

A Secondary Analysis of the Civil Rights Data Collection to Inform Policy and Practice

Key Findings and Guiding Questions that Examine the Experiences of Students with Disabilities in Charter and Traditional Public Schools



School Discipline and Engagement of Law Enforcement in Charter and Traditional Public Schools

TECHNICAL BRIEF 4



Introduction

The Center for Learner Equity (CLE) is committed to ensuring that students with disabilities, particularly those in under-resourced communities, have the quality educational opportunities and choices they need to thrive and learn. We accomplish this through research, advocacy, coalition formation, and capacity building with national, state, and local partners, and recognize that successful advocacy, coalition formation, and capacity building is built on establishing and communicating the facts about educating students with disabilities in public schools.

The U.S. Civil Rights Data Collection (CRDC), maintained and released biennially by the U.S. Department of Education Office for Civil Rights (OCR) since 1968, publishes data on leading civil rights indicators related to access and barriers to education opportunities from early childhood to grade 12. The purpose of this project is to identify similarities and differences in the student populations and student experiences in public charter and traditional public schools to ensure that advocacy is designed to enable success for students with disabilities without regard to educational setting and placement. This analysis has taken on additional relevance in light of the disruption to education caused by the COVID-19 pandemic.

This technical brief is part of an ongoing series CLE launched in 2015 that examines the enrollment and experiences of students with disabilities in different school settings. Using the 2017–2018 CRDC data released earlier this year, this brief focuses on school discipline and the engagement of law enforcement in schools and how this experience has changed over time.¹

Nationally, the identification of students with disabilities eligible to receive special education and related services has increased over time.² Simultaneously, enrollment in charter schools has also increased.³ In light of disruptions caused by the COVID-19 pandemic and potentially greater increases in charter school enrollment, it remains important to track the degree to which students with disabilities are accessing charter schools and to understand the characteristics of students and their experiences prior to the pandemic to examine shifts as schools focus on recovery. Students with disabilities have historically faced disciplinary actions, such as suspension, restraints, seclusion, and engagement of law enforcement, at two to three times the rate of students without disabilities.⁴ Given mounting concerns about the impact of the pandemic on student academic progress, social-emotional learning, and behavior,⁵ and subsequently, school discipline, these baseline data will help us track and quantify the impact of the pandemic on disciplinary practices.



¹ For a more detailed discussion of the methodology for analysis, please see www.centerforlearnerequity.org/news/crdc17-18/.

² National Center for Education Statistics (n.d.). <https://nces.ed.gov/programs/coe/indicator/cgg;>
https://nces.ed.gov/programs/raceindicators/indicator_RBD.asp

³ National Alliance for Public Charter Schools. (2021, July).

<https://data.publiccharters.org/digest/charter-school-data-digest/how-many-charter-schools-and-students-are-there/>

⁴ Losen, D. J., & Martinez, P. (2020). Lost opportunities: How disparate school discipline continues to drive differences in the opportunity to learn. Palo Alto, CA/Los Angeles, CA: Learning Policy Institute; Center for Civil Rights Remedies at the Civil Rights Project, UCLA

⁵ Education Week. (2021). The pandemic will affect students' mental health for years to come. How schools can help.

https://www.edweek.org/leadership/the-pandemic-will-affect-students-mental-health-for-years-to-come-how-schools-can-help/2021/03?s_kwid=AL16416131486544088589!b!!g!!&utm_source=goog&utm_medium=cpc&utm_campaign=ew+dynamic+recent%20&ccid=dynamic+ads+recent+articles&ccag=recent+articles+dynamic&cckw=&cccv=dynamic+ad&gclid=CjwKCAjwk6-LBhBZEiwAOUUDpydgicVptMHf833Zxwqpr3VQtdfY9lsJNRMCUW_1yAljNbFscC-MBoCI4QAvD_BwE



Key Takeaways

- Students with disabilities, in traditional and charter public schools, were almost twice as likely to be suspended than students without disabilities. However, students with disabilities had a greater rate of in-school suspension in traditional public schools than in charter schools, while the opposite was true for out-of-school suspensions.
- Students with disabilities attending brick-and-mortar charter schools were more likely to receive in-school or out-of-school suspensions than those attending online or virtual schools.
- A greater proportion of students with disabilities were referred to a law enforcement agency or official and experienced a school-related arrest in both charter and traditional public schools than students without disabilities (i.e., generally two to three times more).
- Virginia had the highest proportion of students with and without disabilities who were referred to a law enforcement agency or official in both charter and traditional public schools.
- Students with disabilities enrolled in traditional public schools were more likely to experience a school-related arrest than those attending a charter school.
- Students with disabilities faced significantly greater rates of mechanical and physical restraint than students without disabilities in both school types (i.e., roughly five and 30 times greater), and the average number of instances of physical restraint for students with disabilities was about one and a half times that for students without disabilities.
- A greater proportion of students with disabilities were subjected to seclusion than students without disabilities in both charter and traditional public schools (i.e., roughly 20 to 30 times more), but students with disabilities had a higher rate of seclusion when attending a traditional public school than a charter school.
- Students with disabilities who were subjected to seclusion had more instances of seclusion than students without disabilities.
- Rates of corporal punishment have decreased over time across all student groups and school types, leading to the proportion of students with disabilities who received corporal punishment to be similar to that of students without disabilities in 2018.

Key Questions for Policymakers and Researchers

- What policies increase or, conversely, decrease the discipline rates of students with disabilities in both sectors?
- What is the intersection of student identity or identifies (e.g., ethnicity, gender, income, English learner, and disability) and discipline?
- How can states and districts use these data, and specifically, awareness that students with disabilities experience significantly more involvement with law enforcement and punitive discipline measures that limit their access to education to drive meaningful change?
- What if any policies are fostering (e.g., high rates in Virginia) or, conversely, diminishing (e.g., low rates in Washington) decisions leading to the engagement of law enforcement?
- To what degree have states or districts identified best practices that effectively de-escalate interactions that can lead to the engagement of law enforcement for all students and, in particular, students with disabilities?
- To what degree do the data reflect variances in actual practice or compliance with data reporting requirements?



>> Suspension Variances

Historically, students with disabilities have faced greater rates of discipline than students without disabilities. This often leads to students with disabilities losing more instruction time than their peers. The CRDC reports the number of students who receive suspension by type and student group, and this provides insight into the discipline experienced by students with disabilities in different school settings.

