

Case Studies of a Behavior Inclusion Model in an
Elementary School District

by

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ABSTRACT

School discipline practices have traditionally been reactive and punitive in nature. Students violating a school district's code of conduct were often met with exclusionary discipline policies such as out-of-school suspensions, long-term suspensions, and expulsions. Districts attempted to resolve these practices by creating alternative education schools to house students with high numbers of office discipline referrals, rather than have them withdrawn from school. This practice has created in some instances, a school-to-prison pipeline. In this study, for 2015-2016, there were 22 students previously enrolled in the district's alternative education school, Spirit Academy ranging in third through eighth grades. The students were then transferred back to their home schools with supports via student behavior specialists, student behavior interventionists, and a research-based data tracking tool, Check In/Check Out, to determine the level of the model's effectiveness. The six students out of the 22 were selected for this case study analysis because of the fidelity of the data collection at their school sites. Another factor was to include a broad cross-section of students rather than focus solely on a selected grade-level. The study showed three students who successfully passed Check In/Check Out due to higher scores in all three of their skills, while two students showed the exact opposite. Office discipline referrals (ODRs) also indicated mixed results as three students increased their number of ODRs and three showed decreases. Report cards were also mixed as only two of the students showed higher percentages in reading. For math, one student showed an increase. Finally, the school climate survey data was mixed as to meeting the district benchmark at two of the schools studied; one of the schools had lower-than-desired scores. The implications of this study showed that punitive measures

were not necessarily the best for students. If suspensions, long-term suspensions, expulsions, or alternative education schools worked, then we would see less students being referred to these extreme measures of discipline. In fact, more students are being referred for punishment.

Dedicated to my beloved mother, Elena “Helen” Villa Escobar

and to my brother, José Gabriel Escobar.

You both passed away before I got to know you,
but I have always grown up loving and missing you.

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TABLE OF CONTENTS

	Page
LIST OF TABLES	x
LIST OF FIGURES	xi
CHAPTER	
1 INTRODUCTION.....	1
Background	1
Statement of the Problem	5
Purpose of the Study	5
Research Questions	8
Limitations	8
Significance of the Study	9
Definition of Terms.....	10
Organization of the Study	11
2 LITERATURE REVIEW.....	12
Introduction.....	12
Definition of Alternative Education.....	12
School-to-Prison Pipeline.....	13
Racial Disparities.....	17
Poor Conditions For Learning.....	17
Family-School Disconnection.....	18
Social and Emotional Capacity of Students.....	18

CHAPTER	Page
Racial and Ethnic Disproportionality in School Discipline.....	20
Historical, Political and Social Background.	21
Tiered Behavior Supports	23
Boys Town Education Model: Well-Managed Schools.....	25
Boys Town Education Model: Specialized Classroom Management ...	27
Summary	30
3 RESEARCH METHODS.....	32
Program Description	32
Research Design.....	33
Research Questions	33
Population and Sample.....	34
Research Instruments	34
Check In/Check Out.....	34
Report Cards.	35
Second Climate Survey.....	36
Office Discipline Referrals.	36
Data Collection.....	36
Check In/Check Out.....	36
Report Cards.	37
School Climate Surveys	37
Office Discipline Referrals	38

CHAPTER	Page
Anecdotal Notes.....	39
Data Analysis	39
Check In/Check Out.....	39
Report Cards	42
School Climate Surveys	43
Office Discipline Referrals	43
Anecdotal Notes.....	43
Summary	44
4 FINDINGS/RESULTS	45
Introduction to Case Studies	45
Case Study Students.....	47
Sebastian.	47
Louis.	48
John.....	49
Rigo.....	50
Isaac.	51
Manuel.	52
Results	53
Summary of Research Question 1.....	53
Summary of Research Question 2.....	53
Summary of Research Question 3.....	55

CHAPTER	Page
Summary	61
5 SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	62
Summary of the Findings	62
Limitations	66
Recommendations for Further Research	67
Conclusions	69
REFERENCES	73
APPENDIX	
A SEBASTIAN’S DATA	78
B LOUIS’ DATA.....	81
C JOHN’S DATA	84
D RIGO’S DATA.....	87
E ISAAC’S DATA	90
F MANUAL’S DATA.....	93
G END-OF-YEAR REPORT CARDS (2014-2015).....	96
H END-OF-YEAR SCHOOL CLIMATE SURVEY	98

LIST OF TABLES

Table	Page
1. Demographic Data for Vista del Sol School District.....	6
2. School Climate Survey Questions	38
3. Student Characteristic Data.....	46
4. Comparison of School Climate Survey Results from Three Schools.....	56
5. Comparison of Office Discipline Referrals	60
6. Pre- and Post-Office Discipline Referrals	65

LIST OF FIGURES

Figure	Page
1. Suspension Rates Over Time by Race/Ethnicity, K-12	14
2. School-to-Prison Definitions Drawn From the Literature	16
3. Unidimensional and Multidimensional Conceptualizations of Bias.....	22
4. A Conceptual Model of Disproportionality	23
5. Well-Managed Schools' Multi-Tiered Interventions.....	27
6. Sample of Check In/Check Out Form (Page 1)	41
7. Sample of Check In/Check Out Form (Page 2)	42

CHAPTER 1

INTRODUCTION

Background

Our nation's schools have historically serviced students alongside similar peers. Students have attended classes with similarly aged students, and teachers have accommodated their lessons to meet their students' academic needs. Not all students fit into this mold, and the necessity for self-contained programs grew to educate students needing special education and/or specific behavioral supports.

The No Child Left Behind Act of 2001 introduced the increased accountability of schools with identified subgroups. This accountability placed pressure on classroom teachers to have all their students perform at a level of academic proficiency. All students included students with identified intellectual disabilities, English language learners, minority groups such as African Americans and Hispanics and those with behavioral concerns, whether it was conduct related or emotionally related. No Child Left Behind made schools drill down to the academic achievement of every student, no matter which subgroup they belonged to. States were made to create a system whereby subgroups of students could be measured according to state-determined, grade-level standards.

Arizona used a measure named the Arizona Instrument to Measure Standards (AIMS) to annually test students as to their progress on the standards. Students were labeled on their proficiency by the following levels:

Falls far below: Students who score in this level may have significant gaps and limited knowledge and skills that are necessary to satisfactorily meet the state's alternate

academic standards. Students will typically require a considerable amount of additional instruction and intervention in order to achieve a satisfactory level of understanding.

Approaches: Students who score in this level can typically function with extensive support through the use of visual representations, manipulatives, calculators, and objects to demonstrate partial understanding of subject matter.

Meets: Students who score in this level can typically function with moderate support through the use of visual representations, manipulatives, calculators, and objects to demonstrate a solid understanding of subject matter.

Exceeds: Students who score in this level can typically function independently or with minimal cueing to demonstrate mastery of subject matter.

This pressure to have all students meet grade-level standards intensified the focus on subgroups.

In education, a student subgroup generally refers to any group of students who share similar characteristics, such as gender identification, racial or ethnic identification, socioeconomic status, physical or learning disabilities, language abilities, or school-assigned classifications (e.g., special-education students). While “student subgroup” may be applied informally to any number of locally defined groups of students, the term typically refers to specific categories of students defined in federal and state legislation (and related rules and regulations) or used in data-collection processes, public reporting, research studies, statistical analyses, and other formal governmental or academic mechanisms employed to track the educational performance and attainment of particular groups of students. (“Hidden Curriculum,” 2014).

Historically, there was a proliferation of alternative schools created in the late 1960s and 1970s for students who, it was thought, would perform better in an alternative setting due to public schools not being able to meet their needs. The U.S. Department of Education describes an alternative school as

a public elementary/secondary school that: 1) addresses needs of students that typically cannot be met in a regular school; 2) provides nontraditional education; 3) serves as an adjunct to a regular school; or 4) falls outside the categories of regular, special education, or vocational education (USDOE, 2007b).

The 1990s brought a reform movement that aimed to provide consumers with choice and one of those choices was alternative education via schools specifically made for at-risk youth. Raywid (1994) labeled three types of alternative schools. First, she identified “restructured schools,” schools that used progressive educational ideas. The next two she identified are closely aligned to the alternative schools that served the students in this study. She identified a “disciplinary program” school that supported students who committed violent acts or displayed disruptive behavior. Raywid further called these schools “soft-cell jails.” Finally, she labeled a school a “problem-solving school,” one specifically designed for at-risk students.

The schools allowed for students who were deemed as too disruptive or dangerous to attend schools with regular students, and to have a place where they could learn what they needed to learn. Thus, schools served students who needed to catch up academically for fear of becoming dropouts due to their behaviors and were also for students who were too disruptive in a classroom and, therefore, their out-of-compliance behaviors caused classroom disruptions where other students could not learn. This meant that the disruptive students were sent to a different setting to help the general education classroom focus on their learning.

Many such schools still exist, either in charter school form or in the form of school districts creating their own schools for disruptive students. For example, students who bring drugs or a dangerous weapon to school are sometimes either long-term

suspended or expelled; but if the district has an alternative site (or an agreement with an agency that operates an alternative school setting) the students are sent to finish their education at that site. Most school districts develop entry and exit criteria for students who attend these alternative education schools. This placement to alternative schools, in theory, helps the students who do not have behavioral problems to learn at their sites without any disruptions.

An unfortunate trait of these alternative schools is that they are often lacking in rigorous academic instruction and in many other areas, such as constant teacher turnover due to burnout, lack of attention from their district central office, and inadequate supplies due to budget constraints. For example, Cox (1999) shared that some characteristics of such schools operate having (a) racial isolation, (b) a punitive disciplinary focus, (c) intensified social control, (d) inadequate resources, (e) lack of accountability, and (f) an unchallenging curriculum.

Another heightened aspect of such schools is that they seem to contribute to the school-to-prison pipeline due to the negative connotations associated with their educational missions. Students sent to such schools are often minority youth who live in low socio-economic surroundings and who are subjugated from the schools that would assist them in leaving their marginalized neighborhoods. Vanderhaar, Petrosko, and Munoz (2013) documented a longitudinal study completed in Kentucky between 1997 and 2006 that should raise cause for using disciplinary alternative schools as a place to send disruptive students. Students who were sent to these schools often had regular contact with law enforcement, which then led them to juvenile courts, and subsequently led their entry into a school-to-prison pipeline.

One remedy implemented was to create self-contained classrooms for the subgroups where they could be legally applied. These self-contained classrooms could meet the specific, targeted needs of their subgroups, such as developmentally delayed students, autistic students, and students with behavioral misconduct issues.

Statement of the Problem

This research was focused on determining if a behavior inclusion model for students who have been identified as needing additional behavioral supports better served their needs, as opposed to the former model of placing them in an alternative education school setting.

Purpose of the Study

This study examined whether an inclusion model for students with major or repeated discipline offenses would better shape the behavior of students, rather than sending them to an alternative placement that often caused students to have their first interactions with law enforcement and the school-to-prison pipeline.

The location of this study was in the Vista del Sol School District (VdSSD), which enrolls over 10,000 students in the suburban west valley of Phoenix, Arizona. As seen in Table 1, most students are identified as Hispanic.

Table 1

Demographic Data for Vista del Sol School District

Ethnicity	Student count	Student percentage	Student count in alternative program
American Indian/Alaskan Native	123	1.2%	0
Asian	200	1.9%	0
Black	777	7.4%	3
Hawaiian/Pacific Islander	33	0.3%	0
Hispanic	7,621	73.1%	14
Two or more	304	2.9%	0
White	1,374	13.2%	5
Grand total	10,432	100%	22

The district created an alternative school in 2004 with one class of eight grade students. One of the district's schools, Pointe Elementary, had a number of students bringing and using drugs, namely crystal meth, a highly addictive stimulant drug that is more harmful than the powder form of methamphetamine. This would have normally resulted in the district dispensing numerous expulsions, but the superintendent wanted a different approach so as to support the students, rather than write them off. The alternative education school, Spirit Academy, had expanded to five classrooms and 75 students by the time it was closed in 2015. It was closed because the students were not meeting academic expectations as set by the Arizona Department of Education, and in

fact, it was labeled as a *failing* school. The district decided to try a behavioral inclusion model in the 2015-2016 school year and return its remaining enrolled students to their home campuses. These students had still not adequately exited the school as deemed by its exit criteria. The new model included hiring two student behavior specialists (certified teachers), and two student behavior interventionists (classified staff), who worked under the direction of the Director of Guidance & Student Support Services in the Department of Educational Services. The teams each received a caseload of students and their task was to pull the students for behavioral interventions utilizing the district's adopted Boys Town Education Model, Well-Managed Schools, which is a classroom management and social skills framework.

The data collected on individual students was a research-based Tier 2 intervention, Check In/Check Out. This daily intervention is a commonly used intervention that supports students by being a structured measure where students are given ratings and feedback by a designated adult on campus. The ratings are focused on the student's behavior, documented on a sheet that the student carries with him throughout the day. It serves as a visual, tactile reminder of his behavior. It is meant to be a brief interaction (less than five minutes) that supports the student with a reminder of his behavior and it also creates a relationship with an adult who may serve as a mentor (McIntosh, Campbell, Carter, & Dickey, 2009).

In addition, other data collected also included office discipline referrals, attendance, and a behavior screener (the Student Risk Screener Scale, SRSS). These important pieces of data provided the team with a clear snapshot of the child and his behavioral needs.

Research Questions

This research focused on three questions: (a) What behavior changes will occur when a student is placed in a general education setting after having been in a disciplinary-focused alternative school? (b) What academic changes will occur when the students are placed back onto their home campuses? (c) What effect will placing the students back onto their home campuses have on the school's climate and culture?

Limitations

This was the first year of the inclusion model being utilized in the district and as such, some challenges had to be solved as they occurred. There were few other similar models in surrounding districts to refer to and replicate. Surrounding districts with similar demographics were still utilizing alternative education schools for students they identified as disruptive and/or dangerous.

The Check In/Check Out data used for evaluation on the effectiveness of the program was collected as teachers completed the tracking forms. Some teachers were better at providing and documenting the necessary feedback. There was an electronic piece to the process and some teachers completed this task and others did not; this impacted the tracking of some of the students' progress. This inadequate tracking led to some limitations on the evaluation of the effectiveness of the program.

Similarly, another limitation was the withdrawal of some of the students. Students who were in the program were withdrawn and enrolled in other school districts due to their families moving to another area. This impacted the number of students tracked in the study, and thus the sample used for review diminished in number.

In addition, there were students enrolled in the behavior inclusion model for added support who entered the program after the study was underway either via our Multi-Tiered System of Support (MTSS) identification system or if the student entered the district coming from an alternative behavior form of education. These students were not included in this study due to them not being in the original group of students from the alternative school from the 2014-2015 school year.

Significance of the Study

More school districts are moving away from housing students in self-contained programs as these programs are more often than not as academically rigorous. Under the Individuals with Disabilities Education Act (IDEA), all students who are in school districts who receive federal funding and who have an identified disability must be provided with a Free and Appropriate Public Education (FAPE). Under this act, they must be in a least restrictive environment and be provided an education that they would receive with their non-disabled peers.

Self-contained environments are more restrictive than returning students to regular classrooms with added levels of support. While not all of the students in the Vista del Sol School District's behavior inclusion program were under the protection of an Individualized Education Program (IEP) and were not subject to the auspices of a least restrictive environment, placing them in a self-contained school with an underperforming school label was not serving the students well academically or behaviorally.

This new model could serve as a model that other districts could implement to provide students with behavioral challenges the opportunity to attend school with their peers without separation. This new model also focuses on proactively teaching important

life and social skills to fill in their skill and performance deficits so they can be successful as they traverse through their academic and professional lives.

Definition of Terms

Check In/Check Out: A manualized, Tier 2 intervention designed to decrease problem behaviors and increase prosocial behaviors through direct behavioral ratings of student performance (McIntosh et al., 2009).

Expulsion: Removal of a student from school of up to and/or beyond one calendar year.

Long-term suspension: Removal of a student from school for a specified period of time beyond 10 days.

School-to-prison pipeline: Students are placed into the criminal justice system from the school system (Bahena, Cooc, Currie-Riben, Kettner, & Ng, 2012, p. 1).

Student Risk Screener Scale: A no-cost, one-page universal screening tool for identifying school-aged students with externalizing behaviors (Lane, Menzies, Oakes, & Kalberg, 2012, p. 94).

Tier 2: Tier 2 consists of students who are not making adequate academic or behavioral progress in Tier 1 (core curriculum) and are provided with increasingly intensive instruction matched to their needs.

Well-managed schools: A well-managed schools is a school-based intervention strategy that emphasizes behavioral management practices, relationship-building techniques, and social skills instruction (Hensley, Powell, Lamke, & Hartman, 2007, pp. 7-8).

Organization of the Study

Chapter 1 gives the background to the creation of the alternative school in Vista del Sol School District and its subsequent dismantling for a new inclusion model. Included is also a reason to move towards an inclusion model rather than contributing to the school-to-prison pipeline.

