AN ANALYSIS OF EXISTING ATTENDANCE POLICIES AND THEIR RELATIONSHIP TO SECONDARY SCHOOL STUDENT ATTENDANCE RATES IN THE NEWPORT NEWS (VIRGINIA) PUBLIC SCHOOLS (1977-1978)

by

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TABLE OF CONTENTS

LIST OF TABLES

Chapter 1

INTRODUCTION

The desire for good school attendance and an implied belief in the necessity for good school attendance was stated in the 1972-74 performance standards adopted by the Board of Education in the Standards of Quality for Public Schools in Virginia. The following standard for school systems was stated:

> The percentage of attendance of pupils in average daily membership shall not fall below the average of the last three years or 90 percent of the school membership.[1]

In 1974, the General Assembly of Virginia adopted Senate Joint Resolution No. 60. This resolution directed the State Board of Education to conduct an in-depth study of absenteeism and the compulsory attendance laws.[2] As a result, a committee was appointed by the State Board of Education to study the stated and related problems introduced in Senate Joint Resolution No. 60. One such area which was designated for research was the effect of the school upon absenteeism and truancy. The committee began

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[1]State Board of Education, Standards of Quality for Public Schools in Virginia, August, 1971.

[2]Virginia Senate Joint Resolution No. 60, February, 1974.

to gather information from state reports but it was concluded that additional information from a specific population was required before realistic and systematic recommendations could be submitted to the State Board of Education.[3]

Research indicated that secondary school absenteeism substantially increased in recent years, and it became a matter that was of serious concern to many school administrators, teachers and communities.[4] This became apparent whenever high school absenteeism was a topic of discussion. Indications were that efforts by school officials to restrain the rising tide of truancy and to enforce the compulsory attendance laws proved to be ineffective.[5] Levanto stated,

> . . .a considerable and costly amount of time and effort are expended by many high school administrative and staff personnel to maintain control of the absentee problem and to prevent a complete breakdown of the school's regulated attendance structure.[6]

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[3]Report of the Special Study Committee for Senate Joint Resolution No. 60, Virginia State Board of Education, June, 1975, p. 3.

[4]National Association of Secondary School Principals, "School Attendance and Absenteeism," The Practitioner, 1:1, March, 1975

[5]Howard T. Holden, "Perceptions of Public Schools and Attitudes Toward Compulsory Attendance of the Judges of the Juvenile and Domestic Relations District Courts," (unpublished Doctor's dissertation, University of Virginia, 1976).

[6]Joseph F. Levanto, "The Identification and Analysis of Factors Related to Secondary School Absenteeism," (unpublished Doctor's Dissertation, University of Connecticut, 1973), p. 1.

While absenteeism was a sign of an inadequate curriculum, analysis indicated that this was one of many causes.[7] Numerous schools with broad and flexible programs continued to face severe attendance problems.[8] Obviously, the growing absenteeism had deep roots leading in many directions. The causes were personal as well as institutional.

Family conditions, social forces, peer pressures, economic circumstances, home-school relationships, SES, student age, achievement and health were some of the causes which contributed to poor attendance.[9] Among new causes researched for the dramatic growth of student absences

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[7]Gorden T. Morris, "The Truant," Today's Education, 61:41-42, January, 1972; see also Roosevelt Washington, Jr., "A Survey Analysis of Problems Faced by Inner-City High School Students Who Have Been Classified as Truants," The High School Journal, 56(5):248-257, February, 1973.

[8]Allan A. Glatthorn, "Individual Self-fulfillment in the Large High School," The Changing High School Curriculum, ed. William Alexander (2nd ed.; New York: Holt, Rinehart and Winston, Inc., 1972), pp. 328-329.

[9]Sarane S. Boocock, An Introduction to the Sociology of Learning, (Boston: Houghton Mifflin Company, 1972), pp. 35-207; see also Marian Wright Edelman et al., Children Out of School in America (Cambridge, Mass.: Children's Defense Fund of the Washington Research Project, Inc., 1974), pp. 3-4; see also Levanto, op. cit., pp. 7-9; see also Donald George Turchan, "A Comparison of High School Dropouts Matched with High School Persisters in an Urban School System," (unpublished Doctor's dissertation, Indiana University, 1965); see also Solomon L. White, "The Relationship of Certain Attributes to Attendance Problems in the Philadelphia Public Schools," (unpublished Doctor's dissertation, Temple University, 1961).

were the erosion of parental control, economic affluence, novel life styles and a breakdown in the court enforcement of compulsory attendance laws.[10]

Whatever the contributing causes, student absenteeism was a problem which educators had to control. Sound educational philosophy was to educate the total child and not merely provide the academic and skills portion of the individual's education.[11] A valuable and integral part of the student's total education was active attendance in school and class. When a student was absent from school or class, he had missed a certain part of the interaction with his teachers and other students. This interaction was not regained. Street noted interaction as another major argument for good attendance. He contended that individual student participation in class not only helped the student learn, understand, clarify and apply knowledge, but also helped fellow students and the instructor do the same.[12]

The problem of absenteeism and truancy in public schools was recognized as early as 1888 when the following concern was expressed in a study at the University of Chicago:

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[10]Holden, op. cit.

[11]Donald R. Street, "Noncompulsory Attendance: Can State Supported Universities Afford This Luxury?" Journal of College Student Personnel, 16:124-127, March, 1975.

[12]Ibid.

> Whereas the appalling increase of crime among youth, the large number of vagrant children, and the employment of child labor in the city of Chicago is frought with danger to the Commonwealth . . . the Chicago Women's Club petitioned the board for enforcement of the 1883 law on compulsory education.[13]

Research related to school attendance conducted between 1870 and 1930 was directed at asserting the influence of the compulsory school attendance laws enacted during that period. Particular attention was directed toward the relationship between attendance and achievement. Generally, a positive relationship was found.[14] Since then the majority of the research conducted was related to the dropout problem and how poor attendance predicted possible dropouts.

Importance of the Study

Much attention has been focused on the large number of American youth who dropped out of school prior to graduation. Little, however, had been published concerning the truant or the student with a relatively high rate of absenteeism. It was noted by the National Association of Secondary School Principals (NASSP) that there was a lack of current

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[13]Edith Abbott and Sophonisba P. Breckenridge, Truancy and Non-Attendance in the Chicago Schools (Chicago: The University of Chicago Press, 1917), p. 55.

[14]Nancy L. Karweit, Rainy Days and Mondays: An Analysis of Factors Related to Absence from School, Center for Social Organization of Schools, Report No. 162 (Baltimore: Johns Hopkins University, 1973), p. 4.

research devoted specifically to understanding factors related to student absenteeism.[15]

The Virginia Association of Secondary School Principals (a state affiliate of the NASSP) sponsored a workshop in January 1977 devoted to the study of absenteeism. It was concluded that attendance was definitely one of the major problems facing secondary schools today, and the complexity of this problem would necessitate an in-depth study.

In September 1976, the State Board of Education asserted that as many as 25 to 50 percent of the students assigned to some secondary schools were truant on a given day and the enforcement of the compulsory attendance laws for so many offenders was impossible.[16] Also, the large amount of time and money that courts and educators had spent in attempting to enforce attendance laws were not generally effective and only contributed to further contempt of the law.[17]

The growing absenteeism and truancy problem in our secondary schools was of serious concern to all educators. There was a message in its development. It was time to

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[15]NASSP, The Practitioner, op. cit.

[16]Virginia State Department of Education, Report on Public Education in Virginia 1975-76, (Richmond, 1977), p. 264.

[17]Holden, op. cit.

re-evaluate our educational system and to examine those practices which contributed to this problem. Too often the schools had accepted the responsibility of school attendance. Clearly, the Code of Virginia placed the responsibility of school attendance on parents as follows:

> Duty of parent or guardian. Every person having under his or her control a child between the ages [above set forth] shall cause the child to attend school or receive instruction as required by this article.[18]

A change in attitude was long overdue. Schools were expected to be too many things to too many people. Educators who advocated that learning was fun and innovating programs would bring students crashing through the school doors were sadly mistaken.[19] Education required plain hard work. Glasser, in his book, Schools Without Failure, emphasized the importance of regular attendance and placed the responsibility of attendance on students and parents.[20]

Kerlinger stated that humans were apparently creatures of habit; therefore, it was of utmost importance that

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[18]Virginia School Laws, 1975, sec. 22-275.6, p. 162 (Charlottesville: The Michie Company, 1978).

[19]Elizabeth Halsall, The Comprehensive School, (New York: Pergamon Press, 1973), p. 34; see also Kimball Wiles and Franklin Patterson, The High School We Need (Washington, D.C.: Association for Supervision and Curriculum Development, 1959), pp. 7-8.

[20]William Glasser, Schools With Failure, (New York: Harper and Row Publishers, 1969), p. 201.

proper work habits be established early in life.[21] If schools were expected to assist as a formative instrument in this process then it was essential to mandate effective policy and procedures. Too much costly educational resources were spent on attendance related matters which could have better served for the improvement of educational experiences for those who really wanted it.

The 1978 General Assembly of Virginia addressed the importance of student attendance when the legislature enacted section six of the revised Standards of Quality for Public Schools in Virginia. Each school division was required to conduct a thorough assessment by June, 1979, and to develop standards by June, 1980, for student conduct and attendance.[22]

Statement of the Problem

The study examined the four high schools in Newport News, Virginia and their respective attendance policies. The problem in the investigation was to determine whether

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[21]Fred N. Kerlinger, Foundations of Behavioral Research, (New York: Holt, Reinhart and Winston, Inc., 1964), p. 739.

[22]State Board of Education, Standard of Quality for Public Schools in Virginia, June, 1978, p. 4.

or not there was a relationship between the use of an alternative attendance policy (Policy A) and the reduction of student absentee rates. The school using Policy A was compared to the other three high schools, each of which had variations on a traditional attendance policy in effect (Policy B, C or D). In addition, failure and dropout rates were examined to determine the relationship among the school attendance policies (Policy A, B, C or D) and these criterion variables.

Socioeconomic data, faculty characteristics and student characteristics were cited in the related literature as variables which influenced student attendance rates. In order to determine the comparability of the high schools, each was analyzed in the following areas: family income level, parental educational attainment level, faculty sex and age composition, teaching experience, educational qualifications and the sex composition and the SRA scores in reading, language arts, mathematics, social studies, science, and use of sources of the students. In particular, answers were sought to the following research questions:

1. What is the relationship among the schools examined and the family income level and the parental educational attainment level of each school's attendance zone; the sex and age composition, teaching experience and educational qualifications of each school's faculty; and the sex

composition and SRA scores of each school's student population?

2. What is the relationship between a school's attendance policy (A, B, C or D) and its daily absentee rate?

3. What is the relationship between a school's attendance policy (A, B, C or D) and its daily truant rate?

4. What is the relationship between a school's attendance policy (A, B, C or D) and its classes missed rate?

5. What is the relationship between a school's attendance policy (A, B, C or D) and its truant classes missed rate?

6. What is the relationship between a school's attendance policy (A, B, C or D) and its semester course failure rate?

7. What is the relationship between a school's attendance policy (A, B, C or D) and its semester-attendance course failure rate?

8. What is the relationship between a school's attendance policy (A, B, C or D) and its dropout rate?

Hypotheses

Based on the purpose of the study and the stated research questions, the following hypotheses were developed:

HO_{1a} There is no significant difference among schools using Policy A, B, C or D and the family income level at each school.

HO_{1b} There is no significant difference among schools using Policy A, B, C or D and the parental educational attainment level at each school.

HO_{1c} There is no significant difference among schools using Policy A, B, C or D and the sex composition of faculty at each school.

HO_{1d} There is no significant difference among schools using Policy A, B, C or D and the age composition of the faculty at each school.

HO_{1e} There is no significant difference among schools using Policy A, B, C or D and the teaching experience of the faculty at each school.

HO_{1f} There is no significant difference among schools using Policy A, B, C or D and the educational qualifications of the faculty at each school.

HO_{1g} There is no significant difference among schools using Policy A, B, C or D and the sex composition of the students at each school.

HO_{1h} There is no significant difference among schools using Policy A, B, C or D and the reading scores of the students at each school.

HO_{1i} There is no significant difference among schools using Policy A, B, C or D and the language arts scores of the students at each school.

HO_{1j} There is no significant difference among schools using Policy A, B, C or D and the mathematics scores of the students at each school.

HO_{ik} There is no significant difference among schools using Policy A, B, C or D and the social studies scores of the students at each school.

HO_{11} There is no significant difference among schools using Policy A, B, C or D and the science scores of the students at each school.

HO_{1m} There is no significant difference among schools using Policy A, B, C or D and their use of sources scores of the students at each school.

HO_2 There is no significant difference among schools using Policy A, B, C or D and the daily absentee rate at each school.

HO_3 There is no significant difference among schools using Policy A, B, C or D and the daily truant rate at each school.

HO_4 There is no significant difference among schools using Policy A, B, C or D and the daily classes missed rate at each school.

HO_5 There is no significant difference among schools using Policy A, B, C or D and the daily truant classes missed rate at each school.

HO_6 There is no significant difference among schools using Policy A, B, C or D and the semester course failure rate at each school.

HO_7 There is no significant difference among schools using Policy A, B, C or D and their semester-attendance course failure rate at each school.

HO_8 There is no significant difference among schools using Policy A, B, C or D and the dropout rate at each school.

Definitions of Terms

The terms utilized in this study were commonly used and accepted in the profession, but several required specific attention.

Alternative Attendance Policy

The term alternative attendance policy refers to a policy in which the primary responsibility of school attendance rested with the student and his/her parents, hence known as Policy A. The policy increased the personal communication process between the school, teachers and parents and threatened loss of course credit for excessive absences.

Policy A

The terms "excused" and "unexcused" were no longer used for absences. Notes from home explaining the cause of the absence were not required and no admittance slips were issued. Presence in class was the responsibility of each student and his/her parents. Attendance was taken in each class and sent to the office for computerized recording. Absences were entered on report cards at the conclusion of each nine week marking period.

It was extremely important that students and parents realized and understood the eighteen days of absences built into this attendance policy were not to be considered as

approved days for which students did not have to attend class. The absences were to be used for personal illness, sickness in the family, death in the family, medical appointments which could not be arranged at any other time and emergencies.

Parents were notified by mail on every fifth absence from class. These notifications were correlated by the computer and mailed home each week. Also it was the teacher's responsibility to make definite verbal contact with the parents after the eighth and thirteenth absence had been taken. The guidance department met with all students who had accumulated ten or more absences in any one class.

After accumulating eighteen absences from one class during the semester, the student was suspended from school for ten days or until his/her parents returned to school for a conference. This conference involved the student, his/her parent(s), the teacher, and an administrator and was required for reinstatement. The student and parent(s) had an opportunity to justify the excessive absences. The student's academic progress was reviewed and both the academic and attendance requirements for the successful completion of the course were agreed upon by all persons. It was communicated to the parent that excessive absences might effect course failure, loss of credit and graduation.

School sanctioned or sponsored activities which had prior administrative approval were exempted from and did not count toward the total eighteen absences. A student who was suspended from school for a disciplinary problem for any number of days had that number charged against the total of eighteen absences in each class. Absences from study hall were treated the same as absences from any other class.[23]

Traditional Attendance Policy

The term traditional attendance policy refers to a policy in which the primary responsibility of school attendance rested with the school, hence known as Policies B, C, and D.

Policy B

When a student was absent for any reason the parent was requested to contact the school on the day of the absence. An attempt was made by the school to contact all parents by telephone during the day of the absence. Absentees not contacted by the school were required to bring a note signed by a parent which stated the reason for the absence and the inclusive dates. This note was presented to the first period teacher who issued a class admit slip (excused or unexcused). A student was not admitted to

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[23]School Handbook, Warwick High School, Newport News, Virginia, 1977-78, Section 4.2.

classes unless he/she had an authorized admission slip.

Excused absences were for personal sickness, sickness in the family, death in the family, medical appointments which could not be arranged at any other time, and emergencies cleared by the office. Students with excused absences were allowed to make up work according to the following policy: (a) Must make up work within a week after an excused absence, (b) Special consideration was given by the teacher to unusual cases, such as prolonged illness.

Unexcused absences were noted on the admission slip. Names of students with unexcused absences were published on Friday of each week and placed in the teachers' boxes for Monday. Students with unexcused absences were not permitted to make up any work for the time covered by the unexcused period.[24]

Policy C

Upon returning from an absence of one or more full days, a student was required to bring a written explanation from a parent or guardian and presented this to his/her first period teacher. The teacher issued an admission slip which was required for entrance into each class on the student's schedule. Failure to bring the written excuse resulted in

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[24]School Handbook, Denbigh High School, Newport News, Virginia, 1977-78, pp. 15-16.

an "unexcused absence" and a student was not allowed to "make-up" any work missed. Students were not admitted to class unless they had an admission slip from the first period teacher for the preceding day's or class absence.

Excused absences included student illness, family illness, death in the family, medical appointment which could not be arranged at any other time, family trips arranged in advance, and any other emergencies cleared by the attendance office. Students were permitted to make up all missed work if they were given an "excused" absence. Unexcused absences included truancy, missing bus, suspension, oversleeping, car trouble, traffic tie-up, personal business, eating breakfast.[25]

Policy D

Policy Regarding Student Absences:

(1) All student absences were considered to be excused if a student was absent for one of the following reasons:

a. personal sickness

b. sickness or death in the family

c. emergency family business that cannot be scheduled any other time.

