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ABSTRACT
        The Ninth Grade Summer School Restructuring Program of the
Detroit Public Schools (Michigan) was designed to restructure ninth grade in
ways that improve academic performance, develop positive attitudes toward
learning, improve the school environment to promote learning and
self-respect, and prevent dropping out of school. Instructional and direct
noninstructional services were provided. This report provides an evaluation
of the program in its second year. The Summer School Program enrolled 795
students who were at-risk, in grade 9 in 1996-97, and 726 of them completed
the program. The school also enrolled 2,172 incoming grade 9 students, and
1,432 of the students completed the program. Evaluators surveyed principals,
teachers, and students about the program. All 15 responding principals
strongly agreed that the program raised achievement, developed student
self-discipline, increased awareness of ninth grade requirements, and helped
students develop worthwhile priorities. The responses of 97 teachers were
also very positive, and the responses of 589 participating students indicate
that students responded favorably to the program. Ninety-eight percent were
satisfied with the services they received from the program. Five appendixes
contain a list of participating schools with ninth grades, surveys for all
three constituent groups, and an analysis of a literature review. (Contains 3
tables and 56 references.) (SLD)

EVALUATION OF THE 1997 NINTH GRADE SUMMER SCHOOL RESTRUCTURING PROGRAM

Submitted to:

**The Office of Research, Evaluation and Assessment
Detroit Public Schools**

Submitted by:

**Dr. Mike Syropoulos, Project Evaluator
Research and Evaluation Specialists, Inc.**

September, 1997

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PROGRAM FACTS

Name of Program	:	1997 Ninth Grade Summer School Restructuring Program
Funding Year	:	1996-97

Purpose of Program : The purpose of the program is to restructure ninth grade in ways which improve academic performance; develop positive attitude toward learning; improve school environment to promote learning and self-respect, caring and respect for the individuality and rights of others; reduce the dropout rate and increase the graduation rate of students.

Features of Program : Instructional and direct non-instructional services, such as social worker, counseling and psychological services; tutorial methods with student assistants working under the supervision of a certified teacher; parents' involvement in instructional and non-instructional activities with their children.

Funding Source : 31A State funds, Title 1

Number and Level
of Participants : <u>1996-97 Grade 9 Students</u>

a. Number of Students invited:	1,631
b. Number of Students enrolled:	795
c. Number of Students completed:	726

<u>Incoming Grade 9 Students</u>

a. Number of Students invited:	4,305
b. Number of Students enrolled:	2,172
c. Number of Students completed:	1,432

Number and Level of
Schools in Program : 15 schools having 9th grade responded

Staffing Pattern : Teachers, administrators and support staff from the regular school

Instructional Time	:	Four and one half (4 1/2) hours per day Monday - Friday, 8:00 A.M. -12:30 P.M. (five weeks during the summer).
Equipment and Materials	:	Same equipment and materials used during the regular school year.
First Year Funded	:	1994-95
Name of Schools	:	See list in Appendix A

EVALUATION OF THE 1997 NINTH GRADE SUMMER SCHOOL RESTRUCTURING PROGRAM

Executive Summary

Purpose and Features of the Program

The purpose of the program is to restructure ninth grade in ways which improve academic performance; develop positive attitude toward learning; improve school environment to promote learning and self-respect, caring and respect for the individuality and rights of others; reduce the dropout rate and increase the graduation rate of our students. One of the major components of the Ninth Grade Restructuring was the five week program held in summer, 1997. Students who were in Grade 9 during 1996-97 and incoming Grade 9 students who were at-risk were eligible to participate.

Schools were to design and implement programs to improve the academic achievement of the at-risk students. Schools could use instructional and direct non-instructional services, such as social worker, counseling and psychological services; tutorial methods with student assistants working under the supervision of a certified teacher; and/or involve parents in instructional and non-instructional activities with their children.

Individual Learning Plan

One of the major components of the Ninth Grade Restructuring was the five week program held in summer, 1997. This program was designed for at-risk entering Grade 9 students and for selected students who were in Grade 9 during the 1996-97 school year.

Eligible Students

Students with low MEAP scores or students who met at least two of the following criteria were selected as the "At-Risk" students to participate in the Ninth Grade Restructuring Program.

- victim of child abuse or neglect
- below grade level in English and communications skills
- pregnant teenager or teenage parent
- eligible for free or reduced-price lunch
- atypical behavior or attendance problems
- family history of school failure, incarceration, or substance abuse
- fourteen or more years of age and classified as ninth grader or less

Summer School Program

A. Selected ninth grade staff provided a five week summer program for incoming students that were identified as "At-Risk" by the middle schools.

The purpose of the summer school program was:

    a. to increase student achievement

    b. to make significant gains toward raising students' self-esteem

    c. to acclimate the students to high school routines and responsibilities

    d. to encourage parents to be involved in their child's learning

B. Selected ninth grade staff provided academic courses for those students who had failed courses in the ninth grade.

The purpose of the summer school program was:

    a. to help students pass the course failed and be at the 10th grade level in the fall.

    b. to increase student achievement

    c. to make significant gains toward raising students' self-esteem

    d. to encourage parents to be involved in their child's learning

Methodology

The Evaluation of the 1997 Ninth Grade Summer School Restructuring Program was designed to assess the success of the 1997 summer program as perceived by the summer school principals and the teaching staff. A forthcoming report on the school year Grade 9 Restructuring Program will present data on student attendance, academic achievement, grade point averages and dropouts.

Two surveys were developed containing statements related to the summer program. The principals' survey contained both forced-choice and open-ended questions. The staff survey contained only forced-choice questions accompanied by a Likert-type scale upon which the responses were marked.

All surveys were mailed to each school with a summer school program. After the completion of the surveys, each school turned them back to the Office of Research, Evaluation and Assessment. The project evaluator was responsible for analyzing all data and for writing the final report.

Findings

A. Principals' Perceptions of the Program

Fifteen (15) principals commented on nine (9) statements dealing with the total program. The responses were analyzed for the percent of positive responses. Then the statements were grouped into five (5) categories for purposes of this narrative report and are presented below. The numbers in parenthesis indicate the mean positive response by the principals for the items in each category. Respondents indicated that the program was successful in:

- raising student achievement in reading mathematics, science,
  and student awareness of high expectations   (100%)

- developing self-discipline, ability to work
  cooperatively, responsibility for one's own actions   (100%)

- raising incoming 9th Grade student awareness
  of high school requirements   (100%)

- helping students develop worthwhile priorities   (100%)

- encouraging parents to be involved in their
  child's learning   (92%)

One hundred percent (100%) of the principals "Agreed" or "Strongly Agreed" with all the statements except for the statement "encouraging parents to be involved in their child's learning", for which 92 percent gave a favorable response.

a. Program for 1996-97 Grade 9 Students

Seven hundred ninety-five (49%) of the one thousand six hundred thirty-one (1,631) invited students enrolled in the summer school. Seven hundred twenty-six (91%) of the students enrolled completed the program.

The principals were asked to indicate possible reasons why students did not enroll in the program. Following are some of their responses:

- summer job programs (9)

- family vacation plans (8)

- summer jobs (7)

The principals were asked to indicate possible reasons why students did not complete the program for the current ninth grade students. Their responses follow:

- poor attendance (3)

- summer jobs (7)

- family vacations (6)

The principals were asked to list the courses offered in summer school. They responded as follows:

- English (12)
- computers (7)

- mathematics (14)
- social studies (4)

- science (8)
- biology (4)

- reading (7)

In the next question, the respondents were asked to indicate if they had any problems with the implementation of the program. Their responses are as follows:

- no problems (11)

In the next question, the principals were asked to state the major strengths of the program. They responded as follows:

- small class size (12)

- curriculum (4)

- dedicated staff enhanced the success of this program (10)

- strengthen skills necessary for high school (5)

The next question asked, "What do you consider the weaknesses of the program?" They responded as follows:

- lack of funds (4)

- inadequate parental involvement (2)

- funds needed to provide field trips (6)

In the next question, the principals were asked to indicate their suggestions for improving the program. Their responses are as follows:

- increase number of parent workshops (3)

- need for development/training of staff to social and educational needs of these young people

- plan for student/parental involvement component (3)

- increase support services for these students (5)

- funds for more incentives (6)

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b. Parental Involvement

The principals were asked to indicate the components of the parents' program. The results are as follows:

- parents were involved in orientation (7)

- parents awareness meetings (4)

- strong lines of communication was established with home (3)

- parents served as chaperons for field trips (4)

- parents attended closing ceremonies (2)

In the next question, the principals were asked to state the success of the parents' program. They responded as follows:

- there was no structured parent program (6)

- very little parental participation in the activities during the day

d. Student Incentives

The principals were asked to state the purpose of the incentives offered. They responded as follows:

- provided positive reinforcement for students who were committed to complete the program

- incentives offered to improve academic performance   (3)

- to improve students' attendance (8)

In the next question, the principals were asked to state what was the impact of the incentives on the students.   They responded as follows:

- enjoyed incentives as demonstrated by their good attendance (3)

- incentives provided the needed motivation to complete the program (4)

B. Teachers' Survey

Ninety-seven (97) teachers commented on sixteen (16) statements dealing with the total program. The responses were analyzed for the percent of positive responses. Then the statements were grouped into twelve (12) categories for purposes of this narrative report and are presented below. The number in parenthesis indicate the mean positive response by the teachers for individual items:

- teachers received sufficient information regarding the program (93%)

- the program was successful in raising student achievement

    a. reading (96%)

    b. mathematics (87%)

    c. science (95%)

- the program was successful in raising student awareness

    a. high school requirements (96%)

- the program was successful in developing students'

    a. ability to work cooperatively with others (95%)

    b. the ability to work independently (95%)

    c. worthwhile priorities (98%)

- encouraging parents to be involved in their child's learning (93%)

- parents received sufficient advance notification about the Ninth Grade Restructuring Summer Program (97%)

- teachers received sufficient information for the implementation about the Ninth Grade Restructuring Summer Program (93%)

- ninth grade students attended summer school regularly (97%)

- I feel the program will result in improved achievement (100%)

- Teachers feel the program will result in improved achievement (99%)

- I am supportive of the Ninth Grade Restructuring Program (99%)

- Teachers seem to be supportive of the Ninth Grade Restructuring Program (98%)

Ninety-three to one hundred percent (93% to 100%) of the staff "Agreed" or "Strongly Agreed" with all the statements except:

"raising student achievement in mathematics" for which 81 percent gave a favorable response."

In the first question, the respondents were asked to indicate the strengths of the program. They responded as follows:

- small classes (16)

- individualized instruction (12)

- preparing students for entering high school (17)

- administration and teachers (23)

- students became familiar with their school (9)

- provided varied selection of skills (9)

In the second question, the respondents were asked to indicate the weaknesses of the program. Their responses are as follows:

- poor attendance (15)

- lack of parental involvement (7)

- lack of motivation in students (6)

-x-

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- lack of funds to fully implement the program (8)

- the program should be longer (12)

Finally, the respondents were asked to indicate suggestions for program improvements some of their responses are as follows:

- program should be extended to six (6) weeks (10)

- increase parental involvement (8)

- more educational field trips should be offered (9)

- the program has proven to be an invaluable learning experience for our children (12)

C. Students' Survey

Five hundred eighty-nine (589) students commented on nineteen (19) statements dealing with the total program. The responses were analyzed for the percent of positive responses. Then the statements were grouped into ten nine (9) categories for purposes of this narrative report and are presented below. The number in parenthesis indicate the mean positive response by the students for individual items:

- satisfied with the services received from the program   (98%)

- teachers appeared to be sincerely concerned about me   (96%)

- received help from my teachers when I needed it   (84%)

- services offered by the counselor were very helpful   (91%)

- administrator appeared to be sincerely concerned about me   (94%)

- was given homework daily in most of my classes   (83%)

- the program was successful in improving students'

  a. work habits   (98%)

  b. attitudes toward learning   (97%)

  c. reading skills   (95%)

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d. mathematics skills	(95%)
e. science skills	(91%)
f. ability to work cooperatively with others	(94%)

- raise awareness of high school requirements (96%)
- develop better self-discipline (92%)
- attended school regularly (88%)
- the program helped us to

a. get along with other students'	(96%)
b. get along better with adults	(91%)
c. feel better about ourselves	(95%)
d. feel better about school	(93%)

Ninety-one to ninety-eight percent (91% to 98%) of the students "Agreed" or "Strongly Agreed" with all the statements except:

a. was given homework daily in most of my classes	(83%)
b. received help from my teachers when I need it	(84%)
c. attend school regularly	(88%)

In the first question, the students were asked to indicate what did they like best of the program. They responded as follows:

- gave a chance to meet other students and teachers (43)
- the work that was given to us (13)
- the teachers (53)
- mathematics class (27)

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- get to know the school and teachers better (12)

- enjoyed the small class size (17)

- Friday trips (27)

- learned new things (23)

- liked the students in the program (25)

In the second question, the students were asked to indicate what did they like least of the program. They responded as follows:

- doing homework in summer school (23)

- the school hours were too long (8)

- long hours for each class (41)

- math classes (12)

- lunch was not given (8)

- did not like arriving in school early in the morning (20)

- size of the school (9)

- took up my summer vacation (6)

Recommendations

The following recommendations are based on the responses obtained on the questionnaires, the evaluators' observations, and verbal comments received from the administrators and staff.

1. Efforts should be made by all middle school assessment teams to have all eighth graders assessed by the end of April and the information sent to the high schools for use in summer planning.

2. Efforts should be made by each high schools to employ teachers in the summer school program who will be the ninth grade teachers of these students the following September.

3. Efforts should be made to have more funds available at the beginning of summer school.

4. Efforts should be made to plan the parents' component of the program early in the spring and have all the activities and workshops scheduled and planned before summer school begins; parent notification must occur early and often.

5. Efforts should be made to offer staff development training for all the summer school and regular school ninth grade teachers in the area of:

   a. restructuring curriculum to meet at-risk students' needs

   b. understanding the at-risk students' social and emotional needs

   c. working with the at-risk students' parents

   d. team teaching and collaborative learning

   e. cooperative learning/block time teaching

6. Efforts should be made to have a strong support/intervention team in every high school - counselor, social worker, attendance officer and a psychologist.

7. Efforts should be made to emphasize the expectations of parental involvement and the important role parents play in the regular attendance of their children.

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1997 NINTH GRADE SUMMER SCHOOL RESTRUCTURING PROGRAM

BACKGROUND INFORMATION[1]

The Ninth Grade Restructuring Task Force recommended to the Detroit Board of Education that a district-wide restructuring plan be initiated that would have impact on every ninth grade student in the District. The unique characteristics of the age group, the typical difficulties with all transition, and the high failure rate in certain key subjects prompted the recommendation that all members of this target population be exposed to at least one of three recommended restructuring options.

The purpose for this district-wide restructuring effort would be to enable the provision of programs, resources and services that more readily meet the unique needs of ninth graders. The anticipated results include a substantially lower school dropout rate for the District's ninth graders and assurance that every student who enters the ninth grade graduates from high school.

The specific Task Force recommendations to the Board were as follows:
The District adopt, by the 1995-96 school year, all of the following options which provide more than one avenue for restructuring the ninth grade:

- **Pilot ninth grade in middle schools**

- **Create new, and embellish existing, ninth grade programs for all students (school-within-a-school, accelerated programs, dropout prevention, theme schools, Tech Prep, etc.)**

- **Establish ninth grade academies for students who are seriously at-risk of dropping out**

Upon accepting the Task Force's recommendations, the Board enjoined each Area to adopt either some or all of the reorganization strategies and to commence immediately with the formulation of implementation plans for restructuring.

The Ninth Grade Restructuring Task Force developed a set of **Guiding Principles** to lend direction to the development of Area plans and assure that they impact all ninth graders. The Task Force recommended all Area plans be developed in the spirit of he Guiding Principles regardless of the chosen option(s). A timeline for the completion of all plans was also determined.

