

The Relationship between Student Discipline Disproportionality
and High School Dropout Rate

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Dissertation submitted to the faculty of the Virginia
Polytechnic Institute and State University in partial fulfillment of the
Requirements for the degree of

Doctor of Education

In

Educational Leadership and Policy Studies

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August 30, 2012

Blacksburg, Virginia

Keywords: Minority, Classroom Management, Discipline Gap, Low Achievement Theory,
Suspension and Expulsion, Zero Tolerance

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Abstract

Previous research has indicated that there is a possible relationship between disproportionality in student discipline and high school dropout rate. Using discipline and dropout data from a mid-Atlantic state school district, discipline disproportionality and dropout rate amongst high school African American, Hispanic, and Caucasian male and females over a period of four school years was examined. The findings indicated that there was indeed discipline disproportionality among African American, Hispanic, and Caucasian students. However, the evidence indicating a relationship between disproportionality and dropping out was not conclusive. Based on the findings, implications for educational practice are advanced. In addition, recommendations for further research are set forth.

Acknowledgements

As my doctoral process began three years ago, there are several people who have been very instrumental in my journey of success.

Thank you to my committee who steered me in the right direction and guided me through the tunnel of darkness. I thank Dr. Jim Craig, my advisor and the chair of my committee for believing in me and pushing me to strive for excellence and nothing less. Thank you, Dr. Craig for molding me for the process and for teaching me to eat the elephant, one bite at a time!

To my cohort family, thank you for the encouraging words that were given within the last three years. I am especially grateful to, “The Four Horsemen” for being trendsetters and pathfinders.

I am very grateful and thankful to the Panthers of Hermitage High School for supporting and “covering me” for the last three years. A-Team, without your assistance, my journey would not be complete. Diane Saunders, Cheryl Montgomery, Stacy Palkovics, Trae Turpin, and Chris Collier-thank you for proving that “Teamwork Makes the Dream Work!” I thank you for the family support and love that you shared with me. To the best secretary a principal could possibly have- Dana Shoemaker, thank you for being awesome, amazing and fantastic! Stacie Davis and Helen Whitehurst, thank you for your expertise in so many areas.

As my church family has also been supportive, thank you for carrying me as I continue to hide behind the cross. Pastor Miles and First Lady Miles, your prayers have truly been heartfelt and appreciated. Thank you for undergirding me as spiritual leaders should. Tanesha Weaver, thank you for motivating your sister, for listening to me and for sending positive vibes in my direction.

I thank the two people who are responsible for my existence, Lyllie B. Williams and Rev. James Samuel Williams, Jr. As I have made you proud, I am proud to say that I’m your youngest daughter and I’m even more proud to say that you are my parents. Thank you for partnering with God for my creation and for teaching me how to challenge my challenges. Jamantha and Psyche, thank you for being such tremendous and excellent role models and believers in me. You two paved the way for me and have helped to make life easier. To my gifts from God-AnnMarie and Trey, you all have been excellent and patient while your mother endured the test of time. As I have bore the torch of wisdom, I challenge you to never attempt to fill my shoes; always attempt to outgrow them. Last and certainly not least, thank you Mark

Wilson for being my backbone, my rock and my support system. Thank you for encouraging your wife to stay in the fight and to “keep the main thing, the main thing”. You’ve proven to be an amazing pillar of strength and a believer in your wife. Thank you for being you.

For without my family-biological, church and/or school, my journey would not be complete. Thank you friends and family for carrying me and supporting me. Most of all, I thank God for affording me the opportunity to endure such a tedious, humbling experience. I love you all!

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Chapter I

Introduction

Organization of the Study

The study is presented in five chapters. Chapter 1 introduces the study and includes the background, the statement of the problem, the purpose of the study, the scholarly significance, the practical significance, the research questions, the definition of key terms, and the literature search process. Chapter 2 contains a summary of the relevant research literature that focuses on the historical perspective of discipline in school, the discipline gap, the academic achievement gap, suggestions for closing these gaps, the so-called pipeline to prison, and the dropout rate. Chapter 3 includes a description of the extant student discipline data set for the school population to be examined, the type of data to be assembled for analysis, and a summary of the data analysis procedures to be employed. Chapter 4 presents the findings of the disaggregation and analysis of the extant student discipline data set that was inspected. Chapter 5 presents the summary, implications, and recommendations based on the evidence considered.

Background

For years, several different types of disciplinary measures have been administered by educators in school systems to control the behavior of students. Schools typically respond to disruptive students with external discipline, which consists of sanctions and punishments such as office referrals, corporal punishment, suspensions, and expulsions (Osher, Bear, Sprague, & Doyle, 2010). Some of these measures include physical and/or emotional abuse and even corporal punishment (Middleton, 2008). Corporal punishment is often assumed to be an uncontroversial and widely accepted means of maintaining school discipline (Middleton, 2008).

For centuries, teachers were quite vocal when dealing with the issue of discipline as he or she may have administered the consequence to the student (Middleton, 2008). Conflicts over school discipline in the past were mostly confined to the classroom and it seems that few pupils complained to parents over their treatment (Middleton, 2008). Teachers generally favored caning children upon the hand as a quick and easy way of administering punishment (Middleton, 2008). As these guidelines varied from school to school, some actions included being paddled with a piece of wood or being hit with an object like a bat or even a belt. Sometimes if a teacher did not

have an object with which to hit the student, he or she would result to slapping, kicking, punching, or even shaking the child. Using these forms of discipline was intended to be a motivating force for students to conduct themselves appropriately. Corporal punishment was quick and effective and thus, a desirable form of motivation (Middleton, 2008).

As corporal punishment has been used as a form of discipline in school systems, researchers have suggested that there may be a relationship between student discipline and the dropout rate (Kunjufu, 2010). A problem that is distinctly affirmed in the United States is the large percentage of students that do not complete high school (Alliance for Excellence Education, 2010). African American males represent the highest dropout rate for high school students. More than half (53%) of African American male students drop out of high school without a diploma, compared to 22% of Caucasian males (Schott Foundation for Public Education, 2010). Kunjufu (2010) has stated that approximately 100,000 African American males drop out of high school each year; in some urban areas the African American male dropout rate approaches 70%.

Statement of the Problem

Attempts to identify and examine the disproportionate numbers in student discipline amongst African American males have resulted in interesting discoveries and suggestions (Fenning & Rose, 2007; Wald & Losen, 2003). Despite the lack of conclusive evidence supporting the claims that African American males display higher levels of disruptive behavior, this group of students tends to be suspended and/or expelled at rates two to three times higher than their counterparts (Skiba, Michael, & Nardo, 2000). The overrepresentation of ethnic minority students, particularly African American males, in the exclusionary discipline consequences of suspension and expulsion has been consistently documented during the past three decades (Fenning & Rose, 2007).

Student discipline may stem from many causes such as issues of socioeconomic status, the home life of the student, racial discrimination, teachers' views towards minorities, and/or school/district the zero tolerance policies (Skiba & Peterson, 2000). Given the remarkable consistency of disciplinary action exacted on African American males, questions about their personal dispositions, family backgrounds, and socialization would appear reasonable as articulated in works by McWhorter (2000) and Monroe (2005). The afore mentioned researchers

have all made reference to the fact that it is possible that African American males receive more disciplinary consequences because of teacher perceptions related to the student's socio-economic status and lack of parental involvement.

In order to resolve the problem that exists regarding the academic achievement and discipline gaps, school wide plans, strategies, and initiatives should be in place in school systems that will decrease the disproportionate numbers (Skiba & Peterson, 2000). School wide discipline plans and behavior support teams build consistency and communication and have been shown to be key elements in effective responses to disruptive student behavior (Skiba & Peterson, 2000). Earning a high school diploma could counteract the fact that dropouts are much more likely than their peers who graduate to be unemployed, living in poverty, receiving public assistance, in prison, on death row, unhealthy, divorced, and single parents with children who drop out from high school themselves (Bridgeland, Dilulio, & Morison, 2006).

Purpose of the Study

The primary purpose of the study was to analyze the disciplinary data for Albert County¹ for the 2007-2008 school year through the 2010-2011 school year. Specifically, the intention was to examine the patterns of disciplinary actions meted out to African American, Hispanic, and Caucasian male and female students within Albert County to identify disproportional differences, if any. Albert County Public School System was flagged for having disproportionate numbers in student discipline amongst African Americans as well as disproportionate numbers in Special Education for African Americans for the 2007-08 school years. The school years were examined separately as a decrease in student discipline was noted from the 2007-09 school years in comparison to the 2007-09 school years when the data were retrieved by Research and Planning. The second purpose of the study was to examine the relationship between students' involvement in the student discipline system and the dropout rate.

Significance

Scholarly significance. Research has shown that a major concern in school systems throughout our country is the overrepresentation in student discipline of minorities, especially African American males (Fenning & Rose, 2007). Additionally, researchers have stated that

¹ Albert County Public School System is a pseudonym that will be used to refer to a county that exists in one of the Mid-Atlantic States.

student discipline can contribute greatly to students dropping out of school, which may in turn result in students becoming a part of the penal system (Texas Student Data System, 2011). The potential scholarly significance of this study resides in whether the discipline disproportionality observed in other school districts is found in Albert County and in whether the school dropout rate in Albert County is related to discipline disproportionality.

Practical significance. Today, disruptive behavior from students interferes with learning, diverts administrative time, and contributes to teacher burnout (Byrne, 1999; Kendziora & Osher, 2009). Since 1992, forty-five states have passed laws making it easier to try juveniles as adults, and thirty-one have stiffened sanctions against youths for a variety of offenses (Wald & Losen, 2003). The tough approach to discipline that many schools have adopted to counteract disruptive student behavior appears to have resulted in minorities being greatly overrepresented among those most sternly dealt with by schools and mirrors the way youth are being treated in the criminal justice system as well (Wald & Losen, 2003). The racial disparities among those most severely sanctioned by these new laws and policies are similar to those found in student discipline data (Wald & Losen, 2003). When compared to other races, the minority expulsion and suspension rates, the numbers of minority children placed in special education, and the numbers of minority children in advanced placement classes are disproportionate. Furthermore, school suspension and expulsion has been consistently found to be a moderate to strong predictor of school dropout (Skiba & Peterson, 2000).

Research Questions

Using an extant data set from the Albert County Public Schools, the following research questions were addressed:

1. In Albert County Public Schools, what was the disproportionality, if any, in student discipline, retention, disadvantaged and dropout for grades 9-10 and grades 11-12 for African American, Hispanic, and Caucasian males for the 2007-09 and the 2009-11 school years?
2. In Albert County Public Schools, what was the disproportionality, if any, in student discipline, retention, disadvantaged and dropout for grades 9-10 and grades 11-12 for African American, Hispanic, and Caucasian females for the 2007-09 and the 2009-11 school years?

Definition of Key Terms

Several key terms have been used throughout the literature review and are defined to facilitate understanding of their usage.

Classroom Management. Classroom management is an enterprise of creating conditions for student involvement in curricular events and attention is focused on the classroom group and on the direction, energy, and flow of activity systems that organize and guide collective action in classroom environments (Osher et al., 2010).

Discipline Gap. The discipline gap refers to the frequent and severe sanction of minority students in comparison to their non-minority peers (Monroe, 2005).

Disorderly Conduct/Fighting/Assaults/Threats. For purposes of this study, fighting/assaults/threats are being defined as violations of the Student Code of Conduct in the Albert County Public School System. These violations can result in consequences of suspension and possibly expulsion.

Disproportionality. Disproportionality exists in the areas of special education identification, advanced placement classes, and/or discipline when the percentage of students from the group in such programs is greater or smaller than their percentage in the school population as a whole (Virginia Department of Education, n.d.).

Dropout. For purposes of this study, dropout is being defined by the Albert County Public School System as students who have attended school during one school year but did not return to school the following year. The Virginia State Department of Education reports dropouts by using a 4-year, 5-year and 6-year cohort system, unlike the Albert County Public School System.

Integrity. For purposes of this study, integrity is being defined as the expectations of students to perform honestly through the production of their own work. Additionally, students should demonstrate respect for the belongings and rights of others, including but not limited to staff members and volunteers.

Low Achievement Theory. Low achievement is seen as a cause for rejection of the educational process and is framed as an individual psychological coping mechanism that occurs regardless of experiences of cultural mismatch, discrimination, or institutionalized racism (Gregory & Mosely, 2004). Therefore, Low Achievement Theory explains individual students' coping strategies with the experience of academic failure (Gregory & Mosely, 2004). Low

achievement theory is a term used to describe the association between race and culture usually resulting in the racialized academic achievement and discipline gaps (Gregory & Mosely, 2004).

School Discipline. For purposes of this study, school discipline is being defined as a term often used to describe the process of molding someone to comply with the school rules. School discipline addresses school-wide classroom and individual student needs through broad prevention, targeted intervention, and development of self-discipline (Osher et al., 2010).

Suspension and Expulsion. Student suspension and expulsion reference a disciplinary action that is administered as a consequence of a student's inappropriate behavior, requiring that a student absent him/herself from the classroom or from the school for a specified period of time (Morrison & Skiba, 2001).

Zero Tolerance. In the early 1980s, zero tolerance was widely adopted in schools as a philosophy or policy that mandates the application of predetermined consequences, most often severe and punitive in nature, that are to be applied regardless of the gravity of the behavior, the mitigating circumstances, or the situational context (Skiba & Peterson, 2000).

Research Literature Search Process

The search of the research literature employed a variety of methods. Google was used to initiate the search using terms such as discipline, minority students, zero tolerance policy, disproportionality, African American male, suspension, expulsion, and overrepresentation. A search of more recent and up to date articles and information was conducted using sources through the libraries of Virginia Tech including ERIC, Educational Research Complete, and Informaworld using the terms African American males, minorities, achievement gap, and discipline gap. Additionally, information was gathered from published research studies and books.

Conceptual Framework

The conceptual framework is a depiction of the potential track that results in disproportionate numbers of minority students being involved in school discipline and ultimately dropping out of school. The components include: (a) disproportionality in student suspensions and expulsions, (b) disproportionality in other aspects of student discipline (e.g., Retention), (c) Poor Home Life, (d) Absences, (e) Academic Achievement Gap, (f) Discipline Gap, (g) Pipeline

to Prison, and (h) Dropout. Figure 1 depicts the relationships among the components and the possible track to ultimately dropping out of school. Specifically, the conceptual framework suggests that disproportionality of student suspensions and expulsions and disproportionately in other aspects of student discipline such as retention, poor home life, and absences all play a role in producing the commonly observed academic achievement and discipline gaps as well as the so-called pipeline to prison phenomenon. Additionally, the latter components could be major factors in students dropping out of school. For example, researchers have consistently found that minority students have higher numbers of suspensions and expulsions, experience poor home lives possibly due to socio-economic status, and have a higher number of absences than their peers and that minority students tend to have higher dropout rates (Gregory & Moseley, 2004; Mendez & Knoff, 2003; Rausch & Skiba, 2004). Although researchers have not determined whether or not these risk factors are equally responsible for producing the academic achievement gap commonly found and other such outcomes, researchers have stated that it appears that these risk factors directly affect a student's academic and discipline outcomes and may well be directly related to students dropping out of school (The Civil Rights Project/Advancement Project, 2000).

The relevant empirical research relative to each component of the conceptual model is discussed in the literature review presented in Chapter 2.

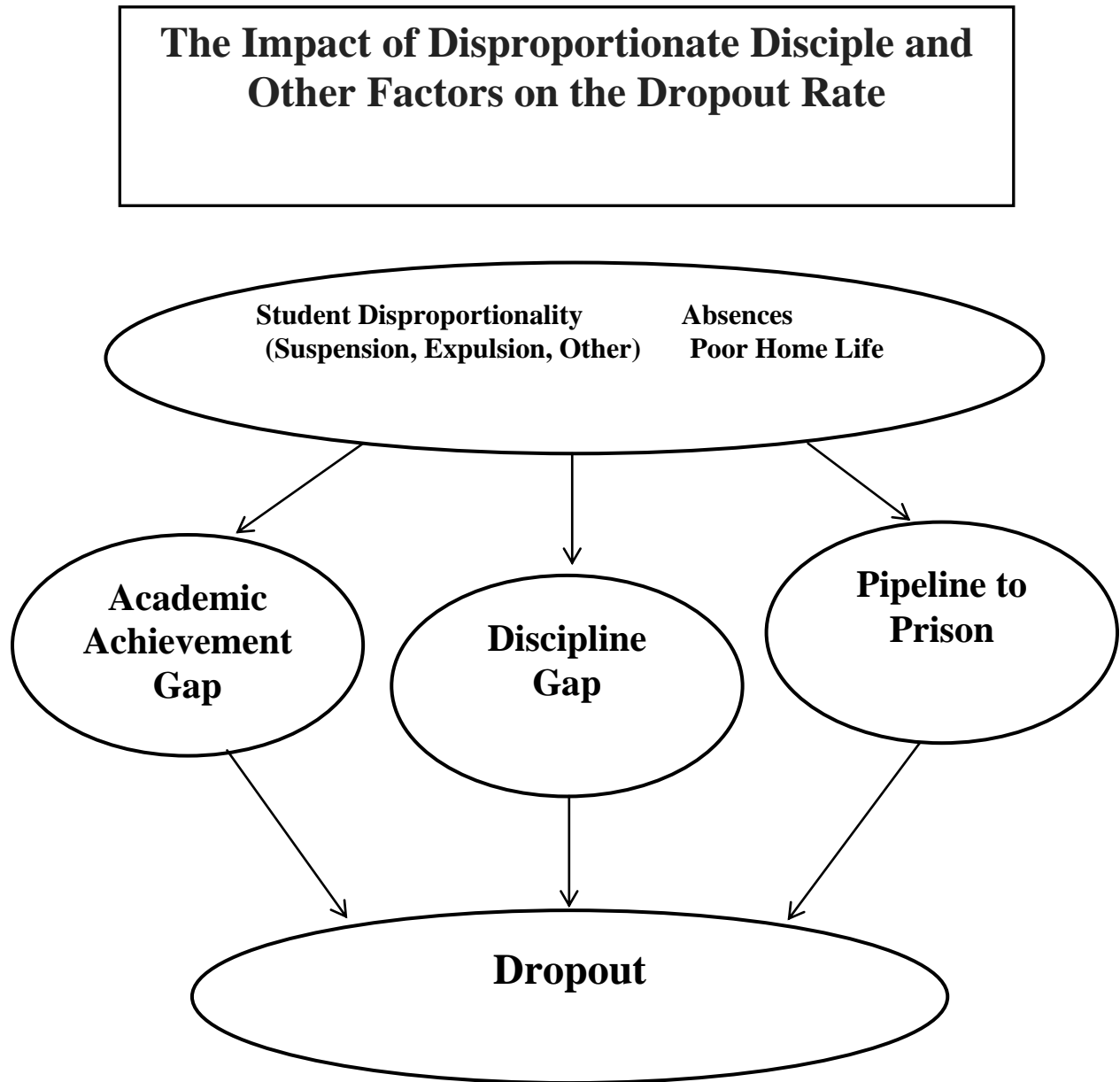


Figure 1. The relationship between student discipline disproportionality and the high.

Chapter II

Review of the Research Literature

Introduction

First, the policies and procedures that are used when disciplining students are reviewed and followed by a presentation of the evidence relating to the socio-economic status of students and social factors that contribute to student discipline. In addition, possible reasons suggested in the literature related to why minority students are disproportionately represented in student discipline systems are summarized. Additionally, solutions to closing the academic and discipline gaps are included in this chapter.

Historical Perspective of Discipline in Schools

In contrast to previous use of corporal punishment, today our school systems and most stakeholders advocate for disciplinary policies and procedures that focus on positive praise and reinforcement (Middleton, 2008). An early response model of school discipline assumes that there is no one simple solution that can address all problems of school disruption (Skiba & Peterson, 2000) and emphasizes a comprehensive program to build positive prosocial behavior, rather than merely punishing inappropriate behavior (Skiba & Peterson, 2000). Advocates of using suspension as a mechanism to address school disruptions have suggested that removing disruptive students will create an environment in which teachers can teach and students can learn (Martinez, 2009).

Discipline Gap

The overrepresentation of ethnic minority students, particularly African American males, in the exclusionary discipline consequences of suspension and expulsion has been consistently documented during the past three decades (Fenning & Rose, 2007). Reasons for the discipline gap have not yet been determined by researchers but factors such as teacher perceptions and the socio-economic status of students have been suggested (Monroe, 2005; Skiba & Peterson, 2000). When students are intellectually immersed in the academic tasks at hand and hold positive feelings about their schools, teachers, and roles as students, they are

more likely to become productive students (Monroe, 2005). It is possible that if educators examine student behaviors as issues related to the student's culture, students may benefit from teaching multi-culturally as well as become enlightened about cultures outside of their own (Monroe, 2005).

Monroe (2005) noted that often times educators stereotype African American male students because of the student's demeanor, previous discipline/behavior issues, and simply because educators are not able to relate to the issues and problems that African American males often bring to school that may center on their socio-economic status. Monroe identified three conditions that relate to the disparities in school discipline: race and class privilege, the criminalization of African American males, and the zero tolerance policies. Monroe highlights race and class privilege by mentioning that because White and middle-class individuals occupy most positions of power in educational settings, decisions concerning behavioral expectations and infractions are set forth by a culturally-specific block (Monroe, 2005) that often differs from that of the students. Therefore, she notes, the policies and procedures that are created in school systems are reflected by those who are not culturally aware of the behavioral norms that some African American males possess, which results in some educators stereotyping students. Monroe mentions that the behaviors of some African American males may fuel pejorative stereotypes that distinguish African American males as troublesome and threatening and ultimately results in criminalization of African American males.

Based on data that were reported by Monroe (2005), she noted that African American males are statistically two to five times more likely to be suspended than their White counterparts. Additionally, findings in Monroe's study indicate that teachers confine reprimands and punitive consequences to African American males even when students of other races engage in the same unsanctioned behaviors (Monroe, 2005). Monroe also reported that African American males receive harsher punishments than their peers, often for subjectively defined offenses and that the inequities in school discipline are most pronounced amongst African American male students.

