



Not Present, Not Accounted For: School Suspensions in Worcester

OUT OF SCHOOL SUSPENSION DATA

WORCESTER PUBLIC SCHOOLS

Melissa Colón

Research Associate

Gastón Institute

University of Massachusetts Boston

For

Latino Education Institute

Worcester State University

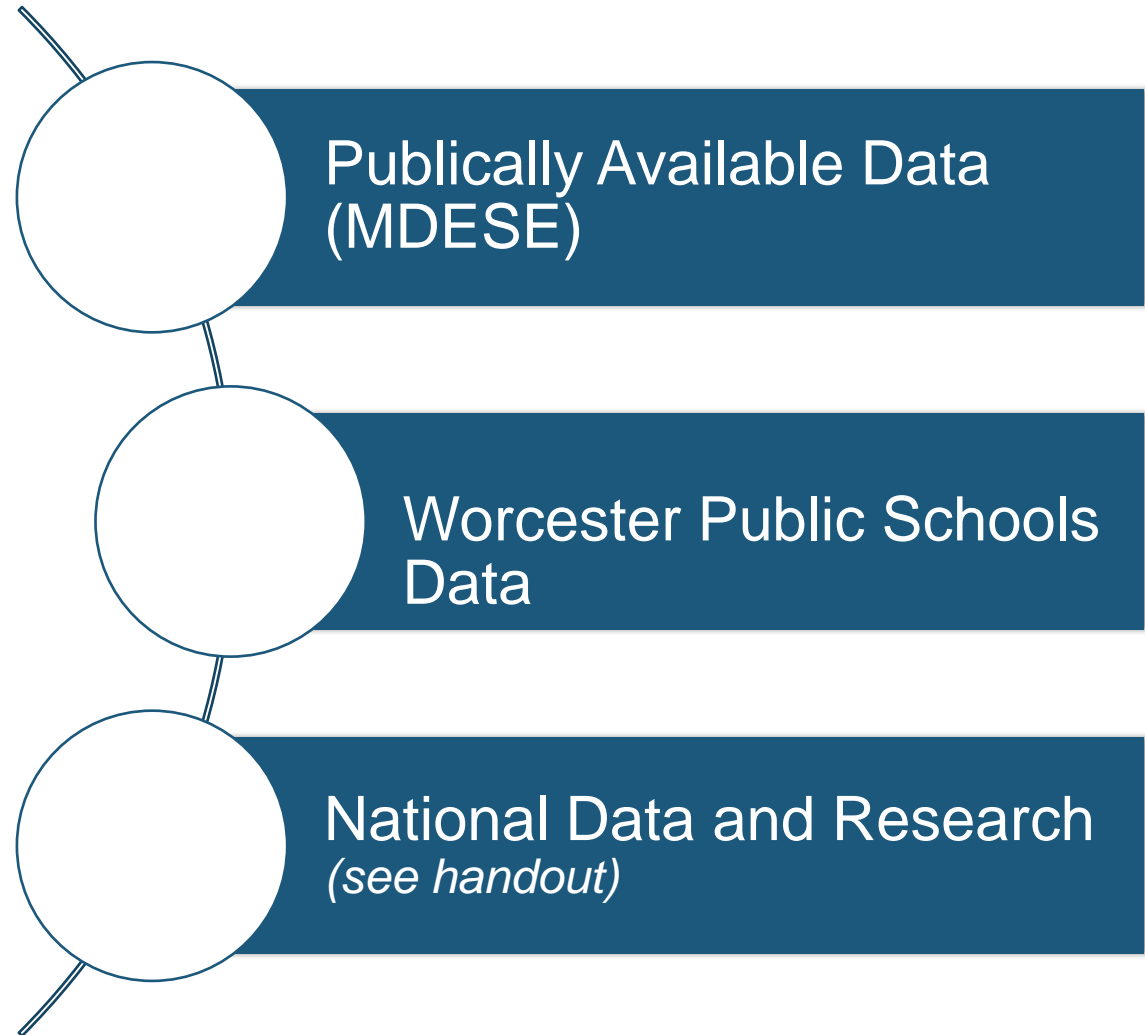
MAY 8TH

9:30AM TO 3PM

WORCESTER STATE UNIVERSITY,
GHOSH SCIENCE AND TECHNOLOGY
BUILDING, SCIENCE AUDITORIUM

OUT OF SCHOOL SUSPENSION DATA

WORCESTER PUBLIC SCHOOLS



PREMISE OF SCHOOL DISCIPLINE

School disciplinary policies are typically instituted by schools to:

- Create a climate that is conducive to teaching and learning
- Ensure the safety of students and staff

Student Sanctions

- ✓ In-Classroom by Teachers
- ✓ Parent Meetings
- ✓ In-House Suspensions
- ✓ **Out of School Suspensions**
- ✓ Principal's Office Referrals
- ✓ Detentions (Morning or Afternoon)
- ✓ Restorative Tasks
- ✓ Expulsions

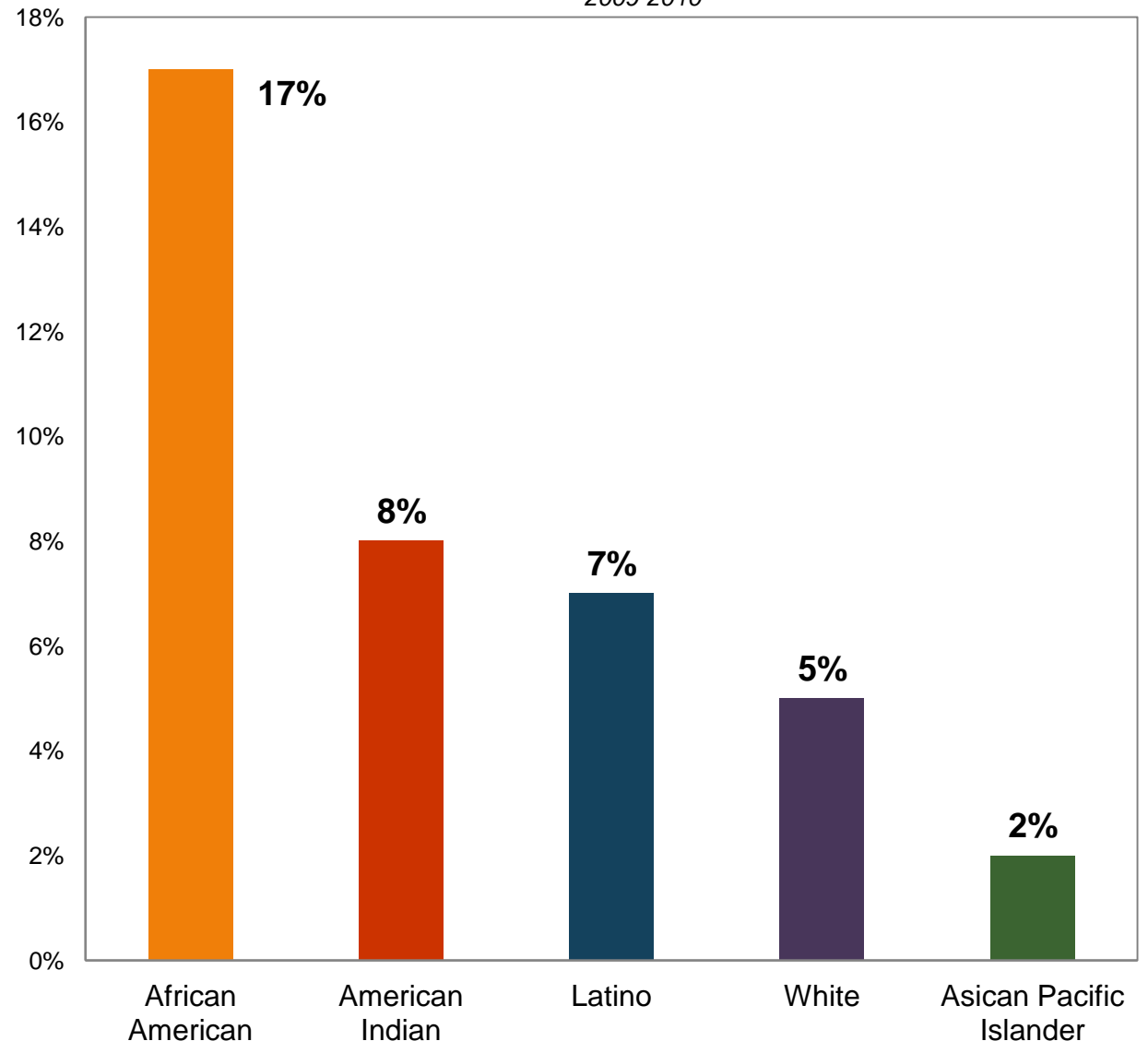
THE NATIONAL SCHOOL DISCIPLINE DEBATE

- **Rise in student exclusions** (*In/Out of School Suspensions, Expulsions*)
- Numerous research studies have concluded that students who are suspended are at greater risk of:
 - ✓ *Reduced educational opportunities and loss of instructional time*
 - ✓ *Grade retention*
 - ✓ *Dropping out*
 - ✓ *Involvement in the Juvenile Justice system*
- **Zero Tolerance & Increase Use of Suspensions**
- **Disparate Impact & Implication to Civil Rights:** Department of Education and Office of Civil Rights

NATIONAL FIGURES

- Approximately 3 million children suspended annually
- Disparities on the use of suspension between groups are often profound
 - By Race/Ethnicity
 - Students with Disabilities
 - Gender
- Students are suspended repeatedly
- Use varies dramatically by states, districts, and schools

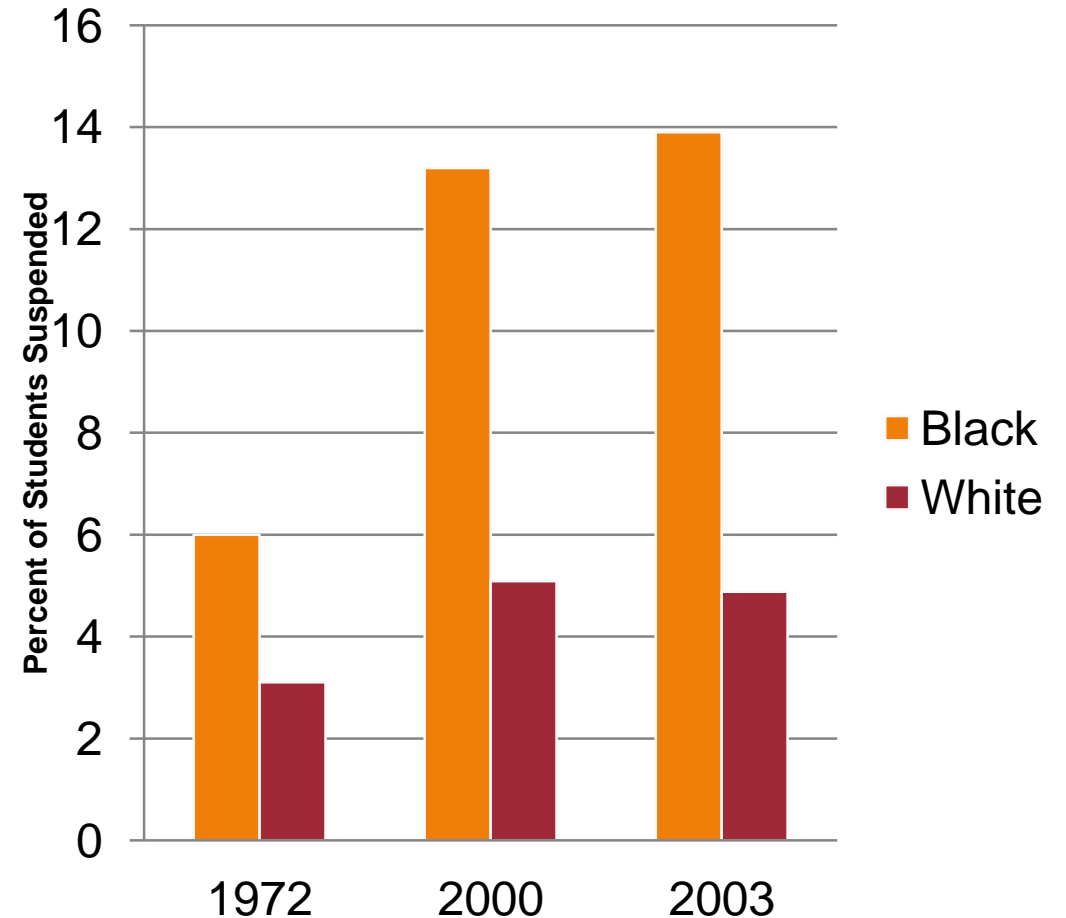
Percent of students across the nation suspended at least once by race/ethnicity
2009-2010