---

[1]**Ninth Grade Restructuring Task Force, Spring, 1995**

1

The Guiding Principles included the following categories that were to be addressed in the Areas' restructuring plans:

- target population
- school environment
- student discipline
- staff and instruction
- curriculum
- parents
- life role expectancy
- technology
- physical and mental health and
- continuance

The Task Force was also sub-divided into **Technical Assistance Teams** that would stand ready throughout the development of the Area restructuring plans to troubleshoot, provide resources and assistance. These teams were as follows:

- funding
- planning program design
- support services
- parental involvement
- awareness and dissemination
- curriculum/technology
- staff development and
- evaluation

The membership of the Technical Assistance Teams was expanded to include other individuals in the organization who could lend additional expertise and information. In particular, the *Funding Team* explored funding options and identified those areas in the recommendations that could be addressed with Section 31A at-risk funds. High schools then utilized their school improvement plans to identify uses for Section 31A funds to address at-risk ninth grade students. Each high school was to receive a Section 31A allocation to help implement part of their ninth grade restructuring plan.

In response to the Board's charge, each Area convened a planning team to undertake the task of developing a ninth grade restructuring plan.

The **target population** was defined by the Task Force to include all ninth graders and/or "students who are fourteen or more years of age who are classified as ninth graders or less."

While the planning logistics varied somewhat from Area to Area, the common charge from the Board, commonly agreed upon process criteria and goals, yielded a set of Area plans that together represent a cohesive, **District-wide Ninth Grade Restructuring Plan.**

2

Detroit's Ensuing Ninth Grade Restructuring Plan (Summer, 1997)

While three restructuring options were possible, all Areas chose the same option:

- **Create new, and embellish existing, ninth grade programs for all students (school-within-a-school, accelerated programs, dropout prevention, theme schools, Tech. Prep., etc.)**

Formation of Planning Teams

Each Area convened a meeting with representatives from each of its high schools to participate in the planning. Some areas included middle school representation, parents, vocational technical centers and other stakeholders.

Formation of Mission, Vision and Goals

Based on the District's Strategic Plan, each Area developed a mission statement specific to meeting the outcomes of the planning. The mission statements were supported by vision and goal statements that clearly set directions to the components of the plans. All plans contained specific enabling objectives or activities that would be carried out in order to achieve the stated goals.

Identification and Assessment

All plans contained provision for the **identification** of members of the target population who are **most at-risk** of dropping out of school and most in need of intervention programs and activities, particularly before they enter high school.

Identification included eighth grade assessment of students who were to enter Grade 9 in fall, 1997. All plans included the development of **Individual Learning Plans (ILP)** for students based on the results of this assessment.

Restructuring Strategies

All plans detailed specific restructuring strategies for more readily meeting the unique needs of the target population. The plans reflected the review of literature, informed practice and developed knowledge about instructional practices and restructuring models.

Restructuring efforts are to range from creating a distinct school-within-a-school, to facilitating block scheduling, common teacher prep periods and planning time, from distinct dismissal and arrival times, to separate locations, reorganization of course offerings and smaller learning units.

3

Curriculum is to be augmented to include Tech Prep and School-to-Work components such as job shadowing, hands on, practicums, etc.

All new ninth graders are to be exposed to an intensive orientation prior to entering ninth grade or during the first few weeks of school.

Support Services

The middle school and ninth grade assessment instruments also provide information as to the type of support services necessary to accomplish the missions and goals as defined. All plans contain an array of options and support services ranging from mentors, tutorial programs, and peer support programs, to career counseling, social work services, health services, etc.

Parents

Avenues for the meaningful involvement, support and participation of parents are an intricate part of each plan.

Identification of Staff Requirements

All plans contain reorganization descriptions that address the need to provide the target population with sufficient, well-trained teachers and other support staff. Nearly all high schools will add one additional assistant principal whose sole administrative responsibility will be the ninth grade school-within-a-school.

All high schools have articulated the need for additional teachers. Some will add social workers, counselors, psychiatrists, attendance officers, teacher coordinators, instructional specialists, educational technicians and others.

Staff at all schools are to participate in professional development and other training as identified by individual planning teams. Most staff training will focus on upgrading the instructional skills of staff. Many plans include training that will equip all involved staff with strategies and information that will enable them to become effective, knowledgeable and caring adults.

Identification of Renovations or Facility Needs

Some plans include the renovation of certain areas of buildings to accommodate the school-within-a-school and smaller learning units. All plans include the provision to infuse technology into the learning process which automatically will require facility renovations and upgrades.

4

Technology

Many plans include extensive utilization of technology ranging from personal computers for each student to enable distance learning and other computer assisted activities, to technology wings that will facilitate hands on experiences in technology careers as well as daily learning.

All plans include provision for Vocational and Technical Education as well as experiences that will relate education to the real world of work. Such programs as School-to-Work and Tech Prep are integral parts of some plans.

Evaluation and Assessment

All plans use the student achievement criteria articulated in the Strategic Plan. The goals for MEAP, MAT, attendance, dropout rate, etc., set forth in this document will be a part of all evaluations.

Leadership

All plans are under the leadership of the respective Area Superintendents who is to assure that implementation efforts address the goal to maintain ninth grade students in school until graduation.

1997 NINTH GRADE SUMMER SCHOOL RESTRUCTURING PROGRAM

Individual Learning Plan

One of the major components of the Ninth Grade Restructuring was the five week program held in summer, 1997. This program was designed for at-risk entering Grade 9 students and for selected students who were in Grade 9 during the 1996-97 school year.

Eligible Students

Students with low MEAP scores or students who met at least two of the following criteria were selected as the "At-Risk" students to participate in the Ninth Grade Restructuring Program.

- victim of child abuse or neglect
- below grade level in English and communications skills
- pregnant teenager or teenage parent
- eligible for free or reduced-price lunch
- atypical behavior or attendance problems
- family history of school failure, incarceration, or substance abuse
- fourteen or more years of age and classified as ninth grader or less

5

Allowable Costs

Costs payable with Section 31A funds are limited to the following:

- salaries and benefits for instructional staff
- salaries and benefits for staff providing direct non-instructional services such as: medical, counseling, social work services
- purchased services, supplies and materials for instructional and direct non-instructional services
- operation, maintenance, and pupil transportation costs for programs provided outside of the regular school day or year; (transportation for field trips is allowable.)
- capital outlay necessary for the provision of instructional and direct non-instructional services such as computers and other non-instructional equipment
- procedures for involving parents in direct instructional and non-instructional activities with their children

Summer School Program

A. Selected ninth grade staff provided a five week summer program for incoming students that were identified as "At-Risk" by the middle schools.

The purposes of the summer school program were to:

- increase student achievement

- make significant gains toward raising students' self-esteem

- acclimate the students to high school routines and responsibilities

- encourage parents to be involved in their child's learning

B. Selected ninth grade staff provided academic courses for those students who had failed courses in the ninth grade.

The purpose of the summer school program were to:

- help students pass the course failed and be at the 10th grade level in the fall

- increase student achievement

- make significant gains toward raising students' self-esteem

6

- encourage parents to be involved in their child's learning

The following pages present a review of the literature related to school restructuring at the high school level. After the literature review, an evaluation of the 1997 Ninth Grade Summer School based on staff and student perceptions is presented. This report, based on process data, represents just one part of the total project evaluation. Additional reports in this series are available from the Office of Research, Evaluation and Testing.

LITERATURE REVIEW*

A literature review was conducted as part of the 1997 Ninth Grade Summer School Restructuring Program evaluation. The purpose of the literature review is to identify characteristics of effective dropout prevention programs.

PURPOSE OF EVALUATION

The emphasis currently being placed on the development of dropout prevention programs for young people and the concomitant installation of such programs in schools, makes it crucial for educators to examine the effects of such programs. Examination must be made of such variables as the time spent on the program, net effects on grade point averages, attendance, test scores, and other in-school academic and non-academic behaviors. As with all programs in the early stages of implementation, process data, such as the perceptions held by the various interest groups of the program, are crucial. Such perceptions often assist in making program adjustments and often provide telling data about the program.

Results of this evaluation are to be used by central, area and school staff members for purpose of program planning. We must focus on how we can meet our students' needs. We must look ahead to how we can support successful academic programs and keep our students in school.

METHODOLOGY

The Evaluation of the 1996 Summer School Restructuring was designed to assess the success of the program as perceived by the summer school principals and the teaching staff. To answer this question, three surveys were developed containing statements related to summer school. The principals' survey contained both forced-choice and open-ended questions. The students' and staff surveys contained forced-choice questions accompanied by a Likert-type scale upon which the responses were marked and two open-ended questions.

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*See Literature Review in Appendix E

All surveys were mailed to each school with a summer school program. After the completion of the surveys, each school returned them back to the Office of Research, Evaluation and Assessment. The project evaluator was responsible for analyzing all data and for writing the final report. A forthcoming report on the school year Grade 9 Restructuring Program will present data on student attendance, grade point averages, achievement, and dropouts.

PRESENTATION AND ANALYSIS OF DATA

PRINCIPALS' PERCEPTIONS

Data in Table 1 shows that there were fifteen (15) surveys returned by the principals who were involved in the 1997 Summer School Restructuring Program. They rated nine (9) different statements dealing with the total program. The forced-choice items were accompanied by a Likert-type rating upon which responses were marked. The responses were analyzed for the percent of positive responses. ("Strongly Agree" and "Agree" responses were considered "positive").

TABLE 1
PRINCIPALS' SURVEY OF THE 1997
NINTH GRADE SUMMER SCHOOL RESTRUCTURING PROGRAM

Statements	Number of Responses Total	Positive	Percent of Positive Responses
The Ninth Grade Restructuring Summer School Program was successful in:			
a. raising student achievement in reading.	15	15	100%
b. raising student achievement in mathematics.	5	15	100
c. raising student achievement in science.	12	12	100
d. raising incoming 9th Grade students awareness of high school requirements.	15	15	100
e. developing the ability to work cooperatively with others.	15	15	100
f. developing self-discipline and responsibility for one's own actions and accomplishments.	15	15	100
g. encouraging parents to be involved in their child's learning.	12	11	92
h. helping students develop worthwhile priorities.	15	15	100
i. developing student's ability to work independently.	15	15	100

One hundred percent (100%) responded "Strongly Agree" or "Agreed" with all the statements except "encouraging parents to be involved in their child's learning" for which 92 percent gave favorable responses.

25

Program for Summer, 97 Grade 9 Students

The principals were asked to supply numerical counts and to answer open-ended questions. The questions and summarized results follow:

1. Number of students invited, enrolled, and completed the program for current ninth graders:

    a. Number of students who were invited to attend summer school   1,631

    b. Number of students enrolled   795

    c. Number of students who completed the program   726

The data indicated that seven hundred ninety-five (49%) of the one thousand six hundred and thirty-one invited students enrolled in the summer school. Seven hundred twenty-six (91%) of the students enrolled completed the program.

Program for Incoming Grade 9 Students

2. Number of students invited, enrolled and completed the program for new ninth grade students.

    a. Number of students who were invited to attend summer school   4,305

    b. Number of students enrolled   2,172

    c. Number of students who completed the program   1,432

The data indicate that two thousand one hundred seventy-two (50%) of the four thousand three hundred five invited students, enrolled in the summer school. One thousand four hundred thirty-two (66%) of the students enrolled completed the program.

9

The principals were asked to indicate possible reasons students did not enroll in the program. Some of the responses follow:

"Some students had prior commitments for summer jobs and other summer programs."

"Vacation or jobs, some enrolled in other summer programs such as Upward Bound and DAPCEP."

Summer employment and family obligations. (5)

"Some students are care givers for younger siblings during the summer, others opted to seek simmer employment. Family vacations and a desire for a "school-free" summer were also reasons given by students that did not attend the program."

"Students were enrolled in other summer programs. Students went on family vacations. Students did not have transportation. Students did not want to study during their vacation time."

"Students out of town for summer, students working, and students enrolled in credited summer school program."

"Students were participating in DAPCEP, Wade McCree, etc."

"Had other summer plans, i.e., jobs, camp, travel, other summer programs. Some students did not see a need for enrichment."

"Attended regular summer school and vacations."

"Transportation/distance concerns may have presented a problem for some students. Most students must come from the westside of town and/or far northeastern section."

"Summer vacation with their families."

"Other activities already planned."

"Summer jobs and vacations."

"Attended different summer programs."

"Not intended in going to summer school."

"No credit for summer schools classes."

10

27

The principals were asked to indicate possible reasons the students did not complete the program. Some of the responses follow:

"Scheduled family vacations."

"Some went on vacation or acquired a job in the middle of the program."

"Poor attendance and family problems."

"Vacations, summer camp and family issues were reasons parents provided when contacted about student attendance."

"Students left to attend programs at schools where they had been accepted for the fall. Students left to go on vacation."

"Family emergencies that required students to remain at home. Students relocating during the summer to live with other relatives."

"Lack of motivation and lack of parental enforcement."

"Students started a summer job. Student stopped attending because parent was not able to provide reliable transportation."

"All students enrolled and completed the program."

"Was not prepared to put forward the effort during the summer. Found other summer pursuits more interesting."

"Employment"

"Family vacations, job opportunities and possible lack of willingness to stick it out during heat of summer weather."

"We had initially provided field trips, but due to area office directives, we did not have any trips."

"Family plans"

"Summer jobs"

"Not interested in being in summer school."

11

List the courses offered in summer school. The courses offered and the number of schools indicating these offerings follow.

English (12)   Guidance Counseling (4)

Mathematics (6)   Skills building (3)

Science (8)   History (4)

Reading (7)   Social Studies (4)

Biology (4)   Study skills (4)

Computers (7)

"Have you had any problems with the implementation of the program for the incoming ninth grade students?" The following are some of their responses.

"Scheduling students around summer jobs, family vacations, and other special programs."

"Students arriving late, and parents not picking them up on time. Students leaving the program before it is over."

"We have not incurred any problems with the implementation of the summer school program."

"No problems were experienced in the implementation of the summer school program for incoming ninth grade students."

"No scheduling field trips, and receiving confirmation for sites to visit."

"We had no problems implementing the Summer Bridging Program. We began working on the details of setting up the program in April - May 1997. Letters were mailed to students and their parents, inviting them to participate. Responses were picked up from the middle school counselors. Phone calls were made to students, informing them about the registration process. Early planning made for a successful summer program."

No existing problems. (11)

"Yes, dissemination of summer school information. Unable to obtain addresses in a timely manner."

12

"The implementation plan was very effective in-so-far as we conferred with parent and students and selected those classes that would give them an academic edge for fall semester: i.e., English, math and social studies."

We had no program implementation problems. (3)

Indicate the strengths of the program. Some responses follow:

"Students became familiar with expectations of Commerce. Students assessments were administered."

"The major strengths are the commitment by teaching staff to help students. The experience the students gain before entering 9th grade. Curriculum."

"The major strengths of the summer school program are the hard-working staff and the program emphasis on math, science and language arts."

"Small class sizes, a variety of instructional strategies, the infusion of 'analyze and apply' concepts, and a dedicated teaching/support staff were the major strengths of this program. Weekly culturally/socially enriching field trips were also a strength of this program. A weekly Gang and Drug Awareness Program funded by Wayne County Neighborhood Legal Services was a positive program for students."

"Small classes; caring staff; counselor available to call parents immediately when students were absent; and the availability of a male mentor for problem boys."

"Incoming students were given the opportunity to become familiar with high school expectations and climate. Restructuring students experienced success in passing required classes."

"Smaller class size, classroom incentives, field trip, tour of the building (conducted by Redford students participating in Project Entre Coke), computer lab (stimulated student interest in computers as students were required to type classroom assignments), counseling component, Redford t-shirt with the ninth grade restructuring logo, made our new ninth graders feel like part of the Redford family, staff development of a 2 day workshop on Team Teaching, and staff was supportive and worked well as a team."

