

CPS Suspensions and Expulsions Reduction Plan and Data Highlights

Executive Summary

- Over-use of Suspensions and Expulsions negatively impacts student achievement. CPS recognizes this issue and has made significant progress since 2012 in its discipline practices.
- CPS recently announced an effort to build on these successes and expand our efforts as part of a comprehensive Suspensions and Expulsions Reduction Plan (SERP), and the district has launched a task force to drive the work forward.
 - Success stories in our schools and districts nation-wide have informed our policy and practice.
 - We are partnering closely with charter schools, CPD, DFSS, Project NIA, VOYCE, the Consortium on Chicago School Research, and many others to enhance and implement this plan.
- Deeper analysis of CPS suspensions and expulsions data confirms the importance of the CPS Suspensions and Expulsions Reduction Plan. We are making progress but challenges remain.

Suspensions and Expulsions matter because they impact student achievement

- **If students aren't in the classroom, they miss instructional time...**
 - **Attendance** predicts graduation better than test scores. Course attendance is eight times more predictive of course failure in the freshman year than test scores.
 - Suspensions contribute to **drop out** rates and **failure** and have an impact on academic achievement.

- **Punitive responses are not as effective as** improving school climate and changing behavior
 - We recognize that responses to misbehavior can be more instructive and restorative – to keep students in the classroom and to help them modify their behavior and build the skills needed for success. **We have already made positive progress in this work and now have a plan to significantly expand our efforts.**

CPS Student Code of Conduct (SCC) was revised in 2012, and positive impact is evident

SCC Changes in 2012

- Policy changes focused on restorative, instructive, and corrective consequences to misbehavior
- Suspensions to be used as last resort
- Reduced mandatory 10-day to 5-day suspensions for most severe misbehaviors
- Encouraged the use of in school suspension (ISS) for misbehavior to increase time in school

Evidence of Positive Impact

- 18% reduction in use of OSS at high school level from SY11-12 1st semester to SY13-14 1st semester
- Reduction in length of OSS from SY11-12 to SY12-13:
 - -6.7 % for ES
 - -16.5% for HS
- 217 schools trained to implement school-wide positive behavior support systems in SY12-13

Example School-Based Strategies that CPS Supports

- **Prevention:** Build positive learning climate at schools, Teach techniques to prevent or de-escalate misconducts, Support programs that build social-emotional skills (e.g., Foundations, Second Step)
- **Intervention:** Resolve underlying behavioral issues, usually in small group or individual settings (e.g., Anger Coping, Restorative Practices)
- **Alternatives to Out of School Suspension and Expulsion:** Provide effective responses to high-level misbehaviors that address root issues and help build skills and relationships in direct response to misbehavior (e.g., Saturday Morning Reach Out and Teach / SMART program)

Examples of Individual School Impact (Data referenced from SY11-12 to SY12-13 year-end)

- **Harper HS:** 37% decrease in OSS per 100, 40% decrease in Group 4-6 misconducts per 100, 20% decrease in all misconducts per 100
- **Bowen HS:** 45% decrease in OSS per 100, 29% decrease in overall misconducts per 100
- **Curie HS:** 54% decrease in OSS per 100, 49% decrease in Group 4-6 misconducts per 100, 47% decrease in overall misconducts per 100

CPS Suspensions and Expulsions Reduction Plan (announced February 2014)

Key Workstreams

- 1) Revise Student Code of Conduct**
- 2) Enhance Accountability Systems**
- 3) Continue Development of Effective Resources to Support Staff and Parents**
- 4) Staff Engagement and Training to Expand Best Practices**
- 5) Changing Expulsion Process to Include Engaging Parents Earlier and Consider Alternative Supportive Interventions First**
- 6) Citywide Collaboration**

Joint commitment to tackle over-use of suspensions and expulsions:

1. We are asking charters to join our “Chicago Collaborative for Supportive School Discipline” to enhance and implement all aspects of our Suspensions and Expulsions Reduction Plan
2. We intend to issue a revised CPS Student Code of Conduct (SCC) in June 2014 that will build on the work we have already done and are asking Charters to join us in the review and revision of their SCCs in parallel
3. We request that charters share student-level suspensions and expulsions data
4. In charter approval and renewal processes, we will create a preference for schools establishing a Student Code of Conduct that prioritizes instructive, corrective and restorative responses to misbehavior
5. We will make available to charters our district-managed “alternatives to expulsion” intervention programs (e.g., SMART program)

CPS Suspensions & Expulsions Data Summary



(Note: Suspensions include only district-managed schools only and charter schools following CPS Student Code of Conduct)

SCHOOL YEAR	SY11-12 Sem 1	SY11-12 EOY	SY12-13 Sem 1	SY12-13 EOY	SY13-14 Sem 1
SUSPENSIONS					
Number of Out of School Suspensions issued to 9 th - 12 th grade students	18,016	38,053	16,188	36,017	14,701
Number of Out of School Suspensions issued to Pre-K-8 th grade students	11,743	29,459	14,220	33,828	10,546
Percent of reported misconducts resulting in Out of School Suspensions	50%	51%	48%	52%	43%
Percent of Out of School Suspensions issued to African American students (41% of students)	74%	74%	77%	75%	75%
EXPULSIONS					
Number of Students Expelled: District-Managed Schools (353,261 enrollment in SY12-13)	N/A	272	N/A	182	52
Number of Students Expelled: Charter Schools (50,200 enrollment in SY12-13)	N/A	275	N/A	307	151

Key Strategies to Reduce Racial Disparity in Suspensions and Expulsions

- Making further revisions to Student Code of Conduct to reduce the subjectivity that often contributes to disproportionality
- Providing stronger supports for principals, teachers and students on discipline and positive behavior best practices
- Creating awareness and holding schools and their principals accountable through data transparency and by delivering targeted supports where they are needed most
- Collaborating with school and community experts to ensure the best solutions are brought forward