ABSTRACT

EDUCATIONAL LEADERSHIP

RIVERS, ANGEL C. B.S. TENNESSEE STATE UNIVERSITY, 2000
M.A.T. KENNESAW STATE UNIVERSITY, 2012
ED.S. CLARK ATLANTA UNIVERSITY, 2015

CULTURAL CHECK AND CONNECT SESSIONS: A RESEARCHER-DESIGNED PILOT DROPOUT INTERVENTION PROGRAM FOR NINTH-GRADE AFRICAN AMERICAN STUDENTS

Committee Chair: Barbara Hill, Ed.D.

Dissertation dated May 2018

The purpose of this mixed-method study, combining a quantitative, quasi-experimental, and qualitative design was to examine a researcher-designed, piloted dropout intervention program that would address the factors that have contributed to African American, ninth-grade “at-risk” students. This phenomenon, also known as the “ninth grade shock” due to the rapid incline within the United States’ traditional public high school setting, has also been a direct connection to the low graduation rates listed for African American students in the state of Georgia. The researcher-designed, dropout
intervention program, Cultural Check and Connect Sessions (CC&CS) was evaluated while developing and implementing strategies that will reverse the need for students to drop out while being promoted to the next grade level.

The researcher examined the following variables: Student Perception, Attendance, Discipline, The Number of Failed Courses, and Support Staff Perception. Student data were gathered from the selected students (Group A) using student surveys, staff interviews, and the school’s database, Infinite Campus. Forty African American students were also selected as a control group (Group B). Both groups of students met the following requirements before the start of the researcher-designed program: 2 or more failed courses on the previous progress report, 3 or more semesters behind from being promoted to the 10th grade, 10 or more unexcused absences, and 3 or more discipline referrals.

When Group A was compared to Group B after the completion of the researcher-designed program, the results of the study revealed that the group was impacted by the researcher-designed, piloted dropout intervention program through the students’ perception of school, attendance, and discipline. This research investigation provides implications and recommendations for all schools educating African American, ninth-grade “at-risk” students in a traditional school learning environment.
CULTURAL CHECK AND CONNECT SESSIONS: A RESEARCHER-DESIGNED PILOT DROPOUT INTERVENTION PROGRAM FOR NINTH-GRADE AFRICAN AMERICAN STUDENTS

A DISSERTATION

SUBMITTED TO THE FACULTY OF CLARK ATLANTA UNIVERSITY

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR

THE DEGREE OF DOCTOR OF EDUCATION

BY

ANGEL COURTNEY RIVERS

DEPARTMENT OF EDUCATIONAL LEADERSHIP

ATLANTA, GEORGIA

MAY 2018
ACKNOWLEDGMENTS

I am thankful to the Divine Creator for all occurrences in my life, as this moment was carved among the stars. It was the summer of 2012 when I learned more information about my profound cultural roots. My ancestral journey is what led me to this divine, spiritual path. I discovered that two of my ancestors, Dr. Gertrude B. Rivers and Dr. William Napoleon Rivers, were college professors in 1948 and served in the Association for the Study of Negro Life, Inc., led by the late, great, Mary McLeod Bethune. My ancestors have paved the way for me and I will continue to honor their commitment of changing lives through education. With their guiding light and power, I am called to serve. I acknowledge them, and I am forever grateful.

My family is who I am, and there are no words that could describe the love and appreciation that I have for them. I honor and love my mother, Mary Jenkins, my father, John Rivers, and my two older brothers, Shelton Rivers and Sean Rivers. All that I accomplish will always be dedicated to them.

My dissertation chair, Dr. Barbara Hill has been an inspirational model for me since the first day I arrived on the campus of Clark Atlanta University. I am honored to have received her wisdom and profound teachings. Her leadership is supreme in my eyes, and I aspire to lead like her. To the entire department of Educational Leadership, I am very grateful for the dedication and support that was provided to me; no other institution can compare to the generosity that was shown to me.
TABLE OF CONTENTS

ACKNOWLEDGMENTS ........................................................................................................ iii

LIST OF FIGURES .............................................................................................................. vii

LIST OF TABLES ................................................................................................................ viii

CHAPTER

I. INTRODUCTION ................................................................................................................. 1

  Statement of the Problem ................................................................................................. 4
  Purpose of the Study ........................................................................................................ 6
  Research Questions ......................................................................................................... 7
  Significance of the Study ................................................................................................. 8
  Summary ......................................................................................................................... 9

II. LITERATURE REVIEW .................................................................................................... 10

  Introduction .................................................................................................................. 10
  Accountability ............................................................................................................... 13
  Students’ Perception of High School ........................................................................... 14
  Attendance .................................................................................................................... 16
  Discipline ...................................................................................................................... 16
  Failed Courses in Traditional Public Schools ............................................................. 17
  Support Staff Perception of CC&CS Dropout Intervention Program ....................... 18
  Summary ....................................................................................................................... 20

III. THEORETICAL FRAMEWORK ....................................................................................... 21

  Introduction .................................................................................................................... 21
# CHAPTER

Theory of Variables ..............................................................21

Definition of Variables ..................................................................24

Relationship among Variables .......................................................25

Limitations of the Study ...............................................................26

Summary ......................................................................................27

## IV. RESEARCH METHODOLOGY .........................................................28

Introduction ..................................................................................28

Research Design ...........................................................................28

Description of the Setting ...............................................................30

Sampling Procedures .....................................................................31

Working with Human Subjects .......................................................31

Instrumentation ............................................................................32

Participants/Location of Research ...............................................33

Data Collection Procedures ..........................................................34

Standards for Educational Program Evaluation ............................36

Summary ......................................................................................44

## V. DATA ANALYSIS .................................................................45

Introduction ..................................................................................45

Methods of Data Collection ..........................................................45

Qualitative Data Analysis ..............................................................55

Quantitative Analysis ...................................................................80
CHAPTER

Summary ............................................................................................................................................. 84

VI. FINDINGS, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS .................................. 85

Introduction ........................................................................................................................................ 85

Findings and Implications ............................................................................................................... 85

Recommendations ........................................................................................................................... 91

Conclusion and Summary ................................................................................................................ 93

APPENDIX

A. Student Consent Form .................................................................................................................. 94

B. Support Staff Consent Form ......................................................................................................... 96

C. Data Collection Template ........................................................................................................... 98

D. Student Survey Template .......................................................................................................... 101

E. Sample CC&CS Lesson Plan ....................................................................................................... 103

F. Support Staff Interview Questions ............................................................................................. 107

G. Interview Transcript .................................................................................................................... 108

REFERENCES ...................................................................................................................................... 112
LIST OF FIGURES

Figure

1. The black-white achievement gap .................................................................19
2. Maslow’s hierarchy of needs ...........................................................................23
3. Relationship among the variables ..................................................................26
4. Student Perception Survey: student and staff relationship support:
   before and after CC&CS ................................................................................. 63
5. Student Perception Survey: student motivation: before and after
   CC&CS ............................................................................................................. 67
6. Student Perception Survey: student peer relationships: before and
   after CC&CS ......................................................................................................72
7. Student Perception Survey: school environment: before and
   after CC&CS ......................................................................................................76
8. The attendance for Groups A and B: before and after CC&CS ......................... 81
9. The discipline for Groups A and B: before and after CC&CS ................................. 82
10. The number of failed courses for Groups A and B: before and after
    CC&CS ........................................................................................................... 83
LIST OF TABLES

Table

1. Methods of Data Collection .......................................................... 46
2. Mandatory Sessions: The CC&CS Days and Student Participation ............52
3. Support Staff Participant #1 Optional Daily Check-In Data ........................53
4. Support Staff Participant #2 Optional Daily Check-In Data ........................54
5. Student Perception Survey: Student and Staff Relationship Support Data ........61
6. Student Perception Survey: Student Motivation Data ................................ 66
7. Student Perception Survey: Student Peer Relationships Data ......................71
8. Student Perception Survey: School Environment Data ............................. 75
9. Summary of Quantitative Data for Groups A and B ................................. 84
The research makes it clear that within today’s educational system, a revolutionary adjustment is needed for our youth. A revolutionary experience would allow the nation to strategically plan a new system that would change the standards and the process on how students are academically involved and educated within all schools, as they prepare to enter into their working careers. According to the U.S. Department of Education (cited in America’s Promise, 2017), the most recent study on the number of graduates concluded that the current graduation rate is 83.2%. The report included the following:

In 2017, as reported by the Dropout Crisis Facts report, the graduation rate for Black students was less than 70 percent in 12 states and less than 70 and 80 percent in 25 other states. In 11 states, the graduation rate for low-income students was below 70 percent. It also concluded to report that the graduation rates are uneven for students of different races, ethnicities, family incomes, disabilities, and English proficiencies (p. 4).

These “graduation gaps” imperil progress. There are no states where the graduation rate for African American, Hispanic, or economically disadvantaged students is above 90%, but 10 states where it occurs for white students. This leads to the bigger
question asked, “Why are these students leaving school without a high school diploma, despite the fact that high school graduates are more likely to be employed, make higher taxable income, and aid in job generation?” Studies show that academic failure, behavior, life events, and disinterest are thematically involved in the lives of several youth who are labeled as high school dropouts (Washor & Mojkowski, 2013). Academic failure is critical. According to the text “The Silent Epidemic,” one-third of the dropouts stated that they continued to fail too many courses, one-third were required to repeat a grade, and one-third did not feel that they could meet the requirements or standards needed for graduation (Fink, 2000). Washor and Mojkowski (2013) indicated that students who pass graduation rates and receive passing grades are still deemed unready for college by the very colleges that have accepted those students. This would lead to other questions: “Upon entering high school as a ninth-grade student, how are they being motivated? What guides incoming freshmen into being successful and wanting to obtain a diploma? “As a first-year high school student, what are the expectations of schools when it comes to college and career readiness that causes them to quit before progression?”

Across the nation, ninth grade has the highest dropout rate and the leading cause is low academic achievement. Since low academic achievement is one of the leading causes in student dropouts during the first year of high school, many students tend to adapt to problematic behavior. Some students become classroom and school disruptions because they are masking their inabilities to perform within the classroom. Other students become intolerable to their school community if they are involved with external
factors, such as drugs and community violence (Littkey & Grabelle, 2004). At times, when teachers, faculty, and administrators are unable to control such behavior on school grounds, students can face expulsion, meaning they are to be removed temporarily or permanently from public schooling. This makes it difficult for some students to get back on track or cooperate, allowing easier transitioning to leave school completely.

Many students are unable to perform their school work adequately which could produce high absenteeism, while some may be easily susceptible to criminal activity, and others may withdraw from school, due to personal life events or experiences. Reports show that one-third of dropouts have indicated they needed to focus exclusively on making money, being a parent, or caring for a family member (Borgen & Borgen, 2014).

The researcher has observed that many of the students have been under the perception that school is simply boring. Research indicates that dropouts indicate a strong sense of disengagement. Students are simply bored. They are forced to learn a curriculum that holds no relevance, as it relates to real-world concepts. According to Schneider (cited in Fink, 2000), disengagement has even been reported from students who are taking advanced placement courses, obtaining high grade point averages. There should be meaning and relevance embedded in the curriculum of all schools.

Within these constraints, the nation’s educational school system is faced with challenges that will need immediate attention to create successful and cooperative members of society. According to the Grad Nation Report (cited in America’s Promise, 2017), 18 states still allow students to leave school before the age of 18, which provides students with a choice of whether or not they would like to be educated, and
unfortunately, academic failure, behavior, life events, and disinterest can occur without student choice. When schools have nothing to keep students motivated, and there is no support from anywhere, there is usually one thing left to do (Littky & Grabelle, 2004).

Options are needed for students as they enter high school for the very first time. Littky and Washor established a concept, entitled “Big Picture Learning” in 1995 with the mission to encourage, incite, and create change in the American educational system. Littky and Washor combined their 30 years of individual experiences as teachers and principals in public high schools with their distinct national reputations to co-lead school interventions. Within this endeavor, they implemented major changes into the public school setting that would transform students’ beliefs about school, building relationships, and their overall achievement and academic success. These concepts can be embedded into a school as a specialized program, designed specifically to cater to the students who are in need of an intervention that will motivate them to graduate from high school (Washor & Mojkowski, 2013).

**Statement of the Problem**

Several African American youth are categorized as “school dropouts.” These students have repeated grade levels, particularly in the ninth grade, due to the inadequate performances in daily course-work. Studies have shown that there is an epidemic, labeled as the “ninth grade shock,” which is defined as an unpredicted decline in academic performance upon entering high school. It is a key mechanism behind the continuing crisis of high school attrition (Holland, 2010). Students who have repeated grades are behind on their graduation requirements, increasing their chances of struggling
to meet the standards for promotion. The course work and load eventually becomes too difficult and challenging, due to academic gaps or issues within their home and family life. As a result, there is no motivation to pass courses or stay enrolled, as these students tend to drop out of high school. High School dropouts deflate the communities, perpetuating poverty and illiteracy, which increases the unemployment rates, crime, and the amount of persons entering correctional facilities/prisons (Griffin, 2002).

Among other issues that affect many school administrators in urban, low-income high schools, other than the graduation rate is school culture. Since the ninth-grade level is where the most retention occurs, school administrators tend to address more behavioral issues that deal with the discrepancies of age and the blending populations of students who are over the age of 18 (Roderick, 1999). Older students who develop at a lower academic level tend to become more adamant against following school policy, creating more discipline concerns for staff and students.

As research addresses the importance of students having strong, positive relationships with the members inside and outside of the community, it seeks to find the most effective solutions that will teach these “at-risk” students the importance of education. It also speaks to the fact on how it should connect students’ engagement factors, building upon accountability, while making students want to stay involved with their learning (Holland, 2010). Hundreds of intervention programs around the country are attempting to change the toxic culture of inclined dropout rates (Washor & Mojkowski, 2013). In other words, many intervention programs focus on the dropout
problem, but which factors specifically contribute to the resolution, targeting the root of the matter to actually change the school culture and climate?

**Purpose of the Study**

The purpose of this study was to examine the impact of a dropout intervention program, designed by the researcher, to view its effect on the ninth-grade promotional rate at one select high school in the metro Atlanta area. The Cultural Check and Connect Sessions (CC&CS) Pilot Dropout Intervention Program was created and designed by the researcher to incorporate cultural and social, mini-sessions for “at-risk” ninth-grade students to develop and maintain student success. The CC&CS Pilot Dropout Intervention Program functions to decrease the number of students from dropping out of high school, allowing them to fulfill the requirements for promotion.

This study focused on the following variables: (a) Student Perception, (b) Attendance, (c) Discipline, (d) the Number of Failed Courses within Progress Reports, and (e) Support Staff Perception. The foundation of the CC&CS Pilot Dropout Intervention Program seeks to improve the academic achievement for “at-risk” ninth-grade, African American students, so that they learn the importance of perseverance and the ability to use self-motivational tactics in hopes to become promoted to each high school grade level.

The program objectives are the following:

- Build a trusting relationship between the student and a mentor
- Provide support and advocacy for the personal challenges that the students may encounter inside and outside of school
• Develop self-motivating strategies
• Teach Cultural history and identity to build self-esteem
• Coordinate tutorials and counseling sessions
• Provide positive incentives and celebrations for student success

This internally-designed intervention program is for students who consistently demonstrate poor attendance, behavioral issues, and/or producing low grades. It is a pilot dropout intervention program study that implements educational activities within the traditional school setting to improve students’ overall academic and social behaviors in school. The CC&CS Pilot Intervention Program was designed to restore and develop needed skills, allowing each individual student the ability to discover the behaviors that would empower them to continue and complete high school.

Research Questions

RQ1: How would the CC&CS Pilot Intervention Program among the targeted ninth-grade African American student population enrolled at a select metro-Atlanta high school impact student grade promotion?

RQ2: How have students’ perceptions related to their school learning environment among the targeted ninth-grade African American students enrolled at a select metro-Atlanta high school, changed before and after one quarter of implementing the CC&CS Intervention Program?

RQ3: How has the average number of attendance days among the targeted ninth-grade African American students enrolled at a select metro-Atlanta high school changed from the group of students who did not participate after
one quarter of implementing the CC&CS Pilot Dropout Intervention Program?

RQ4: How has the average number of discipline referrals among the targeted ninth-grade African American students enrolled at a select metro-Atlanta high school changed from the group of students who did not participate after one quarter of implementing the CC&CS Pilot Dropout Intervention Program?

RQ5: How has the number of failed courses on student progress reports among the targeted ninth-grade African American students enrolled at a select metro-Atlanta high school changed from the group of students who did not participate after one quarter of implementing the CC&CS Pilot Dropout Intervention Program?

RQ6: What are the perceptions of the support staff regarding the CC&CS Pilot Dropout Intervention Program after working among the targeted ninth-grade African American students enrolled at a select metro-Atlanta high school after one quarter of implementation?

**Significance of the Study**

As an educational leader, the traditional public high schools have allowed students to fail while the focus remains on high academic achievement and proficient school ratings. The College Career Readiness Performance Index (CCRPI), state school accountability metric, is used in the state of Georgia to measure student and school achievement. The Index measures student growth within the students’ academic peer
groups, while rating the overall school climate (Georgia Department of Education, 2018). The CCRPI assessment of all local schools is intricate and calculates critical data points to provide each school district with a passing score or a score that will require regular monitoring from the state in the following areas: (a) School Climate (which examines Student Perception and Discipline), (b) Attendance, (c) Passed Courses, (d) Promotion, and (e) Support and Staff Perception.

In the meantime, as school leaders compete to accomplish numeric victories and making their schools appear proficient, several ninth-grade African American students are still left behind. A school’s graduation rate could score below 40%, yet if the school’s other “achievement points” within other areas are substantial, this would camouflage the major issue; the increase of ninth-grade African American students who do not complete high school, which causes a continuous decline in the school’s graduation rate.