"Small teachers, student ratio helps teacher focus more on students needs and design activities to help them improve. Teacher can work closely with parents on helping them prepare their child for high school. Introduce students to conflict resolution strategies. Student receives advance training in the JROTC program. Increase 9th grade students awareness of high school requirements. Improve students study skills independently and with others."

13

"The promotion of an increased understanding of expectations for incoming 9th grade Cass Technicians; the creation of a bonding atmosphere for all participants; and the development of prescriptive strategies to improve study skills."

"Small class size (average 18), teacher enthusiasm, longer class periods, fewer if no discipline problems, a more relaxed atmosphere."

Academic Program
Teaching Staff
Administrators Vision

"Small class sizes with para pros assisting the teachers provided for more individualized instruction. conferring with parents initially via telephone made their involvement a integral part of the program. smaller class sizes gave credence to project-based assessment as well as MAT/MEAP Testing Strategies."

"Small class size"

"Teachers had the opportunity to work individually with students."

"Teachers used creative teaching methods and techniques."

"Students were able to use the computer lab on a daily basis."

"Assessment and evaluation of students."

"Early interaction between staff, students, and parents."

"Review of skills not attained in regular school."

"Summer school program gave students an opportunity to experience and prepare for regular high school."

What if any weaknesses were there in the program? They responded as follows:

"More variety of enrichment and field trip opportunities are needed."

"Parental commitment, student commitment and lack of funds."

"There should be field trips to various business and corporations from which the students can receive essential career information."

14

"More students should have taken advantage of the opportunity to repeat missed credits at 'no cost.' Issues and concerns regarding attendance/tardiness that continue to plague some students."

"Not enough time to do everything that needed to be done. Students operating at third and fourth grade levels."

"There is a need to develop a retention program with counselor or social worker in charge."

"More field trips would have enhanced our efforts this summer. Would like to have more parental involvement and more students. We anticipate 628 incoming ninth graders enrolled in our Summer Bridging Program. The program was free of charge and offered students an opportunity to extend their education into the summer. The Bridging Program was designed to help new ninth graders make the necessary transition from middle school to high school, as they meet other ninth graders, participated in cooperative learning experiences and met and established positive relationships with their teachers before the school year began. Students were also exposed to the core objectives of the Mathematics, Science and English curriculum."

"Budget limitations"

"Lack of parental involvement."

"The lack of tangible incentives, monetary rewards, field trips, etc., proved to be a weakness of the program. Summer session should provide academic promotion as well as lost of enrichment activities."

"Lack of student participation."

Weaknesses was the lack of field trips after they were already promised to the parents and students. (2)

Indicate suggestions for improving the program. Some of their responses follow:

"Funds for incentive. Funds to have more teachers so more courses can be offered. In-service to help parents see the importance of community to the entire program."

"There should be field trips to various business and corporations. Students will have opportunity to learn requirements for various careers. This knowledge will serve as impetus to higher academic achievement."

"Program improvements for current ninth graders includes: combined parent/student academic/enrichment opportunities and the use of upper classmen as mentors. Additional mass mailings to ninth grade parents may also increase their awareness level. Next summer our incoming program will be structured to offer two week informational/skill building seminars on a rotation basis for incoming ninth graders."

"Making it mandatory for incoming ninth graders to participate and greater parental involvement."

"Retention plan in operation, parent and student commitment and involvement, and parent workshops."

"Add an elective class to the summer curriculum (gym, swim, or arts and crafts). Reduce class period to one hour instead of the 1 1/2 hour class periods we had this summer. Participate in two field trips one should be an educational field trip to Cranbrook, Science Museum or the Museum of African American History, and the other should be a fun field trip to movies or amusement parks."

"Increase the number of group assemblies with counselor and social worker to assist students in making a smooth transition from middle to high school."

"Increase budget for program."

"Provide additional discretionary funds for student paid incentive."

"Inability to use field trips as learning experiences."

"Comprehensive orientation and pre-registration."

"A battery of pre-tests at the beginning of the summer session would better help us place students in tutorial sessions. Sylvan Learning Center, accelerated classes, etc. A Parents Day or Motivational Day would be of benefit."

"The summer school program can become a requirement for all incoming 9th grade students."

"Students should be given some type of credit for completing the program."

"Add the field trips or study tours to expose students to different cultural activities and places."

16

Parental Involvement

Indicate the components of the parents' program. They responded as follows:

"Parent Orientation Programs. (May 6 & 13) Parent Round-Up - (Information and fun evening for students and parents - June 26)."

"Parents were present at the orientation and concluding program."

"Orientation for parents of incoming 9th graders, and information distributed highlighting the program."

"Parents were invited to be chaperons on weekly field trips. Strong lines of communication were established between parent/school via telephone contact with classroom teachers and assistant attendance officers. Parents were invited to our culminating "Open House" and Student Recognition Program."

"Parent orientation; counselor talked with every parent to learn more about students and how the school could help; and parent/teacher conferences."

"Parent attend student orientation, they visited the parent center, and they attended the closing awards ceremony."

"Parents received a letter from Redford inviting them to enroll their child in the summer Bridging Program. Parents were responsible for returning the YES responses to the middle school counselors for pick up by Redford's Ninth Grade Assistant Principal. One parent helped chaperon the field trip to the movies."

"Parents were involved in workshops designed to identify the needs of high school students and develop strategies to help them to be successful. Parents attended a four hour orientation session on the curriculum, parents responsibilities, military requirements and Rogers standard operating procedures. Individual interviews conducted with parents and students assess interest and enrollment eligibility prior to the start of the summer program. Feedback from staff and parents indicated that workshops were deemed most informative and helpful in allowing their fears regarding their child's transition from middle to high school."

"Parents provided transportation for their child to attend daily. Parents attended and participated in the closing ceremony. (Distribution of certificates and participation.)"

Incoming Orientation Program
Volunteer Programs
Parenting Workshop

17

"Orientation - June 16, 1997 and volunteer activities."

"All parents were given individual orientation by the principal. Parent visitations were welcomed and many parents did visit the school. Covenant of Participation - a contract with includes parents, students and teachers. Phone contacts made daily by para-pros provided information to teachers regarding problems with student attendance or behavior."

"Parents were contacted by phone."

"Letters from the principal were sent to the parents."

State the success of the parents' program. Some of their responses follow:

"Parents had opportunity to network with other parents. As well, students did a dramatic reading presentation at the Round Up, which gave parents a chance to witness student achievement."

"Parents were informed of the educational opportunities available for their children at Murray-Wright High School."

"A number of parents served as chaperons on field trips. Parents were very receptive when contacted by the school regarding student attendance. Parent and family participation was excellent for the 'Open House' and Recognition Ceremony activities. We are pleased with our parental participation/support during our current summer school program. A number of our parents participated in a 2 day workshop entitled "Mega Skills.' Parent response was favorable and requests were made for additional workshops during the upcoming school year."

There were no structured parent programs for this summer. (6)

"We found the parents very supportive of our endeavors to help their children make a positive adjustment from the middle school setting to the high school setting. Many parents were looking for something positive for their children to do this summer and this program appeared to fit their needs rather nicely."

"Parents also expressed a degree of comfort after learning about the support systems available for them and their child."

"Participation was very low."

"Parents who volunteered (less than 2%) were very active. However, majority of parents attended only orientation."

18

"As with any undertaking involving young people, it is imperative that a well intentioned parental involvement plan is extant. We will continue to encourage parental in-put in every endeavor we undertake. Success is progress and we are making progress."

Students' Incentives

Thirteen (13) out of the fifteen (15) schools offered some type of incentive.

What was the purpose of the incentives offered? They responded as follows:

"The purpose was to show appreciation to the students for the commitment they made to complete the program."

"The purpose of the incentives offered was to improve attendance and academic achievement."

"Incentives were offered to increase attendance, build self-esteem and improve academic performance."

"Attendance and achievement, both outstanding and improved."

"Incentives for completion of assignments, attendance, completion of programs, and field trip questionnaires."

"The purpose of offering incentives to students was twofold: 1) to encourage participates on in a summer program that was not mandatory for admittance to high school, 2) to reward students for participation, academic progress and good attendance."

"Provide the staff the opportunity to learn more about the students behavior in social settings. Encourage students to attend school daily. Improve the students knowledge of technology by exposing them to software that is both fun and challenges the students ability to solve problems."

"A small per diem incentive would have made a positive affect on student attendance for our incoming 9th grade students."

"Incentives were offered to students for attendance, achievement and attitude. Redeemable tickets were given to the students. These tickets were used to purchase incentives."

"The purpose of the incentives was to give students an opportunity to interact with each other; explore topics discussed in class and to express their ideas and opinions."

19

36

"Food program - breakfast and lunch were provided daily to encourage students to attend school. Also bust tickets and transfers were provided to students each day."

"Attendance incentives were offered for perfect attendance."

What was the impact of the incentives on the students? Some of their responses follow:

"The incentives given at the conclusion of the program were greatly appreciated by all of the students."

"We were successful in achieving our goals which were to improve our attendance and academic achievement."

"The incentives provided positive reinforcement for students that were committed to completing the program."

"Students were excited about receiving their rewards. Students were inspired to have good attendance and to perform competitively."

"They provided with the motivation needed to continue and complete program."

"The impact of the incentives was very positive. Students competed with other students for perfect attendance incentives, as they worked and competed to obtain the academic achievement incentives. All students who completed the program were also given a Certificate of Achievement for participation. The students also looked forward to the Friday Pizza Parties (third hour), enjoyed the tour of Redford (conducted by upper classmen in our Project Entre Coke Summer Program), and were proud to wear their Redford Ninth Grade Restructuring T-shirts on our field trip to see Men in Black (movie). The incentives kept the program interesting for our students."

"Students expressed their appreciation and stated how much they learned and enjoyed from the activities. Staff observed the students and report students were very careful to exhibit acceptable behavior on the field trips. Students were exposed to positive leisure activities which they can pursue on their own time."

"Incentives (Desk Reference Sets and Music store Gift Certificates) were very positively received. On one level, students attendance remained high in anticipation of the incentives."

"We believe that there has been a favorable impact upon our students through the food program, bus tickets and transfers. However, we still must compete with family vacations, job opportunities, and lack of scholastic motivation."

20

"The students enjoyed the field trips, outdoor activities and refreshments provided to them."

"The students were receptive to the incentives. They were motivated to work better and to do their very best."

21

TEACHERS' PERCEPTIONS

Table 2 shows that there were ninety-seven (97) surveys returned by the teachers who taught in the 1997 Summer School Restructuring Program. They rated sixteen (16) different statements dealing with the total program. The forced-choice items were accompanied by a Likert-type rating upon which responses were marked. The responses were analyzed for the percent of positive responses. ("Strongly Agree" and "Agree" responses were considered "positive").

TABLE 2

TEACHERS' PERCEPTIONS
OF THE
1997 NINTH GRADE SUMMER SCHOOL
RESTRUCTURING PROGRAM

Statements	Number of Responses Total	Positive	Percent of Positive Responses
1. I received sufficient information of the Ninth Grade Restructuring Program.	97	93	96%
2. Teachers in this school seem to feel that they received sufficient information for the implementation of the Ninth Grade Restructuring Program.	91	85	93
3. The Ninth Grade Restructuring Summer School Program was successful in:			
a. raising student achievement in reading.	70	67	96
b. raising student achievement in mathematics.	90	78	87
c. raising student achievement in science.	57	54	95
d. raising student awareness of high school requirements.	87	84	96
e. developing the ability to work independently.	94	89	95
f. developing the ability to work cooperatively with others.	94	89	95
g. encouraging parents to be involved in their child's learning.	90	84	93

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TABLE 2 (CONT'D)

TEACHERS' PERCEPTIONS
OF THE
1997 NINTH GRADE SUMMER SCHOOL
RESTRUCTURING PROGRAM

Statements	Number of Responses Total	Positive	Percent of Positive Responses
h. helping students develop worth-while priorities.	91	89	98%
4. I feel that Ninth Grade Restructuring Summer School Program will result in improved achievement.	96	96	100
5. Teachers feel that Ninth Grade Restructuring Summer School Program will result in improved achievement.	88	87	99
6. I am supportive of the Ninth Grade Restructuring Summer School Program.	96	95	99
7. Teachers in the building seem to be supportive of the Ninth Grade Restructuring Summer School Program.	96	94	98
8. Parents received sufficient advance notification about the Ninth Grade Restructuring Summer School Program.	92	89	97
9. Ninth grade students attended summer school regularly.	96	89	97

Ninety-three to hundred percent (93% to 100%) of the staff "Agreed" or "Strongly Agreed" with all the statements except for the following:

- raising student achievement in mathematics.   (87%)

23

Teachers Survey

The respondents were asked two open-ended question.

In the first question, the respondents were asked to indicate the strengths of the program. They responded as follows:

"It gives students a second chance. However, that is also a weakness. Students take having second chances for granted and will bank on having them in the future."

"Concentrate on 9th graders as a 'school-within-a-school' which gives time and resources for special projects and programs; to help them make it through the 9th grade."

"The program allowed students additional instruction time for focus on their areas of skill weaknesses, i.e., scientific critical thinking. It provides a classroom environment that is less competitive and more relaxed for learning and mastering problem - solving techniques. The program provides out of school cultural experiences for students."

"Exposure to high school structure, counseling info - classes and credits needed to graduate."

"To be able to assist in building self-esteem prior to these young people entering high school."

"The opportunity to do service learning projects/creative and enrichment projects."

"I can only speak on what I taught which was leadership. The major strengths are the motivation and discipline which we try to bring out of the students."

"Dedicated staff, parent involvement, regular phone calls to home if students are absent and parent input on best ways to help their children succeed in high school."

"Students are able to receive more individual attention because the classes are smaller. They (the students) succeed on a regular basis and this boosts their self-esteem."

"Students have an opportunity to meet each other and some of the staff. They are introduced to what is expected of them. They are introduced to managing time and organizing (themselves) for each class."

"The teachers who chose to be a part of the summer program are dedicated, passionate, and caring. The students who came on a regular basis learned a lot about mathematics and they will be prepared for the vigors of the 9th grade."

24

"The opportunity to work with small groups of students and the support of the administration in encouraging proper behavior and study skills."

"Small enrollment fosters more individualized instruction. Flexibility, ability to work with other teachers when need arises. Access to technology center as need arises."

"Small class sizes along with the ability to provide individualized attention. The program allows instructors the opportunity to identify students' weaknesses and work to provide strengthening."

"There were several strengths of the program: small class sizes, the selected subjects taught, the dedication of the teachers and the students, parental involvement, and a supportive administration."

"The students are about to experience strengths in four-five content areas."

"The length of the program, the scheduling of classes, and size of the classes."

"Cooperative learning."

"Small class sizes allowed for much individualized assistance and everyone worked together."

"The major strength of this program is the variety of subject areas offered. Another strength is that in-coming ninth graders will be knowledgeable about high school requirements."

"I believe the Summer Enrichment Institute is an excellent ideal because it allows students to get a head start. I believe that the incoming ninth graders who participate feel a certain sense of confidence and are better adjusted in the fall."

"Option to cover a variety of materials - show diversity of talent."

"Free to students were bus tickets for 5 days for 5 weeks, lunch, enrollment, and smaller class size."

"It gives each 9th grader a chance to improve their grades. It offers hope and a genuine concern that we are trying everything possible to successfully educate each student."

"One major strength is the opportunity presented to the students of Murray-Wright to get on target. The smaller class sizes also offer greater assistance to individuals who may need additional time to understand certain concepts."

"Stress free environment, reduce class size, and introduction to high school."

25

"Relaxed, curriculum is condensed, students are familiar with the staff as well as staff with the students."