For the 2017–2018 school year, and as a continuing historical trend, a larger proportion of students with disabilities received suspensions than students without disabilities in both charter and traditional public schools. Students with disabilities had the highest rate of in-school suspension when attending traditional public schools, but they had the highest rates of out-of-school suspension when attending charter schools. However, it is also important to note that the data suggest that different school settings used different suspension methods more often. Traditional public schools used in-school suspension at a greater rate than charter schools, while charter schools used out-of-school suspension more. Figures 1 and 2 compare the proportion of students who received suspensions by type and student group in charter and traditional public schools.

Figure 1: Students who Received Suspension by Type and Group in Traditional Public Schools

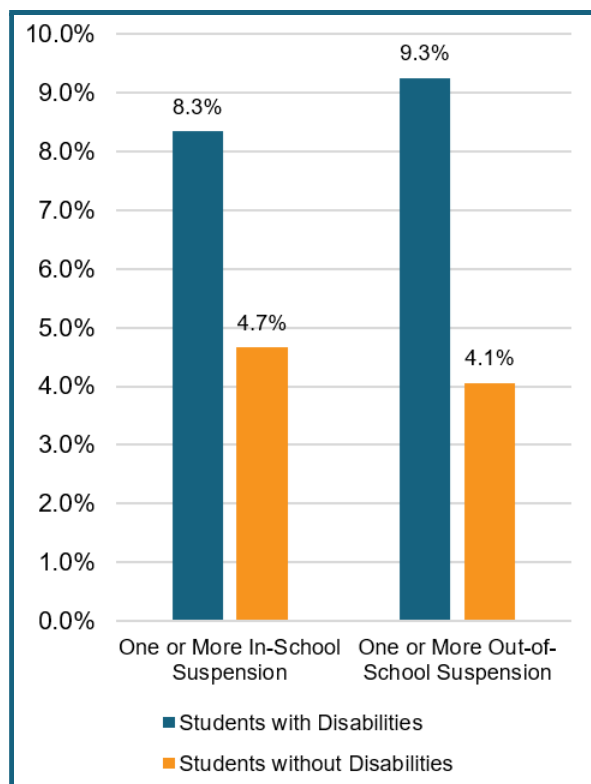
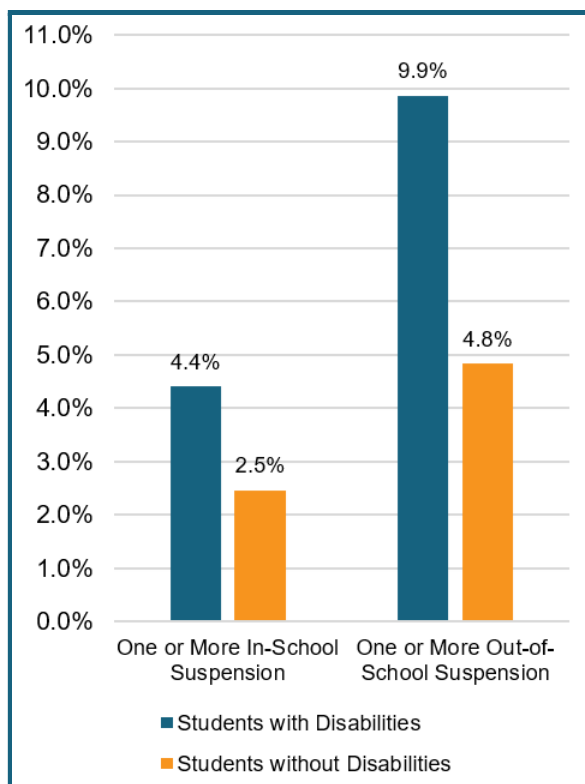
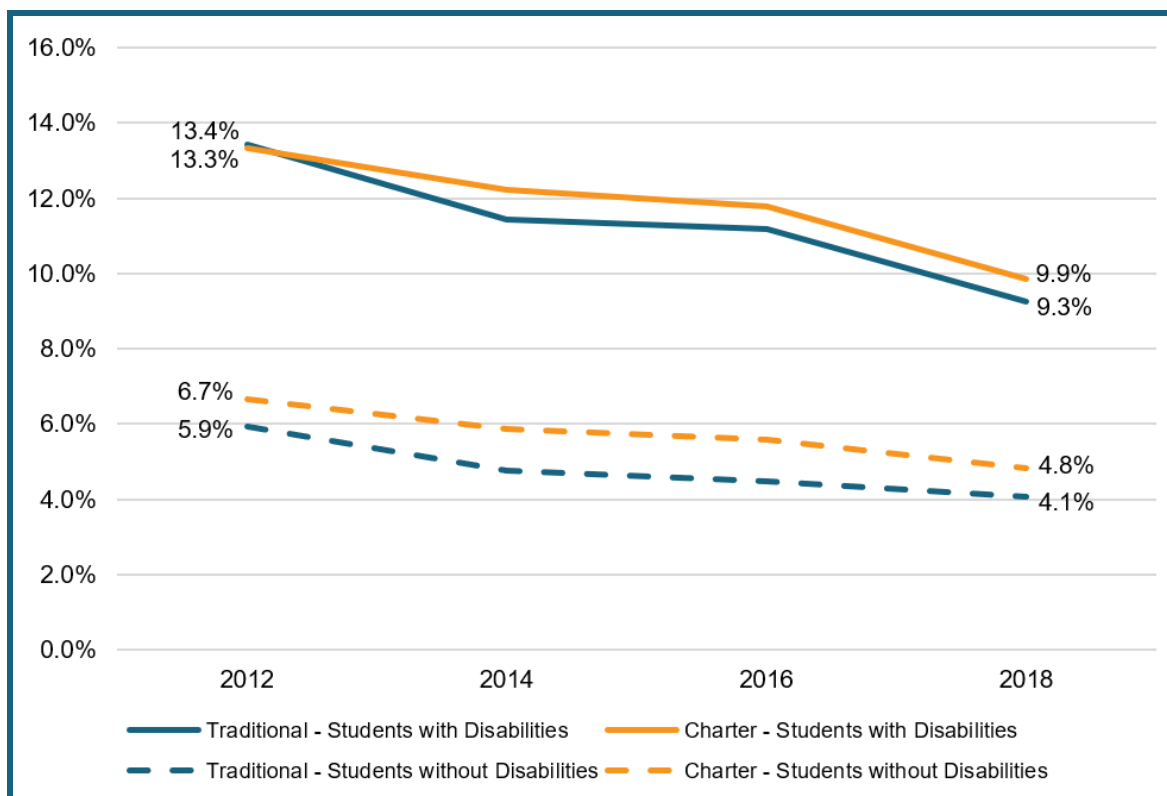


Figure 2: Students who Received Suspension by Type and Group in Charter Public Schools



Although a large proportion of students received an out-of-school suspension in 2018, the proportion of students receiving out-of-school suspension has decreased for both charter and traditional public schools since 2012. Figure 3 shows the decrease of the out-of-school suspension rate over time. Students with disabilities continue to be suspended at a greater rate than their peers without disabilities.

