

Evaluating the Effectiveness of the 2008-2009 Tardy Procedures
at Wishkah Valley Middle/High School

A Special Project

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Dr. Robert P. Kraig

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FACULTY APPROVAL

Evaluating the Effectiveness of the 2008-2009 Tardy Procedures
at Wishkah Valley Middle/High School

A Master's Special Project

by

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Approved for the Faculty

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ABSTRACT

Evaluating the Effectiveness of the 2008-2009 Tardy Procedures at Wishkah Valley Middle/High School

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Wishkah Valley School, a K – 12 school district, instituted new tardy procedures for the 2008/09 school year. During the previous years the number of students exceeding the three tardy per quarter limit had grown and the district knew they needed to improve the procedures. Data from the second semester of the 2007/08 year on tardies were gathered and tardies were monitored and calculated during the first semester of the 2008/09 school year to determine the significance of the new tardy procedures. A teacher survey was conducted on the effectiveness of the new procedures. The results from this study show there was a significant decrease in tardies with the new procedures in place and the teachers agreed.

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CHAPTER 1

Rodriguez

Introduction

Background for the Project

On January 8, 2002, President Bush signed into law No Child Left Behind (NCLB), the reauthorized version of the Elementary and Secondary Education Act (ESEA). This new legislation required schools, districts, and states to achieve higher performance standards. Progress towards these standards was to be measured by a process named Adequate Yearly Progress (AYP), calculated for each school and school district based on a variety of performance measures: academic performance disaggregated by sex, race, poverty, ethnicity, disability, graduation rate, unexcused absences.

Students at Wishkah Valley Middle/High School exceeded the number of tardies allowed by the district and tardies needed to be reduced to increase student learning. Yogi Berra, an athlete also known for his philosophical views said, “School success is 90 percent showing up; the other half is mental.” (Reeves, 2008) At Wishkah Valley, not only did the tardiness affect their educational performance, it also seemed to contribute to a pattern of irresponsibility that could negatively affect the students after high school.

Ekstrom, Goetz, Pollack, & Rock, (1986) noted that tardiness had been identified as a precursor to dropping out of school. Johnson (1995) also noted school tardiness had serious implications for students at all levels of education.

Statement of the Problem

At Wishkah Valley Middle/High School, each student was allowed to be tardy three times during each quarter without any consequences. Wishkah Valley Middle/High School had experienced an increase in the number of students surpassing three tardies per quarter. In the 2007-2008 school year, students came into class late, and student learning was interrupted. With the requirements of NCLB, students needed to be in class to gain the skills needed to pass the Washington Assessment of Student Learning (WASL). Students needed to demonstrate proficiency in the areas of reading, writing, and math for schools/districts to show AYP.

Purpose of the Study

With state and federal requirements on higher standards for student achievement, student attendance and punctuality were increasingly necessary. Wishkah Valley Middle/High School had a problem with students repeatedly being tardy so new procedures were put in place to reduce the number of tardies.

The purpose of this study was to evaluate a change in the tardy procedures at Wishkah Valley Middle/High School. The researcher intend to assess whether

the 2008-2009 school years tardy procedures were more effective than the 2007-2008 schools year procedures, thus, providing more time for instruction.

Delimitations

This project was delimited to middle/high school students at Wishkah Valley School. Due to time restraints, the study was conducted during the second semester of the 2007-2008 school year and the first semester of the 2008-2009 school year. Wishkah Valley School was in a rural area located twelve miles out of Aberdeen, Washington. There were approximately 160 students K-12, with just fewer than ninety students in middle and high school. The district had a free and reduced lunch count of 39.8%.

Assumptions

1. The researcher assumed the students would follow the 2008-2009 tardy procedures.
2. The researcher assumed all teachers followed the tardy procedures and appropriately recorded the data.
3. There was the assumption that using the same quarters in two consecutive years would not affect the results.
4. The researcher also assumed the three minute pass time was adequate and each quarter had the same number of days.
- 5.

Hypothesis

Wishkah Middle/High School students attending under the 2008/09 school year attendance procedures will have fewer tardies than students during the 2007/08 year. Staff members will be supportive of the new procedures.

Null Hypothesis

Wishkah Middle/High School students attending under the 2008/09 school year attendance procedures will not have fewer tardies than students during the previous year. Staff members will not be supportive of the new procedures.

Significance of the Project

This project was important to the researcher, as well as others at Wishkah Valley School, because it evaluated the effectiveness of the 2008-2009 tardy procedure at Wishkah Valley Middle/High School. The project was important to those involved because the school did not make adequate yearly progress, and rather than decreasing, the numbers of tardies were increasing each quarter. If the project showed a decrease in the number of tardies for each quarter, then the district knew the tardy procedures were effective. With students in their seats and ready for class when the tardy bell rang, teachers had more time to teach and more student learning occurred. Thus, students would be better prepared for the state assessment, and the district had a greater chance of making AYP, both in academic performance and in the number of tardies.

Procedure

For the purpose of this project, the following procedures were implemented:

1. Permission to conduct research was granted by Joel Tyndell, principal (see appendix A).
2. A review of literature was conducted at Heritage University and the internet.
3. Data from the previous year were collected and analyzed.
4. A staff survey was developed, administered, and analyzed (see appendix B).
5. Tardies were monitored and recorded.
6. Survey was conducted, and data were analyzed (see appendix C).
7. Tardy records were calculated and charted.
8. Figures were entered into a statistic calculator and a *t* test was conducted to test for significance
9. Findings were shared with building and district staff members.

