



## Part of the SS/HS Framework Implementation Toolkit

1. Plan

2. Implement

3. Sustain and Expand

# Behavioral Health Disparities Impact Statement “Our State” Example

**Table 1: Total Students to be Served—Aggregated Demographics for  
Two Local Education Agencies in Our State**

	Total	FY1	FY2	FY3
<b>Total Numbers to be Served in Two Local Education Authorities (LEAs)</b>	26,196	8,732	8,732	8,732
<b><u>Race/Ethnicity</u></b>				
Black/African American	6,576	2,192	2,192	2,192
American Indian/Alaska Native	140	46	46	48
Hispanic/Latino	7,425	2,475	2,475	2,475
Asian	283	94	94	95
Native Hawaiian/Other Pacific Islander	16	5	5	6
White	10,513	3,504	3,504	3,505
<u>Two or more races</u>	<u>1,201</u>	<u>400</u>	<u>400</u>	<u>401</u>
<b>Total</b>	<b>26,196</b>	<b>8,732</b>	<b>8,732</b>	<b>8,732</b>
<b><u>Gender</u></b>				
Female	13,148	4,382	4,382	4,384
Male	13,048	4,349	4,349	4,348
<b><u>Sexual Orientation</u></b>				
LGB <sup>a</sup>	2,309	769	769	771

<sup>a</sup> Figures represent an average of students responding with corresponding sexual orientation across all years of data collection, the sum total of high school and middle school Youth Risk Behavior Survey (YRBS) administrations. Transgender data are not collected.

Our state will focus on subpopulations that include students of color, especially Black students, who receive higher rates of suspensions and expulsions than do their White counterparts and LGB students who report higher levels of bullying and harassment. The table above reflects the numbers of students from each of these populations in two LEAs. The numbers of sexual minority students are estimated from those reporting a sexual orientation of gay, lesbian, bisexual, or not sure on the high school or middle school YRBS in the most recent year. Students are not given a choice on the YRBS transgender or questioning, so there are no state data regarding the number of students in these gender/sexual identity categories. Strategies to address these concerns, however, will also be focused on transgender and questioning students.

The numbers reported in the total categories above are taken from demographic data reported to our State Department of Education. A total of 26,196 students were enrolled in the two participating districts. The numbers reached each year reflect the goal to incorporate universal strategies that will impact all students. Estimates suggest that approximately 33% of all students and 33% of each population of focus will be impacted in each of the three years. Our state does not currently disaggregate race/ethnicity by White-Hispanic/Latino and Non-White Hispanic/Latino. All data reported are labeled Hispanic.

**Table 2: Total Students to be Served—Disaggregated Demographics by LEA**

<u>LEA</u>	<u>Total</u>	<u>Black/African American</u>	<u>American Indian/Alaska Native</u>	<u>Hispanic / Latino</u>	<u>Asian</u>	<u>NH/PI<sup>b</sup></u>	<u>White</u>	<u>Two or More Races</u>	<u>Sexual Minority</u>
<b>Anycity 1</b>	7,012	1,505	72	2,266	50	12	2,672	435	712
<b>Anycity 2</b>	19,184	5,071	68	5,201	253	4	7,841	766	1597
<b>Total</b>	<b>26,196</b>	<b>6,576</b>	<b>140</b>	<b>7,467</b>	<b>283</b>	<b>16</b>	<b>10,513</b>	<b>1201</b>	<b>2309</b>

<sup>b</sup> Native Hawaiian or Other Pacific Islander

The racial/ethnic categories are aligned with the Affordable Care Act Provision 4302, Standards for Data Collection on Race, Ethnicity, Sex, Primary Language, and Disability Status. LGB data are extrapolated from high school YRBS responses. This survey is given to 9th and 11th graders.

#### **General analysis of our ethnic/racial demographic data for each LEA (Table 2)**

Anycity 1 (A1) and Anycity 2 (A2) are urban centers, A2 being the larger of the two. Both communities are ethnically diverse.

In A1, 22% of the total student population is Black, 32% Hispanic, 38% White, and 6% identify as two or more races. The proportion of American Indian and Asian and Pacific Islander is equal to or less than 1%. In A2, 27% of students are Black, 27% Hispanic, and 41% White; 1.3% of students identify as Asian with American Indian and Pacific Islander students representing <1% of the total student body, and 4% of students identify as two or more races.

The two LEAs serve communities with a significant number of students living in poverty. Respectively, 78% in A1 and 65% in A2 of students are considered economically disadvantaged; 15% of A1 students and 14% of A2 students are English Language Learners.

LGB youth rates are based upon self-report on the YRBS. The numbers reflected in the table above were taken from self-report of sexual orientation on the YRBS at the high school level. The two LEAs surveyed only their 9th and 11th grade students, so the total number of LGB students in those two districts was determined by multiplying the actual reported number by two to estimate the number that would include 10th and 12th grade as well. The proportion of students who identified themselves as LGB (not transgendered or questioning) were as follows: A1, 9% and A2, 6%.

### Section 1: Disproportionate Use of Exclusionary Discipline

Initial data indicated three distinct populations who experience exclusionary discipline at significantly higher levels than many peers. Students of color, those who receive free or reduced lunch, and students identified as Emotional Behavioral Disability have been identified to be negatively impacted by this practice. *For the purposes of this DIS example, only students of color and those who receive free or reduced lunch will be analyzed.*

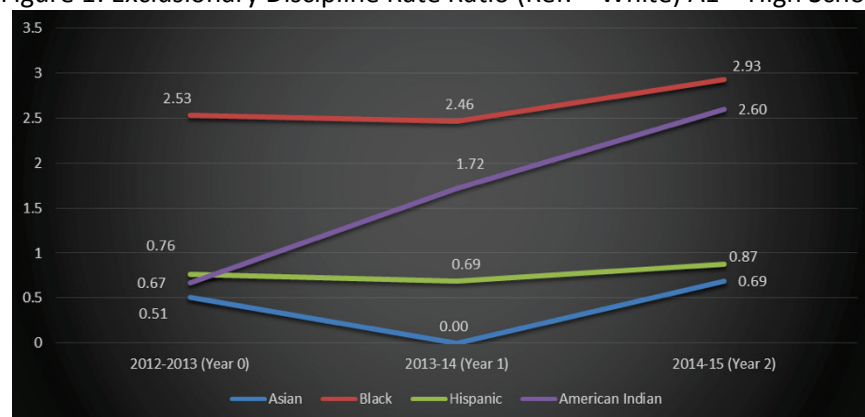
The state plans to address these exclusionary discipline practices and include training of staff and community members in Restorative Practices, Understanding Adverse Childhood Experiences, Teen courts, culturally responsive practices, and Positive Behavioral Interventions and Supports (PBIS).

