

DISTRICT PROFILE: ALBANY PUBLIC SCHOOLS, NEW YORK

ADDENDUM TO: Are We Closing the School Discipline Gap?

By Daniel Losen, Cheri Hodson, Michael A. Keith II, Katrina Morrison, and Shakti Belway
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Suspension rates in the Albany Public Schools are troubling. For instance, Albany suspended nearly 44% of Black male secondary students with disabilities at least once in 2011-12. All Black male secondary students face a high suspension risk of 40%. Unfortunately, we found no clear signs of progress since 2009-10.

Two major findings illustrate Albany's troubling suspension rates:

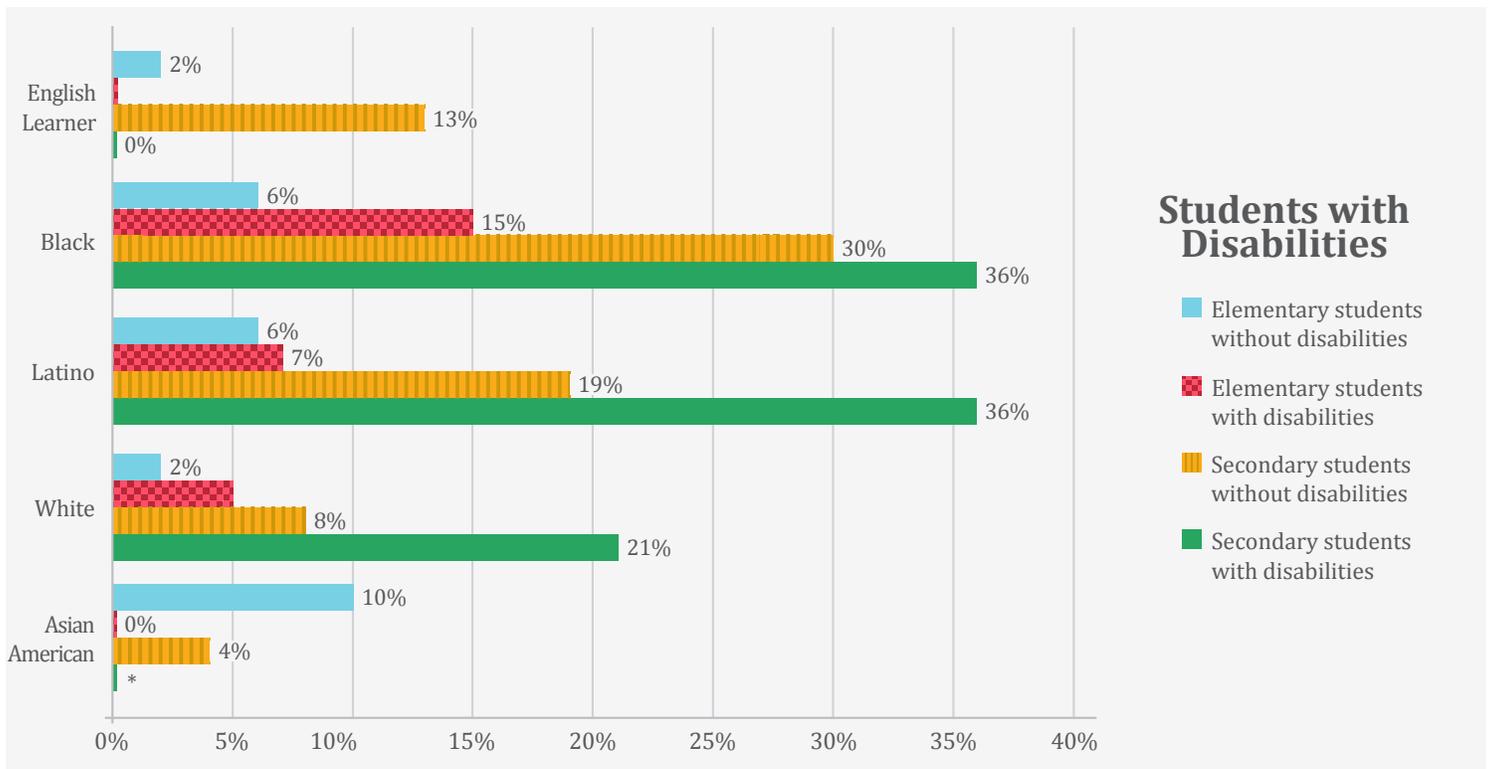
- Overall suspension rates at the elementary level increased for all students, from 4.6% in 2009-10 to 7.3% in 2011-12, an increase of 2.7 percentage points.
- Overall suspension rates at the secondary level also rose for all students, from 18.7% in 2009-10 to 23.2% in 2011-12, an increase of 4.5 percentage points.

Did Albany Narrow the Discipline Gap?

The racial gap in Albany widened at both the elementary and secondary school levels. At the elementary level, suspension rates increased for Black students from 6.8% to 10.8% (+ 4), for Latino students from 0.9% to 7% (+ 6.1), and for White students from 1. to 2.3 (+ 1.3). At the elementary level, both Black and Latino rates rose more than White rates; consequently the Black-White discipline gap widened by 2.7 percentage points and the Latino-White gap widened by 4.8 percentage points.

At the secondary school level, suspension rates climbed for Black students from 23.5% to 30.8% (+ 7.3), for Latino students from 16.7% to 22.1% (+5.4), and for White students from 5.1% to 8.6% (+3.5). As a result, the Black-White discipline gap widened by nearly 4 percentage points, while the Latino-White gap widened by 2 percentage points.

Figure 1: Risk for Suspension at the Elementary and Secondary Levels by Selected Subgroups, 2011-12



Note: All data are based on rounded numbers to avoid disclosing personally identifiable information.
 *Values that were distorted due to rounding were excluded from the figure.

Figure 1 shows that the deep disparities along the lines of race, disability status, and English learner status are much greater at the secondary school level than at the elementary level.

The largest discipline gaps are found at the secondary level: We typically find higher suspension rates at the secondary level, and for males with disabilities. We also often find profound discipline gaps by race/ethnicity, gender, and disability. As Table 1 illustrates, the Albany School District follows this pattern. For instance, there is a difference of 31 percentage points between the suspension rates of Black male students (40%) and White male students (9%). However, it is important to note that Black females (22%) experienced much higher disciplinary rates than White females, but also White males 9% and Asian American male 8% students. The greatest gap is found across race, gender, and disability status, with a gap of 44 percentage points between Black male students with disabilities (44%) and Asian female students (0%). As discussed in the full report, our analysis includes some description of these large cross-sectional differences, which raise concerns about whether the structure of the learning environment and responses to misbehavior are developmentally appropriate and culturally responsive to all members of a given student body.

Table 1: Secondary Students' Suspension Risks Further Disaggregated by Race/Ethnicity and Gender, and for Students With Disabilities, with Gender Gaps Calculated, 2011-12¹

	All Students			Students With Disabilities		
	Male	Female	Gap (percentage points)	Male	Female	Gap (percentage points)
All	30%	17%	13	40%	20%	20
Asian American	8%	0%	8	*	*	
White	9%	8%	1	*	*	
Latino	29%	16%	13	*	*	
Black	40%	22%	18	44%	19%	25

*Note: *Values not presented because of low enrollment or distortion that resulted from rounding.*

Differences due to poverty? Researchers have consistently found that, after controlling for poverty, significant racial disparities still exist (Fabello, 2011; Skiba, 2014). Furthermore, because males and females come from homes with similar socioeconomic backgrounds, the large gender gap within each racial group cannot be explained by poverty.

Where to find out more about the Albany Public Schools and how to compare Albany to other districts: Readers interested in comparing Albany to other school districts can use our sortable comparison spreadsheets, which enable the user to compare Albany to any other district in the country for any subgroup at either the elementary or secondary school level. Much of this information is available by using a tool on our website that allows users to see the data on their own district and to print out tables and graphs and district comparisons of their choosing. Readers can find the web tool at www.schooldisciplinedata.org. Data on school discipline for 2013-14 can be obtained by filing a state “Sunshine Act” request with your school district. Moreover, in New York, more recent, although limited, data are available on the state’s website: <https://reportcards.nysed.gov>.

¹ All percentages are rounded to whole numbers.

DISTRICT PROFILE: ATLANTA CITY SCHOOLS, GEORGIA

ADDENDUM TO: Are We Closing the School Discipline Gap?

By Daniel Losen, Cheri Hodson, Michael A. Keith II, Katrina Morrison, and Shakti Belway

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Suspension rates in Atlanta are alarming. For instance, the Atlanta City Schools suspended nearly four out of every ten Black male secondary students with disabilities (38 %) at least once in 2011-12. Moreover, nearly three out of every ten (29.2%) of Black female secondary school students with disabilities were suspended as well. Unfortunately, we found no clear signs of progress when we compare these rates to 2009-10.

Major increases in the use of suspension illustrate why Atlanta's new rates are so troubling:

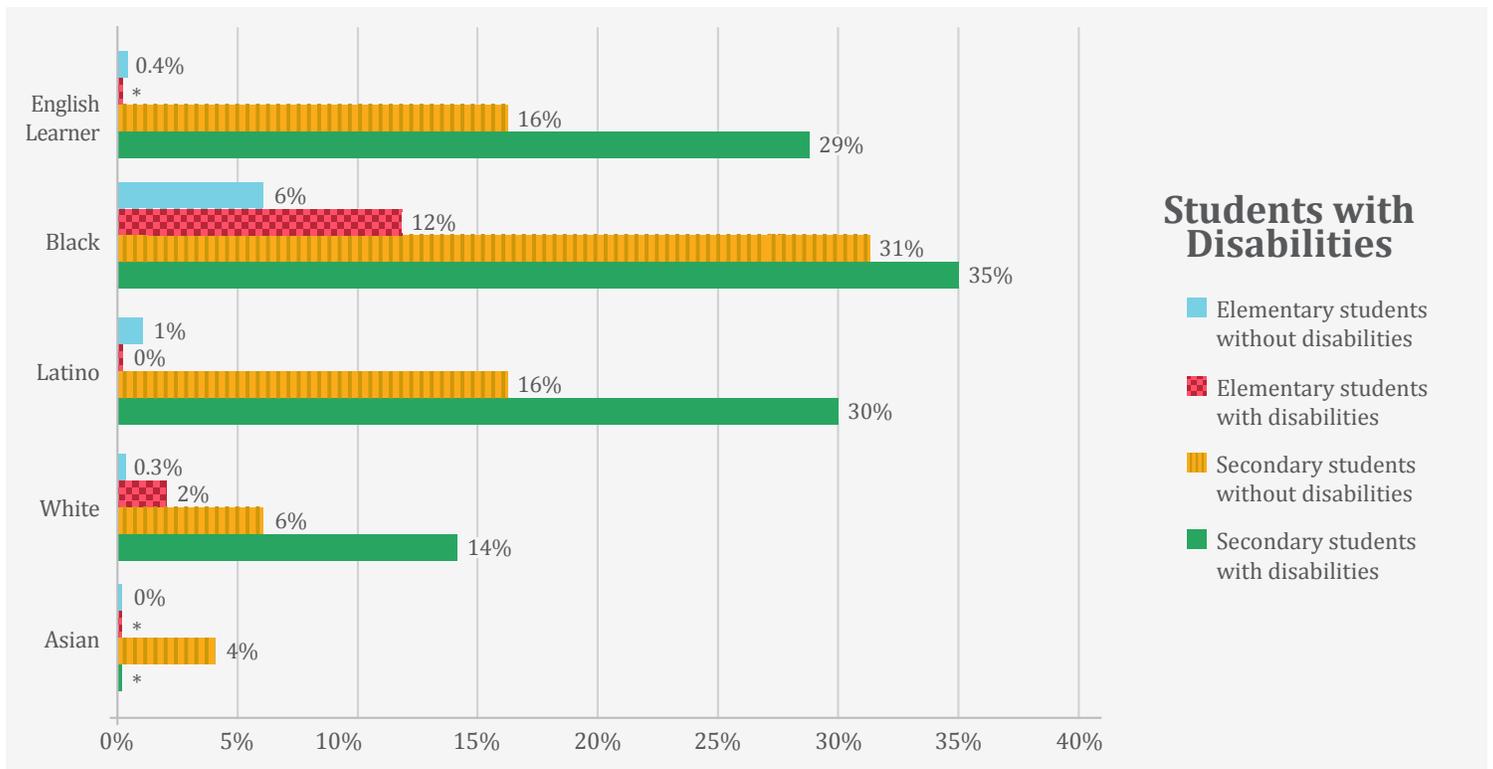
- Overall suspension rates at the elementary level more than doubled for all students, increasing from 2.5% in 2009-10 to 5.3% in 2011-2012. That means approximately 1,570 elementary school students were suspended at least once in 2011-12.
- Overall suspension rates at the secondary level increased even more, from 19.5% in 2009-10 to 28.7% in 2011-12, a jump of more than 9 percentage points. That means nearly 29 of every 100 secondary students were suspended, at least once that year.

Did Atlanta Narrow the Discipline Gap?

With one exception, the racial gaps in the Atlanta City Schools suspension rates widened between 2009-10 and 2011-12. Suspension rates for Black students at the elementary level increased by 3.7 percentage points, from 3.2% to 6.9%. Rates increased by about one-half a percentage point for Latino students, from 0.4% to 0.9%, and by one-third of a percentage point for White students, from 0.1% to 0.4%. The increases for both Black and Latino students outpaced those for Whites, thus the Black-White discipline gap at the elementary level increased by 3.4 percentage points, while the Latino-White gap increased by 0.2 percentage points.

At the secondary school level, suspension rates increased for Black students from 21.2% to 31.6% (+10.4), and for White students from 4.0% to 6.4% (+2.4). The larger increase for Black secondary students widened the Black-White gap by 8 percentage points to a total divide of 25.1 points. Rates for Latino students remained at 17.4%, and as a result the Latino-White gap decreased by 2.4 percentage points to a still large 11 point divide. This one exception to the trend of widening gaps is hard to classify as progress in Atlanta's overall context of stagnant or increasing suspension rates.

Figure 1: Risk for Suspension at the Elementary and Secondary Levels by Selected Subgroups, 2011-12



Note: All data are based on rounded numbers to avoid disclosing personally identifiable information.
 *Values that were distorted due to rounding were excluded from the figure.

Figure 1 shows that the deep disparities along the lines of race, disability status, and English learner status are much greater at the secondary school level than at the elementary level.

The largest discipline gaps are found at the secondary level: Typically suspension rates are higher at the secondary level, and for males. With higher rates we often find profound discipline gaps across race/ethnicity and gender, As Table 1 illustrates, the widest gaps in the Atlanta City Schools suspension rates are between Black and White students, and male and female students. For instance, there is a difference of 27 percentage points in the suspension rates of Black male students and White male students, and of 23 points between Black female and White female students. Moreover, Black female students were suspended at higher rates than males from other racial/ethnic groups, both overall and among students with disabilities. The greatest disparities were found when differences were calculated across race, gender, and disability categories. The largest gap (34 percentage points) was between Black male students with disabilities (38%) and White female students in general (4%). As discussed in the full report, our analysis includes some description of these large cross-sectional differences, which raise concerns about whether the structure of the learning environment and responses to misbehavior are developmentally appropriate and culturally responsive to all members of a given student body.

Table 1: Secondary Students' Suspension Risks Further Disaggregated by Race/Ethnicity and Gender, and for Students With Disabilities, with Gender Gaps Calculated, 2011-12¹

	All Students			Students With Disabilities		
	Male	Female	Gap (percentage points)	Male	Female	Gap (percentage points)
All	33%	24%	9	36%	29%	7
Asian American	7%	7%	0	*	*	*
White	9%	4%	5	18%	8%	10
Latino	18%	16%	2	21%	*	*
Black	36%	27%	9	38%	29%	9

*Note: All data are based on rounded numbers to avoid disclosing personally identifiable information.
Values that were distorted due to rounding were excluded from the table.

Differences due to poverty? Researchers have consistently found that, after controlling for poverty, significant racial disparities still exist (Fabello, 2011; Skiba, 2014). Furthermore, because males and females come from homes with similar socioeconomic backgrounds, the large gender gap within each racial group cannot be explained by poverty.

Where to learn more about the Atlanta City Schools and how to compare Atlanta to other districts:

Readers interested in comparing Atlanta to other school districts can use our sortable comparison spreadsheets, which enable the user to compare Atlanta to any other district in the country for any subgroup at either the elementary or secondary school level. Much of this information is available using a tool on our website that enables users to see the data on their own district and to print out tables and graphs and district comparisons of their choosing. Data on school discipline for 2013-14 can be obtained by filing a state “Sunshine Act” request with your school district.

¹ All percentages are rounded to whole numbers.

DISTRICT PROFILE: BALTIMORE CITY PUBLIC SCHOOLS, MARYLAND

ADDENDUM TO: Are We Closing the School Discipline Gap?

By Daniel Losen, Cheri Hodson, Michael A. Keith II, Katrina Morrison, and Shakti Belway
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Suspension rates in the Baltimore City Schools are high for certain subgroups. For instance, at the secondary level, more than one in five Black students with disabilities (20.1%) were suspended at least once in 2011-12.

Two major findings illustrate Baltimore's disturbing suspension rates:

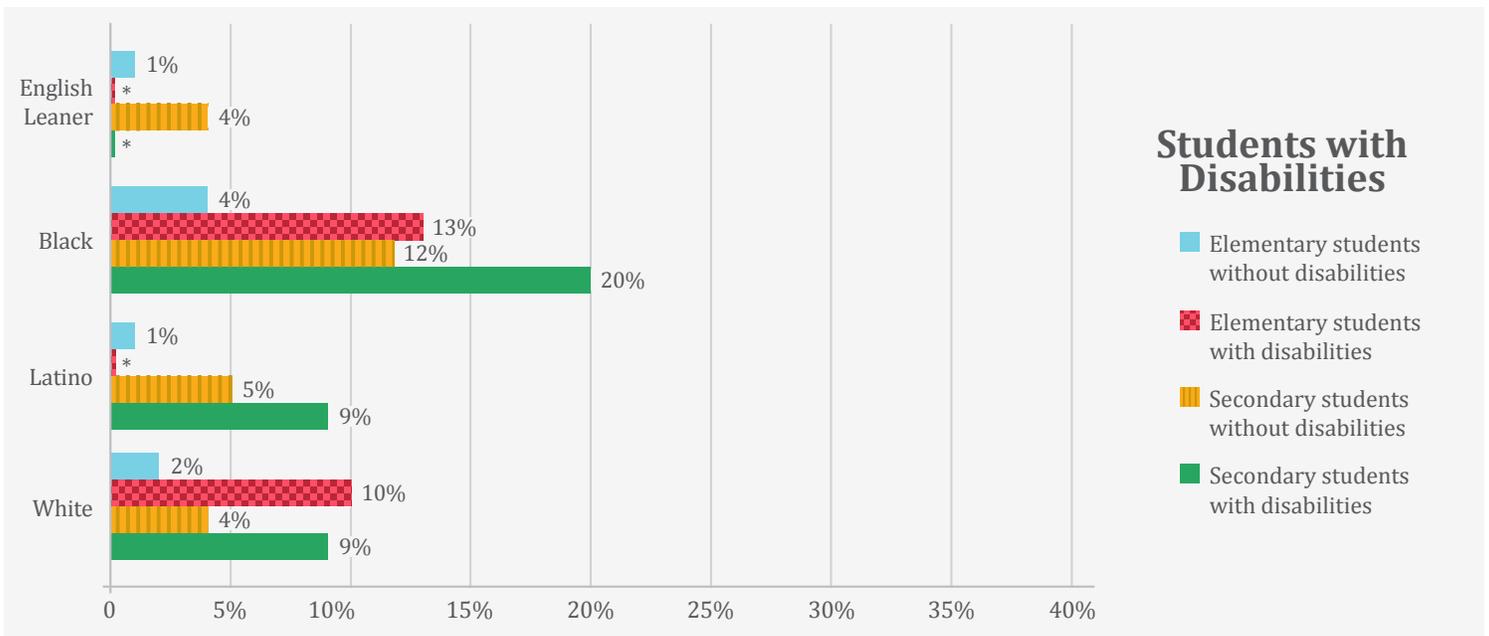
- Overall suspension rates at the elementary level rose from 3.3% in 2009-10 to 5.3% in 2011-12, an increase of 2 percentage points..
- Overall suspension rates at the secondary level rose for all students, from 11.7% in 2009-10 to 12.4% in 2011-12, nearly a 1 percentage point increase.

Did Baltimore City Schools Narrow the Discipline Gap?

Suspension rates in Baltimore increased slightly for all racial/ethnic subgroups from 2009-10 to 2011-12 at both the elementary and secondary school level, and the Black-White gap narrowed. At the elementary level, suspension rates for both Black and Latino students increased by approximately 2 percentage points, for Blacks from 3.5% to 5.5%, and for Latinos from 0% to 1.9%. Rates for White students increased by a greater amount, from 0% to 3.2%. Most noteworthy is that the Black-White gap narrowed by more than a point, but only because the White suspension rate increased more.

At the secondary level, suspension rates increased for Black students from 12.2% to 13.2% (+1.0); for Latinos from 0% to 5.1% (+5.1); and for Whites from 2.3% to 5.0% (+2.6). Because rates for Black students increased less than the rate for White students, the Black-White gap in 2011-12 (8.2 points) fell by 1.6 percentage points. In contrast, Latinos experienced a larger increase than Whites, but had been suspended at a lower rate. As a result, in 2011-12 a small but likely insignificant Latino-White gap (0.1) emerged.

Figure 1: Risk for Suspension at the Elementary and Secondary Levels by Selected Subgroups, 2011-12



Note: All data are based on rounded numbers to avoid disclosing personally identifiable information.

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Figure 1 shows that the deep disparities along the lines of race, disability status, and English learner status are much greater at the secondary school level than at the elementary level.

The largest discipline gaps are found at the secondary level: Suspension rates at the secondary level are typically higher than at the elementary level, in particular for males. We also often find profound discipline gaps by race/ethnicity, gender, and disability. As Table 1 illustrates, the Baltimore City Schools follow this trend, with the widest gaps found in race/ethnicity and gender. For instance, the findings show a difference of 9 percentage points between rates for Black male students and White male students, and an identical 9 point gap between Black and White females. Moreover, Black females are suspended more often than males of the other racial/ethnic groups. The greatest disparity is found when we make comparisons across race, gender, and disability status. The rate for Black male students with disabilities is 22%, while the rate for both White and Latino female students is 3%, a gap of 19 percentage points. As discussed in the full report, our analysis includes some description of these large cross-sectional differences, which raise concerns about whether the structure of the learning environment and responses to misbehavior are developmentally appropriate and culturally responsive to all members of a given student body.

Table 1: Secondary Students' Suspension Risks Further Disaggregated by Race/Ethnicity and Gender, and for Students With Disabilities, with Gender Gaps Calculated, 2011-12¹

	All Students			Students With Disabilities		
	Male	Female	Gap (percentage points)	Male	Female	Gap (percentage points)
All	14%	11%	3	21%	15%	6
White	6%	3%	3	10%	6%	4
Latino	7%	3%	4	17%	*	*
Black	15%	12%	3	22%	16%	6

Note: All data are based on rounded numbers to avoid disclosing personally identifiable information.

**Values that were distorted due to rounding were excluded from the table.*

Differences due to poverty? Researchers have consistently found that, after controlling for poverty, significant racial disparities still exist (Fabello, 2011; Skiba, 2014). Furthermore, because males and females come from homes with similar socioeconomic backgrounds, the large gender gap within each racial group cannot be explained by poverty.

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¹ All percentages are rounded to whole numbers.

DISTRICT PROFILE: BOSTON PUBLIC SCHOOLS, MASSACHUSETTS

ADDENDUM TO: Are We Closing the School Discipline Gap?

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Suspension rates for the Boston Public Schools are high for certain subgroups, but are relatively low in comparison to most districts. The greatest risk for suspension is experienced at the secondary level, where 8% of all Black males with disabilities were suspended at least once in 2011-12.

