



Massachusetts Appleseed Center for Law and Justice
44 School Street, Boston, MA 02108 617-482-8686 www.massappleseed.org

SCHOOL DISCIPLINE IN MASSACHUSETTS - HOW ARE WE DOING? An Analysis of the First Year of the State's New School Discipline Law, Spring 2016

Mass. Appleseed's mission is to promote equal rights and opportunities for Massachusetts residents by developing and advocating for systemic solutions to social justice issues.

For many years, one of Mass. Appleseed's signature projects has been called Keep Kids In Class, and the work has involved advocating for improvements in school discipline policies to remedy alarming school-to-prison pipeline trends. In 2012, Mass. Appleseed published a report called "Keep Kids In Class: New Approaches to School Discipline" which recommended a variety of improvements, and advocated strongly for a law which passed later that year, called Chapter 222, *An Act Relative to Student Access to Educational Services and Exclusion from School*. The new law went into effect in the school year 2014-15.

This new report, "School Discipline in Massachusetts – How are We Doing?", analyzes data provided by DESE on school discipline rates from the first year of the law's implementation. In publishing this report, Mass. Appleseed hopes that the analysis and recommendations will support the ongoing implementation of Chapter 222 and any continued efforts to improve school discipline practices and dismantle the school-to-prison pipeline.

Mass. Appleseed's Team

Thanks to everyone at Mass. Appleseed who contributed to the publication of this report:

- Kathleen Dowcett, Senior Policy Associate
- Clare Enright, Fellow
- Sue Heilman, Interim Executive Director
- Joseph Meschino, Intern

Acknowledgements

We extend our sincerest thanks to the many people who also helped shape this report, including: Matt Cregor of the Lawyers' Committee for Civil Rights and Economic Justice, Dan Losen of the Civil Rights Project, and Janine Solomon, Alice Wolf and Thomas Mela of Massachusetts Advocates for Children - all of whom offered important edits and insightful feedback on multiple drafts; Joanna Taylor, PhD Candidate at the Heller School for Social Policy and Management, who graciously took on the tedious task of double checking our numbers; and Elizabeth McIntyre of Greater Boston Legal Services, who furnished us with case examples and redacted reports as critical pieces of evidence in our analysis.

First Edition copyright 2016 Massachusetts Appleseed Center for Law and Justice. All rights reserved except as follows: Free copies of this report may be made for personal use. Reproduction for commercial use is prohibited without the written permission of the copyright owner. The report may be accessed and reproduced pursuant to these provisions at www.massappleseed.org.

EXECUTIVE SUMMARY

During the 2014-15 school year, *An Act Relative to Student Access to Educational Services and Exclusion from School* went into effect. Known as Chapter 222, the law aims to reduce the use of exclusionary disciplinary practices, increase due process protections for students and families facing disciplinary action, and enhance progress-monitoring through improved reporting requirements. This report analyzes the data after one year of implementation. Findings indicate that significant progress has been made across the state, but that much work remains if we are to deliver on the promise of safe, supportive, and inclusive school environments for all students. Key research questions and findings are summarized below.

How many students were disciplined during the first year of Chapter 222? What student groups were most impacted? Were there significant differences by race, gender, socio-economic status, language minority status, and special education status? How does this compare to the years prior to Chapter 222?

- ❖ 40,278 students (4.1% of total enrollment) were disciplined in 2014-2015.
- ❖ The statewide school discipline rate has decreased over the last three years, with the most dramatic decline occurring during the first year of Chapter 222.
- ❖ Discipline rates also decreased for every racial and ethnic group, all genders, and all high need categories.
- ❖ Despite overall declines in discipline rates, Black students, Latino students, low-income students, and students with disabilities are still disproportionately impacted by exclusionary disciplinary practices.
- ❖ Gaps in discipline rates between White students and Black and Latino students have decreased over the last three years, with the most dramatic decrease occurring during the first year of Chapter 222. However, Blacks and Latinos are still disciplined at notably higher rates than their White peers.
- ❖ Students with disabilities continue to be disciplined at notably higher rates than their non-disabled peers, *and Chapter 222 seems to have had minimal impact on this gap.*
- ❖ Since the designation criteria for low-income have changed, we are not able to accurately assess changes over time for this group of students.

For what behaviors were students disciplined most often? What disciplinary actions were taken in response to these behaviors? How does this compare to the years prior to Chapter 222?

- ❖ The majority (66.3%) of disciplinary actions were administered in response to non-violent, non-criminal, non-drug related offenses (Category 18). This represents a decrease from the previous two years, during which Category 18 offenses accounted for over 70% of disciplinary actions.
- ❖ Over half of out-of-school suspensions and 48.4% of emergency removals were for Category 18 offenses.
- ❖ Black and Latino students were punished more harshly than their White peers for Category 18 offenses, but the disparities have decreased over the last three years.

Where were student discipline rates the highest? Where were there significant disparities in the rate of suspension and expulsion by race and ethnicity, disability, or economic status? What districts saw the greatest decrease in rates of student discipline under the new law?

- ❖ The ten highest-suspending districts had discipline rates ranging from 8.7% to 12.9%. This is a notable improvement compared to the rates from 2012-2013 (12.5% to 22.8%).
- ❖ A number of districts have reduced their discipline rates by more than half since 2013, with the most dramatic decreases often occurring during the first year of Chapter 222 implementation.
- ❖ The 50 highest discipline rates among schools range from 19.4% - 73.9% (see Figure 13). Among them, 8 are charter schools, 19 are traditional schools, and 23 are alternative schools or therapeutic day schools.

- ❖ Several districts and one charter network have multiple schools among the top 50, including Boston, Brockton, City on A Hill, Fall River, Fitchburg, Lowell, Lynn, Somerville, Springfield, and Wareham. Springfield schools alone make up over 25% of the list.
- ❖ The 20 highest suspending schools are overwhelmingly alternative and therapeutic day schools.
- ❖ 42% of disciplinary incidents occurred in just 98 schools (5% of all schools), each of which disciplined 90 students or more.
- ❖ 17 districts, 191 traditional schools, 21 charter schools, 13 alternative/therapeutic day schools, and 4 vocational/technical schools have discipline rate gaps of 10 percentage points or more between White students and Black and/or Latino students.
- ❖ 8 districts, 172 traditional schools, 22 charter schools, 13 alternative and therapeutic day schools, and 2 vocational/technical schools have discipline rate gaps of 10 percentage points or more between students with disabilities and non-disabled students.

Based on these findings, we offer a number of recommendations for researchers, schools and districts, the Massachusetts Department of Elementary and Secondary Education, and the state legislature. Recommendations focus on improved reporting, monitoring, training and support, with an emphasis on school climate and cultural competency.

I. Introduction

In 2014, the Lawyers' Committee for Civil Rights and Economic Justice published a report entitled *Not Measuring Up: The State of School Discipline in Massachusetts*. The report, which offered baseline data analysis prior to the implementation of the state's new school discipline law, was something of a clarion call. The authors found that students of color and students with disabilities were more likely to be suspended than their White and nondisabled peers for similar types of minor misbehavior. They further found that nearly half of the state's suspensions were concentrated within just five percent of schools.

During the 2014-15 school year, *An Act Relative to Student Access to Educational Services and Exclusion from School* went into effect. Known as Chapter 222, the law aims to reduce the use of out-of-school suspensions for minor infractions by requiring educators to first try alternatives such as Restorative Justice or Positive Behavioral Interventions and Supports. The law also increases due process protections for students and families facing disciplinary action, requires districts to continue providing educational services to students who have been suspended or expelled, and specifies a number of reporting requirements, including discipline rates disaggregated by various subgroups. The legislation arose in response to growing evidence that the harsh, zero-tolerance discipline policies in place in many schools were contributing to the phenomenon known as the school-to-prison pipeline. When students are excluded from school, they not only lose valuable learning time, they risk becoming disconnected from their school community. This disconnection can in turn lead to further misbehavior, increased absences, and eventual school dropout (Fabelo 2011; Smith and Harper 2015). Research demonstrates that students who experience even one out-of-school suspension are more likely to drop out of school, enter the juvenile justice system, and ultimately face incarceration as adults (Fabelo 2011; Smith and Harper 2015). In addition, this phenomenon disproportionately impacts students of color, who are routinely punished more severely than their White peers for similar types of infractions (Fabelo 2011; Smith and Harper 2015).

In drafting and lobbying for the adoption of Chapter 222, advocates sought to transform school discipline practices, promoting strategies that increase rather than decrease students' time in school as well as their sense of belonging and social responsibility. The reporting requirements were designed to focus educators' attention on any subgroups that might be disproportionately impacted by harsh disciplinary measures and to trigger intervention by the Massachusetts Department of Elementary and Secondary Education (DESE) for schools and districts with "significant disparities in the rate of suspension and expulsion by race and ethnicity, or disability."¹

After one year of implementation of Chapter 222, we are in a position to assess the law's early impact. This report analyzes the school discipline data made available by DESE² before and after Chapter 222, using the 2014 Lawyers' Committee report as a baseline point of comparison and adapting the research questions from that report in order to identify changes in discipline rates over time. In particular, this report examines:

1. How many students were disciplined during the first year of Chapter 222? What student groups were most impacted? Were there significant differences by race, gender, socio-economic status, language minority status, and special education status? How does this compare to the years prior to Chapter 222?
2. For what behaviors were students disciplined most often? What disciplinary actions were taken in response to these behaviors? How does this compare to the years prior to Chapter 222?

¹ <http://www.doe.mass.edu/lawsregs/603cmr53.html?section=53.14>

² Data sources include School Discipline Data Reports for 2012-13, 2013-14, and 2014-15 (http://profiles.doe.mass.edu/state_report/ssdr.aspx) and the more detailed researcher datasets made available by request (http://www.doe.mass.edu/infoservices/research/download_form.aspx).

3. Where were student discipline rates the highest? Where were there significant disparities in the rate of suspension and expulsion by race and ethnicity, disability, or economic status? What districts saw the greatest decrease in rates of student discipline under the new law?

It is important to note that these questions only *begin* to help us understand the impact of Chapter 222. The purpose of reform in this area is not to reduce suspension numbers per se, but to create engaging, safe, inclusionary school environments that encourage young people to continue their education, thereby increasing their odds of success in school and beyond. Though beyond the scope of this report, additional research and analysis regarding correlations between school discipline rates and other measures of student success, such as attendance, dropout reduction, and academic achievement, are therefore warranted.

II. Key Findings

1. *How many students were disciplined during the first year of Chapter 222? What student groups were most impacted? Were there significant differences by race, gender, socio-economic status, language minority status, and special education status? How does this compare to the years prior to Chapter 222?*

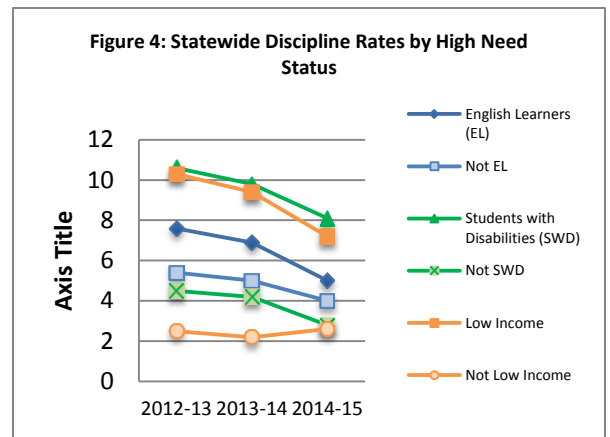
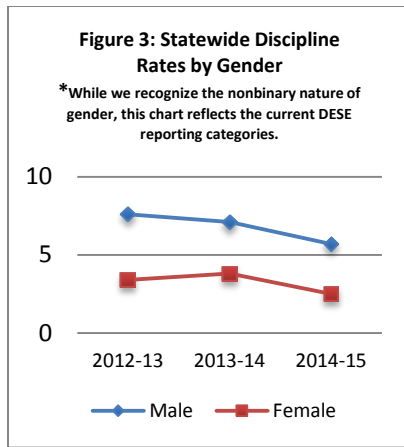
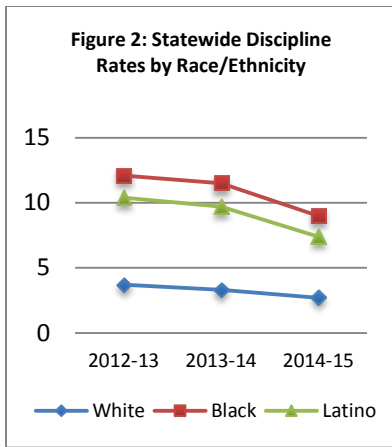
a. Overall Decline in School Discipline Rates

In 2014-15, 83,370 disciplinary actions³ were taken, impacting 40,278 students (4.1% of total enrollment), and resulting in a minimum of 132,563 days missed. This represents a notable decrease compared to the previous two years (see Figure 1).

Figure 1: Discipline Rates, Disciplinary Actions, and Repeat Rates by Year						
	Total Enrollment	# of Students Disciplined*	% of Students Disciplined	# of Disciplinary Incidents*	Repeat Rate*	Minimum # of Days Missed**
2012-13	979,613	54,453	5.6	128,599	2.4	208,605
2013-14	980,427	50,732	5.2	115,633	2.3	188,430
2014-15	980,876	40,278	4.1	83,370	2.1	132,563
*Data sources include both headcount datasets (number of individual students disciplined) and incident count datasets (number of disciplinary actions taken). The higher incident count indicates that some students were disciplined more than once. We therefore calculate the repeat rate by dividing the incident count by the headcount.						
**Because days missed were reported in ranges, this table provides a minimum number of days missed, calculated by multiplying the number of incidents by the low-end days of the range. See Table A in Appendix A for additional information regarding number of days missed						

Discipline rates also decreased for every racial/ethnic subgroup (see Figure 2), all genders (see Figure 3), and all high need categories (see Figure 4).

³ Disciplinary Actions include In-School Suspension, Out-of-School Suspension, Expulsion, Removal to Alternate Setting, and Emergency Removal.



b. Disproportionate Impact

One way to determine whether certain groups of students are disproportionately impacted by exclusionary discipline policies is through the use of *composition index*. Composition index looks at the proportion of enrolled students that fall into each subgroup and then compares those numbers to the proportion of total disciplinary incidents experienced by each subgroup – essentially asking the question *is each group experiencing no more than its fair share of disciplinary incidents?* Using this method, it is evident that, while discipline rates have declined for all groups, many student groups are still disproportionately impacted (see Figure 5). Male students represent 51.4% of total enrollment but 72.7% of disciplinary incidents; low income students represent 32.1% of enrollment, but 60.8% of all disciplinary incidents; students with disabilities make up 17.8% of the population, but are involved in 39.1% of disciplinary incidents; Black students account for 8.7% of total enrollment but 20.4% of disciplinary incidents; and Latino students make up 18.6% of the student population but are involved in 34.9% of all disciplinary incidents. At 9.4% of total enrollment, English Language Learners are only slightly over-represented in discipline cases (11.1%).

