

**UCLA**

**K-12 Racial Disparities in School Discipline**

**Title**

Out of School and Off Track: The Overuse of Suspensions in American Middle and High Schools

**Permalink**

<https://escholarship.org/uc/item/8pd0s08z>

**Authors**

Losen, Daniel J  
Martinez, Tia E

**Publication Date**

2013-04-08

**Supplemental Material**

<https://escholarship.org/uc/item/8pd0s08z#supplemental>

# Out of School & Off Track:

*The Overuse of Suspensions in American Middle and High Schools*



By Daniel J. Losen & Tia Elena Martinez

APRIL 8, 2013 • THE CENTER FOR CIVIL RIGHTS REMEDIES



# Acknowledgments

The Center for Civil Rights Remedies at UCLA's Civil Rights Project (CRP) would like to thank: Dody Riggs for her careful copy editing; Jongyeon Ee, Amelia Gonzalez, and Cheri Hodson, for their invaluable research assistance; and Laurie Russman, CRP project coordinator, for her valuable assistance and editing support. We are grateful to Atlantic Philanthropies for making this work possible and, along with additional support from The California Endowment, for their valuable assistance in getting this important information into the hands of educators, policymakers, and all advocates for children and their civil rights.

# Table of Contents

- I. Executive Summary ..... 1
- II. National Level Findings ..... 7
- III. District and School Level Findings ..... 13
- IV. Los Angeles Example ..... 17
- V. Discussion, Conclusions and Recommendations ..... 20
- VI. References ..... 30
- VIII. Appendix A: Data Omissions
- IX. Appendix B: Methods and Treatment of Errors
- X. Appendix C: School District Reports
  - i. Atlanta City, GA
  - ii. City of Chicago, IL
  - iii. Columbus City, OH
  - iv. Cumberland Co, NC
  - v. Dallas, TX
  - vi. Fairfax County, VA
  - vii. Fulton County, GA
  - viii. Houston, TX
  - ix. Jefferson County, AL
  - x. Los Angeles, CA
  - xi. Memphis City, TN
  - xii. Oklahoma City, OK
  - xiii. Philadelphia City, PA
  - xiv. Providence, RI
  - xv. St. Louis City, MO
  - xvi. St. Paul, MN
  - xvii. Syracuse, NY
  - xviii. Woodbridge Township, NJ
  - xix. Worcester, MA
  - xx. Yonkers City, NY

# Out of School & Off Track: The Overuse of Suspensions in American Middle and High Schools

By Daniel J. Losen and Tia Elena Martinez

## EXECUTIVE SUMMARY

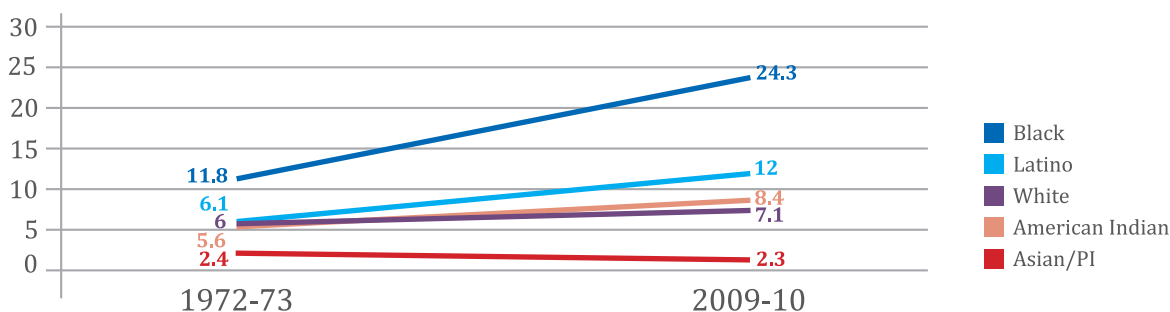
In this first of a kind breakdown of data from over 26,000 U.S. middle and high schools, we estimate that well over two million students were suspended during the 2009-2010 academic year. This means that one out of every nine secondary school students was suspended at least once during that year. As other studies demonstrate, the vast majority of suspensions are for minor infractions of school rules, such as disrupting class, tardiness, and dress code violations, rather than for serious violent or criminal behavior. Serious incidents are rare and result in expulsions, which are not covered by this report.

Given the recent research showing that being suspended even once in ninth grade is associated with a twofold increase in the likelihood of dropping out, from 16% for those not suspended to 32% for those suspended just once (Balfanz, 2013), the high number of students suspended, as presented in this report, should be of grave concern to all parents, educators, taxpayers, and policymakers.

We are publishing this report because of the serious academic implications these statistics have for students who attend schools with high suspension rates. We believe greater awareness will help produce more effective approaches that create safe, healthy, and productive learning environments, which research indicates is best accomplished without resorting to frequent out-of-school suspensions. Done well, efforts to reduce suspensions should also improve graduation rates, achievement scores, and life outcomes, while also decreasing the rate of incarceration for juveniles and adults.

The findings of this report also highlight critical civil rights concerns related to the high frequency of secondary school suspensions. We focus on secondary schools because children of color and students from other historically disadvantaged groups are far more likely than other students to be suspended out of school at this level. Our prior report, released in August 2012, looked only at K-12 suspension rates across the entire grade span and contained no new analysis at the secondary school level. While the racial discipline gap has always been largest in middle schools and high schools, it has grown dramatically at the secondary level since the early 1970s.

**Figure 1: Secondary School Suspension Rates (by race): Then and Now**



Our new analysis of the secondary school data shows disparate increases in suspension rates by race when compared to data from the 1970s (see Figure 1), which was analyzed in a report by the Children’s Defense Fund, called “School Suspensions: Are They Helping Children?”<sup>1</sup> Specifically, the recent 24.3%

suspension rates for Blacks represents an increase of 12.5 percentage points since the 1970s;<sup>2</sup> in the same period, the rate increased only 1.1 points for White students, from 6% to 7.1%—an increase more than 11 times as high for Blacks as for Whites. In short, the Black/White gap that once stood at 5.7 points has grown to a difference of more than 17 points at the secondary level.

***First of a kind details on the intersection of race, gender, and disability status shed serious doubt on the soundness of secondary school discipline policy.***

Based on data released by the U.S. Department of Education on over 6,000 school districts, this report is the first to provide the breakdown at the elementary, middle, and high school levels, with shocking results for the nation. (A detailed analysis on each district is found in the companion spreadsheet.)

*Perhaps the most disturbing finding is that nationally, on average, 36% of all Black male students with disabilities enrolled in middle schools and high schools were suspended at least once in 2009-2010.*

This report also contrasts the number of high-suspending “hotspot” schools (those that suspended 25% or more of any subgroup) with the number of relatively low-suspending schools (at or below 10% for each subgroup enrolled), and finds that the number of secondary schools with relatively low suspension rates not only are common in large urban districts with high-suspending schools, they outnumber the hotspot schools nationally.<sup>3</sup>

These deep disparities must be considered in conjunction with other relevant research, including the “Breaking School Rules” study of nearly one million middle school youth in Texas by the Council for State Governments’ Justice Center, which found that the likelihood of an adolescent being suspended had more to do with school factors than with race, poverty, student demographics, or the student’s past behavior (Fabelo et al., 2011).

All educators agree that we must find effective ways to address disruptive behavior. Research now suggests that many commonsense approaches are more effective than suspending students out of school when there is no guarantee of adult supervision. For this reason, in 2013, the American Pediatrics Association updated their policy statement by calling for pediatricians across the nation to take stronger steps to discourage out-of-school suspensions and expulsions. It stated that “research has demonstrated... that schools with higher rates of out-of-school suspension and expulsion are not safer for students or faculty” (“Out of School Suspension and Expulsion,” 2013).<sup>4</sup>

In our August K-12 report, we summarized the state of the research at that time:

- Harsh punitive responses do more harm than good.
- Reserving out-of-school suspension as a measure of last resort can lead to higher achievement and improved graduation rates.
- The idea that we must kick out the bad kids so the good kids can learn is a myth, because there are many viable alternatives that do not result in chaotic school environments.

In a “new research summary” that is separate from this report, we review the findings of recently sponsored research on effective alternatives to suspension that could ensure school safety and likely reduce disparities in exclusionary discipline. These new findings also inform the discussion and conclusions section of this report. In light of the fact that such policies and practices harm certain subgroups more than others—that is, those distinguished by race, disability status, gender, or English learner status—and considering that more effective policies and practices are available, the discussion section reviews recent actions by the U.S. Department of Justice and the Education Department’s Office for Civil Rights that suggest it is not only unjust to continue the status quo, it may be unlawful.

One important technical note is that, in addition to eliminating the same school districts we found to have reporting errors in our K-12 report, we made further adjustments when we looked at disaggregated

data at the school level. Districts with data errors are flagged throughout the report and explained in detail in Appendix A and the endnotes. Depending on the extent of the error, many schools and some additional districts were removed from the analysis entirely, while others were marked with an asterisk to indicate possible errors.<sup>5</sup>

### ***Key National-Level Findings***

- The likelihood a student will be suspended out of school increases from about 2.4% in elementary school to 11% in middle school.
- Nationally, when this increase in the risk for suspension between school levels is broken down by race, the data show an increased risk of 18 points for Blacks but only about 5 points for Whites.
- The fact that Latinos had a nearly 11-point increase in the risk of suspension between the elementary and secondary levels is quite surprising, considering that they were suspended only slightly more often than Whites at the elementary level.
- English learners experienced a similarly dramatic increase in suspension rates: an increase of 10 percentage points (from 1.2% to 11.3%) from elementary school to middle school.
- High suspension rates in middle and high schools have increased dramatically over time, especially for Black students, to the extent that about one in four Black secondary school children today, and nearly one in three Black middle school males, were suspended at least once in 2009-2010.
- Black female secondary students were suspended at a higher rate (18.3%) than secondary school males from all other racial/ethnic groups.
- One in five secondary school students with disabilities was suspended (19.3%), nearly triple the rate of all students without disabilities (6.6%).
- The highest rates were observed when the intersection of race, disability, and gender was calculated; for example, 36% of all Black middle school males with disabilities were suspended one or more times.

### ***District- and School-Level Findings***

- In 323 districts, the suspension risk for all secondary students was 25% or higher.
- 2,624 secondary schools across the nation suspended 25% or more of their total student body; 519 of these schools had suspension rates equal to or exceeding 50% of their respective total student bodies.
- 6,957 of the nation's secondary schools that had at least 50 members of a racial subgroup, English learners, or students with disabilities met or exceeded a suspension rate of 25% for at least one of these subgroups.
- In contrast, 7,710 secondary schools representing 3,752 districts did not exceed 10% for any subgroup that had at least 10 members.
- Chicago had the highest number (82) of high-suspending hotspot secondary schools in the nation (those suspending more than 25% of any subgroup).

Only some of the school districts with the highest numbers of hotspots were found to have district averages that were also high. Chicago was one, with a district-wide average of 27.5% for all secondary school students, a rate of 41.6% for Blacks, and 10.6% for Whites. Yet, the list that follows is not a ranking of the “worst” districts. We highlight these districts because they could have a great impact if they change policies and practices and target resources to address these high rates and racial disparities at the school level.

## **10 Districts with the Largest Number of “Hotspot” Secondary Schools<sup>6</sup>**

1. City of Chicago, IL (82)
2. Memphis City, TN (68)
3. Clark County, NV (65)
4. Los Angeles Unified, CA (54)
5. Houston, TX (53)
6. Dallas, TX (43)
7. Columbus, OH (40)
8. Baltimore County, MD (38)
9. Wake County, NC (38)
10. Jefferson County, KY (37)

The data presented here leave no doubt that we face a serious problem, but we also have good reason to believe that much can be done to remedy that problem. For example, many districts had many lower suspending schools (those that did not exceed 10% for any subgroup that had at least 10 members).

## **10 Districts with the Largest Number of Lower Suspending Secondary Schools**

1. Los Angeles Unified, CA (81)
2. San Diego Unified, CA (39)
3. Charlotte-Mecklenburg Schools, NC (36)
4. Philadelphia City School District, PA (35)
5. Montgomery County Public Schools, MD (33)
6. Fairfax County Public Schools, VA (31)
7. District of Columbia Public Schools, DC (26)
8. East Baton Rouge Parish School Board, LA (26)
9. Detroit City School District, MI (26)
10. Clark County School District, NV (26)

The two lists above exemplify the wide range of suspension rates and the fact that both kinds of schools can be found within the same district. It is noteworthy that Los Angeles and Clark County are on both lists. This suggests that successful alternative approaches are already in place in many districts. Moreover, several states and districts have taken action specifically to reduce the use of suspensions, such as new regulations initiated by the state of Maryland and efforts spurred on by community members in Denver and Philadelphia. Other districts, such as Los Angeles and Oakland, have entered into resolution agreements with the federal government to change discipline practices as a response to racial disparities.

There are well-documented methods and trainings for teachers that can create safe and effective learning environments in our middle and high schools without relying on the frequent suspension of students who are at the greatest risk for academic failure. Following recommendations from the Academy of American Pediatrics and the American Psychological Association, the public should reject the high-suspending status quo and take measures to ensure that the approach to challenging adolescent behavior is age



appropriate and not counterproductive. Moreover, we as a nation must pay closer attention to the deep disparities in discipline at the secondary level, and to the intersection of race, disability, and gender highlighted in this report. Toward this end, we offer the following sets of recommendations.

### ***For Parents and Children's Advocates***

1. Request data on discipline from your school and district, especially for middle and high schools, and seek policy changes that require annual reporting of disaggregated data on school discipline down to the school level, if not already required.
2. Bring your concerns about large racial, disability, and gender disparities and the frequent use of suspensions to local and state boards of education.
3. Provide support for teachers to receive the training and assistance they need to be effective with diverse learners.
4. If necessary, file an administrative complaint with the U.S. Department of Education's Office for Civil Rights.

### ***For Federal and State Policymakers***

1. Require states and districts to publicly report disaggregated data annually, including the number of students suspended, the number of incidents, reasons for out-of-school suspensions, and days of lost instruction, and do so by school level (elementary, middle, and high). Ensure that the reported data are disaggregated by race/ethnicity, gender, English learner status, and disability status.
2. Include suspension rates among the factors schools and districts use to measure the performance of secondary schools, and as "early warning" systems to target supportive interventions.
3. Revise accountability structures to balance test scores with graduation rates and other outcomes that would help remove incentives to "push out" low achievers on disciplinary grounds.
4. Invest in remedies by providing greater support for research on promising, evidence-based interventions and targeting more funds for systemic improvements in approaches to school discipline.
5. Provide support for teacher training in classroom management.
6. Ensure that the provisions of the Individuals with Disabilities Education Act (IDEA) requiring a review of racial disparities in discipline for students with disabilities are implemented with integrity so that states do not create unreasonable thresholds for required interventions.

### ***For the Media***

1. Highlight the connections between effective discipline and improved educational outcomes.
2. Request that districts provide disaggregated discipline data on a regular basis and report it to the public. For example, the new CRDC data for 2011-2012 should now be available, as all districts were required to report it to the U.S. Department of Education.
3. Question the justification for and research behind discipline policies that leave large numbers of children out of school and unsupervised. Ask districts with large investments in school policing and high security whether they have adequate numbers of school counselors, mental health support, and sufficient training resources for teachers.

---

<sup>1</sup> This report is still available online. The secondary school numbers are found in Appendix B on page 125.

See <http://www.childrensdefense.org/child-research-data-publications/archives/school-suspensions-are-they-helping-children.html>.

<sup>2</sup> Although the earlier estimates excluded data on children identified as having disabilities, there was no federal law ensuring that students with disabilities were identified and served by public schools, and many were subject to disciplinary exclusion.

<sup>3</sup> We chose 10% or less as a point of reference not to suggest that 10% is the goal but because it was below the national average for all students and is less than half the rate we used to define a “hotspot.”

<sup>4</sup> Out of School Suspension and Expulsion, *Pediatrics* 131, no. 3 (March 1, 2013), pp. e1000-e1007 (DOI: 10.1542/peds.2012-3932).

Available at <http://pediatrics.aappublications.org/content/131/3/e1000.full.pdf+html>.

<sup>5</sup> Specifically, we removed from our counts of schools all those reporting to have suspended over 100% of a racial/ethnic subgroup. The results for removed schools and districts can be found in our errors file and along with complete details on how we “cleaned” the data in our methods section. It is important to note that each district superintendent certified the data as accurate when they reported to the U.S. Department of Education.

<sup>6</sup> Districts like New York City and several of the larger districts in Florida could have made this list, but they were eliminated entirely because of systemic errors we detected in their data reporting.

# National Findings Reveal Suspensions Are Not a Measure of Last Resort in Middle Schools and High Schools

Many public middle and high schools do an excellent job of educating children. Those of us who have benefited from such schools probably attended a school where suspensions and expulsions were measures of last resort. The best teachers we had probably inspired good behavior and rarely resorted to out-of-school suspensions as punishment for disruptive students. Today, however, we all too often find a surprisingly large percentage of middle and high schools' total student enrollment being suspended out of school. In fact, in 2009-10 more than 2,600 secondary schools suspended over 25% of their total enrollment, at least once. To put the secondary school suspension rates into proper context, this report also includes data on the lower-suspending secondary schools as well as the use of suspension at the elementary school level, where suspension rates rarely rise above 10%.

The U.S. Department of Education's Office for Civil Rights (OCR) collected data from districts on the number of students suspended just once during the school year and the number suspended more than once. The breakdown of suspension rates provided in this report for each level and each subgroup combined these two mutually exclusive categories in order to report the number of students suspended one or more times as a percentage of their respective total enrollment. This report's data analysis differs from what is easily accessible on OCR's website which does not provide this combined rate. We describe this percentage throughout the report with three phrases that mean the same thing: the risk for being suspended the percentage of enrolled students who were suspended *at least* once, and the suspension rate.

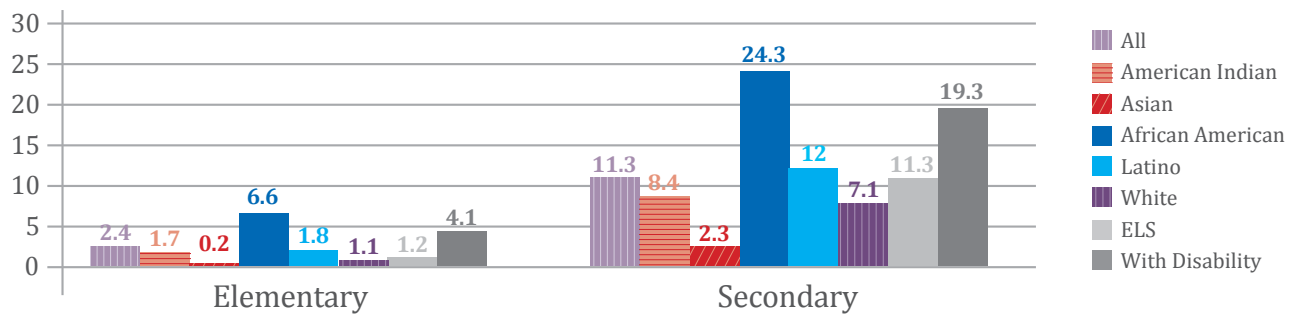
To avoid confusion, it is important to remember that many students suspended two, three, or more times in a school year are counted only once in this report. For those who are interested, we provide two downloadable spreadsheets with this breakdown for every district in the OCR sample. The first provides the risk for suspension at the elementary, middle, and high school levels, plus the secondary level (which combines the middle and high school numbers). The second provides school counts, for each district, in the following categories: the number of secondary schools that suspended 25% or more of any subgroup; the number that suspended 25% more of All students; the number that suspended 50% or more of any subgroup; the number of secondary schools that suspended 10% or less of each subgroup; and

Large numbers of students from every racial group are suspended each year, but the disparities between groups are often profound. Our prior report, released in August 2012, looked only at K-12 suspension rates across the entire grade span. That report estimated the national suspension rates were as follows (for 2009-10):

- African American students, 17%
- American Indians, 8%
- Latino students, 7%
- White students, 5%
- Asian American students, 2%; Asian American rates varied when further broken down by subgroups (e.g., Hawaiians/Pacific Islanders reported separately from other Asian groups)<sup>2</sup>

Unfortunately, these K-12 rates lump low-suspending elementary schools with higher suspending middle and high schools. In August we were not yet able to break down the suspension rates by grade level or gender consistently. This report provides that important and revealing analysis.

**Figure 1. Percentage of Elementary and Middle School Students across the Nation Suspended at Least Once during the 2009-2010 School Year<sup>3</sup>**



Source: CRDC, 2009-2010; numbers from national sample rounded to one decimal place

The table below demonstrates the tremendous differences between various groups at risk for suspension when the rates for middle and elementary school are compared. These national data suggest that, as children become adolescents, there is a radical difference in schools' willingness to exclude students from the educational environment on disciplinary grounds. With the higher frequency we found much larger subgroup disparities. Although beyond the scope of this report, the data raise serious questions about how public schools relate to adolescent youth and whether the ways these schools approach discipline are developmentally appropriate, given what we have learned recently about the way the developing adolescent brain works.<sup>4</sup> The profound differences in suspension rates raise the question of whether students' behavior really changes dramatically or whether the philosophy of education for adolescent youth often fails to encompass an educationally and developmentally sound approach.

**Table 1: Changes in Risk for Suspension as Percentage of Enrollment Is Dramatic as Children Enter Adolescence**

	All	Amer. Ind.	Asian PI	Black	Latino	White	English Learners	Students with disabilities	Black/White Gap
Elementary	2.4	1.7	0.2	6.6	1.7	1.1	1.2	4.1	+5.5
Middle	11	8.8	2.0	24	12.4	6.4	11.6	18.4	+17.6
Change	+8.6	+7.1	+1.8	+17.4	+10.7	+5.3	+10.4	+14.3	+12.1

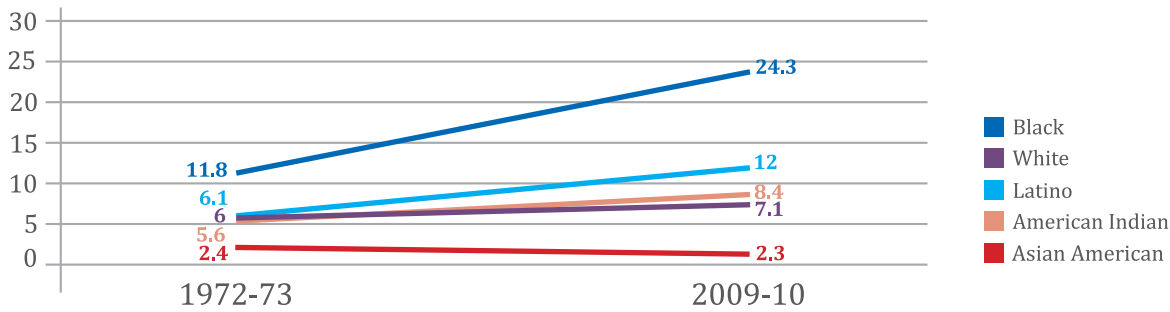
It should be noted that this depiction of the various groups' different rates of suspension represents a conservative national estimate. For one thing, these numbers are based on counting each student just once. Moreover, not every U.S. school district was included in the OCR sample, and some likely high-suspending districts were eliminated as errors because the data indicated that they had suspended more students than they had enrolled. Further, we found several schools that had suspended over 100% of a subgroup and removed all such schools from the analysis and recalculated the national and district rates accordingly.<sup>5</sup>

## Secondary School Suspensions Then and Now

The estimated overall suspension rates for the nation in 1972-1973 were 0.9% for elementary students and 8% for secondary students. Today the overall rates are 2.4% and 11.3%, respectively. It should be noted, however, that even though the use of suspensions has increased at every level and for nearly every

racial group since the early 1970s, the risk for Black students in secondary schools has grown the most. For example, at 24.3%, the suspension rate for Black secondary school students has increased by almost 14 percentage points since the 1970s, whereas the rate for White students has increased from 6% to 7.1%, a gain of just 1 percentage point. Similarly, the Black/White gap that stood at 1.5 points for elementary schools and 5.8 points at the secondary level in the early 1970s is now 5.5 points for elementary schools and over 17 points at the secondary level. The graph below illustrates the larger racial gaps in suspension at the secondary level and how they have grown over time.

**Figure 2: Secondary School Suspension Rates (by race): Then and Now**



## Even Larger Disparities Are Found When Race and Gender Intersect

As the following two tables further demonstrate, the large racial disparities observed in elementary school are most dramatic for Black boys and Black girls; the latter are suspended at higher rates than boys of all the other racial groups. Both tables show that the student suspension risk increases dramatically by middle school and stays at similarly high rates in high school.

**Table 2: National Disparities in School Discipline in Elementary, Middle, and High Schools, by Race with Gender**

Percent of enrolled Suspended by School Level	All	Am. Ind	Asian/PI	AA	L	White	English Learners	Black/White Gap
Elementary Male	4	3	0	10	3	2	2	+8
Middle Male	15	12	3	31	17	10	16	+21
High Male	15	11	4	30	16	10	15	+20
Elementary Female	1	1	0	3	1	0	0	+3
Middle Female	7	6	1	17	8	3	7	+14
High Female	8	5	1	19	8	5	7	+14

*Note: Numbers are rounded to whole numbers*

In 2010, the report entitled “Suspended Education: Urban Middle Schools in Crisis,” demonstrated that middle school suspension rates were typically much higher than the K-12 district-level rates (Losen & Skiba, 2010). However, this report is the first to look closely at the differences in suspension rates by

elementary, middle, and high school, and also the first to include breakdowns by the cross-section for every district of race and disability; race with gender; and race with disability and gender for most districts in America. The highest rates, for middle school African American males, jump off the page: they are approaching an astonishing 31%. Also worth noting in that African American females were suspended at higher rates than males of any other racial/ethnic subgroup, at the middle and high school levels, but not at the elementary level.<sup>6</sup>

## School-Level Breakdown Unmasks Large Disparities for Latinos and English Learners

In our last report, we described the suspension risk across all grades, K-12. In that analysis Latinos were only marginally more likely to be suspended than White or Asian American youth. However, the breakdown for secondary students shows a dramatic shift upward in Latinos' risk for suspensions and a less dramatic upward shift for Whites and Asians. Similarly, the analysis of the K-12 grade-span had suggested that English learners (ELs) were suspended at lower rates than most other subgroups, but the secondary school data reveals an extraordinary increase in their risk for suspension among this group, especially among males. It is worth noting that the closer look at ELs was prompted in part by a recent Department of Justice investigation of discriminatory policies in Florida's Palm Beach County. Many EL students were not being allowed to enroll in the county's public schools, and those that were had much higher risk for suspension and expulsion compared to other students.

## The Largest Racial Disparities Are Among Students with Disabilities

**Table 3. Impact by race and disability of the use of out-of-school suspensions, for students with, and without disabilities**

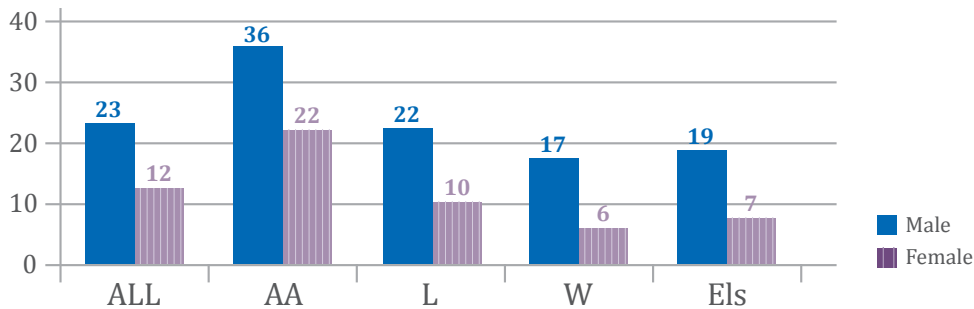
School Level	All	Am. Ind	Asian/PI	AA	L	White	English Learners	Black/White Gap
Elementary Without	2	2	0	6	2	1	1	+5
Elementary With Disabilities	4	3	0	9	2	2	2	+7
Middle Without	7	8	2	23	12	6	11	+17
Middle With Disabilities	18	12	2	31	17	12	14	+19
High Without	7	8	3	23	11	7	11	+16
High With Disabilities	20	11	3	32	18	14	15	+18

Source: CRDC, 2009-2010

Note: Numbers are rounded to whole numbers

As high and disturbing as these national rates by race and disability status appear, even more profound disparities are found at the secondary school level when the use of suspension is looked at by race, gender, and disability status combined. The following graph depicts the starkest disparities found at the national level.

## Secondary Students of Color with Disabilities by Gender Reveals the Most Alarming Rates



***Most alarming of all our findings is that more than one out of every three Black male secondary school students with disabilities (36%) was suspended out of school at least one time in 2009-2010. This high risk for suspension is 14 percentage points greater than the next racial gender disability group, Latino secondary school males, at 22%. As the data in the attached spreadsheet demonstrate, the patterns depicted in figure 2 are found in most districts, often at even higher rates.***

As will be explored in the discussion section, disparities in the data for students with disabilities raise a number of legal questions regarding compliance with federal anti-discrimination laws intended to prevent the frequent exclusion from school of students with disabilities.

The uncomfortable truth about the national data presented thus far is that even greater disparities are regularly found at the district and school level, where discipline policies and practices vary. For this reason, the remainder of this report is focused on giving readers a clear picture of the number of districts and schools suspending even higher numbers of adolescent youth, and to contrast those districts and schools with the large number that are suspending youth at rates below the national average.

The central purpose of this report, aside from raising awareness about the extent of the problem and civil rights concerns about the impact of harsh policies, is to point out that the alternatives are not merely aspirational, as they already are in play at thousands of middle schools and high schools across the country.

Furthermore, it must be noted that a number of states, including Connecticut and Maryland, have enacted legislation or created new regulations designed to encourage districts to reduce the use of out-of-school suspensions; in Maryland the goal is also to reduce racial disparities in the use of suspension. The data in this report are the most recent readily available to the public; nevertheless, they lag behind the important work going on in these states, and in many districts as well.

It also should be mentioned that a handful of states, including Texas, Connecticut, Maryland, Wisconsin, and soon California publish an array of state, district-, and school-level data disaggregated by race and ethnicity. Unfortunately, most states provide little-to-no data on discipline on their websites, and even fewer break it down by school level or provide the cross-sectional analysis provided in this report. In the near future we shall publish a 50 State guide, developed in collaboration with the Council for State Governments' Justice Center, on what discipline data each state reports to the public on their website and include links to these known data sources.

That said, working with the federal data, we have consistently found a wide range of the use of out-of-school suspensions in every state.<sup>7</sup> An even wider range was found within many large districts. For this reason, the remainder of this report is dedicated to providing a detailed sense of secondary school suspension rates at the district and school level.

---

<sup>1</sup> Daniel J. Losen, JD, M.Ed, is director of the Center for Civil Rights Remedies at The Civil Rights Project at UCLA. Tia Elena Martinez is a researcher with the Civil Rights Project at UCLA.

<sup>2</sup> Unfortunately, the data needed to calculate a nationwide suspension rate consistent with the entire sample for these subgroups were not always available.

<sup>3</sup> To find the combined numbers, one must add the data made publicly available online at the website <http://ocrdata.ed.gov>. OCR intends to apply a formula using statistical weights to “project” state and national estimates, which it will make public, but likely only covering the K-12 gradespan altogether. Because the national sample contains 85% of all enrolled students in the nation, we believe that the national estimates we have calculated without applying statistical weights will be similar.

<sup>4</sup> For a full discussion of this concern see Lynn-Whaley, J., & Gard, A. (2012). *The Neuroscience Behind Misbehavior: Reimagining How Schools Discipline Youth*. Paper presented at the National Leadership Summit on School-Justice Partnerships: Keeping Kids In School and Out of Court, New York City. [http://school-justicesummit.org/pdfs/journal-web\\_paper\\_2.pdf](http://school-justicesummit.org/pdfs/journal-web_paper_2.pdf)

<sup>5</sup> The district-level data reported here were provided to the public by the federal government. The raw data can be obtained from the following federal website: <http://ocrdata.ed.gov>.

<sup>6</sup> Our report in 2010 was based on data from the 2006-2007 school year but only provided a in-depth review of middle schools in 18 large urban districts. Changes in collection practices, such as the added inclusion of short-term suspensions of students with disabilities in the more recent counts, and different data-cleaning issues with the 2009-2010 data, make direct comparisons to our 2006 estimated rates less than precise.

<sup>7</sup> Our national report published in August, 2012 and available on our website provides a state analysis and state rankings in terms of the Black/White discipline gap based on the suspension rates for the entire K-12 grade-span.



# DISTRICT and SCHOOL-LEVEL FINDINGS

The following district- and school-level analysis provides a clear picture of the overuse of suspension in too many U.S. districts and schools. This information is important because the public and most policymakers don't get detailed reports of discipline data on a regular basis and are unaware of the high secondary school rates. Furthermore, when discipline data are reported, the public is rarely provided with a breakdown by school level along side information broken down by subgroup. We believe both are needed.

For example, in the K-12 analysis the Center for Civil Rights Remedies published in August 2012, we found that, in nearly 200 U.S. school districts, 20% or more of all students enrolled had been suspended at least one time during the 2009-2010 school year. In this secondary school analysis of the same dataset, we find that the number of school districts suspending more than 20% of their student bodies tripled at the secondary level, to approximately 600. Of these districts, 323 were found to have suspended at least one out of four secondary school students (25%). Table 3 presents the complete distribution of the national sample.<sup>1</sup>

**Table 3: National District Distribution of Secondary School Suspension Rates for All Enrolled Students**

0-4.99%	5.0 to 9.99%	10.0 to 14.99%	15.0 to 19.99%	20.0 to 24.99%	25% or above
2,137	1,717	979	485	267	323

*N* = 5,908

As this analysis demonstrates, the alarming number of high-suspending schools and districts rises dramatically when we track the risk of suspension for different subgroups of students by race, disability status, English learner status, and gender. This report focuses on one benchmark for high suspension: 25% of enrollment and higher. Most would agree that suspending a quarter of any student body is not merely problematic but cause for alarm. Table 4 provides an example of how the distribution of district secondary suspension rates shifts radically when we disaggregate by race.

**Table 4: National District Distribution of Secondary School Suspension Rates for Black Students**

0-4.99%	5.0 to 9.99%	10.0 to 14.99%	15.0 to 19.99%	20.0 to 24.99%	25% or above
577	446	402	393	344	761

*N* = 2,923

A comparison of the Tables above reveals a stark contrast. While 65% of all school districts suspended fewer than 10 percent of their student body in 2009-2010, this was true in only 35% of the districts enrolling at least 50 Black students.

***Number of School Districts in U.S. with Secondary School Suspension Rates Equal to or Higher Than 25% of Enrollment for Each Subgroup Listed***

- Asians/Pacific Islanders: 7
- American Indians: 41
- English Learners: 92

- Whites 103
- Latinos: 125
- Blacks: 761
- Students with Disabilities: 987

The next list offers a snapshot of district-wide rates that rise even higher when the intersection of race with gender and disability status are examined. To be included, the districts had to enroll at least 50 students from each subgroup in question.<sup>2</sup>

***Number of School Districts in U.S. with Secondary School Suspension Rates Equal to or Higher Than 50% of Enrollment for Each Subgroup Listed***

- Asians/Pacific Islanders: 1
- Latinos: 3
- Whites: 6
- American Indians: 7
- All Females: 8
- English Learners 11
- Black Females: 19
- Whites with Disabilities: 40
- Blacks: 65
- Males 69
- White Males with Disabilities: 70
- All Students with Disabilities: 104
- Black Males: 179
- Black Males with Disabilities: 211

Below we contrast these high district suspension rates with those of schools that have the relatively lower rate of 10% or less. We found that 3,752 school districts did not exceed a 10% risk for suspension for any subgroup. By tracking schools with lower suspension rates, it becomes clear that alternatives to “hotspots” are not only feasible but fairly common. However, we do not mean to suggest that rates around 10% should be the goal.

This wide range in the use of suspension supports research findings indicating that the variation in suspension rates is really not determined by poverty or student demographics, but by factors that educators and policymakers can control.<sup>3</sup>

It should be noted that the following analysis and description of district data represent just a small sample of the information provided on the spreadsheets available on our website. The spreadsheets contain similar information on nearly every district in the U.S., broken down even further by elementary, middle, and high school, and with additional analysis of the intersection of race with gender and with disability status.

# Hotspot Schools

In 2009-2010, at least 2,624 secondary schools across the nation suspended 25% or more of their total student body. We call schools with rates of 25% or greater “hotspots.” Of these secondary schools, 519 had suspension rates equal to or exceeding 50% of their aggregate student body. In contrast, most secondary schools are relatively lower suspending: close to 16,000 secondary schools (about 60% of the sample) suspended 10 percent or less of all enrolled students.

We know that many individual schools that appear lower suspending in the aggregate may be suspending high percentages of certain subgroups. For this reason, we focus on the 6,957 hot spot schools that met or exceeded the 25% suspension mark for at least one racial group, males or females, English learners, or students with disabilities. For the purpose of this analysis, we include as hotspots only those schools whose student body included at least 50 members of the subgroup in question.

Some of the school districts with the highest number of hotspots were also found to have high average district suspension rates. Chicago was one of these, with a district-wide average of 27.5% for all secondary school students, and a rate of 41.6% for Blacks and 10.6% for Whites. However, the list below is not a ranking of the “worst” districts. We highlight these districts because they could have a great impact if they changed policies and practices and targeted resources to address the suspension problem at the school level.

