



AN OVERVIEW OF EXCLUSIONARY DISCIPLINE PRACTICES IN PUBLIC SCHOOLS FOR THE 2017-18 SCHOOL YEAR

U.S. DEPARTMENT OF EDUCATION

Office for Civil Rights

Civil Rights Data Collection

June 2021

About the Civil Rights Data Collection of the Office for Civil Rights (OCR)

- **The Civil Rights Data Collection (CRDC) covers nearly every public school (pre-K – 12th grade) in the 50 states, D.C., and Puerto Rico.** This includes charter schools, alternative schools, juvenile justice facilities, and special education facilities. The CRDC collects school district data also.
- **It measures factors that impact education equity and opportunity for students,** including student access to courses, programs, resources, instructional and other staff — and school climate factors, such as student discipline.
- **Its purpose is to monitor how schools are meeting their responsibility to provide equal educational opportunities to students** regardless of race/ethnicity, limited English proficiency, sex, or disability.
- **It is part of OCR's overall strategy for administering and enforcing civil rights statutes** that prohibit discrimination based on race, color, national origin, sex, and disability.
- **This presentation summarizes exclusionary school discipline data from the 2017-18 CRDC, the most recent biennial collection.**

CRDC Data Snapshot: Student Enrollment in 2017-18

In 2017-18, **50.9 million students** attended public schools.

Boys: 26,171,327 (51.4%)

Girls: 24,750,697 (48.6%)

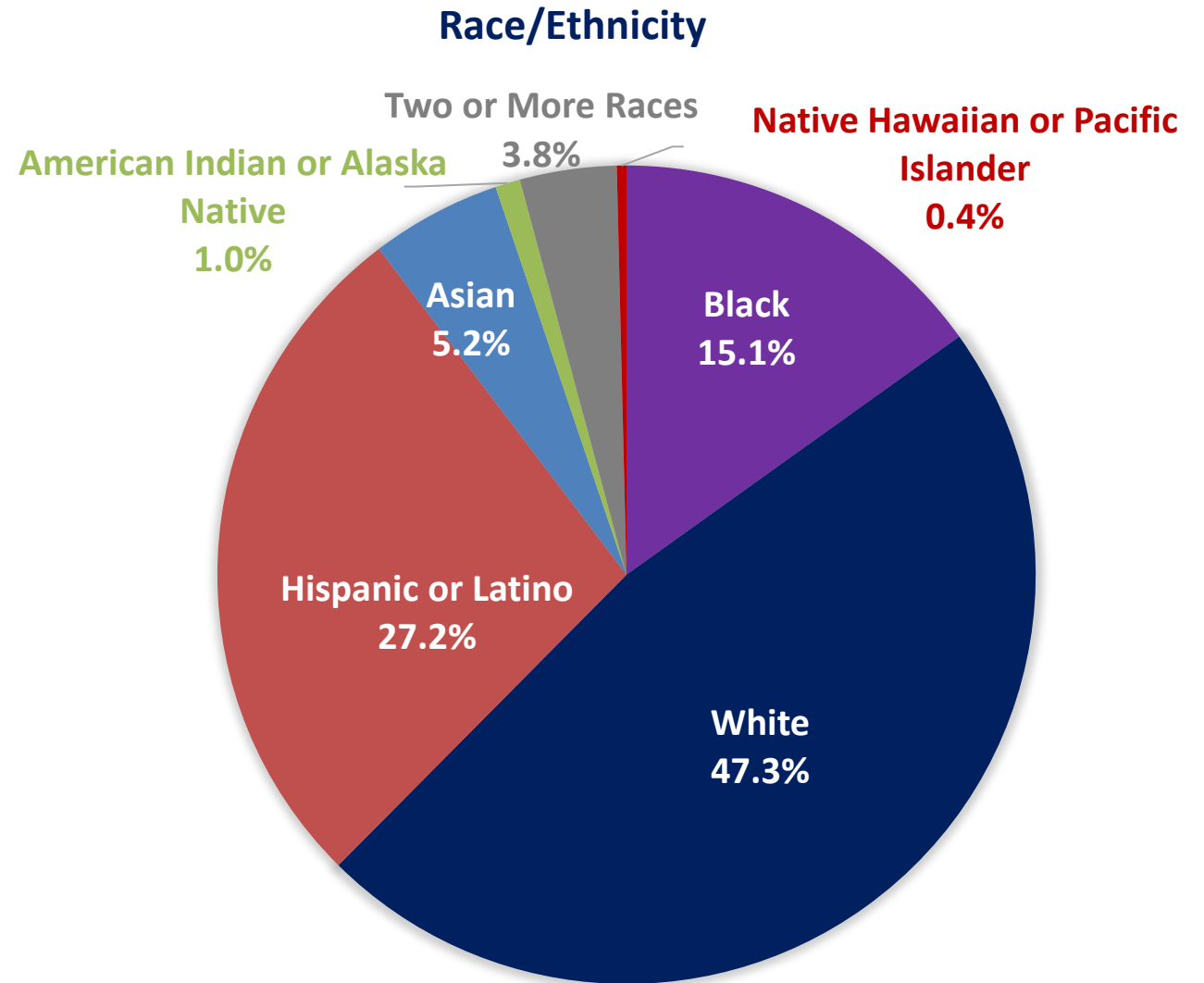
Students with Disabilities*: 8,108,190 (15.9%)

English Learners: 5,296,940 (10.4%)

Number of school districts: 17,604

Numbers of schools: 97,632

*"Students with Disabilities" include students served under the Individuals with Disabilities Education Act and students served under Section 504 of the Rehabilitation Act of 1973.



Change in Exclusionary Discipline Practices from 2015-16 to 2017-18

Expulsions without Educational Services	-18%	↓
Expulsions Under Zero Tolerance Policies*	-13%	↓
One or More In-School Suspensions	-3%	↓
One or More Out-of-School Suspensions	-2%	↓
School-Related Arrests	5%	↑
Expulsions with Educational Services	7%	↑
Referrals to Law Enforcement	12%	↑
OVERALL DISCIPLINARY ACTIONS	-2%	↓

From the 2015–16 to 2017–18 school year, there was an overall 2% decline in the use of exclusionary discipline practices in public schools in the U.S.

However, three types of discipline practices increased: 1) school-related arrests; 2) expulsions with educational services; and 3) referrals to law enforcement.

Sources: U.S. Education Department, Office for Civil Rights, Civil Rights Data Collection, 2017-18 State and National Estimations, released June 2021, available at <https://ocrdata.ed.gov/estimations/2017-2018>.
U.S. Education Department, Office for Civil Rights, Civil Rights Data Collection, 2015-16 State and National Estimations, available at <https://ocrdata.ed.gov/estimations/2015-2016>.

