Deconstruction of Recidivism: A Study of Minority Males Returning to the Home
Campus from Disciplinary Alternative Education Programs

A Dissertation Presented to the
Faculty of the College of Education
University of Houston

In Partial Fulfillment
Of the Requirements for the Degree

Doctor of Educational Leadership and Cultural Studies

By
Khalilah Campbell – Rhone
April 2014

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RETURNING TO THE HOME CAMPUS FROM DISCIPLINARY ALTERNATIVE
EDUCATION PROGRAMS

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April 2014

DEDICATION

This dissertation is dedicated to my Father,
Leroy Campbell, Jr.

Gone too Soon
1937-2012

ACKNOWLEDGEMENTS

First and foremost, I thank God for everything that he has done for me and everything he has prepared for my future.

My Mother, you have been my rock. This would have not have been possible without your guidance, your encouragement and your help. You have been my best friend and my confidant. I love you.

My Husband, you have been there from the very first word. You are my Superman, my constant reminder that "Nothing ever comes easy for us, but it always comes."
I Love You

My Brother, You are it for me. Thank you for your belief in me. Thank you for your support.

Friends and Family, thank you for support. Thank you for guarding me, keeping me company and being my inspiration to finish! I will never forget your support.

Dr. Augustina Reyes – This would not have happened without your tutelage and your belief in me. I will not take up any more of your Saturday's or Sunday's!

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Abstract

America is failing its young Black and Latino boys (Losen and Gillespie, 2012; Reyes, 2006; Skiba, Horner, Chung, Rausch, May & Tobin, 2011). In metropolitan ghettos, rural villages, and midsized townships across the country, schools have been holding tanks for populations of Black and Latino boys who have statistically higher probability of walking the corridors of prison than the halls of college. According to Educational Testing Service (2013), "We fail our Black and Latino sons more than any other racial or ethnic groups" (p.1). In addition to differences in overall academic performance, Black and Latino male students are typically more likely to be labeled with having emotional, behavioral or learning disorders, and to be reported by teachers as disruptive to classroom activities. Black and Latino males are suspended or expelled more than Black and Latino girls or boys from other racial or ethnic groups, and are more likely to be overrepresented in discipline programs (Holloway, 2011). These conditions have resulted in a high overall rate of removal of minority male students from academic settings into discipline alternative education programs (DAEPs).

The purpose of this mixed-method study was to identify how participation in Disciplinary Alternative Education Placements (DAEPs) has affected the academic status of a sample of Black and Latino males in a large urban school district in the South. The second purpose is to investigate the use of processes, services, and programs to reduce recidivism (students referred twice or more)   rates for DAEP placements.

This study was grounded in the following research questions:

1. How do DAEPs affect the academic outcomes of Black and Latino male students?

2. How do home schools, teachers, and administrators facilitate the transition of repeating DAEP students into the home campus?

While the initial intent of zero tolerance was to improve teaching and learning, learning for African American and Latino students is negatively affected with data showing that while African American students make up 12% of the state school enrollment, they make up 35% of the DAEP enrollments (OCR, 2012; Rausch & Skiba, 2009; Reyes, 2012).

A review of student disciplinary cases and subsequent DAEP enrollment shows that Black and Latino males are more likely to be transferred into DAEPs than any other gender or ethnicity (Texas Education Agency Annual Report, 2010). This is consistent even when the offenses are similar to those of white male students who were not transferred to a DAEP for similar offenses.

A recent report by the Education Law Center defined the school-to-prison pipeline as "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" (Education Law Center, FairTest, Forum for Education and Democracy, Juvenile Law Center & NAACP Legal Defense and Educational Fund, Inc., 2010, p. 1).

This study used the mixed research method (Wiersma & Jurs, 2009), including student interviews and survey research methods (Yin, 2003). Data for this study were analyzed using descriptive data to assess teacher preparedness and development to assist

student transition from DAEP to the regular school and to prevent recidivism.

Correlational methods were used to analyze survey responses. Quantitative methods were used to develop simple statistics from the survey responses, including frequency distributions, measurements of central tendency, and measures of variability (Gall, Gall, & Borg, 2007). Interviewing and qualitative research methods were used including triangulation of data sources, peer debriefing, and member checks (Denzin & Lincoln, 2011; Kvale, 2008).

The recommendations derived from this study were the following:

Recommendation #1:   Implement Caring and Counseling Services into schools with high referral rates to decrease referrals.

Recommendation #2:   Implement teacher and staff development for positive behavior management and for building positive rapport with students.

Recommendation #3:   Implement processes for re-acclimating students from a DAEP into a regular classroom environment

Recommendation # 4: Implement school-wide, research-based, discipline strategies with fidelity. The plan must be specifically effective in schools with high referral rates.

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CHAPTER 1:

INTRODUCTION

Today there is nothing short of emergency in the delivery of education to our nation's communities of color. As our communities quickly grow on pace to become a numerical majority, it is clear that confronting the issues we face is not just our challenge alone, but all of America's challenge. As a nation, we are failing to provide the high quality educational opportunities that are critical for all students to succeed, thereby jeopardizing our nation's ability to continue to a world leader (Framework for Providing All Students an Opportunity to Learn through Reauthorization of the Elementary and Secondary Education Act, July 2010).

Brief Overview of the Study

America is failing its young Black and Latino boys (Reyes, 2006; Skiba, Horner, Chung, Rausch, May & Tobin, 2011). Black and Latino males have historically faced challenges when engaged in educational pursuits. In metropolitan ghettos, rural villages, and midsized townships across the country, schools have been holding tanks for populations of Black and Latino boys who have statistically higher probability of walking the corridors of prison than the halls of college. Across America, the problem of Black and Latino male achievement seems intractable (Reyes, 2006; Skiba et al., 2011). We fail our Black and Latino sons more than any other racial or ethnic groups (ETS, 2011). Evidence from public education can be used to show that the grades of Black and Latino males are typically reported as lower than those of other students (Holloway, 2011; Office of Civil Rights, 2012). In addition to differences in overall academic performance, Black and Latino male students are typically more likely to be labeled as having emotional, behavioral or learning disorders, are more likely to be reported by teachers as being disruptive to classroom activities and are suspended or expelled more than Black

and Latino girls or boys from other racial or ethnic groups (Holloway, 2011). Data has also been used to show that Black and Latino male students are more likely to be classified as having mental retardation or requiring special education than students from other groups (Holloway, 2011; Noguera, 2003). These conditions have resulted in a high overall rate of removal of minority male students from academic settings, especially public schools. Those Black and Latino male students who are not removed from school might face barriers to academic success, such as assumptions of academic or social failure held by teachers and school administrators.

Need for the Study

Removal of students from public schools has been facilitated by the introduction of Disciplinary Alternative Education Programs (DAEPs). These programs were introduced to supplement Alternative Education Programs (AEPs), or non-traditional alternatives to the school curriculum. The rationale for DAEPs was that an alternative to school was needed for those students whose behaviors threaten other students, staff or faculty. Proponents of DAEPs argued that potentially dangerous students should be removed from an environment in which they were disruptive or posed a threat to others. They feared-potentially dangerous outcomes. In addition, students who wanted to learn should feel they were in a safe school environment.

The emphasis on zero tolerance as an appropriate administrative response to any form of aggression, violence, or other unwanted behaviors in schools has exacerbated placement rates for DAEPs, resulting in disproportional DAEP placement for Black and Latino male students. The common use of DAEPs in minority communities where families suffer from high rates of poverty has caused researchers and advocacy groups to

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assert that DAEPs are feeder environments for the school-to-prison pipeline (Harvard Civil Rights Project, 2000; Reyes, 2006; Schott Foundation, 2005). The term school-to-prison was introduced by Christle (2005) to describe the phenomenon in which conditions in public schools predisposed disadvantaged youth to transition from a school environment to a prison environment. DAEPs have been identified as a significant component of this school-to-prison pipeline, as these programs are derived from "criminalization of behavior at schools" (Boyd, 2009, p.571). Black and Latino male students are at greatest risk, as there is a racially disparate impact of the trend towards criminalization in schools, and they are most likely to be targeted for inclusion and placement into DAEPs (Boyd, 2009). After leaving school, Black and Latino male students who have received their educations in DAEPs are more likely to enter prison rather than students who received their educations in traditional educational school settings (Phillips, 2011).

According to Child Trends (2013), 87% of all juveniles in residential placement were male. Child Trends (2013) confirmed that in 2010, Asian and White males made up the lowest placement in juvenile detention (80 and 208 per 100,000, respectively). Hispanic males had a rate of 399 per 100,000, followed by American Indian males at 541 out of 100,000, which were superseded by Blacks at 1,047 per 100,000 (Child Trends, 2013).

Moving a disproportionally large number of Black and Latino male students from the traditional public school setting into a DAEP has serious social and economic consequences for the minority community. For example, in Texas, DAEPs have five times the dropout rate of mainstream schools (Texas Appleseed, 2007, p.2). In 2005-06

school year alone, the recidivism rate approached 30%– with 105,530 unduplicated students accounting for almost 137,000 DAEP referrals that year (Texas Appleseed, 2007, p.2). In doing so, there are direct educational and economic consequences for those minority male students placed in a DAEP (Reyes, 2007). The purpose of this mixed-method study was to identify how participation in Disciplinary Alternative Education Placements (DAEPs) has affected the academic status of a sample of Black and Latino males in a large urban school district in the South. It is grounded in the need for programs that reduce the recidivism rate of minority males in DAEPs. The second purpose is to investigate the use of processes, services, and programs to reduce recidivism rates for DAEP placements.

Statement of the Problem

School violence has been a growing national concern for more than three decades, where incidents of violent acts committed by students on their peers or towards adult staff and faculty have become more frequent and more severe during this period. An atmosphere of violence in school creates, at a minimum, a distraction from class routines as students worry about personal safety. In worst-case scenarios, school violence can endanger the lives of students, staff, and faculty (NCES, 2009-10).

Different strategies have been imposed by schools to manage school violence, with varying degrees of effectiveness. Some of the most common management strategies fall under the zero-tolerance policy, in which students who commit specific violent infractions receive predetermined punishment.

The origin of zero-tolerance policies is military in nature, as the Navy reassigned 40 submarine crewman in Norfolk, Virginia for suspected drug abuse in 1983 without

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additional evidence to show the cause of their actions (Phillips, 2011). In late 1989, school districts in Orange County, California and Louisville, Kentucky adopted similar zero-tolerance policies in which students were expelled if there was suspicion of drug use or gang-related activity (Skiba & Peterson, 1999). Theoretically, the use of zero-tolerance policies was intended to promote a safe school environment.

Zero-tolerance policies in schools have historically been challenged on the grounds that these policies fail to promote a safe school environment, and can cause lasting personal and academic harm for students who have been subjected to punishment. In Texas, opponents of zero-tolerance policies identified that these policies failed to provide affected students with educational alternatives.

Rather than abandoning zero-tolerance policies in public schools, policymakers determined that the existing zero-tolerance policies should be blended into existing Disciplinary Alternative Education Program (DAEP) programs. In June of 1984, the Texas 68th Legislature passed massive school reform legislation, including laws establishing DAEPs. The original format for DAEPs was driven by a perceived crime wave from juvenile offenders in the early 1980s. Students awaiting trial for drug dealing or murder continued to sit in classrooms, and teachers were concerned for their safety and for the safety of the other students (Reyes, 2001). DAEPs were an alternative to allowing potentially violent students to receive education in a regular classroom environment.

In 1994, the Texas legislature enacted detailed new legislation on DAEPs which blended zero-tolerance programs into the existing DAEP programs. Students who violated local or state-mandated rules of conduct, or who were determined to be disruptive to the education of other students in their assigned school, could be reassigned

to a DAEP (Phillips, 2011). The Texas Education Code, Chapter 37.008, mandated DAEPs be adopted by the local district in elementary through high school grades for students who were removed from their regular classes for mandatory or discretionary disciplinary reasons, and placed in the DAEP rather than expelled. The Secondary Education Act allowed the chief administering officer of the local educational agency (LEA) to modify the transfer of students to a DAEP on a case-by-case basis (Lexis-Nexus, 2006). However, a review of student disciplinary cases and subsequent DAEP enrollment has shown that cases in which the students are Black and Latino males are the cases that are more prone to result in DAEP placement. This is consistent even when the offenses are similar to those of white male students who were not transferred to a DAEP for similar offenses. Black and Latino male students are removed from the classroom to DAEPs at rates ranging from 70% to 84% based on grade level (Reyes, 2007; Skiba et al., 2011)

A review of student disciplinary cases and subsequent DAEP enrollment has shown that removal of Black or Latino males result in disproportional placement for these students. Furthermore, Black and Latino male student's length of stay in DAEPs are consistently longer than that of other races (Texas Appleseed, 2007, p.9)

Similar disparities between Black and Latino male students and their peers have been observed throughout different sectors of education. Black and Latino males have lagged significantly behind on standardized tests and in grades more so than their white peers. Census statistics show that 42% of all Black and Latino male students have failed a grade at least once (U.S. Census, 2011). On average, 48% of Black and Latino male students in the United States do not graduate from high school (Urgency of Now, 2012).

Black and Latino males are more likely to receive a GED in prison than graduate from college (Urgency of Now, 2012). Only 18% of Black and Latino men ages 20-21 are enrolled in college (U.S. Census, 2012), and 34% of Black and Latino students who earn bachelor degrees are male (U.S. Department of Education, 2012). Such disparities indicate that Black and Latino male students are at a disadvantage when participating in education. To help reduce these disparities, it is necessary to address potential barriers when they are identified. DAEP placement has been identified as a potential barrier to Black and Latino male student academic achievement in Texas, and shall be addressed as such in the proposed research study.

While student performance on state-wide tests is linked back to the general education campus in which students are enrolled, rather than the DAEP they attend, this process ensures that DAEPs will not be held accountable for student academic performance (TEA, 2011).

DAEPs have been active in Texas since the 1980s. Little data is collected concerning whether a student's assignment to a DAEP has any bearing on his or her academic performance, attendance, or ability to graduate. In Texas, the majority of data collected on DAEPs is concentrated on how these programs are related to discipline in schools. Focusing on discipline outcomes conforms to the directive imposed by the Texas Commissioner of Education, who in 1997, petitioned DAEPs to "adopt rules necessary to evaluate annually the performance of each district's alternative education program." (TEA, 1997). In 2001, the Texas Education Agency (TEA) developed a statewide evaluation system and prepared a report about the status of DAEP policies (Coleman, 2002). Findings from this study indicated that participants in DAEPs had high recidivism,

and were likely to gain additional time in, or would be returned to DAEPs after the students' original allocated time had expired. However, Coleman (2002) did not identify how DAEPs affected the academic status of students placed in these programs.

Purpose of the Study

The purpose of this mixed-method research project was to identify how participation in DAEP placement affected the academic status of a sample of Black and Latino males in a large urban school district in the South. This research study provided student interview data, demographic background, and an academic background on how DAEPs affected their academic status and life outcomes.

A major criticism of DAEPs was the structure of their curriculum. As an alternative form of education, DAEPs were not held to the same standards of accountability and course content that governs public education (Texas Administrators Code, 2011). Many DAEPs offered students fewer than seven hours of instruction per day, or the minimum required of traditional schools; some DAEPs offered as little as two hours of instruction per day. DAEP facilities in Texas were only required to provide classes in the basic subjects: math, language arts, science and social studies (Texas Education Code, Sec 37.008[1], 2011). Students could be sent to DAEPs for time frames ranging from one day to a complete school year (TEC, Chapter 37, 2011). If the student committed additional infractions, the time required for DAEP placement could be extended. In many school districts, the district superintendent could give students initial sentences of more than one year (Local District Student Code of Conduct). Since student statewide tests were reverted back to the home campus, DAEPs were not held accountable for student academic performance (Texas Accountability Manual, 2013).

In 2002, Coleman identified a high rate of recidivism for DAEP students returning to the home campus. This issue continues to be more evident. In some of the DAEP sending schools the recidivism rate was as high as 45%. When students returned to the DAEP-sending campus, the sending campus had no program(s) or service(s) to transition the student from the alternative campus to the regular academic life in the home campus. This study conducted a survey of principals and teachers to evaluate what processes, services, and programs were used by the home school to assure that the students' transition from the DAEP to home school was successful. The goal of this transition must be to reduce recidivism.

The rationale for this study was the need for greater understanding of how DAEPs affect Black and Latino male students, both in the short and long-term. Analysis of the short-term academic outcomes of DAEPs were made by gathering archival data from the students who participate in the interviews. Data was analyzed for academic performance, attendance rates, and graduation rates for a sample of Black and Latino male students who were placed in DAEPs within the selected school district in the South.

Research Questions

This study explored campus transitional programs used to reduce recidivism. This study was grounded in the following research question: *How does DAEP affect the academic outcomes of Black and Latino male students?* The second research question for this study is: *How do home schools, teachers, and administrators facilitate the transition of repeating DAEP students into the home campus?*

Significance of the Study

The school-to-prison pipeline has been defined by the American Civil Liberties Union (ACLU) as "the policies and practices that push our nation's school children, especially our most at-risk children, out of classrooms and into the juvenile and criminal justice systems" (ACLU, 2009). While white males comprise the largest overall demographic population in U.S. prisons at 59.4% of the total inmate population, when population rates are adjusted, Black and Latino males are at greatest risk for inclusion in the prison system. Black and Latino males comprise only 7% of the total U.S. population (U.S. Census, 2011), but comprise 37.2% of the total male prison population (Federal Bureau of Prisons, 2010). It is possible that alternative education strategies which facilitate the separation of Black and Latino male students from traditional education systems might, however unintentionally, play a role in the school-to-prison pipeline. As noted, research exists in which DAEPs have been recognized as a likely component in the school-to-prison pipeline (ACLU, 2009). It is important to conduct additional information to identify how DAEPs affect the academic outcomes of Black and Latino male students.

The study will clarify how past and present participants in DAEPs have been academically affected by their DAEP experiences. This study may also produce insight into how the school-to-prison pipeline is characterized by recidivism, or cyclical occurrences of punishment for behavior infractions. This study will make recommendation for improving the transitional process for students transitioning from the DAEP to the home school. It will also recommend school-funded DAEPs to provide a more effective, long or short-term alternative school for students who require different

learning environments to improve student behavior.

