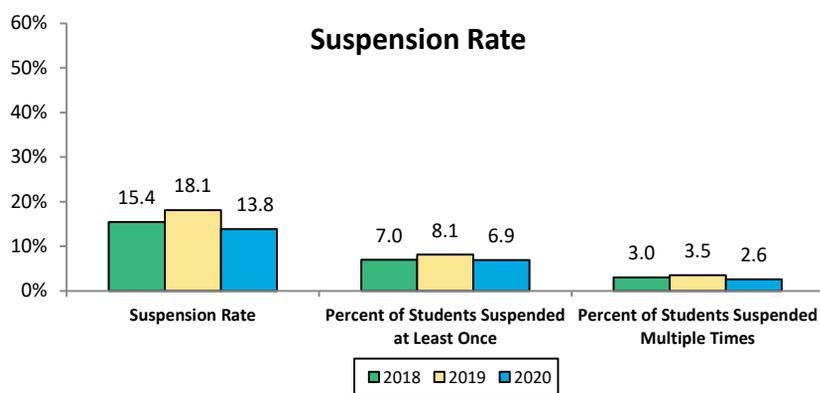
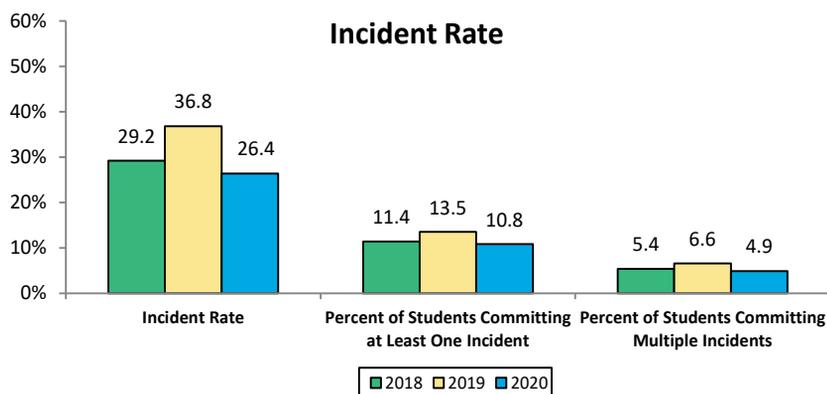


From 2017-18 to 2019-20,
the **Incident Rate** decreased by
3 percentage points
and the **Suspension Rate** decreased by
1 percentage point



- The Incident Rate decreased from 29% to 26% between 2017-18 and 2019-20. The percent of students who committed at least one incident remained consistent at 11% in the same time period, with the percent of students who committed multiple incidents also remaining consistent at 5%.
- The Suspension Rate decreased from 15% to 14% between 2017-18 and 2019-20. The percent of students suspended at least once in the same time period remained consistent at 7%. The percent of students suspended multiple times remained consistent at 3%.
- Given that physical schools closed after March 13, 2020 due to the Coronavirus pandemic, we examined incident and suspension rates up to March 13 of 2017-18 and 2018-19 for comparison. The incident rate increased from 20.0% to 26.4% from 2017-18 to 2019-20. The suspension rate increased from 10.2% in 2017-18 to 13.8% in 2019-20. Thus, the majority of the decrease in the incident rate and the entirety of the decrease in the suspension rate was attributable to the closure of physical schools after March 13, 2020.

- The incident rate dropped at the centers (36.1 percentage points), dropped at the high school level (1.4 percentage points), dropped at the middle school level (8.6 percentage points), and dropped at the elementary school level (0.9 percentage points).
- A larger percent of Black students committed incidents (16%) and received suspensions (11%) than did Hispanic (8% and 5%) and White (7% and 4%) students.
- Black students were somewhat more likely to be suspended than White students for incidents in the same category. These differences are at least partially accounted for when controlling for students with differences in severity of incidents within the same category.

Incident rate and suspension rate Districtwide for the beginning of the school years to March 13; 2017-18, 2018-19, and 2019-20

School Year	Population	# of Incidents	Incident Rate	# of Suspensions	Suspension Rate
	N	n	%	n	%
2017-18	277,260	55,541	20.0	28,412	10.2
2018-19	275,429	74,099	26.9	35,415	12.9
2019-20	272,087	71,708	26.4	37,455	13.8

Additional Resources

- Detailed school-by-school results: <http://www.browardschools.com/sar>
- Information on intervention programs: <http://www.browardprevention.org>



**DANIEL GOHL, CHIEF ACADEMIC OFFICER
OFFICE OF ACADEMICS**

Signatures on File

DATE: December 9, 2020

TO: All Principals

FROM: Daniel F. Gohl
Chief Academic Officer

VIA: Valerie S. Wanza, Ph.D.
Chief School Performance & Accountability Officer

SUBJECT: **Incidents and Suspensions in Broward County Public Schools, 2017-18 through 2019-20**

Incident and suspension rates decreased over the three-year period between 2017-18 and 2019-20. The incident rate decreased by three percentage points (from 29% to 26%), and the suspension rate decreased by one percentage point (from 15% to 14%). The majority of the decrease in incidents was a result of the closure of physical schools after March 13, 2020 through the end of the school year due to the Coronavirus pandemic. The entirety of the decrease in suspensions was due to the closure of physical schools in 2020. The percent of students who committed incidents remained consistent (at 11%) and the percent of students who received suspensions remained consistent (at 7%).

The incident rate decreased for Black students and remained stable for White and Hispanic students over the three-year period, with the overall pattern among the race/ethnicities remaining the same. Black students registered the greatest incident rate at 42% (down from 49% in 2017-18) with 16% who committed at least one incident. Hispanic students followed, with an incident rate of 17% (consistent with 2017-18), with 8% of Hispanic students who committed at least one incident. The incident rate for White students was 16% (consistent with 2017-18), with 7% of all White students who committed at least one incident.

This report presents Districtwide incident and suspension data overall and by school level. Incidents are further broken out into categories that appear on the discipline matrix in order to provide information to support schools in selecting interventions and creating positive behavior plans.

Questions regarding this report should be addressed to **Richard Baum, Director of Student Assessment & Research at 754-321-2500**. This report may also be accessed on the Student Assessment & Research website at: <http://bowardschools.com/sar>.

VSW/DG/RGB/RAA/JAC:rs
Attachments

cc: School Board Members
Senior Leadership Team
Directors, Office of School Performance & Accountability



Research Brief

BEHAVIOR INCIDENTS AND SUSPENSIONS IN BROWARD COUNTY PUBLIC SCHOOLS, 2017-18 THROUGH 2019-20

The District's Code of Student Conduct Handbook 2019-2022 (School Board Policy 5.8a) provides policies, rules, and laws designed to create a positive school culture and safe environment that is conducive to learning. Behavioral incidents occur when a student's actions are not in accordance with the Code of Student Conduct Handbook 2019-2022. The majority of disciplinary issues are expected to be addressed by teachers. If the issue is not resolved at the classroom level, it then gets referred to the school's Collaborative Problem-Solving Team for a multi-tiered intervention to be developed and monitored (School Board of Broward County, 2019a).

Some incidents are more severe and warrant mandatory disciplinary action. Consequences to incidents are intended to match the severity of the misbehavior. Major violations and repeat offences are met with stronger consequences. In all circumstances, exclusion from school is reserved for situations in which all other disciplinary means have been exhausted.

The District's Code of Student Conduct Handbook 2019-2022 contains a discipline matrix which offers guidelines for assigning consequences to violations of school board policies. In school year 2013-14, policy 5006 afforded principals more flexibility, offering the matrix as a guideline for assigning consequences, but allowing principals to use their own discretion to accommodate any mitigating or aggravating circumstances (School Board of Broward County, 2019b).

This report examines the past three years of student behavioral incident and suspension data in Broward County Public Schools (BCPS).

I. METHOD

Incident and suspension data for both traditional and charter schools were retrieved from the District's data warehouse for the past three school years (2017-18, 2018-19, and 2019-20). Data are presented overall as well as by school level (elementary, middle, high, and center) and by race/ethnicity. Incidents are further broken out into categories that appear on the discipline matrix (attendance, rules violation, disruptive, substance abuse/drugs, acts against persons, property, bus, and other criminal). Suspensions are further classified into three categories: internal suspension, external suspension, and alternative to external suspension (AES).

II. DEFINITIONS AND FORMULAS

- **Incident Rate** is the rate of incidents occurring at schools and is calculated by dividing the number of incidents by the total number of students enrolled at the school. This rate may exceed 100% when the number of incidents is greater than the number of students enrolled.
- **Percent of Students Committing at Least One Incident** is calculated dividing the number of students who have committed at least one incident by the total number of students enrolled in school.
- **Percent of Students Committing Multiple Incidents** is calculated by dividing the number of students with more than one incident by the total number of students enrolled in school.
- **Suspension Rate** is calculated by dividing the total number of suspensions occurring at schools by the total number of students enrolled in school.
- **Percent of Students Suspended** is calculated by dividing the number of students receiving at least one suspension by the total number of students enrolled in school.
- **Percent of Students with Multiple Suspensions** is calculated by dividing the number of students that have received more than one suspension by the total number of students enrolled in school.
- **Suspension Rate by Suspension Type** is the rate at which a specific type of suspension (internal, external, or AES) occurs at schools and is calculated by dividing the number of suspensions of a specific type by the total number of students enrolled in school.
- **Percent of Students with Suspensions by Suspension Type** is calculated by dividing the number of students with a specific type of suspension (internal, external, or AES) by the total number of students enrolled at the school.
- **Internal Suspension** is a suspension where the student remains on campus but is not allowed to attend regularly scheduled classes for a determined period of time.
- **External Suspension** is a suspension where the student is not allowed to attend classes on any campus for a determined period of time.
- **AES, or Alternative to External Suspension**, is a suspension where the child is removed from campus but attends another BCPS site for a determined period of time.
- **Rate of Incidents Resulting in Suspension** shows how often a student who commits a specific incident type is suspended for committing that specific incident type and thus is a measure of how equitably suspensions are issued. This rate is calculated by dividing the number of suspensions issued for a specific type of incident by the total number of incidents of that same specific type.

III. DISTRICT TOTALS

Incident Rate and Percent of Students with Incidents. The incident rate in 2019-20 decreased from the two prior school years from 29.2% to 26.4%. This change, from 80,918 incidents in 2017-18 to 71,668 incidents in 2019-20 represents approximately a 3-percentage-point decrease in the incident rate. In school year 2019-20, the percent of students involved in at least one incident (10.8%) and students in multiple incidents (4.9%) were lower than the previous 2 years. (Figure 1 and Appendix A-1 and Appendix A-2).

