

**Student Discipline in Clarke County School District, Georgia:
An Analysis of Trends and Disproportionalities in Disciplinary
Infractions and Consequences, 2014-15 – 2017-18**

Richard O. Welsh
University of Georgia

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Executive Summary

Racial, gender and income disproportionalities in disciplinary outcomes raise serious questions about educational equity in districts and schools nationwide (Welsh & Little, 2018a). This preliminary report of ongoing mixed methods research uses a four-year panel (2014-15 through 2017-18) of de-identified student-level data from all K-12 schools in Clarke County School District (CCSD), Georgia to document the disproportionalities in disciplinary infractions and consequences longitudinally. The analysis is guided by the following research questions:

- (1) To what extent do the frequency, types of, and relationship between disciplinary infractions and consequences vary over time?
- (2) To what extent do the (a) frequency and types of disciplinary infractions and, (b) frequency and severity of disciplinary consequences vary by student characteristics (namely race/ethnicity, gender, special education status, homelessness status, migrant status, gifted status, and English Language Learner (ELL))?

The report is divided into six interrelated sections. In the first section, I examine the number of reported disciplinary infractions (reported referrals by schools) over the period of study. In the second section, I examine the frequency of the various types of disciplinary infractions (e.g., student incivility, battery, and fighting). In the third section, I analyze disciplinary consequences (e.g., in-school suspension (ISS) and out of school suspension (OSS)). Following this, I link disciplinary infractions and consequences. Next, I examine the variation in reported disciplinary infractions by student characteristics over the period of study. Finally, I consider the variation in disciplinary consequences (e.g., OSS) across student groups.

A number of findings have emerged from this preliminary analysis.

Trends in Infractions

- Between 2015 and 2018, CCSD experienced increases in the number of disciplinary incidents. There was a 62% increase in reported disciplinary infractions over the four-year period (from 6,829 in 2015 to 11,071 in 2018).
- The majority of infractions occur in middle schools (40%). Middle and high schools account for nearly 80% (4 out of every five) of disciplinary infractions.
- The increase in disciplinary infractions in middle schools is readily apparent. Between 2015 and 2018, infractions in elementary schools increased by 792 incidents (52%), infractions in middle schools increased by 2,701 (109%), infractions in high schools increased by 789 incidents (28%).
- Subjective offenses (student incivility, break rules, and disorderly conduct) account for the majority of disciplinary infractions (40%), followed by staff and student assault and property-related offenses (battery, breaking and entering, arson, bullying, computer trespass, fighting, physical aggression, threat/intimidation, larceny, vandalism, verbal aggression, sexual offenses) (33%), and attendance-related infractions (15%). Possession (2%) and weapons related (1%) infractions account for less than 5% of all infractions.
- There are noteworthy variations in infractions across elementary, middle and high schools. Attendance related infractions are a major concern in high schools.

Trends in Consequences

- Most disciplinary infractions are resolved using suspensions. Suspensions – whether ISS (29%) or OSS (28%) - account for more than half of disciplinary resolutions (57%).
- Over the period of study, there was an increase in the use of ISS and decrease in the use of OSS. 2017 was the first year that ISS was the most popular consequence.
- OSS is used more frequently in elementary schools (49%) than middle (20%) and high (24%) schools.
- ISS is used more in high schools (40%) than middle (32%) schools.

Trends in the Relationship between Infractions and Consequences

- Attendance-related offenses and student incivility account for roughly half of all ISS.
- In middle schools, most ISS is for student incivility (39%) whereas in high schools most ISS is for attendance-related infractions (54%).
- The top three disciplinary infractions resulting in OSS are: (a) fighting (20%), (b) student incivility (14%) and, (c) physical aggression (11%).
- OSS was most frequently used for student incivility (28%) in elementary schools and fighting in both middle schools (31%) and high schools (21%).

Disproportionalities in the Students Referred for Disciplinary Infractions

- The results indicate that African American students, male students, homeless students, and students with disabilities are referred for disciplinary infractions at disproportionately higher levels than their district enrollment whereas Hispanic, Asian, White, ELL, and gifted students are disciplined at lower rates relative to district enrollment.
- African American students (50% of CCSD enrollment but 80% of students referred for disciplinary infractions), male students (52% of CCSD enrollment but two-thirds of students referred for disciplinary infractions), homeless students (5% of CCSD enrollment but 10% of students referred for disciplinary infractions) and students with disabilities (14% of CCSD enrollment but 30% of students referred for disciplinary infractions) form the majority of the students referred for disciplinary infractions in CCSD.
- Intersectionalities illuminate disproportionalities. Over the period of study (2015-2018): African American male students account for 25% of CCSD enrollment but 52% of the students disciplined in CCSD; African American female students account for 24% of CCSD enrollment but 29% of the students disciplined in CCSD; African American students with disabilities account for 9% of CCSD enrollment but 23% of students disciplined in CCSD; African American male students with disabilities account for 6% of CCSD enrollment but 18% of the students disciplined in CCSD; African American female students with disabilities account for 3% of CCSD enrollment but 6% of the

students disciplined in CCSD; African American homeless students account for 3% of CCSD enrollment but 8% of the students disciplined in CCSD.

- The disproportionalities in students referred for disciplinary infractions are largely similar across the types of disciplinary infractions and schooling levels with a few exceptions. In elementary schools, male students account for an alarming 80% of disciplined students, a noticeably higher proportion than middle and high schools (roughly 60%). Similarly, in elementary schools, students with disabilities and Black homeless students constitute a higher proportion of disciplined students relative to middle and high schools.

Disproportionalities in the Students Receiving Disciplinary Consequences

- Similar to infractions, African American students, male students, homeless students and students with disabilities disproportionately receive suspensions (ISS and OSS) relative to their enrollment. On the other hand, Hispanic, Asian, White, migrant, gifted and ELL students receive less suspensions relative to their enrollment.
- African American students, male students and students with disabilities account for the bulk of days lost to suspensions.
- African Americans students (78%), male students (63%) and students with disabilities (24%) account for the majority of days lost to ISS. Black male students lost the most days due to ISS. Roughly half of all the days lost in CCSD due to ISS (48%) are experienced by Black male students (relative to 30% for Black female students).
- African American students, especially Black male students and Black male students with disabilities represent the lion's share of students who are suspended and suffer the greatest amount of lost instructional time due to school discipline. Black boys constitute 25% of CCSD's enrollment but account for 50% of ISS and 55% of OSS.

Policy and Practice Recommendations

- Consider school discipline challenges, policies, practices and interventions by the level of schooling.
- Intensify focus on disciplinary infractions and consequences in middle schools.
- Expand the available disciplinary consequences in elementary schools as well as explore policies and practices to reduce the use of OSS for subjective offenses in elementary schools.
- Focus on the disciplinary process and behavior management of Black male students, especially in elementary schools.
- Reduce the use of OSS for attendance related infractions in high schools.
- Focus on the disciplinary process in transition years.

I. The Frequency of Disciplinary Infractions

Table 1 presents the frequency of reported disciplinary infractions in the past four years (2014-15 through to 2017-18).

Table 1. *Disciplinary Infractions in CCSD, 2015-2018*

	2015	2016	2017	2018	Total
Total number of disciplinary infractions	6,829	8,194	10,079	11,071	36,173
Number of unique students disciplined	2,089	2,344	2,438	2,571	5,478
<i>Elementary Schools</i>					
Total number of disciplinary incidents	1,505	1,518	2,196	2,297	7,516
Number of unique students disciplined	658	690	780	736	1,939
<i>Middle schools</i>					
Total number of disciplinary incidents	2,480	2,869	4,078	5,141	14,568
Number of unique students disciplined	625	722	719	828	2,049
<i>High Schools</i>					
Total number of disciplinary incidents	2,794	3,738	3,731	3,583	13,846
Number of unique students disciplined	792	912	922	1,004	2,451

Note. 2015=2014-15. Table 1A in the appendix presents the frequency of disciplinary infractions for each school in CCSD between 2015 and 2018.

- There has been a consistent increase in disciplinary infractions in CCSD between 2014-15 and 2017-18. The number of infractions rose from just under 7,000 in 2015 to just over 11,000 in 2018 (a 62% increase over the period of study).
- The rate of increase in disciplinary infractions varied across years: between 2015 and 2016, the number of infractions increased by 1,365 (20%); between 2016 and 2017, the number of infractions increased by 1,885 (23%); and between 2017 and 2018, the number of infractions increased by 992 (10%).
- The majority of infractions occur in middle schools (40%). Middle and high schools account for the nearly 80% (4 out of every five) of disciplinary infractions.
- The increase in disciplinary infractions in middle schools is readily apparent. Between 2015 and 2018, infractions in elementary schools increased by 792 incidents (52%), infractions in middle schools increased by 2,701 (109%), infractions in high schools increased by 789 incidents (28%).
- The number of disciplinary infractions in high schools increased noticeably between 2015 and 2016. Since 2016, disciplinary infractions in high school have been marginally declining.
- The number of disciplinary infractions in middle schools increased slightly between 2015 and 2016. There were considerable increases between 2016 and 2017 (1,209 incidents or 42%) and 2017 and 2018 (1,063 or 26%).
- Similar to middle schools, the number of disciplinary infractions in elementary schools increased marginally between 2015 and 2016. There was a noticeable jump between 2016 and 2017 (increase by 678 incidents or 45%). The number of infractions slightly increased between 2017 and 2018.

- The number of school discipline incidents vary across schools. In another upcoming report, school-level and grade-level differences in disciplinary infractions, consequences and disproportionalities within CCSD will be analyzed and discussed in greater detail.

II. The Types of Disciplinary Infractions

Table 2 summarizes the variation in infractions across schooling levels.

Table 2. *Disciplinary Infractions by the Level of Schooling, 2015-2018*

	Elementary	Middle	High
<i>Infractions</i>			
Subjective offenses	0.40 (0.49)	0.49 (0.50)	0.32 (0.47)
Staff/student assault and property related offenses	0.44 (0.44)	0.38 (0.48)	0.22 (0.42)
Possession related offenses	0.002 (0.05)	0.02 (0.15)	0.03 (0.16)
Weapons related offenses	0.008 (0.09)	0.01 (0.10)	0.01 (0.11)
Attendance and dress related offenses	0.0007 (0.03)	0.03 (0.17)	0.36 (0.48)

Note. Table 2A in the appendix presents the frequency (count and percentages) of the type disciplinary infractions in CCSD (listed individually). Tables 3A through to 5A disaggregates the frequency of the types of disciplinary infractions by the level of schooling. In this preliminary report, a handful of individual infractions such as unsafe behavior and repeated offenses have not been categorized.

- The results indicate that subjective offenses and staff/student and property assault offenses are pervasive across elementary, middle and high schools.
- Subjective offenses (student incivility, break rules, and disorderly conduct) account for the majority of disciplinary infractions (40%), followed by staff and student assault and property-related offenses (battery, breaking and entering, arson, bullying, computer trespass, fighting, physical aggression, threat/intimidation, larceny, vandalism, verbal aggression, sexual offenses) (33%), and attendance-related infractions (15%). Possession (2%) and weapons related (1%) infractions account for less than 5% of all infractions.
- The majority of disciplinary infractions falls into six categories: (a) Student incivility (levels 1-3, most infractions are level one) (22%), (b) Attendance related (15%), (c) Fighting (levels 1-3, most infractions are level one) (12%), (d) Disorderly conduct (levels 1-3, most infractions are level one) (10%), (e) Physical aggression (8%), and (f) Break rules (8%).
- There was an increase in the frequency of subjective infractions over time. For instance, in 2015, subjective offenses accounted for 36% of disciplinary infractions and in 2018 subjective offenses accounted for 45% of disciplinary infractions (an 9% increase over four years). Subjective offenses are highest in middle schools followed by elementary schools and high schools.
- Fighting accounts for roughly a tenth of all infractions and is the most frequent among staff/student/property assault related incidents. Less than 5% of incidents are for bullying.
- Possession and weapons-related infractions account for a very low proportion of disciplinary infractions.
- Between 2015 and 2018, student incivility, attendance-related infractions, and fighting experienced consistent increases. For example, student incivility increased by 346 from 2015-2016, by 806 from 2016-2017, and by 1,325 from 2017-2018. Attendance-related infraction increased by 75 or more each year between 2015 and 2018 and fighting level one increased by 131 or more each year between 2015 and 2018.

- The yearly fluctuation between 2017 and 2018 in several categories is of particular note: there was a ten-percentage point jump in student incivility (21% to 31%); an eight-percentage point increase in disorderly conduct (5% to 13%); an eight-percentage point increase in battery (from less than 1% to nearly 8%). These fluctuations may be due to changes in reporting (further details are provided in the appendix).
- In elementary schools, the majority of infractions fall into five categories: (a) Student incivility (23%), (b) Physical Aggression (17%), (c) Fighting (13%), (d) Disorderly conduct (12%) and, (e) unsafe behavior (7%).
- In middle schools, the majority of infractions fall into four types: (a) Student incivility (33%), (b) Fighting (16%), (c) Disorderly conduct (11%), and (d) Physical aggression (7%). Nearly half of all disciplinary infractions in middle schools are due to subjective offenses. Attendance-related (3%) account for less than 5% of disciplinary infractions in middle schools.
- In high schools, the majority of infractions falls into five types: (a) Attendance-related (36%), (b) Break rules (14%), (c) Student incivility (11%), (d) Disorderly conduct (7%) and (e) Fighting (7%).
- There is variation in the infractions across schooling levels. In elementary schools, staff/student and property assault offenses account for most of the infractions (44%), whereas in middle schools, subjective offenses make up the bulk of infractions (49%) and in high schools, attendance related offenses (36%).
- Attendance related offenses are only a major concern in high schools.

III. Disciplinary Consequences

Table 3 illustrates the frequency of disciplinary consequences.

Table 3. *Frequency of Disciplinary Consequences in CCSD, 2015-2018*

Disciplinary Consequences	2015	2016	2017	2018	Total
Out of-school suspensions	2,102 31%	2,597 32%	2,563 26%	2,740 25%	10,002 28%
In-school suspensions	1,879 28%	2,232 27%	2,907 29%	3,388 31%	10,406 29%
Warning/student conference	843 12%	1,260 15%	1,398 14%	1,838 17%	5,339 15%
Parent conference/notification	602 9%	599 7%	1,128 11%	1,441 13%	3,770 11%
Removed from class/time out	510 8%	558 7%	457 5%	n/a n/a	1,525 4%
Suspended from Riding Bus	259 4%	203 2%	327 3%	350 3%	1,139 3%
Referral to CCSD hearing	137 2%	189 2%	169 2%	160 1%	655 2%
Lunch detention	33 0%	21 0%	383 4%	199 2%	636 2%
Labeled chronic	57 1%	143 2%	115 1%	16 0%	331 1%
N (observations)	6,422	7,802	9,447	10,132	33,803

Note. There are several other disciplinary resolutions that each accounted for less than 1% of total resolutions including: Suspension of privileges, separated in class, Saturday school, referral to law enforcement, referral to counseling/SST, Physical restraint, peer mediation, other serious, juvenile court, expulsion, determine manifestation, behavior plan/contract, assignment to CCSD alternative school and after-school detention. Tables 6A through 8A in the appendix illustrates the frequency of the various disciplinary consequences by levels of schooling.

