

THE RELATIONSHIP BETWEEN ETHNICITIES AND SUSPENSIONS

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ABSTRACT

Inappropriate behavior among students has long been a point of great concern and contention for public schools in the United States. Our national school discipline rates have reached an all-time high. As suspension and expulsion rates continue to grow at schools across the country, so do racial disparities. Over the past 4 decades, the K–12 suspension rates have doubled for White students but tripled for Black students.

In Arlington County Public Schools (ACPS), inappropriate student behavior that may result in suspension is classified as either “zero-tolerance” (for which the student must be suspended) or “nonzero-tolerance” (for which the school administrator can choose between suspension and other forms of discipline). Suspension is assumed to be one of the more severe forms of discipline.

This study analyzes the impact that student ethnicity had on suspensions in ACPS during school years 2006 to 2011. The results indicate that Hispanic and Black students are suspended more than White and Asian students. However, when the administrator has the option to suspend, results suggest that Blacks and Whites are given the benefit of the doubt but Hispanics are not.

Possible causes of the relationship between ethnicity and inappropriate behavior are provided. Reasoning for school administrators’ possible leniency with Blacks and their possible lack of leniency with Hispanics is also provided. Areas of future study are recommended.

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CONTENTS

ABSTRACT	ii
ACKNOWLEDGMENTS.....	iii
LIST OF FIGURES	vii
CHAPTER 1 Introduction.....	1
Statement of the Problem.....	1
Purpose of the Study	7
Variables.....	9
Hypotheses.....	9
Research Questions.....	10
Definitions	10
CHAPTER 2 Literature Review.....	12
Student Assessment.....	17
Preliminary Research Findings.....	18
CHAPTER 3 Methods.....	24
Methodological Approach	24
Assumptions	26
Threats	27
Significance Level	28
Potential for Future Research and Study.....	28
Exploration of Data	29
Summary	35
CHAPTER 4 Findings and Discussion.....	37
The Chi-Square Test	38
Tests of Hypotheses	38
Summary of Results.....	58
Summary of Results.....	76
CHAPTER 5 Summary, Conclusions, and Recommendations.....	78
Summary of Results.....	78
Conclusions	82
Recommendations.....	84
REFERENCES.....	87

APPENDIX A Out-of-School Suspensions by Race/Ethnicity (2006–2010)	92
APPENDIX B Enrollment	93
APPENDIX C Arlington Country Public Schools Zero-Tolerance Offenses and Nonzero-Tolerance Offenses	94
APPENDIX D Virginia’s New Codes	98
APPENDIX E Discipline Data Form.....	99
APPENDIX F Suspension Data	101
APPENDIX G Ethnicity Breakdown	102
APPENDIX H Dropout Data.....	103
APPENDIX I Arlington, Virginia’s Income and Economy.....	105

LIST OF TABLES

Table 1.1 <i>New ACPS Race and Ethnicity Identifications for 2009 –2010 Enrollments (20,033)</i>	31
Table 2.1 <i>ACPS Race and Ethnicity Identifications Under New Federal Reporting Categories, 2009–2010</i>	32
Tables 3.1–3.4 <i>Ethnicity Classifications</i>	34
Table 4.1 <i>2006–2007 Chi-Square Test for Independence—Race and Total Suspensions</i>	40
Table 5.1 <i>2007–2008 Chi-Square Test for Independence—Race and Total Suspensions</i>	43
Table 6.1 <i>2008–2009 Chi-Square Test for Independence—Race and Total Suspensions</i>	46
Table 7.1 <i>2009–2010 Chi-Square Test for Independence—Race and Total Suspensions</i>	49
Table 8.1 <i>2010–2011 Chi-Square Test for Independence—Race and Total Suspensions</i>	52
Table 9.1 <i>Combined Chi-Square Test for Independence—Race and Total Suspensions</i>	55
Table 10.1 <i>AY 2006–2007 Offense Severity</i>	59
Table 11.1 <i>AY 2007–2008 Offense Severity</i>	60
Table 12.1 <i>AY 2008–2009 Offense Severity</i>	64
Table 13.1 <i>AY 2009–2010 Offense Severity</i>	68
Table 14.1 <i>AY 2010–2011 Offense Severity</i>	72
Table 15.1 <i>AYs 2006–2011 Total Combined</i>	73
Table 16.1 <i>Total Suspensions AY 2006–2007</i>	79
Table 17.1 <i>Total Suspensions AY 2007–2008</i>	79
Table 18.1 <i>Total Suspensions AY 2008–2009</i>	79
Table 19.1 <i>Total Suspensions AY 2009–2010</i>	80
Table 20.1 <i>Total Suspensions AY 2010–2011</i>	80
Table 21.1 <i>Total Suspensions Combined 2006-2011</i>	80
Table 22.1 <i>Nonzero-tolerance Suspensions AY 2007–2008</i>	81
Table 23.1 <i>Nonzero-tolerance Suspensions AY 2008–2009</i>	81
Table 24.1 <i>Nonzero-tolerance Suspensions AY 2009–2010</i>	82
Table 25.1 <i>Nonzero-tolerance Suspensions Combined 2006-2011</i>	82
Table 26.1 <i>Expected Suspension Outcomes by Ethnicity</i>	83
Table 27.1 <i>Arlington County Median Income and Unemployment by Ethnicity</i>	85

LIST OF FIGURES

<i>Figure 1.1.</i> Racial/ethnic enrollment in ACPS. For more information, see Appendix G.....	37
<i>Figure 1.2.</i> Racial/ethnic enrollment in public schools in the United States. Source: National Center for Education Statistics at the Institute of Educational Sciences.....	38
<i>Figure 2.1.</i> 2006-2007 suspensions Hispanic.....	41
<i>Figure 2.2.</i> 2006-2007 suspensions Black.....	41
<i>Figure 2.3.</i> 2006-2007 suspensions White.....	42
<i>Figure 2.4.</i> 2006-2007 suspensions Asian.....	42
<i>Figure 3.1.</i> 2007-2008 suspensions Hispanic.....	44
<i>Figure 3.2.</i> 2007-2008 suspensions Black.....	44
<i>Figure 3.3.</i> 2007-2008 suspensions White.....	45
<i>Figure 3.4.</i> 2007-2008 suspensions Asian.....	45
<i>Figure 4.1.</i> 2008-2009 suspensions Hispanic.....	47
<i>Figure 4.2.</i> 2008-2009 suspensions Black.....	47
<i>Figure 4.3.</i> 2008-2009 suspensions White.....	48
<i>Figure 4.4.</i> 2008-2009 suspensions Asian.....	48
<i>Figure 5.1.</i> 2009-2010 suspensions Hispanic.....	50
<i>Figure 5.2.</i> 2009-2010 suspensions Black.....	50
<i>Figure 5.3.</i> 2009-2010 suspensions White.....	51
<i>Figure 5.4.</i> 2009-2010 suspensions Asian.....	51
<i>Figure 6.1.</i> 2010-2011 suspensions Hispanic.....	53
<i>Figure 6.2.</i> 2010-2011 suspensions Black.....	53
<i>Figure 6.3.</i> 2010-2011 suspensions White.....	54
<i>Figure 6.4.</i> 2010-2011 suspensions Asian.....	54
<i>Figure 7.1.</i> Combined suspensions Hispanic.....	56

<i>Figure 7.2. Combined suspensions Black</i>	56
<i>Figure 7.3. Combined suspensions White</i>	57
<i>Figure 7.4. Combined suspensions Asian</i>	57
<i>Figure 8.1. 2007-2008 nonzero-tolerance suspensions Hispanic</i>	62
<i>Figure 8.2. 2007-2008 nonzero-tolerance suspensions Black</i>	62
<i>Figure 8.3. 2007-2008 nonzero-tolerance suspensions White</i>	63
<i>Figure 8.4. 2007-2008 nonzero-tolerance suspensions Asian</i>	63
<i>Figure 9.1. 2008-2009 nonzero-tolerance suspensions Hispanic</i>	65
<i>Figure 9.2. 2008-2009 nonzero-tolerance suspensions Black</i>	66
<i>Figure 9.3. 2008-2009 nonzero-tolerance suspensions White</i>	66
<i>Figure 9.4. 2008-2009 nonzero-tolerance suspensions Asian</i>	67
<i>Figure 10.1. 2009-2010 nonzero-tolerance suspensions Hispanic</i>	69
<i>Figure 10.2. 2009-2010 nonzero-tolerance suspensions Black</i>	70
<i>Figure 10.3. 2009-2010 nonzero-tolerance suspensions White</i>	70
<i>Figure 10.4. 2009-2010 nonzero-tolerance suspensions Asian</i>	71
<i>Figure 11.1. Combined nonzero-tolerance suspensions Hispanic</i>	74
<i>Figure 11.2. Combined nonzero-tolerance suspensions Black</i>	75
<i>Figure 11.3. Combined nonzero-tolerance suspensions White</i>	75
<i>Figure 11.4. Combined nonzero-tolerance suspensions Asian</i>	76

CHAPTER 1

INTRODUCTION

Statement of the Problem

Public schools have allocated certain resources and implemented particular practices that have affected the attitudes, opportunities, and behaviors of their students. How these issues, in turn, specifically affect the learning process is the primary question of this study. Can educators manipulate the school's environment to afford positive results in the instruction of our students? If so, what factors promote desired and undesired behaviors of students? Some researchers have identified external factors that might contribute to various student behaviors. The question is, to what degree does a student's ethnicity affect behavior and the discipline consequences assigned for misbehavior?

Zero-tolerance refers to the exclusionary, state-mandated school discipline policies that gained national popularity for their get-tough approach to student misconduct (Reyes, 2006). Zero-tolerance policies were initially aimed at creating safe environments in the public schools. The policies grew out of an increasing fear of the violence and juvenile delinquency that appeared to skyrocket coming out of the 1980s (Dohrn, 2001), and the federal government mandated the zero-tolerance program through the Gun-Free Schools Act of 1994 (Skiba & Reece, 1999).

However, some contend that zero-tolerance policies, couched as colorblind under the wraps of law-and-order theory, may threaten educational opportunity, universal education, school desegregation, and equitable allocation of resources (Reyes, 2006). While it seemed like a positive measure at first, and one that would firmly address dangerous behavior, accounts began to arise of possible racial discrimination and abuse by school administrators (Dohrn, 2001). Speculation about how the law is enforced, which is linked to the lack of inclusion of specific procedures and guidelines for enforcement and discrepancies in how the law is applied, continues today.

Not all suspensions result from application of zero-tolerance policies; nonzero-tolerance suspensions are sometimes imposed after consideration has been given to such factors as intent, circumstance, and understanding. Do the discipline policies of schools permit any discretion regarding whether the student offenses are classified as zero-tolerance or nonzero-tolerance

actions? An important question arises from nonzero-tolerance suspensions: Does the race of the students play a role in this subjective approach to the imposition of out-of-school suspensions?

School administrators have traditionally assigned after-school detention and in-school suspension for inappropriate student behaviors and have held parent-student-teacher conferences as a means to curtail inappropriate behavior. Currently, and more than ever before, school administrators are imposing out-of-school suspensions for misbehavior. As the public schools continue to face increasing levels of zero-tolerance offenses, suspension and expulsion disciplinary actions are occurring much more frequently (Dupper, 2010). Zero-tolerance enforcement has contributed significantly to rising rates of suspension and expulsion from school (Jones, 2010). Similar to most urban school districts, suspension rates in Arlington County Public Schools (ACPS) in Virginia have continued to rise over the past few decades—confirming the need for further study of disciplinary practices. The increased focus on suspension rates over the past few years has begun to contribute to lowering suspension rates. However, the disparity in suspension rates by ethnicity remains (see Appendix A).

In light of recent incidents of violence in public schools around the country and the continuing need to provide students with an environment that is conducive to learning, tools have been developed that identify specific areas of concern. Such tools enable educators to implement strategic policies designed to combat student misbehaviors (e.g., fighting, use of inappropriate language, and disruptive behavior) by focusing their time and energy on the proximate causes of the inappropriate behaviors. A school leader's ability to be proactive by implementing strategic rather than reactive policies helps to facilitate the learning process by providing situations in which optimum instruction can take place. Out-of-school suspensions inevitably result in loss of instructional time and disconnection with school. Further, out-of-school suspensions have been linked to grade retention, juvenile court involvement, and dropping out of school (St. George, 2012).

There are certain factors that are known to be related to students who exhibit inappropriate behavior. Students of color, impoverished students, males, and students identified as having special needs are disproportionately overrepresented among the students punished for exhibiting inappropriate behavior (Saenz, 2004). In addition to the identification of factors that relate to inappropriate student behaviors, it is hoped that this study will provide insight into the student's ethnicity as a factor for suspensions.

In an attempt to insure a pleasant, safe, and productive learning environment and to instruct the school community about responsibility, commitment, and accountability, ACPS has defined and adopted policies, behavior guidelines, and consequences outlined to communicate ACPS practices. According to ACPS Discipline Policies, suspension is defined as a disciplinary action whereby a student is not permitted to attend school for a period not to exceed ten (10) school days (Arlington Public School Board Policies, 2014). Though ACPS policy and procedures do not discuss zero-tolerance or nonzero-tolerance suspensions specifically, they do describe discipline actions used to determine inappropriate behavior. ACPS does identify particular behaviors and whether or not they require out of school suspension (zero-tolerance) or some other form of disciplinary action (nonzero-tolerance) that may include, but are not limited to the consequences listed below. The following are disciplinary actions as outlined in the ACPS Discipline Handbook (Arlington County Public Schools Handbook, 2014):

- **Alternative education program:** Shall include, but shall not be limited to, night school, adult education or any other education program designed to offer instruction to students for whom the regular program of instruction may be inappropriate.
- **Detention:** The retention of a student after the school day ends.
- **Exclusion:** Denial of school admission to a student who has been expelled or has been placed on a long-term suspension or more than thirty calendar days by another board or a private school, either in Virginia or another state, or for whom admission has been withdrawn by a private school in Virginia or another state.
- **Expulsion:** A disciplinary action where by a student is not permitted to attend school with in the school division and is ineligible for readmission for 365 calendar days after the date of the expulsion.
- **In-school alternative, ISS:** An alternative placement within the school building for a specific period of time.
- **Long-term suspension:** A disciplinary action whereby a student is not permitted to attend school for more than ten school days but fewer than 365 calendar days.
- **Suspension:** A disciplinary action whereby a student is not permitted to attend school for a period not to exceed ten (10) school days.

In addition, suspension includes temporary removal from all extra-curricular and after-school activities. Student suspended are not permitted on school grounds during the suspension period, ranging from 1-10 days.

Suspension data representing 37 public elementary, middle, and high schools were obtained from ACPS in Arlington, Virginia. ACPS, one of several suburban school districts that border Washington, D.C., serves a student population of over 22,000 (see Appendix B). The ethnicity of all students suspended was noted in the data, with a distinction made between the two bases of misbehavior (zero-tolerance and nonzero-tolerance) that resulted in the imposition of in-school or out-of-school suspensions. The specific student behaviors that resulted in suspension were also examined, as follows:

1. Nonzero-tolerance behaviors that resulted in out-of-school suspension and/or expulsion
2. Behaviors outlined in zero-tolerance policy procedures that resulted in out-of-school suspension and/or expulsion

The term “zero-tolerance” was first coined during the Ronald Reagan presidency in relation to the Drug-Free Schools and Community Act (Title IV, Part A of the ESEA, 1986), bringing drug-related incidents into play as zero-tolerance offenses. The list of zero-tolerance-type offences began to grow when the Gun-Free Schools Act (20 U.S. Code § 7151, 1994) was enacted during the presidency of Bill Clinton (Fuentes, 2013).

The motivation for this study evolved from a search for various causes of inappropriate student behavior exhibited at schools within ACPS, seeking to understand the following: Are there common practices or conditions that cause misbehavior and negatively affect suspension rates?

This study was designed to provide school officials with the means to determine whether students’ ethnicity influences their behaviors and discipline outcomes. By examining student behavior, comparing discipline consequences, and disaggregating race, one can identify factors that may exist. Once any relationships are determined and analyzed, the results can aid school officials in implementing alternative strategies that appropriately address student and administrator behavior within the school. Most administrators agree that disciplinary actions should be based on behaviors, not on the ethnicity of the students who violate school rules and regulations.

In light of the changes in population growth by ethnicity, more than ever, we need to determine appropriate ways of responding to inappropriate behavior. From 2000 through 2010, the number of White students enrolled in pre-K through 12th grade in U.S. public schools decreased from 28.9 million to 25.9 million, and their share of public school enrollment decreased from 61% to 52%. In contrast, Hispanic public school enrollment during this period increased from 7.7 to 11.4 million students, and the percentage of Hispanic public school students increased from 16% to 23%. From 2000 through 2010, the number of Black students grew slightly in all regions of the United States with the exception of the Northeast, where the number declined, keeping them at about 16% of the public school population (National Center for Education Statistics—U.S. Department of Education, 2014).

Students have certain resources and opportunities that can affect their attitudes and behaviors. As mentioned above, there is considerable evidence that undesirable behavior is frequently a result of other factors; therefore, one must determine these factors before attempting to end the inappropriate behavior (Moles, 1989). Studies consistently demonstrate an inverse correlation between the number of suspensions given to students and the socioeconomic status of the students' parents. Students who are eligible for free and reduced price lunches (Healthy, Hunger-Free Kids Act of 2010, 42 USC 1751) are at increased risk of being suspended from school (Skiba, Michael & Nardo, 2000). This knowledge, in itself, can assist administrators in understanding possible contributing factors to undesirable student behavior. It has been observed that examining past and present events in an adolescent's life can uncover important information for determining how problem behavior manifests (Johnson, Boyden, & Pittz, 2001). Sociologists have compiled abundant evidence about social differences and documented how retention rates in secondary schooling, access to higher education, and other educational outcomes differ among social classes (Connell, 1993). The examination of other educational outcomes often includes student discipline in this examination of the impact that ethnicity and bias have on student behavior and discipline outcomes.

Many educators study the manner and form of discipline used to maintain order and establish an environment conducive to learning. Student behavior dramatically affects attitudes and how students, teachers, parents, and school administrators' relationships are defined (Moles, 1989). More importantly, school discipline comprises complex related issues regarding students' school performances. Due to the impact that student behavior has on our public education

system, discipline methods deserve careful and extensive examination. This study will investigate whether the attitudes of school officials regarding students' ethnicity are also a determinant in discipline outcomes.

Educators need to be able to work collaboratively, with the goal of reducing unacceptable behavior. Commonly, educators identify and cite expected and desired conduct in parent/student handbooks in an attempt to decrease inappropriate behaviors that ultimately result in sanctions. To identify successful strategies for preventing unacceptable behavior, causes with common characteristics must be identified and examined. If it can be identified that there are consistencies among conditions of students exhibiting inappropriate behaviors that are absent in students exhibiting appropriate behaviors, this information can be used to create successful strategies that can alter outcomes. Identifying and examining factors in the particular conditions to which students are subjected may prevent and control inappropriate behaviors that would have resulted in disciplinary action. Certain conditions existing among students are likely to correlate with inappropriate behavior patterns. The identification of these conditions and the knowledge of their significance are vital in implementing plans of action to correct or deter students from exhibiting the inappropriate behavior.

Although most schools have student manuals that attempt to proactively outline inappropriate behavior and corresponding sanctions, traditionally, American schools have responded to student misbehavior as it arises, commonly through punishment. Many current discipline reports for districts around the nation indicate that a disproportionate number of minority students are being suspended from schools at a higher rate than their White counterparts. In every state except Idaho, an analysis of the data shows that Black students are being suspended in numbers greater than would be expected from their proportion of the student population (Witt, 2007). School suspensions are often the end result of inappropriate behaviors. Common sense as well as some research argues powerfully for the prevention of inappropriate behavior (Gushee, 1984). In most schools, there is a continuum of discipline ranging from the least severe (conferences and after-school detention) to the most severe (suspension and expulsion).

With fewer day-to-day discipline infractions, administrators and faculty can devote more time to instruction. Schools will then become more likely to reach desired learner outcomes for all students, regardless of their race. Much has been said nationally about the achievement gap

that exists between Hispanic and White students and between Black and White students. Black students disproportionately perform poorly compared to peers in both behavioral and academic aspects of their educational experience (Martin, Martin, Gibson & Wilkins, 2007). Because the gap exists regarding both achievement and out-of-school suspensions, the increased focus on instruction should have a direct and positive effect on the achievement gap as well as on the discipline gap. This study looks at whether administrator bias is a contributing factor to iniquitous suspensions among race.

The strength and vitality of our nation are dependent on how well educators prepare our children for appropriate roles in society. Poor and ill-educated people have long been raising questions regarding whom the education system is actually serving (Connell, 1993). One of the ideals that our democratic government was founded on is the equality of opportunity. We must examine these principles of equality and determine how they are implicated in certain behaviors. Our country's greatest resource is its children, and our nation's schools have a vital role to play in the development of that resource (Dubelle, 1995).

Too often, school personnel are unable to solve the important issues related to the transmitting of knowledge and skills to their students because they are overly preoccupied with addressing the inappropriate behaviors exhibited by some students. In other words, much of the educator's time is spent in attempts to correct inappropriate behavior, which ultimately distracts from crucial issues related to the education of our children. Such circumstances leave many educators wondering whether they have become educators or law enforcers.

Purpose of the Study

Throughout their years of education, students form opinions and make decisions that will greatly affect their life and chosen career. Keeping this in mind, educators must afford students every opportunity to make appropriate, well-considered choices. This task for educators is a difficult one when much of their time is spent struggling with student behavior problems. Many educators express frustration over the amount of energy they expend controlling students in the classroom who choose to behave inappropriately (Short, Short, & Blanton, 1994). These same sentiments are shared by school administrators.

Administrators and teachers have handled student behavior problems for many years. The continual struggle to understand the issues related to student discipline and time spent

determining what the internal and external contributing factors are can be overwhelming. The concept of this study is to provide some much-needed knowledge on these issues with the hope of identifying factors and conditions that can create alternative, improved environments free of negative and inappropriate behavior among students of all ethnicities. If educators can spend less time dealing with bad behavior, perhaps more effort can be devoted to appropriate behaviors.

Although previous studies have yielded powerful insights into the salience of culture in schools, few researchers have explored how these culturally based constructs contribute to school discipline outcomes (Monroe, 2005). Regardless of whether there is a correlation between ethnicity and degree of discipline, this study's results will provide a better understanding of the problem and will help administrators to be better equipped to address the problem. In a conversation on National Public Radio (*NPR Broadcast*, 2010), Vanderbilt University Professor Maury Nation stated that Black male students are suspended and expelled at higher rates than White male students because the behavior of Black males is perceived as more threatening than that of White males. This study will examine both subjective and zero-tolerance suspensions to determine whether perceptions such as the one reported on NPR are accurate and therefore deserve further study.

Viewing inappropriate behaviors as external from the school has often led toward repressive measures designed to reestablish order rather than toward positive educational approaches to elicit appropriate behavior. Simply reporting that gaps exist between Hispanic and White students and between Black and White students does not remedy the problem—it only acknowledges the problem. This passive rather than proactive approach does little to contribute to long-term solutions. A combination of factors, including poverty, race, and rates of out-of-school suspensions, is significantly predictive of school passing rates (Skiba, Rausch & Karega, 2004). In their study, the authors point to school suspensions as a contributing factor to low student passing rates. This study will provide additional insights into this issue.

The secondary purpose of this study is to determine whether some ethnicities are unfairly suspended more often by school administration, possibly due to racism. This study will inform administrators whether there is a correlation between ethnicity and discipline outcome. Possessing a better understanding of the varying conditions and circumstances surrounding how our students are suspended will enable and empower educators to better address individual and

system-wide behavior. Supplied with the awareness that ethnicity does or does not influence outcomes, administrators can attempt to create prejudice-free environments conducive to learning. It is important to also remember that while identifying ethnic groups for this study reifies what it means to be a suspended Black, Hispanic, or White student, the study excludes subgroups such as women, men, darker-skinned people versus lighter-skinned people, socioeconomic status, and more. Race is not a simple concept, and it is not easy to impose broad categories of identification on any ethnic category or group (Celious & Oyserman, 2001). Differences in race are assumed to also include cultural and economic differences (Hollinger, 1999).

The strengths inherent in schools are overshadowed when a disproportionate number of suspensions are based on race. This study will support administrators in developing a more informed understanding of the relationships among behaviors that influence discipline. Having a clear understanding of the specific student behaviors that result in nonzero-tolerance and zero-tolerance suspensions will assist school administrators in applying discipline consequences fairly regardless of the race of the students.

Variables

Race and suspensions are the two variables that will be researched to see if they are related. Both variables are determined to be categorical. Depending on the hypothesis (1 or 2), suspension may be categorized as total suspension or as Nonzero-Tolerance suspension. Race is categorized as Black, White, Hispanic, Asian, or Other.

Hypotheses

Hypothesis 1.

H0: Race and student suspensions are not related.

H1: Race and student suspensions are related.

Hypothesis 2.

H0: Based on the total number of suspensions, race and nonzero-tolerance suspensions by school administrators are not related.

H1: Based on the total number of suspensions, race and nonzero-tolerance suspensions by school administrators are related.

Research Questions

The objective of the proposed research study is to provide educators with information that will enhance opportunities to address the problem of disproportionate rates of suspensions according to student race. The proposed analysis will address the following research questions:

RQ1: Are students of some races suspended more often than others?

RQ2: Are students of certain ethnicities more likely to be suspended when school administrators have the option of either suspension or other forms of selective discipline?

Definitions

- **Race:** Refers to a person's physical appearance, such as skin color, eye color, and hair color. Human beings whose members identify with each other, on the basis of real or presumed genealogy or ancestry. Race is categorized in this study as Black, White, Hispanic, Asian, and Other.
- **Ethnicity:** Refers to a person's nationality, culture, language, and beliefs.
- **Zero-Tolerance Offenses:** Disciplinary offenses committed by students that automatically require suspension from school. A complete list of zero-tolerance offenses is included in Appendix C.
- **Nonzero-Tolerance Offenses:** Disciplinary offenses committed by students that do not automatically require suspension from school; offenses for which school administration has the option of suspension as a form of punishment. A complete list of nonzero-tolerance offenses is included in Appendix C.
- **Expulsion:** Exclusion or removal of a student from a school system. Includes and precedes suspension.
- **Academic Year:** The period of the year during which students attend an education institution.
- **Repeat Offenders:** Individual students, represented by ID numbers, who are suspended for multiple offenses and are represented multiple times in the data.
- **Administrators:** Individuals designated for the purpose of this study who assign disciplinary consequences.
- **Violation/Offense:** Breaches of school rules by students.

- **Ethnicity Codes:** Federal/state-designated codes for race/ethnicity, included in Appendix D.

CHAPTER 2

LITERATURE REVIEW

School discipline has two main goals:

1. Ensure the safety of staff and students.
2. Create an environment conducive to learning.

Serious student misconduct involving inappropriate behavior can cause schools to fail to achieve these two objectives (Moles, 1989). Educators witness many inappropriate student behaviors that do not rise to the level of criminal offenses but extensively disrupt the learning process, and the offending students face harsh consequences, such as out-of-school suspension and expulsion. Successful public schools require appropriate student behavior, although good behavior by itself is not sufficient to ensure academic growth (Duke, 1989). Principals are consistently faced with the complex job of bringing students from various backgrounds together to make sure they can focus on schoolwork rather than disruptive behavior (Skiba, Rausch, & Ritter, 2005). As the number of discipline referrals to school administrators continues to rise, so has the number of students being punished with out-of-school suspension (Coulson, 2012). This is causing schools around the country to reexamine the application of such a punishment (Billitteri, 2008).

Discipline practices in schools affect the social quality of the learning environment and the ability of children to achieve the academic and social educational gains essential for success in society (Skiba et al., 2011). School administrators must have an understanding of how inappropriate behavior is to be managed so that the discipline actions fit the discipline infractions. One component of the relationship between inappropriate student behaviors and the levied punishment centers on student ethnicity. Perhaps by examining associations between the ethnicity of the student and the level/degree of the discipline enacted, effective strategies can be developed to address discipline issues.

Increasing suspension rates should be a concern to educators, parents, community members, and students. Recent research shows that being suspended even once in the 9th grade increases a student's likelihood of dropping out of school from 16% for those not suspended to 32% suspended just once (Balfanz, 2003). However, simply lowering suspension rates does not solve the problem of discipline actions and academic success; "we need a more holistic answer to this problem than [to] suspend fewer kids," (Balfanz, 2003, p. 77-78). Unfortunately, an

increase of focus on a particular topic often causes an undesirable increase or decrease of a particular action simply due to increased awareness of the problem. This type of response rarely gets to the root of the original problem.

In a personal discussion, a school administrator once stated, “This is a suspendable offence; however, [the student] is Hispanic and our suspension numbers are up for Hispanics, so I didn’t suspend him.” Educators cannot simply suspend or not suspend students based on ethnicity and hope that the underlying problem(s) creating the undesired situation will go away.

While there continues to be a nationwide push to decrease the number of suspensions, findings suggest that new policies advocating lower suspension rates alone is not a way to improve graduation rates or student achievement (Shah, 2011). The push to lower suspension rates exist in ACPS as well. However, the decrease in the total number of suspensions has done little to change the disparity in suspension rates by ethnicity or improve the conditions resulting in the inappropriate behavior. Though recent efforts have been enacted to decrease the numbers of suspensions, over the past 30 years, overall suspension rates have more than doubled across the United States. In addition, Black and Hispanic students continue to be suspended and expelled from public schools across the country at higher rates than White students (Johnson et al., 2001).

Black male adolescents experience disproportionately higher rates of discipline referrals and suspension from school, both of which have been attributed to numerous ecological factors, including misunderstandings between the student’s culture of origin and the school culture (Day-Vines & Day-Hairston, 2005). As a rule, children tend to fulfill adult expectations, and it doesn’t take long for students to detect what those expectations are (Fremon & Hamilton, 2001). As we become increasingly aware of the disparities in suspension rates that exist in school discipline, administrators need to be able to also identify the causes and relationships. Administrators are becoming increasingly aware that people of color are misunderstood by those frequently considered well-intentioned cultural/social agents (Johnson et al., 2001). There has been a tendency for all people to focus on the negative stereotypes instead of the positive ones of individuals of certain ethnicities (Celious & Oyserman, 2001).