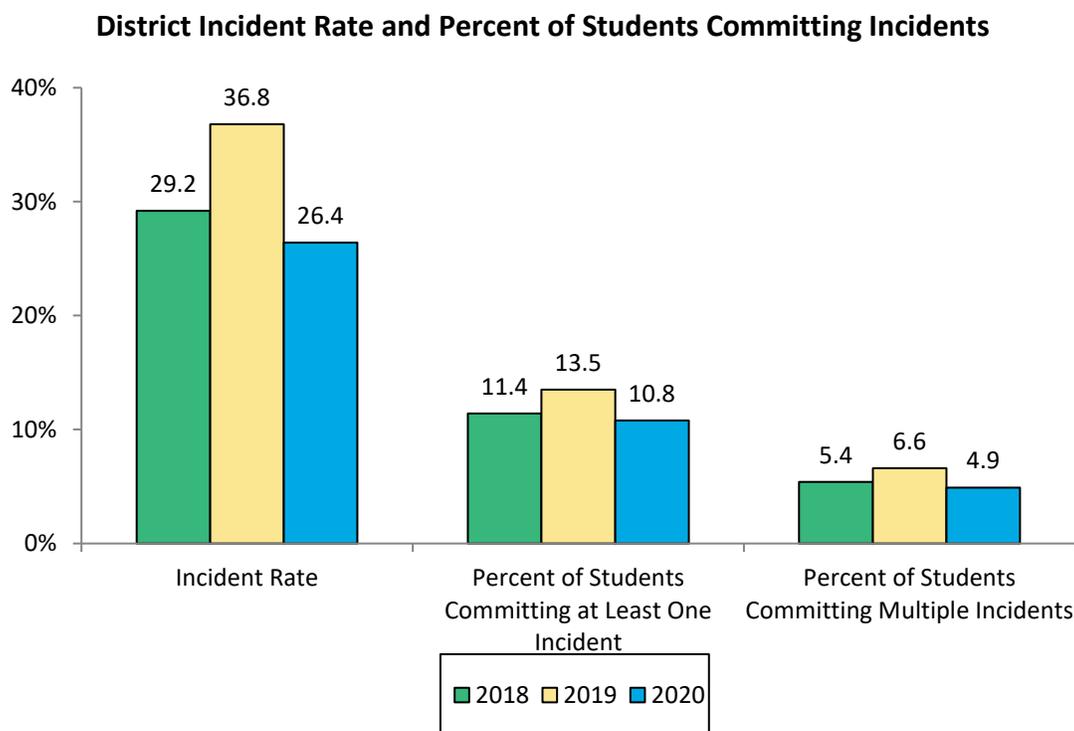


Figure 1. Incident rate and percent of students committing incidents Districtwide for the 2017-18, 2018-19, and 2019-20 school years.

To see if this decrease in incidents was due to schools physically being closed after March 13, 2020 through the end of the school year due to the Coronavirus pandemic, incidents from the 2017-18 and 2018-19 school years were examined up to March 13, 2018 and March 13, 2019. Using this method, the incident rate in 2019-20 *increased* from 2017-18 from 20.0% to 26.4% (see Table 1). The incident rate slightly decreased from the prior year from 26.9% to 26.4% (see Table 1). Thus, the majority of the decrease seen in the incident rate from 2017-18 to 2019-20 was due to the closure of physical schools in 2019-20 as a result of the Coronavirus pandemic.

Table 1: Incident rate and percent of students committing incidents Districtwide for the beginning of the school years to March 13; 2017-18, 2018-19, and 2019-20 school years.

School Year	Population N	# of Incidents n	Incident Rate %	# of Students With at Least One Incident n	% of Students With at Least One Incident %
2017-18	277,260	55,541	20.0	24,816	9.0
2018-19	275,429	74,099	26.9	30,546	11.1
2019-20	272,087	71,708	26.4	29,390	10.8

Incidents by Type. Figure 2 shows the percent of students overall who committed specific types of incidents over the past three years. Disruptive incidents were registered by the largest percent of students across the District, followed by attendance, acts against person, and rules violation for the 2019-20 school year. For all three school years, disruptive incidents were the most frequently reported incident type (Figure 2 and Appendix A-2).

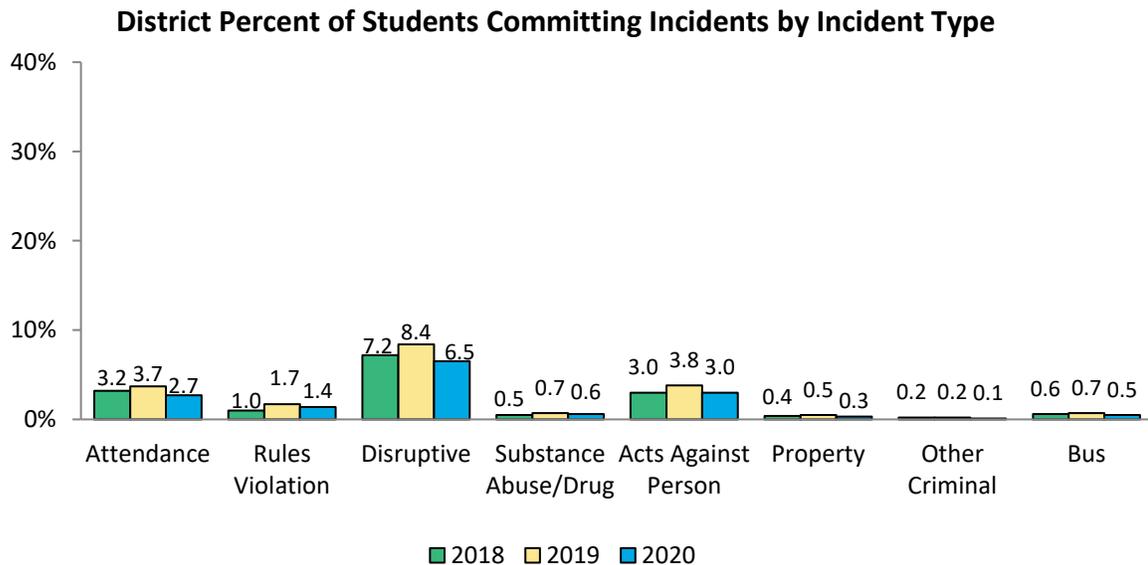


Figure 2. Percent of students committing incidents by incident type Districtwide for the 2017-18, 2018-19, and 2019-20 school years.

Suspension Rate and Percent of Students with Suspensions. The number of suspensions dropped from 42,708 in 2017-18 to 37,471 in 2019-20. The suspension rate slightly decreased from 15.4% in 2017-18 to 13.8% in 2019-20. The percent of students suspended (6.9%) remained consistent with the 2017-18 school year and the percent of students who received multiple suspensions (2.6%) decreased by 0.4 percent points (Figure 3 and Appendix B).

District Suspension Rate and Percent of Students Suspended

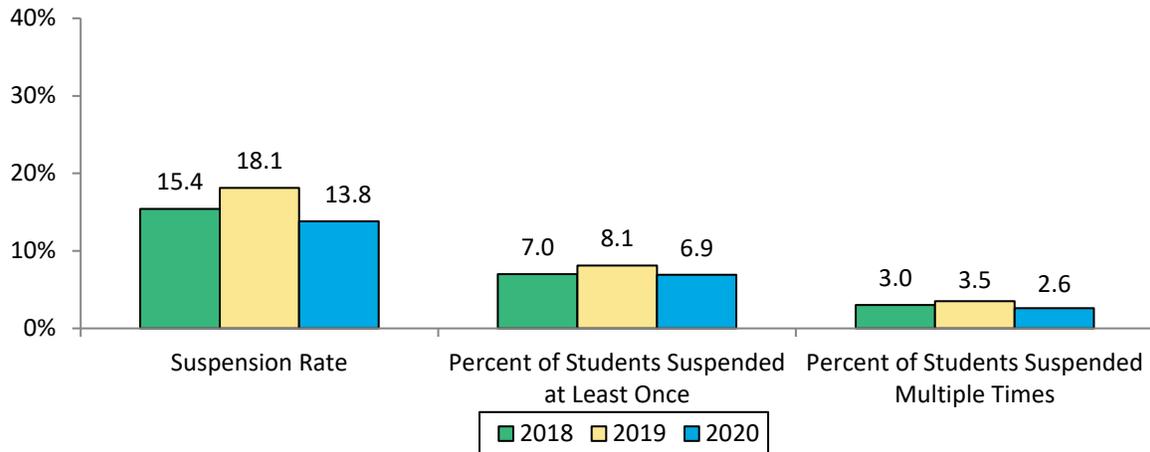


Figure 3. Suspension rate and percent of students suspended Districtwide for the 2017-18, 2018-19, and 2019-20 school years.

As with incidents, to investigate if this decrease in suspensions was due to schools physically being closed after March 13, 2020 through the end of the school year due to the Coronavirus pandemic, suspensions from the 2017-18 and 2018-19 school years were examined to March 13, 2018 and March 13, 2019. Using this method, the suspension rate in 2019-20 increased from the two prior school years from 10.2% to 13.8% (see Table 2). Additionally, suspensions increased from the prior year, from 12.9% to 13.8%. Thus, the entirety of the decrease in suspensions seen between 2017-18 to 2019-20 was due to the closure of physical schools in March of 2020 due to the Coronavirus pandemic.

Table 2: Suspension rate and percent of students with a suspension Districtwide for the beginning of the school years to March 13; 2017-18, 2018-19, and 2019-20 school years.

School Year	Population N	# of Suspensions n	Suspension Rate %	# of Students With at Least One Suspension n	% of Students With at Least One Suspension %
2017-18	277,260	28,412	10.2	14,658	5.3
2018-19	275,429	35,415	12.9	17,839	6.5
2019-20	272,087	37,455	13.8	18,652	6.9

Suspensions by Type. Less than 2% of students received external suspensions during the 2019-20 school year. Internal suspensions were the most common type issued, with 5.1% of students receiving an internal suspension, followed by AES, with 2.0% of students receiving an AES (Figure 4 and Appendix B).

