



2020-21 Civil Rights Data Collection

A First Look:

Students' Access to Educational Opportunities in U.S. Public Schools



U.S. Department of Education
Office for Civil Rights

November 2023

Document History

The U.S. Department of Education's Office for Civil Rights (OCR) originally issued this report in November 2023. In May 2024, OCR replaced Figures 3 and 4 and accompanying text with charts and bullets that offer a clearer analysis of students' enrollment in mathematics, science, and computer science courses during the 2020-21 school year; altered certain visual elements to improve accessibility; and made other minor textual and formatting edits for clarity and consistency.

About this Report

The 2020-21 Civil Rights Data Collection (CRDC) is a mandatory survey of all public school districts and schools serving students in preschool through grade 12 in the 50 states, Washington, D.C., and the Commonwealth of Puerto Rico and therefore includes data from 17,821 public school districts and 97,575 public schools.¹ The CRDC measures student access to courses, programs, Internet and devices, instructional and other staff, and resources — as well as school climate factors such as student discipline, use of restraint and seclusion, harassment or bullying, and offenses occurring at schools — that impact education opportunity for students. A First Look provides an overview of CRDC data public school districts submitted to the U.S. Department of Education’s (ED) Office for Civil Rights (OCR) for the 2020-21 school year.²

OCR will release additional data reports and snapshots. To learn more about the CRDC, download the public-use data file, and to view other data reports and snapshots, please visit <https://civilrightsdata.ed.gov>.

The calculated counts and percentages in this report may differ from those reported by other offices within ED due to differences in methodology, data sources, and survey population (or the universe of schools and school districts that submit data).³ OCR cautions readers and data users to consider the impact of the coronavirus pandemic on students and on education conditions when comparing the 2020-21 CRDC to CRDCs from previous years.

What’s Inside?

- Who’s in the 2020-21 CRDC 3
- About the CRDC 4
- Data Topics for the 2020-21 CRDC 4
- Students’ Access to Mathematics, Science, and Computer Science Courses. . 5
- Student Enrollment in Dual Enrollment or Dual Credit Programs. 9
- Internet Access and Devices. 10
- Teachers and School Support Staff. 12
- Preschool 13
- Education in Justice Facilities 14
- Restraint and Seclusion 15
- School Climate and Safety 16
- What’s Coming Next in the CRDC (2021-22) 25
- Analytical Notes 26
- Endnotes. 27
- Availability of Alternate Formats. 29
- Notice to Limited-English-Proficient Persons. 29

Who's in the 2020-21 CRDC?

Total student enrollment in public preschool through grade 12



49.2 MILLION⁴

Total number of preschool children

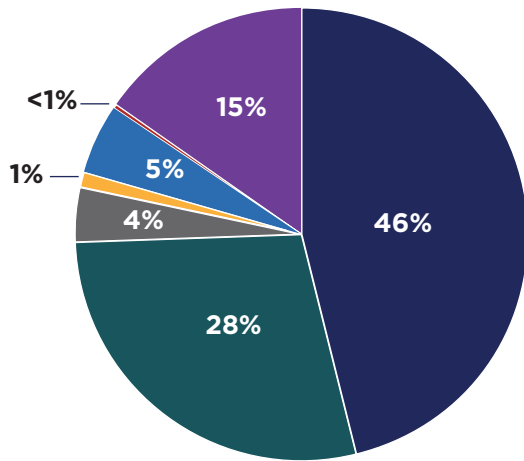


1.2 MILLION

51% BOYS

49% GIRLS

Student enrollment by race/ethnicity⁵



- Hispanic or Latino of any race⁶ - 28%
- Black or African American - 15%
- American Indian or Alaska Native - 1%
- White - 46%
- Asian - 5%
- Two or more races - 4%
- Native Hawaiian or Other Pacific Islander - <1%

Enrollment of English learner students⁷

11%

Enrollment of students with disabilities

Total students with disabilities:

17%

Students served under the Individuals with Disabilities Education Act (IDEA):⁸

14%

Students served under Section 504 of the Rehabilitation Act of 1973 (504 only):⁹

3%

Number of school districts



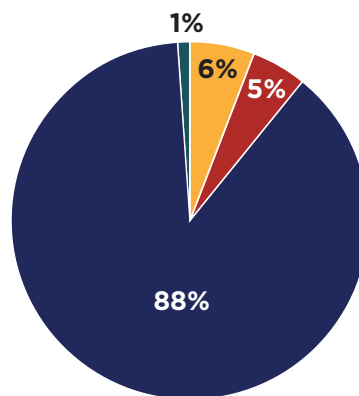
17,821

Number of schools



97,575

Percent of schools by type of instruction provided during the coronavirus pandemic



- **Hybrid of in-person and virtual instruction** during the coronavirus pandemic - 88%
- **In-person instruction only** because of the coronavirus pandemic - 6%
- **Virtual instruction only** because of the coronavirus pandemic - 5%
- **No impact on instruction** because of the coronavirus pandemic - 1%

About the CRDC

The purpose of the CRDC is to obtain data and information related to the obligation of public school districts and of elementary and secondary schools to provide equal educational opportunity. OCR administers the CRDC and uses the data to enforce civil rights laws that prohibit discrimination based on race, color, national origin, sex, and disability. It is also a valuable resource for other ED offices and federal agencies, policymakers and researchers, educators and school officials, parents and students, and the public who seek data on students' access to educational opportunities. The CRDC is authorized under the Department of Education Organization Act of 1979 (20 U.S.C. § 3413(c)(1)), and the federal civil rights laws and regulations that OCR enforces, including: Title VI of the Civil Rights Act of 1964 and 34 C.F.R. § 100.6(b), Title IX of the Education Amendments of 1972 and 34 C.F.R. § 106.81, and Section 504 of the Rehabilitation Act of 1973 and 34 C.F.R. § 104.61.

Data Topics in the 2020-21 CRDC

Public school districts reported school- and district-level data on a variety of longstanding and new topics for the 2020-21 school year. **(Figure 1)**

Figure 1. Data topics in the 2020-21 CRDC

Enrollment & Student Characteristics	School Climate	Courses & School Programs
<ul style="list-style-type: none"> • Overall Student Enrollment • Preschool Enrollment • IDEA & Section 504 Enrollment² • English Learner Student Enrollment • Student Retention 	<ul style="list-style-type: none"> • Student Discipline • Harassment or Bullying • School Offenses • School-related Arrests • Referrals to Law Enforcement • Restraint & Seclusion 	<ul style="list-style-type: none"> • Science & Math Course Access and Passing • Gifted & Talented Programs • Dual Enrollment/Credit Programs • English Language Instruction Educational Programs • High School Equivalency Exam Preparation Programs • Advanced Placement Courses & International Baccalaureate Programs • SAT & ACT Test-taking • Single-Sex Academic Classes • Single-Sex Interscholastic Athletics
Teachers & School Support Staff	School & School District Characteristics	
<ul style="list-style-type: none"> • Full-Time Equivalent Teachers • Teacher Certification • School Support Staff • School Security Staff 	<ul style="list-style-type: none"> • Distance Education Enrollment • Desegregation Plans • Civil Rights Coordinators • Justice Facilities 	
	Internet Access & Devices	
	<ul style="list-style-type: none"> • Internet Connection • Wi-Fi Enabled Devices 	

Students' Access to Mathematics, Science, and Computer Science Courses

The 2020-21 CRDC collected data on mathematics, science, and computer science courses typically offered in public middle and high schools — including Algebra I, Algebra II, geometry, advanced mathematics, calculus, biology, chemistry, physics, and computer science.^{10, 11}

■ **Algebra I is considered a “gateway course” because it is critical to preparing students for subsequent advanced mathematics, science, and computer science coursework.** Students who take Algebra I early in their academic years (i.e., by grade 8) will have more time to take the advanced mathematics courses often required for college science, technology, engineering, and mathematics majors.¹²

- Despite the benefits of taking Algebra I early, 39% of the approximately 31,100 public middle schools that offered grades 7 or 8 did not offer the course.