Overview of Methodology

This study used mixed research methods (Wiersma & Jurs, 2009), including survey research methods (Yin, 2003). Much qualitative research has been conducted on who and how many times students have been affected by DAEP placements (Harvard Civil Rights Project, 2000; Skiba, 1999; Schott, 2005; & Reyes, 2006). In addition, quantitative dissertations have been written on whether the educational experiences of DAEP students are affected significantly differently from non-DAEP students (Coleman, 2002). There have been no studies on how DAEPs affect achievement for Black and Latino males. In addition, have been no studies of the processes in place to reduce the recidivism rate of Black and Latino males returning to the home campus. This study used a purposive sample.

Limitations

The limitations of this study were the number of students involved. Ten subjects were used for student interviews. Ten adult students may not have been a large enough number to capture the breadth of this problem. Data triangulation, including demographic data and survey data will assist in avoiding biases from influencing the direction of the findings and conclusion (Rodriguez & Reyes, 2009).

A second delimitation is the common concern that the case studies provide little basis for scientific generalization (Yin, 2003). According to Yin (2003) case studies, like experiments, are generalizable to theoretical propositions, and not to populations or the universe.

Definitions

The following definitions will be used in this research study:

Chapter 37 Discipline: Disruptive students or students not able to function in the structure of the regular school setting are to be removed from their regular classroom setting and placed in an alternative education setting based upon elaborate state and local discipline policies, rules, regulations, and procedures (Texas Education Agency, 2000-2001).

Code of Conduct: Rules outlining the responsibilities of or proper practices for a school or school district as defined in Chapter 37.001 of the *Texas Education Code*.

Discipline Alternative Education Program (DAEP): The focus for a DAEP is an alternative education setting to enable students to perform at grade level (Texas Education Code (TEC), 37.008). The DAEP is also required to incorporate an approved curriculum that includes English language arts, mathematics, science, history, self-discipline, and counseling services. As an operating DAEP, the facility is mandated to conform to the four Public Education Academic Goals. These four goals state that the students will demonstrate exemplary performance in the reading and writing of the English language, also in the understanding of mathematics and science, and in the understanding of social studies (TEC, 37.008).

Discretionary Removal: Discretionary infractions are those infractions left to the discretion of district administrators and teachers to define as discretionary in the school district student code of conduct (TEC, 37.001). While the district may develop their own category of mandatory infractions in the student code of conduct, the state policy may recognize these infractions as discretionary (TEC, 37.001). A student may be removed

from the home school and placed into a DAEP when one or more of these off-campus

felonies have been committed according to section 37.006(a):

1. The superintendent or the superintendent's designee has a reasonable belief that
    the student has engaged in a conduct as defined a felony offense other than those
    defined in Title 5 of the Penal Code.

2. The continued presence of the student in the regular classroom threatens the
    safety of other students or teachers will be detrimental to the educational process
    (TEC Annotate, 37.007).

When a student is recommended for removal from their home campus by the

administrator (principal) and placed in an alternative education program based on various

forms of consistent and persistent forms of disruptive misbehavior the aforementioned

code is utilized (Reyes, 2006).

Expulsion: The most severe student disciplinary action used when the student cannot be

suspended into a DAEP; this involves denying a student an education for periods from

ten days to one year (Reyes, 2006).

In-School-Suspension: The lowest level and the least severe form of student removal

from school, which is usually located in the home school, allowing students to remain

engaged in school, have contact with their peers, and their teacher can provide them with

daily instructional assignments.

Juvenile Justice Alternative Education Program (JJAEP): The 1995, Senate Bill 1,

mandated that all counties with a population of 125,000 or more operate a JJAEP under

the jurisdiction of the county juvenile board (37.011). JJAEP were exclusively mandated

in urban areas for youth who are on probation or deferred prosecution (37.0011[1] [2]).

Mandatory Removal: Mandatory infractions for which a student must be removed from

school include committing a felony or misdemeanor; committing an assault or making a

terroristic threat; using, selling, providing, or possessing drugs; using, selling, providing

or possessing alcohol, glue, or aerosol chemicals; public lewdness or indecent exposure;

or committing a retaliation offense against any school employee (Texas Education Code

Annotated, 37.006). Students must also be removed from school following off-campus

cases such as when the student receives deferred prosecution for a felony, a court or jury

finds that the student engaged in a felony, or the superintendent reasonably believes that a

student has committed murder, manslaughter, or criminally negligent homicide (TEC

37.006).

Out-of-School Suspension (OOSS): Action taken by an administrator that requires a

student to be temporarily removed from the home campus for no more than three

consecutive days. Acts of misconduct, for which an administrator may suspend the

student, place the student into in-school suspension, or, if the administrator finds the

misconduct to be *serious or persistent* as defined in this *Code*, may refer the student to a

district-level DAEP. The principal or other appropriate administrator makes the

disciplinary determination on the basis of the severity of the misconduct. The period of

the suspension is limited to three days per occurrence, and ten days per academic year

(Reyes, 2006).

Recidivism: The act of a person repeating an undesirable behavior after they have either

experienced negative consequences of that behavior, or have been treated or trained to

extinguish that behavior. It is also known as the percentage of former prisoners who are

rearrested. The term is most frequently used in conjunction with substance abuse and

criminal behavior.

Referral: Two definitions are possible, and use will be dependent on context. 1.

Disciplinary documentation/report written by a campus stakeholder that reports the description of an infraction committed by a student that has violated school policy. 2. Recommendation made by the campus administrator to remove the student from the home campus for DAEP placement.

Suspension - Removal from the home campus generally for a period not to exceed ten days during an academic year, which also denies the student of participation in the regular school or classroom activities.

Special Education Student- A student who has been identified as having a learning disability or a handicap that interferes with a major life function, and as a result, is entitled to special education services and accommodations above and beyond what is provided normally.

Texas Assessment of Knowledge and Skills Test (TAKS) – State test designed to measure the extent to which a student has learned and is able to apply the defined knowledge and skills at each tested grade level, which is directly aligned to the Texas Essential and Knowledge and Skills (TEKS). In 1999, the 76th Session of the Texas Legislature enacted Senate Bill 103, mandating implementation of a new statewide testing program. The new testing requirements, subsequently named the Texas Assessment of Knowledge and Skills, were implemented in spring 2003. By law, all eligible Texas public school students are assessed in mathematics in grades 3-10 and exit level; reading in grades 3-9; writing in grades 4 and 7; English language arts in grades 10 and exit level; science in grades 5, 8, 10, and exit level; and social studies in grades 8, 10, and exit level. Eligible students may meet testing requirements with the Spanish version of the TAKS

assessments, available in mathematics at grades 3-6, reading at grades 3-6, writing at

grade 4, and science at grade 5 (TEA, Technical Digest, 2006).

Zero Tolerance "Law and Order": Public school discipline policy that applies automatic,

prescribed, mandatory sanctions for student discipline infractions with little or no

consideration to the conditions, circumstances, intent, or understanding of the individual

committing the offense (Reyes, 2006).

CHAPTER 2

REVIEW OF THE LITERATURE

Introduction

Literature related to this research project was drawn from the areas of Disciplinary Alternative Education Programs, the overall academic experiences of Black and Latino male students, and the specific relationships between these academic experiences and possible outcomes for their adult lives, including professional opportunities and incarceration. The literature search was conducted to provide evidence for the research study, which is to focus exclusively on the outcomes of alternative education programs in the Southern region of Texas for Black and Latino male students. The findings from this literature search are presented in this chapter, and have been organized by theme.

Student Discipline Policies and Behavioral Outcomes

In this section of the literature review, information is presented on the history of alternative education. This information will include descriptions of the types, settings, and effectiveness of academic discipline programs. The nature and outcomes of punishment types will be described, especially as they pertain to Black and Latino males.

Over the last several decades, the response to discipline problems in school has become increasingly severe. School districts are hiring their own police and security forces, and surveillance technologies are becoming a permanent part of school budgets and spaces (Aseltine, 2010). This increase in surveillance and security is not to protect students from outside threats, but to identify and respond to internal threats generated by

the student population. The most notable example of this was reported in the Columbine

school shootings in 1999, an event in which two students killed 13 of their peers: a

security presence of armed guards had been present at the school at the time of the

shooting, but these guards were hired to respond to student aggression rather than to

protect the students from outsiders (Healy, 2012).

Texas has historically pursued alternative strategies for discipline problems in

public schools. Alternative education in Texas has been used to separate students who

participate in the traditional educational setting from students who have been deemed

unable to participate in the traditional setting. Criteria for inability to participate are wide-

ranging and can include physical, psychological, emotional, or behavioral criteria, or can

be affected by learning disabilities. For the purpose of this research study, all discussion

of alternative education programs in Texas is restricted to strategies linked to punishment

and separation of students from traditional classrooms, as a result of disciplinary

measures.

Zero-tolerance Policies

The prevalence of zero-tolerance policies in the public school systems has been

embraced by policymakers as a strategy to control student behaviors. In a zero-tolerance

environment, students are suspended and expelled for minor infractions or are being

referred to the criminal justice system for behaviors that, in the past, were largely dealt

with by school administrators (Aseltine, 2010). This zero-tolerance policy is the

punishment of any infraction of a rule, regardless of accidental mistakes, ignorance, or

extenuating circumstances.

Ostensibly, zero-tolerance policies were designed to curb rising gun violence in

schools (Mongan & Walker, 2012). Zero tolerance policies were developed to complement the federal Gun-Free Schools Act of 1994. Initially, the zero-tolerance criteria were applied to students who carried guns or any other form of weapons onto school grounds, as "law originally drafted by Congress focused on truly dangerous and criminal behavior by a student(s), such as gun possession, on school property" (McNeal & Dunbar, 2010, p. 294). Yet, over time, zero-tolerance criteria were extended to encompass other forms of behavioral infractions, such as fighting, or aggressive threats to peers or to staff and faculty. The development of violence prevention and conflict resolution programs in schools, mandating gun control laws, and punitive and judicial forms of school discipline are the three major national crime prevention categories of zero tolerance.

Zero-tolerance programs are controversial and have been widely discredited as a successful method of maintaining control in schools (Mongan & Walker, 2012). These school policies were adapted from similar policies applied in prison settings (Healy, 2012). Borum, Cornell, Modzeleski, and Jimerson (2010) observed that zero-tolerance policies were focused more on creating the illusion of security in schools than actually providing an appropriate form of discipline for students.   The zero-tolerance policies were "based on the theory of deterrence," as it was assumed that students who were aware of the possible disciplinary outcomes would choose to obey school rules rather than risk a single event that could result in permanent consequences (Borum et al., 2010, p. 28).

The overall effectiveness of such programs, however, has been shown to be minimal at best (Mongan & Walker, 2012). A typical criticism of zero-tolerance policies

includes the honor-roll student being expelled from school under a "no weapons" use and policy while in possession of nail clippers (Muschert & Peguero, 2010). Other examples, such as a student bringing a weapon to school in response to a death threat from another student, can be used to show that schools are more willing to remove these students from the school environment rather than address topics concerning why students feel it necessary to threaten their peers, or to implement conflict mediation to reduce overall tension within the school environment. McNeal and Dunbar (2010) observed that there is a strong theoretical assumption in all zero-tolerance policies, especially in schools which serve lower-income inner city students. "Zero-tolerance policy aligns with the view that the moral fabric of those who attend inner-city schools is flawed, and therefore draconian measures must be instituted to address moral and behavioral decay" (p. 295). These "draconian measures" must be simple and immediate, as it is also assumed that those students who attend these schools lack the critical thinking skills to assess long-term consequences and will only understand a rudimentary cause-and-effect scenario.

There is evidence to suggest that zero-tolerance policies might have the unintended consequences of making schools less safe (Farmer, 2010). Automatic, prescribed, mandatory sanctions for student discipline infractions with little or no consideration to the conditions, circumstances, intent, or understanding of the individual committing the offense, might create a hostile relationship between students, the community, and the school (Healy, 2012; McNeal & Dunbar, 2010; Muschert & Peguero, 2010). Zero tolerance policies set equal expectations on an already unequal playing field. By rejecting developmental needs of children, denying educational opportunities, contributing to dropouts, producing poor achievement, and criminalization of student

behavior the playing field is increasingly unequal (Farmer, 2010; Healy, 2012; Muschert & Peguero, 2010). It has been observed that disciplinary infractions increase when zero-tolerance policies are implemented, and these increases have been attributed to the "culture of fear" that is created within the school (Muschert & Peguero, 2010). Such feelings of fear may provoke violent responses as students strive to protect themselves by lashing out at those who they perceive to be a serious threat before they are, themselves, hurt (Healy, 2012; Muschert & Peguero, 2010).

Alternative Education and the DAEP in Texas

Alternative education programs have been used for discipline purposes in Texas since 1969. At that time, the State of Texas created the Texas Education Code. This Code contained a subchapter entitled, "Discipline; Law and Order," which provided school administrators with the authority to suspend "incorrigible" students, and bring proceedings in juvenile court against students "who persistently violate the reasonable rules and regulations of the school." Students who were suspended needed to participate in alternative education to ensure that their educational needs would be met, in spite of their physical removal from the school. This process was believed to provide complementary education for those students who could not participate in the traditional educational environment, thus meeting the obligations of the state to provide education to all students, while simultaneously promoting an educational culture conducive to education for all traditional students.

As federal laws were passed which required states to provide different types of alternative education, these punishment-centered alternative education programs were gradually blended into other types of alternative education. It was common to find a

single alternative education classroom in which students with learning disabilities and discipline problems received instruction simultaneously. Criticism of these highly blended programs occurred when advocates for special needs students identified that the schools identified alternative education not as a program, but as a site where all students, who in some way impeded traditional education, were dumped. These blended programs were then separated as students with special needs were given their own classrooms and educational curriculum.

Formalization of a discipline-specific alternative education program occurred around the same time that special needs classrooms were established. In 1992, the State Board of Education in Texas began to call for zero-tolerance policies to prevent school violence and drug abuse. This effort predated the national campaign for zero-tolerance policies by several years, as Texas policymakers implemented zero-tolerance policies as a response to state and national "war on drug" campaigns of the 1980s. The passage of the Federal Gun Free School Zones Act in 1994 helped strengthen the rationale for these programs, and in 1995, the 74th Texas Legislature whom enacted the Safe School Act. Developed under the implementation of Chapter 37, the subsequent Law and Order Policy strategy formed an educational partnership among the public school system and the local and county juvenile crime agencies. Then-Governor George W. Bush addressed the 74th Legislature by stating: "We must adopt one policy for those who terrorize teachers or disrupt classrooms-- zero tolerance." By 1996, the new DAEP structure was firmly integrated into the Texas public school and Texas juvenile justice systems. These DAEPs provided alternative education for students who were grade-level appropriate (Texas Education Code, Chapter 37.008). DAEPs are required to establish an approved

curriculum in the four core areas – English Language Arts, mathematics, science and history. DAEPs are also required to provide both discipline and counseling services for students in need. The Texas Education Code 37.008 further established that DAEPs must maintain four goals: the students will demonstrate exemplary performance in the reading and writing of the English language, and an understanding of mathematics and social studies. Later, in 2007, lawmakers passed legislation requiring the Texas Education Agency (TEA) to develop minimum standards for DAEPs, but stopped short of requiring the agency to monitor or implement those standards. These acts led to the development of the Disciplinary Alternative Education Program (DAEPs) and Juvenile Justice Alternative Education Programs (JJAEPs) (Phillips, 2011).

Student Code of Conduct

In Texas, student placement in the DAEP can occur via multiple processes. Many of these are linked to zero-tolerance policies. All criteria for removing a student in the Texas Education Code (TEC) are clearly defined. Definition of criteria has been creatednot only to establish appropriate policies and practices for removal, but also to reduce challenges and potential lawsuits from parents, students, or community members who believe that a student has been moved to a DAEP without due cause. Mandatory removal is considered appropriate when the Student Code of Conduct is violated. The TEC states that a student is required to be referred to a DAEP pursuant to Chapter 37 of the TEC if the offense occurs on school property, within 300 feet of school property or while attending a school sponsored or school related event for the following reasons:

   -Engaging in conduct that is punishable as a felony;

   -Engaging in conduct that constitutes assaults or terrorist threat;

-Selling, giving, delivering, possessing, using or being under the influence of

marijuana, a controlled substance or a dangerous drug;

-Selling, giving, delivering, possessing, using or being under the influence of an

alcoholic beverage;

-Engaging in a crime that is classified as abuse of glue, volatile chemicals or

aerosol paint;

-Engaging in crime that contains the offense of public lewdness or indecent

exposure;

-Retaliating against school employee by harming or threatening the employee.

-The student is required to be referred to a DAEP whether or not the following

instances

occurred on or off campus:

   a. the student receives deferred prosecution for a felony

   b. a court or jury finds that the student engaged in a felony

   c. the school superintendent reasonably believes the student has committed

   murder, manslaughter, or criminally negligent homicide (TEC 37.006).

The timeline for mandatory referrals can come with stays ranging from 30 days to 180

days in the DAEP. Although the Texas Education Code mandates that students be placed

in DAEPs for these infractions, it gives school administration the ability to determine the

final length of stay. It is not uncommon for students to be remanded to DAEPs for

months or years because of subsequent infractions once a student is referred, or from

non-consecutive attendance.

Finally, students may also be placed in DAEPs when they are expelled for more serious criminal activities. Examples include: weapons possession, arson, aggravated assault, murder, kidnapping, and acts of criminal mischief. For such acts, students are expelled to either a regular DAEP or a JJAEP.

Discretionary Removals

While the TEC provides the primary rationale governing how, why, and under what conditions a student can be removed from the traditional classroom and placed in the DAEP, there are additional provisions for discretionary removals (TEC, Chapter 37.002). Principals, or their designee, have the power to place students in Disciplinary Alternative Educational Placements per the Texas Education Code for discretionary removals. Discretionary infractions are those infractions left to the volition of district administrators and teacher to define as discretionary in the school district's student Code of conduct (TEC, Chapter 37.001). Many districts have developed district-wide standards that grant administrators the ability to remove students to DAEPs for serious or persistent acts of misconduct, as defined in the Education code. While the district may develop their own category of mandatory infractions in the TEC, state policy may recognize these infractions as discretionary (TEC, Chapter 37.001). These criteria create conditions in which a school district has a legitimate authority to remove a student from any conduct occurring on school property or at school-related events, if the school district has identified and designated a student as being in violation of their discipline management system. As the TEC requires that each school district adopts its own code of conduct, it is possible that each district can specify the conditions under which a student can be placed in a DAEP. For example, the Houston Independent School District's code

of conduct also provides that the students may be placed in a DAEP for engaging in

Level III conduct which includes the following acts:

- Misdemeanor criminal mischief (i.e. vandalism)

- Fighting

- Misdemeanor theft of property under $750.00.

