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Disciplinary Consequence Assignment Differences by Student Ethnicity/Race and Gender: A Texas Statewide Investigation

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Abstract

Examined in this study was the extent to which differences were present in discipline consequence assignments to girls and to boys by their ethnicity/race (i.e., Black, Hispanic, White, and Asian). Statewide data were obtained from the Texas Education Agency Public Education Information Management System on all middle school students for the 2013-2014, 2014-2015, and 2015-2016 school years. For all three school years, inferential statistical procedures yielded statistically significant differences. Black boys and Black girls received statistically significantly higher rates of in-school suspension and out-of-school suspension than Hispanic, White, and Asian boys and girls. Hispanic boys and Hispanic girls received statistically significantly higher rates of in-school suspension and out-of-school suspension than White and Asian boys and girls. Implications are discussed and suggestions for policy and practice are made.

Keywords: Student Ethnicity/Race, Asian, Black, Hispanic, White, In-School Suspension, Out-of-School Suspension, Boys, Girls

1.0 Introduction

Racial/ethnic disparities have been in the forefront of current news and social media (CNN, 2016). The disparate treatment and subsequent death of Black boys (e.g., Trayvon Martin, Tamir Rice, Michael Brown, Cameron Tillman) at the hands of public service officers has become a too familiar occurrence. Similar concerns are present in national public school discipline. The disparate treatment of Black and Hispanic students in public schools has been televised nationally (Ford, 2016; Stelloh & Connor, 2015). As such, school discipline is a topic that consistently captivates public attention in the United States.

During the fall semester of the 2015-2016 school year, a Black, SC high school girl was body slammed from her desk in the classroom, by a White police officer (Stelloh & Connor, 2015). Before the unrest from this nationally televised event could settle, during the same school year, another incident occurred. In San Antonio, TX, a middle school Hispanic girl was body-slammed from her desk in the classroom, by a White police officer (Ford, 2016). Undetermined from the videos was the antecedent to both incidents, but in sharp scrutiny was the violent classroom removal of Black and Hispanic girls who were seated in a public learning environment.

The disparate assignment of discipline consequences to Black and Hispanic boys and girls is a nationwide phenomenon. The National Center for Education Statistics (2016b) documented disparities in school suspension and expulsion rates between Black, Hispanic, and White students. Among the four major racial/ethnic groups in the United States, 36% of Black students were suspended or expelled, a rate higher than any other racial/ethnic group. Of the remaining racial/ethnic groups, 21% of Hispanic students, 14% of White students, and 6% of Asian students have been suspended or expelled from school (National Center for Education Statistics, 2016b). The trend of Black and Hispanic students receiving a disproportionate amount of disciplinary consequences in comparison to their Asian and White peers has been established for over four decades (Khan & Slate, 2016). Numerous researchers (e.g., Kupchik & Ellis, 2008; Mendez & Knoff, 2003; Mendez et al., 2002; Skiba etal., 2011) have also conducted studies regarding discipline inequities between Black, White, and Hispanic students.

In spite of the high rate of documented discipline disparities, more frequent or more serious misbehaviors of Black and Hispanic students, in comparison to their Asian and White peers, have not been documented (U.S. Department of Justice & U.S. Department of Education, 2014). Regarding discipline inequities in the state of interest for this article, Texas, Barnes and Slate (2016) documented inequities in the assignment of discipline consequences as early as Grade 4 in Texas public schools. Black students received the most in-school suspensions and the most out-of-school suspensions, in comparison to their White and Hispanic peers. Regarding in-school suspensions, Black students received 40%, Hispanic students received 26%, and White students received 34% of the total 2,679 suspensions assigned to Texas Grade 4 students (Barnes & Slate, 2016). A total of 480 out-of-school suspensions were assigned to Texas Grade 4 students. Black students received 61%, Hispanic students received 38%, and White students received only 1% of the out-of-school suspensions assigned to Texas Grade 4 students (Barnes & Slate, 2016).

Barnes and Slate (2016) also identified discipline inequities in Texas for Grade 5 students. Texas Grade 5 students received a total of 9,862 in-school suspensions (Barnes & Slate, 2016). Of those 9,862 suspensions, 38% were assigned to Black students; 40% were assigned to Hispanic students, and 22% were assigned to White students (Barnes & Slate, 2016). Similar to the trend in Grade 4, Black students received the highest percentage of out-of-school suspension assignments in Grade 5. Black students received 64% of the out-of-school suspensions that were assigned, Hispanic students received 31% of the out-of-school suspensions that were assigned, and White students received 5% of out-of-school suspensions that were assigned (Barnes & Slate, 2016).

With respect to gender, several researchers (e.g., Barnes & Slate, 2016; Curtiss & Slate, 2015; Demanet et al., 2013; Witmer & Johansson, 2015) have analyzed and established the presence of discipline disparities. The National Center for Education Statistics (2016b) documented the presence of disparities in school suspension and expulsion rates between boys and girls. The rates of suspensions and expulsions for boys are twice the rates of suspensions and expulsions for girls. According to the National Center for Education Statistics (2016b), 26% of boys and 13% of girls have been suspended or expelled from school.

In similar studies conducted in Texas, Curtiss and Slate (2015) and Barnes and Slate(2016) analyzed and identified discipline inequities, with respect to gender for elementary school students. Of the 2,679 in-school suspensions assigned to Texas Grade 4 students, 96% were assigned to boys and 4% were assigned to girls (Barnes & Slate, 2016; Curtiss & Slate, 2015). Regarding out-of-school suspensions, 480 out-of-school suspensions were assigned to Texas Grade 4 students, of which again, 96% were received by boys and 4% were received by girls (Barnes & Slate, 2016; Curtiss & Slate, 2015).

Regarding the disproportionate assignment of discipline consequences, as a function of gender for Texas Grade 5 students, Barnes and Slate (2016) and Curtiss and Slate (2015) documented similar disparities. Concerning in-school suspension rates, boys received 88% and girls received 12% of the 9,862 consequences assigned in Grade 5.With respect to out-of-school suspension, 1,575 were assigned to Grade 5 students, of which boys received 90% of assignments and girls received 10% of assignments (Barnes & Slate, 2016; Curtiss & Slate, 2015). In a recent study conducted by Slate, Gray, and Jones (2016), statistically significant inequities were identified in the assignment of discipline consequences, specifically to Black girls in Grades 4 through Grade 11. Grade 4 Black girls received four times as many out-of-school suspensions as White girls. In their investigation, Hispanic girls in Grade 4 did not receive any out-of-school suspensions (Slate et al., 2016). Regarding Grade 5 students, Black girls received almost twice as many out-of-school suspensions as Hispanic girls, and more than three times as many out-of-school suspensions as White girls.

At the secondary level, the trend of Black girls receiving higher percentages of out-of-school suspension continued. Specifically, in Grade 6, 2,050 out-of-school suspensions were assigned to Black girls, 2,181 out-of-school suspensions were assigned to Hispanic girls, and 23 out-of-school suspensions were assigned to White girls(Slate et al., 2016). Concerning Grade 7, Black girls again received the highest percentage (25.5%) of out-of-school suspensions, followed by Hispanic girls (17.3%). Of note here is that White girls (0.4%) received almost six times fewer out-of-school suspensions (Slate et al., 2016) than either Hispanic or Black girls. Grade 8 out-of-school suspension rates were comparable to rates in Grade 7. Black girls received the highest percentage (24.4%) of out-of-school suspensions, followed by Hispanic girls (16.6%), and then by White girls (2.8%), who again received almost six times fewer assignments (Slate et al., 2016).

