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Differential Implementation of a Performance Objective Directed at the Reduction of Suspensions at Five Desegregated Junior High Schools

Walden A. Baskerville Jr.

Western Michigan University

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DIFFERENTIAL IMPLEMENTATION OF A PERFORMANCE OBJECTIVE DIRECTED AT THE REDUCTION OF SUSPENSIONS AT FIVE DESEGREGATED JUNIOR HIGH SCHOOLS

by

Walden A. Baskerville, Jr.

A Dissertation Submitted to the Faculty of The Graduate College in partial fulfillment of the requirements for the Degree of Doctor of Education

Western Michigan University Kalamazoo, Michigan December 1980
This study was designed to examine the efforts of a desegregated urban public school district to reduce the incidence of student suspension over a three-year period. More specifically, it examined the efforts and results five middle school staffs achieved in reducing the incidence of student suspension from school as a method of dealing with disruptive behavior.

Category I suspensions, i.e., suspensions resulting from disruptive behavior not requiring legal action, constituted the data base for the study. These data were obtained from central office files maintained by schools for the three-year period 1972-75 following a directive issued by the superintendent of schools to reduce suspensions. Hypotheses were formulated to determine the effects of the directive especially as it was implemented over five desegregated junior high schools. Of special interest was how the performance objective affected groups of students when gender, year, race and school were statistically manipulated.

A four-way factorial analysis research design was used to analyze 14 hypotheses. Seven of the 14 hypotheses were judged to be significant at, or beyond, the \( P < .05 \) level of significance. Significant differences were discovered regarding: 1) interschool difference in the suspension rate over the three-year period, 2) a
difference between schools in total number of suspensions, 3) a
difference between year and school in total number of suspensions,
4) a difference between sexes when comparing total number of sus-
pensions, 5) a difference between school and race in total number of
suspensions, 6) a difference between school and sex in total number
of suspensions, and 7) a difference between sex and race when com-
paring the total number of suspensions.

No significant differences were discovered for analyses of
1) race as a main effect, 2) year and sex, 3) year and race,
4) year, school and sex, 5) year, school and race, 6) year, sex and
race, and 7) school, sex and race.

Analyses of data indicated that suspension rates were signifi-
cantly different for the three years of study. The highest rate of
suspension, collectively, for all five schools was in 1973-74, the
first year the performance objective was implemented.

In each of the three years, Oakwood Junior High School had the
highest rate of suspension and South Junior High School the lowest.
By the same token, Oakwood had the greatest drop in suspension from
1973-74 to 1974-75, a drop of 5.00. It is important to note that
while Oakwood maintained the highest suspension rate throughout the
three-year period, it was the most successful school in implementing
the performance objective to reduce suspensions during the second year
of the three-year period.

Milwood Junior High School, the only school to show an increase
in suspensions during the second year, maintained the most consistent
rate of suspension during the three-year period, followed by
Northeastern. The only school maintaining a steady decrease in suspension throughout the three-year period was South Junior High School. In addition, South had the greatest overall decrease in suspension rates from 1973-76, a decrease of 4.51, significant at the $P = .05$ level. Although Oakwood maintained the highest rate of suspension throughout the three-year period, Oakwood was second only to South, in overall decrease in suspension rate, a decrease of 4.18, significant again at the $P = .05$ level.

The greatest drop in suspensions was found in the second year of the three-year period, 1974-75. A possible explanation for this phenomenon is that while the performance objective was given high priority in 1973-74, total implementation within each school building did not take effect until 1974-75. Possible factors influencing the varying suspension rates were discussed. It was noted that in a post-hoc analysis of this type, cause and effect were impossible to determine.

Final analyses revealed that among the five schools there was a difference in the implementation of the performance objective in the number of suspensions of white compared to non-white students and in the suspension of male compared to female students. Males were suspended at a significantly higher rate than females. Non-white females were found to be suspended more frequently than white females. While the total number of non-white suspensions was less than the number of white student suspensions, there was a higher proportion of non-white suspensions based on their total enrollment in the schools.
It was concluded that implementation of a performance objective can possibly take as much as a year following its issuance. In addition, evidence was presented to indicate that a reduction in suspensions can be brought about through efforts of school staffs acting in harmony.

Conclusions regarding effects of gender and race point to an unevenness in the handling of minority and male students by different junior high school staffs. While many reasons were hypothesized for the variance, no one factor was believed to be causative. A brief case study of one school's efforts to reduce suspension was presented as a model for consideration.
ACKNOWLEDGEMENTS

The human support afforded me in the completion of this dissertation was many and varied, and yet I was alone. My friends and fellow practitioners of the human condition, Bob Betz, Jim Lowe and Lou Junker, were very present. Their personal involvement went beyond the expected task completion, rather the need and importance of the project as it could relate to the lives of others. Bob Betz, my committee chairman, was ever in tune with me, as were Perky and our four children, Jill, Jodi, Judd and Jinx, who have supported me and the many projects I have been involved in over the years.

I appreciated the help and statistical data supplied me by the Research and Development Department of the Kalamazoo Public Schools.

Walden A. Baskerville, Jr.
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CHAPTER I

INTRODUCTION

Finding ways to reduce the incidence of student suspensions is a problem that has plagued many concerned school systems. The impact and influence of the late sixties on the lifestyle of high school students and laws protecting the rights of students have affected attitudes and behaviors toward school. In part, this lifestyle change is reflected in dress, substance abuse, and the questioning of authority. Conversely, laws protecting students' rights have affected some of the old ways schools dealt with unacceptable behavior (Ritchie, 1973). Suspension from school in many cases is the last resort in dealing with, and controlling, disruptive behaviors in schools.

In 1973-74, the problem of reducing the number of suspensions was addressed by administrators and teachers generally throughout the Kalamazoo, Michigan School District and germane to this study, in the system's five junior high schools. As a result, each building was charged by the Superintendent with developing programs and procedures aimed at reducing the number of suspensions and especially suspensions of minority students.

The suspension of non-white students was 32 per cent higher than whites during the period of 1969 to 1973. Some of the reasons for suspension increase ranged from new laws protecting student
rights to alleged racism. However, the major problem was the relationship between suspension and dropping out of school. Existing policies, procedures, and new ways to deal with disruptive behavior had to be evaluated.

Kalamazoo school personnel were aware of the damaging relationship between suspension and early school leaving, i.e. "dropping out." A major difficulty in addressing the question of remediation is the present lack of relevant data. This study is designed to add to the existent body of information regarding student suspension and to examine one school district's innovative approach to reducing the incidence of suspension among its students.

Specifically, this research will focus on the outcome of efforts directed at the reduction of suspensions over a three-year (1973-76) period in five junior high schools in the Kalamazoo School District.

Background

Suspension, in some public schools, replaces the paddle or ruler, or the slap on the hand traditionally used to discipline unruly students. The difference is that after the paddling or hand slap the student remained in school. Since corporal punishment has been seriously questioned as a sound educational philosophy, suspension—a "more humane" form of discipline—has been introduced to solve many behavioral problems in the public schools.

Suspension responds to a broad spectrum of undesirable behavior from the serious to the ridiculous depending upon the attitudes,
values, perceptions, or application of school rules by the person making the judgment. Some of the offenses could be called "open-ended" types where the subjective judgment of a staff person comes into play. For example, the category "disrupting class" could mean many things to a given teacher or administrator. Definitions could range from fighting with the teacher to noxious nonverbal messages between students.

For many years suspension of students because of undesirable behavior has been an acceptable part of the educational process. In recent years the Kalamazoo School District became concerned because of the increased number of students, many of them minority, suspended from the learning environment. School officials were responding to pressure from the black community because a disproportionate number of non-white students were being suspended.

Generally, non-white students in integrated schools disproportionately are suspended from school. Some of the reasons range from lack of reading skills among minority youths to the use of nonstandard English. Non-white students on the secondary level are generally lower in academic achievement than whites, and suspensions are higher in that group. Excessive talking, physical movement in class, and noninvolvement of class work are common examples of behavior stemming from lack of success in school (Osborn, 1977). Black language and nonverbal communication are often in conflict with the expected norms. For example, black students will at times "set-up" a student in a nonverbal or verbal way triggering a reaction that draws punishment to other students. This type of
behavior "put on" is common in street peer play among black youths.

Unfortunately, the students become the victims of their own "games" by being removed from the learning environment. Suspension results in low achievement, discouragement, and, possibly, dropping out of school.

Rules governing suspension often precipitate deliberate plans to take advantage of them and circumvent their effectiveness. For example, some students "get into" what they call a planned vacation or group outing. This is done by planning to act out one of the lesser suspendable actions the same day hoping for group suspensions. Thus, the rehabilitative effect of suspension is questionable for all students and especially so for minority students.

In the 1973-74 school year, Kalamazoo Public School Superintendent, William Coats, presented building administrators with the following statement that served as a basis for developing performance objectives directed at the reduction of suspensions in the Kalamazoo Public Schools.

While suspension of some students may improve learning environments for students not suspended, it is of little educational value to the suspended student. Our present suspension rate is much higher than we would like it to be. Our suspension rate for minority students is even disproportionately higher than it is for the student body at large. Regarding this objective we propose to develop and implement meaningful alternatives to suspensions, to reduce the overall suspension rate and to reduce the suspension rate for minority students in particular. It should be understood that we are not attempting to reduce suspensions per se. That objective easily could be achieved by simply discontinuing student suspensions. What we will try to do in the area of student suspensions is to improve the school system so
that students will find it less necessary to engage in those behaviors which result in suspension (Coats, 1974).

Having set this climate for establishing a system-wide program for reducing student suspension, it was deemed valuable to examine the effects of the statement on student suspensions. An examination of the data could yield significant information regarding student suspensions, appropriate actions directed at reducing suspensions, and implications for further study. For example, identifying the kind of suspendable activities which junior high school females or black males engage in could precipitate a new avenue of inquiry not previously developed.

Results of such an examination would be helpful to the administration and instructional staff in assisting them in their analysis. It is intended that part of the present study will focus on recommendations and procedures which might be useful not only to the Kalamazoo Public Schools but also to other systems faced with similar problems.

Scope of the Study

Because some factors that are inherent in individual schools, populations, degree of racial balance, etc., this study has limitations.

Delimitations

The delimitations of this study were:

1. The study concerns itself with the five junior high
schools, grades seven, eight, and nine, and thus, cannot be generalized to other than that organizational pattern.

2. The schools are all part of the Kalamazoo Public School District, and thus, cannot be generalized to other school districts.

3. The degree of racial balance differs in each of the five schools, and thus, cannot be generalized that the same degree of racial balance exists in all five schools.

4. Each school was charged with developing some plan to reduce suspensions, and thus, cannot be generalized that each building developed the same plan.

5. The physical location of the school was a factor, and thus, cannot be generalized that physical factors were the same.

6. Leadership style of the principal had to be considered, and thus, cannot be generalized that the approach to suspension reduction was the same.

Significance of the Study

The relationship between suspension and dropping out of the learning environment is important to educators. Because of the increasing number of students caught in this relationship, schools must make significant efforts to reduce the incidence of suspension. Evaluation of existing programs and procedures is but one step to identify administrative and instructional procedures which contribute to a high rate of suspension. Administrative procedures and
Instructional techniques which could result in a reduction of suspensions need to be identified. Conversely, those which may inadvertently contribute to the problem need to be changed.

The significance of race and sex as they relate to the rate of suspensions could have implications for the development of new approaches and programs. This variable could be especially important to those school districts experiencing desegregation.

It is necessary to identify the type of behaviors which lead to suspension. It is important to ask what the relationship there is between sex, race, and types of suspendable behavior. This study could point to new ways of approaching the problem of suspension.

Schools with high rates of suspension could benefit from observing the programs of schools which have low suspension rates. Suspension trends and ways of developing programs to encourage positive behaviors and discourage negative ones could be studied. Thus, data used in the study provide a base for analysis heretofore not available.

Statement of the Problem

The purpose of the study is to examine the efforts of the five junior high schools within a single school district to reduce the rate of suspension over a three-year period.