Summary

According to the Office of Georgia School Reports, there are a total of 207 school systems in the state of Georgia; 82 of those systems’ demographic statistics indicate that more than half of the student population is African American (Georgia’s Office of Student Achievement, 2018). Therefore, 40% of the students are faced with lower graduation rates, college enrollment, and college readiness than their peers who are white. The CC&CS Intervention program was implemented to measure the students’ progress in the selected variables.
CHAPTER II
LITERATURE REVIEW

Introduction

In the state of Georgia, not every student is college-bound, yet the direction from the traditional high school programs tend to view this concept as an “alternative” issue in which many of these students are labeled “at-risk” (Stone & Engel, 2007). Instead of focusing on what would work for students who may not be interested in college, these students are placed in other learning facilities, such as alternative schools or General Education Development (GED) programs, which assist students after they have already failed. While removing students who are not on track with the curricula, several schools’ main approach is to direct students on the path of college, hence the College Career Readiness Performance Index (CCRPI). Although CCRPI does observe the data from the Career Technical programs, such as work-based learning, it factors into the schools’ overall ratings under a very small percentage. Following are the six components listed: (a) Content Mastery, (b) Post-Secondary Readiness, (c) Graduation Rate, (d) Student Progress, and (f) the Closing Gap of Achievement, which is a breakdown of how each public school is scored in the state of Georgia. The items emphasize advanced course work and high performance in regards to the state’s content standards. These areas must be met in order for the school to receive the majority of the points that would regard the school as proficient (Georgia Department of Education, 2018):
Content Mastery = 20 Points Total

- EOC & EOG assessments only
- Students must score at the following levels: Developing, Proficient, Distinguished
- 95% or more of the population must test

Postsecondary Readiness = 15 Points Total

- Percentage of graduates who have earned a national industry credential
- Percentage of graduates passing a Fine Arts Pathway
- Percentage of graduates completing a World Language Pathway
- College Dual Enrollment without remedial or learning support
- ACT Score of 22 or higher
- SAT Writing 480 or higher and SAT Math 530 or higher
- AP Exams scoring 3 or higher
- Percentage of graduates with accelerated courses; MOWR-(Move on When Ready), Advanced Placement or International Baccalaureate
- Percentage of students scoring 1275 or higher Lexile on EOC American Lit.
- Percentage of students scoring at levels of Proficient & Distinguished
- Percentage of students missing fewer than 6 days of school for the school year
- Percentage of graduates completing a Work-Based learning program
  - Pathways include Gifted and AP courses (percentages are based upon typical or expected growth calculated by the state)
Graduation Rate = 15 points

- 4-year Graduation Cohort
- 5-year Graduation Cohort

Student Progress = 40 points

- Percentage of students earning typical or high growth, comparing students in same group from last school year

Closing Gap = 10 points

- Gaps are based upon the school’s students scoring at bottom 25% and the state’s average

Challenge Points / (Exceeding the Bar Points) = 10 points (based upon the 2018 draft, this category is now embedded into the other categories)

- Percent of students earning credit in a Physics course
- Percent of first-time ninth graders with disabilities earning 3 or 4 Carnegie units in 3 or 4 Core Areas and scoring Developing or Higher on all EOC exams
- School is STEM certified
- Percent of ELs who move up on a Performance Band on ACCESS Testing
- Percent of graduates earning 3 or more World Language credits in the same language
- Percent of teachers using the SLDS (State Longitudinal Data System) # of clicks
• Innovative Practice for improving Student Achievement
• Research-Based practice used to improve school climate

**CCRPI Overall Points: 110**

**Accountability**

Georgia’s CCRPI categories are examined to determine how a school meets a proficient rating, focusing on overall academic achievement. Achievement for Georgia schools entails more than content mastery and passing grades. Other factors such as attendance, discipline, school climate and perception, and the graduation rate are also major components.

This study’s motivation is to examine how a school’s CCRPI score can be improved by targeting the population responsible for the stagnation of progress points. The CC&CS Intervention Program implements strategies that have been researched to target and address the factors that cause retention and higher dropout rates for ninth-grade African American students. Research studies concluded that the difficulties of transition for most ninth-grade students heavily affect those students who already suffer from attendance, discipline, and academic problems. Many of these students perceive that high school is too challenging or alien and believe they cannot succeed. These feelings are often exacerbated in students with behavior problems and poor social skills (Wardwell, 2007). If the state public schools are setting the criteria to only engage students with college-preparation based from the CCRPI assessment tool, then this would automatically eliminate several, incoming ninth-grade students who enter high schools with academic deficiencies (Talley, 2012). This selected group of students has been
shown as “falling behind,” and has been tracked as showing minimal, academic growth during their freshman year.

Eighty-two school systems in the state of Georgia are composed of schools where the majority of the population is predominately African American (Georgia Department of Education, 2017). According to the Georgia School Reports, school districts in the state of Georgia that have populations of African Americans over 60%, encountered the following trends from 2014 to 2016 (Governor’s Office of Student Achievement, 2018):

- The 4-year graduation rate is under 72%
- The College Enrollment is under 62%
- The College Readiness is under 49%

In this section, the researcher examined the independent variables as they relate to the dependent variable.

**Students’ Perception of High School**

Many African American students believe that the American Dream was not meant for them. African American parents tend to teach their children to strive for the “American Dream” and adhere to social rules of conduct, but they also teach them to be careful and vigilant. This perpetuates cultural dissension and an atmosphere of mistrust (Lynch, 2008). Tyack (2007) investigated these attempts historically around three major themes: unity, diversity, and democracy, taking into account broad social forces, educational ideologies, and the daily lives of individuals that shaped the motives and objectives of public education. Americans have always attempted to create civic-cohesion through education in a socially, diverse, and contentious democracy (Tyack, 2007). The
search for unity and consensus has been demonstrated in the expectation of schools to produce homogenous and patriotic citizens, however, was filled with challenges and dissent. Tyack stated that the writers of history books tried to instill patriotism in students by teaching a master narrative, avoiding, and neglecting controversial issues. The rationale to create homogenous Americans out of a socially, culturally, economically, politically, has created challenges, such as racism and unequal education. “Nobody ever really measures what the children really know. They have knowledge and skills that don’t show up on standardized tests – important knowledge and skills, the kind of stuff that can mean the difference between life and death” (Ladson-Billings, 2013, p. 112).

School diversity research indicates that the system of American education has created negative outcomes (e.g., decreases in self-esteem and academic motivation), which occur for a number of African American students, due to the curriculum and instructors that do not reflect them. A study investigated race as a variable in 6th- and 11th-grade students’ psychosocial adjustment (e.g., perceptions of difficulty and connectedness to school). Results suggested differences by race for feelings of connectedness in middle and in high school. African American students perceived middle school and high school significantly more difficult than Caucasian and Latin American students ((Rymes, 2001). Instead of surrendering to the typical standards of a school environment, which many African American students view as cruel and oppressive, some students end up rejecting European American speech patterns and devaluing high academic achievement, therefore, unintentionally limiting themselves (Lynch, 2018). On the other hand, there are African American students who respond in the opposite way. These high-achieving students cite their awareness of racism and
prejudice as a motivation to do extremely well, thus preparing themselves to fight these evils. Many African American males refuse to assimilate into the dominant culture, but feel as though it is needed. This proves that it is a disadvantage to allow African American students the opportunity to attend a school and never acknowledge their culture, or create a sense of acceptance (Lynch, 2018).

**Attendance**

Student Attendance is critical and according to the Georgia state law (HB 1190), schools must have an attendance protocol instituted to address truancy concerns. Student attendance must be improved by reducing the number of absences and late arrivals, so that instructional time is maximized for effective teaching and learning practices. According to the 2015 Georgia CCRPI, overall state achievement indicators’ data, only 62% of students missed fewer than 6 days of school (Georgia Department of Education 2017). When students find a reason to go to school and that reason meant that they could assist in building their own, individual, unique curriculum, based off of their personal talents and interests, then they would achieve more academically and socially, building the confidence needed to become assets in the community (Littky & Grabelle, 2004).

**Discipline**

It is no secret that the majority of those incarcerated in the nation’s prisons are primarily young African Americans. The discipline issues within traditional public schools that are dominated by African Americans are frequently the results of the inability to overcome the risk factors of single-parent homes, poverty, failing academic courses, and cultural gaps (Lynch, 2018). As vulnerable young people begin to feel
confused and alienated by the world around them, they seek physical and emotional control in the only ways they believe are available to them; violence, crime, and anger (Kwalwasser, 2012). Research shows that African American students are disciplined more often and receive more out-of-school suspensions and expulsions than white students. A 2009-2010 survey of 72,000 schools (kindergarten through high school) shows that while black students made up only 18% of those enrolled in the schools sampled, they accounted for 35% of those suspended once, 46% of those suspended more than once, and 39% of all expulsions. Overall, black students were three and a half times more likely to be suspended or expelled than their white peers (Malloy & Hawkins, 2010).

To decrease the disparities of school discipline among African American students is to adopt more restorative-justice practices. This is a practice that prevents students from being quickly punished and expelled, but allowed to reflect on their behavior and respond to their misconduct, with the goal of repairing harm done and restoring relationships among those affected (Franklin, Harris, Allen-Meares, 2009). This approach offers a humane response that can shrink the school-to-incarceration pipeline that has become increasingly more common in many cities and states. This research implies that the development and maintenance of authentic, caring relationships with students can help dramatically reduce disciplinary infractions (Griffin, 2002).

**Failed Courses in Traditional Public Schools**

The high academic failure rate among African Americans can means one of two things: African American students cannot learn or primary and secondary schools,
parental choices, black student attitudes, and cultural values regarding education are not conducive to what young African Americans need for academic excellence (Fager & Richen, 1999). Conventional wisdom explains black underperformance as a result of “societal and school factors” such as black poverty, white racism, and a Eurocentric pedagogy thought to be inappropriate for black students. While not dismissing the importance of these factors, researchers should pay more heed to “community factors” such as “the ways minorities interpret and respond to schooling.” It is suggested that the most effective way to improve black performance in schools lies not in the radical transformation of American society but in the black community changing its own approach to education (Holland, 2010). Traditionally, African Americans have been labeled as intellectually inferior to other races. As a result, the culture began to collectively doubt their intellectual ability and began to associate scholarly achievement with “acting white.” This leads many African Americans to behave as though “school” and “black” are incongruous. This belief has effectively permeated the culture and cognitively debilitated its members. These truths are at the root of anti-intellectualism. What is most troubling is the fact that black student achievement is a problem among all classes of African Americans (Ladson-Billings, 2013) (see Figure 1).

**Support Staff Perception of CC&CS Dropout Intervention Program**

The perspective of the support staff was examined to determine the value and success of the researcher-designed, CC&CS Dropout Intervention Program. Since the program was designed to be incorporated within other schools, it is essential to project the experience from the support needed to operate the program.
The black-white achievement gap, based on the 2013 National Assessment of Educational Progress, remain unacceptably large, not much smaller than those identified by the Coleman Report for 1965. Progress in closing the gaps outside of the South has been largely disappointing.

**Figure 1.** The black-white achievement gap.

The success of school improvement thus rests squarely on teachers as they participate in the process (Liao, 2002). In considering the support staffs’ perceptions of student performance and measured performance, while incorporating CC&CS, all participants reviewed the data of the students before and after the implementation of the program. Past examination results, present classroom performance, and comparisons with other students are often used in perceiving performance (Liao, 2002). Performance in this study relates to measured outcomes using an objective tool, whereas perceptions do use objectivity, combined with subjective criteria. The support staff perception data were collected using interview questions which were the same questions for each participant interviewed (Liao, 2002).
Summary

While it is known that African Americans make up a distinct racial group, the acknowledgment that this racial group has a distinct culture is still not recognized. It is presumed that African American children are exactly like white children, but just need a little extra help (Ladson-Billings, 2013). Programs should attempt to capitalize on students’ individual, group and cultural differences. These programs see the differences as strengths on which to base academic achievement. When schools support their culture as an integral part of their school experience, students can understand that academic excellence is not the sole province of white middle-class students (Lynch, 2018).
CHAPTER III
THEORETICAL FRAMEWORK

Introduction

This study examines the impact of a high school dropout intervention program, designed by the researcher, to view its effects on student perception, attendance, and discipline, the number of failed courses, grade promotion, and support staff perceptions. The theoretical framework encompasses the study through the following theories: critical race theory (1980s) and Maslow’s hierarchy of needs (1943, 1954).

Theory of Variables

The critical race theory (CRT) was applied to education within the studies of Tyrone Howard who examined the treatment for African American males in PK-12. The findings were unanimous as he found that instances of “racial macroaggressions,” which are subtle but harmful forms of treatment such as put-downs, ignoring black students’ accomplishments, or treating black students as incompetent. Based on this analysis, Howard (cited in Zamudio, 2011) suggested implications for testing and disciplinary policies that persistently penalize African American students. CRT regards race and racism as factors that should be examined first.

When African American students are affected by the racial injustices, academics are not a priority as poverty, crime, and poor health can deter families from school
Zamudio, 2011). This is the concept of the critical race theory: the achievement gap focuses on reporting the differences in how other races perform in comparison to African Americans; yet, the racial injustices behind why African Americans perform at a lower level is never discussed. In this case, the state of Georgia utilizes the CCRPI assessment tool which places emphasis on content mastery through norm-referenced state examinations, comparing the performances of African Americans to different racial groups. Until the race of African Americans is addressed, which will identify the root of the disparities caused by racism, the achievement gap will never go away (Ladson-Billings, 2013). The critical race theory frames this study in the following aspect: the selected school for the high school dropout intervention study completed a Comprehensive Needs Assessment (CNA) report for the Georgia Department of Education which highlights the challenges that the school cannot control. One of those challenges addresses the low socioeconomic factors that have consistently inhibited the progress for an improved graduation rate among African American students. Although the selected metro-Atlanta high school piloting the CC&CS Dropout Intervention Program has consistently received Title 1 funding for the past 10 years to improve academic deficiencies, the promotion and graduation rate has not improved for African-American students (Georgia Department of Education, 2017).

Maslow’s hierarchy of needs is a motivational theory in psychology comprising a five tier model of human needs, often depicted as hierarchical levels within a pyramid. Maslow stated that people are motivated to achieve certain needs and that some needs take precedence over others. Physical survival is the most basic need, and from there, the
behavior is motivated (see Figure 2). This proceeds to higher levels of motivation (Gawel, 1997).

![Maslow's Hierarchy of Needs](image)

*Figure 2. Maslow’s hierarchy of needs.*

By addressing the needs of the students, Maslow’s hierarchy of needs theory supports the researcher-designed high school dropout intervention program by incorporating positive incentives that will motivate students to stay focused on their academics. Many students who face challenges in their home life may have disparities, as motivation is essential for students who are in need of remaining on track (Cooper, 2008). The CC&CS Intervention Program utilizes a reward system so that students learn self-motivational tactics to complete their required goals. Improving study habits will fundamentally increase academic performance and providing rewards for the outcome can assist in this endeavor. Students who receive positive incentives and rewards for student achievement can view school as a building block in achieving success (Gawel,
1997). Maslow’s hierarchy of needs can provide teachers a reminder and framework that our students are less likely to perform at their full potential if their basic needs are unmet (Tileston, 2010).

The two theories previously mentioned is a correlation to how this researcher-designed high school dropout intervention program study was conducted. The selected ninth-grade at-risk African American students responded to survey questions that addressed students’ perceptions regarding their race and self-motivation. The dependent variable provided information as to how the researcher-designed dropout intervention program affects the variables within the study.

**Definition of Variables**

**Dependent Variable**

The study’s dependent variable is the Cultural Check and Connect (CC&CS) Sessions Pilot Dropout Intervention High School Program. The Cultural Check and Connect Sessions Intervention Program is a pilot high school dropout intervention program designed by the researcher to establish a new-found perspective for “at-risk,” African American, ninth-grade repeaters, so that they learn the importance of perseverance and the ability to develop cultural self-awareness that will improve their chances for grade promotion. The researcher created this dropout intervention program for students who consistently demonstrate poor attendance, behavioral issues, and/or low grades.
Independent Variables

Student Perception is defined, for the purpose of this research, as how the ninth-grade student participants within the intervention program view or feel about their current school.

Attendance is defined as the average number of reduced absences during the academic week. All of these participants have chronic absences and tend to skip classes frequently.

Discipline is defined as the average number of reduced referrals provided on a monthly basis for each student. At this high school, the discipline protocol is one of progressive disciplinary procedures before the student actually receives a referral.

The Number of failed courses for quarterly progress reports: Each of the students selected for the intervention program has failed a minimum of two courses for each of the quarterly progress reports. Due to the implementation of the 90-minutes course, the progress reports are issued every 4.5 weeks. This variable is based on the average number of failed courses.

Support Staff Perception: This term is defined as the evaluative feedback from the two staff support participants who assisted the researcher. The CC&CS Dropout Intervention Program is new and was utilized for the first time.

Relationship among Variables

Figure 3 shows the relationship among the study’s independent and dependent variables.
**Limitations of the Study**

The limitations of this study are as follows:

1. The study only focused on a select group of students at one school.
2. The sample size was not a stratified random sample.
3. The CC&CS Pilot Dropout Intervention Program was only implemented for 1 quarter, which is 5 weeks.
4. The study was the first implementation of the research-designed dropout intervention program.
5. The researcher and support staff participants are affiliated with the school as employees.
6. There are only 2 support staff participants in the study.

7. There was no feedback from the selected students’ scheduled classroom teachers to provide information regarding the students’ disposition before and after the implementation of the dropout intervention program.

**Summary**

Chapter III provided an overview of the theoretical framework of this study. This framework focused on two theories: Critical race theory (1980s) and Maslow’s hierarchy of needs (1943, 1954). The critical race theory (CRT) was conceptualized from the work of Derrick Bell and Alan Freeman, as they were deeply concerned over the slow pace of racial reform in the United States. The theory challenges the idea that laws and institutions are racially neutral, holding that claims of neutrality mask white privileges and power. For decades, the educational system for African Americans has been unequal and unfair, as the achievement gap has been unsettling and impossible to close due to the injustices of a white-supremacist society (Ladson-Billings, 2013). Maslow’s hierarchy of needs theory is a direct correlation to how African Americans are treated and motivated within classrooms. In addition to providing a framework for the study, the researcher also provided information on how the theories are interwoven within the independent and dependent variables.
CHAPTER IV
RESEARCH METHODOLOGY

Introduction

The CC&CS Pilot Dropout Intervention Program was designed by the researcher to provide schools with a new, alternative method that targets African American, ninth-grade repeater students who are considered “at-risk” of becoming high school dropouts. As the state of Georgia evaluates local school districts by using the CCRPI assessment tool, the criteria is set high to improve overall student achievement. However, ninth-grade African American students have consistently fallen behind in the areas of academics, attendance, behavior, and graduation, which impact the CCRPI score rating of an individual school. The CC&CS Pilot Dropout Intervention program provides support to reshape students’ cultural habits and behaviors, while utilizing more motivational strategies as to how it is possible to achieve success in grade promotion, despite the limited exposure within the home and in their neighborhoods.