## ***10 Districts with the Largest Number of “Hotspot” Secondary Schools<sup>4</sup>***

1. City of Chicago, IL (82)
2. Memphis City, TN (68)
3. Clark County, NV (65)
4. Los Angeles Unified, CA (54)
5. Houston, TX (53)
6. Dallas, TX (43)
7. Columbus, OH (40)
8. Baltimore County, MD (38)
9. Wake County, NC (38)
10. Jefferson County, KY (37)

The data presented here leave no doubt that we face a serious problem in our schools, but we also have good reason to believe that much can be done to remedy that problem. For example, as the list below shows, many districts had numerous “lower-suspending” schools (did not exceed 10% for any subgroup for which there were at least 10 members).

## ***10 Districts with the Largest Number of Lower Suspending Secondary Schools***

1. Los Angeles Unified, CA (81)
2. San Diego Unified, CA (39)
3. Charlotte-Mecklenburg Schools, NC (36)
4. Philadelphia City School Districts, PA (35)
5. Montgomery County Public Schools, MD (33)
6. Fairfax County Public Schools, VA (31)

7. District of Columbia Public Schools, DC (26)
8. East Baton Rouge Parish School Board, LA (26)
9. Detroit City School District, MI (26)
10. Clark County School District, NV (26)

It is important to note that several districts, including Los Angeles and Clark County, are on both lists. If we had expanded the lower suspending list to 20 districts, Chicago, Houston, and Jefferson County would have been recognized for also having large numbers of lower suspending schools.

These two lists exemplify the wide range of suspension rates and demonstrate that both types of schools can be found within one district. This suggests that successful alternative approaches are already in place in many districts. Furthermore, several states and districts have taken specific action to reduce the use of suspension, such as new regulations initiated by the state of Maryland and efforts spurred by community members in Denver and Philadelphia. Other districts, including Los Angeles and Oakland, have entered into a resolution agreement with the federal government to change discipline practices as a response to racial disparities. Therefore, some districts are making concerted efforts to address the problem and their progress is not reflected in these data.

## The Los Angeles Example

Los Angeles exemplifies the contrast in the use of suspension. If we compare its district-wide rates with others, it would be on the lower suspending end of the spectrum. In fact, LA has more lower-suspending secondary schools (81) than high-suspending hotspots (54). However, as the following profile and cross-sectional analysis demonstrate, many subgroups of students in Los Angeles have an alarmingly high risk for suspension. In addition to the following three-page detailed description of Los Angeles, we profile 19 more large districts in our appendix in order to provide a concrete sense of the size and variability of the problem at the large district level.

---

<sup>1</sup> A small number of districts in the sample had fewer than 50 students enrolled, total. These were excluded from the analysis.

<sup>2</sup> The files we analyzed contained numbers rounded off to the nearest five; therefore, the number of districts is not precise. In some cases a district might have been improperly identified. However, we also removed from these counts many districts that enrolled fewer than 50 students from the given subgroup. Including those districts that would have exceeded the 50 percent threshold. In balance we believe that the numbers presented are a conservative estimate. Further, we did not count any school or district in these school and district counts if over 100% of the enrollment of the subgroup in question was suspended. For a full description of our data cleaning efforts see the methods section of this report.

<sup>3</sup> As the 2011 Council of State Governments' Justice Center's study of Texas found, a tremendous variation in the use of suspension can be found within a school district, and these differences are likely attributed to factors that schools can control.

<sup>4</sup> It is worth noting that districts like New York City and several larger districts in Florida might have made this list, but they were not considered because of systemic errors we detected in their data reporting. Our analysis also eliminated all schools that suspended over 100 percent of a given racial/ethnic group or for English learners and recalculated district averages.

# LOS ANGELES (CA) UNIFIED SCHOOL DISTRICT (2009-2010)

Suspension Rate K-12 for All Students: 5.9%

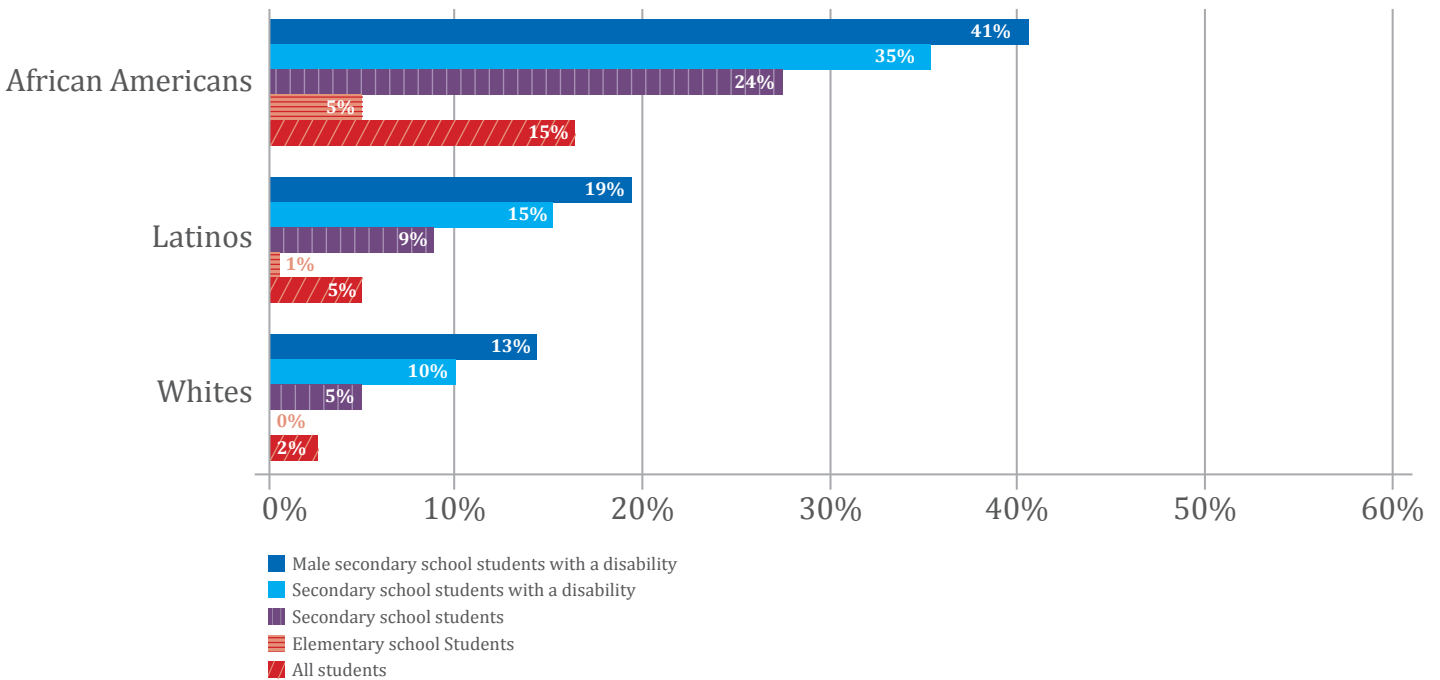
Suspension Rate for All Secondary School Students: 9.6%

Number of Students Suspended One or More Times: 37,470

Number of Secondary School Students Suspended One or More Times: 29,275

Disaggregation by school level, race, and disability status reveals profound disparities in the risk for out-of-school suspensions. The graph below and detailed tables that follow describe deep disparities along the lines of race, gender, disability status, and English learner status that are much greater at the secondary school level than at the elementary school level.

**Figure 1: Risk for Suspension at the Elementary and Secondary Levels by Selected Subgroups**



In the Los Angeles Unified School District (LAUSD), the risk for suspension increased from elementary to secondary school as follows: 5 points for Whites, 8 points for Latinos, and 19 points for Black students. However, for each racial group, males with disabilities enrolled at the secondary level were most at risk for suspension.

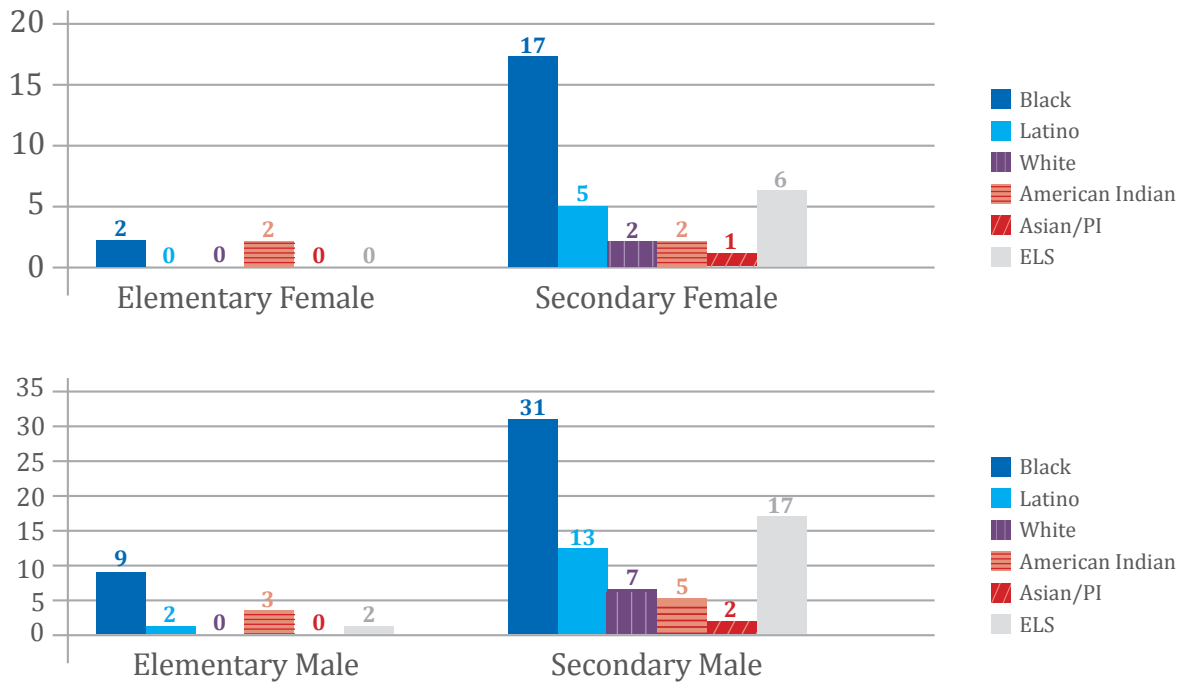
**Table 1: Students with Disabilities Compared to Students without Disabilities by Race and School Level**

Los Angeles Unified School District	Elementary School Students Without Disabilities	Elementary School Students With Disabilities	Secondary School Students Without Disabilities	Secondary School Students With Disabilities
White	0%	0%	4%	10%
Latino	1%	2%	8%	15%
Black	4%	12%	22%	35%
Asian/Pacific Islander	0%	1%	3%	2%

All numbers rounded to the nearest whole number. (Only included if 100 students enrolled in subgroup)

In the LAUSD, the gap between Black and White students ranged from 4 points for elementary students without disabilities to 25 points for secondary students with disabilities. The Latino/White gap was also greater at the secondary school level.

**Figure 2: Percentage of Enrolled Subgroup Suspended at Least Once by Race and English Learner Status (ELS) with Gender by School Level**



Note: All numbers rounded to the nearest whole number

The graph shows a steep rise in the risk for suspension at the secondary level in the LAUSD that is especially large for Black male students and male English learners. Most notable is that nearly one in three Black secondary school males were suspended at least once. Moreover, English learners, especially males who were suspended at relatively low rates in elementary school, became the second most frequently suspended male group at the secondary school level. Finally, Black females at the secondary level were suspended at a higher rate than any subgroup of secondary male students except Blacks.

## Hotspot and Lower-Suspending Secondary Schools in the LAUSD

Research has indicated that profound differences in suspension rates can be found at the school level within one district. The second and third columns in the chart below show the number of secondary schools in Los Angeles Unified that suspended 25% or more and 50% or more of any subgroup by race/ethnicity, gender, disability status, or English learner status. The fourth column shows the number of schools that suspended 25% of their total enrollment without disaggregation and the last column shows the number of schools that did not suspend more than 10% of any subgroup.

**Table 2: Number of Hotspots and Lower-Suspending Secondary Schools for All Groups in the LAUSD**

Number of Schools	Suspended Any Group Over 25%	Suspended any group Over 50%	All Student Rate Over 25%	Suspended No Group Over 10%
215 Secondary Schools	54	13	13	81

- Thirteen secondary schools in the LAUSD suspended over 25% of their student body in the aggregate.
- One-fourth of LAUSD's secondary schools (54) suspended at least one subgroup at that high rate.
- Of these, 13 secondary schools suspended at least one subgroup at a rate of 50% of total enrollment.
- LAUSD also had a high number of (81) lower-suspending schools where not one subgroup experienced a suspension rate above 10%.
- This analysis did not look at race with disability or with gender at the secondary school level.

**Where to find out more about LAUSD or other school districts:** The information in these tables is available for every school district that reported its data to OCR in 2009-2010. For convenience, we have provided an analysis, like that for LAUSD above, for 19 other large districts representing every region of the United States.

**The full set of analyzed data collected on every district by OCR in 2009-2010 is available via the spreadsheets posted (along with instructions) on our website.** The Excel document allows users to sort and filter by all the indicators represented in these graphs and tables, and also to compare district data to districts within each state or across the nation. Much of this information will soon be available by using a web tool on our website that will allow for some degree of comparison. Additional data on school discipline for 2011-2012 that is otherwise identical to the raw data analyzed for this report can be obtained by filing a Freedom of Information Act request with your school district.

# DISCUSSION AND CONCLUSIONS<sup>1</sup>

The high suspension rates described in this report are important because it is educationally unsound to suspend students out of school frequently for violating school code (Academy of American Pediatrics [AAP], 2013). While many assume that students usually are suspended only for the most serious and dangerous behavior, this report, which is based on federal data from 2009-2010, demonstrates that such assumptions are out of date, especially for students of color who attend America's middle and high schools. Other research that analyzes state databases containing the reasons students are suspended demonstrates that most out-of-school suspensions are for minor offenses. In fact, the data in this report excluded expulsions, school-based arrests, and referrals to law enforcement. Such actions may also be excessive, but most likely are resorted to in response to serious offenses. Under federal law, for example, students who bring guns to school must be expelled; therefore, the most serious offenses are not reflected in the suspension figures.

Reports on disparities in school discipline often fail to capture the alarmingly high percentage of secondary school students who are suspended. This report specifically emphasizes the high frequency with which some schools suspend students - because the inflexible response to misbehavior in zero-tolerance or "tough love" environments is more likely harming students' futures, undermining teacher-student and teacher-parent relationships, seriously reducing instructional time, and undermining overall school performance. Moreover, as our comparison between elementary and secondary schools demonstrate, the size of the racial gap in the risk for suspension, especially between Blacks and Whites, expands as suspension use increases.

Research demonstrates that higher suspending schools reap no gains in achievement, but they do have higher dropout rates and increase the risk that their students will become embroiled in the juvenile justice system (Balfanz, 2013; Fabelo, 2011; Schollenberger, 2013). Research also indicates that the frequent use of suspensions could be a detriment to school and community safety because it increases student disengagement and diminishes trust between students and adults (Finn, 2013)(Steinberg 2013). Finally, the tremendous disparities in the use of suspension at the secondary level may violate civil rights law (Kim, Losen, & Hewitt 2010). Therefore, over-reliance on out-of-school suspensions in the face of more effective alternatives is tremendously costly to our economy and to the very fabric of our democracy (Kupchik, 2013; Marchbanks, 2013). Failing to use alternatives that have well documented better educational and social outcomes is a serious failure of educational leadership.

## **Are All Out-of-School Suspensions Educationally Unsound?**

Most people can imagine a scenario in which an out-of-school suspension might be warranted. For example, two students involved in a serious altercation are spreading rumors of getting revenge, but their acts are not serious enough to warrant expulsion. For safety's sake, the adults may want to impose a suspension to deescalate the situation, followed by a course of action designed to resolve the underlying problem. However, it's not clear in such cases why an out-of-school suspension, where there is no guarantee of adult supervision, would be preferable to an in-school suspension or some other adult-supervised intervention.

Clearly this report does not challenge the rare use of suspension by teachers or administrators faced with serious misbehavior or dangerous circumstances, nor does it suggest that teachers should be left without viable options to deal with seriously and persistently disruptive youth. However, the Academy of American Pediatrics recently concluded that "out-of-school suspension and expulsion are counterproductive to the intended goals, rarely if ever are necessary, and should not be considered as appropriate discipline in any but the most extreme and dangerous circumstances, as determined on an individual basis rather than as a blanket policy" (AAP, 2013, p. 1005).

There are good alternatives to the frequent use of suspension. In fact, our report found that there are well over 13,000 secondary schools that suspended 10 percent or less of their student body in 2009-2010.



Though far from ideal, if current high-suspending schools and districts could bring their rates to below the 10 percent mark for every subgroup, it would be a tremendous improvement and likely translate into higher graduation rates and significant savings for the taxpayer. In fact, at least 7,710 secondary schools have already met this mark for every subgroup.

Unfortunately, the number of educators who embrace the idea that frequent suspensions are necessary and unavoidable may still be on the rise. The history of out-of-school suspension shows that, as its use has increased since the 1970s, the racial gap in suspension rates between Blacks and Whites has grown dramatically, from fewer than six percentage points forty years ago at the secondary level to over seventeen today.<sup>2</sup> Furthermore, the wide variability in the use of suspension, even controlling for demographics, indicates that leadership, policies, and practices at the district and school level drive much of the difference in the use of suspension. (Skiba, 2013)(Fabelo, 2011).

Fortunately, when coupled with a growing body of research that includes findings from new studies commissioned by the Center for Civil Rights Remedies, the empirical findings presented in this report point toward a range of viable alternatives that can replace out-of-school suspensions and help to reduce the glaring racial disparities we have described. Our separate Research Summary: Closing the School Discipline Gap, posted on our website, provides a more comprehensive review of these new studies, which were presented by leading researchers at a conference held in Washington, D.C., in January 2013.<sup>1</sup> Each paper is posted on our website, too.<sup>3</sup>

This discussion section underlines the alternatives described in our August 2012 report on K-12 suspensions, with updates from these recent research findings. The last section of this discussion highlights recent developments not covered in prior reports that suggest law enforcement is paying attention to the extreme racial disparities in suspension rates, and that federal actions promise a return to reserving the use out-of-school suspension as a measure of last resort.

## **Alternatives That Work**

***Change codes of conduct to ensure that exclusion is a measure of last resort:*** A good alternative in many cases is to revise the code of conduct at the district and school levels to be constructive rather than punitive. There is no research demonstrating that out-of-school suspension where there is no guarantee of any adult supervision is an appropriate response to a minor violation. Take truancy, for example; logic dictates that there is no deterrent value in suspending a youth for truancy and that many students who are truant or tardy are disengaged from school already. Research suggests that for many disengaged youth getting suspended may simply reinforce their behavior and make any reengagement with school less likely. Therefore, it would be more effective to end any policy that suspends youth for being truant or repeatedly tardy.

***Systemwide Positive Behavior Interventions and Supports:*** Systemwide Positive Behavioral Interventions and Supports (PBIS) is a well-established systemic and data-driven approach to improving school learning environments (Horner, Sugai et al., 2009; Metzler, 2001; Muskat, 2008). The emphasis of this approach is on changing underlying attitudes and policies concerning how behavior is addressed (Sugai & Horner, 2002). The most recent research findings, however, suggest that schools and districts will reduce both suspensions and racial disparities more effectively if they revise their school codes to align with the positive and constructive framework of PBIS (Fenning, 2013), and provide multicultural training (Vincent, 2013) that pays specific attention to the data on race and ethnicity as part of the PBIS implementation. These are very important but not simple changes, and schools will need professional help and resources to implement them successfully, particularly in districts where counselors and other support staff have been drastically reduced.

***Support and training for teachers and leaders:*** A wealth of research links effective classroom management with improved educational outcomes (Brophy, 1986). Recently released findings indicate that at least one teacher-training program, My Teaching Partner-Secondary, that focuses on improving

student engagement, both increased achievement and significantly reduced racial disparities in discipline (Gregory, 2013). The significantly higher suspension rates students experience as they move from elementary to middle school suggest that classroom-management issues become greater as young children become adolescents, and thus are more likely to challenge authority figures. Teachers serving adolescents may need more specialized training that includes a greater understanding of adolescent development. The large racial differences in suspension rates also suggest that training to bolster classroom-management skills would be even more useful if it included components of multicultural sensitivity, which would help make teachers aware that implicit bias may affect how they discipline their students. The data also suggest that teachers might benefit from increased support and training in working with students with disabilities, who are increasingly mainstreamed in general education classrooms.

Leadership training and accountability also could generate improvement. As noted earlier, variations in school leaders' approaches to discipline can make a profound difference in students attendance and educational outcomes. (Skiba 2013). Accountability policies that only emphasize test scores and do not create incentives for keeping students in school and graduating them need to be revised.

***Social and emotional strategies:*** Other alternative disciplinary methods include ecological approaches to classroom management and social-emotional learning. An ecological classroom-management approach “deals with school discipline by increasing the strength and quality of classroom activities” (Osher et al., 2010, p. 49). Its defining characteristics are well-planned lessons, varied methods of instruction, clear and developmentally appropriate behavioral expectations, and careful monitoring of student engagement that includes effective empathetic responses designed to reengage students and avoid escalating conflicts. Social and emotional strategies also teach specific methods for developing student assets that foster the development of self-discipline (Osher, 2010). Osher’s most recent findings describe tremendous benefits in Cleveland Ohio which implemented social and emotional learning strategies district-wide. These included substantial reductions in suspensions and improved the school climate (Osher, 2013).

***Restorative practices hold promise:*** With the number of positive examples mounting, there is considerable interest in expanding restorative practices, also known as restorative justice, as an alternative to out-of-school suspensions and expulsions. The Christian Science Monitor recently featured one high school in the Oakland Unified School District that has implemented restorative practices and cut its suspensions in half (Khadaroo, 2013). A central goal of this approach is to change the mindset of misbehaving students to help them gain greater respect for individuals in their community, including themselves, and more accountability to the community at large. Central to the concept of accountability is repairing any harm caused to victims and making the community whole, and doing so in a manner that also addresses the needs of the offenders so they are less likely to misbehave in the future. As summarized by Abbey Porter, restorative justice “provides high levels of both control and support to encourage appropriate behavior, and places responsibility on students themselves, using a collaborative response to wrongdoing” (Porter, 2007).

In sum, restorative justice seeks to replace a punitive approach to discipline with a more constructive, collaborative, and humane approach that embraces all members of the community, including those who break the rules. Restorative practices thus entail systemic changes in how educators think about the role of school discipline and how disciplinary responses are meted out.

According to one recent review of the research, “nationally, . . . there is now considerable evidence that restorative approaches can produce a promising number of positive outcomes in the academic environments, including reduced suspension and expulsion, decreased disciplinary referrals, improved academic achievement and other beneficial results” (Schiff & Bazemore, 2012, p. 74). “Teachers implementing this approach use core strategies, such as conferencing circles, to resolve conflict and engage students in managing the environment” (Fishman & Hack, 2012). At a National Leadership Summit on School-Justice Partnerships held in March 2012, several experts presented promising examples of how restorative justice improved school climate and reduced out-of-school suspensions.<sup>4</sup>

Although researchers who study restorative justice are only beginning to develop empirical proof of its effectiveness, increasing reports of success suggest that this is a viable alternative to out of school suspensions (Schiff, 2013).

### **Secondary Schools Can Make a Difference**

The findings on middle and high schools in this report demonstrate a tremendous variation in suspension rates, even within school districts. This is consistent with research that tracked all the middle school students in Texas for six years, controlling for race, poverty, school size, and past behavior, which found tremendous variation in the use of suspension between demographically similar schools and within school districts. The researchers concluded that much of the difference in suspension rates was due to factors within the control of the schools (Fabelo et.al, 2011).

### **High security measures and alternative disciplinary schools may exacerbate suspensions and disparities without improving the sense of safety.**

Another recent study presented at our January “Closing the School Discipline Gap” conference suggests that high-security measures, including school police and metal detectors, are related to lower levels of perceived safety and the high use of suspensions, and may contribute to racial disparities (Finn, 2013). The point we are making is not to ignore safety concerns but that, to increase safety, scarce resources are better spent on making school environments more engaging, trusting, and supportive centers of learning. In Cleveland, for example, the district’s initial investment in police and security hardware following the school shooting had no measurable benefits on improving school climate. When the district turned to support systems for social-emotional learning, teacher training, and a less punitive approach to school discipline, suspensions were reduced while the sense of safety increased (Osher, 2013). In addition, a districtwide study of alternative disciplinary schools showed that being removed from the mainstream to attend these separate schools had a high correlation with future involvement the juvenile justice system, thus raising serious questions about their efficacy as a preventive intervention (Vanderhaar, 2013).

As a matter of policy, all agree that we want safe and productive learning environments for all students. Moreover, harsh discipline policies and practices that inflict harm on some subgroups more than others, are not just bad policy, they likely violate antidiscrimination law. As described in greater detail in our August 2012 report, several states, including California, Connecticut, and Maryland, have made significant strides toward reducing the use of out-of-school suspensions. Important initiatives are also ongoing in large districts such as Baltimore, Cleveland, Denver and Philadelphia. These changes were initiated by concerned community groups, educators, and policymakers rather than by federal enforcement agencies.

One goal of this report is to raise awareness of the frequent use of suspensions and the dramatic disparities by race, gender, disability status, and English learner status. We have faith that a hard look at these facts, coupled with greater knowledge of the alternatives described above, will encourage policymakers at all levels of government to consider the policy recommendations in our conclusion and take action. In other words, independent of civil rights law, we hope that policy initiatives will support changes in high-suspending districts and schools as a matter of sound educational policy.

### **Federal Civil Rights Enforcement Agencies Are Taking Notice**

That said, this report brings federal law enforcement developments to the discussion to demonstrate that these agencies are also increasingly aware of the degree of disparity highlighted in this report and the potential legal implications.

Federal civil rights law applies to most public schools receiving federal funding and does not require discriminatory intent for a policy or practice to be considered discriminatory. Many wrongly conclude that if Blacks or Latinos or English learners or students with disabilities misbehave more than others, suspending them more often is fair and just, even if the use of out-of-school suspensions is not an appropriate response and even if there are better ways to respond that do not cause disparities in loss of educational

time in the classroom. Furthermore, the inequalities shown in these statistics are not marginal: *they are enormous.*

If suspension is harmful and has no redeeming educational value, suspending a major part of an already disadvantaged racial or ethnic group raises serious civil rights questions. This is often referred to as the “disparate impact” approach. While data disparities alone would not automatically equate to a civil rights violation, suspending more Black students for truancy, for example, might be a civil rights violation if suspending truant children failed to deter truancy. In any case, it should trigger a serious civil rights investigation.

Although most cases are far more complicated than those involving truancy, the U.S. Department of Education and the U.S. Department of Justice (DOJ) are taking action in the enforcement arena. Specifically, the Department of Education has said it will use the disparate impact approach to enforce civil rights protections where issues of discriminatory discipline arise (Zehr, 2010). The disparate impact analysis includes three core questions that can be used to determine whether a school’s discipline policy or practice has violated antidiscrimination law because of its disparate impact: (1) Does the policy or practice or method of administration have an adverse and disparate effect on students along the lines of race, disability status, English learner status, or gender? (2) Is it educationally necessary? (3) If so, are there equally effective alternatives available that would have a less discriminatory impact? (Losen, 2011a).

In cases where the data disparities are profound or the district has a history of intentional discrimination (as in a standing desegregation order), questions of educator intent arise. In most cases, whether initiated by complainants or directly by the education or justice department, the immediate goal is not to cite the district for violating civil rights law but to end any intentional discrimination immediately. The ultimate goal, however, is to also help the district replace its policies or practices that are contributing to the high discipline disparities with new ones that are educationally sound and will likely reduce or eliminate the harmful and disparate impact.

The following three brief summaries, although not specific to secondary schools, represent just a handful of cases where, since 2009-2010, federal enforcement agencies and school districts have agreed to change policies and practices to redress disparities in the use of exclusionary discipline.<sup>5</sup> These agreements should be of interest to federal, state, and district-level policymakers, as they spell out alternatives to high-suspending policies and practices that districts have undertaken voluntarily; it is worth noting that no district in any of these cases admitted to a violation. Districts with large disparities need not wait till complaints are filed to pursue similar changes.

### **Remedies in Oakland, Palm Beach, and Meridian**

**Oakland, CA:** The ongoing work to address racial disparities in discipline in Oakland came about after the Office of Civil Rights (OCR) initiated an investigation called a “compliance review.” The scope of the investigation included whether African American students were disciplined both more frequently and/or more harshly than White students. The U.S. Department of Education’s press release about the Oakland agreement, which praises the district, illustrates that the purpose of such investigations is to coordinate efforts to reduce discipline disparities and improve educational outcomes, rather than to condemn school districts for possibly violating civil rights law. The press release specifically states:

Announcing the agreement, Russlynn Ali, assistant secretary for Civil Rights, praised the leadership of Oakland Unified School District Superintendent Anthony Smith.

“The District’s commitments in this unprecedented and far-reaching agreement will lead to less frequent use of exclusionary discipline and increased educational opportunities,” said Assistant Secretary Ali. “The challenges addressed by this agreement are not unique to Oakland. But the District’s cooperation, commitment to crafting effective solutions, and fundamental agreement that every student deserves an equal opportunity at a world-class education made for a model process I hope to see repeated again and again across the country.”

Under the comprehensive OCR agreement OUSD will:

- Ensure to the maximum extent possible that misbehavior is addressed in a manner that does not require removal from school.
- Collaborate with experts in research-based strategies that develop positive school climates by preventing discrimination in the implementation of school discipline.
- Identify at-risk students and provide them with support services in order to decrease behavioral difficulties, and continue to provide academic services for students who are removed from school for disciplinary reasons.
- Review and revise its disciplinary policies.
- Provide training for staff and administrators on its discipline policies, and develop and implement programs for students, parents and guardians that will explain the District's discipline policies and behavioral expectations and that will inform parents and guardians of their right to raise concerns and file complaints concerning discipline.
- Conduct an annual survey of students, staff, community members and parents regarding discipline.
- Improve its discipline data collection system in order to evaluate discipline policies and practices, with the goal of replicating "best practices" throughout the District.<sup>6</sup>

**Palm Beach County:** The Palm Beach County agreement inspired the attention we have given the suspension of English learners in this report. The case involved the wholesale denial of enrollment to English learners, as well as their disparate disciplinary exclusion. The DOJ reached a settlement agreement with the Palm Beach County School District "to prevent and address discrimination in school enrollment and student discipline."<sup>7</sup>

The DOJ press release included these highlights:

- Places limits on exclusionary discipline, such as suspension, and prohibits exclusionary discipline for minor misbehavior;
- Expands the use of positive behavior interventions and supports, and requires that these interventions and supports be accessible to ELL students, including through appropriate translation or interpretation services;
- Prohibits school officials from involving law enforcement officers to respond to behavior that can be safely and appropriately handled under school disciplinary procedures;
- Requires monitoring of discipline data to identify and respond to disparities; and
- Requires training for relevant personnel on all revised policies and procedures.<sup>8</sup>

Among the most interesting requirements is that, in addition to adopting schoolwide "evidence-based" approaches to classroom management, including Schoolwide Positive Behavioral Interventions and Supports, the district agreed to hire someone to coordinate the implementation of PBIS, including its coordination with "professional development that incorporates culturally and linguistically responsive practices" (Agreement at p. 12). These measures are aligned with new research-based findings (Vincent 2013) suggesting that intervention programs, and PBIS in particular, should include training in cultural competence to ensure that they help reduce racial disparities.

Equally important is the agreement statement that the district's principals shall provide teachers with sufficient training and support to create positive classroom environments, and will provide monitoring and mentoring and take other measures to ensure that teachers work with students and parents and explore interventions before referring students to the School Discipline Administrative Team (at pp. 13-14).

**Meridian, MS (pending approval in 2013):**<sup>9</sup> The Department of Justice had jurisdiction in Meridian because the district is still under a desegregation consent decree. In 2010, the department “received new complaints from black parents and other community members in Meridian alleging that the district had implemented a new harsh discipline policy, which was resulting in the disproportionate suspension, expulsion, and school-based arrest of Black students in the Meridian schools, often for minor offenses or rule violations.”<sup>10</sup> This case stands out in part because, after reviewing data from three school years between 2009 and 2012, the DOJ found that exclusion from school accounted for 79 percent of all disciplinary consequences with large racial disproportionality. It concluded that “black students frequently received harsher consequences, including longer suspensions, than white students for comparable misbehavior, even where the students had similar disciplinary histories” (at p. 3).

The Consent Order includes many steps, such as changes to the school’s code of conduct to eliminate minor (e.g., dress code) to moderate (e.g., excessive tardiness) non-threatening infractions from the list of possible suspendable offenses (at pp. 17-18). More generally, the order states that the district “shall not administer exclusionary discipline consequences prior to attempting and documenting non-exclusionary corrective strategies and interventions except in emergency situations involving serious and immediate threats to safety” (at p. 3). These strategies include “reflective activity, parent contact, letter of warning, loss of privileges, in-school detention and restorative justice practices” (at p. 18).

With language very similar to that found in the Palm Beach County agreement, the Meridian order lays out the district’s commitment to using and monitoring data; to full implementation of PBIS, with sufficient resources and training and professional development; and to “select qualified consultants to assist the district in the areas of (a) classroom management, including culturally responsive instruction; and (b) school discipline and race, including practices for identifying and reducing racially disparate discipline.”

The agreements with the Oakland, Palm Beach County, and Meridian public schools are of profound importance, for they offer concrete examples of viable changes that any district can undertake. In each case, the high suspending school district:

- recognized that the enforcement of its harsh discipline code was not justifiable and was having a disparate negative impact on a specified subgroup of students;
- agreed to revise the code of conduct and no longer suspend students from school for minor nonthreatening misbehavior;
- agreed to get outside help to select and implement alternative discipline practices, including but not limited to PBIS and professional development to improve multicultural competence;
- will support the professional development for teachers in both multicultural competence and classroom management;
- will monitor the use of discipline with greater frequency and pay close attention to disparities.

### **Are Data Disparities Automatic Proof of Discrimination?**

Data alone are not sufficient to prove unlawful discrimination. In fact, there often is no clear evidence that one subgroup is getting harsher and therefore different treatment for similar misbehavior, like the Black and White students in Meridian. As discussed, data disparities caused by unsound or hard-to-justify policies or practices can have a disparate impact, and can violate civil rights law on that basis. The data provided in this report also raise the important related question of whether some form of unintended, unconscious, or “implicit” bias is a contributing factor.

Many studies, including those presented at CRP’s Closing the Discipline Gap Conference in 2013, indicate that racial disparities are far more likely to be found in the minor subjective offense categories, and that they are not sufficiently explained by the theory that Black or other minority students are simply misbehaving more (Finn, 2013; Skiba, 2013). Furthermore, tests of “implicit” racial bias developed by

neurologists at Yale and Harvard, although not specific to bias in discipline, indicate widespread negative but unconscious bias against Blacks (Baron & Banaji, 2006).

Most of us acknowledge (and leading economists demonstrate) that there are all sorts of unconscious biases that impact our decisionmaking, and that these biases can alter our perceptions in subtle ways (Ariely, 2008). To the extent that unconscious or implicit bias can slightly influence a teacher's or administrator's perceptions about behavior, or simply nudge an educator's choice between a punitive response or a milder intervention, this subtler bias would not look like blatant or intentional discrimination. It would more likely show up in statistical disparities based on data compiled on the many decisions educators made during a school year.

Ultimately, the data disparities depicted in this report should raise concerns about the possible contributions of "implicit bias," and the unsound practice of frequently suspending children from school when those children are disproportionately Black, Latino, or students with disabilities, or English learners. Moreover, the bias we are concerned with might be more intense for students belonging to several at-risk subgroups. As the cross-sectional analysis in our report suggests, there may be bias against students with disabilities, English learners, Latinos, and along gender lines that differ in degree and quality, depending on the intersection. And although beyond the range of this analysis, there is a strong concern about bias against LGBTQ youth that researchers are just beginning to document.

Students with disabilities: Among the most sobering inequities in our report are among students with disabilities, which become even more pronounced when the intersection of race and gender are added. Many are surprised by these findings, considering that federal law expressly requires schools to provide a behavioral assessment and improvement plan for students with disabilities who exhibit behavioral problems to ensure that they receive the supports and services they need.<sup>11</sup> Moreover, many students who have mental health issues but do not necessarily need special education supports and services, including students who may have experienced trauma, should be eligible for counseling and other supports and accommodations at school pursuant to Section 504 of the Rehabilitation Act of 1973. In fact, they have a legal right to such services (Kim, Losen & Hewitt, 2010).

The high rates of suspension suggest that many students who might benefit from counseling to address behavioral issues are not receiving the help they need. Although this issue is beyond the scope of this report, it is worth noting that, in 2009-2010, 11 percent of all enrolled students were identified as being eligible for special education supports and services, which included counseling. Only 1 percent of all students were not receiving special education but were identified as eligible for services and accommodations, pursuant to Section 504. In light of the essential supports and services that students with disabilities are entitled to receive, one would expect the rate of suspension among those students to be equal to or less than the rate for students without disabilities.