- Most disciplinary infractions are resolved using suspensions. Suspensions – whether ISS (29%) or OSS (28%) - account for more than half of disciplinary resolutions (57%).
- Although the number of OSS have increased over the period of study (the number of OSS declined between 2016 and 2017), the proportion of OSS of all disciplinary consequences decreased over time. This indicates OSS is being used at a decreasing rate. The use of OSS has decreased noticeably over time. There was a marked drop between 2016 and 2017 (from 32% to 26%).
- The use of ISS has increased steadily over time. Over the period of study, there was an increase in the use of ISS and decrease in the use of OSS. 2017 was the first year that ISS was the most popular consequence.
- A considerable proportion of disciplinary infractions were resolved using consequences that did not include school exclusion (e.g., suspensions, expulsions or assignment to alternative schools). These disciplinary consequences include: (a) warning/student conference (15%), (b) parent notification/conference (11%), and (c) removed from class/time out (5%).
- The use of warning/student conference and parent notification have increased over time.

- Less than 5% of disciplinary infractions resulted in expulsions and assignment to alternative schools respectively.
- Nearly half of all infractions in elementary schools are resolved using OSS (49%). Other notable disciplinary consequences in elementary schools include: (a) removed from class/time out (11%), (b) suspended from riding bus (11%), and (c) parent notification/conference (8%).
- About a third of disciplinary infractions in middle schools are resolved with ISS. OSS, parent notification/conference and, student conference/warning each accounted for a fifth of disciplinary resolutions in middle schools.
- About two-thirds of disciplinary resolutions in high schools are suspensions – ISS (40%) and OSS (24%). Other notable consequences in high schools include: (a) warning/student conference (15%).
- OSS is used more frequently in elementary schools (49%) than middle (20%) and high (24%) schools; however, ISS is used more in high schools (40%) than middle (32%) and elementary (3%) schools.

Table 4 illustrates the days of instruction lost to suspensions.

Table 4. *Lost Days due to Suspensions*

	2015	2016	2017	2018	Total
Days lost to OSS	5,281	6,539	6,206	6,428	24,454
Days lost to ISS	2,681	3,227	3,897	4,816	14,621
Total days lost due to suspensions	7,962	9,766	10,103	11,244	39,075
<i>Elementary Schools</i>					
Days lost to OSS	1,110	1,267	1,444	1,487	5,308
Days lost to ISS	102	55	65	0	222
Total days lost due to suspensions	1,212	1,322	1,509	1,487	5,530
<i>Middle Schools</i>					
Days lost to OSS	1,354	1,903	2,038	2,560	7,855
Days lost to ISS	1,267	1,634	1,812	2,331	7,044
Total days lost due to suspensions	2,621	3,537	3,850	4,891	14,899
<i>High Schools</i>					
Days lost to OSS	2,539	3,221	2,501	2,360	10,621
Days lost to ISS	1,312	1,538	2,020	2,485	7,355
Total days lost due to suspensions	3,851	4,759	4,521	4,845	17,976

- Over the period of study, students in CCSD lost over 39,000 days of instruction due to suspensions.
- The number of days lost to suspensions has increased over time – ISS by 2,135 days (80%) and OSS by 1,147 days (22%).
- OSS accounted for 9,833 more lost days over the period of study than ISS.
- In elementary schools, the number of days lost to OSS have increased over time, in middle schools, both the number of days lost to OSS and the number of days lost to ISS have increased over time, whereas in high schools, the number of days lost to OSS have decreased but the number of days lost to ISS have increased.

IV. Linking Infractions to Consequences

Table 5 summarizes the disciplinary infractions resulting in ISS and OSS by schooling levels.

Table 5. *Infractions leading to OSS and ISS in CCSD, 2015-2018*

	Elementary	Middle	High
<i>Infractions leading to OSS</i>			
Subjective offenses	0.40 (0.49)	0.35 (0.48)	0.26 (0.44)
Staff/student assault and property related offenses	0.47 (0.50)	0.51 (0.49)	0.49 (0.50)
Possession related	0.003 (0.05)	0.03 (0.18)	0.04 (0.20)
Weapons related	0.01 (0.11)	0.02 (0.13)	0.02 (0.13)
Attendance and dress related	0.0008 (0.03)	0.007 (0.09)	0.14 (0.34)
N (observations)	3,593	2,942	3,333
<i>Infractions leading to ISS</i>			
Subjective offenses	N/A	0.56 (0.49)	0.30 (0.46)
Staff/student assault and property related offenses	N/A	0.32 (0.46)	0.11 (0.31)
Possession related	N/A	0.007 (0.09)	0.006 (0.08)
Weapons related	N/A	0.001 (0.03)	0.0001 (0.01)
Attendance and dress related	N/A	0.03 (0.17)	0.54 (0.50)
N (observations)		4,712	5,491

Note. Numerous tables in the appendix provides further details on the relationship between disciplinary infractions and consequences. Table 9A summarizes the individual infractions resulting in an ISS, Tables 10A and 11A presents the disciplinary infractions resulting in ISS in middle and high schools respectively, Table 12A summarizes the individual infractions resulting in an OSS, Tables 13A through 15A presents the disciplinary infractions resulting in OSS in elementary, middle and high schools respectively. Tables 16A through 18A lists the infractions resulting in warning/student conference, parent notification and time out respectively.

- The leading cause of ISS is attendance related infraction (29%), student incivility (22%) and break rules (13%). Attendance-related infractions and student incivility account for roughly half of all ISS.
- The use of ISS for attendance-related infraction and student incivility have increased over time, especially between 2017 and 2018.
- The relationship between infractions and ISS vary by schooling level (middle versus high schools). In middle schools, most ISS is for student incivility (39%) whereas in high schools most ISS is for attendance-related infractions (54%).
- The top three disciplinary infractions resulting in OSS are: (a) fighting (20%), (b) student incivility (level one) (14%) and, (c) physical aggression (11%).
- OSS was most frequently used for student incivility (28%) in elementary schools and fighting in both middle schools (31%) and high schools (21%).
- Attendance, student incivility and break rules are the major infractions resulting in warning/student conference.
- The top four infractions resulting in a parent conference were: student incivility (23%), physical aggression (15%), disorderly conduct- level one (14%), and fighting-level one (11%).

V. The Characteristics of Students Referred for Disciplinary Infractions

Table 6. *Characteristics of Disciplined Students by Schooling Level, 2015-2018*

	District enrollment	Elementary	Middle	High
African American	50%	0.81 (0.40)	0.81 (0.39)	0.81 (0.40)
Hispanic	24%	0.07 (0.26)	0.08 (0.27)	0.11 (0.31)
Asian	2%	0.001 (0.04)	0.001 (0.03)	0.001 (0.04)
White	20%	0.09 (0.28)	0.06 (0.24)	0.05 (0.21)
Multi-race	4%	0.03 (0.18)	0.04 (0.21)	0.03 (0.17)
Pacific		0.001 (0.04)	0.0004 (0.02)	0.0003 (0.02)
American Indian		0.0002 (0.02)	0	0.0004 (0.02)
Male	52%	0.79 (0.40)	0.65 (0.48)	0.60 (0.49)
Homeless	5%	0.11 (0.31)	0.11 (0.31)	0.06 (0.24)
Migrant	Less than 1%	0.002 (0.04)	0.003 (0.06)	0.003 (0.05)
Gifted/Talented	14%	0.05 (0.21)	0.03 (0.18)	0.04 (0.20)
Special Education status	14%	0.34 (0.48)	0.28 (0.45)	0.23 (0.42)
ELL	9%	0.03 (0.16)	0.02 (0.18)	0.02 (0.15)
Switched schools in summer (btw yr student mobility)		0.12 (0.32)	0.08 (0.27)	0.03 (0.17)
Switched schools during the school year (mid yr mobility)		0.06 (0.03)	0.09 (0.18)	0.10 (0.21)
Math proficient	32%	0.09 (0.28)	0.05 (0.22)	N/A
ELA proficient	28%	0.07 (0.25)	0.05 (0.22)	N/A
Math Z score (relative to school)		-0.55 (0.79)	-0.70 (0.66)	-0.66 (0.83)
ELA Z score (relative to school)		-0.59 (0.85)	-0.75 (0.77)	-0.73 (0.95)
Math Z score (relative to district)		-0.70 (0.70)	-0.70 (0.62)	-0.66 (0.81)
ELA Z score (relative to district)		-0.73 (0.77)	-0.74 (0.74)	-0.72 (0.93)
<i>Intersectionalities</i>				
Black X Male	25%	0.63 (0.48)	0.52 (0.50)	0.46 (0.50)
Black X Female	24%	0.17 (0.38)	0.29 (0.45)	0.34 (0.48)
Black X Special Education Status	9%	0.27 (0.44)	0.24 (0.42)	0.20 (0.40)
Black X Male X Special Education Status	6%	0.23 (0.42)	0.17 (0.37)	0.15 (0.36)
Black X Female X Special Education Status	3%	0.04 (0.20)	0.07 (0.25)	0.05 (0.22)
Black X Homeless	3%	0.09 (0.29)	0.09 (0.30)	0.05 (0.23)
N (observations)		7,516	14,568	13,846

Note. Tables 19A presents the characteristics of students receiving a referral in CCSD over time. Table 33A presents the characteristics of disciplined students by grade. Tables 20A-23A present the characteristics of the students disciplined by the type of infraction (student incivility, disorderly conduct, fighting and attendance related infractions).

- The results indicate that African American students, male students, homeless students, and students with disabilities are referred for disciplinary infractions at disproportionately higher levels than their district enrollment whereas Hispanic, Asian, White, ELL, and gifted students are disciplined at lower rates relative to district enrollment.

- African American students account for the majority of disciplinary infractions. African American students comprise 50% of CCSD's enrollment but 80% of students referred for disciplinary infractions.
- Male students account for roughly two-thirds of the students committing disciplinary infractions (receiving discipline referrals) but constitute only 52% of CCSD's enrollment.
- Over the period of study, the percentage of students receiving referrals for disciplinary infractions who are Black males slightly increased (51% to 54%) whereas the percentage of these students who are Black females marginally decreased (29% to 27%).
- About a third of disciplined students receive special education services yet only 14% of CCSD's enrollment is students with disabilities.
- The percentage of disciplined students with special education status increased over time. Between 2015 and 2018 students with disabilities were the only student group to experience a consistent increase over the period of study.
- Intersectionalities illuminate disproportionalities. Over the period of study (2015-2018): African American male students account for 25% of CCSD enrollment but 52% of the students disciplined in CCSD; African American female students account for 24% of CCSD enrollment but 29% of the students disciplined in CCSD; African American students with disabilities account for 9% of CCSD enrollment but 23% of students disciplined in CCSD; African American male students with disabilities account for 6% of CCSD enrollment but 18% of the students disciplined in CCSD; African American female students with disabilities account for 3% of CCSD enrollment but 6% of the students disciplined in CCSD; African American homeless students account for 3% of CCSD enrollment but 8% of the students disciplined in CCSD.
- The percentage of Black students with disabilities receiving referrals for disciplinary infractions has increased consistently over the period of study. This is especially apparent for Black male students with special education status.
- The results are largely similar across schooling levels with a few exceptions. In elementary schools, male students account for 80% of disciplined students, a noticeably higher proportion than middle and high schools (roughly 60%). Similarly, in elementary schools, students with disabilities and Black homeless students constitute a higher proportion of disciplined students relative to middle and high schools.
- Relative to other grades, Hispanic students have the highest percent of disciplined students in Pre-k (16%), followed by 9th grade (12%), 11th grade (11%) and 7th grade (10%). Male pre-kindergarten and kindergarten students account for a higher proportion of disciplined students in their grades than both middle school males and high school males. There seems to be an inverse relationship between gender and grades – as grades increase, the proportion of disciplined students who are male decreases. ELL students are disciplined more in pre-k than ELL students in middle and high schools. The results also indicate that homeless students are disciplined at disproportionate rates in elementary and middle grades. Homeless students account for a larger percent of the discipline population in 2nd grade (14%) followed by pre-k and third grade, both 13%. The results also draw attention to the disciplinary process of Black female students in secondary grades (grades 7-12). Black female students constitute a larger proportion of students being referred for disciplinary infractions in these grades.
- There is much similarities in the characteristics of disciplined students across the types of disciplinary infractions with a few exceptions.

- African American students, male students, homeless students and students with disabilities constitute the majority of students referred for disciplinary infractions regardless of the type of disciplinary infraction.
- Students with disabilities account for a lower proportion of the students referred for fighting and attendance related infractions compared to subjective offenses (disorderly conduct and student incivility).
- The proportion of African American students with disabilities being referred for subjective offenses (student incivility and disorderly conduct) have increased over the period of study. The increase is largely driven by Black male students with disabilities. For example, with the exception of Black males, Black students with a special education status experienced a decrease in discipline related offenses for disorderly conduct between 2017-2018.
- Over the period of study, Black female students were being referred less for subjective offenses whereas the opposite is true for Black male students. Black male students are disproportionately referred for subjective offenses. For instance, although they only account for 25% of the student population in CCSD, African American males account for more than half of all students disciplined for student incivility. Black female students are referred less for student incivility than for disorderly conduct, fighting, and attendance related offenses.
- For attendance related infractions, African American, male and homeless students as well as students with disabilities account for a smaller percentage of the disciplined population relative to subjective offenses (student incivility and disorderly conduct). Hispanic students account for a greater proportion of students referred for attendance related infractions relative to subjective offenses and fighting. Black students with a special education status experienced the largest increase (11% between 2016-2017) in the percent of students referred for attendance related infractions.