Two findings demonstrate that the Boston Public Schools have made progress since 2009-10:

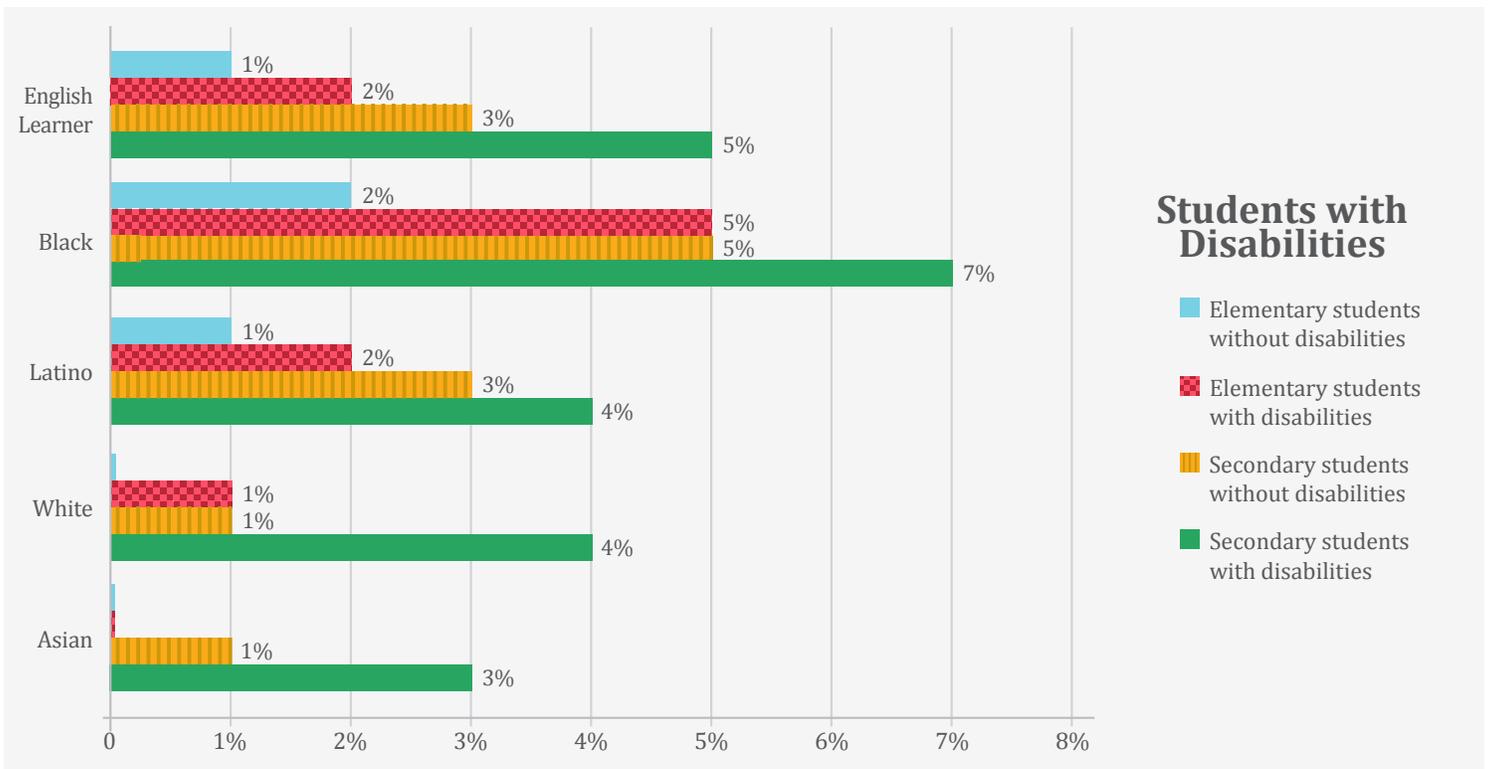
- Overall suspension rates at the elementary level decreased. Roughly 260 elementary students were suspended at least once in 2011-12, a rate of 1.2%. This represents a decrease of 0.8 percentage points from the 2009-10 rate of 2.0%.
- Overall suspension rates at the secondary level also decreased. Roughly 990 secondary students were suspended at least once in 2011-12, a rate of 3.6%. This represents a decrease of 3 percentage points from the 2009-10 rate of 6.6%.

Did the Boston Public Schools Narrow the Gap?

The discipline gap between Latino and White students declined at both the elementary and secondary levels from 2009-10 to 2011-12. At the elementary level, suspension rates decreased slightly for both Black and Latino students, by 0.3 percentage points and 0.9 percentage points, respectively. However, suspension rates for White students increased by 0.5 percentage points during the same period. As a result, both the Black-White and Latino-White discipline gaps narrowed at the elementary level.

At the secondary school level, suspension rates decreased from 2009-10 to 2011-12. Rates for Black students declined from 7.6% to 5.7% (-1.9); for Latino students from 6.5% to 2.8% (-3.7); and for White students from 3.5% to 1.6% (-1.9). Notably, the Latino-White discipline gap narrowed to just 1.2 percentage points over this period, while the Black-White gap remained at 4.1 percentage points.

Figure 1: Risk for Suspension at the Elementary and Secondary Levels by Selected Subgroups, 2011-12



Note: All data are based on rounded numbers to avoid disclosing personally identifiable information.
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Figure 1 shows that the deep disparities along the lines of race, disability status, and English learner status are much greater at the secondary school level than at the elementary level.

The largest discipline gaps are found at the secondary level: We typically find the highest suspension rates at the secondary school level, and for males with disabilities. The most profound differences are in the absolute size of the discipline gaps by race/ethnicity, gender, and disability. As Table 1 illustrates, the Boston Public Schools has a notable racial/ethnic and gender gap between Black and White students. There is a difference of 5 percentage points between Black and White male students, and a difference of 3 percentage points between Black and White female students. However, the widest racial/ethnic gap across gender is 8 points between Asian female (0%) and Black male students with disabilities (8%). As discussed in the full report, our analysis includes some description of these large cross-sectional differences, which raise concerns about whether the structure of the learning environment and responses to misbehavior are developmentally appropriate and culturally responsive to all members of a given student body.

Table 1: Secondary Students' Suspension Risks Further Disaggregated by Race/Ethnicity and Gender, and for Students With Disabilities, with Gender Gaps Calculated, 2011-12¹

	All Students			Students With Disabilities		
	Male	Female	Gap (percentage points)	Male	Female	Gap (percentage points)
All	5%	3%	2	6%	4%	2
Asian American	1%	0%	1	0%	0%	0
White	2%	1%	1	5%	3%	2
Latino	4%	2%	2	5%	3%	2
Black	7%	4%	3	8%	6%	2

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Differences due to poverty? Researchers have consistently found that, after controlling for poverty, significant racial disparities still exist (Fabello, 2011; Skiba, 2014). Furthermore, because males and females come from homes with similar socioeconomic backgrounds, the large gender gap within each racial group cannot be explained by poverty.

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¹ All percentages are rounded to whole numbers.

² See Joanna Taylor, Matt Cregor, and Priya Lane, Not Measuring Up: The State of School Discipline in Massachusetts, page 8, table 2. Available at www.lawyerscom.org/not-Measuring-up.

DISTRICT PROFILE: CLARK COUNTY SCHOOL DISTRICT (LAS VEGAS), NEVADA

ADDENDUM TO: Are We Closing the School Discipline Gap?

By Daniel Losen, Cheri Hodson, Michael A. Keith II, Katrina Morrison, and Shakti Belway
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The Clark County School District suspends an extraordinarily high number of students from particular student subgroups. For instance, the district suspended 67% of Black males with disabilities at the secondary level at least once in 2011-12, far above the national average.

Despite some high rates, the Clark County School District's suspension rates showed large declines in some areas between 2009-10 and 2011-12; however, change was inconsistent.

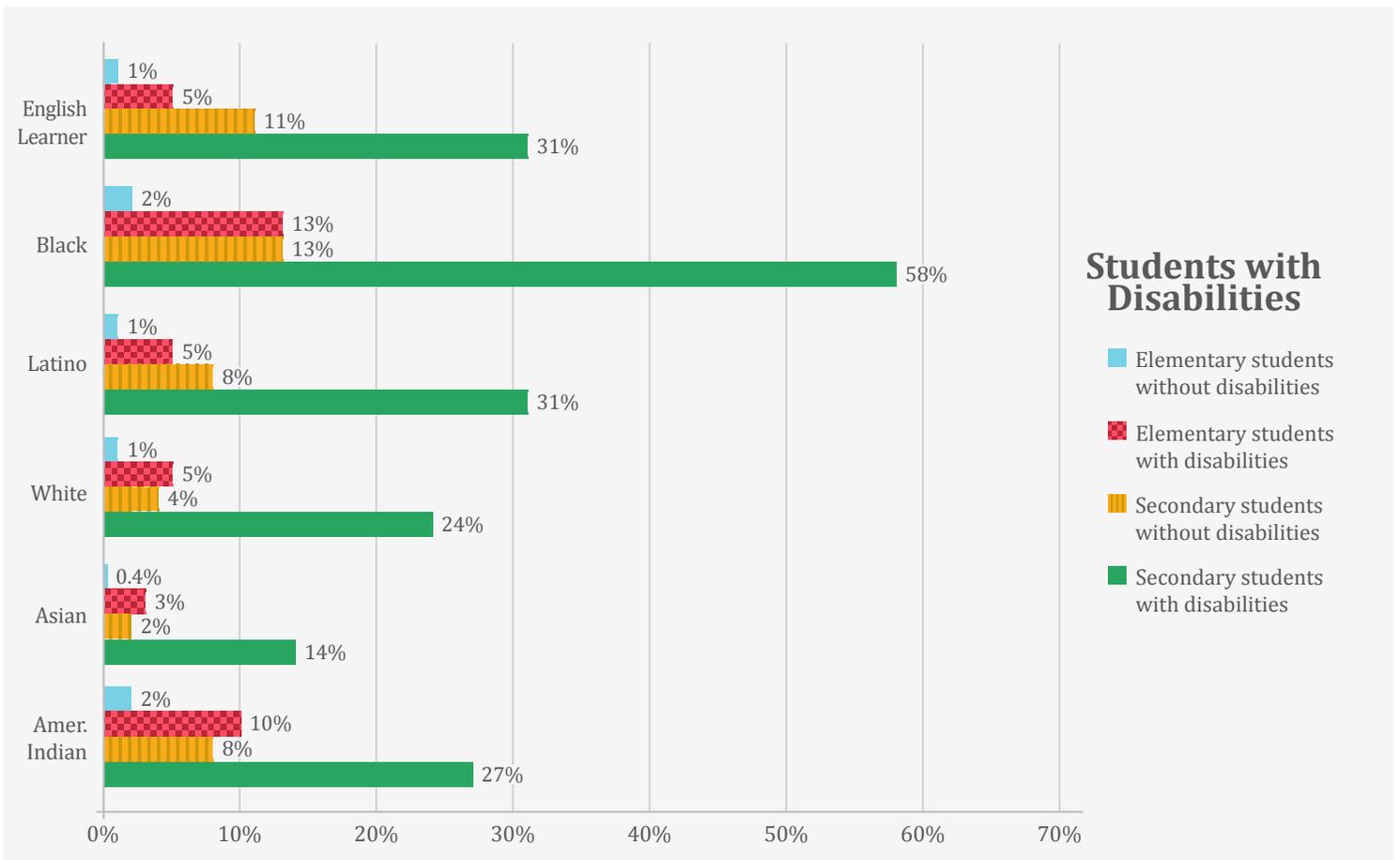
- Overall suspension rates at the elementary level increased. Roughly 2,185 students were suspended at least once in 2011-12, a rate of 1.5%. This represents an increase of 0.5 percentage points from the 2009-10 rate of 1.0%. This is a small increase, but it could become problematic if the trend of increasing elementary suspension rates continues.
- Overall suspension rates at the secondary level decreased. Roughly 15,545 students were suspended at least once in 2011-12, a rate of 9.5%. This represents a decrease of 10.4 percentage points from the 2009-10 rate of 19.8%.

Did the Clark County School District Narrow the gap?

Clark County narrowed the gap to some extent. However, at the elementary school level, suspension rates increased slightly for every racial/ethnic group between 2009-10 and 2011-12. Specifically, suspension rates increased for American Indian students from 0.6% to 2.2% (+1.6); for Black students from 1.5% to 3.9% (+2.4); for Latino students from 0.9% to 1.1% (+0.2 points); and for White students from 0.5% to 1.3% (+0.8 points). Most noteworthy is that the American Indian-White discipline gap widened by nearly 1 percentage point and the Black-White discipline gap widened by nearly 2 points.

At the secondary school level, suspension rates decreased for every racial/ethnic group except American Indians between 2009-10 and 2011-12. Rates for Black students decreased from 34.1 to 20.3 (-13.8); for Latino students from 22.4% to 10.2% (-12.2); and for White students from 13.9% to 6.1% (-7.8). Rates for American Indian students increased from 7.5% to 10.8% (+3.3). Notably, the Latino-White discipline gap decreased by 4.5 percentage points to a 4 point divide. While the Black-White gap decreased by 6 points to a still wide 14 point divide. Meanwhile, an American Indian-White gap of 4.7 points emerged.

Figure 1: Risk for Suspension at the Elementary and Secondary Levels, by Selected Subgroups, 2011-12



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Figure 1 shows that the deep disparities along the lines of race, disability status, and English learner status are much greater at the secondary school level than at the elementary level.

The largest discipline gaps are found at the secondary level: We typically find the highest suspension rates at the secondary school level, especially for males. We also often find profound differences in the size of the discipline gaps by race/ethnicity and gender. As Table 1 illustrates, the Clark County School District has notable racial/ethnic and gender gaps between Black and White students. There is a difference of 18 percentage points between all Black and White male students, and a difference of 10 percentage points between all Black and White female students. Furthermore, Black females are suspended at higher rates than White and Latino males. However, the widest racial/ethnic gaps are observed across race, gender, and disability status. For example, the gap between Asian American female students (1%) and Black male students with disabilities (67%) is 66 percentage points! As discussed in the full report, our analysis includes some description of these large cross-sectional differences, which raise concerns about whether the structure of the learning environment and responses to misbehavior are developmentally appropriate and culturally responsive to all members of a given student body.

Table 1: Secondary Students' Suspension Risks Further Disaggregated by Race/Ethnicity and Gender, and for Students With Disabilities, with Gender Gaps Calculated, 2011-12¹

	All Students			Students With Disabilities		
	Male	Female	Gap (percentage points)	Male	Female	Gap (percentage points)
All	13%	6%	7	40%	22%	18
Amer. Indian	14%	7%	7	32%	18%	14
Asian American	4%	1%	3	18%	4%	14
White	9%	3%	6	29%	13%	16
Latino	14%	6%	8	37%	20%	17
Black	27%	13%	14	67%	41%	26

*Note: All data are based on rounded numbers to avoid disclosing personally identifiable information.
Values that were distorted due to rounding were excluded from the table.

Differences due to poverty? Researchers have consistently found that, after controlling for poverty, significant racial disparities still exist (Fabello, 2011; Skiba, 2014). Furthermore, because males and females come from homes with similar socioeconomic backgrounds, the large gender gap within each racial group cannot be explained by poverty.

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¹ All percentages are rounded to whole numbers.

DISTRICT PROFILE: COLUMBUS CITY SCHOOLS, OHIO

ADDENDUM TO: Are We Closing the School Discipline Gap?

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The Columbus City School District suspends an alarmingly high percentage of students. The greatest risk for out-of-school suspension is at the secondary level, where 57% of all Black males with disabilities and over 45% of Latino males with disabilities were suspended at least once in 2011-12. Both elementary and secondary suspension rates in Columbus are well above the national average.

Two major findings illustrate Columbus' uneven progress since 2009-10

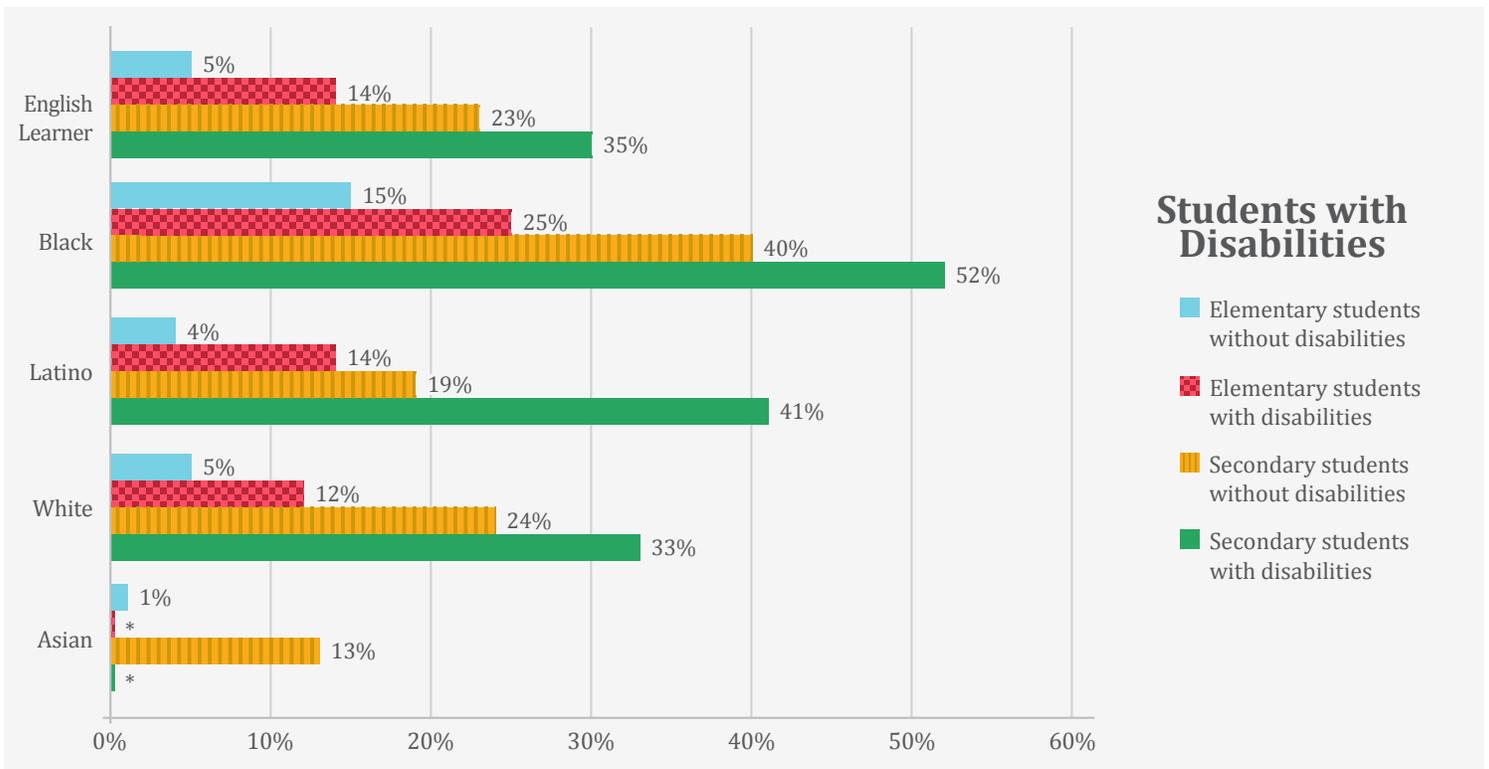
- Columbus suspended 2,890 elementary students at least once in 2011-12, or 11.7% of all enrolled students, up from 9.5% in 2009-10, an increase of 2.2 percentage points.
- Overall suspension rates at the secondary level decreased in 2011-12 from 38.3% to 35.5%, a decline of 2.8 percentage points. Despite this change, in 2011-12 the district still suspended nearly one out of every three secondary students.

Did Columbus Narrow the Discipline Gap?

From 2009-10 to 2011-12, the suspension rate disparity between Black students and White students increased at the elementary school level and narrowed slightly at the secondary level. At the elementary level, suspension rates increased for Blacks from 12.9% to 16.2% (+3.3), and for Whites from 3.5% to 6.0% (+2.5). As a result of Black rates rising more than White rates, the Black-White discipline gap at the elementary level increased almost one percentage point, from a gap of 9.4 points to 10.2 points.

At the secondary level, suspension rates fell for Black students from 43.8% to 41.6% (-2.2), and for White students from 27.4% to 26.1% (-1.3). Interestingly, the large Black-White discipline narrowed by one percentage point from a 16 to a still wide 15 point gap. At both the elementary and secondary levels, Latinos saw their suspension rates rise, yet they maintained a lower suspension rate than Whites.

Figure 1: Risk for Suspension at the Elementary and Secondary Levels by Selected Subgroups, 2011-12



Note: All data are based on rounded numbers to avoid disclosing personally identifiable information.
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Figure 1 shows that the deep disparities along the lines of race, disability status, and English learner status are much greater at the secondary school level than at the elementary level.

The largest discipline gaps are found at the secondary level: We typically find the highest suspension rates at the secondary level, and for males. We also often find profound differences in the absolute size of the discipline gaps by race/ethnicity and gender. As Table 1 illustrates, the Columbus City Schools follow this trend, with the widest gaps found for race/ethnicity and gender. For instance, there is a difference of 16 percentage points between the suspension rates of Black male students (49%) and those of White male students (33%); Latino males have a lower rate than both, which is fairly uncommon. Black females (34%) have a similar gap (15 points) when compared to White females (19%) Moreover, Black females' overall suspension rate is higher than males from any other racial/ethnic group. The greatest disparities are found across race/ethnicity, gender, and disability. For example, we find a 51 percentage point gap between Black male students with disabilities (57%) and Asian female students in general (6%). As discussed in the full report, our analysis includes some description of these large cross-sectional differences, which raise concerns about whether the structure of the learning environment and responses to misbehavior are developmentally appropriate and culturally responsive to all members of a given student body.

Table 1: Secondary Students' Suspension Risks Further Disaggregated by Race/Ethnicity and Gender, and for Students With Disabilities, with Gender Gaps Calculated, 2011-12¹

	All Students			Students With Disabilities		
	Male	Female	Gap (percentage points)	Male	Female	Gap (percentage points)
All	42%	29%	13	50%	36%	14
Asian American	20%	6%	14	*	*	*
White	33%	19%	14	39%	23%	16
Latino	27%	14%	13	45%	*	*
Black	49%	34%	15	57%	42%	15

*Note: All data are based on rounded numbers to avoid disclosing personally identifiable information.
Values that were distorted due to rounding were excluded from the table.

Differences due to poverty? Researchers have consistently found that, after controlling for poverty, significant racial disparities still exist (Fabello, 2011; Skiba, 2014). Furthermore, because males and females come from homes with similar socioeconomic backgrounds, the large gender gap within each racial group cannot be explained by poverty.

Where to learn more about the Columbus City Schools and how to compare Columbus to other districts: Readers interested in comparing Columbus to other school districts can use our sortable comparison spreadsheet, which enable the user to compare Columbus to any other district in the country for any subgroup at either the elementary or secondary school level. Much of this information is available by using a tool on our website that allows users to see the data on their own district and to print out tables and graphs and district comparisons of their choosing. Data on school discipline for 2013-14 can be obtained by filing a state “Sunshine Act” request with your school district. Moreover, in Ohio, some more recent data are available and are posted on the state’s website:
<http://bireports.education.ohio.gov/PublicDW/asp/Main.aspx?server=edumstrisp02&project=ReportCard&evt=3002&uid=guestILRC&pwd=&persist-mode=8>.

¹ All percentages are rounded to whole numbers.

DISTRICT PROFILE: MIAMI-DADE COUNTY PUBLIC SCHOOLS, FLORIDA

ADDENDUM TO: Are We Closing the School Discipline Gap?