QUESTIONS ABOUT FAIRNESS + EFFICACY

- Numerous research studies have found disproportionality in the enforcement of school disciplines.
- Disproportionality found in:
 - ✓ Office Referrals
 - ✓ Suspension & Expulsion
 - ✓ Corporal Punishment
- Nationally, 30-50% of students suspended are repeat offenders
- Risk factors
- Student perceptions of disparity
- School to prison pipeline

Disproportionality at the National Level



HIGH RISK FOR SUSPENSION

Table 4c. Risk for suspension by race in 10 highest suspending districts for Latino students

Highest Suspending Districts for Latino Students								
Rank	State	School District	Native America/ Alaska Native	Asian American	Latino	Black	White	Total
1	CT	Hartford School District	37.5	5.0	44.2	52.9	19.0	45.1
2	IL	Thornton Township High School District 205	0.0	0.0	41.5	61.8	0.0	60.3
3	AZ	Miami Unified District	33.3	0.0	36.2	0.0	40.5	39.1
4	MA	Holyoke	0.0	22.2	34.8	35.9	17.5	31.5
5	IL	Bloom Township High School District 206	0.0	0.0	32.9	59.6	22.0	47.3
6	WY	Natrona County School District #1	31.0	33.3	32.3	31.4	35.0	34.8
7	MI	Garden City School District	50.0	12.5	32.0	40.3	21.9	24.1
8	PA	Reading Muhlenberg Career & Technology Center	0.0	0.0	30.7	23.8	15.6	27.7
9	OR	North Clackamas SD 12	2.9	1.2	30.6	11.1	4.9	5
10	MA	Worcester	19.4	9.6	29.9	27.7	16.8	22.7

Source: CRDC, 2009-2010 (numbers rounded to one decimal)

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CAUSES FOR DISCIPLINARY DISPARITIES- “DISCIPLINE GAP”

School Level Factors:

- **School leadership and orientations towards OSS** (Rausch & Skiba, 2005)
- **School Level-Disciplinary Policies (Zero Tolerance Paradigm)** (Fine & Smith, 2001)

Classroom Level

- **Teacher Quality and Classroom Management** (Osher, Bear, Sprague, & Doyle, 2010 ; Vavrus & Coles, 2002)
- **Teacher Training and Support** (Kim, Losen, & Hewitt, 2010).

Social Political Factors:

Racism, Stereotyping, Cultural Disparities (Skiba, 2008)

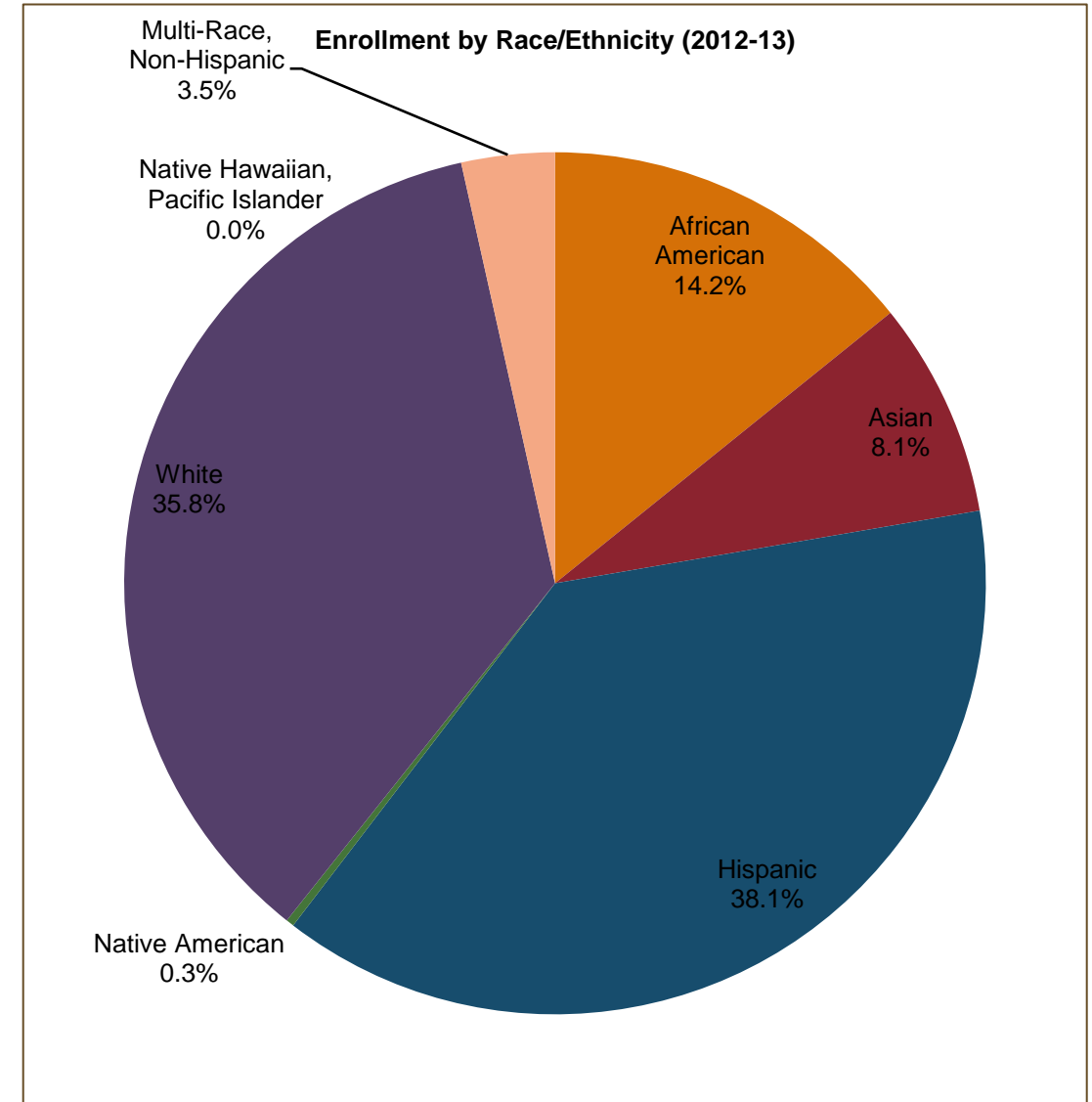
- **Cultural misinterpretations**
- **Lower or different expectations**
- **Influence of stereotypes**
 - ✓ How are minority boys perceived?
 - ✓ Different standards of “boys will be boys”
 - ✓ Differential standards for “respect”, “loitering”, “threat”
- **Lack on Consensus: When and for how long should a student be suspended and what is an acceptable rate?**

PROPONENTS OF OSS

- **Safety:** Ensure a safe environment that is conducive to teaching and learning
- **Deter:** To deter other students from misbehaving
- **“The Good Kids” Argument**
- **Parent’s Role in Student Discipline:** To improve student behavior by getting parent’s attention
- **Limited resources**

WORCESTER PUBLIC SCHOOLS PROFILE

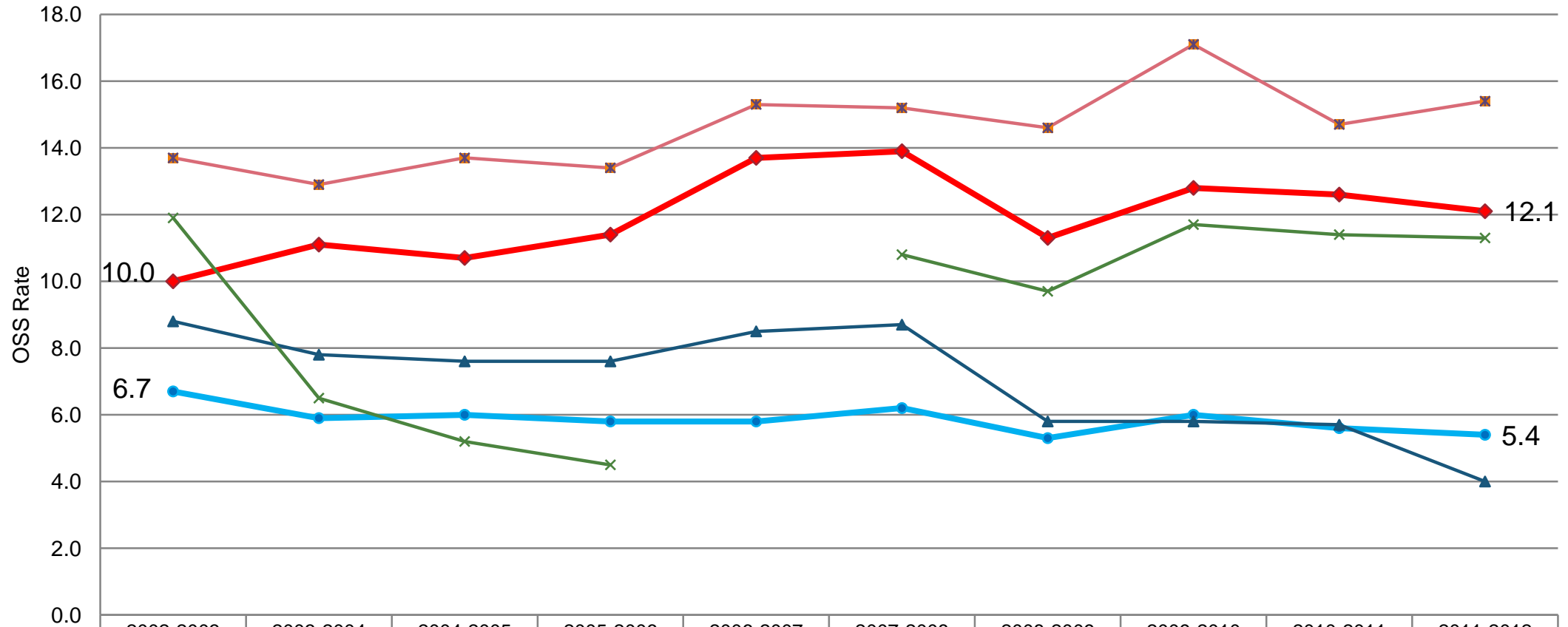
- Urban school district, 3rd largest in the state
- Total Student enrollment: 24,740
- 44 Schools (+ Head start program, Alternative Education Options)
- Ethnically/Racially Diverse
- Other Selected Populations
 - 44%: First language is not English
 - 20.7%: Special Education Students
 - 73%: Receive Free/Reduced School Lunch
- The In-School Suspension rate is 6.8% (2011-2012)
- **Out of School Suspension Rate: 12.1%** (2011-2012)



Source: MDESE, Worcester District Profile (2012-2013) & District Indicators Report 2011-2012