Teacher's views on the over-representation of African American students in discipline systems. Cultural conflicts among students and teachers may cause misunderstandings that could be the root of disproportionate discipline (Monroe, 2005). Monroe noted in her study that the views of black males largely emanated from environmental dynamics

that describe how young African American males' identities were perceived both inside and outside their communities. Monroe further stated that teacher educators and professional development specialists should examine how student outcomes may be influenced by specific tactics, underlying perceptions, and cultural socialization. Along these lines, a great deal of the research on teacher views has compared the opinions of African American and Caucasian female teachers on the social and classroom skills of African American and Caucasian school aged children (Davis, 2003; Monroe, 2005; Neal, McCray, Webb- Johnson, & Bridgest, 2003). These studies have collectively revealed that some teachers perceive African American males to be inferior academically, to lack sufficient social and leadership skills, and to often be exceedingly hostile and aggressive in the classroom.

In a qualitative study to examine the connection between race and the views of teachers about the students in the discipline system in schools, Gregory and Mosely (2004) reported information they obtained at a high school in a large, urban area in the United States. At the high school they studied, approximately 37% of the students were African Americans, 37% Caucasian, 11% Latino, 9% Asian, 0.5% American Indian, and 1% Filipino. At the time of the study, the teaching staff was 73% Caucasian, 15% African American, 4% Asian, and 6% Latin. Qualitative interviews were conducted to identify the teachers' beliefs regarding the reasons for discipline problems related to race and culture. The researchers desired to reflect the teaching staff as a whole in accordance to the average number of years of teaching experience, race and gender, and various departments. Therefore, within these categories, 19 teachers were randomly selected. The targeted teaching staff consisted of 14 Caucasian teachers, four African American teachers, and one Latino teacher; 58% were female and 42% were male. The average years of teaching experience was approximately 11 years with 42% of the teachers having taught between one and five years and 58% of the teachers having taught six or more years. Gregory and Mosely's final sample drew from six of the 12 departments in the high school including English, Math, Science, Special Education, Ethnic Studies, and English Language Learners. The interviews were approximately 40 minutes long and the teachers were asked to discuss their understanding of the causes of discipline problems and how they chose to handle them.

Gregory and Mosely (2004) conducted thematic analyses of the transcribed interviews to develop a coding scheme of implicit discipline theories. Then, the coding scheme was applied systematically to all of the interviews by three trained undergraduates. The coders were also

asked to identify all of the statements from the teachers that indicated why discipline problems occurred and to place each statement within a particular type of implicit theory about the causes of discipline. Additionally, each teacher was coded as either mentioning or not mentioning a particular discipline theory at least one time. All three coders rated all of the transcripts and the team was able to calculate the reliability of the coding scheme using Cohen's kappa. The range of the kappas was from .68 to 1.00 with an average of .81. The moderate to high kappas indicate that the coding was reliable.

Gregory and Mosely (2004) found that most of the statements given by teachers as to why students have discipline problems could be summarized in the following categories: adolescent development, low achievement, community and culture deficit, school organization and school culture, and teacher beliefs and practices. The findings could be interpreted to mean that the teachers shared a variety of reasons for discipline problems, with the student as well as the school system being the root of the problem. It was noted that culture and community deficit theory focuses on what African American students bring with them into the school setting and the deficit contributes greatly to their discipline problems. A Caucasian female teacher explained that, "African American kids in my class come from lower socioeconomic backgrounds and have a lot more problems, home problems" (Gregory & Mosely, 2004, p. 23). From Gregory and Mosely's framework, the authors noted that the overrepresentation of African American males in the discipline system is linked to the effects of increased stress and lack of parental support. They also noted that students who experience a lack of monitoring from parents, live in high-conflict homes, are exposed to neighborhood violence, may bring stress, fatigue, and more destructive behavior patterns to the school setting than do students who do not experience such things (Gregory & Mosely, 2004).

Gregory and Mosely (2004) stated that some teachers felt that a lack of role models who are academically oriented and also possess self-fulfilling prophecies are connected to the higher rates of disciplinary problems among African Americans. Teachers interviewed shared that when classrooms were over populated with students, students sometimes lack accountability for their behavior. Several teachers also mentioned that coworkers approach discipline inconsistently in their classrooms, which sent mixed messages and confused the students.

Gregory and Mosely's findings suggest that most disciplinary action is initiated in the classroom yet little is known about how teachers conceptualize race and culture in relation to

why discipline problems arise. Similarly, Bailey and Monroe (2002) have reported that cultural differences between African American students and their teachers due to diversity as well as expectations may provoke inappropriate responses of teachers that may incite further disruptive behavior on the part of the student. Bailey and Monroe also noted that it is important for teachers to understand that culturally motivated actions can be construed as negative, but that teachers can choose to respond in a way that will constitute positive interaction. Bailey and Monroe pointed out that multicultural education, a relatively recent appearance in the Western education, seeks to find solutions to variations in achievement in schools between students of diverse cultures. They further suggest that there is a mismatch between pedagogy and culture, i.e., that a change in teacher attitude and pedagogy will make a difference in achievement of minority students.

The zero tolerance policy. Zero tolerance policies originated from state and federal drug enforcement policies and refer to policies and procedures that promote severe punishment for disruptive behaviors (Skiba & Peterson, 2000). The term zero tolerance was initially used when recorded in the Lexis-Nexis national newspaper database in 1983. At this time, the Navy reassigned 40 members of a submarine crew due to suspicion of drug abuse. Zero tolerance was later used by attorneys authorizing officials to seize automobiles and passports of anyone who crossed the border with drugs. Yet, just as the early zero tolerance drug programs in the community were being phased out, the concept was beginning to catch on in public schools (Skiba & Peterson, 2000). Zero tolerance procedures were being adopted by school boards throughout the country for reasons that ranged from school/campus disruptions to drugs and weapons violations. By 1993, zero tolerance policies were being adopted by school boards across the country often broadened to include not only drugs and weapons but also tobacco-related offenses and school disruption (Skiba & Peterson, 2000). The federal government intervened in 1994 and mandated the Gun-Free Schools Act, which stated that an expulsion is equivalent to dismissal from school for one calendar year for students who possess a weapon and a referral of students who violate the law to the juvenile or criminal justice system (Skiba & Peterson, 2000). However, several of the zero tolerance policies and procedures that have been implemented in the school systems across the country have not proven to increase school safety or change student behavior in schools (Skiba & Peterson, 2000). In addition, a disturbing characteristic of the zero tolerance policy has been the disproportionate number of students who

are mostly poor male African Americans to whom the policy has been applied (Skiba & Peterson, 2000).

Lewis, Butler, Bonne, and Joubert (2010) investigated the disciplinary patterns of African American males and responses from stakeholders in a Midwestern urban school district regarding the impact discipline may have on academic achievement. Lewis and colleagues used data for the 2005-2006 school year retrieved from the district's Research Department pertaining to disciplinary roles, sanctions, and infractions of African American males. They found that the student population during the 2005-2006 school year consisted of 33,301 students of which 21% were African American, 25% were Caucasian, and 49% were Hispanic. For all grade levels, the total population for African American male students was 3,586 students.

The major goal of Lewis et al.'s (2010) investigation was to focus on the status of the African American males in regards to improving academic achievement on a district and a national level. Additionally, the goal of the authors was to examine the disciplinary patterns of the African American males in comparison to their peers as a tool to establish effective discipline techniques. The main research question was, "What is the resulting impact of disciplinary patterns and school district responses regarding African American academic achievement?" (Lewis et al., 2010, p. 11). Further, the authors put forth the following four objectives:

(a) to investigate all behavior occurrences among African American males in comparison to their peers during the 2005-2006 academic school year; (b) to detail the discipline responses recommended by the school district for these offenses; (c) to calculate the total amount of class time missed as a result of school district prescribed resolutions; and (d) to provide a connection to performance on standardized test reporting for the larger African American student population in this urban school district (Lewis et al., 2010, p. 7).

Lewis and colleagues (2010) also focused on the school discipline measures with an emphasis on the zero tolerance policy then in place. The authors suggested that when students received disciplinary consequences that resulted in suspension, often times it had a negative effect on them academically. In sum, Lewis et al. noted that it was plausible to contend that the dismal state of student performance among some African American students was potentially an unintended consequence of the implementation of the zero tolerance policy (Lewis et al., 2010, p. 9).

Additionally, Lewis et al. (2010) identified and compared the negative behavior that occurred for African American males to that of Caucasian males. The rate ratio, also known as the relative risk ratio compared the risk index of one group to that of the comparison group. The risk index was calculated by dividing the number of students of a particular group (e.g., African American males) in a certain category or placement (e.g., those cited for disciplinary action) by the total population of students within the group. Once the relative risk ratio has been determined, it is then possible to mathematically estimate the degree of overrepresentation. (Lewis et al., 2010). If the relative risk ratio is equal to one, then the index can be interpreted to indicate that the individual risk of one group is similar to that of the comparison group. If the relative risk ratio is less than one, the index can be interpreted to indicate underrepresentation with respect to the comparison group. If the relative risk ratio is greater than one, the index can be interpreted to indicate overrepresentation with respect to the comparison group (Lewis et al., 2010). The relative risk ratio was used to compare the risk index of one group to the other. The formula used was:

$$\text{Risk Index} = \frac{\text{Total \# of a Particular Group of Students within a Category}}{\text{Total \# of Students within the Group}}$$

The following formula was used to calculate the relative risk ratio:

$$\text{Relative Risk Ratio} = \frac{\text{Risk Index Specific Group}}{\text{Risk Index Comparison Group}}$$

The findings of Lewis et al. (2010) were aligned with prior research (e.g., Monroe, 2005; Rausch & Skiba, 2004) regarding the disproportionate disciplinary practices used pertaining to African American male students although they exhibit no more misbehavior in the classroom than other students. Additionally, Lewis and colleagues noted that African Americans received more severe punishments and disciplinary consequences than Caucasian students. Because of the severe punishments, African American students are suspended more often than Caucasian students, which caused them to miss more school days as well as the opportunity to learn. As there were 3,587 African American male students in district at the time the study was conducted, 3,714 school days were missed by African American males during one school year (Lewis et al., 2010). As the focus of the study was on African American males, findings were not reported for Hispanic males, although they were the majority subgroup in this study. However, the data in the study noted that the number of behavior infractions and behavior sanctions for Hispanic

males were proportionate with African American males but disproportionate to that of Caucasian males who had fewer infractions and sanctions than African American and Hispanic males.

Lewis et al. (2010) found that academically, less than 48% of African American males in the district performed at proficient or advanced levels in reading. For fourth, seventh, and ninth grades, only 36% of African Americans performed at a proficient or advanced level. Less than 36% of African American students performed at proficient or advanced in writing and 23% of African American students scored at the proficient or advanced level. Less than 19% of eighth graders scored proficient or advanced in the area of science and only 7% of ninth and tenth graders met the proficient and advanced standards in the area of math.

Program/parental support. Gregory and Mosely (2004) have reported evidence that students who experience a lack of monitoring from parents, live in high-conflict homes, and are exposed to neighborhood violence may bring stress, fatigue, and more destructive behavior patterns to the school setting than students who do not experience these factors. In the 2008 Schott Foundation for Public Education report, researchers indicated that implementing programs that increase parental engagement, that provide specialized counseling for students and families, and that offer after school college-preparatory activities and other supports also play a major role in the success of the student. Skiba and Peterson (2000) also note that when school systems implement comprehensive programs that improve the overall school climate and reduce minor disruptions, schools may also be reducing the risk of more serious violent incidents that appear to be associated with higher levels of disruption. Various segments of the community such as the media, business persons, religious leaders, public servants, senior citizens, retired professionals, skilled craftsmen, and members of civic organizations should be actively recruited to serve as school volunteers (Jenkins, 2006).

Academic Achievement Gap

Implementing programs in school systems that are conducive and beneficial to student learning and gaining the support of parents could assist in closing both the discipline and academic achievement gaps (Schott Foundation for Public Education, 2008). Wald and Losen (2003) have reported that across the country, students in high-poverty, high-minority schools are routinely provided fewer resources, qualified teachers, and advanced-level courses than their more affluent Caucasian peers and often display lower levels of academic achievement.

Predicated on class divisions and race, the academic achievement gap is a part of a legacy that intertwines family and individual resources with social, school quality, and educational opportunity (Wald & Losen, 2003). Regardless of where the blame is placed regarding the cause(s) of the achievement gap, research findings indicate that schools and families can make a difference in closing it (Kober, 2001; McCombs, 2000).

Haycock (2012) states that our country has become comfortable with blaming the achievement gap on poverty and family problems. Regardless of the reason, Haycock notes that the gap must be addressed and mentions the importance of educators understanding that all students can achieve at high levels and instilling this belief in a child can transform the trajectory of students' lives.

Additionally, Haycock tells of a success story that a school in Mount Vernon, Alabama has experienced. For years, the students in that rural community, particularly Native Americans, have been viewed as high school dropouts. After undergoing a change in leadership, the administration found it necessary to raise the academic bar of excellence for the students at the school in Alabama. More attention was given to reading and math instruction, data were closely monitored, native languages were taught and remediation was increased. Because of the different strategies and techniques that were implemented, an increase in academic achievement was noticed. The school is now known for highest rates of proficiency in reading, math, and science in Alabama and it is also a model school for all public schools. Haycock points out that the achievement gap that previously existed in this school has been corrected and is attributed to setting high standards and expectations for students, analyzing and disaggregating student data to target student needs to ensure that the rigor and relevance of the curriculum is rich and to provide meaningful staff development workshops and sessions for teachers. Haycock suggests that the available evidence is clear that implementing these techniques and lessons will close the academic achievement gap.

In reference to closing the academic achievement gap, Noguera (2012) notes that the discipline and academic gaps have become so common and widespread amongst African American and Hispanic males that that are no longer alarming to many educators. Noguera highlighted practices and programs that have been implemented throughout the country that focus on closing the gap that exists between African American and Hispanic males and their peers. He states that causes of the gap center around issues such as students coming to school

sick, hungry, and without adequate housing as well as a lack of social and emotional support from their families. However, Noguera also suggests that in spite of the causes of the gap, our country has started focusing on the issue and is making strides to close the gap. For example, he mentions that in August of 2011, Mayor Bloomberg of New York and philanthropist George Soros donated millions of dollars in public funds to a plethora of initiatives that focus on closing the academic gap amongst Hispanic and African American males. Additionally, Noguera provides information pertaining to single sex schools specifically designed for young males of color and how they may be beneficial for these males who are not soaring academically. Noguera notes that hundreds of same sex schools exist in our country that are designed to serve African American and Hispanic males with the assumption that the gap can be closed if these males are separated from the rest of the population. The schools that Noguera highlights focus on mentoring and counseling programs, designing a prescribed curriculum, and implementing interventions that support these minority male students.

Noguera (2012) states that closing the academic achievement gap amongst African American and Hispanic males is doable as seen by several schools across the country, such as the Frederick Douglass Academy, the Thurgood Marshall Academy, and the Eagle Academy in New York whose graduation rates amongst African American and Hispanic males have been high for several years. The recipe for success includes creating cultures and environments that counteract a negative lifestyle, focusing on the importance of learning and being successful, assisting students in overcoming their obstacles, actively engaging and involving parents and community members, and meeting the needs of the students (Noguera). Noguera emphasizes the fact that, “the continued failure of so many young men not only increases the likelihood that they’ll end up in prison permanently unemployed, or dead at an early age, but that our society will accept such conditions as normal. As that begins to occur, all of us are endangered” (Noguera, 2012, p.12).

Pipeline to Prison

In order for all students to be given the opportunity to learn, the student must be afforded the opportunity to receive an education (Texas Student Data System, 2011). When students are excluded from school, they are allowed to spend unsupervised time in the streets in their communities, which jeopardizes their social success (Schott Foundation for Public Education, 2010). Out-of-school suspensions in many cases lead to students ending their school careers

before graduation (Schott Foundation for Public Education, 2010). Expelled and suspended students are also at a greater risk for having encounters with the legal system (Wald & Losen, 2003). The overrepresentation of African American males in student discipline mirrors the overrepresentation of African American males in the criminal justice system as well (Wald & Losen, 2003).

Three-quarters of state prison inmates are dropouts, as are 59% of federal inmates. In fact, dropouts are 3.5 times more likely than high school graduates to be incarcerated in their lifetime. African American men are disproportionately incarcerated. Of all African American male dropouts in their early 30s, 52% have been imprisoned. Nationally, 90% of the 11,000 youth in adult detention facilities have no more than a 9th grade education (Martin & Halperin, 2006, p. vii).

Researchers Wald and Losen (2003) report that many students become a part of the penal system because of their negative school-related behavior. As opposed to school systems handling incidents related to student disruptive behavior, such as fighting, many schools involve the juvenile court systems in dealing with such student behavior (Wald & Losen, 2003). Wald and Losen note that often times involving the juvenile justice system is an indirect path that leads students to drop out of school. Since 1974, an increase has been seen in the presence of police in schools and the enactment of new laws mandating the referral of children to law enforcement authorities for a variety of school code violations (Wald & Losen, 2003). Some researchers (e.g., Kunjufu, 2010) have posited that if school systems were to change their present policies and procedures regarding student discipline and avoid involving the penal system, students may not drop out of school.

Researchers at the Schott Foundation for Public Education reported in 2008 that the crisis of the education of African American males sits squarely in the middle of the crisis that America faces as it works to create a world class public education system that will support and maintain the values of a fair and equitable democratic society. African American males have consistently low educational attainment levels, are more chronically unemployed or underemployed, are less healthy and have access to fewer health care resources, die much younger, and are many times more likely to be sent to jail

for periods measurably longer than males of other racial/ethnic groups (Kunjufu, 2010; Martin & Halperin, 2006; Schott Foundation for Public Education, 2008).

The Dropout Rate

Addressing our country's high school dropout rate crisis is a key strategy for economic growth in our country (Kunjufu, 2010; Martin & Halperin, 2006). Raising the bar for educational outcomes not only increases incomes for individuals who earn degrees but these gains improve the economy on local, state, and national levels (Alliance for Excellence Education, 2010).

In 2010, New Jersey was the only state with a measurable African American male high school graduation rate greater than 65% (Schott Foundation for Public Education, 2010). Researchers at the Schott Foundation for Public Education (2010) reported that African American males, in the United States, are not always given the same academic chance as other males. The 2010 Schott Foundation for Public Education researchers reported that Caucasian male students are more than twice as likely to be placed in gifted/talented programs than are African American male students, while the latter are more than twice as likely to be classified as mentally retarded, in spite of research demonstrating that the percentages of students from all groups are approximately the same at each intelligence level. In addition, 2010 Schott Foundation for Public Education researchers found that more than four times as many Caucasian male students take advanced placement mathematics and science classes as African American male students.

They are punished more severely for the same infractions as their Caucasian peers. On average, more than twice as many Caucasian male students are given the extra resources of gifted and talented programs by their schools as African American male students. Advanced Placement classes enroll only token numbers of African American male students, despite The College Board urging that schools open these classes to all who may benefit. In districts with selective, college-preparatory high schools, it is not uncommon to find virtually no African American male students in those schools. Finally, the national percentage of African American male students enrolled at each stage of schooling declines from middle school through graduate degree programs. (Schott Foundation for Public Education, 2010, p. 4).

Since the issue of the dropout rate has been a topic for several years, researchers at the Schott Foundation for Public Education noted in 2010 that in 2007-2008, Virginia's graduating cohort for African American males was 49% as compared to 73% of their Caucasian male peers.

The dropout rate not only has an effect on the student but it also has an effect on the economy (Martin & Halperin, 2006).

The U.S. would save \$41.8 billion in health care costs if the 600,000 young people who dropped out in 2004 were to complete one additional year of education. If only one-third of high school dropouts were to earn a high school diploma, federal savings in reduced costs for food stamps, housing assistance, and Temporary Assistance for Needy Families would amount to \$10.8 billion annually (Martin & Halperin, 2006, p. viii.).

Over the course of his or her lifetime, a high school dropout earns, on average, about \$260,000 less than a high school graduate (Skiba & Peterson, 2000). Dropouts from the Class of 2008 alone cost the nation more than \$319 billion in lost wages over the course of their lifetimes (Wallace, Goodkind, Wallace, & Bachman, 2008). Some of these expenses are due to the costs of Medicaid and other expenditures for uninsured health care over the course of their lives (Wallace, Goodkind, Wallace, & Bachman, 2008).

Although the available research has not identified the single reason why students drop out of school, the factors that contribute to the drop-out rate include a poor transition from middle school to high school, deficiency of basic skills, and the lack of student engagement that takes place in the classroom (Townsend, 2000). For example, researchers have reported that many students are not given the extra support they need to successfully make the transition to high school (e.g., Reynolds, Skiba, Graham, Sheras, Conoley & Garcia-Vazquez, 2008). As a result, over one third of all dropouts are lost in the ninth grade (Reynolds et al, 2008).

Bridgeland, Dilulio, and Morison (2006) conducted focus groups of students who dropped out of high school as well as surveyed young adults between the ages of 16-25 who were identified as high school dropouts in 25 different areas throughout the United States. The interviews were conducted in the suburbs, small towns, and large cities that had high dropout rates. While no one reason why students drop out of school was identified, Bridgeland and colleagues found several reasons for dropping out were reported by dropout students including: a lack of connection to the school environment, a perception that school is boring, a feeling of

being unmotivated, academic challenges, and the weight of real world events. Further, Bridgeland et al. found that nearly half (47%) of those interviewed said a major reason for dropping out was that classes were not interesting. Nearly 7 in 10 of the interviewees (69%) indicated they were not motivated or inspired to work hard; a third (32%) reported they had to get a job and make money; 26% related they had become a parent; and 22% told the interviewers that they had to care for a family member. Thirty-five percent said that “failing in school” was a major factor for dropping out (Bridgeland et al., 2006.). Teen pregnancies, substance abuse, absenteeism, truancy, suspensions, and expulsion may have also contributed to dropping out. When interviewed, approximately 65% of the dropouts stated that while they were in school, they skipped several classes and also engaged in extended lunch periods during the school day. Many of the students (38%) felt that they had too much freedom and fewer rules administered by the faculty and staff. In sum, the results indicated that the top five reasons students reported that they left school were: classes were not interesting, they missed too many days of school and were not able to remain on task academically, they spent time with people that were not interested in excelling academically, too much time was given to students in schools with less focus on rules in school, and they were failing in school. Overall, Bridgeland et al. found that most students who dropped out of school could have been successful if they would have stayed in school.

In reference to parental involvement, Bridgeland et al. (2006) found that 59% of the guardians were involved in their student’s schooling, while only 21% were “very” involved. Other students (68%) stated that their parents became more involved after it was brought to their attention that their child was in danger of dropping out of school. The students who had dropped out felt that their parents were not always aware of their academic progress in school and, if they had been, the student could have possibly excelled academically. Students who said that their parents were not involved in school were more likely to drop out in the first two years of high school than those who said their parents were involved even when they were not in trouble. Students also felt that their parents were involved in their educational career during their middle school years, but their involvement decreased during their high school years.