Toward this end, the study was focused on the following research questions:

1. What relationship exists over a period of three years between those years and the total number of suspensions?
2. What relationship exists between those schools and the total number of suspensions?

3. What relationship exists between race and the total number of suspensions?

4. What relationship exists between sex and the total number of suspensions?

5. What interactions exist between the four main effects: Years, individual school, race and sex (independent variables) and the dependent variable (suspensions)?

In addition to the specific research questions, the study drew inferences from descriptive data to answer the following related questions:

1. Are there implications for the improvement of existing suspension practices?

2. How do the five schools differ in operating under the directive to reduce suspensions?

3. What was the overall effect of the suspension policy for all five schools?

4. What effect does enrollment have on the number of suspensions?

5. What type of alternative programs to reduce suspensions were effective in the school with fewer suspensions?

Definition of Terms Used

In the interest of clarity, it is important to define terms used in the present study. Following is a list of terms and definitions which apply to the context of this study.
1. **Suspension.** The term suspension means the temporary removal of a student from the school environment. The duration of this removal in the Kalamazoo Public School District is one to five days. This action can be taken by Building Principals.

2. **Expulsion.** The term expulsion means the permanent removal of a student from the school environment. This action can only be taken by the Board of Education.

3. **Category I Offenses.** This term covers student behaviors like truancy, being without gym shoes, tardiness, hitting another student, and many other behaviors that break school rules. Category II covers student behaviors that would be classified as civil offenses, i.e., drugs, assault, destruction of property, liquor and extortion. This study will not concern itself with Category II.

4. **Performance Objectives Program.** A plan used by administrators and other non-teaching personnel for the systematic development of performance objectives to be accomplished during the school year.

5. **Non-white.** This term would include the following races: Black, Native American, Asian, and Latino.

6. **Alternatives to Suspension.** This means programs and strategies that are developed to lower the rate of suspensions in a given school.
A Review of Selected and Related Literature

The problem of suspension, its use and effects and alternative programs of suspension procedures have been addressed in the literature over the last ten years. There has not, however, been a great deal written about suspensions in public schools. Most of the writing and research is in the area of behavior, discipline and expulsions.

Barnes (1959) concluded in a study of discipline in high schools that suspension should be used only as a last resort. She stresses the need of using other alternatives, methods and strategies before suspension or expulsion. Findings on teacher reports of the most effective administrative procedures for handling discipline problems, the most frequently used procedures in handling discipline problems and categories of frequently reported pupil misbehaviors are summarized in Appendix A. These tables contribute information concerning certain aspects of the problem that will be a part of this study.

In Barnes' study, suspension is ranked by teachers as the most effective, and the second most frequently, used procedure in handling discipline problems. "Causing disorder or disturbance in a group" was the most frequently reported category of student misbehavior by a wide margin. It is important to note how teachers and administrators rank the importance of suspension.

Suspensions can be effective in controlling nonconforming students (Rocciardi, 1963). A policy was adopted by the Union High School district in California whereby students would be suspended as
a means of controlling inappropriate behavior. Their follow-up studies (See Appendix A, Tables 1.4 and 1.5) prove that the general notion that suspension following truancy is what the truant is looking for is groundless. Over half the students suspended (53 per cent) failed to commit a second violation of any kind after the initial rehabilitation. During the rehabilitation, extensive counseling regarding the behavior took place. Rocciardi reported a definite correlation between the severity of the suspension and the positive rehabilitative effect.

Alternatives to, or in-house suspension, have proven effective for some schools. Most of these types of programs have three things in common: The involvement of parents, academic teachers, and the school counselor. This approach brings together significant adults in dealing with the suspended student.

East Orange, New Jersey, school districts found "in-house suspension programs" effective, as researched by Braun (1966). Suspended students must spend time with two professional teachers who work with them on their inappropriate behavior and classwork. The two professional teachers work with no more than ten students in a class. The classroom teacher makes up a folder of work that students are expected to complete before they return to class. Students are helped by the suspension room teachers, particularly in the areas of math and communication arts. The teachers report the progress, academic and behavioral, of the suspended student to the classroom teacher, administrator and counselor. This program stresses the importance of cooperation with all parties involved, including

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parents. The key in this suspension process is that the student is suspended from class and not from school (Alderman, 1976).

The effective use of the counseling process was the means of reducing suspension. Classroom teachers would alert the counselor if they felt the student was displaying unusual behaviors that could lead to a suspension. Counselors worked with teachers in helping them identify behaviors that could indicate the student might be having personal problems. This network was supported by parents and administrators. Follow-up with the suspended student was an important part of this approach. It was important not to involve the counselor in any part of the direct suspension of the student.

Creative preventive programs have shown promise in meeting the problem of suspension. Having students who are prone to suspension participate in a workshop dealing with the Elimination of Self-Defeating Behaviors was attempted in Kalamazoo, Michigan (Burress, 1978). Students had a chance to be more aware of behaviors that were getting them suspended. Four areas were taught: Behavior ownership; fear of changing behavior; prices paid for doing behaviors; and techniques used to keep the behavior active.

The effectiveness of behavior modification in the reduction of suspensions was examined by Sliavelli (1972). This in-house approach of rewards for academic work and behavior improvement has been effective. Students are referred to the clinic where an academic and behavior profile is developed by the teacher and counselors. The reason behind this work-up is that students who are experiencing academic or social difficulties are suspension prone.
Helping students have a more positive attitude towards school was basic for a "Self-Directed Day" (Richter, 1972). About 90 per cent of the 2,300 students at Niles East High School in Skokie, Illinois, participated in this study. Students agreed to a contract whereby they attended all classes, but were free to choose an activity during non-class time. The behavioral part of the contract, to which the students had to agree, was of prime importance. It was required that the students attend all classes including homeroom, obey all laws, refrain from vandalism, smoking, the misuse of drugs and any other activities which might be disruptive to the educational process. Students who violated the rules were sent to a study area during their non-classroom time and parents were notified about the violation.

This program was developed by a task force made up of parents, teacher, students, and other community people. Gaining the support of the administration, community and student body was an important procedure. The results were a 3 per cent increase in homeroom attendance and a 5 per cent increase in classroom attendance. Truancy decreased. Grades went up slightly for the school as a whole. Smoking and disruptive behavior reached an all time low. The thrust of this program was to assist students in becoming a more integral part of the school, to help students to know themselves, and to develop a program directly relevant to their needs. Suspensions were greatly reduced after the program was implemented.
Race and Suspension

Few studies dealt with race as a possible factor in suspensions. Generally speaking, the classroom is a reflection of the ills of society, and racism as part of that society is the basic position of Jordan (1975). The attitudes of teacher and administrator reflect this negative attitude when discipline is administered. Jordan believes suspensions are used to help control black students rather than face institutional racism.

The relationship between academic achievement, race, and suspensions was an important focus of Osborne's (1977) work. He found that high achievement correlated with low suspension, and low achievement correlated with high suspensions. Male black students make up a large per cent of the low achievement group and the rate of suspension was also higher in this group.

Summary

The review of the literature would indicate that suspensions as a preventive approach are not effective in reducing their number. This is particularly true when the students are removed from the learning environment. Flexible in-house programs with both academic and behavior components are the most effective in reducing the number of suspensions. Schools that are integrated tend to experience a higher number of non-white suspensions. The incidence of suspension is positively correlated with academic achievement and because many of the non-white students are low achievers, they are suspended more frequently.
CHAPTER II

METHODOLOGY

Insomuch as the study examined efforts of a desegregated metropolitan public school district to reduce the incidence of student suspensions over a three-year period, it is first necessary to understand the context in which these efforts occurred.

Kalamazoo County

Kalamazoo County covers a 576-square-mile valley area in southwestern Michigan. The population is about 207,700 with 85,000 concentrated in the city of Kalamazoo. The county has a widely diverse industrial base and is considered the Trade and Cultural Center of Southwest Michigan. There are four colleges in the county with a total population of about 29,000 students.

Kalamazoo County followed the National trend of non-white population in the United States between 1960 and 1968. In the United States, blacks were 92.1 per cent of all nonwhites in 1960 and 91.2 per cent in 1968. In Kalamazoo County, blacks were 95.9 per cent of non-whites in 1960. The estimated total during this (1960-68) period would be 9,406 blacks in a population of about 85,000. Over 95 per cent of blacks live in the city of Kalamazoo. The heaviest concentration of blacks would be in census tracts 2 and 3 or "Northside." These two census tracts accounted for over
57 per cent (1960 census) of the total nonwhite population in the county (Wright, 1969).

Kalamazoo and Its Environs

Kalamazoo, Michigan is a mid-size city of over 85,000 people located in the southwestern part of the state. The city is situated 140 miles equal distance between Detroit and Chicago.

Kalamazoo, unlike other mid-size Michigan cities, has a diversified industrial base. The location of four colleges in the area tends to support the liberal/cultural climate of the city.

More Republicans, representation both on the state and national levels, than Democrats have been elected in the past from the district, thus, it would be fair to say that a label of political conservatism fits this part of southwest Michigan.

The Kalamazoo City School District and Desegregation

The Kalamazoo City School District extends beyond the city limits and includes geographic areas located in townships. As of the official Fourth Friday Count (state aid is based on this figure) taken on October 2, 1972 the school population for the district was 17,285 students. The racial-ethnic census taken at the same time is reflected in Table 2.1.

In November 1968, the Kalamazoo Board of Education appointed a Citizens' Racial Balance Committee to study, develop, and present a program to achieve desegregated schools throughout the Kalamazoo School District. The Committee reported its findings and
Racial Composition of School District

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<thead>
<tr>
<th></th>
<th>American Indian</th>
<th>Oriental</th>
<th>Spanish Surname</th>
<th>White</th>
<th>Negro</th>
<th>Total</th>
<th>Per Cent Negro</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>16</td>
<td>44</td>
<td>61</td>
<td>7,958</td>
<td>1,728</td>
<td>9,807</td>
<td>17.6</td>
</tr>
<tr>
<td>Jr. High</td>
<td>2</td>
<td>9</td>
<td>27</td>
<td>3,267</td>
<td>580</td>
<td>3,885</td>
<td>14.9</td>
</tr>
<tr>
<td>Sr. High</td>
<td>2</td>
<td>5</td>
<td>31</td>
<td>3,060</td>
<td>495</td>
<td>3,593</td>
<td>13.8</td>
</tr>
<tr>
<td>Totals</td>
<td>20</td>
<td>58</td>
<td>119</td>
<td>14,285</td>
<td>2,803</td>
<td>17,285</td>
<td>16.3</td>
</tr>
</tbody>
</table>

recommendations to the Board of Education in October 1969. A significant conclusion contained in the committee's report substantiated a pattern of performance documented in dozens of other cities: Black students' test scores were markedly lower than whites. Students in predominately black schools were achieving at a level two grades below national norms, as measured by the Stanford Achievement Test, at grade 6. Comparing those students with the top achieving schools in the City of Kalamazoo, they were four grades below.

In order to enlarge our understanding of the Kalamazoo desegregation experience, it is necessary to examine it in its historical context. Prior to the decision by U. S. District Court Judge Noel P. Fox, rendered on August 20, 1971, to implement a total desegregation plan, Kalamazoo experienced "token" integration in five of its elementary schools. Using Title IV funds, educational experiences were designed in each of the schools to improve the educational opportunities for children enrolled in those schools. A "voluntary"
enrollment plan was developed between the five schools (two of the schools were predominantly black and three were predominantly white) and some 200 students chose to cross-over to a school other than his/her neighborhood school.

On July 6, 1971, the Board of Education voted 5-2 to delay implementing the previously adopted desegregation plan and study alternate plans for one year. A voluntary "open enrollment" plan was adopted by the Board instead of implementing the previously adopted desegregation plan.

