

The ESEA Can Ensure That Discipline Serves an Educational Mission

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Research Consensus: EFFECTIVE TEACHERS HAVE THE LARGEST IMPACT ON ACHIEVEMENT OUTCOMES

- Yet, poor and minority children have lower exposure to experienced and highly qualified teachers;
- Higher exposure to inadequate teachers also correlates with higher rates of suspension.

What We Are Learning: Middle School Predictors of Dropping Out

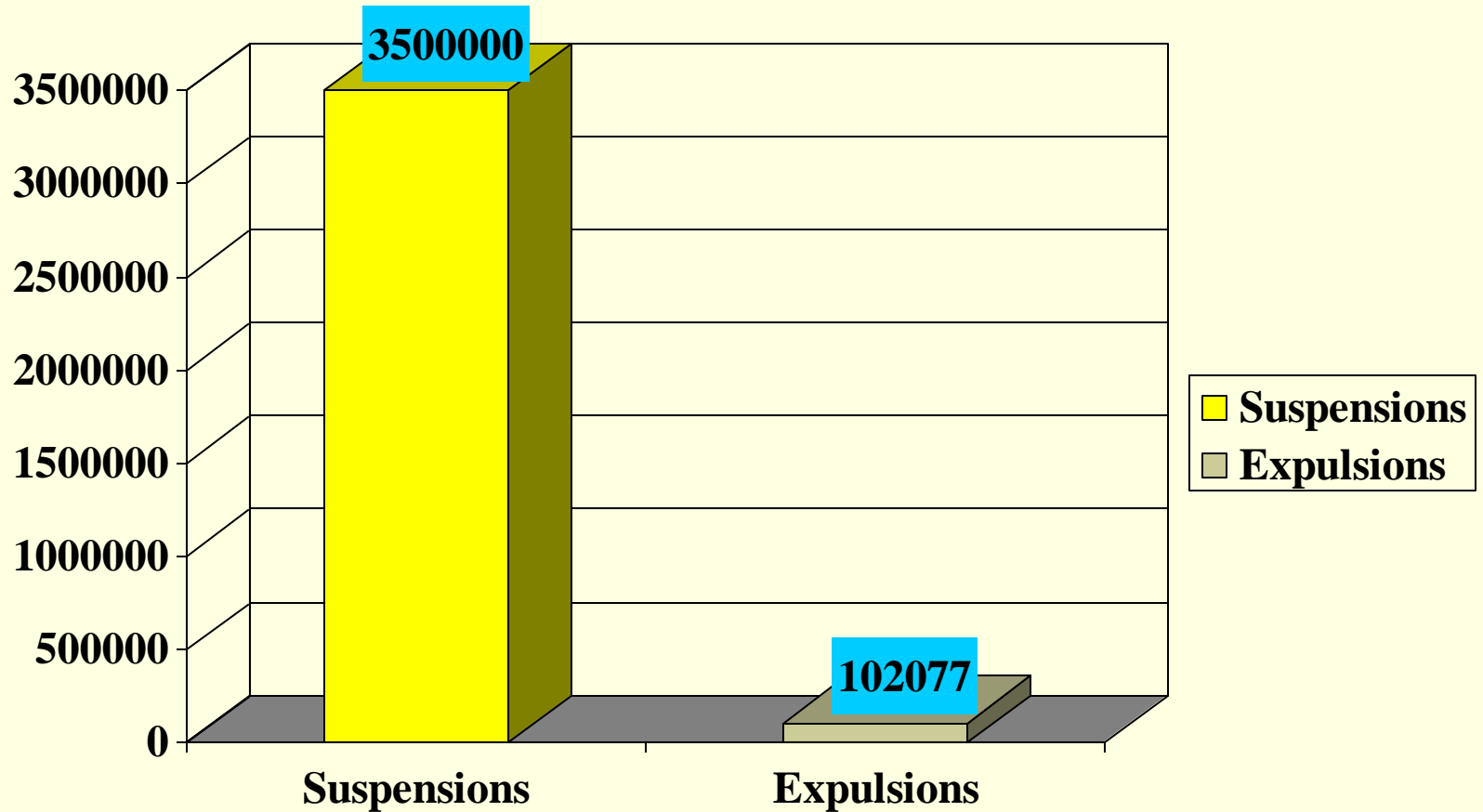
- Being suspended
- Being retained at grade
- Failing one core academic course