Research Design

The approach to the findings was done using a mixed method, combining a quantitative, quasi-experimental design, and qualitative studies. A quasi-experimental design involves selecting groups, upon which a variable is tested, without any random preselection processes (Creswell & Creswell, 2018). The researcher did not randomly
assign groups and had to use ones that were naturally formed or pre-existed. Identified groups exposed to the treatment variable were studied and compared to groups who were not. A control group consisted of subjects who closely resembled the treatment group in many demographic variables, yet there was no interaction during the study. Therefore, the control group served as a comparison group when the program results were evaluated (Creswell & Creswell, 2018). Qualitative research is designed to reveal the targeted audience’s range of behavior and the perceptions that drive it with reference to specific topics or issues (Creswell, 2007). Combining both quantitative and qualitative research, a mixed-method study was conducted; the process consisted of posing a research question, collecting and analyzing data, and interpreting results (Creswell & Creswell, 2018). As the researcher-designed program was executed, the information was gathered through a quantitative quasi experimental design by comparing student data from both the selected students and the control group. The qualitative analysis method occurred with the use of student surveys and staff interviews.

For this study, the selected students who experienced the dropout intervention program are referenced as Group A. The control group, which consisted of the students who did not experience the dropout intervention program, is referenced as Group B. Group A and Group B had the following traits:

- ninth-grade, African American students
- 3 or more semesters behind
- 10 or more unexcused absences
• 3 or more discipline referrals
• 2 or more failed courses on Progress Reports

The timelines for this study were quarter-length terms. A quarter consists of five weeks. Quarter 1 is referenced as the 5-week term, where Groups A and B did not undergo the intervention program. Quarter 2 is referenced as the 5-week term where Group A participated in the intervention program. Quarter 1 and Quarter 2 were both compared to identify any differences that had occurred among Groups A and B as a result of the CC&CS Pilot Dropout Intervention Program. These differences were identified within the following variables: attendance, discipline, and progress reports. This student data were stored inside of the selected school’s database, Infinite Campus.

The results from this researcher-designed, mixed method study can determine the continuation and the permanent implementation for traditional public schools. The data can also support and provide evidence of improving the educational success of promotion for all students who are in need of an “alternative” setting. The dropout intervention program can also be utilized to provide supportive strategies that could be implemented in conjunction with other school incentives.

**Description of the Setting**

Research for this study took place at a Title 1 high school in the metro-Atlanta area. The selected school’s mission and purpose are to provide a structured and rigorous learning environment which will lead students into postsecondary education. The school resides in a neighborhood that has a high level of poverty, as the median income is $34,287; one out of every three households is affected by alcoholism or some form of
substance abuse (Data USA, 2018). The community has a population of 7,554. The racial and ethnic composition of the population is 13.6% white (13.1% non-Hispanic white), 58.4% black or African American, 0.2% Native American, 4.8% Vietnamese, 16.8% Asian, 2.1% other, 4.1%, from two or more races, and 2.8% Hispanic or Latino of any race. Within this metropolitan area, the overall crime rate is 49% higher than the national average. For every 100,000 people, there are 11.64 daily crimes that occur (Data USA, 2018).

Sampling Procedures

The selected cohort, students who participated in the researcher-designed dropout intervention program - Group A, consisted of 40 African American students. The data from the control group (Group B), which were students who did not participate in the study, also consisted of 40 African American students. A control group is a group that does not participate in the study but provides reliable baseline data to compare the results of the participants who do partake in the research (Lavrakas, 2008). The results from Group A were compared to Group B at the end of the study. Both groups were selected and were not randomly sampled; therefore, all participants had the same traits. The traits from both groups of students were the following: 10 or more unexcused absences, 3 or more discipline referrals, failed courses on progress reports, and have repeated the ninth grade.

Working with Human Subjects

The researcher received approval to conduct the study from DeKalb County Schools and The Institutional Research Board (IRB) at Clark Atlanta University.
Instrumentation

Instrumentation is a term that researchers utilize to measure variables or items of interest in the data-collection process (Creswell, 2007). For this researcher-designed, pilot dropout intervention program, the researcher utilized surveys as an instrument to capture students’ perceptions of the school. Reliability, also known as internal consistency, refers to the degree that a set of survey questions measure a similar characteristic to look for survey scales that meet at least the acceptable threshold of internal consistency (Creswell, 2007). The surveys, which were only completed by Group A, helped to streamline students’ perceptions of their school’s learning environment before and after the implementation of the dropout intervention program. The surveys consisted of statements that related to the students’ classes, peers, and teachers. The data within Quarters 1 and 2 for Groups A and B were provided from the school’s database, *Infinite Campus*, to analyze the students’ attendance, discipline, and progress report grades. Interviews were conducted for the support staff participants after the implementation of the CC&CS Pilot Dropout Intervention Program in order to obtain their perception and feedback of the program, overall. The feedback from the support staff participants also assisted with the evaluation and analysis of what could be strengthened or developed for future use and studies (Yarbrough, 2011).

This researcher-designed dropout intervention program study obtained its data and information through mixed methods (quantitative, quasi experimental, and qualitative analysis), which included student records, surveys, and interviews. Examining the results of the surveys, student records, and staff feedback helped the researcher understand other
factors that would have affected the students’ ability to pursue goals with obstacles and challenges (Borgen & Borgen, 2014). These issues were observed through the lenses of the following theories: Critical race theory and Maslow’s hierarchy of needs.

Participants/Location of Research

The African American, “at-risk,” ninth-grade participants were selected for the study at a metro-Atlanta public high school. The students were selected based upon the following criteria:

- Ninth-grade, African American students
- 3 or more semesters behind
- 10 or more unexcused absences
- 3 or more discipline referrals
- 2 or more failed courses on Progress Reports

These students’ school is also the researcher’s place of employment which allowed access to the students’ attendance, discipline, and progress report data. Two support staff participants were included and they provided their feedback on the CC&CS Pilot Dropout Intervention Program. One support staff participant, Support Staff Participant #1, was assigned to assist with the program’s academic and instructional support. The skills and background knowledge for Support Staff Participant #1 consisted of literacy strategies for content development. The other support staff participant, Staff Participant #2, was assigned to assist with the program’s mentorship and resource support. The skills and background knowledge of Staff Participant #2 consisted of social work, law enforcement, and community outreach management. Although, the support staff specialized in specific
areas, the researcher, Staff Participant #1, and Staff Participant #2 worked collaboratively during the implementation of the program.

**Data Collection Procedures**

1. The researcher began the research process by first obtaining permission through the university, IRB, and the selected school.

2. Selected the students who fit the criteria for the study: Group A (the student participants), and Group B (the control group); *Infinite Campus*, the selected school’s database, was used to retrieve the students’ attendance, discipline, and progress report data.

3. After both Groups A and B were identified to fit the criteria for the study, the support staff participants were selected based upon the individual skills that would assist with the dropout intervention program. There were two staff participants selected (Staff Participant #1 and Staff Participant #2).

4. The researcher distributed the Participant Consent Forms (Appendix A and Appendix B) to Staff Participant #1, Staff Participant #2, and Group A. The forms were signed by all of the selected participants, granting the researcher the approval to allow them to participate within the study.

5. Before Staff Participant #1 and Support Staff #2 distributed and facilitated the student surveys to Group A, the researcher discretely placed a number on the survey that ranged from 1-40, based on the Data Collection Template) to identify the students’ responses for any changes and connections relative to their perception, attendance, discipline, or progress report grades.
6. The school database, *Infinite Campus*, was used to provide Groups A and B’s attendance, discipline, and progress report data that occurred during the Quarter 1 term. Quarter 1 took place before the implementation of the dropout intervention program, as no groups had undergone the dropout intervention program. This data were collected using the researcher-designed *Data Collection Template* (See Appendix C). The Quarter 1 data were used as the baseline study.

7. The CC&CS dropout intervention program was conducted during the start of the Quarter 2 term for Group A only. After the implementation of the program, which was at the end of the Quarter 2 term, Group A’s attendance, discipline, and progress report data were collected on the researcher-designed *Data Collection Template*.

8. Groups A and B’s attendance, discipline, and progress report data during Quarter 1 were compared to their attendance, discipline, and progress report data during Quarter 2. This was done to see the changes that had occurred during Quarter 2 for Group A as a result of them participating in CC&CS dropout intervention program.

9. After the implementation of the dropout intervention program, Group A was provided with the same student perception survey taken before the start of the program to show that the students’ perceptions of their school had changed as a result of their participation.
10. The researcher individually interviewed each support staff participant to obtain the feedback after the program was completed.

11. The student surveys, data, and staff support interviews were collected and analyzed after the study to report the findings and conclusions.

**Standards for Educational Program Evaluation**

Evaluation is a process that systematically and critically examines a program. It involves the process of collecting and analyzing information about the program’s activities, characteristics, and outcomes. Its purpose is to make judgments for improvement, its effectiveness, and the ability to inform programming decisions (Yarbrough, 2011). While the researcher piloted the dropout intervention program, the study also evaluated the program’s effectiveness through the variables of student perception, attendance, discipline, academics, and staff perceptions. These evaluation methods were used based upon the process designed from the Joint Committee on Standards for Educational Evaluation.

The Joint Committee on Standards for Educational Evaluation developed its third edition of Program Evaluation Standards. The 30 standards are organized into five groups corresponding to key attributes of educational evaluation: utility, feasibility, propriety, accuracy, and accountability. The Standards provide guidance on when to evaluate, how to select evaluators, communication and technical issues in planning, designing, and managing evaluations (Yarbrough, 2011).
Utility Standards

The group of “utility” standards addresses “use” and the usefulness of program evaluations. They describe evaluator credibility, evaluation purpose, and the need to attend to multiple audiences simultaneously, before, during, and after evaluation takes place. Judgments about an evaluation’s utility determine which program stakeholders find evaluation processes and products valuable in meeting their needs. On-site evaluation teams should have experience in holistic, or what is sometimes called value added, or mixed-methods methodologies (Yarbrough, 2011).

Educational Evaluation

On-site teams may use tools such as data analysis, in-depth interviews, focus groups, student, parent, teacher, and staff surveys, document review, curriculum analysis, student work analysis, classroom observation, strategic planning, professional development, and training. Evaluation team members are carefully selected based on qualifications, selection guidelines, and team responsibilities that assist in providing context and producing value as a part of the evaluation (Yarbrough, 2011).

Program Evaluation Methodologies

Evaluations are more credible and useful if members of the evaluation team have experiences in a variety of settings that were conducted for different purposes (Liao, 2002). Examples of other settings and purposes might include school accreditation, state standardization, district improvement, program improvement, school or program closure, audit or compliance. Diverse experience in educational organizations in combination with experiences in program evaluation provide the evaluator sets of generalizable
principles that generally lead to more purposeful questioning and investigation of what is going on in the program. Methodologies used in school evaluations, especially alternative school program evaluations, can include either quantitative or qualitative tools which are perceived useful to the school, district, and the state. For the CC&CS Dropout Intervention Program which was designed by the researcher, quantitative and qualitative data were gathered and described as the following:

**Mixed Method Information for District/State Policy-Level Program Evaluation**

- Test scores
- Retention rates
- Attendance figures
- Dropout rates
- Per-pupil expenditure
- Teachers’ salaries
- Documents
- Teacher-pupil ratios
- Interviews
- Percentage of students on free and reduced lunch
- Enrollment figures
- Observations
- Audio Visual Materials
- Percentage of teachers with master’s degrees (Fowler, 2014)
Evaluator Competencies

Credible evaluators could be described as good researchers with the ability to communicate effectively, attend to multiple problems at once, and manage multidimensional projects successfully. Schools considering making use of program evaluation would do well to consider “evaluator competencies” and domains. Following are the descriptions.

Evaluator Competencies Derived from Standards

Professional Foundations and Competence:

- Communicate accurately and effectively
- Observe ethical standards
- Obtain and maintain needed skills
- Understand evaluation background and history

Professional Responsibility, Integrity, Accountability

- Accurately represent skills
- Disclose conflicts of interest
- Negotiate honestly
- Communicate accurately and fairly
- Understand politics

Respect for People

- Use informed consent
- Maintain confidentiality
- Maximize benefits and reduce harms
• Communicate respect for stakeholders
• Understand multicultural and cross-cultural aspects

Social Responsibility
• Consider wider implications and side effects
• Recognize obligations for public good

Evaluation Understanding and Practice
• Understand and use alternative evaluation theories, models, and approaches
• Focus the evaluation
• Work with stakeholders to determine evaluation questions
• Understand and use program theory or logic modeling
• Communicate and report progress and results
• Ensure use of findings
• Evaluate the evaluation (i.e., conduct a meta-evaluation)
• Build and sustain support for evaluation to build organizational capacity for evaluation

Research Skills
• Develop or select an evaluation design
• Develop appropriate data collection instruments and procedures
• Use appropriate data collection methods
• Understand and use appropriate sampling methods
• Use appropriate qualitative and quantitative analysis procedures
Project Management Skills

- Plan and negotiate the evaluation
- Develop, plan for, and manage communications
- Develop, plan for, and manage the budget
- Develop, plan for, and manage the schedule (Russ-Eft, 2015)

Current practice varies with regard to school district attention to evaluator competencies, but in most cases, district or school administrators conduct a school visit once a year with the compliance tool provided by the state. The evaluation of school programs need to account for the students, curriculum, and teaching. Evaluation is best conducted with the involvement of both internal and external stakeholders in a process where practitioners and stakeholders come to consensus about the program’s strengths and needed improvements (Liao, 2002). The outcomes and processes should be agreed upon and contextually designed to meet the needs, so that staff may make use of the evaluation. The tools used in the evaluation process must be complex enough to capture identified characteristics, yet simple enough to be valid and understood.

Program evaluation must access fidelity to the school’s vision and the school’s effect on student learning. An effective evaluation should evaluate fidelity to the program’s design and assess its impact on student learning (Liao, 2002). Some of the most innovative and successful programs may employ practices that are not conventional or commonly understood and thus are difficult to evaluate. In these situations, it is important that evaluators be prepared for diverse learning environments that are designed to serve unique student populations (Yarbrough, 2011).
Feasibility Standards

The group of “feasibility” standards attends to the degree of evaluation effectiveness. The feasibility standards are intended to ensure that the evaluation will be practical, realistic, prudent, diplomatic, and frugal. Feasibility addresses the effects of context, cultures, costs, politics, power and available resources. If annual intervention high school program evaluations are required, then school districts must find a way for them to be feasible. Most districts and schools that have limited spending budgets may not understand or weigh heavily the benefits of program evaluation, and as a result, do not seek to expend resources for professional evaluations. The best practices for development and evaluation are intended to contribute toward the National Dropout Prevention Center’s (NDPC) Fifteen Effective Strategies for School Improvement and Dropout Prevention, which includes Alternative Schooling as a Basic Core Strategy (Yarbrough, 2011).

Propriety Standards

The group of “propriety” standards depicts what is proper, fair, legal, right, acceptable, and ethical in an evaluation. These standards consider the rights of stakeholders and are intended to ensure that an evaluation will be conducted legally, ethically, and with due regard for the welfare of those involved in the evaluation, as well as those affected by its results (Yarbrough, 2011). Evaluators must attend to the perceptions of multiple stakeholders’ values or conceptions of what is fair, which can play a significant role in evaluation propriety. Although program evaluation does not always require a human subjects review, program evaluators and members of evaluation
teams need to remain aware of requirements in federal, state, or local district policies that would require permission from subjects prior to the evaluation or analysis of data (Yarbrough, 2011).

**Accuracy Standards**

The “accuracy” standards are intended to ensure that an evaluation will reveal and convey technically adequate information about the features that determine worth of the program being evaluated. They address bias, logic, and conclusions. The standards also describe validity, reliability, information management, design, analysis, and reporting, as it pertains to program evaluation. The standards call for clear and accurate documentation, the analysis in context to which the program exists, defensible information sources and accurate analysis of both qualitative and quantitative information that result in justified conclusions. The standards also point out how to minimize inconsistencies, distortions and misconceptions that can undermine accuracy in evaluations (Yarbrough, 2011).

**Accountability Standards**

The “accountability” standards, compiled by the Joint Committee on Standards for Educational Evaluation, refer to the context of program evaluation and not state, district, or school accountability. These standards refer to the responsible use of resources that produce value as a result of the evaluation. The standards require that evaluations fully document their negotiated purposes and implemented designs, procedures, data and outcomes. They call for both an internal meta-evaluation and external meta-evaluation (Yarbrough, 2011).
Summative and Formative Evaluation

There is utility in summative evaluation, but the majority of evaluations should be conducted on the formative happenings combined with summative outcomes of program activities (Liao, 2002). From the perspective of the state, it could be argued that summative evaluations, such as school report cards containing average test scores, attendance, and graduation rates, are designed to hold schools accountable, not the students. Evaluation planning must precede the actual evaluation. Formative evaluation methods are used over time to make accurate observations of what is actually happening. These methods enable evaluation teams to achieve better results, as they become aware of the context of the school’s program and the impact it may be making on students (Yarbrough, 2011).

Summary

This chapter reviewed the mixed methods utilized to conduct the study. As the program analysis was modeled to evaluate the researcher-designed pilot dropout intervention program, student data were reviewed from the school’s database to track previous and current attendance, discipline, and progress report grades. Students received surveys before and after the implementation of the intervention program, and the support staff participants were interviewed after the implementation of the program. The researcher-designed, dropout intervention program was implemented for a quarter (5 weeks) to show the impact on the variables: student perception, attendance, discipline, failed courses on progress reports, and the perception and feedback from the support staff participants.
CHAPTER V

DATA ANALYSIS

Introduction

This mixed methods study, combining a quantitative, quasi-experimental design and qualitative studies, included data collected from the selected school site’s database, Infinite Campus, student surveys, and the interviews from the support staff. The three components analyzed using the quantitative, quasi-experimental design consisted of obtaining the averages for attendance, discipline, and progress report grades. Within the selected school, the data from Group A were computed and compared to the data from Group B. This was done to see the impact on student perception, attendance, discipline, and progress report grades grade, as a result of the CC&CS pilot, researcher-designed, Dropout Intervention Program. Table 1 shows the method of the data collection.