The state has begun the process of identifying, reviewing, revising, and recognizing training and implementation resources in the areas of trauma informed care and restorative practices. As these resources are not yet fully developed, the local communities have contracted with local and national practitioners to start the training and implementation of these approaches.

#### Disparities by Race/Ethnicity

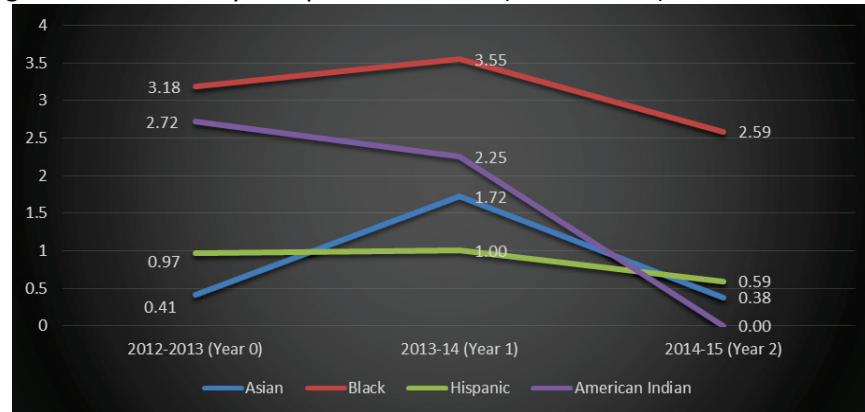
In the A1 LEA at the **high school level** [Figure 1], disparities in exclusionary discipline jumped from baseline (2.53) to 2.93 among Black students. The proportion of students of Hispanic and Asian race/ethnicity suspended or expelled, relative to White students, also increased; however, this proportion was below that of White/non-Hispanic students.

Figure 1: Exclusionary Discipline Rate Ratio (Ref. = White) A1 – High School



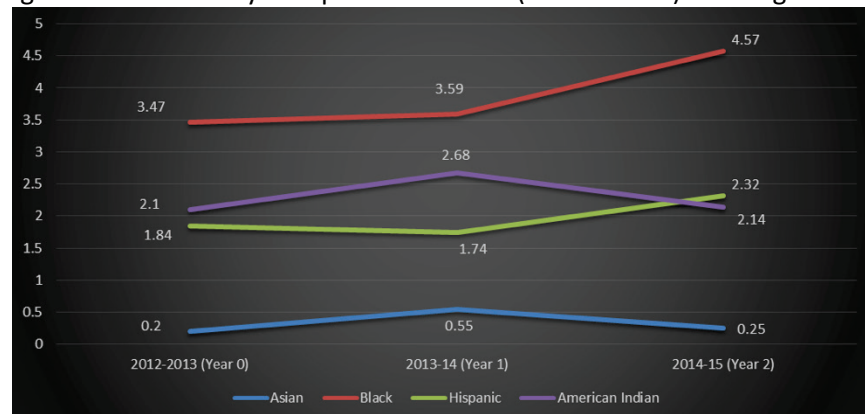
In comparison to the high school level, disparities among middle school students [Figure 2] declined among Black students from baseline (3.18) to Year 2 (2.59). This decrease in proportional students suspended or expelled in the school year was also present among Hispanic students (0.97 to 0.59).

Figure 2: Exclusionary Discipline Rate Ratio (Ref. = White) A1 – Middle School



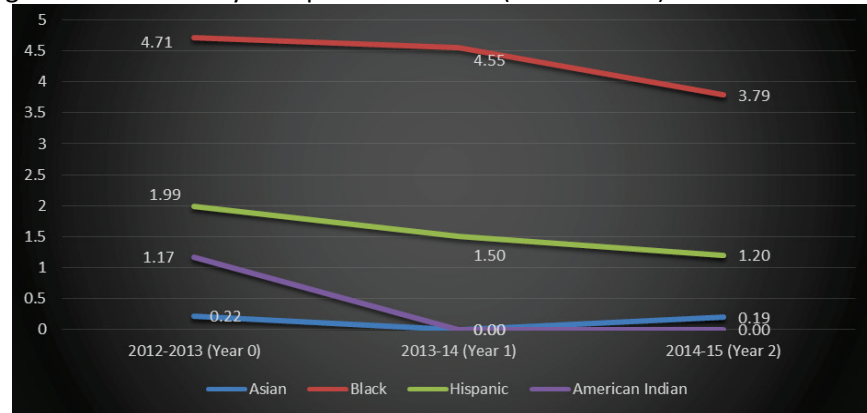
In A2 at the **high school level** [Figure 3], there was an increase in the rate ratio of exclusionary discipline among Black/non-Hispanic from baseline (3.47) to Year 1 (3.59) and continuing into Year 2 (4.57). Among Hispanic students, an increase also occurred from Year 1 (1.74) to Year 2 (2.32).

Figure 3: Exclusionary Discipline Rate Ratio (Ref. = White) A2 – High School



At the **middle school level** [Figure 4] for A2, in comparison to the high school population, a trend is present in declining rate ratios of exclusionary discipline from baseline to Year 1 to Year 2 among Black (4.71; 4.55; 3.79) and Hispanic (1.99; 1.5; 1.2) students.

Figure 4: Exclusionary Discipline Rate Ratio (Ref. = White) A2 – Middle School

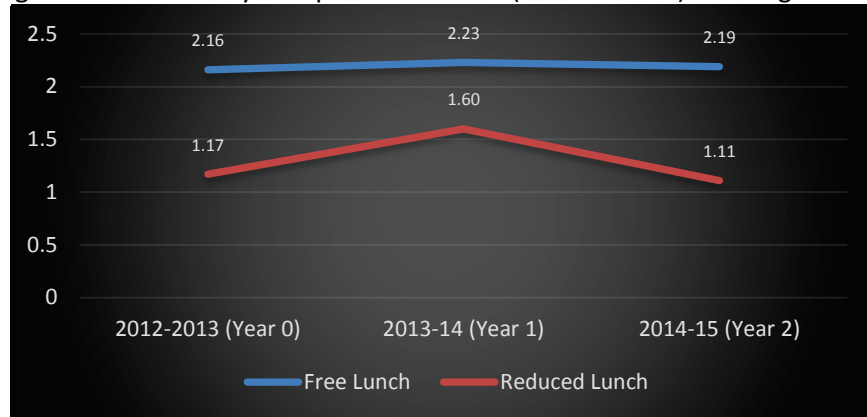


### Disparities by Economic Status

To evaluate the extent to which disparities exist based on economic status, students are classified based on their eligibility for free or reduced lunch. The reference category in the following rate ratios are those students not eligible for free or reduced lunch. It should be noted that the smallest group, by population, is the “reduced lunch” category, which may influence the degree to which conclusions can be drawn from interyear figures.