■ **Access to mathematics, science, and computer science courses is limited across public high schools.**

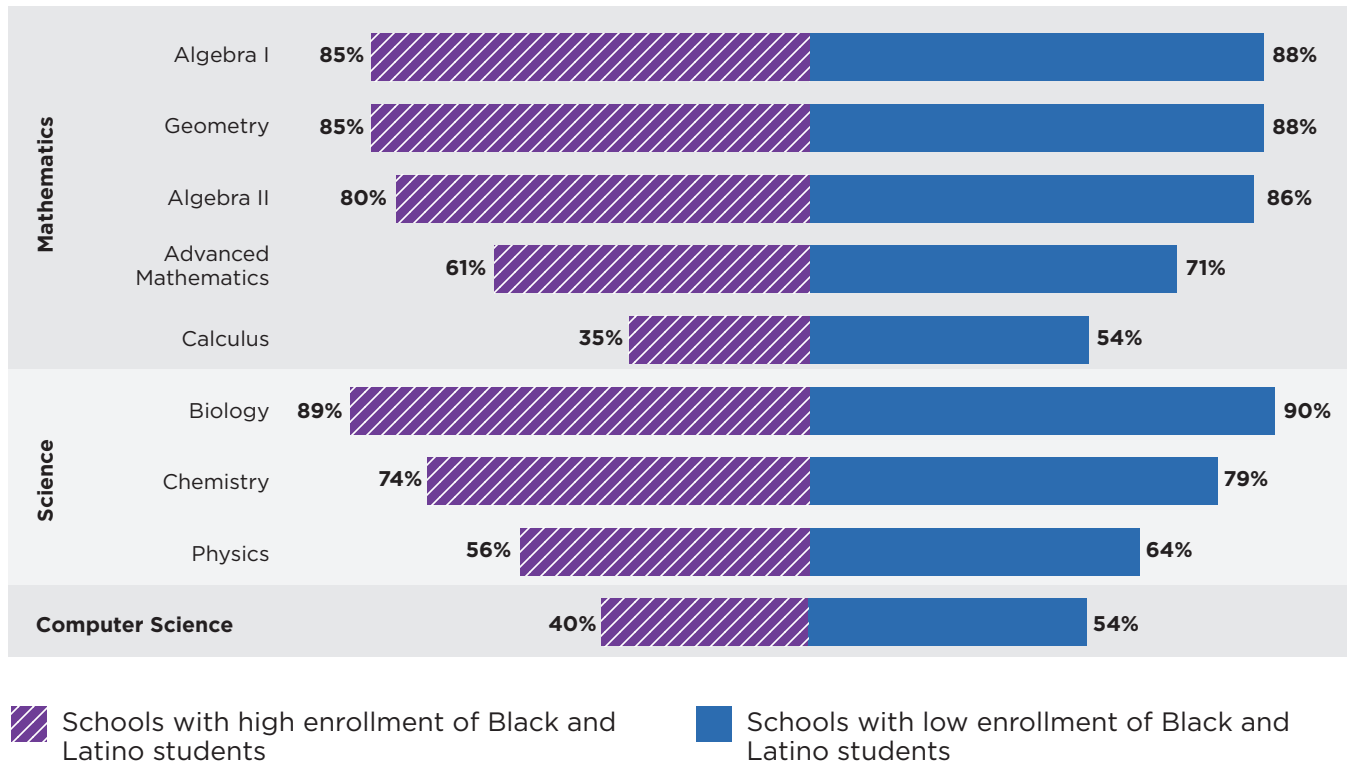
- Of the approximately 26,200 high schools, only 75% offered chemistry, 67% offered advanced mathematics, 61% offered physics, 49% offered computer science, and 48% offered calculus.
- Over 80% of high schools offered Algebra I, Algebra II, geometry, and biology.

■ **There were approximately 5,500 public high schools with high enrollments of Black and Latino students (i.e., greater than 75% of students).¹³ These schools offered fewer mathematics, science, and computer science courses than the 12,300 public high schools with low enrollments of Black and Latino students (i.e., less than 25% of students).¹⁴**

(Figure 2)

- Approximately 35% of schools with high enrollments of Black and Latino students offered calculus, compared to 54% of schools with low enrollments of Black and Latino students.
- About 40% of schools with high enrollments of Black and Latino students offered computer science courses, compared to 54% of schools with low enrollments of Black and Latino students.

Figure 2. Percent of high schools offering mathematics, science, and computer science courses, by course and Black and Latino enrollment



SOURCE: U.S. Department of Education, Office for Civil Rights, 2020-21 Civil Rights Data Collection, released November 2023, available at <https://civilrightsdata.ed.gov>.

■ **The enrollment rates for boys in Algebra I, physics, and computer science were higher than the enrollment rates for girls. However, the enrollment rates for girls in Algebra II, advanced mathematics, biology, and chemistry were higher than the enrollment rates for boys. Boys and girls had the same enrollment rates for geometry and calculus.**

■ **Almost 2.3 million students with disabilities served under IDEA (13%) were enrolled in public high schools.**

- The enrollment rates of public high school students with disabilities served under IDEA in mathematics, science, and computer science courses were lower than the enrollment rates for non-IDEA students, except for Algebra I.¹⁵ **(Figure 3)**

Figure 3. Enrollment rate of students with disabilities served under IDEA and non-IDEA students enrolled in public high school mathematics, science, and computer science courses

		Enrollment Rate of Students with Disabilities (IDEA)	Enrollment Rate of Non-IDEA Students
Mathematics	Algebra I	23%	18%
	Geometry	19%	22%
	Algebra II	13%	20%
	Advanced Mathematics	7%	18%
	Calculus	2%	9%
Science	Biology	24%	27%
	Chemistry	11%	20%
	Physics	10%	14%
Computer Science	Computer Science	7%	9%

SOURCE: U.S. Department of Education, Office for Civil Rights, 2020-21 Civil Rights Data Collection, released November 2023, available at <https://civilrightsdata.ed.gov>.

■ **Nearly 1.2 million English learner students were enrolled in public high schools, which represented approximately 7% of public high school student enrollment.**

- The enrollment rates of English learner public high school students in mathematics, science, and computer science courses were lower than the enrollment rates for non-English learner students, except for Algebra I, Geometry, and Biology. **(Figure 4)**

Figure 4. Enrollment rate of English learner students and non-English learner students enrolled in public high school mathematics, science, and computer science courses

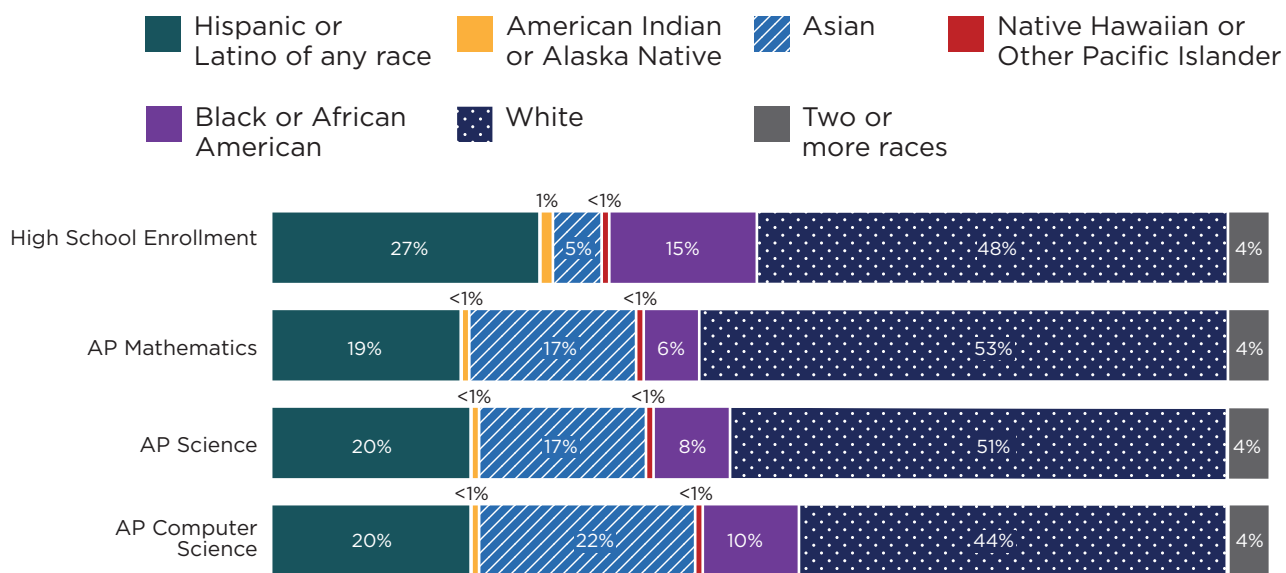
		Enrollment Rate of English learner (EL) Students	Enrollment Rate of Non-EL Students
Mathematics	Algebra I	30%	19%
	Geometry	25%	22%
	Algebra II	18%	20%
	Advanced Mathematics	9%	18%
	Calculus	2%	7%
Science	Biology	31%	28%
	Chemistry	17%	20%
	Physics	13%	15%
Computer Science	Computer Science	8%	9%

SOURCE: U.S. Department of Education, Office for Civil Rights, 2020-21 Civil Rights Data Collection, released November 2023, available at <https://civilrightsdata.ed.gov>.

■ **Approximately 2.9 million public high school students across the nation were enrolled in at least one Advanced Placement (AP) course. However, rates of student enrollment in AP courses differed by race. (Figure 5)**

- Black students represented 15% of total high school student enrollment, but accounted for 10% of students enrolled in AP computer science, 8% of the students enrolled in AP science, and 6% of students enrolled in AP mathematics.
- Latino students represented 27% of total high school student enrollment, but accounted for 20% of students enrolled in AP science and AP computer science and 19% of students enrolled in AP mathematics.
- American Indian or Alaska Native students represented 1% of total high school student enrollment, but represented fewer than 1% of students enrolled in AP mathematics, AP science, and AP computer science.
- White students represented 48% of total high school student enrollment, but accounted for 51% of students enrolled in AP science and 53% of students enrolled in AP mathematics. However, they were 44% of students enrolled in AP computer science.
- Asian students represented 5% of total high school student enrollment, but accounted for 17% of students enrolled in AP science and AP mathematics, and 22% of students enrolled in AP computer science.