VI. Disproportionalities in Disciplinary Consequences

Table 7. *Characteristics of Students receiving Disciplinary Consequences, 2015-2018*

	District enrollment	ISS	OSS	Warning/Student Conference	Parent Notification
African American	50%	0.78 (0.41)	0.83 (0.38)	0.82 (0.39)	0.84 (0.37)
Hispanic	24%	0.12 (0.33)	0.08 (0.27)	0.07 (0.26)	0.05 (0.22)
Asian	2%	0.002 (0.04)	0.001 (0.03)	0.0007 (0.03)	0.0002 (0.02)
White	20%	0.06 (0.23)	0.05 (0.22)	0.07 (0.25)	0.07 (0.26)
Multi-race	4%	0.04 (0.19)	0.04 (0.19)	0.04 (0.20)	0.04 (0.20)
Pacific		0.0001 (0.02)	0.0004 (0.02)	0.0006 (0.02)	0.0005 (0.02)
American Indian		0.0003 (0.02)	0.0003 (0.02)	0.0002 (0.01)	0
Male	52%	0.63 (0.48)	0.69 (0.46)	0.63 (0.48)	0.65 (0.48)
Homeless	5%	0.08 (0.27)	0.09 (0.29)	0.10 (0.30)	0.12 (0.33)
Migrant	Less than 1%	0.003 (0.05)	0.002 (0.04)	0.004 (0.06)	0.004 (0.06)
Gifted/Talented	14%	0.04 (0.19)	0.04 (0.20)	0.04 (0.19)	0.04 (0.19)
Special Education status	14%	0.25 (0.43)	0.29 (0.45)	0.27 (0.45)	0.31 (0.46)
ELL	9%	0.02 (0.15)	0.02 (0.14)	0.02 (0.15)	0.02 (0.13)
Switched schools in summer (btw yr student mobility)		0.04 (0.21)	0.09 (0.28)	0.06 (0.23)	0.08 (0.27)
Switched schools during the school year (mid yr mobility)		0.07 (0.15)	0.09 (0.18)	0.08 (0.17)	0.08 (0.16)
Math proficient	32%	0.27 (0.10)	0.24 (0.12)	0.31 (0.11)	0.32 (0.12)
ELA proficient	28%	0.27 (0.11)	0.22 (0.12)	0.31 (0.12)	0.32 (0.12)
Math Z score (relative to school)		-0.68 (0.71)	-0.61 (0.76)	-0.72 (0.69)	-0.75 (0.64)
ELA Z score (relative to school)		-0.72 (0.84)	-0.64 (0.85)	-0.79 (0.78)	-0.82 (0.74)
Math Z score (relative to district)		-0.67 (0.68)	-0.71 (0.68)	-0.69 (0.67)	-0.72 (0.62)
ELA Z score (relative to district)		-0.72 (0.82)	-0.75 (0.78)	-0.75 (0.78)	-0.77 (0.75)
<i>Intersectionalities</i>					
Black X Male	25%	0.48 (0.50)	0.56 (0.50)	0.50 (0.50)	0.54 (0.50)
Black X Female	24%	0.30 (0.46)	0.27 (0.45)	0.31 (0.46)	0.29 (0.46)
Black X Special Education Status	9%	0.21 (0.41)	0.25 (0.43)	0.24 (0.42)	0.26 (0.44)
Black X Male X Special Education Status	6%	0.16 (0.36)	0.19 (0.40)	0.17 (0.38)	0.19 (0.39)
Black X Female X Special Education Status	3%	0.05 (0.22)	0.05 (0.22)	0.07 (0.25)	0.08 (0.27)
Black X Homeless	3%	0.07 (0.25)	0.08 (0.27)	0.09 (0.28)	0.11 (0.31)
N		10,397	9,990	5,335	3,770

Note. Table 24A through to 27A present the annual characteristics of students receiving an ISS, OSS, warning/student conference and parent notification respectively.

- Similar to infractions, African American students, male students, homeless students and students with disabilities disproportionately receive suspensions (ISS and OSS) relative to their enrollment. On the other hand, Hispanic, Asian, White, migrant, gifted and ELL students receive less suspensions relative to their enrollment.
- African American students account for roughly 4 out of every 5 suspensions (ISS and OSS).
- Male students receive two-thirds of suspensions.
- Students with disabilities account for one out of every four suspensions.
- Students with special education status experienced a consistent increase in ISS and OSS between 2015 and 2018. In other words, over the period of study, there was a steady increase in Black students with disabilities being suspended. This is largely attributed to Black male students with disabilities being increasingly suspended.
- There are a few differences in the characteristics of students receiving ISS compared to students receiving OSS. Black female students account for a larger percent of the ISS population than the OSS population whereas Black male students account for a larger percent of the OSS population than the ISS population. Hispanic students account for a greater proportion of students receiving ISS relative to students receiving OSS. Male students and students with disabilities account for a higher percentage of students receiving OSS relative to those receiving ISS. With the exception of 2017, Black homeless students account for a larger percent of the OSS population than the ISS population.
- The characteristics of disciplined students receiving warning/student conference and parent notification are largely similar to suspensions with a few exceptions.

Table 8. *Days lost to ISS by student characteristics*

	2015	2016	2017	2018
<i>Total days lost to ISS</i>	<i>2,681</i>	<i>3,227</i>	<i>3,897</i>	<i>4,816</i>
African American	2,045 (76%)	2,508 (78%)	3,081 (79%)	3,743 (77%)
Hispanic	387	397	408	629
Asian	3	1	7	10
White	166	183	199	271
Multi	77	137	188	156
Male	1,649 (62%)	2,034 (63%)	2,479 (64%)	2,095 (44%)
Homeless	189	172	400	387
Migrant	5	7	9	17
Gifted/Talented	87	86	155	205
Special Education status	520 (19%)	739 (23%)	998 (26%)	1383 (29%)
ELL	63	82	93	103
Intersectionalities				
Black X Male	1,228 (46%)	1,534 (48%)	1,901 (49%)	2,318 (48%)
Black X Female	817 (30%)	974 (30%)	1,180 (30%)	1,425 (30%)
Black X Special Education Status	414	644	816	1,190
Black X Male X Special Education Status	324 (12%)	478 (15%)	621 (16%)	891 (19%)
Black X Female X Special Education Status	90	166	195	299
Black X Homeless	168	138	265	346

Note. Tables 28A and 29A summarizes the annual days lost to ISS by student characteristics in middle and high schools respectively.

- African Americans students (78%), male students (63%) and students with disabilities (24%) account for the majority of days lost to ISS.
- Roughly 4 out of every 5 days lost to ISS are experienced by African American students.
- Among African American students, Black male students lost the most days due to ISS. Roughly half of all the days lost in CCSD due to ISS (48%) are experienced by Black male students (relative to 30% for Black female students).
- Male students account for roughly two-thirds of days lost to ISS. There was a significant drop in the number of days lost to ISS for male students between 2017 and 2018 (from 64% to 44%) which can be attributed to elementary schools no longer reporting ISS (a coding mistake).
- Over the period of study, students with disabilities are increasingly losing days of instruction to ISS. This is driven in large part by Black male students with disabilities losing more days of instruction. Black male students with special education status receive 16% of ISS but only account for 6% of CCSD's enrollment.
- Black homeless students are the only African American student group to experience a decline (between 2015-2016) in the total number of days loss to ISS. For all other African American student groups, the number of days lost to ISS increased each year.

- Black male students, Black students with special education status, and homeless students lose more days to ISS in middle schools than in high schools. With the exception of 2017, Black females lost more days to ISS at the high school level. Between 2015-2018, Black female students and Black homeless students were the only student groups to not experience a decrease in days lost to ISS at the middle school level. Between 2015-2018 Black homeless students were the only student group to experience decreases in days lost to ISS in high school.

Table 9. *Days lost to OSS by student characteristics*

	2015	2016	2017	2018
<i>Total days lost to OSS</i>	5,281	6,539	6,206	6,428
African American	4,341 (82%)	5,400 (83%)	5,159 (83%)	5,243 (82%)
Hispanic	542	591	500	554
Asian	0	4	11	10
White	231	298	247	358
Multi	149	244	273	258
Male	3,437 (65%)	4,355 (67%)	4,134 (66%)	4,190 (65%)
Homeless	396	463	573	652
Migrant	1	36	14	27
Gifted/Talented	157	257	294	301
Special Education status	1,280 (24%)	1,498 (23%)	1,674 (27%)	1,821 (28%)
ELL	103	199	114	110
Intersectionalities				
Black X Male	2,779 (53%)	3,509 (54%)	3,378 (54%)	3,334 (52%)
Black X Female	1,562 (30%)	1,891 (29%)	1,781 (29%)	1,909 (30%)
Black X Special Education Status	1,123	1,282	1,504	1,504
Black X Male X Special Education Status	904	992	1,236	1,190
Black X Female X Special Education Status	219	290	268	314
Black X Homeless	373	391	506	537

Note. Tables 30A through 32A summarizes the annual days lost to OSS by student characteristics in elementary, middle and high schools respectively.

- Similar to ISS, African Americans students (83%), male students (66%) and students with disabilities (26%) account for the majority of days lost to OSS.
- Similar to ISS, African American students lost the most days of instruction due to OSS. African American students account for a higher proportion of days lost to OSS relative to days lost to ISS.
- Within the African American student group, Black male students lose the most days for OSS. Just over half of all the days lost in CCSD due to OSS (53%) are experienced by Black male students (relative to 30% for Black female students).
- Male students account for two-thirds of days lost to OSS.
- Over the period of study, students with disabilities are losing more days of instruction due to OSS.
- Black females, Black males, and Black students with a special education status lose the most days to OSS in high school. Homeless students lose the most days to OSS in middle school. With the exception of 2018, Black males are suspended more at the high school. At the elementary school level, Black males, Black females, Black students with a special education status, and Black homeless students experienced consistent increases in days lost to OSS between 2015-2018.

Conclusion

Over the period of study, there are disproportionalities in disciplinary infractions and consequences (referred and disciplined at disproportionately higher levels than district enrollment) by students' race, special education status, gender and homelessness status. The disproportionalities in disciplinary infractions and consequences by student characteristics are stark and multidimensional. These disproportionalities have also remained consistent over time. The increase in disciplinary infractions over time may be explained by several factors. One of which may be the 'hardening' of schools in the aftermath a high profile sexual assault incident at one of the high schools in February 2016.

It is important to situate the results in CCSD within the larger state and national context. In many ways, the trends in disciplinary infractions and consequences in CCSD are similar to statewide and nationwide trends. Although there have been declines in recent years, suspensions are the most frequent pathway through which school discipline results in school exclusion (Fabelo et al., 2011; Lewis, Butler, Bonner, & Joubert, 2010 ; Skiba, Peterson, & Williams, 1997; Welsh & Little, 2018b). Table 34A in the appendix compares the trends in disciplinary infractions and consequences in CCSD to the state of Georgia. The state prefers ISS over OSS and expulsion. The results indicate that over time, CCSD is resembling Georgia by using more ISS and less OSS. Although the number of disciplinary infractions have increased over time, the trajectory of reducing the use of OSS and the increasing use of ISS is a step in the right direction. Similar to many districts nationwide, African American students, male students and students with disabilities in CCSD represent a disproportionate amount of the disciplined population and experience exclusionary discipline at higher rates than their peers (Bradshaw, Mitchell, O'Brennan, & Leaf, 2010; GOSA, 2018; Skiba et al., 2014; Welsh & Little, 2018).

Policy and Practice Recommendations

Consider school discipline challenges, policies, practices and interventions by the level of schooling

The results underline the heterogeneity in disciplinary infractions and consequences by schooling level. School discipline in elementary schools varies from school discipline in middle schools and school discipline in high schools. This suggests that school discipline policies, practices and interventions within a district will likely vary by schooling level.

Intensify focus on disciplinary infractions and consequences in middle schools

Over the period of study, school discipline in middle schools and high schools have been going in opposite directions. While the absolute levels (frequency) of disciplinary infractions and consequences in high schools remain high and concerning, the trajectory is promising as the frequency of incidents are trending downwards. Conversely, the trajectory of disciplinary infractions in middle schools is alarming as the frequency of incidents is increasing over time. The results indicate that the increase in disciplinary infractions over the period of study is driven in large part by middle schools. The results suggest that middle schools should be an urgent

priority for school discipline policy in CCSD. There is a need to focus on how subjective infractions such as student incivility and disorderly conduct are addressed in middle schools.

Expand the available disciplinary consequences in elementary schools as well as explore policies and practices to reduce the use of OSS for subjective offenses in elementary schools

Similar to California, CCSD may consider discipline policies that ban the use of OSS for subjective offenses in elementary schools. States are increasingly removing harsh responses for minor behavior infractions and reducing the length of suspensions (Steinberg & Lacoë, 2017). Urban districts such as Los Angeles and Broward County have revised their codes of conduct with a focus on alternatives to exclusionary discipline (Alvarez, 2013; Jones, 2013).

Focus on the disciplinary process and behavior management of Black male students, especially in elementary schools.

Research has shown that there is a tendency to view African American males as older than they are (attribution). Gilliam and colleagues (2016) examined whether and how implicit biases of preschool teachers contributed to disparities in preschool expulsions and found that teachers focused most on Black students, especially Black males, when they were instructed to identify challenging behaviors. These findings were not consistent across student-teacher racial matches. Black teachers issued lower severity ratings for challenging behaviors for Black children, than White teachers. Attribution may be manifested in the disparities in disciplinary infractions and consequences in elementary grades as stereotypes common in society pervades classrooms and school halls. Another explanation for the overrepresentation of male students in elementary grade disciplined population may be that classroom management in these grades may require certain skills that teachers may not be sufficiently equipped with. This would suggest a specialized professional development for elementary school leaders and teachers to help improve the disciplinary process and reduce gender and racial discipline disparities in elementary schools. It is important to address discipline disparities in elementary given that the implications of disciplinary consequences may be more widespread in elementary schools. What does a parent do with a suspended student who cannot remain at home by themselves?

How do we intervene with Black boys? Examples from Oakland and Wisconsin provide some cases from which lessons can be learnt. Milwaukee Public Schools formed a Department of Black and Latino Male Achievement in 2017 in order to “create the systems, structures, and spaces that guarantee success for all Black and Latino boys and young men in Milwaukee Public Schools” (Milwaukee Public Schools, 2018). A variety of strategies include but are not limited to: mentorship, manhood development academies, and recruitment of Black male teachers (Milwaukee Public Schools, 2018). In 2010, the Office of African American Male Achievement in Oakland, California created the Manhood Development Program (MDP), an academic mentoring program designed and implemented by Black men for Black students (Watson, 2014). Watson (2014) examined whether the MDP improved outcomes for Black males and found that students in the MDP experienced (a) decreases in suspensions, (b) increases in attendance and GPAs, and (c) improvements in belonging and self-efficacy.

Reduce the use of OSS for attendance related infractions in high schools

The results suggest the district may consider guidelines or policies that ban the use of OSS for attendance related infractions. Similar to Arkansas (Act 1329 in 2013), CCSD should consider a ban on the use of OSS as a consequence for attendance related infractions. Rather than suspend students for attendance related infractions, CCSD may consider Saturday school (weekly, biweekly or monthly) where students who miss instruction as a result of attendance related infractions are required to complete work and/or receive missed instruction. CCSD may also rely more on after-school detention. In places like Sacramento the shift to both Saturday school and after-school school detention over OSS led to a sizable reduction in suspension and expulsion (Lambert & Reese, 2015).