Methods of Data Collection

The Cultural Check and Connect Sessions (CC&CS) Intervention High School Program

RQ1: How would the CC&CS Pilot Intervention Program among the targeted ninth grade African American student population enrolled at a select metro-Atlanta high school impact student grade promotion?
Table 1

Methods of Data Collection

<table>
<thead>
<tr>
<th>Research Questions</th>
<th>Research Method</th>
<th>Student Surveys</th>
<th>Infinite Campus: Attendance, Discipline, Academic Grades, Support Staff Interviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>R1: How have the student perceptions’ related to their school learning environment, among the targeted ninth-grade African American students enrolled at a select, metro-Atlanta high school, changed before and after one quarter of implementing the CC&amp;CS Intervention Program?</td>
<td>Qualitative</td>
<td>Table 2; Figure 1</td>
<td>Table 3; Figure 2</td>
</tr>
<tr>
<td>R2: How has the average number of attendance days among the targeted ninth-grade African American students enrolled at a select metro-Atlanta high school changed from the group of students who did not participate after one quarter of implementing the CC&amp;CS Pilot Dropout Intervention Program?</td>
<td>Quantitative</td>
<td>Figure 5; Table 9</td>
<td></td>
</tr>
</tbody>
</table>
Table 1 (continued)

<table>
<thead>
<tr>
<th>Research Questions</th>
<th>Research Method</th>
<th>Student Surveys</th>
<th>Infinite Campus: Attendance, Discipline, Academic Grades</th>
<th>Support Staff Interviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>R3:</strong> How has the average number of discipline referrals among the targeted ninth-grade African American students enrolled at a select metro-Atlanta high school changed from the group of students who did not participate after one quarter of implementing the CC&amp;CS Pilot Dropout Intervention Program?</td>
<td>Quantitative</td>
<td></td>
<td>Figure 6; Table 9</td>
<td></td>
</tr>
<tr>
<td><strong>R4:</strong> How has the number of failed courses on student progress reports among the targeted ninth-grade African American students enrolled at a select metro-Atlanta high school changed from the group of students who did not participate after one quarter of implementing the CC&amp;CS Pilot Dropout Intervention Program?</td>
<td>Quantitative</td>
<td></td>
<td>Figure 7; Table 9</td>
<td></td>
</tr>
</tbody>
</table>
The focus of this research was to consider if the CC&CS researcher-designed, pilot, dropout intervention program had any impact on grade promotion among ninth-grade African American students in a traditional high school setting. In order to do this, the researcher had to first implement a program that would target the common behaviors of students who are at-risk of becoming a high school dropout. The CC&CS Dropout Intervention Program would cater to the student to develop self-motivating habits that would accommodate their behaviors, both inside and outside of school. Studies have shown that when students engage in positive reinforcing habits with consistent support, they are more susceptible of achieving their goals (Suh & Suh, 2007). It is even taken further in many studies that when these positive strategies are implemented, students’
would improve their behaviors in the following areas: attendance, discipline, and academic course grades. When it is known that students have a purpose beyond high school, their motivation to complete school successfully, improves (Tilestone, 2010).

The Cultural Check and Connect Sessions (CC&CS Interventions) high school program seeks to establish a new-found perspective for “at-risk” African American students, so that they learn the importance of perseverance, and the ability to develop cultural self-awareness. The programs objectives are the following:

- Build a trusting relationship between the student and a mentor
- Provide support and advocacy for the challenges that the students may encounter
- Develop self-motivating strategies
- Teach Cultural history and identity to build self-esteem
- Coordinate tutorials and counseling sessions
- Provide positive incentives and celebrations for student success

This intervention program was designed for students who consistently demonstrated poor attendance, behavioral issues, and/or low grades. This program study carried out educational activities within the traditional school setting, in hopes to change the perspective of how the students view their success within school. The CC&CS Dropout Intervention Program’s purpose was to restore the academic and social foundations, allowing each individual student the ability to learn the needed skills and talents that would empower them to continue and complete high school.
The CC&CS Dropout Intervention Program selected 40 students that had undergone the following conditions:

- ninth-grade, African American students
- 3 or more semesters behind
- 10 or more unexcused absences
- 3 or more discipline referrals
- 2 or more failed courses on Progress Reports

The Instructional Structure

The Instructional and Learning Structures are composed in accordance to the local school.

- **The CC&CS Dropout Intervention Format**
- **5 Week Program: 2 Formats**
  - **Mandatory Sessions: “The CC&CS Days”**
  - Met 3 Times Per Week: Tuesdays, Wednesdays, and Thursdays
  - Taught Themed, Culturally Relevant Unit Plan with Current & Social Events
  - 1 Hour: 8:00-9:00am: During the selected school’s Extended Learning Time
  - Location: All participants met in the selected school’s auditorium
  - Breakfast snacks were provided
- **Optional Sessions:** “The Daily Check-Ins”
  - Accessible for all 40 students, Monday- Friday; throughout the school day
  - All 40 students could meet with the researcher and Staff Participants #1 and #2 as needed for support

- **Themed Culturally Relevant Unit Plan:** Topics (see Appendix E)

- **Week 1: Reading & ELA:** The Coldest Winter Ever: Video on Sister Souljah

- **Week 2: Science:** *Urban Kryptonite*; Documentary on African American Diet & Health

- **Week 3: Mathematics:** The African American Communities; Budgets & Economics: *Guest Speaker: Ms. Bibb*

- **Week 4: Social Studies:** The National Anthem: Colin Kaepernick; Social Media; Hip Hop Music

- **Week 5: Final Projects:** Presentation on Student Progress

**Mandatory Sessions: “The CC&CS Sessions”**

There was an average of 38 students who attended the CC&CS sessions each week. However, each of the 40 students participated, as the students who were present alternated throughout the sessions. The attendance varied from session to session. The selected students were scheduled to attend Tuesdays, Wednesdays, and Thursdays. The time was scheduled before the first block course, which is during the selected school’s extended learning time, operated from 8:00 a.m. to 9:00 am.
Table 2 shows the mandatory CC&CS Session schedule and student participation during the 5 weeks. The unit plan content themes are listed to show the instructional topics that were taught.

Table 2

**Mandatory Sessions: The CC&CS Days and Student Participation**

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Content</th>
<th>Cultural Relevant Topic</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Average Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Reading &amp; ELA</td>
<td>Coldest Winter Ever Novel</td>
<td>36 students</td>
<td>40 students</td>
<td>38 students</td>
<td>38 students</td>
</tr>
<tr>
<td>Week 2</td>
<td>Science</td>
<td>Urban Kryptonite</td>
<td>38 students</td>
<td>38 students</td>
<td>37 students</td>
<td>37 students</td>
</tr>
<tr>
<td>Week 3</td>
<td>Mathematics</td>
<td>Black Economics</td>
<td>38 students</td>
<td>40 students</td>
<td>40 students</td>
<td>39 students</td>
</tr>
<tr>
<td>Week 4</td>
<td>Social Studies</td>
<td>The National Anthem</td>
<td>40 students</td>
<td>39 students</td>
<td>37 students</td>
<td>38 students</td>
</tr>
<tr>
<td>Week 5</td>
<td>Final Presentations</td>
<td>Student Progress</td>
<td>40 students</td>
<td>36 students</td>
<td>36 students</td>
<td>37 students</td>
</tr>
</tbody>
</table>

Average: 38 Students

**Optional Sessions: “The Daily Check-Ins”**

Each support staff participant was utilized based upon their specialty and background. The skills and background knowledge for Staff Participant #1 consists of literacy strategies for content development. The other support staff participant, who is referred to as Staff Participant #2 was assigned to assist with the program’s mentorship and resource support. The skills and background knowledge of Staff Participant #2 consists of social work, law enforcement, and community outreach management. Group A met with Staff Participant #1 or Staff Participant #2 for brief check-ins, as needed, to voice any concerns or to obtain any needed support. After Group A met with the
assigned Staff Participants, the students would receive hallway passes back to their assigned classes.

The “Daily Check-In” was exclusive to assist with any topic, including mini-tutorials. The time that Group A received this support generally occurred during their scheduled lunch. Both Support Staff Participant #1 and Support Staff Participant #2 were very dedicated to this portion of the program, as they would incorporate other food items that the students could eat during their discussions or class work assignments.

Throughout different days of the 5 week quarter, all 40 of the students sought extra support as needed, in addition to the required CC&CS sessions that were held three times per week.

Table 3 and Table 4 display the data for the Optional Daily Check-Ins from each Staff Participant. A total number of 38 students had Daily Check-Ins.

Table 3

Support Staff Participant #1 Optional Daily Check-In Data

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 Topic: Attendance</td>
<td>Topic: Attendance</td>
<td>Topic:</td>
<td>Topic:</td>
<td>Topic:</td>
<td></td>
</tr>
<tr>
<td># of Students: 5</td>
<td># of Students: 4</td>
<td># of Students:</td>
<td># of Students:</td>
<td># of Students:</td>
<td></td>
</tr>
<tr>
<td>Week 2 Topic:</td>
<td>Topic: Teacher Concern</td>
<td>Topic: Attendance</td>
<td>Topic:</td>
<td>Topic:</td>
<td></td>
</tr>
<tr>
<td># of Students:</td>
<td># of Students: 3</td>
<td># of Students: 5</td>
<td># of Students:</td>
<td># of Students:</td>
<td></td>
</tr>
<tr>
<td>Week 3 Topic:</td>
<td>Topic: Testing</td>
<td>Topic:</td>
<td>Topic:</td>
<td>Topic:</td>
<td></td>
</tr>
<tr>
<td># of Students:</td>
<td># of Students:</td>
<td># of Students:</td>
<td># of Students: 3</td>
<td># of Students:</td>
<td></td>
</tr>
</tbody>
</table>
### Table 3 (continued)

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 4</td>
<td>Topic: Teacher Concern</td>
<td>Topic:</td>
<td>Topic: School Supplies</td>
<td>Topic:</td>
<td>Topic:</td>
</tr>
<tr>
<td></td>
<td># of Students: 1</td>
<td># of Students:</td>
<td># of Students: 1</td>
<td># of Students:</td>
<td># of Students:</td>
</tr>
<tr>
<td>Week 5</td>
<td>Topic:</td>
<td>Topic: Attendance</td>
<td>Topic:</td>
<td>Topic: Grades</td>
<td>Topic:</td>
</tr>
<tr>
<td></td>
<td># of Students: 8</td>
<td># of Students:</td>
<td># of Students: 2</td>
<td># of Students:</td>
<td># of Students:</td>
</tr>
</tbody>
</table>

Total Students Supported: 32
12 of the students were served by Support Staff Participant #2

### Table 4

**Support Staff Participant #2 Optional Daily Check-In Data**

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Topic: Medicaid</td>
<td>Topic:</td>
<td>Topic:</td>
<td>Topic: Clothing</td>
<td>Topic:</td>
</tr>
<tr>
<td></td>
<td># of Students: 2</td>
<td># of Students:</td>
<td># of Students: 1</td>
<td># of Students:</td>
<td># of Students:</td>
</tr>
<tr>
<td>Week 2</td>
<td>Topic:</td>
<td>Topic: Peer Conflict</td>
<td>Topic:</td>
<td>Topic:</td>
<td>Topic:</td>
</tr>
<tr>
<td></td>
<td># of Students: 5</td>
<td># of Students:</td>
<td># of Students:</td>
<td># of Students:</td>
<td># of Students:</td>
</tr>
<tr>
<td>Week 3</td>
<td>Topic:</td>
<td>Topic:</td>
<td>Topic: GED</td>
<td>Topic:</td>
<td>Topic:</td>
</tr>
<tr>
<td></td>
<td># of Students:</td>
<td># of Students: 2</td>
<td># of Students: 3</td>
<td># of Students:</td>
<td># of Students:</td>
</tr>
<tr>
<td>Week 4</td>
<td>Topic:</td>
<td>Topic: State ID</td>
<td>Topic:</td>
<td>Topic: Job Corp</td>
<td>Topic: Transportation</td>
</tr>
<tr>
<td></td>
<td># of Students: 1</td>
<td># of Students:</td>
<td># of Students: 4</td>
<td># of Students:</td>
<td># of Students: 1</td>
</tr>
</tbody>
</table>
Table 4 (continued)

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 5</td>
<td>Topic:</td>
<td>Topic:</td>
<td>Topic:</td>
<td>Topic: Field Trip</td>
<td>Topic:</td>
</tr>
<tr>
<td># of Students:</td>
<td># of Students:</td>
<td># of Students:</td>
<td># of Students: 2</td>
<td># of Students:</td>
<td></td>
</tr>
</tbody>
</table>

Total Students
Supported: 18

Qualitative Data Analysis

The qualitative analysis portion consisted of the student perception surveys and the staff support interviews. At the start of the dropout intervention program, the students were to take a survey that would capture their perspectives of high school. The same survey would be taken again at the end of the intervention program. The selected students would provide feedback on their peers, teachers, academics, and social behaviors within the school community.

Surveys: Student Perception

School perception is measured with a survey based on a Likert type scale. The Likert scale is a rating scale that is often used when surveying a person’s response regarding their experiences (Lavrakas, 2008). It can provide the researcher with the overall effectiveness of a school or program. Odd-numbered scales have a middle value, which includes, “neutral” or “undecided.” It is also possible to use a “forced-choice” response scale with an even number of responses and no middle neutral or undecided choice. In this situation, the respondent is forced to decide whether they lean more
towards the “agree” or “disagree” end of the scale for each item (Lavrakas, 2008). For the researcher-designed CC&CS Dropout Intervention Program, the participants used the following Likert Scale: 3 = Agree; 2 = Not Sure; 1 = Disagree (Georgia Department of Education, 2017; Georgia College Career Readiness Performance Index [CCRPI], http://www.gadoe.org).

The selected students participated in a survey before and after the implementation of the dropout intervention program to analyze their perception of school. The surveys took approximately 20 minutes to complete. The participants in the student survey were assured that their responses would be anonymous and encouraged to be honest when responding. On the back of each survey, a small number was discretely written in the lower corner of the survey sheet that matched the students’ numbers from the data analysis sheet. This allowed the researcher the opportunity to align the students’ survey responses to their data after the implementation of the dropout intervention program. The researcher issued the surveys to the students; as they completed the surveys anonymously, the researcher left the room and allowed the support staff to facilitate the remainder of the time needed for the students to complete the survey.

RQ2: How have students’ perceptions related to their school learning environment among the targeted ninth grade African American students enrolled at a select metro-Atlanta high school, changed before and after one quarter of implementing the CC&CS Intervention Program?
Student perceptions were captured in a survey that provided the students with four different categories that would allow more insight into how the selected, ninth-grade, at-risk” students may feel about school. The four categories were the following:

- Student & Staff Relationship Support
- Student Motivation
- Student Peer Relationships
- School Environment

**Student and Staff Relationship Support**

The category for student and staff relationships was the first category analyzed. This category provided the researcher with information on the student’s perception of their interaction with teachers and staff members (SQ = Survey Question).

**SQ1: There are teachers in my school that help me to really want to learn.**

The context of this statement was to determine the connection and relationships that the teachers would have with their students. Many of the students in the selected school have failing grades, yet the support should initially come from their teachers and could possibly indicate the reason why students may not perform well in the classroom (Wilcox & Angelis, 2011).

The survey responses indicate that 85% of the students did not feel as though their teachers really wanted them to learn; 5% of the students were unsure and 10% of the students agreed. After implementing the program, the percentage of students who disagreed was reduced to 22%, indicating that fewer students disagreed with the
statement; 38% of the students agreed with the statement after experiencing the intervention program and felt as though their teachers really wanted them to learn.

SQ2: The teachers in my school make learning fun. The purpose of this statement was to determine the level of enjoyment that students had in their classrooms as it relates to the content. The results indicate that 95% of the students did not feel as though their teachers made their learning experiences within the classroom fun. After implementing the dropout intervention program, this number decreased to 63%, indicating that their teachers wanted to make learning more enjoyable.

SQ3: My school handles student behavior problems fairly. This statement was to determine how fairness was displayed, as it related to the selected student participants and their peers. Many students felt as though their reputations were permanent, while other students who may not have had the same reputation would receive less restrictive consequences for some of the same offenses. As a result, the selected students believed that their problems may not have been handled fairly, depending on which student executed the specific behavior. According to the survey results, 35% of the students believed that their school does not handle problems fairly. After implementing the dropout intervention program, the percentage of students who “disagreed” was reduced to 18%.

SQ4: The adults in my school treat students with respect. The context of this statement was to gain more insight regarding how students were treated and considered “valuable” to the school staff members. The results of the survey indicate that 98% of the students did not feel as though they were respected by staff, 2% were unsure, yet
there were no students who agreed with the statement. Immediately following the implementation of the dropout intervention program, the numbers changed. The number of students who did not feel as though they were respected by staff reduced to 48%.

**SQ5: The adults in my school treat African American students different than the other races.** The purpose of this statement was to determine how African American students saw themselves being treated compared to their peers who are of different races. Within the selected school, the population percentage of African American students is 58%, which means that the other 42% are of different racial groups (Georgia Department of Education, 2017). This indicated that there are many other cultures in the selected school and the adults will interact with other races, as well as African American students. In the students’ survey responses, 93% agreed and felt as though they were treated differently than other races. However, after the intervention program, the perception that students were treated differently than other races had increased to 95%.

**SQ6: There is a teacher or other adult who listens to me when I have something to say.** This statement would determine if the students were able to share their thoughts and feel respected by staff members within their school. According to the survey responses, 30% of the students disagreed and 53% agreed. After the dropout intervention program, 43% disagreed, 22% were unsure, and 35% agreed with the statement.

**SQ7: At my school, there is a teacher or other adult who tells me when I do a good job.** This statement was used to determine if staff assisted with student motivation and encouragement. It is important for students to be recognized when they do positive
things, so that this behavior can be practiced more by students. The student responses indicate that 75% of the students disagreed with the statement, while 12% felt unsure. After the dropout intervention program, the number of students who disagreed was reduced to 17%, while the percentage of students who were unsure increased to 33%.

**SQ8: At my school, there is a teacher or other adult whom I can trust.** This statement was implemented to obtain information about the relationships between teachers and students. If students do not feel as though they can trust the adults in school, the relationships hold little relevance, causing students to become more disengaged with school on a larger scale ((Heller, Pollock, Ander & Ludwig, 2013). The survey responses indicate that 100% of the students disagreed with the statements indicating that there are teachers that they can trust. After the dropout intervention program, the percentage of students who disagreed was reduced to 98%, while the other 2% of the students became uncertain.

**SQ9: There are teachers at my school who understand my personality.** This statement was used to determine how comfortable students felt with their teachers, allowing them to be themselves within the classroom. This statement could also reveal the types of interactions and relationships among students and teachers. The students’ responses indicate that 30% of the students disagreed that their teachers understood their personality. After the implementation of the program, the number of students who disagreed increased to 40%.

Overall, the students’ perceptions indicate that the dropout intervention program may have affected the students’ perceptions, related to student and staff relationships.
The number of students who believed that their school provided adequate staff and student relationship support increased to 13%. The average percentage of students who disagreed with the statements had decreased by 25%. Table 5 and Figure 4 display this data.