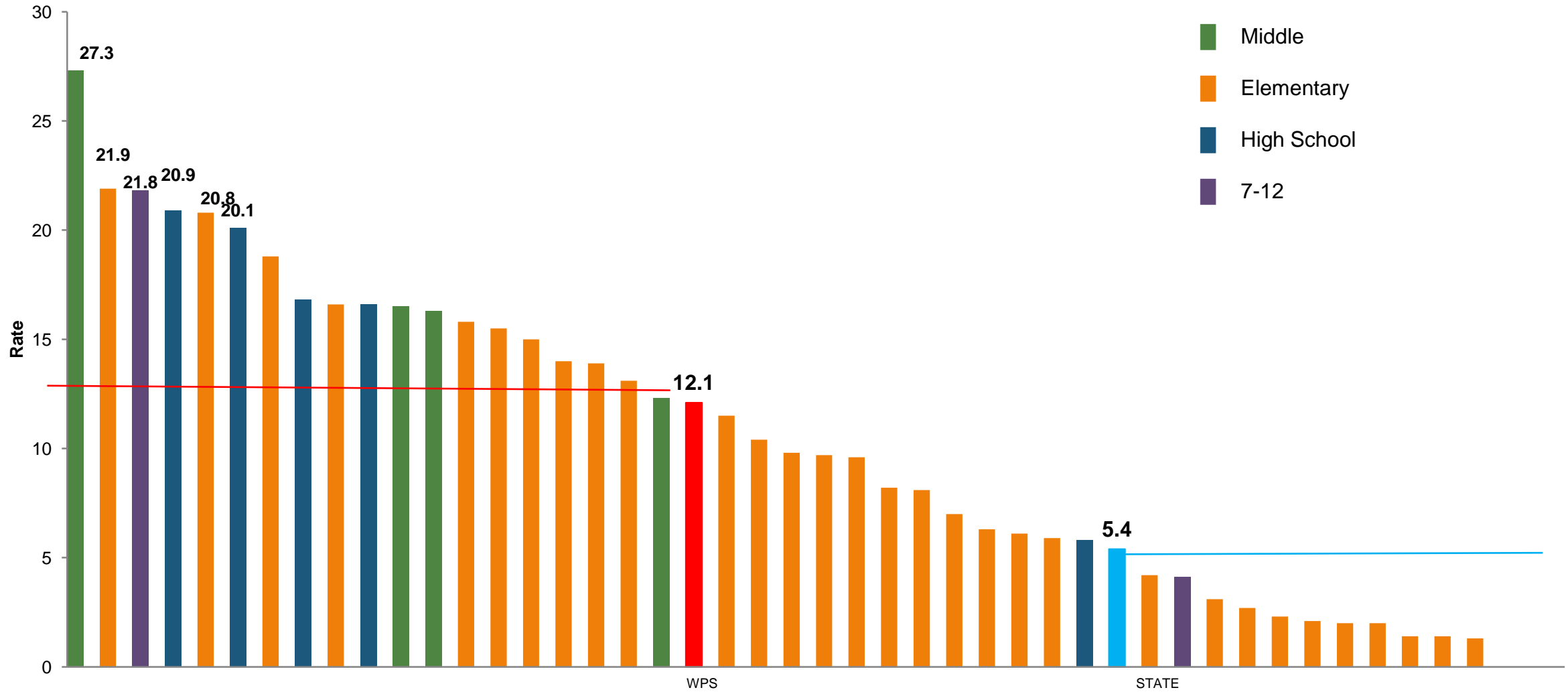
ANNUAL OUT-OF-SCHOOL SUSPENSION RATE

WPS BY YEAR

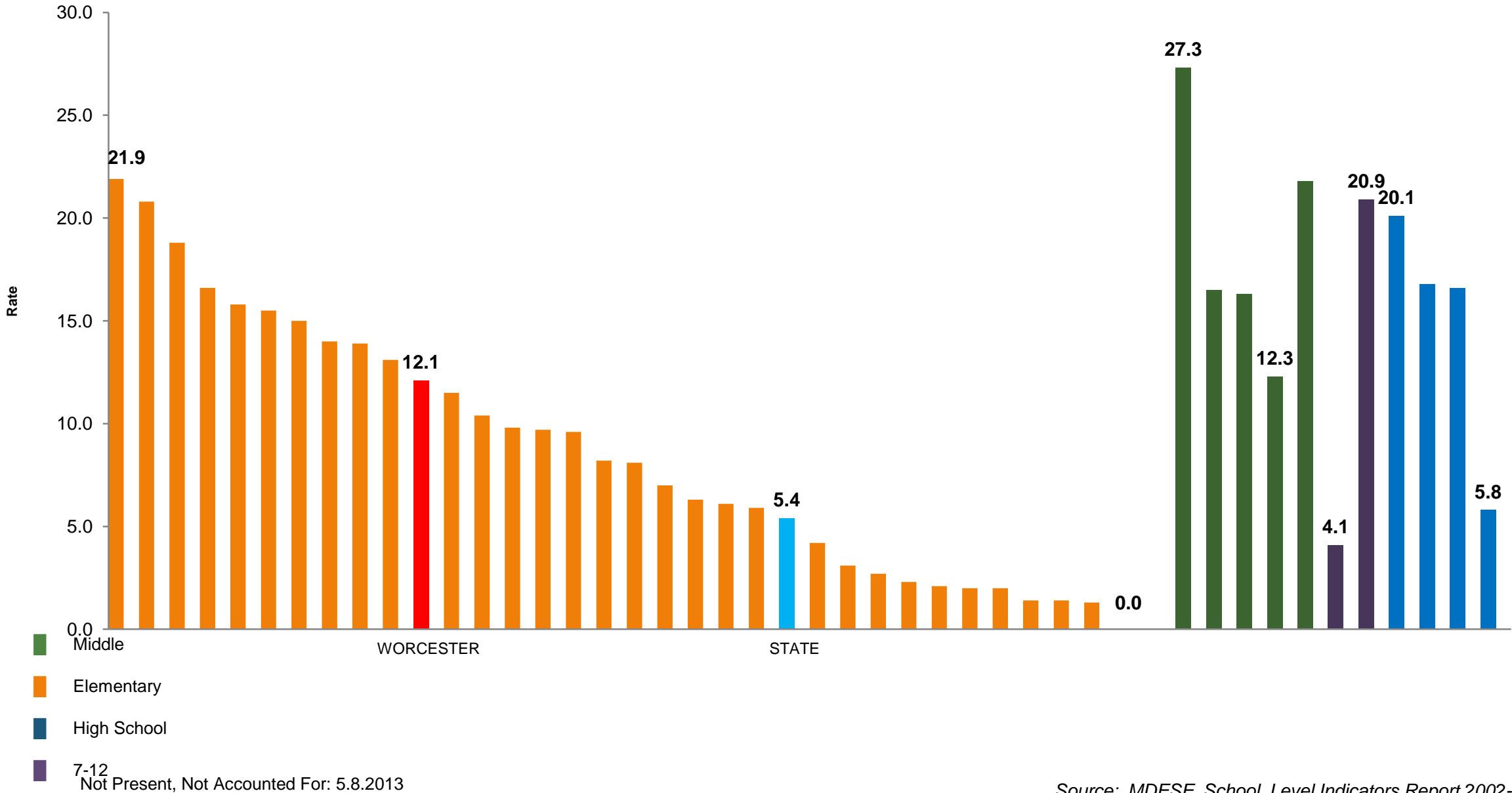


	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
State	6.7	5.9	6.0	5.8	5.8	6.2	5.3	6.0	5.6	5.4
WPS	10.0	11.1	10.7	11.4	13.7	13.9	11.3	12.8	12.6	12.1
Boston	8.8	7.8	7.6	7.6	8.5	8.7	5.8	5.8	5.7	4
Lowell	11.9	6.5	5.2	4.5		10.8	9.7	11.7	11.4	11.3
Springfield	13.7	12.9	13.7	13.4	15.3	15.2	14.6	17.1	14.7	15.4

2011-2012 ANNUAL OUT-OF-SCHOOL SUSPENSION RATE, BY SCHOOL



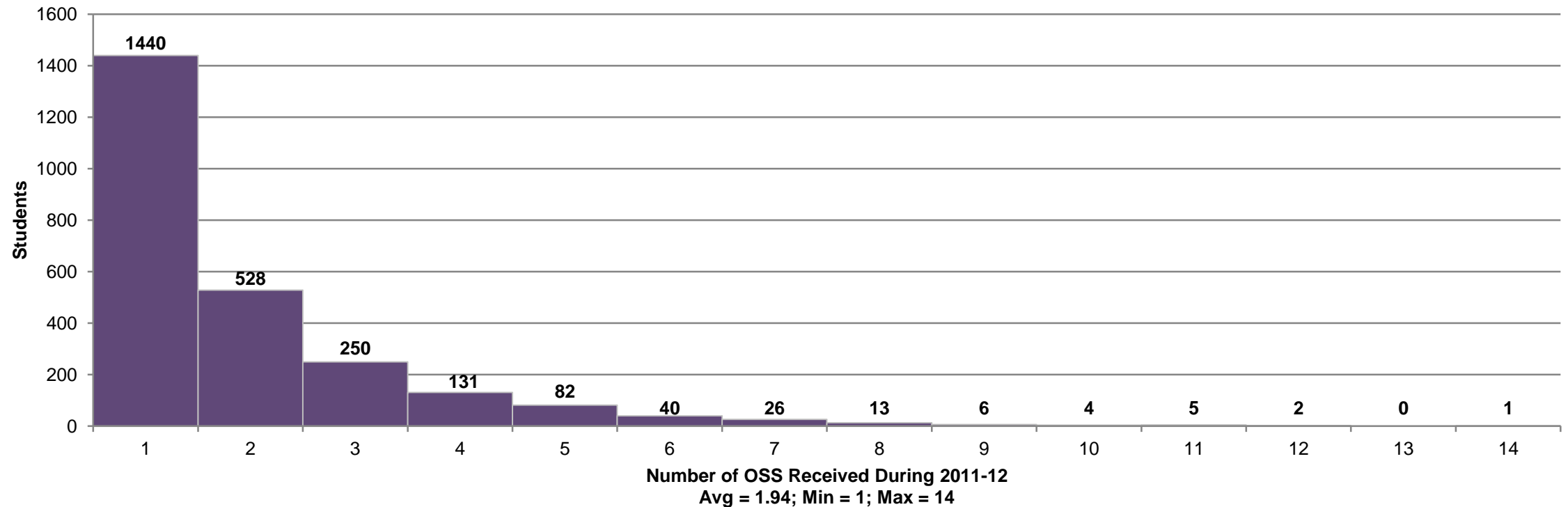
2011-2012 ANNUAL OUT-OF-SCHOOL SUSPENSION RATE, WPS BY SCHOOL TYPE