Inequitable practices in schools, specifically disparate discipline practices, negatively influence pre-existing achievement gaps (Reardon, 2013). Students who receive exclusionary discipline consequences transition in and out of traditional school settings and, as a result, experience disruptions to learning and typically receive education services in placement facilities that are not comparable to their local schools (National Center for Education Statistics, 2016a). Exclusionary discipline practices, such as suspension, expulsion, and alternative placement increase the likelihood that Black boys will drop of school, as well as increase the flow of Black boys through the School-to-Prison Pipeline (Barnes & Slate, 2016; Boneshefski & Runge, 2014).

The School-to-Prison Pipeline has been identified as a by-product of decisions made during the Reagan Administration. The Reagan Administration's call to action during the war on drugs led to a nationwide implementation of zero tolerance policies in public schools (Mallet, 2016). Zero tolerance policies established mandatory suspensions and expulsions for a wide range of student offenses. Students would be suspended or expelled for nonviolent infractions such as truancy, obscene language, and disobedience, as well as violent behaviors, such as assault, fighting, and destruction of school property (Mallet, 2016; Wilson, 2014).

Many schools, most of which were impoverished schools that Black and Hispanic students attended, implemented prison-like practices in effort to maintain safety. As a result, millions of Black and Hispanic students became mired in this punitive system (Wilson, 2014). This education removal of students through exclusionary discipline encourages entrance into the criminal justice system. This criminalization of youth is referred to as the School-to-Prison Pipeline (Mallet, 2016; Wilson, 2014).

Black boys comprise the vast majority of the School-to-Prison Pipeline population. The disproportionate number of Black boys who receive disciplinary consequences is a large contributor to the overrepresentation of Black boys in the national School-to-Prison Pipeline population (Khan & Slate, 2016; Lopez, 2015). The overflow of Black boys through the School-to-Prison Pipeline line can be attributed to the mandatory exclusion established by zero tolerance policies. Zero tolerance policies do not offer opportunities for rehabilitation or learning alternate behaviors, but instead exclude Black boys from school and provide no opportunities for learning to change undesirable behaviors (Lopez, 2015). This exclusion from school and loss of learning opportunities, coupled with the economic disadvantages that surround many Black boys leads to increased levels of unacceptable criminal activity and the mass incarceration of young men of color, who initially posed little or no threat of harm to schools and communities (Lopez, 2015; Mallet, 2016; Wilson, 2014). The implementation of zero tolerance policies has consequently made the chances of Black boys facing criminal involvement more like likely than the chance of attaining a quality education (Mallet, 2016).

1.1 Statement of the Problem

Black and Hispanic boys and girls have been assigned exclusionary discipline consequences, such as suspension and expulsion, substantially more often than their Asian and White peers. Documented disparities in the assignment of discipline consequences of gender by ethnicity/race negatively affect the academic performance of Black and Hispanic students (Vincent, Frank, Hawken, & Tobin, 2012).Suspension has become a standard is ciplinary practice (Wilson, 2014).However, a number of researchers (e.g., Brown, 2007; Chin et al., 2012;U.S. Department of Justice & U.S. Department of Education, 2014)have indicated that suspensions are counterproductive for students with behavioral issues and result in lost time for academic instruction. Exclusionary discipline consequences, such as suspension have also been linked to poor student performance, which will expand the ever present achievement gap between Black and Hispanic students, in comparison to their Asian and White peers. Monitoring discipline practices to ensure that discipline consequences are assigned in an equitable and nondiscriminatory manner (Boneshefski & Runge, 2014) is paramount in the quest to provide equitable learning opportunities to all students.

1.2 Purpose of the Study

The purpose of this study was to determine the degree to which differences were present in discipline consequence assignments by student gender within each of four major ethnic/racial groups (i.e., Black, Hispanic, White, and Asian). These discipline consequences were analyzed separately for the 2013-2014 through the 2015-2016 school years.

This multi-year analysis was conducted for students enrolled in Grades 6, 7, and 8. Data were analyzed for trends in the differential assignment of discipline consequences by student gender within the four major ethnic/racial groups.

1.3 Significance of the Study

An array of legislation, such as Brown v. Board Education (1955), the Civil Rights Act (Public Law 88-352, 1964), Title IX of the Education Amendment (Public Law 92-318, 1972), No Child Left Behind Act (Public Law 107-110, 2001), Race to the Top, and the Every Student Succeeds Act (Bill Number S.1177, 2015**)**, have been designed with the intent of making education opportunities equal for all public school students. The administrations of Presidents Reagan, Bush (George H. W), Clinton, Bush (George W.) and Obama each realized this need and implemented policies/initiatives to equalize educational opportunities for public school students, regardless of their gender and ethnicity/race. To date, public school staff and administrators continue to struggle with gender equality and race relations. Results from the data analysis of this study may add to the pre-existing body of literature of the presence of inequities in discipline consequences. Moreover, findings from this multiyear investigation may be used to support the need for substantial changes in discipline methods used in Texas.

1.4 Research Questions

The following research questions were addressed in this study: (a) What is the difference in disciplinary consequence assignment (i.e., in-school suspension, out-of-school suspension)by gender within four major ethnic/racial groups (i.e., Black, Hispanic, White, and Asian)for Grade 6 students?; (b) What is the difference in disciplinary consequence assignment (i.e., in-school suspension, out-of-school suspension) by gender within four major ethnic/racial groups for Grade 7 students?; (c) What is the difference in disciplinary consequence assignment (i.e., in-school suspension, out-of-school suspension) by gender within four major ethnic/racial groups for Grade 8 students?; and (d) What trends, if any, are present in disciplinary consequence assignment by student gender and ethnicity/race?

2.0 Method

2.1 Research Design

A non-experimental, causal comparative research design was used in this study (Creswell, 2009; Johnson & Christensen, 2012). Outcomes have already occurred in causal-comparative research; therefore independent variables cannot be manipulated (Johnson & Christensen, 2012). The data that were used in this study constituted archival data from past events (Johnson & Christensen, 2012). As such, the independent variable in this study was student ethnicity/race, with separate analyses conducted for boys and for girls. Discipline consequence assignments, specifically in-school suspension and out-of-school suspension, for the 2013-2014, 2014-2015, and 2015-2016 school years in the State of Texas served as the dependent variables.

2.2 Participants and Instrumentation

During a Basic Statistics course at Sam Houston State University, a Public Information Request form was submitted to the Texas Education Agency Public Education Information Management System to obtain the data required to answer the research questions. Archival data requested and obtained to answer the research questions have not yet been analyzed. The data included all Texas middle school students who received a discipline consequence during the 2013-2014 through the 2015-2016 school years. Specific data that were analyzed were: (a) student ethnicity/race, (b) student gender, (c) grade level, and (d) discipline consequence assigned. Because the data had been audited by the Texas Education Agency, an assumption of minimal errors existed. For this study, only the two major discipline consequences were analyzed.

Major discipline consequences were in-school suspension and out-of-school suspension. In-school suspension is an initial disciplinary consequence that results in the removal of a student from the regular classroom by placing the student into a separate classroom (Texas Education Agency, 2010). The consequence of out-of-school suspension is defined as the removal of a student from the regular classroom as a disciplinary consequence that does not allow the student to attend school for a day and to not exceed three days in a row (Texas Education Agency, 2010).

3.0 Results

For each research question, regarding the extent to which differences were present in the assignment of in-school suspension and out-of-school suspension by student ethnicity/race for boys and girls, Pearson chi-square procedures were calculated. Frequency data were present for the categorical variables: ethnicity/race gender, and discipline consequence assignment. As such, the Pearson chi-square statistical procedure was viewed as the optimal statistical procedure to use. With the large sample size, the available sample size per cell was more than five (Field, 2013). Results will now be provided, beginning with the 2013-2014 school year and with Grade 6 boys and ending with the 2015-2016 school year and with Grade 8 girls.

