CONNECTICUT
Education

You are viewing an archived document. The content in this document is for historical purposes only and is no longer being updated. The information may be outdated, links may no longer function, and the content may not be fully accessible.

If you need an accessible version of this document, please email edsight.sde@ct.gov.

X.B.

CONNECTICUT STATE BOARD OF EDUCATION

Hartford

TO: State Board of Education

FROM: Dr. Miguel A. Cardona, Commissioner of Education

DATE: February 6, 2020

SUBJECT: 2018-2019 Report on Student Discipline in Connecticut Public Schools

Executive Summary

Please find attached the *2018-2019 Report on Student Discipline in Connecticut Public Schools.* 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.

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 past five years 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.

- Large disparities remain in suspension rates between Black/African American and Hispanic/Latino students and their white counterparts. While one out of every 25 white students received at least one suspension, one out of every seven Black/African American students and one out of every 10 Hispanic/Latino students experienced the same sanction.

- Among young children in Grades PK through two, in-school suspensions declined by over 45 percent while out-of-school suspensions declined by over 72 percent, especially with the passage of CGS 1-233(f) which 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.

- Black/African American and Hispanic/Latino students who receive a suspension or expulsion are involved in more than one incident during the school year at a greater rate than their white peers.

- In three of four cases, Black/African American students were more likely to receive a more severe sanction (i.e., OSS or Expulsion) for similar behavior than both Hispanic/Latino and white students. Hispanic/Latino students were more likely to receive a more severe sanction than white students in two of the four cases.

- Of the 25 districts that had at least three grades with a high outlier suspension rate, 15 are Alliance Districts and another six are Charter schools.

The CSDE continues to use the data to implement a statewide, systems approach to address disproportionality in school discipline through targeted interventions, tiered supports, evidence-based resources, policy guidance, and broad stakeholder collaboration.

Prepared by: _____
Keryn Felder, Education Consultant

Approved by: _____
Ajit Gopalakrishnan, Chief Performance Officer

CSDE

CONNECTICUT STATE
DEPARTMENT OF EDUCATION

2018-2019 Report on Student Discipline in Connecticut Public Schools

January 2020

Connecticut State Department of Education
450 Columbus Boulevard | Hartford, CT 06103

Contents

Introduction 2

Data Collection and Reporting 2

Results 3

- Sanctions and Incidents 3
- Incidents by Grade 5
- Suspension Rates 7
- Suspensions of Young Students, Pre-K through Grade 2 10
- An In-depth Look at Disparities by Race/Ethnicity 11
- School-Based Arrests 15

A Statewide Systems Approach to Turning the Curve 17

- Overview 17
- Focus on Suspensions and Expulsions in Preschool and Kindergarten to Grade 2 17
- Standards for Alternative Educational Opportunities for Students Who Have Been Expelled 18
- Focus on Charter Schools 19
- Evidence-Based Practice Guide on School Climate 19
- Tiered Systems of Supports 20
- Connecticut School Discipline Collaborative 21
- State Board of Education Position Statement on Reducing Disproportionality in Suspensions and Expulsions 21
- Electronic Nicotine Delivery Systems (ENDS), Tobacco Use and School Sanctions 22

Conclusion 22

APPENDIX A – The Data Collection and Reporting Processes 24

- ED166 Data Collection 24
- Public School Information System (PSIS) 24
- Race/Ethnicity Information 24
- EdSight 25
- EdSight Data Suppression Guidelines 25

Appendix B – Districts with High Suspension Rates 26

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:

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

- In-School Suspension (ISS)
- Out-of-School Suspension (OSS)
- Bus Suspension
- 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

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

data portal, EdSight. A detailed explanation of the data collection and reporting processes are included in Appendix A. Comprehensive information about the disciplinary offense data collection (also known as the ED166) is available on the documentation page of the ED166 Help Site.

Results

Sanctions and Incidents

The total number of in-school and out-of-school suspensions as well as expulsions have continued to decline over the past five years (Table 1); ISS has reduced by 17.4 percent, OSS by 13.3 percent, and EXP by 12.3 percent. While down overall, the total number of OSS in 2018-19 was slightly higher than in 2017-18.

The total number of sanctions is a count of all sanctions (ISS, OSS, and Expulsions) given to all students. It is not a count of students, so if one student received more than one sanction, then all of 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
In-School Suspension	58,638	56,866	53,057	49,667	48,431	-17.4%
Out-of-School Suspension	37,701	34,415	32,982	31,834	32,681	-13.3%
Expulsion	849	848	750	797	745	-12.3%

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).