Table 5

*Student Perception Survey: Student and Staff Relationship Support Data*

<table>
<thead>
<tr>
<th>Student and Staff Relationship Support</th>
<th>Before</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1-Disagree</td>
</tr>
<tr>
<td>There are teachers in my school that help me to really want to learn.</td>
<td>85%</td>
</tr>
<tr>
<td>The teachers in my school make learning fun.</td>
<td>95%</td>
</tr>
<tr>
<td>My school handles student behavior problems fairly.</td>
<td>88%</td>
</tr>
<tr>
<td>The adults in my school treat students with respect.</td>
<td>98%</td>
</tr>
<tr>
<td>The adults in my school treat African American students different than the other races.</td>
<td>0%</td>
</tr>
<tr>
<td>There is a teacher or other adult who listens to me when I have something to say.</td>
<td>30%</td>
</tr>
<tr>
<td>At my school, there is a teacher or other adult who tells me when I do a good job.</td>
<td>75%</td>
</tr>
</tbody>
</table>
Table 5 (continued)

<table>
<thead>
<tr>
<th>Student and Staff Relationship Support</th>
<th>Before</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1-Disagree</td>
<td>N</td>
<td>2-Unsafe</td>
<td>N</td>
<td>3-Agree</td>
</tr>
<tr>
<td>At my school, there is a teacher or other adult whom I can trust.</td>
<td>100%</td>
<td>40</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>There are teachers at my school who understand my personality.</td>
<td>30%</td>
<td>12</td>
<td>30%</td>
<td>12</td>
<td>40%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>67%</td>
<td>240</td>
<td>10%</td>
<td>36</td>
<td>23%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student and Staff Relationship Support</th>
<th>After</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1-Disagree</td>
<td>N</td>
<td>2-Unsafe</td>
<td>N</td>
<td>3-Agree</td>
</tr>
<tr>
<td>There are teachers in my school that help me to really want to learn.</td>
<td>22%</td>
<td>9</td>
<td>40%</td>
<td>16</td>
<td>38%</td>
</tr>
<tr>
<td>The teachers in my school make learning fun.</td>
<td>63%</td>
<td>25</td>
<td>15%</td>
<td>6</td>
<td>22%</td>
</tr>
<tr>
<td>My school handles student behavior problems fairly.</td>
<td>45%</td>
<td>18</td>
<td>30%</td>
<td>12</td>
<td>25%</td>
</tr>
<tr>
<td>The adults in my school treat students with respect.</td>
<td>48%</td>
<td>19</td>
<td>10%</td>
<td>4</td>
<td>42%</td>
</tr>
<tr>
<td>The adults in my school treat African American students different than the other races.</td>
<td>0%</td>
<td>0</td>
<td>5%</td>
<td>2</td>
<td>95%</td>
</tr>
<tr>
<td>There is a teacher or other adult who listens to me when I have something to say.</td>
<td>43%</td>
<td>17</td>
<td>22%</td>
<td>9</td>
<td>35%</td>
</tr>
<tr>
<td>At my school, there is a teacher or other adult who tells me when I do a good job.</td>
<td>17%</td>
<td>7</td>
<td>33%</td>
<td>13</td>
<td>50%</td>
</tr>
<tr>
<td>At my school, there is a teacher or other adult whom I can trust.</td>
<td>98%</td>
<td>39</td>
<td>2%</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>There are teachers at my school who understand my personality.</td>
<td>40%</td>
<td>16</td>
<td>40%</td>
<td>16</td>
<td>20%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>42%</td>
<td>150</td>
<td>22%</td>
<td>79</td>
<td>36%</td>
</tr>
</tbody>
</table>
Figure 4. Student Perception Survey: student and staff relationship support: before and after CC&CS.

**Student Motivation**

The second category within the students’ perception survey dealt was based upon student motivation. Each of the questions was analyzed to gain information on how the selected ninth-grade, “at-risk” students felt about being motivated to go to school and completing high school.

**SQ1: I try to do my best at school.** The purpose of this statement was to gain insight on how much effort students put forth within their schoolwork. The intervention program would be able to gain insight from this category to educate students on the importance of effort while achieving personal and academic goals. The student response data indicated that before the intervention program, 75% of the students agreed with this statement, implying that the attempt is made to do their best in school, while 20% of the students were unsure. After the program was implemented, 90% of the students agreed that they try their best at school, yet 0% were uncertain.
SQ2: I feel sad about school. The purpose of this statement was to incorporate any factors that would affect the emotions of how the selected students felt about being in school. If students are not genuinely happy about themselves or their circumstances, motivation will be difficult to achieve (Holland, 2010). According to the survey responses, 80% of the students disagreed with this statement, indicating that they did not feel sad about school and 20% of the students agreed that they did feel sad. After the program, 63% of the student disagreed, implying that more students did feel sad. The percentage of students who were uncertain increased to 7% and the percentage of students who agreed increased to 30%.

SQ3: I worry about many things. This statement was implemented to determine if students are stressed, which could be a factor as to why they are not academically successful while missing a large number of school days. The students’ responses indicate that 93% of the students agreed with this statement. After the program 98% of the students felt as though they worry about many things, which increased 5%.

SQ4: In the future, I feel I will be successful in life. This statement was selected to determine if students had goals and plans after high school. The survey responses indicated that 73% of the students were unsure before the implementation of the dropout intervention program, while only 25% of the students agreed with the statement. After the program, 95% of the students agreed with the statement and only 5% were unsure.

SQ5: School is important to me. The purpose of this statement was to see if school held any relevance to the selected students, which would affect their performance
and behavior in classrooms. The survey results indicate that 85% of the students were unsure. This number was reduced to 57% after the dropout program. The percentage of students who agreed with the statement was increased from 10% to 38%.

**SQ6: My family expects me to graduate from high school.** This statement was incorporated to determine if students had support from their families. It would also provide insight on the students’ expectations regarding grade promotion. The results indicate that 60% of the students agreed with this statement before the start of the dropout program, while 35% were unsure. After the dropout program, the percentage of students who were unsure increased 10%, and the number of students who agreed with the statement reduced to 48%.

**SQ7: When school work gets difficult, I feel like giving up.** This statement was selected to determine how students felt about facing their challenges within school. Before the start of the dropout intervention program, 75% of the students agreed with the statement and 20% of the students were unsure. After the program, the percentage increased to 90%, and the percentage of students who were uncertain was reduced to 8%.

**SQ8: I know the benefits of a high school diploma.** The purpose of this statement was to determine how the students viewed promotion and the importance of completing high school. The survey responses indicate that 58% of the students agreed with the statement, while 42% were unsure. After the dropout program, 73% of the students agreed with this statement, leaving 22% uncertain.

**SQ9: I know what type of job I want to have after I finish school.** The purpose of this statement was to determine if the selected students were affiliated with a
goal after high school. According to the survey responses, 90% of the students disagreed with this statement. After the program, the percentage of students who disagreed was reduced to 38%. The percentage of students who agreed increased from 5% to 42%.

Overall, the students’ perception of motivation improved after the implementation of the dropout intervention program. The student percentage of students that disagreed with the statements of motivation decreased from 21% to 14%. The percentage of students who were unsure decreased from 32% to 19%. The percentage of students who believed that they have motivation increased from 47% to 67%. Table 6 and Figure 5 indicate the data for student motivation.

Table 6

*Student Perception Survey: Student Motivation Data*

<table>
<thead>
<tr>
<th>Student Motivation</th>
<th>Before</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1-Disagree</td>
</tr>
<tr>
<td>I try to do my best at school.</td>
<td>5%</td>
</tr>
<tr>
<td>I feel sad about school.</td>
<td>80%</td>
</tr>
<tr>
<td>I worry about many things.</td>
<td>2%</td>
</tr>
<tr>
<td>In the future, I feel I will be successful in life.</td>
<td>2%</td>
</tr>
<tr>
<td>School is important to me.</td>
<td>5%</td>
</tr>
<tr>
<td>My family expects me to graduate from high school.</td>
<td>5%</td>
</tr>
<tr>
<td>When school work gets difficult, I feel like giving up.</td>
<td>5%</td>
</tr>
</tbody>
</table>
Table 6 (continued)

<table>
<thead>
<tr>
<th>Student Motivation</th>
<th>Before</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1-Disagree</td>
<td>N</td>
<td>2-Unsure</td>
<td>N</td>
<td>3-Agree</td>
</tr>
<tr>
<td>I know the benefits of a high school diploma.</td>
<td>0%</td>
<td>0</td>
<td>42%</td>
<td>17</td>
<td>58%</td>
</tr>
<tr>
<td>I know what type of job I want to have after I finish school.</td>
<td>90%</td>
<td>36</td>
<td>5%</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>21%</td>
<td>78</td>
<td>32%</td>
<td>114</td>
<td>47%</td>
</tr>
</tbody>
</table>

| Student Motivation                                                                 | After  |                |                |                |                |
|                                                                                  | 1-Disagree | N | 2-Unsure | N | 3-Agree | N |                |                |                |                |
| I try to do my best at school.                                                   | 10%    | 4  | 0%      | 0  | 90%     | 36 |
| I feel sad about school.                                                          | 63%    | 25 | 7%      | 3  | 30%     | 12 |
| I worry about many things.                                                        | 0%     | 0  | 2%      | 1  | 98%     | 39 |
| In the future, I feel I will be successful in life.                               | 0%     | 0  | 5%      | 2  | 95%     | 38 |
| School is important to me.                                                        | 5%     | 2  | 57%     | 23 | 38%     | 15 |
| My family expects me to graduate from high school.                               | 7%     | 3  | 45%     | 18 | 48%     | 19 |
| When school work gets difficult, I feel like giving up.                           | 2%     | 1  | 8%      | 3  | 90%     | 36 |
| I know the benefits of a high school diploma.                                    | 5%     | 2  | 22%     | 9  | 73%     | 29 |
| I know what type of job I want to have after I finish school.                    | 38%    | 15 | 20%     | 8  | 42%     | 17 |
| TOTAL                                                                           | 14%    | 52 | 19%     | 67 | 67%     | 241|

Figure 5. Student Perception Survey: student motivation: before and after CC&CS.
**Student Peer Relationships**

The third category within the perception survey was student peer relationships. The survey consisted of nine statements that would determine how the student felt about other students within their school community.

**SQ1: A person’s skin color can cause problems at my school.** The purpose of this statement was to determine the racial dynamics within the selected school. The school consists of a population that has 42% that are from a different racial ethnic group, other than African American (Georgia Department of Education, 2017). Racial issues within schools can affect student progress (Kwalwasser, 2012). The survey responses indicate that 78% of the students agreed with this statement before the start of the dropout intervention program, 17% disagreed, and 5% were unsure. After the program, the percentage of students who agreed with the statement decreased to only 70%. The percentage of students who were uncertain increased to 10% and the percentage of students who disagreed increased to 20%.  

**SQ2: Students being mean to other students (harassment) is a problem in my school.** The purpose of this statement in the survey was to determine if peer conflicts are an issue for the selected students. When students face peer disagreements, the focus on academics can be greatly affected, causing disinterest and a disruption to learning. According to the survey responses, 65% of the students agreed with this statement and 22% of the students disagreed. After the program, 93% of the students agreed with the
statement, and the students who were unsure decreased to 2%. The students who disagreed were reduced to 5%.

SQ3: There is physical fighting between students at my school. This statement was selected to see if students had seen fights in school. Fights are distracting and could cause school-wide disturbances during instructional time. The survey response to this statement showed that 82% of the students agreed with this statement before the program and 98% of the students agreed after the program.

SQ4: At school, the color of my skin can get me in trouble. This statement was implemented to determine if students had personally undergone any type of racial tension in school. According to the survey responses, 55% of the students were unsure and 30% of the students disagreed with the statement. After the program, 70% of the students disagreed with the statement, while the percentage of students who disagreed was reduced to 17%.

Q5: Students in my school respect differences in other students. This statement was utilized to determine the relationship among peers of different cultures and races. The survey responses indicate that 30% of the students disagreed with the statement, yet 53% of the students agreed. After the program, 73% of the students disagreed with this statement.

SQ6: I get hit or threatened by other students. The purpose of this statement was to determine if students were involved in school fights or harassment incidents. 83% of the students disagreed, while 17% of the students agreed. After the program, 100% of the students disagreed with this statement.
SQ7: Other students in my school hurt my feelings. The purpose of this statement was to determine if students were emotionally affected by how their peers treated them in school. The survey responses indicate that 96% of the students disagreed with this statement, 2% agreed, and 2% were uncertain. After the program, 35% disagreed, 40% were unsure, and 25% agreed with the statement.

SQ8: Other students at school have spread mean rumors or lies about me. The purpose of this survey statement was to determine if the selected students were personally involved in any disputes with their peers while in school; 57% of the students agreed with this statement and after the program only 58% agreed.

Q9: At my school, I have a friend who I can really trust. The purpose of this statement was to determine if students could trust their peers in school; 70% of the students agreed with this statement, 20% were unsure, and 10% disagreed. After the program, 62% of the students agreed with this statement, 15% were unsure, and 38% disagreed.

Overall, the students’ perceptions, regarding peer relationships indicated the following: The statements that students found to be untrue increased from 37% to 38%. The students who were unsure increased from 14% to 15%. The students who agreed with the statements decreased from 49% to 47%. Table 7 and Figure 6 display this data.
Table 7

*Student Perception Survey: Student Peer Relationships Data*

<table>
<thead>
<tr>
<th>Student Peer Relationship</th>
<th>Before</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>A person’s skin color can cause problems at my School.</td>
<td>17% 7 5% 2 78% 31</td>
<td>20% 8 10% 4 70% 28</td>
</tr>
<tr>
<td>Students being mean to other students (harassment) is a problem in my school.</td>
<td>22% 9 13% 5 65%</td>
<td>5% 2 2% 1 93% 37</td>
</tr>
<tr>
<td>There is physical fighting between students at my school.</td>
<td>13% 5 5% 2 82% 33</td>
<td>2% 1 0% 0 98% 39</td>
</tr>
<tr>
<td>At school, the color of my skin can get me in trouble.</td>
<td>30% 12 55% 22 15% 6</td>
<td></td>
</tr>
<tr>
<td>Students in my school respect differences in other students.</td>
<td>30% 12 17% 7 53% 21</td>
<td></td>
</tr>
<tr>
<td>I get hit or threatened by other students.</td>
<td>83% 33 0% 0 17% 7</td>
<td></td>
</tr>
<tr>
<td>Other students in my school hurt my feelings.</td>
<td>96% 38 2% 1 2% 1</td>
<td></td>
</tr>
<tr>
<td>Other students at school have spread mean rumors or lies about me.</td>
<td>28% 11 15% 6 57% 23</td>
<td></td>
</tr>
<tr>
<td>At my school, I have a friend who I can really trust.</td>
<td>10% 4 20% 8 70% 28</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>37% 131 14% 53 49% 176</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL
Table 7 (continued)

<table>
<thead>
<tr>
<th>Student Peer Relationships</th>
<th>1-Disagree</th>
<th>N</th>
<th>2-Unsure</th>
<th>N</th>
<th>3-Agree</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>At school, the color of my skin can get me in trouble.</td>
<td>70%</td>
<td>28</td>
<td>17%</td>
<td>7</td>
<td>13%</td>
<td>5</td>
</tr>
<tr>
<td>Students in my school respect differences in other students.</td>
<td>73%</td>
<td>29</td>
<td>23%</td>
<td>9</td>
<td>5%</td>
<td>2</td>
</tr>
<tr>
<td>I get hit or threatened by other students.</td>
<td>100%</td>
<td>40</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Other students in my school hurt my feelings.</td>
<td>35%</td>
<td>14</td>
<td>40%</td>
<td>16</td>
<td>25%</td>
<td>10</td>
</tr>
<tr>
<td>Other students at school have spread mean rumors or lies about me.</td>
<td>35%</td>
<td>14</td>
<td>7%</td>
<td>3</td>
<td>58%</td>
<td>23</td>
</tr>
<tr>
<td>At my school, I have a friend who I can really trust.</td>
<td>5%</td>
<td>2</td>
<td>33%</td>
<td>13</td>
<td>62%</td>
<td>25</td>
</tr>
<tr>
<td>TOTAL</td>
<td>38%</td>
<td>138</td>
<td>15%</td>
<td>64</td>
<td>47%</td>
<td>175</td>
</tr>
</tbody>
</table>

*Figure 6. Student Perception Survey: student peer relationships: before and after CC&CS.*

**School Environment**

The fourth category within the students’ survey is School Environment. This section indicates the feelings of the selected students in regards to how safe they feel at their current school.
**SQ1: I feel safe at school.** This statement was selected to determine if students felt safe attending school, as this could be an underlying factor for some students regarding the reason why they do not attend school frequently; 93% of the students disagreed with the statement, 2% were unsure, and 5% agreed. After the intervention program, 95% disagreed, 5% were unsure, and there were no students who agreed.

**SQ2: I feel safe on my way to and from school.** The statement was chosen to determine if students avoided attending school, due to unsafe factors in their neighborhoods; 98% of the students disagreed with the statement and 2% were unsure. After the program, 80% of the students disagreed, 13% were unsure, and 7% of the students agreed.

**SQ3: I am happy to be at this school.** This statement was selected to determine if the students liked the school that they attended. At times, students can “sabotage” their school progress by demonstrating negative behavior during school, so that they are forced to attend another school; 98% of the students disagreed with the statement and 2% were unsure. After the program, 7% disagreed with the statement, 15% were unsure, and 78% were in agreement.

**SQ4: My school has clear rules for behavior.** This statement was utilized to determine if students actually understood the schools procedures, rules, and expectations. If students are clear on their boundaries, then the chances of receiving the consequences could reduce; 73% of the students disagree with the statement, 17% were unsure, and 10% agreed. After the program, 58% of the students disagreed, 25% of the students were unsure, and 17% agreed.
SQ5: I feel my school has high standards for achievement. This statement was chosen to determine whether or not students believed that their school sets high expectations and academic standards. 30% of the students disagreed with the statement, 45% were unsure, and 25% agreed. After the program, 23% of the students disagreed, 30% of the students were uncertain, and 47% of the students agreed.

SQ6: My school is organized and clean. The statement was implemented to determine how the selected students viewed the preparation and maintenance of their school building. 100% of the students disagreed with having an organized and clean school. After the program, 96% of the students disagreed, 2% were unsure, and 2% agreed.

SQ7: My school has lots of fun activities. This statement was selected to view the level of student engagement outside of the classroom. 95% of the students disagreed with having lots of fun activities in school and 5% of the students were unsure. After the program, 13% of the students disagreed with the statement, 20% of the students were unsure, and 67% of the students agreed.