Figure 5. Percent of students enrolled in public high school AP Mathematics, AP Science, and AP Computer Science courses, by race/ethnicity



SOURCE: U.S. Department of Education, Office for Civil Rights, 2020-21 Civil Rights Data Collection, released November 2023, available at <https://civilrightsdata.ed.gov>.

ED Spotlight

Raise the Bar: STEM Excellence for All Students

In December 2022, ED launched [Raise the Bar: STEM Excellence for All Students](#), which is designed to strengthen science, technology, engineering, and mathematics (STEM) education nationwide. As part of this initiative, ED has:

- Published a Dear Colleague Letter and resource document to state and district leaders outlining how federal education funds can be used to enhance STEM teaching and learning.
- Signed a Memorandum of Understanding (MOU) with the National Aeronautics and Space Administration to advance STEM and space education.
- Established the YOU Belong in STEM: San Diego hub to support regional STEM collaboration.
- Announced a partnership with [Beyond100K](#) through an MOU.

Beyond100K is partnering with ED to identify the key challenges regarding the supply and demand of STEM teachers at the state and local levels; co-sponsor a series of national communities of practice to support states and school districts in developing and implementing scalable solutions to the STEM educator shortage; and improve equitable access to high-quality STEM instruction for marginalized students.

- Obtained specific commitments from over 90 public and private sector organizations from across the country to enhance STEM education. These commitments range from local grassroots efforts to initiatives that are national in scope.
- Collaborated with educational media organization [EXPLR](#) to launch a National STEM Festival.

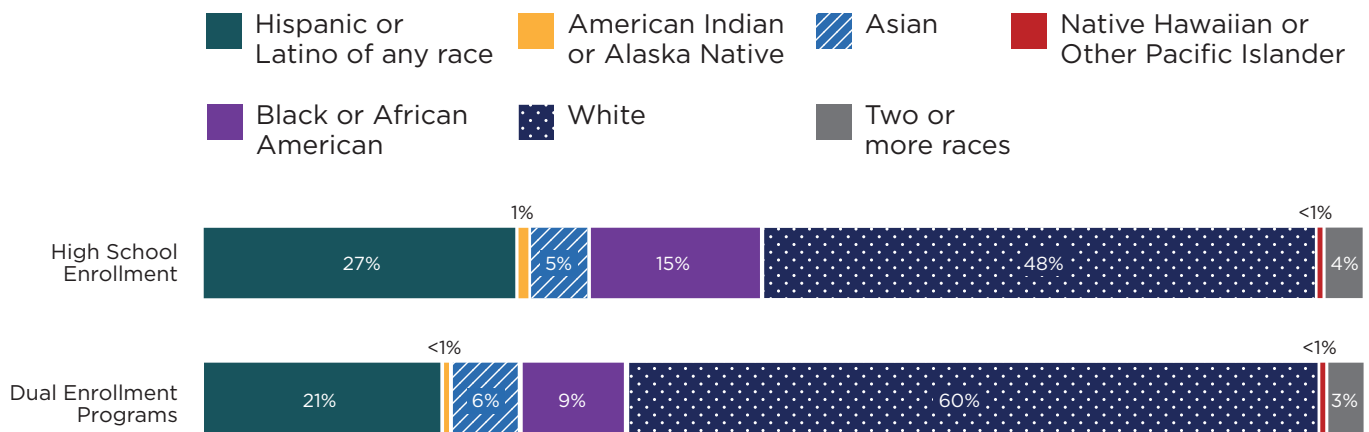
Student Enrollment in Dual Enrollment or Dual Credit Programs

Dual enrollment or dual credit programs provide opportunities for high school students to take college-level courses and earn concurrent credit toward a high school diploma and a college degree while still in high school. These programs do not include AP courses.

■ Nearly 15,900 public high schools enrolled approximately 1.6 million students in dual enrollment or dual credit programs. Rates of student enrollment in these programs differed by race/ethnicity, sex, disability, and English learners.

- White students were overrepresented in dual enrollment or dual credit programs. They accounted for 48% of total students enrolled in high school, but 60% of students in dual enrollment or dual credit programs. **(Figure 6)**
- Asian students were also overrepresented. They accounted for 5% of total students enrolled in high school, but 6% of students in dual enrollment or dual credit programs.

Figure 6. Student enrollment in dual enrollment or dual credit programs in public high schools, by race/ethnicity



SOURCE: U.S. Department of Education, Office for Civil Rights, 2020-21 Civil Rights Data Collection, released November 2023, available at <https://civilrightsdata.ed.gov>.

- Black, Latino, and students of two or more races were underrepresented in dual enrollment or dual credit programs.
- Girls accounted for 49% of total high school student enrollment, but 56% of students in dual enrollment or dual credit programs.
- English learners accounted for 7% of total high school student enrollment, but 3% of students in dual enrollment or dual credit programs.
- Students with disabilities served under IDEA accounted for 13% of the total high school student enrollment, but 4% of students in dual enrollment or dual credit programs.

Internet Access and Devices

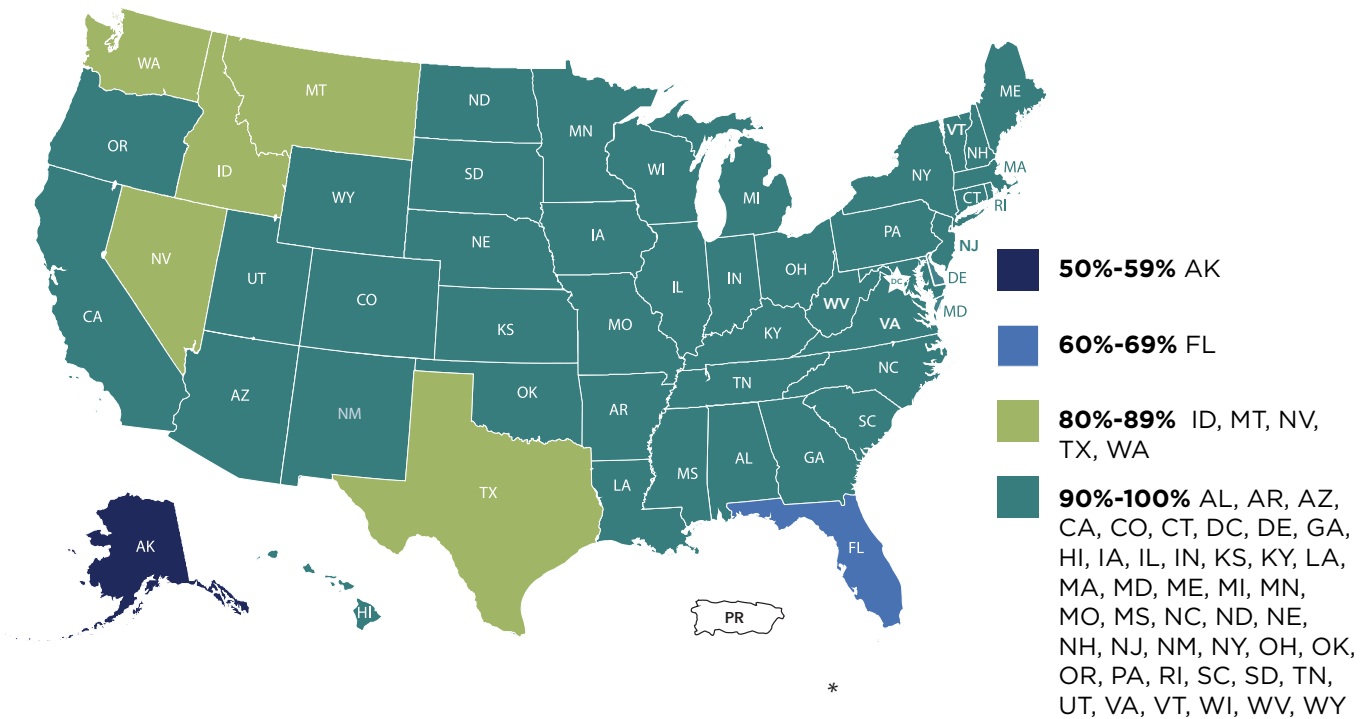
For the first time in the 2020-21 CRDC, public school districts were required to report data related to student access to the Internet and devices in their schools.

■ **Approximately 93% of public schools reported Internet connection through a fiber-optic connection. A fiber-optic connection is a high-speed data transmission medium used to connect to the Internet.**

- The percent of schools connected was similar for schools with low enrollments of Black and Latino students (94%) as it was for schools with high enrollments of Black and Latino students (92%).