School administrators frequently observe poor classroom management, general lack of discipline and accountability, and lack of expectations and control as common contributors to inappropriate behavior (Danielson, 2007). These factors, then, would seem to similarly influence

students of varying ethnicities. Because these factors influence teachers and students, educators must take great care to ensure that curriculum is sensitive and multi-culturally based (Corbin & Pruitt, 1999). Being culturally responsive means that teachers must understand the ways that schools reflect on student behavior (Weinstein, Curran, & Tomlinson-Clarke, 2003).

Educators have called for more culturally responsive pedagogy, yet the literature on multicultural education tends to ignore behaviors and classroom management (Gay, 2000). Since a degree of variance in the inappropriateness of certain behaviors exists, it is important for teachers to be aware of the meaning of *being culturally responsive*. We need to be able to ascertain whether diversity requires different approaches to classroom management (Weinstein, Curran, & Tomlinson-Clarke, 2004). In addition, responses to student misconduct must be tempered with the knowledge that there is substantial variation among students in the seriousness and frequency of problematic behaviors (Gottfredson, Gottfredson, & Hybl, 1993). Keeping those variations in mind when examining behaviors is important as we review behaviors that administrators and teachers commonly attribute to be factors in inappropriate behavior:

- Class size (student distribution)
- General teacher attitude, preparedness, and morale
- Rural schools versus urban schools
- School size (student population)
- Parent involvement/noninvolvement
- Access to and amounts of technology
- Physical facilities/grounds
- Percentage of students receiving free or reduced lunch
- Distribution of authority
- Percentage of college-bound students

Behavior that is viewed as disorderly often occurs more frequently in the absence of clearly defined structure (Doyle, 1986). Inappropriate student behaviors that result in schools taking disciplinary action against the students committing the infractions is best viewed as one facet of adolescent problem behavior (Gottfredson et al., 1993).

The world is inundated with scenarios that leave a false perception of Black males that follows them into the classroom (Emdin, 2012). With fundamental understanding of discipline and causes of bad behavior, teachers can begin to reflect on how their classroom management

practices promote or obstruct equal access to learning (Weinstein et al., 2003). Educating the educators on the relationships between ethnicity and rates of suspension will provide additional insights into the factors leading up to disciplinary action. Research on effective classroom management has confirmed the importance of establishing clear expectations or norms for behavior (Emmer, Evertson, & Anderson, 1980). Many of the current false impressions that exist have led to stereotypes and stigmatization, often resulting in differential discipline actions. Teachers are interpreting and responding to their students' behavior based on the perspectives of mainstream sociocultural norms (Weinstein et al., 2003). To what degree does a student's ethnicity influence disciplinary actions in Arlington County Public Schools? Do false perceptions influence administrative decisions regarding the disciplinary action of minority students? Most school administrators, when confronted with data showing disparate rates of discipline for minority students, react by strenuously denying accusations of racial discrimination (Witt, 2007). Without examination, limited action and insufficient policy changes may result. There seems to be little evidence that Black students are exhibiting inappropriate behaviors at a rate higher than White students (Skiba et al., 2004). If this is in fact the case, why do the disparities exist? A further examination of the relationship (if any) between suspensions and ethnicity will be helpful to determine the need for further study.

The central issue of this study is that despite significant relationships between inappropriate student behaviors and their ethnicity at ACPS, no relationships have been identified between Black and White students and their respective numbers of discipline actions, including suspensions. Nationally, there is some indication that educators do make differential judgments about achievement and behavior based on racially conditioned characteristics (Skiba et al., 2011). The existing disparity in suspension rates among ethnic groups raises civil rights concerns. Children of color and those from other historically disadvantaged groups are far more likely than White children to be suspended (Losen & Martinez, 2013). Is this also true when suspensions are broken down into subjective and objective categories of suspension?

As a former assistant principal at a middle school in ACPS in 1999, I had an opportunity to compare student suspension rates to those of the previous assistant principal, who was African-American. Data showed that a smaller percentage of minority students were suspended in 1999 than in 1998, with the previous assistant principal. Though little can be concluded from

the small sample and informal comparison, the topic peaked my interest and contributed to the selection of this topic for further study.

Unfortunately, after examining several of today's public school codes of conduct, I observed that they currently tend to be focused on discipline processes rather than on the ethnicity of students or on the root causes of inappropriate behavior. Behavior that is disruptive in schools harms both the individual student misbehaving and the school community (Gottfredson et al., 1993). Educators must be able to explore options for providing students with environments conducive to learning, especially in light of state examinations, including meeting the bench marks described in the Virginia Standards of Learning (SOL) and the federal government's No Child Left Behind (NCLB) Act. SOL comprises the measurement tool whereby the Virginia Department of Education (VDOE) outlines the objectives and goals for the curriculum taught in public schools pursuant to grade level and subject area. It measures student performance on state tests that have been designed to determine whether certain learning goals and objectives are being met—based on criteria (benchmarks) that the department establishes. Teachers who work in public schools in Virginia teach the state-established curriculum, and students are tested at the end of the school year on their knowledge of the material taught. While this study concentrates on the discipline gap that exists among ethnicities, Black and Hispanic students also lag behind White students in academic assessments (Clemmitt, 2007).

The Commonwealth of Virginia has established rigorous academic standards to ensure that the established assessments measuring student achievement meet the requirements of the national standards set forth by the U.S. Department of Education. The Federal NCLB Act signed into effect on January 8, 2002 (St. George, 2014), established a different set of standards and benchmarks that state governments must meet to retain accreditation. “The disproportionately high rates at which Black students are suspended from school represents a violation of civil right,” according to U.S. Education Secretary Arne Duncan (Jonsson, 2012). Though Secretary Duncan did address proposed legislation to school funding, it is important to note that school finance legislative reform interacts in ways that discriminate against Black students (Glenn, 2006). The influence school funding plays on student behavior and school discipline is an important category to consider. When attempting to identify causes and relationships between students of all ethnic backgrounds and discipline outcomes, every variable deserves consideration. Though this study does not include the impact educational funding has on student

behavior or disciplinary consequences, any reform implemented in addressing the disparities between suspension rates and the ethnicity of students should be considerate of all contributing factors that influence disparity among races, including school finance legislation.

In addition, Education Secretary Arne Duncan and Attorney General Eric H. Holder, Jr. announced plans to create guidelines intended to help the nation's schools create discipline policies that would reduce the number of out-of-school suspensions and racial disparities in punishment (St. George, 2014). Federal officials aim to establish guidelines for school administrators that will assist in establishing less harsh discipline practices. The guidelines are aimed at addressing the issue of a nationwide disproportionate amount of harsh discipline methods being applied to students of color (St. George, 2014). Numerous behaviors identified by the Commonwealth of Virginia require suspension from school (see Appendix E). These data are gathered and reported annually, yet no distinction is made as to whether the behavior warranted zero-tolerance or nonzero-tolerance suspensions.

Student Assessment

If students are to meet the benchmarks established by the Virginia Standards of Learning (SOL) and the requirements of No Child Left Behind (NCLB) legislation and master the curriculum according to the state tests, quality instructional time must be provided to students and teachers. To create such an environment, educators need to be aware of the causes of various behaviors, especially those that are conducive to or promote appropriate behavior.

Student discipline comprises complex and interrelated issues that educators must examine extensively. A framework must be established for such an examination, and this framework should provide educators with a description of the operational policies that can promote appropriate student behaviors while reducing the need for out-of-school suspensions. Naturally, student behavior, both appropriate and inappropriate, has a direct impact on learning outcomes.

The mores of cultures or subcultures affect appropriate and inappropriate behavior. How they affect the physical and nonphysical entities within a school system may contribute positively or negatively to any given learning environment. To better understand these entities, we must first establish what they are and how they contribute to the environment. Educators would benefit greatly by thinking about discipline in developmental ways rather than in complex

and adversarial ways (Daniels, 1997). This would provide educators with ways to examine how behavior, both appropriate and inappropriate, affects the learning environment.

Classroom management policies and processes have traditionally been established as instruments of control rather than as instruments that promote or are conducive to learning. Public school instructional personnel should be trained and prepared to solve inappropriate behavior problems through the use of several techniques. Racism is not the only possible explanation for the contrast that exists in the assignments of discipline among students of different ethnicities (Jonsson, 2012). Most researchers seem to agree that the causes of discrepancies on discipline are complex. Multiple factors, including the student's home life, economic background, self-esteem, intelligence, and parental expectations, all contribute to the student's behavior. However, this study is not focused on the causes of inappropriate behavior; instead, it is centered on the relationship between student race and inappropriate student behavior. For example, many public school administrators do not have the same level of expectations for active parent involvement from inner-city Black and Hispanic parents as they hold for middle-class suburban parents (Fremon & Hamilton, 2001). Expectations can be another determinant in identifying causes of disparity in suspension rates should a relationship between ethnicity and suspension be established. Also included in this study is a review of topics that can assist school administrators to determine needed directions for further research.

This study offers an alternative for examination of discipline in schools—a critical perspective that can be utilized for evaluating various outcomes relevant to the topic of inappropriate student behaviors and disciplinary actions. Options are desirable in the investigation of any given approach to correcting inappropriate behavior.

Preliminary Research Findings

Case studies have fewer participants but more detailed and extensive information, whereas large samples represent information from large numbers of individuals, which does indeed increase the likelihood that the information is representative (i.e., generalizable). Nevertheless, this case study of ACPS will provide insight to school administrators regarding the discipline process and will create an avenue for including thoughtful consideration of it in other school divisions across the nation. A convenience sample utilizing suspension data from ACPS was used for this study. Much of the research pursuant to this topic focuses on discipline issues

as they pertain to student and teacher relationships. Research that is focused specifically on the relationships between student ethnicity and the socioeconomic status of students' parents and disciplinary actions employed by public schools is rather limited as related to cause. However, a plethora of research has been conducted on disparities based on the ethnicities of students.

This study also provides insight into how individual races deserve individual attention. According to current racial and ethnic enrollment trends from fall 2000 through fall 2010, the number of White students enrolled in pre-K–12 in U.S. public schools decreased from 28.9 million to 25.9 million. Enrollment numbers show a decrease of 9% for White students. Hispanic enrollment during the same period increased from 7.7 to 11.4 million students. The population of Hispanic students increased 7%. During the same period, the enrollment of Black students decreased by 1% (National Center for Education Statistics, March 2013). While this study looks at suspension rates and types of suspensions by student race, it is helpful to be aware of how the population by race is evolving.

Considerable research has examined student and teacher behaviors as they relate to discipline and classroom management. There is also much research dealing with social and economic levels, student behavior, and disciplinary actions. However, depth of information is lacking concerning the external factors that influence these results, suggesting a great need for such research. In fact, many school systems are increasingly concerned about the subjective nature of many suspensions (St. George, 2012). For example, many incidents of student suspensions have occurred in which the punishment appears disproportionate to the misbehavior (Cornell, 2012).

Initial electronic searches have provided considerable information regarding various approaches that address student discipline and behaviors. Research has made it clear that differences in how students are processed at the administrative level contribute significantly to the disproportionate representation of Black and Hispanic students in school discipline (Skiba et al. 2011). The current case study aims to explain the relationship between discipline and ethnicity of students and to provide valuable information for school administrators.

Extensive electronic information regarding inappropriate student behaviors and disciplinary actions are available for Arlington County Public Schools (a sample can be found in Appendix F). The various reports that all Virginia school divisions submit annually to the state superintendent of public instruction are described in an annotated list of research resources. The

information that ACPS previously provided to the Commonwealth of Virginia serves as a basis for investigating the variables in the current study. Additional research instruments have been designed and utilized to make data available regarding school and student conditions that may affect behavior and discipline.

Extensive research was conducted for this study using the following list of research terms: adolescence behavior, Asian race, behavior, Black race, classroom management, culture, department of education, discipline policies, discipline, diversity, education statistics, education, enrollment, ethnicity, expulsion, Hispanic race, juvenile delinquency, juvenile justice, misbehavior, nonzero-tolerance, punishment, race, school counseling, school discipline, school engagement, school leadership, school reform, self-discipline, social justice, student achievement, suspension, White race, zero-tolerance. Different combinations of these terms were also included in the preliminary research. Several initial researches provided additional terms to be considered for the study.

Phi Delta Kappa (PDK) commissioned a study on student behavior (DeVoss, Kaeser, Lasley, Pinnell, & Wayson, 1982) that examined the causes and conditions of desirable and undesirable student behaviors in schools. The purpose of the PDK study was to identify a broad range of school characteristics that influence student behavior either positively or negatively. The study centered on the identification of and analysis of characteristics of student behaviors to develop appropriate plans of action. Using an instrument with a Likert-type scale, researchers examined significant inappropriate student behaviors in public school classrooms.

Disparities in suspension rates have complex causes. A disproportionate number of Black and Hispanic students live below the poverty line or with a single parent, factors that affect disciplinary patterns of students in all ethnicities (St. George, 2012). Black and Hispanic students are no more likely to misbehave than other students from the same social and economic environments (Witt, 2007). Preliminary research that addressed characteristics of inappropriate student behavior and disciplinary actions yielded several other related contributions. Wayson, DeVoss, Kaeser, Lasley & Pinnell (1982) administered a Likert-scale inventory to school personnel and asked them to report conditions and to identify problem areas that resulted in classroom disruption. While the Wayson study did not consider the ethnicity of students, it provided administrators with a description of behaviors that contributed to discipline problems and conditions not conducive to appropriate behavior.

A study asked 100 teachers of elementary-aged males to rate inappropriate behaviors. The teachers were asked the following question: “How serious is the behavior in any elementary school boy?” The following is a list of these behaviors as the teachers rated them, from most to least serious (Tauber, 2007):

1. Stealing
2. Depression
3. Destroying school materials
4. Untruthfulness
5. Truancy
6. Cheating
7. Cruelty or bullying
8. Irresponsibility
9. Unsocial or withdrawn
10. Easily discouraged
11. Fearfulness
12. Resentful
13. Temper tantrums
14. Lack of interest in school work
15. Selfishness
16. Nervousness
17. Disobedience
18. Laziness
19. Rudeness
20. Inattention

Although the PDK study was conducted 3 decades ago, many of the rated behaviors still contribute to current causes of inappropriate behaviors and provide a basis for examining specific behaviors that concern most teachers. The current study attempts to analyze the role that student ethnicity plays in student behaviors. This can help to determine important characteristics of behaviors associated with disciplinary actions in all students, regardless of race.

It is relevant to include the results of a previous discipline infraction scale and compare them to how administrators react to behaviors based on the level of discipline enacted. By

examining school discipline files and the files of other schools, investigators determined which inappropriate behaviors were most commonly exhibited and what role a student's ethnicity played—if any. Lack of pupil discipline, poor classroom management and control, and disruptive student behavior were some common complaints made by teachers, students, administrators, and parents (Cangelosi, 1988). Reviewing how these inappropriate behaviors are reported and handled provided much insight for the current case study and helped to identify areas for future research.

There are substantial gaps in the research literature exploring racial and ethnic disparities in school discipline. Few studies have focused on school level (elementary vs. middle vs. high school) as variables (Skiba & Rausch, 2006). The same is true for zero-tolerance policies that focus on behavior and infraction rather than age and grade level. The need for consideration of the age and grade level of students exhibiting certain behaviors is evident in cases where elementary-age students are suspended for infractions falling under zero-tolerance mandates. Some experts trace the formation of zero-tolerance policies in schools specifically to the 1999 shootings at Columbine High School in Colorado (Shah, 2011). Can a single set of zero-tolerance guidelines adequately serve students of varying ages? Should a 1st-grade student who brings alcohol to school be given the same treatment as a 12th-grade student who does the same? While the effectiveness and appropriateness of zero-tolerance policies is not the focus of this study, the ways it is applied differently to different students is being examined. Any guideline that allows for subjective deliberation regarding application can potentially unfavorably alter outcomes for certain individuals.

Many believe an examination of variables is not warranted in relation to zero-tolerance policies. Suspension from school regardless of age, ethnicity, gender, and environment should be automatic for certain offenses, such as bringing a firearm to school, regardless of existing conditions (Losen & Martinez, 2013). Of course, extenuating circumstances must be considered—for example, the mental capabilities of the individual committing the suspendable offense. Regardless of whether zero-tolerance policies are equitable or appropriate, they are used in this study to identify two types of suspensions—subjective and non-subjective, or, for this study, zero-tolerance and nonzero-tolerance.

School administrators must adhere to many varying policies. Opponents of zero-tolerance say that one-shoe-fits-all policies do not work because they do not account for

circumstances. Conversely, zero-tolerance advocates say that a uniform approach to discipline is best and necessary to maintain an environment in schools that is forceful enough to deter inappropriate behavior (Claiborne, 1999).

CHAPTER 3

METHODS

Methodological Approach

There are many ways to examine the concept of overrepresentation of minority populations in out-of-school suspensions. Research tends to be categorized as quantitative, using numbers as data to describe or establish relationships, or qualitative, using words as data to describe experiences and behaviors. Quantitative research is the numerical examination and interpretation of data for the purpose of discovering underlying meanings and patterns of outcomes (Babbie, 1983). The approach utilized in the current study focused more on quantitative information in order to examine the concept.

The ACPS records examined in the current study provided, in addition to quantitative survey data, some limited written accounts of disciplinary actions as they related to particular offenses. The purpose for this research was to gain an understanding of how administrators handle infractions and whether students' ethnicity plays a role in the outcome. By comparing zero-tolerance–related discipline infractions with those not requiring suspension to examine their associations with the ethnicity of the students, it was possible to determine whether discrepancies exist.

The ACPS school-based data were used in the current study to gain access to the ideas, thoughts, and concepts that affect the various discipline-required offenses. These data were structured by the Commonwealth of Virginia and ACPS with a predetermined set of classifications related specifically to areas of discipline codes, expectations, and policies (Appendix C). Initially, the discipline categories were necessary to determine significant predetermined disciplinary offenses and which discipline infractions constituted nonzero- and zero-tolerance actions. Though outlined in the infraction codes for the Commonwealth of Virginia (Appendix C), verifying that school administrators were viewing the behaviors identified to determine how they were depicted was important. Data analysis consisted of three concurrent flows of activity: data reduction, data display, and conclusion drawing/verification (Miles & Huberman, 1984). The described state guidelines helped to verify that the application of discipline was consistent with the system-recommended guidelines.

The quantitative research conducted in the current study is the numerical representation and manipulation of discipline data by category of student ethnicity and behavior severity previously recorded as part of state requirements. All school divisions in Virginia require infractions to be reported in a specific format (a sample can be found in Appendix F). While the suspension and outcome data are specific to the Arlington Public School Division, the descriptions of infractions are the same as those in other divisions within Virginia. Thus, the process of examining the discipline outcomes was consistent, even though the data represent multiple schools within the division. It was also evident, throughout the examination of the numerical data concerning types of incidents and any correlations, which various determinations had to be made. The use of quantitative data assisted in the discovery of patterns, quantities, severity of discipline actions, and student ethnicities.

The primary purpose of this investigation was to explore the relationships among student ethnicities, inappropriate behavior, and administratively assigned discipline actions. The use of quantitative research methods greatly expanded the depth of understanding, which in turn communicated the magnitude of how ethnicities related to outcomes. This study provides insight, most specifically, into relationships between out-of-school suspensions and the ethnicity of the students suspended.

This study presents a method of examining multiple series of incidents through the description of infractions and contextual analysis. The final product articulates whether correlations exist between student race and each of the two categories of discipline—total suspensions and nonzero-tolerance suspensions. These are incidents that occurred after administrators subjectively examined the situation requiring review. This study seeks to answer the following questions: Is student ethnicity a predictor for out-of-school suspensions? Does student ethnicity predict how a school administrator assigns infractions for bad behavior? As mentioned earlier, a comparison will be made between the ethnicity of students who were suspended and the total number of suspensions imposed. Distinction was made between two types of suspensions: subjectively determined suspensions (or nonzero-tolerance suspensions) and suspensions classified as zero-tolerance under the guidelines. The specific student behaviors that resulted in suspension will also be included as variables. These variables will be measurable. It is essential to be explicit, exact, and clear about the concepts and how those are

indicated by the measures of variables. Two categories were created to form a dichotomous variable called *behavior type*:

1. Students who exhibited behaviors not outlined in zero-tolerance policy that resulted in out-of-school suspension
2. Students who exhibited behaviors outlined in zero-tolerance policy procedures that resulted in out-of-school suspension

By examining data placed into the above categories, patterns were determined with respect to the ethnicity of the students who were suspended. The patterns are the two defined possible values of one variable. This information should prove beneficial to administrators as they examine their discipline policies and procedures. This study's approach is a systematic way of examining what is happening, collecting data, analyzing data, and reporting the findings. The study methodology has been designed to examine school discipline policies as they affect students pursuant to their ethnicity and has been designed to systematically collect, analyze, and report the study findings.

School administrators enter discipline data by student number and a single infraction identifying code (Appendix D). This data is submitted to the Commonwealth of Virginia monthly. At the end of each school year, the Commonwealth releases data for all school divisions. ACPS maintains its own individual compiled data. At the end of each school year, the data is compiled for that current school year and reported to the respective school principals.

The data is already entered by each individual school and then combined to form division data. Though the division data is classified by school, for the purpose of this study, data by individual schools was not reviewed. This study looks at all ACPS discipline infractions and all suspensions. After disaggregating the data by zero-tolerance and nonzero-tolerance categories, data was separated by student ethnicity. Through the ACPS Office of Planning and Evaluation, the data was retrieved for the 5 academic years included in this study.

Assumptions

- Administration has no choice but to suspend a student reported for a zero-tolerance violation.
- Administrators have the option of choosing suspension or other forms of discipline for nonzero-tolerance offenses.

- Suspensions are considered among the most extreme forms of discipline.
- If school administration is unfairly suspending students of certain races, this would most likely be seen in suspensions for nonzero-tolerance violations.

Threats

- There could be administrator errors. The Arlington County Public School Office of Planning and Assessment or an individual school could have collected/input the data incorrectly.
- Due to the increasing focus on suspensions by ethnicity, there could be variables other than racism influencing administrator decisions.
- While Arlington's student ethnicity breakdown is consistent with national school statistics, it is possible that the findings of this study do not reflect the administration of discipline nationally. Based on the sample selection methodology, generalization is not possible.
- Since the first year of this study, consequences for offenses may have changed. For example, zero-tolerance offences may have changed to nonzero-tolerance offences, and vice versa.
- There are examples in which the same students from various ethnicities are counted multiple times. However, since this study is examining types of suspensions (zero-tolerance and nonzero-tolerance) and the ethnicity of the students suspended, students with multiple infractions were counted multiple times in Hypothesis 2.

For this study, it will be determined whether there is a correlation between the observed variables. For Hypothesis 1, the variables are race and total suspensions. For Hypothesis 2, the variables are race and the type of violation. Due to the desire to test correlation and the number of variables for each test, it was determined that a chi-square test for independence would be the statistical methodology for this study.

Utilizing a chi-square test for independence involves looking at two variables to see if they are related. For Hypothesis 1, we want to test the following:

- H0: Race and student suspensions are not related.
- H1: Race and student suspensions are related.

To test H0: Race and student suspensions are independent; the test will look at the observed frequencies (n_{ij}) in comparison with the expected frequencies (e_{ij}) and ask, “Do the observed frequencies differ from the expected frequencies by more than chance?” (Where n = number of observations and e = number of expected observations)

We seek a measure comparing n_{ij} 's vs. e_{ij} 's across all cells.

$$\text{Let } \chi^2 = \sum_i \sum_j (n_{ij} - e_{ij})^2 / e_{ij}$$

It can be shown that when H0 is true, χ^2 observed approximates $\chi^2_{(r-1)(c-1)}$ (Where r = number of rows and c = number of columns)

Therefore, for Hypothesis 1, the number of actual observations (suspensions) is compared to the number of expected suspensions by race. Calculating the number of expected suspensions is a component of the chi-square analysis and is determined by the percentage number of students representing each race in Arlington County Public Schools.

For Hypothesis 2, only the suspended students are analyzed. In this case, the test variable is the type of violation committed (zero-tolerance versus nonzero-tolerance). The number of observed violations is compared to the number of expected violations (by type) for each race. Once again, the calculation for the expected number of zero-tolerance and nonzero-tolerance offenses is a component of the chi-square analysis and is determined by the number of students from each race who committed violations.

Significance Level

Testing at the .05 significance level, we have the following:

- RR for 5% test: χ^2 observed $> \chi^2_{(3),.95} = 7.815$ for Hypothesis 1
- RR for 5% test: χ^2 observed $> \chi^2_{(4),.95} = 9.488$ for Hypothesis 2

Potential for Future Research and Study

For over a decade, school administrators have been discussing the disparity between the suspensions of Black and Hispanic students and the suspensions of students of all ethnicities. Analyzing and interpreting the data in this study, regardless of the outcomes, will assist school administrators in planning discipline actions for future school years.

The central thesis guiding this study is that distinguishing characteristics exist among students suspended, the type of suspension, and the ethnicity of the students who are suspended.

If this study shows that a significant relationship exists between the student ethnicity and suspension rates and types, then further studies would be beneficial to identify various causes.

The growing rates of student suspensions have alarmed many educators and have stimulated them to become more informed. The increased desire for awareness makes this study pivotal to addressing the problem of discipline disparities and their effects on students. There are legitimate concerns regarding how decisions affect the lives of children. Any positive influence educators can have in creating environments conducive to learning is beneficial to all concerned.

Recently, the suicide of a student in Northern Virginia who had been suspended brought an outcry for change and an examination of why Black students in this area are four times more likely to be suspended than White students (St. George, 2012). Although the pattern of discipline disparity is not as severe as has been noted for Black students, Hispanic students are twice as likely to be suspended as White students. Across the Washington, D.C., metropolitan area, Black students are suspended or expelled from school attendance two to five times more often than White students in the same geographical area (St. George, 2012). These data are particularly alarming because there has been a continued increase in the total number of suspensions—from 1.7 million across the United States in 1974 to 3.1 million in 2010 (Jones, 2010).

Racial and ethnic disproportionality in school discipline has been conclusively demonstrated (Skiba et al. 2011). And it is anticipated that examining the disproportionality more closely will provide findings to enable school administrators to make more informed decisions regarding discipline policies and practices. This study will be useful to linking developmental theory to disciplinary practice. Based on the research conducted for this study, it appears that this type of information gathering is rare in comparison to its need.

Exploration of Data

This study obtained 5 years of discipline data for all elementary, middle, and high schools in Arlington County Public Schools (ACPS). ACPS is a public school division located in Northern Virginia, contiguous to Fairfax County and Alexandria City Schools. ACPS serves a diverse population in a suburban school system bordering the nation's capital, Washington, D.C. Students who form the student body for the school division represent 120 different countries and speak over 90 languages. School enrollment for 2012 was approximately 22,000 students who

were served by 2,200 teachers. There are three comprehensive high schools, four program high schools, five middle schools, and 22 elementary schools, totaling 34 schools. The data included in the study were drawn from all 34 schools.

Effective for the 2010–2011 school year, school divisions began using the new federal government–altered race/ethnicity identification codes instead of those previously employed (Appendix D). To standardize the data for the 4 study years (2007–2008, 2008–2009, 2009–2010, and 2010–2011), the data for the 2010–2011 race/ethnicity identification codes were modified to conform to the system used for the prior 3 years.

Through school year 2009–2010, Virginia school divisions classified students according to six racial/ethnicity categories, as follows: American Indian or Alaskan Native, Asian, Black, Hispanic, White, and unspecified. However, commencing in school year 2010–2011, the new U.S. Department of Education reporting standards required that schools report the responses to a student two-part question regarding race and ethnicity:

- Part 1—Choose only one to complete this question “Is this person . . .”
 - Hispanic or Latino
 - Not Hispanic or Latino
- Part 2—Select one or more of the following categories that are applicable to this student:
 - American Indian or Alaska Native
 - Asian
 - Black or African-American
 - Native Hawaiian or Other Pacific Islander
 - White

The new race and ethnicity identifications for Arlington students in 2010–2011 are displayed in Table 1.1.

For the first question, 30.2% of Arlington students were identified as Hispanic. Among them, 68.9% were identified as American Indian, and 35.2 identified as White. In the race identifications, 9% of Hispanic students were identified by two or more races. For example, 69.5% of Arlington students were identified as non-Hispanic, and among those students, 68.2% were identified as White, 19.6% as Black, and 17.9% as Asian. Within the non-Hispanic group, 6.7% were identified by two or more races.

Table 1.1

New ACPS Race and Ethnicity Identifications for 2009–2010 Enrollments (20,033)

	Hispanic = Yes	Hispanic = No	Total
Total Number of Students	6,051	13,982	20,033
Identify ethnicity as	30.2%	69.5%	
Identify race as			
Asian	1.9%	17.9%	13.1%
Black	3.7%	19.6%	14.8%
American Indian	68.9%	1.3%	21.7%
Pacific Islander	0.4%	0.3%	0.3%
White	35.2%	68.2%	58.2%
Students identified by two or more races	9.0%	6.7%	7.4%

¹*Federal Requirements for Reporting Aggregate Student Data on Race and Ethnicity*

The two-part question on race and ethnicity is different from the race data questions in previous years. The new system requires individuals to self-identify by selecting one of four categories: Asian, White, Black, or Hispanic. Therefore, decisions must be made to interpret the changes relative to previous ACPS demographics. During the last half of the school year, significant effort went into identifying each student under the new two-part question. However, the new federal reporting rules on race do not capture the details collected prior to 2010–2011. Federal reports that include race and ethnicity aggregate data for all elementary and secondary students by applying one of the seven aggregate categories identified below:

- Hispanic/Latino of any race
- For individuals who are non-Hispanic/Latino
 - American Indian or Alaska Native
 - Asian
 - Black or African American
 - Native Hawaiian or Other Pacific Islander
 - White
 - Two or more races

Table 2.1 presents the race and ethnicity identification of ACPS students at three points in time during 2009–2010 and shows the new federal reporting compared with that of previous years. The first two columns show the race and ethnicity of Arlington students as reported to the Virginia Department of Education. The second column reflects the student race and ethnicity

identification in the student information system (eSchool+) prior to the start of the data collection process under the new standards (March 2010). The final two columns identify race and ethnicity at the end of the 2009–2010 school years using the new reporting categories.