On August 12, 1971, plaintiffs, including Kalamazoo School District parents and children, and the area National Association for the Advancement of Colored People (NAACP) branch, applied for a temporary restraining order to reinstate the compulsory desegregation plan. Judge Noel P. Fox, of the 5th U. S. District Court, ruled the July 6, 1971, "open enrollment" plan as unconstitutional and ordered the previous Board of Education's decision to implement the total desegregation plan to be carried out immediately.

Judge Fox's decision was appealed to the 6th U. S. Circuit Court of Appeals in Cincinnati, Ohio. On August 30, 1971, a panel of three judges, Chief Judge Harry Phillips, Chief Judge John W. Peck, and Chief Judge Henry L. Brooks, upheld the decision rendered by Judge Fox.

The Board of Education then moved to appeal to the U. S. Supreme Court. On September 3, 1971, Supreme Court Justice Byron R. White upheld the decision to desegregate and then returned the case to the jurisdiction of the 5th U. S. District Court.
Two millage proposals were defeated by the voting public in Kalamazoo during 1971. However, as a result of special legislative action taken by the State of Michigan Legislature, the school district was permitted to present the millage proposal to the public for the third time and, if passed, could levy the millage for the current school year 1971-72. The third attempt to pass the millage vote was successful.

The move for school-wide desegregation came from the School Board in power during fiscal year 1971. This Board took affirmative action on a proposal for implementing racial balance beginning when the schools opened in September 1971 for both elementary and secondary levels.

A temporary restraining order aimed at preventing the School Board from adopting the plan was granted on May 6, 1971, by Kalamazoo Circuit Court Judge Donald T. Anderson. On May 7, 1971, Judge Anderson dismissed the action, thus giving the School Board the go-ahead to act on the desegregation plans.

On September 7, 1971, schools opened under the court-ordered desegregation racial balance plan. In the adopted school desegregation plan, some elementary schools were designated as grades one-through-three schools and others as grades four through six schools. Kindergarteners, under this plan, continue to attend their neighborhood schools. All secondary schools reflected a racial balance similar to the elementary schools. Hundreds of parent volunteers assisted in many different ways: Noon-hour supervision, bus-loading, and playground supervision. A Desegregation Center was opened in
the downtown library prior to and during the first two weeks of school. The Center was staffed with parent volunteers who answered telephones and answered questions from callers dealing with bus routes, bus schedules, newly assigned schools, etc.

The Evolution of the Minority Suspension Problem

Superintendent Dr. William Coats in a report to the Board of Education May 20, 1974 regarding black suspensions, indicated a slight reduction for the 1973-74 school year. The report showed 2,708 incidents of suspension. Black students accounted for 21.1 per cent of the district's enrollment, but were involved in 42.36 per cent of the suspension cases.

Dr. Charles Warfield, the only black board member, expressed strong concern about the disproportionate number of black students involved in suspensions. He reminded other board members that during the 1972-73 school year 46 per cent of the 3,638 cases of student suspensions involved black students. Dr. Warfield directed the superintendent to investigate the reason why the disproportion continues. He also asked for a racial count of suspensions on a school-by-school basis.

Percy Clark, Director of Student Services, assured Dr. Warfield that his department would supply him with the requested data.

Suspension Procedures

As a result of the committee's efforts, suspensible behaviors were placed in one of two categories. Category I suspensions
resulted from behaviors disruptive to the learning process but were judged to be less than civil disobedience. Category I suspensions ranged from one to ten days depending on the nature of the act and the judgment of the Assistant Principal. Category I suspensions occurred more frequently than Category II or civil suspensions. The following Category I suspensions were compiled for the total school system during the school year of 1974-75.

TABLE 2.2

Category I Suspensions
1974-75

<table>
<thead>
<tr>
<th>Behavior</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fighting</td>
<td>397</td>
</tr>
<tr>
<td>Threats</td>
<td>58</td>
</tr>
<tr>
<td>Defiance</td>
<td>434</td>
</tr>
<tr>
<td>Profanity</td>
<td>107</td>
</tr>
<tr>
<td>Degrading Work</td>
<td>19</td>
</tr>
<tr>
<td>Smoking</td>
<td>226</td>
</tr>
<tr>
<td>Failure to report to class</td>
<td>250</td>
</tr>
<tr>
<td>Breaking of school rules</td>
<td>422</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1,913</td>
</tr>
</tbody>
</table>

Category II, or civil suspensions, would be handled by the Juvenile Court System, if the local school officials could not reach some settlement with the parties involved. The nature of some offenses requires their being reported to law officials because of a civil violation. Examples of these were arson, bomb threat or assault.
TABLE 2.3

Category II Offenses

<table>
<thead>
<tr>
<th>Behavior</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extortion</td>
<td>3</td>
</tr>
<tr>
<td>Assault</td>
<td>33</td>
</tr>
<tr>
<td>Liquor</td>
<td>5</td>
</tr>
<tr>
<td>Drugs</td>
<td>13</td>
</tr>
<tr>
<td>Destruction of school property</td>
<td>19</td>
</tr>
<tr>
<td>Possession of weapon</td>
<td>1</td>
</tr>
<tr>
<td>Arson</td>
<td>9</td>
</tr>
<tr>
<td>Theft</td>
<td>18</td>
</tr>
<tr>
<td>Bomb threat</td>
<td></td>
</tr>
<tr>
<td>false fire alarm</td>
<td>5</td>
</tr>
<tr>
<td>Urging others to break rules</td>
<td>0</td>
</tr>
<tr>
<td>State Riot Act</td>
<td>0</td>
</tr>
<tr>
<td>Repeated breaking of school rules</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>125</strong></td>
</tr>
</tbody>
</table>

It should be noted that this study concerned itself with only Category I offenses and resulting suspensions in the five junior high schools.

Due Process and Suspension

Because the present study concerns itself with suspension data, it is necessary to understand how a specific student behavior was translated into these data. It is also important to note the key role the Assistant Principal had in the total suspension process. He/she can be flexible or rigid, depending on type of offense, and conference
results with student and/or parent. The disposition could range from no suspension to ten days from school. Between this range could be in-house suspension, return of student after conference with parents, or assigning after-school-hours work. The Assistant Principal could request the presence of the student's counselor or the teacher where the behavior took place.

Following is an example of how one behavior, use of profanity in the classroom, could be processed.

1 - Profanity is used in the classroom.

2 - The judgment of the teacher is to suspend the student from the classroom.

3 - Teacher makes out four copies of suspension report at the end of the class period and places them in the box of the Assistant Principal.

4 - The Assistant Principal confers with the student regarding the offense. Assistant Principal could get additional information from teacher if deemed necessary.

5 - Judgment is rendered by Assistant Principal.

6 - Parents are called and informed of the offense and number.

7 - Letter is sent regarding the nature of offense, number of days suspended and a request for a conference with parent or parents. Student cannot return until conference or phone contact is made with parent.

8 - Recording and desposition of record regarding suspension is made by office personnel.
Copies of the suspension report were distributed to the originating classroom teacher, the student's cumulative record file, the Assistant Principal and to the Student Accounting Office, Central Administration Building. From data received at the Central Administration Building the office of the Director of Student Services had the responsibility for compiling a monthly report reflecting the school, grade, sex, and category of each offense. These reports were sent to principals, central administrators, and school board members. It was from the Office of Student Accounting, with permission of the superintendent of schools, that suspension data were obtained for the present study.

The Sample

Data were collected on the universal sample of all junior high school suspensions in the Kalamazoo Public School system over a three-year period: 1973, 1974, and 1975. The system includes five junior high schools.

As evidenced in Table 2.4, the total junior high enrollment between 1973-74 and 1975-76 varied from 3,609 to 3,460. For the three-year period, 24.5 per cent of the students could be classified as non-white. As used operationally in this study, non-white refers to a population 93 per cent Black, 4 per cent Latino, 2 per cent Asian, and 1 per cent American Indian. Therefore, when the term "non-white" is used, it is referring to a predominantly black population.

Data on sex of students were available for the school year 1975-76 only. It is surmised that the percentage of males compared
## TABLE 2.4
Racial Distribution of Students in Kalamazoo Public Junior High Schools, 1973-1976*

<table>
<thead>
<tr>
<th>School</th>
<th>American Indian</th>
<th>Black</th>
<th>Asian</th>
<th>Latino</th>
<th>White</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1973-74</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hillside</td>
<td>2</td>
<td>242</td>
<td>4</td>
<td>10</td>
<td>566</td>
<td>824</td>
</tr>
<tr>
<td>Milwood</td>
<td>1</td>
<td>119</td>
<td>4</td>
<td>13</td>
<td>731</td>
<td>868</td>
</tr>
<tr>
<td>Northeastern</td>
<td>0</td>
<td>111</td>
<td>1</td>
<td>6</td>
<td>414</td>
<td>532</td>
</tr>
<tr>
<td>Oakwood</td>
<td>0</td>
<td>205</td>
<td>5</td>
<td>5</td>
<td>429</td>
<td>644</td>
</tr>
<tr>
<td>South</td>
<td>7</td>
<td>95</td>
<td>4</td>
<td>4</td>
<td>631</td>
<td>741</td>
</tr>
<tr>
<td>Totals</td>
<td>10</td>
<td>772</td>
<td>18</td>
<td>38</td>
<td>2771</td>
<td>3609</td>
</tr>
<tr>
<td></td>
<td>1974-75</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hillside</td>
<td>2</td>
<td>264</td>
<td>5</td>
<td>3</td>
<td>587</td>
<td>861</td>
</tr>
<tr>
<td>Milwood</td>
<td>0</td>
<td>112</td>
<td>5</td>
<td>16</td>
<td>701</td>
<td>832</td>
</tr>
<tr>
<td>Northeastern</td>
<td>1</td>
<td>133</td>
<td>2</td>
<td>8</td>
<td>413</td>
<td>557</td>
</tr>
<tr>
<td>Oakwood</td>
<td>0</td>
<td>190</td>
<td>2</td>
<td>8</td>
<td>400</td>
<td>600</td>
</tr>
<tr>
<td>South</td>
<td>6</td>
<td>125</td>
<td>3</td>
<td>4</td>
<td>630</td>
<td>768</td>
</tr>
<tr>
<td>Totals</td>
<td>9</td>
<td>824</td>
<td>15</td>
<td>39</td>
<td>2731</td>
<td>3618</td>
</tr>
<tr>
<td></td>
<td>1975-76</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hillside</td>
<td>1</td>
<td>243</td>
<td>12</td>
<td>1</td>
<td>575</td>
<td>832</td>
</tr>
<tr>
<td>Milwood</td>
<td>0</td>
<td>123</td>
<td>0</td>
<td>14</td>
<td>650</td>
<td>787</td>
</tr>
<tr>
<td>Northeastern</td>
<td>3</td>
<td>140</td>
<td>0</td>
<td>6</td>
<td>389</td>
<td>538</td>
</tr>
<tr>
<td>Oakwood</td>
<td>2</td>
<td>196</td>
<td>3</td>
<td>8</td>
<td>332</td>
<td>541</td>
</tr>
<tr>
<td>South</td>
<td>5</td>
<td>143</td>
<td>6</td>
<td>3</td>
<td>605</td>
<td>762</td>
</tr>
<tr>
<td>Totals</td>
<td>11</td>
<td>845</td>
<td>21</td>
<td>32</td>
<td>2551</td>
<td>3460</td>
</tr>
</tbody>
</table>

### Breakdown by Sex
(1975-76 is the only year available. Data was derived from the Original Registration Count taken at the close of the first week of school.)

<table>
<thead>
<tr>
<th>School</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hillside</td>
<td>413</td>
<td>410</td>
<td>823</td>
</tr>
<tr>
<td>Milwood</td>
<td>398</td>
<td>375</td>
<td>773</td>
</tr>
<tr>
<td>Northeastern</td>
<td>256</td>
<td>251</td>
<td>507</td>
</tr>
<tr>
<td>Oakwood</td>
<td>258</td>
<td>257</td>
<td>515</td>
</tr>
<tr>
<td>South</td>
<td>384</td>
<td>350</td>
<td>734</td>
</tr>
</tbody>
</table>

*This data was compiled from the racial census reports filed by building principals in their School Summary: 1973-75 Fourth Friday Membership Report, RA-4203.
with females would not significantly vary for the two other years analyzed in the study.

