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Best Practices in Transition: A Descriptive Study of a Rural High School Grades 9 Through 12

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Best Practices in Transition:

A Descriptive Study of a Rural High School grades 9 through 12
(TITLE)

BY

Michelle A. Messerli Bolander

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THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
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IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
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Best Practices in Transition:
A Descriptive Study of a Rural High School grades 9 through 12

Michelle A. Messerli Bolander

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Fall 2000

Abstract

This study examined and determined the practices in transition that were currently being implemented, what transition opportunities were available, and which practices could be utilized at Litchfield High School during Fall 2000 to support a smoother transition from middle school to high school for ninth grade students with and without special needs. The study did not establish a relationship of cause and effect, but rather compared cases (administrators, special educators, and regular educators) through qualitative data that were supported by quantitative measures. The population surveyed consisted of the 33 teachers and 2 administrators at the high school level, with different number of years experience. Results indicated that Litchfield High School utilized 5 out of 16 recognized best transition practices which included career development, family and living skills, vocational development, sharing facilities, and flexible schedules. Transition practices not being utilized were interdisciplinary grouping, established planning time, advisory programs, academic support skills, organization skills, peer mentorships, reference skills, study and test taking skills, orientation to high school, overlapping content, and teacher expectations. Recommendations for future studies concerning transition include teacher perceptions based on years experience teaching.

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A Descriptive Study of a Rural High School grades 9 through 12

The development of best practices in transition from middle school to high school has become a challenge in many schools. Transition programs should increase academic achievement, reduce disciplinary problems, decrease absences, and increase involvement in school activities (Alspaugh, 1998; Smith, 1997). A successful transition approach should be based on best practice elements such as career planning, planning development, employment skills, structured work experience, family and health skills, and involvement strategies (Kohlér, 1999). Currently, there are many schools that have a transition program in place, however, many more that do not. An organized transition approach will promote a smoother transition for many students including students with special needs. In order to have smooth transitions from middle school to high school a transition program must meet the needs of all students including students with special needs, be up to date, and be applied to current curriculum (Jett, Pulling, & Ross, 1995).

Best transition practices can be accomplished in the following modes:

- ◆ sharing middle school and high school teachers
- ◆ sharing school buildings
- ◆ same planning time
- ◆ organizing ninth grade students and teachers into interdisciplinary teams
- ◆ conducting scheduled and planned advisory programs
- ◆ using upperclassmen as mentors
- ◆ providing flexibility in the grouping of students for instructional purposes

- ♦ providing activities for ninth graders to participate in that allow them to act like ninth graders (Alspaugh, 1998; Jett, Pulling, & Ross, 1995; Sheets, Izzard-Baldwin, & Atterberry, 1997; Smith, 1997).

These modes of best practices are based on field research. They may be introduced in many ways.

Problem Statement

Research has been completed on programs available within schools and their effectiveness for students who were transitioned into high school. Students entering high school from middle school experience a loss of established supports, new emotions, new relationships, and other inevitable situations (Jett, Pulling, & Ross, 1995; Smith, 1997). Successful transition programs make the transition from middle school to high school an easier process for the child.

Currently at Litchfield High School entering freshmen do not have much of a choice in their academic schedule. When students reach their sophomore year, they can choose two to three elective classes. As students continue into the upper grades, they are given up to three or four elective classes of their choice. For a student who plans to pursue post-secondary education or institutions of higher learning there are advanced and honors classes offered.

At Litchfield High School, during the time of the study the senior class of 2001 has had 71 withdrawals including drop outs with a total of 79 students remaining. The junior class of 2002 has had 36 withdrawals including drop outs with a total of 132 students remaining. The sophomore class of 2003 has

had a total of 18 withdrawals including drop outs with a total of 137 students remaining. The class of 2004, freshmen, has had 2 withdrawals including drop outs with a total of 135 students remaining. The statistics from the withdrawals includes a transfer to another school, transfer to home-schooling, and drop outs.

This study will examine and determine the practices in transition that are currently being implemented, what transition opportunities are available, and which practices could be utilized at Litchfield High School to support a smoother transition from middle school to high school. This study will suggest recommendations to the school regarding what can be done to better prepare middle school students for an easier transition into high school.

Hypotheses and Questions

This study was based on recent school shifts and reforms to encompass more of the developmental needs of the child and adolescent during transition years.

The purpose of this study was to determine which identified best practices in transition were currently being used and which best practices were not in place at Litchfield High School.

The hypothesis and questions posed by the study are:

Having a positive and successful transition to high school better prepares all students including those with special needs for high school demands.

1. What transition practices are being utilized at Litchfield High School?

2. What the literature considers successful transition practices are not being utilized at Litchfield High School?

3. How successful were transition practices that are in place for all students according to participating teachers' beliefs?

Review of Literature

The challenge of providing an organized approach is not new to middle schools. The initial purpose for constructing middle schools was to prepare eighth graders for their introduction into high school. When eighth graders became ninth graders they did not receive the welcome they expected. Research supports the notion that a successful transition will have positive effects on performance and grades (Alspaugh, 1998; Reyes, Gillock, & Kobus, 1994; Smith, 1997). High schools need to be prepared for eighth graders (Jett, Pulling, & Ross, 1995). High schools need to have a curriculum in place to help transition the ninth graders into high school life. According to Kochhar (1987), schools need to work toward a common list of behavioral objectives and habilitation strategies, or common curriculum to include work related and independent living skills. This curriculum needs to include instruction concerning life skills, learning skills, social skills, career plan development, support services, employment skills, and structured work experiences (Alspaugh, 1998; Kohler, 1999). High schools that are school-career based offer work evaluation, work adjustment programs, cooperative education or a work-study program, vocational or technical education, general and college prep education (Clark & Kolstoe, 1995). These programs within the curriculum

advocate instruction in career development and transition for all students.

Transition is described and defined

“...as a process of movement through life phases, or the methodology associated with the life development process of persons as they move from the structure of one social institution or service delivery system to that of another...Since transition is the process by which we facilitate movement along the life development continuum, it occurs during and through awareness, exploration, integration, training and retraining at numerous stages in ones life”

(Ianacone & Stodden, 1987, p. 3-4).

According to Polloway (1987), there are some specific transitional concerns that can be identified for ninth graders:

- ◆ awareness of physical layout of the high school
- ◆ increased demands for personal time management
- ◆ adjustment to changing classes
- ◆ movement between rooms
- ◆ use of lockers
- ◆ homework demands
- ◆ coordination of books for classes and homework
- ◆ increased lecture-based style teaching
- ◆ library usage and
- ◆ study skills

Research has demonstrated certain best practices in transition. The

best practices vary from program to program, but have the same concepts and elements (Kohler, 1999; Sheets, Izard-Baldwin, & Atterberry, 1997). The elements that need to be included in a successful transition program include career planning, planning development, employment skills, structured work experience, family and health skills, and involvement strategies. These elements may be infused into many curriculum activities and classes (Alspaugh, 1998; Kohler, 1999; Reyes, Gillock, & Kobus, 1994). Best practice elements are centered around the student and the instruction of certain skills (Smith, 1997).

Career planning is one of the most important areas for all students. This element is related to career counseling and student decision making within the career counseling process. Students can plan for their future and actually take some responsibility for their work.

Goals and outcomes for students with and without disabilities should be the center of their career development (Clark & Kolstoe, 1995). This is not a new philosophy, but has become centered around comprehensive career development and this is appropriate for all students with and without disabilities. Secondary transition began to emerge in its own field in the 1980's with Will's (1983) position paper on transition needs. The student's chosen career is the progress and is subject to planning, programming, choices, changes, and decisions made according to what needs to be accomplished to attain and maintain that career (Clark & Kolstoe, 1995). Programming development and transition is concerned with independent living

and should promote the student's freedom to make choices while learning what alternatives there are and how to make appropriate decisions. Life-career development and transitions for students with disabilities differ significantly from those transitions for students without disabilities. Special training and services may be required and can continue through adulthood (Clark & Kolstoe, 1995).

Planning development covers planned academic meetings with the specific class or age group of students. This helps the group to become unified and not feel alone. Planning development can be used to conduct class meetings and orientation meetings to help the students adapt to high school (Jett, Pulling, & Ross, 1995).

Employment skills include work related social skills and job seeking skills training programs. This would relate to jobs, careers, and colleges. Students are encouraged to look into post-secondary programs and possibly into college. Students are also involved in researching a job that they feel would make a good career.

Service delivery models that provide structured work experiences such as job shadowing, apprenticeships, work study programs, and job placement services through the school (Kohler, 1999), promote a smooth transition from high school to work. Providing a time when students can interact with adults in the community who are not their teachers or parents can prove useful in giving students a feeling of importance and a sense of responsibility. It also reinforces employment writing skills by encouraging students to write job

related letters in their field of interest.

Family skills training includes instruction in family life and child care. These skills are necessary for developing understanding of support roles (Jett, Pulling, & Ross, 1995). Classes would include health care, family life, child care, and adult living skills classes.

Involvement strategies are areas of extra curricular activities that can be school based or community sponsored. Students can participate in many school activities, clubs, and sports teams (Catterall, 1998; Jett, Pulling, & Ross, 1995). Participation in social organizations and activities center around teamwork and learning to work with others.

Transition programs are outcome-based (Kohler, 1999; Reyes, Gillock, & Kobus, 1994; Will, 1984). Students have a goal in mind when they start a new school year. Their goal may be simple or complex, but they all have an idea. Schools need to assist students in developing their vision statements. Thinking with the end in mind for students may help schools choose to work toward a transition program (Catterall, 1998; Smith, 1997). Outcome-base planning helps ninth grade students visualize their outcomes and may expand their horizons.