When students were asked to give suggestions as to solutions to decrease the dropout rate, Bridgeland et al. (2006) found that their answers included: improving the curriculum to enhance student learning, improving classroom support for struggling students, encouraging the

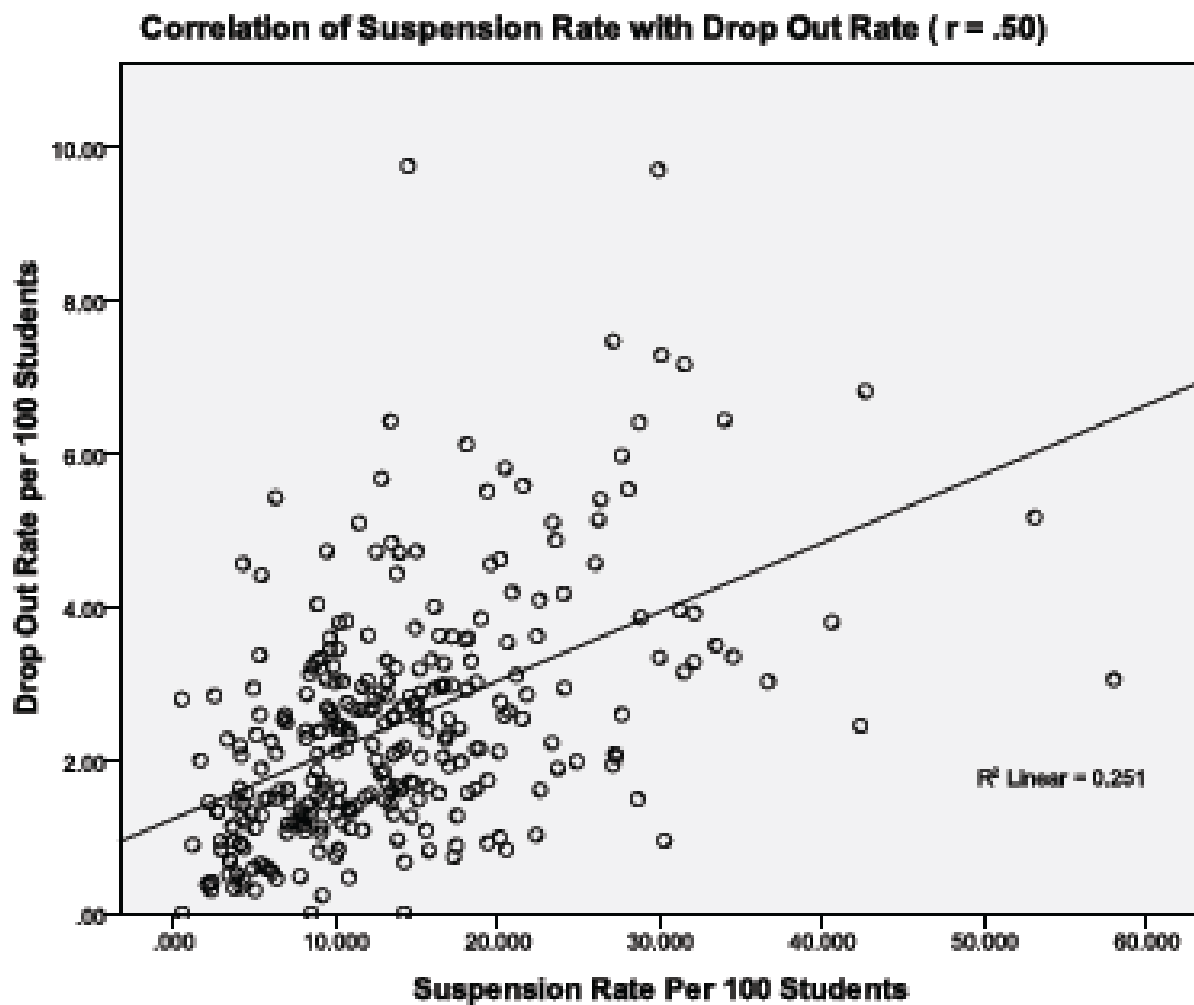
adults in the school to build better relationships with the students, improving the school climate, and increasing and improving the communication between the schools and the parents. In hindsight, young people who dropped out of school almost universally expressed great remorse for having left school and expressed strong interest in re-entering school with students their age.

In a study guided by the Curry School of Education in partnership with the Virginia Department of Education and the Department of Criminal Justice Services, researchers analyzed the average dropout rates from 287 high schools in Virginia for the school years 2006-2007 and 2007-2008 (University of Virginia Curry School of Education, 2008). The purpose of the study was to identify policies and procedures in high schools in Virginia that were effective. What the researchers found and reported was that schools that use suspension most frequently tended to have high dropout rates.

Table 1 below presents a scatterplot that displays the average dropout rate that was found to be correlated ($r=.50$) with the short term suspension rate (University of Virginia Curry School of Education, 2008). The researchers also used a hierarchical multiple regression and determined that a school's suspension rate, which was inclusive of short-term and long-term suspension as well as expulsions, frequently foreshadowed dropout rates for schools. In addition, the researchers found that the relationship between suspension rates and dropout rates was measurable even after the number of students that qualified for free/reduced meals, the number of minority students, the number of students identified as being at-risk, and the average per pupil expenditure for the school district were taken into account. In short, the researchers found that when suspension was administered to students more frequently, the dropout rate for Caucasian and African American students tended to be higher. The results suggest that the dropout rates in high schools could be reduced by placing less emphasis on suspension as a disciplinary consequence and using alternative consequences that do not involve school removal as a means of dealing with disruptive student behavior (University of Virginia Curry School of Education, 2008).

Table 1

Correlation of Suspension Rate with Dropout Rate



Summary of Research

In summary, the review of the relevant research literature provides information regarding the disproportionate numbers in student discipline and the dropout rate amongst African American and Hispanic students. Data from qualitative and quantitative studies conducted by researchers were reported in this study. Findings from these researchers included possible reasons the academic and discipline gaps exist which included interviews of teachers, administrators, students and students who dropped out of school. (Gregory & Mosely, 2004; Bridgeland, Dilulio & Morrison, 2006) Findings in this study also included possible suggestions for closing the academic achievement and discipline gaps and decreasing the dropout rate (Haycock, 2012; Noguera, 2012; Wald & Losen, 2003; Schott Foundation for Public Education, 2008 & University of Virginia Curry School of Education, 2008). Suggestions in combating both the academic achievement and discipline gaps based on researchers' findings include ecological approaches to classroom management, school wide positive behavioral supports, and positive youth development (Osher et al., 2010; Skiba & Peterson, 2000; Townsend, 2000).

Chapter III

Methodology

Introduction

The purpose of the research was to examine extant data to determine the degree of disproportionality, if any, in student discipline for grades 9-10 and 11-12 for African American, Hispanic, and Caucasian males and females for the 2007-09 and the 2009-11 school years in the Albert County Public Schools. Additionally, utilizing the extant data, the relationship between the disproportionality of student discipline and the high school dropout rate was examined. The following paragraphs detail the research questions that were addressed, describe how the research was conducted, identify the population, and establish the design, data collection, and data analysis procedures. The chapter concludes with a summary.

Population

The population of interest for the study consisted of all high school students enrolled in grades 9-12 who attended the nine Albert County high schools during the 2007-2008 school year through the 2010-2011 school year. The 2007-08 school year was targeted by the researcher as the Albert County School System was targeted by the State Department of Education for having disproportionate numbers in student discipline for African Americans as well as disproportionate numbers in Special Education and African Americans. During the time period examined, Albert County enrolled a total of 55,266 African American, Hispanic, and Caucasian male and female high school students. Of these students, 11,867 were African American males, 1,276 were Hispanic males, 14,705 were Caucasian males, 11,606 were African American females, 1,151 were Hispanic females, and 14,661 were Caucasian females.

Design

The study mined existing data sets (Kantardzic, 2003) consisting of student data on race, gender, socioeconomic status, and dropout rates to address the research questions posed. By employing descriptive and inferential quantitative data analysis methods, anomalies and/or disproportionality in patterns of student discipline for subgroups, if identified, were examined

and analyzed. For example, race, gender, and reported discipline infractions were inspected for patterns of associations using chi-square analysis procedures.

Data Collection

The data examined consisted of extant student information compiled and maintained by the Department of Research and Planning in the Albert County Public School System. No personal information regarding any student was obtained from the Department of Research and Planning nor was any individually identifying information collected directly from any students in the school division. In addition, the identities of all schools were coded to protect anonymity. A detailed description of data was assembled to address each of the research questions and is presented below.

Approval from both the Internal Review Board (IRB) at Virginia Tech and the Albert County Public School System was sought prior to conducting the study. Upon receiving IRB approval from Virginia Tech, a proposal was submitted to the Director of Research and Planning for approval to obtain, examine, and report analyses of anonymous student information involving student disciplinary infractions such as Disorderly Conduct/Disruptive Behavior, Fighting/Assaults/Threats, and Integrity for the combined 2007-09 and the combined 2009-11 school years in the Albert County Public School System (see the Research Survey Approval Application in Appendix A). Located in Appendix B is an excerpt from the county's Code of Student Conduct, which provides a synthesis of the consequences for behavioral infractions that were approved by the members of the county's School Board. Upon receiving the necessary approvals, the Department of Research and Planning in the Albert County Public School System provided the requested extant disciplinary data via Excel spreadsheets which were uploaded to the Statistical Package for Social Science (SPSS)-Version 19 for disaggregation and analysis.

In reference to validity and reliability of the extant data, The Department of Research and Planning audits the countywide discipline data every marking period. The Department relies on the feedback from the administrators in each school to ensure that the coding for each incident is correct. Each nine weeks, the Department sends a hard copy of all entries to all schools for each administrator to review his/her entries that were made during that particular nine week period. If an entry is questionable, the Department then flags the entry and requests the administrator make the necessary changes/corrections to the entry. Additionally, Central Office personnel provide

discipline training for the administrators in Albert County which includes information as to how disciplinary infractions are to be coded and entered in the computer. All discipline reports, which include suspension and expulsion reports, are archived throughout the year by the Department. This information was shared with the researcher by the personnel in the Department of Research and Planning in the Albert County Public School System.

Research Question 1. In Albert County Public Schools, what was the disproportionality, if any, in student discipline, retention, disadvantaged and dropout for grades 9-10 and grades 11-12 for African American, Hispanic, and Caucasian males for the 2007-09 and the 2009-11 school years?

Data collection process. Archival data consisting of disciplinary infractions included violations related to Disorderly Conduct/Disruptive Behavior, Fighting/Assaults/Threats and Integrity for all high school African American, Hispanic, and Caucasian male and female students for the combined 2007-09 and the combined 2009-11 school years. These data were assembled using the data table presented in Table 2 and examined to see whether the numbers in student discipline amongst African American, Hispanic, and Caucasian male and female student were disproportionate for the combined 2007-09 and the combined 2009-11 school years in Albert County.

Table 2

Data Table for Albert County 2007-2008 Through 2010-2011 High School Discipline Data

2007-2008 HIGH SCHOOL DISCIPLINE DATA																		
	Disorderly Conduct/Disruptive Behavior (Total#)					Fighting/Assaults/Threats (Total #)					Integrity (Total#)							
	African American Males	Hispanic Males	White Males	African American Females	Hispanic Females	White Females	African American Males	Hispanic Males	White Males	African American Females	Hispanic Females	White Females	African American Males	Hispanic Males	White Males	African American Females	Hispanic Females	White Females
Name of School/Enrollment																		
Name of School/Enrollment																		
Name of School/Enrollment																		
Name of School/Enrollment																		
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Name of School/Enrollment																		
Name of School/Enrollment																		
Name of School/Enrollment																		
Name of School/Enrollment																		
Total																		
Avg																		

Research Question 2. In Albert County Public Schools, what was the disproportionality, if any, in student discipline, retention, disadvantaged and dropout for grades 9-10 and grades 11-12 for African American, Hispanic, and Caucasian females for the 2007-09 and the 2009-11 school years?

Data collection process. Using Table 2, the collection process used for Research Question 2 was the same process as used for Research Question 1. Additionally, using the data table presented in Table 3, archival data were gathered together for the total number of students who were retained, suspended, expelled, received free and reduced lunch, and who dropped out of school for the 2007-09 through the 2009-11 school years.

Table 3

Data Table for Albert County 2007-2008 Through 2010-2011 High School Discipline and the Dropout Rate Data

Name of School	# of Students Suspended				
	African American Males	Hispanic Males	White Males	African American Females	Hispanic Females
Name of School					
Name of School					
Name of School					
Name of School					
Name of School					
Name of School					
Name of School					
Name of School					
Name of School					
Name of School					
Name of School					
Name of School					
Name of School					
Total					
Avg					

2007-2008 HIGH SCHOOL DISCIPLINE AND DROPOUT RATE DATA

Data Analysis

Chi-square data analysis procedures from the Statistical Package for Social Science were employed to analyze the extant data. A detailed description regarding the analysis procedure that was used to address each research question follows.

Research Question 1. In Albert County Public Schools, what was the disproportionality, if any, in student discipline, retention, disadvantaged and dropout for grades 9-10 and grades 11-12 for African American, Hispanic, and Caucasian males for the 2007-09 and the 2009-11 school years?

Data analysis. The extant data were compiled into Excel spreadsheets and analyzed using Statistical Package for Social Sciences, a Pearson Chi-square test of independence was performed to examine the relation between race with gender and student discipline. In addition, chi-squared procedures were conducted to determine if the numbers in student discipline for the 2007-09 and the 2009-11 school years are disproportionate amongst any of the demographic subgroups.

Research Question 2. In Albert County Public Schools, what was the disproportionality, if any, in student discipline, retention, disadvantaged and dropout for grades 9-10 and grades 11-12 for African American, Hispanic, and Caucasian females for the 2007-09 and the 2009-11 school years?

Data analysis. The same data analysis processes that were used for Research Question 1 were used for Research Question 2.

Summary

Chapter 3 described the methodology that was used to conduct the study. The Department of Research and Planning in the Albert County School system made available extant data from nine high schools regarding student discipline, in-school suspensions, out-of-school suspensions, expulsions, detentions, high school dropout rates, and socio-economic status for the combined 2007-09 and the combined 2009-11 school years for African American, Hispanic, and Caucasian male and female students. Excel spreadsheets were used to organize the data which were then uploaded to SPSS Version 19 for disaggregation and data analysis purposes. A Pearson's chi-square was used to determine any statistically measurable relationships between

student discipline and the high school dropout rate and to determine if there was racial and/or gender disproportionality in student discipline categories.

Chapter IV

Findings

Introduction

The intent of the study was to examine extant data to determine the amount of disproportionality in student discipline amongst African American, Hispanic, and Caucasian male and female students in Albert County Public Schools for the 2007-09 and the 2009-11 school years. Additionally, utilizing the extant data, the relationship between the disproportionality of student discipline and the high school dropout rate was examined. The following details the research questions that were addressed, identifies the population studied, describes how the data were obtained, and reports the results of the data analysis procedures that were used.

Initial examination of the discipline data for the 2007-08, 2008-09, 2009-10, and 2010-11 school years indicated sharp differences among the school years. Specifically, it was found that that numbers were in some instances quite different between the 2007-2009 school years and the 2009-2011 school years. It appears that the differences may be attributed to the fact that the county underwent a change in leadership between the 2008-2009 and 2009-2010 school years. The change in leadership may have caused the administrators in the county to take a different look at the student discipline processes and procedures as well as the dropout rate in each high school. Therefore, for analysis purposes the data for the 2007-08 and 2008-09 schools years were combined as were the data for the 2009-10 and 2010-11 school years. Based on this modification of the data set, the study addressed and answered two research questions:

1. In Albert County Public Schools, what was the disproportionality, if any, in student discipline, retention, disadvantaged and dropout for grades 9-10 and grades 11-12 for African American, Hispanic, and Caucasian males for the 2007-09 and the 2009-11 school years?
2. In Albert County Public Schools, what was the disproportionality, if any, in student discipline, retention, disadvantaged and dropout for grades 9-10 and grades 11-12 for African American, Hispanic, and Caucasian females for the 2007-09 and the 2009-11 school years?

Demographics

As was noted in Chapter 3, the Department of Research and Planning in the Albert County Public School System provided from their archival system the extant data that were analyzed. Specifically, the data consisted of anonymous student information from nine high schools regarding student discipline, in-school suspensions, out-of-school suspensions, expulsions, detentions, high school dropout rates, attendance, placement in advanced classes, and socio-economic status. The information was for the combined 2007-09 through the combined 2009-11 school years for African American, Hispanic, and White male and female students. Data were also provided for student disciplinary infractions such as Disorderly Conduct/Disruptive Behavior, Fighting/Assaults/Threats, and Integrity for the combined 2007-09 through the combined 2009-11 school years. Throughout the study, Fights, Assaults, Threats and Integrity will be categorized as Other Discipline Infractions as categorized by the Department of Research and Planning in the Albert County Public School System. The various data were made available via Excel spreadsheets which were uploaded to the Statistical Package for Social Science (SPSS)-4.0 version for processing and analysis. Using SPSS chi-square, the extant data were examined to determine if statistically measurable relationships existed between student discipline variables and the high school dropout rate and to determine if there was grade, racial, and/or gender disproportionality in student discipline.

Males. Table 4 below contains the frequency distribution by grade level and by school year for the male population of the Albert County Public School System. The high school student population in Albert County Public Schools for the combined 2007-2009 school years consisted of 14,001 male students while in the combined 2009-2011 school years there were 13,847 male students enrolled, a decline of over 1% in the total enrollment of males. For the combined 2007-2009 school years, 54.4% of the males enrolled in the Albert County Public Schools were 9th and 10th grade students while for the combined 2009-2011 school years 53.4% of the males were 9th and 10th grade students, a decline of 1%.

As noted in Table 4, there was an increase of 1 % in the 11th and 12th grade male population from the 2007-09 to the 2009-11 school years. Table 5 illustrates an increase of 3% amongst the African American 11th and 12th grade males from the 2007-09 to the 2009-11 school years. The increase may reflect the reduction of dropouts for African American males which is noted later in this chapter.

Table 4

Frequency Distribution of Grade Level for the Male Population

Grade	2007-2009		2009-2011	
	<i>N</i>	%	<i>N</i>	%
9 th -10 th	7,613	54.4%	7,401	53.4%
11 th -12 th	6,388	45.6%	6,446	46.6%
Total	14,001		13,847	

The racial distribution for males across grade level and school year is summarized in Table 5. Among males, Caucasians were the largest subgroup across grade level and school years with 7,526 males in 2007-09 and 7,179 in 2009-11, a decline in Caucasian male enrollment of about 4.6% for the time period. For African American male students, the comparable numbers were 5,946 males in 2007-09 and 5,921 in 2009-11, a decline of less than one half of one percent. Hispanic males comprise a small percentage of the total population of male students in the Albert County Public Schools but that population has grown from about 3.7% of the total in 2007-09 to about 5.4% of the total in 2009-11. The breakdown by grade level for each two year period is provided in Table 5.

Table 5

Frequency Distribution of Race for the Male Population

Race	2007-2009		2009-2011	
	<i>N</i>	%	<i>N</i>	%
9th – 10th				
African American	3,424	45.0%	3,242	43.8%
Hispanic	323	4.2%	462	6.2%
Caucasian	3,866	50.8%	3,697	50.0%
11th – 12th				
African American	2,522	33.1%	2,679	36.2%
Hispanic	206	2.7%	285	3.9%
Caucasian	3,660	48.1%	3,482	47.0%
Total	14,001		13,847	

The discipline referrals for male population of the division were examined for the 2007-2009 and 2009-2011 school years. The categories inspected included Disorderly Conduct, Fighting, Assault, Threats, Integrity, and Expelled.

Table 6 presents the disorderly conduct distribution for males by grade level and school year. Among grade levels, 9th and 10th grade students represent the largest grade levels with 2 or more referrals for disorderly conduct with 861 males in 2007-09 and 637 in 2009-11, a measurable decline of more than 26% for the time period examined. For the 2009-11 school years, the 11th and 12th grade students represented the grade level with fewer referrals of disorderly conduct. They displayed a decrease of .1% from the 2007-09 school years to the 2009-11 school years for one or more referrals and maintained at 5.5% for two or more referrals for both time periods.

Table 6

Frequency Distribution of Disorderly Conduct Referrals for the Male Population

Disorderly Conduct	2007-2009		2009-2011	
	<i>N</i>	%	<i>N</i>	%
9th – 10th				
No referrals	6,072	79.8%	6,201	83.3%
One referral	680	8.9%	563	7.6%
Two or more referrals	861	11.3%	637	8.6%
11th – 12th				
No referrals	5,596	87.6%	5,652	87.7%
One referral	443	6.9%	438	6.8%
Two or more referrals	349	5.5%	356	5.5%
Total	14,001		13,847	

Table 7 has the threat distribution data for males by grade level and school year. Among grade levels, 9th and 10th grade males represent the largest group having at least one threat violation with 83 in 2007-09 and 62 in 2009-11, a measurable decline of more than 25.3% for the time period. The number of male students having at least one threat referral in the 11th and 12th grades was almost exactly the same in 2007-09 and in 2009-11, dropping slightly from 27 to 25 referrals.

Table 7

Frequency Distribution of Threat Referrals for the Male Population

Threats	2007-2009		2009-2011	
	<i>N</i>	%	<i>N</i>	%
9th – 10th				
No Threats	7,530	98.9%	7,339	99.2%
At least 1 Threat	83	1.1%	62	0.8%
11th – 12th				
No Threats	6,361	99.6%	6,421	99.6%
At least 1 Threat	27	0.4%	25	0.4%
Total	14,001		13,847	

The integrity distribution for males by grade level and school year is presented in Table 8. Among grade levels, 9th and 10th grade male students represent the largest group classified as having at least one integrity violation with 86 integrity referrals in 2007-09 and 79 in 2009-11, a decline of more than 8.1% for the time period. For 11th and 12th grade male students, the decline of 12 integrity referrals from 2007-09 to 2009-11 represents a drop of over 20%.