SQ8: I wish that I attended a different school. This statement was selected to determine the students’ views towards attending their current school. 98% of the students felt that they wanted to attend a different school and 2% of the students were unsure. After the program, 10% of the students disagreed with the statement, 57% of the students were unsure, and 33% agreed.

SQ9: I am involved in afterschool activities at my school. This statement would determine if the selected students are interested in the participation of extra-
curricular activities. 65% of the students disagreed with the statement, 11% were unsure, and 16% agreed. After the program, 88% of the students disagreed with the statement, 5% were unsure, and 7% of the students disagreed.

As it pertains to the school environment, the percentages show differences before and after implementing the dropout intervention program. The number of students who disagreed with the statements had decreased by 21%. The number of students who were uncertain had increased by 8%, and the number of students who agreed with having a positive school environment increased by 13%. Table 8 and Figure 7 show this data.

Table 8

*Student Perception Survey: School Environment Data*

<table>
<thead>
<tr>
<th>Student Environment</th>
<th>Before 1-Disagree</th>
<th>N</th>
<th>2-Unsafe</th>
<th>N</th>
<th>3-Agree</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel safe at school.</td>
<td>93%</td>
<td>37</td>
<td>2%</td>
<td>1</td>
<td>5%</td>
<td>2</td>
</tr>
<tr>
<td>I feel safe on my way to and from school.</td>
<td>98%</td>
<td>39</td>
<td>2%</td>
<td>1</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>I am happy to be at this school.</td>
<td>98%</td>
<td>39</td>
<td>2%</td>
<td>1</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>My school has clear rules for behavior.</td>
<td>73%</td>
<td>29</td>
<td>17%</td>
<td>7</td>
<td>10%</td>
<td>4</td>
</tr>
<tr>
<td>I feel my school has high standards for</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>achievement.</td>
<td>30%</td>
<td>12</td>
<td>45%</td>
<td>18</td>
<td>25%</td>
<td>10</td>
</tr>
<tr>
<td>My school is organized and clean.</td>
<td>100%</td>
<td>40</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Student Environment</td>
<td>Before</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------------------</td>
<td>-----------------</td>
<td>----------</td>
<td>----------</td>
<td>----------</td>
<td>----------</td>
<td></td>
</tr>
<tr>
<td>My school has lots of fun activities.</td>
<td>95% Disagree 38</td>
<td>5% 2%</td>
<td>0% N 0%</td>
<td>0% N 0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I wish that I attended a different school.</td>
<td>0% 0% 2% 1% 98%</td>
<td>39</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am involved in afterschool activities at my school.</td>
<td>65% 26% 25% 10%</td>
<td>10% 16% 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>73% 260 11% 31%</td>
<td>16% 59%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>After</td>
<td>1-Disagree N</td>
<td>2-Unsafe N</td>
<td>3-Agree N</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel safe at school.</td>
<td>95% 38 5% 2%</td>
<td>0% N 0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel safe on my way to and from school.</td>
<td>80% 32 13% 5%</td>
<td>7% 3%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am happy to be at this school.</td>
<td>7% 3 15% 6%</td>
<td>78% 31%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My school has clear rules for behavior.</td>
<td>58% 23 25% 10%</td>
<td>17% 7%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel my school has high standards for achievement.</td>
<td>23% 9 30% 12%</td>
<td>47% 19%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My school is organized and clean.</td>
<td>96% 38 2% 1%</td>
<td>2% 1%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My school has lots of fun activities.</td>
<td>13% 5 20% 8%</td>
<td>67% 27%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I wish that I attended a different school.</td>
<td>10% 4 57% 23%</td>
<td>33% 13%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am involved in afterschool activities at my school.</td>
<td>88% 35 5% 2%</td>
<td>7% 3%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>52% 187 19% 69%</td>
<td>29% 104%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Figure 7.** Student Perception Survey: school environment: before and after CC&CS.
Support Staff Participant Interviews

The Support Staff Interviews were conducted to receive feedback, regarding the pilot, dropout intervention program. Since the program is new and designed for school-wide implementation, it is important to know the perspective from the ones who will actually implement the program. This data would be useful to improve the program and alter any components that may not be needed. Six questions were recorded and transcribed as the perspectives from the support staff by the researcher.

RQ6: What are the perceptions of the support staff regarding the CC&CS Pilot Dropout Intervention Program after working among the targeted ninth grade African American students enrolled at a select metro-Atlanta high school after one quarter of implementation?

Support Staff Interview Questions and Responses

After reviewing the responses from each of the two staff participants, following are the analyses:

1. What are the observed ways (presence in the hallways, classrooms, and skipping class) that the CC&CS Dropout Intervention Program affected student attendance?

The overall perspective of the two support staff concluded that the selected students were not as visible in the hallways. When seen, the student participants would provide a valid reason, such as restroom breaks, seeking their counselor for waivers, or assisting teachers to run errands for them. Support Staff Participant#1 reported that many of the teachers did not issue passes; therefore, the students did seek permission, but may
have run into a dispute with campus security as the selected students would attempt to validate that they did have permission and were not skipping. The accountability was much more visible from the students, as they made their intentions known to staff that they were doing appropriate tasks throughout the day.

2. Have you seen improvement in the student’s disposition related to school as a result of enrollment in the CC&CS Pilot Dropout Intervention Program and the affected on student discipline? Please Explain.

The discipline improved as it relates to the students’ actions. Instead of verbal and physical disputes, the students were only directed to improve their frequent tardy arrivals to class. The student participants were not as aggressive towards staff that they did not work well within the past. Instead, the students deflected by ignoring certain behaviors from staff and sought counsel to help deflect the situations. The support staff also mentioned that the incentives played a key role in the students’ behavior. The incentives were not only the tangible items, such as snacks and lunch, but it was the time and concern that was provided for all students during the times that they needed support the most. Therefore, the attention and the actions of accountability assisted in the changed behavior patterns.

3. Based on your professional observations have you seen ways that the CC&CS Pilot Dropout Intervention Program affected the students’ perception about their school engagement?

The student engagement appeared to be the same, as it pertains to student engagement. The students did not join more school clubs or organizations as a result of
the program. However, the students did appear to be more cognizant of their surroundings within their school community. The students could now see a bigger purpose for school. They now believed that school could assist them by providing resources.

4. Have you observed a change from the students who participated in the CC&CS Pilot Dropout Intervention Program? Please Explain. Which variable, related focus have you observed?

The support staff both noticed a change in the students’ actions as it relates to going to class and avoiding conflict. Since the students had more drive to do those tasks, the discipline improved, and the students received more positive incentives and compliments by the surrounding staff and students within the community. The students’ proud demeanor reflected that they had accomplished something significant during the program, which appeared to boost the students’ confidence.

5. What are some ways that the CC&CS Pilot Dropout Intervention Program can be improved?

One support staff participant mentioned that the dropout program could be improved if it were allotted more time within a semester. The strategies that CC&CS implemented could provide students with an opportunity to create genuine habits and practices that would be more sustainable if given more time and duration.

The other staff participant reported that more support staff would be significant. As the responsibilities for the staff must be completed and priority before research, as it relates to their career, the program requires sessions that would take place each week and
other staff members could assist, creating more variety and support. Support Staff Participant #1 indicated that more academic issues occurred and more support was needed.

6. Identify one student that you have worked with that has been most impacted by the CC&CS Pilot Dropout Intervention Program. Please share and explain.

Both support staff mentioned the same student. This student appeared to have the drive at the start of the program and viewed the strategies as an outlet, in hopes to achieve something new and impactful. This particular student participant is well known throughout the school community and has been reported to have missed several classes, due to leaving campus, which led to the failing of all classes. When the dropout intervention program began, this student was excited for a change and wanted all of their peers and staff to see their improvements, as if the student was on a showcase. The student made drastic changes and because of their progress, many other students became more competitive within the program, as they held all the other participants accountable, providing peer support, while creating a strong bond amongst each other.

**Quantitative Analysis**

The quantitative data were analyzed and examined from the school term, Quarter 1 from Groups A and B, which provided the attendance, discipline, and progress report grades before the implementation of the dropout intervention program. The school term, Quarter 2 provided the attendance, discipline, and progress report grades from Group A only, which was after the implementation of the program. The data were collected using
the selected school’s data base, *Infinite Campus*. Following are the research questions that were answered after the study.

**RQ3:** How has the average number of attendance days among the targeted ninth grade African American students enrolled at a select metro-Atlanta high school changed from the group of students who did not participate after one quarter of implementing the CC&CS Pilot Dropout Intervention Program?

**Attendance Data**

**Group A — Attendance:** Infinite Campus is the database, which provided the students’ attendance records. The average number of days that students were absent in Quarter 1 were 13 days. After the implementation of the dropout intervention program, the average number of students with unexcused absences from school was 4 days.

**Group B — Attendance:** The average number for days that students the students in Group B were absent was 13 days. There was an increase in absences for Quarter 2, as there was an average of 14 days of unexcused absences. Figure 8 shows the pie graph data for Groups A and B.

*Figure 8.* The attendance for Groups A and B before and after CC&CS.
RQ4: How has the average number of discipline referrals among the targeted ninth grade African American students enrolled at a select metro-Atlanta high school changed from the group of students who did not participate after one quarter of implementing the CC&CS Pilot Dropout Intervention Program?

**Discipline Data**

**Group A — Discipline:** The discipline referrals for Quarter 1 consisted of an average of 6 discipline referrals. After Quarter 2 and after the implementation of the dropout intervention program, the average number of discipline referrals was reduced to only 2.

**Group B — Discipline:** The discipline referrals for Quarter 1 consisted of an average of 5 discipline referrals. After Quarter 2, the average number of discipline referrals increased to an average of 6 discipline referrals. Figure 9 shows this graphical data for both Groups A and B.

![Figure 9](image.png)

*Figure 9.* The discipline for Groups A and B before and after CC&CS.
RQ5: How has the number of failed courses on student progress reports among the targeted ninth grade African American students enrolled at a select metro-Atlanta high school changed from the group of students who did not participate after one quarter of implementing the CC&CS Pilot Dropout Intervention Program?

**Progress Report Data: Failed Courses**

**Group A — Failed Courses in Progress Reports:** The average number of failed courses for Quarter 1 was 2 courses. After Quarter 2 and the implementation of the dropout intervention program, the average number of failed courses was 3.

**Group B — Failed Courses in Progress Reports:** The average number of failed courses for Quarter 1 was 2 failed courses. For Quarter 2, the average number of failed courses was 3. Figure 10 shows this data.

![Failed Courses: Group A percentage of students with 2 or more failed courses](image1)

![Failed Courses: Group B percentage of students with 2 or more failed courses](image2)

*Figure 10. The number of failed courses for Groups A and B before and after CC&CS.*
Table 9 shows the overall data for both Groups A and B for Quarters 1 and 2.

Table 9

Summary of Quantitative Data for Groups A and B

<table>
<thead>
<tr>
<th>Group</th>
<th>Average # of Semesters in Ninth Grade</th>
<th>Average Attendance-Absences</th>
<th>Quarter 1</th>
<th>Quarter 2</th>
<th>Average Attendance-Absences</th>
<th>Quarter 1</th>
<th>Quarter 2</th>
<th>Average Discipline-Referrals</th>
<th>Quarter 1</th>
<th>Quarter 2</th>
<th>Average # of Failed Courses</th>
<th>Quarter 1</th>
<th>Quarter 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Group A</td>
<td></td>
<td>4.0</td>
<td>13.0</td>
<td>4.0</td>
<td>6.0</td>
<td>2.0</td>
<td>3.0</td>
<td>2.0</td>
<td></td>
<td>2.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Group B</td>
<td></td>
<td>4.0</td>
<td>13.0</td>
<td>14.0</td>
<td>5.0</td>
<td>6.0</td>
<td>3.0</td>
<td>2.0</td>
<td></td>
<td>2.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Summary

The data analysis highlights the quasi, mixed-method study using both qualitative and quantitative research. The student surveys and the staff support interviews were analyzed to answer the indicated variables for this study. The quantitative research was utilized to analyze the student data for the impact that CC&CS would have on the targeted students’ attendance, discipline, and the number of failed courses for the quarter term.
CHAPTER VI

FINDINGS, IMPLICATIONS, RECOMMENDATIONS, AND CONCLUSIONS

Introduction

This chapter highlights the findings, conclusions, implications, and recommendations of the mixed-methods research study. The purpose of this study was to investigate the relationship between selected variables and the impact of the researcher-designed pilot dropout intervention program. This section reframes the data collected in a structured response to each research question.

Findings and Implications

RQ1: How would the CC&CS Pilot Intervention Program among the targeted ninth grade African American student population enrolled at a select metro-Atlanta high school impact student grade promotion?

During the course of implementing the dropout intervention program, there was an impact on the targeted population. This information could be shown in more depth within the variables that were utilized for this study. Overall, changes did occur with the selected population in comparison to the control group, with the exception of academics. Yet, more extended research is needed to determine the sustainability of the behavior that did occur as a result of the 4.5 pilot dropout intervention program.
RQ2: How have students’ perceptions related to their school learning environment among the targeted ninth grade African American students enrolled at a select metro-Atlanta high school, changed before and after one quarter of implementing the CC&CS Intervention Program?

The selected, targeted students did have a change in their perception of school after implementing the dropout intervention program. According to the survey, the student and staff relationships did not appear strong. Many of the students did not feel as though their teachers were making the effort to make learning interesting, while taking an active role to assure that students were learning the content. However, when the program ended, the number of students who disagreed that their teachers were actively interested in their success was reduced from the initial responses. Perhaps the program enlightened the students to actually realize that school staff did care. Taking the time to offer support towards students’ external factors can improve student academics (Noddings, 2007). The Support Staff was there to assure that assistance could be provided if it were communicated properly. CC&CS provided students with ways to seek assistance, while teaching strategies on how to handle some of their issues, without providing consequences and handling problems incorrectly.

Student motivation was the highest agreement before and after the dropout intervention program. Many of the selected, targeted students indicated that they had motivation, yet after the dropout intervention program, the motivation increased. Maslow’s hierarchy of needs emphasizes the importance of how meeting the personal needs of individuals can build their motivation to achieve the desired goal (Sharp &
Walter, 2003). The percentages of students’ responses were reduced when it came to being unsure or disagreeing with their external factors of motivation. During the CC&CS dropout intervention program, sessions were held to discuss their short-term goals, and the importance of high school. The selected students also learned how to achieve success within their classes; therefore, grade promotion became more relevant and attainable.

Student Peer relationships were the same before and after the perception surveys. Most of the selected students believed that they had support from friends. However, according to the survey statements, the selected students did indicate that there was racial tension or differences amongst themselves and other racial groups within their school. The students’ responses implied that there were more challenges that they faced outside of academics, as it related to the prejudices that they faced regarding race and cultural groups. The survey statement that states, “A person’s skin color can cause problems at my school” had a total of 31 out of 40 students who agree, while 2 other students were unsure. After CC&CS, the number of responses to the statement reduced to 28. This implies that the selected, targeted students may feel discrimination among their peers and teachers, which could negatively impact their school performance. This can also imply that the students were made to feel relevant in their academic environment, as their social emotional issues were being addressed with the Support Staff participants. Cultural relevance is important and should be embedded within the students’ academic setting (Owings & Kaplan, 2001).

When it comes to the school environment, many of the students indicated that their school was unsafe, disorganized, and unclean. However, many of the students had a
significant change in how they felt about attending school in general. The survey statement, “I am happy to be at this school” indicated that 0 out of 40 students agreed. After CC&CS, the students’ responses to the same question increased to 31 who were in agreement. This implies that CC&CS made the students feel positive about their surroundings, as they felt supported. It also demonstrates that the selected students received care and support, which in return, provided them with an opportunity to appreciate what the school was doing to show their support.

RQ3: How has the average number of attendance days among the targeted ninth grade African American students enrolled at a select metro-Atlanta high school changed from the group of students who did not participate after one quarter of implementing the CC&CS Pilot Dropout Intervention Program?

The attendance was significantly reduced after implementing the dropout intervention program. The attendance issues within the selected school tend to handle students who skip classes, meaning that their parents would see the students get on the school bus or drop the students off in front of the school door. Eventually, these same students would avoid attending class, as they were susceptible to leaving and returning to campus on several occasions. The CC&CS dropout intervention program met with the students frequently, making it difficult for students to skip classes, as they were monitored more and provided with more accountability to be present. Student attendance is impacted when students feel a need to be there (Littky & Grabelle, 2004). For the control group of students, there was no significant difference in their attendance. This implies
that the selected, targeted students need more support and monitoring each day to confirm that someone is guiding them to go to class consistently.

RQ4: How has the average number of discipline referrals among the targeted ninth grade African American students enrolled at a select metro-Atlanta high school changed from the group of students who did not participate after one quarter of implementing the CC&CS Pilot Dropout Intervention Program?

The average number of discipline referrals reduced significantly throughout the course of the dropout intervention program. The selected, targeted students would receive incentives for keeping positive behavior. The daily-check-ins, which was optional for students, was utilized daily and would assist the students by holding a remediation facilitated by the support staff. The control group had no significant change, as their average number of discipline referrals increased from 5 to 6. This implies that daily check-ins is vital for the selected students. Student accountability is learned and should be guided with consistent positive models, who can direct students on how to behave, while learning the importance of how their behavior is a part of their success (Papay, Murnane, & Willett, 2008). Remediation is needed consistently, as they assist students on how to solve internal and external conflicts amongst their peers and their teachers.

RQ5: How has the number of failed courses on student progress reports among the targeted ninth grade African American students enrolled at a select metro-Atlanta high school changed from the group of students who did not
participate after one quarter of implementing the CC&CS Pilot Dropout Intervention Program?

The average number of failed courses for the targeted, selected students had no significant change. Although many of the students reduced the number of courses that were failed, the average was not significant. The control group had the same results. The dropout intervention program did not have an impact on the academics for the students. Due to the short length of time, CC&CS could only focus on monitoring students to assure positive self-control, as it related to attendance and discipline. More support is needed to assist students with their academics, such as one-on-one tutorial sessions, which can get to the root of the students’ academic deficiencies (Noddings, 2007).

RQ6: What are the perceptions of the support staff regarding the CC&CS Pilot Dropout Intervention Program after working among the targeted ninth grade African American students enrolled at a select metro-Atlanta high school after one quarter of implementation?

