ABSTRACT

EDUCATIONAL LEADERSHIP

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<u>AN AFRICENTRIC RITE OF PASSAGE PROGRAM AND ITS IMPACT</u>

<u>ON ADOLESCENT AFRICAN-AMERICAN MALE ATTENDANCE,</u>

<u>DISCIPLINE, AND ACHIEVEMENT</u>

Advisor: Dr. Ganga Persaud

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The purpose of this study is to examine an Africentric rite of passage program's impact on African-American male high school students. It is intended to determine whether a rite of passage program will affect attendance, discipline and achievement. The study also investigates the development of a school-based Africentric program as well as its outcomes. This intervention utilizes the principles of the rites of passage movement within African-American communities to focus on developing the participants' sense of self as a precursor to academic performance.

It is proposed that the variables of school culture, extra curricular activities, teen culture and the rites of passage program are correlated to the African-American males academic performance, discipline, attendance, and teacher opinions. The dependent variables will be impacted by the African-American males' individual self-esteem as well as their attainment of self-actualization via the rites of passage program. The use

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of qualitative and quantitative methodology for this research was deemed essential. All mixed method designs use triangulation techniques. Surveys, observations, quasi-experimental techniques and hard data collection gave a clear view of the results. Demographic data attained from the surveys gave insights into the lives of the participants and teachers surveyed. The quasi-experimental technique also adds some validity to the research. Overall, a higher percentage of students in the experimental group rated themselves as "not having discipline problems" and improving in attendance as compared to the control group. In other respects the control group reported higher percentages as compared to the experimental in terms of class grades, completing assignments on time, team members working equally hard for success

Results on Correlation Analysis

The analysis of the percentages of teachers' responses to the Mighty Men of Valor program indicated that a majority of the teachers did not perceive the program as achieving the objectives.

AN AFRICENTRIC RITE OF PASSAGE PROGRAM AND ITS IMPACT

ON ADOLESCENT AFRICAN-AMERICAN MALE ATTENDANCE,

DISCIPLINE, AND ACHIEVEMENT

A DISSERTATION

SUBMITTED TO THE FACULTY OF CLARK ATLANTA UNIVERSITY

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR

THE DEGREE OF DOCTOR OF EDUCATION

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MONICA FORD-LITTLE

DEPARTMENT OF EDUCATIONAL LEADERSHIP

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CHAPTER I

PROBLEM IN CONTEXT

Purpose

The purpose of this study is to examine an Africentric rite of passage program's impact on African-American male high school students. It is intended to determine whether a rite of passage program will affect attendance, discipline and achievement. The study also investigates the development of a school-based Africentric program as well as its outcomes. This intervention utilizes the principles of the rites of passage movement within African-American communities to focus on developing the participants' sense of self as a precursor to academic performance.

Issues and Concerns for Male African-Americans

In one metropolitan Atlanta county from 2002 to 2003, 44% of black males missed 6 to 15 days out of school. Seven percent of black students dropped out of high school all together. Eight percent were male (Georgia Report Card, 2006). These statistics appear to be the norm. Numbers increase when discipline and achievement issues are evaluated.

The No Child Left Behind Act of 2001 places responsibility on states to ensure that their schools help all children succeed that is to achieve standards, as the name of the act reflects. In 12 years all children must perform at a "proficient" level on state

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tests. Therefore states are under more pressure than ever before to increase student achievement. Furthermore, states must monitor adequate yearly progress as measured by assessments aligned with state standards. This context has created a need to identify strategies that can assist students who are not meeting standards.

Research suggests that African-American males are at higher risk for dropping out of school, engaging in criminal activity, being a perpetrator or victim of a violent crime, and being incarcerated than their European American peers (Gill, 1991). According to Gill:

> The Center for the Study of Social Policy predicted that 70% of working age African-American men will be jailed, dead, alcoholic or hooked on drugs by the year 2000, that the Department of Justice reported that 1 out 4 African-American men was in jail or under court supervision and that there were more African-American men in their 20s under court control than there are African-American men enrolled in college.
>
> (www.eric.gov)

These are only a few of the horrific statistics about African-American men in this society, yet they represent problems of monumental proportions.

Paul Hill (1987) believes African-American males lack a ceremony to usher them into manhood. Such a ritual could help to ensure proper socialization and self-identity. It may counteract the negative influence of street culture. Like other major life change ceremonies, a coming-of-age rite can help to locate anew the individual within the community.

Hill (1987) states that a way to promote the development of African-American youth into adults is to develop positive rites of passages that are based on African heritage. They should describe the origin, meaning, and significance of Africentric rites of passage that will provide youth with a strong connection to they're past and guide them confidently into their future.

There are several theories that serve to explain the etiology of black underachievement. The first suggests that these statistics result from the failure of mainstream educational systems to effectively work with the needs of African-American males (Ladson-Billings, 1994). A second is that African-Americans doubt their own ability to achieve in American society (Fordham, 1988; Fordham & Ogbu, 1986). Bass and Coleman (1996) state:

> It is important that parents and guidance counselors learn to work with educational systems to help them become more responsive to the needs of African-American students and to work directly with the students to help remove internal obstacles to academic accomplishment. (www.eric.gov)

Figure 1 depicts all of the levels that the parent must navigate to communicate with the school. Parents often have difficulty finding the information that is needed for the success of the child.

Issacs and Duffus (1992) found that many ethnic minority students do not value academic achievement and attainment. The Eurocentric curriculum used in most public schools favors students who process information in a logical, sequential, linear and/or

Principal

Counselor   Assistant Principals

Teacher   Teacher   Teacher   Teacher

Student   Student

Parent   Parent
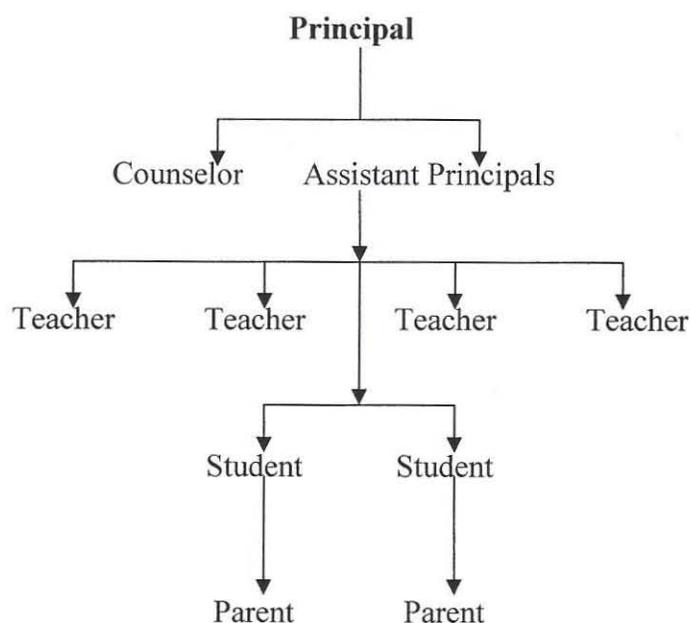
Figure 1. School Structure

judgmental fashion. Studies indicate, however, that most non-white students learn and process information in abstract, non-sequential, non-linear styles (Thompson, 1992).

Additionally, African-American male adolescents' lack of interest in school can be attributed to the absence of African history and culture in formal education materials (Hilliard, 1989). According to Bass (1996), African-American students do not see themselves in either the content or process of American schools and feel, therefore, that school is not for them. The result of this experience is a significant reduction in academic aspirations and performance. Traditionally African-American underachievers have been encouraged to learn how to negotiate the Eurocentric school culture in order to succeed (Ladson-Billings, 1994).

Just as social and psychological factors affect African-American students' academic motivation and academic performance within the school setting, cultural forces within the African-American community may conflict with those of the majority culture represented within the school. Many ethnic minorities handle the ambivalence associated with trying to fit into several different worlds by developing what Hale (1982) calls personality dislocation. He argues that much of mainstream culture is in conflict with African-American culture and cannot be easily integrated without some personality dislocation. As the personality is dislocated, the African-American male student may believe that this system is not designed to help him and thus develop a learned helplessness (LaFromboise, Coleman, & Gerton, 1993). As ethnic minority students struggle with their sense of self, they may experience a lack of self-esteem and academic motivation. As a result of this acculturative stress, they may exhibit the characteristics found in students who underachieve. Examples of these characteristics are: external locus of control and low sense of self-efficacy (Schunk, 1991); low self concept (Jordan, 1981); low sense of adequacy, feeling isolated, and having self-contempt (Ford, 1991; Ford & Harris; Ford, Schuerger, & Harris, 1991). As Ford et al. have suggested, it is important to remember that minority students who are achieving may also have identity developmental needs that focus on their racial identity as well as their achievement identity.

Figure 2 is an example of the rate at which minority males graduate in comparison to their white counterparts. Their achievement level is thwarted by their inability to complete academic course work.
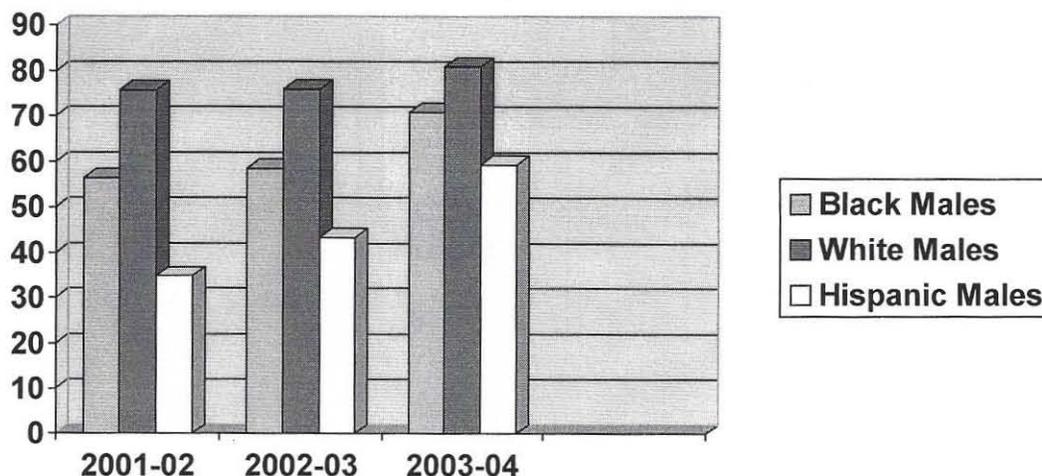
Figure 2. One Metro Atlanta County Graduation Rates

The Africentric Rites of Passage Movement is designed to provide African-American males with the grounding that they need to negotiate the challenges facing them in demanding environments. This movement suggests that African-American males must develop a positive sense of their cultural self in order to develop personal self-esteem, as it is one of the variables most frequently identified as having a relationship to minority under-education and underachievement (Commission on Minority Participation in Education and American Life, 1988).

The African-American Rites of Passage Movement aims to instill a strong, positive sense of self and achievement in the participants. Rites of Passage programs have much in common with independent African-American schools because they address needs that are not met by the traditional, secular, and Eurocentric system of education. Warfield Coppock (1992) says the African-American Rites of Passage initiative differs from the independent school concept in that it addresses the total

person, not just the academic facilities used in the process of acquiring knowledge. "Rites of Passage programs need to offer the same social experience, but with an emphasis on academic achievement, cultural and self-knowledge, character building, and virtue" (Warfield-Coppock, 1992, p. 478). "The rites of passage can be considered a social and cultural inoculation process that facilitates healthy, African-centered development among African-American youth and protects them against the ravages of a racist, sexist, capitalist and oppressive society" (Bass, 1996, www.eric.gov).

Significance of the Study

The study will provide information for students, teachers and parents to consider when trying increasing the level of achievement of male students. Parents in the community will become aware of programs and strategies necessary to improve their children's performance. Teachers can use the data to re-evaluate teaching strategies and change levels of expectations for improved performance. Administrators may also use the data to examine reasons behind discipline problems among students. Policy makers can benefit by using the information to implement new programs system wide.

The program described in this study was designed to create an environment inside the school setting that promotes academic motivation and academic performance in African-American males in high schools (eventually focusing on females as well). This paper reports on the results of a pilot study that was designed to use Africentric rites of passage processes with African-American males who were identified as being at risk for academic underachievement. The writer hypothesizes that by teaching these students about themselves, and then helping them to apply their values and beliefs in

their academic lives, these students' performance on school related behaviors would improve over the course of the school year.

Summary

The purpose of this study is to examine the Africentric rites of passage program and its impact on the African-American male. The development of a school based Afrocentric program is being investigated as well as its outcomes. The demographic data alone reveals a need for a critical examination of the lack of progress for African-American males. The intervention utilizes the principles of the rites of passage movement within the African-American community. The significance of the study will provide information for students, parents and teachers to consider when trying improving the level of achievement in African-American males.

CHAPTER II

REVIEW OF THE LITERATURE

Rites of Passage Literature

Paul Hill Jr. (1987) states that black American males lack a ceremony to usher them into manhood. Such a ritual could help to ensure proper socialization and self-identity. It may counteract the negative influence of street culture. Like other major life change ceremonies, a coming-of-age rite can help to locate anew the individual within the community. Elements of this rite of passage should be the following: (a) contact with nature; (b) ordeal and challenge; (c) solitude; (d) public witness; and (e) symbolic representations. The Simba Program implemented by the East End Neighborhood House in Cleveland, Ohio, offers a rite of passage process for black males. The program provides social supports, information, and skill development. This voluntary program requires attendance for six hours per week for one to three years depending on the rapidity of skill development. The institutionalization of this type of process is imperative for the survival of black Americans.

