

Discipline Disparities:

A Research-to-Practice Collaborative

Supported by:



New and Developing Research on Disparities in Discipline

Russell J. Skiba, Mariella I. Arredondo, and M. Karega Rausch

Discipline Disparities Series: New Research

March 2014

In the Series:

*Discipline Disparities Series:
Overview*

*Interventions for Reducing
Disparities*

*Policy Recommendations for
Reducing Disparities*

*New and Developing
Research*

The Discipline Disparities Research to Practice Collaborative

Disparities in the use of school discipline by race, gender, and sexual orientation have been well-documented and continue to place large numbers of students at risk for short- and long-term negative outcomes. In order to improve the state of our knowledge and encourage effective interventions, the 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. Funded by Atlantic Philanthropies and Open Society Foundations, the Collaborative has spent nearly three years conducting a series of meetings with groups of stakeholders—advocates, educators, juvenile justice representatives, intervention agents, researchers, and policymakers—in order to increase the availability of interventions that are both practical and evidence-based, and to develop and support a policy agenda for reform to improve equity in school discipline. The project has funded 11 new research projects to expand the knowledge base, particularly in the area of intervention, and commissioned papers from noted researchers presented at the Closing the School Discipline Gap Conference. A culminating report of the Collaborative's work is the formal release of the Discipline Disparities Briefing Paper Series, three papers on policy, practice, and new research summarizing the state of our knowledge and offering practical, evidence-based recommendations for reducing disparities in discipline in our nation's schools.

Introduction

Since first identified by the Children's Defense Fund¹ nearly 40 years ago, researchers have consistently documented African American disproportionality in a range of exclusionary discipline practices including office disciplinary referrals, suspensions, expulsions, and corporal punishment.² Since that time, the field has learned that contextual factors, such as higher rates of student misbehavior and higher rates of poverty, do not fully explain racial disparities.³ Some factors that may contribute to disparities include the racial diversity of the student body and school faculty,⁴ classroom and administrative decision-making processes,⁵ and differential experiences and perceptions of school climate.⁶

Although our knowledge base has grown to a more sophisticated understanding of disciplinary disparities for African American students, the research base has been much more limited concerning the extent of, and reasons for, disparities for other student groups, such as Hispanic/Latino students, Native American students, students with disabilities, and LGBT students. An even

more significant gap has been a lack of research attention to the identification of strategies, interventions or programs to reduce or eliminate disparities in discipline. Through its *Collaborative Funded Research Grant Program* and a national conference on disciplinary disparities, *Closing the Discipline Gap* (Washington, D.C., January, 2013), the Discipline Disparities Collaborative has begun to generate new research addressing these and other gaps.⁷ This briefing paper on New & Developing Research on Disparities describes the results of that new research, and identifies remaining gaps in the literature that can guide researchers and funders of research. The brief is organized into two sections:

1) *What Have we Learned? Key New Research Findings* describes research from leading scholars across the nation commissioned by The Center for Civil Rights Remedies at UCLA's Civil Rights Project with the support of the Collaborative, findings from projects supported by the Collaborative Funded Research Grant Program, and other new research on disproportionality in school discipline in the peer-reviewed literature.

2) *Future Research Needs* describes gaps that remain in the research base. Although there has been considerable new knowledge generated in recent years, significant gaps remain, especially in identifying and evaluating intervention strategies that reduce inequity in discipline for all students.

What Have We Learned: Key New Research Findings

Research continues to show that students of color and students with disabilities are at higher risk for suspension and expulsion. New findings show that race interacts with gender in determining who will be suspended or expelled, and that Hispanic/Latino students are also disproportionately at risk for exclusionary discipline as they reach middle and high school.

Students of color, African American, Hispanic/Latino, and Native American students specifically, are more likely than White students to be face exclusionary discipline. Drawing upon three national surveys, a recent study reported that the odds of Black students being suspended out of school was 1.78 times that of White students, while Hispanic/Latino students' odds of suspension were 2.23 times that of White students.⁸ A longitudinal study of students in the state of Florida found that 39% of African American students were suspended, compared to 22% of White students, and 26% of Hispanic/Latino students.⁹ African American students were also suspended for longer periods of time than other students, even after controlling for poverty.¹⁰

Students with disabilities are also at high risk for disproportionate discipline. Students with disabilities are suspended almost twice as frequently as their non-disabled peers¹¹ and for longer periods of time, even after controlling for poverty.¹² Race and disability intersect, producing an even higher degree of risk. Nationally, twenty-five percent of African American students with disabilities were suspended out-of-school at least once in 2009-2010, a rate higher than every other racial/ethnic group and sixteen percentage points higher than white students with a disability.¹³

Gender intersects with race to increase the risk of school exclusion. New research continues to find that males are more likely to be suspended than females,¹⁴ and Black males are consistently the most at-risk for exclusionary discipline and arrest.¹⁵ Yet, in some schools, African American and to some extent Hispanic/Latino girls are at high risk of suspension and expulsion. Two separate studies of Black, White, and Hispanic/Latino

secondary school students found that Black females were suspended out of school at rates significantly higher than other females, and higher than White and Hispanic/Latino males.¹⁶ Hispanic/Latino females reported rates higher than White females and rates equivalent to White males.

New research continues to find no evidence that disciplinary disparities are due to poverty...nor is there evidence that students of color engage in rates of disruptive behavior sufficiently different from others to justify higher rates of punishment.

Although findings of disproportionality have been somewhat inconsistent for Hispanic/Latino students, recent research is identifying patterns by school level. Two recent studies¹⁷ have found no disproportionality or even under-representation for Hispanic/Latino students at the elementary level; yet by middle and high school, Hispanic/Latino students are significantly more likely than White students to be suspended out of school or expelled.

Racial/ethnic differences in the use of suspension and expulsion are not due to poverty or different rates of misbehavior.

New research continues to find no evidence that disciplinary disparities are due to poverty. Skiba and colleagues joined a host of previous investigations in finding that Black-White differences in out-of-school suspension persist regardless of level of poverty.¹⁸ Nor is there evidence that students of color engage in rates of disruptive behavior sufficiently different from others to justify higher rates of punishment. Survey data from 8th and 10th grade Black, White, and Hispanic/Latino students indicate that Black males reported similar or lower use of drugs, alcohol, and weapons at school compared to other students, yet they also reported receiving more suspensions than any other group.¹⁹ Black and Hispanic/Latino high school students were significantly more likely than

White students to be suspended out of school even with the same level of misbehavior.²⁰

The experiences of LGBT students illuminate discipline and criminal justice disparities that are often undocumented and unaddressed.

