Data Snapshot: 2017-2018
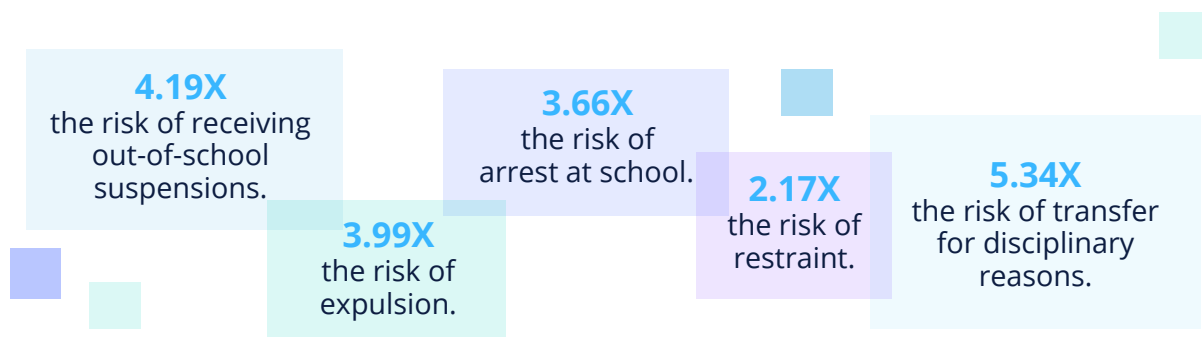# National Data on School Discipline by Race and Gender

The Georgetown Law Center on Poverty and Inequality's Initiative on Gender Justice & Opportunity and the RISE Research team at New York University has analyzed the US Department of Education's Office for Civil Rights Civil Rights Data Collection for the 2017-2018 academic year to examine the patterns in discipline in K–12 public schools.

Our analysis reveals widespread discipline disparities by race and gender in all six main categories for which data was collected: rates of suspension, expulsion, arrest, restraints, referral to law enforcement, and transfers to alternative schools for disciplinary reasons.

Accounting for enrollment, students of color were overdisciplined in all categories of school discipline compared to white students. Black students were the most overdisciplined group across all six categories.

Importantly, our analysis also revealed that girls of color were overdisciplined compared to their white counterparts at even higher rates than boys of color compared to white boys, with only two exceptions.* In fact, Black girls have the highest rate of overrepresentation compared to white youth of any other race and gender group.

Compared to white girls, Black girls had:

4.19X
the risk of receiving out-of-school suspensions.

3.66X
the risk of arrest at school.

2.17X
the risk of restraint.

5.34X
the risk of transfer for disciplinary reasons.

3.99X
the risk of expulsion.

Girls who were identified as Native American, as having 'two or more races', as Hawaiian/Pacific Islander (HI/PI) and as Hispanic also had a higher risk of school discipline than white girls in almost every category. For all these groups, the risk was similar—but usually higher—than that of their boy counterparts.**
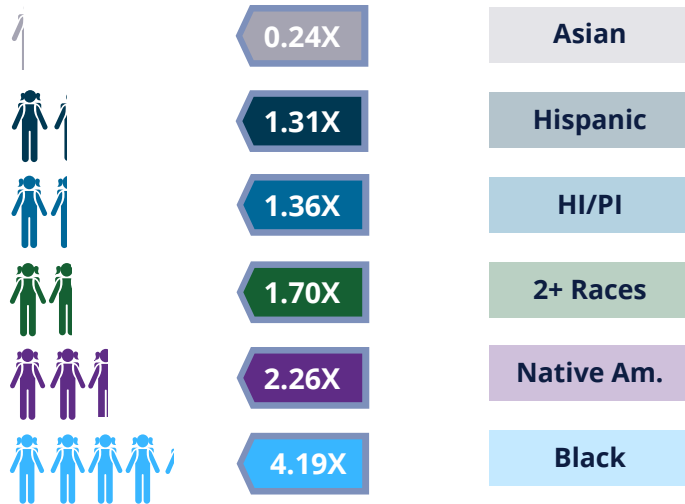
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* There are only two exceptions to this finding. First, for Asian girls, the risk of discipline was less than that of white girls and boys. Second, the risk of transfer for Native American and Hawaiian/Pacific Islander girls was lower than that of white girls.

