

INEQUITIES IN THE NUMBER OF DAYS ASSIGNED TO AN EXCLUSIONARY  
DISCIPLINE CONSEQUENCE AS A FUNCTION OF ETHNICITY/RACE AND  
ECONOMIC STATUS OF TEXAS HIGH SCHOOL STUDENTS: A MULTIYEAR,  
STATEWIDE INVESTIGATION

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A Dissertation

Presented to

The Faculty of the Department of Educational Leadership

Sam Houston State University

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In Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

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by

Bart J. Miller

May, 2021

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## **DEDICATION**

This dissertation is dedicated first and foremost to Almighty God. His guidance, strength, patience, and wisdom are beyond measure. He has guided me through this journey. He is truly awesome. I would also like to dedicate this dissertation to my mom and dad. They instilled in me to be the best I can be. They taught me to leave everything and anything better than when I found it. I thank them for imparting in myself and my siblings that fire to strive to be better than average in all we do. I would also like thank Meg, Betzy, J.J., and D'Arcy. I could not ask for better sisters or a brother. They believed in me from the start. That means a lot. I thank them for their words of encouragement during our conference calls and Zoom meetings! I will make up for the missed visits once this awesome task has reached its successful culmination. To my beautiful daughters Grace and Abigail, I dedicate this to them for giving me the time and space to go after this dream. I appreciated their words of encouragement as well. I love them both dearly. I hope they use this as an example that Millers can accomplish any task, they set their minds to! To my friend Lee, I would like to thank him for the spiritual guidance and faith he has in me. His impact on my life these past few years are immeasurable. To my friend Robin, I would like to thank for being a sounding board for my fears and frustrations during our Saturday walks. She was a great cheer leader and always had confidence in my abilities. Finally, I would like to dedicate this to the staff of Porter High School. They have all given me the encouragement, support, and time, needed to complete this journey. I could not ask to work at a better school or with a better staff.

## ABSTRACT

Miller, Bart J., *Inequities in the number of days assigned to an exclusionary consequence as a function of ethnicity/race and economic status of Texas high school students: A multiyear statewide investigation*. Doctor of Education (Educational Leadership), May 2021, Sam Houston State University, Huntsville, Texas.

### **Purpose**

The purpose of this journal-ready dissertation was to determine the degree to which the number of days that Texas Grade 9, 10, and 11 students assigned an exclusionary discipline consequence differed by their ethnicity/race (i.e. Black, Hispanic, and White), and economic status (i.e. Poor, Not Poor). In the first study, the extent to which differences existed in the number of days assigned to an exclusionary discipline consequence (i.e. in-school suspension, out-of-school suspension) based on the ethnicity/race of Grade 9, 10, and 11 boys was investigated. In the second study, the extent to which differences existed in the number of days assigned to an exclusionary discipline consequence based on the ethnicity/race of Grade 9, 10, and 11 girls was investigated. In the third study, the extent in which differences existed in the number of days Texas Grade 9, 10, and 11 boys were assigned an exclusionary discipline consequence based on their economic status was investigated.

### **Method**

In this analysis, a causal-comparative research design was used. Archival data were obtained from the Texas Education Agency through a Public Information Request for the 2015-2016, 2016-2017, and 2017-2018 school years.

## **Findings**

In all three grade levels and for all three school years, clear disparities were documented in the assignment of days to exclusionary discipline consequences. Black boys were assigned to the highest number of days in both in-school suspension and to out-of-school suspension, followed by Hispanic boys, and then by White boys. Similar results were documented for girls. In all three grade levels and for all three school years, Black girls were assigned to the highest number of days to both in-school suspension and to out-of-school suspension, followed by Hispanic girls and then by White girls. Concerning poverty, for all three grade levels and for all three school years, Black, Hispanic, and White students who were Poor were assigned statistically significantly more days to in-school suspension and to out-of-school suspension than their peers who were Not Poor. Results were congruent with the extant literature regarding the presence of statistically significant relationships between student demographic characteristics and exclusionary discipline assignments.

*Keywords:* Disproportionality, In-school suspension, Out-of-school suspension, Ethnicity/Race, Black, Hispanic, White, Economic status, Poor, Not poor, Boys, Girls, Grades 9, 10, and 11

## ACKNOWLEDGEMENTS

The thought of pursuing my doctorate degree began to grow louder over the years. Once the time and finances were available, I chose to finally pursue this dream. With the support of family and friends, I stepped forward with some trepidation. After each successful completion of an obstacle or a semester, the realization that I would earn my EdD became a reality. This was by no means a journey by one individual. I had an entire team behind me.

I would first like to thank Dr. Polnick, Dr. Moore, and Dr. Harris. They saw something in me during the application process. They asked tough questions and told me to keep it real. I did, and they gave me the opportunity of a lifetime.

Dr. Combs did an excellent job easing our fears that first class. She told us she knew we already quit five times in our minds. We all laughed knowingly. Dr. Combs told us that successful completion is not for the smartest people in the room, it would be for those who have the most perseverance. That statement stuck with me throughout this journey. Perseverance I have in spades! Dr. Combs set the tone for the next couple of years.

I would also like to thank Dr. Martinez-Garcia, Dr. Hines, Dr. Lunenburg, Dr. Holzweiss, Dr. Fuller, Dr. Bustamante, Dr. Edmonson, Dr. Borg, and Dr. Knox. Whether pursuing my doctorate or superintendent certification, they all provided the expertise, patience, availability, and encouragement to get us through some pretty rough patches. They helped make this dream a reality.

I would like to thank cohort 40, or C-40! We clicked from the very beginning! We suffered, laughed, ate, drank, and texted together! We texted so much we even

scared a few people off! So, a tip of the hat to Ann Le, Chastity Harper-Simon, Alexis Taylor, Tim Harkrider, Alan Moye, Gaylon Davenport, Chad Smith, Heather Hamilton, Shukella Price, Letty Roman, Martha Werner, and Dion Rivera! I wish them all the success in the world!

For Kenny Fraga I would like to give a special thanks. I was looking for that guinea pig to go through this process with. When he came into my office and told me he was going for it, I knew this was real. He even began to get his paperwork ready before me! He was instrumental in getting the ball rolling!

I would also like to thank Dr. Martinez-Garcia, Dr. Hemmen, and Dr. Lunenburg for being my committee members. Their insight, time, patience, and expertise are greatly appreciated. Dr. Moore was extremely instrumental in guiding me through the proposal process and leading me to my new dissertation chair. I hope he has a long and wonderful retirement.

I would like to mention and thank Jeremy Harris and Cesar Condarco. As building principals, they gave me the time and resources I needed to accomplish my goal. I would also like to thank the New Caney ISD district leadership. They too were there to help me along the way. Although they lead busy lives, they took time out to help me grow.

Last, and definitely not least, I would like to thank Dr. Slate! He did a phenomenal job pushing me. I am by nature slothful and love to procrastinate. Dr. Slate made absolute sure that was not possible. I read that Dr. Harkrider called him a machine. That may be an understatement! I appreciated the constant edits, suggestions, insights,

expertise, rapid draft turnaround, and sense of humor. Absolutely none of this would have been possible without his help!



## TABLE OF CONTENTS

	Page
DEDICATION .....	iii
ABSTRACT .....	iv
ACKNOWLEDGEMENTS .....	vi
TABLE OF CONTENTS .....	ix
LIST OF TABLES .....	xii
CHAPTER I: INTRODUCTION .....	1
Statement of the Problem .....	23
Purpose of the Study .....	25
Significance of the Study .....	25
Definition of Terms .....	27
Literature Review Search Procedures .....	31
Delimitations .....	31
Limitations .....	32
Assumptions .....	32
Procedures .....	33
Organization of the Study .....	33
CHAPTER II: INEQUITIES IN THE NUMBER OF DAYS ASSIGNED TO AN EXCLUSIONARY DISCIPLINE CONSEQUENCE AS A FUNCTION OF THE ETHNICITY/RACE OF TEXAS HIGH SCHOOL BOYS: A MULTIYEAR STATEWIDE ANALYSIS .....	35

Method .....	46
Results .....	48
Discussion .....	57
References .....	64
CHAPTER III: INEQUITIES IN THE NUMBER OF DAYS ASSIGNED TO AN EXCLUSIONARY DISCIPLINE CONSEQUENCE AS A FUNCTION OF THE ETHNICITY/RACE OF TEXAS HIGH SCHOOL GIRLS: A STATEWIDE, MULTIYEAR INVESTIGATION .....	80
Method .....	91
Results .....	93
Discussion .....	102
References .....	108
CHAPTER IV: INEQUITIES IN THE NUMBER OF DAYS ASSIGNED TO AN EXCLUSIONARY DISCIPLINE CONSEQUENCE AS A FUNCTION OF THE ECONOMIC STATUS OF TEXAS HIGH SCHOOL BOYS: A STATEWIDE, MULTIYEAR STUDY .....	118
Method .....	131
Results .....	132
Discussion .....	152
References .....	165
CHAPTER V: DISCUSSION .....	190
Conclusion .....	214
REFERENCES .....	216

APPENDIX.....	227
VITA.....	228

## LIST OF TABLES

Table	Page
2.1 Descriptive Statistics for In-School Suspension Days Assigned to Grade 9 Black, Hispanic, and White Boys for 2015-2016 through 2017-2018 .....	49
2.2 Descriptive Statistics for In-School Suspension Days Assigned to Grade 10 Black, Hispanic, and White Boys for 2015-2016 through 2017-2018 .....	50
2.3 Descriptive Statistics for In-School Suspension Days Assigned to Grade 11 Black, Hispanic, and White Boys for 2015-2016 through 2017-2018 .....	52
2.4 Descriptive Statistics for Out-of-School Suspension Days Assigned to Grade 9 Black, Hispanic, and White Boys for 2015-2016 through 2017-2018 .....	53
2.5 Descriptive Statistics for Out-of-School Suspension Days Assigned to Grade 10 Black, Hispanic, and White Boys for 2015-2016 through 2017-2018 .....	55
2.6 Descriptive Statistics for Out-of-School Suspension Days Assigned to Grade 11 Black, Hispanic, and White Boys for 2015-2016 through 2017-2018 .....	56
3.1 Descriptive Statistics for In-School Suspension Days Assigned to Grade 9 Black, Hispanic, and White Girls for 2015-2016 through 2017-2018.....	94
3.2 Descriptive Statistics for In-School Suspension Days Assigned to Grade 10 Black, Hispanic, and White Girls for 2015-2016 through 2017-2018.....	95
3.3 Descriptive Statistics for In-School Suspension Days Assigned to Grade 11 Black, Hispanic, and White Girls for 2015-2016 through 2017-2018.....	97
3.4 Descriptive Statistics for Out-of-School Suspension Days Assigned to Grade 9 Black, Hispanic, and White Girls for 2015-2016 through 2017-2018.....	98
3.5 Descriptive Statistics for Out-of-School Suspension Days Assigned to Grade 10 Black, Hispanic, and White Girls for 2015-2016 through 2017-2018.....	100

3.6	Descriptive Statistics for Out-of-School Suspension Days Assigned to Grade 11 Black, Hispanic, and White Girls for 2015-2016 through 2017-2018.....	101
4.1	Descriptive Statistics for In-School Suspension Days Assigned to Grade 9 Black, Hispanic, and White Boys for 2015-2016 .....	133
4.2	Descriptive Statistics for In-School Suspension Days Assigned to Grade 9 Black, Hispanic, and White Boys for 2016-2017 .....	134
4.3	Descriptive Statistics for In-School Suspension Days Assigned to Grade 9 Black, Hispanic, and White Boys for 2017-2018 .....	134
4.4	Descriptive Statistics for In-School Suspension Days Assigned to Grade 10 Black, Hispanic, and White Boys for 2015-2016 .....	135
4.5	Descriptive Statistics for In-School Suspension Days Assigned to Grade 10 Black, Hispanic, and White Boys for 2016-2017 .....	135
4.6	Descriptive Statistics for In-School Suspension Days Assigned to Grade 10 Black, Hispanic, and White Boys for 2017-2018 .....	135
4.7	Descriptive Statistics for In-School Suspension Days Assigned to Grade 11 Black, Hispanic, and White Boys for 2015-2016 .....	136
4.8	Descriptive Statistics for In-School Suspension Days Assigned to Grade 11 Black, Hispanic, and White Boys for 2016-2017 .....	136
4.9	Descriptive Statistics for In-School Suspension Days Assigned to Grade 11 Black, Hispanic, and White Boys for 2017-2018 .....	137
4.10	Descriptive Statistics for Out-of-School Suspension Days Assigned to Grade 9 Black, Hispanic, and White Boys for 2015-2016 .....	143

4.11	Descriptive Statistics for Out-of-School Suspension Days Assigned to Grade 9 Black, Hispanic, and White Boys for 2016-2017 .....	143
4.12	Descriptive Statistics for Out-of-School Suspension Days Assigned to Grade 9 Black, Hispanic, and White Boys for 2017-2018 .....	143
4.13	Descriptive Statistics for Out-of-School Suspension Days Assigned to Grade 10 Black, Hispanic, and White Boys for 2015-2016 .....	144
4.14	Descriptive Statistics for Out-of-School Suspension Days Assigned to Grade 10 Black, Hispanic, and White Boys for 2016-2017 .....	144
4.15	Descriptive Statistics for Out-of-School Suspension Days Assigned to Grade 10 Black, Hispanic, and White Boys for 2017-2018 .....	145
4.16	Descriptive Statistics for Out-of-School Suspension Days Assigned to Grade 11 Black, Hispanic, and White Boys for 2015-2016 .....	145
4.17	Descriptive Statistics for Out-of-School Suspension Days Assigned to Grade 11 Black, Hispanic, and White Boys for 2016-2017 .....	146
4.18	Descriptive Statistics for Out-of-School Suspension Days Assigned to Grade 11 Black, Hispanic, and White Boys for 2017-2018 .....	146
5.1	Summary of In-School Suspension Days Assigned to Grade 9 Boys for 2015-2016 through 2017-2018 .....	191
5.2	Summary of In-School Suspension Days Assigned to Grade 10 Boys for 2015-2016 through 2017-2018 .....	192

5.3	Summary of In-School Suspension Days Assigned to Grade 11 Boys for 2015-2016 through 2017-2018 .....	193
5.4	Summary of Out-of-School Suspension Days Assigned to Grade 9 Boys for 2015-2016 through 2017-2018 .....	194
5.5	Summary of Out-of-School Suspension Days Assigned to Grade 10 Boys for 2015-2016 through 2017-2018 .....	195
5.6	Summary of Out-of-School Suspension Days Assigned to Grade 11 Boys for 2015-2016 through 2017-2018 .....	196
5.7	Summary of In-School Suspension Days Assigned to Grade 9 Girls for 2015-2016 through 2017-2018 .....	197
5.8	Summary of In-School Suspension Days Assigned to Grade 10 Girls for 2015-2016 through 2017-2018 .....	198
5.9	Summary of In-School Suspension Days Assigned to Grade 11 Girls for 2015-2016 through 2017-2018 .....	199
5.10	Summary of Out-of-School Suspension Days Assigned to Grade 9 Girls for 2015-2016 through 2017-2018 .....	200
5.11	Summary of Out-of-School Suspension Days Assigned to Grade 10 Girls for 2015-2016 through 2017-2018 .....	201
5.12	Summary of Out-of-School Suspension Days Assigned to Grade 11 Girls for 2015-2016 through 2017-2018 .....	202
5.13	Summary of In-School Suspension Days Assigned to Grade 9, 10, and 11 Black Boys for 2015-2016 through 2017-2018 .....	203

5.14	Summary of In-School Suspension Days Assigned to Grade 9, 10, and 11 Hispanic Boys for 2015-2016 through 2017-2018 .....	204
5.15	Summary of In-School Suspension Days Assigned to Grade 9, 10, and 11 White Boys for 2015-2016 through 2017-2018.....	205
5.16	Summary of Out-of-School Suspension Days Assigned to Grade 9, 10, and 11 Black Boys for 2015-2016 through 2017-2018 .....	206
5.17	Summary of Out-of-School Suspension Days Assigned to Grade 9, 10, and 11 Hispanic Boys for 2015-2016 through 2017-2018 .....	207
5.18	Summary of Out-of-School Suspension Days Assigned to Grade 9, 10, and 11 White Boys for 2015-2016, through 2017-2018.....	208



## **CHAPTER I**

### **INTRODUCTION**

Educators have the task of ensuring students receive the learning, skills, and training needed to be successful in life. These same educators are also responsible for ensuring students receive their education in a safe and secure environment. In Texas, as in other states, educators have a set of disciplinary tools at their disposal to maintain a safe and secure learning environment for students. Descriptions of disciplinary consequences in Texas are present in the Texas Education Code Chapter 37 (Texas Education Agency, 2019c). Disciplinary assignments can range from an after-school detention to a Juvenile Justice Alternative Education Program placement. The more severe the discipline infraction is results in a stronger exclusionary discipline assignment. Exclusionary discipline assignments remove children from the classroom or school where they receive their education (Skiba, Arredondo, & Williams, 2014).

Problems with discipline is one of the major factors that has been determined to lead to students dropping out of school and earning less throughout their lifetime (Jordan & Anil, 2009; Neild, Balfanz, & Herzog, 2007; Smith et al., 2020; Viadero, 2006). Students of color and students from economically disadvantaged backgrounds are disproportionately represented with respect to exclusionary discipline consequences (Losen et al., 2015; Ryan & Goodram, 2013; Skiba, Michael, Nardo, & Peterson, 2002; Sullivan, Klingbeil, & Van Norman, 2013). These exclusionary discipline consequences exacerbate achievement and opportunity gaps resulting in increased failure rates, dropouts, and future problems with the legal system for students of color (Gregory, Skiba, & Noguera, 2010; Martin, Sharp-Grier, & Smith, 2016; Skiba et al., 2011).

In Texas, disproportionalities in assignments to exclusionary discipline consequences, as well as inequities in the number of days assigned to exclusionary discipline consequences as a function of ethnicity/race and economic status, has been investigated (e.g., Harkrider & Slate, 2020; White, 2019; White & Slate, 2017). In these empirical analyses, the focus was placed on middle school students. As such, empirical research is warranted to ascertain the extent to which the disproportionalities in exclusionary discipline consequences and inequities in the number of days assigned to exclusionary discipline consequences documented to be present at the middle school level are present at the secondary level. This research topic is important because increased exclusionary discipline consequences of days assigned in each discipline consequence results in diminished academic progress, delayed social development, and increased problems with law enforcement (Battal, Pearrow, & Kaye, 2020; Fasching-Varner et al., 2014; Jordan & Anil, 2009; Skiba et al., 2011). The negative effect of exclusionary discipline on student educational and social growth is of vital importance to anyone whose lives interact with students.

### **Review of the Literature for Discipline Consequence Inequities by Ethnicity/Race for Boys**

Disproportionality in the assignment of exclusionary discipline consequences is a problem at both the national and state level. According to the Office of Civil Rights (2016), over 50 million students were enrolled in public schools in the United States in the 2015-2016 school year. Of the over 50 million students enrolled in public schools in the United States for the 2015-2016 school year, approximately 2.7 million students had been assigned to an in-school suspension. In-school suspensions are the most common

form of exclusionary discipline consequence used in public schools. The second most common exclusionary consequence used is out-of-school suspensions followed by expulsions (Office of Civil Rights, 2016). With respect to ethnicity/race of these students, Black students represented over 15% of the total student population, Hispanic students made up over 25% of the student population, and White students represented more than 48% of the student population. For students who were assigned to an in-school suspension in 2015-2016, Black students were assigned to 33% of the in-school suspensions, Hispanic students were assigned to 23% of all in-school suspensions, and White students were assigned 39% of all in-school suspensions. As such, Black students were assigned to an in-school suspension at twice their percentage in the student population whereas Hispanic and White students were assigned at a rate lower than their percentage of the student population.

For the state of interest for this article, Texas, over 5 million students were enrolled in public schools in the 2015-2016 school year. In Texas, Black students made up 13% of the student population, Hispanic students represented 52% of the student population, and White students made up 29% of the student population. Of the over 5 million students, 500,529 were assigned to an in-school suspension. For in-school suspensions in 2015-2016, Black students were assigned to 24% of all in-school suspensions, Hispanic students were assigned to 50% of all in-school suspensions, and White students were assigned 23% of all in-school suspensions (Office of Civil Rights, 2016). As such, Black students were assigned to an in-school suspension about twice their percentage in the student population, Hispanic students were assigned in-school

suspension at an equal rate to their percentage of the student population, and White students were assigned at a rate lower than their percentage of the student population.

In the United States for the 2015-2016 school year, over two and a half million students were assigned to an out-of-school suspension. Out-of-school suspension assignments rank second behind in-school suspensions as an exclusionary discipline consequence (Office of Civil Rights, 2016). Black students were assigned to about 41% of the out-of-school suspensions. Hispanic students were assigned to 21% of the out-of-school suspensions and White students were assigned to 32% of the out-of-school suspensions. By total student population, Black students were assigned out-of-school suspensions more than twice the percentage of their population, Hispanic students were assigned out-of-school suspensions slightly less than equal to their percentage of the total student population, and White students were assigned out-of-school suspensions at a rate less than their total student population.

For the State of Texas in the 2015-2016 school year, 251,825 students were assigned one or more out-of-school suspensions. Of that total, Black students represented 33% of all students assigned one or more out-of-school suspensions, Hispanic students represented 50% of that total, and White students represented slightly less than 15% of that total (Office of Civil Rights, 2016). By total student population, Black students were assigned to an out-of-school suspension more than twice their percentage of their student population, Hispanic students were assigned to an out-of-school suspension at a rate almost equal to their percentage of the student population, and White students were assigned to an out-of-school suspension at a rate half of their total percentage of their student population.

In Texas, a uniform system to identify and assign discipline consequences is in place. This system is located in Chapter 37 of the Texas Education Code (TEC). Chapter 37 of the Texas Education Code (TEC) provides the rules and regulations governing student discipline policies and procedures for public schools in the state of Texas. The Texas 86th State Legislature in August 2019 was the last to update Chapter 37 of the TEC. Four forms of exclusionary discipline techniques, which can be used by campus and district leaders, are present in Chapter 37 TEC. Starting from the lowest level of exclusion to the highest level, these discipline consequences are (a) in-school suspension, (b) out-of-school suspension, (c) assignment to a Discipline Alternative Education Program, or (d) placement in a Juvenile Justice Alternative Education Program. By utilizing the policies and guidelines present in Chapter 37 TEC, district leaders are able to establish and maintain a safe and secure environment for students to learn. School districts in Texas must uniformly abide by the discipline code provided in Chapter 37 TEC. Because all school districts must uniformly abide by Chapter 37 of the TEC, the evidence of ethnic/racial inequalities in the assignment of exclusionary discipline consequences is worth noting.

Several researchers (e.g., Henkel, Slate, & Martinez-Garcia, 2016; Hilberth & Slate, 2014; Jones, Slate, & Martinez-Garcia, 2014; Khan & Slate, 2016; Lopez & Slate, 2020; Miller & Slate, 2019; White & Slate, 2018) have conducted studies regarding disproportionalities in exclusionary disciplinary consequence assignments by student ethnicity/race in the State of Texas. Findings from their studies of ethnic/racial disparities in the assignment of exclusionary discipline consequences were congruent with the studies at the national level. Of note, however, is that only two published

articles by White and Slate (2018) and by Miller and Slate (2019) were identified in which disparities in the number of days assigned to an exclusionary discipline consequence were addressed at the high school level.

White and Slate (2018) analyzed the extent to which the number of days assigned to an out-of-school suspension was associated with the ethnicity/race of Grade 9 and 10 Texas high school students for the 2013-2014 school year. They established that Grade 9 and 10 White boys were statistically significantly underrepresented in the number of days assigned to an out-of-school suspension, Grade 9 Hispanic boys were aptly represented, and Grade 10 Hispanic boys were underrepresented. Important in their investigation was that Grade 9 and 10 Black boys were exceedingly overrepresented in the number of days assigned to an out-of-school suspension. Grade 9 Hispanic boys were assigned to an out-of-school suspension over two times as often as Grade 9 White boys, and Grade 9 Black boys were assigned to an out-of-school suspension over three times as often as Grade 9 White boys. Grade 10 Black boys were assigned to an out-of-school suspension over three times as often as Grade 10 White boys and over one and a half times more to an out-of-school suspension than Grade 10 Hispanic boys.

Examining statewide data for the 2015-2016 school year, Miller and Slate (2019) conducted a research study on inequalities of out-of-school suspensions as a function of ethnicity/race for Grade 9, 10, and 11, White, Hispanic, and Black boys in Texas. Miller and Slate (2019) documented that across all three grade levels, Hispanic boys not only were assigned more often to an out-of-school suspension than White boys, but also were assigned about a tenth of a day more per assignment to an out-of-school suspension. This same pattern existed with the comparison between White boys and Black boys. One key

difference in this comparison was that Black boys were assigned up to two tenths of a day more per assignment to an out-of-school suspension than White boys.

Analyzing both in-school suspension and out-of-school assignment data, Hilberth and Slate (2014) conducted a Texas statewide study on Grade 6, 7, and 8 Black students and White students in the 2008-2009 school year. For Grade 6, although Black students were only slightly more than 14% of the student enrollment, 32% of them were assigned to an in-school suspension. Though Grade 6 White students were almost 35% of the student enrollment, they were assigned only about 14% of the in-school suspensions. While Grade 7 Black students represented 14% of the student population, almost 36% of Black students were assigned an in-school suspension. Grade 7 White students represented slightly more than 35% of the student population, but only represented a little more than 16% of in-school suspensions. These results were similar for Grade 8 Black and White students. Black students made up over 14% of the Grade 8 student population, yet over 36% were assigned to an in-school suspension. Grade 8 White students made up over 35% of the student population but approximately 18% were assigned to an in-school suspension. Over 19% of Grade 6 Black students were assigned to an out-of-school suspension compared to less than 4% for Grade 6 White students. Almost 23% of Grade 7 Black students were assigned to an out-of-school suspension compared to less than 5% for Grade 7 White students. Finally, over 23% of Grade 8 Black students were assigned to an out-of-school suspension compared to over 5% for Grade 8 White students.

The disparity in assignments of exclusionary discipline consequences is alarming in that researchers (e.g., Balfanz, Byrnes, & Fox, 2014; Gregory et al., 2016; Hilberth & Slate, 2014; Hwang, 2018) have established that students who are removed from the

learning environment are at greater risk of falling behind academically, having their social development hindered, and having increased chances of dropping out altogether. Just for a single out-of-school suspension, Balfanz, Byrnes, and Fox (2015) determined that the likelihood of dropping out of school doubled, whereas the chance of graduating diminished by 20%.

To determine whether assignments to exclusionary discipline consequences was related to academic performance, Hilbreth (2010) conducted a Texas statewide investigation. She specifically analyzed the relationship of exclusionary discipline consequences assigned to Black and White middle school students with their reading and mathematics achievement. In her investigation, Grade 6, 7, and 8 Black students and White students who were assigned to an exclusionary discipline consequence had statistically significantly lower reading and mathematics performance on the Texas state-mandated assessments than their peers who were not assigned to an exclusionary discipline consequence. Black and White middle school students who had 10 or more exclusionary discipline assignments had even lower reading and mathematics performance than their peers who were assigned between 1 and 10 exclusionary discipline assignments.

### **Review of the Literature for Discipline Consequence Inequities by Ethnicity/Race for Girls**

Inequities by ethnicity/race in exclusionary discipline does not just affect boys. Disproportionalities in exclusionary discipline are evident at the national level (Office of Civil Rights, 2016) and state levels (Annamma et al., 2016; Barnes, Slate, Moore, & Martinez-Garcia, 2017; Blake, Keith, Luo, Le, & Salter, 2017; Morris & Perry, 2017;



Slate, Gray, & Jones, 2016) for girls as well as boys. Patterns of inequities in exclusionary discipline as it pertains to girls mirror that of boys and is cause for concern.

According to the Office of Civil Rights (2016), 24,518,548 girls were enrolled in public education in the United States for the 2015-2016 school year. Of that total, 846,502 were assigned one or more days of in-school suspension. For the same year, 2,581,194 girls were enrolled in the State of Texas public schools. Of that total, 197,597 were assigned one or more days of in-school suspension. The most common form of exclusionary discipline consequence for public schools is in-school suspension followed by out-of-school suspensions (Office of Civil Rights, 2016). With respect to the ethnicity/race of girls in the United States who were assigned to an in-school suspension for the 2015-2016 school year, Black girls totaled almost 38% of all girls assigned to an in-school suspension yet they were less than 8% of the total student enrollment population. Hispanic girls represented over 23% of all girls assigned to an in-school suspension and were slightly less than 13% of the total enrollment of students in the United States. White girls were over 33% of all girls assigned an in-school suspension for the 2015-2016 school year and represented over 23% of the total enrollment of all students in the United States.

For the State of Texas, Black girls constituted almost 26% of all girls assigned to an in-school suspension even though they were 6% of students enrolled in Texas public schools in 2015-2016. Hispanic girls who were assigned an in-school suspension represented over 52% of all girls assigned to an in-school suspension in Texas and totaled over 25% of all students enrolled in Texas public schools. White girls were assigned over 18% of all in-school suspensions in Texas and represented less than 14% of all

students enrolled in Texas public schools in 2015-2016 (Office of Civil Rights, 2016). Similar patterns emerge when analyzing the second most commonly used exclusionary discipline consequence of out-of-school suspension. By examining the disparity of assignments to out-of-school suspensions by ethnicity/race of girls in the United States in the 2015-2016 school year, 41% of girls assigned to one or more out-of-school suspension were Black, less than 21% of girls assigned to one or more out-of-school suspensions were Hispanic, and less than 32% of girls who were assigned an out-of-school suspension were White. For the State of Texas, almost 33% of all girls assigned to an out-of-school suspension were Black, over 49% of girls were Hispanic, and less than 19% were White (Office of Civil Rights, 2016). These disproportionalities of exclusionary discipline have also been analyzed nationally in other studies and also in other states.

Using Critical Race Theory and Critical Race Feminism as a guiding theoretical framework, Annamma et al. (2016) analyzed the overrepresentation in exclusionary discipline assignments of Black girls in the Denver Public Schools. The sample in the Annamma et al. (2019) study included over 3,000 Grades K to 12 girls who were assigned a discipline referral in the 2011-2012 school year. Of those girls assigned to a discipline consequence, the makeup of the three largest ethnic/racial groups was 29% Black girls, 57% Hispanic girls, and 9% White girls. The composition of the three largest ethnicity/racial groups of girls in the Denver Public Schools district was 15% Black girls, 58% Hispanic girls, and 20% White girls. Black girls were assigned to an out-of-school suspension 52% of the time they were sent to the office. This rate was higher than the rate for Hispanic boys and White boys. Hispanic girls were assigned to an out-of-school

suspension 41% of the time they were referred to the office whereas White girls were assigned to an out-of-school suspension 31% of the time.

For law enforcement referrals, Black girls and White girls were equally represented at 5% each, however, when the result of the law enforcement referral resulted in expulsions, almost 1% of Black girls were assigned this disciplinary assignment compared to no White girls. When Black girls were sent to the office for the same discipline referrals as Hispanic and White girls, Black girls were punished more severely. Most of the reasons for exclusionary discipline for Black girls were for subjective reasons such as defiance of authority or disrespect whereas for White girls, the reasons were concrete ones such as drug or alcohol possession (Annamma et al., 2016). This overrepresentation of Black girls has also been documented in other states as well.

Examining data from a large urban school district in Kentucky, Morris and Perry (2017) analyzed a sample of 30,202 Grade 6 to Grade 12 students. Morris and Perry (2017) analyzed discipline data over a 4-year period starting in August 2007 to June 2011. Of this total, 49% were girls. The ethnic/racial make-up of this sample was 64% White, 24% Black, and 8% Hispanic. Black boys were over two times more likely to receive discipline referrals for minor to moderate discipline infractions such as disrespect, misuse of cell phones, and being tardy. Black girls were over three times more likely than White girls to receive a discipline referral for the same infractions. Black girls were actually assigned more referrals for minor to moderate infractions than were either White boys or Hispanic boys. Overall, for minor to severe discipline infractions, Black girls had the same probability of being assigned to a discipline referral as were White boys. Similar to the study conducted by Annamma et al. (2016), Morris and Perry (2017)

established that Black girls were overrepresented for minor discipline infractions, and more equally represented for severe infractions such as fighting, bullying, truancy, or possession of a weapon.

In Texas, the state of interest for this article, research studies have been conducted on inequities in exclusionary discipline consequences based on gender and ethnicity/race. For the 2013-2014, 2014-2015, and 2015-2016 school years, Barnes et al. (2017) analyzed in-school suspensions and out-of-school suspensions to determine whether inequalities in discipline consequences were present as a function of student ethnicity/race and gender for Grades 6, 7, and 8 students. For Grade 6, 7, and 8 girls and for the 2013-2014, 2014-2015, and 2015-2016 school years, the same patterns emerged. Black girls were assigned to an in-school suspension and to an out-of-school suspension at statistically significantly higher rates than both White and Hispanic girls. Moreover, Hispanic girls were assigned to an in-school suspension and to an out-of-school suspension at statistically significant higher rates than White girls.