	Total Students Enrolled	% of Enrollment	Total Students Disciplined	Disc. Rate	Out-of-School Suspension Rate	Total Incidents	% of Incidents	Repeat Rate*
State Totals	980,976	100%	40,278	4.1	2.9	83,370	100%	2.1
Male	503,901	51.4%	28,544	5.7	4.1	60,636	72.7%	2.1
Female	477,074	48.6%	11,734	2.5	1.8	23,408	28.1%	2.0
Low Income	315,351	32.1%	22,734	7.2	5.4	50,675	60.8%	2.2
Special Ed	174,417	17.8%	14,049	8.1	6.1	32,584	39.1%	2.3
ELL	92,547	9.4%	4,587	5.0	3.8	9,240	11.1%	2.0
White	616,661	62.9%	16,678	2.7	1.8	32,826	39.4%	2.0
Black	85,312	8.7%	7,678	9.0	6.9	17,034	20.4%	2.2
Latino	182,709	18.6%	13,541	7.4	5.6	29,095	34.9%	2.1
Asian	62,100	6.3%	779	1.3	0.8	1,373	1.6%	1.8
2+ Races	30,927	3.2%	1,459	4.7	3.5	3,328	4.0%	2.3

*Data sources include both headcount datasets (number of individual students disciplined) and incident count datasets (number of disciplinary actions taken). The higher incident count indicates that some students were disciplined more than once. We therefore calculate the repeat rate by dividing the incident count by the headcount.

c. Gaps Narrow for Some, Persist for Others

While composition index can be illustrative, it is limited in that it communicates purely relative data, giving no indication of how frequently incidents actually occur. Nor can it effectively communicate change over time. *Gap analysis*, on the other hand, looks at the actual discipline rates (defined as the number of offenses per 100 students) as well as the gaps in rates between subgroups. Gap analysis over a multi-year period reveals whether and to what extent there have been changes in the *frequency* of disciplinary incidents as well as in the *gaps* between subgroups. Since the overall decline in discipline rates across subgroups was previously discussed, this section will focus on the change in gaps over time.

With 2.7% of White students and 9.0% of Black students being disciplined, the gap between groups (6.3 percentage points) remains high. The silver lining is that this gap is decreasing, and, under Chapter 222, it is doing so at a faster rate than the overall decrease in student discipline rates (see Figure 6).

Figure 6: Discipline Gaps and Rates of Reduction

	Overall Discipline Rate	Rate of Reduction
2012-13	5.6%	
2013-14	5.2%	7.1%
2014-15*	4.1%	21.2%

	White	Black	Gap	Rate of Gap Reduction	Latino	Gap	Rate of Gap Reduction
2012-13	3.7%	12.1%	8.4		10.4%	6.7	
2013-14	3.3%	11.5%	8.2	2.4%	9.7%	6.4	4.5%
2014-15*	2.7%	9.0%	6.3	23.2%	7.4%	4.7	26.6%

	ELL	Not ELL	Gap	Rate of Gap Reduction	SWD	Not SWD	Gap	Rate of Gap Reduction	Low Income	Not Low Income	Gap	Rate of Gap Reduction
2012-13	7.6%	5.4%	2.2		10.6%	4.5%	6.1		10.3%	2.5%	7.8	
2013-14	6.9%	5.0%	1.9	13.6%	9.8%	4.2%	5.6	8.2%	9.4%	2.2%	7.2	7.7%
2014-15*	5.0%	4.0%	1.0	47.4%	8.1%	3.3%	4.8	14.3%	7.2%	2.6%	4.6**	36.1%**

*First year of Chapter 222 **Low-Income designation criteria changed, making true comparison over time impossible for this subgroup.

The gap between ELL students and their non-ELL peers is relatively small (1.0 percentage point). While the gap reduction rate for this group seems impressive at first glance (47.4%) it is important to bear in mind that, with such a small gap to begin with, a movement of even 0.1 percentage points will yield a notable rate of reduction.

The gap between low-income students and their non-low-income peers seems to have been significantly reduced. However, it is crucial to note that the low-income designation criteria changed during the 2014-15 school year⁴, resulting in an overall decrease in the number of families being deemed low-income (or economically disadvantaged, as the new designation is called) without necessarily reflecting any actual change in income or financial stability. Given this change, a true comparison between gaps in this category before and after Chapter 222 are not possible. Regardless of the gap comparisons over time, however, low-income students continue to be disciplined at rates almost 3 times that of their non-low-income peers.

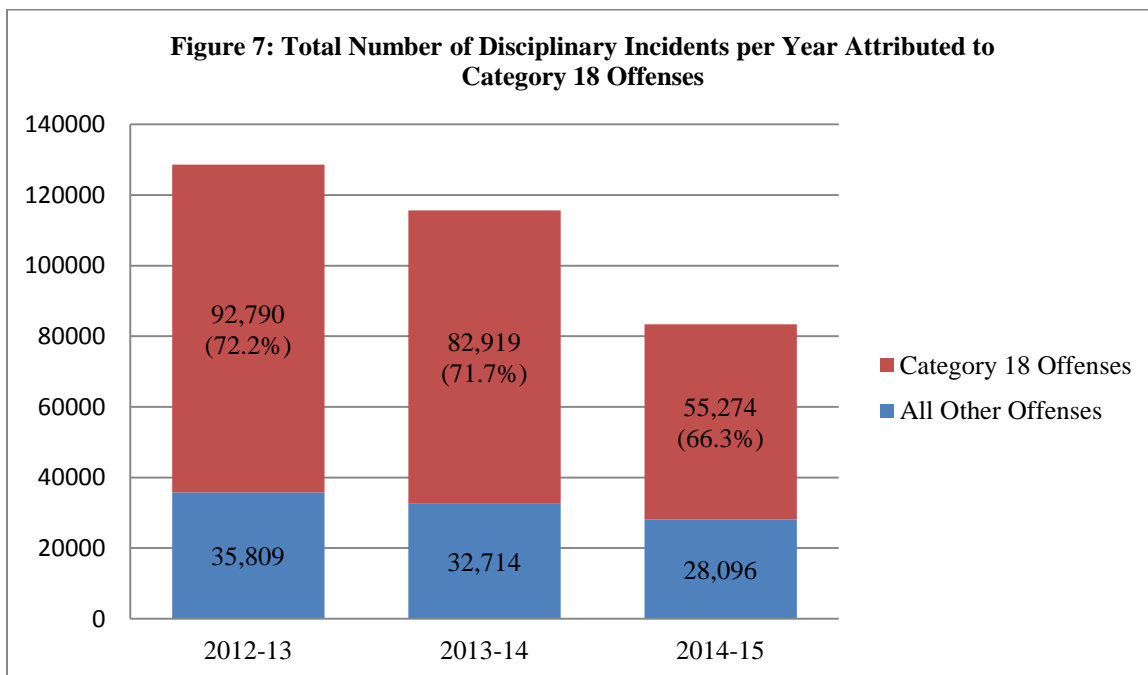
⁴ <http://www.doe.mass.edu/infoservices/data/ed.html>

Of particular concern is the persistent gap between students with disabilities and their non-disabled peers. This group of students has one of the highest rates of discipline (8.1%) among all subgroups, yet Chapter 222 seems to have had minimal impact, and the gap between these students and their nondisabled peers is shrinking much more slowly than gaps between all other groups.

2. For what behaviors were students disciplined most often? What disciplinary actions were taken in response to these behaviors? How does this compare to the years prior to Chapter 222?

a. Non-Violent, Non-Criminal, Non-Drug Offenses

Given the wealth of research on the harmful effects of exclusionary disciplinary measures (Fabelo 2011; Skiba 2006; Smith and Harper 2015) such measures should be reserved for only the most serious of misbehaviors. Chapter 222 encourages this approach by asking educators to consider alternatives to exclusion for non-violent, non-criminal, non-drug related offenses (Category 18)⁵. Indeed, under Chapter 222 the proportion of disciplinary actions taken in response to Category 18 offenses decreased, with those behaviors accounting for 72.2% of incidents in 2013, and 66.3% of incidents in 2015 (see Figure 7).



On the other hand, these relatively minor misbehaviors still account for over half of out-of-school suspensions and 48.4% of emergency removals (see Figure 8). This is somewhat alarming, given that the regulations specify that an emergency removal shall only be administered when (a) the student is charged with a disciplinary offense, (b) their continued presence poses a danger or “materially and substantially disrupts the order of the school,” and (c) “in the principal’s judgment, there is no alternative to alleviate the danger or disruption.”⁶

⁵ Among the categories of offenses outlined on the MA Department of Elementary and Secondary Education’s school discipline reporting form, Category 18 is a catch-all category for all non-violent, non-criminal, non-drug related offenses. A listing of all categories can be found here: <http://www.doe.mass.edu/infoservices/data/samples/ssdr-incidentreport.pdf>

⁶ <http://www.doe.mass.edu/lawsregs/603cmr53.html?section=53.07>

Given the non-violent, non-criminal nature of Category 18 offenses, it is difficult to understand why so many emergency removals would be used in these instances. Indeed, a list of emergency removal case examples compiled by legal advocates at Greater Boston Legal Services demonstrate several instances in which children were sent home under the emergency removal provision for relatively minor misbehaviors like taking another child’s playdough or refusing to return to class (see Exhibit A in Appendix B). One would be hard pressed to understand how these behaviors could satisfy all of the emergency removal criteria outlined above. Furthermore, in several cases the problem was effectively resolved *before* the student was sent home, and in other cases the rules for due process were not adhered to. An additional concern regarding emergency removals is the apparent under-reporting of them. Very few districts report any emergency removals at all, especially in the case of partial-day suspensions, despite evidence of their occurrence by parents and advocates (see Exhibit B in Appendix B). As the redacted Letter of Finding in Appendix B demonstrates, this lack of reporting may reflect a broader failure to follow many of the due process provisions outlined in the law.

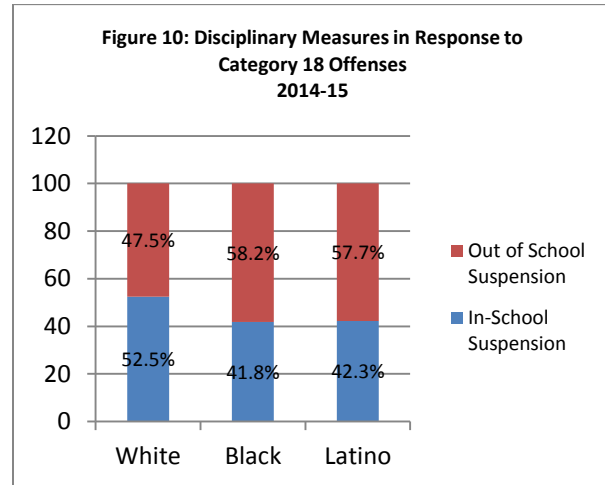
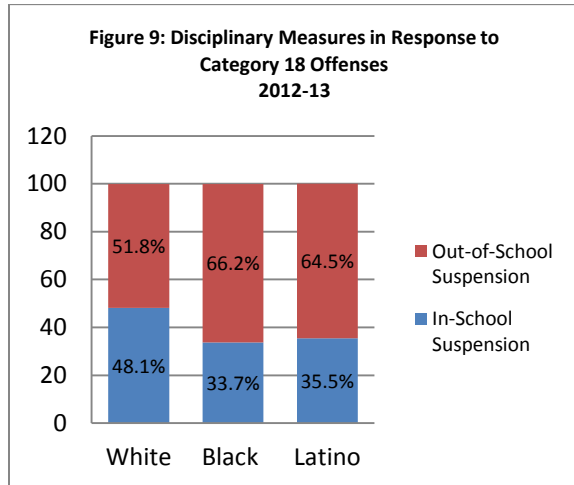
Figure 8: Types of Offenses as a Percentage of Each Type of Disciplinary Action (Total Number of Incidents Indicated in Parentheses)									
2012-13									
	Category 18	Fights, Assaults, Threats	Illegal Substances	Theft	Weapons	Bullying	Sex Assault & Harassment	All Others	TOTAL
Out-of-School Suspension	64.2% (54,895)	22.7% (19,364)	5.1% (4,378)	1.6% (1,369)	1.7% (1,436)	1.2% (1,066)	1.2% (1,052)	2.3% (1,902)	100% (85,462)
In-School Suspension	88.1% (37,843)	7.2% (3,091)	1.1% (480)	0.9% (378)	0.35% (127)	0.9% (397)	0.6% (253)	0.9 (371)	100% (42,940)
Expulsion	10.3% (12)	23.3% (27)	33.4% (39)	4.3% (5)	12.9% (15)	5.1% (6)	4.3% (5)	6.4% (7)	100% (116)
Removed to Alternate Location	49.4% (40)	23.5% (19)	7.4% (6)	2.5% (2)	4.9% (4)	0% (0)	2.5% (2)	9.8% (8)	100% (81)
Total Incidents	92,790	22,501	4,903	1,754	1,582	1,469	1,312	2,288	128,599
2013-14									
	Category 18	Fights, Assaults, Threats	Illegal Substances	Theft	Weapons	Bullying	Sex Assault & Harassment	All Others	TOTAL
Out-of-School Suspension	63.7% (48,320)	23.6% (17,856)	5% (3,777)	1.3% (990)	1.6% (1,237)	1.4% (1,078)	1.3% (999)	2.0% (1,541)	100% (75,798)
In-School Suspension	87.1% (34,578)	7.7% (3,049)	1.2% (461)	0.9% (343)	0.3% (111)	1.2% (459)	0.7% (282)	1.1% (431)	100% (39,714)
Expulsion	6.6% (4)	33.3% (20)	29.5% (18)	0% (0)	16.4% (10)	0% (0)	3.3 (2)	11.5% (7)	100% (61)
Removed to Alternate Location	28.3% (17)	43.3% (26)	11.7% (7)	0% (0)	6.7% (4)	1.7% (1)	1.7% (1)	6.7% (4)	100% (60)
Total Incidents	82,919	20,951	4,263	1,333	1,362	1,538	1,284	1,983	115,633
2014-15									
	Category 18	Fights, Assaults, Threats	Illegal Substances	Theft	Weapons	Bullying	Sex Assault & Harassment	All Others	TOTAL
Out-of-School Suspension	56.5% (29,369)	27% (14,032)	6.7% (3,483)	1.5% (776)	2.5% (1,285)	1.6% (810)	1.5% (798)	2.7% (1410)	100% (51,963)
In-School Suspension	83.3 (25,673)	10% (3,082)	1.9% (581)	1.1% (345)	0.4% (114)	1.2% (367)	0.8% (243)	1.3% (415)	100% (30,820)
Expulsion	3.8% (2)	26.4 (14)	28.3% (15)	0% (0)	30.2% (16)	0% (0)	0% (0)	11.3% (6)	100% (53)
Removed to Alternate Location	11.7% (9)	41.6% (32)	15.6% (12)	0% (0)	16.9% (13)	1.3% (1)	3.9% (3)	9% (7)	100% (77)
Emergency Removals	48.4% (221)	38.1% (174)	3.9% (18)	0.2% (1)	1.5% (7)	0.7% (3)	0.7% (3)	6.6% (30)	100% (457)
Total Incidents	55,274	17,334	4,109	1,122	1,435	1,181	1,047	1,868	83,370
*Emergency removals were not reported prior to 2014-15									

b. Consistency of Treatment Across Subgroups

As the Lawyers’ Committee report highlights, educators have more discretion in determining their response to Category 18 offenses, as the other offense categories are more specific and addressed more explicitly in student handbooks, state and federal law (Taylor 2014). Previous research has demonstrated that, in discretionary situations, students of color are disciplined more frequently and more harshly than their White peers for similar behaviors; on the other hand, discipline rates for behaviors that trigger mandatory responses are more consistent across racial and ethnic groups (Fabelo 2011; Skiba 2011).