**Suspensions by School and Year**

As previously indicated, the office of pupil accounting collected data on Category I and II suspensions and organized it by school, sex, race and year. Following are the results of the analysis provided by Superintendent Charles Townsend for the period under consideration in this study. In essence, this is the data base used in the four-way analysis of variance and results from that analysis were used to test the null hypotheses. It is limited to the five junior high schools within the school district. The following three tables reflect the category offenses by school, sex and race for the three-year period of 1973 to 1976.

**Hypotheses**

Testable null hypotheses were developed from the research hypotheses explicated in Chapter I. Following are the 14 null hypotheses tested in the study.

1. There is no difference between years when comparing total number of suspensions.
2. There is no difference between schools when comparing total number of suspensions.
3. There is no difference between sexes when comparing total number of suspensions.
4. There is no difference between races when comparing total number of suspensions.
<table>
<thead>
<tr>
<th>School</th>
<th>Sex</th>
<th>Race</th>
<th>N Type of Offense</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hillside Jr.</td>
<td>Male</td>
<td>Non-White</td>
<td>Category I - 48</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Category II - 3</td>
</tr>
<tr>
<td>Hillside Jr.</td>
<td>Male</td>
<td>White</td>
<td>Category I - 80</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Category II - 4</td>
</tr>
<tr>
<td>Hillside Jr.</td>
<td>Female</td>
<td>Non-White</td>
<td>Category I - 116</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Category II - 5</td>
</tr>
<tr>
<td>Hillside Jr.</td>
<td>Female</td>
<td>White</td>
<td>Category I - 38</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Category II - 0</td>
</tr>
<tr>
<td>Milwood Jr.</td>
<td>Male</td>
<td>Non-White</td>
<td>Category I - 32</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Category II - 10</td>
</tr>
<tr>
<td>Milwood Jr.</td>
<td>Male</td>
<td>White</td>
<td>Category I - 116</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Category II - 25</td>
</tr>
<tr>
<td>Milwood Jr.</td>
<td>Female</td>
<td>Non-White</td>
<td>Category I - 19</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Category II - 8</td>
</tr>
<tr>
<td>Milwood Jr.</td>
<td>Female</td>
<td>White</td>
<td>Category I - 48</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Category II - 8</td>
</tr>
<tr>
<td>Northeastern</td>
<td>Male</td>
<td>Non-White</td>
<td>Category I - 56</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Category II - 3</td>
</tr>
<tr>
<td>Northeastern</td>
<td>Male</td>
<td>White</td>
<td>Category I - 137</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Category II - 3</td>
</tr>
<tr>
<td>Northeastern</td>
<td>Female</td>
<td>Non-White</td>
<td>Category I - 30</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Category II - 0</td>
</tr>
<tr>
<td>Northeastern</td>
<td>Female</td>
<td>White</td>
<td>Category I - 51</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Category II - 1</td>
</tr>
<tr>
<td>Oakwood Jr.</td>
<td>Male</td>
<td>Non-White</td>
<td>Category I - 280</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Category II - 17</td>
</tr>
<tr>
<td>Oakwood Jr.</td>
<td>Male</td>
<td>White</td>
<td>Category I - 200</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Category II - 7</td>
</tr>
<tr>
<td>Oakwood Jr.</td>
<td>Female</td>
<td>Non-White</td>
<td>Category I - 206</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Category II - 7</td>
</tr>
<tr>
<td>Oakwood Jr.</td>
<td>Female</td>
<td>White</td>
<td>Category I - 54</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Category II - 2</td>
</tr>
<tr>
<td>South Jr.</td>
<td>Male</td>
<td>Non-White</td>
<td>Category I - 38</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Category II - 5</td>
</tr>
<tr>
<td>South Jr.</td>
<td>Male</td>
<td>White</td>
<td>Category I - 116</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Category II - 13</td>
</tr>
<tr>
<td>South Jr.</td>
<td>Female</td>
<td>Non-White</td>
<td>Category I - 27</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Category II - 4</td>
</tr>
<tr>
<td>South Jr.</td>
<td>Female</td>
<td>White</td>
<td>Category I - 23</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Category II - 2</td>
</tr>
</tbody>
</table>
### TABLE 2.6

Category Offenses by School, Sex and Race for School Year 1974-1975

<table>
<thead>
<tr>
<th>School</th>
<th>Sex</th>
<th>Race</th>
<th>N Type of Offense</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hillside Jr.</td>
<td>Male</td>
<td>Non-White</td>
<td>Category I - 72</td>
</tr>
<tr>
<td>Hillside Jr.</td>
<td>Male</td>
<td>White</td>
<td>Category I - 41</td>
</tr>
<tr>
<td>Hillside Jr.</td>
<td>Female</td>
<td>Non-White</td>
<td>Category I - 24</td>
</tr>
<tr>
<td>Hillside Jr.</td>
<td>Female</td>
<td>White</td>
<td>Category I - 6</td>
</tr>
<tr>
<td>Milwood Jr.</td>
<td>Male</td>
<td>Non-White</td>
<td>Category I - 62</td>
</tr>
<tr>
<td>Milwood Jr.</td>
<td>Male</td>
<td>White</td>
<td>Category I - 79</td>
</tr>
<tr>
<td>Milwood Jr.</td>
<td>Female</td>
<td>Non-White</td>
<td>Category I - 27</td>
</tr>
<tr>
<td>Milwood Jr.</td>
<td>Female</td>
<td>White</td>
<td>Category I - 44</td>
</tr>
<tr>
<td>Northeastern</td>
<td>Male</td>
<td>Non-White</td>
<td>Category I - 35</td>
</tr>
<tr>
<td>Northeastern</td>
<td>Male</td>
<td>White</td>
<td>Category I - 106</td>
</tr>
<tr>
<td>Northeastern</td>
<td>Female</td>
<td>Non-White</td>
<td>Category I - 13</td>
</tr>
<tr>
<td>Northeastern</td>
<td>Female</td>
<td>White</td>
<td>Category I - 9</td>
</tr>
<tr>
<td>Oakwood Jr.</td>
<td>Male</td>
<td>Non-White</td>
<td>Category I - 163</td>
</tr>
<tr>
<td>Oakwood Jr.</td>
<td>Male</td>
<td>White</td>
<td>Category I - 84</td>
</tr>
<tr>
<td>Oakwood Jr.</td>
<td>Female</td>
<td>Non-White</td>
<td>Category I - 82</td>
</tr>
<tr>
<td>Oakwood Jr.</td>
<td>Female</td>
<td>White</td>
<td>Category I - 22</td>
</tr>
<tr>
<td>South Jr.</td>
<td>Male</td>
<td>Non-White</td>
<td>Category I - 24</td>
</tr>
<tr>
<td>South Jr.</td>
<td>Male</td>
<td>White</td>
<td>Category I - 28</td>
</tr>
<tr>
<td>South Jr.</td>
<td>Female</td>
<td>Non-White</td>
<td>Category I - 14</td>
</tr>
<tr>
<td>South Jr.</td>
<td>Female</td>
<td>White</td>
<td>Category I - 15</td>
</tr>
</tbody>
</table>
### TABLE 2.7

Category Offenses by School, Sex and Race for School Year 1975-1976

<table>
<thead>
<tr>
<th>School</th>
<th>Sex</th>
<th>Race</th>
<th>N Type of Offense</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hillside Jr.</td>
<td>Male</td>
<td>Non-White</td>
<td>Category I - 131</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Category II - 5</td>
</tr>
<tr>
<td>Hillside Jr.</td>
<td>Male</td>
<td>White</td>
<td>Category I - 104</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Category II - 4</td>
</tr>
<tr>
<td>Hillside Jr.</td>
<td>Female</td>
<td>Non-White</td>
<td>Category I - 79</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Category II - 1</td>
</tr>
<tr>
<td>Hillside Jr.</td>
<td>Female</td>
<td>White</td>
<td>Category I - 28</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Category II - 5</td>
</tr>
<tr>
<td>Milwood Jr.</td>
<td>Male</td>
<td>Non-White</td>
<td>Category I - 33</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Category II - 6</td>
</tr>
<tr>
<td>Milwood Jr.</td>
<td>Male</td>
<td>White</td>
<td>Category I - 91</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Category II - 21</td>
</tr>
<tr>
<td>Milwood Jr.</td>
<td>Female</td>
<td>Non-White</td>
<td>Category I - 20</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Category II - 4</td>
</tr>
<tr>
<td>Milwood Jr.</td>
<td>Female</td>
<td>White</td>
<td>Category I - 45</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Category II - 5</td>
</tr>
<tr>
<td>Northeastern</td>
<td>Male</td>
<td>Non-White</td>
<td>Category I - 45</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Category II - 7</td>
</tr>
<tr>
<td>Northeastern</td>
<td>Male</td>
<td>White</td>
<td>Category I - 140</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Category II - 4</td>
</tr>
<tr>
<td>Northeastern</td>
<td>Female</td>
<td>Non-White</td>
<td>Category I - 36</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Category II - 0</td>
</tr>
<tr>
<td>Northeastern</td>
<td>Female</td>
<td>White</td>
<td>Category I - 27</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Category II - 0</td>
</tr>
<tr>
<td>Oakwood Jr.</td>
<td>Male</td>
<td>Non-White</td>
<td>Category I - 177</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Category II - 10</td>
</tr>
<tr>
<td>Oakwood Jr.</td>
<td>Male</td>
<td>White</td>
<td>Category I - 109</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Category II - 14</td>
</tr>
<tr>
<td>Oakwood Jr.</td>
<td>Female</td>
<td>Non-White</td>
<td>Category I - 113</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Category II - 10</td>
</tr>
<tr>
<td>Oakwood Jr.</td>
<td>Female</td>
<td>White</td>
<td>Category I - 21</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Category II - 0</td>
</tr>
<tr>
<td>South Jr.</td>
<td>Male</td>
<td>Non-White</td>
<td>Category I - 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Category II - 4</td>
</tr>
<tr>
<td>South Jr.</td>
<td>Male</td>
<td>White</td>
<td>Category I - 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Category II - 2</td>
</tr>
<tr>
<td>South Jr.</td>
<td>Female</td>
<td>Non-White</td>
<td>Category I - 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Category II - 0</td>
</tr>
<tr>
<td>South Jr.</td>
<td>Female</td>
<td>White</td>
<td>Category I - 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Category II - 2</td>
</tr>
</tbody>
</table>

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
5. There is no difference between year and school when comparing total number of suspensions.

6. There is no difference between year and sex when comparing total number of suspensions.

7. There is no difference between year and race when comparing total number of suspensions.

8. There is no difference between school and sex when comparing total number of suspensions.

9. There is no difference between school and race when comparing total number of suspensions.

10. There is no difference between sex and race when comparing total number of suspensions.

11. There is no difference between year, school, and sex when comparing total number of suspensions.

12. There is no difference between year, school, and race when comparing total number of suspensions.

13. There is no difference between year, sex, and race when comparing total number of suspensions.

14. There is no difference between school, sex, and race when comparing total number of suspensions.

Statistical Analyses

Kerlinger's (1975) four-way factorial analysis of variance was selected to obtain an analysis of the independent and interactive effects of two or more independent variables in a dependent variable. Kerlinger cites four distinct advantages of this technique; they are:

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1. It enables the researcher to manipulate and control two or more variables simultaneously.
2. Variables that are not manipulated can be controlled.
3. The method is more precise than one way analysis of variance.
4. Factorial analysis enables the researcher to hypothesize interactions because the interactive effects can be directly tested. (pp. 255-260)

As previously noted, the study was concerned with the interaction of the independent variables of year, school, race and sex and their effects on incidence of suspensions in the district's five junior high schools.