Figure 3: Students who Received Out-of-School Suspension by Student Group and School Type



Analyzing the experience of students with regard to discipline requires understanding how different school types are included in the data set. Consequently, an additional analysis was conducted to observe suspension rates when virtual schools were removed from the sample.⁶ When removing online or virtual schools, the percentage of charter students who received in-school or out-of-school suspensions increased slightly, regardless of the student group. Figure 4 details the percentage of students who received suspension by type, student group, and the inclusion/exclusion of online or virtual schools for all charter schools. As shown below, students with disabilities continued to face greater rates of suspension than students without disabilities even when excluding virtual schools.

Figure 4: Students Who Received Suspension by Type, Student Group, and Inclusion/Exclusion of Online or Virtual Schools for Charter Schools

Students	One or More In-School Suspensions		One or More Out-of-School Suspensions	
	Including Online/Virtual Schools	Excluding Online/Virtual Schools	Including Online/Virtual Schools	Excluding Online/Virtual Schools
With Disabilities	4.4%	4.8%	9.9%	10.8%
Without Disabilities	2.5%	2.6%	4.8%	5.2%

⁶ Virtual schools do not have the equivalent of out-of-school suspension. For more information on how online or virtual schools were identified and removed from the data set, please see www.centerforlearnerequity.org/news/crdc17-18/.

>> Legal Status Variances

Differences in suspension rates were also observed between charter schools based on legal status, which is an important part of how charter schools are governed and operated.⁷ Based on state charter governance laws, charters can operate as their own LEA or as part of an LEA for the purposes of special education. Charters operating as their own LEA are typically responsible for the placement of students with disabilities and the provision of services for such students, while charters that are part of an LEA may share the responsibility for identifying placements and providing services with the LEA itself.

As seen in Figures 5 and 6, charter schools that operate as their own LEA and as part of an LEA reported greater proportions of students with disabilities receiving in-school and out-of-school suspensions than students without disabilities. However, charter schools that operate as their own LEA suspended a larger proportion of students compared to charters that operate as part of an LEA for both students with and without disabilities.

Figure 5: Students who Received Suspension by Type and Student Group in Traditional Public Schools

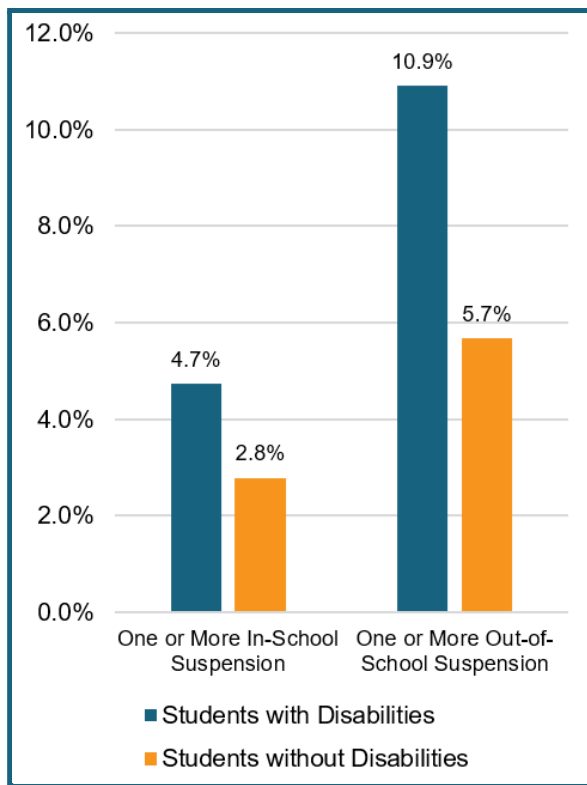
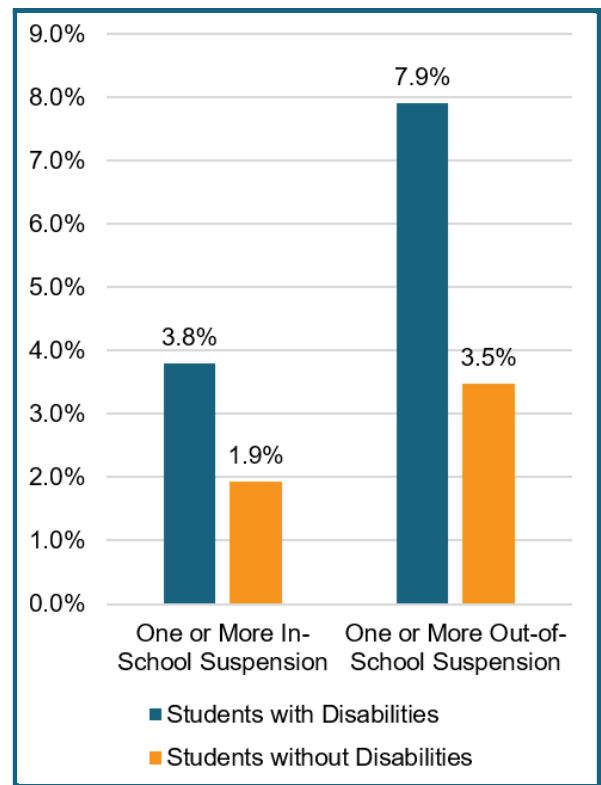


Figure 6: Students who Received Suspension by Type and Student Group in Charter Public Schools



⁷ Charter schools were classified as operating as their own LEA or as part of an LEA for the purposes of this analysis, using a combination of historical CRDC analyses, NCES Common Core of Data variables, and manual data review. For more information on how this classification was conducted, please see www.centerforlearnerequity.org/news/crdc17-18/.