District Percent of Students Suspended by Suspension Type

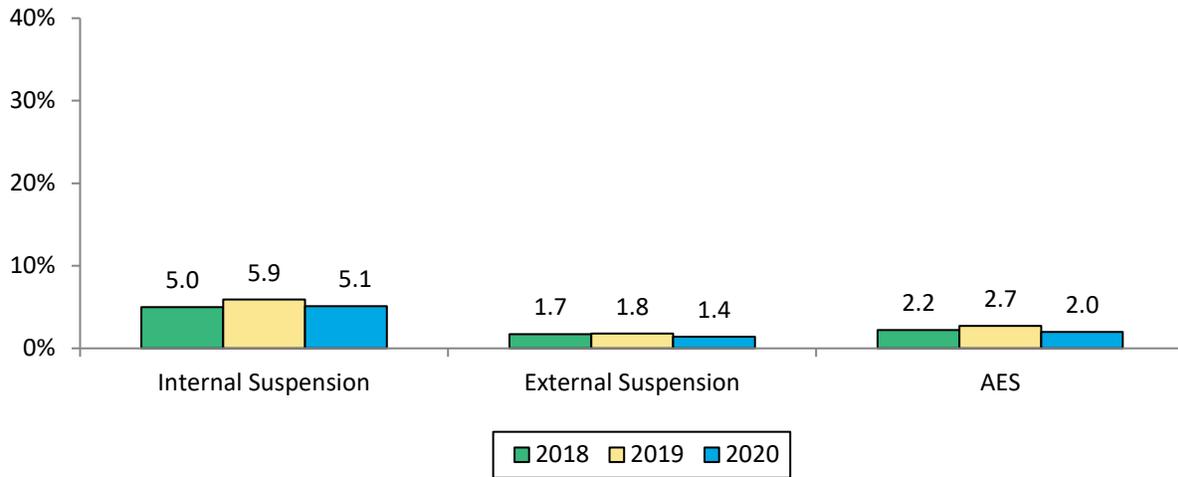
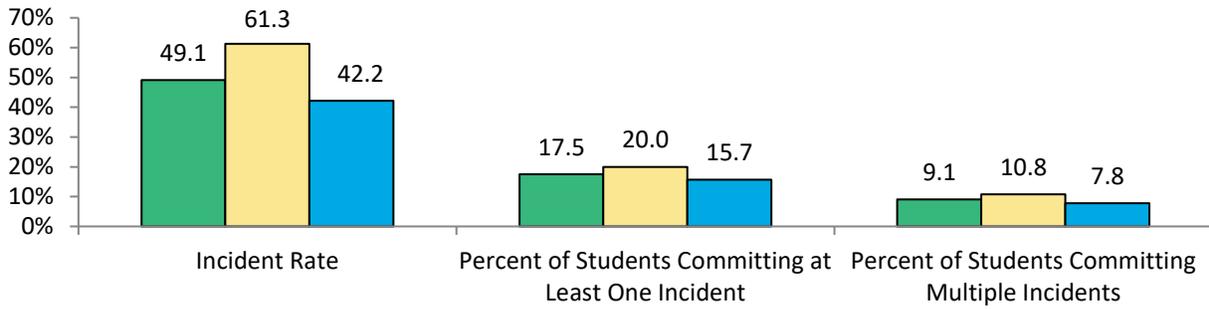


Figure 4. Percent of students receiving specific types of suspensions Districtwide for the 2017-18, 2018-19, and 2019-20 school years.

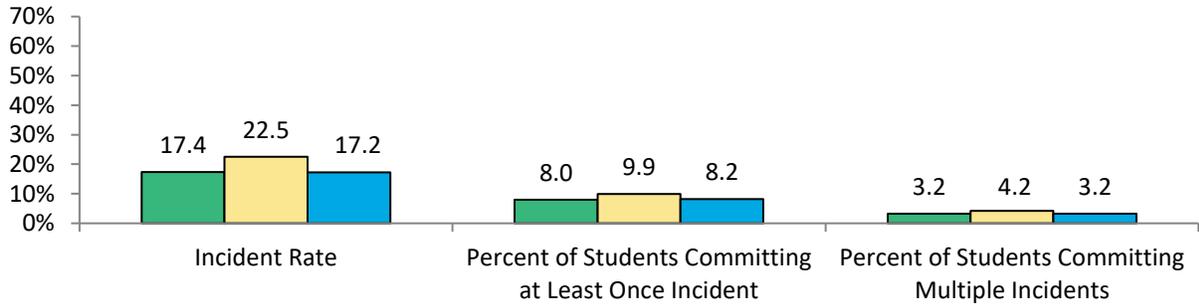
IV. District Totals by Student Race/Ethnicity

Incident Rate and Percent of Students with Incidents by Race/ethnicity. Black students registered the highest incident rate for all three school years, with their incident rate between two and three times higher than that of Hispanic and White students (Figure 5 and Appendix C-1). The percent of Black students involved in incidents was slightly more than double that of White students and slightly less than double that of Hispanic students (Figure 5 and Appendix C-2). Black students experienced the largest decrease in incident rate over the three-year period (6.9 fewer percentage points); White (remained at 16.1) and Hispanic (from 17.4 to 17.2) students' incident rates were consistent with previous years (Figure 5 and Appendix C-1). Across all racial/ethnic groups, disruptive incidents were the most prevalent (Figure 6 and Appendix C-1 and Appendix C-2).

**Districtwide Incident Rate and Percent of Students Committing Incidents
by Race/Ethnicity**
Black Students



Hispanic Students



White Students

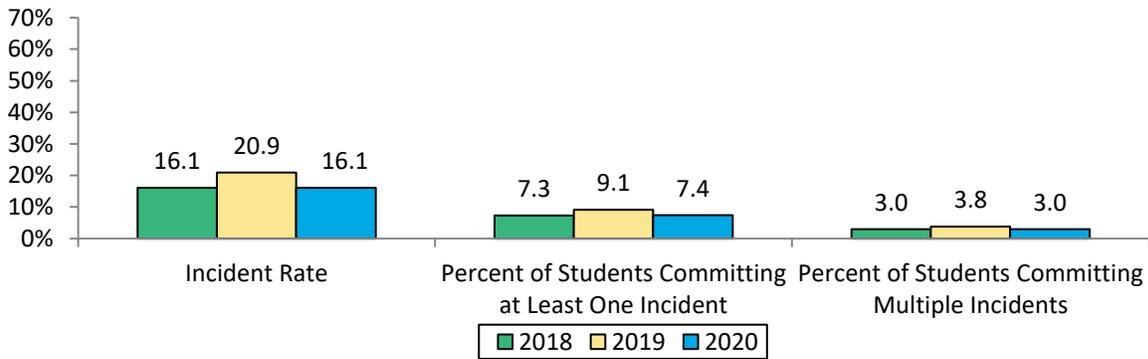


Figure 5. Incident rate and percent of students committing incidents Districtwide by race/ethnicity for the 2017-18, 2018-19, and 2019-20 school years.

Districtwide Percent of Students Committing Incidents by Race/Ethnicity by Incident Type

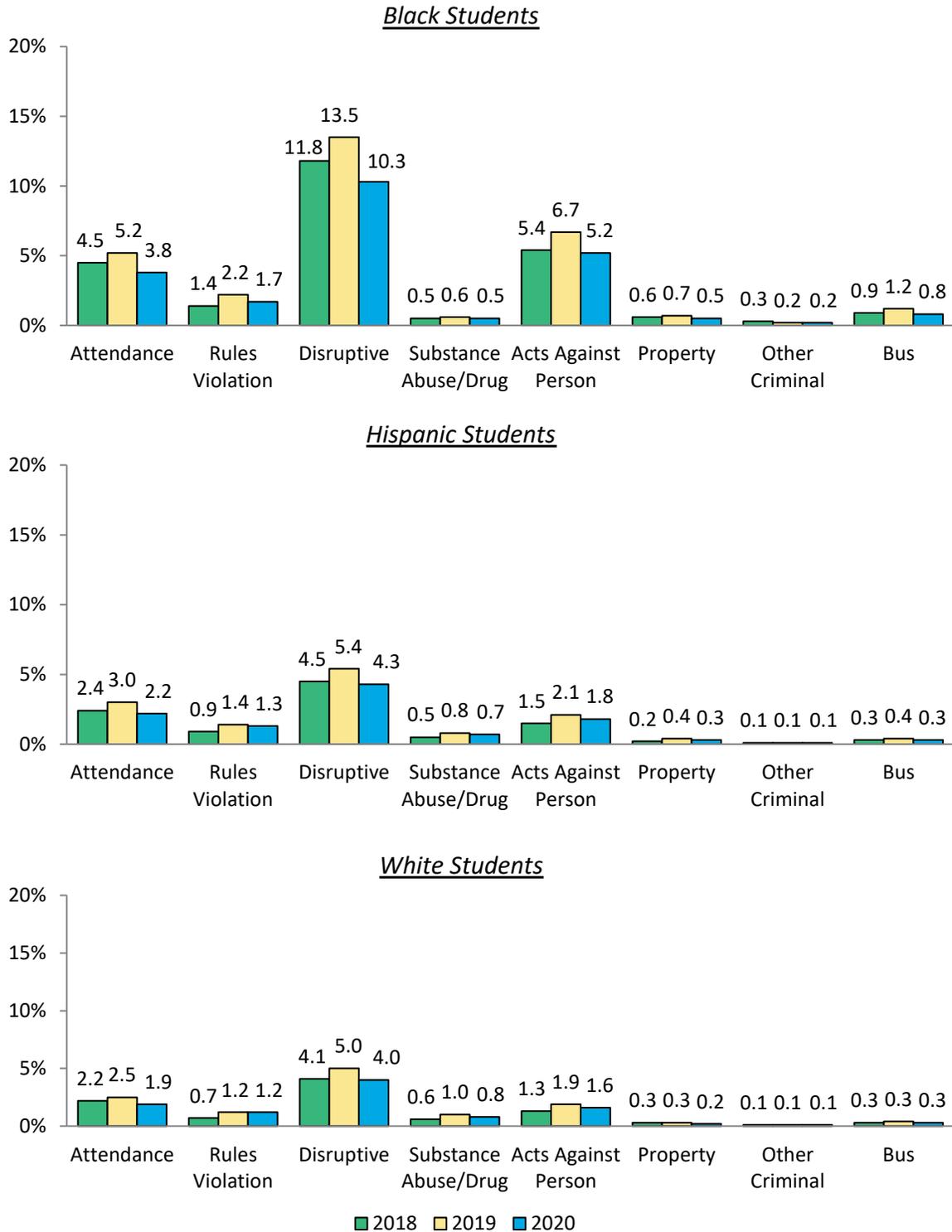
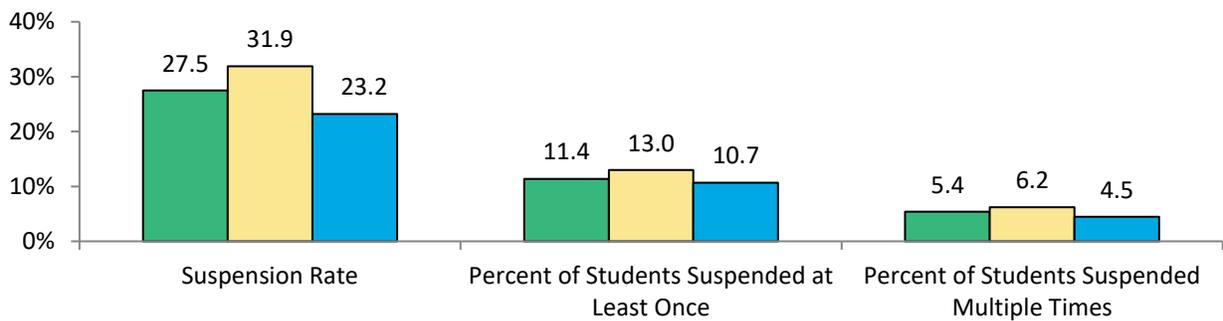


