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ABSTRACT

This paper presents findings of a study that explored the effects of assignment to an inschool suspension (ISS) program on high school students' academic performance. The study compared the before- and after-ISS grades in English and science of 32 ninth- and tenth-grade students who had spent a minimum of 5 days in an ISS program during a 6-week grading period. The data showed no significant difference in the academic achievement of students in science and English classes before and after being assigned to an ISS program. Seven tables and two figures are included. Appendices contain a copy of the cover letter, questionnaire, and one scattergraph. (LMI)

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THE EFFECT OF INSCHOOL SUSPENSION ON THE ACADEMIC PROGRESS OF HIGH SCHOOL SCIENCE AND ENGLISH STUDENTS

by

Donald F. Silvey

A research study

submitted in partial fulfillment

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ABSTRACT

THE EFFECT OF INSCHOOL SUSPENSION ON THE ACADEMIC PROGRESS OF HIGH SCHOOL SCIENCE AND ENGLISH STUDENTS

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Discipline in the schools has become a problem in which administrators have sought to use inschool suspension as a solution to numerous disciplinary problems. Inschool suspension (ISS), was developed to reduce school absences, provide continuing instruction and to provide both a punitive and rehabilitative function.

The purpose of this research project is to determine whether assignment to an inschool suspension program is beneficial or detrimental to the academic success of the students assigned to an ISS program. To determine the effect that assignment to ISS has on students, 32 ninth and tenth grade students were selected, these students had spent a minimum of five days in ISS during a six-week grading period. The English and Science averages were recorded for both the six weeks before and after assignment to ISS.

A t-test was conducted for both the Science and English averages by comparing the grades before assignment to ISS to the six week average after assignment to ISS. A significance of .05 was chosen as the level at or below which sampling error alone could not account for the results of the test. The level of significance for the t-test conducted on the English averages was .697, for the Science averages it was .157. Since these t-tests were not statistically

significant, I accept my null hypothesis that there is no significant difference in the academic achievement of students in Science and English classes, before an ISS assignment and after an ISS assignment.

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CHAPTER I

INTRODUCTION

General introduction

Discipline in the schools has become a problem. In the past, administrators used suspension and expulsion as a form of punishment for infractions or violations of student codes of conduct. The removal of the student from the school setting can estrange the student from school and burden the community with unsupervised youth, administrators have moved toward placing an increasing number of students into inschool suspension programs. Jerry Guindon (1) reported in his paper that dealt with the value of in-school suspension when compared to an out of school suspension, that inschool suspension programs were developed to reduce school absences, provide continuing instruction and serve both a rehabilitative and punitive function. Herbert Foster (2) reported that in a study that he conducted, that assignment to an inschool suspension program will serve to help increase a students academic performance and attendance upon the completion of the inschool suspension time. Joanne Johnston (3) reported in her study dealing with in-school suspension programs, that students who are assigned to inschool suspensions tend to become high risks for academic success. These students tend to have a greater chance of not finishing high school.

Statement of the Problem

Assignment of students to an inschool suspension program is becoming more frequent, and it may effect their academic progress in school

Purpose of the Study

The purpose of this research project is to determine whether assignment to an inschool suspension program is beneficial or detrimental to the academic success of those students that are involved in the inschool suspension program.

Significance of the Study

If the assignment to an inschool suspension program has a detrimental affect on the academic success of the students, then perhaps some further evaluation and changes need to be made to the inschool suspension program.

Definition of Term

1. Inschool suspension (ISS). The removal of a student from regular academic classes that keeps the student in an isolated, separate and restricted environment. During the removal, the student should continue their academic studies.

Null Hypothesis

There is no significant difference in the academic achievement of students in Science and English classes, before an ISS suspension and after an ISS suspension.

Limitations and Delimitations

This study is limited to the Klein Independent School District(KISD) in Spring, Texas it is delimited to ninth and tenth grade students at Klein Forest High School for the 1994-1995 school year.