In another Texas statewide study, White and Slate (2018) examined the degree to which the number of days assigned to an out-of-school suspension was connected with the ethnicity/race of Grade 9 and 10 Texas high school students for the 2013-2014 school year. White and Slate (2018) documented that Grade 9 and 10 Black girls were especially overrepresented in being assigned to an out-of-school suspension whereas Grade 9 and 10 White girls were underrepresented in assignment to an out-of-school suspension, and Grade 9 Hispanic girls were slightly underrepresented as were Grade 10 Hispanic girls. Important to note in their investigation was that Grade 9 Black girls were assigned to an out-of-school suspension over six times as often as Grade 9 White girls,

and Grade 9 Hispanic girls were assigned to an out-of-school suspension over three times as often as Grade 9 White girls. Grade 10 Black girls were assigned to an out-of-school suspension over 10 times as often as Grade 10 White girls and over two and half times more often than Grade 10 Hispanic girls.

In another Texas statewide study, White (2019) analyzed whether inequities were also present in the number of days assigned to an in-school suspension and to an out-of-school suspension for middle school girls for the 2012-2013 school year through the 2015-2016 school year. For the four school years, Grade 6 Black girls were assigned on average 0.93 days more to an in-school suspension assignment than were Grade 6 White girls. Grade 6 Hispanic girls were assigned an average of 0.39 days more for an in-school suspension than did Grade 6 White girls. Grade 7 Black girls were assigned on average 0.89 days more to an in-school suspension than were Grade 7 White girls from 2012-2016. Grade 7 Hispanic girls were assigned on average 0.36 days more in an in-school suspension than were Grade 7 White girls. Grade 8 Black girls were assigned an average 0.62 days more to an in-school suspension assignment than were Grade 8 White girls. Grade 8 Hispanic girls were assigned 0.15 days more to an in-school suspension than were Grade 8 White girls for the four years examined in the study.

For assignments to out-of-school suspensions during the four years of the study, Grade 6 Black girls were assigned 0.75 days more to an out-of-school suspension than were Grade 6 White girls. Hispanic girls in the same grade were assigned 0.23 days more to an out-of-school suspension than were Grade 6 White girls (White, 2019). From 2012-2016, Grade 7 Black girls were assigned over a day more to an out-of-school suspension than were Grade 7 White Girls. Hispanic Grade 7 girls were assigned almost half a day

more to out-of-school suspensions than were Grade 7 White girls during the same four-year period (White, 2019). Grade 8 Black girls were assigned almost a day more for to an out-of-school suspension than were Grade 8 White girls whereas Grade 8 Hispanic girls were assigned almost half a day more for the same disciplinary assignment during the same four-year period of the study.

The reason why numbers of days assigned to exclusionary discipline consequences matters is that such assignments can adversely affect academic and social outcomes. Evidence for this statement comes from another Texas statewide investigation in which Hilberth (2010) addressed the degree to which exclusionary discipline consequences assigned to Grade 6, 7, and 8 Black and White students were connected to their reading and mathematics achievement scores on the Texas state-mandated assessment. Grades 6, 7, and 8 Black and White students who were assigned to an exclusionary discipline consequence had statistically significantly lower reading and mathematics scores on the Texas state-mandated assessments than did their grade level counterparts who were not assigned to an exclusionary discipline consequence. Grade 6, 7, and 8 Black and White students who had 10 or more exclusionary discipline assignments obtained lower reading and mathematics scores than their grade level counterparts who were assigned between 1 and 10 exclusionary discipline assignments.

Over 30% of students who receive either one or more suspensions or expulsions repeat the same grade at least once, and almost 10% of students who receive at least one disciplinary assignment drop out of school (Fabelo et al., 2011). Students who are assigned exclusionary discipline consequences experience achievement and opportunity gaps, an increased likelihood of dropping out of school, grade level retention, and an

increased participation with the criminal justice system (Gregory, Skiba, & Noguera, 2010; Martin, Sharp-Grier, & Smith, 2016; Riddle & Sinclair, 2019; Skiba et al., 2011).

### **Review of the Literature on Discipline Consequence Inequities by Student Economic Status**

Research has been conducted on disproportionalities in the assignment of exclusionary discipline consequences by ethnicity/race for boys (e.g., Henkel, Slate, & Martinez-Garcia, 2016; Hilberth & Slate, 2014; Jones, Slate, & Martinez-Garcia, 2014; Khan & Slate, 2016; Lopez & Slate, 2020; Miller & Slate, 2019; White & Slate, 2018) as well as for girls (e.g., Annamma et al., 2016; Barnes, Slate, Moore, & Martinez-Garcia, 2017; Blake, Keith, Luo, Le, & Salter, 2017; Morris & Perry, 2017; Slate, Gray, & Jones, 2016). Research investigations have also been conducted on discipline consequence inequalities pertaining to economic status (e.g., Cholewa, Hull, Babcock, & Smith, 2018; Eckford, Slate, Martinez-Garcia, & Lunenburg, 2018; Khan & Slate, 2016; Sullivan, Klingbeil, & Van Norman, 2013; White, 2019). The importance of research studies being conducted about exclusionary discipline consequences related to student economic status is crucial as poverty levels increase in public education in the United States (United States Department of Education, 2019).

According to the United States Department of Education (2019), enrollment for Grade 9 through Grade 12 students in public schools increased 12%, a total of approximately 15.1 million students, from 2000 to 2007. This total has remained constant up to the fall of 2016. The number of all children below the age of 18 living in poverty was at 16% in 2000 and increased to 18% in 2016 (United States Department of Education, 2019). The federal government uses poverty thresholds to measure if a family

is living in poverty. These thresholds differ by the number and age of adults and the number of children under age 18 in a family unit and are the same for all 50 states. If a family's annual before-tax income is less than the threshold for their family size and type, all individuals in the family are considered poor (United States Census Bureau, 2019).

In the State of Texas, the number of all students enrolled in public school for the 2018-2019 school year was 5,431,910 students. The number of students enrolled who were economically disadvantaged by the previously discussed criteria was 3,289,468 students (Texas Education Agency, 2019b). The overall enrollment percentage of students who were economically disadvantaged increased by 22.5% between 2008-2009 and 2018-2019, while in the same time frame the overall enrollment percentage of all students in Texas increased 14.4%. The enrollment of students identified as economically disadvantaged increased from 56.6% in the 2008-2009 school year to 60.6% in the 2018-2019 school year. For the 2018-2019 school year 76.3% of Hispanic students were economically disadvantaged, 74% of Black students were economically disadvantaged, and 30.7% of White students were economically disadvantaged (Texas Education Agency, 2019b).

Cholewa et al. (2018) examined data from the National Center for Education Statistics from 11,860 public high school students who participated in the High School Longitudinal Study (HSL:09;2009), of 2012. The purpose of the study was to analyze student predictors for in-school suspensions and examine the relationship between in-school suspensions and academic outcomes. In this study, students who were either Black, male, received free and reduced priced meals, or had an Individualized Education Plan, were assigned to more in-school suspensions than students who were female,



White, Asian/Pacific Islander, did not receive free or reduced meals, nor had an Individualized Education Plan. Cholewa et al. (2018) determined that students who were assigned to an in-school suspension had a predicted probability rating of 5.44% of dropping out of school compared to 1.22% for students who did not receive an in-school suspension. Also documented in this study was that students who had been assigned to an in-school suspension had lower GPAs than students who had not been assigned to an in-school suspension. This discovery on the effects of exclusionary discipline consequences was also evident in a study conducted in Texas.

Examining the effects of exclusionary discipline consequences on state assessments, Hilberth (2010) conducted a statewide analysis on middle school students for the 2008-2009 school year. Hilberth (2010) established that Black, Hispanic, and White students in Grade 6, 7, and 8 who were assigned any form of exclusionary discipline consequence had statistically significantly lower scores on the state reading and mathematics assessment than students who were not assigned an exclusionary discipline consequence. Furthermore, Black, Hispanic, and White students in Grade 6, 7, and 8 who received more than 10 assignments to an exclusionary discipline consequence had statistically significantly lower scores on both the reading and mathematics assessments than their counterparts who were assigned between one to 10 assignments to an exclusionary discipline consequence. In the next study, researchers focused on the State of Texas and the exclusionary discipline assignment of Juvenile Justice Alternative Educational Program placement.

In another Texas statewide investigation, Eckford et al. (2018) analyzed discipline data for Grade 6, 7, and 8 Black, Hispanic, and White, boys for the 2012-2013 through

the 2015-2016 school years. For all four years examined in the study, White boys who were in poverty were two to five times more likely to receive a Juvenile Justice Alternative Program placement than White boys who were not in poverty. Black boys who were in poverty were also assigned to a Juvenile Justice Alternative Program placement two to five times more than Black boys who were not in poverty. Hispanic boys who were in poverty were assigned to a Juvenile Justice Alternative Program placement two to seven times more than Hispanic boys who were not in poverty. Readers should note that for all three ethnic/racial groups in this study poverty was a relevant factor in this exclusionary discipline consequence.

Khan and Slate (2016) also examined the disparity of exclusionary discipline assignments assigned to students who were economically disadvantaged by examining data on Grade 6 public school students in Texas for the 2011-2012 school year. The sample for the study consisted of 341,411 students. Of this total, 46,560 were Black students, 179,639 were Hispanic students, and 115,213 were White students. For in-school suspensions, 30% of Black students were assigned an in-school suspension, over 18% of Hispanic students were assigned and in-school suspension, and 13% of White students were assigned an in-school suspension. Over 33% of Black students who were economically disadvantaged were assigned to an in-school suspension compared to less than 20% for Black students who were not economically disadvantaged (Khan & Slate, 2016). Over 20% of Hispanic students who were economically disadvantaged were assigned to an in-school suspension compared to 12% who were not economically disadvantaged, and over 23% of White students who were economically disadvantaged

were assigned to an in-school suspension compared to less than 9% who were not economically disadvantaged.

When analyzing out-of-school suspensions, over 18% of Black students were assigned an out-of-school suspension, 8% of Hispanic students were assigned an out-of-school suspension, and over 3% of White students were assigned and out-of-school suspension (Khan & Slate, 2016). Over 21% of Black students who were economically disadvantaged were assigned to an out-of-school suspension compared to less than 10% who were not economically disadvantaged. Exactly 9% of Hispanic students who were economically disadvantaged were assigned an out-of-school suspension compared to over 4% who were not economically disadvantaged, whereas over 6% of White students who were economically disadvantaged were assigned an out-of-school suspension compared to less than 2% who were not economically disadvantaged.

In examining Disciplinary Alternative Education Program placements, less than 3% of Black students were assigned a Disciplinary Alternative Education Program placement, less than 2% of Hispanic Grade 6 students were assigned the same consequence, while less than 1% of White students were assigned the same assignment (Khan & Slate, 2016). Precisely 4% of Black students who were economically disadvantaged were assigned a Disciplinary Alternative Program placement compared to less than 2% who were not economically disadvantaged. Over 2% of Hispanic students who were economically disadvantaged were assigned the same punishment compared to less than 1% who were not economically disadvantaged. Over 2% of White students who were economically disadvantaged were assigned a Disciplinary Alternative Education

Program placement compared to less than 0.5% who were not economically disadvantaged (Khan & Slate, 2016).

With respect to student attributes and school characteristics, Sullivan et al. (2013) investigated the relationship between student variables (e.g., ethnicity/race, economic status, and gender) with school level variables (e.g., teacher ethnicity/race, teacher education level, total number of teachers per school). Sullivan et al. (2013) analyzed archival data for the 2009-2010 school year for an urban school district in Wisconsin consisting of 39 schools and 17,837 students. Sullivan et al. (2013) determined that including the economic variable of free and reduced lunch with student ethnicity/race, the odds of Hispanic students not getting suspended increased. For Black students, however, the results were the opposite in that Black student odds of suspension increased considerably. Overall, Black students, students with disabilities, boys, and students from a low economic status were overrepresented for receiving a suspension. The researchers in these previous studies examined data as it pertained to disproportionality in assignments to exclusionary discipline consequences. Research has also been conducted regarding the presence of inequities in the number of days assigned to an exclusionary discipline consequence as well.

To establish the degree to which disparities existed in the number of days Grade 6, 7, and 8 students in Texas were assigned to an in-school suspension and to an out-of-school suspension based on their economic status, White and Slate (2017) conducted a research study on discipline data pertaining to middle school students in Texas for the 2015-2016 school year. Students in Grade 6 who were economically disadvantaged were assigned to an average of 1.05 days more of in-school suspension than Grade 6 students

who were not economically disadvantaged. Grade 7 students who were economically disadvantaged were assigned to an average of 1.09 days more of in-school suspension than Grade 7 students who were not economically disadvantaged. Grade 8 students who were economically disadvantaged were assigned to approximately one day more of in-school suspension than Grade 8 students who were not economically disadvantaged. For out-of-school suspension days the patterns were similar. Grade 6 students who were economically disadvantaged were assigned approximately one-half day more of out-of-school suspension than Grade 6 students who were not economically disadvantaged. Grade 7 students who were economically disadvantaged were assigned over half a day more of out-of-school suspension than Grade 7 students who were not economically disadvantaged. For Grade 8 students, students who were economically disadvantaged were assigned to slightly less than one-half day more than Grade 8 students who were not economically disadvantaged.

For in-school suspension, Grade 6 students who were economically disadvantaged were assigned 75% of all in-school suspensions, Grade 7 students who were economically disadvantaged were assigned 74% of all in-school suspensions, while Grade 8 students who were economically disadvantaged were assigned 71% of all in-school suspensions. For out-of-school suspensions, Grade 6 students who were economically disadvantaged were assigned 81% of all out-of-school suspensions, Grade 7 student who were economically disadvantaged were assigned 79% of all out-of-school suspensions, and Grade 8 students were assigned 76% of all out-of-school suspensions. For all grade levels in the study, students who were economically disadvantaged were

assigned to an inequitable amount of time in both in-school suspension and in out-of-school suspension compared to students who were not economically disadvantaged.

In a more recent study, Harkrider and Slate (2020) investigated disparities in in-school suspensions in Texas for Grades 6, 7, and 8 boys based on their economic status for the 2015-2016 school year. For each grade level in the study, students who were economically disadvantaged were assigned to over a day more of in-school suspension than did their counterparts who was not economically disadvantaged. The number of assignments to in-school suspension for Grade 6, 7 and 8 boys who were economically disadvantaged was over twice as many for Grade 6, 7, and 8 boys who were not economically disadvantaged.

The extent to which inequities exist in the numbers of days assigned to exclusionary discipline consequences by student economic status is an important area to determine. Students who are assigned to several exclusionary discipline consequences are at much greater risk of dropping out of school, have increased chances of incarceration, and have less earning potential (Jordan & Anil, 2009; Neild, Balfanz, & Herzog, 2007; Smith et al., 2020, Viadero, 2006). Students who are economically disadvantaged, Black, and Hispanic, are disproportionately given exclusionary discipline consequences (Ryan & Goodram, 2013; Skiba, Michael, Nardo, & Peterson, 2002; Sullivan, Klingbeil, & Van Norman, 2013). Exclusionary discipline consequences widen achievement and opportunity gaps, resulting in increased dropout rates, increased failure rates, and future difficulties with the legal system for students who are economically disadvantaged (Battal, Pearrow, & Kaye, 2020; Gregory, Skiba, & Noguera, 2010; Skiba et al., 2011). Increased days out of the instructional setting due to assignments to

exclusionary discipline also negatively affect scores on state assessments and increase chances for students to be retained in the same grade level (Fabelo, 2011; Hilberth, 2010).

### **Statement of the Problem**

Disproportionality can be defined as the overrepresentation of certain students or student groups as inheritors of disciplinary consequences (McLoughlin & Noltemeyer, 2010). Disparities in the assignment of exclusionary discipline as a function of ethnicity/race (United States Department of Education, 2016; Office of Civil Rights, 2016; Skiba et al. 2011; Skiba et al. 2014), gender (Skiba et al. 2014), and economic status (e.g., Cholewa, Hull, Babcock, & Smith, 2018; Sullivan et al., 2013) have been clearly documented. In their studies, these researchers identified inequities in the assignments of exclusionary discipline assigned to students of color, primarily Black and Hispanic students, boys, and students who are economically disadvantaged. Disparities in exclusionary discipline consequences affect all students nationwide (Bryan, Day-Vines, Griffin, & Moore-Thomas, 2012), and exacerbates the achievement gaps which exist between students of color and Asian and White students (Boykin & Noguera, 2011).

Studies have been conducted in the State of Texas concerning disproportionalities in the assignment of exclusionary discipline consequences by ethnicity/race (e.g., Hilberth & Slate, 2014; Miller & Slate, 2019; White & Slate, 2018), gender (e.g., Barnes, Slate, Moore, & Martinez-Garcia, 2017; Eckford, Slate, Martinez-Garcia, & Lunenburg, 2018), and economic status (e.g., Harkrider & Slate, 2020; Khan & Slate, 2016; White & Slate, 2017). Students who are removed from the classroom setting as a result of an exclusionary discipline consequence have increased dropout rates and increased chances

for future trouble with law enforcement. Moreover, students who are removed from the classroom setting through exclusionary discipline assignments perform lower academically compared to those students who are not removed from the classroom setting (Fasching-Varner et al., 2014; Skiba et al., 2011).

Students in Texas schools are also subject to disproportionalities in exclusionary discipline consequence assignment (e.g., Eckford, 2017; Lopez, 2017; Miller & Slate, 2019; White & Slate 2017, 2018). Disproportionalities in exclusionary discipline consequence assignment in Texas public schools is present at the elementary level (e.g., Barnes & Slate, 2016; Curtis & Slate, 2015), at the middle school level (e.g., Coleman & Slate, 2016; Eckford & Slate, 2016; Hilberth & Slate, 2014; Lopez & Slate, 2016; White & Slate, 2017), and at the high school level (Miller & Slate, 2019; White & Slate, 2018). The majority of the published studies, both in Texas and at the national level, have involved the presence of disparities in exclusionary discipline consequence assignment by ethnicity/race, gender, and economic status. Only a limited number of published articles (Harkrider & Slate, 2020; Miller & Slate, 2019; White & Slate, 2018) were located regarding disparities in the number of days students were assigned to an exclusionary discipline consequence.

Only three researchers, Miller and Slate (2019) and White and Slate (2018), have addressed this disparity of days assigned in an exclusionary discipline consequence by ethnicity/race at the high school level in Texas. The emphasis of this journal-ready dissertation was on a multiyear statewide analysis on the disproportionality in assignments of in-school and out-of-school suspensions and on the disparity in the



number of days assigned exclusionary discipline at the high school level as a function of ethnicity/race and economic status.

### **Purpose of the Study**

The purpose of this journal-ready dissertation was to determine the degree to which the number of days that Texas Grade 9, 10, and 11 students assigned an exclusionary discipline consequence differ by their ethnicity/race (i.e., Black, Hispanic, and White), and economic status (i.e. Poor, Not Poor). In the first study, the extent to which differences existed in the number of days assigned to an exclusionary discipline consequence (i.e. in-school suspension, out-of-school suspension) based on the ethnicity/race of Grade 9, 10, and 11 boys was investigated. In the second study, the extent to which differences existed in the number of days assigned to an exclusionary discipline consequence based on the ethnicity/race of Grade 9, 10, and 11 girls was investigated. In the third study, the extent in which differences existed in the number of days Texas Grade 9, 10, and 11 boys are assigned an exclusionary discipline consequence based on their economic status was examined.

### **Significance of the Study**

Disproportionalities in exclusionary discipline consequences have been documented at the national level (e.g., Girvan, McIntosh, & Smolkowski, 2017; Noguera, 2003; Noltemeyer, Ward, & McLoughlin, 2015; Skiba et al., 2011; Skiba, Arredondo, & Williams, 2014; Skiba et al., 2014; Smolkowski et al., 2016; Sullivan, Klingbiel, & Van Norman, 2013), and at the state level in Arkansas (Anderson & Ritter, 2017), Mississippi (Burris, 2012), Massachusetts (Gastic, 2017), and Ohio (McLoughlin & Noltemeyer, 2010). Most importantly for this journal-ready dissertation, research studies about

disproportionalities in exclusionary discipline consequence assignment have been conducted in the State of Texas (e.g., Barnes & Slate, 2016; Barnes et al., 2017; Coleman & Slate, 2016; Eckford & Slate, 2016; Hilberth & Slate, 2018; Miller & Slate, 2019, White & Slate, 2018). The significance of this study is not only the disproportionality of assignments to in-school and out of school suspensions as a function of ethnicity/race and economic status, but also the disparity in number of days assigned to in-school and out-of-school suspensions by ethnicity/race and economic status. For this journal-ready dissertation, a research investigation was conducted to determine if disproportionality in discipline assignments and disparity in days assigned for boys Grade 9 through Grade 11 by ethnicity/race exists. Further, data were analyzed to ascertain whether disproportionalities in exclusionary disciplinary consequence assignments and number of days assigned by girls in Grades 9 through Grade 11 as a function of their ethnicity/race and grade level is present. Finally addressed was the extent to which disproportionalities might exist in exclusionary discipline consequences and numbers of days assigned to them by the economic status of boys. Results from the three articles in this journal-ready dissertation can be used by researchers, practitioners, and educators to change district and campus policies. Moreover, state legislators can use findings from this journal-ready dissertation to change laws to reduce and ultimately eliminate disproportionality in exclusionary discipline consequences, based on ethnicity/race and economic status.

### **Definition of Terms**

The following terms were used in this study and are defined to assist the reader in understanding the context of the research articles that are written for this dissertation.

#### **Black**

Texas Education Agency (2019b) defined Black or African American students as those students having origins in any of the black racial groups of Africa.

#### **Disproportionality**

Judgment is assigned to each state to define what represents significant disproportionality. Each state is obliged to gather and analyze data to determine whether significant disproportionality exists based on ethnicity/race in their state or local education agencies with regard to the following: (a) special services identification for students with disabilities or partial impairments, (b) placement of student in particular educational settings and (c) the incidence, duration, and type of disciplinary actions including suspensions and expulsions (Texas Education Agency, 2019a).

#### **Economically Disadvantaged**

Under Texas Education Agency guidelines, students were identified as economically disadvantaged if they were eligible for free or reduced-price meals under the National School Lunch and Child Nutrition Program (Texas Education Agency, 2019b). For this study, students who receive free or reduced meals were identified as Poor, and students who are not eligible to receive free or reduced meals were identified as Not Poor.

**Ethnicity**

Texas Education Agency (2019b) referred to ethnicity to determine whether a student is Hispanic/Latino or not.

**Hispanic**

Texas Education Agency (2019b) defined Hispanic/Latino students as having origins from Cuba, Mexico, Puerto Rico, South or Central America, or any other Spanish culture or origin, regardless of race.

**Inequity**

The term inequity was used in a manner similar to that of disparate impact. As noted in legal doctrine under the Fair Housing Act, disparate impact may be considered discriminatory if it has a disproportionate “adverse impact” against any group based on race, national origin, color, religion, sex, familial status, or disability when there is no legitimate, non-discriminatory business need for the policy (National Fairing Housing, 2015 p.1). Specifically, in reference to this journal-ready dissertation, inequities were determined to exist when a statistically significant difference is present among ethnic/racial groups in the number of days assigned to any of the two exclusionary discipline consequences (i.e., in-school suspension, out-of-school suspension).

**In-School Suspension**

An in-school suspension is a discipline consequence that removes a student from the teacher’s classroom and assigns a student to a designated classroom allowing the student to remain on campus (Texas Education Agency, 2019c).

**Not Poor**

The U.S. Census Bureau uses poverty thresholds to define and quantify poverty in the United States. A poverty threshold is an exact dollar amount considered the lowest possible total of resources needed to meet the basic requirements of a family unit. These thresholds differ by the number and age of adults and the number of children under age 18 in a family unit and are the same for all 50 states. If a family's annual before-tax income is more than the threshold for their family size and type, all individuals in the family are considered Not Poor (United States Census Bureau, 2019).

**Out-of-School Suspension**

An out-of-school suspension is a discipline consequence that removes a student from the school campus for a period of no longer than three consecutive days (Texas Education Agency, 2019c).

**Poor**

The U.S. Census Bureau uses poverty thresholds to define and quantify poverty in the United States. A poverty threshold is an exact dollar amount considered the lowest possible total of resources needed to meet the basic requirements of a family unit. These thresholds differ by the number and age of adults and the number of children under age 18 in a family unit and are the same for all 50 states. If a family's annual before-tax income is less than the threshold for their family size and type, all individuals in the family are considered poor (United States Census Bureau, 2019).

**Public Education Information Management System**

Texas Education Agency (2019a) defined The Public Education Information Management System (PEIMS) as the system that encompasses all data requested and received by Texas Education Agency about public education, including student demographic and academic performance, personnel, financial, and organizational information.

**Race**

The Texas Education Agency (2019b) identified five major racial groups regardless of ethnicity. For Texas, these five groups are American Indian or Alaskan Native, Asian, Black or African American, Native Hawaiian/Other Pacific Islander, and White.

**Texas Education Agency**

The Texas Education Agency (2019a) is the state agency that oversees primary and secondary public education in the state of Texas. It helps deliver education to more than 5 million students. The mission the Texas Education Agency to improve outcomes for all public-school students in the state by providing leadership, guidance, and support to school systems.

**Texas Education Code**

The Texas Education Code includes all laws and rules passed by the Texas State Legislature. This code applies to all educational institutions supported in whole or in part by state tax funds unless specifically excluded by this code (Texas Education Agency, 2019c).

## **White**

Texas Education Agency (2019b) defined White students as those students having origins in any of the original peoples of Europe, the Middle East, or North Africa.

### **Literature Review Search Procedures**

For the purpose of this journal-ready dissertation, the literature regarding exclusionary discipline consequences (i.e., in-school suspension, out-of-school suspension) by the ethnicity/race and economic status of students was examined. The following phrases were used in the search for relevant literature: high school, student, exclusionary discipline, discipline consequences, disproportionality in school discipline, economic status, economically disadvantaged, Poor, Not Poor, ethnicity/race, Black, Hispanic, and White, gender, in-school suspension, and out-of-school suspension. Searches for scholarly peer reviewed articles were conducted through the following databases: EBSCO Host, Educational Resources Information Center (ERIC), *Journal of Educational Leadership* academic journals, and the American Psychological Association (Psych NET).

### **Delimitations**

The three studies contained in this journal-ready dissertation were delimited to traditionally configured Grades 9, 10, and 11 Texas public high schools. Data on students who were enrolled in a charter school or private school were not used in this journal-ready dissertation. Only data for Grade 9, 10, and 11 Black, Hispanic, and White students in the 2015-2016, 2016-2017, and 2017-2018 school years were analyzed. Data were obtained from the Texas Education Agency Public Education Information Management System for these four school years. A Public Information Request form

was submitted to the Texas Education Agency for the three latest school years of data. The exclusionary discipline consequences of interest in this journal-ready dissertation were in-school suspension and out-of-school suspension.

### **Limitations**

In this journal-ready dissertation, the relationship of student ethnicity/race and economic status with in-school suspension and out-of-school suspension were addressed. Due to this fact, limitations were present. Data analyses were limited to only Grade 9, 10, and 11 Black, Hispanic, and White students in the 2015-2016, 2016-2017, and 2017-2018 school years who were enrolled in a traditionally configured public high school. Data were not analyzed for students who were enrolled in a charter school or private school. Only quantitative data were analyzed in the three empirical studies in this journal-ready dissertation. The degree to which results are generalizable beyond the students whose data were analyzed herein were unknown. Because archival data were used, the research design constitutes a casual-comparative study in which cause-effect relationships were not able to be established.

### **Assumptions**

The major assumption made in this journal-ready dissertation were that the data provided to the Texas Education Agency through the Public Education Information Management System were accurately reported. Explicitly, any errors that were present with respect to the reporting of student ethnicity/race, gender, and economic status and exclusionary discipline consequences could negatively affect results.



## **Procedures**

Following approval of this journal-ready dissertation by the dissertation committee, an application was submitted to the Institutional Review Board at Sam Houston State University. Once approval was received from the Institutional Review Board at Sam Houston State University, archival data for the 2015-2016, 2016-2017, and 2017-2018 school years for Grade 9, 10, and 11 students were analyzed.

## **Organization of the Study**

In this journal-ready dissertation, three empirical manuscripts were generated. In the first journal-ready dissertation article, the extent to which inequities may be present in the number of days assigned to in-school suspension and out-of-school suspension for Grade 9, 10, and 11 Black, Hispanic, and White boys for the 2015-2016, 2016-2017, and 2017-2018 school years were examined. In the second dissertation article, the degree to which inequities may be present in the number of days assigned to in-school suspension and out-of-school suspension for Grade 9, 10, and 11 Black, Hispanic, and White girls for the 2015-2016, 2016-2017, and 2017-2018 school years were investigated. In the third and final dissertation article, the extent to which inequities may be present in the number of days assigned to in-school suspension and out-of-school suspension by the economic status of Grade 9, 10, and 11 Black, Hispanic, and White students for the 2015-2016, 2016-2017, and 2017-2018 school years were addressed.

This journal-ready dissertation consists of five chapters. Chapter I will include the background of the study, statement of the problem, purpose of the study, significance of the study, theoretical framework, definition of key terms, assumptions, delimitations, and limitations of the three research investigations. Chapter II will consist of the

framework for the first journal-ready dissertation investigation into the number of days assigned to in-school suspension and out-of-school suspension for high school boys by their ethnicity/race. Chapter III will consist of the second journal-ready dissertation investigation into the number of days assigned to in-school suspension and out-of-school suspension for high school girls by their ethnicity/race. In Chapter IV, the third journal-ready dissertation investigation into the number of days assigned to in-school suspension and out-of-school suspension by economic status for Black, Hispanic, and White high school boys were presented. In Chapter V, the results of the three journal ready articles were examined.

## CHAPTER II

### INEQUITIES IN THE NUMBER OF DAYS ASSIGNED TO AN EXCLUSIONARY DISCIPLINE CONSEQUENCE AS A FUNCTION OF THE ETHNICITY/RACE OF TEXAS HIGH SCHOOL BOYS: A MULTIYEAR, STATEWIDE ANALYSIS

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This dissertation follows the style and format of *Research in the Schools (RITS)*.

### **Abstract**

Investigated in this study was the degree to which inequities existed in the number of days that Texas Grade 9, 10, and 11 students were assigned to an exclusionary discipline consequence (i.e., in-school suspension, out-of-school suspension) by the ethnicity/race for three school years. Inferential statistical procedures revealed the presence of statistically significant disparities in all three school years and at all three grade levels. At every grade level and school year, Black boys were assigned to more days in an in-school suspension than were Hispanic boys and White boys. For out-of-school suspensions across all three school years, Black boys were assigned to an out-of-school suspension statistically significantly more days than Hispanic boys and White boys, and Hispanic boys were assigned statistically significantly more days than White boys.

*Keywords:* In-school suspension, Out-of-school suspension, Ethnicity/Race, Texas, High school, Black, Hispanic, White, Boys

INEQUITIES IN THE NUMBER OF DAYS ASSIGNED TO AN EXCLUSIONARY  
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Disproportionality in the assignment of exclusionary discipline consequences is a problem at both the national and state level. According to the Office of Civil Rights (2016), approximately 50.4 million students were enrolled in public schools in the United States in the 2015-2016 school year. Of the over 50 million students enrolled in public schools in the United States for the 2015-2016 school year, approximately 2.7 million students had been assigned to an in-school suspension. In-school suspensions are the most common form of exclusionary discipline consequence used in public schools. The second most common exclusionary consequence used is out-of-school suspensions followed by expulsions (Office of Civil Rights, 2016). With respect to ethnicity/race of these students, Black students represented over 15% of the total student population, Hispanic students made up over 25% of the student population, and White students represented more than 48% of the student population. For students who were assigned to an in-school suspension in 2015-2016, Black students were assigned to 33% of the in-school suspensions, Hispanic students were assigned to 23% of all in-school suspensions, and White students were assigned 39% of all in-school suspensions. As such, Black students were assigned to an in-school suspension at twice their percentage in the student population whereas Hispanic and White students were assigned at a rate lower than their percentage of the student population.

For the state of interest for this article, Texas, over 5 million students were enrolled in public schools in the 2015-2016 school year. In Texas, Black students made

up 13% of the student population, Hispanic students represented 52% of the student population, and White students made up 29% of the student population. Of the over 5 million students, 500,529 were assigned to an in-school suspension. For in-school suspensions in 2015-2016, Black students were assigned to 24% of all in-school suspensions, Hispanic students were assigned to 50% of all in-school suspensions, and White students were assigned 23% of all in-school suspensions (Office of Civil Rights, 2016). As such, Black students were assigned to an in-school suspension about twice their percentage in the student population, Hispanic students were assigned in-school suspension at an equal rate to their percentage of the student population, and White students were assigned at a rate lower than their percentage of the student population.

In the United States for the 2015-2016 school year, over two and a half million students were assigned to an out-of-school suspension. Out-of-school suspension assignments rank second behind in-school suspensions as an exclusionary discipline consequence (Office of Civil Rights, 2016). Black students were assigned to about 41% of the out-of-school suspensions. Hispanic students were assigned to 21% of the out-of-school suspensions and White students were assigned to 32% of the out-of-school suspensions. By total student population, Black students were assigned out-of-school suspensions more than twice the percentage of their population, Hispanic students were assigned out-of-school suspensions slightly less than equal to their percentage of the total student population, and White students were assigned out-of-school suspensions at a rate less than their total student population.