** Girls who were identified as belonging to 'two or more races' likely include a significant percentage of Hispanic girls.
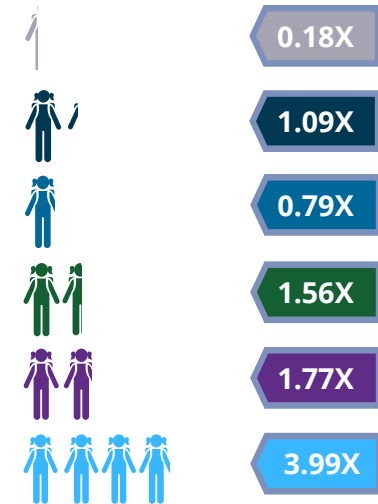
Data Snapshot: 2017-2018
National Data on School Discipline by Race and Gender

Black and Native American girls had the highest risk of suspension and expulsion. In addition, Black girls had an even higher risk of receiving more than one out of school suspension—7.3 times that of white girls.
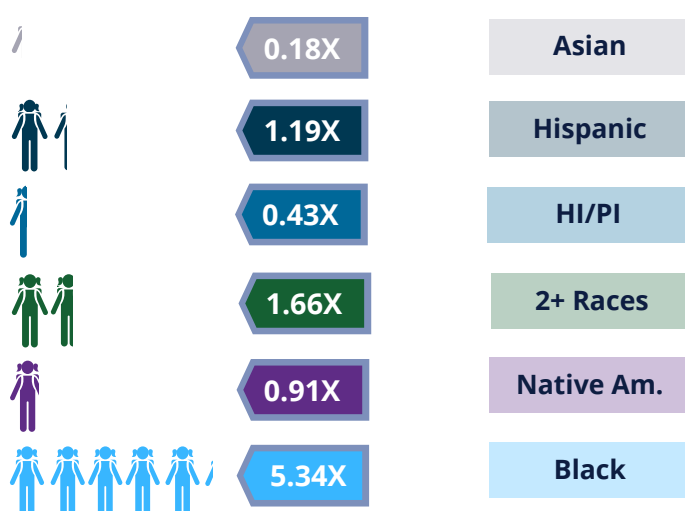
Suspension Rate Compared to White Girls

Race	Rate
Asian	0.24X
Hispanic	1.31X
HI/PI	1.36X
2+ Races	1.70X
Native Am.	2.26X
Black	4.19X

Expulsion Rate Compared to White Girls

| Race	Rate
Asian	0.18X
Hispanic	1.09X
HI/PI	0.79X
2+ Races	1.56X
Native Am.	1.77X
Black	3.99X

In the categories of transfers to alternative schools for disciplinary reasons and the rate of restraints used, Black girls had a much higher risk than all other girls. In addition, Black girls had an even higher risk of receiving a mechanical restraint—5 times that of white girls.

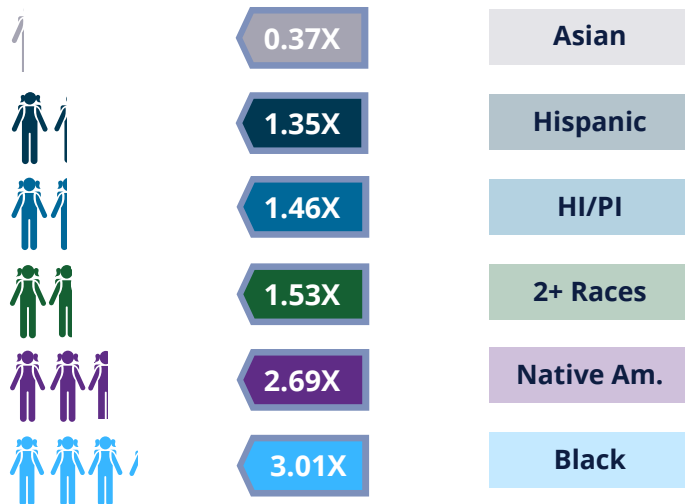## Transfer Rate Compared to White Girls

Race	Rate
Asian	0.18X
Hispanic	1.19X
HI/PI	0.43X
2+ Races	1.66X
Native Am.	0.91X
Black	5.34X

Rate of Restraints Compared to White Girls
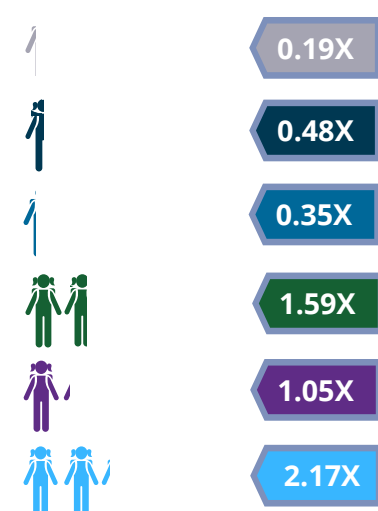
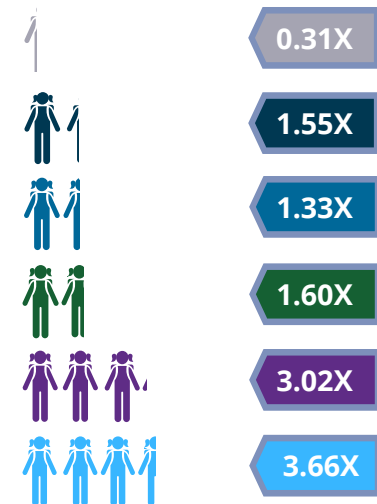| Race	Rate
Asian	0.19X
Hispanic	0.48X
HI/PI	0.35X
2+ Races	1.59X
Native Am.	1.05X
Black	2.17X

Data Snapshot: 2017-2018
National Data on School Discipline by Race and Gender

Black and Native American girls had the highest risk of referrals to law enforcement and risk of arrest.

