

# HD.1982/SD.2506: An Act Requiring Accountability for Inequities in Suspension and Expulsion (RAISE Act)



Sponsored by Rep. Ultrino Rep. Meschino, and Sen. Jehlen

## THE PROBLEM:

M.G.L. c. 69 § 1S, which requires school districts to address disparities in student academic achievement as a part of the Student Opportunity Act, **does not include school discipline despite** research establishing the **detrimental impact school discipline has on student educational and life outcomes** like:

**LOWER  
Educational  
Achievement**

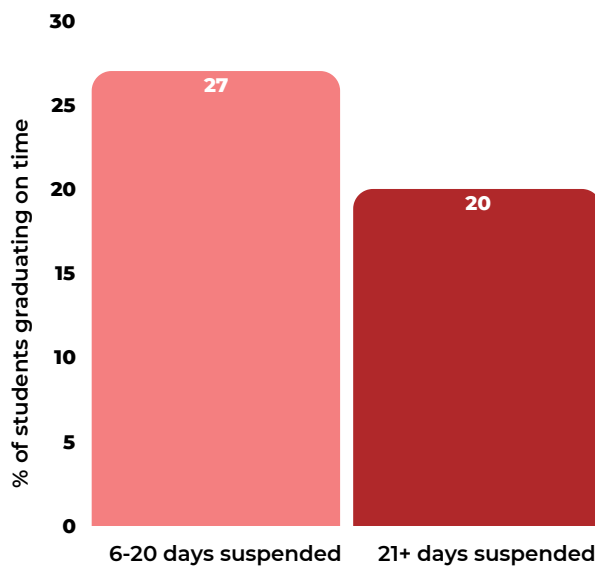
**LOWER  
Graduation  
Rates**

**LOWER  
College  
Enrollment  
Rates**

**INCREASED  
Juvenile &  
Criminal System  
Involvement**

Hicks, B. A., Billings, B. S., Deming, J. D. (2020). The School to Prison Pipeline: Long-Run Impacts of School Suspensions on Adult Crime.

**Effect of Out of School Suspensions on Percentage of High School Students Graduating on Time**



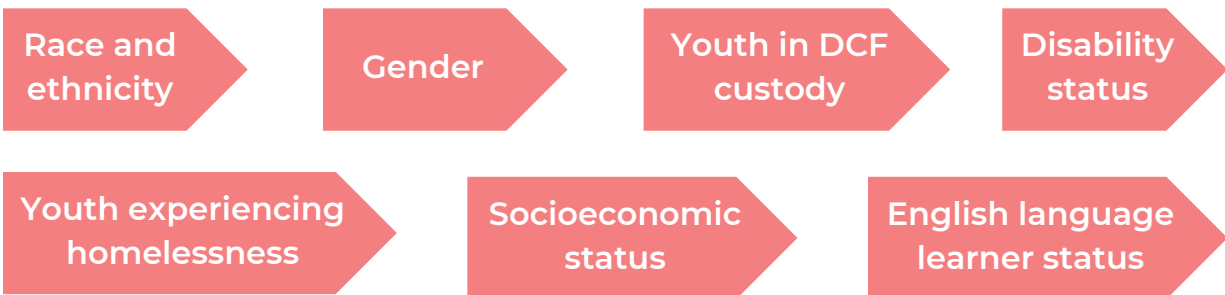
LiCalsi, C., Osher, D., & Bailey, P. (2021). An Empirical Examination of the Effects of Suspension and Suspension Severity on Behavioral and Academic Outcomes. American Institutes for Research.

**The R.A.I.S.E Act DOES NOT require any additional data collection by DESE or school districts and ONLY requires school districts to evaluate the impact of student exclusion on academic achievement**

# THE SOLUTIONS:

To address disparities in achievement and rates of suspension and expulsion, the RAISE Act would do the following:

- Require **schools** to look at rates of suspensions and expulsions when working to reduce disparities in educational achievement by creating:
  - Targets and benchmarks
  - A plan to achieve said targets and benchmarks
  - A reporting mechanism throughout the process and at the end of the year to monitor progress
- Require **districts** to report rates of exclusionary discipline via disaggregated and cross-tabulated data by:



- Require an **investigation** if districts continue to see disparities in rates of achievement and suspensions and expulsions, as measured by the following metrics:
  - A significant number of students are suspended or expelled for more than 10 cumulative days in a school year
  - A disproportionate number of students from any subgroup are suspended or expelled
  - There is a disparate rate of lost instruction between subgroups



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