>> State-Level Variances

State-level findings regarding suspension rates showed major differences among students with disabilities in charter and traditional public schools. As shown in Figure 7, the suspension rates for students with disabilities varied significantly among charter schools. The proportion of students who received in-school suspensions in charter schools ranged from 0.0% (Alabama) to 20.1% (Missouri), while the proportion of charter students who received one or more out-of-school suspensions ranged from 2.6% (Idaho) to 32.8% (Alabama). Although the proportions varied among school types, large variances also were observed when comparing charter suspension rates to traditional public school suspension rates. Out of 44 states where data were fully available, only nine saw larger proportions of charter school students with disabilities receiving in-school suspension than traditional public school students with disabilities. Meanwhile, 22 states reported larger proportions of students with disabilities receiving one or more out-of-school suspensions in traditional public schools than in charter schools.



Figure 7: Rates of In- and Out-of-School Suspension of Students with Disabilities by State and School Type⁸

State	Traditional - One or More In-School Suspension	Charter - One or More In-School Suspension	Traditional - One or More Out-of-School Suspension	Charter - One or More Out-of-School Suspension
Alabama	8.9%	0.0%	10.8%	32.8%
Alaska	7.7%	4.4%	10.3%	7.0%
Arizona	7.7%	2.8%	8.4%	6.1%
Arkansas	15.7%	14.4%	13.0%	16.9%
California	2.1%	1.4%	7.1%	4.2%
Colorado	6.6%	6.9%	9.8%	7.4%
Connecticut	10.2%	10.7%	8.2%	16.4%
Delaware	13.3%	5.7%	17.2%	14.1%
District of Columbia	1.4%	6.3%	14.4%	16.0%
Florida	10.4%	2.9%	10.0%	6.6%
Georgia	13.3%	4.8%	11.7%	6.9%
Hawaii	2.3%	1.9%	8.6%	5.6%
Idaho	6.4%	1.7%	5.4%	2.6%
Illinois	8.6%	7.6%	6.7%	16.8%
Indiana	8.6%	6.2%	11.3%	14.7%
Iowa	7.1%	1.2%	9.0%	6.1%

⁸ Kentucky, Montana, North Dakota, Nebraska, South Dakota, Vermont, and West Virginia did not report charter schools in the 2017–18 CRDC.



State	Traditional - One or More In-School Suspension	Charter - One or More In-School Suspension	Traditional - One or More Out-of-School Suspension	Charter - One or More Out-of-School Suspension
Kansas	8.7%	1.4%	7.8%	2.9%
Kentucky	12.2%	N/A	8.2%	N/A
Louisiana	15.8%	6.4%	16.2%	16.1%
Maine	6.3%	2.4%	8.3%	5.7%
Maryland	1.7%	1.3%	8.9%	9.3%
Massachusetts	3.7%	7.0%	6.2%	12.0%
Michigan	5.1%	4.9%	12.1%	17.5%
Minnesota	5.1%	5.0%	7.8%	10.4%
Mississippi	13.2%	5.1%	14.2%	24.4%
Missouri	14.0%	20.1%	10.1%	25.2%
Montana	7.8%	N/A	6.8%	N/A
Nebraska	9.6%	N/A	10.1%	N/A
Nevada	8.6%	0.7%	9.5%	4.8%
New Hampshire	8.2%	2.4%	10.1%	6.7%
New Jersey	5.5%	10.8%	7.1%	18.8%
New Mexico	6.6%	2.1%	9.4%	4.5%
New York	6.0%	6.4%	5.2%	13.7%



State	Traditional - One or More In-School Suspension	Charter - One or More In-School Suspension	Traditional - One or More Out-of-School Suspension	Charter - One or More Out-of-School Suspension
New York	6.0%	6.4%	5.2%	13.7%
North Carolina	13.7%	3.9%	14.7%	7.6%
North Dakota	4.5%	N/A	4.5%	N/A
Ohio	8.0%	5.0%	12.5%	19.8%
Oklahoma	10.1%	4.9%	8.7%	4.4%
Oregon	6.6%	1.8%	8.6%	4.0%
Pennsylvania	7.3%	3.2%	10.0%	12.7%
Rhode Island	5.0%	4.2%	9.0%	9.7%
South Carolina	15.8%	6.7%	17.5%	7.8%
South Dakota	9.7%	N/A	6.4%	N/A
Tennessee	9.4%	3.9%	7.4%	15.2%
Texas	15.8%	8.0%	8.8%	9.2%
Utah	1.7%	2.6%	3.4%	5.1%
Vermont	7.2%	N/A	7.5%	N/A
Virginia	9.5%	3.2%	11.3%	10.0%
Washington	6.3%	7.5%	9.6%	22.1%
West Virginia	10.3%	N/A	12.2%	N/A



State	Traditional - One or More In-School Suspension	Charter - One or More In-School Suspension	Traditional - One or More Out-of-School Suspension	Charter - One or More Out-of-School Suspension
Wisconsin	6.5%	4.1%	11.3%	11.4%
Wyoming	7.2%	3.0%	6.9%	6.1%



>> Referrals to Law Enforcement

In order to evaluate the level of safety students experience based on their disability status and in different settings, an analysis was conducted on the number of students who were referred to law enforcement, as reported by the CRDC.⁹ Figures 8 and 9 reflect the proportion and number of students who were referred to law enforcement by school type and student group between 2012 and 2018. While the rates are below 1% and these percentages have decreased, as has historically been the case, the proportion of students with disabilities who were referred to law enforcement remains more than twice that of students without disabilities in both charter and traditional public schools. A smaller proportion of students with disabilities faced referrals to law enforcement in charter schools than in traditional public schools.

Figure 8: Number of Students Referred to Law Enforcement by School Type and Student Group