Most large urban school districts in the South are prime examples of school code

of conduct by a district that correlates with the zero-tolerance policies. This code of

conduct coincides with state law requiring that students involved in criminal-type

behavior be placed in DAEPs. For example, after committing a Level IV infraction,

which is typically categorized as a felony, a student must be placed in a DAEP.

The outcome of discretionary removals can be severe. In 2006, the most recent

year for which data on statewide DAEP discretionary removal data was made available, it

was determined that discretionary removals have more than doubled that of mandatory

removals (See Figure 1).

Statewide Discretionary vs. Mandatory DAEP Referrals, 2001-06

Legend:
- Mandatory Expulsions
- Mandatory DAEP Referrals
- Discretionary Nonviolent DAEP Referrals
- Discretionary DAEP Referrals (i.e. Gang/Fighting/Nonillegal knife)
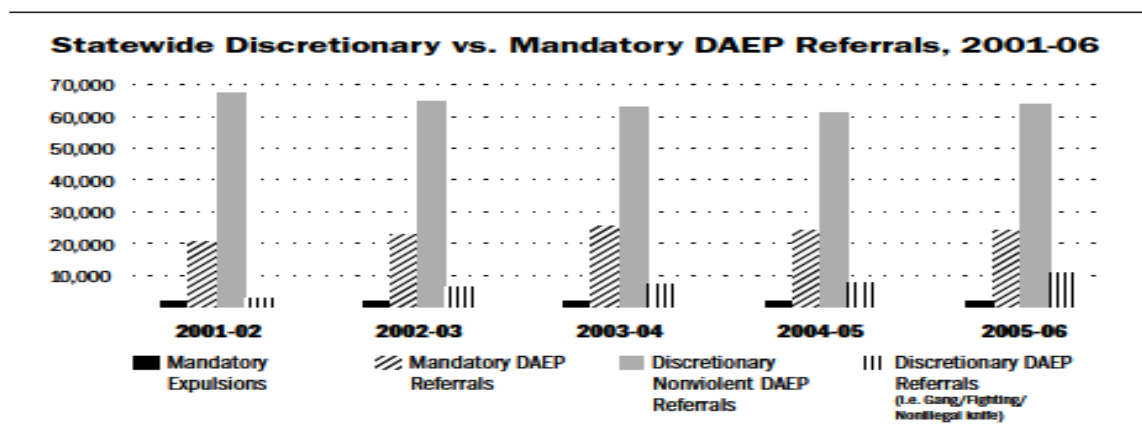
Figure 1 - *Statewide Discretionary vs. Mandatory DAEP Referrals*

In addition to the data from 2000 to 2006, there were more than 600,000

discretionary referrals resulting in DAEP placement or out-of-school suspension during

the 2005-2006 school year, or about 13% of Texas' total student enrollment (Texas

Appleseed, 2006). Data was not separated by student offender profiles, which might blur

the overall severity of the problem; while a student may not be suspended out-of-school

for more than 3 days at one time, there is no cap on cumulative days that a student may

spend in out-of-school suspension during the school year (Texas Appleseed, 2007, p.26).

Disproportionate Referral of African American Students

Analysis of the data reveals several other disturbing trends, including

overrepresentation of African-American and Special Education Students, an enormous

range of overall referrals from district to district, and an alarming number of referrals of

very young children. This is true for each of the disciplinary referral types – DAEP, ISS,

and OSS. In Texas, African-American students are significantly overrepresented in

referrals to ISS, OSS, and DAEP programs as demonstrated in the figure below.
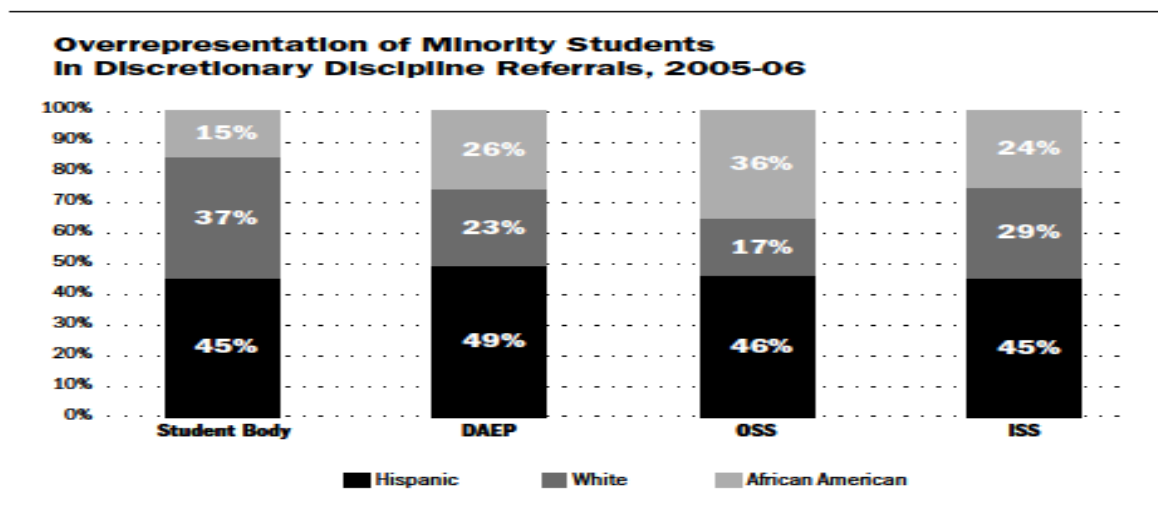
Figure 2 - Statewide Disciplinary Referrals

At the school district level, it has been found that 211 districts have had a

disproportionate referral of African-American students to DAEPs for non-violent, non-

criminal discretionary offenses during one of the last five school years (Texas Appleseed,

27

2007, p.36). The table below reflects a snapshot of the the school districts that have a disproportionate referral rate for the last five years and who have a referral rate of at least twice the percentage of African-American students in the general student population for 2005-2006.

School District	African American Percentage in Student Body	African American Percentage in DAEP Discretionary Referrals
Amarillo ISD	11%	24%
Austin ISD	14%	37%
Bryan ISD	25%	56%
Carthage ISD	27%	63%
Corsicana ISD	23%	50%
Greenville ISD	25%	56%
Humble ISD	15%	38%
Huntsville ISD	28%	63%
Klein ISD	15%	40%
Lubbock ISD	15%	39%
Midland ISD	10%	21%
North East ISD	10%	23%
Temple ISD	29%	65%
Waxahachie ISD	14%	35%
Wichita Falls ISD	18%	43%

Figure 3 – *Snapshot of Disproportionate DAEP Referrals by District*

Evidence of racial inequity, especially for Black and Latino males, has been linked to zero-tolerance policies (Farmer, 2011; James, 2011). It has been observed that the zero tolerance policy allows school districts to create, implement, and define local school district discipline policies or codes of student behavior. DAEPs policies and practices, like other disciplines issues, are motivated by concerns about the safety of students, as well as about the harm caused by the disruption of the learning process. Schools where physical fights occur frequently may not be able to maintain a focused learning environment for students. Further, students who participate in fights on school property may have difficulty succeeding in their studies. Approaches to maintaining discipline have involved policies with several objectives, including (1) making

punishments so severe that students do not want to commit infractions; (2) appropriately punishing students who commit infractions, and (3) preserving educational environment for the benefit of students whose education is disrupted by students committing discipline infractions.

The School-to-Prison Pipeline

A recent report by the Education Law Center and other organizations involved in student justice defined the school-to-prison pipeline as "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" (Education Law Center, PA FairTest, The Forum for Education and Democracy, Juvenile Law Center & NAACP Legal Defense and Educational Fund, Inc., 2010, p. 1). There is evidence that these educational policies are institutionalized and can affect students as young as 4 years of age. Research conducted by Yale University and the Foundation for Child Development reported that preschool students are expelled three times more often than K-12 students (Gilliam, 2005). This study found that 4 year olds are expelled 1.5 times more often than 3 year olds. Boys were expelled 4.5 times more often than girls. Black and Latino male students attending state-funded pre-kindergarten were twice as likely to be expelled as Caucasian children of both genders, and more than five times as likely to be expelled as Asian-American children of both genders (Gilliam, 2005).

Rocque and Paternoster (2011) observed that similar conditions could be observed in elementary schools. The researchers provided a regression analysis of data in select elementary schools, controlled for other factors that might explain differences in how

students behave, and addressed the overall rate of punishment allocated to students based on gender, race, and ethnicity. Rocque and Paternoster (2011) found that even when they controlled for "differences in behavior, student demeanor or personality (concentration, extroversion, closeness with teacher), grades, and other factors, African-American students are both more likely to be disciplined and have more disciplinary reports than other students" (p. 663). Such findings caused them to comment that Black and Latino students received information from authority figures that they were to be disciplined for their behaviors, even when their classmates behaved similarly. Evidence from Bradshaw, Mitchell, O'Brennan, and Leaf (2010) demonstrated that these patterns exist in elementary schools throughout the nation, suggesting that disproportional discipline of Black and Latino students, especially Black and Latino male students, is a national problem that begins early.

Regressive analysis of data has also been used to show that these disparities in punishment persist from elementary through high school. Togut (2011) not only demonstrated that there is a predominance of Black and Latino students in high school discipline programs, but these students are often placed into alternative education programs at a statistically disproportionate rate. Togut (2011) observed that Black and Latino students receive a continuous message that they are not able to compete within the traditional school environment and that they will be punished if they attempt to compete in this environment on the same level as other students. Skiba, Shure, and Williams (2011) found that while socioeconomic status might be a variable in disparities in discipline, it was "in no way sufficient to account for the over-representation of students of color in school suspension and expulsion" (p. 5). Skiba et al., (2011) observed that

Black and Latino students participate in the school environment under an "assumption of wrongdoing" and that this creates a self-fulfilling prophecy in which these students assume they are misbehaving, and will then begin to misbehave (p. 18). Farmer (2010) believed that ongoing exposure to this environment communicated to Black and Latino students the persistent message that they would be punished for wrongdoing no matter their actual behaviors, so it mitigated the incentives to behave or to engage in school in a productive way.

The existing discipline systems are disproportionately applied to youth of color and youth with disabilities from elementary school through high school. The explosion of school-based arrests cannot be attributed to an increase in youth violence (American Civil Liberties Union, 2008). The rise of the school-to-prison pipeline does not correspond with the increase in school violence. In actuality, statistics show that crimes against and by youth were actually declining before zero tolerance policies were implemented. Minority students with disabilities are particularly vulnerable, since many schools regard jail as the default special education placement for poor and minority children. Black and Latino students with disabilities are three times more likely to receive short-term suspensions than their White counterparts, and more than four times as likely to end up in correctional facilities (American Civil Liberties Union, 2008). Black and Latino male students comprise 8.5% of the U.S. population, but 33% of the students suspended, expelled or placed in special education (Kunjufu, 2007).

The encroachment of zero-tolerance policies have been linked to increasing disproportionally of Black and Latino males in the penal system (McNeal & Dunbar, 2010). In 1980, one of every ten Black and Latino males was involved in the penal

system. In 2007, one of every three Black and Latino males was involved in the penal system. As of 2010, two of every three African-American males were involved in the penal system (Mauer, 2011). In many regions of the country, Black and Latino male students who participate in public education are less likely to graduate from high school than they are to go to prison (Mauer, 2011). In Wisconsin, the graduation rate for Black and Latino males is 38%, versus 84% for White males, or a 46% disparity. In Illinois, there is a 40% disparity. In Texas, one in three Black and Latino juveniles sent to the Texas Youth Commission are high school dropouts (Texas Appleseed, 2007). It is recognized that the last segment of the school-to-prison pipeline is adult prison (Texas Appleseed, 2007).

Retention Data

Educators and policymakers have debated for decades whether struggling students benefit more from repeating a grade or from moving ahead with their same-age peers (David, 2008). The argument for retention is that students who have not met grade-level criteria will fall further and further behind as they move through the grades. Despite a century of research that fails to support the effectiveness of grade retention, its use has increased over the past 25 years (David, 2008, pg.83). Retention rates have increased dramatically with the recent movement for "school reform" (such as the No Child Left Behind Act of 2001), which has emphasized grade-level performance standards, grade-level tests to determine promotion or retention, and the end of "social promotion".

A study conducted by David (2008, pg. 84) asked whether repeating a grade makes a difference in achievement as well as personal and social adjustment over the short run and the long run. Although individual studies can be cited to support any

conclusion, overall the preponderance of evidence argues that students who repeat a grade are no better off, and are sometimes worse off, than if they had been promoted with their classmates.

Summary

This review of the literature provided evidence in the topic areas of zero-tolerance policies, specific information on alternative education programs in Texas, and outcomes of disparate academic discipline on Black and Latino male students. Several topic areas that are germane to these themes require additional clarification, but little evidence was available to achieve this goal.

It was not well-known how the precursor for many young people's involvement in the juvenile justice system was disciplinary referrals in school—referrals to in-school suspension (ISS), out-of-school suspension (OSS), and to Disciplinary Alternative Education Placements (DAEPs). In Texas, outcomes of more serious offences typically resulted in the student being sent to more restrictive Juvenile Justice Alternative Education Programs (JJAEPs), or to Texas Youth Commission facilities.

Little or no data exist concerning whether a student's assignment to a DAEP has any bearing on his or her performance, attendance, discipline, or ability to graduate, but a multitude of data says that minority students are over-represented and under taught in DAEPs. What has been studied is that compared to their overall percentage in the total student population, Black and Latino (and to a lesser extent Hispanic) students are significantly overrepresented in schools' discretionary referral to ISS, OSS, or DAEP, as well as in discretionary expulsions to JJAEPs or "to the street" (School to Prison Pipeline, 2010).

The school to prison pipeline referred to the national trend of criminalizing, rather than educating, our nation's children. The pipeline encompassed the growing use of zero-tolerance discipline, school-based arrests, disciplinary alternative schools, and secured detention to marginalize our most at-risk youth, and deny them access to education (American Civil Liberties Union, 2008). It is a serious concern of many policymakers, researchers, and student advocates that the intertwining of schools and criminal justice facilitates this school-to-prison pipeline for some students, particularly special education students, poor students, and students of color (Aseltine, 2010; Educational Law Center et al., 2010). Disciplinary decisions can have long-term implications for a student's future career, as well as his or her perception of the educational system (Kajs, 2006). Many studies have been conducted in favor of mandating zero-tolerance in the school setting, while others criticize the policy for its unfairness and ineffectiveness for which they were originally designed (Losen & Gillespie, 2012). Chapter two of this study discussed the review of the literature. While this chapter focused on the major theoretical and research on student discipline and alternative discipline, it should be noted that the literature review in qualitative research is extended throughout the dissertation, including chapter four and chapter five (Meloy, 2002). This research paper used a mixed research methods to identify how participation in DAEP placement affected the academic status of Black and Latino males in a selected school district in the South. The research methods used in this study will be described in the following chapter.

Chapter 3

Research Methods and Methodology

The purpose of this proposed mixed-methods research study was to identify how participation in DAEP placement affected the academic status of a sample of adult Black and Latino males in a large urban school district in the South. This study included data from two sets of participants. The first set of participants was comprised of ten adult Black and Latino male students who were formerly enrolled in DAEPs. Student interviews provided a demographic and an academic background on how DAEPs affected the sample's academic status. The second purpose of the study was to investigate the use of processes, services, and programs to reduce recidivism rates for DAEP placements. The second sample of participants includes five school administrators and 103 teachers. An online survey was administered to both the school administrators and teachers.

Research design

This mixed methods research design used multiple research methods most convenient to the research conducted in school settings (Wiersma & Jurs, 2009). Student interviews helped provide a demographic background and an academic background on how DAEPs affected the sample's academic status. Simple statistics were used to assess the number of times students were placed in a DAEP, reason for DAEP placements, attendance data, and student achievement as reported by adult students. Surveys were utilized to explore teacher and administrator preparedness and development to facilitate student transitions from the DAEP to the regular classroom (Yin, 2007). Quantitative methods were used to develop simple statistics from the survey responses including frequency distributions, measurements of central tendency, and measures of variability

(Gall, Gall, & Borg, 2007).

Participants

According to Fraenkel, Wallen, and Hyun (2012), participants are defined as individuals whose involvement in a study can range from providing data to initiating and designing the study. The participants in this study are students who are cyclical returnees to the DAEP, administrators who administer the home campuses of former DAEP enrollees, and the teachers who teach in the home campus of former DAEP enrollees.

The purposive sample for this study consisted of five adult Black and five adult Latino adult males who had a history of cyclical enrollment in DAEP in the last five years. The goal of this sampling was to select cases that were likely to be "information rich." Thus, Black and Latino males, aged 18-20, who either recently graduated or dropped-out (over the age of 18) and have had several stints in a DAEP were the population sampled. The purpose was to gain insight on how some students with a cyclical history of DAEP enrollment were affected by DAEP enrollment and home school recidivism rates.

Students were recruited from four high schools. The high schools were purposively selected for their willingness to participate in the study. Four high school principals agreed to collaborate in this study and provided the names of adult students who were also willing to participate in the interviews. Students were contacted and selected for their willingness to participate. The teacher sample for the teacher survey was selected from a purposive sample of 200 teachers. Each participant was informed of the purpose of the study and gave consent to participate.

Context for this study

The context for this study was framed by five middle schools that were purposively selected for their willingness to participate in the teacher/administrator survey study. Table 2 provides the demographic information for the middle school participants. Participants for the student interviews were selected from five high schools. The demographic information can be found in Table 2.