By Daniel Losen, Cheri Hodson, Michael A. Keith II, Katrina Morrison, and Shakti Belway
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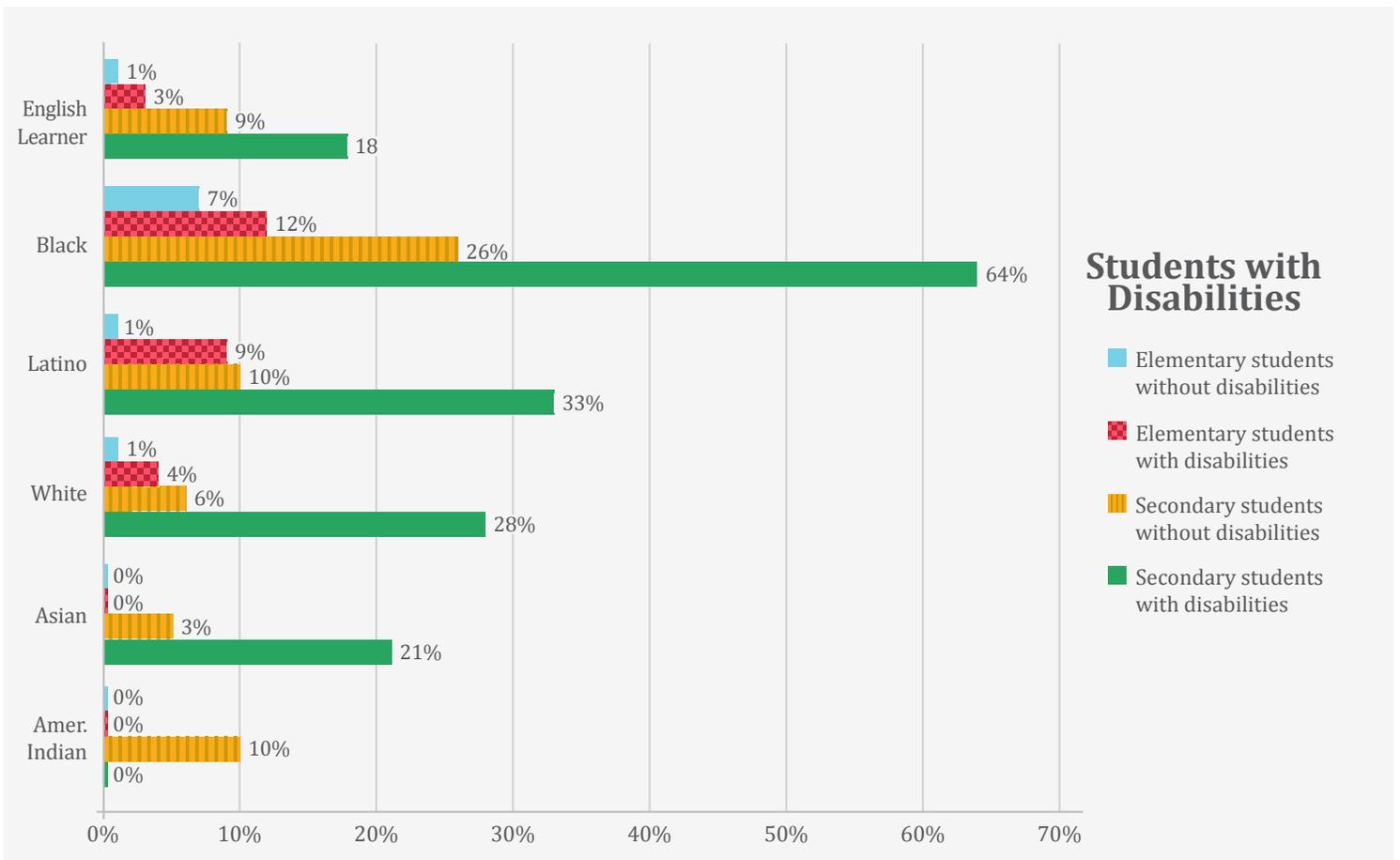
Suspension rates in the Miami-Dade County Public Schools are alarming. Black secondary students with disabilities face the greatest risk for suspension: 64% of all Black students with disabilities were suspended at least once in 2011-12. The risk for Black males with disabilities is even higher at an alarming 77%. Furthermore, suspension rates in the district were above the national average at both the elementary and secondary school level.

Two findings illustrate the Miami-Dade County Public Schools' disturbing suspension rates:

- Overall suspension rates at the elementary level: roughly 4,315 students, or 3.5% of all enrolled students, were suspended at least once in 2011-12.
- Overall suspension rates at the secondary level: roughly 27,555 students, or 16.5% of all enrolled students, were suspended at least once in 2011-12.

Due to reporting errors for the 2009-10 data, we could not answer the question, "Did the Miami-Dade County Public Schools narrow the gap?" However, the 2011-12 data show some extraordinarily high suspension rates and racial gaps.

Figure 1: Risk for Suspension at the Elementary and Secondary Levels, by Selected Subgroups, 2011-12



Note: All data are based on rounded numbers to avoid disclosing personally identifiable information.
 *Values that were distorted due to rounding were excluded from the figure.

Figure 1 illustrates the deep disparities along the lines of race, disability status, and English learner status, which are noticeably greater at the secondary school level than the elementary level.

The largest discipline gaps are found at the secondary level: We typically found the highest suspension rates at the secondary school level, especially for males with disabilities. We find the most profound differences in the absolute size of the discipline gaps by race/ethnicity, gender, and disability. As Table 1 illustrates, there are notable racial/ethnic and gender gaps between Black and White students in the Miami-Dade County Public Schools. The findings indicate that there is a difference of 29 percentage points in the suspension rates of Black and White male students, and a difference of 17 percentage points between Black and White female students. Moreover, Black females in general were suspended at higher rates than males of all other racial/ethnic groups. The widest racial/ethnic gap across gender, 38 percentage points, was between Asian female and Black male students. As discussed in the full report, our analysis includes descriptions of these large cross-sectional differences, which raise further concerns about whether the structure of the learning environment and response to misbehavior is developmentally appropriate and culturally responsive to all members of a given student body.

Table 1: Disciplinary Rates among Secondary School Students by Race/Ethnicity, Gender, and Students With Disabilities, 2011-12¹

	All Students			Students With Disabilities		
	Male	Female	Gap (percentage points)	Male	Female	Gap (percentage points)
All	23%	10%	13	49%	26%	23
Amer. Indian	6%	13%	7	*	*	
Asian American	5%	3%	2	21%	17%	4
White	12%	4%	8	34%	16%	18
Latino	17%	7%	10	37%	24%	13
Black	41%	21%	20	77%	34%	43

Note: All data are based on rounded numbers to avoid disclosing personally identifiable information.

**Values that were distorted due to rounding were excluded from the table.*

Differences due to poverty? Researchers have consistently found that, after controlling for poverty, significant racial disparities still exist (Fabello, 2011; Skiba, 2014). Furthermore, because males and females come from similar homes and socioeconomic backgrounds, the large gender gap within each racial group cannot be explained by poverty.

Where to learn more about the Miami-Dade County Public Schools and how to compare them to other districts: Readers who are interested in comparing the Miami-Dade County Public Schools to other school districts can use our sortable comparison spreadsheets, which enable the user to compare Miami-Dade to any other district in the country for any subgroup at either the elementary or secondary school level. Much of this information is available by using a tool on our website that allows users to see that data on their district and to print tables, graphs, and district comparisons as they choose. Readers can find the web tool at www.schooldisciplinedata.org. Readers can obtain 2013-14 data on school discipline for their own district by filing a state “Sunshine Act” request with their school district. Moreover, Florida’s most recent discipline data are posted on the state’s website: <http://www.fldoe.org/>.

¹ All percentages are rounded to whole numbers.

DISTRICT PROFILE: DALLAS INDEPENDENT SCHOOL DISTRICT, TEXAS

ADDENDUM TO: Are We Closing the School Discipline Gap?

By Daniel Losen, Cheri Hodson, Michael A. Keith II, Katrina Morrison, and Shakti Belway
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The Dallas Independent School District has disturbing suspension rates, despite a significant overall reduction in out-of-school suspensions. Rates in Dallas are especially high for Blacks at the secondary level, where more than one in five Black students (23%) was suspended at least once in 2011-12. Black males with disabilities at the secondary level experienced even higher suspension rates (35%).

Two findings show that Dallas has made progress:

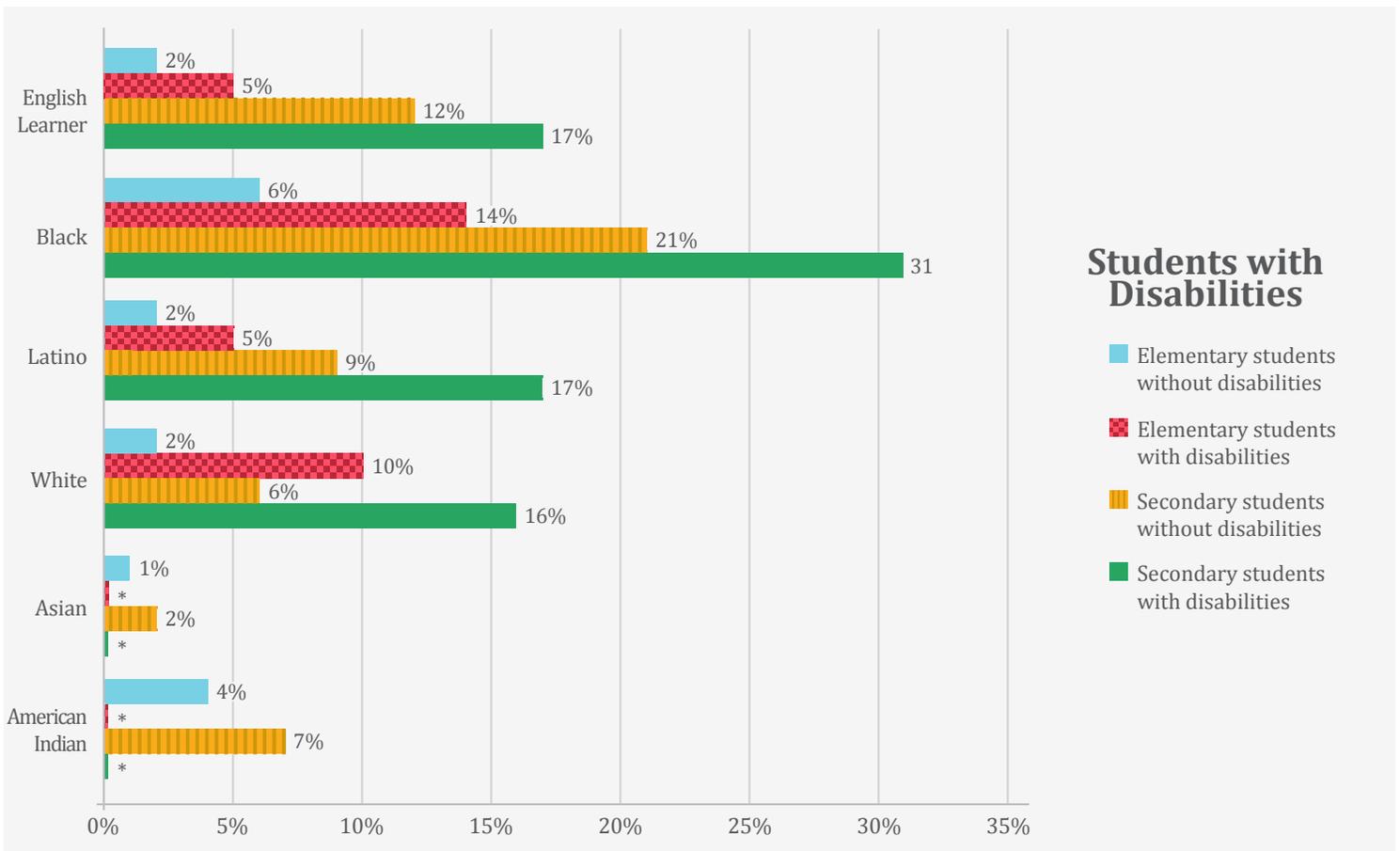
- Overall suspension rates at the elementary level decreased for all students by 2.8 percentage points between 2009-10 and 2011-12 from 6.0% to 3.2%.
- Overall suspension rates at the secondary level decreased even more, falling 12.2 percentage points between 2009-10 and 2011-12, from 25.3% to 13.1%.

Did Dallas Narrow the Discipline Gap?

The racial gap in Dallas did narrow for most, but not all, subgroups between 2009-10 and 2011-12, at both the elementary and secondary school levels. At the elementary level, suspension rates for Black students decreased by 6.4 percentage points (13.1% to 6.7%), and for Latino students by 1.3 percentage points (3.4% to 2.1%). However, suspension rates for American Indian students increased dramatically, from 0% to 3.9%. Suspension rates for White students also rose, but only from 2.0% to 2.5% (+0.5). Most noteworthy is that the Black-White gap, although still the widest at over 4 points, was reduced by seven percentage points.

At the secondary school level, suspension rates fell for Black students, from 42.1% to 22.7% (-20 percentage points); for Latino students from 18.7% to 9.9% (-8.8 percentage points); and for White students from 10.5% to 7.1% (-3.4 percentage points). Most noteworthy is that because Blacks and Latinos had greater declines than Whites, the Black-White gap narrowed by 16.1 percentage points and the Latino/White gap narrowed by 5.4 percentage points. Despite the diminished divide, the Black-White gap remained the largest at nearly 16 points.

Figure 1: Risk for Suspension at the Elementary and Secondary Levels by Selected Subgroups, 2011-12



Note: All data are based on rounded numbers to avoid disclosing personally identifiable information.
 *Values that were distorted due to rounding were excluded from the figure.

Figure 1 shows that the deep disparities along the lines of race, disability status, and English learner status are much greater at the secondary school level than at the elementary level.

The largest discipline gaps are found at the secondary level: We typically find the highest suspension rates at the secondary level, and for males. We also often find profound gaps by race/ethnicity and gender. As Table 1 illustrates, there is a difference of 17 percentage points in suspension rates between Black male students (28%) and White male students (11%). Black females are suspended at a rate 13 points higher than White females (4%). Moreover, Black females (17%) are suspended at a higher rate than males in each of the other racial/ethnic groups. We find the most profound differences in the absolute size of the discipline gaps when comparing subgroups across race/ethnicity and gender and disability. The greatest disparity (35 percentage points) is found between Black male students with disabilities (35%) and Asian American male students with disabilities (0%). As discussed in the full report, our analysis includes some description of these large cross-sectional differences, which raise concern about whether the structure of the learning environment and responses to misbehavior are developmentally appropriate and culturally responsive to all members of a given student body.

Table 1: Secondary Students' Suspension Risks Further Disaggregated by Race/Ethnicity and Gender, and for Students With Disabilities, with Gender Gaps Calculated, 2011-12¹

	All Students			Students With Disabilities		
	Male	Female	Gap (percentage points)	Male	Female	Gap (percentage points)
All	17%	9%	8	26%	17%	9
Amer. Indian	11%	7%	4	*	*	
Asian American	2%	2%	0	0	*	
White	11%	4%	7	19%	10%	9
Latino	13%	7%	6	20%	11%	9
Black	28%	17%	11	35%	25%	10

Note: All data are based on rounded numbers to avoid disclosing personally identifiable information.

**Values that were distorted due to rounding were excluded from the table.*

Differences due to poverty? Researchers have consistently found that, after controlling for poverty, significant racial disparities still exist (Fabello, 2011; Skiba, 2014). Furthermore, because males and females come from homes with similar socioeconomic backgrounds, the large gender gap within each racial group cannot be explained by poverty.

Where to learn more about the Dallas Public Schools and how to compare Dallas to other districts:

Readers interested in comparing Dallas to other school districts can use our sortable comparison spreadsheets, which enable the user to compare Dallas to any other district in the country for any subgroup at either the elementary or secondary school level. Much of this information is available by using a tool on our website that allows users to see the data on their own district and to print out tables and graphs and district comparisons of their choosing. Readers can find the web tool at www.schooldisciplinedata.org. Data on school discipline for 2013-14 can be obtained by filing a state “Sunshine Act” request with your school district. Moreover, in Texas, most recent discipline data are posted on the state’s website:

http://ritter.tea.state.tx.us/adhocrpt/Disciplinary_Data_Products/Disciplinary_Data_Products.html.

¹ All percentages are rounded to whole numbers.

DISTRICT PROFILE: DISTRICT OF COLUMBIA PUBLIC SCHOOLS, WASHINGTON, D.C.

ADDENDUM TO: Are We Closing the School Discipline Gap?

By Daniel Losen, Cheri Hodson, Michael A. Keith II, Katrina Morrison, and Shakti Belway
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Suspension rates in D.C. are troubling. Black male secondary students with disabilities face the greatest risk of suspension, with 39.1% suspended at least once in 2011-12. All male secondary students with disabilities face a similarly high risk (37.3%). Unfortunately, we found that suspension levels and racial gaps got much worse from 2009-10 to 2011-12.

Two major findings illustrate D.C.'s excessive suspension rates:

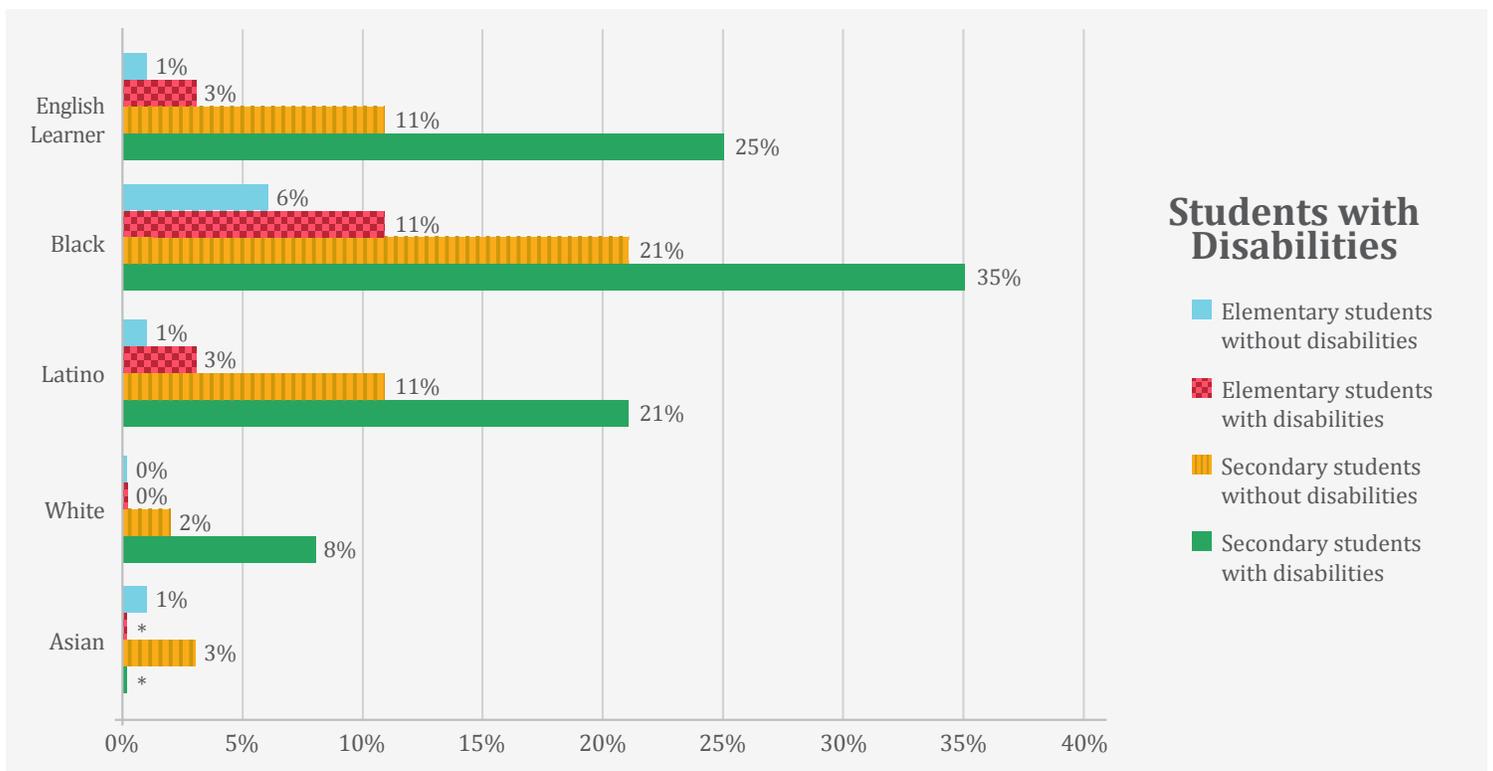
- Overall suspension rates at the elementary level increased from 0.9% in 2009-10 to 4.8% in 2011-12, an increase of 3.9 percentage points.
- Overall suspension rates at the secondary level increased from 8.9% in 2009-10 to 20.1% in 2011-12, an increase of 11.3 percentage points.

Did D.C. Narrow the Discipline Gap?

In fact, the Black-White and Latino-White racial gaps widened considerably from 2009-10 to 2011-12. At the elementary school level, rates for Black students increased from 1.2% to 7.0% (+6.8); for Latino students from 0 to 1.5% (+1.5); and for White students from 0 to 0.2% (+0.2). Most noteworthy is that the Black-White gap widened from 1.2 points to 6.8 points.

At the secondary school level, suspension rates climbed for Black students from 9.7% to 23.4% (+13.7) and for Latino students from 5.3% to 11.6% (+6.3), while rates for White students fell from 3.7% to 2.3% (-1.4). As a result of rate increases for Black and Latino students and a decrease for White students, the Black-White discipline gap widened from 6 points to 21 points, an increase of 15 points. This wider gap means that 21 more Black students were suspended per 100 enrolled than White students per 100 enrolled. It is also noteworthy that the Latino-White gap widened by nearly 8 percentage points, from 1.6 to 9.4 points.

Figure 1: Risk for Suspension at the Elementary and Secondary Levels by Selected Subgroups, 2011-12



Note: All data are based on rounded numbers to avoid disclosing personally identifiable information.
 *Values that were distorted due to rounding were excluded from the figure.

Figure 1 shows that the deep disparities along the lines of race, disability status, and English learner status are much greater at the secondary school level than at the elementary level.

The largest discipline gaps are found at the secondary level: We typically find the highest suspension rates at the secondary level, and for males. We often find the most profound gaps by race/ethnicity and gender. As Table 1 illustrates, the D.C. school district follows this pattern. For instance, there is a difference of 26 percentage points between the suspension rates for Black male students (29%) and White male students (3%). Black female suspension rates (18%) were 17 points higher than White female rates (1%), and Black females were suspended at higher rates than males of any other racial group. The greatest disparity across race and gender was found between Black male students (29%) and White female students (1%), a gap of 28 percentage points. If we compare across race, gender, and disability, the rate for Black male students with disabilities is 39%, versus a rate for White female students of 1%, a gap of 38 points. As discussed in the full report, our analysis includes some description of these large cross-sectional differences, which raise concerns about whether the structure of the learning environment and responses to misbehavior are developmentally appropriate and culturally responsive to all members of a given student body.

Table 1: Secondary Students' Suspension Risks Further Disaggregated by Race/Ethnicity and Gender, and for Students With Disabilities, with Gender Gaps Calculated, 2011-12¹

	All Students			Students With Disabilities		
	Male	Female	Gap (percentage points)	Male	Female	Gap (percentage points)
All	25%	15%	10	37%	26%	11
Asian American	4%	3%	1	*	*	
White	3%	1%	2	11%	*	
Latino	16%	7%	9	28%	*	
Black	29%	18%	11	39%	28%	11

*Note: All data are based on rounded numbers to avoid disclosing personally identifiable information.
Values that were distorted due to rounding were excluded from the table.

Differences due to poverty? Researchers have consistently found that, after controlling for poverty, significant racial disparities still exist (Fabello, 2011; Skiba, 2014). Furthermore, because males and females come from homes with similar socioeconomic backgrounds, the large gender gap within each racial group cannot be explained by poverty.

Where to learn more about the District of Columbia Public Schools and how to compare D.C. to other districts: Readers interested in comparing D.C. to other school districts can use our sortable comparison spreadsheets, which enable the user to compare D.C. to any other district in the country and for any subgroup at either the elementary or secondary school level. Much of this information is available by using a tool on our website that allows users to look at data for their own district and to print out tables and graphs and district comparisons of their choosing. Data on school discipline for 2013-14 can be obtained by filing a state “Sunshine Act” request with your school district. Moreover, in D.C., some more recent, albeit limited, discipline data are available and posted on the district’s Department of Education website here: <http://profiles.dcps.dc.gov>.

¹ All percentages are rounded to whole numbers.

DISTRICT PROFILE: DETROIT PUBLIC SCHOOLS, MICHIGAN

ADDENDUM TO: Are We Closing the School Discipline Gap?

By Daniel Losen, Cheri Hodson, Michael A. Keith II, Katrina Morrison, and Shakti Belway
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The 2011-12 suspension rates for the Detroit Public Schools are alarming. The greatest risk for suspension is at the secondary school level, where 30% of all Black students with disabilities and over 32% of all Black males with disabilities were suspended at least once. Furthermore, both elementary and secondary level suspension rates in the Detroit Public Schools were above the national average.