Definition of Terms

For the purpose of this study, the following words are defined:

Tardiness. Coming to class late, not coming to school late.

WASL. The federal government required each state develop a test to assess student learning. The WASL is Washington States assessment which occurs in grades 3, 4, 5, 6, 7, 8, and 10.

Nine Characteristics of High Performing Schools. A research based document written by Office of Superintendent of Public Instruction (OSPI) to distribute characteristics of high performing schools to help schools meet or exceed state standards.

Semester. Two consecutive quarters in a school year; first semester consists of first and second quarter and second semester consists of third and fourth quarters.

Acronym

AYP. Adequate Yearly Progress

ESEA. Elementary and Secondary Education Act

ISS. In School Suspension

NCLB. No Child Left Behind Act

OSPI. Office of Superintendent of Public Instruction (Washington State)

PBIS. School-wide positive behavior support

CHAPTER 2

Review of Selected Literature

Introduction

This chapter has been organized around the following topics: (a) Middle/High School Discipline, (b) No Child Left Behind, (c) Nine Characteristics of High Performing Schools, (d) Academic Performance, (e) Summary.

Middle/High School Discipline

Tardiness has been one of the most frustrating problems in schools. Some teacher's reported the first four to eight minutes of class was a waste of time because students come in late. Not only did tardiness rob students and teachers of valuable time for instruction, it also allowed for ample opportunity for fighting, bullying, and other misconduct in unsupervised halls and bathrooms. These behaviors would carry into the classroom, wasting more instructional time. "Put simply, as Peter Davis, Principal of Hill Classical Middle School in Long Beach, California, noted, "tardiness suggests school is not important" (Sprick, 2007). Sprick stated there were several reasons for student tardiness: being the social animals that students were, being late to class gave them five to fifteen minutes to chat with friends; no positive incentives were given to arrive to class on time. In some classes, "no constructive activity happens in the first five minutes," which

gave the impression they weren't missing anything if they were late; staff members were required to send referrals for tardies, but there were no immediate consequences and nothing happened until the tenth tardy; by having few staff members monitoring the halls and restrooms, students had a since they were not likely to be caught when they were tardy; when students congregated in the halls talking, it blocked traffic and other students, smaller and younger, were late for classes (Sprick, 2007).

To help reduce truancy and tardies, Reeves (2008) said one shouldn't connect them to the student's grades. He suggested giving a phone call home, talking with the student about the truancy and assigning after-school detention was more effective. Attending school regularly was important to a student's academic achievement. Chronic absenteeism and tardies were associated with dropping out of school and patterns of irresponsibility developed early in life.. For these students, the pattern began at home. The Westside Gazette (2006) noted students with patterns of non-attendance were likely to become employees who are frequently absent or tardy.

The Wishkah Valley School's Student Handbook stated, "Punctual attendance to class is a necessary part of student learning and success. Tardiness will not be tolerated because of the disruption it causes in the classroom situation. The following procedures have been adopted to ensure punctuality: Students are

allowed three minutes passing time between classes; any student leaving the classroom will need to have their planner signed and dated; teachers will record all students who are tardy to class; teachers will inform the parent/guardian when a student has accumulated three tardies in any quarter. (Wishkah Valley School's 2008-2009 Student Handbook)."

Wishkah Valley School's new tardy procedure stated when a student received their fourth tardy they were given a half hour of detention. They also received a half hour for each tardy after the fourth up until the eighth tardy when they received an hour. The hour of detention continued until they reached twelve tardies and they received four hours of detention for each tardy.

Active supervision in non-classroom settings has proven to be an effective way to reduce tardiness. Non-classroom settings include locations such as hallways, the cafeteria, and the bus. Sugai and Horner (2002a) defined active supervision by three steps: "(a) scanning, defined as examining the area rule followers and violators; (b) moving, defined as consistently traveling around the location, especially in areas where problems are more likely to occur (e.g., groups of students); and (c) interacting, defined as initialing brief prosocial interactions with students."page A study conducted to assess the effectiveness of active supervision in reducing tardies showed that active supervision decreased the frequency of tardies. (Johnson-Gros, Lyons, and Griffin, 2008).

No Child Left Behind

On January 8, 2002, President Bush signed into law No Child Left Behind (NCLB), the reauthorized version of the Elementary and Secondary Education Act (ESEA). According to President Bush, this landmark piece of legislation "will ensure that no child in America is left behind through historic education reforms based on real accountability, unprecedented flexibility for states and school districts, greater local control, more options for parents, and more funding for what works." NCLB required schools, districts, and states to develop academic programs that will increase students' proficiency in reading, math, and science. (Epstein, 2004) To achieve high standards students need support from their teachers, families and other community members. NCLB also required schools, districts, and states to develop programs to communicate with families about their child's success.

Adequate Yearly Progress (AYP) is one of the cornerstones of the federal Elementary and Secondary Education Act (ESEA) signed into law January 2002, as the No Child Left Behind (NCLB) Act. In Washington, it is primarily a measure of year-to-year student achievement on the Washington Assessment of Student Learning (WASL) in reading and mathematics. One of the requirements of NCLB was that states develop a baseline or starting point for students to achieve proficiency as measured by WASL math and reading scores (science will

be added). The state must “raise the bar” each year, so by 2013-2014, all students in Washington were proficient in each subject area.

