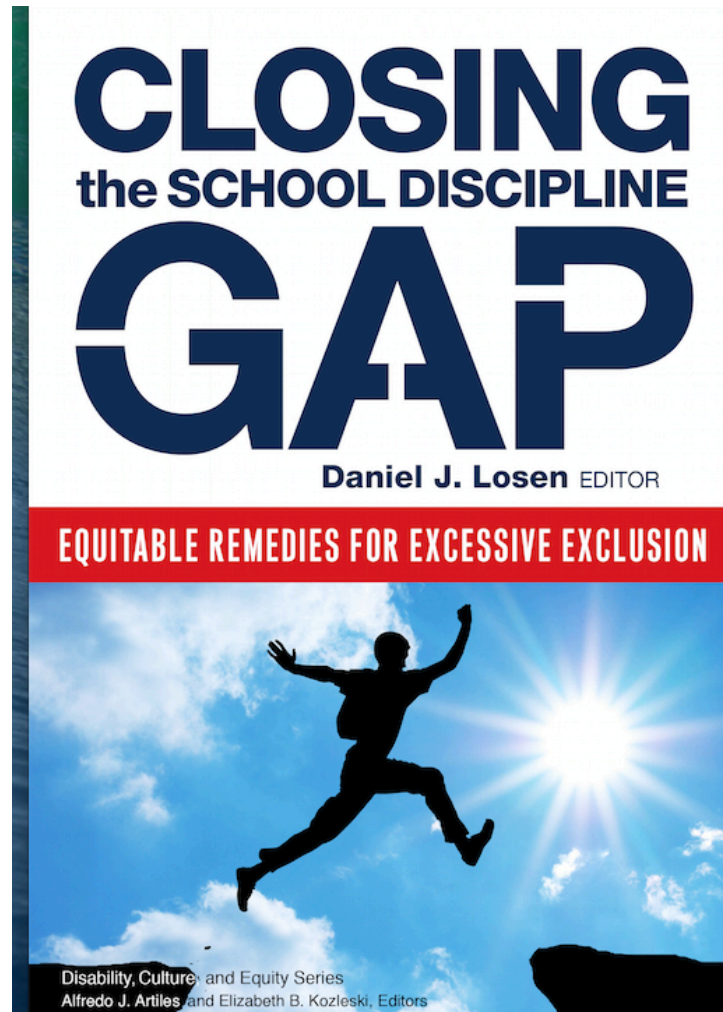


# Recommendations Informed by Recent Research



# Getting Back On Track

Final Report on Syracuse

July 2014

By Daniel J. Losen



# Syracuse Suspension Rates (Secondary) Are Far Above the National Average (09-10)

Secondary Schools	National Average	Syracuse	Difference
ALL	11.3	30.8	+19.5
White	7.1	19.1	+12
Black	24.3	38.2	+13.9
Hispanic	12	29.5	+17.5
English Learners	11.3	15.2	+3.9
All Students with Disabilities	19.3	44.1	+24.8

# **Using Data to Address Common Misperceptions and Obstacles to Change**

- You must kick out the “bad” kids so the “good” kids can learn.
- There are really just a few “bad” kids that are getting into trouble over and over.
- All the behavior leading to out-of-school suspensions is severe and/or dangerous, or will escalate to such a level.
- Failure to connect concern about school discipline to a deeper concern about academic and life outcomes for all students.

# Research Findings of Robert Balfanz et al., Johns Hopkins University (2013)

- Being suspended just once in grade 9 correlates with a doubling in the dropout rate from 16% to 32% (100% increase).
- Studies suggesting that suspensions may be contributing to higher rates of delinquency and less safe school environments. (Balfanz)(Schollenberg)(Finn)(Steinberg)
- While suspension was the trigger that put some on the path to dropping out, for most it co-occurred with other factors such as chronic absenteeism and course failure.
- **A comprehensive approach is called for.**

# All Suspensions in Syracuse (K-12) Per 100 Students Enrolled 2012-2013

Race Ethnicity	Without Disabilities	With Disabilities
Asian/Pacific Islander	4.1	16.1
Black	64.2	104.9
Latino	44	75.8
American Indian	40.6	21.5
White	31.2	57
ALL	47.1	84.1
These numbers are much higher because they are counts of suspensions, not unduplicated counts of students suspended one or more times.		

# Consensus Report Recommendations and Support

- The new code of conduct is aligned with the approaches recommended by the Council of State Governments.
- Chapters contain many specific examples from school districts around the country.
- A good deal of information on school policing and MOUs with local police that have been praised by advocates and law enforcement alike.
- There is a consensus that the status quo is unacceptable.