Assumptions

1. All students who are placed in an ISS program have a desire to be successful academically.

CHAPTER II

REVIEW OF THE LITERATURE

In-school suspension (ISS) was first developed in the 1970's , in twenty-five years it has managed to gain widespread acceptance as a common method of discipline in the public schools across the United States. Sullivans review of ISS programs notes that principals, teachers, and parents have looked favorably upon this discipline method as a replacement for out-of school suspensions and expulsions. However, many programs have not proven successful in decreasing the number of discipline referrals nor in preventing further behavioral problems. She fu ther states that among the objectives of an ISS program should be the goals of improving attendance, attitudes toward school and academic achievement.(4)

Short and Noblit suggest that many in-school suspension programs that were originally designed with the goal of moving away from the purely punitive disciplinary methods toward the more desirable developmental aspects of discipline, are now out of alignment with their original philosophy. The original philosophy and the way the in-school suspension programs are currently being run are not in alignment with each other. Specifically, those ISS programs begun with nigh expectations for redirecting behavior have often evolved into just an

additional, more convenient form of punishment.(5) According to Sullivan, Neill concurs that ISS is frequently used as just another alternative to out of school suspension or rather it is functioning as a removal device and it is not being used as the rehabilitative tool that it was designed to be.(6)

Short and Noblit conducted case studies of 10 in-school suspension programs in the state of North Carolina. These 10 programs were nominated by the state juvenile and education offices based on the programs good reputations. They found nine of these ten programs were essentially punitive with a minimal academic componet, in spite of the fact that these programs had the goals of being punitive, rehabilitative and academic.(7)

Hockman outlines a study of students participating in an ISS program for at risk students. In the study one group of 30 students were assigned to a program that received specific counseling intervention along with their ISS, while the second group of 30 students received no special counseling with their ISS assignment. At the conclusion of the study, neither group showed any significant increase in their grade point average. The academic performance of the control group continued to decline while the grades of the students in the experimental group stabilized.(8)

In a 1991 study by Paul Yelsma, Julie Yelsma, and Alan Hovestadt, one of their hypothesis was that students who were not assigned to ISS would have a higher grade point average than those students who were assigned to an ISS program. The study found that the students who were not assigned to ISS had a

mean grade point average of 2.381 while those students who had been a part of the ISS program had a mean grade point average of 1.756. A mean comparison test revealed $t = 4.1$, and $p < .0000$ between the two groups. This study designates those students that do not attend ISS as self disciplined and it refers to ISS assigned students as externally disciplined. The external discipline is from the principal and discipline is issued in the form of ISS.(9)

CHAPTER III

METHODS AND PROCEDURES

To determine the effect that assignment to ISS has on a students academic progress in the subject areas of English and Science, 32 ninth and tenth grade students were included in the study. These students were selected from a group of freshmen and sophomore students at Klein Forest High School that had been assigned to an ISS program for at least five days during a single six-week grading period. Furthermore, the assignment to ISS and the six-week grading periods before and after ISS all occurred in the same semester, this stipulation was added to ensure that students would only be included in the study that had the same teacher for the same class. The students that were used in this study were selected from a larger group of 98 students by systematically selecting every third student from the larger group of 98 and placing them into the study group.

The English and Science averages of these students were obtained by searching the students academic records in the counselors office and recording the six week averages before and after their assignment to ISS.

The averages of these 32 students were entered into a Mcintosh computer for statistical analysis using the Statworks program. A t-test was completed by comparing the variable of Science averages before ISS with the variable of the Science averages after ISS. A t-test was also conducted using the variables of English averages before ISS and English averages after assignment to ISS.

The level of significance that was chosen for this study was 1 96, t- values above this level will be significant. A significance of .05 was chosen as the level at or below which sampling error alone could not account for the results of the test.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Table 1 gives the six-week averages of the 32 observations (students) who participated in the study. The variables that are depicted in this table are the six-week averages in English and Science before and after assignment to ISS. Figure 1 shows the six week averages in Science and English both before and after ISS for all of the observations that are included in the study. The average six-week grade for English before ISS was 72.8, the English average after an ISS assignment was 71.4. The average six-week grade in Science before ISS was 67.94, the average for this observation after ISS was 62.5.

Tables 2, 3, 4 and 5 depict the measures of central tendencies of mean and median for the observations that are contained in this study. These same tables also contain a representation of the measures of spread or dispersion; variance, standard deviation and the coefficient of variation for all of the variables and observations that are contained in this study.