Chapter 2 is a literature review defining disciplinary alternative schools and other exclusionary disciplinary practices such as long-term suspensions and expulsions. Next, it examines the social and political aspects of those students who are sent to disciplinary alternative schools, mostly males of color. Finally, the review includes varying positions on the impact of positive behavioral intervention supports on disciplinary practices.

Chapter 3 focuses on the methodology of the study. The study was a mixed methods study, both qualitative and quantitative, and utilized interviews, and an analysis of behavioral and academic data.

Chapter 4 is an analysis of the qualitative data such as interviews, observations, and of the data collected from the Check In/Check Out intervention used with each of the students in the study.

Chapter 5 focuses on the findings from the implementation of the model in the school district. The research questions are answered and suggestions are made for further forays into the studied model.

CHAPTER TWO

LITERATURE REVIEW

Introduction

Chapter 2 presents the history of alternative education in the United States as it relates to behaviorally challenged students and to its use as an aversive type of disciplinary approach. The chapter also examines the political and social paradigms that have supported the use of alternative education in our nation's public school system. The strata of tiered behavior supports are also explored as they provide a system to understanding how students are labeled based on behaviors. Educators also use the tiered behavior supports to match interventions to an identified behavior, and quite often this will lead to a student being referred to a self-contained placement in an alternative educational program. Finally, this chapter explores the two education models that were used by educators in this study to support students with their behavior management.

Definition of Alternative Education

Alternative schools exist in our school system for a variety of reasons, but for the purpose of this study the definition of an alternative school is within the boundaries of those schools that support students due to extreme disruptive behaviors within their home school sites. The premise is that these schools will take better care of the unique behavioral and academic needs of students who are placed in alternative schools.

The number of alternative schools and students is growing, the result of increases in suspensions and expulsions, pushing students out of their traditional schools and into alternative schools (Lehr, Soon Tan, & Ysseldyke, 2009). There is no concrete standard for the definition of an alternative school, but in theory these schools exist to provide

optional learning environments for students who are struggling in traditional schools. There are two main explanations for placing a student in an alternative school: those who are having academic difficulties and those who are deemed dangerous and disruptive (Vanderhaar et al., 2015).

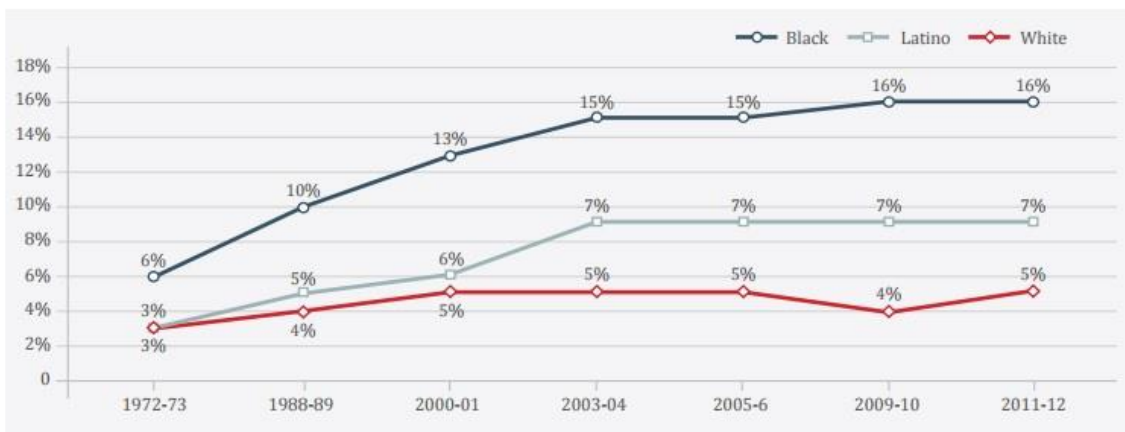
There has been little to show that the schools are successful. These schools often include the following characteristics: (a) racial isolation, (b) punitive disciplinary focus, (c) intensified social control, (d) inadequate resources, (e) lack of accountability, and (f) an unchallenging curriculum (Cox, 1999). Further, research suggests that moving disruptive students to alternative schools only promotes the inequities that exist as to race, poverty, and a special education status that heightens segregation by race and disability (Quinn & Rutherford, 1998).

School-to-Prison Pipeline

In looking at alternative education, it is important to bring in the other immense aspect that influences the criminalization occurring in our nation's schools. The trend began with the zero tolerance policies of the 1990s. Zero tolerance is defined as a disciplinary policy that does not have regard for the severity of the misconduct and that calls for a mandatory sanction for student disciplinary infractions (American Psychological Association [APA] Zero Tolerance Task Force, 2008). It is a practice that comes with multiple negative outcomes, including school disengagement, academic difficulties, school dropout, and juvenile justice involvement (Fabelo et al., 2011; Gregory, Skiba & Noguera, 2010; Lee, Cornell, Gregory, & Fan, 2011).

Table 2 details the suspension rates over time by race/ethnicity for grades K through 12. It is interesting to note that the percentage of White students nearly doubled

in the 40 years from 3% to 5%, the Latino population actually did double from 3% to 7%, and the Black population portrays the disproportionality occurring in the nation by starting at 6% (which already was double the percentage of the White and Latino population in 1972) and nearly tripling to 16%. These percentages in Figure 1 have been fanned by the rush to exclusionary discipline practices, such as out-of-school suspensions.



Data Source: U.S. Department of Education, Office for Civil Rights

Figure 1. Suspension rates over time by race/ethnicity, K-12

This practice of zero tolerance functions under the umbrella of two core assumptions: (a) harsh sanctions will deter student misconduct, and (b) removal of the most serious offenders from the school will improve the school climate (Skiba et al., 2011). In reality, the opposite has been proven to be the case. If a student is out-of-school suspended, it further breaks down the way he perceives the school and his place in the confines of the school. Some longitudinal studies have shown that students who were suspended once were more likely to be suspended again, suggesting that first-time suspension is associated with continued misbehavior and further suspensions, with no

evidence of a deterrent or remedial effect (Fabelo et al., 2011; Tobin, Sugai, & Colvin, 1998).

In an attempt to make schools safe by implementing zero tolerance policies for students who committed egregious violations on campus, the opposite has happened. Students who bring firearms, drugs, alcohol, weapons may be out-of-school suspended as these violations are not matters of subjectivity; those violations are quite objective to discern. Conversely, students who are disruptive, defiant, disrespectful (violations with more subjectivity tied to them) are also out-of-school suspended and removed from the learning environment and set up for entry to the cycle of multiple out-of-school suspensions.

One recent example of the absurdity of zero tolerance occurred in Virginia. A Black teen was arrested and charged with disorderly conduct and petit larceny when he was accused of stealing a 65-cent carton of milk. The school resource officer accused the student of stealing the milk; and when the student did not cooperate because he felt he was wrongly accused, he was criminally charged. He had a trial date; and although he was offered a nonjudicial punishment, his family declined as they felt he was wrongly accused. The student was Black and was eligible for free lunch (St. Martin, 2016).

The following are a few more examples from a report by the Advancement Project and The Civil Rights Project at Harvard University (2000):

An African American ninth grader was expelled for one year from a predominantly white school district and sent to an alternative school because she had sparklers in her book bag. She had used them over the weekend and forgot they were in her bag.

A kindergarten boy in Pennsylvania was suspended for bringing a toy ax to school as part of his Halloween costume.

An African American male 7th grader bet a schoolmate on the outcome of a school basketball game. The schoolmate, who lost the bet, accused the boy of threatening him for payment. The school district conducted no investigation but instead notified law enforcement officials. The 7th grader was charged with felony extortion and expelled.

These are just a few examples situations that contribute to the school-to-prison pipeline (STPP). Definitions vary on the term for STPP, but Figure 2 lists some of the common definitions drawn from literature.

School-to-Prison Definitions Drawn from the Literature	
The school to prison pipeline refers to this growing pattern of tracking students out of educational institutions, primarily via "zero tolerance" policies, and, directly and/or indirectly, into the juvenile and adult criminal justice systems.	Heitzeg, 2009, p. 1
"School-to-Prison Pipeline"—the use of educational policies and practices that have the effect of pushing students, especially students of color and students with disabilities, out of schools and toward the juvenile and criminal justice systems.	Advancement Project et al., 2011, p. 2
The School to Prison Pipeline proposes that exclusionary discipline techniques (e.g., detention, out of school suspension, disciplinary alternative education placements) experienced by African American males alienate them from the learning process by steering them from the classroom and academic attainment and toward the criminal justice system.	Darensbourg, Perez, & Blake, 2010, p. 197
The "school-to-prison pipeline" refers to the policies and practices that push our nation's schoolchildren, especially our most at-risk children, out of classrooms and into the juvenile and criminal justice systems.	ACLU, 2008
The "school-to-prison pipeline" refers to policies and practices that systemically push at-risk youth out of mainstream public schools and into the juvenile or criminal justice systems.	Kim, 2003, p. 956
These phrases refer to a journey through school that is increasingly punitive and isolating for its travelers—many of whom will be placed in restrictive special education programs, repeatedly suspended, held back in grade, and banished to alternative, "outplacements" before finally dropping or getting "pushed out" of school altogether.	Wald & Losen, 2003, p. 3
The "School-to-Prison Pipeline" (STPP) refers to the framework of the United States school system that, by design, pushes students out of public schools through suspension or expulsion and into a juvenile detention facility or prison.	Burris, 2012, p. 2

Figure 2. School-to-prison definitions drawn from the literature

McNeely and Falci (2004) described the school-to-pipeline (STPP), which affects a disproportionate number of students of color, as a set of interactions between and among children, youth, their families, school personnel, other service providers, and gatekeepers of outcomes. These interactions contribute to a cycle of negative encounters

that can lead to or exacerbate a student's behavioral and academic problems, disengagement from learning, and disconnection from school. Furthermore, these interactions also contribute to dropout, delinquency, arrest, and incarceration (Osher, Quinn, Poirer, & Rutherford, 2003; Osher, Woodruff, & Sims, 2002).

There were four factors that Osher et al. (2012) identified as items that perpetuate STPP. They identified (a) racial disparities, (b) poor conditions for learning, (c) family-school disconnection, and (d) the failure to build the social and emotional capacity of youth.

Racial disparities. There are multiple documentation sources on the racial disparity amongst various subgroups. The gap between African American and White students is especially wide in regards to suspension rates. For example, Losen and Skiba (2010) shared that in the past three decades African American students have experienced an increase of 9% points in school suspension rates, from 6% in 1973 to 15% in 2006.

Poor conditions for learning. There are at least four social and emotional conditions that are necessary for learning according to Osher and Kendziora (2010): (a) physical and emotional safety: when students feel safe they will act in accordance to the school's norms and rules; (b) connectedness: when students create relationships with adults who care about them they feel support and cared for on their campuses; (c) engagement and challenge: when students feel academically challenged and also feel that school is connected to larger life goals they will rise to these higher expectations; and (d) peer social-emotional capacity and values: such occurs when students and teachers are affected by the social-emotional capacity and values of students' peers.

One dismaying aspect found by Coggshall and Ott (2010) stated that there is a lack of educator professional development and support to build these conditions for learning and further the lack extends to not wanting to respond positively but rather punitively towards student misbehavior. Teachers were presented with 12 strategies that ranged from reducing class sizes to raising salaries to improving professional development opportunities. Teachers rated “ensuring that students who have severe discipline problems are removed from the classroom and placed in alternative programs more suited to them” (p. 10) as being the most effective strategy to improve teacher effectiveness.

Family-school disconnection. Families of at-risk children are often estranged from their schools (Lightfoot, 1981); this is especially true for parents of color with children who have behavioral problems (Friesen & Osher, 1996; Osher & Huff, 2006) and for children of color (Osher & Huff, 2000).

Social and emotional capacity of students. Social and emotional learning (SEL) is the process through which individuals enhance their ability to integrate thinking, feeling, and behaving to achieve important life tasks (Osher et al., 2012). SEL contributes to social, emotional, and academic success by promoting positive development, reducing problem behaviors, and increasing motivation to learn, especially in the school context (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). Researchers such as Durlak and Weissberg (2005) and Biermann et al. (2008) have found that schools without programs focused on SEL had students with either unchanged or worsened antisocial behaviors and aggression, serious discipline problems, and increased school suspensions. If these go unaddressed, these behavior patterns could lead to more serious behaviors that

contribute to the STPP. A social-skills intervention should include the development of skills for emotional understanding and communication, friendship skills, self-control skills, and social problem-solving skills (Osher et al., 2012).

Parents, educators, law enforcement officers, and communities agree that creating and maintaining safe schools is critical for the development of children and the well-being of our society (Gonsoulin, Zablocki, & Leone, 2012). Often, in the name of keeping schools safe, practices such as “zero tolerance” and referring students to police for school code violations have led to school exclusions and prematurely introducing youth to the juvenile justice system (Hirschfield, 2008; Kim & Geronimo, 2009). For example, a recent report by the Council of State Governments Justice Center reported that more than 31% of students in Texas schools received suspensions even though only 3% of the infractions were for conduct that state law mandates disciplinary removal (Fabello et al., 2011). In addition, disproportionate numbers of students with disabilities and African American youth received suspensions; and overall, students who were removed from school had a much higher likelihood of involvement in the juvenile delinquency system (Fabello et al., 2011; Skiba, Michael, Nardo, & Peterson, 2002). The STPP typically includes school-initiated referrals of students to law enforcement and/or the courts for school violations that range from excessive tardiness to a shoving match—behaviors other than weapon possession and/or drug offenses (Thurau & Wald, 2010). Usually associated with the concept of STPP are zero-tolerance policies that mandate the application of predetermined consequences with little regard for the circumstances or contexts within which an incident occurs (American Psychological Association Zero Tolerance Task Force, 2008). Most of these predetermined consequences are often severe

and punitive in nature. In addition, the number of students suspended annually has significantly increased in numerous jurisdictions despite an actual decrease in serious infractions (Krezmien, Leone, & Achilles, 2006; Skiba & Rausch, 2006). Many zero-tolerance policies mandate the referral of children to law enforcement authorities for a variety of school code violations that two decades ago were handled by school administrators (Wald & Losen, 2003). Concurrent with the increases in suspensions, the rate at which schools have referred students to the juvenile courts has increased in recent years.

Racial and ethnic disproportionality in school discipline. Office discipline referrals (ODRs) are often used to compare the rate at which different racial and ethnic groups are referred to school administration for correction. When students are referred to the office, there are multiple negative outcomes, such as loss of instructional class time (Fenning & Rose, 2007), exclusionary disciplinary consequences (Skiba et al., 2002), negative academic outcomes (Skiba & Rausch, 2006), and contact with the juvenile justice system (Wald & Losen, 2003). Further, research has widely documented that certain groups are over-represented among these referrals, placing them at a disproportionate risk for negative outcomes (Martinez, McMahon, & Treger, 2016).

It is these exclusionary discipline practices (suspension and expulsion) that are subject to examination under a closer and heightened lens of inquiry. The use of exclusionary discipline in schools continues to increase, especially for African American students (Losen & Skiba, 2010). White students are more often issued an ODR for relatively objective problem behaviors, such as smoking or vandalism; whereas, African American students are more often issued ODRs for more ambiguous or subjective

problem behaviors (disruption), which require a judgment call regarding whether to refer a student. These consistent findings indicate that, although structural factors may explain some of the differences, conscious or unconscious racial bias may also play an important role in the discipline gap (McIntosh, Girvan, Horner, & Smolkowski, 2014).

Skiba et al. (2002) compared the types of infractions for which African American and White middle school students in a large urban district were referred to the office, and found no obvious differences in severity of behavior, but that African American students tended to be referred to the office more often for offenses that required a higher degree of subjectivity, such as disrespect or loitering.

Our nation's teaching force is largely White and female (Zumwalt & Craig, 2005), and this fact cannot be ignored as a contributing factor to the disproportionality seen in ODRs, nor can the possibility of a cultural mismatch or racial stereotyping (Skiba et al., 2011). Townsend (2000) suggested that the unfamiliarity of White teachers with the interactional patterns that characterize many African American males may cause these teachers to interpret impassioned or emotive interactions as combative or argumentative.

Historical, political and social background. McIntosh et al., (2014) hypothesized some factors that lead to disproportionality in school discipline. They shared if bias was solely racial in nature (as shown on the left side of Figure 2), then the bias could be solved by providing educators with training in cultural sensitivity. They also discovered two serious disadvantages to this hypothesis; it focuses solely on one variable (racial bias) that has been shown in many studies to be highly resistant to change. Interventions intended to reduce personal racial biases are frequently ineffective

and have even strengthened existing levels of racial bias. Secondly, it also fails to consider contextual variables that may be critical to biased decision making but that are much more malleable.