Summary

A four-way factorial analysis was used to examine the relationship between race, sex, year and school regarding suspensions. The population was students from five junior high schools in Kalamazoo, Michigan. Contact was made with students, parents, and school officials to gather information regarding suspensions. The four-way factorial analysis of variance was used in analyzing the data.
CHAPTER III

RESULTS

Introduction

The purpose of this chapter is to report the findings associated with the four-way factorial analysis of variance research design and to analyze the 14 null hypotheses stated in Chapter II. Hypotheses which were statistically significant are reported first followed by those not reaching the desired level of confidence. For purposes of the study, an apriori significant level of $P = .05$ was accepted as the breaking point.

Significant Hypotheses

Seven of the fourteen hypotheses were judged to be significant, that is, the null was rejected and the research hypotheses accepted. Because these significant hypotheses indicate the presence of an interaction, analytic treatment of that interaction merits explanation. The rationale for analyzing these significant interactions is drawn from Kerlinger's (1973) discussion of factorial analysis. He contends:

A...possible cause of interaction is some extraneous, unwanted, uncontrolled effect operating at one level of an experiment but not at another. Such a cause of interaction is particularly to be watched for in non-experimental uses of the analysis of variance, that is, in the analysis of variance of data gathered after...
independent variables have already operated. Suppose, for example, that the levels in an experiment were schools. Extraneous factors in such a case can cause significant interaction. Assume that the principal of one school, although he had consented to having the experiment run in this school, was negative in his attitude toward the research. The attitude could easily be conveyed to teachers and pupils, thus, contaminating the experimental treatment methods. In short, significant interactions must be handled with the same care as any other research results... (p. 268)

This study, because it is non-experimental and because the descriptive data were analyzed after the independent variable had operated, draws its analytic rationale from Kerlinger's discussion. Data regarding strategies, programs and administrative procedures as they relate to the reduction of suspensions in the five schools were not made available for this study. Therefore, it was necessary to draw upon the research literature review and the experience and perceptions of the researcher for analytic interpretation.

**TABLE 3.1**

Four-Way Factorial Analysis of Variance

<table>
<thead>
<tr>
<th>Source</th>
<th>Sum of Squares</th>
<th>DF</th>
<th>Mean Square</th>
<th>Observed F Ratio</th>
<th>F Ratio from Table</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
<td>66.67744</td>
<td>2</td>
<td>33.33871</td>
<td>47.996</td>
<td>4.46*</td>
</tr>
<tr>
<td>School</td>
<td>233.6463</td>
<td>4</td>
<td>58.41156</td>
<td>84.093</td>
<td>3.84*</td>
</tr>
<tr>
<td>Sex</td>
<td>140.8533</td>
<td>1</td>
<td>140.8533</td>
<td>202.780</td>
<td>5.32*</td>
</tr>
<tr>
<td>Race</td>
<td>0.9791367</td>
<td>1</td>
<td>0.9791367</td>
<td>1.410</td>
<td>5.32</td>
</tr>
<tr>
<td>Year/School</td>
<td>61.37662</td>
<td>8</td>
<td>7.672077</td>
<td>11.045</td>
<td>3.44*</td>
</tr>
<tr>
<td>Year/Sex</td>
<td>0.7685339</td>
<td>2</td>
<td>0.3842670</td>
<td>.553</td>
<td>4.46</td>
</tr>
<tr>
<td>Year/Race</td>
<td>0.9047061</td>
<td>2</td>
<td>0.4523530</td>
<td>.651</td>
<td>4.46</td>
</tr>
<tr>
<td>School/Sex</td>
<td>14.67324</td>
<td>4</td>
<td>3.668311</td>
<td>5.281</td>
<td>3.84*</td>
</tr>
<tr>
<td>School/Race</td>
<td>121.9348</td>
<td>4</td>
<td>30.48369</td>
<td>43.886</td>
<td>3.84*</td>
</tr>
<tr>
<td>Sex/Race</td>
<td>20.80295</td>
<td>1</td>
<td>20.80295</td>
<td>29.949</td>
<td>5.32*</td>
</tr>
<tr>
<td>Year/School/Sex</td>
<td>8.384808</td>
<td>8</td>
<td>1.076100</td>
<td>1.209</td>
<td>3.44</td>
</tr>
<tr>
<td>Year/School/Race</td>
<td>7.190070</td>
<td>8</td>
<td>0.8987588</td>
<td>1.294</td>
<td>3.44</td>
</tr>
<tr>
<td>Year/Sex/Race</td>
<td>2.744094</td>
<td>2</td>
<td>1.372046</td>
<td>1.975</td>
<td>4.46</td>
</tr>
<tr>
<td>School/Sex/Race</td>
<td>5.318240</td>
<td>4</td>
<td>1.329559</td>
<td>1.914</td>
<td>3.84</td>
</tr>
</tbody>
</table>

*Sig. alpha = .05.
As evidenced in Table 3.1, significant F-ratios were observed for the main effects of year, school and race and for interaction effects of year/school, school/sex, school/race and sex/race. For purposes of reporting these results the significant main effects are reported first followed by the significant interactions effects.

**Null Hypothesis Number One**

Null hypothesis number one stated there would be no significant difference between years when comparing the total number of suspensions. An F ratio of 4.46 was significant which permitted rejection of the null and acceptance of the alternate hypothesis. Thus, there were statistically significant differences between suspension rates in the three years analyzed. Following are the mean rates of suspension for the school systems for the years under review. For years 1973-74, the mean rate was 8.88; for years 1974-75, 6.40 and for years 1975-76, 7.03.

Suspension rates decreased significantly from the 1973-74 school year to the 1974-75 school year, and increased from the 1974-75 school year to the 1975-76 school year. The most significant difference is evident between the 1973-74 and 1974-75 school years where the mean difference is 7.48, which was significant at the .05 level. An F test was employed to analyze the data.

**Null Hypothesis Number Two**

Null hypothesis number two stated that there was no significant difference between schools when comparing total number of suspensions.
The analysis revealed that an F ratio of 3.84, significant beyond the .05 level of confidence, was achieved when schools were compared.  

### TABLE 3.2

Mean Differences by Schools

<table>
<thead>
<tr>
<th>School</th>
<th>Mean Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. South Jr. High School</td>
<td>4.52</td>
</tr>
<tr>
<td>3. Northeastern Jr. High School</td>
<td>7.07</td>
</tr>
<tr>
<td>4. Hillside Jr. High School</td>
<td>8.05</td>
</tr>
<tr>
<td>5. Oakwood Jr. High School</td>
<td>10.63</td>
</tr>
</tbody>
</table>

The mean difference is significant in all interaction between schools when comparing the mean number of suspensions. The most significant difference is evident between Oakwood and South Junior High Schools where the mean difference is 6.11, significant at the .05 level. Again F tests were employed to treat the data.

**Null Hypothesis Number Three**

This null hypothesis stated that there would be no significant difference between sexes when comparing total number of suspensions. The analysis yielded an F ratio of 5.32, p<.05, which permitted rejection of the null and acceptance of the alternative hypothesis. The mean for males in the study was 8.97 and for females 5.91. The mean difference is significant in the interaction between sex and rate of suspension with the significant difference between males and...
females being 3.06, significant at the .05 level. Males were sus­
pended more frequently than females when total suspensions were 
examined.

Null Hypothesis Number Five

Null hypothesis five stated no relationships between year and 
school when comparing total suspensions.

TABLE 3.3

<table>
<thead>
<tr>
<th>Year</th>
<th>Hillside $\bar{x}$</th>
<th>Milwood $\bar{x}$</th>
<th>Northeastern $\bar{x}$</th>
<th>Oakwood $\bar{x}$</th>
<th>South $\bar{x}$</th>
</tr>
</thead>
<tbody>
<tr>
<td>'73-'74</td>
<td>9.54</td>
<td>6.97</td>
<td>7.99</td>
<td>13.95</td>
<td>6.78</td>
</tr>
<tr>
<td>'74-'75</td>
<td>5.61</td>
<td>7.18</td>
<td>5.76</td>
<td>8.95</td>
<td>4.50</td>
</tr>
<tr>
<td>'75-'76</td>
<td>8.99</td>
<td>6.66</td>
<td>7.47</td>
<td>9.77</td>
<td>2.27</td>
</tr>
</tbody>
</table>

Inspection of Table 3.3 reveals that the mean difference is 
significant in all interactions between school and year when com­
paring the total number of suspensions. The difference between the 
rates of suspension among the five schools over the three year period 
is significant at the .05 level; an F test was employed to treat the 
data. Therefore, the alternative hypothesis, a significant differ­
ence between year and school when comparing total number of sus­
pensions, is accepted.
Null Hypothesis Number Eight

Null hypothesis number eight predicted no significant difference between school and sex when comparing total number of suspensions. An F value of 5.281 and an F comparison of 3.84 was significant at the P < .05 level which permitted rejection of the null hypothesis under consideration.

TABLE 3.4

Mean Number of Suspensions According to School and Sex

<table>
<thead>
<tr>
<th>School</th>
<th>Hillside</th>
<th>Milwood</th>
<th>Northeastern</th>
<th>Oakwood</th>
<th>South</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>9.63</td>
<td>8.11</td>
<td>9.04</td>
<td>12.78</td>
<td>5.32</td>
</tr>
<tr>
<td>Female</td>
<td>6.46</td>
<td>5.76</td>
<td>5.12</td>
<td>8.48</td>
<td>3.72</td>
</tr>
</tbody>
</table>

As evidenced in Table 3.4, the mean difference is significant for all interactions between school and sex when comparing the total number of suspensions. For example, the mean difference in the school with the greatest differentiation in male/female suspension rates (Oakwood) is 4.30, significant at the .05 level. The mean difference in the school having the least differentiation between male/female suspension rates (South) is 1.60, also significant at the .05 level. Therefore, there is a significant difference between school and sex when comparing total number of suspensions at an alpha of .05.
Null Hypothesis Number Nine

This null hypothesis stated there would be no significant difference between school and race when comparing total number of suspensions. This analysis yielded an F value of 43.886 and an F conversion of 3.84 significant at an alpha of .05 which allowed rejection of the null and acceptance of the research hypothesis. Inspection of Table 3.5 reveals the mean difference is significant for all interaction between school and race when comparing total number of suspensions. The most significant difference in the mean rate of suspension is evident between Oakwood Junior High School where the mean difference is 4.39 (non-white vs. white) and South Junior High School where the difference is -.97 (non-white vs. white) significant at the .05 level of significance. Oakwood has a significantly higher rate of suspension of non-white students while South has a higher rate of suspension of white students. This mean difference is significant at the .05 level with F test employed to treat the data. To summarize this section, there is a significant difference between school and race when comparing total number of suspensions at alpha .05.

TABLE 3.5

No. of Suspensions According to School and Race

<table>
<thead>
<tr>
<th>Race</th>
<th>Hillside</th>
<th>Milwood</th>
<th>Northeastern</th>
<th>Oakwood</th>
<th>South</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>(\bar{x})</td>
<td>N</td>
<td>(\bar{x})</td>
<td>N</td>
</tr>
<tr>
<td>NW</td>
<td>507</td>
<td>9.47</td>
<td>193</td>
<td>5.56</td>
<td>215</td>
</tr>
<tr>
<td>W</td>
<td>297</td>
<td>6.62</td>
<td>423</td>
<td>8.27</td>
<td>470</td>
</tr>
<tr>
<td>Total</td>
<td>804</td>
<td>(\bar{x}=-2.85)</td>
<td>616</td>
<td>(\bar{x}=-2.71)</td>
<td>685</td>
</tr>
</tbody>
</table>
Null Hypothesis Number Ten

The final rejected null hypothesis predicted there is no significant difference between sex and race when comparing total number of suspensions. However, upon analysis an $F$ value of 29.949 and a conversion of 5.32 proved significant at the stated level, $P=＜.05$. As the following table indicates, mean differences were computed for interaction effects between sex and race.