Table 8

Frequency Distribution of Integrity Referrals for the Male Population

Integrity	2007-2009		2009-2011	
	<i>N</i>	%	<i>N</i>	%
9th – 10th				
No Integrity	7,527	98.9%	7,322	98.9%
At least 1 Integrity	86	1.1%	79	1.1%
11th – 12th				
No Integrity	6,329	99.1%	6,399	99.3%
At least 1 Integrity	59	0.9%	47	0.7%
Total	14,001		13,847	

The fighting referral distribution for males by grade level and school year is presented in Table 9. Among grade levels, 9th and 10th grade students represent the largest grade levels that were classified as having at least one fighting violation with 209 males in 2007-09 and 154 in 2009-11, a decline of more than 26.3% for the time period. However, the 11th and 12th grade students had 50 students with at least one fighting referral in 2007-2009 and 65 in 2009-11, an increase of 30% for that time period.

Table 9

Frequency Distribution of Fighting Referrals for the Male Population

Fighting	2007-2009		2009-2011	
	<i>N</i>	%	<i>N</i>	%
9th – 10th				
No Fighting	7,404	97.3%	7,247	97.9%
At least 1 Fighting	209	2.7%	154	2.1%
11th – 12th				
No Fighting	6,338	99.2%	6,381	99.0%
At least 1 Fighting	50	0.8%	65	1.0%
Total	14,001		13,847	

Table 10 has the assault referral distribution for males by grade level and school year. For the 9th and 10th grade male students, 84 males were classified as having at least one assault violation referral in 2007-09 as compared to 61 in 2009-11, a decline of more than 27.3% for the time period. For the 11th and 12th grade male students, a decline of almost 29% in assault violation referrals was noted (i.e., a drop from 38 in 2007-09 to 27 in 2009-11 was observed).

Table 10

Frequency Distribution of Assault Referrals for the Male Population

Assault	2007-2009		2009-2011	
	<i>N</i>	%	<i>N</i>	%
9th – 10th				
No Assault	7,529	98.9%	7,340	99.2%
At least 1 Assault	84	1.1%	61	0.8%
11th – 12th				
No Assault	6,350	99.4%	6,419	99.6%
At least 1 Assault	38	0.6%	27	0.4%
Total	14,001		13,847	

The out-of-school suspension data for males by grade level and school year are contained in Table 11. The largest number of male students receiving one or two or more out-of-school suspensions for both 2007-09 and 2009-11 were 9th and 10th grade students. Interestingly, the number of male 11th and 12th grade students receiving one or two or more out-of-school suspensions increased from 2007-09 to 2009-11, an increase of over 3% in each case.

Table 11

Frequency Distribution of Out-Of-School Suspensions (OSS) for the Male Population

OSS	2007-2009		2009-2011	
	<i>N</i>	%	<i>N</i>	%
9th – 10th				
No out-of-school suspension	5,855	76.9%	5,922	80.0%
One out-of-school suspension	805	10.6%	735	9.9%
Two or more out-of-school suspensions	953	12.5%	744	10.1%
11th – 12th				
No out-of-school suspension	5,414	84.8%	5,439	84.4%
One out-of-school suspension	568	8.9%	588	9.1%
Two or more out-of-school suspensions	406	6.4%	419	6.5%
Total	14,001		13,847	

Table 12 describes the in-school suspension distribution for males by grade level and school year. The largest number of male students receiving one, two, or three or more in-school suspensions for both 2007-09 and 2009-11 were 9th and 10th grade students. The percentage of male students receiving two in-school suspensions dropped about 1.6% from 2007-2009 to 2009-2011 and over 1.3% for males receiving three or more in-school suspensions for the same time period. The number of male 11th and 12th grade students receiving one, two, or three or more in-school suspensions increased from 2007-09 to 2009-11, 0.4%.

Table 12

Frequency Distribution of In-School Suspensions (ISS) for the Male Population

ISS	2007-2009		2009-2011	
	<i>N</i>	%	<i>N</i>	%
9th – 10th				
No in-school suspension	4,250	55.8%	4,361	58.9%
One in-school suspension	1,199	15.7%	1,152	15.6%
Two in-school suspensions	681	8.9%	541	7.3%
Three or more in-school suspensions	1,483	19.5%	1,347	18.2%
11th – 12th				
No in-school suspension	4,116	64.4%	4,014	62.3%
One in-school suspension	998	15.6%	1,100	17.1%
Two in-school suspensions	476	7.5%	485	7.5%
Three or more in-school suspensions	798	12.5%	847	13.1%
Total	14,001		13,847	

Table 13 outlines the expulsion distribution for males by grade level and school year. For the 9th and 10th grade male students, 30 males were classified as being expelled in 2007-09 as compared to 23 in 2009-11, a decline of 23.3% for that time period. For the 11th and 12 grade male students, a decline of almost 74% in expulsions were noted (i.e. a drop from 27 in 2007-09 to 7 in 2009-11 was observed).

Table 13

Frequency Distribution of Expulsion for the Male Population

Expulsion	2007-2009		2009-2011	
	<i>N</i>	%	<i>N</i>	%
9th – 10th				
Not Expelled	7,583	99.6%	7,378	99.7%
Expelled	30	0.4%	23	0.3%
11th – 12th				
Not Expelled	6,361	99.6%	6,439	99.9%
Expelled	27	0.4%	7	0.1%
Total	14,001		13,847	

In summary, 9th and 10th grade male students represented the student group with the largest population for both the combined 2007-09 and the combined 2009-11 school years with 14,001 male students. For the combined 2007-09 and the combined 2009-11 school years, Caucasian males represented the largest group of male students enrolled in the Albert County Public School System. In the area of discipline, 9th and 10th grade male students had more violations of discipline in the areas of Disorderly Conduct, Threat, Integrity, Fighting, Assault, and Out-of-School Suspension than the 11th and 12th grade male students for the combined 2007-09 school years and the combined 2009-11 school years. However, the 11th and 12th grade male students represented the group with the highest rate of one and two In-School Suspension violations. The findings for Expulsion were similar for the 9th and 10th grade male students and the 11th and 12th grade male students for the combined 2007-09 and the combined 2009-11 school years.

Females. Table 14 below contains the frequency distribution by grade level and by school year for the female population of the Albert County Public School System. The high school student population in Albert County Public Schools for the combined 2007-2009 school years consisted of 13,777 female students while in the combined 2009-2011 school years there were 13,641 female students, a decline of less than 1%. For the combined 2007-2009 school years, 52.9% of the females enrolled in the Albert County Public Schools were 9th and 10th

grade students while for the combined 2009-2011 school years 51.1% of the females were 9th and 10th grade students, a decline of 1%.

Table 14

Frequency Distribution of Grade Level for the Female Population

Grade	2007-2009		2009-2011	
	<i>N</i>	%	<i>N</i>	%
9 th -10 th	7,286	52.9%	6,975	51.1%
11 th -12 th	6,491	47.1%	6,666	48.9%
Total	13,777		13,641	

The racial distribution for females across grade level and school year is summarized in Table 15. Among females, Caucasians were the largest subgroup across grade level and school years with 7,531 females in 2007-09 and 7,130 in 2009-11, a decline in Caucasian female enrollment of about 5.3% for the time period. For African American female students, the comparable numbers were 5,741 females in 2007-09 and 5,865 in 2009-11, an increase of 2.1%. Hispanic females comprise a small percentage of the total population of female students in the Albert County Public Schools but that population has grown from about 3.7% of the total in 2007-09 to about 4.7% of the total in 2009-11.

Table 15

Frequency Distribution of Race for the Female Population

Race	2007-2009		2009-2011	
	<i>N</i>	%	<i>N</i>	%
9th – 10th				
African American	3,133	43.0%	3,062	43.9%
Hispanic	287	3.9%	361	5.2%
Caucasian	3,866	53.1%	3,552	50.9%
11th – 12th				
African American	2,608	40.2%	2,803	42.0%
Hispanic	218	3.4%	285	4.3%
Caucasian	3,665	56.5%	3,578	53.7%
Total	13,777		13,641	

The discipline referrals for the female population of the division were examined for the 2007-09 and 2009-11 school years. The categories inspected included Disorderly Conduct, Fighting, Assault, Threats, Integrity, and Expelled.

Table 16 presents the disorderly conduct distribution for females by grade level and school year. Among grade levels, 9th and 10th grade students represent the largest grade levels with 2 or more referrals for disorderly conduct with 381 females in 2007-09 and 308 in 2009-11, a decrease of more than 9.6% for the time period.

Table 16

Frequency Distribution of Disorderly Conduct Referrals for the Female Population

Disorderly Conduct	2007-2009		2009-2011	
	<i>N</i>	%	<i>N</i>	%
9th – 10th				
No referrals	6,470	88.8%	6,271	89.9%
One referral	435	6.0%	396	5.7%
Two or more referrals	381	5.2%	308	4.4%
11th – 12th				
No referrals	6,048	93.2%	6,186	92.8%
One referral	265	4.1%	322	4.8%
Two or more referrals	178	2.7%	158	2.4%
Total	13,777		13,641	

Table 17 has the threat data for females by grade level and school year. Among grade levels, 9th and 10th grade females represent the largest group having at least one threat violation with 20 in 2007-09 and 13 in 2009-11, a decline of 35% for the time period. The number of female 11th and 12th grade students having at least one threat violation increased from two in 2007-09 to five in 2009-11.

Table 17

Frequency Distribution of Threat Referrals for the Female Population

Threats	2007-2009		2009-2011	
	<i>N</i>	%	<i>N</i>	%
9th – 10th				
No Threats	7,266	99.7%	6,962	99.8%
At least 1 Threat	20	0.3%	13	0.2%
11th – 12th				
No Threats	6,489	100%	6,661	99.9%
At least 1 Threat	2	0.03%	5	0.1%
Total	13,777		13,641	

Table 18 denotes the integrity distribution for females by grade level and school year. Among grade levels, 9th and 10th grade female students represent the largest group classified as having at least one integrity violation with 34 integrity referrals in 2007-09 and 39 in 2009-11, an increase of more than 14.7% for the time period. However, the number of female 11th and 12th grade students having at receiving at least one integrity violation decreased from 2007-09 to 2009-11, an decrease of over 21.7%.

Table 18

Frequency Distribution of Integrity Referrals for the Female Population

Integrity	2007-2009		2009-2011	
	<i>N</i>	%	<i>N</i>	%
9th – 10th				
No Integrity	7,252	99.5%	6,936	99.4%
At least 1 Integrity	34	0.5%	39	0.6%
11th – 12th				
No Integrity	6,468	99.6%	6,648	99.7%
At least 1 Integrity	23	0.4%	18	0.3%
Total	13,777		13,641	

Table 19 includes the fighting referrals for females by grade level and school year. Among grade levels, 9th and 10th grade female students represent the largest group that were classified as having at least one fighting violation with 140 females in 2007-09 and 82 in 2009-11, a decline of more than 41.4% for the time period. For 11th and 12th grade female students, the decline of 16 fighting referrals from 2007-09 to 2009-11 represents a drop of over 31.3%

Table 19

Frequency Distribution of Fighting Referrals for the Female Population

Fighting	2007-2009		2009-2011	
	<i>N</i>	%	<i>N</i>	%
9th – 10th				
No Fighting	7,146	98.1%	6,893	98.8%
At least 1 Fighting	140	1.9%	82	1.2%
11th – 12th				
No Fighting	6,440	99.2%	6,631	99.5%
At least 1 Fighting	51	0.8%	35	0.5%
Total	13,777		13,641	

Table 20 has the assault referral data for females by grade level and school year. For the 9th and 10th grade female students, 41 females were classified as having at least one assault violation referral in 2007-09 as compared to 33 in 2009-11, a decline of more than 19.5% for the time period. For the 11th and 12th grade female students, a decline of 25% in assault violation referrals was noted (i.e. a drop from 12 in 2007-09 to 9 in 2009-11 was observed).

Table 20

Frequency Distribution of Assault Referrals for the Female Population

Assault	2007-2009		2009-2011	
	<i>N</i>	%	<i>N</i>	%
9th – 10th				
No Assault	7,245	99.4%	6,942	99.5%
At least 1 Assault	41	0.6%	33	0.5%
11th – 12th				
No Assault	6,479	99.8%	6,657	99.9%
At least 1 Assault	12	0.2%	9	0.1%
Total	13,777		13,641	

Table 21 contains the out-of-school suspension data for females by grade level and school year. The grade levels that received the most one or two or more out-of-school suspensions for 2009-09 and 2009-11 were 9th and 10th grade female students. The percentage of female students receiving one out-of-school suspension increased about 11.6% from 2007-09 to 2009-11 and decreased 6.2% for female students receiving two or more out-of-school suspensions for the same time period. Interestingly, the number of female 11th and 12th grade students receiving one or two or more out-of-school suspensions increased from 2007-09 to 2009-11, an increase of over 14.8% in each case.

Table 21

Frequency Distribution of Out-Of-School Suspensions (OSS) for the Female Population

OSS	2007-2009		2009-2011	
	<i>N</i>	%	<i>N</i>	%
9th – 10th				
No out-of-school suspension	6,269	86.0%	5,982	85.8%
One out-of-school suspension	551	7.6%	582	8.3%
Two or more out-of-school suspensions	466	6.4%	411	5.9%
11th – 12th				
No out-of-school suspension	5,896	90.8%	5,983	89.8%
One out-of-school suspension	369	5.7%	445	6.7%
Two or more out-of-school suspensions	226	3.5%	238	3.6%
Total	13,777		13,641	

Table 22 describes the in-school suspension distribution for females by grade level and school year. The largest number of female students receiving one, two, or three or more in-school suspensions for both 2007-09 and 2009-11 were 9th and 10th grade students. The percentage of female students receiving two in-school suspensions dropped approximately 2.3% from 2007-2009. However, the number of female students receiving three or more in-school suspension referrals increased approximately 7.4%. Additionally, the number of female 11th and 12th grade students receiving one, two, or three or more in-school suspensions increased from 2007-09 to 2009-11, an increase of 12.5% for that time period.

Table 22

Frequency Distribution of In-School Suspensions (ISS) for the Female Population

ISS	2007-2009		2009-2011	
	<i>N</i>	%	<i>N</i>	%
9th – 10th				
No in-school suspension	5,062	69.5%	4,892	70.1%
One in-school suspension	1,020	14.0%	908	13.0%
Two in-school suspensions	489	6.7%	427	6.1%
Three or more in-school suspensions	715	9.8%	748	10.7%
11th – 12th				
No in-school suspension	5,008	77.2%	4,992	74.9%
One in-school suspension	792	12.2%	853	12.8%
Two in-school suspensions	291	4.5%	371	5.6%
Three or more in-school suspensions	400	6.2%	450	6.8%
Total	13,777		13,641	

Table 23 represents the expulsion data for females by grade level and school year. For 9th and 10th grade students, 15 females were classified as being expelled in 2007-09 as compared to 8 in 2009-11, a decline of almost 46.7% for the time period. For the 11th and 12th grade female students, a decline of 80% in expulsions was noted (i.e., a drop from 5 in 2007-09 to 1 in 2009-11 was observed).

Table 23

Frequency Distribution of Expulsions for the Female Population

Expulsion	2007-2009		2009-2011	
	<i>N</i>	%	<i>N</i>	%
9th – 10th				
Not Expelled	7,271	99.8%	6,967	99.9%
Expelled	15	0.2%	8	0.1%
11th – 12th				
Not Expelled	6,486	99.9%	6,665	100.0%
Expelled	5	0.1%	1	0.02%
Total	13,777		13,641	

To summarize, 9th and 10th grade female students represented the student group with the largest population for both the combined 2007-09 and the combined 2009-11 school years with 7,286 and 6,975 female students respectively. For the combined 2007-09 and the combined 2009-11 school years, Caucasian females represented the largest group of female students enrolled in the Albert County Public School System. In the area of discipline, 9th and 10th grade female students had more violations of discipline in the areas of Disorderly Conduct, Threat, Integrity, Fighting, Assault, Out-of-School Suspension, In-School-Suspension, and Expulsion than the 11th and 12th grade female students for both the combined 2007-09 and the combined 2009-11 school years.

Research Questions

Research Question 1. In Albert County Public Schools, what was the disproportionality, if any, in student discipline, retention, disadvantaged and dropout for grades 9-10 and grades 11-12 for African American, Hispanic, and Caucasian males for the 2007-09 and the 2009-11 school years?

To ascertain whether there were differences in distributions for student discipline referrals and actions between African American, Hispanic, and Caucasian male students, a number of Pearson chi-squares were conducted. This statistical procedure was viewed as the

optimal statistical procedure to use because the frequency data were categorical and the sample size was large.

Grades 9th – 10th. Table 24 displays data reflective of a cross tabulation of race on disadvantaged males for 9th and 10th grade male students. For the combined 2007-2009 school years, Hispanic males had proportionately higher numbers of disadvantaged males, $\chi^2(2, N = 7,613) = 826.32, p < .05$, Cramer's $V = .329$. A similar finding for the combined 2009-11 school years is shown in Table 25. Again, Hispanic males had proportionately higher numbers of disadvantaged males than African American and Caucasian males for all other discipline infraction referrals, $\chi^2(2, N = 7,401) = 1,074.68, p < .05$, Cramer's $V = .381$. The absolute number of disadvantaged males increased amongst the three groups of students from the 2007-09 school year to the 2009-11 school years, from 21.5% in 2007-2009 to 28.6% in 2009-2011, an increase of 7.1% for that time period.

Table 24

Cross Tabulation of Race on Disadvantaged for 9th-10th Grade Males for 2007-2009 School Years

Disadvantaged	Race			χ^2	Cramer's V**
	African American	Hispanic	Caucasian		
1. Not Disadvantaged	2,228 (65.1%)	201 (62.2%)	3,551 (91.9%)	826.32*	.329
2. Disadvantaged	1,196 (34.9%)	122 (37.8%)	315 (8.1%)		

* $\chi^2(2, N = 7,613) = 826.32, p < .05$

** Cramer's $V = .329$ indicates a relatively low to moderate effect size.

Table 25

Cross Tabulation of Race on Disadvantaged for 9th-10th Grade Males for 2009-2011 School Years

Disadvantaged	<u>Race</u>			χ^2	Cramer's V**
	<i>African American</i>	<i>Hispanic</i>	<i>Caucasian</i>		
1. Not Disadvantaged	1,784 (55.0%)	224 (48.5%)	3,273 (88.5%)	1,074.68*	.381
2. Disadvantaged	1,458 (45.0%)	238 (51.5%)	424 (11.5%)		

* $\chi^2(2, N = 7,401) = 1,074.68, p < .05$

** Cramer's V = .381 indicates a relatively low to moderate effect size.

Table 26 presents the cross tabulation of race with dropouts for 9th and 10th grade male students. For the combined 2007-2009 school years, Hispanic males had proportionately higher dropout rates than African American and Caucasian males, $\chi^2(2, N = 7,613) = 138.01, p < .05$, Cramer's V = .135. A similar finding for the combined 2009-11 school years is shown in Table 27. Again, Hispanic males were found to have proportionately higher dropout rates than African American and Caucasian males, $\chi^2(2, N = 7,401) = 116.95, p < .05$, Cramer's V = .126. However, the numbers in both tables reflect a decrease of 1.1% (15.7% to 14.6%) for African American males, 3.5% (19.5% to 16.0%) for Hispanic males, and 0.5% (7.5% to 7.0%) for Caucasians males for the 2007-2009 to the 2009-11 school years.

Table 26

Cross Tabulation of Race on Dropouts for 9th-10th Grade Males for 2007-2009 School Years

Dropout	<u>Race</u>			χ^2	Cramer's V**
	African American	Hispanic	Caucasian		
1. Not a Dropout	2,888 (84.3%)	260 (80.5%)	3,577 (92.5%)	138.01*	.135
2. Dropout	536 (15.7%)	63 (19.5%)	289 (7.5%)		

* $\chi^2(2, N = 7,613) = 138.01, p < .05$

** Cramer's V = .135 indicates a relatively low effect size.

Table 27

Cross Tabulation of Race on Dropouts for 9th-10th Grade Males for 2009-2011 School Years

Dropout	<u>Race</u>			χ^2	Cramer's V**
	African American	Hispanic	Caucasian		
1. Not a Dropout	2,770 (85.4%)	388 (84%)	3,440 (93%)	116.95*	.126
2. Dropout	472 (14.6%)	74 (16%)	257 (7%)		

* $\chi^2(2, N = 7,401) = 116.95, p < .05$

** Cramer's V = .126 indicates a relatively low effect size.

Table 28 displays the cross tabulation of race on retained 9th and 10th grade male students. For the combined 2007-2009 school years, African American males had proportionately higher retention rates than Hispanic and Caucasian males, $\chi^2(2, N = 7,613) = 35.60, p < .05$, Cramer's V = .068. For the 2009-11 school year, Table 29 illustrates that Hispanic males had proportionately higher retention rates than African American and Caucasian males, $\chi^2(2, N = 7,401) = 37.05, p < .05$, Cramer's V = .071. The numbers in both tables reflect an increase for Hispanic males (2.5% to 3.2%) for the retention rate for the 2007-2009 to the 2009-11 school years.

Table 28

Cross Tabulation of Race on Retained for 9th-10th Grade Males for 2007-2009 School Years

Retained	<u>Race</u>			χ^2	Cramer's V**
	<i>African American</i>	<i>Hispanic</i>	<i>Caucasian</i>		
1. Not Retained	3,327 (97.2%)	315 (97.5%)	3,829 (99%)	35.60*	.068
2. Retained	97 (2.8%)	8 (2.5%)	37 (1%)		

* $\chi^2(2, N = 7,613) = 35.60, p < .05$

** Cramer's V = .068 indicates a low effect size.

Table 29

Cross Tabulation of Race on Retained for 9th-10th Grade Males for 2009-2011 School Years

Retained	<u>Race</u>			χ^2	Cramer's V**
	<i>African American</i>	<i>Hispanic</i>	<i>Caucasian</i>		
1. Not Retained	3,147 (97.1%)	447 (96.8%)	3,660 (99%)	37.05*	.071
2. Retained	95 (2.9%)	15 (3.2%)	37 (1%)		

* $\chi^2(2, N = 7,401) = 37.05, p < .05$

** Cramer's V = .071 indicates a low effect size.

Table 30 displays data reflective of a cross tabulation of race and referrals for disorderly conduct for 9th and 10th grade male students for the combined 2007-2009 school years. The chi-square analysis of the cross tabulation revealed that 9th and 10th grade Hispanic and Caucasian males had proportionately similar rates of no, one, and two or more referrals for disorderly conduct. However, African American 9th and 10th grade males were found to have proportionately higher rates of referral for disorderly conduct, a difference reflected in a measurable chi-square, $\chi^2(4, N = 7,613) = 646.87, p < .05$, Cramer's V = .291.