Table 2.1

ACPS Race and Ethnicity Identifications Under New Federal Reporting Categories, 2009–2010

Previous Federal Reporting Categories		Federal Reporting Categories		Effective June 30, 2010
Number of students	20,268	Number of students	20,268	
Student population		Student population		
Hispanic	26.9%	Hispanic = Yes (any race)		30.2%
Amer. Indian/Alaska Nat.	0.1%	Hispanic No	American Indian	0.2%
Asian	11.0%		Asian	9.7%
Black	12.8%		Black	11.9%
White	47.5%		White	43.3%
n/a			Pacific Islander	0.1%
			Two or more races	4.7%
Unspecified	1.7%	n/a		

Applying the seven categories for reporting aggregate student data, ACPS will not see a significant shift in federal reporting based on the changes made to race and ethnicity. Overall, comparing the beginning-of-school-year identifications to the end-of-year identifications, the proportion of students changed as follows:

- Asian or Pacific Islander decreased by 1% percentage point;
- Black decreased by 1% percentage point;
- Hispanic increased by three percentage points;
- White decreased by three percentage points; and
- Almost 5% of the students are now identified by two or more races, an option that was not available with the old reporting categories.

An examination of these data takes a closer look at students who remain in the same reporting categories prior to and after the reporting changes. This analysis compares ethnicity on March 19, 2010, to ethnicity at the end of the 2009–2010 school year, which used the seven revised federal reporting categories.

Among the 20,033 students included in this analysis, the same identifications under the two reporting systems were maintained in 89% (17,823) of students. Students who retained their previous identification were identified as follows:

- Hispanic = Yes or
- Hispanic = No and identified with only one race.

Most students, 98%, who were identified as Hispanic prior to the change retained their identification (Hispanic = Yes). Additionally, by comparing the values to those of the 3 previous years, the same minor discrepancies noted in Table 3.1 were evident. Therefore, the data from all 4 school years (2007–2008, 2008–2009, 2009–2010, and 2010–2011) were identified and analyzed with respect to the original federal race/ethnicity identification codes. When the same identification rules were applied to the ACPS suspension data, the ethnicity identified by category followed the same pattern. Tables 3.3–3.4 are specific to the ACPS discipline data and further demonstrate the acceptability of using the former, more generalized race codes.

Tables 3.1–3.4

Ethnicity Classifications

Table 3.1

Ethnicity Classification—“Yes” to Hispanic

“Yes” to Hispanic	
American Indian	30.23
White	8.75
Black	0
American Indian/Alaskan White	.65
Asian	0
Total Hispanic	39.63

Table 3.2

Ethnicity Classification—“No” to Hispanic

“No” to Hispanic			
American Indian		0	
White		18.7	
Black	Black	34.97	37.42
	Black & White	2.45	
American Indian/Alaskan White		0	
Asian		3.10	

Table 3.3

ACPS Suspension Rate by Ethnicity Identification 2007–2011

	Unspecified	Asian	Black	Hispanic	White	Grand Total
2007–2008 Total	0%	5%	32%	45%	18%	100%
2008–2009 Total	0%	5%	36%	39%	20%	100%
2009–2010 Total	1%	5%	37%	42%	15%	100%
2010–2011 Total	1%	3.10%	37.42%	39.63%	18.7%	100%

Table 3.4 clearly indicates that using the formula from Table 3.3 to determine the comparable race percentages for the school year 2010—2011, used to compare to and include with the reported race codes from school years 2007–2008, 2008–2009, and 2009–2010, are accurately being submitted.

Table 3.4

ACPS Total Student Population by Ethnicity

	Unspecified	Asian	Black	Hispanic	White	Grand Total
2007–2008 Total	1.3%	10.8%	13.5%	26.4%	47.9%	100%
2008–2009 Total	1.5%	10.7%	12.9%	24.7%	48.1%	100%
2009–2010 Total	1.4%	11.1%	12.7%	26.3%	48.4%	100%
2010–2011 Total	1.3%	9.7%	11.3%	28.2%	45.7%	100%

Summary

By gathering ACPS suspension data, separating the data into pre-identified discipline code classifications, and manipulating the data and categories of race identifications, this quantitative research study was conducted to explore relationships among students. By exploring inappropriate behaviors by student ethnicity while comparing the behaviors' two types

of suspensions, insight was gained into relationships between out-of-school suspensions and the ethnicity of students being suspended.

Utilizing a chi-square test for independence, two variables were used to determine whether a relationship existed. The null hypothesis tested was to determine if race and student suspensions were independent. By comparing the number of actual suspensions, a comparison was made with the number of suspensions by ethnicity. For Hypothesis 2, only the suspended students were analyzed. The variable was the type of violation committed. Determinations were made as to whether the violation was a zero-tolerance type or nonzero-tolerance type variable.

Since the federal race identification codes changed during the 2010–2011 school year, ACPS developed a formula to determine ethnicity categories that are consistent with those of the previous year's ethnicity identification codes. The process for converting the various categories for ethnicity is described in this chapter.

CHAPTER 4

FINDINGS AND DISCUSSION

The data for this study were obtained from the Arlington County Office of Planning and Assessment, Arlington, Virginia. The primary use of these data was to identify students, race, suspension number, and suspension type of students enrolled in Arlington County Public Schools. Mean percentages by race/ethnicity are provided below. An actual numerical breakdown of race/ethnicity by academic year can be found in Appendix G.

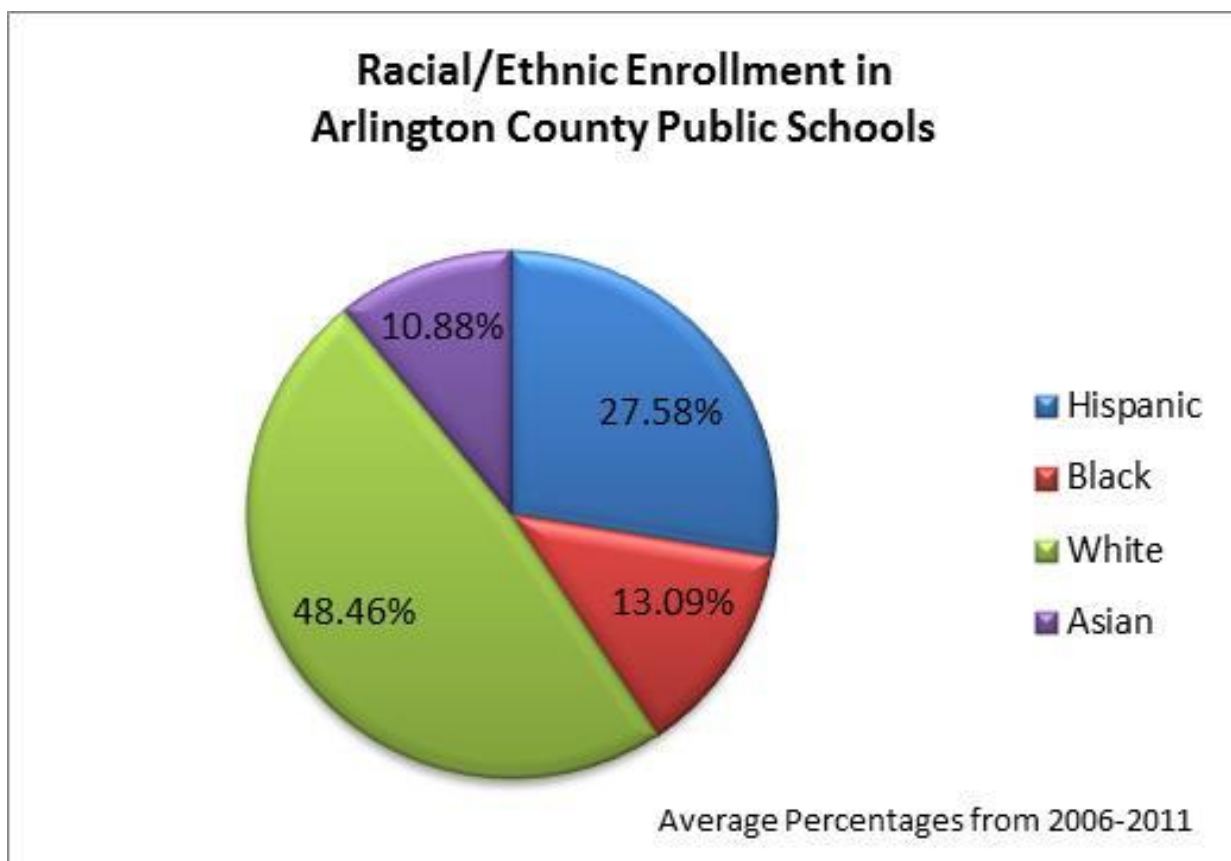


Figure 1.1. Racial/ethnic enrollment in ACPS. For more information, see Appendix G.

For the purposes of this study, only statistics obtained for Arlington County Public Schools were utilized for analysis. Due to the sampling procedure utilized for this study, the findings of this study cannot be generalized to national statistics. However, presented in Figure 1.1 and 1.2 is a comparison of races and ethnicities in Arlington County to the ethnic breakdown of students enrolled in public schools for the country as a whole.

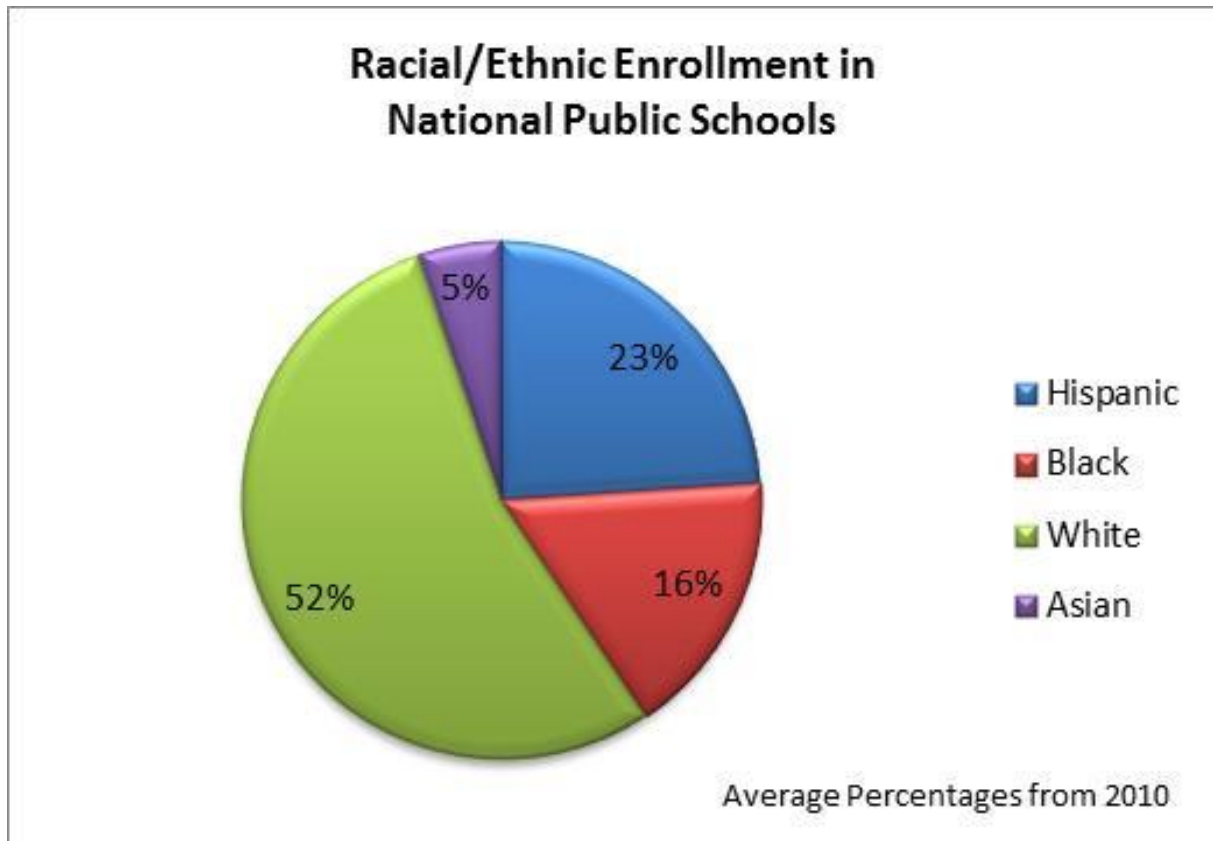


Figure 1.2. Racial/ethnic enrollment in public schools in the United States. Source: National Center for Education Statistics at the Institute of Educational Sciences.

The Chi-Square Test

As discussed in the Methodology section, a chi-square test is the statistical test used to test independence. Using the chi-square test allows for the comparison of observed data with data we would expect to obtain according to a specific hypothesis. The null hypotheses for this study state that there is no significant difference between the expected and observed results. By testing these hypotheses with the chi-square test, it can be determined whether there is a correlation between the variables.

Tests of Hypotheses

Hypothesis 1:

H0: Race/ethnicity and student suspensions are not related.

H1: Race/ethnicity and student suspensions are related.

For the chi-square tests run on Hypothesis 1, data were obtained from the Arlington County Public Schools, Office of Planning and Assessment pursuant to the number of students by race/ethnicity (classified as Hispanic, Black, White, or Asian) who were suspended in academic years (AYs) 2005–2006 to 2010–2011. (Note that a final test was conducted on a combination of student data for all 5 years.)

These data do not contain “duplicates,” or students who were suspended more than once during the same academic year. However, also computed is the number of “repeat offenders” by race/ethnicity who committed more than one violation. For example, there were actually 1,200 students designated as Hispanic who were suspended, but only 520 individual Hispanic students were actually suspended.

To calculate the chi-square for Hypothesis 1, these data were entered into a Microsoft Excel spreadsheet. The data were filtered by student number so that students who committed multiple violations were counted only once. Each student was identified by race/ethnicity and entered into the actual suspended column. The total numbers of students by race/ethnicity were provided by the Arlington County Public Schools, Office of Planning and Assessment. To determine how many students from each race/ethnicity were not suspended, the number of suspended students was subtracted from the total. Then the expected values were calculated from these percentages.

Table 4.1

2006–2007 Chi-Square Test for Independence—Race and Total Suspensions

2006-2007

Actual

	Suspended	Not Suspended	Total	
Hispanic	520	4,265	4,785	0.2752
Black	321	2,107	2,428	0.1396
White	251	8,012	8,263	0.4752
Asian	102	1,810	1,912	0.1100
Total	1194	16,194	17,388	

Expected

	Suspended	Not Suspended
Hispanic	328.58	4,456.42
Black	166.73	2,261.27
White	567.40	7,695.60
Asian	131.29	1,780.71

Chi-Test = 0.000000000

Repeat Offenders

Hispanic	1,200	520
Black	687	321
White	524	251
Asian	195	102

This table shows the expected and actual number of total suspensions by race for AY 2006–2007, for which a chi-square test for independence was calculated.

Upon application of the chi-square test (a function of Microsoft Excel) for the AY 2006–2007 data, the χ^2 is 469.5 and the p -value is zero. Since $p = 0$ is less than the 0.05 level of significance, H_0 is rejected and it is concluded that race/ethnicity and suspensions are dependent (i.e., related). Based on a review of the arithmetic means, it appears that students classified as Blacks and Hispanics are suspended more frequently than either White or Asian students. This same finding is repeated for all academic years, including in the compilation of data for the 5 academic years addressed in this study. See Figures 2.1 to 6.4 for the results for each academic year and a compilation of all 5 years.

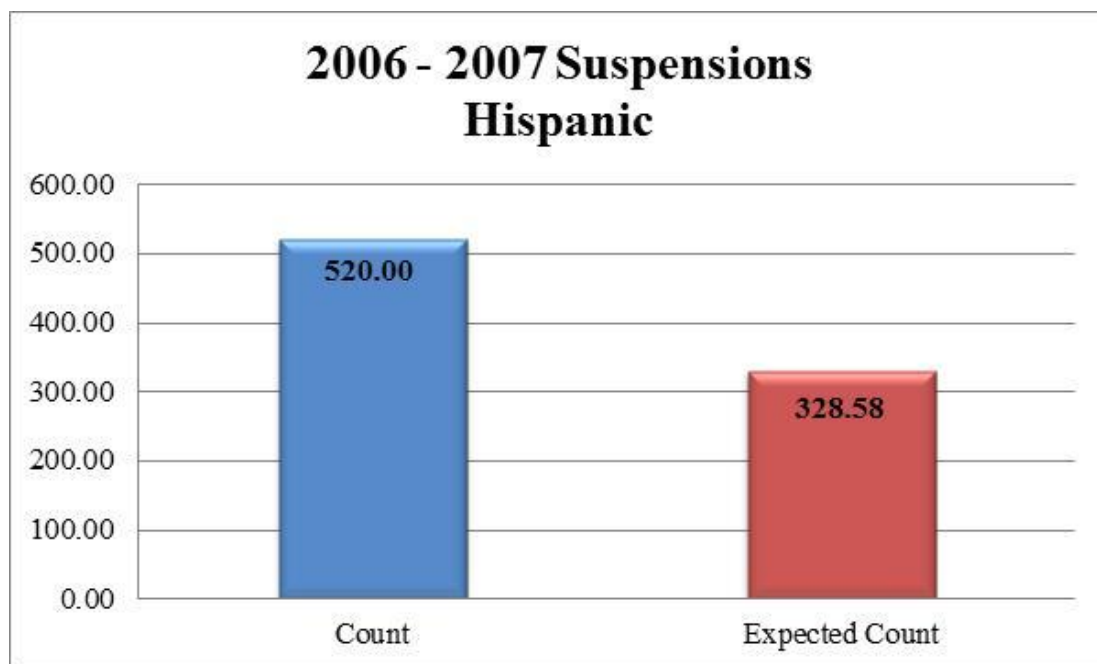


Figure 2.1. 2006-2007 suspensions Hispanic.

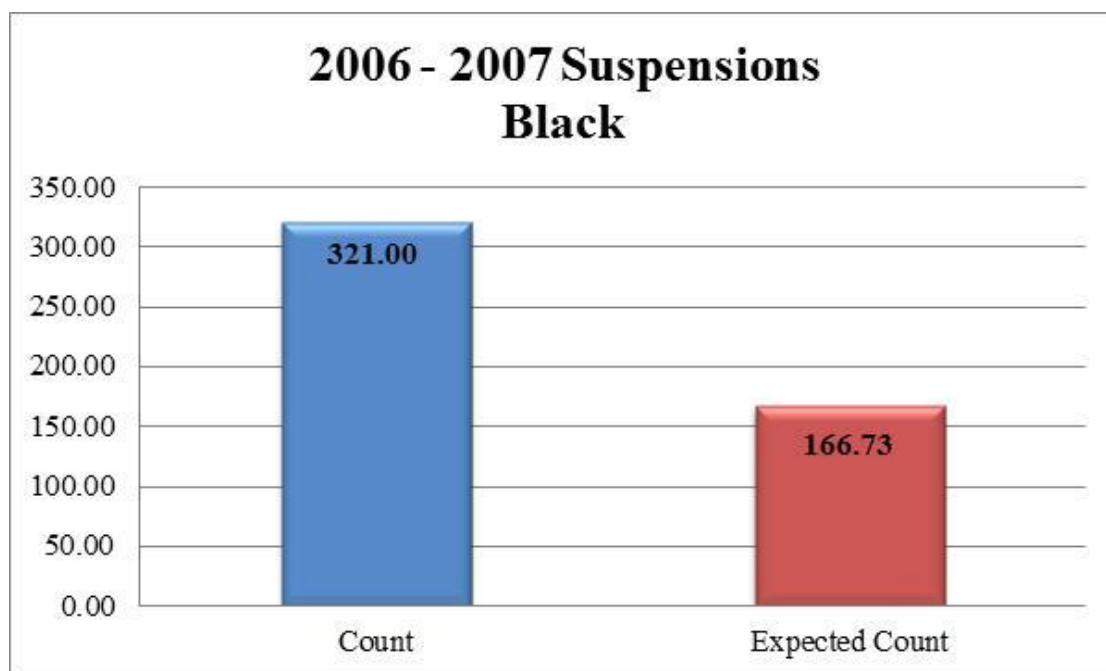


Figure 2.2. 2006-2007 suspensions Black.

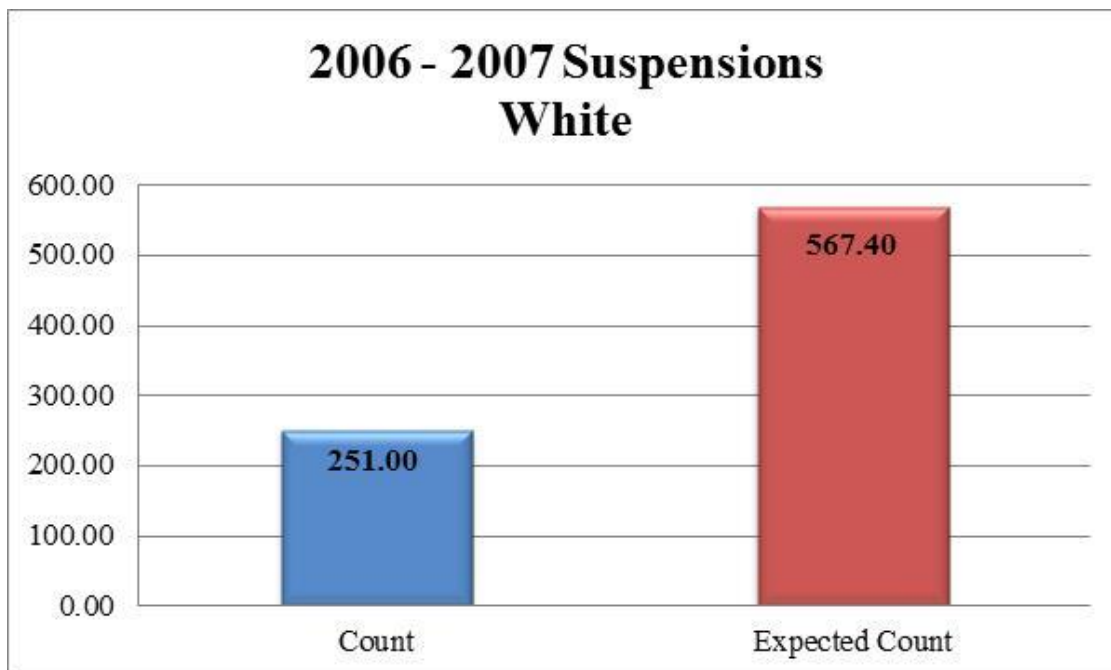


Figure 2.3. 2006-2007 suspensions White.

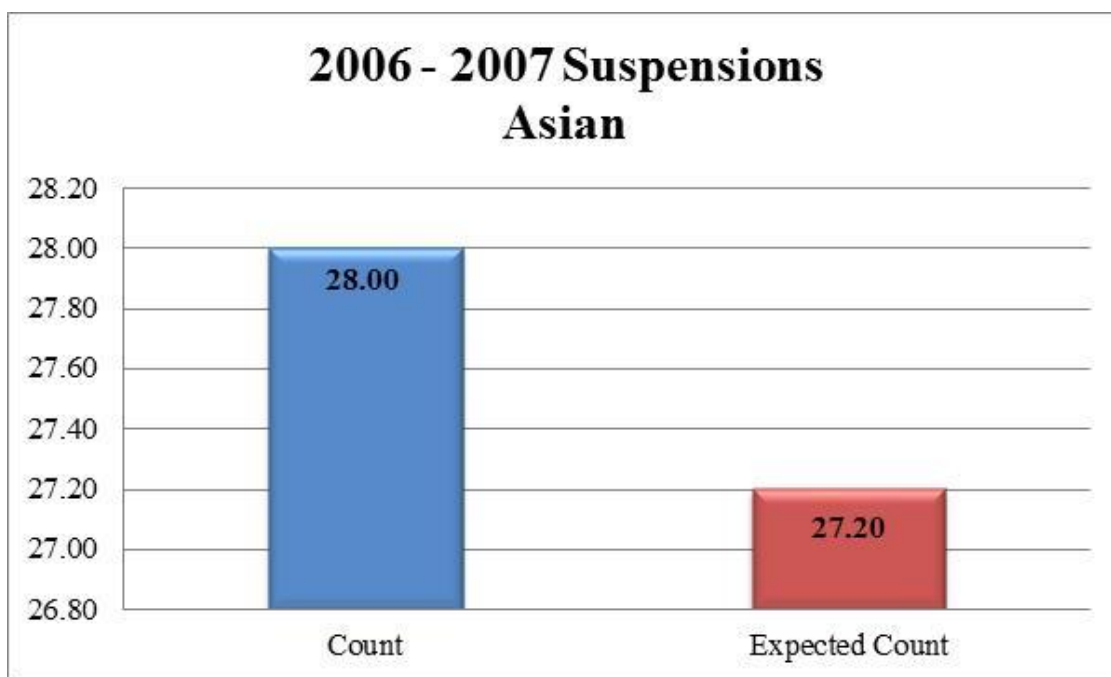


Figure 2.4. 2006-2007 suspensions Asian

Table 5.1

2007–2008 Chi-Square Test for Independence—Race and Total Suspensions

2007-2008

Actual

	Suspended	Not Suspended	Total	
Hispanic	233	4,478	4,711	0.2682
Black	190	2,212	2,402	0.1367
White	138	8,390	8,528	0.4855
Asian	34	1,891	1,925	0.1096
Total	595	16,971	17,566	

Expected

	Suspended	Not Suspended
Hispanic	159.57	4,551.43
Black	81.36	2,320.64
White	288.86	8,239.14
Asian	65.20	1,859.80

Chi-Test = 0.000000000

Repeat Offenders	
Hispanic	485 233
Black	339 190
White	193 138
Asian	52 34

This table shows the expected and actual number of total suspensions by race for AY 2007–2008, for which a chi-square test for independence was calculated.

A review of the application of the chi-square test to the AY 2007–2008 data shows that the χ^2 is 282.1 and the p -value is zero. Since $p = 0$ is less than the .05 level of significance, H_0 is rejected and it is concluded that race/ethnicity and suspensions are related.

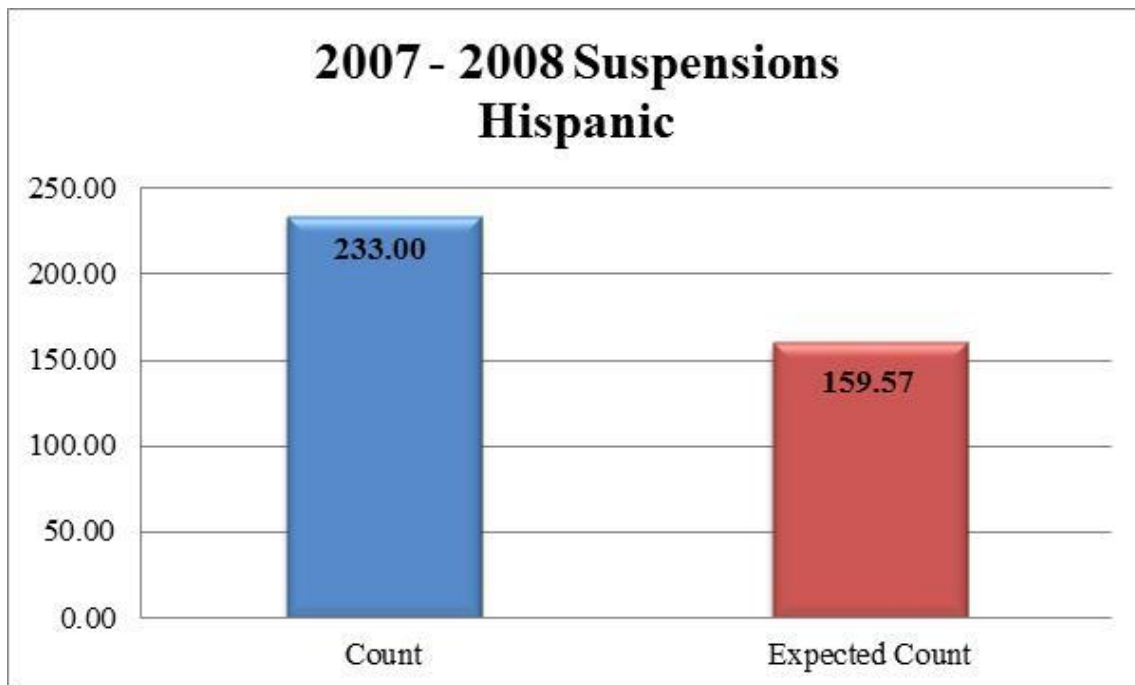


Figure 3.1. 2007-2008 suspensions Hispanic.

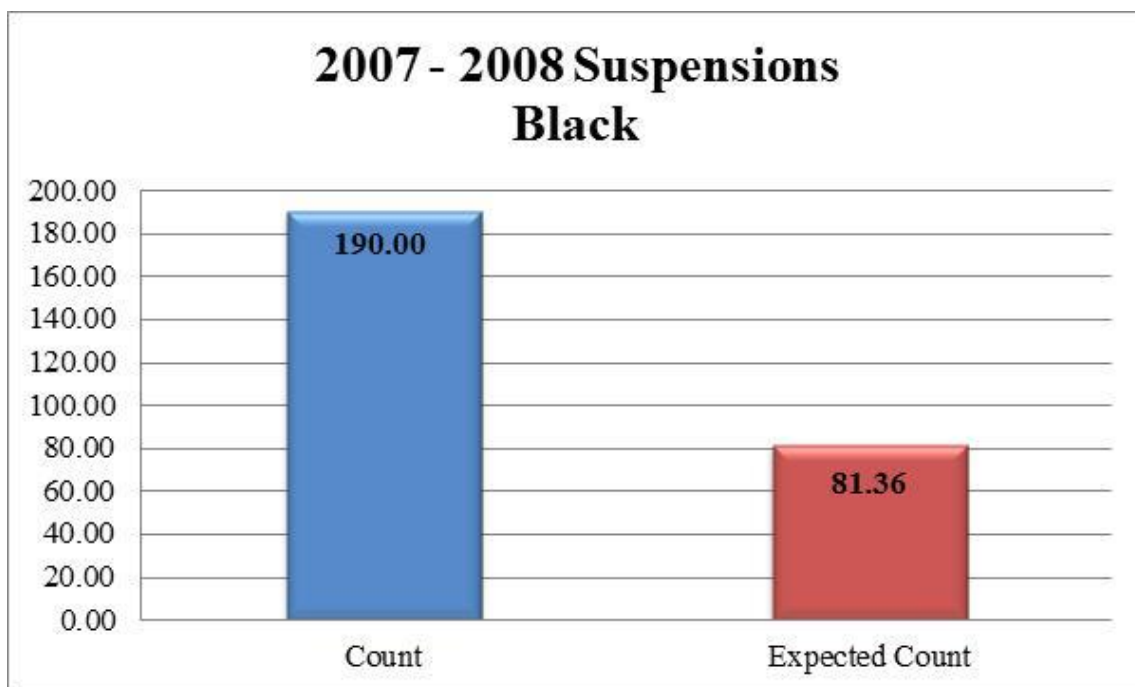


Figure 3.2. 2007-2008 suspensions Black.