In addition to measuring academic achievement, NCLB required student performance be measured, on-time graduation rates needed to be used for high schools students and unexcused absence rates must be reported in Washington State. Schools and districts must meet AYP as a whole and by student population groups. “These groups are specified by the law to be race/ethnicity, students with disabilities, limited English proficient students, and students who are economically disadvantaged. These groups must contain enough students to be statistically reliable and not permit personal identification of individual students. In Washington a group must contain at least 30 continuously enrolled students to be considered statistically reliable and at least 10 to protect personally identifiable information. To be considered “continuously enrolled”, a student must be enrolled without a break in service from October 1 through the testing period.”

The two ways a school made AYP were by all students meeting or exceeding the standards on the WASL or by meeting the “safe harbor” provision. “This provision permits schools with one or more subgroups not making the goals to still make AYP if the percentage of students not making AYP in that school declined by at least 10 percent in each student category and the other indicator (graduation rate for high school or unexcused absences for elementary and middle

schools) is met.” When a school did not meet AYP for two consecutive years, they enter Step 1 of school improvement. If AYP was met the following year, the school stays at Step 1; if not, they move to Step 2. Once they move to Step 2, they must meet AYP for two consecutive years before exiting school improvement.

Washington, along with Alaska, Oregon, and Montana, use student attendance as the additional state-chosen indicator. Of the five northwest states, “Washington has the most stringent attendance and truancy policy, with strong consequences for parents. This policy, known as the Becca Law, was intended to give parents more control over their truant or absent children” (no name, 2007). The Becca Law was introduced in 1995 and modified in the 1996-1997 school year to make reporting less difficult for schools and districts. It represents the zero tolerance policy towards unexcused absences in Washington State.

Nine Characteristics of High Performing Schools

Since the passage of House Bill 1209 in 1993, a great deal was learned about school reform and many improvements had been made. Office of Superintendent of Public Instruction (OSPI) research staff identified and reviewed more than 20 recent studies which focused on high performing schools. In 2003, using the results OSPI published the first edition of “Nine Characteristics of High Performing Schools.” To help all students reach these high standards that were

set, “the challenge remains to marshal political will and necessary resources to complete the job.” (OSPI; 07-0015, p. 2). To become a high performing school took years of commitment and there was no single thing a school could do to ensure getting there. Edmonds and Lezotte stated “Researchers have found that high-performing schools have a number of characteristics in common” (OSPI; 07-0015, p. 3). The professional and research literature have identified various characteristics of improving and effective schools. Educational reformers and theorists have developed programs and processes for assisting school practitioners in creating and maintaining those conditions to increase student learning” (OSPI; 07-0015, 2007).

Since the first publication of the Nine Characteristics of High Performing Schools, it has been the framework for school improvement in Washington State. In the Nine Characteristics of High Performing Schools it is noted Lobdell said, “Experiences in schools and among school leaders have reinforced the appropriateness of all nine characteristics and their basic definitions. The original research base has not changed. Research conducted by the Center for Educational Effectiveness (CEE) for OSPI and more than 400 Washington schools supports the use of the nine characteristics as a “rigorous framework for staff to view attributes which research has shown have a positive impact on student learning and achievement.” The framework provides “common language and consistent

practice” to assist staff in “focusing their school improvement conversations around a solid research basis” (OSPI; 07-0015, p 5).

“OSPI, with Washington educators, has developed several new documents to use in improving student learning and assisting teacher practice. Thus, the original report issued in 2003 needed to be updated” (OSPI; 07-0015, p 5).

Academic Performance

National Center for Education Statistics (1996) noted, “An important aspect of students’ access to education is the amount of time actually spent in the classroom. When students are absent from school, arrive late, or cut class they forego opportunities to learn. Furthermore, when students disrupt class by being late or frequently absent, they interfere with other students’ opportunity to learn. And, maybe most importantly, the habits of consistent and on-time attendance are habits that will serve young people well in their future work lives” (p. 2).

Sequential student learning couldn’t occur when students were tardy or absent and student talent was wasted because subject matter and skills could not be developed (Ediger, 1987)

Students with low motivation often exhibited irregular attendance; these students include students with learning disabilities or other problems that caused them not to attend school. This group often ascribed derogatory labels which caused social isolation. Due to repeated failure, these students developed

negative attitudes towards school. This resulted in school becoming the last place a troubled student wanted to be. Student records indicated that tardiness and nonattendance were a growing problem (Johnson, 1995). Students who had the most attendance problems were usually students who dropped out. Roscoe, Peterson, and Shaner (1983) stated chronic tardiness and prolonged absenteeism was also associated with parental neglect.

Some children grew up in a family environment that leaves them under-equipped for school. Geller states, “By the time the kids turned three, the offspring of graduate parents, who are more likely to fill the home with books, stories and conversation, were 10 months ahead of those of less-qualified parents in vocabulary, and a year ahead in their grasp of shapes, sizes, colours, letters and numbers.” (Epstein, p. 12). At that time in a child’s educational career, teachers were already aware of the struggles these students would have throughout their education. These struggles could lead to lack of motivation and desire to attend school.

Though most schools had incorporated activities to involve parents, they needed to become better organized and build a family and community involvement program. “Interpersonally, these partners recognize that they all have roles to play in helping students succeed in school—and that, together with students, they are the school's learning community,” (Epstein, p. 13)

Summary

The focus of this chapter was to address the available evidence to the topics of (a) Middle/High School Discipline, (b) No Child Left Behind, (c) Nine Characteristics of High Performing Schools, and (d) Academic Performance. The purpose of the review was to emphasize the effects tardiness has on student performance, school discipline, federal requirements, and the requirements to achieve high performance standards. The methodology and treatment of the data are reported in Chapter 3.