2011-2012 OUT-OF SCHOOL SUSPENSIONS

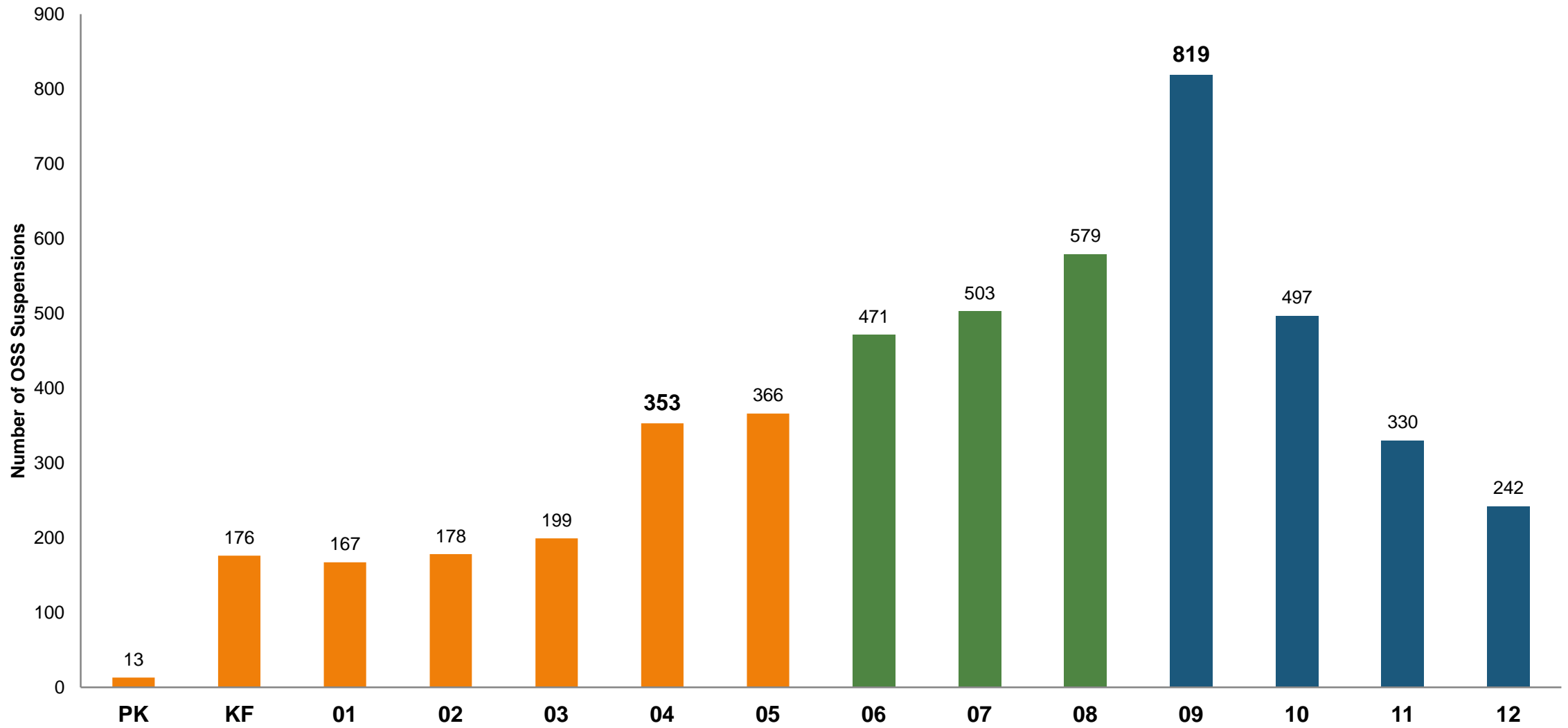
BY THE NUMBERS

- Total Number of Incidents that resulted in OSS = **4,893**
- Total Number of Students Receiving **at least one** out-of-school Suspension = **2,528**
- Number of Students Receiving **more than one** out-of-school suspensions = **1,088** (43% of students receiving OSS)
 - *These students accounted for **3,453** out-of-school suspensions during 2011-12 (70.6% of OSS)*



Source: Special Data Request, WPS

2011-2012 NUMBER OF OSS BY GRADE



Source: Special Data Request, WPS

REASONS FOR OUT-OF SCHOOL SUSPENSION

- ✓ Bomb Threats
- ✓ Bus infraction
- ✓ Cell Phone/Beeper
- ✓ Charged or Convicted of Felony
- ✓ Destruction/Theft Private Prop
- ✓ Destruction/Theft School Prop
- ✓ Disruption of School
- ✓ Excessive Absences or Tardies
- ✓ Failure to follow directions
- ✓ Failure to take detentions
- ✓ False Alarms
- ✓ Fighting
- ✓ Forgery/Plagiarism
- ✓ Gangs/Obscene Clothing
- ✓ Hazing
- ✓ Inciting a disturbance
- ✓ Lab/shop safety infraction
- ✓ Leaving school w/o permission
- ✓ Mult.class disruption/referral
- ✓ Obscene language/gestures
- ✓ Physical Assault - Employee
- ✓ Physical Assault-Student
- ✓ Possession of Drugs or Alcohol
- ✓ Possession of Weapons
- ✓ Repeated Class Cuts
- ✓ Repeated School Violations
- ✓ Smoking Tobacco
- ✓ Threat to an Employee
- ✓ Truancy
- ✓ Verbal Assault of a Student
- ✓ Verbal Assault of an Employee
- ✓ Written Assault/Threat to Stud

