



TOM TORLAKSON
State Superintendent
of Public Instruction

The Suspension Rate Indicator



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Suspension Rate Indicator

- The State Board of Education (SBE) has selected suspension rates to meet the “School Quality or Student Success” indicator required by the Every Student Succeeds Act (ESSA). (Note: Chronic absenteeism will be added once data are available.)
 - Handout 1 specifies the rules for determining suspension rates
 - Handout 2 specifies the rules for suspension or expulsion according to *Education Code* 48911.1



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Suspension Rate Calculation

- Suspension rate data are currently produced by the Department. Calculations are based on the unduplicated number of students suspended in an academic year. The formula is:

$$\frac{\text{Students Suspended}}{\text{Cumulative Enrollment}} \times 100$$



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Status vs. Change

- The **Status** is the current year suspension rate.
- The **Change** is the difference between the current year suspension rate and the prior year suspension rate.



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Suspension Rate Scale

Reminder:

Since low suspension rates are more desirable than high suspension rates, the scale for suspension is opposite from the other indicators (e.g., a **significant increase** in suspension rates will result in an overall performance category of red, yellow, or orange).



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Proposed Cut Points for Suspension Rate

- Due to the significant differences in cut points among school types, and to provide fair comparisons, cut points were set based on the school type (elementary, middle, and high)
- School type is determined by:
 - A school's grade span (e.g., a K-8 school is classified as elementary), or
 - Enrollment for schools with non-traditional grade spans (e.g., K-12; 7-12)



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Proposed Cut Points for Status

Status (By School Type): The following table provides the cut points for each level:

Level	Elementary	Middle	High
Very Low	0.5% or less	0.5% or less	0.5% or less
Low	Higher than 0.5% to 1.0%	Higher than 0.5% to 2%	Higher than 0.5% to 1.5%
Median	Higher than 1% to 3%	Higher than 2% to 8%	Higher than 1.5% to 6%
High	Higher than 3% to 6%	Higher than 8% to 12%	Higher than 6% to 10%
Very High	Higher than 6%	Higher than 12%	Higher than 10%

See Handout 3 for Status Distributions



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Proposed Cut Points for Change

Change (By School Type): The following table provides the cut points for each level:

Level	Elementary	Middle	High
Declined Significantly	by 1% or greater	by 3% or greater	by 2% or greater
Declined	by 0.3% to less than 1%	By 0.3% but less than 3%	By 0.3% but less than 2%
Maintained	Increased or Decreased by less than 0.3%	Increased or Decreased by less than 0.3%	Increased or Decreased by less than 0.3%
Increased	by more than 0.3% up to 2%	by 0.3% up to 4%	by 0.3% up to 3%
Increased Significantly	by more than 2%	by more than 4%	by more than 3%

See Handout 4 for Change Distributions



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Performance Category Example

Example: An *elementary school* with an Increase in **Change** and a **Status** of Very High would have an overall performance of **RED**.

		Change				
Levels		Increased Significantly by more than 2%	Increased by more than 0.3% up to 2%	Maintained Increased or Decreased by less than 0.3%	Declined by 0.3% to less than 1%	Declined Significantly by 1% or greater
Status	Very Low 0.5% or less	Grey	Green	Blue	Blue	Blue
	Low Higher than 0.5% to 1.0%	Grey	Yellow	Green	Green	Blue
	Median Higher than 1% to 3%	Orange	Orange	Yellow	Green	Green
	High Higher than 3% to 6%	Red	Orange	Orange	Yellow	Yellow
	Very High Higher than 6%	Red	Red	Red	Orange	Yellow



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Statewide Summary Results

	Red	Orange	Yellow	Green	Blue
Elementary Schools	5.9%	17.0%	16.1%	23.3%	37.7%
Middle Schools	8.6%	23.0%	21.4%	38.7%	8.2%
High Schools	8.6%	19.3%	19.6%	31.1%	21.2%
ALL SCHOOLS	6.8%	18.3%	17.5%	27.0%	30.3%

See Handout 5 for complete statewide, district, and school results.
 See Handout 6 for student group results.



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Discussion Questions

- Is the red category, which may trigger interventions for schools and possibly local educational agencies (LEAs) appropriate?
 - Elementary is greater than 6%
 - Middle is greater than 12%
 - High is greater than 10%



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Discussion Questions (Cont.)