Craig Brookins (1996) presents and describes the adolescent developmental pathways paradigm, a rites-of-passage model for African-American youth that provides a developmental framework for ethnic identity development and integrates it into the current literature on adolescent rites of passage. Attention is given to the ecological

context within which adolescent-focused interventions currently operate and have been shown to be effective.

Butler (1990) feels that in many ways young people appear to be using and abusing alcohol as a ritual in their "rites of passage" to adulthood, perhaps as a symbolic means to demonstrate their "adultness." Anthropologists have documented the importance of rites of passage rituals for marking the successful passage from one position in a social structure to another. Rites of passage include the three phases of separation, transition, and reaggregation. There are many rituals, some formalized and common throughout this culture and others common within certain subcultures and ethnic groups and still others less formal or only practiced within certain subgroups. This culture has had a tendency to decrease the observation of rites of passage rituals. Sanctioned initiation rituals can provide increased satisfaction, dedication and persistence among students completing their education, and can also benefit the system by reducing the number of unsanctioned, dangerous, addictive rituals that are required of new students by upper class students. Counselors face the challenges of finding or devising appropriate and rigorous rituals that will permit youth to demonstrate and prove their worthiness to be considered and accepted as members of the adult world without resorting to dangerous addictive and debilitating ritual activities. The evidence suggests that greater benefits and fewer problems accrue from these endeavors than is being accomplished with the current attempts to prohibit all kinds of initiation rituals during the rites of passage period of youth.

Hill (1991) states no ceremony or rite exists to usher the African-American male youth into proper manhood. Such ceremonies, referred to as rites of passage, mark commonly agreed-upon standards, activities, tasks, and trials that each youth must master to achieve the community-sanctioned title "man." The clear articulation and subsequent implementation of such a process will have a measurable effect in reducing the effect of current destructive forces in American urban society to which the African-American male child is exposed. The basis of these rites of passage is found in African heritage. In American society, schools do not fulfill the requirements of a true rite of passage. Development of an Africentric rite of passage should begin with an examination of the principles of education and socialization found in Africa. An example of such a process is the Simba Wachanga (Kiswahili for "young lions") program in Cleveland, Ohio. With the addition of a component for females, this program evolved into an Africentric rite of passage that was replicated successfully throughout Ohio. Rites of passage for African-American youth must be Africentric and grounded in the black value system. The concept provides an opportunity to develop and nurture a much-needed generation of African-American youth.

Hill (1992) provides an overview of issues confronting the African-American male, along with a strategy to nurture a new generation of African-American males. Chapters 1 and 2 focus on the social status and new demographics of the African-American male and the external threats that are devastating to the African-American male and the African-American community. What happens to African-American men who accept society's definition of manhood, but are denied the resources to demonstrate

their masculinity, is discussed. Rites of passage and Afrocentricity are discussed. Chapters 3 and 4 focus on the modern equivalents of ancient initiation rites, the 10 basic principles of educating and socializing African children, and the foundations and institutionalization of rites-of-passage for African-American males. Rites-of-passage founded on centeredness; moral standards, rituals, and ceremonies can function as a guidance system for young males. The example of the Ohio Rites of Passage illustrates the difficulties involved in institutionalizing this approach to saving young African-American males. An appendix contains a course of study, with program objectives and objectives for the student.

Bell (2003) looks at how outdoor educators frame programs as rites of passage because of similarities with Van Gennep's first two stages of a rite of passage—separation and transition. The model is generally ineffective because of the goal of conformity associated with the model's third stage—reincorporation. Smaller communities may be able to use the model to successfully orient new members.

Watson (1991) states some of the main issues surrounding the operation of mentoring programs for minority youth are outlined and illustrated through the example of the Male Youth Project, a church-based program in Washington, D.C. Screening, orienting, and rewarding mentors are aspects of program operation that are fundamental. Other issues include the youth to mentor ratio, the question of time commitment, and program costs. Where to have the program, how to involve parents, and the question of matching mentors by race are other aspects that cannot be ignored. The Male Youth Project aims to assist young men in their transition from boyhood to

manhood. Youth are grouped into teams by age, and a mentor heads each team. This approach solves the problem of too many youth and too few mentors. The links between the mentoring program and the church, parents, and community are a major source of strength. The Male Youth Project also features a biannual rites of passage ceremony for youths who have turned 13 years of age. A subsequent Manhood Training Program emphasizes physical, mental, and spiritual tasks to be completed with the assistance and encouragement of the mentor. Well-designed and carefully implemented mentoring programs can be effective in meeting the needs of disadvantaged black male youths.

According to Hilliard (1988) much information depicting the contributions to civilizations is blatantly false. By erasing the collective memory of African achievement, black male youths are subliminally given a sense of worthlessness.

According to Thompson (1992), African-American adolescent males no longer have clear rites of passage into adulthood as they did and still do on the African continent. Ancient African societies had a highly organized social structure that consisted of adult male role models in the community ingraining the minds of adolescent African males with motivation towards academic excellence as a requirement for attaining manhood. A sense of pride and self- esteem was associated with learning. Slavery in America and the demise of the black man by racist socioeconomic and political tactics have left black adolescents in America deprived of a built in system of support to bring them through the transition from childhood to adulthood.

This practicum was an 8-month project designed to improve the motivational level and academic success of African-American middle school boys through high-interest and activity-based Africentric lessons. The goal was to motivate black middle school males to strive for academic excellence. This goal was necessary in order to eliminate the problem of nonchalant attitudes toward school due to culturally and historically biased curriculum and exclusion of learning styles and interests. Eight months of lessons comprised of high-interest and high-energy level activities were geared to motivating African-American middle school males to strive toward academic excellence. A male rites of passage club was implemented. Observation data of the students' attitude and academic performance were collected, recorded, and charted monthly. The results of the practicum were positive. The goal and objectives were successfully reached and surpassed. In addition, two funding sources offered supplemental funding for the project for the 1991-92 and 1992-93 school years.

Achievement Literature

Anderson (1997) used data from 8,100 high school students participating in the High School and Beyond Longitudinal Study to test a model of at-risk students' school learning. Results indicated that ability, quality of schooling, student motivation, and enrollment in academic coursework were important predictors of academic achievement.

D'Agostino (1998) used hierarchical linear modeling to study the relations between the degree of Chapter I and regular-program coordination in high-poverty schools and students' longitudinal achievements while controlling for the compositional

features of the school. Findings reveal some areas in which high-poverty schools can influence the academic achievement of at-risk students.

Bracey (2002) discusses apparent contradicting conclusions of two studies on the impact of policies aimed at raising the achievement of at-risk students. One study analyzed the impact of state minimum competency testing; the other analyzed students' reactions to the threat of grade retention if certain levels on the Iowa Test of Basic Skills were not achieved.

Fortenberry (1988) examined about 30,000 students in Grades 1 through 12 in Jackson, Mississippi. They were studied to determine the effectiveness of instruction for all major social groups represented by the student population during the 1986-87 school year. The California Achievement Test and course grades were used to obtain core data. Demographic data were obtained for students. Focus was on illustrating the development of the district's evaluation processes and refining the district's process for identifying at-risk students. Multiple-variable and interaction analysis models were used to analyze the data. Results indicate that: (a) the models used are simple but powerful tools for evaluating school effectiveness; (b) considerable progress has been made by the district in the delivery of services to students from both upper and lower social classes; (c) a discrepancy remains in minimum mastery across some groups of students; (d) identification of at-risk students has been made more efficient; and (e) the education of poor children is politically and economically complex. Twelve tables and nine charts/graphs are appended.

McCormick (1989) describes a "third wave" of educational reform that focuses on improving academic achievement and preventing dropping out among disadvantaged children. It contains eight sections. The Executive Summary surveys the dimensions of the at-risk situation and strategies to confront it. *The Scope of the Problem* provides background on the issue and describes what is at stake for society as a whole. *Who Are Youth at Risk?* defines the problem in terms of poverty, transience and homelessness, and single parent families. This section also describes demographic changes and discusses the following problems related to at-risk students: (a) dropping out; (b) low academic achievement; (c) teenage parents; (d) emotional-physical health and related problems; (e) substance abuse; (f) youth unemployment; and (g) juvenile crime. *Research Related to Children at Risk* suggests the importance of parent involvement and early education. *Major Policy Statements* summarizes several papers issued recently by national organizations. In *Schools and the States Respond* the following responses to the problem are described: (a) school action; (b) local solutions; (c) state action; (d) a state action blueprint and (e) results of a governors' report. In *Policy Implications for School Boards* the need for school restructuring is identified and 10 policy suggestions from experts on students at risk are highlighted. The final section is *A Call to Action*. The report concludes with the following appendices: (a) descriptions of effective school programs; (b) descriptions of state programs; (c) an assessment instrument, and (d) a selected bibliography. Statistical data are presented on eight tables.

Cordeiro (1991) in an ethnographic study explores factors for the academic success of Hispanic American students whose background profiles label them as "at-risk." Areas of focus include demographic and biographical characteristics, everyday life, group identity, and roles of primary and secondary social groups. Observation and discourse analysis of 20 high-achieving Hispanic students (10 males and 10 females) were evaluated.

Barley (2002) synthesizes research on helping at-risk students meet academic standards. The studies chosen had to be published after 1984, be implemented in the United States, relate to K-12 students, directly assess students' academic achievement, address strategies that could be implemented in the regular classroom, and use strategies targeting low-achievement students. A total of 118 studies were sorted into six categories of classroom strategies: general instruction, cognitively oriented instruction, grouping structures, tutoring, peer tutoring, and computer-assisted instruction. Overall, results support the use of five of the strategies to help low-achieving students meet standards: cognitively oriented instruction, heterogeneous grouping structures, tutoring, peer tutoring, and computer-assisted instruction. There are positive findings for the effects of each strategy on the performance of low-achieving students, but in varying degrees, and with the exception of peer tutoring and computer-assisted instruction, only a minority of studies is considered high quality. Two appendices contain strategies to assist low-achieving students coding guide and meta-analysis methods

Trusty and Dooley-Dickey (1991) examine available information on early identification of students at risk of prematurely dropping out of school. Many factors

such as drug use, lowered educational achievement, delinquency, and unemployment appear to be consequences of dropping out, yet cause and effect is often difficult to define. A variety of school related, personal, and familial factors have nevertheless been identified as predictors of dropping out; these include such factors as low perceived school relevance, poor grades, misbehavior, friends dropping out, and lack of parental monitoring. Development of an effective profile for early identification of at-risk students may involve the incorporation of the strengths of several approaches. Needs assessment methods, retrospective analysis of local data to determine historical trends, potential dropout identification instruments, teacher rating and referral methods, and tracking students as they meet critical at-risk criteria are all ways to identify potential dropouts. The level and nature of a student's risk of premature exit from school should be viewed within the context of the student's particular school, family, and personal characteristics.

Attendance Literature

Wise (1994) states some educators have suggested that compulsory attendance legislation should be eliminated or that the number of required years be reduced. They assert that some students cannot be successful in school and others lack the willingness to learn. This paper presents findings of a study that examined the effect of student attendance and grades. The attendance records and grade-point averages (GPAs) of a total of 995 ninth, tenth, and eleventh graders at Tiffin Columbian High School in Tiffin, Ohio, were analyzed. Findings indicate that gender had no significant effect on the number of days absent or on students' grade-point averages (GPAs). About 10

percent of the students did not attend classes for the required amount of days. A small correlation existed between students' GPAs and the number of days in attendance. The paper concludes that a mandatory attendance policy at the secondary level has little impact on learning. It argues that motivation and ability to learn have greater impacts on academic achievement. The elimination of compulsory education is advocated, with the recommendation that public schools offer 12 free years of education regardless of age so that the individual can choose when he/she is ready to be educated. Four tables are included.

Kovas' (1986) study compares student populations between two high schools in an urban school district in Indiana and populations within the schools to determine the effects of a punitive attendance policy and the attendance patterns of various groups. The schools were differentiated by the factor of one school enforcing an attendance policy. Random samples were classified into student groups having high grades, low grades, high absences, low absences, high ability, and low ability. Literature research on attendance policies is reviewed in the study's second section. The third section discusses characteristics of students who are most likely to be absent. Responses of student groups to policy implementation are examined in section 4. Section 5 demonstrates the relationship of the literature to the study. Research findings include: (a) an attendance policy curbs absences during the first semester but not during the second; (b) an attendance policy does not affect grades earned; (c) a relationship between ability and attendance cannot be established; and (d) an attendance policy is not a factor in relating good attendance and high achievement. Recommendations

include a longitudinal study of an attendance policy's effect on absences and achievement and an investigation that involves a greater variety of subgroups. The study includes 29 charts, 3 pages of references, and 3 appendices.

Stennett and Isaacs (1980), through a literature review and an analysis of student files of the London (Ontario) Board of Education, made several findings on the effects of school absence on students' academic achievement. The literature review first revealed four problems in interpreting research results, involving identification of the reasons for absence, measurement of the time absent, awareness of absence's complex effects, and consistency in attendance record keeping. The publications reviewed related absence to (a) student characteristics (sex, grade level, and attitude toward school); (b) family characteristics (socioeconomic status and parental attitudes); (c) school characteristics (academic quality and teacher attitudes); and (d) environmental variables (weather or day of the week). Files covering the entire elementary and secondary academic histories of 3,179 students who entered grade nine in 1965-66 were analyzed statistically. Student variables examined included sex, grade, mobility, intelligence, achievement, grade repetition, and non-London residence. Among the findings were that absence has a negative effect on achievement at the elementary as well as the secondary level; that the pattern of absence in elementary school affects absence in secondary school; and that the effect of absence varies with the student's intelligence.