**TABLE 3.6**

Comparison of Suspensions by Race and Sex

<table>
<thead>
<tr>
<th>Sex</th>
<th>Non-White</th>
<th>White</th>
<th>XD by Race</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>X</td>
<td>N</td>
</tr>
<tr>
<td>Male</td>
<td>1,299</td>
<td>8.51</td>
<td>1,438</td>
</tr>
<tr>
<td>Female</td>
<td>436</td>
<td>6.62</td>
<td>438</td>
</tr>
<tr>
<td>Total</td>
<td>1,735</td>
<td>$\mu_{D}=1.89$</td>
<td>1,876</td>
</tr>
</tbody>
</table>

The mean difference is significant for all interaction between sex and race when comparing total number of suspensions. The mean difference between the suspension rate of non-white and white males is $-0.92$, significant at the .05 level. The mean difference between non-white and white female suspension rates is $1.43$, significant at the .05 level. Therefore, there is a significant difference between sex and race when comparing total number of suspensions at alpha .05.
Non-Significant Hypotheses

As previously indicated, half of the tested null hypotheses were not significant when evaluated at an alpha of .05. The results of this analysis are presented here in outline form.

HYPOTHESIS NUMBER FOUR: There is no significant difference between races when comparing total number of suspensions.

F VALUE: 1.410
F COMPARISON FROM TABLE: 5.32
FAIL TO REJECT THE NULL HYPOTHESIS: There is no significant difference.

Test Statistics: F Test
\[ \alpha = .05 \]

HYPOTHESIS NUMBER SIX: There is no significant difference between year and sex when comparing total number of suspensions.

F VALUE: .553
F COMPARISON FROM TABLE: 4.46
FAIL TO REJECT THE NULL HYPOTHESIS: There is no significant difference.

Test Statistics: F Test
\[ \alpha = .05 \]

HYPOTHESIS NUMBER SEVEN: There is no significant difference between year and race when comparing total number of suspensions.

F VALUE: .651
F COMPARISON FROM TABLE: 4.46
FAIL TO REJECT THE NULL HYPOTHESIS: There is no significant difference.
Test Statistics: F Test
\[ \alpha = 0.05 \]

HYPOTHESIS NUMBER ELEVEN: There is no significant difference between year, school and sex when comparing total number of suspensions.
F VALUE: 1.509
F COMPARISON FROM TABLE: 3.44
FAIL TO REJECT THE NULL HYPOTHESIS: There is no significant difference.

Test Statistics: F Test
\[ \alpha = 0.05 \]

HYPOTHESIS NUMBER TWELVE: There is no significant difference between year, school and race when comparing total number of suspensions.
F VALUE: 1.294
F COMPARISON FROM TABLE: 3.44
FAIL TO REJECT THE NULL HYPOTHESIS: There is no significant difference.

Test Statistics: F Test
\[ \alpha = 0.05 \]

HYPOTHESIS NUMBER THIRTEEN: There is no significant difference between year, sex and race when comparing total number of suspensions.
F VALUE: 1.975
F COMPARISON FROM TABLE: 4.46
FAIL TO REJECT THE NULL HYPOTHESIS: There is no significant difference.

Test Statistics: F Test
\[ \alpha = 0.05 \]

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HYPOTHESIS NUMBER FOURTEEN: There is no significant difference between school, sex and race when comparing total number of suspensions.

F VALUE: 1.914

F COMPARISON FROM TABLE: 3.84

FAIL TO REJECT THE NULL HYPOTHESIS: There is no significant difference

Test Statistics: F Test

α = .05

Summary

Final analyses revealed that among the five schools there was a difference in the implementation of the performance objective in the number of suspensions of white vs. non-white students and in the suspension of male vs. female students. Males were suspended at a significantly higher rate than females. Non-white females were found to be suspended more frequently than white females. While the total number of non-white suspensions was less than the number of white student suspensions, there was a higher proportion of non-white suspension based on their total enrollment in the schools.
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

This study was designed to examine the efforts of a desegregated urban public school district to reduce the incidence of student suspension over a three-year period. More specifically, it examined the efforts and results five middle school staffs achieved in reducing the incidence of student suspension from school.

A four-way factorial analysis research design was used to analyze 14 hypotheses. Seven of the fourteen hypotheses were judged to be significant at or beyond the $P = \leq .05$ level. They were hypotheses dealing with:

1. Suspension rates;
2. Differences between schools;
3. Sex and the rate of suspensions;
4. Year and school and suspension rate;
5. School and sex and suspension rate;
6. School and race and suspension rate; and
7. Sex and race and suspension rate;

The study found that on a junior high school level in a desegregated school district in a community of 85,000 people over a three-year period: 1) There was an inter-school difference in the suspension rate over the three-year period, 2) there was a difference
between schools in total number of suspensions, 3) there was a difference between sexes when comparing total number of suspensions, 4) there was a difference between year and school in total number of suspensions, 5) there was a difference between school and race in total number of suspensions, 6) there was a difference between school and sex in total number of suspensions, and 7) there was a difference between sex and race when comparing the total number of suspensions.

No significant differences were discovered for analyses:
1) race as a main effect, 2) year and sex, 3) year and race, 4) year, school and sex, 5) year, school and race, 6) year, sex and race, and 7) school, sex and race.

Conclusions

Analyses of the data reveal that among the five schools there was a difference in the implementation of the performance objective to reduce suspension along the following dimensions: In total number of suspensions over a three-year period, in number of suspension per school within each year of the three-year period, in number of suspensions of white vs. non-white students and in the suspension of male vs. female students. Males were suspended at a significantly higher rate than females. Non-white females were found to be suspended more frequently than white females. While the total number of non-white suspensions was less than the number of white student suspensions, there was a higher proportion of non-white suspension based on their total enrollment in the schools.
Suspension Rates

Data were presented in Chapter III which indicated that suspension rates were significantly different for the three years of study. The highest rate of suspension collectively for all five schools can be found in 1973-74, the first year in the implementation of the performance objective.

Figure 1 shows the suspension pattern in each of the five schools over the three-year period.

In each of the three years, Oakwood Junior High School had the highest rate of suspension and South Junior High the lowest. By the same token, Oakwood had the greatest drop in suspension from 1973-74 to 1974-75, a drop of 5.00. It is important to note that while Oakwood Junior High maintained the highest suspension rate throughout the three year period, it was the most successful school in implementing the performance objective to reduce suspensions during the second year of the three-year period. Possible factors influencing the varying suspension rates between, for example, South and Oakwood Junior High Schools, will be discussed later in the text.

Milwood Junior High School, the only school to show an increase in suspensions during the second year, maintained the most consistent rate of suspension during the three-year period, followed by Northeastern. The only school maintaining a steady decrease in suspension throughout the three-year period was South Junior High School. In addition, South had the greatest overall decrease in suspension rates from 1973-76, a decrease of 4.51 significant at the .05 level. Although Oakwood maintained the highest rate of suspension throughout
FIGURE 1. Hypothesis Number Five: Interaction Between School and Year When Comparing Total Number of Suspensions
the three-year period, Oakwood was second only to South, in overall
decrease in suspension rate, a decrease of 4.18 significant again
at the .05 level.

The greatest drop in suspensions was found in the second year
of the three-year period, 1974-75. A possible explanation for this
phenomenon is that while the performance objective was given high
priority in 1973-74, total implementation of the performance
objective within each school building did not take effect until
1974-75. The mandate to decrease suspensions could have been clearly
felt within each school building in 1974-75. Both teachers and
building administrators could have overcompensated in an attempt to
achieve this goal, ignoring some suspendable behaviors, first
offenses or finding in-building alternatives to suspension. In the
last year there could have been a more consistent application of
suspension procedures and alternatives so that the data, which shows
an increase over the previous year, may reflect a stabilization of
suspension rates.

Inferences can be drawn regarding the possible effects of two
factors occurring during this time: A change in school administra-
tion and the implementation of an accountability program. Dr. William
Coats was appointed superintendent in the 1972-73 school year.
During the 1973-74 school year, he implemented the performance
objective concept. This new approach placed evaluation procedures
on the performance of the building administrators, i.e, principals
and vice-principals. Teaching staff was held accountable for
carrying out these objectives. The performance objective directed
at the reduction of suspensions was given high priority during his administration. The school year 1974-75 reflects the lowest rate of suspensions during the three-year period. This drop in suspensions could be due to the implementation of performance objectives directed at the reduction of suspensions by the administration in the previous school year in 1973-74. The development of programs and administrative procedures to reduce suspensions may not have had a full impact until the 1974-75 school year.

Another variable to be examined is the appearance of change in the suspension policy. During the years of student unrest, 1967-71, the suspension policy was abused by many administrators in the guise of controlling student behavior. Under pressure from the Board and higher administration even though there was no change in suspension policy, a more even and consistent interpretation and application of it was expected in 1972-75.

Finally, the complexion of the Board of Education had changed from a liberal majority to a conservative majority. Fiscal responsibility, basic learning skills and discipline were given high priority. The community tended to support this philosophy through the election process during this three-year period. While the Board did not change the suspension policy, they examined suspensions, defined suspension procedures and emphasized the teaching of the basic skills at both elementary and secondary levels of education - all of which could have influenced the rate of suspensions.
Differences Between Schools

Data were presented in Chapter III which indicated that differences between schools were significant for the three years of the study.

Each building principal was individually responsible for meeting the performance objective, set by the school superintendent, of decreasing the suspension rate. The programs for meeting this objective varied among schools. From the variation in data among schools it can be implied that some of these schools implemented alternative programs to the suspension procedure. A more thorough examination of the programs implemented by South, Northeastern and Milwood Junior High Schools to determine the effectiveness of these alternative programs in reducing the suspension rate is an area of further research indicated by this study. The literature (Braun, 1966) supports "in house" suspensions where the student meets with special teachers and counselors in order to get help with his/her academic and emotional adjustment to the school. Braun also suggests that alternative programs involving parents, counselors and special teachers in the rehabilitation procedures and programs are more effective. Follow-up programs (Kruger, 1969) with parents, students and teachers can have a positive effect on the rate of suspension. Having contact with the home after the reinstatement conference can open up positive communication between home and school and may impact the suspension rate. Specifically, procedures implemented by South Junior High School, the school having the lowest suspension rate, included: School contacts at the home to avert
potential suspensions, reinstatement conferences following suspension including student, parent, teacher, counselor, and building administrators, and follow-up contacts with the home after reinstatement of the suspended student.

The student composition of the five schools could also be a factor in the rate of suspension in a given building. This study has indicated that the rate of suspension of non-white students based on the number enrolled in school is greater than the rate of suspension of white students. Oakwood Junior High School over the three-year period had the largest enrollment of non-white students. This school also had the largest number of suspensions along with Hillside Junior High School, the school with the second highest enrollment of non-white students. Limited research (Clarke, 1973) supports that the rate of suspension is proportionately higher among non-white students than among white students.

Workshops and inservice programs directed at teacher behavior are recommended (Kruger, 1969) as a way to alert teachers and administrators to how they might trigger suspendable behavior on the part of minority students. Programs that give focus to the student rather than the teacher should be stressed. A teacher-focused approach tends to bring forth more resistance in the staff. An examination of the workshops and inservice programs along with their content, focus and indicators of staff support, implemented by South, Northeastern and Milwood Junior High Schools during the three-year period, and a comparison of this data with the workshops and inservice programs implemented by the other two schools would
be another way of explaining differences obtained as a result of this analysis.

**Sex and Rate of Suspensions**

Data were presented in Chapter III which indicated that sex and rate of suspensions were significantly different for the three years of the study.

The rate of suspensions for male students exceeds that of females in all five schools studied. This pattern of suspension along sex lines is quite common (Clarke, 1973) on the secondary level. The rate of suspension for non-white females is higher in this study than the suspension rate of white females. Similarly, the suspension rate is higher proportionately for non-white males than for white males. The findings reported by Clarke in this area concur with the present study.

