

# 2022-23 Safe Schools Annual Statistical Report

Office of Continuous Improvement and Support

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*Kentucky Department of Education*

*Office of Continuous Improvement and Support*

*Division of Student Success*

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## Introduction

The *2022-23 Safe Schools Annual Statistical Report* is produced by the Kentucky Department of Education (KDE) in compliance with [KRS 158.444](#). The purpose of this document is to provide a summary of Kentucky's 2022-23 safe schools data. The data featured in this report was collected through the state's student information system, Infinite Campus (IC).

This report presents a summary of behavior events that resulted in an expulsion (with or without services), in-school removal, out-of-school suspension, or corporal punishment. In-district removal was added as a resolution in 2020. For the purposes of this report, in-district removal resolutions were combined with in-school removal resolutions. In addition, any behavior events involving assault, violence, weapons, tobacco, alcohol, drugs, bullying, or harassment are included in this report, regardless of resolution. The data is disaggregated by sex, race/ethnicity, grade level, socioeconomic status, location, and context of the event.

This report presents data for five consecutive school years, beginning with the 2018-19 school year. Due to the COVID-19 pandemic, the 2019-20 school year was transitioned to remote environments in March and lowered the overall number of behavior events. Therefore, 2019-20 data is indicated with an asterisk (\*) throughout this report. Much of the 2020-21 school year also took place remotely and had significant impacts on the behavior data collected. As a result, the data from the 2020-21 school year was not included in this report and is indicated with an asterisk (\*).

### Organization and Timeline

Every effort has been made to ensure that this report reflects the statutory expectations, federal reporting requirements, and best practices for sharing student data. To ensure data quality, KDE's Division of Student Success (DSS) provides training and guidance to schools and districts throughout the year. The data standards and related webinar trainings are available on the [KDE Safe Schools website](#). The terminology in this report is consistent with terminology used in state and federal reporting and data collection (e.g., race/ethnicity, offender, discipline resolution, behavior event, and behavior incident).

This report begins with an overview, starting with student enrollment compared with behavior events reported, followed by disaggregated discipline resolutions and incident categories sorted by race/ethnicity, sex, grade level, and socioeconomic status.

To create the report, behavior data is entered into IC by administrators at the school level and is then verified by the school and district before submission to KDE. The data reflected in this report has been verified through the following verification process:

- **May 2023** – District level Safe Schools Administrators were instructed to begin validation of behavior data by utilizing the Safe Schools Report within IC.
- **June 2023** – District superintendents were required to submit a district verification form to KDE. This verification indicated that the district data was complete and accurate.
- **July-August 2023** – Districts were instructed to verify aggregate district and school safety data via the *School Report Card Quality Assurance* site and make necessary data changes in IC.
- **October 2023** – State, district, and school level behavior data was publicly released via the School Report Card within [KDE's Open House](#).

## Executive Summary of Key Findings

For the school year 2022-23, Kentucky's total public-school population included 634,424 students in Kindergarten through Grade 12 (including grade 14). The *2022-23 School Safety Annual Statistical Report* presents a review of the data related to 279,359 behavior events recorded in Infinite Campus (IC) by Kentucky's public schools. Below is a summary of the key findings of this report.

- Of the 279,359 behavior events reported, only 20 percent are among behavior events that are required to be reported by KRS 158.444, i.e. events involving drugs, alcohol, or tobacco (10.2 percent), bullying or harassment (6.8 percent), assault and violence (2.5 percent), and guns or other deadly weapons events (0.5 percent).
- The majority of students who experience a behavior event experience fewer than 10 events during a school year, with 45,012 students experiencing only one behavior event in 2022-23.
- Most behavior events occur during the school day and in either the classroom or hallways/stairwells. Hallway and stairwell incidents have doubled in the past five years.
- Black students are over-represented in behavior events, making up 31.9 percent of behavior incidents while only representing 10.8 percent of the total student population.
- Male students account for two times as many in-school removals and out of school suspensions as female students.
- Male students are much more likely to experience a behavior event than female students at a ratio of 2:1.
- Students from lower socioeconomic status make up 59.6 percent of the student population but are responsible for 76.3 percent of all behavior events.
- In-school removals are the most frequently cited outcomes for behavior events, followed by out-of-school suspensions.
- The number of behavior incidents involving a gun or other deadly weapon has doubled in the past five years.
- Female involvement in drugs, alcohol, or tobacco has doubled over the past five-year period while male involvement has remained relatively stable.
- Vape usage continues to climb; nicotine vapor products account for 14,886 of the reported behavior events and THC electronic vapor devices were cited 4,442 times.
- Bullying and harassment reports have remained relatively stable over a five-year period. Male students are involved in approximately two thirds of related behavior events.
- The following groups of students are disproportionately involved in negative behavior events: male students, Black students, students with IEPs, and economically disadvantaged students.
- When legal intervention is used, Student Resource Officer (SRO) involvement is the most frequently cited and has increased over the past two school years.

## Overall Behavior Events and Resolutions

To gain a deeper understanding of the behavior event data presented in this report, this section will review the overall student population data and incident data for the 2022-23 school year. Kentucky's total public-school population included 634,424 students in Kindergarten through Grade 14. Kentucky's School Report Card can be found on the KDE's website and provides information about each school district, including test performance, teacher qualifications, student safety, and parent involvement. The safety data presented in this report can be found on the School Report Card for each school and is included as part of the Safety Domain. This data can be viewed at either the school or district level.

Figure 1 shows the demographic makeup of Kentucky's public-school student population over the past five years with exclusion of the 2020-21 school year. Overall, the student population in Kentucky has remained relatively stable, with roughly 73 percent of students identifying as White, 11 percent of students identifying as Black, 9 percent of students identifying as Hispanic/Latino, 5 percent of students identifying as Two or More Races, and 2 percent of students identifying as another race or ethnicity for the 2022-23 school year. The sex divide between students is relatively even, with 51.5 percent of students being identified as male and 48.5 percent of students being identified as female. The makeup of Kentucky's student population has also remained relatively constant in terms of the proportion of these subgroups.

**Figure 1: Student Enrollment Summary**

	2018-19	2019-20*	2020-21	2021-22	2022-23
<b>Race/Ethnicity</b>					
Black	68,254	68,799		68,377	68,452
Hispanic/Latino	46,489	49,201		53,788	58,023
Other	13,696	13,941		14,380	14,950
Two or More Races	26,388	28,321		30,808	32,086
White	491,939	487,725		464,353	460,913
<b>Sex</b>					
Female	313,859	314,433		306,572	307,558
Male	332,910	333,554		325,090	326,866
<b>Socioeconomic Status</b>					
Economically Disadvantaged	392,419	393,671		378,187	378,387
Economically Advantaged	254,347	254,316		253,473	256,039
<b>Summary</b>					
Total Student Enrollment	646,766	647,987		631,660	634,424
Behavior Events (BE)	299,987	225,967		239,586	279,359
Total Students Involved in a BE	91,033	76,831		82,947	92,772
Students Not Involved in a BE	555,733	571,156		548,713	541,654
Percent of Students Involved in a BE	14.1%	11.9%		13.1%	14.6%

## Student Participation in Behavior Events

This report summarizes the behavior data for all students who participated in a behavior event during the 2022-23 school year, with prior years shown for comparison. To be included in this report, school or district administrators must have indicated one of the following discipline resolutions:

- INSR: In-School Removal
- INDR: In-District Removal (combined with INSR)
- SSP1: Expelled with Services
- SSP2: Expelled without Services
- SSP3: Out-of-School Suspension
- SSP5: Corporal Punishment

Additionally, this report includes the following behavior event categories:

- Assault and violence,
- Guns or other deadly weapons,
- Drugs, alcohol, or tobacco possession, use, or distribution, and
- Bullying and/or harassment.

During the 2022-23 school year, school and district administrators recorded 92,772 students involved in behavior events, a figure that represents an increase in the overall number of behavior events from the prior year but reflects only a slight increase in the proportion of students involved in a behavior event.

Figure 2 below shows the number of students involved in multiple behavior events. The data continues to follow its usual pattern, with most students receiving between one and 10 behavior events and fewer students showing higher incidents of behavior events.

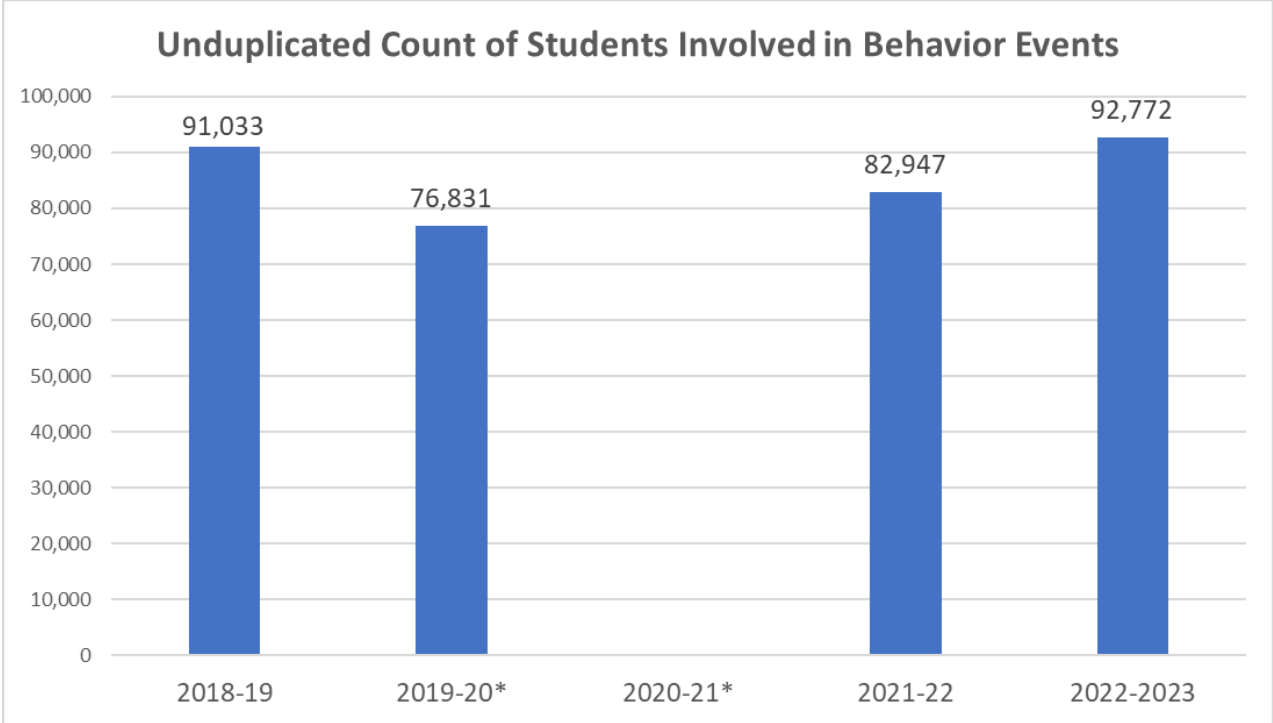
**Figure 2: Number of Students Involved in Multiple Behavior Events**

	2018-19	2019-20*	2020-21	2021-22	2022-23
<b>1-10 Events</b>	85,971	72,724		78,780	88,798
<b>11-20 Events</b>	3,824	3,093		3,255	3,113
<b>21-30 Events</b>	808	624		609	570
<b>31-40 Events</b>	249	201		168	182
<b>41-50 Events</b>	96	92		64	56
<b>51 and Greater Events</b>	85	97		71	53
<b>Total Students Involved in a BE</b>	91,033	76,831		82,947	92,772
<b>Percent of Students Involved in a BE</b>	14.1%	11.9%		13.1%	14.6%



It should also be noted that 45,012 students had only one behavior event in 2022-23. Figure 3 shows the unduplicated count of students involved in behavior events over the past five years. Like the data above, it shows a reduced number of students involved in behavior events.

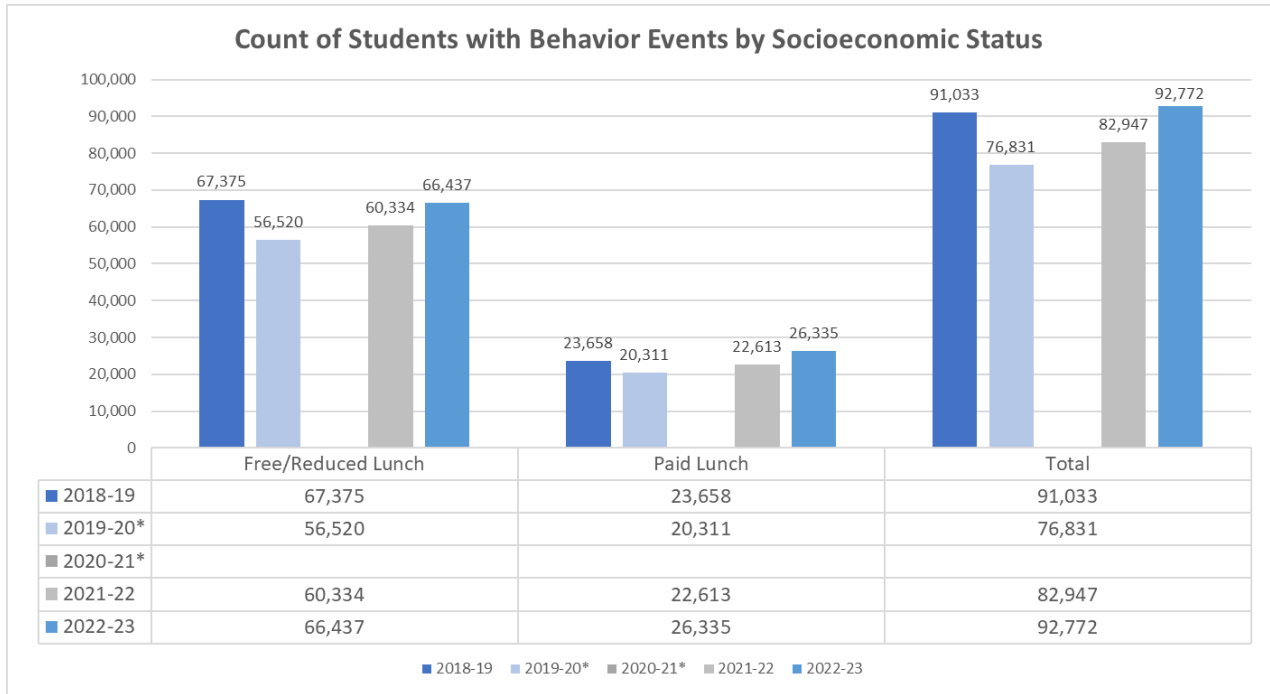
**Figure 3: Unduplicated Count of Students Involved in Behavior Events**



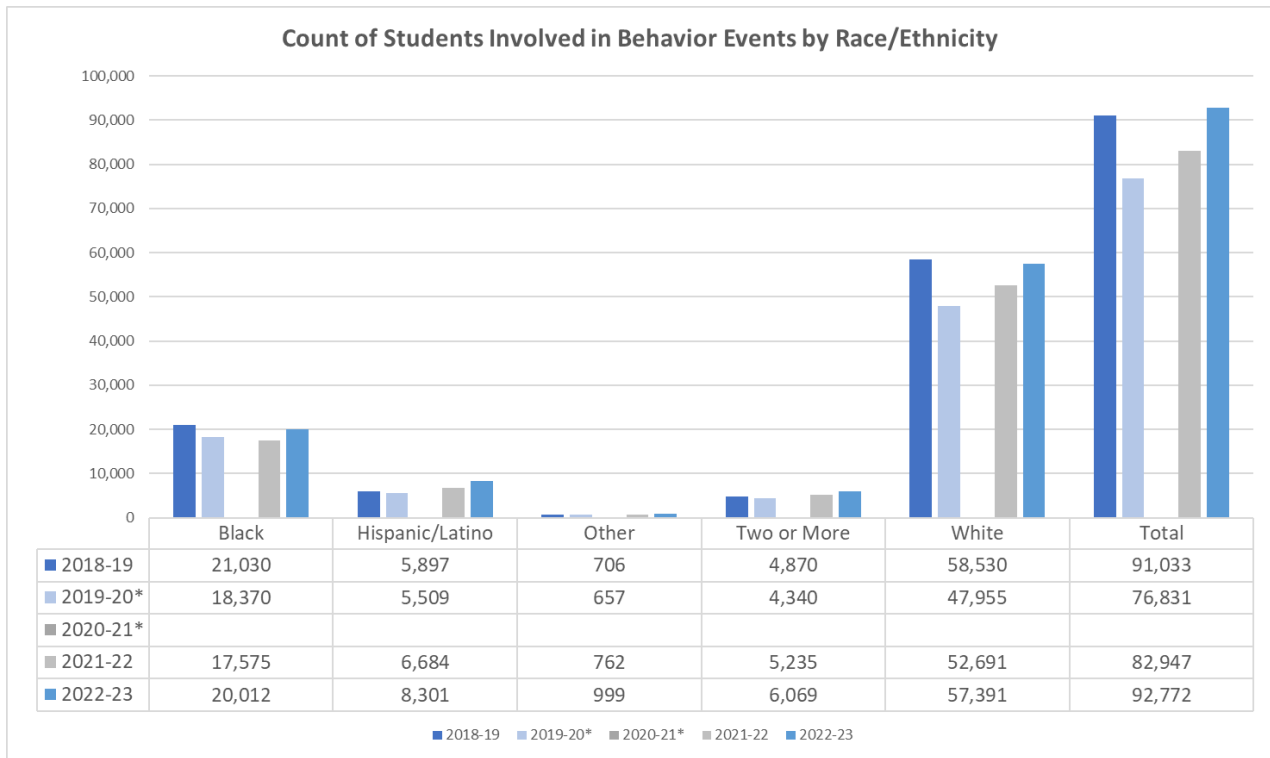
Figures 4 and 5 show the count of students involved in behavior events by socioeconomic status and race/ethnicity respectively. From year to year, these figures have remained steady. Students who are considered economically disadvantaged due to their ability to qualify for free or reduced priced lunch waivers experience a greater rate of behavior events than students who do not qualify for free or reduced lunch. As seen in the graph below, students who qualify for free or reduced lunch account for 71.6 percent (n=66,437) of all students involved in behavior events. Likewise, Black students account for 21.6 percent of all students involved in behavior events.

Similarly, but not shown in the charts, economically disadvantaged students make up 76.3 percent of all behavior events while comprising only 59.6 percent of the total student population. White students account for 51.7 percent of all behavior events in 2022-23, followed by Black students who account for 31.9 percent of behavior events while only comprising 10.8 percent of the population.