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[25]School Handbook, Ferguson High School, Newport News, Virginia, 1977-78, p. 18.

(2) It was the responsibility of the student to present evidence of an excused absence on the morning of the day he/she returned to school. Acceptable evidence of an excused absence was:

a. A telephone call from the student's parents or guardian followed by a note.

b. A note from the doctor.

c. A note from the student's parents or guardian which was verified by telephone.

(3) The first period teacher classified the absence as "excused" or "unexcused" and issued an admission slip to the student.

(4) Students with unexcused absences did not receive class credit and were not permitted to make up work for the time covered by the unexcused absence.

(5) Excused absences merited special consideration by the school. Students who received excused absences were given the opportunity of making up all missed work including tests and homework. However, it was the student's responsibility to contact each teacher and make arrangements to make up work.

(6) It was emphasized that it was the student's responsibility to present evidence of an excused absence.

In the absence of such evidence all student absences were automatically unexcused.[26]

Absentee

The term absentee refers to a student who missed four or more classes on a given day.

Daily Absentee Rate

The term daily absentee rate refers to the total number of student absentees each day, divided by the school's membership, expressed as a daily percentage.

Truant

The term truant (class skipper) refers to a student who missed one, two, or three classes on a given school day.

Daily Truant Rate

The term daily truant rate refers to the total number of student truants each day divided by the school's membership, expressed as a daily percentage.

Daily Classes Missed Rate

The term daily classes missed rate refers to the total number of classes missed each day, divided by the total number of classes held for all students, expressed as a daily percentage.

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[26]School Handbook, Menchville High School, Newport News, Virginia, 1977-78, pp. 21-22.

Daily Truant Classes Missed Rate

The term daily truant classes missed rate refers to the total of classes missed by truants each day, divided by the total number of classes held for all students, expressed as a daily percentage.

Semester Course Failure Rate

The term semester course failure rate refers to the specific number of F's earned by all students for each semester divided by the total number of grades given by each teacher at the conclusion of each semester, expressed as a percentage.

Semester-Attendance Course Failure Rate

The term semester-attendance course failure rate refers to the specific number of F's earned by students for each semester who by teacher judgement failed the course primarily due to poor attendance divided by the total number of F's given by each teacher at the conclusion of each semester, expressed as a percentage.

Dropout Rate

The term dropout rate refers to the number of students who withdrew from a school and did not enter another public or private school during the 1977-78 school year divided by the school enrollment, expressed as a percentage.

Limitations of the Study

Two basic limitations were imposed upon the scope of this investigation.

(1) The analysis of data was confined to the official school attendance reports of the City of Newport News, Virginia for the 1977-78 school term, the 1970 United States Census Tract Report and two questionnaires developed by the investigator.

(2) Only secondary schools in Newport News, Virginia grades ten through twelve were included in the study.

Organization of the Remainder of the Study

The remainder of the study is organized and presented in four chapters. A review of the related literature is presented in Chapter 2. The procedures used to conduct the study are presented and discussed in Chapter 3. An analysis of the data and findings are presented in Chapter 4. Chapter 5 contains the summary, conclusions, implications and recommendations.

Chapter 2

REVIEW OF THE RELATED LITERATURE

Introduction

Evidence for the concern with school absenteeism, truancy and related problems existed as early as 1888, when researchers examined the causes and results of absenteeism and truancy in Chicago.[1] Since that time, the approach used in many research studies centered on the community, the home and other social influences as they affected school attendance and absenteeism.

While not discounting the home as an important factor in attendance problems, other research studies focused upon the schools and their environment to identify and analyze related factors. Two recurring questions were found in the literature concerning attendance: (1) is school attendance important to all? and (2) what school factors contribute to good or improved school attendance? The central philosphical issue was the importance of school attendance. Many authors when considering attendance examined

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[1]Edith Abbott and Sophonisba P. Breckenridge, Truancy and Non-Attendance in the Chicago Schools, (Chicago: The University of Chicago Press, 1917), p. 55.

instead the question of compulsory attendance. Their main agreement was that students, who are forced to attend school, do not learn at all.[2]

Assuming that learning was the function of the schools and that achievement in terms of scholastic grades and standardized tests were measures of learning, numerous studies investigated the relationship between attendance and achievement. A quick glance at the findings indicated conflicting results. Rozelle stated that improved and refined methodology developed through the years apparently made the later results more reliable than prior findings.[3] In his review of the literature, Odell's early studies (1925), Jensen (1933), Stephens (1933), Cutler (1936), Nelson (1937), and Platt (1943), indicated that there was little or no relationship between absenteeism and grades.[4] A prime example of such research by Finch and Nemzek at a Minnesota high school had inconclusive results in 1940. A positive relationship between grade and attendance for girls was found, but no such relationship was discovered for boys.[5]

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[2]James O. Piatt, "Compulsory Attendance Can Be Fatal," NASSP Bulletin, 58(379): February 1974, pp. 1-5.

[3]Richard M. Rozelle, "The Relationship Between Absenteeism and Grades," Educational and Psychological Measurement, 28:1151-1158, Winter, 1968.

[4]Ibid., pp. 1151-1152.

[5]F. H. Finch and C. L. Nemzek, "Attendance and Achievement in Secondary Schools," Journal of Educational Research, 34(2):119-126, October, 1940.

In opposition, according to the review by Rozelle, other studies such as those conducted by Sandor (1938), Young (1947), Anekief (1954), Tyerman (1958), Hersov (1960), and Amthauer (1963), it was demonstrated that there was a positive relationship between grades and attendance.[6] As conflicting research surfaced, the subsequent researchers criticized the preceding opposition for their research methods, especially the statistical methods and samples used.

Some positive relationships were indicated in research conducted from 1955 to 1977. Mullin (1955) concluded from her study that superior attenders achieved higher academic averages than did poor attenders with a corresponding differential in academic ability.[7] In upper secondary boys (grades 10-12) Powell and Bergem (1962) found that there was a direct relationship between poor attendance and poor grades.[8] Rozelle, in 1968, used a statistical technique to determine the direction of a causal relationship. Rozelle found that although the results were not entirely

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[6]Rozelle, op. cit., pp. 1152-1156.

[7]Margaret M. Mullin, "An Examination of Factors Present in Superior High School Attendance," (unpublished Doctor's dissertation, New York University, 1955).

[8]Marvin Powell and Jerry Bergem, "An Investigation of the Differences Between Tenth, Eleventh, and Twelfth Grade 'Conforming' and 'Nonconforming' Boys," Journal of Educational Research, 56(4):184-190, December, 1962.

conclusive, the indication was that prior absences affected grades, not the reverse.[9]

Levanto (1973) stated that according to his research on seniors, absenteeism generally was lowest for students with the highest academic ranks.[10] Street (1974) used a correlation and regression analysis of student's grades and absences during two years and found that absences had a direct effect upon the reduction of grades.[11] Klontz and Boston replicated in separate studies the investigation conducted by Street and produced similar results.[12] Davis (1975) prior to instituting a program to improve attendance in an Omaha, Nebraska high school, found that there was a significant difference between the grades of habitual absentees and those for regular attenders. Upon the conclusion of the experimental program, Davis found a positive correlation between improved attendance and improved grades.[13] A comprehensive study conducted in the

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[9]Rozelle, op. cit., pp. 1151-1158

[10]Joseph F. Levanto, "The Identification and Analysis of Factors Related to Secondary School Absenteeism," (Unpublished Doctor's Dissertation, University of Connecticut, 1973), p. 1.

[11]Street, op. cit

[12]Ibid.

[13]Dick Davis, "One Solution to the Inner-City Attendance Problem," Phi Delta Kappan, 56:560, April 1975.

Philadelphia Public Schools reported that unexcused absences and lateness to class had a negative effect on achievement and the effect was stronger for high achievers.[14]

From an economic standpoint, absenteeism was considered costly on the basis of two analyses. First, a student who was absent must make up the work and attempt to learn the material he missed during the absence. Logically, he approached the teacher for help; given that the teacher only works a set number of hours per day, the teacher had to forego some other activity to work with the individual student.[15] Second, benefits were lost by the society when private individuals were not well educated. Benefits related to education included an increase in the gross national product, including an increased tax base and a decrease in unemployment thus reducing the crime rate.[16] Davis stated what many educators appear to believe, "today's schools have the responsibility for helping young people prepare themselves for the work world: good attendance will better prepare the student for that world."[17]

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[14]Anita A Summers and Barbara L. Wolfe, "Which School Resources Help Learning? Efficiency and Equity in Philadelphia Public Schools," Business Review, February 1975, pp. 1-29.

[15]Street, op. cit., pp. 124-125.

[16]Ibid.

[17]Davis, op. cit., p. 560.

Campbell in his 1973 study concerning attendance and attendance related problems in Mt. Diablo, California school district noted that everyone would like to presume that outstanding programs of instruction, highly qualified staffs, school counseling programs, special education programs, alternative school programs and work study programs would eliminate school absenteeism as a problem.[18] Yet, with the addition of these programs, school attendance rates continued to decrease.

The remainder of Chapter 2 contains a review of the literature according to the following subject areas: absenteeism, characteristics of absentees, school organization and attendance, school staffing and attendance.

Absenteeism

During 1977-78 all states except Mississippi had compulsory attendance laws. Definitions of truancy varied considerably within and among school districts. The laws often were vague and parents and educators often were unsure of what constituted compliance. In a Massachusetts statute, "an absence for seven days or fourteen half-days within a six month period by a child between the ages of

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[18] Robert C. Campbell, "Child Welfare and Attendance Services," Thrust for Education Leadership, 2(4):14-15, February, 1973.

7 and 16" was defined as punishable.[19] The statute was interpreted variously by school officials as "an absence without permission," or a "nonexcused absence," or a "judgement thing."[20]

The unenforceability of compulsory attendance laws was noted in Education U.S.A.. The daily attendance rate in New York City was cited as 74 percent, with some schools as low as 50 percent.[21] The NASSP reported that "absentee rates of 10 to 15 percent are not uncommon. In some urban schools, the rate exceeds 30 percent.[22]

In Virginia, the average daily attendance in the secondary schools during the 1976-77 school year was reported to be 87.69 percent of the average daily membership.[23] The NASSP placed the number of days of student absenteeism in perspective through the following statement:

> Assuming a school year of 180 days, health officials estimate that a "normal" absentee rate would be seven (7) to nine (9) days for each student. Translated into percentages, the expected

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[19] Ibid., p. 64.

[20] Ibid.

[21] "Compulsory Attendance: Schools Show New Flexibility," Education U.S.A., November 27, 1972, p. 75.

[22] NASSP, "Student Attendance and Absenteeism," The Practitioner, 1:1, March, 1975.

[23] Virginia State Department of Education, Facing Up 12, Richmond, December, 1977, pp. 6-56.

> rate would be four (4) to five (5) percent per year. Students who would exceed this rate of long-term illness would amount to less than one percent of the total enrollment.[24]

At the 1977 conference of the Virginia Association of Secondary School Principals, Kowalski stated that $33 million were spent on student absenteeism in Virginia during the 1975-76 school year. He concluded the above expenditure was just the tip of the iceberg because many students who attended school missed one or more of their assigned classes each day.[25]

Characteristics of Absentees

Only a few studies were found which related to the characteristics of truants or students with poor attendance records. There was more literature related to dropouts than to truants. It was commonly assumed that most of the dropouts were prior truants and several studies of dropouts were included in the review to provide additional insight into the characteristics associated with truants.

Stennett conducted a comprehensive study of attendance norms in a rural Minnesota county in the 1960's. He

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[24]NASSP, The Practitioner, loc. cit.

[25]Ken C. Kowalski, "The Extent of Truancy in Virginia," (address at the VASSP Conference, Charlottesville, Virginia, January, 1977).

found that absenteeism increased from grades nine through twelve, ranging from eight to fourteen days absence for each student in the lowest quartile. The range in the lowest decile was from fourteen to nineteen days.[26] In another study, Karweit identified below average attenders "as those who were absent 3 days or more and/or late 5 days or more during . . . a fifteen day period."[27] Mullin identified poor attenders as those students missing 13 or more days during the school year. Average attenders missed 5 or 6 days and superior attenders missed no days during the school year.[28]

Levanto correlated student absenteeism with data collected from student records for 3000 students in a Connecticut high school during 1971-72. He found that absenteeism was lowest for students who (1) had both parents at home, (2) were in a college preparatory program, (3) had high intelligence quotients scores, (4) had high academic achievement grades, (5) participated in school activities,

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[26]Richard G. Stennett, "Absence from School: Norms by Sex and Grade," Journal of Educational Research, 60: 351-354, April, 1967.

[27]Nancy L. Karweit, Rainy Days and Mondays: An Analysis of Factors Related to Absence from School, Center for Social Organization of Schools, Report No. 162, (Baltimore: Johns Hopkins University, 1973), p. 12.

[28]Mullin, op. cit., p. 12.

and (6) were white rather than black.[29] Levanto's findings were confirmed by data collected in an Illinois high school.[30]

Karweit (1971) instituted a computerized attendance monitoring system in a small all girls high school in Maryland. Data was collected concerning attendance, achievement grades, school activities, attitudes toward school and attendance, previous attendance problems and weather conditions. She analyzed attendance patterns and identified causes for absenteeism. Her findings tended to confirm that achievement grades, participation in school activities, attitudes and previous attendance problems were related to absenteeism.[31]

A 1970 study conducted in Utah by Cornell related absenteeism to data obtained from student records. He found that neither size of the family nor reading level tended to be associated with absenteeism. The following were found to be associated with absenteeism: IQ, achievement grades, citizenship grades, father's educational level, student's health, problems at school and problems at

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[29]Levanto, op. cit., p. 71.

[30]NASSP, op. cit., p. 6.

[31]Karweit, op. cit., pp. 53-65.

home.[32] White selected a total of 105 truants and 105 non-truants from three junior high schools. Truancy was not defined in absolute terms, but judged to be "mild," "average," or "serious." Through personal interviews and examination of student records, White identified the following factors contributing to truancy: urban homes, larger families, small housing units, non-homeowning parents, low employment level of father, non-participation in school activities, low economic aspirations of the student, mobility of family, discipline problems in school, teacher related academic work habits, low educational level of parents, low achievement grades, low standardized achievement test scores, low IQ scores, siblings who are truant, and a court record.[33]

Mullin administered several inventories to 186 tenth grade students in one school and examined student records. She found that absentee patterns established in grades three to six were maintained and that superior attenders: (1) had higher grade averages compared with ability; (2) participated in school activities; (3) came from a

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[32]Thomas A. Cornell, "A Comparative Study of Absenteeism at Kennedy and Olympus Junior High Schools," (unpublished Doctor's dissertation, University of Utah, 1970).

[33]Solomon L. White, "The Relationship of Certain Attributes to Attendance Problems in the Philadelphia Public Schools," (unpublished Doctor's dissertation, Temple University, 1961).

higher socioeconomic home; (4) came from a smaller family; and (5) had parents with higher education levels than did low attenders.[34] Bryant examined student records in one high school and concluded that attendance problems and eventual dropout causes were the following: (1) inadequate curricular offerings; (2) poverty in the home; and (3) separated parents.[35] In a similar study Jennings found that students having high absenteeism were (1) indifferent, and (2) had low achievement records.[36]

Shea and Wilkins surveyed a national probability sample of 5,225 young men in 1966-67 and found that the likelihood of dropping out was greater if a student (1) was average in grade, (2) was at least seventeen years of age, (3) was black, (4) had a low IQ, (5) came from a low income family, and (6) had a mother with low educational attainment.[37] Edelman utilized a combination of census data and

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[34]Mullin, op. cit.

[35]Milford Howard Bryant, "A Study of Attendance in the Waynesboro High School, 1947-49," (unpublished Master's thesis, University of Virginia, 1949).

[36]Charles Leonidas Jennings, "A Study of Rural School Attendance," (unpublished Master's thesis, University of Virginia, 1940.

[37]John R. Shea and Roger A. Wilkins, "Determinant of Educational Attainment and Retention in School," (paper presented to the American Educational Research Association, February 4-7, 1971, New York, N.Y.).

personal interviews and found that there was a relationship between not being enrolled in school and (1) family income level, (2) parental educational level, (3) race, (4) location type, (5) age, and (6) handicaps.[38]

Renfrow sampled 325 of 566 sophomore boys in an integrated suburban high school. He administered an interest inventory to the upper and lower 27 percent of the class. Making the assumption that the lower 27 percent of the class were dropout prone, he found (1) that the dropout prone were slightly more negative in attitudes and values and less well-adjusted than other students; (2) that there were differences between Negroes and Whites--Negroes were more positive in attitudes and values, poorer in intellectual achievement, and less well-adjusted than Whites; and (3) that Negroes constituted 53 percent of the dropout prone but only 34 percent of the class.[39] Turchan interviewed twenty-five dropouts from a city high school and compared them with twenty-five school persisters selected to match the dropouts in a number of characteristics. He found that the dropouts had lower grades, more absenteeism and a greater

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[38]Marian Wright Edelman et al., Children Out of School in America, (Cambridge, Mass.: Children's Defense Fund of the Washington Research Project, Inc., 1974), pp. 3-4.

