

H.731/S.380: 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**

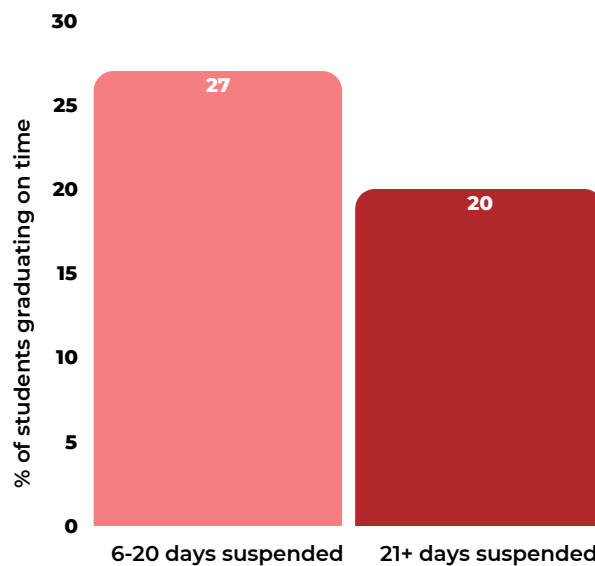
**LOWER
Graduation
Rates**

**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



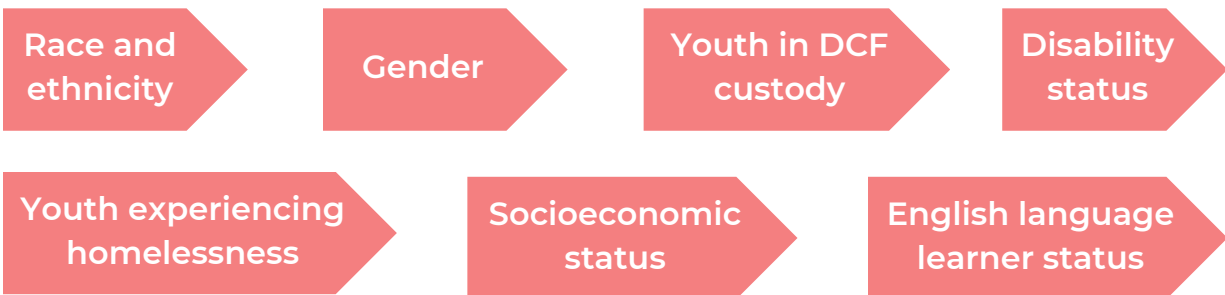
LiCalsi, C., Osher, D., & Bailey, P. (2021). An Empirical Examination of the Effects of Suspension and Suspension Severity on Behavioral and Academic Outcomes. American Institutes for Research.

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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