CCSD may reduce attendance-related infractions through “nudging” interventions (small, low cost interventions to shape people’s habits) in high schools. Awareness campaigns of the prevalence and deleterious effects of missing classes (attendance-related infractions) may change the behavior of students and families. Interventions should target both parents and students. Parents can receive a text when their child formally misses classes. Particular attention ought to be paid to how parents enroll in these programs – recent evidence indicates it is more effective to ask parents to opt out of notification rather than opting in (Bergman, Lasky-Fink, & Rogers, 2018). Students may be targeted using incentives for attendance that have been proven effective in addressing absenteeism (Welsh, 2018). In response to chronic absenteeism, a growing number of districts across the nation have implemented (e.g., Philadelphia, Tacoma in Washington) or have proposed (e.g., LAUSD) to close the information gap with parents by sending direct mail to parents of students at-risk for chronic absenteeism or sending volunteers to canvas homes near schools with chronic absenteeism (e.g., Long Beach and Cleveland; Phillips, 2017). Evidence from randomized controlled studies of 10 districts evaluating interventions in grades K-5 that targeted parental beliefs and utilized personalized mails or nudge letters targeting the families of frequently absent students highlighted significant reduction in chronic absenteeism (decreased by 15%; Robinson, Lee, Dearing, & Rogers, 2017).

Focus on the disciplinary process in transition years.

The results indicate that the rates of and disproportionalities in disciplinary infractions and consequences are more apparent in some grades than others. The grades in which students transition appear to be problematic, namely pre-kindergarten, kindergarten, grade 6 and grade 9. Student discipline in pre-kindergarten is an area of high concern. Minority, male and ELL students are disciplined at disproportionately higher rates. It may also be necessary to enhance student support system for students in middle schools and grade 9. Research suggests that students drop out of school because of struggles they encounter at age 14 rather than because they are poor, Black, or illiterate (Phillips, 2019). Chicago Public Schools addressed its dropout rate and transformed the graduation rate via implementation of the Freshman Success Team which focused on supporting ninth grade students who were most at risk of failing (Phillips, 2019). Support may include assistance and enrollment programs. Welsh (2018) suggested that schools implement programs that foster peer relationships coupled with adult monitoring to assist with transition in both kindergarten and ninth grade.

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Appendix

Data and Methods

CCSD is a mid-sized urban district located in Athens-Clarke County, Northeast Georgia. CCSD has 21 schools (14 elementary, 4 middle, and 3 high). This report uses a four year (2014-15 to 2017-18) panel of student-level data from all K-12 schools in CCSD. Students are linked to schools and over years using unique student and school identifiers. The de-identified student-level data include school discipline, demographic, and achievement. Discipline data contain: (a) date of incident, (b) type of infraction (e.g., student incivility, weapons), (c) disciplinary outcome/consequence (e.g., OSS, expulsion), and (d) length of consequence in school days. The discipline records are as reported by schools thus consistency in reporting and under-reporting are pertinent considerations. Student-level demographic data include race/ethnicity (Asian, Black, Hispanic, Multi-Racial and White), gender, special education status, limited English proficiency, migrant status, homelessness status and, gifted and talented status. Achievement data include test scores on Georgia's standardized assessments, the Georgia Milestones. In elementary and middle schools, students are tested in math and ELA in grades 3-8 and science/social studies in grades 5 and 8. In high schools, students take the End of Course (EOC) exam in 9th grade literature, American Literature, Algebra, and Geometry. I use ninth grade literature and composition and coordinate Algebra as ELA and math test scores in high schools (majority of students are tested in grade 9). Students' test scores are standardized by grade and year relative to the (a) district and (b) school.

Similar to recent studies that link infraction to consequence (Anderson and Ritter, 2018), the unit of analysis in this analysis is the student-infraction level. Students may have multiple observations within the same school year. Only students with reported disciplinary infractions and consequences are included in the sample and the analyses. The sample includes 36,173 observations with 5,478 unique students. Similar to recent studies that link infraction to consequence (Anderson and Ritter, 2018), the unit of analysis in this analysis is the student-infraction level. Students may have multiple observations within the same school year. Only students with a reported disciplinary infractions are included in the sample and the analyses. The sample includes 36,173 observations with XXX unique students.

This report identifies the trends in disciplinary infractions and consequences in two main ways. First, I consider the variation in disciplinary infractions (e.g., student incivility, fighting) and consequences (e.g., OSS) separately. Second, I consider the relationship between infraction and disciplinary consequences across student groups. Similar to prior studies (Anderson et al., 2017; Skiba et al., 2014), this study classifies similar infraction types into groups. Specifically, infractions were classified into five categories: (a) subjective offenses (student incivility, break rules, disorderly conduct), (b) staff and student assault and property-related offenses (battery, breaking and entering, arson, bullying, computer trespass, fighting, physical aggression, threat/intimidation, larceny, vandalism, verbal aggression, sexual offenses), (c) possession offenses (alcohol, drugs, tobacco), (d) weapons-related offenses (handgun, knife, other firearm) and, (e) attendance, academic, and dress related offenses (attendance related, academic dishonesty, dress code violation).

I also examine intersectionalities in this report. Various socially constructed categories (e.g. race, class, gender, etc.) interact and contribute to students' educational experiences. In both society and education, social classifications do not exist independently of each other, instead they often intersect to create unified systems of oppression and privilege (Cole, 2018; Haight, Gibson, Kayama, Marshall, & Wilson, 2016). Black students especially are socially positioned by a wide range of other characteristics (culture, gender, disability, and ability) that intersect and influence their experiences with exclusionary discipline (Haight et al., 2016; Welsh & Little, 2018b).

Discipline Reporting in CCSD and Georgia

The data is limited to what schools' report as disciplinary incidents are reported by school officials, thus consistency in reporting and under-reporting are pertinent considerations. The coding and reporting of infractions is of paramount importance. Reporting of disciplinary infractions and consequences may affect results and insights in several ways. For instance, two teachers may view the same incident but one may report it as physical assault whereas the other may report it under student incivility.

During the 2012-2013 school year, Georgia implemented a new discipline matrix (GaDOE, 2018a). The new discipline matrix introduced: (a) 7 new discipline incident types (attendance related, dress code violation, student incivility, possession of unapproved items, academic dishonesty and repeated offenses), (b) a new disciplinary action (detention), (c) a distinction between short and long-term OSS, and (d) three-tiered disciplinary incident severity levels (GaDOE, 2018a/c). The new discipline matrix provided more clarity on discipline definitions as well as specific infraction examples (GaDOE, 2018a). In total, the new discipline matrix has 37 infraction codes. With the exception of infraction 40, each infraction code has three severity levels (GaDOE, 2018b). Schools were required to report new incidents and actions but reporting on the severity levels were optional (GaDOE, 2018a). The following school year, 2013-2014, all schools were required to report severity levels (GaDOE, 2018a).

The unit of analysis in this report is the student-infraction level. Students may have multiple observations within the same school year for a few reasons. The reporting of school discipline and multiple infractions also explain the differences in the number of disciplinary incidents reported here and what is publicly available from GOSA, GaDOE and CCSD. In particular, the number of disciplinary incidents may differ from state reportable data because: a) A single incident with multiple resolutions (the handling of repeated offenses in discipline reporting), (b) resolutions that are not state reportable (this is especially applicable for 2015-2017).

In the data used in this report, a student may have multiple reported infractions on the same day for the same reported incident with different resolutions. This includes repeated offenses that occur in the same day that may only be reported as a single offense in the state data. There are cases where there are duplicates of the same incident ID (this is different from exact duplicate records in the dataset – same student, date, incident id, infraction type and consequence (resolution id)). For example, student A may have two fighting –level one incidents on the same day, with the same incident ID and event ID but with two different resolutions. Rather than indicating on over reporting of a single incident, this suggest that multiple infractions during the

same day that has the same incident ID may be considered as only one infraction. The total number of disciplinary incidents in this report includes these duplicates for multiple infractions, whereas the unique incidents used for publicly reported discipline incidents do not. At the state level, repeated offenses are described as a “collection of offenses not previously assigned a state reportable action that occurs on a single or across multiple school days that leads to a state reportable disciplinary action (GaDOE, 2018c). Repeated offenses under the same incident type are reported at level 3 if guidance is provided; however, if guidance is not provided then the incident is reported under repeated offenses (GaDOE, 2018c). Repeated offenses (level one) are a collection of minor incidents. repeated offenses (level two) are a collection of moderate incidents, and repeated offenses (level three) are a collection of major incidents (GaDOE, 2018). Repeated offenses have not previously been assigned to a state reportable action. Thus, offenses may occur on a single school day or across multiple school days and lead to a state reportable disciplinary action (Watson & Hodges, 2013).

If resolutions are not state reported (e.g., removal from class/time out), they may not be counted in the number of disciplinary incidents. Starting in the 2017-2018 school year, disciplinary infractions in CCSD were recorded using state reportable cards. In prior years, they were recorded using district reportable cards and interpreted to state reportable cards by district officials.

There is no ISS in elementary schools. There was an error in coding that was fixed in 2018 - some schools were using the code mistakenly from 2015-2017

Changes between 2017 and 2018

All levels. None of the schooling levels reported on the break rules or physical aggression categories in 2018. Frequency of removal from class/timeout was not reported in 2018. Disciplinary infractions resulting in OSS for unsafe behavior and verbal aggression were reported in 2017 but not reported in 2018.

Elementary. The following infractions were reported in 2018 but not reported in 2017: bullying (disability) level one and two, alcohol level three, attendance related level one, and dress code level one. Bullying (gender) level three and fighting level three were reported in 2017 but not reported in 2018. Frequency of ISS was not reported in 2018. Frequency of being labeled chronic was reported in 2018 but not reported in 2017. Disciplinary infractions resulting in OSS for attendance level one was reported in 2018 but not reported in 2017.

Middle. The following infractions were reported in 2018 but not reported in 2017: breaking and entering level 3, bullying level three, computer trespass level three, vandalism level three, alcohol level three, tobacco level two, handgun level three, and dress code level one and two. Alcohol level two and other level three were reported in 2017 but not reported in 2018. Frequency of lunch detention was reported in 2018 but not reported in 2017. Disciplinary infractions resulting in ISS for out of seat and verbal aggression were reported in 2017 but not reported in 2018.

High. The following infractions were reported in 2018 but not reported in 2017: battery level two and three, bullying (race, color, origin) level two, bullying level two, computer trespass level two, vandalism level three, drugs level two, and handgun level three. Bullying (gender) level one and two and other-firearm level three were reported in 2017 but not reported in 2018.

Disciplinary infractions resulting in ISS for out of seat and verbal aggression were reported in 2017 but not reported in 2018. Disciplinary infractions resulting in OSS for battery level two and student incivility level three were reported in 2018 but not reported in 2017. Disciplinary infractions resulting in OSS for repeated offenses level two was reported in 2017 but not reported in 2018.

Table 1A. Number of Disciplinary Incidents for CCSD Schools, 2015-2018

	2015	2016	2017	2018	Total
<i>Elementary Schools</i>					
Alps Road	92	86	172	178	528
	1%	1%	2%	2%	1%
Barnett Shoals	131	74	52	47	304
	2%	1%	1%	0%	1%
Barrow	113	82	84	58	337
	2%	1%	1%	1%	1%
Chase Street	65	69	102	101	337
	1%	1%	1%	1%	1%
Cleveland Road	88	98	86	148	420
	1%	1%	1%	1%	1%
Fowler Drive	189	184	144	145	662
	3%	2%	1%	1%	2%
Gaines	196	263	308	398	1,665
	3%	3%	3%	4%	3%
Howard B. Stroud	242	195	156	94	687
	4%	2%	2%	1%	2%
Judia Jackson Harris	14	28	90	37	169
	0%	0%	1%	0%	0%
Oglethorpe Ave	164	158	279	398	999
	2%	2%	3%	4%	3%
Timothy Road	78	64	51	42	235
	1%	1%	1%	0%	1%
Whit Davis	13	48	204	269	534
	0%	1%	2%	2%	1%
Whitehead Road	22	26	22	22	92
	0%	0%	0%	0%	0%
Winterville	98	143	446	360	1,047
	1%	2%	4%	3%	3%
<i>Middle Schools</i>					
Burney -Harris-Lyons	472	362	296	692	1,822
	7%	4%	3%	6%	5%
Clarke	1,482	1,466	2,579	1,857	7,384
	22%	18%	26%	17%	20%
Coile	284	570	445	1,868	3,167
	4%	7%	4%	17%	9%
Hilsman	242	471	758	724	2,195
	4%	6%	8%	7%	6%
<i>High Schools</i>					
Cedar Shoals	820	1,792	1,816	1,404	5,832
	12%	22%	18%	13%	16%
Clarke Central	1,944	1,864	1,876	2,111	7,795
	28%	23%	19%	19%	22%
Classic City	30	82	39	68	219
	0%	1%	0%	1%	1%

