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Effects of an In-School Suspension Program on Student Academic Achievement, Recidivism, and Social Literacy

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2012

Abstract

Effects of an In-School Suspension Program on

Student Academic Achievement, Recidivism, and Social Literacy

by

Sherry Williams

M.S., Walden University, 2005

M.Ed., Columbia College, 2003

B.A., Clemson University, 1976

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Administration and Leadership

Walden University

August 2012

Abstract

Since the passage of the No Child Left Behind Act (NCLB), school leaders have had to identify instructional and administrative practices that would increase student achievement. Provisions of NCLB have added additional challenges for schools working with low achieving students with discipline problems. The purpose of this qualitative case study was to investigate how a school's in-school suspension (ISS) program served teachers and students. The research questions focused on determining the strengths and weaknesses of the school's ISS program, the potential that these characteristics held to affect student academic achievement and behavior for ISS students, recidivism, and measures that the school might take to modify the ISS program. Conceptually, this study was framed within the theories of emotional intelligence and social literacy. Using purposeful sampling, data included responses from questionnaires, face-to-face interviews, document analysis, and observations of the ISS room. These data were analyzed using open and axial coding. Results of the study indicated inconsistent practices in the ISS program, such as the lack of a standard policy to assess student ISS assignments and to provide students teacher feedback upon returning from an ISS referral. In addition, the study revealed that the school lacks procedures to provide ISS students counseling during their ISS referral and a curriculum to help these students develop social emotional learning skills. Implications for positive social change included increasing academic achievement and social literacy for students assigned to ISS, which could lead to fewer referrals to ISS and lower recidivism.

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Dedication

I dedicate this doctoral study to my family, dear friends, and mentor. Throughout this process, my parents patiently watched and cheered as I met one milestone after another, in addition to several roadblocks. I cannot express how much I appreciate and love you. To Tom and Cindy, you cheered when I could not.

To my dear friends Pam, Beverly, and Dorothy, I could not have made this journey without you. Mahalo Pam, you were always the beacon, guiding and assisting me when you were at work with your own study. Beverly and Dorothy, you uplifted me during those challenging times when I doubted myself.

Finally, to my mentor, your encouragement and support directed me to this path. I am forever grateful to you all.

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In addition, I would like to thank Dr. Donald Poplau for his countless hours reading my drafts and revisions along the way, painful as it was. I also appreciate his willingness to talk with me by phone numerous times to untangle my messes.

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Finally, without the assistance and guidance from my Walden Dissertation Editor, Deanna Laing, author of *Writing White Papers*, Michael Stelzner, I could not have accomplished my doctoral study.

Table of Contents

i

List of Tables

Section 1: The Problem

Introduction

Since the passage of the No Child Left Behind Act (NCLB) in 2001, U.S.

educational policies have received great scrutiny. NCLB provided parents and students

more choices and offered greater flexibility for states, school districts, and schools for

deciding how available governmental funds are used to improve accountability (U.S.

Department of Education, 2002). The legislation also resulted in pressures of increased

accountability in terms of the improvement education for all students. Subsequent to the

passage of NCLB, school leaders have had to choose practices, both instructional and

administrative, that might yield improvement for their students.

NCLB requirements have led to particular challenges surrounding one subgroup

of students—underperforming pupils with discipline problems. Due to the negative

consequences of out-of-school suspension (OSS), such as student alienation and

decreased academic achievement, and the stigma attached to the school's report card,

administrators increasingly rely on in-school suspension (ISS) programs as a disciplining

measure for underperforming students with discipline problems (Devlin, 2006). Given

that students do not receive direct instruction in the ISS setting, however, these students

do not actively engage in learning while at the same time they are excluded from the

general school population. Researchers have suggested that practices like ISS have a

negative effect upon student achievement, including decreased reading comprehension

scores and lower passage rates for state tests (Arcia, 2006; Flanagain, 2007; Gladden,

2002, Troyan, 2003). These programs fail to address the root of these students'

problems. Schools and educators need to focus on helping students to understand the consequences of their behaviors. For example, Brown (2007) suggested, "school exclusion, in and of itself, offers students no help in addressing the behaviors that got them into trouble" (p. 433). Certainly, this supports the need for schools to implement social learning programs to help develop student social literacy.

To address these issues, the present study investigated the phenomena of R school's ISS program. R school is a suburban high school located in the southeastern United States with a 2010/2011student enrollment of 1,630 students. After completing an extensive literature review, I conducted a case study of R school's ISS program in order to learn how the program served the school and to determine its characteristics. Based upon the results of this study, I wrote a white paper that detailed the results of the study and made recommendations that the school can consider as a basis for revising their current ISS model.

Definition of the Problem

R school lacked a cohesive and well-developed ISS program. The program did not actively engage students in learning: instruction consisted solely in students receiving handouts from their classroom teachers while they were required to remain silent and seated. In addition, the program did not assist in addressing student social development. The lack of engagement in learning stems from the administrative basis of ISS programs in general (Devlin, 2006; Flanagain, 2007).

Students spend time in ISS for various reasons. Most referrals to ISS are a result of minor discipline infractions and excessive tardies (students with serious infractions receive OSS). Researchers have determined that, among all suspended students, males, low socioeconomic status (SES) students, and students of color are over-represented in ISS (Engec, 2006; National Center for Education Statistics, 2010; Peguero & Shekarkhar, 2007; Theriot, Craun & Dupper, 2009). Arcia (2006) discovered an association between suspensions and reading achievement: lower achieving students receive suspensions more often than higher achieving students. In 2010, this researcher conducted an investigation of ISS attendance rates for the previous 5 years at R high school. Data indicated that male students were assigned to ISS at an overwhelmingly different rate than their female peers, 79%, and 11% respectively. In addition, there was a greater representation of African Americans and Hispanic Americans in ISS than there was among European Americans. The school's recidivism rate among all students was 43%. To face these challenges of unequal representation and recidivism, school leaders must adopt new policies and strategies that address the academic and social learning needs of these students and that will maintain the instructional environment of these students.

When establishing a school's disciplinary procedures, it is essential to consider research related to adolescent emotional, social, and cognitive development. For example, Goleman (2005) asserted that emotional intelligence (EI) and social learning might matter more in terms of the academic setting than the traditionally understood intelligence quotient (IQ). Furthermore, according to Bradberry and Greaves (2009), IQ is fixed from birth, remaining the same at 50 as it was at 15. EQ, however, is flexible and

can be learned. Goleman detailed that students with EI shortfalls, such as inabilities to

self-monitor and self-regulate, may face difficulties such as peer ostracism, the inability

to lead fulfilled lives, and participation in antisocial behaviors. The Center for Mental

Health in Schools (2008) reported that schools must teach self-discipline to students;

teachers must learn to use disciplinary practices effectively to deal with misbehavior.

Bradberry and Greaves agreed with this assessment. They suggested that emotional

awareness and understanding is not taught in school, yet it is at the same time more

critical to student success, accounting, as it does, for 58% of student performance. R

school had compromised the achievement of its students with disciplinary infractions by

failing to address classroom discipline practices and student social learning.

Researchers agree that exclusion from the classroom is an ineffective and

counterproductive practice that has an adverse impact upon student achievement (Arcia,

2006; Brown, 2007; Hemphill et al., 2006; Iselin, 2010). Theriot and Dupper (2010)

warned that poorly conceived or implemented ISS programs are potentially problematic,

and fail to improve student behavior. In addition, teachers who exhibit poor classroom

management strategies frequently assign students to ISS. That is, these students report to

ISS because their teachers are unskilled in preventing difficult behaviors. The Minnesota

Department of Education (2009) reported that suspension of any student is problematic as

it excludes students from instruction and does not modify their behavior unless it is

coupled with the teaching of replacement behaviors. Additionally, the Connecticut State

Department of Education (2010) specified that its districts' policies should consider

"teaching social skills, positive behavior, and improved decision making" (p. 14). R

school displayed no ISS strategies for addressing the learning of these skills.

Rationale

Evidence of the Problem at the Local Level

For more than three decades, R school has consistently led its district in high

academic achievement. For the past 5 years, however, the school has not met adequate

yearly progress (AYP) as defined by NCLB. Moreover, its school report card indicates

that the school's growth rating has dropped from "excellent" to "good" (South Carolina

Department of Education, 2011). The South Carolina Education Oversight Committee

defines growth as "the rating a school will receive based on longitudinally matched

student data comparing current performance for the purpose of determining student

academic growth" (South Carolina Accountability Manual 2011-2012, p. 8). At the same

time as this drop in growth rating, disciplinary referrals have increased alongside the

school's high rate of recidivism as shown in Table 1. During this time, R school's

enrollment increased, as did its diversity and poverty levels. The school's diversity

increased by 8% (R School Portfolio, 2010), while the school's poverty index rose from

17.48% in 2006 to 27.5% in 2010 (South Carolina Department of Education, 2011).

Typically, students of lower SES exhibit lower academic achievement as well as poor

social skills, which are exhibited as vigorous exchanges between student and teacher or

as contentions for power (Fenning & Rose, 2007).

Table 1

2006-2010 Enrollment, Referral, In-School Suspension (ISS), and Recidivism

Year	Enrollment	Referrals	Assigned to ISS	% Recidivism
2006	1,388	2,321	**	**
2007	1,495	1,673	**	**
2008	1,594	2,427	931	41.7
2009	1,667	2,669	625	44
		(1,439) tardies		
2010 *	1,630	1,837	556	42.3
		(828) tardies		

Note: Data collected from R school Portfolio data, 2006-2010 and ISS attendance logs 2008-2010, * signifies the implementation of a new tardy policy; ** signifies data not available.

Researchers have indicated that most ISS referrals are the result of minor infractions. They are often the result of the existence of novice teachers and others who lack effective classroom management strategies, as well as students who have difficulty self-regulating (Goleman, 1995; Mayer, 1990; Spaulding et al., 2010; Theriot & Dupper, 2010). In 2010, 13% of R school's faculty retired. Thus, as of that year, an increased number of inexperienced teachers are on staff. Novice teachers often lack effective teaching strategies and exhibit poor classroom management, due to a lack of experience and pre-service preparation (Thompson & Webber, 2010; Thornton, Perrault, & Jennings, 2008). The lack of experience creates disruptions in the classroom that diminish the quality of instructional time for all students. Additionally, many students have difficulty

self-monitoring their behavior and present deficits in social learning skills (as Salovey

and Mayer [1990] and Goleman [1995] suggested in their theories of EI). These students

are thus at risk of decreased cognitive and emotional achievement. The subsection that

follows describes various data about this issue that has been gleaned from other

researchers and authors.

Evidence of the Problem from the Professional Literature

Numerous studies have been conducted regarding school exclusionary practices

such as ISS, for example studies by Devlin (2006), Hemphill et al., 2006; Iselin, 2010,

Massey, Boroughs and Armstrong, 2007; and Theriot and Dupper, 2010. Common

themes throughout this literature are the ineffectiveness of these practices in promoting

positive changes in behavior and the failure of school exclusionary practices in reducing

recidivism rates. Although the practice has existed for many years, little empirical data

exists to support the effectiveness of ISS programs as a method to modify student

behavior or increase student academic achievement, as noted by (Blomberg, 2004),

"There is little systematic evidence of the types of programs that work" (p. 8).

Furthermore, most studies have relied on the perceptions of students, teachers, and

parents in order to determine the effectiveness of these programs Chobot & Garibaldi,

1982; Costenbader & Markson, 1994, 1998; Garibaldi, 1980; Haley & Watson, 2000;

Knopf, 1991; Mendez & Sanders, 1981; Morrison et al., 2001; Short & Noblitt, 1985;

Whitfield & Bulach, 1996

Although little evidence exists to confirm those programs that are effective, recent

researchers have cited the importance of developing students' social emotional learning

(SEL), in addition to their academic skills (Bohanon et al., 2006; Carlson, 2007; Elias &

Arnold, 2006; Imig, 2007; Roffey 2010). SEL curricula seek to promote emotional

learning that creates responsible, confident, and influential individuals (White & Horan,

2009). Deangelis (2010) reported that many professionals were attempting to reduce the

antisocial behaviors of their students in the sixth through twelfth grades through the

implementation of SEL curricula, and researchers have linked SEL programs to improved

student behavior, a decrease in discipline referrals, and improved academic achievement

(Cherniss et al., 2006; Elias & Arnold, 2006; Rimm-Kauffman & Sawyer, 2004). For

these reasons, effective ISS programs should include a component that addresses EI and

social emotional learning (Dickinson & Miller, 2006; Massey, Boroughs & Armstrong,

2007; Theriot, Craun & Dupper, 2009).

Definitions

Emotional intelligence (EI): EI refers to the "ability to recognize the meanings of

emotions and their relationships while reasoning and problem solving" (Salovey &

Mayer, 1990. p. 185).

In-school suspension (ISS): ISS refers to the removal of students to an alternate

location that is isolated from other students within the school for a length of time (Devlin,

2006; Theriot & Dupper, 2010). In ISS, a school employee supervises students as they

quietly sit and study.

No Child Left Behind Act (NCLB,2000): NCLB requires significant accountability

measures for all public schools, with the goal that all students be proficient in reading and

mathematics by 2014. Individual states have had to develop new tests in reading and

mathematics for third through eighth grades, plus one grade level in high school, in order to measure their students' academic progress. The law requires that "highly qualified" teachers teach all children. The law also emphasizes improving communication with parents and making all schools safer for students (U. S. Department of Education, 2009).

Out-of-school suspension (OSS): OSS refers to the exclusion of a student from school for one school day or longer because of disciplinary reasons (National Center for Education Statistics, 2009).

*Recidivism***:** Recidivism is the tendency to lapse into a previous behavior (USLegal.com, 2011).

Referral: Referral signifies the method teachers and other school personnel use to assign responsibility for student discipline to principals and assistant principals for assistance (Devlin, 2006).

Social literacy: A term used to describe the acquisition of social emotional learning skills (Collaborative for Academic, Social, and, Emotional Learning [CASEL], 2011).

Significance

Even within school, exclusion practices have the potential to affect the future of the nation, individual communities, and its youth. Higher suspension and antisocial behavior rates among students are significantly correlated to adjudication within the juvenile justice system (Hemphill et al., 2006; Iselin, 2010). Researchers have also determined that exclusion practices affect student academic achievement, social learning, and overall well-being (Arcia, 2006; Brown, 2007).

Antisocial behavior may result from lack of self-control and impulsivity, as Mischel (1968) concluded in his initial delayed gratification study. This longitudinal study measured impulsivity in children age 4 years; it later became known as the "Marshmallow Experiment." In Mischel's experiment, a group of children were given a marshmallow and instructed that they would be given two more marshmallows if they could wait between 10 to 15 minutes to eat the initial treat. Some 14 years later, the study determined that the children who were able to wait to consume the marshmallow and to control their impulsivity were more socially competent, personally effective and self-assertive, trustworthy, dependable, able to cope with life's frustrations, and academically successful, including SAT scores that were an average of 210 points higher than their more impulsive peers. The study concluded that a student's ability to control impulsivity and delay gratification in anticipation of a greater reward later was important for future academic and emotional success (Mischel, 2009).

In a more recent study, Arcia (2006) suggested that schools reward positive student behavior rather than focusing upon negative behaviors. The study examined the achievement status of suspended students in the ninth grade over 3 years in a large urban school district in the southeast U. S. The study consisted of a longitudinal analysis of the association between suspension and achievement. Results of the study indicated a marked association between suspension and delays in reading achievement. In addition, its findings indicated an association between suspension and dropout rates. In analyzing this data, Arcia (2006) suggested that schools implement disciplinary strategies that do not remove students from the classroom.

In addition to the work of Mischel (2009) and Arcia (2006), Brown (2007) examined how exclusion was related both to student academic achievement and to student social and emotional well-being. The study found that exclusion leads to a loss of classroom instructional time, thus increasing the likelihood of later failure and retention. Moreover, an analysis of the perceptions of those excluded from instruction indicated that exclusionary practices fostered a distrust of school adults and disciplinary policies, as well as feelings that the staff did not care about the students' well-being. Through survey data and her experiences in the subject school, Brown concluded that schools should commit positively to troubled students by implementing strategies that advance student academic and socioemotional development. In general, schools need to address social and emotional learning in order to help students to learn to better control their behavior. This will potentially lead to a decrease in the number of disciplinary referrals as well as an increase in academic achievement. Or, as Goleman (2005) suggested, "while the everyday substance of emotional literacy classes may look mundane, the outcome— decent human beings—is more critical to our future than ever" (p. 263). Clearly, students need opportunities to develop their social literacy.

Guiding Research Questions

Although little empirical data exist to support the effectiveness of ISS programs, the practice has existed for many years. Furthermore, there is little evidence to support those program models that increase student academic achievement, develop student social learning and reduce recidivism rates for ISS students (Blomberg, 2004).

Effective ISS programs, in conjunction with well-executed social-learning programs, result in increased student learning, increased student self-esteem, and decreased recidivism rates (Christle, Nelson, & Jolivette, 2004); Minnesota Department of Education, 2009; Smith, 2010). The researcher examined the nature of reports on exclusionary programs issued by other state departments of education, school districts, and academic studies. The researcher also reviewed relevant material about the establishment of effective ISS programs. After doing so, the researcher conducted a case study of a specific ISS program, that of R school. Therefore, this research asked the following guiding questions:

- What are the strengths and weaknesses of R school's ISS program based on the characteristics of ISS identified in the literature?

- What opportunities does R School's ISS program offer to its students and teachers to modify behavior?

- How does R School's ISS program need to change in order to address the academic issues and recidivism rates?

On the completion of this study, the researcher developed recommendations for revisions to the current ISS program that can be found later in this section.

Review of the Literature

Review of the relevant literature was accomplished through scholarly database searches, including Academic Search Complete, Education Research Complete, Education: A Sage full-text database, ERIC, Expanded Academic ASAP, Google Scholar, ProQuest Central, PsycINFO, Thoreau, and Walden Dissertations. The search

resulted in a number of journal articles and dissertations on the topics of *achievement*, *alternative education programs*, *authority*, *classroom management*, *discipline*, *emotional intelligence*, *emotional literacy*, *exclusionary practices*, *in-school suspension*, *recidivism*, *referrals*, *social emotional learning*, *social learning*, *social literacy*, *in-school suspension*, and *out-of-school suspension*.

The literature review revealed the existence of ample extant work on school exclusionary practices such as ISS and OSS (Arcia, 2006; Brown, 2007; Hemphill et al., 2006; Iselin, 2010; Massey et al., 2007; Riordan, 2006; Theriot & Dupper, 2010). The literature review conducted in this study will explore the theoretical frameworks related to exclusion as an effective disciplinary procedure, as well as the effect of exclusion upon the academic achievement of ISS students and their recidivism rates. In addition, several researchers have examined the relationship that exists between exclusion practices such as ISS and future disciplinary issues, increased antisocial behaviors, and adjudication in the juvenile justice system (Arcia, 2006; Brown, 2007; Fenning & Rose, 2007). Despite extensive research regarding these suspension programs, little work has been conducted in order to assess the comparative effectiveness of ISS and alternative discipline programs.