Suspension rates for the Detroit Public Schools have not improved since 2009-10:

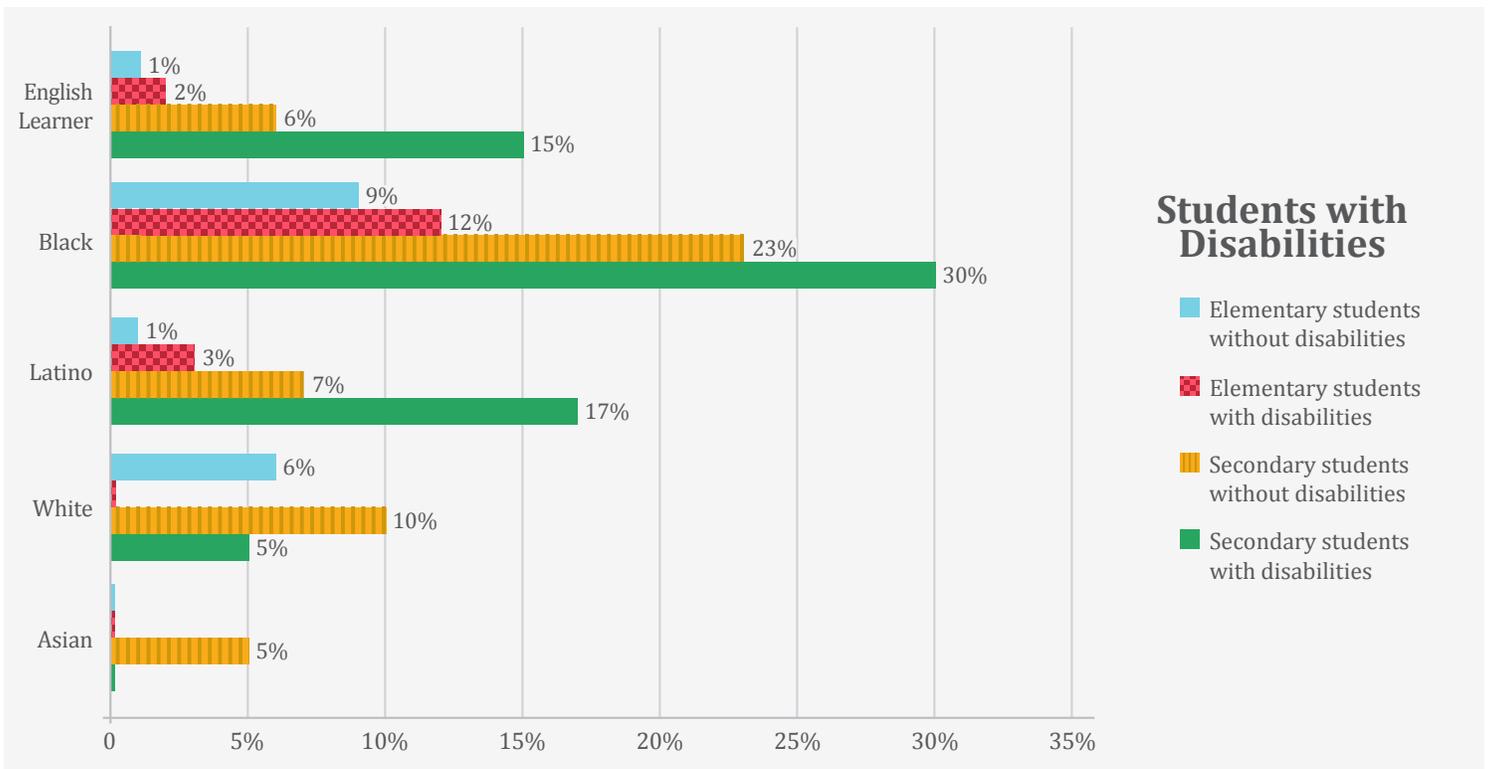
- Overall suspension rates at the elementary level remained the same. Roughly 950 students were suspended at least once in 2011-12, a rate of 7.6%, the same as in 2009-10.
- Overall suspension rates at the secondary level increased slightly. Roughly 5,270 students were suspended at least once in 2011-12, a rate of 23%. This represents an increase of 1 percentage point from the 2009-10 rate of 22%.

Did the Detroit Public Schools Reduce the Discipline Gap?

At the elementary level, suspension rates increased for every racial/ethnic group. For Black students the rate grew from 9.2% to 9.6%, for Latino students from 1% to 1.3%, and for White students from 1.3% to 6.1%. Most noteworthy is that as a result of White students experiencing the largest increase, the Black-White gap narrowed.

At the secondary level, suspension rates increased for Black students from 23.1% to 24.6% and for Latino students from 7.3% to 8.5%. Rates for White students decreased from 13.6% to 8.8%. Most noteworthy is that as a result, the Black-White gap increased considerably, from a divide of 9.5 points to nearly 16 points.

Figure 1: Risk for Suspension at the Elementary and Secondary Levels by Selected Subgroups, 2011-12



Note: All data are based on rounded numbers to avoid disclosing personally identifiable information.
 *Values that were distorted due to rounding were excluded from the figure.

Figure 1 shows that the deep disparities along the lines of race, disability status, and English learner status are much greater at the secondary school level than at the elementary level.

The largest discipline gaps are found at the secondary level: We typically find higher suspension rates at the secondary school level, especially for males. We also often find profound differences across race/ethnicity, gender, and disability. As Table 1 illustrates, the Detroit Public Schools have notable racial/ethnic and gender gaps between Black and White students. For instance, there is a difference of 19 percentage points between Black male and White male students. However, it is important to note that Black females had a suspension rate 10 percentage points higher than White female students, and that Black females experienced higher rates than White, Asian, and Latino male students. The greatest disparity observed across race, gender, and disability, 32 percentage points, is between Black male students with disabilities (32%) and Asian female students (0%). As discussed in the full report, our analysis includes some description of these large cross-sectional differences, which raise concerns about whether the structure of the learning environment and responses to misbehavior are developmentally appropriate and culturally responsive to all members of a given student body.

Table 1: Secondary Students' Suspension Risks Further Disaggregated by Race/Ethnicity and Gender, and for Students With Disabilities, with Gender Gaps Calculated, 2011-12¹

	All Students			Students With Disabilities		
	Male	Female	Gap (percentage points)	Male	Female	Gap (percentage points)
All	26%	20%	6	30%	24%	6
Asian	5%	0%	5	*	0%	
White	9%	11%	2	*	*	
Latino	10%	7%	3	21%	8%	13
Black	28%	21%	7	32%	25%	7

Note: All data are based on rounded numbers to avoid disclosing personally identifiable information.

**Values that were distorted due to rounding were excluded from the table.*

Differences due to poverty? Researchers have consistently found that, after controlling for poverty, significant racial disparities still exist (Fabello, 2011; Skiba, 2014). Furthermore, because males and females come from homes with similar socioeconomic backgrounds, the large gender gap within each racial group cannot be explained by poverty.

Where to learn about the Detroit Public Schools and how to compare Detroit to other districts:

Readers who are interested in comparing the Detroit Public Schools to other school districts can use our sortable comparison spreadsheets, which enable the user to compare Detroit to any other district in the country for any subgroup at either the elementary or secondary school level. Much of this information is available via a tool on our website that allows users to see the data on their own district and to print tables, graphs, and district comparisons of their choosing. Readers can find the web tool at www.schooldisciplinedata.org. Data on school discipline for 2013-14 can be obtained by filing a state “Sunshine Act” request with your school district. Moreover, in Michigan, some more recent, albeit limited, discipline data are posted on the state’s website:

<http://www.mischooldata.org/Other/DataFiles/DistrictSchoolInformation/HistoricalDistrictSchoolSummary.aspx>.

¹ All percentages are rounded to whole numbers.

DISTRICT PROFILE: FAIRFAX COUNTY PUBLIC SCHOOLS, VIRGINIA

ADDENDUM TO: Are We Closing the School Discipline Gap?

By Daniel Losen, Cheri Hodson, Michael A. Keith II, Katrina Morrison, and Shakti Belway
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Suspension rates in the Fairfax County Public Schools are low in comparison to most school districts. Although the district has made progress in reducing suspension rates and racial disparities since 2009-10, disparities in suspension rates persist between males and females, and between students of color and White students. Most notable is that Black males with disabilities at the secondary level have the highest risk of suspension, more than 10.5%. In all other regards, Fairfax County would be regarded as lower-suspending at both school levels.

Fairfax started with relatively low rates and still showed progress:

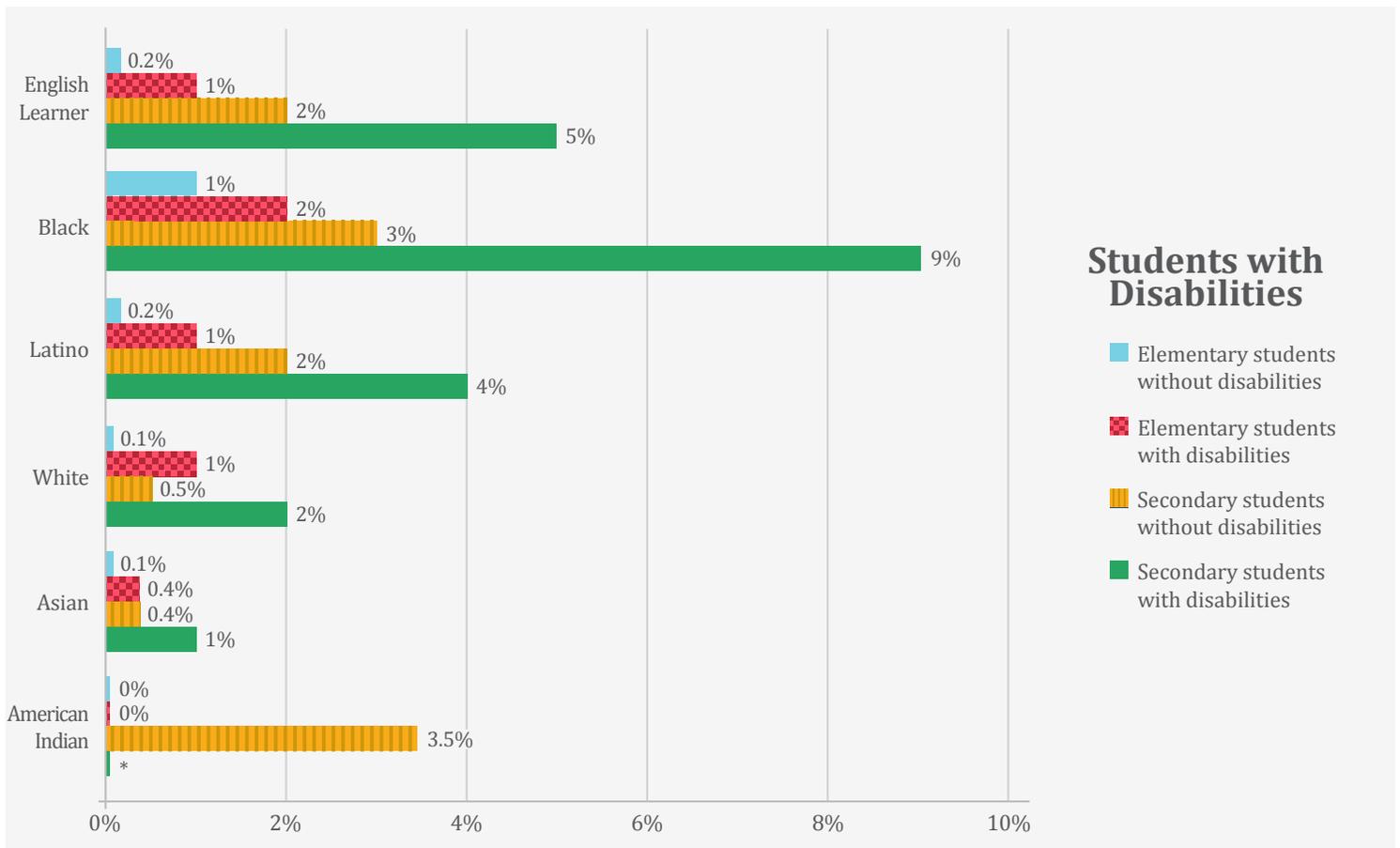
- Overall suspension rates at the elementary level decreased from 0.8% in 2009-10 to 0.3% in 2011-12, a decline of one-half percentage point.
- Overall suspension rates at the secondary level decreased from 4.9% in 2009-10 to 1.4% in 2011-12, a decline of 3.5 percentage points.

Did Fairfax Narrow the Discipline Gap?

The racial gap generally narrowed in Fairfax County from 2009-10 to 2011-12 at both the elementary and secondary level. At the elementary school level, suspension rates for both Black and Latino students decreased slightly by approximately one-half percentage point. Black students' suspension rates fell from 1.3% to 0.9% (-0.4); Latino students' rates fell from 0.8% to 0.3% (-0.5); and White students' rates fell from 0.3% to 0.2% (-0.1). Rates for American Indian students remained at 0%. Among the groups experiencing suspensions, non-White students' rates declined the most, and thus both the Black-White gap and the Latino-White gap narrowed slightly.

At the secondary level, rates decreased for Blacks, Latinos, and Whites, but increased for American Indians. Rates fell for Black students from 11.6% to 4.1% (-7.5); for Latino students from 7.4% to 2.3% (-5.1); and for White students from 2.8% to 0.7% (-2.1). At the same time, American Indian students' rates increased from 0% to 2.9% (+2.9). As a result of greater declines among non-White students, the Black-White gap narrowed by 5.3 points and the Latino-White gap narrowed by 2.9 points. The only negative development was the 2-point gap between American Indian and White students in 2011-12, which resulted from American Indian students' rates becoming higher than White students' rates, a switch from 2009-2010.

Figure 1: Risk for Suspension at the Elementary and Secondary Levels by Selected Subgroups, 2011-12



Note: All data are based on rounded numbers to avoid disclosing personally identifiable information.
 *Values that were distorted due to rounding were excluded from the figure.

Figure 1 shows that the deep disparities along the lines of race, disability status, and English learner status are much greater at the secondary school level than at the elementary level.

The largest discipline gaps are found at the secondary level: We typically find the highest suspension rates at the secondary level, and for males. We also often find profound differences in the absolute size of the discipline gaps by race/ethnicity and gender. Although the Fairfax Public Schools do have higher rates at the secondary than the elementary level, differences in out-of-school suspension rates of one point or less are not considered profound. However, Black males are suspended at much higher rates than White males, a 5 percentage point difference, and Black females at much higher rates than White females, a difference of nearly 3 percentage points. Moreover, Black females are suspended at higher rates than males from most other racial/ethnic groups. Wider gaps are found across race/ethnicity, gender, and disability. For instance, there is a difference of more than 10 percentage points between the rates of Black male students with disabilities (11%) and those of Asian American females (0.8%) As discussed in the full report, our analysis includes some description of these large cross-sectional differences, which raise concerns about whether the structure of the learning environment and responses to misbehavior are developmentally appropriate and culturally responsive to all members of a given student body.

Table 1: Secondary Students' Suspension Risks Further Disaggregated by Race/Ethnicity and Gender, and for Students With Disabilities, with Gender Gaps Calculated, 2011-12¹

	All Students			Students With Disabilities		
	Male	Female	Gap (percentage points)	Male	Female	Gap (percentage points)
All	2%	1%	1	5%	3%	2
Amer. Indian	7%	*		*	*	
Asian American	1%	0.2%	0.8	2%	0%	2
White	1%	0.3%	0.7	3%	1%	2
Latino	3%	2%	1	5%	3%	2
Black	6%	3%	3	11%	7%	4

Note: All data are based on rounded numbers to avoid disclosing personally identifiable information.

**Values that were distorted due to rounding were excluded from the table.*

Differences due to poverty? Researchers have consistently found that, after controlling for poverty, significant racial disparities still exist (Fabello, 2011; Skiba, 2014). Furthermore, because males and females come from homes with similar socioeconomic backgrounds, the large gender gap within each racial group cannot be explained by poverty.

Where to learn more about the Fairfax County Schools and how to compare Fairfax to other districts: Readers interested in comparing Fairfax to other school districts can use our sortable comparison spreadsheets, which enable the user to compare Fairfax to any other district in the country for any subgroup at either the elementary or secondary school level. Much of this information is available by using a tool on our website that allows users to see the data on their own district and to print out tables and graphs and district comparisons of their choosing. Readers can find the web tool at www.schooldisciplinedata.org. Data on school discipline for 2013-14 can be obtained by filing a state “Sunshine Act” request with your school district. Moreover, in Virginia, more recent, albeit more limited, discipline data are posted on the state’s website: http://www.doe.virginia.gov/statistics_reports/school_climate/.

¹ All percentages are rounded to whole numbers.

DISTRICT PROFILE: HOUSTON INDEPENDENT SCHOOL DISTRICT, TEXAS

ADDENDUM TO: Are We Closing the School Discipline Gap?

By Daniel Losen, Cheri Hodson, Michael A. Keith II, Katrina Morrison, and Shakti Belway
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Suspension rates in the Houston Independent School District for 2011-12 are alarming. For instance, Houston suspended nearly half of all Black male secondary students with disabilities (45%) at least once in that school year. Moreover, suspension rates for all students at both the elementary and secondary level are far above the national average.

Two findings, however, illustrate some progress in Houston since 2009-10:

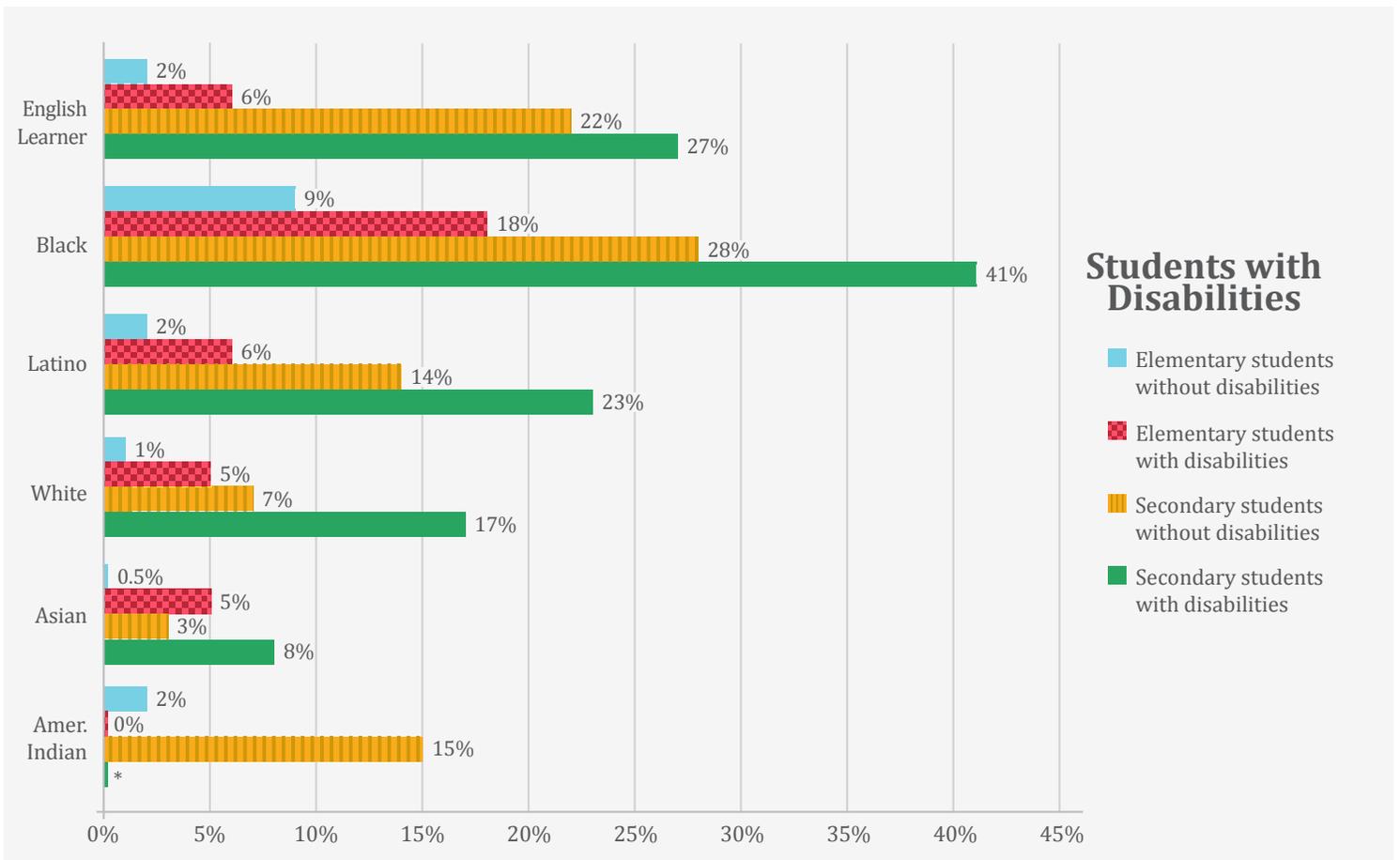
- Overall suspension rates at the elementary level decreased slightly, from 4.3% in 2009-10 to 3.8% in 2011-12, a reduction of 0.5 percentage points
- Overall suspension rates at the secondary level decreased from 20.2% in 2009-10 to 18.2% in 2011-12, as reduction of 2 percentage points,

Did the Houston Independent School District Narrow the Discipline Gap?

The racial gap narrowed for some subgroups at both the elementary and secondary school levels. At the elementary level, suspension rates for both Black and Latino students decreased by less than one-half point. Specifically, Black students' rates fell from 9.7% to 9.3% (-0.4.), and Latino students' rates fell from 2.3% to 2.2% (-0.1). On the other hand, rates increased for White students, from 0.4% to 1.7% (+1.3), and for American Indian students from 0% to 2.4% (+2.4). These relatively small changes resulted in a slight narrowing of the Black-White gap to 7.6 points (-1.7), and of the Latino-White gap to 0.5 points (-1.4). Most noteworthy is that there remains a significant gap of nearly 8 points between Black and White suspension rates.

At the secondary level, suspension rates remained about the same for Blacks, at 30.3%. They increased dramatically for American Indians, from 4.6% to 16.7% (+12.1), and increased slightly for Whites, from 4.8% to 7.6% (+2.8). Meanwhile, Latino rates decreased from 17.7% to 15.1% (-2.6). As a result of these changes, the Black-White gap of 22.7 points and Latino-White gap of 7.5 points both represent a reduction. Meanwhile, the American Indian-White gap emerged from having no significant gap to a wide 9.1 percentage point difference.

Figure 1: Risk for Suspension at the Elementary and Secondary Levels, by Selected Subgroups, 2011-12



Note: All data are based on rounded numbers to avoid disclosing personally identifiable information.
 *Values that were distorted due to rounding were excluded from the figure.

Figure 1 shows that the deep disparities along the lines of race, disability status, and English learner status are much greater at the secondary school level than at the elementary level.

The largest discipline gaps are found at the secondary level: We typically find higher suspension rates at the secondary level, especially for males. We also often find profound differences in suspension rates across race/ethnicity, gender, and disability. As Table 1 illustrates, the Houston Independent School District follows this trend. For instance, there is a difference of 25 percentage points between the rates for Black male students (36%) and for White male students (11%). The same disparity occurred between Black male students with disabilities and White male students with disabilities. There is a 21 point gap between Black females and White females, and Houston suspended Black females at a higher rate than males of any other racial/ethnic group. The greatest disparity (46 percentage points) is found between Black male students with disabilities (46%) and Asian female students with disabilities (0%). As discussed in the full report, our analysis includes some description of these large cross-sectional differences, which raise concerns about whether the structure of the learning environment and responses to misbehavior are developmentally appropriate and culturally responsive to all members of a given student body.

Table 1: Secondary Students' Suspension Risks Further Disaggregated by Race/Ethnicity and Gender, and for Students With Disabilities, with Gender Gaps Calculated, 2011-12¹

	All Students			Students With Disabilities		
	Male	Female	Gap (percentage points)	Male	Female	Gap (percentage points)
All	22%	14%	8	34%	21%	13
Amer. Indian	19%	14%	5	*	*	
Asian American	4%	1.5%	2.5	12.5%	0%	12.5
White	11%	4%	7	21%	11%	10
Latino	19%	11%	8	27%	15%	12
Black	36%	25%	11	46%	31%	15

Note: All data are based on rounded numbers to avoid disclosing personally identifiable information.

**Values that were distorted due to rounding were excluded from the table.*

Differences due to poverty? Researchers have consistently found that, after controlling for poverty, significant racial disparities still exist (Fabello, 2011; Skiba, 2014). Furthermore, because males and females come from homes with similar socioeconomic backgrounds, the large gender gap within each racial group cannot be explained by poverty.

Where to learn more about the Houston Independent School District and how to compare Houston to other districts:

Readers interested in comparing Houston Independent to other school districts can use our sortable comparison spreadsheets, which enable the user to compare Houston to any other district in the country for any subgroup at either the elementary or secondary school level. Much of this information is available by using a tool on our website that allows users to see the data on their own district and to print out tables and graphs and district comparisons of their choosing. Readers can find the web tool at www.schooldisciplinedata.org. Data on school discipline for 2013-14 can be obtained by filing a state “Sunshine Act” request with your school district. Moreover, in Texas, more recent discipline data may be posted on the state’s website:

http://ritter.tea.state.tx.us/adhocrpt/Disciplinary_Data_Products/Disciplinary_Data_Products.html.

¹ All percentages are rounded to whole numbers.

DISTRICT PROFILE: JEFFERSON COUNTY PUBLIC SCHOOLS, KENTUCKY

ADDENDUM TO: Are We Closing the School Discipline Gap?

By Daniel Losen, Cheri Hodson, Michael A. Keith II, Katrina Morrison, and Shakti Belway
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In 2011-12, the Jefferson County Public Schools suspended an extraordinarily high number of students from certain subgroups. The greatest risk for suspension was experienced at the secondary school level, where 39% of all Black students with disabilities and 43% of all Black male students with disabilities were suspended at least once. Furthermore, both elementary and secondary suspension rates in the Jefferson County Public Schools are above the national average.