The right side of Figure 3 demonstrates how an individual may selectively show racial bias in different decision situations. McIntosh et al. (2014) shared an example where a teacher may make more equitable discipline decisions at the start of the day, but be more likely to send students of color to the office at the end of the day, when fatigue affects decision making. The core insight of this view is that the interaction between individuals' biases and the situation leads to biased decision making. This second view has two advantages over the unidimensional model; it is more accurate in predicting biased decision making and it facilitates identification of solutions to seemingly intractable problems.

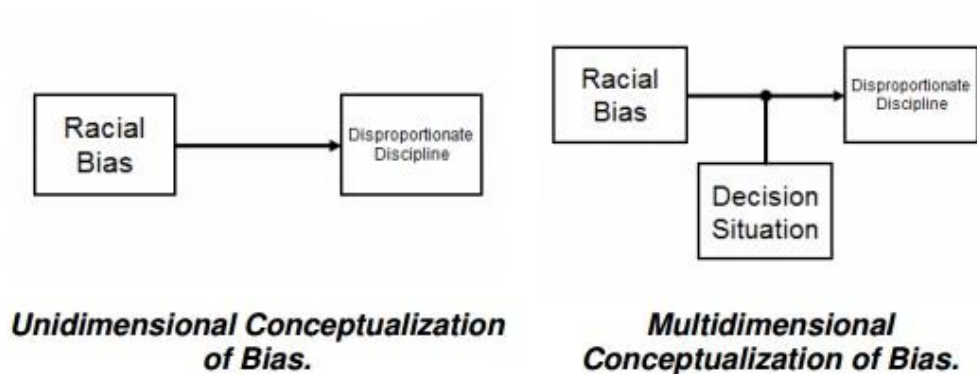


Figure 3. Unidimensional and multidimensional conceptualizations of bias

In Figure 4 there is a delineation of the less malleable predictors (explicit bias, structural variables, and implicit bias) and the malleable moderators (school policies and

school practices) and how they impact the assignment of disproportionate discipline and the subsequent distal outcomes (student achievement and rates of dropout).

Thus, although certain structural conditions and biases may themselves be difficult to change, the model shows that understanding how they work is fundamentally necessary for identifying interventions that are most likely to reduce or eliminate disproportionate discipline, thereby improving student engagement, achievement, and opportunity (McIntosh et al., 2014).

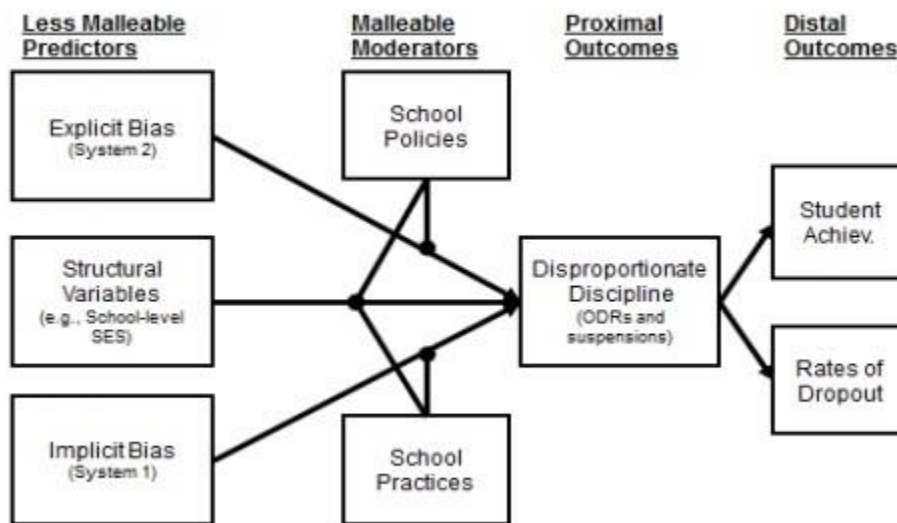


Figure 4. A Conceptual Model of Disproportionality

Tiered Behavior Supports

Lane, Carter, Jenkins, Dwiggins, and Germer (2015) documented recent calls to improve academic achievement among all students while at the same time ensuring a safe learning environment, which have led to the adoption of multi-tiered systems of support in schools. Three-tiered models of support offer a framework for proactively meeting all

students' academic, behavioral, and social needs within these mandates. Three-tiered models of support are a data-informed, systematic approach to providing increasingly intensive interventions to students with demonstrated need according to data collected as part of school practices. Examples of tiered models of prevention include Response to Intervention (RtI; Fuchs & Fuchs, 2006) and positive behavioral interventions and supports (PBIS; Sugai & Horner, 2002). These models focus on the school rather than the individual student as the unit of analysis, with each model typically including three levels of support. Tier 1 (primary) prevention efforts are a universal system designed and implemented for all students attending a given school. Examples include adoption of validated reading and math curricula, explicit instruction of school-wide behavioral expectations, such as in an evidence-based social skills or an anti-bullying program. Tier 2 (secondary) supports are reserved for the approximately 10% to 15% of students who are non-responsive to Tier 1 support. Secondary supports often include small-group interventions for students with similar academic, behavioral, or social needs (e.g., reading groups, test-taking strategies, social skills groups) as well as low-intensity strategies (e.g., behavioral contracts and self-monitoring interventions). Students are identified for Tier 2 supports using academic and behavior screening data in conjunction with relevant indicators (e.g., office discipline referrals [ODRs]). Tier 3 (tertiary) supports are intensive, individualized interventions for the 5% to 7% of students for whom Tier 1 and 2 supports are insufficient. Examples include one-on-one tutoring, individual counseling, and functional assessment-based interventions. Three-tiered models of support include several core implementation features: (a) regular screening of all students (e.g., academic and behavior screening tools completed in fall, winter, and spring); (b) monitoring of

student progress; (c) data-informed decision making (e.g., using data to identify and assist students needing additional supports), (d) evidence-based interventions at all levels of prevention; and (e) evaluation of implementation fidelity to determine the extent to which supports are implemented as designed (Positive Behavioral Interventions & Supports Center, 2009). These models incorporate mechanisms for soliciting feedback from stakeholders regarding the goals, procedures, and outcomes (social validity) to ensure all parties have a voice in plan construction, implementation, and revision. Finally, they emphasize the need for team-based leadership as well as effective ongoing professional development opportunities (Lane, Menzies, Ennis, & Bezdek, 2013).

Boys Town Education Model: Well-Managed Schools

The Boys Town Education Model is a school-based intervention strategy that emphasizes behavior management practices, relationship-building techniques, and social skills instruction. The Education Model is rooted in applied behavior analysis and social learning theory. It evolved out of the Boys Town Teaching Model, which was developed more than three decades ago and is the bedrock of the philosophy of care used in their long-term and short-term residential programs for abused, abandoned, and at-risk youth (Hensley et al., 2016).

Since the model is based on the principles of both applied behavioral analysis and social learning theory, it would be remiss if definitions were not included. ABA, applied behavioral analysis, is simply the application of behavioral principles, to everyday situations, that will, over time, increase or decrease targeted behaviors. ABA has been used to help individuals acquire many different skills, such as language skills, self-help skills, and play skills; in addition, these principles can help to decrease maladaptive

behaviors such as aggression, self-stimulatory behaviors, and self-injury (Applied Behavioral Strategies, 2010/2017).

Cangemi and Khan (1979) detailed the roles that imitation and modeling have in individuals learning socially desirable behavior. Their work details one of the acceptable meanings of *imitation* is to copy, to follow a model or example or to repeat, rehearse, reproduce or to do something over again. In everyday language imitation is used to describe a simple process of copying the behavior of others. Learning through imitation is known as observational learning. This learning involves acquiring new responses or modifying old ones as a result of observing the behavior of a model (Bandura & Walters, 1963). These are instrumental aspects of the Boys Town Educational Model as students are learning their social skills from the teacher in order to obtain socially desirable models of behavior.

The benefits of social skills instruction, coupled with classroom management practices (having rules, procedures, and consistent consequences), should not be underestimated. In a study of two schools that implemented the Well-Managed Schools program, office discipline referrals (ODRs) decreased and ODRs for physically aggressive behavior decreased substantially (Hensley et al., 2016).

In Figure 5, the multi-tiered interventions that are part of the Well-Managed Schools Model are detailed. There is a congruency to the tiered system of interventions used as a model for academics and behavior. Each tier is addressed and the corresponding (Universal, Tier 1; Secondary, Tier 2; and Tertiary, Tier 3) interventions are listed.

Well-Managed Schools Multi-Tiered Interventions

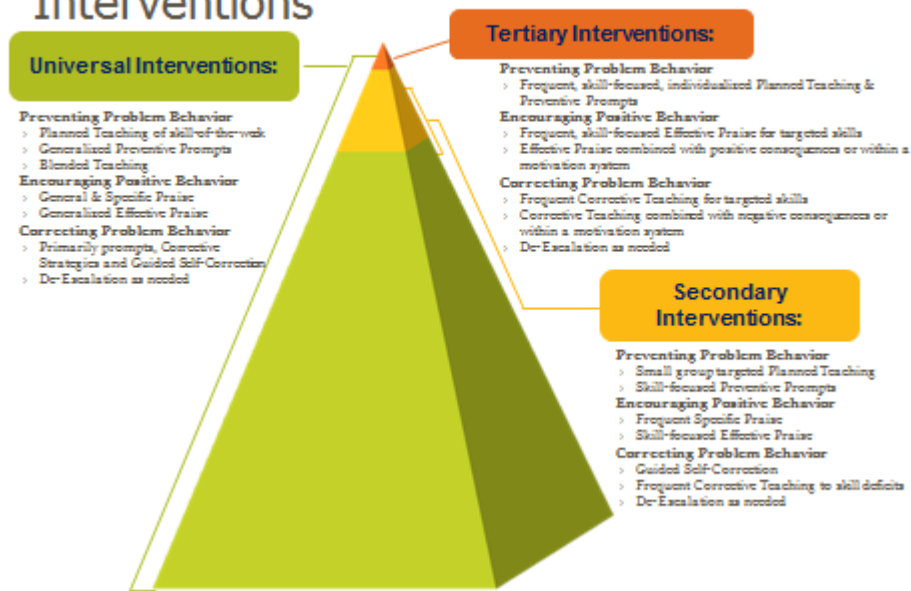


Figure 5. Well-managed schools’ multi-tiered interventions

Boys Town Education Model: Specialized Classroom Management

Students placed in alternative education models are normally placed there due to their needing additional supports not provided on their home school sites. For example, the Boys Town Education Model is a Tier 1 behavioral support utilized on all campuses in a school district. A stricter, more structured classroom management model would be needed in a alternative education school or perhaps in a self-contained setting.

Boys Town's Specialized Classroom Management (SCM) is tailored specifically for educators who serve students in need of intensive behavioral intervention. SCM is a research-based system that allows you to connect with, motivate, and teach students the critical life skills they need to be successful. It also provides the organization the

structure and knowledge to facilitate and manage academic and behavioral learning (Lamke, Pratt, Meeks, & Perhamus, 2015).

The SCM model follows the Boys Town Education Model of The Well-Managed Schools, but there is an added component. While Well-Managed Schools incorporates a comprehensive social skills curriculum, teaching interactions that reinforce positive behaviors and correct negative ones, and the Administrative Intervention process, SCM added a motivation system.

The motivation system is an added check and balance for the student to self-monitor behavior. In SCM, the system is made up of three levels: daily points, progress, and merit. Once a student is placed on the system, the student must start on daily points, which is the most structured and restrictive level. As their behavior improves, they can progress up to the progress and merit levels. These levels are in place to ensure students move from a more restrictive environment to a less restrictive one once they have adequately demonstrated that they have learned the necessary social skills. Once they are able to demonstrate this, they can be mainstreamed back onto their home campuses or back into their general education classes.

Lamke et al. (2015) delineated the levels as follows:

Daily Points: this is the first level where all students start and it is considered the skill-acquisition stage. This stage is highly individualized and interactive. The educator provides the student with continuous feedback (the goal being twenty-five to thirty interactions with each student each day) on their use of their identified social skills. The student carries a point card that is a visual reminder of their progress. The student earns points in order to participate in the Token System. Students will use their earned points to purchase privileges, tangible items, and bonds. Bonds are a means that students use to move to another level. The educator needs to be able to find multiple opportunities to teach a skill, because in doing this the student is more likely to learn and use it.

Progress: this is the second level of the Motivation System. It is at this stage that the student is building fluency with their use of the social skills. The student no longer earns points but rather pluses or minuses. The student and educator negotiate at the end of the school day the amount of points their pluses and minuses have earned.

Merit: this is the final level of the Motivation System. It is at this level that the student should be demonstrating more independence with their use of social skills. The primary goal is to get "off card" and be able to receive consequences as those they would receive in a general education classroom setting that does not offer this artificial system. This level is difficult because there are less interactions between the educator and the student, as independence is the goal.

The goal of students who need this extra support, as used in SCM, is for them to be intrinsically motivated, rather than being motivated by token economies and visual reminders, those that are extrinsic in nature. As shared by Covington (2000), individuals are said to be driven to act for extrinsic reasons when they anticipate some kind of tangible payoff, such as good grades, recognition, or gold stars. On the other hand, individuals are said to be intrinsically motivated when they engage in activities for their own sake. In this instance, the rewards reside in the actions themselves; that is, the actions are their own reinforcement. It is not about offering tangible rewards and how that may interfere with one's academic or social learning. To the contrary, offering students tangible rewards sometimes actually increases learning, especially if the assignment is seen as a chore or boring. Learning social skills may be seen as a chore and/or boring to students engaged in the task.

Specialized Classroom Management is a Tier 3 intervention in the Boys Town Multi-Tiered Systems of Support. It is used on those students who need the additional scaffolding to monitor and change their off-task behaviors. It is highly structured and individualized. Students are initially motivated by extrinsic rewards; and as they

continually demonstrate success, the rewards are lessened and the hope is that the students have become intrinsically motivated.

Summary

This chapter examines the history and rationale of alternative education for students with behavior/conduct issues. It further examined the definition of the school-to-prison pipeline and how this practice is supported by the criminalization of student violations. Students are being referred to juvenile courts for offenses that in previous years were not labeled as criminal.

A by-product of this criminalization and exclusionary form of discipline is the racial and ethnic disproportionality seen in school discipline practices. A largely female and White educator workforce utilizes their objectivity and subjectivity in different manners towards diverse racial and ethnic subgroups. Their objectivity is reserved for their White students, while their subjectivity is reserved largely for African American students. They are referred for defiance, disrespect, or disruption, which are largely subjective offenses, versus the offenses seen for White students (weapons, drugs, and vandalism).

This chapter examines the Boys Town Education Model that is used by many school districts across the nation to support students in a variety of manners. Under the model there are two specific programs that were further studied: the Well-Managed Schools program and the Specialized Classroom Management program.

Well-Managed Schools is a universal program used by the Vista del Sol School District to teach its 10,000 students social skills. Under its umbrella there are universal,

secondary, and tertiary supports to employ at the school level to support students who may struggle with their behavior.

The program, Specialized Classroom Management, is a more structured model that the school district used at its former alternative school for students with more severe behavioral deficits. It was a leveled system used by the school to target behaviors, which needed more support to become ingrained and second nature to its students.

Of the two programs, only one survived (Well-Managed Schools) to be used by the former alternative education students once they returned to their home campuses. It is this program that will be delved into to ascertain whether it supported the students in this study.

The overarching feature of this study was to explore whether returning former alternative education students to their home schools under a behavior inclusion model would benefit their social and emotional learning as well as their academic knowledge more than being placed in a restrictive setting where the focus was more on behavior rather than on academics. In homage to the chicken and egg allegory, was the teaching of behavior over academics serving the students towards success, or should we have been focused on academics all along and the behavior would have fallen into place? Which should come first, the behavior instruction or the academic instruction, for those students who show they struggle with one or the other; or who struggle with both?

CHAPTER 3

RESEARCH METHODS

Program Description

This study examined the effectiveness of a behavior inclusion model implemented at Vista del Sol Elementary School District during 2015 to 2016. Prior to the implementation of the program students were placed into an alternative education school, Spirit Academy. This school's focus was to hyper-teach social skills curriculum so that the students could focus on academics. It was a way to remove the behaviorally-challenged students from the other students so both would have the opportunity to learn.

The focus of this research was to determine if a behavioral inclusion model would better serve students with challenging behavioral needs. This would be a departure from the previous method of removing them from their home school sites and placing them onto an alternative education school setting. The problem with placing students in an alternative school setting is that it is most often the first step to interactions with law enforcement and the school-to-prison pipeline.

Spirit Academy, the school district's alternative education school, was born in the spring of 2004 out of a drug problem that surfaced at one of the district's school sites, Pointe Elementary. Spirit started small, only servicing the one classroom of 8th grade students who were moved there due to their involvement in the drug incident; it quickly expanded to multiple classrooms and a staff that included its own administration, office staff, teachers, instructional assistants, and a librarian. Students at Spirit were instructed in social skills via a program, Specialized Classroom Management; which was one program under the Boys Town Education Model based out of Omaha, Nebraska.