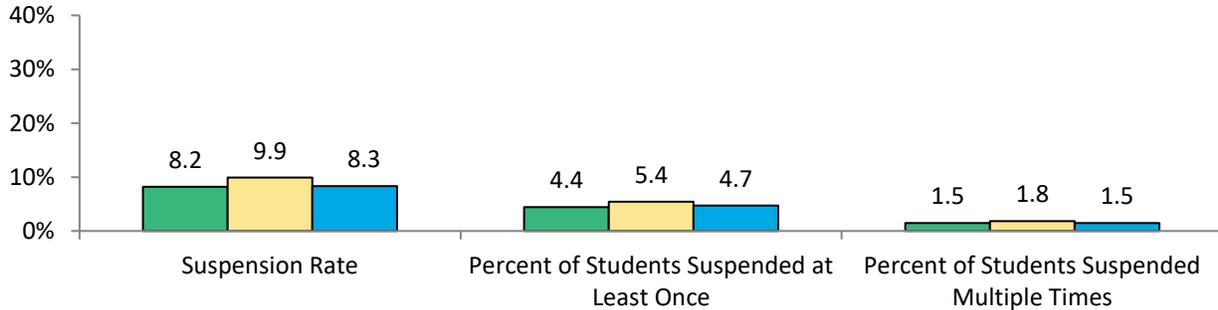
Figure 6. Districtwide percent of students with incidents by incident type by race/ethnicity for the 2017-18, 2018-19, and 2019-20 school years.

Suspension Rate and Percent of Students with Suspensions by Race/Ethnicity. As with incidents, the suspension rate was higher for Black students compared to Hispanic and White students. During the most recently completed school year, 2019-20, the overall percent of Black students suspended was 11%, compared to 5% for Hispanic and 4% for White students (Figure 7 and Appendix D). This pattern mirrors that of the percent of students with one or more incident(s) by racial/ethnic group for the same year (16%, 8%, and 7% for Black, Hispanic, and White students respectively; as previously shown in Figure 5). Black students' suspension rate decreased across the three school years, while Hispanic and White students' suspension rate remained consistent (Figure 7 and Appendix D).

Districtwide Suspension Rate and Percent of Students Receiving Suspensions by Race/Ethnicity
Black Students



Hispanic Students



White Students

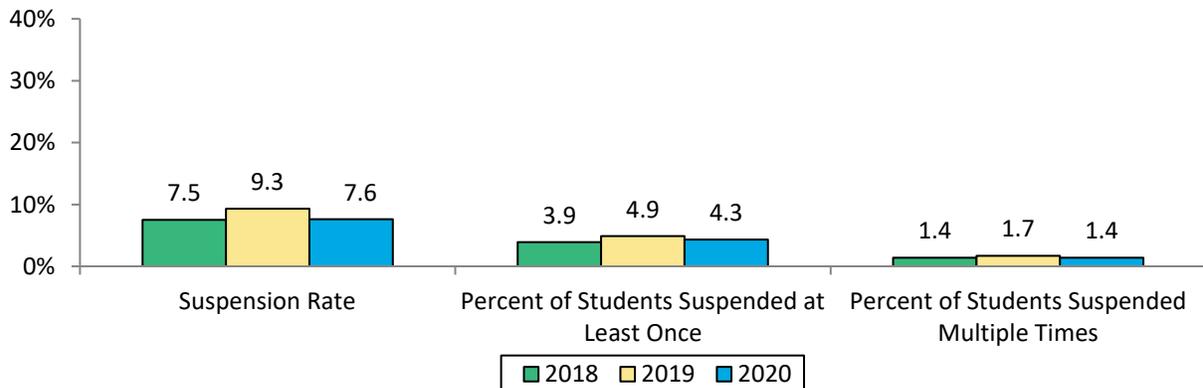
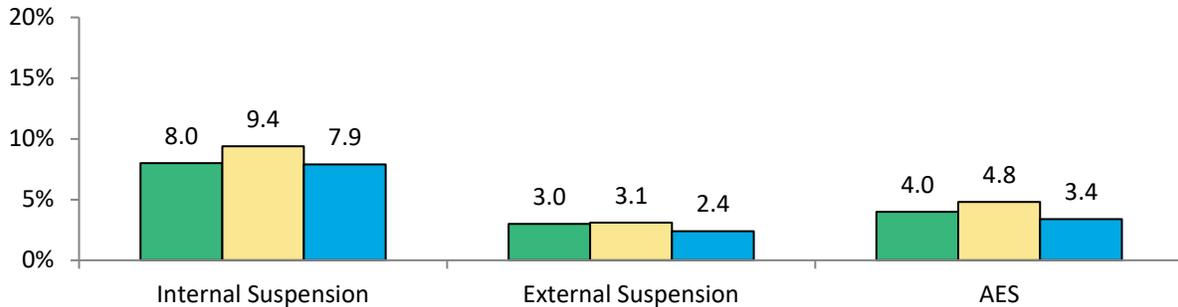


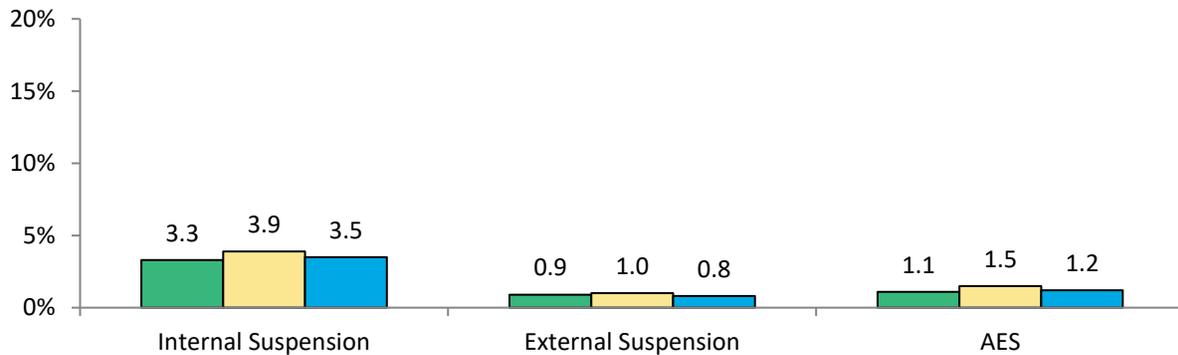
Figure 7. Suspension rate and percent of students suspended Districtwide by race/ethnicity for the 2017-18, 2018-19, and 2019-20 school years.

Suspensions by Type by Race/Ethnicity. Internal suspensions were the most frequent type of suspension issued and external suspensions were the least frequently issued. Less than 3% of Black students and less than 1% of Hispanic and White students were suspended externally during the 2019-20 school year (Figure 8 and Appendix D).

**Districtwide Percent of Students Receiving Suspensions by Suspension Type
by Race/Ethnicity**
Black Students



Hispanic Students



White Students

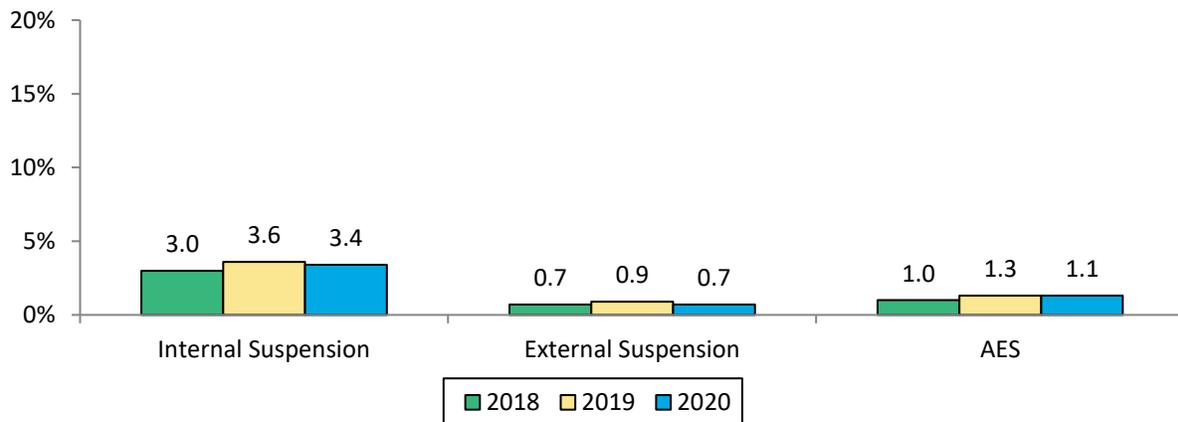


Figure 8. Percent students Districtwide with internal, external, and AES suspensions by race/ethnicity for the 2017-18, 2018-19, and 2019-20 school years.

Rate of Incidents Resulting in Suspension. In order to determine if suspensions were issued equitably among the three largest racial/ethnic groups, the rate of incidents resulting in suspension by incident type was calculated for Black, Hispanic, and White students. Figure 9 shows Black students were more frequently suspended than White students for disruptive (5.8 percentage points more), substance abuse/drug (5.7 percentage points more), acts against person (8.4 percentage points more), and property (5.5 percentage points more) incidents (see also Appendix E).