When considering best practices for ninth graders, educators must also consider students with special transition needs. By the time a student with special needs reaches the age of 14 1/2, the school district must consider and develop, transition goals and possible supports. Illinois state law requires that all transition goals include employment, post-secondary education, and

community living alternatives (DeStefano, Winking, & Bullock, 1993). A school district is responsible to deliver the specific educational services such as vocational training and community living skills instruction. Federal law also requires at least three additional areas of instruction to include community experiences, daily living skills, and functional vocational skills (DeStefano, Winking, & Bullock, 1993).

Successful transition planning for students with special needs promotes positive and lasting outcomes which include post-school goals and linkages with agencies that will be part of the student's life beyond graduation if necessary. Effective planning is student centered, outcome-oriented, and based on student's strengths, needs, and preferences.

The implementation of an organized transition approach in a school can have remarkable effects. Several studies indicate positive effects from a transition program (Jett, Pulling, & Ross, 1995; Reyes, Gillock, & Kobus, 1994; Sheets, Izard-Baldwin, & Atterberry, 1997). Schools report more support from parents, students, and teachers (Catterall, 1998). Students are reported as completing more homework and less disciplinary actions are taken. Students have been reported as more successful and stay in school longer (Smith, 1997).

An example of a successful transition approach called Bridge was implemented in the Fall of 1992 at Ingraham High School. Ingraham High School is located in Seattle, Washington, which in 1992 had a population of approximately 530,000 people. The school's research revealed that ninth

graders experienced behavior, social, and academic difficulties, along with peer pressure truancy, increased disciplinary actions, academic failure, and non-attendance (Monahan, 1992; Sabatini, 1989). In 1992, the Ingraham High School principal formed a committee to identify factors that contributed to student failure. This committee discovered that students lacked good study skills, work habits, and had difficulty coping with the increased number of choices and freedom in high school (Sheets, Izard-Baldwin, & Atterberry, 1997). Ingraham High School wanted to reduce the number of disciplinary actions, decrease absences and dropouts, increase academic achievement, and increase involvement in school activities (Sheets, Izard-Baldwin, & Atterberry, 1997). The program developed was to allow regularly scheduled time each day for addressing transition needs, which infused transition instruction into curriculum. Some curricular sections offered during that Bridge hour included self-concept awareness, social survival, health and family life, goal setting, career planning, and integrated school activities. Students would spend seven to eight days in a section before rotating to another. In addition to the curricular sections, there were whole-group activities scheduled during the Bridge hour. These activities included career festivals, club and team activities, and orientation meetings. The Bridge approach was implemented in Ingraham High School, and a three year study was completed (Sheets, Izard-Baldwin, & Atterberry, 1997). The study supported the effectiveness of a transition program. Results included an increase in grades. The year prior to implementing the Bridge program 68.5% of students received a "C" average or

higher. Three years after, 75.8% of the students were receiving a “C” average or higher. The percentage of students with discipline problems, that had previously been estimated at 34%, dropped to 22% (Sheets, Izard-Baldwin, & Atterberry, 1997). Withdrawal rates, which include dropouts and transfers, which had previously been rated at a 22% were reduced to a 5% withdraw rate after the Bridge program was implemented (Sheets, Izard-Baldwin, & Atterberry, 1997). The transition process was successful and continues to be successful at Ingraham High School.

After high school, many students chose to go on to post-secondary education or college. Courses are available at the college level concerning college life, decision-making, and study skills. There are also counseling centers, writing support centers, tutoring services, and career or job placement centers available for all students. Additional support services are available for students with disabilities. Students have the opportunities to use the services already mentioned, but also have disability services and speech-language-hearing services available to support academic success. Many community colleges offer vocational and life skills courses and other opportunities for students with disabilities.

Those students who do not chose to continue in post-secondary education may chose to go to work. Some individuals may need more assistance in finding a job, a place to live, and other services. Post-secondary adult service providers can include the Rehabilitation Services, Mental Health Programs, Easter Seal Society, adult employment settings, independent living

centers, and job placement centers. In the state of Illinois there is a service program called the Southern Illinois, Transitional Service Delivery Program (Stark & Karan, 1987). This program assists adults with many transitional needs including competitive and supported employment opportunities.

Methods

Design

This descriptive study identified best practices based on current literature and current practices at a rural high school, in Litchfield, Illinois in Montgomery County. This semester long study surveyed high school teachers of ninth grade classes and teachers that recently had or currently have ninth grade students with special needs. Teacher perceptions about current practices were surveyed established and a description of the transition practices that are currently being implemented resulted (Gall, Borg, & Gall, 1996).

This study collected and described data reflecting transition practices at Litchfield High School for ninth grade students with and without special needs (Gall, Borg, & Gall, 1996). The study did not establish a relationship of cause and effect, but rather compares cases through qualitative data that will be supported by quantitative measures. The cases compared are administrators, special educators, and regular educators. These data provide a basis for future studies regarding best practices in transition for students attending Litchfield High School.

Surveys used in educational research, collect information that was not

directly observable, such as attitudes, accomplishments, motivations, feelings, and experiences of individuals (Gall, Borg, & Gall, 1996). A survey format was chosen because it allowed information to be given to many teachers at one time at a low cost. The individuals who participate in a survey typically control the data collection process; they can complete the survey at their convenience, answer items in any order, take more than one sitting to complete, skip questions, and give unique answers (Gall, Borg, & Gall, 1996).

Procedures

The superintendent and principal of Litchfield High School were contacted previous to the beginning of the study to ask for their permission to participate in the study, gain the support of the school and permission of the school to question, and survey the staff members. A letter was presented to the superintendent and principal that contained detailed descriptions of the purpose of the study, the benefits of the study to the school in demonstrating the transition practices or the need for more transition opportunities to meet students' needs. After a response was obtained from the superintendent and principal, all teachers involved received a letter explaining in detail the purpose and need for the survey. The teachers also received a statement prior to the survey that informed them that the best practices in transition from middle school to high school would be studied and that all information would be kept confidential. A copy of the research proposal was available and cover letters were sent to all involved (see Appendix D).

Criterion sampling was the sampling technique chosen. This technique

also involved single staged sampling procedure, which the researcher has access to names within the population and can sample the people directly (Creswell, 1994). This technique is often used in studying educational programs (Gall, Borg, & Gall, 1996). In this case, a descriptive study of best transition practices was conducted and the teachers selected were directly involved with ninth grade students with or without a disability. Those teachers most likely yield accurate information about a program or approaches that work well or poorly. The sample was categorized into three separate cases for comparison. Cases were administrators, regular education teachers, and special education teachers regardless of gender or experience. This descriptive study utilized case comparison to describe the transition practices.

The data was collected through a survey of 2 administrators and 33 high school teachers of ninth grade classes that have or recently have had a student with special needs within their classroom. Teachers were given a survey and ample time to complete the survey. The survey contained several questions related to best practices in transition to consider and rate.

The dependent variables that were studied were the results of the survey questions completed by the teachers. Results were categorized into three separate cases for comparison; administrators, regular education teachers, and special education teachers (regardless of gender or experience). The teachers who participated in the study were treated as independent variables.

A survey questionnaire protocol developed by the investigator was used to gain teachers' perceptions about transition practices. Teachers first

completed demographic information concerning current position, type of educator, and subjects currently taught. Information about years teaching experience was collected, but not utilized in this study due to small sample size.

The survey protocol was semi-structured and supported by literature. The survey protocol address 16 overall themes in best transition practices based on literature research:

- ◆ overlapping content
- ◆ sharing facilities
- ◆ established planning time
- ◆ interdisciplinary grouping
- ◆ advisory programs
- ◆ peer mentor ships
- ◆ flexible scheduling
- ◆ academic support skills
- ◆ organization skills
- ◆ orientation - high school
- ◆ reference skills
- ◆ study/test taking skills
- ◆ career development
- ◆ family & living skills
- ◆ vocational development
- ◆ teacher expectations

Using a survey in questionnaire form may challenge both the validity and reliability of the information gathered from the respondents (Gall, Borg, & Gall, 1996).

To assure valid responses from the participants during the survey, a pilot study was conducted to determine the appropriateness and meaningfulness of the questions and descriptions.

To maximize the validity of the findings, multiple methods to cross validate between the teachers, research, and administrators were used. Triangulation was used to cross validate information gained from teachers, administrators, and research. Triangulation is the process or method of using a combination of methodologies in the study of the same phenomenon (Creswell, 1994). Triangulation used within this study was comparing the three cases of administrators, regular education teachers, and special educators. Triangulation seeks convergence of results and eliminates biases that might result from relying on one method, source, or theory.

Validity of a test or questionnaire refers to the appropriateness, meaningfulness, and usefulness of the specific inferences made from the results of the questionnaire (Gall, Borg, & Gall, 1996). To assure that scores are undistorted by biases, the questionnaires contained closed form questions. Closed form questions only allow for prespecified responses to questions, which gave the survey a higher objectivity.

Content validity indicates the degree in which the scores obtained by the questionnaire represent the content of the information that was to be

measured. To ensure valid answers, all aspects of each question were defined and a pilot study was completed to ensure understanding of information. To ensure contextual completeness and valid answers terms were defined and questions were stated clearly on the survey.

Face validity refers to the subjective inspection of the questionnaire items to judge whether or not they covered the content area that is to be measured. Defining all aspects of each question and having completed a pilot study ensured that the content area was understood and measured accurately.

The question that rated the researcher, also rated the validity of the information gathered from the study. The question demonstrated how the researcher was or was not involved, which checked the researcher's position to the information and participants studied.

To acquire reliable responses from participants, a pilot study was performed to observe responses obtained using the same exact procedures that were to be used in the survey.

