



NEGATIVE OUTCOMES

School Suspensions & Expulsions

INDICATOR

Percent of students suspended or expelled from school.

Numerator	Number of public elementary and secondary school children suspended or expelled
Denominator	Number of students enrolled in public elementary and secondary schools

DESCRIPTION

This metric is the percent of students receiving an out-of-school suspension or expulsion.

IMPORTANCE

The majority of school suspensions are for low-level misconduct, yet being suspended doubles the likelihood that a child will drop out of school or have other negative long-term outcomes (Losen, 2013; Lamont, 2013).

LIMITATIONS

- Breaking certain rules requires suspensions or expulsions by state statute or federal law, however, suspensions happen under the authority of the local school district and are based on local district laws. For this reason, variability by state may be due to differences in children's behaviors, or district policies regarding suspensions and expulsions.
- Decreases in suspension rates may show increasing student ability to respond appropriately to difficult or triggering situations (Luiselli, 2005), or changing school practices (e.g. likelihood to suspend) in response to behaviors.
- No studies have collected state-wide suspension and expulsion data since 2011/2012.

ADDITIONAL ANALYSES

Wisconsin Analyses

Race/Ethnicity	% Suspended or Expelled
American Indian/Alaska Native	6.8%
Asian	0.8%
Black or African American	17.9%
Hispanic/Latino	4.4%
Native Hawaiian or Other Pacific Islander	1.5%
White	2.1%
Two or More Races	5.9%

National Analyses (2015)

Race./Ethnicity	% Suspended or Expelled
American Indian/Alaska Native [†]	11%
Asian	
Black or African American	14%
Hispanic/Latino [†]	7%
Native Hawaiian or Other Pacific Islander [†]	8%
White	3%
Two or More Races [†]	10%

[†] Figure includes male suspensions only

SOURCE

Lamont, Jeffrey H., et al. (2013). Out-of-school suspension and expulsion. *Pediatrics*, 131(3), e1000-e1007.
 Losen, Daniel J., and Tia E. Martinez. (2013). Out of school and off track: The overuse of suspensions in American middle and high schools. *K-12 Racial Disparities in School Discipline* (2013).
 Luiselli, James K., et al. (2005). Whole-school positive behaviour support: effects on student discipline problems and academic performance." *Educational Psychology*, 25(2). 183-198.

Wisconsin Department of Public Instruction. (2015/16). WISEdash data: Suspensions Trend [Data dashboard].
 US Department of Education. 2013-2014 Civil Rights Data Collection. Office for Civil Rights. Retrieved from <https://www2.ed.gov/about/offices/list/ocr/docs/2013-14-first-look.pdf>.
 U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, "2011-12 Discipline Estimations by State" and "2011-12 Estimations for Enrollment." National Center for Education Statistics.

* Indicates a statistically significant difference from the US value at $p < 0.05$.

YEAR:		2016	
WI	US	Best	Worst
6.2%	6%	Not Available (2013-14)	
PAST YEAR:		2011/2012	
WI	US	Best	Worst
5.6%*	6.6%	1.4% HI	13.4% DC