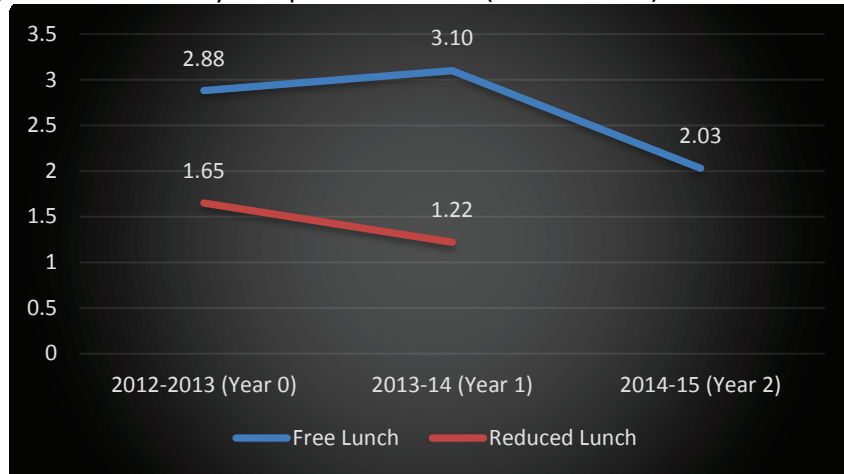
At the **high school level**, in A1 [Figure 5], the level to which a disparity exists remained steady among students eligible for free lunch. Among those eligible for reduced lunch, the rate ratio declined from Year 1 (1.6) to Year 2 (1.11) and was slightly below that of baseline (1.17).

Figure 5: Exclusionary Discipline Rate Ratio (Ref. = No FRL) A1 – High School



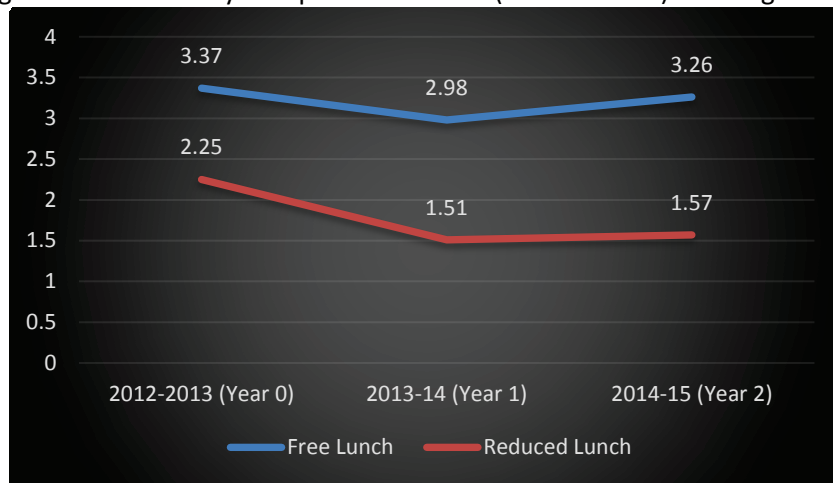
At the **middle school level** in A1 [Figure 6], the rate ratios for exclusionary discipline among students eligible for free lunch declined from baseline (2.88) to Year 2 (2.03), after a slight increase in Year 1 (3.1). Among those eligible for reduced lunch, a continuing trend of declining ratios occurred from baseline (1.65) to Year 1 (1.22) to Year 2 (0.90).

Figure 6: Exclusionary Discipline Rate Ratio (Ref. = No FRL) A1 – Middle School



In A2 at the **high school level** [Figure 7], disparities in exclusionary discipline remain below baseline among those eligible for free lunch (3.37 to 3.26) and those eligible for reduced lunch (2.25 to 1.57). Relative to Year 1, these figures represent a slight increase among reduced lunch students and larger increase among those eligible for free lunch.

Figure 7: Exclusionary Discipline Rate Ratio (Ref. = No FRL) A2 – High School



At the **middle school level** [Figure 8], the level of disparity is relatively steady from baseline to Year 2 among those eligible for free lunch (4.63 to 4.87) and reduced lunch (2.26 to 2.17). However, the disparity among students eligible for free lunch remains at a level where they are more than 4.5x as likely to have been suspended or expelled from school.

Figure 8: Exclusionary Discipline Rate Ratio (Ref. = No FRL) A2 – Middle School



## Section 2: Health Behavior Risks—Disparities by Sexual Orientation

Two topics and their related questions are detailed below, gathered through the annual YRBS completed by high school (9th/11th grade) and middle school (7th grade) students in the two LEAs. Overall results are presented first, followed by disaggregation by district, grade level, and sexual orientation.

### Topic #1: Bullied on School Property in the Past 12 Months

**Question Introduction:** The question on bullying is identical for both the high school and middle school versions of the YRBS. It asks: *During the past 12 months, have you ever been bullied on school property?* The response options are “yes” or “no.”

At the high school level, bullying has declined in both LEAs relative to baseline. At the middle school level, there were steady proportions in A1 and A2. See Figure 9.

Figure 9: Bullied on School Property (past 12 months) High School Level

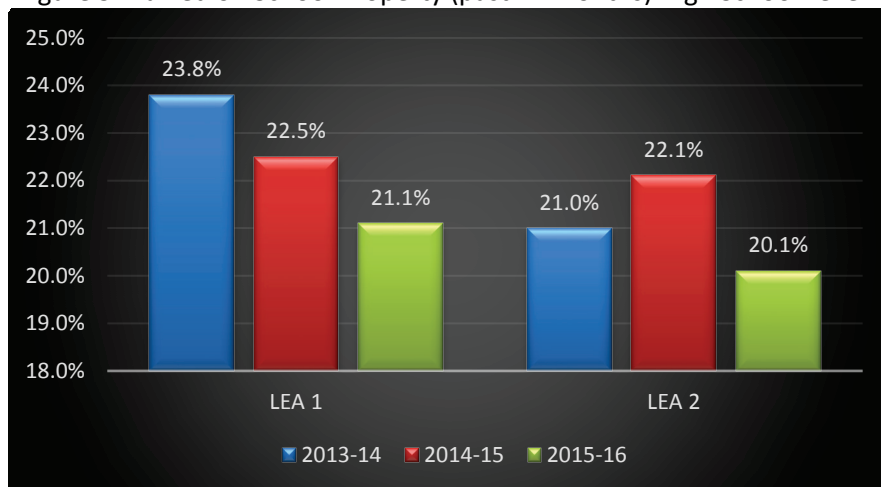
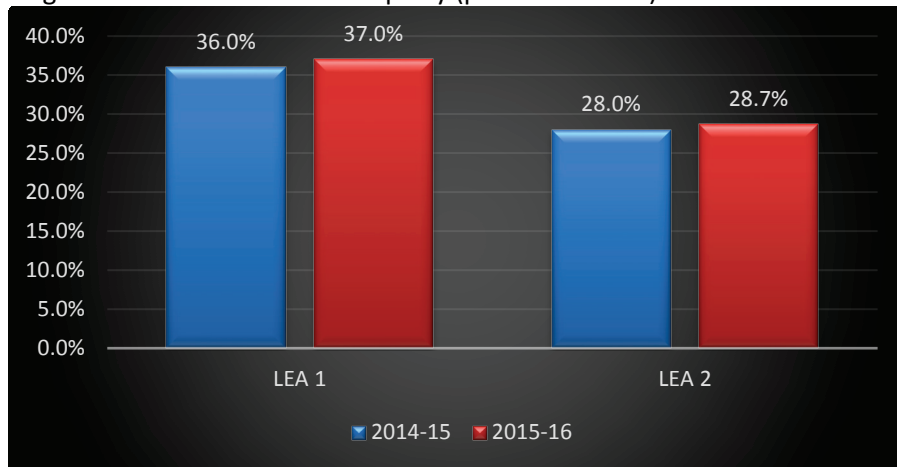