*A zero-tolerance policy requires mandatory expulsion of any student who commits one or more specified offenses (e.g., offenses involving guns or other weapons, or violent offenses).

DISCIPLINE OF PRE-SCHOOL STUDENTS IN PUBLIC SCHOOLS IN 2017-18

CRDC Data Snapshot: Pre-School Student Enrollment in 2017-18

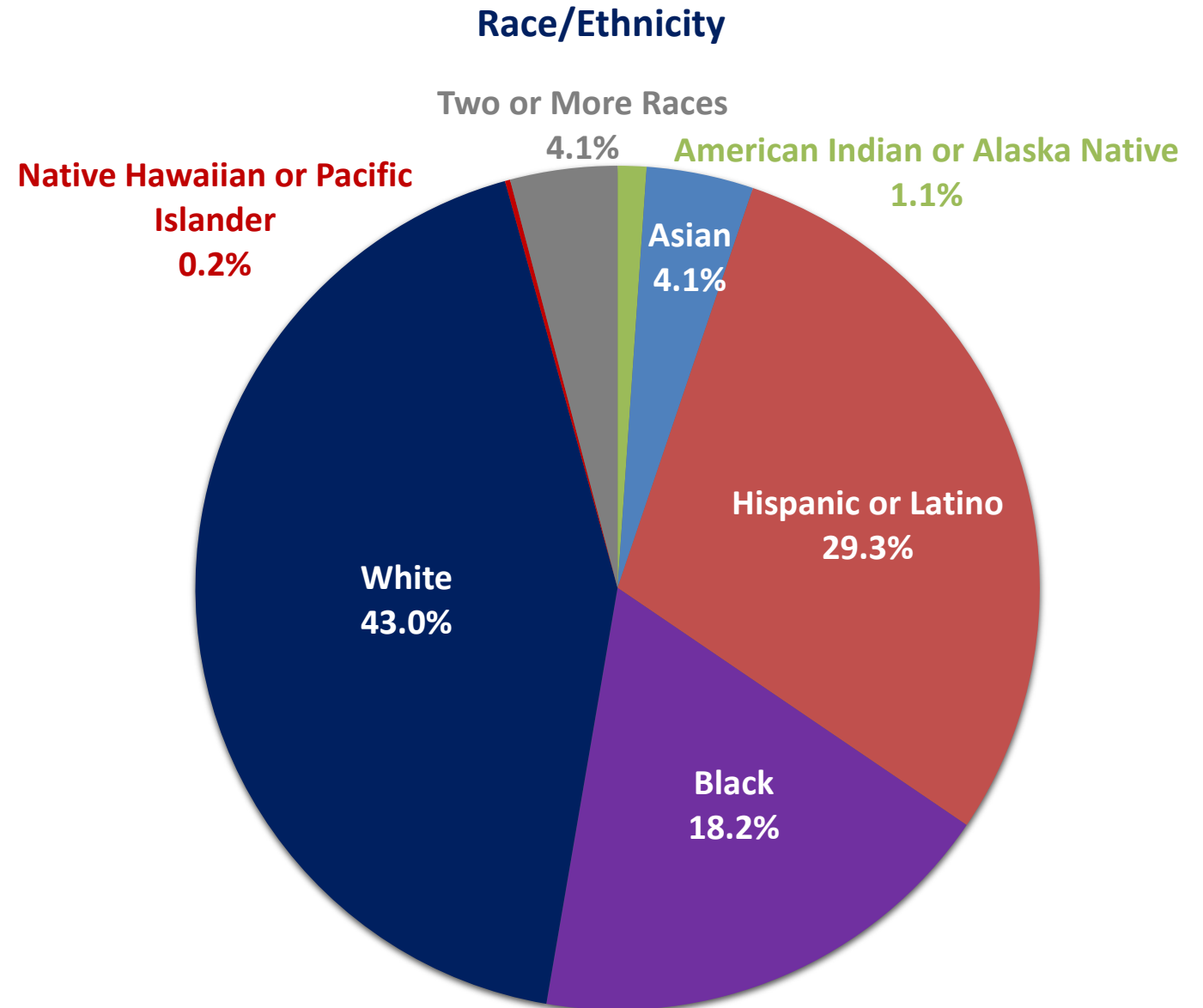
In 2017-18, **1.5 million students** were enrolled in Pre-School.

Boys: 784,901 (54.1%)

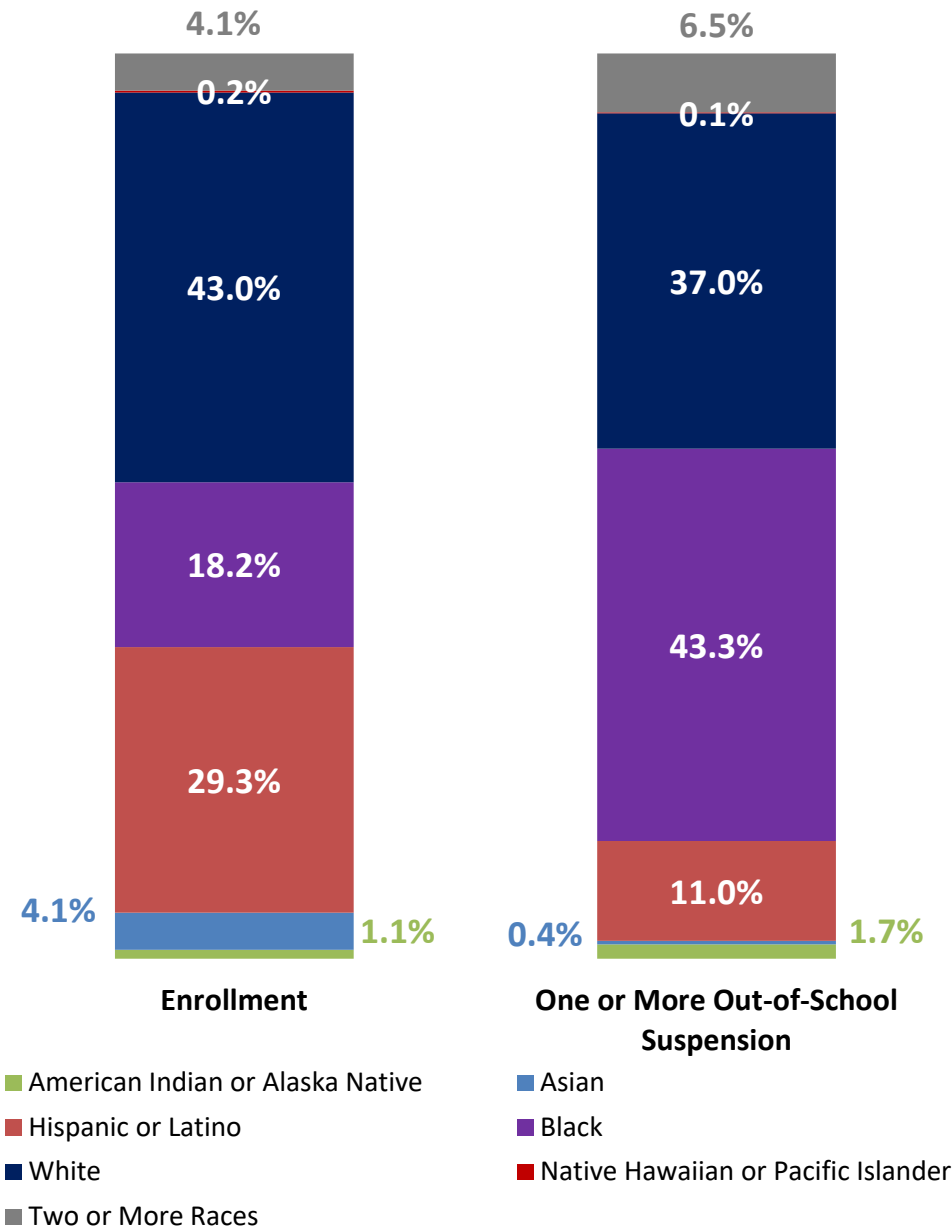
Girls: 665,717 (45.9%)