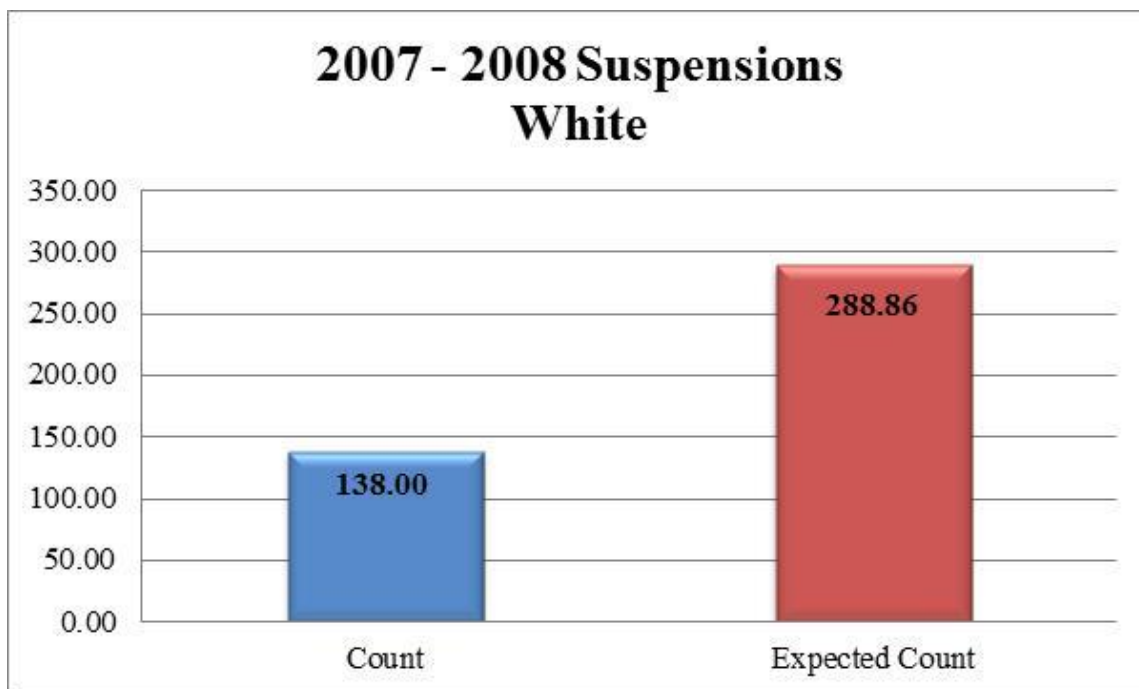


Figure 3.3. 2007-2008 suspensions White.

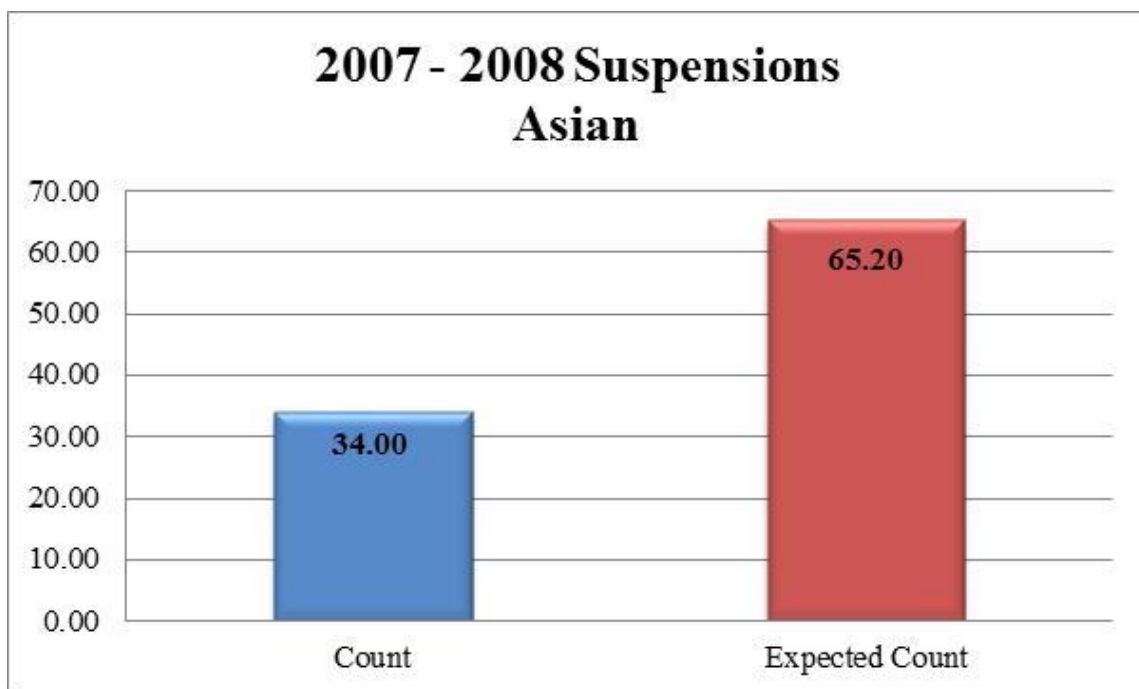


Figure 3.4. 2007-2008 suspensions Asian.

Table 6.1

2008–2009 Chi-Square Test for Independence—Race and Total Suspensions

2008-2009

Actual

	Suspended	Not Suspended	Total	
Hispanic	211	4,754	4,965	0.2713
Black	183	2,208	2,391	0.1307
White	128	8,825	8,953	0.4892
Asian	30	1,961	1,991	0.1088
Total	552	17,748	18,300	

Expected

	Suspended	Not Suspended
Hispanic	149.76	4,815.24
Black	72.12	2,318.88
White	270.06	8,682.94
Asian	60.06	1,930.94

Chi-Test = 0.000000000

Repeat Offenders

Hispanic	449	211
Black	309	183
White	185	128
Asian	46	30

This table shows the expected and actual number of total suspensions by race for AY 2008–2009 for which a chi-square test for independence was calculated.

A review of the application of the chi-square test to the AY 2008–2009 data, shows that the χ^2 is 294.1 and the p -value is zero. Since $p = 0$ is less than the .05 level of significance, H_0 is rejected and it is concluded that race/ethnicity and suspensions are dependent (i.e., related).

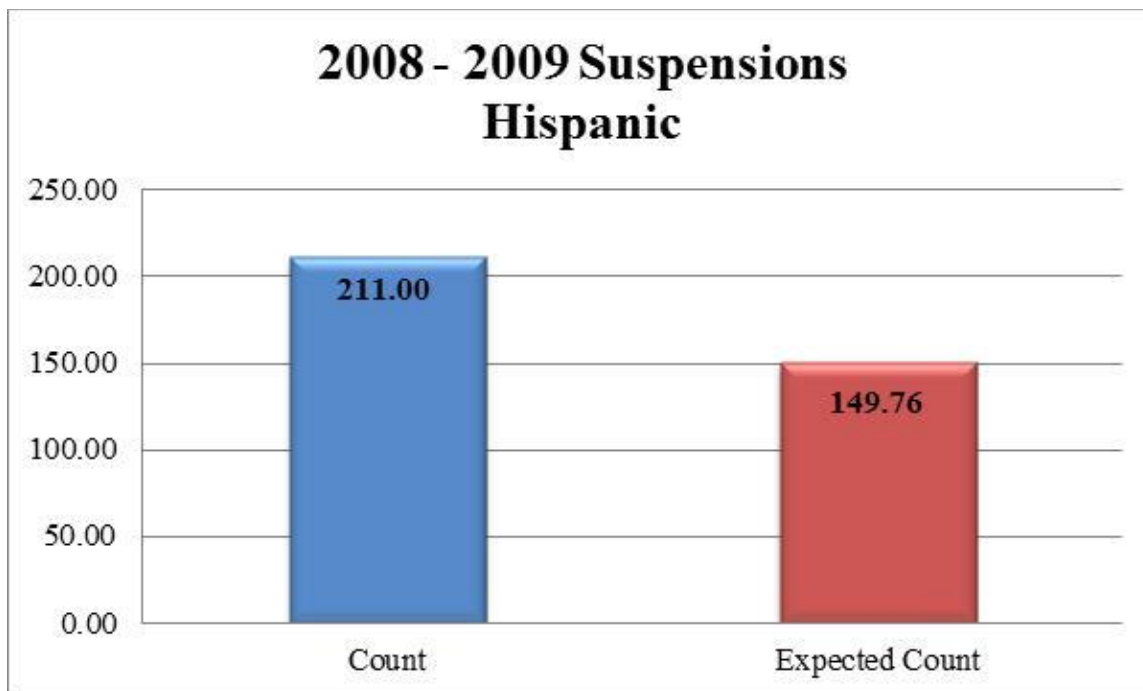


Figure 4.1. 2008-2009 suspensions Hispanic.

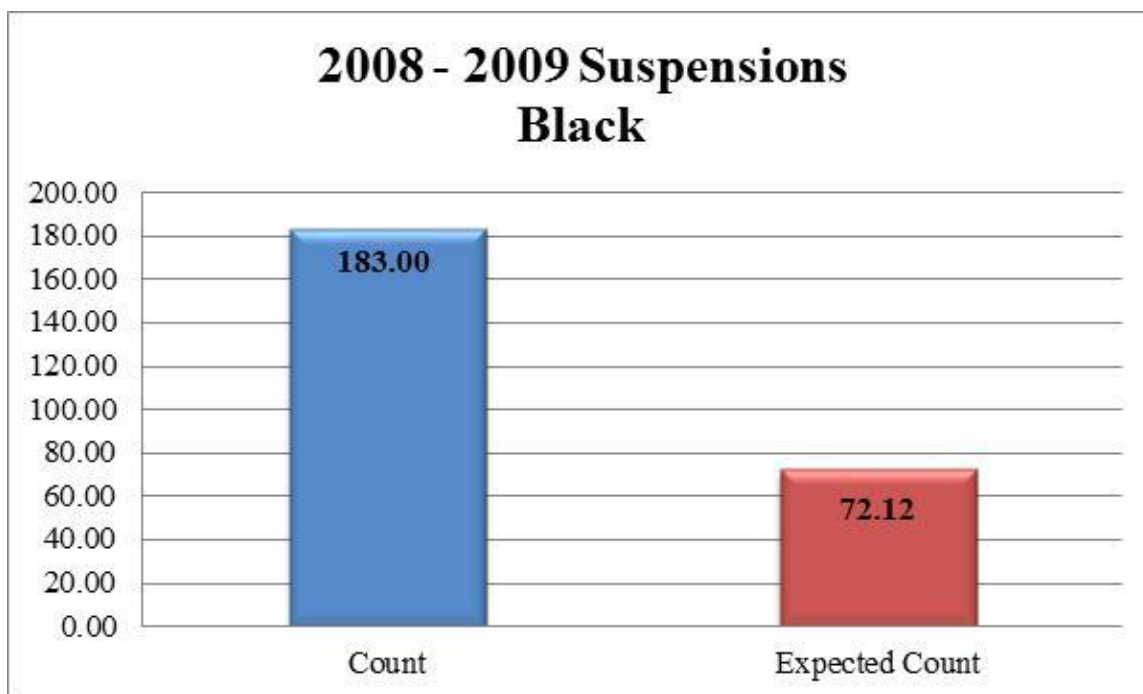


Figure 4.2. 2008-2009 suspensions Black.

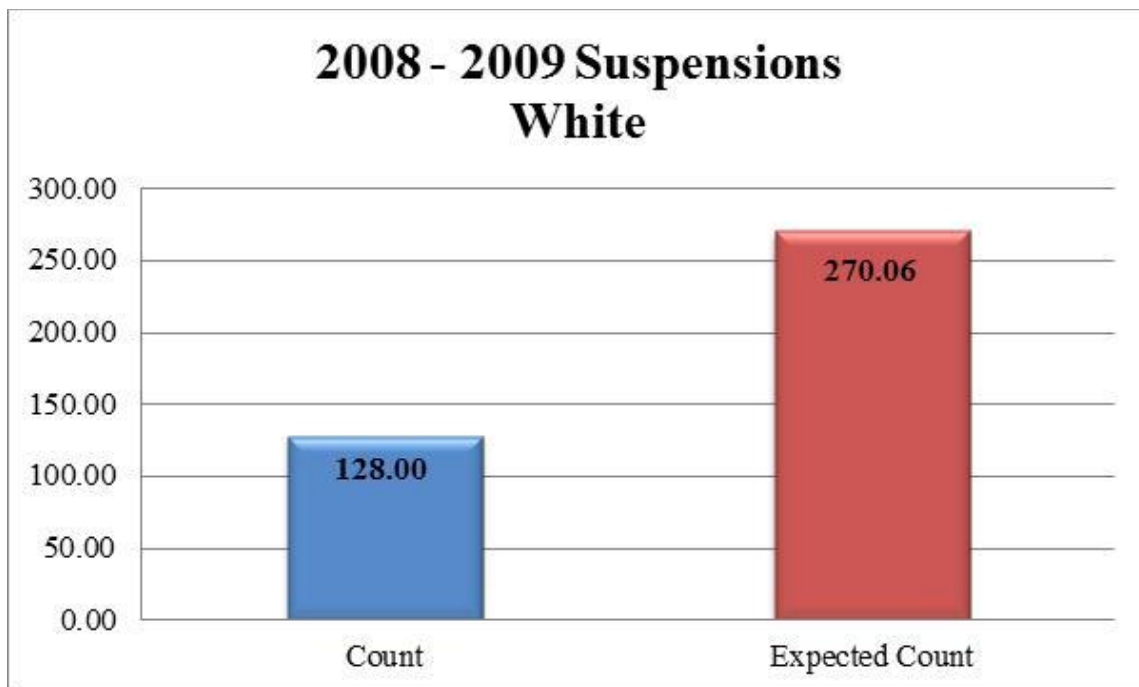


Figure 4.3. 2008-2009 suspensions White.

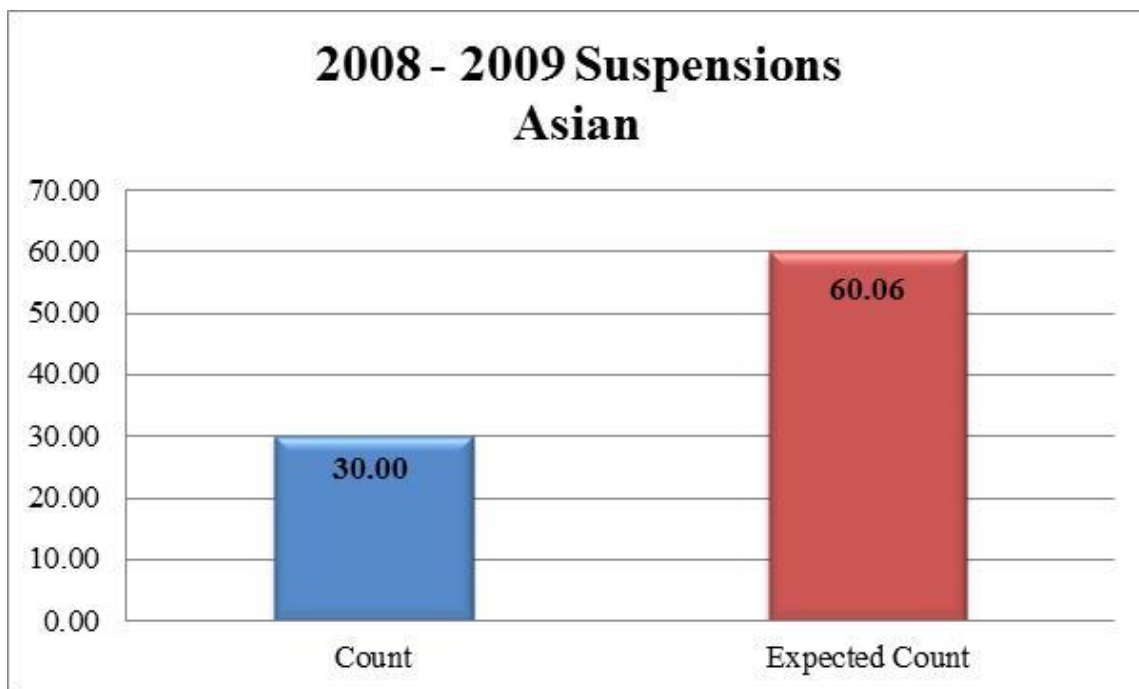


Figure 4.4. 2008-2009 suspensions Asian.

Table 7.1

2009–2010 Chi-Square Test for Independence—Race and Total Suspensions

2009-2010

Actual

	Suspended	Not Suspended	Total	
Hispanic	209	4,857	5,066	0.2666
Black	172	2,283	2,455	0.1292
White	105	9,239	9,344	0.4917
Asian	27	2,111	2,138	0.1125
Total	513	18,490	19,003	

Expected

	Suspended	Not Suspended
Hispanic	136.76	4,929.24
Black	66.27	2,388.73
White	252.25	9,091.75
Asian	57.72	2,080.28

Chi-Test = 0.000000000

Repeat Offenders

Hispanic	368	209
Black	268	172
White	168	105
Asian	44	27

This table shows the expected and actual number of total suspensions by race for AY 2009–2010 for which a chi-square test for independence was calculated.

A review of the application of the chi-square test to the AY 2009–2010 data, shows that the χ^2 is 317.7 and the p -value is zero. Since $p = 0$ is less than the .05 level of significance, H_0 is rejected and it is concluded that race/ethnicity and suspensions are dependent (i.e., related).

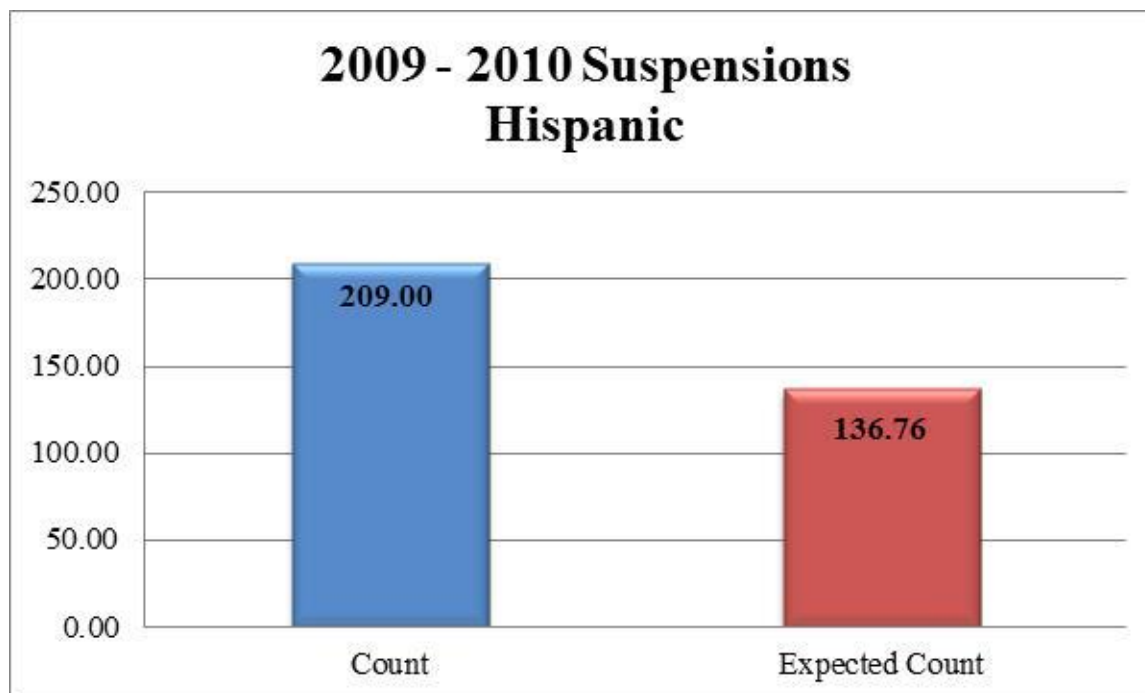


Figure 5.1. 2009-2010 suspensions Hispanic.

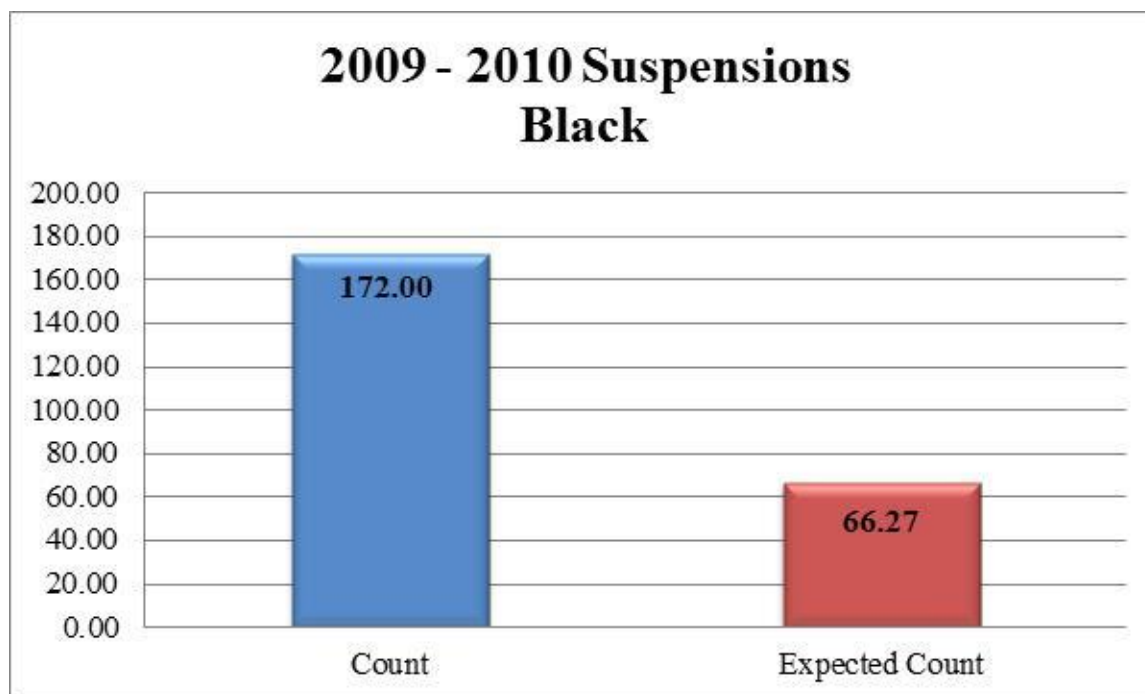


Figure 5.2. 2009-2010 suspensions Black.

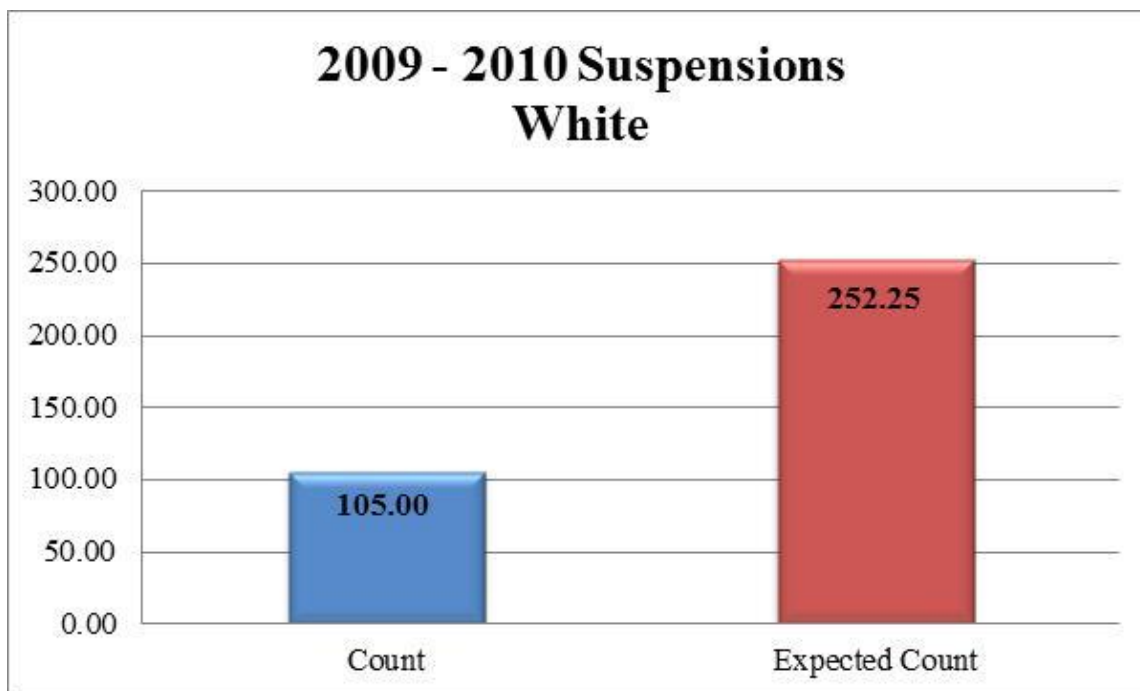


Figure 5.3. 2009-2010 suspensions White.

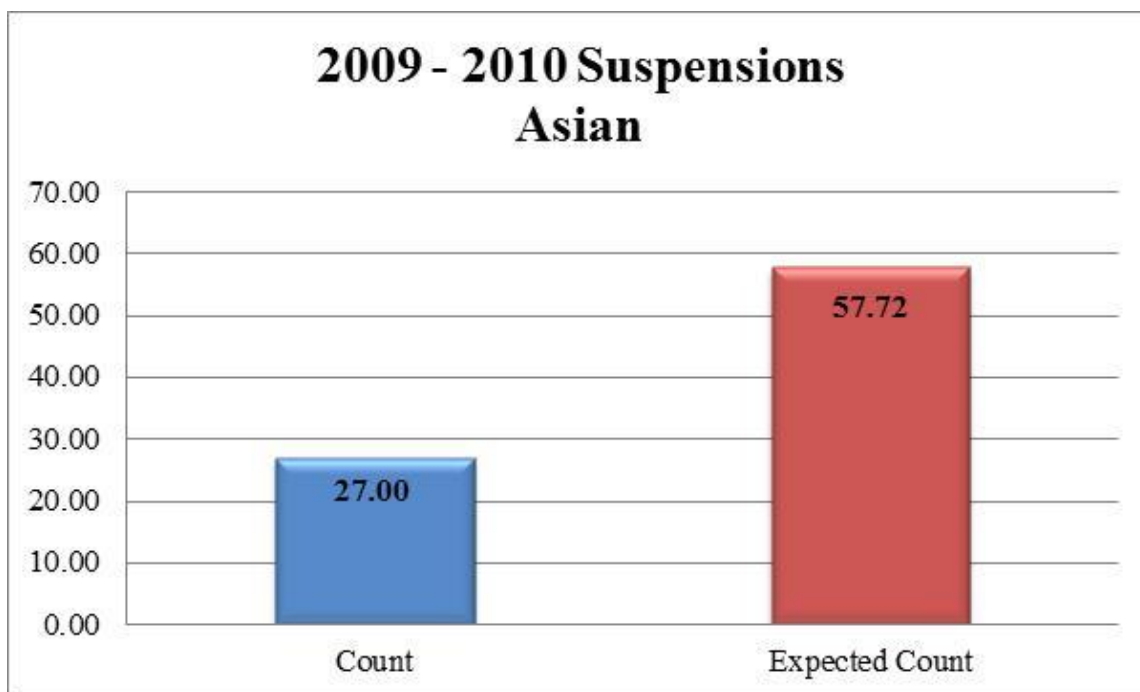


Figure 5.4. 2009-2010 suspensions Asian.

Table 8.1

2010–2011 Chi-Square Test for Independence—Race and Total Suspensions

2010-2011

Actual

	Suspended	Not Suspended	Total	
Hispanic	150	5,538	5,688	0.2966
Black	128	2,161	2,289	0.1193
White	90	9,132	9,222	0.4808
Asian	16	1,964	1,980	0.1032
Total	384	18,795	19,179	

Expected

	Suspended	Not Suspended
Hispanic	113.88	5,574.12
Black	45.83	2,243.17
White	184.64	9,037.36
Asian	39.64	1,940.36

Chi-Test = 0.000000000

Repeat Offenders

Hispanic	242	150
Black	209	128
White	123	90
Asian	19	16

This table shows the expected and actual number of total suspensions by race for AY 2010–2011 for which a chi-square test for independence was calculated.

A review of the application of the chi-square test to the AY 2010–2011 data, shows that the χ^2 is 225.9 and the p -value is zero. Since $p = 0$ is less than the .05 level of significance, H_0 is rejected and it is concluded that race/ethnicity and suspensions are related.