[39]Omer William Renfrow, "Dropout Prone and Non Dropout Prone High School Boys: A Study of Difference," (unpublished Doctor's dissertation, University of Illinois-Champaign, 1968).

record of delinquency than did high school persisters. The persisters tended to have (1) parents with higher educational levels; (2) both parents at home; (3) higher family incomes; (4) fewer siblings; and (5) greater participation in school activities than did dropouts.[40] Coates conducted follow-up interviews with high school dropouts and found that there were differences between dropouts and persisters in (1) their participation in school activities; (2) the educational attainment of the parents; (3) their IQ scores; (4) their standardized achievement test scores; and (5) their high school grade point average.[41]

In 1964 Walters analyzed comprehensive data to predict high school dropouts. He concluded that dropouts could be predicted in the ninth grade with 80 to 91 percent accuracy. It was found that the most accurate predictors were a combination of four variables: age, IQ, arithmetic

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[40]Donald George Turchan, "A Comparison of High School Dropouts Matched with High School Persisters in an Urban School System," (unpublished Doctor's dissertation, Indiana University, 1965).

[41]Charles R. Coates, "A Descriptive Analysis of School Dropouts, One to Three Years After Termination of School Attendance," (unpublished Doctor's dissertation, University of Virginia, 1965).

achievement, and father's occupation.[42] Fink utilized school records and administered questionnaires to 521 eighth and ninth grade students in a Michigan school. He found that dropouts' characteristics appeared in clusters and that the most significant variables were the following: (1) the occupational aspiration of the student; (2) the parent's educational aspiration for their children; (3) the grade point average; (4) the IQ of the student; (5) the age of the student relative to his grade level peers; (6) the educational plans of the student; and (7) the socioeconomic status of the parents.[43]

Anderson followed a seventh grade class of 202 students retrospectively and found that the dropout prone (1) were older; (2) had more siblings; (3) had parents with lower educational attainment; (4) had lower IQ scores; (5) had higher absenteeism; and (6) had lower grades than high school persisters.[44]

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[42]Harvey Eugene Walters, "A Study of Predictive Characteristics of Secondary School Dropouts Over a Two Year Period," (Unpublished Doctor's dissertation, Indiana University, 1966).

[43]Donald D. Fink, "The Efficiency of Certain Criteria in Predicting School Dropouts," (unpublished Doctor's dissertation, Michigan State University, 1962).

[44]Edmund Cardwell Anderson, "A Descriptive Study of Dropouts and Graduates with Implications for Dropout Prevention," (unpublished Doctor's dissertation, University of Oklahoma, 1968).

School Organization and Attendance

One of the most discussed issues relative to high schools had been the effect of the school organization upon learning and the holding power of the school. Hansen noted that the modification of the school administration and organizational structure could be accomplished with moderate ease; nevertheless, school organization "has remained amazingly resilient to change despite the need for change."[45] Gorman concurred with this conclusion when he noted that even when plans for organization are studied, the results are only used to "patch" the old organization.[46] Too often, the basic organization and the assumptions upon which it was built remained unchallenged. According to Gorman, the real question, "Does our organization serve well our most significant purpose?" remained unanswered.[47] A fundamental example of this was the compulsory attendance laws. Little research on their effect upon attendance had been completed. Initial available research indicated that the effect of the laws might have been negligible. Cannici, in 1975, found

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[45]Merrel Hansen, "The Compulsory Elements of Schooling," Educational Leadership, 31:515, March, 1974.

[46]Burton W. Gorman, Secondary Education: The High School America Needs, (New York: Random House, 1971, pp. 259-260.

[47]Ibid.

at the Ferndale (Michigan) High School, where a liberal twelve absences with no excuse policy was instituted, that even though some class truancy continued, it was not because of the policy, but rather because the school "turned off" these students.[48] Taylor, in his 1973 experimental design at San Clemente (California) High School, using junior students with a 3.0 grade point average, concluded that compulsory class attendance was not necessary for high achievers; that the experimental group did equally well or better academically than the control group for whom attendance was mandated; and that a non-compulsory attendance policy meant a positive change in attitude toward school and education.[49] Smiley substantiated this finding in his 1973 study of fundamental biology course students when he determined that students whose attendance was not required in class performed as well as those students whose attendance was compulsory.[50]

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[48]"No Excuses," Nation's Schools and Colleges, 2:14, January, 1975.

[49]Darrel D. Taylor, "A Study of the Relationship Between Time and Learning: A High School Optional Attendance Program," (unpublished Doctor's dissertation, University of Southern California, 1973).

[50]Curtis Smiley, "A Comparative Study of Compulsory vs Non-Compulsory Attendance in Secondary Biology Using the Systems Approach to Biology Program as the Method of Teaching," (unpublished Doctor's dissertation, Purdue University, 1973).

A major concern about the organization of the high school came from the growth in the size of the individual schools. In the years following the 1920's there was a rapid move to the large comprehensive high schools for two major reasons: economic and curricular.[51] Economics of scale were realized in providing services to students in large high schools. In a similar fashion, a large, diverse course and activity offering was possible in the larger schools.[52] In 1959 school size became a national issue with the publication of Conant's report on the American high school and its plea for the large "comprehensive" high school. Conant based his plea upon the greater opportunities for differentiation in the larger school.[53]

By contrast, studies by Barker and associates at the University of Kansas in 1962 suggested that large schools with broadened curricular offering may be too costly in human terms.[54] It was noted that industrial psychologists had warned about large and bureaucratic organizations which

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[51]Gorman, op. cit., p. 124.

[52]Ibid., pp. 124-125.

[53]James B. Conant, The American High School Today (New York: McGraw-Hill, 1959), p. 71.

[54]Roger G. Barker and others. Big School-Small School: Studies of the Effect of High School Size Upon the Behavior and Experience of Students (Lawrence: University of Kansas, 1962), p. 233.

degrade the individual, yet educational professionals and the general public had shown no real concern for the organizational child.[55] They ascertained from their findings that there was a negative relationship between size of school and participation of the individual student. Furthermore, it was concluded that research indicated this negative relationship was "deeply based and difficult, if not impossible, to avoid" in large schools.[56]

One response to the issue of the large impersonal high school was the reorganization into subschools or schools within a school. The primary purpose of this type of organization was to restore the student's identity and feeling of belonging which were obliterated by the large high school.[57] Methods of subdividing the student population into subschools varied from division by alphabetic categories, grade level, geographic areas, and random assignment to student choice based upon interest areas and time and/or manner of education.[58] Regardless of the manner of

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[55]Ibid., p. 232.

[56]Ibid., p. 233.

[57]James J. Jones, C. Jackson Salisbury and Ralph L. Spencer, Secondary School Administration (New York: McGraw-Hill Book Company, 1969), pp. 351-352.

[58]Douglas Watson, Alternative Schools: Pioneering Districts Create Options for Students (Arlington, Virginia: National School Public Relations Association, 1972), pp. 14-21, 35-43.

division, Howe in High School 1980, suggested the popularly accepted format: "Small units with particular areas of the building (perhaps even 'common rooms'), faculty members and counselors, student government, social affairs, sub-principal, etc., associated with each one."[59] Vernon Smith et al., found that directors of smaller schools frequently reported less truancy, less vandalism, fewer disciplinary problems and less absenteeism.[60]

Another innovation in the traditional organization of the high school was the introduction of the teacher advisor program.[61] Trump, in developing an outline of the characteristics of the humane school made reference to the teacher advisor concept. In the outline he stated that the humane school:

> Makes sure that every pupil is known as a total human being, educationally, by a teacher-advisor, who helps him personally to diagnose his needs, plan his program, make and change his schedule, evaluate his results, and plan accordingly for the future. (This procedure goes far beyond the typical home-room or programming by high school counselors or assistant principals).[62]

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[59]Harold Howe, "Agenda for the Future," High School 1980, ed. Alvin Eurich (New York: Pitman Publishing Corporation, 1970), p. 108.

[60]Vernon Smith, Daniel J. Burke and Robert D. Barr, Optional Alternative Schools (Bloomington, Indiana: Phi Delta Kappa Educational Foundation, 1974), pp. 277-279.

[61]Michael Perrone, "A New Idea for Homeroom," NASSP Bulletin, 57(377):93-94, December, 1973.

[62]J. Lloyd Trump and Delmas F. Miller, Secondary School Curriculum Improvement (2d ed., Boston: Allyn and Bacon, Inc., 1973), p. 21.

Clearly this was an attempt to transform the old attendance taking homeroom concept with a personal counseling arrangement in which the student is more than just one of three hundred on a counselor's docket.[63] Glasser, in a chapter on classroom meetings, a concept similar to Trump's teacher-advisor, demonstrated the importance of student interaction and teacher leadership in considering, if not solving, problems of students.[64] In particular, reference was made to the effect of such classroom meetings upon attendance. Regarding attendance, Glasser stated that student attitudes toward school must be the watchword of the curriculum and that classroom meetings "can be used to gain and sustain educational relevance."[65] Some related research had been conducted regarding the effect of a teacher-advisor or similar small group program. Awerbuck and Fraser developed an experimental study in 1975 using regular group counseling sessions with 15 chronic absentees. It was found that there was a significant increase in attendance rates and that this was related to the feeling of belonging, rather than the feeling of being an outsider within the school, generated by

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[63]Ibid., p. 350.

[64]William Glasser, Schools Without Failure (New York: Harper and rowe, Publishers, 1969), pp. 122-124.

[65]Ibid., p. 126.

the group sessions.[66] In 1971, Wexler used a method to improve attendance which probably is feasible only in the teacher-advisor setting. Wexler used handwritten notes to show encouragement and concern regarding attendance to an experimental group of poor attenders at a New York City high school. He found that those reinforced with notes showed positive results with respect to attendance.[67]

A further innovation in the organization and operation of certain high schools was the implementation of the open campus policy. A number of high schools adopted this policy which allowed students to leave the school premises when they had no scheduled classes.[68] The major benefits of an open campus policy were increased efficiency in the use of space and increased efficiency in the teacher and paraprofessional personnel.[69] The major reason for this was the elimination of supervised study halls. In addition,

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[66]Wilma Awerback and Kathryn Fraser, "Chronic Absenteeism Decreased by Group Counseling," When Schools Care, ed. Irving Berkovitz (New York: Brunner/Hazel, Inc., 1975), pp. 145-148.

[67]Howard Wexler, "Reinforcement to Increase Class Attendance," (unpublished Doctor's dissertation, Fordham, 1971).

[68]Glenys Unruh and William H. Alexander, Innovations in Secondary Education (New York: Hold, Rinehart and Winston, Inc., 1974), p. 134.

[69]Ibid., p. 135.

administrative personnel were freed from the time consuming custodial study-containment chore. Two studies were made in this area that directly bear upon attendance. Colver and Richter reported in 1971 that homeroom attendance increased by five percent and class attendance increased by three percent. They also noted that truancy decreased and grade (achievement) levels increased for the school.[70] The staff at Belle Fourche (South Dakota) High School initiated an open campus in 1968. Graslie evaluated the effects upon the school program after five years. He found that attendance had increased while the number of discipline problems and dropout levels decreased.[71]

School Staffing and Attendance

The effect of the pupil-teacher ratio of class size upon learning has remained a controversial issue. Generally, according to Halsall, in her review of the research, investigators had found little or no significant relationship between class size and achievement.[72] Coleman noted, in

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[70]Arthur C. Colver and James P. Richter, "Yes to a Self-Directive Day," Phi Delta Kappan, 53:111-112, September, 1971.

[71]Louis Graslie, "Five Years of Open Campus," NASSP Bulletin, 57 (369):76, January, 1973.

[72]Elizabeth Halsall, The Comprehensive School (New York: Pergamon Press, 1973), pp. 155-158.

1966, that pupil-teacher ratios "showed a consistent lack of relationship to achievement among all groups under all conditions."[73]

If the results of the research in which positive relationships were shown between attendance and achievement are accepted, then it may be inferred that the pupil-teacher ratio had no effect upon attendance rates. In light of Virginia's mandated minimum pupil-teacher ratios and the tendency for minimums to become maximums, it appeared of little value to make further studies of the effect of the ratio upon learning and attendance except for purposes of replication. Yet, large classes which, when determining the pupil-teacher ratio, offset the smaller specialized classes, may have a detrimental effect upon teacher morale and motivation and may have influenced student motivation and, therefore, attendance and learning. In addition, Olson conducted a study in 1971, in which he used the Indicators of Quality to measure a system's classroom processes on four criteria: individualization, interpersonal regard, group activities and creativity. Using a classroom observation technique in 112 largely suburban schools in 11 metropolitan regions, he established a definite

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[73]James Coleman et al., Equality of Educational Opportunity (Washington, D.C.: U.S. Government Printing Office, 1966), p. 312.

relationship between class size and the criterion measures.[74] Using a near perfect linear relationship which was discovered, Olson showed that smaller classes produced significantly higher scores than did large classes. Major break points in scores in secondary schools were found between classes of 10 and under and classes of 11-15, and between classes of 11-15 and 16 and over.[75]

One staffing area in which researchers found a significant relationship between the pupil-position ratio and attendance and/or learning was the area of guidance and support personnel. A prime example of such studies was that of Wilson in 1969. Wilson made a comparative analysis of 384 school districts in Arkansas. He found a significant positive relationship between school attendance rates and the number of elementary teachers, secondary teachers, librarians, library aides, and nurses employed. He also found a significant positive relationship between school attendance rates and the presence of teacher aides, counselors, social workers, attendance workers, nurses and instructional

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[74]Martin N. Olson, "Identifying Quality in School Classrooms: Some Problems and Some Answers," APSS Know How, 22(5):45, January, 1971.

[75]Ibid.

supervisors.[76] Bryant, in 1949, also concluded that guidance and counseling of pupils had a relationship to pupil attendance and the school's holding power. As a result, Bryant recommended that Virginia continue efforts to place additional guidance personnel in its high schools.[77] In other research, it was indicated that an increase in certain guidance functions increased attendance. The implications were clear that additional guidance personnel were needed. For example, Cordell, in 1973, found that an experimental group involved in counselor structured group counseling showed a significant positive increase in attendance.[78] Similarly, McCowan, in 1968, found that individual counseling sessions twice a week yielded a significant improvement in attendance for pupils in the experimental group.[79] Campbell suggested an increase in support personnel

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[76]Leon L. Wilson, "The Relationship Between Certain Selected Factors of Title I of E.S.E.A. and School Attendance in Arkansas," (unpublished Doctor's dissertation, University of Arkansas, 1969).

[77]M. Howard Bryant, "A Study of Attendance in Waynesboro High School, 1947-49," (unpublished Master's thesis, University of Virginia, 1949).

[78]Lonnie G. Cordell, "The Effect of Structured Group Counseling on the Self Concept, Attendance, and Achievement of Absentee-Prone High School Students," (unpublished Doctor's dissertation, Ohio State University, 1973).

[79]Richard J. McCowan, "The Effects of Brief Contact Interviews with Low Ability, Low Achieving Students," The School Counselor, 15:386-389, 1968.

such as child welfare and attendance personnel as one way to combat increased truancy and absenteeism.[80] No research was cited by Campbell to substantiate his proposal; hence, there was a need for research in this area.

A common complaint among students was that teachers failed to relate well to the changing student population; nevertheless, few studies in which an attempt was made to measure the importance of staff age had been completed. Some studies were completed which were related to the question of the effect of staff age and/or experience upon achievement; however, apparently no study was made in which the attendance relationship was investigated directly. Marsh and Wilder, in their review of the literature, found that studies completed during the period 1900 through 1952 were often an interplay of teacher age and experience relating to achievement.[81] Bathurst conducted two studies, one at the high school level and the other at the elementary level and found a negative correlation between teacher age and school achievement.[82] Englehart and Tucker in 1936

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[80]Campbell, op. cit., p. 15

[81]Joseph E. Marsh and Eleanor W. Wilder, Identifying the Effective Instructor: A Review of Qualitative Studies, 1900-1952 (Chanute AFB, Ill.: Air Force Personnel and Training Center, 1954), p. 79.

[82]Ibid., p. 80.

questioned a sample of high school pupils concerning their best and worst teachers. They found of the good teachers, 23.9 percent were in the 20-29 age range; 58.1 percent were in the 30-39 age range; 13.7 percent were in the 40-49 age range; and 4.3 percent were in the 50 year and over age range. In contrast, of poor teachers 25.3 percent were in the 20-29 age range; and 6.5 percent were in the 50 year and over range.[83] Clearly, these teachers under 40 years of age received a higher relative rating than did those 40 and over. In related research, the Interstate Project for State Planning and Program Consolidation conducted a study in 1971, on the superior urban teachers.[84] The representatives of the five states involved, Connecticut, Delaware, New Jersey, New York and Pennsylvania, asked the administrators of their respective school divisions to identify their superior urban teachers. It was found that 27.6 of the superior teachers were in the 21-30 age bracket; 41.4 percent were in the 31-40 age bracket; 22.4 percent were in the 41-50 age bracket; 6.9 percent were in the 51-60 age bracket; and 1.7 percent were in the 61 years and over age bracket.[85] Similarly, in a 1973 study conducted

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[83]Ibid., p. 81.