3.1 Grade 6In-School Suspension Results for Boys

Concerning the 2013-2014 school year, a statistically significant difference was present in the assignment of in-school suspension, $\chi^2(2) = 5428.39$, $p < .001$, to Grade 6 boys. The effect size, Cramer's V, was small, .16 (Cohen, 1988). Grade 6 Black boys were assigned an in-school suspension almost six times more often than Asian boys, two times more often than White boys, and more than one and one half times more often than Hispanic boys. Hispanic boys were assigned an in-school suspension three times more often than Asian boys and more than one time more often than White boys. As revealed in Table 1, a stair-step effect was apparent in the results (Carpenter, Ramirez, & Severn, 2006).

Table 1Frequencies and Percentages of In-School Suspension Assignment by Ethnicity/Race for Grade 6 Boys in the 2013-2014, 2014-2015, and 2015-2016 School Years

School Year and Ethnicity/Race	Received an In-School Suspension *n* and %age of Total	Did Not Receive an In-School Suspension *n* and %age of Total
2013-2014		
Black	(*n* = 9,879) 36.5%	(*n* = 17,216) 63.5%
Hispanic	(*n* = 22,495) 21.3%	(*n* = 82,996) 78.7%
White	(*n* = 10,573) 16.9%	(*n* = 51,946) 83.1%
Asian	(*n* = 478) 6.3%	(*n* = 7,115) 93.7%
2014-2015		
Black	(*n* = 9,630) 35.4%	(*n* = 17,566) 64.6%
Hispanic	(*n* = 21,732) 20.1%	(*n* = 86,287) 79.9%
White	(*n* = 10,180) 16.4%	(*n* = 52,051) 83.6%
Asian	(*n* = 443) 5.4%	(*n* = 7,770) 94.6%
2015-2016		
Black	(*n* = 9,381) 34.1%	(*n* = 18,156) 65.9%
Hispanic	(*n* = 21,477) 19.5%	(*n* = 88,805) 80.5%
White	(*n* = 10,353) 16.7%	(*n* = 51,766) 83.3%
Asian	(*n* = 510) 5.9%	(*n* = 8,206) 94.1%

With respect to the 2014-2015 school year, a statistically significant difference was yielded in the assignment of in-school suspension, $\chi^2(2) = 5540.28$, $p < .001$, by student ethnicity/race to Grade 6 boys. The Cramer's V was .16, a small effect size (Cohen, 1988). Grade 6 Black boys were assigned an in-school suspension more than six and half times more often than Asian boys, two times more often than White boys, and more than one and one half times more often than Hispanic boys. Hispanic boys were assigned an in-school suspension more than three and one half times more often than Asian boys and almost one and one half times more often than White boys. Again, a stair-step effect (Carpenter et al., 2006) was present. Delineated in Table 1 are the descriptive statistics for the 2014-2015 school year.

Regarding the 2015-2016 school year, a statistically significant difference was again present, $\chi^2(2) = 4947.45$, $p < .001$. The effect size, Cramer's V, was small, .15 (Cohen, 1988). Grade 6 Black boys were assigned an in-school suspension more than five and one half times more often than Asian boys, two times more often than White boys, and more than one and one half times more often than Hispanic boys.

Hispanic boys were assigned an in-school suspension more than three times more often than Asian boys and more than one time more often than White boys. Similar to the previous two years' results, a stair-step effect (Carpenter et al., 2006) was present. Table 1 contains the descriptive statistics for the 2015-2016 school year.

3.2 Grade 7 In-School Suspension Results for Boys

With regard to the 2013-2014 school year, a statistically significant difference was revealed in the assignment of in-school suspension, $\chi^2(2) = 5961.41$, $p < .001$, to Grade 7 boys by their ethnicity/race. The Cramer's V or effect size was .17, small (Cohen, 1988). Grade 7 Black boys were assigned to an in-school suspension more than six times more often than Asian boys, two times more often than White boys, and more than one and one half times more often than Hispanic boys. Grade 7 Hispanic boys were assigned an in-school suspension more than three and one half times more often than Asian boys and almost one and one half times more often than White boys. A stair-step effect (Carpenter et al., 2006) was clearly evident in these results. The descriptive statistics for the 2013-2014 school year are presented in Table 2.

Table 2 Frequencies and Percentages of In-School Suspension Assignment by Ethnicity/Race for Grade 7 Boys in the 2013-2014, 2014-2015, and 2015-2016 School Years

School Year and Ethnicity/Race	Received an In-School Suspension *n* and %age of Total	Did Not Receive an In-School Suspension *n* and %age of Total
2013-2014		
Black	(*n* = 10,703) 38.5%	(*n* = 17,113) 61.5%
Hispanic	(*n* = 25,479) 23.5%	(*n* = 83,044) 76.5%
White	(*n* = 11,389) 17.8%	(*n* = 52,686) 82.2%
Asian	(*n* = 480) 6.3%	(*n* = 7,192) 93.7%
2014-2015		
Black	(*n* = 10,004) 36.2%	(*n* = 17,664) 63.8%
Hispanic	(*n* = 23,997) 22.3%	(*n* = 83,784) 77.7%
White	(*n* = 10,974) 17.4%	(*n* = 52,064) 82.6%
Asian	(*n* = 454) 5.7%	(*n* = 7,549) 94.3%
2015-2016		
Black	(*n* = 9,789) 35.4%	(*n* = 17,871) 64.6%
Hispanic	(*n* = 23,408) 21.3%	(*n* = 86,415) 78.7%
White	(*n* = 10,353) 16.7%	(*n* = 51,814) 82.9%
Asian	(*n* = 461) 5.4%	(*n* = 8,111) 94.6%

For the 2014-2015 school year, a statistically significant difference was yielded, $\chi^2(2) = 5253.60$, $p < .001$. The Cramer's V was .16, a small effect size (Cohen, 1988). Grade 7 Black boys were assigned an in-school suspension more than six times more often than Asian boys, two times more often than White boys, and more than one and one half times more often than Hispanic boys. Hispanic boys in Grade 7 were assigned an in-school suspension almost four times more often than Asian boys and more than one time more often than White boys. Evident in these results was the presence of a stair-step effect (Carpenter et al., 2006). Table 2 contains the descriptive statistics for the 2014-2015 school year.

In the 2015-2016 school year, a statistically significant difference was again revealed, $\chi^2(2) = 5219.62$, $p < .001$. The effect size, Cramer's V, was small, .16 (Cohen, 1988). Grade 7 Black boys were assigned an in-school suspension more than six and one half times more often than Asian boys, two times more often than White boys, and more than one and one half times more often than Hispanic boys. Grade 7 Hispanic boys were assigned an in-school suspension almost four times more often than Asian boys and more than one time more often than White boys. Similar to the other two school years for Grade 7 students, a stair-step effect (Carpenter et al., 2006) was clearly evident. Revealed in Table 2are the descriptive statistics for the 2015-2016 school year.

3.3 Grade 8 In-School Suspension Results for Boys

Concerning the 2013-2014 school year, a statistically significant difference was yielded in the assignment of in-school suspension, $\chi^2(2) = 5030.84$ $p < .001$, by student ethnicity/race to Grade 8 boys. The effect size, Cramer's V, was small, .16 (Cohen, 1988).

Grade 8 Black boys were assigned an in-school suspension more than five times more often than Asian boys, two times more often than White boys, and more than one and one half times more often than Hispanic boys. Grade 8 Hispanic boys were assigned an in-school suspension more than three times more often than Asian boys and more than one time more often than White boys. Evident in these results was the presence of a stair-step effect (Carpenter et al., 2006). Table 3 contains the descriptive statistics for the 2013-2014 school year.