Teachers report, the first four to eight minutes of class were wasted, making tardiness one of the most frustrating problems in schools. Tardiness not only reduces valuable teaching time, it also gave time for fighting, bullying, and other misconduct in unsupervised areas. Chronic tardies were associated with dropping out of school. Patterns of irresponsibility developed early in life and followed students into their adult lives resulting in employees who are frequently tardy. Punctual attendance was a necessary part of student learning and success; tardiness causes a disruption to the classroom situation. Active supervision in non-classroom settings has proven to be an effective way to reduce tardiness.

With the state and federal legislation focus on achieving higher standards, it is important for students to arrive to class on time, ready to start working. Though tardiness was not an indicator for Adequately Yearly Progress (AYP), it

was reflected by the amount of student learning happening in a classroom; when students come in late, the learning process for all students has been hindered. The state must “raise the bar” each year, so by 2013 – 2014, all students in Washington were proficient in each subject area indicated by AYP. In addition to measuring academic achievement, in Washington State the unexcused absence rate must be reported also. Some students arrive to class so late; it becomes an unexcused absence rather than a tardy.

Since the passage of House Bill 1209 in 1993, the Office of Superintendent of Public Instruction’s research staff identified and reviewed studies which focused on high performing schools and published “Nine Characteristics of High Performing Schools” in 2003. This was developed to help all students reach these high standards that were set. Since, the report has been updated.

The National Center for Education Statistics stated an the important aspect of students’ access to education is the actual time spent in the classroom. When students are tardy or cut class, they forgo opportunities to learn, and coming into class late hinders others’ learning. Consistent and on-time attendances are habits that would benefit their future work lives.

CHAPTER 3

Methodology and Treatment of the Data

Introduction

The Wishkah Valley School Board adopted a new attendance procedure prior to the start of the 2008-2009 school year. The researcher sought to find out if the new attendance procedure reduced the number of students exceeding the three tardies per quarter allowed as compared with the 2007-08 school year. In the data analysis, a *t* test was used to determine statistical and educational significance.

Methodology

The researcher chose to do a casual-comparative research study. The researcher used the same group of students during two consecutive years and calculated the probability of the effectiveness of the 2008-2009 attendance procedure.

Understanding the need to assure students were arriving to class on time and ready to learn when the tardy bell rang, the researcher questioned the principal about doing a study on the effectiveness of the new procedures.

Next, the researcher collected and analyzed the data during the 2007-08 school year during the third and fourth quarters. At the end of the first and second quarters of the 2008-2009 school year, the researcher obtained records of tardies

for those quarters. All the data were charted and recorded in Excel for ease in data analysis. Data was entered into graphs. The researcher then created a questionnaire for the staff on the effectiveness of the new procedure. Data was entered into an excel spreadsheet and graphs were created.

Finally, the researcher entered the data into a Stat Pak and used a *t* test for independent samples to test for significance. The numbers were compared to a probability chart which showed the distribution of the *t* test to see if there was a significant change.

Participants

The researcher selected the classes of 2009 – 2013 who were seventh through eleventh graders in the spring of 2008. The students were from lower to middle class families who reside in a rural community twelve miles from Aberdeen. The majority of students, both male and female, spend a great deal of time outdoors; hunting, fishing, and riding motorcycles. The family culture is mixed but basically consists of two-parent, blue-collar households.

During the third and fourth quarter of the 2007-2008 school year, the group contained 87 students. The ethnic diversity of the population was 93% of Caucasian decent and 7% of Hispanic decent. From the population, 41 of the 87 qualified for free and reduced lunch. During the 2008-2009 school year, the group contained 79 students. The ethnic diversity of the population was 94% of

Caucasian decent, 5% of Hispanic decent, and 1% of Asian decent. From the population, 38 of the 79 qualified for free and reduced lunch.

Instruments

Data was gathered from Schoolmaster Student Information Systems, a division of Tyler technologies, the program Wishkah Valley School District used to record student information, attendance, grades and credits. “Schoolmaster solutions are SIF (meaning schoolmaster can work with different school information systems) Certified, capable of meeting state and federal (NCLB) reporting requirements, and compatible with a variety of 3rd-party peripherals, software, and services. Schoolmaster was originally developed by John D. Schlotfeldt, Ph.D., in 1979. His vision of K-12 schools using cutting-edge technology to take local-control of their student information is carried on today” (schoolmaster.com).

Once the data was gathered the researcher entered it into a windows Excel program. Microsoft Office Excel is a spreadsheet-application written and distributed by Microsoft. The first version of Excel was released in 1985, though it didn’t become the top seller until 1988. The programs features included, calculation, graphing tools, pivot tables and a macro programming language called VBA (Visual Basic for Applications). Approximately every two years Microsoft releases a new version. The current version is Excel 12 also, known as

Microsoft Office Excel 2007. Excel was the first program to include features such as, choosing fonts, character attributes and cell appearance. Excel also introduced intelligent cell recomputation, where only cells dependent on the cell being modified are updated. Excel contains extensive graphing capabilities, and allows the users to perform mail merge.

Statistic calculator was used to test for significance. The Statistics Calculator allows use of summary data to perform a wide variety of statistical significance tests and sample size estimation.