Foster (1981) formulated an Attendance Improvement Plan (for the Navajo) which decreased the primary school's absentee rate 37% over previous years and which

dramatically increased Friday attendance. The primary school targeted "high risk" chronic non-attendees and interviewed those students and their parents to determine their perception of the relative importance of attending school and to establish goals and methods that would lead to increased student attendance. To ensure that all students were enrolled, a committee of students, staff, and teachers was formed. The committee developed, instituted, and monitored an incentive program that recognized individuals and/or a class for outstanding attendance. Rewards consisted of free books for perfect individual attendance in a grading quarter and of movies and/or parties for the class with the best monthly attendance. To improve Friday attendance, the class with the highest weekly attendance was allowed to raise the flag the following week. Data indicated that the processes used were valid for increasing attendance.

Easton and Storey (1990) provide a baseline data on attendance in the Chicago Public Schools. The report is divided into four sections and two tables. The first section, *The Effects of Student Assistance*, examines the relationship between student attendance, achievement, and the dropout rate. The second section, *Attendance Statistics*, presents median attendance rates for elementary and high schools and shows the variation in attendance rates between schools. Next, a section headed *Statistical Analysis of Attendance Rates* examines the relationship between a school's attendance rate and other factors like attendance rates from previous years or a school's achievement level. The fourth section, *Attendance Improvement*, discusses research on the components of an effective attendance policy as well as how improvement of school organization can have a positive effect on attendance. The report continues with the

two tables, one for high schools and the other for elementary schools, which together provide attendance data from 1985-86 to 1988-89 for every Chicago public school. Schools are grouped by geographical area so that a school can be compared to other schools nearby. Indexes follow, with a map to help locate a school within its area.

Barwuah and Walkley (1997) and The Further Education Development Agency conducted two research studies of issues related to recording student attendance and responding to student absence. In the first study, absenteeism in five further education (FE) colleges in Britain was examined to determine the main causes of student absenteeism and administrative systems/procedures to address the problem. The second study evaluated the systems used to record student attendance at eight FE colleges representing a broad geographical, size, and structural mix. The findings of both studies were analyzed, and the following conclusions/recommendations were formulated: (a) although electronic systems of recording attendance can underpin FE colleges' response to absenteeism, such systems are still in an early stage of development and must therefore be used with caution; (b) FE managers must produce a comprehensive strategic plan for dealing with student absence; (c) if an electronic monitoring system is chosen to monitor attendance, all staff should be involved at the procurement stage, staff should be trained in using the system, and the system should be reviewed/ evaluated continuously (including by obtaining input from teachers and students); and (d) FE colleges should review the causes of absence and establish clear statements on attendance policy for staff and students.

Teacher Opinion Literature

In discussing teacher opinions of student performance, one must consider the source and the population being served. Often cultural differences influence perceptions of academic performance. Smith (2002) in the publication *Ernie – Ebonics a Case History*, says it is not always what you say but how you say it that communicates intent. For those who speak Ebonics, the context of the situation as well as other cues and patterns of communication, such as intonation, gestures, stress, and pitch are just as important in communicating a given idea.

Delpit (2002) states:

African-American language has had a particularly stormy relationship

with the educational power structure. Schools often see themselves, and

are seen by the larger society, as the arbiters of what is proper, correct,

and decent. African-American language forms have been considered

none of the above. Thus, there have been continual moves to eliminate

its presence in classrooms, and raging debates whenever it appears that

there might be some move to suggest otherwise. (p. XVIII)

She also believes that most linguists have concluded that there was nothing inherently inferior about the language of African-Americans, but that problems might arise when the language of school and the language of home meet.

Delpit (2002) notes that the real issue is the concern about what others would think. "We worry how, after years and years of trying to prove ourselves good enough, we might again be dismissed as ignorant and unworthy by those in power. We worry

that our children will be viewed, and subsequently treated, as less than" (p. 37)—in schools now, and in the workplace later.

Ladson-Billings (2002) discusses what she terms "permission to fail." Ladson-Billings proposes that there are teachers who, due to the cultural style, form of language and attitude, deem particular student's work unworthy and therefore give students permission to fail.

Kohl (2002) talks about teacher and student talk. According to Kohl, teacher talk and student talk are essential components that determine the quality of learning in the classroom. When there is dissonance between them other kinds of strife develop.

Obidah (2001) presents the story of two teachers, one black and one white, who confronted the boundaries of race, describing their journey through distrust, anger, and fear as the grappled with race in classroom teaching. It explains how the white teacher, guided by her African-American mentor, learned to effectively teach African-American students. Through their collaborative, three-year study, they examined the impact of racial and cultural differences in an urban middle school classroom. They learned to confront and handle challenges they faced so they could work together, building a bridge of trust, communication, and understanding. This study presents the difficulties and importance of collaboration between teachers of two different racial and cultural backgrounds, providing insights into how race and culture evolve in teacher-student interactions.

Hilliard (1988) states that African traditional teachers were and are people of high character, who have deep respect for ancestors and for community tradition.

African teachers accept the calling and the obligation to facilitate inter-generational cultural transmission. African teachers also strive for the highest standards of achievement in emerging science and technology, areas that have always owed much to African scholarship.

Typically the African teacher leads a social collective process, one where social bonds are reinforced or created. In this social process, the destinies of the students are connected to each other, to their families, to their communities, to their ancestors, to those who are yet to be born, to their environment, to their traditions to MAAT as a way of life, and to their creator. From these few thoughts, one can see that the popular use of the African proverb, "It takes a whole village to raise a child," is interpreted in a very trivial way, and is taken out of context. Africans who use the proverb understand it. It is a part of their world-view, their value system, and a world-view and value system that may not be shared by those who quote Africans out of context.

The proverb stated above is really about raising a village, not merely raising a child. It is not a matter of welfare, as it is understood in the West. It really takes a whole village to raise itself, a village that values every member as a "living sun," a village to which the child belongs, a village where every child is shown that he or she "will never be given away." Clearly, this is a different order of "child care." This is African teaching/socialization, and the incorporation of the child into the community. Africans never take teaching lightly. It is a sacred calling. The long night of slavery, colonization, apartheid, and white supremacy ideology ruptured the traditional bond between African teachers and their nurture, and even their memories of that nurture.

We have been reduced in our expertise, lowered in our expectations, and limited in our goals. We have even been dehumanized and de-spiritualized. We must return to the upward ways of out ancestors. We have forgotten our aims, methods and content (Hilliard, 1988).

<center>School Culture Literature</center>

Anyon (2005) examines federal and regional mandates that affect economic and social opportunities available to the urban poor. Despite state intentions, federal and metropolitan policies and arrangements generally restrict opportunities available to city residents and neighborhoods. Job, wage, housing, tax, and transportation policies maintain poverty in urban neighborhoods, and thereby create environments that overwhelm the potential of educational policy to create systemic, sustained improvements in the schools.

In order to solve the systemic problems of urban education, we need not better schools but also the reform of these public policies. Rules and regulations regarding teaching, curriculum, and assessment certainly are important, but policies to eliminate poverty—wage work and housing segregation should be part of the educational panoply as well, for these consequences for urban education are at least as profound as curriculum pedagogy, and testing.

Kozol (1997) America's inequitable school funding system assigns urban children of poverty only half the value accorded suburban professionals' children. Beware of casting certain children as models of resiliency. Less articulate children also deserve adults' attention and support. Tracking, which isolates social classes, should be

outlawed. One South Bronx principal is making her school a bridge to the community, not a fortress against it.

Kozol (2000) argues that the current emphasis on the future economic worth of low-income, inner-city children is often inappropriate, because it tends to view them as economic units, some of whom may end up a burden to society while others have only limited utility.

Brynjulson (2005) studied students of color and their white peers and thought about their academic performance and how, if at all, teacher behaviors or expectations influenced that achievement. The Association of California School Administrators wanted to learn more about how teachers viewed student achievement and teacher impact on that achievement. They used an online survey and the results were that students' performance data showed patterns. When compared to the district average of performance data for white students enrolled five or more years, they found that African-American, Hispanic/Latino, and Native American students who had been enrolled for the same amount of time had lower enrollment in GATE, a much higher enrollment in special education, and scored at the basic or below basic levels on the ELA and math CST far more that the white students. The interviews with the students of color portrayed a school experience that is often very different than what their teachers described. At one end of the spectrum, non-white students described teachers who provided explanation and assistance, consistently showed them respect, set out clear expectations for class assignments and behaviors, and believed in the students' abilities. However, these same students talked about roadblocks to their achievement,

including teachers who humiliated them or showed them little respect, as well as teachers who seemed disinterested in helping them learn. And while some of these roadblocks seemed intentional to students, others were perceived as behaviors based on unexamined beliefs and stereotypes. Teachers, however, saw things much differently. More than 500 district teachers responded to the survey. In the survey, classroom teachers described themselves as able to motivate students who showed low interest in schoolwork, able to get through to the most difficult students, to promote learning when there is a lack of support from the home, to influence student academic performance and to teach students who are culturally different from them.

Tauber (1998) discusses the Pygmalion effect and its relevance to the connection between teachers and student performance.

> Teachers convey expectations using four factors: climate, feedback, input and output. The four factors can better be controlled if teachers are more aware that they are operating in the first place. Even if teachers do not truly feel that a student is capable of greater achievement or improved behavior, they should at least act as though they hold such heightened positive expectations. (www.eric.gov)

Extracurricular Literature

According to a U. S. Department of Education (1992) study, indicators of successful participation in school include consistent attendance, academic achievement, and aspirations for continuing education beyond high school. Extracurricular participation was positively associated with each of these success indicators among

public high school seniors in 1992. During the first semester of their senior year, participants reported better attendance than their non-participating classmates—half of them had no unexcused absences from school and half had never skipped a class, compared with on third and two-fifths of nonparticipants, respectively. Students who participated were three times more likely to perform n the top quartile on a composite math and reading assessment compared with non-participants. Participants were also more likely than non-participants to aspire to higher education.

Teen Culture

According to Korem (1995), an investigative journalist and gang expert, major predictors for gang involvement were the neighborhood, family, school, peer group, and the individual. The risk factors were than identified as:

1. Neighborhood

    - Availability of marijuana

    - Neighborhood youth in trouble

    - Low neighborhood attachment

2. Family

    - Family Structure

    - 1 parent

    - 1 parent and other adults

    - Parental attitudes toward violence

    - Low household income

    - Sibling anti-social behavior

- Poor family management

3. School

    - Low academic aspirations

    - Learning disabled

    - Low school attachment

    - Low school commitment

4. Peer Group

    - Association with friends who engage in problem behavior

    Individual

    - Early marijuana use

    - Early violence

    - Anti-social beliefs

    - Early drinking

    - Externalizing behaviors

    - Poor refusal skills

The study indicates that youth who were the most behaviorally and socially maladjusted in childhood were most likely to be gang members for several years. In particular, youth who exhibited early signs of violent and externalizing behavior and those who associated with anti-social peers were more than twice as likely to remain in a gang for more than one year than for just one year or less.

Jung (1976), who has completed research on personality development, believes we are all different in fundamental ways. There are sixteen types of personalities in all

and two in particular give a window into the reasoning behind why students overestimate their abilities. The particular personality types limit people's ability to process different information. The initial division is made between extroverts and introverts. Extroverts are directed towards the objective world whereas the introverts are directed towards the subjective world. The two major types than have subtypes that are added on to give a complete understanding into individual personalities.

An important tenant of Roger's (1959) philosophy is the nature of personal relationships. He emphasizes that there must be unconditional positive regard from some other so that a person's self-regard can be increased. Often individuals seek out others who appreciate them rather than judge them and who behave in a warm, respectful, and accepting way.

Emergent Themes

There is a belief that African-American males lack a ceremony to usher them into manhood. The No Child Left Behind Act of 2001 places the responsibility on states to ensure that their schools help all children succeed. Yet there appear to be few programs targeted directly at the African-American male that meets him in his own circumstance. Research suggests that African-American males are at a higher risk of dropping out, engaging in criminal activity, being a perpetrator or victim of a violent crime and being incarcerated than their European American peers.

The data suggest that these figures result from the failure of mainstream educational systems to effectively work with the needs of African-American males. There are social and psychological factors within the African-American community that

may be in direct conflict with the majority culture represented in the school. There is often a Eurocentric curriculum used in most public schools that favors students who are not divergent thinkers.

The African-American male than creates a subculture that allows him to be dislocated from the ideals of mainstream America. It is this dislocation that continues to contribute to their lack of success in the educational system.

Summary

The literature suggests that there needs to be a rites of passage model for African-American (minority) males, where attention is given to ethnic identity, learning styles, and a bridge is created to demonstrate their place and worthiness within the Euro centric educational model.

The literature on achievement suggests that there is a high drop out rate, test performance is poor, and there is a lack of considerable progress from grade to grade. A variety of school related factors have been identified as predictors of dropping out. These include factors of low school relevance, poor grades, misbehavior, peers dropping out and lack of parental involvement. One study indicated that ability, quality of schooling, student motivation, and enrollment in academic coursework were important predictors of academic achievement.

The attendance literature suggests that lack of attendance resulted in poor achievement. Among the findings were that absences had a negative impact on achievement at the elementary level as well as the secondary level. The pattern of

absences in the primary school affects absences in the secondary school. The effects of absences vary with the intelligence of the student.

Literature states that there are teachers who, due to the cultural style, form of language and attitude, deem particular student's work unworthy and therefore give students permission to fail. Teacher talk and student talk are essential components that determine the quality of learning in the classroom. When there is dissonance between them other kinds of strife develop.

Students who participated in extra curricular activities were three times more likely to perform in the top percentile on the standardized tests. Their attendance was also higher when compared to those students who did not participate in extra curricular activities.