**Figure 4: Count of Students with Behavior Events by Socioeconomic Status**



**Figure 5: Count of Students Involved in Behavior Events by Race/Ethnicity**



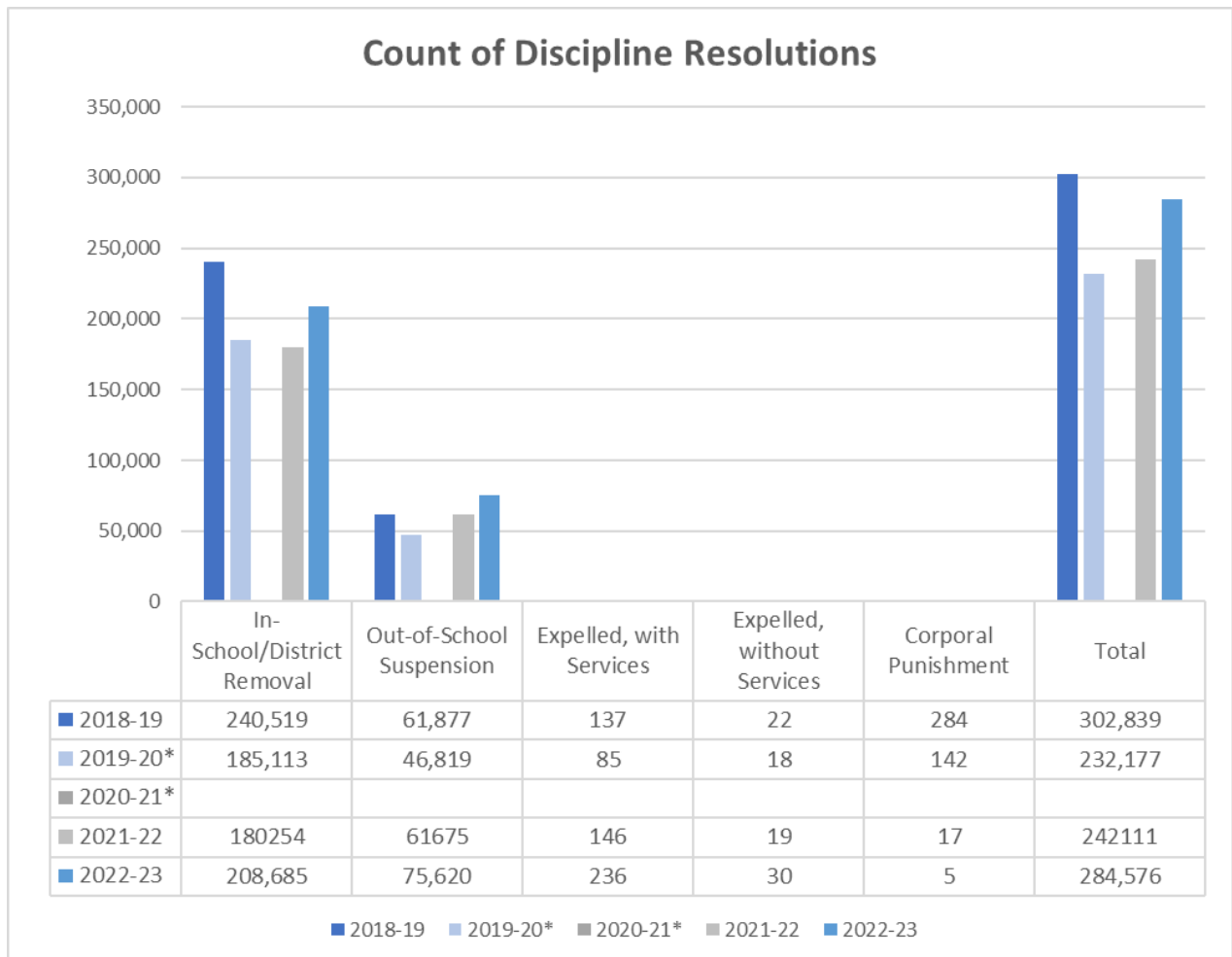
## Overall Discipline Resolutions

Discipline resolutions represent the action taken by school or district administration to address a behavior event. Depending on local policy, behavior events may include multiple discipline resolutions. In 2022-23, school and district administrators recorded 279,359 behavior events. Of those total discipline resolutions recorded, 284,576 resolutions aligned to a state resolution code outlined in this report. Some behavior events were assigned multiple resolutions, which accounts for the higher number of resolutions than distinct events. Schools may also assign resolutions for behavior events that are not included in the analysis of this report (e.g., conference with parent, detention, etc.).

Figure 6 presents the counts of discipline resolutions. In-school/district removals remain the most frequently utilized discipline resolution (73.3 percent) followed by out-of-school suspensions (26.6 percent). Corporal punishment is extremely rare, with only five reported resolutions. Expulsion resolutions are also very rare in Kentucky public schools.

It should be noted that the Kentucky School Report Card only accounts for in-school and in-district removals of a resolution length of greater than .5 of a day. This may cause a discrepancy when comparing data in this report to the Kentucky School Report Card.

**Figure 6: Count of Discipline Resolutions**



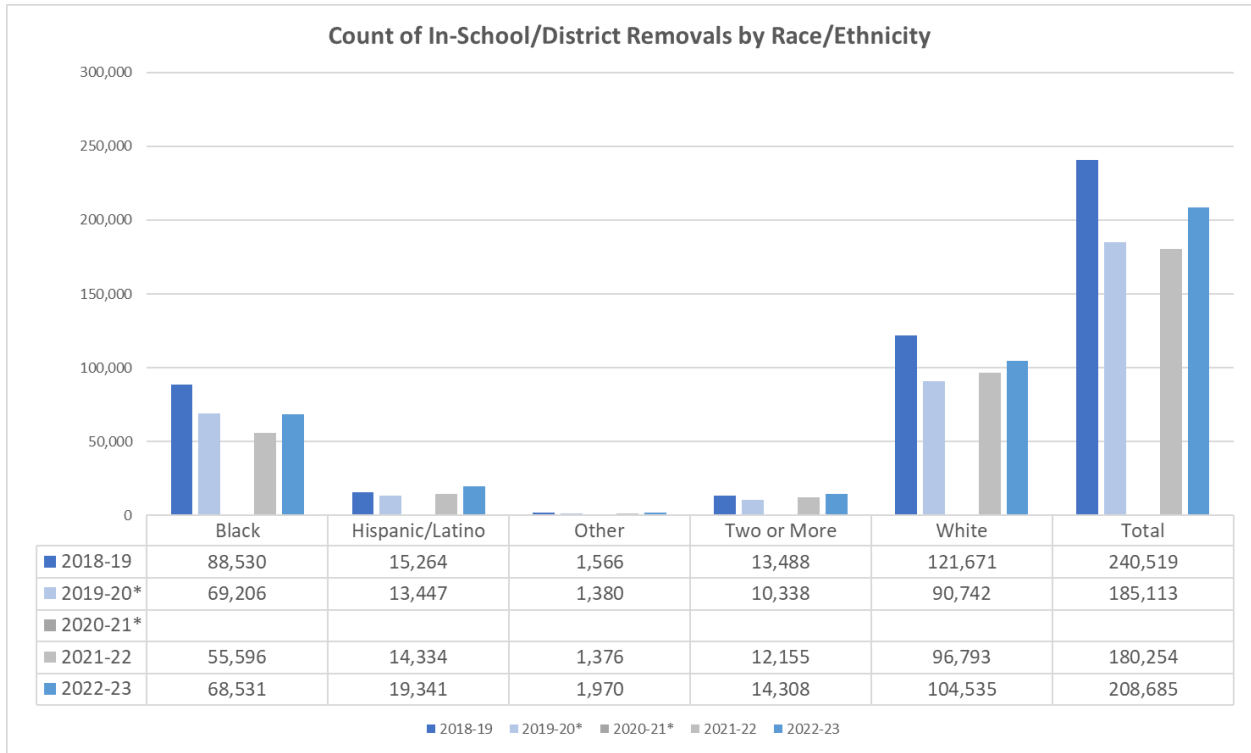
When viewed through the lens of sex, there are several evident trends. Males twice as likely as females to experience In-School/District Removal or Out-of-School Suspension, as seen in Figure 7.

**Figure 7: Count of Discipline Resolutions by Sex**

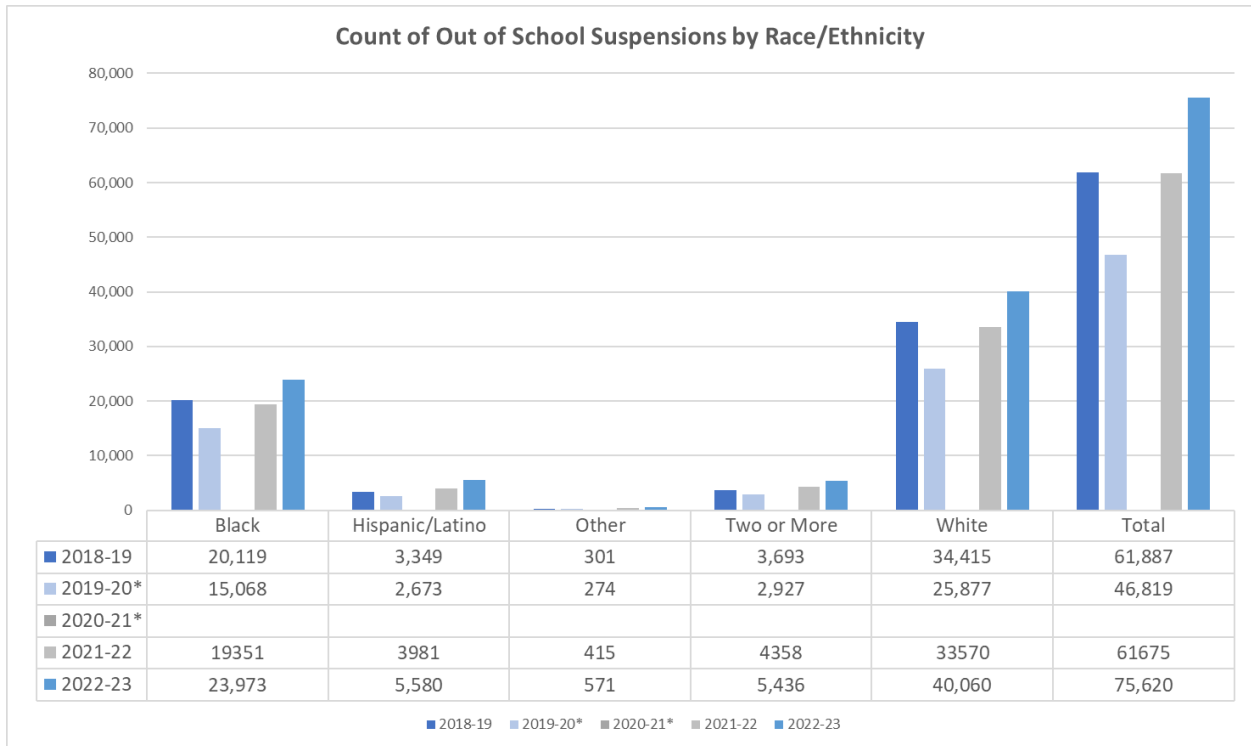
	Female				
	2018-19	2019-20*	2020-21*	2021-22	2022-23
In-School/District Removal	71,208	58,602		57,656	69,612
Out-of-School Suspension	18,048	13,891		20,365	25,256
Expelled, with Services	28	20		36	61
Expelled, without Services	2	4		4	11
Corporal Punishment	40	8		1	0
	Male				
	2018-19	2019-20*	2020-21*	2021-22	2022-23
In-School/District Removal	169,311	126,511		122,598	139,073
Out-of-School Suspension	43,829	32,928		41,310	50,364
Expelled, with Services	109	65		110	175
Expelled, without Services	20	14		15	19
Corporal Punishment	244	134		16	5

In-school/district removals and out-of-school suspensions continue to be the most frequently deployed discipline resolution when disaggregated by race/ethnicity categories. Figures 8 and 9 show the count of in-school/district removals and out-of-school suspensions by race/ethnicity. These figures indicate a disparity in the number of Black students receiving in-school/district removals. White students make up 50.1 percent of students receiving in school/district removals, yet they make up 72.7 percent of the total student population in Kentucky. This is compared to Black students who make up 32.8 percent of students receiving in-school/district removals while making up only 10.8 percent of the total population. These same percentages are closely mirrored in the out-of-school suspension rates (figure 9).

**Figure 8: Count of In-School/District Removals by Race/Ethnicity**

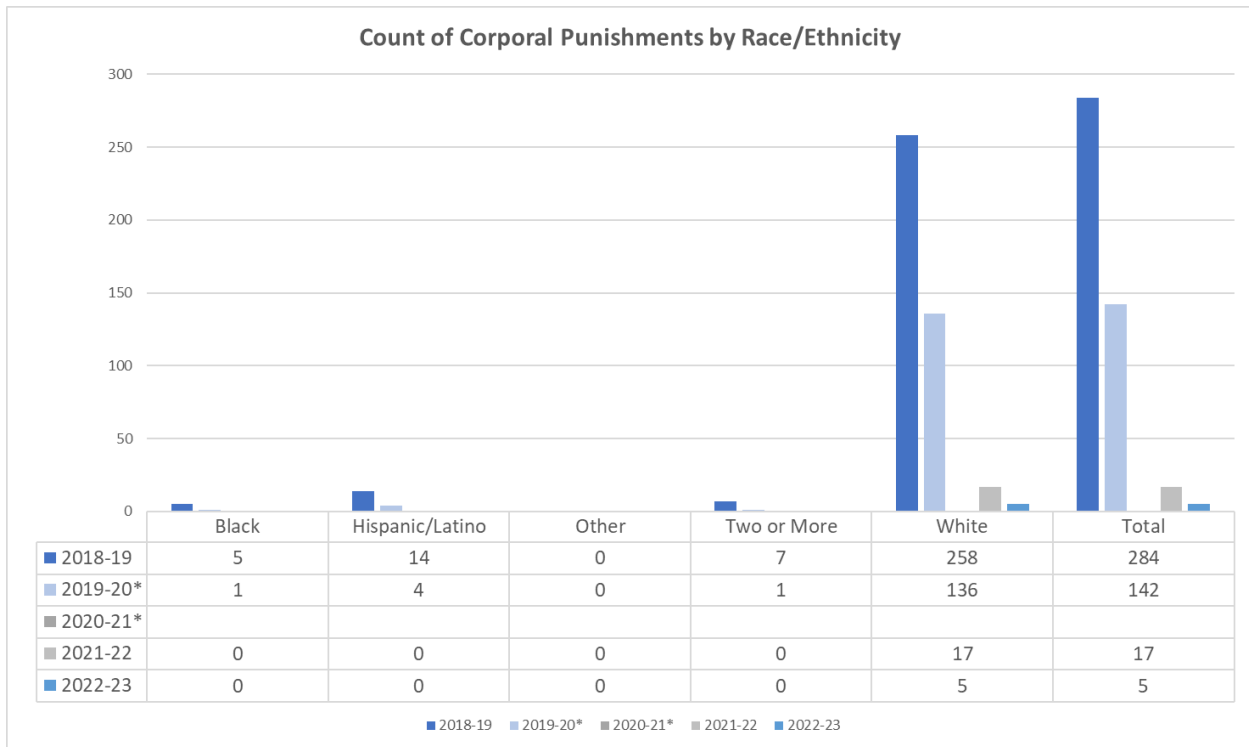


**Figure 9: Count of Out of School Suspension by Race/Ethnicity**



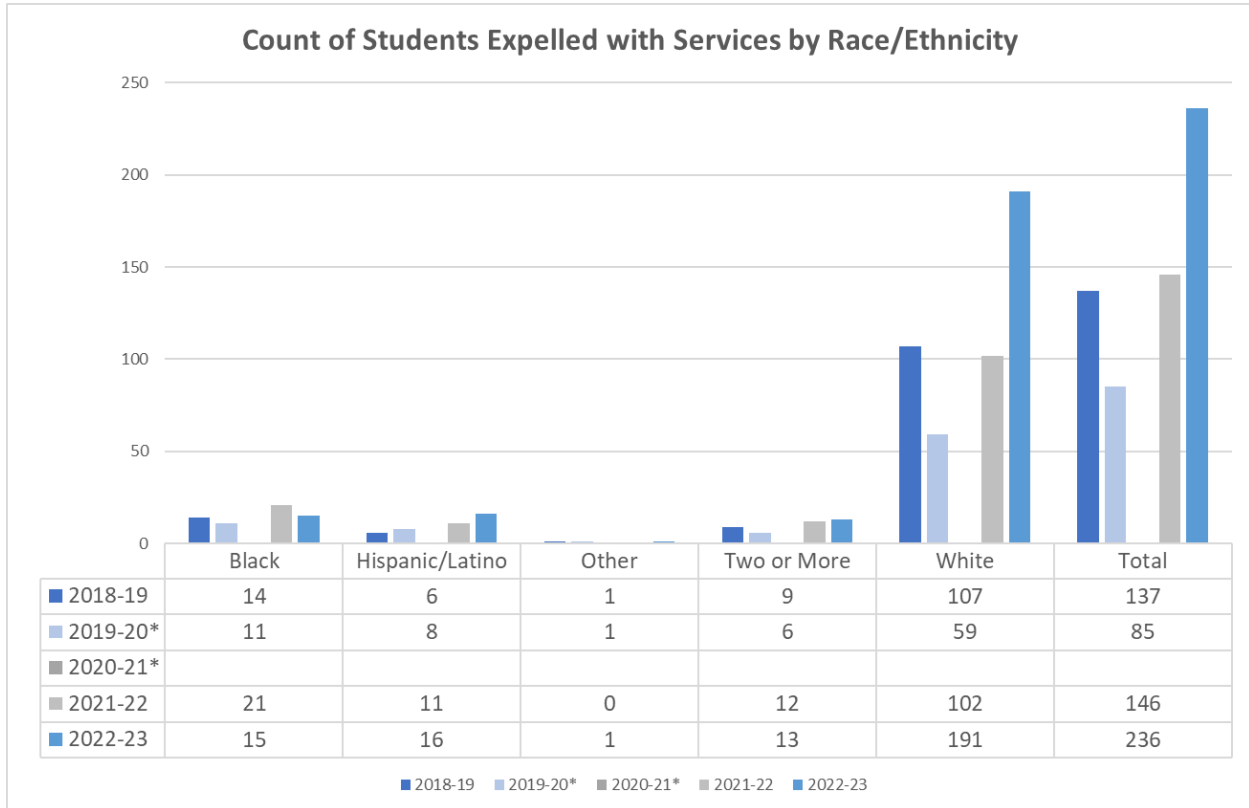
Corporal Punishment has shown a drastic decrease since 2018-19, which may be attributed to the changes made to [KRS 158.4416](#) (part of the [School Safety and Resiliency Act of 2019](#)) requiring districts to adopt trauma-informed education plans and discipline policies. Considering this, districts that choose to implement corporal punishment as a response to student behavior must do so in accordance with the requirements outlined in [704 KAR 7:170](#), which was revised in August 2022. Figure 10 presents the count of corporal punishments disaggregated by race/ethnicity.