[84]The Urban Teacher: A Preliminary Report (New York: Interstate Project for State Planning and Consolidation, May, 1971).

[85]Ibid., p. 5.

at the college level, Adams found that young teachers rated consistently higher than did older teachers. He used student evaluations covering course content and structure, instructors, long-range value of course, and the encouragement of independent thinking. The instructors were grouped by age in age categories of 20-29, 30-39, 40-49, and 50 years and over. Not only were young teachers rated higher but there was a decrease in the rating for each successive decade of age.[86]

A study conducted in New York involving student learning, Good found student achievement gains were greater when students were assigned more experienced teachers.[87] Rosenshine and Furst substantiated Good's findings but also stated clarity, variability in teaching methodology, use of curricula and the media, teacher enthusiasm and business-like behavior improved student learning.[88] Wolfe and Summers investigated school inputs including teacher experience and class size in Philadelphia and concluded both improved student academic achievement.[89]

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[86]Henry Adams, "Favorable Student Evaluations as a Function of Instructor's Age," Improving College and University Teaching, 21(1):72, Winter, 1973.

[87]James E. Good, Daniel C. Biddle and Paul L. Brophy, Teachers Make a Difference (Cincinnati: The W. H. Anderson Company, 1974), pp. 28-30.

[88]Ibid.

[89]Wolfe and Summers, op. cit.

The absence of research regarding the effect of staff age and teaching experience made substantiation of the problem difficult; even so, based on the related literature which studies student achievement and evaluation of teachers in reference to instructor's age and teaching experience, an inferential case was made to study the relationship between staff age, staff experience and attendance.

Summary

Little information was found in the literature that was definitive in relation to the extent of truancy, although concern had been expressed for the problem of truancy and absenteeism since the latter part of the nineteenth century. The studies cited included a host of variables. Also, it was noted that little research had been completed concerning the effect of school related factors upon the attendance rate; however, it was clearly demonstrated in the literature that many saw the need for such research and desired that such research be completed. It was found, that in spite of conflicting reports, that a relationship between achievement and regular attendance existed. It also was revealed that regular attendance was important in terms of educational interaction and societal economics.

The review of literature revealed school organization, in terms of school size and the related subschool concept, had an effect on school participation, student alienation, and student attendance. Some thought was given to the importance of a teacher advisor program to attendance. It was found that the open campus program had a positive effect upon attendance.

Finally, it was found that the results of research conflicted concerning the importance of pupil-staff ratio upon achievement, but a positive relationship was found between the pupil-support personnel and attendance. An inferential case for the importance of staff age and staff experience to attendance was constructed based upon the relationship between staff age and achievement.

Chapter 3

METHODOLOGY

This chapter is divided into four sections. The introduction is presented in the first section. The second section contains the population and the sample used in the study. The plan for the investigation, instrumentation and date collection are stated in the third section. The method of analysis is described in the fourth section.

Introduction

The entire Newport News Public School division was reorganized for the 1971-72 school year as a result of the decision made by the United States District Judge Walter E. Hoffman on August 12, 1971. The main thrust of the civil action suit was to desegregate the school division. This decision reorganized the racial composition of each secondary school for both student enrollment and faculty assignment.[1] The school division also decided to equalize the curriculum by offering the same courses in each secondary school.

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[1] Guy H. Quesenberry, "A Study of the Newport News Desegregation Process" (unpublished Doctor's dissertation, Virginia Polytechnic Institute and State University, 1977).

Table 3.1 contains the average daily absentee rate for the past five years. From 1972 through 1978, the researcher had been directly involved with student attendance in Newport News, Virginia and the development of the system-wide computerized attendance procedures.

Dr. Don Roberts, division superintendent was hired in 1975 and listed "improved school attendance" as a target area for the school division. This investigation was a direct result of this stated target.

A one year pilot program was approved by the superintendent's cabinet in October, 1975. The program's main thrust was to improve the communication process between the school and the home by having teachers call parents and mailing absentee notification letters. The purpose of these procedures was to provide parents with timely information concerning student absenteeism. The result of this study was the determining factor in the development of the division-wide systematic, computerized mailing procedure.

Population and Sample

The city of Newport News had a population of 138,877 and had experienced rapid growth both in the population and the economy from 1967 through 1977. The community adults attained a median of 11.35 years of education, and sustained a variety of occupations. A large number of citizens worked

Table 3.1

Average Daily Absentee Rate

Year	Denbigh	Ferguson	Menchville	Warwick	Total
1973-74	4.36	7.81	4.48	9.45	6.53
1974-75	4.89	10.30	8.29	10.81	8.57
1975-76	7.12	10.32	9.83	7.65	8.73
1976-77	8.36	10.90	10.70	10.97	10.23
1977-78	7.85	11.08	10.39	8.48	9.45

for the Newport News Shipbuilding and Dry Dock Company, the Chesapeake and Ohio port facilities, and several military installations. Other mainstays of employment during the rapid period of economic growth were the Veterans Administration Hospital, the Bendix Electronic Plant, the United States Postal System, the American Oil Company Refinery, the Dow Chemical Plant and the Anheuser-Busch Brewery as well as numerous small manufacturers and retail, wholesale, and service businesses. The fishing, oystering, tourist and recreational industries also employed a large number of adults. Several colleges, including the College of William and Mary, Thomas Nelson Community College, Hampton Institute and Christopher Newport College provided the city with educational as well as occupational opportunities.

The school division had an assessed value of $589,094,000 and included thirty elementary (K-7), four intermediate (8-9) and four senior (10-12) high schools. The total school enrollment for 1977-78 was 29,346. The per pupil expenditure was $1258.30, with the average teacher salary of $12,940.00 and experience of 13+ years. The pupil-teacher ratios were 24 to 1 at the elementary program and 19 to 1 at the intermediate and high school level.

The sample for the investigation included 6,691 students and 385 instructional personnel from the four senior high schools. The students and school staffs were

grouped by their assigned schools based on the 1971 court desegregation decision.

Plan for the Investigation

Based on the review of the related literature, analysis was necessary to compare each school on various factors which affected school attendance. In the review, it was noted that socioeconomic status was one of the most reliable predictors of school success. Other research conducted, concluded that certain faculty-staff characteristics and student academic success contributed to better school attendance.

Each school was compared in three areas. Socioeconomic data, family income level and parental educational attainment level were the first variables investigated. The age, sex, teaching experience and educational qualifications of each faculty member were also examined. Finally, two student body characteristics, sex and SRA scores, were analyzed to determine if any differences existed between each school.

Information from the 1970 United States Bureau of the Census was obtained from Newport News' City Planning Department. Each school's attendance area contained several census tracts. The family income level for each school was calculated by dividing the level of income of

all families in Newport News into five groups. The data were categorized by placing the total number of families into the appropriate sub-group. The total for each school attendance area was derived by adding the total in each sub-group.

The parental education attainment level of each school was derived by dividing the total school years completed of persons 25 years and over into five sub-groups. Data were collected and categorized by placing the total number of individuals into the appropriate sub-group. Totals for each school's attendance area was obtained by adding the proper sub-groups.

In order to obtain related staff characteristics from each high school, a questionnaire[2] was sent to each school principal. The principal was asked to identify and to quantify the sex, age, teaching experience and educational qualifications of the staff. The teaching experience, age and educational qualifications were categorized into four sub-groups. In addition, each school's student population was compared on sex composition and the 1976 eleventh grade SRA scores in reading, language arts, mathematics, social studies, science and use of sources.

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[2]See Appendix A.

A research design based on the 1977-78 official daily high school attendance reports for the Newport News School System was utilized in this study. The daily absentee rate, the daily truant rate, the daily classes missed rate, and the daily truant classes missed rate were recorded for the entire school year.

Finally, a second questionnaire was used to collect data for this study. This questionnaire[3] was sent to all high school teachers in Newport News at the conclusion of each semester. The teacher was directed to furnish course failure information.

The factors used in the questionnaire to measure the school effects of staffing and student characteristics were chosen and developed based upon the review of the literature. To maintain the validity of the instruments, only terms which were widely accepted and known by the profession were used in the questionnaire. Because the principals were required to complete the questionnaire using specific quantitative data, there was little opportunity for subjective responses; hence, the question of reliability was not considered an issue. The teacher instrument was subject to subjective responses particularly in requested reasons for course failure.

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[3]See Appendix B.

The basic instrument used to collect data was the daily attendance printout for each high school in Newport News. All secondary school students enrolled in the division were assigned to classes by a Honeywell 411 Computer System. Each teacher was given a computerized attendance card for every student assigned to his/her classes. The card[4] was prepunched with the student's name, identification number, telephone number, room assignment, period and course name. To report a student absent from class, the teacher sent the attendance card to the main administrative office of the school. At the conclusion of each school day, all collected cards were sent to the data processing center. An alphabetical list of all students who missed one or more classes was generated. This list[5] contained the student's name, identification number, grade level, telephone number and class schedule. Included on the list was the specific class(es) missed for the day, the number of classes missed from each assigned class for the semester, the number of year to date absences, monthly absences, the year to date classes missed and the monthly classes missed. A student was considered absent from school for the entire day if he/she missed four or more classes. The list and absentee cards were returned to the school the following morning for use that day.

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[4]See Appendix C. [5]See Appendix D.

The printout listed all students who missed one or more classes each day and the yearly mean was tabulated in the following areas: (1) daily absentee rate; (2) daily truant rate; (3) daily classes missed rate; and (4) daily truant classes missed rate.

The computer was programmed to print gummed labels with the student's name, address, identification number and school number each time a student accumulated five absences in one class. These labels[6] were printed each Friday, returned to the school on the following Monday, placed on the appropriate attendance letters and mailed home the following day. The main purpose of the letters[7] was to provide parents with timely information concerning their child's school attendance.

Finally, the total number of dropouts was obtained from the principal's annual report to the state department of education. All students who withdrew from school and did not enter another public or private school during 1977-78 school term were considered dropouts.

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[6]See Appendix E

[7]See Appendix F; see also Appendix G.

Method of Analysis and Hypotheses

As a consequence of the substantive differences in the variables to be tested, it was necessary to divide the investigation into two parts. In order to determine the comparability of the schools, based on the criterion variables mentioned in the review of the related literature, it was necessary to descriptively examine each school. The family income level, the parental educational attainment level, the sex, age, teaching experience and educational qualifications of the faculties, and the sex composition of the students were tabulated into frequency distributions. Chi-square was used to test the statistically significant differences among schools.

Three sub-hypotheses were developed and tested by Chi-square to determine if the school which used Policy A was different from the schools which used Policy B, C or D. To conclude part one, the t-test was used to examine the school which used Policy A with the school which used Policy B, C or D on the remaining criterion variables: the 1976 SRA scores in reading, language arts, mathematics, social studies, science and the use of sources.

Part two of the study analyzed the relationship among the four levels of the variate (Policy A, B, C and D) and seven criterion variables. Analysis of variance was used to determine statistically significant differences in the

following areas: the daily absentee rate, the daily truant rate, the daily classes missed rate, the daily truant classes missed rate, the semester course failure rate, the semester-attendance course failure rate, and the dropout rate. The Duncan Multiple Range Test was employed to reveal significant differences between the school which used Policy A and the school which used Policy B, C or D.

All hypotheses were stated in the null form and the level of confidence was set at .05. The computer services of Virginia Polytechnic Institute and State University were utilized to develop analyses for the investigation. The analyses were made through the 1976 version of the Statistical Analysis System (SAS) developed at North Carolina State University.

Chapter 4

ANALYSIS OF THE DATA

The purpose of this chapter was to present and to analyze the data which were collected for the investigation. Through analyses of the data, decisions were made to determine whether or not there was a significant difference between the four levels of the variate (school policies) and the criterion variables.

This chapter is organized into three sections considered appropriate for reporting comprehensive analyses of the data. The data collection procedures are described in the first section. In the second section, the tests of the hypotheses are described. A statistical analysis of each of the hypotheses developed for the investigation is presented in the third section.

Data Collection Procedures

The population of the study included 385 teachers and 6,691 students from the four high schools in Newport News, Virginia during the 1977-78 school term. The investigation was divided into two parts: (1) a comparison between schools was conducted based on the criterion variables found in the review of the related literature and

(2) an analysis of the effects of specific attendance policies (levels of the variate) on student attendance rates (criterion variables).

The first part of the study was to compare each school in the following areas: family income level and parental educational attainment level; faculty assignment by sex, age, experience and qualifications; and student sex composition and their 1976 eleventh grade SRA scores. Information from the 1970 United States Bureau of the Census was obtained from Newport News' Planning Department. Family income level and parental educational attainment level were divided into five sub-groups considered appropriate for the study as indicated in Tables 4.1 and 4.2. The census tracts were grouped into school attendance zones. It was noted that eleven census tracts contained more than one school attendance zone. From school student address records, it was determined how many students lived in the involved tract. The average family income level and the average parental educational attainment level of each of the involved census tracts were placed in the appropriate school attendance area according to the number of students who resided in that tract.

For the next data collection procedure, a questionnaire was sent to each high school principal in Newport News to collect data concerning the characteristics of the

Table 4.1

Socioeconomic Data: Family Income Level

School	$ 0 - 4,999	$5,000- 9,999	$10,000- 14,999	$15,000- 24,999	$25,000- up	Total	$Mean
Denbigh (B)							
Raw Data	996	1,944	1,493	943	95	5,471	$9,995
%-Age	18.21	35.53	27.29	17.24	1.78	100.00	
Ferguson (C)							
Raw data	1,645	2,177	2,274	1,932	560	8,588	$12,822
%-age	19.15	25.35	26.47	22.50	6.53	100.00	
Menchville (D)							
Raw data	2,268	3,522	2,577	1,516	285	10,168	$11,124
%-age	22.31	34.64	25.34	14.91	2.80	100.00	
Warwick (A)							
Raw data	2,038	3,861	2,619	1,039	74	9,631	$9,097
%-age	21.16	40.09	27.19	10.79	.77	100.00	

Table 4.2

Socioeconomic Data: Parental Educational Attainment Level
Persons 25 years and Over

School	0-8	9-11	12	13-15	16-up	Total	Mean
Denbigh (B)							
Raw Data	1,153	1,700	4,095	1,460	1,680	10,088	12.54
%-age	11.44	16.85	40.59	14.47	16.65	100.00	
Ferguson (C)							
Raw data	3,783	4,183	4,749	2,381	2,811	17,907	11.96
%-age	21.13	23.36	26.52	13.29	15.70	100.00	
Menchville (D)							
Raw Data	6,094	4,478	5,335	1,946	2,114	19,967	11.05
%-age	30.52	22.43	26.72	9.75	10.58	100.00	
Warwick (A)							
Raw Data	6,268	5,174	4,531	1,223	1,060	18,256	10.41
%-age	34.33	28.34	24.82	6.70	5.81	100.00	

staff at the school. The principal was asked to identify and to quantify the sex, age, teaching experience and educational qualification of the faculty as indicated in Table 4.3. The questionnaire[1] was developed based on the review of the related literature. No table of returns from the principals is included because there was a 100% return.

To conclude part one of the investigation, it was necessary to obtain the 1976 SRA scores for all eleventh graders in Newport News in the following areas: reading, language arts, mathematics, social studies, science and use of sources. The computerized records were acquired from the school division's Research and Computer Science Department.

The second part of the investigation was based on the official 1977-78 daily attendance reports from each high school. The study compared the specific attendance policy used by each high school and analyzed its effect on the daily absentee rate, the daily truant rate, the daily classes missed rate, and the daily truant classes missed rate. A second questionnaire was developed to secure course failure information. The questionnaire[2] was sent

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[1]See Appendix A.

[2]See Appendix B.

Table 4.3

Staff Characteristics: Sex Composition, Teaching Experience Age, and Educational Qualifications

School	Sex Composition			Teaching Experience				
	Male	Female	Total	0-5 yrs.	6-10 yrs.	11-15 yrs.	16-up yrs.	Totals
Denbigh (B)								
Raw Data	31	58	89	15	20	26	28	89
%-age	34.23	65.17		17.86	22.47	29.21	31.46	
Ferguson (C)								
Raw Data	31	66	97	22	23	28	24	97
%-age	36.96	68.04		22.68	23.71	28.87	24.74	
Menchville (D)								
Raw Data	43	69	112	11	16	64	21	112
%-age	38.39	61.61		9.82	14.29	54.14	18.75	
Warwick (A)								
Raw Data	33	54	87	20	24	12	31	87
%-age	37.93	69.07		22.99	27.59	13.79	35.63	
Totals								
Raw Data	138	247	385	68	83	130	104	385
%-age	35.84	64.16		17.66	21.56	33.77	27.01	

School	Age					Educational Qualifications				
	20-29	30-39	40-49	50-up	Total	BA	BA-10	BA-20	M-up	Total
Denbigh (B)										
Raw Data	12	45	19	13	89	20	13	12	44	89
%-age	13.48	50.56	21.35	14.61		22.47	14.61	13.48	49.44	
Ferguson (C)										
Raw Data	20	42	21	14	97	19	22	12	44	97
%-age	20.62	43.30	21.65	14.43		19.59	22.68	12.37	45.36	
Menchville (D)										
Raw Data	31	36	35	10	112	9	12	39	52	112
%-age	27.68	32.14	31.25	8.93		8.04	10.71	34.92	46.43	
Warwick (A)										
Raw Data	12	37	18	20	87	25	12	10	40	87
%-age	13.79	42.53	20.69	22.99		28.74	13.79	11.49	45.98	
Total										
Raw Data	75	160	93	57	385	73	59	73	180	385
%-age	19.48	41.56	24.16	14.80		18.96	15.32	18.96	45.75	

to each high school teacher at the conclusion of each semester. The distribution of useable questionnaires is exhibited in Table 4.4. Of the 770 questionnaires sent, 728 useable questionnaires or 94.55 percent were returned. In order to complete part two of the study, dropout information was obtained from each high school principal's annual report to the State Department of Education.