"I think the major strength of this program is that we realize this is (9th grade achievement) a problem and we are trying to solve it."

"I believe that we provided a varied selection of skills and activities that kept the student's interest. We worked well together as a team."

"The Ninth Grade Summer Bridging Program provided an opportunity for incoming ninth graders to experience high school procedures, be introduced to course requirements for graduation, and a chance to review academic courses before the fall semester."

"Primarily the smaller class sizes and the attending ability to give individual attention."

"Incoming 9th graders became more familiar with the processes of high school, thus diminishing their anxiety. Students are given the opportunity to strengthen basic skills."

"Good attendance, cooperation, sufficient supplies and a learning environment that is conducive to students wanting to learn."

"Having access to the computer lab has been great. The kids were able to get much more time in than they would during the school year. A good staff and adequate funding for supplies has made a big difference."

"I truly believe that the small class size makes a big difference in ones ability to develop. Because we were able to keep the numbers down, this gave the students an opportunity to digest the information much easier than if they were in a class of twenty or thirty students."

"Small class size, computer lab, two hour time block per class, less distractions, and four day week."

"Small classes, flexibility, individualized instruction; atmosphere conductive to learning and teaching; supplies--on time, sufficient for all, distribution with speed and efficiency; and computer teaching staff, secretarial staff, and student aides."

"It gives the incoming ninth graders an edge over the ones that will start in the fall. I think they will be better prepared in dealing with the transition from the 8th grade to high school."

"Keeps students skills sharp over summer sets the stage for entering high school."

"Experienced staff, weekly trips, flexibility, planning and parent cooperation."

26

"The major strengths of this program is the raising of student achievement level. The student like to see heir level of achievement improve in math, science and reading. also, they are motivated to do better."

"Trying to acclimate freshmen students to the high school environment."

"Our smaller class sizes can be considered a strength regarding this program. This enables our teaching staff to lend more individual assistance. In this unintimidating environment, students can relax and share their strengths and deficiencies more openly. In conclusion, under this type of circumstance, a teacher has more freedom to structure individualized teaching strategies which should bring more positive results."

"Individualized learning possible through small class sizes."

"Students have an opportunity to become familiar with the building. Students receive valuable information regarding high school procedure."

"This program allows students to experience high school and gives them insight on what they can expect."

"The students are able to strengthen their fundamental skills in the areas that are weak."

"Giving the incoming 9th graders an opportunity to see what high school classes will be like and familiarize themselves with the building."

"Program targeted incoming 9th graders who need academic help to be successful in high school, and it offered a variety of subjects."

"The program exposes the incoming ninth graders to the demands of high school. It also allows the students to become familiar with the building."

"Skill emphasis and student expectations."

"Though time was limited, students did gain educational skills that are necessary for high school and improved upon these skills."

"As a teacher of ninth grade mathematics, I'm aware of many of the deficiencies of ninth graders. This program allows me to work on those specific areas."

"The motivation of the staff, material readily available, and the eagerness of the students."

"Improving basic skills, making students aware of expectations, developing useful attitudes about school and themselves."

27

"The curriculum was designed to support the regular school program. Kids got a jump start on their future."

"That incoming students and teachers have an opportunity to interact; students are introduced to school concept and expectations; and that students have an opportunity to determine if they are suited to the school and its requirements."

"The organization and structure of the program."

"Smaller groups enables the teacher to individualize students, focus placed interest level of students, and ample time for instructions and interest activities."

"The opportunity for the students to get a head start on their high school career."

"The opportunity for students to pre-experience the high school environment and its structure. It's strengthful because it allows students to develop interpersonal, coping, and twice prearrangement skills."

"Extra activities of interest to the students and tutoring."

"The major strengths of the program at Pershing was each teacher in the program worked to improve the student's ability to learn, and we had a good leader (Robert Gartin). The summer garden project made our program special to the students."

"The student has the opportunity to review and improve his/her skills."

"Counseling, academics, and guidance."

"Students have a greater understanding of expectations; students become familiar with the building; given skills, i.e., study to assist them with their transition to the 9th grade; given hands-on activities in math and science; allowed to meet teachers, counselors, administrators; and allowed to form bonds with other students."

"Acclimating students to high school life, allow students to mature a little prior to fall, and keeping minds active and bodies out of trouble during the summer."

"Promoted increased understanding of expectations for incoming 9th grade technicians. Created on atmosphere of bonding for participants. Developed various prescriptions/strategies for improving study skills in an effort to promote successful matriculation for 9th graders."

Ability of the excellent staff to stay open-minded, flexible, and attentive to the needs of the students. Minor adjustments were made after each session so as to improve the overall effectiveness of the program."

28

45

"Students get to participate in a supportive environment before school starts."

"The systematic approach by which students are given information/services that are available to ensure them for a successful and productive incoming school year."

"If students are able to go on field trips, it motivates the student to come to the program. Without these trips students who have not failed have no motivation for school."

"Teachers were able to do a lot of individualized instruction due to the teacher/student ratio."

"The strength of the restructuring program allowed each teacher to be creative within their discipline. Also, to help students who needed some individual help."

"Students had the opportunity to get to some of the teachers and the students."

"Getting incoming ninth graders adjusted to the high school rules and regulation and scheduling. Build on skills needed for high school curriculum."

"Small classes which allowed for more individualized instruction time."

"The program is concerned with the preparation of young people for the high school setting, particularly in the area of skills and emotions."

"The use of block or rotating schedules was unique and an interesting experience. Also, the small class size allowed for more cooperative learning to go on."

In the second question, the respondents were asked to indicate weaknesses of the program. Their responses are as follows:

Attendance (7)

"Lack of materials to work with them in a classroom."

"Students had to work within a definite 'time line' which was shorten by summer school session and students were mixed in regular science summer classes. The program was geared specific for 9th graders - when additional grade levels could benefit tremendously from the cultural and career awareness field trips."

"Some ninth graders are not ready for the 'freedom' that comes with group work/ projects. They lack the ability to focus and are easily distracted with sporadic attendance."

29

"Attendance and class size - many students really need small group settings to assist them in focusing and staying on task, also to form relationships with staff that will assist them during the regular school year."

"I believe that the students in the enrichment program should receive discipline from both the leadership instructors and the math and English instructors."

"Even though plenty of notification was given for student registration, parents did not send the children to school until follow-up calls were made."

"I wish that it could be made mandatory for students (incoming) to attend the Ninth Grade Summer Program. If they did not come, they would not be allowed to attend high school."

"There weren't enough incentives provided for the 9th graders. Students and teachers didn't work as a unit, instead, students went from class to class thinking of each class as separate entities as opposed to a connected cohesive educational experience. Also, there are only female teachers. We need male teachers."

"That it is voluntary and that the students receive no 'credit' some students may work harder if credit were to be earned."

"Lack of motivation in students. More materials to work with. Additional reading materials - high interest - low level reading."

"The major weakness of the program was its length; it was short."

"The program time could be increased to six to eight weeks to insure that each student was successful in each area."

Not long enough, too short. (3)

"Students tend to drop in and out of the program."

"Since students do not get grades for their successes in class, it is sometimes difficult to keep them focused or get them interested in the assignments."

"No air conditioning."

"Not enough security personnel on patrol. This causes students to be disruptive towards other classes."

"We must address the issue of poor attendance. Ninth grade restructuring will not be successful unless attendance is improved."

30

"Since this program was not a credit program students did not take it as seriously as they should have. There were no sanctions for poor attendance."

"I feel this program should be solely for enrichment. Eighth graders should not be allowed to enroll for credit. Program is too short."

"Student attendance is not mandatory and this results in a number of them not being able to meet all of the objectives."

"That is a very difficult question to answer because there are o major weakness that I can see, however, there are a few things we could change, but I am not sure if this will have a major impact on the school's overall development. Have a summer school staff development. Train students in Jeff Howard (efficacy program)."

"Length of program - 5 weeks."

"Course offerings for Bridge to limited."

"Parental involvement. The encouragement is there but the parents seem to be either too busy or uninterested in their children's education."

"I did not realize this program was part of Ninth Grade Restructuring Program until I was handed this survey. I set up my own program without any goals or objectives set up by the school."

"Lack of supplies for hands-on-activities and not enough incentives."

"Not enough parent involvement."

"The major weakness of this program involves a lack of parental assistance in the encouragement of their children to enroll and attend our summer school program."

"Program may be a little to structured. Students do not take program serious."

No prep time for science teachers to set up and break down labs. Lack of funding for materials. Little effort shown by students because most were forced to be here by parents."

"The major weakness of this program is lack of funds which does not allow for a broadening of their experiences.

"Lack of funds, and the opportunity for all incoming 9th graders to attend."

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"There are no consequences for failure to attend or participate. The students need to be exposed to different learning experiences such as field trips or guest speakers."

"Actually, I wish the program could be extended by one-week."

"Teachers were not able to do all that they needed because of lack of attendance, as well as students' sporadic attendance."

"That since attendance is not mandatory, we don't get all of the students' participation."

"Time period was too short, this should be a five or six week program."

"Attendance, I'm not sure that anything could really be done, but some scheduled students attended only one-two days."

"The program was run effectively and efficiently thereby decreasing any major problems that might have occurred."

"Poor attendance, lack of supplies to create higher interest, lack of motivation from students, and lack of parental involvement."

"Not having the opportunity to receive insight on the students in the classes."

"I don't perceive any weaknesses in this program. This is an excellent program. However, there is the need of parental support and involvement."

"Parental involvement."

"The program to me had no major weaknesses. We need to add some HSPT data to it."

"The weakness lies with the students, not the program. Students (some) do not recognize the importance of this opportunity."

"Length of time."

"Not enough money for resources, and too many students in one class to account for 9th grade special needs."

"Limited budget for student incentives/programming and too short a time frame to facilitate approximately 1100 students."

"I consider the program so advantageous to the incoming ninth graders that I hoped more would have made time to participate. Six-hundred will be better off for having attended, but seven or eight hundred would be even better."

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"The program should be longer."

"Not any weaknesses were evident in the summer school program."

"The program needs a new recruitment program to attract more eighth graders."

"Lack of student participation."

"We were not allowed to have field trips which we had promised to school, parents and students."

"Not following through on scheduled trips that were planned."

"One more instructor would have rounded the program out, so as to include more subject areas."

"Time and length of the program can be longer."

"Better means of informing students who might benefit from a program of this nature could be considered."

"More organization was needed to better inform the community that the program exists. There was a strong lack of participation because of a lack of information.".

Indicate your suggestions for improving the summer school program. Some of their responses are follow:

"If a students miss more than 3 days he/she should be automatically kicked out. His or her money should be forfeited. This would make others take attendance more seriously."

"More reading material at their level."

"Select and recruit teachers and staff who have worked with the program in previous years. This will help to strengthen the program and allow less in-service for implementation."

"Placing students from the same middle school in different classes (as much as possible). Parent orientation and commitment to program."

"Extend the program to more schools."

"There should be only one study skills section for current 9th graders and two study skills sections for the current 9th graders next year."

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"My department would work a lot better if there is one person identified as the person in charge and that person will be required to coordinate all correspondence and information with the main office. I realize Sgt. Bailey and I are a team, but I need to know first-hand what the main office may need."

"Have a parent workshop prior to the start of summer school to stress the importance of this program. Mayby require all parents to put in some volunteer time during the program."

"Parents spending the morning with their student (child) a (mandatory day). Parents would become aware of how student must arrive on time and be prepared for class. Parent could pick their day so that they could work it out with their job. The first week would be for organizing and testing students. Parents could start visitation after the first week."

"There should be a differently structured program. First, the summer program should be advertised as a fun, 5-week intensive program where they will learn English, math, and science. Each student should've been recommended by a teacher (and as part of the application process, the recommendation will be included). It should also be indicated (not necessarily stated, however) that this program is an opportunity to strengthen skills that are weak. It is a privilege to be in this program. Second, the set-up should go as follows: at 8:30-8:45 is assembly. (By the way, each student should be here on time.

No exceptions to this rule should be made. One unexcused absence will result in being thrown out of the program. Three excused absences will result in being thrown out, never to return).

Assembly will take place in the cafeteria, where chairs will be set-up to face the stage. During this time, attendance will be taken and a theme for everyday will be put into place, like Joke of the Week for Mondays, dumb song of the week on Tuesday, etc. This is to get the kids happy and relaxed and ready to go into their respective tasks: perhaps a "stupid" math joke, English joke and science joke would work. From 8:45-10:00 is the first session, from 10:00-11:15 is the second, and from 11:15-12:30 is he third. Breakfast will be served from 8:00-8:30. Real breakfast, like bagels, doughnuts, fruit, etc.

For each session this will happen: the first 10-15 minutes students will go over homework. Since classes are small, each student will give input either on the board or orally. Homework will be given every day. There will be no exceptions, and the students will do it. Not doing homework is cause for a phone call the second the teacher discovers it hasn't been done, and I mean this literally. When a teacher discovers the homework hasn't been done, the teacher will send the kid to the counselor and his/her parent will be called immediately.

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After homework is done, the teacher and students have one hour to go over new material. Now on the first day (not the second) every student will take a diagnostic test. This test should consist of about 12-15 problems in math, each representing a different concept in math that they should've mastered before high school. The tests in English and science should be similar. The tests should be checked on the same day, and grades determined. The next day during their sessions, each teacher in his or her respective sessions will teach the concepts that were missed on the diagnostic tests. One or two concepts at a time should be taught on any one day.

University professors should be asked to come to the school as special guests to teach a particular concept. Also, local engineers, biologists, doctors, writers, journalists, and actuaries can be brought in as well.

Fun should absolutely be stressed. This is not to be a boring, hum-drum summer. The kids this summer thought it boring and attendance was low as a result. The professionals who are invited should be screened (before they're invited) for "fun-lovingness." But fun doesn't have to be traded for hard work and intensity. On the very last day, the students will take a test that is extremely similar to the pre-test. They should do well on the tests. Every opportunity to give awards should be provided.

During assembly, all students who get 100 percent on their homework should get mentioned during assembly. All students who were extra - ordinary as far as helping the teacher or other students should be mentioned. Any teacher who does something extra ordinary should be mentioned.

The principal should be considered the absolute last resort in discipline. The only time the principal will be involved is if there is some sort of bodily harm about to be inflicted. The ideal would be for the principal to work one-on-one in a classroom with students once a week in a teacher-capacity only. This way, the students will not view the principal as some unreachable authority figure who doles out punishment only.

Every Thursday can be considered family day, so the schedule can be different.

8:00 - 8:30 Breakfast (McDonald's)
8:30 - 9:00 Assembly, where a small corny little skit can be performed by the teachers and one or two students. Poetry or other talents can be expressed as a talent show too.
9:00 - 10:30 Art
10:30 - 11:00 Special Guest
11:30 - 12:30 Group lunch with everyone, including the principal. This lunch won't work unless everybody comes. Lunch will be provided by the school, like pizza or subs.

This day, everyone is in the cafeteria, not their respective rooms. This way, everyone sees everyone else together. Also, on a particular day, students can have a Teach-Your-Class Day. a randomly picked student will teach a class. We can also have a Bring-

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Your-Buddy Day. Every student can bring a buddy who's under 18 years old to be a part of the class.

We can also have Fridays as optional, where students can go on trips to the African-American Museum, Science Center, etc. The last culminating activity can be a trip to Chicago, leaving on the last Thursday and returning the following Friday night. We could go by train, stay at a hotel and go to the Science Museums and the Hispanic and Native American Museums, or even a baseball game.

This can be funded by the National Science Foundation, National Council of Teachers of Mathematics, and Ford Corporation through a series of grants. We would need to do a budget. The current incoming 9th graders (those who will be 9th graders during the 97-98 school year) can be paid mentors for the next set of incoming 9th graders.

Equity among races and gender must be looked at. Teachers should be equally balanced between males and females and among races, if possible. Diversity among students should definitely be encouraged, which we already have."

