the placement decision after parents/guardians have had an opportunity to contribute and share information about the student.

Informs parents and students at the time of expulsion of the right to apply for early readmission, which can be granted at the discretion of the Board of Education (BOE) or Superintendent.

Determines the placement decision after the appropriate school personnel have had an opportunity to provide information about the student.

After reading the statement below, please indicate whether you believe each of the following statements represent a practice at the alternative program/school or local education agency (LEA) to which you are associated.

Responses: *Strongly Disagree – Disagree – Neutral – Agree – Strongly Agree*

If a decision to expel occurs, my alternative program/school or LEA engages in the following activities:

Meets with the student's parent(s)/guardian(s) prior to placement to provide information concerning appropriate alternative educational opportunities for the student.

Explores relevant alternative educational opportunities at a placement meeting.

The possibility of and criteria for early readmission to the school from which the student was expelled is included in the individualized learning plan (ILP).

Please provide any additional information you would like to share.

Section 3

Individualized Learning Plan (ILP)

After reading each statement below, please indicate whether you believe each of the following statements represent a practice at the alternative program/school or local education agency (LEA) to which you are associated.

Responses: *Strongly Disagree – Disagree – Neutral – Agree – Strongly Agree*

The student has an opportunity to continue to progress in the local education agency's (LEA) academic program and earn graduation credits.

The ILP includes benchmarks to measure progress towards the goals and, ultimately, graduation.

The ILP includes a plan to monitor the student's attendance.

Expelled Students in Alternative Education Opportunities

The ILP includes a plan to monitor progress towards meeting the relevant academic standards for coursework.

The ILP includes a plan to monitor progress toward graduation.

Student progress is communicated to the parent/guardian or student with the same frequency as similar progress for students in the regular (traditional) school environment.

The ILP includes a provision for the timely transfer of the student's records from the student's school to the alternative program or school provider.

The ILP includes the possibility of early readmission to the school from which the student was expelled and includes early readmission criteria.

The ILP includes a provision for the timely transfer of the student's records from the alternative education program or school provider to the student's school.

After reading the statement below, please consider the degree to which you believe each of the following statements represent a practice at the alternative program or school to which you are associated.

Responses: *Strongly Disagree – Disagree – Neutral – Agree – Strongly Agree*

Think about the most recent Individualized Learning Plan (ILP) meeting you collaborated on and the practices at your alternative education program or school in the development of ILPs. Please consider the degree to which you believe the following criteria were met during this meeting.

Once admitted to an alternative education placement due to expulsion, the student, school personnel, and parent(s)/guardian(s) collaborate in the development of an ILP to inform and direct the student's learning goals and activities for the duration of the expulsion.

The ILP addresses the student's behavioral needs and appropriate behavioral goals and interventions.

The ILP includes the student's core classes at the time of expulsion and the student's current placement or progress in the curriculum of those classes.

Please provide any additional information you would like to share.

Section 4

Review of Student Placement

Progress Monitoring of Student Performance and Placement

Expelled Students in Alternative Education Opportunities

After reading each statement below, please indicate whether you believe each statement represents a practice at the alternative program/school or local education agency (LEA) to which you are associated.

Responses: *Strongly Disagree – Disagree – Neutral – Agree – Strongly Agree*

The Local Education Agency (LEA) has a documented process regarding monitoring the student's progress to ensure that the student is receiving the necessary supports.

The appropriateness of a student's placement includes a review of the student's ILP and alignment to the goals of the student's IEP, where applicable.

The LEA has a documented process regarding monitoring the student's progress to ensure that continued placement in the alternative program or school is appropriate during the expulsion period.

A review of the appropriateness of a student's placement considers the student's ILP to assess progress and to make adjustments as necessary.

Please provide any additional information you would like to share.

When a student is placed in an alternative education program, how many hours of instruction are provided daily?

Appendix 3: 2023-24 State Profile of Alternative Education Programs

Summary

Total October 1, 2023 Enrollment: 2363

Total Number of Schools/Programs: 77 (38 with 20 or more students)

Enrollment Percentages by Student Group

Student Group	Alternative Schools/Programs Only	All Students Statewide
Male	57.7%	51.5%
Female	41.8%	48.3%
Students with Disabilities	46.1%	17.9%
English Learners	8.5%	10.5%
Free-Reduced Price Meal Eligible	72.9%	44.0%
Black/African-American	22.5%	12.5%
Hispanic/Latino	45.7%	31.1%
White	25.3%	46.2%

10 Schools/Programs with the Largest Enrollment

District Name	Code	School Name
Capitol Region Education Council	2411914	CREC Impact Academy
Danbury School District	0346211	Alternative Center For Excellence
East Hartford School District	0436411	Synergy Alternative Program
East Hartford School District	0439011	Woodland School
Manchester School District	0779011	Manchester Regional Academy
New Britain School District	0899111	Brookside School
New Britain School District	0899511	New Britain HS Satellite Careers Academy
New Haven School District	0939111	Riverside Education Academy
Stamford School District	1350411	Anchor
Waterbury School District	1519111	Enlightenment School

Expelled Students in Alternative Education Opportunities

Enrollment by Grade

Grade	Count
K-6	106
G7	42
G8	103
G9	323
G10	470
G11	618
G12	701

Student Engagement Indicators

Indicator	Alternative Schools/Programs Only	All Students Statewide
Chronic Absenteeism Rate	72.9%	17.7%
Attendance Rate	74.5%	93.2%
Suspension/Expulsion Rate	28.4%	6.9%

CT SAT School Day Performance

Subject	Average Scale Score		Percent At Level 3 and 4	
	Alt. Schools/Programs	State	Alt. Schools/Programs	State
English Language Arts	383	491	14.8%	54.8%
Mathematics	350	471	0.7%	29.5%