Tests of Hypotheses

In this section, the method of the analysis of each of the hypotheses are presented. Hypotheses HO_{1a} through HO_{1g} were tested by the Chi-square statistical technique. Hypotheses HO_{1h} through HO_{1m} were analyzed by the use of the t-test. Three additional sub-hypotheses were developed from each hypothesis in order to compare the school using Policy A with the school using Policies B, C and D.

Analysis of variance was used to determine an F value and the Duncan Multiple Range test was calculated to examine the levels of the variate (school policy) in hypotheses HO_2 through HO_7. In order to evaluate first and second semester failure rates, hypotheses HO_6 and HO_7 were tested for each semester.

Hypothesis HO_8 was analyzed by the z-score statistical procedure. Three sub-hypotheses were developed and tested to compare the dropout rate of the school using

Table 4.4

Distribution of Returns

Questionnaire II

	School	Questionnaires Sent	Useable Questionnaires Returned	Percent Returned
1st Semester	Warwick (A)	87	87	100.00
	Denbigh (B)	89	82	92.13
	Ferguson (C)	97	92	94.85
	Menchville (D)	112	102	91.07
	TOTAL	385	363	94.29
2nd Semester	Warwick (A)	87	87	100.00
	Denbigh (B)	89	85	95.51
	Ferguson (C)	97	90	92.78
	Menchville (D)	112	103	91.96
	TOTAL	385	365	94.81
	GRAND TOTAL	770	728	94.55

Policy A with the schools using Policies B, C and D. All hypotheses in the investigation were tested at the .05 level of confidence.

Analysis of the Hypotheses

In analyzing each hypotheses, the following format was used: (1) the hypothesis was stated, (2) related statistical analysis and data were reviewed, and (3) using this analysis, the determination to accept or reject the hypothesis was made.

Null Hypothesis$_{1a}$

> There is no significant difference among schools using Policy A, B, C or D and the family income level at each school.

Analysis of the data revealed the Chi-square to be 1,301.45 with 12 degrees of freedom. There was a statistically significant difference between schools as indicated in Table 4.5. The school using Policy A tended to have a lower family income level than did the schools using Policy B, C or D. Hypothesis $_{1a}$ was rejected.

Sub-hypothesis$_{1a1}$

There is no significant difference between schools using Policy A or B and the family income level at each school.

Table 4.5

Family Income Level and School Using Policy A, B, C or D

School Policy	$0,000-4,999	$5,000-9,999	$10,000-14,999	$15,000-24,999	$25,00-Over	Total
A	2038	3861	2619	1039	74	9631
B	995	1944	1493	943	95	5471
C	1646	2177	2274	1932	560	8588
D	2268	3522	2577	1516	285	10168
Total	6947	11504	8963	5430	1014	33858

Chi-square = 1301.45* 12 degrees of freedom

*significant at the .05 level

Analysis of the data revealed a Chi-square of 173.75 with 3 degrees of freedom. There was a statistically significant difference between the schools using Policy A or B and their family income level. The school using Policy A tended to have a lower family income level than did the school using Policy B. Sub-hypothesis$_{1a1}$ was rejected.

Sub-hypothesis$_{1a2}$

There is no significant difference between schools using Policy A or C and the family income level at each school.

Analysis of the data revealed a Chi-square of 1120.83 with 3 degrees of freedom. There was a statistically significant difference between the schools using Policy A or C and their family income level. The school using Policy A tended to have a lower family income level than did the school using Policy C. Sub-hypothesis$_{1a2}$ was rejected.

Sub-hypothesis$_{1a3}$

There is no significant difference between schools using Policy A or D and the family income level at each school.

Analysis of the data revealed a Chi-square of 227.85 with 3 degrees of freedom. There was a

statistically significant difference between the schools using Policy A or D and their family income level. The school using Policy A tended to have a lower family income level than did the school using Policy D. Sub-hypothesis$_{1a3}$ was rejected.

Null Hypothesis$_{1b}$

> There is no significant difference among schools using Policy A, B, C or D and the parental educational attainment level at each school.

Analysis of the data revealed the Chi-square to be 4232.86 with 12 degrees of freedom. There was a statistically significant difference between schools as indicated in Table 4.6. The school using Policy A tended to have a lower parental educational attainment level than did the schools using Policy B, C or D. Hypothesis$_{1b}$ was rejected.

Sub-hypothesis$_{1b1}$

There is no significant difference between schools using Policy A or B and the parental educational attainment level at each school.

Analysis of the data revealed a Chi-square of 3392.98 with 3 degrees of freedom. There was a statistically significant difference between the schools using Policy A or B and their parental educational attainment level. The school using Policy A tended to have a lower parental educational attainment level than did the

Table 4.6

Parental Educational Attainment Level and Schools Using Policy A, B, C or D

School Policy	0-8 yrs.	9-11 yrs.	12 yrs.	13-15 yrs.	16 yrs.- Over	Total
A	6268	5174	4531	1223	1060	18256
B	1153	700	4095	1460	1680	10088
C	3783	183	4749	2381	2811	17907
D	6094	4478	5335	1946	2114	19967
Total	17298	15535	18710	7010	7665	66218

Chi-square = 4234.86* 12 degrees of freedom

*significant at the .05 level

school using Policy B. Sub-hypothesis$_{1b1}$ was rejected.

Sub-hypothesis$_{1b2}$

There is no significant difference between schools using Policy A or C and the parental educational attainment level at each school.

Analysis of the data revealed a Chi-square of 1884.44 with 3 degrees of freedom. There was a statistically significant difference between the schools using Policy A or C and their parental educational attainment level. The school using Policy A tended to have a lower parental educational attainment level than did the school using Policy C. Sub-hypothesis$_{1b2}$ was rejected.

Sub-hypothesis$_{1b3}$

There is no significant difference between schools using Policy A or D and the parental educational attainment level at each school.

Analysis of the data revealed a Chi-square of 558.03 with 3 degrees of freedom. There was a statistically significant difference between the schools using Policy A or D and their parental educational attainment level. The school using Policy A tended to have a lower parental educational attainment level than did the school using Policy D. Sub-hypothesis$_{1b3}$ was rejected.

Null Hypothesis$_{1c}$

There is no significant difference among schools using Policy A, B, C or D and the sex composition of faculty at each school.

Analysis of the data revealed the Chi-square to be 1.33 with 3 degrees of freedom. There was no statistically significant difference between school as indicated in Table 4.7. Hypothesis$_{1c}$ was accepted.

Sub-hypothesis$_{1c1}$

There is no significant difference between schools using Policy A or B and the sex composition of the faculty at each school.

Analysis of the data revealed a Chi-square of .10 with 1 degree of freedom. There was no statistically significant difference between schools using Policy A or B and their staff sex composition. Sub-hypothesis$_{1c1}$ was accepted.

Sub-hypothesis$_{1c2}$

There is no significant difference between schools using Policy A or C and the sex composition of the faculty at each school.

Analysis of the data revealed a Chi-square of .86 with 1 degree of freedom. There was no statistically significant difference between schools using Policy A or C and their staff sex composition. Sub-hypothesis$_{1c2}$ was accepted.

Table 4.7

Staff Sex Composition and Schools Using Policy A, B, C or D

School Policy	Male	Female	Total
A	33	54	87
B	31	58	89
C	31	66	97
D	43	69	112
Total	138	247	385

Chi-square = 1.33* 3 degrees of freedom

*not significant at the .05 level

Sub-hypothesis$_{1c3}$

There is no significant difference between schools using Policy A or D and the sex composition of the faculty of each school.

Analysis of the data revealed a Chi-square of .00 with 1 degree of freedom. There was no statistically significant difference between schools using Policy A or D and their sex composition. Sub-hypothesis$_{1c3}$ was accepted.

Null Hypothesis$_{1d}$

> There is no significant difference among schools using Policy A, B, C or D and the age composition of the faculty at each school.

Analysis of the data revealed a Chi-square of 20.06 with 9 degrees of freedom. There was a statistically significant difference between the schools as indicated in Table 4.8. The school using Policy A had a greater number of teachers in the 50 years and up while the school using Policy D had a greater number of teachers in the 20-29 years category than did the schools using Policy B or C. Hypothesis$_{1d}$ was rejected.

Sub-hypothesis$_{1d1}$

There is no significant difference between schools using Policy A or B and the age composition of the faculty of each school.

Analysis of the data revealed a Chi-square of 2.72

Table 4.8

Staff Age Composition and Schools Using Policy A, B, C or D

School Policy	20-29 yrs.	30-39 yrs.	40-49 yrs.	50 yrs. up	Total
A	12	37	18	20	87
B	12	45	19	13	89
C	20	42	21	14	97
D	31	36	35	10	112
Total	75	160	93	57	385

Chi-square = 20.06* 9 degrees of freedom

*significant at the .05 level

with 3 degrees of freedom. There was no statistically significant difference between schools using Policy A or B and their staff age composition. Sub-hypothesis$_{1d1}$ was accepted.

Sub-hypothesis$_{1d2}$

There is no significant difference between schools using Policy A or C and the age composition of the faculty at each school.

Analysis ofthe data revealed a Chi-square of 3.31 with 3 degrees of freedom. There was no statistically significant difference between schools using Policy A or C and their staff age composition. Sub-hypothesis$_{1d2}$ was accepted.

Sub-hypothesis$_{1d3}$

There is no significant difference between schools using Policy A or D and the age composition of the faculty at each school.

Analysis of the data revealed a Chi-square of 14.58 with 3 degrees of freedom. There was a statistically significant difference between the schools using Policy A or D and their staff age composition. The school using Policy A had a greater number of teachers in the 50 years and older category and had a smaller number of teachers in the 20-29 years of age category than did the school using Policy D. Sub-hypothesis$_{1d3}$ was rejected.

Null Hypothesis$_{1e}$

There is no significant difference among schools using Policy A, B, C or D and the teaching experience of the faculty at each school.

Analysis of the data revealed the Chi-square to be 47.64 with 9 degrees of freedom. There was a statistically significant difference between schools as indicated in Table 4.9. The school using Policy D tended to have a smaller number of teachers with 0-5 years of teaching experience and a smaller number of teachers with 16 or more years of teaching experience than did the schools using Policy A, B or C. Hypothesis1_e was rejected.

Sub-hypothesis$_{1e1}$

There is no significant difference between schools using Policy A or B and the teaching experience of the faculty at each school.

Analysis of the data revealed a Chi-square of 6.82 with 3 degrees of freedom. There was no statistically significant difference between schools using Policy A or B and their staff teaching experience. Sub-hypothesis$_{1e1}$ was accepted.

Sub-hypothesis$_{1e2}$

There is no significant difference between schools using Policy A or C and the teaching experience of the faculty at each school.

Table 4.9

Staff Teaching Experience and Schools Using Policy A, B, C or D

School Policy	0-5 yrs.	6-10 yrs.	11-15 yrs.	16-up	Total
A	20	24	12	31	87
B	15	20	26	28	89
C	22	23	28	24	97
D	11	16	64	21	112
Total	68	83	130	104	385

Chi-square = 47.64* 9 degrees of freedom

*significant at the .05 level

Analysis of the data revealed a Chi-square of 6.47 with 3 degrees of freedom. There was no statistically significant difference between schools using Policy A or C and their staff teaching experience. Sub-hypothesis$_{1e2}$ was accepted.

Sub-hypothesis$_{1e3}$

There is no significant difference between schools using Policy A or D and the teaching experience of the faculty at each school.

Analysis of the data revealed a Chi-square of 37.14 with 3 degrees of freedom. There was a statistically significant difference between schools using Policy A or D and their staff teaching experience. The school using Policy A had a greater number of teachers with 0-5 years of experience and a greater number of teachers with 16 or more years of experience but had a smaller number of teachers with 11-15 years of experience than did the school using Policy D. Sub-hypothesis$_{1e3}$ was rejected.

Null Hypothesis$_{1f}$

> There is no significant difference among schools using Policy A, B, C or D and the educational qualifications of the faculty at each school.

Analysis of the data revealed a Chi-square of 37.64 with 9 degrees of freedom. There was a statistically significant difference between schools as indicated in

Table 4.10. The school using Policy D had a smaller number of teachers with minimum educational qualifications and a greater number of teachers with 11 to 20 hours of graduate work than did schools using Policy A, B or C. Hypothesis$_{1f}$ was rejected.

Sub-hypothesis$_{1f1}$

There is no significant difference between schools using Policy A or B and the educational qualifications of the faculty at each school.

Analysis of the data revealed a Chi-square of 1.18 with 3 degrees of freedom. There was no statistically significant difference between schools using Policy A or B and their staff educational qualifications. Sub-hypothesis $_{1f1}$ was accepted.

Sub-hypothesis$_{1f2}$

There is no significant difference between schools using Policy A or C and the educational qualifications of the faculty at each school.

Analysis of the data revealed a Chi-square of 3.35 with 3 degrees of freedom. There was no statistically significant differences between schools using Policy A or C and their faculty educational qualifications. Sub-hypothesis$_{1f2}$ was accepted.

Table 4.10

Staff Educational Qualifications and Schools Using Policy A, B, C or D

School Policy	BA	BA-10	BA-20	M	Total
A	25	12	10	40	87
B	20	13	12	44	89
C	19	22	12	44	97
D	9	12	39	52	112
Total	73	59	73	180	385

Chi-square = 37.64* 9 degrees of freedom

*significant at the .05 level

Sub-hypothesis$_{1f3}$

There is no significant difference between schools using Policy A or D and the educational qualifications of the faculty at each school.

Analysis of the data revealed a Chi-square of 17.63 with 3 degrees of freedom. The school using Policy D had a smaller number of teachers with minimum educational qualifications and a larger number of teachers with 11 to 20 semester hours of graduate work than did the school using Policy A. Sub-hypothesis$_{1f3}$ was rejected.

Null Hypothesis $_{1g}$

There is no significant difference among schools using Policy A, B, C or D and the sex composition of the students at each school.

Analysis of the data revealed a Chi-square of 1.81 with 3 degrees of freedom. There was no statistically significant difference between schools as indicated in Table 4.11. Hypothesis$_{1g}$ was accepted.

Sub-hypothesis$_{1g1}$

There is no significant difference between schools using Policy A or B and the sex composition of the students at each school.

Analysis of the data revealed a Chi-square of .24 with 1 degree of freedom. There was no statistically significant difference in schools using Policy A or B and their

Table 4.11

Student Sex Composition and Schools Using Policy A, B, C, or D

School Policy	Male	Female	Total
A	779	755	1534
B	799	801	1600
C	795	769	1564
D	1039	954	1993
Total	3412	3279	6691
	Chi-square = 1.81*	3 degrees of freedom	

*not significant at the .05 level

student sex composition. Sub-hypothesis$_{1g1}$ was accepted.

Sub-hypothesis$_{1g2}$

There is no significant difference between schools using Policy A or C and the sex composition of the students at each school.

Analysis of the data revealed a Chi-square of .66 with 1 degree of freedom. There was no statistically significant difference in schools using Policy A or C and their student sex composition. Sub-hypothesis$_{1g2}$ was accepted.

Sub-hypothesis$_{1g3}$

There is no significant difference between schools using Policy A or D and the sex composition of the students at each school.

Analysis of the data revealed a Chi-square of .00 with 1 degree of freedom. There was no statistically significant difference in schools using Policy A or D and their student sex composition. Sub-hypothesis$_{1g3}$ was accepted.

Null Hypothesis$_{1h1}$

There is no significant difference between schools using Policy A or B and their reading scores.

Analysis of the data revealed a t-test of -8.0200. There was a statistically significant difference between schools as indicated in Table 4.12. The school using

Table 4.12

SRA Reading Scores and Schools
Using Policy A, B, C or D

School Policy	N	$\bar{X}$	σ	t-test score (A-B)	t-test score (A-C)	t-test score (A-D)
A	455	12.5	5.5	-8.0200*		
B	450	15.7	5.9		.7830**	
C	445	12.8	6.0			-15.7750*
D	484	14.8	6.2			

*significant at the .05 level

**not significant at the .05 level

Policy A tended to have a lower reading score than did the school using Policy B. Hypothesis HO_{1h1} was rejected.

Null Hypothesis$_{1h2}$

There is no significant difference between schools using Policy A or C and the reading scores of the students at each school.