Teachers indicated whether or not a specific transition practice was being implemented. If it was not being implemented the teacher indicated this by circling "no". If it was being implemented the teacher indicated this by circling "yes" and then circling, in their own opinion, the degree of success of that specific transition practice on a Likert scale. Each survey contained identical questions for all administrators and teachers, which included a "yes" or "no" section with a Likert scale to determine the existence of and rate the success of specific practices. The Likert scale is an attitude scale to determine

the individual's viewpoint or disposition toward an object (Gall, Borg, & Gall, 1996). Participants were asked to check their level of agreement with various statements. Each component of transition was explained and defined to clarify understanding of the meaning of best practices to assure reliable responses. The degree of success for specific transition practices was rated on a Likert scale. Each number corresponded to an answer. The numbers ranged from 1 to 4. At the completion of the survey, there was a question designed to assure total teacher control over their responses. This item established that the teachers were not influenced by the researcher and contributed to the validity of the teachers' responses.

After completion of the study a copy of the research will be given to all involved.

The questionnaire assessed teachers' perceptions of their knowledge and teaching practices that include transition practices within their classroom. The questionnaire also contained demographic information such as current position, subjects currently teaching, and the number of years experience to gain knowledge of involvement within the school.

A closed form survey method was selected for this descriptive study which was based on its advantages, convenience, and availability of time for the teachers and staff involved (Gall, Borg, & Gall, 1996). Surveys are used in educational research to collect information that is not directly observable, such as attitudes, accomplishments, motivations, feelings, and experiences of individuals. The purpose of a closed form survey was to use a questionnaire with questions that permitted only prespecified responses from individuals

about their characteristics, experiences, and opinions in order to generalize the findings within that population which the survey was to represent. Surveys, in addition have two advantages. The cost of sampling individuals over a large area is low and the time required to collect data is much less (Gall, Borg, & Gall, 1996). Respondents typically control the data collection process; they can complete the survey at their convenience, answer items in any order, take more than one sitting to complete, skip questions, and give unique answers.

Reliability of a test or questionnaire refers to how much measurement error is present in the information gathered by the questionnaire. To ensure reliable answers all aspects of each question were defined and stated clearly and a pilot study was used to ensure understanding of information.

The question that rated the researcher, also rated the reliability of the information gathered from the study. It demonstrated how the researcher was or was not involved, which checked the researcher's position to the information and participants studied.

Results were displayed in tables for easy visualization and understanding of the information attained (see Appendix E for all tables).

Participants and Setting

There are approximately 40 teachers currently teaching at Litchfield High School during the 2000-2001 school year. The population that was studied consisted of the 33 teachers and 2 administrators at the high school level, with different number of years experience. Litchfield High School has a racially homogeneous population of approximately 500 students. The high school

teachers surveyed, currently have or recently have had a student with special needs in their classroom, from a city of approximately 7000 people, in a high school population of approximately 500 Caucasian students.

This study took place at Litchfield High School during the Fall semester of the 2000-2001 school year. The sampling unit consisted of 2 administrators and 33 high school teachers who teach ninth grade level courses that currently have or recently have had a student with special needs. Litchfield is a close knit, family oriented community of approximately 7000 people. Its high school population is approximately 500 students. There is no racial or cultural diversity per say in Litchfield High School.

Analysis

Qualitative.

Descriptive studies are best analyzed through qualitative analysis of themes, patterns, and relationships among transition best practices, cross tabulations, cross case comparison, visual tables, and non-parametric tests (Gall, Borg, & Gall, 1996).

The following qualitative methods were used to analyze data:

1. qualitative analysis of themes, patterns, and relationships among transition best practices
2. case comparison

Case studies are used to explore a single phenomenon within a specific program or social group to collect detailed data by using a variety of procedures (Creswell, 1994). Cross case comparisons are similar to case studies. Both

involve an in-depth study of a particular phenomenon in its natural context, from the perspective of the participants involved. In this study cases were compared for themes, patterns, and relationships. The 16 themes the survey protocol addressed were semi-structured based on the literature reviews. The three cases compared within this study were administrators, general educators, and special educators.

Tables visually compared and demonstrated the concerns regarding which best transition practices were implemented and which were not in place at Litchfield High School (Gall, Borg, & Gall, 1996). Respondents were categorized into three cases, administrators, regular educators, and special educators. Cross case comparisons were completed to show the difference in responses given by the three different cases. Results from the cross case comparisons are visually demonstrated on tables.

Quantitative.

Descriptive studies can be analyzed quantitatively through collected frequency tallies, percentages, chi-square cross tabulations, and visual tables and graphs (Gall, Borg, & Gall, 1996).

The following quantitative methods were used to analyze data:

1. collected frequency tallies
2. percentages
3. chi-square
4. Kruskal-Wallis ranked median test
5. cross tabulation

Frequency tables and charts containing total tallies provided a visual way to express scores and results. Tallies and percents were compared to analyze the total number of yes and no responses and to compare the degree of success. Tables and data charts showed the breakdown of responses given.

Chi-square is a nonparametric statistical test that determines if research data in the form of frequency tallies are distributed differently for different samples (Gall, Borg, & Gall, 1996). It compares responses to expected responses (Field, 2000). A significance level of less than .05 will be used.

The data collected was nonparametric in nature. Nonparametric data and tests are assumption free as they do not make assumptions about the type of data on which they can be used (Field, 2000). The Kruskal-Wallis ranked median test, tested for case comparison of more than two variables. The three cases were treated as independent variables and ranked accordingly.

Cross tabulations compare the number of responses with one case compared to that of another case. Total count will be given for each degree of success and a total count of the number of respondents.

Results

Demographic Summary

The completed survey resulted in 29 respondents, 1 administrator, 22 regular educators, and 6 special educators which resulted in an 83% return rate for completed surveys. The return rate exceeded the expected survey return rate of 50%.

Data collected on years of experience were not analyzed for comparisons and data summary. The sample size was insufficient for comparative data concerning years experience.

Qualitative

Overview of Results.

All results were based solely on the responses provided by the participants within each case. Results are reported in whole group data for totals to identify the outcomes of the original questions posed.

Tables 1 and 3 contain responses that answered the question of what transition practices were being utilized and how successful were those transition practices. Table 1 (see Appendix E), displays frequency of best transition practices being utilized. Table 3, (see Appendix E) depicts the successfulness of the transition practice based on the number of “yes” responses. Whole group data are reported in descending order from highest number of tallies reported “yes” and the reported successfulness (see Appendix E). The 5 highest identified practices tallied out of 29 completed surveys were family and living skills, vocational development, career development, sharing facilities, and flexible scheduling were identified. Family and living skills received 29 “yes” responses and was reported to be somewhat successful by 16 educators and successful by 12 educators. Vocational development received 29 “yes” responses and was found to be somewhat successful by 13 educators and successful by 14 educators. Career development received a total of 27 “yes” responses and was found to

be somewhat successful by 15 educators and successful by 9 educators.

Sharing facilities received 21 ‘yes’ responses and was reported to be somewhat successful by 12 educators and successful by 6 educators. Flexible scheduling received 17 ‘yes’ responses and was found to be somewhat successful according to 10 educators and successful for 1 educator. These identified themes received more than half of the total tallies.

Whole group data in Table 1 (see Appendix E) answered the question concerning the best transition practices not utilized. Results are reported in descending order from highest number of tallies reported ‘no’ concerning transition practices not implemented. The practices identified were interdisciplinary grouping, established planning time, academic support skills, organization skills, advisory programs, orientation to high school, study and test taking skills, peer mentorships, reference skills, teacher expectations, and overlapping content.

Table 2 (see Appendix E), depicts percent of best transition practices being utilized out of the total number of respondents. Table 4 (see Appendix E) displays percentage of degree of success calculated on the total number of tallies according to the number of ‘yes’ responses. Whole group data reported out of 29 completed surveys that family and living skills, vocational development, career development, sharing facilities, and flexible scheduling were identified transition practices. Family and living skills received a 100% ‘yes’ response from respondents and was reported to be 55% somewhat successful and 41% successful by educators. Vocational development

received a 100% “yes” response and was reported to be 45% somewhat successful and 48% successful by educators. Career development received a 93% “yes” response and was reported by educators to be 56% somewhat successful and 33% successful for ninth grade students. Sharing facilities received a 72% “yes” response and was reported to be 57% somewhat successful and 29% successful as reported by educators. Flexible scheduling had a 59% “yes” response and was reported by educators to be at 59% somewhat successful, 6% successful.

Responses by Case

Administrators.

According to the administrator there were 9 best transition practices implemented during Fall 2000 (see Table E1). They were overlapping content, sharing facilities, flexible scheduling, academic support skills, organization skills, study and test taking skills, career development, family and living skills, and vocational development.

The successfulness of each implemented practice was reported (see Table E3). According to the administrator, overlapping content was successful, flexible scheduling was somewhat successful, academic support skills was somewhat successful, organization skills was somewhat successful, study and test taking skills were somewhat successful, career development was successful, family and living skills was successful, and vocational development was successful.

Results indicated that 7 best transition practices were not being

implemented (see Table E1). According to the administrator, the transition practices that were not being utilized were established planning time, interdisciplinary grouping, advisory programs, peer mentorships, orientation to high school, reference skills, and teacher expectations.

Regular Educators.

According to regular education teachers the following best transition practices were being utilized at Litchfield High School; sharing facilities, flexible scheduling, career development, family & living skills, and vocational development (see Table E1).

The successfulness of each implemented practice was reported (see Table E3). According to regular educators sharing facilities with the middle school was reported to be somewhat successful by 8 teachers, successful by 6 teachers, somewhat unsuccessful by 1 teacher and unsuccessful by 1 teacher. Flexible scheduling was reported to be somewhat successful by 8 teachers, successful by 1 teacher, and somewhat unsuccessful by 2 teachers. Career development was reported as somewhat successful by 12 teachers, successful by 6 teachers, somewhat unsuccessful by 1 teacher and unsuccessful by 1 teacher. Family and living skills was reported to be somewhat successful by 12 teachers and successful by 9 teachers. Vocational development was reported as somewhat successful by 11 teachers and successful by 10 teachers.