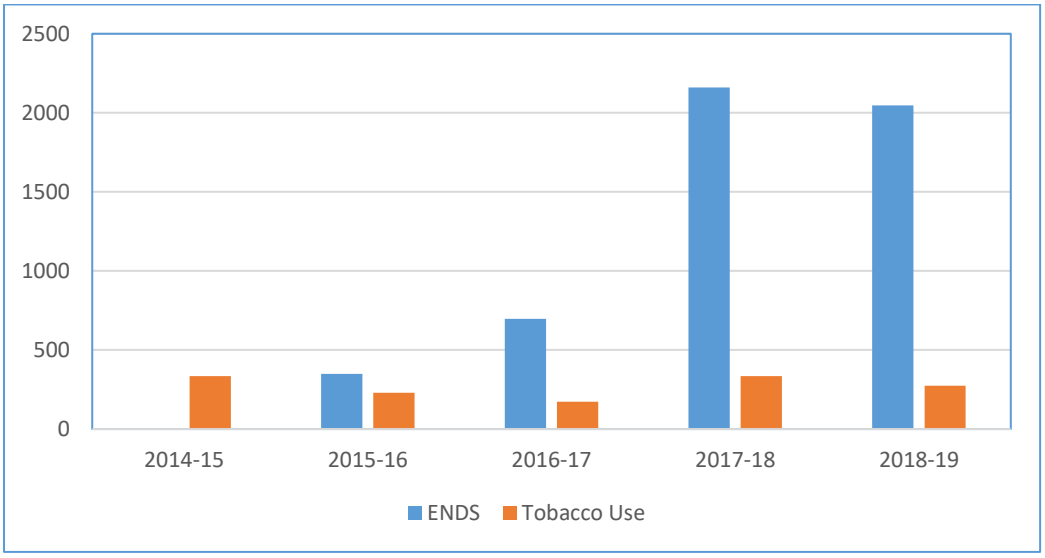
In most cases the change from the prior year is consistent with the long-term trend (either up or down); however while Personally Threatening Behavior shows an increase over the five-year period, it did decrease 5.8 percent over the last year.

Table 2: Incidents by Category

Incident Type	2014-15	2015-16	2016-17	2017-18	2018-19	% Change from 2014-15	% Change from prior year
Violent Crimes Against Persons	478	440	392	483	398	-16.7	-17.6
Sexually Related Behavior	1,367	1,134	1,286	1,329	1,254	-8.3	-5.6
Personally Threatening Behavior	6,592	6,622	6,870	7,208	6,787	3.0	-5.8
Theft Related Behaviors	1,758	1,669	1,686	1,312	1,217	-30.8	-7.2
Physical and Verbal Confrontation	12,955	13,862	14,985	14,811	14,976	15.6	1.1
Fighting and Battery	14,486	15,744	16,744	16,952	18,036	24.5	6.4
Property Damage	1,236	1,234	1,529	1,431	1,455	17.7	1.7
Weapons	1,023	920	936	917	801	-21.7	-12.6
Drugs, Alcohol, Tobacco	3,003	2,551	3,098	4,964	5,933	97.6	19.5
School Policy Violations	61,315	56,281	51,879	45,769	43,869	-28.5	-4.2

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 2018-2019 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 2018-2019 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
ENDS Use	0	349	697	2,160	2,048
Tobacco Use	335	229	172	335	274
ENDS Possession	N/A	N/A	N/A	N/A	675
ENDS Distribution	N/A	N/A	N/A	N/A	27
ENDS Suspicion of sale/use	N/A	N/A	N/A	N/A	50

In addition to ENDS, there was a 49 percent increase in the number of illegal drug use incidents reported from 394 in 2017-2018 to 589 in 2018-2019. Illegal drug possession incidents also increased 33 percent from 656 in 2017-18 to 870 in 2018-19.

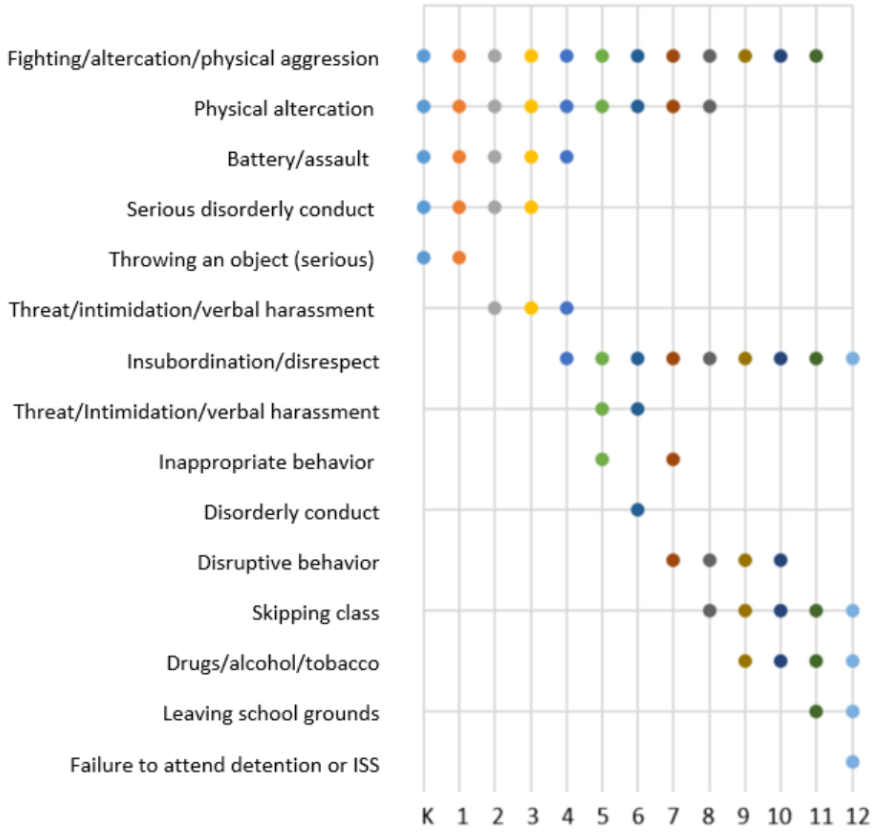
Incidents by Grade

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 top five 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



These data reveal that while some incidents like *fighting/altercation/physical aggression* appear in the top five 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 while *insubordination/disrespect* appears as a primary reason first in Grade 4 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.