Figure 9: Bullied on School Property (past 12 months) Middle School Level



In A1, the proportion of students reported being bullied in the past 12 months at the high school level among all students declined from baseline to Year 2. The degree of change has varied among heterosexual students (22.0% to 17.8%); LGB (42.6% to 42.0%); and those responding “not sure” (22.0% to 17.8%). Of note is the fact that among sexual minority students, changes from 2014–2015 to 2015–2016 managed to reverse the sharp increases from 2013–2014 to 2014–2015. Currently, the rate ratio between LGB/heterosexual and “not sure”/heterosexual students is at 2.36 and 1.78, respectively. At the middle school level, proportions held steady between years among heterosexual and “not sure” students, with a fairly significant decrease in LGB students reporting being bullied (73.3% to 65.2%). However, this figure still represents approximately two-thirds of LGB students reporting that they have been bullied. See Figure 10.

Figure 10: Bullied on School Property (past 12 months) by sexual orientation  
LEA 1 - High School Level

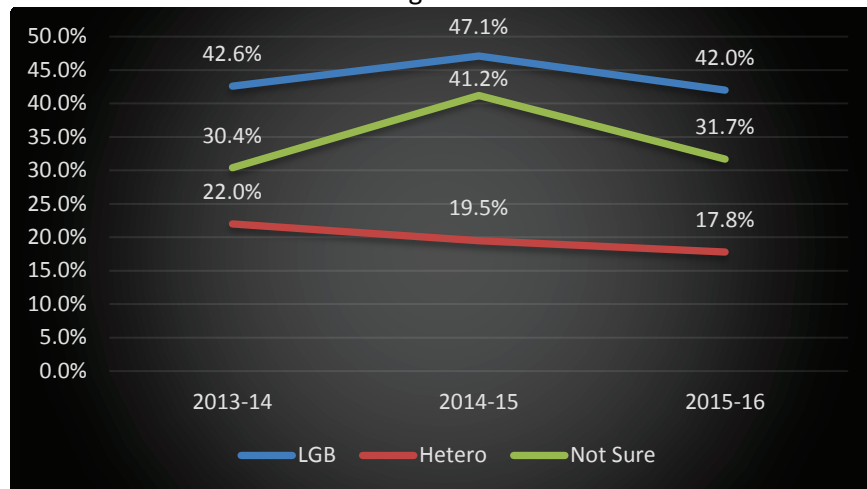
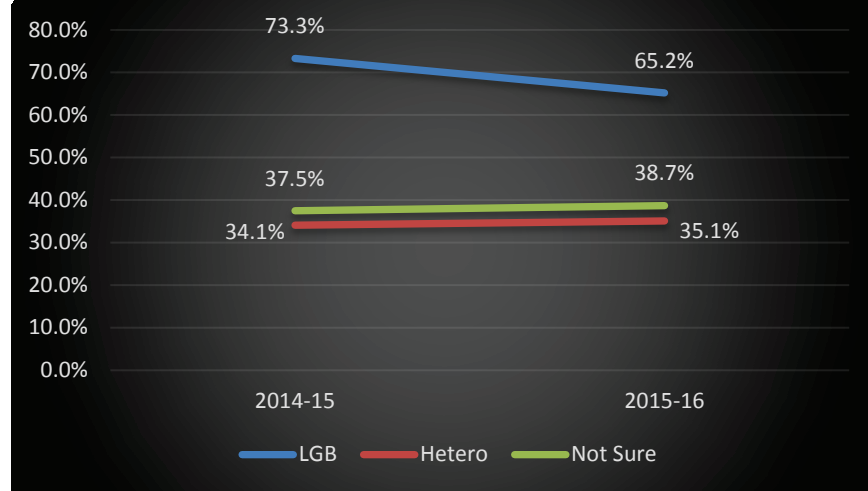




Figure 10: Bullied on School Property (past 12 months) by sexual orientation LEA 1 - Middle School Level



In A2, the proportion of students being bullied at the high school level decreased from baseline among LGB and heterosexual students. However, increases are reported among students responding “not sure” to their sexual orientation. Among sexual minority students, the rate ratio of being bullied (relative to heterosexual students) is around 2.0 at Year 2. Among middle school students, proportions dropped among sexual minority students, with the sharpest drop among LGB students (61.8% to 35.0%). This change between years has left proportions relatively similar among all three sexual orientation groups. See Figure 11.

Figure 11: Bullied on School Property (past 12 months) by sexual orientation LEA 2 - High School Level