Analysis of the data revealed a t-test of .7830. There was no statistically significant difference between schools as indicated in Table 4.12. Hypothesis HO_{1h2} was accepted.

Null Hypothesis$_{1h3}$

There is no significant difference between schools using Policy A or D and the reading scores of the students at each school.

Analysis of the data revealed a t-test of -15.7750. There was a statistically significant difference between schools as indicated in Table 4.12. The school using Policy A tended to have a lower reading score than did the school using Policy B. Hypothesis HO_{1h3} was rejected.

Null Hypothesis$_{1i1}$

There is no significant difference between schools using Policy A or B and the language arts scores of the students at each school.

Analysis of the data revealed a t-test of -5.4456. There was a statistically significant difference between

schools as indicated in Table 4.13. The school using Policy A tended to have a lower language arts score than did the school using Policy B. Hypothesis HO_{1i1} was rejected.

Null Hypothesis$_{1i2}$

There is no significant difference between schools using Policy A or C and the language arts scores of the students at each school.

Analysis of the data revealed a t-test of .0000. There was no statistically significant difference between schools as indicated in Table 4.13. Hypothesis HO_{1i2} was accepted.

Null Hypothesis$_{1i3}$

There is no significant difference between schools using Policy A or D and the language arts scores of the students at each school.

Analysis of the data revealed a t-test of -3.4682. There was a statistically significant difference between schools as indicated in Table 4.13. The school using Policy A tended to have a lower language arts score than did the school using Policy D. Hypothesis HO_{1i3} was rejected.

Null Hypothesis$_{1j1}$

There is no significant difference between schools using Policy A or B and the mathematics scores of the students at each school.

Table 4.13

SRA Language Arts Scores and Schools
Using Policy A, B, C or D

School Policy	N	$\bar{X}$	σ	t-test score (A-B)	t-test score (A-C)	t-test score (A-D)
A	447	13.2	5.2	-5.4456*		
B	441	15.1	5.2		0.0000**	
C	438	13.2	5.6			-3.4682*
D	528	14.4	5.6			

*significant at the .05 level

**not significant at the .05 level

Analysis of the data revealed a t-test of -6.8930. There was a statistically significant difference between schools as indicated in Table 4.14. The school using Policy A tended to have a lower mathematics score than did the school using Policy B. Hypothesis HO_{1j1} was rejected.

Null Hypothesis$_{1j2}$

There is no significant difference between schools using Policy A or C and the mathematics scores of the students at each school.

Analysis of the data revealed a t-test of -2.0871. There was a statistically significant difference between schools as indicated in Table 4.14. The school using Policy A tended to have a lower mathematics score than did the school using Policy C. Hypothesis HO_{1j2} was rejected.

Null Hypothesis$_{1j3}$

There is no significant difference between schools using Policy A or D and the mathematics scores of the students at each school.

Analysis of the data revealed a t-test of -5.5732. There was a statistically significant difference between schools as indicated in Table 4.14. The school using Policy A tended to have a lower mathematics score than did the school using Policy D. Hypothesis HO_{1j3} was rejected.

Table 4.14

SRA Mathematics Scores and Schools
Using Policy A, B, C or D

School Policy	N	$\bar{X}$	σ	t-test score (A-B)	t-test score (A-C)	t-test score (A-D)
A	440	11.6	5.2	-6.8930*		
B	445	14.3	6.4		-2.0871*	
C	435	12.4	6.1			-5.5732*
D	524	13.7	6.5			

*significant at the .05 level

Null Hypothesis$_{1k1}$

There is no significant difference between schools using Policy A or B and the social studies scores of the students at each school.

Analysis of the data revealed a t-test of -7.5046. There was a statistically significant difference between schools as indicated in Table 4.15. The school using Policy A tended to have a lower social studies score than did the school using Policy B. Hypothesis HO_{1k1} was rejected.

Null Hypothesis$_{1k2}$

There is no significant difference between schools using Policy A or C and the social studies scores of the students at each school.

Analysis of the data revealed a t-test of -1.0537. There was no statistically significant difference as indicated in Table 4.15. Hypothesis HO_{1k2} was accepted.

Null Hypothesis$_{1k3}$

There is no significant difference between schools using Policy A or D and the social studies scores of the students at each school.

Analysis of the data revealed a t-test of -4.7331. There was a statistically significant difference between schools as indicated in Table 4.15. The school using Policy A tended to have a lower social studies score than did

Table 4.15

SRA Social Studies Scores and Schools
Using Policy A, B, C or D

School Policy	N	$\bar{X}$	σ	t-test score (A-B)	t-test score (A-C)	t-test score (A-D)
A	435	12.1	5.4	-7.5046*		
B	434	14.9	5.6		-1.0537**	
C	436	12.5	5.8			-4.7331*
D	479	13.9	6.1			

*significant at the .05 level

**not significant at the .05 level

the school using Policy D. Hypothesis HO_{1k3} was rejected.

Null Hypothesis$_{111}$

There is no significant difference between the schools using Policy A or B and the science scores of the students at each school.

Analysis of the data revealed a t-test of -8.6560. There was a statistically significant difference between schools as indicated in Table 4.16. The school using Policy A tended to have a lower science score than did the school using Policy B. Hypothesis HO_{111} was rejected.

Null Hypothesis$_{112}$

There is no significant difference between the schools using Policy A or C and the science scores of the students at each school.

Analysis of the data revealed a t-test of -1.0917. There was no statistically significant difference between the schools as indicated in Table 4.16. Hypothesis HO_{112} was accepted.

Null Hypothesis$_{113}$

There is no significant difference between the schools using Policy A or C and the science scores of the students at each school.

Analysis of the data revealed a t-test of -6.2154. There was a statistically significant difference between

Table 4.16

SRA Science Scores and Schools
Using Policy A, B, C or D

School Policy	N	$\bar{X}$	σ	t-test score (A-B)	t-test score (A-C)	t-test score (A-D)
A	433	12.1	6.5	-8.6560*		
B	430	15.9	6.4		-1.0917**	
C	436	12.6	7.0			-6.2154*
D	492	14.8	6.7			

*significant at the .05 level

**not significant at the .05 level

schools as indicated in Table 4.16. The school using Policy A tended to have a lower science score than did the school using Policy D. Hypothesis HO_{113} was rejected.

Null Hypothesis$_{1m1}$

There is no significant difference between schools using Policy A or B and the use of sources scores of the students at each school.

Analysis of the data revealed a t-test of -8.0794. There was a statistically significant difference between schools as indicated in Table 4.17. The school using Policy A tended to have a lower use of sources score than did the school using Policy B. Hypothesis HO_{1m1} was rejected.

Null Hypothesis$_{1m2}$

There is no significant difference between schools using Policy A or C and the use of sources scores of the students at each school.

Analysis of the data revealed a t-test of -.6033. There was no statistically significant difference between the schools as indicated in Table 4.17. Hypothesis HO_{1m2} was accepted.

Null Hypothesis$_{1m3}$

There is no significant difference between the schools using Policy A or D and the use of sources scores of

Table 4.17

SRA Use of Sources Scores and Schools
Using Policy A, B, C or D

School Policy	N	$\bar{X}$	σ	t-test score (A-B)	t-test score (A-C)	t-test score (A-D)
A	433	12.0	6.2	-8.0794*		
B	453	15.5	6.7		-.6033**	
C	453	12.6	6.8			-5.9143*
D	529	14.5	6.9			

*significant at the .05 level

**not significant at the .05 level

the students at each school.

Analysis of the data revealed a t-test of -5.9143. There was a statistically significant difference between the schools as indicated in Table 4.17. The school using Policy A tended to have a lower use of sources score than did the school using Policy D. Hypothesis HO_{1m3} was rejected.

Null Hypothesis$_2$

> There is no significant difference among schools using Policy A, B, C or D and the daily absentee rate at each school.

Analysis of the data revealed an F value of 92.48 with 3 degrees of freedom. The analysis of variance procedure was used to determine that there was a statistically significant difference between schools as indicated in Table 4.18. Computation of the Duncan Multiple Range Test revealed the school using Policy A tended to have a lower daily absentee rate than did the schools using Policy C or D However, the school using Policy A tended to have a higher daily absentee rate than did the school using Policy B. Table 4.19 contains this data. Hypothesis HO_2 was rejected.

Null Hypothesis$_3$

> There is no significant difference among schools using Policy A, B, C or D and the daily truant rate at each school.

Analysis of the data revealed an F value of 76.08 with 3 degrees of freedom. The analysis of variance procedure

Table 4.18

Daily Absentee Rate and the Schools Using Policy A, B, C or D

Source	df	Sum of Squares	Mean Square	F Value
School Policy	3	1153.266	384.422	92.48*
Days	163	3561.292	21.848	5.26
Error	489	2032.656	4.157	
Total	655	6747.214	10.301	

*significant at the .05 level

Table 4.19

Comparison of Daily Absentee Rates: Policy A with Policy B, C and D Using the Duncan Multiple Range Test

School Policy	Mean	N	Comparison (A-B)	(A-C)	(A-D)
B	7.855	164	x x (3.94)* x		
A	8.483	164	x	x x x x	x x (11.98)* x
D	10.390	164		(16.295)* x x	x
C	11.084	164		x	

*significant at the .05 level df = 489

was used to determine that there was a statistically significant difference between schools as indicated in Table 4.20. Computation of the Duncan Multiple Range Test revealed the school using Policy A tended to have a lower daily truant rate than did the schools using Policy C or D. However, the school using Policy A tended to have a higher daily truant rate than did the school using Policy B. Table 4.21 contains this data. Hypothesis HO_3 was rejected.

Null Hypothesis$_4$

> There is no significant difference among schools using Policy A, B, C or D and the daily classes missed rate at each school.

Analysis of the data revealed an F value of 34.85 with 3 degrees of freedom. The analysis of variance procedure was used to determine that there was a statistically significant difference between schools as indicated in Table 4.22. Computation of the Duncan Multiple Range Test revealed the school using Policy A tended to have a lower daily classes missed rate than did the schools using Policy C or D and there was no statistically significant difference between the schools using Policy A or Policy B. Table 4.23 contains this data. Hypothesis HO_4 was rejected.

Null Hypothesis$_5$

> There is no significant difference among schools using Policy A, B, C or D and the daily truant classes missed rate at each school.

Table 4.20

Daily Truant Rate and the Schools
Using Policy A, B, C or D

Source	df	Sum of Squares	Mean Square	F Value
School Policy	3	4380.991	1460.330	76.08*
Days	163	13413.097	82.289	4.29
Error	489	9385.687	19.194	
Total	655	27179.775	41.496	

*significant at the .05 level

Table 4.21

Comparison of Daily Truant Rates: Policy A with Policy B, C and D Using the Duncan Multiple Range Test

School Policy	Mean	N	Comparison (A-B)	(A-C)	(A-D)
B	15.847	164	x x (14.478)* x		
A	20.800	164	x	x x x x	x x (4.451)*
D	21.903	164		(3.224)* x x x	x
C	22.323	164		x	

*significant at the .05 level df = 489

Table 4.22

Daily Classes Missed Rate and the Schools Using Policy A, B, C or D

Source	df	Sum of Squares	Mean Square	F Value
School Policy	3	3587.109	1195.703	34.85*
Days	163	10911.989	66.945	1.95
Error	489	16779.244	34.313	
Total	655	31278.342	47.753	

*significant at the .05 level

Table 4.23

Comparison of Daily Classes Missed Rates: Policy A with Policy B, C and D Using the Duncan Multiple Range Test

School Policy	Mean	N	Comparison (A-B)	(A-C)	(A-D)
A	14.001	164	x	x	x
			x	x	x
			(.954)**	x	x
			x	x	x
B	14.438	164	x	x	x
				x	(6.477)*
				(12.811)*	x
				x	x
				x	x
D	16.964	164		x	x
				x	
				x	
				x	
C	19.861	164		x	

*significant at the .05 level

**not significant at the .05 level

df = 489

Analysis of the data revealed an F value of 49.53 with 3 degrees of freedom. The analysis of variance procedure was used to determine that there was a statistically significant difference between schools as indicated in Table 4.24. Computation of the Duncan Multiple Range Test revealed the school using Policy A tended to have a lower daily truant classes missed rate than did the schools using Policy B, C or D. Table 4.25 contains this data. Hypothesis HO_5 was rejected.

Null Hypothesis$_{6a}$

There is no significant difference among the schools using Policy A, B, C or D and the first semester course failure rate at each school.

Analysis of the data revealed an F value of 4.55 with 3 degrees of freedom. The analysis of variance procedure was used to determine that there was a statistically significant difference between the schools as indicated in Table 4.26. Computation of the Duncan Multiple Range Test revealed the school using Policy A tended to have a higher first semester course failure rate than the school using Policy B and there was no statistically significant difference between the schools using Policy A, C or D. Table 4.27 contains this data. Hypothesis HO_{6a} was rejected.

Table 4.24

Daily Truant Classes Missed Rate and the Schools Using Policy A, B, C or D

Source	df	Sum of Squares	Mean Square	F value
School Policy	3	944.939	314.980	49.53*
Days	163	1667.142	10.228	1.61
Error	489	3110.033	6.360	
Total	655	5722.114	8.736	

*significant at the .05 level

Table 4.25

Comparison of Daily Truant Classes Missed Rate: Policy A with Policy B, C and D Using the Duncan Multiple Range Test

School Policy	Mean	N	Comparison (A-B)	(A-C)	(A-D)
A	5.343	164	x	x	x
			x	x	x
			(3.066)*	x	x
			x	x	x
B	5.947	164	x	x	(5.977)*
				x	x
				(16.218)*	x
				x	x
D	6.520	164		x	x
				x	
				x	
				x	
C	8.537	164		x	

*significant at the .05 level df = 489

Table 4.26

First Semester Course Failure Rate and the Schools Using Policy A, B, C or D

Source	df	Sum of Squares	Mean Square	F Value
School Policy	3	944.940	314.980	4.55*
Error	359	24847.615	69.213	
Total	362	25792.555	71.250	

*significant at the .05 level

Table 4.27

Comparisons of First Semester Course Failure Rates: Policy A with Policy B, C and D Using the Duncan Multiple Range Test

School Policy	Mean	N	Comparison (A-B)	(A-C)	(A-D)
B	9.255	82	x x x x		
C	11.897	92	(4.406)*	x x	
			x x	(1.376)** x	
A	13.097	87	x	x	x x (.433)** x
D	13.475	102			x

*significant at the .05 level df = 359

**not significant at the .05 level

Null Hypothesis $_{6b}$

> There is no significant difference among schools using Policy A, B, C or D and the second semester course failure rate at each school.

Analysis of the data revealed an F value of 5.61 with 3 degrees of freedom. The analysis of variance procedure was used to determine that there was a statistically significant difference between schools as indicated in Table 4.28. Computation of the Duncan Multiple Range Test revealed the school using Policy A tended to have a higher second semester course failure rate than the school using Policy B and there was no statistically significant difference between the schools using Policy A, C or D. Table 4.29 contains this data. Hypothesis HO_{6b} was rejected.

Null Hypothesis$_{7a}$

> There is no significant difference among schools using Policy A, B, C or D and the first semester-attendance course failure rate at each school.

Analysis of the data revealed an F value of 16.88 with 3 degrees of freedom. The analysis of variance procedure was used to determine that there was a statistically significant difference between schools as indicated in Table 4.30. Computation of the Duncan Multiple Range Test revealed the school using Policy A tended to have a lower first semester-attendance course failure rate than did the schools using Policy B, C or D. Table 4.31 contains this data. Hypothesis HO_{7a} was rejected.

Table 4.28

Second Semester Course Failure Rate and the Schools Using Policy A, B, C or D

Source	df	Sum of Squares	Mean Square	F Value
School Policy	3	1240.347	413.449	5.61*
Error	361	26608.169	73.707	
Total	364	27848.516	76.607	

*significant at the .05 level

Table 4.29

Comparison of Second Semester Course Failure Rates: Policy A with Policy B, C and D Using the Duncan Multiple Range Test

School Policy	Mean	N	Comparison (A-B)	(A-C)	(A-D)
B	9.146	85	x x (4.464)*		
A	13.163	87	x	x x (.337)** x	x x x x
C	13.467	90		x	(.657)** x x x
D	13.754	103			x

*significant at the .05 level df = 361

**not significant at the .05 level

Table 4.30

First Semester Attendance Course Failure Rates and the Schools Using Policy A, B, C or D

Source	df	Sum of Squares	Mean Square	F Value
School Policy	3	36438.052	12146.017	16.88*
Error	359	258250.341	719.360	
Total	362	294688.393	14.056	

*significant at the .05 level

Table 4.31

Comparison of First Semester Attendance Course Failure Rates: Policy A with Policy B, C and D Using the Duncan Multiple Range Test

School Policy	Mean	N	Comparison (A-B)	Comparison (A-C)	Comparison (A-D)
A	40.953	87	x	x	x
			x	x	x
			x	(5.802)*	x
			x	x	x
C	57.267	92	(7.308)*	x	x
			x		x
			x		(9.629)*
			x		x
B	61.501	82	x		x
					x
					x
					x
D	68.029	102			x

*significant at the .05 level

df = 359

Null Hypothesis $_{7b}$

There is no significant difference among schools using Policy A, B, C or D and the second semester-attendance course failure rate at each school.