For the State of Texas in the 2015-2016 school year, 251,825 students were assigned one or more out-of-school suspensions. Of that total, Black students represented

33% of all students assigned one or more out-of-school suspensions, Hispanic students represented 50% of that total, and White students represented slightly less than 15% of that total (Office of Civil Rights, 2016). By total student population, Black students were assigned to an out-of-school suspension more than twice their percentage of their student population, Hispanic students were assigned to an out-of-school suspension at a rate almost equal to their percentage of the student population, and White students were assigned to an out-of-school suspension at a rate half of their total percentage of their student population.

In Texas, a uniform system to identify and assign discipline consequences is in place. This system is located in Chapter 37 of the Texas Education Code (TEC). Chapter 37 of the Texas Education Code (TEC) provides the rules and regulations governing student discipline policies and procedures for public schools in the state of Texas. The Texas 86th State Legislature in August 2019 was the last to update Chapter 37 of the TEC. Four forms of exclusionary discipline techniques, which can be used by campus and district leaders, are present in Chapter 37 TEC. Starting from the lowest level of exclusion to the highest level, these discipline consequences are (a) in-school suspension, (b) out-of-school suspension, (c) assignment to a Discipline Alternative Education Program, or (d) placement in a Juvenile Justice Alternative Education Program. By utilizing the policies and guidelines present in Chapter 37 TEC, district leaders are able to establish and maintain a safe and secure environment for students to learn. School districts in Texas must uniformly abide by the discipline code provided in Chapter 37 TEC. Because all school districts must uniformly abide by Chapter 37 of the TEC, the

evidence of ethnic/racial inequalities in the assignment of exclusionary discipline consequences is worth noting.

Several researchers (e.g., Henkel, Slate, & Martinez-Garcia, 2016; Hilberth & Slate, 2014; Jones, Slate, & Martinez-Garcia, 2014, Khan & Slate, 2016, Lopez & Slate, 2020, Miller & Slate, 2019, White & Slate, 2018) have conducted studies regarding disproportionalities in exclusionary disciplinary consequence assignments by student ethnicity/race in the State of Texas. Findings from their studies of ethnic/racial disparities in the assignment of exclusionary discipline consequences were congruent with the studies at the national level. Of note, however, is that only two published articles by White and Slate (2018) and by Miller and Slate (2019) were identified in which disparities in the number of days assigned to an exclusionary discipline consequence were addressed at the high school level.

White and Slate (2018) analyzed the extent to which the number of days assigned to an out-of-school suspension was associated with the ethnicity/race of Grade 9 and 10 Texas high school students for the 2013-2014 school year. They established that Grade 9 and 10 White boys were statistically significantly underrepresented in the number of days assigned to an out-of-school suspension, Grade 9 Hispanic boys were aptly represented, and Grade 10 Hispanic boys were underrepresented. Important in their investigation was that Grade 9 and 10 Black boys were exceedingly overrepresented in the number of days assigned to an out-of-school suspension. Grade 9 Hispanic boys were assigned to an out-of-school suspension over two times as often as Grade 9 White boys, and Grade 9 Black boys were assigned to an out-of-school suspension over three times as often as Grade 9 White boys. Grade 10 Black boys were assigned to an out-of-school suspension over



three times as often as Grade 10 White boys and over one and a half times more to an out-of-school suspension than Grade 10 Hispanic boys.

Examining statewide data for the 2015-2016 school year, Miller and Slate (2019) conducted a research study on inequalities of out-of-school suspensions as a function of ethnicity/race for Grade 9, 10, and 11, White, Hispanic, and Black boys in Texas. Miller and Slate (2019) documented that across all three grade levels, Hispanic boys not only were assigned more often to an out-of-school suspension than White boys, but also were assigned about a tenth of a day more per assignment to an out-of-school suspension. This same pattern existed with the comparison between White boys and Black boys. One key difference in this comparison was that Black boys were assigned up to two tenths of a day more per assignment to an of out-of-school suspension than White boys.

Analyzing both in-school suspension and out-of-school assignment data, Hilberth and Slate (2014) conducted a Texas statewide study on Grade 6, 7, and 8 Black students and White students in the 2008-2009 school year. For Grade 6, although Black students were only slightly more than 14% of the student enrollment, 32% of them were assigned to an in-school suspension. Though Grade 6 White students were almost 35% of the student enrollment, they were assigned only about 14% of the in-school suspensions. While Grade 7 Black students represented 14% of the student population, almost 36% of Black students were assigned an in-school suspension. Grade 7 White students represented slightly more than 35% of the student population, but only represented a little more than 16% of in-school suspensions. These results were similar for Grade 8 Black and White students. Black students made up over 14% of the Grade 8 student population, yet over 36% were assigned to an in-school suspension. Grade 8 White students made up

over 35% of the student population but approximately 18% were assigned to an in-school suspension. Over 19% of Grade 6 Black students were assigned to an out-of-school suspension compared to less than 4% for Grade 6 White students. Almost 23% of Grade 7 Black students were assigned to an out-of-school suspension compared to less than 5% for Grade 7 White students. Finally, over 23% of Grade 8 Black students were assigned to an out-of-school suspension compared to over 5% for Grade 8 White students.

The disparity in assignments of exclusionary discipline consequences is alarming in that researchers (e.g., Balfanz, Byrnes, & Fox, 2014; Gregory et al., 2016; Hilberth & Slate, 2014; Hwang, 2018) have established that students who are removed from the learning environment are at greater risk of falling behind academically, having their social development hindered, and having increased chances of dropping out altogether. Just for a single out-of-school suspension, Balfanz, Byrnes, and Fox (2015) determined that the likelihood of dropping out of school doubled, whereas the chance of graduating diminished by 20%.

To determine whether assignments to exclusionary discipline consequences was related to academic performance, Hilbreth (2010) conducted a Texas statewide investigation. She specifically analyzed the relationship of exclusionary discipline consequences assigned to Black and White middle school students with their reading and mathematics achievement. In her investigation, Grade 6, 7, and 8 Black students and White students who were assigned to an exclusionary discipline consequence had statistically significantly lower reading and mathematics performance on the Texas state-mandated assessments than their peers who were not assigned to an exclusionary discipline consequence. Black and White middle school students who had 10 or more

exclusionary discipline assignments had even lower reading and mathematics performance than their peers who were assigned between 1 and 10 exclusionary discipline assignments.

The disparity in assignments of exclusionary discipline consequences is alarming in that researchers (e.g., Balfanz, Byrnes, & Fox, 2014; Gregory et al., 2016; Hilberth & Slate, 2014; Hwang, 2018) have established that students who are removed from the learning environment are at greater risk of falling behind academically, having their social development hindered, and having increased chances of dropping out altogether. Balfanz, Byrnes, and Fox (2015) determined that for the first out-of-school suspension, the likelihood of dropping out of school doubled, while the chance of graduating diminished by 20%.

### **Statement of the Problem**

The detrimental effects of exclusionary discipline consequences on students based on ethnicity/race have been addressed (e.g., Barnes & Slate, 2016; Barnes, Slate, Moore, & Martinez-Garcia, 2017; Coleman & Slate, 2016; Eckford & Slate, 2016; Miller & Slate, 2019; Skiba et al. 2011; White & Slate, 2018). Students of color who receive an inequitable amount of exclusionary discipline consequences are more likely to fail course work, drop out of school, or end up incarcerated (Fasching-Varner et al., 2014; Skiba et al., 2011; Skiba et al., 2014). Two published articles (i.e., Miller & Slate, 2019; White & Slate, 2018) were located where the researchers addressed the number of days students were assigned to an exclusionary discipline consequence at the high school level. Harkrider and Slate (2020) examined the number of days middle school students were assigned to an exclusionary discipline consequence. Miller and Slate (2019) addressed

the relationship between student ethnicity/race and the number of days assigned to an exclusionary discipline consequence at the high school level. Black and Hispanic students are assigned to an exclusionary discipline consequence at statistically significantly higher rates than their White counterparts (Eckford, 2017; Lopez, 2017, Ryan & Goodram, 2013; White & Slate, 2017), examining the number of days assigned to such a consequence is needed at the high school level to determine the level to which inequities might also exist in the time spent in an exclusionary discipline consequence. With these data, educators will be more aware of where inequities exist and employ more impartial behavior management techniques for all students.

### **Purpose of the Study**

The purpose of this study was to determine the degree to which the number of days that Texas Grade 9, 10, and 11 students were assigned to an exclusionary discipline consequence (i.e. in-school suspension, out-of-school suspension) differed by their ethnicity/race (i.e. White, Hispanic, and Black) for three school years (i.e., 2015-2016, 2016-2017, 2017-2018). A second purpose of this study was to determine the extent to which trends were present between the number of days boys were assigned to an exclusionary discipline consequence and their ethnicity/race. By performing these analyses, the extent to which inequities were present in days assigned to an exclusionary discipline consequence based on the ethnicity/race of Texas high school boys was determined.

### **Significance of the Study**

The information from this multiyear, statewide research investigation can be used by educational leaders and practitioners, to change school policies at the district and campus levels to reduce disparities in the use of exclusionary discipline consequences for Grade 9, 10, and 11 boys in Texas high schools. Researchers can use findings from this analysis to modify curriculum used to train current and future educators better to prepare them in dealing with students in the fields of cultural awareness, child development, and behavior modification techniques. By analyzing the data in this study state legislators can make informative decisions in either eliminating or creating laws which aid in reducing or eliminating the use of exclusionary discipline consequences that are statistically significantly higher for students of color or from low economic backgrounds.

### **Research Questions**

The following research questions were addressed in this study: (a) For Grade 9 boys who were assigned to an exclusionary discipline consequence (i.e., in-school suspension, out-of-school suspension), what is the effect of their ethnicity/race (i.e., Black, Hispanic, and White) on the number of days they were assigned each of these consequences?; (b) For Grade 10 boys who were assigned to an exclusionary discipline consequence, what is the effect of their ethnicity/race on the number of days they were assigned each of these consequences?; (c) For Grade 11 boys who were assigned to an exclusionary discipline consequence, what is the effect of their ethnicity/race on the number of days they were assigned each of these consequences?; (d) For Grade 9 boys, what trend is present in the relationship between student ethnicity/race and number of days they were assigned to an in-school suspension and out-of-school suspension?; (e)

For Grade 10 boys, what trend is present in the relationship between student ethnicity/race and number of days they were assigned to an in-school suspension and out-of-school suspension?; and (f) For Grade 11 boys, what trend is present in the relationship between student ethnicity/race and number of days they were assigned to an in-school suspension and out-of-school suspension? The first three research questions were examined for the 2015-2016, 2016-2017, and 2017-2018 school years whereas the last three research questions involved comparisons of data across the three school years.

## **Method**

### **Research Design**

In this empirical statewide analysis, a causal comparative research design was present (Johnson & Christensen, 2020). In causal, non-experimental research investigations, no variables are controlled. Accordingly, the degree to which cause-and-effect relationships could be established was limited. Statewide archival data that were earlier obtained from the Texas Education Agency Public Education Information Management System were analyzed. Accordingly, the dependent and independent variables had already occurred and cannot be manipulated. The data included Grade 9, 10, and 11 boys by their ethnicity/race, assignment to an in-school suspension, assignment to an out-of-school suspension, and the number of days assigned to each exclusionary discipline consequence. In this investigation, ethnicity/race for boys consisted of three groups: (a) Black, (b) Hispanic, and (c) White. For each school year (i.e., 2015-2016, 2016-2017, 2017-2018), the dependent variables were the number of days assigned to an in-school suspension and to an out-of-school suspension.

## **Participants and Instrumentation**

Participants in this article were Black, Hispanic, and White Grade 9, 10, and 11 boys in the State of Texas who had been assigned to an in-school suspension or to an out-of-school suspension in the 2015-2016, 2016-2017, and 2017-2018 school years. In the State of Texas, the Texas Education Code includes all laws and rules passed by the Texas State Legislature. It is Chapter 37 of the Texas Education Code that pertains to discipline (Texas Education Agency, 2019c).

Chapter 37 of the Texas Education Code §37.001 (2019) specifies the conditions and outline the circumstances for using in-school and out-of-school suspensions. Texas Education Code §37.002 pertains to in-school suspension. A teacher may remove a student from their assigned classroom and the campus behavior coordinator or administrator can assign the student in-school-suspension. Texas Education Code §37.005 pertains to out-of-school suspension. An out-of-school suspension is a discipline consequence that removes a student from the school campus for a period of no longer than three consecutive days. School districts must submit data to the Public Education Information Management System for both in-school suspension and out-of-school each school year. The Public Education Information Management System encompasses all data requested and received by the Texas Education Agency about public education, including student demographic and academic performance, personnel, financial, and organizational information (Texas Education Agency, 2019d).

## **Results**

In this study, the extent to which the number of days assigned to an exclusionary discipline consequence related to the ethnicity/race of boys was examined. Data were analyzed for Texas Grade 9, 10, and 11 White, Hispanic, and Black boys who had been assigned to an in-school suspension or to an out-of-school suspension in the 2015-2016, 2016-2017, and 2017-2018 school years. Separate statistical analyses were conducted for in-school suspension and out-of-school suspension at each grade level and for each school year. Prior to conducting inferential statistical procedures to answer the research questions, checks for normality of data and for homogeneity of variance were conducted. Although some of the underlying assumptions of a parametric Analysis of Variance (ANOVA) were not met, Field (2018) contends that it is sufficiently robust to withstand violations of its underlying assumptions. Starting with Grade 9, results are listed by ascending order of punishment severity (i.e., in-school suspension, out-of-school suspension) for Black, Hispanic, and White boys, beginning with the 2015-2016 school year and through the end of the 2017-2018 school year. Results are then repeated for Grade 10 and Grade 11 boys.

### **Results for Grade 9 Boys and In-School Suspension**

Regarding the 2015-2016 school year, the parametric ANOVA yielded a statistically significant difference,  $F(2, 47239) = 78.71, p < .001$ , partial  $\eta^2 = .003$ , in the number of days Black, Hispanic, and White Grade 9 boys were assigned to an in-school suspension. The effect size for this finding was below small (Cohen, 1988). Scheffe's post hoc procedures revealed that comparisons between all three ethnic/racial groups were statistically significant different. Grade 9 Black boys were assigned an average of



0.83 more days to an in-school suspension than were Grade 9 White boys and an average of 0.79 more days than Grade 9 Hispanic boys. Grade 9 Hispanic boys were assigned to an in-school suspension an average of 0.04 more days than were Grade 9 White boys.

Table 2.1 contains the descriptive statistics for this analysis.

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 Insert Table 2.1 about here  
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With respect to the 2016-2017 school year, the parametric ANOVA yielded a statistically significant difference,  $F(2, 46296) = 52.63, p < .001$ , partial  $\eta^2 = .002$ , in the number of days Black, Hispanic, and White Grade 9 boys were assigned to an in-school suspension. The effect size for this finding was below small (Cohen, 1988). Scheffe' post hoc procedures revealed that comparisons between all three ethnic/racial groups were statistically significant different. Grade 9 Black boys were assigned an average of 0.68 more days to an in-school suspension than were Grade 9 White boys and an average of 0.58 more days than Grade 9 Hispanic boys. Grade 9 Hispanic boys were assigned to an in-school suspension an average of 0.10 more days than were Grade 9 White boys. Presented in Table 2.1 are the descriptive statistics for this analysis.

Concerning the 2017-2018 school year, the parametric ANOVA yielded a statistically significant difference,  $F(2, 43544) = 38.00, p < .001$ , partial  $\eta^2 = .002$ , below small effect size (Cohen, 1988), in the number of days Black, Hispanic, and White Grade 9 boys were assigned to an in-school suspension. Scheffe' post hoc procedures revealed that comparisons between all three ethnic/racial groups were statistically significant different. Grade 9 Black boys were assigned an average of 0.54 more days to an in-

school suspension than were Grade 9 White boys and an average of 0.56 more days than Grade 9 Hispanic boys. Grade 9 Hispanic boys were assigned to an in-school suspension an average of 0.02 less days than were Grade 9 White boys. Revealed in Table 2.1 are the descriptive statistics for this analysis.

### **Results for Grade 10 Boys and In-School Suspension**

With respect to the 2015-2016 school year, the parametric ANOVA yielded a statistically significant difference,  $F(2, 35112) = 38.18, p < .001$ , partial  $n^2 = .002$ , below small effect size (Cohen, 1988), in the number of days Black, Hispanic, and White Grade 10 boys were assigned to an in-school suspension. Scheffe` post hoc procedures revealed that comparisons between all three ethnic/racial groups were statistically significant different. Grade 10 Black boys were assigned an average of 0.35 more days to an in-school suspension than were Grade 10 White boys and an average of 0.57 more days than Grade 10 Hispanic boys. Grade 10 Hispanic boys were assigned to an in-school suspension an average of 0.22 less days than were Grade 10 White boys. Presented in Table 2.2 are the descriptive statistics for this analysis.

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Concerning the 2016-2017 school year, the parametric ANOVA yielded a statistically significant difference,  $F(2, 33675) = 30.58, p < .001$ , partial  $n^2 = .002$ , below small effect size (Cohen, 1988), in the number of days Black, Hispanic, and White Grade 10 boys were assigned to an in-school suspension. Scheffe` post hoc procedures revealed that comparisons between all three ethnic/racial groups were statistically significant

different. Grade 10 Black boys were assigned an average of 0.33 more days to an in-school suspension than were Grade 10 White boys and an average of 0.51 more days than Grade 10 Hispanic boys. Grade 10 Hispanic boys were assigned to an in-school suspension an average of 0.18 less days than were Grade 10 White boys. Table 2.2 contains the descriptive statistics for this analysis.

Regarding the 2017-2018 school year, the parametric ANOVA yielded a statistically significant difference,  $F(2, 33092) = 38.34, p < .001$ , partial  $n^2 = .002$ , below small effect size (Cohen, 1988), in the number of days Black, Hispanic, and White Grade 10 boys were assigned to an in-school suspension. Scheffe` post hoc procedures revealed that comparisons between all three ethnic/racial groups were statistically significant different. Grade 10 Black boys were assigned an average of 0.35 more days to an in-school suspension than were Grade 10 White boys and an average of 0.57 more days than Grade 10 Hispanic boys. Grade 10 Hispanic boys were assigned to an in-school suspension an average of 0.22 less days than were Grade 10 White boys. Delineated in Table 2.2 are the descriptive statistics for this analysis.

### **Results for Grade 11 Boys and In-School Suspension**

Concerning the 2015-2016 school year, the parametric ANOVA yielded a statistically significant difference,  $F(2, 25655) = 32.12, p < .001$ , partial  $n^2 = .002$ , below small effect size (Cohen, 1988), in the number of days Black, Hispanic, and White Grade 11 boys were assigned to an in-school suspension. Scheffe` post hoc procedures revealed that comparisons between all three ethnic/racial groups were statistically significant different. Grade 11 Black boys were assigned an average of 0.36 more days to an in-school suspension than were Grade 11 White boys and an average of 0.56 more days than

Grade 11 Hispanic boys. Grade 11 Hispanic boys were assigned to an in-school suspension an average of 0.20 less days than were Grade 11 White boys. Presented in Table 2.3 are the descriptive statistics for this analysis.

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With respect the 2016-2017 school year, the parametric ANOVA yielded a statistically significant difference,  $F(2, 25177) = 24.82, p < .001$ , partial  $n^2 = .002$ , below small effect size (Cohen, 1988), in the number of days Black, Hispanic, and White Grade 11 boys were assigned to an in-school suspension. Scheffe' post hoc procedures revealed that comparisons between all three ethnic/racial groups were statistically significant different. Grade 11 Black boys were assigned an average of 0.37 more days to an in-school suspension than were Grade 11 White boys and an average of 0.48 more days than Grade 11 Hispanic boys. Grade 11 Hispanic boys were assigned to an in-school suspension an average of 0.11 less days than were Grade 11 White boys. Revealed in Table 2.3 are the descriptive statistics for this analysis.

Regarding the 2017-2018 school year, the parametric ANOVA yielded a statistically significant difference,  $F(2, 33092) = 38.34, p < .001$ , partial  $n^2 = .002$ , below small effect size (Cohen, 1988), in the number of days Black, Hispanic, and White Grade 11 boys were assigned to an in-school suspension. Scheffe' post hoc procedures revealed that comparisons between all three ethnic/racial groups were statistically significant different. Grade 11 Black boys were assigned an average of 0.35 more days to an in-school suspension than were Grade 11 White boys and an average of 0.57 more days than

Grade 11 Hispanic boys. Grade 11 Hispanic boys were assigned to an in-school suspension an average of 0.22 less days than were Grade 11 White boys. Table 2.3 contains the descriptive statistics for this analysis.

### **Results for Grade 9 Boys and Out-of-School Suspension**

With respect to the 2015-2016 school year, the parametric ANOVA yielded a statistically significant difference,  $F(2, 24862) = 102.80, p < .001$ , partial  $\eta^2 = .008$ , below small effect size (Cohen, 1988), in the number of days Black, Hispanic, and White Grade 9 boys were assigned to an out-of-school suspension. Scheffe` post hoc procedures revealed that comparisons between all three ethnic/racial groups were statistically significant different. Grade 9 Black boys were assigned an average of 1.23 more days to an out-of-school suspension than were Grade 9 White boys and an average of 0.59 more days than Grade 9 Hispanic boys. Grade 9 Hispanic boys were assigned to an out-of-school suspension an average of 0.64 more days than were Grade 9 White boys. Delineated in Table 2.4 are the descriptive statistics for this analysis.

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Concerning the 2016-2017 school year, the parametric ANOVA yielded a statistically significant difference,  $F(2, 24268) = 125.12, p < .001$ , partial  $\eta^2 = .01$ , small effect size (Cohen, 1988), in the number of days Black, Hispanic, and White Grade 9 boys were assigned to an out-of-school suspension. Scheffe` post hoc procedures revealed that comparisons between all three ethnic/racial groups were statistically significant different. Grade 9 Black boys were assigned an average of 1.34 more days to

an out-of-school suspension than were Grade 9 White boys and an average of 0.71 more days than Grade 9 Hispanic boys. Grade 9 Hispanic boys were assigned to an out-of-school suspension an average of 0.63 more days than were Grade 9 White boys. Table 2.4 contains the descriptive statistics for this analysis.

Regarding the 2017-2018 school year, the parametric ANOVA yielded a statistically significant difference,  $F(2, 23857) = 129.63, p < .001$ , partial  $n^2 = .011$ , small effect size (Cohen, 1988), in the number of days Black, Hispanic, and White Grade 9 boys were assigned to an out-of-school suspension. Scheffe` post hoc procedures revealed that comparisons between all three ethnic/racial groups were statistically significant different. Grade 9 Black boys were assigned an average of 1.23 more days to an out-of-school suspension than were Grade 9 White boys and an average of 0.73 more days than Grade 9 Hispanic boys. Grade 9 Hispanic boys were assigned to an out-of-school suspension an average of 0.50 more days than were Grade 9 White boys. Revealed in Table 2.4 are the descriptive statistics for this analysis.

### **Results for Grade 10 Boys and Out-of-School Suspension**

With respect to the 2015-2016 school year, the parametric ANOVA yielded a statistically significant difference,  $F(2, 16394) = 71.24, p < .001$ , partial  $n^2 = .009$ , below small effect size (Cohen, 1988), in the number of days Black, Hispanic, and White Grade 10 boys were assigned to an out-of-school suspension. Scheffe` post hoc procedures revealed that comparisons between all three ethnic/racial groups were statistically significant different. Grade 10 Black boys were assigned an average of 0.87 more days to an out-of-school suspension than were Grade 10 White boys and an average of 0.61 more days than Grade 10 Hispanic boys. Grade 10 Hispanic boys were assigned to an

out-of-school suspension an average of 0.26 more days than were Grade 10 White boys.

Table 2.5 contains the descriptive statistics for this analysis.

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 Insert Table 2.5 about here  
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Concerning the 2016-2017 school year, the parametric ANOVA yielded a statistically significant difference,  $F(2, 15630) = 87.95, p < .001$ , partial  $n^2 = .011$ , small effect size (Cohen, 1988), in the number of days Black, Hispanic, and White Grade 10 boys were assigned to an out-of-school suspension. Scheffe` post hoc procedures revealed that comparisons between all three ethnic/racial groups were statistically significant different. Grade 10 Black boys were assigned an average of 0.94 more days to an out-of-school suspension than were Grade 10 White boys and an average of 0.62 more days than Grade 10 Hispanic boys. Grade 10 Hispanic boys were assigned to an out-of-school suspension an average of 0.32 more days than were Grade 10 White boys. Presented in Table 2.5 are the descriptive statistics for this analysis.

Regarding the 2017-2018 school year, the parametric ANOVA yielded a statistically significant difference,  $F(2, 16020) = 83.11, p < .001$ , partial  $n^2 = .01$ , small effect size (Cohen, 1988), in the number of days Black, Hispanic, and White Grade 10 boys were assigned to an out-of-school suspension. Scheffe` post hoc procedures revealed that comparisons between all three ethnic/racial groups were statistically significant different. Grade 10 Black boys were assigned an average of 0.85 more days to an out-of-school suspension than were Grade 10 White boys and an average of 0.59 more days than Grade 10 Hispanic boys. Grade 10 Hispanic boys were assigned to an

out-of-school suspension an average of 0.26 more days than were Grade 10 White boys.

Delineated in Table 2.5 are the descriptive statistics for this analysis.

### **Results for Grade 11 Boys and Out-of-School Suspension**

With respect to the 2015-2016 school year, the parametric ANOVA yielded a statistically significant difference,  $F(2, 10823) = 70.85, p < .001$ , partial  $n^2 = .013$ , small effect size (Cohen, 1988), in the number of days Black, Hispanic, and White Grade 11 boys were assigned to an out-of-school suspension. Scheffe` post hoc procedures revealed that comparisons between all three ethnic/racial groups were statistically significant different. Grade 11 Black boys were assigned an average of 0.90 more days to an out-of-school suspension than were Grade 11 White boys and an average of 0.65 more days than Grade 11 Hispanic boys. Grade 11 Hispanic boys were assigned to an out-of-school suspension an average of 0.25 more days than were Grade 11 White boys. Table 2.6 contains the descriptive statistics for this analysis.

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 Insert Table 2.6 about here  
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Concerning the 2016-2017 school year, the parametric ANOVA yielded a statistically significant difference,  $F(2, 10575) = 73.58, p < .001$ , partial  $n^2 = .014$ , small effect size (Cohen, 1988), in the number of days Black, Hispanic, and White Grade 11 boys were assigned to an out-of-school suspension. Scheffe` post hoc procedures revealed that comparisons between all three ethnic/racial groups were statistically significant different. Grade 11 Black boys were assigned an average of 0.81 more days to an out-of-school suspension than were Grade 11 White boys and an average of 0.69



more days than Grade 11 Hispanic boys. Grade 11 Hispanic boys were assigned to an out-of-school suspension an average of 0.12 more days than were Grade 10 White boys. Delineated in Table 2.6 are the descriptive statistics for this analysis.

Regarding the 2017-2018 school year, the parametric ANOVA yielded a statistically significant difference,  $F(2, 10847) = 73.53, p < .001$ , partial  $\eta^2 = .013$ , small effect size (Cohen, 1988), in the number of days Black, Hispanic, and White Grade 11 boys were assigned to an out-of-school suspension. The effect size for this finding was small (Cohen, 1988). Scheffe' post hoc procedures revealed that comparisons between all three ethnic/racial groups were statistically significant different. Grade 11 Black boys were assigned an average of 0.78 more days to an out-of-school suspension than were Grade 11 White boys and an average of 0.58 more days than Grade 11 Hispanic boys. Grade 11 Hispanic boys were assigned to an out-of-school suspension an average of 0.20 more days than were Grade 11 White boys. Revealed in Table 2.6 are the descriptive statistics for this analysis.

### **Discussion**

In this study, the degree to which disparities were present in the number of days assigned to an in-school suspension and an out-of-school suspension based on the ethnicity/race of Grade 9, 10, and 11 boys during the 2015-2016, 2016-2017, and 2017-2018 school years was addressed. Inferential statistical procedures were used to answer the research questions. Results are reviewed by grade level.

Spanning all three school years in this study, the ethnicity/race of Grade 9 boys was statistically significantly related to a greater number of days they were assigned to an in-school suspension. In all investigations, Black boys were assigned the highest number

of days to an in-school suspension. Hispanic boys were assigned the next highest number of days, with the exception of the 2017-2018 school year, where Grade 9 White boys were assigned slightly more days to an in-school suspension than Grade 9 Hispanic boys.

Across the three school years, the ethnicity/race of Grade 10 boys was statistically significantly related to the number of days they were assigned to an in-school suspension. In all investigations for all three school years, Grade 10 Black boys were assigned to the highest number of days followed by White boys, and then by Hispanic boys. Similar to Grade 9, Black boys had the highest average number of days assigned to an in-school suspension. Grade 10 White boys had the next highest average number of days assigned to an in-school-suspension followed by Grade 10 Hispanic boys with the lowest number of days assigned. With respect to all three school years the ethnicity/race of Grade 11 boys was statistically significantly related to the number of days they were assigned to an in-school suspension. For all analyses, Grade 11 Black boys were assigned to the highest number of days followed by White boys, and then by Hispanic boys.

In regard to all three school years, the ethnicity/race of Grade 9 boys was statistically significantly related to the number of days they were assigned to an out-of-school suspension. Grade 9 Black boys were assigned to the highest number of days of out-of-school suspensions, followed by Hispanic boys, and then by White boys. Concerning all three school years, the ethnicity/race of Grade 10 boys was statistically significantly related to the number of days assigned to an out-of-school suspension. Black boys were assigned to the highest number of days, followed by Hispanic boys, and then by White boys. With respect to all three school years, the ethnicity/race Grade 11 boys was statistically significantly related to the number of days they were assigned to an

out-of-school suspension. Concerning all analyses, Black boys were assigned the highest number of days, followed by Hispanic boys, and then by White boys.

### **Connections with Existing Literature**

In this multiyear, statewide investigation, differences in the number of days assigned to an in-school suspension and out-of-school suspension for Grade 9, 10, and 11 boys by their ethnicity/race were established. These differences have been well documented in the extant literature. Several researchers (e.g., Henkel, Slate, & Martinez-Garcia, 2016; Hilberth & Slate, 2014; Jones, Slate, & Martinez-Garcia, 2014, Khan & Slate, 2016, Lopez & Slate, 2020, Miller & Slate, 2019, White & Slate, 2018) have conducted empirical investigations in which they have established the presence of inequities in exclusionary disciplinary consequence assignments by student ethnicity/race in the State of Texas. Findings from their studies of ethnic/racial disparities in the assignment of exclusionary discipline consequences were congruent with the studies at the national level. Only two articles by White and Slate (2018) and by Miller and Slate (2019) were identified in which inequalities in the number of days assigned to an exclusionary discipline consequence were addressed at the high school level.

White and Slate (2018) analyzed the extent to which the number of days assigned to an out-of-school suspension was associated with the ethnicity/race of Grade 9 and 10 Texas high school students for the 2013-2014 school year. They established that Grade 9 and 10 White boys were statistically significantly underrepresented in the number of days assigned to an out-of-school suspension, Grade 9 Hispanic boys were aptly represented, and Grade 10 Hispanic boys were underrepresented. Important in their investigation was that Grade 9 and 10 Black boys were exceedingly overrepresented in the number of days

assigned to an out-of-school suspension. Miller and Slate (2019) examined statewide data for the 2015-2016 school year and conducted a research study on inequalities of out-of-school suspensions as a function of ethnicity/race for Grade 9, 10, and 11, White, Hispanic, and Black boys in Texas. Miller and Slate (2019) documented that across all three grade levels, Hispanic boys not only were assigned more often to an out-of-school suspension than White boys, but also were assigned about one tenth of a day more per assignment to an out-of-school suspension. This same pattern occurred with the comparison between White boys and Black boys. Black boys were assigned up to two tenths of a day more per assignment to an of out-of-school suspension than White boys.

### **Implications for Policy and for Practice**

Several implications for policy and for practice can be made from the results of this investigation. First, with respect to policy, the Texas State legislature needs to evaluate the data provided by researchers in the area of inequities exclusionary discipline consequences. Legislators can create laws to reduce the number of days allowed in in-school suspension and out-of-school suspension for each academic school year, as well as reduce the use of out-of-school suspensions for less than egregious discipline infractions.

Secondly, district and campus administrators need to implement programs to modify behavior outside the realm of disciplinary consequences, primarily exclusionary discipline consequences. Educational leaders need to implement professional development programs for staff and teachers that instill the skills necessary to build relationships with students which involve and implement cultural relevancy and student psychological development. Implementing Positive Behavioral Interventions and Supports or Social Emotional Learning should be explored to determine if these programs

can reduce disparity in exclusionary discipline consequences.