Table 30

Cross Tabulation of Race on Disorderly Conduct for 9th-10th Grade Males During 2007-2009

Disorderly Conduct	Race			χ^2	Cramer's V**
	African American	Hispanic	Caucasian		
1. No referrals	2,292 (66.9%)	280 (86.7%)	3,500 (90.5%)	646.87*	.291
2. One referral	473 (13.8%)	28 (8.7%)	179 (4.6%)		
3. Two or more referrals	659 (19.2%)	15 (4.6%)	187 (4.8%)		

* $\chi^2(4, N = 7,613) = 646.87, p < .05$

** Cramer's V = .291 indicates a relatively low effect size.

The cross tabulation of disorderly conduct referrals by race for 9th and 10th grade male students for the combined 2009-2011 school years is presented in Table 31. As was found for the combined 2007-09 school years, the 9th and 10th grade Hispanic and Caucasian males had proportionately similar rates across the disorderly conduct referral categories but African American males had proportionately higher disorderly conduct referral rates, $\chi^2(4, N = 7,401) = 591.63, p < .05$, Cramer's V = .283.

Table 31

Cross Tabulation of Race on Disorderly Conduct for 9th-10th Grade Males For 2009-2011

Disorderly Conduct	Race			χ^2	Cramer's V**
	African American	Hispanic	Caucasian		
1. No referrals	2,348 (72.4%)	397 (85.9%)	3,456 (93.5%)	591.63*	.283
2. One referral	378 (11.7%)	42 (9.1%)	143 (3.9%)		
3. Two or more referrals	516 (15.9%)	23 (5%)	98 (2.7%)		

* $\chi^2(4, N = 7,401) = 591.63, p < .05$

** Cramer's V = .283 indicates a relatively low effect size.

Table 32 displays the results of a cross tabulation of race on other discipline infraction referrals for 9th and 10th grade male students. For the combined 2007-2009 school years, African American males had proportionately higher referrals rates than Hispanic and Caucasian males for all other discipline infraction referrals, $\chi^2(2, N = 7,613) = 149.68, p < .05$, Cramer's V = .140. A similar finding for the combined 2009-11 school years is shown in Table 33. Again, African American males had proportionately higher referrals rates than Hispanic and Caucasian males for all other discipline infraction referrals, $\chi^2(2, N = 7,401) = 121.57, p < .05$, Cramer's V = .128.

Table 32

Cross Tabulation of Race On Other Discipline Infractions for 9th-10th Grade Males During the 2007-2009 School Years

Discipline infractions*	<u>Race</u>			χ^2	Cramer's V***
	<i>African American</i>	<i>Hispanic</i>	<i>Caucasian</i>		
1. No referral	3,113 (90.9%)	311 (96.3%)	3,767 (97.4%)	149.68*	.140***
2. At least one referral	311 (9.1%)	12 (3.7%)	99 (2.6%)		

*Includes fights, threats, assault and integrity.

** χ^2 (2, N = 7,613) = 149.68, $p < .05$

*** Cramer's V = .140 indicates a low effect size.

Table 33

Cross Tabulation of Race on Other Discipline Infractions for 9th-10th Grade Males During the 2009-2011 School Years

Discipline infractions*	<u>Race</u>			χ^2	Cramer's V***
	<i>African American</i>	<i>Hispanic</i>	<i>Caucasian</i>		
1. No referral	3,000 (92.5%)	444 (96.1%)	3,624 (98%)	121.57*	.128***
2. At least one referral	242 (7.5%)	18 (3.9%)	73 (2%)		

*Includes fights, threats, assault and integrity.

** χ^2 (2, N = 7,401) = 121.57, $p < .05$

*** Cramer's V = .128 indicates a low effect size.

Table 34 displays data regarding race and out-of-school suspensions for 9th and 10th grade male students. For the combined 2007-2009 school years, African American males had proportionately higher out-of-school suspension rates than Hispanic males who, in turn, demonstrated higher rates than Caucasian males, χ^2 (2, N = 7,613) = 792.49, $p < .05$, Cramer's

V= .323. A similar finding was noted for the combined 2009-11 school years, $\chi^2(2, N = 7,401) = 606.71, p < .05$, Cramer's V= .286, as is shown in Table 35.

Table 34

Cross Tabulation of Race on Out-Of-School Suspension (OSS) for 9th-10th Grade Males During the 2007-2009 School Years

Out-of-school Suspension	<u>Race</u>			χ^2	Cramer's V**
	<i>African American</i>	<i>Hispanic</i>	<i>Caucasian</i>		
1. No OSS	2,128 (62.1%)	269 (83.3%)	3,458 (89.4%)	792.49*	.323
2. One OSS	545 (15.9%)	33 (10.2%)	227 (5.9%)		
3. Two or more OSS	751 (21.9%)	21 (6.5%)	181 (4.7%)		

* $\chi^2(4, N = 7,613) = 792.49, p < .05$

** Cramer's V = .323 indicates a relatively low to moderate effect size.

Table 35

Cross Tabulation of Race on Out-Of-School Suspension (OSS) for 9th-10th Grade Males During the 2009-2011 School Years

Out-of-school Suspension	Race			χ^2	Cramer's V**
	African American	Hispanic	Caucasian		
1. No OSS	2,193 (67.6%)	370 (80.1%)	3,359 (90.9%)	606.71*	.286
2. One OSS	474 (14.6%)	51 (11%)	210 (5.7%)		
3. Two or more OSS	575 (17.7%)	41 (8.9%)	128 (3.5%)		

* $\chi^2(4, N = 7,401) = 606.71, p < .05$

** Cramer's V = .286 indicates a relatively low effect size.

Table 36 displays the cross tabulation data of race and in-school suspensions for 9th and 10th grade male students. For the combined 2007-2009 school years, African American males generally had proportionately higher in-school suspensions rates than Hispanic and Caucasian males, $\chi^2(2, N = 7,613) = 485.36, p < .05$, Cramer's V = .252. For the 2009-11 school years, Table 37 reflects that Hispanic males had proportionately higher referral rates than African American and Caucasian males for one in-school suspension referral. African American males had proportionately higher referrals rates than Hispanic and Caucasian males for two and for three or more in-school suspension referrals, $\chi^2(2, N = 7,401) = 550.57, p < .05$, Cramer's V = .273.

Table 36

Cross tabulation of race on in-school suspension (ISS) for 9th-10th grade males during the 2007-2009 school years

In-school Suspension	<u>Race</u>			χ^2	Cramer's V**
	<i>African American</i>	<i>Hispanic</i>	<i>Caucasian</i>		
1. No ISS	1,482 (43.3%)	182 (56.3%)	2,586 (66.9%)	485.36*	.252
2. One ISS	588 (17.2%)	50 (15.5%)	561 (14.5%)		
3. Two ISS	384 (11.2%)	34 (10.5%)	263 (6.8%)		
4. Three or more ISS	970 (28.3%)	57 (17.6%)	456 (11.8%)		

* $\chi^2(2, N = 7,613) = 485.36, p < .05$

** Cramer's V = .252 indicates a relatively low effect size.

Table 37

Cross Tabulation of Race on In- School Suspension (ISS) for 9th-10th Grade Males During the 2009-2011 School Years

In-school Suspension	Race			χ^2	Cramer's V**
	African American	Hispanic	Caucasian		
1. No ISS	1,483 (45.7%)	254 (55%)	2,624 (71%)	550.57*	.273
2. One ISS	544 (16.8%)	82 (17.7%)	526 (14.2%)		
3. Two ISS	332 (10.2%)	31 (6.7%)	178 (4.8%)		
4. Three or more ISS	883 (27.2%)	95 (20.6%)	369 (10%)		

* $\chi^2(2, N = 7,401) = 550.57, p < .05$

** Cramer's V = .273 indicates a relatively low effect size.

Grades 11th – 12th. Table 38 displays data reflective of a cross tabulation of race on disadvantaged males for 11th and 12th grade male students. For the combined 2007-2009 school years, African American males had proportionately higher numbers of disadvantaged than the other two groups of males, $\chi^2(2, N = 6,388) = 552.04, p < .05$, Cramer's V = .294. For the combined 2009-11 school year, Hispanic males had proportionately higher numbers for disadvantaged males, than African American and Caucasian males, $\chi^2(2, N = 6,446) = 796.56, p < .05$, Cramer's V = .352, which is displayed in Table 39. The number of disadvantaged males increased amongst the three groups of students from the 2007-09 school years to the 2009-11 school years, an increase of 8.0%, 13.3% in 2007-2009 to 21.3% in 2009-2011 for that time period.

Table 38

Cross Tabulation of Race on Disadvantaged for 11th-12th Grade Males for 2007-2009 School Years

Disadvantaged	Race			χ^2	Cramer's V**
	African American	Hispanic	Caucasian		
1. Not Disadvantaged	1,892 (75%)	157 (76.2%)	3,488 (95.3%)	552.04*	.294
2. Disadvantaged	630 (25%)	49 (23.8%)	172 (4.7%)		

* $\chi^2(2, N = 6,388) = 552.04, p < .05$

** Cramer's V = .294 indicates a relatively low effect size.

Table 39

Cross Tabulation of Race on Disadvantaged For 11th-12th Grade Males for 2009-2011 School Years

Disadvantaged	Race			χ^2	Cramer's V**
	African American	Hispanic	Caucasian		
1. Not Disadvantaged	1,715 (64%)	158 (55.4%)	3,199 (91.9%)	796.56*	.352
2. Disadvantaged	964 (36%)	127 (44.6%)	283 (8.1%)		

* $\chi^2(2, N = 6,446) = 796.56, p < .05$

** Cramer's V = .352 indicates a relatively low to moderate effect size.

Table 40 displays a cross tabulation of dropout and race data for 11th and 12th grade male students. For the combined 2007-2009 school years, the proportional percentage rate was similar for the three subgroups, $\chi^2(2, N = 6,388) = 3.41, p > .05$, Cramer's V = .023. The Hispanic male rate was slightly higher than that noted for African American and Caucasian males. A similar finding for the combined 2009-11 school years is shown in Table 41; however, the African American male rate was slightly higher than that noted for Hispanic and Caucasian males, $\chi^2(2,$

$N = 6,446$) = 5.67, $p > .05$, Cramer's $V = .033$. The proportional percentage rate was not measurably different among the three subgroups.

Table 40

Cross Tabulation of Race on Dropout for 11th-12th Grade Males for 2007-2009 School Years

Dropout	Race			χ^2	Cramer's V**
	African American	Hispanic	Caucasian		
1. Not a Dropout	1,152 (45.7%)	94 (45.6%)	1,757 (48%)	3.41	.023
2. Dropout	1,370 (54.3%)	112 (54.4%)	1,903 (52%)		

* $\chi^2(2, N = 6,388) = 3.41, p > .05$

** Cramer's $V = .023$ indicates a low effect size.

Table 41

Cross Tabulation of Race on Dropout for 11th-12th Grade Males for 2009-2011 School Years

Dropout	Race			χ^2	Cramer's V**
	African American	Hispanic	Caucasian		
1. Not a Dropout	1,192 (44.5%)	136 (47.7%)	1,653 (47.5%)	5.67	.033
2. Dropout	1,487 (55.5%)	149 (52.3%)	1,829 (52.5%)		

* $\chi^2(2, N = 6,446) = 5.67, p > .05$

** Cramer's $V = .033$ indicates a low effect size.

The cross tabulation of race and retentions for 11th and 12th grade male students is presented in Table 42. For the combined 2007-2009 school years, Hispanic males had proportionately higher retention rates than African American and Caucasian males, $\chi^2(2, N = 6,388) = 36.79, p < .05$, Cramer's $V = .076$. For the combined 2009-11 school years, Table 43 illustrates that African American males had proportionately higher retention rates than Hispanic

and Caucasian males, $\chi^2(2, N = 6,446) = 16.08, p < .05$, Cramer's $V = .050$. However, the numbers in both tables reflect a small decrease in the retention rate for the 2007-2009 to the 2009-11 school years amongst all three student groups by 0.5% , 3.3% in 2007-2009 to 2.8% in 2009-2011 for that time period.

Table 42

Cross Tabulation of Race on Retained for 11th-12th Grade Males for 2007-2009 School Years

Retained	Race			χ^2	Cramer's V**
	African American	Hispanic	Caucasian		
1. Not Retained	2,411 (95.6%)	189 (91.7%)	3,576 (97.7%)	36.79*	.076
2. Retained	111 (4.4%)	17 (8.3%)	84 (2.3%)		

* $\chi^2(2, N = 6,388) = 36.79, p < .05$

** Cramer's $V = .076$ indicates a low effect size.

Table 43

Cross Tabulation of Race on Retained for 11th-12th Grade Males for 2009-2011 School Years

Retained	Race			χ^2	Cramer's V**
	African American	Hispanic	Caucasian		
1. Not Retained	2,578 (96.2%)	277 (97.2%)	3,410 (97.9%)	16.08*	.050
2. Retained	101 (3.8%)	8 (2.8%)	72 (2.1%)		

* $\chi^2(2, N = 6,446) = 16.08, p < .05$

** Cramer's $V = .050$ indicates a low effect size.

Table 44 contains the cross tabulation of race and referrals for disorderly conduct for 11th and 12th grade male students for the combined 2007-09 school years. The chi-square analysis revealed that 11th and 12th grade Hispanic and Caucasian males had proportionately similar rates

of no, one, and two or more referrals for disorderly conduct. African American 11th and 12th grade males were found to have proportionately higher rates of referrals for disorderly conduct, a difference reflected in a measurable chi-square, $\chi^2(4, N = 6,388) = 382.15, p < .05$, Cramer's $V = .245$.

Table 44

Cross Tabulation of Race on Disorderly Conduct for 11th-12th Grade Males During 2007-2009 School Years

Disorderly Conduct	Race			χ^2	Cramer's V**
	African American	Hispanic	Caucasian		
1. No referrals	1,960 (77.7%)	190 (92.2%)	3,446 (94.2%)	382.15*	.245
2. One referral	298 (11.8%)	12 (5.8%)	133 (3.6%)		
3. Two or more referrals	264 (10.5%)	4 (1.9%)	81 (2.2%)		

* $\chi^2(4, N = 6,388) = 382.15, p < .05$

** Cramer's $V = .245$ indicates a relatively low effect size.

The cross tabulation of disorderly conduct referrals by race for 11th and 12th grade male students for the combined 2009-2011 school years is presented in Table 45. As was found for the combined 2007-09 school years, the 11th and 12th grade Hispanic and Caucasian males had proportionately similar rates across the disorderly conduct referral categories but African American males had proportionately higher disorderly conduct referral rates, $\chi^2(4, N = 6,446) = 421.02, p < .05$, Cramer's $V = .256$.

Table 45

Cross Tabulation of Race on Disorderly Conduct for 11th-12th Grade Males During the 2009-2011 School Years

Disorderly Conduct	Race			χ^2	Cramer's V**
	African American	Hispanic	Caucasian		
1. No referrals	2,083 (77.8%)	267 (93.7%)	3,302 (94.8%)	421.02*	.256
2. One referral	319 (11.9%)	12 (4.2%)	107 (3.1%)		
3. Two or more referrals	277 (10.3%)	6 (2.1%)	73 (2.1%)		

* $\chi^2(4, N = 6,446) = 421.02, p < .05$

** Cramer's V = .256 indicates a relatively low effect size.

Table 46 displays the results of a cross tabulation of race and other discipline infractions referrals for 11th and 12th grade male students. For the combined 2007-2009 school years, African American males had proportionately higher referrals rates than Hispanic and Caucasian males for all other discipline infraction referrals, $\chi^2(2, N = 6,388) = 54.76, p < .05$, Cramer's V = .093. A similar finding for the combined 2009-11 school years is shown in Table 47. Again, African American males had proportionately higher referrals rates than Hispanic and Caucasian males for all other discipline infraction referrals, $\chi^2(2, N = 6,466) = 45.37, p < .05$, Cramer's V = .084.

Table 46

Cross Tabulation of Race on Other Discipline Infractions for 11th-12th Grade Males During the 2007-2009 School Years

Discipline infractions*	Race			χ^2	Cramer's V***
	African American	Hispanic	Caucasian		
1. No referral	2,411 (95.6%)	203 (97.6%)	3,609 (98.6%)	54.76**	.093
2. At least one referral	111 (4.4%)	5 (2.4%)	51 (1.4%)		

*Includes fights, threats, assault and integrity.

** χ^2 (2, N = 6,388) = 57.46, $p < .05$

*** Cramer's V = .093 indicates a low effect size.

Table 47

Cross Tabulation of Race on Other Discipline Infractions for 11th-12th Grade Males During the 2009-2011 School Years

Discipline infractions*	Race			χ^2	Cramer's V***
	African American	Hispanic	Caucasian		
1. No referral	2,573 (96%)	279 (97.9%)	3,437 (98.7%)	45.37**	.084
2. At least one referral	106 (4%)	6 (2.1%)	45 (1.3%)		

*Includes fights, threats, assault and integrity.

** χ^2 (2, N = 6,466) = 45.37, $p < .05$

*** Cramer's V = .084 indicates a low effect size

Table 48 contains the 11th and 12th grade male students' cross tabulation of race and out-of-school suspensions for the combined 2007-09 school years. The chi-square analysis indicated measurable differences in the proportional distributions of the three groups of students, χ^2 (4, N

= 6,388) = 486.12, $p < .05$, Cramer's $V = .276$. Caucasian males had proportionately the fewest out-of school suspensions across all categories while African American males had proportionately the most. The Hispanic males had proportions that generally fell between the Caucasian and African American males.

Table 48

Cross Tabulation of Race on Out-Of-School Suspension (OSS) for 11th-12th Grade Males During 2007-2009 School Years

Out-of-school Suspension	<u>Race</u>			χ^2	Cramer's V^{**}
	<i>African American</i>	<i>Hispanic</i>	<i>Caucasian</i>		
1. No OSS	1,836 (72.8%)	183 (88.8%)	3,395 (92.8%)	486.12*	.276
2. One OSS	364 (14.4%)	16 (7.8%)	188 (5.1%)		
3. Two or more OSS	322 (12.8%)	7 (3.4%)	77 (2.1%)		

* $\chi^2(4, N = 6,388) = 486.12, p < .05$

** Cramer's $V = .276$ indicates a relatively low effect size.

Table 49 presents the cross tabulation of race and out-of-school suspensions for 11th and 12th grade male students for the combined 2009-11 school years. The chi-square analysis indicated measurable differences in the proportional distributions of the three groups of students, $\chi^2(4, N = 6,466) = 465.66, p < .05$, Cramer's $V = .269$. Similar to the findings reported in Table 48, Caucasian males had proportionately the fewest out-of school suspensions across all categories while African American males had proportionately the most. The Hispanic males had proportions that generally fell between the Caucasians and African Americans.

Table 49

Cross Tabulation of Race on Out-of-School Suspension (OSS) for 11th-12th Grade Males for 2009-2011 School Years

Out-of-school Suspension	<u>Race</u>			χ^2	Cramer's V**
	<i>African American</i>	<i>Hispanic</i>	<i>Caucasian</i>		
1. No OSS	1,956 (73%)	252 (88.4%)	3,231 (92.8%)	465.66*	.269
2. One OSS	395 (14.7%)	20 (7%)	173 (5%)		
3. Two or more OSS	328 (12.2%)	13 (4.6%)	78 (2.2%)		

* $\chi^2(4, N = 6,466) = 465.66, p < .05$

** Cramer's V = .269 indicates a relatively low effect size.

Table 50 has the cross tabulation of race and in-school suspension for the combined 2007-2009 school years 11th and 12th grade male students. Caucasian males had proportionately fewer in-school suspensions across all categories while African American and Hispanic males were proportionately similarly distributed. These differences in distributions were reflected in the finding of a measurable chi-square, $\chi^2(4, N = 6,388) = 322.56, p < .05$, Cramer's V = .225.

Table 50

Cross Tabulation of Race on In-School Suspension (ISS) for 11th-12th Grade Males During The 2007-2009 School Years

In-school Suspension	Race			χ^2	Cramer's V**
	African American	Hispanic	Caucasian		
1. No ISS	1,334 (52.9%)	122 (59.2%)	2,660 (72.7%)	322.56*	.225
2. One ISS	443 (17.6%)	37 (18%)	518 (14.2%)		
3. Two ISS	243 (9.6%)	20 (9.7%)	213 (5.8%)		
4. Three or more ISS	502 (19.9%)	27 (13.1%)	269 (7.3%)		

* $\chi^2(2, N = 6,388) = 322.56, p < .05$

** Cramer's V = .225 indicates a relatively low effect size.

Table 51 displays data reflective of a cross tabulation of race and in-school suspension for 11th and 12th grade male students for the combined 2009-2011 school years. African American males had proportionately higher in-school suspension rates than Hispanic males who in turn tended to have higher rates than Caucasian males, $\chi^2(4, N = 6,446) = 284.29, p < .05$, Cramer's V = .210.

Table 51

Cross Tabulation of Race on In-School Suspension (ISS) for 11th-12th Grade Males During the 2009-2011 School Years

In-school Suspension	Race			χ^2	Cramer's V**
	African American	Hispanic	Caucasian		
1. No ISS	1,380 (51.5%)	168 (58.9%)	2,466 (70.8%)	284.29*	.210**
2. One ISS	516 (19.3%)	52 (18.2%)	532 (15.3%)		
3. Two ISS	264 (9.9%)	26 (9.1%)	195 (5.6%)		
4. Three or more ISS	519 (19.4%)	39 (13.7%)	289 (8.3%)		

* $\chi^2(4, N = 6,446) = 284.29, p < .05$

** Cramer's V = .210 indicates a relatively low effect size.

In summary, the numbers in student discipline are for grades 9-10 and 11-12 are generally disproportionate for African American, Hispanic, and Caucasian males for the combined 2007-09 and combined 2009-11 school years, more so in some instances than in others. Hispanic males and African American males were found to be the largest subgroups with disproportionate numbers in several areas. For instance, in the area of Disadvantaged, Hispanic males represented the largest group of males for all grades and all school years with the exception of the 2007-09 school years; African American males in the 11th and 12th grade represented the largest group of males for the combined 2007-09 school years. In the area of Dropout, Hispanics represented the largest group for 9th and 10th grade students while for 11th and 12th grade students, there were no measurable differences among the three subgroups for either time periods. In the area of Retention, there was no measurable difference amongst 9th and 10th grade African American males and Hispanic males for the combined 2007-09 school years. Hispanic males represented the largest group of 9th and 10th grade students retained for the combined 2009-11 school years. For the 11th and 12th grade students, Hispanics had the largest

proportion retained for the combined 2007-09 school years while 11th and 12th grade African American males had the largest proportion for the combined 2009-11 school years. In the areas of Disorderly Conduct, Other Disciplinary Infractions, and Out-of-School Suspension African American males represented the largest proportion of students for all subgroups and time periods. In the area of In-School-Suspension, African American males in the 9th and 10th grade had the largest proportion for the combined 2007-09 school years. For the combined 2009-11 school years, 9th and 10th grade Hispanic males had the largest proportion with one referral while African American males in the 9th and 10th grade had the largest proportion with two and three or more referrals. For 11th and 12th grade male students, Hispanic males had the largest proportion with one In-School-Suspension referral for the combined 2007-09 school years. No measurable difference was found in the proportion of African American and Hispanic 11th and 12th grade males in the areas of two In-School-Suspension referrals for the combined 2007-09 and the combined 2007-09 school years. However, in the area of three or more referrals for the combined 2007-09 and the combined 2009-11 school years, African American males in the 11th and 12th grade had the largest proportion.

