2017-18 Harassment or Bullying Civil Rights Data Collection Analysis

Avelyn, Eboni, Grace, & Jade

BUS 446.01: Advanced Data Analytics

Dr. Soumyakant Padhee
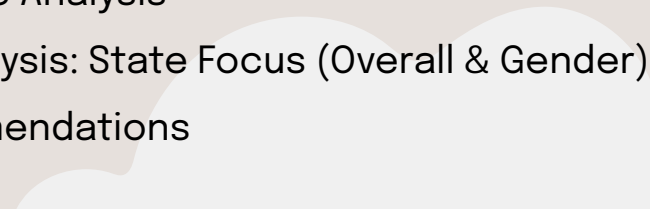
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Dataset Description & Importance:

The dataset concerns students disciplined for harassment or bullying based on race/ethnicity, gender, or disability group served within all states.

Importance:

- Highlights trends across demographic groups.
  - Targeted interventions may be developed based on demographic trends to ensure equitable treatment.
- Districts may utilize the data to evaluate the effectiveness of current anti-bullying policies and disciplinary practices.
- Determines where to direct training, counseling, and resources.

Variables:

- **Race/Ethnicity:** American Indian or Alaska Native, Asian, Hispanic/Latino, Black/African American, White, Native Hawaiian/Pacific Islander, & two or more races
- **Gender:** Male or Female
- **The Presence of Disability:** Demonstrated by students with disabilities served under IDEA and Section 504
  - IDEA: Students with specific, federally defined disabilities.
  - Section 504: A broader range of students with disabilities (includes substantial impairments).
- **Additional Variables:** State, total number of students, number of schools, percent of schools reporting were variables & number of English language learners

Limitations:

- **Missing/Incomplete Data:** The possibility that not all disciplinary actions were reported within some schools & districts.
- **Data Collection Variability**: Results due to district differences in defining bullying/harassment and policy enforcement.
- **Bias**: May be apparent within disciplinary actions due to contextual bias within situations.
  - This could result in disparities in disciplinary actions regarding race/ethnicity, gender, or disability.
  - It could reflect systemic biases in enforcement rather than actual behavior issues.

Context & Observations:

- **Context:**
  - Published by the Office of Civil Rights to monitor compliance with anti-discrimination laws and track disparities in school discipline.
  - Provided by the Department of Education based on discipline reports from 2017 to 2018.
    - Generated as part of federal reporting requirements on school discipline and bullying incidents.
- **Observations:** 52 – based on the number of states, along with the District of Columbia and Puerto Rico.

Meaningful Project Questions:

1. **Does race/ethnicity have an impact on the number of disciplines that occur concerning bullying/harassment?** Which ethnic groups are most likely to engage in bullying/harassment?

2. **Does gender impact the number of disciplinary actions that occur concerning bullying/harassment?** Are males or females more likely to engage in bullying?

3. **Which group of students with disabilities is more likely to engage in bullying/harassment?** Those served under IDEA or Section 504?