**Figure 10: Count of Corporal Punishments by Race/Ethnicity**

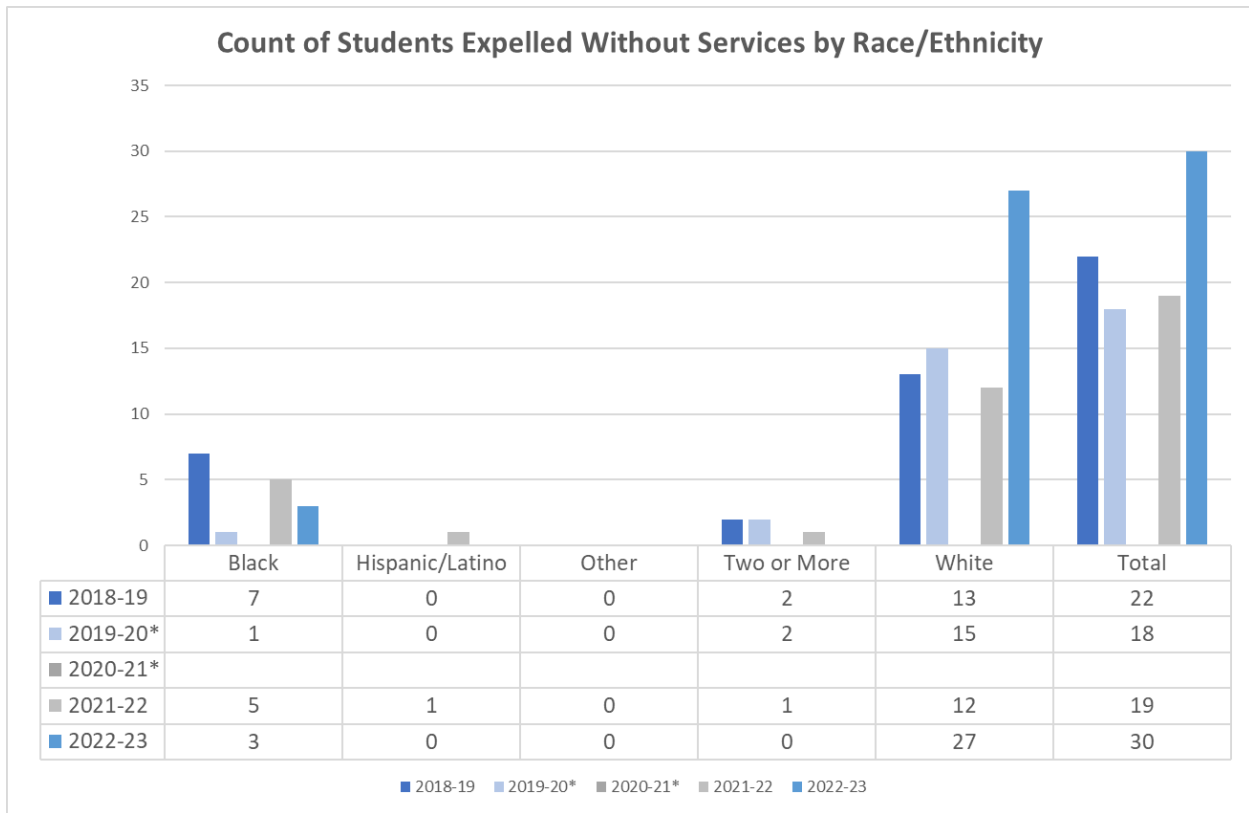


Figures 11 and 12 present the count of students expelled with and without services disaggregated by race/ethnicity. Proportionally, the numbers of students being expelled with and without services align with the racial proportions of the overall student enrollment. Special education students are prohibited by state law from being expelled without services, therefore, figure 12 represents only non-special education students.

**Figure 11: Count of Students Expelled with Services by Race/Ethnicity**



**Figure 12: Count of Students Expelled without Services by Race/Ethnicity**



**Behavior Events by Location and Context**

Figure 13 displays the count of behavior events by location on school property. In 2022-23, classrooms remain the most frequently cited location of a behavior event, making up 59.4 percent of overall behavior events; a figure that has remained relatively steady for several years. Behavior events in hallways and stairwells have increased over the past five years. Last year, 16 percent of all behavior events took place in hallways or stairwells. The distribution of behavior events has remained relatively stable over the past five years. However, incidents reported to have taken place in the restroom rose significantly. The most common events to have been reported in restrooms include tobacco use, tobacco possession, fighting and drug possession.

**Figure 13: Count of Behavior Events by Location**

	2018-19	2019-20*	2020-21	2021-22	2022-23
Athletic Field	287	151		456	720
Bus	7,534	5,294		7,229	9,506
Cafeteria	8,189	5,982		8,187	11,925
Campus Grounds	4,382	3,097		7,472	9,952
Classroom	240,049	182,498		160,183	165,832
Field Trip	310	187		200	379
Gymnasium	5,403	3,842		5,374	7,817



	2018-19	2019-20*	2020-21	2021-22	2022-23
Hallway/Stairwell	20,100	15,095		27,918	44,601
Off-Campus	1,853	1,125		1,761	2,048
Office	1,432	1,067		1,963	2,551
Other	3,055	1,549		3,103	4,666
Playground	2,413	1,608		2,959	3,693
Restroom	4,980	4,472		12,781	15,669
Total	299,987	225,967		239,586	279,359

It is also important to consider when behavior events take place. Figure 14 shows the count of behavior events by context. Context categories include:

- SS: School sponsored event, during school hours
- SN: School sponsored event, not during school hours
- NS: Non-school sponsored event, during school hours
- NN: Non-school sponsored event, not during school hours

As expected, many recorded behavior events (96 percent) occur during school-sponsored events (SS), during school hours.

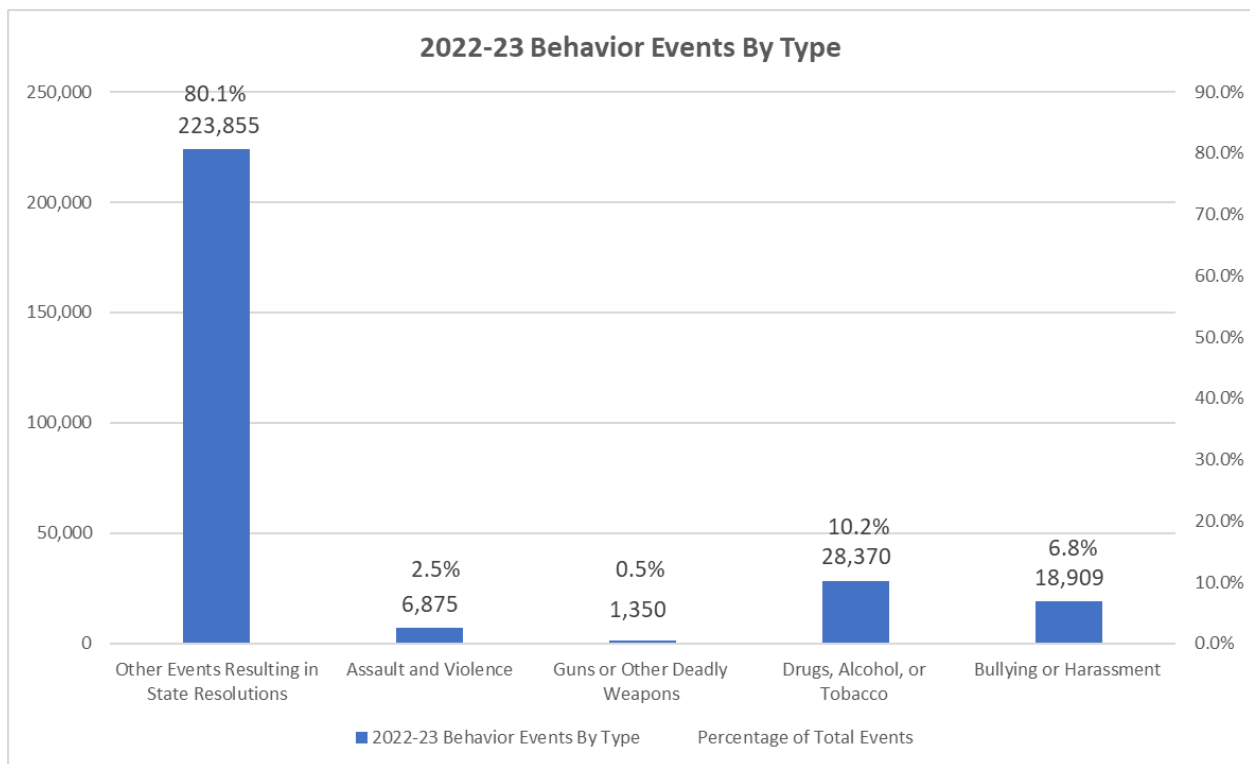
**Figure 14: Count of Behavior Events by Context**

	2018-19	2019-20*	2020-21	2021-22	2022-23
SS: School sponsored event, during school hours	295,701	222,715		232,555	267,883
SN: School sponsored event, not during school hours	2,994	2,356		4,089	6,904
NS: Non-school sponsored event, during school hours	755	580		2,258	3,714
NN: Non-school sponsored event, not during school hours	537	316		684	908
Total	299,987	225,967		239,586	279,359

While much of this report is focused on behavior events that are required to be reported by [KRS 158.444](#), most behavior events recorded fall into other categories that are not required to be reported. Figure 15 shows the count of all behavior events by type. Of the 279,359 behavior events reported, 80.1 percent were classified as events that do not fit into the required reported types shown on the graph below. The most frequent events that appear in this category are disruptive behavior and skipping class.

Among behavior events that are required to be reported by KRS 158.444, events involving drugs, alcohol, or tobacco represent 10.2 percent of all behavior events and bullying or harassment comprise 6.8 percent of total behavior events, while assault and violence (2.5 percent) events and guns or other deadly weapons events (0.5 percent) represent a very small portion of overall behavior events in the state.

**Figure 15: Count of Behavior Events by Type**

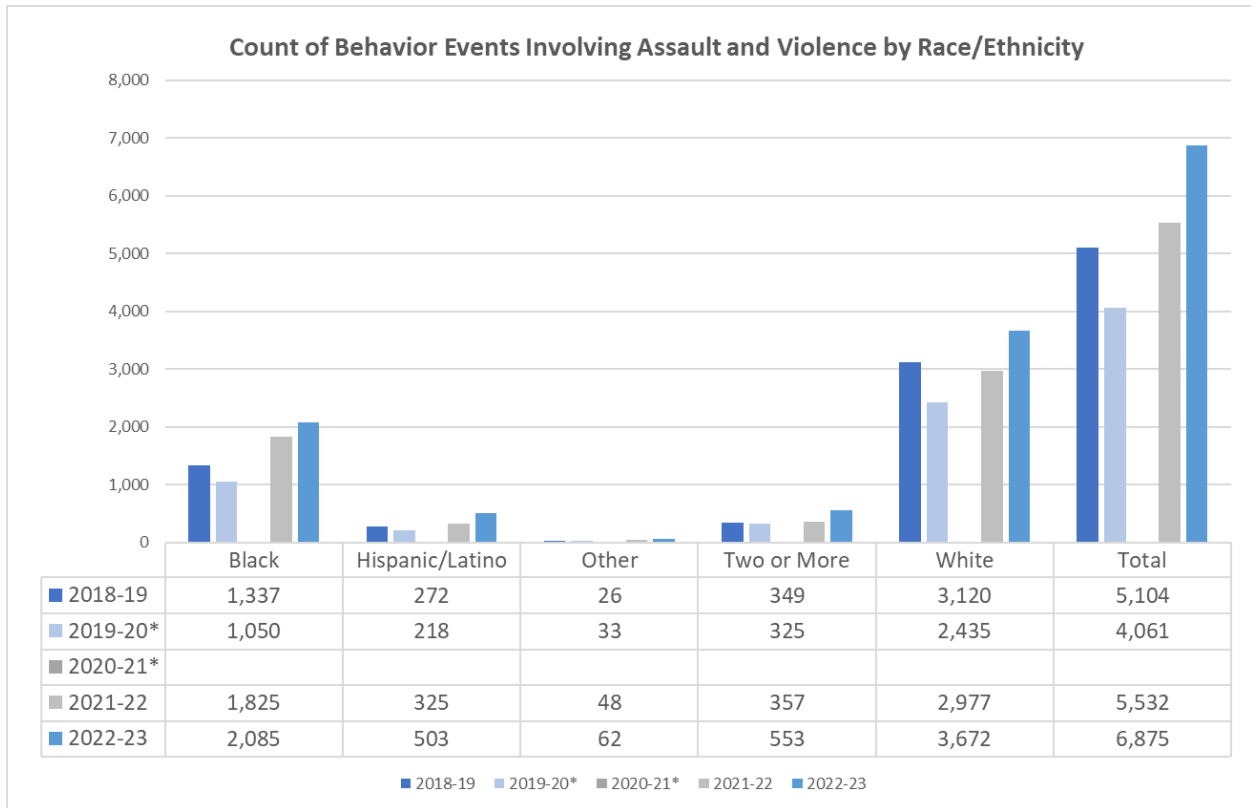


## Behavior Events Involving Assault and Violence

During the 2022-23 school year, school and district administrators recorded 6,875 behavior events involving assault and violence, constituting only 2.5 percent of all behavior events. For this section, an event is considered to involve assault and violence if it is registered as assault, abuse of a teacher, arson, criminal abuse, homicide, kidnapping, menacing, rape, robbery/theft, sexual assault, sexual offense (non-touch), terroristic threatening, or wanton endangerment. For a full list of behavior codes for this category, see Appendix B.

Figure 16 shows the count of behavior events involving assault and violence disaggregated by race/ethnicity. Over the past five years, Kentucky schools have seen a sharp increase (34.7 percent) in the number of behavior events in this category. The ratio of events among groups continues to remain the same, with White students making up 53.4 percent of events, followed by Black (30.3 percent) and Hispanic/Latino (7.3 percent) students.

**Figure 16: Count of Behavior Events Involving Assault and Violence by Race/Ethnicity**



Events Involving assault and violence are not proportionally distributed by gender. Male students are more likely to participate in a behavior event involving assault and violence than their female counterparts, making up 73.6 percent of events in this category. While these types of behavior make up a small proportion of all behavior events, it is noted that both male and female students have experienced an increase in events involving assault and violence over the past five years. Male students have experienced a 29.7 percent increase compared to female students' 50.8 percent increase.

**Figure 17: Count of Behavior Events Involving Assault and Violence by Sex**

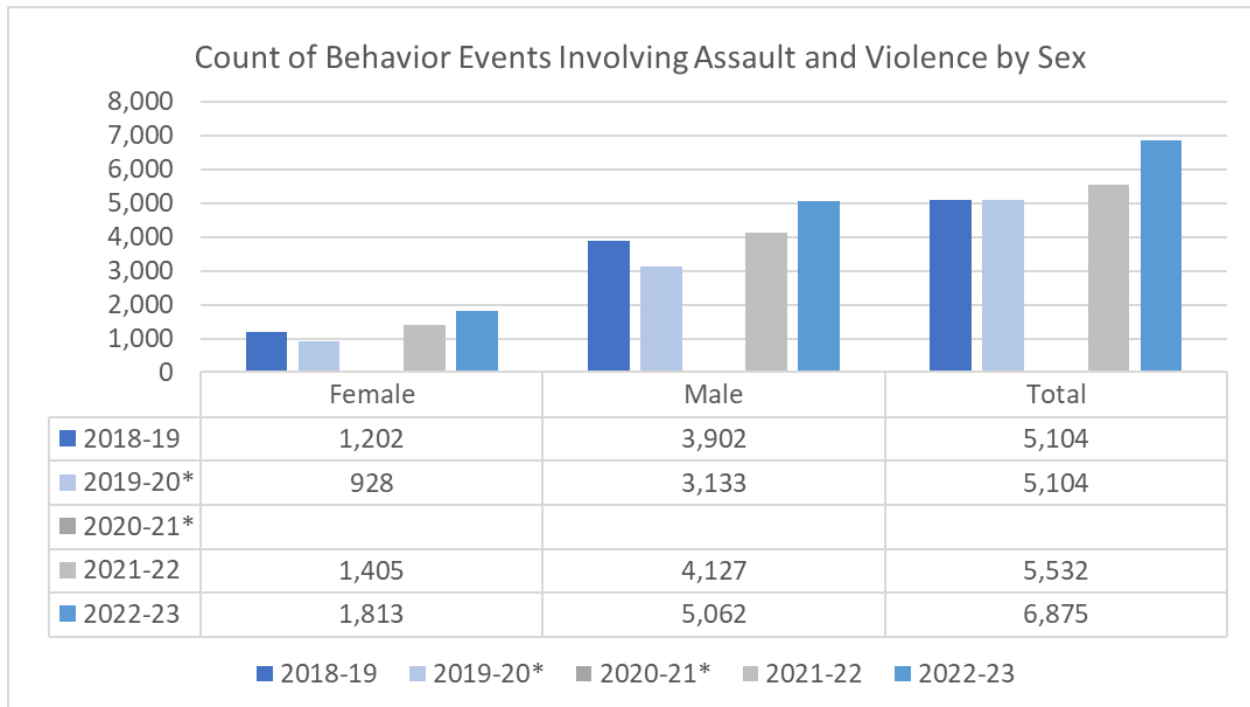
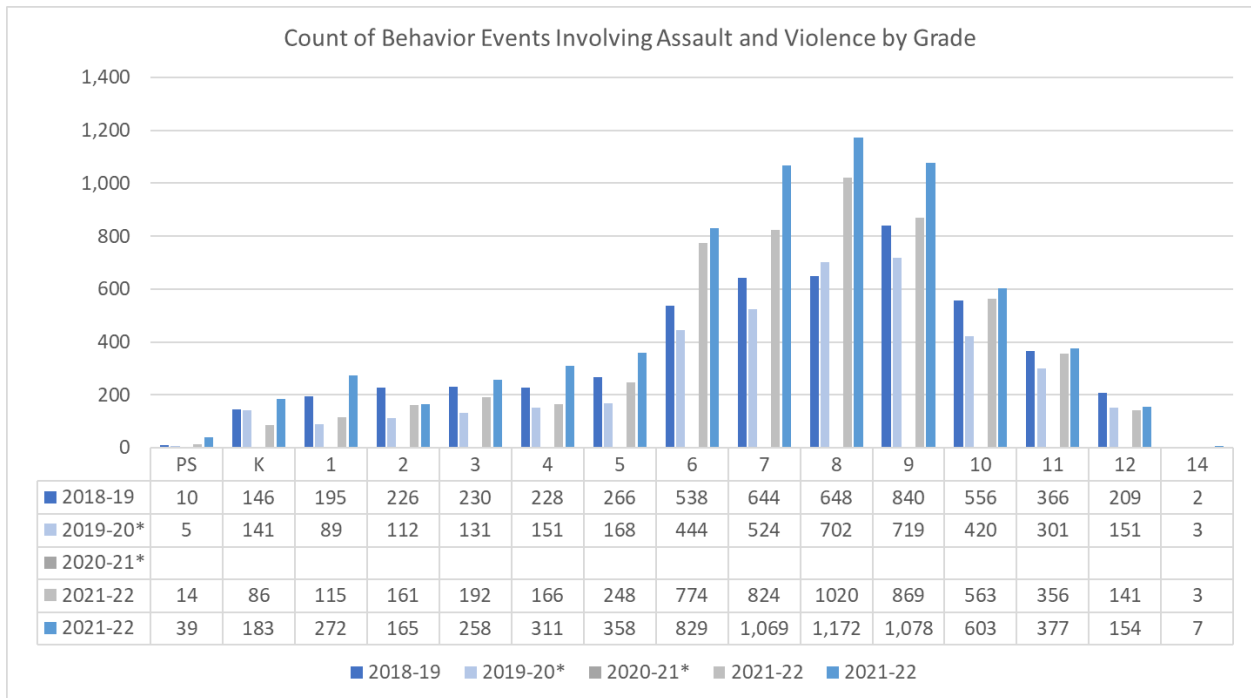


Figure 18 shows the distribution of behavior events involving assault or violence by grade level. The majority of events continue to occur in grades sixth, seventh, eighth and ninth.