Youth who were the most behaviorally and socially maladjusted in childhood were most likely to be gang members. Youth who exhibited early signs of violence and externalizing behavior and those who associated with anti-social peers were more than twice as likely to remain in a gang for more than one year.

CHAPTER III

THEORETICAL FRAMEWORK

It is proposed that African-American male academic performance; school culture, community culture, extra curricular activities, teen culture, self-esteem, and parents might influence discipline, attendance and teacher opinions. These relationships are depicted in Figure 3.
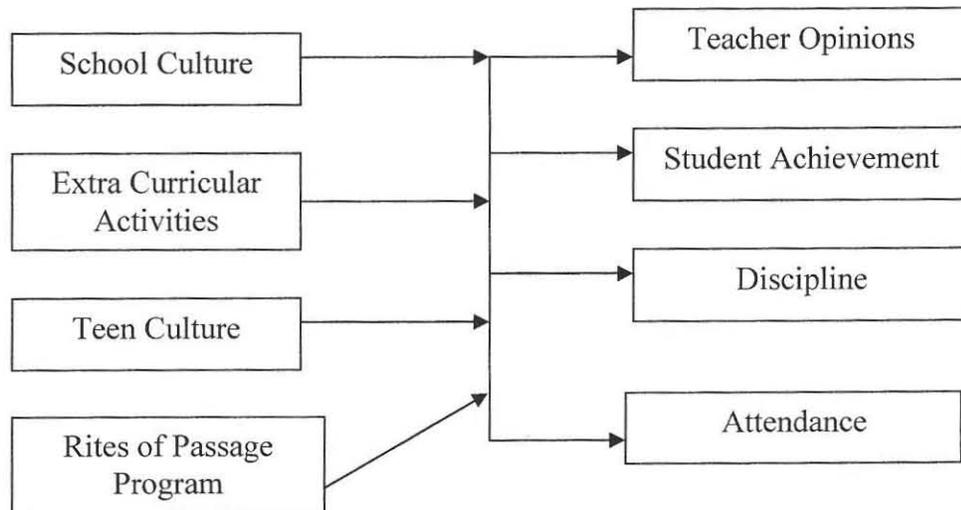
Figure 3. Relationship Among the Variables

Definition of Variables

Achievement – is defined as the extent to which students are rewarded varying grades on reports cards.

Attendance – is defined as the extent to which students are tardy and absent.

Discipline – is defined as the extent to which students are referred to the office or place in in-school suspensions, out-of-school suspensions.

Extra Curricular Activities – is defined to the extent that non-academic organizations that participants take part in are influenced.

Mentor – is defined to the extent to which older participants involved in the program encourage younger members to improve.

School Culture – is defined as the extent that the school creates techniques & strategies that pushes students forward without ensuring they have mastered subject matter.

Self-Esteem – is defined to the extent to which participants view themselves as far as image and capabilities are concerned.

Teacher Opinions about program effect– is defined as the extent to which the program is effective.

Teen Culture – is defined to the extent that norms, mores, and values of children from 13-19 years of age are not supportive of the school culture.

Rationale for Expected Impact of the Program

Key elements of the program, if followed by students, will demonstrate improvement in the areas of achievement, discipline, and attendance. It will provide school leaders with the opportunity to explore and analyze the complexities of African-American male students' achievement. The rites of passage program will provide a

theoretical context for key practices to be incorporated into the educational system to provide support for the African-American male student.

In order to improve the circumstance of the African-American male within the majority educational system, his unique qualities must be addressed. Qualities such as single parent families' lack of male role models, perceptions of teachers within the educational systems, and lack of programs available in his community have societal ramifications.

The influence from mentors is expected to have a beneficial effect on participants. It will give access to an adult who can assist in navigating the institution of education where the access to information becomes more accessible.

Normally most students have not been involved in extra curricular activities. It is expected, that through the program, life lessons are taught and reinforced. This will give the students a foundation, motivation and resources to attack any and all challenges that may arise. The involvement will also encourage participation in other activities, which may lead to the development of all their abilities.

Research Questions

RQ1:   What relationship exists between student performance in class, efficacy planning, teachers' methodology, social characteristics, and a rites of passage program?

RQ2:   What relationship do teachers' perceptions have on discipline, attendance, achievement, and entrepreneurial skills of students?

RQ3: What relationship exists between school climate and teacher perceptions?

RQ4: What relationship exists between students' acquisition of skills and their attendance, discipline, and achievement?

Limitations

There are limitations to this investigation. The number of participants is small, which makes it difficult to account for the effect of the group leader, mentors and setting versus the intervention on the change in participants' performance. Furthermore, there is no reliability estimates or construct validation for the measure that is being used to evaluate the participants' performance.

Summary

Maslow (1987), who developed humanistic psychology, focused on the needs and characteristics of normal individuals and stressed significant aspects of being human including freedom, rationality, and subjectivity. In writing about human needs, Maslow wrote not only of the need to satisfy psychological needs, such as hunger and thirst, security and safety, but also the importance of self esteem and self actualization. Self-actualization means to become all that one can be and thus to live a life that brings meaning and accomplishment.

It is proposed that the variables of school culture, extra curricular activities, teen culture and the rites of passage program are correlated to the African-American males academic performance, discipline, attendance, and teacher opinions. The dependent

variables will be impacted by the African-American males' individual self-esteem as well as their attainment of self-actualization via the rites of passage program.

CHAPTER IV

METHODOLOGY

Participants

The design involves a treatment group of males to be compared with that of a male non-treatment group. The treatment group consists of twenty (each) African-American males in the ninth, tenth, eleventh, and twelfth grades. The non-treatment group consists of males in the ninth, tenth, eleventh, and twelfth grades. All participants come from a predominantly African-American high school in a southern suburban city. The guidance counselors chose the control group. The experimental group either volunteered, were recommended or encouraged by teachers and administrators to join the organization.

The primary method for assessing progress in the program is to collect data on academic improvement, attendance and discipline referrals and teacher opinions. This measure was created for this investigation. It asks the teacher and student mentors to rate participants' performance on the following dimensions: (a) maintain a C+, (b) be on time, (c) attend all classes, and (d) lessen/eliminate discipline referrals. A student will receive 0, 1 or 2 points for each dimension depending on the degree to which he demonstrated the targeted behavior, with a 0 meaning the student did not demonstrate the target behavior and a 2 meaning that he did so on a regular basis.

Academic Goals

The participants' academic goals (their desired grade in each class) will be set during the first half of the intervention and progress will be evaluated at the end of the school year. The faculty advisor, to the program, to ensure that the goals are realistic, will review all goals.

Disciplinary Records

Starting at the beginning of the second semester, the participants will start each weekly session by reporting the number of times they were sent to the office on a discipline referral. The faculty advisor will keep track of these reports and verify them with the front office. This data will be reported monthly for the whole group.

Grade Point Average (GPA)

The participants' GPA's at the end of the first semester and second semester will be collected from the cumulative school records. The average of the participants' GPA's will be used in the analysis.

Design and Procedures

To test the hypothesis, 20 African-American ninth, tenth, eleventh, and twelfth graders were recruited to participate in a year and a half long (January 31, 2005 to May 16, 2006) group intervention that was led by the faculty advisors. A control group of 20 additional students (same criteria) was examined. A description of the intervention is in Appendix A. Members of the school staff and administration refer the students to the group. The criteria for inclusion were any one of the following:

(a) academic performance below the student's capacity according to informal teacher evaluations, (b) consistent problems with controlling behavior in the classroom as reflected in a higher than school average rate of referrals for disciplinary actions, (c) missing at least one day per week, and (d) late to class twice per week.

Student mentors were recruited in the same manor as the participants. The (intervention) students were contacted by the faculty advisor to determine their level of interest. If the student was interested, the faculty advisors sought permission for participation from the student's guardian.

The group initially met once per week before school began for about 30 to 45 minutes. During each session, participants shared with the group the challenges they were facing and their successes. The sessions focused on esteem building activities and strategies that could assist in achieving their academic goals. Each student was responsible for charting their progress and shared a monthly self-evaluation with the group. At the end of the school year, GPA's were recorded. The statistical analysis consists of an ANOVA involving four groups and a correlational analysis with respect to perception variables (see Appendix B with program components and constitution).

Data Collection Methods

1. An instrument was constructed to ascertain teacher's perception on each dimension as defined in the diagram. The data were analyzed to determine correlational relationships.

2. Student data on attendance, discipline, and achievement were collected from student records.

3. Students were surveyed and interviewed to determine their feelings about the program and its impact on them.

4. Researcher observations were included in the final analysis.

Relationship Among Variables

The study focuses on variables that determined the educational success of African-American male students. The study measures the impact of the independent variables of school culture, extra curricular activities, teen culture and the rites of passage program on the dependent variables of teacher opinions, student achievement, discipline, and attendance.

The instruments were carefully constructed to obtain and quantify the necessary data related to each of the variables. By quantifying each of the variables, the study was able to conduct appropriate statistical analyses to determine if the findings are significant.

Summary

The use of qualitative and quantitative methodology for this research was deemed essential. All mixed method designs use triangulation techniques. Surveys, observations, quasi-experimental techniques, and hard data collection give a clear view of the results. Demographic data attained from the surveys give insights into the lives of the participants and teachers surveyed. The quasi-experimental technique also adds some validity to the research.

CHAPTER V

ANALYSIS OF THE DATA

Administrative Year-End Report

The rational for the research on a rites of passage program was to examine the

impact of Afrocentric ideals on youth of today. Grades, timeliness, and behavior are

part a parcel of what is deemed successful in American society. The importance of

these same variables are absent in the gang-infested Suburban/urban School. Table 1

describes the pretreatment experimental group.

Table 1

Pretreatment - Mighty Men of Valor (MMOV) Program Year End Report

	MMOV				Non-MMOV			
04-05	Disc	Grades	Tardies	Attend	04-05	Disc	Grades	Tardies	Attend
M1	2	96	3	10	S1	3	46	7	8
M2	6	45	23	9	S2	6	62	18	6
M3	3	65	6	3	S3	1	56	9	1
M4	5	32	4	6	S4	0	79	6	1
M5	8	66	2	8	S5	3	63	15	3
M6	5	22	12	15	S6	0	67	0	0
M7	2	70	3	4	S7	3	39	0	2
M8	0	54	4	3	S8	3	48	7	7
M9	3	88	7	4	S9	6	77	13	10

Seven out of nine of the pretreatment group had low grades. Eight out of nine had at least two discipline issues. All were absent at least three days with a minimum of two tardies. Out of the nine, seven come from single parent homes and are members of gangs. The two with grades above average are products of two family homes with no gang affiliation outside of the group.

Tables 2 and 3 depict the treatment group as well as the non-treatment group at the end of the first and second year. The treatment group display slight improvements in the areas of grades and discipline referrals. Four of the nine members brought their grades up to a seventy or better. In comparison, the non-treatment group has two students who are at a seventy-two or better. More of the non-treatment group is attending school on a regular basis. Their grades continue to be low.

Table 2

Posttreatment MMOV - First Year

	MMOV				Non-MMOV			
04-05	Disc	Grades	Tardies	Attend	04-05	Disc	Grades	Tardies	Attend
M1	2	92	9	1	S1	3	32	9	6
M2	3	23	17	5	S2	6	43	23	8
M3	3	70	6	3	S3	1	42	12	0
M4	1	84	4	6	S4	0	73	5	2
M5	7	72	2	3	S5	7	48	12	3
M6	3	70	8	12	S6	0	65	0	0
M7	0	84	7	5	S7	5	61	0	0
M8	0	68	6	6	S8	5	45	5	0
M9	4	84	7	3	S9	4	72	16	6

Table 3

Posttreatment MMOV – Second Year

	MMOV				Non-MMOV			
05-06	Disc	Grades	Tardies	Attend	05-06	Disc	Grades	Tardies	Attend
M1	0	96	2	0	S1	6	15	18	19
M2	1	71	6	4	S2	4	16	13	32
M3	0	82	5	3	S3	13	83	0	4
M4	1	68	9	11	S4	2	55	4	2
M5	0	78	0	3	S5	2	48	0	5
M6	3	82	9	11	S6	5	9	11	42
M7	0	84	3	3	S7	0	62	0	0
M8	0	76	8	7	S8	0	0	35	0
M9	1	86	4	2	S9	11	93	13	11

At the end of the first year, there were gains made in both the control group and the treatment group. Change could be seen in the treatment group's number of discipline referrals. Five out of nine saw improvement in grades. The control group saw some improvement in attendance (Table 4).

Table 4

Gaines at the End of the First Year

	MMOV				Non-MMOV			
04-05	Disc	Grades	Tardies	Attend	04-05	Disc	Grades	Tardies	Attend
M1	0	-4	+6	-9	S1	0	-14	+2	-2
M2	-3	-22	-6	-4	S2	0	-9	+5	+2

Table 4 (continued)

	MMOV				Non-MMOV			
04-05	Disc	Grades	Tardies	Attend	04-05	Disc	Grades	Tardies	Attend
M3	0	+5	-1	0	S3	0	-14	+3	-1
M4	-4	+52	0	0	S4	0	-6	-1	+1
M5	-1	+6	0	-5	S5	+4	-15	-3	0
M6	-2	+48	-4	-3	S6	0	-2	0	0
M7	-2	+14	+4	+1	S7	+2	+22	0	-2
M8	0	+14	+2	+3	S8	+2	-3	-2	-7
M9	+1	-4	0	-1	S9	-2	-5	+3	-4

By the end of the second year discipline referrals, grades and attendance had improved in the treatment group. The control group noted no specific changes from the first year (Table 5).