■ **Ninety-five percent (95%) of public schools reported having Wi-Fi access in every classroom.**

Figure 7. Percent of public schools connected to the Internet through a fiber optic connection, by state



SOURCE: U.S. Department of Education, Office for Civil Rights, 2020-21 Civil Rights Data Collection, released November 2023, available at <https://civilrightsdata.ed.gov>.

* Puerto Rico did not report data for this data module. The district offered virtual instruction only during the 2020-21 school year

■ **Internet access at public schools varied from state to state. Kentucky, Maryland, North Carolina, Virginia, and West Virginia all reported that 99% or more of their schools were connected to the Internet. Alaska (52%) and Florida (66%) reported the lowest percentages of schools connected to the Internet. (Figure 7)**

ED Spotlight

Digital Equity Education Roundtables Initiative

ED’s Office of Educational Technology launched the [Digital Equity Education Roundtables Initiative](#) in 2022. The Initiative hosted a series of national conversations with leaders from community-based

organizations, as well as families and learners furthest from digital opportunities. This effort resulted in the publication of [Advancing Digital Equity for All](#), which highlights insights from these conversations, barriers faced by learner communities, and promising solutions for increasing access to technology for learning.

- **Approximately 91,700 public schools provided a total of about 47 million Wi-Fi enabled devices.** Eighty-seven percent (87%) of schools reported allowing students to take home school-issued devices, including desktops, laptops, notebook computers, tablets, or any other devices used to access the Internet.

Teachers and School Support Staff

The 2020-21 CRDC collected data related to teachers and school support staff, including school counselors, psychologists, social workers, nurses, and security staff. Security staff included sworn law enforcement officers (SLEO) and security guards.¹⁶

- **Approximately 522,400 students, or 1% of total student enrollment, attended public schools where fewer than half of the teachers met all state certification requirements.** Of the students attending those schools, a majority (66%) were Black and Latino students.
- **Seventy-seven percent (77%) of public schools had at least one school counselor.**
- **Most public high school students attended a school with at least one school counselor.**
 - About 96% of the 16 million high school students had access to at least one school counselor.
 - About 17% of high schools — serving approximately 643,700 students (4%) — did not have a school counselor.
- **Approximately 39,000 public schools (43%) had at least one SLEO or security guard.**
 - About 4,600 or 12% of the schools with SLEOs or security guards did not have a school counselor.
 - About 580 or 1% of the schools with SLEOs or security guards did not have a school counselor, social worker, nurse, or psychologist.
- **Nearly 1.7 million students attended a public school with an SLEO or security guard, but without a school counselor. (Figure 8)**
 - Compared to White students, Native Hawaiian and Other Pacific Islander students and American Indian or Alaska Native students were 1.4 times more likely to attend a school with an SLEO or security guard, but without a school counselor. Black students and students of two or more races were 1.2 times more likely.
- **About 141,400 students attended a public school with an SLEO or security guard, but without a school counselor, social worker, nurse, or psychologist. (Figure 8)**
 - Compared to White students, American Indian or Alaska Native students were 3.4 times more likely to attend a school with an SLEO or security guard, but without a school counselor, social worker, nurse, or psychologist. Black students were 1.4 times more likely; and Hispanic, Native Hawaiian or Other Pacific Islander students, and students of two or more races were 1.2 times more likely.

Figure 8. Counts of students attending public schools with a sworn law enforcement officer (SLEO) or security guard and with or without other school support staff

	Students at Schools With an SLEO or Security Guard but Without a Counselor	Students at Schools With an SLEO or Security Guard and With a Counselor	Students at Schools With an SLEO or Security Guard but Without a Counselor, Social Worker, Nurse, or Psychologist	Students at Schools With an SLEO or Security Guard and With a Counselor, Social Worker, Nurse, or Psychologist
Hispanic or Latino of any race	497,700	6,200,000	39,300	6,700,000
American Indian or Alaska Native	18,000	188,200	3,400	202,700
Asian	86,300	1,200,000	5,400	1,300,000
Native Hawaiian or Other Pacific Islander	7,000	69,500	530	75,800
Black or African American	298,300	3,600,000	29,300	3,900,000
Two or more races	77,700	938,000	5,900	1,000,000
White	759,100	10,900,000	57,600	11,500,000
All students	1,744,100	23,095,700	141,430	24,678,500

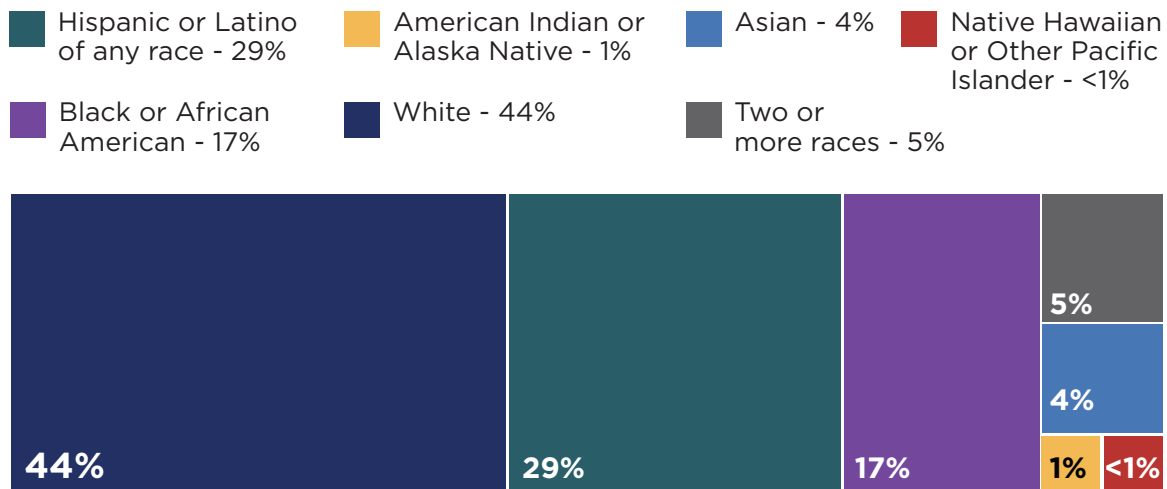
SOURCE: U.S. Department of Education, Office for Civil Rights, 2020-21 Civil Rights Data Collection, released November 2023, available at <https://civilrightsdata.ed.gov>.

Preschool

The 2020-21 CRDC collected data related to children’s access to and enrollment in preschool. The preschool data collected by CRDC refers to programs and services for children ages 3 through 5 that are offered through public school districts.

- **Although 61% of public school districts (approximately 10,800) offered public preschool programs and services, many children did not have access to them.** Approximately 39% of school districts reported that they did not offer public preschool programs or services for children within their school district.
- **Most children enrolled in preschool programs and services were 4 years old.** In the approximately 10,800 school districts that offered preschool programs and services, 21% of children served were three years old,¹⁷ 66% were four years old, and 14% were five years old.
- **Of the 1.2 million children enrolled in public preschool programs and services, 24% were students with disabilities served under IDEA.** Unless inconsistent with State law or practice, or a relevant court order, IDEA requires all school districts to provide a free appropriate public education to children with disabilities ages 3 through 5.
- **Ten percent (10%) of children enrolled in public preschool programs and services were English learners.**
- **Most children enrolled in public preschool programs and services were White (44%) or Latino (29%). (Figure 9)**

Figure 9. Percent of public school district-based preschool children enrollment, by race/ethnicity



SOURCE: U.S. Department of Education, Office for Civil Rights, 2020-21 Civil Rights Data Collection, released November 2023, available at <https://civilrightsdata.ed.gov>.

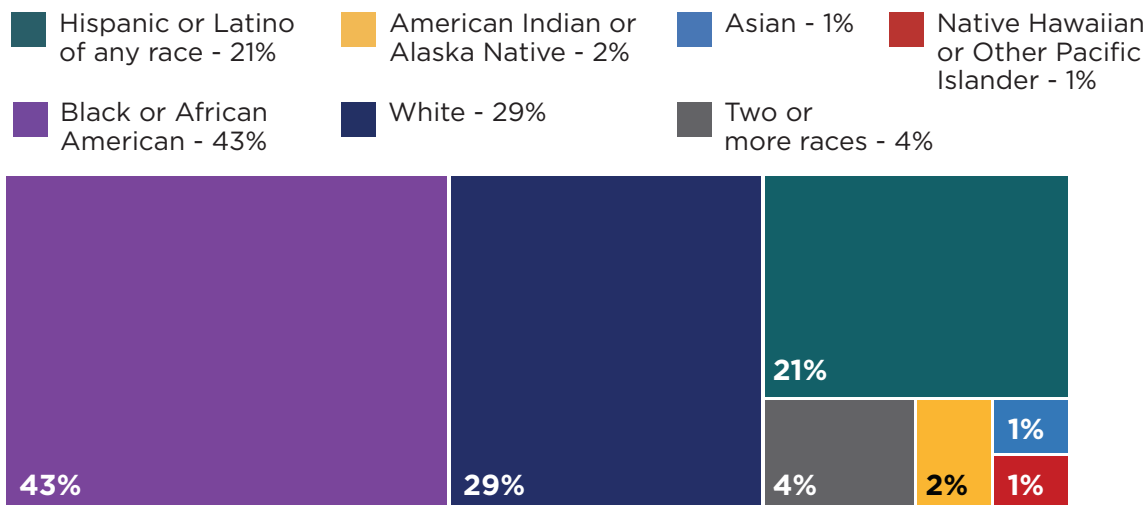
Education in Justice Facilities

The CRDC defines a “justice facility” as a public or private facility that confines individuals before and/or after the resolution of court cases. Justice facilities include short-term (90 calendar days or less) and long-term (more than 90 calendar days) facilities, such as correctional facilities, detention centers, jails, and prisons. These facilities may confine youth, adults, or both. For the purposes of the CRDC, only individuals up to 21 years of age who are confined in justice facilities are reported by school districts.