Due to Spirit Academy being labeled a failing school, the school district decided to move the students back to their home campuses with staff support. This study evaluated the outcomes of students returning to their home schools.

Research Design

This chapter explains the research methodology used to evaluate the effectiveness of the behavior inclusion model in supporting students and their behavior and subsequently their academics. This chapter begins by explaining the research design, followed by restating the research questions, next is a description of the population and sample, and then a detailing of the data collection instrument. Also discussed are the data collection plan and the methods used for data analysis. Mixed research methods were used to evaluate; both quantitative (Check In/Check Out, Report Cards, School Climate and Culture Surveys, and Office Discipline Referrals) and qualitative (anecdotal notes on student classroom behavior from student behavior specialists and student behavior interventionists).

Research Questions

Research Question 1 asked, “What behavior changes will occur when a student is placed in a general education setting after having been in a disciplinary focused alternative school?”

Research Question 2 asked, “What academic changes will occur when the students are placed back onto their home campuses?”

Research Question 3 asked, “What effect will placing the students back onto their home campuses have on the school's climate and culture?”

Population and Sample

The population for this study consisted of 22 students, 21 boys and one girl, who were registered in Grades 3 through 8. They were selected due to their prior enrollment in the now closed Spirit Academy. From the 22 students in the program six were selected for case study analysis. This method was selected in order to personalize and humanize the students and their individual stories.

Case study methodology allowed a deeper view into each of the six students and their unique stories. The students were not merely a number and not merely their behaviors, but rather individuals with distinctive stories. This methodology allowed the uncovering of themes such as familial challenges and behaviors caused by both diagnosed and non-diagnosed disabilities. Utilizing this methodology allowed a micro level analysis of the data collected and also kept a focus on the students and their individual stories. The sample size allowed for this type of analysis and although in some circles it is criticized for this very factor, for the purpose of this study it was the most appropriate.

Research Instruments

Check In/Check Out. One of the instruments used was a research-based Tier 2 behavioral intervention called Check In/Check Out (CICO). Behavioral supports at schools are predicated on a three-tiered system: Tier 1 is the core curriculum delivered to all students for behavioral support. Tier 2 is a more targeted intervention aimed at small groups of students with the same behavioral concerns, and Tier 3 is an intensified, individualized system of wraparound supports for students who are at high risk of problems (Miller et al., 2015).

CICO involves the student participating in the following core components: morning check-ins with a mentor, a Daily Behavior Report Card (DBRC), behavioral feedback throughout the day, afternoon check-outs with a mentor, and parent signatures on the DBRC (Miller et al., 2015). The student has to focus on successfully utilizing the social skills listed on the DBRC. The student has a targeted goal and the goal is translated into a quantitative measure in order for the student to receive accurate feedback on his/her use of those intended social skills.

The student checks in with his mentor in the morning and receives his DBRC in order to establish a positive contact with an adult. During the course of the day, the student receives teacher feedback via a scale of 0, 1, or 2 on the three social skills he/she is working towards successfully demonstrating. The student receives the feedback at the end of each instructional period. The scale is broken down as follows:

Zero: Failed to comply when redirected to use the success skill

One: Used success skill with teacher assistance/redirection

Two: Consistent use of success skill/no concerns

Report cards. Data were also gained from students' standards-based report cards, as these documented the progress students made in their assigned academic subject areas. The subjects this study focused on were reading and math. Students were assigned a grade based on their mastery of the assigned academic standards. They were graded in the following manner:

4. Exceeds the Standards, Working Above Grade Level
3. Meets the Standards, Working at Grade Level
2. Approaching the Standards
1. Falls Far Below the Standards, Working Below Grade Level
- N/A, Standard Not Assessed at This Time

These were reviewed to determine if students were meeting or exceeding the standards, as opposed to approaching falling far below the standard.

Second Climate Survey. Next, an examination of selected questions from the annual school climate surveys determined the level of staff perceptions on items such as student discipline and school culture and climate. The school climate surveys were administered at each of the district's 12 school sites to the certified staff. Questions pertinent to the aspects of this research were pulled from the overall survey to be evaluated for this paper. These questions related to students and a safe and orderly environment. Their insights shared their opinions on their individual school sites. The sample of the students researched was small and their impact on individual school sites was not a huge factor, but this survey was reviewed for the purposes of teacher perceptions as to school climate. The surveys from the last two years, 2014-15 and 2015-16, were studied so as to compare replies.

Office discipline referrals. Finally, when dissecting the impact behavior has on a school, measures universally used to quantify its impact are office discipline referrals. The students receive office discipline referrals based on teacher or other staff evaluations of student behavior in or out of the classroom during the course of a student's identified school day, which may extend into on-campus evening or weekend events as well as field trips. The behaviors they are referred for are identified violations as defined in our student code of conduct.

Data Collection

Check In/Check Out. Students returned to their home schools in August 2015. They were placed on the Check In/Check Out daily behavior report cards almost

immediately in order to track their rate of success with social skills. There was a slight delay in implementation as school site staff needed to be trained on the use of the data collection instrument and therefore full implementation occurred in September 2015. One person on site, either the assistant principal or the school counselor, was selected to play the role of the administrator of the CICO program. They trained their staff on the process and explained the quantitative measures tied to the instrument. Daily point scores were entered into an Excel spreadsheet to keep track of the data, which process created a line graph that showed the trajectory of success, or lack thereof, of the student's use of targeted social skills. Data continued to be collected through the student's last day of enrollment. Most of the students in the study made it to the last day of school, but there were some who left the program early due to their withdrawal and subsequent enrollment in another district.

Report cards. Report cards were shared with students and families at the end of each quarter in October 2015, January 2016, March 2016, and May 2016. Students were graded on their academic progress in each of their assigned courses.

School Climate Surveys. Table 2 lists all of the questions from the school climate survey relating to a safe and orderly environment.

Table 2

School Climate Survey Questions

Question section		Question
Q1	4.1	There is a shared philosophy of commitment, ownership, vision, mission and goals that promote a culture of excellence.
Q2	4.2	Facilities support a safe and orderly environment conducive to student learning.
Q3	4.3	There is policy, leadership, and staff support for an equitable code of discipline that supports students' understanding of rules, laws and expectations for responsible behavior that enables teaching and learning.
Q4	4.4	There is leadership, staff, student and community development and implementation of safety plans that meet state requirements.
Q5	4.5	Teachers and staff build positive, nurturing relationships with students and work to improve student attendance, dropout rates, and graduation rates.
Q6	4.6	Student achievement is highly valued and publicly celebrated.
Q7	4.7	A healthy school culture promotes social skills, conflict management, and prevention programs so that students are prepared and ready to learn.
Q8	4.8	A culture of respect exists where relationships, trust, communication and collaboration are valued within the entire school community.
Q9	4.9	Change is accepted as a normal and positive process that leads to continuous district/school improvement.
Q10	4.10	All members of the school community are active partners in governance, and support and participate in school-wide improvement efforts.
Q11	4.11	Students are provided with a variety of learning opportunities within the normal school day; and may receive additional assistance beyond regular classroom instruction to support their academic learning.

Office discipline referrals. Office discipline referrals were tracked utilizing an in-house data system, Synergy. Staff entered the referrals into the system for processing

via the student's name and identification number. The system allowed for data to be pulled in a variety of manners for disaggregation, and specifically by student to ascertain the student's violations and subsequent disposition by the assigned school site administrator.

Anecdotal notes. The students were supported by student behavior specialists (certified staff) and student behavior interventionists (classified staff) and in the course of their support, they kept anecdotal notes on student behaviors. The notes were from their in-class observations and from working one-on-one with the identified students. These notes added another facet to the qualitative depiction of the students. A summary of these are included in Appendices A through H, which are cited to each of the individual student case studies.

Data Analysis



Check In/Check Out

Six students were selected from the original 22 in the group. The data from their CICO forms were reviewed and progress was determined by the average students earned on their three social skills over the course of the month from pre (August) to post (May).


The main quantitative measure for individual student development was the CICO Tier 2 intervention tool. The quantitative observational methodology was utilized to hone in on specific behaviors tied to the social skills tracked on the CICO daily behavior report cards. In addition, for qualitative measures, the six selected students were viewed in a more in-depth manner in order to better understand the successes of shortcomings of the new behavior inclusion model.

Figures 6 and 7 display samples of the Check In/Check Out tool used by the students and staff to track the student's individual daily behavior. Scores were taken from the sheets to establish the student's daily behavioral success. Student could earn up to six points in each tracked section of the form; up to two points each for of the three assigned social skills. A teacher would assign a score for each of the three social skills (0, 1, or 2) and the student would leave class with anywhere from a low of 0 points up through a high of six points, or any mix in between. Because the student was tracked for eight class periods a day, a student could have conceivably earned 48 points if they had earned all of the possible points. The scores were entered into an Excel spreadsheet and an average of the scores for each social skill was calculated in order to quantify the scores.

The students' forms were tracked by the progress they made in each of their three assigned social skills. The student behavior specialist and the student behavior interventionist, along with the students' teachers, assisted the students with acquiring a working demonstration of the skills.


BEE Safe • BEE Responsible • BEE Respectful


Check-in Check-out

 We BEE-lieve in You!

Name: _____

Today's Date: ____/____/____

Homeroom: _____

Check-in with _____

Staff % Key

24=50%

26=55%

28=60%

31=65%

33=70%

36=75%

38=80%

41=85%

43=90%

46=95%

48=100%

TODAY'S POINT GOAL :

Student Success Skills (SS):
Use Boys Town Skills on Back

1. _____

2. _____

3. _____

Daily Point Scale	Collected Points
0-16 No Purchasing	250-300 Level 3
17-32 Level One Reward	350-400 Level 4
33-48 Level Two Reward	Goal x _____ Level 5 (description on back)

Behavior Rating Scale	
2	Consistently responded to skill redirection
1	Sometimes responded to skill redirection <small>(Multiple redirections attempted)</small>
0	Failed to respond after multiple redirections

DAILY POINT

TOTAL :

CLASS SCHEDULE	CLASS RATING	POSITIVE FEEDBACK / STAFF INITIALS
CHECK-IN	SS 1 2 1 0 SS 2 2 1 0 SS 3 2 1 0	
MATH	SS 1 2 1 0 SS 2 2 1 0 SS 3 2 1 0	
SOCIAL STUDIES	SS 1 2 1 0 SS 2 2 1 0 SS 3 2 1 0	
SPECIALS	SS 1 2 1 0 SS 2 2 1 0 SS 3 2 1 0	
RECESS	SS 1 2 1 0 SS 2 2 1 0 SS 3 2 1 0	
LANGUAGE ARTS	SS 1 2 1 0 SS 2 2 1 0 SS 3 2 1 0	
SCIENCE	SS 1 2 1 0 SS 2 2 1 0 SS 3 2 1 0	
CHECK-OUT	SS 1 2 1 0 SS 2 2 1 0 SS 3 2 1 0	

Figure 6. Sample of Check In/Check Out form (Page 1)

<p>Accepting Feedback</p> <ol style="list-style-type: none"> 1. Look at the person. 2. Say, "Okay." 3. Stay calm. 4. Make a good choice. <p>Accepting Consequence</p> <ol style="list-style-type: none"> 1. Look at the person. 2. Say, "Okay." 3. Stay calm. <p>Accepting "No" for an Answer</p> <ol style="list-style-type: none"> 1. Look at the person. 2. Say, "Okay." 3. Stay calm. 4. If you disagree, ask later. <p>Greeting Others</p> <ol style="list-style-type: none"> 1. Look at the person. 2. Use a pleasant voice. 3. Say, "Hi" or "Hello" <p>Getting the Teacher's Attention</p> <ol style="list-style-type: none"> 1. Look at the teacher. 2. Raise your hand and stay calm. 3. Wait until the teacher says your name. <p>Disagreeing Appropriately</p> <ol style="list-style-type: none"> 1. Look at the person. 2. Use a pleasant voice. 3. Share your point of view 4. Give a reason. 5. Listen to the other person. <p>Making an Apology</p> <ol style="list-style-type: none"> 1. Look at the person. 2. Use a serious, sincere voice. 3. Say, "I'm sorry for..." 4. Explain your plan to do better. <p>Accepting Compliments</p> <ol style="list-style-type: none"> 1. Look at the person. 2. Use a pleasant voice. 3. Say, "Thank you." <p>Having a Conversation</p> <ol style="list-style-type: none"> 1. Look at the person. 2. Use a pleasant voice. 3. Listen to what the other person says 4. When there is a break in the conversation, ask a question or share your thoughts. <p>Asking for Help</p> <ol style="list-style-type: none"> 1. Look at the person. 2. Ask if the person if he or she has time to help you. 3. Clearly explain the kind of help you need. 4. Thank the person for helping. 	<p>Asking permission</p> <ol style="list-style-type: none"> 1. Look at the person. 2. Use a calm, pleasant voice. 3. Say, "May I..." 4. Accept the answer calmly. <p>Staying on Task</p> <ol style="list-style-type: none"> 1. Identify the steps needed to complete the task. 2. Focus all your attention on the task. 3. Stop working only when instructed. 4. Ignore distractions and interruptions from others. <p>Sharing With Others</p> <ol style="list-style-type: none"> 1. Let the person with the item use it first. 2. Ask if you can use it when they are finished. 3. Wait calmly for your turn 4. When you are finished, offer it back. <p>Working With Others</p> <ol style="list-style-type: none"> 1. Identify the task to be completed 2. Assign roles and responsibilities to each person 3. In a calm, quiet voice, let everyone share their ideas. 4. Work on tasks until completed. <p>Using Appropriate Voice Tone</p> <ol style="list-style-type: none"> 1. Know your audience and setting 2. Choose a respectful tone and volume 3. Watch and listen for visual or verbal cues 4. Adjust your voice as needed. <p>Listening to Others</p> <ol style="list-style-type: none"> 1. Look at the person who is talking 2. Stay quiet. 3. Wait until their person is finished talking before you speak. <p>Following Instructions</p> <ol style="list-style-type: none"> 1. Look at the person. 2. Say, "Okay" 3. Do what you've been asked right away <p>Other Skills:</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 	<p>Level 5 Description:</p> <p>Level 5 is apart from the daily point scale and provides extra incentive for the student to continue meeting their daily goals. Once in level 5 the student continues to progress toward their pre-negotiated Level 5 reward as they continue to meet their daily goals. The student is still eligible to spend their points on other Level Rewards while they are working towards and after reaching Level 5. (For a list of suggested Level 5 rewards see the PBIS Level 5 Reward List in RTI Behavior Resources)</p> <p>How does the student reach Level 5 ?</p> <p>The student is eligible for Level 5 rewards once they achieve <u>ONE</u> of the two things:</p> <ol style="list-style-type: none"> 1. The student has collected up to 250 points (Level 3) 2. The student meets their goal for an entire week (5 days in a row) <p>How does the student advance (reach the top) once they are on Level 5 ?</p> <p>Every time the student meets their goal 3x in a row they can buzz to another rung on the beehive. Once they have buzzed their way to the top they are eligible to earn a "pre-discussed" Level 5 reward the NEXT time they meet their daily goal.</p> <p>What happens after they earn their Level 5 reward?</p> <p>If a student has reached the top of the bee-hive it may be an indicator that they are ready to graduate from the CICO intervention and/or other lower-level supports may want to be implemented (i.e.- every other day check-ins, self monitoring, weekly check-ins, peer mentors, adult mentors, behavior contracts, etc.) - Built In Indicator of student success, use as Intervention/PLC+ data.</p> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">Home Report Make Goal? YES NO</p> <p>One thing I did well today was: _____</p> <p>Something I will work on tomorrow is: _____</p> <p>Parent Suggestions :</p> <p>Daily:</p> <ul style="list-style-type: none"> • When your child meets his/her goals, acknowledge his/her efforts for doing well in school. • When your child does not meet his/her goals, he/she will have another opportunity tomorrow to meet his/her goals. However, points that they earn with carryover to the next day. <p>Weekly:</p> <ul style="list-style-type: none"> • When possible, set up a special treat, activity, or extra privileges when your child has used his/her CICO Home Report to keep you informed on progress. </div>
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CARING ADULT/PARENT SIGNATURE : _____

Figure 7. Sample of Check In/Check Out form (Page 2)

Report Cards

Student report cards were pulled from their last year at Spirit Academy, 2014-15, and compared to their first year back on their home campuses, 2015-16. The report cards were standards-based. Due to them being from two different grade levels some of the standards were different from year to year. Therefore, the progress was measured by counting the number of 3s (meeting standards) and the number of 4s (exceeding standards) and comparing the percentages from one year to the next.

School Climate Surveys

Staff in Vista del Sol School District were given end-of-year surveys on four different standards. Standard 4 was tied to school climate and culture; the items from this portion of the surveys were reviewed. Items directly pertaining to students and school climate and culture were pulled and compared by their percentages from year to year at the three schools where the six case study students attended. Seven items were reviewed for this study and are listed in Table 2.

