

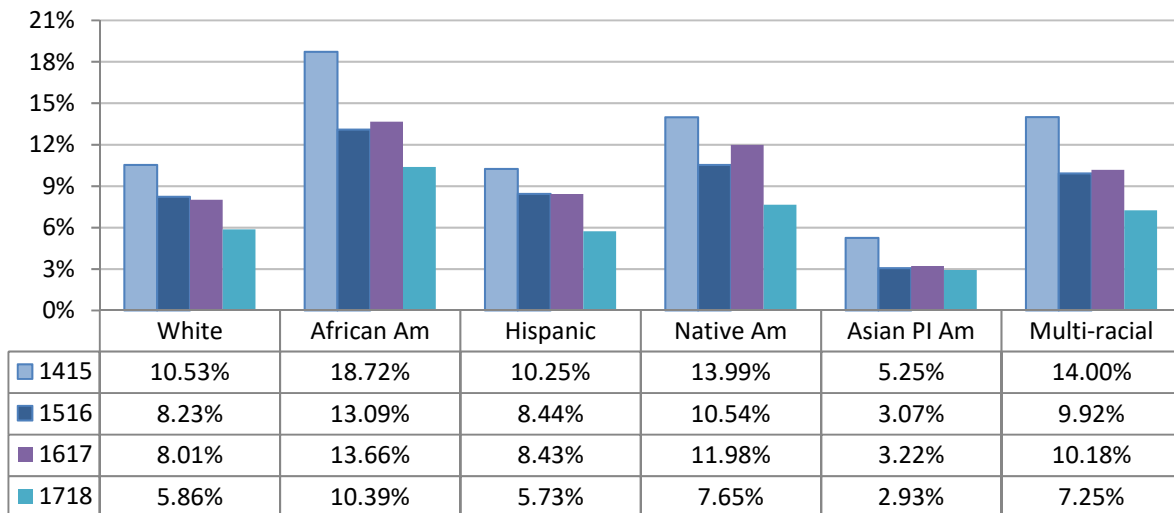
APPENDIX VI – 15

DISCIPLINE OUTCOMES

#	Table, Graph, or Chart
1	Graph: Total Discipline Rates by Ethnicity from 2014-15 to 2017-18
2	Table: Discipline Disparities – 4-Year Comparison
3	Graph: Out-of-School Suspension – Suspension Rates by Race / Ethnicity
4	Graph: Out-of-School Suspension Disparities – 4-Year Comparison
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1. Total Discipline Rates by Ethnicity from 2014-15 to 2017-18

The graph below shows student discipline rates by race/ethnicity for the past five years. The District reduced discipline rates for all groups in SY 2017-18. In 2014-15, the African American and Hispanic discipline rates were 19% and 10%, respectively. By 2017-18, the District had cut these rates almost in half.

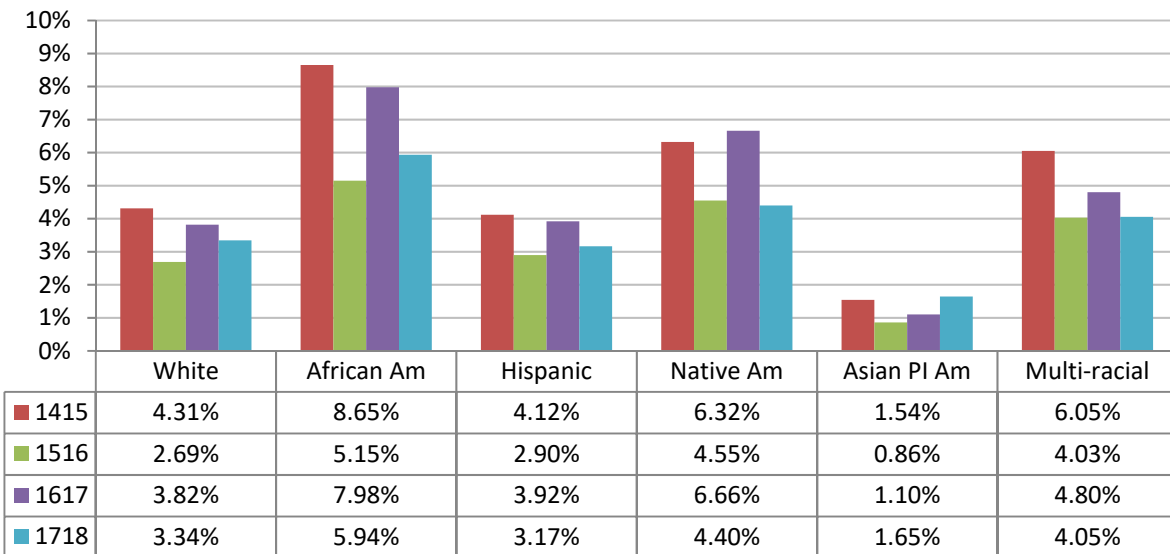


2. Discipline Disparities – 4-Year Comparison

The table below shows that the difference between African American and white discipline rates narrowed over the past four years. Even with an increase in SY2016-17, the District reduced the disparity significantly from 8.19 percent in SY2014-15 to 4.53 percent in SY2017-18. The table also shows that there is virtually no disparity in discipline rates between Hispanic and white students.