- **Approximately 20,900 students were confined in and attended school at 580 justice facilities.**
- **Black (43%) and White (29%) students comprised the majority of students confined in justice facilities. (Figure 10)**
- **Black students and American Indian or Alaska Native students were the only race/ethnicity of students overrepresented in justice facilities.**
 - Although Black students accounted for 15% of total K-12 student enrollment, they represented 43% of the students confined in justice facilities.
 - Although American Indian or Alaska Native students accounted for 1% of total K-12 student enrollment, they represented 2% of the students confined in justice facilities.
- **Although students with disabilities represented only 17% of total K-12 student enrollment, 30% of students confined in justice facilities were students with disabilities.**
- **Justice facilities on average offered 28 hours per week of educational programming.**

However, 14% of the justice facilities offered less than 20 hours of instruction during a five-day week (or less than 4 hours per day).

Figure 10. Percent of student enrollment in public justice facilities, by race/ethnicity



SOURCE: U.S. Department of Education, Office for Civil Rights, 2020-21 Civil Rights Data Collection, released November 2023, available at <https://civilrightsdata.ed.gov>.

Restraint and Seclusion

The 2020-21 CRDC collected data on the number of students who were physically restrained, mechanically restrained, and secluded.¹⁸

- **Approximately 52,800 public school students were physically restrained, mechanically restrained, and/or placed in seclusion at schools.**
 - About 35,000 students were physically restrained.
 - Approximately 2,100 students were mechanically restrained.
 - Almost 15,700 students were placed in seclusion.
- **Schools subjected Black students, students of two or more races, boys, and students with disabilities served under IDEA to restraint and seclusion at higher percentages than their K-12 student enrollments.**
 - Black students represented 15% of total K-12 student enrollment, but accounted for 19% of students secluded, 21% of students physically restrained, and 42% of students mechanically restrained.
 - Students of two or more races accounted for 4% of total K-12 student enrollment, but 7% of students physically restrained and 7% of students secluded.

- Boys represented 51% of total K-12 student enrollment, but accounted for 82% of students mechanically restrained, 83% of students physically restrained, and 82% of students secluded.
- Students with disabilities served under IDEA represented 14% of total K-12 student enrollment, but 32% of students mechanically restrained, 81% of students physically restrained, and 75% of students secluded.

School Climate and Safety

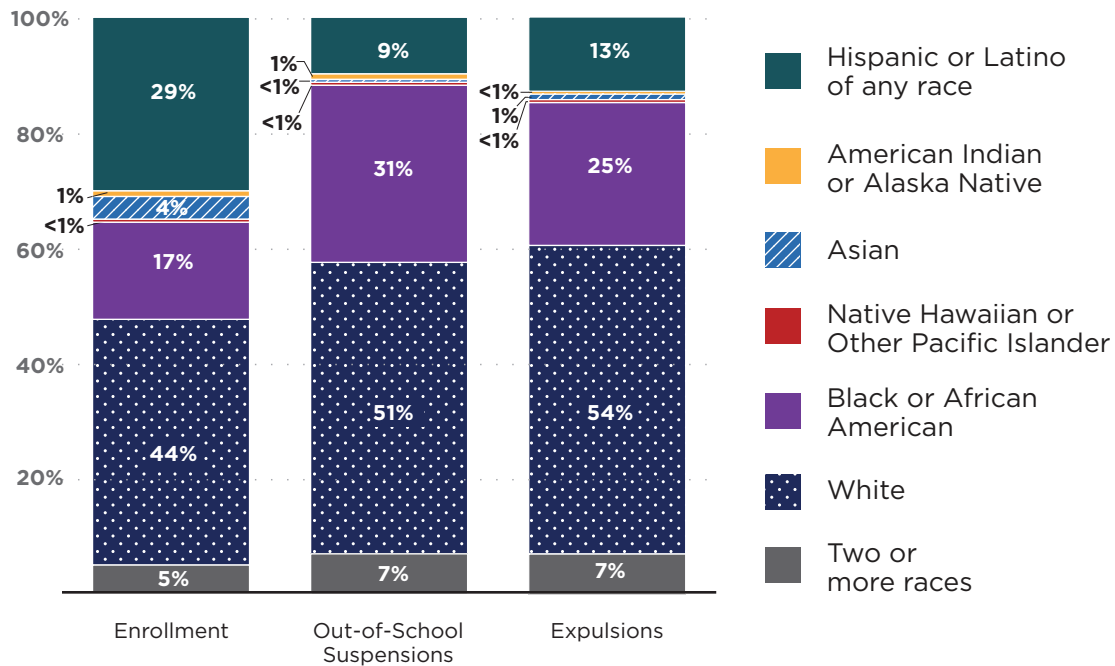
STUDENT DISCIPLINE – SCHOOL SUSPENSIONS AND EXPULSIONS

The 2020-21 CRDC collected data focused on three aspects of school climate: student discipline, such as suspensions, expulsions, referrals to law enforcement, school-related arrests, and corporal punishment; harassment or bullying; and offenses.

Children in Preschool

- **During the 2020-21 school year, there were 1.2 million children enrolled in preschools. Nearly 1,000 public preschool children received one or more out-of-school suspensions, and approximately 220 preschool children were expelled. (Figure 11)**
- **In public preschools, Black and White children and children of two or more races were disproportionately suspended and expelled, with Black public preschool children receiving out-of-school suspensions at a rate nearly twice their enrollment.**
 - Although Black preschool children accounted for 17% of preschool enrollment, they represented 31% of children who received one or more out-of-school suspensions and 25% of those expelled.
 - White preschool children accounted for 44% of preschool enrollment, but they represented 51% of children who received one or more out-of-school suspensions and 54% of those expelled.
 - Preschool children of two or more races accounted for 5% of preschool enrollment, but they represented 7% percent of those who received one or more out-of-school suspensions and 7% of those expelled.
- **Preschool boys represented 54% of the 1.2 million students enrolled in public preschool. However, preschool boys accounted for 81% of preschool children who received one or more out-of-school suspensions and 85% of preschool children who were expelled.**
- **Both Black and White preschool boys attending public preschools received out-of-school suspensions and were expelled at a rate higher than their rate of enrollment.**
 - Black boys accounted for 9% of preschool enrollment, but represented 23% of preschool children who received one or more out-of-school suspensions and 20% of preschool children who were expelled.
 - White boys accounted for 24% of preschool enrollment, but represented 43% of preschool children who received one or more out-of-school suspensions and 47% of preschool children who were expelled.

Figure 11. Percent of preschool children who were disciplined in public schools, by race/ethnicity



SOURCE: U.S. Department of Education, Office for Civil Rights, 2020-21 Civil Rights Data Collection, released November 2023, available at <https://civilrightsdata.ed.gov>.

- The percentage of preschool girls of all races attending public schools who received one or more out-of-school suspensions or expulsions was lower than their respective percentages of preschool enrollment.
- Preschool children with disabilities served under IDEA represented 24% of preschool enrollment, but 34% of preschool children who received one or more out-of-school suspensions and 62% of preschool children who were expelled.

Students in Kindergarten through Grade 12

- Approximately 786,600 students, 2% of K-12 public school enrollment, received one or more in-school suspensions. About 638,700 students, 1% of K-12 public school enrollment, received one or more out-of-school suspensions.
- Black boys and girls, White boys, and boys of two or more races attending public schools were overrepresented in suspensions and expulsions. (Figure 12)
 - Black boys were disciplined at higher rates, compared to boys of other races. Black boys represented 8% of total K-12 student enrollment, but 15% of students who received one or more in-school suspensions, 18% of those who received one or more out-of-school suspensions, and 18% of those who were expelled.
 - Black girls represented 7% of total K-12 student enrollment, but 8% of students who received one or more in-school suspensions, 9% of students who received one or more out-of-school suspensions, and 8% of students who were expelled.

- White boys represented 24% of total K-12 student enrollment, but 37% of students who received one or more in-school suspensions, 36% of students who received one or more out-of-school suspensions, and 34% of students who were expelled.
- Boys of two or more races represented 2% of total K-12 student enrollment, but 3% of students who received one or more in-school suspensions, 4% of students who received one or more out-of-school suspensions, and 3% of those who received expulsions.