Referral Rate
Compared to White Girls

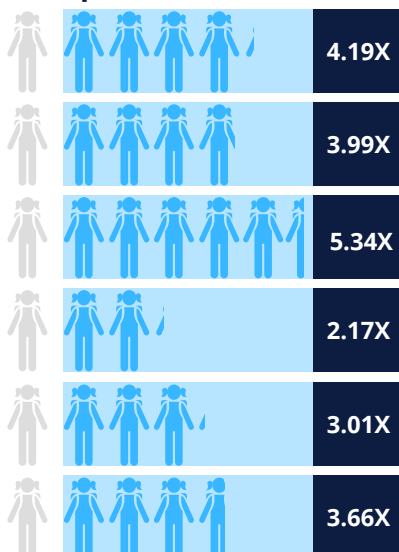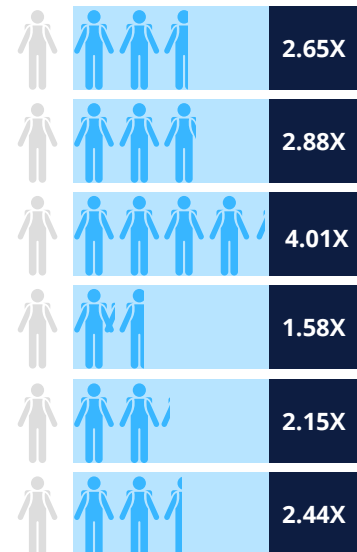|		
0.37X	Asian	0.31X
1.35X	Hispanic	1.55X
1.46X	HI/PI	1.33X
1.53X	2+ Races	1.60X
2.69X	Native Am.	3.02X
3.01X	Black	3.66X

Arrest Rate
Compared to White Girls

The gap in risk of disciplinary incidents between Black girls and white girls is larger than the gap between Black boys and white boys.

Black Girls
Compared with White Girls

Black Boys
Compared with White Boys

Black Girls		Black Boys
4.19X	Suspension Rate	2.65X
3.99X	Expulsion Rate	2.88X
5.34X	Transfer Rate	4.01X
2.17X	Rate of Restraints	1.58X
3.01X	Referral Rate	2.15X
3.66X	Arrest Rate	2.44X

Data Snapshot: 2017–2018
National Data on School Discipline by Race and Gender

This analysis of the 2017-2018 data reveals that girls of color are at a far higher risk of discipline in schools—more so than boys of color. Black girls, in particular, are restrained and transferred to alternative schools at alarmingly disproportionate rates. Exclusionary discipline is strongly associated with a host of negative outcomes affecting student wellness, including increased disengagement, feelings of stress and isolation, poorer academic achievement, and increased likelihood of involvement with juvenile justice systems.

Research is needed to examine the sources of these disparities and develop concrete solutions to eradicate them. All efforts should center the voices and perspectives of girls of color; and structural solutions, such as improving school responses to girls' behavior, increasing mental health resources in school, reducing the policing of girlhood, and the criminalization of girls' trauma, should be prioritized.
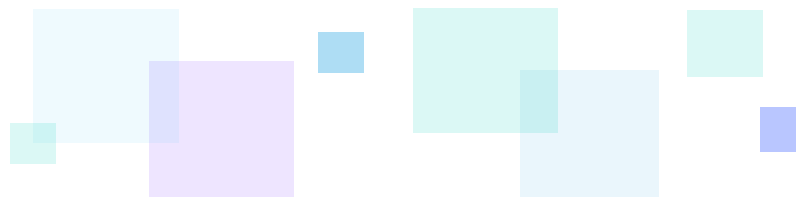
Note: This fact sheet controls for enrollment rates. Analyses are inclusive of all students, including those with and without disabilities. The CRDC data does not have a field to account for gender non-conforming individuals and uses dichotomous boy/girl categories. Risk indices were calculated by first dividing the total number disciplinary incidents by total student enrollment for each combination of race and gender and, second, comparing this rate to the analogous calculations for white girls (or boys). For example, (# of suspensions for black girls/# of black girls enrolled)/(# of suspensions for white girls/# of white girls enrolled).

Source: United States Department of Education. Office for Civil Rights. 2017-18 Civil Rights Data Collection. https://www2.ed.gov/about/offices/list/ocr/data.html