

APPENDIX VI – 22

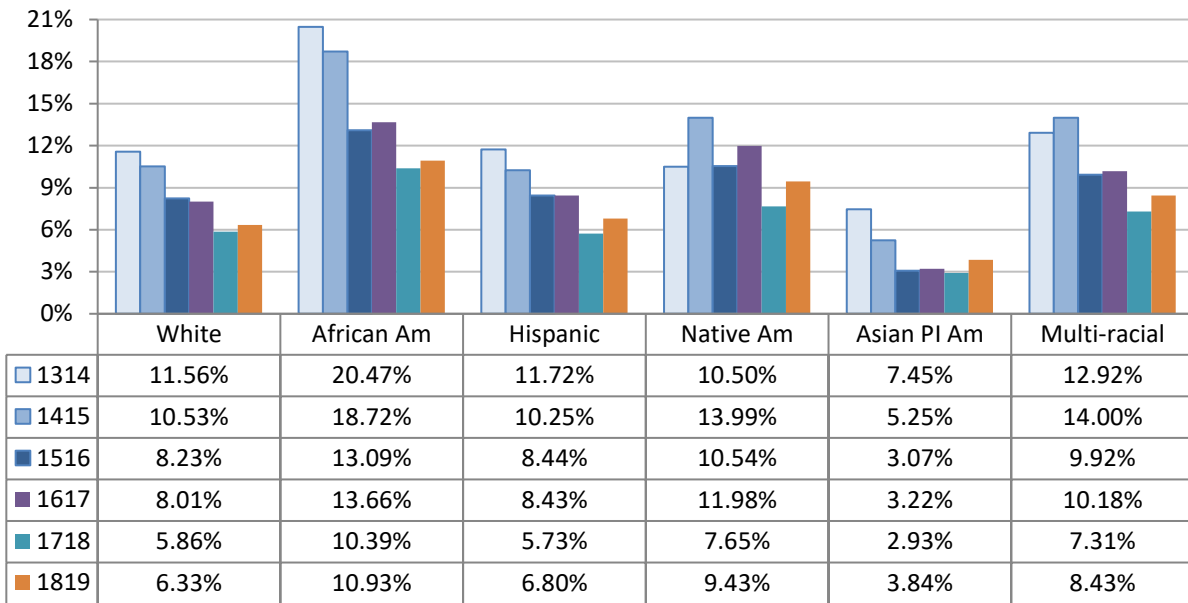
2018-19 Discipline Outcomes: Rates and Suspensions

This section includes data and analysis for two primary types of discipline outcomes: student discipline rates and out-of-school suspensions.

A. Student Discipline Rates

Graph 6.# below shows the student discipline rate by race/ethnicity for the past five years.

Graph 6.#: Total Discipline Rates by Ethnicity from 2013-14 to 2018-19



Discipline rates for SY2018-19 across all groups increased slightly. While there are slight fluctuations from year to year, the overall trend is a reduction in the differences in discipline rates between African American and White students. The District has reduced the nine percent difference that existed in 2013-14 to approximately four and a half percent (4.60). Furthermore, African American discipline rates for the past two years (10.39% and 10.93%) are lower than White rates for 2013-14 (11.56%).

There continues to be virtually no difference in discipline rates between Hispanic and White students (see Table 6.# below).

Table 6.#: Discipline Rates

Differences between White-African American, and White-Hispanic Rates

	White	African Am	Hispanic
2013-2014	11.56%	20.47%	11.72%
	Difference	8.91	0.16
2014-2015	10.53%	18.72%	10.25%
	Difference	8.19	-0.28
2015-2016	8.23%	13.09%	8.44%
	Difference	4.86	0.21
2016-2017	8.01%	13.66%	8.43%
	Difference	5.65	0.42
2017-2018	5.86%	10.39%	5.73%
	Difference	4.53	-0.14
2018-2019	6.33%	10.93%	6.80%
	Difference	4.60	0.47