New research finds that LGBT students may also experience exclusionary discipline, hostile school climates, and contact with the juvenile justice system more often than their peers. Using a nationally representative sample of adolescents in grades seven through twelve, adolescents who reported same-sex attraction had significantly higher odds of being expelled from school, even after controlling for self-reported rates of misbehavior, age, gender, race, and socioeconomic status.²¹ Preliminary findings from a mixed-methods study documenting the experiences of discipline for LGBT youth indicated that LGBT students experience high rates of punitive or exclusionary discipline, disciplinary consequences for violating gender norm policies, and a school climate so hostile that it may motivate fighting to protect oneself against bullying.²² Non-heterosexual youth, especially girls, have reported experiencing significantly higher rates of being stopped by the police, arrested, and convicted as other girls who report engaging in similar behaviors.²³

Suspension is often the first step in a chain of events leading to short- and long-term consequences, including academic disengagement, academic failure, dropout, and delinquency.

Opportunity to learn is one of the strongest predictors of academic achievement; so it is not surprising that removing students from school for disciplinary reasons is associated with negative academic outcomes, such as course failure, academic disengagement, and ultimately dropping out of school. In a longitudinal statewide study of 9th graders in the state of Florida, 73% of students suspended in 9th grade failed subsequent academic courses, compared to 36% of students who were not suspended;²⁴ even after accounting for socio-demographics, attendance, and course performance, being suspended even once in 9th grade is associated with a 20 percent increase in dropping out. Similar results on the negative relationship between suspension and dropout for all students were found in longitudinal analyses in the state of Texas, even after controlling for a number of explanatory factors.²⁵ For African American males, and to some degree Hispanic/Latino males, academic disengagement has been reported to be a strong predictor of truancy, suggesting that these student groups may

abandon school in response to feeling academically disengaged.²⁶

Suspension itself appears to be a risk factor for future contact with the justice system. Drawing from national longitudinal data, Shollenberger²⁷ reported that more than one-third (33%) of males suspended for 10 or more days had been confined in a correctional facility. Notably, a student's report of engaging in delinquency or crime occurred only after the first time they were suspended from school. In the groundbreaking study, *Breaking School's Rules*, Fabelo and colleagues reported that suspension and expulsion for a discretionary school violation nearly tripled a student's likelihood of juvenile justice contact within the subsequent year. Only 2.4% of students with no disciplinary violations became involved with the juvenile justice system, increasing to 14.7% of those with 2-5 disciplinary incidents, and fully 46% of those who were suspended 11 or more times.²⁸

Commonly relied-upon interventions, such as security measures or alternative placements, are often less effective than assumed, and can exacerbate racial/ethnic disparities.

Although alternative placements are often viewed as a disciplinary solution, some research says they may exacerbate negative outcomes, especially for students of color. A longitudinal investigation in a large school district in Kentucky found that half of the students placed in alternative schools in elementary school experienced subsequent juvenile detention within less than four years, while 43% of students placed in alternative schools in middle school were detained as juveniles within less than two years.²⁹ Racial gaps in alternative school placement were pronounced: 13% of all African-American students in the cohort experienced placement compared to 4% of White students.

Examination of merged data from three national surveys to address questions about security measures in high schools, suspension rates, and student misbehavior found that high-security³⁰ schools had significantly greater African American disparities in total suspensions compared to low-security schools, even after controlling for differences in student behavior.³¹

There are hidden costs to society, both fiscal and civic, associated with out-of-school suspensions.

A comprehensive, longitudinal study of Texas students reported that the link between school discipline and retention has significant economic impacts.³² In the analysis,

school discipline was associated with approximately 4,700 grade retentions, costing the state nearly \$41 million for each year of additional instruction. Moreover, delayed workforce entry related to grade retention cost the state over \$68 million, including \$5.6 million in lost tax revenue.

Disciplinary exclusion can also decrease the odds of future civic and political participation. Using the National Longitudinal Survey of Adolescent Health dataset, Kupchik and Catlaw examined the post-school voting and volunteering behaviors of young adults with a history of suspension in school, and found that suspended students are less likely than others to vote and volunteer in civic activities after high school.³³

Schools Have the Power to Change Their Rates of Exclusions

Recent research has implicated school perspectives and practices as among the most powerful predictors of suspension and disproportionality in suspension. Multilevel analyses³⁴ showed that while socioeconomic status or type of behavior did not fully explain Black-White disparities in school rates of out-of-school suspension, when school-level variables such as principal perspective on discipline were entered into the model, the influence of race on discipline was reduced to non-significance. Such results suggest that, rather than focusing on individual student deficits, disparity-reducing intervention efforts will be more productive by focusing on changing school factors.

While high suspension rates decrease feelings of safety and diminish school climate, strong student-teacher and parent-teacher relationships are related to decreased suspension rates and an increased sense of safety. A mixed-method study³⁵ showed that frequent use of suspensions in Chicago schools was associated with less safe environments, even when comparing schools with similar demographics.³⁶ Students and teachers felt safest in schools where teachers view parents as partners in children's education, where teachers offer academic support to students, where students trust their teachers, and where teachers trust their principals. Those relationships are even more important than neighborhood crime and poverty in predicting school safety, and are at least as strong as the relationship between safety and school achievement level.

Consequences of Discipline Disparities and Incarceration for Youth

The disproportionate confinement of African American males in secure juvenile detention mirrors their school experiences with school discipline disparities, and LGBT students experience more contact with police than other students.

School-level inequity in discipline and juvenile justice appear to be related. In an examination of school discipline and juvenile justice for African American and White youth aged 10-17 in 53 counties in Missouri, researcher Nicholson-Crotty and colleagues reported racial disproportionality in out-of-school suspensions to be a strong predictor of similar levels of racial disparity in juvenile court referrals, even when controlling for levels of delinquent behavior, poverty, and other demographic variables.³⁷

Recent research has implicated school perspectives and practices as among the most powerful predictors of suspension and disproportionality in suspension.

In a longitudinal analysis drawing from a nationally representative sample of adolescents, Himmelstein and Bruckner reported that LGBT youth were approximately 50% more likely to be stopped and questioned by the police than other youth. Non-heterosexual girls, in particular, experienced about twice as many arrests and convictions as other girls who had engaged in similar transgressions.³⁸

Detention is harmful to youth and its severe effects have been well documented.