Table 5

MMOV Gains at the End of Second Year

	MMOV				Non-MMOV			
04-05	Disc	Grades	Tardies	Attend	04-05	Disc	Grades	Tardies	Attend
M1	-2	+4	-7	-1	S1	+3	-17	9	+13
M2	-2	+48	-11	-1	S2	-2	-27	-10	+24
M3	-3	+12	-1	0	S3	+4	+29	-5	+3
M4	0	-16	+5	-1	S4	+2	-18	-1	0
M5	-7	+6	-2	0	S5	-5	+1	-12	+2
M6	0	+12	+1	-1	S6	+5	-56	+11	+42

Table 5 (continued)

	MMOV				Non-MMOV			
04-05	Disc	Grades	Tardies	Attend	04-05	Disc	Grades	Tardies	Attend
M7	0	0	-4	-2	S7	-5	+1	0	0
M8	0	+8	+2	+1	S8	-5	-10	-5	0
M9	-3	+2	-3	-1	S9	+7	+21	-3	+5

The data in this chapter are analyzed in terms of (a) documented data on students' performance in the Mighty Men of Valor (MMOV) program conducted by the researcher, (b) percentage distribution of students' perceptions of the program as compared to a control group, (c) percentage distribution of teachers' perceptions about the program, (d) correlation analyses of teachers' perceptions, and (e) factor analysis of the data to group teachers' perceptions into communalities to determine the patterns among the variables.

Results on Frequencies Distribution: Student Questionnaire

A questionnaire was administered to students in the MMOV program and in the control group to determine students' opinions about their (a) performance in class, (b) efficacy in planning, (c) teachers' methodology, and (d) social characteristics. It was expected that students in the treatment group would rate their performances in class and efficacy in planning class higher than those of the control group, whereas their ratings on teacher methodologies and social characteristics would be about the same.

There were only nine students in each group (experimental and control); therefore, a percentage distribution of the opinions by each item and by each student group was conducted. The results are shown in Table 6.

Table 6

Percentage Frequency Distributions on Each Item of Student's Performance for MMOV (n=9) and Non-MMOV (n=9) Students

Question	MMOV			Non-MMOV		
A. How do you feel about the following:	1+2	3	4+5	1+2	3	4+5
1. My grades are better than most other student's grades	33.3	44.4	22.2	25.0	25.0	50.0
2. I am making almost all A grades	74.0	25.0	- -	55.6	- -	44.4
3. I don't get into discipline problems	77.8	22.2	- -	44.4	11.1	44.4
4. I don't get sent to the office or counselor for discipline	66.7	22.2	11.1	66.7	- -	33.3
5. I finish my assignments on time	55.6	11.1	33.3	11.1	11.1	77.8
6. Other students cooperate with me when we work in a team or group	22.2	- -	77.8	- -	22.2	77.8
7. When I work in a tem (or in a group), other students work equally hard to make the team successful	55.6	22.2	22.2	11.1	- -	88.9
8. My attendance problems have improved to regular attendance	22.2	77.8	22.2	33.3	- -	44.4
9. I am attending school nearly every day	- -	100.0	- -	- -	- -	100.0

Scale: 1 = No Time; 2 = A Little; 3 = Not Sure; 4 = Most Times; 5 = Always

The data are analyzed in relation to the research questions.

RQ1:   What relationship exists between student performance in class,

efficacy I planning, teachers' methodology, social characteristics,

and a rites of passage program?

The data in Table 6 indicate that with respect to (a) class grades in comparison to other students and A grade obtained (items 1 and 2), the experimental group provided lower percentage ratings (22.2% and 25% most times and always) as compared to the control group (50% and 44.4%). Therefore, the experimental group perceived themselves lower in academic performance than the control group.

With respect to discipline, the experimental group provided lower percentage ratings that they don't get into discipline problems (items 3 + 4 = 11.1%) as compared to the control group (77.7%). Since, the items were framed in the negative, the lower self-rating in terms of not getting into discipline problems indicated that the experimental group perceived themselves as having greater discipline problems than the control group. Similarly, on application on task (item 5), the experimental group was lower than the control group.

With respect to (c) collaboration as a team doing class-work, both the experimental and control groups provided the same percentage rating (77.8%). However, the experimental group reported lower percentage rating (22.2%) that other members work equally hard to make the team successful as compared to the control group (88.9%).

With respect to (d) Attendance, the experimental group reported higher percentage rating (77.8%) that they improved to regular attendance as compared to the control group (44.4%). Both groups by 100% reported that they were attending school regularly.

Overall, a higher percentage of students in the experimental group rated themselves as "not having discipline problems" and improving in attendance as compared to the control group. In other respects the control group reported higher percentages as compared to the experimental in terms of class grades, completing assignments on time, team members working equally hard for success.

RQ2:   What relationship do teachers' perceptions have on discipline,
        attendance, achievement, and entrepreneurial skills of students?

The results in Table 7 indicate that students in both the experimental and control groups rated group members as capable to plan to tutor other students to plan successfully, while higher percentages of students in the experimental group reported that they know how to plan to solve most problems (item 14: 88.9%) and working as a group to ensure success (item 19: 88.9%) than the control group reported (77.8% and 77.8% respectively).

With respect to the other items on planning efficacy, the experimental group had lower percentages of students than the control group reporting that fellow students:

- Can conduct an enterprise for profit (item 11)

- Can do a successful community activity (item 12)

- Can conduct a brotherhood event to teach teamwork (item 13)

Table 7

Percentage Frequency Distributions on Each Item of Students' Efficacy in Planning for

MMOV (n =9) and Non-MMOV (n=9) Students

Statement	MMOV			Non-MMOV		
B. Fellow students who work in groups or teams with me . . .	1	3	5	1	3	5
10. Can plan to tutor other students to make them successful	44.4	11.1	44.4	22.2	33.3	44.4
11. Can conduct an enterprise such as a raffle to make a profit	22.2	44.4	- -	- -	- -	100.0
12. Can do a successful activity in the Community	11.1	22.2	66.7	- -	- -	100.0
13. Can conduct a brotherhood social event to teach teamwork and support for each other	11.1	44.4	44.4	11.1	11.1	77.8
14. Know how to plan to solve most Problems	11.1	- -	88.9	- -	22.2	77.8
15. Can collect data and use the data to solve problems	22.2	11.1	66.7	11.1	11.1	77.8
16. Work as a group to decide how to solve a problem	11.1	22.2	66.7	- -	- -	88.9
17. Can assign responsibilities for helping the group to function effectively	11.1	22.2	66.7	- -	22.2	77.8
18. Work s a group to make sure the team finishes the job on time	11.1	11.1	77.8	- -	- -	100.0

Table 7 (continued)

Statement	MMOV			Non-MMOV		
B. Fellow students who work in groups or teams with me . . .	1	3	5	1	3	5
19. Work as a group to ensure success	11.1	- -	88.9	- -	22.2	77.8
20. Will know when things to wrong and work to correct them	22.2	- -	77.8	- -	22.2	77.8

Scale: 1 = No Time; 2 = A Little; 3 = Not Sure; 4 = Most Times; 5 = Always

- Can collect and use data in planning (item 15)

- Work as a group to decide how to solve problems (item 16)

- Can assign responsibilities for functioning effectively (item 17)

- Work as a group to make sure the team finishes the job on time (item 18)

- Will know when things go wrong and work to correct them (item 20)

Therefore, the experimental group as compared to the control group reported lower

ratings on the specific dimensions of planning.

With respect to C, teachers' methodology, would there be higher percentages of

students in the experimental group than in the control group who rate their teachers as

performing the selected dimensions for effective teaching?   The results in Table 8

indicate that higher percentages of students in the experimental group than in the

control group rated their teachers on the following items:

- Teachers show respect to students (item 21)

- Students show respect for teachers (item 22)

Table 8

Percentage Frequency Distributions on Each Item of Students' Perceptions of Effective

Teachers' Methodologies by MMOV (n =9) and Non-MMOV (n=9) Students

Statement	MMOV			Non-MMOV		
B. Generally, in my class(es) . . .	1	3	5	1	3	5
21. Teachers show respect to students	22.2	- -	77.8	22.2	22.2	55.6
22. Students show respect for teachers	44.4	11.1	44.4	44.4	22.2	33.3
23. Teachers treat all students fairly	22.2	11.1	66.7	44.4	22.2	33.3
24. Teachers award grades fairly	33.3	22.2	44.4	11.1	22.2	66.7
25. Teachers say and do things to make students feel good about themselves	55.6	- -	44.4	55.6	22.2	22.2
26. Teachers teach to make sure that I get A and B grades	44.4	33.3	22.2	25.0	- -	75.0
27. Teachers use my personal experience to teach me	44.4	22.2	33.3	37.5	37.5	25.0
28. Teachers want me to go to college	- -	33.3	66.7	- -	- -	100.0
29. Parents visit my teacher(s) to check my progress	44.4	11.1	44.4	22.2	11.1	66.7
30. Parents work with my teacher(s) to Plan how to improve my grades and/or behavior	33.3	- -	66.7	11.1	11.1	77.8

Scale: 1 = No Time; 2 = A Little; 3 = Not Sure; 4 = Most Times; 5 = Always

- Teachers treat all students fairly (item 23)

- Teachers say and do things to make students feel good (item 25)

- Teachers use my personal experience to teach me (item 27)

The higher responses for the experimental group suggest that they perceived greater social support than the control group in a kind of "feel good atmosphere." However, lower percentages of students in the experimental group than in the control group rated their teachers on the following items:

- Teachers award grades fairly (item 24)

- Teachers teach to make sure that I get A and B grades (26)

- Teachers want me to go to college (28)

- Parents visit my teacher(s) to check my progress (29)

- Parents work with my teacher(s) to plan how to improve my grades and/or behavior (30)

The lower responses for the experimental group suggest that they perceived lower teaching and learning support than the control group. Overall, it appeared that the experimental group perceived greater social support and less learning task support from teachers and parents that the control group.

With respect to D, social characteristics, would there be higher percentages of students in the experimental group than in the control group who rate their teachers as performing the selected dimensions for effective teaching

There were nine students who responded in each group (item 31), indicating that students of each group identified themselves accurately. A higher number of students reported they had a disability in the experimental group than in the control (item 32) A lower number of students were on drugs in the experimental group than the control (items 32) (Table 9).

Table 9

Percentage Frequency Distributions on Each Item of Students' Perceptions of Their

Social Characteristics Variables by MMOV (n =9) and Non-MMOV (n=9) Students

	MMOV (n = 9)		Non-MMOV (n = 9)	
Questions	1	2	1	2
31. Are you a member of the MMOV?	100.0	- -	100.0	- -
32. Are you on free or reduced lunch?	77.8	22.2	66.7	33.3
33. Would you say you have a disability?	11.1	88.9	33.3	66.7
34. Would you say you were NEVER on drugs?	88.9	11.1	66.7	33.3

Response Scale: NO = 1   YES = 2

Percentage Distribution of Teachers' Responses

The questionnaire was administered to teachers to determine their opinions

about the program. Teachers were asked to identify the number of students in their

respective classes who were in the Mighty Men of Valor (MMOV) program and to

estimate the number of students who made improvement in terms of (a) performance on

class assignments, (b) discipline, (c) attendance, (d) referrals to the counselor (Section

A). In section B, teachers were asked to estimate the number of students that

demonstrated (a) problem solving skills and (b) management skills. In section C,

teachers were asked to estimate the number of students that demonstrated

entrepreneurial skills.

The results on teachers' responses on each item on the teacher questionnaire are

tabulated in terms of frequency distribution in Table 10.

Table 10

Percentage Frequency Distributions on Each Item of Teachers' Perceptions About

Students' Performance Variables by Each Item (n = 34)

Question	Scale		
A. How many Mighty Men of Valor (MMOV) students in your subject area(s) . . .	1 & 2	3	4 & 5
1. who were below grade level are now performing at grade level?	75.0	- -	25.0
2. have improved from low grades (D/F) to earn a higher grade?	63.0	3.7	33.3
3. who had discipline problems are now well behaved?	59.3	7.4	33.3
4. who were off task are now fully on task?	59.3	7.4	33.3
5. who had difficulties working cooperatively are now working collaboratively with other students?	60.7	- -	39.3
6. who were having attendance problems have improved?	60.7	3.6	35.7

Scale: 1 = None; 2 = A Few; 3 = Some; 4 = Most; 5 = All

In terms of (a) performance on class assignments, teachers estimated that most

or all students (4 + %) improved to grade level (item 1: 25%), or to grades higher than

D/F (item 2: 33.3%)

In terms of (b) discipline, teachers estimated in a range of 33.3 to 39.3 % that

most or all students (4 + 5 responses) improved behavior (item 3: 33.3%), on task (item

4: 33.3%) and collaboratively with other students (item 5: 39.3%).   In terms of (c)

attendance, 35.7% of teachers estimated that most or all students (4 + 5) improved in attendance (item 6). In terms of (d) students referrals to the counselor or students' support services, (SST), teachers estimated in a range of 6.3 to 24.2 % that most or all students (4 + 5 responses) were referred to the counselor (24.2%) and to SST (6.5%).

In section B of the questionnaire, teachers' responses were analyzed in terms of students' problem-solving skills (item 7-10) and management skills (items 11014) (Table 11).

Table 11

Percentage Frequency Distributions of Teachers' Perceptions About Students'

Referrals by Each Item (n = 34)

Question	Scale		
F. How many of your students in your class(es) – (Check One response per item) . . .	1 & 2	3	4 & 5
41. were referred to the counselor's of principal's office for discipline?	51.5	24.2	24.2
42. were referred for SST?	87.5	6.3	6.3

A = None; B = 1; C = 2; D = 3; E = 4; F = 5

RQ3: What relationship do teachers' perceptions have on discipline, attendance, achievement, and entrepreneurial skills of students?