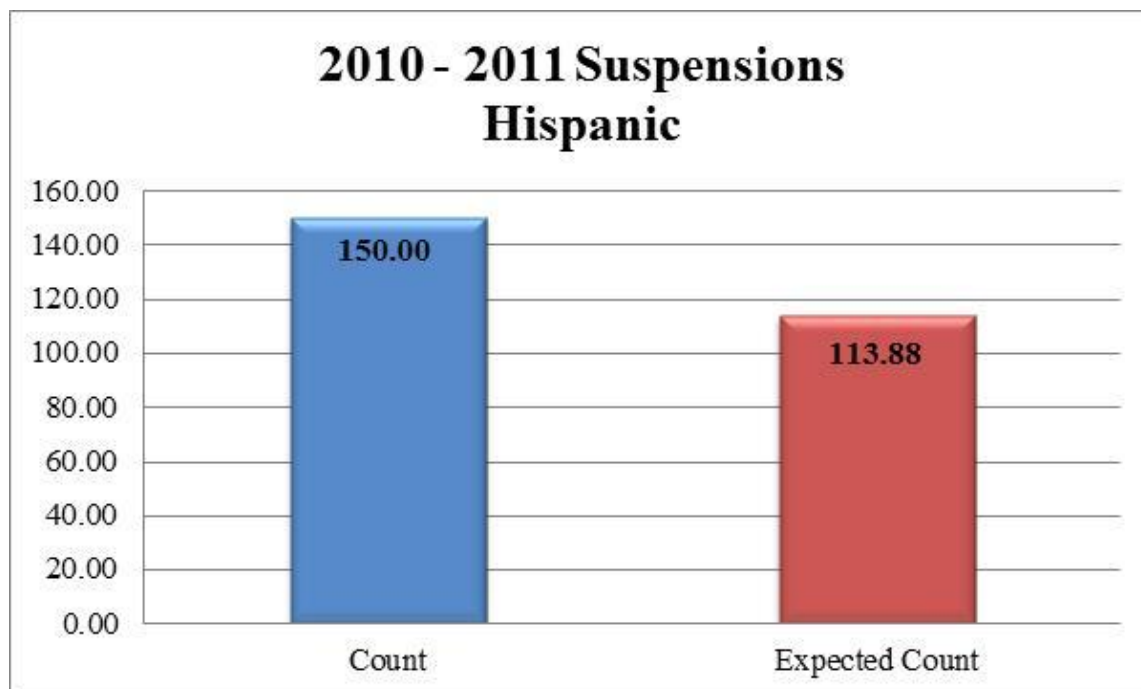


Figure 6.1. 2010-2011 suspensions Hispanic.

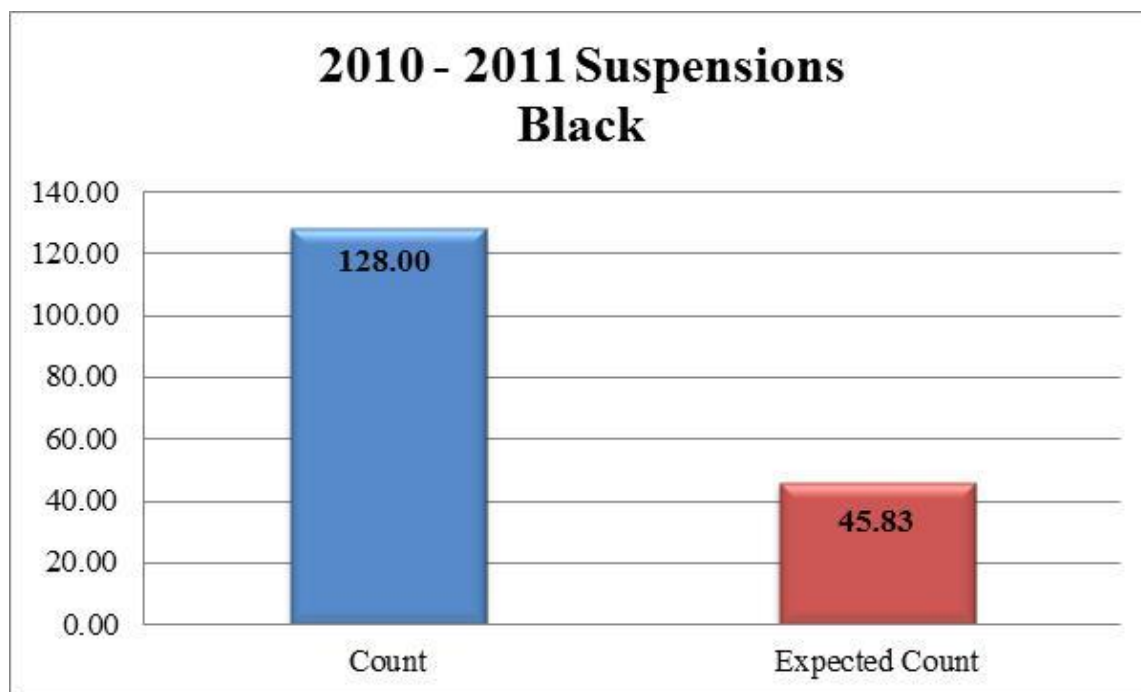


Figure 6.2. 2010-2011 suspensions Black.

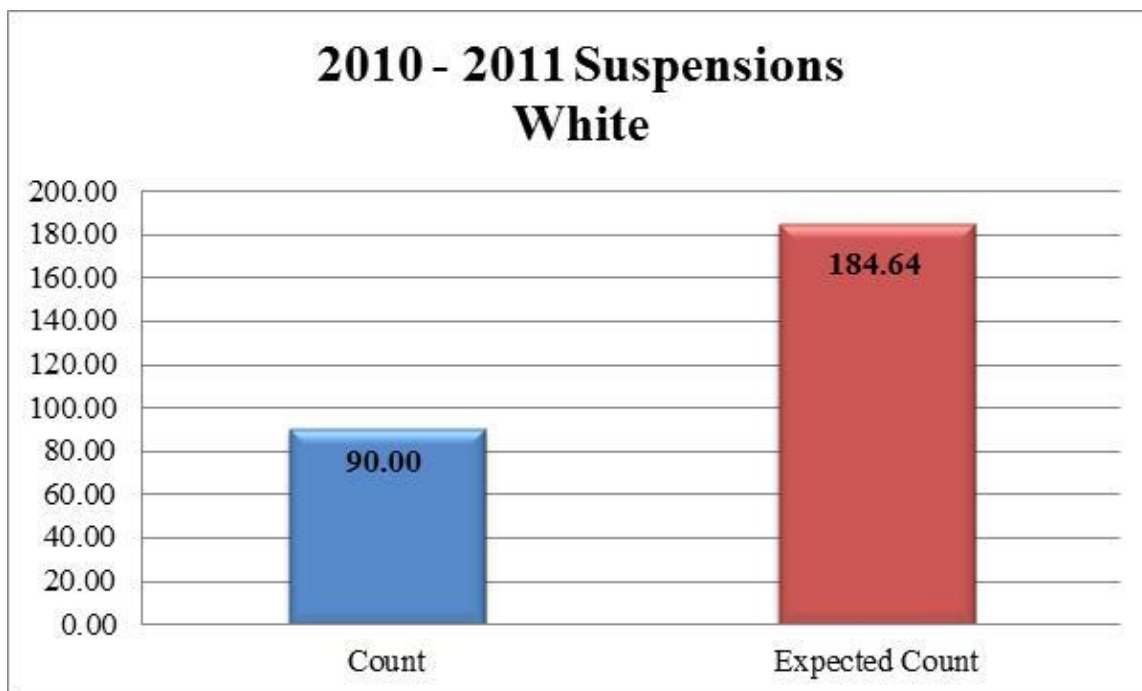


Figure 6.3. 2010-2011 suspensions White

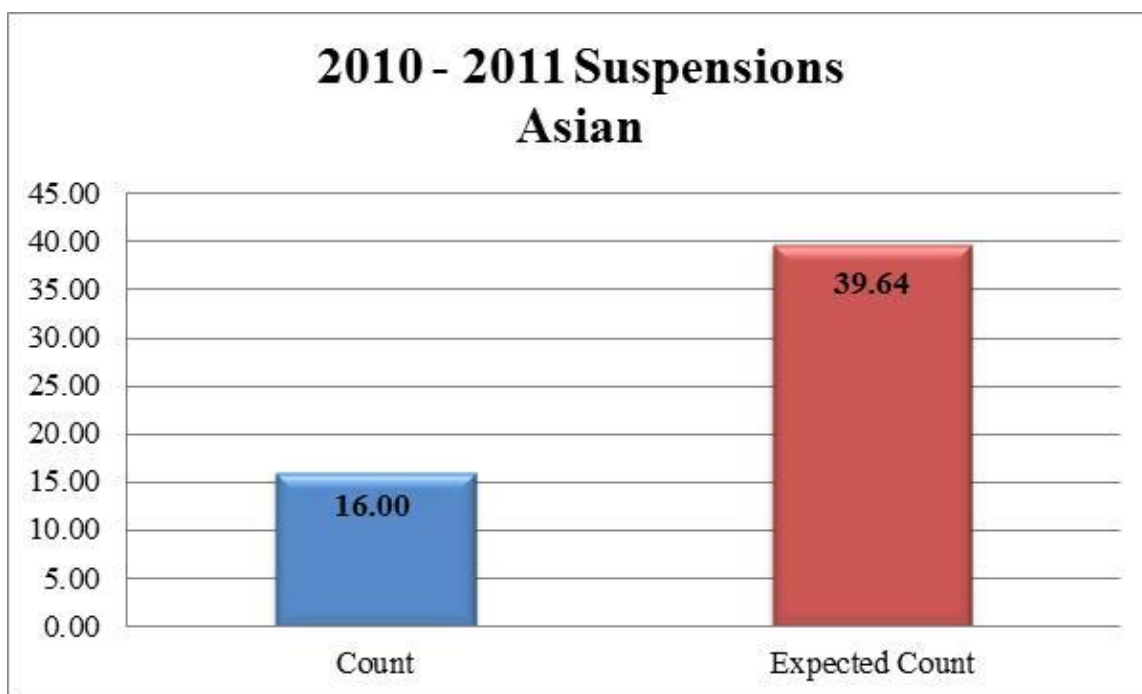


Figure 6.4. 2010-2011 suspensions Asian.

Table 9.1

Combined Chi-Square Test for Independence—Race and Total Suspensions

2006-2011 TOTAL

Actual

	Suspended	Not Suspended	Total	
Hispanic	1,323	23,892	25,215	0.2758
Black	994	10,971	11,965	0.1309
White	712	43,598	44,310	0.4846
Asian	209	9,737	9,946	0.1088
Total	3238	88,198	91,436	

Expected

	Suspended	Not Suspended
Hispanic	888.56	24,326.44
Black	432.31	11,532.69
White	1,563.21	42,746.79
Asian	353.91	9,592.09

Chi-Test = 0.000000000

Repeat Offenders

Hispanic	2,744	1,323
Black	1,812	994
White	1,193	712
Asian	356	209

This table shows the expected and actual number of total suspensions by race for all years for which a chi-square test for independence was calculated.

A chi-square test was applied to the compilation of all academic years (AYs 2005–2006 to 2010–2011) presented in Figures 2.1 to 6.4. Once again, the p -value is zero ($\chi^2 = 1,519.3$) and H_0 is rejected. There is dependence between the students' race/ethnicity and suspension. Race/ethnicity/ethnicity and suspensions are related.

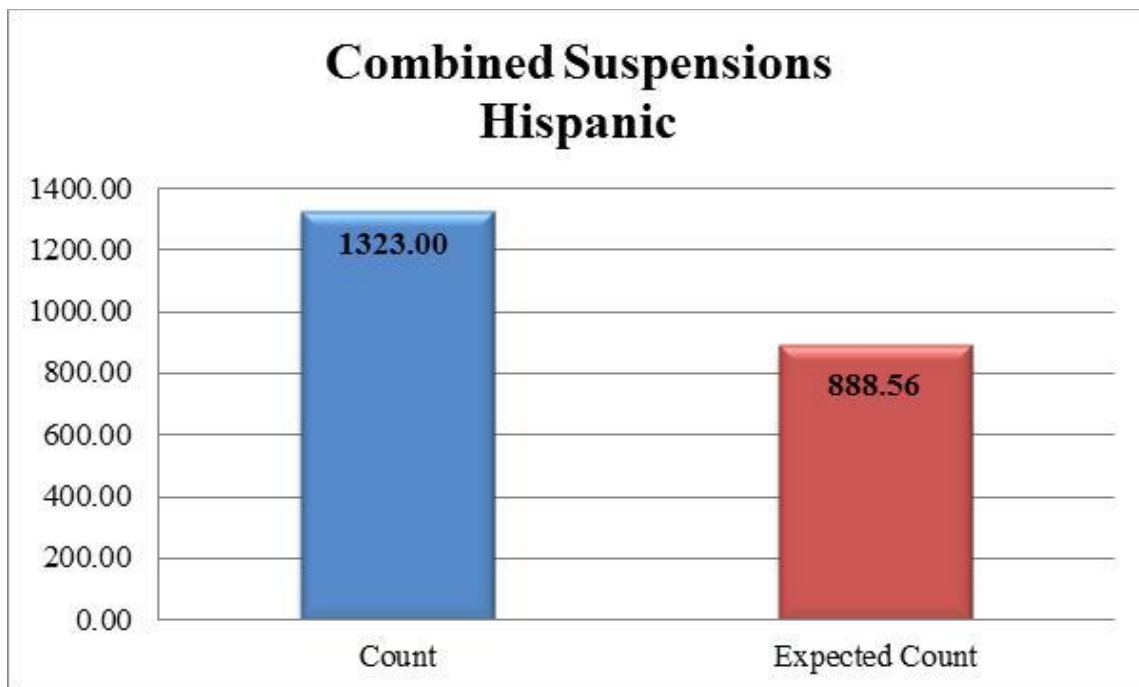


Figure 7.1. Combined suspensions Hispanic.

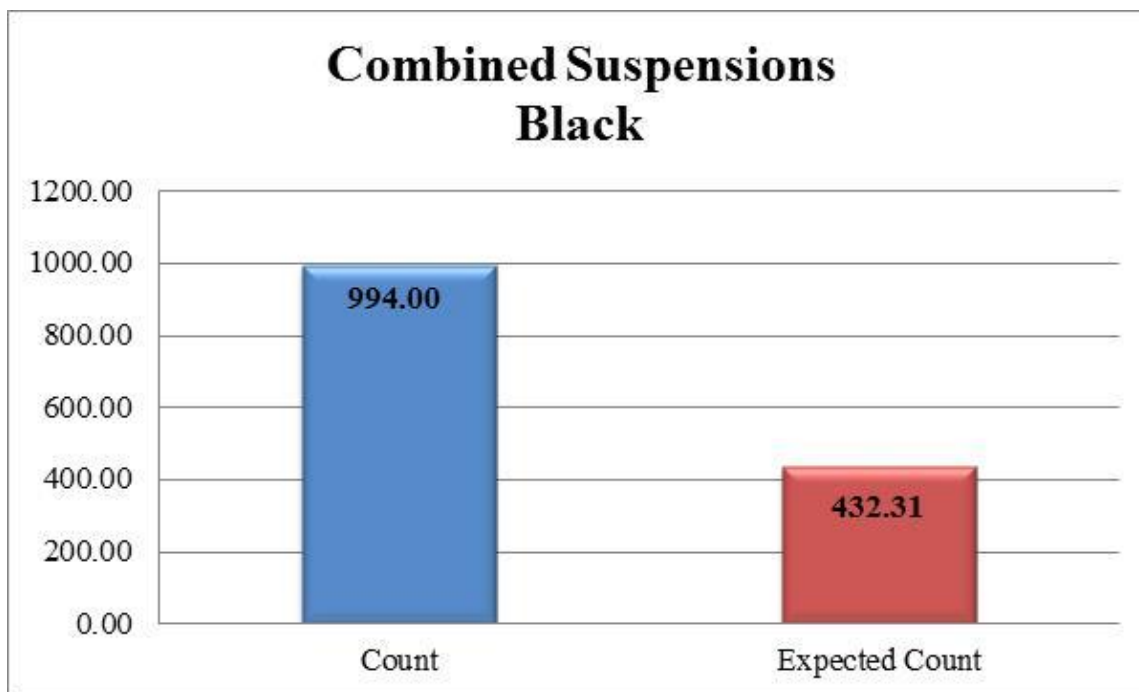


Figure 7.2. Combined suspensions Black

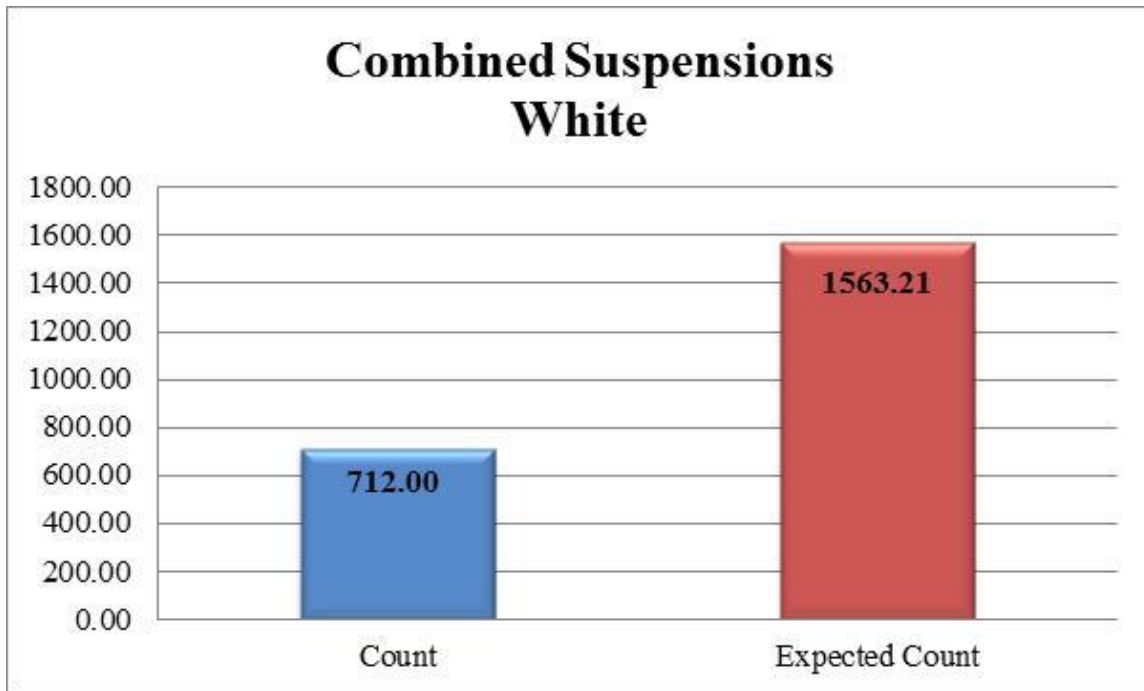


Figure 7.3. Combined suspensions White.

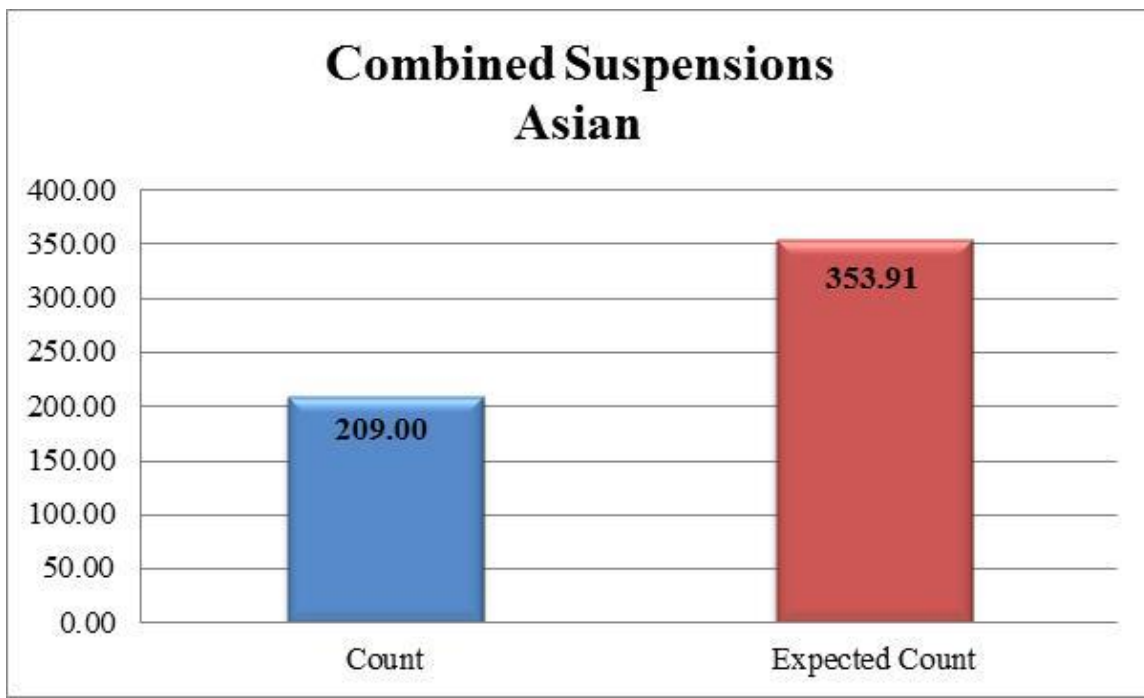


Figure 7.4. Combined suspensions Asian.

Summary of Results

The results of the chi-square test for Hypothesis 1 are all significant. Of the 5 years analyzed, all 5 years (and the combined) show that race and suspensions are related.

While no means testing is performed in this study, based on the number of students for each race who are suspended and the number we would expect to find, a summary of the results is as follows:

- More Hispanics are suspended than would be expected (434.44 over 5 years);
- More Blacks are suspended than would be expected (561.69 over 5 years);
- Fewer Whites are suspended than would be expected (851.21 over 5 years); and
- Fewer Asians are suspended than would be expected (14.91 over 5 years).

Hypothesis 2:

H0: Based on the total number of student suspensions, race/ethnicity and nonzero-tolerance suspensions by school administrators are not related.

H1: Based on the total number of suspensions, race/ethnicity, and nonzero-tolerance suspensions by school administrators are related.

The chi-square test contained within the Statistical Package for the Social Sciences (SPSS) was utilized to test Hypothesis 2. For this test, data obtained from Arlington County Public Schools, Office of Planning and Assessment were once again compiled and categorized for analysis. For this analysis, duplicates were included in the calculation since the primary concern is the type of violation (zero-tolerance versus nonzero-tolerance).

Table 10.1

*AY 2006–2007 Offense Severity***Case Processing Summary**

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Race/ethnicity * Offense	2609	100.0%	0	0.0%	2609	100.0%

Race/ethnicity * Offense Cross-tabulation

Race/Ethnicity		Offense		Total
		Zero-Tolerance	Nonzero-Tolerance	
Other	Count	2	1	3
	Expected Count	1.0	2.0	3.0
Hispanic	Count	375	825	1,200
	Expected Count	396.9	803.1	1,200.0
Black	Count	239	448	687
	Expected Count	227.2	459.8	687.0
White	Count	188	336	524
	Expected Count	173.3	350.7	524.0
Asian	Count	59	136	195
	Expected Count	64.5	130.5	195.0
Total	Count	863	1746	2609
	Expected Count	863.0	1746.0	2,609.0

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.806 ^a	4	.147
Likelihood Ratio	6.682	4	.154
Linear-by-Linear Association	1.012	1	.314
N of Valid Cases	2609		

^a. Two cells (20.0%) had expected counts of less than 5. The minimum expected count was 0.99.

To conduct the AY 2006–2007 analysis, the chi-square test F statistic is 6.806 and the p -value is .147, which is greater than 0.05. Therefore, H_0 is not rejected and it appears that the relationship between race/ethnicity and violation type is not related. Had they been correlated and some race/ethnicities were over- or under-represented in nonzero-tolerance offenses compared to other race/ethnicities, we could infer that administrative racism was a possible factor (given the fact that administration had the option of suspending the student for nonzero-tolerance offenses—but no such option for zero-tolerance offenses). Since they are not related, the reason that students from some race/ethnicities are suspended more than other race/ethnicities is likely not due to administrative racism but to some other factor.

Table 11.1

AY 2007–2008 Offense Severity

Case Processing Summary						
	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Offense	1,071	100.0%	0	0.0%	1,071	100.0%

Race/ethnicity * Offense Cross-tabulation				
Race/ethnicity		Offense		Total
		Zero-Tolerance	Nonzero-Tolerance	
Other	Count	1	1	2
	Expected Count	.8	1.2	2.0
Hispanic	Count	178	307	485
	Expected Count	203.8	281.2	485.0
Black	Count	160	179	339
	Expected Count	142.4	196.6	339.0
White	Count	90	103	193
	Expected Count	81.1	111.9	193.0
Asian	Count	21	31	52
	Expected Count	21.8	30.2	52.0
Total	Count	450	621	1071
	Expected Count	450.0	621.0	1,071.0

(table continued)

Table 11.1 (*cont.*)

Chi-Square Tests			
Statistic	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.157 ^a	4	.025
Likelihood Ratio	11.185	4	.025
Linear-by-Linear Association	5.093	1	.024
N of Valid Cases	1071		

^a.Two cells (20.0%) had an expected count of less than 5. The minimum expected count was 0.84.

For the AY 2007–2008 analysis, the chi-square test F statistic is 11.157 and the p -value of .025 is below .05. Therefore, for this academic year, the null hypothesis is rejected. Race/ethnicity and nonzero-tolerance suspensions by school administrators are related. According to this test, race appears to be a factor in school administrators' choice to suspend or not suspend a student for a nonzero-tolerance offense.

It appears there is a relationship between student race and suspension in the 2007-2008 non-zero tolerance suspensions, it appears that Asian and Hispanic students are suspended more than would be expected, if race was not a factor. The reverse appears to be true with Black students and White students. It appears that when school administrators have a choice to suspend or not suspend, White students and Black students are suspended less than would be expected if race was not a factor. Additional figures are provided below to illustrate the results of the AY 2007–2008 chi-square test.

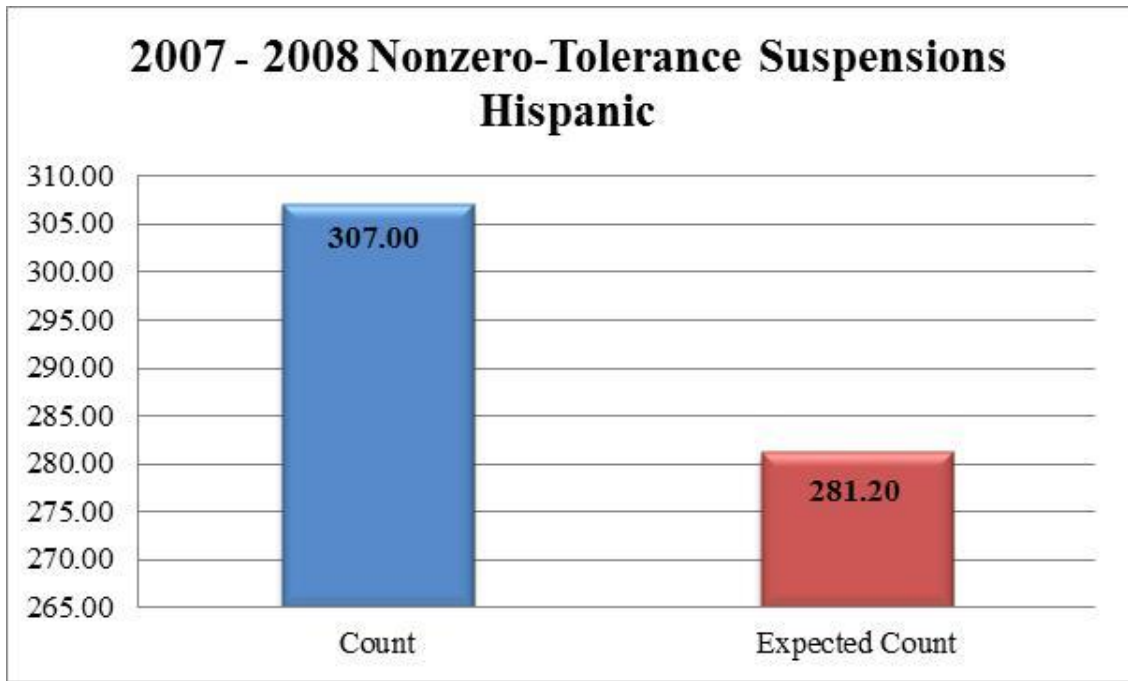


Figure 8.1. 2007-2008 nonzero-tolerance suspensions Hispanic.

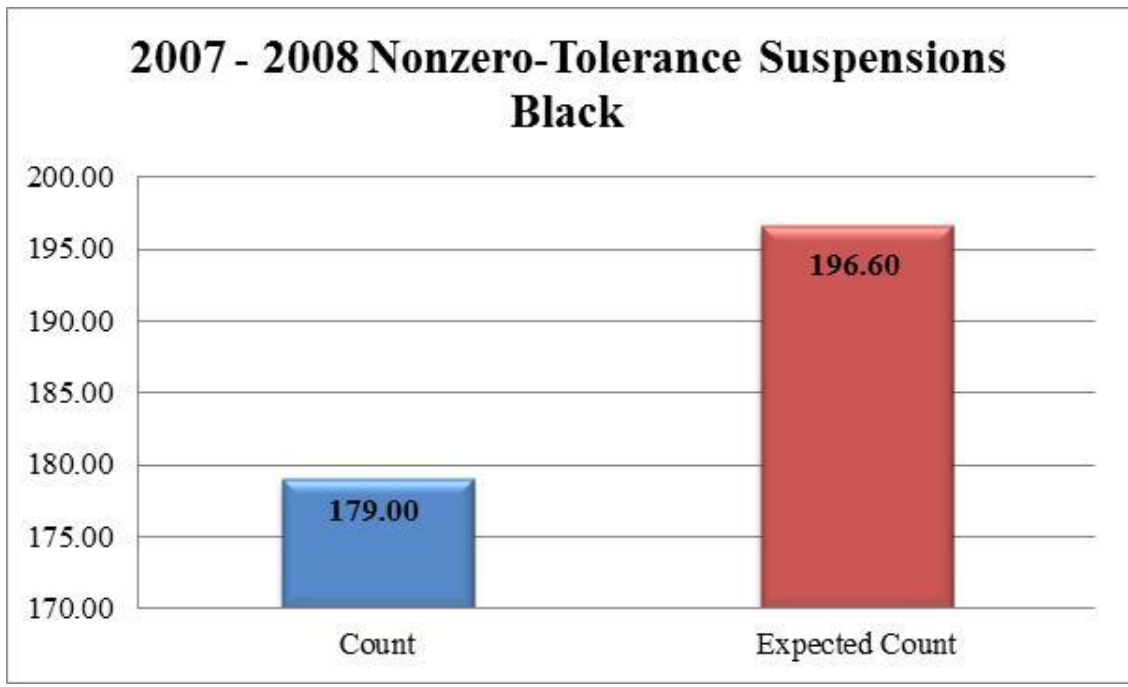


Figure 8.2. 2007-2008 nonzero-tolerance suspensions Black.