Behavioral expectations based on sex roles subjectively perceived by the teacher or administrator could affect the suspension rate among males and females. If a student is expected to behave in a certain way, these expectations can become a self-fulfilling prophecy both for the student and for the teacher or administrator viewing the behavior. When expected behavior is influenced by sexism, factors affecting teacher or administrator perceptions are compounded. Sexism dictates that a person because of their sex will or should behave in a certain manner. If sexism types a person by virtue of their sex as more likely to engage in negative behavior, a teacher or administrator is more likely to suspend
that person for engaging in that negative behavior. When the negative behavior is contrary to the sexual stereotype, it is more likely to be ignored or viewed as an isolated incident and dealt with on an individual basis either with or without suspension.

Racism further influences perceptions and expectations of behavior. Where racism and sexism are both active, there is potential for a higher rate of suspension. The race and sex of the teacher or administrator could be a significant factor in the degree to which racism and sexism is active in the individual. The behavior of a student (Kron and Faber, 1973) could come into direct conflict with the value system of the teacher or administrator. This misinterpretation, for example, can be active in situations involving Black language and lifestyle. The ratio of non-white to white suspensions based on this study and others (Clarke, 1973) would indicate that the larger the number of non-white students in a school the higher the rate of suspension.

The predominant middle class value system is another factor which could influence the variation in suspension rates between males and females. Middle class standards of behavior are sometimes imposed upon students and any deviation from that behavior pattern could be unacceptable and suspensable. If normative female behavior more closely conforms to the middle class cultural expectation of appropriate school behavior than does normative male behavior, then the suspension rate of females could more likely be lower than the suspension rate of males.
Year and School and Suspension Rates

Data were presented in Chapter III which indicated that year and school and suspension rates were significantly different for the three years of the study.

As evident in Figure 1 the suspension pattern in each of the five schools over the three-year period is quite different. The highest rate of suspension collectively for all five schools can be found in 1973-74, the first year in the implementation of the performance objective. In each of the three years, Oakwood Junior High School had the highest rate of suspension and South Junior High School the lowest. By the same token, Oakwood had the greatest drop in suspension from 1973-74 to 1974-75, a drop of 5.00. It is important to note that while Oakwood Junior High maintained the highest suspension rate throughout the three-year period, it was the most successful school in implementing the performance objective to reduce suspensions during the second year of the three-year period.

Milwood Junior High School, the only school to show an increase in suspensions during the second year, maintained the most consistent rate of suspension during the three-year period, followed by Northeastern. The only school maintaining a steady decrease in suspension throughout the three-year period was South Junior High School. In addition, South had the greatest overall decrease in suspension rates from 1973-76, a decrease of 4.51 significant at the .05 level. Although Oakwood maintained the highest rate of suspension throughout the three-year period, Oakwood was second only to South in overall decrease in suspension rate, a decrease of 4.18 significant at the .05 level.
School and Sex and Suspension Rates

Data were presented in Chapter III which indicated that school and sex and suspension rates were significantly different for the three years of the study.

There was a significant difference at the .05 level among the five junior high schools in their suspension rates of students. Examination of Figure 2 reveals a consistent pattern of male/female suspensions among each of the five schools. Within each school, the rate of suspension among males is higher than the rate of suspension among females. These findings concur with those of hypothesis 3 that there is a significant difference between sexes when comparing the total number of suspensions. Additional discussion about the higher suspension rate among males can be found under hypothesis 3.

Figure 3 points out that Oakwood and Hillside have higher mean rates of suspension for non-white students. Whereas the mean rate of suspension for white students is higher in the other three schools. The findings of this study indicate that this difference among the five schools is significant at the .05 level.

It is important to point out that in the two schools which had the highest rates of suspension among non-whites two factors were present. First, both schools had the highest population of non-white students. Their higher suspension rate concurs with the results of other research (Bell, 1973; Clarke, 1973) which found that suspension rates are higher among non-whites in proportion to total enrollment. Secondly, the chief administrators, i.e., building principals, in both these schools were black.
FIGURE 2. Hypothesis Number Eight: Interaction Between School and Sex When Comparing Total Number of Suspensions

<table>
<thead>
<tr>
<th>School</th>
<th>Male Mean</th>
<th>Female Mean</th>
<th>Total Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hillside</td>
<td>9.63</td>
<td>6.46</td>
<td>5.32</td>
</tr>
<tr>
<td>Milwood</td>
<td>8.11</td>
<td>5.76</td>
<td>3.72</td>
</tr>
<tr>
<td>Northeastern</td>
<td>9.02</td>
<td>5.12</td>
<td>5.32</td>
</tr>
<tr>
<td>Oakwood</td>
<td>12.78</td>
<td>8.48</td>
<td>5.32</td>
</tr>
<tr>
<td>South</td>
<td></td>
<td></td>
<td>5.32</td>
</tr>
</tbody>
</table>
FIGURE 3. Hypothesis Number Nine: Interaction Between School and Race When Comparing Total Number of Suspensions
FIGURE 4. Hypothesis Number Ten: Interaction Between Sex and Race When Comparing Total Number of Suspensions

<table>
<thead>
<tr>
<th></th>
<th>Non-White</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>1,299</td>
<td>1,438</td>
</tr>
<tr>
<td>Female</td>
<td>436</td>
<td>438</td>
</tr>
<tr>
<td>Total</td>
<td>1,735</td>
<td>1,876</td>
</tr>
</tbody>
</table>
non-white males. In addition, the enrollment of white females is larger than non-white females. But the rate of suspension of non-white females, however, is higher than that of white females. According to race, there is an inverse relationship between suspension among the sexes. While the total number of white male suspensions is greater than non-white male suspensions, non-white female suspensions are greater than white female suspensions. This data confirms the findings of other researchers regarding the suspension rate of white and non-white students when the proportionate population of the two races is considered.

The mean difference in the rate of suspension among non-white males and non-white females is 1.89 at the .05 level. The mean difference between the rate of suspension of white males and white females is 4.24 at the .05 level. There is a significantly greater discrepancy in the suspension rate according to sex in the white student population than in the non-white student population.

Recommendations

Considering the data and the conclusions resulting from this analysis, the following recommendations are suggested.

1. A low suspension school could serve as a model for other schools.

Selected staff from each of the five schools could design a program where all staff members can exchange procedures, alternatives to suspensions, and other items related to suspension reduction. It is important that a positive climate be established if this is to be beneficial to all. Schools with high rates of suspensions
could have programs that could be helpful to other schools. The important question is not whether a school is good or bad but rather what could be gained from this type of exchange and how effective procedures could be implemented in a given building.

2. In-service training should be directed at the reduction of suspensions.

It is the experience of the researcher that in-service training is a negative word in some school districts because the activity takes time, and the staff believes that the time is not well spent. The outcomes of workshops of in-service training should be stressed rather than the processes. This enables staff to see the possibility for student change rather than being threatened with the discomfort of self-change and the loss of personal time. The following areas would be important to cover.

a) discipline standards in integrated schools
b) family background and school achievement
c) the black self-concept
d) how to identify "lead in" behaviors and deal with them before they explode
e) interpersonal relations among students
f) behavior modification techniques
g) crisis intervention in the classroom
h) behavioral "cues" of suspension-prone students
i) sensitivity to suspendable type behaviors

The above list includes some of the more critical areas that need to be addressed if a school district commits itself to reducing suspensions.
3. The role of the counselor should be expanded in the reduction of suspensions.

Counselors must not hide behind the myth that they limit their effectiveness if they are involved in crisis situations with students. Some counselors feel their effectiveness is diminished if they are involved in conflict situations, crisis or behaviors leading to suspension, because it closely ties the counselor to discipline. The primary role of the counselor is that of being a supportive person to the student, parents, and teachers in the learning environment. The following strategies are suggested as they relate to counselor role and the reduction of suspensions.

a) All counselors should receive a list of suspension-prone students when those students enter the junior high school.

b) Early contact should be made with these students. Both group and individual programs should be developed to aid these students.

c) The counselor should be included in the suspension procedure with students, parents, and administrators.

d) Counselors should be involved in follow-up activities.

4. Alternative (in-house) programs should be geared to the academic deficiencies and specific defeating behaviors of the students. It is self-defeating to in-house suspended students if the school does not have specific procedures to get at the behavior and learning deficiencies the student is experiencing.
5. Parents should be involved in the suspension process. Positive benefits can be made as a result of a suspension when parents are included before and after the suspension. This strategy improves communications and imparts an attitude of caring on the part of the school.

Implications for Further Research

While a number of questions have been tentatively answered as a result of this study, many answered questions, beyond the scope of this research remain. Among these are:

1. Why is there such a high rate of suspension for non-white students?

2. What type of behavior or cluster of suspendable actions are most non-white students, males and females, involved in?

3. What per cent of black parents are included (natural parents) in the suspension conference?

4. What relationship exists between the number of non-white students and the drop out rate?

5. How might we identify families that are suspension prone?

6. What relationship is there between academic progress and the number of times a student is suspended?

7. Is there a correlation between rate of suspensions and non-academic classes?

8. How can we measure the effectiveness of in-house suspensions or schools with programs that reduce suspensions? Just because a school has a low rate of suspensions one cannot conclude that
effective learning and behavior modification are taking place.

9. At what grade level does the discrepancy between non-white and white suspensions become apparent? This is important information if a system wants to set up an early "warning" or "alert" system to know when and where an impacting preventive program could be activated. Behavior patterns of students give off "cues" on the early elementary level which can be diagnosed and steps can be taken with parents, student, and school to prevent the behavior from becoming a suspendable pattern in the future. Strategies can only be developed when the school knows the pattern of behaviors and places where they occur. If one knows whether a large percent of suspensions are class, hall, or campus related, this data can lead to the development of effective programs. For example, if a high rate of suspensions occurs in English classes for non-white students, the following questions should be explored:

a) What affect did the placement of the student have on his suspension rate?
b) What teacher behavior patterns might be affecting the rate of suspensions?
c) What affect did the tracking system have on the placement of non-white students?
d) Did the teacher use proximity control methods in the management of the class?
e) How might one describe the behavior patterns of the teacher in terms of dictatorial, rigid, or permissive?
The answers to all of these questions could provide needed information concerning the rate of suspensions.
APPENDIX A

SUSPENSION PROCEDURES AND FINDINGS

TABLE 1.1

Barnes' Findings Concerning the Most Effective Administrative Procedures Used in Handling Discipline Cases, as Reported by Senior High School Teachers

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Number of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suspended pupil and required parent conference</td>
<td>43</td>
</tr>
<tr>
<td>Had guidance conference with pupil</td>
<td>41</td>
</tr>
<tr>
<td>Had conference with parents</td>
<td>29</td>
</tr>
<tr>
<td>Changed pupil's program after consulting with teacher</td>
<td>25</td>
</tr>
<tr>
<td>Withdrew privileges related to misbehavior</td>
<td>18</td>
</tr>
<tr>
<td>Contacted parents by telephone, letter or home visit</td>
<td>12</td>
</tr>
<tr>
<td>Counseled a group of pupils</td>
<td>11</td>
</tr>
<tr>
<td>Expelled; dropped from school</td>
<td>10</td>
</tr>
</tbody>
</table>

TABLE 1.2

Barnes' Findings Concerning the Administrative Procedures Used Most Frequently in Handling Discipline Cases, as Reported by Senior High School Teachers

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Number of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Had guidance conference with pupil</td>
<td>74</td>
</tr>
<tr>
<td>Suspended pupil and required parent conference</td>
<td>64</td>
</tr>
<tr>
<td>Had conference with parents</td>
<td>43</td>
</tr>
<tr>
<td>Changed pupil's program after consulting teachers involved</td>
<td>37</td>
</tr>
<tr>
<td>Withdrew privileges related to the misbehavior</td>
<td>35</td>
</tr>
<tr>
<td>Contacted parents by telephone, letter or home visit</td>
<td>25</td>
</tr>
<tr>
<td>Counseled a group of pupils</td>
<td>17</td>
</tr>
<tr>
<td>Had conference with pupil, parent and teacher</td>
<td>15</td>
</tr>
<tr>
<td>Expelled pupil; dropped from school</td>
<td>13</td>
</tr>
<tr>
<td>Arranged for pupil to apologize easily and promptly</td>
<td>12</td>
</tr>
<tr>
<td>Had conference with pupil and teacher</td>
<td>12</td>
</tr>
</tbody>
</table>