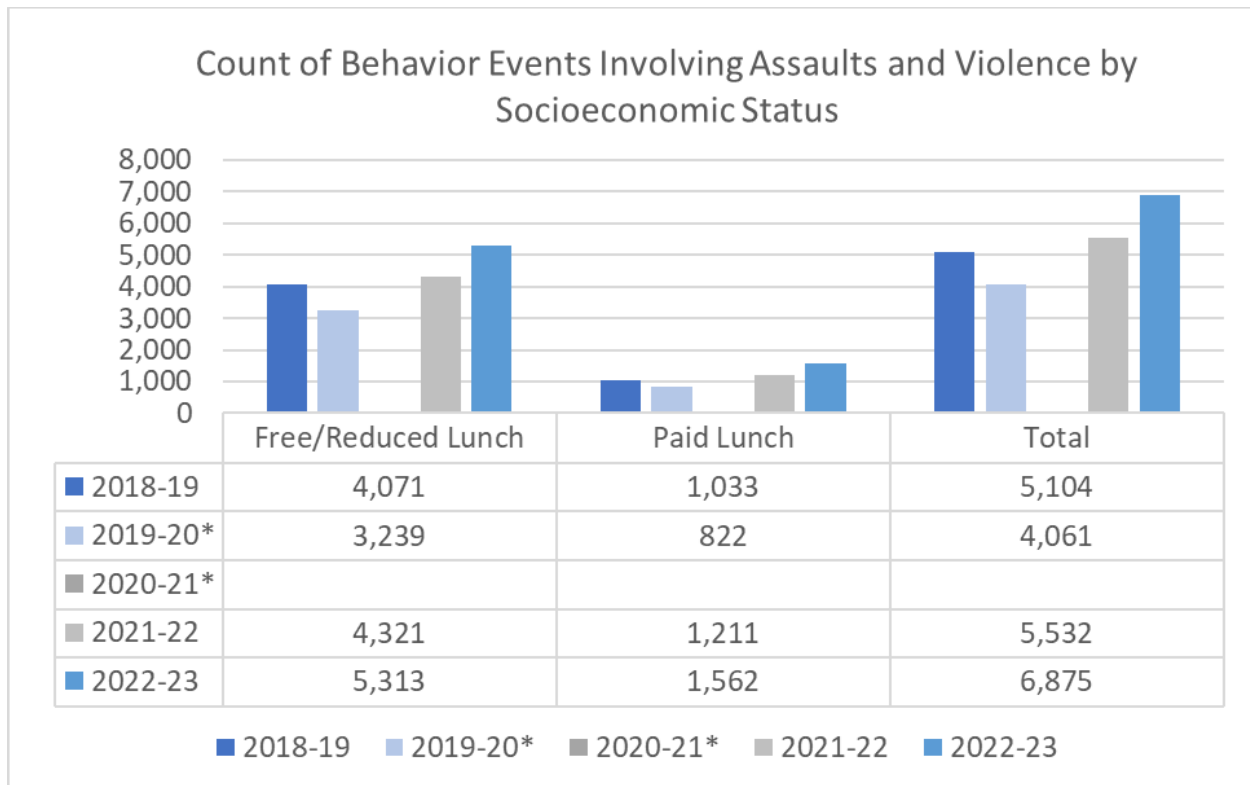
**Figure 18: Count of Behavior Events Involving Assault and Violence by Grade**



Note: Grade 14 represents students receiving Special Education services participating in an Alternate Assessment, who must turn 17 years of age on or before October 1st of the current school year and must have progressed through grade 12 assessments.

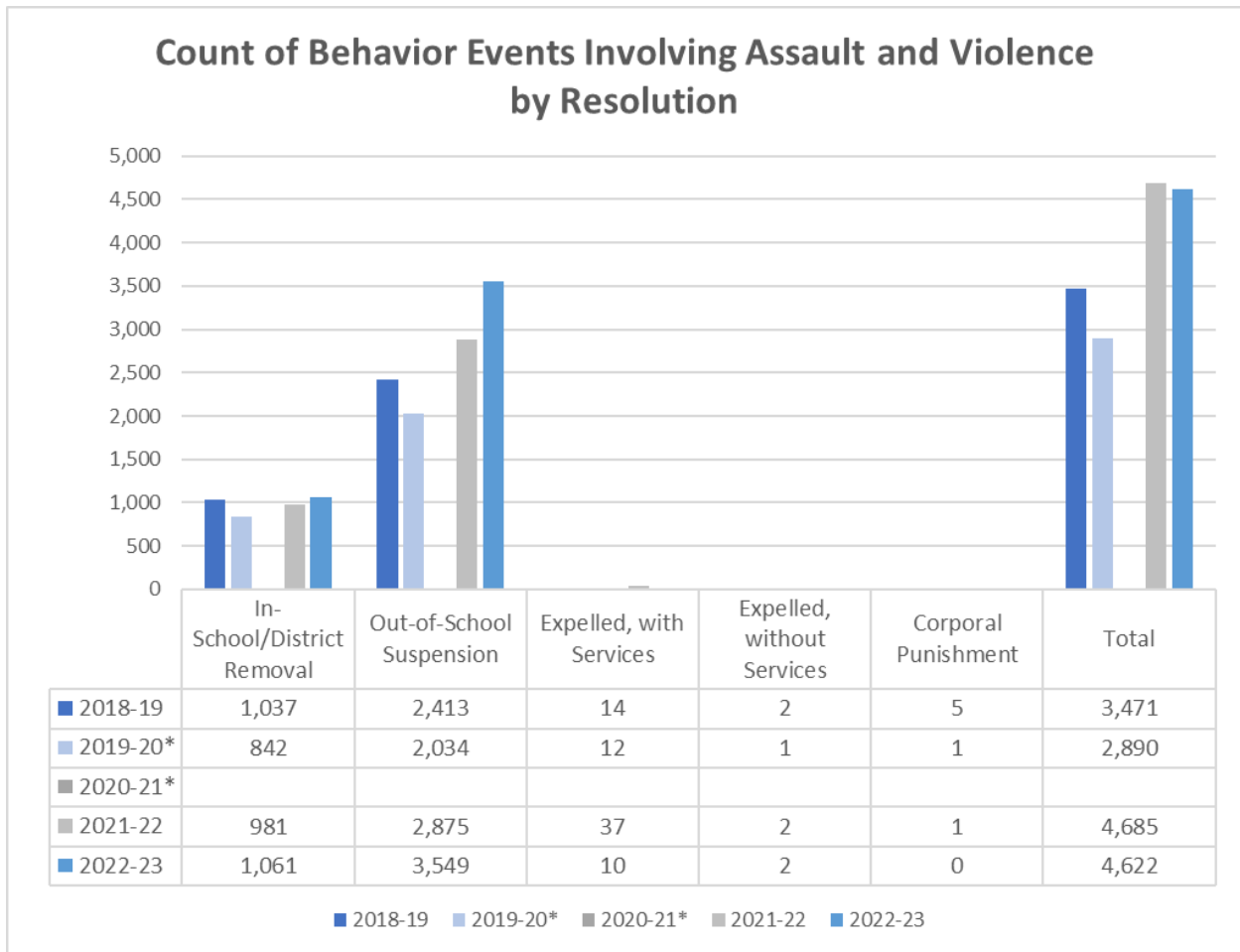
The data also reflect a disparity when viewed through the lens of socio-economic status. Figure 19 shows the counts of students involved in behavior events in this category disaggregated by socioeconomic status. Students who qualify for free or reduced priced lunch are much more likely to be involved in behavior events involving violence or assault than their more affluent peers. Students from low-income backgrounds make up 77.3 percent of events in this category, an over-representation, as they make up only 59.6 percent of students.

**Figure 19: Count of Behavior Events Involving Assaults and Violence by Socioeconomic Status**



When faced with a behavior event involving assault and violence, school leaders rely heavily on out-of-school suspensions, which made up 76.8 percent of these behavior resolutions in 2022-23. Figure 20 shows the count of behavior events in this category by resolution. In-school/district removals are the second most frequent outcome for a student involved in an event involving assault and violence, making up 23 percent of assigned resolutions. Expulsions comprise less than one percent of resolutions for events involving assault or violence. Other resolutions implemented for behavior events of assault or violence include but not limited to detention, parent conferences, referral to threat assessment or other consequences.

**Figure 20: Count of Behavior Events Involving Assault and Violence by Resolution**

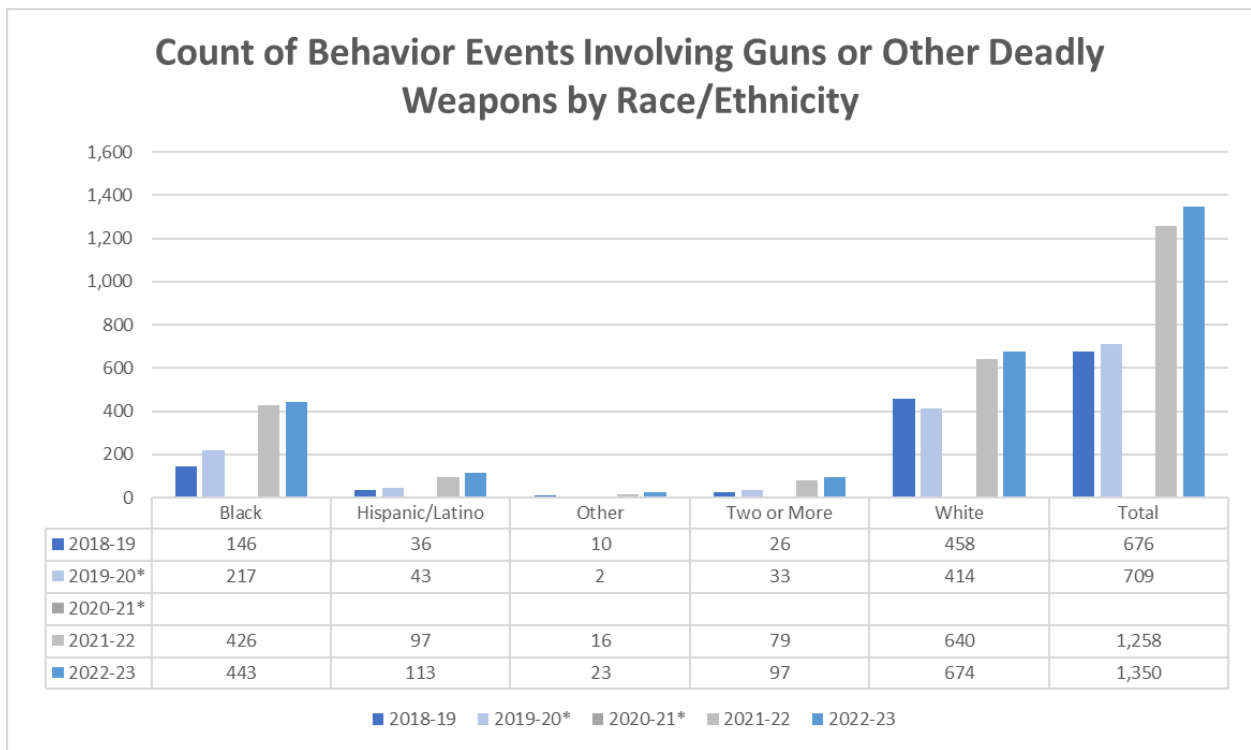


## Behavior Events Involving Guns or Other Deadly Weapons

During the 2022-23 school year, school and district administrators recorded 1,350 behavior events involving guns or other deadly weapons. This is an increase of 99.7 percent from five years ago; however, events involving weapons only account for less than 0.5 percent of total events. An event is considered to involve guns or other deadly weapons if it was coded as either weapon possession, weapon distribution, or weapon use. For a full list of behavior codes for this category, see Appendix B.

Figure 21 shows the count of behavior events involving guns or other deadly weapons disaggregated by race/ethnicity. The data shows a clear increase in the number of behavior events in this category over the past five years in all racial groups.

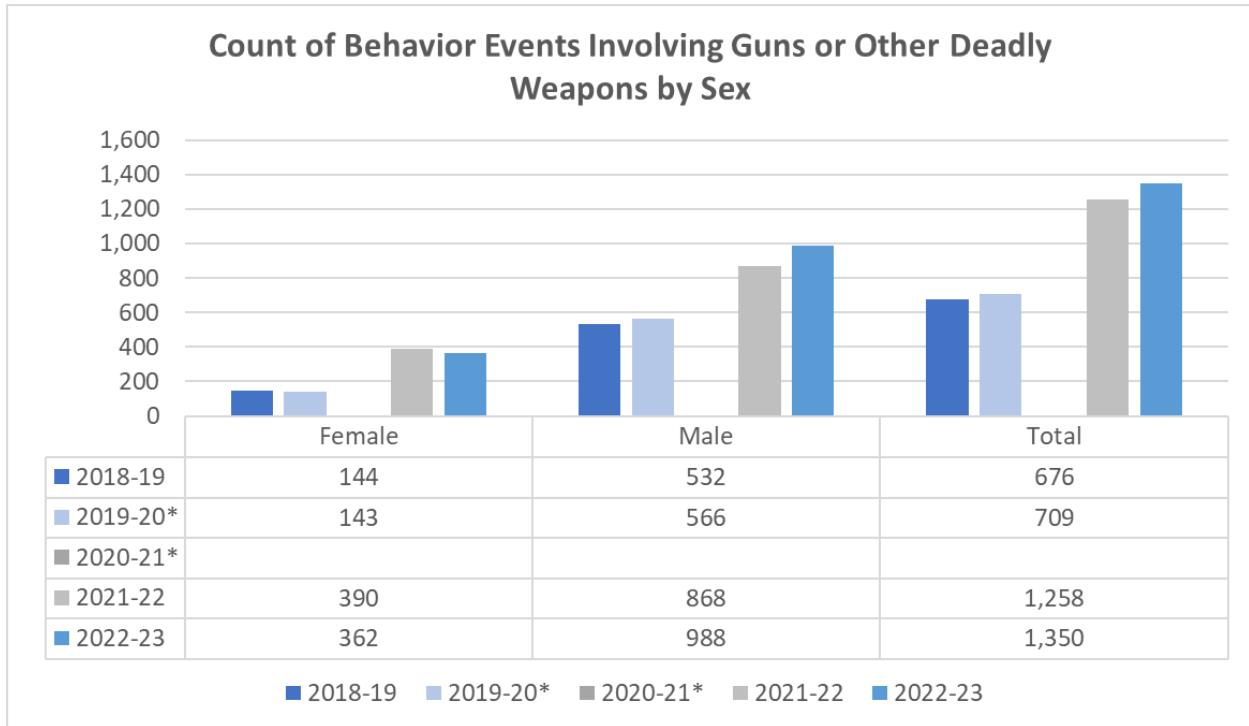
**Figure 21: Count of Behavior Events Involving Guns or Other Deadly Weapons by Race/Ethnicity**





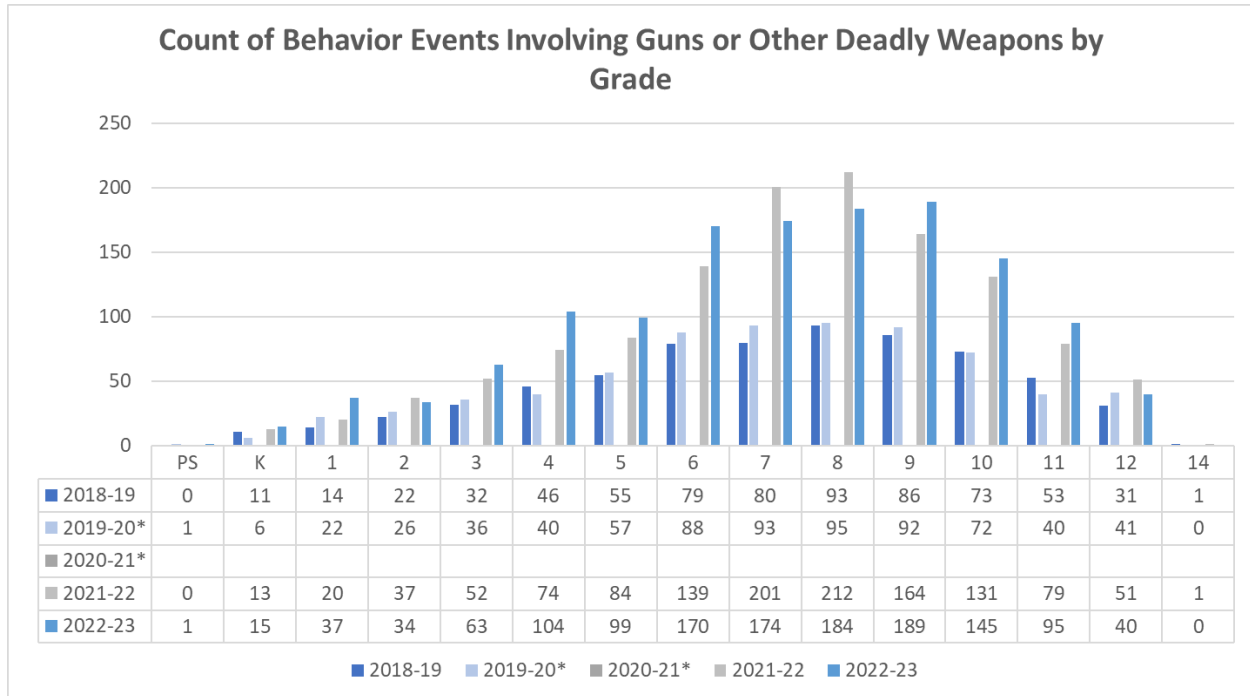
Male students are more likely to participate in behavior events involving guns or other deadly weapons than their female counterparts, as demonstrated in Figure 22. However, female students saw a more dramatic five-year increase in this category (151.4 percent) than male students (85.7 percent).

**Figure 22: Count of Behavior Events Involving Guns or Other Deadly Weapons by Sex**



When disaggregated by grade level, behavior events in this category impacted students across all ages and increased in almost all grade levels. Figure 23 shows the count of behavior events in this category disaggregated by grade level. Behavior events involving guns or other deadly weapons are more frequently reported in grades six through 10.

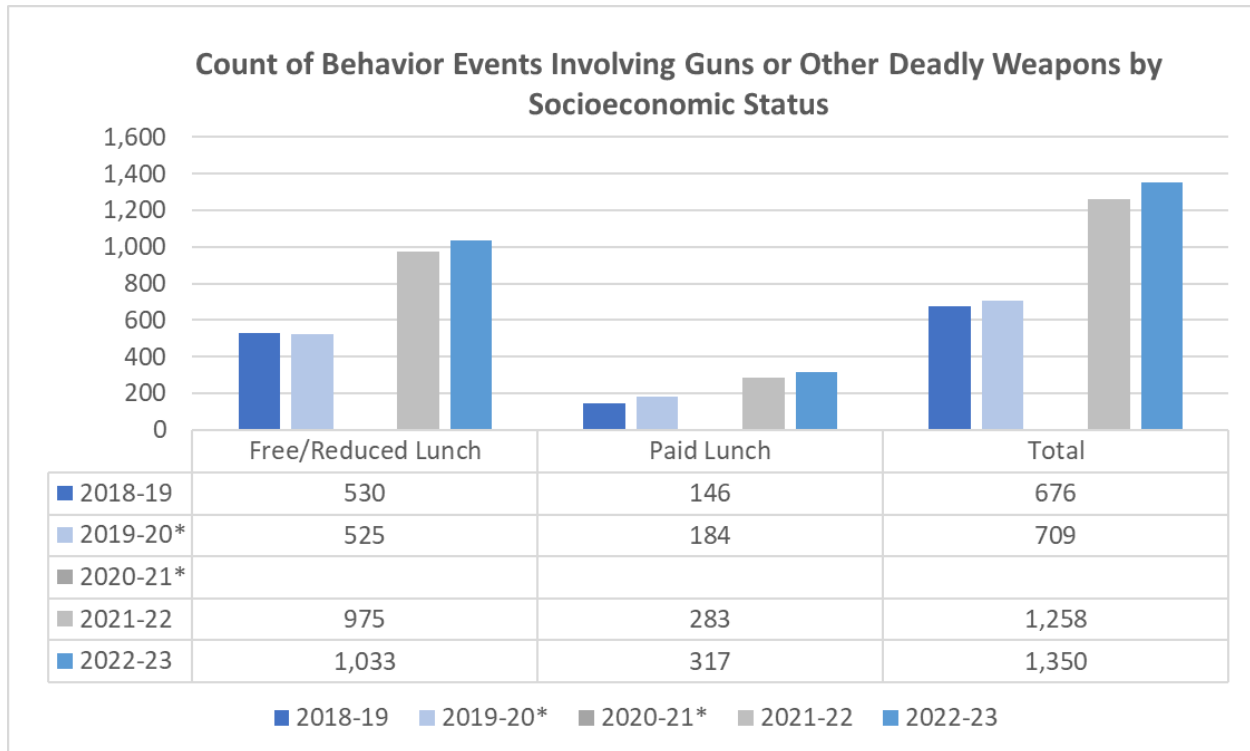
**Figure 23: Count of Behavior Events Involving Guns or Other Deadly Weapons by Grade**



*Note: Grade 14 represents students receiving Special Education services participating in an Alternate Assessment, who must turn 17 years of age on or before October 1st of the current school year and must have progressed through grade 12 assessments.*

Figure 24 shows the count of behavior events involving guns or other deadly weapons by socioeconomic status. Students who qualify for free/reduced priced lunch are much more likely to have reports of behavior events in this category than their more affluent counterparts and accounted for 76.5 percent of behavior events in this category during the 2022-23 school year despite comprising only 59.6 percent of the total student population.