Moreover, pursuant to the requirements of the Individuals with Disabilities Education Act of 2004, every state is required to review each of its school districts to learn which have large racial disparities in discipline among students with disabilities. This federal law requires further district-level interventions where the disparities meet a threshold established by the state. Given the profoundly higher rates of suspension for Black secondary students with disabilities the fact that there is a nearly 18 percentage point difference between them and White students with disabilities, nationally, it appears that these requirements have not been met successfully.

In fact, a GAO report released in March 2013 looked at this and related issues, concluding that many states have thresholds that are so high that no districts are identified as having "significant disproportionality" (GAO, 2013). Given the tremendous racial disparities in suspension rates, we join the GAO's recommendation that the federal government establish uniform standards that serve the spirit of the IDEA's requirements for redressing racial disproportionality in discipline among students with disabilities (GAO, 2013).

## **Conclusion and Recommendations**

We should be dismayed at the frequent use of out-of-school suspension in our middle schools and high schools and the profound disparities in such discipline by race and disability status, gender, and English Learner status. We must press all schools, but especially secondary schools, to find more effective ways to teach children appropriate behavior at the same time we give teachers and principals the support they need to provide engaging environments and implement more promising intervention practices, where needed. Such improvements will help improve graduation rates, and helping students meet high behavioral expectations in school will likely have lifelong benefits for them, their communities, and their children.

We believe that educators go into teaching and administering schools because they want to educate children successfully. Many face frustrating and difficult situations without the training, support, and disciplinary alternatives they and the children need. We believe these educators can contribute greatly to finding a solution, and that solid plans can improve a school's climate and make it more successful with students who need help to stay on a positive path.

Until recently, the public in most states received little to no information about discipline and school climate, and rarer still are state reports with disaggregated discipline data. Some states do report the number of suspensions annually; some even include the reasons for the suspensions to the public and disaggregate their data by race, gender, or disability status. Most do not. We believe that educators, policymakers, and the public at large have a right to know this information; therefore, the companion spreadsheet to this report available on our website provides extensive and sortable details on out of school suspensions with full treatment of the intersection of race with gender, disability status and English learner status and covering most school districts in the nation, by elementary, middle school, and high school levels.

This report has only scratched the surface of the kind of disciplinary data educators should be using on a regular basis—and not only to locate problems. This report highlights how many districts there are with both large numbers of “hotspots” and low-suspending schools. Therefore, we hope the data in this report and the companion spreadsheets will be used to reveal where solutions are already in place, including the many districts that are not suspending a high percentage of students from any subgroup.

There are well-documented methods and trainings for teachers that can create safe and effective learning environments in middle schools and high schools without relying on the frequent suspension of students who are at the greatest risk for academic failure. Following recommendations from the Academy of American Pediatrics and informed by the new research, the public should reject the high-suspending status quo and take measures to ensure that the approach to challenging adolescent behavior is age appropriate and not counterproductive.

We believe that, along with the growing body of research on alternatives, the renewed efforts being made by schools and districts around the country, whether self-initiated or prompted by federal civil rights agencies, will soon provide a panoply of concrete examples of how to change policies and practices in ways that keep more students in school, while also improving the school environment, school safety, and academic outcomes. We encourage policymakers and the public to take the initiative and spur on these positive developments. Toward this end, we offer the following sets of recommendations.



### ***For Parents and Children's Advocates***

1. Request data on discipline from your school and district, especially for middle and high schools, and seek policy changes that will require annual reporting of disaggregated data on school discipline down to the school level, if not already required.
2. Bring your concerns about large racial, disability, and gender disparities and frequent use of suspensions to local and state boards of education.
3. Provide support for teachers to receive the training and assistance they need to be effective with diverse learners.
4. If necessary, file an administrative complaint with the U.S. Department of Education's Office for Civil Rights.

### ***For Federal and State Policymakers***

1. Require states and districts to publicly report disaggregated data annually, including the number of students suspended, the number of incidents, reasons for out-of-school suspensions, and days of lost instruction, and do so by school level (elementary, middle, and high). Ensure that the reported data are disaggregated by race/ethnicity, gender, English learner status, and disability status.
2. Include suspension rates among the factors schools and districts use to measure the performance of secondary schools, and as "early warning" systems to target supportive interventions.
3. Revise accountability structures to balance test scores with graduation rates and other outcomes that would help remove incentives to "push out" low achievers on disciplinary grounds.
4. Invest in remedies by providing greater support for research on promising, evidence-based interventions and targeting more funds for systemic improvements in approaches to school discipline.
5. Provide support for teacher training in classroom management.
6. Ensure that the provisions of the IDEA that require a review of racial disparities in discipline for students with disabilities are implemented with integrity, so that states do not create unreasonable thresholds for required interventions.

### ***For the Media***

1. Highlight the connections between effective discipline and improved educational outcomes.
2. Request that districts provide disaggregated discipline data on a regular basis and report it to the public. For example, the new CRDC data for 2011-2012 should now be available, as all districts were required to report it to the U.S. Department of Education.
3. Question the justification for and research behind discipline policies that leave large numbers of children out of school and unsupervised. Ask districts with large investments in school policing and tight security whether they have adequate numbers of school counselors, mental health support, and sufficient training resources for teachers.

## REFERENCES

- Academy of American Pediatrics. (2008). Statement of reaffirmation of the 2003 policy statement, Out of school suspension and expulsion. Retrieved from [pediatrics.aappublications.org/content/122/2/450.full](http://pediatrics.aappublications.org/content/122/2/450.full). Original policy statement available at <http://pediatrics.aappublications.org/content/112/5/1206.full?sid=bc16492d-5f04-41ad-8982-3753964b8eec>
- Advocates for Children and Youth. (2006, April). School suspension: *Effects and alternatives*. Retrieved from [http://www.soros.org/sites/default/files/issuebrief\\_20060418.pdf](http://www.soros.org/sites/default/files/issuebrief_20060418.pdf)
- American Psychological Association Zero Tolerance Task Force. (2008). Are zero tolerance policies effective in the schools? *American Psychologist*, 63, 852-862.
- Baron, A. S., & Banaji, M. R. (2006). The Development of Implicit Attitudes: Evidence of Race Evaluations From Ages 6 and 10 and Adulthood. *Psychological Science*, 17(1), 53-58. doi: 10.1111/j.1467-9280.2005.01664.x
- Biana, D.V., & Moses, G. (1989, March 27). His pupils want someone to lean on, but Joe Clark may simply want out. *People*. Retrieved from <http://www.people.com/people/archive/article/0,,20119876,00.html>
- Bowen, E. (1988, February). Education: Getting tough. *TIME*. Retrieved from <http://www.time.com/time/magazine/article/0,9171,966577-2,00.html#ixzz17eDfRhsf>
- Bradshaw, C.P., Mitchell, M.M., & Leaf, P.J. (2010a). Examining the effects of school-wide positive behavioral interventions and supports on student outcomes: Results from a randomized controlled effectiveness trial in elementary schools. *Journal of Positive Behavior Interventions*, 12, 133-148.
- Bradshaw, C.P., Mitchell, M.M., O'Brennan, L.M., & Leaf, P.J. (2010b). Multilevel exploration of factors contributing to the overrepresentation of Black students in office disciplinary referrals. *Journal of Educational Psychology*, 102, 508-520.
- Brophy, J. (1986). Teacher influences on student achievement. *American Psychologist*, 41, 1069-1077.
- Dignity in Schools Campaign. (2010). *Re: School climate, school discipline and the reauthorization of the Elementary and Secondary Education Act*. Retrieved from [http://www.dignityinschools.org/files/Dignity\\_in\\_Schools\\_House\\_ESEA\\_Letter.pdf](http://www.dignityinschools.org/files/Dignity_in_Schools_House_ESEA_Letter.pdf)
- Dwyer, K., Osher, D., & Warger, C. (1998). *Early warning, timely response: A guide to safe schools*. Washington, DC: U.S. Department of Education.
- Fabelo, T., Thompson, M.D., Plotkin, M., Carmichael, D., Marchbanks, M.P., & Booth, E.A. (2011). *Breaking schools' rules: A statewide study of how school discipline relates to students' success and juvenile justice involvement*. New York: Council of State Governments Justice Center.
- Fight Crime: Invest in Kids. (2009). *Comments pursuant to notice of proposed information collection request*. New York.
- Fishman, N., & Hack, D. (2012). *School-based Youth Courts: Creating a Restorative Justice Alternative to Traditional School Disciplinary Responses*. Paper presented at the National Leadership Summit on School-Justice Partnerships: Keeping Kids In School and Out of Court, New York City. [http://school-justicesummit.org/pdfs/journal-web\\_paper\\_11.pdf](http://school-justicesummit.org/pdfs/journal-web_paper_11.pdf)
- Fitch, R. (2012, March). Using the civil rights data collection, 2009-10 CRDC discipline data. Paper presented at the Leadership Summit on School-Justice Partnerships: Keeping Kids in School and Out of Court, New York. Retrieved from [http://school-justicesummit.org/presentations/presentation\\_details.cfm?topicID=6](http://school-justicesummit.org/presentations/presentation_details.cfm?topicID=6)

- Gagnon, J.C., & Leone, P.E. (2001). Alternative strategies for youth violence prevention. In R.J. Skiba & G.G. Noam (Eds.), *New directions for youth development: Vol. 92. Zero tolerance: Can suspension and expulsion keep school safe?* (pp. 101-125). San Francisco: Jossey-Bass.
- GAO. (2013). *Individuals with Disabilities Educational Act: Standards Needed to Improve Identification of Racial and Ethnic Overrepresentation in Special Education*. (GAO-13-137). Washington, Dc.
- Gottfredson, D.C. (1997). School-based crime prevention. In L. Sherman, D. Gottfredson, D. MacKenzie, J. Eck, P. Ruter, & S. Bushway (Eds.), *Preventing crime: What works, what doesn't, what's promising: A report to the United States Congress* (pp. 1-74). Washington, DC: U.S. Department of Justice, Office of Justice Programs.
- Green, E. (2010, March 7). Can good teaching be learned? *New York Times Magazine*, pp. 30-46.
- Harry, B., & Klingner, J. (2006). *Why are so many minority students in special education? Understanding race and disability in schools*. New York: Teachers College Press.
- Horner, R.H., Sugai, G., Smolkowski, K., Eber, L., Nakasato, J., Todd, A.W. et al. (2009). A randomized, wait-list controlled effectiveness trial assessing school-wide positive behavior support in elementary schools. *Journal of Positive Behavior Interventions*, 11, 133-144.
- Hui, T., & Locke, M. (2010). Federal civil rights complaint filed against Wake schools. *Urban Review*, 34, 317-342.
- Kim, Y.K., Losen, D.J., & Hewitt, D.T. (2010). *The school-to-prison pipeline: Structuring legal reform* (1st ed.). New York: New York University Press.
- Kratochwill, T. (2009). *Classroom management: Teachers modules*. American Psychological Association. Retrieved from <http://www.apa.org/education/k12/classroom-mgmt.aspx>. (citing Brophy, J. (2006). History of research on classroom management. In C. M. Evertson & C. S. Weinstein (Eds.), *Handbook of classroom management: Research, practice, and contemporary issues* (pp. 17-43). Mahwah, NJ: Lawrence Erlbaum Associates.)
- Losen, D.J. (2011a). *Discipline policies, successful schools, and racial justice*. Boulder, CO: National Education Policy Center.
- Losen, D.J. (2011b). *Good discipline: Legislation for education reform*. Boulder, CO: National Education Policy Center.
- Losen, D.J., & Orfield, G. (Eds.). (2002). *Racial inequity in special education*. Cambridge, MA: Harvard Education Press.
- Losen, D.L., & Skiba, R.J. (2010, September). *Suspended education: Urban middle schools in crisis*. The Civil Rights Project at UCLA and the Southern Poverty Law Center. Retrieved from [http://civilrightsproject.ucla.edu/research/k-12-education/school-discipline/suspended-education-urban-middle-schools-in-crisis/Suspended-Education\\_FINAL-2.pdf](http://civilrightsproject.ucla.edu/research/k-12-education/school-discipline/suspended-education-urban-middle-schools-in-crisis/Suspended-Education_FINAL-2.pdf)
- McCarthy, J.D., & Hoge, D.R. (1987). The social construction of school punishment: Racial disadvantage out of universalistic process. *Social Forces*, 65, 1101-1120.
- Metzler, C.W., Biglan, A., Rusby, J.C., & Sprague, J.R. (2001). Evaluation of a comprehensive behavior management program to improve school-wide positive behavior support. *Education and Treatment of Children*, 24, 448-479.
- Osher, D., Bear, G.G., Sprague, J.R., & Doyle, W. (2010). How can we improve school discipline? *Educational Researcher*, 39(1), 48-58. Retrieved from <http://er.aera.net>
- Porter, A. (2008). Restorative practices in schools: research reveals power of restorative approach, part II.

Rausch, M.K., & Skiba, R.J. (2005, April). *The academic cost of discipline: The contribution of school discipline to achievement*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Quebec.

Rausch, M.K., & Skiba, R.J. (2006). *Discipline, disability, and race: Disproportionality in Indiana schools*. Bloomington, IN: Center for Evaluation and Education Policy.

Schiff, M., & Bazemore, G. (2012). "Whose Kids are These?" *Juvenile Justice and Education Partnerships Using Restorative Justice to End the "School-to-Prison Pipeline."* Paper presented at the National Leadership Summit on School-Justice Partnerships: Keeping Kids In School and Out of Court, New York City.  
[http://school-justicesummit.org/pdfs/journal-web\\_paper\\_5.pdf](http://school-justicesummit.org/pdfs/journal-web_paper_5.pdf)

Skiba, R.J., Horner, R.H., Chung, C.G., Karega Rausch, M., May, S.L., & Tobin, T. (2011). Race is not neutral: A national investigation of African American and Latino disproportionality in school discipline. *School Psychology Review, 40*(1), 85.

Skiba, R.J., Michael, R.S., Nardo, A.C., & Peterson, R.L. (2002). *The color of discipline: Sources of UNC's Center for Civil Rights*. Retrieved from [titlevcomplaintwcsb9242010final.pdf](http://titlevcomplaintwcsb9242010final.pdf)

Skiba, R.J., & Rausch, M.K. (2006). Zero tolerance, suspension, and expulsion: Questions of equity and effectiveness. In C.M. Evertson & C.S. Weinstein (Eds.), *Handbook for classroom management: Research, practice, and contemporary issues* (pp. 10631089). Mahwah, NJ: Erlbaum.

Sugai, G., & Horner, R. (2002). The evolution of discipline practices: School-wide positive behavior supports. *Child and Family Behavior Therapy, 24*(1/2), 23-50.

Tavernise, S. (2010, December 1). A mission to transform Baltimore's beaten schools. *New York Times*. Retrieved from <http://www.nytimes.com/2010/12/02/education/02baltimore.html?emc=eta1&pagewanted=print>

Teicher Khadaroo, S. (2013). Restorative justice: One high school's path to reducing suspensions by half. Retrieved March 31, 2013, 2013, from [http://www.csmonitor.com/USA/Education/2013/0331/Restorative-justice-One-high-school-s-path-to-reducing-suspensions-by-half?nav=645745-csm\\_article-leftColRelated](http://www.csmonitor.com/USA/Education/2013/0331/Restorative-justice-One-high-school-s-path-to-reducing-suspensions-by-half?nav=645745-csm_article-leftColRelated)

Travis, S. (2013, February 26). Palm Beach County schools settle with feds on immigrant policies, *SunSentinel*. Retrieved from [http://articles.sun-sentinel.com/2013-02-26/news/fl-palm-beach-justice-settlement-20130226\\_1\\_palm-beach-county-schools-school-board-member-immigrant-children](http://articles.sun-sentinel.com/2013-02-26/news/fl-palm-beach-justice-settlement-20130226_1_palm-beach-county-schools-school-board-member-immigrant-children)

UNC Center for Civil Rights. (2010). Retrieved December 19, 2010 from [titlevcomplaintwcsb9242010final.pdf](http://titlevcomplaintwcsb9242010final.pdf)

U.S. Department of Education. (2006). National and state projections: Projects values for the nation based on a survey of over one third of the nation's districts at 3,328,754 students suspended at least one time. Retrieved from [http://ocrdata.ed.gov/Projections\\_2006.aspx](http://ocrdata.ed.gov/Projections_2006.aspx)

Zehr, M. (2010, December). Obama administration targets "disparate impact" of school discipline. *Education Week*. Retrieved from <http://www.edweek.org/login.html?source=http://www.edweek.org/ew/articles/2010/10/07/07disparate>

Zins, J.E., Bloodworth, M.R., Weissberg, R.P., & Walberg, H.J. (2004). The scientific base linking social and emotional learning to school success. In J.E. Zins, R.P. Weissberg, M.C. Wang, & H.J. Walberg (Eds.), *Building academic success on social and emotional learning: What does the research say?* (pp. 3-22). New York: Teachers College Press. Retrieved from <http://digilib.bc.edu/reserves/py633/mont/py63340.pdf>

## REFERENCES FROM CLOSING THE SCHOOL DISCIPLINE GAP CONFERENCE

The following references are draft papers presented at the Closing the school discipline gap: Research to practice, Washington, DC. On January 10, 2013. The draft papers are not for citation or distribution without the express permission of the Center for Civil Rights Remedies at the Civil Rights Project of UCLA and may be found at our website at [www.civilrightsproject.edu](http://www.civilrightsproject.edu).

Balfanz, R., Byrnes, V., & Fox, J. (2013). *Sent Home and Put Off-Track: The Antecedents, Disproportionalities, and Consequences of Being Suspended in the Ninth Grade*. Paper presented at the Closing the school discipline gap: Research to practice, Washington, DC.

Cornell, D., & Lovegrove, P. (2013). *Student Threat Assessment as a Method of Reducing Student Suspensions*. Paper presented at the Closing the school discipline gap: Research to practice, Washington, DC.

Fenning, P., Pigott, T., Engler, E., Bradshaw, K., Gamboney, E., Grunewald, S., ... McGrath Kato, M. (2013). *A Mixed Methods Approach Examining Disproportionality in School Discipline*. Paper presented at the Closing the school discipline gap: Research to practice, Washington, DC.

Finn, J. D., & Servoss, T. J. (2013). *Misbehavior, Suspensions, and Security Measures in High School: Racial/Ethnic and Gender Differences*. Paper presented at the Closing the school discipline gap: Research to practice, Washington, DC.

Gregory, A., Allen, J. P., Mikami, A. Y., Hafen, C. A., & Pianta, R. C. (2013). *The promise of a teacher professional development program in reducing the racial disparity in classroom exclusionary discipline*. Paper presented at the Closing the school discipline gap: Research to practice, Washington, DC.

Kupchik, A., & Catlaw, T. J. (2013). *Discipline and Participation: The Long--Term Effects of Suspension and School Security on the Political and Civic Engagement of Youth*. Paper presented at the Closing the school discipline gap: Research to practice, Washington, DC.

Marchbanks III, M. P., Blake, J., Booth, E. A., Carmichael, D., Seibert, A. L., & Fabelo, T. (2013). *The Economic Effects of Exclusionary Discipline on Grade Retention and High School Dropout*. Paper presented at the Closing the school discipline gap: Research to practice, Washington, DC.

Osher, D., Poirier, J. M., Jarjoura, G. R., Brown, R., & Kendziora, K. (2013). *Avoid simple solutions and quick fixes: Lessons learned from a comprehensive districtwide approach to improving conditions for learning*. Paper presented at the Closing the school discipline gap: Research to practice, Washington, DC.

Schiff, M. (2013). *Dignity, disparity and desistance: Effective restorative justice strategies to plug the "school-to-prison pipeline."* Paper presented at the Closing the school discipline gap: Research to practice, Washington, DC.

Shollenberger, T. L. (2013). *Racial Disparities in School Suspension and Subsequent Outcomes: Evidence from the National Longitudinal Survey of Youth 1997*. Paper presented at the Closing the school discipline gap: Research to practice, Washington, DC.

Skiba, R., Trachok, M., Chung, C. G., Baker, T., Sheya, A., & Hughes, R. (2013). *Where Should We Intervene? Contributions of Behavior, Student, and School Characteristics to Suspension and Expulsion*. Paper presented at the Closing the school discipline gap: Research to practice, Washington, DC.

Steinberg, M. P., Allensworth, E., & Johnson, D. W. (2013). *What Conditions Jeopardize and Support Safety in Urban Schools? The Influence of Community Characteristics, School Composition and School Organizational Practices on Student and Teacher Reports of Safety in Chicago*. Paper presented at the Closing the school discipline gap: Research to practice, Washington, DC.

Toldson, I. A., McGee, T., & Lemmons, B. P. (2013). *Reducing Suspensions by Improving Academic Engagement among School-age Black Males*. Paper presented at the Closing the school discipline gap: Research to practice, Washington, DC.

Vanderhaar, J. E., Petrosko, J. M., & Munoz, M. (2013). Reconsidering the Alternatives: The relationship between suspension, disciplinary alternative school placement, subsequent juvenile detention, and the salience of race. Paper presented at the Closing the school discipline gap: Research to practice, Washington, DC.

Vincent, C. G., Pavel, M., Sprague, J., & Tobin, T. (2013). *Towards identifying school-level factors reducing disciplinary exclusions of American Indian/Alaska Native students*. Paper presented at the Closing the school discipline gap: Research to practice, Washington, DC.

Vincent, C. G., Sprague, J., & Gau, J. M. (2013). *The Effectiveness of School-wide Positive Behavior Interventions and Supports for Reducing Racially Inequitable Disciplinary Exclusions in Middle Schools*. Paper presented at the Closing the school discipline gap: Research to practice, Washington, DC.

- 
- <sup>1</sup> The new research referenced throughout is summarized in the Closing the School Discipline Gap New Research Summary, also released today. The unpublished papers may be obtained on our website. These papers may not be redistributed without the express permission of the author and the Center for Civil Rights Remedies at UCLA. Many of the footnotes and references for the discussion section are also found in Losen (2011), Discipline Policies, Successful Schools and Racial Justice,” National Education Policy Center, which is available on our website. For a fuller discussion and updated version of the NEPC paper, please also see Daniel J. Losen, *Sound Discipline Policy for Successful Schools: How Redressing Racial Disparities Can Make a Positive Impact for All*, in DISRUPTING THE SCHOOL-TO-PRISON PIPELINE, Bahena S. et al eds., Harvard Educational Review, (2012).
- <sup>2</sup> These data are from prior OCR reports and represent projected values using statistical weights. We declined to add the 2009-2010 data to this chart because our analysis did not provide an estimate using statistical weights. Furthermore, the reported data from these prior years did not include the out-of-school suspensions of students with disabilities, whereas the 2009-2010 data do include them.
- <sup>3</sup> See [www.civilrightsproject.ucla.edu](http://www.civilrightsproject.ucla.edu).
- <sup>4</sup> Summit materials are available at [http://www.school-justicesummit.org/presentations/presentation\\_details.cfm?topicID=5](http://www.school-justicesummit.org/presentations/presentation_details.cfm?topicID=5).
- <sup>5</sup> Three additional agreements include the Los Angeles Unified School District, Owatonna, MN, and Christina, DE. The Meridian, MS, and Palm Beach, FL, agreements were spearheaded and negotiated by the DOJ. The Meridian Consent Decree was filed as an amendment to the district’s longstanding school desegregation order. In contrast, the Palm Beach agreement was mutually entered into by the school district and the DOJ, without court supervision. The Oakland and Los Angeles and the Christina agreements were all reached as a result of OCR’s efforts, most often as a result of compliance reviews. Uniquely, the Owatonna agreement was reached after the initiation of a joint investigation by the DOJ and OCR. However, in all of the above jurisdictions, outside individuals or organizations complained about the discriminatory policies and/or practices occurring within the school districts, whether publicly, informally, or formally to the federal agencies.
- <sup>6</sup> See <http://www.ed.gov/news/press-releases/us-department-education-announces-voluntary-resolution-oakland-unified-school-di>
- <sup>7</sup> See <http://www.justice.gov/opa/pr/2013/February/13-crt-238.html>.
- <sup>8</sup> Id.
- <sup>9</sup> DOJ press release available at <http://www.justice.gov/opa/pr/2013/March/13-crt-338.html>; DOJ proposed consent decree or settlement agreement available at <http://www.justice.gov/iso/opa/resources/850201332211248646502.pdf>.
- <sup>10</sup> Id.
- <sup>11</sup> In addition, federal law requires that students with disabilities receive due process protections to ensure that they are not suspended because of their disability, or when the misbehavior is a result of a school’s failure to provide appropriate special education supports and services. The additional due process protections, however, only apply if a suspension or series of suspensions goes over 10 days.

# Appendix A



# Data Omissions

**Data on students identified as having disabilities under “Section 504 only:”** These students were not covered by this report because OCR did not collect data on their suspensions disaggregated by race. Their omission did not affect what we have reported for students with disabilities identified under the IDEA, or for students without disabilities.

**Students in state-run, long-term juvenile justice facilities:** We excluded 54 districts composed solely of students in juvenile justice facilities from our calculation of national- and district-level secondary school suspension rates. However, we listed them in a separate spreadsheet contained in the excel file posted online. We believe that, although this information is very valuable, these educational settings are different enough from regular schools that the data on them deserved separate treatment. Most of these districts reported no out-of-school suspensions, but that may mean that in some cases the students did not actually attend school while in the facility or that the responding correctional district did not regard disciplinary removal from a classroom as an out-of-school suspension. Furthermore, the out-of-school suspension of students attending a correctional facility has different implications, as the students remain under adult supervision. Moreover, all the students in these settings are there for disciplinary reasons, although not necessarily for misbehaving at school. We believe that some of the students in these facilities may have been disciplined at some point during the 2009-2010 school year in a regular school district, thus there is a high risk that such students would have been counted twice in the same sample. There was no way to check, so we omitted these facilities. Finally, the research in the discussion section pertains to regular schools, not juvenile justice facilities, so we decided it did not make sense to compare or rank order such districts with regular school districts. Future reports will review these districts and their data more fully so that we might better understand the implications of disciplinary removal from schools within juvenile justice facilities.

**Other subgroups:** The category “Asian Combined,” which appears throughout this report, includes data on Pacific Islander and Hawaiian students. Some states provided additional separate counts of Pacific Islander and Hawaiian students. However, because the reporting of these terms varied by state and by district, we did not attempt to estimate state or national rates for these subgroups.

# Appendix B

# Methods and Treatment of Errors

**Data source:** The data used in this report, which covers the 2009-2010 school year, comes from the Civil Rights Data Collection (CRDC), a survey administered by the U.S. Department of Education’s Office for Civil Rights (OCR). The data are sometimes referred to as the “OCR” data and sometimes as the “CRDC” data; the two are identical. These data were made available to the public on March 6, 2012. All district and national estimates were calculated using school-level data that is available to the public on CD. To protect the identity of individual students, OCR rounded off all the data publicly reported to the nearest five. The data and more details about the data collection can be found online at <http://ocrdata.ed.gov/>.

**Sample size:** The OCR gathered data from 6,835 school districts, which covered approximately 85% of all students attending U.S. public schools. Depending on the state, the sample included anywhere from 59% to 100% of all students. Of the total districts, 6,242 enrolled students in schools with the following grade spans: 5 to 8, 6 to 8, 7 to 9, 9 to 12, 10 to 12, and 6 to 12. Only students enrolled in these schools were included in the district-level estimates of the secondary school suspension risk. For a more detailed breakdown of how we categorized schools by grade-span configuration, see the “Methods and measures” section below. We excluded 208 districts for which we identified reporting errors and 54 districts that contained only juvenile justice facilities, leaving a total of 5,980 districts (see “School- and district-level data cleaning” section for more detail).

**Methods and measures:** The district estimates for secondary and elementary school students were calculated by selecting just those schools within each district that conformed to the specific grade-span configuration associated with each level of schooling. The following table summarizes how we categorized the schools into elementary, middle, high, and secondary schools.

**Table 1**

Category	Grade-Span Configurations
Secondary	5-8, 6-8, 7-9, 6-12, 9-12, 10-12, 9th-grade academies
High School	9-12, 10-12, 9th-grade academies
Middle School	5-8, 6-8, 7-9, 6th-grade academies
Elementary School	Any school with any combination of kindergarten through 5th, and without a 7th or 8th grade
Other	K-8 and K-12

After we coded and stratified the school-level data by grade configuration, we then calculated the suspension risk for each school and district, based on straightforward percentage calculations. We divided the number of suspended students by the total enrollment; the result is the percentage suspended. We describe this percentage throughout the report as the *risk* for out-of-school suspension. These out-of-school suspension data are exclusive of other discipline data collected by OCR, including the number of students expelled and the number receiving in-school suspension. For this report we analyzed only out-of-school suspension data.

The OCR data included the number of students suspended out-of-school one time and, separately, the number of students suspended out-of-school two or more times. We added these mutually exclusive categories together to report the *unduplicated* number of students suspended one or more times. The spreadsheet published with this report includes three categories of students: all students, students with disabilities, and students without disabilities.

To determine the estimated risk for *all* students, we combined the number of suspended students “with disabilities” and “without disabilities.” OCR reports the suspension numbers for these two groups separately; it also provides the total enrollment and the enrollment of students with disabilities, but not the enrollment of students without disabilities. To find the baseline enrollment of students without disabilities, we subtracted the number of enrolled students with disabilities from the total enrollment. This enabled us to report the risk for suspension for every major racial/ethnic group for all students, and to break it down further by students with disabilities and students without disabilities.

In addition to calculating overall district-level suspension rates, we analyzed how many high- and low-suspending secondary schools were in each district. We categorized schools as being either high-suspending “hotspots” or low suspending, according to the following criteria:

- High-suspending secondary schools were those with 25% or greater suspension rates and at least 50 enrollees for *any* of the following groups: all students, students by race, students by gender, students with disabilities, students who are English learners (ELs). We then created counts of the high-suspending secondary schools in each district.
- Low-suspending secondary schools were those with 10% or lower suspension rates and at least 10 enrollees for *all* of the following groups: all students, students by race, students by gender, students with disabilities, students who are ELs. Again, we then created counts of the low-suspending secondary schools in each district.

To calculate the national out-of-school suspension averages, we added up all the suspensions in every district sampled for each subgroup and divided that total by the enrollment number of each subgroup. Because of large statewide errors in Hawaii and Florida, all districts from those two states are excluded from the analysis.

**Omissions of juvenile justice districts:** For our secondary school analysis, we excluded data from 54 state-run, long-term juvenile justice institutions (see Appendix I for our rationale).

**School- and district-level data cleaning:** In addition to the 54 juvenile justice districts, we removed 208 districts from our secondary school analysis. When the districts reported their data to OCR, each district superintendent was required to certify that the data were accurate and the certifications checked before OCR published the data. Unfortunately, we discovered obvious collection or reporting errors in several districts that forced us to remove them from our analysis. These 208 error districts are listed in a separate tab on our Excel spreadsheet called “Error Districts.” The error sheet provides the data as reported by OCR on the data CD.

Some schools and districts may accidentally have reported suspending more students than they enrolled (over reported), some may have underreported their data, and others may have failed to report baseline enrollment data or reported nothing at all in some categories, essentially ignoring the federal requirement that they respond.

- 598 schools were removed from the analysis because they reported more out-of-school suspensions than students enrolled for any of the following subgroups: all students, students by race, and students who are ELs. Schools are required to report their suspension data to OCR as unduplicated counts of the *number of students suspended*. By definition, there *cannot be more students suspended than students enrolled*. None of these schools was included in the final calculation of district-level suspension rates.
- 34 districts were removed because they reported suspension rates of over 100% for all students or for any racial/ethnic group included in the K-12 analysis from our August 2012 national report.
- 37 districts were removed because they reported out-of-school suspensions for a racial group although they reported no student enrollment for that same group.

- 55 districts were removed because they reported zero out-of-school suspensions to OCR, despite having reported some suspension numbers on their state or district website.
- 12 districts were removed because 50% or more of their secondary schools reported suspension rates of over 100% for all students or for students by race. Even though we removed all of these schools from our district estimates, we assumed that all data from district that had errors among half their schools was by definition suspect. While we did not remove those districts where between 10% and 49% of their secondary schools reported suspension rates over 100%, we did put asterisks near their name on the spreadsheets posted on the web.
- 5 districts were removed because they contained more than one of these problems.
- 65 districts were removed in the states of New York, Florida, and Hawaii, including the New York City district, because our review, followed by correspondence with OCR, indicated that these districts had large errors in their discipline data, enrollment data, or both.

Of these errors, it is far easier to detect overreporting of suspension errors than to know if a district reported few to no suspensions accurately. Unfortunately, in most states we found no alternative source to reference that would have helped us flag grossly underreported data. Moreover, it is worth noting that most of the error districts removed were those with large overreporting errors. To the extent that the overreporting districts also may have been high-suspending districts, their removal may have lowered the national and state estimates. We know, for example, that the national estimates were slightly higher before we cleaned the data and removed the state of Florida.

# Appendix C

# ATLANTA CITY, GA (2009-2010)

Suspension Rate K-12 for All Students: 10.8%

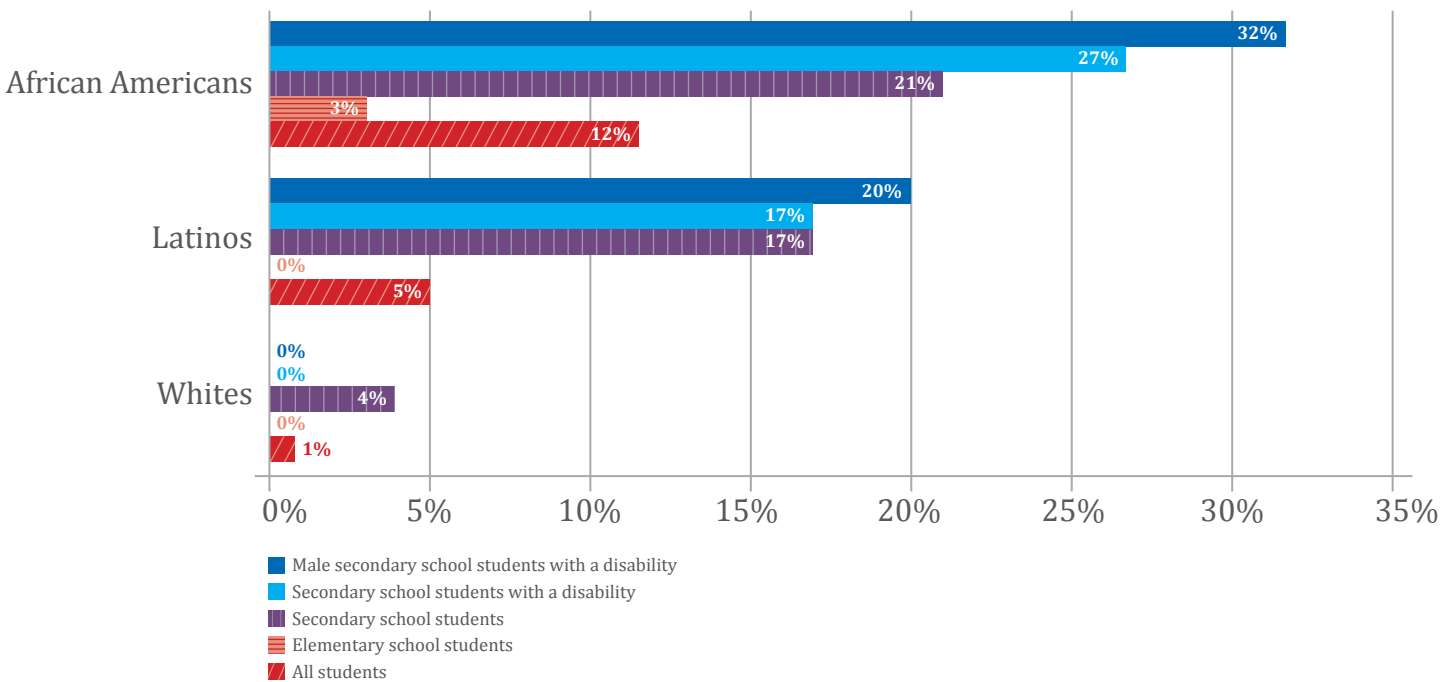
Suspension Rate for All Secondary School Students: 19.5%

Number of Students Suspended One or More Times: 5,160

Number of Secondary School Students Suspended One or More Times: 4,400

Disaggregation by school level, race and disability status reveals profound disparities in the risk for out of school suspensions. The graph below and detailed tables that follow describe deep disparities along the lines of race, gender, disability status and English learner status that are much greater at the secondary school level than at the elementary school level.

**Figure 1. Risk for Suspension at the Elementary and Secondary Levels By Selected Subgroups**



In Atlanta City, the risk for suspension grew from elementary to secondary school as follows: 4 points for whites, 17 points for Latinos, and 18 points for Black students. However, for Latinos and Blacks, it was males with disabilities that were the most likely to be suspended.