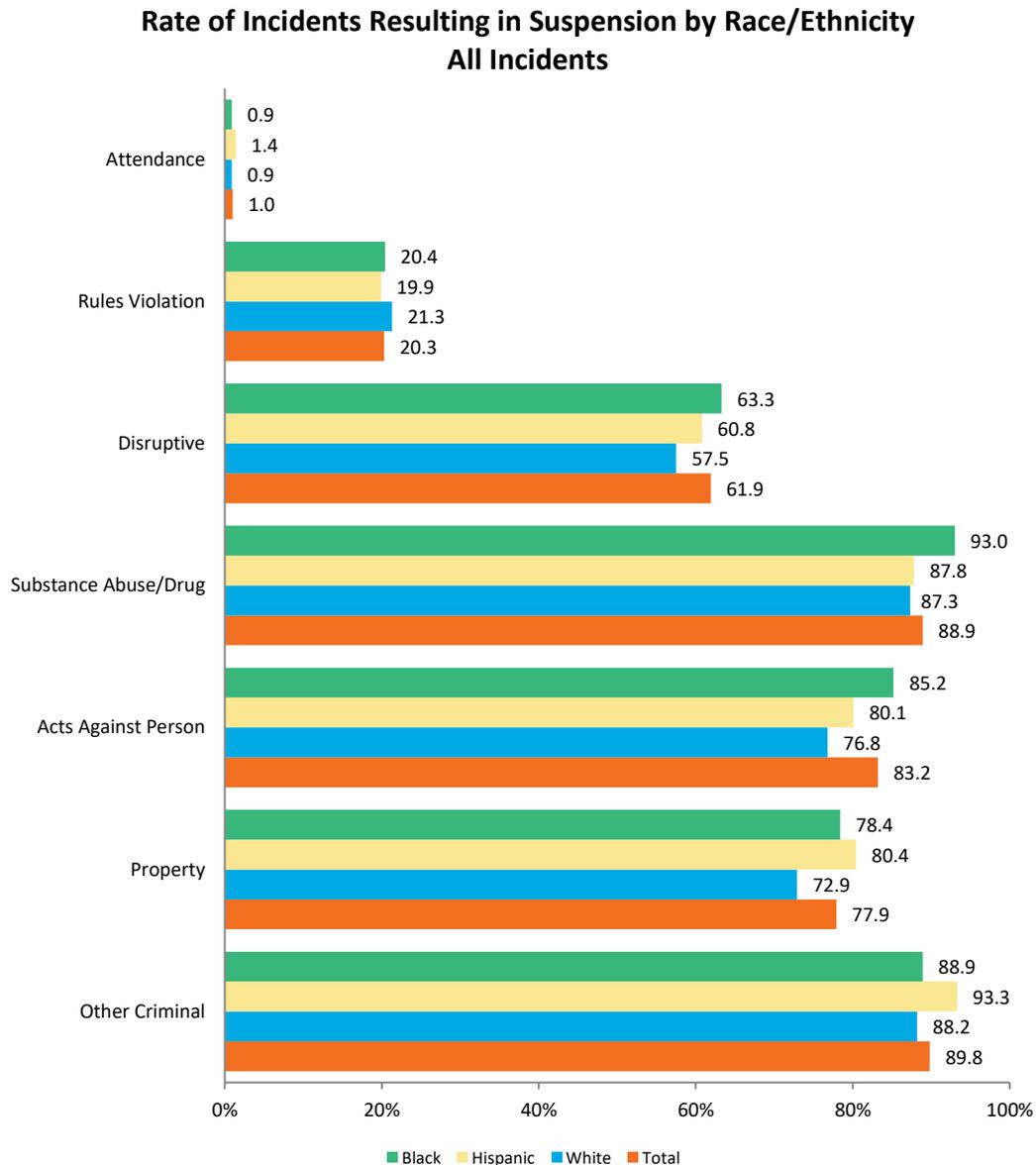


Figure 9. Rate of all incidents resulting in a suspension by race/ethnicity by specific incident type for the 2019-20 school year.

We wanted to examine reasons for these racial/ethnic differences. Our analyses looked at differences in the level of severity of specific incidents within a category. Within any category,

there are a number of incidents; some of which are severe enough according to BCPS’s discipline matrix to call for a suspension, and others which are not. If, for example, a greater number of Black students had more severe incidents and a greater number of White students had less severe incidents, that could be a reason for the racial/ethnic difference in the suspension rate. Last year this report detailed differences in Black and White students’ incident rate for Substance Abuse and Drugs and for Acts Against Persons (School Board of Broward County, 2019c). A greater percentage of Substance Abuse and Drug incidents for Black students was for illegal drugs compared to White and Hispanic students. Conversely, a greater percentage of Substance Abuse and Drug incidents for White students and Hispanic students was for tobacco compared to Black students. For Acts Against Persons, a greater percentage of Acts Against Persons incidents for Black students was for Fighting – Medium, a high-level incident, compared to White students. Conversely, a greater percentage of Acts Against Persons incidents for White students was for Assault/Threat (Non-Criminal), a low-level incident, compared to Black students. These same patterns exist this year as well. Further, this year we also looked at the difference in incident types for Property. Overall, there was a difference of almost 6 percentage points in the rate of suspensions for Black and White students that committed the Property offence category. However, Black students were more likely than Hispanic or White students to commit Grand Theft greater than or equal to \$750, while White students and Hispanic students were more likely than Black students to commit Vandalism/damage to property less than \$1,000 (see Table 3). Thus, White students were more likely to commit a less severe property incident than Black students, while Black students were more likely to commit a more severe property incident than White students.

Table 3: Specific Property Incidents by Race/Ethnicity, 2019-20*

	Race/Ethnicity							
	Black		Hispanic		White		Total	
Property Incidents	n	%	N	%	n	%	N	%
Arson	*	*	*	*	*	*	*	*
Burglary	*	*	*	*	*	*	*	*
Fire-starting a fire	*	*	*	*	*	*	21	2.2
Grand theft >= \$750	45	8.9	13	4.8	*	*	63	6.6
Motor vehicle theft	*	*	*	*	*	*	*	*
Petty theft < \$750	141	27.9	63	23.2	22	16.5	234	24.5
Technology - inappropriate use	191	37.8	111	41.0	68	51.1	395	41.4
Technology -illegal use computer	*	*	*	*	*	*	11	1.2
Vandalism/damage prop <\$1000	93	18.4	66	24.4	34	25.6	197	20.6
Vandalism/damage prop >=\$1000	14	2.8	*	*	*	*	23	2.4
Total Property	505		271		133		954	

*Incidents with less than 10 cases per race/ethnicity are suppressed to protect student confidentiality.

These analyses provide support to suggest that the difference in the percent of incidents resulting in suspensions between Black and White students is at least partially a result of severity of incidents. However, these analyses are not meant to be exhaustive, and thus do not rule out the possibility that other reasons for differences in the suspension rate by race/ethnicity exist.

V. ELEMENTARY SCHOOL TOTALS

Incident Rate and Percent of Students Committing Incidents.

Figures 10 and 11 illustrate the incident rate and percent of students committing incidents at elementary schools for the 2017-18 through 2019-20 school years. Over the three-year period the number and rate of incidents decreased from 18,228 incidents in 2017-18 (14.3% incident rate) to 16,322 incidents in 2019-20 (13.4% incident rate) at elementary schools. Disruptive incidents were the most prevalent for all three school years, with 4.1%, 5.1%, and 3.7%, of all elementary school students registering at least one disruptive incident type. Approximately 2% of elementary school students committed multiple incidents in the 2019-20 school year. These data include all incidents (including those that did not result in suspensions; see also Appendices A-1 and A-2).

Suspension Rate and Percent of Students with Suspensions.

Suspension rates and the percent of students suspended at elementary schools are displayed in Figures 12 and 13. These data indicate that, across all years, the rates for all types of suspensions were stable. During the most recently completed school year, 2019-20, the overall suspension rate was 3.5%, and the percent of students receiving at least one suspension of any type (internal, external, or AES) was 2.0%. Less than 1% of all elementary school students received an external suspension during all three school years. Less than 1% of all elementary students were suspended multiple times (see also Appendix B).

Figure 10. Elementary School Incident Rate and Percent of Students Committing Incidents

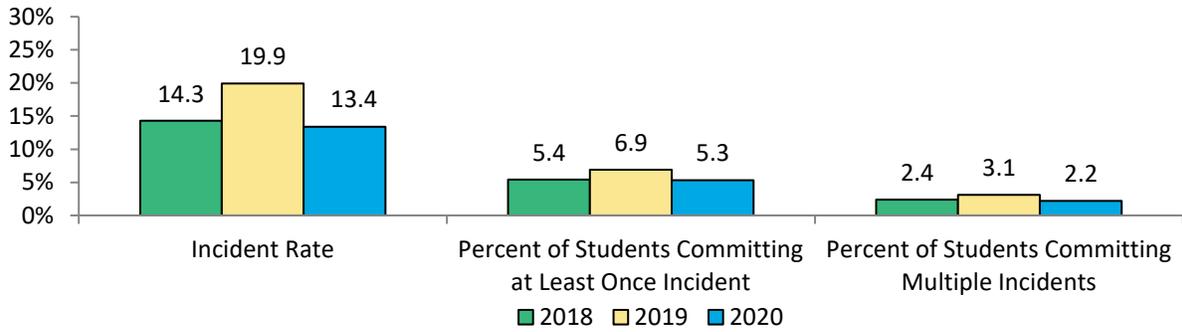


Figure 11. Elementary School Percent of Students Committing Incidents by Incident Type