- Is the green performance category, which establishes the state wide goal appropriate for all schools?
 - Elementary is greater than 0.5% up to 1%
 - Middle is greater than 0.5% up to 2%
 - High is greater than 0.5% up to 1.5%

CPAG June 2016 Item 2
 Suspension Rate Indicator
 Handout 1

The suspension rates include only those disciplinary actions classified as Suspension (100) and In-School Suspension (110). The table below indicates all of the possible disciplinary actions (including those not included in our definition of suspensions).

CALPADS Definitions for School Discipline

Name	Coded #	Definition
Suspension	100	<i>Education Code</i> Section 48925(d) removal of a pupil from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (1) Reassignment to another education program or class at the same school where the pupil will receive continuing instruction for the length of day prescribed by the governing board for pupils of the same grade level. (2) Referral to a certificated employee designated by the principal to advise pupils. (3) Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the pupil to the principal or the principal's designee as provided in Section 48910. Removal from a particular class shall not occur more than once every five schooldays.
In-School Suspension	110	Determined and established by local districts as a supervised in-school suspension classroom for students who are suspended and do not pose an imminent danger or threat or have not been recommended for expulsion as provided in <i>Education Code</i> Section 48911.1.
Expulsion	200	<i>Education Code</i> Section 48925(b) removal of a pupil from (1) the immediate supervision and control, or (2) the general supervision, of school personnel, as those terms are used in (<i>Education Code</i>) Section 46300.
No Suspension or Expulsion	300	An individual was involved with a specific incident but was disciplined with an action other than suspension or expulsion (including no disciplinary action at all).

EDUCATION CODE 48911.1.

ARTICLE 1. Suspension or Expulsion [48900 - 48927]

(Article 1 repealed and added by Stats. 1983, Ch. 498, Sec. 91)

(a) A pupil suspended from a school for any of the reasons enumerated in Sections 48900 and 48900.2 may be assigned, by the principal or the principal's designee, to a supervised suspension classroom for the entire period of suspension if the pupil poses no imminent danger or threat to the campus, pupils, or staff, or if an action to expel the pupil has not been initiated.

(b) Pupils assigned to a supervised suspension classroom shall be separated from other pupils at the schoolsite for the period of suspension in a separate classroom, building, or site for pupils under suspension.

(c) School districts may continue to claim apportionments for each pupil assigned to and attending a supervised suspension classroom provided as follows:

(1) The supervised suspension classroom is staffed as otherwise provided by law.

(2) Each pupil has access to appropriate counseling services.

(3) The supervised suspension classroom promotes completion of schoolwork and tests missed by the pupil during the suspension.

(4) Each pupil is responsible for contacting his or her teacher or teachers to receive assignments to be completed while the pupil is assigned to the supervised suspension classroom. The teacher shall provide all assignments and tests that the pupil will miss while suspended. If no classroom work is assigned, the person supervising the suspension classroom shall assign schoolwork.

(d) At the time a pupil is assigned to a supervised suspension classroom, a school employee shall notify, in person or by telephone, the pupil's parent or guardian. Whenever a pupil is assigned to a supervised suspension classroom for longer than one class period, a school employee shall notify, in writing, the pupil's parent or guardian.

(e) This section does not place any limitation on a school district's ability to transfer a pupil to an opportunity school or class or a continuation education school or class.

(f) Apportionments claimed by a school district for pupils assigned to supervised suspension shall be used specifically to mitigate the cost of implementing this section.

**Distribution for Status
 Suspension**

ELEMENTARY SCHOOLS

Percentiles	Suspension Rate	Status Level
5	6.7000	Very High
6	6.0000	
10	4.7000	High
15	3.7000	
20	3.0000	Median
25	2.4000	
30	2.0000	
35	1.7000	
40	1.4000	
45	1.2000	
50	1.0000	Low
55	.8000	
60	.7000	
65	.5000	Very Low
70	.4000	
75	.2000	
80	.2000	
85	.0000	
90	.0000	
95	.0000	

Total Number of Elementary Schools = 5,776

**Distribution for Status
 Suspension**

MIDDLE SCHOOL

Percentiles	Suspension Rate	Status Level
5	18.3000	Very High
10	14.3400	
15	12.1000	
15.1	12.0000	High
20	10.6800	
25	9.5000	
30	8.6000	
32.9	8.0000	
35	7.6000	Median
40	6.9000	
45	6.1000	
50	5.5000	
55	4.8000	
60	4.3000	
65	3.7000	
70	3.1000	
75	2.6000	
80	2.0000	
85	1.5000	
90	.9000	
93.3	.5000	Very Low
95	.3000	