ISS ACADEMIC-ACHIEVEMENT

TABLE 1

	English		Science	
	Before	After	Before	After
	82	84	73	75
	80	73	77	54
	66	30	60	31
	79	74	83	74
	79	50	52	45
	79	50	52	45
	95	90	67	45
	75	50	64	71
	74	78	79	79
	92	93	90	95
Six Weeks	61	76	74	54
Average	50	70	28	49
Grades	63	82	70	74
	82	79	56	20
	78	75	77	69
	80	27	66	82
	80	79	75	76
	70	74	67	71
	76	75	76	71
	79	87	77	80
	52	84	71	46
	57	82	80	83
	78	80	76	75
	64	66	72	70
	68	76	50	51
	71	52	64	34
	67	40	67	44
	67	74	79	79
	91	89	70	63
	70	80	58	56
	54	76	73	74
	70	89	51	65
Averages	72.7813	71.375	67.9375	62.5

ISS ACADEMIC-ACHIEVEMENT

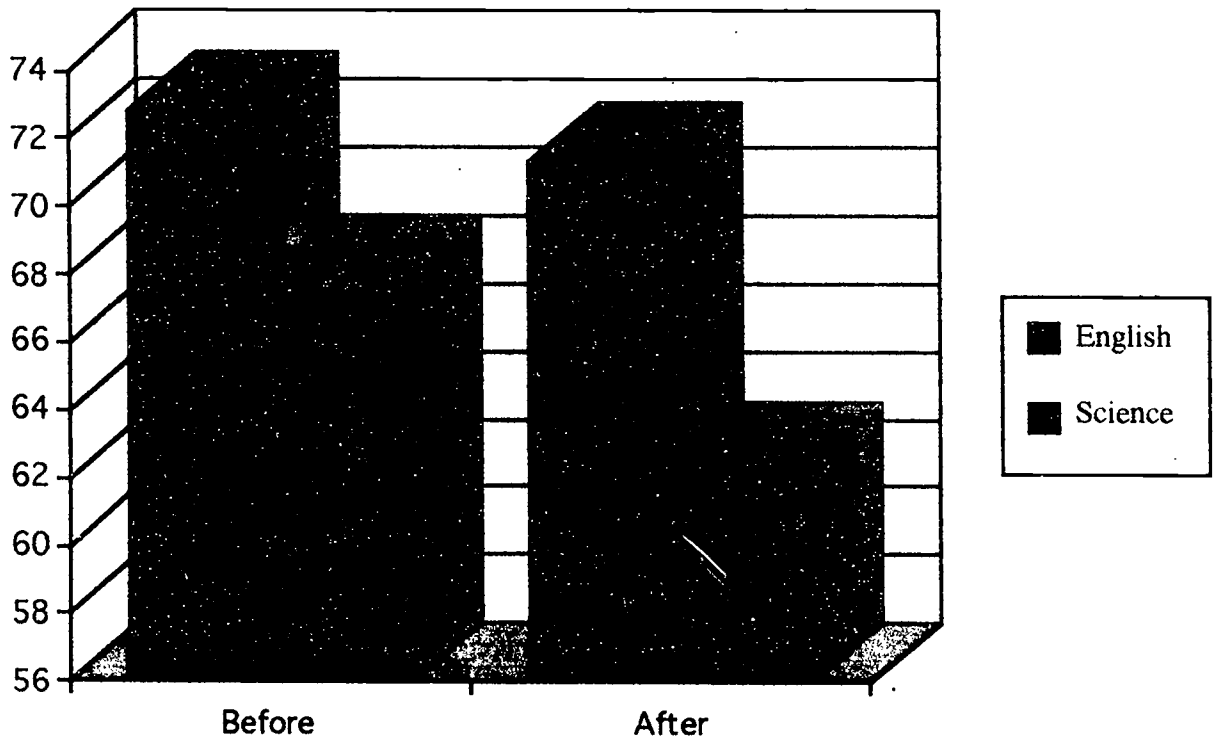

Figure 1

ISS ACADEMIC-ACHIEVEMENT

TABLE 2

VARIABLE: ENGLISH BEFORE

OBSERVATIONS	32
MINIMUM	50.0
MAXIMUM	95.0
RANGE	45.0
MEDIAN	74.50
MEAN	72.78
STANDARD ERROR	1.95

Variance:	121.72
Standard Deviation	11.03
Coefficient of Variation	15.16
Skewness	-0.17
Kurtosis	-0.46