Table 2A. Frequency of Types of Disciplinary infractions in CCSD, 2015-2018

Disciplinary Infractions	2015	2016	2017	2018	Total
<i>Subjective offenses</i>					
Student incivility: Level One	814	1,005	1,755	3,070	6,644
	12%	12%	17%	28%	18%
Student incivility: Level Two	150	287	323	337	1,097
	2%	4%	3%	3%	3%
Student incivility: Level Three	45	63	83	79	270
	1%	1%	1%	1%	1%
Break rules	702	958	1,305	n/a	2,965
	10%	12%	13%	n/a	8%
Disorderly conduct: Level One	674	686	446	1,143	2,949
	10%	8%	4%	10%	8%
Disorderly conduct: Level Two	48	48	63	246	405
	1%	1%	1%	2%	1%
Disorderly conduct: Level Three	36	72	24	155	287
	1%	1%	0%	1%	1%
<i>Staff and student assault</i>					
Battery: Level One	102	28	40	510	680
	1%	0%	0%	5%	2%
Battery: Level Two	28	18	35	177	258
	0%	0%	0%	2%	1%
Battery: Level Three	16	7	4	97	124
	0%	0%	0%	1%	0%
Breaking and entering: Level Three	1	3	n/a	5	9
	0%	0%	n/a	0%	0%
Bullying (Disability): Level One	n/a	4	13	10	27
	n/a	0%	0%	0%	0%
Bullying (Disability): Level Two	n/a	n/a	n/a	2	2
	n/a	n/a	n/a	0%	0%
Bullying (Disability): Level Three	n/a	3	n/a	n/a	3
	n/a	0%	n/a	n/a	0%
Bullying (Gender): Level One	n/a	16	15	5	36
	n/a	0%	0%	0%	0%
Bullying (Gender): Level Two	n/a	n/a	2	n/a	2
	n/a	n/a	0%	n/a	0%
Bullying (Gender): Level Three	n/a	n/a	3	n/a	3
	n/a	n/a	0%	n/a	0%
Bullying (Race, Color, Origin): Level One..	n/a	n/a	n/a	2	2
	n/a	n/a	n/a	0%	0%
Bullying (Race, Color, Origin): Level Two	n/a	n/a	n/a	1	1
	n/a	n/a	n/a	0%	0%
Bullying: Level One	173	112	197	163	645
	3%	1%	2%	1%	2%
Bullying: Level Two	31	16	19	15	81
	0%	0%	0%	0%	0%
Bullying: Level Three	10	n/a	n/a	9	19
	0%	n/a	n/a	0%	0%
Computer trespass: Level Two	26	11	11	22	70
	0%	0%	0%	0%	0%
Computer trespass: Level Three	n/a	2	n/a	4	6

	n/a	0%	n/a	0%	0%
Fighting: Level One	696	827	1,034	1,278	3,835
	10%	10%	10%	12%	11%
Fighting: Level Two	67	37	72	118	294
	1%	0%	1%	1%	1%
Fighting: Level Three	11	25	15	28	79
	0%	0%	0%	0%	0%
Physical aggression	641	975	1,250	n/a	2,866
	9%	12%	12%	n/a	8%
Vandalism: Level Two	44	33	29	58	164
	1%	0%	0%	1%	0%
Vandalism: Level Three	3	n/a	n/a	7	10
	0%	n/a	n/a	0%	0%
<i>Possession</i>					
Alcohol: Level One	4	4	5	3	16
	0%	0%	0%	0%	0%
Alcohol: Level Two	n/a	3	1	5	9
	n/a	0%	0%	0%	0%
Alcohol: Level Three	n/a	n/a	n/a	6	6
	n/a	n/a	n/a	0%	0%
Drugs: Level One	83	153	82	37	355
	%	2%	1%	0%	1%
Drugs: Level Two	10	6	25	10	51
	0%	0%	0%	0%	0%
Drugs: Level Three	12	12	42	115	181
	0%	0%	0%	1%	1%
Tobacco: Level One	33	27	15	8	83
	0%	0%	0%	0%	0%
Tobacco: Level Two	4	1	3	4	12
	0%	0%	0%	0%	0%
Tobacco: Level Three	2	5	n/a	n/a	7
	0%	0%	n/a	n/a	0%
<i>Weapons related</i>					
Handgun: Level Three	1	9	n/a	25	35
	0%	0%	n/a	0%	0%
Knife: Level One	23	32	33	29	117
	0%	0%	0%	0%	0%
Knife: Level Two	5	12	20	29	66
	0%	0%	0%	0%	0%
Knife: Level Three	3	4	11	23	41
	0%	0%	0%	0%	0%
Other firearm: Level Three	n/a	4	9	3	16
	n/a	0%	0%	0%	0%
Other: Level Two	23	19	19	3	64
	0%	0%	0%	0%	0%
Other: Level Three	3	n/a	17	18	38
	0%	n/a	0%	0%	0%
<i>Attendance, academic and dress related</i>					
Attendance related: Level One	1,025	1,189	1,264	1,875	5,353
	15%	5%	13%	17%	15%
Academic dishonesty: Level One	3	2	10	32	47

	0%	0%	0%	0%	0%
Academic dishonesty: Level Two	1	1	2	3	7
	0%	0%	0%	0%	0%
Academic dishonesty: Level Three	n/a	1	n/a	n/a	1
	n/a	0%	n/a	n/a	0%
Dress code violation: Level One	8	13	5	22	48
	0%	0%	0%	0%	0%
Dress code violation: Level Two	1	2	n/a	1	4
	0%	0%	n/a	0%	0%
Dress code violation: Level Three	2	n/a	n/a	1	3
	0%	n/a	n/a	0%	0%
Total	5,564	6,735	8,301	9,793	30,393

Table 3A. Frequency of Types of Disciplinary Infractions in CCSD, Elementary Schools, 2015-2018

Elementary Schools	2015	2016	2017	2018	Total
<i>Subjective offenses</i>					
Student incivility: Level One	271	240	240	429	1,180
	18%	16%	11%	19%	16%
Student incivility: Level Two	68	128	111	113	420
	5%	8%	5%	5%	6%
Student incivility: Level Three	10	22	38	16	86
	1%	2%	2%	1%	1%
Break rules	180	124	175	n/a	479
	12%	8%	8%	n/a	6%
Disorderly conduct: Level One	59	33	74	323	489
	4%	2%	3%	14%	7%
Disorderly conduct: Level Two	14	22	43	171	250
	1%	2%	2%	7%	3%
Disorderly conduct: Level Three	30	21	9	68	128
	2%	1%	0%	3%	2%
<i>Staff and student assault</i>					
Battery: Level One	59	15	3	214	291
	4%	1%	0%	9%	4%
Battery: Level Two	7	5	23	121	156
	0%	0%	1%	5%	2%
Battery: Level Three	5	2	4	54	65
	0%	0%	0%	2%	1%
Breaking and entering: Level Three	n/a	n/a	n/a	n/a	n/a
	n/a	n/a	n/a	n/a	n/a
Bullying (Disability): Level One	n/a	n/a	n/a	1	1
	n/a	n/a	n/a	0%	0%
Bullying (Disability): Level Two	n/a	n/a	n/a	2	2
	n/a	n/a	n/a	0%	0%
Bullying (Disability): Level Three	n/a	n/a	n/a	n/a	n/a
	n/a	n/a	n/a	n/a	n/a
Bullying (Gender): Level One	n/a	n/a	n/a	n/a	n/a
	n/a	n/a	n/a	n/a	n/a
Bullying (Gender): Level Two	n/a	n/a	n/a	n/a	n/a
	n/a	n/a	n/a	n/a	n/a
Bullying (Gender): Level Three	n/a	n/a	3	n/a	3
	n/a	n/a	0%	n/a	0%
Bullying (Race, Color, Origin): Level One..	n/a	n/a	n/a	n/a	n/a
	n/a	n/a	n/a	n/a	n/a
Bullying (Race, Color, Origin): Level Two	n/a	n/a	n/a	n/a	n/a
	n/a	n/a	n/a	n/a	n/a
Bullying: Level One	12	27	38	40	117
	1%	2%	2%	2%	2%
Bullying: Level Two	1	3	6	7	17
	0%	0%	0%	0%	0%
Bullying: Level Three	n/a	n/a	n/a	n/a	n/a
	n/a	n/a	n/a	n/a	n/a
Computer trespass: Level Two	8	1	2	11	22

	1%	0%	0%	0%	0%
Computer trespass: Level Three	n/a	n/a	n/a	n/a	n/a
	n/a	n/a	n/a	n/a	n/a
Fighting: Level One	193	133	222	349	897
	13%	9%	10%	15%	12%
Fighting: Level Two	4	7	25	41	77
	0%	0%	1%	2%	1%
Fighting: Level Three	3	n/a	2	n/a	5
	0%	n/a	0%	n/a	0%
Physical aggression	233	422	645	n/a	1,300
	15%	28%	29%	n/a	17%
Vandalism: Level Two	3	5	4	5	17
	0%	0%	0%	0%	0%
Vandalism: Level Three	3	n/a	n/a	n/a	3
	0%	n/a	n/a	n/a	0%
<i>Possession</i>					
Alcohol: Level One	n/a	n/a	n/a	n/a	n/a
	n/a	n/a	n/a	n/a	n/a
Alcohol: Level Two	n/a	n/a	n/a	n/a	n/a
	n/a	n/a	n/a	n/a	n/a
Alcohol: Level Three	n/a	n/a	n/a	1	1
	n/a	n/a	n/a	0%	0%
Drugs: Level One	1	1	n/a	n/a	2
	0%	0%	n/a	n/a	0%
Drugs: Level Two	n/a	n/a	1	1	2
	n/a	n/a	0%	0%	0%
Drugs: Level Three	1	n/a	1	2	4
	0%	n/a	0%	0%	0%
Tobacco: Level One	7	n/a	n/a	n/a	7
	0%	n/a	n/a	n/a	0%
Tobacco: Level Two	1	2	n/a	n/a	2
	0%	0%	n/a	n/a	0%
Tobacco: Level Three	n/a	n/a	n/a	n/a	n/a
	n/a	n/a	n/a	n/a	n/a
<i>Weapons related</i>					
Handgun: Level Three	n/a	n/a	n/a	n/a	n/a
	n/a	n/a	n/a	n/a	n/a
Knife: Level One	7	4	12	2	25
	0%	0%	1%	0%	0%
Knife: Level Two	3	3	4	3	13
	0%	0%	0%	0%	0%
Knife: Level Three	n/a	1	1	7	9
	n/a	0%	0%	0%	0%
Other firearm: Level Three	n/a	n/a	n/a	n/a	n/a
	n/a	n/a	n/a	n/a	n/a
Other: Level Two	n/a	2	3	1	6
	n/a	0%	0%	0%	0%
Other: Level Three	n/a	n/a	1	6	7
	n/a	n/a	0%	0%	0%
<i>Attendance, academic and dress related</i>					

Attendance related: Level One	n/a	n/a	n/a	1	1
	n/a	n/a	n/a	0%	0%
Academic dishonesty: Level One	n/a	n/a	n/a	n/a	n/a
	n/a	n/a	n/a	n/a	n/a
Academic dishonesty: Level Two	1	1	n/a	n/a	2
	0%	0%	n/a	n/a	0%
Academic dishonesty: Level Three	n/a	n/a	n/a	n/a	n/a
	n/a	n/a	n/a	n/a	n/a
Dress code violation: Level One	n/a	n/a	n/a	2	2
	n/a	n/a	n/a	0%	0%
Dress code violation: Level Two	n/a	n/a	n/a	n/a	n/a
	n/a	n/a	n/a	n/a	n/a
Dress code violation: Level Three	n/a	n/a	n/a	n/a	n/a
	n/a	n/a	n/a	n/a	n/a

Table 4A. Frequency of Types of Disciplinary Infractions in CCSD, Middle Schools, 2015-2018

Middle Schools	2015	2016	2017	2018	Total
<i>Subjective offenses</i>					
Student incivility: Level One	496 20%	596 21%	1,248 31%	1,890 37%	4,230 29%
Student incivility: Level Two	57 2%	126 4%	122 3%	138 3%	443 3%
Student incivility: Level Three	21 1%	24 1%	42 1%	52 1%	139 1%
Break rules	159 6%	262 9%	161 4%	n/a n/a	582 4%
Disorderly conduct: Level One	364 15%	384 13%	240 6%	634 12%	1,622 11%
Disorderly conduct: Level Two	n/a n/a	10 0%	12 0%	18 0%	40 0%
Disorderly conduct: Level Three	n/a n/a	2 0%	7 0%	32 1%	41 0%
<i>Staff and student assault</i>					
Battery: Level One	18 1%	5 0%	35 1%	257 5%	315 2%
Battery: Level Two	n/a n/a	7 0%	12 0%	41 1%	60 0%
Battery: Level Three	5 0%	n/a n/a	n/a n/a	20 0%	25 0%
Breaking and entering: Level Three	n/a n/a	n/a n/a	n/a n/a	5 0%	5 0%
Bullying (Disability): Level One	n/a n/a	4 0%	6 0%	4 0%	4 0%
Bullying (Disability): Level Two	n/a n/a	n/a n/a	n/a n/a	n/a n/a	10 0%
Bullying (Disability): Level Three	n/a n/a	n/a n/a	n/a n/a	n/a n/a	n/a n/a
Bullying (Gender): Level One	n/a n/a	6 0%	4 0%	5 0%	5 0%
Bullying (Gender): Level Two	n/a n/a	n/a n/a	n/a n/a	n/a n/a	10 0%
Bullying (Gender): Level Three	n/a n/a	n/a n/a	n/a n/a	n/a n/a	n/a n/a
Bullying (Race, Color, Origin): Level One..	n/a n/a	n/a n/a	n/a n/a	2 0%	2 0%
Bullying (Race, Color, Origin): Level Two	n/a n/a	n/a n/a	1 0%	n/a n/a	1 0%
Bullying: Level One	135 5%	70 2%	130 3%	98 2%	433 3%
Bullying: Level Two	24 1%	2 0%	11 0%	5 0%	42 0%
Bullying: Level Three	9 0%	n/a n/a	n/a n/a	9 0%	18 0%
Computer trespass: Level Two	8	6	11	9	32

	0%	0%	0%	0%	0%
Computer trespass: Level Three	n/a	2	n/a	4	6
	n/a	0%	n/a	0%	0%
Fighting: Level One	387	436	605	711	2,139
	16%	15%	15%	14%	15%
Fighting: Level Two	25	15	7	33	80
	1%	1%	0%	1%	1%
Fighting: Level Three	4	n/a	2	2	8
	0%	n/a	0%	0%	0%
Physical aggression	272	331	473	n/a	1,076
	11%	12%	12%	n/a	7%
Vandalism: Level Two	28	18	6	45	97
	1%	1%	0%	1%	1%
Vandalism: Level Three	n/a	n/a	n/a	6	6
	n/a	n/a	n/a	0%	0%
<i>Possession</i>					
Alcohol: Level One	n/a	4	5	3	12
	n/a	0%	0%	0%	0%
Alcohol: Level Two	n/a	n/a	1	n/a	1
	n/a	n/a	0%	n/a	0%
Alcohol: Level Three	n/a	n/a	n/a	5	5
	n/a	n/a	n/a	0%	0%
Drugs: Level One	11	83	62	22	178
	0%	3%	2%	0%	1%
Drugs: Level Two	1	2	14	4	21
	0%	0%	0%	0%	0%
Drugs: Level Three	n/a	2	8	52	62
	n/a	0%	0%	1%	0%
Tobacco: Level One	16	9	5	6	36
	1%	0%	0%	0%	0%
Tobacco: Level Two	3	n/a	n/a	3	6
	0%	n/a	n/a	0%	0%
Tobacco: Level Three	2	1	n/a	n/a	3
	0%	0%	n/a	n/a	0%
<i>Weapons related</i>					
Handgun: Level Three	n/a	6	n/a	6	12
	n/a	0%	n/a	0%	0%
Knife: Level One	1	7	13	23	44
	0%	0%	0%	0%	0%
Knife: Level Two	n/a	6	4	16	26
	n/a	0%	0%	0%	0%
Knife: Level Three	n/a	1	7	10	18
	n/a	0%	0%	0%	0%
Other firearm: Level Three	n/a	1	5	2	8
	n/a	0%	0%	0%	0%
Other: Level Two	14	4	16	2	36
	1%	0%	0%	0%	0%
Other: Level Three	n/a	n/a	13	n/a	13
	n/a	n/a	0%	n/a	0%
<i>Attendance, academic and dress related</i>					