Source: (Robert Balfanz, Johns Hopkins, 2008)

Out of School Suspensions: Do Not Improve Behavior or Test Scores

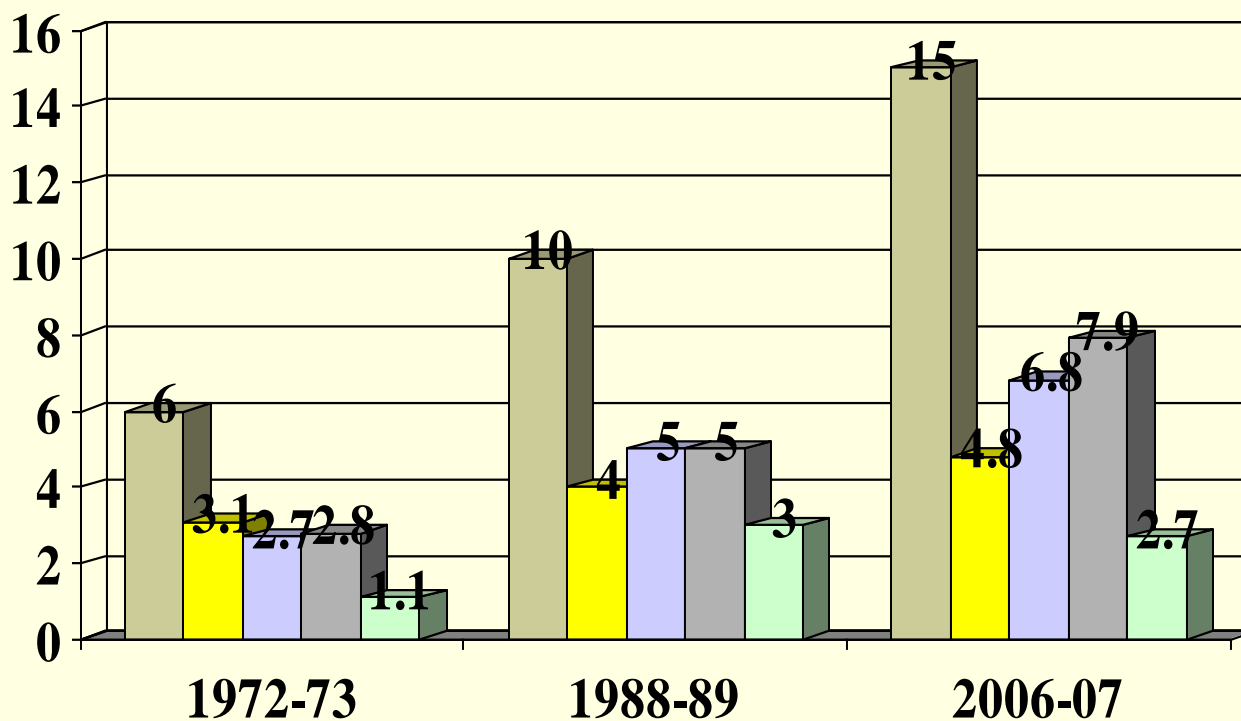
- Research suggests that frequent use of suspensions begets more suspensions.
- Research shows that principal's attitudes drives suspension rates when other factors held constant.
- Positive Behavioral (PBS) show ways to reduce suspensions, that both improve school climate and that IMPROVE test scores.