Students with Disabilities: 329,515 (22.7%)

English Learners: 162,573 (11.2%)



Suspensions among Pre-School Students in 2017-18



In 2017-18, 2,822 pre-school students received one or more out-of-school suspensions.

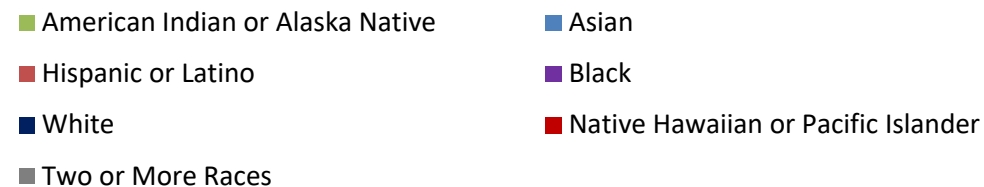
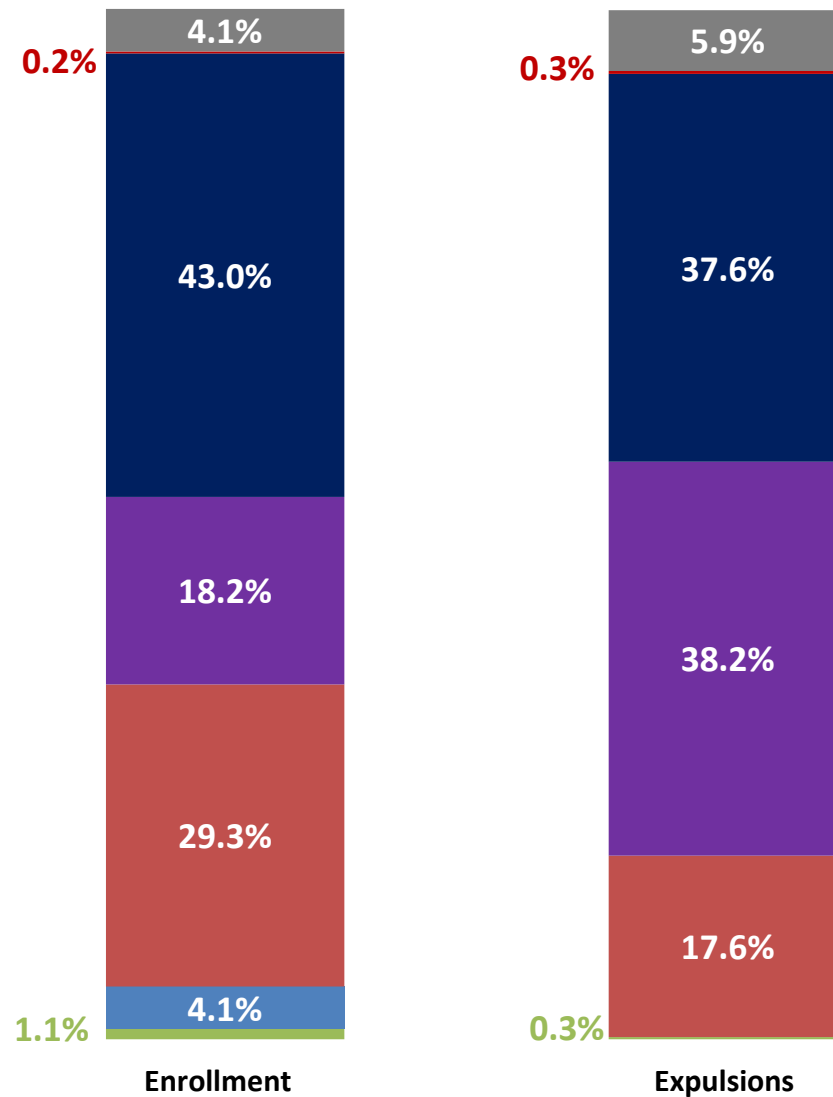
Black pre-school students accounted for 18.2% of total pre-school enrollment but received 43.3% of one or more out of school suspensions.

Multiracial pre-school students accounted for 4.1% of total pre-school enrollment but received 6.5% of one or more out of school suspensions.

American Indian or Alaska Native pre-school students accounted for 1.1% of total pre-school enrollment but received 1.7% of one or more out of school suspensions.

Source: U.S. Education Department, Office for Civil Rights, Civil Rights Data Collection, 2017-18 State and National Estimations, released June 2021, available at <https://ocrdata.ed.gov/estimations/2017-2018>.

Expulsions among Pre-School Students in 2017-18



Black pre-school students were expelled at rates that were more than twice their share (38.2%) of total pre-school enrollment (18.2%).

Pre-school students who were served under IDEA accounted for 22.7% of total pre-school enrollment but accounted for 56.9% of pre-school students who were expelled.