With regard to practices and the implication of practices, campus and district administrators need to examine discipline data periodically throughout the year and disseminate the data to staff members to help them identify what specific behaviors lead to discipline consequences, which groups of students receive a disproportionate amount of discipline consequences, and to offer behavior modification tools which keep students in class and on campus while reducing or eliminating inequities in assignments to exclusionary discipline consequences.

Finally, outreach programs which build ties and cooperation with the community to which schools serve, need to be strongly established. Public educators need to conduct more home visits, volunteer in the community, and seek volunteers from the community to assist where needed on campuses. Both communities and school districts must work together for the successful education and future endeavors of the child.

### **Recommendations for Future Research**

In this multiyear, statewide study, the relationship between student ethnicity/race and the number of days assigned to in-school suspension and out-of-school suspension for boys in Grades 9, 10, and 11 was examined. As such, a number of recommendations for future research can be made. First, an investigation is warranted to ascertain whether inequities in the number of days assigned to exclusionary discipline consequences also exists for Texas high school girls based on their ethnicity/race. Performing such a study would reveal the extent to which results delineated in this investigation on boys would be generalizable to high school girls. Second, another recommendation is for researchers to extend this research to Texas high school boys based on their economic status. Due to

the fact that Black boys in Texas high schools are assigned a greater number of days to an in-school suspension and an out-of-school suspension, a third recommendation is for researchers to expand this study into the elementary and middle school levels as well. Determining if differences in exclusionary discipline consequences are present at the elementary and middle school level could make available useful information on the development of solutions to the reduction and elimination of discipline disparities for these students. Fourth, researchers should broaden this study to more stringent exclusionary discipline consequences such as Disciplinary Alternative Education Program placements and Juvenile Justice Alternative Education Program placements. Fifth, further research beyond Texas needs to be conducted to determine if the inequities documented herein in the assignment of exclusionary consequences as a function of ethnicity/race and economic status also occur in other states. If inequities in assignments to exclusionary discipline consequences are determined to exist beyond the borders of Texas, then a national dialogue to address and eliminate these disparities can begin.

### **Conclusion**

The purpose of this study was to determine the degree to which inequities existed in the number of days assigned to an exclusionary discipline consequence for Texas high school boys as a function of their ethnicity/race. Three years of archival data were acquired from the Texas Education Agency Public Education Information Management System for statewide data on all Grade 9, 10, and 11 Black, Hispanic, and White boys for the 2015-2016, 2016-2017, and 2017-2018 school years. In all three grades across all three school years, Black boys were assigned to the highest number of days in an in-school suspension, followed by White boys, and then by Hispanic boys, with the

exception of the 2015-2016 and 2016-2017 school years where Grade 9 Hispanic boys were assigned more days of in-school suspension than Grade 9 White boys. For all three grade levels across the three school years Black boys were assigned the most days of out-of-school suspensions, followed by Hispanic boys, then White boys. Findings of this study were consistent with findings of other researchers (Miller & Slate, 2019; White & Slate, 2018) in regard to the existence of inequities in the number of days students were assigned to exclusionary discipline consequences at the high school level.

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Table 2.1

*Descriptive Statistics for In-School Suspension Days Assigned to Grade 9 Black, Hispanic, and White Boys for 2015-2016 through 2017-2018*

School Year and Ethnicity/Race	<i>n</i>	<i>M</i>	<i>SD</i>
2015-2016			
Black	10,251	5.49	6.56
Hispanic	26,843	4.70	5.56
White	10,148	4.66	5.18
2016-2017			
Black	10,119	5.18	5.83
Hispanic	26,249	4.60	5.35
White	9,931	4.50	4.78
2017-2018			
Black	9,156	4.98	6.51
Hispanic	24,446	4.42	5.17
White	9,945	4.44	4.83

Table 2.2

*Descriptive Statistics for In-School Suspension Days Assigned to Grade 10 Black, Hispanic, and White Boys for 2015-2016 through 2017-2018*

School Year and Ethnicity/Race	<i>n</i>	<i>M</i>	<i>SD</i>
2015-2016			
Black	7,501	4.59	5.29
Hispanic	18,854	4.02	4.70
White	8,760	4.24	4.73
2016-2017			
Black	7,246	4.49	5.27
Hispanic	18,154	3.98	4.66
White	8,278	4.16	4.47
2017-2018			
Black	6,693	4.40	5.20
Hispanic	17,747	3.83	4.49
White	8,665	4.05	4.29

Table 2.3

*Descriptive Statistics for In-School Suspension Days Assigned to Grade 11 Black, Hispanic, and White Boys for 2015-2016 through 2017-2018*

School Year and Ethnicity/Race	<i>n</i>	<i>M</i>	<i>SD</i>
2015-2016			
Black	5,366	4.13	4.73
Hispanic	13,246	3.57	4.32
White	7,046	3.77	4.07
2016-2017			
Black	5,315	4.05	4.65
Hispanic	12,952	3.57	4.30
White	6,913	3.68	3.87
2017-2018			
Black	5,017	3.92	4.99
Hispanic	12,723	3.38	3.94
White	7,044	3.79	4.05

Table 2.4

*Descriptive Statistics for Out-of-School Suspension Days Assigned to Grade 9 Black, Hispanic, and White Boys for 2015-2016 through 2017-2018*

School Year and Ethnicity/Race	<i>n</i>	<i>M</i>	<i>SD</i>
2015-2016			
Black	6,932	4.87	4.91
Hispanic	13,936	4.28	4.36
White	3,997	3.64	3.40
2016-2017			
Black	6,617	4.87	4.94
Hispanic	13,751	4.16	4.24
White	3,903	3.53	3.37
2017-2018			
Black	6,339	4.73	4.57
Hispanic	13,335	4.00	3.96
White	4,186	3.50	3.05

Table 2.5

*Descriptive Statistics for Out-of-School Suspension Days Assigned to Grade 10 Black, Hispanic, and White Boys for 2015-2016 through 2017-2018*

School Year and Ethnicity/Race	<i>n</i>	<i>M</i>	<i>SD</i>
2015-2016			
Black	4,642	4.15	3.93
Hispanic	8,617	3.54	3.37
White	3,138	3.28	2.90
2016-2017			
Black	4,490	3.70	6.51
Hispanic	8,226	3.17	5.17
White	2,917	2.50	4.83
2017-2018			
Black	4,449	4.00	3.50
Hispanic	8,422	3.41	2.99
White	3,152	3.15	2.61

Table 2.6

*Descriptive Statistics for Out-of-School Suspension Days Assigned to Grade 11 Black, Hispanic, and White Boys for 2015-2016 through 2017-2018*

School Year and Ethnicity/Race	<i>n</i>	<i>M</i>	<i>SD</i>
2015-2016			
Black	3,233	3.84	3.59
Hispanic	5,345	3.19	2.78
White	2,258	2.94	2.55
2016-2017			
Black	3,074	3.78	3.41
Hispanic	5,225	3.09	2.68
White	2,279	2.97	2.25
2017-2018			
Black	3,116	3.63	3.06
Hispanic	5,360	3.05	2.44
White	2,347	2.85	2.03

### CHAPTER III

INEQUITIES IN THE NUMBER OF DAYS ASSIGNED TO AN EXCLUSIONARY  
DISCIPLINE CONSEQUENCE AS A FUNCTION OF THE ETHNICITY/RACE OF  
TEXAS HIGH SCHOOL GIRLS: A MULTIYEAR, STATEWIDE INVESTIGATION

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This dissertation follows the style and format of *Research in the Schools (RITS)*.



### **Abstract**

Ascertained in this analysis was the extent to which inequities existed in the number of days that Texas Grade 9, 10, and 11 students were assigned to an exclusionary discipline consequence (i.e. in-school suspension, out-of-school suspension) by the ethnicity/race for the 2015-2016, 2016-2017, and 2017-2018 school years. Inferential statistical procedures revealed the presence of statistically significant disparities in all three school years and at all three grade levels. At every grade level and school year, Black girls were assigned to more days in an in-school suspension than were Hispanic girls and White girls. For out-of-school suspensions across all three school years, Black girls were assigned to an out-of-school suspension statistically significantly more days than Hispanic girls and White girls, and Hispanic girls were assigned statistically significantly more days than White girls with the exception of Grade 10 in 2016-2017, and Grade 11 in 2016-2017 and 2017-2018.

*Keywords:* In-school suspension, Out-of-school suspension, Ethnicity/Race, Texas, High school, Black, Hispanic, White, Girls

# INEQUITIES IN THE NUMBER OF DAYS ASSIGNED TO AN EXCLUSIONARY DISCIPLINE CONSEQUENCE AS A FUNCTION OF THE ETHNICITY/RACE OF TEXAS HIGH SCHOOL GIRLS: A MULTIYEAR, STATEWIDE INVESTIGATION

Inequities by ethnicity/race in exclusionary discipline does not just affect boys. Disproportionalities in exclusionary discipline are evident at the national level (Office of Civil Rights, 2016) and state levels (Annamma et al., 2016; Barnes, Slate, Moore, & Martinez-Garcia, 2017; Blake, Keith, Luo, Le, & Salter, 2017; Morris & Perry, 2017; Slate, Gray, & Jones, 2016) for girls as well as boys. Patterns of inequities in exclusionary discipline as it pertains to girls mirror that of boys and is cause for concern.

According to the Office of Civil Rights (2016), 24,518,548 girls were enrolled in public education in the United States for the 2015-2016 school year. Of that total, 846,502 were assigned one or more days of in-school suspension. For the same year, 2,581,194 girls were enrolled in the State of Texas public schools. Of that total, 197,597 were assigned one or more days of in-school suspension. The most common form of exclusionary discipline consequence for public schools is in-school suspension followed by out-of-school suspensions (Office of Civil Rights, 2016). With respect to the ethnicity/race of girls in the United States who were assigned to an in-school suspension for the 2015-2016 school year, Black girls totaled almost 38% of all girls assigned to an in-school suspension yet they were less than 8% of the total student enrollment population. Hispanic girls represented over 23% of all girls assigned to an in-school suspension and were slightly less than 13% of the total enrollment of students in the United States. White girls were over 33% of all girls assigned an in-school suspension

for the 2015-2016 school year and represented over 23% of the total enrollment of all students in the United States.

For the State of Texas, Black girls constituted almost 26% of all girls assigned to an in-school suspension even though they were 6% of girls enrolled in Texas public schools in 2015-2016. Hispanic girls who were assigned an in-school suspension represented over 52% of all girls assigned to an in-school suspension in Texas and totaled over 25% of all girls enrolled in Texas public schools. White girls were assigned over 18% of all in-school suspensions in Texas and represented less than 14% of all girls enrolled in Texas public schools in 2015-2016 (Office of Civil Rights, 2016). Similar patterns emerge when analyzing the second most commonly used exclusionary discipline consequence of out-of-school suspension. By examining the disparity of assignments to out-of-school suspensions by ethnicity/race of girls in the United States in the 2015-2016 school year, 41% of girls assigned to one or more out-of-school suspension were Black, less than 21% of girls assigned to one or more out-of-school suspensions were Hispanic, and less than 32% of girls who were assigned an out-of-school suspension were White. For the State of Texas, almost 33% of all girls assigned to an out-of-school suspension were Black, over 49% of girls were Hispanic, and less than 19% were White (Office of Civil Rights, 2016). These disproportionalities of exclusionary discipline have also been analyzed nationally in other studies and also in other states.

Using Critical Race Theory and Critical Race Feminism as a guiding theoretical framework, Annamma et al. (2016) analyzed the overrepresentation in exclusionary discipline assignments of Black girls in the Denver Public Schools. The sample in the Annamma et al. (2019) study included over 3,000 Grades K to 12 girls who were

assigned a discipline referral in the 2011-2012 school year. Of those girls assigned to a discipline consequence, the makeup of the three largest ethnic/racial groups was 29% Black girls, 57% Hispanic girls, and 9% White girls. The composition of the three largest ethnicity/racial groups of girls in the Denver Public Schools district was 15% Black girls, 58% Hispanic girls, and 20% White girls. Black girls were assigned to an out-of-school suspension 52% of the time they were sent to the office. This rate was higher than the rate for Hispanic boys and White boys. Hispanic girls were assigned to an out-of-school suspension 41% of the time they were referred to the office whereas White girls were assigned to an out-of-school suspension 31% of the time.

For law enforcement referrals, Black girls and White girls were equally represented at 5% each, however, when the result of the law enforcement referral resulted in expulsions, almost 1% of Black girls were assigned this disciplinary assignment compared to no White girls. When Black girls were sent to the office for the same discipline referrals as Hispanic and White girls, Black girls were punished more severely. Most of the reasons for exclusionary discipline for Black girls were for subjective reasons such as defiance of authority or disrespect whereas for White girls, the reasons were concrete ones such as drug or alcohol possession (Annamma et al., 2016). This overrepresentation of Black girls has also been documented in other states as well.

Examining data from a large urban school district in Kentucky, Morris and Perry (2017) analyzed a sample of 30,202 Grade 6 to Grade 12 students. Morris and Perry (2017) analyzed discipline data over a 4-year period starting in August 2007 to June 2011. Of this total, 49% were girls. The ethnic/racial make-up of this sample was 64% White, 24% Black, and 8% Hispanic. Black boys were over two times more likely to

receive discipline referrals for minor to moderate discipline infractions such as disrespect, misuse of cell phones, and being tardy. Black girls were over three times more likely than White girls to receive a discipline referral for the same infractions. Black girls were actually assigned more referrals for minor to moderate infractions than were either White boys or Hispanic boys. Overall, for minor to severe discipline infractions, Black girls had the same probability of being assigned to a discipline referral as were White boys. Similar to the study conducted by Annamma et al. (2016), Morris and Perry (2017) established that Black girls were overrepresented for minor discipline infractions, and more equally represented for severe infractions such as fighting, bullying, truancy, or possession of a weapon.

In Texas, the state of interest for this article, research studies have been conducted on inequities in exclusionary discipline consequences based on gender and ethnicity/race. For the 2013-2014, 2014-2015, and 2015-2016 school years, Barnes et al. (2017) analyzed in-school suspensions and out-of-school suspensions to determine whether inequalities in discipline consequences were present as a function of student ethnicity/race and gender for Grades 6, 7, and 8 students. For Grade 6, 7, and 8 girls and for the 2013-2014, 2014-2015, and 2015-2016 school years, the same patterns emerged. Black girls were assigned to an in-school suspension and to an out-of-school suspension at statistically significantly higher rates than both White and Hispanic girls. Moreover, Hispanic girls were assigned to an in-school suspension and to an out-of-school suspension at statistically significant higher rates than White girls.

In another Texas statewide study, White and Slate (2018) examined the degree to which the number of days assigned to an out-of-school suspension was connected with

the ethnicity/race of Grade 9 and 10 Texas high school students for the 2013-2014 school year. White and Slate (2018) documented that Grade 9 and 10 Black girls were especially overrepresented in being assigned to an out-of-school suspension whereas Grade 9 and 10 White girls were underrepresented in assignment to an out-of-school suspension, and Grade 9 Hispanic girls were slightly underrepresented as were Grade 10 Hispanic girls. Important to note in their investigation was that Grade 9 Black girls were assigned to an out-of-school suspension over six times as often as Grade 9 White girls, and Grade 9 Hispanic girls were assigned to an out-of-school suspension over three times as often as Grade 9 White girls. Grade 10 Black girls were assigned to an out-of-school suspension over 10 times as often as Grade 10 White girls and over two and half times more often than Grade 10 Hispanic girls.

In another Texas statewide study, White (2019) analyzed whether inequities were also present in the number of days assigned to an in-school suspension and to an out-of-school suspension for middle school girls for the 2012-2013 school year through the 2015-2016 school year. For the four school years, Grade 6 Black girls were assigned on average 0.93 days more to an in-school suspension assignment than were Grade 6 White girls. Grade 6 Hispanic girls were assigned an average of 0.39 days more for an in-school suspension than did Grade 6 White girls. Grade 7 Black girls were assigned on average 0.89 days more to an in-school suspension than were Grade 7 White girls from 2012-2016. Grade 7 Hispanic girls were assigned on average 0.36 days more in an in-school suspension than were Grade 7 White girls. Grade 8 Black girls were assigned an average 0.62 days more to an in-school suspension assignment than were Grade 8 White

girls. Grade 8 Hispanic girls were assigned 0.15 days more to an in-school suspension than were Grade 8 White girls for the four years examined in the study.

For assignments to out-of-school suspensions during the four years of the study, Grade 6 Black girls were assigned 0.75 days more to an out-of-school suspension than were Grade 6 White girls. Hispanic girls in the same grade were assigned 0.23 days more to an out-of-school suspension than were Grade 6 White girls (White, 2019). From 2012-2016, Grade 7 Black girls were assigned over a day more to an out-of-school suspension than were Grade 7 White Girls. Hispanic Grade 7 girls were assigned almost half a day more to out-of-school suspensions than were Grade 7 White girls during the same four-year period (White, 2019). Grade 8 Black girls were assigned almost a day more for to an out-of-school suspension than were Grade 8 White girls whereas Grade 8 Hispanic girls were assigned almost half a day more for the same disciplinary assignment during the same four-year period of the study.

The reason why numbers of days assigned to exclusionary discipline consequences matters is that such assignments can adversely affect academic and social outcomes. Evidence for this statement comes from another Texas statewide investigation in which Hilberth (2010) addressed the degree to which exclusionary discipline consequences assigned to Grade 6, 7, and 8 Black and White students were connected to their reading and mathematics achievement scores on the Texas state-mandated assessment. Grades 6, 7, and 8 Black and White students who were assigned to an exclusionary discipline consequence had statistically significantly lower reading and mathematics scores on the Texas state-mandated assessments than did their grade level counterparts who were not assigned to an exclusionary discipline consequence. Grade 6,

7, and 8 Black and White students who had 10 or more exclusionary discipline assignments obtained lower reading and mathematics scores than their grade level counterparts who were assigned between 1 and 10 exclusionary discipline assignments.

Over 30% of students who receive either one or more suspensions or expulsions repeat the same grade at least once, and almost 10% of students who receive at least one disciplinary assignment drop out of school (Fabelo et al., 2011). Students who are assigned exclusionary discipline consequences experience achievement and opportunity gaps, an increased likelihood of dropping out of school, grade level retention, and an increased participation with the criminal justice system (Gregory, Skiba, & Noguera, 2010; Martin, Sharp-Grier, & Smith, 2016; Riddle & Sinclair, 2019; Skiba et al., 2011).

### **Statement of the Problem**

Disproportionality of exclusionary discipline consequence for middle school boys has been recognized as a function of student ethnicity/race (e.g., Barnes & Slate, 2016; Coleman & Slate, 2016; Eckford & Slate, 2016; White & Slate, 2018), and high school boys (Miller & Slate, 2019; White & Slate, 2018). Researchers (e.g., Henkel, Slate, & Martinez-Garcia, 2016; Hilberth & Slate, 2014; White, 2019) have recently begun to focus on inequities of exclusionary discipline for girls as well. These researchers have demonstrated that girls of color receive a disproportionate amount of exclusionary discipline. Most of the researchers in these studies, however, have focused on middle school students. At present, only one published study was located in Texas (White, 2019) about the ethnicity/race of girls and being assigned to days in an exclusionary discipline consequence. This study pertained to middle school students as well. At present, no published articles were located in which researchers had focused on this issue



for girls at the high school level in Texas. Because disparities exist in discipline assignment for Black and Hispanic students (Miller & Slate, 2019; Ryan & Goodram, 2013; White & Slate, 2018, White, 2019), examining the number of days girls are assigned to exclusionary discipline consequence is needed. Attention on the extent to which inequities might also exist in the amount of time Black and Hispanic Grade 9, 10, and 11 girls are assigned to an exclusionary discipline consequence were determined. Gaining this information is vital because students who are assigned exclusionary discipline consequences experience lower academic performance, improved likelihood of dropping out of school, increased risk of grade level retention, and increased difficulties with the criminal justice system (Gregory et al., 2010; Riddle & Sinclair, 2019; Skiba et al., 2011).

### **Purpose of the Study**

The purpose of this study is to determine the degree in which the number of days that Texas Grade 9, 10, and 11 girls assigned an exclusionary discipline consequence (i.e. in-school suspension, out-of-school suspension), differed by their ethnicity/race (i.e. White, Hispanic, and Black) for the following four school years (i.e., 2015-2016, 2016-2017, 2017-2018). A second purpose of this study is to determine the extent to which trends were present between the number of days girls were assigned to an exclusionary discipline consequence and their ethnicity/race. By performing these analyses, the extent to which inequities are present in days assigned to an exclusionary discipline consequence based on the ethnicity/race of Texas high school girls were determined.

### **Significance of the Study**

The information from this research investigation can be used by educational leaders and practitioners, to change school policies at the district and campus levels to reduce or eliminate the disparity in the use of exclusionary discipline as a behavior modification tool for Grade 9, 10, and 11 girls in Texas high schools. Researchers can use results from these analyses to modify curriculum used to train current and future educators to prepare them in dealing with students in the fields of cultural awareness, child development, and behavior modification techniques. Informed with the data in this study state legislators can make informative decisions in either eliminating or creating laws which aid in reducing or eliminating the use of exclusionary discipline consequences that are statistically significantly higher for students of color or students living in poverty.

### **Research Questions**

The following research questions were addressed in this study: (a) For Grade 9 girls who were assigned to an exclusionary discipline consequence (i.e., in-school suspension, out-of-school suspension), what is the effect of their ethnicity/race (i.e., Black, Hispanic, and White) on the number of days they were assigned each of these consequences?; (b) For Grade 10 girls who were assigned to an exclusionary discipline consequence, what is the effect of their ethnicity/race on the number of days they were assigned each of these consequences?; (c) For Grade 11 girls who were assigned to an exclusionary discipline consequence, what is the effect of their ethnicity/race on the number of days they were assigned each of these consequences?; (d) For Grade 9 girls, what trend is present in the relationship between their ethnicity/race and number of days

they were assigned to the two exclusionary discipline consequences?; (e) For Grade 10 girls, what trend is present in the relationship between their ethnicity/race and number of days they were assigned to the two exclusionary discipline consequences?; and (f) For Grade 11 girls, what trend is present in the relationship between their ethnicity/race and number of days they were assigned to the two exclusionary discipline consequences? The first three research questions were examined for the 2015-2016, 2016-2017, and 2017-2018 school years whereas the last three research questions involved comparisons of data across the four school years.

## **Method**

### **Research Design**

Because archival data were analyzed, a causal comparative research design were present (Johnson & Christensen, 2020). In causal, non-experimental research investigations, no variables, are controlled. Consequently, the extent to which cause-and-effect relationships can be determined is constrained. Statewide archival data that were earlier obtained from the Texas Education Agency Public Education Information Management System were analyzed. Because the data had already been collected, the dependent and independent variables had already occurred and cannot be manipulated. For these reasons, the research design used in this study were a causal comparative research design (Johnson & Christensen, 2020). The data included Grade 9, Grade 10, and Grade 11 girls by their ethnicity/race, assignment to in-school suspension, assignment to out-of-school suspension, and the number of days obtained for each assigned exclusionary discipline consequence. Accordingly, the independent variable of ethnicity/race for girls consisted of three groups: (a) Black, (b) Hispanic, and (c) White.

For each school year (i.e., 2015-2016, 2016-2017, 2017-2018), the dependent variable was the number of days assigned to any of the two exclusionary discipline consequences.

### **Participants and Instrumentation**

Participants in this study were Grade 9, Grade 10, and Grade 11, Black, Hispanic, and White girls in Texas who have been assigned an exclusionary discipline consequence of in-school suspension or out-of-school suspension for the following school years; 2015-2016, 2016-2017, and 2017-2018. The Texas Education Code contains all laws and rules passed by the Texas State Legislature. This code pertains to all educational organizations supported in whole or in part by state tax funds unless specifically excluded by this code (Texas Education Agency, 2019c). Chapter 37 of the Texas Education Code concerns school discipline.

Texas Education Code §37.001 (2019) pertains to the conditions and outlines the circumstances for using in-school and out-of-school suspensions. Information on in-school suspensions is located in Texas Education Code §37.002. In order to maintain effective discipline, a teacher may remove a student from their assigned classroom and the administrator can assign the student in-school-suspension. Information about out-of-school suspensions is located in Texas Education Code §37.005. An out-of-school suspension is a discipline assignment that removes a student from the school campus for no longer than three consecutive days. Every year, each public-school district in the State of Texas must submit data pertaining to in-school and out-of-school suspensions to the Public Education Information Management System. The Public Education Information Management System encompasses all data requested and received by the Texas Education Agency about public education, including student demographic and academic

performance, personnel, financial, and organizational information (Texas Education Agency, 2019d).

## **Results**

In this study, the extent to which the number of days assigned to an exclusionary discipline consequence related to the ethnicity/race of girls was analyzed. Data were evaluated for Texas Grade 9, 10, and 11 White, Hispanic, and Black girls who had been assigned to an in-school suspension or to an out-of-school suspension in the 2015-2016, 2016-2017, and 2017-2018 school years. Separate statistical analyses were performed for in-school suspension and out-of-school suspension at each grade level and for each school year. Prior to conducting inferential statistical procedures to answer the research questions, checks for normality of data and for homogeneity of variance were conducted. Although some of the underlying assumptions of a parametric Analysis of Variance (ANOVA) were not met, Field (2018) contends that it is sufficiently robust to withstand violations of its underlying assumptions. Beginning with Grade 9, results are listed by ascending order of punishment severity (i.e., in-school suspension, out-of-school suspension) for Black, Hispanic, and White girls, beginning with the 2015-2016 school year and through the end of the 2017-2018 school year. Results are then repeated for Grade 10 and Grade 11 girls.

### **Results for Grade 9 Girls and In-School Suspension**

With respect to the 2015-2016 school year, the parametric ANOVA yielded a statistically significant difference,  $F(2, 27849) = 50.99, p < .001$ , partial  $\eta^2 = .004$ , in the number of days Black, Hispanic, and White Grade 9 girls were assigned to an in-school suspension. The effect size for this finding was below small (Cohen, 1988). Scheffe`

post hoc procedures revealed that all pairwise comparisons were statistically significant different. Grade 9 Black girls were assigned an average of 0.72 more days to an in-school suspension than were Grade 9 White girls and an average of 0.70 more days than Grade 9 Hispanic girls. Grade 9 Hispanic girls were assigned to an in-school suspension an average of 0.02 more days than were Grade 9 White girls. Presented in Table 3.1 are the descriptive statistics for this analysis.

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 Insert Table 3.1 about here  
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Regarding the 2016-2017 school year, the parametric ANOVA yielded a statistically significant difference,  $F(2, 26659) = 60.16, p < .001$ , partial  $\eta^2 = .004$ , in the number of days Black, Hispanic, and White Grade 9 girls were assigned to an in-school suspension. The effect size for this finding was below small (Cohen, 1988). Scheffe` post hoc procedures revealed that all pairwise comparisons were statistically significant different. Grade 9 Black girls were assigned an average of 0.79 more days to an in-school suspension than were Grade 9 White girls and an average of 0.77 more days than Grade 9 Hispanic girls. Grade 9 Hispanic girls were assigned to an in-school suspension an average of 0.02 more days than were Grade 9 White girls. Table 3.1 are the descriptive statistics for this analysis.

Regarding the 2017-2018 school year, the parametric ANOVA yielded a statistically significant difference,  $F(2, 24594) = 46.41, p < .001$ , partial  $\eta^2 = .004$ , below small effect size (Cohen, 1988), in the number of days Black, Hispanic, and White Grade 9 girls were assigned to an in-school suspension. Scheffe` post hoc procedures revealed

that all pairwise comparisons were statistically significant different. Grade 9 Black girls were assigned an average of 0.44 more days to an in-school suspension than were Grade 9 White girls and an average of 0.70 more days than Grade 9 Hispanic girls. Grade 9 Hispanic girls were assigned to an in-school suspension an average of 0.26 less days than were Grade 9 White girls. Delineated in Table 3.1 are the descriptive statistics for this analysis.

### **Results for Grade 10 Girls and In-School Suspension**

Concerning the 2015-2016 school year, the parametric ANOVA yielded a statistically significant difference,  $F(2, 21947) = 54.22, p < .001$ , partial  $\eta^2 = .005$ , below small effect size (Cohen, 1988), in the number of days Black, Hispanic, and White Grade 10 girls were assigned to an in-school suspension. Scheffe` post hoc procedures revealed that all pairwise comparisons were statistically significant different. Grade 10 Black girls were assigned an average of 0.36 more days to an in-school suspension than were Grade 10 White girls and an average of 0.69 more days than Grade 10 Hispanic girls. Grade 10 Hispanic girls were assigned to an in-school suspension an average of 0.33 less days than were Grade 10 White girls. Revealed in Table 3.2 are the descriptive statistics for this analysis.

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 Insert Table 3.2 about here  
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In respect to the 2016-2017 school year, the parametric ANOVA yielded a statistically significant difference,  $F(2, 19605) = 38.19, p < .001$ , partial  $\eta^2 = .004$ , below small effect size (Cohen, 1988), in the number of days Black, Hispanic, and White Grade

10 girls were assigned to an in-school suspension. Scheffe` post hoc procedures revealed that all pairwise comparisons were statistically significantly different. Grade 10 Black girls were assigned an average of 0.51 more days to an in-school suspension than were Grade 10 White girls and an average of 0.62 more days than Grade 10 Hispanic girls. Grade 10 Hispanic girls were assigned to an in-school suspension an average of 0.11 less days than were Grade 10 White girls. Presented in Table 3.2 are the descriptive statistics for this analysis.

Concerning the 2017-2018 school year, the parametric ANOVA yielded a statistically significant difference,  $F(2, 18679) = 67.59, p < .001$ , partial  $\eta^2 = .007$ , below small effect size (Cohen, 1988), in the number of days Black, Hispanic, and White Grade 10 girls were assigned to an in-school suspension. Scheffe` post hoc procedures revealed that all pairwise comparisons were statistically significant different. Grade 10 Black girls were assigned an average of 0.58 more days to an in-school suspension than were Grade 10 White girls and an average of 0.78 more days than Grade 10 Hispanic girls. Grade 10 Hispanic girls were assigned to an in-school suspension an average of 0.20 less days than were Grade 10 White girls. Presented in Table 3.2 are the descriptive statistics for this analysis.

### **Results for Grade 11 Girls and In-School Suspension**

Regarding the 2015-2016 school year, the parametric ANOVA yielded a statistically significant difference,  $F(2, 14252) = 40.32, p < .001$ , partial  $\eta^2 = .006$ , below small effect size (Cohen, 1988), in the number of days Black, Hispanic, and White Grade 11 girls were assigned to an in-school suspension. Scheffe` post hoc procedures revealed that all pairwise comparisons were statistically significant different. Grade 11 Black girls



were assigned an average of 0.32 more days to an in-school suspension than were Grade 11 White girls and an average of 0.61 more days than Grade 11 Hispanic girls. Grade 11 Hispanic girls were assigned to an in-school suspension an average of 0.29 less days than were Grade 11 White girls. Delineated in Table 3.3 are the descriptive statistics for this analysis.

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 Insert Table 3.3 about here  
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Concerning the 2016-2017 school year, the parametric ANOVA yielded a statistically significant difference,  $F(2, 13941) = 28.88, p < .001$ , partial  $n^2 = .004$ , below small effect size (Cohen, 1988), in the number of days Black, Hispanic, and White Grade 11 girls were assigned to an in-school suspension. Scheffé` post hoc procedures revealed that all pairwise comparisons were statistically significant different. Grade 11 Black girls were assigned an average of 0.26 more days to an in-school suspension than were Grade 11 White girls and an average of 0.50 more days than Grade 11 Hispanic girls. Grade 11 Hispanic girls were assigned to an in-school suspension an average of 0.24 less days than were Grade 11 White girls. Presented in Table 3.3 are the descriptive statistics for this analysis.

With respect to the 2017-2018 school year, the parametric ANOVA yielded a statistically significant difference,  $F(2, 12907) = 32.19, p < .001$ , partial  $n^2 = .005$ , below small effect size (Cohen, 1988), in the number of days Black, Hispanic, and White Grade 11 girls were assigned to an in-school suspension. Scheffé` post hoc procedures revealed that all pairwise comparisons were statistically significant different. Grade 11 Black girls

were assigned an average of 0.22 more days to an in-school suspension than were Grade 11 White girls and an average of 0.53 more days than Grade 11 Hispanic girls. Grade 11 Hispanic girls were assigned to an in-school suspension an average of 0.31 less days than were Grade 11 White girls. Table 3.3 contains the descriptive statistics for this analysis.

### **Results for Grade 9 Girls and Out-of-School Suspension**

Concerning the 2015-2016 school year, the parametric ANOVA yielded a statistically significant difference,  $F(2, 13372) = 77.08, p < .001$ , partial  $n^2 = .011$ , small effect size (Cohen, 1988), in the number of days Black, Hispanic, and White Grade 9 girls were assigned to an out-of-school suspension. Scheffe` post hoc procedures revealed that all pairwise comparisons were statistically significant different. Grade 9 Black girls were assigned an average of 1.19 more days to an out-of-school suspension than were Grade 9 White girls and an average of 0.61 more days than Grade 9 Hispanic girls. Grade 9 Hispanic girls were assigned to an out-of-school suspension an average of 0.58 more days than were Grade 9 White girls. Revealed in Table 3.4 are the descriptive statistics for this analysis.