2006: Suspensions Dwarf Expulsions

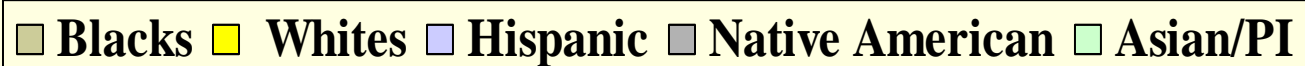


Racial Impact of The Rising Use Of Suspension: K-12

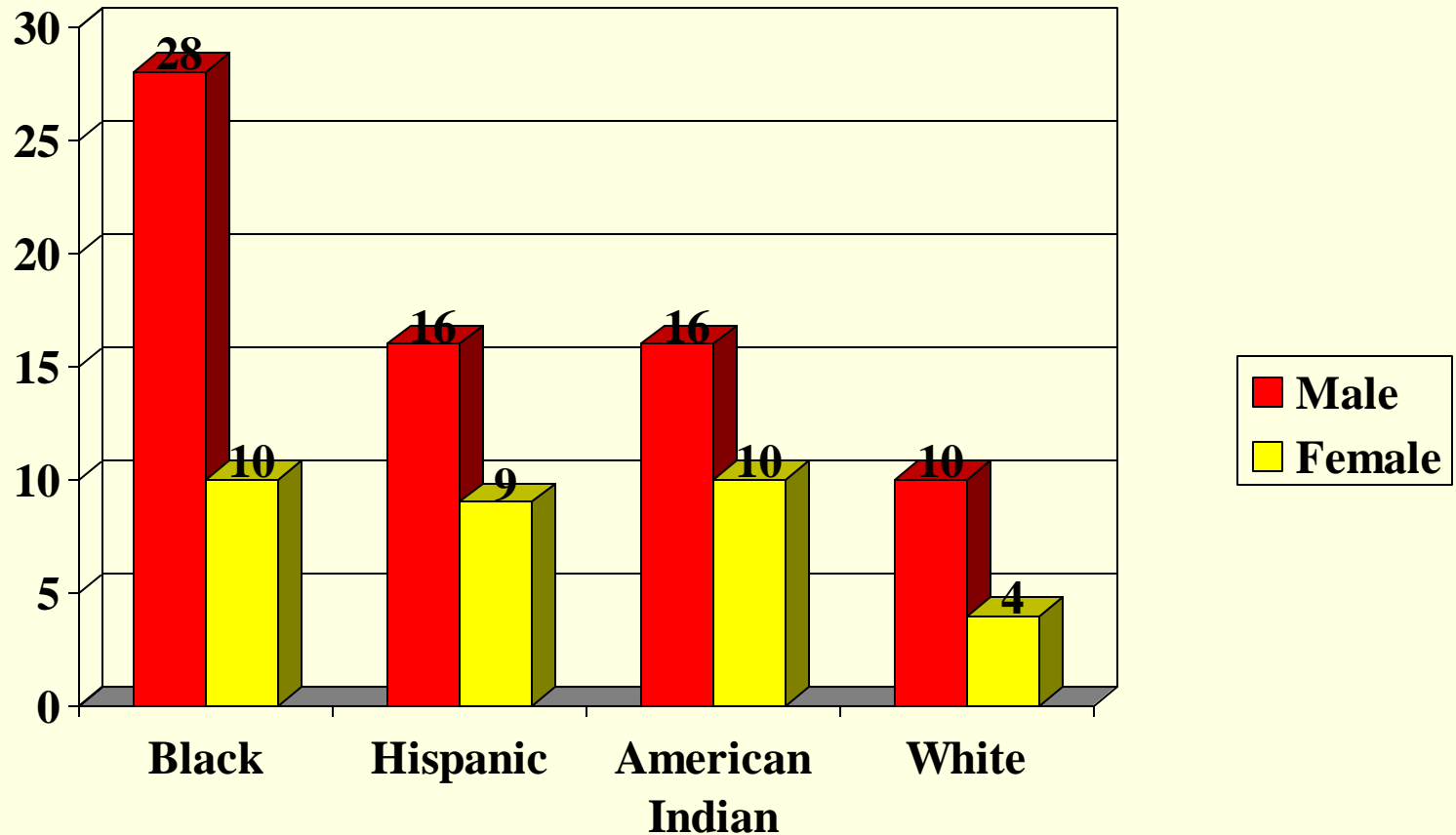
Suspension as Percent of Enrollment By Race