**Figure 24: Count of Behavior Events Involving Guns or Other Deadly Weapons by Socioeconomic Status**



Behavior events involving a gun or other deadly weapon almost always result in an out-of-school suspension (77.3 percent), followed by in-school/district removals (22.3 percent) as seen in Figure 25.

**Figure 25: Count of Behavior Events Involving Guns or Other Deadly Weapons by Resolution**

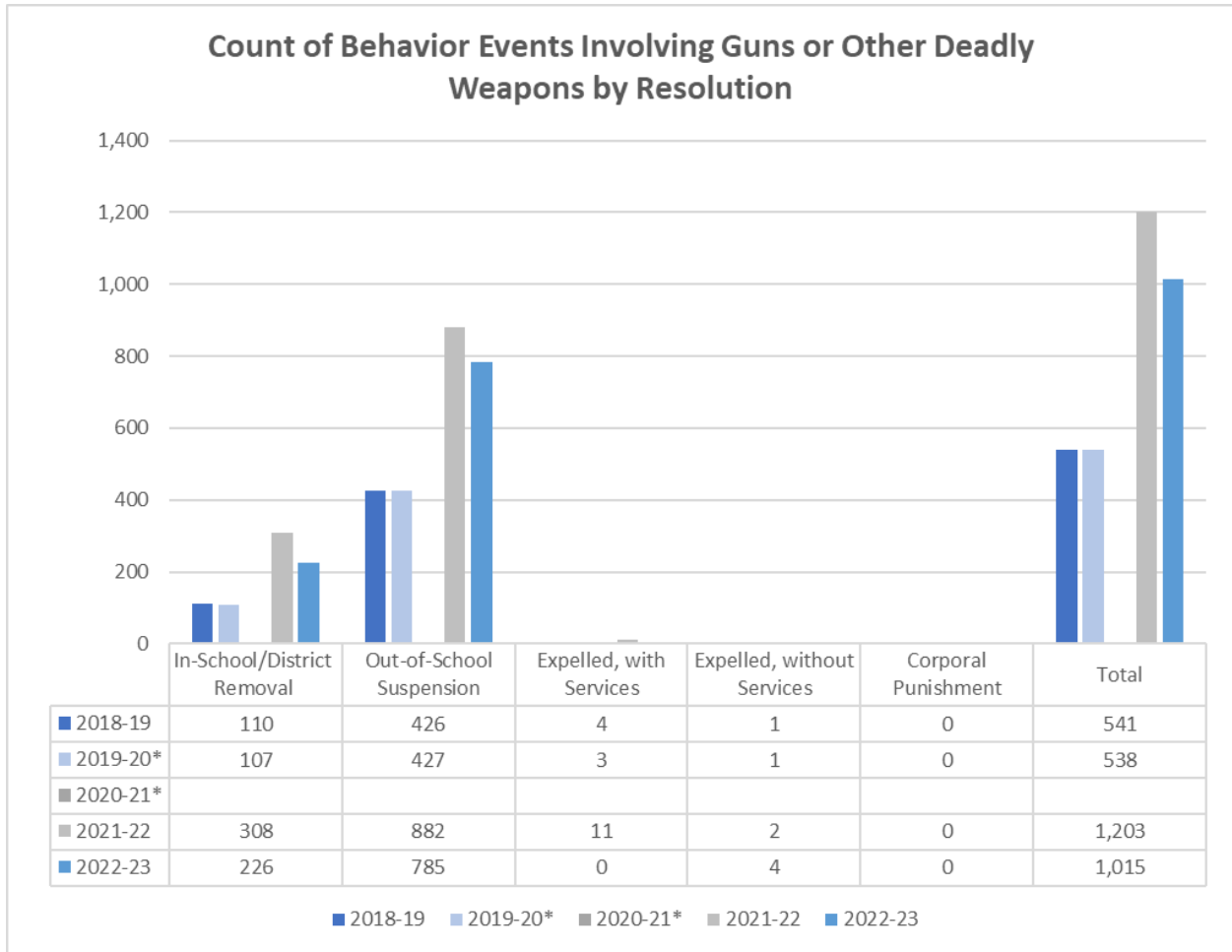
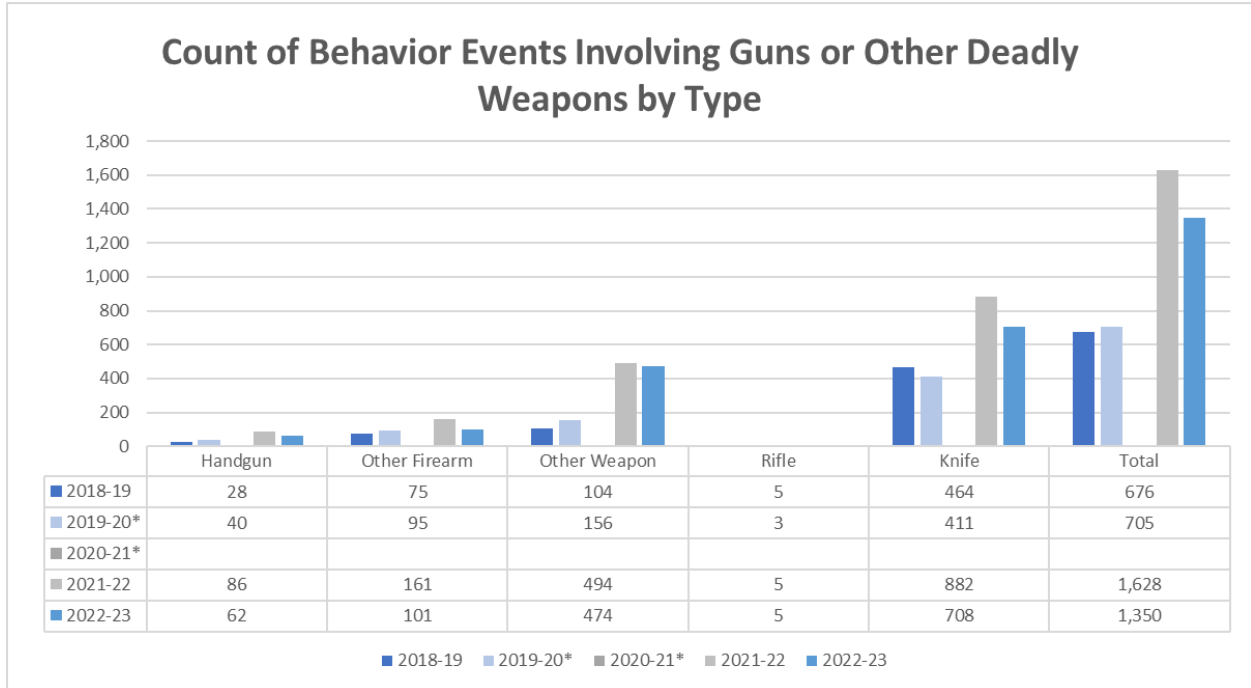


Figure 26 documents the count of behavior events by weapon type. Knives are the most frequently cited weapon by school and district administrators when recording behavior events in this category.

**Figure 26: Count of Behavior Events Involving Guns or Other Deadly Weapons by Type**



## Behavior Events Involving Drugs, Alcohol, or Tobacco

During the 2022-23 school year, school and district administrators recorded 28,370 behavior events involving drugs, alcohol, or tobacco, comprising 10.2 percent of all behavior events. An event is considered to involve drugs, alcohol, or tobacco if it was coded as involving either the distribution, possession, or use of drugs, alcohol, or tobacco. For a full list of behavior codes for this category, see Appendix B.

Figure 27 displays the count of behavior events for this category disaggregated by race/ethnicity. White students make up 72.1 percent of behavior events involving drugs, alcohol, or tobacco, which is proportional to the total student population.

**Figure 27: Count of Behavior Events Involving Drugs, Alcohol, or Tobacco by Race/Ethnicity**

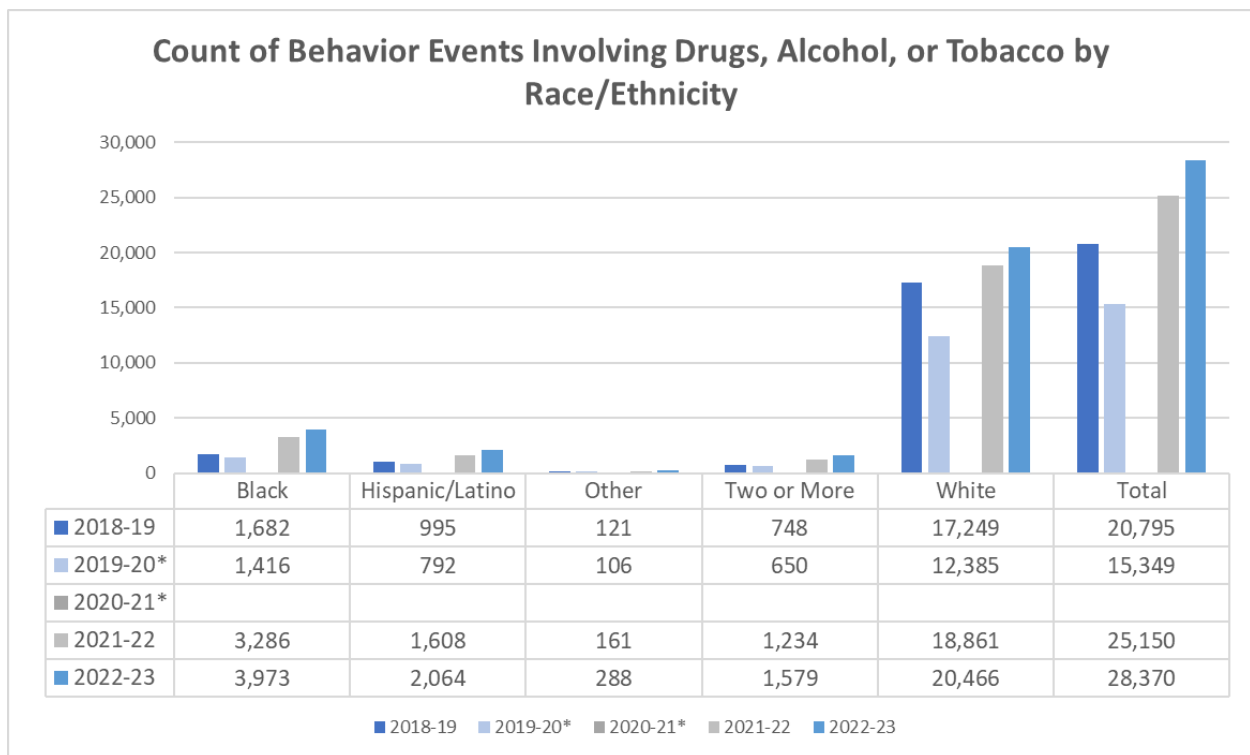


Figure 28 displays the count of behavior events involving drugs, alcohol, or tobacco by sex. Male students are more likely than their female counterparts to be involved in behavior incidents in this category, making up 59.6 percent of events. While male students are more likely to be involved, female students are experiencing a more rapid growth in this area, increasing 112 percent between 2018 and 2023, compared to male students who saw just a 10 percent increase during the same period.

**Figure 28: Count of Behavior Events Involving Drugs, Alcohol, or Tobacco by Sex**

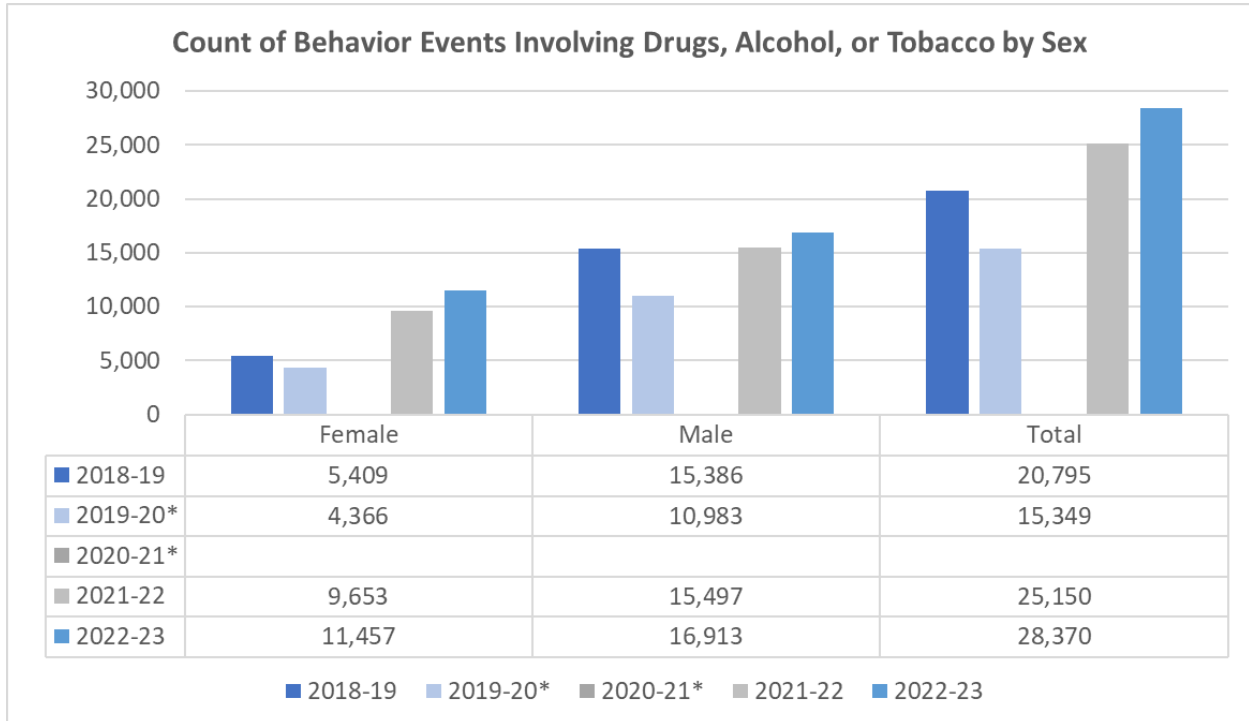
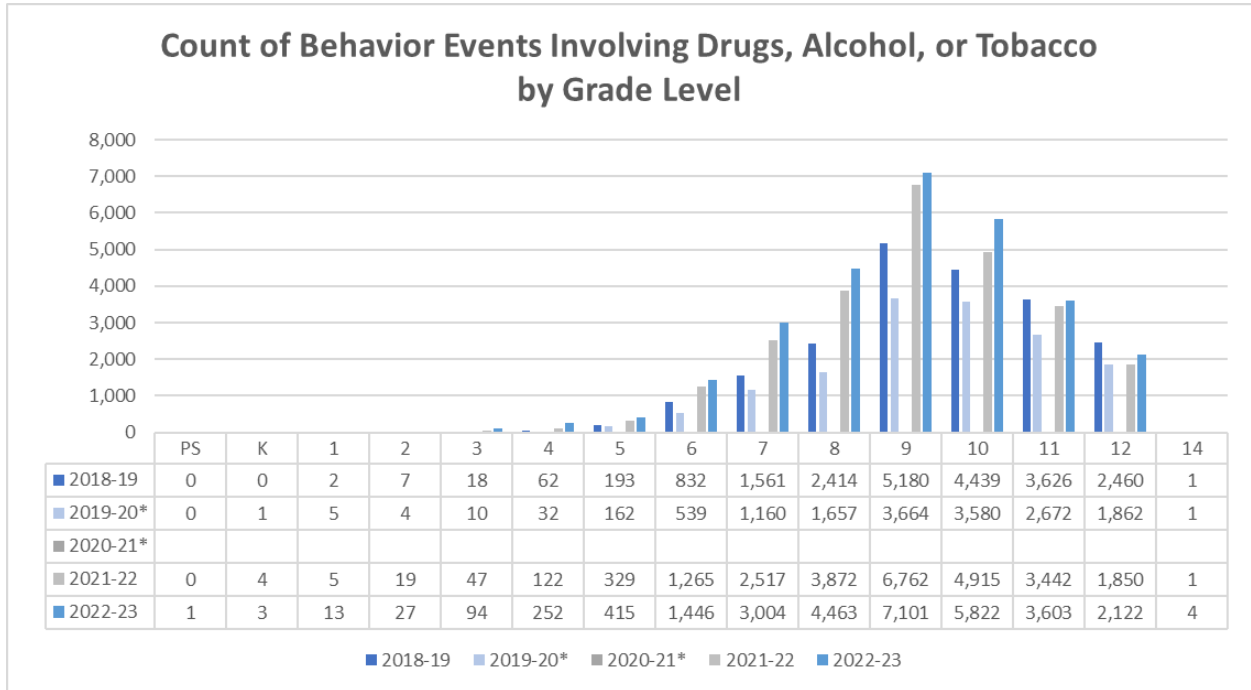


Figure 29 shows the count of students involved in behavior events for this category disaggregated by grade level. Substance use begins to increase in students around fifth grade, peaks at ninth grade, and steadily decreases until graduation. It should be noted there is an increase in this category for students in grades three through five. This trend has held steady over a five-year period.