The overall suspension rate has remained flat; approximately seven percent of all students receive at least one suspension or expulsion during the 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. While one out of every 25 white students received at least one suspension/expulsion in 2018-19, one out of every seven Black/African American students and one out of every 10 Hispanic/Latino students experienced the same sanction.

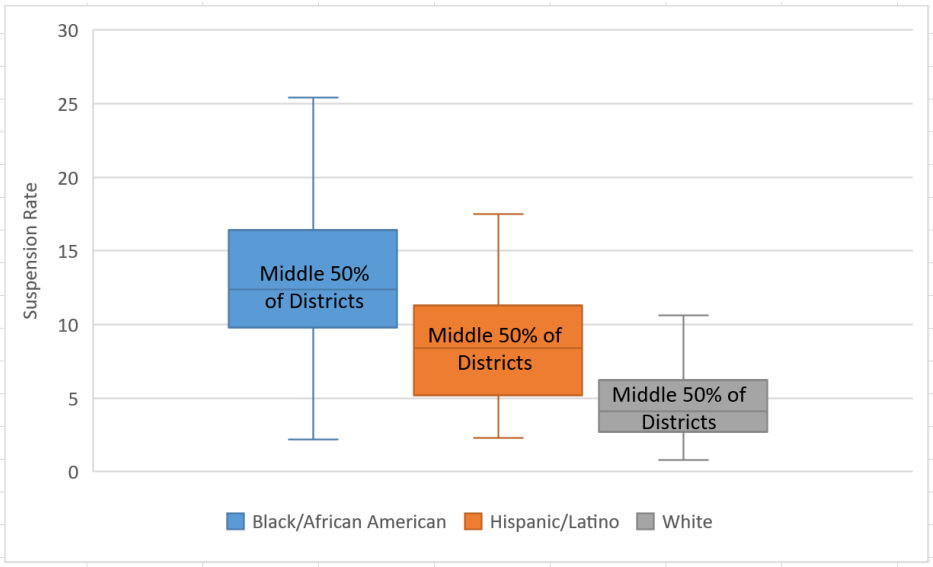
Table 4: Suspension Rates by Race/Ethnicity

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

Though the suspension rates are higher for students of color, those rates are declining. The Black/African American suspension rate declined from 16.4 percent in 2014-15 to 14.0 percent in 2018-19 while the suspension rate for Hispanic/Latino students declined from 11.2 percent to 9.2 percent during that same period.

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 2018-19 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 five years.

Table 5: Suspension Rates by Gender

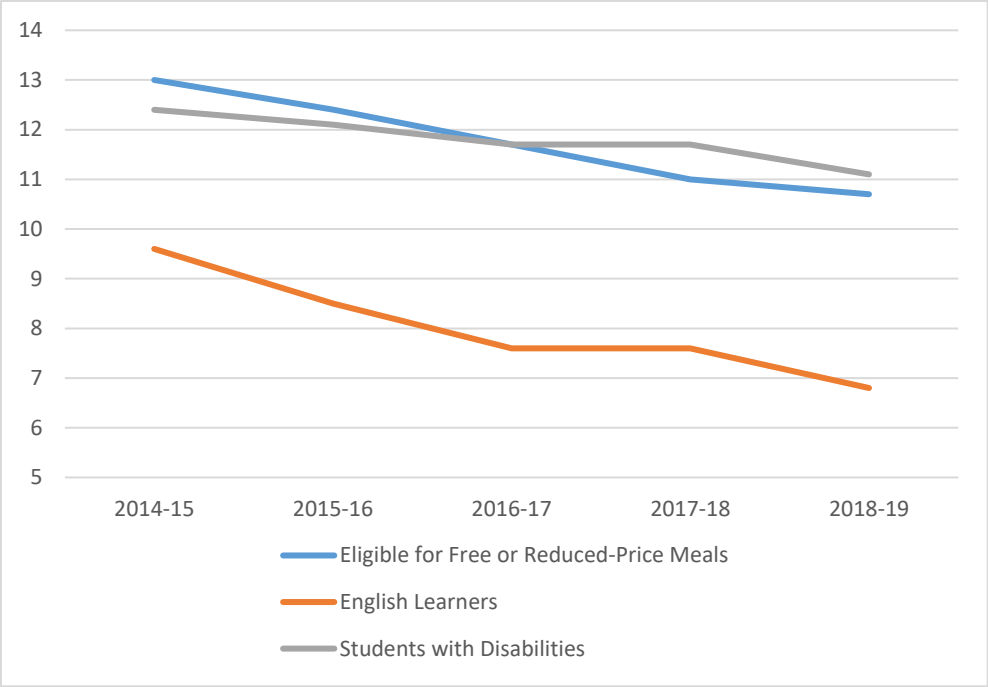
	2014-15		2015-16		2016-17		2017-18		2018-19	
Gender	Count	%	Count	%	Count	%	Count	%	Count	%
Female	12,306	4.6	11,886	4.5	11,373	4.3	11,356	4.4	11,638	4.4
Male	27,134	9.6	26,214	9.3	25,209	9.0	25,410	9.1	25,215	8.9

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 five year trend shows that their suspension rates are declining (Table 6 and Figure 4).