ISS ACADEMIC-ACHIEVEMENT

TABLE 3

VARIABLE: ENGLISH AFTER

OBSERVATIONS	32
MINIMUM	27.00
MAXIMUM	93.0
RANGE	66.0
MEDIAN	76.0
MEAN	71.38
STANDARD ERROR	3.03

Variance:	292.21
Standard Deviation	17.12
Coefficient of Variation	23.99
Skewness	-1.15
Kurtosis	0.36

ISS ACADEMIC-ACHIEVEMENT

TABLE 4

VARIABLE: SCIENCE BEFORE

OBSERVATIONS	32
MINIMUM	28.0
MAXIMUM	90.0
RANGE	62.0
MEDIAN	70.5
MEAN	67.94
STANDARD ERROR	2.18

Variance:	151.80
Standard Deviation	12.32
Coefficient of Variation	18.14
Skewness	-1.05
Kurtosis	1.43

ISS ACADEMIC-ACHIEVEMENT

TABLE 5

VARIABLE: SCIENCE AFTER

OBSERVATIONS	32
MINIMUM	20.0
MAXIMUM	95.0
RANGE	75.0
MEDIAN	69.5
MEAN	62.5
STANDARD ERROR	3.11

Variance:	308.58
Standard Deviation	17.57
Coefficient of Variation	28.11
Skewness	-0.49
Kurtosis	-0.61

Tables 6 and 7 represent the comparison of both English and Science averages. Table 6 will compare the English averages of students before placement into an ISS program with the student averages after they have completed their in-school suspension, Table 7 will do the same comparison for Science rather than English.

Table 6 is a comparison between the English scores both before and after an ISS assignment. The mean score before ISS was 72.78, with a standard deviation of 11.03. The mean score after assignment to ISS was 71.38 with a standard deviation of 17.12 The t-test had a significance for this comparison of .697 and a t-statistic of 0.39. The Degrees of freedom in this t-test was 62.

Table 7 is a comparison of Science scores both before and after an ISS assignment. The mean score before was 67.94 with a standard deviation of 12.32. The mean score for the observation after assignment to ISS was 62.5 with a standard deviation of 17.57. The t-test had a significance of 0.157 and a t-statistic of 1.43 and there were 62 Degrees of Freedom.

ISS ACADEMIC-ACHIEVEMENT

TABLE 6

VARIABLE: ENGLISH

	BEFORE	AFTER
OBSERVATIONS	32	32
MEAN	72.78	71.38
STANDARD DEVIATION	11.03	17.12

t-statistic	0.39
Degrees of Freedom	62
Significance	0.697

ISS ACADEMIC-ACHIEVEMENT

TABLE 7

VARIABLE: SCIENCE

	BEFORE	AFTER
OBSERVATIONS	32	32
MEAN	67.94	62.50
STANDARD DEVIATION	12.32	17.57

t-statistic	1.43
Degrees of Freedom	62
Significance	0.157

CHAPTER 5

SUMMARY AND CONCLUSION

Summary

Previous research that was cited in the review of the literature suggested that an effective ISS program should be one that is punitive, rehabilitative and encourages academic success. Research has also shown that ISS programs are becoming more punitive in their function.

This research experiment set a level of significance at the .05 level between the English and Science scores both before and after an assignment to ISS. This experiment did not show any significance at the .05 level. It was found that the English and Science scores do decrease with assignment to ISS but, the decline was not statistically significant.

Conclusion

The Science scores had a level of significance of .157 and the English averages had a level of significance of .697 for this experimental study. The level of significance for this study was established to be .05 or less. Because the level of significance was not reached in this study, I accept my null hypothesis that there is no significant difference in the academic achievement of students in Science and English classes, before an ISS suspension and after an ISS suspension.

Recommendations

If this study is repeated, some changes are recommended. In the study sample, I think that it may be beneficial to include students from all grade levels

rather than limiting the sample to only ninth and tenth grade students. I believe that this broader sample may give a better representation for the entire school.

It might be interesting to obtain the students average for the same six weeks that they were assigned to ISS and then determine how that average compares to the averages in the six weeks before and after the ISS was served.