In terms of students' problem-solving skills, teachers in a range of 32.1% to 44.8% estimated that the students in a problem-solving situation would take the initiative (item 7), assess the need for the enterprise (item 8) design a strategy for data

collection (item 9), and develop a strategy for solving the problem based on the data (item 10).

In terms of students' management skills, teachers in a range of 39.3% to 56.6% to estimated that the students in a problem-solving situation would work as group to assign responsibilities to function effectively (item 11), develop a time management strategy (item12), design accountability and evaluation standards (item 13) and teach for bonding (item 14) (Table 12).

Table 12

Percentage Frequency Distributions of Teachers' Perceptions of Students' Problem-Solving Skills on Each Item (n = 34)

Question	Scale		
B. How many MMOV students in your class(es), given			
A task/problem to solve, can . . .			
7. take the leadership to initiate an enterprise such as			
Basketball concession stand, etc.?	53.6	14.3	32.1
8. assess the need for an enterprise effectively?	44.8	17.2	37.9
9. design a strategy for collecting and using data			
Effectively	50.0	14.3	35.7
10. develop a strategy for solving the problem based			
on the data management skills?	41.4	13.8	44.8
11. work as a group to assign responsibilities for			
helping the group to function effectively?	46.4	14.3	39.3
12. develop a time management strategy to monitor			
performance effectively?	46.7	10.0	43.3

Table 12 (continued)

Question	Scale		
B. How many MMOV students in your class(es), given			
13. design accountability standards for evaluating their own effectiveness?	44.8	20.7	34.5
14. Teach for bonding and team work?	37.9	13.8	48.3

In section C of the questionnaire, teachers' responses were analyzed in terms of students' entrepreneurial skills (items 15-20). The data were analyzed in terms of the following research questions.

The data in Table 13 indicated that teachers in a range if 40.7% to 55.6% reported that students in the MMOV program could display entrepreneurial skills. Specifically, teachers by a slim majority in a range of 53.8% to 55.6% rated that students could take leadership in enterprise demonstrate accountability for funds and make a profit (items 15 to 19, 29). However, teachers by less than a majority in a range of 40.7% to 48.1% rated students could effectively assess the need for an enterprise, plan and conduct the enterprise (items 16 to 18).

In section D of the questionnaire, teachers' responses were analyzed in terms of teachers' perceptions of the school climate (items 21 to 26). The intention was to determine if there was variation in the climate.

Table 13

Percentage Frequency Distributions of Teachers' Perceptions of Students'

Entrepreneurial Skills on Each Item (n = 34)

Question	Scale		
C. Regarding entrepreneurship, how many MMOV			
students can . . .			
15. take the leadership to initiate an enterprise such as			
basketball competition, concession stand, etc.?	42.3	3.8	53.8
16. assess the need for an enterprise effectively?	37.0	14.8	48.1
17. plan the enterprise effectively?	40.7	14.8	44.4
18. conduct an enterprise effectively?	40.7	18.5	40.7
19. demonstrate accountability for funds?	40.7	3.7	55.6
20. make a profit on an enterprise?	40.7	3.7	55.6

RQ4:   What relationship exists between students' acquisition of skills and their

attendance, discipline, and achievement?

The data in Table 14 indicated that there was a reasonable spread in the

distribution of the percentages of responses on each of the items (items 21-26). The

percentage distribution range for the minimum end of the scale(1+2) was 30.3% to

44.1% and the distribution at the high end of the scale (4+5) was 12.1 to 47.1%). The

variation was adequate for testing whether teachers' perceptions of school climate

influenced their perceptions about the effectiveness of the MMOV program.

In section E of the questionnaire, teachers' responses were analyzed in terms of

teachers' perceptions of the instructional leadership of the school in terms of

Table 14

Percentage Frequency Distributions of Teachers' Perceptions of Satisfaction with

School Climate by Each Item (n = 34)

Statement	Scale		
D. In this school, I am satisfied with the way . . .			
21. faculty members cooperate and work together	32.4	44.1	23.5
22. faculty members value the work of one another	20.6	32/4	47.1
23. the administrators have provided opportunities for			
my creative expression	44.1	35.3	20.6
24. the administrators have made the school productive	41.2	41.2	17.6
25. students value the work of teachers	33.3	54.5	12.1
26. parents value the work of teachers	30.3	48.5	21.2

1 = Never; 2 = A Few Times; 3 = Some Times; 4 = Most Times; 5 = Nearly always

participation for innovativeness in teaching in the classroom (items 27 to 406). The

intention was to determine if there was variation in the perceptions about instructional

leadership.

The data in Table 15 indicated that there was a reasonable spread in the

distribution of the percentages of responses on each of the items (items 27-40). The

percentage distribution range for the minimum end of the scale (1+2) was 18.8% to

59.4% and the distribution at the high end of the scale (4+5) was 14.7 to 47.1%). The

variation was adequate for testing whether teachers' perceptions of instructional

leadership influenced their perceptions about the effectiveness of the MMOV program.

Table 15

Percentage Frequency Distributions of Teachers' Perceptions of Instructional

Leadership by Each Item (n = 34)

Statement	Scale		
E. The members of the instructional leadership team . . .			
27. know how to plan to ensure innovative teaching	18.8	43.8	37.5
28. utilize a data driven instructional strategy to plan for instruction	30.3	30.3	39.4
29. check that each teacher identifies students who are performing	32.4	41.2	26.5
30. check that each teacher identifies students who are having discipline problems	32.4	20.6	47.1
31. help teachers to identify the causes for students' academic failure	47.1	29.4	23/5
32. help teachers to identify the causes for student discipline problems	52.9	32.4	14.7
33. help teachers to develop innovative curriculum to counteract the causes for students' academic failure	35.3	41.2	23.5
34. help teachers to develop innovative instructional strategies to counteract the causes for students' discipline problems	31.3	46.9	21.9
35. provide support for teachers with discipline problems	37.5	37.5	25.0
36. show teachers how to align teaching objectives to the social problems and experiences of students	59.4	18.8	21.9

Table 15 (continued)

Statement	Scale		
E. The members of the instructional leadership team . . .			
37. show teachers how to utilize students' social experiences to teach for higher order thinking skills	41.9	22.6	35.5
38. show teachers how to frame questions for improving each student's higher order thinking skills	35.5	29.0	35.5
39. show how to integrate new concepts to previous lessons and related subject areas.	32.2	32.3	35.5
40. show teachers how to evaluate students' work to Provide success for all	40.0	26/7	33.3

In section G of the questionnaire, teachers' responses were analyzed in terms of teachers' perceptions of their demographic data and those of their respective classrooms (items 43 to 47). The data were analyzed in terms of the following research questions. The intention was to determine if there was variation in the perceived demographic characteristics of the classrooms so as to determine in correlation analyses whether such variations influenced teachers' perceptions about the MMOV program.

The data in Table 16 indicated that there were enough variations among the teachers and classrooms to examine in correlation analyses whether these variations influenced teachers' perceptions about the MMOV program.

Table 16

Percentage Distribution of the Demographic Data as Perceived by Teachers (n = 34)

	Demographic Data	1	2	3	4	5
43.	Check your grade level of teaching	50.0	11.8	5.9	11.8	20.6
	$9^{th} = 1$; $10^{th} = 2$; $11^{th} = 3$; $11^{th} = 4$; All = 5					
44.	Check number of years teaching	17.6	20.6	20.6	23.5	17.6
	1-2 = 1; 3-5 = 2; 6-10 = 3; 11-15 = 4; 16+ = 5					
45.	Check educational level	18.2	78.8	3.0	- -	- -
	BA/BS = 1; MA/MS = 2; Ed.S+ = 3					
46.	What percentage of your students is on free lunch?	16.0	24.0	36.0	24.0	- -
	0-15 = 1; 26-50 = 2; 51-75 = 3; 76-100 = 4					
47.	What is your average class size?	8.8	17.6	23.5	50.0	- -
	0-21 = 1; 22-24 = 2; 25-27 = 3; 28+ = 4					

Results on Correlation Analysis

The analysis of the percentages of teachers' responses to the Mighty Men of Valor program indicated that a majority of the teachers did not perceive the program as achieving the objectives. In this section, it was intended to determine if the teachers were systematic in their responses. That is to say, did teachers who rate a component of the program low also rate the other components low? And, did teachers who rate a component of the program high also rate the other components high? For example, did the teachers who rate students low on components of the program skills such as problem solving, management, and entrepreneurial and instructional leadership also rate the

students low on students' performance, discipline, attendance and referral to the counselor? Further, were the teachers' perceptions influenced by the contextual variables? These analyses are essential since the methodology was correlation oriented and not experimental (Babbie, 1992). There was no random assignment of subjects to the group and there was no control group. Therefore, data on the contextual variables were collected to determine if they had any effect on the perceptions of the respondents.

In order to answer these questions, a correlation analysis was conducted to determine if teachers' perceptions about the program and their rating of students were systematic, or were influenced by the climate, instructional leadership and/or their demographic variables. A correlation analysis appeared important because it was a one-class treatment and there was no control group. Therefore, it was necessary to determine if teachers' perceptions were influenced more by the contextual variables than the program as implemented. It was expected that if the contextual variables did not influence teachers significantly, then their ratings of students' outcomes and the program implementation were systematic and valid.

The data in Table 17 indicated that teachers' perceptions of students' acquisition of problem solving skills significantly correlated at the probability level of .05 with students' performance (.667), discipline improvement (.679), attendance improvement (.810). Therefore, teachers who rated students low on the acquisition of problem solving skills also rated them low on performance, discipline, and attendance, and teachers who rated students high on the acquisition of problem skills also rated them

Table 17

Pearson Correlation Coefficients: Teachers' Perceptions About Students

	PERFIMP	DISIPIMP	STUATTEND	SREFERAL
PROBSOLV	.667*	.679*	.810*	-.084
STMANAGE	.537*	.560*	.673*	0.25
STENTREP	.605*	.633*	.698*	.023
INSTLEAD	.178	.130	.128	-.207
SCHCLIM	.262	.237	.313	.010
STFLUNCH	.326	.120	.152	.160
TGRADLEY	.208	.102	.135	.279
TYRSEXP	-.065	-.093	-.008	.161
TEDUCLEV	-.191	-.156	-.085	.241
CLASSIZE	.215	.094	1.118	-.066

Note: Significant level: .05* Pearson correlation coefficients: Teachers' perceptions

about students' performance, discipline improvement, attendance and referrals

with teachers' perceptions about the program variables such as students'

problem solving, management, and entrepreneur, and selected teachers'

demographic variables

high on performance, discipline, and attendance. Students' acquisition of problem-

solving skills was not significantly related to students' referrals to the counselor (-.084).

Therefore, teachers who rated students low on the acquisition of problem

solving skills also rated them low on performance, discipline, and attendance, and

teachers who rated students high on the acquisition of problem skills also rated them

high on performance, discipline, and attendance. Students' acquisition of problem-solving skills was not significantly related to students' referrals to the counselor (.025).

The data in Table 17 indicated that teachers' perceptions of students' acquisition of entrepreneur skills significantly correlated at the probability level of .05 with students' performance (.605*), discipline improvement (.633*), attendance improvement (.698*). Therefore, teachers who rated students low on the acquisition of entrepreneur skills also rated them low on performance, discipline, and attendance, and teachers who rated students high on the acquisition of entrepreneur skills also rated them high on performance, discipline, and attendance

Students' acquisition of entrepreneur skills was not significantly related to students' referrals to the counselor (.023) Overall, no component of the program was related to students' referral to the counselor.

The data in Table 17 indicated that teachers' perceptions of instructional leadership were not significantly correlated at the probability level of .05 with students' performance, discipline improvement, attendance improvement, and referrals to the counselor.

The data in Table 17 indicated that teachers' perceptions of school climate were not significantly correlated at the probability level of .05 with students' performance, discipline improvement, attendance improvement, and referrals to the counselor.

The data in Table 17 indicated teachers' ratings of students' free and reduced lunch status were not significantly correlated at the probability level of .05 with

students' performance, discipline improvement, attendance improvement and referrals to the counselor.

Finally, the demographic variables such as teachers' grade levels, experience and class size were not significantly correlated with students' performance, discipline improvement, attendance improvement and referrals to the counselor. Overall, it appeared that the demographic characteristics of classroom and teachers did not influence teachers' perceptions about the program.

Results on Factor Analysis

Factor analysis is a statistical procedure for reducing a large number of variables by grouping them into homogeneous sets. It does so by utilizing a correlation matrix of all the variables. It groups all the variables that are most highly interrelated (in the correlation matrix) into the first factor. The next interrelated variables are placed in the second factor. The same procedure is done for Factor 3 and subsequent factors until all variables are assigned. The results of factor analysis are shown in Table 18. VARIMAX rotation was the preferred procedure to assign the variables into the respective factors. It utilized the correlation coefficient in the correlation matrix to find the best homogeneous fit by rotating them and calculating the factor coefficient for each factor. A variable is placed or loaded in a factor if its factor coefficient is highest in that factor as compared to its loadings in the other factors. For example, student attendance is placed in Factor 1, because its factor coefficient is .922 as compared to its loadings in Factors 2, 3, and 4 (where the loadings were insignificant as indicated by "E"). Four factors were created in Table 18.