Question One Analysis: Race/Ethnicity

Disciplines Regarding Harassment & Bullying: Race

Measure Names
- Native Hawaiian or Ot..
- Asian
- American Indian or Al..
- Two or More Races
- Hispanic or Latino
- Black or African Ameri..
- White
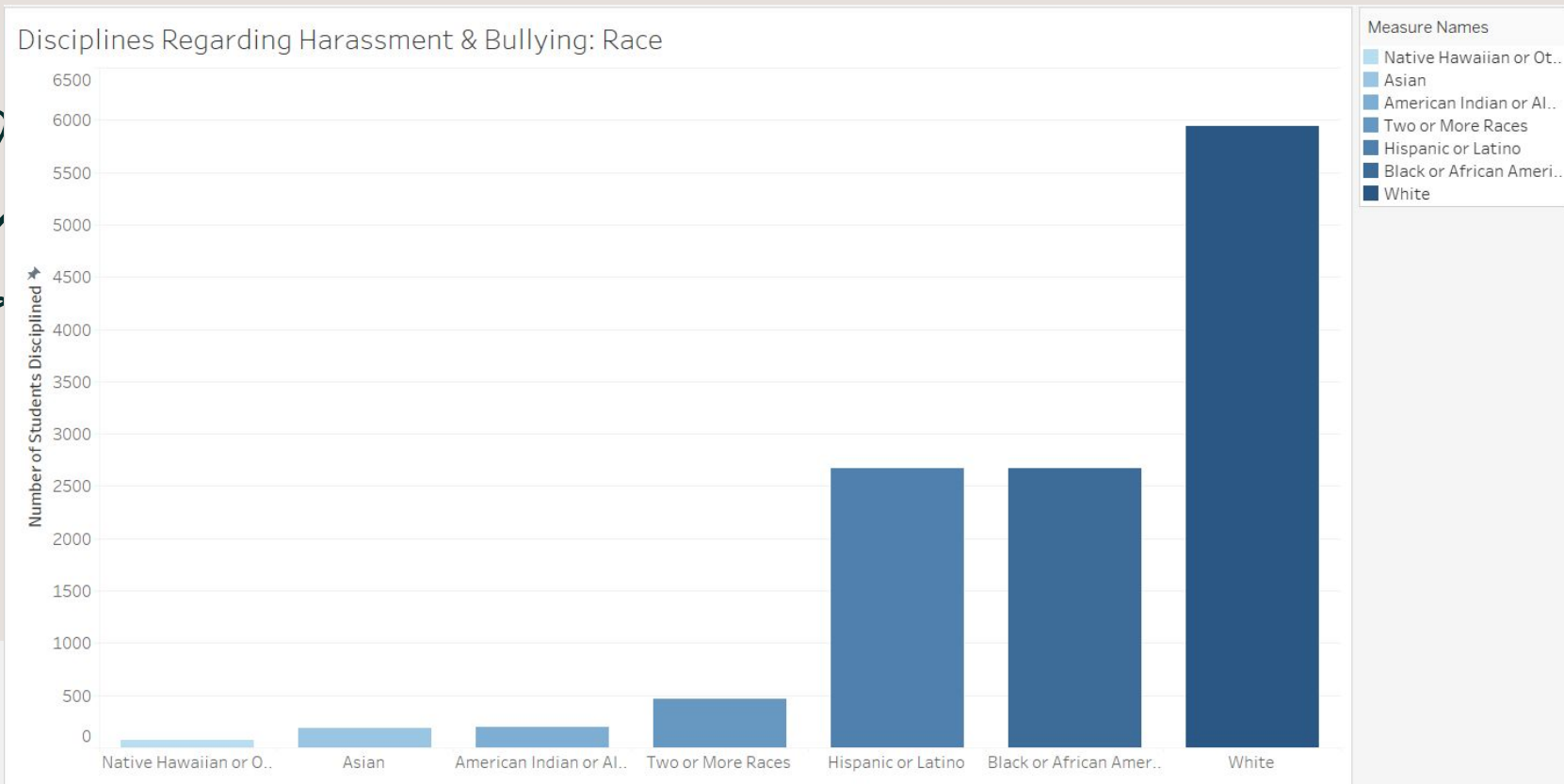
Explanation & Trends:

- **Highest Number of Discipline Reports:** White Students
  - Maybe due to this group's larger population in many school districts
  - Highlights the importance of not assuming bullying behavior is concentrated in minority groups
- **Second Highest Number of Discipline Reports:** Black/African American & Hispanic/Latino
  - The rate per capita (relative to population size) for some minority groups may still show disparities

Bullying & harassment are widespread issues across all racial and ethnic backgrounds, so interventions should be inclusive and universal, not targeted only at minority populations.