"Devise a method for developing more student accountability. Hold a parent orientation to solicit their cooperation for improving student achievement. Hold a meeting mid-term with parents to again involve them in their child's success. At this mid-term meeting display student work/or lack there of to parents."

"Increase parental involvement if possible."

"The three suggestions that may make the program more successful include: field trips to area businesses and colleges, so that goal-making becomes meaningful; upper classmen as mentors during the summer, so that the students' questions, fears or concerns can be addressed as they develop; and, an introduction to the students' English, math and science teachers that the students will have in the fall, so that the students can be told what their teacher's requirements and expectations are."

"Study skills could be enhanced with more computer lessons."

"A variety of historical, educational field trips would provide an opportunity for the students to broaden their life experiences, which exposing them to American culture."

"Consider adding additional teaching weeks to the program."

"Possibly adding a science class."

"Creative incentives."

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"Students have indicated that they would be more interested if they got credit for the summer enrichment classes."

"Add an additional week and install attendance policy."

"Budget for class projects and/or activities."

"An attendance policy that is adhered to."

"Students should be taken on various field trips."

"The summer school enrichment program was excellent."

"Many students come to school, but don't make it to class. Their parents send them to school. We should have strict consequences for skipping class."

"Students should develop a portfolio with their successfully completed assignments. A seminar on expected behavior should be held at the beginning."

"Two field trips, one educational and one fun trip. Add at least one sports class for students. Ninth grade counselor should always be part of this program to provide high school information for students."

"Reduce class time to 50 minutes and include a reading/comprehension class."

"More field trips."

"I think it would be a good idea to have more parental involvement."

"Because attendance is a very important part of the students' development, we may want to think about giving some kind of incentive for perfect attendance for all stakeholders."

"Four day weeks for six weeks and incentives for attendance daily."

"Eight weeks in length at 4 days per week would provide all learning levels the ability to achieve and perform at a new level of confidence. Program should be expanded to include more subject areas that 9th graders will have, especially the electives in all teaching department especially: Fine Arts, vocational (business and T. and I. and Social Studies)."

"Need to have some additional activities for students to enjoy coming everyday--trips. Make sure parents sign up to participate at least 1 - 2 hours during the duration of the program."

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"Need in-service to provide teachers with objectives and goals for program."

"More, varied activities, incentives and follow-ups during regular school year."

"To involve more parents, so they can see the importance of students making that transition from 8th grade to high school. This is the level that we lose so many ninth graders."

"Successful students that complete 'all' aspects of the program should be given special incentives as well as awards."

"Establish a set of rules regarding time limitations for student enrollment and punctuality. Allow teachers to help our students learn to properly enjoy education through the teaching of social skills as well as our continuous pursuit of academic excellence. Students must first learn how to get along before they learn how to mention a focus on academic concerns."

"Attendance incentives and consequences."

"Classes may need to be more flexible. More incentives - a trip or outing, less academic structure."

"Prep time for science teachers and funds for materials. Implement some type of point system that will count so that students will put more effort into work."

"More out of classroom experiences would be nice for the students."

"Funding, field trips, credit, grades, and lengthen time."

"There should be a break from the traditional classroom. Team teaching would be more effective."

"Extending the program."

"Field trip experience."

"Sponsor one outside educational trip for students; vary the elective schedule so that teachers/students won't miss the same block all the time; possibly have 2-week transition summer programs, this gives parents/students the opportunity to choose which 2 weeks that they would be able to attend regularly. Therefore, you may alternate some of the attendance problems."

"Make it mandatory (if the parents are informed in advance, they can schedule outings and vacations after the program ends; student's summer jobs can also be put on hold - unless they were absolutely outstanding 8th grade students).

"Schedule a sports activity/recreation program whereby kids can have fun. Instead of the ice cream social schedule a picnic for parents, students and staff."

"I think the program does what it needs to do. There are some fun things; the students get a headstart in a few areas; and the students get a taste of high school."

"The program was very organized and focused. I suggest that the administrators keep the format currently in place."

"High interest and motivational projects, hands-on activities well planned, and parental involvement required."

"The program overall is fine. I wish there was a way for us to find out something about students who stopped coming."

"Parental involvement, increased motivation from the students and appreciation for the program."

"Money for more activities and teacher service."

"The summer school program at Pershing enable incoming ninth graders to get an idea of what to expect in a high school setting."

"I think the program is excellent. A component may be added in the future to ensure that students bond with each other."

"Longer time for the program at least 2 weeks per group."

"Have students 'run through' an actual class schedule to see how their day will be in the fall. Run the program longer for students (2 weeks).

"Increase funding and extend length of program to 6 weeks."

"The program was excellent as presented. Minor changes based on student feedback (such as what to have for a snack) should be implemented for next year."

"The program is beneficial to students. If more money were allotted for the program, it could be more in depth and longer."

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"The summer school program is a very good program for our incoming freshman. It has proven to be an invaluable learning experience for our children. Presently, I have no suggestions."

"Contact parents, and make it mandatory for students who performed poorly in 8th and 9th grade."

"Begin recruitment earlier and with a team of teachers and/or counselors."

"Follow through on agenda which was pre-planned and work on computer next summer."

"Allowing the students to go on trips and outings."

"Need to have a personal awareness program."

"A need to make more students aware of the benefits of the program."

"Eighth graders need to be made aware of the availability, at no cost to them, of this program as soon as possible during the third or fourth card marking. Notices could be sent out with those report cards."

"Better communication to community about summer program."

STUDENTS' PERCEPTIONS

Table 3 shows that there were five hundred eighty-nine (589) surveys returned by the students who were enrolled in the 1997 Summer School Restructuring Program. They rated nineteen (19) different statements dealing with the total program. The forced-choice items were accompanied by a Likert-type rating upon which responses were marked. The responses were analyzed for the percent of positive responses. ("Strongly Agree" and "Agree" responses were considered "positive").

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TABLE 3

STUDENTS' PERCEPTIONS OF THE 1997 NINTH GRADE SUMMER SCHOOL RESTRUCTURING PROGRAM

Statements	Number of Responses Total	Positive	Percent of Positive Responses
1. The Ninth Grade Restructuring Program has helped my classmates to:			
a. get along with other students.	582	559	96%
b. get along better with adults.	551	504	91
c. feel better about themselves.	546	516	95
d. feel better about school.	561	523	93
e. improve their attitudes toward learning.	574	554	97
f. develop better self-discipline.	556	510	92
g. improve their work habits.	578	566	98
h. improve their reading skills.	559	529	95
i. improve their math skills.	573	547	95
j. improve their science skills.	534	487	91
k. attend school regularly.	572	503	88
l. improve their ability to work cooperatively with others.	569	537	94
m. to raise their awareness of high school requirements.	582	568	96

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TABLE 3 (CONT'D)

STUDENTS' PERCEPTIONS OF THE 1997 NINTH GRADE SUMMER SCHOOL RESTRUCTURING PROGRAM

Statements	Number of Responses Total	Positive	Percent of Positive Responses
2. I am satisfied with the services I have received from the program.	586	572	98%
3. The teachers of this program appeared to be sincerely concerned about me.	575	551	96
4. I was given homework daily in most of my classes.	565	470	83
5. I received help from my teachers when I was having problems with my class work.	586	495	84
6. The services offered by the counselor have been very helpful.	525	480	91
7. The administrators of this program appeared to be sincerely concerned about me.	562	527	94

Eighty-three to ninety-eight percent (83% to 98%) of the students "Agreed" or "Strongly Agreed" with all the statements except:

- was given homework daily in most of my classes   (83%)

- received help from teachers when I need it   (84%)

- attend school regularly   (88%)

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The students were asked two open-ended questions.

In the first question, the students were asked to indicate what did they like best of the program. They responded as follows:

Pizza and pop every Friday. (5)

Everything (7)

"The things that I liked the most was pizza and movies, but I really enjoyed everything about the program. It was fun."

"I liked all the classes but especially the teachers because they teach with understanding."

"The computer lab and the science projects because they're fun."

I liked going on the computers best of all because it gives us a chance to interact with other people from around the world and it was a lot of fun. (4)

The extra help I received. (17)

The class work. (13)

"I liked everything including the teachers because they help you a lot and because there are a lot of good students."

"What I liked best was the way the teachers made it fun to learn about math, science, English, etc. I can honestly say that I learned more this summer at this program than I've learned in a whole school year, and I enjoyed it."

"What I like about this program is that it helped to strengthen us in our work."

"You can meet new people, be introduced to new teachers and administrators."

I enjoyed the challenges of math class. (27)

"The ability to work on the computers and learn how to use them and enter different subjects."

I like the fact that the teachers showed us around the school to show us where we're going, and that they reviewed things with us for the ninth grade. (39)

"It gave me something to do during the day."

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"The teachers were very nice and the students were alright, we had pizza every Friday an went to the movies I will tell others about this program and to come next year!

"I liked the way that the teachers took time to explain the work that we we're receiving. They cared about whether we received a failing grade or not and if we did receive a failing grade they'd take time to go back over the lesson to make sure we understood."

"I like about this program is all teachers, and staff like too volunteers with the student and us student like too learn."

"The discipline that they teach us. They way the teachers help when they see you're not successful in that certain study."

"I liked the science class, field trips and the computer room."

"I liked the program because, if I needed help with something I can get the help for a better understanding."

Trips (27)

Teachers (53)

The opportunity to meet new people and make new friends. (43)

"I get to practice what I have to do for the regular school year. I don't have to be stuck in my house. I love the field trips."

What I liked best about this program is that I learned a lot about responsibility, self-respect, and respect for others. (2)

"Fridays were free time, or time away from doing homework."

"Sports activity."

Learning new things I didn't know before. (23)

"That the few weeks I've been here I've improved in math a lot."

I enjoyed the small class size. (17)

The long weekend brake, no school on Friday. (7)

"It was not hard, we did not have that many tests and it was fun, but it can be more fun if people would just come."

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"I liked the math and English classes mainly because they helped me to better understand."

"This program helped me to make friends and it helped me to get more comfortable with the school. I am at ease or you can say I have a piece of mind."

"I liked the challenges given and different environment."

"I liked the freedom and independence given to me by the teachers when it came to do my work."

I got the chance to get used to the building and got to know some students. I got the chance to see what the teachers are like. (2)

"I liked the administrators and how they showed us how to become a ninth grader."

"The preparation that it gave me."

"I like the science program."

"I like best was I made friends and I like the learning program and doing homework everyday."

"It improved by math and computer skills."

"I liked my math class and the fifteen minute break we got."

"I liked that we had a month to just roam around the building and get comfortable with it. We also got to meet some kids that were going to my program."

I got to know the school, the teachers, and the students better. (12)

"The program helped me apply myself and get more comfortable with the teachers."

"I liked the way it helped me in areas I was weak in."

"I met new people and learned more about the high school."

"The teachers took time and went through your work step-by-step with you instead of glancing over it and going to a new lesson."

"I enjoyed the math classes that were instructed by Mrs. James the best. She helped me understand how to add/subtract negative numbers, which I had a hard time understanding at my former school."

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Playing math bingo in math class with my teacher. (3)

I like the students in this program. (25)

"I like computer class because the teacher always helps people who doesn't do well. Like me, I can't type well but he helped me to learn a little."

"I like my English class because it's fun and we get a chance to express our feelings."

"This program gave me the ability to be able to adapt to high school, and I liked the way the teachers talked to me like I was a pre-grown-up."

"That it was only four weeks long."
"I was very interested in how the students and staff were very down to earth and I really liked how the students got the chance to tell the teachers what they expected from them."

"That there are only half days."

"The classmates, and the things we did."

"What I liked best about this program was the computer classes. I'm typing better than before."

"I like going to Ms. White's office and telling her about my problem."

"I liked Mrs. King's class because she understood me and what I was about. I like her English class because she explains herself and I understand what she is talking about."

"My favorite activity was the collages I did in the reading class, and getting up before everyone. But tied with that is the music program, I enjoyed singing and performing in front of people."

"What I best liked about this program is it has improved my skills in certain things."

"The best thing I liked about this program is the business and English program."

"The reading class was the most enjoyable."

"How it's getting us ready for the business world and also ready for the real school year."

"The only thing I liked was the computer class which we really ain't do nothing in because she wouldn't let us explore the computer."

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"They want to know what we learned in middle school. If we didn't know it before, they showed us how to do it."

"I did like the music class, because we got the chance to listen to some good music."

"The computer skills that I learned and what I learned in all my other classes."

In the second question, the students were asked to indicate what did they like least of the program. Some of their comments follow:

"The hour and fifteen minutes long class."

"The classes"

"The students was the least thing I liked about the class because they always got on my nerves."

Catching the bus to school everyday. (2)

"The novels of books because I don't like reading too much."

"I didn't like arriving at 8:00 in the morning everyday."

Coming every day. (5)

"I didn't like it because it was boring."

"The three tardies and that is counted as one absence."

We stay in school too long, because instead of getting out at 12:30 we should get out at 11:00. (8)

That it lasted for four weeks. (17)

The least thing I liked about the program is the hard work. (92)

Too much work. (17)

"What I didn't like about the program is that we still have to do work during the first and second hours on Friday."

My science class is boring. (2)

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"There was no gym and I wanted to look up on the third floor."

The long hours for each class. (41)

"Walking there, some of the teachers and students."

"I didn't like it when we had to do an autobiography in math class."

"Getting up early, and the security guards because they had uptight attitudes. They walked around like they ruled the world and I haven't done anything to them for the security guards to have an attitude towards me."

"The math teachers sometimes got on my nerves."

"I didn't like the bigger students picking on smaller students."

"The lunches were too small and there were only five minutes in between class."

"I don't like getting into trouble."

"The lunches were too small."

"Trying to learn in the heat and humidity was difficult."

"What I like least about this program was that I hated getting up early in the morning getting myself dressed and still be late to school."

The math class. (12)

"Poor attention span of the students."

"That it could not have lasted longer."

"I hated the teachers."

"Hours, females (there aren't any)."

"Because last year they had field trips and this year we didn't, and because the rooms are hot."

"Teachers came down hard on me about my work."

I like least about this program is that we couldn't even miss a day of class. (7)

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"The classrooms are too hot."

"We had to wake up early in the morning, we didn't go to the gym or go on field trips, but we did take computer courses."

"The least I like about this program is that we have to stay in one class for two hours and I don't like getting out at 12:00 o'clock."

"What I least liked about this program was that we couldn't take more than two classes."

"Some of the Pershing students that were already here act a little funny. But I still have a good time it made me feel like I was going to high school for real classes like regular school."

"The least thing I liked about this program was that the rules was very strict and uncalled for."

"What I least like about the program was walking here everyday and some of the kids got on my nerves."

The least thing I like about the summer program was doing homework in summer school. (23)

"The in-between class periods were too short."

"What I liked least about the program is we didn't get to play basketball in the gym."

"Some of the teachers did not give the students a realistic view of what is to come in high school."

"I did not like the fact that it was so short, I think the program should have been extended a couple more days."

"What I didn't like about this program was what floor it was on it got me tired and lost."

"Some teachers got frustrated when you didn't know what they were talking about."

"What I like least is that we don't change the classmates in each class like we'll do in the school year."

"I did not like the change of classes after two weeks, just when it began to get exciting we left the class."

"The English classes is what I liked least."

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"I didn't like having school on Fridays when most of the other schools don't have school."

I didn't like the fact that there weren't any foreign language classes offered during the summer. (5)

"The teachers and how they go step-by-step how to do a problem that you don't understand."

"The students and how they annoy you."

"The science was very challenging."

Walking up and down the stairs. (8)

"The arrival time."

"I did not like the fact that we only had two weeks of computers."

"Some of the teachers were least concerned about me and my work."

"All the homework and the prices of chips in the vending machine."

"Too many classes."