Table 3 Frequencies and Percentages of In-School Suspension Assignment by Ethnicity/Race for Grade 8 Boys in the 2013-2014, 2014-2015, and 2015-2016 School Years

School Year and Ethnicity/Race	Received an In-School Suspension *n* and %age of Total	Did Not Receive an In-School Suspension *n* and %age of Total
2013-2014		
Black	(*n* = 10,328) 37.2%	(*n* = 17,442) 62.8%
Hispanic	(*n* = 24,814) 23.4%	(*n* = 81,193) 76.6%
White	(*n* = 11,856) 18.3%	(*n* = 52,870) 81.7%
Asian	(*n* = 520) 7.0%	(*n* = 6,908) 93.0%
2014-2015		
Black	(*n* = 10,059) 36.0%	(*n* = 17,913) 64.0%
Hispanic	(*n* = 24,393) 22.3%	(*n* = 84,878) 77.7%
White	(*n* = 11,525) 17.9%	(*n* = 52,735) 82.1%
Asian	(*n* = 498) 6.2%	(*n* = 7,514) 93.8%
2015-2016		
Black	(*n* = 9,518) 34.3%	(*n* = 18,256) 65.7%
Hispanic	(*n* = 23,695) 21.6%	(*n* = 85,886) 78.4%
White	(*n* = 10,863) 17.2%	(*n* = 52,241) 82.8%
Asian	(*n* = 483) 5.9%	(*n* = 7,760) 94.1%

For the 2014-2015 school year, a statistically significant difference was revealed, $\chi^2(2) = 4932.58$, $p < .001$. The effect size, Cramer's V, was small, .15 (Cohen, 1988). Grade 8 Black boys were assigned an in-school suspension more than five and one half times more often than Asian boys, two times more often than White boys, and more than one and one half times more often than Hispanic boys. Grade 8 Hispanic boys were assigned an in-school suspension more than three and one half times more often than Asian boys and more than one time more often than White boys. The presence of a stair-step effect (Carpenter et al., 2006) was evident. Delineated in Table 3 are the descriptive statistics for the 2014-2015 school year.

In the 2015-2016 school year, a statistically significant difference was again yielded, $\chi^2(2) = 4586.22$, $p < .001$. The Cramer's V was .15, a small effect size (Cohen, 1988). Grade 8 Black boys were assigned an in-school suspension almost six times more often than Asian boys, almost two times more often than White boys, and more than one and one half times more often than Hispanic boys. Hispanic boys were assigned an in-school suspension more than three and one half times more than Asian boys and more than one time more often than White boys. Evident in these results was the presence of a stair-step effect (Carpenter et al., 2006). Contained in Table3 are the descriptive statistics for the 2015-2016 school year.

3.4 Trends for In-School Suspension Results for Boys

Consistent across the three years of data for the three different grade levels was the clear presence of a stair-step effect (Carpenter et al., 2006) in the assignment of in-school suspension to boys by their ethnicity/race. Black boys in all three grade levels in all three school years received an out-of-school suspension statistically significantly more often than did Asian, White, and Hispanic boys. Similarly, Hispanic boys in all three grade levels for all three school years were assigned an in-school suspension statistically significantly more often than Asian and White boys.

3.5 Grade 6 In-School Suspension Results for Girls

Regarding the 2013-2014 school year, a statistically significant difference was present in the assignment of in-school suspension, $\chi^2(2) = 5289.93$, $p < .001$, to Grade 6 girls by their ethnicity/race.

The effect size, Cramer's V, was small, .17 (Cohen, 1988). Grade 6 Black girls were assigned an in-school suspension 16 times more often than Asian girls, almost eight times more often than White girls, and nearly two times more often than Hispanic girls. Hispanic girls were assigned an in-school suspension eight times more often than Asian girls and nearly two times more often than White girls. Revealed in Table 4 is a stair-step effect (Carpenter et al., 2006).

Table 4 Frequencies and Percentages of In-School Suspension Assignment by Ethnicity/Race for Grade 6 Girls in the 2013-2014, 2014-2015, and 2015-2016 School Years

School Year and Ethnicity/Race	Received an In-School Suspension *n* and %age of Total	Did Not Receive an In-School Suspension *n* and %age of Total
2013-2014		
Black	(*n* = 5,371) 21.2%	(*n* = 20,006) 78.8%
Hispanic	(*n* = 10,710) 10.7%	(*n* = 89,375) 89.3%
White	(*n* = 3,330) 5.7%	(*n* = 55,222) 94.3%
Asian	(*n* = 99) 1.3%	(*n* = 7,241) 98.7%
2014-2015		
Black	(*n* = 4,944) 19.2%	(*n* = 20,801) 80.8%
Hispanic	(*n* = 9,926) 9.6%	(*n* = 93,039) 90.4%
White	(*n* = 3,126) 5.3%	(*n* = 55,408) 94.7%
Asian	(*n* = 105) 1.3%	(*n* = 7,778) 98.7%
2015-2016		
Black	(*n* = 4,901) 18.6%	(*n* = 21,433) 81.4%
Hispanic	(*n* = 9,991) 9.5%	(*n* = 95,621) 90.5%
White	(*n* = 3,067) 5.3%	(*n* = 54,992) 94.7%
Asian	(*n* = 114) 1.4%	(*n* = 8,260) 98.6%

For the 2014-2015 school year, a statistically significant difference was again yielded, $\chi^2(2) = 4699.56$, $p < .001$. The Cramer's V was .16, a small effect size (Cohen, 1988). Grade 6 Black girls were assigned an in-school suspension more than 14 and one half times more often than Asian girls, more than three and one half times more often than White girls, and two times more than Hispanic girls. Hispanic girls were assigned an in-school suspension more than seven times more often than Asian girls and more than one and one half times more often than White girls. Again, a stair-step effect (Carpenter et al., 2006) was present. Delineated in Table 4 are the descriptive statistics for the 2014-2015 school year.

With respect to the 2015-2016 school year, a statistically significant difference was again revealed, $\chi^2(2) = 4520.78$, $p < .001$. The effect size, Cramer's V, was small, .15 (Cohen, 1988). Grade 6 Black girls were assigned an in-school suspension 13 times more often than Asian girls, three and one half times more often than White girls, and nearly two times more often than Hispanic girls. Hispanic girls were assigned an in-school suspension more than six and one half times more often than Asian girls and more than one and one half times more often than White girls. Similar to the previous two years' results, a stair-step effect (Carpenter et al., 2006) was present. Table 4 contains the descriptive statistics for the 2015-2016 school year.

3.6 Grade 7 In-School Suspension Results for Girls

With regard to the 2013-2014 school year, a statistically significant difference was revealed in the assignment of in-school suspension, $\chi 2(2) = 5724.25$, $p < .001$, to Grade 7 girls by their ethnicity/race. The Cramer's V or effect size was .17, small (Cohen, 1988). Grade 7 Black girls were assigned to an in-school suspension nearly 12 times more than Asian girls, three times more often than White girls, and more than one and one half times more often than Hispanic girls. Grade 7 Hispanic girls were assigned an in-school suspension almost seven times more often than Asian girls and nearly two times more often than White girls. A stair-step effect (Carpenter et al., 2006) was clearly evident. Delineated in Table 5 are the descriptive statistics for the 2013-2014 school year.