The Massachusetts data are consistent with this research. In 2012-13, Black and Latino students faced out-of-school suspension for roughly two-thirds of Category 18 offenses while receiving the less severe punishment of in-school suspension roughly one-third of the time. White students, on the other hand, received out-of-school suspension for just 51.8% of Category 18 offenses, and in-school suspensions were assigned 48.1% of the time (see Figure 9). (For a complete breakdown of disciplinary responses to Category 18 offenses by race/ethnicity and disability, see Table B in Appendix A.)

During the first year of Chapter 222, Black and Latino students continued to face more severe consequences than their White peers for Category 18 offenses, but the disparities were reduced (see Figure 10).



3. *Where were student discipline rates the highest? Where were there significant disparities by race/ethnicity, disability or economic status? What districts saw the greatest decrease in rates of student discipline under the new law?*

a. District Level⁷

The 10 districts with the highest discipline rates are located all over the state and include both large urban districts and smaller suburban districts. Their discipline rates range from 8.7% to 12.9%. This is a vast improvement when compared to the rates (12.5% - 22.8%) of the top 10 suspending districts in 2013 (see Figure 11).

⁷ In the school discipline data provided by the Massachusetts Department of Elementary and Secondary Education, all charter schools and some vocational/technical schools are listed twice – once on the list of districts and once on the list of individual schools. They are referred to as districts because they operate under their own governance structures rather than as part of a larger district, but they are in fact individual schools. And while many charters operate as part of a network, each school within that network is listed as a separate entity in the school discipline reports put out by DESE. To avoid double counting, and to provide the most accurate representation of the data possible, we include these entities as part of our school-level analysis and not as part of our district-level analysis.

Figure 11: Top Ten Districts with the Highest Discipline Rates in the State					
2012-13		2013-14		2014-15	
District	Discipline Rate	District	Discipline Rate	District	Discipline Rate
Holyoke	22.8%	Holyoke	20.8%	Fitchburg	12.9%
Ralph C Mahar	17.8%	Ralph C Mahar	16.9%	Wareham	12.0%
Fall River	16.3%	Fall River	16.7%	Southbridge	10.6%
Lynn	15.5%	Lynn	15.1%	Springfield	10.3
Springfield	14.1%	Brockton	14.5%	Lynn	9.7%
Brockton	13.8%	Springfield	13.7%	Fall River	9.6%
Southbridge	13.5%	Fitchburg	13.1%	Lowell	9.0%
Fitchburg	13.4%	Southbridge	12.8%	Hull	8.9%
Chicopee	13.3%	Wareham	12.7%	Everett	8.8%
Lowell	12.5%	Lowell	12.2%	Chicopee	8.7%

A number of districts have reduced their discipline rates by more than half since 2013, with the most dramatic decreases often occurring during the first year of Chapter 222 implementation (2014-15) (See Figure 12).

Figure 12: Districts That Have Reduced Discipline Rate by More than Half Since 2013 (List includes districts that had discipline rates of 5% or higher in 2013)				
District	2013 Discipline Rate	2014 Discipline Rate	2015 Discipline Rate	% Reduction
Abington	5.54%	3.60%	2.42%	56.26%
Agawam	6.16%	5.38%	0.33%	94.60%
Athol-Royalston	9.64%	8.28%	3.37%	65.01%
Barnstable	6.24%	6.08%	2.83%	54.72%
Chelsea	9.03%	8.59%	3.05%	66.20%
Dartmouth	5.01%	3.86%	0.66%	86.92%
Easthampton	7.99%	4.95%	3.88%	51.43%
Holyoke	22.81%	20.84%	6.96%	69.48%
Marlborough	5.16%	1.28%	1.89%	63.44%
Middleborough	8.20%	6.74%	3.26%	60.24%
North Adams	12.21%	5.45%	4.69%	61.59%
Pittsfield	9.37%	11.18%	3.80%	59.46%
Ralph C Mahar	17.79%	16.90%	7.69%	56.75%
Saugus	7.71%	7.94%	2.79%	63.75%
Spencer-E Brookfield	5.65%	5.17%	1.29%	77.24%
Stoughton	7.69%	4.39%	3.51%	54.29%
Wales	5.59%	4.79%	0.00%	100.00%

b. School Level

The 50 highest discipline rates among schools range from 19.4% - 73.9% (see Figure 13). Among them, 8 are charter schools, 19 are traditional schools, and 23 are alternative schools or therapeutic day schools⁸. In fact, among the top 20, all but 4 are alternative schools or therapeutic day schools. These schools are designed to provide alternative environments for students with intense behavioral, social-emotional, mental health, and/or learning needs. While one could argue that, since these schools have particularly high-need students in their care, discipline rates are likely to be higher, it could also be argued that these schools exist specifically to meet the special needs of the students they serve and should therefore have the training and resources necessary to be able to do so in a way that does not rely so heavily on exclusionary disciplinary practices.

Several districts and one charter network have multiple schools among the top 50, including Boston, Brockton, City on A Hill, Fall River, Fitchburg, Lowell, Lynn, Somerville, Springfield, and Wareham. Springfield schools alone make up over 25% of the list.

As was the case in 2013 (Taylor 2014), disciplinary incidents are fairly concentrated, with 42% of incidents occurring in just 98 schools (5% of all schools), each of which disciplined 90 students or more.

⁸ While the MA Department of Elementary and Secondary Education's online school profile information does provide lists of alternative and special education schools, these lists are not comprehensive as they do not include public day programs operated within a district. In some cases, these i-district schools were easy to identify as the designations were explicitly stated in the school's name and/or on their website; in other cases, the author made inferences based on publically available indicators such as total number of students enrolled, percentage of students with disabilities and percentage of high needs students. We therefore acknowledge that there may be some errors in identifying these schools.

Figure 13: Schools with Highest Discipline Rates 2014-15				
Green = Alternative Schools and Therapeutic Day Schools Orange = Charter Schools				
	District	School	Students	Discipline
1	Fall River	Resiliency Middle School	46	73.9%
2	Somerville	Next Wave Junior High	29	72.4%
3	Wareham	West Academy	18	72.2%
4	Fall River	ACESE	17	64.7%
5	New Bedford	Whaling City Junior/Senior High School	157	56.1%
6	Chicopee	Chicopee Academy	130	54.6%
7	Oxford	Project C.O.F.F.E.E.	54	51.9%
8	Lowell	Leblanc Therapeutic Day School	43	51.2%
9	Lowell	Laura Lee Therapeutic Day School	25	48.0%
10	Revere	Seacoast School	136	47.8%
11	Brockton	B B Russell Alternative School	93	47.3%
12	Fall River	Resiliency Preparatory School	255	46.7%
13	Springfield	Springfield Public Day Middle School	76	42.1%
14	Roxbury Preparatory Charter	Roxbury Preparatory Charter School	909	40.5%
15	City on a Hill Charter Public School New Bedford (District)	City on a Hill Charter Public School New Bedford	99	40.4%
16	Everett	Devens School	62	40.3%
17	Springfield	Springfield Public Day High School	153	39.9%
18	Lynn	Fecteau-Leary Junior/Senior High	166	39.2%
19	City on a Hill Charter Public School Dudley Square (District)	City on a Hill Charter Public School Dudley Square	197	38.6%
20	Fall River	Stone Therapeutic Day Middle School	38	36.8%
21	Lynn	William R Fallon	53	34.0%
22	Springfield	Chestnut Accelerated Middle School (South)	313	33.9%
23	Springfield	Conservatory of the Arts	125	32.8%
24	Springfield	Chestnut Accelerated Middle School (North)	370	32.4%
25	Springfield	John F Kennedy Middle	594	31.8%
26	Medford	Curtis-Tufts	29	31.0%
27	Boston	William McKinley	471	30.4%
28	Fitchburg	Arthur M Longsjo Middle School	525	30.1%
29	West Springfield	21st Century Skills Academy	20	30.0%
30	Haverhill	Haverhill Alternative School	59	28.8%
31	Fitchburg	Fitchburg High	1288	27.8%
32	Somerville	Full Circle High School	76	27.6%
33	Bourne	Bourne High School	491	27.5%
34	Springfield	Balliet Middle School	102	27.5%
35	Amesbury Academy Charter Public (District)	Amesbury Academy Charter Public School	51	27.5%
36	Springfield	Springfield High School	212	26.4%
37	KIPP Academy Boston Charter	KIPP Academy Boston Charter School	300	25.3%
38	Springfield	High School Of Commerce	1758	25.3%
39	Springfield	Van Sickle Middle School	989	23.1%
40	Springfield	Forest Park Middle	782	23.0%
41	Springfield	John J Duggan Middle	687	22.7%
42	UP Academy Charter School of	UP Academy Charter School of Boston	491	22.6%
43	Boston	John W McCormack	671	22.1%
44	Brockton	Goddard Alternative School	73	21.9%
45	Springfield	Springfield High School of Science and	1477	21.2%
46	Wareham	Wareham Senior High	576	20.5%
47	City on a Hill Charter Public School Circuit Street (District)	City on a Hill Charter Public School Circuit Street	292	20.2%
48	Boston Preparatory Charter Public	Boston Preparatory Charter Public School	404	19.8%
49	Lynn	Classical High	1766	19.7%
50	Lawrence	Spark Academy	475	19.4%

c. Disparities by Race/Ethnicity, Disability, and Economic Status

While the discipline gaps between White students and their Black and Latino peers are declining at the state level, a number of schools and districts have gaps of 10 percentage points or more, including:

- 17 traditional districts (see Figure 14)
- 192 traditional schools, 21 charter schools, 14 alternative/therapeutic day schools and 4 vocational technical schools (see Table C in Appendix A)

Figure 14: Districts with Black/White Discipline Gaps of 10 Percentage Points or More (2014-15)
(No districts showed Latino/White Gaps of 10 Percentage Points or More)

District Name	Black Disc. Rate	Latino Disc. Rate	White Disc. Rate	B/W Gap	L/W Gap
Abington	13.04%	5.38%	1.97%	11.08	3.41
Fall River	18.15%	12.97%	7.73%	10.42	5.24
Frontier	12.50%	3.57%	2.01%	10.49	1.56
Gill-Montague	17.24%	8.42%	6.57%	10.68	1.86
Granby	16.67%	4.55%	2.45%	14.22	2.10
Hull	25.00%	17.65%	8.73%	16.27	8.92
Lincoln-Sudbury	17.50%	10.61%	1.51%	15.99	9.10
Lynnfield	12.20%	4.40%	1.62%	10.57	2.77
Martha's Vineyard	17.39%	12.96%	7.00%	10.39	5.96
Nauset	16.98%	5.66%	5.37%	11.61	0.29
North Adams	14.00%	10.53%	3.45%	10.55	7.07
North Brookfield	14.29%	0.00%	3.68%	10.61	-3.68
Oxford	20.00%	14.72%	6.77%	13.23	7.95
Plymouth	18.56%	11.50%	5.43%	13.14	6.07
Rockland	16.53%	3.17%	3.09%	13.44	0.08
Swansea	19.51%	5.56%	5.13%	14.38	0.42
Uxbridge	12.50%	4.35%	2.08%	10.42	2.27

Forty-six schools have a gap of 20 percentage points or more, 10 schools have a gap of 30 percentage points or more, and 2 schools have gaps of over 40 percentage points (see Figure 15). The wide variation in school-level student demographics makes an apples-to-apples gap analysis difficult. Some schools are racially balanced while others are racially isolated. Additionally, the schools listed below range in size from 34 students to over 1000 students. Gap analysis is less meaningful with smaller populations, since a change of plus or minus one student significantly changes the discipline rate for that group. While a more sophisticated, weighted analysis of gaps is beyond the scope of this report, we use an asterisk next to the school name to indicate a school that has a total enrollment of 100 students or less, and an asterisk next to discipline rates to indicate when less than 5% of the student body falls into that particular demographic group.