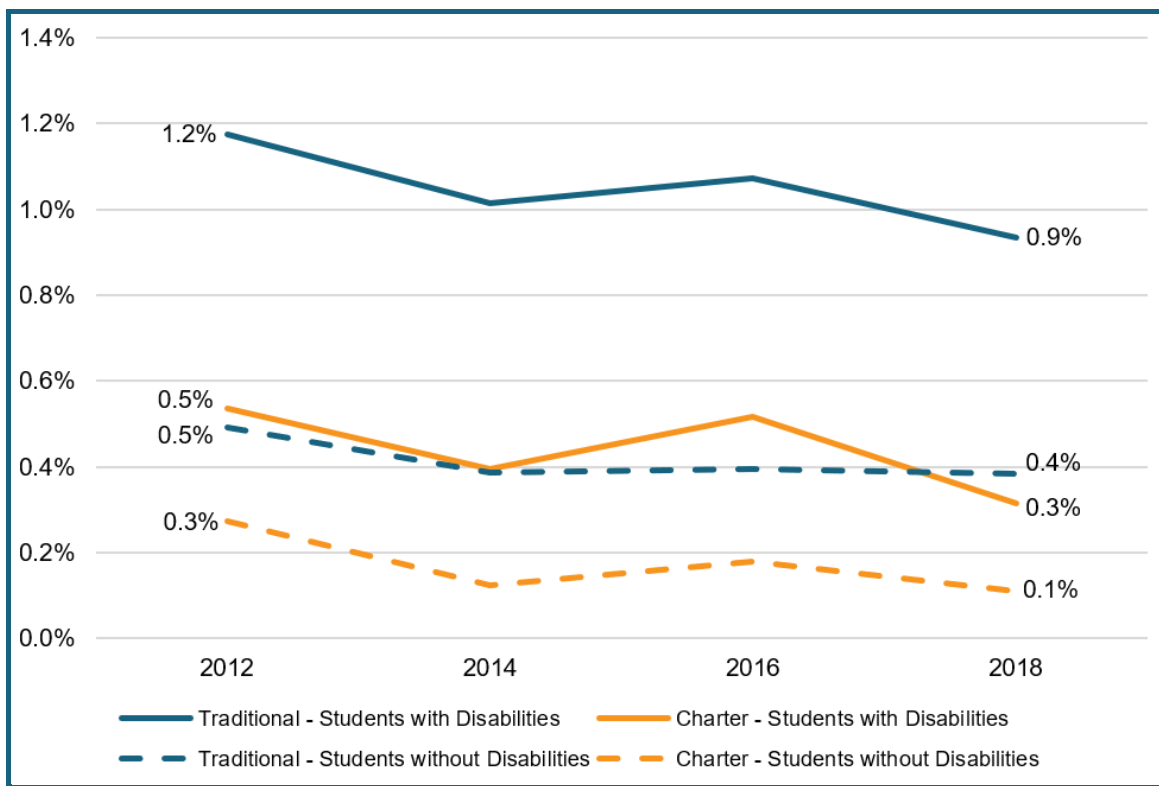


Figure 9: Number of Students Referred to Law Enforcement by School Type and Student Group

Students	Traditional	Charter
With Disabilities	58,695	1,037
Without Disabilities	158,296	3,013

⁹ The CRDC defines referral to law enforcement as “an action by which a student is reported to any law enforcement agency or official, including a school police unit, for an incident that occurs on school grounds, during school-related events, or while taking school transportation, regardless of whether official action is taken.” For more information on CRDC definitions, please see <https://www2.ed.gov/about/offices/list/ocr/docs/2017-18-crdc-school-form.pdf>.



Figure 10 details the percentages of students with disabilities referred to law enforcement by state and school type. Based on the figure, Virginia consistently reported the highest rates of referrals to law enforcement in both charter and traditional public schools.¹⁰ However, a larger proportion of students with disabilities faced referrals to law enforcement when attending a Virginia charter school than students with disabilities attending a Virginia traditional public school (3.2% and 3.1%, respectively). Of the 44 states with charter schools, only four had a greater referral rate for students with disabilities attending a charter school than students with disabilities attending a traditional public school (Arkansas, Virginia, Washington, DC, and Wyoming).

Figure 10: Proportions of Students with Disabilities Referred to Law Enforcement by School Type¹¹

State	% of Students with Disabilities Referred to Law Enforcement in Traditional Public Schools	% of Students with Disabilities Referred to Law Enforcement in Charter Public Schools	Difference
National	0.9%	0.3%	0.6%
Alabama	0.5%	0.0%	0.5%
Alaska	0.8%	0.0%	0.8%
Arizona	0.7%	0.2%	0.5%
Arkansas	0.5%	0.5%	-0.1%
California	0.8%	0.3%	0.4%
Colorado	1.2%	0.5%	0.7%
Connecticut	1.1%	0.6%	0.5%
Delaware	1.4%	0.7%	0.7%
District of Columbia	0.1%	0.7%	-0.6%
Florida	1.6%	0.4%	1.2%
Georgia	0.6%	0.1%	0.5%
Hawaii	1.0%	0.0%	1.0%
Idaho	1.2%	0.2%	1.0%
Illinois	1.6%	0.7%	0.9%
Indiana	0.5%	0.1%	0.4%
Iowa	1.1%	0.0%	1.1%

¹⁰ In the 2017–18 CRDC, Virginia reported eight charter schools. Given its small number of schools and overall enrollment, a few referrals to law enforcement can dramatically skew the findings for Virginia.

¹¹ In 2017–18, there were no charter schools in Kentucky, Montana, North Dakota, Nebraska, South Dakota, Vermont, and West Virginia.



State	% of Students with Disabilities Referred to Law Enforcement in Traditional Public Schools	% of Students with Disabilities Referred to Law Enforcement in Charter Public Schools	Difference
Kansas	0.8%	0.0%	0.8%
Kentucky	0.8%	N/A	N/A
Louisiana	0.5%	0.1%	0.4%
Maine	0.7%	0.0%	0.7%
Maryland	1.1%	0.2%	0.9%
Massachusetts	0.3%	0.2%	0.1%
Michigan	0.4%	0.3%	0.1%
Minnesota	1.2%	0.6%	0.6%
Mississippi	0.6%	0.0%	0.6%
Missouri	0.9%	0.1%	0.8%
Montana	1.0%	N/A	N/A
Nebraska	0.8%	N/A	N/A
Nevada	0.9%	0.0%	0.9%
New Hampshire	1.9%	1.1%	0.8%
New Jersey	0.5%	0.5%	0.0%
New Mexico	0.5%	0.3%	0.2%
New York	0.4%	0.1%	0.4%
North Carolina	0.8%	0.1%	0.7%
North Dakota	1.0%	N/A	N/A
Ohio	0.4%	0.4%	0.0%
Oklahoma	0.6%	0.1%	0.5%
Oregon	0.4%	0.2%	0.2%
Pennsylvania	2.3%	0.4%	2.0%
Rhode Island	0.4%	0.3%	0.1%



State	% of Students with Disabilities Referred to Law Enforcement in Traditional Public Schools	% of Students with Disabilities Referred to Law Enforcement in Charter Public Schools	Difference
South Carolina	0.7%	0.1%	0.6%
South Dakota	1.6%	N/A	N/A
Tennessee	0.6%	0.6%	0.0%
Texas	0.9%	0.2%	0.7%
Utah	0.5%	0.3%	0.2%
Vermont	0.9%	N/A	N/A
Virginia	3.1%	3.2%	-0.1%
Washington	0.5%	0.0%	0.5%
West Virginia	0.3%	N/A	N/A
Wisconsin	2.1%	0.8%	1.3%
Wyoming	1.2%	3.0%	-1.9%



>> School-Related Arrests

Differences were also observed when analyzing the number of students who received a school-related arrest. Figures 11 and 12 below compare the proportion and number of students who received a school-related arrest by school type and student group. For the 2017–2018 school year, more than double the proportion of students with disabilities received a school-related arrest than students without disabilities in both charter and traditional public schools. Students with disabilities had less school-related arrests in charter schools than in traditional public schools.