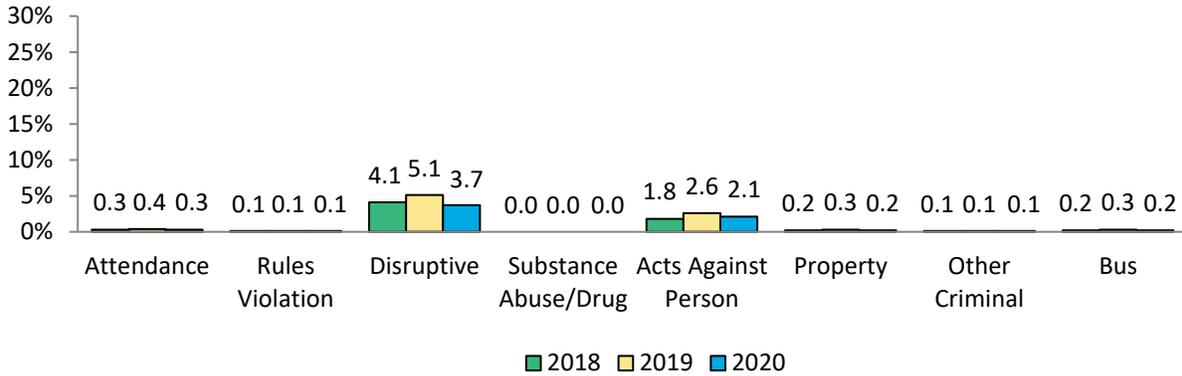


Figure 12. Elementary Schools Suspension Rate and Percent of Students Suspended

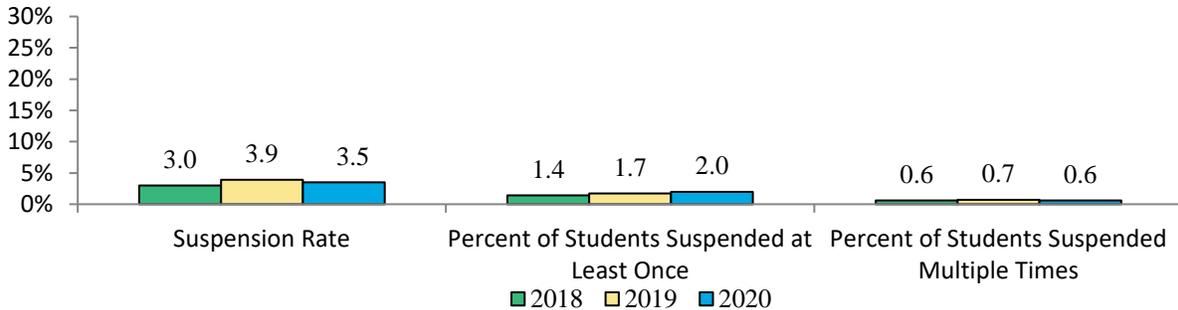
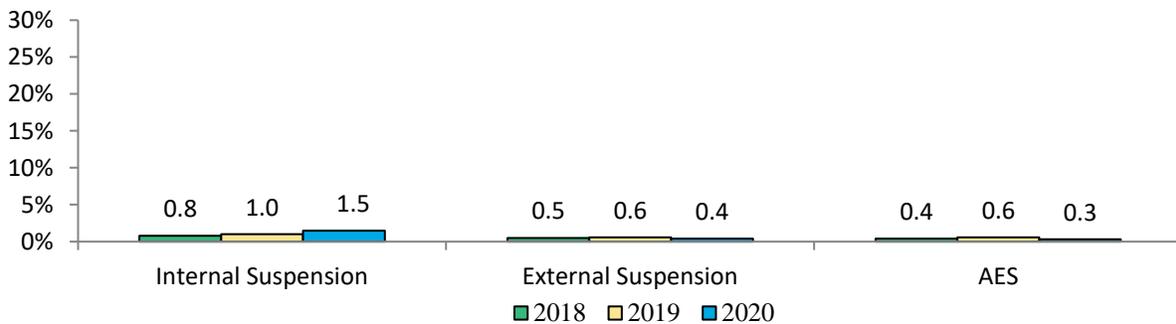


Figure 13. Elementary Schools Suspension Rate by Suspension Type



Figures 10, 11, 12, and 13. Elementary school incident rate and percent of students committing incidents, percent of elementary students committing incidents by incident type, suspension rate and percent of students suspended, and suspension rate by suspension type for the 2017-18, 2018-19, and 2019-20 school years.

VI. MIDDLE SCHOOL TOTALS

Incident Rate and Percent of Students Committing Incidents.

The incident rate and percent of students committing incidents at middle schools for the 2017-18 through the 2019-20 school years are displayed in Figures 14 and 15. Over the three-year period the number and rate of incidents decreased at middle schools from 32,447 incidents (51.8% incident rate) in 2017-18 to 27,824 incidents (43.2% incident rate) in 2019-20. During the most recent school year, disruptive incidents registered the largest percent of students, with 10.7% of all middle school students registering at least one disruptive incident type, followed by acts against person (5.6%), and attendance (3.4%). These data include all incidents (including those that did not result in suspensions; see also Appendices A-1 and A-2).

Rate of Suspensions and Percent of Students with Suspensions.

Suspension rates and the percent of students suspended are illustrated in Figures 16 and 17. These data indicate that, across all years, the rates for all types of suspensions decreased from 35.3% in 2017-18 to 28.7% in 2019-20. During the most recently completed school year, 2019-20, 12.8% of students received at least one suspension, while 5.6% received multiple suspensions. Approximately 3% of all middle school students received an external suspension during the 2019-20 school year (see also Appendix B).

Figure 14. Middle School Incident Rate and Percent of Students Committing Incidents

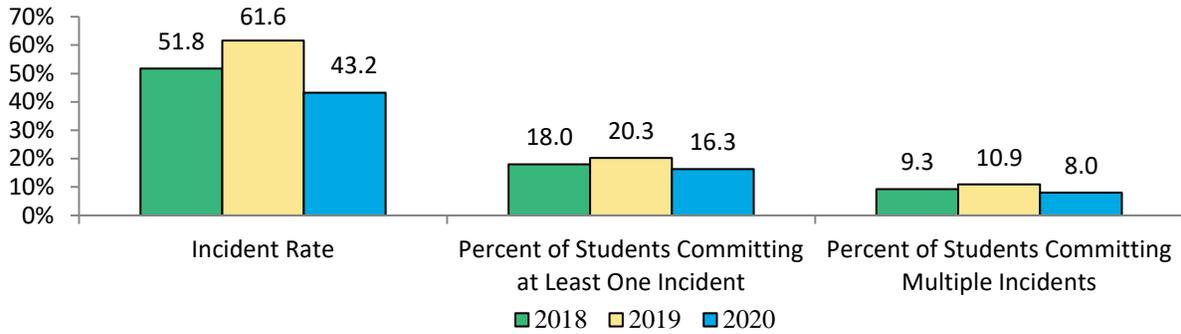


Figure 15. Middle School Percent of Students Committing Incidents by Type of Incident

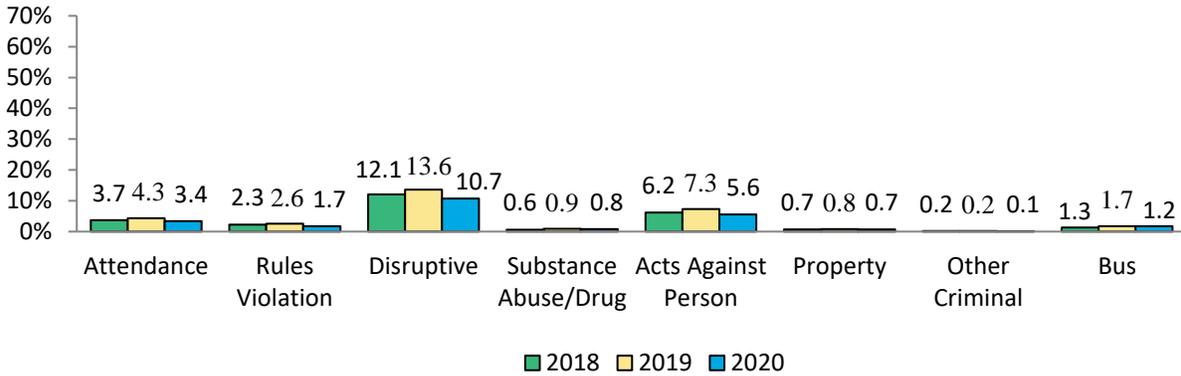


Figure 16. Middle School Suspension Rate and Percent of Students Suspended

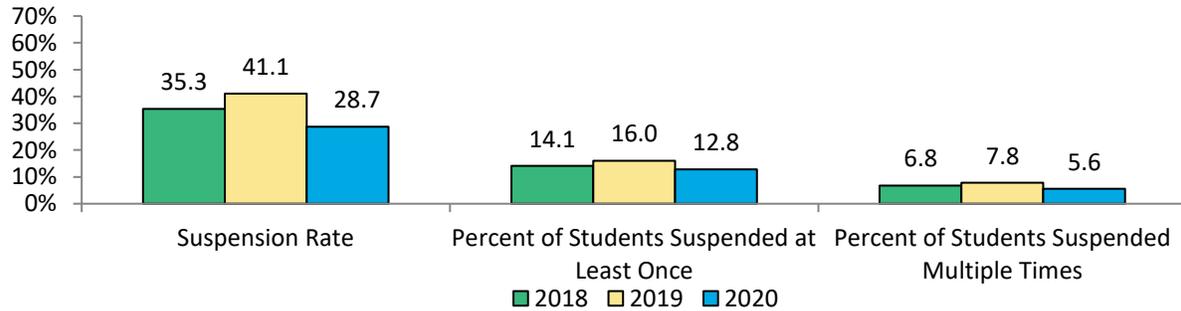
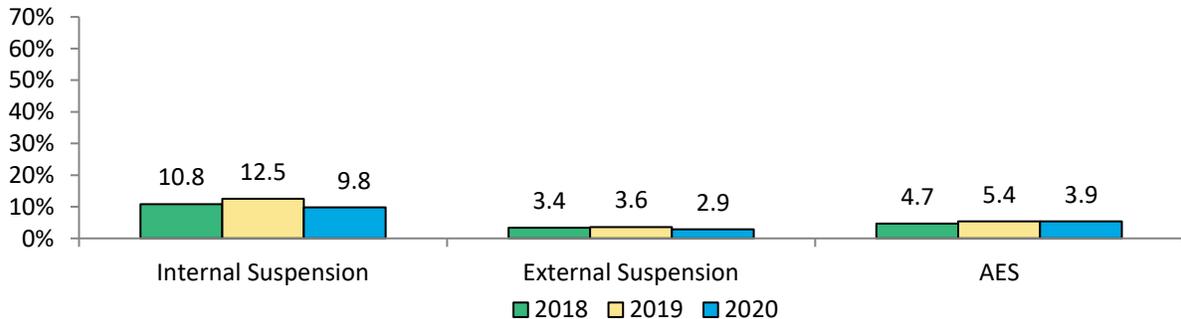


Figure 17. Middle School Suspension Rate by Suspension Type



Figures 14, 15, 16, and 17. Middle School incident rate and percent of students committing incidents, percent of students committing incidents by incident type, suspension rate and percent of students suspended, and suspension rate by suspension type for the 2017-18, 2018-19, and 2019-20 school years.