Figure 15: Schools with Black/White or Latino/White Discipline Gaps of 20 Percentage Points or More (2014-15)

Green = Alternative Schools and Therapeutic Day Schools Orange = Charter Schools Yellow = Vocational/Technical Schools

District Name	School Name	Black Disc. Rate	Latino Disc. Rate	White Disc. Rate	B/W Gap	L/W Gap
Tri County Regional Vocational Technical	Tri County Regional Vocational Technical	50.00%*	4.65%*	7.99%	42.01	-3.34
City on a Hill Charter Public School Dudley Square (District)	City on a Hill Charter Public School Dudley Square	40.14%	39.58%	0.00%*	40.14	39.58
Springfield	Chestnut Accelerated Middle School (Talented and Gifted)	41.18%	18.32%*	3.57%*	37.61	14.75
Boston	Lyon Upper 9-12	43.59%	9.52%	8.51%	35.08	1.01
Springfield	Conservatory of the Arts	40.00%	36.84%	5.88%	34.12	30.96
Somerville	Next Wave Junior High*	90.91%	66.67%	57.14%	33.77	9.52
Lawrence	School for Exceptional Studies	33.33%	16.82%	0.00%	33.33	16.82
Lowell	Leblanc Therapeutic Day School*	66.67%	59.09%	35.71%	30.95	23.38
Marblehead	Marblehead Veterans Middle School	31.58%*	14.81%*	1.33%	30.25	13.49
Oxford	Oxford Middle	37.50%*	21.15%	7.34%	30.16	13.82
Bedford	John Glenn Middle	33.33%	10.81%	4.09%	29.25	6.72
City on a Hill Charter Public School New Bedford (District)	City on a Hill Charter Public School New Bedford*	58.82%	35.90%	30.00%	28.82	5.90
Rockland	Rockland Senior High	32.14%*	4.44%	4.15%	27.99	0.29
Salem	Saltonstall School	30.00%	9.38%	2.69%	27.31	6.68
North Adams	Drury High	36.84%*	29.41%	9.77%	27.07	19.64
KIPP Academy Boston Charter School (District)	KIPP Academy Boston Charter School	26.96%	21.98%	0.00%*	26.96	21.98
Everett	Devens School*	58.82%	33.33%	33.33%	25.49	0.00
Palmer	Converse Middle	33.33%*	26.67%*	8.16%	25.17	18.50
Taunton	Taunton Alternative High School	30.77%	16.67%	5.88%	24.89	10.78
Abington	Woodsdale Elementary School	25.00%*	0.00%*	1.32%	23.68	-1.32
Quincy	Reay E Sterling Middle	30.36%	10.53%	6.80%	23.55	3.72
Fitchburg	Arthur M Longsjo Middle School	43.75%	34.77%	20.73%	23.02	14.03
Boston	Clarence R Edwards Middle	28.00%	15.74%	5.41%	22.59	10.33
City on a Hill Charter Public School Circuit Street (District)	City on a Hill Charter Public School Circuit Street	22.53%	15.46%	0.00%*	22.53	15.46
Weymouth	Maria Weston Chapman Middle School	32.61%	8.70%	10.66%	21.94	-1.97
Plymouth	Plymouth South Middle	28.57%*	23.08%*	6.69%	21.88	16.39
Abington	Frolio Middle School	25.00%*	15.38%*	3.21%	21.79	12.17
Boston	Community Academy	21.74%	18.52%	0.00%	21.74	18.52
Dorchester Collegiate Academy Charter	Dorchester Collegiate Academy Charter	21.74%	12.50%	0.00%*	21.74	12.50
UP Academy Charter School of Boston	UP Academy Charter School of Boston	28.10%	21.76%	6.67%	21.43	15.10
Springfield	Springfield Public Day Middle School*	21.43%	45.61%	0.00%	21.43	45.61
Swansea	Joseph Case Jr High	30.00%*	0.00%*	9.09%	20.91	-9.09
Fall River	Resiliency Middle School*	85.71%	92.86%	65.00%	20.71	27.86
Baystate Academy Charter Public School (District)	Baystate Academy Charter Public School	26.19%	14.57%	5.56%	20.63	9.01
Swansea	Joseph Case High	31.25%*	25.00%*	10.62%	20.63	14.38
Boston	Lyon K-8	24.00%	14.29%	3.70%	20.30	10.58
Boston	Washington Irving Middle	23.21%	16.77%	2.94%	20.27	13.83
Lynnfield	Lynnfield Middle School	22.22%	13.79%	1.99%	20.23%	11.81%
Sizer School: A North Central Charter Essential (District)	Sizer School: A North Central Charter Essential School	23.53%*	29.82%	6.05%	17.48	23.77
Westfield	Westfield High	25.00%*	34.09%	10.02%	14.98	24.07
Holyoke	Wm J Dean Vocational Technical High	14.29%*	20.00%	0.00%	14.29	20.00
Chicopee	Chicopee High	23.26%*	31.16%	10.76%	12.50	20.40
Wareham	Wareham Middle	22.73%	39.13%	13.85%	8.88	25.28
King Philip	King Phillip Regional High	7.69%*	23.08%*	2.93%	4.76	20.15
Belchertown	Belchertown High	9.09%*	28.57%*	7.36%	1.73	21.21
Fairhaven	Hastings Middle	0.00%*	26.32%*	5.28%	-5.28	21.04
Gateway	Gateway Regional High	0.00%*	28.57%*	8.40%	-8.40	20.17

In 8 traditional districts, 22 charter schools, 16 alternative/therapeutic schools, 2 vocational/technical schools and 169 traditional schools, students with disabilities (SWD) are disciplined at a rate at least 10 percentage points higher than their nondisabled peers (see Tables D and E in Appendix A). 27 schools have a gap of 20 percentage points or more, 8 have a gap of 30 percentage points or more, and 3 have a gap of 40 percentage points or more. Since several of these schools serve students with disabilities almost exclusively, rendering gaps somewhat meaningless, the chart below includes only those schools whose total student body is comprised of less than 95% SWD (see Figure 16).

Figure 16: Schools with Discipline Gaps of 20 Percentage Points or More Between Students with Disabilities (SWD) and Non-Disabled Students (2014-15)
(Chart only includes schools whose SWD enrollment is less than 95% of total enrollment)

District Name	School Name	SWD Disc. Rate	Non SWD Disc. Rate	Gap
Somerville	Next Wave Junior High	85.71%	37.50%	48.21
Pittsfield	Taconic High	32.19%	0.30%	31.89
Pittsfield	Theodore Herberg Middle	29.01%	0.00%	29.01
City on a Hill Charter Public School New Bedford (District)	City on a Hill Charter Public School New Bedford	57.89%	29.51%	28.39
Clinton	Clinton Senior High	41.24%	13.59%	27.65
Gill-Montague	Great Falls Middle	31.03%	4.12%	26.92
Leominster	Leominster High School	31.32%	4.91%	26.41
North Adams	Drury High	33.04%	6.90%	26.15
Pittsfield	John T Reid Middle	25.21%	0.48%	24.73
Pittsfield	Pittsfield High	24.71%	0.00%	24.71
Brockton	North Middle School	32.97%	9.18%	23.78
Worcester	Chandler Magnet	28.70%	5.59%	23.11
Roxbury Preparatory Charter	Roxbury Preparatory Charter School	59.18%	36.88%	22.31
Veritas Preparatory Charter School	Veritas Preparatory Charter School	37.14%	14.95%	22.19
Dorchester Collegiate Academy Charter	Dorchester Collegiate Academy Charter	36.84%	15.09%	21.75
Boston	Dearborn	31.37%	9.70%	21.67
Dudley-Charlton Reg	Shepherd Hill Regional High	31.03%	9.51%	21.52
Brockton	B B Russell Alternative School	64.71%	43.42%	21.28
Lowell	B.F.Butler Middle School	32.32%	11.13%	21.19
Community Charter School of Cambridge	Community Charter School of Cambridge	32.98%	12.70%	20.28

Only one district – Martha’s Vineyard (gap of 11.4) - and 74 schools have gaps of 10 percentage points or more between economically disadvantaged students and their non-disadvantaged peers (see Table E in Appendix A). Five schools have a gap of 20 percentage points or more, but 3 of those 5 have fewer than 100 students, rendering gap analysis less meaningful since the addition or subtraction of a single disciplined student in either group has a significant impact on the discipline rate of that group.

III. Conclusions and Recommendations

After one full year of implementation, it is clear that Chapter 222 has had a notable impact on school discipline efforts across the state. Discipline rates are declining overall, as are the gaps between subgroups. In order to build on this success and further our progress in minimizing exclusionary discipline practices and eliminating gaps based on race/ethnicity and special education status, we offer the following recommendations.

Additional Research:

As previously mentioned, this report only tells part of the story. Additional research is needed to better understand what is working and what kind of impact the new law is having on the daily experiences of young people and the educators who serve them. In particular, we recommend:

- Case studies of the districts that have reduced their discipline rates by more than half to determine what is working and to identify any unintended consequences for schools and districts working to implement the law.

- An analysis of the degree to which a reduction in discipline rates and gaps is correlated with measures of student success such as attendance, academic achievement, and/or graduation.

Schools and Districts:

We know that effective school discipline reform has to be a whole-school effort, and that it requires ongoing education and professional development at all levels. To that end, we recommend the following:

- Train school administrators on the letter and spirit of Chapter 222.
- At the school and/or district level, establish a shared vision of what effective, non-exclusionary approaches to behavior management and accountability look like, and put policies, procedures, and resources in place to support that vision.
- Clearly articulate the responsibilities of all members of the school community in terms of their role in supporting positive behavior management and accountability. This includes educators, administrators, support staff, students and families.
- Provide ongoing professional development for teachers and administrators on positive behavior management and alternatives to exclusion, consistent with the school's vision.
- Offer alternatives to suspension for all but the most severe of Category 18 offenses.
- Provide professional development on implicit bias and cultural competency, especially where gaps in discipline rates based on race/ethnicity and/or disability status are high.
- Ensure compliance and consistency in documenting and reporting *all* exclusions.
- Track and monitor data at the school and district level for early identification of over reliance on exclusions and/or gaps in rates among subgroups of students.
- Take advantage of the school discipline resources available on the Massachusetts Department of Elementary and Secondary Education website: <http://www.doe.mass.edu/ssce/discipline/>.

Massachusetts Department of Elementary and Secondary Education (DESE):

We commend DESE for their efforts in collecting and analyzing school discipline data, and for making that data available to the public in a readable and analysis-friendly format. As always, there is more work to be done and we are eager to use what we learned in year one of implementation to make improvements going forward. We therefore recommend that DESE:

- Expand reporting categories for gender.
- Report days missed as an exact number rather than a range.
- Release data in such a way that allows analysis of discipline rates for students who fall under multiple high-risk categories – for example, African American students with disabilities.
- Provide additional guidance and monitoring on the appropriate use and reporting requirements for emergency removals.
- Revise the Discipline Record Worksheet as well as the data reports to make it clear that emergency removals are a type of out-of-school suspension.
- Offer professional development on implicit bias and cultural competence, prioritizing schools and districts with high discipline gaps based on race/ethnicity and/or disability status.
- Per the *Advisory on Student Discipline under Chapter 222 of the Acts of 2012*, identify schools and districts that demonstrate an overreliance on exclusionary practices and/or disproportionality among subgroups; offer training and support for these schools and districts as they develop plans for improvement.
- Establish specific training requirements and credentials for educators working in alternative and therapeutic day schools. Offer support in the form of grants and/or professional development to support educators in attaining those credentials.

- Collect quantitative and qualitative data on what's working, and provide grants and networking opportunities for educators to problem solve together and share best practices.
- Emphasize the need for the preventative, whole-school aspects of Chapter 222 by incorporating principles of effective, non-exclusionary school discipline into the Safe and Supportive Schools Framework.
- As the state works to establish new accountability measures under the federal Every Student Succeeds Act, consider using discipline rates and/or school climate measures more broadly as a key indicator of success.

State Legislature:

The adoption of Chapter 222 was a step in the right direction in terms of effective school discipline reform at the state level. To do this work well, however, requires more than simply offering alternatives to suspension, monitoring data, and ensuring due process. It requires a transformation of the entire school culture, moving away from traditional, often exclusionary school discipline practices to more inclusive models focused on mutual accountability, trauma sensitivity, and culturally responsive practices. This is no easy task.

Fortunately, work is already underway to facilitate this transformation. The Safe and Supportive Schools Commission is working on a framework that will help educators organize entire schools and districts around meeting the academic, social-emotional, and behavioral needs of all students, and a number of Safe and Supportive School grants have been awarded to assist schools in this work. This approach fits hand in glove with Chapter 222; while the former is directly linked to the *prevention* of misbehavior through the cultivation of safe and supportive learning environments for all students, Chapter 222 emphasizes fair and equitable intervention when misbehavior does occur.

We therefore strongly recommend that the state legislature continue to fund the Safe and Supportive Schools grants so that staff at all levels receive the ongoing training and support they need in order to integrate the letter and spirit of Chapter 222 into the fabric of their schools in a way that is truly transformational rather than simply compliance oriented.

APPENDIX A: School Discipline Data Tables⁹

Table A: Discipline Type Assigned by Days Missed

(Adapted from Lawyers Committee report – see Taylor 2014)

Discipline Type Assigned by Days Missed (Statewide) 2014-15*						
	Range of Days Missed					
Discipline Type	1-2	3-5	6-10	11-20	>20	TOTAL
In-School Suspension	29,028	1,623	157	8	4	30,820 (37.0 %)
Out-of-School Suspension	37,523	11,795	2,135	201	309	51,963 (62.3%)
Expulsion	4	1	6	1	41	53 (<0.1%)
Removed to Alternate Setting	13	10	6	15	33	77 (<0.1%)
Emergency Removal**	347	45	35	4	26	457 (0.5%)
TOTAL	66,915 (80.3%)	13,474 (16.2%)	2,339 (2.8%)	229 (0.3%)	413 (0.5%)	83,370 (100%)
Minimum Days Missed	66,915	40,422	14,034	2,519	8,673	132,563
Maximum Days Missed	133,830	67,370	23,390	4,580		~237,843
Discipline Type Assigned by Days Missed, 2013-14						
	Range of Days Missed					
Discipline Type	1-2	3-5	6-10	11-20	>20	TOTAL
In-School Suspension	36,294	3,241	154	18	7	39,714 (34.3%)
Out-of-School Suspension	53,454	18,409	3,269	282	384	75,798 (65.6%)
Expulsion	3	0	2	1	55	61 (<0.1%)
Removed to Alternate Setting	24	6	8	5	17	60 (<0.1%)
TOTAL	89,775 (77.6%)	21,656 (18.7%)	3,433 (3.0%)	306 (0.3%)	463 (0.4%)	115,633 (100%)
Minimum Days Missed	89,775	64,968	20,598	3,366	9,723	188,430
Maximum Days Missed	179,550	108,280	34,330	6,120		~338,003
Discipline Type Assigned by Days Missed, 2012-13						
	Range of Days Missed					
Discipline Type	1-2	3-5	6-10	11-20	>20	TOTAL
In-School Suspension	40,284	2,461	155	23	17	42,940 (33.4%)
Out-of-School Suspension	60,742	20,300	3,642	309	469	85,462 (66.5%)
Expulsion	2	1	12	3	98	116 (0.1%)
Removed to Alternate Setting	47	6	9	3	16	81 (.1%)
TOTAL	101,075 (78.6%)	22,768 (17.7%)	3,818 (3.0%)	338 (0.3%)	600 (0.5%)	128,599 (100%)
Minimum Days Missed	101,075	68,304	22,908	3,718	12,600	208,605
Maximum Days Missed	202,150	113,840	38,180	6,760		~373,530
*Because days missed were reported in ranges, this table provides a minimum number of days missed, calculated by multiplying the number of incidents by the low-end days of the range and a maximum number of days missed, calculated by multiplying the number of incidents by the high-end days of the range.						

⁹ Data sources include School Discipline Data Reports for 2012-13, 2013-14, and 2014-15 (http://profiles.doe.mass.edu/state_report/ssdr.aspx) and the more detailed researcher datasets made available by request (http://www.doe.mass.edu/infoservices/research/download_form.aspx).

Table B: Type of Disciplinary Action Taken in Response to Category 18 Offenses, Statewide by Subgroup 2014-15

(Among the categories of offenses outlined on the MA Department of Elementary and Secondary Education’s school discipline reporting form, Category 18 is a catch-all category for all non-violent, non-criminal, non-drug related offenses. A listing of all categories can be found here: <http://www.doe.mass.edu/infoservices/data/samples/ssdr-incidentreport.pdf>).