Figure 12. Percent of K-12 students who were disciplined in public schools, by sex and race/ethnicity

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	
Boys	Enrollment	15%	<1%	3%	<1%	8%	24%	2%
	In-School Suspensions	13%	1%	<1%	<1%	15%	37%	3%
	Out-of-School Suspensions	12%	1%	1%	<1%	18%	36%	4%
	Expulsions	14%	1%	1%	<1%	18%	34%	3%
Girls	Enrollment	14%	<1%	3%	<1%	7%	22%	2%
	In-School Suspensions	6%	<1%	<1%	<1%	8%	14%	2%
	Out-of-School Suspensions	5%	<1%	<1%	<1%	9%	13%	2%
	Expulsions	6%	<1%	<1%	<1%	8%	13%	2%

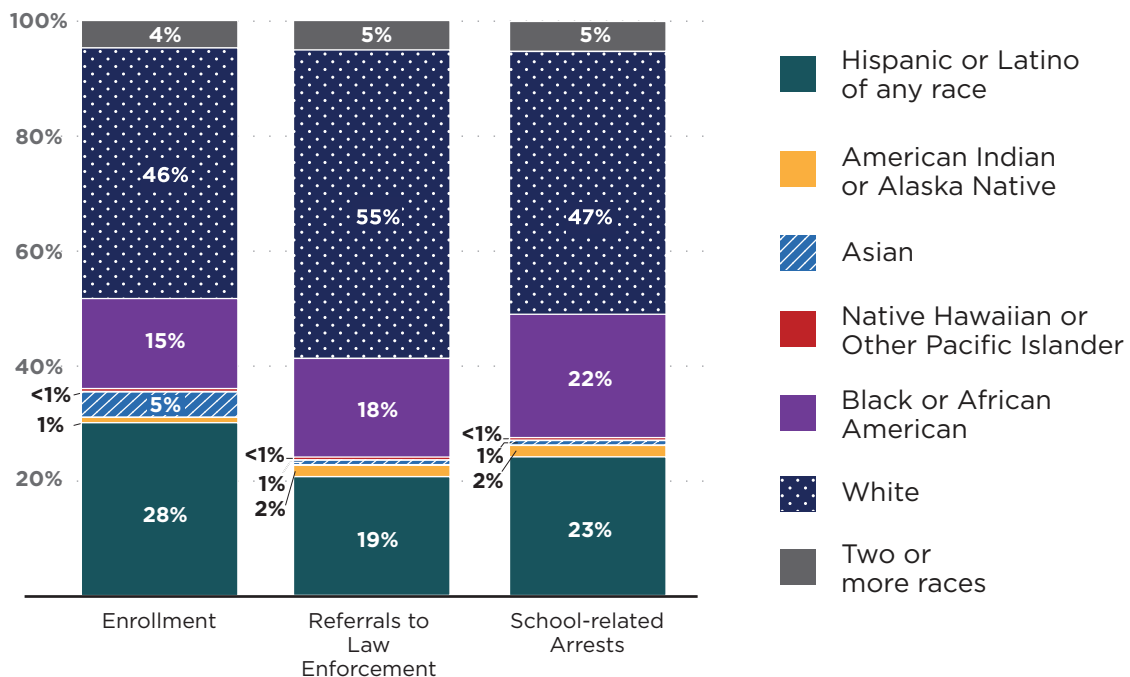
SOURCE: U.S. Department of Education, Office for Civil Rights, 2020-21 Civil Rights Data Collection, released November 2023, available at <https://civilrightsdata.ed.gov>.

- Students with disabilities represented 17% of total K-12 student enrollment, but 24% of students who received one or more in-school suspensions, 29% of those who received one or more out-of-school suspensions, and 21% of those who received expulsions.
- English learner students represented 11% of total K-12 student enrollment, but 7% of students who received one or more in-school suspensions, 6% of those who received one or more out-of-school suspensions, and 6% of those who received expulsions.

STUDENT DISCIPLINE — REFERRALS TO LAW ENFORCEMENT AND SCHOOL-RELATED ARRESTS

- Public school districts referred about 61,900 K-12 students to law enforcement. Approximately 14% of those referrals to law enforcement resulted in school-related arrests.
- American Indian or Alaska Native students, Black students, White students, and students of two or more races were overrepresented in referrals to law enforcement or school-related arrests. (Figure 13)
 - American Indian or Alaska Native students represented 1% of total K-12 student enrollment, but 2% of students referred to law enforcement and 2% of students subjected to school-related arrests.
 - Black students represented 15% of total K-12 student enrollment, but 18% of students who were referred to law enforcement and 22% of students subjected to school-related arrests.

Figure 13. Percent of K-12 students referred to law enforcement or subjected to school-related arrests in public schools, by race/ethnicity



SOURCE: U.S. Department of Education, Office for Civil Rights, 2020-21 Civil Rights Data Collection, released November 2023, available at <https://civilrightsdata.ed.gov>.

- White students represented 46% of total K-12 student enrollment, but 55% of students who were referred to law enforcement and 47% of students subjected to school-related arrests.
- Students of two or more races represented 4% of total K-12 student enrollment, but 5% of students who were referred to law enforcement and 5% of students subjected to school-related arrests.

■ **Students with disabilities attending public school were overrepresented in referrals to law enforcement and school-related arrests.**

- Students with disabilities served under IDEA represented 14% of total K-12 student enrollment, but 22% of students referred to law enforcement and 22% of students subjected to school-related arrests.
- Students with disabilities served only under Section 504 represented 3% of total K-12 student enrollment, but 5% of students referred to law enforcement and 6% of students subjected to school-related arrests.

■ **English learner students comprised 11% of total K-12 student enrollment, but 5% of students referred to law enforcement and 7% of students arrested.**

STUDENT DISCIPLINE — CORPORAL PUNISHMENT

■ **Approximately 19,400 K-12 public school students received corporal punishment.**

■ **American Indian or Alaska Native boys, Black boys, and White boys were overrepresented in students who received corporal punishment. (Figure 14)**

- American Indian or Alaska Native boys accounted for less than 1% of total K-12 student enrollment, but 2% of students who received corporal punishment.
- Black boys accounted for 8% of total K-12 student enrollment, but 18% of students who received corporal punishment.
- White boys accounted for 24% of total K-12 student enrollment, but 50% of students who received corporal punishment.

■ **Public school students with disabilities served only under Section 504 were overrepresented in receiving corporal punishment when compared to their enrollment, while students with disabilities served under IDEA were underrepresented in receiving corporal punishment.**

- Students with disabilities served only under Section 504 represented 3% of total K-12 student enrollment, but 5% of students who received corporal punishment.
- The 12% of students with disabilities served under IDEA who received corporal punishment was less than their 14% of total K-12 student enrollment.

■ **English learner students attending public schools received corporal punishment at a lower percentage than their enrollment.**

- English learner students represented 11% of total K-12 student enrollment, but only 3% of students who received corporal punishment.

Figure 14. Percent of K-12 students who received corporal punishment in public schools, by race/ethnicity