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 Insert Table 3.4 about here  
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Regarding the 2016-2017 school year, the parametric ANOVA yielded a statistically significant difference,  $F(2, 12981) = 114.94, p < .001$ , partial  $n^2 = .017$ , small effect size (Cohen, 1988), in the number of days Black, Hispanic, and White Grade 9 girls were assigned to an out-of-school suspension. Scheffe` post hoc procedures revealed that all pairwise comparisons were statistically significant different. Grade 9 Black girls

were assigned an average of 1.28 more days to an out-of-school suspension than were Grade 9 White girls and an average of 0.89 more days than Grade 9 Hispanic girls. Grade 9 Hispanic girls were assigned to an out-of-school suspension an average of 0.39 more days than were Grade 9 White girls. Table 3.4 contains the descriptive statistics for this analysis.

Concerning the 2017-2018 school year, the parametric ANOVA yielded a statistically significant difference,  $F(2, 12781) = 83.48, p < .001$ , partial  $n^2 = .013$ , small effect size (Cohen, 1988), in the number of days Black, Hispanic, and White Grade 9 girls were assigned to an out-of-school suspension. Scheffe` post hoc procedures revealed that comparisons between all pairwise comparisons were statistically significant different. Grade 9 Black girls were assigned an average of 1.04 more days to an out-of-school suspension than were Grade 9 White girls and an average of 0.71 more days than Grade 9 Hispanic girls. Grade 9 Hispanic girls were assigned to an out-of-school suspension an average of 0.33 more days than were Grade 9 White girls. Delineated in Table 3.4 are the descriptive statistics for this analysis.

### **Results for Grade 10 Girls and Out-of-School Suspension**

With respect to the 2015-2016 school year, the parametric ANOVA yielded a statistically significant difference,  $F(2, 8889) = 83.09, p < .001$ , partial  $n^2 = .018$ , small effect size (Cohen, 1988), in the number of days Black, Hispanic, and White Grade 10 girls were assigned to an out-of-school suspension. Scheffe` post hoc procedures revealed that all pairwise comparisons were statistically significant different. Grade 10 Black girls were assigned an average of 0.92 more days to an out-of-school suspension than were Grade 10 White girls and an average of 0.74 more days than Grade 10 Hispanic girls.

Grade 10 Hispanic girls were assigned to an out-of-school suspension an average of 0.18 more days than were Grade 10 White girls. Presented in Table 3.5 are the descriptive statistics for this analysis.

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 Insert Table 3.5 about here  
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Regarding the 2016-2017 school year, the parametric ANOVA yielded a statistically significant difference,  $F(2, 8270) = 52.25, p < .001$ , partial  $n^2 = .012$ , small effect size (Cohen, 1988), in the number of days Black, Hispanic, and White Grade 10 girls were assigned to an out-of-school suspension. Scheffe` post hoc procedures revealed that all pairwise comparisons were statistically significant different. Grade 10 Black girls were assigned an average of 0.70 more days to an out-of-school suspension than were Grade 10 White girls and an average of 0.56 more days than Grade 10 Hispanic girls. Grade 10 Hispanic girls were assigned to an out-of-school suspension an average of 0.14 more days than were Grade 10 White girls. Delineated in Table 3.5 are the descriptive statistics for this analysis.

Concerning the 2017-2018 school year, the parametric ANOVA yielded a statistically significant difference,  $F(2, 8482) = 72.17, p < .001$ , partial  $n^2 = .017$ , small effect size (Cohen, 1988), in the number of days Black, Hispanic, and White Grade 10 girls were assigned to an out-of-school suspension. Scheffe` post hoc procedures revealed that all pairwise comparisons were statistically significant different. Grade 10 Black girls were assigned an average of 0.74 more days to an out-of-school suspension than were Grade 10 White girls and an average of 0.63 more days than Grade 10 Hispanic girls.

Grade 10 Hispanic girls were assigned to an out-of-school suspension an average of 0.11 more days than were Grade 10 White girls. Revealed in Table 3.5 are the descriptive statistics for this analysis.

### **Results for Grade 11 Girls and Out-of-School Suspension**

Regarding the 2015-2016 school year, the parametric ANOVA yielded a statistically significant difference,  $F(2, 5620) = 72.46, p < .001$ , partial  $n^2 = .025$ , large effect size (Cohen, 1988), in the number of days Black, Hispanic, and White Grade 11 girls were assigned to an out-of-school suspension. Scheffe` post hoc procedures revealed that all pairwise comparisons were statistically significant different. Grade 11 Black girls were assigned an average of 0.81 more days to an out-of-school suspension than were Grade 11 White girls and an average of 0.72 more days than Grade 11 Hispanic girls. Grade 11 Hispanic girls were assigned to an out-of-school suspension an average of 0.09 more days than were Grade 11 White girls. Table 3. 6 contains the descriptive statistics for this analysis.

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 Insert Table 3.6 about here  
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With respect to the 2016-2017 school year, the parametric ANOVA yielded a statistically significant difference,  $F(2, 5416) = 54.89, p < .001$ , partial  $n^2 = .02$ , small effect size (Cohen, 1988), in the number of days Black, Hispanic, and White Grade 11 girls were assigned to an out-of-school suspension. Scheffe` post hoc procedures revealed that all pairwise comparisons were statistically significant different. Grade 11 Black girls were assigned an average of 0.61 more days to an out-of-school suspension than were

Grade 11 White girls and an average of 0.62 more days than Grade 11 Hispanic girls. Grade 11 Hispanic girls were assigned to an out-of-school suspension an average of 0.01 less days than were Grade 11 White girls. Presented in Table 3.6 are the descriptive statistics for this analysis.

Concerning the 2017-2018 school year, the parametric ANOVA yielded a statistically significant difference,  $F(2, 5263) = 38.82, p < .001$ , partial  $\eta^2 = .015$ , small effect size (Cohen, 1988), in the number of days Black, Hispanic, and White Grade 11 girls were assigned to an out-of-school suspension. The effect size for this finding was small (Cohen, 1988). Scheffe' post hoc procedures revealed that comparisons between all three ethnic/racial group pairwise comparisons were statistically significantly different. Grade 11 Black girls were assigned an average of 0.49 more days to an out-of-school suspension than were Grade 11 White girls and an average of 0.51 more days than Grade 11 Hispanic girls. Grade 11 Hispanic girls were assigned to an out-of-school suspension an average of 0.02 less days than were Grade 11 White girls. Delineated in Table 3.6 are the descriptive statistics for this analysis.

### **Discussion**

In this investigation, the extent to which inequalities were present in the number of days assigned to an in-school suspension and an out-of-school suspension based on the ethnicity/race of Grade 9, 10, and 11 girls during the 2015-2016, 2016-2017, and 2017-2018 school years was addressed. Inferential statistical procedures were used to answer the research questions. Results are reviewed by grade level. Over the three school years in this study, the ethnicity/race of Grade 9 girls was statistically significantly related to a greater number of days they were assigned to an in-school suspension. In all analyses,

Black girls were assigned the highest number of days to an in-school suspension, followed by White girls, with the exception of the 2017-2018 school year, where Grade 9 White girls were assigned slightly more days to an in-school suspension than Grade 9 Hispanic girls.

Concerning the three school years, the ethnicity/race of Grade 10 girls was statistically significantly related to the number of days they were assigned to an in-school suspension. In the analyses for the three school years, Grade 10 Black girls were assigned to the highest number of days followed by White girls, and then by Hispanic girls. Similar to Grade 9, Black girls had the highest average number of days assigned to an in-school suspension. Grade 10 White girls had the next highest average number of days assigned to an in-school suspension followed by Grade 10 Hispanic girls with the lowest number of days assigned.

In regard to all three school years the ethnicity/race of Grade 11 girls was statistically significantly related to the number of days they were assigned to an in-school suspension. For all analyses, Grade 11 Black girls were assigned to the highest number of days, followed by White girls, and then by Hispanic girls. With respect to all three school years, the ethnicity/race of Grade 9 girls was statistically significantly related to the number of days they were assigned to an out-of-school suspension. Grade 9 Black girls were assigned to the highest number of days of out-of-school suspensions, followed by Hispanic girls, and then by White girls.

Concerning all three school years, the ethnicity/race of Grade 10 girls was statistically significantly related to the number of days assigned to an out-of-school suspension. Black girls were assigned to the highest number of days, followed by

Hispanic girls, with the exception of the 2016-2017 school year, and then by White girls. With respect to the three school years, the ethnicity/race Grade 11 girls was statistically significantly related to the number of days they were assigned to an out-of-school suspension. Concerning all analyses, Black girls were assigned the highest number of days, followed by White girls, with the exception of the 2015-2016 school year, and then by Hispanic girls.

### **Connections with Existing Literature**

Established in this multiyear, statewide investigation, were the differences in the number of days assigned to an in-school suspension and out-of-school suspension for Grade 9, 10, and 11 girls by their ethnicity/race. These differences are congruent with documented research in the existing literature. Several researchers (e.g., Barnes et al. 2017, White & Slate, 2018, White 2019, and Miller & Slate, 2019) have conducted research investigations in which they have identified the presence of inequities in exclusionary disciplinary consequence assignments by student ethnicity/race in the State of Texas. Conclusions from their investigations of ethnic/racial inequalities in the assignment of exclusionary discipline consequences were consistent with the studies at the national level. Only two articles by White and Slate (2018) and by Miller and Slate (2019) were identified in which inequalities in the number of days assigned to an exclusionary discipline consequence were addressed at the high school level. In both articles, however, disparities were addressed for boys and not for girls.



## **Implications for Policy and for Practice**

As supported in this investigation, several implications for policy and for practice can be formulated. In regard to policy, laws should be examined and possibly altered to limit the amount of exclusionary discipline consequences school administrators can assign to students in an academic school year. The training and certification of future educators should be modified to focus on strategies designed to identify and reduce conflict which can ultimately lead to the assignment of disciplinary consequences. Secondly, current district and campus administrators need to employ programs intended to alter behavior outside the realm of disciplinary assignments, primarily exclusionary discipline consequences. Educational leaders need to implement professional development programs for staff and teachers that instill the skills necessary to build relationships with students which address cultural awareness and social and emotional learning development.

Concerning implications for practice, campus and district leaders need to examine trends in disciplinary assignments and share this information to staff members to assist them in determining what specific circumstances and resulting behaviors lead to discipline consequences. By identifying which groups of students receive an unequal amount of discipline consequences, campus and district leaders can provide social and emotional learning tools and positive behavior interventions and supports on their campuses to help keep students in the classroom. Secondly, campus and district leaders need to meet regularly with parents and guardians to build teams and create cooperative strategies to ensure all children are successful behaviorally and academically at home and in the classroom. Communication and the ability to train together using the same

behavioral modification strategies at home and on the campus need to be explored and used to determine if consistent use of researched behavioral strategies improve social emotional development and proper behavior. Lastly, district and campus leaders should also cooperate and coordinate with local college and university researchers and practitioners to study and implement trends and programs that help reduce discipline infractions and build stronger bonds with the community.

### **Recommendations for Future Research**

In this multiyear, statewide study, the relationship between student ethnicity/race and the number of days assigned to in-school suspension and out-of-school suspension for girls in Grades 9, 10, and 11 was examined. As such, a number of recommendations for future research can be made. First, an investigation is warranted to ascertain whether inequities in the number of days assigned to exclusionary discipline consequences also exists for Texas high school boys based on their ethnicity/race. Performing such a study would reveal the extent to which results presented in this study on girls would be generalizable to high school boys. Second, another recommendation is for researchers to extend this research to Texas high school girls based on their economic status. Third, researchers should expand this study into the elementary and middle school levels to determine if inequities as a function of ethnicity/race for girls apply at those levels as well. Fourth, researchers should apply the methods of this study to determine if inequalities exist with the more severe exclusionary discipline consequences such as Disciplinary Alternative Education Program placements and Juvenile Justice Alternative Education Program placements. Finally, research beyond Texas needs to be performed to ascertain if the inequities documented herein in the assignment of exclusionary

consequences as a function of ethnicity/race and economic status also occur in other states.

### **Conclusion**

The purpose of this study was to determine the degree to which inequities existed in the number of days assigned to an exclusionary discipline consequence for Texas high school girls as a function of their ethnicity/race. Three years of archival data were acquired from the Texas Education Agency Public Education Information Management System for statewide data on all Grade 9, 10, and 11 Black, Hispanic, and White girls for the 2015-2016, 2016-2017, and 2017-2018 school years. In all three grades across all three school years, Black girls were assigned to the highest number of days in an in-school suspension, followed by White girls, with the exception of the Grade 9 for the 2015-2016 and 2016-2017 school years, and then by Hispanic girls. For all three grade levels across the three school years Black girls were assigned the most days of out-of-school suspensions, followed by Hispanic girls, with the exception of Grade 10 for the 2016-2017 school year, and Grade 11 for the 2016-2017 and 2017-2018 school years, then White girls. Findings of this study were congruent with findings of other researchers (Miller & Slate, 2019; White & Slate, 2018) in regard to the existence of inequities in the number of days students were assigned to exclusionary discipline consequences at the high school level.

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Table 3.1

*Descriptive Statistics for In-School Suspension Days Assigned to Grade 9 Black, Hispanic, and White Girls for 2015-2016 through 2017-2018*

School Year and Ethnicity/Race	<i>n</i>	<i>M</i>	<i>SD</i>
2015-2016			
Black	6,668	4.65	5.69
Hispanic	16,310	3.95	4.79
White	4,874	3.93	4.55
2016-2017			
Black	6,380	4.65	5.72
Hispanic	15,640	3.88	4.69
White	4,642	3.86	4.48
2017-2018			
Black	5,765	4.36	5.51
Hispanic	14,202	3.66	4.34
White	4,630	3.92	4.47



Table 3.2

*Descriptive Statistics for In-School Suspension Days Assigned to Grade 10 Black, Hispanic, and White Girls for 2015-2016 through 2017-2018*

School Year and Ethnicity/Race	<i>n</i>	<i>M</i>	<i>SD</i>
2015-2016			
Black	5,270	3.89	4.63
Hispanic	11,577	3.20	3.73
White	4,203	3.53	4.09
2016-2017			
Black	4,769	3.85	4.61
Hispanic	11,043	3.23	3.94
White	3,796	3.34	3.76
2017-2018			
Black	4,332	3.84	4.61
Hispanic	10,426	3.06	3.46
White	3,924	3.26	3.40

Table 3.3

*Descriptive Statistics for In-School Suspension Days Assigned to Grade 11 Black, Hispanic, and White Girls for 2015-2016 through 2017-2018*

School Year and Ethnicity/Race	<i>n</i>	<i>M</i>	<i>SD</i>
2015-2016			
Black	3,811	3.35	4.06
Hispanic	7,387	2.74	3.10
White	3,066	3.03	3.48
2016-2017			
Black	3,579	3.21	3.83
Hispanic	7,413	2.71	3.08
White	2,952	2.95	3.10
2017-2018			
Black	3,151	3.20	3.78
Hispanic	6,800	2.67	2.90
White	2,959	2.98	3.26

Table 3.4

*Descriptive Statistics for Out-of-School Suspension Days Assigned to Grade 9 Black, Hispanic, and White Girls for 2015-2016 through 2017-2018*

School Year and Ethnicity/Race	<i>n</i>	<i>M</i>	<i>SD</i>
2015-2016			
Black	4,575	4.21	4.03
Hispanic	7,188	3.60	3.48
White	1,612	3.02	2.47
2016-2017			
Black	4,381	4.36	4.41
Hispanic	6,975	3.47	3.11
White	1,628	3.08	2.54
2017-2018			
Black	4,194	4.16	3.80
Hispanic	6,384	3.45	3.15
White	1,756	3.12	2.72

Table 3.5

*Descriptive Statistics for Out-of-School Suspension Days Assigned to Grade 10 Black, Hispanic, and White Girls for 2015-2016 through 2017-2018*

School Year and Ethnicity/Race	<i>n</i>	<i>M</i>	<i>SD</i>
2015-2016			
Black	3,364	3.67	3.19
Hispanic	4,249	2.93	2.55
White	1,279	2.75	2.57
2016-2017			
Black	3,060	3.53	2.86
Hispanic	4,041	2.47	2.46
White	1,172	2.83	2.25
2017-2018			
Black	3,063	3.56	2.87
Hispanic	4,107	2.93	2.16
White	1,315	2.82	1.96

Table 3.6

*Descriptive Statistics for Out-of-School Suspension Days Assigned to Grade 11 Black, Hispanic, and White Girls for 2015-2016 through 2017-2018*

School Year and Ethnicity/Race	<i>n</i>	<i>M</i>	<i>SD</i>
2015-2016			
Black	2,327	3.36	2.84
Hispanic	2,374	2.64	1.85
White	878	2.55	1.60
2016-2017			
Black	2,191	3.25	2.56
Hispanic	2,368	2.63	1.83
White	860	2.64	1.68
2017-2018			
Black	2,066	3.15	2.33
Hispanic	2,355	2.64	1.82
White	845	2.66	1.77

## CHAPTER IV

### INEQUITIES IN THE NUMBER OF DAYS ASSIGNED TO AN EXCLUSIONARY DISCIPLINE CONSEQUENCE AS A FUNCTION OF THE ECONOMIC STATUS OF TEXAS HIGH SCHOOL BOYS: A STATEWIDE, MULTIYEAR STUDY

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This dissertation follows the style and format of *Research in the Schools (RITS)*.

### **Abstract**

Examined in this study was the extent to which inequities existed in the number of days that Texas Grade 9, 10, and 11 students were assigned to an exclusionary discipline consequence (i.e. in-school suspension, out-of-school suspension) by their economic status for the 2015-2016, 2016-2017, and 2017-2018 school years. Inferential statistical procedures revealed the presence of statistically significant disparities in all three school years and at all three grade levels. At every grade level and school year, Black, Hispanic, and White boys who were Poor were assigned to more days in an in-school suspension and out-of-school suspensions than Black, Hispanic, and White boys who were Not Poor. Implications of these results for policy and for practice were provided, along with recommendations for future research.

*Keywords:* In-school suspension, Out-of-school suspension, Economic status, Texas, High school, Black, Hispanic, White, Boys

# INEQUITIES IN THE NUMBER OF DAYS ASSIGNED TO AN EXCLUSIONARY DISCIPLINE CONSEQUENCE AS A FUNCTION OF THE ECONOMIC STATUS OF TEXAS HIGH SCHOOL BOYS: A STATEWIDE, MULTIYEAR STUDY

Research has been conducted on disproportionalities in the assignment of exclusionary discipline consequences by ethnicity/race for boys (e.g., Henkel, Slate, & Martinez-Garcia, 2016; Hilberth & Slate, 2014; Jones, Slate, & Martinez-Garcia, 2014, Khan & Slate, 2016, Lopez & Slate, 2020, Miller & Slate, 2019, White & Slate, 2018) as well as for girls (e.g., Annamma et al., 2016; Barnes, Slate, Moore, & Martinez-Garcia, 2017; Blake, Keith, Luo, Le, & Salter, 2017; Morris & Perry, 2017; Slate, Gray, & Jones, 2016). Research investigations have also been conducted on discipline consequence inequalities pertaining to economic status (e.g., Cholewa, Hull, Babcock, & Smith, 2018; Eckford, Slate, Martinez-Garcia, & Lunenburg, 2018; Khan & Slate, 2016; Sullivan, Klingbeil, & Van Norman, 2013; White, 2019). The importance of research studies being conducted about exclusionary discipline consequences related to student economic status is crucial as poverty levels increase in public education in the United States (United States Department of Education, 2019).

According to the United States Department of Education (2019), enrollment for Grade 9 through Grade 12 students in public schools increased 12%, a total of approximately 15.1 million students, from 2000 to 2007. This total has remained constant up to the fall of 2016. The number of all children below the age of 18 living in poverty was at 16% in 2000 and increased to 18% in 2016 (United States Department of Education, 2019). The federal government uses poverty thresholds to measure if a family is living in poverty. These thresholds differ by the number and age of adults and the



number of children under age 18 in a family unit and are the same for all 50 states. If a family's annual before-tax income is less than the threshold for their family size and type, all individuals in the family are considered poor (United States Census Bureau, 2019).

In the State of Texas, the number of all students enrolled in public school for the 2018-2019 school year was 5,431,910 students. The number of students enrolled who were economically disadvantaged by the previously discussed criteria was 3,289,468 students (Texas Education Agency, 2019b). The overall enrollment percentage of students who were economically disadvantaged increased by 22.5% between 2008-2009 and 2018-2019, while in the same time frame the overall enrollment percentage of all students in Texas increased 14.4%. The enrollment of students identified as economically disadvantaged increased from 56.6% in the 2008-2009 school year to 60.6% in the 2018-2019 school year. For the 2018-2019 school year 76.3% of Hispanic students were economically disadvantaged, 74% of Black students were economically disadvantaged, and 30.7% of White students were economically disadvantaged (Texas Education Agency, 2019b).

Cholewa et al. (2018) examined data from the National Center for Education Statistics from 11,860 public high school students who participated in the High School Longitudinal Study (HSLS:09;2009), of 2012. The purpose of the study was to analyze student predictors for in-school suspensions and examine the relationship between in-school suspensions and academic outcomes. In this study, students who were either Black, male, received free and reduced priced meals, or had an Individualized Education Plan, were assigned to more in-school suspensions than students who were female, White, Asian/Pacific Islander, did not receive free or reduced meals, nor had an

Individualized Education Plan. Cholewa et al. (2018) determined that students who were assigned to an in-school suspension had a predicted probability rating of 5.44% of dropping out of school compared to 1.22% for students who did not receive an in-school suspension. Also documented in this study was that students who had been assigned to an in-school suspension had lower GPAs than students who had not been assigned to an in-school suspension. This discovery on the effects of exclusionary discipline consequences was also evident in a study conducted in Texas.

Examining the effects of exclusionary discipline consequences on state assessments, Hilberth (2010) conducted a statewide analysis on middle school students for the 2008-2009 school year. Hilberth (2010) established that Black, Hispanic, and White students in Grade 6, 7, and 8 who were assigned any form of exclusionary discipline consequence had statistically significantly lower scores on the state reading and mathematics assessment than students who were not assigned an exclusionary discipline consequence. Furthermore, Black, Hispanic, and White students in Grades 6, 7, and 8 who received more than 10 assignments to an exclusionary discipline consequence had statistically significantly lower scores on both the reading and mathematics assessments than their counterparts who were assigned between one to 10 assignments to an exclusionary discipline consequence. In the next study, researchers focused on the State of Texas and the exclusionary discipline assignment of Juvenile Justice Alternative Educational Program placement.

In another Texas statewide investigation, Eckford et al. (2018) analyzed discipline data for Grade 6, 7, and 8 Black, Hispanic, and White boys for the 2012-2013 through the 2015-2016 school years. For all four years examined in the study, White boys who were

in poverty were two to five times more likely to receive a Juvenile Justice Alternative Program placement than White boys who were not in poverty. Black boys who were in poverty were also assigned to a Juvenile Justice Alternative Program placement two to five times more than Black boys who were not in poverty. Hispanic boys who were in poverty were assigned to a Juvenile Justice Alternative Program placement two to seven times more than Hispanic boys who were not in poverty. Readers should note that for all three ethnic/racial groups in this study poverty was a relevant factor in this exclusionary discipline consequence.

Khan and Slate (2016) also examined the disparity of exclusionary discipline assignments assigned to students who were economically disadvantaged by examining data on Grade 6 students in Texas for the 2011-2012 school year. The sample for the study consisted of 341,411 students. Of this total, 46,560 were Black students, 179,639 were Hispanic students, and 115,213 were White students. For in-school suspensions, 30% of Black students were assigned an in-school suspension, over 18% of Hispanic students were assigned and in-school suspension, and 13% of White students were assigned an in-school suspension. Over 33% of Black students who were economically disadvantaged were assigned an in-school suspension compared to less than 20% for Black students who were not economically disadvantaged. Over 20% of Hispanic students who were economically disadvantaged were assigned to an in-school suspension compared to 12% who were not economically disadvantaged, and over 23% of White students who were economically disadvantaged were assigned to an in-school suspension compared to less than 9% who were not economically disadvantaged (Khan & Slate, 2016).

When analyzing out-of-school suspensions, over 18% of Black students were assigned an out-of-school suspension, 8% of Hispanic students were assigned an out-of-school suspension, and over 3% of White students were assigned an out-of-school suspension (Khan & Slate, 2016). Over 21% of Black students who were economically disadvantaged were assigned an out-of-school suspension compared to less than 10% who were not economically disadvantaged. Exactly 9% of Hispanic students who were economically disadvantaged were assigned to an out-of-school suspension compared to over 4% who were not economically disadvantaged, whereas over 6% of White students who were economically disadvantaged were assigned an out-of-school suspension compared to less than 2% who were not economically disadvantaged (Khan & Slate, 2016).

In examining Disciplinary Alternative Education Program placements, less than 3% of Black students were assigned a Disciplinary Alternative Education Program placement, less than 2% of Hispanic Grade 6 students were assigned the same consequence, while less than 1% of White students were assigned the same assignment. Precisely 4% of Black students who were economically disadvantaged were assigned a Disciplinary Alternative Program placement compared to less than 2% who were not economically disadvantaged (Khan & Slate, 2016). Over 2% of Hispanic students who were economically disadvantaged were assigned the same punishment compared to less than 1% who were not economically disadvantaged. Over 2% of White students who were economically disadvantaged were assigned a Disciplinary Alternative Education Program placement compared to less than 0.5% who were not economically disadvantaged.

With respect to the relationship between student attributes and school characteristics, Sullivan et al. (2013) investigated the relationship between student variables (e.g., ethnicity/race, economic status, and gender) with school level variables (e.g., teacher ethnicity/race, teacher education level, total number of teachers per school). Sullivan et al. (2013) analyzed archival data for the 2009-2010 school year for an urban school district in Wisconsin consisting of 39 schools and 17,837 students. Sullivan et al. (2013) determined that including the economic variable of free and reduced lunch with student ethnicity/ race, the odds of Hispanic students not getting suspended increased. For Black students, however, the results were the opposite in that Black student odds of suspension increased considerably. Overall, Black students, students with disabilities, boys, and students from lower economic statuses were overrepresented for receiving a suspension. The researchers in these previous studies examined data as it pertained to disproportionality in assignments to exclusionary discipline consequences. Research has also been conducted regarding the presence of inequities in the number of days assigned to an exclusionary discipline consequence as well.

To establish the degree to which disparities existed in the number of days Grade 6, 7, and 8 students in Texas were assigned to an in-school suspension and to an out-of-school suspension based on their economic status, White and Slate (2017) conducted a research study on discipline data pertaining to middle school students in Texas for the 2015-2016 school year. Students in Grade 6 who were economically disadvantaged were assigned to an average of 1.05 days more of in-school suspension than Grade 6 students who were not economically disadvantaged. Grade 7 students who were economically disadvantaged were assigned to an average of 1.09 days more of in-school suspension

than Grade 7 students who were not economically disadvantaged. Grade 8 students who were economically disadvantaged were assigned to approximately one day more of in-school suspension than Grade 8 students who were not economically disadvantaged. For out-of-school suspension days the patterns were similar. Grade 6 students who were economically disadvantaged were assigned approximately one-half day more of out-of-school suspension than Grade 6 students who were not economically disadvantaged. Grade 7 students who were economically disadvantaged were assigned over half a day more of out-of-school suspension than Grade 7 students who were not economically disadvantaged. For Grade 8 students, students who were economically disadvantaged were assigned to slightly almost one-half day more than Grade 8 students who were not economically disadvantaged (White & Slate, 2017).

For each grade level, Grade 6 students who were economically disadvantaged were assigned 75% of all in-school suspensions, Grade 7 students who were economically disadvantaged were assigned 74% of all in-school suspensions, while Grade 8 students who were economically disadvantaged were assigned 71% of all in-school suspensions. For out-of-school suspensions, Grade 6 students who were economically disadvantaged were assigned 81% of all out-of-school suspensions, Grade 7 students who were economically disadvantaged were assigned 79% of all out-of-school suspensions, and Grade 8 students were assigned 76% of all out-of-school suspensions (White & Slate, 2017). For all grade levels in the study, students who were economically disadvantaged were assigned to an inequitable amount of time in both in-school suspension and in out-of-school suspension compared to students who were not economically disadvantaged.

In a more recent study, Harkrider and Slate (2020) investigated disparities in in-school suspensions in Texas for Grades 6, 7, and 8 boys based on their economic status for the 2015-2016 school year. For each grade level in the study, boys who were economically disadvantaged were assigned to over a day more of in-school suspension than did their counterparts who was not economically disadvantaged. The number of assignments to in-school suspension for Grade 6, 7, and 8 boys who were economically disadvantaged was over twice as many for Grade 6, 7, and 8 boys who were not economically disadvantaged.

The extent to which inequities exist in the numbers of days assigned to exclusionary discipline consequences by student economic status is an important area to determine. Students who are assigned to several exclusionary discipline consequences are at much greater risk of dropping out of school, have increased chances of incarceration, and have less earning potential (Jordan & Anil, 2009; Neild, Balfanz, & Herzog, 2007; Viadero, 2006). Students who are economically disadvantaged, Black, and Hispanic, are disproportionately given exclusionary discipline consequences (Ryan & Goodram, 2013; Skiba, Michael, Nardo, & Peterson, 2002; Sullivan, Klingbeil, & Van Norman, 2013). Exclusionary discipline consequences widen achievement and opportunity gaps, resulting in increased dropout rates, increased failure rates, and future difficulties with the legal system for students who are economically disadvantaged (Gregory, Skiba, & Noguera, 2010; Skiba et al., 2011). Increased days out of the instructional setting due to assignments to exclusionary discipline also negatively affect scores on state assessments and increase chances for students to be retained in the same grade level (Fabelo, 2011; Hilberth, 2010).

## Statement of the Problem

The effect of exclusionary discipline consequences on students based on their ethnicity/race has been extensively documented (e.g., Barnes & Slate, 2016; Barnes et al., 2017; Coleman & Slate, 2016; Eckford & Slate, 2016; Miller & Slate, 2019; Skiba et al., 2011; White & Slate, 2018). Researchers (e.g., Barnes et al., 2017; Khan & Slate, 2016; Lopez & Slate, 2016; Sullivan et al., 2013) have established that students in poverty are assigned a disproportionate amount of exclusionary discipline consequences. A dearth of information is present on the inequities of number of days exclusionary discipline consequences are assigned as a result of economic status at the high school level.

With the exception of one researcher (White, 2019), no information was located in the extant literature regarding the relationship between student economic status and the number of days they were assigned to an exclusionary discipline consequence. White (2019) conducted his research study at the middle school level. Researchers (Khan & Slate, 2016; White, 2019) have established that students in poverty are assigned to an exclusionary discipline consequence at statistically significantly higher rate than students not in poverty. Students who are economically disadvantaged and assigned exclusionary discipline assignments experience increased achievement and opportunity gaps, are subject to increased dropout rates, increased failure rates, and have improved chances of problems with the criminal justice system (Gregory, Skiba, & Noguera, 2010; Skiba et al., 2011). Analyzing the number of days assigned to an exclusionary discipline consequence is also needed as increased assignments to an exclusionary discipline consequence leads to decreased scores on achievement tests and loss of instruction time resulting in improved chances of grade retention (Fabelo, 2011; Hilberth, 2010). More



research at the high school level is needed to determine the degree to which inequities might also exist in the time spent in an exclusionary discipline consequence. With these data, educators were more aware of where inequities exist and employ more impartial behavior management techniques for all students.

### **Purpose of the Study**

The purpose of this study was to determine the degree in which the number of days that Texas Grade 9, 10, and 11 boys assigned an exclusionary discipline consequence (i.e., in-school suspension, out-of-school suspension) differed by their economic status (i.e., Poor, Not Poor) for the following three school years (i.e., 2015-2016, 2016-2017, 2017-2018). A second purpose was to determine the extent to which patterns were present between student economic status and the number of days that are assigned to an exclusionary discipline consequence. By performing these analyses, the extent to which inequities were present in days assigned to an exclusionary discipline consequence based on the economic status of Texas high school students was determined.

### **Significance of the Study**

The information from this research investigation can be used by educational leaders and practitioners, to change school policies at the district and campus levels to reduce or eliminate the disparity in the use of exclusionary discipline as a behavior modification tool for Grade 9, 10, and 11 boys by their economic status in Texas high schools. Researchers can use these findings to modify curriculum used to train current and future educators to prepare them in dealing with students in the fields of cultural awareness, child development, and behavior modification techniques. With use of the analyzed data in this study, state legislators can make informative decisions in either

eliminating or creating laws which aid in reducing or eliminating the use of exclusionary discipline consequences that are statistically significantly higher for students of color or from low economic backgrounds.