We didn't have gym period. (3)

"Lunch, breakfast and computers."

"The fact that we missed a day because of the storm."

"Walking all those steps, I think you need an elevator on every floor."

Summer school without a lunch program. (8)

"That it took up most of my summer, and I got a lot of math homework."

"What I like least was the homework and my second block class."

I didn't like arriving so early in the morning. (20)

The size of the school. (9)

"It was boring, we really did not have hands on experience."

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"What I like least was coming in the summer. I know it might help us in the fall but I was really bored and the things we did were review."

"The things I liked least are those chairs! Also math class. The teacher was alright, but I just don't like math."

I really didn't like the fact that it took up my summer vacation. (6)

"I didn't like the days we had to dress up because it was really hot those days."

"The noisy math and music teacher because both of them did not like me and always had attitudes."

"I don't like when teachers just call out your name for an answer."

"How long it was in each class, some teachers' attitudes (not all), and music because we should have had a choice.

"I hated English class."

The computer/typing course. (2)

CONCLUSIONS

Summary of findings based on the administrators' survey.

- fifteen (15) principals responded and commented on nine (9) statements.

- ninety-two to one hundred percent (92% to 100%) of the principals "Agreed" or "Strongly Agreed" with all of the statements.

- Number of students invited, enrolled and completed the program for current ninth graders:

    a. Number of students invited   1,631

    b. Number of students enrolled   795

    c. Number of students completed   726

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- Number of students invited, enrolled and completed the program for incoming ninth graders:

    a. Number of students invited   4,305

    b. Number of students enrolled   2,172

    c. Number of students completed   1,432

- possible reasons why students did not enroll:

    - summer job programs (9)

    - family vacation plans (8)

    - summer jobs (7)

- possible reasons why students did not complete:

    - poor attendance (3)

    - found summer job (7)

    - vacations (6)

- major strengths of the program:

    - small class size (12)

    - dedicated staff (10)

    - curriculum (4)

- major weaknesses of the program:

    - lack of funds (4)

    - inadequate parental involvment (2)

    - funds needed to provide field trips (6)

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- parental components

    - parents involved in orientation (7)

    - parents awareness meetings (4)

    - parents served as chaperons (4)

- success of parents' programs

    - there were no structured parental programs (6)

    - parents' participation was very low

- purpose of students' incentives

    - incentives offered to improve academic performance (3)

    - to improve students' attendance

- impact of students' incentives

    - enjoyed incentives as demonstrated by their good attendance (3)

    - incentives provided the needed motivation to complete the program (4)

Summary of findings based on the teachers' perceptions.

- ninety-seven (97) teachers commented on sixteen (16) statements.

- ninety-three to one hundred percent (93% to 100%) of the teachers "Agreed" or "Strongly Agreed" on fifteen (15) out of the sixteen (16) statements.

- strengths of the program

    - small class size (16)

    - individualized instruction (12)

    - preparing students to enter high school (17)

    - administration and teachers (23)

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- field trips (9)

- major weaknesses of the program:

  - poor attendance (15)

  - lack of parental involvement (7)

  - lack of funds to implement the program (8)

Summary of findings based on the students survey.

- five hundred eight-nine (589) students commented on nineteen (19) statements.

- eighty-three to ninety-six percent (84% to 96%) of the students "Agreed" or "Strongly Agreed" on seventeen (17) out of the nineteen (19) statements.

- liked best about the program:

  - learned new things (23)

  - the teachers (33)

  - enjoyed the small class size (17)

  - Friday trips (27)

  - meeting students and teachers (43)

- liked least about the program:

  - mathematics class (12)

  - school hours were too long (8)

  - doing homework in summer school (23)

  - long hours for each class (41)

  - did not like to come to school on early in the morning (20)

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RECOMMENDATIONS

The following recommendations are based on the responses obtained on the questionnaires, the evaluators' observations, and some interviews with the administrators and teachers.

1. Efforts should be made by all middle school assessment teams to have all eighth graders assessed by the end of April and the information sent to the high schools for use in summer planning.

2. Efforts should be made by each high school to employ teachers in the summer school program who will be the ninth grade teachers of these students the following September.

3. Efforts should be made to have more funds available at the beginning of summer school.

4. Efforts should be made to plan the parents' component of the program early in the spring and have all the activities and workshops scheduled and planned before summer school begins.

5. Efforts should be made to offer staff development training for all the summer school and regular school ninth grade teachers in the area of:

    a. restructuring curriculum to meet at-risk students' needs

    b. understanding the at-risk students' social and emotional needs

    c. working with the at-risk students' parents

    d. team teaching and collaborative learning

    e. cooperative learning/block time teaching

6. Efforts should be made to have a strong support/intervention team in every high school - counselor, social worker, attendance officer and a psychologist.

7. Efforts should be made to emphasize the expectations of parental involvement and the important role parents play in the regular attendance of their children.

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APPENDICES

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APPENDIX A

High Schools Having Grade 9 in the Building

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Total No.	Area	Sch. Code	1996-97 School Sort Name (< 14 chars.)	School Type	(95-96) Grades (Preliminary Class Rpt.)	(96-97) Grades	(96-97) Gr. 9 Enroll.	(96-97) Total Enroll.
*1.	A	510	Cass	HS	9-12	9-12	1063	3977
2.	A	514	Chadsey	HS	9-12	9-12		
*3.	A	591	Crockett	HS	7-12	7-12	140	546
*4.	A	617	Frederick Douglas	Oth	7-12	7-12	121	328
*5.	A	508	HS Commerce	HS	9-10	9-10	125	283
*6.	A	529	King HS	HS	9-12	9-12	529	2112
*7.	A	552	Murray Wright	HS	9-12	9-12	798	1911
*8.	A	578	Southwestern	HS	9-12	9-12	406	1022
*9.	A	584	Western	HS	9-12	9-12	519	1235
10.	B	516	Cody	HS	9-12	9-12	661	1935
11.	B	986	Detroit City	HS	9-12	9-12	80	156
12.	B	548	Mackenzie	HS	9-12	9-12	687	1974
13.	B	560	Northwestern	HS	9-12	9-12	98	1362
*14.	B		Herman/Rogers	HS	9-12	9-12	64	852
15.	C	526	Communication	HS	9	9	129	503
16.	C	520	Cooley	HS	9-12	9-12	453	1528
17.	C	532	Ford HS	HS	9-12	9-12	951	2193
*18.	C	572	Redford	HS	9-12	9-12	868	2303
19.	C	574	Renaissance	HS	9-12	9-12	240	851
*20.	D	512	Central	HS	9-12	9-12	491	1214
21.	D	527	Detroit HS	HS	9-12	9-12	139	506
*22.	D	550	Mumford	HS	9-12	9-12	177	1942
*23.	D	558	Northern	HS	9-12	9-12	435	1265
24.	E	601	Davis	HS	9-12	9-12	84	259
25.	E	540	Kettering	HS	9-12	9-12	553	1403
26.	E	564	Osborn	HS	9-12	9-12	971	2496
*27.	E	568	Pershing	HS	9-12	9-12	881	2070
*28.	F	524	Denby	HS	9-12	9-12	786	2199
29.	F	530	Finney	HS	9-12	9-12	673	1503
30.	F	576	Southeastern	HS	9-12	9-12	516	1080

*Schools returned the surveys

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APPENDIX B

Principals' Survey

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SUMMER SCHOOL PRINCIPAL'S SURVEY
1997 NINTH GRADE SUMMER SCHOOL
RESTRUCTURING PROGRAM

School: _____

Summer School Principal's Signature: _____

Please complete the survey and return it, along with the teachers' surveys and class lists in the envelope enclosed by the end of your summer school.

Thank you in advance for your cooperation.

A. Current Ninth Grade Students (Enrolled in the 9th grade during 1995-96 school year).

　　1. Number of students invited to attend.　　　　　_____

　　2. Number of students enrolled.　　　　　_____

　　3. Number of students who completed their courses. _____

B. Incoming Ninth Grade Students (Students who were 8th graders during 1995-96 school year).

　　1. Number of students invited to attend.　　　　　_____

　　2. Number of students enrolled.　　　　　_____

　　3. Number of students who completed the summer school program.　　　　　_____

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C. Open-Ended Questions

1. Possible reasons students did not <u>enroll</u> in the summer school program.

   a. _____

   _____

   b. _____

   _____

2. Possible reasons students did not <u>complete</u> the summer school program.

   a. _____

   _____

   b. _____

   _____

3. What subjects were taught in the incoming students' summer school program? Please list them.

   a. _____

   b. _____

   c. _____

   d. _____

   e. _____

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4. Have you had any problems with the implementation of the summer school program for the incoming ninth grade students? If so, please describe.

_____

_____

_____

_____

_____

5. What do you consider the major strengths of the summer school program?

_____

_____

_____

_____

_____

6. What do you consider the major weaknesses of the summer school program?

_____

_____

_____

_____

_____

7. Please indicate your suggestions for improving the summer school program for the incoming ninth grade students.

_____

_____

_____

_____

_____

D. Parental Involvement

1. What were the components of the parents' summer school program? Please indicate.

a. _____

_____

b. _____

_____

c. _____

_____

2. How successful was the parents' summer school program? Please explain.

_____

_____

_____

_____

_____

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E. Incentives for Students

    1. Did you offer any incentives to your students?

        Yes _____   No _____

    2. What was the purpose of the incentives offered? Please explain.

        _____

        _____

        _____

        _____

        _____

    3. What was the impact of the incentives on the students? Please explain.

        _____

        _____

        _____

        _____

        _____

F. PLEASE CIRCLE ONE RESPONSE FOR EACH STATEMENT:

SA	=	Strongly Agree	:	You strongly agree with the statement.
A	=	Agree	:	You agree more than you disagree.
NA	=	Not Applicable	:	Does not apply.
D	=	Disagree	:	You disagree more than you agree.
SD	=	Strongly Disagree	:	You strongly disagree with the statement.

1. The Ninth Grade Restructuring Program was successful in:

   a. raising student achievement in reading.   SA   A   NA   D   SD

   b. raising student achievement in mathematics.   SA   A   NA   D   SD

   c. raising student achievement in science.   SA   A   NA   D   SD

   d. raising incoming Grade 9 students' awareness of high school requirements.   SA   A   NA   D   SD

   e. developing student ability to work independently.   SA   A   NA   D   SD

   f. developing student ability to work cooperatively with others.   SA   A   NA   D   SD

   g. encouraging parents to be involved in their child's learning.   SA   A   NA   D   SD

   h. helping students develop worthwhile priorities.   SA   A   NA   D   SD

   i. helping students pass failing subjects.   SA   A   NA   D   SD

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APPENDIX C

Teachers' Survey

TEACHERS'S SURVEY
OF THE
1997 NINTH GRADE SUMMER SCHOOL
RESTRUCTURING PROGRAM

School _____ Subject Taught _____

We appreciate your willingness to respond to the survey and hope you will answer all the questions dealing with the Ninth Grade Restructuring Summer School Program. **Please return this survey and class list to your summer school principal before the end of your summer school.**

Please check one:

[ ]   I taught <u>only</u> Grade 9 students

[ ]   I taught some Grade 9 students

[ ]   I taught current 9th grade students

[ ]   I taught incoming 9th grade students

DIRECTIONS: *PLEASE CIRCLE ONE RESPONSE FOR EACH STATEMENT.*

SA	=	Strongly Agree	: You strongly agree with the statement.
A	=	Agree	: You agree more than you disagree.
NA	=	Not Applicable	: Does not apply.
D	=	Disagree	: You disagree more than you agree.
SD	=	Strongly Disagree	: You strongly disagree with the statement.

Survey Statements

1. I received sufficient information for the implementation of the Ninth Grade Restructuring Program.
SA   A   NA   D   SD

2. Teachers in this school seem to feel that they received sufficient information for the implementation of the Ninth Grade Restructuring Program.
SA   A   NA   D   SD

3. The Ninth Grade Restructuring Program was successful in:

   a. raising student achievement in reading.
   SA   A   NA   D   SD

   b. raising student achievement in mathematics.
   SA   A   NA   D   SD

   c. raising student achievement in science.
   SA   A   NA   D   SD

   d. raising incoming Grade 9 students' awareness of high school requirements.
   SA   A   NA   D   SD

   e. developing student ability to work independently.
   SA   A   NA   D   SD

   f. developing student ability to work cooperatively with others.
   SA   A   NA   D   SD

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g. encouraging parents to be involved
    in their child's learning.   SA   A   NA   D   SD

h. helping students develop worthwhile
    priorities.   SA   A   NA   D   SD

4. I feel that the Ninth Grade Restructuring
    Summer School Program will result in
    improved achievement.   SA   A   NA   D   SD

5. Teachers feel that the Ninth Grade
    Restructuring Summer School Program will
    result in improved achievement.   SA   A   NA   D   SD

6. I am supportive of the Ninth Grade
    Restructuring Summer School Program.   SA   A   NA   D   SD

7. Teachers in the building seem to be
    supportive of the Ninth Grade Restructuring
    Summer School Program.   SA   A   NA   D   SD

8. Parents received sufficient advanced
    notification about the Ninth Grade
    Restructuring Summer School Program.   SA   A   NA   D   SD

9. Ninth grade students attended school
    regularly.   SA   A   NA   D   SD

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Open-Ended Questions

1. What do you consider the major strengths of this program?

_____

_____

_____

_____

2. What do you consider the major weaknesses of this program?

_____

_____

_____

_____

3. Please indicate your suggestions for improving the summer school program.

_____

_____

_____

_____

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NINTH GRADE CLASS COVER SHEET

School: _____   Teacher: _____

Subject: _____

For your first hour class, complete this sheet and staple it to a class list.

     [ ] This class was incoming Grade 9 students.

     [ ] This class was students who failed Grade 9 classes.

     [ ] Other (please specify) _____

A class list form is attached for your use. However, if a computer generated class list exist, please feel free to attach it rather than using the forms.

1995 NINTH GRADE SUMMER SCHOOL RESTRUCTURING PROGRAM
CLASS LIST

	Name		ID
	Last	First	Number
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
21.			
22.			
23.			
24.			
25.			

Use additional sheets if necessary

APPENDIX D

Students' Survey

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STUDENTS' SURVEY
OF THE
1997 NINTH GRADE SUMMER SCHOOL
RESTRUCTURING PROGRAM

School _____ Grade _____

THIS SURVEY SHOULD BE FILLED ONLY BY INCOMING GRADE 9 STUDENTS.

DIRECTIONS: PLEASE CIRCLE ONE RESPONSE FOR EACH STATEMENT.

SA	=	Strongly Agree	: You strongly agree with the statement.
A	=	Agree	: You agree more than you disagree.
NA	=	Not Applicable	: Does not apply.
D	=	Disagree	: You disagree more than you agree.
SD	=	Strongly Disagree	: You strongly disagree with the statement.