Design

This study was designed to evaluate the effectiveness of the new tardy procedures. Tardies were calculated for second semester of the 2007-2008 school year and first semester of the 2008-2009 school year. A staff survey was conducted to gather the staff's perception of the new procedures. A casual-comparative research study was constructed.

Procedure

For this study the researcher sought to gather as much information about the effects of tardiness on student achievement. Several articles were reviewed at Heritage University and the internet. The researcher collected and analyzed data from the last semester of 2007/08. The data was entered into an Excel spreadsheet. During the first semester of 2008/09 the researcher monitored and

recorded tardies. When the semester was over, tardy records were calculated and entered into an Excel spreadsheet. Graphs were created to show findings.

Figures for the number of students exceeding the allotted three tardies were entered into a statistic calculator to test for significance and a table was created.

The researcher developed a staff survey and the survey was conducted. Answers were tallied and entered into an Excel spreadsheet; data were analyzed.

Findings were shared with building and district staff members.

Treatment of Data

The tool used to analyze the data by the researcher after it was entered into an Excel spreadsheet was a statistic calculator (stat pak). This tool was used to test for significance. This calculator told the researcher the probability values of a t-test, given the t-value and the degrees of freedom.

Summary

The researcher gathered data from the Wishkah Valley School's 2007-2008 seventh through eleventh grade classes. The students were tracked through the second half of the 2007/08 school year and the first half of the 2008/09 school year. The researcher chose to do a casual-comparative research study with the same group of students. After the tardies were recorded the researcher entered the data into an Excel worksheet and created graphs. The data was also entered into a

statistic calculator and a t test for independent samples was conducted to see if there was a significant reduction of tardies.

CHAPTER 4

Analysis of the Data

Introduction

Chapter 4 has been organized around the following topics: (a) description of environment, (b) hypothesis, (c) results of the study, (d) findings, and (e) summary.

Description of the Environment

This project was delimited to middle/high school students at Wishkah Valley School. The study was conducted during the second semester of the 2007/08 school year and the first semester of the 2008/09 school year. The students the researcher included in the study were in grades seventh through eleventh during the 2007/08 school year. Wishkah Valley School was in a rural area located twelve miles outside the city limits of Aberdeen, Washington. There was approximately 160 student's k-12 during the 2007/08 school year and approximately 140 students during the 2008/09 school year.

There were 87 students involved in the study during the second semester of 2007/08 and 79 students during the first semester of the 2008/09 school year.

Hypothesis

Wishkah Middle/High School students attending under the 2008/09 school year attendance procedures will have fewer tardies than students during the previous year. Staff members will be supportive of the new procedures.

Null Hypothesis

Wishkah Middle/High School students attending under the 2008/09 school year attendance procedures will not have fewer tardies than students during the previous year. Staff members will not be supportive of the new procedures.

Results of the Study

There was a significant decrease in the number of students exceeding three tardies per quarter with the new tardy procedures in place. The hypothesis, Wishkah Middle/High School students attending under the 2008/09 school year attendance procedures will have fewer tardies than students during the 2007/08 year, was supported.

During the third and fourth quarters of the 2007/08 school year there were 87 students involved in the research. Of those students 23 exceeded the three tardy limit during the third quarter and 31 students during the fourth quarter. During the first quarter of the 2008/09 school year, 19 of the 79 students exceeding the tardy limit, and only eight of the 79 students exceeding the limit during the second quarter. (Figure 1)

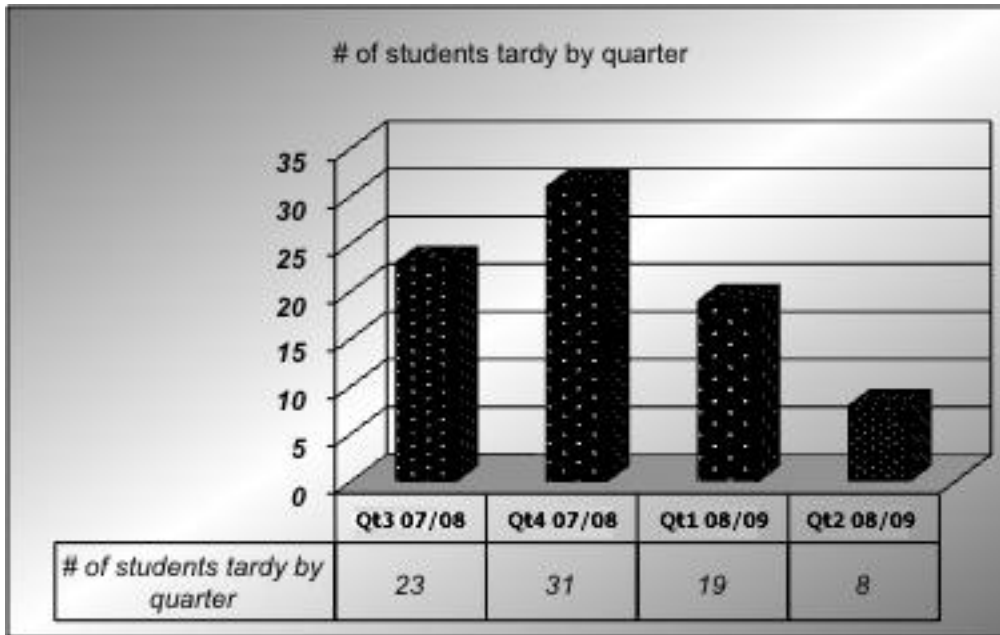


Figure 1

The data was entered into a stat pak and a *t* test was conducted to test for significance. With the degree of freedom 18 and a probability of .05, a value of 2.101 needed to be exceeded to show significance. When calculated with a degree of freedom of 18 the *t* value was 2.11, showing a significant change; accepting the hypothesis and rejecting the null hypothesis. The mean during the 2007/08 school year was 5.40 and only a 2.72 during the 2008/09 school year. (Table 1)