School	# of Students	Hispanic	Black	White	Asian	Other	Economically Disadvantaged	ELL	At-Risk	Mobility	Disciplinary Placements
1	1013	72.4	20.9	1.7	4.8	0	93.4	21.6	46.9	20.4	2.3
2	898	97.1	2.0	.8	0	0	97.7	36.6	54.5	22.7	5.0
3	531	33.0	65.0	.2	.6	0	93.4	13.2	49.2	34.1	3.8
4	539	32.3	67.2	.2	0	.2	95.9	8.5	40.4	27.7	6.5
5	637	38.3	57.0	2.2	.6	.8	90.1	19.8	57.0	19.9	2.1

Table 1 – AEIS (TEA) Data for Middle Schools Participating in Study

School	# of Students	Hispanic	Black	White	Asian	Other	Economically Disadvantaged	ELL	At-Risk	Mobility	Disciplinary Placements
1	932	27.4	70.3	1.2	.2	.4	79.3	8.6	69.4	30.9	4.9
2	331	61.0	36.0	2.1	.3	.6	91.2	10.3	99.1	66.5	0
3	64	25.0	70.3	4.7	0	0	81.3	9.4	95.3	69.3	0
4	717	9.6	89.3	.6	0	.6	76.6	1.8	69.3	36.0	3.6
5											

Table 2 - AEIS (TEA) Data for High Schools Participating in Study

# of Teachers	White	Black	Hispanic	Native American	Asian	Certified	Alternatively Certified Program	Public College	Private College
103	16	66	16	1	3	46	57	91	12

Instrumentation

According to Fraenkel, Wallen, and Hyun (2012), instrumentation is defined as instruments and procedures used in collecting the data in a study. Data for this study were collected using student interviews, an administrator survey, and a teacher survey. Student interview protocols, found in Appendix A, were used to collect demographic, achievement, attendance, and behavioral data. The teacher survey protocol, found in Appendix B, was designed with two parts. Part 1 sought information on teacher formative background, including college majors and teacher certification. Part 2 sought data on teacher staff development on classroom management techniques and programs. The principal survey, found in Appendix C, sought data on principal-initiated classroom management including staff development techniques and programs. In addition, principals provided data for the campus-based interventions used to reduce student DAEP recidivism.

A snowball approach was used to identify principal participants for the study. One principal who had a high DAEP student recidivism rate was identified. That principal identified another principal who identified another principal. Two focus group meetings were conducted to increase the survey questions applicability to the study. Two groups consisting of teachers and administrators were convened to review the original survey. Each group read the surveys and provided recommendations on how to develop survey questions that were applicable to teacher DAEP training. All the questions for the principal survey were collected from principal recommendations for survey questions. In addition, a focused group of principals was used to affirm or add new questions. Finally, the dissertation advisor reviewed the process and the instruments. Reliability, as defined

by Fraenkel, Wallen, and Hyun (2012, p. 112), is the degree to which scores obtained with an instrument are consistent measures of whatever the instrument measures. The survey instrument sought to understand how college preparation, district-level professional development, and campus-level preparation prepare teachers for effective classroom management and reduction of DAEP recidivism.

The survey instruments were created using guidelines for designing a questionnaire by Gall and Gall (2003). A cover letter, found in Appendix D, was written to increase the possibility of the return rate. As Gall and Gall suggested, the letter was brief, but conveyed the necessary information. The letter informed the reader of how important their responses were in lowering the recidivism rate to DAEPs, and how beneficial their participation was in ending the school-to-prison pipeline disproportionately affecting minority males. The surveys were comprised of two parts. Part 1 sought formative teacher data and 15 questions that sought the amount of teacher staff development and other information on student management. Biased terms were avoided in the development of the survey questions (Gall & Gall, 2003). The questionnaire was made attractive by placing it in an electronic format where the questions were legible and the check-off process was simple and time efficient. As stated by Gall and Gall (2003), the instructions were brief, clear, in bold print, and organized in a logical sequence. The beginning questions were warm-up formative questions about their college and teacher certification. The most important questions were in the middle of the survey (Gall & Gall, 2007). No negatively stated items or double-barreled items were used in the surveys. In an effort to address curriculum issues, several questions on staff development of classroom management techniques and classroom management

programs were asked.

The Interview Instrument

Student interviews consisted of oral questions asked by the interviewer and oral responses by the research participants (see Appendix A). Interviews typically involve just one respondent at a time (Gall, Gall & Borg 2007; Kvale, 2008). The interviewer is largely in control of the response situation, scheduling with the participant a mutually agreeable time and place to carry out the interview and then controlling the question pace and sequence to fit the circumstances of the situation (Gall, Gall & Borg, 2007; Kvale, 2008). Respondents typically speak in their own words, and their responses are recorded by the interviewer, either in short-term memory for later note taking, verbatim on audiotape or videotape, or through handwritten or commuter generated notes (Gall, Gall & Borg, 2007).

Interviews for this study used qualitative research methods (Denzin & Lincoln, 2011). Interviews are particularly useful for getting the story behind a participant's experiences. The interview data were organized by themes and student background characteristics. The data were triangulated with teacher survey data and administrator survey data. During the interview, the interviewer pursued in-depth information around the topic. Interviews were useful as follow-up to certain respondents to questionnaires, e.g., to further investigate their responses (Kvale, 1997).

Although the open-ended questions produce data that is difficult to organize and code, it allows subjects to respond freely and express shades of opinion rather than forcing them to have pre-coded opinions. In practice, researchers tend to apply loser validity and reliability standards to questionnaires and interviews than to tests, because

they typically are collecting information that is highly structured and more likely to be accurate (e.g., the respondents'' years of schooling); however validity and reliability are increased with data triangulation, peer debriefing and member checks (Denzin & Lincoln, 2011).

The interview instrument was chosen over the questionnaire to pursue deep probing into the respondents' beliefs, attitudes, and inner experience. It was also chosen so that if a question was unclear to the respondent, the interviewer was able to provide immediate clarification.

Data Collection and Data Gathering

Data collections were defined as the data collected within a fairly short time and often the instruments used are in a single session. (Fraenkel, Wallen, & Hyun, 2012). Data collected for this study were gathered using Survey Monkey on the internet. Each participant was informed of the purpose of the study and provided with a consent form (see Appendix E), approved by the research school district in the South (See Appendix F), and the University of Houston Committee for the Protection of Human Subjects (UHCPHS) office (See Appendix G). Those participants, who agreed to participate, completed the survey. Each purposively-selected participant received an electronic copy of an informed consent letter, written in English, explaining the purpose of the research, the time period of the research, confidentiality, what data is being collected, and where the data will be stored (Gall & Gall, 2003). The survey instruments were delivered by e-mail, once with two reminders, one week apart, to non-responders (Gall & Gall, 2003). After reading the electronic letter attached to the email and logging on, the teacher provided consent to complete the survey. Teachers responded to both single answer

questions and Likert-scale questions by clicking on "radio buttons". After completing the

survey, the teachers clicked a "SUBMIT" button, which transferred their answers to the

web server. If any questions were not completed, the survey directed the participant to

return to unanswered question. The answers to these questions were only available to the

researcher and the web server. The Internet survey process had the advantage of speed of

return and accuracy, over paper and pencil mail questionnaires (Gall & Gall, 2007).

Data Analyses

For the quantitative portion of the research, a data analysis was completed using

the information from the on-line survey given through Survey Monkey. The frequency

data garnered from this survey was used to produce some of the results found in the

survey as reported in the Chapter 4 findings. Although the aforementioned data was used,

the primary focus of the data analyses were on teacher backgrounds and on correlations

that are of interest to the study.

The correlations that were of interest were those that would give insight into the

purpose of the study. Once the surveys were complete, data were retrieved from Survey

Monkey and placed in an Excel file. From there, a Chi square correlation was completed

on the correlations of interest from the 103 teachers surveyed. The correlations are as

follows:

- Does the campus enrollment affect the number of DAEP placements? (*see*
  Figure 3)

- Does the college attended by the teacher affect knowledge of classroom
  management?

- Are traditionally (attended a four year college) certified teachers or

alternatively certified teachers more knowledgeable about classroom management techniques?

- Is the school enrollment or principal a factor in the amount of training received in discipline management in a school? *(see Figure 4)*

- Is there a correlation between the number of students referred to a DAEP and teacher knowledge of the Positive Behavior for Effective Schools Act (Federal Discipline Policy) correlate? *(See Figure 5)*

- Is there a correlation between type of certification and the teacher's knowledge of community agencies?

For the qualitative portion of the research, the data were analyzed using themes emerging from the interviews (Denzin & Lincoln, 2011). The data themes were triangulated using student interview data, administrator survey data, and teacher survey data (Denzin & Lincoln, 2011) and reported on in Chapter 4 findings.

Data Collection Timeline

Upon approval from the University of Houston and the large urban school district in the South, the researcher obtained the e-mail addresses of all participants in the study and began the process of e-mailing the surveys to 200 teachers and 5 principals. Within this three-week period, information was gathered and interviews were conducted. Student interviews were scheduled and conducted upon the approval of UHCPHS.

Chapter 4

The Findings

"African Americans lack equal access to highly effective teachers and principals, safe schools, and challenging college-preparatory classes, and they disproportionately experience school discipline," said the order, titled "White House Initiative On Educational Excellence."
President Barak Obama

The intent of this study was to determine the effects of DAEPs on the educational experiences of students who have experienced recidivism (been referred two times or more) to a DAEP. The second purpose of the study was to explore the effects of teacher background characteristics and staff development on teacher referrals. How do home schools (schools referring students to the DAEP), teachers, and administrators facilitate the transition of repeating DAEP students into the home campus?

The purpose of this mixed-method study was to identify how participation in DAEP affected the academic status of a sample of Black and Latino adult males in a large urban school district in the South. The second purpose is to investigate the use of processes, services, and programs to reduce recidivism rates for DAEP placements.

This chapter will review the findings from interviews conducted with the ten students who were placed in the DAEP two or more times from 2007-2014 starting as early as elementary school. Demographic data were gathered during the interviews. Surveys were used to measure teacher and principal perceptions of their knowledge and their ability to decrease DAEP referrals and reduce student recidivism.

This chapter was divided into the following subsections: 1.The perception of students who have been referred to a DAEP two or more times. 2. The perceptions of

teachers as analyzed by the teacher survey including definitions and clarifications for each question and responses; and 3. A Summary of findings.

Section One: The Interviews: Perception of Students that Experienced recidivism in DAEPs

The purpose of this mixed-method study as was to identify how participation in Disciplinary Alternative Education Placements (DAEPs) affected the academic status of a sample of Black and Latino males in a large urban school district in the South. Interviews were conducted to determine what type of assistance was provided to students before being referred or after their first, second or third referral to the DAEP. The interview consisted of three general questions with 15 sub-questions. The 3 questions were predicated on what type of experiences the students had before, during, and after the referral to the DAEP. The probing question delved into what resources, if any, were provided by the home school (the school that referred them to the DAEP) to prepare them to return to the regular school setting and to reduce recidivism. The interview (see appendix A) asked the students about the types of interventions or family support services that were offered to them before the student was referred to the DAEP or after the student returned from the DAEP to the home school.

The students who participated in this study came from varying circumstances. As revealed in more detail later in this chapter, the students share issues with academic success, social skills, balanced emotions, acceptable behaviors and trust; factors that weigh heavily in school success. Of the students surveyed, 70% have felt uncared for in school, 60% have never felt successful in school, none have acceptable attendance (above 90%) and 60% have had previous involvement with the juvenile and adult justice system.

Experiences in School Prior to a DAEP referral.

The former students were asked to, "*Describe your experiences in school prior to being referred to the DAEP."* After that, current and former adult DAEP student repeaters were asked several probing questions to seek additional data on the quality of their DAEP experiences.

Care

The most significant reoccurring theme emerging from the student interviews was the theme of caring. The adult student respondents in this study expressed the loss of care after being referred to the DAEP and during their DAEP experiences. "Schools don't care about kids." Counseling or having someone with who to communicate extended the theme of care. "Counselors make schedules, they don't talk to you about your problems." The theme of care was also evident in the students' feeling or absence of success. The loss of care extended the respondents home and community. "My Mom never talked to me about school stuff and my Dad was never around." In the end, it was a student who came up with a recommendation supported by much of the research, "Having an adult responsible for you while you are at school. Someone who knows who you are and checks on you and is (accountable) for you while you are at school. Someone who knows when you do good and when you don't do good. And helps."

> Caring for students is an ethical and moral foundation. Noddings (1984, p. 64) offers that *The educator or parent… is not powerless. On the contrary, her power is awesome. ..The child, as one cared-for, will often respond with interest to the challenges proffered by the one-caring, if the one-caring is loved and trusted by the child.*

In response to the following question, *"Prior to going an alternative school, I felt cared for?"* students related several experiences prior to being sent to a DAEP. When asked to describe their experiences, 30% stated said that at one point, prior to the DAEP referral, they have felt care. One student explained that when he was in the fourth grade there was a teacher that cared about him.

> *Ms. (Teachers name withheld) frequently checked on me and asked me where I was when I was missing from school, where my homework was and why I was not paying attention in class. She would come to the house and get me if I was absent and keep me after school if I didn't do my homework, but other than that school was not fun and I do not remember anyone helping me much past that. I was not a good kid and I wasn't a bad kid. I just didn't like school and no one helped me to. Most people just ignore the kids that didn't work – that was me.*

The second former student felt as though:

> *School was challenging since the second grade. I could not read real good and ever since then it's been downhill. I couldn't do my homework and my Mom could not help me because she was usually busy at her job or school. School was not fun anymore and so I started doing other things. I did not stay after school for help because I had to help my Mom with my little sisters.*

Several other students reported non-caring grade school and middle school experiences. Included in that was a former student number four who stated:

> *From the fourth grade, I knew that school was not for me. There were too many rules to follow and people were always screaming at me. I was really bad in the fourth and fifth grade and so they put me in Special Education. After that didn't*

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help and my grades did not get any better, I was put in the BAC class (Behavior

Adjustment Class). I hated that class because we didn't move and I never acted

good enough to go to regular classes. I hated that class so I stopped coming to

school for about five months. When I got back they sent me to (Name of

alternative school specifically designed for students in special education). I hated

it there too because it was like a mini prison, but I graduated because they kept

me in line.

The fifth former student lamented that, "schools don't really care about kids, maybe one or two teachers, but not the whole school, so if you don't get the one or two that care about kids, then oh well." When further prompted to define what care means, he responded:

Having an adult responsible for you while you are at school. Someone who

knows who you are and checks on you and is (accountable) for you while you are

at school. Someone who knows when you do good and when you don't do good.

And helps.

Counseling Services and Support

The availability of responsive counseling services and cultural/economic attitudes singled out the need for counseling and/or student-to-student, student-to-adult, restorative justice circles or other communication opportunities for DAEP students. According to the Texas Education Code, Chapter 37.008, one purpose of the DAEP is to provide "*supervision and counseling*."

When one student was probed about receiving counseling in the DAEP, he stated that:

There was so much going on at home and no one at school knew and no one

really asked. One teacher asked me if I wanted to see a counselor because I

looked (withdrawn) and when I said, "no", she said, "ok!"

I asked the student why he did not want to see a counselor in the seventh grade,

he stated, "*because Black people don't go telling everybody their problems. They just*

learn to deal with it by themselves."

Feeling of Academic Success in A DAEP

Former students were asked explicitly whether or not they felt successful in

school. Of the ten, 40% responded that they felt successful at one point or another in their

elementary school year, none felt successful after elementary. One student went on to say

that if success was determined by, "grades and stuff, then no, I guess I was not that

successful."

Interventions provided

Community agencies that offer counseling and other basic needs (clothes, food,

mental health) to maintain mental help show promising outcomes as it pertains to success

in school (Adelman & Taylor, 2007). This aspect is important, especially considering

that most students feel as though they would not have suffered initial or additional

referrals if an outside support system would have been offered when the first sign of

trouble was identified.

There are more than 100 agencies and community organizations in the southern

urban school district in which students can be serviced. They stem from community

outreach programs, neighborhood churches, counseling services. A + plus Counseling,

Children at Risk, El Community Family Center Depelchin Children's Center, Family

Services of Greater Houston, Mental Health and Mental Health Authority Jewish Family Centers, Montrose Counseling Center, Wesley Community Center, Bo's Place, SHAPE Community Center MHMRA (Mental Health and Mental Retardation Hospital). These centers are widely known and available to service the students in this district.

DAEPs are required to provide counseling services and behavioral programs (TEC, Chapter 37.008) that incorporate a variety of strategies to improve student behavior or social skills. Probing question 15 asked the former adult DAEP students whether or not they received counseling services or if behavioral strategies were rendered during their schooling – both before and after being referred.

When asked if any outside assistance was offered to them from the school or from the DAEP, 90% stated that they were not offered outside services. One student responded that his mother was able to get him into church counseling by way of a pastor. He stated that he went to counseling and had mentors, "…until he couldn't stop getting in trouble and that's when people stopped wasting their time on me."

Former student number eight, stated that, "…there was so much going on at home and no one at school knew and no one really asked. One teacher asked me if I wanted to see a counselor because I looked (withdrawn) and when I said no, she said ok!"

Many of the students stated that their parents acted as mentors, but that their parents, "didn't have what it took to help me". Again I probed as to whether any assistance was offered to them by their school counselor or if their teacher, assistant principal, principal or anyone else affiliated with their school. One former student responded, "Counselors make schedules, they don't talk to you about your problems."

Although this is required by district policy, most students did not feel that this service was extended to them. Former student number seven answered probing question 15:

> *Maybe if I had someone to talk to, I would not have gotten in so much trouble. But I really do not like to talk to people about my problems, but maybe If I had someone to talk to about all the things that were going on, I woulda been better. My mom never talked to me about school stuff and my dad was never around. I used to stay with my grandma and when we were little we used to go to church, but when I did not want to go anymore she stopped making me go.*

With further probing, most of the former students did not know that the school counselor was available to everyone on campus. Many thought that they were there to create schedules, to complete schedule changes and to help the people that were trying to get into colleges. When asked whether or not they utilized any counseling service, one student responded, "Yes, when I got my schedule changed."

Attendance

Absenteeism, especially truancy or skipping school, has always been a focus in secondary schools where principals recognize the connection to poor performance and dropout rates. Groundbreaking research published by the National Center for Children in Poverty (2008) showed that the ill effects of chronic absence extend to kindergarten and elementary school students. That study demonstrated that chronic absence in kindergarten was associated with lower academic performance in first grade for any student, regardless of gender, ethnicity, or socioeconomic status. For low-income children, the connection to poor performance extended through fifth grade. Many absences are not about students willfully missing school, but are excused absences. And poverty plays a big role through

such factors as lack of access to healthcare, unreliable transportation, and frequent moves or homelessness (Balfanz & Chang, 2013).