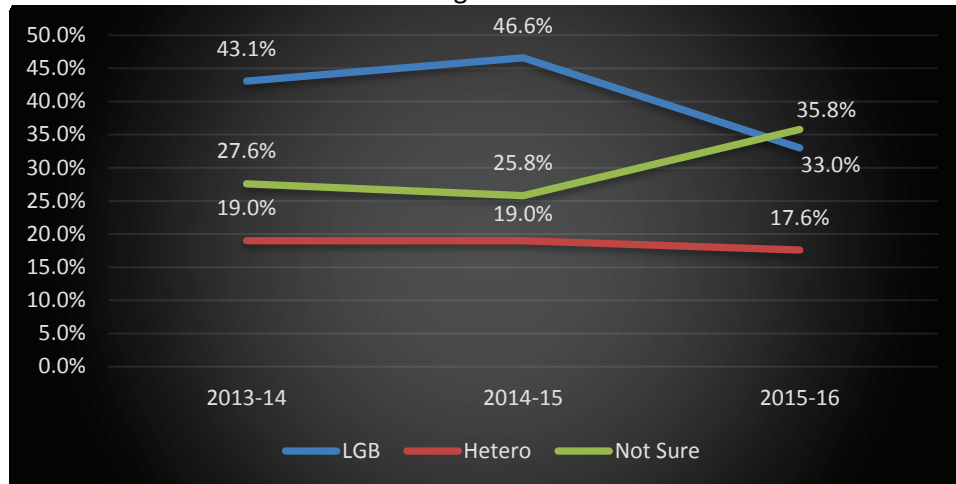
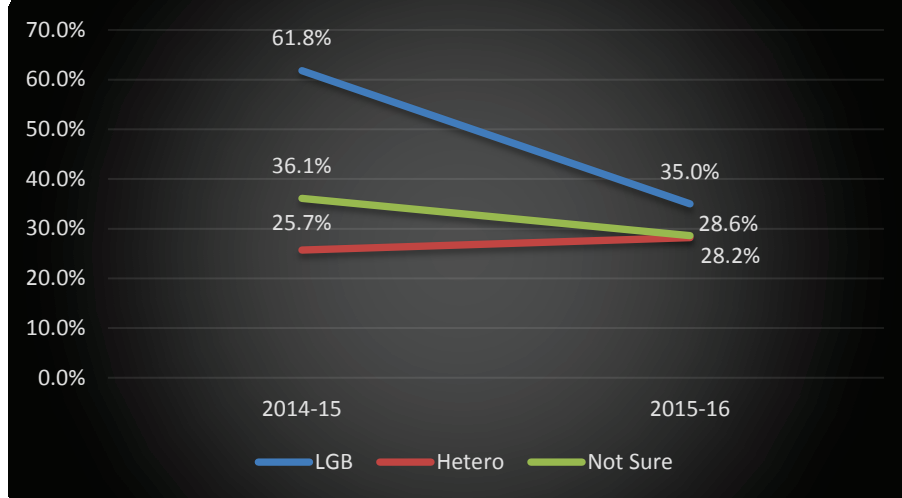


Figure 11: Bullied on School Property (past 12 months) by sexual orientation LEA 2 - Middle School Level



**Results Overview:** At the high school level, being the victim of bullying has generally trended down (2014–2015 school year). With the exception of A2, this has not translated into a decrease in the rate ratio by sexual orientation. A greater understanding of efforts specific to LGB students might be warranted. In particular, a discussion with A2 students might help garner an understanding of whether specific efforts have been responsible for the decrease in bullying among LGB students in a relatively short period of time. Among middle school students, a more significant shift occurred, with rates of bullying dropping among LGB in both LEAs. It should be noted, however, that students responding “not sure” to their sexual identify is much more relevant at this grade level (than LGB). For this group, proportions were relatively steady and largely reflect interyear variation among heterosexual students.

## Topic #2: Suicide Ideation/Overall Feelings of Sadness and Hopelessness

**Question Introduction:** For this question, the high school and middle school questions are very different. At the high school level, students are asked: *During the past 12 months, did you ever seriously consider attempting suicide?* This question is not asked at the middle school level. However, a question that could be considered its upstream version is included. Students are asked: *Have you ever felt so sad or hopeless almost every day for two weeks or more in a row that you stopped doing some usual activities?*

A1 and A2 showed improvements. At the middle school level, the proportion of students reporting extended period(s) of feeling sad and hopeless has increased in A2 and declined slightly in A1. See Figure 12.

Figure 12: Seriously Considered Suicide (past 12 months) High School Level

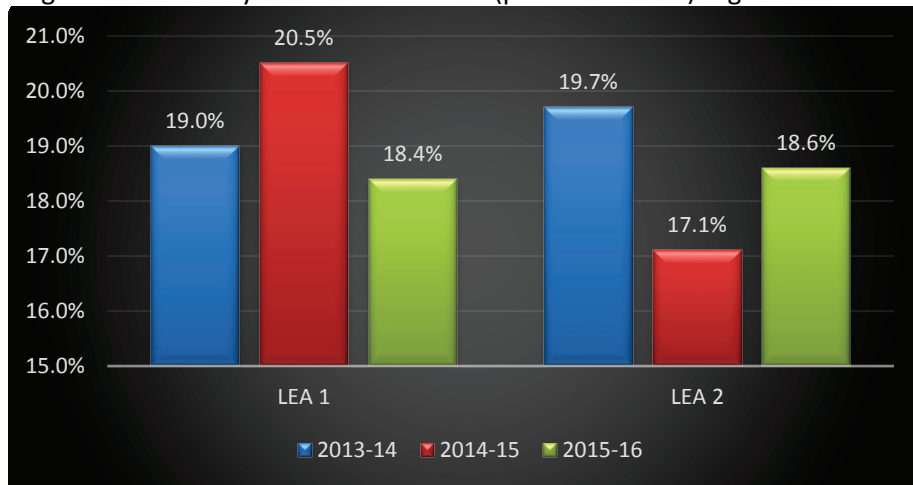
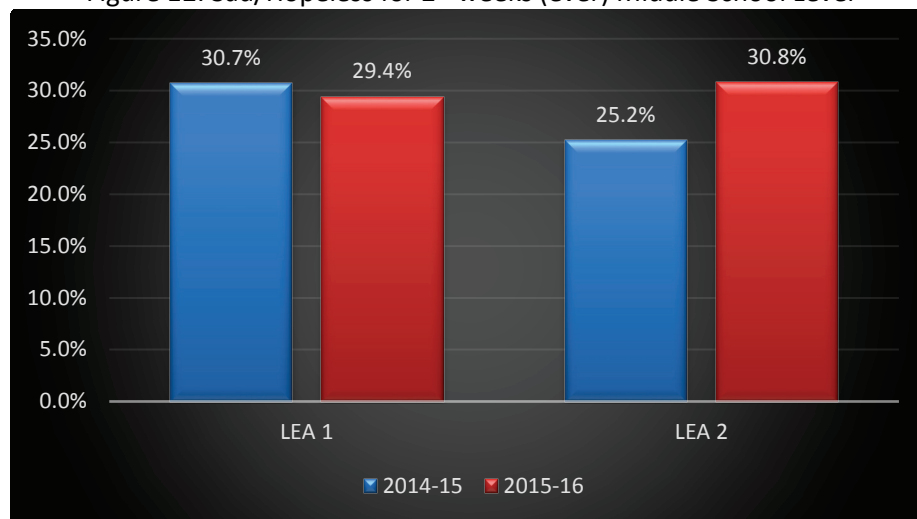


Figure 12: Sad/Hopeless for 2+ weeks (ever) Middle School Level



In A1, the proportion of students who reported seriously considering suicide at the high school level declined from baseline to Year 2 among LGB students (56.5% to 46.3%), with a slight decrease among heterosexual students (16.1% to 14.3%) and increase among those responding “not sure” (22.7% to 25.6%). This has resulted in a change in rate ratio from baseline to Year 2, relative to heterosexual students among LGB students (3.5 to 3.2) and students responding “not sure” (1.4 to 1.8). Among middle school students, proportions declined among sexual minority students but remained very high among LGB students (69.6%), resulting in a rate ratio of 2.45 relative to heterosexual students. See Figure 13.