Figure 11: Students who Received a School-Related Arrest by School Type and Student Group

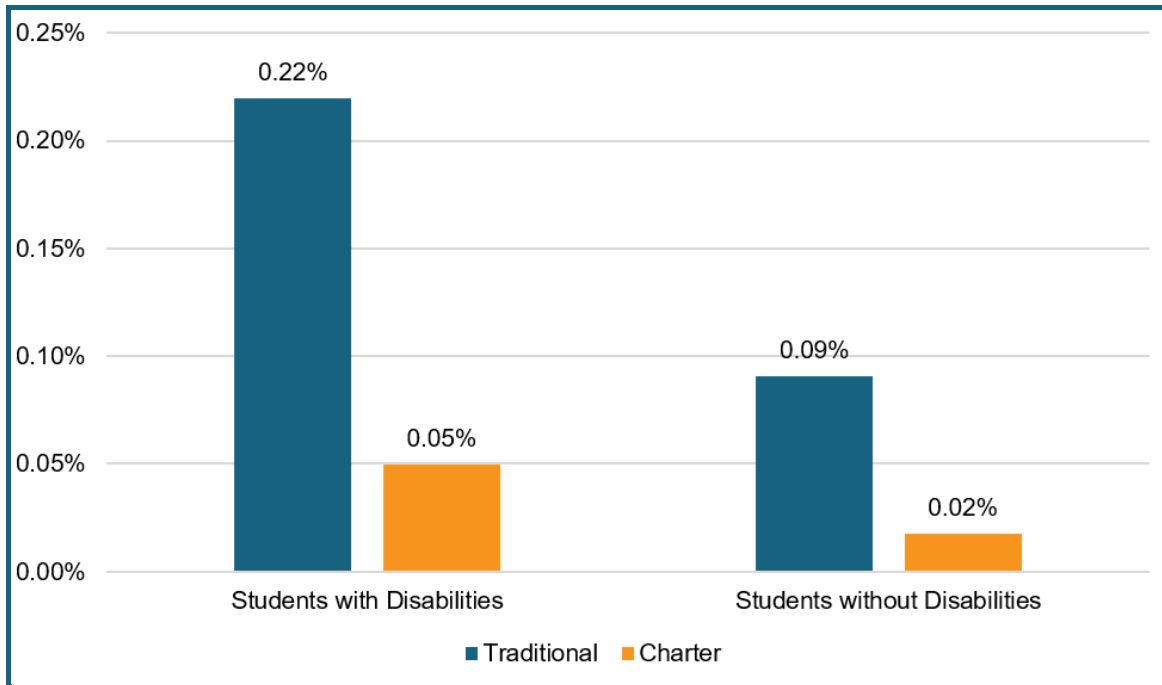
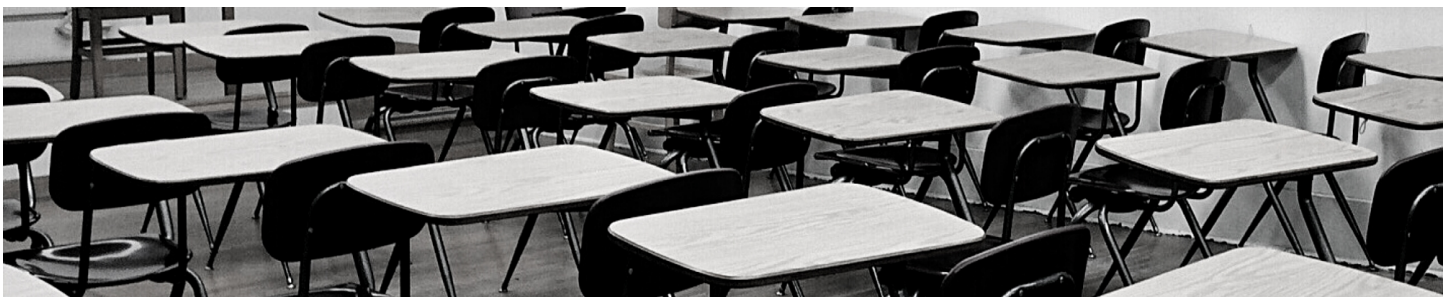


Figure 12: Number of Students Who Received a School-Related Arrest by School Type and Student Group in 2018

Students	Traditional	Charter
With Disabilities	13,778	165
Without Disabilities	37,296	488



>> Restraint

The extent to which students are restrained is another indicator of safety in different school settings. We examined the specific student populations that experience instances of restraint and the rate at which restraint is used. The CRDC reports two different types of restraints, mechanical and physical. Mechanical restraint refers to the use of a device or equipment to restrict a student's movement, while physical restraint refers to a personal restriction that immobilizes or reduces the free movement of a student. The use of restraint in schools can lead to traumatic experiences for students and has even resulted in injury or death.

While a relatively small proportion of all students were subjected to mechanical or physical restraints (see Figures 13 and 14), similar to other data related to discipline, students with disabilities were subjected to exponentially more of both types of restraint than students without disabilities. Students with disabilities faced more of both types of restraint in traditional settings than in charter schools as well.