Balfanz and Chang use three categories to explain absences: discretion, aversion, and barriers. With discretion, parents and students don't understand how much attendance matters, schools lack a strong culture of attendance, or students simply have something else they would rather do (Balfanz &Chang, 2013). According to Balfanz and Chang, aversion means a child could be struggling academically, victimized by bullying, or dealing with anxiety. And with barriers, students lack access to healthcare; have no safe path to school; lack effective transportation options; or face family responsibilities, housing instability, a need to work, or are caught up in the juvenile justice system. Clearly, within each category of absenteeism, students risk academic success.

Probing question 3 of the interview asked students to rate themselves in terms of their attendance 1, 2 or 3. Number one was used to represent attendance between 81 and 90%, number two represented attendance between 70 and 80%, and number three represented attendance below 69%. Of the ten former students interviewed, each student reported having below 90% attendance in school, while four reported being 2's (having between 70 and 80%) and 2 reporting being 3's (below 69%). One student, who was clearly below 70%, did not report to school because he did not like being placed in the Behavior Adjustment Class (BAC). He stated that the class was too confining and that in the 9th grade, he chose not to go to school for five months. When the students were asked what they participated in instead of going to school answers ranged from playing video games at home to 'running' the streets to sleeping all day. One former student reported that he was, "Just not interested in going to school. It did nothing for me and no one was

going to look for me." When asked whether or not their attendance got better once sent to the alternative school, only one former student stated that his improved because the, "…amount of days mattered for you to get out of the alternative school."

Student Code	69% and below	70%-80%	81%- 90%	Reason
1		x		
2	X			School was too confining and I did not like being in the BSC class
3			X	I go more than I used to because I want to graduate
4		x		
5		x		
6			X	I went to alternative school. When they told me that attendance matters, I had to start coming to school.
7		x		Played video games at home
8			X	School was not the easiest place for me to be, being at home was easier
9	X			Just not interested in going to school. It did nothing for me and no one was going to look for him.
10			X	

Table 3 - *Student's Attendance Rate*

School to Prison Pipeline – Incarceration

A study by Texas A&M University's Public Policy Research Institute concluded that, of the risk factors associated with future involvement in the juvenile justice system, the single greatest predictor is a history of disciplinary referrals at school (Fabelo, Thompson, Plotkin, Charmichael, Marchbanks III, & Booth, 2011). Some have tagged

this phenomenon—that school discipline serves as a gateway to the juvenile justice and adult criminal justice systems—the "school-to-prison pipeline." Nowhere is this more evident than in Texas, where one-third of all youth in a locked-down facility have already dropped out of school and more than 80% of Texas adult prison inmates are school dropouts (Trends in State Court, 2011).

Almost one quarter of students disciplined between seventh and twelfth grade and nearly half of those disciplined 11 or more times, had contact with the juvenile justice system. In contrast, only 2% of non-disciplined students had contact with the juvenile justice system. The suspension or expulsion of a student for a discretionary school violation nearly tripled the likelihood of juvenile justice contact during the subsequent academic year (Council of State Governments, 2011, p.66-70). Almost one quarter of students disciplined between seventh and twelfth grade, and nearly half of those disciplined 11 or more times, had contact with the juvenile justice system. In contrast, only two percent of non-disciplined students had contact with the juvenile justice system. The suspension or expulsion of a student for a discretionary school violation nearly tripled the likelihood of juvenile justice contact during the subsequent academic year (Council of State Governments, 2011, p.66 -70).

The statistics remain true for the former adult students who were interviewed. Of the 10 that were interviewed, 60% had previous involvement (arrests) with the juvenile justice system or the adult justice system. One former student was involved in a car theft with two of his friends. Although he did not have any weapons, nor (according to him) did he drive the stolen vehicle, "I am still waiting for my trial." Another former student stated that he knew that one day he would end up:

…dealing with the law. Like I said before, I was in a mini prison just buying my time until this happened. I wasn't a bad kid and I'm not a bad man, I just don't have much else to look forward to.

When I asked several of them if being involved with the law was their breaking point, one stated that he, "…never wanted to be involved with the law again." One stated, "We'll see." When asked if anything could have been done differently in school to prevent their educational demise and thus thwart the pipeline, 40% stated that they did not know or shrugged their shoulders, 20% stated more classes on learning a trade, 20% stated that they were going to be fine and that it wasn't school that had to fix them it was themselves. Twenty percent stated that if someone could have taken them in (a mentor) at a younger age, things would be different. One former student went on to state that once his older brother got into Kickstart (a Chuck Norris Karate Program) he became better because he had karate teachers helping him, but he himself did not like Karate, so he never joined and was never forced to do so, he stated:

> They never made me do what I don't wanna. I have seen a lot of people go to jail in my family and don't nobody care about the laws or nothing, You know? They don't wanna always be in jail, but we always are. One gets out and then the other goes in. You say is that normal? Its normal for us. Ya'll be tryna scare us talking about jail and stuff. That ain't sacred nobody in my family. It is what it is.

Student Code	School-to-Prison	Reason	What could have be done to help?
1	Y	Car Theft	Did not know – Shrugged shoulders
2	N	N/A	Having something to do with my hands – a trade would help
3	Y	Gang Violence	Did not have much else to look forward to
4	Y	Assault	Mentor / Someone to talk to
5	N	N/A	I don't need help; I can fix myself
6	Y	Sexual Assault	Did not know
7	N	N/A	Having something to do with my hands – a trade would help
8	Y	Gang Violence	Mentor /Someone to talk to
9	Y	Assault	I don't need help; I can fix myself
10	N	N/A	I don't need help except for my family

Table 4 - *School to Prison Pipeline*

Academic success in a DAEP

The state of Texas requires that all DAEP must provide a minimum curriculum, which incorporates English language arts, mathematics, science and history, and self-discipline while providing for behavioral and counseling needs (Reyes, 2006).

According to Chapter 37.008 (a) each district must have a DAEP that:

(1) is provided in a setting other than a student's regular classroom;
(2) is located on or off of a regular school campus;
(3) provides for the students who are assigned to the disciplinary alternative education program to be separated from students who are not assigned to the program;
(4) focuses on English language arts, mathematics, science, history, and self-discipline;
(5) provides for students' educational and behavioral needs;
(6) provides supervision and counseling;
(7) employs only teachers who meet all certification requirements established under Subchapter B, Chapter 21; and
(8) provides not less than the minimum amount of instructional time per day required by Section 25.082(a).

Student Code	Grades	Reason For Improvement	TAKS/STAAR Test
1	Improvement	Easier Work	NO
2	Improvement	Didn't want to stay there so I did my work	PASS
3	No Improvement		NO
4	Improvement	Easier Work – A lot of Worksheets	NO
5	No Improvement		NO
6	Improvement	Easier Work – You could turn things in again if it wasn't right the first time	NO
7	Improvement	Easier Work – A lot of Worksheets	NO
8	Improvement	Not much work at all	PASS
9	Improvement	You could sleep and still pass	PASS
10	No Improvement		NO

Table 5 - *Academic Performance in a DAEP*

The design of probing question 14 focused on understanding the influence of the educational services that were provided to the students while attending the DAEP. Seventy percent of the students stated that their grades became better because the work was easier at the alternative school and that the expectations were lower. When asked what that meant the students gave several of the following answers:

> *You could put your head down and as long as you tried to do the work at the end you got a passing grade, you had half the work at the alternative school than you did at you real school, no one was teaching, it was a lot of worksheets, I don't think they really cared as long as you were quiet – if you weren't, they called in them laws, we used to turn the lights off and throw books at everyone. When it came to the work, It wasn't much. I could do it, I could get better grades than I could at my real school).*

The students went on to say that they were glad that they went because it easier to make better grades there, but that they did not come out any smarter. When pre-referral grades were compared to post-referral grades, student grades rose 25% from their home school

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grades to the grades that they made in the alternative school. On the contrary, of the former students who passed the standardized assessment for Texas Assessment of Knowledge and Skills (TAKS) for graduation, most took it at least four times while having extensive tutorials. For the STAAR (the newest Standardized test for Texas) 40% took certain subjects 3 or more times before reaching the minimal passing score to graduate.

According to Doug Lemov (2010), author of *Teach Like A Champion*, a teaching strategy adopted by the large school district in the South, one of the most important things that you can do to help promote success in your classroom is engage in technique 41: Threshold. At the door before entering class teachers meet and greet each and every student at the door by asking about their weekend, their time away from school, their homework, etc. This not only set the tone for the classroom, but also make each student feel as though the teacher knows "their story". Lemov's section of Building Character and Trust also includes technique 44 – precise praise. In this technique, praise is given using nontraditional methods and is different from 'cheap praise' in that "it is valued by students because it describes specifically how you are pleased with them." Positive reinforcement is essential to keeping the emotional and academic balance in your classroom. With that being stated, the general consensus among the young men in this study was that they could sit in back of the class and go unnoticed as long as they were quiet. One young man stated, "…*My teacher would tell me to go to sleep, just to keep from dealing with me and so the other kids could learn, and I did*." While academic research consistently shows that increased spending does not correlate with educational gains, the research does show a strong correlation between parental and adult influences

and children's educational outcomes, from school readiness to college completion (Kim, 2008). Yet, only 30% of the students stated that, at one point someone cared for them. 70% of the interviewees felt unknown and uncared for by their teacher.

Student Retention Data

In Table 4 (below), student retention data was gathered using the information from the interviews. According to the interviews, 60% of the students were retained in a grade level at least once prior to being sent to the alternative, with 30% being retained at least twice in two grade levels. In this particular district, the home school is the only entity that can deny a promotion in their grade level and thus if any retentions occurred, it would be attributed to that of the home school. A caveat to this information is that of the ten students interviewed, all four students were labeled with a learning disability, including emotional disturbance and other health impairments. One student was diagnosed with bipolar disorder and Attention Deficit/Hyperactivity Disorder (ADHD). All students were labeled *after* being retained.

As mentioned in the literature review, not much research has considered retention best practice. Yet, for the students interviewed it was common practice at multiple grade levels.

Student Code	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Sp. Ed
1				X		x							B
2													
3					x								C
4													
5													
6					x	x							B/C/D
7													
8							x		x				C/D
9			x										
10				X									

Special Education Codes: A=ADHD; B=Learning disabled; C=LD with behavior issue; D=Bipolar

Table 6 - *Student Retention by Grade Level by Disability*

Recidivism

Booker and Mitchell (2011) stated that in addition to record levels of enrollment, "the revolving door" of DAEPs is a potential concern. Although recidivism is important when we consider the effectiveness of interventions available at alternative intervention programs, little information is available regarding the recidivism rate of students enrolled in DAEPs and the demographic characteristic of those who do return.

Rational choice theory, often cited when exploring criminal activity, would suggest that more severe forms of punishment might act as a deterrent to socially unacceptable behavior (Booker and Mitchell, 2011). In the case of school discipline, the more severe punishment would be placement in a DAEP. When asked if suspension would solve the precipitating behavior, the highest proportion of respondents among externally suspended students was "Not at all" while internally suspended students often endorsed "A little bit" (Booker and Mitchell, 2011).

Probing question 11 asked the former students whether or not they felt they had gained enough information (skills, counseling, etc.) to make a smooth transition back to a regular setting school. Of the ten students, 30% answered "yes". One student stated that he, "just never wanted to return to that place. I would do anything not to come back." When asked whether it was a skill or counseling that assisted him in not wanting to return, he responded, "…it was neither, I just never wanted to go back." Another student stated that:

> *There are some things that I learned during the time that I was at the alternative*
>
> *school that I think may help me. Sometimes I had to be quiet because I would get*

beat up if I didn't. I use to 'pop off' at the mouth a lot, but not as much anymore.

At my other school (home school) I could have beat up everyone and everyone

was afraid of me so I could say whatever I wanted to. But, I had to get better at

the alternative school.

When asked specifically if there was anything taught that would help them to return to

the home campus, one former student offered the following response:

I think they tried to scare us so that we would never want to go back. Like when

we did something that we were not supposed to do, they would remind us that we

were adding time to our stay. If we were absent, we added time, if we were bad

they added time, but like that only helped until we got back to school. Once I got

back, I didn't think my principal could send me right back to the alternative

school, but he did. When I got back the first time, every time I was late, they put it

in my file, every time a teacher said I was smacking my lips or being disrespectful

they put it in my file. My file got thick and I went right back. There was

especially one teacher that didn't like me. I had a whole bunch of write-ups from

her. She helped my file get thick quick.

I further probed and asked if the rules were the same in both places, if the hours were the

same etc. (the alternative school and the home school)? All former students answered

unequivocally that the rules in the two locations were far different and that there was no

preparation from one to another. Upon further investigation, the usual start time for the

alternative schools was an hour to an hour half later than that of the home school, the

sexes were segregated at the alternative school and several armed police officers patrolled

the hallways in the alternative setting. In most schools in which the study took place,

there were no officers assigned to elementary, one assigned to middle school and the high schools are assigned based on enrollment of students and need.

Student Demographic and Completion Status

As table 5 below depicts, of the ten students that were interviewed, 30% students were still in school, 20% were former students that completed high school in a traditional manner, 30% completed their high school in the form of a GED and 20% were high school drop-outs. When asked to describe their educational experience once leaving the DAEP, one student lamented:

> It is not something that I ever want to do again. It made me different. I didn't want to go back for the second time, but I just didn't get better after the first time I went. The second time I went it was just for stupid stuff. My mom says that once they think you bad, you bad forever in their eyesight. I can say that it did not make me better, it just made me not want to go back. When I went back I learned worst stuff. I leaned more disrespect there than I did at my regular school and I wanted to go back so I tried to act good there. I wanted to go back and be with my friends that I had been going to school with for a long time. I was missing my 12th grade stuff. I'm back now and I want to graduate from school and I do not want to go back. I have two months left and I am staying away from anybody that can get me in trouble again.

It was important to capture the two young men who were high school drop-outs. One young man said that there was nothing more that he wanted to discuss about school. He stated:

School ain't for everybody. Yeah, everybody wanna say they finished school so

they could get a good job and make money. I make good money so I don't need

to finish school. They need to teach you a trade, how to do something with your

hands, so you won't be robbing and stealing. You will have your own way to

make it. I do good doing what I do. I make my own money and take care of my

family. I consider myself successful now, without school. School ain't all its

cracked up to be.

When I further probed as to what the DAEP in which he dropped out from could have

done differently to make him feel better about school he said:

I have not liked school for as long as I can remember, that means it started when I

was little. Maybe they should get better teachers in elementary, ones who make

you want to come to school and do good.

The second student who dropped out was asked what could have been done to prevent his

recidivism to a DAEP in from which he also dropped out-and he stated:

I really think if I had something to do and someone to make sure I did the right

thing, I woulda finished school and I would've been a better example to my own

kid. But, with her, (his own child) I am going to do more things and be more

involved. Nobody really cared where I was all night and if I went to school late,

the teacher would fuss at me in the beginning and then she was like 'whatever,

come in and don't make no noise!' 'cause I kept coming in late.   It's like, they'll

give up on you if you aren't the kind of student they want you to be. I get it

though, I just wasn't the one cut out to be there.

Student Code	Hispanic	AA	Drop Out	GED	High School	Special Ed Code
1	X				X	B
2		X			X	
3		X	X			C
4		X		X		
5	X			X		
6		X			X	B/C/D
7	X			X		
8		X	X			C/D
9	X				X	
10	X				X	

Special Education Codes: A=ADHD; B=Learning disabled; C=LD with behavior issue; D=Bipolar

Table 7 - *Student Demographic and School Completion Status*

Summary of Student Interview Findings

Recent data collected from a national survey estimates that about 12% of all students in alternative schools are students with disabilities and that the majority of the remaining students are of either African American or Hispanic descent. Yet we know very little about the nature of the instructional programs offered, special education processes and procedures in place, accountability practices, and outcomes for these students (Institute on Community Integration, 2012). In addition, we do not have complete descriptive information on the kinds of alternative schools and programs currently in operation.

In recapturing the findings of the students, it appears that all of the young men had a negative perception of both their home school and the alternative school. The major themes that emerged from the student interviews were the following: 1. Care and the absence of caring for students who are put in the DAEP, the absence of caring from school and sometimes home; 2. Counseling services and support services, not the kind of counseling that school counselors/schedulers offer but the opportunity to be to have

someone with whom to talk; 3. The absence of academic skills and literacy skills from elementary to high schools were clear. The data showed that students lacked the skills to pass a test or to get a job. Non-literate students were pushed through the system into the DAEP. When they were put into special education or DAEPs the literacy level was lowered and they could do easier work. Literacy is a skill that starts in the elementary school. These DAEP students were pushed from elementary school to high school. Some even graduated but they knew they were not literate by their own admission. The DAEP became a place to hide non-literate students under the umbrella of discipline.

Section 2: Data from the Teacher Survey

Part 2 of this study will discuss the findings from survey data gathered to investigate the use of processes, services, and programs to reduce recidivism rates for DAEP placements. This part is grounded in the following research question: How do home schools, teachers, and administrators facilitate the transition of repeating DAEP students into the home campus?

Of the 103 teachers surveyed, 16% were white, 64% were African American 16% were Hispanic, not Black, 2% were Asian and approximately 1% were Native American. 45% of those surveyed graduated with a teaching certification and 55% graduated and then received an alternative certification. Of the approximately 1% with additional certifications, they included an administrative certification, a diagnostician certification, as well as, special education and counseling certifications.

Surveys were utilized to explore teacher and administrator preparedness and development to facilitate student transitions from the DAEP to the regular classroom (Yin, 2007; Schaeffer, Mendenhall, & Ott, 1990). Quantitative methods were used to

develop simple statistics from the survey responses including frequency distributions, measurements of central tendency, and measures of variability (Gall, Gall, & Borg, 2007). For the quantitative portion of the research, a data analysis was completed using the information from the on-line survey given through Survey Monkey. The frequency data garnered from this survey was used to produce some of the results found in the survey as reported in these findings. Although the aforementioned data was used, the primary focus of the data analyses were on teacher backgrounds and on correlations that were of interest to the study.

The correlations that were of interest were those that would give insight into the purpose of the study. Once the surveys were completed, data were retrieved from Survey Monkey and placed in an Excel file. From there, a Chi square correlation was completed on the correlations of interest from the 103 teachers surveyed:

- Does the campus enrollment affect the number of DAEP placements?

- Does the college attended by the teacher affect knowledge of classroom management?

- Are traditionally (attended a four year college) certified teachers or alternatively certified teachers more knowledgeable about classroom management techniques?

- Is the school enrollment or principal a factor in the amount of training received in discipline management in a school?