Figure 13: Seriously Considered Suicide (past 12 months): by sexual orientation  
LEA 1 - High School Level

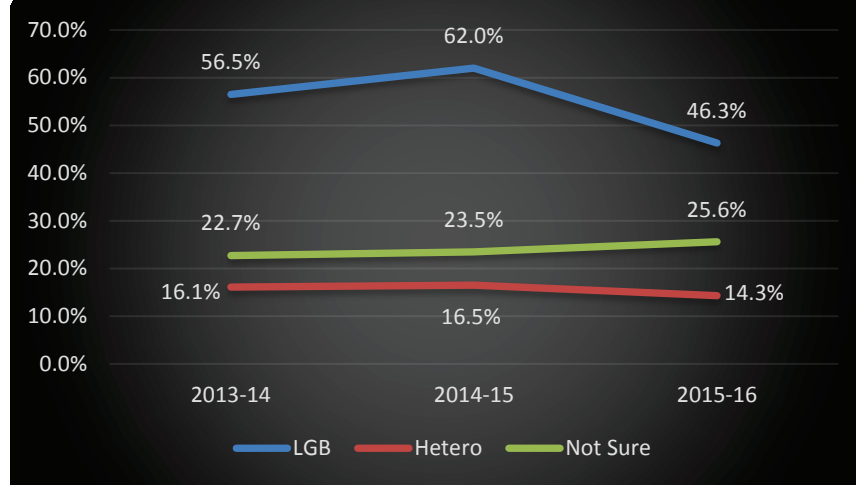
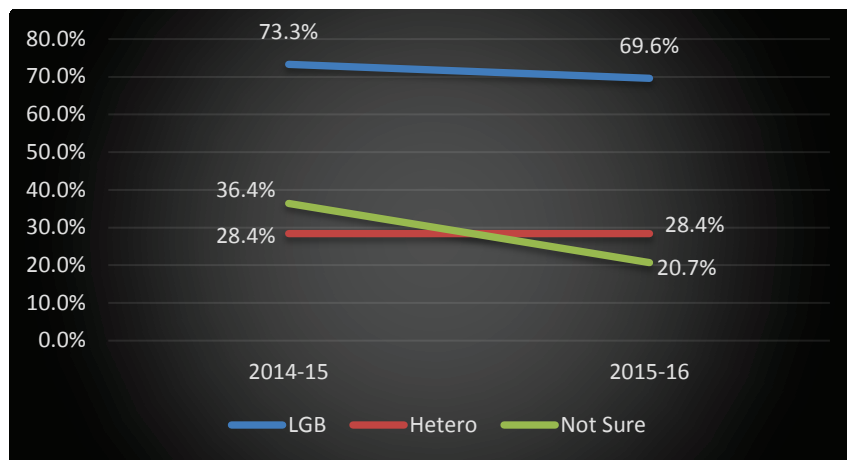


Figure 13: Sad and Hopeless, 2+ weeks (ever): by sexual orientation  
LEA 1 - Middle School Level



In A2, the proportion of students considering suicide in the past 12 months at the high school level declined among all three years among LGB students (60.6% to 51.1% to 50.6%). Relative to baseline, a decrease also occurred among heterosexual students, with an increase among students responding “not sure.” While results have improved among LGB students, the proportion remains at around one-in-two students having considered suicide in the past 12 months. At the middle school level, the proportion of students reporting having felt sad and hopeless for 2+ weeks, ever, increased among LGB students from 71.9% to 75.0%. An increase also occurred among heterosexual students (22.2% to 28.5%) and a decrease among those responding “not sure” (34.2% to 28.6%). See Figure 14.

Figure 14: Seriously Considered Suicide (past 12 months): by sexual orientation  
LEA 2 - High School Level

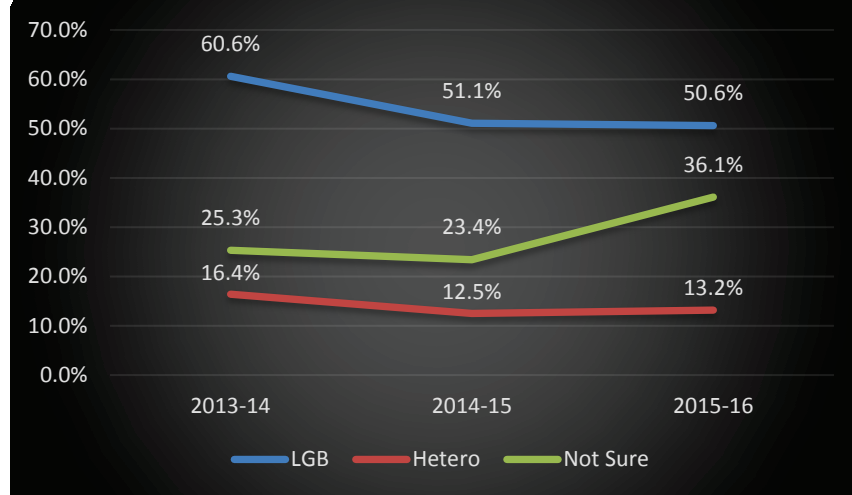
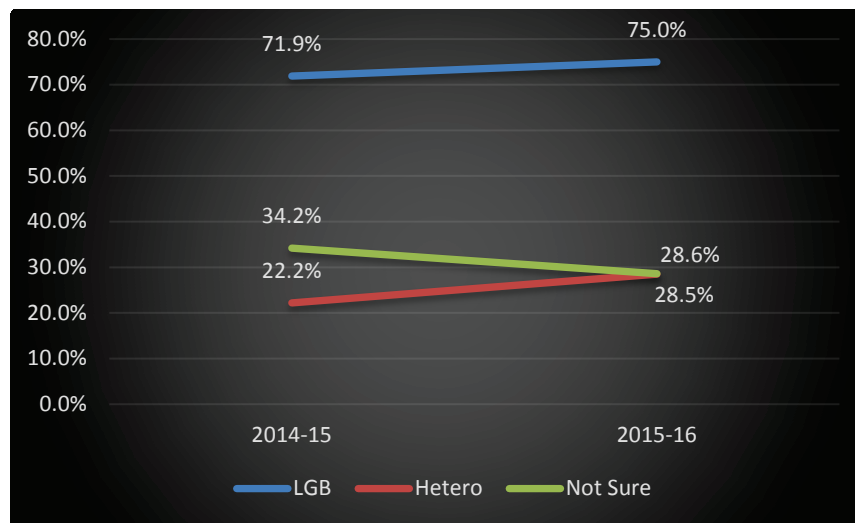