Regular educators identified 11 best transition practices that were not utilized at Litchfield High School (see Table E1). The transition practices not

implemented included overlapping content, established planning time, interdisciplinary grouping, advisory programs, peer mentorships, academic support skills, organization skills, orientation to high school, reference skills, study and test taking skills, and teacher expectations.

Special Educators.

According to special education teachers the following best transition practices are being utilized at Litchfield High School; sharing facilities, flexible scheduling, career development, family & living skills, and vocational development (see Table E1).

The successfulness of each implemented practice was reported (see Table E3). According to special educators sharing facilities was reported to be somewhat successful by 4 teachers. Flexible scheduling was reported as somewhat unsuccessful by 3 teachers and somewhat successful by 1 teacher. Career development was reported to be somewhat successful by 3 teachers and successful by 2 teachers. Family and living skills was reported as somewhat successful by 4 teachers and successful by 2 teachers. Vocational development was reported to be successful by 3 teachers and somewhat successful by 2 teachers.

Special educators identified 10 best transition practices that were not being implemented at Litchfield High School (see Table E1). The transition practices not implemented included overlapping content, established planning time, interdisciplinary grouping, advisory programs, peer mentorships, academic support skills, organization skills, orientation to high school, study

and test taking skills, and teacher expectations.

Case Comparison

All involved were separated into three cases to be studied, ie: administrators, regular educators, and special educators. All results were based solely on the answers provided by the respondents within each case.

The cases were compared as to the three common best practices identified by all three cases, best practices identified by regular educators compared to administrators, best practices identified by special educators compared to administrators. The Kruskal-Wallis test and Median test were administered to support data.

Administrators to Regular Educators.

Results from regular educators were compared to administrators. After being compared, results showed that academic support skills, organization skills, and study and test taking skills were not being implemented, when the administrator responded that they were being implemented (see Table E1 for complete results).

According to cross tabulations, (see Appendix F) when regular educators were compared to administrators, 3 out of 22 regular educators agreed that academic support skills were somewhat successful. There were 3 regular educators that agreed that organization skills were somewhat successful. Overlapping content was reported successful by administrators and 2 regular educators, while 6 regular educators reported that it was somewhat successful, and 1 regular educator reported that it was somewhat

unsuccessful. When study and test taking skills were compared it was found that 6 regular educators agreed with the administrators that it was somewhat successful and 1 regular educator reported that it was somewhat unsuccessful. This test identified the differences between the perceptions of regular educators compared to administrators.

Administrators to Special Educators.

Results from special educators were compared with administrators. Special educators identified that academic support skills, organization skills, and study and test taking skills were not being implemented, when the administrator responded that they were being implemented.

According to cross tabulations, (see Appendix F) when special educators were compared to administrators, only 1 special educator out of 6 agreed that flexible schedules were somewhat successful, while 3 reported that it was somewhat unsuccessful. There were no special educators that agreed that organization skills were somewhat successful, but 1 special educator reported that it was somewhat unsuccessful. Overlapping content was reported successful by administrators and no special educators agreed, while 1 special educator reported that it was somewhat successful, and 1 special educator reported that it was somewhat unsuccessful. When study and test taking skills were compared, results showed that the administrator reported it to be somewhat successful and no special educators agreed, but 1 responded that study and test taking skills was somewhat unsuccessful. This test identified several differences between the perceptions of special educators

compared to administrators.

Regular Educators to Special Educators.

Results from regular educators were compared with special educators. Both regular educators and special educators agreed that family and living skills, vocational development, career development, sharing facilities, and flexible scheduling was being utilized. However, it was found that several teachers perceive that study and test taking skills and reference skills were being implemented within the school. Some regular educators reported that orientation to high school is being utilized and no special educators agreed.

According to cross tabulations, (see Appendix F) when special educators were compared to regular educators, only 1 special educator out of 6 agreed with 8 regular educators that flexible schedules were somewhat successful, while 3 special educators agreed with 2 regular educators that reported flexible schedules were somewhat unsuccessful. There were 3 regular educators that reported organization skills were somewhat successful and no special educators agreed, but 1 special educator reported that it was somewhat unsuccessful. Peer mentorships were compared and 1 special educator agreed with 5 regular educators that it was somewhat successful, while 1 regular educator responded that peer mentorships was somewhat unsuccessful. When results were compared for advisory programs it was found that 2 regular educators reported it to be somewhat unsuccessful and 1 special educator agreed, while 2 regular educators responded that advisory programs were somewhat successful. This test identified several differences

between the perceptions of special educators compared to regular educators.

There were two best transition practices that regular educators responded to alone according to cross tabulations (see Appendix F) were; established planning time and orientation to high school. Established planning time was reported to be successful by 2 regular educators. Orientation to high school was reported to be somewhat successful by 6 regular educators.

Quantitative

The Kruskal-Wallis test showed the chi-square of themes. Among the three cases, there were significant differences reported in the themes of academic support skills and peer meontorships (see Appendix G). A significance level of .000 was reported for both academic support skills and peer mentorships. The Median test (see Appendix L) results further supported the Kruskal-Wallis test in the two areas of peer mentorships and academic support skills.

Discussion

Findings

The implementation of an organized transition approach in a school can have remarkable effects. Literature has shown that these schools had more support from parents, students, and teachers (Catterall, 1998). It was shown that students completed more homework and had less disciplinary actions taken. Students had been reported more successful and stayed in school longer (Smith, 1997).

This descriptive study was conducted to explore teacher perceptions of current transition practices at Litchfield High School during Fall 2000. The study identified what transition practices were being utilized, what successful transition practices were not being utilized, and how successful these transition practices were for all students including students with disabilities according to participating teachers' beliefs.

The study identified 5 transition best practices that were utilized during Fall 2000. These were career development, family and living skills, vocational development, sharing facilities, and flexible scheduling. Career development includes a class on career research, secondary school awareness, and budgeting. Family and living skills encompasses family life, child development, child care, adult life, weddings, budgets, and independent living skills. Vocational development introduces students to automobile servicing, agricultural science, agricultural business, construction trades, drafting, and electrical instruction. Litchfield High School shares with the middle school the band room, choir room, art room, instructional materials center, computer lab, and the gym. Schedules are completed and can be changed during the first few weeks of each semester which necessitates the flexibility of options.

The study identified 9 best transition practices not being utilized during Fall 2000. These included interdisciplinary grouping, established planning time, advisory programs, academic support skills, organization skills, peer mentorships, reference skills, study and test taking skills, orientation to high school, overlapping content, and teacher expectations. These transition

practices are supported by literature and continue to be an important part of successful transition. Transition is the process of development that continues throughout stages in a persons life. Transition facilitates awareness, exploration, integration, training, and preparation for the next step or stage of development. It is important for all students to have a successful transition to high school. Having a successful transition into high school will better prepare students for high school demands and begin the transition process that leads students into college and or work situations.

Limitations

Limitations of this descriptive study were the size of the sample, vocabulary used, and the subjectivity of teachers' ideas of best practices in transition. The sampling size decreased the generalizability of the findings. The findings could also be subject to other interpretations. This study will not be generalizable to other schools and teachers.

The data collected on years of experience were not analyzed for comparisons and data summary. The sample size was insufficient for comparative data concerning educator years of experience.

Unanswered questions resulting in a no response limited the results to less than the 29 respondents. If no response was given, there was not a perception recorded. There was also a pattern detected over several respondents protocols. There was extra information provided such as written comments and then no response was given. Participants not responding to all questions did not give a total and accurate view of all respondents perceptions.

Limitations for Chi-Square regarding peer mentorships suspect 3 cells have expected frequencies less than 5 and the minimum expected cell frequency is 1. There were not enough valid cases to perform the median test for academic support skills and no statistics were computed.

Using a survey method was also a limitation. Expected return rates of surveys is low. In this study, teachers responded and returned the surveys to a designated location with an expected return rate of 50% overall. The completed survey resulted in 29 respondents; 1 administrator, 22 regular educators, and 6 special educators which resulted in an 83% return rate for completed surveys. The return rate exceeded the expected survey return rate of 50%.

Conclusion

Recommendations for the Field

This study determined the current best transition practices at Litchfield High School. Shared facilities was and will continue to be part of the transition process as the band room, chorus room, gym, and lunch room are shared. Other identified practices including career development, family and living skills, and vocational development were currently part of the curriculum.

The study identified 9 best transition practices not being utilized during Fall 2000. These included interdisciplinary grouping, established planning time, advisory programs, academic support skills, organization skills, peer mentorships, reference skills, study and test taking skills, orientation to high school, overlapping content, and teacher expectations. These transition practices are supported by literature and continue to be an important part of

successful transition. Transition is the process of development that continues throughout stages in a person's life. Transition facilitates awareness, exploration, integration, training, and preparation for the next step or stage of development. It is important for all students to have a successful transition to high school. Having a successful transition into high school will better prepare students for high school demands and begin the transition process that leads students into college and or work situations.

As professional educators we must remind ourselves of the importance of educating the child. Students need to be the center of transition practice elements and the instruction of certain skills. Teachers and administrators must strive to address student needs through transition. A successful transition to high school may make the difference in a student remaining in high school or dropping out.

Implications for Further Research

Regardless of the limitations, the results of this survey contributed to the existing data concerning best transition practices being utilized at Litchfield High School. Furthermore, the results provide support for further research in the area of teacher perceptions based on years of experience, perceptions based on type of educator (regular or special educator), and a possible correlation between teacher years experience and perceptions.

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Appendix A

Current Transition Practices Survey

Demographics

Current Position (please check one)

Administrator

General Education Teacher

Special Education Teacher

Subject(s) you currently teach (please list) _____

Number of Years Teaching Experience (please choose one)

0-3 years

4-6 years

7-9 years

10+ years

Highest Degree Attained (please check one)

BA/BS

MS.Ed/M.Ed

Ed.S.