Table 6: Suspension Rate by Program Status

	2014-15		2015-16		2016-17		2017-18		2018-19	
	Count	%	Count	%	Count	%	Count	%	Count	%
Eligible for Free or Reduced-Price Meals	28,260	13.0	26,735	12.4	25,864	11.7	25,585	11.0	26,223	10.7
English Learners	3,494	9.6	3,148	8.5	2,990	7.6	3,154	7.6	3,070	6.8
Students with Disabilities	10,058	12.4	10,199	12.1	10,127	11.7	10,442	11.7	10,551	11.1

Figure 4: Suspension Rate by Program Status

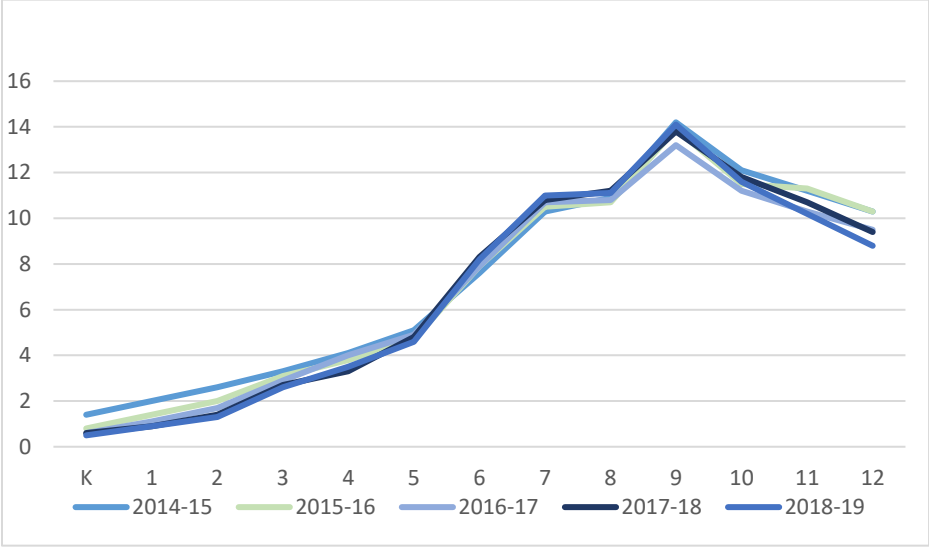


Analyses by grade (Table 7 and Figure 5) reveal that suspension rates increase gradually in the elementary grades and spike in Grade 6. The highest suspension rates occur in Grades 9 and 10. The five year trend show that the suspension rate of 12th graders is steadily decreasing.

Table 7: Suspension Rates by Grade

	2014-15		2015-16		2016-17		2017-18		2018-19	
Grade	**Count**	**%**	**Count**	**%**	**Count**	**%**	**Count**	**%**	**Count**	**%**
K	527	1.4	314	0.8	220	0.6	203	0.6	198	0.5
1	783	2.0	543	1.4	413	1.1	351	0.9	337	0.9
2	1,039	2.6	789	2.0	649	1.7	501	1.4	504	1.3
3	1,298	3.3	1,237	3.1	1,144	2.9	1,022	2.7	986	2.6
4	1,640	4.1	1,503	3.8	1,593	4.0	1,305	3.3	1,374	3.5
5	2,046	5.1	1,874	4.7	1,929	4.9	1,948	4.8	1,861	4.6
6	3,135	7.6	3,187	7.9	3,195	7.9	3,327	8.3	3,387	8.2
7	4,163	10.3	4,341	10.5	4,354	10.7	4,371	10.8	4,494	11
8	4,552	10.9	4,373	10.7	4,484	10.8	4,589	11.2	4,598	11.1
9	6,372	14.2	6,202	13.9	5,735	13.2	6,023	13.8	6,245	14.1
10	5,088	12.1	4,810	11.5	4,679	11.2	4,856	11.8	4,950	11.6
11	4,543	11.2	4,619	11.3	4,195	10.3	4,330	10.7	4,170	10.2
12	4,242	10.3	4,299	10.3	3,987	9.5	3,916	9.4	3,746	8.8

Figure 5: Suspension Rates by Grade



For a list of districts that have a high, outlier suspension rate in at least one grade K through 12, please see Appendix B. A district is considered an outlier if its suspension rate in a grade is greater than the mean of all districts plus one standard deviation.

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.

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

Year	2014-15	2015-16	2016-17	2017-18	2018-19
ISS	1,890	1,911	1,477	1,152	1,032
OSS	3,216	1,327	983	791	894
EXP	*	*	0	0	0

[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).

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

	2014-15	2015-16	2016-17	2017-18	2018-19
PK	12	9	*	7	7
K	527	314	220	203	198
Grade 1	783	543	413	351	337
Grade 2	1,039	789	649	501	504

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 most student race/ethnic groups (Table 10). Students reported as Two or More Races and White show a decrease over the last five years but an increase from the prior school year.

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

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

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 (21,463 or 58.2 percent) experienced only one incident during the 2018-19 school year (Table 11).

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

	2017-18		2018-19	
	Number of Students	Percentage of Students	Number of Students	Percentage of Students
Only one incident	21,330	58.0	21,463	58.2
Two to four incidents	11,699	31.8	11,777	32.0
Five to nine incidents	2,958	8.0	2,898	7.9
Ten or more incidents	772	2.1	720	2.0

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 2018-19, 46.2 percent of Black/African American and 45 percent of Hispanic/Latino students who received a suspension/expulsion were involved in two or more incidents as compared to 34.7 percent of white students. Note that these percentages are the totals of the three columns labeled 2-4, 5-9 and 10+.