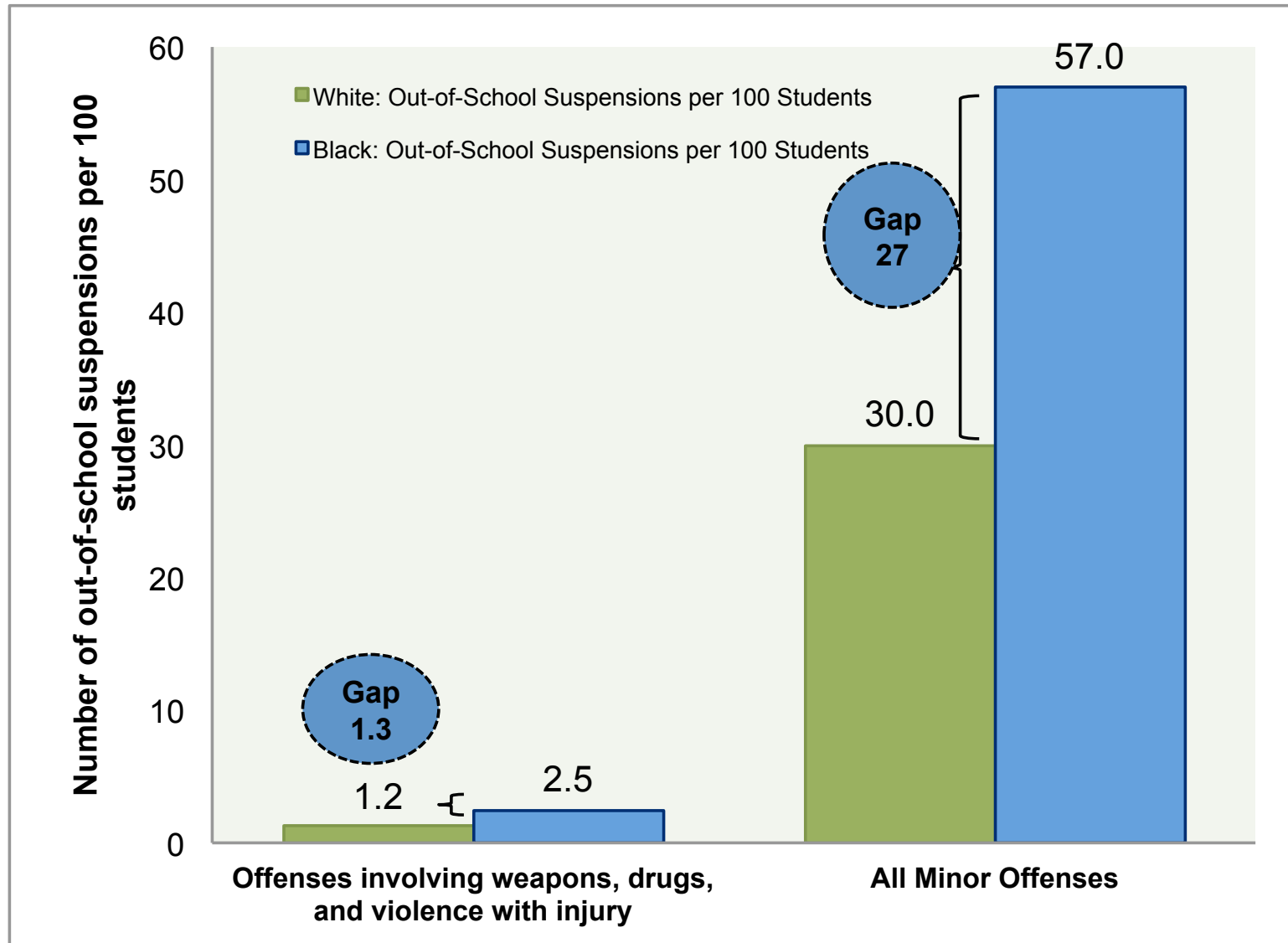


# High-suspending schools with large racial disparities used ISS less often

- All that had ISS/OSS ratio over 2, meaning ISS used twice as often as OSS...Such schools were relatively low suspending for Black students. None were secondary schools.
- In nearly all that had a low ISS/OSS ratio at 0.75 or lower (meaning those suspended were more likely to receive an OSS than an ISS) 25% or more of their Black students were suspended.



## Syracuse: Frequent and Disparate Use of Out-of-School Suspension for Minor Offenses Compared with Serious Violations by Race