Office Discipline Referrals

Office discipline referral data were pulled for each of the identified students for their content, violation, disposition, and quantity. The reports were pulled to determine if there was an impact on their number and severity. They were reported by number (N), percentages, and violation. For the purposes of this study, the number of ODRs were compared from one year to the next.

Anecdotal Notes

Student observations were completed by both an assigned student behavior specialist (certified staff) and a student behavior interventionist (classified staff). Their anecdotal notes were placed within individual service plans and in behavior note records. This work was coded to denote common behavior themes and the social skills used to teach the skill.

Observations were coded by identifying the social skill tied to the behavior in class by the student. The social skills in the Well-Managed Schools framework were identified by initials and coded in this manner. For example, if a student struggled with *following Instructions* (one of the identified social skills), the code documented was

noted as FI. Other examples of social skills coded included *appropriate voice tone* (AVT); *disagreeing appropriately* (DA); and *listening to others* (LTO).

Summary

This chapter detailed the population sample and the research methods employed to measure the progress of students who were previously self-contained in an alternative education school focused on modifying student behavior, Spirit Academy, and who were subsequently placed back onto their home campuses for the school year 2015-2016. These students faced multiple challenges and experienced multiple successes. The findings of the research are discussed in Chapter 4.

CHAPTER 4

FINDINGS/RESULTS

This chapter reports the findings of this study that examined the level of success of six students in a newly created behavior inclusion model in school year 2015-2016, compared to their level of success in an alternative school setting the years prior. In addition, the study analyzed the data from a quantitative behavior assessment tool, Check In/Check Out, for the students selected for case study analysis. Finally, the study analyzed the program's implementation impact on teachers and administrators. The following research questions guided this investigation.

Research Question 1 asked, "What behavior changes will occur when a student is placed in a general education setting after having been in a disciplinary-focused alternative school?"

Research Question 2 asked, "What academic changes will occur when the students are placed back onto their home campuses?"

Research Question 3 asked, "What effect will placing the students back onto their home campuses have on the school's climate and culture?"

Introduction to Case Studies

For 2015-2016, there were 22 students involved in the behavior inclusion model. These were students who were previously enrolled in the district's alternative education school, Spirit Academy. The students were transferred back to their home schools with supports via student behavior specialists (certified staff), student behavior interventionists (classified staff), and a research-based data tracking tool, Check In/Check Out, to determine the level of the model's effectiveness. Twenty-one of the 22 students were

male, and the students ranged in grade level from third to eighth grade. The students selected for the case study analysis were selected due to the level of the fidelity of the data collection at their school sites. Another factor was to include a broad cross-section of students rather than focus solely on a selected grade-level.

In addition to the Check In/Check Out forms, student report cards were compared from school year 2014-15 at Spirit Academy to school year 2015-16 at their home schools. The report cards were examined with a focus on the core subjects of reading, writing, and math.

Finally, the school district’s office discipline referrals, end-of-year school climate surveys, and anecdotal records offered further insight for the analysis.

In Table 3 the students (identified by pseudonyms) are listed by the following characteristics: name, grade level, home school, gender, and ethnicity.

Table 3

Student Characteristic Data

Name	Grade level	Home school	Gender	Ethnicity
Sebastian	3 rd	Campbell Elementary	Male	Hispanic
Louis	4 th	Plata Elementary	Male	African-American
John	5 th	Plata Elementary	Male	White
Rigo	5 th	Excalibur Elementary	Male	Hispanic
Isaac	5 th	Excalibur Elementary	Male	White
Manuel	7 th	Campbell Elementary	Male	Hispanic

Case Study Students

The research questions are addressed in the following sections by first describing the six case study students.

Sebastian. Sebastian was a Hispanic male student in the third grade who entered the district in kindergarten. He was in his home school from April 2013 (kindergarten) until January 2014 (first grade), at which point, he was transferred to Spirit Academy after accumulating 25 office discipline referrals. Out of the 25 office discipline referrals, most were for some form of *aggression* (22/25), while the others were categorized as *other violations of school policies*.

Sebastian had difficulty keeping his hands to himself and would engage in aggressive behaviors with peers. While under the supports of the behavior inclusion model, he was in third grade and his focused skills were *following instructions*, *staying on task*, and *accepting criticism*. These were the skills for which he was tracked using the data collection tool, Check In/Check Out (CI/CO).

Sebastian and his pre- and post- documentation data are shown in Appendix A. For Check In/Check Out, Sebastian made improvements with all three of his assigned social skills. He also lowered the number of office discipline referrals he earned. In his last year at Spirit Academy, 12 office discipline referrals were entered; and in his first year back on his home campus, he only earned nine referrals.

In reviewing his report card data, Sebastian increased his percentage of passing scores in reading, but decreased his percentage in math. The scores on the report cards indicated how he was meeting the standards. The following are the measures listed on the report cards:

4. Exceeds the Standards, Working Above Grade Level
3. Meets the Standards, Working at Grade Level
2. Approaching the Standards
1. Falls Far Below the Standards, Working Below Grade Level
- N/A, Standard Not Assessed at This Time

Louis. Louis was a fifth grade African-American male student who entered Vista del Sol as a second grade student in 2013. He remained in his home school until April 2014 when he was transferred to Spirit Academy after 11 office discipline referrals. His major violations were for *aggression*, which accounted for seven of the 11 referrals. He returned to his home school in 2015 after having spent the end of his second grade and his entire third grade at Spirit Academy.

Louis often exhibited angry outbursts in class and would tend to walk out of class and stay in the hallway as a coping mechanism. This seemed to be a self-regulation tool to calm him down. He did not respond well to redirection and would often engage in power struggles with the assistant principal when she would attempt to return him to class.

Louis' CI/CO scores and his additional data are listed in Appendix B. He was focused working on the social skills of *ignoring distractions*, *asking for help*, and *accepting feedback*. He had six documented ODRs for the entire year of this study.

Louis stayed at the same level for the skill of *ignoring distractions*, but he decreased in scores for both *asking for help* and *accepting feedback*. All of these were documented via the Check In/Check Out forms. Louis also increased his number of office discipline referrals from one year to the next, from four to six. Louis' report cards show that he regressed in both reading and math, as in reading he went from passing 71% of his

standards to passing 54% in his first year back on his home campus. For math, his percentages went from 25% to 0%.

John. John entered Spirit Academy as a kindergartener in September of 2012 when he transferred into the school district. There was no documentation as to why he was not placed in his home school and was, instead, initially placed in the district's alternative education behavior school. He was at Spirit until January of his first grade year at which point he was placed at his home school. He stayed at his home school until February of his third grade year at which point he was once again placed at Spirit Academy following an office discipline referral for *disruption*. Due to his numerous office discipline referrals, he was on a behavior contract that spelled out he would return to Spirit after accruing a set number of ODRs. He stayed at Spirit until 2015, the beginning of his fifth grade year, when the school was closed.

It is important to note John was a Special Education student with an Individualized Education Plan (IEP) and his disability was *other health impairment*, for Attention Deficit Hyperactivity Disorder (ADHD)—Predominantly Hyperactive Type and Oppositional Defiant Disorder (ODD). In the IEP it states, “Behavior does significantly and adversely impact his progress in the general curriculum.”

John had the support of his mother who would often visit and converse with school administration and John's teachers to monitor his progress. John was a sweet boy who with his mom's support would bring gifts of appreciation to his teachers and to his student behavior specialist and his student behavior interventionist.

John accumulated seven office discipline referrals in 2015-2016. His CI/CO scores are listed in in Appendix C and his areas of focus were *accepting 'no' for an*

answer, accepting criticism, and appropriate voice tone. In addition, Appendix C also includes his academic and behavioral data.

John increased all of his Check In/Check Out scores to the maximum point value of 2.00 in each of the social skills. His office discipline referrals went up from four earned in 2014-2015 to seven earned in 2015-2016. John's academics showed a slight decrease in reading from 100% to 94%, and he maintained his math scores from 100% in 2014-2015 to 100% in 2015-2016.

Rigo. Rigo was a Hispanic male in the fifth grade who entered Spirit Academy in March 2014 as a third grade student. He entered the school district as a second grade student and was enrolled in two of the district's schools before being placed at Spirit. He stayed at Spirit until the school closed and was placed back at his home school to start the fifth grade.

Rigo's CI/CO tracker was focused on the skills of *choosing appropriate words to say, accepting feedback, and staying on task.* These are included in Appendix D. He had five documented office discipline referrals in his first year back on his home campus.

Rigo had difficulty connecting with any adult on his campus. He refused to work with the student behavior specialist. Only after the student behavior interventionist started working with him did he start to reduce his number of office visits. He enjoyed sports and the student behavior interventionist would build time into his visits to engage Rigo in some football playing time.

Rigo's Check In/Check Out forms indicated he went down in scoring for all three of his assigned social skills. His office discipline referrals were high in 2014-2015 as they numbered 43 for the year; and in his first year back on his home campus he was only sent

to the office on a referral five times. Rigo's academic data showed he regressed in both reading and math (Appendix D).

Isaac. Isaac was a White male student who was in the fifth grade at the start of the behavior inclusion model. He started in the district as a kindergarten student in March 2011 at one of the district's general education schools. He was then transferred to Spirit Academy as a first grader in August 2011. He stayed enrolled at Spirit until August 2015 at which point he returned to his home school. He stayed at Spirit as a first grader up through his fourth grade year.

Isaac was also a Special Education student with an IEP for *other health impairment* and *specific learning disability* in the areas of written expression and reading fluency. One of the related services tied to his IEP was his having a one-on-one paraprofessional with him at all times.

Isaac had an interest in animals and one of his rewards was to visit the nurse's office and interact with the pet gerbil housed there. This was a reward started at Spirit Academy that carried over to Excalibur Elementary due to its success with Isaac.

Isaac had the additional resource of having a paraprofessional with him at all times. This was in addition to the support from the behavioral inclusion staff and the CI/CO tracker, which tracked the skills of *staying on task*, *dealing with frustration*, and *having a conversation*. He only had two documented office discipline referrals during the course of the year of study. His data are listed in Appendix E along with his report card and office discipline referral information.

Isaac showed growth in two of his Check In/Check Out social skills. He went up slightly in two skills and decreased his score on the third tracked score. His office

discipline referrals were at 29 during his last year at Spirit Academy and they numbered two during his first year back on his home campus. Isaac's report cards showed increases in his achievement in both reading and math (Appendix E).

Manuel. Manuel was a seventh grade Hispanic male who started in the district as a third grader in December 2011. He successfully completed third, fourth, and fifth grades at his home school. In March 2015, during his sixth grade year, he was transferred to Spirit Academy and stayed there until the end of the school year. He returned to his home school in August 2015 because Spirit Academy closed; otherwise, he would have remained in his alternative placement.

Manuel was one of three students in seventh grade who were placed in Spirit Academy and then returned to the same home school. This posed an additional challenge for this student as he was now back on a campus where he had difficulty in previous years interacting with his peers. Therefore, it was decided that one of his targeted skills would be *resisting peer pressure*. In addition, he also had these two additional social skills: *staying on task* and *accepting criticism*.

Manuel struggled in school due to outside factors. His student behavior specialist had a good relationship with him and he would confide as to disagreements he would have with his guardian, his paternal grandmother. During the course of the school year, he ran away from home and was found sleeping at a friend's home and on a few occasions in the neighborhood park. His father was incarcerated and mom was not in the picture. His grandmother was his only stable adult figure at home, and Manuel struggled at home and at school due to his inability to accept his parents not being in his life. He enjoyed and excelled in basketball and even made the school's basketball team, but his

behavior caused him to sit on the bench a few times and then he quit when he sat out too many times. He had 12 documented ODRs during the course of the year and at one period of time was a runaway from home. The data collected from his CI/CO tracker are listed in Appendix F as well as the rest of his tracked data.

Manuel's Check In/Check Out scores showed he did not make progress on his identified social skills as they were lower on his post-scores than on his pre-scores. His office discipline referrals increased from two in 2014-15 while at Spirit Academy to a total of 12 while back on his home campus.

Results

Summary of Research Question 1

Research Question 1 asked, "What will occur when a student is placed in a general education setting after having been in a disciplinary-focused alternative school?"

Students showed mixed results with the Check In/Check Out intervention. Of the six students; two of the students increased their scores in all three social skills assigned, one student remained the same in his score with one skill, but decreased in his other two skills; while another student increased his scores in two areas and decreased in his third. Finally, the last two students regressed in all three of their identified social skills.

Office discipline referrals also showed mixed results. Three of the students were able to decrease the number of times they earned a referral to the office; while the other three increased their number of visits to the office from 2014-15 to 2015-16.

Summary of Research Question 2

Research Question 2 asked, "What academic changes occurred when the students are placed back onto their home campuses?" One of the reasons Spirit Academy was

closed was due to its inability to provide academic rigor to its students. It was identified as a subpar school based on data provided to the Arizona Department of Education. The school was focused on providing behavioral supports to the detriment of academics.

Appendix G lists the end-of-year report cards for both 2014-2015, the students' last year at Spirit Academy; and for 2015-2016, the students' year back on their home campuses with behavior inclusion supports.

Students were graded on a standards-based report card. The ratings are as follows:

4. Exceeds the Standards, Working Above Grade Level
3. Meets the Standards, Working at Grade Level
2. Approaching the Standards
1. Falls Far Below the Standards, Working Below Grade Level
- N/A, Standard Not Assessed at This Time

Grades are assigned by the teacher based on the standards covered over the course of the quarter. The number of grades assigned may be different each quarter based on what the teacher covered and graded. The numbers were counted and a percentage was calculated based on the scores assigned. This determined the level of passing percentages.

The report cards showed that for these six students, there were some changes in their grades. The first indicator was the number of passing grades (3: Meets the Standards; 4: Exceeds the Standards) and the second was the percentage of passing grades.

Isaac showed the most growth, as he improved his reading grade by raising the percentage of his passing grades from 14% to 88% in reading, and from 25% to 100% in math. He was in a new school with an experienced teacher, was receiving his IEP services, had a full-time paraprofessional, received services from a student behavior specialist and a student behavior interventionist, and seemed to acclimate to his home

school. John was already at 100% in both subjects while at Spirit Academy, and kept his scores the same in math, yet only went down to 94% in reading. Sebastian had mixed results in that he increased from 62% to 67% in reading and decreased in math from 67% to 50%.

Unfortunately, Louis, Rigo, and Manuel decreased in their academic progress in both reading and math. These same students also showed decreases in their Check In/Check Out intervention; and except for Rigo, they increased their number of Office Discipline Referrals. This indicates that their academic regression was not in isolation, and was also impacted by their lack of accomplishment in mastering their social skills as shown by CI/CO and their increased referrals.

In reviewing the report cards, they demonstrated the students were receiving the added courses identified as *specials*—art, music and physical education—courses they did not have full access to at Spirit Academy. These courses contributed to a balanced education of academic, physical, and fine arts knowledge. The students were now receiving access to all of the courses their general education peers were receiving.

Summary of Research Question 3

Research Question 3 asked, “What effect did placing the students back onto their home campuses have on the school's climate and culture?” Certified staff responded to an end-of-year school climate survey in the manner delineated in Appendix H. The questions listed pertained to student and classroom management and how they were perceived to be as positive or negative on their respective campuses.

In Table 4, the results from the school climate surveys are shown for comparison amongst the three schools. The numbers shown in the first two columns are the

percentages for meeting and exceeding the standards from the responses to the items in the survey. The number in the third column is the percentage change from 2014-15 to 2015-16.

Table 4

Comparison of School Climate Survey Results from Three Schools

	Campbell			Excalibur			Plata		
	14-15	15-16	% change	14-15	15-16	% change	14-15	15-16	% change
Q1 There is a shared philosophy of commitment, ownership, vision, mission and goals that promote a culture of excellence.	97.87	91.11	-6.76	100	92.85	-7.15	70.59	51.42	-19.17
Q2 Facilities support a safe and orderly environment conducive to student learning.	95.75	95.56	-0.19	90.47	85.71	-4.76	61.77	54.29	-7.48

Table 4 continued on next page

Table 4 (continued)

Comparison of School Climate Survey Results from Three Schools

Q3 There is policy, leadership, and staff support for an equitable code of discipline that supports students' understanding of rules, laws and expectations for responsible behavior that enables teaching and learning.	93.62	91.11	-2.51	92.85	80.96	-11.89	35.29	34.28	-1.01
Q5 Teachers and staff build positive, nurturing relationships with students and work to improve student attendance, dropout rates, and graduation rates.	97.87	100	2.13	100	97.62	-2.38	82.35	77.14	-5.21

Table 4 continued on next page

Table 4 (continued)

Comparison of School Climate Survey Results from Three Schools

Q6 Student achievement is highly valued and publicly celebrated.	100	97.78	-2.22	97.62	97.61	-0.01	76.47	62.85	-13.62
Q7 A healthy school culture promotes social skills, conflict management, and prevention programs so that students are prepared and ready to learn.	91.49	97.77	6.28	92.86	85.72	-7.14	55.89	37.14	-18.75
Q8 A culture of respect exists where relationships, trust, communication and collaboration are valued within the entire school community.	97.88	93.34	-4.54	97.62	92.86	-4.76	44.12	48.57	4.45

*Question 4 was not included in the analysis.