Survey Statements

1. The Ninth Grade Restructuring Program
   has helped my classmates to:

   a. get along with other students.   SA   A   NA   D   SD

   b. get along better with adults.   SA   A   NA   D   SD

   c. feel better about themselves.   SA   A   NA   D   SD

   d. feel better about school.   SA   A   NA   D   SD

   e. improve their attitudes toward
       learning.   SA   A   NA   D   SD

   f. develop better self-discipline.   SA   A   NA   D   SD

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g.	improve their work habits.	SA	A	NA	D	SD
h.	improve their reading skills.	SA	A	NA	D	SD
i.	improve their math skills.	SA	A	NA	D	SD
j.	improve their science skills.	SA	A	NA	D	SD
k.	attend school regularly.	SA	A	NA	D	SD
l.	improve their ability to work cooperatively with others.	SA	A	NA	D	SD
m.	to raise their awareness of high school requirements.	SA	A	NA	D	SD

2. I am satisfied with the services I have received from the program.   SA   A   NA   D   SD

3. The teachers of this program appeared to be sincerely concerned about me.   SA   A   NA   D   SD

4. I was given homework daily in most of my classes.   SA   A   NA   D   SD

5. I received help from my teachers when I was having problems with my class work.   SA   A   NA   D   SD

6. The services offered by the counselor have been very helpful.   SA   A   NA   D   SD

7. The administrators of this program appeared to be sincerely concerned about me.   SA   A   NA   D   SD

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<u>Open-Ended Questions</u>

1. What did you like best about this program?

_____

_____

_____

_____

2. What did you like least about this program?

_____

_____

_____

_____

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APPENDIX E

Literature Review
and
Bibliography/Sources

ERIC
Full Text Provided by ERIC

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Based on the literature review, it is apparent that effective programs address several levels of students' experiences:

- At the individual level, interpersonal relationships with adults in school

- At the classroom level, the instructional approaches and curriculum content

- At the school level, the policies which are relevant to dropouts, particularly tracking, absenteeism, suspension, retention (holding a student back to repeat a grade level), and personnel

- At the community level, the involvement of parents and community agencies which serve youth

At each level of students' experiences it is necessary to make the school experience relevant to students' needs.

Deschamps (1992) study examined research from 1980 to 1992 that addressed characteristics of high school dropouts. Data from 32 empirical studies were synthesized into an integrative review. A list of the most common characteristics of high school dropouts was generated and the major policy issues related to dropping out were identified and addressed. Four major categories of dropouts included ethnicity, low socioeconomic status, coming from a single-parent family, a high rate of absenteeism, disciplinary problems, grade retention, low academic performance, and poor achievement test scores. The major policy issues related to the dropout problem included: the lack of uniform definition of the term dropout; the inaccuracy of statistics measuring local, state and national dropout rates; the correlation between grade retention and dropping out; the dropout rate in special education; and the need for more research on how many dropouts return to school or receive their Graduate Equivalency Diploma.

Because children who live in poverty drop out of school disproportionately, some might argue that important factors influencing high school graduation rates are not within the school's control. Though there are powerful economic and social forces influencing school attendance among poor, urban youth, intervention programs have been successful in affecting drop out rates. This review attempts to identify those factors within the realm of the school's control which can make going to school and graduating worthwhile to students who might otherwise drop out of school.

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Interpersonal Relationships

The importance of students' interpersonal relationships with adults in the school is stressed more frequently than almost any other feature or effective programs.

Individualized Treatment/Instruction:

Several studies suggest that treating students as individuals helps to reduce the dropout rate. In Cippollone's study of six schools with differential dropout rates (1987), schools with lower dropout rates had administrators and teachers who were more willing to look at students individually and later specify discipline practices accordingly. Hess, Jr. and others (1986) cite more interaction between teachers and students as characteristic of schools with lower dropout rates in their study of eight Chicago high schools.

Small classes provide an opportunity for more frequent and more intimate contact between students and teachers. Ruby and Law's paper to the American Association of School Psychologists (1987) asserts that successful dropout programs have low student/teacher ratios and provide personal attention.

Caring:

Caring staff is repeatedly cited as an essential component of successful dropout prevention programs. It is also probably the most difficult component to operate. Mann (1985) suggests that teachers should know students by name and ask about their personal lives.

Finally, Cippollone's study of six schools with differential dropout rates (1987) concludes that in schools with lower dropout rates the staff had a sense of advocacy for students and were more willing to become involved in the social and affective needs of students.

Cultural Differences:

McLaughlin (1994) summarized various theories developed to explain minority language learners' failures to thrive in existing school systems. These theories may provide ideas for understanding dilemmas faced by minority youths.

Education psychologists have focused on the individual learner who, they believe, arrives at school broken by impoverishing home and community experiences. This deficit theory calls for helping individual students acquire mastery of skills before moving ahead, as well as providing enrichment to overcome deficits in background experiences.

Organizational theorists have focused on schools and school systems which they see on the primary culprits in school failure. These schools effectiveness proponents call for school restructuring and systemic reform efforts, including rethinking such important issues as how time is used and who is involved in planning and decision making.

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Sociologists and anthropologists have focused on powerful economic and political structures that underpin all aspects of society and "create arrangements......that systematically give voice to some and deny it to others" and are structured "around successful and unsuccessful competence displays such that winners and losers are inevitable" (McLaughlin, p. 53). These critical theorists call for teachers as coaches, pedagogy as problem solving, and a curriculum that addresses important themes connected to the lives of students.

Lastly, sociolinguists have a narrower focus on the teacher-learner interaction, where they find constant miscommunication resulting from different cultural and linguistic preferences for interaction. Cultural differences theorists believe solutions lie in teachers becoming knowledgeable about the cultural and language of their students and adopting curriculum and teaching methods to students' needs.

The idea of cultural discontinuity contains elements of both of the last two theories just described. Increasingly, it has become an explanation for the difficulties minority students face in adjusting to and finishing high school.

Theories of cultural discontinuity have their origins in the anthropological studies of ethnic minority groups within a dominant, majority culture. According to students of cultural discontinuity theory, minority children having been initially raised in a distinctive culture of their own, are often thrust into a school system that promotes the values of the majority culture--not those of their own. If the resulting clash of culture continues, the minority child may feel forced to choose one culture at the expense of the other. A tragic paradox emerges: success (in school) becomes failure (in the community), and failure becomes success. Moreover, it has been argued that failure is not simply the passive act of neglecting to complete required tasks, but that it may be a status that is actively pursued by ethnic minority students in order to preserve their culture of origin. In other words, failure in school is a tacit cultural goal that must be achieved (McDermott, 1987; Spindler, 1987).

Self-Esteem:

An analysis of the research and scholarly literature (Walz, 1991) suggests a number of significant findings and generalizations about the importance and the effects of self-esteem upon youth and adults. Overall it would appear that self-esteem can be envisaged as a "social vaccine," a dimension of personality that empowers people and inoculates them against a wide spectrum of self-defeating and socially undesirable behavior (California Task Force to Promote Self-Esteem, 1990.) Among the more compelling generalizations to be made are the following:

- The family is a strong force in the development of self-esteem. The early years are particularly important in establishing an "authentic and abiding self-esteem" in a person.

- High parental self-esteem is crucial to the ability to nurture high self-esteem and personal effectiveness in children.

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- School climate plays an important role in the development of the self-esteem of students. Schools that target self-esteem as a major school goal appear to be "more successful academically as well as in developing healthy self-esteem among their students." (California Task Force to Promote Self-Esteem, 1990, p. 5.)

- Self-esteem and achievement may be either the cause or the effect of each other, depending upon the person and the particular situation in which they function.

- Young girls who possess positive self-esteem are less likely to become pregnant as teenagers.

- Persons who hold themselves in high esteem are less likely to engage in destructive and self-destructive behavior including child abuse, alcohol and drug abuse, violence and crime.

- Exclusive attention to just self-esteem or personal achievement may well result in less favorable outcomes in either or both areas than when an approach is used which attends to both self-esteem and achievement. Walz and Bleuer (1991) in postulating the presence of an "esteem-achievement connection" emphasize the importance of presenting students with challenging experiences that enable the student to "earn" high esteem by successfully coping with difficult tasks.

- The choice to esteem oneself or not is ultimately the responsibility of the individual no matter what the background and prior experiences of the individual may be. High self-esteem can never be given to a person by another person or society. It must be sought, "earned" by the individual for him or herself.

- Self-esteem may be expressed as an overall generic characteristic, i.e., "she exhibits a high self-esteem" or as a more specific behavioral attribute, i.e., "he certainly has a high sense of self-esteem in tackling a difficult writing task, but he has absolutely no belief in his competence to do anything numerical." The experience of many counselors would favor a counseling intervention that explores a client's overall self-esteem (enhancing his/her generic self-esteem), but also focuses upon blockages which retard the expression of high self-esteem in specific areas.

- Writers and researchers show general although by no means complete agreement on the preconditions necessary for someone to demonstrate high self-esteem. Among the commonly used terms are: security, connectedness, uniqueness, assertiveness, competence, and spirituality.

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Research shows (Waltz, 1991) that gaining greater knowledge and understanding of self-esteem can be beneficial to a counselor. However, to specifically impact upon a client's self-esteem requires greater focus and effort upon the part of the counselor. Six action steps are suggested as guides for how a counselor can intervene to assist clients in enhancing their own self-esteem.

- Acknowledge that the self-esteem of a client is a vital determinant in his/her behavior and should be a major focus of the counseling relationship.

- Explore with the client the meaning of self-esteem and how his/her self-esteem has impacted upon past behaviors and actions (and can influence present and future plans and decisions.)

- Assist the client in assessing the internal and external forces contributing to or retarding their self-esteem. Develop a personally meaningful profile of esteem builders and detractors.

- Recognize that the self-esteem of the counselor has a stimulating or depressing effect upon the esteem of a client and that each needs to be aware of his/her self-esteem and its effect upon others.

- Assist the client in designing a self-esteem enhancement program that is customized to her/his learning style and desired goals.

- Above all else, act upon the conviction that self-esteem is a disposition to know oneself as someone who is competent to cope with the realities and demands of life and as personally worthy of experiencing joy and happiness. Acting upon this conviction a counselor will then know that she/he can neither bestow nor induce self-esteem in another person. Through their efforts, however, counselors can assist a person to learn the processes by which they can examine the antecedents of their self-esteem, and take responsibility for thinking and acting in ways which will heighten their own self-esteem and hence their capacity to experience life confidently and joyously.

Student Motivation:

Much of the recent research on student motivation has rightly centered on the classroom, where the majority of learning takes place and where students are most likely to acquire a strong motivation to gain new knowledge. Making the classroom a place that naturally motivates students to learn is much easier when students and teachers function in an atmosphere where academic success and the motivation to learn are expected and rewarded.

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As environment that nurtures educational motivation can be cultivated at home, in the classroom, or throughout an entire school. One of the most effective avenues for engendering student motivation is a school's culture. According to Deal (1987), school culture can be embodied and transformed through channels such as shared values, heroes, rituals, ceremonies, stories, and cultural networks.

Davis (1989) suggests using a wide variety of activities and symbols to communicate motivational goals. "Visible symbols," he says, "illustrate and confirm what is considered to be important in the school." He suggests using "school newsletters, statements of goals, behavior codes, rituals, symbols, and legends" to "convey messages of what the school really values." Staging academic awards assemblies, awarding trophies for academic success and displaying them in trophy cases, scheduling motivational speakers, and publicizing students' success can help them see that the desire to be successful academically is recognized and appreciated.

Klug (1989) notes that school leaders can influence levels of motivation by "shaping the school's instructional climate," which in turn shapes "the attitudes of teachers, students, parents, and the community at large toward education." By effectively managing this aspect of a school's culture, principals can "increase both student and teacher motivation and indirectly impact learning gains."

School administrators can take advantage of times of educational change by including strategies for increasing student motivation. Acknowledging that school restructuring is inevitable, Maehr (1991) challenges school leaders to ensure that "motivation and the investment in learning of students will be enhanced" as a result of school reform. School leaders have seldom "considered motivation vis-a-vis the current restructuring movement," he says, "and few have considered that the school as an entity in its own right, may have effects that supersede those of individual classrooms and the acts of individual teachers."

A positive "psychological environment" strongly influences student motivation, says Maehr. School leaders can create this type of environment by establishing policies and programs that:

- stress goal setting and self-regulation/management

- offer students choices in instructional settings

- reward students for attaining "personal best" goals

- foster teamwork through group learning and problem-solving experiences

- replace social comparisons of achievement with self-assessment and evaluation techniques

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- teach time management skills and offer self-paced instruction when possible

School administrators can take advantage of times of educational change by including strategies for increasing student motivation. Acknowledging that school restructuring is inevitable. Maehr (1991) challenges school leaders to ensure that "motivation and the investment in learning of students will be enhanced" as a result of school reform. School leaders have seldom "considered motivation vis-a-vis the current restructuring measurement" he says, "and a few have considered that the school as an entity in its own right, may have effects that superseded those of individual classrooms and the acts of individual students."

A positive psychological, environment "strongly influences student motivation, says Maehr. School leaders can create this type of environment by establishing policies and programs that:

- stress goal setting and self-regulation/management

- offer students choices in instructional settings

- reward students for attaining "personal best" goals

- foster teamwork through group learning and problem solving experiences

- replace social comparisons of documents with self-assessment and evaluation techniques

- teach time management skills and offer self-paced instruction when possible

Instructional Approaches

The research on dropouts almost universally recommends non-traditional instructional approaches in small class groups. Research suggests utilizing low student/teacher ratios, a multi-media approach, and flexible course scheduling.

Low Student/Teacher Ratios:

Low student/teacher ratios provide greater opportunities for personalized attention. The U.S. General Accounting Office's survey of dropout program (1987) found that individualized instruction favorably influenced dropout reduction.

Many large urban school districts where the dropout problem is particularly acute do not have the resources to provide the recommended student/teacher ratios. However, as Strother (1986) points out, "large schools make it difficult for teachers to respond to individual student's needs." Wheelock and Dorman (1988) address this problem in their research findings regarding

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adolescents by recommending a team teaching approach, homerooms, and teacher-based counseling as ways to create "smallness within bigness."

Wheelock (1990) states that recent literature suggests it is not students' backgrounds, but schools' response to students' backgrounds that determine students' success in school. School practices and policies adopted in response to student performance in attendance, academics, and behavior also have a significant impact on students' decision to leave school before graduating.

According to a literature review by Quinn (1991) school practices such as placement of at-risk students in alternative, nontraditional programs, individualized counseling, low student-teacher ratio, and peer tutoring successfully lower dropout rates, whereas remediation, retention in grade, tracking, and suspension exacerbate the problem.

Multi-Media Approach:

Media refers to the means of communication. Students at risk are not responding to traditional methods of teaching, such as lectures and seat work. Many researchers feel that creative approaches are needed, particularly to teach basic reading and math skills to older students. Such approaches provide students with opportunities to experience success in school where they have previously failed.

Other researchers support the concept of a multi-media approach which allows students to experience success. Wheelock and Dorman (1988) suggest varying teaching methods and using diverse instructional approaches to provide multiple opportunities for success.

Flexible Scheduling:

In addition to innovation and variety of instructional approaches, changes in the scheduling of classes are encouraged. The U.S. General Accounting Office survey of programs (1987) finds that "flexibility in curriculum and school hours are important to prevent dropping by students unable to progress in the standard school setting."

Cooperative Learning:

Johnson and Johnson (1987) are well-known proponents of this last type of grouping, called cooperative learning. These heterogeneous groups are based on positive interdependence among the group members who help and support one another. Their goals focus on bringing each member's learning to the maximum and on maintaining good working relationships among members. "Nothing is more basic than learning to use one's knowledge in cooperative interaction with others," the Johnsons' state. And they continue: "Greater achievement is typically found in collaborative situations where peers work together than in situations where individuals work alone..."

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Johnson and Johnson recommend assigning students of high, medium, and low abilities in the same group. They also suggest that it is very beneficial for those students who are not as task oriented as others to be put with their more academically oriented peers. Teachers should allow students to choose one person with whom they would like to work, and then carefully place these pairs with others to maximize the heterogeneous makeup of each group.

As the group works together as a team, some of the benefits predicted for individual members are higher critical thinking competencies, more positive social interaction with classmates, improved collaborative competencies, an understanding of other perspectives, and more self-esteem. The Johnsons believe that:

- Cooperative learning procedures may be used successfully with any type of academic task, although they are most successful when conceptual learning is required.

- Whenever possible, cooperative groups should be structured so that controversy and academic disagreements among group members are possible and are managed constructively.

- Students should be encouraged to keep each other on task and to discuss assigned material in ways that ensure elaborate rehearsal and the use of higher learning strategies.

- Students should be encouraged to support each other's efforts to achieve.