Two findings illustrate why the trends in the Jefferson County Public Schools' use of suspension are best described as mixed:

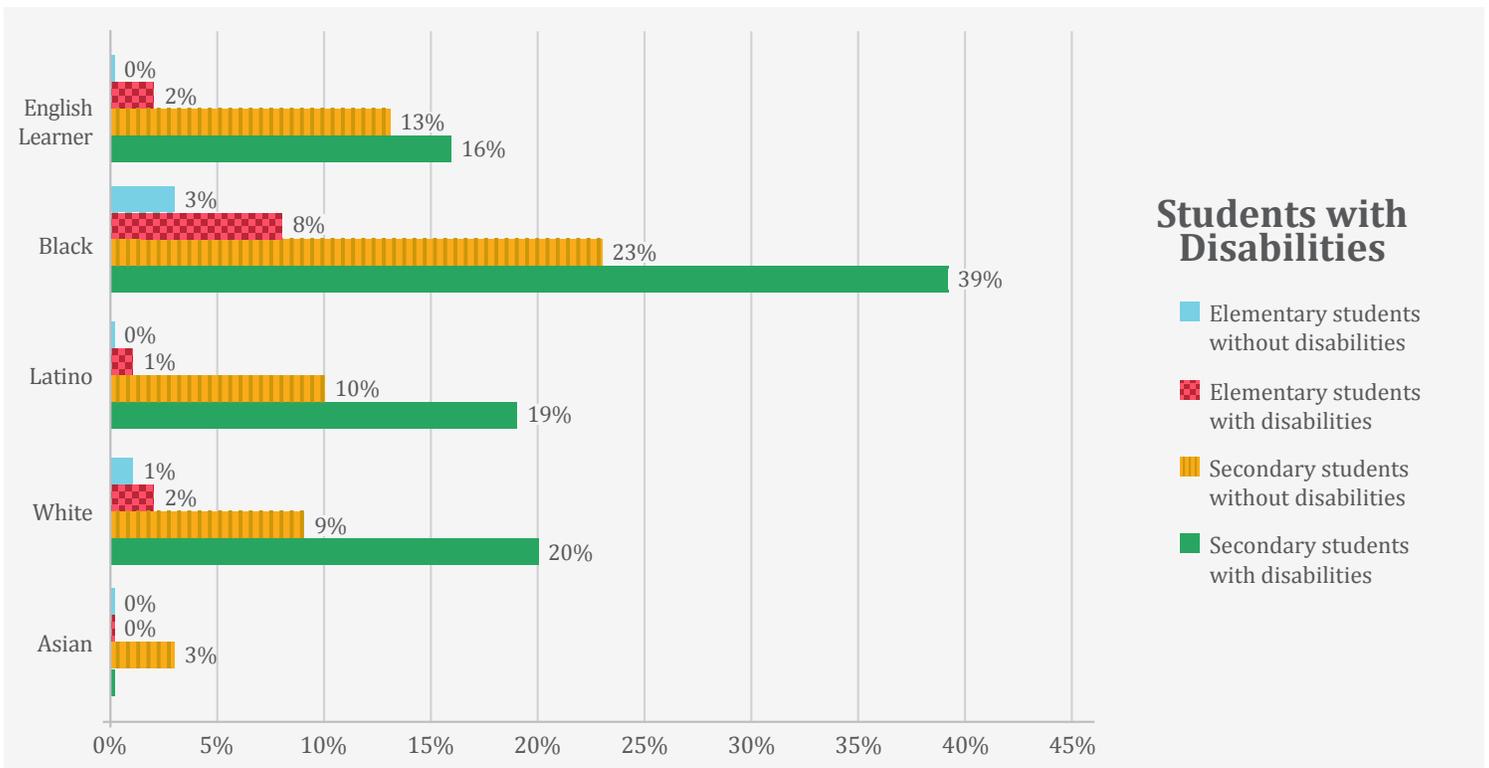
- Overall suspension rates at the elementary level increased. Roughly 825 students were suspended at least once in 2011-12, for a rate of 1.7%. This represents a very small increase of 0.1 percentage points from the 2009-10 rate of 1.6%.
- Overall suspension rates at the secondary level decreased. Roughly 7,845 students were suspended at least once in 2011-12, a rate of 15.8%. This represents a decrease of 1.7 percentage points from the 2009-10 rate of 17.5%.

Did the Jefferson County Public Schools Narrow the School Discipline Gap?

At the elementary level, the most notable change is that the gap between Black and White students increased. Suspension rates for every racial/ethnic group increased from 2009-10 to 2011-12. Specifically, rates for Black students increased the most, from 2.5% to 3.4% (+0.9); for Latino students from 0% to 0.4% (+0.4); and for White students from 0.4% to 0.8% (+0.4). Consequently, the Black-White discipline gap increased by one-half percentage point to a divide of 2.6 points.

At the secondary level, suspension rates decreased by 1 percentage point for White students (from 11.3% to 10.3%) and 2.9 percentage points for Black students (from 28.4% to 25.5%). As a result of the greater decline for Black students, the Black-White discipline gap decreased by 1.8 percentage points to a still large divide of 15.2 points. Meanwhile, suspension rates for Latinos increased by 1.6 points (from 8.9% to 10.5%).

Figure 1: Risk for Suspension at the Elementary and Secondary Levels by Selected Subgroups, 2011-12



Note: All data are based on rounded numbers to avoid disclosing personally identifiable information.
 *Values that were distorted due to rounding were excluded from the figure.

Figure 1 shows that the deep disparities along the lines of race, disability status, and English learner status are much greater at the secondary school level than at the elementary level.

The largest discipline gaps in Jefferson County are found at the secondary level: We typically find higher suspension rates at the secondary school level, especially for males. We also often find profound differences in the absolute size of the discipline gaps across race/ethnicity and gender. As Table 1 illustrates, the Jefferson County Public Schools have notable racial/ethnic and gender gaps between Black and White students. There is a difference of 17 percentage points between Black male and White male students, and a difference of 13 percentage points between Black female and White female students. Furthermore, Black females are suspended at higher rates than males of all other racial/ethnic groups. However, the widest gap across race/ethnicity, gender and disability, 43 percentage points, is between Asian female (0%) and Black male (43%) students with disabilities. As discussed in the full report, our analysis includes some description of these large cross-sectional differences, which raise concerns about whether the structure of the learning environment and responses to misbehavior are developmentally appropriate and culturally responsive to all members of a given student body.

Table 1: Secondary Students' Suspension Risks Further Disaggregated by Race/Ethnicity and Gender, and for Students With Disabilities, with Gender Gaps Calculated, 2011-12¹

	All Students			Students With Disabilities		
	Male	Female	Gap (percentage points)	Male	Female	Gap (percentage points)
All	20%	12%	8	33%	19%	14
Asian American	5%	1%	4	*	0%	
White	14%	7%	7	24%	11%	13
Latino	14%	7%	7	24%	10%	14
Black	31%	20%	9	43%	29%	14

Note: All data are based on rounded numbers to avoid disclosing personally identifiable information.

**Values that were distorted due to rounding were excluded from the table.*

Differences due to poverty? Researchers have consistently found that, after controlling for poverty, significant racial disparities still exist (Fabello, 2011; Skiba, 2014). Furthermore, because males and females come from homes with similar socioeconomic backgrounds, the large gender gap within each racial group cannot be explained by poverty.

Where to learn more about the Jefferson County Public Schools and how to compare Jefferson to other districts: Readers who are interested in comparing the Jefferson County Public Schools to other school districts can use our sortable comparison spreadsheets, which enable the user to compare Jefferson to any other district in the country for every subgroup at either the elementary or secondary school level. Much of this information is available via a tool on our website that allows users to see the data on their own district and to print tables, graphs, and district comparisons of their choosing. Readers can find the web tool at www.schooldisciplinedata.org. Data on school discipline for 2013-14 can be obtained by filing a state “Sunshine Act” request with your school district. Moreover, in Kentucky, some more recent, albeit limited, discipline data is posted on the state’s website: KDE’s Open House:School Report Card:Learning Environment:Our Safety

¹ All percentages are rounded to whole numbers.

DISTRICT PROFILE: KANSAS CITY PUBLIC SCHOOLS, KANSAS

ADDENDUM TO: Are We Closing the School Discipline Gap?

By Daniel Losen, Cheri Hodson, Michael A. Keith II, Katrina Morrison, and Shakti Belway
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Suspension rates in the Kansas City Public Schools are alarming. For instance, in 2011-12, at the secondary level, 81% of all White males with disabilities, 63% of all Black males with disabilities, and 65% of all Black females with disabilities were suspended at least once. Moreover, suspension rates for all secondary and elementary school students were well above than the national average. Unfortunately, when we compared these suspension rates to what they were in 2009-10, we found no signs of progress in the Kansas City schools.

Two major findings show Kansas City's lack of progress:

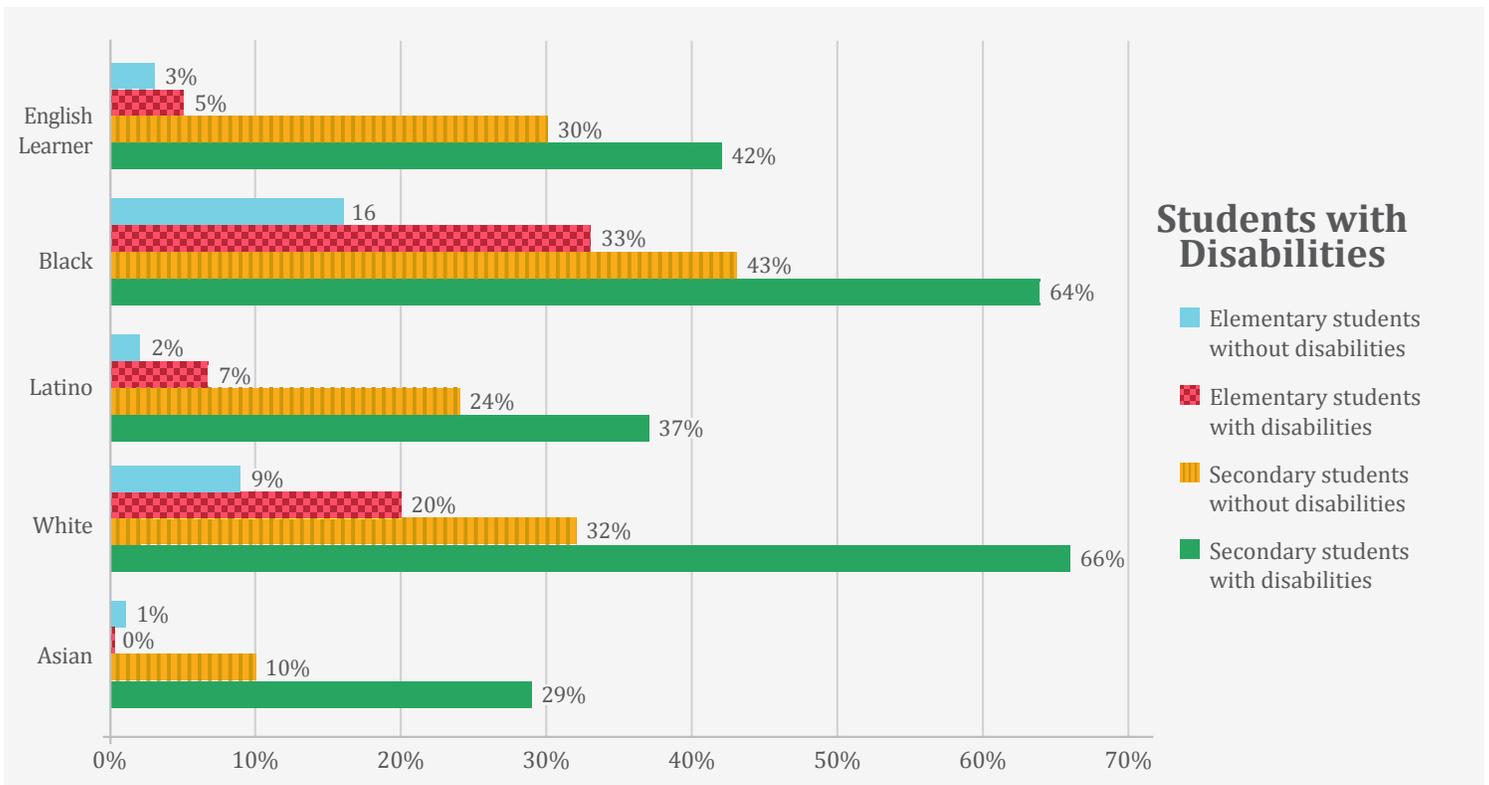
- Overall suspension rates at the elementary level increased from 3.8% in 2009-10 to 9.2% in 2011-12, an increase of 5.4 percentage points.
- Overall suspension rates at the secondary level increased from 25.2% in 2009-10 to 35.1% in 2011-12, an increase of 9.9 percentage points.

Did Kansas City Narrow the Discipline Gap?

At the elementary school level, suspension rates for each racial/ethnic group increased from 2009-10 to 2011-12. Rates for Black students rose from 7.5% to 19.0% (+11.4); for White students from 1.9% to 10.7% (+8.8); and for Latino students from 0.5% to 2.9% (+2.4). Most noteworthy is that as a result of these higher suspension rates, the Black-White gap increased by 2.7 percentage points to a wide gap of over 8 percentage points.

At the secondary level, suspension rates increased dramatically for both Black students and White students, with a comparatively small increase for Latinos. The suspension rate for Black students rose from 31.0% to 46.3% (+15.3), for Whites from 20.8% to 38.4% (+17.6), and for Latinos from 20.4% to 25.2% (+4.8). Due to the greater increases experienced by White students, the Black-White gap decreased by 2.3 percentage points to a still wide divide of nearly 8 points. As at the elementary level, the Latino-White gap widened in atypical fashion at the secondary level, with White students at the higher end of a large 13 point divide.

Figure 1: Risk for Suspension at the Elementary and Secondary Levels, by Selected Subgroups, 2011-12



Note: All data are based on rounded numbers to avoid disclosing personally identifiable information.
 *Values that were distorted due to rounding were excluded from the figure.

Figure 1 shows that the deep disparities along the lines of race, disability status, and English learner status are much greater at the secondary school level than at the elementary level.

The largest discipline gaps are found at the secondary level: We typically we find higher suspension rates at the secondary level, especially for males. We also often find profound differences in discipline gaps across race/ethnicity, gender, and disability. As Table 1 illustrates, the Kansas City Schools follow this trend, except that White students have uncharacteristically high rates. For instance, the greatest disparity is between White male students with disabilities (81%) and Asian female students (2%), a gap of 79 percentage points. As discussed in the full report, our analysis includes some description of these large cross-sectional differences, which raise concerns about whether the structure of the learning environment and responses to misbehavior are developmentally appropriate and culturally responsive to all members of a given student body.

Table 1: Secondary Students' Suspension Risks Further Disaggregated by Race/Ethnicity and Gender, and for Students With Disabilities, with Gender Gaps Calculated, 2011-12¹

	All Students			Students With Disabilities		
	Male	Female	Gap (percentage points)	Male	Female	Gap (percentage points)
All	41%	28%	13	58%	50%	8
Asian American	18%	2%	16	*	*	
White	48%	28%	20	81%	40%	41
Latino	30%	20%	10	38%	34%	4
Black	53%	39%	14	63%	65%	2

*Note: All data are based on rounded numbers to avoid disclosing personally identifiable information.
Values that were distorted due to rounding were excluded from the table.

Differences due to poverty? Researchers have consistently found that, after controlling for poverty, significant racial disparities still exist (Fabello, 2011; Skiba, 2014). Furthermore, because males and females come from homes with similar socioeconomic backgrounds, the large gender gap within each racial group cannot be explained by poverty.

Where to learn more about the Kansas City Public Schools and how to compare Kansas City to other districts: Readers interested in comparing Kansas City to other school districts can use our sortable comparison spreadsheets, which enable the user to compare Kansas City to any other district in the country for any subgroup at either the elementary or secondary school level. Much of this information is available by using a tool on our website that allows users to see the data on their own district and to print out tables and graphs and district comparisons of their choosing. Readers can find the web tool at www.schooldisciplinedata.org. Data on school discipline for 2013-14 can be obtained by filing a state “Sunshine Act” request with your school district. Moreover, in Kansas City, some more recent, albeit limited, discipline data may be posted on the state’s website: http://online.ksde.org/k12/CountyStatics.aspx?org_no=D0500.

¹ All percentages are rounded to whole numbers.

DISTRICT PROFILE: MADISON METROPOLITAN SCHOOL DISTRICT, WISCONSIN

ADDENDUM TO: Are We Closing the School Discipline Gap?

By Daniel Losen, Cheri Hodson, Michael A. Keith II, Katrina Morrison, and Shakti Belway
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The high suspension rates for the Madison Metropolitan School District are deeply disturbing. For instance, in 2011-12, over 46% of all Black students with disabilities and over 49% of all Black males with disabilities were suspended at least once at the secondary school level. The district's overall rates are also above the national average at both the elementary and secondary levels.

Equally troubling is that the Madison Metropolitan School District's suspension rates increased between 2009-10 and 2011-12:

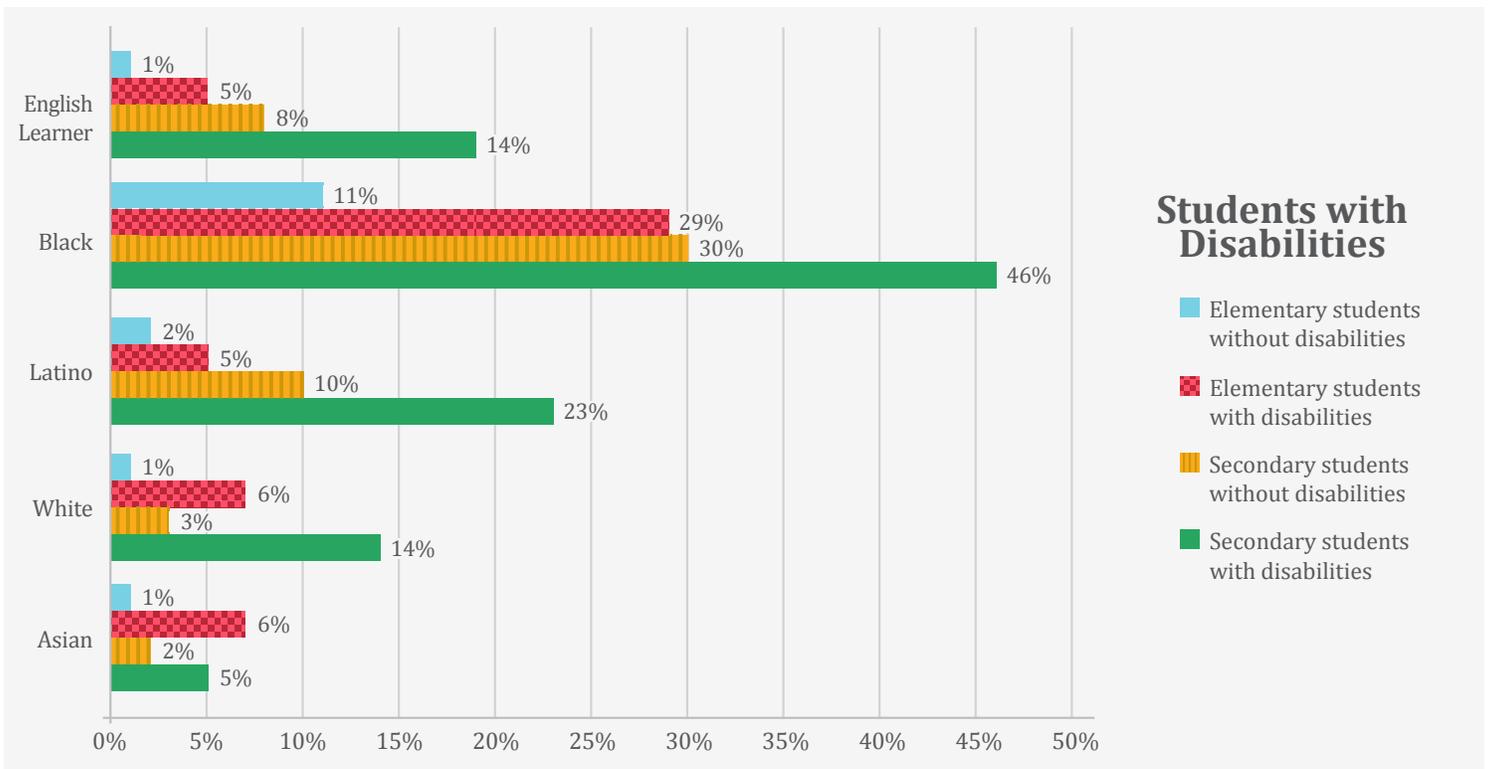
- Overall suspension rates at the elementary level increased, with roughly 595 students suspended at least once in 2011-12, or 4.2%. This represents an increase of 1.7 percentage points from the 2009-10 rate of 2.5%.
- Overall suspension rates at the secondary level increased, with roughly 1,620 students suspended at least once in 2011-12, or 12.9%. This represents an increase of over one half a percentage point from the 2009-10 rate of 12.3%.

Did the Madison Metropolitan School District Narrow the Gap?

In Madison, the racial/ethnic discipline gap at both the elementary and secondary levels widened between 2009-10 and 2011-12. At the elementary level, suspension rates increased for all racial/ethnic groups from 2009-10 to 2011-12 as follows: Black students rates increased from 6% to 13.6%; Latinos from 0.3% to 2.1% and Whites from 0.2% to 1.6%. As a result of Black and Latino rates increasing more than rates for Whites both the Black-White gap and Latino White gap widened. The most significant divide was the 13 point Black-White gap.

At the secondary level, suspension rates increased for all groups between 2009-10 and 2011-12 as follows: Black rates increased from 32.2% to 35.2%, Latinos from 7.8% to 12% and Whites from 4.4% to 4.7%. We find that the Black-White discipline gap increased 2.7 percentage points to a dramatic divide of over 30 points. Meanwhile, the Latino-White gap widened by 3.8 percentage points for a new divide of 7.3 points.

Figure 1: Risk for Suspension at the Elementary and Secondary Levels by Selected Subgroups, 2011-12



Note: All data are based on rounded numbers to avoid disclosing personally identifiable information.
 *Values that were distorted due to rounding were excluded from the figure.

Figure 1 shows that the deep disparities along the lines of race, disability status, and English learner status are much greater at the secondary school level than at the elementary level.

The largest discipline gaps are found at the secondary level: We typically find higher suspension rates at the secondary school level, especially for males. We also often find profound gaps by race/ethnicity and gender. As Table 1 illustrates, the Madison Metropolitan School District has notable racial/ethnic and gender gaps between Black and White students. There is a difference of 34 percentage points between Black males and White males and a difference of 27 percentage points between Black females and White females. Moreover, Madison suspends Black females at higher rates in Madison than males of the other racial/ethnic groups. This pattern holds among students with disabilities. However, the widest gap across race, gender, and disability status is 49 percentage points, which we found between Black males with disabilities (49%) and both Asian American males and females with disabilities (0%). As discussed in the full report, our analysis includes some description of these large cross-sectional differences, which raise concerns about whether the structure of the learning environment and responses to misbehavior are developmentally appropriate and culturally responsive to all members of a given student body.

Table 1: Secondary Students' Suspension Risks Further Disaggregated by Race/Ethnicity and Gender, and for Students With Disabilities, with Gender Gaps Calculated, 2011-12¹

	All Students			Students With Disabilities		
	Male	Female	Gap (percentage points)	Male	Female	Gap (percentage points)
All	15%	10%	5	31%	23%	8
Asian American	3%	2%	1	0%	0%	0
White	6%	3%	3	15%	9%	6
Latino	15%	8%	7	28%	15%	13
Black	40%	30%	10	49%	41%	8

Note: All data are based on rounded numbers to avoid disclosing personally identifiable information.

**Values that were distorted due to rounding were excluded from the table.*

Differences due to poverty? Researchers have consistently found that, after controlling for poverty, significant racial disparities still exist (Fabello, 2011; Skiba, 2014). Furthermore, because males and females come from homes with similar socioeconomic backgrounds, the large gender gap within each racial group cannot be explained by poverty.

Where to learn more about the Madison Metropolitan School District and how to compare them to other districts: Readers who are interested in comparing the Madison Metropolitan School District to other school districts can use our sortable comparison spreadsheets, which enable the user to compare Madison to any other district in the country for any subgroup at either the elementary or secondary school level. Much of this information is available via a tool on our website that allows users to look at data for their own district and to print tables, graphs, and district comparisons of their choosing. Data on school discipline for 2013-14 can be obtained by filing a state “Sunshine Act” request with your school district. Moreover, in Wisconsin, more recent discipline data from 2013-14 are posted on the state’s website: <http://data.dpi.state.wi.us/>. Although the state website does enable users to see trends going back several years and is one of the few to provide a racial breakdown by school type and grade level, it does not provide data disaggregated by the cross-section of race and gender or race and disability.