Total Number of Middle Schools = 1,335

**Distribution for Status
 Suspension**

HIGH SCHOOL

Percentiles	Suspension Rate	Status Level
5	14.1000	Very High
10	10.5800	
11.2	10.0000	High
15	8.7000	
20	7.3000	
25	6.5000	
27.8	6.0000	
30	5.7000	Median
35	5.0000	
40	4.4200	
45	3.8000	
50	3.3000	
54.6	2.8000	
60	2.4000	
65	1.9000	
68.4	1.5000	Low
70	1.4000	
75	.9000	
80	.5000	Very Low
85	.1000	
90	.0000	
95	.0000	

Total Number of High Schools = 1,481

**Distribution for Change
 Suspension**

ELEMENTARY SCHOOLS

Percentiles	% Change from the Prior Year to Current Year	Change Levels
4	2.3000	Increased Significantly
5	2.0000	Increased
10	1.2000	
15	.7000	
20	.5000	
25	.3000	
30	.2000	Maintained
35	.0000	
40	.0000	
45	.0000	
50	-.1000	
55	-.2000	Declined
60	-.3000	
65	-.5000	
70	-.6000	
75	-.8000	
76.9	-1.0000	Declined Significantly
80	-1.1000	
85	-1.5000	
90	-2.1000	
95	-3.0000	

Total Number of Elementary Schools = 5,776

Distribution for Change Suspension

MIDDLE SCHOOL

Percentiles	% Change from the Prior Year to Current Year	Change Levels
5	4.2200	Increased Significantly
5.5	4.0000	Increased
10	2.3000	
15	1.5000	
20	.9000	
25	.5000	
26.8	.3000	
30	.1000	Maintained
35	.0000	
40	-.2000	
40.4	-.3000	Declined
45	-.5000	
50	-.8000	
55	-1.0000	
60	-1.3000	
65	-1.7000	
70	-2.2000	
75	-2.7000	
77.6	-3.0000	
80	-3.2000	
85	-4.3000	Declined Significantly
90	-5.2400	
95	-7.6000	

Total Number of Middle Schools = 1,335

Distribution for Change Suspension

HIGH SCHOOLS

Percentiles	% Change from the Prior Year to Current Year	Change Levels
5	4.2900	Increased Significantly
6.7	3.0000	
10	2.0000	
15	1.2000	Increased
20	.6600	
25	.4000	
25.7	.3000	
30	.2000	
35	.0000	
40	.0000	Maintained
45	.0000	
50	-.2000	
51	-.3000	
55	-.4000	
60	-.6000	
65	-.9000	Declined
70	-1.2000	
75	-1.5000	
80	-1.9000	
80.6	-2.0000	
85	-2.5000	Declined
90	-3.4000	Significantly
95	-5.3900	

Total Number of High Schools = 1,481

Suspension Performance Categories

Suspension Change

Suspension Status	Levels	Increased Significantly	Increased	Maintained	Declined	Declined Significantly
	Very Low	Grey	Green	Blue	Blue	Blue
	Low	Grey	Yellow	Green	Green	Blue
	Median	Orange	Orange	Yellow	Green	Green
	High	Red	Orange	Orange	Yellow	Yellow
	Very High	Red	Red	Red	Orange	Yellow

Statewide Districts' Performance

School Type	# of Districts	Red	Orange	Yellow	Green	Blue
ALL Districts	1,706	125 (7.3%)	334 (19.6%)	391 (22.9%)	622 (36.5%)	234 (13.7%)
Elementary	787	47 (6.0%)	131 (16.6%)	177 (22.5%)	252 (32.0%)	180 (22.9%)
Middle	483	39 (8.1%)	108 (22.4%)	98 (20.3%)	221 (45.9%)	16 (3.3%)
High	437	39 (8.9%)	95 (21.7%)	116 (26.5%)	149 (34.1%)	38 (8.7%)

Statewide Schools' Performance

School Type	# of Schools	Red	Orange	Yellow	Green	Blue
ALL Schools	8,592	586 (6.8%)	1,576 (18.3%)	1,507 (17.5%)	2,323 (27.0%)	2,600 (30.3%)
Elementary	5,776	343 (5.9%)	982 (17.0%)	930 (16.1%)	1,345 (23.3%)	2,176 (37.7%)
Middle	1,335	115 (8.6%)	307 (23.0%)	286 (21.4%)	517 (38.7%)	110 (8.2%)
High	1,481	128 (8.6%)	287 (19.3%)	291 (19.6%)	461 (31.1%)	314 (21.2%)