Incarcerated youth run a high risk for sexual victimization and suicide. An estimated 12% of youth held in state juvenile facilities and

large non-state facilities across the country reported experiencing one or more incidents of sexual victimization by another youth or facility staff in the past 12 months or since admission.³⁹ Moreover, in a national survey of 110 juvenile suicides, 70% of youth who committed suicide were confined for nonviolent offenses.⁴⁰

Placements in correctional facilities may actually increase criminal behavior among youth: Incarcerated youth were found to have a 70-80% recidivism rate within two to three years of release,⁴¹ and youth placed in a correctional facility reported higher rates of re-offending compared to youth who remained in the community under supervision.⁴²

What Are Some Promising Solutions and Interventions?

There *are* alternative discipline systems that can reduce reliance on exclusionary and punitive approaches to discipline. These alternative approaches have been implemented in school districts across the country, and have demonstrated the capability to reduce suspension and expulsion and improve school safety, climate, and academic outcomes. While the impact of these approaches on disciplinary disproportionality is still emerging, such strategies address three important components of school climate and school discipline that may lead to disparity reduction:

Relationship-Building: Approaches such as restorative practices or teaching that emphasize relationship-building between students and teachers are emerging as models that may reduce disparities in discipline.

Structural Interventions: Approaches such as Positive Behavior Interventions and Supports (PBIS), Threat Assessment, and changing disciplinary codes of conduct may create structural changes in the way schools attend to school discipline.

Emotional Literacy: Approaches that include social-emotional learning improve the capacity of schools to address the emotional literacy of their students, and the ability to understand and regulate student social interactions and emotions.

Relationship-Building

Interventions that focus on sustained support for teacher development, strengthening teacher-student relationships, and strengthening student engagement can

lead to a reduction in the use of exclusionary discipline, particularly for African American students.

My Teaching Partner. In a randomized controlled trial that evaluated whether a sustained and rigorous professional development program, *My Teaching Partner* (MTP), focused on teachers' interactions with students found that teachers using MTP relied less on exclusionary discipline with all of their students. The program also had a differential impact by race, in that teachers' reduction of exclusionary discipline was the most pronounced for African American students.⁴³

Students and teachers felt safest in schools where teachers view parents as partners in children's education, where teachers offer academic support to students, where students trust their teachers, and where teachers trust their principals. Those relationships are even more important than neighborhood crime and poverty in predicting school safety...

Restorative Practices. Restorative practices (RP) are informal and formal processes implemented throughout the school building that aim to proactively build relationships and a sense of community (preventing conflict) and to repair harm after wrongdoing has occurred (resolving conflict). A recent literature review of the effectiveness of RP in schools reports that the evidence base on RP is not yet expansive, particularly in the United States, but there are some state and district examples suggesting that RP may be linked to reduced suspension and expulsion, decreased disciplinary referrals, and improved academic achievement.⁴⁴

Two recent studies showed RP's promise for reducing the racial discipline gap. Examination of teacher and student reports of RP implemented in two high schools found that individual teachers with better RP implementation tended to have narrower racial discipline gaps.⁴⁵ Compared to teachers rated as low in RP implementation, high RP teachers had better relationships with their students, were perceived as more respectful by their students from different racial and ethnic groups, and issued fewer exclusionary discipline referrals to African American and Hispanic/Latino students. For the schools as a whole, during the first year of implementation of RP, the number of students receiving at least one referral declined in 7 of 10 discipline categories. A 6-year mixed method study on the implementation of RP in the Denver Public Schools reported that suspension rates were reduced by nearly 47% across the district.⁴⁶ Reductions were reported for all racial/ethnic groups, with the largest percentage point drop for African Americans: African American suspension rates dropped from 17.6% to 10.4%, Hispanic/Latino rates dropped from 10.18% to 4.74%, and suspension rates for White students dropped from 5.88% to 2.28%.

Structural Interventions

Positive Behavior Interventions and Supports (PBIS) has been found to create positive reductions in use of exclusionary discipline, although the evidence suggests that specific attention to issues of race, culture, and difference may be necessary if PBIS is to reduce disciplinary disparities.

A 5-year randomized controlled study on PBIS implementation in 35 middle schools showed that treatment schools changed practices from reactive punishment to proactive support, while schools in the control group continued emphasizing punitive consequences. The capability of PBIS to address racial disparities in discipline was mixed, however: There were some reductions in disciplinary exclusion rates for Hispanic/Latino and American Indian/Alaska Native students, but not for African-American students.⁴⁷

Evidence demonstrating that PBIS as typically implemented does not address racial disparities well has caused some researchers to call for revised PBIS models that include cultural considerations⁴⁸ and pilot PBIS models that are more responsive to culture. For example, a study of five elementary and middle schools implementing PBIS with cultural adaptations across two school districts in British Columbia and Alberta, reported that students with Aboriginal status were no more

likely to receive Office Discipline Referrals (ODRs), or subjective ODRs (behaviors that require significant value judgment on the part of the referring agent) than students without Aboriginal status.⁴⁹

A systematic protocol used in schools that respond to students' threats of violence without resorting to zero tolerance suspension has shown to effectively reduce suspensions and racial disparities between Black and White males.

Use of the Virginia Threat Assessment Guidelines across schools in Virginia was associated with a 19% reduction in the number of long-term suspensions and an 8% reduction in the number of short-term suspensions, reductions greater than schools not using the Guidelines. Formal training and length of implementation was associated with greater reductions in suspensions.⁵⁰ Use of the Guidelines was associated with reductions in suspensions for all racial groups included in the study, as well as a reduction in disproportionality between Black males and White males even after controlling for school size and poverty. Among schools not using the Guidelines, Black males had a long-term suspension rate 6 percentage points higher than White males (11.2% compared to 5.1%), compared to only a 3 percentage point difference (7.6% compared to 4.3%) among schools using the Guidelines.⁵¹

School and district codes of conduct often stress punitive and exclusionary approaches to discipline, and may be misaligned with preventative approaches to discipline.

Codes of conduct—the rules governing school discipline—often stress punishment and exclusion as the primary disciplinary option. As part of a larger multi-year and multi-state study on the implementation of PBIS in high schools, Fenning and colleagues found that all of the school codes of conduct they reviewed were rated as punitive/reactive, even for minor behavioral infractions. The authors argue that re-aligning such policies to emphasize prevention-oriented practices such as PBIS and school/district discipline policies are required for effective systemic change.⁵²

Emotional Literacy

Investing in social and emotional learning, support teams, and planning centers focusing on a learner-centered approach can reduce misbehavior and decrease out-of-school suspensions, yet more explicit attention to race, culture, and difference may be necessary to reduce racial disparities.