Research Question 2. In Albert County Public Schools, what was the disproportionality, if any, in student discipline, retention, disadvantaged and dropout for grades 9-10 and grades 11-12 for African American, Hispanic, and Caucasian females for the 2007-09 and the 2009-11 school years?

To ascertain whether proportional differences were present in student discipline between African American, Hispanic and Caucasian female students, a number of Pearson chi-squares were conducted. This statistical procedure was viewed as the optimal statistical procedure to use because the frequency data were categorical and the sample size was large.

Grades 9th – 10th. Table 52 displays data reflective of a cross tabulation of race on disadvantaged females for 9th and 10th grade female students. For the combined 2007-2009 school years, African American females had proportionately higher numbers of disadvantaged than Hispanic and Caucasian females, $\chi^2(2, N = 7,286) = 988.79, p < .05$, Cramer's $V = .368$. For the combined 2009-11 school years shown in Table 53, African American and Hispanic proportions were almost identical and showed higher percentages of disadvantaged females than Caucasian females, $\chi^2(2, N = 6,975) = 1,148.97, p < .05$, Cramer's $V = .406$. The number of

disadvantaged females increased amongst the three groups of students from the 2007-09 school years to the 2009-11 school years.

Table 52

Cross Tabulation of Race on Disadvantaged for 9th-10th Grade Females for 2007-2009 School Years

Disadvantaged	<u>Race</u>			χ^2	Cramer's V**
	<i>African American</i>	<i>Hispanic</i>	<i>Caucasian</i>		
1. Not Disadvantaged	1,939 (61.9%)	192 (66.9%)	3,581 (92.6%)	988.79*	.368
2. Disadvantaged	1,194 (38.1%)	95 (33.1%)	285 (7.4%)		

* $\chi^2(2, N = 7,286) = 988.79, p < .05$

** Cramer's V = .368 indicates a relatively low to moderate effect size.

Table 53

Cross Tabulation of Race on Disadvantaged for 9th-10th Grade Females for 2009-2011 School Years

Disadvantaged	<u>Race</u>			χ^2	Cramer's V**
	<i>African American</i>	<i>Hispanic</i>	<i>Caucasian</i>		
1. Not Disadvantaged	1,615 (52.7%)	190 (52.6%)	3,176 (89.4%)	1,148.97*	.406
2. Disadvantaged	1,447 (47.3%)	171 (47.4%)	376 (10.6%)		

* $\chi^2(2, N = 6,975) = 1,148.97, p < .05$

** Cramer's V = .406 indicates a relatively moderate effect size.

Table 54 presents the results of a cross tabulation of race and dropouts for 9th and 10th grade female students. For the combined 2007-2009 school years, Hispanic females had proportionately higher numbers of dropouts than African American females who in turn had

higher numbers than Caucasian females., $\chi^2(2, N = 7,286) = 118.42, p < .05$, Cramer's $V = .127$. A similar finding was noted for the combined 2009-11 school years, $\chi^2(2, N = 7,286) = 72.95, p < .05$, Cramer's $V = .102$, and is shown in Table 55. However, the number of females who dropped out increased amongst African American and Caucasian females by 2.1% from the 2007-09 school years to the 2009-11 school years. The numbers for Hispanic females decreased by 4.8% (18.1% for 2007-2009 to 13.3% for 2009-2011) for the same time period.

Table 54

Cross Tabulation of Race on Dropout for 9th-10th Grade Females for 2007-2009 School Years

Dropout	Race			χ^2	Cramer's V**
	African American	Hispanic	Caucasian		
1. Not a Dropout	2,778 (88.7%)	235 (81.9%)	3,661 (94.7%)	118.42*	.127
2. Dropout	355 (11.3%)	52 (18.1%)	205 (5.3%)		

* $\chi^2(2, N = 7,286) = 118.42, p < .05$

** Cramer's $V = .127$ indicates a relatively low effect size.

Table 55

Cross Tabulation of Race on Dropout for 9th-10th Grade Females for 2009-2011 School Years

Dropout	Race			χ^2	Cramer's V**
	African American	Hispanic	Caucasian		
1. Not a Dropout	2,705 (88.3%)	313 (86.7%)	3,337 (93.9%)	72.95*	.102
2. Dropout	357 (11.7%)	48 (13.3%)	215 (6.1%)		

* $\chi^2(2, N = 6,975) = 72.95, p < .05$

** Cramer's $V = .102$ indicates a relatively low effect size.

Table 56 contains a summary of the cross tabulation of race and number of retained 9th and 10th grade female students. Though the absolute numbers are small for the combined 2007-2009 school years, Hispanic females had proportionately higher retention rates than African American females who had a retention proportion greater than Caucasian females, $\chi^2(2, N = 7,286) = 10.35, p < .05$, Cramer's $V = .038$. In contrast, as Table 57 illustrates, African American females had proportionately higher retention rates than Hispanic females who had higher rates than Caucasian females, $\chi^2(2, N = 6,975) = 20.19, p < .05$, Cramer's $V = .054$. However, the numbers in both tables reflect an increase in the retention rate amongst African American females for the 2007-2009 to the 2009-11 school years of 20.0%. Tables 56 and 57 reflect a decrease in the retention rate amongst Caucasian and Hispanic females by 0.1% (0.7% 2007-2009 to 0.6% 2009-2011) for the same time period.

Table 56

Cross Tabulation of Race on Retained for 9th-10th Grade Females for 2007-2009 School Years

Retained	Race			χ^2	Cramer's V**
	<i>African American</i>	<i>Hispanic</i>	<i>Caucasian</i>		
1. Not Retained	3,088 (98.6%)	282 (98.3%)	3,839 (99.3%)	10.35*	.038
2. Retained	45 (1.4%)	5 (1.7%)	27 (0.7%)		

* $\chi^2(2, N = 7,286) = 10.35, p < .05$

** Cramer's $V = .038$ indicates a low effect size.

Table 57

Cross Tabulation of Race on Dropout for 9th-10th Grade Females for 2009-2011 School Years

Retained	Race			χ^2	Cramer's V**
	African American	Hispanic	Caucasian		
1. Not Retained	3,008 (98.2%)	357 (98.9%)	3,531 (99.4%)	20.19*	.054
2. Retained	54 (1.8%)	4 (1.1%)	21 (0.6%)		

* χ^2 (2, N = 6,975) = 20.19, $p < .05$

** Cramer's V = .054 indicates a low effect size.

Table 58 presents the a cross tabulation of race and referrals for disorderly conduct for 9th and 10th grade female students for the combined 2007-2009 school years. The chi-square analysis of the cross tabulation revealed that 9th and 10th grade Hispanic and Caucasian females had proportionately similar rates of no, one, and two or more referrals for disorderly conduct. However, African American 9th and 10th grade females were found to have proportionately higher rates of referrals for disorderly conduct, a difference reflected in a measurable chi-square, χ^2 (4, N = 7,286) = 576.30, $p < .05$, Cramer's V = .281.

Table 58

Cross Tabulation of Race on Disorderly Conduct for 9th-10th Grade Females During 2007-2009

Disorderly Conduct	Race			χ^2	Cramer's V**
	African American	Hispanic	Caucasian		
1. No referrals	2,464 (78.6%)	275 (95.8%)	3,731 (96.5%)	576.30*	.281
2. One referral	340 (10.9%)	10 (3.5%)	85 (2.2%)		
3. Two or more referrals	329 (10.5%)	2 (0.7%)	50 (1.3%)		

* χ^2 (4, N = 7,286) = 576.30, $p < .05$

** Cramer's V = .281 indicates a relatively low effect size.

In Table 59, the results of the analysis of disorderly conduct referrals by race for 9th and 10th grade female students for the combined 2009-2011 school years are summarized. As was found for the combined 2007-09 school years, the 9th and 10th grade Hispanic and Caucasian females had proportionately similar rates across the disorderly conduct referral categories but that African American females had proportionately higher disorderly conduct referral rates, χ^2 (4, N = 14,261) = 445.94, $p < .05$, Cramer's V = .253.

Table 59

Cross Tabulation of Race on Disorderly Conduct for 9th-10th Grade Females for 2009-2011

Disorderly Conduct	Race			χ^2	Cramer's V**
	African American	Hispanic	Caucasian		
1. No referrals	2,491 (81.4%)	337 (93.4%)	3,443 (96.9%)	445.94*	.253
2. One referral	316 (10.3%)	16 (4.4%)	64 (1.8%)		
3. Two or more referrals	255 (8.3%)	8 (2.2%)	45 (1.3%)		

* χ^2 (4, N = 14,261) = 445.94, $p < .05$

** Cramer's V = .253 indicates a relatively low effect size.

The cross tabulation of race with other discipline infractions referrals for 9th and 10th grade female students is displayed in Table 60. For the combined 2007-2009 school years, African American females had proportionately higher referrals rates than Hispanic and Caucasian females for all other discipline infraction referrals where Hispanic females were found to have slightly higher proportions of referrals than Caucasian females, χ^2 (2, N = 7,286) = 162.04, $p < .05$, Cramer's V = .149. A similar pattern for the combined 2009-11 school years was found, χ^2 (2, N = 6,975) = 94.61, $p < .05$, Cramer's V = .084, and is shown in Table 61.

Table 60

Cross Tabulation of Race on Other Discipline Infractions for 9th-10th Grade Females During the 2007-2009 School Years

Discipline infractions*	<u>Race</u>			χ^2	Cramer's V***
	<i>African American</i>	<i>Hispanic</i>	<i>Caucasian</i>		
1. No referral	2,943 (93.9%)	281 (97.9%)	3,836 (99.2%)	162.04**	.149
2. At least one referral	190 (6.1%)	6 (2.1%)	30 (0.8%)		

*Includes fights, threats, assault and integrity.

** χ^2 (2, N = 7,286) = 162.04, $p < .05$

*** Cramer's V = .149 indicates a relatively low effect size.

Table 61

Cross Tabulation of Race on Other Discipline Infractions for 9th-10th Grade Females During the 2009-2011 School Years

Discipline infractions*	<u>Race</u>			χ^2	Cramer's V***
	<i>African American</i>	<i>Hispanic</i>	<i>Caucasian</i>		
1. No referral	2,931 (95.7%)	356 (98.6%)	3,527 (99.3%)	94.61**	.116
2. At least one referral	131 (4.3%)	5 (1.4%)	25 (0.7%)		

*Includes fights, threats, assault and integrity.

** χ^2 (2, N = 6,975) = 94.61, $p < .05$

** Cramer's V = .116 indicates a relatively low effect size.

Table 62 contains the cross tabulation of race with out-of-school suspensions for 9th and 10th grade female students. For the combined 2007-2009 school years, African American females had proportionately higher out-of-school suspension rates than Hispanic and Caucasian females, χ^2 (2, N = 7,286) = 637.94, $p < .05$, Cramer's V = .296. For the combined 2009-11 school years

shown in Table 63, African American females had proportionately higher out-of-school suspension rates than Hispanic females who in turn demonstrated higher rates than Caucasian females, $\chi^2(2, N = 6,975) = 595.16, p < .05$, Cramer's $V = .292$.

Table 62

Cross Tabulation of Race on Out-Of-School Suspension (OSS) for 9th-10th Grade Females During the 2007-2009 School Years

Out-of-school Suspension	Race			χ^2	Cramer's V**
	African American	Hispanic	Caucasian		
1. No OSS	2,328 (74.3%)	270 (94.1%)	3,671 (95%)	637.94*	.296
2. One OSS	415 (13.2%)	12 (4.2%)	124 (3.2%)		
3. Two or more OSS	390 (12.4%)	5 (1.7%)	71 (1.8%)		

* $\chi^2(4, N = 7,286) = 637.94, p < .05$

** Cramer's $V = .296$ indicates a relatively low effect size.

Table 63

Cross Tabulation of Race on Out-Of-School Suspension (OSS) for 9th-10th Grade Females During the 2009-2011 School Years

Out-of-school Suspension	Race			χ^2	Cramer's V**
	African American	Hispanic	Caucasian		
1. No OSS	2,281 (74.5%)	316 (87.5%)	3,385 (95.3%)	595.16*	.292
2. One OSS	434 (14.2%)	33 (9.1%)	115 (3.2%)		
3. Two or more OSS	347 (11.3%)	12 (3.3%)	52 (1.5%)		

* $\chi^2(4, N = 6,975) = 595.16, p < .05$

** Cramer's $V = .292$ indicates a relatively low effect size.

The cross tabulation of race and in-school suspension for the combined 2007-2009 school years 9th and 10th grade female students is displayed in Table 64. Caucasian females had proportionately fewer in-school suspensions across all categories while, in general, African American and Hispanic females were similarly distributed. These differences in distributions were reflected in the finding of a measurable chi-square, $\chi^2(4, N = 7,286) = 501.91, p < .05$, Cramer's V = .262.

Table 64

Cross Tabulation of Race on In-School Suspension (ISS) for 9th-10th Grade Females During the 2007-2009 School Years

In-school Suspension	Race			χ^2	Cramer's V**
	African American	Hispanic	Caucasian		
1. No ISS	1,764 (56.3%)	197 (68.6%)	3,101 (80.2%)	501.91*	.262
2. One ISS	570 (18.2%)	50 (17.4%)	400 (10.3%)		
3. Two ISS	299 (9.5%)	16 (5.6%)	174 (4.5%)		
4. Three or more ISS	500 (16%)	24 (8.4%)	191 (4.9%)		

* $\chi^2(4, N = 7,286) = 501.91, p < .05$

** Cramer's V = .262 indicates a relatively low effect size.

The cross tabulation summary in Table 65 reflects the data for the combined 2009-2011 school years of race and in-school suspension for 9th and 10th grade female students. African American females were found to have proportionately higher in-school suspension rates than Hispanic females who had higher proportional rates than Caucasian females, $\chi^2(4, N = 6,975) = 580.09, p < .05$, Cramer's V = .288.

Table 65

Cross Tabulation of Race on In-School Suspension (ISS) for 9th-10th Grade Females During the 2009-2011 School Years

In-school Suspension	Race			χ^2	Cramer's V**
	African American	Hispanic	Caucasian		
1. No ISS	1,712 (55.9%)	241 (66.8%)	2,939 (82.7%)	580.09*	.288
2. One ISS	557 (18.2%)	45 (12.5%)	306 (8.6%)		
3. Two ISS	283 (9.2%)	26 (7.2%)	118 (3.3%)		
4. Three or more ISS	510 (16.7%)	49 (13.6%)	189 (5.3%)		

* $\chi^2(2, N = 6,975) = 580.09, p < .05$

** Cramer's V = .288 indicates a relatively low effect size.

Grades 11th – 12th. A cross tabulation of race and disadvantaged females for 11th and 12th grade female students is presented in Table 66. For the combined 2007-2009 school years, African American and Hispanic females had proportionately similar numbers of disadvantaged females with Caucasian females demonstrating a much lower percentage, $\chi^2(2, N = 6,491) = 633.92, p < .05$, Cramer's V = .313. The same pattern was observed for the combined 2009-2011 school years, $\chi^2(2, N = 6,666) = 1,099.28, p < .05$, Cramer's V = .406. It should be noted that the number of disadvantaged females increased amongst all three groups of students from the 2007-09 school years to the 2009-11 school years. The numbers for disadvantaged African American females increased by 15.7% (26.3% to 42.0%), Hispanic females increased by 13.5% (26.1% to 39.6%) and Caucasian females increased by 9.4% (13.9% to 23.3%).

Table 66

Cross Tabulation of Race on Disadvantaged for 11th-12th Grade Females for 2007-2009 School Years

Disadvantaged	<u>Race</u>			χ^2	Cramer's V**
	<i>African American</i>	<i>Hispanic</i>	<i>Caucasian</i>		
1. Not Disadvantaged	1,925 (73.8%)	161 (73.9%)	3,504 (95.6%)	633.92*	.313
2. Disadvantaged	683 (26.2%)	57 (26.1%)	161 (4.4%)		

* $\chi^2(2, N = 6,491) = 633.92, p < .05$

** Cramer's V = .313 indicates a relatively low to moderate effect size.

Table 67

Cross Tabulation of Race on Disadvantaged for 11th-12th Grade Females for 2009-2011 School Years

Disadvantaged	<u>Race</u>			χ^2	Cramer's V**
	<i>African American</i>	<i>Hispanic</i>	<i>Caucasian</i>		
1. Not Disadvantaged	1,625 (58%)	172 (60.4%)	3,314 (92.6%)	1,099.28*	.406
2. Disadvantaged	1,178 (42%)	113 (39.6%)	264 (7.4%)		

* $\chi^2(2, N = 6,666) = 1,099.28, p < .05$

** Cramer's V = .406 indicates a relatively moderate effect size.

The proportional dropout rates for 11th and 12th grade female students are presented in Tables 68 and 69. For the combined 2007-2009 school years, the numbers for dropouts were similar for the three groups and the proportions did not differ measurably, $\chi^2(2, N = 6,491) = 3.00, p > .05$, Cramer's V = .021. A similar lack of proportional differences among the three

groups of females was found for the 2009-11 school years, $\chi^2(2, N = 6,666) = 2.58, p > .05$, Cramer's $V = .020$. The number of females who dropped out decreased in all three groups for the 2007-09 school years to the 2009-11 school years.

Table 68

Cross Tabulation of Race on Dropout for 11th-12th Grade Females for 2007-2009 School Years

Dropout	<u>Race</u>			χ^2	Cramer's V**
	<i>African American</i>	<i>Hispanic</i>	<i>Caucasian</i>		
1. Not a Dropout	1,156 (44.3%)	98 (45%)	1,705 (46.5%)	3.00*	.021
2. Dropout	1,452 (55.7%)	120 (55%)	1,960 (53.5%)		

* $\chi^2(2, N = 6,491) = .300, p > .05$

** Cramer's $V = .021$ indicates a low effect size.

Table 69

Cross Tabulation of Race on Dropout For 11th-12th Grade Females for 2009-2011 School Years

Dropout	<u>Race</u>			χ^2	Cramer's V**
	<i>African American</i>	<i>Hispanic</i>	<i>Caucasian</i>		
1. Not a Dropout	1,290 (46%)	131 (46%)	1,717 (48%)	2.58*	.020
2. Dropout	1,513 (54%)	154 (54%)	1,861 (52%)		

* $\chi^2(2, N = 6,666) = 2.58, p > .05$

** Cramer's $V = .020$ indicates a low effect size.

The proportions of African American, Hispanic, and Caucasian 11th and 12th grade females retained for the combined 2007-2009 and 2009-2011 school years are presented in Tables 70 and 71 respectively. For the combined 2007-2009 school years, African American and Caucasian females had proportionately lower retention rates than Hispanic females, $\chi^2(2, N =$

6,491) = 14.46, $p < .05$, Cramer's $V = .047$. For the combined 2009-2011 school years, the retention rates were similar for African American and Hispanic females, with Caucasian females being proportionately lower, $\chi^2(2, N = 6,666) = 9.87, p < .05$, Cramer's $V = .038$. However, a decrease in the retention rate amongst all three student groups from the 2007-2009 to the 2009-11 school year of 0.4% was recorded.

Table 70

Cross Tabulation of Race on Retained for 11th-12th Grade Females for 2007-2009 School Years

Retained	<u>Race</u>			χ^2	Cramer's V**
	<i>African American</i>	<i>Hispanic</i>	<i>Caucasian</i>		
1. Not Retained	2,556 (98.0%)	208 (95.4%)	3,615 (98.6%)	14.46*	.047
2. Retained	52 (2.0%)	10 (4.6%)	50 (1.4%)		

* $\chi^2(2, N = 6,491) = 14.46, p < .05$

** Cramer's $V = .047$ indicates a low effect size.

Table 71

Cross Tabulation of Race on Retained for 11th-12th Grade Females for 2009-2011 School Years

Retained	<u>Race</u>			χ^2	Cramer's V**
	<i>African American</i>	<i>Hispanic</i>	<i>Caucasian</i>		
1. Not Retained	2,754 (98.3%)	281 (98.6%)	3,547 (99.1%)	9.87*	.038
2. Retained	49 (1.7%)	4 (1.4%)	31 (0.9%)		

* $\chi^2(2, N = 6,666) = 9.87, p < .05$

** Cramer's $V = .038$ indicates a low effect size.

The proportions of 11th and 12th grade African American, Hispanic, and Caucasian female students referred for disorderly for the combined 2007-09 school years are presented in Table 72. The chi-square analysis revealed that Hispanic and Caucasian females had proportionately similar rates of no, one, and two or more referrals for disorderly conduct. In contrast, African American 11th and 12th grade females were found to have proportionately higher rates of disorderly conduct referrals, a difference reflected in a measurable chi-square, χ^2 (4, N = 6,491) = 314.85, $p < .05$, Cramer's V = .220.

Table 72

Cross Tabulation of Race on Disorderly Conduct for 11th-12th Grade Females During 2007-2009 School Years

Disorderly Conduct	Race			χ^2	Cramer's V**
	African American	Hispanic	Caucasian		
1. No referrals	2,255 (86.5%)	211 (96.8%)	3,582 (97.7%)	314.85*	.220
2. One referral	200 (7.7%)	3 (1.4%)	62 (1.7%)		
3. Two or more referrals	153 (5.9%)	4 (1.8%)	21 (0.6%)		

* χ^2 (4, N = 6,491) = 314.85, $p < .05$

** Cramer's V = .220 indicates a relatively low effect size.

Table 73 presents the cross tabulation of race on disorderly conduct referrals by race for 11th and 12th grade female students for the combined 2009-2011 school years. As was found for the combined 2007-09 school years, the 11th and 12th grade Hispanic and Caucasian females had proportionately similar rates across the disorderly conduct referral categories but that African American females had proportionately higher disorderly conduct referral rates, χ^2 (4, N = 6,666) = 333.38, $p < .05$, Cramer's V = .224.