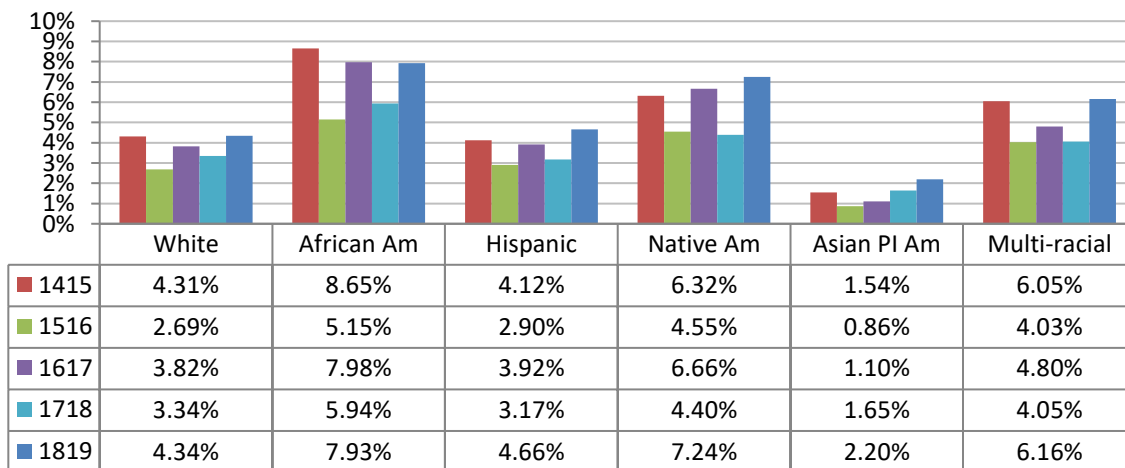
B. Out-of-School Suspension

The following narrative measures out of school suspensions three ways: (1) suspension rate differences between racial/ethnic groups, (2) suspension proportionality (P-Index), and (3) likelihood of suspension. Measures 2 and 3 are the strongest measures because they are proportional to student population.

1. Suspension Rates

Graph 6.X below shows out-of-school suspension rates by race/ethnic group since SY 2013-14. The number of students receiving an out of school suspension increased for all groups in 2018-19.

Graph 6.x.: Out of School Suspension Rates by Ethnicity from 2013-14 to 2018-19



**Table 6.#: Out-of-School Suspension
Differences between White-African American, and White-Hispanic Rates**

	White	African Am	Hispanic
2013-2014	4.00	7.91	4.09
	Difference	3.82	0.00
2014-2015	4.31	8.65	4.12
	Difference	4.53	0.00
2015-2016	2.69	5.15	2.90
	Difference	2.25	0.00
2016-2017	3.82	7.98	3.92
	Difference	4.06	0.00
2017-2018	3.34	5.94	3.16
	Difference	2.61	-0.17
2018-2019	4.34	7.93	4.66
	Difference	3.59	0.00

2. 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 Table 6.# and Table 6.# shows the p-index for both types of suspensions for African American and Hispanic students from SY2014-15 to SY2018-19.

Table 6.#: P-Index for African American Student Out-of-School Suspensions

School Year	2014-15	2015-16	2016-17	2017-18	2018-19
District Enrollment	6%	9%	10%	9%	10%
Short-Term Suspension	19%	17%	16%	16%	15%
P-Index	3.17	1.89	1.6	1.78	1.50

School Year	2014-15	2015-16	2016-17	2017-18	2018-19
District Enrollment	6%	9%	10%	9%	10%
Long-Term Suspension	16%	19%	19%	20%	18%
P-Index	2.67	2.11	1.90	2.22	1.80

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.

Table 6.#: P-Index for Hispanic students Out-of-School Suspensions

School Year	2014-15	2015-16	2016-17	2017-18	2018-19
District Enrollment	63%	61%	61%	61%	61%
Short-Term Suspension	51%	54%	56%	54%	57%
P-Index	0.81	0.89	0.92	0.89	0.93

School Year	2014-15	2015-16	2016-17	2017-18	2018-19
District Enrollment	63%	61%	61%	61%	61%
Long-Term Suspension	57%	57%	52%	54%	51%
P-Index	0.90	0.93	0.85	0.89	0.84

3. Likelihood Ratios

The District calculates a likelihood ratio that compares the p-index for white students against the p-index for African American and Hispanic students.

Table 6.#: Likelihood Ratio for Out of School Suspensions

Short-Term Suspensions

School Year	2014-15	2015-16	2016-17	2017-18	2018-19
AfAm/White Ratio	3.2	2.1	1.9	1.8	1.7
Hispanic/White Ratio	0.8	1.0	1.1	0.9	1.0

In SY2014-15, African American students were 3.2 times more likely to have a short-term suspension than white students. By SY2018-19, the likelihood ratio had dropped to 1.7. Hispanic students are less likely than white students to receive a short-term suspension.

Long-Term Suspensions

School Year	2014-15	2015-16	2016-17	2017-18	2018-19
AfAm/White Ratio	3.5	2.2	2.3	2.1	2.1
Hispanic/White Ratio	1.2	1.0	1.1	0.9	1.0

In SY2014-15, African American students were 3.5 times more likely to have a long-term suspension than white students. By SY2018-19, the likelihood ratio had dropped to 2.1. Hispanic students are just as likely as white students to receive a long-term suspension.