Out of School Suspension Data
Worcester Public Schools

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Gastón Institute
University of Massachusetts Boston

For
Latino Education Institute
Worcester State University

May 8th
9:30 AM to 3 PM
Worcester State University,
GHOSH Science and Technology
Building, Science Auditorium

Not Present, Not Accounted For: 5.8.2013
OUT OF SCHOOL SUSPENSION DATA

WORCESTER PUBLIC SCHOOLS

Publicly Available Data (MDESE)

Worcester Public Schools Data

National Data and Research (see handout)

Not Present, Not Accounted For: 5.8.2013
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

Not Present, Not Accounted For: 5.8.2013
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

Not Present, Not Accounted For: 5.8.2013
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

Source: Civil Rights Project, 2012

Not Present, Not Accounted For: 5.8.2013
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

Source: Skiba, 2008

Not Present, Not Accounted For: 5.8.2013
# High Risk for Suspension

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

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

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

ANNUAL OUT-OF-SCHOOL SUSPENSION RATE

WPS BY YEAR

<table>
<thead>
<tr>
<th>Year</th>
<th>State</th>
<th>WPS</th>
<th>Boston</th>
<th>Lowell</th>
<th>Springfield</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002-2003</td>
<td>6.7</td>
<td>10.0</td>
<td>8.8</td>
<td>11.9</td>
<td>13.7</td>
</tr>
<tr>
<td>2003-2004</td>
<td>5.9</td>
<td>11.1</td>
<td>7.8</td>
<td>6.5</td>
<td>12.9</td>
</tr>
<tr>
<td>2004-2005</td>
<td>6.0</td>
<td>10.7</td>
<td>7.6</td>
<td>5.2</td>
<td>13.7</td>
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<td>2005-2006</td>
<td>5.8</td>
<td>11.4</td>
<td>7.6</td>
<td>4.5</td>
<td>13.4</td>
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<td>2006-2007</td>
<td>5.8</td>
<td>13.7</td>
<td>8.5</td>
<td>10.8</td>
<td>15.3</td>
</tr>
<tr>
<td>2007-2008</td>
<td>6.2</td>
<td>13.9</td>
<td>8.7</td>
<td>9.7</td>
<td>15.2</td>
</tr>
<tr>
<td>2008-2009</td>
<td>5.3</td>
<td>11.3</td>
<td>5.8</td>
<td>11.7</td>
<td>14.6</td>
</tr>
<tr>
<td>2009-2010</td>
<td>6.0</td>
<td>12.8</td>
<td>5.8</td>
<td>11.4</td>
<td>17.1</td>
</tr>
<tr>
<td>2010-2011</td>
<td>5.6</td>
<td>12.6</td>
<td>5.7</td>
<td>11.3</td>
<td>14.7</td>
</tr>
<tr>
<td>2011-2012</td>
<td>5.4</td>
<td>12.1</td>
<td>4.0</td>
<td>11.3</td>
<td>15.4</td>
</tr>
</tbody>
</table>

Source: MDESE, District Level indicators Report s 2002-2012

Not Present, Not Accounted For: 5.8.2013
2011-2012 ANNUAL OUT-OF-SCHOOL SUSPENSION RATE, BY SCHOOL

Source: MDESE, School Level Indicators Report 2011-2012
2011-2012 ANNUAL OUT-OF-SCHOOL SUSPENSION RATE, WPS BY SCHOOL TYPE

Source: MDESE, School Level Indicators Report 2002-2012

Worcester State

Rate

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

Middle School

Elementary School

High School

Not Present, Not Accounted For: 5.8.2013
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

Number of OSS Suspensions

<table>
<thead>
<tr>
<th>Grade</th>
<th>PK</th>
<th>KF</th>
<th>01</th>
<th>02</th>
<th>03</th>
<th>04</th>
<th>05</th>
<th>06</th>
<th>07</th>
<th>08</th>
<th>09</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>13</td>
<td>176</td>
<td>167</td>
<td>178</td>
<td>199</td>
<td>353</td>
<td>366</td>
<td>471</td>
<td>503</td>
<td>579</td>
<td>819</td>
<td>497</td>
<td>330</td>
<td>242</td>
</tr>
</tbody>
</table>

Source: Special Data Request, WPS

Not Present, Not Accounted For: 5.8.2013
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

Not Present, Not Accounted For: 5.8.2013
2011-2012: NUMBER OF OSS

INFRINGEMENT TYPE

Number of Incidents by Type

N = 4,893

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

Source: Special Data Request, WPS

Not Present, Not Accounted For: 5.8.2013
1. Repeated School Violations
2. Failure to follow directions
3. Disruption of School
4. Leaving School w/o permission
5. Fighting

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

Not Present, Not Accounted For: 5.8.2013
2011-2012 NUMBER OF OSS

PRE-K – 3rd Grade

Number of OSS Incidents by Grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>PK</th>
<th>KF</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>13</td>
<td>176</td>
<td>167</td>
<td>178</td>
<td>199</td>
</tr>
</tbody>
</table>

Not Present, Not Accounted For: 5.8.2013

Source: Special Data Request, WPS
2011-2012 OUT-OF-SCHOOL SUSPENSION
BY GENDER AND ELL STATUS

Male 29%
Female 71%

ELL
Ell 32%
Non ELL 68%

Source: Special Data Request, WPS

Not Present, Not Accounted For: 5.8.2013
2011-2012 OUT-OF-SCHOOL SUSPENSIONS
BY STUDENT'S RACE/ETHNICITY

Source: Special Data Request, WPS

Not Present, Not Accounted For: 5.8.2013
2011-2012 OUT-OF-SCHOOL SUSPENSIONS
BY STUDENT’S RACE/ETHNICITY

- **Asian**: 3%
- **Black**: 17%
- **Hispanic**: 54%
- **Multi-racial, Non-Hispanic**: 3%
- **White**: 23%

# of Students Receiving at Least One OSS

- Asian: 67
- Black: 434
- Latino: 1355
- Multi-racial: 90
- White: 578

Source: Special Data Request, WPS

Not Present, Not Accounted For: 5.8.2013
2011-2012 OUT-OF-SCHOOL SUSPENSIONS
BY STUDENT'S RACE/ETHNICITY VS ENROLLMENT

Enrollment Rates 2011-2012
- White: 36%
- Hispanic: 38%
- Multi-racial: 4%
- Asian: 8%
- Black: 14%
- Native American: 0%

% of Total OSS
- Hispanic: 54%
- White: 23%
- Black: 17%
- Multi-racial: 3%
- Asian: 3%

Source: MDESE, Worcester District Profile (2011-2012)
ANNUAL OUT-OF-SCHOOL SUSPENSION RATE,
BY SUBGROUPS, BY YEAR

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

Source: Special Data Request, WPS
2011-2012 SPED STUDENTS RECEIVING AT LEAST ONE OSS
BY LEARNING DISABILITY TYPE

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

Source: Special Data Request, WPS
## TOP FIVE INCIDENT TYPES, 2011-2012

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

*Source: Special Data Request, WPS*

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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/ethnical 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*
Not Present, Not Accounted For: School Suspensions in Worcester

OUT OF SCHOOL SUSPENSION DATA
WORCESTER PUBLIC SCHOOLS

http://www.worcester.edu/LEI
http://wecollaborative.org/

MAY 8TH
9:30AM TO 3PM
WORCESTER STATE UNIVERSITY,
GHOSH SCIENCE AND TECHNOLOGY
BUILDING, SCIENCE AUDITORIUM