t - TEST FOR INDEPENDENT SAMPLES		
Statistic	Values	Group X
No. of Scores in Group X	10	7
Sum of Scores in Group X	54.0000	11
Mean of Group X	5.40	6
Sum of Squared Scores in Group X	362.00	9
SS of Group X	70.40	4
No. of Scores in Group Y	10	5
Sum of Scores in Group Y	27.2000	4
Mean of Group Y	2.72	4
Sum of Squared Scores in Group Y	149.02	3
SS of Group Y	75.04	2
t - Value	2.11	2
Degrees of freedom	18	1

Table 1

The staff surveys conducted in March, 2009, showed that most staff member’s perception was the new tardy procedures were effective in reducing tardies. There were fourteen staff members who completed the survey; five male and nine female. The staff was asked if there were fewer tardies with the new procedures in place. There were 3 staff members that strongly agreed, 7 who agreed, 4 who disagreed, and none strongly disagreed. In figures 2, 3, 4, and 5 a “4” represents strongly agree, a “3” represents agrees, a “2” represents disagrees and a “1” represents strongly disagree. (Figure 2)

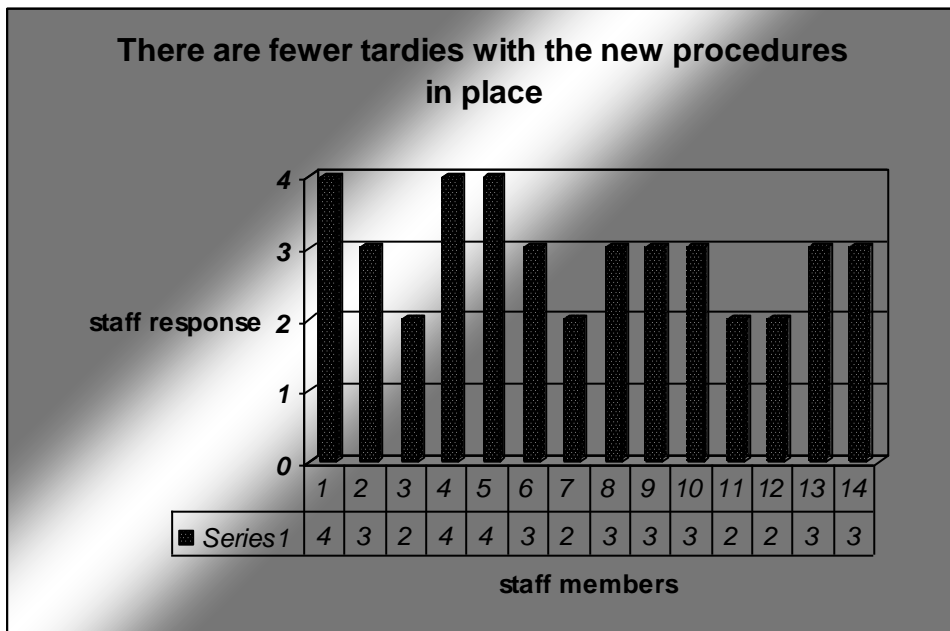


Figure 2

With state and federal requirements it was important that students had an environment conducive for student learning. When students arrive late to class, not only had it affected their learning, but the learning of all the students in the classroom. Figure 3 shows the perception of the staff on the amount of disruptions to the class with the new procedures in place. It shows the majority agree that there were fewer disruptions to class with the new tardy procedures in place. (Figure 3)

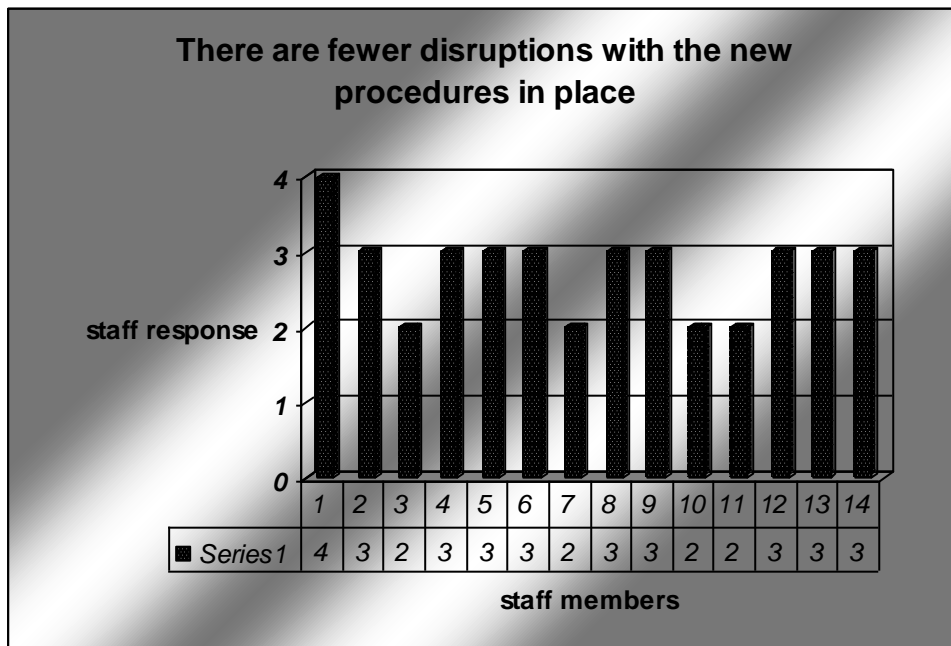


Figure 3

The survey asked staff member’s perception of improved instruction with the new tardy procedures. The majority of staff agreed, but there were a higher number of staff members who disagreed than with other questions. With higher standards being pushed by the state and federal government, it was important teachers get the allotted time in class to give instruction and assist students who need extra support. Having students coming into class late interrupts the entire learning process. (Figure 4)