Attendance related: Level One	60	45	93	174	372
	2%	2%	2%	3%	3%
Academic dishonesty: Level One	3	1	1	18	23
	0%	0%	0%	0%	0%
Academic dishonesty: Level Two	n/a	n/a	n/a	n/a	n/a
	n/a	n/a	n/a	n/a	n/a
Academic dishonesty: Level Three	n/a	n/a	n/a	n/a	n/a
	n/a	n/a	n/a	n/a	n/a
Dress code violation: Level One	1	5	3	3	12
	0%	0%	0%	0%	0%
Dress code violation: Level Two	1	2	n/a	1	3
	0%	0%	n/a	0%	0%
Dress code violation: Level Three	n/a	n/a	n/a	1	1
	n/a	n/a	n/a	0%	0%

Table 5A. Frequency of Types of Disciplinary infractions in CCSD, High Schools, 2015-2018

High Schools	2015	2016	2017	2018	Total
<i>Subjective offenses</i>					
Student incivility: Level One	43 2%	163 4%	265 7%	747 21%	1,218 9%
Student incivility: Level Two	20 1%	26 1%	90 2%	82 2%	218 2%
Student incivility: Level Three	14 1%	17 0%	2 0%	11 0%	44 0%
Break rules	363 13%	567 15%	968 26%	n/a n/a	1,898 14%
Disorderly conduct: Level One	250 9%	268 7%	117 3%	181 5%	816 6%
Disorderly conduct: Level Two	33 1%	14 0%	7 0%	47 1%	101 1%
Disorderly conduct: Level Three	6 0%	49 1%	6 0%	54 2%	115 1%
<i>Staff and student assault</i>					
Battery: Level One	21 1%	8 0%	2 0%	37 1%	68 0%
Battery: Level Two	17 1%	6 0%	n/a n/a	15 0%	38 0%
Battery: Level Three	17 1%	1 0%	n/a n/a	23 1%	28 0%
Breaking and entering: Level Three	1 0%	3 0%	n/a n/a	n/a n/a	4 0%
Bullying (Disability): Level One	n/a n/a	n/a n/a	7 0%	5 0%	12 0%
Bullying (Disability): Level Two	n/a n/a	n/a n/a	n/a n/a	n/a n/a	n/a n/a
Bullying (Disability): Level Three	n/a n/a	3 0%	n/a n/a	n/a n/a	3 0%
Bullying (Gender): Level One	n/a n/a	10 0%	11 0%	n/a n/a	21 0%
Bullying (Gender): Level Two	n/a n/a	n/a n/a	2 0%	n/a n/a	2 0%
Bullying (Gender): Level Three	n/a n/a	n/a n/a	n/a n/a	n/a n/a	n/a n/a
Bullying (Race, Color, Origin): Level One..	n/a n/a	n/a n/a	n/a n/a	n/a n/a	n/a n/a
Bullying (Race, Color, Origin): Level Two	n/a n/a	n/a n/a	n/a n/a	1 0%	1 0%
Bullying: Level One	26 1%	14 0%	28 1%	22 1%	90 1%
Bullying: Level Two	5 0%	10 0%	n/a n/a	1 0%	16 0%
Bullying: Level Three	1 0%	n/a n/a	n/a n/a	n/a n/a	1 0%
Computer trespass: Level Two	10	4	n/a	2	16

	0%	0%	n/a	0%	0%
Computer trespass: Level Three	n/a	n/a	n/a	n/a	n/a
	n/a	n/a	n/a	n/a	n/a
Fighting: Level One	113	258	206	218	795
	4%	7%	6%	6%	6%
Fighting: Level Two	37	10	40	44	131
	1%	0%	1%	1%	1%
Fighting: Level Three	4	25	11	26	46
	0%	1%	0%	1%	0%
Physical aggression	125	204	105	n/a	434
	4%	5%	3%	n/a	3%
Vandalism: Level Two	11	10	19	6	46
	0%	0%	1%	0%	0%
Vandalism: Level Three	n/a	n/a	n/a	1	1
	n/a	n/a	n/a	0%	0%
<i>Possession</i>					
Alcohol: Level One	4	n/a	n/a	n/a	4
	0%	n/a	n/a	n/a	0%
Alcohol: Level Two	n/a	3	n/a	n/a	3
	n/a	0%	n/a	n/a	0%
Alcohol: Level Three	n/a	n/a	n/a	n/a	n/a
	n/a	n/a	n/a	n/a	n/a
Drugs: Level One	71	69	20	15	175
	3%	2%	1%	0%	1%
Drugs: Level Two	9	4	n/a	1	24
	0%	0%	n/a	0%	0%
Drugs: Level Three	11	10	33	60	114
	0%	0%	1%	2%	1%
Tobacco: Level One	10	16	10	2	38
	0%	0%	0%	0%	0%
Tobacco: Level Two	n/a	n/a	3	1	4
	n/a	n/a	0%	0%	0%
Tobacco: Level Three	n/a	26	n/a	n/a	4
	n/a	1%	n/a	n/a	0%
<i>Weapons related</i>					
Handgun: Level Three	1	3	n/a	19	23
	0%	0%	n/a	1%	0%
Knife: Level One	15	21	8	4	48
	1%	1%	0%	0%	0%
Knife: Level Two	2	2	12	10	26
	0%	0%	0%	0%	0%
Knife: Level Three	3	2	4	6	15
	0%	0%	0%	0%	0%
Other firearm: Level Three	n/a	3	4	n/a	7
	n/a	0%	0%	n/a	0%
Other: Level Two	9	13	n/a	n/a	22
	0%	0%	n/a	n/a	0%
Other: Level Three	3	n/a	3	12	18
	0%	n/a	0%	0%	0%
<i>Attendance, academic and dress related</i>					

Attendance related: Level One	965	1,144	1,171	1,700	4,980
	35%	31%	31%	47%	36%
Academic dishonesty: Level One	n/a	1	9	14	24
	n/a	0%	0%	0%	0%
Academic dishonesty: Level Two	n/a	n/a	2	3	5
	n/a	n/a	0%	0%	0%
Academic dishonesty: Level Three	n/a	1	n/a	n/a	1
	n/a	0%	n/a	n/a	0%
Dress code violation: Level One	7	8	1	17	33
	0%	0%	0%	0%	0%
Dress code violation: Level Two	n/a	1	n/a	n/a	1
	n/a	0%	n/a	n/a	0%
Dress code violation: Level Three	2	n/a	n/a	n/a	2
	0%	n/a	n/a	n/a	0%

Table 6A. Frequency of Disciplinary Consequences in CCSD, Elementary Schools, 2015-2018

Disciplinary Consequences	2015	2016	2017	2018	Total
Out of-school suspensions	715 49%	904 60%	992 46%	982 44%	3,593 49%
In-school suspensions	86 6%	52 3%	65 3%	n/a n/a	203 3%
Warning/student conference	53 4%	37 2%	42 2%	138 6%	270 4%
Parent conference/notification	88 6%	81 5%	48 2%	243 11%	621 8%
Removed from class/time out	249 17%	244 16%	328 15%	n/a n/a	821 11%
Suspended from Riding Bus	179 12%	127 8%	254 12%	255 11%	815 11%
Referral to CCSD hearing	1 0%	n/a n/a	n/a n/a	n/a n/a	1 0%
Lunch detention	31 2%	19 1%	38 2%	45 2%	133 2%
Labeled chronic	n/a n/a	1 0%	n/a n/a	1 0%	2 0%

Table 7A. Frequency of disciplinary consequences in CCSD, Middle Schools, 2015-2018

Disciplinary Consequences	2015	2016	2017	2018	Total
Out of-school suspensions	546 22%	685 24%	758 19%	953 19%	2,942 20%
In-school suspensions	809 33%	1,031 36%	1,253 31%	1,619 32%	4,712 32%
Warning/student conference	491 20%	471 17%	870 21%	1,130 22%	2,962 20%
Parent conference/notification	486 20%	457 15%	841 21%	1,124 22%	2,908 20%
Removed from class/time out	17 1%	25 1%	72 2%	n/a n/a	114 0%
Suspended from Riding Bus	70 3%	61 2%	33 1%	77 2%	241 2%
Referral to CCSD hearing	13 1%	47 2%	84 2%	67 1%	211 1%
Lunch detention	1 0%	n/a n/a	n/a n/a	1 0%	2 0%
Labeled chronic	31 1%	31 1%	41 1%	12 0%	115 1%

Table 8A. Frequency of Disciplinary Consequences in CCSD, High Schools, 2015-2018

Disciplinary Consequences	2015	2016	2017	2018	Total
Out of-school suspensions	802	963	773	795	3,333
	29%	26%	21%	22%	24%
In-school suspensions	984	1,149	1,589	1,769	5,491
	36%	31%	43%	49%	40%
Warning/student conference	299	752	484	14	2,105
	11%	20%	13%	0%	15%
Parent conference/notification	28	59	63	61	211
	1%	2%	2%	2%	2%
Removed from class/time out	244	289	57	n/a	590
	9%	8%	2%	n/a	4%
Suspended from Riding Bus	9	12	38	16	75
	0%	0%	1%	0%	1%
Referral to CCSD hearing	122	141	85	89	437
	4%	4%	2%	2%	3%
Lunch detention	1	2	345	153	501
	0%	0%	9%	4%	4%
Labeled chronic	26	111	74	3	214
	1%	3%	2%	0%	2%

Table 9A. Disciplinary Infractions resulting in ISS

Disciplinary Infractions	2015	2016	2017	2018	Total
Attendance: Level One	626	665	671	1,107	3,069
	33%	30%	23%	33%	29%
Student Incivility: Level One	198	319	601	1,202	2,320
	11%	14%	21%	35%	22%
Student Incivility: Level Two	40	78	84	107	309
	2%	3%	3%	3%	3%
Break Rules	186	279	482	n/a	947
	10%	13%	17%	n/a	9%
Bullying- Level 1	48	25	50	39	162
	3%	1%	2%	1%	2%
Disorderly Conduct: Level One	146	148	109	279	682
	8%	7%	4%	8%	7%
Fighting: Level One	118	131	180	156	585
	6%	6%	6%	5%	6%
Out of Seat/Area	63	52	60	n/a	175
	3%	2%	2%	n/a	2%
Physical Aggression	147	158	201	n/a	506
	8%	7%	7%	n/a	5%
Repeated Offenses: Level One	13	46	41	56	156
	1%	2%	1%	2%	2%
Verbal Aggression	104	107	140	n/a	351
	6%	5%	5%	n/a	3%
Total	1,689	2,008	2,619	2,946	9,262

Table 10A. Disciplinary Infractions resulting ISS, Middle Schools

Disciplinary Infractions	2015	2016	2017	2018	Total
Attendance: Level One	14	9	27	65	115
	2%	1%	2%	4%	2%
Student Incivility: Level One	171	280	452	749	1,652
	21%	27%	36%	46%	35%
Student Incivility: Level Two	26	61	40	73	200
	3%	6%	3%	5%	4%
Break Rules	87	136	50	n/a	273
	11%	13%	4%	n/a	6%
Bullying: Level 1	40	22	40	28	130
	5%	2%	3%	2%	3%
Disorderly Conduct: Level One	85	107	75	193	460
	11%	10%	6%	12%	10%
Fighting: Level One	102	110	157	137	506
	13%	11%	13%	8%	11%
Out of Seat/Area	23	11	19	n/a	53
	3%	1%	2%	n/a	1%
Physical Aggression	101	107	140	n/a	348
	12%	10%	11%	n/a	7%
Repeated Offenses: Level One	7	40	39	55	141
	1%	4%	3%	3%	3%
Verbal Aggression	29	16	56	n/a	101
	4%	2%	4%	n/a	2%

Table 11A. Disciplinary Infractions resulting ISS, High Schools

Disciplinary Infractions	2015	2016	2017	2018	Total
Attendance: Level One	612	656	644	1,042	2,954
	62%	57%	41%	59%	54%
Student Incivility: Level One	12	28	142	453	635
	1%	2%	9%	26%	12%
Student Incivility: Level Two	8	11	41	34	94
	1%	1%	3%	2%	2%
Break Rules	98	142	430	n/a	670
	10%	12%	27%	n/a	12%
Bullying: Level 1	6	2	8	11	27
	1%	0%	1%	1%	0%
Disorderly Conduct: Level One	57	41	31	86	215
	6%	4%	2%	5%	4%
Fighting: Level One	3	19	14	19	55
	0%	2%	1%	1%	1%
Out of Seat/Area	40	41	41	n/a	122
	4%	4%	3%	n/a	2%
Physical Aggression	24	35	39	n/a	98
	2%	3%	2%	n/a	2%
Repeated Offenses: Level One	n/a	1	1	1	3
	n/a	0%	0%	0%	0%
Verbal Aggression	74	90	81	n/a	245
	8%	8%	5%	n/a	4%

Table 12A. Disciplinary Infractions resulting in OSS

Disciplinary Infractions	2015	2016	2017	2018	Total
Attendance: Level One	112	120	73	171	476
	5%	5%	3%	6%	5%
Battery: Level One	65	17	10	179	271
	3%	1%	0%	7%	2%
Battery: Level Two	15	5	16	99	135
	1%	0%	1%	4%	1%
Student Incivility: Level One	283	290	328	506	1,407
	13%	11%	13%	18%	14%
Student Incivility: Level Two	80	171	133	136	520
	4%	7%	5%	5%	5%
Student Incivility: Level Three	26	42	41	37	146
	1%	2%	2%	1%	1%
Break Rules	124	140	190	n/a	454
	6%	5%	7%	n/a	5%
Disorderly Conduct: Level One	137	132	107	160	536
	7%	5%	4%	6%	5%
Drugs: Level One	36	47	25	11	119
	2%	2%	1%	0%	1%
Fighting: Level One	340	458	534	634	1,966
	16%	18%	21%	23%	20%
Fighting: Level Two	48	24	37	73	182
	2%	1%	1%	3%	2%
Physical Aggression	234	410	447	n/a	1,091
	11%	16%	17%	n/a	11%
Repeated Offenses: Level One	41	46	29	89	205
	2%	2%	1%	3%	2%
Threat/Intimidation: Level Two	28	29	42	79	178
	1%	1%	2%	3%	2%
Unsafe Behavior	62	69	100	n/a	231
	3%	3%	4%	n/a	2%
Verbal Aggression	133	197	90	n/a	420
	6%	8%	4%	n/a	4%
Total	1,764	2,197	2,202	2,174	8,337