In reviewing the school climate survey data results, two of the schools, Campbell and Excalibur, were able to maintain scores above 80% in the meets and exceeds standards. This is considered an acceptable score by the district leadership. Although they saw declines from one year to the next in nearly all of the items, except in two of the items, their overall percentages were acceptable. Plata's scores were not at the same level

as Campbell's and Excalibur's. The school did not meet the acceptable benchmark of 80% in any of the responses. They came close in Item 5 with a percentage of 77.14%, but their scores ranged from a low of 34.28% to a high of 77.14%.

An additional measure to determine the effect this had on school climate and culture was the school district's rate of office discipline referrals. Teachers tend to refer students to the office more often when there is a disconnect in the classroom, thus negative behaviors tend to overpower the effectiveness of classroom instruction. Teacher frustration manifests itself in higher numbers of office discipline referrals, which in turn severs positive ties between families and schools. Families feel their children are being singled out and they speak negatively of the school, its administration, and its teachers.

In Table 5, the office discipline referrals are listed from school year 2014-15 to school year 2015-16. The ODRs decreased from 7,056 to 6,831, a decrease of 225 or roughly 3.20%. While evaluating the data more closely, one can determine most of the schools increased their number of ODRs, but due to the large drops at the two largest schools (School 4 and School 12); the overall data went down districtwide.

Table 5

Comparison of Office Discipline Referrals

	Pre 2014-15	Post 2015-16
School 1	237	619
Plata Elementary	336	785
Campbell Elementary	205	311
School 4	2,002	1,312
Excalibur Elementary	331	279
School 6	357	308
School 7	447	636
School 8	389	402
School 9	354	316
School 10	485	481
School 11	368	599
School 12	1,134	783
Spirit Academy	411	0 School closed
District	7,056	6831

*The three schools where the study was conducted are identified by their pseudonym, and the others are identified by a number.

An even further evaluation would be that 22 students were released from Spirit Academy back to their home schools. There were 30 students at Spirit Academy, but eight graduated to high school at the end of the school year; therefore, only 22 returned to their home schools. In a district with roughly 10,000 students, one would not see a huge impact on their ODR data from only 22 students and yet the 3.20% drop is a drop nonetheless. Spirit Academy had 411 ODRs in 2014-15 from 30 students. The eight

students who left in 2014-15 (due to their promotion to high school), along with the remaining 22 who stayed at Vista del Sol from 2015 to 2016 accounted for this high number of ODRs.

Summary

Results were very mixed based on the measures analyzed. Some students responded positively to Check In/Check Out, while others did not. The study showed three students who successfully passed CI/CO due to higher scores in all three of their skills, while two students showed the exact opposite. They went down in their scores. The two remaining students had mixed results of no changes, increases, or decreases. Office discipline referrals also indicated mixed results as three students increased their number of ODRs and three showed decreases. Report cards were also mixed as only two of the students showed higher percentages in reading. For math, one student showed an increase. Finally, the school climate survey data was mixed as well as they were meeting the district benchmark at two of the schools studied, but one of the schools had lower than desired scores.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents a summary of the important findings and conclusions drawn from the data presented in Chapter 4. In addition, there is also a discussion of the findings and recommendations for future study. The purpose of this study was to examine the implications of assigning previously placed behavioral alternative education students back onto their home campuses. This section of the paper explores the different facets that contributed to the first-year implementation of the behavior inclusion model and recommendations for future research. The study only utilized data from six students and this in itself begins the position for a larger scale study in the future.

Summary of the Findings

The first research question asked, “What behavior changes will occur when a student is placed in a general education setting after having been in a disciplinary focused alternative school?” The instrument used to collect and track data was the Check In/Check Out data collection tool. This is a research-based Tier II intervention used for students who do not respond to the Tier I interventions provided to all students in the classroom. In the Vista del Sol School District, the Tier I intervention is the Well-Managed Schools framework for actively teaching social skills. This intervention should reach 80% of the students; 15% will not respond and will need a Tier II intervention. Then Tier III interventions are available for the 5% who do not respond to either Tier I or Tier II.

In order to have a quantitative measure for the level of success for the returning students, the CI/CO tool was used. The students carried the tracking sheet with them

throughout the day and were evaluated by the teacher on their use of their three targeted social skills. This was subjective on the teachers' part and unfortunately as things seem to be in education, the collection was not thoroughly accurate or was subject to a teacher's whim. This was the case with the collection of the data using this tool. Teachers would not cooperate or they would get upset if the student sabotaged the process by "forgetting" their tracking sheet. Students would be given zeroes for not having their sheet, when the process was to evaluate the student on their use of their targeted skills. Attempts to remedy the situation were often met with surliness or insubordination by both teachers and administration. This would seem to be a way to subvert the new process rather than embrace it and the returning students.

There was a designated person on each campus to oversee the Check In/Check Out system and its data, but because it was the first year for the process, dedication to the collection was not at its optimal level. The process was seen as another thing to do by all participating parties. In one particular instance, there was principal intervention a few times and intervention from the district level, but teachers still would not comply with the data collection with fidelity. The student's return to his school was not successful due to the lack of support. He ended up bringing a weapon to school and was expelled from the district due to his threatening a student with the weapon. Perhaps if the fidelity had been present, this would not have occurred.

There were mixed results from the Check In/Check Out intervention tool. Each student had three skills to track from a pre-result and ending with a post-result. Two students went up in all three skills, two went down in all three, and the remaining two had

mixed results. One of the students stayed the same on one skill and went down in the two remaining skills. The last student went up in two skills and went down in one.

Academics was another area of focus of this study. The district had stated at the onset of preparations for disbanding the school that the reason was due to its low academics. Under the former state rating system, Spirit Academy was always underperforming. It was hoped that by moving the students back to their home schools that they would receive the same levels of academic instruction as students in the regular schools.

The students' report cards showed some differences from their last year at Spirit to their end-of-year report card back on their home campuses. In the area of reading, three of the students improved their grades; but of those three only two had a passing percentage of at least 70%. In the area of math, only two of the students either improved their grade or remained the same. Both of those students earned passing percentages. The reason they were removed was because of a lack of academic achievement and yet being back at their home schools did not seem to show improvement in their grades.

The one noteworthy aspect of this portion of the study was that students were able to participate in additional classes such as art, music, and physical education. These classes were often touted by school districts as an added benefit to their communities and for the first time the Spirit Academy students were able to participate and gain benefits from these classes.

Two of the students were in Special Education; and although they had a Special Education teacher at Spirit Academy, they now had a full range of resources not provided at their alternative placement. In hindsight, their placements may not have been

appropriate at a behavioral placement school as their identified needs could have been met at their home schools with the proper supports. Students with IEPs have written goals in their areas of need: language arts, math, writing, and social/emotional goals.

The six students in the study had mixed results insofar as their office discipline referrals. Three of the six students went down in their ODRs, whereas three of them went up. Again, it should be noted that had there been a larger sample size, there may have been more significant changes in the ODRs to merit a larger change on school climate and culture. Table 6 summarizes pre-and post-ODRs.

Table 6

Pre- and Post-Office Discipline Referrals

	Pre ODRs	Post ODRs
Student 1	12	9
Student 2	4	6
Student 3	4	7
Student 4	43	5
Student 5	29	2
Student 6	2	12

The impact on school climate and culture was viewed through the lens of the annual survey delivered to the district’s certified teaching staff. It is important to note there were numerous teachers who were unhappy with the disbanding of Spirit Academy. They were upset the “bad” students were returning to their home school sites. It was seen

as disruptive to the “good” students, as they would no longer be able to learn because the “bad” students would interrupt their learning.

One educator in particular lost his job due to his outspoken criticism of the closure of Spirit Academy. There were verbal and written attacks against the governing board and superintendent due to the plans to close the school. The district leaders stood strong with their stance on closing the failing school and returning the students to their home schools.

The school that was opened to support students with behavioral issues was no longer seen as that type of school. It was now seen as a school where students were sent to sequester them away from the general education students, and therefore it was closed due its bad reputation in its inability to properly educate students and its underperforming label.

The survey results were reviewed for the three schools that had their students examined for this study. One school, Plata Elementary, had its climate survey show decreases in how the staff felt towards its culture and climate. It showed significant decreases as opposed to the other schools examined for this study.

Limitations

There were some major limitations in this study. First, the small sample size of six students impeded the application of this research work to others looking to replicate its effectiveness. Secondly, this was the first year of implementation and there were multiple roadblocks; among them, there were some teachers who were biased against the students returning to their home schools. With many of the outside pressures on teachers to perform well on achievement tests, there was little patience for subgroups that may

impede this performance. This not only impacted the subgroups of students labeled as English Language Learners, intellectually disabled, or in this case, the students who have behavioral skill and performance gaps. There was clear vocal displeasure that the students would no longer be self-contained as evidenced by the uproar at multiple governing board meetings and in meet-and-confer, employee-employer meetings. Finally, although there was a designated CICO person on each school site, not all performed their duty to the highest fidelity. Some of the CICO tracking faltered due to personnel who did not log points on the DBRC, or worse, did not enter the data on the Excel spreadsheet. This omission left some students with inaccurate data as to their progress, whether it was negative or positive.

Recommendations for Further Research

This could be a model for other districts looking to dismantle the school-to-prison pipeline. Removing students from their home schools and placing them in alternative education schools have not had the success we would like to see. As noted in Chapter 2, there has been little evidence to show these alternative education schools are successful. Cox (1999) shared that these schools have the following negative characteristics: (a) racial isolation, (b) punitive disciplinary focus, (c) intensified social control, (d) inadequate resources, (e) lack of accountability, and (f) unchallenging curriculum.

This was exactly what was being experienced in Vista del Sol. Students were placed there for subjective reasons and academics were not the focus. Students were sent there to be kept away from the “good” students, rather than going there to be supported. This was evident by the lack of success seen due to students being enrolled there for multiple years. A true intervention would work to its highest level of effectiveness due to

fidelity to the time and intensity, and such was not the case with many of the students at Spirit Academy.

It was first created to support students who were involved in a drug situation and it was targeted to only middle-school students. It was seen as an alternative to long-term suspensions and/or expulsions for the students.

It slowly expanded to include all grades, kindergarten through eighth. There was discussion later on the rationale for including students as young as five years old into an alternative education program. Most of the students admitted who were as young as second grade or younger tended to have other issues not related solely to conduct or misbehavior.

It would be worth the effort to delve into an analysis of the students who were admitted in grades kindergarten through second and see the effectiveness of the intervention. Most students at this young of an age are responding negatively to other environmental and social/emotional factors impacting their lives, rather than choosing to be disruptive. In fact, the district currently does not allow students in kindergarten through second grade into the behavior inclusion model that is currently in practice. This caused a small uproar from the teachers when first announced in May 2015, but nearly two years later no student has been in the program or has necessarily had the need for such services. The Response to Intervention process has been utilized identifying if the tiers of intervention have been used with fidelity and students were given the supports needed without placing them in an alternative education program.

A recent publication by the Dignity in Schools Campaign shared some insights that should be given careful consideration as we move forward in looking at alternatives.

Their publication titled *A Resource Guide on Counselors Not Cops* (Dignity in Schools Campaign, 2016) offered these pieces of information. The title of the document states that we should invest in more school counselors rather than law enforcement on our campuses. Police presence just leads to criminalization on school campuses. There also seems to be a reliance on police for non-violent offenses that could be addressed by school administration. This over-reliance on law enforcement further criminalizes our school system when we could be investing in school counselors and other positive alternatives to suspension and/or alternative education placements focused on behavior. This approach only serves to show that we want to invest in the criminal and juvenile justice system rather than in the educational system.

Based on the six students reviewed for this study, the behavior inclusion model showed mixed results. However, it was not punitive and did not isolate students away from peers who were modeling good behaviors. They also had the added support of a behavioral monitoring tool and time built into their day for added social skills instruction by highly skilled professionals. These added components supported the students and helped keep them in an environment where they felt a part of a real community rather than in isolation away from the amenities of a true school campus.

Conclusions

The implications of this study showed that punitive measures were not necessarily the best for students. If suspensions, long-term suspensions, expulsions, or alternative education schools worked, then we would see less students being referred to these extreme measures of discipline. We, in fact, see more students being referred for punishment.

Typically, teachers often only have one preparation class in their course of study that is focused on classroom management and yet it is this knowledge that is most helpful when they start teaching. If they do not have adequate classroom management skills, they will not be able to adequately teach. If they do not have adequate classroom management skills, some students will take advantage of the situation, not because they want to, but because they can and because it is fun. Their brains are still developing and thinking logically is not their strong suit, but rather their illogical side takes over and misbehaviors surface.

In this study, it was teachers who referred students to the office and their referrals were not always warranted, but they were still entered and processed. Therefore, if teacher preparation is adequate they may not jump to punishing students for small infractions in the classroom that could be otherwise addressed. In reading through some of the ODRs, there were many that could have been handled in the classroom and yet it was the student who took the brunt of the responsibility for the violation but often not the teacher's lack of expertise in classroom management. Years of experience have shown me the latter is often the cause rather than the former.

It often takes more than one year for a program to show its full effects. There are pilots to complete and kinks to work out, but a three-year examination of a program is warranted before one can say it does or does not work. The program is now in its second year and is moving forward with similar success, and yet a return to a version of an alternative education school setting is being reintroduced to Vista del Sol. It is a knee jerk reaction to a teacher preparation problem that does not look at the behavior inclusion

model's success and instead looks to the former traditional method of alternatively placing students away from home campuses and from their general education peers.

Further discussion within the educational community should center on what is best for students and nothing else. Students who are academically challenged receive supports and there are few quarrels on whether they are needed or justified. Students struggle with academics and educators rush to find out what the causes are and what can be provided to best support them. On the other hand, when students struggle with behavior, there are few people willing to support these students. There are more who want to isolate the students and send them away, either to another school or with a more extreme consequence of a long-term suspension or expulsion. It is the conundrum of supporting the student who exhibits a covert problem (an academic challenge), or of supporting the student who exhibits an overt problem (a behavior challenge).

Vista del Sol attempted to remedy the school-to-pipeline problem and the issue of isolating behavior students by trying a novel approach. It was a noble effort and one that is still in progress, despite a minor setback precipitated by politics and community dynamics. It is still a viable option that deserves further examination and expansion.

In conclusion, the behavior inclusion model examined in this study was successful in bridging the change from alternative placement school to inclusion. Students were able to exit a program they may have been institutionalized in for numerous years. They were able to join a normal school community where they were able to participate in art, music, and physical education. They were able to join sports teams, participate in assemblies for honors and citizenship, and to learn positive behaviors from peers. It is what is best for

students and that is what most educators enter the school system to do—do what is best for students.

My final comment is best encapsulated in a quote by Bethany Hill @bethhill2829 tweeted on Twitter on January 6, 2017:

What’s best for kids is not always comfortable for adults. The question we must ask is “Who are we here for?”