2014-15 Category 18 Offenses Statewide										
	Total Students Enrolled	# of Students Disciplined for Cat. 18	Cat. 18 Discipline Rate	Total Cat. 18 Incidents	Repeat Rate	# Resulting in In-School Suspension	# Resulting in Out-of-School Suspension	%OSS	ER*	Expel/ Remove to Alternate Location
State Totals	980,427	26,672	2.7%	55,274	2.1	25,673	29,369	53.1%	221	11
Low	315,351	15,271	4.8%	33,770	2.2	14,594	19,006	56.3%	163	7
Special Ed	174,417	9,265	5.3%	20,989	2.3	9,061	11,810	56.3%	111	7
ELL	92,547	2,892	3.1%	5,725	2.0	2,574	3,096	54.1%	87	0
White	616,661	10,948	1.8%	22,154	2.0	11,571	10,522	47.5%	56	5
Black	85,312	5,205	6.1%	11,350	2.2	4,669	6,609	58.2%	68	4
Latino	182,709	8,868	4.9%	18,777	2.1	7,846	10,843	57.7%	86	2
Asian	62,100	515	0.8%	952	1.8	588	363	38.1%	1	0
2+ Races	30,927	1,019	3.3%	2,280	2.2	1,014	1,254	55.0%	26	0

*Emergency Removals were not reported until 2014-15.

2013-14 Category 18 Offenses Statewide									
	Total Students Enrolled	# of Students Disciplined for Cat. 18	Cat. 18 Discipline Rate	Total Cat. 18 Incidents	Repeat Rate	# Resulting in In-School Suspension	# Resulting in Out-of-School Suspension	%OSS	Expel/ Remove to Alternate Location
State Totals	980,427	35,539	3.6%	82,919	2.3	34,578	48,320	58.3%	21
Low Income	400,902	27,197	6.8%	66,424	2.4	26,227	40,184	60.5%	13
Special Ed	175,213	11,926	6.8%	29,447	2.5	11,235	18,197	61.8%	15
ELL	86,200	4,122	4.8%	9,471	2.3	3,242	6,227	65.7%	2
White	628,702	14,176	2.3%	31,701	2.2	14,954	16,738	52.8%	9
Black	86,339	7,240	8.4%	17,500	2.4	6,277	11,221	64.1%	2
Latino	172,363	12,005	7.0%	28,806	2.4	11,054	17,742	61.6%	10
Asian	60,633	739	1.2%	1,679	2.3	885	794	47.3%	0
2+ Races	29,051	1,234	4.2%	2,905	2.4	1,259	1,646	56.7%	0

2012-13 Category 18 Offenses Statewide									
	Total Students Enrolled	# of Students Disciplined for Cat. 18	Cat. 18 Discipline Rate	Total Cat. 18 Incidents	Repeat Rate	# Resulting in In-School Suspension	# Resulting in Out-of-School Suspension	%OSS	# Expel/ Remove to Alternate Location
State Totals	979,613	38,137	3.9%	92,790	2.4	37,843	54,895	59.2%	52
Low Income	384,771	28,700	7.5%	72,800	2.5	28,040	44,714	61.4%	46
Special Ed	174,418	13,116	7.5%	32,785	2.5	12,290	20,454	62.4%	41
ELL	81,533	4,366	5.5%	9,861	2.3	2,646	7,211	73.1%	4
White	639,136	15,886	2.5%	37,524	2.4	18,060	19,441	51.8%	23
Black	85,482	7,432	8.7%	18,725	2.5	6,307	12,401	66.2%	17
Latino	165,576	12,548	7.6%	31,194	2.5	11,058	20,127	64.5%	9
Asian	58,751	773	1.3%	1,653	2.1	786	867	52.5%	0
2+ Races	27,213	1,310	4.8%	3,164	2.4	1,389	1,774	56.1%	1

Table C: Schools Statewide with Black/White and Latino/White Discipline Gaps of 10 Percentage Points or More

(Green = Alternative Schools and Therapeutic Day Schools; Orange = Charter Schools; Yellow = Vocational/Technical Schools)

District	School	Black Rate	Latino Rate	White Rate	BW Gap	LW Gap
Abington	Abington High	16.67%	8.33%	4.32%	12.35	4.02
Abington	Frolio Middle School	25.00%	15.38%	3.21%	21.79	12.17
Abington	Woodsdale Elementary School	25.00%	0.00%	1.32%	23.68	-1.32
Adams-Cheshire	Hoosac Valley Middle & High	20.51%	25.00%	10.92%	9.60	14.08
Andover	Doherty Middle	12.50%	3.85%	1.69%	10.81	2.16
Argosy Collegiate Charter School (District)	Argosy Collegiate Charter School	16.67%	30.43%	10.45%	6.22	19.99
Arlington	Ottoson Middle	14.00%	10.29%	2.82%	11.18	7.48
Ashland	Ashland Middle	14.29%	4.05%	1.86%	12.42	2.19
Athol-Royalston	Athol High	22.22%	13.33%	5.07%	17.16	8.27
Atlantis Charter	Atlantis Charter School	17.65%	13.70%	4.19%	13.46	9.51
Attleboro	Attleboro High	26.53%	17.09%	11.64%	14.89	5.44
Attleboro	Wamsutta Middle School	21.43%	14.41%	7.41%	14.02	7.01
Baystate Academy Charter Public School (District)	Baystate Academy Charter Public School	26.19%	14.57%	5.56%	20.63	9.01
Bedford	John Glenn Middle	33.33%	10.81%	4.09%	29.25	6.72
Belchertown	Belchertown High	9.09%	28.57%	7.36%	1.73	21.21
Berkshire Arts and Technology Charter Public	Berkshire Arts and Technology Charter Public School	15.38%	0.00%	4.96%	10.42	-4.96
Berkshire Hills	Monument Valley Regional Middle School	16.67%	0.00%	3.05%	13.62	-3.05
Beverly	Beverly High	15.38%	7.41%	4.47%	10.91	2.93
Blackstone Valley Regional Vocational Technical	Blackstone Valley	16.67%	0.00%	1.43%	15.24	-1.43
Blackstone-Millville	Blackstone Millville RHS	0.00%	25.00%	11.67%	-11.67	13.33
Boston	Blackstone	11.54%	4.94%	0.00%	11.54	4.94
Boston	Boston Middle School Academy	17.24%	3.33%	0.00%	17.24	3.33
Boston	Charlestown High	16.43%	11.99%	1.72%	14.70	10.27
Boston	Clarence R Edwards Middle	28.00%	15.74%	5.41%	22.59	10.33
Boston	Community Academy	21.74%	18.52%	0.00%	21.74	18.52
Boston	Donald Mckay	25.00%	6.93%	6.38%	18.62	0.54
Boston	Dorchester Academy	20.55%	6.38%	7.14%	13.41	-0.76
Boston	Dr. William Henderson Upper	18.52%	13.85%	1.35%	17.17	12.49
Boston	James P Timilty Middle	19.89%	16.19%	0.00%	19.89	16.19
Boston	John Winthrop	19.29%	17.12%	0.00%	19.29	17.12
Boston	Lyon K-8	24.00%	14.29%	3.70%	20.30	10.58
Boston	Lyon Upper 9-12	43.59%	9.52%	8.51%	35.08	1.01
Boston	TechBoston Academy	14.42%	14.42%	2.86%	11.56	11.57
Boston	The English High	13.03%	6.46%	0.00%	13.03	6.46
Boston	Thomas J Kenny	11.30%	3.17%	0.00%	11.30	3.17
Boston	Washington Irving Middle	23.21%	16.77%	2.94%	20.27	13.83
Boston	Wm B Rogers Middle	14.22%	9.38%	0.00%	14.22	9.38
Boston	Young Achievers	17.69%	8.70%	0.00%	17.69	8.70
Boston Green Academy Horace Mann Charter School	Boston Green Academy Horace Mann Charter School	12.99%	6.62%	2.56%	10.42	4.05
Boston Preparatory Charter Public	Boston Preparatory Charter Public School	21.01%	18.81%	7.69%	13.32	11.12
Bourne	Bourne High School	42.86%	33.33%	27.62%	15.24	5.71
Braintree	Braintree High	19.59%	4.84%	2.38%	17.21	2.46
Braintree	Highlands	11.11%	9.09%	0.59%	10.52	8.50
Brockton	Ashfield Middle School	13.97%	2.56%	2.16%	11.81	0.40
Brockton	B B Russell Alternative School	50.00%	28.57%	38.46%	11.54	-9.89
Brockton	Brockton High	21.79%	23.02%	10.39%	11.40	12.63
Cambridge	Rindge Avenue Upper School	10.84%	7.14%	0.00%	10.84	7.14
Cambridge	Vassal Lane Upper School	17.05%	10.34%	2.56%	14.48	7.78
Canton	Canton High	18.58%	2.94%	4.88%	13.71	-1.94
Canton	Wm H Galvin Middle	13.16%	7.41%	2.23%	10.92	5.17
Central Berkshire	Wahconah Regional High	0.00%	23.08%	9.63%	-9.63	13.44
Chicopee	Bellamy Middle	28.57%	23.47%	11.65%	16.92	11.82
Chicopee	Chicopee Academy	0.00%	58.44%	41.86%	-41.86	16.58
Chicopee	Chicopee Comprehensive High	16.67%	7.92%	5.65%	11.01	2.27
Chicopee	Chicopee High	23.26%	31.16%	10.76%	12.50	20.40
Chicopee	Fairview Middle	28.57%	28.10%	11.58%	16.99	16.51
City on a Hill Charter Public School Circuit Street (District)	City on a Hill Charter Public School Circuit Street	22.53%	15.46%	0.00%	22.53	15.46
City on a Hill Charter Public School Dudley Square (District)	City on a Hill Charter Public School Dudley Square	40.14%	39.58%	0.00%	40.14	39.58

City on a Hill Charter Public School New Bedford (District)	City on a Hill Charter Public School New Bedford	58.82%	35.90%	30.00%	28.82	5.90
Codman Academy Charter Public (District)	Codman Academy Charter Public School	14.96%	15.79%	0.00%	14.96	15.79
Community Charter School of Cambridge	Community Charter School of Cambridge	19.59%	18.56%	0.00%	19.59	18.56
Danvers	Danvers High	25.00%	12.73%	7.24%	17.76	5.49
Danvers	Great Oak	16.67%	0.00%	1.83%	14.84	-1.83
Danvers	Holten Richmond Middle School	0.00%	14.00%	3.84%	-3.84	10.16
Dedham	Dedham Middle School	16.36%	13.95%	2.14%	14.22	11.81
Dorchester Collegiate Academy Charter	Dorchester Collegiate Academy Charter	21.74%	12.50%	0.00%	21.74	12.50
Douglas	Douglas Elementary School	0.00%	11.76%	0.46%	-0.46	11.31
Douglas	Douglas High School	0.00%	12.50%	1.00%	-1.00	11.50
Dudley-Charlton Reg	Charlton Middle School	14.29%	13.95%	3.68%	10.60	10.27
Dudley-Charlton Reg	Dudley Middle School	13.33%	22.00%	5.12%	8.21	16.88
Easton	Easton Middle School	6.25%	16.67%	4.46%	1.79	12.20
Everett	Devens School	58.82%	33.33%	33.33%	25.49	0.00
Fairhaven	Hastings Middle	0.00%	26.32%	5.28%	-5.28	21.04
Fall River	B M C Durfee High	25.11%	23.19%	12.07%	13.04	11.1
Fall River	Morton Middle	24.44%	22.13%	6.95%	17.50	15.18
Fall River	Morton Middle	24.44%	22.13%	6.95%	17.50	15.18
Fall River	Resiliency Middle School	85.71%	92.86%	65.00%	20.71	27.86
Fall River	Resiliency Preparatory School	55.88%	58.46%	41.43%	14.45	17.03
Fall River	Samuel Watson	15.63%	3.61%	3.05%	12.58	0.57
Fall River	Stone Therapeutic Day Middle School	0.00%	45.45%	31.25%	-31.25	14.20
Fall River	Talbot Innovation School	27.27%	18.13%	10.41%	16.87	7.73
Fitchburg	Arthur M Longsjo Middle School	43.75%	34.77%	20.73%	23.02	14.03
Fitchburg	Memorial Intermediate	12.24%	21.30%	9.31%	2.93	11.99
Framingham	Cameron Middle School	22.58%	17.92%	7.07%	15.52	10.86
Framingham	Framingham High School	15.38%	14.73%	4.59%	10.80	10.15
Framingham	King Elementary School	14.29%	0.00%	0.00%	14.29	0.00
Framingham	Mary E Stapleton Elementary	2.33%	14.52%	4.45%	-2.13	10.06
Franklin	Remington Middle	16.67%	0.00%	2.14%	14.53	-2.14
Frontier	Frontier Regional	12.50%	3.57%	2.01%	10.49	1.56
Gardner	Gardner High	17.39%	25.40%	9.98%	7.41	15.42
Gateway	Gateway Regional High	0.00%	28.57%	8.40%	-8.40	20.17
Gateway	Gateway Regional Junior High School	#DIV/0!	25.00%	14.56%	#DIV/0!	10.44
Georgetown	Georgetown High School	0.00%	16.67%	1.02%	-1.02	15.64
Gill-Montague	Great Falls Middle	0.00%	23.53%	9.55%	-9.55	13.98
Gill-Montague	Sheffield Elementary School	22.22%	4.35%	3.23%	19.00	1.12
Gill-Montague	Turners Fall High	16.67%	13.04%	5.91%	10.76	7.14
Gloucester	Ralph B OMaley Middle	14.29%	0.00%	0.72%	13.56	-0.72
Granby	Granby Jr Sr High School	0.00%	16.67%	4.17%	-4.17	12.50
Greenfield	Greenfield Middle	18.18%	21.19%	10.26%	7.92	10.92
Hamilton-Wenham	Miles River Middle	0.00%	12.50%	0.50%	-0.50	12.00
Hampden-Wilbraham	Green Meadows Elementary	14.29%	0.00%	2.30%	11.98	-2.30
Hampden-Wilbraham	Minnechaug Regional High	18.75%	10.45%	6.98%	11.77	3.47
Haverhill	John G Whittier	27.78%	15.75%	8.47%	19.31	7.28
Holbrook	John F Kennedy	11.67%	4.00%	1.39%	10.28	2.61
Holyoke	Morgan Full Service Community	16.67%	14.08%	0.00%	16.67	14.08
Holyoke	Wm J Dean Vocational Technical High	14.29%	20.00%	0.00%	14.29	20.00
Hudson	Hudson High	18.75%	13.43%	2.84%	15.91	10.59
King Philip	King Philip Regional High	7.69%	23.08%	2.93%	4.76	20.15
KIPP Academy Boston Charter School (District)	KIPP Academy Boston Charter School	26.96%	21.98%	0.00%	26.96	21.98
Lawrence	Guilmette Middle School	12.50%	10.63%	0.00%	12.50	10.63
Lawrence	School for Exceptional Studies	33.33%	16.82%	0.00%	33.33	16.82
Leominster	Samoset School	15.00%	16.42%	5.03%	9.97	11.39
Lincoln-Sudbury	Lincoln-Sudbury Regional High	17.50%	10.61%	1.51%	15.99	9.10
Littleton	Littleton High School	0.00%	11.11%	0.49%	-0.49	10.62
Longmeadow	Blueberry Hill	14.29%	0.00%	0.25%	14.03	-0.25
Longmeadow	Longmeadow High	6.90%	16.22%	5.18%	1.72	11.04
Lowell	B.F.Butler Middle School	27.78%	23.68%	14.02%	13.76	9.67
Lowell	Kathryn P. Stoklosa Middle School	8.70%	24.62%	10.53%	-1.83	14.10
Lowell	Laura Lee Therapeutic Day School	0.00%	57.14%	40.00%	-40.00	17.14
Lowell	Leblanc Therapeutic Day School	66.67%	59.09%	35.71%	30.95	23.38
Lowell	Lowell High	19.44%	30.48%	16.97%	2.47	13.51
Ludlow	Ludlow Senior High	21.05%	14.29%	5.04%	16.02	9.25
Lynn	Classical High	21.34%	25.36%	10.40%	10.94	14.96
Lynn	Lincoln-Thomson	12.50%	1.37%	1.20%	11.30	0.17