Theoretical Framework

A theoretical framework refers to a structure that supports the theory of a given research study (Khan, 2007). Researchers use theoretical frameworks to present a theory that explains why a given problem exists and that serves as the basis for conducting research. According to Sternberger (2001), theoretical frameworks begin as conceptual

frameworks established through in-depth research, and then develop into research-based theoretical frameworks.

To gain a better understanding of the characteristics of R school's ISS program, it was important to understand the theoretical underpinnings of social learning (SL) and emotional intelligence (EI). As early as the 1930s, Thorndike (1936) described the concept of social intelligence as the ability to work and to get along with other people. A few years later, Maslow's (1943) theory of a hierarchy of needs postulated the importance of meeting social needs, and it suggested that if these needs are not met, individuals are not able to reach the stage of self-actualization, at which point individuals are self-aware and concerned with their personal growth. In other words, self-actualized individuals are personally content and are capable of developing positive social relationships. Bandura's (1977) theory of social learning posited that individuals learn behavior through a combination of personal and environmental factors. Individuals are not born with certain innate behaviors, but rather learn them by: (a) observing the behavior of others as well as their own, (b) observing the consequences of these behaviors, and (c) learning to self-regulate their own behavior. Nonetheless, it was through the work of Salovey and Mayer (1990) that psychologists began to accept EI as an important theoretical foundation. The authors defined EI as "the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions" (p. 189). Finally, drawing upon the research of Salovey and Mayer (1990) as well as the earlier research mentioned above, Goleman (1995) proposed that EI might matter more than traditionally understood IQ.

Goleman asserted that EI was significant because of its importance to human skill development, and he claimed that, given proper assistance in developing social abilities, individual lives would be improved, which would consequently lead to safer communities. Thus, if students are not taught how to monitor their own feelings and those of others, while at the same time understanding how to discriminate among these feelings, students will continue to experience situations that result in disciplinary referrals and, ultimately, forms of suspension. Instead, students with sufficient training in EI generally transition to the world of work where a well-developed emotional quotient (EQ) equals success (Bradberry & Greaves, 2009).

Researchers have detailed the efforts that schools generally undertake to address discipline issues (Arcia, 2006; Brown, 2007; Devlin, 2006; Flanagain, 2007). One such effort is the employment of ISS rather than OSS because, unlike out-of-school suspensions, ISS at least keeps students within the school setting (Theriot & Dupper, 2010). This research documents a general preference to keep students in the school environment rather than sending them home. Studies indicate that, "OSS poses risks for students such as drug use, sexual and illegal activity, and academic failure" (Brown, 2007, p. 438), as well as that OSS is correlated with high dropout rates (Minnesota Department of Education, 2010). For these reasons, school administrations assign students to ISS in order to protect them from involvement in illegal activities while they are suspended from school. Lastly, the practice of ISS decreases reported suspension rates. This decreased rate for ISS suspensions is of great significance because of the

NCLB mandate that schools include OSS rates on their School Report Card (Devlin, 2006).

Despite the fact that ISS has been in existence for many years, any exclusion from the classroom is an ineffective and a counterproductive practice that has an adverse impact upon student achievement and does not affect positive changes in recidivism rates (Arcia, 2006; Brown, 2007; Devlin, 2006; Fenning et al., 2007; Hemphill et al., 2006; Iselin, 2010; Tardieu, 2010). In addition to these core concerns, Theriot and Dupper (2010) warned that poorly conceived or implemented ISS programs are additionally problematic. In other words, if ISS programs are not well designed and effectively implemented, the desired outcomes of increasing student academic achievement and improving student behaviors are even slower to come to fruition. In 2009, the Minnesota Department of Education reported that suspension of any student is problematic, meaning that "suspensions have the opposite educational outcome than that intended by school administrators and teachers" (p. 2), including decreased student academic achievement and lower graduation rates. In general, exclusion as an intervention does not modify problematic student behaviors unless schools couple it with the teaching of replacement behaviors. The Connecticut State Department of Education (2010) specified that district policies should consider strategies that teach social skills in order to create positive behaviors and decision-making in students assigned to ISS.

ISS Models

Schools have several ISS models from which to choose. Morris and Howard (2003) identified three central models—punitive, academic, and therapeutic. Each of

these models examines suspension through a different lens and seeks to address the core

problems that originally resulted in the suspension.

Punitive Model

The theoretical foundation of the punitive model is the principle that students

misbehave in order to cause trouble and that punishment or strict rule enforcement will

halt future misbehavior (Boone, 2006; Morris & Howard, 2003). Almost two decades

ago, Short (1988) described the specific characteristics of the punitive model for the

classroom. These characteristics included assigning ISS for a specific period of two to

ten days; restricting talking and restroom use; and requiring that the entire time in ISS is

spent completing class assignments or specifically punitive work, such as picking up

trash or cleaning areas of the school. In addition, Boone (2006) described the punitive

model as one that fosters student isolation and confinement without opportunities for

students to reflect upon their actions and change their behaviors. Morrison and Skiba

(2001) determined that the punitive model does not allow for academic growth and does

not address the problems underlying the original behavior.

Academic Model

The academic model presupposes that discipline problems arise when students

have learning difficulties that discourage them and that with basic skills instruction

student behavior will improve (Morris & Howard, 2003; Sheets, 1986; Sullivan, 1989).

Characteristics of this model include measuring the academic skills of ISS students and

diagnosing these students' learning difficulties. In addition, the academic model assesses

progress towards identified academic goals. Furthermore, the model suggests the

provision of an ISS teacher who is trained in diagnosing learning difficulties and in

teaching basic skills development (Short, 1988).

Therapeutic Model

The therapeutic model encourages ISS teachers to talk with students in ISS about

the causes for their referral and assignment. The primary tenet of the therapeutic model

is that student misbehavior results from a specific problem experienced by the student. It

seeks to help students by developing problem-solving skills that then lead to improved

behavior. In addition, "the goals of this model are student recognition and

acknowledgement of problems, as well as stopping misbehavior" (Morris & Howard,

2003, p. 157). Characteristics of this model include implementing strategies to promote

student self-esteem, as well as interpersonal and problem-solving skills; providing

counseling either individually or within a group; providing peer or reality counseling, as

well as outside referrals; or conducting staff development for teachers and parents, as

well as school- and home-survival training for students. Finally, this model also

identifies and monitors behavior control components during and after completion of the

ISS program (Short, 1988).

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Characteristics of Ineffective ISS Programs

</div>

Decreased Student Achievement

Ineffective ISS programs lack strategies or policies that engage students

academically. Students assigned to ISS lose valuable academic instruction time, which

negatively affects their academic achievement (Smith, 2010). Lower-achieving students

who serve time in ISS exhibit greater gaps in academic achievement than higher

achieving students do, particularly in reading (Arcia, 2006). Most ISS programs comprise a teacher or ISS monitor who supervises the students in a room separate from the rest of the school. These individuals provide ISS students with assignments to complete, which are generally supplied by the referring teacher with limited or no direct instruction or explanation. Students thus miss valuable instructional time and interaction with their classroom teachers and peers. Troyan (2003) questioned the effectiveness of ISS and its impact upon student academic achievement, and documented that many ISS students lose more instructional time than those that were actually expelled.

Indeed, most ISS programs are ineffective. Skiba and Peterson (2000) determined that the practice of ISS was ineffective as a deterrent and unproductive in helping to teach appropriate behavior. The Minnesota Department of Education (2010) also reported that suspension, as an intervention, is inadequate as a means of changing behavior. Similarly, Tardieu (2010) determined in a study of eight middle school students who received ISS that the practice yielded no significant impact upon their behaviors.

Flanagain (2007) sought to examine the negative effects of ISS and discovered that 50% of the students had been previously retained, while 80% expressed no remorse for why they were suspended. The author also noted a correlation between ISS and high recidivism rates. Flanagain concluded that suspension does not substantially change or modify student behavior and suggested the existence of a need for further research to explore strategies to help develop these students' interpersonal skills. While the need to develop these interpersonal skills is paramount, Christle et al. (2004) suggested that academic problems could foster related behavior problems that then perpetuate a failure

cycle. The association between suspensions and lower-achieving students documents such a cycle (Arcia, 2006). Although research indicates that ISS is an ineffective practice and has a negative impact upon achievement, Brown (2007) claimed that it is better to keep students in school or within an alternative setting as opposed to send them away from school.

Lower-achieving students are more likely to receive disciplinary referrals than higher-achieving students, thus increasing the likelihood of their being suspended (Arcia, 2006; Cauley & Javonavich, 2006). Most students with disciplinary infractions are underperforming academically; ISS or OSS thus has the potential to further decrease academic achievement. Studies conducted by Christle et al. (2004), Fenning and Rose (2007), Garcia and Warren (2009), Gregory and Mosely (2004), and C. Smith (2010) detail the negative relationship between suspension and achievement rates as measured by standardized tests in reading and math. Likewise, Troyan (2003) reported that students in ISS scored lower than other students on achievement tests, as well as that their passage rate was substantially lower than that of other students.

Such continued low achievement has become a greater issue because of the mandates contained within NCLB. In addition to the pressure to increase student performance, school leaders must also provide a safe environment for students and their faculties (Devlin, 2006). As a result, administrators continue to investigate programs and strategies that potentially increase positive student behaviors and achievement (Flanagain, 2007). For these reasons, administrators have begun to review their ISS policies.

High Recidivism Rates

In addition to their potential negative effect upon student academic achievement, ineffective ISS programs fail to decrease the recidivism rates of participating students. As noted earlier, recidivism is the tendency to lapse into a previous behavior (USLegal.com, 2011), or, in this particular case, the continual referral of individual students to ISS. As early as 1981, Mendez and Sanders determined that ISS assignments did not improve recidivism or attendance rates. Early studies determined that high rates of recidivism accompanied ISS programs (Costenbader & Markson, 1994; Morrison, Anthony, & Storino, 2001), while more recently, Christle et al. (2004) found that, of all students referred to ISS, 52% were referred more than once. Devlin (2006) determined that more than 50% of the students in her study had been previously referred, and suggested that schools have not been able to lower their ISS recidivism rates because of the punitive nature of the model. The Minnesota Department of Education (2010) reported that their recidivism rates ranged from 35% to 45% among referred students.

In their longitudinal study, Boroughs et al. (2005) explained that recidivism may be related to traditional disciplinary approaches that do not change student behavior over time. Troyan (2003) reported that, for many rebellious students, ISS becomes a regular part of the school day, and that while these students do complete handouts, they are not actively engaged in other instruction. Although these students attended the ISS setting, they did not receive direct classroom instruction, they were still required to take the same state exams as other students. Certainly, these examples demonstrate that such practices could potentially compromise student learning.

Failure to Address Social Emotional Learning

Ineffective ISS programs fail to address students' social emotional learning.

Theorists like Bandura (1977) have posited the importance of social learning or

emotional intelligence for student academic achievement. Bandura theorized that human

behavior is a continuous reciprocal interaction between intelligence, emotions, and the

environment. Human beings are not born with certain behaviors; rather they learn these

behaviors. People learn behaviors and attitudes through a combination of factors. Some

of these factors occur through personal observation and observation of others. In

addition, human beings learn by the consequences of behavior and the experience of self-

control. Bandura concluded, "people develop hypotheses about which responses are

most appropriate in which settings" (1977, p. 17). Many students have difficulty self-

monitoring their behavior (e.g., making appropriate choices regarding their behaviors).

As a result of this difficulty in monitoring their own behaviors, these students are often

referred to ISS, and are thus at risk of low academic and emotional achievement.

Researchers have indicated the importance of developing students' social

emotional learning (SEL) in addition to their academic skills (Cummings, n.d.; Delisio,

2008; Maxwell, 2007; Morris & Howard, 2003; Sanders, 2001). The Collaborative for

Academic, Social, and, Emotional Learning (CASEL) defines social emotional learning

as "the skills we all need to handle ourselves, our relationships, and our work, effectively

and ethically" (CASEL, 2011, para. 1). As noted earlier, SEL curricula seek to promote

emotional learning that creates responsible, confident, and influential individuals (White,

& Horan, 2009). Deangelis (2010) reported that many professionals were attempting to

reduce the antisocial behaviors of their students in the sixth through twelfth grades

through the implementation of SEL curricula, and researchers have linked SEL programs

to improved student behavior, a decrease in discipline referrals, and improved academic

achievement (Cherniss et al., 2006; Elias & Arnold, 2006; Rimm-Kauffman & Sawyer,

2004).

Nevertheless, Roffey (2010) shared that, "although there is a growing body of

research into the field of social literacy, a term used to describe the acquisition of SEL

skills, there is much debate regarding what it means and includes" (p. 156). Roffey also

determined that there are many differing views about the content and pedagogy of SEL

programs. As such, the concern is about how to effectively embed these programs into

curricula in order to best affect student behavior and thus reduce the number of students

referred to ISS. Nonetheless, various researchers identified the importance of SEL

(Carlson, 2007; Elias & Arnold, 2006; Imig, 2007; Patti, 2006, as cited in Hoffman,

2009). Additionally, other researchers also determined that effective ISS programs

should include strategies such as reflection and counseling in order to address EI and

social emotional learning (Dickinson & Miller, 2006; Massey, Boroughs & Armstrong,

2007; Theriot, Craun & Dupper, 2009).

Various state departments of education have indicated the importance of

addressing students' social literacy. The Illinois State Board of Education ([ISBE], 2004)

introduced state standards to address student social learning. The primary goals of these

SEL standards are to "develop self-awareness and self-management skills, to achieve

school and life success; use social-awareness and interpersonal skills to establish and

maintain positive relationships; demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts" (Illinois State Board of Education, n.d., para. 3). In addition, the Connecticut State Department of Education (2010) specified that school districts consider "teaching social skills, positive behavior, and improved decision making" (p. 14). Reviews of the CASEL website revealed that only Illinois has "free-standing comprehensive SEL standards at the K-12 level," while seven other states are drafting SEL standards (CASEL, 2011). Currently, the state department of education within which R school operates only has SEL standards for children aged three to five, with some SEL goals and benchmarks integrated within the state's academic standards (CASEL, 2011).

Characteristics of Effective ISS Programs

Although little empirical data exist to substantiate the effectiveness of ISS programs, various researchers (Delisio, 2008; Dickinson & Miller, 2006; Hrabak & Settles, 2006) have identified several common characteristics among effective ISS programs. These programs recognized the importance of the ISS teacher, provided counseling for the students involved, helped them to develop social learning skills, detailed clear expectations of the program, and evaluated their results in order to determine their programs' successes (with data such as decreased referral and recidivism rates). Schools such as A. Crawford Mosely High School in Lynn Haven, Florida and Flacon Middle School in Peyton, Colorado have implemented effective ISS programs, as have districts such as Baltimore and the Leon County Schools of Tallahassee, Florida. These ISS programs improved student behavior and academic achievement, and they

increased classroom attendance, using all or just some of the aforementioned components (Delisio, 2008; Maxwell, 2007). To repeat, the literature has shown that effective ISS programs: (1) provide certified or highly trained teachers; (2) offer student counseling; (3) include strategies to develop social learning skills; (4) provide detailed expectations; and (5) evaluate and assess the ISS program.

Certified or Highly Trained ISS Teachers

The ISS teacher holds the greatest potential to modify student behavior (, Delisio, 2008). Schools with successful ISS programs dedicated a staff position to the program rather than rotating staff members. In addition, the administration provided professional development in order to identify the ISS program's mission, goals, policies, procedures, and expectations (Vanderslice, 1999). Researchers agreed that the individual who assumes the role as supervisor of the ISS program must be a certified counselor or special education staff member (Delisio, 2008; Dickinson & Miller, 2006; Leon County Schools, n.d.). Because students with discipline problems have difficulty with faculty and staff, effective programs helped to develop teachers who were successful in assuming a mentoring role with their students. As a mentor, the ISS teacher needed to be empathetic, firm, and consistent with school discipline (Gootman, 1998). In other words, the ISS teacher should personally connect with and encourage his or her students, while at the same time adhering to ISS procedures and policies (Vanderslice, 1999).

Provide Counseling

Another characteristic of effective ISS programs is the provision of counseling for assigned students. Researchers agreed that, in addition to the academic support supplied

by the ISS teacher, students with behavior problems needed further counseling to explore

the causes of their disciplinary problems (Delisio, 2008; Morris & Howard, 2003). In

addition, Richardson (2009) determined that counseling positively affected students' self-

image within the community. Thus, if counseling is not available to assist students in

strategies to monitor their own feelings and those of others, they continue to struggle with

their behavior and self-image (Morris & Howard; Richardson, 2009).

Various ISS counseling models exist. In Sanders's pilot program (2001), students

reported to their assigned counselor to discuss goals and objectives and to develop a

behavior plan before reporting to the ISS room. Habrak and Settles (2006) recommended

an individual counseling process in which students reflected on their behavior through the

completion of worksheet questions. These questions, which students completed with the

assistance of their counselors, guided students in understanding the choices they made as

well as thinking through other choices or decisions they might have explored. In some

programs, students received group counseling. Hochman and Worner (1987) determined

that group counseling improved student behavior and helped students to take

responsibility for their actions. These researchers determined that students involved in an

ISS program without the support of counseling were 13 times more likely to return to

ISS.

Develop Social Learning Skills

Effective ISS programs included a component to help develop students' social

and emotional learning as a means to promote positive student behavior and self-image,

as well as to increase student academic achievement and reduce their rates of recidivism.

In various studies, researchers have determined the significance of developing students'

SEL in addition to their academic skills (Cummings, 2009; Delisio, 2008; Maxwell,

2007; Morris & Howard, 2003; Sanders, 2001).

As previously mentioned, Roffey (2010) offered that, even though there is a

growing body of research into the field of social literacy, , there is much debate regarding

the topic.. Nonetheless, researchers (Carlson, 2007; Elias & Arnold, 2006; Imig, 2007;

Patti, 2006, as cited in Hoffman, 2009) identified the importance of SEL in education.

Additionally, other researchers (Dickinson & Miller, 2006; Hrabak & Settles, 2006;

Massey, Boroughs & Armstrong, 2007; Theriot, Craun & Dupper, 2009) also determined

that effective ISS programs must include strategies such as reflection and counseling to

address EI and SEL.

In the early 1990s, researchers (Elias, 1992; Elias & Weissberg, 1992; Greenberg

& Kusche, 1995; Lantieri, 1990; O'Donnell, et. al., 1992) began to study SEL in order to

determine its effects upon student behavior and academic achievement. First, the

National Center for Resolving Conflict Creatively evaluated New York City schools after

a 2-year implementation of a conflict resolution study. Lantieri (1990) reported that the

intervention program resulted in less violence, a more caring atmosphere, more

willingness to cooperate, more empathy, and improved student communication skills. In

1992, Weissberg and Elias reported similar results from their study of New Haven public

schools by means of observations and student and teacher reports that were compared to a

control group. They determined that students from the New Haven Social Competence

Promotion Program improved their problem-solving skills and behavior. They also

enjoyed greater participation with their peers and exhibited better impulse control and a better ability to cope with anxiety. In a study of Seattle elementary and middle schools, O'Donnell et al. (1994) determined that through a long term prevention program, students exhibited positive indicators such as less drug-use initiation, less delinquency, and better scores on standardized achievement tests. The program also resulted in fewer suspensions and expulsions among low-achieving students. The following year, in 1995, Greenberg and Kusche reviewed the effects of PATHS, an emotional competence program in Seattle. The study's results indicated that students from the treatment group improved their social cognitive skills and exhibited better self-control and effective conflict resolution in comparison to a control group. Moreover, these students reported decreased sadness, depression, anxiety, and withdrawal. Their teachers also reported more positive classroom atmospheres and an increase in students thinking before acting.