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APPENDIX A
SEBASTIAN'S DATA

	Pre	Post
Check In/Check Out		
• Following Instructions	1.62	1.77
• Staying on Task	1.62	1.77
• Accepting Criticism	1.64	1.88
Office Discipline Referrals	12	9

Reading Grades 2014-15

Reading: Foundational Skills									
Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.	Q 1	Q 2	Q 3	Q 4	Fluency: Read with sufficient accuracy and fluency to support comprehension.	Q 1	Q 2	Q 3	Q 4
	1	2	3	3			3	3	3
Reading: Literature and Informational Text									
Key Ideas and Details: • Read closely. • Make logical inferences. • Cite text evidence. • Draw conclusions from text.	Q 1	Q 2	Q 3	Q 4	Craft and Structure: • Interpret words and phrases as used in text. • Analyze structure of text. • Assess how point of view or purpose shapes the content and style of a text.	Q 1	Q 2	Q 3	Q 4
	1	2	3	3		1	2	3	3
Integration of Knowledge and Ideas: • Integrate and evaluate content. • Delineate and evaluate the argument and specific claims in a text. • Analyze how two or more texts address similar themes or topics.					Range of Reading and Text Complexity: Read and comprehend complex literary and informational text independently and proficiently.				
		2	3	3			2	3	3
Reading Effort:							3	3	3

Reading Grades 2015-16

Reading: Foundational Skills									
Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.	Q 1	Q 2	Q 3	Q 4	Fluency: Read with sufficient accuracy and fluency to support comprehension.	Q 1	Q 2	Q 3	Q 4
	3	2	3	4			3		3
Reading: Literature and Informational Text									
Key Ideas and Details: • Read closely. • Make logical inferences. • Cite text evidence. • Draw conclusions from text.	Q 1	Q 2	Q 3	Q 4	Craft and Structure: • Interpret words and phrases as used in text. • Analyze structure of text. • Assess how point of view or purpose shapes the content and style of a text.	Q 1	Q 2	Q 3	Q 4
	3	1	2	3			2	3	3
Integration of Knowledge and Ideas: • Integrate and evaluate content. • Delineate and evaluate the argument and specific claims in a text. • Analyze how two or more texts address similar themes or topics.					Range of Reading and Text Complexity: Read and comprehend complex literary and informational text independently and proficiently.				
	2	1	3	3					4
Reading Effort:						2	2	3	3

Math Grades 2014-15

Math									
Operations and Algebraic Thinking: • Represent and solve problems involving addition and subtraction. • Add and Subtract within 20. • Work with equal groups of objects to gain foundations for multiplication.	Q 1	Q 2	Q 3	Q 4	Measurement and Data: • Measure and estimate lengths in standard units. • Relate addition and subtraction to length. • Work with time and money. • Represent and interpret data.	Q 1	Q 2	Q 3	Q 4
		2	3	3			2	3	3
Number and Operations in Base 10: • Understands place value. • Use place value understanding and properties of operations to add and subtract.	1	2	3	3	Geometry: Reason with shapes and their attributes.			3	3
	Math Effort:						2	4	3
Math Comments:									

Math Grades 2015-16

Math									
Operations and Algebraic Thinking: • Represent and solve problems involving multiplication and division. • Understand properties of multiplication and the relationship between multiplication and division. • Multiply and divide within 100. • Solve problems involving the four operations, and identify and explain patterns in arithmetic.	Q 1	Q 2	Q 3	Q 4	Measurement and Data: • Solve problems involving measurements and estimation of intervals of time, liquid volumes, and masses of objects. • Represent and interpret data. • Geometric measurement: understand concepts of area and relate area to multiplication and to addition. • Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.	Q 1	Q 2	Q 3	Q 4
	2	1		4			2	2	3
Number and Operations in Base 10: Use place value understanding and properties of operations to perform multi-digit arithmetic.		2			Number and Operations – Fractions Develop understanding of fractions as numbers.			3	
Geometry: Reason with shapes and their attributes.			3	3	Math Effort:	3	3		3
Math Comments:									

	2014-2015		2015-2016	
	# of passing scores	% of passing scores	# of passing scores	% of passing scores
Reading	13/21	62%	12/18	67%
Math	8/12	67%	5/10	50%

APPENDIX B
LOUIS' DATA

	Pre	Post
Check In/Check Out		
• Ignoring Distractions	1.57	1.57
• Asking for Help	1.65	1.50
• Accepting Feedback	1.69	1.52
Office Discipline Referrals	4	6

Reading Grades 2014-15

Reading: Foundational Skills									
Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.	Q 1	Q 2	Q 3	Q 4	Fluency: Read with sufficient accuracy and fluency to support comprehension.	Q 1	Q 2	Q 3	Q 4
		1		4			2		4
Reading: Literature and Informational Text									
Key Ideas and Details: • Read closely. • Make logical inferences. • Cite text evidence. • Draw conclusions from text.	Q 1	Q 2	Q 3	Q 4	Craft and Structure: • Interpret words and phrases as used in text. • Analyze structure of text. • Assess how point of view or purpose shapes the content and style of a text.	Q 1	Q 2	Q 3	Q 4
	3	1		3		3	1		3
Integration of Knowledge and Ideas: • Integrate and evaluate content. • Delineate and evaluate the argument and specific claims in a text. • Analyze how two or more texts address similar themes or topics.					Range of Reading and Text Complexity: Read and comprehend complex literary and informational text independently and proficiently.				
		3		3		4		3	
					Reading Effort:	4	2		3

Reading Grades 2015-16

Reading: Foundational Skills									
Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.	Q 1	Q 2	Q 3	Q 4	Fluency: Read with sufficient accuracy and fluency to support comprehension.	Q 1	Q 2	Q 3	Q 4
	2	2	3	2		2	2	4	4
Reading: Literature and Informational Text									
Key Ideas and Details: • Read closely. • Make logical inferences. • Cite text evidence. • Draw conclusions from text.	Q 1	Q 2	Q 3	Q 4	Craft and Structure: • Interpret words and phrases as used in text. • Analyze structure of text. • Assess how point of view or purpose shapes the content and style of a text.	Q 1	Q 2	Q 3	Q 4
	2	3	2	2		2	3	3	3
Integration of Knowledge and Ideas: • Integrate and evaluate content. • Delineate and evaluate the argument and specific claims in a text. • Analyze how two or more texts address similar themes or topics.					Range of Reading and Text Complexity: Read and comprehend complex literary and informational text independently and proficiently.				
	2	3	3	3		2	3	3	
					Reading Effort:	3	2	2	3

Math Grades 2014-2015

Math									
Operations and Algebraic Thinking: • Represent and solve problems involving multiplication and division. • Understand properties of multiplication and the relationship between multiplication and division. • Multiply and divide within 100. • Solve problems involving the four operations, and identify and explain patterns in arithmetic.	Q 1	Q 2	Q 3	Q 4	Measurement and Data: • Solve problems involving measurements and estimation of intervals of time, liquid volumes, and masses of objects. • Represent and interpret data. • Geometric measurement: understand concepts of area and relate area to multiplication and to addition. • Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.	Q 1	Q 2	Q 3	Q 4
	4	1		3			1		2
Number and Operations in Base 10: Use place value understanding and properties of operations to perform multi-digit arithmetic.	3	1		2	Number and Operations – Fractions Develop understanding of fractions as numbers.		1		2
Geometry: Reason with shapes and their attributes.		1		2	Math Effort:	4	2		2
Math Comments:									

**Math Grades
2015-16**

Math									
Operations and Algebraic Thinking: • Use the four operations with whole numbers to solve problems. • Gain Familiarity with factors and multiples. • Generate and analyze patterns.	Q 1	Q 2	Q 3	Q 4	Measurement and Data: • Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. • Represent and interpret data. • Geometric measurement: understand concepts of angle and measure angles.	Q 1	Q 2	Q 3	Q 4
	2	N/A	1	2		N/A	2	N/A	2
Number and Operations in Base 10: • Generalize place value understanding for multi-digit whole numbers. • Use place value understanding and properties of operations to perform multi-digit arithmetic.	2	2	1	2	Numbers and Operations: Fractions • Extend understanding of fraction equivalence and ordering. • Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. • Understand decimal notation for fractions, and compare decimal fractions.	N/A	N/A	1	2
Geometry: Draw and identify lines and angles, and clarify shapes by properties of their lines and angles.	N/A	N/A	N/A	N/A	Math Effort:	2	2	2	2
Math Comments:									

	2014-2015		2015-2016	
	# of passing scores	% of passing scores	# of passing scores	% of passing scores
Reading	10/14	71%	13/24	54%
Math	3/12	25%	0/11	0%

APPENDIX C
JOHN'S DATA

	Pre	Post
Check In/Check Out		
• Accepting ‘No’ for an Answer	1.94	2.00
• Accepting Criticism	1.91	2.00
• Appropriate Voice Tone	1.80	2.00
Office Discipline Referrals	4	7

Reading Grades 2014-15

Reading: Foundational Skills									
Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.	Q 1	Q 2	Q 3	Q 4	Fluency: Read with sufficient accuracy and fluency to support comprehension.	Q 1	Q 2	Q 3	Q 4
	3	3	4	4		3	3	4	4
Reading: Literature and Informational Text									
Key Ideas and Details: • Read closely. • Make logical inferences. • Cite text evidence. • Draw conclusions from text.	Q 1	Q 2	Q 3	Q 4	Craft and Structure: • Interpret words and phrases as used in text. • Analyze structure of text. • Assess how point of view or purpose shapes the content and style of a text.	Q 1	Q 2	Q 3	Q 4
	3	3	3	3			3	3	3
Integration of Knowledge and Ideas: • Integrate and evaluate content. • Delineate and evaluate the argument and specific claims in a text. • Analyze how two or more texts address similar themes or topics.					Range of Reading and Text Complexity: Read and comprehend complex literary and informational text independently and proficiently.	4	4	3	3
		4					3	3	3
					Reading Effort:	3	3	3	3

Reading Grades 2015-16

Reading: Foundational Skills									
Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.	Q 1	Q 2	Q 3	Q 4	Fluency: Read with sufficient accuracy and fluency to support comprehension.	Q 1	Q 2	Q 3	Q 4
	3	3	3	4		3	3	3	4
Reading: Literature and Informational Text									
Key Ideas and Details: • Read closely. • Make logical inferences. • Cite text evidence. • Draw conclusions from text.	Q 1	Q 2	Q 3	Q 4	Craft and Structure: • Interpret words and phrases as used in text. • Analyze structure of text. • Assess how point of view or purpose shapes the content and style of a text.	Q 1	Q 2	Q 3	Q 4
	2	3	3	3		2	3	3	3
Integration of Knowledge and Ideas: • Integrate and evaluate content. • Delineate and evaluate the argument and specific claims in a text. • Analyze how two or more texts address similar themes or topics.					Range of Reading and Text Complexity: Read and comprehend complex literary and informational text independently and proficiently.				
							2	3	2
					Reading Effort:	2	3	2	3

Math Grades 2014-15

Math									
Operations and Algebraic Thinking: • Use the four operations with whole numbers to solve problems. • Gain Familiarity with factors and multiples. • Generate and analyze patterns.	Q 1	Q 2	Q 3	Q 4	Measurement and Data: • Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. • Represent and interpret data. • Geometric measurement: understand concepts of angle and measure angles.	Q 1	Q 2	Q 3	Q 4
		4	3	4					4
Number and Operations in Base 10: • Generalize place value understanding for multi-digit whole numbers. • Use place value understanding and properties of operations to perform multi-digit arithmetic.	3	4			Numbers and Operations: Fractions • Extend understanding of fraction equivalence and ordering. • Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. • Understand decimal notation for fractions, and compare decimal fractions.			3	4
Geometry: Draw and identify lines and angles, and clarify shapes by properties of their lines and angles.				4					
Math Effort:						4	4	4	4
Math Comments:									

Math Grades 2015-16

Math									
Operations and Algebraic Thinking: • Write and interpret numerical expressions. • Analyze patterns and relationships.	Q 1	Q 2	Q 3	Q 4	Measurement and Data: • Convert like measurement units within a given measurement system. • Represent and interpret data. • Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	Q 1	Q 2	Q 3	Q 4
	3	3	3	3		3		3	3
Number and Operations in Base 10: • Understand the place value system. • Perform operations with multi-digit whole numbers and with decimals to hundredths.	3	3	4	4	Numbers and Operations: Fractions • Use equivalent fractions as a strategy to add and subtract fractions. • Apply and extend previous understanding of multiplication and division to multiply and divide fractions.				4
Geometry: • Graph points on the coordinate plane to solve real-world and mathematical problems. • Classify two-dimensional figures into categories based on their properties.				3					
Math Effort:						3	3	3	4
Math Comments:									

	2014-2015		2015-2016	
	# of passing scores	% of passing scores	# of passing scores	% of passing scores
Reading	20/20	100%	15/16	94%
Math	9/9	100%	13/13	100%

APPENDIX D
RIGO'S DATA

	Pre	Post
Check In/Check Out		
<ul style="list-style-type: none"> • Choosing Appropriate Words to Say • Accepting Feedback • Staying on Task 	1.81 1.70 1.77	1.42 1.35 1.64
Office Discipline Referrals	43	5

**Reading Grades
2014-15**

Reading: Foundational Skills									
Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.	Q 1	Q 2	Q 3	Q 4	Fluency: Read with sufficient accuracy and fluency to support comprehension.	Q 1	Q 2	Q 3	Q 4
	4	3	3	3		3	3	3	3
Reading: Literature and Informational Text									
Key Ideas and Details: • Read closely. • Make logical inferences. • Cite text evidence. • Draw conclusions from text.	Q 1	Q 2	Q 3	Q 4	Craft and Structure: • Interpret words and phrases as used in text. • Analyze structure of text. • Assess how point of view or purpose shapes the content and style of a text.	Q 1	Q 2	Q 3	Q 4
	1	3	3	3		3	3	3	3
Integration of Knowledge and Ideas: • Integrate and evaluate content. • Delineate and evaluate the argument and specific claims in a text. • Analyze how two or more texts address similar themes or topics.					Range of Reading and Text Complexity: Read and comprehend complex literary and informational text independently and proficiently.				
		3	3	2		2	2	2	2
					Reading Effort:	2	2	2	2

**Reading Grades
2015-16**

Reading: Foundational Skills									
Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.	Q 1	Q 2	Q 3	Q 4	Fluency: Read with sufficient accuracy and fluency to support comprehension.	Q 1	Q 2	Q 3	Q 4
	3	3	3	3		3	2	3	3
Reading: Literature and Informational Text									
Key Ideas and Details: • Read closely. • Make logical inferences. • Cite text evidence. • Draw conclusions from text.	Q 1	Q 2	Q 3	Q 4	Craft and Structure: • Interpret words and phrases as used in text. • Analyze structure of text. • Assess how point of view or purpose shapes the content and style of a text.	Q 1	Q 2	Q 3	Q 4
	2	2	1	2		2	2	2	1
Integration of Knowledge and Ideas: • Integrate and evaluate content. • Delineate and evaluate the argument and specific claims in a text. • Analyze how two or more texts address similar themes or topics.					Range of Reading and Text Complexity: Read and comprehend complex literary and informational text independently and proficiently.				
	2	2	1	2		2	2	2	1
					Reading Effort:	2	1	1	2

**Math Grades
2014-15**

Math									
Operations and Algebraic Thinking:	Q1	Q2	Q3	Q4	Measurement and Data:	Q1	Q2	Q3	Q4
<ul style="list-style-type: none"> Use the four operations with whole numbers to solve problems. Gain Familiarity with factors and multiples. Generate and analyze patterns. 		3	3	2	<ul style="list-style-type: none"> Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. Represent and interpret data. Geometric measurement: understand concepts of angle and measure angles. 				3
Number and Operations in Base 10: <ul style="list-style-type: none"> Generalize place value understanding for multi-digit whole numbers. Use place value understanding and properties of operations to perform multi-digit arithmetic. 	1	3	3	3	Numbers and Operations: Fractions <ul style="list-style-type: none"> Extend understanding of fraction equivalence and ordering. Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. Understand decimal notation for fractions, and compare decimal fractions. 			3	2
Geometry: Draw and identify lines and angles, and clarify shapes by properties of their lines and angles.				2			2	2	2
Math Effort:							2	2	2
Math Comments:									

Math Grades 2015-16

Math									
Operations and Algebraic Thinking:	Q1	Q2	Q3	Q4	Measurement and Data:	Q1	Q2	Q3	Q4
<ul style="list-style-type: none"> Write and interpret numerical expressions. Analyze patterns and relationships. 	2	2	1	3	<ul style="list-style-type: none"> Convert like measurement units within a given measurement system. Represent and interpret data. Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition. 	2		2	2
Number and Operations in Base 10: <ul style="list-style-type: none"> Understand the place value system. Perform operations with multi-digit whole numbers and with decimals to hundredths. 	2	2	1	2	Numbers and Operations: Fractions <ul style="list-style-type: none"> Use equivalent fractions as a strategy to add and subtract fractions. Apply and extend previous understanding of multiplication and division to multiply and divide fractions. 			2	2
Geometry: <ul style="list-style-type: none"> Graph points on the coordinate plane to solve real-world and mathematical problems. Classify two-dimensional figures into categories based on their properties. 				3					
Math Effort:						2	1	1	2
Math Comments:									

	2014-2015		2015-2016	
	# of passing scores	% of passing scores	# of passing scores	% of passing scores
Reading	16/21	76%	7/24	29%
Math	7/11	64%	2/14	14%

APPENDIX E
ISAAC'S DATA

	Pre	Post
Check In/Check Out		
• Staying on Task	1.91	1.94
• Dealing with Frustration		
• Having a Conversation	1.94	1.95
	1.94	1.86
Office Discipline Referrals	29	2

Reading Grades 2014-15

Reading: Foundational Skills									
Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.	Q 1	Q 2	Q 3	Q 4	Fluency: Read with sufficient accuracy and fluency to support comprehension.	Q 1	Q 2	Q 3	Q 4
	1	2	1	3		1	1	1	1
Reading: Literature and Informational Text									
Key Ideas and Details: • Read closely. • Make logical inferences. • Cite text evidence. • Draw conclusions from text.	Q 1	Q 2	Q 3	Q 4	Craft and Structure: • Interpret words and phrases as used in text. • Analyze structure of text. • Assess how point of view or purpose shapes the content and style of a text.	Q 1	Q 2	Q 3	Q 4
	1	1	1	1		1	1	1	1
Integration of Knowledge and Ideas: • Integrate and evaluate content. • Delineate and evaluate the argument and specific claims in a text. • Analyze how two or more texts address similar themes or topics.					Range of Reading and Text Complexity: Read and comprehend complex literary and informational text independently and proficiently.				
		1	1	1		4	1	3	
					Reading Effort:	2	1	1	1