Educators must make many choices every year about grouping arrangements. Good teachers who provide supportive environments for their students and who are aware of the strengths and weaknesses of grouping will make the decisions that are right for themselves, for their classroom situation, and for their students.

Cross-Age Tutoring:

Although references in the literature to cross-age and peer tutoring programs are sparse (Natriello and others, 1988), (Wheelock, 1988), these programs appear to produce significant results. Cross-age tutoring seems to meet several needs of students at risk:

- Feeling important, competent, and needed in a school setting

- Developing an interpersonal, interdependent relationship with someone in school

- Reviewing basic math and reading skills without the stigma of remedial education

- Active involvement in the learning process

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- Providing individualized instruction to younger students

- Providing an opportunity for community service

Gaustand (1993) states that one to one tutoring programs, such as peer and cross-age tutoring, can result in emotional and learning benefits for the tutor and the tutee. In cross-age tutoring, the tutor is older than the tutee. Advantages of these programs are that tutors are better than adults in relating to their tutees on a cognitive, emotional, and social level. Also, cross-age tutoring offers the tutor the higher status of being older but still being close in age. Tutors can benefit from cross-age and peer tutoring because it allow them to review material, and to improve thinking and communication skills.

Positive Discipline

Criticizing, discouraging, creating obstacles and boundaries, blaming, shaming, using sarcastic or cruel humor, or using physical punishment are some negative disciplinary methods used with young children.

Any adult might occasionally do any of these things. Doing any or all of them more than once in a while means that a negative approach to discipline has become a habit and urgently needs to be altered before the child experiences low self-esteem as a permanent part of his/her personality.

ERIC (1990) in an article on "Positive Discipline" states the following as good approachers to discipline:

- increase a students self-esteem

- allow the student to feel valued

- encourage the student to feel cooperative

- enable the student to learn gradually the many skills involved in taking some responsibility for what happens to him/her

- motivate the student to change his/her strategy rather than to blame others

- help the student to take initiative, relate successfully to others, and solve problems

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School discipline has two main goals: (1) ensure the safety of staff and students, and (2) create an environment conducive to learning. Serious student misconduct involving violent or criminal behavior defeats these goals and often makes headlines in the process. However, the commonest discipline problems involve noncriminal student behavior (Moles, 1989).

These less dramatic problems may not threaten personal safety, but they still negatively affect the learning environment. Disruptions interrupt lessons for all students, and disruptive students lose even more learning time.

As educator researcher Daniel Duke (1989) points out, "The goal of good behavior is necessary, but not sufficient to ensure academic growth." Effective school discipline strategies seek to encourage responsible behavior and to provide all students with a satisfying school experience as well as to discourage misconduct.

When John Hopkins University researchers Gary D. Gottfredson and Denise C. Gottfredson (1989) analyzed data from over 600 of the nation's secondary schools, they found that the following school characteristics were associated with discipline problems:

- rules were unclear or perceived as unfairly or inconsistently enforced

- students did not believe in the rules

- teachers and administrators did not know what the rules were or disagreed on the proper responses to student misconduct

- teacher-administration cooperation was poor or the administration inactive

- teachers tended to have punitive attitudes

- misconduct was ignored

- schools were large or lacked adequate resources for teaching

Written policies should be developed with input from everyone who will be affected by them. Once developed, discipline policies must be communicated to staff, students, parents and community. But a policy on paper is meaningless in itself. Ongoing administrative support, inservice training in new techniques, continued communication, and periodic evaluation and modification are needed to adopt a school discipline plan to the changing needs of the school community.

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Curriculum Content

The curriculum content is the "what" of instruction, or the information and knowledge which the school system attempts to convey to its students.

The research on dropouts consistently recommends a curriculum which focuses on infusing basic skills, stressing practical skills, and offering a multiple abilities curriculum.

Basic Skills Instruction:

Students who are at risk of dropping out are typically those who exhibit poor basic academic skills (Wheelage, 1988). Often middle school curriculums assume basic reading comprehension and math skills, however, many students may not have mastered these basic skills yet (Wheelock and Dorman, 1988). Students who are weak in basic skills at the middle school level have increased difficulties in high school. It is extremely important that dropout prevention programs recognize and address the need for students to master basic reading and math skills.

Hornbeck (1990) states that while research has shown that computer-assisted instruction (CAI) can help at-risk students learn basic skills such as reading, writing and mathematics, studies have also revealed that CAI helps students think critically, solve problems and draw inferences.

Stress Practical Skills:

Because the irrelevance of the school experience to students' needs is considered to be the major cause of dropping out, stressing practical skills is recommended by some researchers. Ruby and Law's paper presented at the Annual Meeting of School Psychologists (1987) states that successful programs stress the immediate and practical and offer opportunities for paid employment. Strother (1986) also recommends that the curriculum should focus on real-life problems.

Multiple Abilities Curriculum:

Students who do not experience success in school may not have opportunities to use their strongest abilities as part of traditional curriculums. A multiple abilities curriculum provides a chance for students to use a wide range of skills to earn credit towards graduation.

Natriello and others (1988) assert that schools should offer a multiple abilities curriculum and move beyond the narrow range of academic tasks which rely on reading skills to allow students to experience success. Wheelage (1988) recommends an "experiential" curriculum including community service, career internship, political/social action, and/or outdoor adventure.

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Researchers (1990) of the Office of Research, Evaluation and Assessment state that poor and minority students are at the greatest risk of failure because of a gap between home and school. This gap is the difference in the expectations parents and teachers have of students, and between the social and language skills required of students at home and at school. When the schools represent an alien culture to students and fail to represent parental interests, students disengage from the school culture and the socioeconomic universe it represents. The following traditional compensatory education approaches are not effective in educating at-risk students: (1) retention; (2) pullout programs; and (3) in-class aides. The following strategies are more promising: (1) reduced class size; (2) early intervention; (3) cohesive social unit; (4) comprehensive services; (5) intensive interventions; (6) bilingual instructional services (7) culturally sensitive programs (8) built-in flexibility; (9) active teaching; (10) engaged learning; (11) cooperative learning; and (12) community involvement.

School Policies

Monitoring/Early Intervention:

The importance of identifying potential dropouts early and then immediately taking action to re-engage them in the school is almost universally agreed upon in the literature on dropout prevention.

Some researchers recommend monitoring and intervention at the earliest points in a student's career. Gruskin and other (1987) recommend good preschool and early childhood programs and Beck and Muia (1980) suggest intervention in nursery school and kindergarten. Those who advocate monitoring and intervention in early elementary school include Walz (1987).

The middle school years are viewed by other researchers as the critical monitoring and intervention stage because this is when students begin to feel disconnected (Sherwood, 1987), (Massachusetts Advocacy Center, 1986), (Wheelock an Dorman, 1988).

Other researchers who advocate monitoring and early intervention include, Natriello and others (1988), Naylor (1987), O'Connor (1985), Sherman (1987), Strother (1986), and Sween and Kyle (1987).

Focus on Absenteeism:

Chronic absenteeism is an obvious early warning sign of potential dropout (Sherman, 1987), (U.S. General Accounting Office, 1987), (Wheelage, 1988). The school's reaction to a student's absenteeism can send a strong message to the student regarding his or her importance to the school. The school's efforts to promote daily school attendance help to reduce dropout rates (Walz, 1987).

Bonikowski (1987), suggests nurturing a cooperative, rather than an adversarial, relationship with parents regarding students' attendance. Wheelock and Dorman's (1988) suggestions include the following:

- Establish an attendance team for monitoring attendance

- Interview students regarding reasons for non-attendance

- Maintain persistent contact with students' homes

Herman (1991) states that educators must take into account the changing social, cultural, and economic trends contributions to high absenteeism and dropout rates. No curriculum can succeed if the students are not in attendance to learn, develop and advance in society.

Literature on absenteeism written after 1985 demonstrates a shift of focus from the student as truant to the school as part of both the problem and the solution. Four major principles are necessary to any successful intervention--awareness, change in perspectives, early intervention, and cooperation and involvement. Components of an intervention include developing and implementing attendance policies, monitoring, tracking, and recording; getting parents involved; providing counseling and guidance; and providing relevant curriculum or alternative program. Research shows that programs (Harte, 1995) implemented as school wide improvements have consistently been successful in reducing attendance problems. Effective schools are student-centered and operate as: a caring institutional and functional community, a community organization, an experimenter and risk-taker, and a team.

In School Suspension:

Traditional approaches to student discipline include suspending a student for severe infractions. However, a history of suspension is not only predictive of dropout (Wheelock, 1986), but suspension actually encourages students to dropout by sending a clear message that they are not wanted in school (Massachusetts Advocacy Center, 1986).

In-school suspension differs from traditional suspension practices because the student stays on the school premises while serving the term of his/her suspension. Supervised, in-school suspension which includes academic support is recommended as a means to maintain a relationship with students and to make them feel as though they belong in school (Mahood, 1981), (Wheelock and Dorman, 1988).

Roquemore suggested that intervention in-school suspension programs could counteract students' low self-concepts and negative attitudes toward teachers. Such programs would include: parent training, teacher staff development, school programs that focus on one to one relationships with students, remediation of academic difficulties and administrative monitoring of individual teachers and evaluation of the school involvement.

Non-Retention:

Students who have been retained in a grade are much more likely to dropout than those who have not (Massachusetts Advocacy Center, 1986), (Sherman, 1987), (Wheelock, 1986). Walz (1987) quantifies the relationship between retention and dropout in his literature review:

"The child who has been held back one grade level is 60 times more likely to become a dropout that a student who has not, and the child who has been held back two grade levels is 250 times more likely to become a dropout."

Wheelock and Dorman (1988) argue strongly against retention and suggest giving students specialized instruction with a designated target date at which they will be "caught up" and reintegrated into their appropriate grade level. Some programs they suggest include the following:

- Competency-based curriculum in multi-grade groupings

- Smaller class size

- Summer school with different teaching techniques stressing more active student involvement.

George (1993) suggest that: (a) school districts and schools should disseminate current research on retention to schools staffs (b) school districts with high retention rates should develop a plan to reduce the rate and improve the instructional program for at-risk students (c) school districts should monitor differential effects of retention for different ethnic groups and boys and girls.

Sherwood (1993) states that despite a growing trend toward retention in grade of low-achieving students and apparent public support for the practice, many educators and psychologists disagree with the perception that flunking is an appropriate response to poor academic performance. Research reported in the past two decades indicates that grade-level retention produces little improvement in student achievement. Some studies presented evidence that students required to repeat a grade actually made less progress than comparable classmates who were promoted. In addition, there are many studies that demonstrate significant psychological damage to children, particularly in terms of lowered self-esteem. Still others associate an increase in the dropout level with retention in grade. In Florida, a number of approaches to improving student achievement without resorting to grade retention have been proposed. Among them are the following:

- tutorial programs, including peer tutoring, cross-age tutoring, and adult volunteer tutoring, coordinated with classroom instruction;

- extended basic skills programs, which eliminate "non-essentials" from the student day, with the additional time being applied to reading, writing, and mathematics;

- cooperative learning programs;

- extended-year programs, achieved in Florida because of funding constraints through summer school; and

- individualized instruction through such technologies as interactive video, word processing, and story starters.

Students At Risk:

Most studies agree that the main factors associated with dropping out include students' socioeconomic status, school behavior, and academic achievement.

"Dropout rates are higher for students coming from low socioeconomic backgrounds, from single-parent families, and from non-English language family backgrounds,"stated Frase (1989) in the first annual report by the National Center for Education Statistics. This nationwide study also found higher dropout rates for students living in cities than in suburbs or rural areas, and in the South and West rather than in the Northeast. Students who marry or have children, or who have had problems with the law or school authorities, are also at greater risk.

Academic factors are clearly related to dropping out. Students who received poor grades, who had repeated a grade, who were overage for their class, and who had poor attendance for reasons other than illness were more likely to drop out. "A powerful predictor... was the attendance record during the first four months of tenth grade," Frase reported.

Barrington and Hendricks (1989) found that dropouts in a Wisconsin community showed clear indications of academic problems by the third grade. Their achievement test scores were significantly lower than those of their classmates and also below their ability as measured by intelligence tests; teacher comments alone identified potential dropouts with 63 percent accuracy. Poor attendance, failing grades, and low overall GPA marked these students' high school careers.

Conley (1992) in his research states that national and state policies are establishing expectations that essentially all students will graduate from high school. As schools begin to adjust their goals accordingly, they found most of their basic organizational practices must change. At-risk students demand personalized education, meaningful material, success-based tasks, continuous contact with trusted adults, and a stable peer group.

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Traditional grouping and grading practices do not facilitate success for at-risk students. Teachers have a very difficult time accepting the notion that all students can succeed without standards being lowered. There is an increasing tension between meeting the needs of both "gifted" and "at-risk" students within the traditional organizational paradigm.

Restructuring schools are using cooperative learning strategies, project centered learning, learning teams, schools-within-schools, block scheduling, advisor-advisee programs, enhanced parental involvement, expansion of learning into the community, and an increasing integration of vocational and academic curricula into "applied academics" courses or strategies to meet the needs of diverse group of students.

Parent/Community Involvement

The complex needs of at risk students call for the utilization of a wide range of resources. The school's efforts to coordinate with others who have an interest in the student's life can result in synergistic benefits to the student at risk.

Parents:

Parents may be the most important force keeping children in school. At the high school level there is a tendency for parental involvement to decline. Efforts must be made to re-engage parents in their children's education.

"Student achievement is strongly influenced by efforts to bridge home and school as a team" (Ochoa, 1987).

"The collaboration with families is an important intervention strategy" (Willis, 1986).

"Encouraging parental involvement in school learning activities helps prevent dropping out" (Walz, 1987).

The above observations illustrate the conventional wisdom regarding the role of parental influence on dropout prevention. It has been found that successful dropout programs have activities to enhance parental support (Naylor, 1987). Programs should develop policies to help increase parents' interest and monitoring of their children's progress (Strother, 1986), (Ekstrom and others, 1986).

Wheelock and Dorman (1988) suggest "blurring the home-school boundary line" by involving parents in adult education classes at the school, offering a GED program for parents, and involving parents in policy making.

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Wagonseller (1992) states that despite the difficulties of parenting, few people have actually been trained to be parents or to become involved in their children's education. To address these problems, each community needs to develop a comprehensive parent involvement model.

A community parent involvement model would include the following elements:

- training parent trainers to conduct parenting classes in every school

- change the focus of the Parent Teacher Association (PTA) to parent-teacher administration

- develop in each school a parent education program for expectant parents and parents of very young children

- develop a parent education program for parents of elementary age children

- develop a parent education program for parents of children with special needs (Example: disabilities, gifted, etc.)

- develop monthly parents' workshops on topics of interest to parents

- create a family lifestyle class for high school students

Research has shown that one of the most promising ways to increase students' achievement is to involve their families (Charkin, 1993; Henderson and Bella, 1994). Herbert Welberg (1984) found that family participation in education was twice as predictive of academic learning as family socioeconomic status. Establishing partnerships with families has many benefits for schools and families, but Epstein says, "the main reason to create such partnerships is to help all youngsters succeed in school and in later life" (1995, p. 701).

Research on families and student learning has shown that students at all grade levels do better work in school, feel better about themselves as learners, set higher goals, and dream bigger dreams when their parents are knowledgeable, supportive, encouraging and involved with their education. Parent involvement in education can take variety of forms, including volunteering to help in the school, doing a presentation for a class, helping chaperon field trips, and supplying materials. The most important type of involvement, however, is encouraging, monitoring, and helping your children with their schoolwork. When parents and school work together, children grow in an environment of consistent expectations and shared purpose, where children become better students and parents become better teachers.

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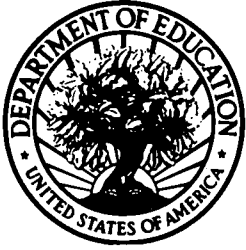
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