Overall, the Support Staff had positive feedback regarding the dropout intervention program. This was due to the student behaviors that changed in due to the CC&CS program. Although the program made visible improvements for the students, the work load was intense. Having more Support Staff would be ideal, as assistance could be accessible for the students at more times. The Support Staff also recognized that the time frame of the program could be revised. From their perspectives, CC&CS could have had a bigger impact if it started at the start of the school year and remained for the
entire school year. Consistency and collaboration from all staff within a school environment is pivotal on creating a positive school culture (Sharp & Walter, 2003).

**Recommendations**

Based on the findings established from the researcher-designed, pilot dropout intervention program for ninth-grade at-risk African American students, high schools would benefit in having similar intervention programs embedded into the high school curriculum and setting, upon entering high school. The recommendations are based from the researched literature, as well as the findings from the study.

**Recommendations for School Districts**

- According to the student perception surveys and Maslow’s hierarchy of needs, students formed a “trust” value, while they collaborated during the CC&CS intervention program. The district should consider the targeted cohort group for ninth-grade students who do not meet the grade promotion requirements.

- Designated counselors should be assigned to targeted cohort groups for additional support in the areas of relevant, real-world experiences and career-awareness. The findings suggest that the Support Staff Participants spent an extensive amount of time during the “Optional Daily Check-Ins providing this type of support, as the traditional public school counselors within the selected school utilized more time for dual enrollment courses and college entry exams.

- Clean schools and learning environments should be mandated for every school at all times within the district. The student perception data within the category
of School Learning Environment, indicated that 100% of the students felt that their school was not clean.

**Recommendations for School Administrators**

- School administrations should assure that all teachers are trained to meet the needs of students though cultural sensitivity. According to the student perception surveys, within the category of Student and Staff Relationship Support, 100% of the students felt that there was not one adult staff member in their school that they could trust and 98% of the students felt as though none of the adults treated them with respect.

- School administrators should provide more accountability on high school teachers, as it relates to their teaching styles. As many teachers are not the same, all teachers should be responsible for ensuring real student engagement and interest into their lesson plans to ensure academic development for all educational learning gaps. 100% of the students within Groups A and B consistently failed an average of 2 or more courses within two school quarter-length terms.

**Recommendations for Future Research**

- Conduct a study to focus on academic variables, such as the content courses (Mathematics, English, Science, and History).

- Replicate the study to create a cohort to follow students from ninth grade to 12th grade.

- Expand the study to include schools with different demographics.
Conclusion and Summary

In conclusion, the CC&CS Pilot Dropout Intervention Program for ninth-grade students made an impact in comparison to the control group which did not receive any additional support as the selected, targeted students. The attendance and discipline were improved as students were provided with additional support while the academics from the progress reports indicated no improvement. Although this was the result from the pilot dropout intervention program after only one quarter (4.5 weeks) of implementation, the attendance and discipline could lead to the improvement of grades. Guiding students to arrive to class and teaching them the importance of positive behavior are only some of the tools that would assist students with remaining in school, without dropping out. However, students may still require more factors to achieve improvement within academics, which requires a focus and change in the curriculum.

It is not evident from the length of this study on whether or not the impact is sustainable, due to the length of the research. The type of school may also require adjustments for further use. More time is needed to determine how great the effects of the program would be on the studied variables.
APPENDIX A

Student Consent Form

Primary Investigator: Doctoral Candidate, Clark Atlanta University

Title of Study: Cultural Check and Connect Sessions: A Researcher-Designed Pilot Dropout Intervention Program for ninth-grade, African American Students

I. Purpose

Your high school student is invited to participate in a research study focused on ninth-grade African American students who will participate in a researcher-designed, piloted dropout intervention program. They are selected to participate in three phases of the research project: the weekly, Cultural Check and Connect Sessions, daily check-ins, and the completion of the survey. The students have been identified with the following criteria: Currently enrolled ninth-grade African American students.

The study will have three phases:

Phase 1: Attend the Cultural Check and Connect Sessions three times per week on Tuesdays, Wednesdays, and Thursdays. The time is allotted for 8:15 a.m. to 8:45 a.m.

Phase 2: Receive any needed support from the two support staff members, as needed throughout each school day.

Phase 3: Complete the Student Survey at the end of the program.

II. Procedure

If you agree and allow your high school student to participate in this study, you will be asked to sign the consent form. Participation for the high school student is defined as the following:

- Attend the weekly Cultural Check and Connect Sessions held three times per week for 30 minutes.
• Attend support sessions that are needed throughout the school day to assist with academics and behavior.

• Complete the Student Survey at the end of the program.

All of the students’ information obtained during the study, which includes their name, academic records, and survey results are confidential.

III. Risk

In this study, there are no risks involved with the participation of this study.

IV. Confidentiality

Please note that the survey and group sessions are being conducted for research purposes only. The students’ responses will remain anonymous. Information that would make it possible to identify participants will not be included in any sort of report that might be published. Student records and responses will be kept private and only the researcher will have access. You can withdraw your high school student from the study at any time and all information collected from the student’s responses will be destroyed immediately. The decision to no longer participate will not affect the student’s current or future relations with the researcher or the school that they attend.

V. Consent

If you agree to allow your high school student to participate in the research study, you must show consent by selecting “I agree to allow my high school student to participate in this study” and provide your signature. If you do not agree to allow your high school student to participate, select, “I choose not to allow my high school student to participate in this study.”

☐ I agree to allow my high school student to participate in this study.

☐ I choose not to allow my high school student to participate in this study.

Student Signature: ___________________________ Date: _______

Parent Signature: ___________________________ Date: _______
APPENDIX B

Support Staff Consent Form

Primary Investigator: Doctoral Candidate, Clark Atlanta University

Title of Study: Cultural Check and Connect Sessions: A Researcher-Designed Pilot Dropout Intervention Program for ninth-grade, African-American Students

I. Purpose

You are invited to participate in a research study focused on ninth-grade African-American students who will participate in a researcher-designed, piloted dropout intervention program. You are selected to participate in three phases of the research project: the weekly, Cultural Check and Connect Sessions with the student participants, daily check-ins with the student participants, and the completion of the Support Staff interview questions. As you interact with the student participants within this study, your feedback will be used as a part of the data collection.

The study will have three phases:

Phase 1: Attend the Cultural Check and Connect Sessions three times per week on Tuesdays, Wednesdays, and Thursdays. The time is allotted for 8:15 a.m. to 8:45 a.m.

Phase 2: Provide any needed support to the 40 selected, student participants throughout each school day.

Phase 3: Complete the Support Staff interview questions at the end of the program.

II. Procedure

If you agree to participate in this study, you will be asked to sign the consent form. Participation for the Support Staff is defined as the following:

• Attend the weekly Cultural Check and Connect Sessions held three times per week for 30 minutes with the student participants.
• Provide the student participants with “support sessions” that are needed throughout the school day to assist with academics and behavior.

• Complete the Support Staff Interview questions at the end of the program.

All of the Support Staff’s information obtained during the study, which includes the name, place of employment, and interview question results are confidential.

Risk

In this study, there are no risks involved with the participation of this study.

Confidentiality

Please note that the responses to the interview questions and group sessions are being conducted for research purposes only. The Support Staff responses will remain anonymous. Information that would make it possible to identify participants will not be included in any sort of report that might be published. Support Staff responses will be kept private and only the researcher will have access. You can withdraw from the study at any time and all information collected from the Support Staff responses will be destroyed immediately. The decision to no longer participate will not affect the Support Staff’s current or future relations with the researcher or the school that they are employed.

Consent

If you agree to participate in the research study, you must show consent by selecting “I agree to participate in this study” and provide your signature. If you do not agree to participate, select, “I choose not to participate in this study.”

☐ I agree to participate in this study.

☐ I choose not to participate in this study.

Support Staff Signature: _______________________________ Date: ______
APPENDIX C

Data Collection Template

Group A

<table>
<thead>
<tr>
<th>Student #</th>
<th>Semesters of Ninth Grade</th>
<th>Quarter 1 Attendance Abences</th>
<th>Quarter 2 Attendance Abences</th>
<th>Quarter 1 Discipline Referrals</th>
<th>Quarter 2 Discipline Referrals</th>
<th>Quarter 1 # of Failed Courses</th>
<th>Quarter 2 # of Failed Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3.0</td>
<td>15.0</td>
<td>4.0</td>
<td>3.0</td>
<td>0.0</td>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td>2</td>
<td>3.0</td>
<td>14.0</td>
<td>2.0</td>
<td>6.0</td>
<td>2.0</td>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td>3</td>
<td>3.0</td>
<td>12.0</td>
<td>7.0</td>
<td>5.0</td>
<td>1.0</td>
<td>3.0</td>
<td>2.0</td>
</tr>
<tr>
<td>4</td>
<td>3.0</td>
<td>16.0</td>
<td>8.0</td>
<td>5.0</td>
<td>0.0</td>
<td>3.0</td>
<td>2.0</td>
</tr>
<tr>
<td>5</td>
<td>3.0</td>
<td>11.0</td>
<td>10.0</td>
<td>5.0</td>
<td>3.0</td>
<td>2.0</td>
<td>2.0</td>
</tr>
<tr>
<td>6</td>
<td>3.0</td>
<td>16.0</td>
<td>3.0</td>
<td>5.0</td>
<td>1.0</td>
<td>2.0</td>
<td>2.0</td>
</tr>
<tr>
<td>7</td>
<td>3.0</td>
<td>14.0</td>
<td>6.0</td>
<td>5.0</td>
<td>1.0</td>
<td>4.0</td>
<td>2.0</td>
</tr>
<tr>
<td>8</td>
<td>3.0</td>
<td>12.0</td>
<td>8.0</td>
<td>6.0</td>
<td>1.0</td>
<td>2.0</td>
<td>2.0</td>
</tr>
<tr>
<td>9</td>
<td>3.0</td>
<td>17.0</td>
<td>4.0</td>
<td>7.0</td>
<td>1.0</td>
<td>3.0</td>
<td>1.0</td>
</tr>
<tr>
<td>10</td>
<td>3.0</td>
<td>14.0</td>
<td>1.0</td>
<td>5.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
</tr>
<tr>
<td>11</td>
<td>3.0</td>
<td>14.0</td>
<td>3.0</td>
<td>5.0</td>
<td>3.0</td>
<td>4.0</td>
<td>2.0</td>
</tr>
<tr>
<td>12</td>
<td>3.0</td>
<td>14.0</td>
<td>3.0</td>
<td>6.0</td>
<td>5.0</td>
<td>2.0</td>
<td>1.0</td>
</tr>
<tr>
<td>13</td>
<td>3.0</td>
<td>10.0</td>
<td>4.0</td>
<td>6.0</td>
<td>6.0</td>
<td>2.0</td>
<td>1.0</td>
</tr>
<tr>
<td>14</td>
<td>3.0</td>
<td>14.0</td>
<td>2.0</td>
<td>5.0</td>
<td>2.0</td>
<td>2.0</td>
<td>3.0</td>
</tr>
<tr>
<td>15</td>
<td>3.0</td>
<td>12.0</td>
<td>2.0</td>
<td>4.0</td>
<td>4.0</td>
<td>4.0</td>
<td>1.0</td>
</tr>
<tr>
<td>16</td>
<td>3.0</td>
<td>13.0</td>
<td>1.0</td>
<td>9.0</td>
<td>0.0</td>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td>17</td>
<td>3.0</td>
<td>11.0</td>
<td>6.0</td>
<td>7.0</td>
<td>4.0</td>
<td>3.0</td>
<td>2.0</td>
</tr>
<tr>
<td>18</td>
<td>3.0</td>
<td>11.0</td>
<td>5.0</td>
<td>6.0</td>
<td>2.0</td>
<td>2.0</td>
<td>1.0</td>
</tr>
<tr>
<td>19</td>
<td>3.0</td>
<td>12.0</td>
<td>4.0</td>
<td>4.0</td>
<td>2.0</td>
<td>3.0</td>
<td>2.0</td>
</tr>
<tr>
<td>20</td>
<td>3.0</td>
<td>10.0</td>
<td>4.0</td>
<td>5.0</td>
<td>1.0</td>
<td>2.0</td>
<td>1.0</td>
</tr>
<tr>
<td>21</td>
<td>3.0</td>
<td>16.0</td>
<td>6.0</td>
<td>9.0</td>
<td>0.0</td>
<td>3.0</td>
<td>1.0</td>
</tr>
<tr>
<td>22</td>
<td>3.0</td>
<td>17.0</td>
<td>3.0</td>
<td>5.0</td>
<td>0.0</td>
<td>4.0</td>
<td>3.0</td>
</tr>
<tr>
<td>23</td>
<td>3.0</td>
<td>15.0</td>
<td>3.0</td>
<td>6.0</td>
<td>1.0</td>
<td>2.0</td>
<td>1.0</td>
</tr>
<tr>
<td>24</td>
<td>5.0</td>
<td>15.0</td>
<td>3.0</td>
<td>8.0</td>
<td>2.0</td>
<td>3.0</td>
<td>2.0</td>
</tr>
<tr>
<td>25</td>
<td>5.0</td>
<td>12.0</td>
<td>4.0</td>
<td>7.0</td>
<td>1.0</td>
<td>3.0</td>
<td>2.0</td>
</tr>
<tr>
<td>26</td>
<td>5.0</td>
<td>12.0</td>
<td>2.0</td>
<td>8.0</td>
<td>1.0</td>
<td>3.0</td>
<td>1.0</td>
</tr>
<tr>
<td>27</td>
<td>5.0</td>
<td>17.0</td>
<td>1.0</td>
<td>9.0</td>
<td>1.0</td>
<td>3.0</td>
<td>1.0</td>
</tr>
<tr>
<td>28</td>
<td>5.0</td>
<td>10.0</td>
<td>2.0</td>
<td>5.0</td>
<td>0.0</td>
<td>3.0</td>
<td>1.0</td>
</tr>
<tr>
<td>29</td>
<td>5.0</td>
<td>12.0</td>
<td>9.0</td>
<td>5.0</td>
<td>2.0</td>
<td>3.0</td>
<td>2.0</td>
</tr>
<tr>
<td>30</td>
<td>5.0</td>
<td>13.0</td>
<td>8.0</td>
<td>8.0</td>
<td>1.0</td>
<td>4.0</td>
<td>1.0</td>
</tr>
<tr>
<td>31</td>
<td>5.0</td>
<td>14.0</td>
<td>7.0</td>
<td>4.0</td>
<td>0.0</td>
<td>4.0</td>
<td>3.0</td>
</tr>
<tr>
<td>32</td>
<td>5.0</td>
<td>13.0</td>
<td>3.0</td>
<td>7.0</td>
<td>2.0</td>
<td>2.0</td>
<td>1.0</td>
</tr>
<tr>
<td>33</td>
<td>5.0</td>
<td>13.0</td>
<td>4.0</td>
<td>7.0</td>
<td>3.0</td>
<td>2.0</td>
<td>1.0</td>
</tr>
<tr>
<td>34</td>
<td>5.0</td>
<td>11.0</td>
<td>4.0</td>
<td>7.0</td>
<td>0.0</td>
<td>2.0</td>
<td>2.0</td>
</tr>
<tr>
<td>35</td>
<td>5.0</td>
<td>10.0</td>
<td>6.0</td>
<td>7.0</td>
<td>3.0</td>
<td>2.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Student #</td>
<td>Semesters of Ninth Grade</td>
<td>Quarter 1 Attendance (Absences)</td>
<td>Quarter 2 Attendance (Absences)</td>
<td>Quarter 1 Discipline (Referrals)</td>
<td>Quarter 2 Discipline (Referrals)</td>
<td>Quarter 1 # of Failed Courses</td>
<td>Quarter 2 # of Failed Courses</td>
</tr>
<tr>
<td>-----------</td>
<td>--------------------------</td>
<td>-------------------------------</td>
<td>-------------------------------</td>
<td>--------------------------------</td>
<td>--------------------------------</td>
<td>-------------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>36</td>
<td>5.0</td>
<td>13.0</td>
<td>4.0</td>
<td>9.0</td>
<td>1.0</td>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td>37</td>
<td>5.0</td>
<td>11.0</td>
<td>2.0</td>
<td>5.0</td>
<td>1.0</td>
<td>3.0</td>
<td>1.0</td>
</tr>
<tr>
<td>38</td>
<td>5.0</td>
<td>12.0</td>
<td>1.0</td>
<td>6.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
</tr>
<tr>
<td>39</td>
<td>5.0</td>
<td>11.0</td>
<td>7.0</td>
<td>4.0</td>
<td>0.0</td>
<td>2.0</td>
<td>2.0</td>
</tr>
<tr>
<td>40</td>
<td>5.0</td>
<td>12.0</td>
<td>4.0</td>
<td>4.0</td>
<td>1.0</td>
<td>2.0</td>
<td>2.0</td>
</tr>
<tr>
<td>AVG</td>
<td>5.0</td>
<td>12.0</td>
<td>4.0</td>
<td>6.0</td>
<td>2.0</td>
<td>3.0</td>
<td>2.0</td>
</tr>
</tbody>
</table>