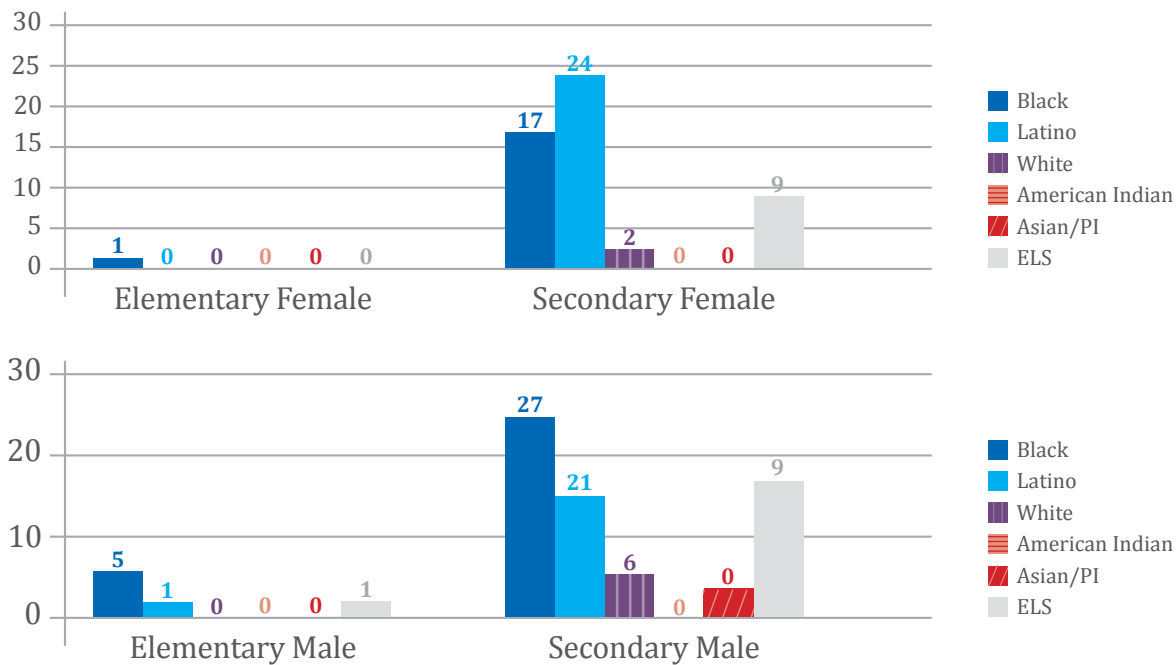
**Table 1: Students with disabilities compared to students without disabilities by race and school level:**

Atlanta City	Elementary School Students Without Disabilities	Elementary School Students With Disabilities	Secondary School Students Without Disabilities	Secondary School Students With Disabilities
White	0%	0%	4%	0%
Latino	1%	0%	18%	17%
Black	3%	4%	21%	27%

All numbers rounded to the nearest whole number. (Only included if 100 students enrolled in subgroup)

In Atlanta City, the gap between Black and White students was between 3 points for elementary students without disabilities to 27 points for students with disabilities at the secondary level.

**Figure 2: Percentage of Enrolled Subgroup Suspended at Least Once by Race and English Learner Status (ELS) with Gender by School Level**



Note: All numbers rounded to the nearest whole number

The graph shows a steep rise in the risk for suspension at the secondary level in Atlanta City that is mostly experienced by Black male and Latino male students. Most notably, more than one in four Black male secondary students was suspended at least once. Secondly, there is a large increase in suspension rates for English learners, male and female, when elementary and secondary rates are compared.

## Hot Spot and Lower-Suspending Secondary Schools in Atlanta City:

Research has indicated that profound differences in the rates of suspension can be found at the school level within the same district. The second and third columns in the chart below show the number of secondary schools in Fairfax County Public Schools that suspended 25% or more and 50% or more of any subgroup by race/ethnicity, gender, disability status, or English learner status. The fourth column shows the number of schools that suspended 25% of their total enrollment without disaggregation and the last column shows the number of schools that did not suspend more than 10% of any subgroup.

**Table 2. Number of Hot Spots and Lower-Suspending Secondary Schools for All Groups in Atlanta City**

Number of Secondary Schools	Suspended Any Group Over 25%	Suspended Any Group Over 50%	All Student Rate Over 25%	Suspended No Group Over 10%
43	22	4	15	7



- 15 secondary schools in Atlanta City suspended over 25% of their student body in the aggregate.
- Over half of Atlanta City's secondary schools (22) suspended at least one subgroup at that high rate.
- Of these, 4 secondary schools suspended at least one subgroup at a rate of 50% of their total enrollment.
- There were seven lower-suspending schools where not one subgroup experienced a suspension rate above 10%.
- This analysis did not look at race with disability with gender at the secondary school level.

**Where to find out more about Atlanta City or other school districts:** The information in these charts are available for every school district that reported its data to OCR in 2009-10. For your convenience we have provided a two-page analysis like that of Atlanta City above for 20 large districts representing every region of the United States.

**The full set of analyzed data on every district OCR collected data from in 2009-10 are available via the spreadsheets posted (along with instructions) on our website.** The excel sheet allows users to sort and filter by all the indicators represented in these graphs and tables, and also to compare district data to districts within each state or across the nation. Much of this information will soon be available by using a web tool on our website that will allow for some degree of comparison. Additional data on school discipline, for 2011-12, that is otherwise identical to the raw data analyzed for this report can be obtained by filing a Freedom of Information Act request with your school district.

# CITY OF CHICAGO SCHOOL DISTRICT (2009-2010)

Suspension Rate K-12 for All Students: 18.0%

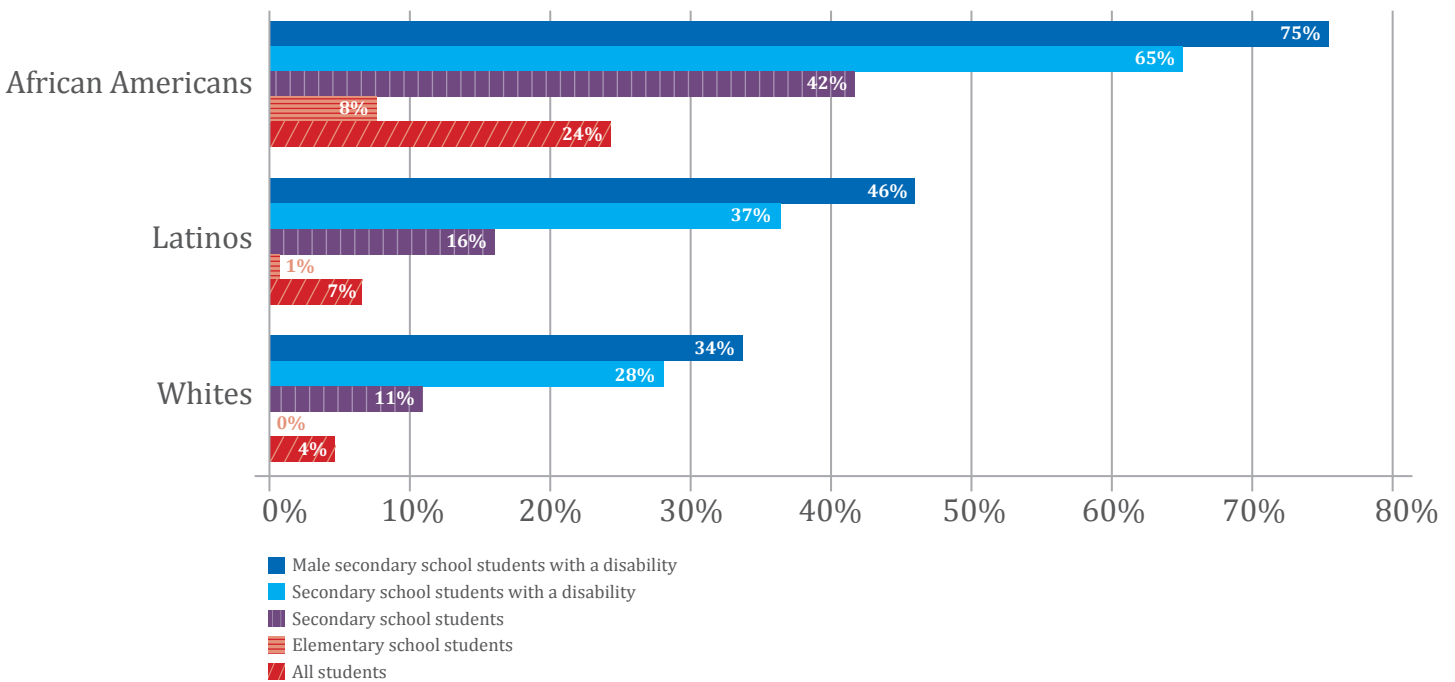
Suspension Rate for All Secondary School Students: 27.5%

Number of Students Suspended One or More Times: 74,125

Number of Secondary School Students Suspended One or More Times: 28,620

Disaggregation by school level, race, and disability status reveals profound disparities in the risk for out-of-school suspensions. The figure below and detailed tables that follow reveal deep disparities along the lines of race, gender, disability status, and English learner status that are much greater at the secondary school level than at the elementary school level.

**Figure 1: Risk for Suspension at the Elementary and Secondary Levels by Selected Subgroups**



In the City of Chicago School District, the risk for suspension increased from elementary to secondary school as follows: 11 points for Whites, 15 points for Latinos, and 34 points for Black students. However, for each racial group, males with disabilities enrolled at the secondary level were most at risk for suspension.

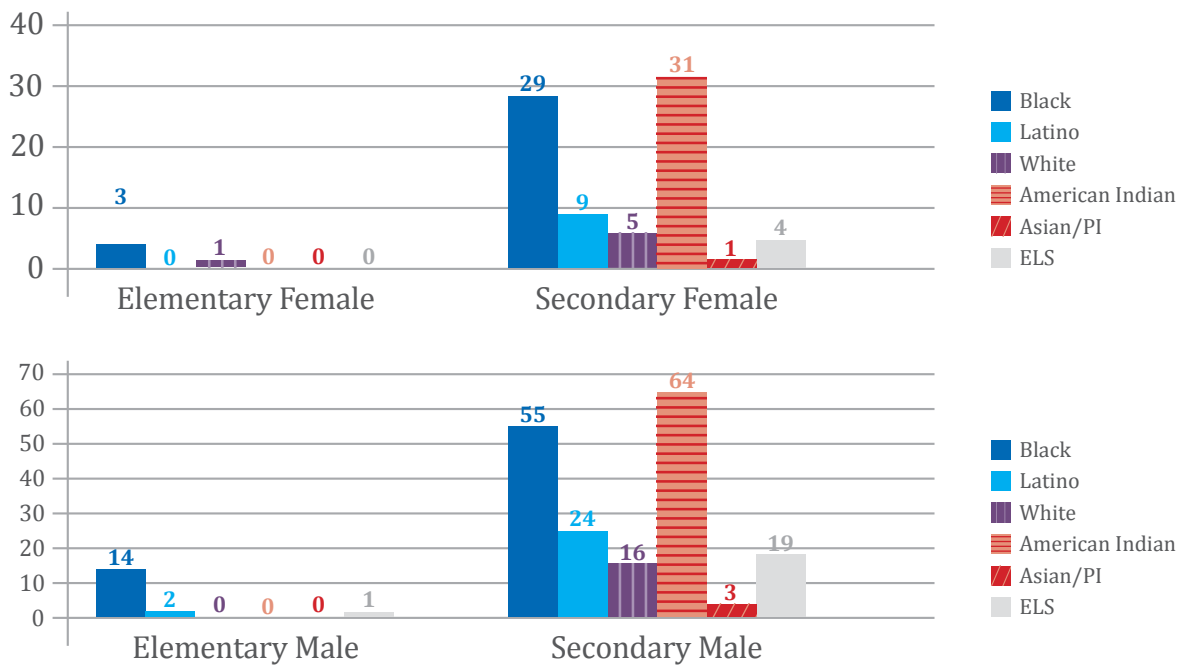
**Table 1: Students with disabilities compared to students without disabilities by race and school level:**

City of Chicago School District	Elementary School Students Without Disabilities	Elementary School Students With Disabilities	Secondary School Students Without Disabilities	Secondary School Students With Disabilities
White	0%	2%	8%	28%
Latino	1%	5%	13%	37%
Black	7%	19%	37%	65%
Asian/PI	0%	0%	3%	6%

Note: All numbers rounded to the nearest whole number; only included if 100 students in subgroup were enrolled

In Chicago, the gap between Black and White students ranged from 7 points for elementary students without disabilities to 37 points for students with disabilities at the secondary level. The Latino/White gap also increased at the secondary school level.

**Figure 2: Percentage of Enrolled Subgroup Suspended at Least Once by Race and English Learner Status (ELS) with Gender by School Level.**



Note: All numbers rounded to the nearest whole number

The graph shows a steep rise in the risk for suspension at the secondary level in Chicago that is especially large for American Indian male and Black male students. However, there were only 55 American Indian male students enrolled in Chicago’s secondary schools. Most notable is that more than one in two Black male students at the secondary level were suspended. Moreover, male English learners were suspended at relatively low rates in elementary school, but about one in five (19%) male English learners were suspended at least once at the secondary school level.

## Hotspot and Lower-Suspending Secondary Schools in City of Chicago School District:

Research has indicated that profound differences in the rates of suspension can be found at the school level within one district. The second and third columns in the chart below show the number of secondary schools in Chicago that suspended 25% or more and 50% or more of any subgroup by race/ethnicity, gender, disability status, or English learner status. The fourth column shows the number of schools that suspended 25% of their total enrollment without disaggregation and the last column shows the number of schools that did not suspend more than 10% of any subgroup.

**Table 2: Number of Hotspots and Lower-Suspending Secondary Schools for All Groups in City of Chicago School District**

Number of Secondary Schools	Suspended Any Group Over 25%	Suspended Any Group Over 50%	All Student Rate Over 25%	Suspended No Group Over 10%
122	82	49	53	24

- 53 secondary schools in City of Chicago School District suspended over 25% of their student body in the aggregate.
- The majority of Chicago's secondary schools (82) suspended at least one subgroup at that high rate.
- Of this majority, 49 secondary schools suspended at least one subgroup at a rate of 50% of their total enrollment.
- The City of Chicago School District also had 24 lower suspending schools where not one subgroup experienced a suspension rate above 10%.
- This analysis did not look at race with disability, or with gender at the secondary school level.

**Where to find out more about the City of Chicago School District or other school districts:** The information in these tables and graphs is available for every school district that reported its data to OCR in 2009-2010. For convenience, we have provided an analysis like that of Chicago for 19 other large districts representing every region of the United States.

**The full set of analyzed data on every district OCR collected from in 2009-2010 is available via the spreadsheets posted (along with instructions) on our website.** The Excel document allows users to sort and filter by all the indicators represented in these graphs and tables, and also to compare district data to districts within each state or across the nation. Much of this information will soon be available by using a web tool on our website that will allow for some degree of comparison. Additional data on school discipline for 2011-2012 that is otherwise identical to the raw data analyzed for this report can be obtained by filing a Freedom of Information Act request with your school district.

# COLUMBUS CITY, OH (2009-2010)

Suspension Rate K-12 for All Students: 23.3%

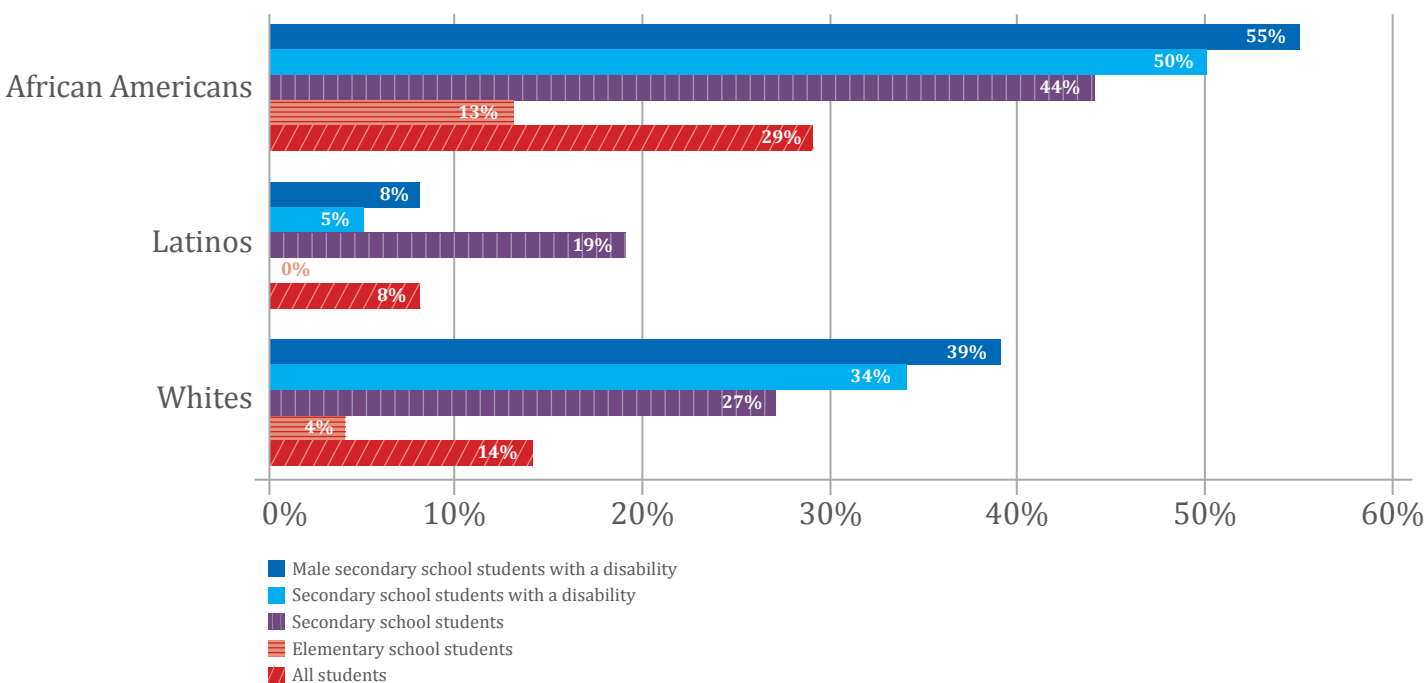
Suspension Rate for All Secondary School Students: 38.3%

Number of Students Suspended One or More Times: 12,180

Number of Secondary School Students Suspended One or More Times: 9,605

saggregation by school level, race, and disability status reveals profound disparities in the risk for out of school suspensions. The graph below and detailed tables that follow describe deep disparities along the lines of race, gender, disability status, and English learner status that are much greater at the secondary school level than at the elementary school level.

**Figure 1. Risk for Suspension at the Elementary and Secondary Levels By Selected Subgroups**



In Columbus City, the risk for suspension grew from elementary to secondary school as follows: 23 points for Whites; 19 points for Latinos; and 31 points for Black students. However, for Whites and Blacks it was males with disabilities enrolled at the secondary level that were most at risk for suspension.

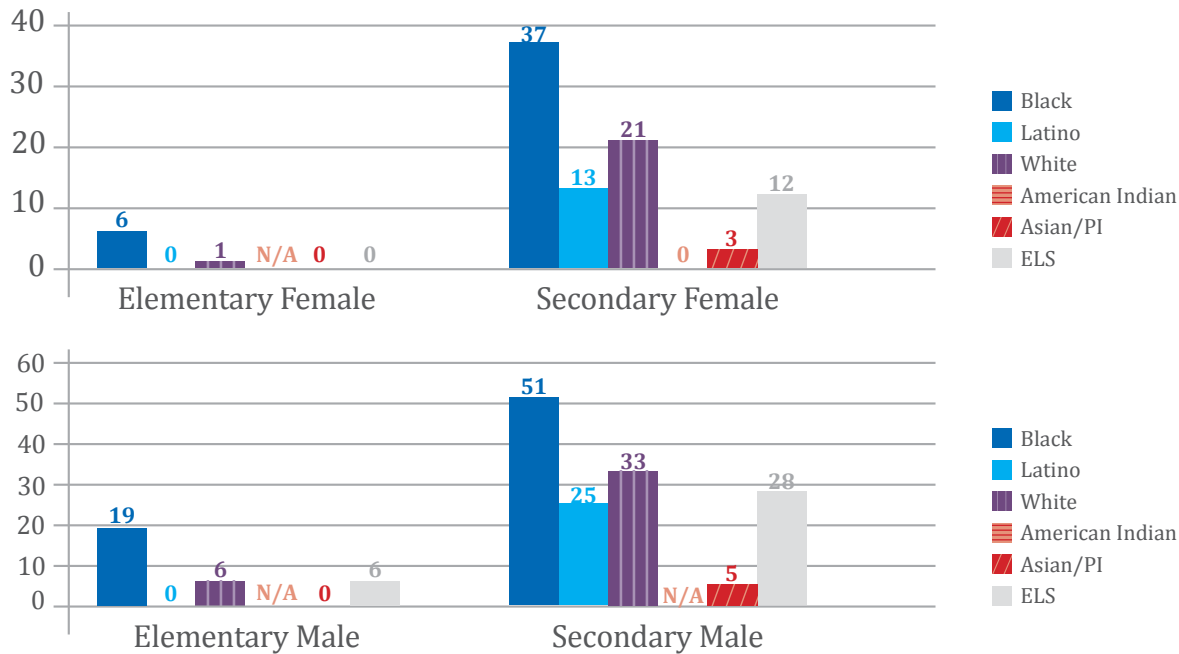
**Table 1. Students With Disabilities Compared to Students Without Disabilities by Race and School Level**

Columbus City	Elementary School Students Without Disabilities	Elementary School Students With Disabilities	Secondary School Students Without Disabilities	Secondary School Students With Disabilities
White	3%	6%	26%	34%
Latino	0%	0%	21%	5%
Black	12%	19%	43%	50%

Note: All numbers rounded to the nearest whole number; only included if 100 students enrolled in subgroup were enrolled.

In Columbus City, the gap between Black and White students ranged between 9 points for elementary students without disabilities to 16 points for students with disabilities at the secondary level.

**Figure 2. Percentage of Enrolled Subgroup Suspended at Least Once by Race and English Learner Status (ELS) with Gender by School Level**



Note: All numbers rounded to the nearest whole number.

The graph shows a steep rise in the risk for suspension at the secondary level in Columbus City that is especially large for Black, White, and Latino male students. Most notable is that half of Black male secondary students are suspended at least once. Second, there is an increase in suspension rates for English learners, male and female, when elementary and secondary rates are compared, but it's far greater for English learner males. More than one in four male English learners were suspended at least once in Columbus City. Finally, Black females at the secondary level were suspended at a higher rate than any subgroup of secondary male students except Blacks.

## Hot Spot and Lower-Suspending Secondary Schools in Columbus City:

Research has indicated that profound differences in the rates of suspension can be found at the school level within the same district. The second and third columns in the chart below show the number of secondary schools in Columbus City that suspended 25% or more and 50% or more of any subgroup by race/ethnicity, gender, disability status, or English learner status. The fourth column shows the number of schools that suspended 25% of their total enrollment without disaggregation and the last column shows the number of schools that did not suspend more than 10% of any subgroup.

**Table 2. Number of Hot Spots and Lower-Suspending Secondary Schools for All Groups in Columbus City**

Number of Secondary Schools	Suspended Any Group Over 25%	Suspended any group Over 50%	All Student Rate Over 25%	Suspended No Group Over 10%
45	40	21	35	2

- 35 secondary schools in Columbus City suspended over 25% of their student body in the aggregate.
- The majority of Columbus City's secondary schools (40) suspended at least one subgroup at that high rate.
- Of these, 21 secondary schools suspended at least one subgroup at a rate of 50% of their total enrollment.
- There were two low suspending schools where not one subgroup experienced a suspension rate above 10%.
- This analysis did not look at race with disability with gender at the secondary school level.

**Where to find out more about Columbus City or other school districts:** The information in these charts are available for every school district that reported its data to OCR in 2009-10. For your convenience we have provided a two-page analysis like that of Columbus City above for 20 large districts representing every region of the United States.

**The full set of analyzed data on every district OCR collected data from in 2009-10 are available via the spreadsheets posted (along with instructions) on our website.** The excel sheet allows users to sort and filter by all the indicators represented in these graphs and tables, and also to compare district data to districts within each state or across the nation. Much of this information will soon be available by using a web tool on our website that will allow for some degree of comparison. Additional data on school discipline, for 2011-12, that is otherwise identical to the raw data analyzed for this report can be obtained by filing a Freedom of Information Act request with your school district.

# CUMBERLAND COUNTY SCHOOLS, NC (2009-10)

Suspension Rate K-12 for All Students: 12.3%

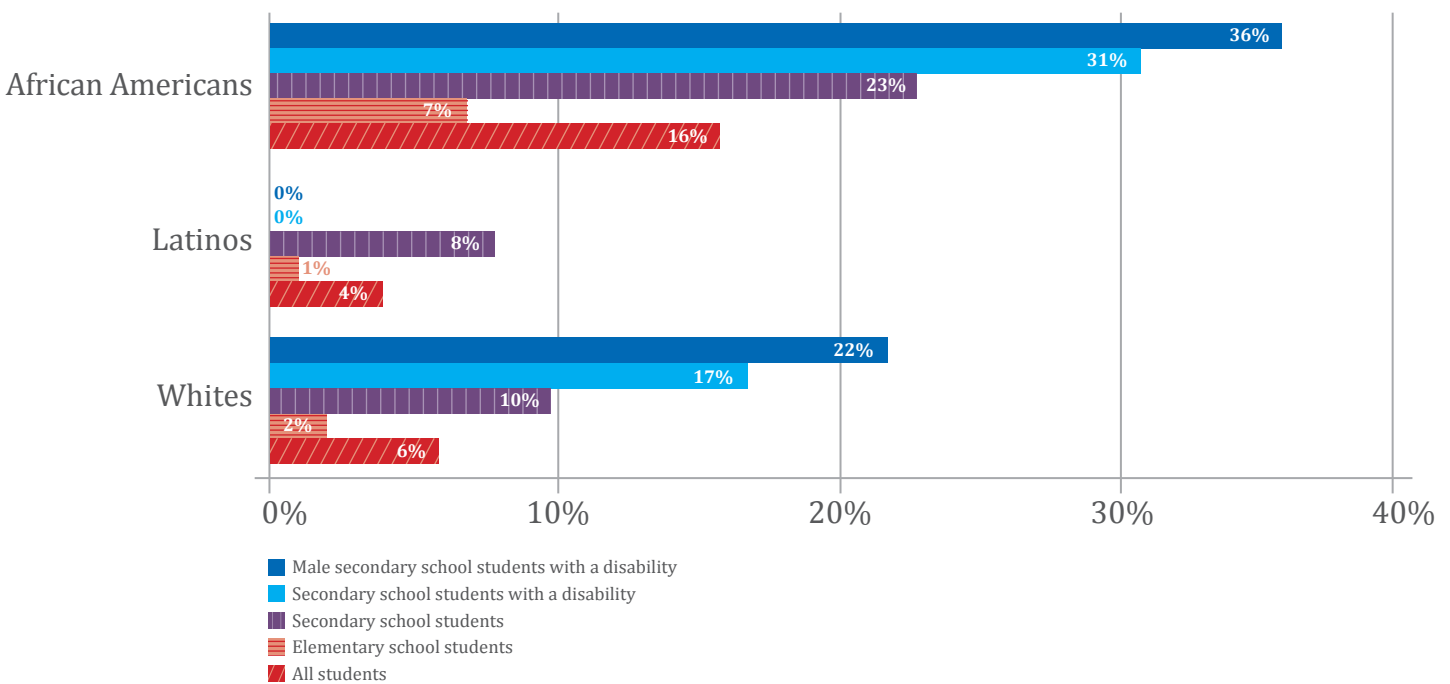
Suspension Rate for All Secondary School Students: 17.1%

Number of Students Suspended One or More Times: 6,530

Number of Secondary School Students Suspended One or More Times: 4,715

Disaggregation by school level, race, and disability status reveals profound disparities in the risk for out of school suspensions. The graph below and detailed tables that follow describe deep disparities along the lines of race, gender, disability status, and English learner status that are much greater at the secondary school level than at the elementary school level.

**Figure 1. Risk for Suspension at the Elementary and Secondary Levels By Selected Subgroups**



In Cumberland County Schools, the risk for suspension grew from elementary to secondary school as follows: 8 points for Whites; 7 points for Latinos; and 16 points for Black students. However, for Whites and Blacks it was males with disabilities enrolled at the secondary level that were most at risk for suspension.

**Table 1: Students With Disabilities Compared to Students Without Disabilities by Race and School Level**

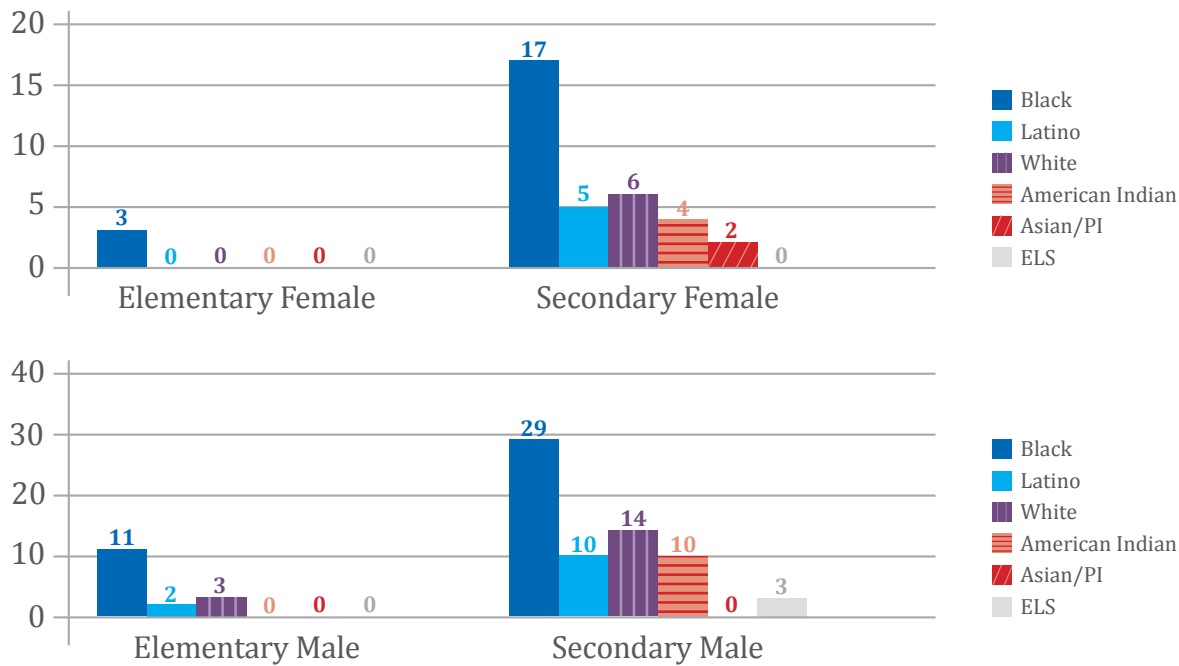
Cumberland County	Elementary School Students Without Disabilities	Elementary School Students With Disabilities	Secondary School Students Without Disabilities	Secondary School Students With Disabilities
White	2%	3%	9%	17%
Latino	1%	0%	8%	0%
Black	7%	10%	22%	31%
American Indian	0%	0%	8%	0%

Note: All numbers rounded to the nearest whole number; only included if 100 students enrolled in subgroup were enrolled.



In Cumberland County, the gap between Black and White students ranged between 5 points for elementary students without disabilities to 14 points for students with disabilities at the secondary level.

**Figure 2. Percentage of Enrolled Subgroup Suspended at Least Once by Race and English Learner Status (ELS) with Gender by School Level**



Note: All numbers rounded to the nearest whole number.

The graph shows a steep rise in the risk for suspension at the secondary level in Cumberland County that is especially large for Black male students with almost one in three Black male secondary students suspended at least once. Second, Black females at the secondary level were suspended at a higher rate than any subgroup of secondary male students except Blacks.

## Hot Spot and Lower-Suspending Secondary Schools in Cumberland County:

Research has indicated that profound differences in the rates of suspension can be found at the school level within the same district. The second and third columns in the chart below show the number of secondary schools in Cumberland County that suspended 25% or more and 50% or more of any subgroup by race/ethnicity, gender, disability status, or English learner status. The fourth column shows the number of schools that suspended 25% of their total enrollment without disaggregation and the last column shows the number of schools that did not suspend more than 10% of any subgroup.

**Table 2. Number of Hot Spots and Lower-Suspending Secondary Schools for All Groups in Cumberland County**

Number of Secondary Schools	Suspended Any Group Over 25%	Suspended Any Group Over 50%	All Student Rate Over 25%	Suspended No Group Over 10%
30	13	1	7	2

- Seven secondary schools in Cumberland County suspended over 25% of their student body in the aggregate.
- The majority of Cumberland County's secondary schools (13) suspended at least one subgroup at that high rate.
- Of these, one secondary school suspended at least one subgroup at a rate of 50% of the total enrollment.
- There were two lower-suspending schools where not one subgroup experienced a suspension rate above 10%.
- This analysis did not look at race with disability with gender at the secondary school level.

**Where to find out more about Cumberland County or other school districts:** The information in these charts are available for every school district that reported its data to OCR in 2009-10. For your convenience we have provided a two-page analysis like that of Cumberland County above for 20 large districts representing every region of the United States.

**The full set of analyzed data on every district OCR collected data from in 2009-10 are available via the spreadsheets posted (along with instructions) on our website.** The excel sheet allows users to sort and filter by all the indicators represented in these graphs and tables, and also to compare district data to districts within each state or across the nation. Much of this information will soon be available by using a web tool on our website that will allow for some degree of comparison. Additional data on school discipline, for 2011-12, that is otherwise identical to the raw data analyzed for this report can be obtained by filing a Freedom of Information Act request with your school district.

# DALLAS ISD, TX (2009-10)

Suspension Rate K-12 for All Students: 14.5%

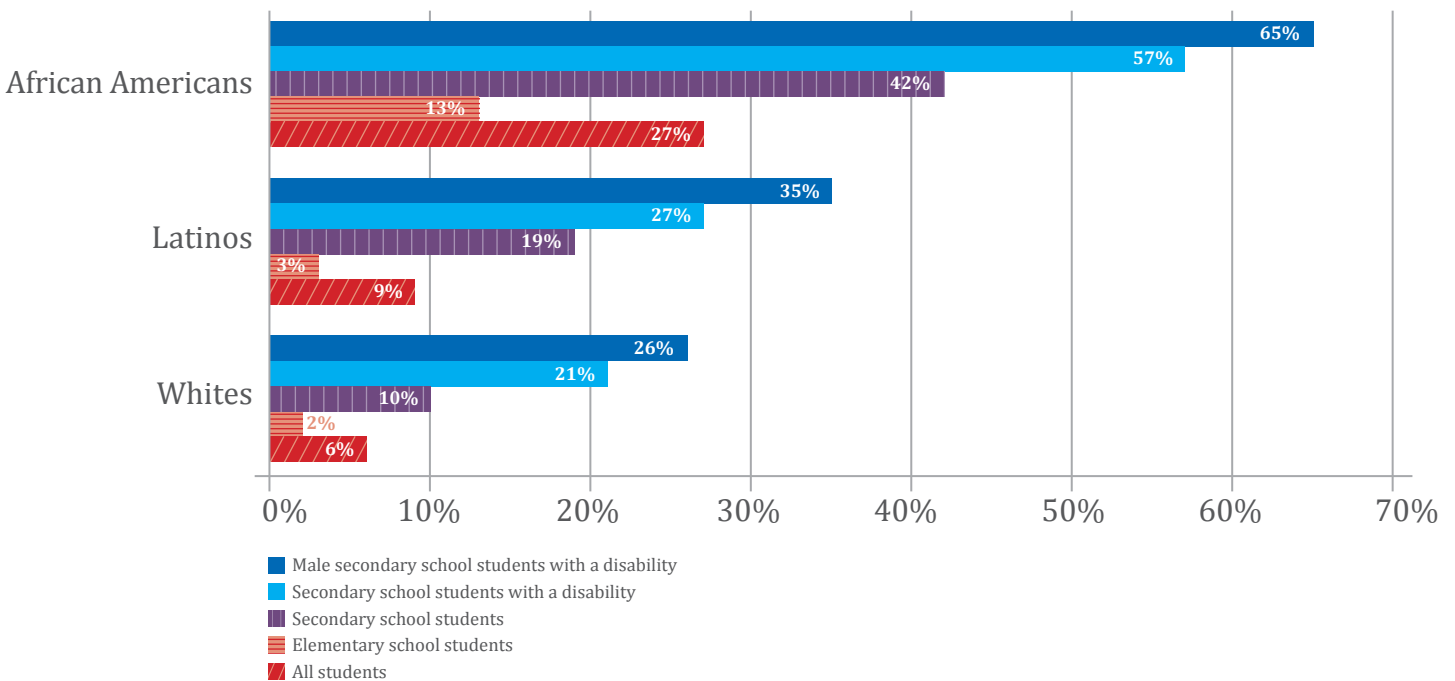
Suspension Rate for All Secondary School Students: 25.3%

Number of Students Suspended One or More Times: 22,770

Number of Secondary School Students Suspended One or More Times: 16,795

Disaggregation by school level, race and disability status reveals profound disparities in the risk for out of school suspensions. The graph below and detailed tables that follow describe deep disparities along the lines of race, gender, disability status and English learner status that are much greater at the secondary school level than at the elementary school level.

**Figure 1. Risk for Suspension at the Elementary and Secondary Levels By Selected Subgroups**



In Dallas ISD, the risk for suspension grew from elementary to secondary school as follows: 8 points for Whites; 16 points for Latinos; and 29 points for Black students. However, for each racial group it was males with disabilities enrolled at the secondary level that were most at risk for suspension.