More recently, Skiba and Peterson (2003) detailed results of a first-year implementation of an intervention (Safe and Responsive Schools) with the purpose of teaching discipline as instruction. The program involved students, teachers, and parents, and the study's results indicated that an instructional approach to school discipline held the potential to assist students with the development of positive coping behaviors just as much as the use of effective instructional strategies. Jones, Brown, and Aber (2011) reported the results of their 2-year study of a school-based, social-emotional and literacy intervention. The study involved students (N = 1,184) and teachers (N = 146) from inner-city schools in New York City. The researchers determined that the integrated, social-emotional literacy program promoted positive development in both the social-

emotional and academic domains. Clearly, the research and data support that schools

help develop student social literacy by implementing ISS programs that include a

component to teach social emotional learning strategies.

Detail Expectations

Effective ISS programs clearly detailed the program's expectations to students.

These expectations included ISS policies and procedures such as seating, asking for help,

talking, sleeping, taking lunch, and completing class assignments (Morris & Howard,

2003; Vanderslice, 1999). Jim Lawson, an ISS teacher with Bay District Schools in

Lynne Haven, Florida, spent 20 minutes with each new ISS student in order to

communicate the "rules, benefits, and consequences of the program" (Delisio, 2008, para.

18). In addition, Delisio reported the importance of communicating the rules and

regulations of the ISS room as well as consistently following them. The author suggested

that if this is not done students might receive mixed-messages. As Hrabak and Settles

(2006) stated, "No one can be expected to follow rules when they are not clearly laid out

and consistently followed" (para. 5). In a model piloted by Sanders (2001), students

received a written copy of the rules, procedures, and expectations of the program, and the

teacher reviewed this material with them. As in any classroom, when students

understand policies and procedures, teachers are able to keep disruptions to a minimum.

Finally, a clear explanation of expectations decreases student excuses for not

understanding the overall process and makes them more accountable for their own

successes or failures (Delisio, 2008).

In addition to detailed expectations regarding student behavior, effective ISS programs included assignment accountability (Delisio, 2008; Sanders, 2001; Vanderslice, 1999). Students involved in these programs were required to complete all their assignments before leaving ISS. However, in some cases—just as in Howard's (2003) model (Morris & Howard, 2003)—when students were not able to complete all of their assignments, a calendar was created to help them plan for methods of completion. The ISS program at A. Crawford Mosely High School went further by grading students in different areas of behavior; if violations occurred, these students lost points from their completed assignment grades (Delisio, 2008, para. 15). Using a therapeutic model, Sanders' (2001) students completed their academic assignments with the teacher's supervision; for those who remained on task and completed their assignments, the teacher awarded progress points. In conclusion, detailed expectations for behavior and assignment accountability have the potential to increase student academic achievement and foster positive behaviors.

Evaluate and Assess

School administrators must make data-driven decisions regarding their curriculum and administrative policies (Lachat, Williams & Smith, 2006; Luján, 2010). As such, evaluations and assessments of school programs should occur in order to determine their success in meeting program goals and objectives, even within ISS programs. Many researchers agree that effective ISS programs evaluated their results (Delisio, 2008; Dickinson & Miller, 2006; Sanders, 2001; Vanderslice, 1999). Effective ISS programs measured student behavioral change over time to determine if the program its goals

(Vanderslice, 1999). Dickinson and Miller (2006) advised principals to "evaluate their programs, and be certain that instruction and other elements are on par with the school's more typical classrooms" (p. 81). Cummings (2009) offered a framework for ISS data collection and evaluation that suggested quarterly evaluations for determining the efficacy of the program of his school's ISS program. In addition, Lawson (as cited in Delisio, 2008), suggested that every program should have a method for evaluating students and that ineffective ISS programs lack this component. To determine their program's success, Leon County Schools required an evaluation process that measured and analyzed data for behavioral changes, referral numbers, and suspension rates (Leon County Schools, n.d.).

Implications

To summarize, extensive research details the significance of including the components of counseling and SEL in ISS programs in order for them to be effective (Dickinson & Miller, 2006; Massey, Boroughs & Armstrong, 2007; Minnesota Department of Education, 2009; Theriot, Craun & Dupper, 2009). Furthermore, the research advised placing professionals as ISS teachers, that the ISS teacher provide clear expectations to students, and that schools evaluate the results of their ISS programs. Thus, possible conclusions of the case study based upon anticipated findings of the data collection and analysis might be: (a) a reduction in the number of discipline referrals, (b) a decreased recidivism rate, (c) an increase in student academic achievement, and (d) decreased ISS suspensions.

While R school might lack the funding for a certified ISS teacher, the school could explore the implementation of a SEL component as well as conduct an evaluation of the ISS program to determine whether the current ISS teacher provides detailed program expectations. In addition, a case study could investigate student accountability for task completion and help to determine whether the ISS program positively affected student behavior over time. Moreover, R school could combine a SEL program with the general curriculum as a means to positively affect overall student behavior and academic achievement, as well as reduce the ISS-specific recidivism rate. CASEL (2011) reported that, "in a recent meta-analysis of 213 evaluation studies of SEL programs for children preschool to high school SEL, participating schools saw a 44% decrease in suspensions, and a 27% decrease in other disciplinary actions" (para. 2). Students who effectively master social-emotional competencies experience greater well-being and better academic performance (Gordon, et al. 2011). If R school adopts and implements a similar program, both the students and the greater school would experience positive changes. Ultimately, the community within which such positive school change occurred would also experience positive social changes, such as a higher graduation rate, decreased antisocial behaviors, and more well-adjusted citizens (Goleman, 2005; Hemphill et al., 2006; Iselin, 2010).

Completing a case study of R school's ISS program can provide the school and its district with invaluable information regarding the program's effect upon student achievement, behavior, and recidivism. In addition, this case study can elucidate the day-to-day practices of the ISS program and suggest the adoption of those characteristics that the literature has identified as effective within ISS programs more generally. Without

such a study, there exists the risk of an increased number of referrals and suspensions and

an unchanged recidivism rate, in addition to negatively effects on student academic

achievement.

Summary

Since the passage of the NCLB in 2001, U.S. educational policies have received

great scrutiny. NCLB provided parents and students more choices and offered greater

flexibility for states, school districts, and schools as far as deciding how available

governmental funds are used to improve accountability (U.S. Department of Education,

2002). The legislation also resulted in pressures of increased accountability in terms of

the improvement education for all students. Subsequent to the passage of NCLB, school

leaders have had to choose practices, both instructional and administrative, that might

yield improvement for their students.

NCLB requirements have led to particular challenges surrounding one subgroup

of students—underperforming pupils with discipline problems. Due to the negative

consequences of OSS, such as student alienation and decreased academic achievement,

and the stigma attached to the school's report card, administrators increasingly rely on

ISS programs as a disciplining measure for underperforming students with discipline

problems (Devlin, 2006). In most ISS settings, the administration excludes ISS students

from the general school population while failing to offer direct instruction and engaging

learning strategies. Researchers have reported that the aforementioned practices have a

negative effect upon student achievement, including decreased reading comprehension

scores and lower passage rates for state tests (Arcia, 2006; Flanigain, 2007; Gladden,

2002, Troyan, 2003). Programs such as these fail to address the root of these students'

problems. Schools and educators need to focus on helping students to understand the

consequences of their behaviors. For example, Brown (2007) suggests that "school

exclusion, in and of itself, offers students no help in addressing the behaviors that got

them into trouble" (p. 433). Certainly, schools need programs to help develop student

social learning.

This literature review detailed how exclusionary practices such as ISS affect

student achievement and recidivism rates. The review also revealed the effective and

ineffective characteristics of ISS programs. A case study of R school's ISS program held

the potential to assist the school in gaining insight into the phenomena of their current

ISS program. Based upon the results of such a case study, the researcher wrote a white

paper that documented the study's findings as well as put forth recommendations for

revising the school's current ISS model.

Section 2 of this doctoral study focuses on the study's methodology, including the

research design and approach, setting, sample, data collection and analysis, assumptions,

limitations, scope, delimitations, and the rights of its participants. I then describe the

project study in Section 3; Section 4 focuses on reflections and conclusions.

Section 2: Methodology

Introduction

The purpose of this study was to investigate the effective and ineffective characteristics of R school's ISS program and to compare them to the characteristics of other ISS programs as identified in the literature review. In addition, I sought to gain a deeper understanding of how this specific ISS program affected student achievement and the school's the recidivism rate, how the program addressed students' social learning, and how the ISS teacher interacted with students and teachers. For these reasons, the guiding questions for this research were as follows:

- What are the strengths and weaknesses of R school's ISS program?

- How do these strengths and weaknesses affect student academic achievement?

- What opportunities does the program offer students and teachers to modify student behavior?

- What revisions does R School need to make to its ISS program?

This chapter details the qualitative case study design that I implemented in order to examine R School's ISS program. The approach created the opportunity for the study to contribute to broader knowledge of in-house exclusionary programs such as ISS, as well as discover specific knowledge about the program's effect on student academic achievement and recidivism rates. This section discusses the study's design, sampling procedure, data collection, and analysis methods, as well as its plan for protection of participants' rights and confidentiality.

Research Design and Approach

  The basic research design for this project was an intrinsic case study featuring the particularistic approach. This is because I am a member of R school and involved in its everyday practices. Intrinsic cases studies are undertaken because the case itself holds interest, no matter how ordinary it may seem. Like other researchers, interested in studying a complex issue within a real-life context, I chose the case study design to investigate the phenomena of the ISS program (Hancock & Algozzine, 2006; Merriam, 2009). Using this study design allowed me to conduct an investigation within the context of the school and bounded by specific time restraints (namely, two quarters from the 2010/2011 school year) (Creswell, 2008, Glesne, 2011; Lodico, Spaulding & Voegtle, 2010; Merriam, 2009). In general, using data collected from questionnaires, face-to-face open-ended interviews, observations, and archival data, this study sought to investigate how R school's current ISS program serves the school's students and teachers. These research methodologies provided data triangulation that offered a rich detail of phenomena such as the academic achievement for ISS students, the school's recidivism rate, and students' SEL as evidenced by additional counseling or the lack thereof.

  Although case study methodology was the chosen design for the project, I considered other approaches. These study designs included quantitative methods of descriptive research, causal-comparative research, and correlational research. I chose to reject these quantitative methods because the chosen method itself provided a deeper understanding of the experiences that the ISS program offered its teachers and students. In addition, I considered other qualitative approaches. These methods included

ethnographic, grounded theory, and phenomenological designs; mixed-methods research; and action research (Creswell, 2008; Lodico et al., 2010; McNabb, 2001; Schensul, 2005). Because the research focus of the project was a single school's ISS program, case study design offered the most practical and systematic approach because it involved the in-depth examination of a single case (Creswell, 2008, Lodico, Spaulding, & Voegtle, 2010) as well as a description of the program and its characteristics that utilized the actual words of its participants (Yin, 2009).

Participants

Participants for this study consisted of R school's teachers, whose students were referred to ISS at least once during the study period; the two administrators who assigned students to ISS; and the ISS monitor. R school is a traditional suburban high school in the southeastern United States with a 2010 enrollment of 1,610 students. Of these students, 73% were European American, 12% African American, 9% Hispanic American, 4% Asian American, and 2% Hawaiian Pacific Islander (R school portfolio, 2010). The school employed 89 teachers, four administrators, and 11 support staff to serve these students.

Procedure for Gaining Access to Participants

Gaining access to the setting was relatively easy as I am a member of R school's faculty. Although I discussed the proposed study with the school's principal during the 2010/2011 school year, I learned that the Department of Research and Accountability would also have to approve the study. For this reason, I completed the district's research agreement. This agreement detailed the proposed study, its voluntary nature, and the

potential benefits and risks to its participants. Moreover, I submitted a copy of the

questionnaires, interview questions, and consent forms to the district. Approval from the

district was received on October 11, 2011 and is on file (Appendix A). On receipt of

approval by the Walden University Institutional Review Board (# 12-23-11-0022036), R

school's principal granted me permission to begin the study as previously described.

Because of my position within R school, established relationships of friendship

and trust existed between the participants and me. This enabled a smooth process for the

distribution and collection of open-ended questionnaires. Participants received the

questionnaires at the faculty meeting, in which I first described my study, and

instructions to anonymously answer and return these questionnaires to an identified

envelope in the school mailroom. I also asked teachers to volunteer for interviews during

the faculty meeting. Once I had the opportunity to review the list of those faculty

members who volunteered for an interview, I created my sample using purposeful

sampling and then scheduled the interviews at times that were convenient for the

participants.

Ethics

The study followed procedures and ethical guidelines for the protection of all

participants, as set forth by the National Institute of Health and Walden University's IRB.

In addition, measures such as member checking and the use of a peer debriefer (with a

signed confidentiality agreement on file) ensured the accuracy of the study. I did not

collect any data until I received IRB approval from Walden University. After data

collection and before analysis, I secured questionnaires, transcription files, field notes,

consent agreements, and ISS attendance logs in a locked file cabinet at my home, and this cabinet remained inaccessible to school personnel.

To protect the confidentiality of interview participants, personal information was kept confidential using a coding system. The coding schemas were: M = 1 and F = 2 for gender; African American = 1, European American = 2, and Hispanic American = 3 for ethnicity; and WL = World Languages, FA = Fine Arts, PE = Physical Education, SS = Social Studies, E = English Language Arts, M = Mathematics, BA = Business Applications, and A = Administration for departmental identification. For example, "E21" represented a female, African American teacher in the department of English Language Arts and "A11" represented a male, European American assistant principal, while "ISS" represented the ISS monitor. Questionnaires were each assigned a number as they were returned. Finally, observations of the ISS room were coded with the observation date (e.g., "1152012"). This coding ensured the privacy and confidentiality of the participants.

I explained participants' rights and the consent process during the introduction to the study at the faculty meeting. I then reviewed the issue of participant rights with each interviewee prior to his or her interview. Furthermore, I told interview participants that they would receive a copy of their transcripts and a brief summary of my findings upon completion of the study. I plan to keep all information locked in a file cabinet at my home for a period of five years. After such time, I will destroy the data.

Data Collection

Description and Justification

To ensure teacher and administrative participation, I invited the faculty, with my district's and my principal's approval, to participate in the study at a regularly scheduled faculty meeting that occurred on January 4, 2012. The criterion for teacher participation was that each participant had at least one student assigned to ISS during the study period, second and third quarters from the 2010/2011 school year. At the faculty meeting, I provided the questionnaires, and requisite consent forms, an explanation of the issues of informed consent and participant rights. I also invited teachers and administrators to participate in face-to-face interviews. The faculty then received direction to answer the questionnaires anonymously and to complete the consent forms and return them to the marked envelope in the mailroom. I sought to receive responses from 50% (N = 48) of the faculty, 50% (N = 2) of the administrators, and the ISS monitor (N = 1).

The data for this case study came from participant experience via open-ended questionnaires, semi-structured face-to-face interviews, and observations of the ISS room, as well as from archived ISS attendance logs and final grade reports. Data collection occurred through the return of the questionnaires (Appendices B-D), the completion of face-to-face interviews (Appendices E-G), ISS room observations (Appendix H), and document analysis. The pool of possible participants consisted of 89 teachers, 4 administrators, and 1 ISS monitor. Each attendee at the faculty meeting received a questionnaire, consent form, and a request for participation in a face-to-face interview. For those who were not in attendance (this group included the ISS monitor

and two administrators), I placed the questionnaires and consent forms in their mailboxes

with an introduction to the study and a request for an interview. These questionnaires

consisted of open-ended questions that enabled respondents to share their information

anonymously.

Open-ended questionnaires allow researchers to identify "information that

supports theories and concepts in the literature" (Creswell, 2008, p. 228). In open-ended

questionnaires, participants provide answers to questions requiring more than a "yes or

no" response. These questions neither constrain nor limit the participants' responses, and

this enables them to offer responses from within their cultural and social experiences

rather than solely through the researcher's own experiences. Questionnaire data provide

direct quotations that can reveal the participant's emotions, thoughts, experiences, and

perceptions (Labuschagne, 2003). By allowing participants to direct their own responses,

open-ended questionnaires create possibilities for discovering unsuspected results and

challenging assumptions (Hannan, 2007). I used open-ended questions in order to allow

participants to shape their responses. In addition, open-ended questionnaires provide

greater depth to research than do close-ended questions (Lodico et al., 2008). Open-

ended questions can provide rich, thick descriptions that hold the potential to clarify the

understandings and experiences of study participants (Yin, 2009).

This strategy of data collection provided me with a tool to define important issues

surrounding the ISS program and to uncover its strengths and weaknesses. The

questionnaire's open-ended questions were developed in order to address the study's

guiding research questions. I chose to field-test the questionnaires at R school's feeder

middle school. The two schools possess similar demographics, and a previous

administrator from R school now serves as principal at the middle school. Five teachers,

one administrator, and the ISS monitor at the middle school completed questionnaires.

After field-testing the questionnaire, I revised the forms according to the input of these

test participants. In general, their contributions reflected formatting issues rather than

content problems. One participant stated, for example, "you might use a larger font, and

provide more space for answers." In an attempt to address the guiding research

questions, all questions reflected salient themes gleaned from the review of literature.

For the face-to-face, 45-minute, audiotaped interviews, I invited the participation

of those teachers who had at least one student assigned to ISS during the study period

during the second and third quarters of the 2010/2011 school year, I also assigned the

school's administrators and the ISS monitor to participate. From the group of those who

agreed to be interviewed, I then purposely created a sample (N = 11) of 10% of the

faculty that reflected the overall faculty composite. For example, in gender (6 males, 5

females), ethnicity (9 European American, 2 African American), teaching assignment (all

disciplines represented), and experience (novice to 33 years), in addition to its

administrators (N = 2) and the sole ISS monitor.

An interview protocol and checklist guided these face-to-face interviews

(Appendix I). I used the interview to gather information that the questionnaires might not

have elicited. Researchers use interviews as a means of capturing participants' answers

to questions as well as their more freestanding reflections. Lodico, Spaulding, & Voegtle

(2010) reported that interview protocols should include a brief overview with an

explanation of the research, a method for participant identification, and a list of interview

questions. Lodico et al. identified three forms of interviews: structured, semi-structured,

and nonstructured. In structured interviews, researchers script the interviews with no

deviation from a set of prepared questions; semi-structured interviews allow for some

deviation from a given list of questions. The authors also suggest that in semi-structured

interviews the researcher may ask additional questions that arise from participants'

responses. Finally, as the authors describe, non-structured interviews are "conversation-

like and allow for more flexibility" (Lodico et al., p. 124). For this study, I used the

semi-structured interview protocol. With a semi-structured protocol, I was able to be

flexible in probing the participants for additional responses. Finally, I took field notes

during each interview that I later compared and contrasted to the transcriptions.