Ed.D./Ph.D.

Appendix A (continued)

Survey

Please read each item and explanation carefully. Circle either "YES" or "NO" for each item. Then rate the degree of success, based on your knowledge, of that specific transition practice on the numerical scale by circling the corresponding number.

<u>Degree of Success</u>	
1 = Unsuccessful	(No aspects of this practice worked well.)
2 = Somewhat Unsuccessful	(Some aspects of this practice did not work well.)
3 = Somewhat Successful	(Some aspects of this practice worked well.)
4 = Successful	(All aspects of this practice worked well.)

Transition Practice

1. Is there a sharing of middle school and high school teachers?
(Do middle school teachers teach any high school courses and or do high school teachers teach any middle school courses.)

YES	NO	1	2	3	4
-----	----	---	---	---	---

2. Does the middle school and high school share school buildings?
(This will help increase the awareness of the physical layout of the school and to help students become familiar with the layout of the school.)

YES	NO	1	2	3	4
-----	----	---	---	---	---

3. Is there an established planning time for ninth grade teachers?
(This is to coordinate activities to help the ninth graders adjust to the high school setting.)

YES	NO	1	2	3	4
-----	----	---	---	---	---

4. Are ninth grade students and teachers organized into interdisciplinary teams?
(An interdisciplinary team could entail same planning time, group activities for ninth graders, and the possibility of cross curricular activities.)

YES	NO	1	2	3	4
-----	----	---	---	---	---

5. Are there scheduled and planned advisory programs for ninth graders?
(This could be a program to inform them of upcoming events, schedule changes, new classes to be offered, or class activity to encourage students to participate.)

YES	NO	1	2	3	4
-----	----	---	---	---	---

Appendix A (continued)

<u>Degree of Success</u>	
1 = Unsuccessful	(No aspects of this practice worked well.)
2 = Somewhat Unsuccessful	(Some aspects of this practice did not work well.)
3 = Somewhat Successful	(Some aspects of this practice worked well.)
4 = Successful	(All aspects of this practice worked well.)

6. Does the high school use upperclassmen as mentors for ninth graders?
(Are there seniors or juniors willing to help serve as guide for the incoming ninth graders.)

YES NO 1 2 3 4

7. Is there flexibility in the grouping of students for instructional purposes?

YES NO 1 2 3 4

8. Does the high school offer instruction on personal time management for ninth graders?

(Helping students learn to handle new homework demands, coordination of books for classes, adjustment of changing classes at semester, and changing of classes every period.)

YES NO 1 2 3 4

9. Does the high school offer instruction on organizational skills for ninth graders?

(Helping students become more efficient at changing rooms every hour, the use of lockers, using notebooks and folders, and basic organizational skills.)

YES NO 1 2 3 4

10. Does the high school offer instruction on academic demands at the secondary level?

(Is there instruction on what the students should expect to see in their classes such as increased lecture-based style teaching, more writing skills needed, and better listening skills demonstrated.)

YES NO 1 2 3 4

11. Does the high school offer instruction on library skills?

(Instructing students how to use the library to check out books and do research on or off the computer.)

YES NO 1 2 3 4

Appendix A (continued)

<u>Degree of Success</u>	
1 = Unsuccessful	(No aspects of this practice worked well.)
2 = Somewhat Unsuccessful	(Some aspects of this practice did not work well.)
3 = Somewhat Successful	(Some aspects of this practice worked well.)
4 = Successful	(All aspects of this practice worked well.)

12. Does the high school offer instruction on study skills?

(With the increased lecture based classes, students need better study skills, test taking, and note taking skills. Students need to know how to study for a test.)

YES NO 1 2 3 4

13. Does the high school offer career awareness classes?

(Career awareness classes allow students to research a job and or career that they feel would be beneficial to them. Along with the job, students look into colleges or how to get training for that job.)

YES NO 1 2 3 4

14. Does the high school offer family and life skills classes?

(Family and life skills classes encompass family life styles and children. It should cover the basic needs of a family and how to be a productive part of the community.)

YES NO 1 2 3 4

15. Does the high school offer vocational classes?

(Classes that offer skills concerning a specific trade. Working with skills for construction, economics, agriculture, and auto mechanics.)

YES NO 1 2 3 4

16. Does the high school offer specific activities for ninth graders to participate in that allow them to act like ninth graders?

YES NO 1 2 3 4

17. Was the researcher directly involved when you completed the survey?

YES NO

Appendix B

Letter to Superintendent and Consent Letter

Mr. David Elson
Superintendent
Litchfield Community Unit Schools
Litchfield, Illinois

August 30, 2000

Dear Mr. Elson:

I have attached an abstract, a description of the intended descriptive study regarding best transition practices from middle school to high school, and a consent form asking for permission to complete my study at Litchfield High School. This study is designed specifically to examine education perceptions of current best practices in transition being implemented and their degree of success at Litchfield High School. The study's results will contribute to knowledge concerning what needs to be done to better prepare middle school students for an easier transition to high school.

Since this project will be defended prior to 12/2000, I would appreciate it if you would complete the consent form prior to the beginning of the 2000-2001 school year. Other steps of this research cannot be completed until I have consent.

I would welcome any comments you may have concerning this process and will keep you informed of the progress being made to complete this study.

I will provide you with a copy of the results obtained after completion of the study.

Sincerely yours,

Michelle Bolander

Appendix B (continued)

Michelle Bolander
Litchfield High School
1705 N State St.
Litchfield, Illinois

August 30, 2000

Dear Mr. Elson:

This study is designed specifically to examine educators' perceptions of current best practices in transition being implemented and their degree of success at Litchfield High School. Transition practices will be examined via a survey. The opinions and information obtained will be kept strictly confidential. If the study is published, no names or identifiers will be used. There are no students involved within the study. The study's results will contribute to knowledge concerning what needs to be done to better prepare middle school students for an easier transition to high school.

As this project will be defended this fall, I would appreciate it if you would complete the consent form prior to the beginning of the 2000-2001 school year. Other steps of this research cannot be completed until I have consent.

I welcome any questions or comments you may have concerning this process and will keep you informed of the progress being made to complete this study.

I will provide you with a copy of the results obtained after completion of the study.

_____ I give consent for Michelle Bolander to conduct the described study.

_____ I do not give consent for Michelle Bolander to conduct the described study.

Mr. David Elson
Superintendent of Schools
Litchfield, Illinois

Date

Appendix C

Letter to Principal and Letter of Consent

Mr. Michael Juenger
Principal, Litchfield High School
1705 N State St.
Litchfield, Illinois

August 30, 2000

Dear Mr. Juenger:

I have attached an abstract, a description of the intended descriptive study regarding best transition practices from middle school to high school, and a consent form asking for permission to complete my study at Litchfield High School. This study is designed specifically to examine educator perceptions of current best practices in transition being implemented and their degree of success at Litchfield High School. The study's results will contribute to knowledge concerning what needs to be done to better prepare middle school students for an easier transition to high school.

Since I will be defending this project prior to 12/2000, I would appreciate it if you would complete the consent form prior to the beginning of the 2000-2001 school year. Other steps of this research cannot be completed until I have consent.

I would welcome any questions or comments you may have concerning this process and will keep you informed of the progress being made to complete this study.

I will provide you with a copy of the results obtained after completion of the study.

Sincerely yours,

Michelle Bolander

Appendix C (continued)

Michelle Bolander
Litchfield High School
1705 N State St.
Litchfield, Illinois

August 30, 2000

Dear Mr. Juenger:

This study is designed specifically to examine educator perceptions of current best practices in transition being implemented and their degree of success at Litchfield High School. Transition practices will be examined through a survey. The opinions and information obtained will be kept strictly confidential. If the study is published, no names or identifiers will be used. There are no students involved within the study. The study's results will contribute to knowledge concerning what needs to be done to better prepare middle school students for an easier transition to high school.

I would appreciate it if you would complete the consent form prior to the beginning of the 2000-2001 school year. Other steps of this research cannot be completed until I have consent.

Since this project will be defended prior to 12/2000, I welcome any questions or comments you may have concerning this process and will keep you informed of the progress being made to complete this study.

I will provide you with a copy of the results obtained after completion of the study.

_____ I give consent for Michelle Bolander to conduct the described study.

_____ I do not give consent for Michelle Bolander to conduct the described study.

Mr. Michael Juenger
Principal, Litchfield High School
Litchfield, Illinois

Date

Appendix D

Letter to Educators Introducing the Survey

Michelle (Messerli) Bolander
Litchfield High School
1705 N State St.
Litchfield, IL 62056

September 11, 2000

Dear Colleague:

As the final phase of my Master's Degree program at Eastern Illinois University, I am conducting a survey of educator perceptions regarding best transition practices currently being implemented at Litchfield High School and their degree of success. In addition to the objective data, I am attempting to attain additional information about what can be done to better prepare middle school students for a smoother transition to high school.

Would you please take just a few minutes to respond to questions on the attached survey? This questionnaire should take a minimal amount of your time and the answers will be kept strictly confidential. If the study is published, no names or identifiers will be used. No students will be involved in the study.

Results of this survey will be available to everyone on completion of the survey.

Thank you very much for taking the time to complete the survey. Your cooperation and commitment to excellence in education are appreciated. Please return the completed survey in the attached envelope by September 29, 2000.