The Cleveland Metropolitan School District (CMSD)—a large urban district where 81% of students are African American or Latino—engaged in comprehensive reform efforts designed to improve safety, order, and the conditions for learning. Intervention efforts included the implementation of data-driven improvement efforts, the district-wide implementation of empirically validated social and emotional learning programs, student support teams that addressed early warning signals such as discipline referrals and attendance issues, and planning centers that replaced the district's punitive in-school suspension program and were designed to help students learn self-discipline. An evaluation of that effort⁵³ reported improved student attendance district-wide, a decline in negative behavioral incidents per school by almost 50%, and a nearly 60% district-wide reduction in use of out-of-school suspension. Disciplinary disparities, however, remained.

Future Research Needs

Recent research has complemented and significantly extended what we know about disparities in school discipline. Even with these advances, however, significant gaps remain that researchers and funders of research could prioritize in order to advance knowledge and practice in the field. Specifically, gaps remain in our knowledge of the extent of, and reasons for, disparities among many student groups, and how schools and school systems should address disparities.

Building Knowledge on the Extent of and Reasons for Disparities

While much is known about disciplinary disparities and African American students, the knowledge base for other student groups and the impact of school security technology on disparities is not nearly as robust. Some key questions that future research should examine include:

What is the extent of, and reasons for, exclusionary discipline for student groups that have been under-researched to date—such as Native American, LGBT, gender non-conforming, and English language learning students—and where race/ethnicity, gender, disability, and sexual orientation intersect? Unlike the nearly 40 years of research on the extent of and factors that do and do not contribute to African American disciplinary disproportionality, there is a paucity of research for other student groups. Examining the extent of disproportionality for these groups, the degree to which factors associated with disciplinary disproportionality for African American students hold for other groups, and which other factors contribute to disparities

among these groups will fill a significant gap in our knowledge base. Moreover, emerging research suggests that some group identity intersections—such as African American males or females with a disability—have an increased risk of exclusion. Identifying the historical, structural, cultural, policy, and practice conditions that contribute to intersectional differential risk is a significantly underexplored area of research.

What accounts for inconsistent findings of exclusionary discipline with Hispanic/Latino students? The current research base is mixed on the extent of disparities for Hispanic/Latino students with some studies finding Hispanic/Latino overrepresentation and others finding under-representation.⁵⁴ Reasons for these differences have not been fully explored to date. Are there historical, geographic, community, school, and/or acculturation effects that might account for observed differences in the literature? Identifying differential reasons for disparities among Hispanic/Latino students may be important in designing intervention efforts.

What is the impact of increased law enforcement and security technology in schools on disciplinary disparities? There are very few rigorous studies of the effectiveness of increased law enforcement and security technology on school discipline overall and the effects of its disparate use. As many states and schools consider increasing the use of such methods,⁵⁵ an understanding of the conditions under which the use of security technology and increased police presence relates to disciplinary disparities can inform how such methods are used and implemented.

Building Knowledge of Effective Interventions and Systems Change

The development of evidence-based interventions, and especially under what conditions such interventions are most effective, is arguably the most important area for future research and evaluation. Key questions to be examined include:

What malleable school factors and interventions show the most promise for reducing disparities? Rigorously evaluated interventions that specifically examine impacts on disciplinary disparities are very few in number.⁵⁶ Research on effective interventions for reducing exclusionary discipline is growing, but research on approaches that reduce disparities is lacking. Schools and school districts seeking to improve practice and reduce inequity need empirically based guidance on how policies, procedures, and practices might be altered for greater equity. Identifying evidence-based solutions is a critical need as pressure increases for schools to address high rates of disciplinary removal.⁵⁷

What are the classroom dynamics and structures that lead to disciplinary disparity reduction? Disparities appear to begin with differential rates of office referrals from classrooms.⁵⁸ Yet, the micro-level classroom processes by which differential referrals occur are not well understood. Well-designed classroom observational studies that identify and describe classroom systems and processes that contribute to disciplinary disparities will provide greater guidance for classroom-based intervention efforts. In particular, research on implicit bias suggests that bias and subtle stereotyping is virtually universal in our society.⁵⁹ Further research is needed on the extent to which implicit bias may contribute to disparities in office referrals, suspension, or expulsion.

A growing number of states and school districts—such as the state of Maryland, Los Angeles Unified School District, Denver Public Schools, and Chicago Public Schools among others—have recently instituted policy changes designed to reduce the use of exclusionary discipline for minor misbehaviors. Research is needed on the extent to which these and other policy changes impact disproportionality in discipline.

Is disciplinary equity best achieved through interventions that focus on disciplinary systems or through whole-school change efforts? The current evidence base is unclear whether targeted interventions—such as improved training in classroom management—are sufficient in and of themselves to change disciplinary disparities. Some

researchers and practitioners⁶⁰ have suggested that, given the pervasiveness of racial/ethnic inequity in school systems (e.g., academic achievement, special education), intervention efforts require more comprehensive and explicit culturally responsive change efforts in order to reduce disparities.

Under which contexts might an equity-implicit vs. equity-explicit approach be more or less effective? Interventions designed to reduce use of exclusionary discipline overall don't necessarily also reduce disparities.⁶¹ What is less clear, however, is the degree to which disparity-reducing interventions must include having direct conversations about race/ethnicity and difference (equity-explicit approach) compared to interventions that focus on areas that produce disparities, such as improving relationships between students and teachers, but don't include those direct conversations (equity-implicit approach). That line of research can aid in understanding under what conditions an equity-implicit vs. equity-explicit approach may be the most effective in particular contexts, and uncover how educators can effectively talk about race/ethnicity, difference, and power in such a way that produces positive change rather than reinforcing stereotypes.⁶²

How do school-based practitioners respond to state, district, and school disciplinary policy changes? A growing number of states and school districts—such as the state of Maryland, Los Angeles Unified School District, Denver Public Schools, and Chicago Public Schools among others—have recently instituted policy changes designed to reduce the use of exclusionary discipline for minor misbehaviors.⁶³ Research is needed on the extent to which these and other policy changes impact disproportionality in discipline at the local level, and, in particular, to better understand how those policies influence the decisions, behaviors, and perspectives of local decision-makers.