- Is there a correlation between the number of students referred to a DAEP and teacher knowledge of the Positive Behavior for Effective Schools Act (Federal Discipline Policy)?

- Is there a correlation between the type of certification held and the teacher's knowledge of community agencies?

Correlations Conducted for this Study

Does campus enrollment affect DAEP placements?

School Size and its Relationship to Achievement and Behavior (2000) states that studies of student behavior indicate that smaller schools are associated with more positive outcomes for students. It also states that larger schools are reported to have higher dropout and expulsion rates than smaller schools. Furthermore, School Size and its Relationship to Achievement and Behavior (2000) states that larger schools also have been shown to have more problems with most major behavioral issues including truancy, disorderliness, physical conflicts among students, robbery, vandalism, alcohol use, drug use, sale of drugs on school grounds, tobacco use, trespassing, verbal abuse of teachers, teacher absenteeism, and gangs.

There is also a substantial body of research which indicates that students in smaller schools are more likely to be involved in extracurricular activities (School Size and its Relationship to Achievement and Behavior, 2000). The study goes on to say that rates of violence in middle schools appeared to increase slightly in larger schools after controlling for the poverty level of students in the school. Finally, Phillips (2010) in *Attachment Theory and the Teacher-Student Relationship* discusses the importance of teacher-student relationships possible in small schools. Research shows that at-risk and high-poverty students are the major benefactors of smaller schools (Leithwood & Jantzi, 2009). The research and Figure 4 supports the findings of this study.
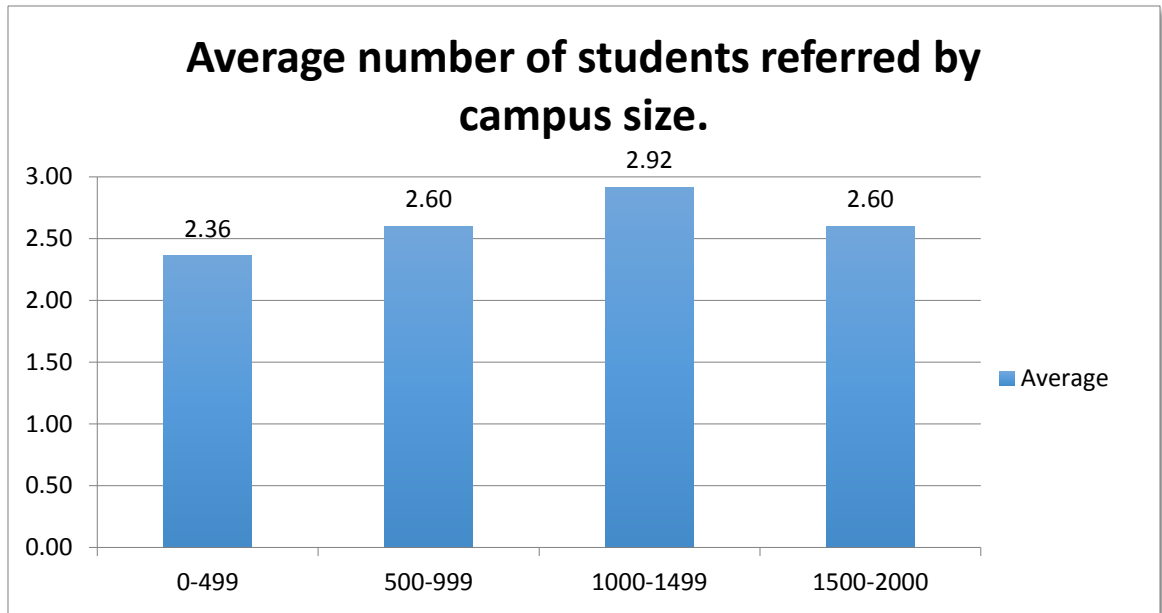
Figure 3 - *Average Number of Students Referred by Campus*

The data in this table show that the lower the student enrollment is in a school campus the lower the average number of students referred to the DAEP is. For example, a campus with an enrollment of 0 - 499 has a DAEP placement rate of 2.36 average number of students. A campus with an enrollment of 500-999 has a DAEP placement rate of 2.60 average number of students. A campus with an enrollment of 1000-1499 has a DAEP placement rate of 2.92 average number of students

The data show that DAEP student placements peak in middle schools with school enrollments that range from 1000-1499 students. This number is 12% higher than that of the 500 - 999 range and 1500 - 2000 range. It is also 17% higher than the 0 - 499 range. Finally, it should be noted that student interview themes on the need for meaningful school relationships and caring and supportive school environments are all thematically related to the research on school size.

Does the college attended by the teacher affect their knowledge of classroom management?

Without strong teacher preparation programs, we cannot make real progress in our efforts to improve K-12 schools, raise graduation rates, and help more children get on the path to a successful future (Exploring Efforts to Strengthen the Teaching Profession, 2014). It is time to shine a bright light on the problems with teacher preparation as we examine ways school districts, postsecondary institutions, organizations, and states are working together to challenge the status quo (Exploring Efforts to Strengthen the Teaching Profession, 2014).

Of the 103 teachers surveyed, approximately 17% were from private colleges and of those 17%, 70% were certified alternatively. Although there are no glaring statistics on one college preparing their students better than the other, it does appear that there are some differences, even though slight. Teachers from one private college, showed the highest average of classroom management techniques with 5.33. The average of all classes was 3.88 classroom management techniques. The rate for the private teacher certification college was 37% higher than the average. This is within 1 standard deviation (.457) of the mean with a z score of .6342, meaning that the school is not significantly higher than the other schools, but enough to show some difference.

Since 1990, Glasser has argued that the way teachers manage students has a direct bearing on the quality of the work students produce (Browne,1997). On the postsecondary level, only four institutions have earned national recognition for their efforts to strengthen the teaching profession. Rigorous coursework, high academic standards, and extensive hands-on experience at The Ohio State University, Lipscomb

University, Furman University, and Vanderbilt University have earned these institutions'
teacher preparation programs high marks from the National Council on Teacher Quality
(Exploring Efforts to Strengthen the Teaching Profession, 2014). There are no schools in
the South that have been recognized for their institution's preparation program by the
National Council on Teacher Quality.

**Are traditionally certified (attended a four-year college) or alternatively certified
teachers more knowledgeable of discipline management techniques?**

Bidwell (2013) conducted a study on addressing the "Big Five" " of classroom
management strategies that were drawn from more than 150 studies: establishing rules,
building routines, giving praise, imposing consequences for misbehavior, and
maintaining student engagement. Her study found that, "Regrettably, we could not
identify a single program in the sample that did well addressing all research-based
strategies, identifying classroom management as a priority, strategically determining how
it should be taught and practiced, and employing feedback accordingly" (Bidwell, 2013,
p.1).

In Bidwell (2013, p.1) Walsh states that, "The primary message being delivered to
future teachers is that if you just design a brilliant lesson, you won't have a problem with
behavior, but any teacher who's ever been in a classroom knows that's not the case. Kids
don't always respond to adults, no matter how well-meaning or sympathetic or fascinating
an adult is. Kids bring their own issues into the classroom."

Bidwell (2013. p.1) also states that half of the programs that include these
strategies in instruction utilize three or fewer. Only 17 of the 105 programs addressed all
five. Furthermore, (2013) states that most teacher colleges appear to spend at least some

instructional time on classroom-management techniques, but it's often incomplete, not based on research, or divorced from the student-teaching component of preparation.

In keeping with the results found in both the Sawchuck and Bidwell study, teachers are inadequately prepared in the area discipline management for use in the classroom. Surprisingly, according to the results of this, alternatively certified teachers are more aware of discipline management techniques than traditionally certified teachers. On the average, alternatively certified teachers are knowledgeable of 1.54 discipline management programs. Traditionally certified teachers are knowledgeable of 1.39 discipline management programs. Alternatively certified teachers have knowledge of an average of 10.8% more discipline management programs than traditionally certified teachers.

Is the school enrollment or principal a factor in the amount of training received in discipline management in a school?
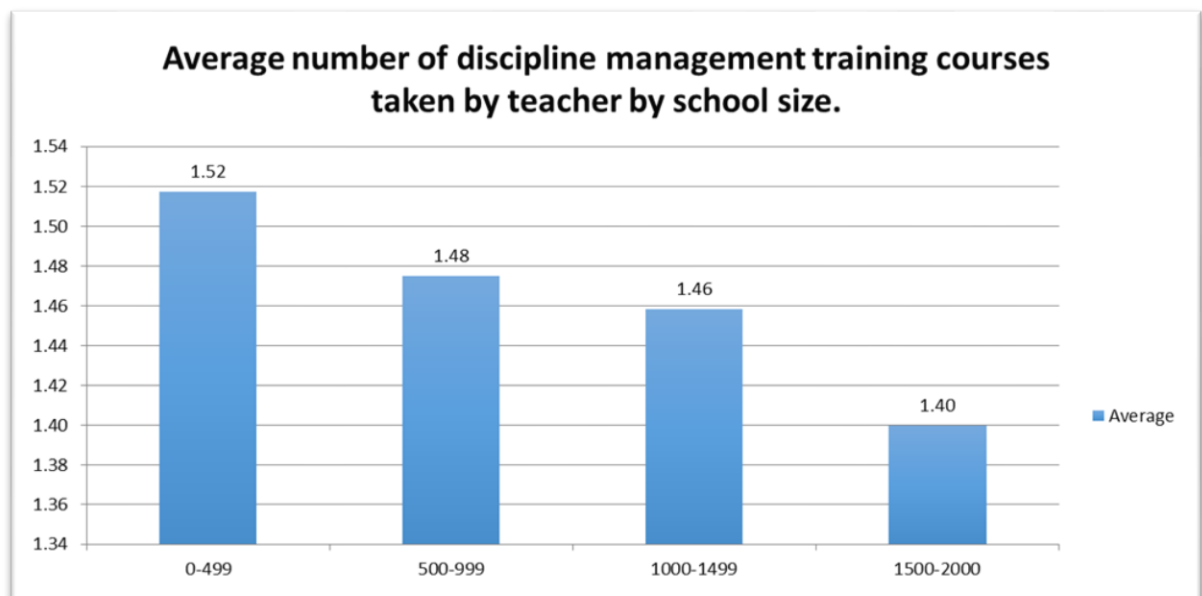

Figure 4 - Average Number of Discipline Management Training Courses taken by Teacher by School Size

According to the survey, the campuses with population from 0 - 499 have had the most

training in discipline management. They average 1.52 training courses. This is 8.6%

higher than campuses with 1500 - 2000 students, 4.1% higher than campuses with 1000-

1499 students and 2.6% higher than campuses with 500 - 999 students.

Is there a correlation between the number of students referred to a DAEP and

teacher knowledge of the Positive Behavior for Effective Schools Act (Federal
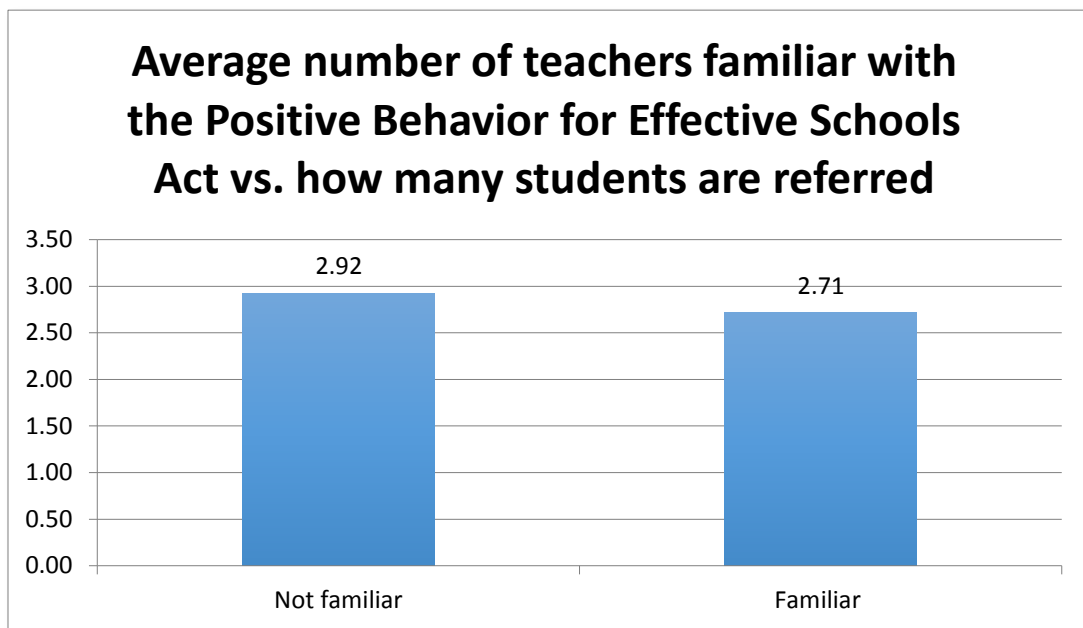
Discipline Policy)?

Figure 5 - Average Number of Teachers Familiar with the Positive Behavior for Effective Schools Act vs.
How many Students are Referred

On average, teachers who were familiar with the Positive Behavior for Effective

Schools Act had an average of 2.71 students per class referred to a DAEP whereas

teachers who were not familiar with the Positive Behavior for Effective Schools Act had

an average of 2.92 students who were referred to a DAEP. According to the data, teachers

who were familiar with the Positive Behavior for Effective Schools Act had campuses

where, on average, 7.7% more students were referred to a DAEP.

Although, 7.7% may appear as a small percentage of students more that were referred from a campus that has less knowledge of the Positive Behavior for Effective Schools Act, consider that in terms of number of children.

Is there a correlation between campus enrollment and the teacher's knowledge of community agencies?

On average, campuses with between 0 and 499 students, staff members were aware of 2.86 community agencies. On average, campuses with between 500 and 999 students, staff members were aware of 2.975 community agencies. On average, campuses with between 1000 and 1499 students, staff members were aware of 2.292 community agencies. On average, campuses with between 1500 and 2000 students, staff members were aware of 2.6 community agencies.

According to this study, there was a strong negative correlation of -.6239 (r value) with regards to community agencies. Campuses with lower student enrollments had more familiarity with community support services than campuses that were higher in student enrollment. Campuses with enrollments ranging from 0 to 1000 were at least 10% more knowledgeable than their counterparts and in one case, 29.8% more-knowledgeable.

Conclusion

The interviews that were conducted in this study demonstrated the need for more intervention in the area of young Black and Latino males as it pertains to education. There are certain themes that appear continuously within the interviews, as well as the surveys. The themes that appeared are from the area of care, the need for a system to introduce students back into a regular classroom environment and the need for a rapport to be built with students in some form, be it counseling, mentorship or student teacher.

Chapter 5

Recommendations

Introduction

Chapter 5 is a discussion on the findings from the conducted study. Data for this chapter were garnered from the results of the survey, the results of the interviews, and the data from the literature review. This chapter will provide recommendations in response to the findings in chapter four. Recommendations will be discussed for question one: How do DAEPs affect the academic outcomes of Black and Latino male students? It will also discuss recommendations for questions two: How do home schools, teachers, and administrators facilitate the transition of repeating DAEP students into the home campus?

Recommendations for How DAEPs affect the Academic Outcomes of Black and Latino Male Students

Recommendation #1 The Need for Caring and Counseling Services to Improve the Academic Outcome of Black and Latino Males referred to DAEPs

Recommendation A: The Need for Caring Schools and Home Environments

The most significant reoccurring theme emerging from the student interviews was the theme of caring. The adult student respondents in this study expressed the loss of care after being referred to the DAEP and during their DAEP experiences. "Schools don't care about kids." Counseling or having someone with whom to communicate extended the theme of care. "Counselors make schedules they don't talk to you about your problems."

The theme of care was also evident in the students' feeling or absence of success. The loss of care extended the respondents home and community. "My Mom never talked to me about school stuff and my Dad was never around." In the end, it was a student who came up with a recommendation supported by much of the research, "Having an adult responsible for you while you are at school. Someone who knows who you are and checks on you and is (accountable) for you while you are at school. Someone who knows when you do good and when you don't do good. And helps."

How do schools of low income and minority students develop caring as an instructional tool and climate tool? In chapter three, the school context of the participants clearly show the schools were largely minority with low-income students. Noddings (1984,p. 9) offers that to care may mean to be charged with the protection, welfare, or maintenance of something or someone. In a way this definition makes caring a burden. She also contends that to care for someone is also a regard for that person's views or interests. Mayeroff in Noddings (1984) poses that to care for a person is to help that person to grow and to actualize. On teaching Noddings (1984) offers that a teacher has a very special and more specialized caring relation.

According to Deal and Peterson (2002) and Bolman and Deal (2007) the concept of climate and culture have a long history of exploration of human behavior across groups. They capture the way that people in a school behave, including norms and unwritten rules and traditions. More current research explores how race, racial spotlighting, racial ignoring, and racism are part of the behavioral strategies found in school climate (Carter, 2013; Ferguson, 2002, December). Recent federal guidelines issued by the Department of Education (2014) on school discipline discuss how school climate can be used as a

school improvement strategy with the potential to increase school connectedness, academic achievement, pro-social education, and high school graduation rates while reducing bully-victim-bystander behavior. Using the data on DAEP student need for a caring school environment, it is recommended that schools develop the concept of caring and how caring can be culturally responsive in the development of school climate. Caring as an instructional and climate tool needs to be a comprehensive part of campus staff development.

Recommendation B: The Need for Counseling Services and Support

The availability of responsive counseling services and cultural/economic attitudes singled out the need for counseling and/or student-to-student, student-to-adult, restorative justice circles or other communication opportunities for DAEP students. Counseling or having someone with whom to communicate was evident. Clearly students did not see counselors as caring people. "Counselors make schedules they don't talk to you about your problems." On the other hand there were cultural/economic obstacles to seeking formal counseling…. "*because Black people don't go telling everybody their problems. They just learn to deal with it by themselves."* Often it seemed that DAEP students just wanted someone to listen to them. *Maybe if I had someone to talk to, I would not have gotten in so much trouble. But I really do not like to talk to people about my problems, but maybe If I had someone to talk to about all the things that were going on, I woulda been better.* In the end, it was a student who provided a recommendation for what would help. "Having an adult responsible for you while you are at school. Someone who knows who you are and checks on you and is (accountable) for you while you are at school. Someone who knows when you do good and when you don't do good. And helps."