### **Research Questions**

The following research questions were addressed in this study: (a) For Grade 9 boys who were assigned to an exclusionary discipline consequence (i.e., in-school suspension, out-of-school suspension), what is the effect of their economic status (i.e., Poor, Not Poor) on the number of days they were assigned each of these consequences?; (b) For Grade 10 boys who were assigned to an exclusionary discipline consequence, what is the effect of their economic status on the number of days they were assigned each of these consequences?; (c) For Grade 11 boys who were assigned to an exclusionary discipline consequence, what is the effect of their economic status on the number of days they were assigned each of these consequences?; (d) For Grade 9 boys, what trend is present in the relationship between their economic status and number of days they were assigned to any of the two exclusionary discipline consequences?; (e) For Grade 10 boys, what trend is present in the relationship between their economic status and number of days they were assigned to any of the two exclusionary discipline consequences?; and (f) For Grade 11 boys, what trend is present in the relationship between their economic status and number of days they were assigned to any of the two exclusionary discipline consequences? These six research questions were answered separately for Black, Hispanic, and White boys. Moreover, the first three research questions were examined for the 2015-2016, 2016-2017, and 2017-2018 school years whereas the last three research questions involved comparisons of data across the three school years.

## **Method**

### **Research Design**

A causal comparative research design was applied in this investigation. Examined in a causal comparative method is the “relationship between one or more categorical independent variables and one or more quantitative dependent variables” (Johnson & Christensen, 2020, p. 43). Statewide archival data that were earlier obtained from the Texas Education Agency Public Education Information Management System were examined. Consequently, the independent and dependent variables had already occurred and could not be manipulated. Due to these factors, the research design in this study was a causal comparative research design (Johnson & Christensen, 2020). The data included Grade 9, Grade 10, and Grade 11 boys by their economic status (i.e., Poor, Not Poor), assignment to any of the two exclusionary discipline consequences, and the number of days for each assigned exclusionary discipline consequence. Hence, the independent variable of economic status consisted of two groups: (a) Poor, and (b) Not Poor. For each school year (i.e., 2015-2016, 2016-2017, and 2017-2018), the dependent variables were the number of days assigned to an in-school suspension and to an out-of-school suspension.

### **Participants and Instrumentation**

Participants in this study were Black, Hispanic, and White high school boys in Texas who were assigned an exclusionary discipline assignment of in-school suspension or out-of-school suspension in the 2015-2016, 2016-2017, and 2017-2018 school years. The Texas Education Code contains all laws and rules passed by the Texas State Legislature. This code pertains to all educational organizations supported in whole or in

part by state tax funds unless specifically excluded by this code (Texas Education Agency, 2019c). Chapter 37 of Texas Education Code relates to school discipline.

Texas Education Code §37.001 (2019) pertains to the conditions of and outlines the circumstances for using in-school and out-of-school suspensions. In-school suspension information is explained in Texas Education Code §37.002. A teacher, in order to maintain a safe and secure classroom environment, may remove a student from their assigned classroom and the campus behavior coordinator can assign the student an in-school-suspension. Out-of-school suspension information is explained in Texas Education Code §37.005. The out-of-school suspension is a discipline consequence that removes a student from the school campus. Each out-of-school suspension may be no longer than three consecutive days. Public-school districts in Texas must submit data to the Public Education Information Management System as it pertains to exclusionary discipline techniques such as in-school and out-of-school suspensions. The Public Education Information Management System encompasses all data requested and received by the Texas Education Agency about public education, including student demographic and academic performance, personnel, financial, and organizational information (Texas Education Agency, 2019d).

## **Results**

In this study, the extent to which the number of days assigned to an exclusionary discipline consequence related to the economic status of boys was examined. Data were analyzed for Texas Grade 9, 10, and 11 White, Hispanic, and Black boys who had been assigned to an in-school suspension or to an out-of-school suspension in the 2015-2016, 2016-2017, and 2017-2018 school years. Separate statistical analyses were conducted for

in-school suspension and out-of-school suspension at each grade level and for each school year. Prior to conducting inferential statistical procedures to answer the research questions, checks for normality of data and for homogeneity of variance were conducted. Although some of the underlying assumptions of a parametric Analysis of Variance (ANOVA) were not met, Field (2018) contends that it is sufficiently robust to withstand violations of its underlying assumptions. Starting with Grade 9, results by in-school suspension for Black, Hispanic, and White boys, by economic status are listed beginning with the 2015-2016 school year and through the end of the 2017-2018 school year. Results are then repeated for Grade 10 and Grade 11 boys. Following in-school suspension, the same procedure is used with out-of-school suspension.

### **Results for In-School Suspension and Black Boys**

With respect to the 2015-2016 school year, the parametric ANOVA yielded a statistically significant difference,  $F(1, 9435) = 57.22, p < .001$ , partial  $n^2 = .006$ , below small effect size (Cohen, 1988), in the number of days Grade 9 Black boys who were Poor and Not Poor were assigned to an in-school suspension. Grade 9 Black boys who were Poor were assigned 1.25 days more to an in-school suspension than Grade 9 Black boys who were Not Poor. Table 4.1 contains the descriptive statistics for this analysis.

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 Insert Table 4.1 about here  
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Concerning the 2016-2017 school year, the parametric ANOVA revealed the presence of a statistically significant difference,  $F(1, 9379) = 82.89, p < .001$ , partial  $n^2 = .009$ , below small effect size (Cohen, 1988), in the number of days Grade 9 Black boys

who were Poor and Not Poor were assigned to an in-school suspension. Grade 9 Black boys who were Poor were assigned an average of 1.31 days more to an in-school suspension than were Grade 9 Black boys who were Not Poor. Delineated in Table 4.2 are descriptive statistics for this analysis.

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 Insert Table 4.2 about here  
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In regard to the 2017-2018 school year, the parametric ANOVA yielded a statistically significant difference,  $F(1, 8372) = 66.06, p < .001$ , partial  $n^2 = .008$ , below small effect size (Cohen, 1988), in the number of days Grade 9 Black boys who were Poor and Not Poor were assigned to an in-school suspension. As revealed in Table 4.1, Grade 9 Black boys who were Poor were assigned an average of 1.49 days more to an in-school suspension than were Grade 9 Black boys who were Not Poor. Table 4.3 contains the descriptive statistics for this analysis.

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Regarding the 2015-2016 school year, a statistically significant difference,  $F(1, 7043) = 20.25, p < .001$ , partial  $n^2 = .003$ , below small effect size (Cohen, 1988), was revealed in the number of days Grade 10 Black boys who were Poor and Not Poor were assigned to an in-school suspension. Grade 10 Black boys who were Poor were assigned 0.64 days more to an in-school suspension than Grade 10 Black boys who were Not Poor. Presented in Table 4.4 are the descriptive statistics for this analysis.

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Insert Table 4.4 about here  
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Concerning the 2016-2017 school year, the parametric ANOVA yielded a statistically significant difference,  $F(1, 6856) = 32.46, p < .001$ , partial  $n^2 = .005$ , below small effect size (Cohen, 1988), in the number of days Grade 10 Black boys who were Poor and Not Poor were assigned to an in-school suspension. As revealed in Table 4.2, Grade 10 Black boys who were Poor were assigned an average of 0.84 days more to an in-school suspension than were Grade 10 Black boys who were Not Poor. Delineated in Table 4.5 are the descriptive statistics for this analysis.

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Insert Table 4.5 about here  
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With respect to the 2017-2018 school year, the parametric ANOVA revealed the presence of a statistically significant difference,  $F(1, 6260) = 25.27, p < .001$ , partial  $n^2 = .004$ , below small effect size (Cohen, 1988), in the number of days Grade 10 Black boys who were Poor and Not Poor were assigned to an in-school suspension. Grade 10 Black boys who were Poor were assigned an average of 0.80 days more to an in-school suspension than were Grade 10 Black boys who were Not Poor. Table 4.6 contains the descriptive statistics for this analysis.

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Insert Table 4.6 about here  
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With respect to the 2015-2016 school year, the parametric ANOVA yielded a statistically significant difference,  $F(1, 5002) = 20.25, p < .001$ , partial  $n^2 = .003$ , below small effect size (Cohen, 1988), in the number of days Grade 11 Black boys who were Poor and Not Poor were assigned to an in-school suspension. Grade 11 Black boys who were Poor were assigned 0.51 days more to an in-school suspension than Grade 11 Black boys who were Not Poor. Delineated in Table 4.7 are the descriptive statistics for this analysis.

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 Insert Table 4.7 about here  
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Regarding the 2016-2017 school year, the parametric ANOVA revealed the presence of a statistically significant difference,  $F(1, 5090) = 32.46, p = .004$ , partial  $n^2 = .005$ , below small effect size (Cohen, 1988), in the number of days Grade 11 Black boys who were Poor and Not Poor were assigned to an in-school suspension. As revealed in Table 4.3, Grade 11 Black boys who were Poor were assigned an average of 0.42 days more to an in-school suspension than were Grade 11 Black boys who were Not Poor. Table 4.8 contains the descriptive statistics for this analysis.

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 Insert Table 4.8 about here  
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Concerning to the 2017-2018 school year, the parametric ANOVA yielded a statistically significant difference,  $F(1, 4714) = 17.65, p < .001$ , partial  $n^2 = .004$ , below small effect size (Cohen, 1988), in the number of days Grade 11 Black boys who were



Poor and Not Poor were assigned to an in-school suspension. Grade 11 Black boys who were Poor were assigned an average of 0.70 days more to an in-school suspension than were Grade 11 Black boys who were Not Poor. Table 4.9 contains the descriptive statistics for this analysis.

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 Insert Table 4.9 about here  
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### **Results for In-School Suspension and Hispanic Boys**

With respect to the 2015-2016 school year, the parametric ANOVA revealed the presence of a statistically significant difference,  $F(1, 22002) = 46.42, p < .001$ , partial  $n^2 = .002$ , below small effect size (Cohen, 1988), in the number of days Grade 9 Hispanic boys who were Poor and Not Poor were assigned to an in-school suspension. Grade 9 Hispanic boys who were Poor were assigned 0.62 days more to an in-school suspension than Grade 9 Hispanic boys who were Not Poor. Table 4.1 contains the descriptive statistics for this analysis.

Concerning the 2016-2017 school year, the parametric ANOVA yielded a statistically significant difference,  $F(1, 22429) = 61.24, p < .001$ , partial  $n^2 = .003$ , below small effect size (Cohen, 1988), in the number of days Grade 9 Hispanic boys who were Poor and Not Poor were assigned to an in-school suspension. Grade 9 Hispanic boys who were Poor were assigned an average of 0.71 days more to an in-school suspension than were Grade 9 Hispanic boys who were Not Poor. Delineated in Table 4.9 are descriptive statistics for this analysis.

Regarding the 2017-2018 school year, the parametric ANOVA revealed the presence of a statistically significant difference,  $F(1, 20859) = 64.16, p < .001$ , partial  $n^2 = .003$ , below small effect size (Cohen, 1988), in the number of days Grade 9 Hispanic boys who were Poor and Not Poor were assigned to an in-school suspension. Grade 9 Hispanic boys who were Poor were assigned an average of 0.72 days more to an in-school suspension than were Grade 9 Hispanic boys who were Not Poor. Presented in Table 4.9 are descriptive statistics for this analysis.

With respect to the 2015-2016 school year, the parametric ANOVA yielded a statistically significant difference,  $F(1, 15979) = 24.58, p < .001$ , partial  $n^2 = .002$ , below small effect size (Cohen, 1988), in the number of days Grade 10 Hispanic boys who were Poor and Not Poor were assigned to an in-school suspension. Grade 10 Hispanic boys who were Poor were assigned 0.44 days more to an in-school suspension than Grade 10 Hispanic boys who were Not Poor. Table 4.4 contains the descriptive statistics for this analysis.

Concerning the 2016-2017 school year, a statistically significant difference,  $F(1, 15949) = 39.62, p < .001$ , partial  $n^2 = .002$ , below small effect size (Cohen, 1988), was revealed in the number of days Grade 10 Hispanic boys who were Poor and Not Poor were assigned to an in-school suspension. Grade 10 Hispanic boys who were Poor were assigned an average of 0.55 days more to an in-school suspension than were Grade 10 Hispanic boys who were Not Poor. Revealed in Table 4.5 are descriptive statistics for this analysis.

Regarding the 2017-2018 school year, the parametric ANOVA revealed the presence of a statistically significant difference,  $F(1, 11037) = 8.43, p = .004$ , partial  $n^2 =$

.001, below small effect size (Cohen, 1988), in the number of days Grade 10 Hispanic boys who were Poor and Not Poor were assigned to an in-school suspension. As delineated in Table 4.2, Grade 10 Hispanic boys who were Poor were assigned an average of 0.27 days more to an in-school suspension than were Grade 10 Hispanic boys who were Not Poor. Table 4.6 contains the descriptive statistics for this analysis.

With respect to the 2015-2016 school year, the parametric ANOVA did not yield a statistically significant difference,  $F(1, 11327) = 2.01, p = .16$ , in the number of days Grade 11 Hispanic boys who were Poor and Not Poor were assigned to an in-school suspension. Grade 11 Hispanic boys who were Poor were assigned a similar number of days to an in-school suspension as Grade 11 Hispanic boys who were Not Poor. Presented in Table 4.7 are the descriptive statistics for this analysis.

Concerning the 2016-2017 school year, the parametric ANOVA yielded a statistically significant difference,  $F(1, 11509) = 6.74, p = .01$ , partial  $\eta^2 = .001$ , below small effect size (Cohen, 1988), in the number of days Grade 11 Hispanic boys who were Poor and Not Poor were assigned to an in-school suspension. As presented in Table 4.3, Grade 11 Hispanic boys who were Poor were assigned an average of 0.23 days more to an in-school suspension than were Grade 11 Hispanic boys who were Not Poor.

Revealed in Table 4.8 are the descriptive statistics for this analysis.

Regarding the 2017-2018 school year, a statistically significant difference,  $F(1, 11037) = 8.43, p = .004$ , partial  $\eta^2 = .001$ , below small effect size (Cohen, 1988), was revealed in the number of days Grade 11 Hispanic boys who were Poor and Not Poor were assigned to an in-school suspension. Grade 11 Hispanic boys who were Poor were assigned an average of 0.7 days more to an in-school suspension than were Grade 11

Hispanic boys who were Not Poor. Revealed in Table 4.9 are descriptive statistics for this analysis.

### **Results for In-School Suspensions and White Boys**

With respect to the 2015-2016 school year, the parametric ANOVA yielded a statistically significant difference,  $F(1, 9944) = 79.73, p < .001$ , partial  $n^2 = .008$ , below small effect size (Cohen, 1988), in the number of days Grade 9 White boys who were Poor and Not Poor were assigned to an in-school suspension. As delineated in Table 4.1, Grade 9 White boys who were Poor were assigned 0.93 days more to an in-school suspension than Grade 9 White boys who were Not Poor.

Concerning the 2016-2017 school year, the parametric ANOVA revealed the presence of a statistically significant difference,  $F(1, 9786) = 145.74, p < .001$ , partial  $n^2 = .015$ , small effect size (Cohen, 1988), in the number of days Grade 9 White boys who were Poor and Not Poor were assigned to an in-school suspension. Grade 9 White boys who were Poor were assigned an average of 1.16 days more to an in-school suspension than were Grade 9 White boys who were Not Poor. Presented in Table 4.2 are descriptive statistics for this analysis.

Regarding the 2017-2018 school year, the parametric ANOVA yielded a statistically significant difference,  $F(1, 11348) = 113.48, p < .001$ , partial  $n^2 = .012$ , small effect size (Cohen, 1988), in the number of days Grade 9 White boys who were Poor and Not Poor were assigned to an in-school suspension. As revealed in Table 4.3, Grade 9 White boys who were Poor were assigned an average of 1.04 days more to an in-school suspension than were Grade 9 White boys who were Not Poor.

Concerning the 2015-2016 school year, a statistically significant difference,  $F(1, 8616) = 68.90, p < .001$ , partial  $n^2 = .008$ , below small effect size (Cohen, 1988), was revealed in the number of days Grade 10 White boys who were Poor and Not Poor were assigned to an in-school suspension. Grade 10 White boys who were Poor were assigned 0.86 days more to an in-school suspension than Grade 10 White boys who were Not Poor. Presented in Table 4.4 are the descriptive statistics for this analysis.

With respect to the 2016-2017 school year, the parametric ANOVA yielded a statistically significant difference,  $F(1, 8170) = 57.10, p < .001$ , partial  $n^2 = .007$ , below small effect size (Cohen, 1988), in the number of days Grade 10 White boys who were Poor and Not Poor were assigned to an in-school suspension. As revealed in Table 4.5, Grade 10 White boys who were Poor were assigned an average of 0.75 days more to an in-school suspension than were Grade 10 White boys who were Not Poor.

Regarding the 2017-2018 school year, the parametric ANOVA revealed the presence of a statistically significant difference,  $F(1, 8497) = 85.06, p < .001$ , partial  $n^2 = .01$ , small effect size (Cohen, 1988), in the number of days Grade 10 White boys who were Poor and Not Poor were assigned to an in-school suspension. Grade 10 White boys who were Poor were assigned an average of 0.86 days more to an in-school suspension than were Grade 10 White boys who were Not Poor. Delineated in Table 4.6 are descriptive statistics for this analysis.

With respect to the 2015-2016 school year, a statistically significant difference,  $F(1, 6940) = 18.82, p < .001$ , partial  $n^2 = .003$ , below small effect size (Cohen, 1988), was revealed in the number of days Grade 11 White boys who were Poor and Not Poor were assigned to an in-school suspension. As revealed in Table 4.7, Grade 11 White

boys who were Poor were assigned 0.44 days more to an in-school suspension than Grade 11 White boys who were Not Poor.

Concerning the 2016-2017 school year, the parametric ANOVA yielded a statistically significant difference,  $F(1, 6846) = 22.02, p < .001$ , partial  $n^2 = .003$ , below small effect size (Cohen, 1988), in the number of days Grade 11 White boys who were Poor and Not Poor were assigned to an in-school suspension. Grade 11 White boys who were Poor were assigned an average of 0.46 days more to an in-school suspension than were Grade 11 White boys who were Not Poor. Presented in Table 4.8 are descriptive statistics for this analysis.

With respect to the 2017-2018 school year, the parametric ANOVA revealed the presence of a statistically significant difference,  $F(1, 6909) = 21.08, p < .001$ , partial  $n^2 = .003$ , below small effect size (Cohen, 1988), in the number of days Grade 11 White boys who were Poor and Not Poor were assigned to an in-school suspension. Grade 11 White boys who were Poor were assigned an average of 0.46 days more to an in-school suspension than were Grade 11 White boys who were Not Poor. Revealed in Table 4.9 are descriptive statistics for this analysis.

### **Results for Out-of-School Suspension and Black Boys**

Regarding the 2015-2016 school year, the parametric ANOVA yielded a statistically significant difference,  $F(1, 6178) = 17.50, p < .001$ , partial  $n^2 = .003$ , below small effect size (Cohen, 1988), in the number of days Grade 9 Black boys who were Poor and Not Poor were assigned to an out-of-school suspension. As presented in Table 4.10, Grade 9 Black boys who were Poor were assigned 0.65 days more to an out-of-school suspension than Grade 9 Black boys who were Not Poor.

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Insert Table 4.10 about here  
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Concerning the 2016-2017 school year, a statistically significant difference,  $F(1, 5924) = 27.74, p < .001$ , partial  $n^2 = .005$ , below small effect size (Cohen, 1988), was revealed in the number of days Grade 9 Black boys who were Poor and Not Poor were assigned to an out-of-school suspension. Grade 9 Black boys who were Poor were assigned an average of 0.84 days more to an out-of-school suspension than were Grade 9 Black boys who were Not Poor. Delineated in Table 4.11 are descriptive statistics for this analysis.

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Insert Table 4.11 about here  
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With respect to the 2017-2018 school year, the parametric ANOVA revealed the presence of a statistically significant difference,  $F(1, 5465) = 25.28, p < .001$ , partial  $n^2 = .005$ , below small effect size (Cohen, 1988), in the number of days Grade 9 Black boys who were Poor and Not Poor were assigned to an out-of-school suspension. Grade 9 Black boys who were Poor were assigned an average of 0.81 days more to an out-of-school suspension than were Grade 9 Black boys who were Not Poor. Presented in Table 4.12 are descriptive statistics for this analysis.

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Insert Table 4.12 about here  
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Regarding the 2015-2016 school year, the parametric ANOVA yielded a statistically significant difference,  $F(1, 4265) = 8.41, p = .004$ , partial  $\eta^2 = .002$ , below small effect size (Cohen, 1988), in the number of days Grade 10 Black boys who were Poor and Not Poor were assigned to an out-of-school suspension. As revealed in Table 4.13, Grade 10 Black boys who were Poor were assigned 0.41 days more to an out-of-school suspension than Grade 10 Black boys who were Not Poor.

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 Insert Table 4.13 about here  
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Concerning the 2016-2017 school year, the parametric ANOVA a statistically significant difference,  $F(1, 4139) = 18.94, p < .001$ , partial  $\eta^2 = .005$ , below small effect size (Cohen, 1988), was revealed in the number of days Grade 10 Black boys who were Poor and Not Poor were assigned to an out-of-school suspension. Grade 10 Black boys who were Poor were assigned an average of 0.58 days more to an out-of-school suspension than were Grade 10 Black boys who were Not Poor. Delineated in Table 4.14 are descriptive statistics for this analysis.

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 Insert Table 4.14 about here  
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With respect to the 2017-2018 school year, the parametric ANOVA did not yield a statistically significant difference at the conventional level,  $F(1, 3915) = 3.58, p = .059$ , partial  $\eta^2 = .001$ , below small effect size (Cohen, 1988), in the number of days Grade 10 Black boys who were Poor and Not Poor were assigned to an out-of-school suspension.



Grade 10 Black boys who were Poor were assigned an average of 0.26 days more to an out-of-school suspension than were Grade 10 Black boys who were Not Poor. Presented in Table 4.15 are descriptive statistics for this analysis.

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 Insert Table 4.15 about here  
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Regarding the 2015-2016 school year, the parametric ANOVA revealed the presence of a statistically significant difference,  $F(1, 2975) = 6.43, p = .01$ , partial  $n^2 = .002$ , below small effect size (Cohen, 1988), in the number of days Grade 11 Black boys who were Poor and Not Poor were assigned to an out-of-school suspension. Grade 11 Black boys who were Poor were assigned 0.37 days more to an out-of-school suspension than Grade 11 Black boys who were Not Poor. Delineated in Table 4.16 are the descriptive statistics for this analysis.

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 Insert Table 4.16 about here  
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With respect to the 2016-2017 school year, the parametric ANOVA did not yield a statistically significant difference at the conventional level,  $F(1, 2851) = 3.45, p = .063$ , partial  $n^2 = .001$ , below small effect size (Cohen, 1988), in the number of days Grade 11 Black boys who were Poor and Not Poor were assigned to an out-of-school suspension. As presented in Table 4.17, Grade 11 Black boys who were Poor were assigned an average of 0.26 days more to an out-of-school suspension than were Grade 11 Black boys who were Not Poor.

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 Insert Table 4.17 about here  
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Concerning the 2017-2018 school year, the parametric ANOVA revealed the presence of a statistically significant difference,  $F(1, 2771) = 9.77, p = .002$ , partial  $n^2 = .004$ , below small effect size (Cohen, 1988), in the number of days Grade 11 Black boys who were Poor and Not Poor were assigned to an out-of-school suspension. Grade 11 Black boys who were Poor were assigned an average of 0.41 days more to an out-of-school suspension than were Grade 11 Black boys who were Not Poor. Revealed in Table 4.18 are descriptive statistics for this analysis.

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 Insert Table 4.18 about here  
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### **Results for Out-of-School Suspension and Hispanic Boys**

Regarding the 2015-2016 school year, a statistically significant difference,  $F(1, 10991) = 25.85, p < .001$ , partial  $n^2 = .002$ , below small effect size (Cohen, 1988), was revealed in the number of days Grade 9 Hispanic boys who were Poor and Not Poor were assigned to an out-of-school suspension. Contained in Table 4.10 Grade 9 Hispanic boys who were Poor were assigned 0.49 days more to an out-of-school suspension than Grade 9 Hispanic boys who were Not Poor.

Concerning the 2016-2017 school year, the parametric ANOVA revealed the presence of a statistically significant difference,  $F(1, 11351) = 61.24, p = .008$ , partial  $n^2 = .001$ , below small effect size (Cohen, 1988), in the number of days Grade 9 Hispanic

boys who were Poor and Not Poor were assigned to an out-of-school suspension. Grade 9 Hispanic boys who were Poor were assigned an average of 0.24 days more to an out-of-school suspension than were Grade 9 Hispanic boys who were Not Poor. Delineated in Table 4.11 are descriptive statistics for this analysis.

With respect to the 2017-2018 school year, the parametric ANOVA yielded a statistically significant difference,  $F(1, 20859) = 64.16, p = .022$ , partial  $\eta^2 = .001$ , below small effect size (Cohen, 1988), in the number of days Grade 9 Hispanic boys who were Poor and Not Poor were assigned to an out-of-school suspension. Grade 9 Hispanic boys who were Poor were assigned an average of 0.20 days more to an out-of-school suspension than were Grade 9 Hispanic boys who were Not Poor. Presented in Table 4.12 are descriptive statistics for this analysis.

Regarding the 2015-2016 school year, a statistically significant difference,  $F(1, 7048) = 10.55, p = .001$ , partial  $\eta^2 = .001$ , below small effect size (Cohen, 1988), was revealed in the number of days Grade 10 Hispanic boys who were Poor and Not Poor were assigned to an out-of-school suspension. As presented in Table 4.13, Grade 10 Hispanic boys who were Poor were assigned 0.29 days more to an out-of-school suspension than Grade 10 Hispanic boys who were Not Poor.

Concerning the 2016-2017 school year, the parametric ANOVA revealed the presence of a statistically significant difference,  $F(1, 6934) = 39.62, p = .002$ , partial  $\eta^2 = .001$ , below small effect size (Cohen, 1988), in the number of days Grade 10 Hispanic boys who were Poor and Not Poor were assigned to an out-of-school suspension. Grade 10 Hispanic boys who were Poor were assigned an average of 0.26 days more to an out-

of-school suspension than were Grade 10 Hispanic boys who were Not Poor. Revealed in Table 4.14 are descriptive statistics for this analysis.

With respect to the 2017-2018 school year, a statistically significant difference,  $F(1, 6995) = 12.78, p < .001$ , partial  $\eta^2 = .002$ , below small effect size (Cohen, 1988), was revealed in the number of days Grade 10 Hispanic boys who were Poor and Not Poor were assigned to an out-of-school suspension. Grade 10 Hispanic boys who were Poor were assigned an average of 0.29 days more to an out-of-school suspension than were Grade 10 Hispanic boys who were Not Poor. Delineated in Table 4.15 are descriptive statistics for this analysis.

Regarding the 2015-2016 school year, the parametric ANOVA revealed the presence of a statistically significant difference,  $F(1, 4392) = 4.49, p = .034$ , partial  $\eta^2 = .001$ , below small effect size (Cohen, 1988), in the number of days Grade 11 Hispanic boys who were Poor and Not Poor were assigned to an out-of-school suspension. As revealed in Table 4.16, Grade 11 Hispanic boys who were Poor were assigned 0.18 days more to an out-of-school suspension than Grade 11 Hispanic boys who were Not Poor.

With respect to the 2016-2017 school year, the parametric ANOVA did not yield a statistically significant difference,  $F(1, 4410) = 0.20, p = .65$ , in the number of days Grade 11 Hispanic boys who were Poor and Not Poor were assigned to an out-of-school suspension. Grade 11 Hispanic boys who were Poor were assigned a similar number of days to an out-of-school suspension as Grade 11 Hispanic boys who were Not Poor. Presented in Table 4.17 are descriptive statistics for this analysis.

Concerning to the 2017-2018 school year, the parametric ANOVA did not yield a statistically significant difference,  $F(1, 4467) = 1.34, p = .25$ . As revealed in Table 4.18,

Grade 11 Hispanic boys who were Poor were assigned a similar number of days to an out-of-school suspension than were Grade 11 Hispanic boys who were Not Poor.

### **Results for Out-of-School Suspension and White Boys**

Regarding the 2015-2016 school year, the parametric ANOVA a statistically significant difference,  $F(1, 3902) = 40.13, p < .001$ , partial  $n^2 = .01$ , small effect size (Cohen, 1988), was revealed in the number of days Grade 9 White boys who were Poor and Not Poor were assigned to an Out-of-school suspension. Grade 9 White boys who were Poor were assigned 0.69 days more to an out-of-school suspension than Grade 9 White boys who were Not Poor. Table 4.10 contains the descriptive statistics for this analysis.

Concerning the 2016-2017 school year, the parametric ANOVA yielded a statistically significant difference,  $F(1, 3812) = 43.29, p < .001$ , partial  $n^2 = .011$ , small effect size (Cohen, 1988), in the number of days Grade 9 White boys who were Poor and Not Poor were assigned to an out-of-school suspension. Grade 9 White boys who were Poor were assigned an average of 0.71 days more to an out-of-school suspension than were Grade 9 White boys who were Not Poor. Delineated in Table 4.11 are descriptive statistics for this analysis.

With respect to the 2017-2018 school year, a statistically significant difference,  $F(1, 4056) = 38.63, p < .001$ , partial  $n^2 = .009$ , below small effect size (Cohen, 1988), was revealed in the number of days Grade 9 White boys who were Poor and Not Poor were assigned to an out-of-school suspension. Grade 9 White boys who were Poor were assigned an average of 0.59 days more to an out-of-school suspension than were Grade 9

White boys who were Not Poor. Presented in Table 4.12 are descriptive statistics for this analysis.

Regarding the 2015-2016 school year, the parametric ANOVA revealed the presence of a statistically significant difference,  $F(1, 3058) = 8.90, p = .003$ , partial  $n^2 = .003$ , below small effect size (Cohen, 1988), in the number of days Grade 10 White boys who were Poor and Not Poor were assigned to an out-of-school suspension. Grade 10 White boys who were Poor were assigned 0.31 days more to an out-of-school suspension than Grade 10 White boys who were Not Poor. Presented in Table 4.13 are the descriptive statistics for this analysis.

Concerning the 2016-2017 school year, the parametric ANOVA yielded a statistically significant difference,  $F(1, 2866) = 57.10, p < .001$ , partial  $n^2 = .011$ , below small effect size (Cohen, 1988), in the number of days Grade 10 White boys who were Poor and Not Poor were assigned to an out-of-school suspension. As revealed in Table 4.14, Grade 10 White boys who were Poor were assigned an average of 0.52 days more to an out-of-school suspension than were Grade 10 White boys who were Not Poor.

With respect to the 2017-2018 school year, a statistically significant difference,  $F(1, 3073) = 9.92, p = .002$ , partial  $n^2 = .003$ , below small effect size (Cohen, 1988), was revealed in the number of days Grade 10 White boys who were Poor and Not Poor were assigned to an out-of-school suspension. Grade 10 White boys who were Poor were assigned an average of 0.29 days more to an out-of-school suspension than were Grade 10 White boys who were Not Poor. Delineated in Table 4.15 are descriptive statistics for this analysis.

Regarding the 2015-2016 school year, the parametric ANOVA revealed the presence of a statistically significant difference,  $F(1, 2204) = 9.50, p = .002$ , partial  $\eta^2 = .004$ , below small effect size (Cohen, 1988), in the number of days Grade 11 White boys who were Poor and Not Poor were assigned to an out-of-school suspension. Grade 11 White boys who were Poor were assigned 0.28 days more to an out-of-school suspension than Grade 11 White boys who were Not Poor. Presented in Table 4.16 are the descriptive statistics for this analysis.

Concerning the 2016-2017 school year, the parametric ANOVA yielded a statistically significant difference,  $F(1, 2244) = 12.22, p < .001$ , partial  $\eta^2 = .005$ , below small effect size (Cohen, 1988), in the number of days Grade 11 White boys who were Poor and Not Poor were assigned to an out-of-school suspension. As delineated in Table 4.17, Grade 11 White boys who were Poor were assigned an average of 0.34 days more to an out-of-school suspension than were Grade 11 White boys who were Not Poor.

With respect to the 2017-2018 school year, a statistically significant difference,  $F(1, 2317) = 12.84, p < .001$ , partial  $\eta^2 = .006$ , below small effect size (Cohen, 1988), was revealed in the number of days Grade 11 White boys who were Poor and Not Poor were assigned to an out-of-school suspension. Grade 11 White boys who were Poor were assigned an average of 0.31 days more to an out-of-school suspension than were Grade 11 White boys who were Not Poor. Revealed in Table 4.18 are descriptive statistics for this analysis.

## Discussion

In this investigation, the degree to which inequities were present in the number of days assigned to an in-school suspension and an out-of-school suspension by the economic status of Grade 9, 10, and 11 Black, Hispanic, and White boys in the 2015-2016, 2016-2017, and 2017-2018 school years was addressed. Inferential statistical procedures were used to answer the research questions. Results will be reviewed now by ethnicity/race and grade level.

For the 2015-2016, 2016-2017, and 2017-2018 school years, the economic status of Grade 9 Black boys was statistically significantly related to a greater number of days they were assigned to an in-school suspension. In all analyses, Grade 9 Black boys who were Poor were assigned a higher number of days to an in-school suspension than were Grade 9 Black boys who were Not Poor. During the 2015-2016, 2016-2017, and the 2017-2018 school years, Grade 9 Black boys who were Poor were assigned an average of 5.87, 5.53, and 5.38 days to an in-school suspension whereas Grade 9 Black boys who were Not Poor were assigned an average of 4.62, 4.22, and 3.89 days to an in-school suspension. As such, Grade 9 Black boys who were Poor were assigned over a day more of in-school suspension each year than Grade 9 Black boys who were Not Poor.