Table 18

Results of Factor Analysis: VARIMAX Component Matrix Rotation of All Selected

Variables

	Component 1	Component 2	Component 3	Component 4
STUATTEND	.930	7.666E-02	-1.521E-02	3.624E-02
PERFIMP	.898	4.007E-02	-.251	9.149E-02
DISIPIMP	.893	5.669E-02	-.229	1.810E-02
PROBSOLV	.865	.273	.141	-.146
STMANAGE	.793	.409	.297	-8.044E-02
STENTREP	.758	.434	.171	-5/787E-02
SCHCLIM	.155	.795	7.242E-03	.249
INSTLEAD	7.369E-02	.777	-.200	-.276
TGRADLEV	.300	.686	.210	9.308E-02
TYRSEXP	7.257E-02	4.564E-02	.865	-3.541E-02
TEDUCLEV	-.136	-2.732E-02	.817	.180
SREFERAL	-2.580E.02	5.989E-02	.106	.942
Variance explained	41.149	17.230	12.762	9.187

Factor 1 was loaded with student attendance, students' performance improvement, discipline improvement, problem solving skills development, managerial and enterprise skills development. These variables are placed in Factor 1 because their factor coefficients are higher in that factor as compared to their loadings in the other factors. Students' referral was placed in Factor 4 indicating that it was independent of

how teachers perceived development of students on the components of the program the program.

The results indicated that these variables were bonded together by their highest interrelationships. Those teachers who rated the students as improving in attendance, performance and discipline also rated them as developing in problem solving skills, managerial and enterprise skills. On the other hand, those teachers who rated the students as not improving in attendance and performance also rated them as not developing in problem solving skills, discipline, managerial and enterprise skills.

Factor 2 was loaded with teachers' perceptions about school climate, instructional leadership and grade level. Therefore teachers' perceptions of climate and leadership were independent of their rating of the students.

Factor 3 was loaded with teachers' experience and education levels indicating that these variables did not influence teachers' perceptions about students' performance and development in the program.

Factor 4 was loaded with teachers' rating of students' referral suggesting that teachers' referral of students was independent of the other variables.

Overall, the results of factor analysis confirmed the findings in the correlation matrix, and indicated that the frequencies distribution of teachers' perceptions on each item was stable.

Summary

In the analyses of the frequencies of teachers' perceptions on each item and variable, the majority of cases did not perceive the Mighty Men of Valor (MMOV)

program as effective. In a correlation analysis, it was intended to determine if teachers' perceptions about the program and students' performances were independent of teachers', students' and classrooms' demographic variables. A correlation analysis indicated that teachers' perception of instructional leadership and school climate was not related to their perception about the program. Further the demographic variables of teachers, classrooms and students were not related to students' performance, attendance, discipline and referrals. The results of factor analysis confirmed the results of the correlation analysis. It appeared that teachers' low rating of the program was stable and valid.

<center>Observations/Notes</center>

Program's Premise

The program began as an idea shared by three people who came together and discussed its possibilities. One agreed to assist in the funding of the program and the others agreed to the creation and day-to-day running of the organization. Announcements and flyers were placed all around the school to muster interest in the program and the initial meeting. Thirty young men came to the initial meeting and were given a general outline of the program's components and told what the expectations would be. Each signed their name to an attendance roster and were sent a letter thanking them for coming and encouraging them to be a part of the program.

The second meeting had each introducing themselves and explaining why they wanted to be a part of the program. A series of icebreaking exercises were initiated by

the advisors (questions about individual limitations and strengths) aimed at discovering individual needs.

Men Who Quit

At the onset of the program there were 20 young men and 20 members of the control group. After a series of meetings, they were spoken to, and treated like young men on a mission to becoming men. A few of the men did not like this tone. Many appeared to think they were already men and should not be spoken to in a manner that indicated they were less than a man. The other issue that was obvious was that their advisors were both male and female. The female was at every meeting and seemed to be the driving force behind the program. This seemed to cause a level of discomfort. Can a female take a male through a male rites of passage?

The male advisor did serve a purpose and that was of a role model. The advisor did not however, remain consistent throughout the program. Relationships that needed to be established with those who came from single parent households headed by women were not properly developed. The male advisor did keep up with discipline issues as well as the personal problems of many of the participants. This earned the male advisor a level of respect. The female advisor would sometimes come off too motherly instead of impartial.

Eight were lost in the first year (due to the leadership of the female; and the moral demands of the program). Out of the 12 left, 4 would go on to graduate. The second year they began with eight (of the original 12, 2 became seniors and got jobs, 1

dropped out and got a GED), and 5 were left. Seven were added and 3 of those were lost (again due to the leadership of the female, the moral demands of the program).

Exit Interview Questions

The new recruits of the second year were asked why they left. Two of them, one eleventh grader and a ninth grader both stated that it took too long for the program to get moving. They did not see the benefit in the first month and began to stop coming to meetings. The other ninth grader did not like the discipline required to be a part of the organization. When asked what they would have liked to see in the program the three stated that activities other than meetings needed to be planned earlier.

The control group lost eight members as well, all of whom were withdrawn from the school. Reasons were not given. It appeared the population was extremely transient due to suspensions, alternative school referrals, and truancy. Rather than continually trying to keep the numbers up it was decided that both groups containing consistent membership from the beginning would be studied. The pool was down to a total of nineteen, nine from the study group and 10 from the control.

First Year of the Program

The first year was spent building relationships between teachers and members, members and members, and members and advisors. The organization did very little fundraising due to the sponsorship of the principal. The organization did, however, participate in three community service activities as well as act as security at two school dances. These were opportunities that allowed the student body to see them and put

faces with the organization. A local formal wear store-donated tuxedos for both dance events so that they were uniformly dressed. The principal also issued each member a palm pilot to assist them in their new organizing efforts.

The year culminated with a leadership retreat that sought to train the members in the tenets of the program and allow for the cementing of the relationships that have been cultivated throughout the year. An alumni of the school purchased uniforms and clothing for the retreat so that all members were uniformly dressed. The retreat took place at a local resort and was sponsored by the principal. The members did not have to pay for any portion of the retreat. Both groups were being regularly monitored for attendance, grades, and discipline infractions throughout the year.

Second Year of the Program

The second year, the experimental group performed several activities through the course of the year. The first activity was a fundraiser. Each member had to sell five discount gift certificates from a major department store chain. Out of the nine, three sold their tickets. The others did not sell any. A profit of $60 was made. Next they completed a raffle of Visa Gift Cards. Each was to sell one hundred tickets at two dollars each. Three, of the nine, sold portions of the tickets with a loss taken of $25 after the purchase of the Visa gift card. The following fundraiser consisted of two days of selling concessions after school, which garnered a six hundred and fifty dollar profit (parents and the advisors donated items to be sold). They met twice per week. Once to learn some tenet of the program, complete an assignment to reinforce the tenet and to discuss issues that may have arisen. The second meeting was a tutoring/mentoring

session that lasted 45 minutes and a "stepping" session of approximately thirty minutes that reinforced brotherhood and teamwork.

Future of the Program and its Benefits

There are aspects of the program that could not be depicted in the many tables and surveys. The experimental group went from living as active, participating members of gangs to being more active in school related activities. They were successful at gaining employment. The view their families held of them was changed in many instances (all but two were raised in female headed households). One of the members even enlisted in the military because they realized that being a teenage parent meant you had someone to take care of other than yourself. The gang affiliations still rear their ugly heads, yet the hold is not the only influence on the members. Students have a more holistic view of the world.

Three of the original members joined the football team, baseball team and the Junior Reserve Officer Training Corps (ROTC). They all ascended to leadership positions within those organizations. The number of fights off school campus decreased at least 50% and had less time to get involved in all the negative gang activities.

Three of the original members also found gainful employment. They had been filing applications with all the fast-food chains, as well as mall and department stores with no luck. They did not understand that sagging pants, gold teeth, and the inability to look a person in the eyes were negative attributes. After the program, two went to work at McDonalds (one was hired and arranged for the other to be hired as well). One went on to graduate and was able to pay his freshman fees with the money he had raised

for himself through entrepreneurial pursuits and his new job. The other student still holds his job today and has received two promotions.

The student who still works at McDonald's had an unconstructive relationship with his mother. In conversation, she stressed how irresponsible he was and how he would expect her to provide him with things when he would not even cut the grass. After being a member of the MMOV, he not only began cutting the grass, working 30 hours a week, and going to school, but also contributed financially to his household.

Another member, who had come the second year, was a new father. He did not work and was irresponsible both at school and at home. After attending his first retreat, he began redefining himself at home and at school. He joined the JROTC and became a squad leader. He began repairing relationships with teachers that he had allowed to disintegrate and became the president of the MMOV. He currently has enlisted in the military and upon his graduation will be headed to the US Navy.

All but two were affiliated with gangs and all of them lessened their involvement in gang activities. The statistics cannot depict the true depth of the program. They also cannot show how many other aspects of the members' lives were impacted. All members are now involved in at least one other extracurricular activity. The organization now has to compete with other activities to maintain its membership. Once the disenfranchised become a viable part of the school community, some no longer view the necessity of the program as being the same. Yet like all other school programs, it can only be as good as the administration, the advisors, and the students that see its necessity.

CHAPTER VI

SUMMARY, FINDINGS, AND RECOMMENDATIONS

Summary

Research suggests that African-American males are at higher risk for dropping out of school, engaging in criminal activity, being a perpetrator or victim of a violent crime, and being incarcerated than their European American peers. The Center for the Study of Social Policy predicted that 70% of working age African-American men will be jailed, dead, alcoholic or hooked on drugs by the year 2000, that the Department of Justice reported that 1 out 4 African-American men was in jail or under court supervision and that there were more African-American men in their 20's under court control than there are African-American men enrolled in college (Gill 1991). These are only a few of the horrific statistics about African-American men in this society, yet they represent problems of monumental proportions.

Paul Hill (1987) believes African-American males lack a ceremony to usher them into manhood. Such a ritual could help to ensure proper socialization and self-identity. It may counteract the negative influence of street culture. Like other major life change ceremonies, a coming-of-age rite can help to locate anew the individual within the community.

Hill (1987) also states that a way to promote the development of African-American youth into adults is to develop positive rites of passages that are based on

African heritage. They should describe the origin, meaning, and significance of Africentric rites of passage that will provide youth with a strong connection to their past and guide them confidently into their future.

There are several theories that serve to explain the etiology of black underachievement. The first suggests that these statistics result from the failure of mainstream educational systems to effectively work with the needs of African-American males (Ladson-Billings, 1994). A second is that African-Americans doubt their own ability to achieve in American society (Fordham, 1988; Fordham & Ogbu, 1986). According to Bass and Coleman (1996):

> It is important that parents and guidance counselors learn to work with educational systems to help them become more responsive to the needs of African-American students and to work directly with the students to help remove internal obstacles to academic accomplishment. (www.eric.gov)

Anyon (2005) examines federal and regional mandates that affect economic and social opportunities available to the urban poor. Despite state intentions, federal and metropolitan policies and arrangements generally restrict opportunities available to city residents and neighborhoods. Job, wage, housing, tax, and transportation policies maintain poverty in urban neighborhoods, and thereby create environments that overwhelm the potential of educational policy to create systemic, sustained improvements in the schools.

In order to solve the systemic problems of urban education, we need not better schools but also the reform of these public policies. Rules and regulations regarding

teaching, curriculum, and assessment certainly are important, but policies to eliminate poverty–wage work and housing segregation should be part of the educational panoply as well, for these consequences for urban education are at least as profound as curriculum pedagogy, and testing (Anyon, 2005).

Kozol (1997) America's inequitable school funding system assigns urban children of poverty only half the value accorded suburban professionals' children. Beware of casting certain children as models of resiliency. Less articulate children also deserve adults' attention and support. Tracking, which isolates social classes, should be outlawed. One South Bronx principal is making her school a bridge to the community, not a fortress against it.

Brynjulson (2005) studied students of color and their white peers and thought about their academic performance and how, if at all, teacher behaviors or expectations influenced that achievement. The association of California School Administrators wanted to learn more about how teachers viewed student achievement and teacher impact on that achievement. They used an online survey and the results were that student's performance data showed patterns. When compared to the district average of performance data for white students enrolled five or more years, they found that African-American, Hispanic/Latino, and Native American students who had been enrolled for the same amount of time had lower enrollment in GATE, a much higher enrollment in special education, and scored at the basic or below basic levels on the ELA and math CST far more that the white students. The interviews with the students of color portrayed a school experience that is often very different than what their

teachers described. At one end of the spectrum, non-white students described teachers who provided explanation and assistance, consistently showed tem respect, set out clear expectations for class assignments and behaviors, and believed in the students' abilities.

It is proposed that African-American male academic performance; school culture, community culture, extracurricular activities, teen culture, self-esteem, and parents might influence discipline, attendance and teacher opinions.

Findings

The members of the Mighty Men of Valor followed key elements of the program. They did demonstrate improvement in the areas of achievement, discipline, and attendance. They began the program all having different deficits. All but one showed improvement in the deficient areas. The allure of the gang culture, discussed in chapter 2 may have contributed to the decline in the student's performance. The control group seemed to withdraw from school at a similar rate as the experimental group members dropped out of the program.

The assumption will have to be made that the mentors and advisors had some influential effect on participants. Nine stayed after it was apparent that a woman would run the program predominantly. There was no creation of a valid instrument to test for the impact.

As a result of the program, many of the experimental group became active in extracurricular activities and also attained jobs. Although many still have gang affiliations, they appear to be maintaining a healthy balance between school and private

lives. Those who occupied the lower tier as freshman are now running the program as juniors and seniors.

The explanation for the higher ability ratings of the control group can be explained by Carl Jung's (1976) research on personality types. Jung believes we are all different in fundamental ways. There are 16 types in all and two in particular give a window into the reasoning behind the rating. Their particular type limits their ability to process different information. The initial division is made between extroverts and introverts. Extroverts are directed towards the objective world whereas the introverts are directed towards the subjective world.

The two major types than have subtypes that are added on to give fuller understanding to the personality of a person. For this discussion, the focus will be on intuitive types and perceiving types. The intuitive types are (a) are mostly in the past or in the future, (b) worry about the future more than the present, (c) are interested in everything new and unusual, (d) do not like routine, (e) are attracted more to the theory than the practice, and (f) often have doubts.

