



ALBERT SHANKER INSTITUTE
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CREATING SAFE AND SUPPORTING SCHOOLS

AN ALBERT SHANKER INSTITUTE SEMINAR SERIES FOR UNION LEADERS,
POLICY EXPERTS, AND SUPERINTENDENTS

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UNDERSTANDING THE PROBLEM

Discipline Disparities: Myths and Facts

Discipline Disparities Research-to-Practice Collaborative.* The Equity Project, Center for Evaluation and Education Policy, Indiana University, *Supported by the Atlantic Philanthropies and the Open Society Foundations*

This short, accessible factsheet sets out common claims that are made regarding disparities in discipline due to race, ethnicity and gender, and tests them against actual research in the field. Arguments that disparities are not racially-based, that poverty is an adequate explanation for discrepancies, that students of color misbehave at higher rates than other students, that students and that students of color are not expelled and/or suspended at higher rates – among other assertion – are found not to be supported by research.

The Achievement Gap and the Discipline Gap: Two Sides of the Same Coin?

Anne Gregory, Russell J. Skiba, and Pedro A. Noguera, *Educational Researcher* 2010, 39; 59

This article synthesizes research on racial and ethnic patterns in school sanctions and considers how disproportionate discipline might contribute to lagging achievement among students of color. It further examines the evidence for student, school, and community contributors to the racial and ethnic patterns in school sanctions, and it offers promising directions for gap-reducing discipline policies and practices.

New and Developing Research on Disparities in Discipline

Russell J. Skiba, Mariella I. Arredondo, and M. Karega Rausch, *Discipline Disparities Research-to-Practice Collaborative*.*

This article details new research that continues to confirm the long-established research evidence that race is a critical factor in decisions affecting individual student discipline and add to the body of literature detailing pernicious impact of bias on minority students. New research has shown that Latinos and Native American students, as well as African American experience this prejudice. It also shows that race “intertwines with gender” to adversely affect students. New research also focuses on the bias aimed at LGBT children in school environments. This detailed piece also outlines the latest research on conflict interventions, the impact of school environment and other factors in the discipline equation.

State of the Science, Implicit Bias Review, 2013

Cheryl Staats, Research Associate, with contributions from Charles Patton, Graduate Research Associate
Ohio State University, Kirwan Institute for the Study of Race and Ethnicity

This is an excerpt from a comprehensive review of the most recent research literature, academic conversations, and public policy implications regarding implicit bias, which refers to the “attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner.” The research on counteracting these unconscious cognitive shortcuts is also summarized.

Test, Punish and Push Out: How “Zero Tolerance” and High Stakes Testing Funnel Youth into the School-to-Prison Pipeline.

Advancement Project, March 2010

This report argues that zero tolerance and high-stakes testing, in combination, “have turned schools into hostile and alienating environments for many of our youth, effectively treating them as dropouts-in-waiting.” These policies have created a situation in which in which many students are treated as “disposable” and are, in effect, “pushed out of school.” As a consequence, many wind up in the juvenile and criminal justice systems. The report offers a comprehensive examination of the roots of the zero tolerance and high stakes testing paradigm and proposes policy remedies.

*Discipline Disparities Research-to-Practice Collaborative, a group of 26 nationally known researchers, educators, advocates, and policy analysts, came together to address the problem of disciplinary disparities. The policy paper series was overseen by the Equity Project, Center for Evaluation and Education Policy, Indiana University. *Supported by the Atlantic Philanthropies and the Open Society Foundations.*