Table 5 Frequencies and Percentages of In-School Suspension Assignment by Ethnicity/Race for Grade 7 Girls in the 2013-2014, 2014-2015, and 2015-2016 School Years

School Year and Ethnicity/Race	Received an In-School Suspension *n* and %age of Total	Did Not Receive an In-School Suspension *n* and %age of Total
2013-2014		
Black	(*n* = 6,503) 24.9%	(*n* = 19,597) 75.1%
Hispanic	(*n* = 14,799) 14.3%	(*n* = 88,391) 85.7%
White	(*n* = 4,524) 7.5%	(*n* = 55,609) 92.5%
Asian	(*n* = 153) 2.1%	(*n* = 7,179) 97.9%
2014-2015		
Black	(*n* = 6,051) 23.4%	(*n* = 19,771) 76.6%
Hispanic	(*n* = 13,496) 13.2%	(*n* = 89,058) 86.8%
White	(*n* = 4,150) 7.0%	(*n* = 55,028) 93.0%
Asian	(*n* = 118) 1.5%	(*n* = 7,535) 98.5%
2015-2016		
Black	(*n* = 5,761) 22.2%	(*n* = 20,233) 77.8%
Hispanic	(*n* = 13,012) 12.4%	(*n* = 91,826) 87.6%
White	(*n* = 4,041) 6.9%	(*n* = 54,692) 93.1%
Asian	(*n* = 128) 1.6%	(*n* = 8,066) 98.4%

For the 2014-2015 school year, a statistically significant difference was again yielded, $\chi^2(2) = 5428.47$, $p < .001$. The Cramer's V was .17, a small effect size (Cohen, 1988). Grade 7 Black girls were assigned an in-school suspension more than 15 and one half times more often than Asian girls, three times more often than White girls, and more than one and one half times more often than Hispanic girls. Hispanic girls in Grade 7 were assigned an in-school suspension nearly nine times more often than Asian girls and almost two times more often than White girls. Evident in these results was the presence of a stair-step effect (Carpenter et al., 2006). The descriptive statistics for the 2014-2015 school year are presented in Table 5.

In the 2015-2016 school year, a statistically significant difference was again revealed, $\chi^2(2) = 4976.23$, $p < .001$. The effect size, Cramer's V, was small, .16 (Cohen, 1988). Grade 7 Black girls were assigned an in-school suspension nearly 14 times more often than Asian girls, three times more often than White girls, and more than one and one half times more often than Hispanic girls. Grade 7 Hispanic girls were assigned an in-school suspension more than seven and one half times more often than Asian girls and nearly two times more often than White girls. Similar to the other two school years for Grade 7 girls, a stair-step effect (Carpenter et al., 2006) was clearly evident. Table 5 contains the descriptive statistics for the 2015-2016 school year.

3.7 Grade 8 In-School Suspension Results for Girls

Concerning the 2013-2014 school year, a statistically significant difference was yielded in the assignment of in-school suspension, $\chi^2(2) = 5192.33 p < .001$, by student ethnicity/race to Grade 8 girls. The effect size, Cramer's V, was small, .16 (Cohen, 1988). Grade 8 Black girls were assigned an in-school suspension 10 times more often than Asian girls, three times more often than White girls, and more than one and one half times more often than Hispanic girls. Grade 8 Hispanic girls were assigned an in-school suspension six times more often than Asian girls and more than one and half times more often than White girls. Evident in these results was the presence of a stair-step effect (Carpenter et al., 2006). Presented in Table 6 are the descriptive statistics for the 2013-2014 school year.

Table 6 Frequencies and Percentages of In-School Suspension Assignment by Ethnicity/Race for Grade 8 Girls in the 2013-2014, 2014-2015, and 2015-2016 School Years

School Year and Ethnicity/Race	Received an In-School Suspension *n* and %age of Total	Did Not Receive an In-School Suspension *n* and %age of Total
2013-2014		
Black	(*n* = 6,520) 25.0%	(*n* = 19,602) 75.0%
Hispanic	(*n* = 14,914) 14.8%	(*n* = 85,933) 85.2%
White	(*n* = 5,073) 8.3%	(*n* = 56,038) 91.7%
Asian	(*n* = 174) 2.4%	(*n* = 7,007) 97.6%
2014-2015		
Black	(*n* = 5,995) 22.7%	(*n* = 20,419) 77.3%
Hispanic	(*n* = 14,318) 13.7%	(*n* = 90,396) 86.3%
White	(*n* = 4,909) 8.1%	(*n* = 55,797) 91.9%
Asian	(*n* = 145) 1.9%	(*n* = 7,477) 98.1%
2015-2016		
Black	(*n* = 5,744) 22.1%	(*n* = 20,299) 77.9%
Hispanic	(*n* = 13,206) 12.7%	(*n* = 91,020) 87.3%
White	(*n* = 4,443) 7.5%	(*n* = 54,837) 92.5%
Asian	(*n* = 136) 1.7%	(*n* = 7,809) 98.3%

For the 2014-2015 school year, a statistically significant difference was again revealed, $\chi^2(2) = 4431.58$, $p < .001$. The effect size, Cramer's V, was small, .15 (Cohen, 1988). Grade 8 Black girls were assigned an in-school suspension nearly 12 times more often than Asian girls, almost three times more often than White girls, and more than one and one half times more often than Hispanic girls. Grade 8 Hispanic girls were assigned an in-school suspension seven times more often than Asian girls and more than one and one half times more often than White girls. The presence of a stair-step effect (Carpenter et al., 2006) was again clearly evident. Table 6 contains the descriptive statistics for the 2014-2015 school year.

In the 2015-2016 school year, a statistically significant difference was again revealed, $\chi^2(2) = 4500.43$, $p < .001$. The Cramer's V was .15, a small effect size (Cohen, 1988). Grade 8 Black girls were assigned an in-school suspension 13 times more than Asian girls, almost three times more often than White girls, and more than one and one half times more often than Hispanic girls. Hispanic girls were assigned an in-school suspension seven and one half times more than Asian girls and more than one and one half times more often than White girls. Evident in these results was the presence of a stair-step effect (Carpenter et al., 2006). Contained in Table 6 are the descriptive statistics for the 2015-2016 school year.

3.8 Trends for In-School Suspension Results for Girls

Regarding the assignment of in-school suspension, a stair-step effect (Carpenter et al., 2006) was clearly established across all three years of data and for all three grade levels with respect to student ethnicity/race. In all instances, Black girls received an in-school suspension statistically significantly more often than did Asian, White, and Hispanic girls. Moreover, Hispanic girls in all three grade levels for all three school years were assigned an in-school suspension statistically significantly more often than Asian and White girls.

3.9 Grade 6 Out-of-School Suspension Results for Boys

With regard to the 2013-2014 school year, a statistically significant difference was present in the assignment of out-of-school suspension, $\chi^2(2) = 8084.07$, $p < .001$, to Grade 6 boys by their ethnicity/race. The effect size, Cramer's V, was small, .20 (Cohen, 1988). As shown in Table 7, Grade 6 Black boys were assigned an out-of-school suspension 11 times more often than Asian boys, more than four and one half times more often than White boys, and two times more often than Hispanic boys. Hispanic boys were assigned out-of-school suspension nearly five times more often than Asian boys and twice as often as White boys. As such, a stair-step effect (Carpenter et al., 2006) was present.

Table 7 ***Frequencies and Percentages of Out-of-School Suspension Assignment by Ethnicity/Race for Grade 6 Boys in the 2013-2014, 2014-2015, and 2015-2016 School Years***

School Year and Ethnicity/Race	Received an Out-of-School Suspension *n* and %age of Total	Did Not Receive an Out-of-School Suspension *n* and %age of Total
2013-2014		
Black	(*n* = 6,639) 24.5%	(*n* = 20,456) 75.5%
Hispanic	(*n* = 11,327) 10.7%	(*n* = 94,164) 89.3%
White	(*n* = 3,227) 5.2%	(*n* = 59,292) 94.8%
Asian	(*n* = 168) 2.2%	(*n* = 7,425) 97.8%
2014-2015		
Black	(*n* = 6,243) 23.0%	(*n* = 20,953) 77.0%
Hispanic	(*n* = 10,645) 9.9%	(*n* = 97,374) 90.1%
White	(*n* = 2,974) 4.8%	(*n* = 59,257) 95.2%
Asian	(*n* = 145) 1.8%	(*n* = 8,068) 98.2%
2015-2016		
Black	(*n* = 6,296) 22.9%	(*n* = 21,241) 77.1%
Hispanic	(*n* = 10,933) 9.9%	(*n* = 99,349) 90.1%
White	(*n* = 3,073) 4.9%	(*n* = 59,046) 95.1%
Asian	(*n* = 170) 2.0%	(*n* = 8,546) 98.0%

Concerning the 2014-2015 school year, a statistically significant difference was again revealed, $\chi^2(2) = 7749.08$, $p < .001$. The Cramer's V was .19, a small effect size (Cohen, 1988). Grade 6 Black boys were assigned an out-of-school suspension more than 12 and one half times more often than Asian boys, almost five times more often than White boys, and two times more often than Hispanic boys. Hispanic boys were assigned an out-of-school suspension five and one half times more often than Asian boys and twice as often as White boys. As such, a stair-step effect (Carpenter et al., 2006) was present. Delineated in Table 7 are the descriptive statistics for the 2014-2015 school year.