Concerning the 2015-2016, 2016-2017, and 2017-2018 school years, the economic status of Grade 10 Black boys was statistically significantly related to a greater number of days they were assigned to an in-school suspension. In all analyses, Grade 10 Black boys who were Poor were assigned a higher number of days to an in-school suspension than were Grade 10 Black boys who were Not Poor. During the 2015-2016, 2016-2017, and the 2017-2018 school years, Grade 10 Black boys who were Poor were



assigned an average of 4.80, 4.76, and 4.65 days of in-school suspension whereas Grade 10 Black boys who were Not Poor were assigned an average of 4.16, 3.92, and 3.85 days of an in-school suspension. Consequently, Grade 10 Black boys who were Poor were assigned over one-half day more of in-school suspension each year than Grade 10 Black boys who were Not Poor.

With respect to all three school years, the economic status of Grade 11 Black boys was statistically significantly related to the number of days they were assigned to an in-school suspension. For all analyses, Grade 11 Black boys who were Poor were assigned a higher number of days to an in-school suspension than were Grade 11 Black boys who were Not Poor. During the 2015-2016, 2016-2017, and the 2017-2018 school years, Grade 11 Black boys who were Poor were assigned an average of 4.31, 4.18, and 4.15 days of in-school suspension whereas Grade 11 Black boys who were Not Poor were assigned an average of 3.80, 3.76, and 3.45 days of an in-school suspension. Accordingly, Grade 11 Black boys who were Poor were assigned on average over half day more of in-school suspension each year than Grade 11 Black boys who were Not Poor.

With respect to the 2015-2016, 2016-2017, and 2017-2018 school years, the economic status of Grade 9 Hispanic boys was statistically significantly related to a greater number of days they were assigned to an in-school suspension. In all analyses, Grade 9 Hispanic boys who were Poor were assigned a higher number of days to an in-school suspension than were Grade 9 Hispanic boys who were Not Poor. Spanning the 2015-2016, 2016-2017, and the 2017-2018 school years, Grade 9 Hispanic boys who were Poor were assigned an average of 4.86, 4.84, and 4.68 days of in-school suspension

whereas Grade 9 Hispanic boys who were Not Poor were assigned an average of 4.24, 4.13, and 3.96 days of an in-school suspension. As such, Grade 9 Hispanic boys who were Poor were assigned over one-half day more of in-school suspension each year than Grade 9 Hispanic boys who were Not Poor.

Regarding the 2015-2016, 2016-2017, and 2017-2018 school years, the economic status of Grade 10 Hispanic boys was statistically significantly related to a greater number of days they were assigned to an in-school suspension. In all analyses, Grade 10 Hispanic boys who were Poor were assigned a higher number of days to an in-school suspension than were Grade 10 Hispanic boys who were Not Poor. During the 2015-2016, 2016-2017, and the 2017-2018 school years, Grade 10 Hispanic boys who were Poor were assigned an average of 5.87, 5.53, and 5.38 days of in-school suspension whereas Grade 9 Black boys who were Not Poor were assigned an average of 4.62, 4.22, and 3.89 days of an in-school suspension. Accordingly, Grade 10 Hispanic boys who were Poor were assigned almost half day more of in-school suspension each year than Grade 10 Hispanic boys who were Not Poor.

In regard to all three school years, with the exception of the 2015-2016 school year, the economic status of Grade 11 Hispanic boys was statistically significantly related to the number of days they were assigned to an in-school suspension. For all analyses, Grade 11 Hispanic boys who were Poor were assigned a higher number of days to an in-school suspension than were Grade 11 Hispanic boys who were Not Poor. During the 2015-2016, 2016-2017, and the 2017-2018 school years, Grade 11 Hispanic boys who were Poor were assigned an average of 3.64, 3.73, and 3.54 days of in-school suspension whereas Grade 11 Hispanic boys who were Not Poor were assigned an average of 3.52,

3.50, and 3.29 days of an in-school suspension. As such, Grade 11 Hispanic boys who were Poor were assigned on average almost one-half day more of in-school suspension each year than Grade 11 Hispanic boys who were Not Poor.

With respect to the 2015-2016, 2016-2017, and 2017-2018 school years, the economic status of Grade 9 White boys was statistically significantly related to a greater number of days they were assigned to an in-school suspension. In all analyses, Grade 9 White boys who were Poor were assigned a higher number of days to an in-school suspension than were Grade 9 White boys who were Not Poor. During the 2015-2016, 2016-2017, and the 2017-2018 school years, Grade 9 White boys who were Poor were assigned an average of 5.15, 5.07, and 2.85 days of in-school suspension whereas Grade 9 White boys who were Not Poor were assigned an average of 4.22, 3.91, and 2.28 days of an in-school suspension. As such, Grade 9 White boys who were Poor were assigned on average over a day more of in-school suspension each year than Grade 9 White boys who were Not Poor.

Concerning the 2015-2016, 2016-2017, and 2017-2018 school years, the economic status of Grade 10 White boys was statistically significantly related to a greater number of days they were assigned to an in-school suspension. In all analyses, Grade 10 White boys who were Poor were assigned a higher number of days to an in-school suspension than were Grade 10 White boys who were Not Poor. During the 2015-2016, 2016-2017, and the 2017-2018 school years, Grade 10 White boys who were Poor were assigned an average of 4.74, 4.59, and 4.53 days of in-school suspension whereas Grade 10 White boys who were Not Poor were assigned an average of 3.88, 3.84, and 3.67 days of an in-school suspension. As such, Grade 10 White boys who were Poor were assigned

over one-half day more of in-school suspension each year than Grade 10 White boys who were Not Poor.

With respect to all three school years the economic status of Grade 11 White boys was statistically significantly related to the number of days they were assigned to an in-school suspension. For all analyses, Grade 11 White boys who were Poor were assigned a higher number of days to an in-school suspension than were Grade 11 White boys who were Not Poor. During the 2015-2016, 2016-2017, and the 2017-2018 school years, Grade 11 White boys who were Poor were assigned an average of 4.04, 3.97, and 4.06 days of in-school suspension whereas Grade 9 Black boys who were Not Poor were assigned 3.60, 3.51, and 3.60 days of an in-school suspension. Consequently, Grade 11 White boys who were Poor were assigned on average almost one-half day more of in-school suspension each year than Grade 11 White boys who were Not Poor.

For the 2015-2016, 2016-2017, and 2017-2018 school years, the economic status of Grade 9 Black boys was statistically significantly related to a greater number of days they were assigned to an out-of-school suspension. In all analyses, Grade 9 Black boys who were Poor were assigned a higher number of days to an out-of- than were Grade 9 Black boys who were Not Poor. During the 2015-2016, 2016-2017, and the 2017-2018 school years, Grade 9 Black boys who were Poor were assigned an average of 4.96, 4.96, and 4.83 days of out-of-school suspension whereas Grade 9 Black boys who were Not Poor were assigned an average of 4.31, 4.12, and 4.02 days of an out-of-school suspension. As such, Grade 9 Black boys who were Poor were assigned over one-half day more of out-of-school suspension each year than Grade 9 Black boys who were Not Poor.

Concerning the 2015-2016, 2016-2017, and 2017-2018 school years, the economic status of Grade 10 Black boys was statistically significantly related to a greater number of days they were assigned to an out-of-school suspension. In all analyses, Grade 10 Black boys who were Poor were assigned a higher number of days to an out-of-school suspension than were Grade 10 Black boys who were Not Poor. During the 2015-2016, 2016-2017, and the 2017-2018 school years, Grade 10 Black boys who were Poor were assigned an average of 4.24, 4.19, and 4.04 days of out-of-school suspension whereas Grade 10 Black boys who were Not Poor were assigned an average of 3.83, 3.61, and 3.78 days of an out-of-school suspension. As such, Grade 10 Black boys who were Poor were assigned almost half day more of out-of-school suspension each year than Grade 10 Black boys who were Not Poor.

With the exception of the 2016-2017 school year, the economic status of Grade 11 Black boys was statistically significantly related to the number of days they were assigned to an out-of-school suspension. For all analyses, Grade 11 Black boys who were Poor were assigned a higher number of days to an out-of-school suspension than were Grade 11 Black boys who were Not Poor. During the 2015-2016, 2016-2017, and the 2017-2018 school years, Grade 11 Black boys who were Poor were assigned an average of 3.92, 3.84, and 3.71 days of out-of-school suspension whereas Grade 11 Black boys who were Not Poor were assigned an average of 3.55, 3.58, and 3.30 days of an out-of-school suspension. Therefore, Grade 11 Black boys who were Poor were assigned on average almost one-half day more of out-of-school suspension each year than Grade 11 Black boys who were Not Poor.

With respect to the 2015-2016, 2016-2017, and 2017-2018 school years, the economic status of Grade 9 Hispanic boys was statistically significantly related to a greater number of days they were assigned to an out-of-school suspension. In all analyses, Grade 9 Hispanic boys who were Poor were assigned a higher number of days to an out-of-school suspension than were Grade 9 Hispanic boys who were Not Poor. During the 2015-2016, 2016-2017, and the 2017-2018 school years, Grade 9 Hispanic boys who were Poor were assigned an average of 4.17, 4.00, and 3.86 days of out-of-school suspension whereas Grade 9 Hispanic boys who were Not Poor were assigned an average of 3.68, 3.76, and 3.66 days of an out-of-school suspension. As such, Grade 9 Hispanic boys who were Poor were assigned almost one-half day more of out-of-school suspension each year than Grade 9 Hispanic boys who were Not Poor.

Regarding the 2015-2016, 2016-2017, and 2017-2018 school years, the economic status of Grade 10 Hispanic boys was statistically significantly related to a greater number of days they were assigned to an out-of-school suspension. In all analyses, Grade 10 Hispanic boys who were Poor were assigned a higher number of days to an out-of-school suspension than were Grade 10 Hispanic boys who were Not Poor. During the 2015-2016, 2016-2017, and the 2017-2018 school years, Grade 10 Hispanic boys who were Poor were assigned an average of 3.51, 3.42, and 3.38 days of out-of-school suspension whereas Grade 10 Hispanic boys who were Not Poor were assigned an average of 3.22, 3.16, and 3.09 days of an out-of-school suspension. Accordingly, Grade 10 Hispanic boys who were Poor were assigned almost one-half day more of out-of-school suspension each year than Grade 10 Hispanic boys who were Not Poor.

With the exception of the 2015-2016 school year, the economic status of Grade 11 Hispanic boys was not statistically significantly related to the number of days they were assigned to an out-of-school suspension. For all three school years Grade 11 Hispanic boys who were Poor were assigned a higher number of days to an out-of-school suspension than were Grade 11 Hispanic boys who were Not Poor. During the 2015-2016, 2016-2017, and the 2017-2018 school years, Grade 11 Hispanic boys who were Poor were assigned an average of 3.17, 3.04, and 3.00 days of out-of-school suspension whereas Grade 11 Hispanic boys who were Not Poor were assigned an average of 2.99, 3.00, and 2.91 days of an out-of-school suspension. As such, Grade 11 Hispanic boys who were Poor were assigned about a tenth of a day more of out-of-school suspension each year than Grade 11 Hispanic boys who were Not Poor.

With respect to the 2015-2016, 2016-2017, and 2017-2018 school years, the economic status of Grade 9 White boys was statistically significantly related to a greater number of days they were assigned to an out-of-school suspension. In all analyses, Grade 9 White boys who were Poor were assigned a higher number of days to an out-of-school suspension than were Grade 9 White boys who were Not Poor. During the 2015-2016, 2016-2017, and the 2017-2018 school years, Grade 9 White boys who were Poor were assigned an average of 3.95, 3.84, and 3.76 days of out-of-school suspension whereas Grade 9 White boys who were Not Poor were assigned an average of 3.26, 3.13, and 3.17 days of an out-of-school suspension. Accordingly, Grade 9 White boys who were Poor were assigned on average almost one-half day more of out-of-school suspension each year than Grade 9 White boys who were Not Poor.

Concerning the 2015-2016, 2016-2017, and 2017-2018 school years, the economic status of Grade 10 White boys was statistically significantly related to a greater number of days they were assigned to an out-of-school suspension. In all analyses, Grade 10 White boys who were Poor were assigned a higher number of days to an out-of-school suspension than were Grade 10 White boys who were Not Poor. During the 2015-2016, 2016-2017, and the 2017-2018 school years, Grade 10 White boys who were Poor were assigned an average of 3.51, 3.42, and 3.29 days of out-of-school suspension whereas Grade 10 White boys who were Not Poor were assigned an average of 3.22, 2.90, and 3.00 days of an out-of-school suspension. Consequently, Grade 10 White boys who were Poor were assigned almost one-half day more of out-of-school suspension each year than Grade 10 White boys who were Not Poor.

With respect to all three school years the economic status of Grade 11 White boys was statistically significantly related to the number of days they were assigned to an out-of-school suspension. For all analyses, Grade 11 White boys who were Poor were assigned a higher number of days to an out-of-school suspension than were Grade 11 White boys who were Not Poor. During the 2015-2016, 2016-2017, and the 2017-2018 school years, Grade 9 White boys who were Poor were assigned an average of 3.08, 3.18, and 3.03 days of out-of-school suspension whereas Grade 11 White boys who were Not Poor were assigned an average of 2.80, 2.84, and 2.72 days of an out-of-school suspension. As such, Grade 11 White boys who were Poor were assigned on average almost one-half day more of out-of-school suspension each year than Grade 11 White boys who were Not Poor.



### **Connections with Existing Literature**

Confirmed in this multiyear, statewide investigation was the presence of inequities in the number of days assigned to an in-school suspension and to an out-of-school suspension for Grade 9, 10, and 11 Black, Hispanic, and White boys by their economic status. These differences are consistent with the empirical research literature. Several researchers (e.g., Eckford et al., 2018, Harkrider & Slate, 2020, Kahn & Slate 2016, White & Slate, 2017; White, 2019) have conducted research investigations in which they have identified the existence of inequities in exclusionary disciplinary consequence assignments by student economic status in the State of Texas. Conclusions from their investigations of economic status disparities in the assignment of exclusionary discipline consequences were consistent with the studies at the national level (e.g., Cholewa, 2018).

### **Implications for Policy and for Practice**

As supported in this investigation, several implications for policy and for practice can be formulated. In regard to policy, federal and state laws should be established to accommodate for behavioral expectations of students who live in poverty. Accommodations are made for students who are identified Special Education, Section 504, or English Learners, as such, accommodations for students identified as living in poverty should be established as well. Researchers (e.g., Eckford, 2017 and Kahn & Slate, 2016) have identified that students who are identified as Poor often have parents who lack the educational background or behavioral skills needed to pass along the social capital needed for their children to meet the behavioral requirements in the classroom or on the campus.

Cultural relevancy training should be required for educators to as well. Colleges and universities who train future educators should put more emphasis on finding solutions to the problems that cause cultural disconnect which occurs between a predominantly White middle-class teaching force and a student body which is predominantly Black, Hispanic, and Poor. These same colleges and universities can create partnerships with surrounding school districts and create professional development programs that address cultural relevancy and social emotional learning.

One application for practice would be for school leaders to use funds to provide tutorials after school and on weekends. These tutorial sessions can create a safe learning environment which provides all the necessary educational tools students need to succeed academically. Snacks can be provided after school and breakfast and lunches can be provided on Saturdays. While students are learning academically, programs designed to teach behavior modification techniques which allow for conflict resolution can also be provided for students.

Secondly, workshops should be established so parents and guardians can work closely with school staff to build relationships, build cultural understanding, and create mutual solutions to meet the behavioral expectations all students are required to demonstrate in order to avoid disciplinary infractions and assignments to exclusionary discipline consequences. Lastly, district leaders and school administrators need to examine the trends in discipline data for both the students who get in trouble and teachers who consistently refer students for discipline infractions. By identifying these trends, school administrators can ensure teachers are receiving the training the need to keep

students in the classroom, and that students are also provided the guidance they need to behave properly while on campus.

### **Recommendations for Future Research**

Based upon the results of this multiyear analysis, several recommendations for future research can be presented. First, researchers should extend this study further into the elementary and middle school levels to determine whether inequities as a function of economic status for boys and girls apply at those levels as well. Second, an examination is necessary to determine whether inequities in the number of days assigned to in-school suspensions and out-of-school suspensions also occur for Texas high school girls based on their economic status. Conducting such an investigation would expose the degree to which outcomes obtained in this investigation on boys would be evident to high school girls. Third, researchers should conduct similar methods of this investigation to ascertain if inequalities occur with the more punitive exclusionary discipline consequences such as Disciplinary Alternative Education Program placements and Juvenile Justice Alternative Education Program placements. Lastly, research beyond Texas needs to be performed to determine if the inequities documented herein in the assignment of exclusionary consequences as a function of economic status also transpire in other states.

### **Conclusion**

The purpose of this investigation was to ascertain the degree to which inequities were present in the number of days assigned to an exclusionary discipline consequence for Texas high school boys as a function of their economic status. Archival data for the 2015-2016, 2016-2017, and 2017-2018 school years were acquired from the Texas Education Agency Public Education Information Management System for statewide data

on all Grade 9, 10, and 11 Black, Hispanic, and White boys. For each grade level spanning all three years of the study, students who were Poor were assigned more days to an in-school and out-of-school suspension than students who were Not Poor. With few exceptions, the differences were statistically significant. The exceptions were 2015-2016 Grade 9 Hispanic boys assigned to in-school suspensions, 2016-2017 Grade 11 Black boys assigned out-of-school suspensions, 2016-2017 Grade 11 Hispanic boys assigned out-of-school suspension, and 2017-2018 Grade 11 Hispanic boys, assigned to out-of-school suspension. Results of this investigation were consistent with conclusions of other researchers (e.g., Eckford et al. 2018, Harkrider & Slate, 2020, Kahn & Slate 2016, White & Slate, 2017; White, 2019) in regard to the existence of inequities in the number of days students were assigned to in-school suspension and out-of-school suspension at the high school level.

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Table 4.1

*Descriptive Statistics for In-School Suspension Days Assigned to Grade 9 Black, Hispanic, and White Boys for 2015-2016*

School Year, Ethnicity/Race, and Economic Status	<i>n</i>	<i>M%</i>	<i>SD%</i>
2015-2016			
Black			
Not Poor	2,071	4.62	5.89
Poor	7,366	5.87	6.90
Hispanic			
Not Poor	4,635	4.24	5.08
Poor	17,369	4.86	5.71
White			
Not Poor	5,166	4.22	4.26
Poor	4,780	5.15	5.85

Table 4.2

*Descriptive Statistics for In-School Suspension Days Assigned to Grade 9 Black, Hispanic, and White Boys for 2016-2017*

School Year, Ethnicity/Race, and Economic Status	<i>n</i>	<i>M%</i>	<i>SD%</i>
2016-2017			
Black			
Not Poor	2,021	4.22	4.72
Poor	7,360	5.53	6.02
Hispanic			
Not Poor	4,600	4.13	4.54
Poor	17,381	4.84	5.70
White			
Not Poor	4,913	3.91	4.20
Poor	4,875	5.07	5.25

Table 4.3

*Descriptive Statistics for In-School Suspension Days Assigned to Grade 9 Black, Hispanic, and White Boys for 2017-2018.*

School Year, Ethnicity/Race, and Economic Status	<i>n</i>	<i>M%</i>	<i>SD%</i>
2017-2018			
Black			
Not Poor	1,654	3.89	4.35
Poor	6,720	5.38	7.11
Hispanic			
Not Poor	4,168	3.96	4.63
Poor	16,693	4.68	5.40
White			
Not Poor	4,906	2.28	4.18
Poor	4,827	2.85	5.34

Table 4.4

*Descriptive Statistics for In-School Suspension Days Assigned to Grade 10 Black, Hispanic, and White Boys for 2015-2016*

School Year, Ethnicity/Race, and Economic Status	<i>n</i>	<i>M%</i>	<i>SD%</i>
2015-2016			
Black			
Not Poor	1,881	4.16	5.01
Poor	5,164	4.80	5.37
Hispanic			
Not Poor	4,026	3.76	4.27
Poor	11,955	4.20	4.94
White			
Not Poor	4,938	3.88	4.26
Poor	3,680	4.74	4.26

Table 4.5

*Descriptive Statistics for In-School Suspension Days Assigned to Grade 10 Black, Hispanic, and White Boys for 2016-2017*

School Year, Ethnicity/Race, and Economic Status	<i>n</i>	<i>M%</i>	<i>SD%</i>
2016-2017			
Black			
Not Poor	1,729	3.92	4.45
Poor	5,129	4.76	5.58
Hispanic			
Not Poor	3,922	3.66	4.20
Poor	12,029	4.21	4.93
White			
Not Poor	4,688	3.84	4.09
Poor	3,484	4.59	4.91



Table 4.6

*Descriptive Statistics for In-School Suspension Days Assigned to Grade 10 Black, Hispanic, and White Boys for 2017-2018*

School Year, Ethnicity/Race, and Economic Status	<i>n</i>	<i>M%</i>	<i>SD%</i>
2017-2018			
Black			
Not Poor	1,443	3.85	4.87
Poor	4,819	4.65	4.53
Hispanic			
Not Poor	3,615	3.74	4.87
Poor	11,751	4.01	4.53
White			
Not Poor	4,777	3.67	3.92
Poor	3,722	4.53	4.63

Table 4.7

*Descriptive Statistics for In-School Suspension Days Assigned to Grade 11 Black, Hispanic, and White Boys for 2015-2016*

School Year, Ethnicity/Race, and Economic Status	<i>n</i>	<i>M%</i>	<i>SD%</i>
2015-2016			
Black			
Not Poor	1,545	3.80	4.29
Poor	3,459	4.31	4.90
Hispanic			
Not Poor	3,336	3.52	4.12
Poor	7,993	3.64	4.42
White			
Not Poor	4,441	3.60	4.03
Poor	2,501	4.04	4.08

Table 4.8

*Descriptive Statistics for In-School Suspension Days Assigned to Grade 11 Black, Hispanic, and White Boys for 2016-2017*

School Year, Ethnicity/Race, and Economic Status	<i>n</i>	<i>M%</i>	<i>SD%</i>
2016-2017			
Black			
Not Poor	1,471	3.76	4.61
Poor	3,621	4.18	4.65
Hispanic			
Not Poor	3,257	3.50	4.10
Poor	8,254	3.73	4.55
White			
Not Poor	4,380	3.51	3.69
Poor	2,468	3.97	4.13

Table 4.9

*Descriptive Statistics for In-School Suspension Days Assigned to Grade 11 Black, Hispanic, and White Boys for 2017-2018*

School Year, Ethnicity/Race, and Economic Status	<i>n</i>	<i>M%</i>	<i>SD%</i>
2017-2018			
Black			
Not Poor	1,282	3.45	3.88
Poor	3,434	4.15	5.44
Hispanic			
Not Poor	3,079	3.29	3.64
Poor	7,960	3.54	4.19
White			
Not Poor	4,267	3.60	3.69
Poor	2,644	4.06	4.52

Table 4.10

*Descriptive Statistics for Out-of-School Suspension Days Assigned to Grade 9 Black, Hispanic, and White Boys for 2015-2016*

School Year, Ethnicity/Race, and Economic Status	<i>n</i>	<i>M%</i>	<i>SD%</i>
2015-2016			
Black			
Not Poor	1,251	4.31	4.42
Poor	4,929	4.96	5.05
Hispanic			
Not Poor	2,157	3.68	3.38
Poor	8,836	4.17	4.15
White			
Not Poor	1,818	3.26	2.78
Poor	2,086	3.95	3.80

Table 4.11

*Descriptive Statistics for Out-of-School Suspension Days Assigned to Grade 9 Black, Hispanic, and White Boys for 2016-2017*

School Year, Ethnicity/Race, and Economic Status	<i>n</i>	<i>M%</i>	<i>SD%</i>
2016-2017			
Black			
Not Poor	1,191	4.12	4.10
Poor	4,735	4.96	5.10
Hispanic			
Not Poor	2,245	3.76	3.50
Poor	9,108	4.00	3.91
White			
Not Poor	1,727	3.13	2.57
Poor	2,087	3.84	3.83
Poor	2,087	3.84	3.83

Table 4.12

*Descriptive Statistics for Out-of-School Suspension Days Assigned to Grade 9 Black, Hispanic, and White Boys for 2017-2018*

School Year, Ethnicity/Race, and Economic Status	<i>n</i>	<i>M%</i>	<i>SD%</i>
2017-2018			
Black			
Not Poor	983	4.02	3.71
Poor	4,484	4.83	4.73
Hispanic			
Not Poor	2,084	3.66	3.61
Poor	8,727	3.86	3.55
White			
Not Poor	1,875	3.17	2.64
Poor	2,183	3.76	3.32

Table 4.13

*Descriptive Statistics for Out-of-School Suspension Days Assigned to Grade 10 Black, Hispanic, and White Boys for 2015-2016*

School Year, Ethnicity/Race, and Economic Status	<i>n</i>	<i>M%</i>	<i>SD%</i>
2015-2016			
Black			
Not Poor	1,035	3.83	3.37
Poor	3,242	4.24	4.09
Hispanic			
Not Poor	1,655	3.22	2.90
Poor	5,395	3.51	3.32
White			
Not Poor	1,608	3.22	2.80
Poor	1,452	3.51	2.97



Table 4.14

*Descriptive Statistics for Out-of-School Suspension Days Assigned to Grade 10 Black, Hispanic, and White Boys for 2016-2017*

School Year, Ethnicity/Race, and Economic Status	<i>n</i>	<i>M%</i>	<i>SD%</i>
2016-2017			
Black			
Not Poor	971	3.61	3.17
Poor	3,170	4.19	3.84
Hispanic			
Not Poor	1,630	3.16	2.57
Poor	5,306	3.42	3.08
White			
Not Poor	1,536	2.90	2.27
Poor	1,332	3.42	2.73

Table 4.15

*Descriptive Statistics for Out-of-School Suspension Days Assigned to Grade 10 Black, Hispanic, and White Boys for 2017-2018*

School Year, Ethnicity/Race, and Economic Status	<i>n</i>	<i>M%</i>	<i>SD%</i>
2017-2018			
Black			
Not Poor	822	3.78	3.16
Poor	3,095	4.04	3.59
Hispanic			
Not Poor	1,527	3.09	2.40
Poor	5,470	3.38	2.80
White			
Not Poor	1,578	3.00	2.40
Poor	1,497	3.29	2.77

Table 4.16

*Descriptive Statistics for Out-of-School Suspension Days Assigned to Grade 11 Black, Hispanic, and White Boys for 2015-2016*

School Year, Ethnicity/Race, and Economic Status	<i>n</i>	<i>M%</i>	<i>SD%</i>
2015-2016			
Black			
Not Poor	817	3.55	3.11
Poor	2,160	3.92	3.75
Hispanic			
Not Poor	1,240	2.99	2.47
Poor	3,154	3.17	2.70
White			
Not Poor	1,324	2.80	2.41
Poor	882	3.08	2.11

Table 4.17

*Descriptive Statistics for Out-of-School Suspension Days Assigned to Grade 11 Black, Hispanic, and White Boys for 2016-2017*

School Year, Ethnicity/Race, and Economic Status	<i>n</i>	<i>M%</i>	<i>SD%</i>
2016-2017			
Black			
Not Poor	762	3.58	3.19
Poor	2,091	3.84	3.44
Hispanic			
Not Poor	1,167	3.00	2.92
Poor	3,245	3.04	2.46
White			
Not Poor	1,381	2.84	2.05
Poor	865	3.18	2.54

Table 4.18

*Descriptive Statistics for Out-of-School Suspension Days Assigned to Grade 11 Black, Hispanic, and White Boys for 2017-2018*

School Year, Ethnicity/Race, and Economic Status	<i>n</i>	<i>M%</i>	<i>SD%</i>
2017-2018			
Black			
Not Poor	702	3.30	2.52
Poor	2,071	3.71	3.20
Hispanic			
Not Poor	1,174	2.91	2.06
Poor	3,295	3.00	2.32
White			
Not Poor	1,368	2.72	1.79
Poor	951	3.03	2.31

## **CHAPTER V**

### **DISCUSSION**

The purpose of this journal-ready dissertation was to determine the degree to which the number of days that Texas Grade 9, 10, and 11 students assigned an exclusionary discipline consequence differ by their ethnicity/race (i.e. Black, Hispanic, and White), and economic status (i.e. Poor, Not Poor). In the first study, the extent to which differences existed in the number of days assigned to an exclusionary discipline consequence (i.e., in-school suspension, out-of-school suspension) based on the ethnicity/race of Grade 9, 10, and 11 boys was investigated. In the second study, the extent to which differences existed in the number of days assigned to an exclusionary discipline consequence based on the ethnicity/race of Grade 9, 10, and 11 girls was investigated. In the third study, the extent in which differences existed in the number of days Texas Grade 9, 10, and 11 boys are assigned an exclusionary discipline consequence based on their economic status was examined. In this chapter, the results of the three articles are discussed and a summary of each of the three articles is provided. Implications for policy and practice are discussed along with recommendations for future research.

#### **Summary of Results for Study One**

In the first analysis, the effect of ethnicity/race on the number of days Grades 9, 10, and 11 Black, Hispanic, and White boys were assigned to an in-school suspension and to an out-of-school suspension in the 2015-2016 through the 2017-2018 school years was addressed. Three school years of archival data from the Texas Education Agency Public Education Information Management System were examined to ascertain the effect

of ethnicity/race on the number of days Grades 9, 10, and 11 boys were assigned to an in-school suspension and out-of-school suspension.

Table 5.1

*Summary of In-School Suspension Days for Grade 9 Boys for 2015-2016 Through 2017-2018*

School Year, Grade, and Ethnicity/Race	Statistically Significant	More Days Assigned	How Many More Days
2015-2016			
Grade 9 Black	Yes	Black	0.00
Grade 9 Hispanic	Yes	Black	0.79
Grade 9 White	Yes	Black	0.83
2016-2017			
Grade 9 Black	Yes	Black	0.00
Grade 9 Hispanic	Yes	Black	0.58
Grade 9 White	Yes	Black	0.68
2017-2018			
Grade 9 Black	Yes	Black	0.00
Grade 9 Hispanic	Yes	Black	0.56
Grade 9 White	Yes	Black	0.54

With respect to the number of days assigned to an in-school suspension, statistically significant differences were revealed in all three school years for Grades 9, 10, and 11 Black boys. Grade 9 Black boys were assigned between 0.56 to 0.79 more days of in-school suspension than Grade 9 Hispanic boys, and were assigned between 0.54 to 0.83 more days in-school suspension than Grade 9 White boys. Grade 10 Black boys were assigned between 0.51 to 0.57 more days of in-school suspension than Grade 10 Hispanic boys, and assigned between 0.33 to 0.35 more days in-school suspension than Grade 10 White boys. Grade 11 Black boys were assigned between 0.48 to 0.57 more days of in-school suspension than Grade 11 Hispanic boys, and 0.35 to 0.37 more

days of in-school suspension than Grade 11 White boys. Revealed in Tables 5.1, 5.2, and 5.3, are the descriptive statistics for this analysis.

Table 5.2

*Summary of In-School Suspension Days Assigned to Grade 10 Boys for 2015-2016 Through 2017-2018*

School Year, Grade, and Ethnicity/Race	Statistically Significant	More Days Assigned	How Many More Days
2015-2016			
Grade 10 Black	Yes	Black	0.00
Grade 10 Hispanic	Yes	Black	0.79
Grade 10 White	Yes	Black	0.83
2016-2017			
Grade 10 Black	Yes	Black	0.00
Grade 10 Hispanic	Yes	Black	0.58
Grade 10 White	Yes	Black	0.68
2017-2018			
Grade 10 Black	Yes	Black	0.00
Grade 10 Hispanic	Yes	Black	0.56
Grade 10 White	Yes	Black	0.54

In regard to the number of days assigned to an in-school suspension, statistically significant differences were revealed in all three school years for Grades 9, 10, and 11 Hispanic boys. Grade 9 Hispanic boys were assigned between 0.56 to 0.79 days less of in-school suspension than Grade 9 Black boys, and were assigned between 0.02 to 0.04 more days in-school suspension than Grade 9 White boys with the exception of the 2017-2018 school year where Grade 9 Hispanic boys were assigned 0.02 days less than Grade 9 White boys. Grade 10 Hispanic boys were assigned between 0.51 to 0.57 days less of in-school suspension than Grade 10 Black boys, and between 0.18 to 0.22 days less of in-school suspension than Grade 10 White boys. Grade 11 Hispanic boys were assigned between 0.48 to 0.57 days less of in-school suspension than Grade 11 Black boys, and



0.11 to 0.22 days less of in-school suspension than Grade 11 White boys. Delineated in Tables 5.1, 5.2, and 5.3 are the descriptive statistics for these analyses.