What resources are needed to create greater disciplinary equity? More research is needed describing any connections between under-resourced schools and disproportionality, and how new and/or existing resources—such as funding allocations, human capital development and distribution systems, and federal, state, and local accountability and support systems—might be best utilized to create greater equity.

Continuing Methodologically Rigorous Studies

What is known about disciplinary disparities is built from rigorous and methodologically sound research. The most effective research strategies in the field use multivariate tech-

niques, mixed-method approaches, and participatory research. New studies designed to address key questions on disciplinary disparities should continue to use such methods in order to continue to build an evidence base that researchers and practitioners can have confidence in.

Multivariate Studies

Simple numerical differences showing that some groups receive higher rates of exclusionary discipline in and of themselves do not rule out threats to internal validity of the findings; that is, simple mean differences between racial groups in rates of discipline could be due to any of a number of factors. Comprehensive efforts to further understand and alter disciplinary disparities should identify the degree to which a variable may mediate the relationship between race/ethnicity or other sources of difference (such as LGBT identification), and use of exclusionary school discipline. Multivariate techniques are well suited for this task as they allow for an examination of the relative and unique contribution of each variable while controlling for a range of other variables.⁶⁴ Such techniques are critical in statistical analyses of disciplinary disparities in order to increase confidence placed in the findings: Absent appropriate controls for factors such as poverty or student behavior, those alternative explanatory factors cannot be conclusively ruled out. Particularly given the multi-determined and nested nature of students in classrooms in schools that comprise school discipline and other educational examinations, hierarchical linear modeling⁶⁵ may be a more statistically appropriate technique compared to other multivariate models.⁶⁶

Mixed Methods

The complexity of disciplinary disparities requires attending not only to quantitative relationships, but also an understanding of contextual relationships and settings that may be best captured through qualitative techniques. Methods that use both statistical analyses that describe which variables do and do not contribute to disparities and descriptive analyses of how those and other variables interact in actual classroom settings will provide a more robust understanding of the complexities of disciplinary disparities.⁶⁷

Participatory Research

Since an important goal of future research includes developing and testing interventions that can reduce disciplinary disparities, involving educational practitioners in such work beyond their involvement as research participants appears to be an important consideration. Working with educators as part-

ners, perhaps through an action research paradigm,⁶⁸ is particularly important for addressing adaptive and complex organizational issues such as disproportionality in school discipline.⁶⁹ To the degree that participatory research is feasible, engaging educators throughout the design, implementation, and evaluation process has a greater likelihood of yielding greater generalizability and usability of findings in actual school settings.⁷⁰

Conclusion

Our understanding of the extent of disparities in school discipline has significantly advanced over nearly 40 years of research, and, in particular, the recent studies described in this brief have made important new contributions to our understanding of disciplinary disparities. Yet significant gaps remain, including a robust description of the nature of disparities for a number of student groups (e.g., Hispanic/Latino students, students who identify as LGBT, and girls).

Developing research-validated strategies and interventions that can reduce or eliminate disciplinary gaps is an urgent priority and perhaps the most important and challenging need in the field. As the consequences of ineffective exclusionary practices, and the impact of those practices on marginalized groups, become increasingly evident, pressure will increase to replace ineffective practices and reduce disciplinary disparities. Given an increasing understanding of the severe consequences on students' lives of disproportionate rates of discipline, it is critical that future research seeks to identify effective research-based strategies that can guide practitioners as they seek to implement more effective and equitable school discipline practices.

End Notes

1. Children's Defense Fund. (1975). *School suspensions: Are they helping children?* Cambridge, MA: Washington Research Project.
2. American Psychological Association Zero Tolerance Task Force. (2008). Are zero tolerance policies effective in the schools? An evidentiary review and recommendations. *American Psychologist*, 63, 852-862.
3. Skiba, R. J., Michael, R. S., Nardo, A. C., & Peterson, R. (2002). The color of discipline: Sources of racial and gender disproportionality in school punishment. *Urban Review*, 34(4), 317-342.
4. Rocha, R., & Hawes, D. (2009). Racial diversity, representative bureaucracy, and equity in multicultural districts. *Social Science Quarterly*, 90(2), 326-344; Welch, K., & Payne, A. A. (2010). Racial threat and punitive school discipline. *Social Problems*, 57(1), 25-48.
5. Skiba, R. J., Horner, R. H., Chung, C. G., Rausch, M. K., May, S. L., & Tobin, T. (2011). Race is not neutral: A national investigation of African American and Latino disproportionality in school discipline. *School Psychology Review*, 40(1), 85-107.
6. Mattison, E., & Aber, M. S. (2007). Closing the achievement gap: The association of racial climate with achievement and behavioral outcomes. *American Journal of Community Psychology*, 40(1), 1-12.
7. Through its Collaborative Funded Research Grant Program and a national conference on disciplinary disparities, Closing the Discipline Gap (Washington, DC, January, 2013), the Discipline Disparities Collaborative.
8. Finn, J. D., & Servoss, T. J. (in press). Misbehavior, suspensions, and security measures in high school: Racial/ethnic and gender differences. In D. J. Losen (Ed.), *Closing the school discipline gap: Research for policymakers*. New York: Teachers College Press.
9. Balfanz, R., Byrnes, V., & Fox, J. (in press). Sent home and put off-track: The antecedents, disproportionalities, and consequences of being suspended in the ninth grade. In D. J. Losen (Ed.), *Closing the school discipline gap: Research for policymakers*. New York: Teachers College Press.
10. Brown, C., & Di Tillio, C. (2013). Discipline disproportionality among Hispanic and American Indian students: Expanding the discourse in U.S. Research. *Journal of Education and Learning*, 2(4); Hoffman, K., & Llagas, C. (2003). *Status and trends in the education of Blacks* (NCES 2003-034). Washington, DC: US Department of Education, National Center for Education Statistics; KewalRamani, A., Gilbertson, L., Fox, M., & Provasnik, S. (2007). *Status and trends in the education of racial and ethnic minorities* (NCES 2007-039). Washington, DC: National Center for Education Statistics, Institute for Educational Sciences, US Department of Education; Sprague, J. R., Vincent, C. G., Tobin, T. J., & CHiXapkaid. (2013). Preventing disciplinary exclusions of students from American Indian/Alaska Native backgrounds. *Family Court Review*, 51: 452-459; Wallace, J. M., Jr., Goodkind, S., Wallace, C. M., & Bachman, J. G. (2008). Racial, ethnic, and gender differences in school discipline among U.S. high school students: 1991-2005. *The Negro Educational Review*, 59(1-2), 47-62.
11. Losen, D. J., & Gillespie, J. (2012). *Opportunities suspended: The disparate impact of disciplinary exclusion from school*. Los Angeles, CA: The Civil Right Project, The Center for Civil Rights Remedies.
12. Balfanz, Byrnes, & Fox. (2013, January).
13. Losen, & Gillespie, (2012); Balfanz, Byrnes, & Fox. (2013, January); Finn & Servoss. (2013, January).
14. Toldson, I. A., McGee, T., & Lemmons, B. P. (in press). Reducing suspensions by improving academic engagement among school-age Black males. In D. J. Losen (Ed.), *Closing the school discipline gap: Research for policymakers*. New York: Teachers College Press.
15. Darensbourg, A, Perez, E., & Blake, J. (2010). Overrepresentation of African American males in exclusionary discipline: The role of school-based mental health professionals in dismantling the school to prison pipeline. *Journal of African American Males in Education*, 1(3), 196-211.
16. Finn & Servoss. (2013, January); Toldson, McGee, & Lemmons. (2013, January).
17. Losen, & Gillespie, (2012); Skiba, Horner, Chung, Rausch, May, & Tobin. (2011).
18. Skiba, Horner, Chung, Rausch, May, & Tobin. (2011).
19. Toldson, McGee, & Lemmons. (2013, January).
20. Finn & Servoss. (2013, January).
21. Himmelstein, K. E. W., & Bruckner, H. (2011). Criminal-justice and school sanctions against non-heterosexual youth: A national longitudinal study. *Pediatrics*, 127(1), 49-57.
22. Russell, S. T., Snapp, S., Munley, J., Licona, A., Burdge, H., & Hemingway, Z. (2013, September). *LGBTQ Discipline Disparities: Narratives, Challenges, & Solutions*. Presentation at Discipline Disparities Collaborative meeting, Washington, D.C.
23. Himmelstein & Bruckner. (2011).
24. Balfanz, Byrnes, & Fox. (2013, January).
25. Marchbanks, M. P., III, Blake, J., Booth, E. A., Carmichael, D., Seibert, A. L., & Fabelo, T. (in press). The economic effects of exclusionary discipline on grade retention and high school dropout. In D. J. Losen (Ed.),