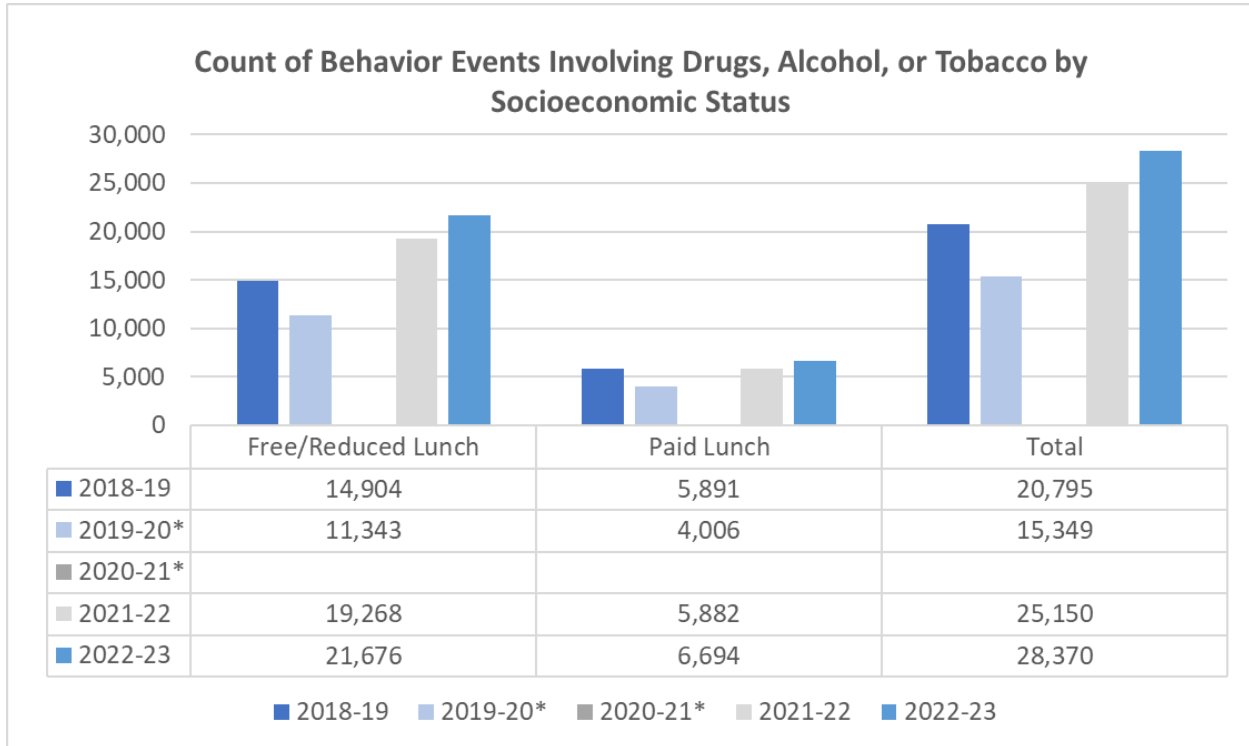
**Figure 29: Count of Behavior Events Involving Drugs, Alcohol, or Tobacco by Grade Level**





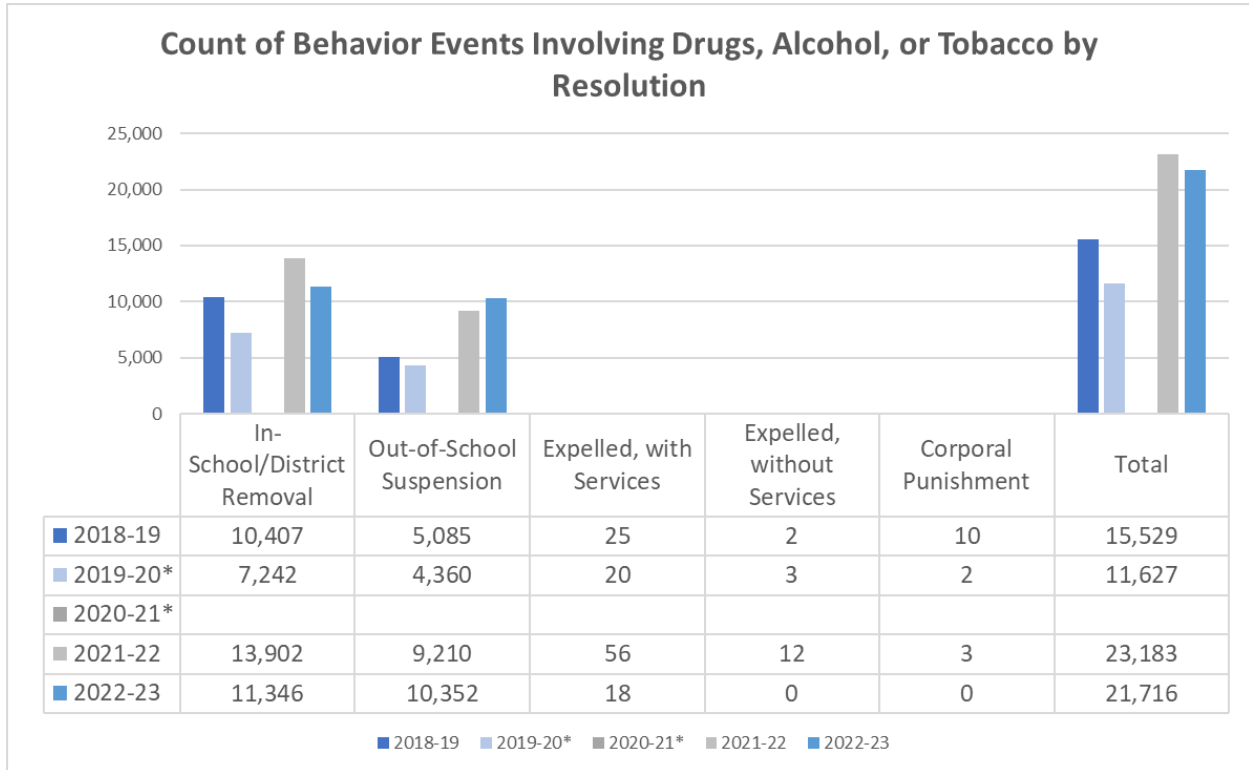
There is a strong correlation between socioeconomic status and involvement in drug related behavior events. Figure 30 depicts the count of behavior events involving drugs, alcohol, or tobacco by socioeconomic status. Students from low-income backgrounds are more likely to have behavior events involving substances than their more affluent peers, making up 76.4 percent of total events, despite comprising 60% of the student population.

**Figure 30: Count of Behavior Events Involving Drugs, Alcohol, or Tobacco by Socioeconomic Status**



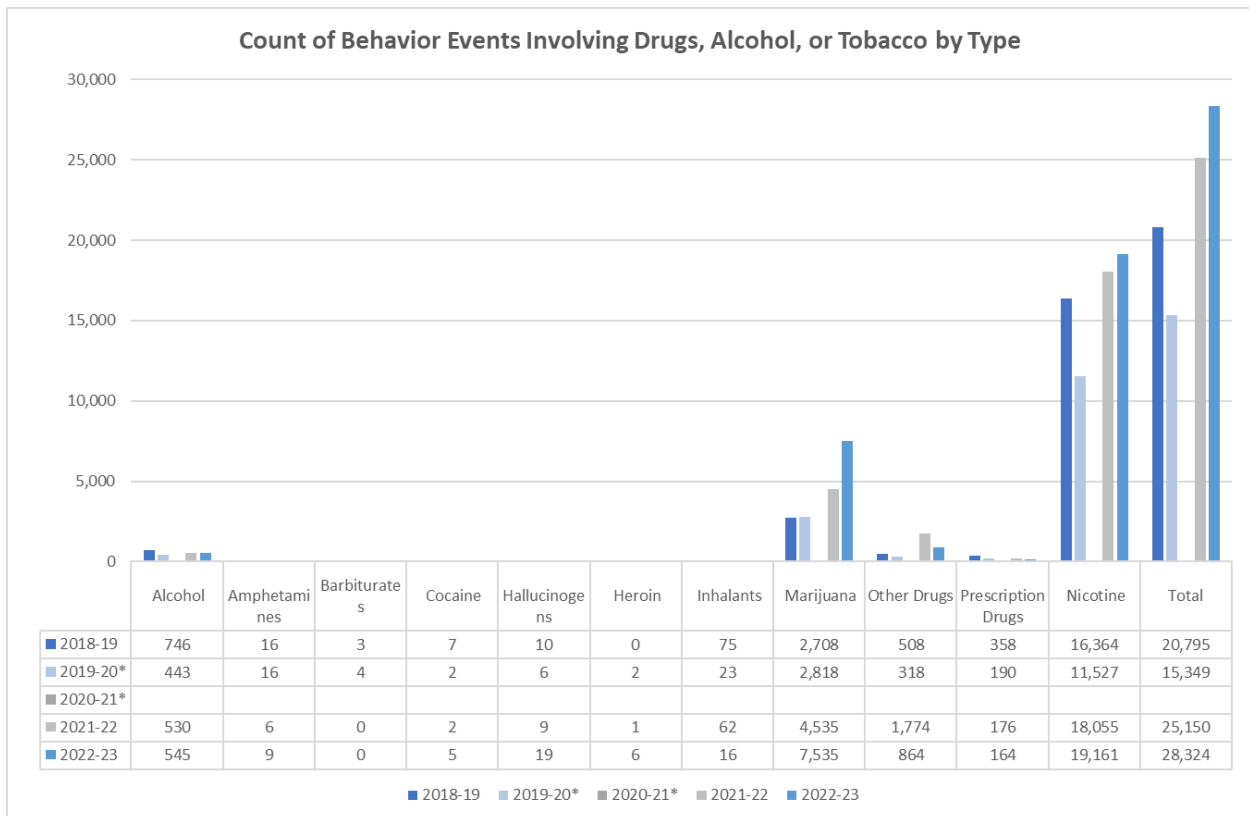
When faced with a behavior event involving drugs, alcohol, or tobacco use, school and district leaders are more likely to use the in-school/district removal resolution, which makes up 52.2 percent of all resolutions for this category. This is followed closely by out-of-school suspensions at 47.7 percent. This information is displayed in Figure 31.

**Figure 31: Count of Behavior Events Involving Drugs, Alcohol, or Tobacco by Resolution**



When examining the individual substances used by students in Kentucky public schools, nicotine makes up the largest portion of behavior events (67.6 percent), as shown in Figure 32. This is followed by marijuana use (26.6 percent), other drugs (3.0 percent), and alcohol use (1.9 percent). The other drugs category could include synthetic drug, methamphetamine, over-the-counter drugs. When viewed over time, the number of students using alcohol and prescription drugs has decreased over the past five years, while more rapid growth has been seen for nicotine and marijuana use. Of the total events involving drugs, 14,886 events involved nicotine vapor products and 4,442 involved THC electronic vapor devices.

**Figure 32: Count of Behavior Events Involving Drugs, Alcohol, or Tobacco by Type**

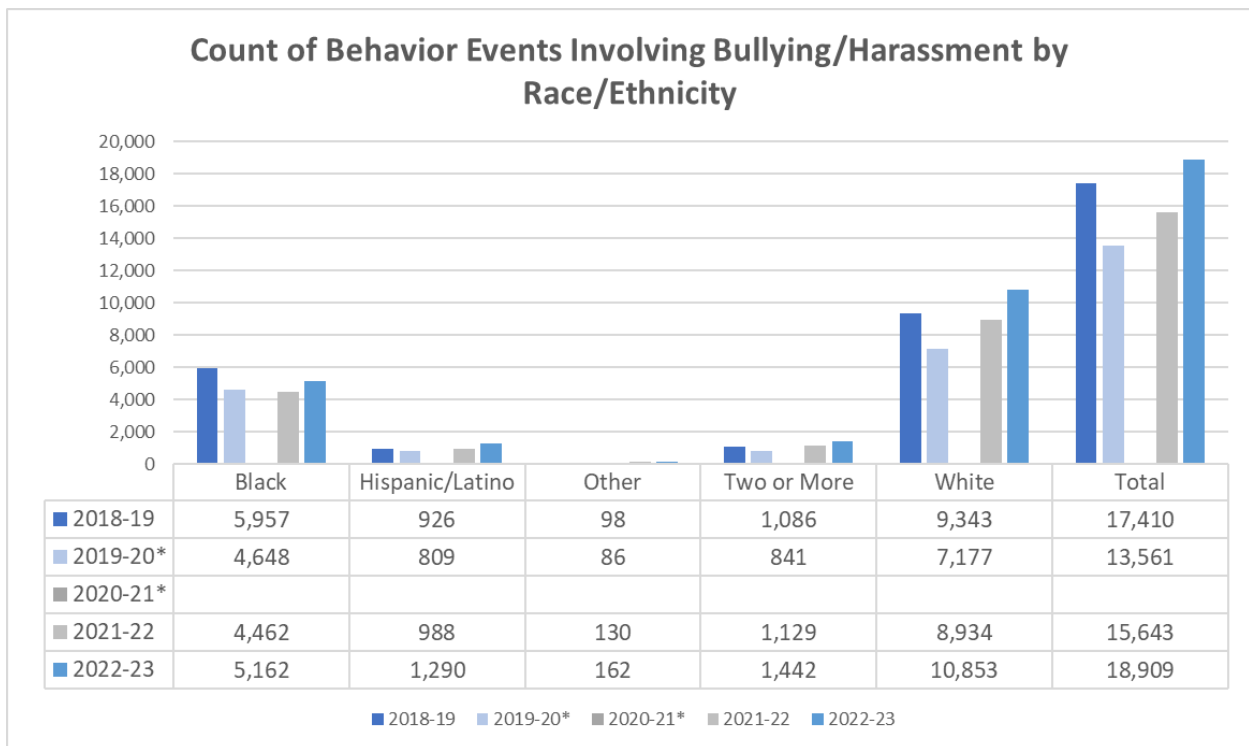


## Behavior Events Involving Bullying and Harassment

During the 2022-2023 school year, school and district administrators recorded 18,909 behavior events involving bullying and harassment, comprising 6.8 percent of all behavior events. For this section, an event is considered to involve bullying and harassment if it was coded as bullying, harassing communications, harassment, stalking, threatening another student, threatening staff, or verbal abuse. For state definitions of bullying and harassment, see Appendix A. For a full list of behavior codes for this category, see Appendix B.

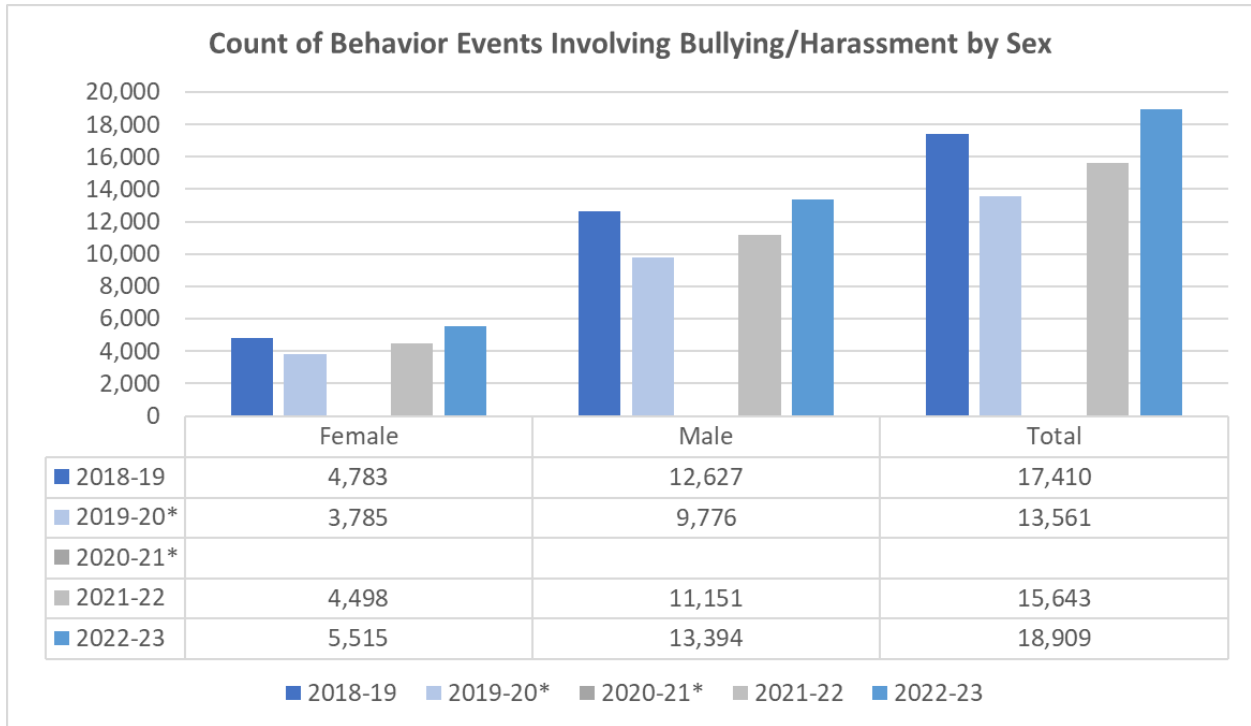
Figure 33 displays the count of behavior events involving bullying and harassment disaggregated by race/ethnicity. The ratio of bullying events between student demographic groups has remained steady over the five-year period, with groups growing and declining at roughly the same rate. In 2022-23, White students account for over half (57.4 percent) of behavior events involving bullying or harassment followed by Black students with 27.3 percent of events in this category, reflecting an overrepresentation when compared to the total student population by race/ethnicity.

**Figure 33: Count of Behavior Events Involving Bullying/Harassment by Race/Ethnicity**



These trends can also be seen when viewing the data disaggregated by sex. Figure 34 displays the count of behavior events involving bullying or harassment by sex. Male students are more than two times more likely to account for behavior events in this category than their female peers.

**Figure 34: Count of Behavior Events Involving Bullying/Harassment by Sex**



Bullying and harassment behaviors impact students at all grade levels, with the highest counts seen in grades four through 10, as shown in Figure 35.