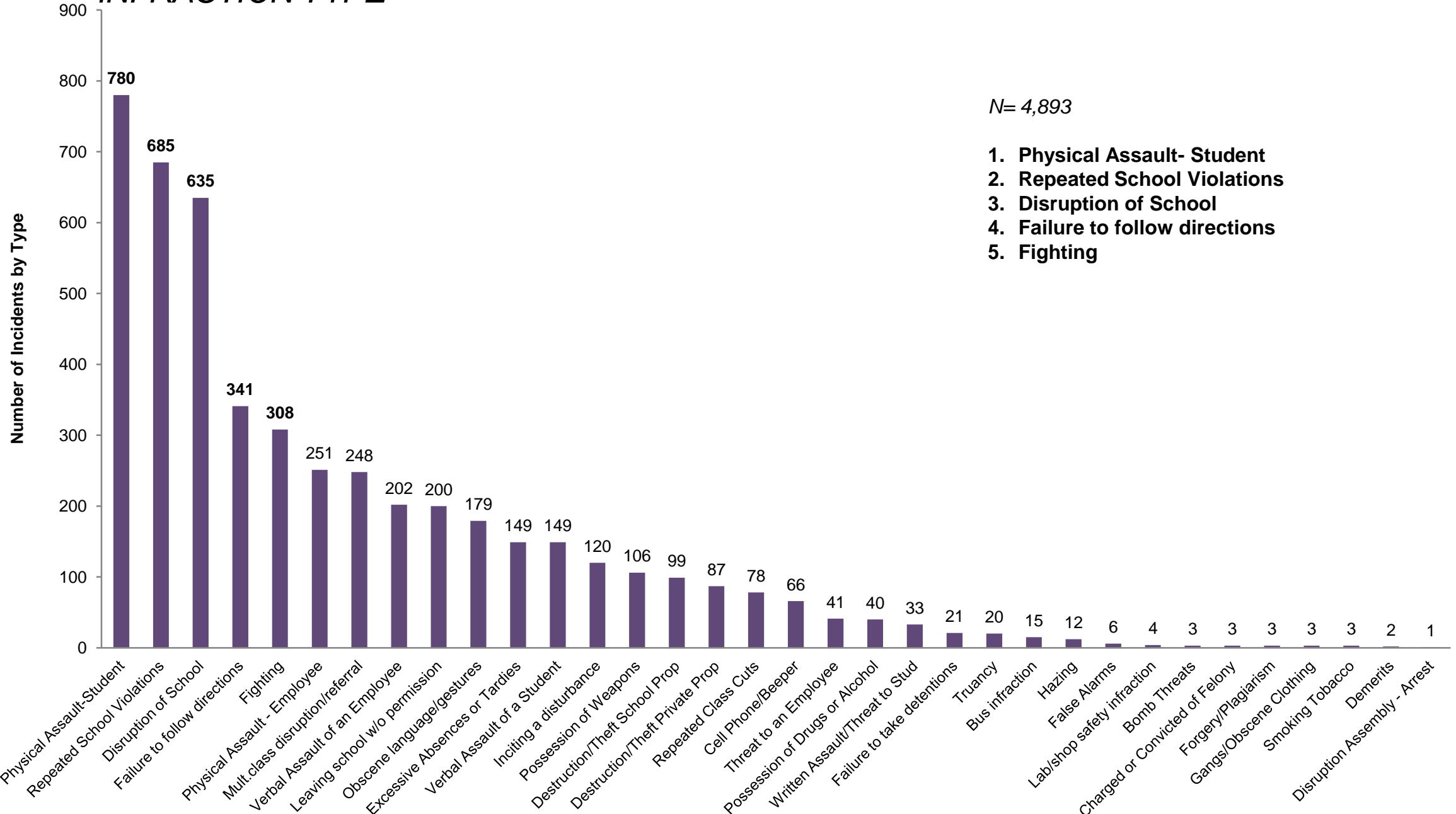
Source: Special Data Request, WPS

2011-2012: NUMBER OF OSS

Not Present, Not Accounted For: 5.8.2013

Source: Special Data Request, WPS

INFRACTION TYPE

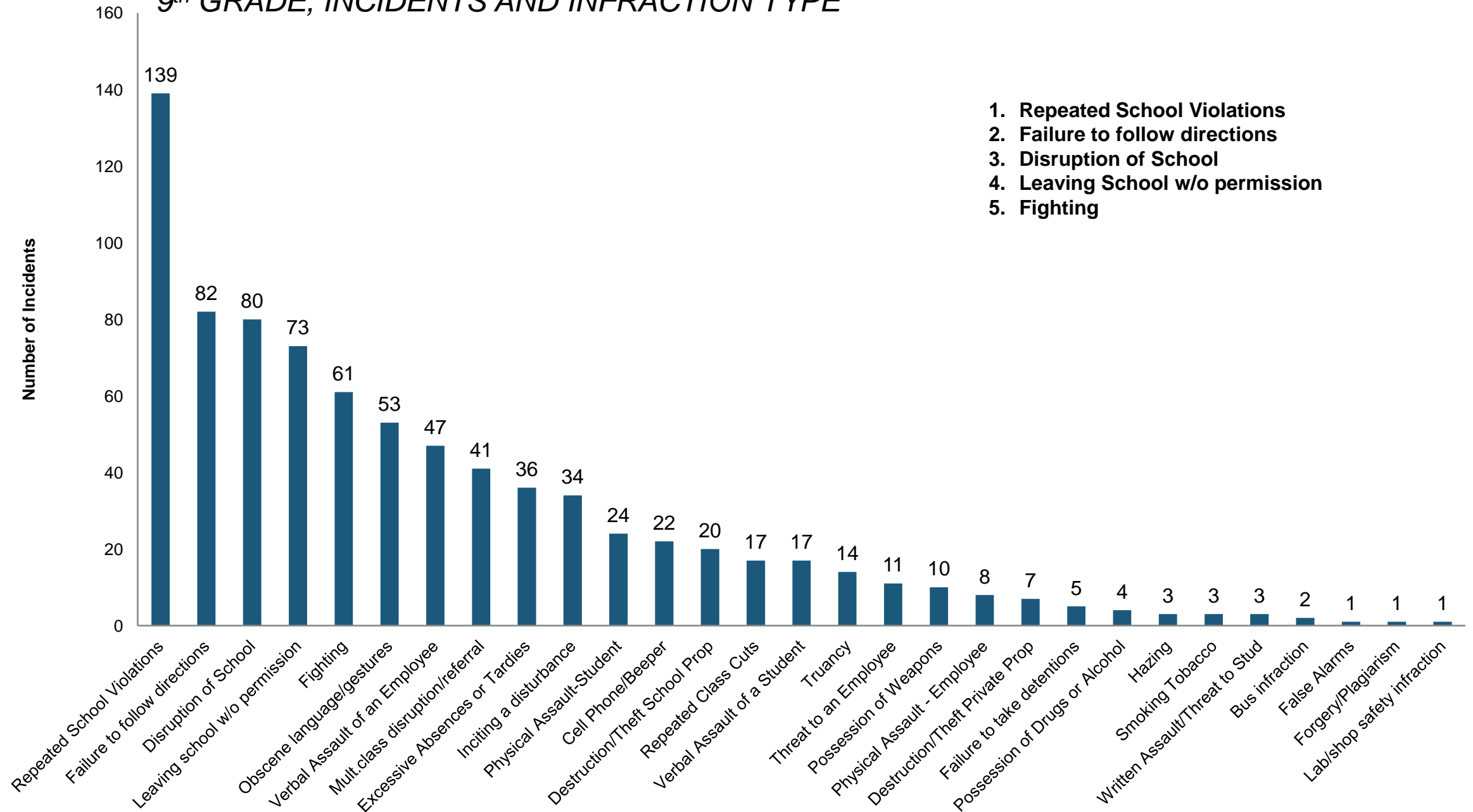


2011-2012 NUMBER OF OSS

9th GRADE, INCIDENTS AND INFRACTION TYPE

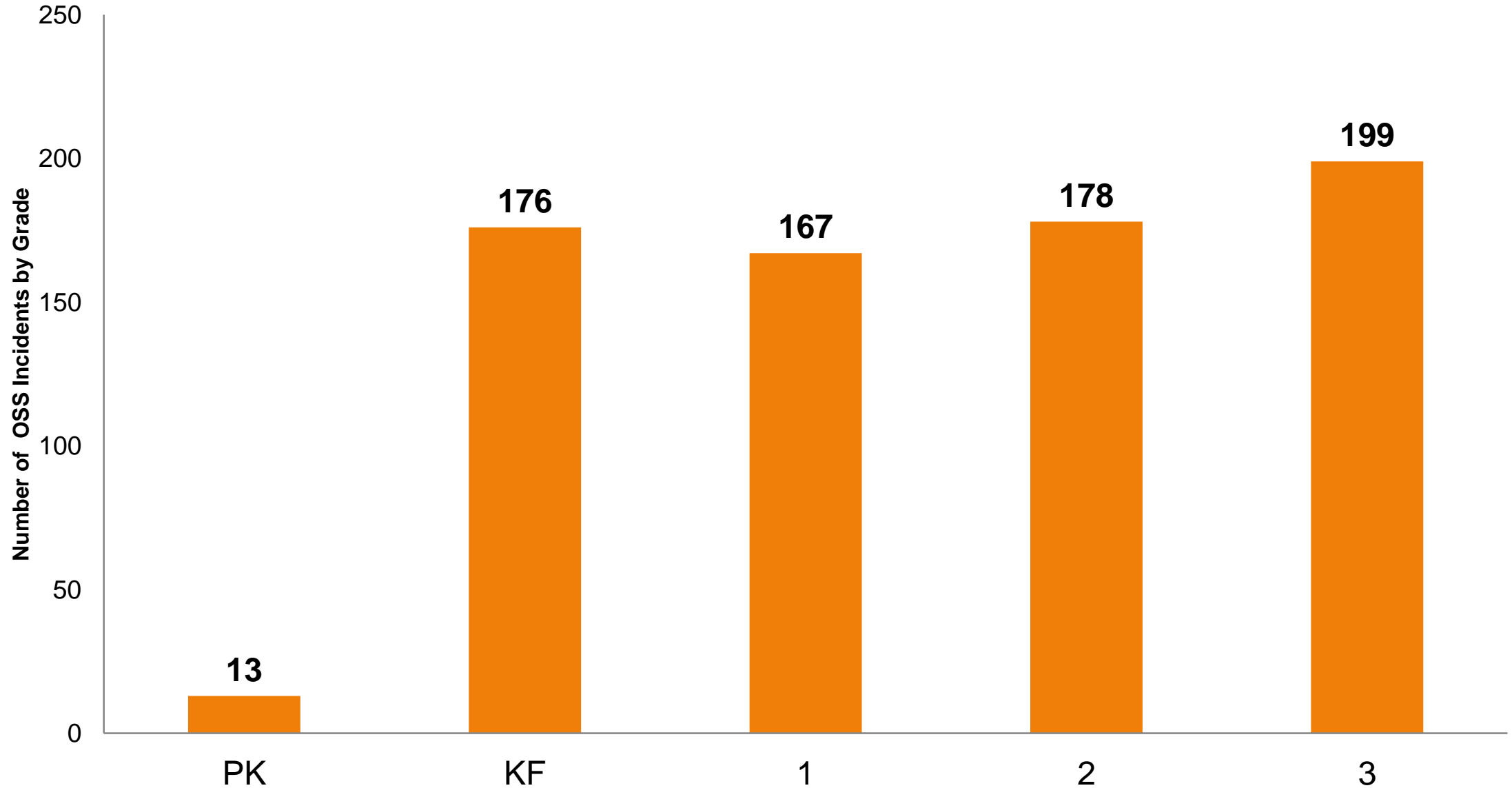
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Source: Special Data Request, WPS & MDSE 2011-12 Enrolled by Grade Report



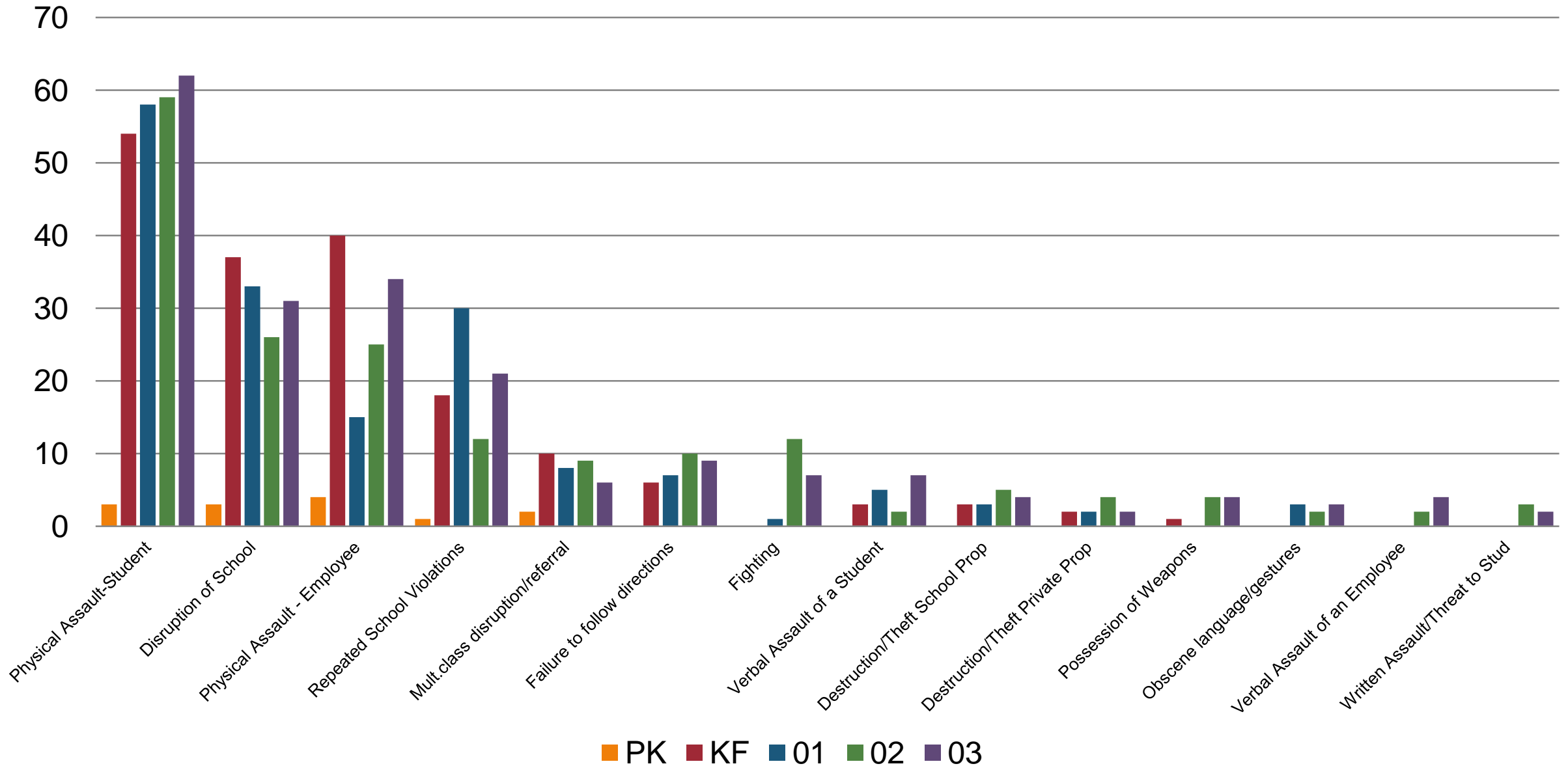
2011-2012 NUMBER OF OSS

PRE-K – 3rd Grade



2011-2012 NUMBER OF OSS

PRE-K – 3rd GRADE, INCIDENTS AND INFRACTION TYPE

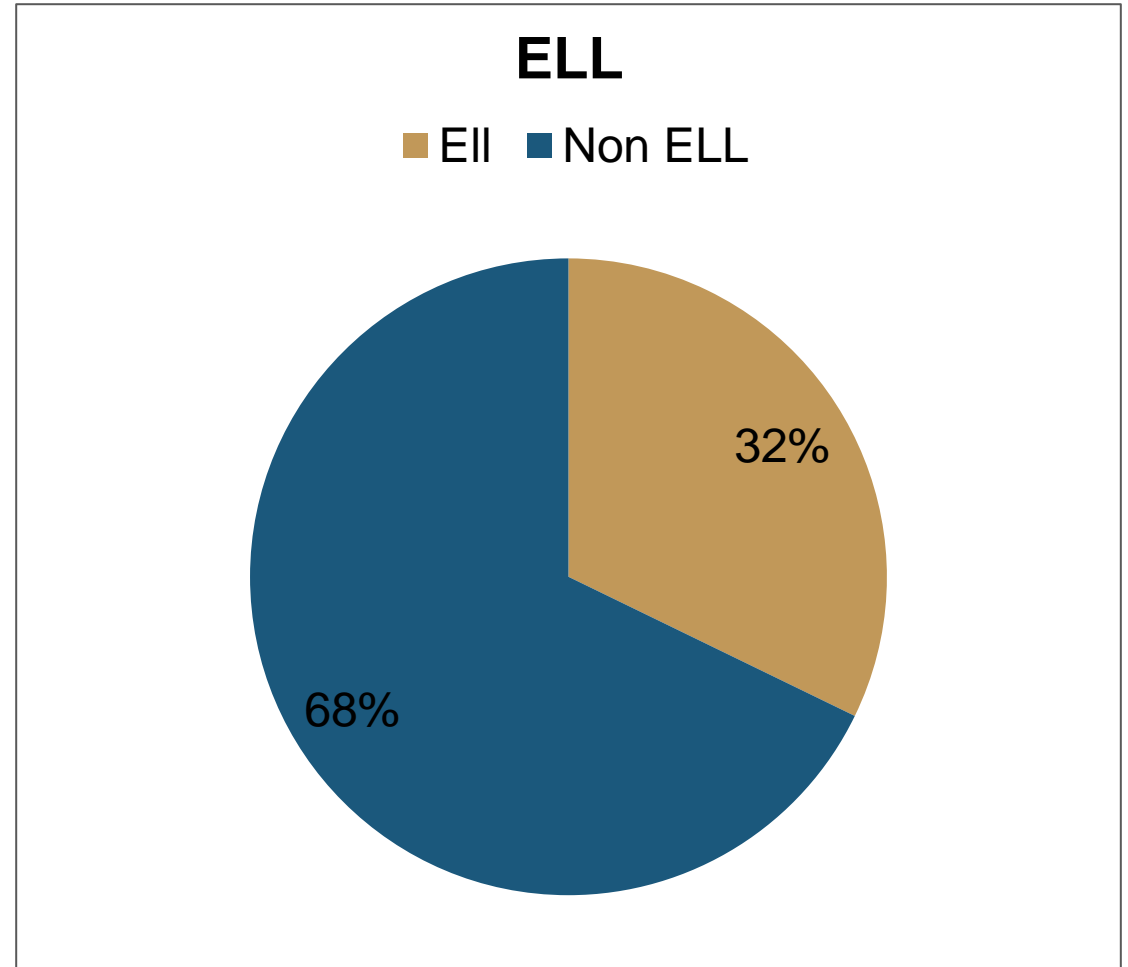
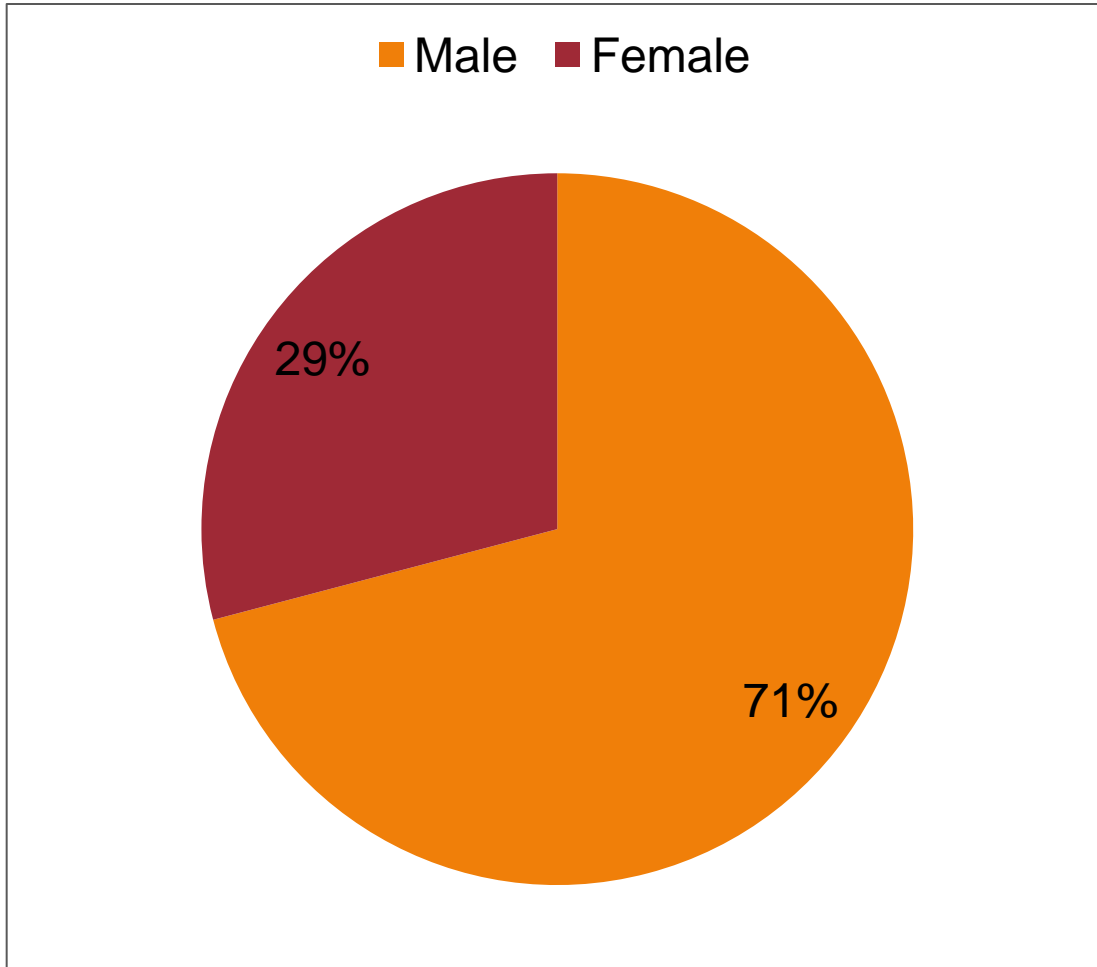