¹ All percentages are rounded to whole numbers.

DISTRICT PROFILE: MEMPHIS CITY SCHOOLS, TENNESSEE

ADDENDUM TO: Are We Closing the School Discipline Gap?

By Daniel Losen, Cheri Hodson, Michael A. Keith II, Katrina Morrison, and Shakti Belway
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Suspension rates in the Memphis City Schools are alarmingly high. For example, at the secondary level, over half the Black males with disabilities (53%) were suspended out-of-school at least once in 2011-12. Both elementary and secondary suspension rates in Memphis are well above the national average.

Two findings illustrate that, despite its high rates, Memphis has made progress since 2009-10:

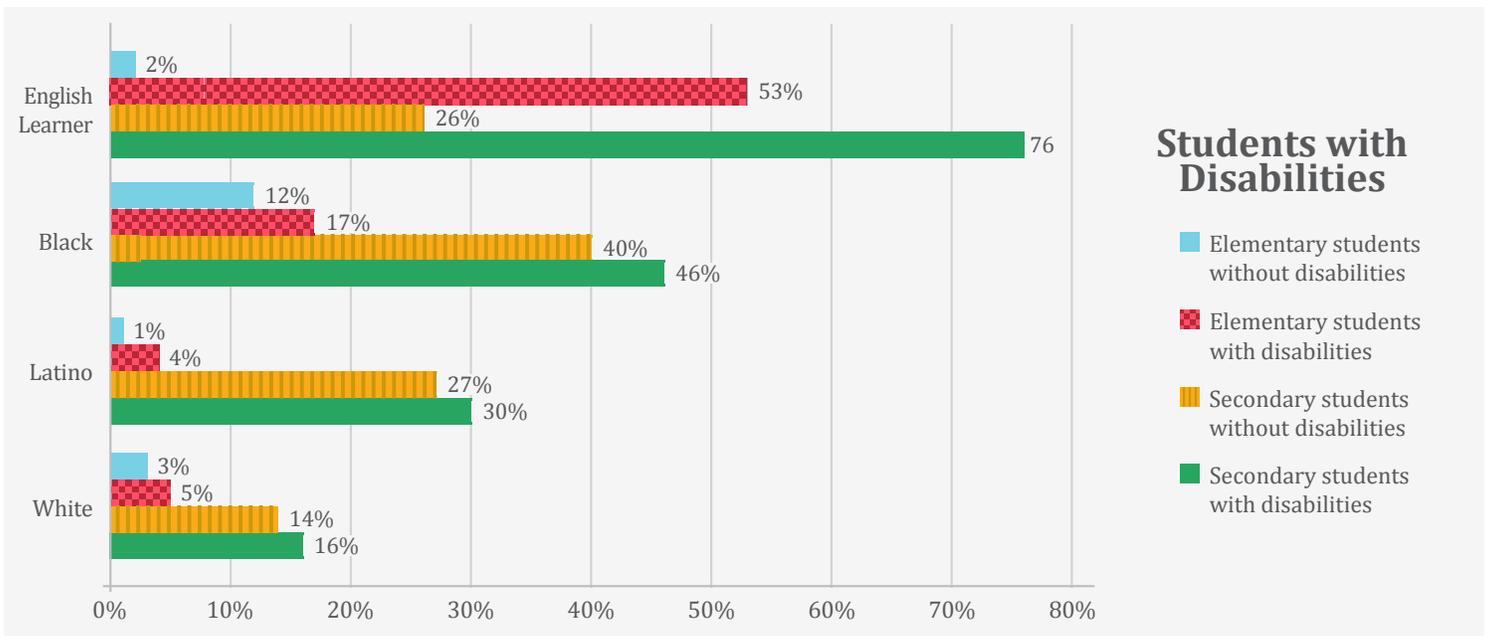
- Although 5,525 elementary students were suspended at least once in 2011-12, a rate of 10.4%, this represents a decrease of 1.5 percentage points from the rate of 11.9% in 2009-10.
- Overall suspension rates at the secondary level also decreased, to 37.8% in 2011-12 from 40.9% in 2009-10, a reduction of over 3 percentage points.

Did Memphis Narrow the Discipline Gap?

The suspension rates decreased a small amount for Blacks, Whites and Latinos. As a result, the racial gap did narrow slightly between Blacks and Whites at the elementary school level, but remains a wide, nearly 12 point divide between Blacks at 12.5% and Whites at 3.8%. Also worth noting is that Latinos maintained a lower suspension rate than Whites.

At the secondary level, suspension rates remain high despite the recent decline. Notably, rates for Blacks declined the most from 2009-10 to 2011-12, from 44.1% to 40.9% (-3.2). Rates for Whites decreased from 17.2% to 14.2% (-3), whereas Latino rates showed a substantial increase, from 22.1% to 27.6% (+5.5). Consequently, the Black-White gap narrowed by less than 1 percentage point, while the Latino-White gap increased by nearly 8.5 percentage points, to a divide of over 13 points. Moreover, unlike at the elementary level, Memphis suspended Latino secondary students at a much higher rate than White secondary students.

Figure 1: Risk for Suspension at the Elementary and Secondary Levels by Selected Subgroups, 2011-12



Note: All data are based on rounded numbers to avoid disclosing personally identifiable information.
 *Values that were distorted due to rounding were excluded from the figure.

Figure 1 shows that the deep disparities along the lines of race, disability status, and English learner status are much greater at the secondary school level than at the elementary level.

The largest discipline gaps are found at the secondary level: We typically find higher suspension rates at the secondary level, especially for males. We also often find profound differences across race/ethnicity, gender, and disability. As Table 1 demonstrates, Memphis fits this pattern. The largest racial gap is 31 points, between Black males with disabilities and White males with disabilities. There is a 25 point gap between Black females and White females. The largest gap across race/gender and disability is 46 points, between Black males with disabilities (53%) and White females with disabilities (7%). As discussed in the full report, our analysis includes some description of these large cross-sectional differences, which raise concerns about whether the structure of the learning environment and responses to misbehavior are developmentally appropriate and culturally responsive to all members of a given student body.

Table 1: Secondary Students' Suspension Risks Further Disaggregated by Race/Ethnicity and Gender, and for Students With Disabilities, with Gender Gaps Calculated, 2011-12¹

	All Students			Students With Disabilities		
	Male	Female	Gap (percentage points)	Male	Female	Gap (percentage points)
All	45%	31%	14	50%	32%	18
White	19%	9%	10	22%	7%	15
Latino	41%	12%	29	33%	20%	13
Black	48%	34%	14	53%	34%	19

*Note: All data are based on rounded numbers to avoid disclosing personally identifiable information.
Values that were distorted due to rounding were excluded from the table.

Differences due to poverty? Researchers have consistently found that, after controlling for poverty, significant racial disparities still exist (Fabello, 2011; Skiba, 2014). Furthermore, because males and females come from homes with similar socioeconomic backgrounds, the large gender gap within each racial group cannot be explained by poverty.

Where to learn more about the Memphis City Schools and how to compare Memphis to other districts: Readers interested in comparing the Memphis City Schools to other school districts can use our sortable comparison spreadsheets, which enable the user to compare Memphis to any other district in the country for any subgroup at either the elementary or secondary school level. Much of this information is available by using a tool on our website that allow users to see the data on their own district and to print out tables and graphs and district comparisons of their choosing. Readers can find the web tool at www.schooldisciplinedata.org. Data on school discipline for 2013-14 can be obtained by filing a state “Sunshine Act” request with your school district. Moreover, in Tennessee, some more recent, albeit limited data may be available on the state’s website: <http://edu.reportcard.state.tn.us/pls/apex/f?p=200:60:2572561838802506::NO>.

¹ All percentages are rounded to whole numbers.

² See Joanna Taylor, Matt Cregor, and Priya Lane, Not Measuring Up: The State of School Discipline in Massachusetts, page 8, table 2. Available at www.lawyerscom.org/not-Measuring-up.

DISTRICT PROFILE: MONTGOMERY COUNTY SCHOOLS, ALABAMA

ADDENDUM TO: Are We Closing the School Discipline Gap?

By Daniel Losen, Cheri Hodson, Michael A. Keith II, Katrina Morrison, and Shakti Belway
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Suspension rates in the Montgomery County Schools are alarming. For example, over half of all Black secondary males (55%) were suspended at least once in 2011-12. Moreover, rates for Black and White students in Montgomery are greater than the national average at both the elementary and secondary levels.

Two findings illustrate Montgomery's uneven progress since 2009-10:

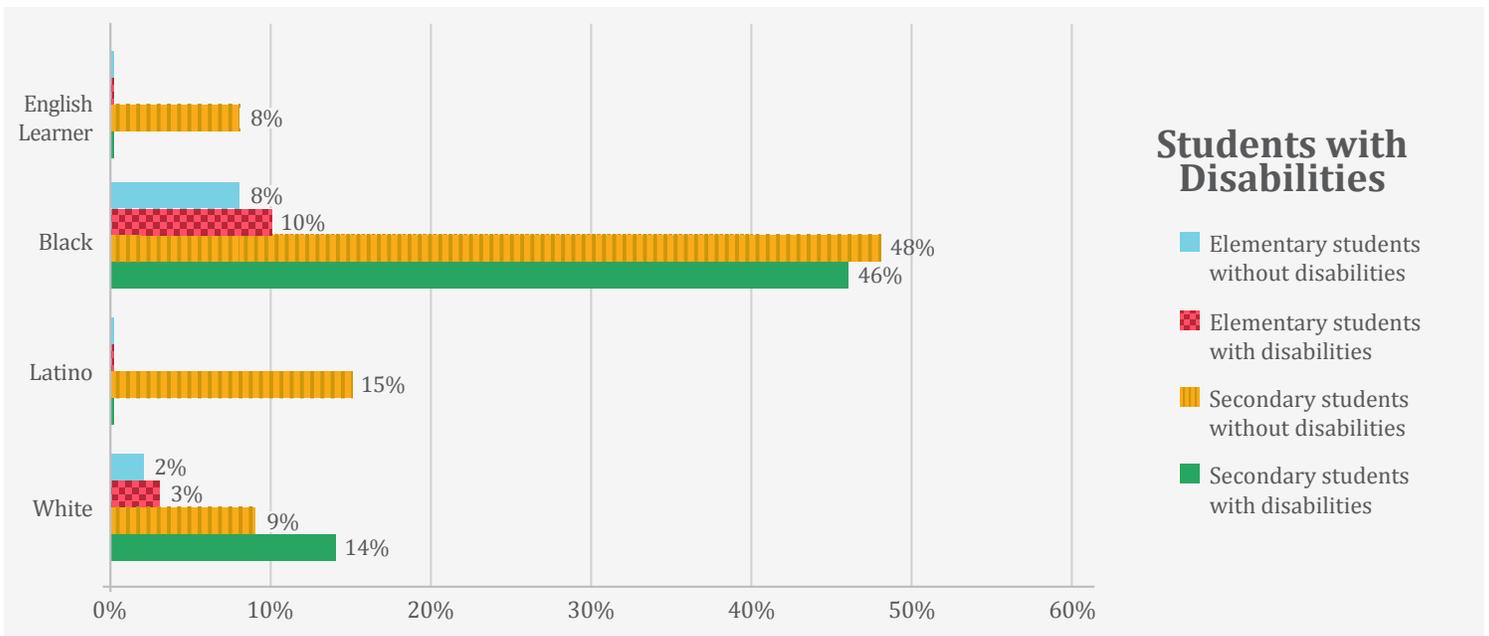
- Overall suspension rates at the elementary level decreased from 9.4% in 2009-10 to 6.4% in 2011-12, a decrease of 3 percentage points.
- Overall suspension rates at the secondary level increased from 32.4% in 2009-10 to 40.9% in 2011-12, an increase of 8.5 percentage points.

Did Montgomery County Narrow the Discipline Gap?

At the secondary level, however, the high rates observed for 2009-10 increased further. For Black students they rose by nearly 10 percentage points, from 37.8% to 47.6% (+9.9); for Latino students from 7.5% to 14.1% (+6.6); and for White students from 6.2% to 9.6% (+3.5). As a result, the Black-White gap widened by over 6 percentage points, to a divide of 38.1 points, and the Latino-White gap widened by over 3 percentage points, to 4.5 points.

At the secondary level, however, the high rates observed for 2009-10 increased further. For Black students they rose by nearly 10 percentage points, from 37.8% to 47.6% (+9.9); for Latino students from 7.5% to 14.1% (+6.6); and for White students from 6.2% to 9.6% (+3.5). As a result, the Black-White gap widened by over 6 percentage points, to 38.1 points, and the Latino-White gap widened by over 3 percentage points, to 4.5 points.

Figure 1: Risk for Suspension at the Elementary and Secondary Levels by Selected Subgroups, 2011-12



Note: All data are based on rounded numbers to avoid disclosing personally identifiable information.
 *Values that were distorted due to rounding or based on enrollment of less than 100 were excluded from the figure.

Figure 1 shows that deep disparities along the lines of race and disability status are much greater at the secondary school level than at the elementary school level.

The largest discipline gaps are found at the secondary level: We typically find higher suspension rates at the secondary level, especially for males. We also often find profound discipline gaps by race/ethnicity, gender, and disability. As Table 1 illustrates, Montgomery County follows this trend. For instance, there is a difference of 42 percentage points between the suspension rates of Black male and White male students. The gap between Black female and White female students (35 points) is nearly as large. Furthermore, Montgomery suspended Black females at higher rates than males of the other racial/ethnic groups. The greatest disparity (49 percentage points) is found between Black male students (55%) and White and Latino female students (6%). As discussed in the full report, our analysis includes some description of these large cross-sectional differences, which raise concerns about whether the structure of the learning environment and responses to misbehavior are developmentally appropriate and culturally responsive to all members of a given student body.

Table 1: Secondary Students' Suspension Risks Further Disaggregated by Race/Ethnicity and Gender, and for Students With Disabilities, with Gender Gaps Calculated, 2011-12¹

	All Students			Students With Disabilities		
	Male	Female	Gap (percentage points)	Male	Female	Gap (percentage points)
All	47%	35%	12	46%	38%	8
White	13%	6%	7	10%	14%	4
Latino	22%	6%	16	*	*	*
Black	55%	41%	14	50%	40%	10

Note: All data are based on rounded numbers to avoid disclosing personally identifiable information.

**Values that were distorted due to rounding were excluded from the table.*

Differences due to poverty? Researchers have consistently found that, after controlling for poverty, significant racial disparities still exist (Fabello, 2011; Skiba, 2014). Furthermore, because males and females come from homes with similar socioeconomic backgrounds, the large gender gap within each racial group cannot be explained by poverty.

Where to learn more about Montgomery County Schools and how to compare Montgomery to other districts: Readers interested in comparing Montgomery County to other school districts can use our sortable comparison spreadsheets, which enable the user to compare Montgomery to any other district in the country for any subgroup at either the elementary or secondary school level. Much of this information is available by using a tool on our website that allows users to see the data on their district and to print out tables and graphs and district comparisons of their choosing. Readers can find the web tool at www.schooldisciplinedata.org. Data on school discipline for 2013-14 can be obtained by filing a state “Sunshine Act” request with your school district. Moreover, in Alabama, a limited amount of data on reported incidents, collected and reported by the state can be found on the state’s website: <http://web.alsde.edu/general/AlabamaEducationReportCard.pdf>.

¹ All percentages are rounded to whole numbers.

DISTRICT PROFILE: NEW HAVEN PUBLIC SCHOOLS, CONNECTICUT

ADDENDUM TO: Are We Closing the School Discipline Gap?

By Daniel Losen, Cheri Hodson, Michael A. Keith II, Katrina Morrison, and Shakti Belway
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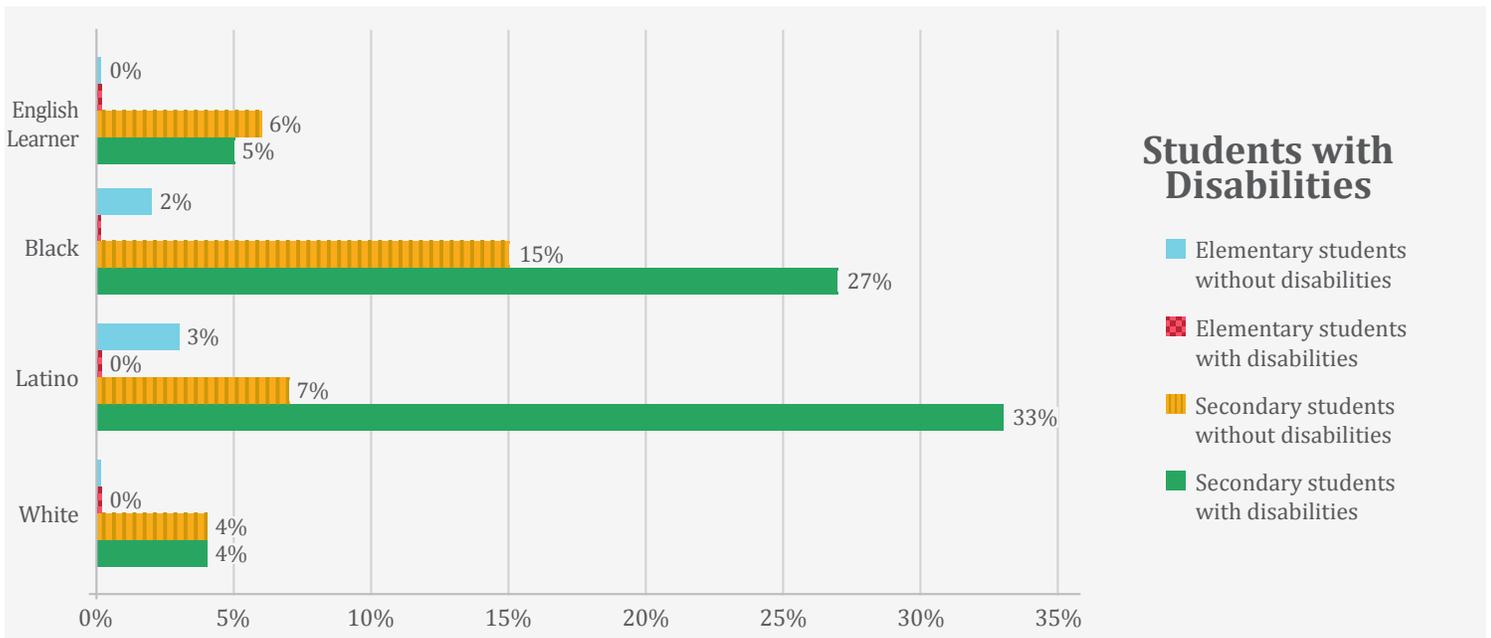
In 2011-12, the New Haven Public Schools suspended some subgroups of students at extraordinarily high rates. Most notable is that nearly 4 out of 10 Black female secondary students with disabilities (39%) were suspended, as were 35% of all secondary Latino males.

On the other hand, there are signs that the New Haven Public Schools have made significant progress since 2009-10. Because the overall elementary trends were distorted due to rounding, we focus on the secondary level suspension rates. For example, overall suspension rates at the secondary level also decreased. Roughly 690 students were suspended at least once in 2011-12, a rate of 10.9%. This is a decrease from 18.7% in 2009-10, a decline of nearly 8 percentage points.

Did the New Haven Public Schools Narrow the Discipline Gap?

At the secondary school level in this same period, rates decreased significantly for Black students from 24.7% to 16.2% (-8.5 percentage points) and for Latino students 19.9% to 9.4% (-10.5 points), while they increased very slightly for White students from 3.2% to 3.7% (+0.5 percentage points). As a result, the Black-White and Latino-White discipline gaps narrowed by 9 percentage points and 11 percentage points, respectively. Despite these substantially diminished divides, the Black-White gap was still a wide 12.5 points, and the Latino-White gap nearly 6 points in 2011-12.

Figure 1: Risk for Suspension at the Elementary and Secondary Levels by Selected Subgroups, 2011-12



Note: All data are based on rounded numbers to avoid disclosing personally identifiable information.
 *Values that were distorted due to rounding were excluded from the figure.

Figure 1 shows that the deep disparities along the lines of race, disability status, and English learner status are much greater at the secondary school level than at the elementary level.

The largest discipline gaps are found at the secondary level: We typically find higher suspension rates at the secondary school level. We also often find profound discipline gaps across race/ethnicity and gender. As Table 1 illustrates, the New Haven Public Schools have notable racial/ethnic and gender gaps between Black and White students. There is a difference of 14 percentage points between Black males and White males, and 11 points between Black females and White females. Moreover, Black females have higher suspension rates than males of the other racial/ethnic groups. The widest gap across race, gender, and disability status is 36 points between Black female students with disabilities (39%) and White female students (3%). As discussed in the full report, our analysis includes some description of these large cross-sectional differences, which raise concerns about whether the structure of the learning environment and responses to misbehavior are developmentally appropriate and culturally responsive to all members of a given student body.

Table 1: Secondary Students' Suspension Risks Further Disaggregated by Race/Ethnicity and Gender, and for Students With Disabilities, with Gender Gaps Calculated, 2011-12¹

	All Students			Students With Disabilities		
	Male	Female	Gap (percentage points)	Male	Female	Gap (percentage points)
All	13%	9%	4	20%	26%	6
White	5%	3%	2	6%	*	
Latino	11%	8%	3	35%	30%	5
Black	19%	14%	5	23%	39%	16

Note: All data are based on rounded numbers to avoid disclosing personally identifiable information.

**Values that were distorted due to rounding were excluded from the table.*

Differences due to poverty? Researchers have consistently found that, after controlling for poverty, significant racial disparities still exist (Fabello, 2011; Skiba, 2014). Furthermore, because males and females come from homes with similar socioeconomic backgrounds, the large gender gap within each racial group cannot be explained by poverty.

Where to learn about the New Haven Public Schools and how to compare New Haven to other districts: Readers who are interested in comparing the New Haven Public Schools to other school districts can use our sortable comparison spreadsheets, which enable the user to compare New Haven to any other district in the country for any subgroup at either the elementary or secondary school level. Much of this information is available via a tool on our website that allows users to see the data on their own district and to print tables, graphs, and district comparisons of their choosing. Readers can find the web tool at www.schooldisciplinedata.org. More recent data on school discipline can be obtained by filing a state “Sunshine Act” request with your school district. Moreover, in Connecticut, some more recent discipline data are posted on the state’s website: <http://sdeportal.ct.gov/>.

¹ All percentages are rounded to whole numbers.

DISTRICT PROFILE: OKLAHOMA CITY SCHOOLS, OKLAHOMA

ADDENDUM TO: Are We Closing the School Discipline Gap?

By Daniel Losen, Cheri Hodson, Michael A. Keith II, Katrina Morrison, and Shakti Belway
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Suspension rates in Oklahoma City are among the highest in the nation! For instance, Black male secondary students face an extraordinarily high risk of suspension, with approximately 75.1% suspended at least once in 2011-12. Oklahoma City is among the ten highest-suspending districts at the secondary level for all students, and is the highest suspending district in the nation for Black secondary students.