Performance by School Type

School Type	# of Schools	Red	Orange	Yellow	Green	Blue
Non Charter	7,605	518 (6.8%)	1,412 (18.6%)	1,375 (18.1%)	2,107 (27.7%)	2,193 (28.8%)
Charter	987	68 (6.9%)	164 (16.6%)	132 (13.4%)	216 (21.9%)	407 (41.2%)
Small Schools*	278	34 (12.2%)	32 (11.5%)	30 (10.8%)	25 (9.0%)	157 (56.5%)
Non Small Schools	8,314	552 (6.6%)	1,544 (18.6%)	1,477 (17.8%)	2,298 (27.6%)	2,443 (29.4%)

*Small schools have less than 100 students enrolled

Suspension Rate Indicator District Student Group Results

Student Groups	Total*	Red	Orange	Yellow	Green	Blue
District	1,706	125 (7.3%)	334 (19.6%)	391 (22.9%)	622 (36.5%)	234 (13.7%)
African American	810	195 (11.4%)	160 (9.4%)	239 (14.0%)	126 (7.4%)	90 (5.3%)
Asian	871	11 (0.6%)	138 (8.1%)	123 (7.2%)	252 (14.8%)	347 (20.3%)
Filipino	641	16 (0.9%)	130 (7.6%)	72 (4.2%)	142 (8.3%)	281 (16.5%)
Hispanic/Latino	1,627	115 (6.7%)	341 (20.0%)	337 (19.8%)	586 (34.3%)	248 (14.5%)
Native American	340	85 (5.0%)	57 (3.3%)	75 (4.4%)	56 (3.3%)	67 (3.9%)
Pacific Islander	272	42 (2.5%)	60 (3.5%)	44 (2.6%)	57 (3.3%)	69 (4.0%)
Two or More Races	846	97 (3.3%)	196 (4.1%)	142 (3.0%)	219 (3.1%)	192 (11.0%)
White	1,584	137 (8.0%)	332 (19.5%)	351 (20.6%)	498 (29.2%)	266 (15.6%)
Socioeconomically Disadvantaged	1,665	184 (10.8%)	346 (20.3%)	472 (27.7%)	467 (27.4%)	196 (11.5%)
English learners	1,369	156 (7.9%)	257 (16.9%)	329 (12.7%)	397 (17.8%)	230 (27.0%)
Students with Disabilities	1,444	368 (21.6%)	315 (18.5%)	425 (24.9%)	213 (12.5%)	123 (7.2%)

*Total = Number of schools with 30 or more students enrolled

Note: For all percentages calculated above, the total number of districts (1,706) was used for the denominator.

Suspension Rate Indicator Schools Student Group Results

Student Groups	Total*	Red	Orange	Yellow	Green	Blue
Schools	8,592	586 (6.8%)	1,576 (18.3%)	1,507 (17.5%)	2,323 (27.0%)	2,600 (30.3%)
African American	3,232	811 (9.4%)	469 (5.5%)	862 (10.0%)	407 (4.7%)	683 (7.9%)
Asian	3,389	85 (1.0%)	474 (5.5%)	319 (3.7%)	480 (5.6%)	2,031 (23.6%)
Filipino	1,467	62 (0.7%)	260 (3.0%)	92 (1.1%)	194 (2.3%)	859 (10.0%)
Hispanic/Latino	8,133	546 (6.4%)	1,577 (18.4%)	1,258 (14.6%)	2,044 (23.8%)	2,708 (31.5%)
Native American	158	45 (0.5%)	21 (0.2%)	38 (0.4%)	19 (0.2%)	35 (0.4%)
Pacific Islander	126	21 (0.2%)	24 (0.3%)	21 (0.2%)	23 (0.3%)	37 (0.4%)
Two or More Races	2,104	269 (3.1%)	355 (4.1%)	248 (2.9%)	282 (3.3%)	950 (11.1%)
White	6,349	673 (7.8%)	1,198 (13.9%)	1,028 (12.0%)	1,430 (16.6%)	2,020 (23.5%)
Socioeconomically Disadvantaged	8,296	796 (9.3%)	1,668 (19.4%)	1,565 (18.2%)	1,944 (22.6%)	2,323 (27.0%)
English learners	7,078	638 (7.4%)	1,231 (14.3%)	1,082 (12.6%)	1,393 (16.2%)	2,734 (31.8%)
Students with Disabilities	7,259	1,749 (20.4%)	1,171 (13.6%)	1,601 (18.6%)	987 (11.5%)	1,751 (20.4%)

*Total = Number of schools with 30 or more students enrolled

Note: For all percentages calculated above, the total number of schools (8,592) was used for the denominator.