Homogenous sampling was appropriate for the study as it is the procedure most

often used with qualitative methodology (Lodico, Spaulding, & Voegtle, 2010). In this

case, homogeneous sampling was further used because there was little variability among

the population of administrators, teachers, and the ISS monitor who had an association

with R school's ISS program. Such sampling usually yields a smaller sample size

(University of Florida Extension, 2009), and this was true for this study as well.

In addition to questionnaires and interviews, I gathered student archival data.

Archival data consists of data collected by educators or educational institutions. It reveals

much information about a school (Lodico et al., 2010). These data include meeting

minutes, report cards, attendance records, discipline records, teacher lesson plans, letters

from parents, written evaluations, and written logs and guidebooks of programs.

Generally collected prior to the studies in question, archival data resides at the local

school, and its availability is incumbent with the school district's consent (Lodico et al.,

2010). Researchers often combine several different sources of archival data in a single

study. The archival data used in this case study consisted of the ISS attendance log for

those students assigned to ISS as well as these students' final grade reports. From this

document, I analyzed second and third quarter ISS attendance during the 2010/2011

school year. I also reviewed this data in order to determine a composite by gender,

ethnicity, and number of assignments to ISS. The latter figure yielded the recidivism

rate. To determine academic achievement for this sample, I verified the ISS students'

2010–2011 final grade report in order to calculate a course pass/fail percentage rate.

The research involved initial data collection from the open-ended questionnaires

because I could enter this data as it was returned. Upon the receipt of consent forms from

those who volunteered for face-to-face interviews, I created my previously described

interviewee sample. After I completed all of the interviews, I delivered the audiotapes to

my transcriptionist. ISS room observations and my review of archival data occurred

simultaneously, as my schedule allowed.

Role of the Researcher

Access to archival data and participants occurred through meeting with my

principal, the school's ISS Monitor, and a guidance counselor. Prior relationships with

these participants existed because of my current employment as a teacher at R school.

The term "researcher participation" refers to the degree of researcher involvement in data

collection (Lodico et al., 2010). There are several degrees of researcher participation.

These include complete participant, participant as observer, observer as a participant, and complete observer (Lodico et al., 2010). A complete participant is a researcher who is a member of the studied group and is observing without the knowledge of other group members. Participant as observer indicates that the researcher is an active member of the group and observes with the other group members' full knowledge and awareness. Observer as participant indicates that the researcher, although a group member, remains removed from the proceedings and does not to participate in the groups' activities. Finally, a complete observer strictly observes and is not a member of the group. Thus, for this study, I assumed the role of participant as observer.

I was able to secure a trusting and comfortable relationship with study participants because of my employment within the school. This also allowed for direct observation of the ISS room. Since I was a member of the teaching staff, my presence did not interrupt or distract the ISS students' activities. Using my observational protocol (Appendix G), I kept anecdotal notes about the behaviors of the ISS teacher and students, paying particular attention to the interaction between the two sets of behaviors. Since I was a colleague of the participants, data collection was easy to conduct, and the interviews were relaxed. I restated the confidentiality of the study to all participants, but I wanted the ISS monitor to understand fully that my study was not in any way to evaluate her performance. I wanted to make certain that she was not distressed or threatened by the conduct of the study. Neither the participants nor I experienced any discomfort while I collected the data. I distributed questionnaires and consent forms to those at the faculty meeting on January 4, 2012. For those absent from the meeting, I placed questionnaires

and consent forms in their respective mailboxes. The interviews took place at various

conference rooms that offered privacy and quiet. Because the school is multi-level in

construction, there were several conference rooms for use. The conference rooms were

simple yet comfortable with subdued lighting and lockable doors. For each interview, I

posted a "Do Not Disturb" note on the door in order to avoid disruptions. I also provided

participants with bottled water and candies. The peer debriefing sessions occurred away

from the school at my home where there was even more privacy and fewer distractions.

In an effort to avoid researcher bias and ensure the accuracy of the data,

confirmation of my findings occurred through data triangulation. Various researchers

recommend triangulation as a method of ensuring the accuracy of findings from multiple

sources (Creswell, 2008; Lodico, Spaulding, & Voegtle, 2010; Merriam, 2009). As

defined by Merriam (2009), triangulation consists of "cross-checking data collected from

observations, interviews, or questionnaires from participants holding different

perspectives" (p. 216). This study employed data triangulation by axial and open-coding

data from questionnaires, interviews, and observations. In addition, to further address the

study's guiding research questions, I reviewed archival data from the ISS attendance log

and students' final grade reports. From the questionnaires, interviews, and observations,

codes and themes emerged that developed into similar categories. I then aligned these

categories to the research questions. Finally, after analyzing the findings, I conducted

member checking and peer debriefing.

Member checking is a process whereby the researcher verifies the accuracy of the

study's findings by asking one or more participants to review them (Creswell, 2008).

Member checks also ensure that researcher bias does not influence the representation of the participants' perspectives (Lodico et al., 2010). I completed this process after initial coding of the questionnaires and interviews. Interview transcripts, coupled with information from the questionnaires, were shared with a sample of participants each of whom agreed to participate in member checks; this was accomplished during the consent process prior to the interview process.

Peer debriefing refers to the process in which a colleague examines the transcriptions or field notes and questions the assumptions and findings contained therein, thereby challenging the researcher to revisit his or her data and consider alternatives (Lodico et al., 2010). This colleague is generally someone familiar with the research or phenomena under study (Creswell & Miller, 2000). An esteemed and trusted colleague with 14 years of teaching experience and a background in accounting served as my peer debriefer. During meetings with this peer debriefer, I sought to confirm the accuracy of my interpretation and general conclusions of the study. Meetings began by my sharing the study's progress; they then transitioned to a period in which my peer debriefer raised questions and challenged me to support my findings. Although the questions posed did not result in changes to the process or to the findings themselves, they did aid me in understanding how and why these data were interpreted as they were. The peer debriefer often assisted me in examining through another lens my assumptions and conclusions.

Data Analysis

After gathering data from the ISS attendance log, student grade reports, questionnaires, interviews, and observations, I cleaned these data by putting them into

common formats (Thomas, 2006). The two formats chosen for this study were spreadsheets and text files.

Data analysis occurred concurrently to data collection and was completed by open-coding data for emerging themes. Coding, as defined by Creswell (2008), is "a qualitative research process in which the researcher makes sense out of text data, divides it into text or image segments, labels the segments, examines codes for overlap and redundancy, and collapses these codes into themes" (p. 637). Coding identifies different segments of data that describe related phenomena, and then labels those phenomena by category names (Lodico, Spaulding, & Voegtle, 2010). Lodico et al. (2010) state, "Coding is an inductive process of data analysis that involves examining many small pieces of information and abstracting a connection between them" (p. 305). Alternatively, as Auerbach & Silverstein (2003) offer, coding is a method for organizing text and discovering patterns within it.

I followed the coding strategy suggested by Creswell (2009), which offered a systematic process that included the following steps:

- Organizing and preparing the data for analysis to include transcribing interviews and sorting data into different types;

- Reading through all the data to get a general sense of it;

- Beginning detailed analyses through coding by starting with one document at a time and using very descriptive identifiers;

- Using the coding process to generate a description of the setting, participants, categories, and themes;

- Determining how description and themes will be represented in the
  qualitative narrative and;

- Interpreting and finding meaning in the data.

This process helps to organize and clarify data. Coding data during data collection also helps to identify further data that might be needed. The coding process for this research began with coding emergent themes that participants provided in their questionnaires and interviews, and those themes that came from field notes taken during observations. This data provided the opportunity to identify similar and contrasting themes among the various responses.

First, I conducted an analysis of the open-ended questionnaires by separating the responses of the teachers, administrators, and ISS monitor. I read and reread each question several times in order to identify codes and themes. The emergent themes from the questionnaires provided points of comparison to those themes that came from the transcribed interviews. This process helped to organize and clarify the data in order to determine the methods by which the ISS program serves its students and teachers. It raised a series of questions: How does the ISS program affect student academic achievement, student behavior, the rate of recidivism? How does it develop students' social learning? And finally, how does the ISS teacher interact with students and teachers?

To gain a greater understanding of the questionnaire data, I created a Microsoft Excel© spreadsheet. This spreadsheet recorded participant responses along the x-axis, while at the same time representing the given participant by an identification number on

the y-axis. In addition, a spreadsheet was created in order to collect data about student

attendance to ISS by the values of ethnicity, gender, number of assignments to ISS, and

number of course failures. To protect student confidentiality, each student was coded

with a unique number. Although I was interested in using qualitative analysis software to

code the data, such as Ethnograph or ATLAS.ti, Auerbach and Silverstein (2003) advise

novice researchers to hand code their data before attempting to use such programs. For

this reason, I hand coded my data (Tables 2–7).

Credibility

In qualitative research, researchers use the term credibility, rather than the term

validity, to describe whether participants' perceptions reflect the researcher's portrayal of

them (Lodico et al, 2010). As Creswell (2009) suggested, identified qualitative validity is

also a method that researchers employ to check for accuracy. In order to address the

issue of credibility in qualitative studies, Lodico et al. (2010) advised researchers to

collect multiple sources of data, to use data triangulation, to conduct member checks, and

to use peer debriefers in order to ensure a good representation of the study's participants.

Creswell (2008) defined triangulation as "the process of corroborating evidence from

different individuals, types of data, or methods of data collection in descriptions and

themes in qualitative research" (p. 648). In this study, triangulation was achieved by

means of comparisons of questionnaire responses, observations within the ISS setting,

transcribed interview responses, and archival data

As another measure to protect against the threat of researcher bias, I used member

checking. Creswell stated that member checking "is a qualitative process during which

the researcher asks one or more participants in the study to check the accuracy of the account" (p. 642). Therefore, I provided those participants who accepted to serve as member checkers during the consent process copies of their transcribed interviews and a summary of the findings, and I encouraged their review and input.

Finally, I used a peer debriefer. For the purpose of this study, a well-esteemed and trusted colleague with 14 years experience and a background in accounting was employed as my peer debriefer to monitor for personal bias and accuracy. During meetings with the peer debriefer, I sought to confirm the accuracy of my interpretation and conclusions of the study. Meetings began with my sharing the study's progress, and then transitioned to a period in which my peer debriefer raised questions and challenged me to support my findings.

Findings

Data Collection Process

The data collection process began on receipt of approval from the Walden University IRB (# 12-23-11-0022036), school district approval, and participant consent letters. I distributed questionnaires and consent forms to attendees of a faculty meeting on Wednesday, January 4, 2012. On Thursday, January 5, 2012, I placed additional questionnaires and consent forms in the mailboxes of those absent from the meeting. I allowed potential participants eight days to decide whether to participate in the study, with the consent letters due in my school mailbox on Friday, January 13. From the potential pool of participants (2 administrators, 89 teachers, and 1 ISS monitor), I received 34 consents for the questionnaire and 20 consents for face-to-face interviews.

Consent forms came in over 8 days; on January 10, I emailed a reminder to the faculty of

my need for questionnaires and consent letters by January 13. After this email, I received

two more questionnaires and a final consent for an interview. I received 34 consent

forms for the questionnaires, and I received 28 questionnaires (representing 31% of

school faculty).

Open-Ended Questionnaires

I distributed the open-ended questionnaires at the faculty meeting on Wednesday,

January 4, 2012. The questionnaires included a brief overview indicating that

participants should return the anonymously completed questionnaires to the marked

envelope in the faculty mailroom by Friday, January 13. I received the majority of the

questionnaires during the first week.

The requested data for this case study sought to explain the components of the ISS

program and the experiences that it provided to its participants. The open-ended

questionnaires consisted of questions that were intended to extract information about

participants' experiences with R school's ISS program. Since all of the questions were

aligned with various components of ISS programs as identified in the review of literature,

I considered all questions important and asked participants to respond completely to all of

the questions. A majority of the participants (24 out of 28) answered all questions.

Nevertheless, several participants (4 out of 28) failed to follow this direction and left

many questions unanswered. Thus, I coded the information that they provided. The

open-ended questionnaires yielded 680 segments of raw data, while administrator and

ISS monitor questionnaires provided 67 segments.

Face-to-Face Interviews

On Tuesday, January 17, I emailed a request to schedule interviews for my sample. The interviews subsequently occurred on Thursday, January 19 (2), Monday, January 23 (1), Tuesday, January 24 (2), Wednesday, January 25 (2), and Tuesday, January 31 (2). Interviews ranged in duration from 15 minutes to 40 minutes with an average duration of 25 minutes. I audiotaped all interviews using micro-cassettes and a remote microphone. A local paralegal, for whom I have a confidentiality agreement on file, transcribed the interviews. The chosen individual works at a highly respected law firm and has over 22 years of experience in the field. After receipt of the transcriptions, I shared the information with five of my participants in order to confirm the accuracy of their statements and ideas. This sample resulted from my request for member checking that occurred during the consent phase and prior to the interview. Only one participant responded with a change: the transcriptionist transposed the number of tardies that resulted in an ISS assignment. While the remaining participants confirmed the accuracy of the transcripts, some desired to provide additional information. For example, SS11 stated, "Yes, this looks like what I remember saying. Can I add another comment?" Furthermore, WL11 stated, "Looks like what I said," and E22 offered, "That's what I remember."

Face-to-face interviews employed an interview checklist and protocol. These interviews gathered information that addressed the guiding research questions of the study. Most participants answered the interview questions clearly and without hesitation. When the participants were unsure of their responses, I allowed time for reflection.

Several participants wanted to add more information after I had concluded the interviews. I therefore included these comments in my field notes. Face-to-face interviews revealed the importance of many of the components of successful ISS programs as identified in the literature review. These included the need to counsel ISS students, the need for service to the school on the part of ISS students, the importance of the ISS monitor, and a school or program component that would address students' social learning. In total, the interviews yielded 32 pages of text.

Observations of the ISS room

I completed two observations per week beginning the week of January 4. This resulted in eight observations. I had originally planned to complete 10 observations, but there were days within the schedule when no students were assigned to ISS.

The ISS monitor provided each student with a folder that detailed her expectations and policies while the student attended ISS. I did not observe her reviewing the folder, but did observe students reading its contents. If students had questions about these materials, the ISS monitor provided them a detailed explanation. There was little observed interaction between the monitor and the ISS students, but I did not perceive any hostility or resentment between them. I did not observe any discipline problems during the period of the observations. Overall, the atmosphere appeared to be one of mutual respect.

The physical configuration that I observed was an arrangement of large cafeteria-style tables with no dividers or student carrels that would physically separate participating students. The students were seated one to a table with significant distance

between them. In contrast to my observations, some of the questionnaire responses

detailed a room full of student carrels. There were posters placed in the room that

reflected positive thoughts and attitudes, as well as some photos of the ISS monitor's dog.

A board observed the times for lunch and three scheduled bathroom breaks. I observed

one workstation for student work and research. Over the course of my observations, only

two students used this workstation.

Students appeared to work on their assignments. The ISS monitor did not provide

all of the assignments for the students at one time. Rather, students had to finish one

assignment before she would provide another. I observed that some students finished

these assignments rather quickly, but I was not there to examine these assignments.

These observations confirmed the components of ISS room that the review of

literature detailed as important such as students being isolated from one another and

separated from the general school population during lunch, and an understanding of

detailed expectations of the ISS monitor.

Archival Data

The final pieces of data for this study came from two forms of archival data, the

ISS attendance log and final student grade reports from the 2010/2011 school year.

Specifically, I examined ISS attendance during the second and third quarters and the final

grade reports for students assigned to ISS during that time. I chose this period of time

that reflected two complete quarters of data because ISS does not begin until mid-

September of each year. Furthermore, the administration does not make any ISS

assignments after May 1.

Data Analysis Process

There were five processes to complete prior to data analysis. First, I met with my peer debriefer to discuss how I would prepare the data for analysis. We also discussed coding methods that we reviewed from the following sources: Auerbach and Silverstein, 2003, Creswell, 2008, Lodico et al, 2010, Merriam, 2009, and Trochim, 2008. We discussed how I cleaned the data by entering them into common formats such as spreadsheets or text documents (Thomas, 2006). For example, I entered teacher and administrative questionnaire data (747 text segments) into separate spreadsheets and typed my field notes from ISS observations into text documents. My debriefer and I then decided to separately code half of the questionnaires and to meet again in order to compare and contrast our interpretations. We also discussed how specific questionnaire questions might yield more data to address the research questions.

Concurrent to analyzing the questionnaire data, a transcriptionist completed the transcripts, and I reviewed attendance and course failure rates from the archival data. I cleaned the data again by reading and rereading the responses and interview transcripts in order to determine duplicated entries and relevant pieces of text. Auerbach and Silverstein (2003) define relevant text as any text related to the research concern. Thus, upon elimination of duplications, I identified 42 phrases from the teacher open-ended questionnaires (Table 2) that I then condensed into 19 codes. From the teacher interviews, I identified 27 phrases that I condensed into 18 codes (Table 3). I then repeated this process for the administrative questionnaires and interviews (Table 4). This involved the identification of 29 phrases that were condensed into 20 codes. The next

phase consisted of coding my field notes of the ISS room (Table 6). The final step

involved reviewing the ISS attendance log and final grade reports of those students

referred to ISS during the second and third quarters of the 2010/2011 school year as

shown in Table 7.

Table 2.

Codes Identified During Open-Coding of Teacher Questionnaires

Open Codes
• Provide written directions
• Allow students to use their books
• Copy notes
• Try to see student during my planning time
• Send explanation with assignment/handout
• Depending on assignment, it might be graded
• Depending on assignment, it might not be graded
• Grade as for all students
• Students need to see me later, up to student to schedule
• Provide additional help only if student asks
• Do not provide after school help
• ISS is effective
• ISS is ineffective
• Students isolated
• Students need to be actively engaged in learning
• Too easy, not unpleasant enough
• Program lacking; too easy
• Does not deter or modify behavior
• Students need counseling

Note. Condensed from 42 original codes.

Table 3.

Codes Identified During Open-Coding of Teacher interviews

Open Codes
• No idea as to the number of students assigned to In-School Suspension In School Suspension (ISS)
• Would have to make a guess
• Send same assignment as for those in class
• Send text/notes, etc., if a new concept is introduced
• Peer help later
• After school help; they must come
• Avoid sending quizzes/tests
• Know little about the program
• Consequence for negative behavior
• Not as painful as it should be
• Separated from general school population; separate lunch
• Disagree with program; not punitive enough
• Doesn't modify behavior
• Negative impression of ISS monitor
• Neutral impression of ISS monitor
• Students seem to enjoy
• Need for service to school
• Ineffective program

Note. Condensed from 27 original codes.

Table 4.

Codes Identified During Open-Coding of Administrative Questionnaires and Interviews

Open Codes

- Administration refers students to ISS

- Parent notification prior to ISS placement

- Students responsible for completing class assignments

- Teachers responsible for sending student assignments to ISS monitor

- Administration expects that teachers grade ISS assignments

- ISS monitors talks[sic] to students

- Students separated by distance-seated at separate tables; sometime 2/table

- ISS monitor not a certified position; two days training required each year

- Students are not able to attend pep rallies or assemblies while assigned ISS

- Students eat lunch prior to general population

- ISS teacher does not eat with them

- Restrictive program

(table continued)

Open Codes

- Goal of program: student growth

- Progress in meeting goal: mediocre

- District needs to allow students to provide service to school; cafeteria detail, etc.