Question Two Analysis: Gender
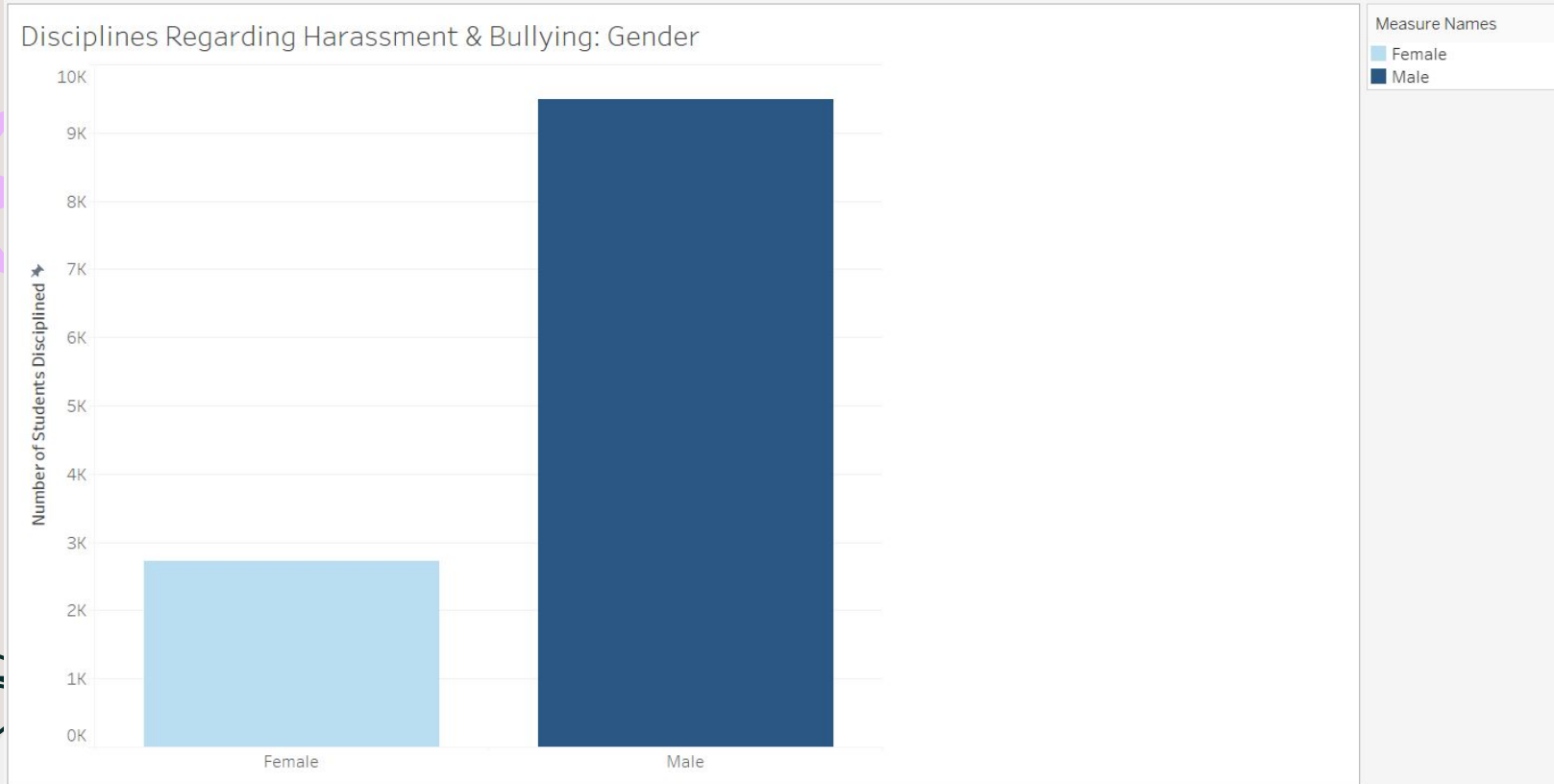
Explanation & Trends:

- **Highest Number of Discipline Reports:** Males
    - Consistent nationally, suggesting gender may be a <u>strong predictive factor</u> in bullying-related discipline.
        - May be influenced by:
            - Gender Norms
            - Behavioral Expectations
            - Aggression Level Differences (male vs female)
            - Maturity Levels

Gender is an impactful factor in the amount of bullying & harassment that occurs, which suggests that interventions should focus mainly on male students.