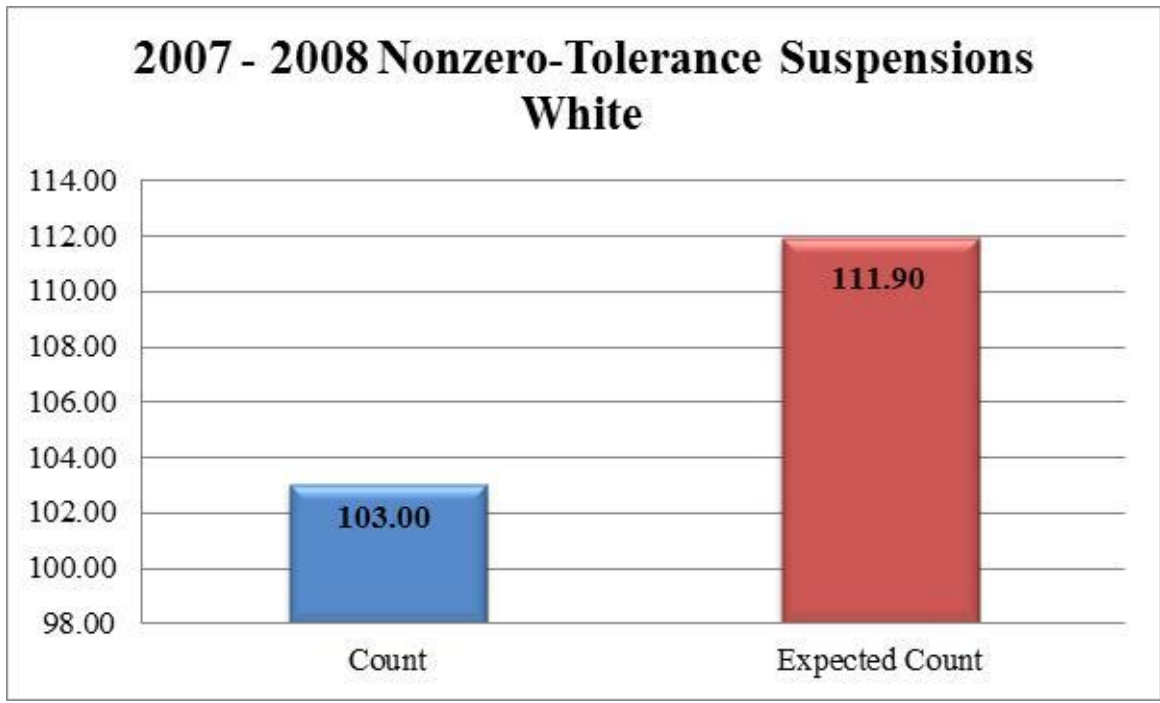


Figure 8.3. 2007-2008 nonzero-tolerance suspensions White.

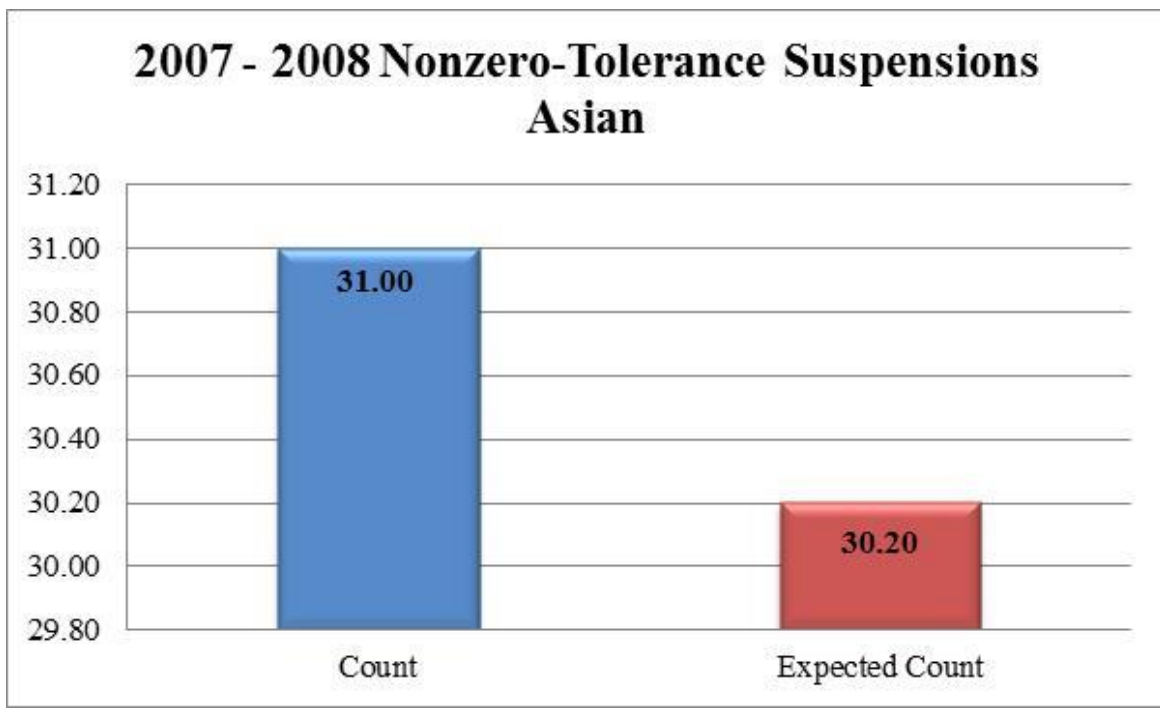


Figure 8.4. 2007-2008 nonzero-tolerance suspensions Asian.

Table 12.1

*AY 2008–2009 Offense Severity***Case Processing Summary**

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Offense	991	100.0%	0	0.0%	991	100.0%

Race/ethnicity * Offense Cross-tabulation

Race/ethnicity		Offense		Total
		Zero-Tolerance	Nonzero-Tolerance	
Other	Count	1	1	2
	Expected Count	.8	1.2	2.0
Hispanic	Count	158	291	449
	Expected Count	183.0	266.0	449.0
Black	Count	142	167	309
	Expected Count	126.0	183.0	309.0
White	Count	85	100	185
	Expected Count	75.4	109.6	185.0
Asian	Count	18	28	46
	Expected Count	18.8	27.2	46.0
Total	Count	404	587	991
	Expected Count	404.0	587.0	991.0

Chi-Square Tests

Statistic	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.405 ^a	4	.022
Likelihood Ratio	11.440	4	.022
Linear-by-Linear Association	5.583	1	.018
N of Valid Cases	991		

^aTwo cells (20.0%) had an expected count of less than 5. The minimum expected count was 0.82.

For the AY 2008–2009 analysis, the chi-square test F statistic is 11.405 and the p -value of .022 is below .05. Therefore, for this academic year, the null hypothesis is rejected. Race/ethnicity and nonzero-tolerance suspensions by school administrators are related. Additional figures are provided below to illustrate the results of AY 2008-2009 chi-square test.

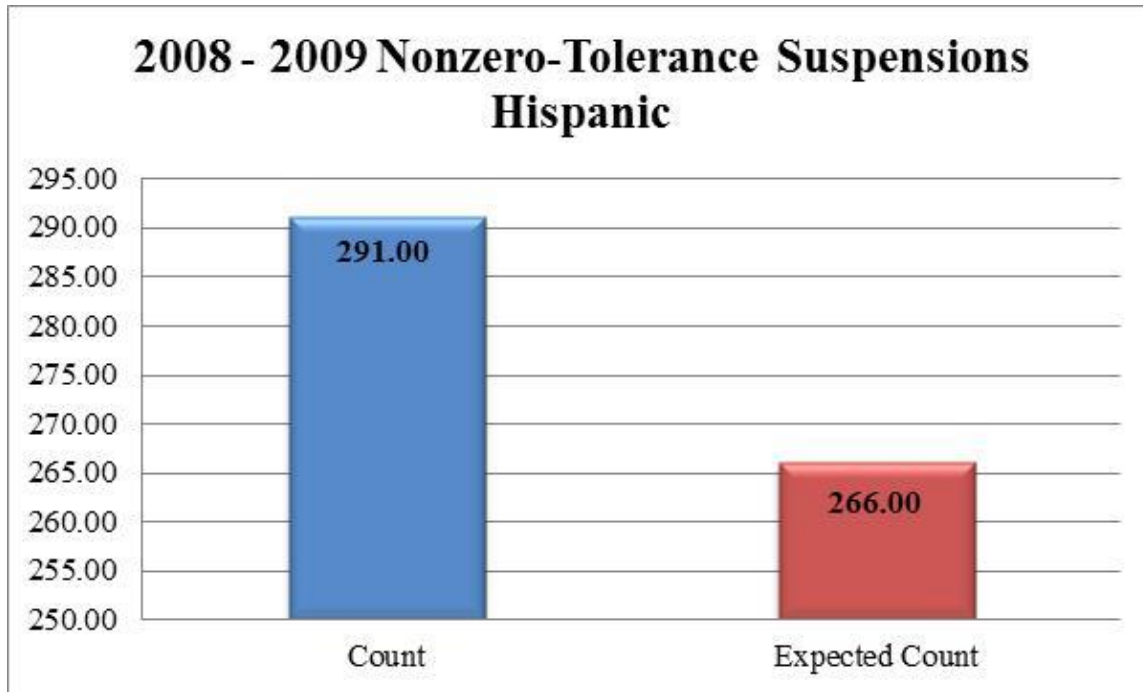


Figure 9.1. 2008-2009 nonzero-tolerance suspensions Hispanic.

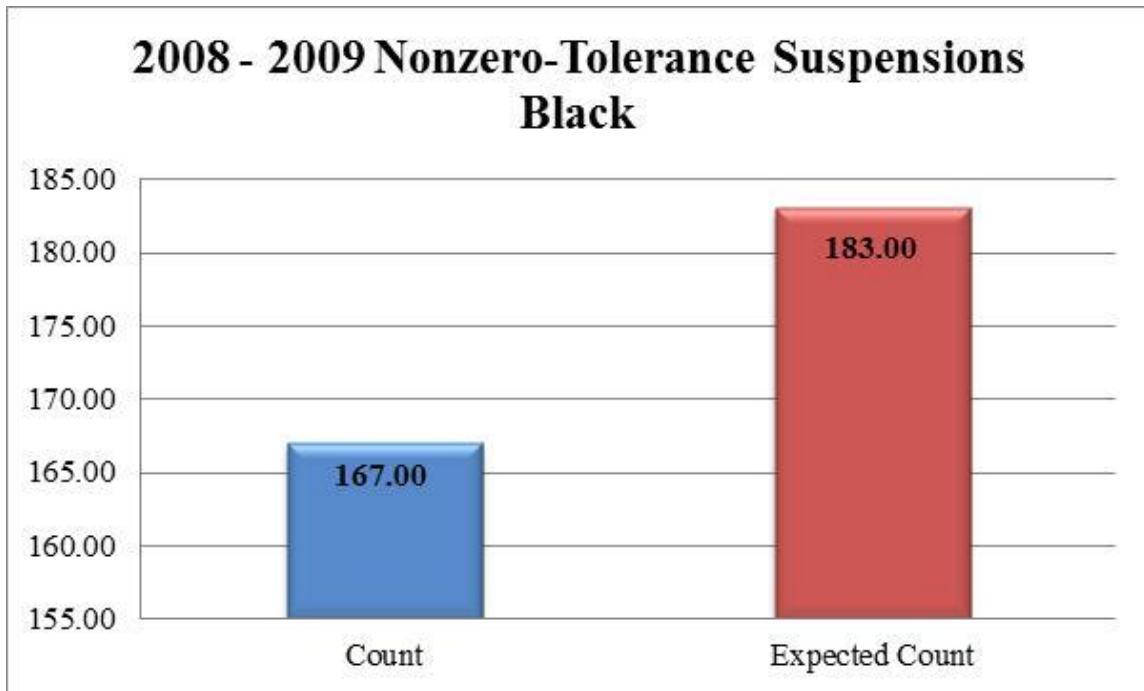


Figure 9.2. 2008-2009 nonzero-tolerance suspensions Black.

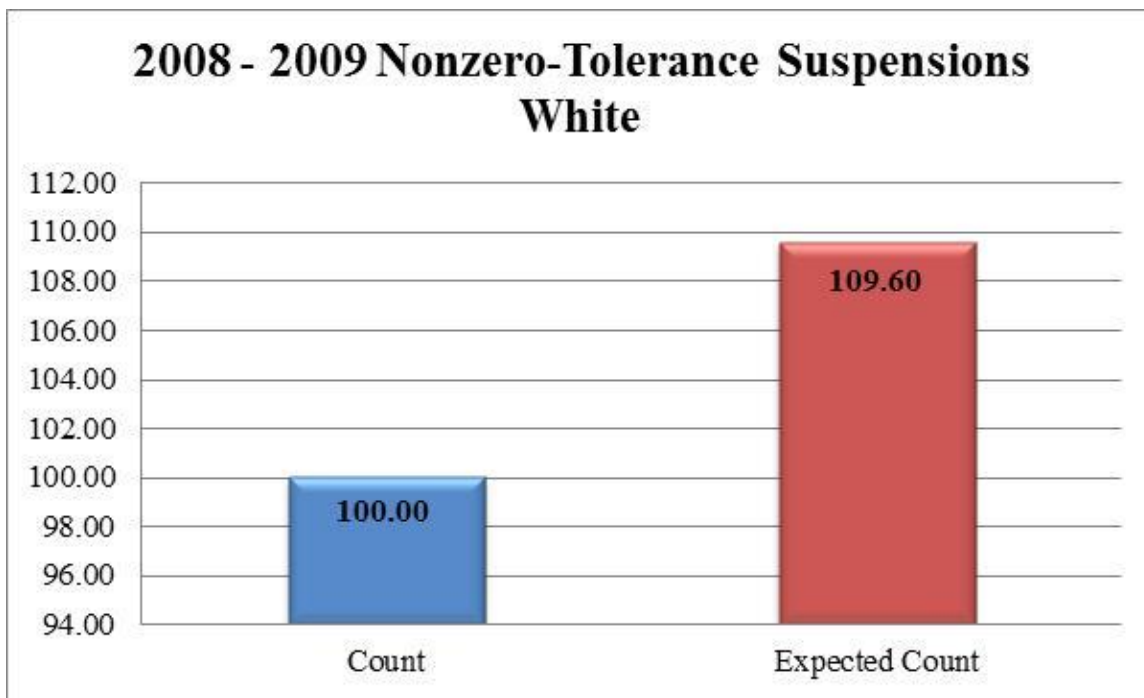


Figure 9.3. 2008-2009 nonzero-tolerance suspensions White.

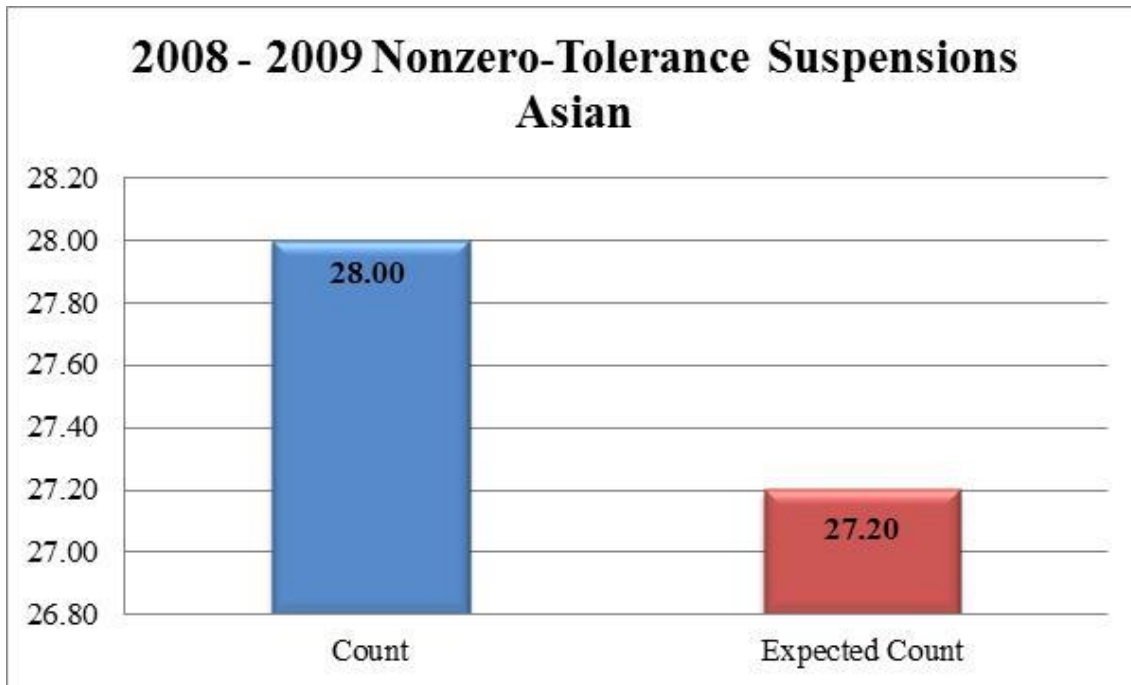


Figure 9.4. 2008-2009 nonzero-tolerance suspensions Asian.

Table 13.1

*AY 2009–2010 Offense Severity***Case Processing Summary**

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Offense	849	100.0%	0	0.0%	849	100.0%

Race/ethnicity * Offense Cross-tabulation

Race/ethnicity		Offense		Total
		Zero-Tolerance	Nonzero-Tolerance	
Other	Count	0	1	1
	Expected Count	.4	.6	1.0
Hispanic	Count	120	248	368
	Expected Count	145.6	222.4	368.0
Black	Count	121	147	268
	Expected Count	106.1	161.9	268.0
White	Count	78	90	168
	Expected Count	66.5	101.5	168.0
Asian	Count	17	27	44
	Expected Count	17.4	26.6	44.0
Total	Count	336	513	849
	Expected Count	336.0	513.0	849.0

Chi-Square Tests

Statistic	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	14.921 ^a	4	.005
Likelihood Ratio	15.356	4	.004
Linear-by-Linear Association	8.212	1	.004
N of Valid Cases	849		

^a. Two cells (20.0%) had an expected count of less than 5. The minimum expected count was 0.40.

For the AY 2009–2010 analysis, the chi-square test F statistic is 14.921 and the p -value of 0.005 is below the 0.05 significance level. Therefore, for this academic year, the null hypothesis is rejected. Race/ethnicity and nonzero-tolerance suspensions by school administrators are related. Additional figures are provided below to illustrate the results of AY 2009–2010 chi-square test.

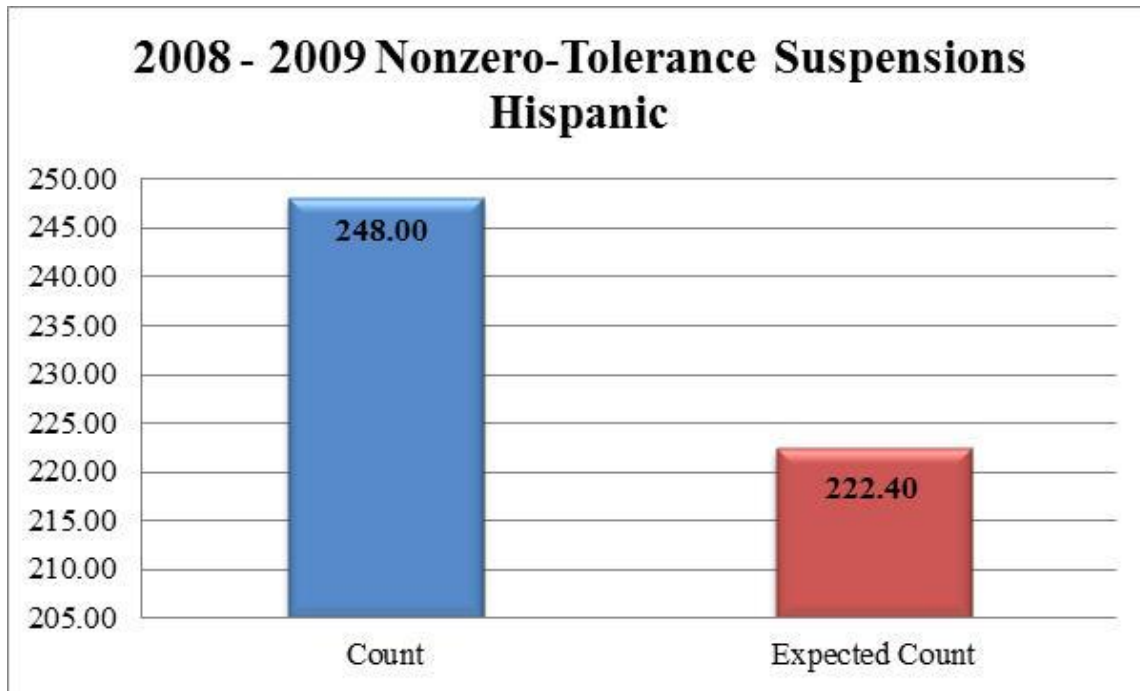


Figure 10.1. 2009-2010 nonzero-tolerance suspensions Hispanic.

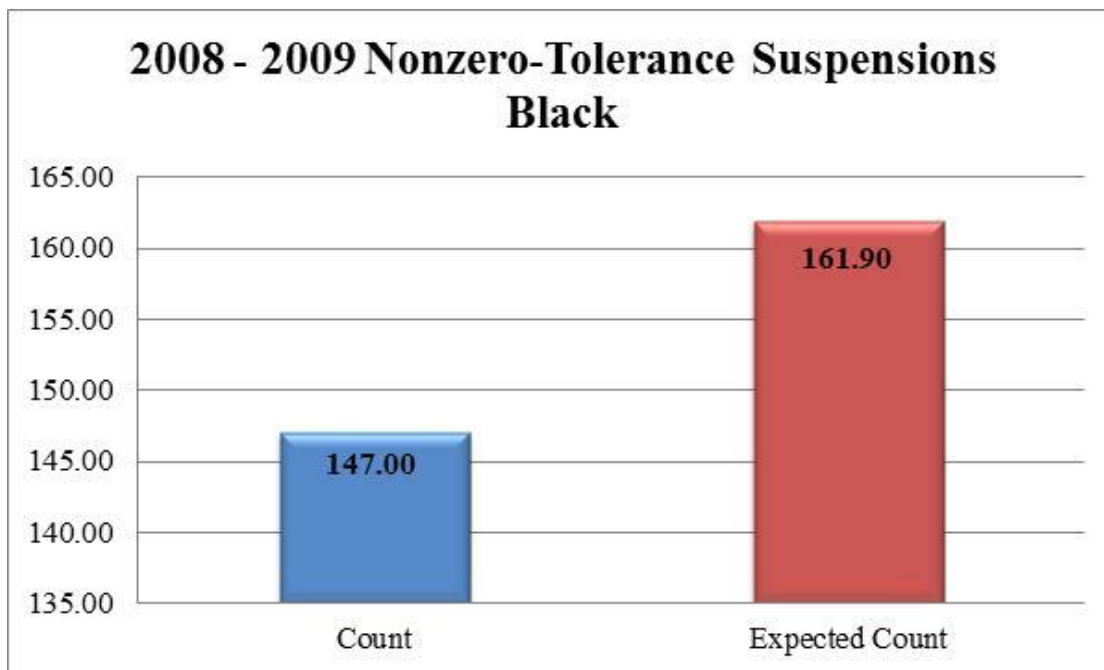


Figure 10.2. 2009-2010 nonzero-tolerance suspensions Black.

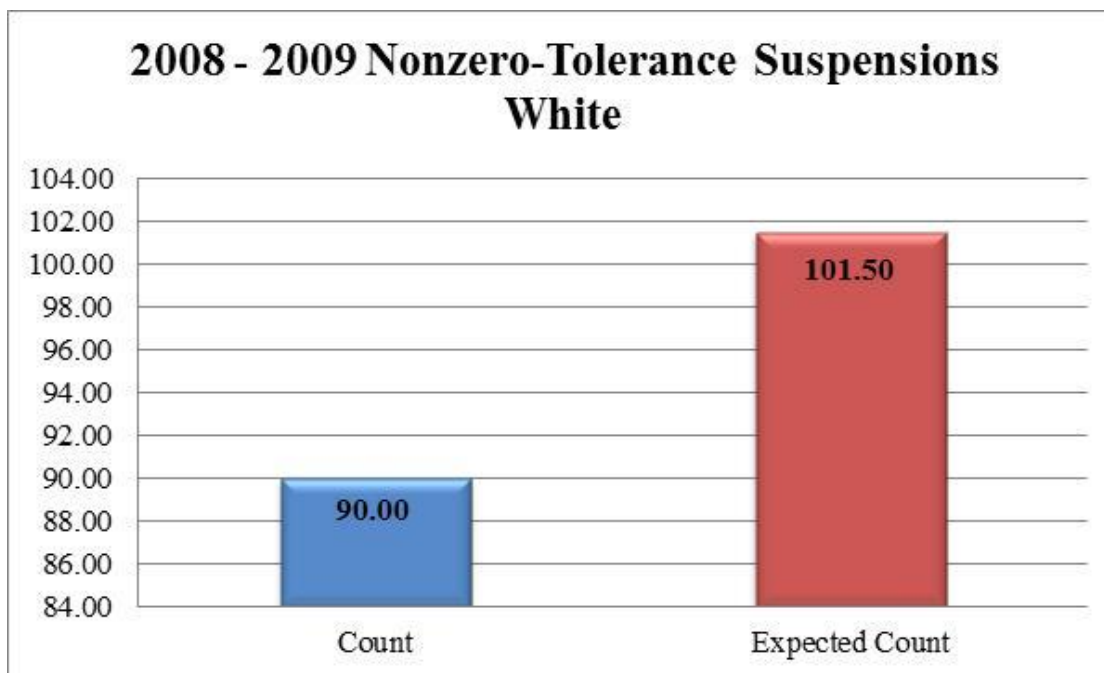


Figure 10.3. 2009-2010 nonzero-tolerance suspensions White.

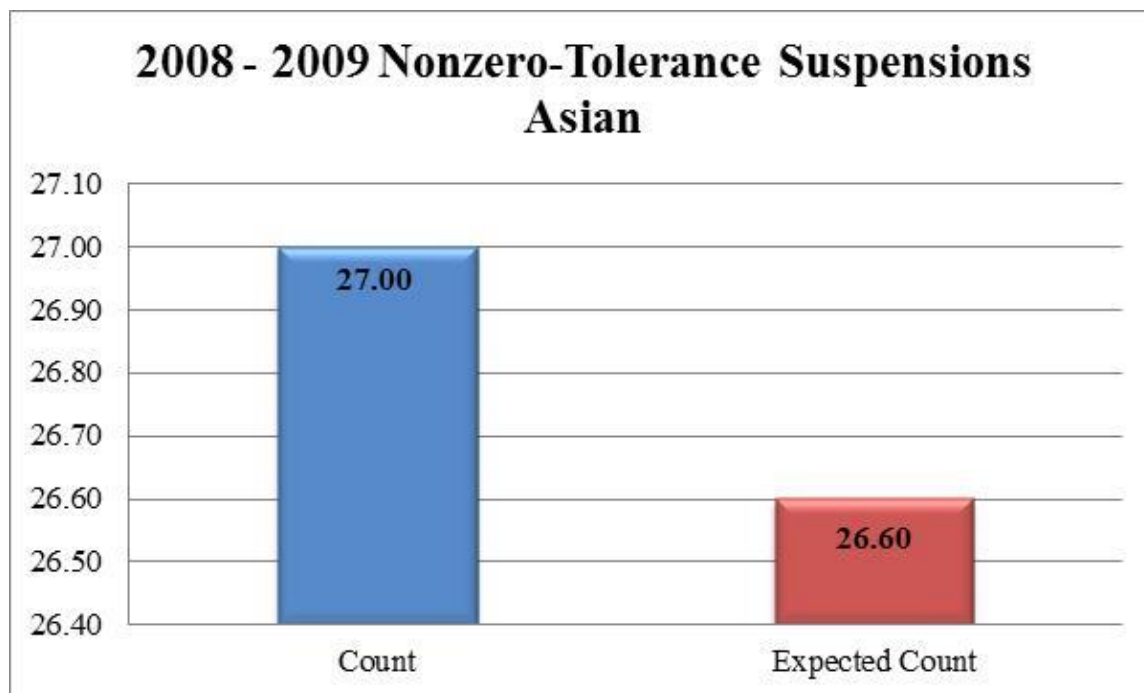


Figure 10.4. 2009-2010 nonzero-tolerance suspensions Asian.

Table 14.1

*AY 2010–2011 Offense Severity***Case Processing Summary**

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Offense	612	100.0%	0	0.0%	612	100.0%

Race/ethnicity * Offense Cross-tabulation

Race/ethnicity		Offense		Total
		Zero-Tolerance	Nonzero-Tolerance	
Other	Count	9	10	19
	Expected Count	12.1	6.9	19.0
Hispanic	Count	158	84	242
	Expected Count	154.6	87.4	242.0
Black	Count	132	77	209
	Expected Count	133.5	75.5	209.0
White	Count	79	44	123
	Expected Count	78.6	44.4	123.0
Asian	Count	13	6	19
	Expected Count	12.1	6.9	19.0
Total	Count	391	221	612
	Expected Count	391.0	221.0	612.0

Chi-Square Tests

Statistic	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.677 ^a	4	.613
Likelihood Ratio	2.583	4	.630
Linear-by-Linear Association	.221	1	.638
N of Valid Cases	612		

^a. Zero cells (0.0%) had an expected count of less than 5. The minimum expected count was 6.86.