Two major findings illustrate Oklahoma City's troubling suspension rates:

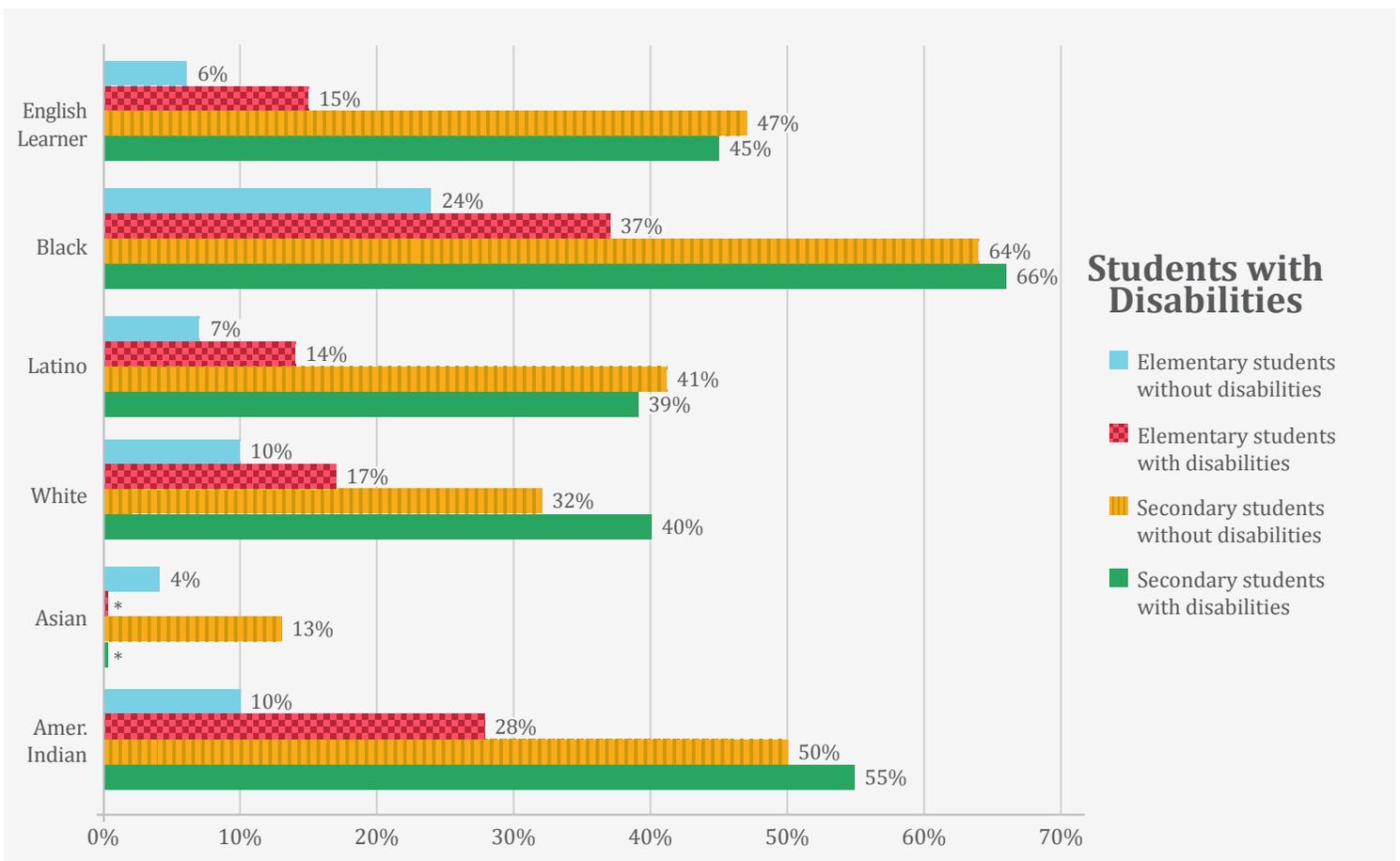
- Overall suspension rates at the elementary level increased from 7.2% in 2009-10 to 13.0% in 2011-12, an increase of 5.8 points.
- Overall suspension rates at the secondary level rose from 24.7% in 2009-10 to 45.2% in 2011-12, an increase of 20.5 percentage points.

Did Oklahoma City Narrow the Discipline Gap?

Oklahoma City's racial/ethnic discipline gap generally widened, with one exception. An increase is found for all racial/ethnic subgroups when comparing 2009-10 and 2011-12 suspension rates at the elementary school level. Rates for Black students rose from 13.2% to 25.8% (+12.6); for American Indians from 1.6% to 12.6% (+11); for Latino students from 3.4% to 7.3% (+3.9); and for White students from 3.8% to 11.3% (+7.5). Consequently, the Black-White discipline gap at the elementary level increased by 5.1 percentage points, while the American Indian-White gap changed by 3.5 percentage points, because American Indians originally had a lower rate than Whites, the result was a new gap of 1.3 points, but with American Indians at the higher end of the divide. Also worth noting is that Whites maintained a higher suspension rate than Latinos and because White rates increased more than Latino rates, the divide between Latino students and White students expanded from less than half a percentage point to 4 percentage points.

At the secondary school level, suspension rates for Black students climbed dramatically from 36.3% to 64.2% (+27.9), and they rose even more for American Indian students, from 19.8% to 51.0% (+31.2). Rates for Latino students increased from 19.1% to 40.8% (+21.7), and for White students from 16.4% to 33% (+16.6). Because suspension rates increased more for American Indian, Black, and Latino students than for Whites, and because Whites were consistently the lower suspended group, the racial gaps widened as follows: American Indian-White by 14.5 percentage points, for new divide of 18 points; Black-White by 11.2 percentage points to a new divide of over 31 points; and Latino-White by 5.1 percentage points to a new seven point divide.

Figure 1: Risk for Suspension at the Elementary and Secondary Levels, by Selected Subgroups, 2011-12



Note: All data are based on rounded numbers to avoid disclosing personally identifiable information.
 *Values that were distorted due to rounding were excluded from the figure.

Figure 1 shows that the deep disparities along the lines of race, disability status, and English learner status are much greater at the secondary school level than at the elementary level. One unusual pattern is that suspension rates for Latino and English learner secondary students with disabilities are lower in Oklahoma City than rates for Latino and English learner secondary students without disabilities. Finding the reasons for the increased and extraordinarily high rates and atypical patterns is beyond the scope of this report.

The largest discipline gaps are found at the secondary level: We typically find higher suspension rates at the secondary level, and for males. We also often find profound discipline gaps by race/ethnicity and gender. As Table 1 illustrates, the Oklahoma City School District follows this pattern. For instance, the findings show a difference of 34 percentage points between the suspension rates of Black male students (75%) and White male students (41%). A difference of 19 percentage points is observed between Black females (54%) and White females (25%). Moreover, Black females are suspended at higher rates than White, Latino, and Asian American males. The greatest disparity (64 percentage points) is found across race and gender, between Black male students (75%) and Asian American female students (11%). As discussed in the full report, our analysis includes some description of these large cross-sectional differences, which raise concerns about whether the structure of the learning environment and responses to misbehavior are developmentally appropriate and culturally responsive to all members of a given student body.

Table 1: Secondary Students' Suspension Risks Further Disaggregated by Race/Ethnicity and Gender, and for Students With Disabilities, with Gender Gaps Calculated, 2011-12¹

	All Students			Students With Disabilities		
	Male	Female	Gap (percentage points)	Male	Female	Gap (percentage points)
All	54%	37%	17	58%	35%	23
Amer. Indian	16%	11%	5	*	*	
Asian American	60%	40%	20	60%	45%	15
White	41%	25%	16	49%	22%	27
Latino	49%	32%	17	47%	25%	22
Black	75%	54%	21	73%	52%	21

Note: All data are based on rounded numbers to avoid disclosing personally identifiable information.

**Values that were distorted due to rounding were excluded from the table.*

Differences due to poverty? Researchers have consistently found that, after controlling for poverty, significant racial disparities still exist (Fabello, 2011; Skiba, 2014). Furthermore, because males and females come from homes with similar socioeconomic backgrounds, the large gender gap within each racial group cannot be explained by poverty.

Where to learn more about the Oklahoma City Public Schools and how to compare Oklahoma City to other districts: Readers interested in comparing Oklahoma City to other school districts can use our sortable comparison spreadsheets, which enable the user to compare Oklahoma City to any other district in the country for any subgroup at either the elementary or secondary school level. Much of this information is available by using a tool on our website that allows users to see the data on their own district and to print out tables and graphs and district comparisons of their choosing. Readers can find the web tool at www.schooldiscipline.org. Data on school discipline for 2013-14 can be obtained by filing a state “Sunshine Act” request with your school district.

¹ All percentages are rounded to whole numbers.

DISTRICT PROFILE: PITTSBURGH SCHOOL DISTRICT, PENNSYLVANIA

ADDENDUM TO: Are We Closing the School Discipline Gap?

By Daniel Losen, Cheri Hodson, Michael A. Keith II, Katrina Morrison, and Shakti Belway
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Suspension rates for the Pittsburgh School District are extraordinarily high. For instance, at the secondary level, over 60% of all Black students with disabilities and 65% of all Black males with disabilities were suspended at least once in 2011-12. Moreover, Pittsburgh's suspension rates are well above the national average at both the elementary and secondary levels.

Despite these alarmingly high rates, the Pittsburgh School District has shown some progress since 2009-10:

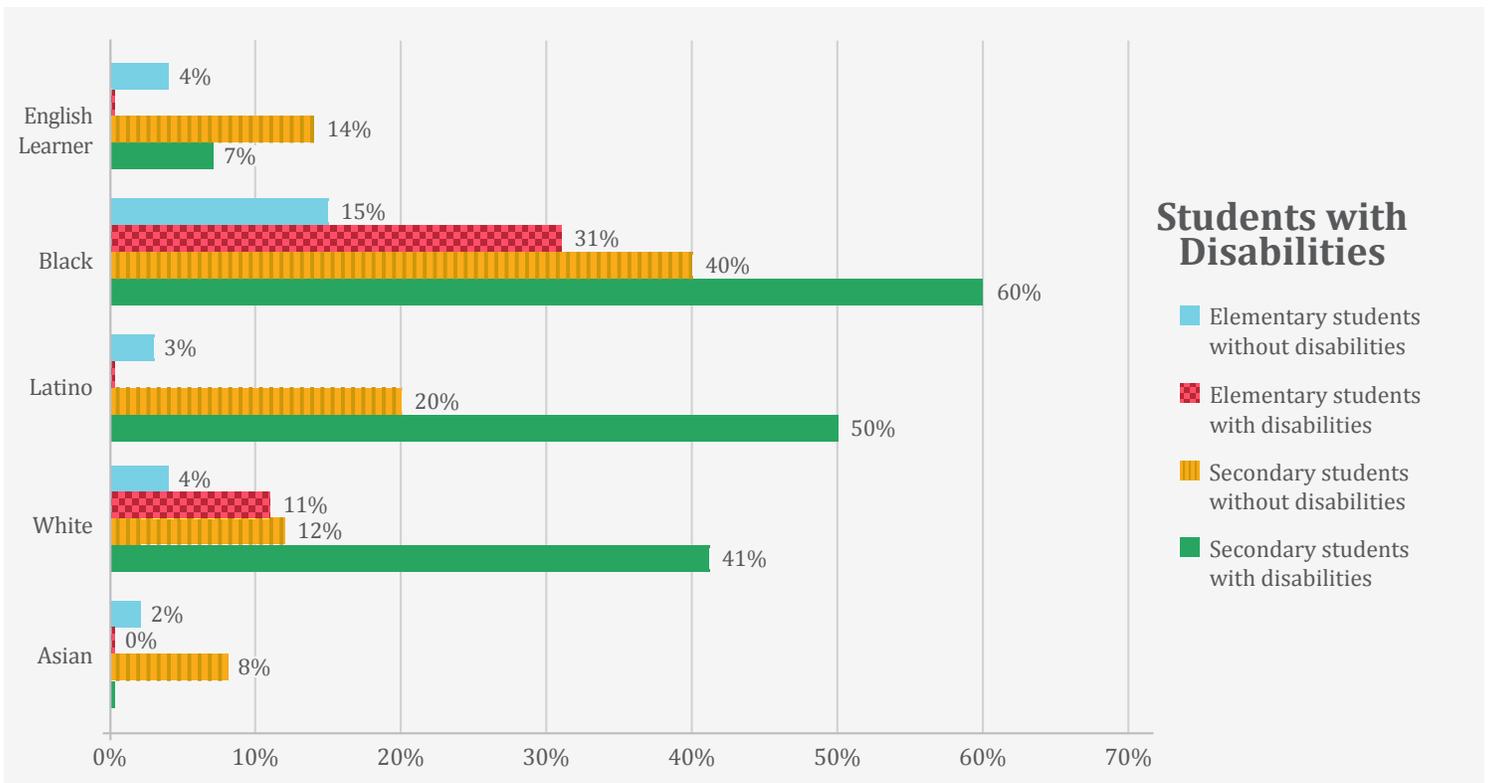
- Overall suspension rates at the elementary level decreased. Roughly 985 students were suspended at least once in 2011-12, for a suspension rate of 12.1%. Pittsburgh's elementary school suspension rate, although quite high, represents a decrease of 1.3 percentage points from the 2009-10 rate of 13.4%.
- Overall suspension rates at the secondary level also decreased. Roughly 3,445 students were suspended at least once in 2011-12, for a suspension rate of 31.5%. This high rate represents a decrease of 4.9 percentage points from the 2009-10 rate of 36.4%.

Did the Pittsburgh School District Lower the Discipline Gap?

Notably there was a slight narrowing of the Black-White gap at both the elementary and secondary levels. Specifically, suspension rates for Black students at the elementary level decreased by 0.7 percentage points from 2009-10 to 2011-12 for a rate 17.2%. Latinos had the lowest rate in 09-10 of 0% and experienced an increase to 3% in 2011-12. Meanwhile, Whites experienced a minor increase from 4.2% to 4.9%. Most noteworthy is that these changes are mostly minor and the large Black-White gap remained wide at 12.3 points.

At the secondary school level, suspension rates and racial gaps remain high, despite the recent decrease. The suspension rates decreased for Black students by 4.4 percentage points from 48.5% to 44.1%. White students shaved about 2 percentage points from 17.5% to 15.5%. Meanwhile rates for Latinos increased from 6.3% to 22.9% from 2009-10 to 2011-12. Most notable is that although the Black-White discipline gap narrowed by 2.4 percentage points over this period it remained quite wide at nearly 29 points.

Figure 1: Risk for Suspension at the Elementary and Secondary Levels, by Selected Subgroups, 2011-12



Note: All data are based on rounded numbers to avoid disclosing personally identifiable information.
 *Values that were distorted due to rounding were excluded from the figure.

Figure 1 shows that the deep disparities along the lines of race, disability status, and English learner status are much greater at the secondary school level than at the elementary level.

The largest discipline gaps are found at the secondary level: We typically find higher suspension rates at the secondary school level. We also often find profound discipline gaps by race/ethnicity, gender, and disability. As Table 1 illustrates, the Pittsburgh School District has notable racial/ethnic and gender gaps between Black and White students. The findings indicate a difference of 29 percentage points between all Black and all White students for both males and females. Moreover, Black females are suspended at a higher rate than males of the other racial/ethnic groups. However, the widest racial/ethnic gap, 62 percentage points, is found across gender and disability lines between Black male students with disabilities (65%) and Asian American females (3%). As discussed in the full report, our analysis includes some description of these large cross-sectional differences, which raise concerns about whether the structure of the learning environment and responses to misbehavior are developmentally appropriate and culturally responsive to all members of a given student body.

Table 1: Secondary Students' Suspension Risks Further Disaggregated by Race/Ethnicity and Gender, and for Students With Disabilities, with Gender Gaps Calculated, 2011-12¹

	All Students			Students With Disabilities		
	Male	Female	Gap (percentage points)	Male	Female	Gap (percentage points)
All	35%	28%	7	59%	46%	13
Asian American	15%	3%	12	*	*	
White	20%	11%	9	48%	26%	22
Latino	28%	19%	9	50%	50%	0
Black	49%	40%	9	65%	52%	13

Note: All data are based on rounded numbers to avoid disclosing personally identifiable information.

**Values that were distorted due to rounding were excluded from the table.*

Differences due to poverty? Researchers have consistently found that, after controlling for poverty, significant racial disparities still exist (Fabello, 2011; Skiba, 2014). Furthermore, because males and females come from homes with similar socioeconomic backgrounds, the large gender gap within each racial group cannot be explained by poverty.

Where to learn more about the Pittsburgh School District and how to compare Pittsburgh to other districts: Readers who are interested in comparing the Pittsburgh School District to other school districts can use our sortable comparison spreadsheets, which enable the user to compare Pittsburgh to any other district in the country for any subgroup at either the elementary or secondary school level. Much of this information is available via a tool on our website that allows users to look at data for their own district and to print tables, graphs, and district comparisons of their choosing at www.schooldisciplinedata.org. Data on school discipline for 2013-14 can be obtained by filing a state “Sunshine Act” request with your school district. Moreover, in Pennsylvania some more limited discipline data is posted on the state’s website: <https://www.safeschools.state.pa.us/>.

¹ All percentages are rounded to whole numbers.

DISTRICT PROFILE: PROVIDENCE PUBLIC SCHOOL DISTRICT, RHODE ISLAND

ADDENDUM TO: Are We Closing the School Discipline Gap?

By Daniel Losen, Cheri Hodson, Michael A. Keith II, Katrina Morrison, and Shakti Belway
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Suspension rates for the Providence Public School District are troubling. For instance, at the secondary level, over 61% of all Black males with disabilities were suspended at least once in 2011-12. Providence suspended both elementary and secondary students at rates far above the national average.

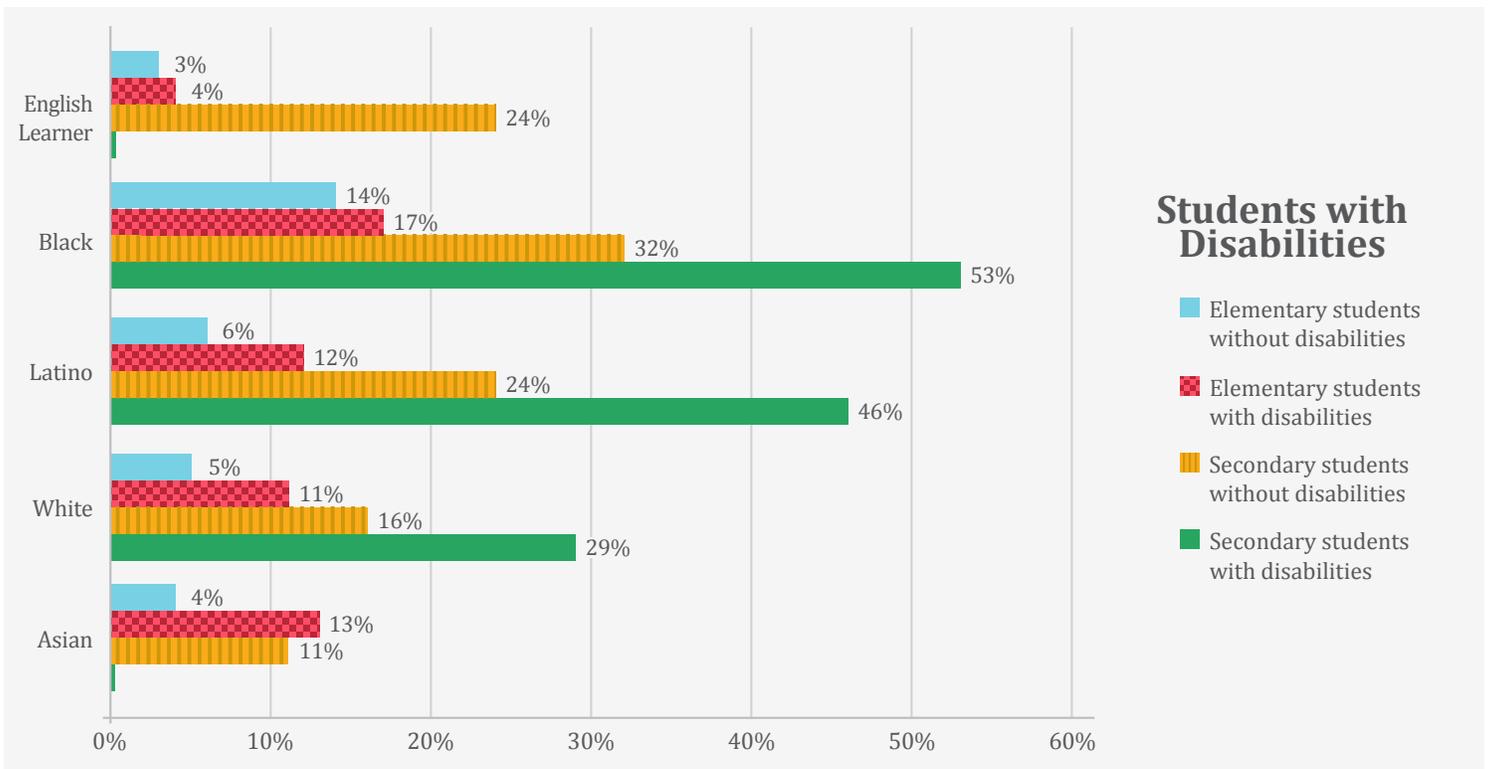
Two major findings illustrate the Providence Public School District's alarming rates:

- Overall suspension rates at the elementary level increased. Roughly 950 students were suspended at least once in 2011-12, a rate of 8.3%. This represents an increase of 4.4 percentage points from the 2009-10 rate of 3.9%.
- Overall suspension rates at the secondary level increased. Roughly 3,105 students were suspended at least once in 2011-12, a rate of 27.9%. This represents an increase of 4.6 percentage points from the 2009-10 rate of 23.3%.

Did the Providence Public School District Narrow the Discipline Gap?

No. The Black-White and Latino-White gaps did not change significantly at either the elementary or secondary level, while suspension rates increased for all major racial/ethnic groups at both levels. It is worth noting that the large gaps at the secondary level, approximately 18 points between Black rate (36.2%) and the White rate (18.4%) and approximately 10 points between the White rate and the Latino rate (27.9%) remained as wide as they were in 2009-10.

Figure 1: Risk for Suspension at the Elementary and Secondary Levels by Selected Subgroups, 2011-12



Note: All data are based on rounded numbers to avoid disclosing personally identifiable information.
 *Values that were distorted due to rounding were excluded from the figure.

Figure 1 shows that the deep disparities along the lines of race, disability status, and English learner status are much greater at the secondary school level than at the elementary level.

The largest discipline gaps are found at the secondary level: We typically find higher suspension rates at the secondary school level, especially for males. We also often find profound discipline gaps by race/ethnicity, gender, and disability. As Table 1 illustrates, the Providence Public School District has notable racial/ethnic and gender gaps between Black and White students. There is a difference of 26 percentage points between Black male and White male students, and a difference of 11 percentage points between Black female and White female students. However, the widest racial/ethnic gap across race, gender, and disability status is 61 points between Black male students with disabilities 61% and Asian American females with disabilities 0%. As discussed in the full report, our analysis includes some description of these large cross-sectional differences, which raise concerns about whether the structure of the learning environment and responses to misbehavior are developmentally appropriate and culturally responsive to all members of a given student body.

Table 1: Secondary Students' Suspension Risks Further Disaggregated by Race/Ethnicity and Gender, and for Students With Disabilities, with Gender Gaps Calculated, 2011-12¹

	All Students			Students With Disabilities		
	Male	Female	Gap (percentage points)	Male	Female	Gap (percentage points)
All	36%	19%	17	52%	31%	21
Asian American	19%	5%	14	*	0%	
White	22%	14%	8	27%	*	
Latino	36%	19%	17	56%	29%	27
Black	48%	25%	23	61%	34%	27

*Note: All data are based on rounded numbers to avoid disclosing personally identifiable information.
Values that were distorted due to rounding were excluded from the table.

Differences due to poverty? Researchers have consistently found that, after controlling for poverty, significant racial disparities still exist (Fabello, 2011; Skiba, 2014). Furthermore, because males and females come from homes with similar socioeconomic backgrounds, the large gender gap within each racial group cannot be explained by poverty.

Where to learn more about the Providence Public School District and how to compare Providence to other districts: Readers who are interested in comparing the Providence Public School District to other school districts can use our sortable comparison spreadsheets, which enable the user to compare Providence to any other district in the country for any subgroup at either the elementary or secondary school level. Much of this information is available via a tool on our website that allows users to see the data on their own district and to print tables, graphs, and district comparisons of their choosing. Data on school discipline for 2013-14 can be obtained by filing a state “Sunshine Act” request with your school district. Moreover, in Rhode Island, some discipline data, although limited, may be found posted on the state’s website: <http://infoworks.ride.ri.gov/>.

¹ All percentages are rounded to whole numbers.

DISTRICT PROFILE: SEATTLE PUBLIC SCHOOLS, WASHINGTON

ADDENDUM TO: Are We Closing the School Discipline Gap?

By Daniel Losen, Cheri Hodson, Michael A. Keith II, Katrina Morrison, and Shakti Belway
©2015

Suspension rates in Seattle are troubling. For instance, Black male secondary students with disabilities face the greatest risk of suspension, with nearly 38% suspended at least once in 2011-12. Black female secondary students with disabilities also face a very high risk (29%).