Sincerely,

Michelle Bolander
Graduate Student
Eastern Illinois University

Table 1

Themes of Best Transition Practices - Frequency

Question Number	Theme	Administrator N=1			Regular Education N=22			Special Education N=6			Total N=29				
		Yes	No		Yes	No	N/R	Yes	No	N/R	Yes	No	N/R		
		1	Overlapping Content	1	0		10	12	0		2	3	1		13
2	Sharing Facilities	1	0		16	6	0		4	2	0		21	8	0
3	Established Planning Time	0	1		3	18	1		0	6	0		3	25	1
4	Interdisciplinary Grouping	0	1		0	21	1		0	6	0		0	28	1
5	Advisory Programs	0	1		5	16	1		1	5	0		6	22	1
6	Peer Mentorships	0	1		7	14	1		1	4	1		8	19	2
7	Flexible Scheduling	1	0		12	8	2		4	2	0		17	10	2
8	Academic Support Skills	1	0		3	18	1		0	5	1		4	23	2
9	Organization Skills	1	0		3	18	1		1	5	0		5	23	1
10	Orientation - High School	0	1		7	13	2		0	5	1		7	19	3
11	Reference Skills	0	1		7	14	1		3	3	0		10	18	1
12	Study/Test Taking Skills	1	0		7	14	1		1	5	0		9	19	1
13	Career Development	1	0		21	0	1		5	1	0		27	1	1
14	Family & Living Skills	1	0		22	0	0		6	0	0		29	0	0
15	Vocational Development	1	0		22	0	0		6	0	0		29	0	0
16	Teacher Expectations	0	1		8	11	3		2	4	0		10	16	3
17	Validity of Self Report	0	1		0	22	0		0	6	0		0	29	0

Note. N = Number Sampled
 Note. N = Number Sampled
 Maximum Total = 29

Table 2

Themes of Best Transition Practices - Percent

Question Number	Theme	Administrator			Regular Education			Special Education			Total				
		N=1			N=22			N=6			N=29				
		Yes	No		Yes	No	N/R	Yes	No	N/R	Yes	No	N/R		
1	Overlapping Content	100%	0%		45%	55%	0%		33%	50%	17%		45%	52%	3%
2	Sharing Facilities	100%	0%		73%	27%	0%		67%	33%	0%		72%	28%	0%
3	Established Planning Time	0%	100%		14%	82%	5%		0%	100%	0%		10%	86%	3%
4	Interdisciplinary Grouping	0%	100%		0%	95%	5%		0%	100%	0%		0%	97%	3%
5	Advisory Programs	0%	100%		23%	73%	5%		17%	83%	0%		21%	76%	3%
6	Peer Mentorships	0%	100%		32%	64%	5%		17%	67%	17%		28%	66%	7%
7	Flexible Scheduling	100%	0%		55%	36%	9%		67%	33%	0%		59%	34%	7%
8	Academic Support Skills	100%	0%		14%	82%	5%		0%	83%	17%		14%	79%	7%
9	Organization Skills	100%	0%		14%	82%	5%		17%	83%	0%		17%	79%	3%
10	Orientation - High School	0%	100%		32%	59%	9%		0%	83%	17%		24%	66%	10%
11	Reference Skills	0%	100%		32%	64%	5%		50%	50%	0%		34%	62%	3%
12	Study/Test Taking Skills	100%	0%		32%	64%	5%		17%	83%	0%		31%	66%	3%
13	Career Development	100%	0%		95%	0%	5%		83%	17%	0%		93%	3%	3%
14	Family & Living Skills	100%	0%		100%	0%	0%		100%	0%	0%		100%	0%	0%
15	Vocational Development	100%	0%		100%	0%	0%		100%	0%	0%		100%	0%	0%
16	Teacher Expectations	0%	100%		36%	50%	14%		33%	67%	0%		34%	55%	10%
17	Validity of Self Report	0%	100%		0%	100%	0%		0%	100%	0%		0%	100%	0%

Note. N = Number Sampled
Maximum Total = 29
N/R = No Response Given

Appendix E (continued)

Table 3

Themes - Frequency Degree of Success

Question Number	Theme	Administrator				Regular Education				Special Education				Total			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	Overlapping Content	0	0	0	1	0	1	5	2	0	1	1	0	0	2	6	3
2	Sharing Facilities	0	0	0	0	1	1	8	6	0	0	4	0	1	1	12	6
3	Established Planning Time	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	2
4	Interdisciplinary Grouping	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5	Advisory Programs	0	0	0	0	0	2	2	0	0	1	0	0	0	3	2	0
6	Peer Mentorships	0	0	0	0	0	1	5	0	0	0	1	0	0	1	6	0
7	Flexible Scheduling	0	0	1	0	0	2	8	1	0	3	1	0	0	5	10	1
8	Academic Support Skills	0	0	1	0	0	0	3	0	0	0	0	0	0	0	4	0
9	Organization Skills	0	0	1	0	0	0	3	0	0	1	0	0	0	1	4	0
10	Orientation - High School	0	0	0	0	0	1	6	0	0	0	0	0	0	1	6	0
11	Reference Skills	0	0	0	0	0	1	5	0	0	1	1	0	0	2	6	0
12	Study/Test Taking Skills	0	0	1	0	0	1	6	0	0	1	0	0	0	2	7	0
13	Career Development	0	0	0	1	1	1	12	6	0	0	3	2	1	1	15	9
14	Family & Living Skills	0	0	0	1	0	0	12	9	0	0	4	2	0	0	16	12
15	Vocational Development	0	0	0	1	0	0	11	10	0	0	2	3	0	0	13	14
16	Teacher Expectations	0	0	0	0	0	1	3	3	0	0	2	0	0	1	5	3

Note. Totals based on "Yes" responses out of 29 samples
 Degree of Success
 1 = Unsuccessful
 2 = Somewhat Unsuccessful
 3 = Somewhat Successful
 4 = Successful

Appendix E (continued)

Table 4

Themes - Percent Degree of Success

Question Number	Theme	Administrator				Regular Education				Special Education				Total			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	Overlapping Content	0%	0%	0%	100%	0%	10%	50%	20%	0%	50%	50%	0%	0%	15%	46%	23%
2	Sharing Facilities	0%	0%	0%	0%	6%	6%	50%	38%	0%	0%	100%	0%	5%	5%	57%	29%
3	Established Planning Time	0%	0%	0%	0%	0%	0%	0%	67%	0%	0%	0%	0%	0%	0%	0%	67%
4	Interdisciplinary Grouping	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
5	Advisory Programs	0%	0%	0%	0%	0%	40%	40%	0%	0%	100%	0%	0%	0%	50%	33%	0%
6	Peer Mentorships	0%	0%	0%	0%	0%	14%	71%	0%	0%	0%	100%	0%	0%	13%	75%	0%
7	Flexible Scheduling	0%	0%	100%	0%	0%	17%	67%	8%	0%	75%	25%	0%	0%	29%	59%	6%
8	Academic Support Skills	0%	0%	100%	0%	0%	0%	100%	0%	0%	0%	0%	0%	0%	0%	100%	0%
9	Organization Skills	0%	0%	100%	0%	0%	0%	100%	0%	0%	100%	0%	0%	0%	20%	80%	0%
10	Orientation - High School	0%	0%	0%	0%	0%	14%	86%	0%	0%	0%	0%	0%	0%	14%	86%	0%
11	Reference Skills	0%	0%	0%	0%	0%	14%	71%	0%	0%	33%	33%	0%	0%	20%	60%	0%
12	Study/Test Taking Skills	0%	0%	100%	0%	0%	14%	86%	0%	0%	100%	0%	0%	0%	22%	78%	0%
13	Career Development	0%	0%	0%	100%	5%	5%	57%	29%	0%	0%	60%	40%	4%	4%	56%	33%
14	Family & Living Skills	0%	0%	0%	100%	0%	0%	55%	41%	0%	0%	67%	33%	0%	0%	55%	41%
15	Vocational Development	0%	0%	0%	100%	0%	0%	50%	45%	0%	0%	33%	50%	0%	0%	45%	48%
16	Teacher Expectations	0%	0%	0%	0%	0%	13%	38%	38%	0%	0%	100%	0%	0%	10%	50%	30%

Appendix E (continued)

Note. Percents based on number of "Yes" responses out of 29 samples

Degree of Success

1 = Unsuccessful

2 = Somewhat Unsuccessful

3 = Somewhat Successful

4 = Successful

Appendix F

Cross Tabulations

Warnings

The crosstabulation of Title of respondent * Interdisciplinary Grouping is empty.

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Title of respondent * Academic Support Skills	4	13.8%	25	86.2%	29	100.0%
Title of respondent * Advisory Programs	5	17.2%	24	82.8%	29	100.0%
Title of respondent * Career Development	26	89.7%	3	10.3%	29	100.0%
Title of respondent * Established Planning Time	2	6.9%	27	93.1%	29	100.0%
Title of respondent * Family/Living Skills	28	96.6%	1	3.4%	29	100.0%
Title of respondent * Flexible Schedules	16	55.2%	13	44.8%	29	100.0%
Title of respondent * Organization Skills	5	17.2%	24	82.8%	29	100.0%
Title of respondent * Orientation - HS	7	24.1%	22	75.9%	29	100.0%
Title of respondent * Overlapping Content	12	41.4%	17	58.6%	29	100.0%
Title of respondent * Peer Mentorships	8	27.6%	21	72.4%	29	100.0%
Title of respondent * Reference Skills	8	27.6%	21	72.4%	29	100.0%
Title of respondent * Sharing Facilities	21	72.4%	8	27.6%	29	100.0%
Title of respondent * Study/Testing Skills	9	31.0%	20	69.0%	29	100.0%
Title of respondent * Teacher Expectations	10	34.5%	19	65.5%	29	100.0%
Title of respondent * Vocational Development	27	93.1%	2	6.9%	29	100.0%

Title of respondent * Academic Support Skills Crosstabulation

Count

		Academic Support Skills	Total
		Somewhat successful	
Title of respondent	Administrator	1	1
	Regular Educator	3	3
Total		4	4

Appendix F (continued)

Cross Tabulations

Title of respondent * Advisory Programs Crosstabulation

Count

		Advisory Programs		Total
		Somewhat unsuccessful	Somewhat successful	
Title of respondent	Special Educator.	1		1
	Regular Educator	2	2	4
Total		3	2	5