- ISS monitor provides written rules and quizzes students

- Little interaction between ISS monitor and faculty

-
- Some teachers fail to send ISS assignments

- Make program unpleasant

- Keep students in school

Note. Condensed from 29 original codes

Table 5.

Codes Identified from Observations of the In-School Suspension (ISS) Room

Open Codes
• ISS expectations
• ISS monitor/student interaction
• Student separation
• Lunch
• Bathroom breaks
• Computer/internet access
• Student discipline
Student engagement in assignments
• ISS monitor/student ratio

Note. Condensed from 12 original codes

After identifying relevant text and coding it, I began to analyze the open-coded data by rereading and comparing codes from the questionnaires, interviews, and ISS observation field notes. In addition, I again collaborated with my peer debriefer. We first met to discuss my data sources and collection methods. We also discussed the guiding research questions and the data that was aligned with them; he specifically challenged my question about participant knowledge of the number of students assigned to ISS. He could not understand how this question was related to any of the research questions. I answered, "teachers should have an estimate of the number of ISS assignments as it is most likely is related to the recidivism rate". We then met two more

times as I was coding the data. In order to assess my transcript coding, I asked the

debriefer to code similar transcripts. He suggested that I eliminate codes such as "would

have to make a guess" and "copy notes." While I agreed to drop the code "would have to

make a guess," I did not drop "copy notes" as this code did reflect assignments for ISS

students. I then collapsed these codes into themes through a process called axial coding,

what Borgatti (n.d.) describes as the relation of one code to another. In my third meeting

with the debriefer, I discussed the emergent themes from this axial coding. Axial coding

resulted in five themes, including teacher/administration accountability, student support,

teacher knowledge of the ISS program, student behavior, and student academic

achievement (Table 6).

Table 6.

Composite Axial Codes for Questionnaires, Interviews, Observations, and Resulting

Themes

Codes	Themes
Provide written directions	Student support
Allow students to use their books	
Try to see student during my planning time	
Send text/notes, etc., if a new concept is introduced	
Goal of program: student growth	
ISS monitor provides written rules and quizzes to students	
ISS expectations	
ISS monitor/student interaction	
Lunch	
Bathroom breaks	
Grade as for all students	Administrative/teacher accountability
Send same assignment as for those in class	
Teachers responsible for sending student assignments	
Administration refers students to ISS/teacher referrals	
Some teachers fail to send assignments	
ISS is effective	Knowledge of program
ISS is ineffective	
No idea as to the number of students assigned to ISS	
Program lacking; too easy	

Codes	Themes
Know little about the program	
Impression of ISS monitor	
Students need counseling	Student behavior
Does not deter or modify behavior	
Consequence for negative behavior	
Need for service to school	
Student discipline	
Peer help later	Student academic achievement
After school help, they must come	
Student engagement in assignments	
Students need to see me later	
Do not provide after school help	

Note. Axial codes (themes) condensed from 76 open codes; five axial codes condensed from 30 open codes.

These five themes became the focus of my case study analysis. I came to understand student support as referring to those methods that teachers implemented in order to address students' assignments and learning while assigned ISS. This data came from the participant reported data. Student support while attending ISS varies from teacher to teacher, as does the knowledge and understanding of various teachers of the ISS program. As evidenced by the data, the program does not seem to modify student behavior or improve student academic achievement. Finally, the data suggests the absence of teacher accountability for student assignments and grading.

Student Support

Teachers, administrators, and the ISS monitor provide support to ISS students through differing means. Teachers send students assignments, textbooks, novels, or other materials that the students need for instruction. One teacher detailed going to the ISS room during her planning time in order to explain her assignment to a student. The ISS monitor a folder that details her policies, rules, and expectations for student time in ISS (Appendix J). In addition, the ISS monitor clearly posts times for lunch and bathroom breaks. Finally, the referring assistant principals provide counseling to students at the times at which they are assigned ISS. These administrators also ask students to reflect upon their behaviors and to consider alternative behaviors that they could have employed.

Comments from open-ended questionnaires and interviews verified these findings about the nature of student support in ISS:

> Usually, I try to send exactly what we are doing in class. I feel it is important to go see the student during my planning time to explain the assignment and to discuss the behavior that landed him/her in ISS (E22).

I typically send the PE book for assignments.… I used to require they do sit-ups or pushups; however I can't do that anymore (PE11).

I have a folder with all my rules listed and after the student finishes reading the rules he/she is given a test on the rules.… There is one teacher who consistently visits ISS to explain her assignments (ISS22).

There is some discussion with the student regarding the referring behavior and what other choices might have yielded. I also discuss expectations while serving ISS (A112).

Knowledge of the Program

Teacher and administrator knowledge of the ISS program differed greatly. For example, several teachers reported that they had no idea how many students served ISS each year, how the program worked, or the overall goal of the program. They also reported a low impression of the ISS monitor. Furthermore, some teachers reported that the program was too easy and not punitive enough to deter referral behaviors; they also suggested that the program constitutes more work for teachers. Teachers also differed in their judgment of the effectiveness of the ISS program. By contrast, however, both administrators and the ISS monitor described the ISS program as effective in modifying student behavior. These participants were also able to state the goal of the ISS program. (Table 7.)

Table 7.

Comments by teachers, administrator, and In-School Suspension (ISS) Monitor

Teachers	Administrators/ISS monitor
It seems to [sic] easy	the program is very restrictive
horrible	school is meeting its ISS goal
too much work for the teacher	ISS monitor is very strict
it is inefficient	the goal is student growth
it allows too much freedom	ISS monitor's relationship is cordial
needs to be more strict	I have a very good relationship with my students
it is not effective	I build trust
poor and broken	the program works
ISS monitor sits and eats biscuits	written expectations are given

Student Behavior

In addition to student support and knowledge of the program, the theme of student behavior emerged. As the literature review revealed, ISS programs are not always effective in modifying student behavior because most do not provide counseling for ISS students or have a component to develop student social literacy. The open-ended questionnaires and interviews yielded the following data:

Changes in achievement or behavior? All in all, no. But when it is the first ISS referral, I visit my student to interact and advise them (E22).

I have not observed any change in behavior as a result of ISS (S12).

No change in behavior, they would rather go to ISS than serve after-school-detention…. ISS defeats purpose…. ISS teacher can't be effective (PE11).

The little I know, there should be a model to address behavior modification…. have not observed behavior change (FA11).

No change in behavior…. ISS is only a holding cell … not a behavioral model (SS11).

There are some behaviors that ISS cannot help…. for some I have observed a change for a brief time (BA22).

The program is lacking in that is does not address character education…. our school lacks a school-wide program to promote self-monitoring (E22).

Administrator/Teacher Accountability

I subsequently examined questionnaire and interview data for the theme of administrator/teacher accountability. The data indicated that there was a discrepancy in how teachers assign and grade work for ISS students. It also indicated that there was a divide in how students receive make-up work and complete missed tests/quizzes. For

instance, some teachers offer peer tutors to students upon their return from ISS, some request that ISS students come in after school, and others do not offer any additional help. The data also revealed disparities in the grading and marking of ISS assignments. For example, teacher grading of ISS work ranged from the issuing of daily grades, marking the assignments for completion, and issuing a class grade only. Some teachers did not mark or grade work from ISS students at all. The rationale for this behavior was that these students "are in ISS for punishment…. they should not be rewarded with a grade." The administration, however, expects teachers to provide meaningful assignments to ISS students for which they are graded: "It is my expectation that teachers provide assignments that actively engage students for a period of time similar to the class, and that the teacher assign a mark for the student's work (A11)."

Student Academic Achievement

Finally, I examined archival data from the second and third quarters of the 2010/2011 school year in order to determine the relative academic achievement of ISS students. I also compared the course failure rate of students with multiple assignments to ISS to those who only had one assignment to ISS (Table 8).

Table 8.

In-School Suspension (ISS) Attendance Data for 2010/2011 School Year, Quarters 2–3

Category	Number or Percentage
Number of students assigned to ISS	142
Students with multiple ISS assignments	69
Recidivism rate (RR)	48.5%
RR for 4 or more assignments to ISS	30.4%
Rate for students with 1 or more failures	65%
Rate for students with 2 or more failures	49%

Discrepancies in the Study

There were some discrepancies in the study. For example, teacher and administration perceptions of the ISS program varied. The data indicated that teachers perceive the current ISS model as highly ineffective in changing or modifying student behavior. In addition, they perceive ISS as an "easy out," as it is not punitive enough. The perception exists that students enjoy their time in ISS. However, the administration claimed that the program is effective "as it remove students from friends and social interaction for the day while providing time to complete school work…. much better than students being at home alone" (A11).

There was also a discrepancy between the ways that teachers and administrators perceive the role of the ISS monitor. Teachers reported that the monitor was not strict enough, and that she modeled poor behavior such as talking on the phone or eating with

students in the room. Moreover, teachers do not seem to like the fact that she allows

students to not complete assignments due to their lack of understanding of these

assignments; in these cases, the students sign a form that the monitor then returns to their

teachers. Nonetheless, the administration reported that the ISS monitor does her job

effectively: "she is strict but fair" (A21); "she has a difficult job and does a very good

job in returning work to teachers" (A11).

Evidence of Quality

Data triangulation, member checking, and peer debriefing protected the validity of

this case study. The literature review, in conjunction with participants' responses to the

open-ended questionnaires, the face-to-face interviews, my observations, and review of

archival data provided sufficient data to compare and code. From this process, I was able

to discern data that addressed my guiding research questions. I offered participants an

opportunity to review transcripts, field notes, and findings upon completion of the

project. I also invited interviewees to complete a follow-up interview. With the help of

the four people who accepted, I was able to validate these findings because the follow-up

interviews restated the information that was previously provided with minimal changes.

That is to say, the follow-up interviews corroborated the questionnaire data.

Outcomes of the Study

This research disclosed that R School's ISS program includes characteristics that

potentially affect student behavior and academic achievement in negative ways. These

characteristics include teachers not sending assignments, teachers not grading student

work, and a general lack of student counseling. Although there are effective, research-

based components in place within the program, including student separation from the general population and an ongoing positive relationship between students and the ISS monitor, the lack of teacher support for the program and the absence of counseling for ISS students create a risk for increased disciplinary referrals and decreased academic achievement. The largest flaw in R school's ISS program is the lack of teacher understanding of the program. The lack of communication between the ISS monitor and teachers has created a misunderstanding of their respective roles. This is significant.

It is difficult to measure the effectiveness of any educational program if its implementation is ineffective or inconsistent (Bickmore & Bickmore, 2010). In the case of R school's ISS program, teachers perceive the program as ineffective and the ISS monitor inconsistently receives student assignments because student work is not always marked or graded. Perhaps its largest problem is that the ISS program has had no teacher, student, or parent input in its design. Creation of an effective ISS program requires careful and thoughtful planning and management from all stakeholders.

This study answered its guiding research questions by identifying how R school's ISS program serves its teachers and students. As a means to improve R school's ISS program, the school could: investigate other programs that develop social learning that helps students to self-monitor and regulate, create a steering committee to develop a new vision that is created by all stakeholders, and modify the current program based upon the findings of this case study such as the lack of accountability for teachers and students regarding ISS tasks, and teachers understanding the program. Furthermore, the school administration needs to identify and implement consistent policies for student and teacher

accountability regarding ISS assignments, including student completion of assignments and teacher grading and marking. Finally, and importantly, the administration also needs to implement strategies to close the communication gap between the ISS monitor and teachers.

Summary and Conclusion

This section began with a discussion of the research design and approach. It also included a literature review of case study methodology, effective and ineffective characteristics of ISS programs, and social learning. Furthermore, it detailed the study's implementation, its ethical considerations for participants, and the methods used to collect and analyze the study's data.

The purpose of this study was to investigate R school's ISS program in order to gain a greater understanding of how the program serves its students. Its objective was to discover the strengths or weaknesses of the current program as compared to those identified in the literature and to encourage participant input. The study implemented an intrinsic case study design that featured the particularistic approach because this methodology seeks to focus on a particular program and its phenomena rather than the general characteristics of many programs (Hancock & Algozzine, 2006; Merriam, 2009).

The study began upon receipt of Walden University's IRB approval, school district approval, and participant consent documents. In addition, I collected two confidentiality agreements, one from the transcriptionist and the other from my peer debriefer. I subsequently completed the sampling process using purposeful sampling. The interview sample (N = 12) was created from the 20 teachers who provided a consent

form for an interview, the two referring administrators, and the ISS monitor. Protection

for human participants also took place, as I informed participants of their rights, both in

writing and at the faculty meeting, as well as prior to the interviews.

Data were collected from 28 completed questionnaires, a series of face-to-face

interviews, ISS room observations, and archival data. To ensure confidentiality, I

identified the interviews with a system known only to me and that I will maintain locked

in my home office for 5 years. Finally, I provided all participants the option for member

checks.

The data analysis was accomplished by open-coding raw text and then using axial

coding to identify themes. After data analysis, I used member checking and peer

debriefing to support the accuracy of my findings as well as check for bias.

Ultimately, I described my understanding of how R school's ISS program serves

its teachers and students. Upon administrative request and or approval, I will present the

results of the study to the school and district in the form of a white paper.

The next section details this white paper. The white paper will describe the

problem and study design, offer recommendations to modify the ISS program, and serve

to disseminate the results of my study. The white paper also includes another literature

review that describes ISS models, ISS best practices, SEL, and change implementation.

Section 3: The Project

Introduction

In this section, I detail the project of this study, namely a white paper that will serve to disseminate the study's results (Appendix K). This section includes the project's goals and rationale, a literature review, and its implementation, evaluation, and implications for social change. The white paper will inform the stakeholders of R school and the greater school district of my findings and recommendations regarding the In-School Suspension (ISS) program.

Description and Goals

The project was a white paper that reported the findings from the case study of the ISS program at R school. The goal of the white paper was to discuss the study's choice of case study design, to communicate the study's findings and conclusions, and to offer recommendations to the school for modifying the ISS program. The structure of the white paper included the following: an introduction, a description of the problem, and the study's findings, recommendations, conclusions, and references. In addition, the white paper briefly described the methodology of the study and how its data were analyzed. Finally, the study and subsequent white paper reported the potential that the ISS program has to affect ISS students' academic achievement, social learning, and recidivism rates.

Rationale

Because it is an effective and efficient means for reporting in-depth topics, I chose to create a white paper that the literature review supported as an effective means to

convey the results of the case study to R school and the school district. Haapaniemi (2010) and Stelzner (2007) support this choice as they determined that case studies are appropriate as bases for white papers because the medium has the potential to quickly restate in-depth stories. Moreover, Haapaniemi (2010) found that organizations who are often faced with complex problems and little time for communication could effectively communicate with a white paper with relatively few pages, usually from five to ten.

Review of the Literature

The literature review focused upon finding articles and sources related to the genre of gray literature, including the *white paper*. I attempted to find articles and sources from the following databases: Academic Search Complete, Business Source Complete/Premier, Education: a Sage full-text database, Expanded Academic ASAP, ERIC, EBSCOhost, Google Scholar, Dissertations and Theses Database, ProQuest Central, Research Complete, Thoreau, and Walden University Dissertations. However, with the exception of Google Scholar, these databases yielded very little information. My search terms included *gray literature*, *how to write a white paper*, *types of white papers*, *white paper*, *white paper format*, *purpose of a white paper*, *origin of the white paper*, and *structure of a white paper*.

Gray Literature and the White Paper

Although I conducted a comprehensive search for peer-reviewed studies of the white paper format using the aforementioned databases, very few sources were located. Rather, saturation of the literature for gray literature and the white paper occurred through Google Scholar as well as through primary sources that I purchased. The term

gray literature typically refers to literature that is not available through normal

bookselling channels (Boekhorst et al., 2004). Examples of gray literature include, but

are not limited to, unpublished works, unconventional works, reports, working papers,

and proceedings (Boekhorst et. al., 2004). Juricek (2009) determined that white papers,

which are a specific form of gray literature, typically include findings based on original

and in-depth research; they also present an excellent opportunity for researchers to

circulate their information to those typically outside of the research community.

Historically, the term white paper was used when referring to official government

reports or the text of governmental policy (Graham, 2012; Sakauro & Stolley, 2012;

Stelzner, 2007). Kantor (2009) offered a more detailed definition of the historical roots

of the term by tracing it to the British Parliament of the early twentieth century. Because

legislators needed information prior to attending votes, their clerks would bypass the

time-consuming process of printing and binding documents. The information was thus

quickly assembled. This quick process resulted in the documents being covered with

blank sheets of paper, therefore linking the term with print communication. Graham

(2010) and Stelzner (2007) claim that the term originates from the British White Paper of

1922, also called the Churchill Paper, which addressed a specific political conflict.

Today, white paper refers to a brief report in which authors argue a specific point

or propose a solution for a problem that is intended to reach a variety of audiences.

White papers have also become marketing tools for corporations, especially on the

Internet (Sakamuro & Stolley, 2012; Vaiou, 2011). Graham (2010) described the white

paper as an essay that persuades the reader through data and logic. Stelzner (2007)

agreed and defined the white paper as a persuasive document that describes a challenge and then takes an objective and educational approach in presenting this problem. Finally, Knowles (2002) suggests that white papers are frequently technical documents that are written to demonstrate how a technology product provides a solution to a specific problem.

Although government agencies were the initial implementers of white papers, they are currently a common practice for many industries and types of commerce. As Biery (n.d.) claimed, "A white paper on virtually any subject can be appropriate and beneficial if written with the right approach" (para. 21). White papers address a problem, offer a solution, and assist people in making decisions (Ferris, 2010; Mattern, 2009; Mirchandani, 2010; Stelzner, 2007; Weintraub, 2006). The genre provides an excellent means for information distribution and offers several advantages over other methods of conveying information, including timeliness and flexibility in its delivery and the ability to adequately inform those who read it (Auger, 1994). Furthermore, Weintraub (2006) offered that a white paper is a professional tool used to transmit information to a targeted audience.

Just as different organizations use the white paper for reporting different objectives, Stelzner (2007) reporrted four different types of white papers: technical, business benefits, hybrid technical/business benefits, and government, defined in Table 9.

Table 9.

White Paper Types and Definitions

White Paper Type	Definition
Technical	- Typically targeted to engineers - Historically focused on processes and procedures with exacting detail - Introduced in the sales process to detail operations - Previously the most common type, currently the most common focus is on business-related topics
Business Benefits	- Targeted to decision makers or managers - Often used to describe the advantages of implementing solutions - Used to generate sales leads
Hybrid Technical/Business Benefits	Hybrid white papers are targeted to both decision-makers and influencers. They include technical descriptions of processes. These papers are often used in lead generation documents and in the sales process.
Government	These papers typically discuss the implication of policy decisions and have a narrow audience.

Note. Adapted from Stelzner (2007) with permission (Appendix L), Writing White Papers: How to Capture Readers and Keep Them Engaged.

Graham (2008) and Kantor (2009) also identified three different types of white papers. These are backgrounders, numbered lists and problem/solution white papers. Graham and Kantor's three types are very similar to those of Stelzner (2007). For example, the backgrounder resembles the technical, while numbered lists are like the government paper; the problem/solution white paper is similar to the hybrid technical/business benefit model. Graham also suggested that, depending upon the topic at hand, any one of these papers could be combined with any other in order to produce an effective structure.