Discipline of Pre-School Students by Race/Ethnicity and Sex in 2017-18

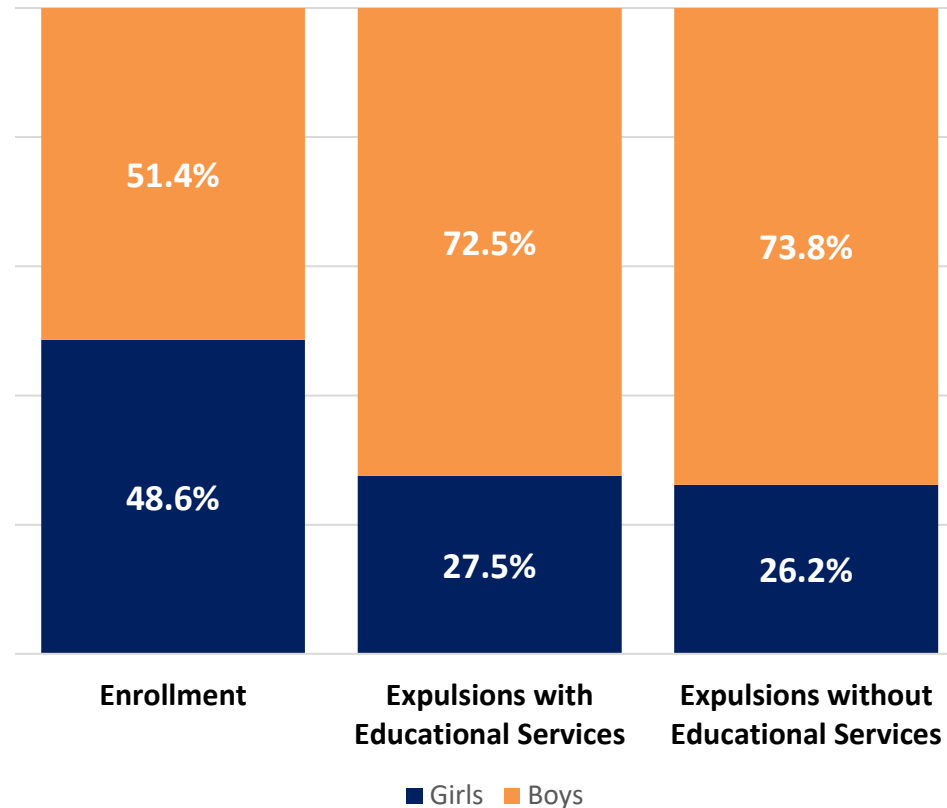
Race/Ethnicity	Boys			Girls		
	Enrollment	One or More Out-of-School Suspensions	Expulsions	Enrollment	One or More Out-of-School Suspensions	Expulsions
American Indian or Alaska Native	0.6%	1.6%	0.3%	0.5%	0.2%	0.0%
Asian	2.3%	0.4%	0.0%	1.8%	0.0%	0.0%
Hispanic or Latino	15.5%	9.5%	16.3%	13.8%	1.5%	1.3%
Black	9.6%	34.2%	30.4%	8.6%	9.1%	7.8%
White	23.8%	32.1%	33.0%	19.2%	4.9%	4.6%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.3%	0.1%	0.0%	0.0%
Two or More Races	2.2%	5.2%	4.6%	1.9%	1.3%	1.3%
TOTAL	54.1%	83.0%	85.0%	45.9%	17.0%	15.0%

Pre-school boys were suspended and expelled much more often than pre-school girls. Black pre-school boys received both suspensions (34.2%) and expulsions (30.4%) at rates that were more than three times their share of total pre-school enrollment (9.6%). White pre-school boys accounted for 23.8% of total pre-school enrollment and received 32.1% of one or more out-of-school suspensions and 33.0% of expulsions. Latino or Hispanic boys accounted for 15.5% of pre-school enrollment but received 16.3% of expulsions.

Black pre-school girls were the only group across all races and ethnicities for girls where a disparity was observed. Black pre-school girls accounted for 8.6% of total pre-school enrollment but received 9.1% of one or more out-of-school suspensions.

EXPULSIONS IN K-12 SCHOOLS IN 2017-18

School Expulsions by Sex in 2017-18

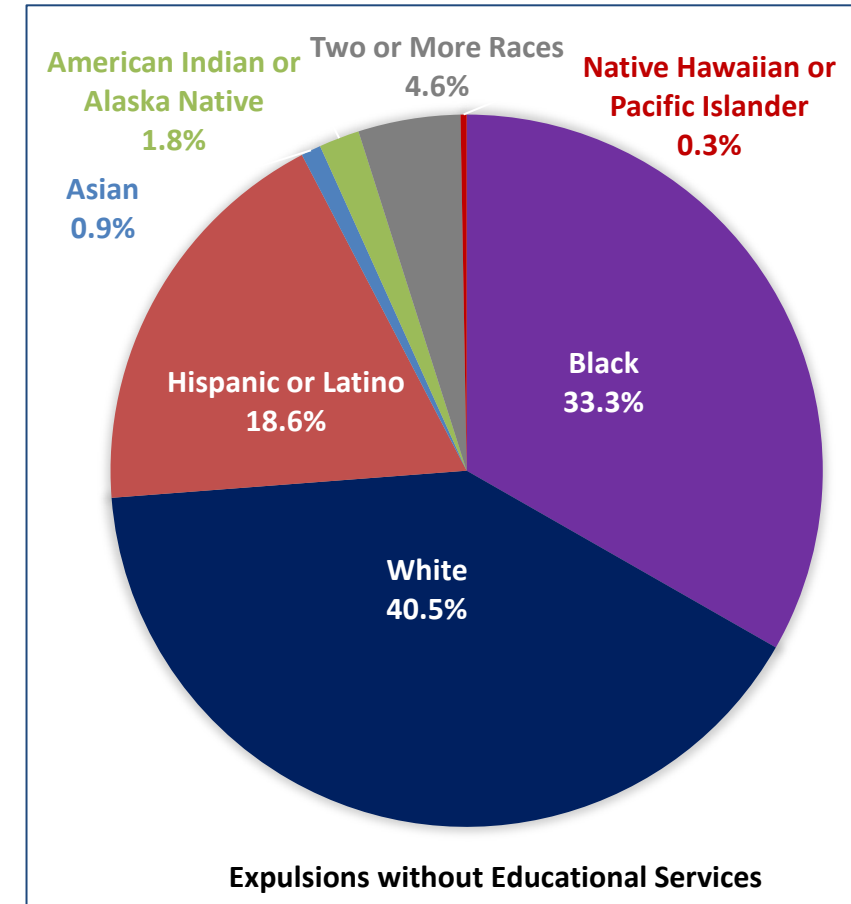
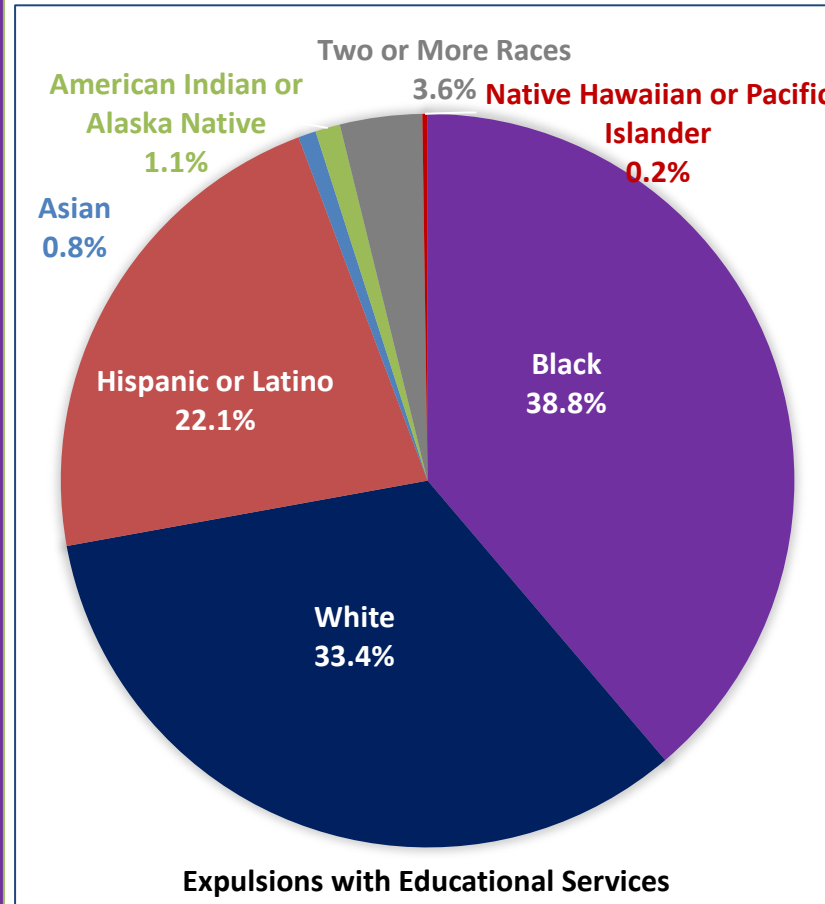