For the AY 2010–2011 analysis, the p -value of .613 is greater than the .05 significance level. Therefore, H_0 is not rejected, and we conclude that the relationship between race/ethnicity and violation type is not related for this academic year.

Table 15.1

AYs 2006–2011 Total Combined

Case Processing Summary						
	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Offense	6132	100.0%	0	0.0%	6132	100.0%

Race/ethnicity * Offense Cross-tabulation				
Race/ethnicity		Offense		Total
		Zero-Tolerance	Nonzero-Tolerance	
Other	Count	13	14	27
	Expected Count	10.8	16.2	27.0
Hispanic	Count	989	1755	2744
	Expected Count	1093.7	1650.3	2744.0
Black	Count	794	1018	1812
	Expected Count	722.2	1089.8	1812.0
White	Count	520	673	1193
	Expected Count	475.5	717.5	1193.0
Asian	Count	128	228	356
	Expected Count	141.9	214.1	356.0
Total	Count	2444	3688	6132
	Expected Count	2444.0	3688.0	6132.0

Chi-Square Tests			
Statistic	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	38.486 ^a	4	.000
Likelihood Ratio	38.516	4	.000
Linear-by-Linear Association	10.680	1	.001
N of Valid Cases	6132		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 10.76.

The chi-square test applied to the compilation of data for all 5 academic years (2005–2006 to 2010–2011) is presented in Figure 11. As with the second, third, and fourth analyses, the results demonstrate dependence between race/ethnicity and offense severity. For the compilation of data for the 4 academic years, the null hypothesis is rejected. Race/ethnicity and nonzero-tolerance suspensions by school administrators are related. Additional figures are provided below to illustrate the results of the compilation of all 5 years' data analyzed in the chi-square test. Since the findings indicate a relationship between nonzero-tolerance suspensions and Hispanic and Asian students, based on the outcomes of Hypothesis 1, it was surprising that the same outcome was not true for Black students. Other variables need to be considered as to why this occurred. Factors that could have influenced this outcome are included in Chapter 3.

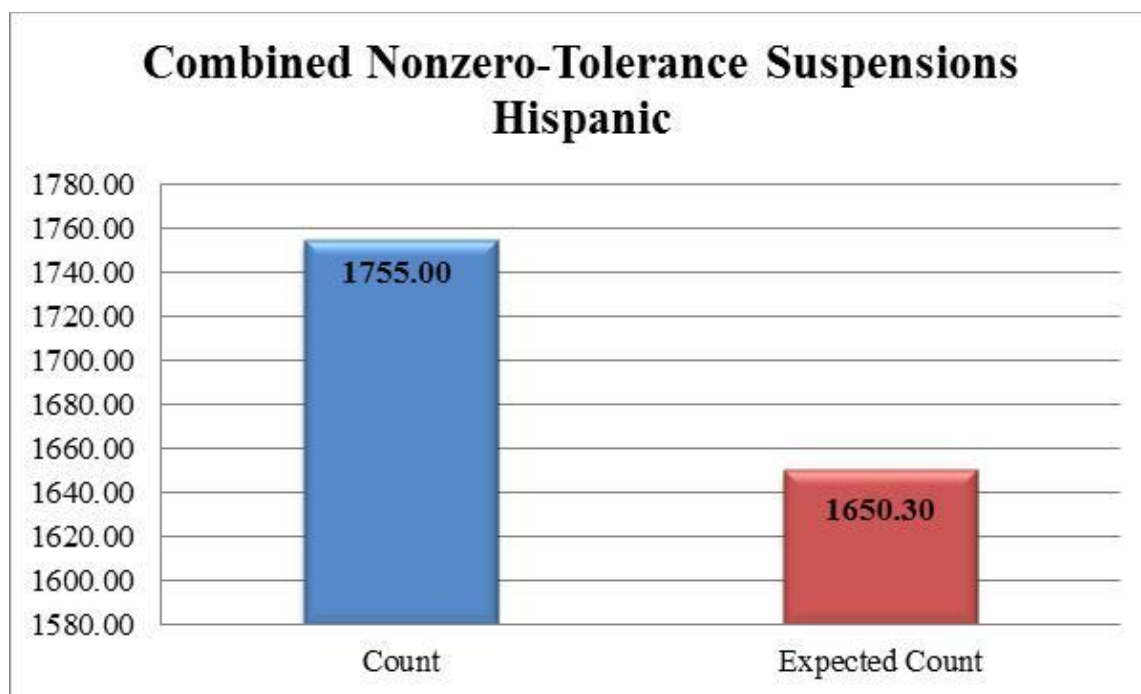


Figure 11.1. Combined nonzero-tolerance suspensions Hispanic.

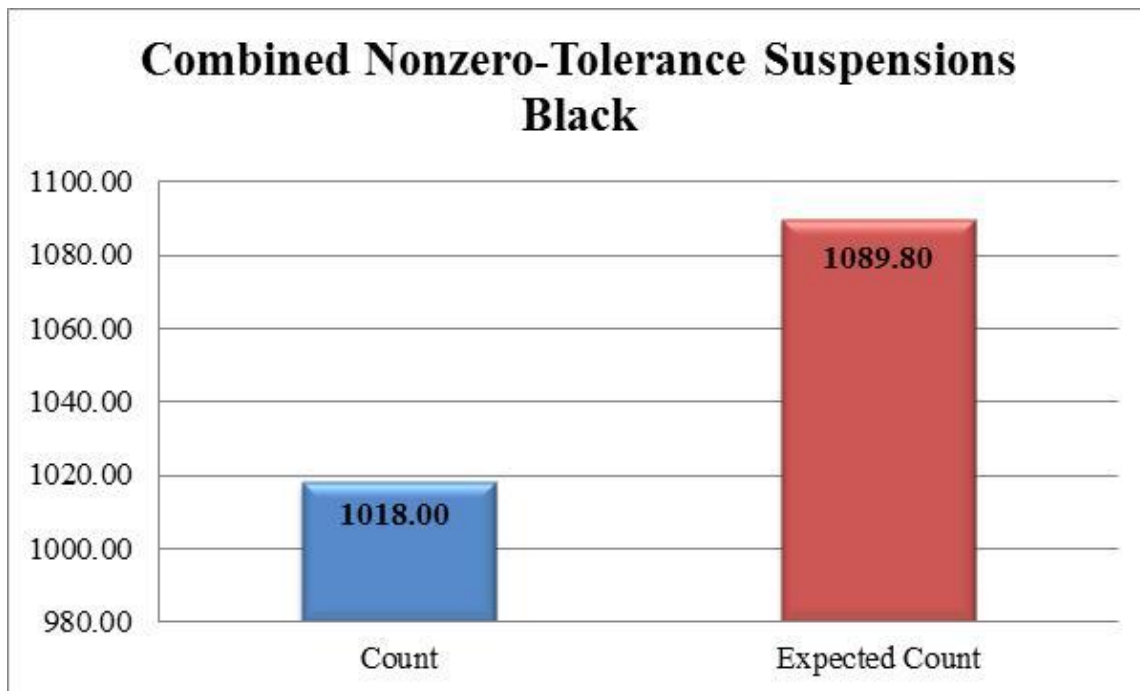


Figure 11.2. Combined nonzero-tolerance suspensions Black.

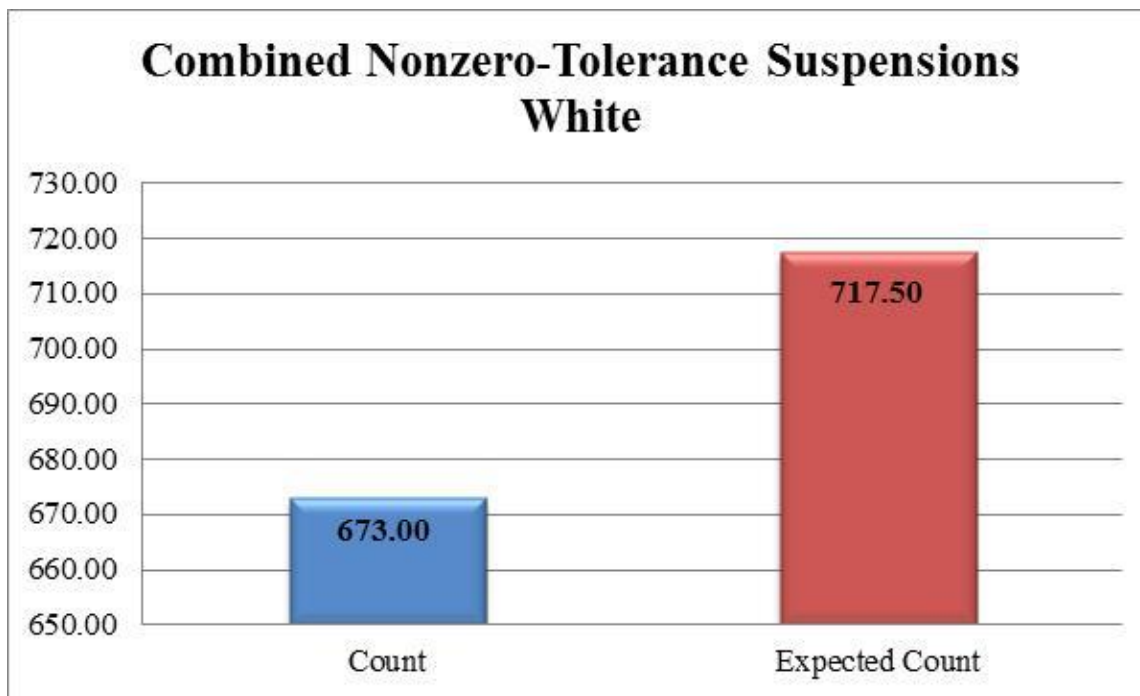


Figure 11.3. Combined nonzero-tolerance suspensions White.

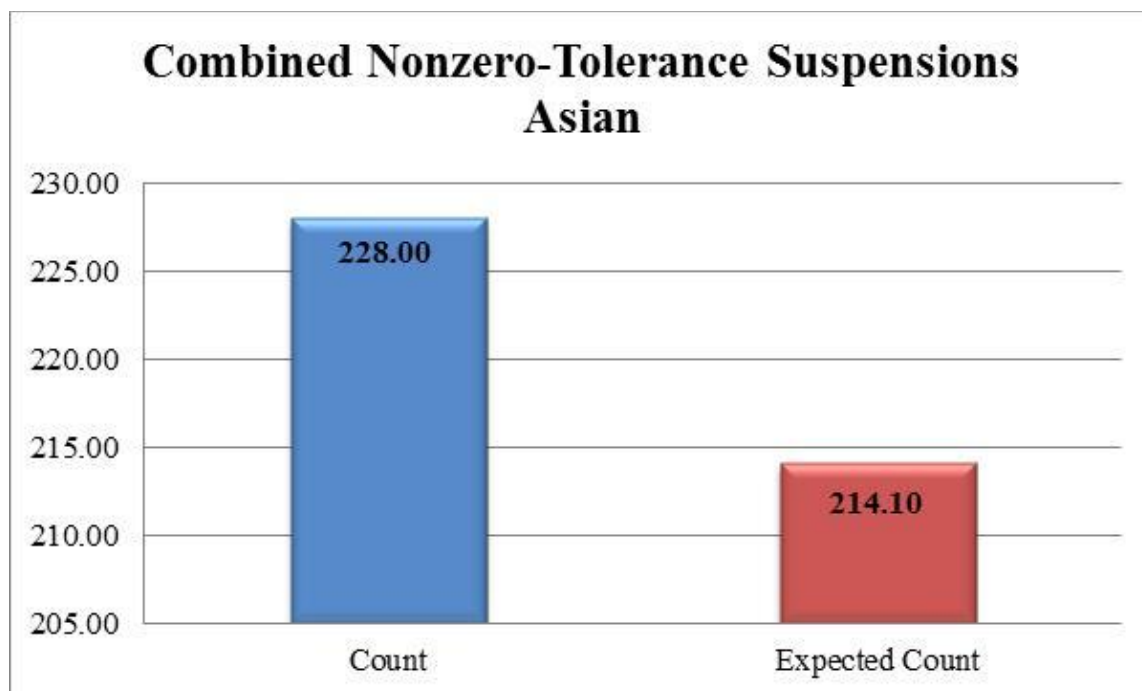


Figure 11.4. Combined nonzero-tolerance suspensions Asian.

Summary of Results

The results of the chi-square test for Hypothesis 2 are mixed. In the 5 years analyzed, 2 years show that race and suspensions for nonzero-tolerance offenses are not related. However, the tests on 3 years (and the combined) show that race and suspensions for nonzero-tolerance offenses are related. Given the size of the sample, it might be hard to determine the differences of suspension rates.

While no means testing is performed in this study, based on the number of students for each race who are suspended for nonzero-tolerance offenses and the number we would expect to find, a summary of the results is as follows:

- More Hispanics are suspended for nonzero-tolerance offenses than would be expected (104.7 over 5 years);
- Fewer Blacks are suspended for nonzero-tolerance offenses than would be expected (71.8 over 5 years);
- Fewer Whites are suspended for nonzero-tolerance offenses than would be expected (44.5 over 5 years); and

- More Asians are suspended for nonzero-tolerance offenses than would be expected (14 over 5 years).

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to examine zero-tolerance and nonzero-tolerance suspensions by race to determine whether bias exists between the ways suspension is applied. The final chapter serves as a culmination of research designed to examine the relationship or non-relationship of each variable (type of suspension and ethnicity). There are four parts to chapter 5: a summary of the results of the study, the conclusions drawn from the study, recommendations arising from the study, and recommendations for further research.

Summary of Results

The quantitative data in this study provided suspensions by ethnicity for students in grades 1–12 attending Arlington Public Schools. The data was separated into two categories: zero-tolerance suspensions and nonzero-tolerance suspensions. The data indicated the ethnicity of each student as well as the type of infraction necessitating the suspension. The suspensions were categorized as zero-tolerance and nonzero-tolerance based on the discipline codes (see Appendix C). The ethnicity of the students suspended was then compared to zero-tolerance and nonzero-tolerance suspensions. A chi-square analysis was performed on each category to determine the relationship or non-relationship of each variable.

This study was designed to provide school officials with the means to determine whether students' ethnicity influences their behaviors and discipline outcomes by examining student behavior, comparing discipline consequences, and disaggregating race, one can identify factors that may exist. Most administrators agree that disciplinary actions should be based on behaviors, not on the ethnicity of the students who violate regulations. The motivation for this study evolved from a search for various causes of inappropriate behavior exhibited by students at schools within ACPS. Are conditions that cause misbehavior and negatively affect suspension rates found within common practices or conditions that exist within ACPS?

Research Question One:

Are students of some ethnic backgrounds suspended more often than others?

Based on the findings of this study, it can be concluded that race and suspensions are related. Students of some ethnic backgrounds are suspended more often than others. All 5 years' data (as well as the combined data) had significant findings when analyzed with the chi-

square test, indicating a relationship between the variables. While means testing was not performed for this study, the analysis also demonstrated the following:

Table 16.1

Total Suspensions AY 2006–2007

Race	Suspended More or Less	By How Many?	Expected	Percentage Difference from Expected
Hispanic	More	191.42	328.58	58%
Black	More	154.27	166.73	93%
White	Less	316.4	567.4	56%
Asian	More	.8	27.2	3%

Table 17.1

Total Suspensions AY 2007–2008

Race	Suspended More or Less	By How Many?	Expected	Percentage Difference from Expected
Hispanic	More	63.43	159.57	40%
Black	More	108.64	81.36	134%
White	Less	150.86	288.86	52%
Asian	Less	31.2	65.2	48%

Table 18.1

Total Suspensions AY 2008–2009

Race	Suspended More or Less	By How Many?	Expected	Percentage Difference from Expected
Hispanic	More	61.24	149.76	41%
Black	More	110.88	72.12	154%
White	Less	142.06	270.06	53%
Asian	Less	30.06	60.06	50%

Table 19.1

Total Suspensions AY 2009–2010

Race	Suspended More or Less	By How Many?	Expected	Percentage Difference from Expected
Hispanic	More	72.24	136.76	53%
Black	More	105.73	66.27	160%
White	Less	147.25	252.25	58%
Asian	Less	30.72	57.72	53%

Table 20.1

Total Suspensions AY 2010–2011

Race	Suspended More or Less	By How Many?	Expected	Percentage Difference from Expected
Hispanic	More	36.12	113.88	32%
Black	More	82.17	45.83	179%
White	Less	94.64	184.64	51%
Asian	Less	23.64	39.64	60%

Table 21.1

Total Suspensions Combined 2006-2011

Race	Suspended More or Less	By How Many?	Expected	Percentage Difference from Expected
Hispanic	More	434.44	888.56	49%
Black	More	561.69	432.31	130%
White	Less	851.21	1563.21	54%
Asian	Less	144.91	353.91	41%

While no direct inferences can be made given the limitations of the chi-square test, the data seem to suggest that Hispanics and Blacks are consistently suspended more often than would be expected. Whites and Asians are consistently suspended less often than would be expected. These findings are consistent with the literature.

Research Question Two:

Are students of certain ethnicities more likely to be suspended when school administrators have the option of suspension versus other forms of selective discipline?

Based on the data and methodology utilized for this study, the results are mixed. The analysis for this study is based on the total number of suspensions and the number of zero-tolerance suspensions. From this, the number of estimated nonzero-tolerance suspensions by race is determined. The estimated value is then compared with the actual number of nonzero-tolerance suspensions to determine if some ethnicities are more likely to be suspended than others when administrators have the option of either suspension or other forms of disciplinary action. Based on the chi-square test run on this data, in 2 of the test years (AY 2006–2007 and AY 2010–2011) the null hypothesis was not rejected; race and suspensions for nonzero-tolerance offences are not related. However, for 3 years' data (as well as the combined data), H₀ was rejected. Race and suspensions for nonzero-tolerance offenses are dependent. For these 3 years (and the combined data), race appears to be related to school administrators' choice to suspend or not suspend. While means testing was not performed for this study, the analysis also demonstrated the following:

Table 22.1

Nonzero-tolerance Suspensions AY 2007–2008

Race	Suspended More or Less	By How Many?	Expected	Percentage Difference from Expected
Hispanic	More	26	281	9%
Black	Less	17.6	196.6	9%
White	Less	8.9	111.9	8%
Asian	More	.8	30.2	3%

Table 23.1

Nonzero-tolerance Suspensions AY 2008–2009

Race	Suspended More or Less	By How Many?	Expected	Percentage Difference from Expected
Hispanic	More	25	266	9%
Black	Less	16	183	9%
White	Less	9.6	109.6	9%
Asian	More	.8	27.2	3%

Table 24.1

Nonzero-tolerance Suspensions AY 2009–2010

Race	Suspended More or Less	By How Many?	Expected	Percentage Difference from Expected
Hispanic	More	25.6	222.4	12%
Black	Less	14.9	161.9	9%
White	Less	11.5	101.5	11%
Asian	More	.4	26.6	2%

Table 25.1

Nonzero-tolerance Suspensions Combined 2006-2011

Race	Suspended More or Less	By How Many?	Expected	Percentage Difference from Expected
Hispanic	More	104.7	1650.3	6%
Black	Less	71.8	1089.8	7%
White	Less	44.5	717.5	6%
Asian	More	13.9	214.1	6%

As with the first research question, no direct inferences can be made given the limitations of the chi-square test. However, the data seem to suggest that Hispanics and Asians are consistently suspended for nonzero-tolerance offenses more often than would be expected. Blacks and Whites are consistently suspended less often for nonzero-tolerance offenses than would be expected. These findings are somewhat inconsistent with the literature.

Conclusions

Overall, this study was designed to answer two research questions: (a) “Are students of some ethnic backgrounds suspended more often than others?” and (b) “Are students of certain ethnicities more likely to be suspended when school administrators have the option of either suspension or other forms of selective discipline?” The answer to question 1 is “Yes.” The answer to question 2 is “Mixed—but most likely, Yes.” However, perhaps more interesting than the answers to the research questions are the results of the hypothesis tests.

From the testing of Hypothesis 1, it appears that race and suspensions are related. Based on the actual number of suspensions, one could postulate that Blacks are suspended more than

would be expected. Hispanics are also suspended somewhat more than would be expected. Whites and Asians are suspended somewhat less than would be expected. These findings are consistent with the literature. Most research seemed to indicate that Blacks and Hispanics have higher suspension rates than Whites and Asians. Based on the available data and research, these findings were not unexpected and lend credence to the growing amount of literature that indicates a relationship between race and suspensions.

Somewhat inconsistent with the current literature are the findings for Hypothesis 2. For this study, the findings of the multiple tests run on Hypothesis 2 are mixed. However, the results that do demonstrate statistical significance provide some interesting relationships. It has been suggested in the literature that racism against minorities may be a possible factor when it comes to the over-representation of some minority suspension rates. The findings of this study support that this may be true for Hispanics and Asians only. In a layperson's terms, these races do not appear to receive "the benefit of the doubt" when it comes to a school administrator's choice to suspend. However, it appears that school administrators may give "the benefit of the doubt" to Blacks (as well as Whites). When school administrators have the choice to suspend, these races appear to be under-represented.

To further summarize the results:

Table 26.1

Expected Suspension Outcomes by Ethnicity

Race	Higher than Expected Total Suspensions	Receive Benefit of the Doubt from Administration for Nonzero-Tolerance Suspensions
Hispanic	Yes	No
Black	Yes	Yes
White	No	Yes
Asian	No	No

Based on the findings of this study:

- Hispanics appear to be suspended more than would be expected. This may in some part be due to school administrators. It appears that when school administrators are given the choice of suspending Hispanics (versus other forms of selective discipline), the choice is made to suspend.

- Blacks appear to be suspended more than would be expected. This does not appear to be due to school administrators. It appears that when school administrators are given the choice of suspending Blacks, the choice is made to pursue other forms of selective discipline (and not use suspension as a punishment).
- Whites appear to be suspended less than would be expected. In addition, it appears that when school administrators are given the choice of whether to suspend Whites, the choice is made to pursue other forms of selective discipline (and not use suspension as a punishment).
- Asians appear to be suspended less than would be expected. Results appear mixed as to whether school administrators choose suspension for Asians when they have the option of other forms of selective discipline; however, some data suggest that school administrators may err on the side of suspension.

Recommendations

Based on these findings, school administrators need to continue to develop strategies to reduce race as a contributing factor in the decision of whether to suspend a student. The overall results of this study demonstrate that race is a factor. However, more specifically, the findings also suggest that school administration may need to pay closer attention to the motives behind the choice to suspend a Hispanic or Asian student and the choice not to suspend a Black or White student. However, further study is needed. Without means testing for significance, this study is not able to conclude with any certainty which races are being favored. A future research opportunity is to use the means test with each race to determine with greater certainty the implied relationships associated with this study.

Several possible factors may influence school administrators to choose different forms of discipline for nonzero-tolerance offenses. In addition, several factors may influence student behavior that leads to suspension. For instance, there is a significant amount of literature on the impact of socioeconomic status and school performance. Arlington County has the following median incomes and unemployment rates (USA City Facts):

Table 27.1

Arlington County Median Income and Unemployment by Ethnicity

Race	Median Income	Unemployment
Hispanic	\$26,089	6.7%
Black	\$36,288	4.9%
White	\$64,845	2.3%
Asian	\$51,478	4.7%

The data (see Appendix I) suggest that Blacks and Hispanics have higher unemployment and a lower median income in Arlington County than do Whites. These indicators may explain the higher suspension rates of these ethnicities and are certainly worthy of further study.

In addition, many Hispanic students in Arlington County schools are identified as ESL students (English as a Second Language). Many of these students have moved here from entirely different cultures (with different values and attitudes toward education). As evidenced by ACPS school dropout data (see appendix H), Hispanics quit school at a higher rate than any other ethnicity, implying that education is not a strong value in this culture. These different values and attitudes may explain some of the discrepancies discovered in the test of Hypothesis 1 for total Hispanic suspension rates. It is also worth considering that most school administrators do not share these values. When school administrators are faced with cultural differences that conflict with their own values, they may adopt an ethnocentric attitude when presented with the choice to suspend the student. This may further explain the higher Hispanic suspensions analyzed in Hypothesis 2. Further study is needed to discover whether this is a significant factor influencing Hispanic suspension rates.

Another possible factor is that in our society, there is heightened national awareness of the variance between the suspension rates of White students and Black students. There is significant research on this topic. School administrators are likely cognizant of this awareness and could be hypersensitive when assigning disciplinary actions to a Black student. In addition, there are annual reports on students by race. A discussion point for school administrators at their end-of-year reviews is the number of minority students suspended. High levels of minority suspensions are not viewed favorably. In a subconscious attempt to manipulate the suspension data to appear fair and equitable, the decision to choose other forms of selective discipline for Black and Hispanic students could be utilized.

An additional factor not considered in this study is the role the teacher (or other school staff) plays in bringing charges against students of different races. This is an additional opportunity for further study.

Another ancillary finding of this study is the noticeable decrease of suspension rates over the past 5 years. This is likely due to the implementation of alternative discipline. Alternative discipline appears to benefit all students, as each race has experienced a noticeable decline in suspensions. The impact of alternative discipline on suspension rates is recommended for further study. In addition, many steps to improve student behavior have been implemented in an attempt to decrease suspension rates in ACPS. The In-School suspension program (ISS) is designed to keep certain offenders in the school in a less than traditional classroom setting. ISS teachers are state certified teachers who make efforts to assist students in maintaining their school instructional responsibilities. This assistance is provided while the students are removed from the mainstream school program. In addition other programs have been instituted in ways designed to promote school attendance while attempting to deal with inappropriate student behavior.

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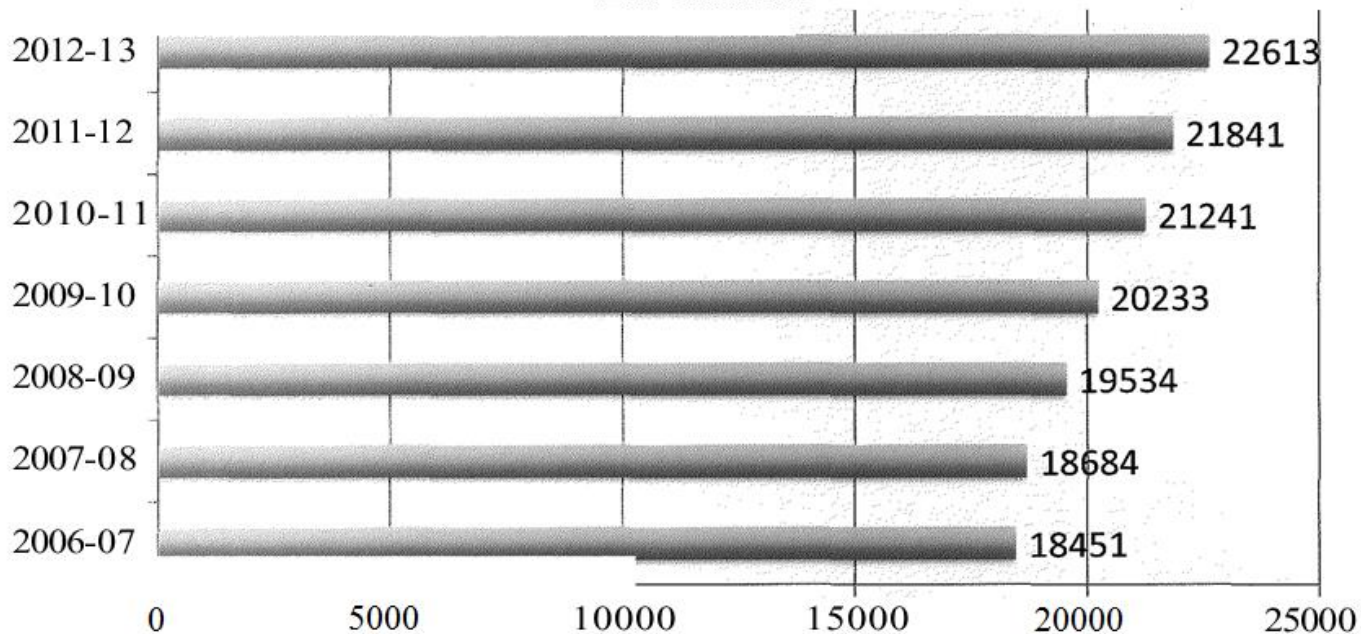
APPENDIX A
OUT-OF-SCHOOL SUSPENSIONS BY RACE/ETHNICITY (2006–2010)

Comparison of Student Suspensions to Total Enrollment

	School Year Ending	APS Total	Asian		Black		Hispanic		White	
			Total	Percent	Total	Percent	Total	Percent	Total	Percent
Population	2010	19298	2138	11	2455	13	5066	26	9344	48
	2009	18605	1991	11	2391	13	4965	27	8953	48
	2008	17819	1925	11	2402	13	4711	26	8528	48
	2007	17591	1912	11	2428	14	4785	27	8263	47
	2006	17584	1816	10	2471	14	5093	29	8051	46
Suspensions	2010	401	23	6	131	33	163	41	81	20
	2009	484	30	6	182	38	155	32	117	24
	2008	524	36	7	176	34	197	38	114	22
	2007	715	54	8	212	30	284	40	163	23
	2006	1028	91	9	354	34	326	32	254	25

**APPENDIX B
ENROLLMENT**

**APS Enrollment
September 30th Count
Enrollment**



APPENDIX C
ARLINGTON COUNTRY PUBLIC SCHOOLS ZERO-TOLERANCE OFFENSES AND
NONZERO-TOLERANCE OFFENSES

Offense Term	Offense Code	ISAP* Required	OSS* Required
Vandalism/Destruction of Property	VA1		X
Major Disruptive Behavior	D5C		X
Mob Activity	D5C		X
Theft (depending on value)	TH1		X
Trespassing	TR1		
Arson/Actual/Attempted	AR1		X
Assault/Battery/Firearm or other Weapon-Staff	BA1		X
Assault/Battery/No Weapon- Staff	BA2		X
Assault/Battery/Firearm or other Weapon-Student	BA3		X
Maliciously Wounding w/ Weapon	BA5		X
Bomb Threat, Chemical/ Biological Threat, Terrorist Threat	BB1		X
Burglary/Actual, Burglary/ Attempted	BR1		X
Disorderly Conduct	D1C – Disrespect/Walk Away D6C – Obscene/Inappropriate language Gestures	X	X
Drug Violation	DR2 – Use or Possession of inhalants, Substances represented as drugs DR3 – Anabolic Steroid Possession Medication DR4 – Anabolic Steroid Sale/Distribution		X
Gambling	G1B	X	X
Gang Activity	GA1	X	X
Hazing	H1Z	X	X
Inciting a Riot	RT1 – Attempting to or Inciting a Riot		X