Question Three Analysis: Disability

Disciplines Regarding Harassment & Bullying: Disability
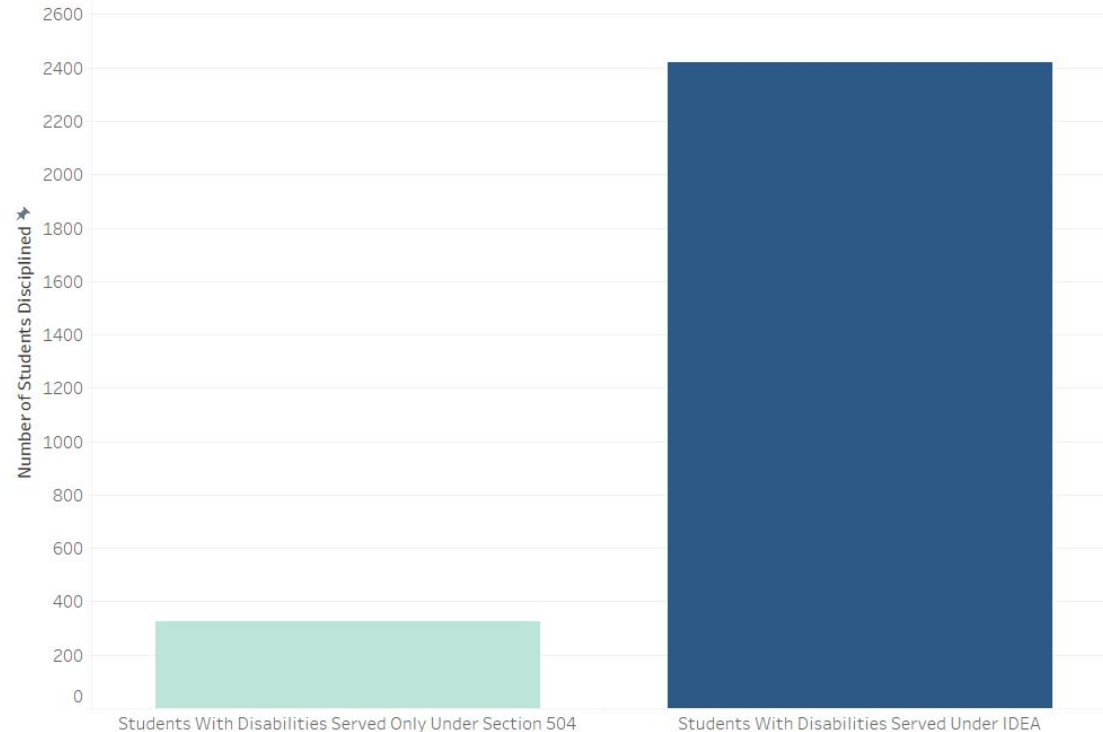
Measure Names
- Students With Disabil..
- Students With Disabil..

Number of Students Disciplined

Students With Disabilities Served Only Under Section 504	Students With Disabilities Served Under IDEA

Explanation & Trends:

- **Highest Number of Discipline Reports:** Students with Disabilities Served Under IDEA (students with specific, federally defined disabilities)
  - May Indicate:
    - Differences in the type or severity of disabilities covered under each statute
    - Lack of sufficient behavioral support resources for IDEA students.

There is a significant difference in the number of students served under IDEA compared to 504, which suggests that interventions should focus mainly on enhancing resources for this group.