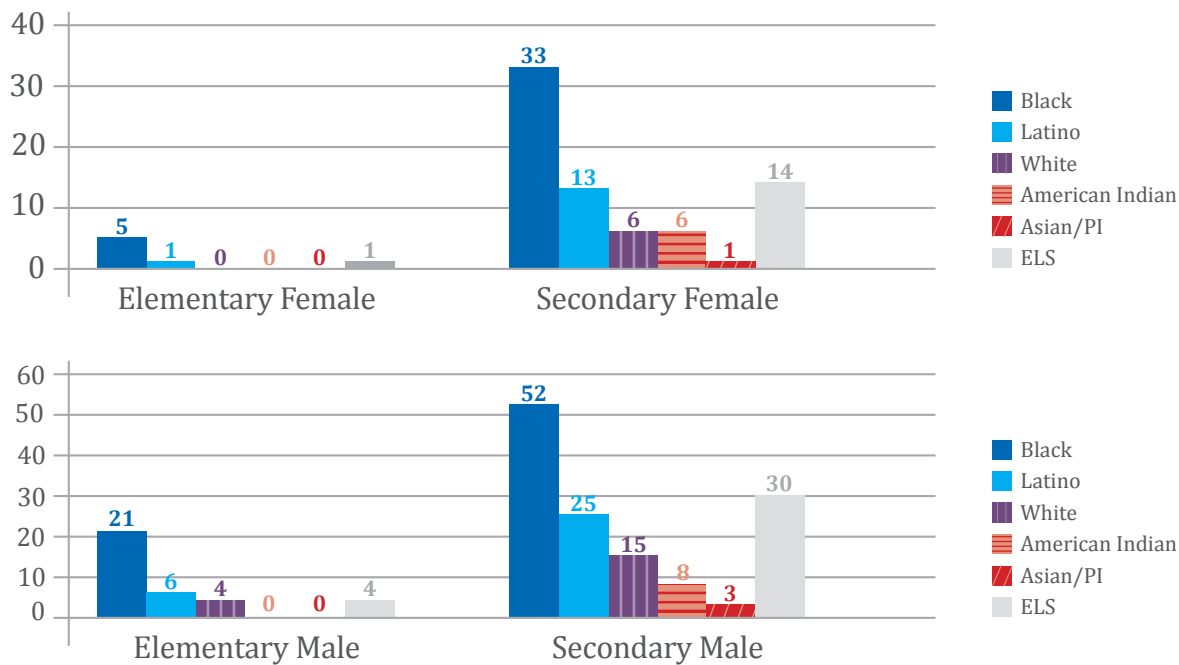
**Table 1. Students with Disabilities Compared to Students Without Disabilities by Race and School Level**

Dallas ISD	Elementary School Students Without Disabilities	Elementary School Students With Disabilities	Secondary School Students Without Disabilities	Secondary School Students With Disabilities
White	2%	5%	9%	21%
Latino	3%	5%	18%	27%
Black	13%	18%	40%	57%
American Indian	0%	N/A	7%	0%
Asian/PI	0%	0%	4%	0%

Note: All numbers rounded to the nearest whole number; only included if 100 students enrolled in subgroup were enrolled.

In Dallas ISD, the gap between Black and White students ranged between 11 points for elementary students without disabilities to 36 points for students with disabilities at the secondary level. The Latino/White gap also increased at the secondary school level.

**Figure 2. Percentage of Enrolled Subgroup Suspended at Least Once by Race and English Learner Status (ELS) with Gender by School Level**



Note: All numbers rounded to the nearest whole number.

The graph shows a steep rise in the risk for suspension at the secondary level in Dallas ISD that is especially large for Black male and male English Learner students. Most notable is that more than half of Black secondary school males were suspended at least once. Second is that English learners, especially for males, who were suspended at relatively low rates in elementary school, were the second most frequently suspended male group at the secondary school level. Finally, Black females at the secondary level were suspended at a higher rate than any subgroup of secondary male students except Blacks.

## Hot Spot and Lower-Suspending Secondary Schools in Dallas ISD:

Research has indicated that profound differences in the rates of suspension can be found at the school level within the same district. The second and third columns in the chart below show the number of secondary schools in Dallas ISD that suspended 25% or more and 50% or more of any subgroup by race/ethnicity, gender, disability status, or English learner status. The fourth column shows the number of schools that suspended 25% of their total enrollment without disaggregation and the last column shows the number of schools that did not suspend more than 10% of any subgroup.

**Table 2. Number of Hot Spots and Lower-Suspending Secondary Schools for All Groups in Dallas ISD**

Number of Secondary Schools	Suspended Any Group Over 25%	Suspended Any Group Over 50%	All Student Rate Over 25%	Suspended No Group Over 10%
72	43	25	30	16

- 30 secondary schools in Dallas ISD suspended over 25% of their student body in the aggregate.
- More than half of Dallas ISD's secondary schools (43) suspended at least one subgroup at that high rate.
- Of these, 25 secondary schools suspended at least one subgroup at a rate of 50% of their total enrollment.
- There were 16 lower-suspending schools where not one subgroup experienced a suspension rate above 10%.
- This analysis did not look at race with disability with gender at the secondary school level.

**Where to find out more about Dallas ISD or other school districts:** The information in these charts is available for every school district that reported its data to OCR in 2009-10. For your convenience we have provided a two-page analysis like that of Dallas ISD above for 20 large districts representing every region of the United States.

**The full set of analyzed data on every district OCR collected data from in 2009-10 are available via the spreadsheets posted (along with instructions) on our website.** The excel sheet allows users to sort and filter by all the indicators represented in these graphs and tables, and also to compare district data to districts within each state or across the nation. Much of this information will soon be available by using a web tool on our website that will allow for some degree of comparison. Additional data on school discipline, for 2011-12, that is otherwise identical to the raw data analyzed for this report can be obtained by filing a Freedom of Information Act request with your school district.

# FAIRFAX COUNTY PUBLIC SCHOOLS, VA (2009-10)

Suspension Rate K-12 for All Students: 3%

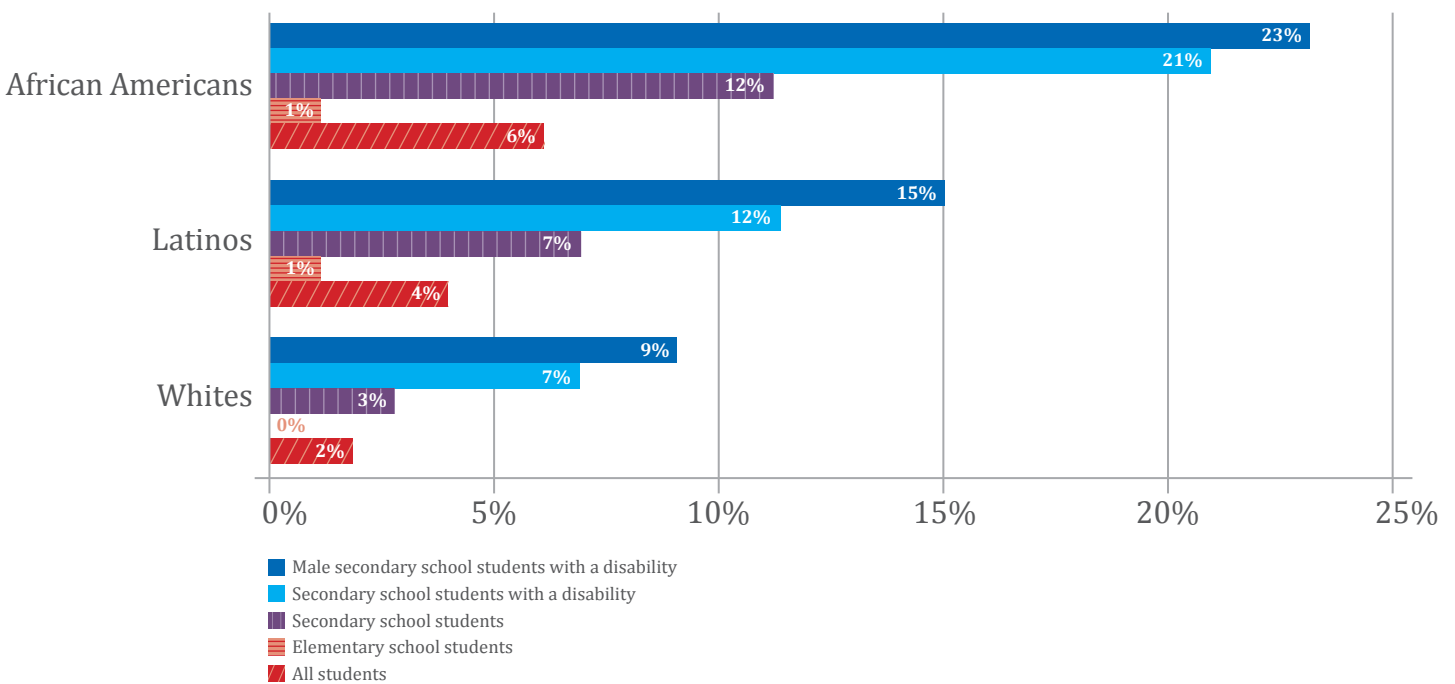
Suspension Rate for All Secondary School Students: 4.9%

Number of Students Suspended One or More Times: 5,145

Number of Secondary School Students Suspended One or More Times: 4,040

Disaggregation by school level, race and disability status reveals profound disparities in the risk for out of school suspensions. The graph below and detailed tables that follow describe deep disparities along the lines of race, gender, disability status and English learner status that are much greater at the secondary school level than at the elementary school level.

**Figure 1. Risk for Suspension at the Elementary and Secondary Levels By Selected Subgroups**



In Fairfax County Public Schools, the risk for suspension grew from elementary to secondary school as follows: 3 points for Whites; 6 points for Latinos; and 11 points for Black students. However, for each racial group it was males with disabilities enrolled at the secondary level that were most at risk for suspension.

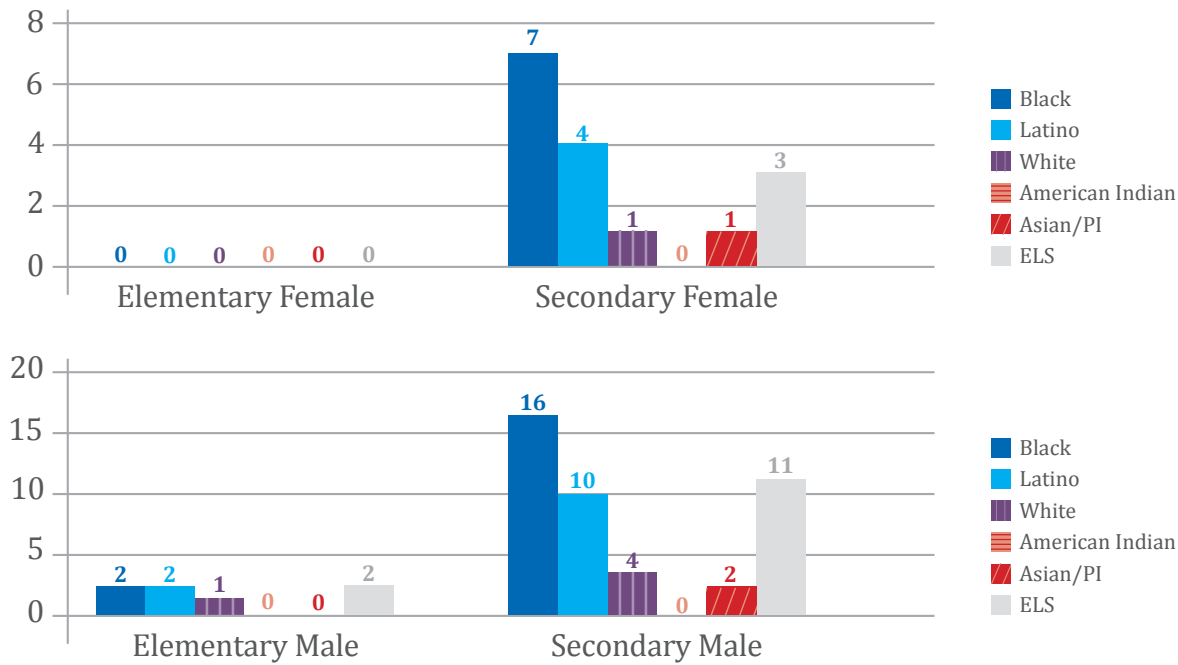
**Table 1: Students with disabilities compared to students without disabilities by race and school level:**

Fairfax County Public Schools	Elementary School Students Without Disabilities	Elementary School Students With Disabilities	Secondary School Students Without Disabilities	Secondary School Students With Disabilities
White	0%	1%	2%	7%
Latino	1%	1%	6%	12%
Black	1%	4%	10%	21%
Asian/PI	0%	0%	2%	3%

Note: All numbers rounded to the nearest whole number; only included if 100 students in subgroup were enrolled

In Fairfax County Public Schools, the gap between Black and White students ranged between 1 point for elementary students without disabilities to 14 points for students with disabilities at the secondary level. The Latino/White gap also increased at the secondary school level.

**Figure 2: Percentage of Enrolled Subgroup Suspended at Least Once by Race and English Learner Status (ELS) with Gender by School Level.**



Note: All numbers rounded to the nearest whole number

The graph shows a steep rise in the risk for suspension at the secondary level in Fairfax County Public Schools that is especially large for Black male and male English learner students. Second, is that for English learners, especially for males who were suspended at relatively low rates in elementary school, they became the second most frequently suspended male group at the secondary school level.

## Hot Spot and Lower-Suspending Secondary Schools in Fairfax County Public Schools:

Research has indicated that profound differences in the rates of suspension can be found at the school level within the same district. The second and third columns in the chart below show the number of secondary schools in Fairfax County Public Schools that suspended 25% or more and 50% or more of any subgroup by race/ethnicity, gender, disability status, or English learner status. The fourth column shows the number of schools that suspended 25% of their total enrollment without disaggregation and the last column shows the number of schools that did not suspend more than 10% of any subgroup.

**Table 2. Number of Hot Spots and Lower-Suspending Secondary Schools for All Groups in Fairfax County Public Schools**

Number of Secondary Schools	Suspended Any Group Over 25%	Suspended Any Group Over 50%	All Student Rate Over 25%	Suspended No Group Over 10%
63	5	2	2	31

- 2 secondary schools in Fairfax County Public Schools suspended over 25% of their student body in the aggregate.
- A few of Fairfax County Public School's secondary schools (5) suspended at least one subgroup at that high rate.
- Of these, 2 secondary schools suspended at least one subgroup at a rate of 50% of their total enrollment.
- There were 31 lower-suspending schools where not one subgroup experienced a suspension rate above 10%.
- This analysis did not look at race with disability with gender at the secondary school level.

**Where to find out more about Fairfax County Public Schools or other school districts:** The information in these charts are available for every school district that reported its data to OCR in 2009-10. For your convenience we have provided a two-page analysis like that of Fairfax County above for 20 large districts representing every region of the United States.

**The full set of analyzed data on every district OCR collected data from in 2009-10 are available via the spreadsheets posted (along with instructions) on our website.** The excel sheet allows users to sort and filter by all the indicators represented in these graphs and tables, and also to compare district data to districts within each state or across the nation. Much of this information will soon be available by using a web tool on our website that will allow for some degree of comparison. Additional data on school discipline, for 2011-12, that is otherwise identical to the raw data analyzed for this report can be obtained by filing a Freedom of Information Act request with your school district.



# FULTON COUNTY, GA

## (2009-2010)

Suspension Rate K-12 for All Students: 15%

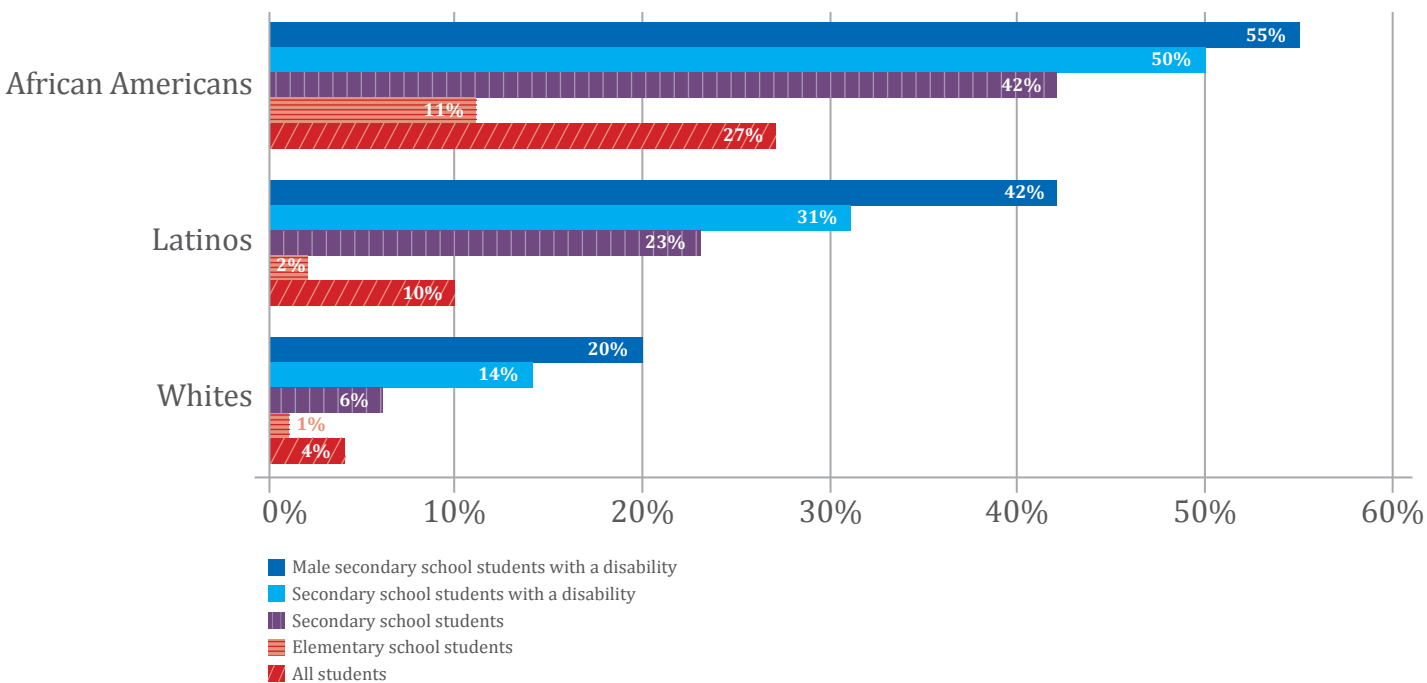
Suspension Rate for All Secondary School Students: 23.5%

Number of Students Suspended One or More Times: 13,540

Number of Secondary School Students Suspended One or More Times: 10,995

Disaggregation by school level, race, and disability status reveals profound disparities in the risk for out of school suspensions. The graph below and detailed tables that follow describe deep disparities along the lines of race, gender, disability status, and English learner status that are much greater at the secondary school level than at the elementary school level.

**Figure 1. Risk for Suspension at the Elementary and Secondary Levels By Selected Subgroups**



In Fulton County, the risk for suspension grew from elementary to secondary school as follows: 5 points for Whites; 21 points for Latinos; and 31 points for Black students. However, for each racial group it was males with disabilities enrolled at the secondary level that were most at risk for suspension.

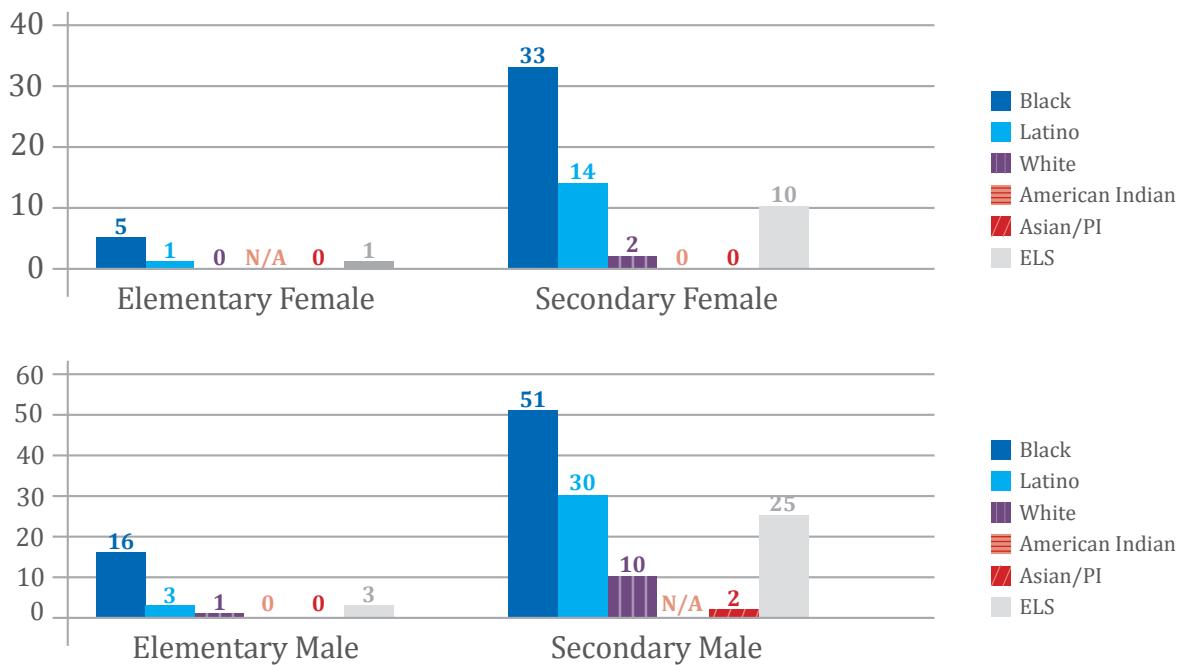
**Table 1. Students with Disabilities Compared to Students Without Disabilities by Race and School Level**

Fulton County	Elementary School Students Without Disabilities	Elementary School Students With Disabilities	Secondary School Students Without Disabilities	Secondary School Students With Disabilities
White	1%	2%	5%	14%
Latino	2%	3%	22%	31%
Black	10%	16%	41%	50%
Asian/PI	0%	0%	2%	0%

Note: All numbers rounded to the nearest whole number; only included if 100 students enrolled in subgroup were enrolled.

In Fulton County, the gap between Black and White students ranged between 9 points for elementary students without disabilities to 36 points for students with disabilities at the secondary level. The Latino/White gap also increased at the secondary school level.

**Figure 2. Percentage of Enrolled Subgroup Suspended at Least Once by Race and English Learner Status (ELS) with Gender by School Level**



Note: All numbers rounded to the nearest whole number.

The graph shows a steep rise in the risk for suspension at the secondary level in Fulton County that is especially large for Black male students, Latino male students and male English Learners. Most notable is that more than half of Black male secondary students were suspended at least once. Second, for English learners, especially for males who were suspended at relatively low rates in elementary school, they became the third most frequently suspended male group at the secondary school level. Finally, Black females at the secondary level were suspended at a higher rate than any subgroup of secondary male students except Blacks.

## Hot Spot and Lower-Suspending Secondary Schools in Fulton County:

Research has indicated that profound differences in the rates of suspension can be found at the school level within the same district. The second and third columns in the chart below show the number of secondary schools in Fulton County that suspended 25% or more and 50% or more of any subgroup by race/ethnicity, gender, disability status, or English learner status. The fourth column shows the number of schools that suspended 25% of their total enrollment without disaggregation and the last column shows the number of schools that did not suspend more than 10% of any subgroup.

**Table 2. Number of Hot Spots and Lower-Suspending Secondary Schools for All Groups in Fulton County**

Number of Secondary Schools	Suspended Any Group Over 25%	Suspended Any Group Over 50%	All Student Rate Over 25%	Suspended No Group Over 10%
42	27	17	18	4

- 18 secondary schools in Fulton County suspended over 25% of their student body in the aggregate.
- Many of Fulton County's secondary schools (27) suspended at least one subgroup at that high rate.
- Of these, 17 secondary schools suspended at least one subgroup at a rate of 50% of their total enrollment.
- There were four lower-suspending schools where not one subgroup experienced a suspension rate above 10%.
- This analysis did not look at race with disability with gender at the secondary school level.

**Where to find out more about Fulton County or other school districts:** The information in these charts are available for every school district that reported its data to OCR in 2009-10. For your convenience we have provided a two-page analysis like that of Fulton County above for 20 large districts representing every region of the United States.

**The full set of analyzed data on every district OCR collected data from in 2009-10 are available via the spreadsheets posted (along with instructions) on our website.** The excel sheet allows users to sort and filter by all the indicators represented in these graphs and tables, and also to compare district data to districts within each state or across the nation. Much of this information will soon be available by using a web tool on our website that will allow for some degree of comparison. Additional data on school discipline, for 2011-12, that is otherwise identical to the raw data analyzed for this report can be obtained by filing a Freedom of Information Act request with your school district.

# HOUSTON ISD, TX (2009-10)

Suspension Rate K-12 for All Students: 11.1%

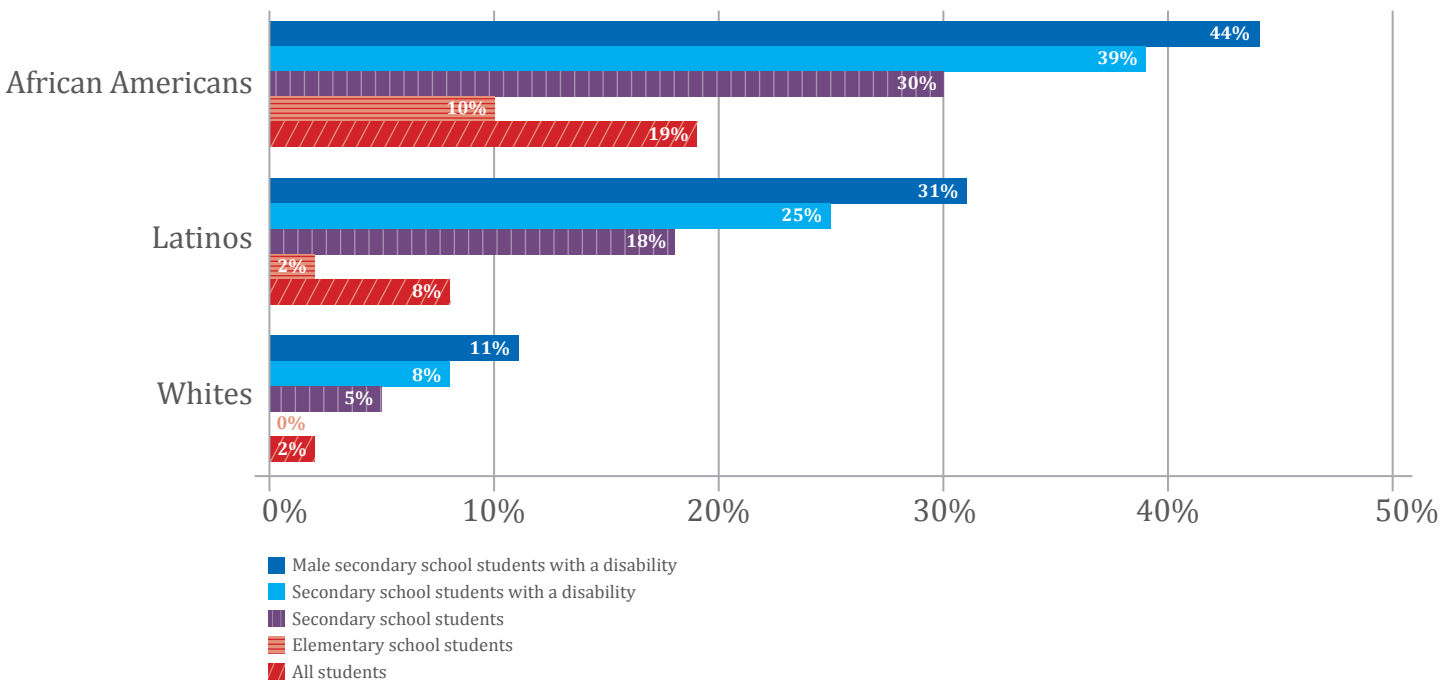
Suspension Rate for All Secondary School Students: 20.2%

Number of Students Suspended One or More Times: 22,540

Number of Secondary School Students Suspended One or More Times: 17,115

Disaggregation by school level, race and disability status reveals profound disparities in the risk for out of school suspensions. The graph below and detailed tables that follow describe deep disparities along the lines of race, gender, disability status and English learner status that are much greater at the secondary school level than at the elementary school level.

**Figure 1. Risk for Suspension at the Elementary and Secondary Levels By Selected Subgroups**



In Houston ISD, the risk for suspension grew from elementary to secondary school as follows: 5 points for Whites; 16 points for Latinos; and 20 points for Black students. However, for each racial group it was males with disabilities enrolled at the secondary level that were most at risk for suspension.

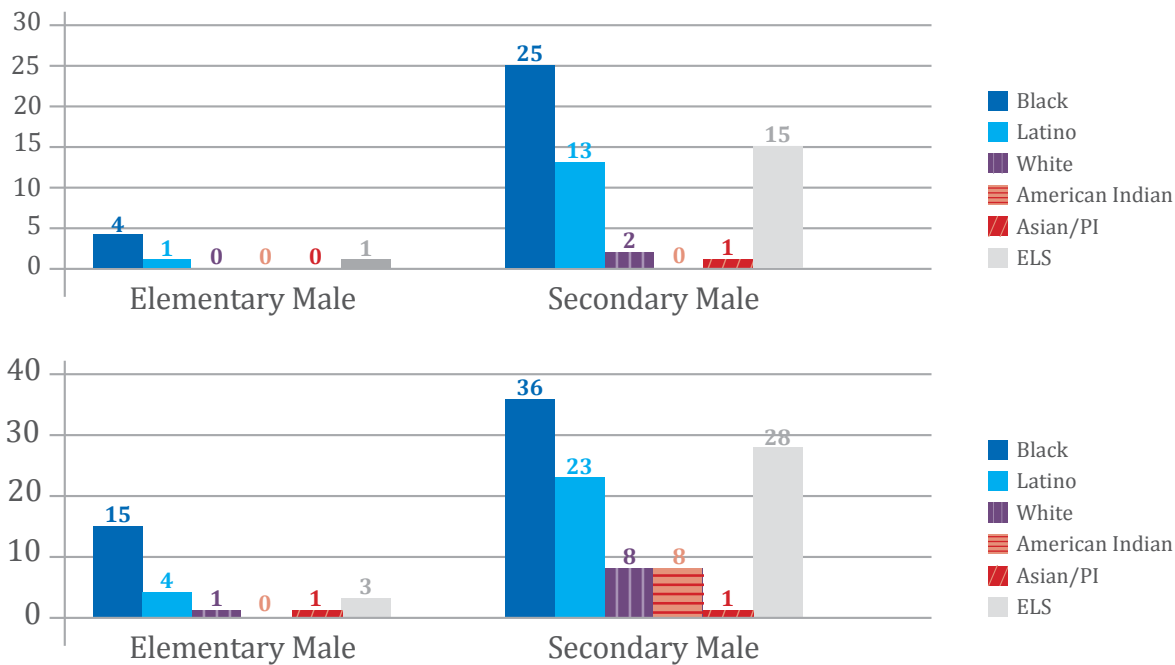
**Table 1. Students with Disabilities Compared to Students Without Disabilities by Race and School Level**

Houston ISD	Elementary School Students Without Disabilities	Elementary School Students With Disabilities	Secondary School Students Without Disabilities	Secondary School Students With Disabilities
White	0%	1%	5%	8%
Latino	2%	3%	17%	25%
Black	9%	16%	29%	39%
American Indian	0%	N/A	5%	0%
Asian/PI	1%	0%	1%	0%

Note: All numbers rounded to the nearest whole number; only included if 100 students enrolled in subgroup were enrolled.

In Houston ISD, the gap between Black and White students ranged between 9 points for elementary students without disabilities to 31 points for students with disabilities at the secondary level. The Latino/White gap also increased at the secondary school level.

**Figure 2. Percentage of Enrolled Subgroup Suspended at Least Once by Race and English Learner Status (ELS) with Gender by School Level**



Note: All numbers rounded to the nearest whole number

The graph shows a steep rise in the risk for suspension at the secondary level in Houston ISD that is especially large for Black males and male English Learners. Most notable is that over one out of three Black secondary school males were suspended at least once. Second, is that for English learners, especially for males who were suspended at relatively low rates in elementary school, they became the second most frequently suspended male group at the secondary school level. Third, Black females at the secondary level were suspended at a higher rate than any other male racial/ethnic subgroup.

## Hot Spot and Lower-Suspending Secondary Schools in Houston ISD:

Research has indicated that profound differences in the rates of suspension can be found at the school level within the same district. The second and third columns in the chart below show the number of secondary schools in Houston ISD that suspended 25% or more and 50% or more of any subgroup by race/ethnicity, gender, disability status, or English learner status. The fourth column shows the number of schools that suspended 25% of their total enrollment without disaggregation and the last column shows the number of schools that did not suspend more than 10% of any subgroup.

**Table 2. Number of Hot Spots and Lower-Suspending Secondary Schools for All Groups in Houston**

Number of Secondary Schools	Suspended Any Group Over 25%	Suspended Any Group Over 50%	All Student Rate Over 25%	Suspended No Group Over 10%
106	53	15	36	23

- 36 secondary schools in Houston ISD suspended over 25% of their student body in the aggregate.
- Half of Houston ISD's secondary schools (53) suspended at least one subgroup at that high rate.
- Of these, 15 secondary schools suspended at least on subgroup at a rate of 50% of their total enrollment.
- There were 23 lower-suspending schools where not one subgroup experienced a suspension rate above 10%.
- This analysis did not look at race with disability with gender at the secondary school level.

**Where to find out more about Houston ISD or other school districts:** The information in these charts is available for every school district that reported its data to OCR in 2009-10. For your convenience we have provided a two-page analysis like that of Houston ISD above for 20 Large Districts representing every region of the United States.

**The full set of analyzed data on every district OCR collected data from in 2009-10 are available via the spreadsheets posted (along with instructions) on our website.** The excel sheet allows users to sort and filter by all the indicators represented in these graphs and tables, and also to compare district data to districts within each state or across the nation. Much of this information will soon be available by using a web tool on our website that will allow for some degree of comparison. Additional data on school discipline, for 2011-12, that is otherwise identical to the raw data analyzed for this report can be obtained by filing a Freedom of Information Act request with your school district.

# JEFFERSON COUNTY, AL (2009-10)

Suspension Rate K-12 for All Students: 13.7%

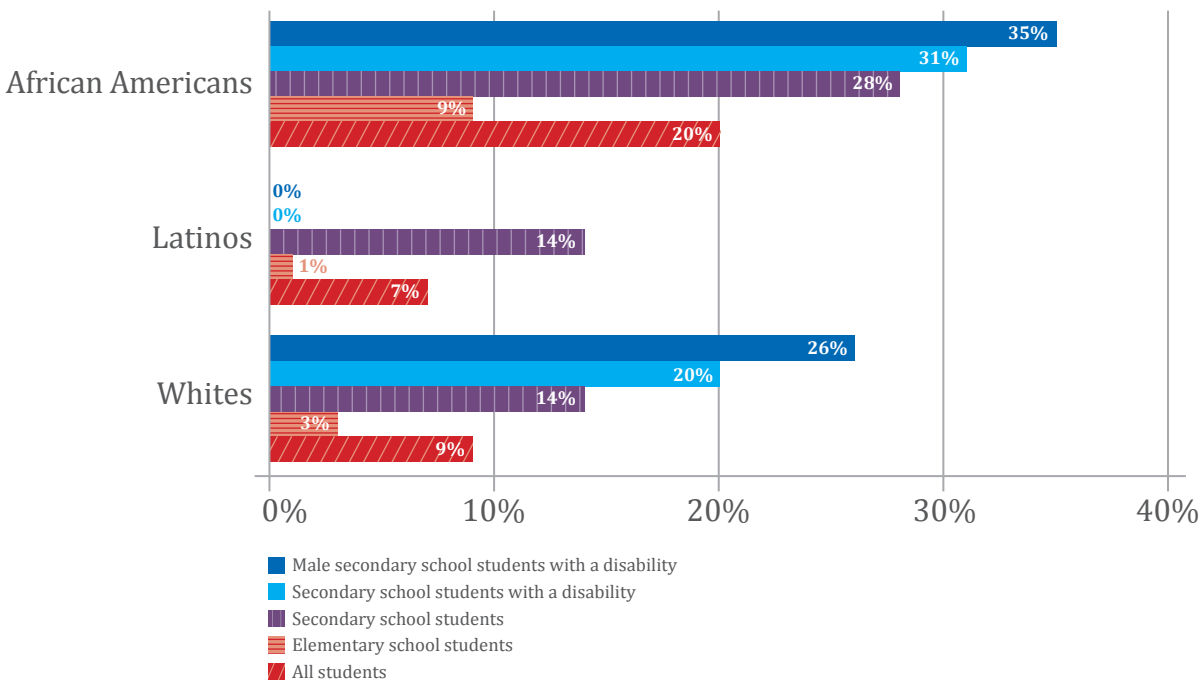
Suspension Rate for All Secondary School Students: 20.6%

Number of Students Suspended One or More Times: 4,870

Number of Secondary School Students Suspended One or More Times: 3,740

Disaggregation by school level, race, and disability status reveals profound disparities in the risk for out of school suspensions. The graph below and detailed tables that follow describe deep disparities along the lines of race, gender, disability status, and English learner status that are much greater at the secondary school level than at the elementary school level.

**Figure 1: Risk for Suspension at the Elementary and Secondary Levels by Selected Subgroups**



In Jefferson County, the risk for suspension grew from elementary to secondary school as follows: 11 points for Whites; 13 points for Latinos; and 19 points for Black students. However, Blacks and White males with disabilities enrolled at the secondary level were most at risk for suspension.