Table 5.3

*Summary of In-School Suspension Days Assigned to Grade 11 Boys for 2015-2016 Through 2017-2018*

School Year, Grade, and Ethnicity/Race	Statistically Significant	More Days Assigned	How Many More Days
2015-2016			
Grade 11 Black	Yes	Black	0.00
Grade 11 Hispanic	Yes	Black	0.79
Grade 11 White	Yes	Black	0.83
2016-2017			
Grade 11 Black	Yes	Black	0.00
Grade 11 Hispanic	Yes	Black	0.58
Grade 11 White	Yes	Black	0.68
2017-2018			
Grade 11 Black	Yes	Black	0.00
Grade 11 Hispanic	Yes	Black	0.56
Grade 11 White	Yes	Black	0.56

With respect to the number of days assigned to an out-of-school suspension, statistically significant differences were established in all three school years for Grades 9, 10, and 11 Black boys. Grade 9 Black boys were assigned between 0.59 to 0.73 more days of out-of-school suspension than Grade 9 Hispanic boys, and were assigned between 1.23 to 1.34 more days out-of-school suspension than Grade 9 White boys. Grade 10 Black boys were assigned between 0.59 to 0.62 more days of out-of-school suspension than Grade 10 Hispanic boys, and were assigned between 0.85 to 0.94 more days to out-of-school suspension than Grade 10 White boys. Grade 11 Black boys were assigned between 0.58 to 0.69 more days of out-of-school suspension than Grade 11 Hispanic

boys, and were assigned 0.78 to 0.90 more days of out-of-school suspension than Grade 11 White boys. Revealed in Table 5.4 are the descriptive statistics for these analyses.

Table 5.4

*Summary of Out-of-School Suspension Days Assigned to Grade 9 Boys for 2015-2016 Through 2017-2018*

School Year, Grade, and Ethnicity/Race	Statistically Significant	More Days Assigned	How Many More Days
2015-2016			
Grade 9 Black	Yes	Black	0.00
Grade 9 Hispanic	Yes	Black	0.59
Grade 9 White	Yes	Black	1.23
2016-2017			
Grade 9 Black	Yes	Black	0.00
Grade 9 Hispanic	Yes	Black	0.71
Grade 9 White	Yes	Black	1.34
2017-2018			
Grade 9 Black	Yes	Black	0.00
Grade 9 Hispanic	Yes	Black	0.73
Grade 9 White	Yes	Black	1.23

Concerning the number of days assigned to an out-of-school suspension, statistically significant differences were revealed in all three school years for Grades 9, 10, and 11 Hispanic boys. Grade 9 Hispanic boys were assigned between 0.59 to 0.73 days less of out-of-school suspension than Grade 9 Black boys, and were assigned between 0.50 to 0.64 more days out-of-school suspension than Grade 9 White boys. Grade 10 Hispanic boys were assigned between 0.59 to 0.62 days less of out-of-school suspension than Grade 10 Black boys, and were assigned between 0.26 to 0.32 more days of out-of-school suspension than Grade 10 White boys.

Table 5.5

*Summary of Out-of-School Suspension Days Assigned to Grade 10 Boys for 2015-2016*

*Through 2017-2018*

School Year, Grade, and Ethnicity/Race	Statistically Significant	More Days Assigned	How Many More Days
2015-2016			
Grade 10 Black	Yes	Black	0.00
Grade 10 Hispanic	Yes	Black	0.61
Grade 10 White	Yes	Black	0.87
2016-2017			
Grade 10 Black	Yes	Black	0.00
Grade 10 Hispanic	Yes	Black	0.62
Grade 10 White	Yes	Black	0.94
2017-2018			
Grade 10 Black	Yes	Black	0.00
Grade 10 Hispanic	Yes	Black	0.59
Grade 10 White	Yes	Black	0.85

Grade 11 Hispanic boys were assigned between 0.58 to 0.69 days less of out-of-school suspension than Grade 11 Black boys, and 0.12 to 0.25 more days of out-of-school suspension than Grade 11 White boys. Delineated in Tables 5.4, 5.5, and 5.6 are the descriptive statistics for these analyses.

Table 5.6

*Summary of Out-of-School Suspension Days Assigned to Grade 11 Boys for 2015-2016  
Through 2017-2018*

School Year, Grade, and Ethnicity/Race	Statistically Significant	More Days Assigned	How Many More Days
2015-2016			
Grade 11 Black	Yes	Black	0.00
Grade 11 Hispanic	Yes	Black	0.65
Grade 11 White	Yes	Black	0.90
2016-2017			
Grade 11 Black	Yes	Black	0.00
Grade 11 Hispanic	Yes	Black	0.69
Grade 11 White	Yes	Black	0.81
2017-2018			
Grade 11 Black	Yes	Black	0.00
Grade 11 Hispanic	Yes	Black	0.58
Grade 11 White	Yes	Black	0.78

### **Summary of Results for Study Two**

In the second investigation, the effect of ethnicity/race on the number of days Grades 9, 10, and 11 Black, Hispanic, and White girls were assigned to an in-school suspension and to an out-of-school suspension in the 2015-2016 through the 2017-2018 school years was addressed. Three school years of archival data from the Texas Education Agency Public Education Information Management System were examined to determine the effects of ethnicity/race on the number of days Grades 9, 10, and 11 girls were assigned to an in-school suspension and out-of-school suspension.

Table 5.7

*Summary of In-School Suspension Days Assigned to Grade 9 Girls for 2015-2016**Through 2017-2018*

School Year, Grade, and Ethnicity/Race	Statistically Significant	More Days Assigned	How Many More Days
2015-2016			
Grade 9 Black	Yes	Black	0.00
Grade 9 Hispanic	Yes	Black	0.70
Grade 9 White	Yes	Black	0.72
2016-2017			
Grade 9 Black	Yes	Black	0.00
Grade 9 Hispanic	Yes	Black	0.77
Grade 9 White	Yes	Black	0.79
2017-2018			
Grade 9 Black	Yes	Black	0.00
Grade 9 Hispanic	Yes	Black	0.70
Grade 9 White	Yes	Black	0.44

Concerning the number of days assigned to an in-school suspension, statistically significant differences were revealed in all three school years for Grades 9, 10, and 11 Black girls. Grade 9 Black girls were assigned between 0.70 to 0.77 more days of in-school suspension than Grade 9 Hispanic girls, and were assigned between 0.44 to 0.79 more days in-school suspension than Grade 9 White girls. Grade 10 Black girls were assigned between 0.62 to 0.78 more days of in-school suspension than Grade 10 Hispanic girls, and were assigned between 0.36 to 0.58 more days in-school suspension than Grade 10 White girls. Grade 11 Black girls were assigned between 0.50 to 0.61 more days of in-school suspension than Grade 11 Hispanic girls and were assigned 0.22 to 0.32 more days of in-school suspension than Grade 11 White girls. Revealed in Tables 5.7, 5.8, and 5.9 are the descriptive statistics for these analyses.

Table 5.8

*Summary of In-School Suspension Days Assigned to Grade 10 Girls for 2015-2016**Through 2017-2018*

School Year, Grade, and Ethnicity/Race	Statistically Significant	More Days Assigned	How Many More Days
2015-2016			
Grade 10 Black	Yes	Black	0.00
Grade 10 Hispanic	Yes	Black	0.69
Grade 10 White	Yes	Black	0.36
2016-2017			
Grade 10 Black	Yes	Black	0.00
Grade 10 Hispanic	Yes	Black	0.62
Grade 10 White	Yes	Black	0.51
2017-2018			
Grade 10 Black	Yes	Black	0.00
Grade 10 Hispanic	Yes	Black	0.78
Grade 10 White	Yes	Black	0.58

In regard to the number of days assigned to an in-school suspension, statistically significant differences were revealed in all three school years for Grades 9, 10, and 11 Hispanic girls. Grade 9 Hispanic girls were assigned between 0.70 to 0.77 days less of in-school suspension than Grade 9 Black girls, and were assigned between 0.02 more days in-school suspension than Grade 9 White girls with the exception of 2017-2018 where Grade 9 Hispanic girls were assigned 0.26 days less than Grade 9 White girls. Grade 10 Hispanic girls were assigned between 0.62 to 0.78 days less of in-school suspension than Grade 10 Black girls, and were assigned between 0.11 to 0.33 days less of in-school suspension than Grade 10 White girls. Grade 11 Hispanic girls were assigned between 0.50 to 0.61 days less of in-school suspension than Grade 11 Black girls, and 0.24 to 0.31 days less of in-school suspension than Grade 11 White girls. Revealed in Tables 5.7, 5.8, and 5.9, are the descriptive statistics for these analyses.

Table 5.9

*Summary of In-School Suspension Days Assigned to Grade 11 Girls for 2015-2016**Through 2017-2018*

School Year, Grade, and Ethnicity/Race	Statistically Significant	More Days Assigned	How Many More Days
2015-2016			
Grade 11 Black	Yes	Black	0.00
Grade 11 Hispanic	Yes	Black	0.61
Grade 11 White	Yes	Black	0.32
2016-2017			
Grade 11 Black	Yes	Black	0.00
Grade 11 Hispanic	Yes	Black	0.50
Grade 11 White	Yes	Black	0.26
2017-2018			
Grade 11 Black	Yes	Black	0.00
Grade 11 Hispanic	Yes	Black	0.53
Grade 11 White	Yes	Black	0.52

In regard to the number of days assigned to an out-of-school suspension, statistically significant differences were established in all three school years for Grades 9, 10, and 11 Black girls. Grade 9 Black girls were assigned between 0.61 to 0.89 more days of out-of-school suspension than Grade 9 Hispanic girls, and were assigned between 1.04 to 1.28 more days out-of-school suspension than Grade 9 White girls. Grade 10 Black girls were assigned between 0.56 to 0.74 more days of out-of-school suspension than Grade 10 Hispanic girls, and were assigned between 0.70 to 0.92 more days to out-of-school suspension than Grade 10 White girls. Grade 11 Black girls were assigned between 0.51 to 0.72 more days of out-of-school suspension than Grade 11 Hispanic girls, and were assigned 0.49 to 0.81 more days of out-of-school suspension than Grade 11 White girls. Delineated in Tables 5.10, 5.11, and 5.12, are the descriptive statistics for these analyses.

Table 5.10

*Summary of Out-of-School Suspension Days Assigned to Grade 9 Girls for 2015-2016**Through 2017-2018*

School Year, Grade, and Ethnicity/Race	Statistically Significant	More Days Assigned	How Many More Days
2015-2016			
Grade 9 Black	Yes	Black	0.00
Grade 9 Hispanic	Yes	Black	0.61
Grade 9 White	Yes	Black	1.19
2016-2017			
Grade 9 Black	Yes	Black	0.00
Grade 9 Hispanic	Yes	Black	0.89
Grade 9 White	Yes	Black	1.28
2017-2018			
Grade 9 Black	Yes	Black	0.00
Grade 9 Hispanic	Yes	Black	0.71
Grade 9 White	Yes	Black	1.04

Concerning the number of days assigned to an out-of-school suspension, statistically significant differences were established in all three school years for Grades 9, 10, and 11 Hispanic girls. Grade 9 Hispanic girls were assigned between 0.61 to 0.89 days less of out-of-school suspension than Grade 9 Black girls, and were assigned between 0.33 to 0.58 more days out-of-school suspension than Grade 9 White girls.



Table 5.11

*Summary of Out-of-School Suspension Days Assigned to Grade 10 Girls for 2015-2016**Through 2017-2018*

School Year, Grade, and Ethnicity/Race	Statistically Significant	More Days Assigned	How Many More Days
2015-2016			
Grade 10 Black	Yes	Black	0.00
Grade 10 Hispanic	Yes	Black	0.74
Grade 10 White	Yes	Black	0.92
2016-2017			
Grade 10 Black	Yes	Black	0.00
Grade 10 Hispanic	Yes	Black	0.56
Grade 10 White	Yes	Black	0.70
2017-2018			
Grade 10 Black	Yes	Black	0.00
Grade 10 Hispanic	Yes	Black	0.63
Grade 10 White	Yes	Black	0.74

Grade 10 Hispanic girls were assigned between 0.56 to 0.74 days less of out-of-school suspension than Grade 10 Black girls, and assigned between 0.11 to 0.18 more days of out-of-school suspension than Grade 10 White girls. Grade 11 Hispanic girls were assigned between 0.51 to 0.72 days less of out-of-school suspension than Grade 11 Black girls, and 0.01 to 0.02 less days of out-of-school suspension than Grade 11 White girls with the exception of 2015-2016 where Grade 11 Hispanic girls were assigned 0.09 more days of out-of-school suspension than Grade 11 White girls. Depicted in Table 5.10, 5.11, and 5.12 are the descriptive statistics for these analyses.

Table 5.12

*Summary of Out-of-School Suspension Days Assigned to Grade 11 Girls for 2015-2016**Through 2017-2018*

School Year, Grade, and Ethnicity/Race	Statistically Significant	More Days Assigned	How Many More Days
2015-2016			
Grade 11 Black	Yes	Black	0.00
Grade 11 Hispanic	Yes	Black	0.72
Grade 11 White	Yes	Black	0.81
2016-2017			
Grade 11 Black	Yes	Black	0.00
Grade 11 Hispanic	Yes	Black	0.62
Grade 11 White	Yes	Black	0.61
2017-2018			
Grade 11 Black	Yes	Black	0.00
Grade 11 Hispanic	Yes	Black	0.51
Grade 11 White	Yes	Black	0.49

**Summary of Results for Study Three**

In the third study, the effect of economic status on the number of days Grades 9, 10, and 11 Black, Hispanic, and White boys were assigned to an in-school suspension and to an out-of-school suspension in the 2015-2016 through the 2017-2018 school years was addressed. Three school years of archival data from the Texas Education Agency Public Education Information Management System were examined to ascertain the effect of economic status on the number of days Grades 9, 10, and 11 boys were assigned to an in-school suspension and out-of-school suspension by their economic status.

Table 5.13

*Summary of In-School Suspension Days Assigned to Grade 9, 10, and 11 Black Boys for 2015-2016 Through 2017-2018*

Grade Level and School Year	Statistically Significant	More Days Assigned	How Many More Days
Grade 9			
2015-2016	Yes	Poor	1.25
2016-2017	Yes	Poor	1.31
2017-2018	Yes	Poor	1.49
Grade 10			
2015-2016	Yes	Poor	0.64
2016-2017	Yes	Poor	0.50
2017-2018	Yes	Poor	0.34
Grade 11			
2015-2016	Yes	Poor	0.51
2016-2017	Yes	Poor	0.42
2017-2018	Yes	Poor	0.70

For the three school years and three grade levels analyzed, Black boys who were Poor were assigned to statistically significant more days to an in-school suspension than Black boys who were Not Poor. The range of in-school suspension days for Black boys who were Poor were 4.15 days to 5.38 days. As delineated in Table 5.13, Black boys who were Poor were assigned between 0.34 to 0.92 more days of in-school suspension than Black boys who were Not Poor.

Table 5.14

*Summary of In-School Suspension Days Assigned to Grade 9, 10, and 11 Hispanic Boys for 2015-2016 Through 2017-2018*

Grade Level and School Year	Statistically Significant	More Days Assigned	How Many More Days
Grade 9			
2015-2016	Yes	Poor	0.62
2016-2017	Yes	Poor	0.71
2017-2018	Yes	Poor	0.72
Grade 10			
2015-2016	Yes	Poor	0.44
2016-2017	Yes	Poor	0.55
2017-2018	Yes	Poor	0.27
Grade 11			
2015-2016	No	Poor	0.12
2016-2017	Yes	Poor	0.23
2017-2018	Yes	Poor	0.70

Across all three school years and three grade levels, Hispanic boys who were Poor were assigned to statistically significant more days to an in-school suspension than Hispanic boys who were Not Poor. with the exception of Grade 11 for the 2015-2016 school year where no differences were determined. The range of in-school suspension assignment days for Hispanic boys who were Poor were 3.54 days to 4.86 days. Hispanic boys who were Poor were assigned between 0.12 to 0.72 more days of in-school suspension than Hispanic boys who were Not Poor (See Table 5.14).

Across all three school years and both grade levels, White boys who were Poor were assigned to statistically significant more days to an in-school suspension than White boys who were Not Poor. The range of in-school suspension assignment days for White boys who were Poor were 2.85 days to 5.15 days. White boys who were Poor were assigned between 0.44 to 1.16 more days of in-school suspension than White boys who were Not Poor. Table 5.15 contains a summary of these analyses.

Table 5.15

*Summary of In-School Suspension Days Assigned to Grade 9, 10, and 11 White Boys for 2015-2016 Through 2017-2018*

Grade Level and School Year	Statistically Significant	More Days Assigned	How Many More Days
Grade 9			
2015-2016	Yes	Poor	0.93
2016-2017	Yes	Poor	1.16
2017-2018	Yes	Poor	1.04
Grade 10			
2015-2016	Yes	Poor	0.86
2016-2017	Yes	Poor	0.75
2017-2018	Yes	Poor	0.86
Grade 11			
2015-2016	Yes	Poor	0.44
2016-2017	Yes	Poor	0.46
2017-2018	Yes	Poor	0.46

For the three school years analyzed with the exception of Grade 10 for the 2017-2018 school year, and Grade 11 for the 2016-2017 school year, Black boys who were Poor were assigned to statistically significant more days to an out-of-school suspension than Black boys who were Not Poor. The range of out-of-school suspension assignment days for Black boys who were Poor were 3.71 days to 4.96 days . As revealed in Table

5.16, Black boys who were Poor were assigned between 0.26 to 0.84 more days of out-of-school suspension than Black boys who were Not Poor.

Table 5.16

*Summary of Out-of-School Suspension Days Assigned to Grade 9, 10, and 11 Black Boys for 2015-2016 Through 2017-2018*

Grade Level and School Year	Statistically Significant	More Days Assigned	How Many More Days
Grade 9			
2015-2016	Yes	Poor	0.65
2016-2017	Yes	Poor	0.84
2017-2018	Yes	Poor	0.81
Grade 10			
2015-2016	Yes	Poor	0.41
2016-2017	Yes	Poor	0.58
2017-2018	No	Poor	0.26
Grade 11			
2015-2016	Yes	Poor	0.37
2016-2017	No	Poor	0.26
2017-2018	Yes	Poor	0.41

Across all three school years and three grade levels with the exception of Grade 11 for the 2016-2017 and 2017-2018 school years, Hispanic boys who were Poor were assigned to statistically significant more days to an out-of-school suspension than Hispanic boys who were Not Poor. The range of out-of-school suspension assignment days for Hispanic boys who were Poor were 3.00 days to 4.17 days. Hispanic boys who were Poor were assigned between 0.04 to 0.49 more days of out-of-school suspension than Hispanic boys who were Not Poor. Table 5.17 contains a summary of these results.

Table 5.17

*Summary of Out-of-School Suspension Days Assigned to Grade 9, 10, and 11 Hispanic**Boys for 2015-2016 Through 2017-2018*

Grade Level and School Year	Statistically Significant	More Days Assigned	How Many More Days
Grade 9			
2015-2016	Yes	Poor	0.49
2016-2017	Yes	Poor	0.24
2017-2018	Yes	Poor	0.20
Grade 10			
2015-2016	Yes	Poor	0.29
2016-2017	Yes	Poor	0.26
2017-2018	Yes	Poor	0.29
Grade 11			
2015-2016	Yes	Poor	0.18
2016-2017	No	Poor	0.04
2017-2018	No	Poor	0.09

Across all three school years and all three grade levels, White boys who were Poor were assigned to statistically significant more days to an out-of-school suspension than White boys who were Not Poor. The range of out-of-school suspension assignment days for White boys who were Poor were 3.03 days to 3.95 days. White boys who were Poor were assigned between 0.28 to 0.71 more days of out-of-school suspension than White boys who were Not Poor. Table 5.18 contains a summary of these analyses.

Table 5.18

*Summary of Out-of-School Suspension Days Assigned to Grade 9, 10, and 11 White Boys for 2015-2016 Through 2017-2018*

Grade Level and School Year	Statistically Significant	More Days Assigned	How Many More Days
Grade 9			
2015-2016	Yes	Poor	0.69
2016-2017	Yes	Poor	0.71
2017-2018	Yes	Poor	0.59
Grade 10			
2015-2016	Yes	Poor	0.31
2016-2017	Yes	Poor	0.52
2017-2018	Yes	Poor	0.29
Grade 11			
2015-2016	Yes	Poor	0.28
2016-2017	Yes	Poor	0.34
2017-2018	Yes	Poor	0.31

### Connections with Existing Literature

In the first multiyear, statewide investigation, statistically significant differences were established in the number of days assigned to an in-school suspension and out-of-school suspension for Grade 9, 10, and 11 boys by their ethnicity/race. These differences have been well documented in the extant literature. Researchers (e.g., Henkel et al., 2016; Hilberth & Slate, 2014; Jones et al., 2014, Khan & Slate, 2016, Lopez & Slate, 2020, Miller & Slate, 2019, White & Slate, 2018) have conducted empirical investigations in which they have established the presence of inequities in exclusionary disciplinary consequence assignments by student ethnicity/race in the State of Texas. Findings from their studies of ethnic/racial disparities in the assignment of exclusionary discipline consequences were congruent with the studies at the national level. Only two articles by White and Slate (2018) and by Miller and Slate (2019) were identified in



which disparities were addressed in the number of days assigned to an exclusionary discipline consequence at the high school level.

White and Slate (2018) analyzed the extent to which the number of days assigned to an out-of-school suspension was associated with the ethnicity/race of Grade 9 and 10 Texas high school students for the 2013-2014 school year. They established that Grade 9 and 10 White boys were statistically significantly underrepresented in the number of days assigned to an out-of-school suspension, Grade 9 Hispanic boys were aptly represented, and Grade 10 Hispanic boys were underrepresented. Important in their investigation was that Grade 9 and 10 Black boys were exceedingly overrepresented in the number of days assigned to an out-of-school suspension. Miller and Slate (2019) examined statewide data for the 2015-2016 school year and conducted a research study on inequities of out-of-school suspensions as a function of ethnicity/race for Grade 9, 10, and 11, White, Hispanic, and Black boys in Texas. Miller and Slate (2019) documented that across all three grade levels, Hispanic boys not only were assigned more often to an out-of-school suspension than White boys, but also were assigned about a tenth of a day more per assignment to an out-of-school suspension. This same pattern occurred with the comparison between White boys and Black boys. Black boys were assigned up to two tenths of a day more per assignment to an of out-of-school suspension than White boys.

Established in the second multiyear, statewide investigation were statistically significant differences in the number of days assigned to an in-school suspension and out-of-school suspension for Grade 9, 10, and 11 girls by their ethnicity/race. These differences are congruent with documented research in the existing literature. Several researchers (e.g., Barnes et al., 2017, Miller & Slate, 2019; White, 2019; White & Slate,

2018) have conducted research investigations in which they have identified the presence of inequities in exclusionary disciplinary consequence assignments by student ethnicity/race in the State of Texas. Conclusions from their investigations of ethnic/racial inequalities in the assignment of exclusionary discipline consequences were consistent with the studies at the national level. Only two articles by White and Slate (2018) and by Miller and Slate (2019) were identified in which inequities were addressed in the number of days assigned to an exclusionary discipline consequence at the high school level. In both articles, however, disparities were addressed for boys and not for girls.

Established in the third multiyear, statewide investigation was the presence of inequities in the number of days assigned to an in-school suspension and to an out-of-school suspension for Grade 9, 10, and 11 Black, Hispanic, and White boys by their economic status. These differences are consistent with the empirical research literature. Several researchers (e.g., Eckford et al., 2018, Harkrider & Slate, 2020, Khan & Slate, 2016; White, 2019; White & Slate, 2017) have conducted research investigations in which they have documented the existence of inequities in exclusionary disciplinary consequence assignments by student economic status in the State of Texas. Conclusions from their investigations of economic status disparities in the assignment of exclusionary discipline consequences were consistent with the studies at the national level (e.g., Cholewa, 2018).

### **Implications for Policy and Practice**

Several implications for policy and for practice can be made from the results of these investigations. First, with respect to policy, the Texas State legislature needs to evaluate the data provided by researchers in the area of inequities in exclusionary

discipline consequences. Legislators can create laws to reduce the number of days allowed in in-school suspension and out-of-school suspension for each academic school year, as well as reduce the use of out-of-school suspensions for less than egregious discipline infractions.

Secondly, in regard to practices and implication of practices, current district and campus administrators need to employ programs intended to alter behavior outside the realm of disciplinary assignments, primarily exclusionary discipline consequences. Educational leaders need to implement professional development programs for staff and teachers that instill the skills necessary to build relationships with students which address cultural awareness and social and emotional learning development. Implementing Positive Behavioral Interventions and Supports or Social Emotional Learning should be explored to determine if these programs can reduce disparity in exclusionary discipline consequences. The training and certification of future educators should be modified to focus on strategies designed to identify and reduce conflict which can ultimately lead to the assignment of disciplinary consequences.

Third, campus and district administrators need to examine discipline data periodically throughout the year and disseminate the data to staff members. Campus and district leaders need to examine trends in disciplinary assignments and share this information to staff members to assist them in determining what specific circumstances and resulting behaviors lead to discipline consequences and offer behavior modification tools which keep students in class and on campus while reducing or eliminating inequities in assignments to exclusionary discipline consequences.

Fourth, outreach programs which build ties and cooperation with the community and families to which schools serve need to be strongly established. Public educators need to conduct more home visits, volunteer in the community, and seek volunteers from the community to assist where needed on campuses. Both the community and school district must work together for the successful education and future endeavors of the child.

Lastly, college and universities who train future educators should put more emphasis on finding solutions to the problems which cause cultural disconnect which occurs between a predominantly White middle class teaching force and a student body which is predominantly Black, Hispanic, and Poor. These same colleges and universities can create partnerships with surrounding school districts and create professional development programs in which cultural relevancy and social emotional learning are addressed.

### **Recommendations for Future Research**

In this multiyear, statewide journal-ready dissertation, the relationship between student ethnicity/race and economic status and the number of days assigned to in-school suspension and out-of-school suspension for Grades 9, 10, and 11 students was examined. As such, a number of recommendations for future research can be made. Due to the fact that Black boys and Black girls in Texas high schools are assigned a greater number of days to an in-school suspension and an out-of-school suspension, one recommendation is for researchers to expand this study into the elementary and middle school levels as well. Determining if differences in exclusionary discipline consequences are present at the elementary and middle school level could make available useful

information on the development of solutions to the reduction and elimination of discipline disparities for these students.

Second, researchers should broaden this study to more stringent exclusionary discipline consequences such as Disciplinary Alternative Education Program placements and Juvenile Justice Alternative Education Program placements as a function of ethnicity/race and economic status. Third, further research beyond Texas needs to be conducted to determine if the inequities documented herein in the assignment of exclusionary consequences as a function of ethnicity/race and economic status also occur in other states. If inequities in assignments to exclusionary discipline consequences are determined to exist beyond the borders of Texas, than a national dialogue to address and eliminate these disparities can begin. Fourth, researchers should extend this study further into the elementary and middle school levels to determine whether inequities as a function of economic status for boys and girls apply at those levels as well. Fifth, an examination is necessary to determine whether inequities in the number of days assigned to in-school suspensions and out-of-school suspensions also occur for Texas high school girls based on their economic status. Conducting such an investigation would expose the degree to which outcomes obtained in this investigation on boys would be evident to high school girls. OLastly, research beyond Texas needs to be performed to determine if the inequities documented herein in the assignment of exclusionary consequences as a function of economic status also transpire in other states.

## **Conclusion**

The purpose of this journal ready dissertation was to determine the degree to which inequities existed in the number of days assigned to an exclusionary discipline consequence for Texas high school boys and girls as a function of their ethnicity/race and for Texas high school boys as a function of economic status. Three years of archival data were acquired from the Texas Education Agency Public Education Information Management System for statewide data on all Grade 9, 10, and 11 Black, Hispanic, and White boys, and girls for the 2015-2016, 2016-2017, and 2017-2018 school years. In all three grade levels and for all three school years, clear disparities were documented in the assignment of days to exclusionary discipline consequences. Black boys were assigned to the highest number of days in both in-school suspension and to out-of-school suspension, followed by Hispanic boys, and then by White boys.

Similar results were documented for girls. In all three grade levels and for all three school years, Black girls were assigned to the highest number of days to both in-school suspension and to out-of-school suspension, followed by Hispanic girls and then by White girls. With respect to poverty, for all three grade levels and for all three school years, Black, Hispanic, and White students who were Poor were assigned statistically significantly more days to in-school suspension and to out-of-school suspension than their peers who were Not Poor. Readers should note that no research evidence could be located in which Black or Hispanic boys or Black or Hispanic girls commit more misbehaviors at school or commit misbehaviors that require more days out of the class. Similarly, no research evidence could be located in which students in poverty commit

more misbehaviors than their peers who are Not Poor. As such, it appears that these students' rights to an appropriate education are being violated.

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## APPENDIX

Date: Sep 17, 2020 11:03 AM CDT

TO: Bartholomew Miller John Slate

FROM: SHSU IRB

PROJECT TITLE: Inequities in the Number of Days Assigned to an Exclusionary Discipline Consequence as a Function of Ethnicity/Race and Economic Status of Texas High School Students: A Multiyear, Statewide Investigation

PROTOCOL #: IRB-2020-229

SUBMISSION TYPE: Initial

ACTION: Exempt

DECISION DATE: September 17, 2020

EXEMPT REVIEW CATEGORY: Category 4. Secondary research for which consent is not required: Secondary research uses of identifiable private information or identifiable biospecimens, if at least one of the following criteria is met:

- (i) The identifiable private information or identifiable biospecimens are publicly available;
- (ii) Information, which may include information about biospecimens, is recorded by the investigator in such a manner that the identity of the human subjects cannot readily be ascertained directly or through identifiers linked to the subjects, the investigator does not contact the subjects, and the investigator will not re-identify subjects;
- (iii) The research involves only information collection and analysis involving the investigator's use of identifiable health information when that use is regulated under 45 CFR parts 160 and 164, subparts A and E, for the purposes of "health care operations" or "research" as those terms are defined at 45 CFR 164.501 or for "public health activities and purposes" as described under 45 CFR 164.512(b); or
- (iv) The research is conducted by, or on behalf of, a Federal department or agency using government-generated or government-collected information obtained for nonresearch activities, if the research generates identifiable private information that is or will be maintained on information technology that is subject to and in compliance with section 208(b) of the E-Government Act of 2002, 44 U.S.C. 3501 note, if all of the identifiable private information collected, used, or generated as part of the activity will be maintained in systems of records subject to the Privacy Act of 1974, 5 U.S.C. 552a, and, if applicable, the information used in the research was collected subject to the Paperwork Reduction Act of 1995, 44 U.S.C. 3501 et seq.

Greetings,

Thank you for your submission of Initial Review materials for this project. The Sam Houston State University (SHSU) IRB has determined this project is EXEMPT FROM IRB REVIEW according to federal regulations.

We will retain a copy of this correspondence within our records.

**\* What should investigators do when considering changes to an exempt study that could make it nonexempt?**

It is the PI's responsibility to consult with the IRB whenever questions arise about whether planned changes to an exempt study might make that study nonexempt human subjects research.

In this case, please make available sufficient information to the IRB so it can make a correct determination.

If you have any questions, please contact the IRB Office at 936-294-4875 or [irb@shsu.edu](mailto:irb@shsu.edu). Please include your project title and protocol number in all correspondence with this committee.

Sincerely,

Chase Young, Ph.D.

Chair, IRB

Hannah R. Gerber, Ph.D.

Co-Chair, IRB

## VITA

**Bart J. Miller**

### **EDUCATIONAL HISTORY**

Doctorate of Education – Education Leadership, May 2021

Sam Houston State University, Huntsville, Texas

Dissertation: Inequities in the Number of Days Assigned to an Exclusionary Discipline Consequence as a Function of Ethnicity/Race and Economic Status of Texas High School Students: A Multiyear, Statewide Investigation.

Master of Education, Administrative Leadership, December 2008

*Sam Houston State University*, Huntsville, Texas

Educational Administration

Bachelor of Arts, History, Magna Cum Laude graduate, May 1989

*Loras College*, Dubuque, Iowa

### **PROFESSIONAL EXPERIENCE**

Associate Principal, Porter High School, New Caney ISD, January 2018-present

Assistant Principal, Porter High School, New Caney ISD, March 2014-December 2017

Assistant Principal, Aldine High School, Aldine ISD, August 2008-March 2014

Team Leader United States History, Aldine High School, August 2005-May 2008

Teacher of Social Studies, Aldine 9th Grade Campus and Aldine High School, Aldine ISD, September 1997-May 2004

### **PRESENTATIONS AND PUBLICATIONS**

Miller, B. J., & Slate, J. R. (2019). Inequities in days assigned to out-of-school suspension by ethnicity/race: A Texas, statewide analysis. *International Journal of Social Science and Humanities Education*, 1(1), 29-33. Retrieved from <http://www.humanitiesjournals.com/article/view/5/1-2-11>

Miller, B. J., & Slate, J. R. (2019). *Inequities in days assigned to out-of-school suspension by ethnicity/race: A Texas, statewide analysis*. Research presenter for the Graduate Research Exchange (GRE) of the Texas Council of Professors of Educational Administration (TCPEA) conference in Dallas, TX.