The Discipline and Suspension Dilemma

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“Unapologetically talking about the impact of race on outcomes and engagement of students.” – B. Johnson

Partnerships for Racial Equity in Education

The important thing about **suspensions** is that they disproportionately impact Black, Brown, Special Education, FRL, and Indigenous youth.

**Commonalities**

- Highest poverty
- Lowest performing schools
- Over represented in Exclusionary Programs, ie. Special Education
- Most probationary teachers
- Predominantly White teachers
Black, Brown & Indigenous Students PreK-12

Success Indicators
- Advanced HS Coursework (IB, AP, CEE, PSEO)
- Standardized Scores That Meet or Exceed Expectations (ACT/SAT, MCA)
- Grade Level or Higher Reading Level
- Over 90% Attendance
- Preschool Participation

Risk Indicators
- Remedial HS Coursework
- Stagnant or Below Expected Growth Scores (WIDA ACCESS, MCA)
- Below Grade Level Reading After 3rd Grade
- Less than 90% Attendance
- High referrals to Special Education

"If you were a white student being naughty, you were called 'precocious,' 'bright,' 'inquisitive,' you're a thug, you're just not meant for school.'

And if you go deeper around that, it's that they already determined what the student's future will be," — B. Johnson
Suspended for Lip Gloss?

Same Behavior:
Different Race,
Different Outcome
Differences in Academic Outcomes

<table>
<thead>
<tr>
<th></th>
<th>Minnesota 3rd Graders – Not from Poverty</th>
<th>Minnesota 3rd Graders from Poverty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non FRL eligible White students</td>
<td>69.2% proficient in reading</td>
<td>45.9% proficient in reading</td>
</tr>
<tr>
<td></td>
<td>81.6% proficient in math</td>
<td>58.6% proficient in math</td>
</tr>
<tr>
<td>Non FRL eligible Asian students</td>
<td>62.9% proficient in reading</td>
<td>29.5% proficient in reading</td>
</tr>
<tr>
<td></td>
<td>75.4% proficient in math</td>
<td>41.9% proficient in math</td>
</tr>
<tr>
<td>Non FRL eligible Indigenous students</td>
<td>49.2% proficient in reading</td>
<td>28.3% proficient in reading</td>
</tr>
<tr>
<td></td>
<td>60.8% proficient in math</td>
<td>37.3% proficient in math</td>
</tr>
<tr>
<td>Non FRL eligible Latino Students (Not EL)</td>
<td>52.4% proficient in reading</td>
<td>26.3% proficient in reading</td>
</tr>
<tr>
<td></td>
<td>60.5% proficient in math</td>
<td>34.2% proficient in math</td>
</tr>
<tr>
<td>Non FRL eligible African Am. Students</td>
<td>51% proficient in reading</td>
<td>28.9% proficient in reading</td>
</tr>
<tr>
<td></td>
<td>56.5% proficient in math</td>
<td>35.1% proficient in math</td>
</tr>
</tbody>
</table>

Assessment FRP by Student Group Data – Minnesota Department of Education
Accessed 3.3.2020

Differences in Behavior Outcomes

Discipline for the 2017-18 Academic Year

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>% of Enrollment</th>
<th>Total Disciplinary Actions</th>
<th>% of Total Disciplinary Actions</th>
<th>Proportionality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indigenous</td>
<td>1.6%</td>
<td>2,813</td>
<td>5.5%</td>
<td>Overrepresented (5x)</td>
</tr>
<tr>
<td>Asian</td>
<td>6.9%</td>
<td>835</td>
<td>1.6%</td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>11.1%</td>
<td>20,511</td>
<td>40.0%</td>
<td>Overrepresented (4x)</td>
</tr>
<tr>
<td>Latino</td>
<td>9.3%</td>
<td>5,534</td>
<td>10.8%</td>
<td></td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>4.7%</td>
<td>4,064</td>
<td>7.9%</td>
<td>Overrepresented</td>
</tr>
<tr>
<td>White</td>
<td>66.4%</td>
<td>17,505</td>
<td>34.1%</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>51,262</td>
<td></td>
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</tr>
</tbody>
</table>

Minnesota Department of Education.
The important thing about **suspensions** is that they disproportionately impact Black, Brown, Special Education, FRL and Indigenous youth.

I am here as a Black educator.
I am here as a mother and grandmother.

Alternatives to Suspension and Punitive Measures
The important thing about suspensions is that they disproportionately impact Black, Brown, Special Education, FRL, and Indigenous youth.

Change the story. Rewrite the ending.

Decide today that Black, Brown, Special Education, and FRL students are going to THRIVE in Minnesota, and that YOU are going to ensure that they do.
Resources