**Figure 35: Count of Behavior Events Involving Bullying/Harassment by Grade Level**

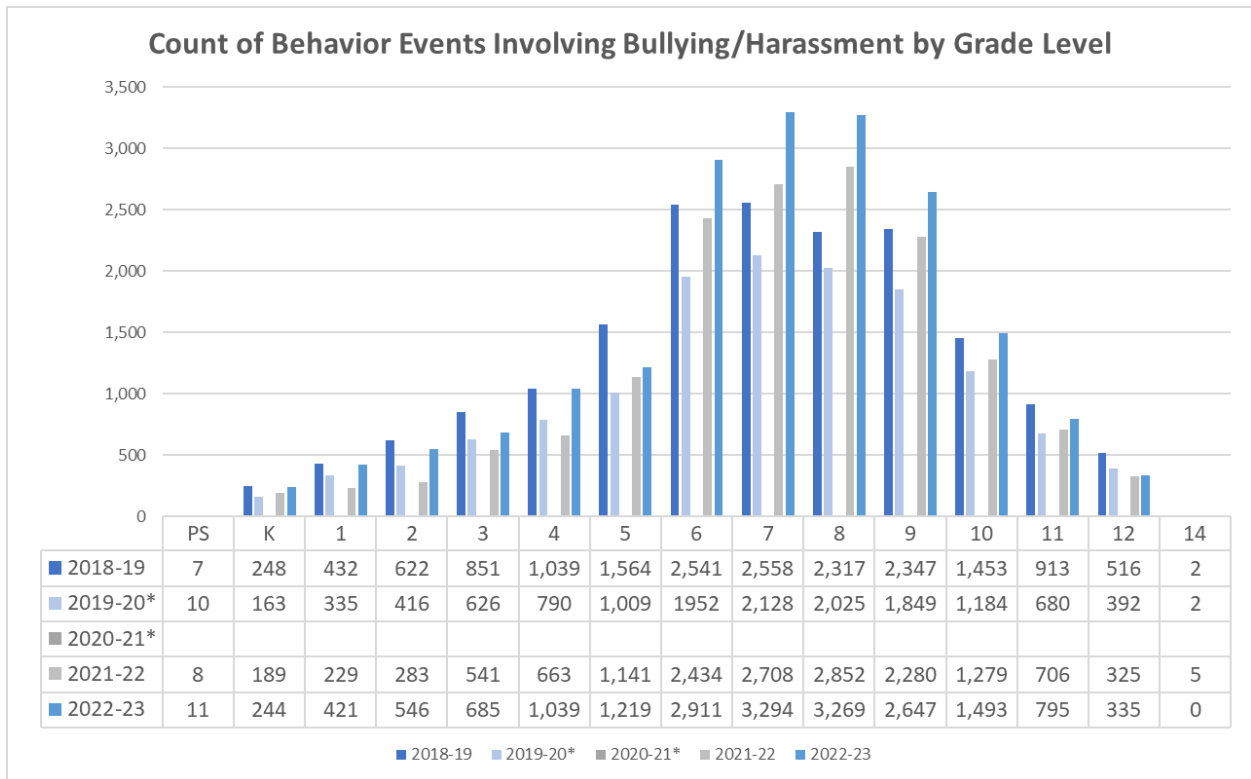
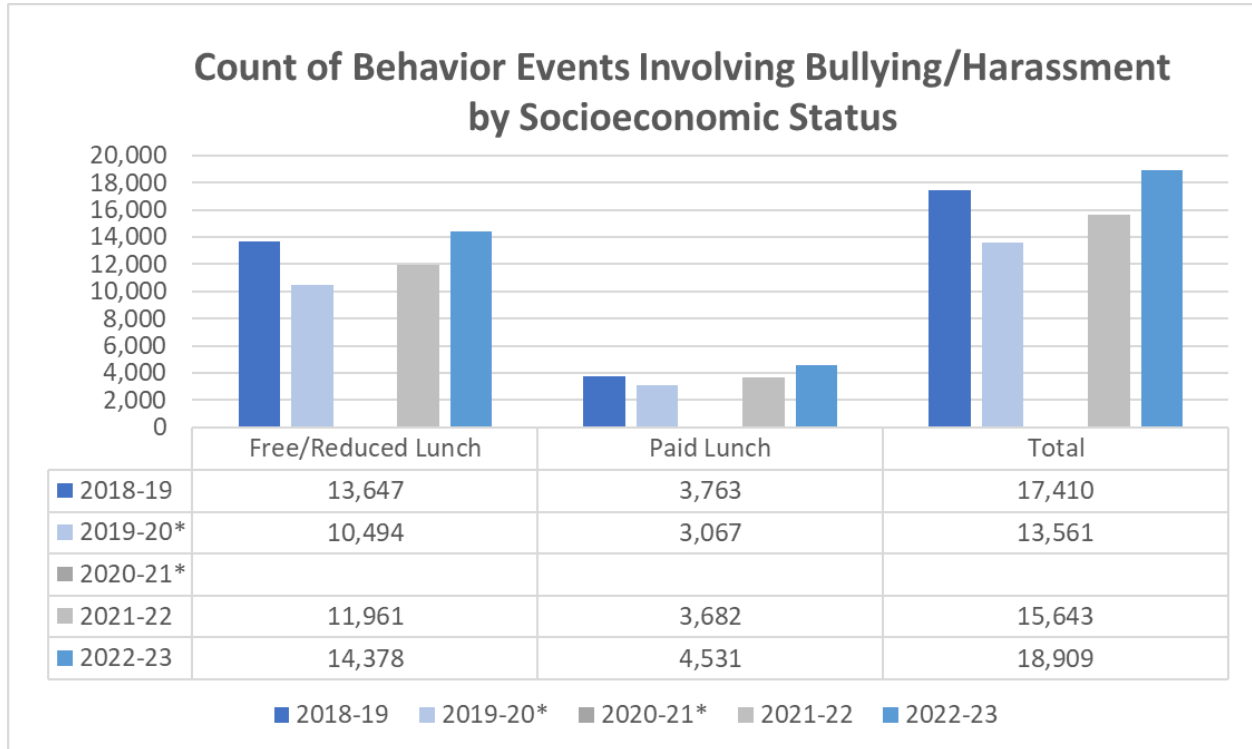


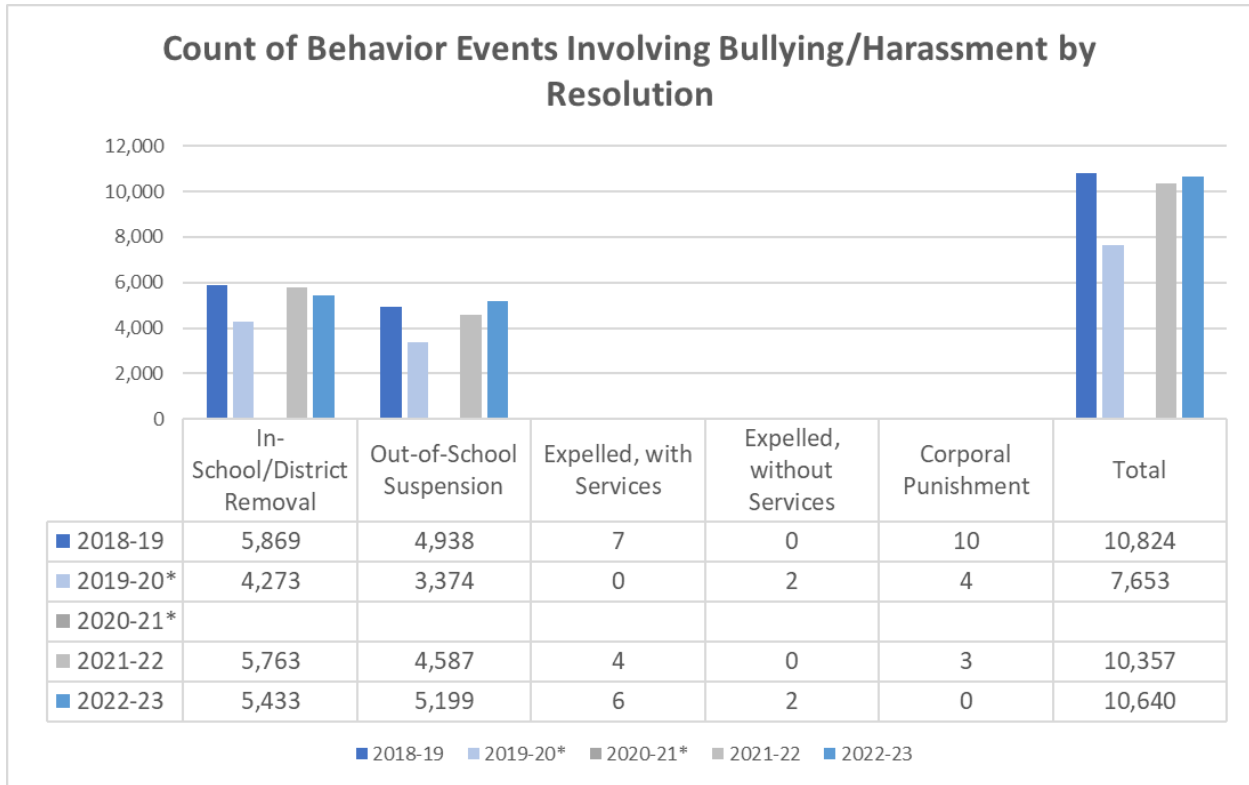
Figure 36 illustrates the count of behavior events disaggregated by socioeconomic status. As with other behavior categories reported, students from lower socioeconomic backgrounds are more likely to have reports of bullying behavior events than their more affluent peers, making up 76 percent of behavior events in this category in 2022-23.

**Figure 36: Count of Behavior Events Involving Bullying/Harassment by Socioeconomic Status**



When faced with behavior events involving bullying or harassment, school and district leaders are most likely to deploy in-school/in-district removals (51.1 percent) followed by out-of-school suspensions (48.9 percent) as shown in Figure 37.

**Figure 37: Count of Behavior Events Involving Bullying/Harassment by Resolution**



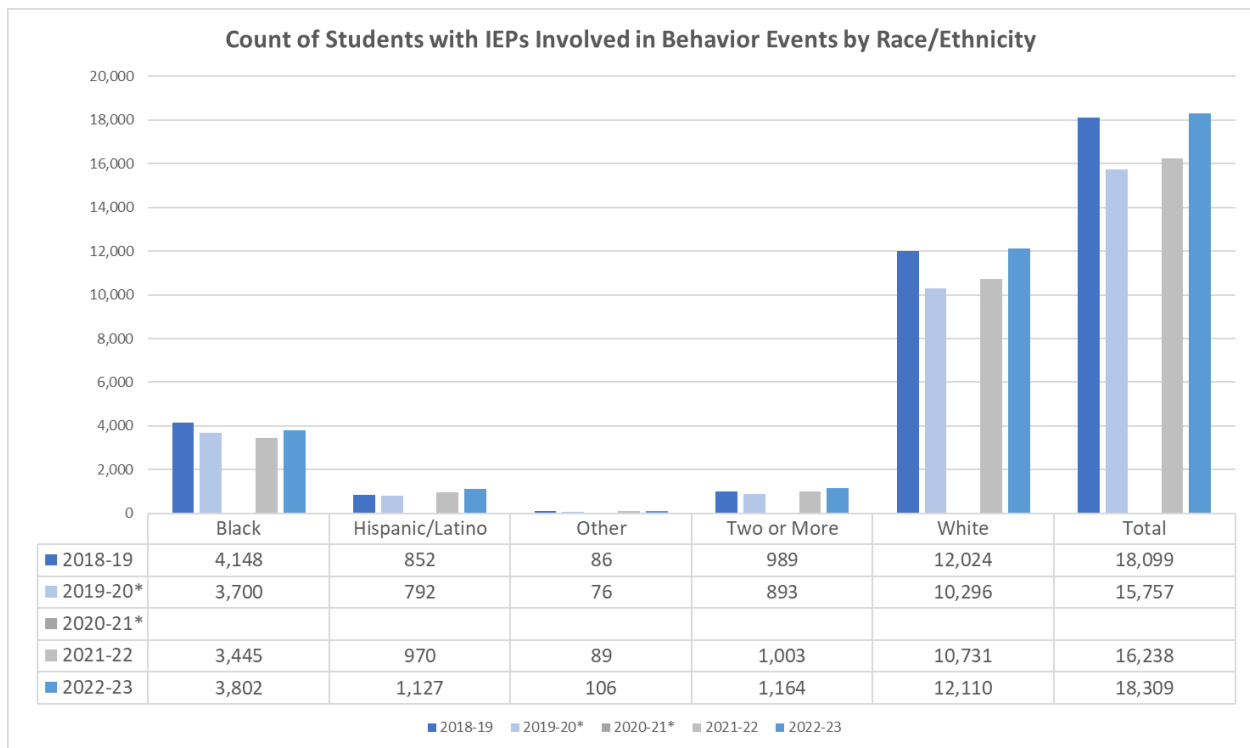


## Behavior Events Involving Students with Dual Identifications

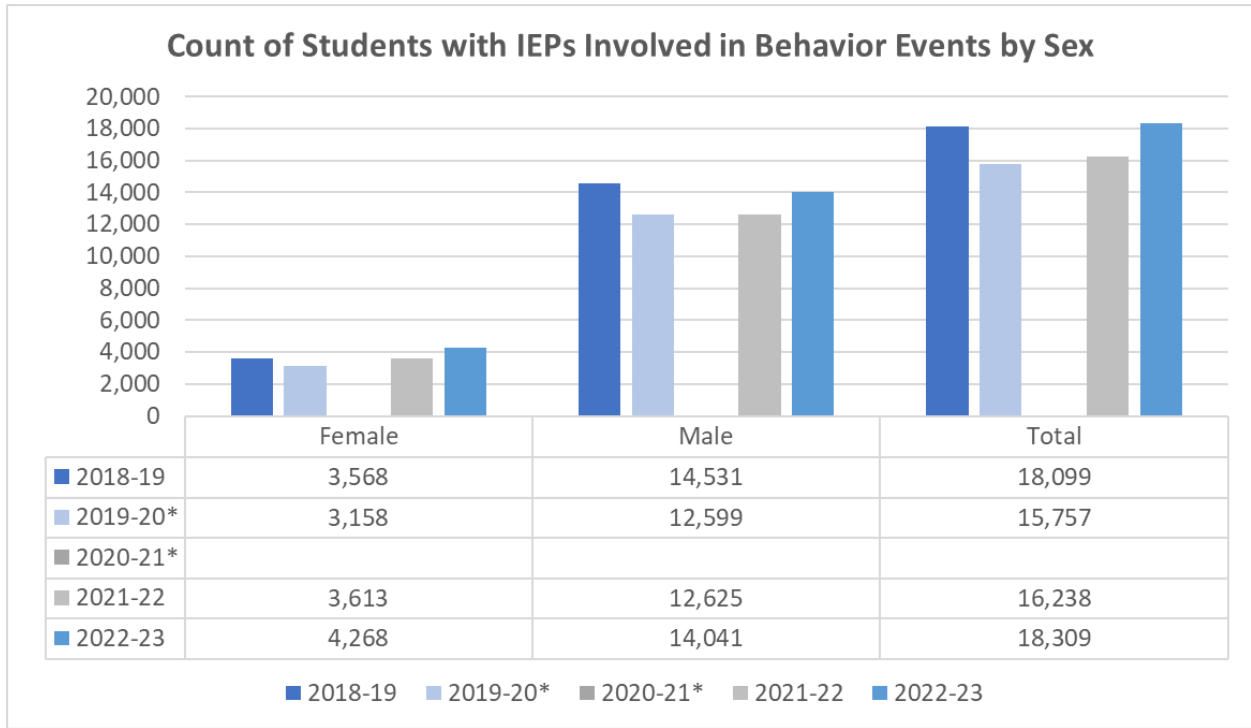
When reviewing behavior data, it is important to analyze behavior rates for students with dual identifications. Much of this report reviews behavior outcomes for students in only single demographic categories. This section will report on the count of behavior events experienced by students who fall into two demographic categories.

Figures 38 and 39 show the count of students with Individual Education Plans (IEPs) involved in behavior events disaggregated by race/ethnicity and sex respectively. Students with an IEP have been identified for special education instruction and support due to a disability. Overall, the count of behavior events for students with IEPs has remained relatively unchanged over the past five years. Male students with IEPs account for three to four times as many behavior events than female students with IEPs, which has remained consistent for the past five years of data.

**Figure 38: Count of Students with IEPs Involved in Behavior Events by Race/Ethnicity**

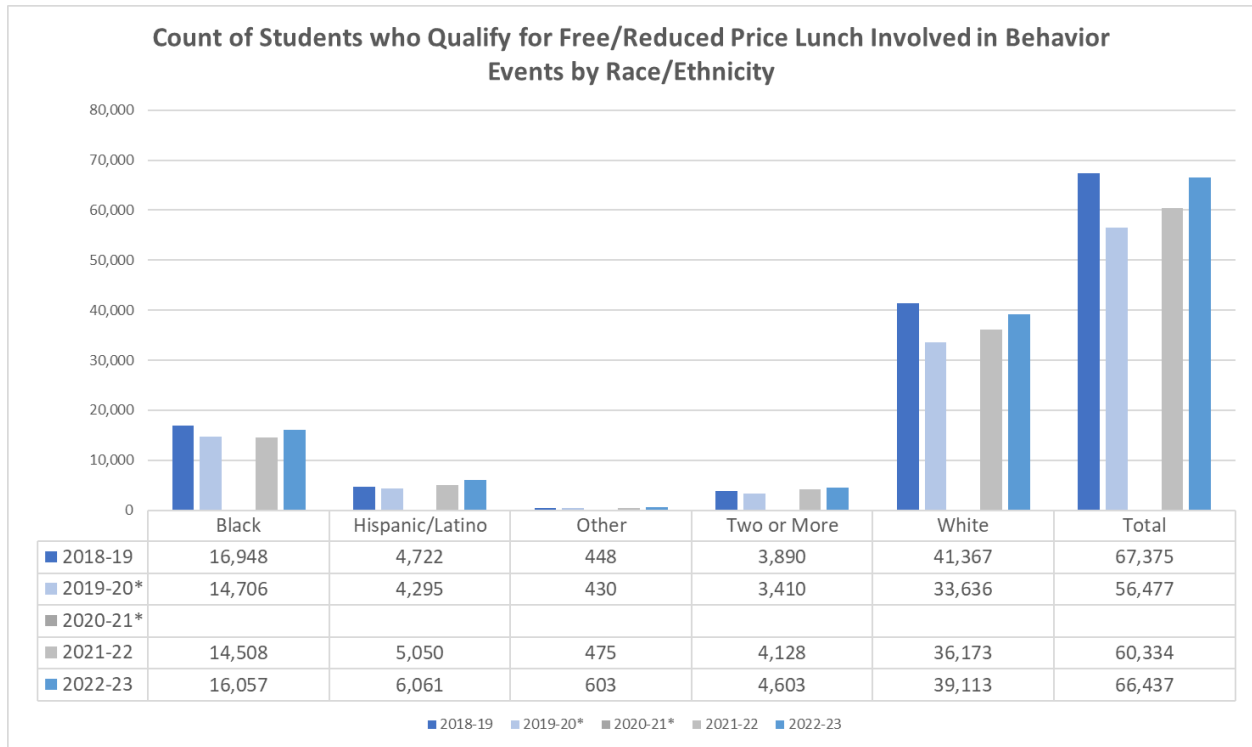


**Figure 39: Count of Students with IEPs Involved in Behavior Events by Sex**



Figures 40 and 41 show the count of students who qualify for free and reduced priced lunch involved in behavior events disaggregated by race/ethnicity and sex respectively. When viewed from this perspective, it appears that the rate at which economically disadvantaged students experience behavior events is relatively stable over time. Similar to other trends, economically disadvantaged male students account for almost twice as many behavior events than female students.

