The Civil Rights Data Collection (CRDC) covers nearly every public school (pre-K – 12th grade) in the 50 states, D.C., and Puerto Rico. This includes charter schools, alternative schools, juvenile justice facilities, and special education facilities. The CRDC collects school district data also.

- It measures factors that impact education equity and opportunity for students, including student access to courses, programs, resources, instructional and other staff — and school climate factors, such as student discipline.

- Its purpose is to monitor how schools are meeting their responsibility to provide equal educational opportunities to students regardless of race/ethnicity, limited English proficiency, sex, or disability.

- It is part of OCR’s overall strategy for administering and enforcing civil rights statutes that prohibit discrimination based on race, color, national origin, sex, and disability.

- This presentation summarizes exclusionary school discipline data from the 2017-18 CRDC, the most recent biennial collection.

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

**Boys**: 26,171,327 (51.4%)

**Girls**: 24,750,697 (48.6%)

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

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

**Number of school districts**: 17,604

**Numbers of schools**: 97,632

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

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

<table>
<thead>
<tr>
<th>Discipline Practice</th>
<th>Change 2015–16 to 2017–18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expulsions without Educational Services</td>
<td>-18%</td>
</tr>
<tr>
<td>Expulsions Under Zero Tolerance Policies*</td>
<td>-13%</td>
</tr>
<tr>
<td>One or More In-School Suspensions</td>
<td>-3%</td>
</tr>
<tr>
<td>One or More Out-of-School Suspensions</td>
<td>-2%</td>
</tr>
<tr>
<td>School-Related Arrests</td>
<td>5%</td>
</tr>
<tr>
<td>Expulsions with Educational Services</td>
<td>7%</td>
</tr>
<tr>
<td>Referrals to Law Enforcement</td>
<td>12%</td>
</tr>
<tr>
<td><strong>OVERALL DISCIPLINARY ACTIONS</strong></td>
<td><strong>-2%</strong></td>
</tr>
</tbody>
</table>

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

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


*A zero-tolerance policy requires mandatory expulsion of any student who commits one or more specified offenses (e.g., offenses involving guns or other weapons, or violent offenses).*
DISCIPLINE OF PRE-SCHOOL STUDENTS IN PUBLIC SCHOOLS IN 2017-18
In 2017-18, **1.5 million students** were enrolled in Pre-School.

**Boys:** 784,901 (54.1%)

**Girls:** 665,717 (45.9%)

**Students with Disabilities:** 329,515 (22.7%)

**English Learners:** 162,573 (11.2%)
In 2017-18, 2,822 pre-school students received one or more out-of-school suspensions.

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

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

American Indian or Alaska Native pre-school students accounted for 1.1% of total pre-school enrollment but received 1.7% of one or more out of school suspensions.
Expulsions among Pre-School Students in 2017-18

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

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

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

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


<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Boys Enrollment</th>
<th>Boys One or More Out-of-School Suspensions</th>
<th>Boys Expulsions</th>
<th>Girls Enrollment</th>
<th>Girls One or More Out-of-School Suspensions</th>
<th>Girls Expulsions</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>0.6%</td>
<td>1.6%</td>
<td>0.3%</td>
<td>0.5%</td>
<td>0.2%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Asian</td>
<td>2.3%</td>
<td>0.4%</td>
<td>0.0%</td>
<td>1.8%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>15.5%</td>
<td>9.5%</td>
<td>16.3%</td>
<td>13.8%</td>
<td>1.5%</td>
<td>1.3%</td>
</tr>
<tr>
<td>Black</td>
<td>9.6%</td>
<td>34.2%</td>
<td>30.4%</td>
<td>8.6%</td>
<td>9.1%</td>
<td>7.8%</td>
</tr>
<tr>
<td>White</td>
<td>23.8%</td>
<td>32.1%</td>
<td>33.0%</td>
<td>19.2%</td>
<td>4.9%</td>
<td>4.6%</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>0.1%</td>
<td>0.0%</td>
<td>0.3%</td>
<td>0.1%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>2.2%</td>
<td>5.2%</td>
<td>4.6%</td>
<td>1.9%</td>
<td>1.3%</td>
<td>1.3%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>54.1%</td>
<td>83.0%</td>
<td>85.0%</td>
<td>45.9%</td>
<td>17.0%</td>
<td>15.0%</td>
</tr>
</tbody>
</table>
EXPULSIONS IN K-12 SCHOOLS IN 2017-18
In 2017-18, boys were expelled disproportionately compared to girls. Of all expulsions from school, boys received 72.5% of expulsions with educational services and 73.8% of expulsions without educational services.
Black students, who accounted for 15.1% of total student enrollment, were expelled at rates that were more than twice their share of total student enrollment—38.8% of expulsions with educational services and 33.3% of expulsions without educational services.

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

School Expulsions by Race/Ethnicity in 2017-18

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

SUSPENSIONS IN K-12 SCHOOLS IN 2017-18
In 2017-18, boys accounted for 51.4% of total student enrollment but received 69.5% of in-school suspensions and 70.5% of out-of-school suspensions.

School Suspensions by Race/Ethnicity in 2017-18

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

American Indian or Alaska Native students were slightly overrepresented as well.
### School Suspensions by Race/Ethnicity and Sex in 2017-18

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>BOYS</th>
<th>GIRLS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Enrollment</td>
<td>One or More</td>
</tr>
<tr>
<td></td>
<td>In School Suspensions</td>
<td>Out-of-School Suspensions</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>0.5%</td>
<td>0.9%</td>
</tr>
<tr>
<td>Asian</td>
<td>2.6%</td>
<td>0.8%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>13.9%</td>
<td>15.8%</td>
</tr>
<tr>
<td>Black</td>
<td>7.7%</td>
<td>20.1%</td>
</tr>
<tr>
<td>White</td>
<td>24.4%</td>
<td>28.7%</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>0.2%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>1.9%</td>
<td>2.7%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>51.4%</strong></td>
<td><strong>69.2%</strong></td>
</tr>
</tbody>
</table>

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

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

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

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

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

11,205,797

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

REFERRALS TO LAW ENFORCEMENT, SCHOOL-RELATED ARRESTS, AND TRANSFERS TO ALTERNATIVE SCHOOLS IN K-12 SCHOOLS IN 2017-18
In 2017-18, Black students accounted for 28.7% of all students referred to law enforcement and 31.6% of all students arrested at school or during a school-related activity—twice their share of total student enrollment of 15.1%.

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

*Refer to the graphic for enrollment, referrals, and arrests by race for a visual representation.*

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

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

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

Transfers to Alternative Schools in 2017-18*

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

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

FOR MORE INFORMATION ABOUT THE CRDC

Visit OCR’s website at
https://www2.ed.gov/about/offices/list/ocr/data.html
and
https://ocrdata.ed.gov/

With CRDC questions contact:
Email: ocrdata@ed.gov