Lynn	Pickering Middle	25.58%	16.96%	6.29%	19.29	10.67
Lynn	Washington Elementary School	14.49%	5.63%	3.85%	10.65	1.78
Lynnfield	Huckleberry Hill	11.11%	0.00%	0.00%	11.11	0.00
Lynnfield	Lynnfield Middle School	22.22%	13.79%	1.99%	20.23	11.81
Lynnfield	Summer Street	12.50%	0.00%	0.54%	11.96	-0.54
Marblehead	Marblehead Veterans Middle School	31.58%	14.81%	1.33%	30.25	13.49
Marlborough	Marlborough High	13.64%	3.96%	2.99%	10.65	0.97
Martha's Vineyard	Martha's Vineyard Regional High	17.39%	12.96%	7.00%	10.39	5.96
Martin Luther King Jr. Charter School of Excellence	Martin Luther King Jr. Charter School of Excellence	10.59%	9.25%	0.00%	10.59	9.25
Maynard	Fowler School	12.50%	2.00%	0.26%	12.24	1.74
Millbury	Millbury Junior/Senior High	25.00%	16.67%	8.28%	16.72	8.38
Millbury	Raymond E. Shaw Elementary	22.22%	3.03%	3.22%	19.01	-0.19
Minuteman Regional Vocational Technical	Minuteman Regional High	25.00%	18.06%	11.47%	13.53	6.59
Monomoy Regional School District	Monomoy Regional High School	11.94%	16.67%	5.58%	6.36	11.09
Monson	Monson Innovation High School	0.00%	16.67%	1.91%	-1.91	14.76
Nantucket	Cyrus Peirce	17.95%	2.86%	1.83%	16.11	1.02
Nantucket	Nantucket High	18.92%	8.91%	8.44%	10.48	0.47
Narragansett	Narragansett Regional High	0.00%	20.00%	4.85%	-4.85	15.15
Nauset	Nauset Regional Middle	20.00%	0.00%	3.51%	16.49	-3.51
Needham	John Eliot	14.29%	3.70%	2.76%	11.53	0.95
Needham	Needham High	14.29%	7.04%	2.36%	11.93	4.68
Needham	Pollard Middle	11.43%	12.82%	1.15%	10.28	11.67
Neighborhood House Charter	Neighborhood House Charter School	14.49%	9.21%	1.37%	13.12	7.84
New Bedford	Keith Middle School	29.61%	14.16%	11.83%	17.78	2.33
New Bedford	Normandin Middle School	16.67%	9.39%	4.48%	12.19	4.91
New Bedford	Roosevelt Middle School	21.65%	17.03%	11.54%	10.11	5.49
New Bedford	Trinity Day Academy	14.29%	27.27%	10.42%	3.87	16.86
New Liberty Charter School of Salem (District)	New Liberty Charter School of Salem	25.00%	2.86%	5.26%	19.74	-2.41
North Adams	Drury High	36.84%	29.41%	9.77%	27.07	19.64
Northampton	John F Kennedy Middle School	20.00%	15.20%	6.41%	13.59	8.79
Northbridge	Northbridge High	0.00%	22.92%	8.52%	-8.52	14.40
Norton	Norton Middle	0.00%	22.22%	3.04%	-3.04	19.18
Norwell	Norwell High	0.00%	15.38%	3.09%	-3.09	12.29
Norwood	Norwood High	22.83%	6.76%	4.74%	18.09	2.01
Oxford	Oxford Middle	37.50%	21.15%	7.34%	30.16	13.82
Palmer	Converse Middle	33.33%	26.67%	8.16%	25.17	18.50
Peabody	West Memorial	0.00%	15.79%	0.78%	-0.78	15.01
Pembroke	Pembroke High School	8.33%	16.67%	3.57%	4.76	13.10
Pentucket	Pentucket Regional Sr High	0.00%	21.43%	4.99%	-4.99	16.44
Pioneer Charter School of Science II (PCSS-II) (District)	Pioneer Charter School of Science II (PCSS-II)	13.89%	0.00%	2.94%	10.95	-2.94
Pittsfield	John T Reid Middle	16.36%	4.29%	5.43%	10.93	-1.15
Plymouth	Plymouth North High	30.23%	28.81%	10.90%	19.33	17.92
Plymouth	Plymouth South High	30.43%	20.00%	13.63%	16.81	6.37
Plymouth	Plymouth South Middle	28.57%	23.08%	6.69%	21.88	16.39
Plymouth	South Elementary	12.50%	0.00%	0.83%	11.67	-0.83
Quabog Regional	Quabog Regional High	0.00%	34.48%	14.88%	-14.88	19.61
Quincy	Broad Meadows Middle	20.00%	11.76%	7.63%	12.37	4.14
Quincy	North Quincy High	18.18%	11.36%	6.38%	11.80	4.98
Quincy	Point Webster Middle	30.00%	12.50%	12.57%	17.43	-0.07
Quincy	Reay E Sterling Middle	30.36%	10.53%	6.80%	23.55	3.72
Randolph	Randolph Community Middle	19.66%	16.67%	8.05%	11.61	8.62
Randolph	Randolph High	13.11%	20.00%	8.33%	4.78	11.67
Reading	J Warren Killam	11.11%	0.00%	0.77%	10.34	-0.77
Reading	Reading Memorial High	18.52%	0.00%	2.96%	15.56	-2.96
Rising Tide Charter Public	Rising Tide Charter Public School	14.29%	0.00%	2.12%	12.17	-2.12
Rockland	John W Rogers Middle	24.39%	7.25%	5.37%	19.02	1.88
Rockland	Memorial Park	10.00%	0.00%	0.00%	10.00	0.00
Rockland	Rockland Senior High	32.14%	4.44%	4.15%	27.99	0.29
Salem	Saltonstall School	30.00%	9.38%	2.69%	27.31	6.68
Shrewsbury	Oak Middle School	16.67%	1.47%	2.69%	13.98	-1.22
Sizer School: A North Central Charter Essential (District)	Sizer School: A North Central Charter Essential School	23.53%	29.82%	6.05%	17.48	23.77
Somerset	Somerset Middle School	0.00%	17.65%	3.98%	-3.98	13.67
Somerville	Next Wave Junior High	90.91%	66.67%	57.14%	33.77	9.52
South Hadley	Michael E. Smith Middle School	14.29%	2.63%	4.20%	10.08	-1.57
Springfield	Chestnut Accelerated Middle School (Talented and Gifted)	41.18%	18.32%	3.57%	37.61	14.75
Springfield	Conservatory of the Arts	40.00%	36.84%	5.88%	34.12	30.96
Springfield	Early College High School	11.11%	5.41%	0.00%	11.11	5.41
Springfield	Forest Park Middle	30.48%	23.55%	20.00%	10.48	3.55
Springfield	John F Kennedy Middle	38.61%	31.16%	26.87%	11.75	4.29

Springfield	South End Middle School	13.04%	16.28%	0.00%	13.04	16.28
Springfield	Springfield Central High	19.11%	14.87%	8.31%	10.80	6.56
Springfield	Springfield High School of Science and Technology	28.13%	21.34%	16.28%	11.85	5.06
Springfield	Springfield Public Day High School	37.50%	42.00%	26.32%	11.18	15.68
Springfield	Springfield Public Day Middle	21.43%	45.61%	0.00%	21.43	45.61
Springfield	STEM Middle Academy	17.86%	10.53%	2.27%	15.58	8.25
Stoneham	Stoneham Central Middle School	20.00%	13.95%	3.80%	16.20	10.15
Swansea	Joseph Case High	31.25%	25.00%	10.62%	20.63	14.38
Swansea	Joseph Case Jr High	30.00%	0.00%	9.09%	20.91	-9.09
Taunton	Taunton Alternative High School	30.77%	16.67%	5.88%	24.89	10.78
Tri County Regional Vocational Technical	Tri County Regional Vocational Technical	50.00%	4.65%	7.99%	42.01	-3.34
Triton	Pine Grove	0.00%	16.67%	0.20%	-0.20	16.47
Triton	Triton Regional High School	0.00%	22.73%	3.23%	-3.23	19.49
Triton	Triton Regional Middle School	16.67%	0.00%	1.52%	15.15	-1.52
UP Academy Charter School of Boston	UP Academy Charter School of Boston	28.10%	21.76%	6.67%	21.43	15.10
Veritas Preparatory Charter School	Veritas Preparatory Charter School	15.79%	19.14%	6.67%	9.12	12.47
Wachusett	Chocksett Middle School	0.00%	15.38%	2.29%	-2.29	13.09
Wachusett	Wachusett Regional High	20.00%	7.50%	3.56%	16.44	3.94
Wakefield	Wakefield Memorial High	0.00%	13.04%	2.86%	-2.86	10.18
Waltham	Waltham Sr High	10.91%	17.05%	5.88%	5.03	11.17
Wareham	Wareham Middle	22.73%	39.13%	13.85%	8.88	25.28
Webster	Bartlett Jr Sr High School	31.43%	24.35%	15.32%	16.11	9.03
West Bridgewater	Howard School	0.00%	12.50%	1.88%	-1.88	10.62
Westborough	Westborough High	13.04%	3.64%	1.05%	11.99	2.59
Westfield	Highland	14.29%	9.38%	3.02%	11.26	6.35
Westfield	North Middle School	9.09%	15.07%	3.70%	5.39	11.37
Westfield	Westfield High	25.00%	34.09%	10.02%	14.98	24.07
Westford	Westford Academy	0.00%	16.67%	2.74%	-2.74	13.93
Westwood	Westwood High	0.00%	14.29%	0.83%	-0.83	13.46
Weymouth	Maria Weston Chapman Middle School	32.61%	8.70%	10.66%	21.94	-1.97
Whitman-Hanson	Whitman Hanson Regional	15.79%	0.00%	3.25%	12.54	-3.25
Winthrop	Arthur T. Cummings Elementary School	12.50%	5.26%	2.36%	10.14	2.90
Winthrop	Winthrop Sr High	14.29%	10.53%	3.25%	11.04	7.28
Worcester	Burncoat Senior High	11.22%	17.13%	4.29%	6.93	12.84
Worcester	Chandler Magnet	23.08%	11.08%	4.88%	18.20	6.21
Worcester	Doherty Memorial High	20.08%	23.66%	9.73%	10.35	13.93
Worcester	Forest Grove Middle	12.39%	15.69%	4.48%	7.91	11.21
Worcester	University Pk Campus School	14.29%	11.63%	2.56%	11.72	9.06

Table D: Districts Statewide with Discipline Gaps of 10 Percentage Points or More Between Students with Disabilities and their Nondisabled Peers

District	SWD Disc. Rate	Non SWD Disc. Rate	Gap
Berlin-Boylston	15.73%	2.76%	12.97
Fall River	18.36%	7.50%	10.86
Gill-Montague	17.02%	4.21%	12.81
Lowell	17.39%	7.34%	10.05
Pittsfield	18.15%	0.04%	18.11
Provincetown	13.33%	1.06%	12.27
Ralph C Mahar	16.30%	6.11%	10.18
Wareham	21.15%	8.96%	12.19

Table E: Schools Statewide with Discipline Gaps of 10 Percentage Points or More Students with Disabilities and their Nondisabled Peers

(Green = Alternative Schools and Therapeutic Day Schools; Orange = Charter Schools; Yellow = Vocational/Technical Schools)

District	School	SWD Disc. Rate	Non SWD Disc. Rate	Gap
Abington	Frolio Middle School	15.38%	2.57%	12.81
Adams-Cheshire	Hoosac Valley Middle & High	23.33%	7.85%	15.48
Amesbury	Amesbury High	11.21%	0.38%	10.84
Amherst-Pelham	Amherst Regional Middle School	12.96%	0.26%	12.70
Athol-Royalston	Athol High	13.11%	2.79%	10.33
Attleboro	Attleboro High	27.03%	10.72%	16.30
Attleboro	Wamsutta Middle School	22.32%	6.09%	16.23
Ayer Shirley School District	Ayer Shirley Regional High School	14.94%	4.51%	10.43
Belchertown	Belchertown High	20.78%	6.42%	14.36
Bellingham	Primavera Junior/Senior High	17.50%	0.00%	17.50
Belmont	Belmont High	11.76%	1.77%	10.00
Berlin-Boylston	Tahanto Regional High	15.73%	2.76%	12.97
Blackstone-Millville	Blackstone Millville RHS	21.88%	10.07%	11.80
Boston	Boston International High School	25.00%	5.52%	19.48
Boston	Community Academy	23.81%	13.22%	10.59
Boston	Dearborn	31.37%	9.70%	21.67
Boston	Edison K-8	15.76%	1.96%	13.80
Boston	Ellis Mendell	13.43%	3.11%	10.32
Boston	John D Philbrick	13.16%	1.38%	11.78
Boston	John W McCormack	33.33%	17.54%	15.80
Boston	Joseph P Manning	10.29%	0.00%	10.29
Boston	Lyon K-8	17.31%	5.43%	11.87
Boston	Lyon Upper 9-12	26.79%	13.58%	13.21
Boston	Paul A Dever	13.27%	1.26%	12.00
Boston	Sarah Greenwood	25.37%	5.92%	19.45
Boston	Thomas J Kenny	15.00%	4.93%	10.07
Boston	UP Academy Holland	27.69%	9.13%	18.56
Boston	Washington Irving Middle	30.00%	11.68%	18.32
Boston	Wm B Rogers Middle	22.68%	8.59%	14.09
Boston	Young Achievers	24.81%	9.11%	15.69
Boston Collegiate Charter	Boston Collegiate Charter School	16.55%	5.43%	11.11
Boston Renaissance Charter Public	Boston Renaissance Charter Public School	20.16%	4.60%	15.56
Bourne	Bourne High School	42.68%	24.45%	18.23
Bridge Boston Charter School	Bridge Boston Charter School	12.82%	1.92%	10.90
Bridgewater-Raynham	Bridgewater-Raynham Regional	14.20%	4.05%	10.14
Bridgewater-Raynham	Raynham Middle School	12.00%	1.55%	10.45
Brockton	B B Russell Alternative School	64.71%	43.42%	21.28
Brockton	Brockton Champion High School	29.51%	12.36%	17.15
Brockton	Goddard Alternative School	25.81%	0.00%	25.81
Brockton	North Middle School	32.97%	9.18%	23.78
Brockton	Oscar F Raymond	20.00%	4.84%	15.16
Brockton	South Middle School	21.98%	11.60%	10.37
Brooke Charter School East Boston	Brooke Charter School East Boston	23.08%	7.54%	15.54
Brooke Charter School Mattapan	Brooke Charter School Mattapan	18.75%	8.37%	10.38
Cambridge	Cambridge Street Upper School	20.51%	10.24%	10.27
Canton	Canton High	17.02%	5.10%	11.92
Carver	Carver Middle/High School	19.47%	9.26%	10.21