**Figure 40: Count of Students who Qualify for Free/Reduced Price Lunch Involved in Behavior Events by Race/Ethnicity**



**Figure 41: Count of Students who Qualify for Free/Reduced Price Lunch Involved in Behavior Events by Sex**

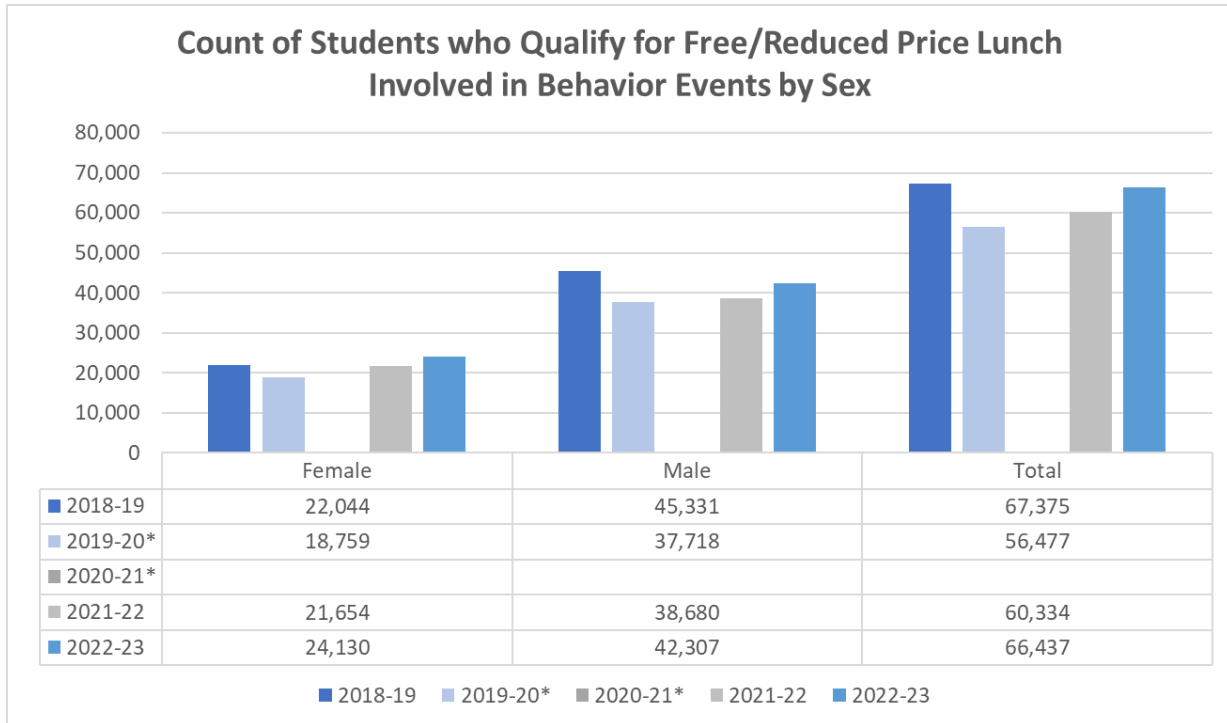
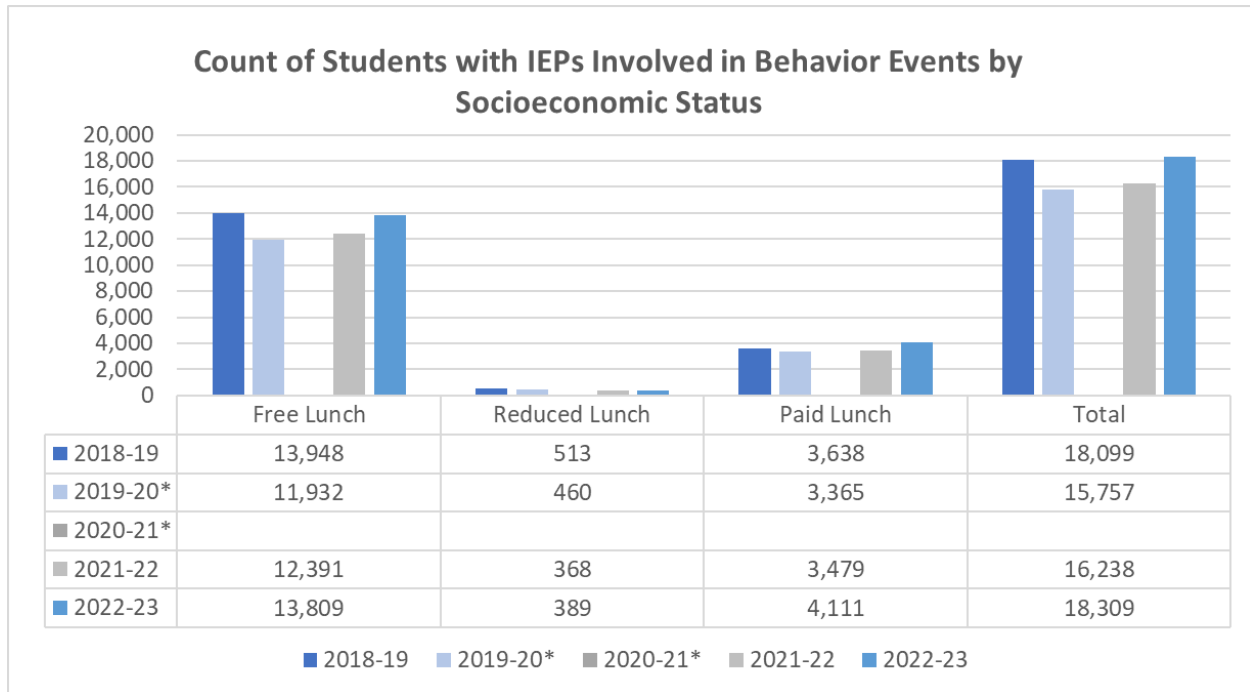


Figure 42 displays the count of students with IEPs who account for behavior events, disaggregated by socioeconomic status. Students with IEPs and who qualify for free or reduced lunch account for a significantly higher rate than students who do not qualify for free or reduced lunch. When viewed as a whole, these five figures suggest that male students with IEPs from low socioeconomic backgrounds are at the greatest risk of involvement in behavior events at school.

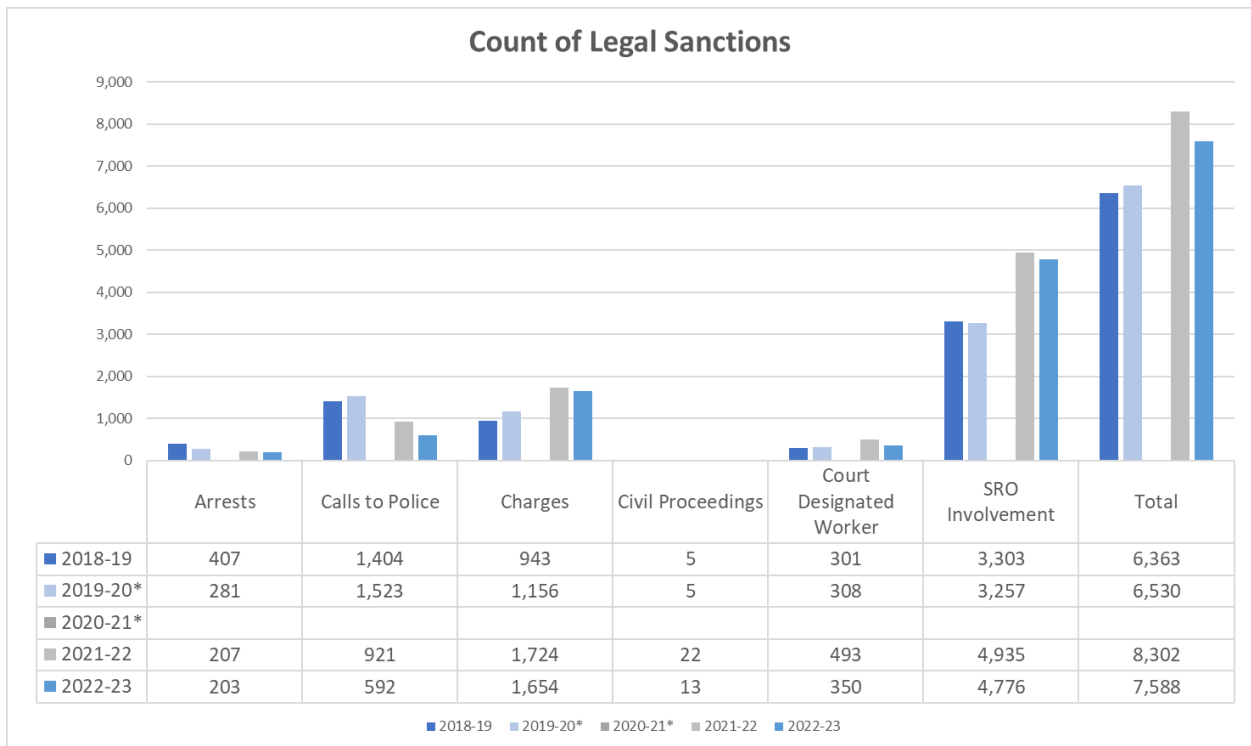
**Figure 42: Count of Students with IEPs Involved in Behavior Events by Socioeconomic Status**



## Review of Legal Sanctions

During the 2022-23 school year, school and district administrators reported 7,588 legal sanctions related to behavior events. Figure 37 displays the count of legal sanctions for five school years. The involvement of a school resource officer (SRO) is the most frequently deployed legal sanction, representing 62.9 percent of all legal sanctions. This is followed by charges (21.8 percent) and calls to police (7.8 percent). It is important to note that the number of charges may be artificially suppressed due to the lack of a required reporting system between law enforcement and school personnel, therefore schools may not always be updated when charges are filed. The use of legal sanctions has grown over time. SROs were involved in 4,776 behavior events, which is an increase since 2018-19 but correlates with an increase of SRO presence in schools required by the [2019 Safe Schools and Resiliency Act](#).

**Figure 43: Count of Legal Sanctions**



## Appendix A: Glossary of Terms

The following terms are used in the Safe Schools Annual Statistical Report, consistent with requirements of [KRS 158.444](#). Terms in this glossary are grouped into five clusters: General Terms; Violence Event Terms; Weapon Event Terms; Drug, Alcohol, and Tobacco Event Terms; and Bullying and Harassment Event Terms.

### Definitions of General Terms

**Behavior Event** – A behavior event describes a specific student offense.

**Behavior Incident** – A behavior incident is a group of behavior events linked by time and proximity. Events do not have to be related nor do the same participants have to be grouped together in an incident. Therefore, multiple events could be attached to one behavior incident. Example: A student uses social media during class to bully another student, resulting in a physical fight. Several separate behavior events (inappropriate use of technology, bullying, assault) are linked together by time and proximity to produce a single behavior incident.

**Context** – Context is an indicator of when the behavior incident occurred. The following are the codes recorded in IC:

- SS: School sponsored event, during school hours
- SN: School sponsored event, not during school hours
- NS: Non-school sponsored event, during school hours
- NN: Non-school sponsored event, not during school hours

**Discipline Resolution** – This is a consequence a student receives from the school in response to a behavior event. Students may receive multiple resolutions for one event. There are five state discipline resolutions that are reported to KDE annually and become part of the Safe Schools Annual Statistical Report per KRS 158.444:

- **Expelled with Services (SSP1):** Expulsion with services is the removal of a student from school for disciplinary reasons that results in withdrawal of the student from the school of attendance. Criteria for expulsion are defined and set by the local board of education. Although the student is expelled from the regular classroom setting, arrangements are made for the provision of educational and Individualized Education Program (IEP)-related services.
- **Expelled without Services (SSP2):** Expulsion without services is the removal of a student from school for disciplinary reasons that results in withdrawal of the student from the school of attendance. Criteria for expulsion are defined and set by the local board of education. No arrangements are made for the provision of educational services. Students with an IEP may not be expelled without services.
- **Out-of-School Suspension (SSP3):** In this resolution, a student is removed from the regular educational setting and not allowed in the school for a specified duration.
- **Corporal Punishment (SSP5):** Corporal punishment is the physical punishment (e.g., paddling, spanking, or another form) of a student. Policy regarding corporal punishment is set at the district level.

- In-School Removal (INSR):** This resolution results in removal from the student’s regular educational program or setting for disciplinary purposes and placement in another program or setting within the same school. The student continues to receive educational and IEP-related services and support. Examples include, but are not limited to, in-school alternative placement (ISAP), in-school suspension (ISS), in-school detention or alternative classroom. Students must remain under direct supervision of school personnel. The regular educational program or setting encompasses the school day and includes instructional time, lunch, recess, and study periods.
- In-District Removal (INDR) –** A removal from the student’s regular school to an off-site alternative educational program or another school for disciplinary purposes with the student continuing to receive educational and IEP services and support. Students must remain under direct supervision of district personnel. For the purposes of this report, INDR resolutions were combined with INSR resolutions.

**Grade Level –** A standardized list of grade levels used in Infinite Campus for all students. The following are the codes recorded in IC:

PS: Preschool	09: 9 <sup>th</sup> Grade
K: Kindergarten	10: 10 <sup>th</sup> Grade
01: 1 <sup>st</sup> Grade	11: 11 <sup>th</sup> Grade
02: 2 <sup>nd</sup> Grade	12: 12 <sup>th</sup> Grade
03: 3 <sup>rd</sup> Grade	14: Students receiving Special Education services participating in an Alternate Assessment, who must turn 17 years of age on or before October 1st of the current school year and must have progressed through grade 12 assessments
04: 4 <sup>th</sup> Grade	
05: 5 <sup>th</sup> Grade	
06: 6 <sup>th</sup> Grade	
07: 7 <sup>th</sup> Grade	
08: 8 <sup>th</sup> Grade	

**Individual Education Program (IEP) –** An IEP is the legal document that defines a student’s special education program, including the disability under which the student qualifies for Special Education Services. This is a federal requirement under the Individuals with Disabilities Education Act (IDEA).

**Infinite Campus (IC) –** Kentucky’s statewide student information system. All student records are maintained in this system.

**Location –** Location is an indicator of where the behavior incident took place. The following are the codes recorded in IC:

SSL1: Classroom	SSL6: Off-Campus	SSL11: Playground
SSL2: Bus	SSL7: Restroom	SSL12: Field Trip
SSL3: Hallway/Stairwell	SSL8: Gymnasium	SSL13: Other
SSL4: Cafeteria	SSL9: Office	
SSL5: Campus Grounds	SSL10: Athletic Field	

**Socioeconomic Status (SES) –** SES is measured by using the student’s assigned meal code (free meal, reduced price meal, or paid meal) based on income forms completed annually by the parent or by direct certification received by the school. Free and reduced-price meal status are included as economically disadvantaged in reporting.



## Definitions of Assault and Violence Event Terms

**1<sup>st</sup> Degree Assault** – Intentionally causes serious physical injury (reference [KRS 500.080](#) for complete definition of “serious physical injury,” particularly for children ages 12 and under) to another person by means of a deadly weapon or a dangerous instrument or wantonly engages in conduct which creates a grave risk of death to another and thereby causes serious physical injury to another person; complete definition found in [KRS 508.010](#)

**2<sup>nd</sup> Degree Assault** – Same as 1<sup>st</sup> Degree Assault, although it includes causing serious physical injury without a weapon or instrument; complete definition found in [KRS 508.020](#) (reference [KRS 500.080](#) for complete definition of “serious physical injury,” particularly for children ages 12 and under)

**3<sup>rd</sup> Degree Assault** – Recklessly, with a deadly weapon or dangerous instrument, OR intentionally causes or attempts to cause physical injury to all first responders, social workers, and all school employees and volunteers; complete definition found in [KRS 508.025](#) (reference [KRS 500.080](#) for complete definition of “physical injury”)

**4<sup>th</sup> Degree Assault** – Intentionally or wantonly causes physical injury to another person, OR with recklessness, causes physical injury to another person by means of a deadly weapon or a dangerous instrument; complete definition found in [KRS 508.030](#) (reference [KRS 500.080](#) for complete definition of “physical injury”)

**Abuse of a Teacher** – Intentional verbal, mental or physical abuse of a teacher or administrator

**Arson** – Intentionally burning or attempt to burn, with or without intent to defraud, a dwelling house, public building, motor vehicle, or aircraft

**Criminal Abuse** – Intentionally abusing another person causing physical injury

**Homicide** – A person causes the death of another human being under circumstances which constitute murder, manslaughter in the first degree, manslaughter in the second degree, or reckless homicide

**Kidnapping** – Unlawfully restraining another person with intent to hold for ransom, inflict bodily injury or terrorize a person, to shield or hostage (complete definition found in [KRS 509.040](#))

**Menacing** – Intentionally places another person in apprehension or imminent physical injury (complete definition found in [KRS 508.050](#))

**Rape** – Includes forcible rape and statutory rape

**Robbery/Theft** – Includes robbery, larceny, motor vehicle theft

**Sexual Assault** – Unwanted touching in a sexual manner

**Sexual Offense (non-touch)** – Includes all non-touch sexual offenses, not limited to lewd behavior, obscene behavior, and indecent exposure

**Terroristic Threat:** 1) Intentionally making false statements about placing a weapon of mass destruction on school property; 2) Intentionally placing a counterfeit weapon of mass destruction on school property; 3) Intentionally threatening to commit any act likely to result in death or serious physical injury to any student group, teacher, volunteer worker, or school staff; 4) Threatening to commit any crime likely to result in death or serious physical injury to another person or likely to result in substantial property damage to another person; or 5) Intentionally making false statements for the purpose of causing evacuation of a building, place of assembly, or facility of public transportation

**Terroristic Threat: Bomb** – Bomb threats or threats of other explosive devices

**Terroristic Threat: Chemical/Biological/Nuclear** – Chemical, biological, or nuclear threats

**Wanton Endangerment** – Wantonly engaging in conduct which creates a substantial danger of physical injury

## Definitions of Weapon Event Terms

**Weapon – Handgun** – A handgun is any firearm that can be held and fired with one hand. This category includes revolvers and pistols.

**Weapon – Shotgun/Rifle** – A shoulder firearm with spiral grooves cut in the inner surface of the gun barrel to give the bullet a rotatory motion and thus a more precise trajectory.

**Weapon – Destructive Device** – any explosive, incendiary, or poison gas, examples include but not limited to bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or any other similar device.

**Other Weapon** – Any object capable of being readily used by one person to inflict severe bodily injury upon another person. This offense encompasses manufacture, sale, or possession of other weapons on school property or at a school function.

## Definitions of Drug, Alcohol, and Tobacco Event Terms

Includes distribution, possession and/or use of the following substances:

- Alcohol
- Amphetamines
- Barbiturates
- Cocaine/Crack
- Hallucinogens
- Heroin (opioids)
- Inhalant
- Marijuana/Hashish
- Methamphetamine
- Nicotine Vapor Products
- Non-Nicotine Vapor Products
- Over the Counter or Other Drug
- Prescription Drugs
- Steroids (Anabolic)
- Synthetic Drug
- Tobacco/Nicotine Product
- THC Electronic Vapor Device

## Definitions of Bullying or Harassment Event Terms

**Bullying** – Unwanted, aggressive behavior that involves power imbalance toward other persons; the behavior is repeated or has the potential to be repeated (complete definition found in [KRS 158.148](#))

**Harassing Communications** – Intent to intimidate, harass, annoy or alarm another person through a communication or social media mechanism (complete definition found in [KRS 525.080](#)).

**Harassment** – Intent to intimidate, harass, annoy or alarm another person (complete definition found in [KRS 525.070](#)).

**Stalking** – Intent to stalk another person or make explicit or implicit threat to place a person in reasonable fear of sexual contact, physical injury, or death (complete definitions found in [KRS 510.140](#) and [KRS 508.150](#)).

**Threatening another Student** – To cause reasonable apprehension or threat of physical harm to another student through statement, communication conduct or gesture.

**Threatening Staff** – To cause reasonable apprehension or threat of physical harm to a staff person or school representative through statement, communication conduct or gesture.

**Verbal Abuse** – Using abusive or demeaning language to attack or injure an individual, this could include but is not limited to talking back, name calling, or creating socially rude interactions.

## Appendix B: Infinite Campus Codes

The following Infinite Campus (IC) codes were used to complete this report:

### **Behavior Events Involving Assault and Violence**

- V01: 1st Degree Assault
- V02: 2nd Degree Assault
- V03: 3rd Degree Assault
- V04: 4th Degree Assault
- V05: Abuse of a Teacher
- V06: Arson
- V07: Criminal Abuse
- V08: Homicide
- V09: Kidnapping
- V10: Menacing
- V11: Rape
- V12: Robbery/Theft
- V13: Sexual Assault
- V14: Sexual Offense (non-touch)
- V15: Terroristic - Bomb
- V16: Terroristic Threat
- V17: Terroristic-Chem/Bio/Nuc
- V18: Wanton Endangerment

### **Behavior Events Involving Guns or Other Deadly Weapons**

- W01: Weapon Possession
- W02: Weapon Distribution
- W03: Weapon Use

### **Behavior Events Involving Drugs, Alcohol, or Tobacco**

- A01: Alcohol Distribution
- A02: Alcohol Possession
- A03: Alcohol Use
- D01: Drug Distribution
- D02: Drug Possession
- D03: Drug Use
- T01: Tobacco Distribution
- T02: Tobacco Possession
- T03: Tobacco Use

### **Behavior Events Involving Bullying and Harassment**

- H01: Bullying
- H02: Harassing Communications
- H03: Harassment
- H04: Stalking
- H05: Threatening Another Student
- H06: Threatening Staff
- H07: Verbal Abuse

## **Appendix C: Relevant Websites**

- Kentucky Department of Education – [Safe Schools Data Collection and Reporting](#)
- Kentucky Department of Education – [Behavior Data Standards](#)
- Kentucky Department of Education – [School Report Card](#)
- Safe Schools Reporting Statute – [KRS 158.444](#)
- Related Agency – [Kentucky Center for School Safety](#)