In addition to the varied structures of white papers, Graham and Kantor also identified their key characteristics. For example, they detailed that white papers usually contain a narrative text that includes an introduction, are between five and six pages in length, are oriented in portrait mode, and are educational, practical, and useful; furthermore, white papers are not sales pitches and do not deliver opinions.

This literature review revealed that although there are no official standards for the white paper, there is a common format and structure for the genre (Graham, 2012; Knolwes, 2002; Mattern, 2009; Stelzner, 2007). This structure includes providing an introduction, stating the overall purpose of the paper, describing a problem, offering a solution to that problem, and providing a conclusion. While these authors agreed with the structural components, they suggested that the white paper has a common length of 5 to 10 pages, and that more complex issues sometimes result in papers of up to 50 pages. Finally, the research revealed the importance of remembering the papers intended audience while crafting the document. In my own case, I needed to be mindful that

district personnel as well as members of the general community might read my white paper.

The advantages of the white paper include its variety, versatility, flexibility, and length (Kantor, 2009; Lodico, 2010; Stenzler, 2007). Currently corporations and organizations are continuously looking for solutions to complex problems, but have limited time for communication. Thus, the white paper, with its typical length of 5 to 10 pages, provides useful information that requires little time to read (Haapaniemi, 2010). In addition to the decreased reading time, white papers have the capacity to reach wide audiences through distribution on the Internet. Currently, millions of white papers address varied topics (Graham, 2008; Kantor, 2009; Stenzler, 2007). Certainly, this accessibility and breadth is particularly advantageous for those outside of the research community (Juricek, 2009).

In conclusion, the literature review revealed definitions of gray literature and the white paper, the historical origins of the white paper, the various types of white papers, the structure and format of white papers, and the genre's importance as a reporting medium. Like businesspeople, administrators, policy makers, and stakeholders have more to read and limited time to read (Graham, 2012). Certainly, this literature supports my project choice of a white paper as an efficient method to report my study and its findings.

Implementation

To implement my project, I wrote my white paper upon the conclusion of the study. I will deliver it to the Director of Research and Accountability (director) and my

principal upon Walden University's acceptance of my study. I expect that either the director or my principal will request a conference to discuss how I might proceed in order to implement my white paper project. It is probable that both the school district and R school's school improvement committee will ask for a presentation, or several presentations, during which I will share the results of my study.

Delivery of the white paper will require few resources beyond the creation of the paper itself. I do not expect any potential barriers to its distribution, as I work in the school building and have daily access to my principal. I also provided him with updates during the course of this study. The only potential barrier could be that he or the director might not want to accept my paper at this time of year as we are nearing the completion of the school year.

Stelzner (2007) advised that a well-written white paper may require two to three weeks to complete once data analysis is accomplished—longer if the project is in its initial phase. Since I had already collected and analyzed this study's data, my white paper required only two weeks to complete. Upon acceptance of my project study from Walden University's Chief Academic Officer, I will inform my principal and director that I am prepared to deliver the project to them. If my principal or director requests any additional information upon delivery, I will work with them to the extent that I am able. Finally, if R school or the school district chooses to act upon my recommendations or request further input, I will participate enthusiastically.

My district research agreement requires that I provide a copy of Walden University's Institutional Review Board approval (#12-23-11-0022036) and my

completed doctoral study, including the white paper, to the Office of Research and Accountability. At such a time, I will offer both the director and principal the opportunity to hear my findings and recommendations for restructuring the current ISS model. Furthermore, the project may assist in the decision-making process regarding the school's ISS program, as well as others within the larger school district. To conclude, implementation required that I choose an appropriate format and write the white paper. Finally, upon Walden University's acceptance of my doctoral study, I will deliver my project.

Project Evaluation

The project for this doctoral study was a white paper that highlighted the findings of the case study of R school's ISS program. The study examined how the ISS program served the school's students and teachers; more specifically, it analyzed the academic achievement of ISS students, the number of ISS referrals over the second and third quarters of the 2010/2011 school year, and the program's recidivism rate. The white paper briefly detailed my data collection and analysis processes, the study's findings, and its overall recommendations for modifying the program based upon researched best practices for ISS. Evaluation of the white paper project occurred as I drafted and revised the paper. I asked for feedback on the paper from a guidance counselor, from my peer debriefer, and from my Walden University chairperson in order to determine whether the paper was appropriate for its intended audience. Using their formative evaluations, I then edited and revised the white paper as necessary.

Following delivery of the paper, the next steps for its presentation may include answering questions posed by school leaders and participating in any subsequent data gathering. The principal or director may ask me to share the findings of my study with others in the school or the school district. They may ask me to offer a staff development opportunity in order to detail my recommendations for modifying the current ISS model. To the extent of its feasibility, I will lend whatever assistance I am able in order to help my school or the district restructure its ISS program.

Implications Including Social Change

Local Community

The content of the white paper holds the potential to help school faculty, the school's administration, and the general community to gain a greater understanding of ISS programs and ISS best practices. My audience will realize that the lack of accountability for grading ISS tasks, the lack of provision of feedback to ISS students, and the type of tasks assigned to students while in ISS hold the potential to negatively affect student academic achievement. In addition, readers will discover that by requiring students to complete their ISS tasks and by requiring teachers to mark ISS assignments and provide feedback to their ISS students, student academic achievement may improve. The students targeted for assignment to ISS need opportunities to improve their academic achievement, increase their social literacy, and reflect upon their behaviors as a means to deter future referrals, thereby decreasing the overall number of disciplinary referrals and recidivism rates. Finally, the implementation of recommended modifications, such as creating a shared vision for the ISS program, providing counseling for ISS students,

requiring teacher and student accountability for ISS assignments, and investigating an SEL curriculum, may improve student academic achievement, improve student behavior, develop students' social literacy, and decrease rates of recidivism.

As a result of the study, R school and the general community may have greater confidence in their ISS program. By allowing the examination of the ISS program, the school and district administration demonstrated an interest in critically examining how the current model serves both students and teachers, and by sharing this information, the school demonstrated that it was open to public scrutiny (Heon, 2010). This openness may lead to the community appreciating R school's evaluation of the ISS program and its willingness to consider program modifications that reflect research-based practices.

Moreover, there are larger implications for social change. Social change may occur as more students improve their social-emotional learning skills and are better able to monitor and self-regulate, thereby decreasing disciplinary referrals and assignments to ISS. Thus, increased academic achievement may occur as students would cease to miss direct classroom instruction, and recidivism rates may decrease. Students who pass high school courses and earn diplomas increase the school's graduation rate. Thereby, the school community may achieve NCLB-mandated adequate yearly progress. Finally, the general community may benefit from having young adults who contribute positively to society and are less likely to participate in antisocial behaviors.

Far-Reaching Implications

This project is of plausible importance for the academic community and for high school ISS programs. Since most ISS programs implement the punitive model and fail to

provide counseling for participating students, this study, with its findings and recommendations, has the potential to educate policymakers and administrators as they create or evaluate their ISS programs.

The white paper included useful information and recommendations for other high school ISS programs. Its recommendation to provide counseling for ISS students heightens awareness of the necessity of teaching social literacy skills as well as staffing ISS programs with certified teachers. My white paper detailed that the skill and overall quality of the ISS teacher held the greatest potential for improving student academic achievement and positive behavior, as well as decreasing the recidivism rates of students assigned to ISS. Adopting such changes may prompt high schools to examine the excellence of their ISS programs as well as that of the individual who monitors ISS students. Moreover, they may implement similar study approaches, thereby collecting data that is similar to mine. Finally, implementing procedures deemed ISS best practices may lead to improved student academic achievement, increased positive behavior, improved social literacy, and decreased rates of recidivism for all students assigned to ISS.

Conclusion

Section 3 included the goals, rationale, and supporting literature for my white paper. In addition, it detailed the project's implementation, evaluation, and overall implications for social change. Moreover, it discussed how my project would inform R school's faulty, school district, and general community of my findings.

My white paper included an examination of both local and general problem of ISS programs, a report on the findings of my data collection and analysis, and the provision of recommendations to the school. Section 3 also discussed the implications of the study for affecting social change within the student body, the local community, and the general community of ISS programs. Possible areas for change included improved academic achievement, decreased antisocial behaviors, new postsecondary opportunities, and the future well-being of students assigned to ISS. The section also included a discussion of greater implications for the research community regarding current high school ISS programs as well as for high schools contemplating an ISS design and those seeking to restructure their ISS programs.

Section 4 will focus upon my reflections and conclusions regarding the project, as well as my roles as researcher, scholar and participant, and future research directions. The appendices include the district permission letter that supported my doctoral study, approval for the study by the district, study questionnaires, interview questions, an interview checklist, observational protocol, R school's ISS expectations, Stelzer's permission to incorporate his primary types of white paper formats, and the aforementioned white paper.

Section 4: Reflections and Conclusions

Introduction

This section includes reflections and conclusions about my doctoral project study as conducted at R school. It details the strengths and limitations of the project in addressing the ISS problem at R school. In addition, it provides recommendations for remedying these limitations. Moreover, this section provides an analysis of my ability as a scholar, practitioner, and project developer. It also addresses the potential impact that my project might have on social change. The study's implications and applications, as well as directions for future research, conclude the section.

Project Strengths

The case study conducted at R school targeted the problems of decreased academic achievement for students assigned to ISS and a high recidivism rate (49%). The purpose of the white paper project was to disseminate the findings from my case study of R school's ISS program. The goal of the project was to convey the results of my case study in order to report my findings in an efficient and concise manner to R school and to community stakeholders.

One potential strength of this project is its adoption of the recommendations of the literature on white papers: it was written concisely using the suggested format of five sections and contained less than ten pages. These five sections included an introduction, a purpose, data collection and analysis, findings, study recommendations, and a conclusion. Being mindful of my audience, the introduction briefly described the local problem of decreased academic achievement, the lack of counseling within the ISS

program, and the high recidivism rate for ISS students. The purpose section of the paper

included a rationale for conducting the case study and writing the white paper. In the

data collection and analysis section that followed, I described how I collected and

analyzed the data. The findings section described the outcomes of the study, including

my observation that teachers lacked an understanding of the ISS program. In addition, I

determined that the program lacked teacher and student accountability for student tasks

while in ISS, and that there was no accountability for the types of ISS assignments

provided to students. Furthermore, I discovered an inconsistency in grading students'

ISS work, and finally that counseling for ISS students was not provided. In the

recommendations section, I detailed various options that the school might explore for

improving the program, such as creating a committee to create a shared vision of the ISS

program, investigating social emotional learning programs (SEL) to address students'

social literacy, and implementing an accountability plan for both students and teachers

working on ISS assignments. Finally, the conclusion was written in a persuasive manner

in an attempt to compel R school stakeholders to initiate an evaluation of their ISS

program and to consider my recommendations for restructuring the ISS program.

An additional strength of my white paper was that I wrote with my intended

audience in mind—R school, the school improvement committee, and the school

district—in order to provide them pertinent and relevant information regarding R

school's ISS program as well as researched ISS best practices. Recent research has

revealed that principals, teachers, and district administrators have little desire or time to

review research studies. Furthermore, they may lack the training to understand and

evaluate formal studies (Button, 2012). Thus, my project reported the case study's

findings in an easy-to-read format that addressed the unique needs of its target audience.

The white paper detailed fundamental themes of interest in clear and concise language

that required little time to read, and it recommended that R school assess and evaluate its

current ISS model as an initial step toward restructuring its ISS program.

Limitations

There are several limitations to consider regarding this project. Firstly, despite

the fact that I found information regarding gray literature, I located little peer-reviewed

literature that specifically discussed the white paper. A second limitation may be that I

lack the ability to convey my findings in a manner that readers can easily understand. An

additional limitation of my project may be that it reported data limited to R school and

may only be of use to schools that are similar in demographics, which lack an SEL

curriculum, and are located in a suburban area with an ISS program already in place.

Another limitation could be my inexperience in generating recommendations to

restructure ISS programs.

Finally, it is important to consider limitations that exist in all case study research.

For example, Merriam (2009) reported that training in observations and interviewing held

the potential to limit a case study's findings, accuracy and bias, in addition to the

researcher's ability to report the study's findings. Moreover, qualitative researchers need

to be aware of biases that affect their final products (Merriam, 2009).

Remediation of Limitations

In this section, I include options for remediating the limitations previously described, such as the lack of literature regarding white papers, my inexperience in reporting research results, and potential issues generating recommendations to restructure ISS programs.

To gain a better understanding of the structure of white papers and their formatting, I have continued to read and examine other white papers as well as further researched the topic of gray literature. In order to remediate the limitation presented by my inexperience in reporting results, my methodologist suggested that I allow several people to read my data analysis from Section 2. From their comments and feedback, I reviewed the areas that lacked clarity and revised those sections accordingly. Through guidance and advice from my committee members, I have further worked to remediate my inexperience in reporting research results. To remediate issues surrounding my writing, I performed an exercise with a colleague. I selected several white papers for him to read. I then read the same papers and wrote summaries of those papers for him to review. Subsequently, I directed him to review my writing, with an emphasis on the clarity of my language. These processes helped me to develop a more concise writing style, which is essential to the writing of strong white papers.

Scholarship

Prior to this study, I thought I had a solid understanding of learning processes. Nevertheless, this doctoral project study taught me that scholarship is hard work that involves in-depth study and requires the support of others. There were many challenges

in this process. The main challenge was to find a scholarly voice and write consistently

in that manner. I learned that writing in such a way required that I use credible references

that I critically reviewed and then wove into my study. Initially, I relied on my

textbooks, which detailed theories of qualitative research, and I needed to further hone

my research skills in order to locate peer-reviewed literature. The project posed the

challenge of learning how to collect and analyze data in order to interpret it accurately.

After accomplishing this, the challenge became a matter of moving beyond simple

reporting of the information garnered through the literature review and into effective

summary and critical discussion of these materials.

An additional challenge to producing scholarly work was learning that I had to

dedicate almost all of my leisure time to the process, which left little time for friends and

family. It had been three years since I completed my last advanced degree, and I was

accustomed to having much leisure time. I had to learn new time management strategies

to assist me in staying on task. For example, there were days that I dedicated solely to

Walden tasks, other days that were reserved for my school responsibilities and fewer yet

for family and friends. I found that frequently review of my semester plan helped to keep

me focused.

As I completed my doctoral study proposal, I found that there were fewer

directions and due dates as compared to previous coursework. For example, I had to

make decisions about my problem, about choosing the study design that I would I

implement, and about determining the type of data that I would collect. From this

process, I learned that scholarly learning involves applying prior learning. I had to apply,

for example, previously studied research theories and methodology to this doctoral study. Moreover, I learned to continue researching. When it appeared that the literature was saturated, there usually were more extant sources available if I looked again using different search terms. Furthermore, I learned that references from researched articles often led to additional relevant resources for my study. Finally, after conducting a few initial interviews, I greatly sharpened my interviewing skills. I learned to probe more effectively in order to better guide the interview process.

Scholarly learning also required reading a study or an article repeatedly in order to analyze it and determine its potential relevance to my study. Scholarly writing uses advanced and detailed constructions that require critical reading and analysis. Unlike surface learning, scholarly learning and scholarship reflect learning that yields a greater understanding in both depth and breadth. This learning involves effectively communicating a given study's approach, data analysis, outcomes, and conclusions.

Good scholarship also entails advanced study in a specialized content area. My study of R school's ISS program delved into other topics such as the various ISS models from which administrators choose, the characteristics of ISS programs in general, ISS best practice, social emotional learning (SEL) curricula, program evaluation, and change theory. Scholarly learning also involves reading peer-reviewed literature to best identify findings and conclusions. I found that the Journal of School Violence, the Review of Educational Research, and the Journal of School Psychology provided a number of studies that were helpful to my own work.

The doctoral study is an advanced study that requires the student to collect data and then conduct a data analysis. The purpose of this process was to contribute to existing research, thereby increasing the knowledge of the researcher and others who are interested in the study's topic. In going through this process, I developed a greater understanding of how to code qualitative data. Although I had practiced some coding in my research class (EDAD8145), this coding was a challenge and required that I conduct more research about coding and that I purchase additional texts in order to gain a greater understanding of open and axial coding processes. During the analysis process, I learned to read and reread the data as I highlighted it with a marker and created spreadsheets that depicted the data visually. These strategies provided methods to best analyze my data. My methodologist spent time explaining that coding data is a tedious process that requires great patience and much rereading. Clearly, my understanding of coding qualitative data increased greatly.

In general, during the research and writing of this study my understanding of scholarship grew beyond that of recognizing the challenges and advancement of learning. Scholarship reflects sharing knowledge with colleagues or others through professional discourse, workshop presentations, and publications. Through the course of this doctoral study and project, I have shared what I have learned with R school's leaders, teachers, and district colleagues, both casually and in a report generated for the school portfolio committee.

Project Development and Evaluation

Along the way, I considered various approaches to my project. These included a program evaluation, the design of a new ISS model for R school, and the writing a white paper. Due to constraints of time, flexibility, and feasibility, I utilized the white paper to disseminate the results of my case study and to convey concisely how the current ISS program serves students and teachers at R school. In addition, the paper allowed me to share my data analysis and offer recommendations for modifying R school's ISS program.

Once I decided to develop a white paper as my instrument for communicating these results and recommendations to school leaders, I had to decide how to organize the document. The literature review revealed that, although there are no official standards for the white paper (Graham, 2012; Knolwes , 2002; Mattern, 2009; & Stelzner, 2007), there is a common format and structure. This includes providing an introduction, stating a purpose of the paper, describing the problem, offering a solution, and the provision of a conclusion. The format that I chose incorporated a format that included an introduction, a description of the problem, the study's findings and recommendations, and a conclusion. Finally, I was mindful of my audience and their time as I created this project.

With the needs of my audience in mind, I condensed the most significant information from my investigation of the problem and data analysis. This included providing sufficient details about the problem and data without overwhelming the paper's readers. Consequently, the white paper provided an overview of the data collection with an emphasis on results rather than on a detailed description of the methodology used to

conduct my research. After the paper is delivered, I will wait for feedback from my

principal and the director. If either one requests a revision or a public presentation, I will

participate to the extent that I am able.

Leadership and Change

As a result of this doctoral study coursework, I have read extensively about school

leadership and the potential this leadership holds for implementing changes like the

restructuring of ISS programs. I found the characteristics of a trustworthy leader as

described by Tschannen-Moran (2007) appealing as I think about the leader that I want to

become. In trustworthy leadership, the leader's functions include visioning, modeling,

and coaching. In order for leaders to uplift their communities and create shared visions

for change, they must promote trust and benevolence in everyone within the organization.

In addition, effective leaders model norms of conduct in order to promote the well-being

of all members, and they invite others to abide equally to those norms. Beyond this

lifting up of a vision and this modeling of trustworthy behavior, school leaders can create

change through a coaching framework. For example, if a member fails to meet his or her

expectations, the leader deals with the individual discretely, rather than calling public

attention to the issue. As I reflect upon my doctoral course work, study, and project, I

realize that I hold a better understanding of the challenges that leaders face in effecting

change, and I understand how leadership skills can positively affect the implementation

of a restructured ISS program at R school.