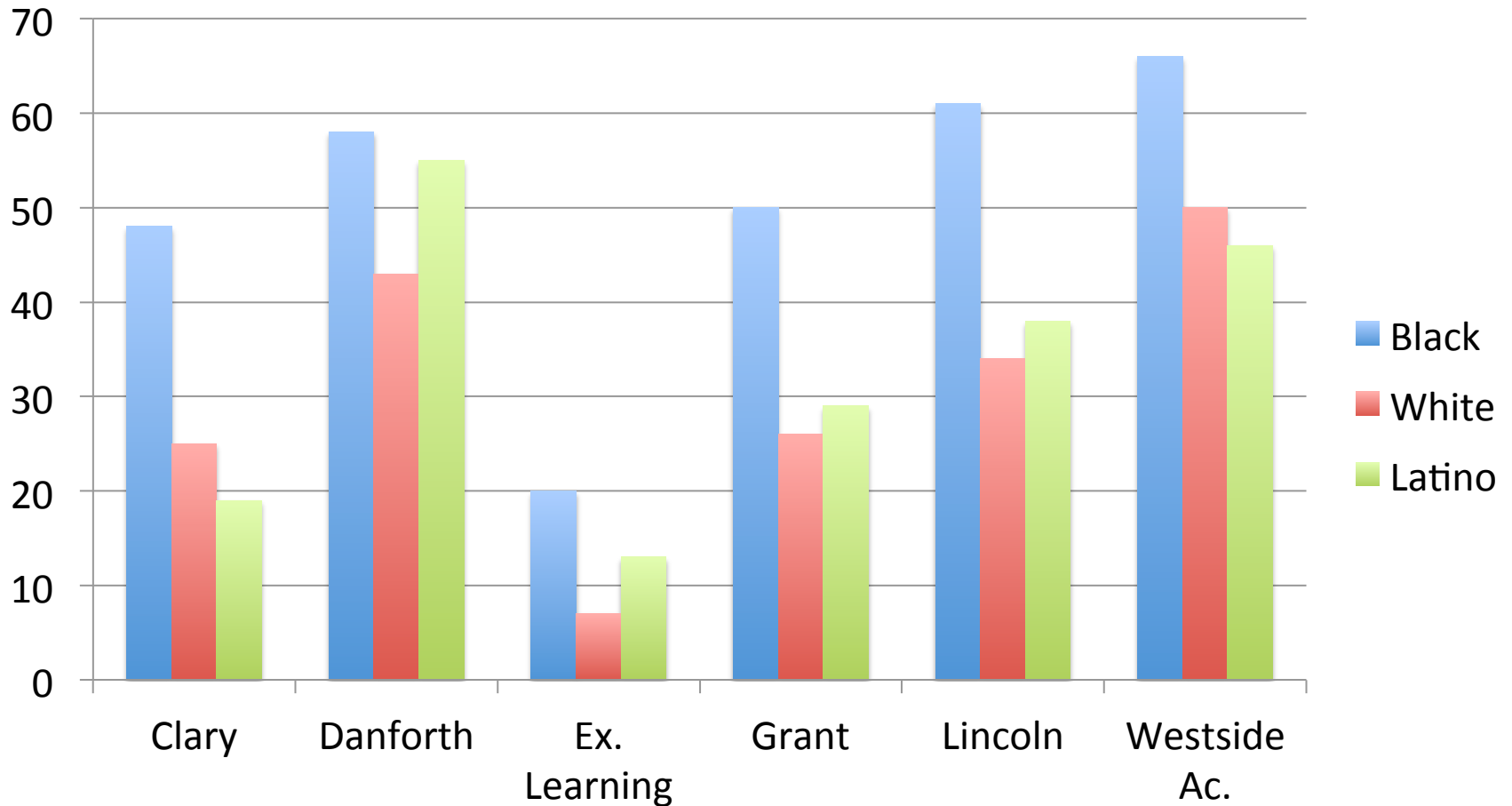


# Recommendations to Revise the School Code

**Racial gap for minor offenses was 20 times larger than for objective serious offenses!**

- Eliminate the use of out of school suspension for minor offences, even for repeat offenders, and start, at least, in elementary school.
- Ensure second chances, including that in-school suspension is considered before out-of-school suspension and that other interventions are tried before resorting to disciplinary exclusion.
- Continuously improve the school code to ensure fairness, equity and to align with school climate goals and initiatives.

# Large Differences Among Middle Schools



# Review Discipline Data Quarterly

- Annually and Quarterly
- Report to the public at school and district level
- Flag potential problems as they arise
- Evaluate interventions as they are implemented
- The new data collection and use has great potential to help the district refine its efforts
- Compliment with parent survey information
- Safeguards to ensure accurate data reporting

# Days of Lost Instruction 2012-2013

- Total of 23,555 days of lost instruction resulting from out-of-school suspension in one year alone.
- This is a slight decrease from 24,492 in 2010-2011.
- This rate is coming down based on estimates I have seen for the first two months.

# Quarterly Reports

- Data that reliably predicts annual levels
- Data that reminds us of the impact on students and instructional time
- Data that can be used to evaluate and adjust interventions while the year is in progress.
- Should include individual school data and enable cross-district and grade level comparisons
- Need to look at race, gender and disability and compare disparities throughout the year.

# Annual Reports

- Annual version of quarterly reports PLUS
- Add low frequency responses such as expulsions, arrests, referral to law enforcement and transfers to alternative school
- Look at trends for prior years by discipline response type: Are arrests rising as suspensions are falling?
- Comparison of alternative disciplinary actions with out of school suspension
- School climate survey results should be analyzed along side the empirical data on outcomes
- Achievement, attendance, grade retention and graduation rate data should also be analyzed together with school climate indicators.



# Possible Next Steps

- Additional analysis at school level
- Review data use and reporting to maximize utility and understanding
- Examination of school-based arrests and referrals to law enforcement
- Review of school policing policies and practices
- Develop accurate baselines for evaluation of progress as well as to foster meeting legal obligations

# The End

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New Reports

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