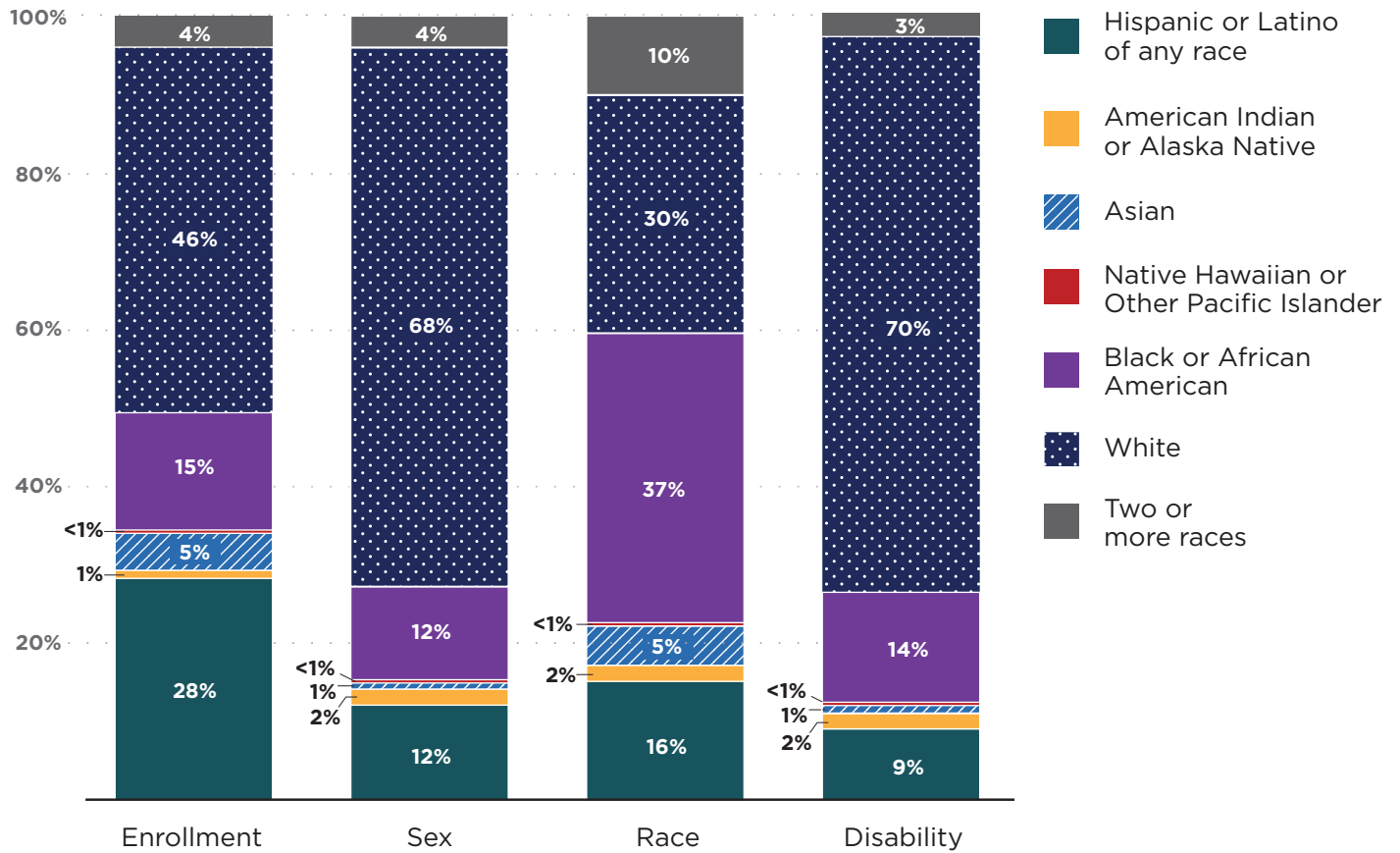
		Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races
Boys	Enrollment	15%	<1%	3%	<1%	8%	24%	2%
	Corporal Punishment	9%	2%	<1%	<1%	18%	50%	2%
Girls	Enrollment	14%	<1%	3%	<1%	7%	22%	2%
	Corporal Punishment	3%	<1%	<1%	<1%	5%	9%	1%

SOURCE: U.S. Department of Education, Office for Civil Rights, 2020-21 Civil Rights Data Collection, released November 2023, available at <https://civilrightsdata.ed.gov>.

HARASSMENT OR BULLYING

- **About 29,100 public school students reported being harassed or bullied on the basis of sex, race, or disability.**
- **Black students and students of two or more races attending public schools were overrepresented in reports of being harassed or bullied on the basis of race. (Figure 15)**
 - Black students represented 15% of total K-12 student enrollment, but 37% of students who reported being harassed or bullied on the basis of race.
 - Students of two or more races represented 4% of total K-12 student enrollment, but 10% of students who reported being harassed or bullied on the basis of race.
- **American Indian or Alaska Native students attending public schools accounted for 1% of the total K-12 student enrollment, but 2% of the students who were reported as harassed or bullied on the basis of race, sex, or disability.**
- **White students attending public schools were overrepresented in reports of being harassed or bullied on the basis of sex and disability.**
 - White students represented 46% of total K-12 student enrollment, but 68% of students who reported being harassed or bullied on the basis of sex, and 70% of students who reported being harassed or bullied on the basis of disability.

Figure 15. Percent of K-12 students reported as being harassed or bullied in public schools, by basis and race/ethnicity

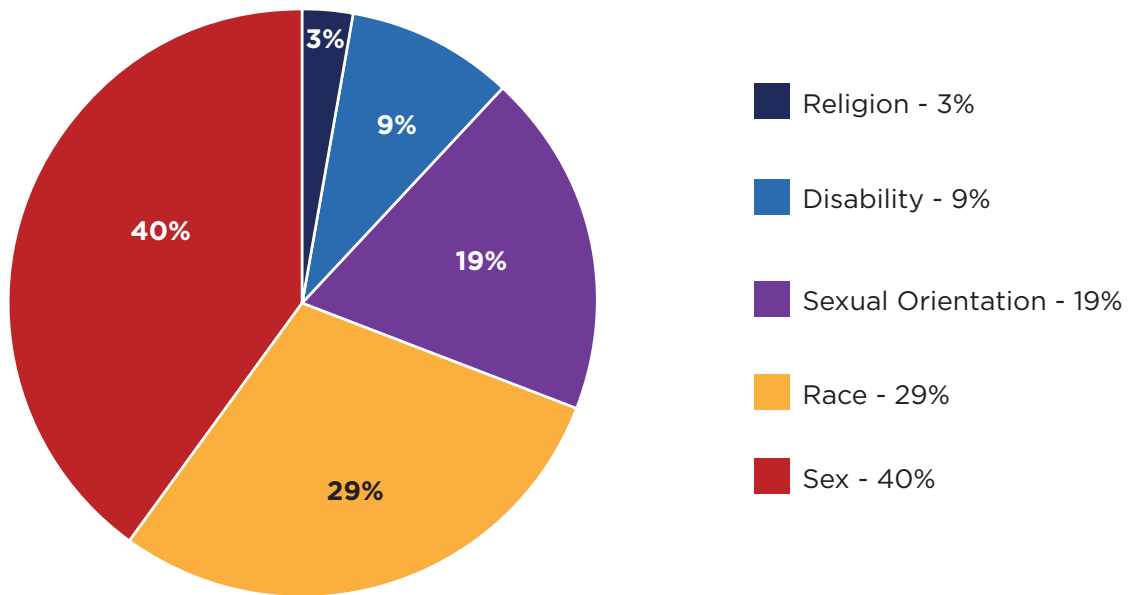


SOURCE: U.S. Department of Education, Office for Civil Rights, 2020-21 Civil Rights Data Collection, released November 2023, available at <https://civilrightsdata.ed.gov>.

■ **Public school students reported to school employees over 42,500 allegations of harassment or bullying on the basis of sex, race, sexual orientation, disability, or religion. (Figure 16)**

- 40% of the allegations involved harassment or bullying on the basis of sex.
- 29% of the allegations involved harassment or bullying on the basis of race.
- 19% of the allegations involved harassment on the basis of sexual orientation.
- 9% of the allegations involved harassment on the basis of disability.
- 3% of the allegations involved harassment on the basis of religion.

Figure 16. Percent of allegations of harassment or bullying in public schools, by basis



SOURCE: U.S. Department of Education, Office for Civil Rights, 2020-21 Civil Rights Data Collection, released November 2023, available at <https://civilrightsdata.ed.gov>.

ED Spotlight

Supportive and Safe School Climates and Nondiscriminatory Student Discipline

ED has made promoting supportive and safe school climates and nondiscriminatory student discipline a top priority. U.S. Secretary of Education Miguel Cardona released Dear Colleague Letters urging state and school leaders to [end the practice of corporal punishment](#) and to use funding provided by ED through the [American Rescue Plan Act of 2021](#) and the [Bipartisan Safe Communities Act](#), among other sources, to support evidence-based programs and fair student discipline practices designed

to improve school climate, keep the school community safe, and keep students in school and learning. OCR has released resources to support school and school district efforts to create and maintain school climates that are free of discrimination. They are: [Dear Colleague Letter: Supporting Students with Disabilities and Avoiding the Discriminatory Use of Student Discipline under Section 504 of the Rehabilitation Act of 1973](#) and [Resource on Confronting Racial Discrimination in Student Discipline](#). For more information about these resources and others released by ED, please visit ED's [School Climate and Student Discipline Resources website](#).

OFFENSES

■ Public school districts reported approximately 274,700 offenses. These reported offenses occurred in school buildings or during school-sponsored events.

- Physical attack without a weapon accounted for 78% of school offenses — the majority of all incidents.
- Threats of physical attack without a weapon accounted for 15% of school offenses.
- Public schools reported over 3,000 incidents of rape or attempted rape and sexual assault (other than rape).
- Approximately 180 schools (<1%) reported at least one incident involving a school-related shooting, and about 100 schools (<1%) reported a homicide of a student, faculty member, or staff member at school.

ED Spotlight

Initiatives to Address Sexual Violence and Harassment

ED's [Best Practices Clearinghouse](#) and the Office of Elementary and Secondary Education offer extensive training and other technical assistance for schools, districts, and the public on preventing and responding to sexual violence and harassment, including through the [National Center on Safe Supportive Learning Environments](#) and the [Readiness and Emergency Management for Schools Technical Assistance Center](#). In May 2023, the Biden-Harris Administration released the first-ever [U.S. National Plan to End Gender-Based Violence](#), which sets out a comprehensive, whole-of-government approach to preventing and addressing gender-based violence in the United States.