VII. HIGH SCHOOL TOTALS

Incident Rate and Percent of Students Committing Incidents.

The incident rate and percent of students committing incidents at high schools for the 2017-18 through the 2019-20 school years are displayed in Figures 18 and 19. Over the three-year period the number and rate of incidents decreased at high schools from 24,950 incidents (30.5% incident rate) in 2017-18 to 22,702 incidents (29.1% incident rate) in 2019-20. During the most recent school year, disruptive incidents registered the largest percent of students, with 6.5% of all high school students registering at least one disruptive incident type, followed by attendance (5.4%), and rules violation (3.0%). These data include all incidents (including those that did not result in suspensions; see also Appendices A-1 and A-2).

Rate of Suspensions and Percent of Students with Suspensions.

Suspension rates and the percent of students suspended are illustrated in Figures 20 and 21. These data indicate that, across all years, the suspension rate decreased from 16.6% in 2017-18 to 15.2% in 2019-20. During the most recently completed school year, 2019-20, 8.8% of students received at least one suspension, while 2.9% received multiple suspensions. Less than 2% of all high school students received an external suspension during the 2019-20 school year (see also Appendix B).

Figure 18. High School Incident Rate and Percent of Students Committing Incidents

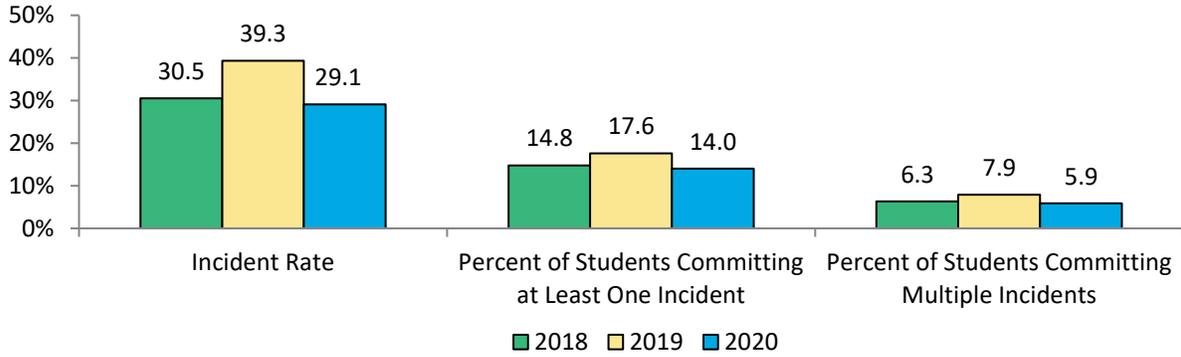


Figure 19. High Schools Percent of Students Committing Incidents by Incident Type

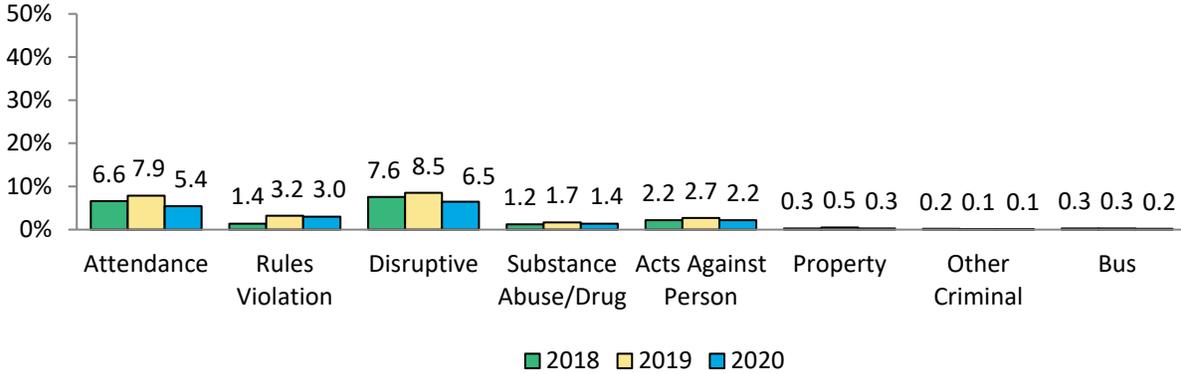


Figure 20. High Schools Suspension Rate and Percent of Students Suspended

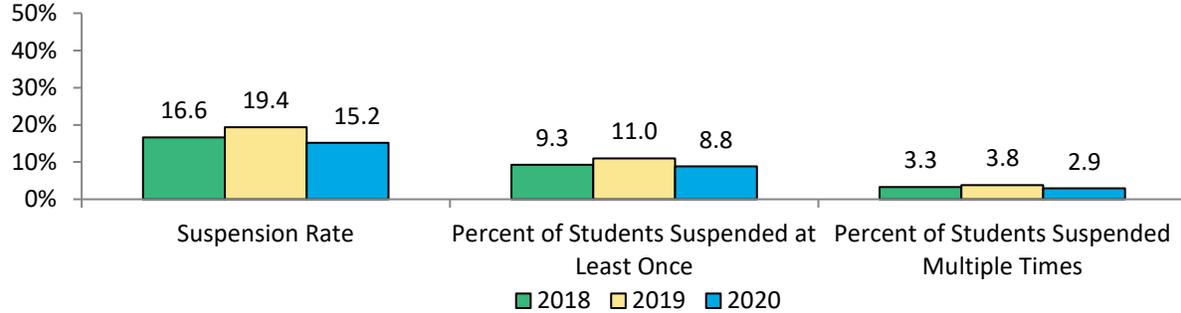


Figure 21. High Schools Suspension Rate by Suspension Type

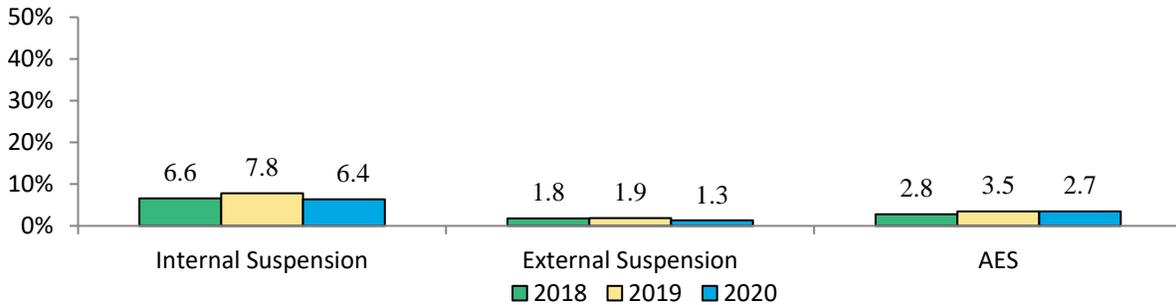


Figure 18, 19, 20, and 21. High School incident rate and percent of students committing incidents, percent of students committing incidents by incident type, suspension rate and percent of students suspended, and suspension rate by suspension type for the 2017-18, 2018-19, and 2019-20 school years.

VIII. CENTER SCHOOLS TOTALS

Incident Rate and Percent of Students Committing Incidents.

Figures 22 and 23 illustrate the incident rate and percent of students committing incidents at center schools for the 2017-18 through the 2019-20 school years. Over the three-year period the number and rate of incidents decreased sharply at center schools from 5,293 incidents (101.1% incident rate) in 2017-18 to 4,880 incidents (65.0% incident rate) in 2019-20. During the most recent school year, disruptive incidents registered the largest percent of students, with 13.4% of all center school students registering at least one disruptive incident type, followed by attendance (7.0%), and acts against person (6.0%). These data include all incidents (including those that did not result in suspensions; see also Appendices A-1 and A-2). *Note, incident rate may exceed 100% when the number of incidents is greater than the number of students enrolled.*

Rate of Suspensions and Percent of Students with Suspensions.

Suspension rates and the percent of students suspended are displayed in Figures 24 and 25. These data indicate that, across all years, the rates for all types of suspensions decreased from 2017-18 (61.8%) to 2019-20 (38.5%). During the most recently completed school year, 2019-20, 15.3% of students received at least one suspension, while 7.5% received multiple suspensions. Almost six percent of all center school students received an external suspension during the 2019-20 school year (see also Appendix B).

Figure 22. Center Schools Incident Rate and Percent of Students Committing Incidents

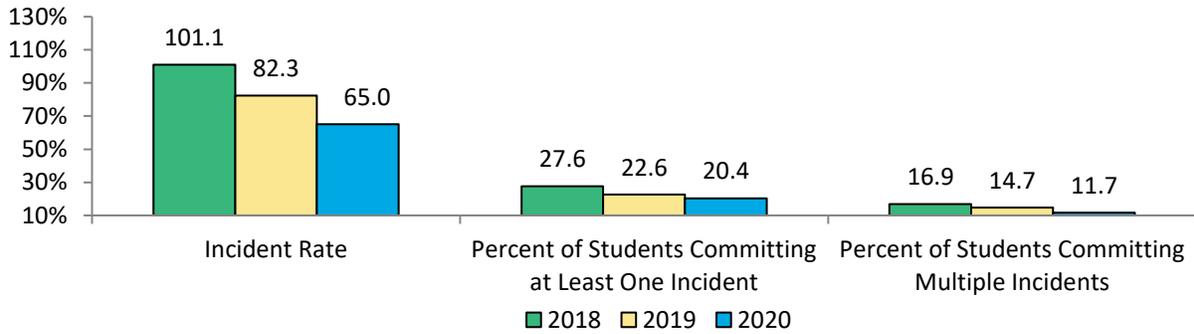


Figure 23. Center Schools Percent of Students Committing Incidents by Incident Type

