School-to-Prison Pipeline

Shadidi Sia-Maat, Ph.D.

Adult Education Office,
Coordinated Student Support & Adult Education Division
The school-to-prison pipeline represents an intersection of complex issues, including race, class, education and the American justice system.
OBJECTIVES

School-to-Prison Pipeline “Feeders”
  – Demographics
  – Challenges
  – Academic Performance
  – Suspension and Expulsion

State Initiatives

Recommendations
DEMOGRAPHICS
California Students Enrolled in Public Schools

- 1980: 4,046,156
- 1990: 4,944,484
- 2007: 6,286,943
- 2008: 6,275,469
- 2009: 6,252,031
- 2012: 6,220,993
Where the rubber meets the road!

Students, 2008-09

- American Indian: 46,446, 1%
- Asian: 526,403, 8%
- Pacific Islander: 39,510, 1%
- Filipino: 168,112, 3%
- Hispanic: 3,064,614, 49%
- African American: 454,761, 7%
- White: 1,741,664, 28%
- Multiple: 210,501, 3%

Teachers, 2008-09

- American Indian: 1,680, 1%
- Asian: 16,137, 5%
- Pacific Islander: 866, 0%
- Filipino: 4,501, 1%
- Hispanic: 50,871, 17%
- African American: 13,115, 4%
- White: 215,078, 70%
- Multiple/No Response: 4,636, 2%
CHALLENGES
Different Challenges, Different Languages

English Language Learners

![Bar chart showing the increase in English Language Learners from 1980 to 2009.]

- 1980: 326,000 (8.1%)
- 1990: 741,000 (15.0%)
- 2009: 1,513,233 (24.2%)

That’s a 364% increase in 29 years.
Different Challenges, Different Needs
Special Education

That's an 87.8% increase in 29 years
Different Challenges, Different Needs
Students Eligible for Free and Reduced-Priced Meals

1990: 1,757,188 (36%)
2009: 3,288,257 (54%)

That’s a 87% increase in 19 years
ACADEMIC PERFORMANCE
English Language Arts CST, Across Grades Proficient and Advanced

<table>
<thead>
<tr>
<th>Grade</th>
<th>2003</th>
<th>2010</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th</td>
<td>39%</td>
<td>63%</td>
<td>65%</td>
</tr>
<tr>
<td>8th</td>
<td>31%</td>
<td>54%</td>
<td>57%</td>
</tr>
<tr>
<td>11th</td>
<td>32%</td>
<td>43%</td>
<td>48%</td>
</tr>
</tbody>
</table>
English Language Arts
CST 8\textsuperscript{th} Grade, Hispanic-White Gap
English Language Arts
CST 8th Grade, African American-White Gap


African American =30
White =31

African American
White

17 19 24 27 27 31 34 40 47 51 58 62 62 63 66 71
English-Language Arts 8th Grade

Percentages of Economically Disadvantaged & Percentages of Not Economically Disadvantaged Students Scoring at Proficient and Above, 2010

- African American or Black: 33% Economically Disadvantaged, 52% Not Economically Disadvantaged
- Hispanic or Latino: 36% Economically Disadvantaged, 56% Not Economically Disadvantaged
- White: 52% Economically Disadvantaged, 77% Not Economically Disadvantaged
Suspension and Expulsion
## Statewide Expulsions

<table>
<thead>
<tr>
<th>Statewide Expulsions</th>
<th>2011-12</th>
<th>2012-13</th>
<th>Number Difference</th>
<th>Percent Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Expulsions</td>
<td>9,758</td>
<td>8,562</td>
<td>-1,196</td>
<td>-12.3%</td>
</tr>
<tr>
<td>Unduplicated Students Expelled</td>
<td>9,553</td>
<td>8,264</td>
<td>-1,289</td>
<td>-13.5%</td>
</tr>
</tbody>
</table>
## Statewide Suspensions

<table>
<thead>
<tr>
<th></th>
<th>2011-12</th>
<th>2012-13</th>
<th>Number Difference</th>
<th>Percent Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Suspensions</strong></td>
<td>709,596</td>
<td>609,471</td>
<td>-100,125</td>
<td>-14.1%</td>
</tr>
<tr>
<td><strong>Unduplicated Students Suspended</strong></td>
<td>366,629</td>
<td>329,142</td>
<td>-37,487</td>
<td>-10.2%</td>
</tr>
</tbody>
</table>
Positive Signs for Large Subgroups

Substantially fewer of them were suspended.

- **African American students**, 53,187 were suspended in 2012-13, down 5,606 or 9.5 percent from the year before.

- **Hispanic students**, 179,867 were suspended in 2012-13, down 20,416 or 10.2 percent from the year before.

- **White students**, 68,913 were suspended, down 8,363 or 10.8 percent from the year before.

(2011-12 CalEdFacts)
Disparities Exist In The Rates Of Suspension

- **African American students** make up 6.3% of total enrollment, but 16.2% of suspensions.
- **Hispanic students** make up 52.7% of total enrollment, but 54.6% of suspensions.
- **White students** make up 25.5% of total enrollment, but 20.9% of suspensions.

(2011-12 CalEdFacts)
State Initiatives
State Initiatives

Created research-based programs to help districts develop alternatives to suspensions and expulsions.

• CDE collaborated with *The California Endowment*, *California Blue Ribbon Commission on Children in Foster Care, Region IX Equity Assistance Center at WestEd, and Attendance Works* to identify positive alternatives to suspension and expulsion, and develop related strategies to improve attendance as part of an overarching initiative to keep students in school.

• SSPI Torlakson hosted a state interagency forum to explore behavioral intervention approaches to reduce chronic absenteeism in school.
State Initiatives

• Regional workshops for 20 key local educational agencies to provide information on restorative justice, school-wide positive behavioral interventions, and supports to reduce high rates of suspensions and suspensions coupled with racial disparities.

  – Los Angeles Unified School District – 37.5 percent drop in suspensions and a 15.1 percent drop in expulsions.
  – Napa Valley Unified School District – impact 18.9 percent drop in suspensions and a 75.5 drop in expulsions.

• The CDE worked with Public Counsel to post online Behavioral Intervention Strategies and Supports guidelines to help districts keep students in school with positive reinforcement instead of punitive discipline practices.

BUT, THERE’S MORE TO DO!
Recommendations

- Close the achievement gap
- Improve teacher engagement with students, parents or guardians
- Review school policies as a matter of equity, not “flavor of the day” or “knee-jerk” reactions
- Improve teacher and administrator preparation programs
- Review teacher placement (i.e. new hires and least experienced in difficult schools)
- Professional development for all school personnel
  - Culturally responsive practices
  - Unconscious bias training
- Analyze the school climate
Contact Information

Shadidi Sia-Maat, Ph.D.
ssiamaat@cde.ca.gov
(916)323-7862