TABLE 1.3

Barnes' Findings Concerning Kinds of Pupil Misbehaviors, Reported Most Frequently by Senior High School Teachers

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Number of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Causing disorder or disturbance in group</td>
<td>139</td>
</tr>
<tr>
<td>Defiance, disrespect for a teacher</td>
<td>20</td>
</tr>
<tr>
<td>Smoking</td>
<td>20</td>
</tr>
<tr>
<td>Dressing inappropriately for school</td>
<td>18</td>
</tr>
<tr>
<td>Tardiness</td>
<td>18</td>
</tr>
<tr>
<td>Petty theft</td>
<td>17</td>
</tr>
<tr>
<td>Truancy and cutting of classes</td>
<td>17</td>
</tr>
<tr>
<td>Obscenity and profanity</td>
<td>15</td>
</tr>
<tr>
<td>Throwing litter in buildings and on grounds</td>
<td>14</td>
</tr>
<tr>
<td>Fighting</td>
<td>14</td>
</tr>
<tr>
<td>Drinking</td>
<td>11</td>
</tr>
<tr>
<td>Assault of teacher</td>
<td>9</td>
</tr>
</tbody>
</table>

### Incidence of Suspensions

<table>
<thead>
<tr>
<th>Finding</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students in attendance, 1962-1963</td>
<td>1,972</td>
</tr>
<tr>
<td>Number of students suspended one day or more</td>
<td>204</td>
</tr>
<tr>
<td>Per cent of students suspended</td>
<td>11.3%</td>
</tr>
<tr>
<td>Number of incidents requiring suspension</td>
<td>413</td>
</tr>
<tr>
<td>Number of total days of suspension</td>
<td>1,527</td>
</tr>
<tr>
<td>Number of times (average) suspension per student suspended</td>
<td>2</td>
</tr>
<tr>
<td>Number of days (average) of suspension per student suspended</td>
<td>7.5</td>
</tr>
<tr>
<td>Number of days (average) of suspension per incident</td>
<td>3.8</td>
</tr>
</tbody>
</table>

### Number of Times Students Were Suspended

<table>
<thead>
<tr>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>108</td>
<td>53</td>
</tr>
<tr>
<td>41</td>
<td>21</td>
</tr>
<tr>
<td>24</td>
<td>12</td>
</tr>
<tr>
<td>19</td>
<td>9</td>
</tr>
<tr>
<td>12</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reason for Suspension</th>
<th>First Suspension</th>
<th>Second Suspension</th>
<th>Third Suspension</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
</tr>
<tr>
<td>Truancy</td>
<td>57</td>
<td>77</td>
<td>9</td>
</tr>
<tr>
<td>Insubordination</td>
<td>35</td>
<td>83</td>
<td>5</td>
</tr>
<tr>
<td>PE Non-strip</td>
<td>33</td>
<td>92</td>
<td>2</td>
</tr>
<tr>
<td>Habitual tardiness</td>
<td>29</td>
<td>76</td>
<td>5</td>
</tr>
<tr>
<td>Smoking vicinity of campus</td>
<td>28</td>
<td>93</td>
<td>2</td>
</tr>
<tr>
<td>Fighting</td>
<td>23</td>
<td>88</td>
<td>1</td>
</tr>
<tr>
<td>Class disturbance</td>
<td>17</td>
<td>94</td>
<td>0</td>
</tr>
<tr>
<td>Dress code</td>
<td>17</td>
<td>74</td>
<td>6</td>
</tr>
<tr>
<td>Possession of tobacco</td>
<td>11</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>Theft</td>
<td>8</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>Smoking on campus</td>
<td>10</td>
<td>91</td>
<td>0</td>
</tr>
<tr>
<td>Obscenities, vulgarities</td>
<td>7</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>Chronic violations</td>
<td>13</td>
<td>77</td>
<td>4</td>
</tr>
</tbody>
</table>

Several components must be considered in analyzing the apparent success of South Junior High in maintaining a good learning environment while lowering suspensions. Integral, however, in all components, is an emphasis on a positive overall building environment; a prevailing feeling that students, teachers, and administrators are all an important part of the educational process and that each has a vested interest in the school. This atmosphere is reflected in all the steps listed below.

1. There is extensive talking and follow-up with students who are experiencing adjustment problems. For example, a young lady who had recently returned to school from a foster home placement was experiencing severe in-school attendance problems. Several phone calls to her home were made by teachers and administrators. Home visits were also made. During these communication periods concern was expressed and cooperation solicited from the home. Finally, the parent was asked to come for a conference and transportation was arranged. The conference, which lasted well over an hour, included the parent, probation officer, counselor, one teacher, Student Services Consultant, assistant principal and the principal. During at least half the time the student was included and was encouraged to voice her concerns. During this conference it was discovered
that the young lady had felt keen disappointment at not being selected for the basketball team and at that point her behavior began to deteriorate. She also shared her need for strict but understanding teachers. Before the end of the conference she and the math teacher exchanged views on ways to get along better and plans were made to obtain a gym suit. The conference ended with good feelings on the part of all who had been involved. Almost an entire morning was spent on one student. Apparently this time was well spent for there has been marked improvement in the attendance and attitude of the young lady. She knows that the adults in the school will listen and will compromise, and that they will not always insist that changes only be made by the student.

Follow-up continues with this family and frequently continues even when a family is no longer directly associated with the school. One young man, after two years of intensive school-home-court-agency efforts, has been temporarily removed from his home and placed in a foster home out of district. But, because the school has an excellent relationship with the family, supportive efforts continue. These efforts are largely during evenings and weekends; in other words, they are after school hours, but they are critical to the family at this time, so they continue.

2. Problems are handled with immediacy. Students are seen immediately, parents are contacted right away, and teachers are given instantaneous feedback on referrals. This lets students, parents, and teachers know that their concerns are important, that someone will do something. It also serves to keep problems from escalating.
An example of an immediate contact with a parent occurred when a young lady had threatened another. Talking with her and others involved did not alleviate the situation, so an assistant principal and Student Services Consultant took her to her home for a parent conference. The parent appreciated this and was most cooperative and elected to have his daughter remain at home for the rest of the day. In this way, a suspension was averted as it was the parent's decision to keep the student at home. Frequently, however, students are able to return to school right away following such home conferences. Either way, a minimum of school is missed, the problem is talked out, and the student is not suspended.

3. Home contacts are made during school, after school, and on weekends by all members of the administrative staff and frequently by counselors. The home visit is looked upon as a vehicle for sharing good news as well as expressing concern. The relationships built with parents are positive ones that emphasize the parental prerogative. Trust is therefore established and parents often contact the school so that the communication process becomes a "two-way street." Many parents call the school to alert them to out-of-school situations that could adversely affect students who are in school. Teachers are notified of these calls, which many times will help alleviate possible behavior problems from erupting.

4. The relationship with the community as a whole is excellent. Parents and community persons know they will find an open door and that, if at all possible, the school will work with them as they attempt to accomplish their goals. Such cooperation results in positive support for the school's programs on the part of the
community. Many parents continue to support and attend events even after their young people have moved on to high school simply because they enjoy coming.

5. The Building Educational Team is an important part of the school's effective operation. Meeting weekly, there is a constant attempt to understand the problem situations and to exhaust the resources of the school in resolving these situations. Except for real emergencies, utilization of every intervention possible is considered a must before getting into a suspension situation. By coordinating these interventions through the Building Educational Team, it creates a better understanding of students. Resolutions are individualized and thus much time may be spent on one or two students, but as long as progress is being made in working out a solution, the team feels no pressure to hurry on to the next case.

6. A cohesive administrative team exists and meets at least once a week to share concern and strategies. Within this team, as well as within the Building Educational Team, there is a recognition and utilization of the unique talents of the members and there appears to be real mutual trust and respect.

7. Members of the management team are accessible and visible. Before and after school, during class passing, as buses come and go, and during lunch, some member of the administrative team is there to supervise and be of service to students. This is especially important during the lunch time, which is the only real time students have for socialization during the school day. Each day each administrator spends the entire lunch period of one hour and thirty-five
minutes supervising, talking, and eating with the students. Many problems are instantly handled; many informal relationships established. This visibility is also apparent on the part of the counselors and teachers. Their presence in the halls, restrooms, and in the lunchroom show the students that the staff of the building is always available.

8. Student recognition is an important part of the school. Many opportunities exist for students to become involved in decision-making bodies and activities. Care is exercised to assure that all students are given an opportunity to participate and that activities are offered that interest a wide variety of students. Students who may not readily become involved are sought out and encouraged to help with projects. In this way students come to believe that the school exists for them and that they are important. Recognition of special efforts is accorded through the public address system, school newspaper, sports banquets, and an Honors Assembly in June. Recognition is not only given to the most or the best, but to those who tried their hardest, were especially responsible or showed growth in a skill or a class. There are lots of winners!

9. Special Education students are integrated into all possible activities such as sports, choir, student government, and creative dramatics, a further statement that the school exists for all the students. The eight classes of Special Education have been a real challenge. For example, the two hearing-impaired students who serve on the ninth grade advisory committee need special help in understanding the proceedings, but other students gladly do this and
their own understanding has been increased. One young lady with a truancy and attitude problem is working very successfully with an E. M. I. room as a tutor one hour a day. Besides being a real help to the teacher and students, she is responding well to having some small authority of her own and to being in a position of knowing the material for a change.

10. There is a firm commitment to a curriculum commensurate with all that is known about the experiential nature of the junior high. Innovations include quarter courses in all grades in social studies and in ninth grade English. Students may select electives for a semester to allow greatest exploration. Three foreign languages are offered and classes are available in journalism, personal typing, creative dramatics and photography. Individual scheduling may be approved to meet the special needs of the student. For example, two students carry more than six classes by rotating their schedules each day. Others may only attend school for half a day or leave the school for approved enrichment or advanced study elsewhere. A student is always expected to do his or her best in assigned classes, but flexibility allows that a student is not locked into a bad situation or a situation that is incompatible with that student's needs.

11. Enrichment classes are offered within the school through the Community School's Enrichment Mini-Course Program conducted after school. Courses have included architectural design, speed reading, movie making, banking, computers, and ecology studies. This program was developed in response to student and parent requests and is unique in the junior highs.
12. The building atmosphere mentioned at the beginning of this paper is evident in staff management and development. The building leader stresses the known pluses of each staff member and builds upon these achievements. Expectations are high but not unrealistic. Special efforts are appreciated and commended. Criticism is constructive and private. In this positive vein the staff, both professional and nonprofessional, is strengthened and usually makes a greater contribution to the school. Staff members are encouraged to be innovative and find that their ideas matter. While strong building leadership is always maintained, staff input is solicited and utilized where appropriate.

In the vast human being business known as the public school, it is never possible to satisfy the needs of all. Attempts, however, must always be made in that direction. In an atmosphere that says YES more than NO, this becomes more a possibility.
## APPENDIX C

### CATEGORY I SUSPENSIONS

<table>
<thead>
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<th>Frequency</th>
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<td>Descriptor</td>
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<td>Refusing to dress for gym</td>
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<td>Bus problems</td>
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Your son/daughter, ___________________________ has been suspended from South Junior High School beginning ______________________
in accordance with Board of Education Discipline Policies.

A serious offense of ______________________________________ has been charged against your son/daughter, which is covered in Category ___ in the Board of Education Discipline Policies.

During the suspension ___________________________ is not to visit any public school except to attend the parent-student-administrator-counselor conference. Also, he/she will not be allowed to participate in any school event or activity.

A satisfactory parent-student-administrator-counselor conference must be completed before ___________________________ is allowed to return to school. Conferences with ___________________________ may be arranged by calling the school office, 342-0283.

We solicit your cooperation in this important matter.

Sincerely,

George C. Monroe
Principal

cc: Office of Supt.
    M. Morgan, C/A Office
    Counselor
    Percy Clark
    Dorothy Young
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