Title of respondent * Career Development Crosstabulation

Count

		Career Development				Total
		Unsuccessful	Somewhat unsuccessful	Somewhat successful	Successful	
Title of respondent	Administrator				1	1
	Special Educator			3	2	5
	Regular Educator	1	1	12	6	20
Total		1	1	15	9	26

Title of respondent * Established Planning Time Crosstabulation

Count

		Established Planning Time	Total
		Successful	
Title of respondent	Regular Educator	2	2
Total		2	2

Title of respondent * Family/Living Skills Crosstabulation

Count

		Family/Living Skills		Total
		Somewhat successful	Successful	
Title of respondent	Administrator		1	1
	Special Educator	4	2	6
	Regular Educator	12	9	21
Total		16	12	28

Title of respondent * Flexible Schedules Crosstabulation

Count

		Flexible Schedules			Total
		Somewhat unsuccessful	Somewhat successful	Successful	
Title of respondent	Administrator		1		1
	Special Educator	3	1		4
	Regular Educator	2	8	1	11
Total		5	10	1	16

Appendix F (continued)

Cross Tabulations

Title of respondent * Organization Skills Crosstabulation

Count

		Organization Skills		Total
		Somewhat unsuccessful	Somewhat successful	
Title of respondent	Administrator		1	1
	Special Educator	1		1
	Regular Educator		3	3
Total		1	4	5

Title of respondent * Orientation - HS Crosstabulation

Count

		Orientation - HS		Total
		Somewhat unsuccessful	Somewhat successful	
Title of respondent	Regular Educator	1	6	7
Total		1	6	7

Title of respondent * Overlapping Content Crosstabulation

Count

		Overlapping Content			Total
		Somewhat unsuccessful	Somewhat successful	Successful	
Title of respondent	Administrator			1	1
	Special Educator	1	1		2
	Regular Educator	1	6	2	9
Total		2	7	3	12

Title of respondent * Peer Mentorships Crosstabulation

Count

		Peer Mentorships			Total
		Somewhat unsuccessful	Somewhat successful	Successful	
Title of respondent	Special Educator		1		1
	Regular Educator	1	5	1	7
Total		1	6	1	8

Title of respondent * Reference Skills Crosstabulation

Count

		Reference Skills		Total
		Somewhat unsuccessful	Somewhat successful	
Title of respondent	Special Educator	1	1	2
	Regular Educator	1	5	6
Total		2	6	8

Appendix F (continued)

Cross Tabulations

Title of respondent * Sharing Facilities Crosstabulation

Count

		Sharing Facilities				Total
		Unsuccessful	Somewhat unsuccessful	Somewhat successful	Successful	
Title of respondent	Administrator			1		1
	Special Educator			4		4
	Regular Educator	1	1	8	6	16
Total		1	1	13	6	21

Title of respondent * Study/Testing Skills Crosstabulation

Count

		Study/Testing Skills		Total
		Somewhat unsuccessful	Somewhat successful	
Title of respondent	Administrator		1	1
	Special Educator	1		1
	Regular Educator	1	6	7
Total		2	7	9

Title of respondent * Teacher Expectations Crosstabulation

Count

		Teacher Expectations			Total
		Somewhat unsuccessful	Somewhat successful	Successful	
Title of respondent	Special Educator		2		2
	Regular Educator	1	4	3	8
Total		1	6	3	10

Title of respondent * Vocational Development Crosstabulation

Count

		Vocational Development		Total
		Somewhat successful	Successful	
Title of respondent	Administrator		1	1
	Special Educator	2	3	5
	Regular Educator	11	10	21
Total		13	14	27

Appendix G

Nonparametric Test: Kruskal-Wallis Test

Warnings

There are not enough valid cases to perform the Kruskal-Wallis Test for Interdisciplinary Grouping * Title of respondent (Administrator, Regular Educator). No statistics are computed.

There are not enough valid cases to perform the Median Test for Interdisciplinary Grouping * Title of respondent (Administrator, Regular Educator). No statistics are computed.

Kruskal-Wallis Test

Ranks

	Title of respondent	N	Mean Rank
Academic Support Skills	Administrator	1	2.50
	Regular Educator	3	2.50
	Total	4	
Advisory Programs	Regular Educator	4	3.25
	Total	5	
	Special Educator	1	2.00
Career Development	Administrator	1	22.00
	Regular Educator	20	12.75
	Total	26	
	Special Educator	5	14.80
Established Planning Time	Regular Educator	2	1.50
	Total	2 ^a	
Family/Living Skills	Administrator	1	22.50
	Regular Educator	21	14.50
	Total	28	
	Special Educator	6	13.17
Flexible Schedules	Administrator	1	10.50
	Regular Educator	11	9.64
	Total	16	
	Special Educator	4	4.88
Organization Skills	Administrator	1	3.50
	Regular Educator	3	3.50
	Total	5	
	Special Educator	1	1.00
Orientation - HS	Regular Educator	7	4.00
	Total	7 ^a	
Overlapping Content	Administrator	1	11.00
	Regular Educator	9	6.61
	Total	12	
	Special Educator	2	3.75
Peer Mentorships	Regular Educator	7	4.50
	Total	8	
	Special Educator	1	4.50

Appendix G (continued)

Nonparametric Test: Kruskal-Wallis Test

Ranks

	Title of respondent	N	Mean Rank
Reference Skills	Regular Educator	6	4.83
	Total	8	
	Special Educator	2	3.50
Sharing Facilities	Administrator	1	9.00
	Regular Educator	16	11.63
	Total	21	
	Special Educator	4	9.00
Study/Testing Skills	Administrator	1	6.00
	Regular Educator	7	5.36
	Total	9	
	Special Educator	1	1.50
Teacher Expectations	Regular Educator	8	6.75
	Total	10	
	Special Educator	2	4.50
Vocational Development	Administrator	1	20.50
	Regular Educator	21	13.43
	Total	27	
	Special Educator	5	15.10

a. There is only one non-empty group. Kruskal-Wallis Test cannot be performed.

Test Statistics^{a,b}

	Academic Support Skills	Advisory Programs	Career Development	Family/Living Skills	Flexible Schedules	Organization Skills
Chi-Square	.000	.667	2.048	1.500	4.289	4.000
df	1	1	2	2	2	2
Asymp. Sig.	1.000	.414	.359	.472	.117	.135

Test Statistics^{a,b}

	Overlapping Content	Peer Mentorships	Reference Skills	Sharing Facilities	Study/Testing Skills
Chi-Square	3.470	.000	.778	.920	3.592
df	2	1	1	2	2
Asymp. Sig.	.176	1.000	.378	.631	.166

Test Statistics^{a,b}

	Teacher Expectations	Vocational Development
Chi-Square	.357	1.167
df	1	2
Asymp. Sig.	.550	.558

a. Kruskal Wallis Test

b. Grouping Variable: Title of respondent

Appendix H

Overall Chi-Square Test

Title of respondent

	Observed N	Expected N	Residual
Administrator	1	9.7	-8.7
Special Educator	6	9.7	-3.7
Regular Educator	22	9.7	12.3
Total	29		

Test Statistics

	Title of respondent
Chi-Square ^a	24.897
df	2
Asymp. Sig.	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 9.7.

Appendix I

Descriptives of Data Collected

	Name	Type	Width	Decimals	Label
1	case	Numeric	8	0	
2	title	Numeric	8	0	Title of respondent
3	experien	Numeric	8	0	Years of experience in education
4	ocfreq	Numeric	8	0	Overlapping Content
5	ocrate	Numeric	8	0	Overlapping Content
6	sffreq	Numeric	8	0	Sharing Facilities
7	sfrate	Numeric	8	0	Sharing Facilities
8	eptfreq	Numeric	8	0	Established Planning Time
9	eptrate	Numeric	8	0	Established Planning Time
10	igfreq	Numeric	8	0	Interdisciplinary Grouping
11	igrate	Numeric	8	0	Interdisciplinary Grouping
12	apfreq	Numeric	8	0	Advisory Programs
13	aprate	Numeric	8	0	Advisory Programs
14	pmfreq	Numeric	8	0	Peer Mentorships
15	pmrate	Numeric	8	0	Peer Mentorships
16	fsfreq	Numeric	8	0	Flexible Schedules
17	fsrate	Numeric	8	0	Flexible Schedules
18	asfreq	Numeric	8	0	Academic Support Skills
19	asrate	Numeric	8	0	Academic Support Skills
20	osfreq	Numeric	8	0	Organization Skills
21	osrate	Numeric	8	0	Organization Skills
22	ohsfreq	Numeric	8	0	Orientation - HS
23	ohsrate	Numeric	8	0	Orientation - HS
24	rsfreq	Numeric	8	0	Referemce Skills
25	rsrate	Numeric	8	0	Reference Skills
26	stsfreq	Numeric	8	0	Study/Testing Skills
27	stsrate	Numeric	8	0	Study/Testing Skills
28	cdfreq	Numeric	8	0	Career Development
29	cdrate	Numeric	8	0	Career Development
30	flsfreq	Numeric	8	0	Family/Living Skills
31	flsrate	Numeric	8	0	Family/Living Skills
32	vdfreq	Numeric	8	0	Vocational Development
33	vdrate	Numeric	8	0	Vocational Development
34	tefreq	Numeric	8	0	Teacher Expectations
35	terate	Numeric	8	0	Teacher Expectations

Appendix I (continued)