The cry for just having someone with whom to talk was a cry for a number of opportunities as recommendations.

Recommendation for How do home schools, teachers, and administrators facilitate the transition of repeating DAEP students into the home campus?

Recommendation #2 - Teacher and Staff Development for Positive Behavior Management and for building Positive Rapport with Students
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    Recommendation A: Conflict Resolution and Peer Mediation

While interviewing students it was noted that students felt they were on a spiral to the prison pipeline. One student stated "…They never made me do what I don't wanna. I have seen a lot of people go to jail in my family and don't nobody care about the laws or nothing, You know?" When students are not taught to deal with conflict, or to express themselves through effective communication, they resort to violence. It is cyclical in many of the homes of the interviewed students. They have seen many family members incarcerated for acts of violence – It has become a way of life.

In effort to change the mindset of the students once they return from a DAEP, they must be taught how to resolve conflict responsibly.

Luis Harris and Associates (2011) surveyed teens regarding their hope, frustrations, fears and determination. That survey determined that 86% of teens would get involved in programs to end violence if they only had a sense of direction in what to do. Noted in this study, 46% of young people have altered their behaviors because of their fear of others (crime and violence). These students have cut classes, stayed home from school., carried guns, changed their routes to school, and stopped playing in their neighborhoods because of their fear. (Polley & Cullari, 2007). What students want is clear direction from someone who cares.

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Since 1997, Ingersoll and LeBoeuf stated that conflict resolution is more effective than punitive measurement, yet programs such as this do not exist in the five schools in a large Southern School District that were sampled. Rather than isolating students for punishment, the most effective in school suspension programs include counseling components, and conflict resolution strategies (Ingersoll and Lebouf, 1997). Our students must be involved in conflict resolution to learn to resolve issues without the use of force. Many times, that use is what makes Black and Latino males cases of recidivism in DAEPs**.**

Recommendation B - Restorative Justice

The students involved in the interviews all appeared to have issues with authority, as well as, lacked the tools to deal with conflict in an adult like manner. Ashley and Burke (2012) state that restorative practices involve youth and promote awareness, understanding, sharing, and learning. Schools may implement restorative justice in varying degrees, from a single program to a permeating school philosophy. Restorative justice can be implemented through daily practices used by everyone in the school, from administrators to students, or as a formal program available to students who have violated school rules (Ashley and Burke, 2013).

In this form of behavior management, classroom discussions may be held to set behavior standards. Rather than a teacher prescribing rules of conduct, students are given the opportunity to explore and determine how to create a positive community. Routine classroom meetings allow students to share their feelings, discuss classroom issues, and learn how to solve problems in a democratic setting. Ashley and Burke (2012) also offer recommendations to implement good restorative practices in schools:

- Fostering awareness on how all have been affected by behavior and encourage expression of feelings.
- Avoiding scolding or lecturing. Allowing individuals to share with each other.
- Actively involving students.
- Accepting ambiguity. Fault and responsibility may be unclear.
- Separating the deed from the doer, recognize students' worth and disapprove of their wrongdoing.
- Seeing every instance of wrongdoing and conflict as an opportunity for learning. Turn negative incidents into constructive ones by building empathy and a sense of community.
- Youth can be included in all aspects of discipline, including preventing and dealing with conflict
- Developing trusting and caring relationships between adults and students.
- Fostering skills to resolve conflict, such as listening, empathy, critical thinking, and self-control.
- Determining what has happened and why by asking questions and listening to the answers.
- Maximizing student involvement in deciding how to resolve problems.
- Resolving problems with open-ended questions, exploring different responses, reflecting on motives, and allowing for disagreement.
- Assisting students in considering ways to make amends for misbehavior, such as replacing, repairing, cleaning, or apologizing.
- Following up to determine whether the problem was solved and or more work needs to be done.
- Encouraging reflection.
- Allowing flexibility for different students, needs, and situations.
- Minimizing the punitive impact when control is necessary to repair the relationship and address underlying issues.

Restorative discipline is related to conflict resolution. As defined by the Conflict Resolution Education Network (CREnet), conflict resolution is a learning process that helps individuals understand and see every instance of wrongdoing and conflict as an opportunity for learning (Ashley and Burke, 2012).

Although Restorative Justice, also known as a reparative justice, can be costly, an adapted version may be utilized on campuses until they are able to afford the training for every teacher, administrator and counselor on campus.

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Recommendation C - Peer Mediation

An additional component to reduce referrals is peer mediation. With an impartial third party, peer mediation helps students use problem-solving steps to negotiate and reach a mutually beneficial agreement (Chittooran, 2000). Peer mediators do not "make decisions" but rather work toward a win-win resolution for both sides in order to avoid further trouble (St. Francis School of Law –Cooperative Learning Series). Administrators in charge of discipline incorporate this conflict resolution process into their strategies as well (St. Francis School of Law –Cooperative Learning Series). As long as adults fail to relieve youth of feeling that the world is against them, violence will continue.

With programs and processes in place to reduce initial referrals to alternative schools, the school to prison pipeline will be decreased, as well as, the recidivism rate.

Recommendation D - Mentoring

This study also identified the need for mentoring in the secondary level. Many of the students interviewed stated there had not been any support in their school life since elementary and very little support at home. Many of the interviewees felt a though there were no support mechanism with the exception of counselors and they did not want to tell someone who they did not know their "business".

An effective student focused intervention for behavior problems is school based mentoring programs. School based mentoring is one of the most promising and rapidly expanding approaches to mentoring (Ingersoll and Lebouf, 1997).

During the past decade, mentoring has proliferated as an intervention strategy for addressing the needs that young people have for adult support and guidance throughout their development (DuBois, 2011). Small (2008) has studied effective mentoring groups

and their effects and developed a list of do's and don'ts. It would be beneficial for all

schools, especially those experiencing student behavior issues to utilize this process, in a

form tailored to their school:

Frequent contacts between mentors and mentees are important – The strongest
effects for mentoring are found for those who meet an hour or more per week.

Mentors need to make a long term commitment to mentoring – Relationships l year
or longer are most likely to lead to positive outcomes in youth; progressively fewer
positive effects are found in mentoring relationships that last between 6 and 12 months;
negative effects in youth (e.g., drops in self esteem and perceived school competence)
have been found in relationships that ended within 6 months.

**Regular participation in structured activities can lead to stronger mentoring
relationships**
Mentoring relationships characterized by moderate to high levels of structured activities
have been found to be most successful.

**Discussion of personal relationships and social issues can lead to closer mentor-
youth relationships and more positive outcomes for youth.**

**Mentors who develop relationships with key persons in the youth's life, especially
parents, can in**

**Screening academically at-risk students so that mentors can better understand the
risks** their mentees face can help target needed academic activities.

Activities should be appropriate to the mentee's age – For instance, younger children
enjoy fun physical activities and rule-based play. However, they may have difficulty
articulating the activities they enjoy so adults may need to help identify them. Teens
enjoy activities that let them interact with their peers and provide opportunities to test out
new abilities and take risks.

What research tells us about effective youth mentoring programs:

- The success of the mentoring relationship can be increased through careful
  screening and matching of the mentor and youth.
- Matching by race, culture and ethnicity can be helpful but is not necessary for
  positive relationships.

- Matching on interests, skills and personality can lead to closer and longer-lasting
  relationships.

- Youth from higher risk environments have been found to benefit more from mentoring than youth from lower risk environments or youth whose risk status is a function of a psychological or behavioral disorder.

- Boys and girls have different expectations about the mentoring relationship – Girls do better in relationship-based mentoring while boys do better in activity-based mentoring.

A study conducted by Slack, Johnson, Dodor, and Woods (2013) states that building the relationship, including recognizing and respecting cultural and gender differences, are critical for successful mentoring.   With this in mind, the idea of mentorship should help students by providing an adult who listens effectively.

Recommendation #3 – A process in place for re-acclimating students from a DAEP into a regular classroom environment

It is imperative that there be a plan for transitioning the students that have been referred once back to a regular classroom setting. Many times the hours are different from the DAEP to the regular school setting as are the rules and the expectations, thus when they return to a regular school setting they need a program for transitioning.

For example, one interviewee stated:

When I got back the first time, every time I was late, they put it in my file, every time a teacher said I was smacking my lips or being disrespectful they put it in my file. My file got thick and I went right back.

Simple acts, as noted above, can easily place a student back in a DAEP. Texas Appleseed (2007) also recommended that in order to reduce recidivism a strong transition plan must be created. It must include monitoring and support of students upon their return to school from a disciplinary suspension or alternative school placement. It is recommended that someone be assigned to each student upon

return to the school. That assigned person should track the student's arrival time to school, behaviors with each teacher and have an open line of communication with the parent and guardian regarding any issue that may manifest itself. If the student needs additional assistance in other areas such as counseling, mentorship and/or other outside resources, the aforementioned person should be responsible for ensuring the connection is made.

Recommendation # 4 Research-based discipline strategies: Each school must adopt and implement with fidelity a school-wide, researched based, discipline plan that is effective in schools with a high referral rate to improve the culture and climate of the campus and reduce the referral rate.

High recidivism rates are a persuasive indicator that current approaches to managing problem behavior are not working for significant numbers of students (Phillips, 2012). Along with caring and the other strategies, a discipline strategy to lessen the referral rate must be implemented into high referring campuses. Although correlations were done in this study, it is imperative that it is recommended that *all* teachers are aware of how to introduce discipline and what the ramifications of excessive student discipline referrals are. This plan should be selected during the summer prior to the school year beginning and be research based. Both teachers and students should have input into how it will be tailored for the entire campus. Student are aware of the consequences up front and teachers should be held accountable for the actions that they themselves are taking in the classrooms. Parental contact should be a part of every discipline management program that is selected or the program should be modified with that component.

Limitations

Best and Khan (2003) have described limitations as those conditions that are beyond the control of the researcher that may place restrictions on the conclusion of the study and their application to other situations. Limitations in this study may be the number of teacher participants that respond to the study, and the nature of the information provided by participants. Because this research is limited to a Southern region in the United States, the information may be true regionally, and not across the United States. A second limitation is that the sample was purposeful, and not randomly selected. Finally, the sample of student interviews was limited to ten purposively selected participants. Although very rich information was gathered, there is certainly more information that can be gathered with additional interviews of students that have experienced recidivism in DAEPs.

Need for Further Research

Further research should be done in whether school rules and policies consider knowledge about the students' cultural norms to find ways to help students in more culturally responsive techniques. Further research should also be done on how school culture can be built on success for all rather than failure for all. Has academic failure been translated into labeling children as failures for life?

A need for further study is also student community/family/other background perceptions with the law. It is important to discuss the need to understand these young people's perceptions of the "the law is fixed against me and my family".

Future research on the quality of alternative certification programs should also be completed. Do alternative certification programs have a high focus on discipline

management based on the assumption that alternatively certification teachers are more likely to teach in high minority, high poverty schools? The question should be asked, "Do they emphasize more discipline than quality teaching and other affective teaching habits like caring and support?"

Discussion

Throughout this research, what I have found true is that America is failing its Black and Latino male children. Students are feeling uncared for and that adults are not considering who they are as they teach them. Not only does not caring make them feel unequal to their counterparts, it also impedes the job that educators are charged with - educating. As one student so eloquently stated, " I haven't felt cared for since the second grade." This statement gives real life data on our failure as educators. My researcher has shown very clearly that if only a few students are shown care for, only a few students will be successful. That leaves hundreds of thousands of students uncared for and undereducated.

Our teachers are not equipped with the necessary training to fulfill the human need of students. Although in the past Maslow's primary physiological need was usually met by parents, it has now become the job of the school to fulfill the physiological, safety, love/belonging need, as well as, esteem. Those basic need must be met before any learning can occur. "If you treat me like a criminal, I will act like a criminal." Imagine a child, school age, feeling as though they are being treated as a criminal by members of their own school system. A system that has been entrusted to keep students safe and educate them has now been re-labeled as a school to prison pipeline. The cost of incarceration far exceeds the cost education.

Simultaneously, the facets of education must come together to ensure the success of America's students, especially minorities from low socio-economic statuses. Teachers must learn to gain rapport and show acts of care and concern, counselors must be seen as a listening ear and not only schedule makers, mentorships must be introduced on every low socio-economic minority campus, especially those with disciplinary issues, and care must be of upmost importance.

If failure of our school system is to end, the conversation must stop and the action must begin. Student's lives are at stake and educators are responsible - academically, interpersonally, and emotionally, or as a school system, we fail. What would their expectations be, what would their dreams be if this is a fabric from which our young Black and Latino males are stitching together their identity, their expectations and their hopes for the future?

Conclusion

One of the most important reasons for this study is the need to decrease the number of Black and Latino males that begin their school to prison pipeline in their elementary and middle school years. Students who feel uncared for often act out for attention. They, especially those from underserved and low socio-economic statuses, rarely choose to behave differently, but they are faced daily with overwhelming challenges that affluent children never have to confront, and their brains have adapted to suboptimal conditions in ways that undermine good school performance (Jensen, 2009). More importantly, studies have shown that the issues that students who are impoverished begin as early as three years of age. To grow up emotionally healthy, children under 3 need a strong, reliable primary caregiver who provides consistent and unconditional love,

guidance, and support while in a safe and predictable environment (Jensen, 2009). According to Jensen (2009) they also need 10 to 20 hours a week of harmonious, reciprocal interactions (attunement). Attunement helps a person develop a wider range of healthy emotions, including gratitude, forgiveness, and empathy; many times the missing link in students who perform acts that have refer them to DAEPs.

Low levels of teacher-student interactions are common in poorly performing urban schools (Waxman et al., 1997, p.66). Choosing to not craft positive relationships with students can lead to educational disruptions that may be otherwise avoidable. Sanders and Jordan (2000) found that positive student teacher- rapport may have improved student school behavior, increased classroom preparation, and reduced student engagement in maladaptive behaviors (Sanders and Jordan, 2000, p.65).

Just as important, this study revealed that improperly trained teachers have an impact on students' lives. If a teacher is unable to gain respect and have rapport with his or her students, their lack of training becomes the students' issue and may be the beginning of a lifetime path to prison. When teachers have not properly been trained in gaining student rapport or implementing proper behavior management strategies, students suffer both behaviorally and academically.

What surpasses all other information within this study is that human relationship- be it in the form of rapport, communication with parent or students, mentorships, demonstrating and teaching proper techniques for solving conflict, showing students that they are cared for and matter or learning more about behavior techniques so that you can make a child's life more successful, is pivotal in ending recidivism in DAEPs.

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APPENDIX A

Khalilah Campbell-Rhone
1110 Hunter Green Lane
Fresno, Texas 77545
Dear Ms. Campbell:

The Houston Independent School District (HISD) is pleased to approve the study "Deconstruction of Recidivism: Surveying the Processes in Place in Urban School Districts for the Re-acclamation of Minority Male Students Referred to Alternative School Settings". The study is being conducted in partial fulfillment of doctoral degree requirements at the University of Houston. The purpose of the study is to examine the correlation between disciplinary alternative placement and academic achievement. The projected date of study completion is December 30, 2013.

Approval to conduct the study in HISD is contingent on your meeting the following conditions:

- The target population is 15 African American and Latino males who attended, however, are no longer enrolled in HISD DAEPs. These former HISD students will be at least 18 years or older.
- Principals and teachers at Fleming, Gregory-Lincoln, Ortiz, and Deady middle schools will also be recruited to participate in the study. Principals at targeted school sites have provided written support for the study.
- A survey will be administered to capture principal's and teacher's perceptions regarding behavioral issues related to student disciplinary placement.
- Voluntary consent is required of principals and teachers who participate in the study.
- The researcher must follow the guidelines of HISD and the University of Houston regarding the protection of human subjects and confidentiality of data. This research cannot begin until IRB approval from the University of Houston.
- The HISD Department of Research and Accountability will monitor this study to ensure compliance to ethical conduct guidelines established by the Department of Health and Human Services, Office for Human Research Protection (OHRP) as well as the disclosure of student records outlined in Family Educational Rights and Privacy Act (FERPA).
- In order to eliminate potential risks to study participants, the reporting of proposed changes in research activities must be promptly submitted to the HISD Department of Research and Accountability for approval prior to implementing changes. Noncompliance to this guideline could impact the approval of future research studies in HISD.
- The final report must be submitted to the HISD Department of Research and Accountability within 30 days of completion.

Any other changes or modifications to the current proposal must be submitted to the

Department of Research and Accountability for approval. Should you need additional information or have any questions concerning the process, please call (713) 556–6700.

Sincerely,

Carla Stevens

CS: vh
cc: Daniel Gohl   Drew Houlihan   Orlando Reyna
     Dana Bost   Carlos Phillips II   Sabrina Cuby-King
                                                                     Noelia Longoria

APPENDIX B

Texas Education Code, Section 37.008. Disciplinary Education Programs
(DAEP)Sec. 37.008. DISCIPLINARY ALTERNATIVE EDUCATION PROGRAMS.

(a) Each school district shall provide a disciplinary alternative education program that:
(1) is provided in a setting other than a student's regular classroom;
(2) is located on or off of a regular school campus;
(3) provides for the students who are assigned to the disciplinary alternative education program to be separated from students who are not assigned to the program;
(4) focuses on English language arts, mathematics, science, history, and self-discipline;
(5) provides for students' educational and behavioral needs;
(6) provides supervision and counseling;
(7) employs only teachers who meet all certification requirements established under Subchapter B, Chapter 21; and
(8) provides not less than the minimum amount of instructional time per day required by Section 25.082(a).
(a-1) The agency shall adopt minimum standards for the operation of disciplinary alternative education programs, including standards relating to:
(1) student/teacher ratios;
(2) student health and safety;
(3) reporting of abuse, neglect, or exploitation of students;
(4) training for teachers in behavior management and safety procedures; and
(5) planning for a student's transition from a disciplinary alternative education program to a regular campus.
(a-2) Expired.
(a-3) Expired.
(b) A disciplinary alternative education program may provide for a student's transfer to:
(1) a different campus;
(2) a school-community guidance center; or
(3) a community-based alternative school.
(c) An off-campus disciplinary alternative education program is not subject to a requirement imposed by this title, other than a limitation on liability, a reporting requirement, or a requirement imposed by this chapter or by Chapter 39.
(d) A school district may provide a disciplinary alternative education program jointly with one or more other districts.
(e) Each school district shall cooperate with government agencies and community organizations that provide services in the district to students placed in a disciplinary alternative education program.
(f) A student removed to a disciplinary alternative education program is counted in computing the average daily attendance of students in the district for the student's time in actual attendance in the program.
(g) A school district shall allocate to a disciplinary alternative education program the same expenditure per student attending the disciplinary alternative education program, including federal, state, and local funds, that would be allocated to the student's school if

the student were attending the student's regularly assigned education program, including a special education program.