With respect to the 2015-2016 school year, a statistically significant difference was again revealed, $\chi^2(2) = 7572.77$, $p < .001$. The effect size, Cramer's V, was small, .19 (Cohen, 1988). Grade 6 Black boys were assigned an out-of-school suspension almost 11 and one half times more often than Asian boys, more than four and half times more often than White boys, and two times more often than Hispanic boys. Hispanic boys were assigned an out-of-school suspension nearly five times more often than Asian boys and twice as often as White boys. Congruent with the previous two school year results, a stair-step effect (Carpenter et al., 2006) was present. The descriptive statistics for the 2015-2016 school year are revealed in Table 7.

3.10 Grade 7 Out-of-School Suspension Results for Boys

With respect to the 2013-2014 school year, a statistically significant difference was revealed in the assignment of out-of-school suspension, $\chi^2(2) = 8173.41$, $p < .001$, to Grade 7 boys by their ethnicity/race. The Cramer's V was .20, a small effect size (Cohen, 1988). Grade 7 Black boys were assigned an out-of-school suspension more than nine and one half times more often than Asian boys, four and half times more often than White boys, and two times more often than Hispanic boys. Grade 7 Hispanic boys were assigned an out-of-school suspension more than four and one half times more often than Asian boys and two timesmore often than White boys. Table 8 contains the descriptive statistics for the 2013-2014 school year.

Table 8 Frequencies and Percentages of Out-of-School Suspension Assignment by Ethnicity/Race for Grade 7 Boys in the 2013-2014, 2014-2015, and 2015-2016 School Years

School Year and Ethnicity/Race	Received an Out-of-School Suspension *n* and %age of Total	Did Not Receive an Out-of-School Suspension *n* and %age of Total
2013-2014		
Black	(*n* = 7,216) 25.9%	(*n* = 20,600) 74.1%
Hispanic	(*n* = 13,623) 12.6%	(*n* = 94,900) 87.4%
White	(*n* = 3,715) 5.8%	(*n* = 60,360) 94.2%
Asian	(*n* = 206) 2.7%	(*n* = 7,466) 97.3%
2014-2015		
Black	(*n* = 6,551) 23.7%	(*n* = 21,117) 76.3%
Hispanic	(*n* = 12,510) 11.6%	(*n* = 95,271) 88.4%
White	(*n* = 3,682) 5.8%	(*n* = 59,356) 94.2%
Asian	(*n* = 171) 2.1%	(*n* = 7,832) 97.9%
2015-2016		
Black	(*n* = 6,576) 23.8%	(*n* = 21,084) 76.2%
Hispanic	(*n* = 12,506) 11.4%	(*n* = 97,317) 88.6%
White	(*n* = 3,493) 5.6%	(*n* = 59,045) 94.4%
Asian	(*n* = 159) 1.9%	(*n* = 8,413) 98.1%

For the 2014-2015 school year, a statistically significant difference was again yielded, $\chi^2(2) = 6883.41$, $p < .001$. The effect size, Cramer's V, was small, .18 (Cohen, 1988). Grade 7 Black boys were assigned an out-of-school suspension more than 11 times more often than Asian boys, four times more often than White boys, and two times more often than Hispanic boys. Hispanic boys were assigned an out-of-school suspension more than five and one half times more often than Asian boys and two times more often than White boys.As such, a stair-step effect was present (Carpenter et al., 2006). Table 8contains the descriptive statistics for the 2014-2015 school year. Concerning the 2015-2016 school year, a statistically significant difference was again revealed, $\chi^2(2) = 7289.16$, $p < .001$. The Cramer's V was .19, a small effect size (Cohen, 1988). Grade 7 Black boys were assigned an out-of-school suspension more than 12 and one half times more often than Asian boys, more than four times more often than White boys, and two times more often than Hispanic boys. Hispanic boys were assigned an out-of-school suspension six times more often than Asian boys and two times more often than White boys. Congruent with the previous two school year results for Grade 7 boys, a stair-step effect (Carpenter et al., 2006) was present. Revealed in Table 8are the descriptive statistics for the 2015-2016 school year.

3.11 Grade 8 Out-of-School Suspension Results for Boys

Concerning the 2013-2014 school year, a statistically significant difference was yielded in the assignment of out-of-school suspension, $\chi^2(2) = 6885.56 p < .001$, to Grade 8 boys by their ethnicity/race. The Cramer's V effect size,18 (Cohen, 1988). Grade 8 Black boys were assigned an out-of-school suspension nine times more often than Asian boys, almost four times more often than White boys, and nearly two times more often than Hispanic boys. Hispanic boys were assigned an out-of-school suspension almost five times more often than Asian boys and two times more often than White boys. A stair-step effect (Carpenter et al., 2006) was present. Table 9contains the descriptive statistics for the 2013-2014 school year.

Table 9 Frequencies and Percentages of Out-of-School Suspension Assignment by Ethnicity/Race for Grade 8 Boys in the 2013-2014, 2014-2015, and 2015-2016 School Years

School Year and Ethnicity/Race	Received an Out-of-School Suspension *n* and %age of Total	Did Not Receive an Out-of-School Suspension *n* and %age of Total
2013-2014		
Black	(*n* = 6,898) 24.8%	(*n* = 20,872) 75.2%
Hispanic	(*n* = 13,820) 13.0%	(*n* = 92,187) 87.0%
White	(*n* = 4,147) 6.4%	(*n* = 60,579) 93.6%
Asian	(*n* = 197) 2.7%	(*n* = 7,231) 97.3%
2014-2015		
Black	(*n* = 6,691) 23.9%	(*n* = 21,821) 76.1%
Hispanic	(*n* = 13,531) 12.4%	(*n* = 95,740) 87.6%
White	(*n* = 3,984) 6.2%	(*n* = 60,276) 93.8%
Asian	(*n* = 172) 2.1%	(*n* = 7,840) 97.9%
2015-2016		
Black	(*n* = 6,398) 23.0%	(*n* = 21,376) 77.0%
Hispanic	(*n* = 13,348) 12.2%	(*n* = 96,233) 87.8%
White	(*n* = 3,877) 6.1%	(*n* = 59,227) 93.9%
Asian	(*n* = 168) 2.0%	(*n* = 8,075) 98.0%

With regard to the 2014-2015 school year, a statistically significant difference was again revealed, $\chi^2(2) = 6713.50$, $p < .001$. The effect size, Cramer's V, was small, .18 (Cohen, 1988). Grade 8 Black boys were assigned an out-of-school suspension more than 11 times more often than Asian boys, almost four times more often than White boys, and nearly two times more often than Hispanic boys. Hispanic boys were assigned an out-of-school suspension nearly six times more often than Asian boys and two times more often than White boys. A stair-step effect (Carpenter et al., 2006) was present. Delineated in Table 9 are the descriptive statistics for the 2014-2015 school year.