APPENDIX A

July 17 1995

Dear Colleague,

I am conducting this study to help determine the effectiveness of the ISS program that is in place at Klein Forest High School. I have received permission from Principal Kay Stapleton to conduct this study as part of a graduate research class at Sam Houston State University. Please be assured that all of your responses will be kept in strict confidence and please, in order that you will remain anonymous, do not place your name on the answer sheet. All data obtained will be reported as grouped data.

Please take a few minutes of your time to complete the enclosed survey. Please return the completed survey to my mailbox located in the main office no later than July 20, 1995. If you would like to know the results of this study, stop by Room 330 in approximately three weeks.

I would like to thank you for your time and efforts in helping with this study.

Sincerely,

Don Silvey

Chemistry Teacher, KFHS

Graduate Student SHSU

QUESTIONAIRE

ACADEMICS AND STUDENTS ASSIGNED TO ISS

DIRECTIONS: Please mark the attached scan-tron with the answer to all questions as they apply to you and your experiences.

1. What is your sex? A) Female B) Male

2. How many years teaching experience do you have?... A) 0-4 B) 5-8 C) 9-12 D) 12 +

3. Age? A) 20-29 B) 30-39 C) 40-49 D) 50-59 E) 60-69

****

4. What subject do you teach?

A) English B) Math C) Social Studies D) Science E) other

5. What grade level do you teach predominately?

A) 9 B) 10 C) 11 D) 12

6. How many students do you have in ISS, on the average, in a one week period?

A) 1-3 B) 4-6 C) 7-9 D) 10 or more

7. What percent of these ISS students turn in assignments that were completed while they were in ISS?

A) 90-100% B) 80-89% C) 70-79% D) 60-69% E) 50% or less

8. After these students return from ISS do their grades change ?

A) yes B) no

9. If their grades change, by how many points did they change?

A) 1-5 B) 6-10 C) 11-15 D) 16-20 E) greater than 20

10 As a teacher do you feel that ISS serves the purpose of being punitive?

A) Yes B) No

11. Do you feel that ISS serves a rehabilitative fuction? A) YES B) NO

APPENDIX B

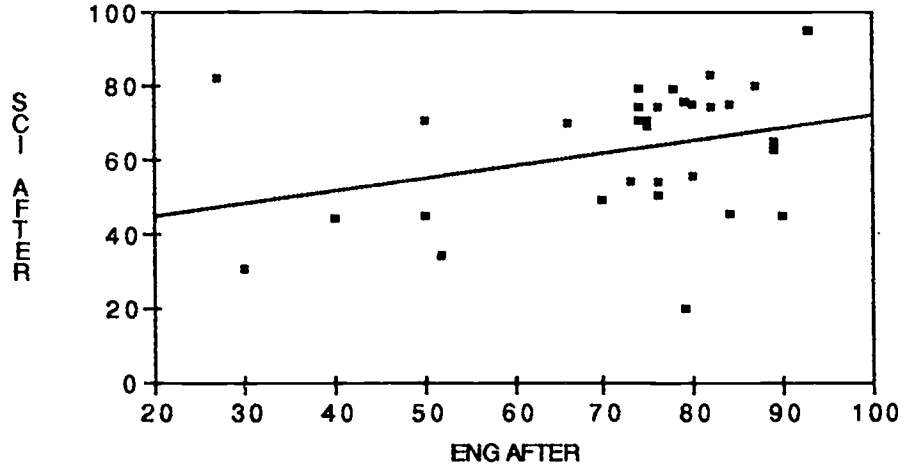

Figure 2. Scattergraph Comparing the English and Science Six Week Averages After an ISS Assignment

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NOTES

(1) Jerry Guindon , Developing an In-School Suspension Program in an Elementary School as an Alternative to Home-Bound Suspension. Nova University, 1992

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(5) Paula Short and George W. Noblit , Missing the Mark in In-School Suspension: An Explanation and Proposal NASSP Bulletin v69, (1985) p112-116

(6) Neil, (Sullivan p409-410)

(7) Short and Noblit, p113

(8) Stephen Hockman , In-School Suspension and Group Counseling: Helping the At-Risk Student NASSP Bulletin v71, (1987) p93-96

(9) Paul Yelsma, Julie Yelsma and Alan Hovestadt , Autonomy and Intimacy of Self and Externally Disciplined Students: School Counselor v39 (1991) p 20-29