Analysis of the data revealed an F value of 28.82 with 3 degrees of freedom. The analysis of variance procedure was used to determine that there was a statistically significant difference between schools as indicated in Table 4.32. Computation of the Duncan Multiple Range Test revealed the school using Policy A tended to have a lower second semester-attendance course failure rate than did the schools using Policy B, C or D. Table 4.33 contains this data. Hypothesis HO_{7b} was rejected.

Null Hypothesis$_{8a}$

There is no significant difference between schools using Policy A and B and the dropout rate at each school.

Analysis of the data revealed a z-score of -.587. There was no statistically significant difference as indicated in Table 4.34. Hypothesis HO_{8a} was accepted.

Null Hypothesis$_{8b}$

There is no significant difference between schools using Policy A or C and the dropout rate at each school.

Analysis of the data revealed a z-score of 8.25. There was a statistically significant difference between the schools as indicated in Table 4.35. The school using

Table 4.32

Second Semester Attendance Course Failure Rates and the Schools Using Policy A, B, C or D

Source	df	Sum of Squares	Mean Square	F Value
School Policy	3	46146.994	15382.331	28.81*
Error	361	192716.366	533.840	
Total	364	238863.360	656.218	

*Significant at the .05 level

Table 4.33

Comparison of Second Semester Attendance Course Failure Rates: Policy A with Policy B, C and D Using the Duncan Multiple Range Test

School Policy	Mean	N	Comparison (A-B)	(A-C)	(A-D)
A	45.853	87	x	x	x
			x	x	x
			x	(9.304)*	x
			x	x	x
C	68.388	90	(10.305)*	x	x
			x		x
			x		(12.059)*
			x		x
B	70.812	85	x		x
					x
					x
					x
D	75.061	103			x

*significant at the .05 level df = 361

Table 4.34

Dropout Rate and the Schools
Using Policy A or B

School Policy	P	N	f	z-score
A	.0643	1491	96	
				-.587*
B	.0698	1447	101	

*not significant at the .05 level

Table 4.35

Dropout Rate and the Schools
Using Policy A or C

School Policy	P	N	f	z-score
A	.0643	1491	96	8.25*
C	.0116	1468	17	

*significant at the .05 level

Policy A tended to have a higher dropout rate than did the school using Policy C. Hypothesis HO_{8b} was rejected.

Null Hypothesis$_{8c}$

> There is no significant difference between the schools using Policy A or D and the dropout rate at each school.

Analysis of the data revealed a z-score of -.186. There was no statistically significant difference between schools as indicated in Table 4.36. Hypothesis HO_{8c} was accepted.

Table 4.36

Dropout Rate and the Schools
Using Policy A or D

School Policy	P	N	f	z-score
A	.0643	1491	96	
				-.186*
	.0660	1848	122	

*not significant at the .05 level

Chapter 5

SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

This chapter is organized into four sections. The summary of the study is presented in the first section. The second section contains the conclusions drawn from the investigation. The discussion and implications are stated in the third section. The fourth section lists the recommendations for further study.

Summary

For many years, much attention had been concentrated on the dropout problem throughout the nation. Recently, educational research has indicated a substantial increase in the rate of student absenteeism at the secondary level. Many educators, parents and legislators expressed a need for continued research to determine the probable causes of student absenteeism and to develop effective strategies to combat this national problem. Given this need, the problem of the present investigation was to determine the extant relationship between formal statements of attendance policy, as implemented by each school administrator, and the associated student absentee rates. Four high schools in Newport News, Virginia, each of which used somewhat differing

attendance policies, were examined. The school which used an alternative attendance policy (Policy A) was compared to each of the other three schools, each of which used a variation of a traditional policy (Policy B, C or D). A comprehensive review of the related literature revealed numerous variables which affected student attendance rates. In order to determine the comparability of the schools, it was necessary to descriptively examine and statistically test, by school, selected relationships among the following variables: family income level, parental educational attainment level, the age, sex, teaching experience and educational qualifications of each school's faculty, and the sex composition and the SRA scores in reading, language arts, mathematics, social studies, science and use of sources of each school's student body.

Analyses were made among the four levels of the variate (Policy A, B, C and D) and the following seven criterion variables: the daily absentee rate, the daily truant rate, the daily classes missed rate, the daily truant classes missed rate, the semester course failure rate, the semester-attendance course failure rate and the dropout rate. In order to determine the relationship between the school which used Policy A and the school which used Policy B, C or D, a post hoc comparison of the means was completed.

Analysis of the comparability of the schools revealed significant differences existed on many of the criterion variables cited in the review of the literature. The schools which used Policies B, C and D had a significantly higher family income level and a significantly higher parental educational attainment level than did the school which used Policy A.

When faculty characteristics were examined, data revealed that the schools which used Policies A, B and C had no statistically significant differences. However, the school which utilized Policy D had a greater number of faculty characteristics, which were cited in the literature as having a positive influence on student attendance rates.

It was also determined that the schools which used Policy B and D had a significantly higher result on all SRA scores than did the school which used Policy A. No statistically significant differences were found between the schools that used Policies A and C and the SRA scores except in mathematics where the school which used Policy C tended to have higher scores than did the school which used Policy A.

Analyses of the data which involved the daily absentee rate, the daily truant rate, the daily classes missed rate, and the daily truant classes missed rate disclosed the school which used Policy A was significantly different

from the schools that used Policies C and D. The school which used Policy A had lower student absentee rates than did the other two schools, however, the school which used Policy B had significantly lower absentee rates than did the school which used Policy A.

Examination of first and second semester course failure rates revealed that the school which used Policy B had significantly lower rates than did the school which used Policy A. Comparison of the schools that used Policies A, C and D revealed no significant differences. Semester-attendance course failure rates were analyzed and the results revealed the school which used Policy A had significantly lower rates than did the school which used Policy B, C or D at the conclusion of first and second semester.

To conclude the investigation, the dropout rates of the high schools were examined. No significant differences were found when the school which used Policy A was compared to the schools that used Policies B and D, however, the school which used Policy C had a significantly lower dropout rate than did the school which used Policy A.

Conclusions

The conclusions that were drawn as a result of this investigation related to the purpose of the study and to the research questions that were developed in order to

fulfill that purpose. Specific conclusions were drawn relative to each research question.

1. What is the relationship among the schools examined and the family income level and parental educational attainment level of each school's attendance zone; the sex and age composition, teaching experience and educational qualifications of each school's faculty; and the sex composition and the SRA scores of each school's student population?

It was concluded that the schools which used Policies B, C and D had a higher family income level and a higher parental educational attainment level than did the school which used Policy A. Also, there were no differences between the selected faculty characteristics and the schools that used Policies A, B and C. However, the school which used Policy D had a greater number of teachers who were younger, more experienced and better qualified than did the school which used Policy A. When student characteristics were examined the schoolsthat used Policies B and D tended to have higher SRA scores than did the school which used Policy A. Finally, the schools that utilized Policies A and C were similar on all the SRA scores except that the school which used Policy C had a higher mathematics score than did the school which used Policy A. It can be concluded from these findings that the schools were not comparable on all

criterion variables. However, it can be noted that the schools which used Policies A and C were comparable on 76.9 percent of the criterion variables and the schools which used Policies B and D were comparable on 61.5 percent of the criterion variables examined.

2. What is the relationship between a school's attendance policy (A, B, C or D) and its daily absentee rate?

The school which used Policy B had the lowest daily absentee rate; however, the school which used Policy A had a lower daily absentee rate than did the schools that used Policy C or D. It can be concluded from the findings that Policy B was associated with a lower daily absentee rate.

3. What is the relationship between a school's attendance policy (A, B, C or D) and its daily truant rate?

The school which used Policy B had the lowest daily truant rate. The school which used Policy A, however, had a lower daily truant rate than did the schools that used Policy C or D. It can be concluded from the findings that Policy B was associated with a lower daily truant rate.

4. What is the relationship between a school's attendance policy (A, B, C or D) and its daily classes missed rate?

The school which used Policy B had the lowest daily classes missed rate, though the school which used Policy A

had a lower daily classes missed rate than did the schools that used Policy C or D. It was concluded from the findings that Policy B was associated with a lower daily classes missed rate.

5. What is the relationship between a school's attendance policy (A, B, C or D) and the daily truant classes missed rate?

The school which used Policy B had the lowest daily truant classes missed rate. However, the school which used Policy A had a lower daily truant classes missed rate than did the schools that used Policy C or D. It was concluded from the finding that Policy B was associated with a lower daily truant classes missed rate.

6. What is the relationship between a school's attendance policy (A, B, C or D) and its semester course failure rate?

The school which used Policy B had the lowest semester course failure rate for both first and second semesters. Also, the school which used Policy C had a lower first semester course failure rate than did the schools that used Policy A or D. However, the second semester course failure rate was the same for the schools that used Policies A, C and D. It can be concluded from the finding that Policy B was associated with a lower semester course failure rate.

7. What is the relationship between a school's attendance policy (A, B, C or D) and its semester-attendance course failure rate?

The school which used Policy A had the lowest semester-attendance course failure rate for both semesters than did the schools that used Policies B, C and D. It can be concluded from the findings that Policy A was associated with a lower semester-attendance course failure rate.

8. What is the relationship between a school's attendance policy (A, B, C or D) and its dropout rate?

The schools that used Policies A, B and C had no differences in the dropout rate, though the school which used Policy C had a lower dropout rate than did the school which used Policy A. It can be concluded from the findings that Policy C was associated with a lower dropout rate.

In general terms and in direct response to the problem statement, among many, though not all, of the dimensions measured, it can be concluded that the school which used Policy A differed in significant respects from the other three schools. Due to these differences, it was not possible to single out the attendance policy specifically as the most important variable associated with actual attendance rates. It can be concluded, however, that given the demographic and educational characteristics generally associated with favorable (low) absentee rates as these were present in other schools, especially in schools that used

Policies B and D but absent from the school which used Policy A, and given the data presented in this study, the alternative attendance policy may well have been causing favorable effects, that is, as a descriptive observation, the school which used Policy A had, for reasons inexplicable save for the attendance policy, lower than expected absentee rates.

Discussion and Implications

It is important to indicate the implications drawn from this investigation were not causal, and it should be understood that other intervening variables may also have contributed to the results of this study. Based on the findings and conclusions of this investigation, and with the restrictions of the previous statement, the following implications appear appropriate.

It was stated in the review of the literature that student absentee rates were affected by numerous variables. The first part of this investigation was designed to test the comparability of the four schools in the study and the criterion variables mentioned in the review of the literature. Analysis of the data revealed the schools were not comparable on all of the selected criterion variables. The researcher expected the school which used Policy B to possess more of the variables, which influenced students, to attend school

regularly. Significance differences were determined in eight of the thirteen (or 61.5 percent) of the criterion variables examined. This school was the only neighborhood school in the division and had a predominately white middle class attendance zone. The examination of the findings concurred with the literature. It was unexpected, however, to find that the school which used Policy D had no significant differences on eleven of the thirteen (or 84.6 percent) of the criterion variables which the literature cited as having a favorable influence on improved student attendance rates. When the schools that used Policies A and C were examined, it was determined that the two schools were comparable on ten of the thirteen (or 75.4 percent) of the selected criterion variables. It should be emphasized that the analyses of the thirteen criterion variables revealed not one significant difference in favor of the school which used Policy A.

Examination of student absentee rates revealed the school which used Policy B had the lowest rates. These findings concurred with the cited literature and were expected. However, when the school which used policy C or D was compared to the school which utilized Policy A, statistically significant differences were determined in favor of the latter school. These findings are contrary to the literature and may have resulted from the use of the

alternative attendance policy.

Analyses of first and second semester course failure rates also revealed the school which used Policy B had significantly lower failure rates than did the school which used Policy A. No statistically significant differences were determined between the school which used Policy C or D and the school which utilized Policy A. However, the mean failure rate for both semesters was lower for the school which used Policy A in comparison to the school which used Policy D. When comparing the school which used Policy A with the school which used Policy C, the mean first semester rate was lower for the school which used Policy C; however, the opposite results were found for the second semester rates. It should be noted that the mean semester failure rate increased for all schools; however, the school which used Policy A had the smallest rise. The schools which used Policy B, C or D increased .11 percent, 1.57 percent and .28 percent, respectively, while the school which used Policy A increased .07 percent. Examination of the first and second semester-attendance course failure rates denoted that the school which used Policy A had significantly lower rates than did the schools which used Policy B, C or D. The school which used Policy A was 16.32 percent lower first semester and 22.53 percent lower second semester than the closest ranking school. Perhaps,

the use of the alternative attendance policy decreased the semester and semester-attendance course failure rates because more students attended more classes each day as the year progressed.

Analyses of the dropout rate revealed that the schools that used Policies A, B and D were similar, as evidencing no statistical differences among rates. The school which used Policy C was significantly lower than the school which used Policy A. Ninety-six dropouts were reported at the school which used Policy A while seventeen dropouts were reported at the school which used Policy C. For a student not to be considered a dropout, the student must have been enrolled in another public or private school during the school year. The researcher investigated the large disparity between the schools and determined the results were at least partially due to a difference in accounting procedures for dropouts at the school which used Policy C. The results of these findings could imply, then, that the alternative attendance policy did not influence the dropout rate.

Recommendations

Given the ambiguity introduced in this broad study of the attendance problems, and given the hints, even if not conclusive evidence, of the importance of type of policy, more specific studies might profitably be undertaken. The following recommendations are made for furtherresearch:

1. Each criterion variable examined in this investigation was treated independently. It would be appropriate to study the interrelationship of a combination of these factors as they may contribute to absenteeism and truancy.
2. Administrators and faculties of all secondary schools should be encouraged to make a comprehensive study of absenteeism in their respective schools. The findings could be useful in planning and developing future educational programs.
3. A student description summary should be developed reflecting motivational and maturity patterns of students with a high rate of absenteeism. It would seem appropriate that such a study would assist a school division in predicting possible "hard core" absentees and place them in a remedial program in order to meet their individual needs.

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APPENDICES

APPENDIX A

Questionnaire I

To: High School Principals

From: James LoFrese

Re: Student Body and Staff Characteristics

Research indicates that student body and staff characteristics have a significant effect on student attendance and academic performance. I am conducting a research project to gather background information for the possible establishment of a divisionwide attendance policy. Please complete the following questions and return this form to Warwick High School by November 30, 1977.

High School: _____

Student Membership (September 30, 1977):

	Boys	Girls	Sub-Total
10			
11			
12			
S.E.			
		TOTAL	

Faculty Staff (include only full time teachers:)

Total _____ Ages: 20-29 _____

Males _____ 30-39 _____

Females _____ 40-49 _____

50-up _____

Teaching Experience:		Educational Qualifications:	
0 - 5 years	_____	BA	_____
6 - 10 years	_____	BA - 10 hrs.	_____
11 - 15 years	_____	BA - 20 hrs.	_____
16 - up years	_____	Masters	_____

APPENDIX B

Questionnaire II

To: All High School Teachers

From: James LoFrese

Re: Course Failure Information

Research indicates that student body and staff characteristics have a significant effect on student attendance and academic performance. I am conducting a research program to gather background information for the possible establishment of a divisionwide attendance policy.

Please complete the following questions and return this form to your mail office.