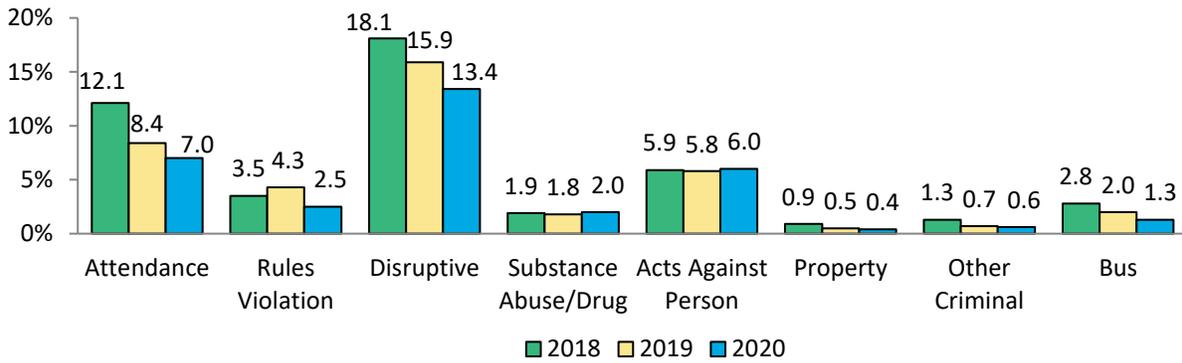


Figure 24. Center Schools Suspension Rate and Percent of Students Suspended

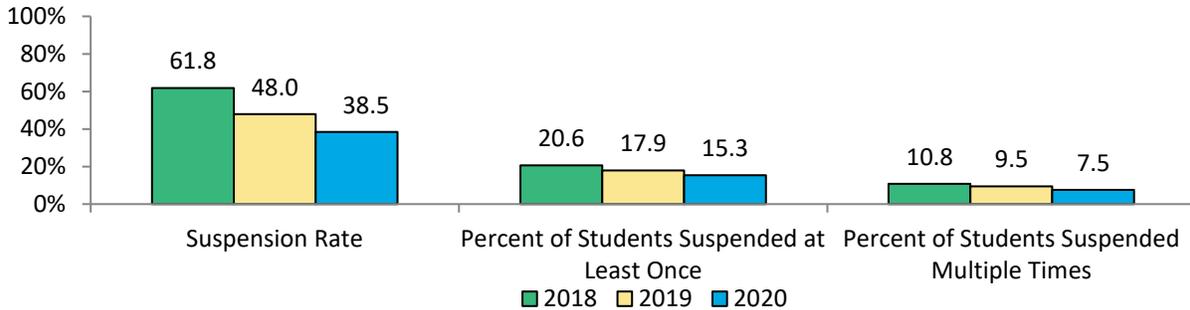


Figure 25. Center Schools Suspension Rate by Suspension Type

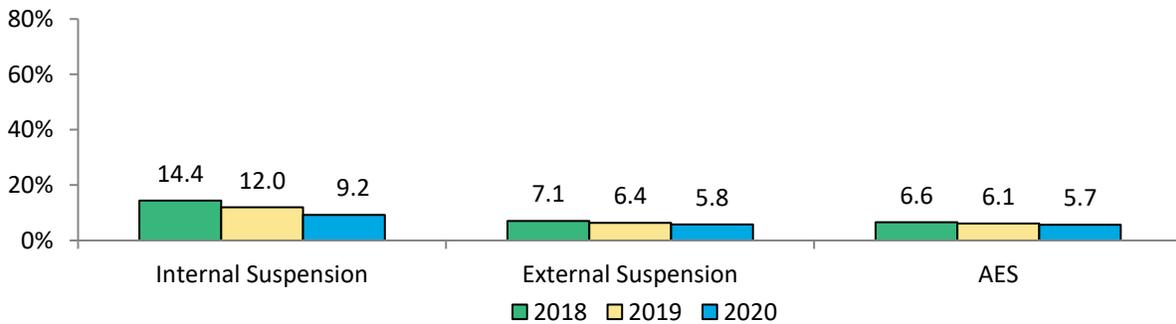


Figure 22, 23, 24, and 25. Center School incident rate and percent of students committing incidents, percent of students committing incidents by incident type, suspension rate and percent of students suspended, and suspension rate by suspension type for the 2017-18, 2018-19, and 2019-20 school years.

IX. SCHOOL BY SCHOOL RESULTS

School level information for incidents and suspensions are available in the appendices. The number and rate of incidents by incident type are presented at the school level in Appendix F. Suspension information, including the number of suspensions and number of students suspended by suspension type and by race/ethnicity are presented in Appendix G.

X. SUMMARY

Districtwide data on incidents and suspensions for students enrolled in district-managed and charter schools for the 2017-18 through 2019-2020 school years were presented in this report. Overall, there was almost a 3.0% decrease in the incident rate (from 29.2% to 26.4%). The percent of students committing incidents decreased from 11.4% to 10.8% in the same time-period, with the percent of students committing multiple incidents also decreasing slightly (from 5.4% to 4.9%). Physical schools were closed after March 13, 2020 until the end of the year due to the pandemic of the Coronavirus, and the majority of the decrease in the incident rate and the percent of students committing incidents was due to the closure of physical schools in 2020.

Disruptive incidents were the most common incident type, with 6.5% of students committing a disruptive incident. Acts against a person was the next most common (3.0%) followed by attendance (2.7%) and rules violation (1.4%). Less than one percent of students were involved with substance abuse/drug, property, other criminal, and bus incidents.

For the same three-year period, the suspension rate decreased from 15.4% to 13.8%. The percent of students suspended remained consistent from 7.0% to 6.9%. The percent of students suspended multiple times decreased slightly from 3.0% to 2.6%. The decrease in the suspension rate and the decrease in the percent of students suspended multiple times was due entirely to the closure of physical schools after March 13, 2020 as a result of the Coronavirus pandemic

Incident rates decreased for Black students and remained consistent for White and Hispanic students. Suspension rates also decreased for Black students and remained consistent (less than 2% difference from 2018 to 2020) for White and Hispanic students. The same patterns prevailed among the races in terms of incidents and suspensions as in previous years. Black students registered a higher incident rate (42.2%; with 15.7% percent of students committing at least one incident) than Hispanic (17.2%, with 8.2% percent of students committing at least one incident) and White (16.1% with 7.4% of students committing at least one incident). A difference was found between Black and White students in the rate of suspensions for incidents in the same category. Black students were more likely to be suspended than White students for 4 of the 8 incident categories. Further analysis reveals at least part of this difference can be accounted for by controlling for the effect of incident severity.

XI. DISCUSSION

The District has taken steps to ensure objectivity when determining disciplinary actions for students. The Discipline Matrix, which was introduced during the 2004-05 school year, was developed to assist school staff in making fair and equitable decisions related to the assignment and reporting of punitive actions (see Appendix H for a listing of incident categories and types of incidents that fall within them). Schools are required by School Board Policy 5006: Suspension and Expulsion and School Board Policy 5.8a: Code of Student Conduct Handbook 2019-2022 to use the Discipline Matrix as their guide in determining appropriate consequences for student infractions (School Board of Broward County, 2019a). There are four Discipline Matrices (Grades K-2, 3-5, 6-8 and 9-12) so student behavior can be addressed in a more age-appropriate and social and emotional manner.

One year after the recovery efforts from the Marjory Stoneman Douglas incident the District continues to stand strong and has taken the opportunity to strengthen existing supports for student misbehavior in a more comprehensive manner. Through the Mental Health Assistance Allocation Plan, the District has been able to provide wraparound services for students. One of the more progressive inclusions of this FDOE- and School-Board-approved plan is that 10 Behavior Analysts would be hired to not only support the overall climate of schools to develop more positive schoolwide behaviors, but these individuals would also serve as a vital resource to schools in addressing the behavioral needs of students at the highest level. During the late Fall of the 2019-20 school year, the District was able to hire 9 of the 10 identified staff, titled in the District as Specialists, Positive Behavior Interventions & Support. Working through a region-based model so intervention supports could be equitably distributed amongst the District's 241 schools, these Specialists were able to develop relationships with their assigned schools so a higher quality of student intervention for behavior could be accomplished.

In addition to this more robust student behavior intervention support, the District also scaled up efforts to provide more Tier 1 Classroom Management Professional Learning opportunities for instructional staff, as well as providing more opportunities for professional growth related to student behavior intervention strategies. In fact, the District even provided training opportunities to staff during the Coronavirus (COVID-19) Disease closure. Training was provided on how to effectively manage a virtual classroom environment so that instructional rigor is not compromised, and how to establish Internet etiquette including social media guidelines for students. Each of these professional learning opportunities offered teachers the ability to strengthen their toolkits of resource supports for students in an unprecedented learning environment.

The School Climate & Discipline department handles all matters concerning student discipline. For further information regarding disciplinary policies and/or initiatives please contact the department at (754) 321-1655.

XII. APPENDICES

Detailed data summaries are provided in the appendices.

Appendix A:

Table A-1: Total number and rate of incidents by incident type and by school level, 2017-18 through 2019-20

Table A-2: Total number and percent of students who committed incidents by incident type and by school level, 2017-18 through 2019-20

Appendix B:

Number and percent of students suspended overall and by suspension type, and suspension rate, by school level, 2017-18 through 2019-20

Appendix C:

Table C-1: Total number and rate of incidents by incident type by student race/ethnicity, 2017-18 through 2019-20

Table C-2: Percent of students committing incidents and number of incidents by incident type and by student race/ethnicity, 2017-18 through 2019-20

Appendix D:

Total number of suspensions by student race/ethnicity and special populations, 2017-18 through 2019-20

Appendix E:

Total number of incidents and rate of incidents assigned a suspension by student race/ethnicity, 2019-20

Appendix F:

Total number of incidents by school, 2017-18 through 2019-20

Appendix G:

Total number of suspensions by school, 2017-18 through 2019-20

Appendix H:

Incidents category details

Appendix I:

Example of BASIS behavioral dashboard data, incidents and suspensions by month, 2019-20

XIII. REFERENCES

School Board of Broward County, Florida, The. (2019a). Code of Student Conduct Handbook 2019-2022. Fort Lauderdale, FL. Retrieved July 14, 2020 from <https://www.browardschools.com/cms/lib/FL01803656/Centricity/Domain/13726/Final%20SY%202019-20%20COSC%20v%2010-17-19%201.pdf>

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School Board of Broward County, Florida, The. (2019c). Behavior Incidents and Suspensions in Broward County Public Schools, 2016-17 through 2018-19. Fort Lauderdale, FL. Retrieved August 18, 2020 from https://www.browardschools.com/cms/lib/FL01803656/Centricity/domain/13537/releases/briefs/2019_Incidents_Suspensions_Report.pdf

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