The perceiving types (a) act impulsively following a situation, (b) can start many things at once without finishing them properly, (c) prefer to have freedom from obligations; (d) are curious and like a fresh look at things, (e) work productivity depends on their mood, and (f) often act without any preparation. Both the control group as well as the experimental group could fit in to these categories. However, the experimental group has been forced by the guidelines of the program, to face their realities. The control group has been isolated from their actions and the consequences.

For example, 50% of the control group stated that most times their grades are better than most other student's grades. The empirical data however demonstrate that their grades are consistently failing. They also stated that forty-four percent of them were making almost all "A"s. In actuality none of the control group had any "A"s at all. Although a full understanding of a person cannot be gauged by one survey instrument, enlightenment can be ascertained by examining the personality comparisons.

Many humanistic and existentialist philosophers such as Carl Jung and Carl Rogers have the belief that individuals are able to develop the ability for self-understanding, for changing their behaviors and attitudes. Individuals develop a positive self-image in part from receiving positive reinforcement. Throughout the program the recurrent theme of low teacher opinion was evident. The teacher-student relationships in the classroom appear to be an issue. Students do not believe they get the support they need and teachers believe the students do not give the effort required. There is cognitive dissonance between the teacher's perception and those of the students.

Through the activities mentioned in Appendix B, the treatment group was experiencing cognitive development. The gains made in academics, discipline, and attendance was apparent in the data even though the treatment group appeared unaware of their new skills. The activities also influenced the achievement of life skills such as management abilities, entrepreneurship, and teamwork.

Research Questions

The statistical data indicate there is no relationship between teacher opinion and student performance. Research states that there are correlations between attendance and achievement. There are, however, no direct relationships between discipline and teacher opinions. The participants demonstrate small improvements in the areas of attendance, discipline, and achievement but more improvement was made in life skills that were directly related to the rites of passage program.

The design involves a treatment group of males to be compared with that of a male non-treatment group. The treatment group consists of twenty (each) African-American males in the ninth, tenth, eleventh, and twelfth grades. The non-treatment group consists of males in the ninth, tenth, eleventh, and twelfth grades. All participants come from a predominantly African-American high school in a southern suburban city. The guidance counselors chose the control group. The experimental group either volunteered, were recommended or encouraged by teachers and administrators to join the organization. The primary method for assessing progress in the program is to collect data on academic improvement, attendance and discipline referrals and teacher opinions. This measure was created for this investigation. It asks the teacher and student mentors to rate participants' performance on the following dimensions: (a) maintain a C+, (b) be on time, (c) attend all classes, and (d) lessen/eliminate discipline referrals. A student will receive 0, 1 or 2 points for each dimension depending on the degree to which he demonstrated the targeted behavior,

with a 0 meaning the student did not demonstrate the target behavior and a 2 meaning that he did so on a regular basis.

According to teachers, over 50% of the MMOVS' class performance did not change or improve very much. According to teachers, the results are split between 40% of members of MMOV never being able to solve a problem to 40% always being able to solve a problem. This indicates that members of the MMOV did acquire some knowledge and skills.

According to teachers, the results are split between 40% of members of MMOV never being able to create entrepreneurial pursuits to 40% always creating entreprenurial pursuits. This indicates that members of the MMOV were able to create profit-making enterprises. According to teachers, 40% of the time they are comfortable with school climate. According to teachers, the results are split between 30% of the instructional leadership team is not helpful; 30% are sometimes helpful; and 30% are always helpful. This indicates that the instructional team does make an effort to assist teachers with student learning. According to teachers, 51.5% of the MMOV were never referred to the counselors or principals and 87% were never referred for SST. Most teachers were highly qualified at the Masters level and had class sizes over 28 students.

Members of MMOV believe that their grades are worse than most students. They do get along when working in groups. They believe their attendance has improved since the beginning of the program. Members are still having issues with discipline. The entrepreneurial components of the program receive mixed views ranging from 44% - 89%. The members demonstrate awareness of ineffective areas

such as brotherhood, tutoring, and teamwork; 77% of the members also realized that they had the power to correct those areas. Their teacher perceptions were negative. Forty-four percent to 67% of their responses described teachers as being less than enthused about their academic progress. Most members answered in the affirmative to using drugs, and to having a disability. Parents are slightly less involved compared to the non-treatment group.

Non-members viewed their grades, attendance and teamwork abilities as higher that those of the treatment group. They were equal in their discipline referrals with the treatment group. The non-members had a positive view of their ability to solve problems. Perceptions of teachers were similar to the treatment group. The non-treatment group does believe teachers teach to ensure grades of A or B. All teachers want them to go to college. Most stated that they had no disability. Most admitted to drug use. Free and reduced lunch was close to those in the treatment group.

Recommendations for Further Research

- The investigation of the impact of mentoring and extracurricular activities on attendance, discipline, and achievement.

- The affects of the group leader on student performance

- The role self-esteem plays on the completion of a rites of passage program as well as on attendance, discipline, and achievement.

- Comparison to be made between parent culture and teen culture

- The impact of a male or female group leader on a male rites of passage program

- The affects of the natural maturation process on student achievement

- Further qualitative study through interviews of the participants

APPENDIX A

Mighty Men of Valor Constitution

Mission: is to set the standard of young males in the community. We vow to become responsible, respectable, and loyal individuals. We strive to develop as men of honor, courage, and commitment for the advancement of our society.

Vision: is to positively influence the male teen culture at High School and encourage the benefits of academic, social, and personal achievement.

I. Beginning in mid July team building activities will culminate.

    A. Fundraisers

    B. Sleep-overs/Lock In to plan events for the year

    C. Step-team practice

II. Mighty Men of Valor from the previous year begin recruitment for new members

    A. Freshmen Orientation

    B. Individual/Team Goal Setting

    C. Accumulation of data from the prior year

        i. Progress Reports

        ii. Disciplinary Reports

        iii. Attendance Reports

Appendix A (continued)

    III. Rules & Regulations

        A. For each event/activity/assignment completed by the MMOV member, 0 (not done/incomplete), 1 (poorly done), or 2 (well done) points will be attained.

        B. By the 1st week of school, officers will be chosen from those with the most points.

            i. President – ensures all members complete all assignments, events, and activities in a timely fashion

            ii. VP – makes phone calls to all members in support of the president

            iii. Secretary – maintains all records and minutes of meetings

            iv. Treasurer – maintains receipt books and money collection

            v. All officers must have been members for a minimum of 1 year.

        C. Members may not miss more than 2 meetings

            i. unexcused – 2 day prior notice

            ii. excused – doctor's appointments, sickness with note

        D. All assignments must be completed upon the members return

        E. All meetings are mandatory

            i. General Body Meeting – Mondays from 3:30 – 4:30 PM

            ii. Mentor/Mentee Meetings – Thursday 7:30 –8:15 AM

            iii. All Meetings held in Room 111

Appendix A (continued)

     F. Members who do not wish to abide by the rules and regulations aforementioned will be dismissed and asked to return all MMOV paraphernalia.

     G. Advisors/Administration reserve the right to dismiss any member for behavior unbecoming of a MMOV.

IV.   All Mighty Men of Valor must maintain the following standards of behavior:

     A. Demonstrate leadership in all aspects of life

     B. Demonstrate effective time management and organizational skills (Palms & laptops)

     C. Demonstrate improvement in academic areas of weakness

     D. Eliminate/lessen discipline issues (as compared to their prior year)

     E. Complete all tasks assigned

     F. Accomplish a minimum of 2 goals set at the beginning of the year

     G. Show respect to all faculty & staff at Lithonia High School

NOT ABIDING BY THE AFOREMENTIONED RULES WILL LEAD TO DISMISSAL!!

Lithonia High School's Mighty Men of Valor

Program Components

1. Interest meeting for those interested in joining. (Addresses, phone #'s, schedules)

2. Thank you letter to those who were in attendance

3. Acceptance letters to those selected to participate

4. Data Sheet Instructions/Data collection/Mentor assigned

5. Group Meeting once/week – MONDAY after school lasting from 3:30 – 5:00

6. Mentor Meeting once/week – WEDNESDAY morning lasting from 7:30 – 8:15 am

7. Program Strategies & Components:

    A. Leadership – Create a school wide program from its initial idea stage to its actual production. Employ data sheets, assign responsibilities, utilize time management, develop and maintain accountability standards.

        1. Tutoring – (Study Table) – grades

        2. Conference

    B. Entrepreneurship – Design entrepreneurial pursuits including a needs assessment, profit margins, and designated use for profits. Employ data sheets, assign responsibilities, utilize time management, develop and maintain accountability standards.

        1. Raffle Tickets

Appendix B (continued)

    2. 3 on 3 Basketball Tournament

    3. Concession Stands

C. Community Service – Identify needs of the school and community. Choose one or two where a difference can be made. Outline a plan to ease or eliminate the issue employing data sheets, assigning responsibilities, utilizing time management, and developing and maintaining accountability standards.

    1. Distribute GHSGT flyers

    2. PTSA Newsletter

D. Brotherhood – Construct social events centered around bonding and team work. Employ data sheets, assign responsibilities, utilize time management, develop and maintain accountability standards.

    1. Retreat

    2. Mentoring – discipline

    3. Gentleman's Ball

E. Scholarship – Establish a mandatory study hall session for all participants. Employ data sheets, assign responsibilities, utilize time management, develop and maintain accountability standards.

    1. Study Hall – academics/grades

    2. Mentoring – grade/discipline/attendance

APPENDIX C

Activities for Promoting Skill Components

2004-05

	Extracurr	Tutoring	Confer	Raffle	3 on 3	Conc	Flyers	Retreat	Mentoring	Stepping	Study Hall	Banquet
M1	0	0	0	0	0	0	0	0	0	0	0	0
M2	0	0	0	0	0	1	2	0	1	2	1	0
M3	0	0	0	0	0	0	0	2	0	2	0	0
M4	0	1	0	0	1	1	2	2	1	2	0	1
M5	0	2	0	2	0	2	2	2	2	2	2	2
M6	0	0	0	1	0	0	2	2	1	2	0	0
M7	1	0	0	2	0	2	0	2	2	2	0	0
M8	0	0	0	0	0	0	0	0	0	2	0	0
M9	1	0	0	0	0	0	0	1	0	2	0	0

Rating: 0 (not done/incomplete), 1 (poorly done), or 2 (well done) points will be attained.

2005-06

	Extracurr	Tutoring	Confer	Raffle	3 on 3	Conc	Flyers	Retreat	Mentoring	Stepping	Study Hall	Banquet
M1	1	1	0	1	0	2	2	2	0	2	1	1
M2	1	0	0	0	0	1	2	0	1	1	1	1
M3	1	0	0	0	0	1	0	1	0	2	0	0
M4	1	0	0	0	0	2	0	2	-	1	-	-
M5	2	1	0	0	1	1	2	2	1	2	0	1
M6	2	0	0	0	0	1	2	2	0	2	0	0
M7	1	2	0	2	0	2	2	2	2	2	2	2
M8	1	0	0	0	0	0	2	2	1	2	0	0
M9	2	0	0	0	0	0	0	1	0	1	0	0

Extracurricular (Extracurr); Conference (Confer); Concession (Conc)

APPENDIX D

Initial Participants in Study

2004 - 2005

MMOV	Attend	Disp	Grades	Tardies	Non MMOV	Attend	Disp	Grades	Tardies
M1	1	2	92	9	S1	6	3	32	9
M2	5	3	23	17	S2	8	6	43	23
M3	3	3	70	6	S3	0	1	42	12
M4	6	1	84	4	S4	2	0	73	5
M5	3	7	72	2	S5	3	3	48	12
M6	12	3	70	8	S6	0	0	65	0
M7	5	0	84	7	S7	0	5	61	0
M8	6	0	68	6	S8	0	3	45	5
M9	3	4	84	7	S9	10	6	72	13
M10	Dropped				S10	15	0	39	11
M11	Dropped				S11	10	11	43	11
M12	Dropped				S12	9	8	62	10
M13	Dropped				S13	3	1	74	16
M14	Dropped				S14	Withdrew			
M15	Dropped				S15	1	2	72	6
M16	Dropped				S16	Withdrew			
M17	Dropped				S17	Withdrew			
M18	Dropped				S18	Withdrew			
M19	Dropped				S19	Withdrew			
M20	Dropped				S20	Withdrew			

Appendix D (continued)

2005 – 2006

05-06	Attend	Disp	Grades	Tardies	05-06	Attend	Disp	Grades	Tardies
M1 *	0	0	96	2	S1**	19	6	15	18
M2 *	4	1	71	6	S2**	32	4	16	13
M3 *	3	0	82	5	S3*	4	13	83	0
M4 **	11	1	68	9	S4**	2	2	55	4
M5 *	3	0	78	0	S5	5	2	48	0
M6 *	11	3	82	9	S6**	42	5	9	11
M7 *	3	0	84	3	S7*	0	0	62	0
M8 *	7	0	76	8	S8**	0	0	35	0
M9 *	2	1	86	4	S9*	11	11	93	13
M10	Dropped				S10	Withdrew			
M11	Dropped				S11	Withdrew			
M12	Dropped				S12	Withdrew			
M13	Dropped				S13	Withdrew			
M14	Dropped				S14	Withdrew			
M15	Dropped				S15	Withdrew			
M16	Dropped				S16	Withdrew			
M17	Dropped				S17	Withdrew			
M18	Dropped				S18	Withdrew			
M19	Dropped				S19	Withdrew			
M20	Dropped				S20	Withdrew			

*Positive Change   **Negative Change*

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