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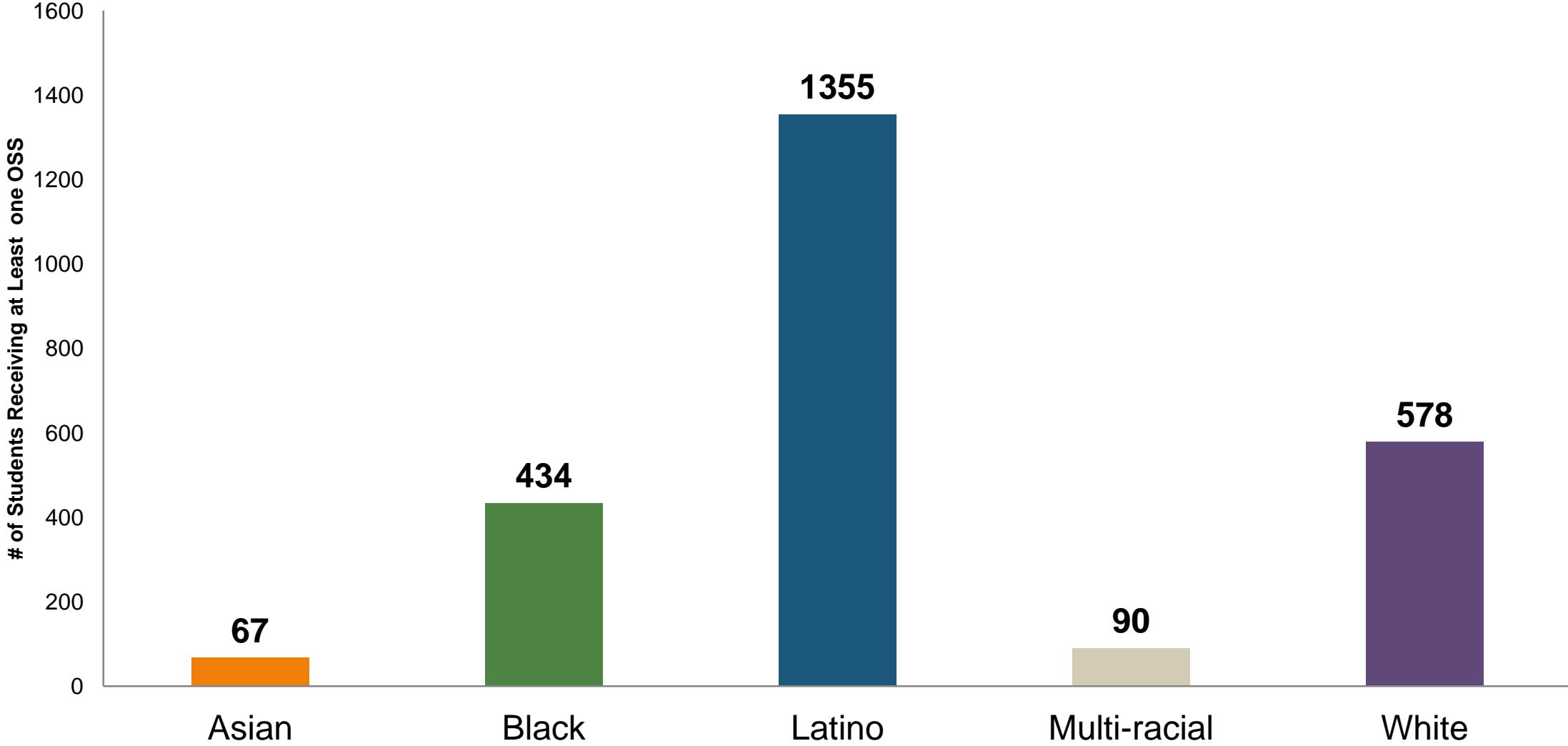
Source: Special Data Request, WPS

2011-2012 OUT-OF-SCHOOL SUSPENSION

BY GENDER AND ELL STATUS



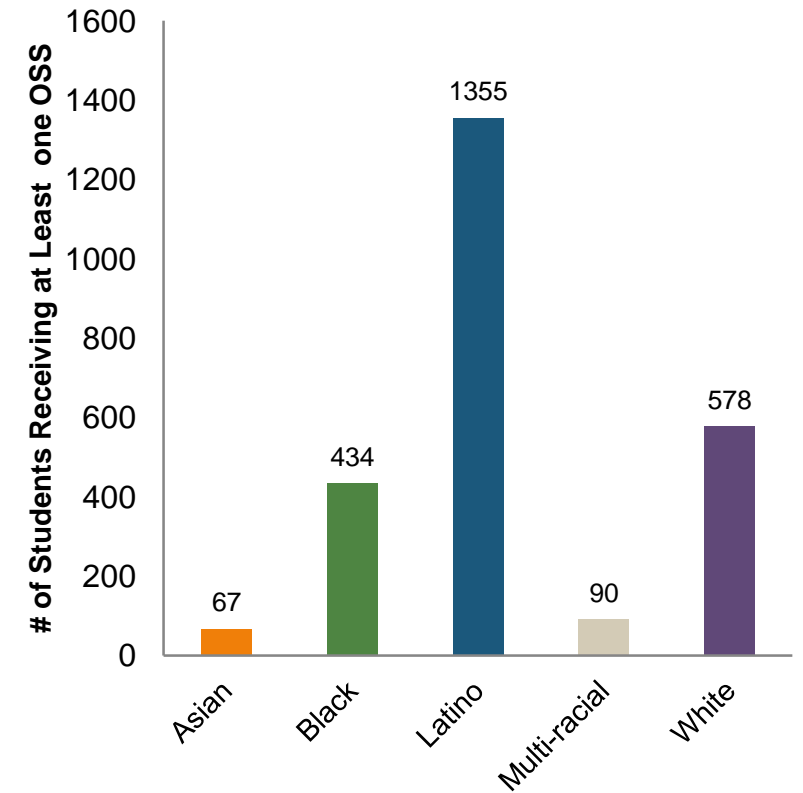
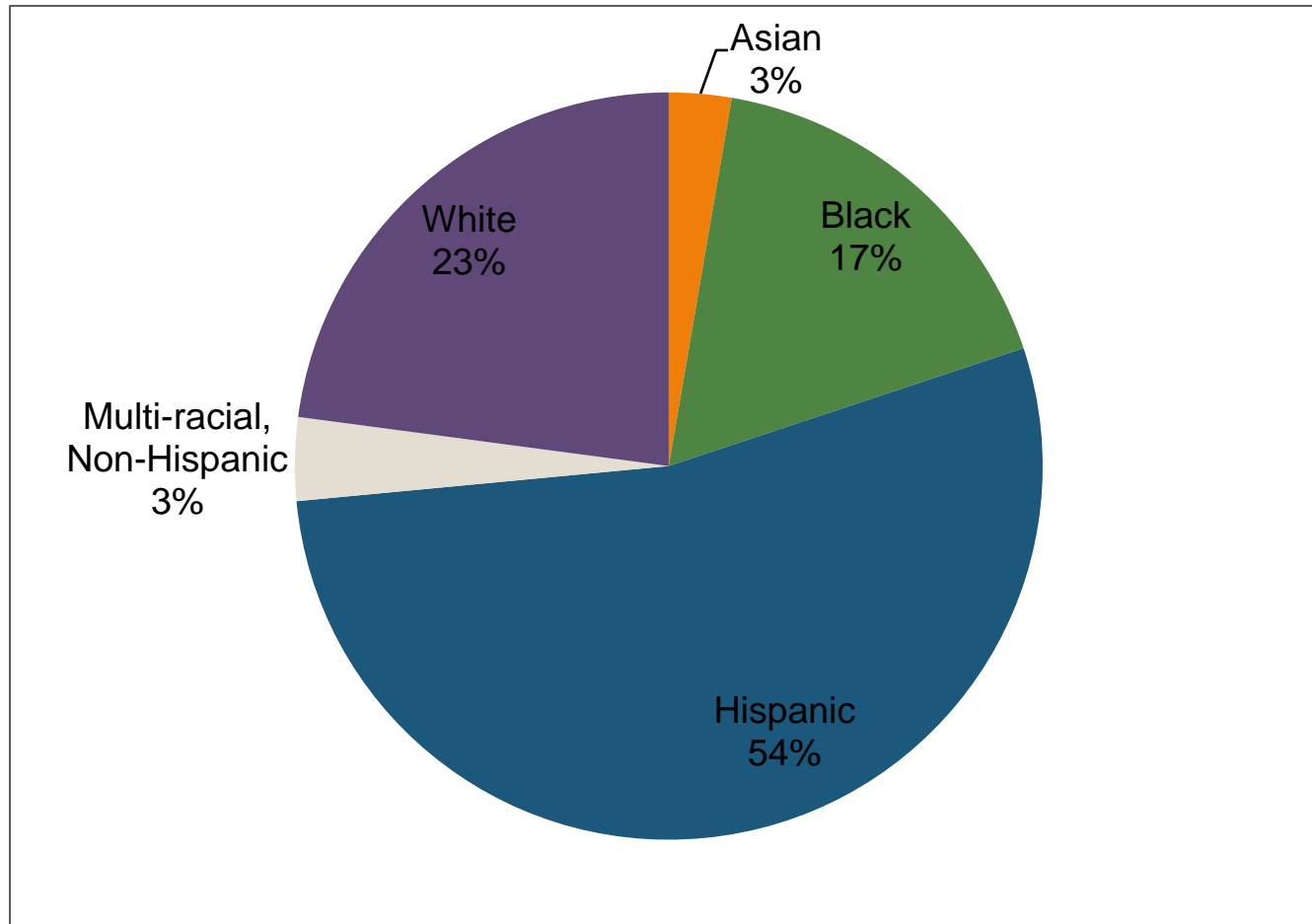
2011-2012 OUT-OF-SCHOOL SUSPENSIONS BY STUDENT'S RACE/ETHNICITY