In 2017-18, boys were expelled disproportionately compared to girls. Of all expulsions from school, boys received 72.5% of expulsions with educational services and 73.8% of expulsions without educational services.

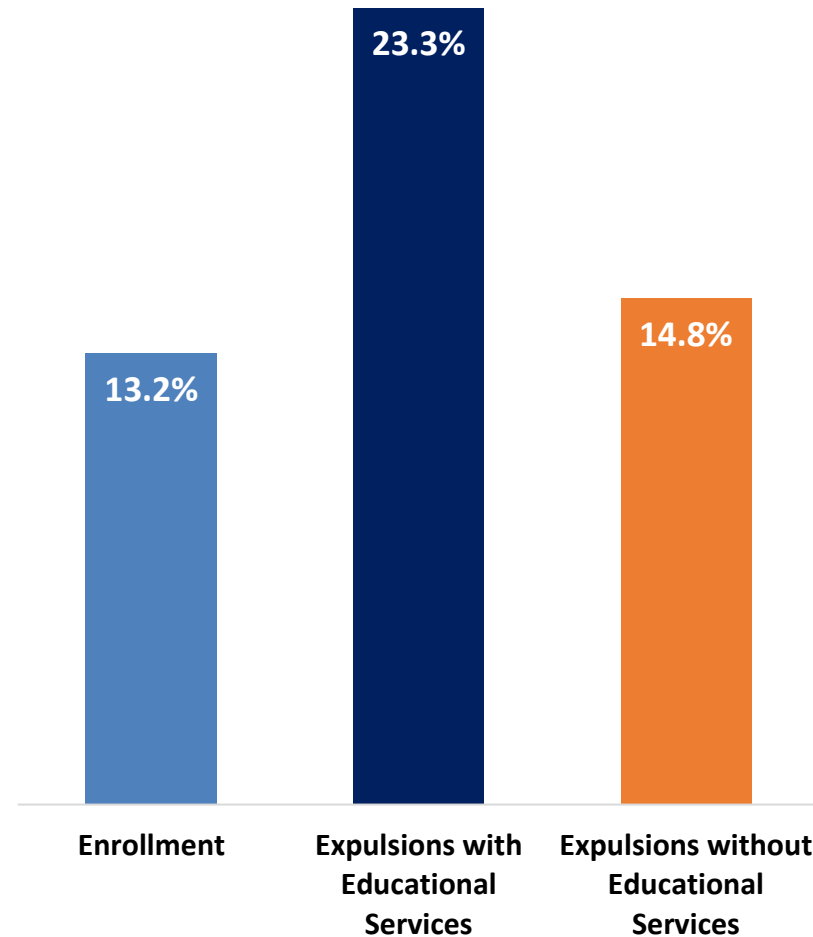
School Expulsions by Race/Ethnicity in 2017-18

Black students, who accounted for 15.1% of total student enrollment, were expelled at rates that were more than twice their share of total student enrollment—38.8% of expulsions with educational services and 33.3% of expulsions without educational services.

American Indian or Alaska Native students were expelled at rates (1.1% and 1.8%) that were higher than their share of total student enrollment (1.0%).



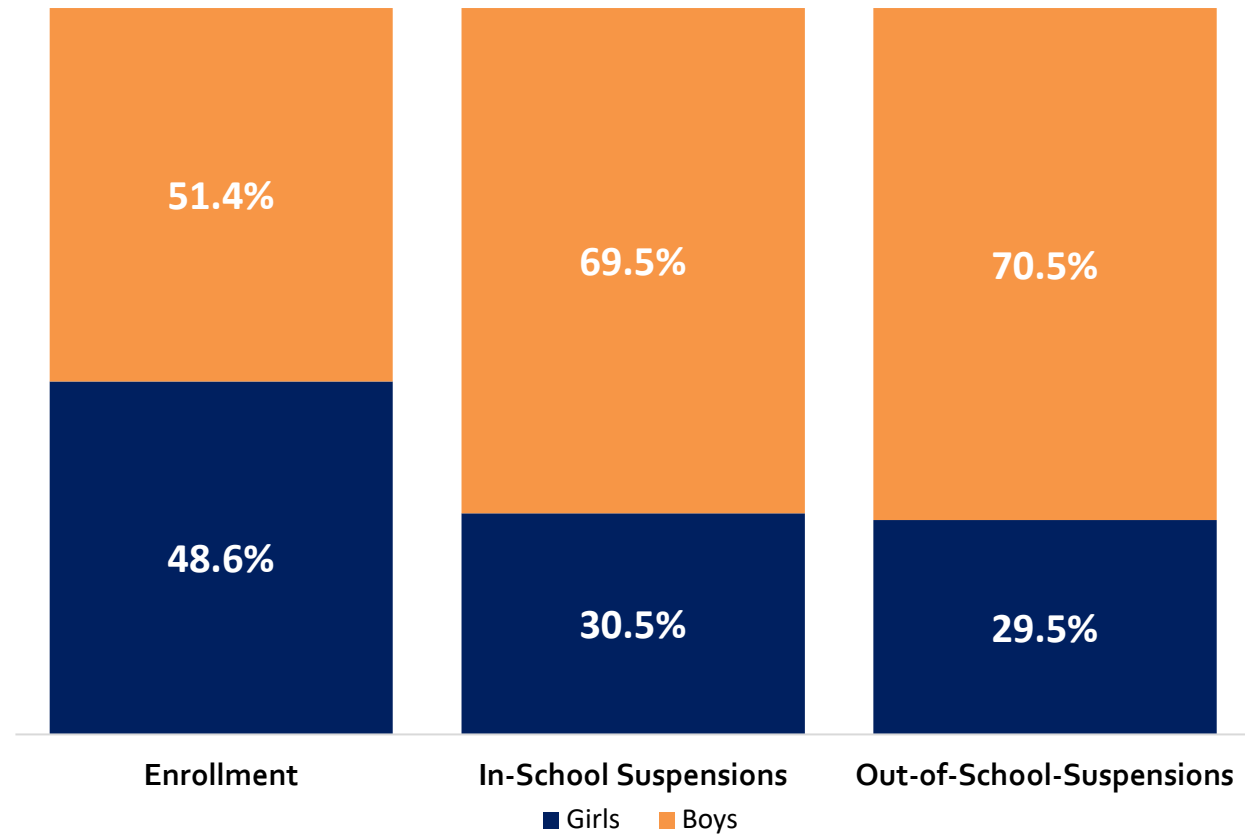
School Expulsions among Students Served Under IDEA in 2017-18