Table 73

Cross Tabulation of Race on Disorderly Conduct for 11th-12th Grade Females During the 2009-2011 School Years

Disorderly Conduct	Race			χ^2	Cramer's V**
	<i>African American</i>	<i>Hispanic</i>	<i>Caucasian</i>		
1. No referrals	2,412 (86.1%)	277 (97.2%)	3,497 (97.7%)	333.38*	.224
2. One referral	254 (9.1%)	4 (1.4%)	64 (1.8%)		
3. Two or more referrals	137 (4.9%)	4 (1.4%)	17 (0.5%)		

* $\chi^2(4, N = 6,666) = 333.38, p < .05$

** Cramer's V = .224 indicates a relatively low effect size.

For the 2007-09 school years, the proportions for other discipline infractions referrals for 11th and 12th grade female students are reflected in Table 74. Though the absolute numbers are small for the combined 2007-2009 school years, African American females had proportionately higher referrals rates than Hispanic and Caucasian females for all other discipline infraction referrals, $\chi^2(2, N = 6,491) = 57.88, p < .05$, Cramer's V = .094. For the combined 2009-11 school years shown in Table 75, African American and Hispanic females had proportionately higher referrals rates than Caucasian females for all other discipline infraction referrals, $\chi^2(2, N = 6,666) = 30.64, p < .05$, Cramer's V = .068.

Table 74

Cross Tabulation of Race on Other Discipline Infractions for 11th-12th Grade Females During the 2007-2009 School Years

Discipline infractions*	<u>Race</u>			χ^2	Cramer's V***
	<i>African American</i>	<i>Hispanic</i>	<i>Caucasian</i>		
1. No referral	2,538 (97.3%)	216 (99.1%)	3,649 (99.6%)	57.88**	.094
2. At least one referral	70 (2.7%)	2 (0.9%)	16 (0.4%)		

*Includes fights, threats, assault and integrity.

** χ^2 (2, N = 6,491) = 57.88, $p < .05$

*** Cramer's V = .094 indicates a low effect size

Table 75

Cross Tabulation of Race on Other Discipline Infractions for 11th-12th Grade Females During the 2009-2011 School Years

Discipline infractions*	<u>Race</u>			χ^2	Cramer's V***
	<i>African American</i>	<i>Hispanic</i>	<i>Caucasian</i>		
1. No referral	2,753 (98.2%)	282 (98.9%)	3,564 (99.6%)	30.64**	.068
2. At least one referral	50 (1.8%)	3 (1.1%)	14 (0.4%)		

*Includes fights, threats, assault and integrity.

** χ^2 (2, N = 6,666) = 30.64, $p < .05$

** Cramer's V = .068 indicates a low effect size.

Proportions are displayed in Table 76 which reflect a cross tabulation of race with out-of-school suspensions for 11th and 12th grade female students for the combined 2007-09 school years. For the combined 2007-2009 school years, African American females had proportionately higher out-of-school suspensions rates than Hispanic and Caucasian females, χ^2 (2, N = 7,286) =

418.16, $p < .05$, Cramer's $V = .254$. A similar finding for the combined 2009-11 school years, χ^2 (2, $N = 6,666$) = 461.04, $p < .05$, Cramer's $V = .263$, is shown in Table 77.

Table 76

Cross Tabulation of Race on Out-Of-School Suspension (OSS) for 11th-12th Grade Females During 2007-2009 School Years

Out-of-school Suspension	<u>Race</u>			χ^2	Cramer's V**
	<i>African American</i>	<i>Hispanic</i>	<i>Caucasian</i>		
1. No OSS	2,137 (81.9%)	209 (95.9%)	3,550 (96.9%)	418.16*	.254
2. One OSS	281 (10.8%)	7 (3.2%)	81 (2.2%)		
3. Two or more OSS	190 (7.3%)	2 (0.9%)	34 (0.9%)		

* χ^2 (4, $N = 7,286$) = 418.16, $p < .05$

** Cramer's $V = .254$ indicates a relatively low effect size.

Table 77

Cross Tabulation of Race on Out-Of-School Suspension (OSS) for 11th-12th Grade Females for 2009-2011 School Years

Out-of-school Suspension	<u>Race</u>			χ^2	Cramer's V**
	<i>African American</i>	<i>Hispanic</i>	<i>Caucasian</i>		
1. No OSS	2,256 (80.5%)	266 (93.3%)	3,461 (96.7%)	461.04*	.263
2. One OSS	342 (12.2%)	15 (5.3%)	88 (2.5%)		
3. Two or more OSS	205 (7.3%)	4 (1.4%)	29 (0.8%)		

* χ^2 (4, $N = 6,666$) = 461.04, $p < .05$

** Cramer's $V = .263$ indicates a relatively low effect size.

The data displayed in Table 78 is the result of the cross tabulation of race with in-school suspensions for 11th and 12th grade female students for the combined 2007-09 school years. African American females had proportionately higher in-school suspensions rates for one and three or more referrals. Hispanic females had higher proportions for two in-school referrals, χ^2 (2, N = 6,491) = 352.74 $p < .05$, Cramer's V = .233. For the combined 2009-11 school years, African American females had proportionately higher in-school suspensions than Hispanic females who in turn had higher referral rates for in-school suspensions than Caucasian females, χ^2 (2, N = 6,666) = 441.34, $p < .05$, Cramer's V = .257, and is shown in Table 79.

Table 78

Cross Tabulation of Race on In-School Suspension (ISS) for 11th-12th Grade Females During the 2007-2009 School Years

In-school Suspension	Race			χ^2	Cramer's V**
	African American	Hispanic	Caucasian		
1. No ISS	1,721 (66.0%)	163 (74.8%)	3,124 (85.2%)	352.74*	.233
2. One ISS	435 (16.7%)	25 (11.5%)	332 (9.1%)		
3. Two ISS	170 (6.5%)	16 (7.3%)	105 (2.9%)		
4. Three or more ISS	282 (10.8%)	14 (6.4%)	104 (2.8%)		

* χ^2 (6, N = 6,491) = 352.74, $p < .05$

** Cramer's V = .233 indicates a relatively low effect size.

Table 79

Cross Tabulation of Race on In-School Suspension (ISS) for 11th-12th Grade Females During the 2009-2011 School Years

In-school Suspension	Race			χ^2 *	Cramer's V**
	African American	Hispanic	Caucasian		
1. No ISS	1,747 (62.3%)	212 (74.4%)	3,033 (84.8%)	441.34*	.257
2. One ISS	503 (17.9%)	32 (11.2%)	318 (8.9%)		
3. Two ISS	236 (8.4%)	22 (7.7%)	113 (3.2%)		
4. Three or more ISS	317 (11.3%)	19 (6.7%)	114 (3.2%)		

* χ^2 (6, N = 6,666) = 441.34, $p < .05$

** Cramer's V = .257 indicates a relatively low effect size.

In summary, for the combined 2007-09 and the 2009-11 combined school years, discipline referrals for African American, Hispanic, and Caucasian females, with some exceptions, were found to be generally disproportionate. Hispanic females and African American females represented the largest subgroups with disproportionate numbers in several areas. In the area of Disadvantaged, African American females were proportionately larger for all grades for the combined 2007-09 school years. In the area of Dropout, Hispanics females were proportionately higher in the 9th and 10th grades for the combined 2007-09 school years. For 11th and 12th grade students, there were no measurable differences among the groups for either time period. The retention rate for females was very similar to the retention rate for males. There was no proportional difference between African American and Hispanic female students for all grades and school years as they were both proportionately higher than the rate noted Caucasian females, with the exception of the combined 2007-09 school years. Hispanic students in the 11th and 12th grades were represented the proportionately largest group retained for the combined 2007-09 school years. In the areas of Disorderly Conduct, Other Disciplinary Infractions, Out-of-School Suspension, and In-School-Suspension, African American females were the proportionately largest group of students in all grades for all school years.

Chapter V

Summary, Implications, and Recommendations

Summary

The review of the relevant research literature provided evidence that societal, familial, and public school factors contribute to the nation's disproportionate numbers in student discipline and the high school dropout rate (Gregory & Mosely, 2004; Fenning & Rose, 2007; Schott Foundation of Public Education, 2008; Schott Foundation of Public Education, 2010). Recognizing that some of these factors educators may control, the purpose of the study was to analyze the disciplinary data for Albert County for the 2007-2008 school year through the 2010-2011 school year and to examine the relationship between students' involvement in the student discipline system and the dropout rate. Specifically, eight components which may contribute to the disproportionate numbers in student discipline were examined: (a) Gender and Ethnicity, (b) Suspension, (c) Expulsion, (d) Poor Home Life, (e) Absences, (f) Academic and Discipline Outcomes, and (g) Dropout. The specific research questions addressed were:

1. In Albert County Public Schools, what was the disproportionality, if any, in student discipline, retention, disadvantaged and dropout for grades 9-10 and grades 11-12 for African American, Hispanic, and Caucasian males for the 2007-09 and the 2009-11 school years?
2. In Albert County Public Schools, what was the disproportionality, if any, in student discipline, retention, disadvantaged and dropout for grades 9-10 and grades 11-12 for African American, Hispanic, and Caucasian females for the 2007-09 and the 2009-11 school years?

Longitudinal data were provided by the Department of Research and Planning in Albert County Public Schools and consisted of data associated with student discipline and the high school dropout rate for African American, Hispanic, and Caucasian male and female high school students. The school division provided the requested extant disciplinary data via Excel spreadsheets which were uploaded to the Statistical Package for Social Science (SPSS)-4.0 version for processing and analysis. Using SPSS chi-square, the extant data regarding the statistical relationships between student discipline variables and the high school dropout rate

were examined to determine if there was grade, racial, and/or gender disproportionality in student discipline.

In order to assess the disproportionality in student discipline for grades 9-10 and grades 11-12 for African American, Hispanic, and Caucasian males and females, student discipline data for the 2007-09 vs. 2009-11 school years were examined. Because the variables analyzed are categorical, chi-square analyses were conducted using the student discipline and race variables. As the sample size per cell was more than five, the assumptions for utilizing a chi-square were met. Within this chapter, the findings from the data are discussed, implications for school division leaders and preparation of teachers and school administrators are considered, and recommendations for future research studies are given.

Findings

In response to both research questions that were posed, the findings reflect disproportionality in several areas of discipline for African American, Hispanic, and Caucasian male and female students for both grade level combinations and time periods investigated. Tables 80 and 81 outline the findings by race, gender, and category. The checkmark (✓) in the table cells indicates measurable differences in disproportionality and the largest subgroup proportionately for that particular category for that time period. As there are differences in distribution amongst the three subgroups, the checkmark indicates the subgroup that is the highest of the three subgroups.

Table 80

Summary of Findings for Males

Discipline Category (Chi-square table in Chapter 4)	MALES 2007-2009				MALES 2009-2011			
	African American	Hispanic	Caucasian	Proportions Measurably	African American	Hispanic	Caucasian	Proportions Measurably
Disadvantaged 9 th and 10 th (Tables 24 & 25)		✓*		Yes		✓		Yes
Disadvantaged 11 th and 12 th (Tables 38 & 39)	<i>African Americans & Hispanics distributed proportionately</i>			Yes		✓		Yes
Dropout 9 th and 10 th (Tables 26 & 27)		✓		Yes		✓		Yes
Dropout 11 th and 12 th (Tables 40 & 41)	<i>Groups distributed proportionately</i>			No	<i>Groups distributed proportionately</i>			No
Retained 9 th and 10 th (Tables 28 & 29)	✓			Yes		✓		Yes
Retained 11 th and 12 th (Tables 42 & 43)		✓		Yes	✓			Yes
Disorderly Conduct 9 th and 10 th (Tables 30 & 31)	✓			Yes	✓			Yes

(table continued)

Table 80 (continued)

Discipline Category (Chi-square table in Chapter 4)	MALES 2007-2009				MALES 2009-2011			
	African American	Hispanic	Caucasian	Proportions Measurably	African American	Hispanic	Caucasian	Proportions Measurably
Disorderly Conduct 11 th and 12 th (Tables 44 & 45)	✓			Yes	✓			Yes
Disciplinary Infraction 9 th and 10 th (Tables 32 & 33)	✓			Yes	✓			Yes
Disciplinary Infraction 11 th and 12 th (Tables 46 & 47)	✓			Yes	✓			Yes
Out-of-School Suspensions 9 th and 10 th (Tables 34 & 35)	✓			Yes	✓			Yes
Out-of-School Suspensions 11 th and 12 th (Tables 48 & 49)	✓			Yes	✓			Yes
In-School Suspensions 9 th and 10 th (Tables 36 & 37)	✓			Yes		✓		Yes
In-School Suspensions 11 th and 12 th (Tables 50 & 51)	<i>African Americans & Hispanics distributed proportionately</i>			Yes	<i>African Americans & Hispanics distributed proportionately</i>			Yes

*Indicates the largest subgroup proportionately for the category for that time period.

Table 81

Summary of Findings for Females

Discipline Category (Chi-square table in Chapter 4)	FEMALES 2007-2009				FEMALES 2009-2011			
	African American	Hispanic	Caucasian	Proportions Measurably	African American	Hispanic	Caucasian	Proportions Measurably
Disadvantaged 9 th and 10 th (Tables 52 & 53)	<i>African Americans & Hispanics distributed proportionately</i>			Yes	<i>African Americans & Hispanics distributed proportionately</i>			Yes
Disadvantaged 11 th and 12 th (Tables 66 & 67)	<i>African Americans & Hispanics distributed proportionately</i>			Yes	<i>African Americans & Hispanics distributed proportionately</i>			Yes
Dropout 9 th and 10 th (Tables 54 & 55)		✓*		Yes	<i>African Americans & Hispanics distributed proportionately</i>			Yes
Dropout 11 th and 12 th (Tables 68 & 69)	<i>Groups distributed proportionately</i>			No	<i>Groups distributed proportionately</i>			No
Retained 9 th and 10 th (Tables 56 & 57)		✓		Yes	✓			Yes
Retained 11 th and 12 th (Tables 70 & 71)		✓		Yes	✓			Yes
Disorderly Conduct 9 th and 10 th (Tables 58 & 59)	✓			Yes	✓			Yes

(table continued)

Table 81 (continued)

Discipline Category (Chi-square table in Chapter 4)	FEMALES 2007-2009				FEMALES 2009-2011			
Disorderly Conduct 11 th and 12 th (Tables 72 & 73)	✓			Yes	✓			Yes
Disciplinary Infraction 9 th and 10 th (Tables 60 & 61)	✓			Yes	✓			Yes
Disciplinary Infraction 11 th and 12 th (Tables 74 & 75)	✓			Yes	✓			Yes
Out-of-School Suspensions 9 th and 10 th (Tables 62 & 63)	✓			Yes	✓			Yes
Out-of-School Suspensions 11 th and 12 th (Tables 76 & 77)	✓			Yes	✓			Yes
In-School Suspensions 9 th and 10 th (Tables 64 & 65)	✓			Yes	✓			Yes
In-School Suspensions 11 th and 12 th (Tables 78 & 79)	✓			Yes	✓			Yes

*Indicates the largest subgroup proportionately for the category for that time period.

In general, findings as summarized in Tables 80 and 81 indicate disproportionality in student discipline. The student discipline data for the 2007-09 and the 2009-11 school years were examined because the school division experienced a major leadership change during the 2009-10 school year and measurable differences were found to be associated with that change. As a change of leadership took place, different policies and procedures may have been

implemented in the school system which possibly resulted in a decrease in student discipline. However, the researcher did not further investigate the changes in policy that were possibly implemented. Specifically, it was noted that the numbers in student discipline and academic achievement were disproportionate for African American and Hispanic students for the 2007-09 school years but reflected measurable decreases in disproportionality from the 2007-09 to the 2009-11 school years. Even though these declines were seen, the findings revealed that Hispanic and African American male and female students remained the largest subgroups with disproportionate numbers in several areas including: Discipline, Disadvantaged, and Retention. The findings do reflect a measurable dropout difference amongst the three racial subgroups at the combined 9th and 10 grades with African Americans and Hispanics having proportionately higher numbers of dropouts than Caucasians. For 11th and 12th grade students, there were not measurable proportional differences in dropouts for either time period. It is important to note that the data which were provided did not take into account the in or out migration of students to the district. Hence, some of the dropouts may have consisted of students moving out of the district and then possibly returning to the district.

These findings would seem to indicate that discipline disproportionality in addition to other factors such as poor home life and lack of parental involvement are probably contributors to the dropout rate of 9th and 10 grade students in the Albert County Public Schools. Whatever the reason(s) for dropping out, it is pertinent that policy makers and stakeholders address the dilemma of student discipline disproportionality amongst African American students (and Hispanic students to a lesser extent) as well as the high school dropout rate for all students in Albert County.

Implications

The findings in the study reflect that teachers write a large number of discipline referrals and administrators suspend and expel students numerous times per year, especially for African American students. The disproportionality in student discipline findings also suggest that the multiple suspensions are not eliminating the negative behaviors of the students and alternative solutions should be considered by the schools, administrators. Tables 80 and 81 reflect the discipline gap that exists in Albert County Public Schools amongst African American and Hispanic males and females in comparison to Caucasian male and female students in several

areas. Specifically, the gap exists in the areas of Disorderly Conduct, Other Disciplinary Infractions, Out-of-School Suspension, and In-School Suspension. The discipline gap observed is consistent with the findings reported in previous studies which state that African American students receive more disciplinary consequences than their peers (Monroe, 2005).

The findings also indicate that African American and Hispanic male and female students are disproportionately represented with measurably higher rates of retained students than that of their peers, though the differences are very small. Possible reasons for the findings observed include, but are not limited to, excessive absences from school, stereotyping on behalf of the teacher and/or administration, societal and familial issues, and/or lack of parental involvement in the life of the student. These barriers, as well as being economically disadvantaged, can be considered as unintentional detours that hinder a student's successful educational progress. Although there are several possible reasons why the academic and discipline gaps exist, it is important for stakeholders to take an interest in closing the gaps by making sure students are academically engaged in instruction (Gregory & Mosely, 2004). For instance, in order for students to be engaged academically, they need to be present in school so they can complete their assignments. (Gregory & Mosely, 2004). In addition, students should be given the opportunity to rise to a high level of expectation as set by their teachers and administrators. Having low expectations based on a student's disciplinary infractions commonly results in students not being placed in advanced placement classes (Schott Foundation of Public Education, 2008; Gregory & Mosely, 2004). Placing students in advanced placement classes could provide them with the challenge they possibly seek and be one route to closing the academic achievement gap. Additionally, teachers and administrators should focus on building relationships with students which encourage students to increase student engagement so that they can become more successful academically and reduce their negative behaviors (Gregory & Mosely, 2004; Schott Foundation for Public Education, 2008). Since the findings are not totally consistent with the evidence provided in previous dropout research (e.g., Kunjufu, 2010; Schott Foundation of Public Education, 2010), factors other than disproportionality such as excessive absenteeism, lack of parent involvement, and non-participation in extracurricular activities should be explored to determine they contribute to the dropout rate observed for all students in Albert County.

Recommendations

The disproportionality in student discipline amongst African American and Hispanic students in comparison to their Caucasian peers is generally consistent with what others have reported (e.g., Schott Foundation of Public Education, 2008; Schott Foundation of Public Education, 2010; Rausch & Skiba, 2004) regarding disproportionate numbers in student discipline amongst African American and Hispanic students in comparison to their Caucasian peers.

Research recommendations. Further research regarding the relationship between disproportionality in student discipline and the dropout rate in Albert County should be undertaken. The potential to identify and assess what protective factors may exist within the control of stakeholders in the school system is measurable. For example, factors such as student engagement, workload, feelings of lack of support and feelings of embarrassment due to being overage in a particular grade are all elements within the realm of influence of teachers and school administrators that should be examined (Bridgeland, Dilulio & Morison, 2006; Gregory & Mosely, 2004; Kendziora & Osher, 2009; Kober, 2001). A possible next step would be to conduct in depth interviews of students who have dropped out of school to identify those factors that caused those students to drop out of school and possibly better understand the relationship, if any, between student discipline and the dropout rate, especially for 9th and 10th grade students. Additional research of interest related to discipline disproportionality include attempting to identify and understand the reasons within the control of teachers and school officials regarding why African-American and Hispanic male students appear to be more disruptive in school than their peers. With better understandings could come the creation and implementation of strategies to reduce discipline disproportionality and students dropping out of school.

Practice recommendations. The findings clearly indicate disproportionality in discipline in Albert County. School administrators and teachers should examine the discipline strategies and techniques that currently exist and determine whether or not more effective methods of dealing with disruptive behaviors of students of different racial groups might be implemented. Further, the disproportionality in dropout rates for 9th and 10th grade students would point to disproportionality in student discipline as a contributing factor. By tackling disproportionality in student discipline, Albert County teachers and school administrators may well be able to reduce the dropout rate for all students.

In reference to the above recommendations, it is important to note that the next steps may be challenging and or difficult to accomplish for a number of reasons. First and foremost, it will be challenging for the researcher to locate students who have dropped out of school so that they can be interviewed. Additionally, once these students have been located, it is very likely that they may not have a desire to participate in the interview process as it may not benefit them in any way. Another challenge the researcher could encounter could be on behalf of the school system. School systems may not be willing to share techniques and strategies that they have implemented and administrators and teachers may not desire to participate in the interview process. However, once the aforementioned challenges have been conquered, the researcher should be successful in sharing more data to support the importance of decreasing the disproportionate numbers in student discipline and the high school dropout rate.