Table 13A. Disciplinary Infractions resulting in OSS, Elementary Schools

Disciplinary Infractions	2015	2016	2017	2018	Total
Attendance: Level One	n/a	n/a	n/a	1	1
	n/a	n/a	n/a	0%	0%
Battery: Level One	50	11	1	105	167
	7%	1%	0%	11%	5%
Battery: Level Two	5	3	13	76	97
	1%	0%	1%	8%	3%
Student Incivility: Level One	159	159	139	196	653
	22%	18%	14%	20%	18%
Student Incivility: Level Two	47	108	53	62	270
	7%	12%	5%	6%	8%
Student Incivility: Level Three	8	21	24	14	17
	1%	2%	2%	1%	2%
Break Rules	20	36	32	n/a	88
	3%	4%	3%	n/a	2%
Disorderly Conduct: Level One	35	25	36	65	161
	5%	3%	4%	7%	4%
Drugs: Level One	1	1	n/a	n/a	2
	0%	0%	n/a	n/a	0%
Fighting: Level One	101	95	153	166	515
	14%	11%	15%	17%	14%
Fighting: Level Two	4	6	12	22	44
	1%	1%	1%	2%	1%
Physical Aggression	102	233	303	n/a	638
	14%	26%	31%	n/a	18%
Repeated Offenses: Level One	37	21	11	40	109
	5%	2%	1%	4%	3%
Threat/Intimidation: Level Two	6	4	9	6	25
	1%	0%	1%	1%	1%
Unsafe Behavior	26	45	68	n/a	139
	4%	5%	7%	n/a	4%
Verbal Aggression	12	9	12	n/a	33
	2%	1%	1%	n/a	1%

Table 14A. Disciplinary Infractions resulting in OSS, Middle Schools

Disciplinary Infractions	2015	2016	2017	2018	Total
Attendance: Level One	2	1	9	10	22
	0%	0%	1%	1%	1%
Battery: Level One	4	4	8	52	68
	1%	1%	1%	5%	2%
Battery: Level Two	n/a	2	3	13	18
	n/a	0%	0%	1%	1%
Student Incivility: Level One	96	94	158	229	577
	18%	14%	21%	24%	20%
Student Incivility: Level Two	22	53	46	30	151
	4%	8%	6%	3%	5%
Student Incivility: Level Three	13	1	16	19	62
	2%	0%	2%	2%	2%
Break Rules	24	22	12	n/a	58
	4%	3%	2%	n/a	2%
Disorderly Conduct: Level One	53	53	28	42	176
	10%	8%	4%	4%	6%
Drugs: Level One	8	18	13	9	48
	1%	3%	2%	1%	2%
Fighting: Level One	139	192	219	289	839
	25%	28%	29%	30%	29%
Fighting: Level Two	19	10	5	17	51
	3%	1%	1%	2%	2%
Physical Aggression	52	58	68	n/a	178
	10%	8%	9%	n/a	6%
Repeated Offenses: Level One	4	25	17	49	95
	0%	4%	2%	5%	3%
Threat/Intimidation: Level Two	9	9	14	47	79
	2%	1%	2%	5%	3%
Unsafe Behavior	6	3	5	n/a	14
	1%	0%	1%	n/a	0%
Verbal Aggression	9	15	24	n/a	48
	2%	2%	3%	n/a	2%

Table 15A. Disciplinary Infractions resulting in OSS, High Schools

Disciplinary Infractions	2015	2016	2017	2018	Total
Attendance: Level One	110	119	64	160	453
	14%	12%	8%	20%	14%
Battery: Level One	8	2	1	22	33
	1%	0%	0%	3%	1%
Battery: Level Two	7	n/a	n/a	10	17
	1%	n/a	n/a	1%	1%
Student Incivility: Level One	24	32	30	81	167
	3%	3%	4%	10%	5%
Student Incivility: Level Two	7	3	34	41	85
	1%	0%	4%	5%	3%
Student Incivility: Level Three	5	7	n/a	4	48
	1%	1%	n/a	1%	0%
Break Rules	80	80	146	n/a	306
	10%	8%	19%	n/a	9%
Disorderly Conduct: Level One	48	53	38	53	192
	6%	6%	5%	7%	6%
Drugs: Level One	27	28	12	2	69
	3%	3%	2%	0%	2%
Fighting: Level One	98	171	162	179	610
	12%	18%	21%	23%	18%
Fighting: Level Two	25	7	20	34	86
	3%	1%	3%	4%	3%
Physical Aggression	69	101	49	n/a	219
	9%	10%	6%	n/a	7%
Repeated Offenses: Level One	n/a	n/a	1	n/a	1
	n/a	n/a	0%	n/a	0%
Threat/Intimidation: Level Two	8	16	19	24	67
	1%	2%	2%	3%	2%
Unsafe Behavior	30	21	26	n/a	77
	4%	2%	3%	n/a	2%
Verbal Aggression	111	173	53	n/a	337
	14%	18%	7%	n/a	10%

Table 16A. Disciplinary Infractions resulting in Warning/Student Conference

Disciplinary infractions	2015	2016	2017	2018	Total
Attendance: Level One	85	151	194	354	784
	12%	15%	14%	19%	16%
Student Incivility: Level One	113	142	349	636	1,240
	16%	15%	25%	35%	25%
Student Incivility: Level Two	4	5	21	20	50
	1%	1%	2%	1%	1%
Break Rules	72	161	226	n/a	459
	10%	17%	16%	n/a	15%
Bullying: Level One	42	18	48	40	148
	6%	2%	3%	2%	3%
Disorderly Conduct: Level One	129	135	69	265	598
	18%	14%	5%	15%	12%
Fighting: Level One	71	79	100	129	379
	10%	8%	7%	7%	8%
Out of Seat/Area	1	46	54	n/a	101
	0%	5%	4%	n/a	3%
Physical Aggression	59	97	136	n/a	292
	8%	10%	10%	n/a	9%
Threat/Intimidation: Level Two	10	3	24	37	74
	1%	0%	2%	2%	2%
Unsafe Behavior	26	16	30	n/a	72
	4%	2%	2%	n/a	2%
Verbal Aggression	23	50	60	n/a	133
	3%	5%	4%	n/a	4%
Total	635	903	1,311	1,481	4,330

Table 17A. Disciplinary Infractions resulting in Parent Notification

Disciplinary infractions	2015	2016	2017	2018	Total
Attendance: Level One	23	18	35	75	151
	4%	4%	4%	5%	4%
Break Rules	29	34	88	n/a	151
	5%	7%	9%	n/a	8%
Bullying: Level One	38	15	36	37	126
	7%	3%	4%	3%	4%
Disorderly Conduct: Level One	115	96	69	239	519
	21%	20%	7%	17%	15%
Drugs: Level One	n/a	11	10	1	22
	n/a	2%	1%	0%	1%
Fighting: Level One	67	57	104	172	400
	12%	12%	11%	12%	12%
Larceny/Theft: Level One	12	6	10	7	35
	2%	1%	1%	0%	1%
Out of Seat/Area	n/a	10	27	n/a	37
	n/a	2%	3%	n/a	2%
Physical Aggression	58	83	150	n/a	291
	11%	17%	16%	n/a	15%
Sex Offenses: Level One	3	2	26	3	34
	1%	0%	3%	0%	1%
Sexual Harassment: Level One	16	3	4	14	37
	3%	1%	0%	1%	1%
Student Incivility: Level One	108	105	255	499	967
	20%	21%	26%	35%	28%
Threat/Intimidation: Level Two	10	2	20	41	73
	2%	0%	2%	3%	2%
Unsafe	15	11	38	n/a	64
	3%	2%	4%	n/a	3%
Verbal Aggression	3	18	49	n/a	70
	1%	4%	5%	n/a	4%
Total	497	471	921	1,088	2,977

Table 18A. Disciplinary Infractions resulting in Time Out

Disciplinary Infractions	2015	2016	2017	2018	Total
Attendance: Level One	46	38	11	n/a	95
	9.02	6.81	2.41	n/a	6.23
Break Rules	120	123	102	n/a	345
	23.53	22.04	22.32	n/a	22.62
Disorderly Conduct: Level One	89	85	20	n/a	194
	17.45	15.23	4.38	n/a	12.72
Fighting: Level One	22	21	11	n/a	54
	4.31	3.76	2.41	n/a	3.54
Physical Aggression	64	109	124	n/a	297
	12.55	19.53	27.13	n/a	19.48
Student Incivility: Level One	31	38	54	n/a	123
	6.08	6.81	11.82	n/a	8.07
Student Incivility: Level Two	11	10	29	n/a	50
	2.16	1.79	6.35	n/a	3.28
Unsafe Behavior	33	30	35	n/a	98
	6.47	5.38	7.66	n/a	6.43
Verbal Aggression	47	57	23	n/a	127
	9.22	10.22	5.03	n/a	8.33
Total	463	511	409	n/a	1,383

Table 19A. Characteristics of Students Referred for Disciplinary Infractions in CCSD

	CCSD enrollment (2015- 2018)	2015	2016	2017	2018
African American	50%	81%	82%	80%	81%
Hispanic	24%	9%	9%	9%	9%
Asian	2%	Less than 1%	Less than 1%	Less than 1%	Less than 1%
White	20%	6%	5%	6%	7%
Multi	4%	3%	4%	4%	4%
Male	52%	65%	65%	66%	68%
Homeless	5%	9%	6%	10%	10%
Migrant	Less than 1%	Less than 1%	Less than 1%	Less than 1%	Less than 1%
Gifted/Talented	14%	3%	4%	4%	4%
Special Education status	14%	24%	26%	28%	31%
ELL	9%	2%	2%	2%	2%
Total (number of infractions)		6,823	8,189	10,055	11,061
Intersectionalities					
Black X Male	25%	51%	52%	51%	54%
Black X Female	24%	29%	30%	29%	27%
Black X Special Education Status	9%	20%	22%	23%	26%
Black X Male X Special Education Status	6%	15%	16%	17%	21%
Black X Female X Special Education Status	3%	5%	6%	6%	5%
Black X Homeless	3%	8%	5%	9%	9%

Note. 2015=2014-15. The percent of African American students in CCSD declined each year by 1 percent with the exception of 2017-2018 where the percent remained constant. The percent of Hispanic students in CCSD increased between 2015-2018 by 1%. Between 2015-2018, the percent of ELL students in CCSD increased by 4%, and the percent of homeless students increased by 2%. The percent of Asian, White, Multi, male, migrant, gifted and talented, and special education students in CCSD remained relatively consistent between 2015-2018. The percent of disciplined African American students with a special education status increased each year by at least 2 percent between 2015-2018. Between 2015-2018, the percent of disciplined African American male students with a special education status increased by 4%, the largest of any other Black student group.

Table 20A. Characteristics of Students Referred for Student Incivility

	CCSD enrollment (2015-2018)	2015	2016	2017	2018
African American	50%	78%	84%	82%	83%
Hispanic	24%	8%	7%	8%	8%
Asian	2%	Less than 1%	Less than 1%	Less than 1%	Less than 1%
White	20%	8%	6%	6%	7%
Multi	4%	6%	4%	4%	3%
Male	52%	68%	67%	66%	69%
Homeless	5%	11%	7%	12%	12%
Migrant	Less than 1%	Less than 1%	Less than 1%	Less than 1%	Less than 1%
Gifted/Talented	14%	4%	3%	3%	4%
Special Education status	14%	24%	28%	32%	31%
ELL	9%	1%	1%	2%	2%
Total (number of infractions)		1,009	1,355	2,159	3,486
Intersectionalities					
Black X Male	25%	50%	55%	53%	56%
Black X Female	24%	28%	29%	29%	27%
Black X Special Education Status	9%	19%	25%	26%	25%
Black X Male X Special Education Status	6%	15%	16%	18%	21%
Black X Female X Special Education Status	3%	5%	9%	8%	5%
Black X Homeless	3%	9%	6%	11%	10%

Table 21A. Characteristics of Students Referred for Disorderly Conduct

	CCSD enrollment (2015-2018)	2015	2016	2017	2018
African American	50%	86%	90%	86%	83%
Hispanic	24%	6%	4%	5%	4%
Asian	2%	Less than 1%	Less than 1%	Less than 1%	Less than 1%
White	20%	3%	2%	5%	9%
Multi	4%	4%	3%	4%	4%
Male	52%	61%	63%	66%	69%
Homeless	5%	10%	6%	14%	11%
Migrant	Less than 1%	Less than 1%	Less than 1%	Less than 1%	1%
Gifted/Talented	14%	4%	2%	4%	4%
Special Education status	14%	26%	29%	34%	33%
ELL	9%	2%	2%	1%	2%
Total (number of infractions)		758	805	529	1,539
Intersectionalities					
Black X Male	25%	51%	55%	54%	56%
Black X Female	24%	35%	35%	31%	26%
Black X Special Education Status	9%	24%	27%	29%	27%
Black X Male X Special Education Status	6%	18%	18%	19%	21%
Black X Female X Special Education Status	3%	6%	9%	10%	6%
Black X Homeless	3%	9%	5%	13%	8%

Table 22A. Characteristics of Students Referred for Fighting

	CCSD enrollment (2015-2018)	2015	2016	2017	2018
African American	50%	86%	85%	86%	86%
Hispanic	24%	7%	7%	6%	5%
Asian	2%	Less than 1%	Less than 1%	Less than 1%	Less than 1%
White	20%	3%	4%	4%	5%
Multi	4%	3%	3%	4%	4%
Male	52%	62%	62%	59%	65%
Homeless	5%	12%	6%	11%	9%
Migrant	Less than 1%	Less than 1%	1%	Less than 1%	Less than 1%
Gifted/Talented	14%	3%	2%	4%	4%
Special Education status	14%	18%	22%	19%	28%
ELL	9%	1%	2%	1%	1%
Total (number of infractions)		773	888	1,121	1,424
Intersectionalities					
Black X Male	25%	53%	51%	49%	56%
Black X Female	24%	33%	34%	37%	30%
Black X Special Education Status	9%	16%	19%	17%	24%
Black X Male X Special Education Status	6%	12%	13%	12%	19%
Black X Female X Special Education Status	3%	4%	6%	5%	5%
Black X Homeless	3%	11%	5%	9%	7%

Table 23A. Characteristics of Students Referred for Attendance related infractions

	CCSD enrollment (2015-2018)	2015	2016	2017	2018
African American	50%	78%	72%	74%	74%
Hispanic	24%	13%	17%	15%	16%
Asian	2%	Less than 1%	Less than 1%	Less than 1%	Less than 1%
White	20%	6%	7%	4%	6%
Multi	4%	3%	4%	7%	4%
Male	52%	58%	56%	61%	57%
Homeless	5%	6%	5%	7%	6%
Migrant	Less than 1%	Less than 1%	Less than 1%	Less than 1%	Less than 1%
Gifted/Talented	14%	4%	4%	4%	5%
Special Education status	14%	19%	15%	27%	26%
ELL	9%	3%	5%	3%	3%
Total (number of infractions)		1,023	1,189	1,258	1,874
Intersectionalities					
Black X Male	25%	45%	40%	45%	40%
Black X Female	24%	33%	33%	29%	34%
Black X Special Education Status	9%	15%	12%	23%	23%
Black X Male X Special Education Status	6%	13%	9%	17%	16%
Black X Female X Special Education Status	3%	2%	3%	5%	7%
Black X Homeless	3%	5%	3%	6%	5%

