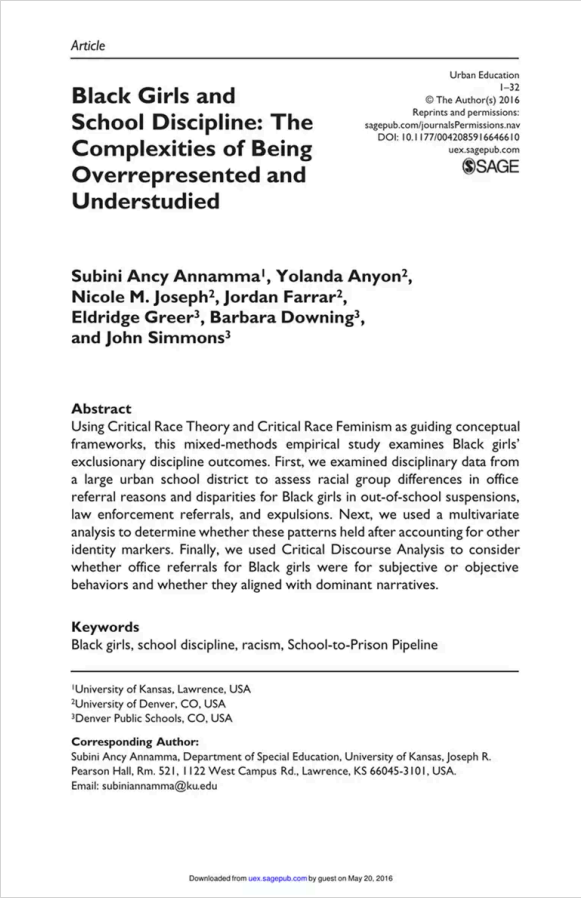


Article

Urban Education
1–32
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DOI: 10.1177/0042085916646610
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Black Girls and School Discipline: The Complexities of Being Overrepresented and Understudied

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Abstract

Using Critical Race Theory and Critical Race Feminism as guiding conceptual frameworks, this mixed-methods empirical study examines Black girls' exclusionary discipline outcomes. First, we examined disciplinary data from a large urban school district to assess racial group differences in office referral reasons and disparities for Black girls in out-of-school suspensions, law enforcement referrals, and expulsions. Next, we used a multivariate analysis to determine whether these patterns held after accounting for other identity markers. Finally, we used Critical Discourse Analysis to consider whether office referrals for Black girls were for subjective or objective behaviors and whether they aligned with dominant narratives.

Keywords

Black girls, school discipline, racism, School-to-Prison Pipeline

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Related Tools



CPS Equity Framework Resource Equity Tool

Chicago Public Schools



- To explore and develop a shared understanding relating to racial equity, and we also recognize that we and our external partners are all at different places as individuals, programs, and departments. We are committed to move forward with a focus that is intentional and strategic within our organization and our external partners. We will openly share challenges, successes and lessons learned to help move the sum of our race equity work forward.
- To have collective buy-in to racial equity best practices, we will each take responsibility for using the racial equity tool.
- That how the racial equity tool is implemented and used will differ from program to program, department to department and across our organization. Accountability for implementation and use within our own organization and to our respective communities (children, students, families and schools) will be essential.
- To approach racial equity analyses from an evaluative / continuous improvement perspective, as opposed to a **check list**. We will seek to strengthen programs, policies and procedures until racial inequities are eliminated.
- That if the strategy, practice, policy, or procedure works for our most vulnerable communities, it works for everyone. The reverse however, is not true.
- That we will not let the perceived barriers such as (time, agendas, schedules, etc) prevent us from interrupting patterns of racial inequity.
- **That use of the tool may not be linear. For example, users may want to start with question 3 in order to ensure they have a clear understanding of the community conditions that may by impacted by the implementation of this policy.**
- **That after use of the tool, changes in policy may not be needed. However, the procedures associated with that policy may need to be created or enhanced to ensure racial equity can be achieved.**

Racial Equity Tool: Policy Review Worksheet

Puget Sound Educational Service District



Chapter 8

The "New Racism" of K–12 Schools: Centering Critical Research on Racism

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While organizing efforts by movements such as Black Lives Matter and responses to the hate-filled policies and rhetoric of President Donald Trump are heightening public discourse of racism, much less attention is paid to mechanisms of racial oppression in the field of education. Instead, conceptualizations that allude to racial difference but are disconnected from structural analyses continue to prevail in K–12 education research. In this chapter, our goal is to challenge racism-neutral and racism-evasive approaches to studying racial disparities by centering current research that makes visible the normalized facets of racism in K–12 schools. After narrowing over 4,000 articles that study racial inequity in education research, we reviewed a total of 186 U.S.-focused research studies in a K–12 school context that examine racism. As we categorized the literature, we built on a theory of the "new racism"—a more covert and hidden racism than that of the past—and grouped the articles into two main sections: (1) research that brings to light racism's permanence and significance in the lives of students of Color through manifestations of what we conceptualize as (a) evaded racism, (b) "antiracist" racism, and (c) everyday racism and (2) research focused on confronting racism through racial literacy and the resistance of communities of Color. In our conclusion, we articulate suggestions for future directions in education research that include a more direct acknowledgement of racism as we attend to the experiences and needs of K–12 students of Color.

The "New Racism" of K–12 Schools: Centering Critical Research on Racism

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