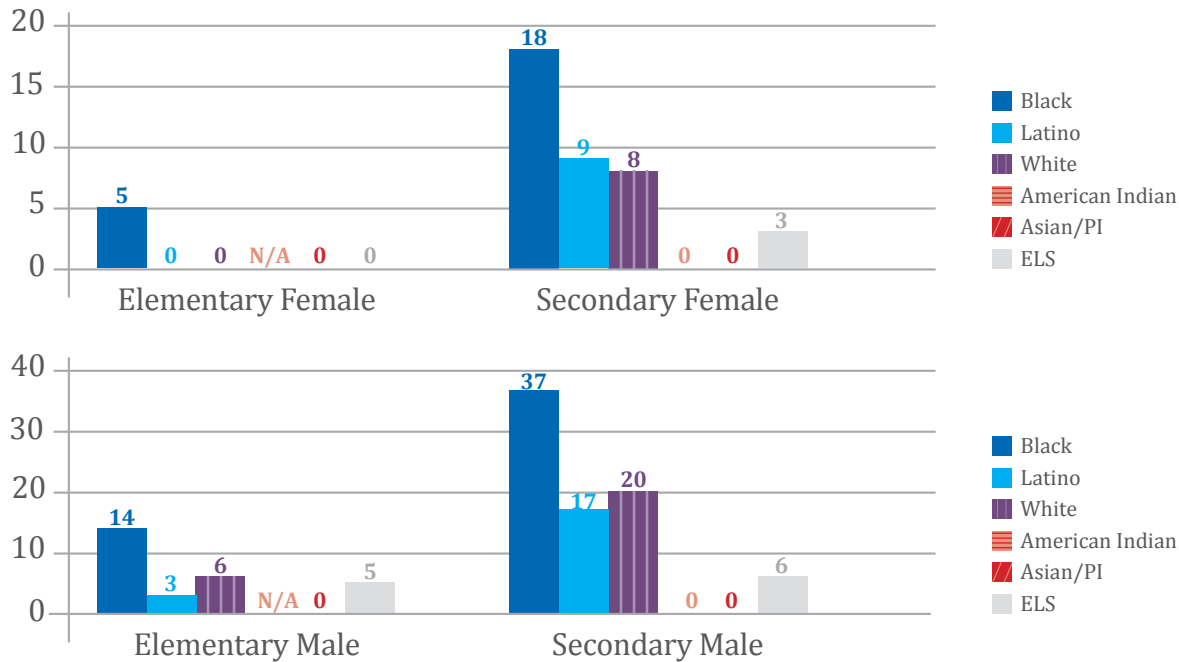
**Table 1: Students With Disabilities Compared to Students Without Disabilities by Race and School Level**

Jefferson County	Elementary School Students Without Disabilities	Elementary School Students With Disabilities	Secondary School Students Without Disabilities	Secondary School Students With Disabilities
White	3%	6%	13%	20%
Latino	2%	0%	15%	0%
Black	8%	23%	27%	31%

Note: All numbers rounded to the nearest whole number; only included if 100 students enrolled in subgroup were enrolled.

In Jefferson County, the gap between Black and White students ranged between 5 points for elementary students without disabilities to 11 points for students with disabilities at the secondary level.

**Figure 2: Percentage of Enrolled Subgroup Suspended at Least Once by Race and English Learner Status (ELS) with Gender by School Level**



Note: All numbers rounded to the nearest whole number

The graph shows a steep rise in the risk for suspension at the secondary level in Jefferson County that is especially large for Black male students. Most notable is that over one in three Black middle school males were suspended at least once.

## Hot Spot and Lower-Suspending Secondary Schools in Jefferson County Public Schools:

Research has indicated that profound differences in the rates of suspension can be found at the school level within the same district. The second and third columns in the chart below show the number of secondary schools in Jefferson County Public Schools that suspended 25% or more and 50% or more of any subgroup by race/ethnicity, gender, disability status, or English learner status. The fourth column shows the number of schools that suspended 25% of their total enrollment without disaggregation, and the last column shows the number of schools that did not suspend more than 10% of any subgroup.

**Table 2: Number of Hot Spots and Lower-Suspending Secondary Schools for All Groups in Jefferson County**

Number of Secondary Schools	Suspended Any Group Over 25%	Suspended Any Group Over 50%	All Student Rate Over 25%	Suspended No Group Over 10%
19	15	3	4	1



- Four secondary schools in Jefferson County suspended over 25% of their student body in the aggregate.
- More than three fourths of Jefferson County's secondary schools (15) suspended at least one subgroup at that high rate.
- Of these, three secondary schools suspended at least one subgroup at a rate of 50% of their total enrollment.
- Jefferson County also had one lower-suspending school where not one subgroup experienced a suspension rate above 10%.
- This analysis did not look at race with disability with gender at the secondary school level.

**Where to find out more about Jefferson County or other school districts:** The information in these charts are available for every school district that reported its data to OCR in 2009-10. For your convenience we have provided a two-page analysis like that of Jefferson County above for 20 large districts representing every region of the United States.

**The full set of analyzed data on every district OCR collected data from in 2009-10 are available via the spreadsheets posted (along with instructions) on our website.** The excel sheet allows users to sort and filter by all the indicators represented in these graphs and tables, and also to compare district data to districts within each state or across the nation. Much of this information will soon be available by using a web tool on our website that will allow for some degree of comparison. Additional data on school discipline, for 2011-12, that is otherwise identical to the raw data analyzed for this report can be obtained by filing a Freedom of Information Act request with your school district.

# LOS ANGELES (CA) UNIFIED SCHOOL DISTRICT (2009-2010)

Suspension Rate K-12 for All Students: 5.9%

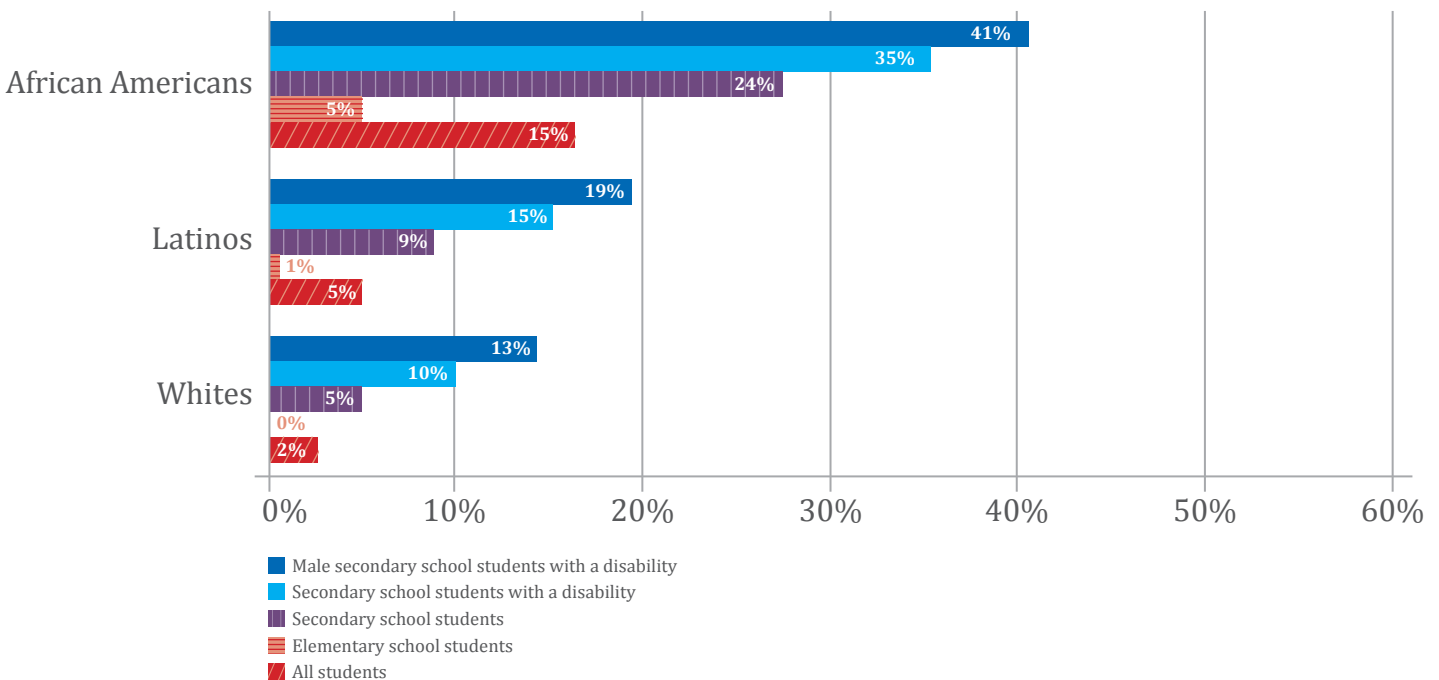
Suspension Rate for All Secondary School Students: 9.6%

Number of Students Suspended One or More Times: 37,470

Number of Secondary School Students Suspended One or More Times: 29,275

Disaggregation by school level, race, and disability status reveals profound disparities in the risk for out-of-school suspensions. The graph below and detailed tables that follow describe deep disparities along the lines of race, gender, disability status, and English learner status that are much greater at the secondary school level than at the elementary school level.

**Figure 1: Risk for Suspension at the Elementary and Secondary Levels by Selected Subgroups**



In the Los Angeles Unified School District (LAUSD), the risk for suspension increased from elementary to secondary school as follows: 5 points for Whites, 8 points for Latinos, and 19 points for Black students. However, for each racial group, males with disabilities enrolled at the secondary level were most at risk for suspension.

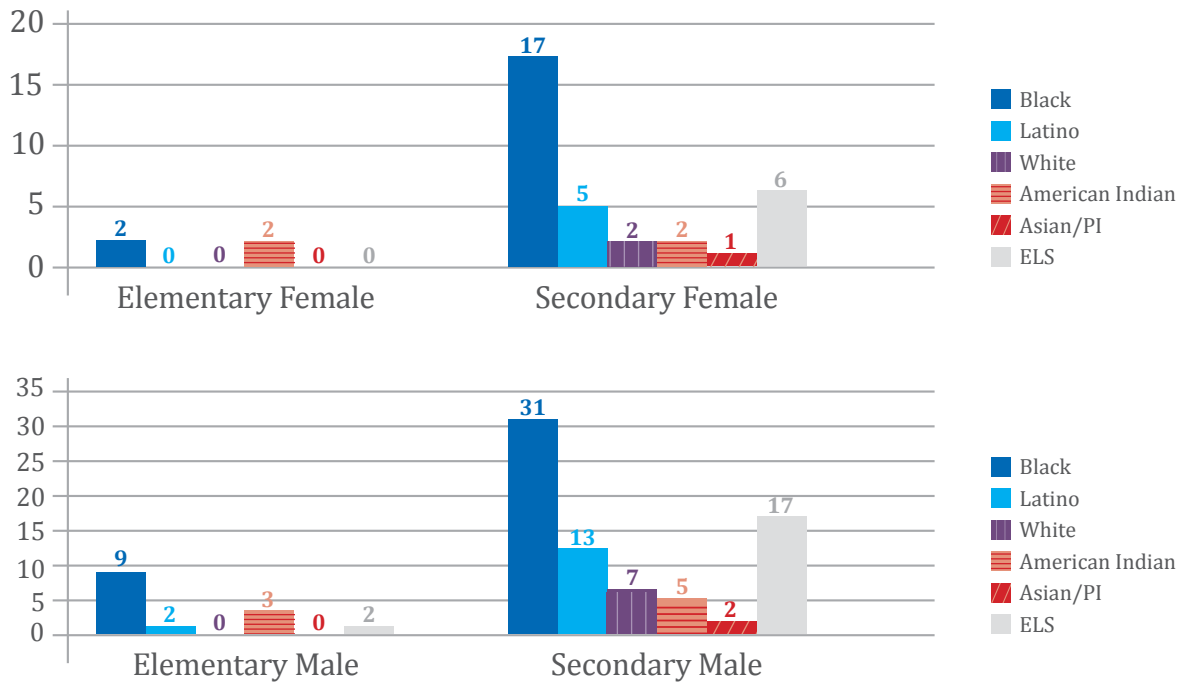
**Table 1: Students with Disabilities Compared to Students without Disabilities by Race and School Level**

Los Angeles Unified School District	Elementary School Students Without Disabilities	Elementary School Students With Disabilities	Secondary School Students Without Disabilities	Secondary School Students With Disabilities
White	0%	0%	4%	10%
Latino	1%	2%	8%	15%
Black	4%	12%	22%	35%
Asian/Pacific Islander	0%	1%	3%	2%

All numbers rounded to the nearest whole number. (Only included if 100 students enrolled in subgroup)

In the LAUSD, the gap between Black and White students ranged from 4 points for elementary students without disabilities to 25 points for secondary students with disabilities. The Latino/White gap was also greater at the secondary school level.

**Figure 2: Percentage of Enrolled Subgroup Suspended at Least Once by Race and English Learner Status (ELS) with Gender by School Level**



Note: All numbers rounded to the nearest whole number

The graph shows a steep rise in the risk for suspension at the secondary level in the LAUSD that is especially large for Black male students and male English learners. Most notable is that nearly one in three Black secondary school males were suspended at least once. Moreover, English learners, especially males who were suspended at relatively low rates in elementary school, became the second most frequently suspended male group at the secondary school level. Finally, Black females at the secondary level were suspended at a higher rate than any subgroup of secondary male students except Blacks.

## Hotspot and Lower-Suspending Secondary Schools in the LAUSD

Research has indicated that profound differences in suspension rates can be found at the school level within one district. The second and third columns in the chart below show the number of secondary schools in Los Angeles Unified that suspended 25% or more and 50% or more of any subgroup by race/ethnicity, gender, disability status, or English learner status. The fourth column shows the number of schools that suspended 25% of their total enrollment without disaggregation and the last column shows the number of schools that did not suspend more than 10% of any subgroup.

**Table 2: Number of Hotspots and Lower-Suspending Secondary Schools for All Groups in the LAUSD**

Number of Schools	Suspended Any Group Over 25%	Suspended any group Over 50%	All Student Rate Over 25%	Suspended No Group Over 10%
215 Secondary Schools	54	13	13	81

- Thirteen secondary schools in the LAUSD suspended over 25% of their student body in the aggregate.
- One-fourth of LAUSD's secondary schools (54) suspended at least one subgroup at that high rate.
- Of these, 13 secondary schools suspended at least one subgroup at a rate of 50% of total enrollment.
- LAUSD also had a high number of (81) lower-suspending schools where not one subgroup experienced a suspension rate above 10%.
- This analysis did not look at race with disability or with gender at the secondary school level.

**Where to find out more about LAUSD or other school districts:** The information in these tables is available for every school district that reported its data to OCR in 2009-2010. For convenience, we have provided an analysis, like that for LAUSD above, for 19 other large districts representing every region of the United States.

**The full set of analyzed data collected on every district by OCR in 2009-2010 is available via the spreadsheets posted (along with instructions) on our website.** The Excel document allows users to sort and filter by all the indicators represented in these graphs and tables, and also to compare district data to districts within each state or across the nation. Much of this information will soon be available by using a web tool on our website that will allow for some degree of comparison. Additional data on school discipline for 2011-2012 that is otherwise identical to the raw data analyzed for this report can be obtained by filing a Freedom of Information Act request with your school district.

# MEMPHIS CITY SCHOOLS, TN (2009-10)

Suspension Rate K-12 for All Students: 26.2%

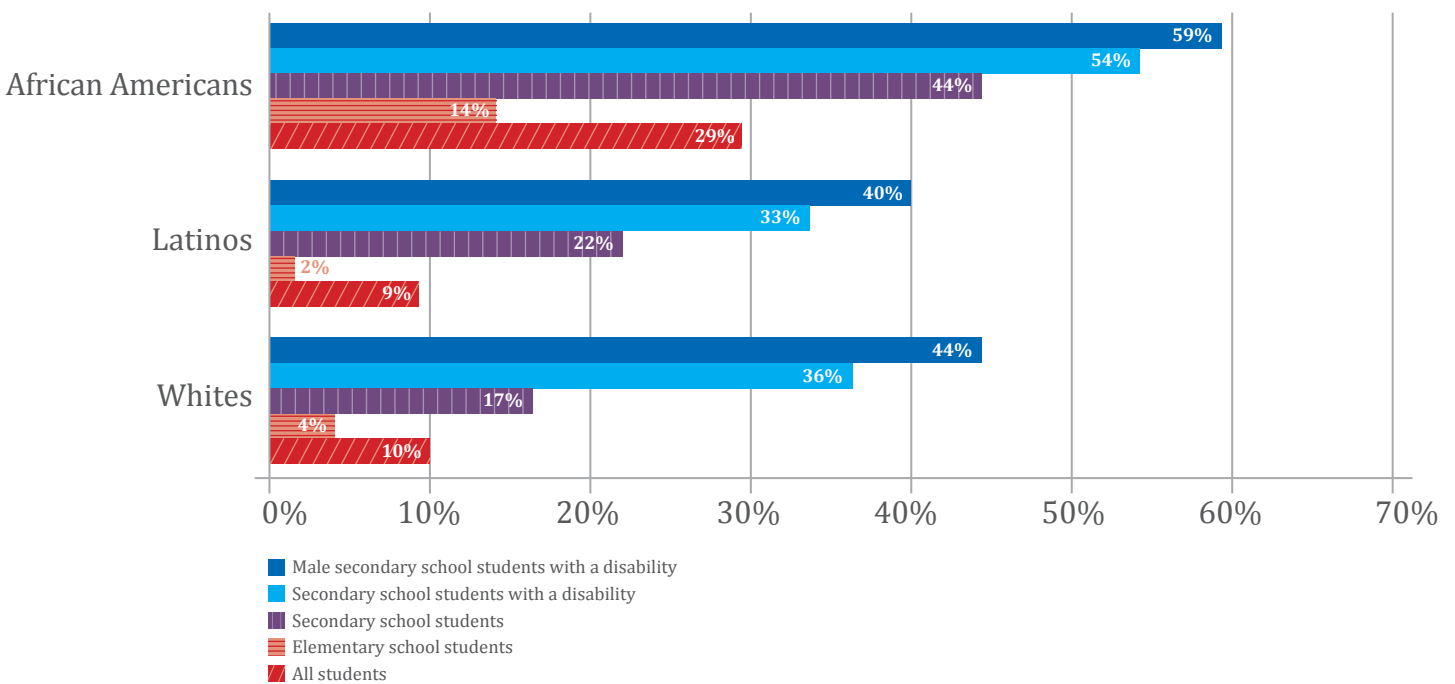
Suspension Rate for All Secondary School Students: 40.9%

Number of Students Suspended One or More Times: 28,945

Number of Secondary School Students Suspended One or More Times: 22,085

Disaggregation by school level, race and disability status reveals profound disparities in the risk for out of school suspensions. The graph below and detailed tables that follow describe deep disparities along the lines of race, gender, disability status and English learner status that are much greater at the secondary school level than at the elementary school level.

**Figure 1. Risk for Suspension at the Elementary and Secondary Levels By Selected Subgroups**



In Memphis City Schools, the risk for suspension grew from elementary to secondary school as follows: 13 points for Whites; 20 points for Latinos; and 30 points for Black students. However, for each racial group it was males with disabilities enrolled at the secondary level that were most at risk for suspension.

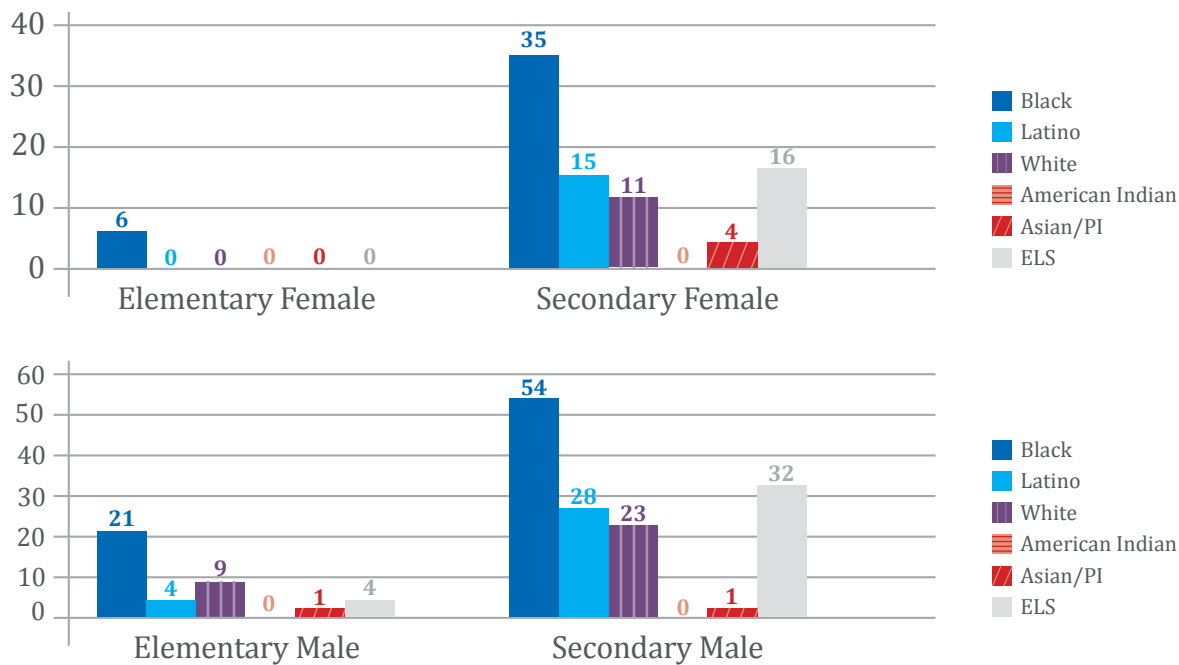
**Table 1: Students with disabilities compared to students without disabilities by race and school level:**

Memphis City Schools	Elementary School Students Without Disabilities	Elementary School Students With Disabilities	Secondary School Students Without Disabilities	Secondary School Students With Disabilities
White	4%	21%	16%	36%
Latino	2%	0%	22%	33%
Black	12%	32%	43%	54%
Asian/PI	1%	N/A	3%	N/A

Note: All numbers rounded to the nearest whole number; only included if 100 students enrolled in subgroup were enrolled.

In Memphis City Schools, the gap between Black and White students ranged between 8 points for elementary students without disabilities to 18 points for students with disabilities at the secondary level. The Latino/White gap also increased at the secondary school level.

**Figure 2: Percentage of Enrolled Subgroup Suspended at Least Once by Race and English Learner Status (ELS) with Gender by School Level.**



Note: All numbers rounded to the nearest whole number

The graph shows a steep rise in the risk for suspension at the secondary level in Memphis City Schools that is especially large for Black male students and male English learners. Most notable is that half of Black males in secondary school were suspended at least once. Second, is that for English learners, especially for males who were suspended at relatively low rates in elementary school, they became the second most frequently suspended male group at the secondary school level. Finally, Black females at the secondary level were suspended at a higher rate than any subgroup of secondary male students except Blacks.

## Hot Spot and Lower-Suspending Secondary Schools in Memphis City Schools:

Research has indicated that profound differences in the rates of suspension can be found at the school level within the same district. The second and third columns in the chart below show the number of secondary schools in Memphis City that suspended 25% or more and 50% or more of any subgroup by race/ethnicity, gender, disability status, or English learner status. The fourth column shows the number of schools that suspended 25% of their total enrollment without disaggregation and the last column shows the number of schools that did not suspend more than 10% of any subgroup.

**Table 2: Number of Hot Spots and Lower-Suspending Secondary Schools for All Groups in Memphis City**

Number of Secondary Schools	Suspended Any Group Over 25%	Suspended Any Group Over 50%	All Student Rate Over 25%	Suspended No Group Over 10%
90	68	52	61	15

- 61 secondary schools in Memphis suspended over 25% of their student body in the aggregate.
- The majority of Memphis's secondary schools (68) suspended at least one subgroup at that high rate.
- Of these, 52 secondary schools suspended at least one subgroup at a rate of 50% of their total enrollment.
- Memphis City also had 15 lower suspending schools where not one subgroup experienced a suspension rate above 10%.
- This analysis did not look at race with disability with gender at the secondary school level.

**Where to find out more about Memphis City Schools or other school districts:** The information in these charts are available for every school district that reported its data to OCR in 2009-10. For your convenience we have provided a two-page analysis like that of Memphis City Schools above for 20 large districts representing every region of the United States.

**The full set of analyzed data on every district OCR collected data from in 2009-10 are available via the spreadsheets posted (along with instructions) on our website.** The excel sheet allows users to sort and filter by all the indicators represented in these graphs and tables, and also to compare district data to districts within each state or across the nation. Much of this information will soon be available by using a web tool on our website that will allow for some degree of comparison. Additional data on school discipline, for 2011-12, that is otherwise identical to the raw data analyzed for this report can be obtained by filing a Freedom of Information Act request with your school district. Moreover in Tennessee, discipline data for the 2011-12 school year will be posted on the state's website here:  
<http://edu.reportcard.state.tn.us/pls/apex/f?p=200:60:2572561838802506::NO>

# OKLAHOMA CITY, OK (2009-2010)

Suspension Rate K-12 for All Students: 14.6%

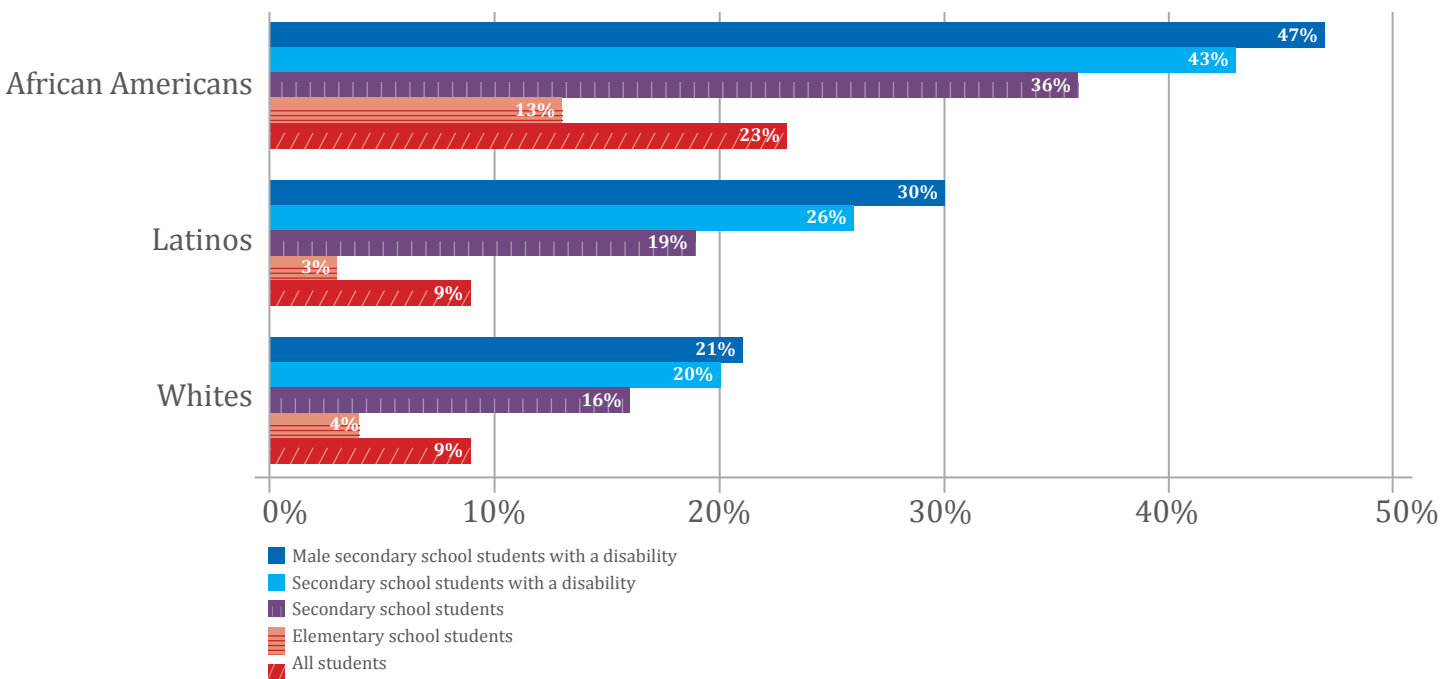
Suspension Rate for All Secondary School Students: 24.7%

Number of Students Suspended One or More Times: 6,200

Number of Secondary School Students Suspended One or More Times: 4,290

Disaggregation by school level, race, and disability status reveals profound disparities in the risk for out of school suspensions. The graph below and detailed tables that follow describe deep disparities along the lines of race, gender, disability status, and English learner status that are much greater at the secondary school level than at the elementary school level.

**Figure 1. Risk for Suspension at the Elementary and Secondary Levels By Selected Subgroups**



In Oklahoma City, the risk for suspension grew from elementary to secondary school as follows: 12 points for Whites; 16 points for Latinos; and 23 points for Black students. However, for each racial group it was males with disabilities enrolled at the secondary level that were most at risk for suspension.

**Table 1: Students With Disabilities Compared to Students Without Disabilities by Race and School Level:**

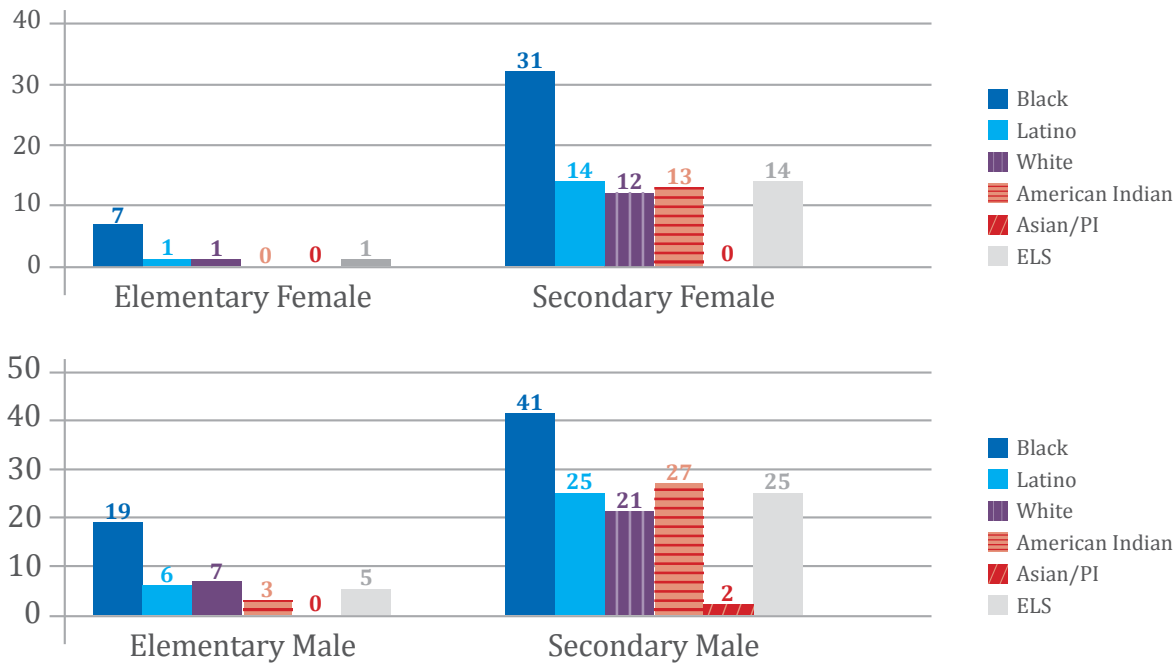
Oklahoma City	Elementary School Students Without Disabilities	Elementary School Students With Disabilities	Secondary School Students Without Disabilities	Secondary School Students With Disabilities
White	3%	6%	16%	20%
Latino	3%	6%	18%	26%
Black	12%	23%	35%	43%
American Indian	2%	0%	21%	13%
Asian/PI	0%	N/A	3%	0

Note: All numbers rounded to the nearest whole number; only included if 100 students enrolled in subgroup were enrolled.



In Oklahoma City, the gap between Black and White students ranged between 9 points for elementary students without disabilities to 23 points for students with disabilities at the secondary level.

**Figure 2: Percentage of Enrolled Subgroup Suspended at Least Once by Race and English Learner Status (ELS) with Gender by School Level**



Note: All numbers rounded to the nearest whole number

The graph shows a steep rise in the risk for suspension at the secondary level in Oklahoma City that is especially large for Black male students, American Indian male students, and Latino male students. Most notable is that two out of five Black secondary school males were suspended at least once. Second, for American Indian students and English learners, especially for males who were suspended at relatively low rates in elementary school, they became the second and third most frequently suspended male groups at the secondary school level. Finally, Black females at the secondary level were suspended at a higher rate than any subgroup of secondary male students except Blacks.

## Hot Spot and Lower-Suspending Secondary Schools in Oklahoma City:

Research has indicated that profound differences in the rates of suspension can be found at the school level within the same district. The second and third columns in the chart below show the number of secondary schools in Oklahoma City that suspended 25% or more and 50% or more of any subgroup by race/ethnicity, gender, disability status, or English learner status. The fourth column shows the number of schools that suspended 25% of their total enrollment without disaggregation and the last column shows the number of schools that did not suspend more than 10% of any subgroup.

**Table 2: Number of Hot Spots and Lower-Suspending Secondary Schools for All Groups in Oklahoma City**

Number of Secondary Schools	Suspended Any Group Over 25%	Suspended Any Group Over 50%	All Student Rate Over 25%	Suspended No Group Over 10%
33	17	7	16	7

- 16 secondary schools in Oklahoma City suspended over 25% of their student body in the aggregate.
- The majority of Oklahoma City's secondary schools (17) suspended at least one subgroup at that high rate.
- Of these, seven secondary schools suspended at least one subgroup at a rate of 50% of their total enrollment.
- Oklahoma City also had seven lower suspending schools where not one subgroup experienced a suspension rate above 10%
- This analysis did not look at race with disability with gender at the secondary school level.

**Where to find out more about Oklahoma City or other school districts:** The information in these charts are available for every school district that reported its data to OCR in 2009-10. For your convenience we have provided a two-page analysis like that of Oklahoma City above for 20 large districts representing every region of the United States.

**The full set of analyzed data on every district OCR collected data from in 2009-10 are available via the spreadsheets posted (along with instructions) on our website.** The excel sheet allows users to sort and filter by all the indicators represented in these graphs and tables, and also to compare district data to districts within each state or across the nation. Much of this information will soon be available by using a web tool on our website that will allow for some degree of comparison. Additional data on school discipline, for 2011-12, that is otherwise identical to the raw data analyzed for this report can be obtained by filing a Freedom of Information Act request with your school district. Oklahoma City discipline data for the 2011-12 school year is not available online.

# PHILADELPHIA CITY SCHOOL DISTRICT, PA (2009-2010)

Suspension Rate K-12 for All Students: 10.3%

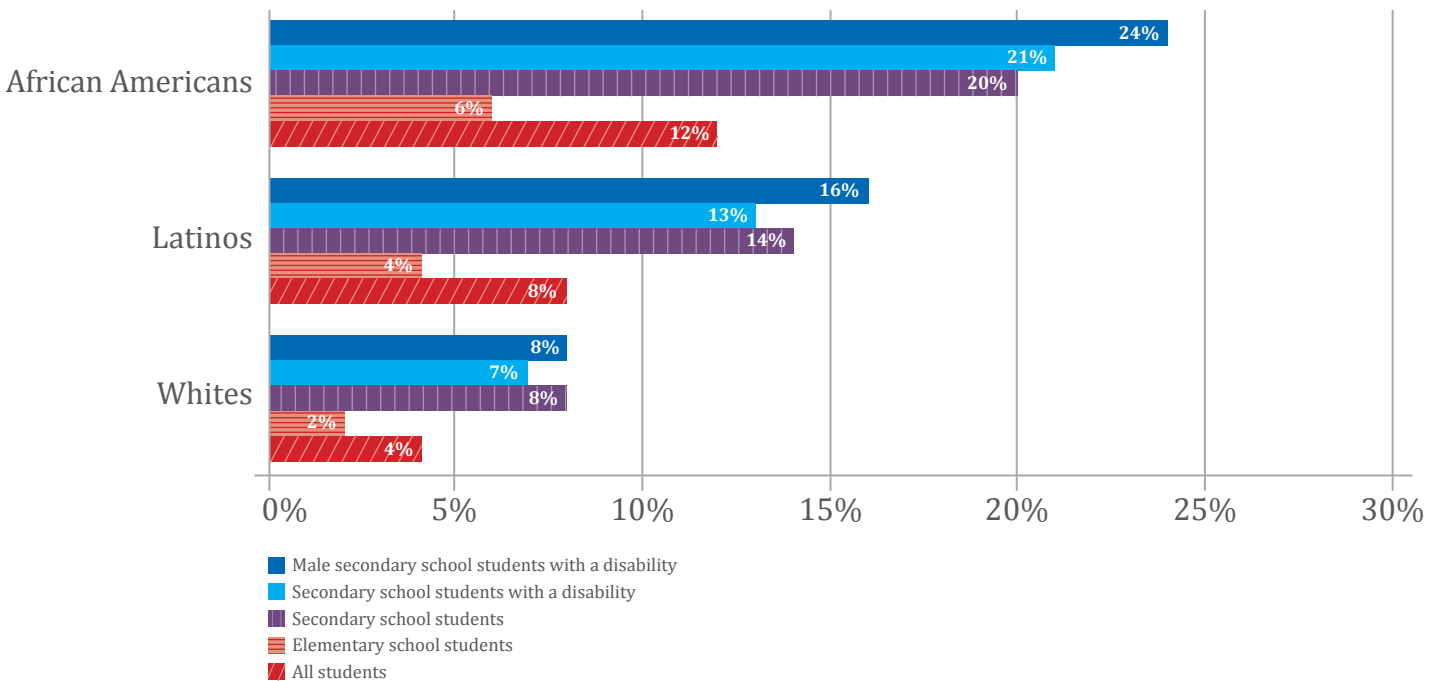
Suspension Rate for All Secondary School Students: 16.2%

Number of Students Suspended One or More Times: 17,320

Number of Secondary School Students Suspended One or More Times: 10,580

Disaggregation by school level, race, and disability status reveals profound disparities in the risk for out of school suspensions. The graph below and detailed tables that follow describe deep disparities along the lines of race, gender, disability status, and English learner status that are much greater at the secondary school level than at the elementary school level.