In 2017-18, students with disabilities served under IDEA represented 13.2% of the total student enrollment and received 23.3% of all expulsions with educational services and 14.8% of expulsions without education services.

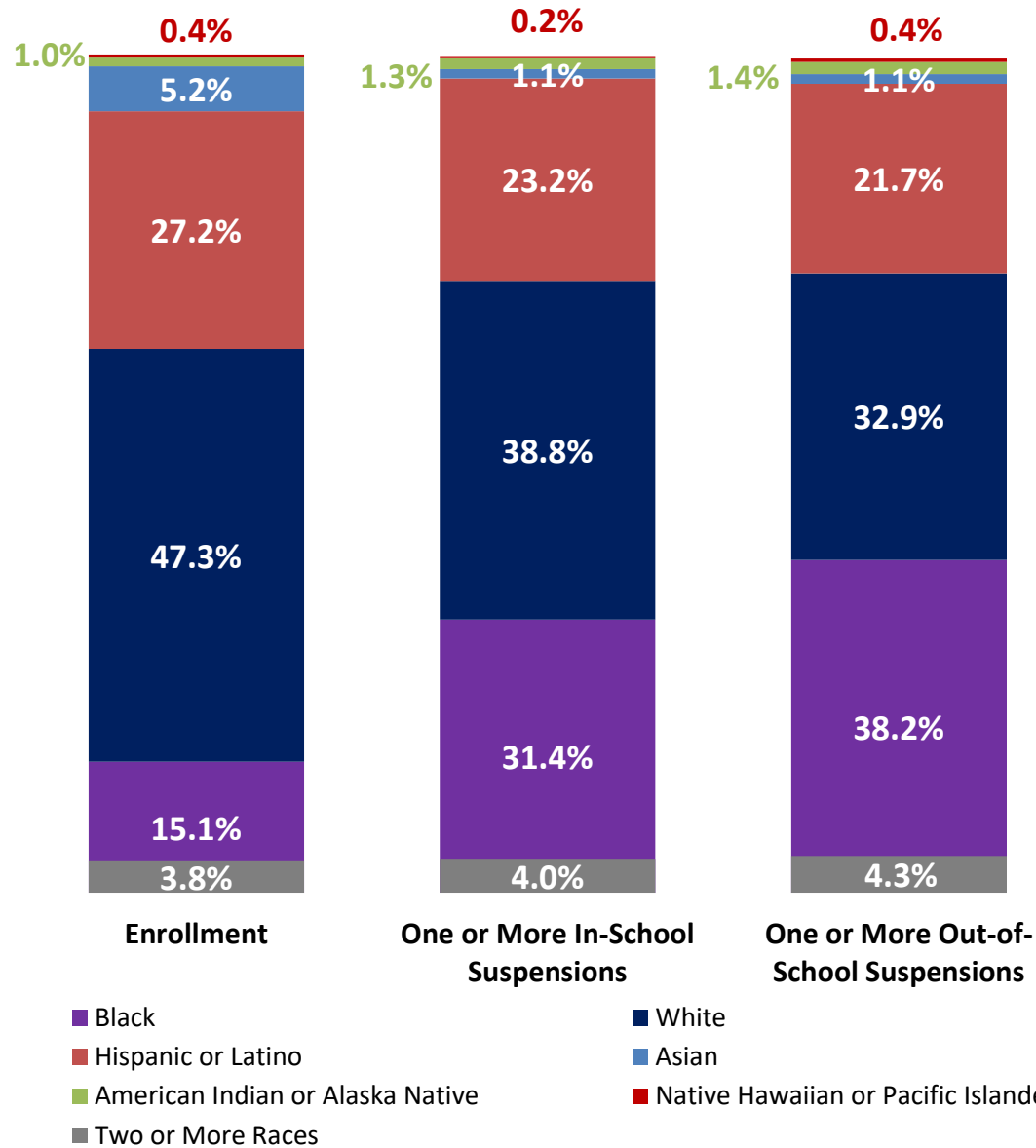
SUSPENSIONS IN K-12 SCHOOLS IN 2017-18

School Suspensions by Sex in 2017-18



In 2017-18, boys accounted for 51.4% of total student enrollment but received 69.5% of in-school suspensions and 70.5% of out-of-school suspensions.

School Suspensions by Race/Ethnicity in 2017-18



In 2017-18, Black students received one or more in-school suspensions (31.4%) and one or more out-of-school suspensions (38.2%) at rates that were more than twice their share of total student enrollment (15.1%).

American Indian or Alaska Native students were slightly overrepresented as well.

School Suspensions by Race/Ethnicity and Sex in 2017-18

Race/Ethnicity	BOYS			GIRLS		
	Enrollment	One or More In School Suspensions	One or More Out-of-School Suspensions	Enrollment	One or More In School Suspensions	One or More Out-of-School Suspensions
American Indian or Alaska Native	0.5%	0.9%	1.0%	0.5%	0.4%	0.4%
Asian	2.6%	0.8%	0.9%	2.5%	0.2%	0.2%
Hispanic or Latino	13.9%	15.8%	15.3%	13.3%	7.4%	6.4%
Black	7.7%	20.1%	24.9%	7.4%	11.2%	13.3%
White	24.4%	28.7%	24.9%	22.9%	10.2%	7.9%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.3%	0.2%	0.1%	0.1%
Two or More Races	1.9%	2.7%	3.0%	1.9%	1.3%	1.3%
TOTAL	51.4%	69.2%	70.3%	48.6%	30.8%	29.7%

Black girls were the only group across all races/ethnicities for girls where a disparity was observed. Black girls received in-school suspensions (11.2%) and out-of-school suspensions (13.3%) at rates almost two times their share of total student enrollment (7.4%).