Central Berkshire	Wahconah Regional High	21.43%	8.18%	13.24
Chicopee	Chicopee High	34.69%	15.30%	19.40
Chicopee	Fairview Middle	26.15%	14.05%	12.11
Chicopee	Lambert-Lavoie	13.64%	0.00%	13.64
City on a Hill Charter Public School Circuit Street (District)	City on a Hill Charter Public School Circuit Street	30.00%	17.12%	12.88
City on a Hill Charter Public School New Bedford (District)	City on a Hill Charter Public School New Bedford	57.89%	29.51%	28.39
Clinton	Clinton Senior High	41.24%	13.59%	27.65
Codman Academy Charter Public (District)	Codman Academy Charter Public School	26.67%	10.96%	15.71
Community Charter School of Cambridge	Community Charter School of Cambridge	32.98%	12.70%	20.28
Conservatory Lab Charter (District)	Conservatory Lab Charter School	14.81%	2.26%	12.55
Danvers	Danvers High	21.74%	5.03%	16.70
Dorchester Collegiate Academy Charter	Dorchester Collegiate Academy Charter	36.84%	15.09%	21.75
Dracut	Dracut Senior High	17.57%	3.57%	14.00
Dudley Street Neighborhood Charter School (District)	Dudley Street Neighborhood Charter School	18.75%	6.00%	12.75
Dudley-Charlton Reg	Shepherd Hill Regional High	31.03%	9.51%	21.52
Easthampton	Easthampton High	13.43%	2.26%	11.17
Fairhaven	Fairhaven High	20.79%	6.88%	13.91
Fall River	ACESE	68.75%	0.00%	68.75
Fall River	B M C Durfee High	30.84%	11.82%	19.02
Fall River	Carlton M. Viveiros Elementary	15.13%	1.51%	13.62
Fall River	Mary Fonseca Elementary School	22.55%	5.06%	17.49
Fall River	Morton Middle	20.61%	8.96%	11.65
Fall River	Resiliency Middle School	83.33%	70.59%	12.75
Fall River	Resiliency Preparatory School	60.32%	42.19%	18.13
Fall River	Stone Therapeutic Day Middle	40.00%	0.00%	40.00
Fall River	Talbot Innovation School	23.42%	11.07%	12.35
Falmouth	Falmouth High	22.42%	7.17%	15.25
Falmouth	Lawrence	18.05%	2.67%	15.38
Fitchburg	Arthur M Longsjo Middle School	44.78%	25.06%	19.71
Fitchburg	Fitchburg High	39.58%	24.40%	15.18
Fitchburg	Memorial Intermediate	26.06%	13.15%	12.91
Framingham	Cameron Middle School	20.99%	5.91%	15.07
Framingham	Framingham High School	19.38%	4.50%	14.88
Framingham	Mary E Stapleton Elementary	17.46%	0.63%	16.84
Franklin	Franklin High	13.03%	2.77%	10.26
Gateway	Gateway Regional Junior High	28.13%	12.41%	15.72
Georgetown	Georgetown High School	10.53%	0.00%	10.53
Georgetown	Georgetown Middle School	13.21%	0.97%	12.24
Gill-Montague	Great Falls Middle	31.03%	4.12%	26.92
Gill-Montague	Hillcrest Elementary School	20.51%	2.33%	18.19
Gloucester	Gloucester High	13.74%	3.48%	10.26
Greenfield	Greenfield Middle	28.75%	9.59%	19.16
Hampden Charter School of Science	Hampden Charter School of Science	21.43%	7.95%	13.48
Hampden-Wilbraham	Minnechaug Regional High	24.29%	5.43%	18.86
Haverhill	Consentino Middle School	20.23%	6.98%	13.25
Haverhill	Haverhill Alternative School	30.91%	0.00%	30.91
Haverhill	John G Whittier	19.23%	8.75%	10.48
Holyoke	William R. Peck School	22.16%	9.12%	13.04
Holyoke	Wm J Dean Vocational Technical	29.19%	13.17%	16.03
Holyoke Community Charter	Holyoke Community Charter School	27.42%	13.41%	14.01
Hudson	David J. Quinn Middle School	11.35%	1.26%	10.09
Hull	Hull High	26.42%	12.84%	13.58
Hull	Memorial Middle	25.71%	13.76%	11.95
KIPP Academy Boston Charter School (District)	KIPP Academy Boston Charter School	37.50%	22.03%	15.47
Lawrence	Arlington Middle School	19.48%	7.83%	11.65
Lawrence	Community Day Arlington	16.95%	2.44%	14.51
Lawrence	Parthum Middle School	11.24%	0.58%	10.65
Lawrence	Phoenix Academy Lawrence	23.08%	11.89%	11.19
Lawrence	UP Academy Oliver Middle School	23.73%	10.07%	13.66
Leominster	Center For Technical Education Innovation	14.35%	2.19%	12.17
Leominster	Leominster High School	31.32%	4.91%	26.41
Leominster	Samoset School	18.85%	5.57%	13.28
Longmeadow	Glenbrook Middle	13.56%	1.21%	12.34
Lowell	B.F. Butler Middle School	32.32%	11.13%	21.19
Lowell	Dr An Wang School	24.29%	5.05%	19.24

Lowell	Henry J Robinson Middle	22.06%	9.27%	12.79
Lowell	Kathryn P. Stoklosa Middle School	26.96%	10.09%	16.87
Lowell	Lowell High	35.18%	16.87%	18.31
Lowell	Peter W Reilly	17.81%	1.42%	16.39
Ludlow	Ludlow Senior High	17.65%	3.92%	13.73
Lynn	Breed Middle School	24.79%	11.72%	13.07
Lynn	Brickett Elementary	13.64%	2.17%	11.47
Lynn	Classical High	31.37%	17.67%	13.70
Lynn	Fecteau-Leary Junior/Senior High School	48.53%	32.65%	15.88
Lynn	Hood	18.60%	3.70%	14.91
Lynn	Julia F Callahan	12.59%	2.43%	10.17
Lynn	Lynn English High	30.97%	17.01%	13.96
Lynn	Pickering Middle	21.13%	9.79%	11.33
Lynn	Robert L Ford	17.39%	1.95%	15.44
Lynn	Thurgood Marshall Mid	24.50%	13.17%	11.33
Lynn	William R Fallon	34.62%	0.00%	34.62
Medford	Christopher Columbus	16.30%	0.25%	16.05
Medford	Curtis-Tufts	32.14%	0.00%	32.14
Mendon-Upton	Nipmuc Regional High	20.00%	2.93%	17.07
Methuen	Methuen High	25.12%	14.67%	10.45
Milford	Milford High	17.16%	6.10%	11.06
Millbury	Millbury Junior/Senior High	17.46%	7.28%	10.18
Milton	Milton High	20.93%	4.21%	16.72
Montachusett Regional Vocational Technical	Montachusett Regional Vocational Technical	17.83%	7.09%	10.74
Nantucket	Nantucket High	18.60%	8.12%	10.48
New Bedford	Keith Middle School	23.94%	13.58%	10.36
New Bedford	Roosevelt Middle School	23.53%	12.31%	11.22
North Adams	Drury High	33.04%	6.90%	26.15
North Reading	North Reading High	14.53%	2.47%	12.06
Northampton	John F Kennedy Middle School	20.35%	4.51%	15.83
Norton	Norton High	16.81%	4.78%	12.03
Norwell	Norwell High	14.46%	1.68%	12.78
Norwood	Norwood High	21.89%	4.36%	17.54
Palmer	Palmer High	17.98%	6.16%	11.82
Pentucket	Pentucket Regional Sr High	16.13%	4.08%	12.05
Phoenix Charter Academy	Phoenix Charter Academy	19.64%	8.62%	11.02
Pittsfield	John T Reid Middle	25.21%	0.48%	24.73
Pittsfield	Morningside Community School	19.75%	0.23%	19.52
Pittsfield	Pittsfield High	24.71%	0.00%	24.71
Pittsfield	Silvio O Conte Community	14.86%	0.28%	14.58
Pittsfield	Taconic High	32.19%	0.30%	31.89
Pittsfield	Theodore Herberg Middle	29.01%	0.00%	29.01
Plymouth	Plymouth North High	26.51%	9.64%	16.87
Plymouth	Plymouth South High	26.85%	11.56%	15.29
Provincetown	Provincetown Schools	13.33%	1.06%	12.27
Quaboag Regional	Quaboag Regional High	25.00%	14.45%	10.55
Quincy	Point Webster Middle	22.06%	8.67%	13.39
Randolph	Randolph Community Middle	22.29%	12.27%	10.01
Revere	Garfield Middle School	18.92%	3.36%	15.56
Revere	Seacoast School	60.00%	43.56%	16.44
Roxbury Preparatory Charter	Roxbury Preparatory Charter School	59.18%	36.88%	22.31
Sabis International Charter	Sabis International Charter School	20.00%	8.01%	11.99
Salem	Salem High	18.85%	6.98%	11.87
Seekonk	Dr. Kevin M. Hurley Middle School	18.45%	6.19%	12.25
Sizer School: A North Central Charter Essential (District)	Sizer School: A North Central Charter Essential School	24.18%	7.19%	16.98
Somerset	Somerset Middle School	12.96%	2.95%	10.02
Somerville	Next Wave Junior High	85.71%	37.50%	48.21
South Hadley	Michael E. Smith Middle School	14.44%	2.71%	11.74
South Hadley	South Hadley High	22.47%	4.00%	18.47
Southbridge	Southbridge Middle/High School	27.06%	16.98%	10.08
Springfield	Chestnut Accelerated Middle School	45.92%	27.57%	18.34
Springfield	Forest Park Middle	32.95%	20.20%	12.75
Springfield	John F Kennedy Middle	39.69%	29.59%	10.11
Springfield	Springfield High School	35.37%	20.77%	14.60
Springfield	Springfield Public Day Middle	42.67%	0.00%	42.67
Stoughton	Stoughton High	18.84%	6.31%	12.53
Taunton	Taunton High	25.20%	10.27%	14.93
Tewksbury	Tewksbury Memorial High	15.83%	3.53%	12.29
Triton	Triton Regional High School	14.29%	2.00%	12.28
UP Academy Charter School of Boston	UP Academy Charter School of Boston	30.63%	20.26%	10.37

UP Academy Charter School of Dorchester (District)	UP Academy Charter School of Dorchester	30.95%	14.08%	16.87
Veritas Preparatory Charter School	Veritas Preparatory Charter School	37.14%	14.95%	22.19
Wachusett	Wachusett Regional High	14.23%	2.41%	11.82
Waltham	John F Kennedy Middle	19.13%	2.34%	16.79
Waltham	Waltham Sr High	18.82%	8.38%	10.44
Ware	Ware Junior/Senior High School	20.43%	5.50%	14.93
Wareham	Minot Forest	12.71%	2.17%	10.54
Wareham	Wareham Cooperative Junior/Senior High School	28.95%	9.18%	19.76
Wareham	Wareham Middle	28.25%	14.05%	14.20
Wareham	Wareham Senior High	34.71%	16.70%	18.01
Watertown	James Russell Lowell	10.26%	0.00%	10.26
West Bridgewater	West Bridgewater Junior/Senior	16.95%	4.12%	12.83
Westfield	Highland	12.35%	1.98%	10.36
Westfield	Westfield High	25.40%	11.54%	13.86
Westport	Westport Middle	14.29%	3.70%	10.58
Weymouth	Maria Weston Chapman Middle	24.07%	8.81%	15.27
Weymouth	Weymouth High School	23.35%	10.32%	13.03
Wilmington	Wilmington High	22.12%	3.01%	19.12
Worcester	Burncoat Middle School	18.67%	5.91%	12.77
Worcester	Burncoat Street	15.25%	2.23%	13.02
Worcester	Chandler Magnet	28.70%	5.59%	23.11
Worcester	Doherty Memorial High	30.86%	12.48%	18.38
Worcester	Forest Grove Middle	17.33%	7.02%	10.30
Worcester	Goddard School/Science Technical	12.50%	1.67%	10.83
Worcester	South High Community	26.45%	11.26%	15.19
Worcester	Sullivan Middle	27.67%	11.78%	15.89
Worcester	Worcester East Middle	26.32%	11.13%	15.19

Table F: Schools Statewide with Gaps of 10 Percentage Points or More between Economically Disadvantaged Students and their Non-Disadvantaged Peers

(Chart only includes schools whose ED enrollment is less than 95% of total enrollment)

(Green = Alternative Schools and Therapeutic Day Schools; Orange = Charter Schools; Yellow = Vocational/Technical Schools)