Two findings illustrate the Seattle Public Schools' uneven progress in narrowing the discipline gap:

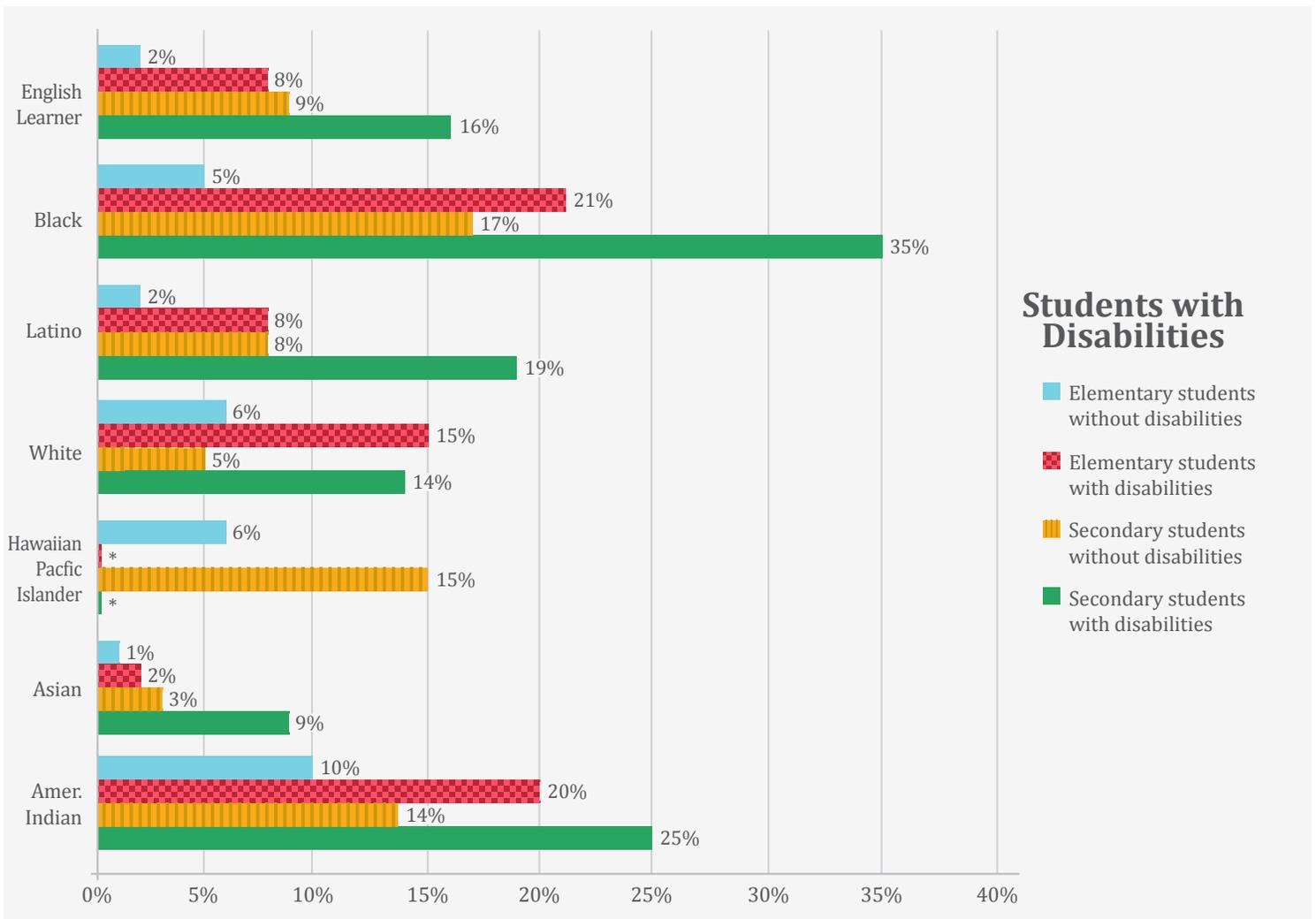
- Overall suspension rates at the elementary level increased from 2% in 2009-10 to 2.5% in 2011-12, an increase of one-half percentage point.
- Overall suspension rates at the secondary level fell by nearly one percentage point, from 9.8% in 2009-10 to 9% in 2011-12.

Did Seattle Narrow the Discipline Gap?

The results of Seattle's efforts to narrow the racial/ethnic discipline gap from 2009-10 to 2011-12 have been uneven. The gap widened at the elementary level, whereas results at the secondary level were mixed. At the elementary level, suspension rates for American Indians increased greatly, from 1.7% to 8.6% (+6.9). Rates also increased for Black students, from 5.5% to 7.6% (+2.7), and for Latino students, from 0.6% to 2.8% (+2.2). Students from every historically disadvantaged subgroup experienced a much larger increase than Whites, whose rates increased only from 0.4% to 1.1% (+0.7). Specifically, the American Indian-White discipline gap at the elementary level increased by 6.2 percentage points, the Black-White gap increased by 1.3 percentage points, and the Latino-White gap increased by 1.5 percentage points.

At the secondary level, suspension rates increased for White and American Indian students, but they decreased for Black and Latino students. Suspension rates for American Indians climbed from 2.3% to 16.9% (+14.6), and for White students they increased from 5.0% to 5.5% (+0.5). In contrast, rates fell for Black students from 20.4% to 19.9% (-0.6), and from 12.6 to 10.3% (-2.3) for Latino students. In short, the American Indian-White discipline gap increased by 14.1 points, the Black-White gap narrowed by 1.1 percentage points, and the Latino-White gap decreased by 2.8 percentage points.

Figure 1: Risk for Suspension at the Elementary and Secondary Levels by Selected Subgroups, 2011-12



Note: All data are based on rounded numbers to avoid disclosing personally identifiable information.

*Values that were distorted due to rounding were excluded from the figure.

Figure 1 shows that the deep disparities along the lines of race, disability status, and English learner status are much greater at the secondary school level than at the elementary level.

The largest discipline gaps are found at the secondary level: We typically find higher suspension rates at the secondary level, and most often for males with disabilities. We find the most profound differences in the absolute size of the discipline gap by race/ethnicity, gender, and disability. As Table 1 illustrates, the Seattle School District follows this pattern. For instance, the findings indicate a difference of 21 percentage points in the suspension rates of Black male students with disabilities (38%) and White male students with disabilities (17%). Nearly 30% of Black females with disabilities were suspended, which was 15 points higher than White females with disabilities at 14%. Moreover Black females’ risk for suspension in Seattle was higher than males with disabilities from each of the other racial/ethnic groups. The greatest disparity across race, gender and disability status, 36 percentage points, is found between Black male students with disabilities (38%) and Asian and White female students (2%). As discussed in the full report, our analysis includes descriptions of these large cross-sectional differences because they raise further concerns about whether the structure of the learning environment and responses to misbehavior are developmentally appropriate and culturally responsive to all members of a given student body.

Table 1: Secondary Students' Suspension Risks Further Disaggregated by Race/Ethnicity and Gender, and for Students with Disabilities, with Gender Gaps Calculated, 2011-12¹

	All Students			Students With Disabilities		
	Male	Female	Gap (percentage points)	Male	Female	Gap (percentage points)
All	12%	6%	6	24%	14%	10
Asian American	5%	2%	3	11%	9%	2
Amer. Indian	21%	13%	8	*	17%	
Hawaiian/ Pacific Islander	*	7%		*	*	
White	8%	2%	6	17%	5%	12
Latino	14%	6%	8	24%	11%	13
Black	25%	14%	11	38%	29%	9

Note: All data are based on rounded numbers to avoid disclosing personally identifiable information.

**Values that were distorted due to rounding were excluded from the table.*

Differences due to poverty? Researchers have consistently found that, after controlling for poverty, significant racial disparities still exist (Fabello, 2011; Skiba, 2014). Furthermore, because males and females come from similar homes with similar socioeconomic backgrounds, the large gender gap within each racial group cannot be explained by poverty.

Where to learn more about the Seattle Public Schools and how to compare Seattle to other districts: Readers interested in comparing Seattle to other school districts can use our sortable comparison spreadsheets, which enable the user to compare Seattle to any other district in the country for any subgroup at either the elementary or secondary school level. Much of this information is available by using a tool available on our website, which enables users to see data on their own districts and to print out tables and graphs and district comparisons as they choose. Readers can find the web tool at www.schooldisciplinedata.org. Readers can obtain data on school discipline for their own schools for 2013-14 by filing a state “Sunshine Act” request with their school district. More recent data, albeit limited, may be available in Washington State, posted on the state website: <http://www.k12.wa.us/SafetyCenter/Behavior/default.aspx>.

¹ All percentages are rounded to whole numbers.

DISTRICT PROFILE: ST. LOUIS PUBLIC SCHOOLS, MISSOURI

ADDENDUM TO: Are We Closing the School Discipline Gap?

By Daniel Losen, Cheri Hodson, Michael A. Keith II, Katrina Morrison, and Shakti Belway
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The St. Louis Public Schools suspend students at extraordinarily high rates. It is one of the ten highest suspending districts at the elementary level. For instance, nearly 46% of all Black male elementary school students were suspended at least once in 2011-12. Secondary suspension rates were also well above the national average. Notably, 41.2% of Black males at the secondary level were suspended, a rate nearly 5 percentage points lower than at the elementary level.

The trend for St. Louis Public Schools is mixed, and it does include some signs of progress:

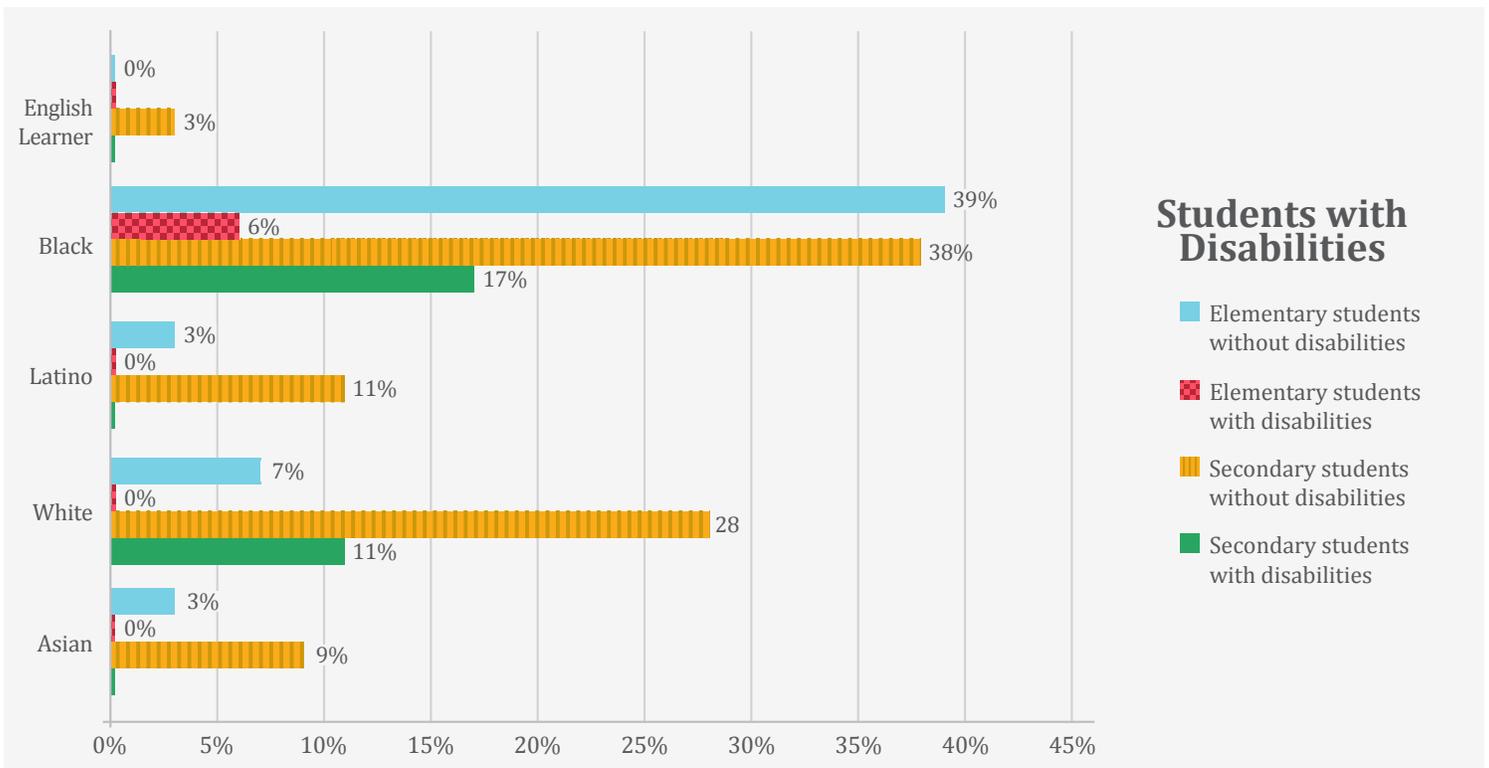
- In 2011-12, roughly 3,470 elementary students were suspended at least once, for an overall suspension rate of 29.1%. This represents an increase of 11.6 percentage points from the 2009-10 rate of 17.5%.
- Suspension rates at the secondary level for all students decreased from a rate of 36.2% in 2009-10 to 31.9% in 2011-12, a reduction of 4.3 percentage points.

Did the St. Louis Public Schools Narrow the School Discipline Gap?

Suspension rates for all racial/ethnic groups at the elementary level increased from 2009-10 to 2011-12. Most noteworthy is that the rate for Blacks increased from 20.3% to 34.6% (+14.3) and for Whites from 3.3% to 6.1% (+2.8). As a result, the Black-White discipline gap widened to an unusually wide 28.5 points in 2011-12.

At the secondary level, the suspension rate for Black students decreased between 2009-10 and 2011-12 from 41.4% to 34.8% (-6.6), while the rate for White students increased from 11.2% to 25.4% (+14.2). As a result, the Black-White gap narrowed from 30.2 points to 9.4 percentage points, a substantial narrowing of the Black-White gap of 20.9 points. However, to the extent the narrowing was due to increasing White rates, it is hard to describe the narrowing as meaningful progress.

Figure 1: Risk for Suspension at the Elementary and Secondary Levels by Selected Subgroups, 2011-12



Note: All data are based on rounded numbers to avoid disclosing personally identifiable information.
 *Values that were distorted due to rounding were excluded from the figure.

Figure 1 shows that the deep disparities along the lines of race, disability status, and English learner status are much greater at the secondary school level than at the elementary level. It is worth noting that Latino suspension rates are lower than White suspension rates at both levels in St. Louis.

Although the largest discipline gaps are typically found at the secondary level, larger gaps were found at the elementary level in St. Louis. Table 1 illustrates the secondary level gaps. For example, there is a difference of 11 percentage points between the rate for Black males (41%) and White males (30%). However, at the elementary level the difference is 37 percentage points between Black males (46%) and White males (9%). Similarly, as shown in Figure 1, the gap between Black females and White females at the secondary level is 9 points. The suspension rate at the elementary level is 23% for Black females and 3% for White females, a difference of nearly 20 percentage points. As discussed in the full report, our analysis includes some description of these large cross-sectional differences, which raise concerns about whether the structure of the learning environment and responses to misbehavior are developmentally appropriate and culturally responsive to all members of a given student body.

Table 1: Secondary Students' Suspension Risks Further Disaggregated by Race/Ethnicity and Gender, and for Students With Disabilities, with Gender Gaps Calculated, 2011-12¹

	All Students			Students With Disabilities		
	Male	Female	Gap (percentage points)	Male	Female	Gap (percentage points)
All	38%	26%	12	17%	14%	3
Asian American	12%	9%	3	*	*	
White	30%	20%	10	16%	*	
Latino	16%	9%	7	*	0%	
Black	41%	29%	12	17%	15%	2

*Note: All data are based on rounded numbers to avoid disclosing personally identifiable information.
Values that were distorted due to rounding were excluded from the table.

Differences due to poverty? Researchers have consistently found that, after controlling for poverty, significant racial disparities still exist (Fabello, 2011; Skiba, 2014). Furthermore, because males and females come from homes with similar socioeconomic backgrounds, the large gender gap within each racial group cannot be explained by poverty.

Where to learn more about the St. Louis Public Schools and how to compare St. Louis to other districts: Readers who are interested in comparing the St. Louis Public Schools to other school districts can use our sortable comparison spreadsheets, which enable the user to compare St. Louis to any other district in the country for any subgroup at either the elementary or secondary school level. Much of this information is available via a tool on our website that allows users to see data on their own district and to print tables, graphs, and district comparisons of their choosing. Data on school discipline for 2013-14 can be obtained by filing a state “Sunshine Act” request with your school district. Moreover, in Missouri, some more recent discipline data are posted on the state’s website, <http://mcds.dese.mo.gov/>, but they appear to cover a limited subset of suspensions and do not provide any disaggregated data.

¹ All percentages are rounded to whole numbers.

DISTRICT PROFILE: SAINT PAUL PUBLIC SCHOOLS, MINNESOTA

ADDENDUM TO: Are We Closing the School Discipline Gap?

By Daniel Losen, Cheri Hodson, Michael A. Keith II, Katrina Morrison, and Shakti Belway
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Suspension rates for the Saint Paul Public Schools show large and disturbing racial disparities.

The greatest risk for suspension is at the secondary school level, where St. Paul Public Schools suspended 59% of all Black students with disabilities and over 64% of all Black males with disabilities were suspended at least once.

Overall, the Saint Paul Public School district has shown some signs of progress since 2009-10:

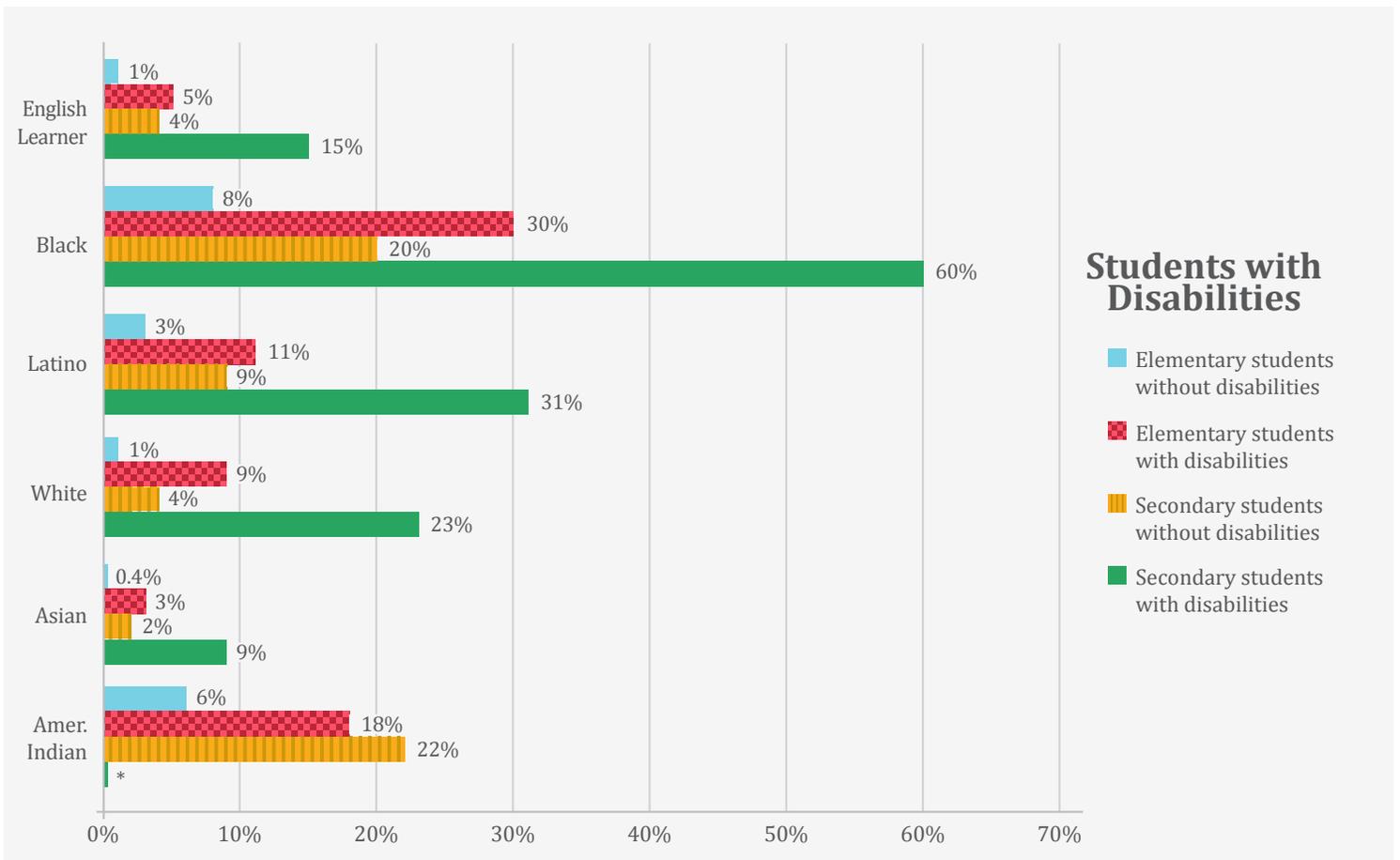
- Overall suspension rates at the elementary level remained the same. Roughly 1,025 students were suspended at least once in 2011-12, for a rate of 5.2%, the same as in 2009-10.
- Overall suspension rates at the secondary level declined. Roughly 1,975 students were suspended at least once in 2011-12, for a rate of 12.7%. This represents a decrease of 1.4 percentage points from the 2009-10 rate of 14.1%.

Did the Saint Paul Public Schools Reduce the School Discipline Gap?

The discipline gap was not narrowed at either the elementary or secondary level. At the elementary level, suspension rates increased for every racial/ethnic group from 2009-10 to 2011-12. Rates for American Indian students rose from 2.4% to 9.5% (+7.1); for Black students from 10.9% to 12.7% (+1.8); for Latino students from 1.8% to 4% (+2.2); and for White students from 1.0% to 2.1% (+1.1). These increases led to a widening of the American Indian-White discipline gap by nearly 6 percentage points, the Black-White gap by 0.6 points, and the Latino-White gap by 1 point. By far, the largest discipline divide, over 10.5 points, was between Black and White elementary students.

At the secondary level, suspension rates for American Indian students quadrupled, rising from 6.4% in 2009-10 to 26.5% in 2011-12. Rates for Black students increased slightly, from 30.0% to 30.1%, while rates for Latinos decreased from 12.5% to 12.3% (-0.2) and for White students from 7.0 to 6.9 (-0.1) from 2009-10 to 2011-12. Because of the large increase for American Indian students and a slight decrease for Whites, the American Indian-White gap grew by over 20 percentage points. Meanwhile the Black-White gap increased by a very tiny margin of 0.3 percentage points and, the Latino-White gap decreased by a similarly small 0.2 percentage point.

Figure 1: Risk for Suspension at the Elementary and Secondary Levels, by Selected Subgroups, 2011-12



Note: All data are based on rounded numbers to avoid disclosing personally identifiable information.
 *Values that were distorted due to rounding were excluded from the figure.

Figure 1 shows that the deep disparities along the lines of race, disability status, and English learner status are much greater at the secondary school level than at the elementary level.

The largest discipline gaps are found at the secondary level: We typically find higher suspension rates at the secondary school level, and for males with disabilities. We find the most profound differences in the absolute size of the discipline gaps by race/ethnicity, gender, and disability. As Table 1 illustrates, the Saint Paul Public Schools have notable racial/ethnic and gender gaps between Black and White students. There is a difference of 26 percentage points between all Black and all White male students, and a difference of 20 percentage points between all Black and all White female students. Moreover, Black females were suspended at a higher rate than males from most other racial/ethnic groups, except American Indians. However, the widest gap across racial/ethnic gender and disability, is 63 percentage points between Black male students with disabilities (64%) and Asian American female students (1%). As discussed in the full report, our analysis includes some description of these large cross-sectional differences, which raise concerns about whether the structure of the learning environment and responses to misbehavior are developmentally appropriate and culturally responsive to all members of a given student body.

Table 1: Secondary Students' Suspension Risks Further Disaggregated by Race/Ethnicity and Gender, and for Students With Disabilities, with Gender Gaps Calculated, 2011-12¹

	All Students			Students With Disabilities		
	Male	Female	Gap (percentage points)	Male	Female	Gap (percentage points)
All	16%	9%	7	41%	29%	12
Amer. Indian	28%	25%	3	43%	*	*
Asian American	4%	1%	3	11%	5%	6
White	10%	4%	6	27%	15%	12
Latino	16%	8%	8	40%	17%	23
Black	36%	24%	12	64%	51%	13

Note: All data are based on rounded numbers to avoid disclosing personally identifiable information.

**Values that were distorted due to rounding were excluded from the table.*

Differences due to poverty? Researchers have consistently found that, after controlling for poverty, significant racial disparities still exist (Fabello, 2011; Skiba, 2014). Furthermore, because males and females come from homes with similar socioeconomic backgrounds, the large gender gap within each racial group cannot be explained by poverty.

Where to learn more about the Saint Paul Public Schools and how to compare St. Paul to other districts: Readers who are interested in comparing the Saint Paul Public Schools to other school districts can use our sortable comparison spreadsheets, which enable the user to compare Saint Paul to any other district in the country for any subgroup at either the elementary or secondary school level. Much of this information is available via a tool on our website that allow users to see the data on their own district and to print tables, graphs, and district comparisons of their choosing. Readers can find the web tool at www.schooldisciplinedata.org. Data on school discipline for 2013-14 can be obtained by filing a state “Sunshine Act” request with your school district. Moreover, in Minnesota, some more recent discipline data are posted on the state’s website: <http://w20.education.state.mn.us/>.

¹ All percentages are rounded to whole numbers.