Black boys received both in-school suspensions (20.1%) and out-of-school suspensions (24.9%) suspensions at rates more than three times their share of total student enrollment (7.7%)—the largest disparity across all race/ethnicity and sex groupings. White boys experienced higher rates of in-schools suspensions (28.7%) relative to their share of total student enrollment (24.4%). American Indian or Alaska Native and multiracial boys also experienced disparities in school suspensions.

School Suspensions among Students with Disabilities Served under IDEA in 2017-18

Students with disabilities served under IDEA represented 13.2% of total student enrollment but received 20.5% of one or more in-school suspensions and 24.5% of one or more out-of-school suspensions.

Disparities worsen when the data are disaggregated by race. Black students served under IDEA accounted for 2.3% of total student enrollment but received 6.2% of one or more in-school suspensions and 8.8% of one or more out-of-school suspensions.

SCHOOL DAYS MISSED DUE TO OUT-OF-SCHOOL SUSPENSIONS IN 2017-18



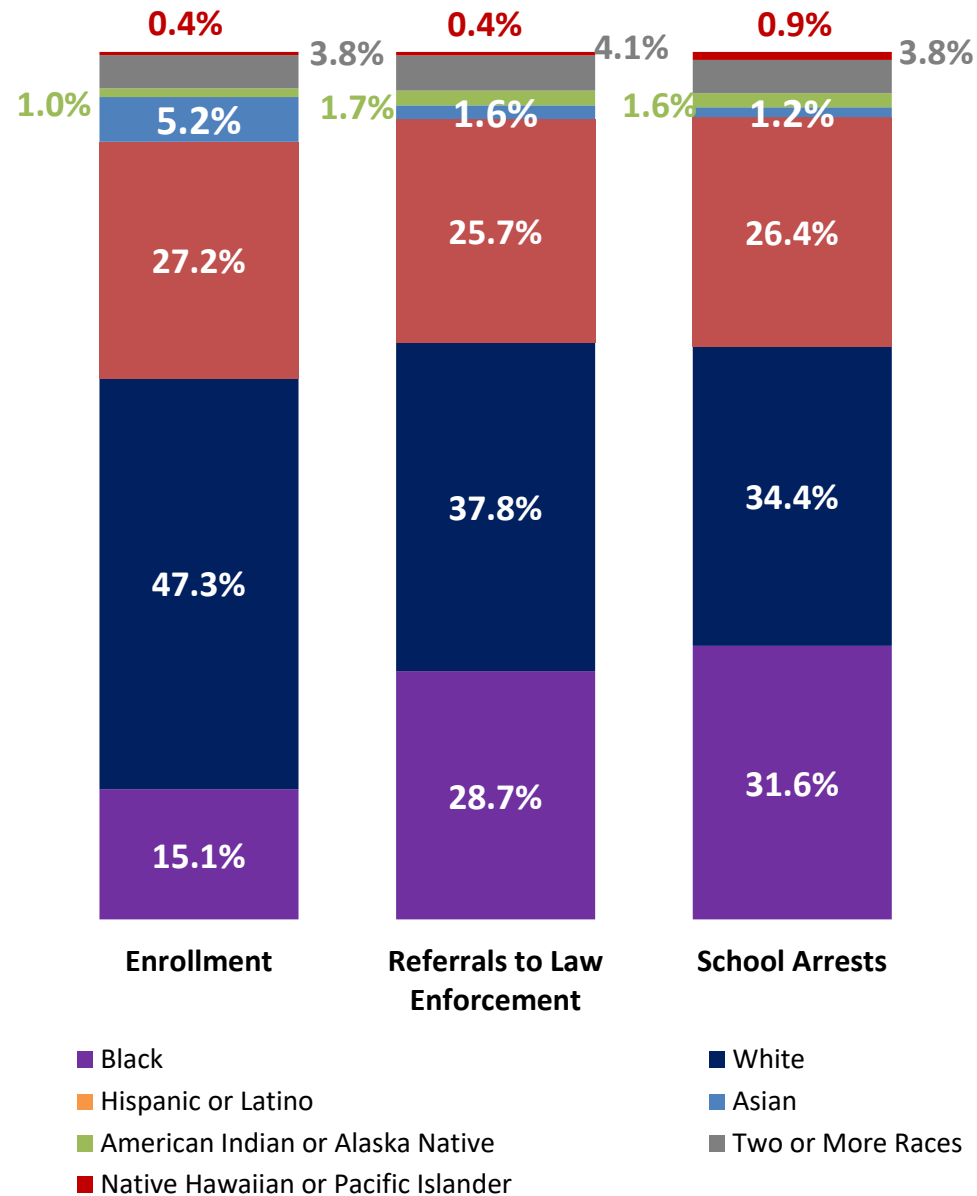
11,205,797

The total number of school days
that all students missed due to
out-of-school suspensions.

REFERRALS TO LAW ENFORCEMENT, SCHOOL-RELATED ARRESTS, AND TRANSFERS TO ALTERNATIVE SCHOOLS IN K-12 SCHOOLS IN 2017-18

School-Related Arrests and Referrals to Law Enforcement in 2017-18*

*A referral to law enforcement includes situations where a school official reports a student to a law enforcement agency or official, including a school police unit, for an incident that occurs on school grounds, during school-related events, or while taking school transportation, regardless of whether official action is taken. Citations, tickets, court referrals, and school-related arrests are considered referrals to law enforcement.