Additional Analysis: State Focus

Disciplines Regarding Harassment & Bullying: States

SUM(Disciplines)
0   1,356

SUM(Disciplines)
0   1,356

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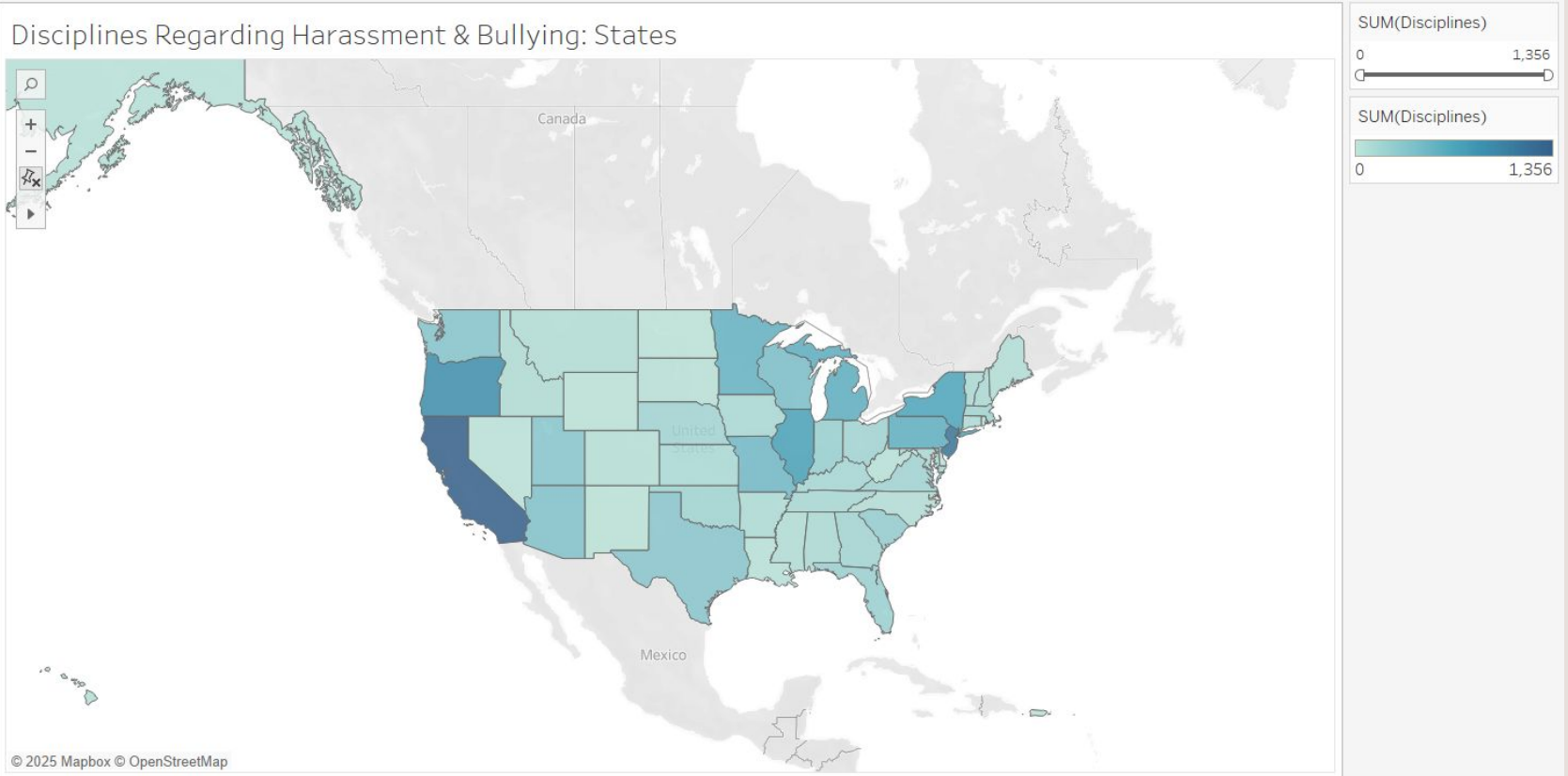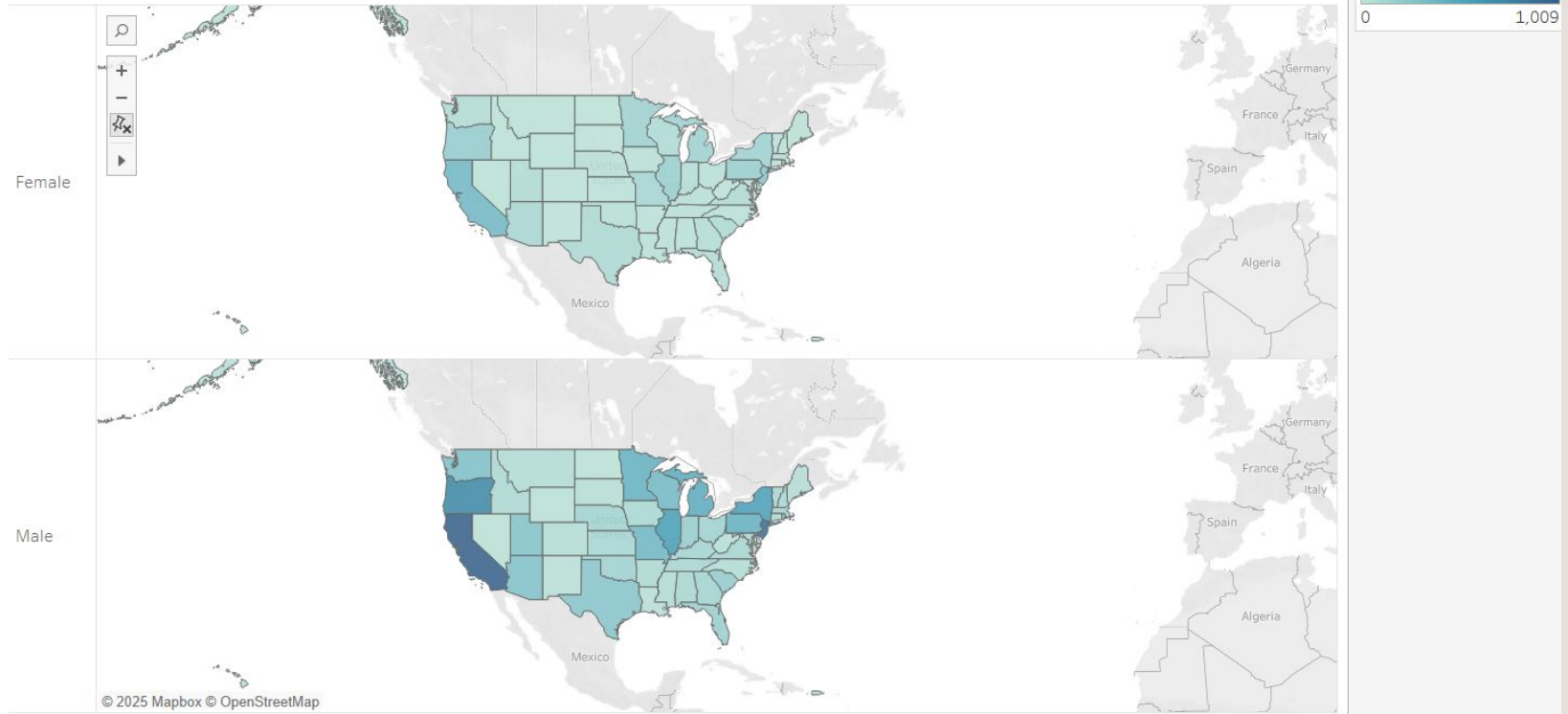
Explanation & Trends:

- **Highest Number of Discipline Reports:** California
- **Second-Highest Number of Discipline Reports:** New Jersey
- **Third-Highest Number of Discipline Reports:** Oregon

There are significant variations across states.
Some states reported significantly higher discipline rates, which may reflect stricter enforcement policies (California), more aggressive reporting, or deeper systemic issues.

Additional Analysis: State Focus (Gender)

Disciplines Regarding Harassment & Bullying: States & Gender

Explanation & Trends:

- **Highest Number of Discipline Reports (Male & Female):** California, New Jersey, & Oregon
- **Additional High Number States (Male & Female):** New York, Illinois, Michigan, Pennsylvania, & Minnesota

The variations across states are also shown by gender. The numbers are significantly greater for male students compared to female students,

May be due to differences in state enforcement, reporting, and systematic issues. May also be impacted by gender norms, behavioral expectations, aggression levels, and maturity levels.

Policy Recommendations (Race/Ethnicity):

- **Universal Anti-Bullying Campaigns:** Implement school-wide programs to address bullying among all racial/ethnic groups (particularly in districts with large White student populations).
- **Equity-Focused Review:** Conduct equity reviews to examine whether minority students receive harsher penalties for similar offenses.
- **Behavioral Education for All Students:** Promote character education and culturally inclusive behaviors.
- **Per Capita Analysis Mandate:** Require schools to report disciplinary actions as a percentage of racial group enrollment to uncover any hidden disparities.

Policy Recommendations (Gender):

- **Gender-Sensitive Programs:** Tailored to address gender-specific forms of aggression (verbal, relational, & physical).
- **Positive Behavior Programs:** Implement school-wide behavior management programs that emphasize conflict resolution, especially for male students.

Policy Recommendations (Disability):

- **Increase Behavioral Support Services:** Especially for IDEA students, to manage behavior before it escalates to disciplinary action.
- **Incorporate Disability-Specific Training**: Educators should be trained in understanding and responding to behaviors linked to specific disabilities.
- **Inclusive Anti-Bullying Curriculum:** Teach all students about disability inclusion and respect through educational programs.

Policy Recommendations (States):

- **Federal Oversight & Audits:** Frequent audits of discipline data to ensure states comply with civil rights laws.
- **Equitable Funding for Interventions:** States with higher disciplinary actions should receive targeted funding for training, counseling, and restorative justice programs.
- **Public Dashboards:** Create accessible dashboards for public review of district-level data on bullying and discipline by demographics.

Conclusion:

The data reveals significant disparities in bullying-related disciplinary actions across race/ethnicity, gender, disability status, and state lines. The findings suggest a need for more equitable, consistent, and supportive disciplinary practices in the school system.

Through intentional, systemic changes, we can ensure that all students, regardless of background, are treated fairly and supported effectively in their educational journey!

Thank you!

Any questions?