	White	African-American	Hispanic
2014-2015	10.53%	18.72%	10.25%
<i>Disparity w/white students</i>		8.19	-0.28
2015-2016	8.23%	13.09%	8.44%
<i>Disparity w/white students</i>		4.86	0.21
2016-2017	8.01%	13.66%	8.43%
<i>Disparity w/white students</i>		5.65	0.42
2017-2018	5.86%	10.39%	5.73%
<i>Disparity w/white students</i>		4.53	-0.14

3. Out-of-School Suspension – Suspension Rates by Race / Ethnicity



The graph above shows out-of-school suspension rates by race/ethnic group over the past five years. Suspensions fell for all groups from SY14-15 except Asian Pacific Islanders.

4. Out-of-School Suspension Disparities – 4-Year Comparison

As shown in the table below, the District reduced the disparity for out-of-school suspensions between African American and white students from 4.34 percent in SY2014-15 to 2.61 percent in SY2017-18. The table also shows virtually no disparity in out-of-school suspension rates between Hispanic and white students.

	White	African-American	Hispanic
2014-2015	4.31	8.65	4.12
<i>Disparity w/white students</i>		4.34	-0.19
2015-2016	2.69	5.15	2.90
<i>Disparity w/white students</i>		2.46	0.21
2016-2017	3.82	7.18	3.92
<i>Disparity w/white students</i>		3.36	0.10
2017-2018	3.33	5.94	3.16
<i>Disparity w/white students</i>		2.61	0.17

5. Suspension Proportionality

A “proportionality” index (p-index) divides the percentage of students within a racial/ethnic group that received a particular consequence (e.g., short- or long- term suspension) with the group’s percentage of enrollment. A p-index of 1.0 indicates that students in the group are suspended in the same proportion as their share of the total student population.¹

The District submits a report every year on short- and long-term discipline data. Based on this information, the District calculates the p-index for both short- and long-term suspensions, as shown in the tables below.

¹ The “proportionality” index is the equivalent of the Students Suspended Index (SSI) described by Dr. Charles M. Achilles in Chapter 8, Racial Disparities in School Discipline. In: Russell, C., D. Armor, and H.J. Walberg (eds.). School Desegregation in the 21st Century.

a. P-Index for African American Student Short-Term Suspensions

	2014-15	2015-16	2016-17	2017-18
District Enrollment	6%	9%	10%	9%
Short-Term Suspension	19%	17%	16%	16%
P-Index	3.17	1.89	1.60	1.78

Although African American students still received a disproportionate number of short-term suspensions, as is true across the country, the disproportionality has decreased substantially since SY2014-15, and slightly since 2015-16. In the District, fewer Hispanic students received short-term suspensions relative to the Hispanic student population.

b. P-Index for African American Student Long-Term Suspensions

	2014-15	2015-16	2016-17	2017-18
District Enrollment ²	6%	9%	10%	9%
Long-Term Suspension	16%	19%	19%	20%
P-Index	2.67	2.11	1.90	2.22

The number of African American students receiving long-term suspensions dropped from 48 in SY2014-15 to 40 in SY2017-18. Although African American students still received a disproportionate number of long-term suspensions, the disproportionality decreased since SY2014-15.

² Enrollment data includes all students who were enrolled at any given point during the school year. It is therefore higher than any single date enrollment such as 40th day.

c. Likelihood Ratio for Short-Term Suspensions

	2014-15	2015-16	2016-17	2017-18
AfAm/White Ratio	3.2	2.1	1.9	1.8
Hispanic/White Ratio	0.8	1.0	1.1	0.9

The District also calculates a likelihood ratio³ that compares the p-index for both African Americans and white students. In SY2014-15, African American students were 3.2 times more likely to have a short-term suspension than white students. By SY2017-18, the likelihood ratio had dropped to 1.8. Hispanic students are less likely than white students to be suspended.

d. Likelihood Ratio for Long-Term Suspensions

The likelihood that African American students were suspended long-term compared to white students fell from 3.5 in SY2014-15 to 2.2 in SY2017-18. Although African Americans were still overrepresented in suspensions, the District continues to reduce the disparity. Hispanic students are less likely than white students to be suspended.

Table 6.12: Likelihood Ratio for Long-Term Suspensions

	2014-15	2015-16	2016-17	2017-18
AfAm/White Ratio	3.5	2.2	2.3	2.2
Hispanic/White Ratio	1.2	1.0	1.1	0.9

³ The likelihood ratio is a measure of the relationship between two groups and is calculated by dividing the p-index of one group by another. A likelihood ratio of zero occurs when the p-index is one.