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Appendix A Research Survey Approval Application

Albert County Public Schools

I. Identifying Information

Full Name:	<u>Wilson</u>	<u>Omega</u>	<u>W</u>	Date:	<u>November 21, 2011</u>
	<i>Last</i>	<i>First</i>	<i>MI</i>		
Job Title:	<u>Principal</u>				
Work Location:	<u>Hermitage High School</u>				
Work Address:	<u>8301 Hungary Spring Road</u>				
	<i>Street Address</i>				
	<u>Glen Allen</u>			<u>VA</u>	<u>23059</u>
	<i>City</i>		<i>State</i>	<i>ZIP Code</i>	
Work Phone:	<u>(804)</u>	<u>756-3000</u>	E-mail Address:	<u>owwilson@henrico.k12.va.us</u>	
Home Address:	<u>100 Kenley Tye Lane</u>				
	<i>Street Address</i>				
	<u>Glen Allen</u>			<u>VA</u>	<u>23059</u>
	<i>City</i>		<i>State</i>	<i>ZIP Code</i>	
Home Phone:	<u>(804)</u>	<u>218-1410</u>			

II. Summary of Project

A. Title of Project: The Disproportionality of Student Discipline Amongst African American Male: The Power

B. Why are you conducting the study?

Independent Research	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	College or University Class Requirements	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Masters Thesis/Paper	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	Dissertation Research/Project	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Other:	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>			

If other, explain: _____

C. University Affiliation

University: Virginia Polytechnic Institute and State University

Department: Educational Leadership and Policy Studies

Address: 202 East Eggleston; Virginia Tech; Blacksburg, Virginia; 24061

University Phone: 540-231-1631

D. Is there funding for this study? YES NO

If yes, explain: _____

Albert County Public Schools

- E. Will this study be reviewed and approved by an Institutional Review Board (IRB)?
- YES I will initiate IRB review and approval after receiving feedback from ACPS. Evidence of IRB review must be received prior to initiating the study.
- YES Review is pending. Evidence of IRB review must be received prior to initiating the study.
- YES It has been fully reviewed and approved. Please attach the IRB approval notification to this application.
- NO This study is exempt from IRB approval.

If exempt, explain why: _____

- NO This study is not affiliated with a university and is not governed by an IRB.

* Researchers are encouraged to initiate IRB review after receiving revisions and/or approval from ACPS

III. Participants

- A. Type of Population (Please specify all that apply):
- | | | | | | |
|------------|--------------------------|--------------------------|-------------------------------------|--------------------------|----------------------|
| | YES | NO | YES | NO | |
| Elementary | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | High |
| | YES | NO | YES | NO | |
| Middle | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Other Specify: _____ |
- B. Grade level(s): 9-12
- C. Subject(s): N/A ACPS
- D. Name of school(s): All high schools in Albert County Public Schools
- E. Special Characteristics (if any) of Population: African American, Hispanic and Caucasian male and female high school students for the 2007-2008 school year.
- F. Group Numbers Needed Time (in minutes) Required for Each Person to Complete Task
- | | | |
|------------|-------|-------|
| Students | _____ | _____ |
| Teachers | _____ | _____ |
| Principals | _____ | _____ |
| Others | _____ | _____ |
- G. Will additional data need to be provided by ACPS? YES NO
- If yes, specify exactly what is required: _____

Quantitative research methods will be used to collect and analyze data that focuses on data regarding student discipline, in school suspensions, out of school suspensions, expulsions, attendance, advanced placement courses, socio-economic status and the high school dropout rate for the 2007-2008 school year. Data will be collected, analyzed and compared amongst African American, Hispanic and White male and female students in all nine high schools.

Albert County Public Schools

IV. Required Attachments

A. Provide a concise description of:

1. Purpose of the study/Statement of Problem
2. Brief Review of Literature (1 page)
3. Research questions and/or hypotheses
4. Research design and methodology including procedures: detailed description of the protocol to be used including how individuals will be contacted for participation, procedures used in the research or survey administration, and how participants' rights will be protected; dates research will be conducted; amount of time required by participants; places where study will be carried out, and people who will administer the study
5. Detailed Description of Materials (i.e. surveys, interview questions) including validity and reliability information
6. How the research is funded (if applicable)
7. Treatment of Data: description of data and plan for analyzing the data
8. Use of the Findings: include how data will be interpreted and how the results will be used
9. Value to the school system: How does the research address the current needs and interests of ACPS? How will participants benefit?

B. Attach a copy of:

1. Cover letter that will be sent to participants describing the study (i.e., parent information letter, email notification, etc.)
2. Informed consent or Opt-out form to be used (if applicable)
3. Data collection instrument(s) that will be used (i.e., surveys, questionnaires).
4. Timeline for research activities.
5. IRB approval letter if applicable.

* All study materials should accurately identify the organization or individual conducting the research.

V. Disclaimer and Signature

- I understand that acceptance of this request for approval of a research proposal in no way obligates Albert County Public Schools to participate in this research. I also understand that approval does not constitute commitment of resources or endorsement of the study or its findings by the school system or by the School Board.
- I acknowledge that participation in research studies by students, parents, and school staff is voluntary. I will preserve the anonymity of all participants in all reporting of this study. I will not reveal the identity or include identifiable characteristics of schools or the school system.
- If approval is granted, I will abide by all the policies and regulations of Albert County Public Schools and will conduct this research within the stipulations accompanying any letter or approval.
- At the completion of the study, I will provide Albert County Public Schools with a copy of the results.

I certify that my answers are true and complete to the best of my knowledge.

Signature: _____ Date: _____

Faculty Advisor Signature: _____ Date: _____

Albert County Public Schools

Research and Survey Approval Process

Albert County Public Schools recognize the value of educational research in developing, validating, and standardizing newer programs and strategies in education. Researchers whose proposals are approved are assisted in conducting such research.

To avoid overlapping and duplications and to insure that the results are available and adequately disseminated, proposals for all research and experimental projects, including the administration of surveys, using either staff, students, parents, or information within the school division must be submitted in advance to the Director of Research and Planning. Researchers should not go to individual schools before submitting a proposal and schools should not agree to participate in research projects until notified by Research and Planning that the study has been approved.

The Department of Research and Planning accepts applications to conduct research studies or data collection throughout the year, and reviews the applications four times a year. Applications must be received by the cycle deadline, or the application will not be reviewed until the next cycle deadline. Cycle deadlines are **September 1, December 1, March 1, and June 1** of each year. A committee, which will include appropriate staff members from other divisions in the school system, will be convened to study each major proposal and to make a decision as to whether or not it should be approved. The readers may suggest revisions in the proposal before it is accepted. Upon review, applicants will receive written notification of the decision regarding the study proposal.

If approved, all researchers not employed by Albert County Public Schools who propose to interact with students or staff (i.e., focus groups, observations, interviews) will be required to participate in a volunteer orientation session conducted by the Department of Human Resources.

Results of all research must be furnished to the Director of Research and Planning.

To allow adequate time for this process, it is strongly suggested that researchers submit proposals at least one semester before they would like to begin their research activities.

Prior to submitting a research proposal application, the following elements should be considered:

- Purpose of the study
- Consent/Opt-out procedures
- Sampling plan
- Data collection plan, including measurement instruments
- Research activity schedule

All study materials should accurately identify the organization or individual conducting the research.

Albert County Public Schools

Selection Criteria for Research Projects

Criteria for selecting research projects whose findings are expected to have significant implications to the program within Albert County Public Schools shall be as follows:

1. The study must show promise of making a contribution to improved quality of education and educational practice.
2. The study should be practical, useful and rooted in reality.
3. The study should not require undue amounts of staff and student time and should not involve more than a minimum of disruption to the classroom and school.
4. The design should discuss reliability and validity and be presented in an acceptable, scholarly format.
5. The study should be designed to promote good professional relationships and ethical research practices.
6. The project must be understood by the people directly involved in carrying it out, including principals and classroom teachers.
7. The problem should be researchable, which includes being of manageable size. It should also be concrete, explicit, and measurable.
8. The research design must preserve individual rights to privacy.
9. Access to research sites must be approved by the Director of Research and Planning.
10. The researcher must agree to allow the Albert County Public Schools to make non-commercial use of any results of the study for the benefit of Albert County Public Schools.

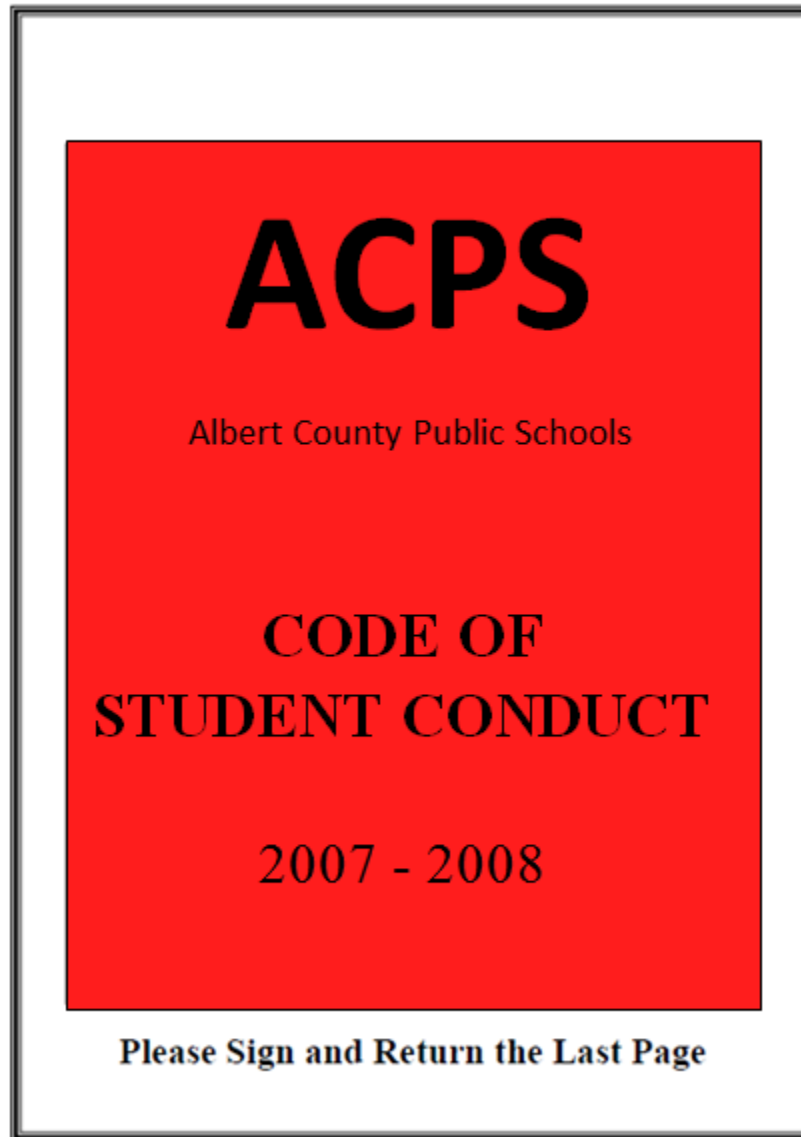
Albert County Public Schools

Instructions for Submitting a Research Proposal

1. Read and review the Selection Criteria for Research Projects.
2. Seek the assistance of the Research and Planning staff (555-5555) as often as needed throughout the planning of research projects.
3. Complete the *Application to Conduct Research or Distribute Surveys*.
4. Submit a minimum of four copies of the completed application along with the required documents to the Department of Research and Planning. Applications are reviewed four times per year and must be received by the deadline, or the application will not be reviewed until the next cycle. **Cycle deadlines are September 1, December 1, March 1, and June 1 of each year.**
5. All research proposal applications should be mailed, faxed, or emailed to:

Department of Research and Planning
Albert County Public Schools
P.O. Box 23120
Richmond, VA 23223-0420
Fax (804) 555-5555

Appendix B Albert County Public School's Code of Student Conduct



4 Disorderly Conduct/Disruptive Behavior

BO1	Bomb Threat	D5C	Classroom or Campus Disruption
BO2	Chemical/Biological Threat	D6C	Using Obscene or Inappropriate Language or Gestures
BO3	Terrorist Threat		
BO4	Setting Off False Fire Alarm	D8C	Minor Insubordination
C1M	Beepers	GA1	Gang Activity
C2M	Cellular Telephones	G1B	Gambling
C3M	Electronic Devices	RG1	Inciting a Riot
D1C	Disrespect (walking away, etc.)	RG2	Attempting to Incite a Riot
D2C	Defiance (refuses to follow directives)	S1V	Inappropriate Personal Property
D3C	Disruptive Demonstrations	S3V	Other School Code of Conduct Violation not Included
D4C	Possession of Obscene or Disruptive Literature		

Students are entitled to a learning environment free of unnecessary disruption. Any physical, written or verbal disturbance, communication or activity, within the school setting or during related activities, which may interrupt or interfere with teaching and the orderly conduct of school activities is prohibited.

- A. The Albemarle County School Board's "Standards of Dress" shall be implemented consistently across the County and are specified on Page 3 of this *Code of Student Conduct* and on the Henrico County Public Schools websites.
- B. Any event, action, or statement which relies on chance for the monetary advantage of one participant at the expense of others is gambling. This violation includes exchanging items of value, as well as currency, and extends to keeping score for later settlement.
- C. The possession or distribution of print or electronic materials which are obscene, violent, inappropriate, or significantly disruptive to the educational process is prohibited. Included are inappropriate student expression, sexting, threats, hit lists, distribution of non-authorized literature, and illegal assembly.
- D. The use of any type of unauthorized electronic or mechanical device is prohibited during regular school hours. This shall include, but not be limited to, pagers (beepers), cellular phones, as specified on Page 5, portable musical devices, laser pointers, cameras, etc., or look-alikes. High school and middle school students will be permitted to use cellular phones on school property or at school-sponsored activities before and after regular school hours. However, cellular phone use may not interfere with any after-school activity.

Elementary students are not permitted to possess, display, use, or activate cellular telephones on school campuses, school buses, or at school-sponsored activities at any time, except in the case of extenuating situations with prior written approval from the building principal. These items will be confiscated by the school administration and returned to a parent or legal guardian.

- E. Verbal assault is cursing, threatening, or using abusive language or written remarks intended to demean or harm a student, staff member, or visitor and is prohibited. This violation

includes, but is not limited to, actions, displays, or written material of an obscene, violent, or inappropriate nature and the wearing of clothing or adornments, including inappropriate jewelry, which themselves convey either violent or sexually suggestive messages or offensive statements towards school personnel and/or students (i.e., vulgar language).

- F. Failure to respond appropriately to written or verbal directions given by school personnel, chaperones/volunteers, or law enforcement officers is considered insubordination. Also included is disobedience or defiance of reasonable requests made by school personnel, chaperones/volunteers, or law enforcement officers.
- G. Other activities which disrupt the orderly functions of the school include, but are not limited to: demonstrating hostile or disruptive behavior, habitual offenses (repeat violations of the *Code of Student Conduct*), unauthorized fraternities or secret societies, unauthorized sales by students, possession of inappropriate toys, inappropriate use of school lockers and facilities, and setting off false fire alarms.
- H. Gang-related activity will not be tolerated. Symbols of gang membership are expressly prohibited (i.e., clothing that symbolizes association, rituals associated with, or activities by an identified group of students). Section 16.1-260.G. of the *Code of Virginia* requires an intake officer to report to the division superintendent any student against whom a petition is filed for certain offenses including, prohibited criminal street gang activity pursuant to § 18.2-46.2. and recruitment of other juveniles for a criminal street gang activity pursuant to § 18.2-46.3.

Recommended Dispositions—one or more may apply

Student Conference
 Parent Contact
 Conference with Parent
 Instructional Support Services Intervention
 Detention
 Suspension
 Shortened School Day
 Alternative School Program
 Suspension Intervention Program (Elementary)
 School Resource Officer/Law Enforcement Agencies
 Court Referral
 Confiscation
 Community Service
 Mediation/Conflict Resolution

RECOMMENDATION TO THE SCHOOL BOARD FOR EXPULSION

5 Fighting/Assault/Threats

FA2	Fighting With no or Minor Injury	BA5	Malicious Wounding Without A Weapon
F1T	Minor Physical Altercation	ET1	Extortion
BA1	Battery/Assault Against Staff With Weapon	ET2	Attempted Extortion
BA2	Battery/Assault Against Staff With No Weapon	H1Z	Hazing
BA3	Battery/Assault Against Student With Weapon	TI1	Threat/intimidations against staff
		TI2	Threat/intimidations against student
BA4	Battery/Assault Against Student With No Weapon	ST1	Stalking

Students and school personnel are entitled to a school environment free from threat, aggression, and assault.

- A. Actions, comments, or written messages intended to cause others to fight or which may result in a fight are prohibited.
- B. Intentionally hitting, shoving, scratching, biting, kicking, blocking the passage of, or throwing objects at a student is prohibited.
- C. Conveying by gestures, notes, or verbal comments with the intent to cause bodily injury or to deprive a student of his rights is prohibited.
- D. Fighting involving two or more parties in conflict when they are striking each other for the purpose of causing harm or injury is prohibited. This action may extend to mutual shoving, wrestling, or other aggressive actions which may result in the danger of harm or injury to either party, bystanders, or school property.
- E. The willful use of physical violence which is intended to result in bodily injury or the use of a dangerous object in an effort to cause bodily injury is prohibited.
- F. Assault upon a School Board employee, School Resource Officer, Police Officer, School Security Officer, DARE Officer, or volunteer is prohibited. **VIOLATION OF THIS RULE WILL RESULT IN AN AUTOMATIC RECOMMENDATION FOR EXPULSION.**
- G. Conveying by gestures, notes, or verbal comments with the intent to cause bodily injury or to deprive a School Board employee, School Resource Officer, Police Officer, School Security Officer, DARE Officer, or volunteer, of his/her rights, or demonstrating hostile acts, is prohibited.
- H. The willful use of physical or verbal threats or physical abuse intended to result in an involuntary transfer of money or property to another student is prohibited.
- I. Cursing, threatening, using abusive language, bullying, teasing, hazing, or other acts of intimidation are prohibited. This includes, but is not limited to, any verbal, written, electronic (through any social chat rooms, web space, telephones, or text messaging), physical or mental teasing, threat of bodily injury or use of force directed toward and based upon a person's race, religion, sex, sexual orientation, national origin, disability, or intellectual ability.
- J. Unsafe conduct which endangers either oneself or others is prohibited.

Recommended Dispositions—one or more may apply

Student Conference	Suspension Intervention Program (Elementary)
Parent Contact	Suspension - Required Mediation/Conflict Resolution Training
Conference with Parent	School Resource Officer/Law Enforcement Agencies
Instructional Support Services Intervention	Court Referral
Detention	Community Services
Alternative School Program	RECOMMENDATION TO THE SCHOOL BOARD FOR EXPULSION

6 Integrity

IT1	Cheating	S2V	Misrepresentation
IT2	Plagiarism	TF1	Theft of School Property
IT3	Falsification	TF2	Theft of Staff Property
BK1	Burglary: Actual	TF3	Theft of Student Property
BK2	Burglary: Attempted	TF4	Possession of Stolen Property
RB1	Actual Robbery	TF6	Attempted Theft or Theft of Motor Vehicle
RB2	Attempted Robbery		

Albert County Public School students are expected to perform honestly through the production of their own work. They should also demonstrate respect for the belongings and rights of others, including, but not limited to, staff members and volunteers.

The following acts are prohibited:

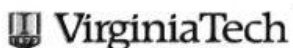
- A. Cheating includes the actual giving, receiving, or use of any unauthorized aid or assistance or the actual giving or receiving of unfair advantage on any form of academic work.
- B. Plagiarism includes using or copying the language, structure, idea, and/or thought of another and representing it as one's own original work.
- C. Falsification includes, but is not limited to, a verbal, written, or electronic transmission (i.e., e-mails, images), including the production or use of forgery or counterfeiting.
- D. Stealing includes acquiring another's possessions without right or permission. The possession of stolen property is considered theft.
- E. Attempts toward completion of any act described above would constitute a violation and may be punishable to the same extent as if the attempted act had been completed.
- F. Unauthorized use of technology and information accessed through technology without permission is prohibited as specified in Section 12, "Technology and the Internet." Student files may be subject to search.
- G. Willful or malicious false accusations/reports against school personnel or other students.

Recommended Dispositions—one or more may apply

Student Conference
 Parent Contact
 Conference with Parent
 Detention
 Alternative School Program
 Suspension
 School Resource Officer/Law Enforcement Agencies
 Court Referral
 Restitution
 Community Service
 Revocation of Computer Access and Use, including laptops

RECOMMENDATION TO THE SCHOOL BOARD FOR EXPULSION

Appendix C Institutional Review Board Approval Letter



Office of Research Compliance
 Institutional Review Board
 2000 Kraft Drive, Suite 2000 (0497)
 Blacksburg, Virginia 24050
 540/231-4908 Fax 540/231-0959
 e-mail irb@vt.edu
 Website: www.irb.vt.edu

MEMORANDUM

DATE: February 13, 2012

TO: James Craig, Carol Cash, Glen Earthman, Travis W. Twiford, Omega Wilson

FROM: Virginia Tech Institutional Review Board (FWA00000572, expires May 31, 2014)

PROTOCOL TITLE: The Relationship Between Student Discipline Disproportionality and the High School Dropout Rate

IRB NUMBER: 12-137

Effective February 13, 2012, the Virginia Tech IRB Chair, Dr. David M. Moore, approved the new protocol for the above-mentioned research protocol.

This approval provides permission to begin the human subject activities outlined in the IRB-approved protocol and supporting documents.

Plans to deviate from the approved protocol and/or supporting documents must be submitted to the IRB as an amendment request and approved by the IRB prior to the implementation of any changes, regardless of how minor, except where necessary to eliminate apparent immediate hazards to the subjects. Report promptly to the IRB any injuries or other unanticipated or adverse events involving risks or harms to human research subjects or others.

All investigators (listed above) are required to comply with the researcher requirements outlined at <http://www.irb.vt.edu/pages/responsibilities.htm> (please review before the commencement of your research).

PROTOCOL INFORMATION:

Approved as: **Exempt, under 45 CFR 46.101(b) category(ies) 4**

Protocol Approval Date: **2/13/2012**

Protocol Expiration Date: **NA**

Continuing Review Due Date*: **NA**

*Date a Continuing Review application is due to the IRB office if human subject activities covered under this protocol, including data analysis, are to continue beyond the Protocol Expiration Date.

FEDERALLY FUNDED RESEARCH REQUIREMENTS:

Per federal regulations, 45 CFR 46.103(f), the IRB is required to compare all federally funded grant proposals / work statements to the IRB protocol(s) which cover the human research activities included in the proposal / work statement before funds are released. Note that this requirement does not apply to Exempt and Interim IRB protocols, or grants for which VT is not the primary awardee.

The table on the following page indicates whether grant proposals are related to this IRB protocol, and which of the listed proposals, if any, have been compared to this IRB protocol, if required.

Invent the Future

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

An equal opportunity, affirmative action institution