**Figure 1: Risk for Suspension at the Elementary and Secondary Levels by Selected Subgroups**



In the School District of Philadelphia, the risk for suspension grew from elementary to secondary school as follows: 6 points for Whites; 10 points for Latinos; and 14 points for Black students. However, for Latinos and Blacks it was males with disabilities enrolled at the secondary level that were most at risk for suspension.

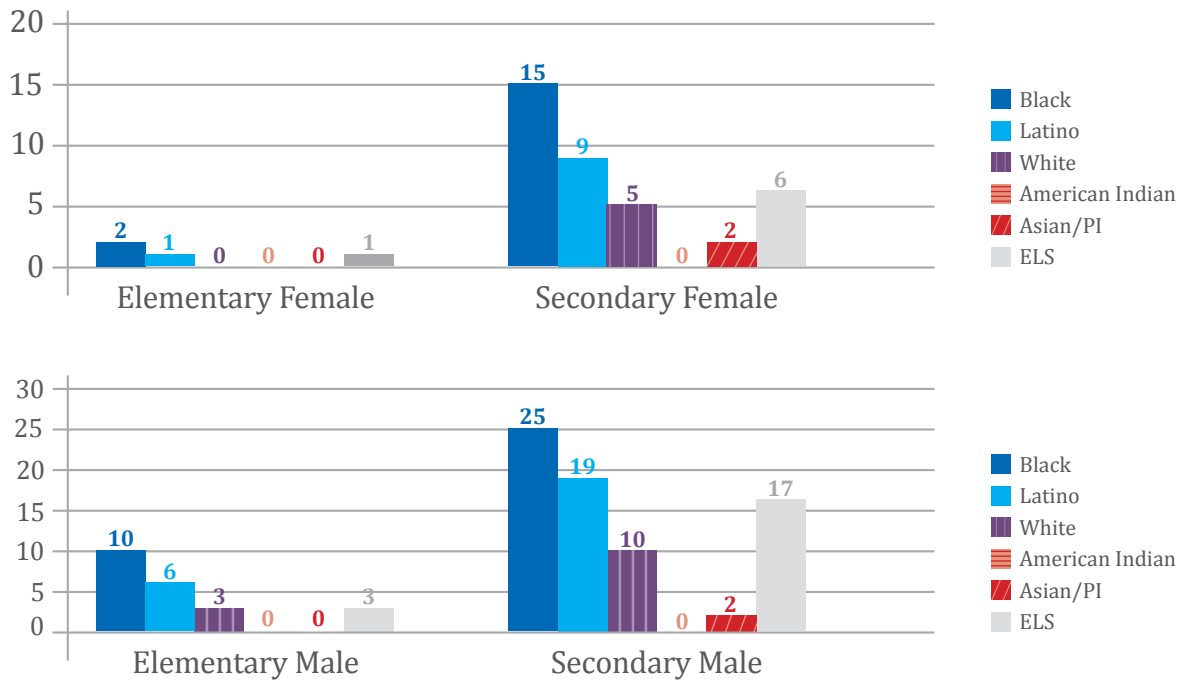
**Table 1: Students With Disabilities Compared to Students Without Disabilities by Race and School Level:**

School District of Philadelphia	Elementary School Students Without Disabilities	Elementary School Students With Disabilities	Secondary School Students Without Disabilities	Secondary School Students With Disabilities
White	2%	1%	8%	7%
Latino	4%	3%	15%	13%
Black	6%	6%	20%	21%
Asian/Pacific Islander	0%	0%	2%	0%

Note: All numbers rounded to the nearest whole number; only included if 100 students enrolled in subgroup were enrolled.

In the School District of Philadelphia, the gap between Black and White students ranged between 4 points for elementary students without disabilities to 14 points for students with disabilities at the secondary level. The Latino/White gap also increased at the secondary school level.

**Figure 2: Percentage of Enrolled Subgroup Suspended at Least Once by Race and English Learner Status (ELS) with Gender by School Level**



Note: All numbers rounded to the nearest whole number

The graph shows a steep rise in the risk for suspension at the secondary level in the School District of Philadelphia that is especially large for Black male students and male Latino students. Most notable is that one in four Black male secondary students was suspended at least once. Second, for English learners, especially for males who were suspended at relatively low rates in elementary school, they became the third most frequently suspended male group at the secondary school level.

## Hotspot and Lower-Suspending Secondary Schools in the School District of Philadelphia:

Research has indicated that profound differences in the rates of suspension can be found at the school level within the same district. The second and third columns in the chart below show the number of secondary schools in the School District of Philadelphia that suspended 25% or more and 50% or more of any subgroup by race/ethnicity, gender, disability status, or English learner status. The fourth column shows the number of schools that suspended 25% of their total enrollment without disaggregation and the last column shows the number of schools that did not suspend more than 10% of any subgroup.

**Table 2: Number of Hot Spots and Lower-Suspending Secondary Schools for All Groups in the School District of Philadelphia**

Number of Secondary Schools	Suspended Any Group Over 25%	Suspended any group Over 50%	All Student Rate Over 25%	Suspended No Group Over 10%
89	33	5	17	35

- 17 secondary schools in Philadelphia suspended over 25% of their student body in the aggregate.
- About one-third of Philadelphia's secondary schools (33) suspended at least one subgroup at that high rate.
- Of these, five secondary schools suspended at least one subgroup at a rate of 50% of their total enrollment.
- However, more than one-third (35) of Philadelphia's secondary schools were lower suspending schools where not one subgroup experienced a suspension rate above 10%.
- This analysis did not look at race with disability with gender at the secondary school level.

**Where to find out more about the School District of Philadelphia or other school districts:** The information in these charts are available for every school district that reported its data to OCR in 2009-10. For your convenience we have provided a two-page analysis like that of the School District of Philadelphia above for 20 large districts representing every region of the United States.

**The full set of analyzed data on every district OCR collected data from in 2009-10 are available via the spreadsheets posted (along with instructions) on our website.** The excel sheet allows users to sort and filter by all the indicators represented in these graphs and tables, and also to compare district data to districts within each state or across the nation. Much of this information will soon be available by using a web tool on our website that will allow for some degree of comparison. Additional data on school discipline, for 2011-12, that is otherwise identical to the raw data analyzed for this report can be obtained by filing a Freedom of Information Act request with your school district. Moreover in Pennsylvania, discipline data for the 2011-12 school year will be posted on the state's website here: <http://penndata.hbg.psu.edu/FederalReports.aspx>.

# PROVIDENCE, RI (2009-2010)

Suspension Rate K-12 for All Students: 13.7%

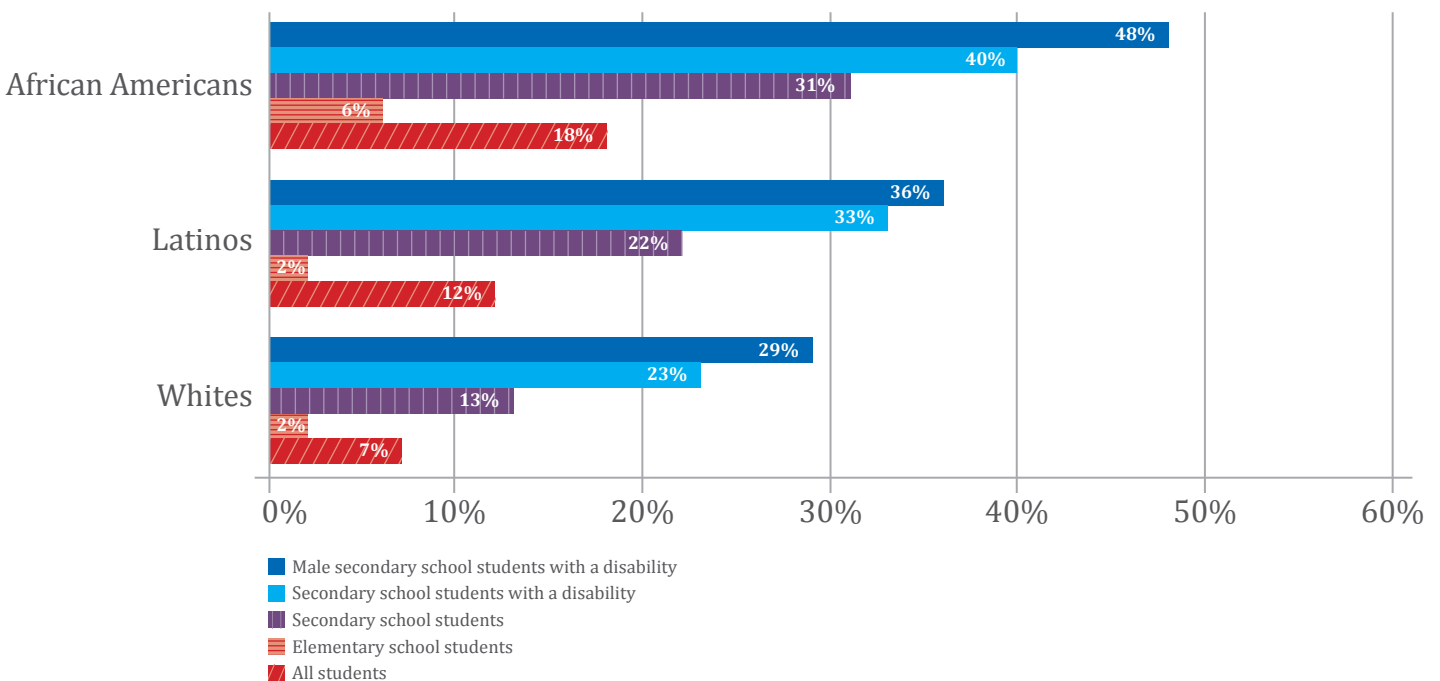
Suspension Rate for All Secondary School Students: 23.3%

Number of Students Suspended One or More Times: 3,220

Number of Secondary School Students Suspended One or More Times: 2,665

Disaggregation by school level, race, and disability status reveals profound disparities in the risk for out of school suspensions. The graph below and detailed tables that follow describe deep disparities along the lines of race, gender, disability status, and English learner status that are much greater at the secondary school level than at the elementary school level.

**Figure 1. Risk for Suspension at the Elementary and Secondary Levels By Selected Subgroups**



In Providence, the risk for suspension grew from elementary to secondary school as follows: 11 points for Whites; 20 points for Latinos; and 25 points for Black students. However, for each racial group it was males with disabilities enrolled at the secondary level that were most at risk for suspension.

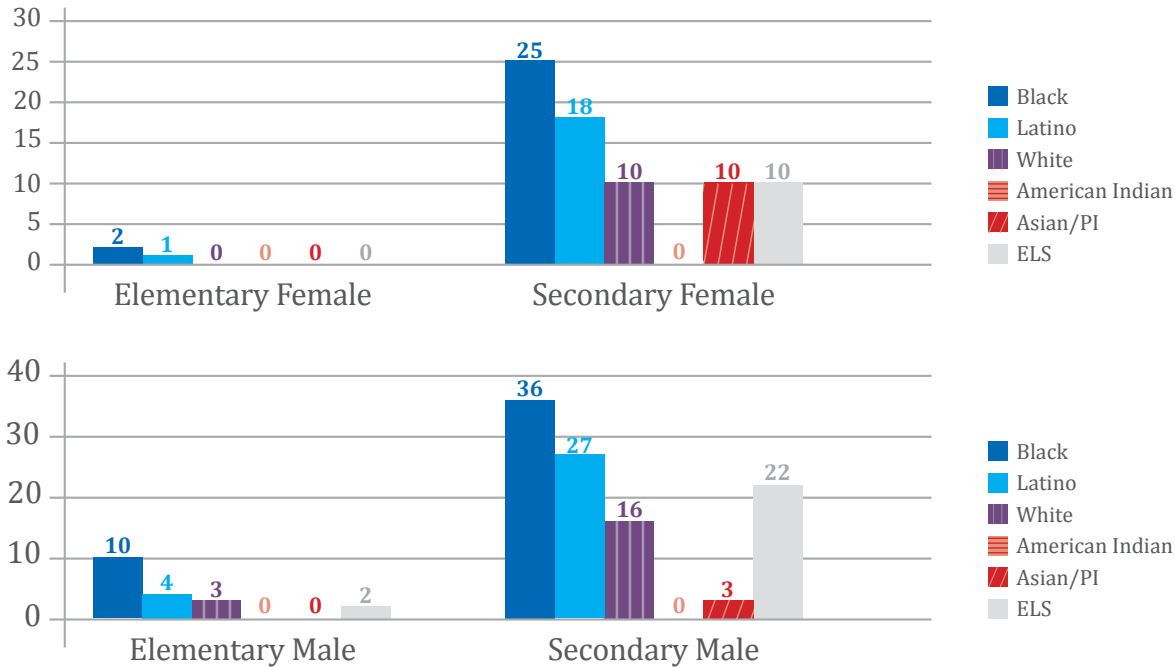
**Table 1: Students with Disabilities Compared to Students without Disabilities by Race and School Level**

Fairfax County Public Schools	Elementary School Students Without Disabilities	Elementary School Students With Disabilities	Secondary School Students Without Disabilities	Secondary School Students With Disabilities
White	2%	2%	10%	23%
Latino	2%	3%	20%	33%
Black	5%	8%	28%	40%
Asian/PI	0%	0%	8%	13%

Note: All numbers rounded to the nearest whole number; only included if 100 students in subgroup were enrolled.

In Providence, the gap between Black and White students ranged between 3 points for elementary students without disabilities to 17 points for students with disabilities at the secondary level. The Latino/White gap also increased at the secondary school level.

**Figure 2: Percentage of Enrolled Subgroup Suspended at Least Once by Race and English Learner Status (ELS) with Gender by School Level**



Note: All numbers rounded to the nearest whole number.

The graph shows a steep rise in the risk for suspension at the secondary level in Providence that is especially large for Black male students and Latino male students. Most notable is that 36% of enrolled Black males in secondary school were suspended at least once. Second, 22% percent of English learner males were suspended at the secondary level, while they experienced a risk of just 2% in elementary school. Third, Black females at the secondary level were suspended at a higher rate than most male subgroups.

## Hot Spot and Lower-Suspending Secondary Schools in Providence

Research has indicated that profound differences in the rates of suspension can be found at the school level within the same district. The second and third columns in the chart below show the number of secondary schools in Providence that suspended 25% or more and 50% or more of any subgroup by race/ethnicity, gender, disability status, or English learner status. The fourth column shows the number of schools that suspended 25% of their total enrollment without disaggregation and the last column shows the number of schools that did not suspend more than 10% of any subgroup.

**Table 2: Number of Hot Spots and Lower-Suspending Secondary Schools for All Groups in Providence**

Number of Schools	Suspended Any Group Over 25%	Suspended any group Over 50%	All Student Rate Over 25%	Suspended No Group Over 10%
21	16	4	12	2

- 12 secondary schools in Providence suspended over 25% of their student body in the aggregate.
- The majority of Providence's secondary schools (16) suspended at least one subgroup at that high rate.
- Of these, four secondary schools suspended at least one subgroup at a rate of 50% of their total enrollment.
- Providence also had two lower suspending schools where not one subgroup experienced a suspension rate above 10%.
- This analysis did not look at race with disability with gender at the secondary school level.

**Where to find out more about Providence or other school districts:** The information in these charts are available for every school district that reported its data to OCR in 2009-10. For your convenience we have provided a two-page analysis like that of Providence above for 20 large districts representing every region of the United States.

**The full set of analyzed data on every district OCR collected data from in 2009-10 are available via the spreadsheets posted (along with instructions) on our website.** The excel sheet allows users to sort and filter by all the indicators represented in these graphs and tables, and also to compare district data to districts within each state or across the nation. Much of this information will soon be available by using a web tool on our website that will allow for some degree of comparison. Additional data on school discipline, for 2011-12, that is otherwise identical to the raw data analyzed for this report can be obtained by filing a Freedom of Information Act request with your school district. Moreover in Rhode Island, there is some discipline data for the 2011-12 school year posted on the state's website here: <http://infoworks.ride.ri.gov/state/ri>.



# ST. LOUIS CITY, MO (2009-10)

Suspension Rate K-12 for All Students: 27.6%

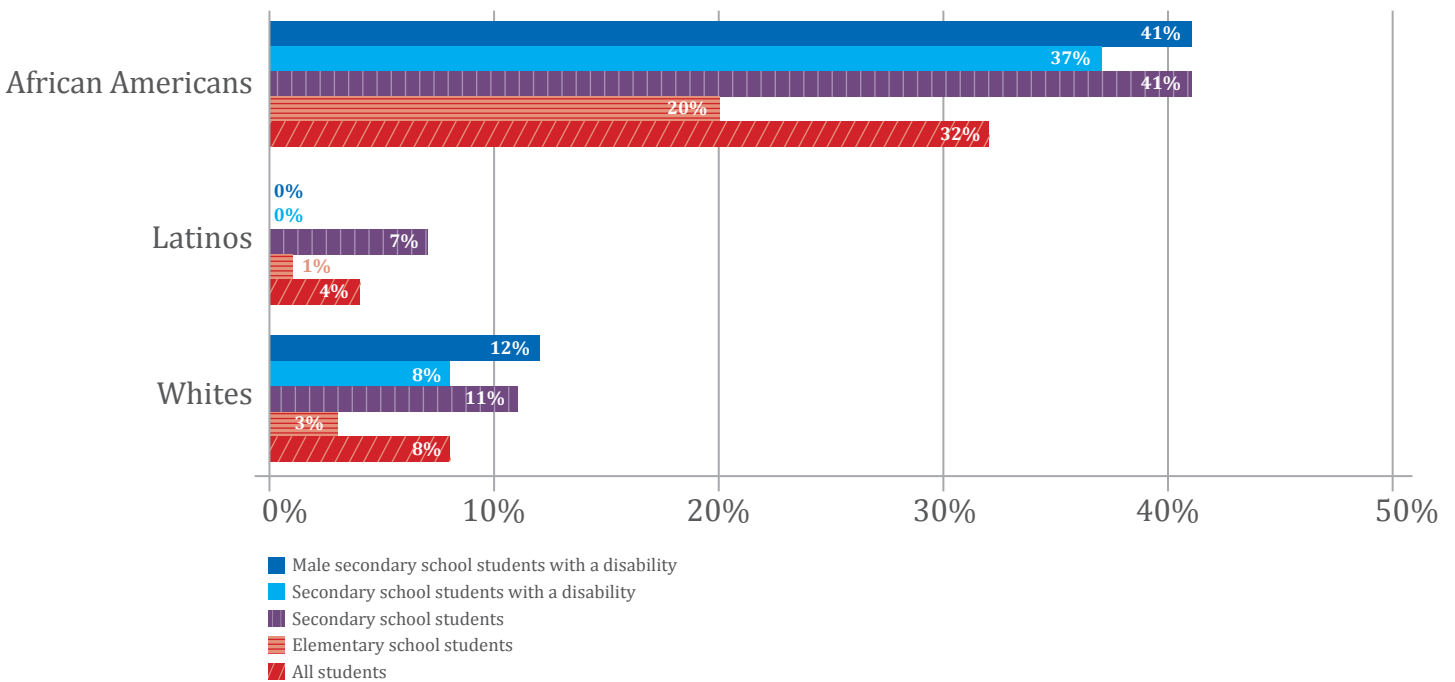
Suspension Rate for All Secondary School Students: 36.2%

Number of Students Suspended One or More Times: 7,310

Number of Secondary School Students Suspended One or More Times: 4,650

Disaggregation by school level, race, and disability status reveals profound disparities in the risk for out of school suspensions. The graph below and detailed tables that follow describe deep disparities along the lines of race, gender, disability status, and English learner status that are much greater at the secondary school level than at the elementary school level.

**Figure 1: Risk for Suspension at the Elementary and Secondary Levels by Selected Subgroups**



In St. Louis City, the risk for suspension grew from elementary to secondary school as follows: 8 points for Whites; 6 points for Latinos; and 21 points for Black students.

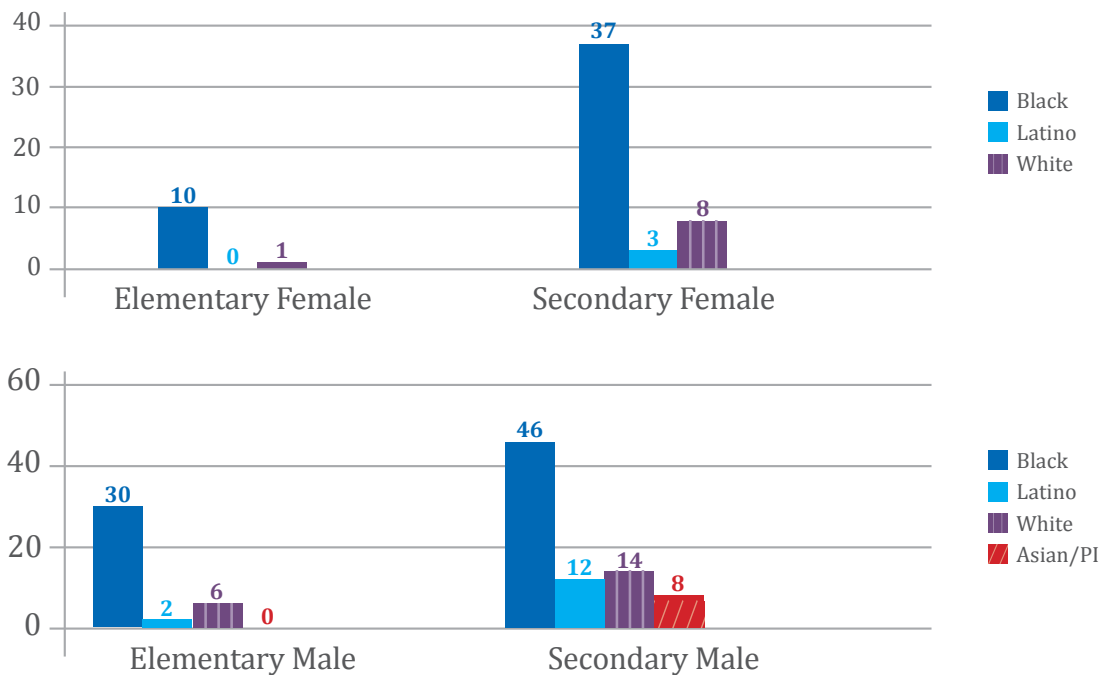
**Table 1: Students With Disabilities Compared to Students Without Disabilities by Race and School Level**

St. Louis City	Elementary School Students Without Disabilities	Elementary School Students With Disabilities	Secondary School Students Without Disabilities	Secondary School Students With Disabilities
White	3%	3%	12%	8%
Latino	1%	0%	8%	0%
Black	20%	21%	42%	37%
Asian/Pacific Islander	0%	0%	8%	N/A

Note: All numbers rounded to the nearest whole number; only included if 100 students enrolled in subgroup were enrolled.

In St. Louis City, the gap between Black and White students ranged between 17 points for elementary students without disabilities to 29 points for students with disabilities at the secondary level.

**Figure 2: Percentage of Enrolled Subgroup Suspended at Least Once by Race with Gender by School Level**



Note: All numbers rounded to the nearest whole number.

The graph shows a steep rise in the risk for suspension at the secondary level in St. Louis City that is especially large for Black male students. Most notable is that nearly 50% of all enrolled Black males in secondary school were suspended at least once. Second, Black females at the secondary level were suspended at a higher rate than any subgroup of secondary male students except Blacks.

## Hot Spot and Lower-Suspending Secondary Schools in St. Louis City:

Research has indicated that profound differences in the rates of suspension can be found at the school level within the same district. The second and third columns in the chart below show the number of secondary schools in St. Louis City that suspended 25% or more and 50% or more of any subgroup by race/ethnicity, gender, disability status, or English learner status. The fourth column shows the number of schools that suspended 25% of their total enrollment without disaggregation and the last column shows the number of schools that did not suspend more than 10% of any subgroup.

**Table 2: Number of Hot Spots and Lower-Suspending Secondary Schools for All Groups in St. Louis City**

Number of Secondary Schools	Suspended Any Group Over 25%	Suspended Any Group Over 50%	All Student Rate Over 25%	Suspended No Group Over 10%
30	20	12	17	7

- 17 secondary schools in St. Louis City suspended over 25% of their student body in the aggregate.
- Two thirds of St. Louis City's secondary schools (20) suspended at least one subgroup at that high rate.
- Of these, 12 secondary schools suspended at least one subgroup at a rate of 50% of their total enrollment.
- St. Louis also had seven lower suspending schools where not one subgroup experienced a suspension rate above 10%.
- This analysis did not look at race with disability with gender at the secondary school level.

**Where to find out more about St. Louis City or other school districts:** The information in these charts are available for every school district that reported its data to OCR in 2009-10. For your convenience we have provided a two-page analysis like that of St. Louis City above for 20 large districts representing every region of the United States.

**The full set of analyzed data on every district OCR collected data from in 2009-10 are available via the spreadsheets posted (along with instructions) on our website.** The excel sheet allows users to sort and filter by all the indicators represented in these graphs and tables, and also to compare district data to districts within each state or across the nation. Much of this information will soon be available by using a web tool on our website that will allow for some degree of comparison. Additional data on school discipline, for 2011-12, that is otherwise identical to the raw data analyzed for this report can be obtained by filing a Freedom of Information Act request with your school district. Moreover in Missouri, discipline data for the 2011-12 school year will be posted on the state's website here: <http://mcids.dese.mo.gov/guidedinquiry/Pages/District-and-School-Information.aspx>.

# ST. PAUL PUBLIC SCHOOL DISTRICT, MN (2009-10)

Suspension Rate K-12 for All Students: 9.2%

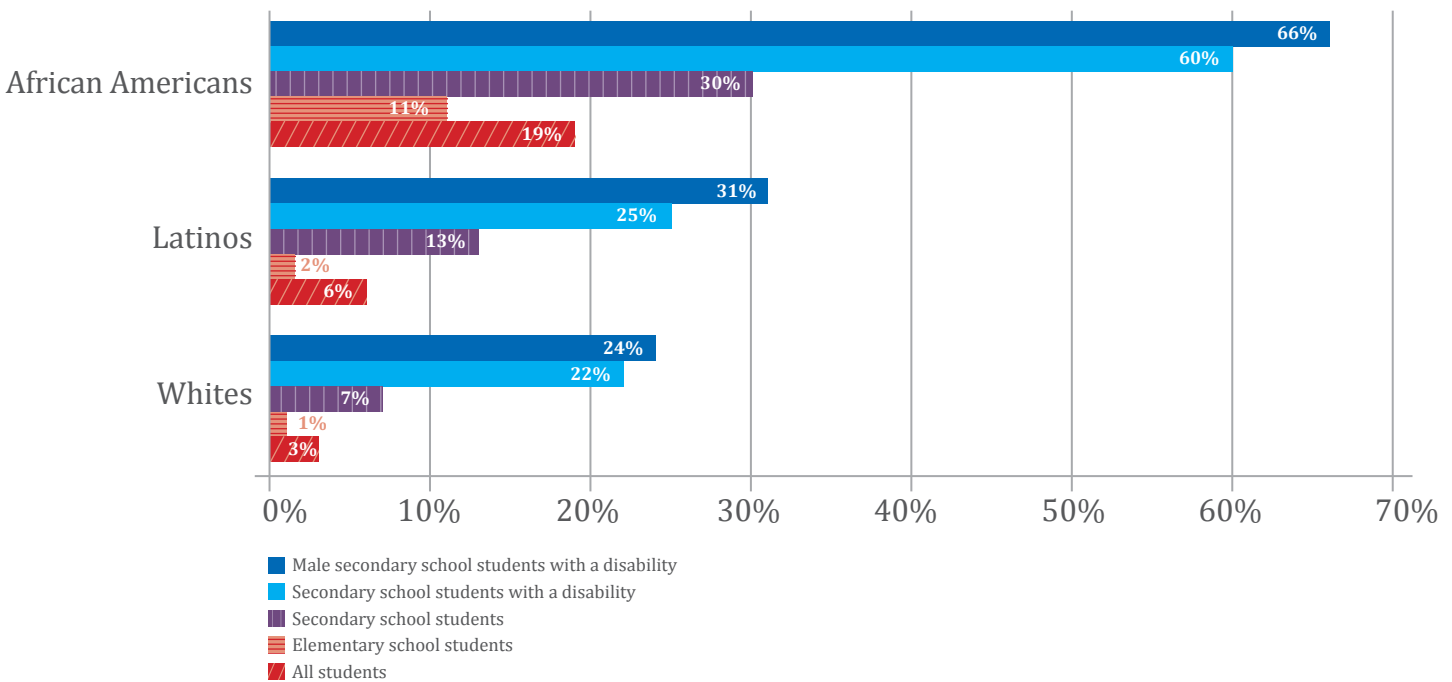
Suspension Rate for All Secondary School Students: 14.1%

Number of Students Suspended One or More Times: 3,585

Number of Secondary School Students Suspended One or More Times: 2,260

Disaggregation by school level, race and disability status reveals profound disparities in the risk for out of school suspensions. The graph below and detailed tables that follow describe deep disparities along the lines of race, gender, disability status and English learner status that are much greater at the secondary school level than at the elementary school level.

**Figure 1: Risk for Suspension at the Elementary and Secondary Levels by Selected Subgroups**



In St. Paul Public School District, the risk for suspension grew from elementary to secondary school as follows: 6 points for Whites; 11 points for Latinos; and 19 points for Black students. However, for each racial group it was males with disabilities enrolled at the secondary level that were most at risk for suspension.

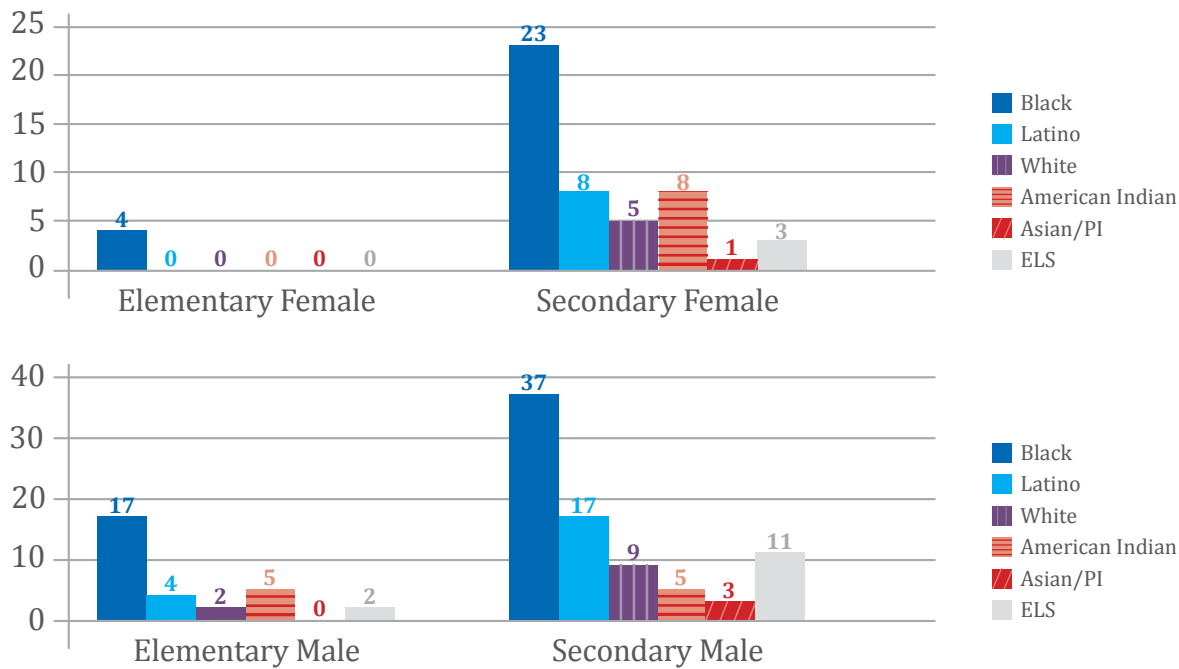
**Table 1: Students with disabilities compared to students without disabilities by race and school level:**

St. Paul Public School District	Elementary School Students Without Disabilities	Elementary School Students With Disabilities	Secondary School Students Without Disabilities	Secondary School Students With Disabilities
White	0%	5%	4%	22%
Latino	1%	5%	10%	25%
Black	7%	31%	20%	60%
American Indian	0%	25%	3%	20%
Asian/PI	0%	0%	2%	12%

Note: All numbers rounded to the nearest whole number; only included if 100 students enrolled in subgroup were enrolled.

In St. Paul Public School District, the gap between Black and White students ranged between 7 points for elementary students without disabilities to 38 points for students with disabilities at the secondary level.

**Figure 2: Percentage of Enrolled Subgroup Suspended at Least Once by Race and English Learner Status (ELS) with Gender by School Level**



Note: All numbers rounded to the nearest whole number

The graph shows a steep rise in the risk for suspension at the secondary level in St. Paul Public School District that is especially large for Black male students. Most notable is that nearly two in five Black male secondary students were suspended at least once. Second, is the 13 point gain by Latino males who experienced a relatively low risk for suspension in elementary school. Finally, Black females at the secondary level were suspended at a higher rate than any subgroup of secondary male students except Blacks.

## Hot Spot and Lower-Suspending Secondary Schools in St. Paul Public School District:

Research has indicated that profound differences in the rates of suspension can be found at the school level within the same district. The second and third columns in the chart below show the number of secondary schools in St. Paul Public School District that suspended 25% or more and 50% or more of any subgroup by race/ethnicity, gender, disability status, or English learner status. The fourth column shows the number of schools that suspended 25% of their total enrollment without disaggregation and the last column shows the number of schools that did not suspend more than 10% of any subgroup.

**Table 2: Number of Hot Spots and Lower -Suspending Secondary Schools for All Groups in St. Paul Public School District**

Number of Secondary Schools	Suspended Any Group Over 25%	Suspended Any Group Over 50%	All Student Rate Over 25%	Suspended No Group Over 10%
28	15	5	2	6

- 2 secondary schools in St. Paul Public School District suspended over 25% of their student body in the aggregate.
- The majority of St. Paul Public School District's secondary schools (15) suspended at least one subgroup at that high rate.
- Of these, 5 secondary schools suspended at least one subgroup at a rate of 50% of their total enrollment.
- St. Paul City School District also had 6 lower suspending schools where not one subgroup experienced a suspension rate above 10%.
- This analysis did not look at race with disability with gender at the secondary school level.

**Where to find out more about St. Paul Public School District or other school districts:** The information in these charts are available for every school district that reported its data to OCR in 2009-10. For your convenience we have provided a two-page analysis like that of St. Paul Public School District above for 20 large districts representing every region of the United States.

