Who we are

The **essential**, **indispensable** member of any team addressing education policy.
What we do

We believe in the power of **learning from experience** and we know informed policymakers create **better education policy**.
How we do it

RESEARCH

REPORT

COUNSEL

CONVENE
Roadmap

Data & Current Context
↓
Research
↓
State Policies
What is the issue?

- U.S. Office for Civil Rights Data
- Discipline Disparities
  - Race
  - Gender
  - Disability Status
- Referrals to Law Enforcement
Diving into the Data

Figure 2: Representation of Students Who Received Disciplinary Actions Compared to Overall Student Population, by Student Race or Ethnicity, School Year 2013-14

This chart shows whether each race or ethnicity was underrepresented or overrepresented among students who received six types of discipline. For example, White students were underrepresented among students suspended out of school by approximately 18 percentage points, as shown in the chart, because they made up about 50% of the overall K-12 student population, but 32% of the students suspended out of school.

- **Out-of-school suspension**
  - Underrepresented: White (17.8), Hispanic (3.3), Black (3.5), Asian (0.5), American Indian/Alaska Native (0.9), Two or more races (0.9)
  - Overrepresented: All groups

- **In-school suspension**
  - Underrepresented: White (11.6), Hispanic (1.5), Black (3.7), Asian (0.4), American Indian/Alaska Native (0.3), Two or more races (1.1)
  - Overrepresented: All groups

- **Referral to law enforcement**
  - Underrepresented: White (12.3), Hispanic (2.2), Black (1.9), Asian (1.1), American Indian/Alaska Native (1.1), Two or more races (1.1)
  - Overrepresented: All groups

- **Expulsion**
  - Underrepresented: White (6.5), Hispanic (7.1), Black (3.9), Asian (0.9), American Indian/Alaska Native (2.1), Two or more races (2.1)
  - Overrepresented: All groups

- **Corporal punishment**
  - Underrepresented: White (16.9), Hispanic (0.2), Black (4.9), Asian (1.0), American Indian/Alaska Native (1.1), Two or more races (1.1)
  - Overrepresented: All groups

- **School-related arrest**
  - Underrepresented: White (10.6), Hispanic (0.7), Black (2.9), Asian (0.7), American Indian/Alaska Native (0.3), Two or more races (0.3)
  - Overrepresented: All groups

Source: GAO analysis of Department of Education, Civil Rights Data Collection | GAO-15-255

Note: Disparities in student discipline such as those presented in this figure may support a finding of discrimination, but taken alone, do not establish whether unlawful discrimination has occurred.
Research: Exclusionary Discipline

- Academic Performance
- Grade Retention
- Drop-Out
- Criminal Justice Involvement
- Economic Impacts

**FIGURE 12: Relationship between Any Disciplinary Contact and Repeating a Grade or Dropping Out**

All Students in Study Group (928,940)

- Students with Disciplinary Actions: 553,413 (59.6%)
- Students with NO Disciplinary Actions: 375,527 (40.4%)

- Held Back at Least Once: 169,939 (31%)
- Dropped Out: 53,646 (10%)
- Held Back at Least Once: 19,989 (5%)
- Dropped Out: 8,208 (2%)

Council of State Governments Justice Center, “Breaking Schools’ Rules” 2011
Balfanz, Robert; Byrnes, Vaughan; and Fox, Joanna (2014) “Sent Home and Put Off-Track: The Antecedents, Disproportionalities and Consequences of Being Suspended in the Ninth Grade,”
Well-implemented alternative strategies, including PBIS, restorative and trauma-informed practices may:

- Increase Academic Engagement
- Improve Student Behavior
- Enhance School Climate
- Decrease Exclusionary Discipline
Research Note: Implementation

Key Factors for Success

- Training
- Support
- Funding
- Buy-In
- Fidelity
- Time
What is currently in state law?

Types of School Discipline Statutes

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of States</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limitations of any type</td>
<td>40</td>
</tr>
<tr>
<td>Limitations by grade level</td>
<td>15</td>
</tr>
<tr>
<td>Limitations for attendance</td>
<td>10</td>
</tr>
<tr>
<td>Encourage alternatives to discipline</td>
<td>20</td>
</tr>
<tr>
<td>Explicit reporting requirements</td>
<td>30</td>
</tr>
</tbody>
</table>
State Policy Shifts Over Time

Zero Tolerance and Reform Bills Enacted in 2000-18

This graph depicts trend lines (foreground) as well as raw data (background) on the number of bills passed in both the zero tolerance and reform categories.
What have states enacted recently?

Enacted Legislation: Suspension, Expulsion or Alternatives to Discipline

- Green: Enacted 2018
- Purple: Enacted 2017
- Orange: Enacted Both Years

Source: Education Commission of the States
State Policies 2018: Suspension & Expulsion

- **Grade level limitations**
  - Virginia SB 170
  - D.C. B22-0594

- **Violation type limitations**
  - Colorado HB 1156

- **Reporting requirements**
  - Delaware SB 85-1
  - Utah SB 198
State Policies 2018: Alternative Strategies

- **Encourage Use of Alternatives**
  - Georgia HB 740
  - D.C. B22-0594

- **Training & Professional Development**
  - Ohio HB 318

- **Study Committees**
  - Indiana HB 1421
Resources

- **Education Commission of the States**
  - The Status of School Discipline in State Policy
  - 50-State Comparison
  - Policy Snapshot: Suspension & Expulsion
  - Policy Snapshot: Alternative School Discipline Strategies

- **National Clearinghouse on Supportive School Discipline**

- **Council of State Governments Justice Center**

- **UCLA Civil Rights Project**
Questions?

Contact Us!
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