Semester _____

Total Class Load _____

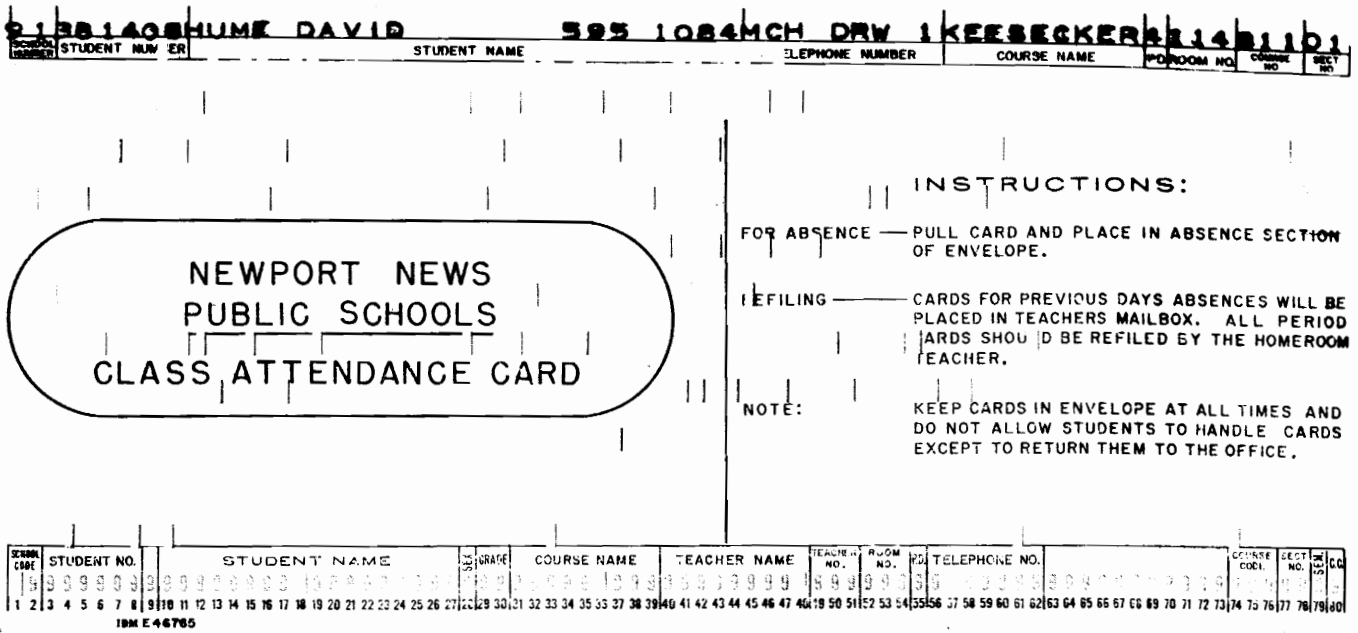
Total F's for the semester _____

Total F's for the semester directly attributed to non-attendance _____

Teacher Name: _____

APPENDIX C

Attendance Card



APPENDIX D

Daily Attendance Report

91 Warwick

05/15/78

STUDENT NUMBER	STUDENT NAME	ABS. CODE	GR	HR.#	1	2	3	4	5	6	7	NE	PHONE NUMBER	ABSENCES MONTH	ABSENCES YEAR	# PERIODS SEM.	# PERIODS YEAR	# DAYS
802327	SNYDER ANNA MARI		11	102	102 4	213* 6	109 6	104 1	231 3	229 3	UNAS 0		5951284		7	3	76	
806920	SPIKES TIMOTHY A	A	10	011	011* 15	106* 11	209* 16	128 9	120* 18	112* 18	UNAS 0		8381626	2	10	19	130	
810232	STANCIL MOTTIE		SS	051	051 6	053 4	052 6	053 4	300* 14	051 4	UNAS 0				8	2	65	
810433	STANLEY KENNETH		11	212	212* 16	128 16	216 13	106 10	023 0	023 0	UNAS 0		2444419		15	4	104	
812932	STEPHENSON PATRI	A	11	218	218* 9	129* 10	300* 11	111* 15	113* 13	207* 15	UNAS 0		2446825	2	35	13	204	
812937	STEPHENSON INETH	A	10	112	112* 10	011* 11	116* 11	BLOK 0	129* 8	205* 11	UNAS 0		2446825	3	23	14	123	
813124	STERN ALEXANDER LLOYD		12	206	206 5	215 13	010 5	215 2	220 3	102* 8	UNAS 0		5995525		4	5	45	
814607	STEWART DANIEL		10	221	221 9	117 6	109 6	012* 5	100* 6	205 8	UNAS 0		5966696		5	2	42	
816309	STILLEY JANIS DALE	A	10	117	117* 32	125* 47	012* 49	231* 46	229* 38	209* 51	UNAS 0		2441864	8	68	50	387	**06
817334	STOKES JAMES D R		11	211	211 12	222 12	127 9	104* 18	213 7	402 17	UNAS 0		2454353	2	15	14	144	
817339	STOKES MICHAEL		10	229	229 3	005 4	122 3	202* 11	012 7	209 6	UNAS 0		2454353		8	5	74	
817349	STOKES ARCHERLINA		10	300	300 21	221 9	107 26	104* 34	100* 32	208 26	UNAS 0			1	46	24	313	
818016	STOOPS TINA MARI	A	10	129	129* 19	011* 20	209* 19	119* 18	100* 12	111* 17	UNAS 0			2	32	16	212	
819355	STRICKLAND DAVID	A	12	214	214* 13	204* 16	121 12	207* 15	113* 27	022 0	UNAS 0		3808379	2	13	17	146	
819358	STRINGFIELD PERNE	A	11	001	001* 26	219 25	206* 24	401 17	213* 23	118* 22	UNAS 0		2470556	4	35	28	227	

APPENDIX E

Absentee Mailing Label

SCHOOL CODE

MARCH 27, 1978

91-30

ARCHIE ANTIONETTE
917 DEGAULLE ST
NEWPORT NEWS, VA. 23607

NUMBER OF ABSENCES

APPENDIX F

Attendance Letter

NEWPORT NEWS PUBLIC SCHOOLS
WATKINS EDUCATIONAL CENTER
PUPIL SERVICES DEPARTMENT
21 BURNS DRIVE
NEWPORT NEWS, VIRGINIA 23601

Dear Parent:

This is to inform you that your child has been absent a minimum of 5 periods from at least one class this semester. The staff at our school believes that maximum learning occurs through regular attendance in classes, and that excessive absences often result in a poor grade or failure.

If you have any questions concerning your child's attendance, please call the attendance office at the phone number listed beside your child's school.

Respectfully yours,

Ross M. Hines,
Assistant Superintendent for Pupil Services
Newport News Public Schools

Carver Intermediate School	838-7610
Denbigh High School	877-9278
Dozier Intermediate School	887-9300
Ferguson High School	596-6351
Huntington Intermediate School	244-1761
Menchville High School	877-9296
Newport News Intermediate School	244-4451
Warwick High School	595-0331

APPENDIX G

Attendance Letter

NEWPORT NEWS PUBLIC SCHOOLS
WATKINS EDUCATIONAL CENTER
PUPIL SERVICES DEPARTMENT
21 BURNS DRIVE
NEWPORT NEWS, VIRGINIA 23601

Dear Parent:

This is to inform you that your child has been absent a minimum of 10 periods from at least one class this semester. It is extremely important for all students to attend classes on a regular basis in order to make satisfactory progress in their school work.

I cannot over-emphasize the importance of this matter which needs your immediate attention. Please call the attendance secretary at the number indicated beside your child's school listed below for an appointment with the assistant principal.

Respectfully yours,

Ross M. Hines
Assistant Superintendent for Pupil Services
Newport News Public Schools

Carver Intermediate School	838-7610
Denbigh High School	877-9278
Dozier Intermediate School	887-9300
Ferguson High School	596-6351
Huntington Intermediate School	244-1761
Menchville High School	877-9296
Newport News Intermediate School	244-4451
Warwick High School	595-0331

APPENDIX H

Summary of Hypotheses HO_1 through HO_8

Hypotheses	Statistical Test Used	Number of Cases	Calculation	Accept or Reject Null Hypotheses
There is no significant difference among schools using Policy A, B, C or D and the . . . at each school:				
HO_{1a} family income level	Chi-square	33,858	1,301.45	reject
HO_{1a1} A - B	Chi-square	15,102	173.75	reject
HO_{1a2} A - C	Chi-square	18,219	1,120.83	reject
HO_{1a3} A - D	Chi-square	19,799	227.85	reject
HO_{1b} parental educational attainment level	Chi-square	66,218	4,234.86	reject
HO_{1b1} A - B	Chi-square	28,344	3,392.98	reject
HO_{1b2} A - C	Chi-square	36,344	1,884.44	reject
HO_{1b3} A - D	Chi-square	38,223	558.03	reject

APPENDIX H (Continued)

Hypotheses	Statistical Test Used	Number of Cases	Calculation	Accept or Reject Null Hypothesis
There is no significant difference among schools using Policy A, B, C or D and the . . . at each school.				
HO_{1c} sex composition of the faculty	Chi-square	385	1.33	accept
HO_{1c1} A - B	Chi-square	176	.10	accept
HO_{1c2} A - C	Chi-square	184	.86	accept
HO_{1c3} A - D	Chi-square	199	.00	accept
HO_{1d} age composition of the faculty	Chi-square	385	20.06	reject
HO_{1d1} A - B	Chi-square	176	2.72	accept
HO_{1d2} A - C	Chi-square	184	3.31	accept
HO_{1d3} A - D	Chi-square	199	14.58	reject
HO_{1e} teaching experience of the faculty	Chi-square	385	47.64	reject
HO_{1e1} A - B	Chi-square	176	6.82	accept
HO_{1e2} A - C	Chi-square	184	6.47	accept
HO_{1e3} A - D	Chi-square	199	37.14	reject

APPENDIX H (Continued)

Hypotheses	Statistical Test Used	Number of Cases	Calculation	Accept or Reject Null Hypothesis
There is no significant difference among schools using Policy A, B, C or D and the . . . at each school.				
HO_{1f} educational qualifications of the faculty	Chi-square	385	37.64	reject
HO_{1f1} A - B	Chi-square	176	1.18	accept
HO_{1f2} A - C	Chi-square	184	3.35	accept
HO_{1f3} A - D	Chi-square	199	17.63	reject
HO_{1g} sex composition of the students	Chi-square	6,691	1.81	accept
HO_{1g1} A - B	Chi-square	3,134	.24	accept
HO_{1g2} A - C	Chi-square	3,098	.66	accept
HO_{1g3} A - D	Chi-square	3,527	.00	accept
There is no significant difference among schools using Policy . . . and the . . . of the students at each school.				
HO_{1h1} A or B...reading scores	t-test	905	-8.02	reject
HO_{1h2} A or C...reading scores	t-test	900	.78	accept
HO_{1h3} A or D...reading scores	t-test	939	-15.78	reject

APPENDIX H (Continued)

Hypotheses	Statistical Test Used	Number of Cases	Calculation	Accept or Reject Null Hypothesis
There is no significant difference among schools using Policy . . . and the . . . of the students at each school				
HO_{1i1} A or B...language art scores	t-test	888	-5.45	reject
HO_{1i2} A or C...language art scores	t-test	885	.00	accept
HO_{1i3} A or D...language art scores	t-test	975	-3.47	reject
HO_{1j1} A or B...mathematics scores	t-test	885	-6.89	reject
HO_{1j2} A or C...mathematics scores	t-test	875	-2.09	reject
HO_{1j3} A or D...mathematics scores	t-test	964	-5.57	reject
HO_{1k1} A or B...social studies scores	t-test	869	-7.50	reject
HO_{1k2} A or C...social studies scores	t-test	871	-1.05	accept
HO_{1k3} A or D...social studies scores	t-test	914	-4.73	reject

APPENDIX H (Continued)

Hypotheses	Statistical Test Used	Number of Cases	Calculation	Accept or Reject Null Hypothesis
There is no significant difference among schools using Policy . . . and the . . . of the students at each school				
HO_{111} A or B...science scores	t-test	863	-8.66	reject
HO_{112} A or C...science scores	t-test	869	-1.09	accept
HO_{113} A or D...science scores	t-test	925	-6.22	reject
HO_{1m1} A or B...use of sources scores	t-test	888	-8.08	reject
HO_{1m2} A or C...use of sources scores	t-test	888	-.60	accept
HO_{1m3} A or D...use of sources scores	t-test	962	-5.91	reject
There is no significant difference among schools using Policy A, B, C or D and the . . . at each school.				
HO_2 daily absentee rate	ANOVA	656	92.48	reject
Comparison: Policy A to B	Duncan	328	3.94*	
Policy A to C	Duncan	328	16.30**	
Policy A to D	Duncan	328	11.98***	

*Policy B significantly lower than Policy A
**Policy A significantly lower than Policy C
***Policy A significantly lower than Policy D

APPENDIX H (Continued)

Hypotheses	Statistical Test Used	Number of Cases	Calculation	Accept or Reject Null Hypothesis
There is no significant difference among schools using Policy A, B, C or D and the . . . at each school.				
HO_3 daily truant rate	ANOVA	656	76.08	reject
Comparison: Policy A to B	Duncan	328	14.48*	
Policy A to C	Duncan	328	3.22**	
Policy A to D	Duncan	328	4.45***	
* Policy B significantly lower than Policy A				
** Policy A significantly lower than Policy C				
*** Policy A significantly lower than Policy D				
HO_4 daily classes missed rate	ANOVA	656	34.85	reject
Comparison: Policy A to B	Duncan	328	.95*	
Policy A to C	Duncan	328	12.81**	
Policy A to D	Duncan	328	6.48***	
* No significant difference between Policy A & Policy B				
** Policy A significantly lower than Policy C				
*** Policy A significantly lower than Policy D				
HO_5 daily truant classes missed rate	ANOVA	656	49.53	reject
Comparison: Policy A to B	Duncan	328	3.07*	
Policy A to C	Duncan	328	16.22**	
Policy A to D	Duncan	328	5.98***	
* Policy A significantly lower than Policy B				
** Policy A significantly lower than Policy C				
*** Policy A significantly lower than Policy D				

Hypotheses	Statistical Test Used	Number of Cases	Calculation	Accept or Reject Null Hypothesis
There is no significant difference among schools using Policy A, B, C or D and the . . . at each school.				
HO_{6a} first semester course failure rate	ANOVA	408	4.55	reject
Comparison: Policy A to B	Duncan	169	4.41*	
Policy A to C	Duncan	179	1.38**	
Policy A to D	Duncan	189	.43***	
* Policy B significantly lower than Policy A				
** Policy C significantly lower than Policy A				
*** No significance between Policy A and Policy D				
HO_{6b} second semester course failure rate	ANOVA	412	5.61	reject
Comparison: Policy A to B	Duncan	172	4.46*	
Policy A to C	Duncan	177	.34**	
Policy A to D	Duncan	190	.66***	
* Policy B significantly lower than Policy A				
** No significant difference between Policy A and Policy C				
*** No significant difference between Policy A and Policy D				

Hypotheses	Statistical Test Used	Number of Cases	Calculation	Accept or Reject Null Hypothesis
There is no significant difference among schools using Policy A, B, C or D and the . . . at each school.				
HO_{7a} first semester-attendance course failure rate	ANOVA	408	16.88	reject
Comparison: Policy A to B	Duncan	169	7.31*	
Policy A to C	Duncan	179	5.80**	
Policy A to D	Duncan	189	9.63***	
* Policy A significantly lower than Policy B				
** Policy A significantly lower than Policy C				
*** Policy A significantly lower than Policy C				
HO_{7b} second semester-attendance course failure rate	ANOVA	412	28.81	reject
Comparison: Policy A to B	Duncan	172	10.31*	
Policy A to C	Duncan	177	9.30**	
Policy A to D	Duncan	190	12.06***	
* Policy A significantly lower than Policy B				
** Policy A significantly lower than Policy C				
*** Policy A significantly lower than Policy D				

APPENDIX H (Continued)

Hypotheses	Statistical Test Used	Number of Cases	Calculation	Accept or Reject Null Hypothesis
There is no significant difference between the schools using Policy . . . and their dropout rate.				
HO_{8a} A or B	z-score	2938	-.59	accept
HO_{8b} A or C	z-score	2959	8.25	reject
$HO8_{c}$ A or D	z-score	3339	-.19	accept

VITA

James John LoFrese was born on February 13, 1944 in Queens, New York. His elementary and secondary educational experience included private and public school in New York graduating from Uniondale High in 1962. He received his Bachelor of Arts degree in Physical Education from the College of William and Mary in 1966. He earned a Masters of Science degree concentrating in Physical Education in 1972 and a Certificate of Advanced Studies with an emphasis in Educational Administration in 1976 from Old Dominion University in Norfolk, Virginia.

His professional experience included twelve years as an educator in the public schools in Newport News, Virginia. He was assigned the following responsibilities: four years as a teacher and coach at Newport News High School, two years as a teacher, coach, department chairman and athletic director at Menchville High School, two years as an assistant principal at Carver Intermediate School and four years as an assistant principal at Warwick High School. He served as wrestling chairman for the Peninsula District and Eastern Region of the Virginia High School League for three years.

James John LoFrese

AN ANALYSIS OF EXISTING ATTENDANCE POLICIES AND THEIR RELATIONSHIP TO SECONDARY SCHOOL STUDENT ATTENDANCE RATES IN THE NEWPORT NEWS (VIRGINIA) PUBLIC SCHOOLS (1977-1978)

by

James John LoFrese

(ABSTRACT)

The purpose of this investigation was to determine the extant relationship between formal statements of attendance policy, as implemented by each school administrator, and the associated student absentee rates. Four high schools in Newport News, Virginia, each which used somewhat differing attendance policies were examined. The school which used an alternative attendance policy was compared to each of the other three schools, each of which used a variation of a traditional attendance policy. In addition, failure and dropout rates were examined to determine the relationship among the school attendance policies and these variables.

A comprehensive review of the related literature revealed numerous variables which affected student attendance rates. In order to determine the comparability of the schools, it was necessary to descriptively examine and statistically test by school, selected relationships among the following variables: family income level, parental

educational attainment level, the age, sex, teaching experience and educational qualifications of each school's faculty, and the sex composition and the SRA scores in reading, language arts, mathematics, social studies, science and use of sources of each school's student body.

In general terms, it can be concluded that the school which used the alternative attendance policy differed in significant respects from the other three schools among many, though not all, of the dimensions measured. Due to these differences, it was not possible to single out the attendance policy specifically as the most important variable associated with actual attendance rates. It may be concluded, however, that given the demographic and educational characteristics generally associated with favorable (low) absentee rates as those present in the other schools and given the data presented in this study, the alternative attendance policy may well have been causing favorable effects, that is as a descriptive observation, the school which used the alternative attendance policy had, for reasons inexplicable save for the policy, lower than expected student absentee rates.

It also may be concluded from the findings that perhaps, the use of the alternative attendance policy decreased the failure rates because more students attended more classes each day. Finally, the used alternative attendance policy did not influence the dropout rate among schools.