Since I am a member of R school, it is appropriate that I share what I have learned

about the school's ISS program with my colleagues and the school's administration.

Moreover, I need to convince other teachers of the importance of providing ISS students with meaningful assignments while the students participate in ISS, as well as the significance of grading those assignments and providing feedback to these students. It is my hope that after my principal reads my white paper, he might invite me to develop a committee within R school to review my findings in order to create a shared vision and action plan that would modify the program based upon my data analysis and recommendations. For these reasons, the literature review in Section 1 revealed those ISS best practices that R school could consider in modifying its ISS program. Finally, my advanced knowledge of ISS programs might provide the opportunity to help lead members of R school to implement ISS best practices for improving student academic achievement and reduce recidivism rates of students assigned to ISS.

Through this doctoral course work, and specifically through EDAD8141, I learned that there are a variety ways to lead change and numerous methods for guiding people through the change process. In addition to good leadership traits such as communicating effectively, solving problems, facing challenges, and leading to serve (Zhivago, 2010), there are common characteristics for effecting change. Kotter (1996) identified eight processes for initiating transformation within an organization. These include: establishing a sense of urgency, creating a guiding coalition, developing a vision and strategy, communicating the change vision, empowering broad-based action, generating short-term wins, consolidating gains and producing more change, and anchoring new approaches in the culture. With this knowledge, I may have the capacity

to assist R school faculty and administration in understanding the phases of change that they may undergo should the school restructure its ISS program.

Other, additional factors contribute to change in organizations and people. and I will share these too with R school administration and staff. Schwahn and Spady (1998), for example, detailed five reasons that deter change. These include: lacking a compelling reason to change, lacking ownership in the change, lacking leader-modeling change, lacking an understanding of what the change would look like, and lacking organizational support for change.

If my principal shares this data and the findings of the case study with school faculty, he could compel them to agree that the ISS program needs modification. In addition, he could provide ownership of the change by requiring teacher and ISS student accountability regarding assignments and grading. Finally, he could state that restructuring the program would be for the good of all, thereby inspiring a shared vision.

Leadership often involves directing individuals and organizations through change. By deepening and advancing my knowledge about ISS best practices, social emotional learning, and the change process, I believe that I possess the requisite skills to lead an effort to improve academic achievement and decrease the recidivism rate of students assigned to ISS at R school.

Analysis of Self as Scholar

In this section, I analyze myself as a scholar. This includes an account of the challenges that I faced, such as the writing and research processes.

The doctoral study and project presented many challenges for my growth as a scholar. These included conducting searches for scholarly literature, understanding APA formatting, and learning how to report the literature review using a scholarly voice. I faced the challenge of learning how to locate scholarly literature and learning how to incorporate it within my work, while at the same time I struggled to craft scholarly writing. Another challenge was learning how to use correct APA formatting and style. In addition, I learned the importance of continuing to search for peer-reviewed studies that helped to support my study when it seemed that the literature was saturated. Moreover, I was challenged by a lack of literature from the last decade regarding high school ISS programs and peer-reviewed research regarding my project, for example there was little research conducted within the last five years that investigated high school ISS programs and their potential affect upon student academic achievement and recidivism rates. Often, I was forced to rely on literature that focused on middle school ISS programs rather than high school programs, and I had to use the Google Scholar database to locate literature on the white paper. I needed also to strengthen the quality and quantity of the studies that I used in my literature review. Analyzing studies in order to understand their methodologies and identify their research questions, findings, and conclusions was often akin to reading in a foreign language. Nevertheless, I became more accomplished in performing these tasks and in making connections between the studies. Finally, I spent much time reviewing the APA manual and relied greatly on my committee members and Walden University's Writing Center (WWC) for guidance along the way.

The writing process was by far what challenged me most; it often frustrated me. I waited for the time that it might become less discouraging, but this never occurred. Eventually, my epiphany was that, just as we are not all great singers, not all of us are great writers. I labored with the early drafts of my literature review, and I lacked a clear focus to my research questions until my faculty members directed me to understand the appropriate structure. However, with feedback from my committee members and the WWC, I learned to write in a more scholarly manner. My doctoral study required numerous revisions, but these revisions were meaningful and helpful.

In addition to my increased knowledge of writing and research skills, my knowledge about the importance of social emotional learning (SEL) and emotional intelligence (EI) as well as the impact of these qualities on student behavior has grown enormously. I initially knew very little about these topics. Neither was I aware of the various ISS models or ISS best practices. Thus, my study of how R school's ISS programs serves the school's students and teachers required that I examine a variety of interconnected topics such as differing ISS models, the characteristics of ISS programs, and ISS best practices. I consequently increased my knowledge of SEL, EI, ISS best practices, and change leadership. Finally, as my expertise in ISS programs and SEL developed, I implemented strategies to help develop my students' social literacy, especially for those among my students who were assigned to ISS.

In addition to learning more about students' social literacy, I gained a greater understanding of coding qualitative data, specifically the processes of open and axial coding. Initially, I found coding to be a daunting task. Although I had to consult the

literature and purchase additional textbooks to understand how to best code and analyze qualitative data, the process eventually became easier and I have confidence that I can apply my learning to future studies or projects. To conclude, each of these topics helped me to develop my personal scholarship.

Finally, through this doctoral study, I learned that I am a skilled researcher. I learned, for example, to keep searching for relevant research even when I thought that I had reached saturation of the topic. As I revised my paper, the process expanded my knowledge and advanced my writing skills. In addition to these skills, I gained a greater understanding of the importance of SEL curriculums for high school students and the potential that they hold to positively affect student behavior. As a scholar, I hope to contribute to the knowledge base regarding best practices for high school ISS programs and to share the importance of incorporating SEL curriculums at the high school level.

Analysis of Self as Practitioner

As an educator with 25 years of experience, I have strived to be a lifelong learner. Consequently, I have sought to acquire as much knowledge as possible in order to develop my teaching methodology as well as gain new skills with technology. In addition, I will continue to practice the skill of reflection, a strategy that the Masters program at Walden University introduced to me.

My career has taken many detours. I left the field of education twice, but somehow in my private sector work I was eventually assigned the task of training colleagues and customers. In the past as well as the present, my teaching style reflects the role of a facilitator, someone who is the "guide on the side" rather than the "sage on

the stage." Thus, my teaching understands students as active participants in their learning rather than the recipients of my "feeding." As my career evolved from the classroom to coaching teachers and then back to the classroom, my focus has been to help both students and educators to understand the importance of expanding their knowledge and always striving to improve.

In addition to challenging others to improve, I have focused on my role as a practitioner. Hence, I have learned effective techniques of questioning, analyzing, investigating, synthesizing, and reflecting through these scholarly processes. Moreover, in working on this study I have become better prepared to encourage students and teachers within my school community. For example, in order to model critical thinking and reflection with my students upon completion of a major project, I began by asking students what they thought went well with their projects. Then I asked the students what they might do differently in the future. Over the course of our discussion, I prompted students to analyze their final project for the challenges that they faced and I asked whether they would work with the same person(s) again. I withheld my comments and suggestions until the students completed reflection papers. From this activity, I learned that students were more knowledgeable than I initially assumed and could benefit from the reflective process, just as teachers and administrators can.

As I researched and read about SEL, EI, and ISS best practices, my learning increased, and this resulted in my becoming a more knowledgeable practitioner who can contribute to students' academic achievement and social literacy. As a department chair at R school, the literature review and doctoral coursework on change theory and

leadership provided me with practical knowledge that I can apply as I lead eight teachers and attempt to promote change for our students and school.

After completion of my doctoral study and project, I will continue to improve my skills as a practitioner in order to effectively challenge and educate my students. In addition, I hope to apply my knowledge and experience at the post-secondary level in the teaching of pre-service teachers, and specifically in teaching the implementation of effective teaching and classroom management methods. In addition, I would like to conduct workshops to assist schools that want to restructure their ISS programs. As a consequence of these efforts, my knowledge, experience, and scholarship as a career educator may benefit many of my colleagues and students. Finally, as a result of this study and project, I want to strive to share my knowledge with future teachers and administrators, particularly around the concepts of SEL and EI. This may help to further many students' social literacy. Future educators and administrators will need to understand how to incorporate SEL curriculums into all content areas and not just the ISS room, and it is my hope that administrators have an understanding of what to look for in developing SEL programs and evaluating their ISS programs.

Analysis of Self as Project Developer

The development and evaluation of my project has shown me the importance of finding a suitable match between a project's goals and its design. My project goal was to inform R school and the general community about the findings of my study in the most practical manner. Thus, after considering possible project designs, such as a program evaluation, a new ISS model, professional development opportunity, or the white paper, I

chose to write a white paper in order to convey the results of the case study conducted at R school. Stelzner (2007) stated that case studies were appropriate for a white paper. Thus, I attained a suitable match between the project's goal and its design.

Throughout my career, I have created numerous projects, but I had never written a white paper. From the literature, I learned the purposes of using a white paper and I reviewed a variety of such papers in order to determine a format for my own project. Typically, white papers include information regarding a problem, data analysis as support for solutions, and recommendations. Since I will have completed my doctoral study when this white paper is shared with the community, I hope that my experience and this credential will give my recommendations more credibility, thereby improving the chance that school leaders will seriously consider my recommendations.

Regardless of the number of projects that I have created, none have been as thoroughly scrutinized as this doctoral study project; previous project evaluations were not as formal or as extensive as the formative evaluation for this doctoral study project. As I planned my white paper project, I had to write several drafts and receive feedback from several colleagues, including the peer debriefer who had earlier assisted me with data analysis in my study, an English teacher with 42 years of pedagogical experience, and my doctoral committee. As a result of the doctoral study, I learned to gather feedback, reflect, revise, and refine while developing the project.

After delivering the white paper, I hope to receive a summative evaluation from my principal and director to determine whether I met the goal of my project (Chen, 2005). With their feedback, I will offer to present the paper at a school improvement

committee meeting or any other meetings that my principal or director may suggest.

Furthermore, I will seek to learn what others perceive as the strengths of the paper and I

will incorporate any suggestions that they may offer toward its improvement. From this

process, I hope to apply my increased knowledge of project development and evaluation

to future projects. Finally, in the future I should be able to design higher quality projects

due to completion of this doctoral study project.

The Project's Potential Impact on Social Change

This study and subsequent project provided me with a greater understanding of

the underpinnings of ISS programs and the potential that they hold to affect student

academic achievement and recidivism rates. In addition, I gained insight into to the

challenges that schools face in implementing their ISS programs. Moreover, through my

literature reviews, I developed an understanding of the components that are required for

developing or to restructuring ISS programs. Furthermore, I learned about the genre of

gray literature, and specifically about the white paper, which I then implemented in my

project to inform R school and the general community of the findings from my case

study.

The content of the white paper holds the potential to inform school

administration, school faculty, and the general community about how R school's ISS

program serves its students and teachers. First, I wrote an introduction to describe the

purpose of the case study, its methodology, and the choice of a white paper project rather

than another form to present my results. I then detailed my findings from the data

collection and analysis. Subsequently, I detailed my recommendations in order to

restructure the ISS program. Finally, I provided a conclusion that restated my findings as well as the significance of developing students' social literacy. In other words, students targeted for assignment to ISS need opportunities to improve their academic achievement, increase their social literacy, and reflect upon their behaviors as means to deter future referrals, thus decreasing the number of total disciplinary referrals and the school's recidivism rate.

To conclude, social change may occur as more students improve their social-emotional learning skills and are better able to monitor and self-regulate, thereby decreasing disciplinary referrals and assignments to ISS. Increased academic achievement may result from these changes, as students would not miss direct classroom instruction. Students who earn a diploma have greater opportunities for post-secondary education and employment than students who do not. Thus, the broader community would benefit from having young adults who can positively contribute to society and are be less likely to participate in antisocial behaviors.

Implications, Applications, and Directions for Future Research

Various implications for future research within R School and its community exist as a result this case study and project. My findings determined that there is a lack of accountability for the types of assignments provided, an inconsistent grading policy, and an absence of feedback for students assigned to ISS at R school. In addition, the school does not provide counseling to ISS students and does not have a SEL component within either the ISS program or the school's general curriculum. Thus, my study and project will add to the literature regarding and ISS programs.

Initially, R school could evaluate its current ISS program in order to address my recommendations. In order to further assess the ISS program, the school could conduct teacher and student surveys. These surveys might help R school to determine what steps to implement next, such as creating a shared vision for the ISS program, offering professional development to staff, or investigating the viability of SEL programs. Finally, R school's leaders could create a committee for which my project could provide a direction that would lead to increased academic achievement for ISS students and reduced rates of recidivism.

All high schools, including those with ISS programs and those without, could utilize my project to develop ISS programs or modify existing ones. Moreover, the literature review reflected extensive research regarding the importance of the role of the ISS teacher, of teacher accountability for the quality of assignments, of consistent grading, the significance of student feedback, of counseling for ISS students, and of the development of students' social emotional learning. Finally, other high schools might utilize the information from my project in order to design unique ISS programs that are tailored to the needs of their communities.

Certainly, I would like to utilize the skills I have gained from my doctoral work and project study by working with pre-service teachers, presenting workshops, or by working with other schools to evaluate their ISS programs. In the past, I have presented workshops on behalf of my school and school district. Upon completion of my doctoral project study, I envision that I will share my knowledge of ISS models, ISS best practices, and student social literacy. Moreover, consulting with other schools might

present me with the opportunity for further investigation of ISS program components and characteristics. As I worked on this study, I discovered that I want to further explore the topics of EI, social literacy, and SEL programs.4

To conclude, additional research regarding high school ISS programs is needed because of the limited availability of research about ISS programs and their effects on student behavior, academic achievement, and recidivism rates as compared to that of prior decades. As a result of this lack of research, some of the studies for my literature review focused on middle school programs. Finally, research on the topics of self-monitoring, self-regulation, self-reflection, and SEL curricula and standards could add to this current literature, perhaps influencing school leaders to implement interventions that will develop students' social literacy.

Conclusion

Section 4 included reflections and conclusions that were the result of completing the doctoral project, a white paper. It included the project's potential to affect social change, the applications and implications of my project, and directions for future research.

Moreover, in this section I shared what I gained from personal reflection on my scholarship, on project development and evaluation, and on leadership. For example, I learned to review the literature, collect and analyze data, and write in a more scholarly voice. As a practitioner, I learned to use my knowledge to implement EI strategies within my classroom and to coach teachers. As a consequence, I am more skilled in developing and evaluating projects critically, analyzing project options, and writing white papers.

In addition, I included reflections on my doctoral course work and project study experience, its potential impact on social change, the implications and applications of my project, and directions for future research. Furthermore, the findings and recommendations of this project study may be beneficial to R school as well as other high schools. For example, schools might assess and evaluate their ISS programs to determine how they best serve students and teachers, and they might investigate SEL curriculum models. This section also included my goals for sharing my knowledge of ISS programs through workshop presentations as well as teaching pre-service teachers at a post-secondary institution. Moreover, the study's implications for social change included improved academic achievement for students at local and broader levels, in addition to improved student social literacy. Finally, my project will contribute to current literature regarding high school ISS programs. Future research should focus on high school students assigned to ISS by means of conducting more research with those students assigned ISS and on interventions that help to develop students' social skills.

Prior to my doctoral program, I was an advocate for my students who were assigned repeatedly to ISS. I was greatly concerned that my students and I missed valuable direct instructional time together; these students were above all struggling learners. Most often, these students had never had a discipline issue in my classroom, so I became inspired to study ISS programs. For these reasons, R school's ISS program became the topic of my doctoral project study. With the knowledge gained through my project, I am evermore committed to assist R school and any other high school in investigating or modifying their ISS programs.

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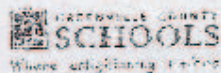
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Appendix A: District Approval

SCHOOLS
Where *enlightening* *takes*

Department of Research, Evaluation, and Accountability
Jason B. McCreary, Ph.D., Director

October 11, 2011

Sherry Williams
168 Spring Crossing Circle
Greer, SC 29650

SUBJECT: A CASE STUDY OF A SUBURBAN HIGH SCHOOL'S IN-SCHOOL SUSPENSION
PROGRAM

Dear Ms. Williams:

Greenville County Schools' Research Committee reviewed the research proposal entitled "A Case Study
of a Suburban High School's In-School Suspension Program." District approval for this study has
been granted. The approval period for this study is from October 10, 2011 to June 1, 2012. District
approval does not constitute approval for the study to be conducted in any specific school. Researchers
must obtain either the written or oral approval of the principal prior to conducting research in a particular
school. You are reminded that the approved research design and procedures are to be followed. NO
change in protocol is allowed without prior written approval from the District. No research may be
conducted during statewide testing

The Director of Research, Evaluation, and Accountability may withdraw district approval at any time and
for any reason. If approval is terminated, all research and accompanying activities involving the district
and/or the external agency will cease in Greenville County Schools. Lastly, by conducting research in
GCS, you agree to follow all federal regulations for privacy and protection; district research guidelines;
and district professional conduct policies. All information, including school and student names, will
remain confidential and anonymous when publicly reporting. Again, violation of the statement of
agreement will be considered a breach of contract.

A final copy of the report is requested by Greenville County Schools.

Sincerely,

Jason B. McCreary, Ph.D.
Director of Research, Evaluation, and Accountability

Appendix B: Classroom Teacher Questionnaire

Please anonymously answer the following.

1. Do you know how students are assigned to ISS?

2. Are your ISS students responsible for their regular classroom assignments while in ISS? NO YES If yes, how do you further explain the missed assignment to the ISS student?

3. Do you provide additional help after school for the missed instruction due to ISS? NO YES If yes, explain your strategy to get the student to come after school? Do you offer a reward system?.

4. How do you grade ISS assignments?

5. How do you provide feedback to the student?

6. Do you mark the assignment for a grade? NO YES

7. Have you ever visited the ISS room? NO YES If yes, what was your impression?

8. What is your overall impression of our school's ISS program?

9. Have you ever attended an in-service that detailed the goals and objectives of the ISS program? NO YES

10. If YES, was it helpful: If it were not, how could the in-service been improved.

11. IF NO, what would you like to see in a future in-service?

12. Do you feel that the ISS program is a punitive model, solely for punishment? Explain your answer

13. Have you observed changes in your ISS students' academic performance? Explain your answer

14. Have you observed improvement in your ISS students' behavior? Explain your answer

15. Does it seem that the same students are assigned to ISS?

16. Do you know if assigned ISS students understand the expectations of the ISS program?

17. Do you know if ISS students are separated from non-ISS students during lunch? Do you feel that this could influence behavior?

18. Do you know if the ISS program provides counseling for the students? Could you elaborate your feelings regarding counseling for ISS students?

19. What are the qualifications for the ISS monitor? Is it a certified position?

20. What is the student to monitor ratio for the ISS program?

21. Do you provide input other than your assignments to the ISS monitor? If yes, could you explain?

22. Do you agree that the ISS program is accomplishing a positive change for students and the school? Please share your thoughts.

23. Provide any additional comments regarding the ISS program that you would like

   to add.

Appendix C: Administrator Questionnaire

Please anonymously complete the following.