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

	2017-18					2018-19				
	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	61.0	*	*	*
Asian	501	75.1	21.6	2.9	*	532	69.9	26.5	2.4	1.1
Black or African American	9,884	51.8	35.3	10.1	2.8	9,875	53.8	34.7	9.1	2.4
Hispanic/Latino of any race	12,819	54.9	33.3	9.2	2.5	13,217	55.0	33.9	8.7	2.4
Native Hawaiian or Other Pacific Islander	32	63.2	*	*	0.0	35	62.9	*	*	0.0
Two or More Races	1,248	60.8	30.9	6.2	2.1	1,396	56.9	31.4	10.0	1.6
White	12,167	65.4	27.9	5.6	1.2	11,685	65.2	27.8	5.8	1.1
Total	36,768	58.0	31.8	8.0	2.1	36,858	58.2	31.9	7.9	2.0

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 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 (53 and 50 percent respectively) than white students (24 percent), and this difference was statistically significant (Table 13).

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

	2017-2018			2018-2019		
	Total Incidents	**# Incidents Resulting in OSS/ EXP**	**% Incidents Resulting in OSS/ EXP**	**Total Incidents**	**# Incidents Resulting in OSS/ EXP**	**% Incidents Resulting in OSS/ EXP**
Black/African American	1,215	902	74.2	1,333	708	53.1
Hispanic/Latino	1,417	1,061	74.9	1,591	796	50.0
White	729	511	70.1	1,022	247	24.1
Total	**3.361**	**2,474**	**73.6**	**3,946**	**1,751**	**44.4**

CASE #2: Knife 2½ Inches or Greater

In 2017-2018 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 2018-2019 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.

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

	2017-2018			2018-2019		
	Total Incidents	**# Incidents Resulting in OSS/ EXP**	**% Incidents Resulting in OSS/ EXP**	**Total Incidents**	**# Incidents Resulting in OSS/ EXP**	**% Incidents Resulting in OSS/ EXP**
Black/African American	36	36	100	23	21	91.3
Hispanic/Latino	71	71	100	38	34	89.5
White	68	68	100	42	32	76.2
Total	**175**	**175**	**100**	**103**	**87**	**84.5**

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 2018-2019, 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).

Table 15: Sexual Harassment Incidents Resulting in OSS/EXP

	2017-2018			2018-2019		
	Total Incidents	**# Incidents Resulting in OSS/ EXP**	**% Incidents Resulting in OSS/ EXP**	**Total Incidents**	**# Incidents Resulting in OSS/ EXP**	**% Incidents Resulting in OSS/ EXP**
Black/African American	80	54	67.5	70	40	57.1
Hispanic/Latino	106	71	67.0	75	30	40.0
White	103	67	65.0	134	52	38.8
Total	**289**	**192**	**66.4**	**265**	**111**	**41.9**

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 in the 2018-19 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).

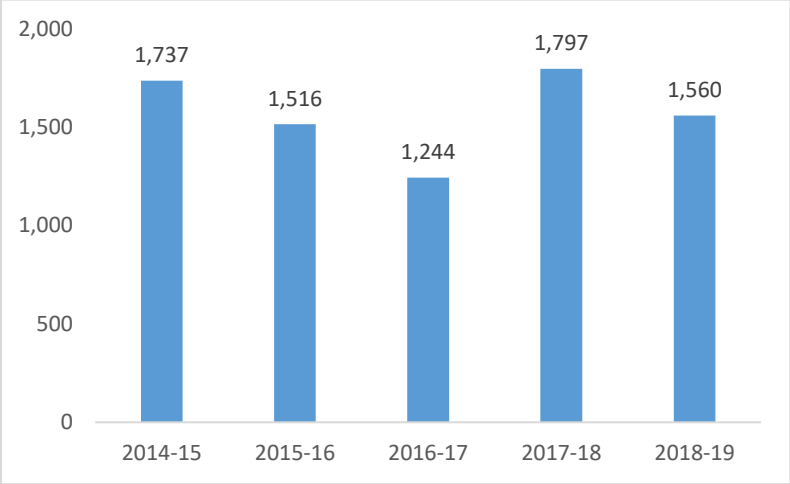
Table 16: School Policy Violation Incidents Resulting in OSS/EXP

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

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 5).

Figure 5: Total Number of School-Based Arrests



Incidents involving fighting and battery was the most common reason for a school-based arrest in 2018-19 (Table 17).

Table 17: Incident Categories for School-Based Arrests

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

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

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
Black or African American	419	368
Hispanic/Latino of any race	577	548
White	554	433
Male	1,133	977
Female	522	467
TOTAL	**1,655**	**1,444**

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 Connecticut State Department of Education (CSDE) has reviewed patterns in disciplinary infractions to develop targeted interventions and supports. The Agency 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.

Outlined below are CSDE systemic actions in selected focus areas:

Focus on Suspensions and Expulsions in Preschool and Kindergarten to Grade 2

A review of the data revealed that suspension and expulsion of students in preschool and Kindergarten to Grade 2 were occurring in violation of the Connecticut General Statutes.