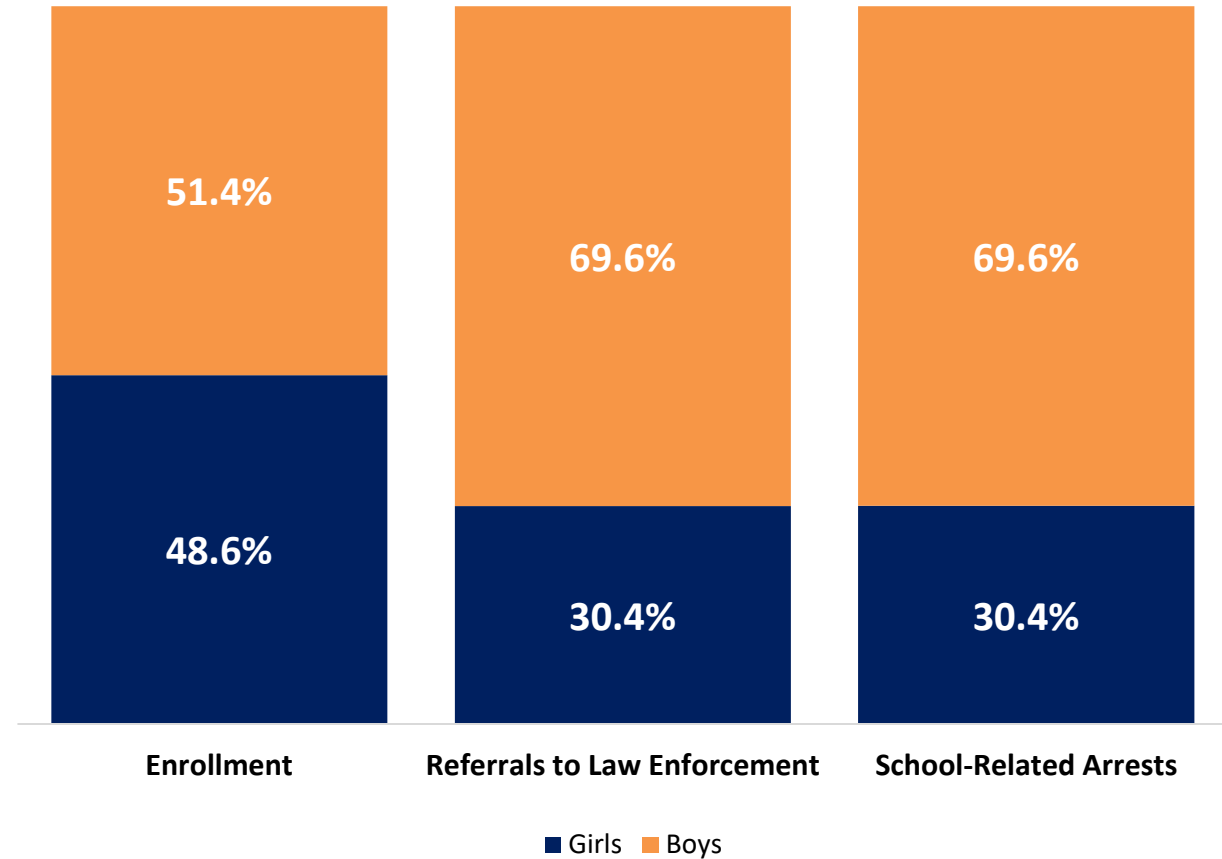


In 2017-18, Black students accounted for 28.7% of all students referred to law enforcement and 31.6% of all students arrested at school or during a school-related activity—twice their share of total student enrollment of 15.1%.

Similar patterns of disparities were observed for Black students served under IDEA who accounted for 2.3% of total student enrollment, but 8.4% of students referred to law enforcement and 9.1% of students who were arrested.

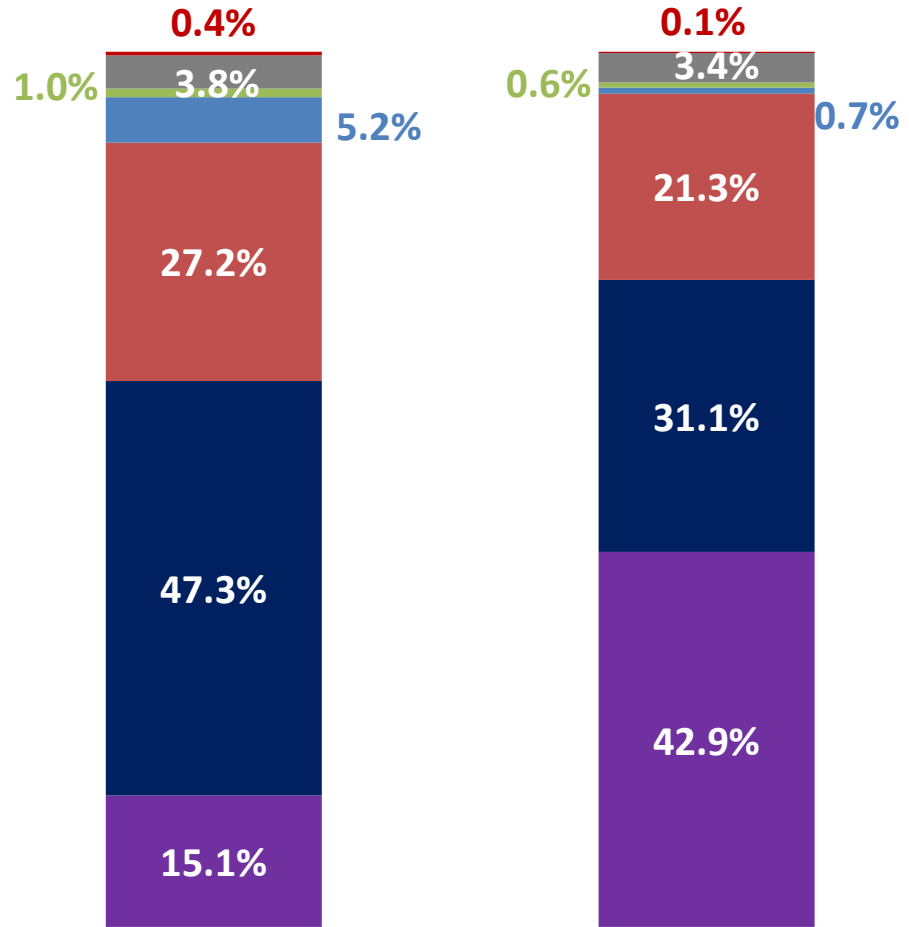
Source: U.S. Education Department, Office for Civil Rights, Civil Rights Data Collection, 2017-18 State and National Estimations, released June 2021, available at <https://ocrdata.ed.gov/estimations/2017-2018>.

School-Related Arrests and Referrals to Law Enforcement by Sex in 2017-18



In 2017-18, boys were 51.4% of student enrollment, but 69.6% of referrals to law enforcement and school arrests.

Transfers to Alternative Schools in 2017-18*



In 2017-18, Black students accounted for 15.1% of the total student enrollment but 42.9% of all transfers to alternative schools.

Enrollment **Transferred to Alternative School**

- Black
- Hispanic or Latino
- American Indian or Alaska Native
- Native Hawaiian or Pacific Islander
- White
- Asian
- Two or More Races

Source: U.S. Education Department, Office for Civil Rights, 2017-18 Civil Rights Data Collection, released October 2020, updated May 2021, available at <https://ocrdata.ed.gov>.

* An **alternative school** is a public elementary or secondary school that addresses the needs of students that typically cannot be met in a regular school program, such as certain types of academic difficulties, discipline problems, or both.

FOR MORE INFORMATION ABOUT THE CRDC

Visit OCR's website at
<https://www2.ed.gov/about/offices/list/ocr/data.html>

and

<https://ocrdata.ed.gov/>

With CRDC questions contact:

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