Percent suspended out-of-school for one day or more



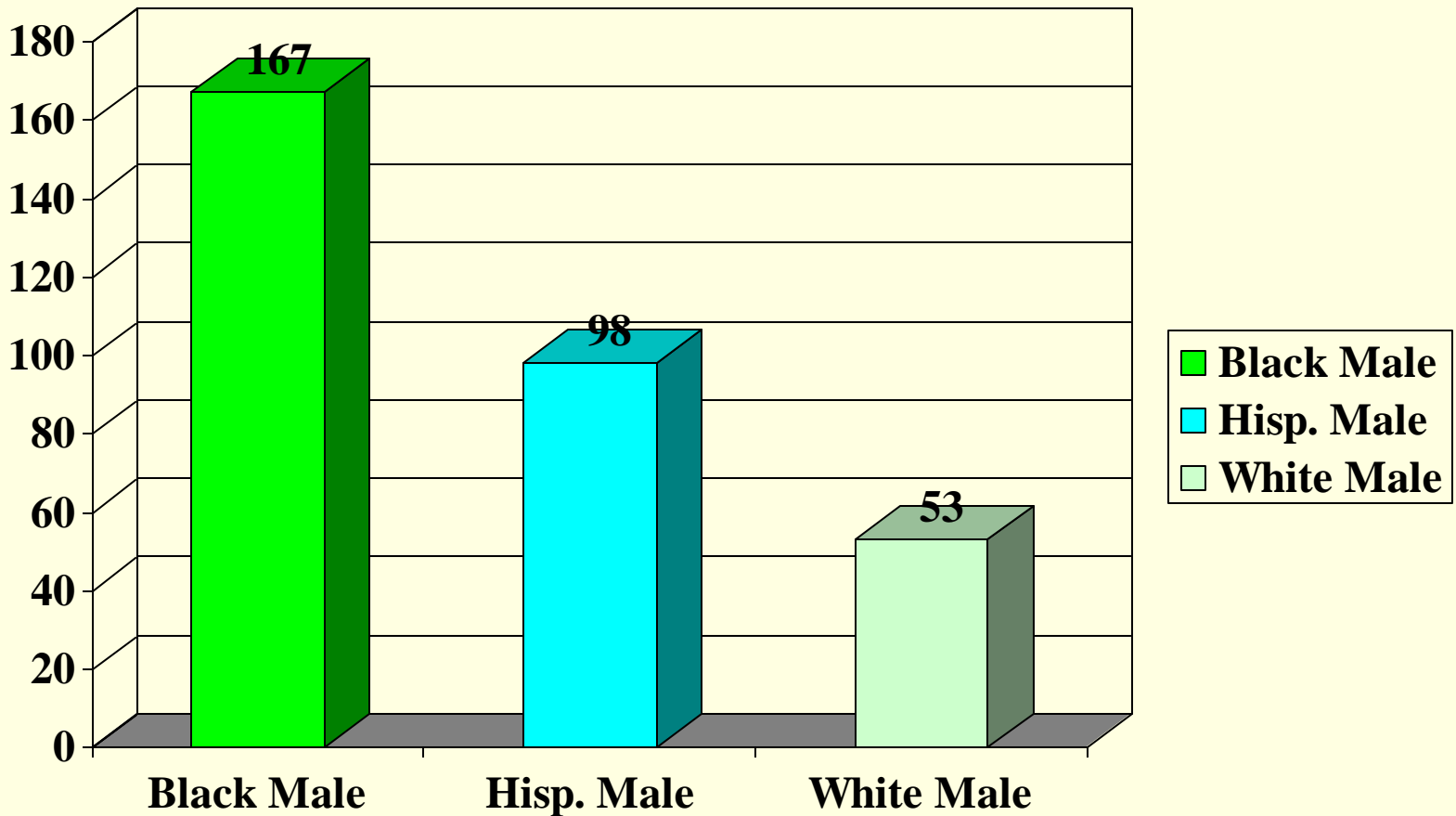
National Middle School Suspension Rates by Race/Gender (OCR 2006)



Urban School Districts 2006: Comparison of National Middle School Suspension Rates (in OCR sample) with 18 Large Urban Districts

- **11%** All races nationally
- **22%** All races average across 18 large urban districts
- **28%** For Black Males nationally
- **Over 50%** Black Males in Palm Beach and Milwaukee

Schools in Crisis: In 18 Urban Districts Many Middle Schools *Suspended Over One Third* of the Male Students (by race)



We Only Count Those Whom We Care About: ESEA Should Require Comprehensive Reporting on Discipline

- By race, ethnicity, gender, disability and ELL status;
- By grade level;
- By district and school level;
- By race w/gender;
- One day or more;
- In-school suspensions;
- Incidence and duration of suspension, disaggregated;
- Reasons for suspensions;
- Children in Juvenile Justice system

Discipline Centered on an Educational Mission: ESEA Can Provide Remedies

1. Funding to improve school environments through school-wide PBS.
2. Ensure that poor and minority students have equitable access to highly qualified and effective teachers and principals
3. Include discipline data when evaluating school and district performance.
4. Provide incentives for schools to find effective alternatives to suspension and require interventions where necessary.