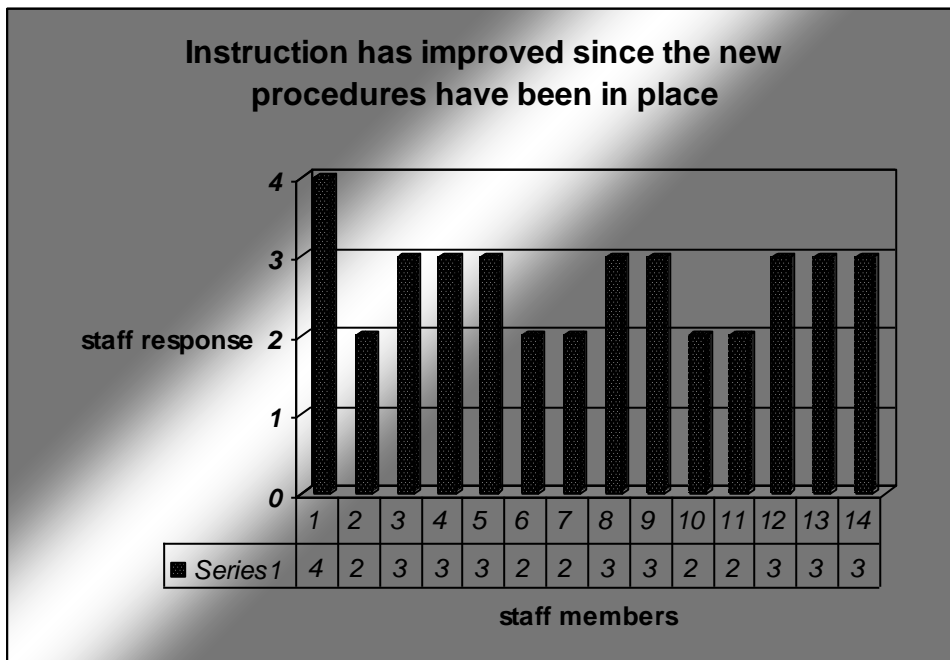


Figure 4

When the staff was asked if students were more aware of being on time since the procedures were instituted the perception was they felt students were more aware of the time restrains then in the previous year. With the new procedures adding tougher consequences for students who exceed the three tardy limit, students did not want to exceed the limit. (Figure 5)

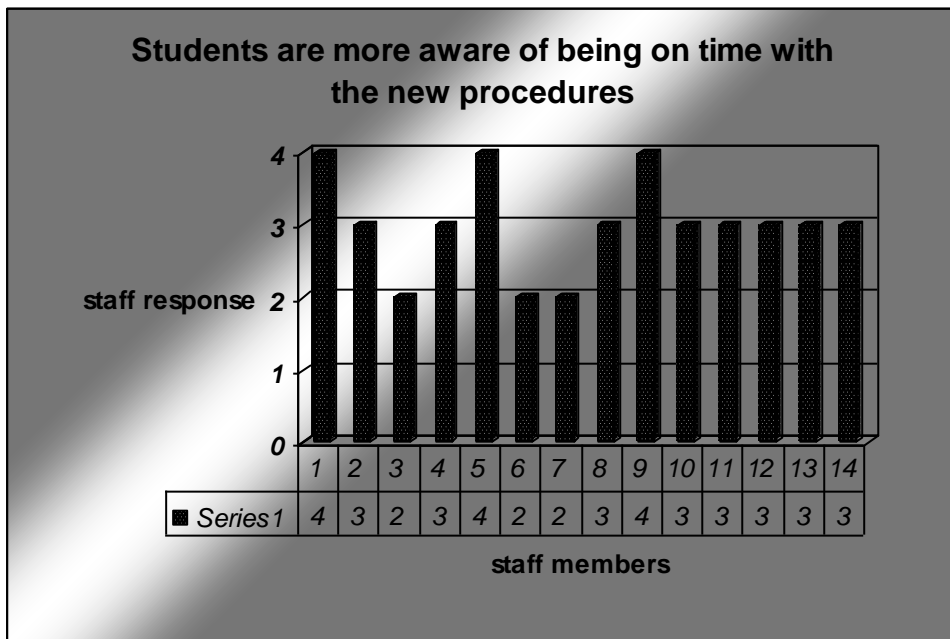


Figure 5

Findings

The researcher rejected the null hypothesis and supported the hypothesis based on the data results. There was a decrease in the number of students who exceeded the three tardy limit during the first and second quarter of the 2008/09 school year. The number of students exceeding three tardies went from the low 30's during the third and fourth quarters of the 2007/08 school year to fewer than ten during the second quarter of the 2008/09 school year. The teacher survey also showed the perception of the staff was favorable to the new tardy procedures.