**Group B**

<table>
<thead>
<tr>
<th>Student #</th>
<th># of Semesters Ninth Grade</th>
<th>Quarter 1 Attendance (Absences)</th>
<th>Quarter 2 Attendance (Absences)</th>
<th>Quarter 1 Discipline (Referrals)</th>
<th>Quarter 2 Discipline (Referrals)</th>
<th>Quarter 1 # of Failed Courses</th>
<th>Quarter 2 # of Failed Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3.0</td>
<td>13.0</td>
<td>14.0</td>
<td>3.0</td>
<td>8.0</td>
<td>2.0</td>
<td>3.0</td>
</tr>
<tr>
<td>2</td>
<td>3.0</td>
<td>11.0</td>
<td>13.0</td>
<td>5.0</td>
<td>4.0</td>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td>3</td>
<td>3.0</td>
<td>14.0</td>
<td>12.0</td>
<td>8.0</td>
<td>8.0</td>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td>4</td>
<td>3.0</td>
<td>12.0</td>
<td>12.0</td>
<td>6.0</td>
<td>7.0</td>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td>5</td>
<td>3.0</td>
<td>13.0</td>
<td>15.0</td>
<td>3.0</td>
<td>9.0</td>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td>6</td>
<td>3.0</td>
<td>13.0</td>
<td>16.0</td>
<td>3.0</td>
<td>8.0</td>
<td>2.0</td>
<td>2.0</td>
</tr>
<tr>
<td>7</td>
<td>3.0</td>
<td>11.0</td>
<td>13.0</td>
<td>3.0</td>
<td>9.0</td>
<td>2.0</td>
<td>2.0</td>
</tr>
<tr>
<td>8</td>
<td>3.0</td>
<td>10.0</td>
<td>10.0</td>
<td>6.0</td>
<td>5.0</td>
<td>4.0</td>
<td>2.0</td>
</tr>
<tr>
<td>9</td>
<td>3.0</td>
<td>15.0</td>
<td>16.0</td>
<td>5.0</td>
<td>5.0</td>
<td>2.0</td>
<td>2.0</td>
</tr>
<tr>
<td>10</td>
<td>3.0</td>
<td>14.0</td>
<td>13.0</td>
<td>5.0</td>
<td>5.0</td>
<td>3.0</td>
<td>2.0</td>
</tr>
<tr>
<td>11</td>
<td>3.0</td>
<td>12.0</td>
<td>11.0</td>
<td>5.0</td>
<td>5.0</td>
<td>2.0</td>
<td>2.0</td>
</tr>
<tr>
<td>12</td>
<td>3.0</td>
<td>15.0</td>
<td>16.0</td>
<td>5.0</td>
<td>5.0</td>
<td>2.0</td>
<td>2.0</td>
</tr>
<tr>
<td>13</td>
<td>3.0</td>
<td>12.0</td>
<td>15.0</td>
<td>5.0</td>
<td>5.0</td>
<td>2.0</td>
<td>4.0</td>
</tr>
<tr>
<td>14</td>
<td>3.0</td>
<td>14.0</td>
<td>16.0</td>
<td>5.0</td>
<td>5.0</td>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td>15</td>
<td>3.0</td>
<td>12.0</td>
<td>11.0</td>
<td>6.0</td>
<td>8.0</td>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td>16</td>
<td>3.0</td>
<td>12.0</td>
<td>17.0</td>
<td>7.0</td>
<td>5.0</td>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td>17</td>
<td>3.0</td>
<td>11.0</td>
<td>19.0</td>
<td>5.0</td>
<td>4.0</td>
<td>4.0</td>
<td>3.0</td>
</tr>
<tr>
<td>18</td>
<td>3.0</td>
<td>16.0</td>
<td>14.0</td>
<td>5.0</td>
<td>5.0</td>
<td>4.0</td>
<td>2.0</td>
</tr>
<tr>
<td>19</td>
<td>3.0</td>
<td>10.0</td>
<td>10.0</td>
<td>6.0</td>
<td>5.0</td>
<td>3.0</td>
<td>2.0</td>
</tr>
<tr>
<td>20</td>
<td>3.0</td>
<td>14.0</td>
<td>14.0</td>
<td>6.0</td>
<td>5.0</td>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td>21</td>
<td>3.0</td>
<td>11.0</td>
<td>15.0</td>
<td>5.0</td>
<td>7.0</td>
<td>3.0</td>
<td>1.0</td>
</tr>
<tr>
<td>22</td>
<td>3.0</td>
<td>11.0</td>
<td>13.0</td>
<td>5.0</td>
<td>9.0</td>
<td>3.0</td>
<td>1.0</td>
</tr>
<tr>
<td>23</td>
<td>3.0</td>
<td>13.0</td>
<td>12.0</td>
<td>5.0</td>
<td>5.0</td>
<td>3.0</td>
<td>1.0</td>
</tr>
<tr>
<td>24</td>
<td>3.0</td>
<td>15.0</td>
<td>16.0</td>
<td>5.0</td>
<td>8.0</td>
<td>2.0</td>
<td>4.0</td>
</tr>
<tr>
<td>25</td>
<td>3.0</td>
<td>16.0</td>
<td>11.0</td>
<td>5.0</td>
<td>6.0</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>26</td>
<td>3.0</td>
<td>12.0</td>
<td>21.0</td>
<td>5.0</td>
<td>9.0</td>
<td>2.0</td>
<td>4.0</td>
</tr>
<tr>
<td>27</td>
<td>3.0</td>
<td>11.0</td>
<td>12.0</td>
<td>5.0</td>
<td>7.0</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>28</td>
<td>5.0</td>
<td>17.0</td>
<td>14.0</td>
<td>5.0</td>
<td>7.0</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>29</td>
<td>5.0</td>
<td>12.0</td>
<td>10.0</td>
<td>5.0</td>
<td>3.0</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>30</td>
<td>5.0</td>
<td>13.0</td>
<td>14.0</td>
<td>5.0</td>
<td>3.0</td>
<td>3.0</td>
<td>2.0</td>
</tr>
<tr>
<td>31</td>
<td>5.0</td>
<td>14.0</td>
<td>13.0</td>
<td>8.0</td>
<td>3.0</td>
<td>2.0</td>
<td>1.0</td>
</tr>
<tr>
<td>32</td>
<td>5.0</td>
<td>16.0</td>
<td>19.0</td>
<td>8.0</td>
<td>3.0</td>
<td>2.0</td>
<td>1.0</td>
</tr>
<tr>
<td>33</td>
<td>5.0</td>
<td>14.0</td>
<td>17.0</td>
<td>3.0</td>
<td>4.0</td>
<td>3.0</td>
<td>1.0</td>
</tr>
<tr>
<td>34</td>
<td>5.0</td>
<td>12.0</td>
<td>14.0</td>
<td>3.0</td>
<td>6.0</td>
<td>2.0</td>
<td>2.0</td>
</tr>
<tr>
<td>Student #</td>
<td># of Semesters Ninth Grade</td>
<td>Quarter 1 Attendance (# of days absent)</td>
<td>Quarter 2 Attendance (# of days absent)</td>
<td>Quarter 1 Discipline (# of Referrals)</td>
<td>Quarter 2 Discipline (# of Referrals)</td>
<td>Quarter 1 # of Failed Courses (Progress Report)</td>
<td>Quarter 2 # of Failed Courses (Progress Report)</td>
</tr>
<tr>
<td>-----------</td>
<td>---------------------------</td>
<td>----------------------------------------</td>
<td>----------------------------------------</td>
<td>--------------------------------------</td>
<td>--------------------------------------</td>
<td>------------------------------------------------</td>
<td>------------------------------------------------</td>
</tr>
<tr>
<td>35</td>
<td>5.0</td>
<td>17.0</td>
<td>14.0</td>
<td>5.0</td>
<td>7.0</td>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td>36</td>
<td>5.0</td>
<td>11.0</td>
<td>10.0</td>
<td>4.0</td>
<td>5.0</td>
<td>3.0</td>
<td>2.0</td>
</tr>
<tr>
<td>37</td>
<td>5.0</td>
<td>10.0</td>
<td>17.0</td>
<td>4.0</td>
<td>3.0</td>
<td>4.0</td>
<td>3.0</td>
</tr>
<tr>
<td>38</td>
<td>5.0</td>
<td>11.0</td>
<td>12.0</td>
<td>7.0</td>
<td>7.0</td>
<td>4.0</td>
<td>3.0</td>
</tr>
<tr>
<td>39</td>
<td>5.0</td>
<td>10.0</td>
<td>17.0</td>
<td>4.0</td>
<td>7.0</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>40</td>
<td>5.0</td>
<td>15.0</td>
<td>14.0</td>
<td>7.0</td>
<td>7.0</td>
<td>4.0</td>
<td>2.0</td>
</tr>
<tr>
<td>AVG</td>
<td><strong>4.0</strong></td>
<td><strong>13.0</strong></td>
<td><strong>14.0</strong></td>
<td><strong>5.0</strong></td>
<td><strong>6.0</strong></td>
<td><strong>3.0</strong></td>
<td><strong>2.0</strong></td>
</tr>
</tbody>
</table>
APPENDIX D

Student Survey Template

Please mark an “X” in the column next to the statement to indicate your perspective. Choose only one: “Disagree”, “Unsure”, or “Agree”

<table>
<thead>
<tr>
<th>Student &amp; Staff Relationship Support</th>
<th>Choose 1, 2, or 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1-Disagree</td>
</tr>
<tr>
<td>There are teachers in my school that help me to really want to learn.</td>
<td></td>
</tr>
<tr>
<td>The teachers in my school make learning fun.</td>
<td></td>
</tr>
<tr>
<td>My school handles student behavior problems fairly.</td>
<td></td>
</tr>
<tr>
<td>The adults in my school treat students with respect.</td>
<td></td>
</tr>
<tr>
<td>The adults in my school treat African American students different than the other races.</td>
<td></td>
</tr>
<tr>
<td>There is a teacher or other adult who listens to me when I have something to say.</td>
<td></td>
</tr>
<tr>
<td>At my school, there is a teacher or other adult who tells me when I do a good job.</td>
<td></td>
</tr>
<tr>
<td>At my school, there is a teacher or other adult whom I can trust.</td>
<td></td>
</tr>
<tr>
<td>There are teachers at my school who understand my personality.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Motivation</th>
<th>Choose 1, 2, or 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1-Disagree</td>
</tr>
<tr>
<td>I try to do my best at school.</td>
<td></td>
</tr>
<tr>
<td>I feel sad about school.</td>
<td></td>
</tr>
<tr>
<td>I worry about many things.</td>
<td></td>
</tr>
<tr>
<td>In the future, I feel I will be successful in life.</td>
<td></td>
</tr>
<tr>
<td>School is important to me.</td>
<td></td>
</tr>
<tr>
<td>My family expects me to graduate from high school.</td>
<td></td>
</tr>
<tr>
<td>When school work gets difficult, I feel like giving up.</td>
<td></td>
</tr>
<tr>
<td>I know the benefits of a high school diploma.</td>
<td></td>
</tr>
<tr>
<td>I know what type of job I want to have after I finish school.</td>
<td></td>
</tr>
</tbody>
</table>
### Student Peer Relationships

<table>
<thead>
<tr>
<th>Statement</th>
<th>Choose 1, 2, or 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>A person’s skin color can cause problems at my school.</td>
<td>1-Disagree 2-Unsure 3-Agree</td>
</tr>
<tr>
<td>Students being mean to other students (harassment) is a problem in my school.</td>
<td></td>
</tr>
<tr>
<td>There is physical fighting between students at my school.</td>
<td></td>
</tr>
<tr>
<td>At school, the color of my skin can get me in trouble.</td>
<td></td>
</tr>
<tr>
<td>Students in my school respect differences in other students.</td>
<td></td>
</tr>
<tr>
<td>I get hit or threatened by other students.</td>
<td></td>
</tr>
<tr>
<td>Other students in my school hurt my feelings.</td>
<td></td>
</tr>
<tr>
<td>Other students at school have spread mean rumors or lies about me.</td>
<td></td>
</tr>
<tr>
<td>At my school, I have a friend who I can really trust.</td>
<td></td>
</tr>
</tbody>
</table>

### School Environment

<table>
<thead>
<tr>
<th>Statement</th>
<th>Choose 1, 2, or 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel safe at school.</td>
<td>1-Disagree 2-Unsure 3-Agree</td>
</tr>
<tr>
<td>I feel safe on my way to and from school.</td>
<td></td>
</tr>
<tr>
<td>I am happy to be at this school.</td>
<td></td>
</tr>
<tr>
<td>My school has clear rules for behavior.</td>
<td></td>
</tr>
<tr>
<td>I feel my school has high standards for achievement.</td>
<td></td>
</tr>
<tr>
<td>My school is organized and clean.</td>
<td></td>
</tr>
<tr>
<td>My school has lots of fun activities.</td>
<td></td>
</tr>
<tr>
<td>I wish that I attended a different school.</td>
<td></td>
</tr>
<tr>
<td>I am involved in afterschool activities at my school.</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX E

Sample CC&CS Lesson Plan

A Week 4 Social Studies Lesson Plan Sample

The CC&CS Days

A Model Lesson
By
Ms. A Rivers-Ass. Principal

The CC&CS Days

Week 4 : Social Studies
Time: 8:00-9:00am
Location: Auditorium

Benefits
- More Instructional & Learning Time
- No Distractions
- Collaborative Setting
The CC&CS Days
Point of View
Public Enemy

https://www.youtube.com/watch?v=5PadLv2P7tw

“Fight the Power”
Listen to The Song & Follow The Lyrics

The CC&CS Days

The Background

Choose 1-2 Sentences of the song.
Explain why they are the most important
to you.
The CC&CS Days

The Background

Summarize the song into 5 sentences

The CC&CS Days

The Background

Choose 1 phrase. Explain what you think the phrase means.
APPENDIX F

Support Staff Interview Questions

1. What are the observed ways (presence in the hallways, classrooms, and skipping class) that the CC&CS Dropout Intervention Program affected student attendance?

2. Have you seen improvement in the student’s disposition related to school as a result of enrollment in the CC&CS Pilot Dropout Intervention Program and the affected on student discipline? Please Explain.

3. Based on your professional observations, have you seen ways that the CC&CS Pilot Dropout Intervention Program affected the students’ perception about their school engagement?

4. Have you observed a change from the students who participated in the CC&CS Pilot Dropout Intervention Program? Please Explain. Which variable, related focus have you observed?

5. What are some ways that the CC&CS Pilot Dropout Intervention Program can be improved?

6. Identify one student that you have worked with that has been most impacted by the CC&CS Pilot Dropout Intervention Program. Please share and explain.
APPENDIX G

Interview Transcript

Support Staff Participant Interviews

Staff Participant #1

1. What are the observed ways (presence in the hallways, classrooms, and skipping class) that the CC&CS Dropout Intervention Program affected student attendance?

“There weren’t many of our students from CC&CS in the hallways, like they used to be.” If they were in the hallways late, they were running to class, so they were definitely going to class. … “Not really skipping anymore.”

2. Have you seen improvement in the student’s disposition related to school as a result of enrollment in the CC&CS Pilot Dropout Intervention Program and the affected on student discipline? Please Explain.

“Yes, the students’ behavior was more into seeing what the program was about. What I mean by that is, the students felt as though someone was taking an interest in them and holding them accountable.” “It’s like, we emphasized that we believed in them…they knew that we wanted them to do well. At times I thought, is it only the pilot program? Would the students continue this behavior consistently? But on the other hand, if something like this was the expectation, or put into place from the beginning, perhaps the students would truly be this well-behaved.”

“As far as the discipline, I remediated a couple of students to prevent them from fighting, but the good thing is, they did not fight. Typically, they probably would have fought. They received a referral for the school disturbance that they caused, but at least they did not fight. That is a drastic improvement from the students that we knew prior to this program.” (Laughing…) I also think that the incentives helped. If they fought, they would be suspended from school and they would miss out. I don’t think they wanted to miss out.”

3. Based on your professional observations, have you seen ways that the CC&CS Pilot Dropout Intervention Program affected the students’ perception about their school engagement?
“I did not see much, however, I do think that students were a bit cognizant of what is really going on in today’s schools. The CC&CS sessions enlightened many of our students. Now, I think students are thinking twice about certain things.”

4. Have you observed a change from the students who participated in the CC&CS Pilot Dropout Intervention Program? Please Explain. Which variable, related focus have you observed?

“I have observed a change, mainly in a few that I knew before CC&CS. They have done what they were supposed to do. The best improvement overall has been attendance. The students are in class…they might be late, but they are there!” Mainly, I think it’s because they came to us every day! They wanted those incentives…the snacks, lunch, the presentations…they loved it!”

5. What are some ways that the CC&CS Pilot Dropout Intervention Program can be improved?

“I think that the program should be longer, but started at the beginning of the school year. I think that since it was only 40 students, it was easier to manage and reform for a quarter, but it would be impossible with more students. But, then...we would need more support staff!” (Laughter)

6. Identify one student that you have worked with that has been most impacted by the CC&CS Pilot Dropout Intervention Program. Please share and explain.

“I am thinking of one particular student. This student made it known that they wanted to improve. In some ways, this student is a leader, so many wanted to follow. I do think that it helped others to stay on task. I think that this student also wanted something different. It’s like the student always wanted to change, but didn’t know how. This program may have helped to provide that structure.”

Staff Participant #2

1. What are the observed ways (presence in the hallways, classrooms, and skipping class) that the CC&CS Dropout Intervention Program affected student attendance?

“The campus security has even noticed!” (Laughter) They have seen these students going to class. They have not been caught leaving campus as you know.” I see the change in that! If they don’t have a pass, it was the teacher’s fault. The teacher has to follow the rules too! I know because as I escorted a couple of our students, I noticed that when I brought them to class, the teacher admitted to not giving them a pass.” They are not the best with being on time, but I’m glad they were going!” (Laughter)
2. Have you seen improvement in the student’s disposition related to school as a result of enrollment in the CC&CS Pilot Dropout Intervention Program and the affected on student discipline? Please Explain.

“Our students are seeking help now. They know that they have needs and now they try and get help. The effort that our students make has impressed me, personally. They enjoy the rewards from this too, but I do think that’s okay. We, (as adults) get incentives (paychecks, praise, etc.), so our kids should receive it too!” It teaches them that when they try, they get better results than what they did before, which was little to nothing.”

3. Based on your professional observations, have you seen ways that the CC&CS Pilot Dropout Intervention Program affected the students’ perception about their school engagement?

“The students are striving to do better now. I just hope they keep it up. They recognize that schools should actually have supportive staff. They know now that they should always have support and resources. Whereas before, I think they believed it was just a part of life, or how all schools should be. Now that they have seen something a little bit different, something that can cater to them a bit, they want school more, now.”

4. Have you observed a change from the students who participated in the CC&CS Pilot Dropout Intervention Program? Please Explain. Which variable, related focus have you observed?

“The discipline is better. I think they now want to come to school, be in class and participate a little more. I’m sure the program had something to do with it because they loved the food! It shows that they hardly eat or have someone to care about their needs.”

5. What are some ways that the CC&CS Pilot Dropout Intervention Program can be improved?

“We need more help!” “It’s a lot dealing with 40 kids and only 2 staff! I wish that I could have done more and that this was my real job! (Laughter)… it a bit much! We also had to do the responsibilities outside of the program”. (Staff Participant #1) is not in the classroom like me, so they were able to manage their time with this more. That’s why they had more students on their daily check-in roster. It would do well on a larger scale, set for the start of the school year. I also think that it should be what all schools just do for our kids.”

6. Identify one student that you have worked with that has been most impacted by the CC&CS Pilot Dropout Intervention Program. Please share and explain.
“Oh, you know exactly who I’m thinking about!” (laughter) “… this kid has made a difference! It’s almost like you want him to calm it down, or everyone in the school would know that he was a part of research or something. I was thinking to myself, is he acting out for CC&CS? But then again, the student was for real because when they saw the positive responses and the incentives, it kept (the student) on track. Since (the student) did it, everyone else in the cohort started to like…compete with one another. But, it was a healthy competition. Seriously, we need to keep something going to keep the improvements. I’m almost sad to see what will happen to some of them now that it’s finished.”
REFERENCES


Teachers College Press.