Figure 13: Students Subjected to Mechanical Restraint by School Type and Student Group

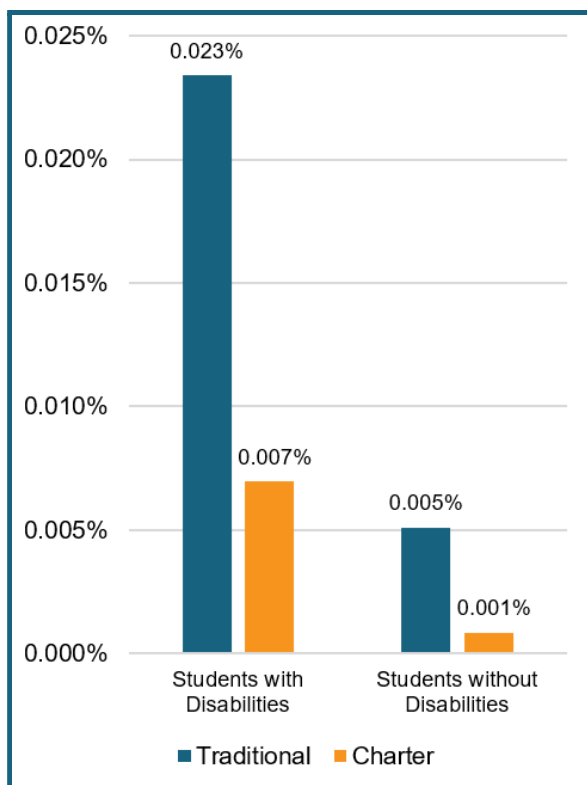


Figure 14: Students Subjected to Physical Restraint by School Type and Student Group

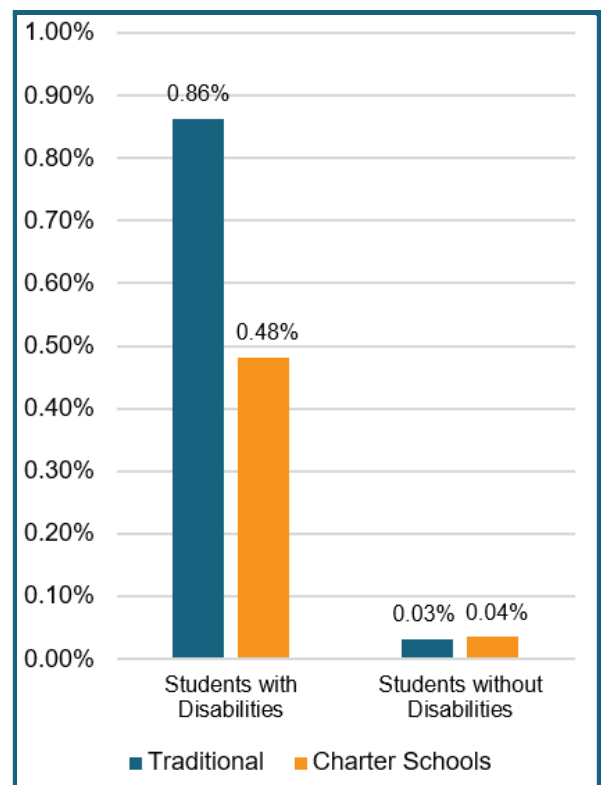


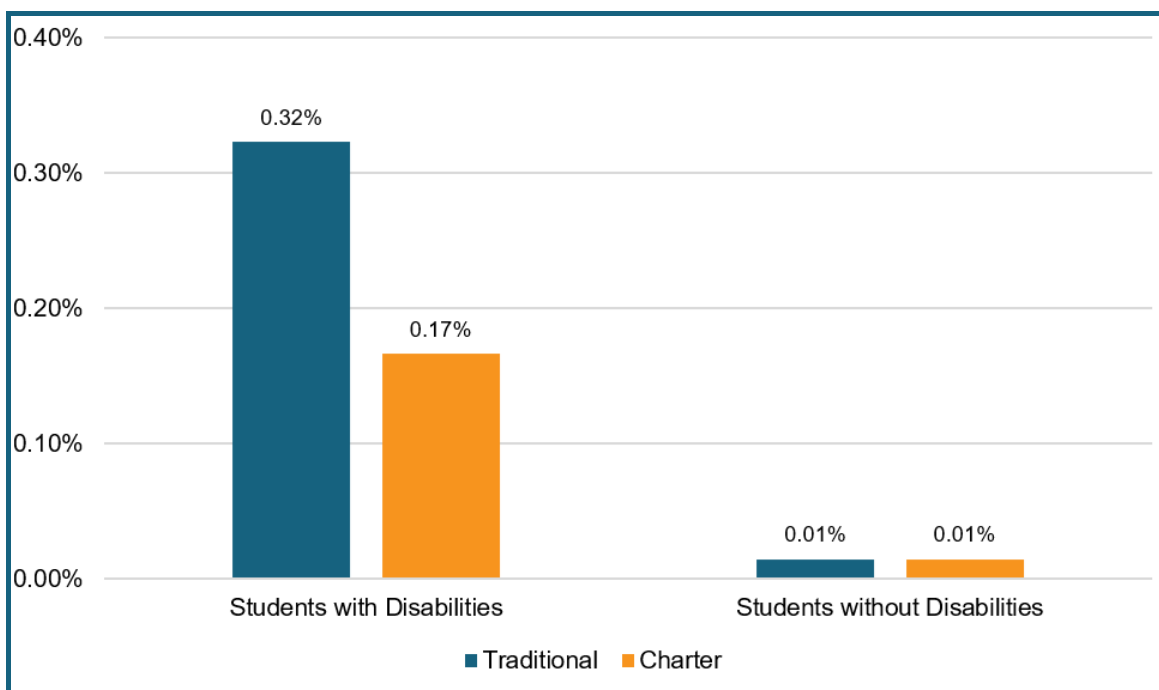
Figure 15: Number of Students Subjected to Restraint by Type, Student Group, and School Type in 2018

Students	Mechanical Restraint		Physical Restraint	
	Traditional	Charter	Traditional	Charter
With Disabilities	1,470	23	54,208	1,596
Without Disabilities	2,103	23	13,055	974

>> Seclusion

Similar to restraint, seclusion is also a safety concern for students with disabilities. Seclusion refers to the confinement of a student either in a room or area where the student is prevented from leaving. Students with disabilities are much more likely (i.e., 32 times more likely in traditional public schools and 17 times more likely in charter schools) than students without disabilities to be secluded, again leading to a lack of access to instruction and possible trauma and injury.

Figure 16 below shows the rate of students subjected to seclusion by school type and student group.



Additionally, the average number of instances of seclusion per student were much greater for students with disabilities. Figure 17 details the average number of instances of seclusion per student by school type and student group. Students with disabilities had almost double the instances of seclusion than students without disabilities.