CSDE actions in 2018:

- *Issued a Commissioner's memorandum to superintendents of schools that clarified state statutes and provided resources.*
- *Identified 15 districts and sent individual letters offering targeted support to each superintendent with the highest numbers of out-of-school suspensions and expulsions for this population of students.*
- *Required the 15 districts' participation in a mandatory webinar, Ensuring Equity and Excellence: Positive and Effective School Discipline for Preschool and 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.*
- *Collaborated with the Office of Early Childhood (OEC) for two follow-up sessions with districts and community providers regarding alignment practices. Additionally, the OEC piloted a new policy to address exclusionary practices for young children in state-funded early childhood programs.*
- *Provided a workshop, Enhancing Equity in School Discipline: Practical Strategies and Tools, presented by Dr. Kent McIntosh. The workshop provided evidence-based approaches to address racial and ethnic disproportionality in school discipline.*

CSDE actions in 2019:

- *Reviewed district data and contacted school districts regarding data of concern in Preschool and Kindergarten to Grade 2 for out-of-school suspensions and expulsions. This 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.*
- *Designed, executed, and assessed multiple professional learning and technical assistance opportunities based on need, demographics, capacity and resources. (See the tiered supports section for these professional learning offerings).*

Standards for Alternative Educational Opportunities for Students Who Have Been Expelled

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

CSDE actions in 2018:

- *Developed standards in collaboration with the 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 have access to high-quality programming that will position them for 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.*

CSDE actions in 2019:

- *In support of the State Board of Education's Five-year Comprehensive Plan, Ensuring Equity and Excellence for All Students, CSDE staff are working to improve educational outcomes for students in alternative settings by furthering the implementation of the Guidelines for Alternative Education Settings. In 2017-19, the CSDE initiated a series of five annual "Community of Practice" meetings for alternative education leaders, which have continued in school years 2018-19 and 2019-20. The meetings have focused on implementing the Guidelines and discussions on topics critical to the alternative education community such as improving attendance, creating trauma-sensitive schools, reducing exclusionary discipline, and engaging in authentic family engagement.*
- *Launched planning for a new attendance pilot program focusing on alternative education programs in the four largest cities. The pilot will begin by asset mapping the strengths of the various programs and working with schools and communities to develop a plan that addresses the attendance barriers experienced by students in these settings. The attendance concerns align closely with issues relating to exclusionary discipline.*

Focus on Charter Schools

In 2018-19, 11.4 percent of all school districts are public charter schools (i.e., 23 out of 202 districts). However, among the 25 districts that had at least three grades with a high outlier suspension rate (see Appendix B of this report), six of them (24 percent) are charter schools.

CSDE actions in 2018:

- *Repurposed the federal Connecticut School Climate Transformation Grant (SCTG) to address school discipline.*
- *Utilized the SCTG to provide professional learning for charter schools with high exclusionary school discipline 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. One attendee provided the following feedback: "…this was far and away the best training I have been involved in from the CSDE. It was relevant, specific, the instructors were knowledgeable and the work actionable."*

CSDE action in 2019:

- *Designed professional learning for charter schools to support changes in schoolwide and classroom interventions. This training will be ongoing for three years. The first year of the training series includes six days of full team training on evidence-based practices and tiered supports, two half-days of training on coaching and implementation of supports, two half-days of on-site technical assistance focusing on fidelity of implementation, one half-day of assessing progress and execution of the supports, and one half-day of training on the Schoolwide Information System. This includes developing procedures and systems for data collection, decision-making, supporting staff, and building routines to support and sustain ongoing implementation.*

Evidence-Based Practice Guide on School Climate

The Every Student Succeeds Act (ESSA), emphasizes the use of evidence-based activities, strategies, and interventions as the foundation for education programs and supports.

CSDE actions in 2018:

- *Identified leading practices in seven school improvement areas that evidence shows will increase the likelihood of improved student outcomes and developed evidence-based guides in these areas. The guides are intended to inform school and district decision-making regarding instructional and student support programming and to optimize the use of local, state, and federal school improvement funds.*
- *Developed an Evidence-Based Practice Guide on Climate and Culture that includes school discipline and chronic absence.*

CSDE action in 2019:

- *Provided the Evidence-Based Practice Guide on Climate and Culture to school districts with data of concern in suspending students with disabilities for 10 days or more. The CSDE also submitted the evidence-based guides to the U.S. Department of Education as a best practice resource.*

Tiered Systems of Supports

One strategy in implementing Goal 1 of the SBE Comprehensive Plan is to deploy tiered systems of supports, guidance, and professional learning in areas of attendance, school discipline, and restorative- and trauma-informed practices that remove barriers to success and maximize students' potential.

CSDE actions in 2018:

- *Developed a 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 to identify vulnerable students.*
- *Aligned SBE goals with the SCTG goals to address discipline practices in Opportunity Districts and charter schools. Districts with a higher suspension rate—specifically, preschool and Kindergarten to Grade 2, Opportunity Districts, and charter schools—received increased targeted and intensive interventions.*

CSDE actions in 2019:

- *Developed a two-day professional learning on "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 a MTSS. The first session offered participants the opportunity to understand restorative practices as key components of building a classwide and schoolwide sense of community (positive school climate). Through interactive experiences, participants gained an understanding of the core principles and an overview of the continuum of approaches, and practice the skills necessary to introduce proactive and preventative strategies in their classrooms. The second session offered participants the opportunity to understand how restorative practices can be implemented within a MTSS. Through facilitated work time, participants discussed current practices and systems in their behavioral framework and evaluated how effectively restorative strategies are embedded in their systems and practices based on tiered supports.*
- *Issued a Commissioner's memorandum to selected districts in September 2019 regarding outlier suspension rates by grade identified in the 2018-19 discipline report. The CSDE offered a professional learning opportunity for the identified districts as well as selected districts with high suspension rates for students in PreK to Grade Two. The five-day workshop, "High Leverage Classroom Practices for Improving Student Learning and Behavior," includes evidence-based strategies in proactive behavior management to foster school safety and to promote a positive school climate.*
- *Developed a one-day professional learning opportunity on Reducing Office Discipline Referrals (ODRs). This session assisted teams from schools implementing Positive Behavioral Interventions and Supports (PBIS) to ensure that students of color and students with disabilities do not receive a higher rate of ODRs than their white and nondisabled peers. The session included demonstrations of step-by-step practices to collect, disaggregate, analyze, share, monitor progress, report outcomes, and make the necessary adjustments in interventions to ensure a sustainable model.*