**The full set of analyzed data on every district OCR collected data from in 2009-10 are available via the spreadsheets posted (along with instructions) on our website.** The excel sheet allows users to sort and filter by all the indicators represented in these graphs and tables, and also to compare district data to districts within each state or across the nation. Much of this information will soon be available by using a web tool on our website that will allow for some degree of comparison. Additional data on school discipline, for 2011-12, that is otherwise identical to the raw data analyzed for this report can be obtained by filing a Freedom of Information Act request with your school district. Moreover in Minnesota, discipline data for the 2011-12 school year will be posted on the state's website here: <http://w20.education.state.mn.us/MDEAnalytics/Data.jsp>

# SYRACUSE CITY SCHOOL DISTRICT, NY (2009-2010)

Suspension Rate K-12 for All Students: 20.5%

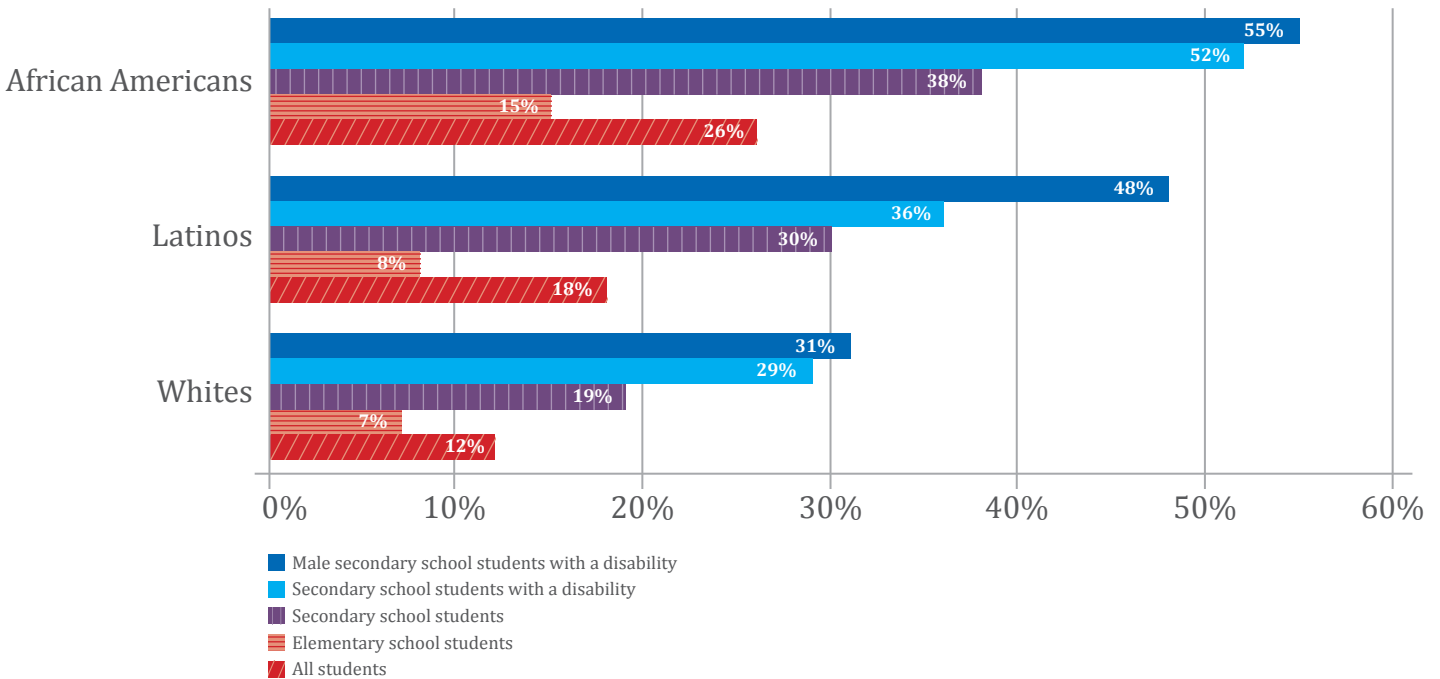
Suspension Rate for All Secondary School Students: 30.8%

Number of Students Suspended One or More Times: 4,385

Number of Secondary School Students Suspended One or More Times: 2,520

Disaggregation by school level, race, and disability status reveals profound disparities in the risk for out of school suspensions. The graph below and detailed tables that follow describe deep disparities along the lines of race, gender, disability status, and English learner status that are much greater at the secondary school level than at the elementary school level.

**Figure 1: Risk for Suspension at the Elementary and Secondary Levels by Selected Subgroups**



In the Syracuse City School District, the risk for suspension grew from elementary to secondary school as follows: 12 points for Whites; 22 points for Latinos; and 23 points for Black students. However, for each racial group it was males with disabilities enrolled at the secondary level that were most at risk for suspension.

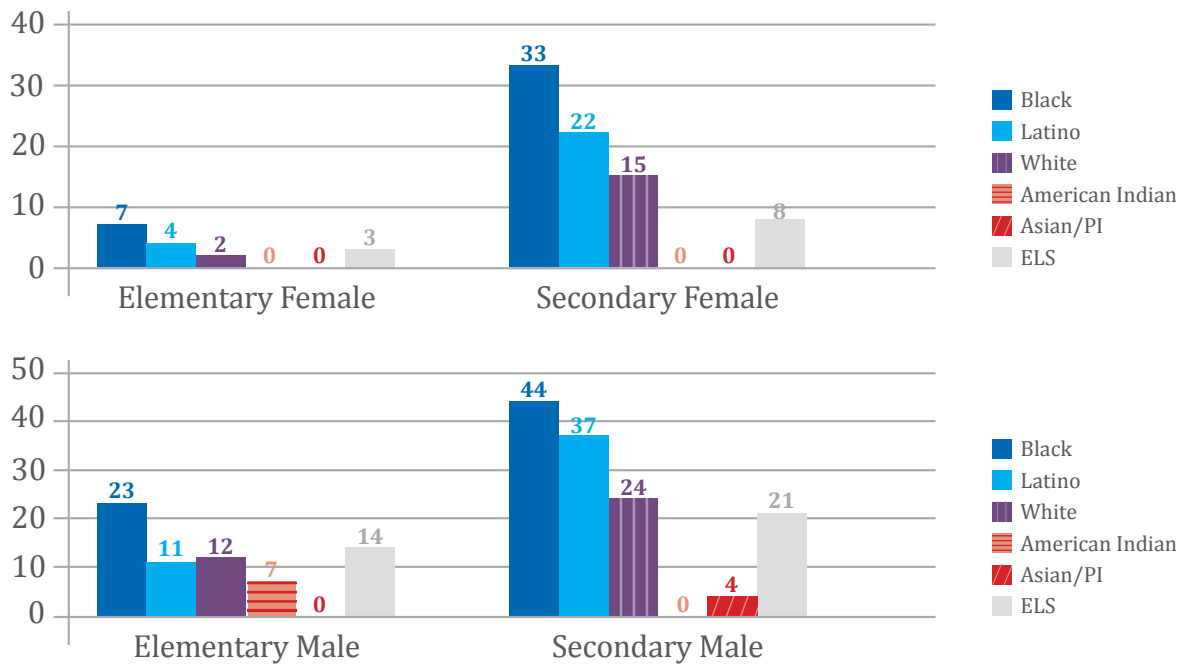
**Table 1: Students with Disabilities Compared to Students without Disabilities by Race and School Level**

Syracuse City School District	Elementary School Students Without Disabilities	Elementary School Students With Disabilities	Secondary School Students Without Disabilities	Secondary School Students With Disabilities
White	7%	10%	16%	29%
Latino	8%	9%	28%	36%
Black	14%	23%	35%	52%

Note: All numbers rounded to the nearest whole number; only included if 100 students enrolled in subgroup were enrolled.

In the Syracuse City School District, the gap between Black and White students ranged between 7 points for elementary students without disabilities to 23 points for students with disabilities at the secondary level. The Latino/White gap also increased at the secondary school level.

**Figure 2: Percentage of Enrolled Subgroup Suspended at Least Once by Race and English Learner Status (ELS) with Gender by School Level**



Note: All numbers rounded to the nearest whole number.

The graph shows a steep rise in the risk for suspension at the secondary level in the Syracuse City School District that is especially large for Black male students and Latino male students. Most notable is that 44% of Black secondary school males were suspended at least once. Second, Black females at the secondary level were suspended at a higher rate than most other male subgroups.

## Hot Spot and Lower-Suspending Secondary Schools in the Syracuse City School District:

Research has indicated that profound differences in the rates of suspension can be found at the school level within the same district. The second and third columns in the chart below show the number of secondary schools in the Syracuse City School District that suspended 25% or more and 50% or more of any subgroup by race/ethnicity, gender, disability status, or English learner status. The fourth column shows the number of schools that suspended 25% of their total enrollment without disaggregation and the last column shows the number of schools that did not suspend more than 10% of any subgroup.

**Table 2: Number of Hot Spots and Lower -Suspending Secondary Schools for All Groups in the Syracuse City School District**

Number of Secondary Schools	Suspended Any Group Over 25%	Suspended Any Group Over 50%	All Student Rate Over 25%	Suspended No Group Over 10%
12	10	4	7	1



- 7 secondary schools in Syracuse City School District suspended over 25% of their student body in the aggregate.
- The majority of Syracuse City School District's secondary schools (10) suspended at least one subgroup at that high rate.
- Of these, four secondary schools suspended at least one subgroup at a rate of 50% of their total enrollment.
- Syracuse City School District also had one lower suspending school where not one subgroup experienced a suspension rate above 10%.
- This analysis did not look at race with disability with gender at the secondary school level.

**Where to find out more about Syracuse City School District or other school districts:** The information in these charts are available for every school district that reported its data to OCR in 2009-10. For your convenience we have provided a two-page analysis like that of the Syracuse City School District above for 20 large districts representing every region of the United States.

**The full set of analyzed data on every district OCR collected data from in 2009-10 are available via the spreadsheets posted (along with instructions) on our website.** The excel sheet allows users to sort and filter by all the indicators represented in these graphs and tables, and also to compare district data to districts within each state or across the nation. Much of this information will soon be available by using a web tool on our website that will allow for some degree of comparison. Additional data on school discipline, for 2011-12, that is otherwise identical to the raw data analyzed for this report can be obtained by filing a Freedom of Information Act request with your school district. Moreover in New York, discipline data for the 2011-12 school year will be posted on the state's website here: <https://reportcards.nysed.gov/>

# WOODBRIIDGE TOWNSHIP, NJ (2009-2010)

Suspension Rate K-12 for All Students: 8.8%

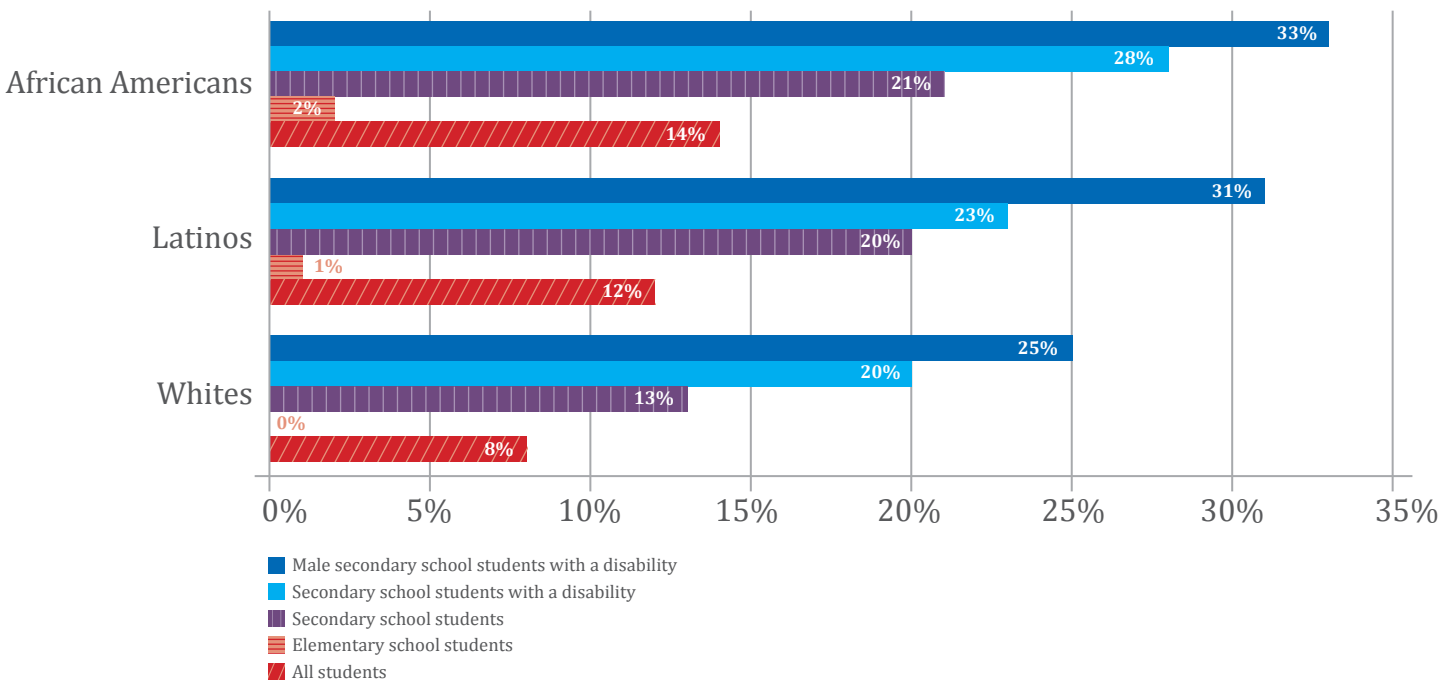
Suspension Rate for All Secondary School Students: 14.9%

Number of Students Suspended One or More Times: 1,145

Number of Secondary School Students Suspended One or More Times: 1,095

Disaggregation by school level, race and disability status reveals profound disparities in the risk for out of school suspensions. The graph below and detailed tables that follow describe deep disparities along the lines of race, gender, disability status and English learner status that are much greater at the secondary school level than at the elementary school level.

**Figure 1: Risk for Suspension at the Elementary and Secondary Levels by Selected Subgroups**



In Woodbridge Township, the risk for suspension grew from elementary to secondary school as follows: 13 points for Whites; 19 points for Latinos; and 19 points for Black students. However, for each racial group it was males with disabilities enrolled at the secondary level that were most at risk for suspension.

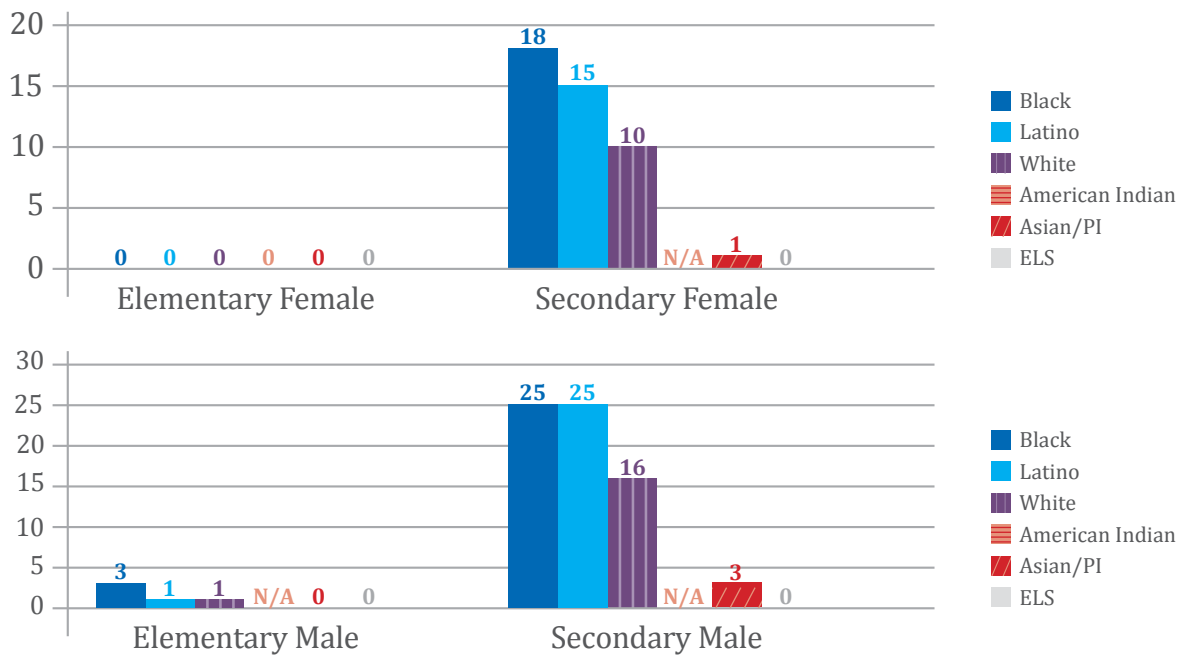
**Table 1: Students with Disabilities Compared to Students without Disabilities by Race and School Level**

Woodbridge Township	Elementary School Students Without Disabilities	Elementary School Students With Disabilities	Secondary School Students Without Disabilities	Secondary School Students With Disabilities
White	0%	1%	12%	20%
Latino	1%	0%	20%	23%
Black	2%	0%	20%	28%

Note: All numbers rounded to the nearest whole number; only included if 100 students enrolled in subgroup were enrolled.

In Woodbridge Township, the gap between Black and White students ranged between 2 points for elementary students without disabilities to 8 points for students with disabilities at the secondary level.

**Figure 2: Percentage of Enrolled Subgroup Suspended at Least Once by Race and English Learner Status (ELS) with Gender by School Level**



Note: All numbers rounded to the nearest whole number

The graph shows a steep rise in the risk for suspension at the secondary level in Woodbridge Township that is especially large for Black male, White male, and Latino male students. Most notable is that one in four Black or White secondary school males were suspended at least once. Second, Black females at the secondary level were suspended at a higher rate than most male subgroup.

## Hot Spot and Lower-Suspending Secondary Schools in Woodbridge Township:

Research has indicated that profound differences in the rates of suspension can be found at the school level within the same district. The second and third columns in the chart below show the number of secondary schools in Woodbridge Township that suspended 25% or more and 50% or more of any subgroup by race/ethnicity, gender, disability status, or English learner status. The fourth column shows the number of schools that suspended 25% of their total enrollment without disaggregation and the last column shows the number of schools that did not suspend more than 10% of any subgroup.

**Table 2: Number of Hot Spots and Lower -Suspending Secondary Schools for All Groups in Woodbridge Township**

Number of Secondary Schools	Suspended Any Group Over 25%	Suspended Any Group Over 50%	All Student Rate Over 25%	Suspended No Group Over 10%
8	3	0	1	2

- 1 secondary school in Woodbridge Township suspended over 25% of their student body in the aggregate.
- 3 of Woodbridge Township's secondary schools suspended at least one subgroup at that high rate.
- Woodbridge also had 2 lower suspending schools where not one subgroup experienced a suspension rate above 10%.
- This analysis did not look at race with disability with gender at the secondary school level.

**Where to find out more about Woodbridge Township or other school districts:** The information in these charts are available for every school district that reported its data to OCR in 2009-10. For your convenience we have provided a two-page analysis like that of Woodbridge Township above for 20 large districts representing every region of the United States.

**The full set of analyzed data on every district OCR collected data from in 2009-10 are available via the spreadsheets posted (along with instructions) on our website.** The excel sheet allows users to sort and filter by all the indicators represented in these graphs and tables, and also to compare district data to districts within each state or across the nation. Much of this information will soon be available by using a web tool on our website that will allow for some degree of comparison. Additional data on school discipline, for 2011-12, that is otherwise identical to the raw data analyzed for this report can be obtained by filing a Freedom of Information Act request with your school district. Moreover in New Jersey, discipline data for the 2011-12 school year will be posted on the state's website here: <http://education.state.nj.us/rc/>.

# WORCESTER, MA (2009-10)

Suspension Rate K-12 for All Students: 22.7%

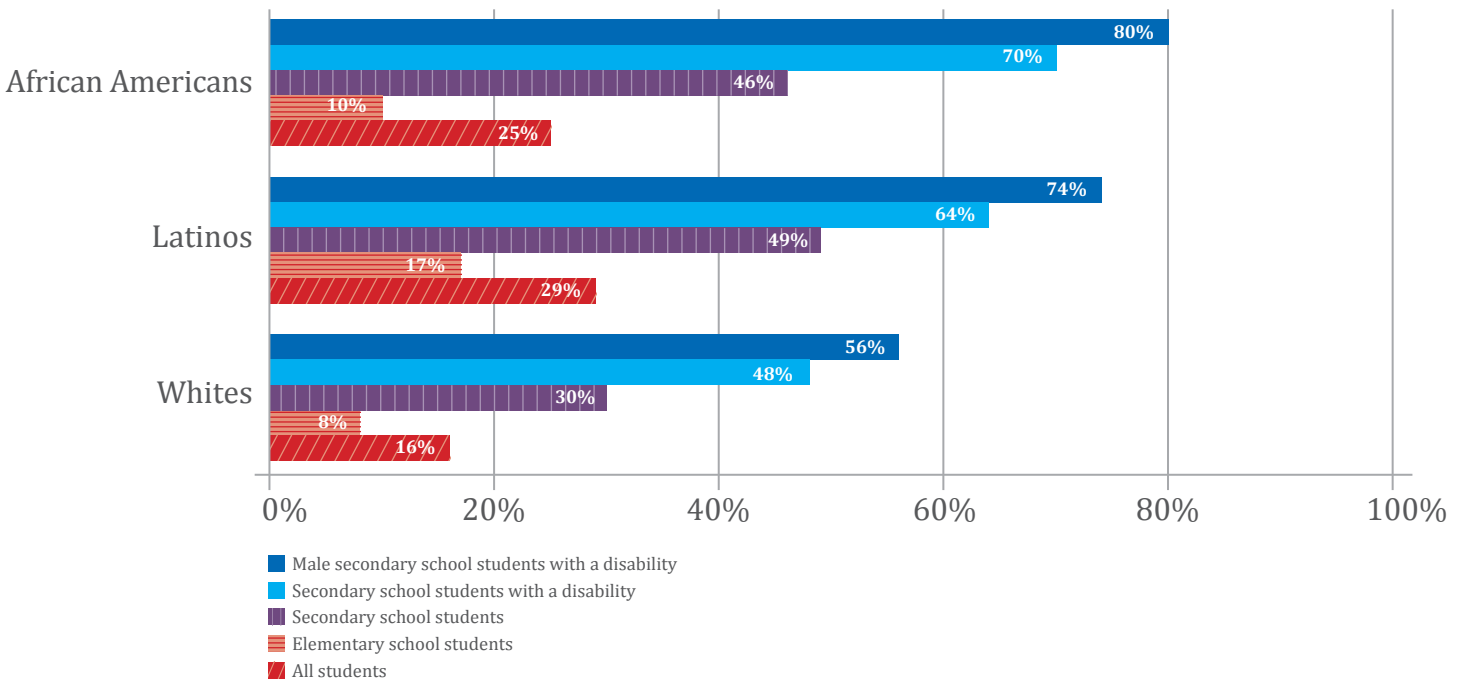
Suspension Rate for All Secondary School Students: 38.0%

Number of Students Suspended One or More Times: 5,460

Number of Secondary School Students Suspended One or More Times: 3,750

Disaggregation by school level, race and disability status reveals profound disparities in the risk for out of school suspensions. The graph below and detailed tables that follow describe deep disparities along the lines of race, gender, disability status and English learner status that are much greater at the secondary school level than at the elementary school level.

**Figure 1: Risk for Suspension at the Elementary and Secondary Levels by Selected Subgroups**



In Worcester, the risk for suspension grew from elementary to secondary school as follows: 22 points for Whites; 32 points for Latinos; and 36 points for Black students. However, for each racial group it was males with disabilities enrolled at the secondary level that experienced an extremely high risk for suspension.

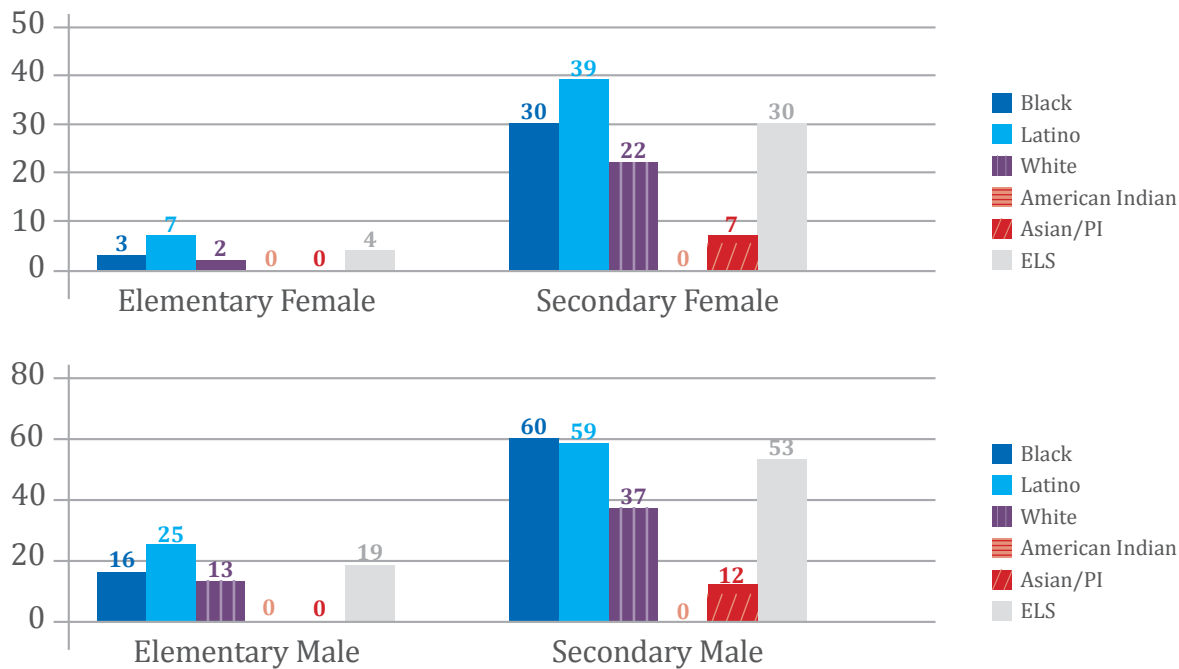
**Table 1: Students with Disabilities Compared to Students without Disabilities by Race and School Level**

Worcester	Elementary School Students Without Disabilities	Elementary School Students With Disabilities	Secondary School Students Without Disabilities	Secondary School Students With Disabilities
White	5%	18%	25%	48%
Latino	13%	29%	43%	64%
Black	8%	18%	40%	70%
American Indian	0%	0%	16%	N/A
Asian/PI	0%	0%	0%	9%

Note: All numbers rounded to the nearest whole number; only included if 100 students enrolled in subgroup were enrolled.

In Worcester, the gap between Black and White students ranged between 3 points for elementary students without disabilities to 22 points for students with disabilities at the secondary level. The Latino/White gap also increased at the secondary school level.

**Figure 2: Percentage of Enrolled Subgroup Suspended at Least Once by Race and English Learner Status (ELS) with Gender by School Level**



Note: All numbers rounded to the nearest whole number.

The graph shows a steep rise in the risk for suspension at the secondary level in Worcester that is especially large for Blacks male students and Latino male students. Most notable is that three out of five Black secondary school males were suspended at least once. Second, is that English learners males also experienced an unusually large 34 percentage point increase in their risk for suspension at the secondary school level. Third, Latinas at the secondary level were suspended at the highest rate for females.

## Hot Spot and Lower-Suspending Secondary Schools in Worcester:

Research has indicated that profound differences in the rates of suspension can be found at the school level within the same district. The second and third columns in the chart below show the number of secondary schools in Worcester that suspended 25% or more and 50% or more of any subgroup by race/ethnicity, gender, disability status, or English learner status. The fourth column shows the number of schools that suspended 25% of their total enrollment without disaggregation and the last column shows the number of schools that did not suspend more than 10% of any subgroup.

**Table 2: Number of Hot Spots and Lower -Suspending Secondary Schools for All Groups in Worcester**

Number of Secondary Schools	Suspended Any Group Over 25%	Suspended Any Group Over 50%	All Student Rate Over 25%	Suspended No Group Over 10%
11	10	8	10	0

- Almost all secondary schools in Worcester suspended over 25% of their student body in the aggregate.
- Most of Worcester's secondary schools (10) suspended at least one subgroup at that high rate.
- Of these, 8 secondary schools suspended at least one subgroup at a rate of 50% of their total enrollment.
- Worcester had no lower-suspending secondary schools.
- This analysis did not look at race with disability with gender at the secondary school level.

**Where to find out more about Worcester or other school districts:** The information in these charts are available for every school district that reported its data to OCR in 2009-10. For your convenience we have provided a two-page analysis like that of Worcester above for 20 large districts representing every region of the United States.

**The full set of analyzed data on every district OCR collected data from in 2009-10 are available via the spreadsheets posted (along with instructions) on our website.** The excel sheet allows users to sort and filter by all the indicators represented in these graphs and tables, and also to compare district data to districts within each state or across the nation. Much of this information will soon be available by using a web tool on our website that will allow for some degree of comparison. Additional data on school discipline, for 2011-12, that is otherwise identical to the raw data analyzed for this report can be obtained by filing a Freedom of Information Act request with your school district. Moreover in Massachusetts, discipline data for the 2011-12 school year will be posted on the state's website here: <http://www.doe.mass.edu/apa/dart/default.html>.

# YONKERS CITY SCHOOL DISTRICT, NY (2009-2010)

Suspension Rate K-12 for All Students: 10.3%

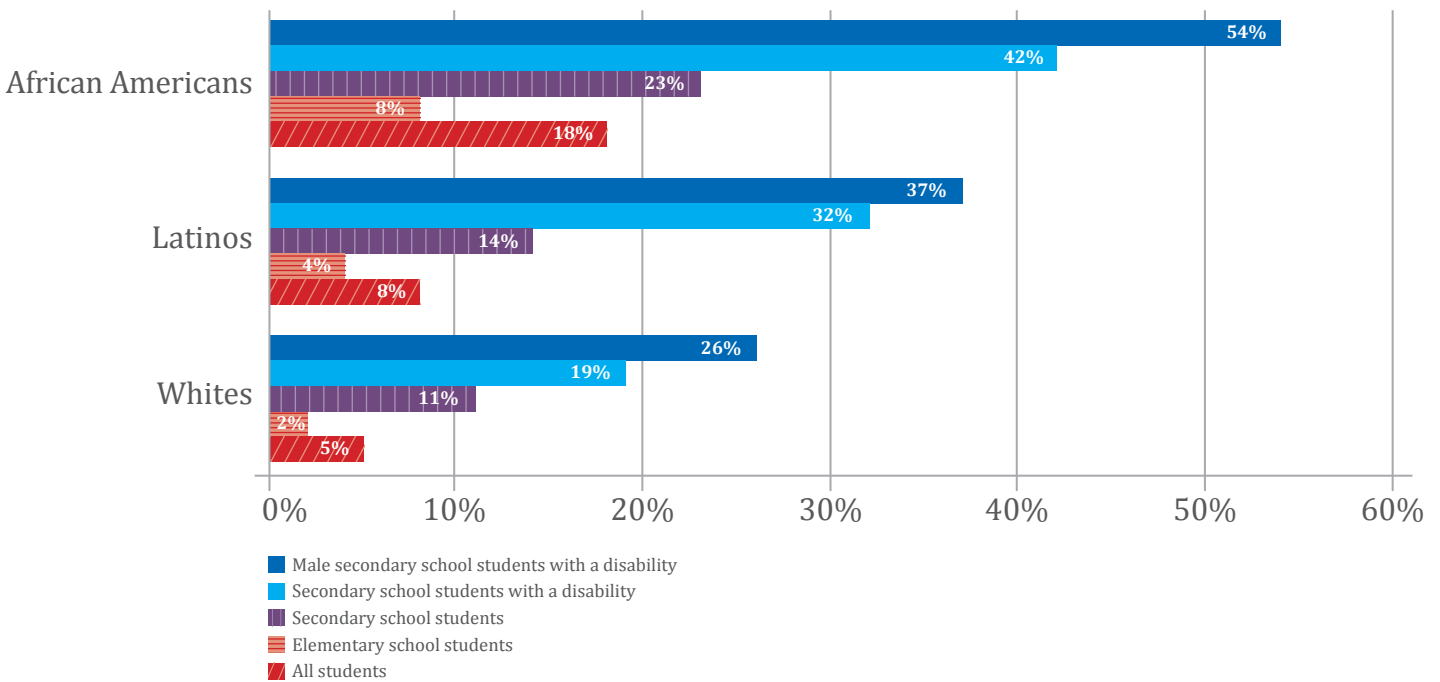
Suspension Rate for All Secondary School Students: 16.0%

Number of Students Suspended One or More Times: 2,560

Number of Secondary School Students Suspended One or More Times: 1,415

Disaggregation by school level, race and disability status reveals profound disparities in the risk for out of school suspensions. The graph below and detailed tables that follow describe deep disparities along the lines of race, gender, disability status and English learner status that are much greater at the secondary school level than at the elementary school level.

**Figure 1: Risk for Suspension at the Elementary and Secondary Levels by Selected Subgroups**



In Yonkers City School District, the risk for suspension grew from elementary to secondary school as follows: 9 points for Whites; 10 points for Latinos; and 15 points for Black students. However, for each racial group it was males with disabilities enrolled at the secondary level that were most at risk for suspension.

**Table 1: Students with Disabilities Compared to Students without Disabilities by Race and School Level**

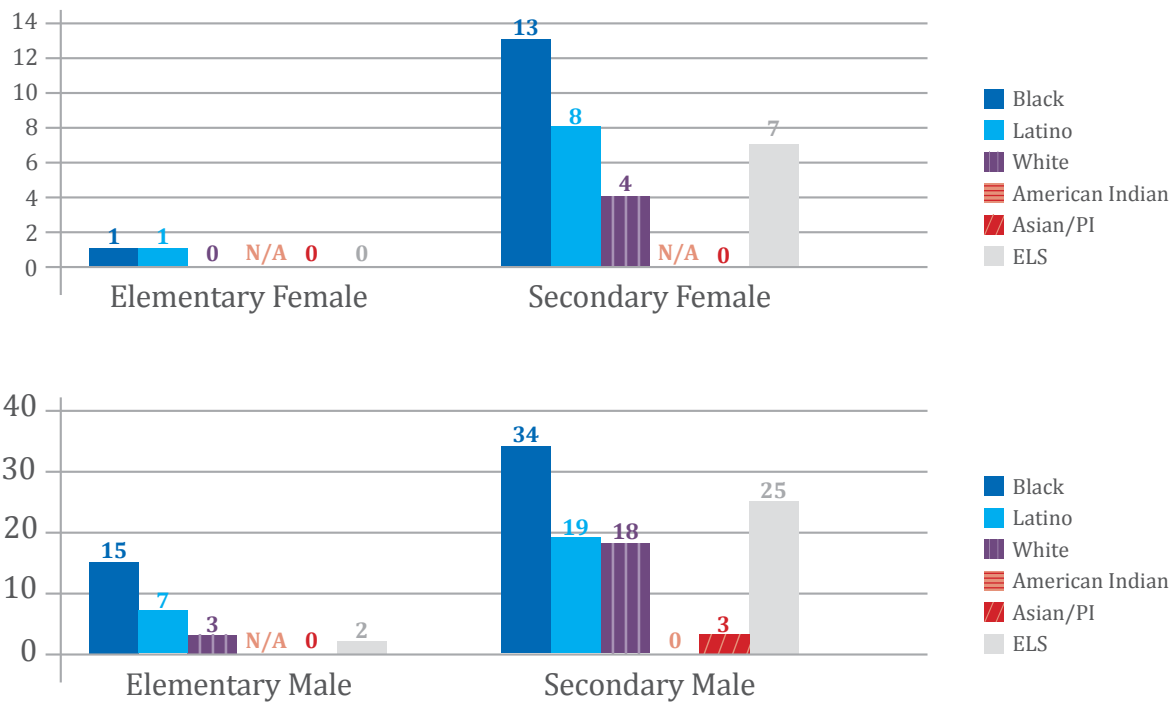
Yonkers City School District	Elementary School Students Without Disabilities	Elementary School Students With Disabilities	Secondary School Students Without Disabilities	Secondary School Students With Disabilities
White	2%	0%	10%	19%
Latino	3%	12%	11%	32%
Black	6%	25%	19%	42%

Note: All numbers rounded to the nearest whole number; only included if 100 students enrolled in subgroup were enrolled.



In Yonkers City School District, the gap between Black and White students ranged between 4 points for elementary students without disabilities to 23 points for students with disabilities at the secondary level. The Latino/White gap also increased at the secondary school level.

**Figure 2: Percentage of Enrolled Subgroup Suspended at Least Once by Race and English Learner Status (ELS) with Gender by School Level**



Note: All numbers rounded to the nearest whole number.

The graph shows a steep rise in the risk for suspension at the secondary level in Yonkers City School District that is especially large for Black male students and male English learners. Most notable is that over one in three Black secondary school males were suspended at least once. Second, is that for English learners, especially for males who were suspended at low rates in elementary school, saw a 23 point gain and became the second most frequently suspended male group at the secondary school level.

## Hot Spot and Lower-Suspending Secondary Schools in Yonkers City School District:

Research has indicated that profound differences in the rates of suspension can be found at the school level within the same district. The second and third columns in the chart below show the number of secondary schools in Yonkers City School District that suspended 25% or more and 50% or more of any subgroup by race/ethnicity, gender, disability status, or English learner status. The fourth column shows the number of schools that suspended 25% of their total enrollment without disaggregation and the last column shows the number of schools that did not suspend more than 10% of any subgroup.

**Table 2: Number of Hot Spots and Lower -Suspending Secondary Schools for All Groups in Yonkers City School District**

Number of Secondary Schools	Suspended Any Group Over 25%	Suspended any group Over 50%	All Student Rate Over 25%	Suspended No Group Over 10%
9	5	1	3	1

- 5 secondary schools in Yonkers City School District suspended over 25% of their student body in the aggregate.
- The majority of Yonkers City School District's secondary schools (5) suspended at least one subgroup at that high rate.
- Of these, 1 secondary school suspended at least one subgroup at a rate of 50% of their total enrollment.
- Yonkers also had 1 lower suspending schools where not one subgroup experienced a suspension rate above 10%.
- This analysis did not look at race with disability with gender at the secondary school level.

**Where to find out more about Yonkers City School District or other school districts:** The information in these charts are available for every school district that reported its data to OCR in 2009-10. For your convenience we have provided a two-page analysis like that of Yonkers City School District above for 20 large districts representing every region of the United States.

**The full set of analyzed data on every district OCR collected data from in 2009-10 are available via the spreadsheets posted (along with instructions) on our website.** The excel sheet allows users to sort and filter by all the indicators represented in these graphs and tables, and also to compare district data to districts within each state or across the nation. Much of this information will soon be available by using a web tool on our website that will allow for some degree of comparison. Additional data on school discipline, for 2011-12, that is otherwise identical to the raw data analyzed for this report can be obtained by filing a Freedom of Information Act request with your school district. Moreover in New York, discipline data for the 2011-12 school year will be posted on the state's website here: <https://reportcards.nysed.gov/databasedownload.php>.