Discussion

With the new tardy procedures having strong consequences for students who exceeded three tardies per quarter it was hypothesized there would be a large decrease in the number of students who exceeded the limit.

To help reduce truancy and tardies one shouldn't connect them to the student's grades. Reeves suggested giving a phone call home, talking with the student about the truancy and assigning after-school detention was more effective. Attending school regularly was important to a student's academic achievement (Reeves, 2008).

Summary

It was found that the hypothesis was supported and the null hypothesis was rejected. There was a significant change in the number of students who exceeded the three tardy limit established by the Wishkah Valley Middle/High School. The staff relayed the new procedures were effective in the survey given.

CHAPTER 5

Summary, Conclusions and Recommendations

Introduction

This chapter has been organized around the following topic: (a) introduction, (b) summary, (c) conclusions, (d) recommendations.

Summary

After the district identified a problem with the number of students exceeding the three tardy per quarter the tardy policy was changed. The researcher sought to conduct a study to evaluate the effectiveness of the new tardy procedures. If the new procedures significantly reduced the number of tardies the procedures were effective, if there was not a significant change the procedures would need to be reevaluated.

Several articles were reviewed by the researcher and background knowledge was gained on the importance of students being ready to learn when the tardy bell rang. Knowing that state and federal standards were being raised, student and teacher accountability are both important for success.

After analyzing the data using a *t* test, it was found there was a significant change with the new tardy procedures in place.

Conclusions

The findings of this study were important because the researcher shared the results with the administration and staff. Having the data supporting the new tardy procedures to refer to helped the Wishkah Valley Middle/High School staff visualize the amount of improvement on student tardies; going from 31 students exceeding three tardies to only eight students.

For this study to be more meaningful at Wishkah Valley Middle/High School tardies could have been evaluated using a larger number of quarters both prior to and after the implementation of the new tardy procedures.

Recommendations

After finding a significant change in the number of students tardy it is the recommendation of the researcher that the new tardy procedures are effective and should be kept in place for the following school year. The researcher also recommends that tardies continue to be closely monitored and the procedures be revisited as needed.

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APPENDIX

Carolyne Rodriguez has permission to conduct the study “Evaluating the Effectiveness of the 2008-2009 Tardy Procedures at Wishkah Valley Middle/High School

Administration Approval

_____, Administrator,

Joel Tyndell

Staff Survey

Please rate how you feel about the new 2008/09 tardy procedures by circling the appropriate choice; it is for my class. Thank you ~ Carolyne

1. There are fewer tardies with the new procedures in place.
Strongly Agree Agree Disagree Strongly Disagree
2. There are fewer disruptions with the new procedures in place.
Strongly Agree Agree Disagree Strongly Disagree
3. Instruction has improved since the new procedures have been in place.
Strongly Agree Agree Disagree Strongly Disagree
4. Students are learning more with the new procedures in place.
Strongly Agree Agree Disagree Strongly Disagree
5. The remedial steps in the procedures are effective.
Strongly Agree Agree Disagree Strongly Disagree
6. The new procedures need to be tightened up to be more effective.
Strongly Agree Agree Disagree Strongly Disagree
7. Students are more aware of being on time with the new procedures.
Strongly Agree Agree Disagree Strongly Disagree
8. I feel like all teachers are enforcing the new procedures equally.
Strongly Agree Agree Disagree Strongly Disagree
9. I believe that in order for the new procedures to be effective, all staff must be consistent.
Strongly Agree Agree Disagree Strongly Disagree
10. The new procedures have reduced the number of absences.
Strongly Agree Agree Disagree Strongly Disagree
11. The new procedures will help us from failing AYP in attendance.
Strongly Agree Agree Disagree Strongly Disagree
12. I am a ___ male ___ female

Staff Survey Data

1. There are fewer tardies with the new procedures in place.
Strongly Agree: 3 Agree: 7 Disagree: 4 Strongly Disagree: 0
2. There are fewer disruptions with the new procedures in place.
Strongly Agree: 1 Agree: 9 Disagree: 4 Strongly Disagree: 0
3. Instruction has improved since the new procedures have been in place.
Strongly Agree: 1 Agree: 8 Disagree: 5 Strongly Disagree: 0
4. Students are learning more with the new procedures in place.
Strongly Agree: 2 Agree: 7 Disagree: 5 Strongly Disagree: 0
5. The remedial steps in the procedures are effective.
Strongly Agree: 1 Agree: 10 Disagree: 3 Strongly Disagree: 0
6. The new procedures need to be tightened up to be more effective.
Strongly Agree: 2 Agree: 8 Disagree: 3 Strongly Disagree: 1
7. Students are more aware of being on time with the new procedures.
Strongly Agree: 3 Agree: 8 Disagree: 3 Strongly Disagree: 0
8. I feel like all teachers are enforcing the new procedures equally.
Strongly Agree: 1 Agree: 4 Disagree: 8 Strongly Disagree: 1
9. I believe that in order for the new procedures to be effective, all staff must be consistent.
Strongly Agree: 9 Agree: 5 Disagree: 0 Strongly Disagree: 0
10. The new procedures have reduced the number of absences.
Strongly Agree: 0 Agree: 5 Disagree: 9 Strongly Disagree: 0
11. The new procedures will help us from failing AYP in attendance.
Strongly Agree: 1 Agree: 8 Disagree: 2 Strongly Disagree: 0
12. I am a 5 male 9 female