For the 2015-2016 school year, a statistically significant difference was again revealed, $\chi^2(2) = 6230.83$, $p < .001$. The Cramer's V was .17, a small effect size (Cohen, 1988). Grade 8 Black boys were assigned an out-of-school suspension 11 and one half times more often than Asian boys, more than three and one half times more often than White boys, and nearly two times more often than Hispanic boys. Grade 8 Hispanic boys were assigned an out-of-school suspension six times more often than Asian boys and two times more often than White boys. Congruent with the previous two school year results, a stair-step effect (Carpenter et al., 2006) was present. Table 9 contains the descriptive statistics for the 2015 -2016 school year.

3.12 Trends for Out-of-School Suspension Results for Boys

Across the three years and across the three grade levels, a stair-step effect (Carpenter et al., 2006) in the assignment of out-of-school suspension to boys by their ethnicity/race was clearly established. Black boys were assigned an out-of-school suspension at rates that were statistically significantly higher than the out-of-school suspension rates for Asian boys, White boys, and Hispanic boys. Moreover, Hispanic boys were assigned an out-of-school suspension at statistically significantly higher rates than both Asian and White boys. These results were commensurate across all three grade levels and across all three school years.

3.13 Grade 6 Out-of-School Suspension Results for Girls

Concerning the 2013-2014 school year, a statistically significant difference was revealed in the assignment of out-of-school suspension, $\chi^2(2) = 5795.16$, $p < .001$, to Grade 6 girls by their ethnicity/race. The Cramer's V was .17, a small effect size (Cohen, 1988). Grade 6 Black girls were assigned an out-of-school suspension more than 33 and one half times more often than Asian girls, more than nine and one half times more often than White girls, and more than two and one half times more often than Hispanic girls. Hispanic girls were assigned an out-of-school suspension 13 times more often than Asian girls and more than three and one half time

more often than White girls. As such, a stair-step effect (Carpenter et al., 2006) was present. Delineated in Table 10 are the descriptive statistics for the 2013-2014school year.

Table 10 Frequencies and Percentages of Out-of-School Suspension Assignment by Ethnicity/Race for Grade 6 Girls in the 2013-2014, 2014-2015, and 2015-2016 School Years

School Year and Ethnicity/Race	Received an Out-of-School Suspension *n* and %age of Total	Did Not Receive an Out-of-School Suspension *n* and %age of Total
2013-2014		
Black	(*n* = 3,428) 13.5%	(*n* = 21,949) 86.5%
Hispanic	(*n* = 5,211) 5.2%	(*n* = 94,874) 94.8%
White	(*n* = 846) 1.4%	(*n* = 57,706) 98.6%
Asian	(*n* = 28) 0.4%	(*n* = 7,312) 99.6%
2014-2015		
Black	(*n* = 3,059) 11.9%	(*n* = 22,686) 88.1%
Hispanic	(*n* = 4,648) 4.5%	(*n* = 98,317) 95.5%
White	(*n* = 704) 1.2%	(*n* = 57,830) 98.8%
Asian	(*n* = 27) 0.3%	(*n* = 7,856) 99.7%
2015-2016		
Black	(*n* = 3,161) 12.0%	(*n* = 23,173) 88.0%
Hispanic	(*n* = 4,864) 4.6%	(*n* = 100,748) 95.4%
White	(*n* = 708) 1.2%	(*n* = 57,351) 98.8%
Asian	(*n* = 42) 0.5%	(*n* = 8,332) 99.5%

With regard to the 2014-2015 school year, a statistically significant difference was again present, $\chi^2(2) = 5243.82$, $p < .001$. The effect size, Cramer's V, was small, .16(Cohen, 1988). As presented in Table 10, Grade 6 Black girls were assigned an out-of-school suspension more than 39 and one half times more often than Asian girls, nearly 10 times more often than White girls, and more than two and one half times more often than Hispanic girls.

Hispanic girls were assigned out-of-school suspension 15 times more often than Asian girls and more than three and one half times more often than White girls. As such, a stair-step effect (Carpenter et al., 2006) was present. With respect to the 2015-2016 school year, a statistically significant difference was again yielded, $\chi^2(2) = 7572.77$, $p < .001$. The effect size, Cramer's V, was small, .16 (Cohen, 1988). Grade 6 Black girls were assigned an out-of-school suspension almost 24 times more often than Asian girls, 10 times more often than White girls, and almost four times more often than Hispanic girls. Hispanic girls were assigned an out-of-school suspension nine times more often than Asian girls and almost four times more than White girls. Congruent with the previous two school year results, a stair-step effect (Carpenter et al., 2006) was present. The descriptive statistics for the 2015-2016 school year are revealed in Table 10.

3.14 Grade 7 Out-of-School Suspension Results for Girls

With respect to the 2013-2014 school year, a statistically significant difference was revealed in the assignment of out-of-school suspension, $\chi^2(2) = 6466.76$, $p < .001$, to Grade 7 girls by their ethnicity/race. The Cramer's V was .18, small (Cohen, 1988). Grade 7 Black girls were assigned an out-of-school suspension 18 times more often than Asian girls, eight times more often than White girls, and two times more often than Hispanic girls. Grade 7 Hispanic girls were assigned an out-of-school suspension eight times more often than Asian girls and more than three and one half times more than White girls. Presented in Table 11 are the descriptive statistics for the 2013-2014 school year.

Table 11 Frequencies and Percentages of Out-of-School Suspension Assignment by Ethnicity/Race for Grade 7 Girls in the 2013-2014, 2014-2015, and 2015-2016 School Years

School Year and Ethnicity/Race	Received an Out-of-School Suspension *n* and %age of Total	Did Not Receive an Out-of-School Suspension *n* and %age of Total
2013-2014		
Black	(*n* = 4,225) 16.2%	(*n* = 21,875) 83.8%
Hispanic	(*n* = 7,497) 7.3%	(*n* = 95,693) 92.7%
White	(*n* = 1,176) 2.0%	(*n* = 58,957) 98.0%
Asian	(*n* = 66) 0.9%	(*n* = 7,266) 99.1%
2014-2015		
Black	(*n* = 3,766) 14.6%	(*n* = 22,056) 85.4%
Hispanic	(*n* = 6,699) 6.5%	(*n* = 95,855) 93.5%
White	(*n* = 1,171) 2.0%	(*n* = 58,007) 98.0%
Asian	(*n* = 33) 0.4%	(*n* = 7,620) 99.6%
2015-2016		
Black	(*n* = 3,830) 14.7%	(*n* = 22,164) 85.3%
Hispanic	(*n* = 6,890) 6.6%	(*n* = 97,948) 93.4%
White	(*n* = 1,231) 2.1%	(*n* = 57,502) 97.9%
Asian	(*n* = 50) 0.6%	(*n* = 8,144) 99.4%

For the 2014-2015 school year, a statistically significant difference was again yielded, $\chi^2(2) = 5562.04$, $p < .001$. The effect size, Cramer's V, was small, .17 (Cohen, 1988). Grade 7 Black girls were assigned an out-of-school suspension 36 and one half times more often than Asian girls, more than seven times more often than White girls, and two times more often than Hispanic girls. Hispanic girls were assigned an out-of-school suspension more than 16 times more often than Asian girls and more than three times more often than White girls. As such, a stair-step effect was present (Carpenter et al., 2006). Table 11 contains the descriptive statistics for the 2014-2015 school year.