(h) A school district may not place a student, other than a student suspended as provided under Section 37.005 or expelled as provided under Section 37.007, in an unsupervised setting as a result of conduct for which a student may be placed in a disciplinary alternative education program.

(i) On request of a school district, a regional education service center may provide to the district information on developing a disciplinary alternative education program that takes into consideration the district's size, wealth, and existing facilities in determining the program best suited to the district.

(j) If a student placed in a disciplinary alternative education program enrolls in another school district before the expiration of the period of placement, the board of trustees of the district requiring the placement shall provide to the district in which the student enrolls, at the same time other records of the student are provided, a copy of the placement order. The district in which the student enrolls shall inform each educator who will have responsibility for, or will be under the direction and supervision of an educator who will have responsibility for, the instruction of the student of the contents of the placement order. Each educator shall keep the information received under this subsection confidential from any person not entitled to the information under this subsection, except that the educator may share the information with the student's parent or guardian as provided for by state or federal law. The district in which the student enrolls may continue the disciplinary alternative education program placement under the terms of the order or may allow the student to attend regular classes without completing the period of placement. A district may take any action permitted by this subsection if:

(1) the student was placed in a disciplinary alternative education program by an open-enrollment charter school under Section 12.131 and the charter school provides to the district a copy of the placement order; or

(2) the student was placed in a disciplinary alternative education program by a school district in another state and:

(A) the out-of-state district provides to the district a copy of the placement order; and

(B) the grounds for the placement by the out-of-state district are grounds for placement in the district in which the student is enrolling.

(j-1) If a student was placed in a disciplinary alternative education program by a school district in another state for a period that exceeds one year and a school district in this state in which the student enrolls continues the placement under Subsection (j), the district shall reduce the period of the placement so that the aggregate period does not exceed one year unless, after a review, the district determines that:

(1) the student is a threat to the safety of other students or to district employees; or

(2) extended placement is in the best interest of the student.

(k) A program of educational and support services may be provided to a student and the student's parents when the offense involves drugs or alcohol as specified under Section 37.006 or 37.007. A disciplinary alternative education program that provides chemical dependency treatment services must be licensed under Chapter 464, Health and Safety Code.

(l) A school district is required to provide in the district's disciplinary alternative education program a course necessary to fulfill a student's high school graduation

requirements only as provided by this subsection. A school district shall offer a student removed to a disciplinary alternative education program an opportunity to complete coursework before the beginning of the next school year. The school district may provide the student an opportunity to complete coursework through any method available, including a correspondence course, distance learning, or summer school. The district may not charge the student for a course provided under this subsection.

(l-1) A school district shall provide the parents of a student removed to a disciplinary alternative education program with written notice of the district's obligation under Subsection (l) to provide the student with an opportunity to complete coursework required for graduation. The notice must:

(1) include information regarding all methods available for completing the coursework; and

(2) state that the methods are available at no cost to the student.

(m) The commissioner shall adopt rules necessary to evaluate annually the performance of each district's disciplinary alternative education program established under this subchapter. The evaluation required by this section shall be based on indicators defined by the commissioner, but must include student performance on assessment instruments required under Sections 39.023(a) and (c). Academically, the mission of disciplinary alternative education programs shall be to enable students to perform at grade level.

(m-1) The commissioner shall develop a process for evaluating a school district disciplinary alternative education program electronically. The commissioner shall also develop a system and standards for review of the evaluation or use systems already available at the agency. The system must be designed to identify districts that are at high risk of having inaccurate disciplinary alternative education program data or of failing to comply with disciplinary alternative education program requirements. The commissioner shall notify the board of trustees of a district of any objection the commissioner has to the district's disciplinary alternative education program data or of a violation of a law or rule revealed by the data, including any violation of disciplinary alternative education program requirements, or of any recommendation by the commissioner concerning the data. If the data reflect that a penal law has been violated, the commissioner shall notify the county attorney, district attorney, or criminal district attorney, as appropriate, and the attorney general. The commissioner is entitled to access to all district records the commissioner considers necessary or appropriate for the review, analysis, or approval of disciplinary alternative education program data.

APPENDIX C

Teacher Preparation for Students with Behavioral Issues

1. UNIVERSITY OF HOUSTON
CONSENT TO PARTICIPATE IN RESEARCH

PROJECT TITLE: Deconstruction of Recidivism: Surveying the Processes in Place in Urban School Districts for the Re-acclamation of Minority Male Students Referred to Alternative School Settings

You are being invited to participate in a research project conducted by Khalilah Campbell from the Department of Education at the University of Houston. I am conducting this research as a dissertation student under the supervision Dr. Augustina Reyes.

NON-PARTICIPATION STATEMENT

Your participation is voluntary and you may refuse to participate or withdraw at any time without penalty or loss of benefits to which you are otherwise entitled. You may also refuse to answer any question. [If you are a student, a decision to participate or not or to withdraw your participation will have no effect on your standing.]

PURPOSE OF THE STUDY

The purpose of this mixed-method study is to identify how participation in Disciplinary Alternative Education Placements (DAEPs) has affected the academic status of a sample of Black and Latino males in a large urban school district in the South. The second purpose is to investigate the use of processes, services, and programs to reduce recidivism rates for DAEP placements. This study will be conducted over a five week period.

PROCEDURES

Teacher Preparation for Students with Behavioral Issues

You will be one of approximately 200 subjects to be asked to participate in this project. You are being asked to participate in this study from the comfort of your computer, as the entire survey is on line. It should take you no longer than ten minutes to complete.

After verifying whether or not you are participating in the survey by clicking on the initial question, you will be asked approximately 15 questions, that should take approximately 15 minutes to answer. The requirements for this position is that you are a certified teacher in the South. All information will be posted and shared by August of 2014.

CONFIDENTIALITY

Your participation in this project is anonymous. Please do not write your name on any of the research materials to be returned to the principal investigator.

RISKS/DISCOMFORTS

There is nothing bad that can happen to you from participating in this study. There are no foreseeable risks. All information is confidential.

BENEFITS

You can choose not to participate in this study, and you can decide you no longer want to be in the study at any time. You may choose to not answer any question that you are not comfortable with. If you choose not to participate at any time, you will not be penalized.

ALTERNATIVES

Participation in this project is voluntary and the only alternative to this project is non-participation.

PUBLICATION STATEMENT

The results of this study may be published in professional and/or scientific journals. It may

also be used for educational purposes or for professional presentations. However, no individual subject will be identified.

If you have any questions or worries about the research, you can ask Khalilah Campbell or Dr. Augustina Reyes at UH (713.743.5026). If you wish to talk to someone else or have questions about your rights as a participant, call the University of Houston Committee for the Protection of Human Subjects at (713) 743-9204.

ANY QUESTIONS REGARDING YOUR RIGHTS AS A RESEARCH SUBJECT MAY BE ADDRESSED TO THE UNIVERSITY OF HOUSTON COMMITTEE FOR THE PROTECTION OF HUMAN SUBJECTS (713-743-9204).

Principal Investigator's Name: Khalilah Campbell

Signature of Principal Investigator: Khalilah Campbell

By clicking "A" You are Agreeing to Move forward with the survey.

- ○ A - I Agree

2. What is your race/ethnicity?

- ☐ White
- ☐ Black, Not Hispanic
- ☐ Hispanic
- ☐ Native American
- ☐ Asian

Other (please specify)

[   ]

3. What type of certification do you hold?

- ☐ Teaching Certification from a College or University
- ☐ A secondary certification from an Alternative Certification Program

Other (please specify)

[   ]

Teacher Preparation for Students with Behavioral Issues

4. Check the college from which you received your certification?

☐ University of Houston

☐ Prairie View A&M University

☐ Texas A&M University

☐ Sam Houston University

☐ Baylor University

☐ St. Thomas University

☐ Texas Southern University

Other (please specify)

[   ]

5. What is the population of students on your campus?

○ 0-499

○ 500 - 999

○ 1000 - 1499

○ 1500 - 2000

6. Check the district or other classroom management techniques in which you have received training:

☐ Basic Principals of Behavior Modification

☐ Student Motivational Training

☐ High Expectations for students with behavioral and academic performance

☐ Gaining rapport and building relationships with students

☐ Developing and implementing guidelines for success

☐ Structure of management plan based on the needs of students

☐ Other, please list

Other (please specify)

[   ]

Teacher Preparation for Students with Behavioral Issues

7. Check the district or other classroom management techniques/programs in which you have received training:

- ☐ EnVoy – Nonverbal discipline
- ☐ PBMS – Positive Behavior Management System
- ☐ Behavior 360
- ☐ Talk less, Teach More
- ☐ Behavior Modification
- ☐ Restorative Justice

Other (please specify)

[   ]

8. In which discipline management program(s) have you been trained?

- ☐ Discipline by Design – 11 techniques
- ☐ Positive Classroom discipline
- ☐ Assertive discipline
- ☐ Bullying Prevention Program
- ☐ CMCD - Consistency Management and Cooperative Discipline
- ☐ GBG - The Good Behavior Game
- ☐ ICPS - I Can Problem Solve
- ☐ PATHS - Promoting Alternative THinking Strategies

Other (please specify)

[   ]

9. Are you familiar with the Federal law "Positive Behavior for Effective Schools Act" as the National Policy on school behavior?

- ○ Yes
- ○ No

10. The Zero Tolerance Policy has been explained to you in-depth in professional development?

- ☐ Yes
- ☐ No

Teacher Preparation for Students with Behavioral Issues

11. How aware are you of your districts policy on referring students to your District Alternative Education Program?

Least knowledgable	Somewhat knowledgeable	Knowledgeable	Very knowledgeable
○	○	○	○

12. In the past two years, how many students from your class have been removed to attend an Disciplinary Alternative Educational Facility?

- ☐ 0 to 2
- ☐ 3-5
- ☐ 5-7
- ☐ 8 -10

13. If a parent does not speak English, how do you build rapport with parents (that are native spanish speakers regarding student behavior)?

- ☐ None
- ☐ On the Job Training

List (please specify)

[   ]

14. When students return from a District Alternative Educational Placement to your class, is there any process in place to reduce recidivism?

- ☐ Yes
- ☐ No

15. Which of the following social networking sites have the most effect on classroom management in your classroom?

- ☐ Facebook
- ☐ Vine
- ☐ Text Messaging
- ☐ Twitter

Other (please specify)

[   ]

Teacher Preparation for Students with Behavioral Issues

16. As a teacher, I am familiar with the following community agencies that may help my students and/or their families with any issues they may have outside the school:

- ☐ A + plus Counseling
- ☐ Children at Risk
- ☐ Community Family Center
- ☐ Depelchin Children's Center
- ☐ Family Services of Greater Houston
- ☐ Mental Health and Mental Health Authority
- ☐ Jewish Family Centers
- ☐ Montrose Counseling Center
- ☐ Wesley Community Center
- ☐ Bo's Place
- ☐ SHAPE Community Center
- ☐ Local (Neighborhood) Church

Other (please specify)

[   ]

APPENDIX D

You are being asked to participate in this study from the comfort of your computer, as the entire survey is on line. It should take you no longer than ten minutes to complete.

After verifying whether or not you are participating in the survey by clicking on the initial question, you will be asked approximately 15 questions, that should take approximately 15 minutes to answer. The requirements for this position is that you are a certified teacher in the South. All information will be posted and shared by August of 2014.

CONFIDENTIALITY

Your participation in this project is anonymous. Please do not write your name on any of the research materials to be returned to the principal investigator.

RISKS/DISCOMFORTS

There is nothing bad that can happen to you from participating in this study. There are no foreseeable risks. All information is confidential.

BENEFITS

You can choose not to participate in this study, and you can decide you no longer want to be in the study at any time. You may choose to not answer any question that you are not comfortable with. If you choose not to participate at any time, you will not be penalized.

ALTERNATIVES

Participation in this project is voluntary and the only alternative to this project is non-participation.

PUBLICATION STATEMENT

The results of this study may be published in professional and/or scientific journals. It may also be used for educational purposes or for professional presentations. However, no individual subject will be identified.

If you have any questions or worries about the research, you can ask Khalilah Campbell or Dr. Augustina Reyes at UH (713.743.5026). If you wish to talk to someone else or have

questions about your rights as a participant, call the University of Houston Committee for the Protection of Human Subjects at (713) 743-9204.

ANY QUESTIONS REGARDING YOUR RIGHTS AS A RESEARCH SUBJECT MAY BE ADDRESSED TO THE UNIVERSITY OF HOUSTON COMMITTEE FOR THE PROTECTION OF HUMAN SUBJECTS (713-743-9204).

Principal Investigator's Name: Khalilah Campbell

Signature of Principal Investigator: Khalilah Campbell

By clicking "A" You are Agreeing to Move forward with the survey.

○ A

2. What is your race/ethnicity?

- ☐ White
- ☐ Black, Not Hispanic
- ☐ Hispanic
- ☐ Native American
- ☐ Asian

Other (please specify)

[   ]

3. Where did you receive your Principal Certification?

- ○ University of Houston
- ○ Prairie View A&M University
- ○ Texas A&M University
- ○ Sam Houston University
- ○ Baylor University
- ○ St. Thomas University
- ○ Texas Southern University

Other (please specify)

[   ]

4. What is the population of students on your campus?

- ○ 0-499
- ○ 500 - 999
- ○ 1000 - 1499
- ○ 1500 - 2000

5. As principal, I have received the following staff development on my districts Disciplinary Alternative Education Placement?

- ☐ I have read materials on DAEP
- ☐ I've spent the day on a DAEP campus (grass-roots approach)
- ☐ I have studied the curriculum from the DAEP in which I feed into
- ☐ Curriculum alignment between my campus and the DAEP have been developed
- ☐ Rehabilitation Services
- ☐ Additional services offered such as counseling, truancy, parenting courses, drop out prevention

Other (please specify)

[   ]

6. As principal, I have reviewed the following DAEP documents:

- ☐ Security Procedures
- ☐ Attendance Requirements
- ☐ Curriculum Alignment
- ☐ Lunch Procedures
- ☐ Start /End Time
- ☐ Classroom organizational structure
- ☐ Texas Education Code, Chapter 37.008
- ☐ HISD Student Code of Conduct - Level II, Level III and Level IV

Other (please specify)

[   ]

7. As a principal, I have received staff development on the type of discipline techniques that are used in a DAEP:

- ☐ Yes
- ☐ No

8. As a principal, I provide the following at-risk staff development activities for my teachers:

☐ Rigor and Relevance

☐ Student Data Disaggregation

☐ Student/Teacher Rapport

☐ Effective Home Visits

☐ Counselor Awareness

☐ Truancy Training

☐ Effective Parent Conferences

Other (please specify)

[   ]

9. Check the counseling services that are provided at your campus once a student returns from a DAEP placement:

☐ One to one counseling

☐ Group counseling

☐ Online counseling

☐ Off-site counseling

Other (please specify)

[   ]

✳10. In your opinion, which of the following interventions reduced (or would reduce) recidivism the most on your campus?

☐ Teacher staff development on issues of behavioral students

☐ Alignment of curriculum from school site to DAEP

☐ Principal visit from the sending school to the DAEP

☐ Work of community agencies between the school and the DAEP

☐ Parent Interventions prior to student coming to school

Other (please specify)

[   ]

11. I have referred students to one of the following neighborhood center(s) for assistance:

- ☐ A + plus Counseling
- ☐ Children at Risk
- ☐ Community Family Center
- ☐ Depelchin Children's Center
- ☐ Family Services of Greater Houston
- ☐ Mental Health and Mental Health Authority
- ☐ Jewish Family Centers
- ☐ Montrose Counseling Center
- ☐ Wesley Community Center
- ☐ Bo's Place
- ☐ SHAPE Community Center
- ☐ Local (Neighborhood) Church

Other (please specify)

[   ]

*12. As a principal, which of the following do you use to hold parent(s) of DAEP students accountable for student behavior:

- ☐ Meet with parents
- ☐ Meet with parents on a regular basis
- ☐ Counseling
- ☐ Referral to refer to community agency
- ☐ Behavior Contract for Student with agreement from Parent

Other (please specify)

[   ]

13. As a principal, I use the following techniques for students returning to the home campus from a DAEP:

- ☐ Meet with parents
- ☐ Establish behavior contract
- ☐ Meet with Student

Other (please specify)

[   ]

14. How did you follow-up on your referral to the community agency?

☐ Phone Calls

☐ Meet with them on a regular basis

☐ Roundtable

☐ Meetings

Other (please specify)

[   ]

15. Are you familiar with the Federal law "Positive Behavior for Effective Schools Act" as the National Policy on school behavior?

☐ Yes

☐ No

16. Of the following, which social networking Site has the largest effect on classroom management on your campus?

☐ Facebook

☐ Twitter

☐ Text Messaging

☐ Vine

Other (please specify)

[   ]

APPENDIX E

UNIVERSITY of **HOUSTON**

DIVISION OF RESEARCH

April 2, 2014

Khalilah Campbell
c/o Dr. Augustina Reyes
Dean, Education

Dear Khalilah Campbell,

Based upon your request for exempt status, an administrative review of your research proposal entitled "Deconstruction of Recidivism: Surveying the Processes in Place in Urban School Districts for the Reacclamation of Minority Male Students Referred to Alternative School Settings" was conducted on February 14, 2014.

At that time, your request for exemption under **Category 2** was approved pending modification of your proposed procedures/documents.

The changes you have made adequately respond to the identified contingencies. As long as you continue using procedures described in this project, you do not have to reapply for review. * Any modification of this approved protocol will require review and further approval. Please contact me to ascertain the appropriate mechanism.

If you have any questions, please contact Samoya Copeland at (713) 743-9534.

Sincerely yours,

Kirstin Rochford, MPH, CIP, CPIA
Director, Research Compliance

*Approvals for exempt protocols will be valid for 5 years beyond the approval date. Approval for this project will expire **March 1, 2019**. If the project is completed prior to this date, a final report should be filed to close the protocol. If the project will continue after this date, you will need to reapply for approval if you wish to avoid an interruption of your data collection.

Protocol Number: 14211-EX