Figure 17: Average Instances of Seclusion per Student by School Type and Student Group

School Type	Students with Disabilities	Students without Disabilities
Traditional	5.92	3.06
Charter	4.12	2.39

>> Corporal Punishment Variances¹²

The CRDC also collected data regarding the number of students who received corporal punishment. Corporal punishment is when a form of physical punishment is imposed on a child, such as paddling or spanking, and poses the risk of serious physical injury or mental trauma to students. Although the prevalence of corporal punishment has been declining steadily and it is banned in most states, 19 states still allow public school personnel to use corporal punishment to discipline students (i.e., Alabama, Arkansas, Arizona, Colorado, Florida, Georgia, Idaho, Indiana, Kansas, Kentucky, Louisiana, Missouri, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, and Wyoming).¹³ When observing state-level data, the number of states that reported instances of corporal punishment used against students with disabilities varied, which may be due in part to state bans on using corporal punishment for students with disabilities. Of the 19 states that allow corporal punishment with charter schools, only six reported instances of corporal punishment against students with disabilities in charter schools during the 2017–18 school year (i.e., Arkansas, Arizona, Georgia, Louisiana, Tennessee, and Texas), while 15 states reported instances of corporal punishment against students with disabilities in traditional public schools.¹⁴



¹² The analysis conducted in this section only includes schools in states where corporal punishment is allowed. For more information, please see www.centerforlearnerequity.org/news/crdc17-18/.

¹³ For more information regarding corporal punishment in U.S. public schools, please see <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5766273/>

¹⁴ Colorado, Idaho, Kansas, and Wyoming reported no instances of corporal punishment in the 2017–18 CRDC.



Figures 18 and 19 compare the proportion and number of students who received corporal punishment in charter and traditional public schools from 2012 to 2018. The percentage of students who received corporal punishment is less than 1% across all student groups and school types in 2018. Historically, students with disabilities received corporal punishment at a higher rate than students without disabilities in both charter and traditional public schools; however, the difference between these two groups has decreased over time. Ultimately, a smaller proportion of students with disabilities received corporal punishment than students without disabilities among all charter schools in 2018.

Figure 18: Students who Received Corporal Punishment by Student Group and School Type

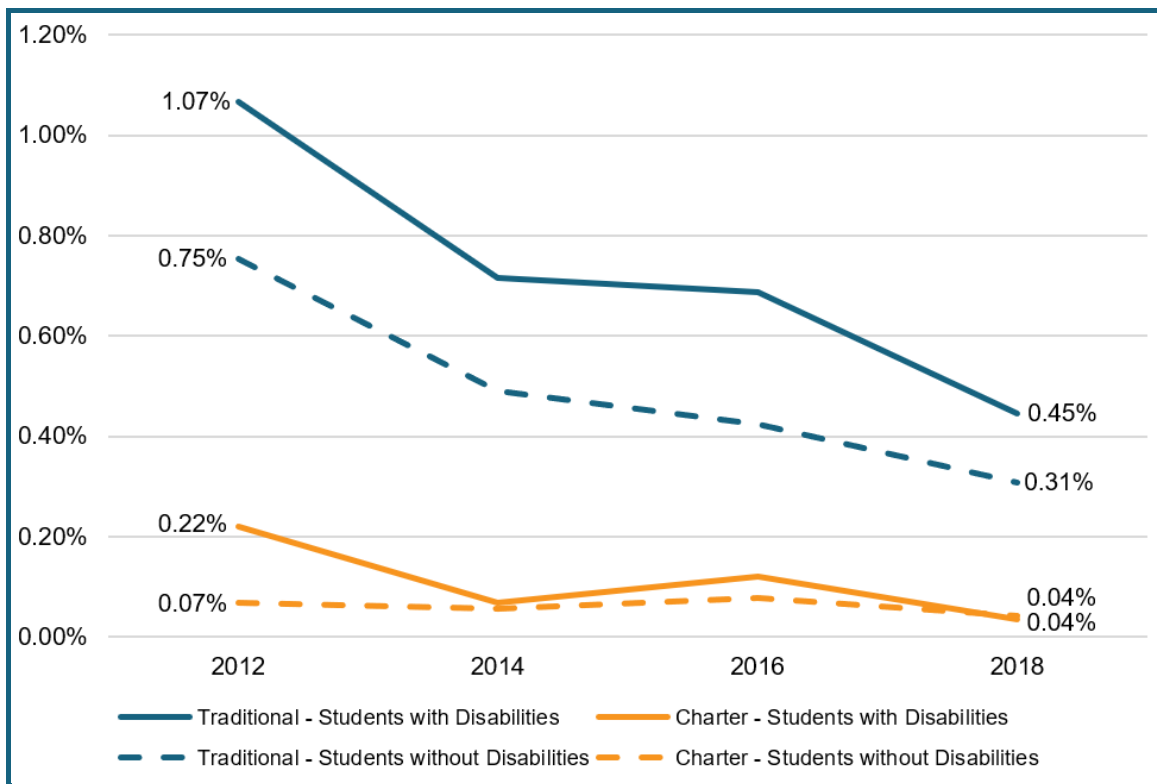


Figure 19: Number of Students who Received Corporal Punishment by School Type in 2018

Students	Traditional	Charter
With Disabilities	11,324	44
Without Disabilities	55,535	530



>> Endnotes

The findings shared in this brief are based on the data reported in the 2017–2018 CRDC. The 2017–2018 CRDC collected information from 97,632 schools; however, the findings in this report rely on a data cleaning methodology that selected a sample of schools from the CRDC. The methodology is outlined in an accompanying file and details the decisions made regarding data cleaning, the variables used for each calculation, manual classifications, and how the findings were reported.¹⁵

>> Acknowledgements

We would like to acknowledge Patrick Gibson and Ashley Robles from the State & School Finance Project for their analysis of the data and synthesis of findings and Powers Solutions for design and layout. Lauren Morando Rhim, Megan Ohlssen, Paul O'Neill, Bryan Rotach, and Wendy Tucker from the Center for Learner Equity contributed to the brief. Support for our secondary analysis of the Civil Rights Data Collection comes from the Oak Foundation and Walton Family Foundation.

Our Mission: We are committed to ensuring that students with disabilities, particularly those in under-resourced communities, have the quality educational opportunities and choices they need to thrive and learn. We accomplish this through research, advocacy, coalition formation, and capacity building with national, state, and local partners.

Our Vision: Students with disabilities will have the same opportunities for success as their peers.

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Citation: Center for Learner Equity. (November, 2021). Technical Brief 4: School Discipline and Engagement of Law Enforcement in Charter and Traditional Public Schools. New York, New York. Author.



¹⁵ For more information, please see www.centerforlearnerequity.org/news/crdc17-18/.