Concerning the 2015-2016 school year, a statistically significant difference was again revealed, $\chi^2(2) = 5525.36$, $p < .001$. The Cramer's V was .17, a small effect size (Cohen, 1988). Grade 7 Black girls were assigned an out-of-school suspension 24 and one half times more than Asian girls, seven times more often than White girls, and more than two times more often than Hispanic girls. Hispanic girls were assigned an out-of-school suspension 11 times more often than Asian girls and three times more often than White girls. Congruent with the previous two school year results for Grade 7 girls, a stair-step effect (Carpenter et al., 2006) was present. Table 11 contains the descriptive statistics for the 2015-2016 school year.

3.15 Grade 8 Out-of-School Suspension Results for Girls

Concerning the 2013-2014 school year, a statistically significant difference was yielded in the assignment of out-of-school suspension, $\chi^2(2) = 5888.40 p < .001$, to Grade 8 girls by their ethnicity/race. The Cramer's V, effect size, was small, .17(Cohen, 1988). Grade 8 Black girls were assigned an out-of-school suspension more than 20 and one half times more often than Asian girls, more than six times more often than White girls, and two times more often than Hispanic girls. Hispanic girls were assigned an out-of-school suspension nine and one half times more often than Asian girls and nearly three times more often than White girls. A stair-step effect (Carpenter et al., 2006) was present. Revealed in Table 12 are the descriptive statistics for the 2013-2014 school year.

Table 12 Frequencies and Percentages of Out-of-School Suspension Assignment by Ethnicity/Race for Grade 8 Girls in the 2013-2014, 2014-2015, and 2015-2016 School Years

School Year and Ethnicity/Race	Received an Out-of-School Suspension *n* and %age of Total	Did Not Receive an Out-of-School Suspension *n* and %age of Total
2013-2014		
Black	(*n* = 4,310) 16.5%	(*n* = 21,812) 83.5%
Hispanic	(*n* = 7,630) 7.6%	(*n* = 93,217) 92.4%
White	(*n* = 1,619) 2.6%	(*n* = 59,492) 97.4%
Asian	(*n* = 59) 0.8%	(*n* = 7,122) 99.2%
2014-2015		
Black	(*n* = 4,015) 15.2%	(*n* = 22,399) 84.8%
Hispanic	(*n* = 7,318) 7.0%	(*n* = 97,396) 93.0%
White	(*n* = 1,491) 2.5%	(*n* = 59,215) 97.5%
Asian	(*n* = 51) 0.7%	(*n* = 7,571) 99.3%
2015-2016		
Black	(*n* = 4,080) 15.7%	(*n* = 21,963) 84.3%
Hispanic	(*n* = 7,203) 6.9%	(*n* = 97,023) 93.1%
White	(*n* = 1,439) 2.4%	(*n* = 57,841) 97.6%
Asian	(*n* = 50) 0.6%	(*n* = 7,895) 99.4%

With regard to the 2014-2015 school year, a statistically significant difference was again revealed, $\chi^2(2) = 5425.08$, $p < .001$. The effect size, Cramer's V, was small, .17 (Cohen, 1988). Grade 8 Black girls were assigned an out-of-school suspension nearly 22 times more often than Asian girls, six times more often than White girls, and two times more often than Hispanic girls. Hispanic girls were assigned an out-of-school suspension 10 times more often than Asian girls and almost three times more often than White girls. A stair-step effect (Carpenter et al., 2006) was present. Table 12contains the descriptive statistics for the 2014-2015 school year. Regarding the 2015-2016 school year, a statistically significant difference was again yielded, $\chi^2(2) = 5724.45$, $p < .001$. The Cramer's V was .17, a small effect size (Cohen, 1988). Grade 8 Black girls were assigned an out-of-school suspension 26 times more often than Asian girls, six and one half times more often than White girls, and more than two times more often than Hispanic girls. Grade 8 Hispanic girls were assigned out-of-school suspension 11 and one half times more often than Asian girls and almost three times more often than White girls. Congruent with the previous two school year results, a stair-step effect (Carpenter et al., 2006) was present. Table 12 contains the descriptive statistics for the 2015-2016 school year.

3.16 Trends for Out-of-School Suspension Results for Girls

Established across the three years of data and across the three grade levels was a clear stair-step effect (Carpenter et al., 2006) in the assignment of out-of-school suspension to girls by their ethnicity/race. Black girls were assigned an out-of-school suspension at rates that were statistically significantly higher than the out-of-school suspension rates for Asian girls, White girls, and Hispanic girls. Moreover, Hispanic girls were assigned an out-of-school suspension at statistically significantly higher rates than both Asian and White girls. These results were commensurate across all three grade levels and across all three school years.

4.0 Discussion

4.1 Implications for Policy and Practice

Based upon the statistically significant disparities that were documented herein, several implications for policy and for practice can be made. Educational leaders are encouraged to conduct an analysis of their school discipline programs to determine the extent to which student ethnicity/race in their schools and districts is related to discipline consequence assignment. Audit findings can be used to implement necessary discipline program changes. School district leaders are also urged to hire diversified faculty and staff members at all levels, as well as provide professional development focused on multicultural awareness for all district and campus faculty and staff. Codes of conduct should also be reviewed and revised, in an effort to decrease the flow of Black and Hispanic boys and girls through the School-to-Prison pipeline. Codes of conduct with outlined consequences for discipline violations should be created.

This code of conduct revision would decrease administrator subjectivity and allow for a systematic assignment of consequences contingent upon the infraction and not student ethnicity/race. Another suggestion would be for school campus leaders to conduct periodic analysis of discipline data. Educator awareness of campus and school district discipline data trends could create the opportunity for necessary intervention and ongoing support for teachers and administrators. Determining the underlying reasons for the inequities in the assignment of discipline consequences by student ethnicity/race is a final implication for policy and practice.

4.2 Recommendations for Future Research

In this study, the relationship between student ethnicity/race and the assignment of discipline consequences, specifically in-school suspension and out-of-school suspension, to boys and to girls in Grades 6, 7, and 8 was examined. Future researchers could extend this study by analyzing in-school suspension and out-of-school suspension data for boys and for girls in both elementary and high schools. Because data on only middle school students were analyzed herein, extending the analysis to students at the elementary school level and at the high school level would help determine if results generalize to students in other grade levels. In addition, researchers are recommended to extend this investigation to other states. The degree to which the inequities delineated herein are generalizable to students in other states is unknown. Researchers are encouraged to examine discipline consequences as a function of other student characteristics such as English Language Learner, student level of poverty, at-risk students, gender, and gender within ethnic/racial groups. Moreover, research should be conducted to determine if inequities exist in the assignment of Discipline Alternative Education Placement, Juvenile Justice Alternative Education Placement, and expulsion. A final recommendation for future research would be to analyze the reasons why students are assigned a discipline consequence. To what degree are discipline consequence assigned differentially to students based upon their ethnicity/race more than on the actual student misbehavior?

5.0 Conclusion

This multiyear, statewide analysis was conducted to determine the extent to which differences were present in discipline consequence assignments for boys and for girls, as a function of student ethnicity/race in Texas middle schools for three school years. Statistically significant differences in the assignment of in-school suspension and out-of-school suspension as a function of student ethnicity/race were yielded for both boys and girls by their ethnicity/race. For all three school years, Black boys were assigned to both in-school suspension and to out-of-school suspension statistically significantly more often than Asian, White, and Hispanic boys. Moreover, Hispanic boys were assigned to both in-school suspension and to out-of-school suspension statistically significantly more often than Asian and White grade level boys. With respect to gender, in all three school years, Black girls were also assigned to both in-school suspension and to out-of-school suspension statistically significantly more often than Asian, White, and Hispanic girls. Furthermore, Hispanic girls were also assigned to both in-school suspension and to out-of-school suspension statistically significantly more often than Asian and White girls. Of note in this study was the presence of a consistent stair-step effect (Carpenter et al., 2006) in the assignment of in-school suspension and out-of-school suspension to boys and to girls by their ethnicity/race. As such, these inequities may constitute violations of these students' civil rights.

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