1. How is ISS assigned?

2. Are parents notified that their child is assigned to ISS? NO YES If yes, how?

3. Are parents notified before or after the student attends ISS?

4. Please list the offenses that result in assignment to ISS.

5. How soon after a student commits a violation is he/she placed in ISS?

6. Are the ISS students responsible for their regular classroom assignments? NO YES

If no, state the type of work the student is given during ISS. Who makes this

assignment? Is there any follow-up with this assignment? NO YES How? By whom?

7. Please describe any self-help programs the school administers to ISS student.

8. Do ISS students receive any type of counseling? NO YES If yes, who offers?

9. What are the educational requirements for the ISS position? Is it a certified position?

NO YES

10. Are the ISS students physically separated from one another? NO YES If yes, what

is the separation device?

11. As a result of an ISS assignment, are students denied the opportunity to attend future

school activities such as pep rallies, assemblies or after school activities such as sporting

events? NO YES Please elaborate.

12. Are the ISS students separated from one another during lunch? NO YES If yes,

describe how they are separated.

13. Are the ISS students separated from the non-ISS students during lunch? NO YES If

yes, describe how they are separated.

14. How would you describe the ISS program: very restrictive or somewhat restrictive?

Please elaborate.

15. Who is responsible for in-service training for your ISS staff?

16. Does the faculty receive in-service training regarding the ISS program? If so, who is

responsible? What is the content of the training?

17. How would you describe the ISS monitor's relationship with the students assigned to

ISS?

18. Is there an allocation in the school budget for ISS? NO YES If not, how is the

position funded? If yes, what items, resources, etc. have been purchased?

19. How often is the school required to report to the district office about the school's ISS

program? What is the content of the report?

20. What is the school's desired goal for the ISS program?

21. Please evaluate the school's progress in meeting this goal.

22. Are students limited to the number of times that they can be assigned to ISS? If yes, what is the number? What happens if a student exceeds the limit?

23. What is the typical student to monitor ratio in the ISS room?

24. Please provide any additional comments that you would like to share regarding the school's ISS program.

Appendix D: ISS Teacher/Monitor Questionnaire

1. Please explain how students are assigned to ISS?

2. Explain your understanding how ISS students are responsible for their regular

classroom assignments while in ISS.

3. How do you help students understand their classroom assignments while in ISS?

4. Describe your in-service training for the ISS position. Is it on going?

5. Do you feel that the ISS program is a punitive model, solely for punishment? NO

YES Please explain your answer.

6. Describe how you explain the ISS rules and procedures to the students.

7. Describe how you deal with students that refuse to follow rules and procedures.

8. Do you seem to see the same students throughout the year? NO YES

9. Are students separated from one another in the ISS room? If so, how?

10. Are the ISS students separated from the regular student body during lunch? NO
YES If yes, how are they separated?

11. Do you or someone else provide counseling for ISS students to help them with their
discipline issues? NO YES If yes, please explain.

12. What are the educational requirements for the ISS position? Is it a certified position?

NO YES

13. What is the typical ISS monitor to student ratio in the ISS room?

14. Explain how you handle students who finish their classroom teachers' assignments before the end of the day.

15. Explain how you handle disruptive students assigned to ISS.

16. Do students have access to a computer and the Internet?   NO YES If yes, what are your policies and procedures for technology use?

17. How would you describe your relationship with students? Explain how you build trust with the ISS students.

18. What is the goal of the school's ISS program? Do you share this with students?

19. Do regular classroom teachers visit the ISS room? NO YES If yes, how often? For what reason?

20. How often do the administrators visit the ISS room? For what reason?

21. Provide any additional comments that you would like to share regarding the school's ISS program.

Appendix E: Classroom Teacher Interview Questions

In order for me to remember exactly what you say, I am recording our interview. Now, I want to remind you that your identity will not be disclosed to anyone, and what you say will be kept confidential; only a number that I assign and keep on file will identify your interview. Any questions before we begin?

1. Do you have an idea of the number of students assigned ISS each year at our school? If not, would you try to guess?

2. How do you handle assignments that you send your students in ISS? Please describe your marking and grading. How do you handle missed quizzes and tests?

3. Explain how you assist your students who missed an introduction to a major concept during their ISS time.

4. Explain your understanding of our school's ISS program.

5. Describe the goal of our school's ISS program.

6. Describe any in-service that you have attended regarding the ISS program.

7. For your students who spent time in ISS, describe any observed changes in behavior or academic achievement.

8. Have you observed a pattern for those assigned to ISS? Please explain.

9. How do you perceive the role of the ISS monitor? Should it be a certified position?

10. Share your thoughts regarding ISS as a model for punishment, is it effective in modifying behavior?

11. Describe components that would be part of an effective ISS program, and those that should be avoided.

12. How effective is our current ISS program? Please explain.

13. Please share any other thoughts or feelings you have about your experiences regarding our ISS program.

Appendix F: Administrator Interview Questions

In order for me to remember exactly what you say, I am recording our interview.

Now, I want to remind you that your identity will not be disclosed to anyone, and what

you say will be kept confidential; only a number that I assign and keep on file will

identify your interview. Any questions before we begin?

1. Please describe the process for assigning students to ISS; include offenses that result

in ISS.

2. Describe the school's process for notifying students, parents, and teacher for an ISS

assignment. Include how much time elapses between the offense and ISS assignment.

3. Describe any counseling or self-help students receive prior to attending or during ISS.

Include who provides the counseling.

4. What are the qualifications for the ISS position? Is this a certified position? How

does the school fund the program?

5. Describe the configuration of the ISS room and how students should behave while in

ISS. Include how the ISS monitor explains her rules and expectations for the students

while in ISS.

6. How restrictive is the program, for example, are students allowed to move around the room, talk, have computer and Internet access? How does ISS affect students' attendance to assemblies and pep rallies while in ISS?

7. Describe any in-service opportunities that the faculty has had regarding the ISS program. Who was responsible for the in-service? Was any feedback provided?

8. Describe the ISS monitor's relationship with students. Describe how she interacts with the faculty.

9. Explain your understanding of the school's goal for the ISS program.

10. Evaluate the ISS program and its effectiveness in promoting student achievement; decreasing discipline issues and the recidivism rate.

11. Please share any other thoughts or feelings you have about your experiences regarding our ISS program.

Appendix G: ISS Monitor Interview Questions

In order for me to remember exactly what you say, I am recording our interview.

Now, I want to remind you that your identity will not be disclosed to anyone, and what

you say will be kept confidential; only a number that I assign and keep on file will

identify your interview. Any questions before we begin?

1. How do you explain your policies and procedures to the ISS students. Describe

   how you accomplish this with the students, for example, do you detail them orally

   or do you provide students a written copy?

2. Describe how your room is configured or set up for example, how many desks?

   What type of desks? How many desks are in the room? Do they separate the

   students from one another? The number of computers and whether or not

   students have Internet access.

3. Explain how you handle students who have discipline issues in the ISS room.

4. Describe how students have lunch.

5. Describe any counseling ISS students receive prior to coming to you and during

   their time with you.

6. Explain the educational qualifications for your position.

7. Describe your relationship with your students.

8. Detail a typical day in the ISS room. For example, are students allowed to move,

   talk, and attend pep rallies and assemblies? How students complete their

classroom assignments? What happens if students finish all of their work before the day ends?

9. Please share any other thoughts or feelings you have about your experiences regarding our ISS program.

Appendix H: Observation Protocol for ISS Observations

The observational protocol used for this study involved taking field notes in order to describe the participants and physical setting.

The following are observation-guiding questions adapted from Creswell (2009, 181-182).

Participants and setting:

Name of observer:

Role of the observer: Participant Nonparticipant Other

Time, place, and length of observation:

Descriptive notes:

 Individuals:

 Setting descriptors:

 Events or activities:

Appendix I: Interview Checklist

- Greeting and thank you for participation

- Review of participant rights and informed consent

- Overview of the research purpose

- Interviews

- Field Notes

- Audio Tapes

- Additional Batteries

Appendix J: ISS Expectations

ISS RULES & EXPECTATIONS

1. No talking or making noises of any kind.
   - This rule applies to the classroom and hallways

2. No sleeping or resting of any kind.
   - Feel free to stand and stretch, if you become stiff or sleepy.

3. No drawing or writing letters.
   - If you are caught doing anything other than your assigned class work, the instructor will collect and discard the item.

4. Do not get out of your seat unless directed by the instructor.
   - If you need the instructor's attention, you will hold up your hand and wait until you are addressed.
   - The only time you are allowed to get up without permission is to turn in completed assignments, sharpen pencils, get tissue or borrow a text book.

5. You are responsible for your own materials
   - I do have the following items that you can use if you do not have them: Graphing calculators, protractors, rulers, glue, scissors, graphing paper, colored pencils, markers and plain white paper.

6. You are only allowed to go to the restroom during breaks.
   - There will be three breaks during the day (10:00, 12:00, and 2:00). Exceptions will require a doctor's excuse.
   - Everyone will be escorted to the restroom together or you will be released one at a time.

7. You will receive one assignment at a time.
   - All assignments will be checked and cleared before you receive another assignment.
   - All assignments are expected to be completed by the end of the day.
   - If you have uncompleted class work at the end of the day, you will be required to return to ISS the following day until all assignments are completed.

8. Clean up all trash in your area. Before you are dismissed from ISS, I will check your area to make sure it is clean.

Appendix K: A White Paper of a Case Study of the ISS Program

123 Warrior Street
Reservationville
555-5151

A Case Study of the ISS Program
A White Paper

Sherry Williams
M.Ed., M.S.

Introduction

Since the passage of the No Child Left Behind ([NCLB] 2001) Act, U.S. educational

policies have received great scrutiny and been the topic of much debate. As such, U.S.

schools have faced the pressure of increased accountability to improve education for

their students. Subsequently, school leaders have had to choose practices, both

instructional and administrative, that might yield improvement for all students.

One particular subgroup of students has compounded the challenges in meeting NCLB

requirements: underperforming students with discipline problems. Consequently,

administrators have relied on their in-school suspension (ISS) programs as a disciplining

measure for such students (Devlin, 2006).

However, given that students do not receive direct instruction in this setting, they are not

actively engaged in learning, Thus, researchers have suggested that practices such as

ISS have a negative effect upon student achievement including decreased reading

comprehension scores and lower passage rates for state tests (Arcia, 2006; Flanigain,

2007; Gladden, 2002, Troyan, 2003).

Therefore, a faculty member conducted a case study at R school to examine the ISS

program and determine those characteristics that held potential to impact student

academic achievement and the recidivism rates.

Problem Statement

R school lacked a cohesive well-developed ISS program. The ISS program did not

actively engage students in learning as they only received handouts from their

classroom teachers while they were required to remain silent and seated. Neither did it

assist students in addressing their social development.

In 2010, the researcher conducted an investigation of ISS attendance rates for the previous 5 years at R high school, and the data indicated that males overwhelmingly were assigned to ISS than females, 79%, and 11% respectively. In addition, there was a greater representation of African Americans and Hispanic Americans than European Americans. The recidivism rate among all students was 49%.

In addition, for over three decades, R school has consistently led the school district with high academic achievement. However, for the last 5 years, the school has not met Adequate Yearly Progress (AYP) as defined by NCLB (2001). Moreover, the School Report Card indicated that the growth rating has dropped from excellent to good (South Carolina Department of Education, 2010).

Overview of the Case Study

The purpose of the study was to investigate the effective and ineffective characteristics of R school's ISS program based on the characteristics identified in the literature. In addition, it was conducted to gain a deeper understanding of how the ISS program affected student achievement, and the recidivism rate, how it addressed students' social learning, and how the ISS teacher interacted with students and teachers. To guide the study, the researcher used the following questions: 1) what were the strengths and weaknesses of R school's ISS program. 2) how did they affect student academic achievement? 3) what opportunities did they offer students and teachers to modify student behavior? And, what revisions did R School need to make to the ISS program?

The researcher implemented the study by using faculty and administrator questionnaires, face-to-face interviews, observations of the ISS room, and archival data.

With this data, the researcher utilized a common qualitative data analysis method to analyze the data, coding themes and categories.

Findings

This research disclosed that R School's ISS program included some practices that hold the potential to affect students' behavior and academic achievement negatively such as teachers not sending assignments, grading student work, and the lack of counseling. Although there are effective research-based components in place, such as separation from the general population and a positive relationship with the ISS monitor, the lack of teacher support for the program and counseling for ISS students created a risk for increased disciplinary referrals and decreased academic achievement. The largest flaw in R School's ISS program was the lack of teacher understanding of the program. The lack of communication between the ISS monitor and teachers has created a divide of misunderstanding of their respective roles.

Teacher quotes from the study:

 "it seems too easy, "poor and broken, ISS monitor sits and eats biscuits."**Summary Data from ISS Attendance Log, 2nd and 3rd quarters, 2010/-2011**

Assigned ISS	142
Repeated ISS	69
Recidivism rate	49%
4 or more ISS	30.4%
1 or more failures	65%
2 or more failures	49%

Recommendations

The findings of this study holds the potential to help the faculty, general community, and administration to gain a greater understanding of ISS programs and ISS best practices to restructure the current program.

To implement a restructuring of the current program, it is recommended that R school evaluate the current ISS program, the investigate programs that develop social learning to help students self-monitor and regulate, create a committee to develop a shared vision to modify the current program based upon the findings of the case study. Furthermore, it is recommended that the administration identify and implement consistent policies for student and teacher accountability regarding their ISS assignments. For example, teachers need to be accountable for the types of ISS assignments they send and the subsequent grading, and students need to be accountable for completing their tasks. Finally, the administration needs to implement strategies to close the communication gap between the ISS monitor and teachers.

Summary

The purpose of this study was to investigate R school's ISS program to gain a greater understanding of how the program serves its students. The objective was to discover the strengths or weaknesses of the current program when compared to the literature review, and participant input.

This study answered the research questions by identifying how the program serves teachers and students. In addition to the recommendations, the school needs to develop a steering committee to evaluate the current ISS program and create an action plan as a means to address the findings of the study.

- Lack of accountability for assignment for ISS students
- Lack of accountability for teacher grading and providing feedback to students

- Lack of teacher understanding of the ISS program

- Lack of counseling for ISS students

- Lack of a social literacy program

To conclude, R school needs to restructure the current ISS program as a means to increase academic achievement for ISS students, decrease the recidivism rate, and develop students' social literacy.

References

Arcia, E. (2006). Achievement and enrollment status of suspended students: Outcomes in a large, multicultural school district. Education and Urban Society, 38, 359-369. doi: 10.1177/0013124506286947.

Devlin, N. F. (2006). Effects of in-school suspension with conflict resolution training on suspensions, referrals, and normative beliefs about aggression. (Doctoral Dissertation,Walden University)

Flanagain, W. C. (2007). The negative aspects of in and out of school suspension and alternatives that promote academic achievement. (Doctoral Dissertation, Marygrove College). Retrieved from http://www.eric.ed.gov/PDFS/ED499538.pdf

Gladden, R. M. (2002). Reducing school violence: strengthening student programs and addressing the role of school organizations. Review of Research in Education, 26(1), 263-299. Retrieved from http://rre.sagepub.com.ezp.waldenulibrary.org/content/26/1/263.full.pdf+html.

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ive/H2301017.pdf

Troyan, B. E. (2003). The perpetual silent treatment: Perpetual in-school suspension

and the education rights of students. Texas Law Review, 81, 1637-1670

Appendix L: Permission from Michael Stelzner

Subject :   Re: Request permisson

Date : Wed, May 16, 2012 07:30 PM CDT
From : "Michael A. Stelzner" <mike@socialmediaexaminer.com>
To : Sherry Williams <sherry.williams2@waldenu.edu>
Reply "Michael A. Stelzner" <mike@socialmediaexaminer.com>
To :

Permission granted :)

To: Michael Stelzner
Mr. Stelzner,
I am a doctoral candidate, and as part of my doctoral project study, I chose to write a
White Paper to detail the findings of my study, a case study of a high school's in-school
suspension program.
In my chapter where I provide a literature review of gray literature, specifically the white
paper, I created a table that summarized your primary types of white paper format. I am
copying text from my paper below. I need an email from you to document that I have
your permission to do so. I did purchase your text.
Thank you very much! Time is of the essence...certainly, a purpose the white paper
fulfills! I look forward to your prompt attention! I so want to finish my degree by June 9!

Curriculum Vitae

Sherry Williams

Professional educator specializing in instructional coaching, professional development, teacher leadership, grant writing, classroom management, project development, and technology workshops.

EDUCATION
Doctor of Education, Administration and Leadership (anticipated 2012), Walden University
Master of Science, Walden University
Integrating Technology into the Curriculum
Master of Education, Columbia College
Divergent Learning
Bachelor of Arts, Clemson University
Secondary Modern Language
Cum laude

CERTIFICATION
State of South Carolina, Secondary Education-Spanish

PRESENTATIONS

Classroom Management Strategies that Work!, Novice teachers, Greenville County Schools

SAT Strategies for your Classroom, JL Mann Academy

Brain-based Teaching, JL Mann Academy

MS Outlook, Beyond Email, JL Mann Academy

Understanding your MAP Testing Data, JL Mann Academy

Using Study Stack and Linking to your Website, Riverside High School

SELECTED PROFESSIONAL ACCOMPLISHMENTS

Facilitated reading across the curriculum with focused professional development, including the English Language Arts District Consultant.

Wrote a grant to implement a Project Lead the Way initiative that focused upon automotive engineering; worked with local engineers to mentor participants and obtained participation from a local university; grant was funded and project was implemented.

Obtained a grant to fund an initiative that involved parents of students who had not passed the state exit exam. The project provided parents an opportunity to have dinner with their children and school guidance counselors; counselors detailed the importance of the exam and strategies that parents could use to support their child's success.

PROFESSIONAL EXPERIENCE

Spanish Teacher/Department Chair GREENVILLE COUNTY SCHOOLS
   Riverside High School,   2006-to present
- Facilitate daily instruction for students using both Learning Focused and Understanding by Design strategies
- Lead eight teachers in delivering effective and engaging teaching strategies;
- Order instructional materials for teachers within the department;
- Attend district chair meetings
- Conduct monthly meetings to disseminate district and administrative information.

Curriculum Resource Teacher   GREENVILLE COUNTY SCHOOLS
   JL Mann Academy   2004-2006
- Assisted the principal in evaluating the effectiveness of instructional practices and programs in place at the school
- Assisted the principal with classroom observations to determine the degree to which teaching and learning were standards-based, research-based, data-driven and engaging to students
- Provided professional development for staff that focused on best practices
- Provided novice teachers with in-depth, concentrated professional development to strengthen their knowledge of the instructional program
- Conducted model lessons regularly to demonstrate effective instructional practices
- Provided instructional support for teachers
- Assisted teachers in developing their technology skills.
- Provided detailed written reports to the principal after classroom observations.

Spanish Teacher   GREENVILLE COUNTY SCHOOLS
            2000-2004
Various Private Sector Positions   1980-1984, 1993-2000
- Fluor Corporation, Technical Writer
- Computer Resources, Audit Trail Analysis

- TFP (Customized Software Applications), Technical Support/Trainer
- Wyche, Burgess, Freeman & Parham, Technical Support/Trainer
- International Telcom, Customer Support/Trainer
- ITC Deltacom, Telecommunication Sales