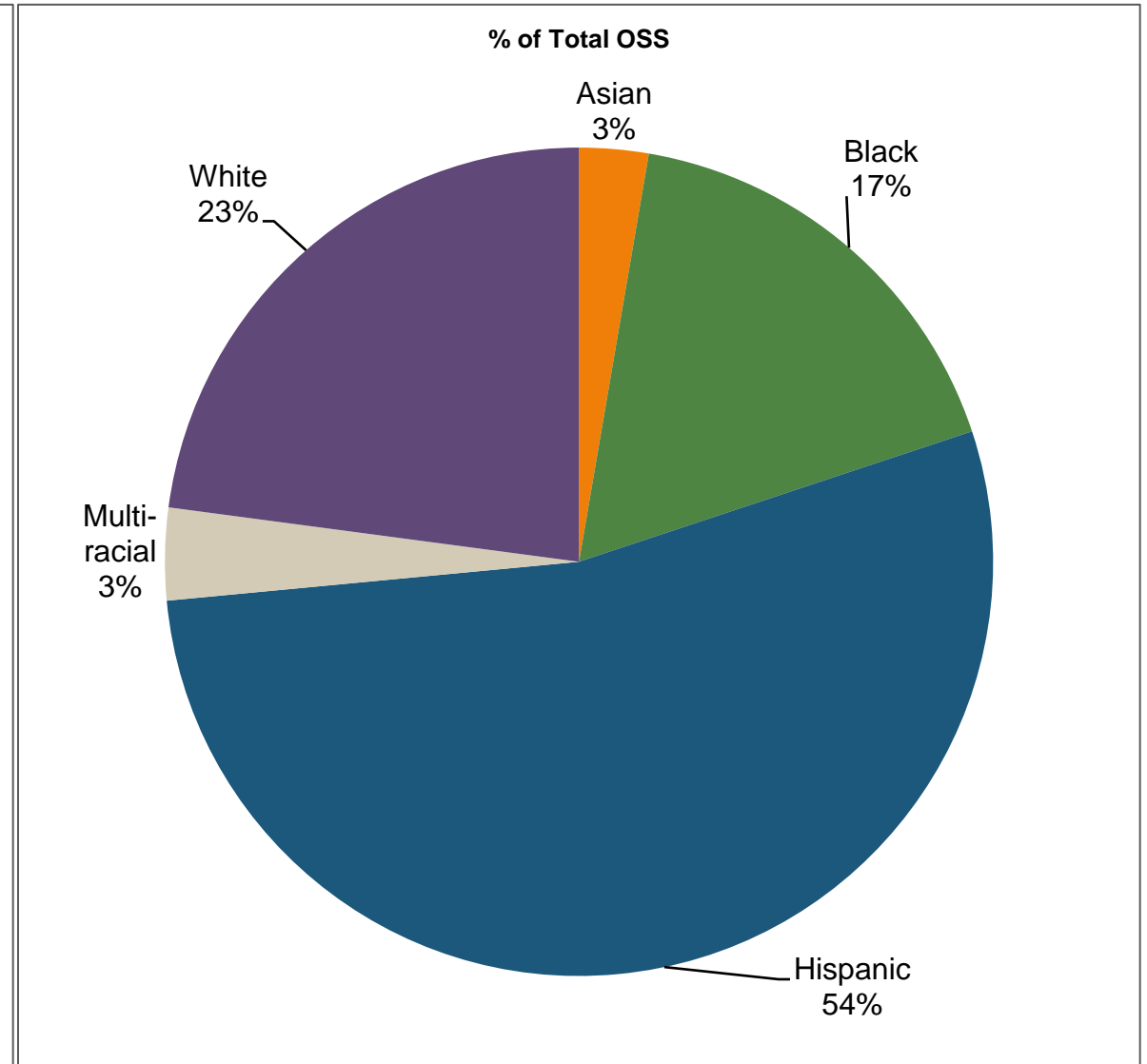
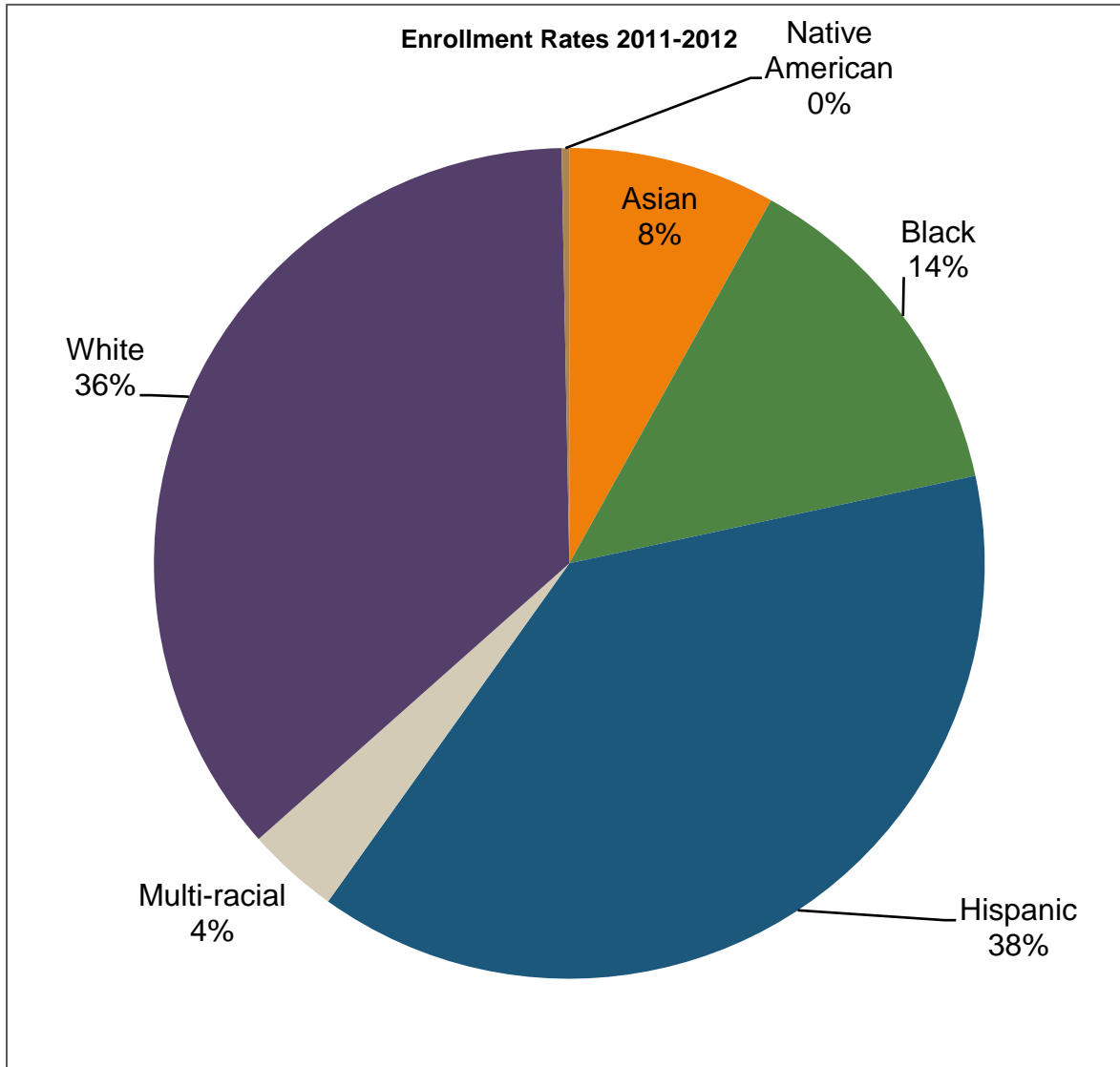
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2011-2012 OUT-OF-SCHOOL SUSPENSIONS BY STUDENT'S RACE/ETHNICITY



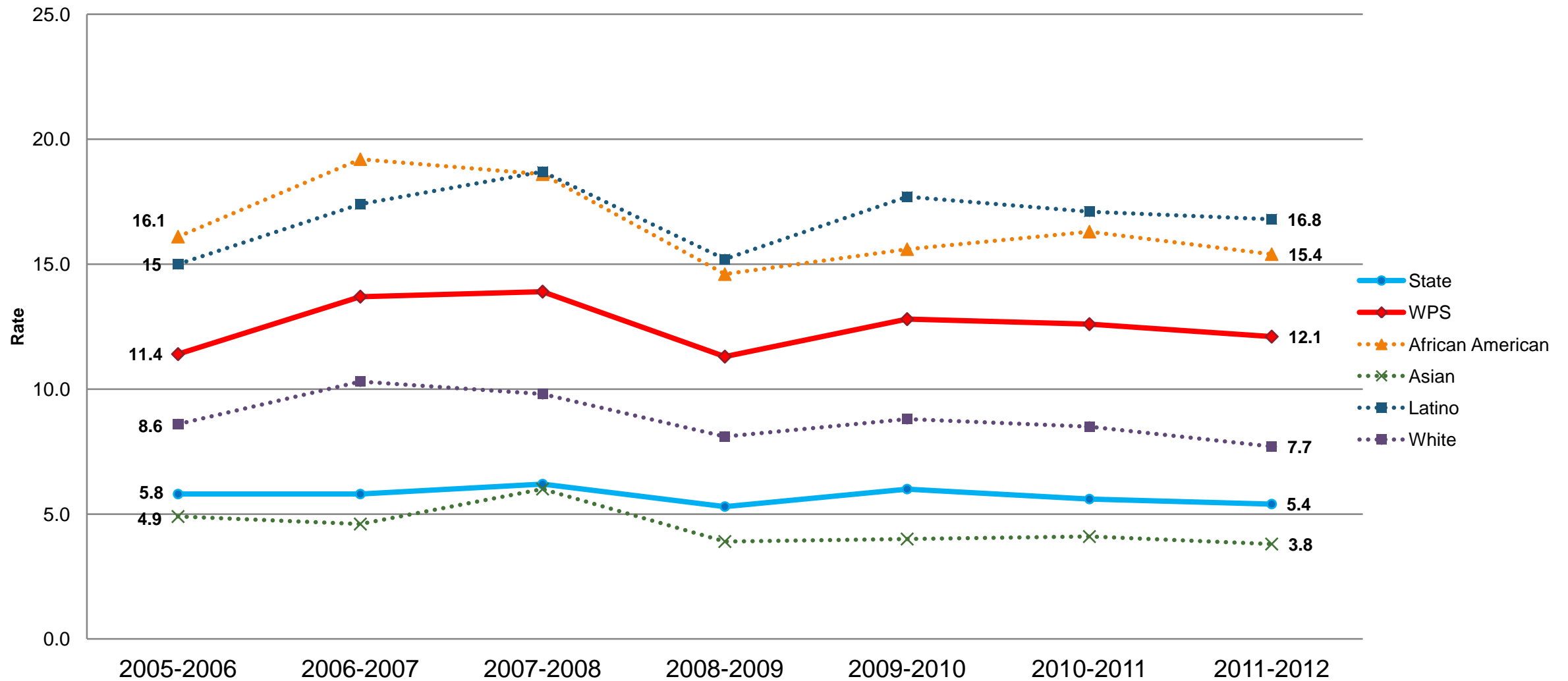
2011-2012 OUT-OF-SCHOOL SUSPENSIONS BY STUDENT'S RACE/ETHNICITY VS ENROLLMENT



Source: MDESE, Worcester District Profile (2011-2012)
Not Present, Not Accounted For: 5.5.2013