Figure 14: Sad and Hopeless, 2+ weeks (ever): by sexual orientation  
LEA 2 - Middle School Level



**Results Overview:** When viewing suicidal ideation through the prism of disparities based on sexual orientation, the focus tends to be on LGB students, given that they have higher likelihoods of reporting such thoughts. In the two LEAs, a drop occurred in the proportion of LGB students reporting “yes” in 2015–2016 relative to 2014–2015. In LEA 3, however, 2015–2016 figures remained higher than baseline. While the trend is promising, LGB students remain ~3x more likely have seriously considered suicide in the past 12 months. The middle school questions focused on the proportion who have ever felt sad and hopeless for 2+ weeks. While year-to-year variation was minimal, students reporting to be LGB were ~3x likely to report “yes.” Interestingly, those responding “not sure” to their sexual identity showed little difference with their heterosexual peers.

## General Conclusion

In mental health issues, the trend has been generally positive in the two LEAs. This is particularly true at the high school level. Results at the middle school level have been more inconsistent. The other primary area of interest, exclusionary discipline, has also shown a positive trend among the student population with rates decreasing.

What these changes suggest is that a population-level approach is being employed by both LEAs in which the primary focus is on the entire student population. The law of diminishing returns would suggest that the impact, in terms of raw figures, would be greater among those populations with higher suicidal ideation, exclusionary discipline rates, etc. However, this difference may very likely be proportional, which we have seen, making the levels of disparity hold steady.

Since population-level results are improving, the next logical step is to focus on more targeted approaches, as has been suggested. This would focus on, for example, specific work with the LGB community to understand unique behavioral characteristics and methods to improve outcomes.

### Section 3: Disparities Impact Statement Benchmark Goals

**Benchmark 1:** By May 30, 2016, reduce by 5%, the rate ratio of exclusionary discipline between Black and White students in A1 and A2, at the middle and high school levels.

<b>Table 3: Rate Ratio (Exclusionary Discipline) between Black and White Students: by year, district and grade level</b>				
	<b>2012–13</b>	<b>2013–14</b>	<b>2014–15</b>	<b>Benchmark Status</b>
A1 (Middle)	3.18	3.55	2.59	<b>Met</b>
A1 (High)	2.53	2.46	2.93	<b>Not Met</b>
A2 (Middle)	4.71	4.55	3.79	<b>Met</b>
A2 (High)	3.47	3.59	4.57	<b>Not Met</b>

**Benchmark 2:** By May 30, 2016, reduce by 5%, the rate ratio of exclusionary discipline between students with a Free/Reduced F/RL status and those without in each of the two LEAs at the middle and high school levels.

<b>Table 4: Rate Ratio (Exclusionary Discipline) between FRL and no FRL eligibility: by year, district and grade level</b>				
	<b>2012–13</b>	<b>2013–14</b>	<b>2014–15</b>	<b>Benchmark Status</b>
A1 (Middle)	2.75	2.96	1.94	<b>Met</b>
A1 (High)	2.08	2.18	2.11	<b>Not Met</b>
A2 (Middle)	4.41	4.26	4.58	<b>Not Met</b>
A2 (High)	3.21	2.84	3.06	<b>Met</b>

**Benchmark 3:** By May 30, 2016, increase the proportion of LGB high and middle school students who report feeling safe at school by 1.5 percentage points from baseline.

Table 5: Percent of LGB students who feel safe at school <i>always or most of the time</i> : by year, district and grade level				
	2012–13	2013–14	2014–15	Benchmark Status
A1 (Middle)	N/A	33.3%	47.8%	Met
A1 (High)	66.0%	58.8%	64.2%	Not Met
A2 (Middle)	N/A	58.8%	55.0%	Not Met
A2 (High)	61.3%	64.1%	64.7%	Met

### Disparities Impact Statement Benchmark Strategies

Strategies to address these disparities will remain the same and are reported below.

**Benchmarks 1, 2, and 3** will be addressed using a cadre of strategies. Professional development and program implementation and support will be provided to staff in both LEAs and statewide in PBIS, Adverse Childhood Experiences (ACEs) training and trauma sensitive schools practices, restorative practices, and teen/youth courts. Improve school climate and discipline through the U.S. Department of Education’s Directory of Federal School Climate and Discipline Resources. State-level workgroups have been developed to identify and promote strategies for all three tiers of the PBIS model in bullying prevention, improving climate, and strategies for creating safe environments for sexual minority youth. The state Department of Education is improving the district interface for accessing discipline data, so they will be able to use their own suspension and expulsion data to determine disparities and disproportionalities. It will also assist districts in using this data system and in interpreting their information.

Benchmark 3 will be addressed through community readiness assessments in A1 and A2 to identify approaches to address LGBTQ safety that are aligned with the readiness level of the community. High schools in A1 and A2 will be further supported through the statewide advocacy organization. This support will include training for staff and administrators, meeting of professional learning communities in both communities, training and support, teacher planning meetings, and an LGBTQ youth of color leadership summit.

#### Continuous Quality Improvement Process

As part of our disparity impact strategy, we will use a data-driven continuous quality improvement (CQI) process. We will use program performance data to inform our quality improvement processes to reduce the disparities identified.

We will make systematic improvements in:



1) The reduction of exclusionary discipline practices with middle and high school students to reduce the disparate rate of suspensions and expulsions of Black students and students with low socioeconomic status.

2) School climates that provide a safe and supportive environment for LGBTQ middle and high school youth

1. The state will convene a CQI committee to track the data, make suggested improvements, and monitor progress. This group will include state agency members and other individuals throughout the state who are interested in doing this work. Efforts are being made to include youth in this committee. Each of the LEAs will develop a similar group and will be guided by *A Blueprint for Using Data to Reduce Disparities/Disproportionalities in Human Services and Behavioral Health Care*.