- Closing the school discipline gap: Research for policymakers.* New York: Teachers College Press.
26. Toldson, McGee, & Lemmons. (2013, January).
 27. Shollenberger, T. L. (in press). Racial disparities in school suspension and subsequent outcomes: Evidence from the National Longitudinal Survey of Youth 1997. In D. J. Losen (Ed.), *Closing the school discipline gap: Research for policymakers.* New York: Teachers College Press.
 28. Fabelo, T., Thompson, M. D., Plotkin, M., Carmichael, D., Marchbanks, M. P. III, & Booth, E. A. (2011). *Breaking schools' rules: A statewide study of how school discipline relates to student's success and juvenile justice involvement.* New York, NY: Council of State Governments Justice Center, and College Station, TX: Texas A&M University. Public Policy Research Institute.
 29. Vanderhaar, J. E., Petrosko, J. M., & Munoz, M. (in press). Reconsidering the alternatives: The relationship between suspension, disciplinary alternative school placement, subsequent juvenile detention, and the salience of race. In D. J. Losen (Ed.), *Closing the school discipline gap: Research for policymakers.* New York: Teachers College Press.
 30. The security measure used in this study statistically combined seven features including (1) metal detectors at the school entrance, (2) random metal detector checks on students, (3) drug testing, (4) random sweeps for contraband, (5) security cameras, (6) police or security guards during school hours, and (7) random dog sniffs for drugs.
 31. Finn & Servoss. (2013, January).
 32. Marchbanks, Blake, Booth, Carmichael, Seibert, & Fabelo. (2013, January).
 33. Kupchik, A., & Catlaw, T. J. (2013, January). *Discipline and participation: The long-term effects of suspension and school security on the political and civic engagement of youth.* Paper presented at the Closing the School Discipline Gap: Research to Practice conference, Washington, DC.
 34. Skiba, R., Trachok, M., Chung, C. G., Baker, T., Sheya, A., & Hughes, R. (in press). Where should we intervene? Contributions of behavior, student, and school characteristics to suspension and expulsion. In D. J. Losen (Ed.), *Closing the school discipline gap: Research for policymakers.* New York: Teachers College Press.
 35. Data includes survey measures from University of Chicago Consortium on Chicago School Research (CCSR), Chicago Public School (CPS) data, coupled with in-depth, semi-structured student and teacher interviews and ethnographic observations. CPS data incorporates neighborhood information and school- and student-level data.
 36. Steinberg, M. P., Allensworth, E., & Johnson, D. W. (in press). What conditions jeopardize and support safety in urban schools? The influence of community characteristics, school composition and school organizational practices on student and teacher reports of safety in Chicago. In D. J. Losen (Ed.), *Closing the school discipline gap: Research for policymakers.* New York: Teachers College Press.
 37. Nicholson-Crotty, S., Birchmeier, Z., & Valentine, D. (2009). Exploring the impact of school discipline on racial disproportion in the juvenile justice system. *Social Science Quarterly, 90*(4), 1003-1018.
 38. Himmelstein & Bruckner. (2011).
 39. Beck, A. J., Harrison, P. M., & Guerino, P. (2010). *Sexual victimization in juvenile facilities reported by youth, 2008-09* (NCJ Report No. 228416). Retrieved from the Bureau of Justice Statistics website: <http://bjs.ojp.usdoj.gov/content/pub/pdf/svjfry09.pdf>
 40. Hayes, L. M. (2009). Juvenile suicide in confinement—findings from the first national survey. *Suicide and Life-Threatening Behavior, 39*(4), 353-363.
 41. Mendel, R. A. (2011). *No place for kids: The case for reducing juvenile incarceration.* Baltimore, MD: The Annie E. Casey Foundation.
 42. Loughran, T. A., Mulvey, E. P., Schubert, C. A., Fagan, J., Piquero, A. R., & Losoya, S. H. (2009). Estimating a dose-response relationship between length of stay and future recidivism in serious juvenile offenders. *Criminology, 47*(3), 699-740.
 43. Gregory, A., Allen, J. P., Mikami, A. Y., Hafen, C. A., & Pianta, R. C. (in press). The promise of a teacher professional development program in reducing the racial disparity in classroom exclusionary discipline. In D. J. Losen (Ed.), *Closing the school discipline gap: Research for policymakers.* New York: Teachers College Press.
 44. Schiff, M. (2013, January). *Dignity, disparity and desistance: Effective restorative justice strategies to plug the "school-to-prison pipeline."* Paper presented at the Closing the School Discipline Gap: Research to Practice conference, Washington, DC.
 45. Gregory, A., Clawson, K., Davis, A., & Gerewitz, J. (in press). The promise of restorative practices to transform teacher-student relationships and achieve equity in school discipline. For a special issue on Restorative Justice in the *Journal of Educational and Psychological Consultation.*
 46. Gonzalez, T. (in press). Socializing schools: Addressing racial disparities in discipline through restorative justice. In D. J. Losen (Ed.), *Closing the discipline gap.* Columbia, NY: Teachers College Press.
 47. Vincent, C. G., Sprague, J., & Gau, J. M. (2013, January). *The effectiveness of School-wide Positive Behavior Interventions and Supports for reducing racially inequitable disciplinary exclusions in middle schools.* Paper presented at the Closing the School Discipline Gap: Research to Practice conference, Washington, DC.
 48. Sprague, J. R., Vincent, C. G., Tobin, T. J., & CHI Xapkaid. (2013). Preventing disciplinary exclusions of students from American Indian/Alaska Native backgrounds. *Family Court Review, 51:* 452-459.
 49. Greflund, S., McIntosh, K., Mercer, S., & May, S. (2013, January). *Examining disproportionality in school discipline practices for Native American students in Canadian schools implementing PBIS.* Paper presented at the Closing the School Discipline Gap: Research to Practice conference, Washington, DC.
 50. Cornell, D., & Lovegrove, P. (2013, January). *Student threat assessment as a method of reducing student suspensions.* Paper presented at the Closing the School Discipline Gap: Research to Practice conference, Washington, DC.
 51. Cornell, D., Shin, C., Ciolfi, A., & Sancken, K. (2013). *Prevention v. punishment: Threat assessment, school suspensions, and racial disparities.* Charlottesville, VA: Legal Aid Justice Center and University of Virginia. Retrieved from <https://www.justice4all.org/wp-content/uploads/2013/12/Prevention-v-Punishment-Report-FINAL.pdf>
 52. Fenning, P., Piggot, T., Engler, E., Bradshaw, K., Gamboney, E., Grunewald, S., & McGrath-Kato, M. (2013). *A mixed methods approach examining disproportionality in school discipline.* Paper presented at the Closing the School Discipline Gap: Research to Practice conference, Washington, DC.
 53. Osher, D., Poirier, J. M., Jarjoura, G. R., Brown, R., & Kendziora, K. (in press). Avoid simple solutions and quick fixes: Lessons learned from a comprehensive district-wide approach to improving conditions for learning. In D. J. Losen (Ed.), *Closing the school discipline gap: Research for policymakers.* New York: Teachers College Press.
 54. American Psychological Association Zero Tolerance Task Force. (2008).
 55. Kupchik, A., & Ellis, N. (2008). School discipline and security: Fair for all students? *Youth & Society, 39,* 549-574.; Theriot, M. (2009). School resource officers and the criminalization of student behavior. *Journal of Criminal Justice, 37,* 7.
 56. For example, see Gregory, Clawson, Davis, & Gerewitz. (in press.); Gregory, Allen, Mikami, Hafen, & Pianta. (2013, January).
 57. Desimone, L. M. (2013). Reform before NCLB. *Phi Delta Kappan, 94*(8), 59-61.; Figlio, D., & Loeb, S. (2011). School accountability. *Handbook of the Economics of Education, 3,* 383-421.; Individuals with Disabilities Education Improvement Act. (2004). Public Law 108-446 (20 U.S.C. 1400 et seq.).

