

Strong Foundation Walls

- EARLY CHILDHOOD SUSPENSION & EXPULSION

Children who start behind, stay behind. Most Ohio children are not ready for kindergarten, a trend which persists through third grade and beyond. Without a strong foundation, closing the learning gap between kindergarten and third grade is very difficult. Further, the health and education of young children are inextricably linked. Whether it is their mental or physical health, healthy students are better learners and more educated children have better health outcomes. Poor children, children of color and Appalachian children are disproportionately impacted by poor health outcomes that undermine their ability to excel in school. In order to support the whole child, we have to begin with a strong foundation.



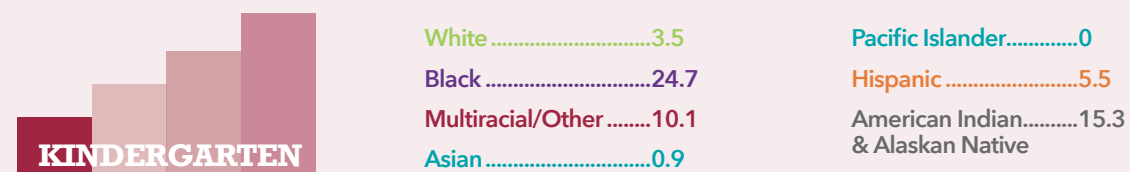
Early Childhood Suspension & Expulsion

As we continue to follow Ohio's youngest students throughout their academic careers, we find that in FY17 there were over 34,000 suspensions and expulsions issued to Ohio students pre-k through third grade—the vast majority of those being for non-violent behaviors such as disruption.

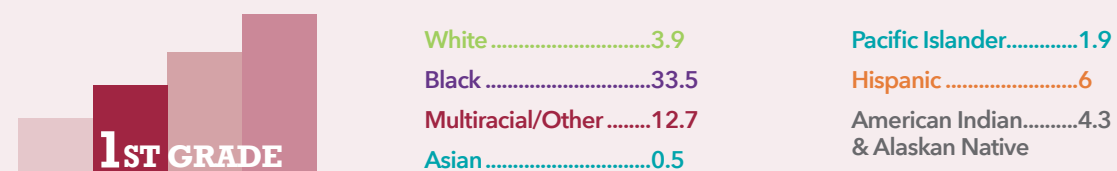
Young students who are expelled or suspended are as much as 10 times more likely to drop out of high school, experience academic failure and grade retention, hold negative attitudes toward school and face incarceration than those who are not. Considering that most children already do not enter school ready for kindergarten, this alarming impact on over 34,000 of Ohio's youngest children is devastating.

If we look at disaggregated data to further understand the use of suspensions and expulsions, we are again reminded of the children who too often get left behind.

Among all suspensions and expulsions given to OHIO KINDERGARTNERS, black students were 7 times more likely to be disciplined than white students and Hispanic students were 1.6 times more likely to be disciplined than white kindergartners.



These unconscionable gaps between white children and children of color widen with each passing year for our most at-risk 4-8 year olds. Among OHIO 1ST GRADE suspensions and expulsions, black students were 8.6 times more likely to be disciplined than white students and Hispanic students were 1.54 times more likely to be disciplined than white students.



Note: Numbers reflect disciplinary action per 100 students.

Early Childhood Suspension & Expulsion

Among OHIO 2ND GRADE suspensions and expulsions, black students were 9.4 times more likely to be disciplined than white students and Hispanic students were 1.8 times more likely to be disciplined than white students.



Among OHIO 3RD GRADE suspensions and expulsions, black students were 8.8 times more likely to be disciplined than white students and Hispanic third graders were 2 times more likely to be disciplined than white third graders.



Note: Numbers reflect disciplinary action per 100 students.

Reflections

WHY ARE CHILDREN OF COLOR BEING SUSPENDED AND EXPELLED AT A HIGHER RATE?

HOW SHOULD DISCIPLINARY POLICES REFLECT AN UNDERSTANDING OF THE IMPACT OF TRAUMA ON CHILDREN?

HOW CAN WE DECREASE SUSPENSION RATES, WHILE STILL HOLDING STUDENTS ACCOUNTABLE FOR UNACCEPTABLE BEHAVIOR?

WHAT ARE PRACTICAL AND EFFECTIVE ALTERNATIVES TO OUT-OF-SCHOOL SUSPENSIONS?

Early Childhood Suspension & Expulsion:

SOURCES

U.S. Department of Health and Human Services, Policy Statement on Expulsion and Suspension Policies in Early Childhood
www2.ed.gov/policy/gen/guid/school-discipline/policy-statement-ece-expulsions-suspensions.pdf

DATA SOURCE

Ohio Department of Education, FY17



Join Us.

Groundwork
OHIO



Ohio Early Childhood Race & Rural Equity Report

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