District	School	ED Rate	Non ED Rate	Gap
Adams-Cheshire	Hoosac Valley Middle & High School	19.02%	6.47%	12.54
Arlington	Ottoson Middle	13.39%	2.50%	10.89
Attleboro	Attleboro High	21.21%	9.95%	11.26
Ayer Shirley School District	Ayer Shirley Regional High School	15.69%	3.59%	12.10
Bedford	John Glenn Middle	15.63%	5.33%	10.29
Blackstone-Millville	Blackstone Millville RHS	22.47%	9.16%	13.31
Blackstone-Millville	Frederick W. Hartnett Middle School	21.69%	4.84%	16.85
Boston	Lyon K-8	22.73%	4.00%	18.73
Bourne	Bourne High School	43.75%	21.76%	21.99
Brockton	Brockton Champion High School	21.33%	8.99%	12.34
Cambridge	Vassal Lane Upper School	15.63%	4.29%	11.34
Carver	Carver Middle/High School	23.40%	8.23%	15.18
Central Berkshire	Wahconah Regional High	18.11%	6.98%	11.13
Chicopee	Bellamy Middle	21.80%	10.78%	11.02
Chicopee	Chicopee High	27.95%	9.83%	18.12
Chicopee	Fairview Middle	22.38%	10.11%	12.27
Danvers	Danvers High	24.36%	5.10%	19.26
Dorchester Collegiate Academy Charter	Dorchester Collegiate Academy Charter	25.00%	10.39%	14.61
Dover-Sherborn	Dover-Sherborn Regional Middle School	10.71%	0.61%	10.10
Dudley-Charlton Reg	Shepherd Hill Regional High	23.11%	8.92%	14.19
Easton	Easton Middle School	15.00%	3.36%	11.64
Fall River	Matthew J Kuss Middle	16.12%	5.14%	10.99
Falmouth	Falmouth High	17.86%	6.90%	10.96
Fitchburg	Fitchburg High	32.97%	20.94%	12.03
Gardner	Gardner High	18.18%	7.37%	10.81
Gardner	Gardner Middle School	15.50%	5.21%	10.28
Gateway	Gateway Regional High	17.86%	6.22%	11.64
Gill-Montague	Great Falls Middle	17.58%	6.57%	11.01
Hampden-Wilbraham	Minnechaug Regional High	17.37%	6.05%	11.32
Haverhill	Haverhill Alternative School*	31.82%	20.00%	11.82
Haverhill	John G Whittier	19.00%	4.90%	14.10
Hull	Hull High	26.32%	9.36%	16.95
Hull	Memorial Middle	25.00%	10.65%	14.35
Innovation Academy Charter	Innovation Academy Charter School	16.00%	2.22%	13.78
Lowell	B.F.Butler Middle School	18.82%	8.44%	10.38
Lowell	Leblanc Therapeutic Day School*	58.06%	33.33%	24.73
Lowell	Lowell High	24.78%	13.48%	11.29
Lynn	Fecteau-Leary Junior/Senior High School	43.64%	30.36%	13.28
Lynn	Pickering Middle	19.13%	7.32%	11.81
Martha's Vineyard	Martha's Vineyard Regional High	16.27%	4.86%	11.41
Maynard	Maynard High	14.49%	2.03%	12.46
Methuen	Methuen High	22.59%	12.57%	10.02
Milton	Charles S Pierce Middle	13.40%	1.57%	11.83
Nantucket	Nantucket High	18.81%	7.69%	11.12
Needham	John Eliot	12.50%	2.01%	10.49
Needham	Pollard Middle	16.00%	1.47%	14.53
New Bedford	Keith Middle School	20.75%	8.40%	12.36
North Adams	Drury High	19.60%	6.20%	13.40
Northampton	John F Kennedy Middle School	17.55%	5.15%	12.40
Norwell	Norwell High	13.89%	2.64%	11.25
Norwood	Norwood High	17.46%	3.94%	13.52
Oxford	Oxford Middle	20.11%	4.50%	15.60
Palmer	Converse Middle	15.82%	4.63%	11.19
Plymouth	Plymouth North High	22.75%	9.45%	13.30
Southbridge	Southbridge Middle/High School	22.82%	12.44%	10.38
Springfield	Chestnut Accelerated Middle School	34.56%	23.61%	10.95
Springfield	Conservatory of the Arts	37.08%	22.22%	14.86
Springfield	Springfield Public Day Middle School*	51.79%	15.00%	36.79
Stoneham	Stoneham High	15.48%	4.70%	10.77
Swansea	Joseph Case High	21.37%	8.39%	12.98
Taunton	Taunton High	21.11%	7.25%	13.87
Wakefield	Wakefield Memorial High	12.98%	1.54%	11.44
Walpole	Eleanor N Johnson Middle	13.51%	0.77%	12.75
Wareham	Wareham Cooperative Junior/Senior High	19.72%	9.23%	10.49
Wareham	Wareham Middle	24.41%	10.92%	13.49

Wareham	Wareham Senior High	26.91%	16.43%	10.48
Wareham	West Academy*	83.33%	50.00%	33.33
Westfield	Westfield High	29.87%	7.43%	22.43
Weymouth	Maria Weston Chapman Middle School	20.00%	7.70%	12.30
Weymouth	Weymouth High School	21.79%	9.18%	12.61
Worcester	Burncoat Senior High	15.71%	5.71%	10.00
Worcester	Forest Grove Middle	14.93%	4.42%	10.51
Worcester	Wawecus Road School	12.00%	1.52%	10.48

*These schools have fewer than 100 students, rendering gap analysis less meaningful since a change of plus or minus one student in either group significantly changes the discipline rate for that group.

APPENDIX B: Case Examples and Redacted Reports¹⁰

Exhibit A: Case Examples of Unlawful Emergency Removals

The following are case examples of unlawful emergency removals from the 2014-2015 and 2015-2016 school years. Note that initials and identifying details have been changed to protect the students' identities.

1. K.L. witnessed a fight outside of her high school, and approached the two students fighting to try to persuade them to stop. After a few minutes of unsuccessfully trying to talk to them, she left the fight and walked home. The next morning when she came to school, the principal told her that she needed to go home because she was being suspended while school investigated the fight. K.L. told the principal that she had cell phone video of the fight from a friend that would exculpate her. The principal refused to view the footage and escorted K.L. from the school. She missed three days of school before school staff viewed the footage, determined she had nothing to do with the fight, and allowed her to return.
2. B.L. is 14 years old, has an IEP, and has been diagnosed with autism. During class, B.L. became upset and used one of his coping strategies: taking a break. B.L. paced back and forth down a long hallway in the school while other students were in class. He continued to pace when the next class period began and told teachers he was not ready to return to class. When he refused to attend class and continued to pace, school staff conducted an emergency removal. A suspension hearing and manifestation determination review were conducted two days later after an attorney's intervention, but he had already missed two and a half days of school.
3. J.N. is five years old and has an IEP. He was verbally arguing with another student, and then took the other student's drawing and ripped it. After ripping it, J.N. immediately began crying, told the student he was sorry, and ran to the corner of the classroom. J.N. was emergency removed and missed three days of school before a hearing was held.
4. N.S. is 12 years old. She has an IEP and an extensive trauma history. While walking through the hallway she was triggered and she threw a textbook on the floor. Staff thought she had thrown the book at another student and conducted an emergency removal. When a hearing was held two days later, staff concluded that she had not intended to throw the book at anyone, only on the floor, and moreover that no one had been hit by, hurt, or distressed by the book being thrown. She had already missed two and a half days of school.
5. J.G. is six years old and has an IEP. He was arguing over play dough with another student in his class, and took the play dough from the other child. A teacher intervened and processed the disagreement with J.G. Staff took him back to the classroom, and J.G. apologized. At the same time, however, staff called J.G.'s mother to pick him up for an emergency removal. When she arrived, J.G. was doing a calm in his class room, but the school still sent him home. Three days later the school had a hearing and suspended him for one day, but he had already missed three days of school.

¹⁰ Case examples and redacted report provided by Greater Boston Legal Services, with permission from clients.



**Massachusetts Department of
Elementary and Secondary Education**

75 Pleasant Street, Malden, Massachusetts 02148-4906

Telephone: (781) 338-3700
TTY: N.E.T. Relay 1-800-439-2370

July 16, 2015

[REDACTED]

RE: Intake # [REDACTED]
Student Name: [REDACTED]
Letter of Finding

Dear Superintendent [REDACTED]:

On May 22, 2015, the Massachusetts Department of Elementary and Secondary Education ("Department") received a written statement of concern from [REDACTED] involving the [REDACTED] District ("District"). As the PRS Specialist inquiring into this matter, I have taken the following steps:

- I reviewed the statement of concern and supporting documentation.
- I spoke with [REDACTED] regarding the statement of concern.
- I requested a Local Report from the District.
- I reviewed the District's Local Report and supporting documentation submitted to the Department on May 22, 2015.
- I discussed the District's Local Report and the concerns with the complainant.
- I reviewed relevant state and federal special education laws and regulations.
- I received and reviewed the complainant's response to the District's Local Report.

The Department has found noncompliance, and we are advising the District now of this finding, as well as of the required corrective action which must be implemented. A summary of the concerns, our findings and the required corrective actions are as follows:

CONCERNS AND FINDINGS

1. The complainant alleged that since the beginning of the 2014-2015 school year the school administration repeatedly sent the student home during the school day when the school could not manage the student's behavioral issues. The complainant also alleged that the school administration did not document the student's removals from school as short term suspensions and provide the required written notices to the parents and hearings with the principal for each suspension. In addition, the complainant alleged that the principal did not consider alternatives to the imposition of the suspensions from school under M. G. L. c. 71§ 37H ¾.

This issue was investigated pursuant to 603 CMR 53.06:

"Except as provided in 603 CMR 53.07 and 603 CMR 53.10, a principal may not impose a suspension as a consequence for a disciplinary offense without first providing the student and the parent oral and written notice, and providing the student an opportunity for a hearing on the charge and the parent an opportunity to participate in such hearing."

And 603 CMR 53.08:

"The purpose of the hearing with the principal is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction. At a minimum, the principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also shall have an opportunity to present information, including mitigating facts, that the principal should consider in determining whether other remedies and consequences may be appropriate as set forth in 603 CMR 53.05. The principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal should consider in determining consequences for the student."

And 603 CMR 53.05:

"In every case of student misconduct for which suspension may be imposed, a principal shall exercise discretion in deciding the consequence for the offense; consider ways to re-engage the student in learning; and avoid using long-term suspension from school as a consequence until alternatives have been tried. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive interventions and supports."

With regard to the first allegation, the District acknowledges noncompliance because it did not send written notice following a suspension as required pursuant to 603 CMR 53.06. The Department's investigation shows that the District did not provide written notice to the parent for suspensions on the following dates: [REDACTED]

The District did not comply with 603 CMR 53.06 and 603 CMR 53.05 in this matter.

2. The complainant alleged that when school personnel could not manage the student's behavioral issues, the student was placed out of class for extended periods of time and the school administration did not document the removals from the classroom as in-school suspensions. In addition, the school administration did not provide the student with opportunities to complete class assignments in order to make academic progress during his repeated removals from regular classroom activities.

This issue was investigated pursuant to 603 CMR 53.10 and 53.13(1):

"The principal may impose an in-school suspension for a disciplinary offense under 603 CMR 53.10, provided that the principal follows the process set forth in 603 CMR 53.10(3)

through (5) and the student has the opportunity to make academic progress as set forth in 603 CMR 53.13(1)."

And

"Any student who is serving an in-school suspension, short-term suspension, long-term suspension, or expulsion shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. The principal shall inform the student and parent of this opportunity in writing when such suspension or expulsion is imposed."

The District acknowledges that the student was frequently removed from class for cool-down periods to work on "reflection sheets." A review of the reflection sheets, Conduct Reports, and worksheets done outside of the student's regular classroom demonstrates that the District did not document the disciplinary events as suspensions. The student spent significant amounts of time outside the class, constituting suspension. The Department finds the District in non-compliance with 603 CMR 53.06 and 603 CMR 53.08 (see above). The District has complied with 603 CMR 53.10 and 53.13(1) because the child was given access to school work during these short-term suspension periods.

3. The complainant alleged that the student had been suspended repeatedly during the 2014-2015 school year for a total of over ten days, but the District did not hold a manifestation determination meeting within the mandated timeline. Further, the complainant alleged that when the IEP Team determined that the behavior was a manifestation of the student's disability, the Team and school personnel did not conduct a functional behavioral assessment and/or review and revise an existing behavioral intervention plan to addressing the recurrence of the behaviors.

This concern is reviewed pursuant to 34 CFR §300.530:

"Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the LEA, the parent, and relevant members of the child's IEP Team (as determined by the parent and the LEA) must review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine—

- (i) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or*
- (ii) If the conduct in question was the direct result of the LEA's failure to implement the IEP."*

"If the LEA, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP

Team must--Either--

- i. *Conduct a functional behavioral assessment, unless the LEA had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child; or*
- ii. *If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior.*

The District acknowledges being out of compliance with 34 CFR 300.530 in this matter because it did not conduct a functional behavioral assessment and develop or revise the student's existing behavioral intervention plan.

4. The complainant alleged that the District did not document the student's long-term removals from school as long term suspensions and did not provide the required written notices to the parents and hearings with the principal for each long-term suspension. In addition, the complainant alleged that the principal did not consider alternatives to the imposition of the suspensions from school under M. G. L. c. 71§ 37H ¾ and the student's opportunity to receive education services and to continue to make academic progress.

This issue was investigated pursuant to 603 CMR 53.06:

"Except as provided in 603 CMR 53.07 and 603 CMR 53.10, a principal may not impose a suspension as a consequence for a disciplinary offense without first providing the student and the parent oral and written notice, and providing the student an opportunity for a hearing on the charge and the parent an opportunity to participate in such hearing."

And 603 CMR 53.13:

"Any student who is serving an in-school suspension, short-term suspension, long-term suspension, or expulsion shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. The principal shall inform the student and parent of this opportunity in writing when such suspension or expulsion is imposed."

"Any student who is expelled or suspended from school for more than ten consecutive days, whether in school or out of school, shall have an opportunity to receive education services and to make academic progress toward meeting state and local requirements, through the school-wide education service plan."

REFERENCES

Fabelo, T., M. Thompson, M. Plotkin, D. Carmichael, M. Marchbanks, and E. Booth. *Breaking Schools' Rules: A Statewide Study of How School Discipline Relates to Students' Success and Juvenile Justice Involvement*. Rep. New York: Council of State Governments Justice Center, 2011.

Retrieved From:

https://csgjusticecenter.org/wp-content/uploads/2012/08/Breaking_Schools_Rules_Report_Final.pdf

Reynolds, C.R, R.J. Skiba, S. Graham, P. Shera, J.C. Conoley, and E. Garcia-Vasquez . American Psychological Association Zero Tolerance Task Force. "Are Zero-Tolerance Policies Effective in Schools? An Evidentiary Review and Recommendations." *American Psychologist* 63.9 (2008): 852-62.

Retrieved from: <http://www.apa.org/pubs/info/reports/zero-tolerance.pdf>

Smith, Edward J., and Harper, Shaun R. *Disproportionate Impact of K-12 School Suspension and Expulsion on Black Students in Southern States*. Center for the Study of Race and Equity in Education, Penn Graduate School of Education, 2015.

Retrieved from: <http://www.gse.upenn.edu/equity/SouthernStates>

Taylor, Joanna, and Cregor, Matt. *Not Measuring Up: The State of School Discipline in Massachusetts*. Lawyers' Committee for Civil Rights and Economic Justice, 2014.

Retrieved from http://lawyerscom.org/wp-content/uploads/2014/11/Not-Measuring-up_-The-State-of-School-Discipline-in-Massachusetts.pdf