ED also co-leads the Interagency Task Force on Sexual Violence in Education with the Departments of Justice and Health and Human Services. As set out in the Violence Against Women Act Reauthorization Act of 2022, the Task Force is responsible for making recommendations on preventing and responding to sexual violence in educational settings to the Secretary of Education, the Attorney General, Congress, educational institutions, and the public. ED also launched "Free to Learn" to galvanize state and local efforts to implement and sustain evidence-based practices and policies to support safe, positive school climates and prevent harassment. Resources are available on the Best Practice Clearinghouse and <https://safesupportivelearning.ed.gov/free-learn>.

What's Coming Next in the CRDC?

Topics collected for the first time in the 2020-21 CRDC as optional data items* and that will be required from every school in the 2021-22 CRDC, include:

- Number of documented incidents of offenses, including rape or attempted rape and sexual assault (other than rape), committed by a student that occurred at the school.
- Number of documented incidents of offenses, including rape or attempted rape or sexual assault (other than rape), committed by a school staff member that occurred at the school.
- Number of allegations made against a school staff member of offenses, including rape or attempted rape and sexual assault (other than rape), that occurred at the school, which were followed by a resignation or retirement prior to final discipline or termination.
- Number of allegations made against a school staff member of offenses, including rape or attempted rape and sexual assault (other than rape), that occurred at the school, which were followed by a determination that the school staff member was responsible for the offense.
- Number of allegations made against a school staff member of offenses, including rape or attempted rape and sexual assault (other than rape), that occurred at the school, which were followed by a determination that the school staff member was not responsible for the offense.
- Number of allegations made against a school staff member of offenses, including rape or attempted rape and sexual assault (other than rape), that occurred at the school, which had a determination that remained pending.
- Number of allegations made against a school staff member of offenses, including rape or attempted rape and assault (other than rape), that occurred at the school, which were followed by a duty reassignment prior to final discipline or termination.
- Number of reported allegations of harassment or bullying of K-12 students on the basis of perceived religion (disaggregated by Agnosticism; Atheist, Buddhist; Catholic; Eastern Orthodox; Hindu; Islamic (Muslim); Jehovah's Witness; Jewish (Judaism); Mormon; multiple religions, group; other Christian; other religions; Protestant; Sikh).
- Number of students enrolled in the International Baccalaureate (IB) Diploma Programme (disaggregated by disability-Section 504 only).
- Number of students enrolled in at least one AP course (disaggregated by disability-Section 504 only).

** Data collected for the first time are optional for school districts to report and will not be released to the public.*

Analytical Notes

Data Exclusion: The analyses in this report exclude schools that reported potentially erroneous data, as determined by OCR. For more information on the 2020-21 CRDC data quality efforts, review the User’s Manual available at <https://civilrightsdata.ed.gov>.

Rounding: The percentages listed are rounded to the nearest whole number. Student counts of 1,000,000 or greater are rounded to the nearest hundred thousand. Student counts of 1,000 or greater are rounded to the nearest hundred. Student counts of less than 1,000 are rounded to the nearest ten.

Calculations: Although rounded numbers are presented, all calculations are based on unrounded data. Percentage distributions may not add up to 100 percent due to rounding.

Privacy Protections: To prevent the identification of students in the 2020-21 CRDC, student counts in the public-use data file were privacy protected by making small, random adjustments to the data. This process is called perturbation. For more information on the 2020-21 CRDC privacy protection strategy, review the User’s Manual available at <https://civilrightsdata.ed.gov>.

Endnotes

- ¹ For the first time, 100% of required data submitters submitted and certified data for the 2020-21 school year.
- ² This report uses data from the public-use data file, which was released in November 2023. The public-use data file is available for download at civilrightsdata.ed.gov.
- ³ For additional information about the differences between the CRDC and other ED data, please see, [Building Bridges: Increasing the Power of the CRDC Through Data Linking With an ID Crosswalk](#).
- ⁴ ED’s Common Core of Data (CCD) reported 49,374,751 as the total enrollment during the 2020-21 school year for prekindergarten through grade 12. For more information see [Enrollment in public elementary and secondary schools, by level, grade, and state or jurisdiction: Fall 2020 \(ed.gov\)](#).
- ⁵ CRDC data submitters report student data using the seven racial/ethnic categories found in the ED’s Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data. The Final Guidance can be found at <http://nces.ed.gov/pubs2008/rediguide/pdf/appendixA.pdf>. In this report, race, color, or national origin—as referenced in Title VI of the Civil Rights Act of 1964—is referred to as “race.”
- ⁶ In this report, Hispanic or Latino of any race is referred to as “Latino.”
- ⁷ The Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act, defines English learner as an individual:
 - (A) who is aged 3 through 21; (B) who is enrolled or preparing to enroll in an elementary school or secondary school; (C)(i) who was not born in the United States or whose native language is a language other than English; (ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and (II) who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; or (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual— (i) the ability to meet the challenging State academic standards; (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society. 20 U.S.C. § 7801(20).
- ⁸ As used in this data report, the term “students with disabilities served under IDEA” refers to students who receive special education and related services under the Individuals with Disabilities Education Act. The Office of Special Education Programs (OSEP) in the ED’s Office of Special Education and Rehabilitative Services (OSERS) administers IDEA. For information about IDEA, please see <https://osepideasthatwork.org/>.

- ⁹ “Section 504 only” students are students with disabilities who receive educational aids and services under Section 504 of the Rehabilitation Act of 1973, but not under IDEA.
- ¹⁰ For the purposes of this data report, high schools include any school or justice facility with any grade 9–12 or ungraded high school age students.
- ¹¹ Advanced mathematics courses cover the following topics: trigonometry, analytic geometry, math analysis, probability and statistics, and precalculus.
- ¹² See U.S. Department of Education, *A Leak in the STEM Pipeline: Taking Algebra Early* (November 2018), retrieved August 12, 2023, from <https://www2.ed.gov/datastory/stem/algebra/index.html>; see also Jill Walston and Jill Carlivati McCarroll, *Eighth-Grade Algebra: Findings From the Eighth Grade Round of the Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), Statistics in Brief*, Institute of Education Sciences, National Center for Education Statistics (October 2010), <https://nces.ed.gov/pubs2010/2010016.pdf>.
- ¹³ Black and Latino enrollment is the aggregate enrollment of Black or African American students and Hispanic or Latino students of any race. Schools with high Black and Latino student enrollment have a student body of greater than 75% of Black and Latino students.
- ¹⁴ Schools with low Black and Latino student enrollment have a student body of less than 25% of Black and Latino students.
- ¹⁵ The 2020–21 CRDC did not collect data on the number of Section 504 only students enrolled in high school mathematics, science, and computer science courses.
- ¹⁶ The 2020–21 CRDC collected fewer data elements relating to teachers and school staff compared to the previous 2017–18 CRDC. However, OCR has restored many of those data elements to the next CRDC for the 2021–22 school year.
- ¹⁷ This percentage also includes children who are 2 years of age who are allowed to enroll in preschool at the start of the school year because they will turn 3 years of age sometime during the school year.
- ¹⁸ The 2020–21 CRDC used the following definitions for *mechanical restraint*, *physical restraint*, and *seclusion*:
- *Mechanical restraint* refers to the use of any device or equipment to restrict a student’s freedom of movement. The term does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional and are used for the specific and approved purposes for which such devices were designed, such as:
 - Adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports;
 - Vehicle safety restraints when used as intended during the transport of a student in a moving vehicle;

- Restraints for medical immobilization; or
- Orthopedically prescribed devices that permit a student to participate in activities without risk of harm.
- *Physical restraint* refers to a personal restriction that immobilizes or reduces the ability of a student to move his or her torso, arms, legs, or head freely. The term physical restraint does not include a physical escort. Physical escort means a temporary touching or holding of the hand, wrist, arm, shoulder or back for the purpose of inducing a student who is acting out to walk to a safe location.
- *Seclusion* refers to the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. It does not include a timeout, which is a behavior management technique that is part of an approved program, involves the monitored separation of the student in a non-locked setting, and is implemented for the purpose of calming.

Availability of Alternate Formats

Requests for documents in alternate formats such as Braille or large print should be submitted to the Alternate Format Center by calling 202.260.0852 or by contacting the Section 508 Coordinator via e-mail at om_eeos@ed.gov.

Notice to Limited-English-Proficient Persons

If you have difficulty understanding English, you may request language assistance services for ED information that is available to the public. These language assistance services are available free of charge. If you need more information about interpretation or translation services, then please call 1-800-USA-LEARN (1.800.872.5327) (TTY: 1.800.877.8339) or e-mail us at ED.Language.Assistance@ed.gov. You also can write to U.S. Department of Education, Information Resource Center, LBJ Education Building, 400 Maryland Ave. SW, Washington, DC, 20202.

HOW TO CONTACT THE U.S. DEPARTMENT OF EDUCATION AND OFFICE FOR CIVIL RIGHTS

Miguel A. Cardona, Ed.D., Secretary
Catherine E. Lhamon, Assistant Secretary for Civil Rights
U.S. Department of Education
Lyndon Baines Johnson Building
400 Maryland Avenue, SW
Washington, DC 20202-1100

Telephone: 800-421-3481
FAX: 202-453-6012
TDD: 877-521-2172