- *Continued expansion of the School-Based Diversion Initiative (SBDI) in collaboration with the State Department of Children and Families (DCF), the Department of Mental Health and Addiction Services (DMHAS), Court Support Services Division (CSSD) of the Judicial Branch in districts and schools with high arrest rates. To date, SBDI, under the direction of the Child Health and Development Institute (CHDI), has been implemented in 48 schools across 17 districts, and is currently being implemented in 10 additional schools in four districts. SBDI provides training to school staff on effective implementation of restorative and trauma-informed practices and engaging law enforcement, families, and communities. SBDI has resulted in a 33 percent reduction in court referrals, a 49 percent increase in referrals to Mental Health and Mobile Crisis Intervention Services, and an 8 percent decrease in out-of-school suspensions across participating schools.*

Connecticut School Discipline Collaborative

The CSDE recognized the need for cross-sector collaboration in addressing major challenges and to achieve sustainable change in school discipline.

CSDE action in 2018:

- *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 the field of education, public policy, youth development, and family and community leadership. The Collaborative engages experts from across Connecticut and nationally, to network and exchange ideas as well as to 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.*

CSDE action in 2019:

- *Continued engagement of the Discipline Collaborative. The November 2019 meeting featured a gallery walk of the Historical Timeline of Public Education in the United States with the Collaborative meeting participants. This thought-provoking reflection on the history of public education focuses specifically on the evolution of education and the events and policies that shape the current state of equity, and inequity, for students. Underpinning this work is contextualizing policies so Connecticut can ensure fair, just, and equitable practices in our schools. Additionally, the student's 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.*

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

A review of statewide discipline data revealed that students of color, males, and students with disabilities are suspended at higher rates than the general school population.

CSDE action in 2018:

- *With input from the Alternative Schools Committee, Connecticut School Discipline Collaborative, and the Commissioner's Roundtable for Family and Community Engagement in Education, developed a position statement for adoption by the SBE. The Position Statement on Reducing Disproportionality in Suspensions and Expulsions addresses the components for reducing suspensions and expulsions in Connecticut public schools, which is a critically important step in improving student outcomes.*

CSDE actions in 2019:

- *Disseminated the Position Statement to a broad stakeholder group to inform policy and practice to reduce exclusionary discipline.*
- *Continue to annually analyze suspension and expulsion data to identify districts with disproportionalities regarding rates of suspensions and expulsions.*

Electronic Nicotine Delivery Systems (ENDS), Tobacco Use and School Sanctions

CSDE actions in 2019:

- *Issued two Commissioner's memorandums to superintendents (January and October 2019) regarding the health risk of ENDS products and vaping and changes to the Connecticut tobacco statutes affecting schools and youth. In each of the last two school years, over 2,000 disciplinary sanctions were issued for the use of ENDS products in schools. The CSDE offered action steps, provided resources, recommended professional learning for staff and shared sample classroom curricula to address this critical health issue. The CSDE also partnered with the Connecticut Department of Mental Health and Addiction Services (DMHAS) and the Department of Public Health (DPH) in family and community forums, roundtable discussions with students and press conferences highlighting the dangers of ENDS, especially for youth.*

Conclusion

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 past five years 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.

- Large disparities remain in suspension rates between Black/African American and Hispanic/Latino students and their white counterparts. While one out of every 25 white students received at least one suspension, one out of every seven Black/African American students and one out of every 10 Hispanic/Latino students experienced the same sanction.

- Among young children in Grades PK through two, in-school suspensions declined by over 45 percent while out-of-school suspensions declined by over 72 percent, especially with the

passage of CGS 1-233(f) which 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.

- Black/African American and Hispanic/Latino students who receive a suspension or expulsion are involved in more than one incident during the school year at a greater rate than their white peers.

- In three of four cases, Black/African American students were more likely to receive a more severe sanction (i.e., OSS or Expulsion) for similar behavior than both Hispanic/Latino and white students. Hispanic/Latino students were more likely to receive a more severe sanction than white students in two of the four cases.

- Of the 25 districts that had at least three grades with a high outlier suspension rate, 15 are Alliance Districts and another six are Charter schools.

The CSDE continues to use the data to implement a statewide, systems approach to address disproportionality in school discipline through targeted interventions, tiered supports, evidence-based resources, policy guidance, and broad stakeholder collaboration.

APPENDIX A – The Data Collection and Reporting Processes

ED166 Data Collection

Local Education Agencies (LEA's) 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.

Appendix B – Districts with High Suspension Rates

The table below represents the 54 school districts that have a high, outlier suspension rate in at least one grade K through 12. A district is considered an outlier if its suspension rate in a grade is greater than the mean of all districts plus one standard deviation.