Members of the CQI committee will:

- a. Gather a full set of data concerning: 1) the rate ratios of suspensions and expulsions in the two identified populations; 2) the proportion of students who identify as LGB on the middle and high school YRBS; and 3) proportion of LGB students who report feeling safe at their schools.
  - b. In addition to the quantitative data, the CQI committee will gather input from the various stakeholders, including parents and students, to identify factors contributing to the issues identified.
  - c. Develop a set of strategies and activities, with milestones, to identify the contributing factors to each of the indicators above.
  - d. Examples of process and/or programmatic adjustments that we may consider include: 1) reviewing current policies, procedures, regulations, practices, and decision points that lead to out-of-school suspensions/expulsions for youth of color; 2) reviewing current policies, procedures, regulations, and practices that create unsafe environments for all students, but especially LGBTQ youth; 3) reviewing the decision protocols followed for determining interventions for bullying/violent behavior; or 4) reviewing and making recommendations for improving the promotion and prevention practices/initiatives to better match them with our students' cultural and linguistic needs, among others.
  - e. Examples of subpopulation (disparate)-specific strategies to address the disparities could include: 1) reviewing and implementing potential subpopulation specific interventions to address bullying and victimization of LGBTQ students; 2) reviewing evidence-based promotion/prevention interventions that are documented to be effective with the different culturally and diverse students so that there is appropriate matching of subpopulation with strategies that create safe and supportive school environments for sexual minority youth; or 3) addressing the psychosocial stressors contributing to acting-out behavior by subpopulation and recommending community interventions.
2. Monitor state-level benchmarks for each identified disparity/disproportionality to reach by the end of each year or develop local benchmarks in each of the communities.
  3. Give the CQI committee the authority to make recommendations to the respective mental health/education authorities to modify and/or develop policies, procedures, regulations, practices, processes, or training that will improve access, utilization, and eventually

outcomes for students who are experiencing disparities/disproportionalities in incidents of violent behavior and out-of-school suspensions/expulsions.

4. Be accountable for following through with system improvements to improve access, utilization, and outcomes and documenting the process and progress.
5. Align state and local goals and the Disparities Impact Strategy in the CQI process to monitor progress and make systemic improvements in the disparities/disproportionalities identified to reach our stated goals.
6. Share the findings of the CQI committee annually with the broader stakeholder community to promote transparency and community ownership in solving community-related issues by inviting comments and suggestions to improve the quality improvement processes, including dissemination of findings.
7. We will follow this process with all disparities/disproportionalities identified.

### **The National Culturally and Linguistically Appropriate Services Standards in Health and Health Care**

We will incorporate the Culturally and Linguistically Appropriate Services (CLAS) Standards to be more culturally and linguistically responsive to the ethnic/racial populations in our LEAs through a variety of methods, including:

1. The members of the CQI committee, and others assigned, will conduct a review of existing policies, regulations, procedures, practices, and training utilizing the CLAS Standards as the lens by which to do the review to assess compliance and alignment.
2. The CQI committee will make recommendations for: 1) modifications to existing policies, regulations, procedures, and practices; or 2) development of changes to align and comply with the CLAS Standards.
3. The state, through our affiliation with our respective school and mental health authorities, will target specific strategies and incorporate recommended changes to ensure adherence to the CLAS Standards to be responsive to our diverse populations.
4. The recommendations we make will be responsive to the diverse cultural health beliefs and practices, preferred languages, and the health literacy and other communication needs of all subpopulations within our implementation areas.
5. The CQI processes will integrate the CLAS Standards into our program-monitoring activities to assess progress and make necessary changes to strategies to ensure compliance.
6. We will report on the CQI processes and progress, including progress with our benchmarks, to state and federal funders as appropriate every 6 months.

**Appendix A: Raw Data Tables (Exclusionary Discipline)**

<b>Table 1: Exclusionary Discipline (by race/ethnicity, district and year)—High School</b>							
		<b>2012–13</b>		<b>2013–14</b>		<b>2014–15</b>	
		Rate per Hundred	Rate Ratio	Rate per Hundred	Rate Ratio	Rate per Hundred	Rate Ratio
A1	Asian	6.25	0.51	0.00	0.00	3.8	0.69
	Black	31.34	2.53	20.40	2.46	16.1	2.93
	Hispanic	9.38	0.76	5.70	0.69	4.8	0.87
	American Indian	8.33	0.67	14.30	1.72	14.3	2.60
	White	12.37	Reference	8.30	Reference	5.5	Reference
A2	Asian	0.98	0.2	3.30	0.55	1.1	0.25
	Black	17.36	3.47	21.40	3.59	20.1	4.57
	Hispanic	9.22	1.84	10.40	1.74	10.2	2.32
	American Indian	10.53	2.1	16.00	2.68	9.4	2.14
	White	5.01	Reference	5.96	Reference	4.4	Reference

<b>Table 2: Exclusionary Discipline (by race/ethnicity, district and year)—Middle School</b>							
		<b>2012–13</b>		<b>2013–14</b>		<b>2014–15</b>	
		Rate per Hundred	Rate Ratio	Rate per Hundred	Rate Ratio	Rate per Hundred	Rate Ratio
A1	Asian	5	0.41	19.10	1.72	5.6	0.38
	Black	38.81	3.18	39.40	3.55	38	2.59
	Hispanic	11.9	0.97	11.10	1.00	8.7	0.59
	American Indian	33.33	2.72	25.00	2.25	0	0.00
	White	12.22	Reference	11.10	Reference	14.7	Reference
A2	Asian	1.61	0.22	0.00	0.00	1.8	0.19

	Black	35.06	4.71	25.50	4.55	35.6	3.79
	Hispanic	14.82	1.99	8.40	1.50	11.3	1.20
	American Indian	8.7	1.17	0.00	0.00	0	0.00
	White	7.44	Reference	5.60	Reference	9.4	Reference

**Table 3: Exclusionary Discipline (by free/reduced lunch eligibility status, district and year)—  
High School**

		2012–13		2013–14		2014–15	
		Rate per Hundred	Rate Ratio	Rate per Hundred	Rate Ratio	Rate per Hundred	Rate Ratio
A1	Free	20.83	2.16	13.40	2.23	10.3	2.19
	Not Free/Reduced	9.63	--	6.00	--	4.7	--
	Reduced	11.29	1.17	9.60	1.60	5.2	1.11
A2	Free	14.03	3.37	16.40	2.98	15.3	3.26
	Not Free/Reduced	4.16	--	5.50	--	4.7	--
	Reduced	9.34	2.25	8.30	1.51	7.4	1.57

**Table 4: Exclusionary Discipline (by free/reduced lunch eligibility status, district and year)—  
Middle School**

		2012–13		2013–14		2012–13	
		Rate per Hundred	Rate Ratio	Rate per Hundred	Rate Ratio	Rate per Hundred	Rate Ratio
A1	Free	23.76	2.88	23.50	3.10	22.3	2.03
	Not Free/Reduced	8.26	Reference	7.65	Reference	11	Reference
	Reduced	13.64	1.65	9.30	1.22	9.9	0.90
A2	Free	25.23	4.63	17.10	4.50	25.3	4.87
	Not Free/Reduced	5.45	Reference	3.80	Reference	5.2	Reference
	Reduced	12.3	2.26	7.10	1.87	11.3	2.17