Table 24A. Characteristics of Disciplined Students: In school suspensions (ISS)

	CCSD enrollment (2015-2018)	2015	2016	2017	2018
African American	50%	77%	78%	80%	78%
Hispanic	24%	14%	13%	11%	12%
Asian	2%	Less than 1%	Less than 1%	Less than 1%	Less than 1%
White	20%	6%	5%	5%	6%
Multi	4%	3%	4%	4%	3%
Male	52%	62%	61%	65%	65%
Homeless	5%	7%	5%	10%	9%
Migrant	Less than 1%	Less than 1%	Less than 1%	Less than 1%	Less than 1%
Gifted/Talented	14%	3%	3%	4%	4%
Special Education status	14%	19%	23%	26%	28%
ELL	9%	2%	3%	2%	2%
Total (number of suspensions)		1,878	2,231	2,902	3,386
Intersectionalities					
Black X Male	25%	46%	47%	50%	49%
Black X Female	24%	31%	32%	30%	29%
Black X Special Education Status	9%	15%	19%	21%	24%
Black X Male X Special Education Status	6%	11%	14%	16%	19%
Black X Female X Special Education Status	3%	4%	5%	5%	6%
Black X Homeless	3%	6%	4%	9%	8%

Table 25A. Characteristics of Disciplined Students: Out of School Suspensions (OSS)

	CCSD enrollment (2015-2018)	2015	2016	2017	2018
African American	50%	82%	83%	83%	83%
Hispanic	24%	9%	8%	8%	7%
Asian	2%	Less than 1%	Less than 1%	Less than 1%	Less than 1%
White	20%	5%	5%	5%	6%
Multi	4%	4%	3%	4%	3%
Male	52%	68%	69%	69%	68%
Homeless	5%	9%	7%	10%	10%
Migrant	Less than 1%	Less than 1%	Less than 1%	Less than 1%	Less than 1%
Gifted/Talented	14%	3%	4%	4%	4%
Special Education status	14%	29%	28%	27%	33%
ELL	9%	2%	3%	2%	2%
Total (number of suspensions)		2,099	2,596	2,557	2,738
Intersectionalities					
Black X Male	25%	55%	57%	55%	56%
Black X Female	24%	28%	27%	27%	27%
Black X Special Education Status	9%	25%	23%	23%	27%
Black X Male X Special Education Status	6%	20%	18%	18%	22%
Black X Female X Special Education Status	3%	5%	5%	5%	5%
Black X Homeless	3%	8%	6%	9%	9%

Table 26A. Characteristics of Disciplined Students: Warning/Student Conference

	CCSD enrollment (2015-2018)	2015	2016	2017	2018
African American	50%	82%	84%	80%	81%
Hispanic	24%	7%	6%	9%	7%
Asian	2%	Less than 1%	Less than 1%	Less than 1%	Less than 1%
White	20%	7%	6%	6%	8%
Multi	4%	4%	4%	5%	4%
Male	52%	65%	59%	63%	65%
Homeless	5%	11%	6%	12%	11%
Migrant	Less than 1%	Less than 1%	1%	Less than 1%	Less than 1%
Gifted/Talented	14%	5%	4%	4%	4%
Special Education status	14%	22%	26%	30%	29%
ELL	9%	1%	2%	2%	3%
Total (number of infractions)		843	1,260	1,396	1,836
Intersectionalities					
Black X Male	25%	51%	49%	49%	52%
Black X Female	24%	31%	35%	31%	29%
Black X Special Education Status	9%	18%	23%	26%	24%
Black X Male X Special Education Status	6%	12%	16%	18%	19%
Black X Female X Special Education Status	3%	5%	7%	8%	5%
Black X Homeless	3%	8%	5%	11%	9%

Table 27A. Characteristics of Disciplined Students: Parent Notification

	CCSD enrollment (2015-2018)	2015	2016	2017	2018
African American	50%	82%	87%	82%	84%
Hispanic	24%	6%	7%	7%	4%
Asian	2%	Less than 1%	Less than 1%	Less than 1%	Less than 1%
White	20%	7%	5%	7%	8%
Multi	4%	5%	2%	4%	4%
Male	52%	67%	64%	62%	68%
Homeless	5%	14%	9%	13%	13%
Migrant	Less than 1%	1%	Less than 1%	Less than 1%	Less than 1%
Gifted/Talented	14%	5%	3%	3%	4%
Special Education status	14%	22%	29%	33%	34%
ELL	9%	1%	2%	2%	1%
Total (number of infractions)		602	599	1,128	1,441
Intersectionalities					
Black X Male	25%	54%	55%	49%	58%
Black X Female	24%	28%	32%	33%	27%
Black X Special Education Status	9%	19%	27%	28%	28%
Black X Male X Special Education Status	6%	14%	17%	18%	22%
Black X Female X Special Education Status	3%	5%	10%	10%	6%
Black X Homeless	3%	12%	7%	12%	10%

Table 28A. Days lost to ISS by student characteristics, middle schools

	2015	2016	2017	2018
Days lost to ISS	1,267	1,634	1,812	2,331
African American	974	1,314	1,439	1,844
Hispanic	164	152	174	259
Asian	3	0	0	5
White	76	89	116	146
Multi	50	78	82	75
Male	819	1,081	1,100	1,548
Homeless	106	117	186	255
Migrant	3	2	1	10
Gifted/Talented	48	27	61	100
Special Education status	249	415	462	723
ELL	25	20	45	37
Intersectionalities				
Black X Male	636	854	843	1,209
Black X Female	338	460	596	635
Black X Special Education Status	192	373	360	608
Black X Male X Special Education Status	138	260	255	470
Black X Female X Special Education Status	54	113	105	138
Black X Homeless	95	101	167	230

Table 29A. Days lost to ISS by student characteristics, high schools

	2015	2016	2017	2018
Days lost to ISS	1,312	1,538	2,020	2,485
African American	1,005	1,153	1,587	1,899
Hispanic	207	237	231	370
Asian	0	1	7	5
White	75	91	77	125
Multi	22	56	105	81
Male	758	910	1,330	1,547
Homeless	72	54	207	132
Migrant	2	5	8	7
Gifted/Talented	34	59	92	105
Special Education	250	310	516	660
status				
ELL	34	61	45	66
Intersectionalities				
Black X Male	546	650	1,017	1,109
Black X Female	459	503	570	790
Black X Special	209	260	440	582
Education Status				
Black X Male X	176	207	354	421
Special Education				
Status				
Black X Female X	33	53	86	161
Special Education				
Status				
Black X Homeless	66	36	191	116

Table 30A. Days lost to OSS by student characteristics, elementary schools

	2015	2016	2017	2018
Days lost to OSS	1,110	1,267	1,444	1,487
African American	934	1,044	1,225	1,312
Hispanic	55	104	94	55
Asian	0	4	1	0
White	65	68	76	94
Multi	55	45	42	25
Male	593	1,026	1,162	1,209
Homeless	124	135	167	174
Migrant	0	2	7	0
Gifted/Talented	40	73	70	48
Special Education	374	398	419	515
status				
ELL	20	21	32	21
Intersectionalities				
Black X Male	793	844	968	1,063
Black X Female	141	200	257	249
Black X Special	316	322	352	439
Education Status				
Black X Male X	285	275	310	395
Special Education				
Status				
Black X Female X	31	47	42	44
Special Education				
Status				
Black X Homeless	114	121	147	149

Table 31A. Days lost to OSS by student characteristics, middle schools

	2015	2016	2017	2018
Days lost to OSS	1,354	1,903	2,038	2,560
African American	1,017	1,545	1,625	1,903
Hispanic	225	200	209	318
Asian	0	0	3	8
White	53	79	71	181
Multi	59	79	128	147
Male	890	1,305	1,287	1,669
Homeless	76	153	198	299
Migrant	1	7	0	15
Gifted/Talented	38	48	70	115
Special Education	223	484	442	799
status				
ELL	57	68	34	58
Intersectionalities				
Black X Male	653	1,065	1,007	1,231
Black X Female	382	480	618	672
Black X Special	180	412	378	599
Education Status				
Black X Male X	120	300	245	471
Special Education				
Status				
Black X Female X	60	112	133	128
Special Education				
Status				
Black X Homeless	67	139	175	234

Table 32A. Days lost to OSS by student characteristics, high schools

	2015	2016	2017	2018
Days lost to OSS	2,539	3,221	2,501	2,360
African American	2,148	2,678	2,091	2,007
Hispanic	231	284	195	181
Asian	0	0	7	2
White	108	139	97	83
Multi	35	120	103	86
Male	1,367	1,890	1,477	1,296
Homeless	185	168	199	164
Migrant	0	27	7	12
Gifted/Talented	79	136	154	138
Special Education	466	512	602	502
status				
ELL	25	110	48	31
Intersectionalities				
Black X Male	1,147	1,481	1,200	1,024
Black X Female	1,001	1,197	891	983
Black X Special	416	449	566	461
Education Status				
Black X Male X	309	325	486	321
Special Education				
Status				
Black X Female X	107	124	80	140
Special Education				
Status				
Black X Homeless	181	124	175	139

Table 33A. **Characteristics of disciplined students, by Grade**

	CCS D	Pre- K	K	1	2	3	4	5	6	7	8	9	10	11	12
African American	50%	74%	80%	79%	84%	83%	80%	79%	82%	82%	80%	80%	85%	81%	78%
Hispanic	24%	16%	8%	9%	4%	6%	7%	8%	7%	10%	7%	12%	9%	11%	12%
Asian	2%	Less than 1%	Less than 1%	Less than 1%	Less than 1%	Less than 1%	Less than 1%	Less than 1%	Less than 1%	Less than 1%	Less than 1%	Less than 1%	Less than 1%	1%	Less than 1%
White	20%	9%	11%	9%	9%	9%	7%	9%	5%	5%	8%	5%	3%	6%	6%
Multi	4%	1%	2%	3%	3%	2%	6%	3%	6%	3%	5%	4%	3%	2%	3%
Male	52%	74%	85%	83%	80%	76%	78%	77%	68%	65%	64%	61%	57%	60%	60%
Homeless	5%	13%	10%	7%	14%	13%	10%	9%	12%	10%	12%	8%	4%	6%	4%
Migrant	Less than 1%	Less than 1%	Less than 1%	Less than 1%	Less than 1%	Less than 1%	Less than 1%	Less than 1%	Less than 1%	Less than 1%	Less than 1%	Less than 1%	Less than 1%	1%	Less than 1%
Gifted/Talented	14%	Less than 1%	1%	3%	3%	7%	6%	5%	3%	3%	5%	3%	5%	5%	8%
Special Education status	14%	10%	23%	30%	41%	38%	37%	35%	33%	25%	27%	24%	26%	18%	18%
ELL	9%	7%	3%	3%	3%	2%	2%	1%	1%	3%	2%	3%	2%	1%	1%
Total		134	792	866	1,199	1,446	1,650	1,439	5,251	5,429	3,985	8,486	3,130	1,223	1,098
Intersectionalities															
Black X Male	25%	51%	68%	66%	68%	62%	61%	59%	55%	52%	49%	47%	46%	47%	45%
Black X Female	24%	22%	12%	13%	16%	20%	19%	19%	27%	30%	31%	33%	38%	34%	33%
Black X Special Education Status	9%	9%	18%	21%	32%	30%	31%	28%	29%	21%	22%	21%	24%	16%	14%
Black X Male X Special Education Status	6%	4%	16%	19%	25%	24%	28%	24%	21%	15%	15%	16%	18%	13%	11%
Black X Female X Special Education Status	3%	5%	3%	2%	7%	5%	3%	3%	8%	6%	7%	6%	6%	3%	2%
Black X Homeless	3%	13%	8%	5%	13%	12%	9%	7%	9%	9%	11%	7%	3%	5%	3%

Table 34A. Table comparing school discipline infractions and consequences in CCSD and GA

	2015		2016		2017		2018	
	GA	CCSD	GA	CCSD	GA	CCSD	GA	CCSD
# of students involved in one or more disciplinary incidents	272,481	1,740	268,771	2,090	258,794	2,029		
Total disciplinary incidents	683,925	3,903	670,378	4,981	625,780	5,476	581,562	7,664
Percent of incidents resulting in ISS	51%	44%	51%	44%	51%	49%	52%	
Percent of incidents resulting in OSS	33%	47%	32%	51%	32%	44%	32%	
Percent of incidents resulting in expulsion	0.3%	1%	0.3%	2%	0.3%	1%	0.3%	
Percent of disciplined population that is Black	58%	77%	58%	76%	57%	77%	56%	74%
	(40%)	(53%)	(40%)	(51%)	(39%)	(50%)	(39%)	50%
Percent of disciplined population that is White	28%	6%	27%	7%	27%	6%	27%	8%
	(39%)	(19%)	(39%)	(20%)	(38%)	(20%)	(36%)	(19%)
Percent of students receiving ISS that is Black	54%	74%	54%	74%	54%	75%	53%	73%
Percent of students receiving ISS that is White	31%	7%	30%	6%	30%	7%	30%	8%
Percent of students receiving OSS that is Black	67%	81%	68%	80%	67%	81%	66%	80%
Percent of students receiving OSS that is White	20%	5%	19%	6%	19%	5%	20%	7%
Percent of disciplined population that is male	67%	65%	67%	65%	67%	66%	68%	65%
	(51%)	(52%)	(51%)	(52%)	(51%)	(52%)	(51%)	(52%)
Percent of disciplined population that is female	33%	36%	33%	35%	33%	35%	32%	35%
	(49%)	(48%)	(49%)	(48%)	(49%)	(48%)	(49%)	(48%)
Percent of students receiving ISS that is male	66%	61%	66%	62%	67%	61%	67%	61%
Percent of students receiving ISS that is female	34%	39%	34%	38%	33%	39%	33%	39%
Percent of students receiving OSS that is male	70%	67%	69%	66%	69%	66%	69%	65%
Percent of students receiving OSS that is female	30%	33%	31%	34%	31%	34%	31%	35%
Percent of disciplined population SWD	18%	23%	18%	23%	18%	23%	19%	24%
	(13%)	(15%)	(13%)	(14%)	(13%)	(14%)	(14%)	(15%)

Percent of SWD receiving ISS	17%	19%	17%	21%	18%	21%	18%	22%
Percent of SWD receiving OSS	20%	27%	20%	26%	21%	26%	22%	29%

Note. District and State enrollment of population in brackets. Black students and male students are disproportionately disciplined at both the state and district level. White students account for less of the disciplined population than the overall population at both the state and district level. At both the state and district level, Black students receive more OSS than ISS. White students account for a larger percent of students receiving ISS at both the state and district level. The percent of both White and Black disciplined students experienced decreases at the state level between 2015-2018. Student with disabilities are also disproportionately disciplined at the state and district level. Students with disabilities receive more OSS than ISS at both the state and district level.