58. Skiba, Horner, Chung, Rausch, May, & Tobin. (2011).
59. Pollock, M. (2009). *Colormute: Race talk dilemmas in an American school*. Princeton, NJ: Princeton University Press.
60. Fenning, Piggot, Engler, Bradshaw, Gamboney, Grunewald, & McGrath-Kato. (2013).; Vincent, Sprague, & Gau. (2013, January).
61. Skiba, Horner, Chung, Rausch, May, & Tobin. (2011).
62. For studies about the need to address race and difference by talking about it explicitly in educational settings see Buehler, J. (2012). 'There's a problem, and we've got to face it': How staff members wrestled with race in an urban high school. *Race Ethnicity and Education*, 1-24; Howard, T. C. (2010). Why race and culture matter in schools: *Closing the achievement gap in America's classrooms*. Multicultural Education Series. New York: Teachers College Press; Pollock, M. (2009).; McDonough, K. (2009). Pathways to critical consciousness: A first-year teacher's engagement with issues of race and equity. *Journal of Teacher Education*, 60(5), 528-537; Quaye, S. J. (2012). Think before you teach: Preparing for dialogues about racial realities. *Journal of College Student Development*, 53(4), 542-562.
63. Losen, D. J., & Martinez, T. E. (2013). *Out of school & off track: The overuse of suspensions in American middle and high schools*. Los Angeles, CA: The UCLA Center for Civil Rights Remedies at The Civil Rights Project.
64. Tabachnick, B. G., Fidell, L. S., & Osterlind, S. J. (2001). *Using multivariate statistics*. Needham Heights, MA: Allyn & Bacon.
65. Raudenbush, S. W., & Bryk, A. W. (2002). *Hierarchical linear models* (2nd ed.). Thousand Oaks, CA: Sage.
66. Lee, V. E. (2000). Using hierarchical linear modeling to study social contexts: The case of school effects. *Educational Psychologist*, 35(2), 125-141.
67. Creswell, J. W., & Plano Clark, V. L. (2011). *Designing and conducting mixed methods research*. Thousand Oaks, CA: Sage.
68. James, E. A., Milenkiewicz, M. T., & Buckham, A. (2008). *Participatory action research for educational leadership*. Thousand Oaks, CA: SAGE.; Reason, P., & Bradbury, H. (2001). *The SAGE handbook of action research: Participative inquiry and practice* (2nd ed.). Thousand Oaks, CA: SAGE.; Sherman, F. T. & Torbert, W. R. (eds.) (2000). *Transforming social inquiry, transforming social action*. Boston, MA: Kluwer Academic Publishers.
69. Heifetz, R., & Laurie, D. (2001). The work of leadership. *Harvard Business Review*, 79(11), 131-141.; McCall, Z., & Skrtic, T. M. (2009). Intersectional needs politics: A policy frame for the wicked problem of dispro-

portionality. *Multiple Voices for Ethnically Diverse Exceptional Learners*, 11(2), 3-23.