Offense Term	Offense Code	ISAP* Required	OSS* Required
Other Violations	S1V – Inappropriate Personal Property S2V – Misrepresentation S3V – Other School or Code of Conduct Violations not otherwise included	X	X
Robbery/Person/Force or Threat of Force	R01 – Actual or Attempt		X
Stalking	ST1		X

Offense Term	Offense Code	ISAP Required	OSS Required
Sexual Offenses	SB1 – Sexual Battery Against Staff SB2 – Sexual Battery Against Student SX0 – Sexual Harassment SX1 – Offensive Sexual Touching/Staff SX2 – Offensive Sexual Touching/Student SX3 – Sexual Assault Staff/Rape SX4 – Sexual Assault Student/Rape SX5 – Attempted Sexual Assault/Staff/Rape SX6 – Attempted Sexual Assault/Student/ Rape SX7 – Sexual offense w/out Force/Lewd Behavior/Indecent Exposure SX8 – Aggravated Sexual Battery/Student less than age 15.		X
Technology Use Violations	T1C – Unauthorized Use of Technology of Information T2C – Causing/Attempting to Cause Damage to Computer/Hardware, Software/ Files T3C – Violation of Acceptable Use Policy T4C – Violation of Internet Policy	X	X
Threats/Verbal/Physical	TI1 – Threat/Intimidation vs. Staff/Physical/ Verbal TI2 – Threat/Intimidation vs. Student/Physical/Verbal	X	X

Offense Term	Offense Code	ISAP Required	OSS Required
Weapons	WP0 – Pneumatic Weapon – BB, Pellet, or Paint Ball Gun. WP1 – Weapon Handgun/Pistol WP2 – Weapon Shotgun/Rifle WP3 – Toy/look-alike Gun to School/Event W1P – Possession of Ammunition W2P – Possession of Chemical Substance W9P – WP4 – Weapon, Expels a Projectile WP5 – Knife to School/Event WP6 – Possession of Explosive Device/Live Ammunition WP7 – Use of Bomb of Explosive Device WP8 – Zip Gun/Starter Gun/Flare Gun WP9 – Other Weapons WT1 – Taser WS1 – Stun Gun W8P – Razor Blades, Box Cutter to School/School Event W9P – Fireworks/Firecrackers/Stink Bombs at School/School Event		X

Offense Term	Offense Code	ISAP Required	OSS Required
Leaving Campus		X	
Smoking (Off Campus)	TB1	X	
Smoking (On Campus)	TB1	X	
Failure to Serve Detention		X	
Failure to Serve ISA		X	
Electronic Devices	C2M – Cell C3M – Other		
Hats/Head Covering			
Tardiness	A1T		
Disruptive Behavior	D3C – Demonstrations D5C – Classroom	X	
Defiance of Authority	D2C	X	
Failure to Provide ID		X	
Persistent Disobedience/Misconduct		X	
Harassment	HR1		X
Forgery		X	X
Cheating Plagiarism (Minor)		X	X
Cheating Plagiarism (Major)		X	X
Possession of “pornographic” Material	D4C	X	X
Bullying	BU1 BU2 – Cyber		X
Fighting (“friends non-public)	FA2 (2 or more offenders Only)	X	X
Fighting (public)	FA2 F1T		X
Pulling a Fire Alarm	BB1 or B04		X
Extortion	EX1 or ET1 ET2 Attempted		X
Assault/Battery	BA4		X
Use or Possession (alcohol, drugs, fireworks, controlled substance, distribution)	AL1 – Alcohol DR1 – Marijuana DR5 – Other Drug AR1 - Fireworks		X

KEY:

*ISAP = In-School Alternative Program

*OSS = Out of School Suspension

*Zero-tolerance = OSS only

*Nonzero-tolerance = ISAP and OSS

APPENDIX D
VIRGINIA'S NEW CODES

Virginia's New Codes

		New	Old
	Hispanic	Race	
One Race			
American Indian/Alaska Native	Y/N	01	-
Asian	Y/N	02	02
Black or African American	Y/N	03	03
White	Y/N	05	05
Native Hawaiian/Other Pacific Islander	Y/N	06	-
Hispanic		-	04

APPENDIX E DISCIPLINE DATA FORM

DATA FORM

Discipline Data Form- 2011- 2012

Date / / Student Number Incident Number Grade

Referred By Student Name / DOB / /

Last First

Enrolled Div. No. Enrolled School No. Offense Date / / Incident Div. No.

Incident School No. Parent Contacted (Telephone/Time)

Location of Infraction

Offense Sanction Days LEP Hispanic Y/N Race

Primary Off 2 Off 3

Gender Firearm Non Firearm

Special Edu. Time Law Victim Alt. Placement

Education Codes: 02-SD; 03-MD; 04-OI; 05-VI; 06-HI; 07-SLD; 08-ED; 09-SLI; 10-OHI; 12-DB; 13-Aut; 14-TBI; 15-504; 16-DD; 19-ID

Time Elements: 01-During school day; 02-School sponsored event 03-Non-school sponsored event; 04-In transit

LEGEND – Law Enforcement	Suspension and Expulsion only	* Persistently Dangerous	New Code
<p>Alcohol</p> <p>AL1 or AC1. Alcohol Use</p> <p>AL1. or AC2. Alcohol Possession</p> <p>AL1. or AC3. Alcohol Sale or Distribution</p> <p>Arson/Actual/Attempted</p> <p>AR1. or AS1. Arson Actual</p> <p>AR1. or AS2. Arson Attempted</p> <p>AR1 or AS3. Lighted Firecrackers/ Cherry Bombs/ Stink Bombs/ Contribute to a Damaging Fire</p> <p>Assault/Battery</p> <p>* BA1. Assault/Battery/ Firearm or Other Weapon/Staff</p> <p>BA2. Assault/Battery/No Weapon/Staff</p> <p>* BA3. Assault/Battery/Firearm or Other Weapon/Student</p> <p>BA4. Assault/Battery/No Weapon/Student</p> <p>* BA5. Maliciously Wounding without Weapon</p> <p>Attendance</p> <p>A1T. Attendance - Violations of State, School Division or School Policy relating to Attendance</p> <p>Bomb Threat/Terrorist/Chemical/Biological</p> <p>BB1. or BO1 Bomb Threat</p> <p>BB1. or BO2 Chemical/Biological Threat</p> <p>BB1 or BO3 Terrorist Threat</p> <p>BB1 or BO4 Setting off False Fire Alarm</p>	<p>Breaking and Entering/Burglary</p> <p>BR1. or BK1. Burglary/Actual</p> <p>BR1. or BK2. Burglary/ Attempted</p> <p>Bullying</p> <p>BU1. Bullying</p> <p>BU2 Cyber Bullying</p> <p>Disorderly Conduct</p> <p>D1C. Disrespect/Walking Away</p> <p>D2C. Defiance/Refuses Request</p> <p>D3C. Disruptive Demonstrations</p> <p>D4C. Possession of Obscene/ Disruptive Literature</p> <p>D5C. Classroom/Campus Disruption</p> <p>D6C. Obscene/Inappropriate Language/Gestures</p> <p>D8C. Minor Insubordination</p> <p>Drug Violations</p> <p>D4G. Over the Counter Med/Use</p> <p>D5G. Over the Counter Med/Possession</p> <p>D6G. Over the Counter Med Sale/Distribution</p> <p>D15. Possession of Inhalants</p> <p>D16. Use of Inhalants</p> <p>DR1. or DG7. Marijuana Use</p> <p>DR1. or DG8. Marijuana Possession</p> <p>DR1. or DG1. Schedule I & II Use</p> <p>DR1. or DG2. Schedule I & II Poss.</p> <p>* DR4. or DG3. Schedule Sales and Distribution</p> <p>* DR4. or DG9. Marijuana Sale/Distribution</p> <p>DR5. or D10. Other Drug Use/Overdose</p> <p>DR5. or D11. Other Drug Possession/ Paraphernalia Possession</p> <p>DR5. or D12. Other Drug Sale/Distribution</p> <p>DR2. or D17. Substances Represented as Drugs (Look-alikes)</p> <p>* DR4. or D19. Anabolic Steroid Sale/Dist.</p> <p>DR1. or D20. Anabolic Steroid Use and Poss.</p>	<p>DR1. or DG5. Synthetic marijuana-Use or Possession</p> <p>DR4. or DG6 Synthetic Marijuana-Sale or Distribution</p> <p>DR3. Theft or Attempted Theft of Prescription Medication</p> <p>Electronic Devices/Inappropriate Use</p> <p>C1M. Beepers</p> <p>C2M. Cellular Telephones</p> <p>C3M. Other Electronic Devices</p> <p>Extortion</p> <p>EX1. or ET1. Extortion</p> <p>EX1. or ET2. Attempted Extortion</p> <p>Fighting/Conflict</p> <p>FA2. Fighting/No or Minor Injury/Mutual Participation</p> <p>F1T. Altercation/confrontation/No Injury</p> <p>Gambling</p> <p>G1B. Gambling</p> <p>Gang Activity</p> <p>GA1. Gang Activity</p> <p>Harassment</p> <p>HR1. Harassment</p> <p>Hazing</p> <p>H1Z Hazing</p> <p>Homicide</p> <p>*HO1. Homicide vs. Staff/Firearm</p> <p>*HO2. Homicide vs. Student/Firearm</p> <p>*HO3. Homicide vs. Staff/Other Weapon</p> <p>*HO4. Homicide vs. Student/ Other Weapon</p> <p>Inciting a Riot</p> <p>RT1. or RG1. Inciting a Riot</p> <p>RT1. or RG2. Attempting to Incite a Riot</p>	

Kidnapping

*K11. Kidnapping

Other Violations

- S1V Inappropriate Personal Property
- S2V Misrepresentation Other Violations
- S3V Other School or Code of Conduct Violation not otherwise included

Robbery/Person/Force or Threat of Force

*RO1. or RB1. Actual
*RO1. or RB2. Attempted

Stalking

ST1. Stalking

Sexual Offenses

- SB1. Sexual Battery against Staff
- SB2. Sexual Battery against Student
- SX0. Sexual Harassment
- SX1. Offensive Sexual Touching/Staff
- SX2. Offensive Sexual Touching/Student
- *SX3. Sexual Assault Staff/Rape
- *SX4. Sexual Assault Student/Rape
- *SX5. Attempted Sexual Assault/Staff/Rape
- *SX6. Attempted Sexual Assault/Student/Rape
- SX7. Sexual Offense w/out Force/Lewd Behavior/Indecent Exposure
- *SX8. Aggravated Sexual Battery/Student less than age 15

Technology Use Violations

- T1C. Unauthorized Use of Technology or Information
- T2C. Causing/Attempting to Cause Damage to Computer/Hardware, Software/Files
- T3C. Violation of Acceptable Use Policy
- T4C. Violation of Internet Policy

Threats/Verbal/Physical

- T11. Threat/Intimidation vs. Staff/Physical/Verbal
- T12. Threat/Intimidation vs. Student/Physical/Verbal

Theft/No Force

- TH1. or TF1. Theft/School Property
- TH1. or TF2. Theft/Staff Property
- TH1. or TF3. Theft/Student Property
- TH1. or TF4. Possession/ Stolen Property
- TH2. or TF6. Attempted Theft or Theft of Motor Vehicle

Tobacco Offenses

TB1. or TC1. Tobacco Use

TB1. or TC2. Tobacco Possession
TB1. or TC3. Tobacco Sale/
Distribution

Tobacco Offenses

T4B Bringing Tobacco Paraphernalia to School or School Event

Trespassing

TR1. Trespassing

Vandalism

VA1. or VN1. Vandalism of School Property
VA1. or VN2. Vandalism of Private Property
VA1. or VN3. Graffiti

Weapons

- WP0. Pneumatic Weapon-BB, Pellet, or Paint Ball Gun
- * WP1. Weapon Handgun/ Pistol
- * WP2. Weapon Shotgun/Rifle
- W3P. Toy/Look-alike Gun to School/Event
- W1P Possession of Ammunition
- W2P Possession of Chemical Substance
- * WP4. Weapon, Expels a Projectile
- WP5. Knife to School/Event
- * WP6. Possession of Explosive Device/Live Ammunition
- * WP7. Use of Bomb or Explosive Device
- * WP8. Zip Gun/Starter Gun/Flare Gun
- WP9. Other Weapons
- WT1. Taser
- WS1. Stun Gun
- W8P. Razor Blades, Box Cutter, knife (less than 3 inches) School/School Event
- W9P. Fireworks/Firecrackers/Stink Bombs at School/School Event

Sanction Codes

- 01 = Special Ed. In-School Suspension
- 02 = Short Term (1 to 10 days)
- 03 = Long Term (11 to 364 days)
- 04 = Expulsion (365 days)
- 05 = Special Ed. Weapons and Drugs only (1 to 45 days)
- 06 = Special Ed. (VA Supreme Ct.)
- 07 = Used with Offense Codes WP1, WP2, WP4, WP6, WP7, WP8, DR1, DR4 (0-364days)
- 08= Special Ed.--IEP Permanent Change in Placement (0 days)
- 99 = Other than Suspension or Expulsion (0 days)

Racial/Ethnic Codes

- 01 American Indian/Alaska Native
- 02 Asian
- 03 Black or African American
- 05 White
- 06 Native Hawaiian/Other Pacific Islander
- 07 Am. Ind./Alaska Nat. & Asian

- 08 Am. Ind./Alaska Nat. & Black or African Am.
- 09 Am. Ind./Alaska Nat. & White
- 10 Am. Ind./Alaska Nat. & Nat. Hawaiian
- 11 Asian & Black or African Am.
- 12 Asian & White
- 13 Asian & Nat. Hawaiian
- 14 Black or African Am. & White
- 15 Black or African Am. & Nat. Hawaiian
- 16 Nat. Hawaiian & White
- 17 Am. Ind./Alaska Nat., Asian & Black or African Am.
- 18 Am. Ind./Alaska Nat., Asian & White
- 19 Am. Ind./Alaska Nat., Asian & Nat. Hawaiian
- 20 Asian, Black or African Am. & White
- 21 Asian, Black or African Am. & Nat. Hawaiian
- 22 Black or African Am., White & Nat. Hawaiian
- 23 Black or African Am., Nat. Hawaiian & Am. Ind./Alaska Native
- 24 White, Black or African Am. & Am. Ind./Alaska Native
- 25 White, Nat. Hawaiian, & Am. Ind./Alaska Native
- 26 White, Nat. Hawaiian, & Asian
- 27 Am. Ind./Alaska Nat., Asian, Black or African Am. & White
- 28 Asian, Black or African Am., White & Nat. Hawaiian
- 29 Black or African Am., White, Nat. Hawaiian & Am. Ind./Alaska Native
- 30 White, Nat. Hawaiian, Am. Ind./Alaska Native & Asian
- 31 Nat. Hawaiian, Am. Ind./Alaska Native, Asian & Black or African Am.
- 32 Am. Ind./Alaska Nat., Asian, Black or African Am., White & Nat. Hawaiian

Codes Requiring Victim Counts

BA1	HO1	SB1	SX6	T11
BA2	HO2	SB2	SX8	T12
BA3	HO3	ST1	TH1	BU2
BA4	HO4	SX0	TF1	
BA5	HR1	SX1	TF2	
BU1	K11	SX2	TF3	
EX1	RO1	SX3	TF4	
ET1	RB1	SX4	TH2	
ET2	RB2	SX5	TF6	
H1Z				
SX7	May or may not have victim count			

(Revised 8-29-2011)

APPENDIX F
SUSPENSION DATA

School Year 2006-2011 Page 1 of 68

recordtype	person id	enrolleddivision number	enrolledschool number	incidentdivision number	incident school number	grade	sped disability	birthdate	race	gender	incident date	incident id	code1
B	764560	7	80	7	80	12	7	2/29/1988	5	F	5/17/2007	18774	A1T
B	766625	7	80	7	80	12		3/8/1989	5	M	10/2/2006	16848	A1T
B	767681	7	450	7	162	12	13	12/22/1987	4	M	1/11/2007	17748	D6C
B	767859	7	80	7	80	11	10	2/27/1989	3	M	3/28/2007	18307	A1T
B	769156	7	80	7	80	11	8	3/27/1989	3	M	3/27/2007	18347	C3M
B	769156	7	80	7	80	11	8	3/27/1989	3	M	5/24/2007	18796	D5C
B	769156	7	80	7	80	11	8	3/27/1989	3	M	6/1/2007	18809	A1T
B	769156	7	80	7	80	11	8	3/27/1989	3	M	6/5/2007	18892	F1T
B	769156	7	80	7	80	11	8	3/27/1989	3	M	6/18/2007	18956	S3V
B	769156	7	80	7	80	11	8	3/27/1989	3	M	11/9/2006	17228	D1C
B	769156	7	80	7	80	11	8	3/27/1989	3	M	12/5/2006	17354	S1V
B	769156	7	80	7	80	11	8	3/27/1989	3	M	12/18/2006	17487	D2C
B	769156	7	80	7	80	11	8	3/27/1989	3	M	12/20/2006	17505	D2C
B	770036	7	80	7	80	12		2/20/1988	4	F	5/16/2007	18725	A1T
B	770040	7	80	7	80	12	7	8/31/1988	5	M	3/21/2007	18282	A1T
B	770087	7	330	7	330	11		8/14/1990	3	M	10/11/2006	19690	BU1
B	770142	7	80	7	80	12	7	8/12/1988	4	F	12/8/2006	17580	DC1
B	770532	7	80	7	80	12		8/12/1988	3	M	2/12/2007	17846	S3V
B	770555	7	80	7	80	12		1/6/1988	4	M	9/13/2006	16725	AL1
B	770568	7	80	7	80	12	10	1/31/1989	5	M	1/17/2007	17652	S3V
B	770568	7	80	7	80	12	10	1/31/1989	5	M	1/20/2007	17704	S3V
B	770568	7	80	7	80	12	10	1/31/1989	5	M	2/23/2007	17930	S3V
B	770568	7	80	7	80	12	10	1/31/1989	5	M	3/14/2007	18142	S3V
B	770568	7	80	7	80	12	10	1/31/1989	5	M	5/2/2007	18569	A1T
B	770568	7	80	7	80	12	10	1/31/1989	5	M	12/13/2006	17449	BU1
B	770585	7	80	7	80	12		4/26/1988	4	F	1/22/2007	17709	A1T
B	771355	7	80	7	80	11		10/4/1989	4	F	1/29/2007	17757	A1T
B	771355	7	80	7	80	11		10/4/1989	4	F	2/5/2007	17817	A1T
B	771355	7	80	7	80	11		10/4/1989	4	F	10/27/2006	17113	A1T
B	771920	7	80	7	80	11		10/3/1989	5	M	3/5/2007	18005	BA4
B	771920	7	80	7	80	11		10/3/1989	5	M	6/4/2007	18829	S3V
B	772345	7	80	7	80	12	10	8/5/1988	3	M	1/18/2007	17740	A1T
B	772345	7	80	7	80	12	10	8/5/1988	3	M	3/9/2007	18107	A1T
B	772345	7	80	7	80	12	10	8/5/1988	3	M	10/18/2006	17044	A1T
B	772345	7	80	7	80	12	10	8/5/1988	3	M	12/15/2006	17474	D5C
B	772416	7	80	7	80	12		5/13/1988	4	M	1/12/2007	17643	FA2
B	772454	7	80	7	80	11		5/24/1990	3	F	11/3/2006	17139	TB1
B	772559	7	450	7	450	12	7	9/19/1988	3	M	10/25/2006	17053	S3V
B	773071	7	450	7	450	11		5/19/1990	3	F	5/23/2007	18768	S3V
B	773071	7	450	7	450	11		5/19/1990	3	F	12/5/2006	17344	D5C
B	773076	7	450	7	450	10	7	4/16/1990	3	F	3/20/2007	18200	F1T
B	773361	7	80	7	80	11	7	8/16/1989	4	M	1/25/2007	17744	A1T
B	773361	7	80	7	80	11	7	8/16/1989	4	M	2/12/2007	17886	D2C
B	773361	7	80	7	80	11	7	8/16/1989	4	M	3/22/2007	18281	D5C
B	773361	7	80	7	80	11	7	8/16/1989	4	M	5/1/2007	18568	D5C
B	773361	7	80	7	80	11	7	8/16/1989	4	M	5/16/2007	18734	D5C
B	773361	7	80	7	80	11	7	8/16/1989	4	M	10/6/2006	16921	A1T
B	773361	7	80	7	80	11	7	8/16/1989	4	M	10/23/2006	17031	D2C
B	773452	7	330	7	330	10	3	7/27/1989	2	M	3/6/2007	18047	D1C
B	773907	7	80	7	80	12		7/20/1989	5	F	2/21/2007	17907	A1T

APPENDIX G
ETHNICITY BREAKDOWN



**Arlington
Public
Schools**

Quick Facts

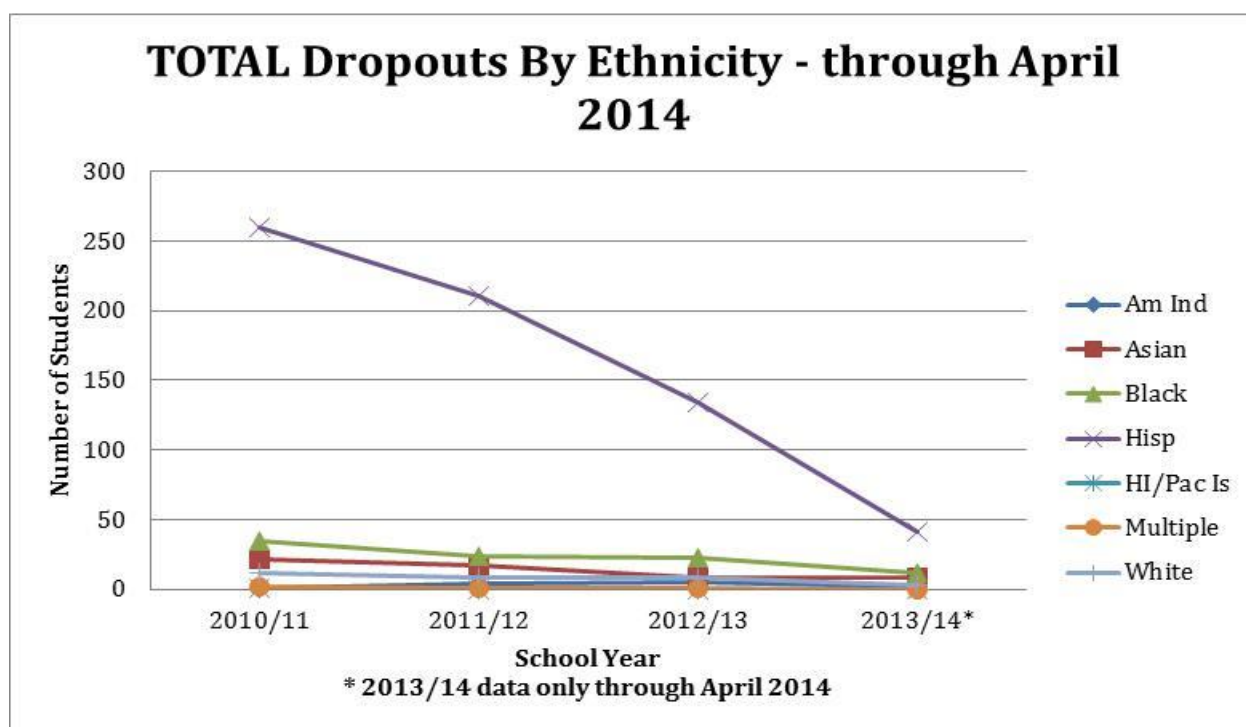
Arlington County Public Schools hail from 126 nations, speak 98 languages and are richly diverse.

Race	Percentage %
White	46.8%
Hispanic	27.8%
Black/African American	10.7%
Asian	9.4%
American Indian/Alaskan Native	0.4%
Nat. Hawaiian/Pac. Islander	0.1%
Multiple	4.8

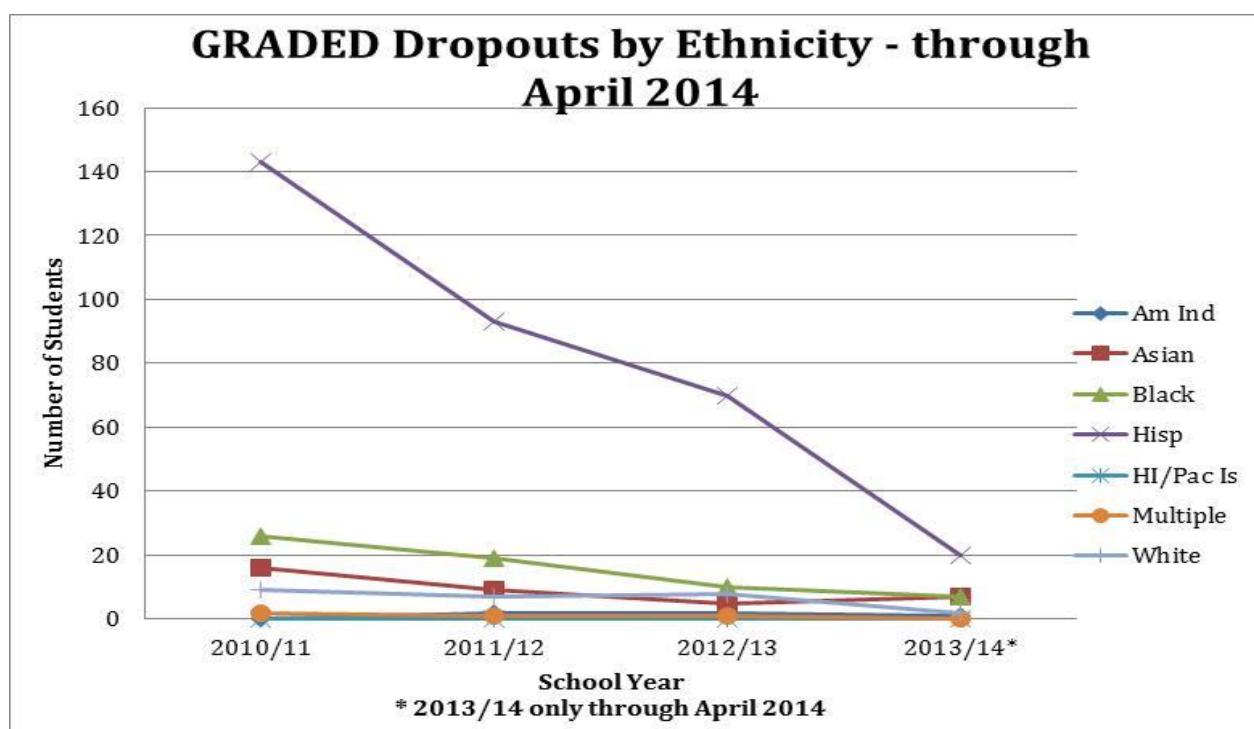
**APPENDIX H
DROPOUT DATA**

APS DROPOUT RATE BY ETHNICITY

TOTAL	Am Ind	Asian	Black	Hisp	HI/Pac Is	Multiple	White
2010/11	1	21	35	260	1	2	12
2011/12	4	17	23	211	0	1	8
2012/13	5	8	22	134	0	1	8
2013/14*	2	8	12	41	0	0	3



GRADED	Am Ind	Asian	Black	Hisp	HI/Pac Is	Multiple	White
2010/11	0	16	26	143	0	2	9
2011/12	2	9	19	93	0	1	7
2012/13	2	5	10	70	0	1	8
2013/14*	1	7	7	20	0	0	2



APPENDIX I
ARLINGTON, VIRGINIA'S INCOME AND ECONOMY

USA CITY FACTS

Arlington Unemployment

County unemployment is displayed in the following table. The unemployment rate county wide is 3.2%. This is lower than the national average of 7.9%.

Unemployment	County	State	USA
Unemployment Rate	3.2%	5.9%	7.9%
	<u>Very Low</u>	<u>Very Low</u>	National Average
American Indian and Alaska Native	17.6%	9.1%	13.9%
	<u>Low</u>	<u>Very Low</u>	National Average
Hispanic	6.7%	7.0%	9.6%
	<u>Near Average</u>	<u>Very Low</u>	National Average
Black or African American	4.9%	10.0%	14.0%
	<u>Very Low</u>	<u>Very Low</u>	National Average
Asian	4.7%	4.6%	6.4%
	<u>Near Average</u>	<u>Very Low</u>	National Average
Two or more races	4.4%	9.9%	12.2%
	<u>Very Low</u>	<u>Very Low</u>	National Average
White	2.3%	4.8%	6.8%
	<u>Very Low</u>	<u>Very Low</u>	National Average
Native Hawaiian or Pacific Islander	0.0%	10.6%	10.5%
	<u>Very Low</u>	<u>Near Average</u>	National Average

Arlington Median Income by Race

Median income by race is displayed below. White people make \$64,845 on average; this is the highest paid group. On the other end, Hispanic residents make the least, averaging \$26,089.

Race	County	State	USA
White	\$64,845	\$35,878	\$31,133
	<u>Very High</u>	<u>Very High</u>	National Average
Asian	\$51,478	\$39,680	\$34,418
	<u>High</u>	<u>Very High</u>	National Average
Native Hawaiian or Pacific Islander	\$45,000	\$33,675	\$26,563
	<u>Near Average</u>	<u>Very High</u>	National Average
Two or more races	\$41,111	\$27,729	\$22,664
	<u>High</u>	<u>Very High</u>	National Average
Black or African American	\$36,288	\$26,747	\$25,062
	<u>High</u>	<u>High</u>	National Average
American Indian and Alaska Native	\$31,319	\$24,570	\$21,510
	<u>Near Average</u>	<u>Very High</u>	National Average
Hispanic	\$26,089	\$25,302	\$21,505
	<u>Near Average</u>	<u>Very High</u>	National Average