Reading Grades 2015-16

Reading: Foundational Skills									
Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.	Q 1	Q 2	Q 3	Q 4	Fluency: Read with sufficient accuracy and fluency to support comprehension.	Q 1	Q 2	Q 3	Q 4
	2	3	3	3		3	3	2	3
Reading: Literature and Informational Text									
Key Ideas and Details: • Read closely. • Make logical inferences. • Cite text evidence. • Draw conclusions from text.	Q 1	Q 2	Q 3	Q 4	Craft and Structure: • Interpret words and phrases as used in text. • Analyze structure of text. • Assess how point of view or purpose shapes the content and style of a text.	Q 1	Q 2	Q 3	Q 4
	3	3	3	3		3	3	2	3
Integration of Knowledge and Ideas: • Integrate and evaluate content. • Delineate and evaluate the argument and specific claims in a text. • Analyze how two or more texts address similar themes or topics.					Range of Reading and Text Complexity: Read and comprehend complex literary and informational text independently and proficiently.				
	3	3	3	3		3	3	3	
					Reading Effort:	3	3	2	3

Math Grades 2014-15

Math									
Operations and Algebraic Thinking: • Use the four operations with whole numbers to solve problems. • Gain Familiarity with factors and multiples. • Generate and analyze patterns.	Q 1	Q 2	Q 3	Q 4	Measurement and Data: • Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. • Represent and interpret data. • Geometric measurement: understand concepts of angle and measure angles.	Q 1	Q 2	Q 3	Q 4
		3	3	1			4	1	4
Number and Operations in Base 10: • Generalize place value understanding for multi-digit whole numbers. • Use place value understanding and properties of operations to perform multi-digit arithmetic.	1	1	2	2	Numbers and Operations: Fractions • Extend understanding of fraction equivalence and ordering. • Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. • Understand decimal notation for fractions, and compare decimal fractions.		1	1	1
Geometry: Draw and identify lines and angles, and clarify shapes by properties of their lines and angles.		1	1	1	Math Effort:		3	1	3
Math Comments:									

**Math Grades
2015-16**

Math									
Operations and Algebraic Thinking: • Write and interpret numerical expressions. • Analyze patterns and relationships.	Q 1	Q 2	Q 3	Q 4	Measurement and Data: • Convert like measurement units within a given measurement system. • Represent and interpret data. • Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	Q 1	Q 2	Q 3	Q 4
			3	3				3	3
Number and Operations in Base 10: • Understand the place value system. • Perform operations with multi-digit whole numbers and with decimals to hundredths.	3	4	3	3	Numbers and Operations: Fractions • Use equivalent fractions as a strategy to add and subtract fractions. • Apply and extend previous understanding of multiplication and division to multiply and divide fractions.			3	3
Geometry: • Graph points on the coordinate plane to solve real-world and mathematical problems. • Classify two-dimensional figures into categories based on their properties.				3	Math Effort:	3	3	3	3
Math Comments:									

	2014-2015		2015-2016	
	# of passing scores	% of passing scores	# of passing scores	% of passing scores
Reading	3/21	14%	21/24	88%
Math	4/16	25%	11/11	100%

APPENDIX F
MANUAL'S DATA

	Pre	Post
Check In/Check Out		
• Resisting Peer Pressure	1.64	1.52
• Staying on Task	1.64	1.47
• Accepting Criticism	1.69	1.17
Office Discipline Referrals	2	12

Reading Grades 2014-15

Reading: Literature and Informational Text									
Key Ideas and Details:	Q 1	Q 2	Q 3	Q 4	Craft and Structure:	Q 1	Q 2	Q 3	Q 4
<ul style="list-style-type: none"> Read closely. Make logical inferences. Cite text evidence. Draw conclusions from text. 				3	<ul style="list-style-type: none"> Interpret words and phrases as used in text. Analyze structure of text. Assess how point of view or purpose shapes the content and style of a text. 				3
Integration of Knowledge and Ideas: <ul style="list-style-type: none"> Integrate and evaluate content. Delineate and evaluate the argument and specific claims in a text. Analyze how two or more texts address similar themes or topics. 				3	Range of Reading and Text Complexity: Read and comprehend complex literary and informational text independently and proficiently.				3
					Reading Effort:				3

Reading Grades 2015-16

Reading: Literature and Informational Text									
Key Ideas and Details:	Q 1	Q 2	Q 3	Q 4	Craft and Structure:	Q 1	Q 2	Q 3	Q 4
<ul style="list-style-type: none"> Read closely. Make logical inferences. Cite text evidence. Draw conclusions from text. 	1	3	1	1	<ul style="list-style-type: none"> Interpret words and phrases as used in text. Analyze structure of text. Assess how point of view or purpose shapes the content and style of a text. 			4	
Integration of Knowledge and Ideas: <ul style="list-style-type: none"> Integrate and evaluate content. Delineate and evaluate the argument and specific claims in a text. Analyze how two or more texts address similar themes or topics. 	4		1	1	Range of Reading and Text Complexity: Read and comprehend complex literary and informational text independently and proficiently.				
					Reading Effort:				

Math Grades 2014-15

Math									
Ratios and Proportional Relationships:	Q 1	Q 2	Q 3	Q 4	Expressions and Equations:	Q 1	Q 2	Q 3	Q 4
Understand ratio concepts and use ratio reasoning to solve problems.				2	<ul style="list-style-type: none"> Apply and extend previous understandings of arithmetic to algebraic expressions. Reason about and solve one-variable equations and inequalities. Represent and analyze quantitative relationships between dependent and independent variables. 				
The Number System: <ul style="list-style-type: none"> Apply and extend previous understanding of multiplication and division to divide fractions by fractions. Compute fluently with multi-digit numbers and find common factors and multiples. Apply and extend previous understandings of numbers to the system of rational numbers. 				3					
Geometry: Solve real-world and mathematical problems involving area, surface and volume.				2	Statistics and Probability: <ul style="list-style-type: none"> Develop understanding of statistical variability. Summarize and describe distributions. 				2
Math Comments:					Math Effort:				3

Math Grades 2015-16

Math									
Ratios and Proportional Relationships: Analyze proportional relationships and use them to solve real world and mathematical problems.	Q 1	Q 2	Q 3	Q 4	Expressions and Equations: • Use properties of operations to generate equivalent expressions. • Solve real-life and mathematical problems using numerical and algebraic expressions and equations.	Q 1	Q 2	Q 3	Q 4
	1							2	
The Number System: Apply and extend previous understanding of operations with fractions to add, subtract, multiply, and divide rational numbers.		1			Statistics and Probability: • Use random sampling to draw inferences about a population. • Draw informal comparative inferences about two populations. • Investigate chance processes and develop, use, and evaluate probability.				
Geometry: • Draw, construct and describe geometrical figures and describe the relationships between them. • Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.			1						1
Math Effort:									
Math Comments:									

	2014-2015		2015-2016	
	# of passing scores	% of passing scores	# of passing scores	% of passing scores
Reading	4/4	100%	3/8	38%
Math	2/5	40%	0/5	0%

APPENDIX G

END-OF-YEAR REPORT CARDS (2014-2015)

	2014-2015		2015-2016	
	Grades		Grades	
Sebastian	Number	Percentage	Number	Percentage
	Passing	Passing	Passing	Passing
Reading	13/21	62%	12/18	67%
Math	8/12	67%	5/10	50%
Louis	Number	Percentage	Number	Percentage
	Passing	Passing	Passing	Passing
Reading	10/14	71%	13/24	54%
Math	3/12	25%	0/11	0%
John	Number	Percentage	Number	Percentage
	Passing	Passing	Passing	Passing
Reading	20/20	100%	15/16	94%
Math	9/9	100%	13/13	100%
Rigo	Number	Percentage	Number	Percentage
	Passing	Passing	Passing	Passing
Reading	16/21	76%	7/24	29%
Math	7/11	64%	2/14	14%
Isaac	Number	Percentage	Number	Percentage
	Passing	Passing	Passing	Passing
Reading	3/21	14%	21/24	88%
Math	4/16	25%	11/11	100%
Manuel	Number	Percentage	Number	Percentage
	Passing	Passing	Passing	Passing
Reading	4/4	100%	3/8	38%
Math	2/5	40%	0/5	0%

APPENDIX H
END-OF-YEAR SCHOOL CLIMATE SURVEY

	Pre Percentage N=47		Post Percentage	N=45	Percentage Gain/Loss
Campbell Elementary					
Q1 4.1 There is a shared philosophy of commitment, ownership, vision, mission and goals that promote a culture of excellence.					
• Exceeds the Standard	42.55%	20	40.00%	18	-2.55%
• Meets the Standard	55.32%	26	51.11%	23	-4.21%
• Approaches the Standard	2.13%	1	8.89%	4	6.76%
• Falls Far Below the Standard	0.00%	0	0.00%	0	0.00%
Q2 4.2 Facilities support a safe and orderly environment conducive to student learning.					
• Exceeds the Standard	40.43%	19	35.56%	16	-4.87%
• Meets the Standard	55.32%	26	60.00%	27	4.68%
• Approaches the Standard	4.26%	2	4.44%	2	.18%
• Falls Far Below the Standard	0.00%	0	0.00%	0	0.00%
Q3 4.3 There is policy, leadership, and staff support for an equitable code of discipline that supports students' understanding of rules, laws and expectations for responsible behavior that enables teaching and learning.					
• Exceeds the Standard	36.17%	17	33.33%	15	-2.84%
• Meets the Standard	57.45%	27	57.78%	26	.33%
• Approaches the Standard	6.38%	3	6.67%	3	.29%
• Falls Far Below the Standard	0.00%	0	2.22%	1	2.22%
Q5 4.5 Teachers and staff build positive, nurturing relationships with students and work to improve student attendance, dropout rates, and graduation rates.					
• Exceeds the Standard	70.21%	33	57.78%	26	-12.43%
• Meets the Standard	27.66%	13	42.22%	19	14.56%
• Approaches the Standard	2.13%	1	0.00%	0	2.13%
• Falls Far Below the Standard	0.00%	0	0.00%	0	0.00%

Q6 4.6 Student achievement is highly valued and publicly celebrated.

• Exceeds the Standard	65.96%	31	60.00%	27	-5.96%
• Meets the Standard	34.04%	16	37.78%	17	3.74%
• Approaches the Standard	0.00%	0	2.22%	1	2.22%
• Falls Far Below the Standard	0.00%	0	0.00%	0	0.00%

Q7 4.7 A healthy school culture promotes social skills, conflict management, and prevention programs so that students are prepared and ready to learn.

• Exceeds the Standard	48.94%	23	44.44%	20	-4.50%
• Meets the Standard	42.55%	20	53.33%	24	10.78%
• Approaches the Standard	8.51%	4	2.22%	1	-6.29%
• Falls Far Below the Standard	0.00%	0	0.00%	0	0.00%

Q8 4.8 A culture of respect exists where relationships, trust, communication and collaboration are valued within the entire school community.

• Exceeds the Standard	48.94%	23	35.56%	16	-13.38%
• Meets the Standard	48.94%	23	57.78%	26	8.84%
• Approaches the Standard	2.13%	1	6.67%	3	4.54%
• Falls Far Below the Standard	0.00%	0	0.00%	0	0.00%

Pre	Post	
Percentage	Percentage	N=42
N=42		

Excalibur Elementary

Q1 4.1 There is a shared philosophy of commitment, ownership, vision, mission and goals that promote a culture of excellence.

• Exceeds the Standard	66.67%	28	57.14%	24	-9.53%
• Meets the Standard	33.33%	14	35.71%	15	2.38%
• Approaches the Standard	0.00%	0	4.76%	2	4.76%
• Falls Far Below the Standard	0.00%	0	2.38%	1	2.38%

Q2 4.2 Facilities support a safe and orderly environment conducive to student learning.

• Exceeds the Standard	61.90%	26	54.76%	23	-7.14%
• Meets the Standard	28.57%	12	30.95%	13	2.38%
• Approaches the Standard	9.52%	4	11.90%	5	2.38%
• Falls Far Below the Standard	0.00%	0	2.38%	1	2.38%
Q3 4.3 There is policy, leadership, and staff support for an equitable code of discipline that supports students' understanding of rules, laws and expectations for responsible behavior that enables teaching and learning.					
• Exceeds the Standard	59.52%	25	40.48%	17	-19.04%
• Meets the Standard	33.33%	14	40.48%	17	7.15%
• Approaches the Standard	2.38%	1	16.67%	7	14.29%
• Falls Far Below the Standard	4.76%	2	2.38%	1	-2.38%
Q5 4.5 Teachers and staff build positive, nurturing relationships with students and work to improve student attendance, dropout rates, and graduation rates.					
• Exceeds the Standard	85.71%	36	69.05%	29	-16.66%
• Meets the Standard	14.29%	6	28.57%	12	14.28%
• Approaches the Standard	0.00%	0	2.38%	1	2.38%
• Falls Far Below the Standard	0.00%	0	0.00%	0	0.00%
Q6 4.6 Student achievement is highly valued and publicly celebrated.					
• Exceeds the Standard	73.81%	31	61.90%	26	-11.91%
• Meets the Standard	23.81%	10	35.71%	15	11.90%
• Approaches the Standard	2.38%	1	2.38%	1	0.00%
• Falls Far Below the Standard	0.00%	0	0.00%	0	0.00%
Q7 4.7 A healthy school culture promotes social skills, conflict management, and prevention programs so that students are prepared and ready to learn.					
• Exceeds the Standard	71.43%	30	38.10%	16	-33.33%
• Meets the Standard	21.43%	9	47.62%	20	26.19%
• Approaches the Standard	7.14%	3	7.14%	3	0.00%
• Falls Far Below the Standard	0.00%	0	7.14%	3	7.14%

Q8 4.8 A culture of respect exists where relationships, trust, communication and collaboration are valued within the entire school community.

• Exceeds the Standard	76.19%	32	45.24%	19	-30.95%
• Meets the Standard	21.43%	9	47.62%	20	26.19%
• Approaches the Standard	2.38%	1	4.76%	2	2.38%
• Falls Far Below the Standard	0.00%	0	2.38%	1	2.38%

Pre Percentage N=34	Post Percentage N=35
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Plata Elementary

Q1 4.1 There is a shared philosophy of commitment, ownership, vision, mission and goals that promote a culture of excellence.

• Exceeds the Standard	23.53%	8	5.71%	2	-17.82%
• Meets the Standard	47.06%	16	45.71%	16	-1.35%
• Approaches the Standard	23.53%	8	37.14%	13	13.61%
• Falls Far Below the Standard	5.88%	2	11.43%	4	5.55%

Q2 4.2 Facilities support a safe and orderly environment conducive to student learning.

• Exceeds the Standard	23.53%	8	0.00%	0	-23.53%
• Meets the Standard	38.24%	13	54.29%	19	16.05%
• Approaches the Standard	26.47%	9	37.14%	13	10.67%
• Falls Far Below the Standard	11.76%	4	8.57%	3	-3.19%

Q3 4.3 There is policy, leadership, and staff support for an equitable code of discipline that supports students' understanding of rules, laws and expectations for responsible behavior that enables teaching and learning.

• Exceeds the Standard	11.76%	4	5.71%	2	-6.05%
• Meets the Standard	23.53%	8	28.57%	10	5.04%
• Approaches the Standard	26.47%	9	31.43%	11	4.96%
• Falls Far Below the Standard	38.24%	13	34.29%	12	-3.95%

Q5 4.5 Teachers and staff build positive, nurturing relationships with students and work to improve

**student attendance, dropout rates,
and graduation rates.**

• Exceeds the Standard	23.53%	8	17.14%	6	-6.39%
• Meets the Standard	58.82%	20	60.00%	21	1.18%
• Approaches the Standard	17.65%	6	20.00%	7	2.35%
• Falls Far Below the Standard	0.00%	0	2.86%	1	2.86%

**Q6 4.6 Student achievement is highly
valued and publicly celebrated.**

• Exceeds the Standard	29.41%	10	5.71%	2	-23.70%
• Meets the Standard	47.06%	16	57.14%	20	10.08%
• Approaches the Standard	20.59%	7	34.29%	12	13.70%
• Falls Far Below the Standard	2.94%	1	2.86%	1	-0.08%

**Q7 4.7 A healthy school culture
promotes social skills, conflict
management, and prevention
programs so that students are
prepared and ready to learn.**

• Exceeds the Standard	14.71%	5	5.71%	2	-9.00%
• Meets the Standard	41.18%	14	31.43%	11	-9.75%
• Approaches the Standard	38.24%	13	54.29%	19	16.05%
• Falls Far Below the Standard	5.88%	2	8.57%	3	2.69%

**Q8 4.8 A culture of respect exists
where relationships, trust,
communication and collaboration are
valued within the entire school
community.**

• Exceeds the Standard	20.59%	7	5.71%	2	-14.88%
• Meets the Standard	23.53%	8	42.86%	15	19.33%
• Approaches the Standard	44.12%	15	37.14%	13	6.98%
• Falls Far Below the Standard	11.76%	4	14.29%	5	2.53%