70. Jensen, P. S., Hoagwood, K., & Trickett, E. J. (1999). Ivory towers or earthen trenches? Community collaborations to foster real-world research. *Applied Developmental Science*, 3, 206-212.

Authors

Russell J. Skiba, Ph.D.

Director

Russell Skiba is a Professor in the School Psychology program at Indiana University and Director of the Equity Project, a consortium of research projects offering evidence-based information to educators and policymakers on equity in special education and school discipline. He has worked with schools across the country in the areas of disproportionality, school discipline, and school violence; has been project director or principal coordinator on numerous federal and state grants; and has published extensively in the areas of school violence, zero tolerance, and equity in education. He was a member of the writing team that produced the U.S. Department of Education's document on school safety, *Early Warning, Timely Response*, and a member and lead author of the American Psychological Association's Task Force on Zero Tolerance. He was awarded the Push for Excellence Award by the Rainbow Coalition/Operation PUSH for his work on African American disproportionality in school suspension. Skiba has testified before the United States Civil Rights Commission, spoken before both Houses of Congress on issues of school discipline and school violence, and has acted as a special consultant to OSEP on issues of disproportionality and equity in special education.

Mariella I. Arredondo, Ph.D.

Research Associate

Mariella I. Arredondo currently works as the Research Associate on the Discipline Disparities Research-to-Practice Collaborative project funded by The Atlantic Philanthropies and Open Society Foundations at The Equity Project at Indiana University. Mariella earned her Ph.D. degree in Educational Leadership Policy Studies with a concentration in International Comparative Education from Indiana University-Bloomington. Before joining The Equity Project, Mariella focused her research on educational policies targeted at reducing stratification and inequality and working towards the attainment of a more egalitarian and socially just education, both in the United States and globally. She is currently pursuing a research agenda concentrating on the intersectionality of race, ethnicity, gender, gender identity, and sexual orientation in disparities in school discipline.

M. Karega Rausch

Project Coordinator

M. Karega Rausch is a Research Associate and member of the senior leadership team with the Equity Project at Indiana University's Center for Evaluation and Education Policy. In this role, Rausch is responsible for ensuring the project's research, practice, and service goals are achieved. Rausch brings with him a wealth of educational policy, community engagement, charter school authorizing, and strategic advocacy experience. Prior to joining the Equity Project, Rausch founded and served as Director of the Indianapolis affiliate of Stand for Children, a national educational advocacy non-profit. He also served as the education and charter schools director and on the senior staff of two Indianapolis Mayors, Greg Ballard and Bart Peterson, from both political parties. Mr. Rausch has earned a master's degree in educational psychology, has been a teacher of high school social studies, and should complete his doctorate in fall of 2014.

Rausch has authored or co-authored more than 20 professional publications on educational system reform with an emphasis on school discipline, special education, and charter school quality. He has served on more than 10 national and state education boards, and has presented on educational equity and accountability for the national conferences of professional organizations such as the American Educational Research Association, the American Psychological Association, the National Association of Charter School Authorizers, the National Alliance for Public Charter Schools, the University Council for Educational Administrators, and the Harvard Civil Rights Project. Rausch has frequently been invited to provide expert testimony and information to members of the Indiana General Assembly on many education issues and has been invited to provide keynote addresses and expert testimony for legislators in Iowa and Texas.

Additional writing, editing, research, design, and formatting on the series was contributed by the staff of The Equity Project at Indiana University:

Natasha Williams

Graduate Assistant

D. Leigh Kupersmith

Copyeditor

Members of the Discipline Disparities Collaborative

James Bell, J.D.

Founder and Executive Director
W. Hayward Burns Institute

Judith Browne-Dianis, J.D.

Co-Director
Advancement Project

Prudence L. Carter, Ph.D.

Professor
Stanford University, School of Education
and (by courtesy) Sociology

Christopher Chatmon

Executive Director of African American
Male Achievement
Oakland Unified School District

Tanya Coke, J.D.

Distinguished Lecturer
John Jay College of Criminal Justice

Matt Cregor, J.D.

Staff Attorney
Lawyers Committee for Civil Rights
and Economic Justice

Manuel Criollo

Director of Organizing
The Labor/Community Strategy Center

Jim Eichner, J.D.

Managing Director, Programs
Advancement Project

Edward Fergus, Ph.D.

Assistant Professor
New York University
Steinhardt School of Culture, Education,
and Human Development

Michelle Fine, Ph.D.

Distinguished Professor of Psychology
City University of New York (CUNY)
The Graduate Center

Phillip Atiba Goff, Ph.D.

Assistant Professor
University of California Los Angeles (UCLA)
Department of Psychology

Paul Goren, Ph.D.

Senior Vice President
Collaborative for Academic, Social,
and Emotional Learning

Anne Gregory, Ph.D.

Associate Professor
Rutgers University, Graduate School of
Applied and Professional Psychology

Damon T. Hewitt, J.D.

Senior Advisor, U.S. Programs
Open Society Foundations

Daniel J. Losen, J.D.

Director, Center for Civil Rights Remedies
The Civil Rights Project at UCLA

Tammy B. Luu

Associate Director
The Labor/Community Strategy Center

Kavitha Mediratta, Ph.D.

Children and Youth Programme Executive
Atlantic Philanthropies

Pedro Noguera, Ph.D.

Executive Director
The Metropolitan Center for
Urban Education

Blake Norton, M.Ed.

Division Director, Local Government
Initiatives
The Justice Center

Mica Pollock, Ph.D.

Director
University of California San Diego (UCSD)
Center for Research on Equity,
Assessment, and Teaching Excellence

Stephen T. Russell, Ph.D.

Distinguished Professor
University of Arizona
Norton School of Family and
Consumer Services

Russell Skiba, Ph.D.

Director
The Equity Project at Indiana University

Leticia Smith-Evans, J.D., Ph.D.

Interim Director, Education Practice
NAACP Legal Defense and Educational Fund

Lisa Thomas, Ed.D.

Associate Director
American Federation of Teachers

Michael Thompson

Director
The Justice Center

Ivory A. Toldson, Ph.D.

Deputy Director
The White House Initiative on Historically
Black Colleges and Universities

The Equity Project at Indiana University
Center for Evaluation and Education Policy
1900 East Tenth Street
Bloomington, Indiana 47406
812-855-4438
equity@indiana.edu
rtpcollaborative.indiana.edu