District	K	1	2	3	4	5	6	7	8	9	10	11	12	# of Grades Outlier
Achievement First Bridgeport Academy District					7.8	9.9	20.4	25.8	29.2	26.6	33.3	18.4		6
Achievement First Hartford Academy District			10.1		7.4	8.7	8.6	8.1	6.9	20.8				1
Amistad Academy District		8.4		20.7	19.8	18.6	20.0	14.1	23.9	22.2	19.2	11.7	13.3	6
Ansonia School District	3.3	3.3			7.4	11.6	16.3	28.4	27.5	31.0	33.8	18.1	15.7	6
Area Cooperative Educational Services			6.8	6.4	12.4	17.2	14.2	15.7	22.7	42.4	35.0	31.7	14.3	8
Bethel School District					3.9	4.5	3.9	10.0	20.6	3.3	9.6	5.1	14.7	2
Bloomfield School District				11.3	7.8	13.9	17.3	26.8	19.9	24.4	22.9	18.9	6.9	8
Bridgeport School District	1.2	2.0	3.6	5.8	7.9	9.5	11.3	21.1	16.4	33.5	24.8	20.6	15.0	5
Bristol School District	2.8	2.7	2.0	6.5	6.2	9.3	12.9	17.2	19.6	15.0	7.6	12.0	8.8	1
Capital Preparatory Harbor School District		10.5				10.7	23.7	24.4	25.5					4
Capitol Region Education Council						1.0	12.4	15.2	16.3	20.0	18.7	17.1	12.9	1
Clinton School District						4.8			8.3	8.6	5.6	7.2	13.4	1
Connecticut Technical Education and Career System										15.5	18.8	14.5	13.6	1
Derby School District						5.8	32.8	24.1	26.9	26.1	21.7	16.5	8.8	6
East Hartford School District				2.3	2.8	3.9	19.9	26.9	24.5	32.2	31.9	24.2	15.9	7
East Windsor School District						10.0	20.2		17.2	27.6	20.9	13.2	9.9	3
EdAdvance										34.8	55.0			2
Elm City College Preparatory School District				14.7		14.9	13.2	20.0		27.1	22.9	11.5		5
Enfield School District				1.9	4.2	6.7	19.1	12.8	12.7	21.1	15.4	12.2	5.8	1
Explorations District											28.6			1
Great Oaks Charter School District							13.6	15.2	9.2	23.5	17.7			1
Griswold School District						10.3	4.5	6.3	9.4	19.9	18.0	8.1	13.8	1
Groton School District			1.6		2.3	5.6	8.2	12.5	14.2	15.6	13.7	15.8	15.7	2
Hartford School District			1.7	7.1	8.6	11.2	18.4	21.7	17.4	30.8	18.9	16.3	12.0	4
Highville Charter School District					27.0	25.7	31.0	25.9	20.0					5

District	K	1	2	3	4	5	6	7	8	9	10	11	12	# of Grades Outlier
Interdistrict School for Arts and Comm District							10.9	18.9	13.8					1
Jumoke Academy District						14.5	22.7	29.2	23.2					4
Killingly School District				3.4	4.3	10.6	6.5	11.1	8.2	21.0	15.5	14.1	15.2	1
Learn	3.8		10.5	8.2	11.3	4.8	19.3		25.0	14.0	17.3	15.6	11.8	5
Lisbon School District						18.4			25.0					2
Manchester School District		4.0	3.7		7.6	13.5	17.0	24.3	16.1	22.2	18.9	15.8	10.4	4
Middletown School District	1.6	1.5	3.5	2.9	5.4	8.4	17.5	13.9	12.4	16.1	8.9	10.6	9.4	1
Montville School District							6.4	9.5	19.6	15.2	6.1	9.4	9.3	1
Naugatuck School District				1.8		9.2	9.8	14.3	18.8	14.5	14.8	18.9	14.2	3
New Britain School District			2.2	5.6	5.0	6.0	13.8	17.2	20.9	38.7	21.0	16.4	12.8	4
New London School District					4.9	3.9	11.9	13.5	9.8	23.4	17.1	16.7	12.6	2
Norwich School District	1.8	2.7	2.1	3.5	4.8	11.1	22.6	22.6	23.2					3
Plainfield School District		5.6			6.6	6.3	9.4	15.1	17.6	18.4	21.2	17.9	13.1	2
Putnam School District						11.5	13.2	14.1	15.6	13.4		10.3	14.4	1
Regional School District 01										9.7	13.6	10.1	15.8	1
Regional School District 11									25.0				14.9	2
Seymour School District			4.0	8.7	10.1	7.4	7.3	16.1	9.6	18.9	18.4	7.3	14.4	1
Sprague School District							19.5							1
Stafford School District									11.9	23.4	7.5	17.3	14.2	3
Sterling School District							14.0	18.6						1
The Gilbert School District								17.6	15.7	19.1	20.7	19.4	17.6	3
Torrington School District				2.4	5.8	7.1	6.0	12.1	8.1	27.2	15.6	15.8	10.0	2
Vernon School District				3.0	5.9	3.5	6.5	10.9	9.4	15.8	16.9	20.5	11.8	1
Waterbury School District			1.9	8.4	10.5	12.1	22.1	24.6	22.7	32.1	29.4	23.6	20.0	7
Watertown School District							6.1	12.0	12.7	9.0	13.7	12.7	14.2	1
West Haven School District				1.3		6.1	3.3	10.4	14.8	24.8	19.8	18.7	14.8	3
Windham School District			2.7	5.5	8.7	12.1	22.7	22.3	19.8	29.8	26.7	17.7	19.6	7
Windsor Locks School District							5.5	13.7	12.0	21.3	12.8	16.8	10.1	1
Windsor School District				6.5	5.0	5.5	15.5	18.6	19.0	20.6	14.6	15.8	7.8	3