Source: Special Data Request., WPS

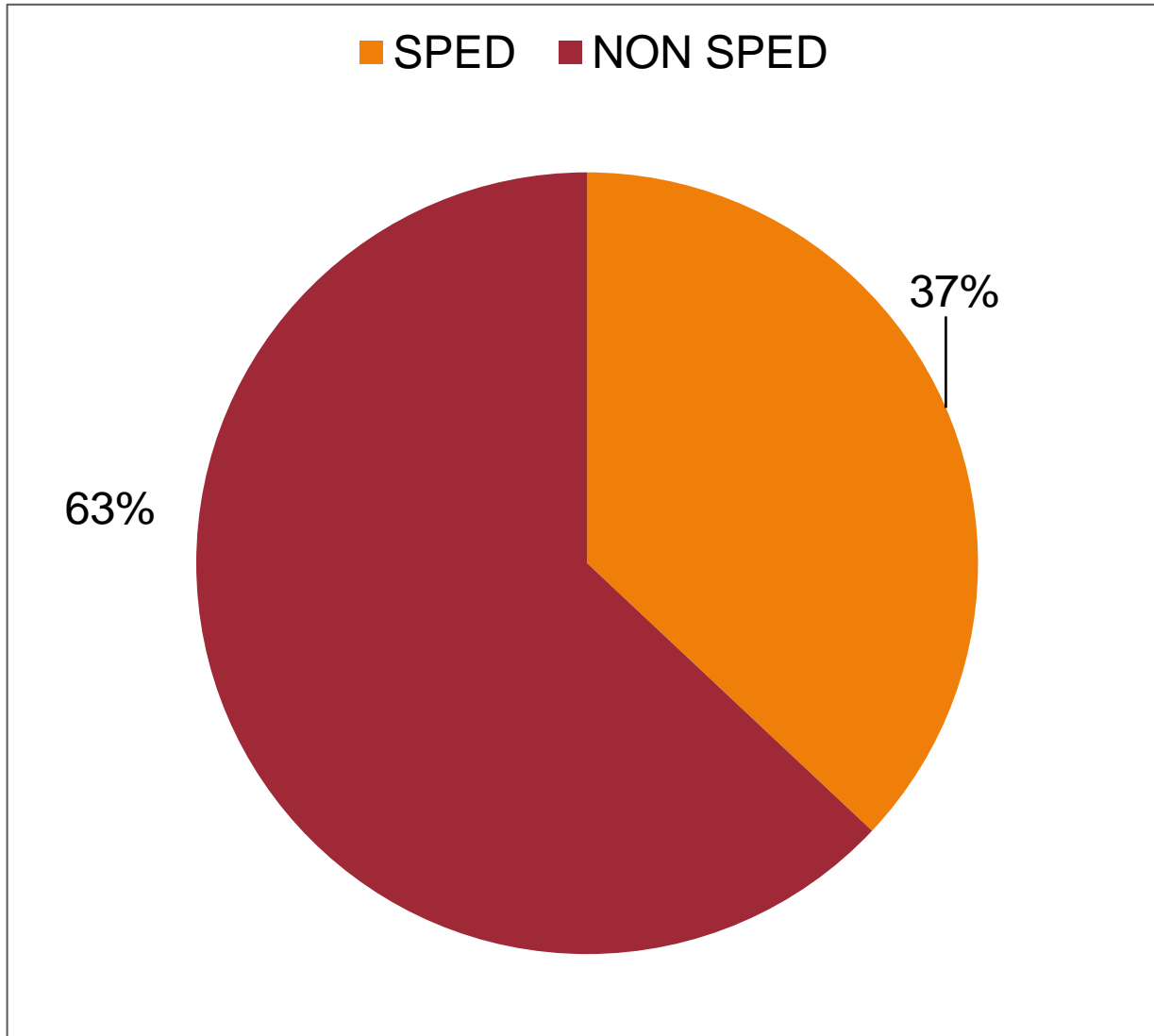
ANNUAL OUT-OF-SCHOOL SUSPENSION RATE, BY SUBGROUPS, BY YEAR



Source: Special Data Request: Summary of Suspensions by District, WPS (March 19, 2013)

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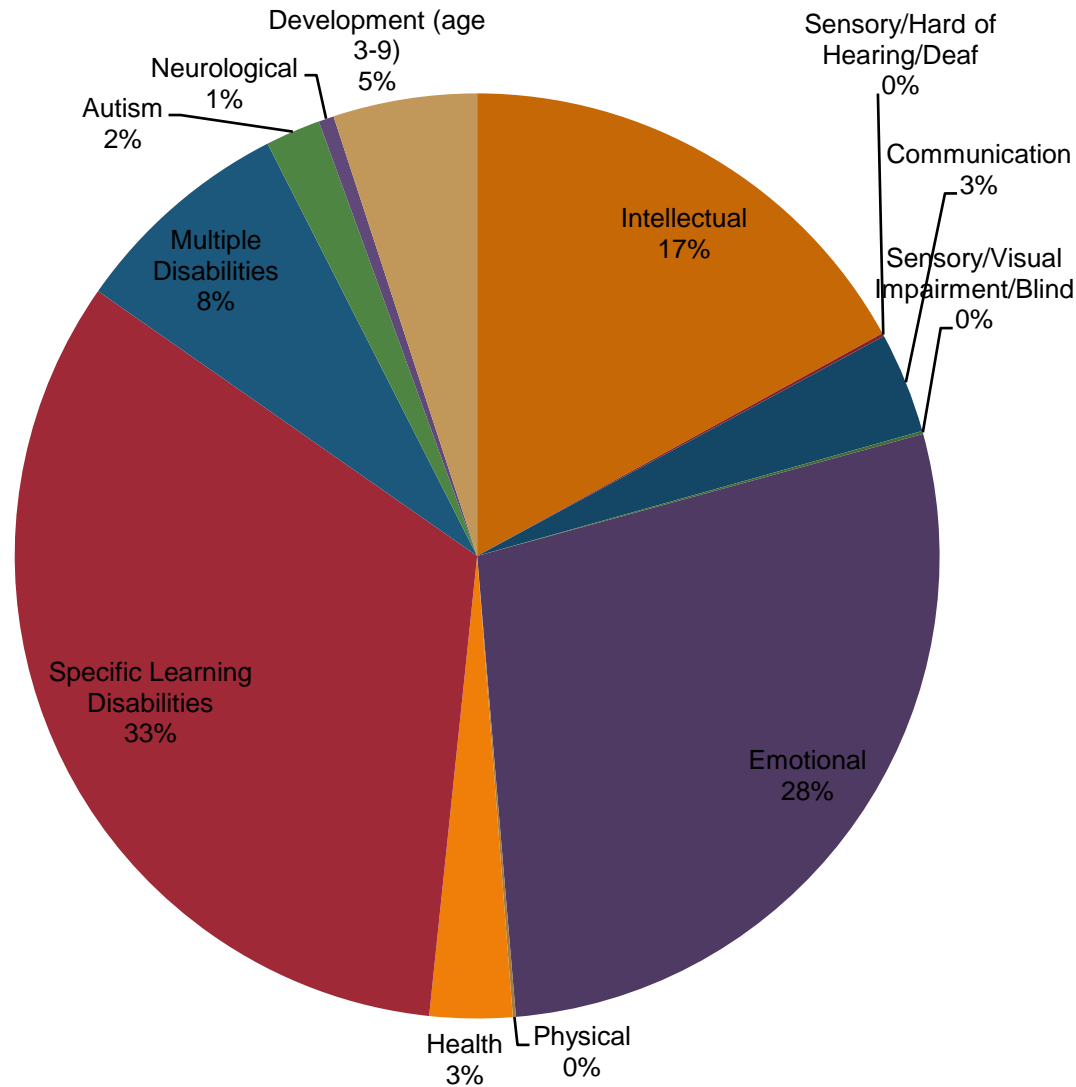
2011-2012 OUT-OF-SCHOOL SUSPENSIONS BY SPED STATUS



TOP FIVE REASONS

1. Repeated School Violations
2. Physical Assault- Student
3. Disruption of School
4. Physical Assault-employee
5. Failure to follow directions

2011-2012 SPED STUDENTS RECEIVING AT LEAST ONE OSS BY LEARNING DISABILITY TYPE



	Frequency
Intellectual	159
Sensory/Hard of Hearing/Deaf	1
Communication	33
Sensory/Visual Impairment/Blind	1
Emotional	261
Physical	1
Health	27
Specific Learning Disabilities	309
Multiple Disabilities	73
Autism	18
Neurological	5
Development (age 3-9)	47
Total	935

TOP FIVE INCIDENT TYPES, 2011-2012

	1	2	3	4	5
Asian	Leaving school w/o permission	Disruption of School	Physical Assault-Student	Repeated School Violations	Excessive Absences or Tardies
Black	Physical Assault-Student	Repeated School Violations	Disruption of School	Failure to follow directions	Fighting
Latino	Physical Assault-Student	Disruption of School	Repeated School Violations	Failure to follow directions	Fighting
Multi	Physical Assault-Student	Repeated School Violations	Fighting	Failure to follow directions	Disruption of School
White	Physical Assault-Student	Repeated School Violations	Disruption of School	Failure to follow directions	Physical Assault - Employee
Sped	Repeated School Violations	Physical Assault-Student	Disruption of School	Physical Assault – Employee	Failure to follow directions

CONCLUSION FROM WPS DATA

- OSS suspension rate is **more than double** the State rate.
- **Large variation** of use of OSS by school from rates of zero to 27.
- OSS is used for a **wide range of reasons**, not just school safety.
- OSS is used in **every single grade** as disciplinary sanction. An increase use of OSS by year, until 9th grade.
- OSS used **repeatedly** with the same students as disciplinary sanction.
- High use of OSS in **transition years**, including early childhood years.
- **Disproportionality** by student race/ethnicity background, gender, ELL status, as well as SPED status

CHAPTER 222

AN ACT RELATIVE TO STUDENTS' ACCESS TO EDUCATIONAL SERVICES AND EXCLUSION FROM SCHOOL

Takes into effect on July 1, 2014

Some of the provisions include:

- Discretion on the use OSS for non serious offenses (*do not involve drugs, weapons , and assaults on school grounds, and those that do not involve felony charges filed in court.*)
- Students excluded for **more than 10 consecutive school days** are entitled to educational services.
- **New reporting mandates:** Reasons for exclusions, total number of days excluded, disaggregated data by the students
- DESE will **investigate** schools that have large number of OSS (more than ten days)
- The principal or designee shall notify the superintendent of an exclusion imposed on a student enrolled in **kindergarten through grade 3** prior to such exclusion taking effect
- Increased due process for students and families

For more information on Chapter 222: <http://www.massadvocates.org/resources-cls.php>

CONCLUSION

- Efficacy of frequent use suspension mechanism to promote safety and order has been raised.
- Frequent suspensions do not improve student outcomes *(of those suspended)* or of the high suspending schools or districts.
- Out-of School suspension may not be a deterrent for inappropriate behavior.
- Disciplinary removal may not be developmentally appropriate.
- Well documented disparate use of out of school suspensions: *Certain segments of student populations are excluded at disproportionately high rates*
- OSS used for reasons that do not threaten the safety of schools
- OSS highly correlated with negative student outcomes *(grade retention, low academic achievement, dropping out, and involvement in the juvenile justice system)*
- There are alternative to Out of School Suspensions

See Reference list handout



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<http://www.worcester.edu/LEI>

<http://wecollaborative.org/>

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