Descriptives of Data Collected

	Values	Missing	Columns	Align	Measure
1	None	99	8	Right	Nominal
2	{1, Administrator}...	99	8	Right	Nominal
3	None	99	8	Right	Ordinal
4	{1, No}...	99	8	Right	Ordinal
5	{1, Unsuccessful}...	99	8	Right	Scale
6	{1, No}...	99	8	Right	Ordinal
7	{1, Unsuccessful}...	99	8	Right	Scale
8	{1, No}...	99	8	Right	Ordinal
9	{1, Unsuccessful}...	99	8	Right	Scale
10	{1, No}...	99	8	Right	Ordinal
11	{1, Unsuccessful}...	99	8	Right	Scale
12	{1, No}...	99	8	Right	Ordinal
13	{1, Unsuccessful}...	99	8	Right	Scale
14	{1, No}...	99	8	Right	Ordinal
15	{1, Unsuccessful}...	99	8	Right	Scale
16	{1, No}...	99	8	Right	Ordinal
17	{1, Unsuccessful}...	99	8	Right	Scale
18	{1, No}...	99	8	Right	Ordinal
19	{1, Unsuccessful}...	99	8	Right	Scale
20	{1, No}...	99	8	Right	Ordinal
21	{1, Unsuccessful}...	99	8	Right	Scale
22	{1, No}...	99	8	Right	Ordinal
23	{1, Unsuccessful}...	99	8	Right	Scale
24	{1, No}...	99	8	Right	Ordinal
25	{1, Unsuccessful}...	99	8	Right	Scale
26	{1, No}...	99	8	Right	Ordinal
27	{1, Unsuccessful}...	99	8	Right	Scale
28	{1, No}...	99	8	Right	Ordinal
29	{1, Unsuccessful}...	99	8	Right	Scale
30	{1, No}...	99	8	Right	Ordinal
31	{1, Unsuccessful}...	99	8	Right	Scale
32	{1, No}...	99	8	Right	Ordinal
33	{1, Unsuccessful}...	99	8	Right	Scale
34	{1, No}...	99	8	Right	Ordinal
35	{1, Unsuccessful}...	99	8	Right	Scale

Appendix J

Responses Collected by Case

	case	title	experien	ocfreq	ocrate	sffreq	sfrate
1	1	Special	7	Yes	Somewh	No	99
2	2	Regular	2	No	99	Yes	Somewh
3	3	Administ	10	Yes	Success	Yes	Somewh
4	4	Special	5	No	99	No	99
5	5	Special	5	Yes	Somewh	Yes	Somewh
6	6	Special	5	99	99	Yes	Somewh
7	7	Special	5	No	99	Yes	Somewh
8	8	Special	10	No	99	Yes	Somewh
9	9	Regular	2	Yes	Success	Yes	Somewh
10	10	Regular	2	No	99	Yes	Success
11	11	Regular	2	No	99	No	99
12	12	Regular	5	No	99	No	99
13	13	Regular	5	No	99	Yes	Somewh
14	14	Regular	7	Yes	Success	Yes	Success
15	15	Regular	7	No	99	Yes	Success
16	16	Regular	7	Yes	Somewh	Yes	Somewh
17	17	Regular	10	No	99	No	99
18	18	Regular	10	Yes	Somewh	Yes	Somewh
19	19	Regular	10	Yes	99	No	99
20	20	Regular	10	Yes	Somewh	Yes	Somewh
21	21	Regular	10	No	99	Yes	Unsucce
22	22	Regular	10	No	99	No	99
23	23	Regular	10	Yes	Somewh	No	99
24	24	Regular	10	Yes	Somewh	Yes	Success
25	25	Regular	10	Yes	Somewh	Yes	Somewh
26	26	Regular	10	No	99	Yes	Success
27	27	Regular	10	Yes	Somewh	Yes	Somewh
28	28	Regular	10	No	99	Yes	Success
29	29	Regular	10	No	99	Yes	Somewh

Appendix J (continued)

Responses Collected by Case

	eptfreq	eprate	igfreq	igrate	apfreq	aprate	pmfreq
1	No	99	No	99	Yes	Somewh	No
2	No	99	No	99	Yes	Somewh	No
3	No	99	No	99	No	99	No
4	No	99	No	99	No	99	No
5	No	99	No	99	No	99	Yes
6	No	99	No	99	No	99	No
7	No	99	No	99	No	99	No
8	No	99	No	99	No	99	No
9	No	99	No	99	No	99	No
10	No	99	No	99	No	99	No
11	No	99	No	99	No	99	Yes
12	No	99	No	99	No	99	No
13	No	99	No	99	No	99	Yes
14	No	99	No	99	Yes	Somewh	Yes
15	Yes	Success	No	99	No	99	No
16	No	99	No	99	No	99	Yes
17	No	99	No	99	Yes	99	No
18	99	99	99	99	99	99	99
19	Yes	99	No	99	No	99	No
20	No	99	No	99	No	99	No
21	No	99	No	99	No	99	No
22	No	99	No	99	No	99	No
23	No	99	No	99	No	99	No
24	Yes	Success	No	99	No	99	Yes
25	No	99	No	99	Yes	Somewh	No
26	No	99	No	99	No	99	No
27	No	99	No	99	No	99	No
28	No	99	No	99	No	99	Yes
29	No	99	No	99	Yes	Somewh	Yes

Appendix J (continued)

Responses Collected by Case

	pmrate	fsfreq	fsrate	asfreq	asrate	osfreq	osrate
1	99	Yes	Somewh	No	99	No	99
2	99	Yes	Somewh	Yes	Somewh	Yes	Somewh
3	99	Yes	Somewh	Yes	Somewh	Yes	Somewh
4	99	Yes	Somewh	No	99	Yes	Somewh
5	Somewh	No	99	No	99	No	99
6	99	Yes	Somewh	99	99	No	99
7	99	Yes	Somewh	No	99	No	99
8	99	No	99	No	99	No	99
9	99	No	99	No	99	No	99
10	99	Yes	Somewh	No	99	No	99
11	Success	Yes	Somewh	No	99	No	99
12	99	Yes	Somewh	No	99	No	99
13	Somewh	No	99	No	99	No	99
14	Somewh	Yes	99	No	99	No	99
15	99	Yes	Somewh	No	99	No	99
16	Somewh	Yes	Somewh	No	99	No	99
17	99	No	99	No	99	No	99
18	99	99	99	99	99	99	99
19	99	No	99	No	99	No	99
20	99	99	99	No	99	No	99
21	99	No	99	No	99	No	99
22	99	No	99	No	99	No	99
23	99	No	99	No	99	No	99
24	Somewh	Yes	Somewh	Yes	Somewh	Yes	Somewh
25	99	No	99	No	99	No	99
26	99	Yes	Somewh	No	99	No	99
27	99	Yes	Somewh	No	99	No	99
28	Somewh	Yes	Success	Yes	Somewh	Yes	Somewh
29	Somewh	Yes	Somewh	No	99	No	99

Appendix J (continued)

Responses Collected by Case

	ohsfreq	ohsrate	rsfreq	rsrate	stsfreq	stsrates	cdfreq
1	No	99	Yes	Somewh	No	99	Yes
2	Yes	Somewh	No	99	Yes	Somewh	Yes
3	No	99	No	99	Yes	Somewh	Yes
4	No	99	Yes	99	No	99	Yes
5	No	99	Yes	Somewh	No	99	Yes
6	99	99	No	99	No	99	No
7	No	99	No	99	Yes	Somewh	Yes
8	No	99	No	99	No	99	Yes
9	No	99	No	99	No	99	No
10	Yes	Somewh	Yes	Somewh	Yes	Somewh	Yes
11	No	99	No	99	No	99	Yes
12	No	99	Yes	Somewh	No	99	Yes
13	Yes	Somewh	No	99	Yes	Somewh	Yes
14	No	99	No	99	No	99	Yes
15	Yes	Somewh	Yes	Somewh	Yes	Somewh	Yes
16	Yes	Somewh	Yes	Somewh	Yes	Somewh	Yes
17	Yes	Somewh	Yes	99	No	99	Yes
18	99	99	99	99	99	99	Yes
19	No	99	No	99	No	99	Yes
20	No	99	No	99	No	99	Yes
21	No	99	No	99	No	99	Yes
22	No	99	No	99	No	99	Yes
23	No	99	No	99	No	99	Yes
24	No	99	Yes	Somewh	Yes	Somewh	Yes
25	No	99	Yes	Somewh	No	99	Yes
26	99	99	No	99	Yes	Somewh	Yes
27	No	99	No	99	No	99	Yes
28	Yes	Somewh	No	99	No	99	Yes
29	No	99	No	99	No	99	Yes

Appendix J (continued)

Responses Collected by Case

	cdrate	flsfreq	flsrate	vdfreq	vdrate	tefreq	terate
1	Somewh	Yes	Somewh	Yes	Somewh	No	99
2	Somewh	Yes	Success	Yes	Success	Yes	Success
3	Success	Yes	Success	Yes	Success	No	99
4	Success	Yes	Success	Yes	Success	No	99
5	Success	Yes	Success	Yes	Success	No	99
6	99	Yes	Somewh	Yes	99	No	99
7	Somewh	Yes	Somewh	Yes	Success	Yes	Somewh
8	Somewh	Yes	Somewh	Yes	Somewh	Yes	Somewh
9	99	Yes	Somewh	Yes	Somewh	Yes	Success
10	Somewh	Yes	Somewh	Yes	Somewh	Yes	Somewh
11	Success	Yes	Somewh	Yes	Success	No	99
12	Success	Yes	Success	Yes	Success	No	99
13	Success	Yes	Success	Yes	Success	No	99
14	Somewh	Yes	Somewh	Yes	Somewh	No	99
15	Success	Yes	Somewh	Yes	Success	Yes	Success
16	Somewh	Yes	Success	Yes	Success	Yes	Somewh
17	Unsucce	Yes	Somewh	Yes	Somewh	No	99
18	Somewh	Yes	Success	Yes	Success	99	99
19	99	Yes	99	Yes	99	No	99
20	Somewh	Yes	Somewh	Yes	Somewh	99	99
21	Somewh	Yes	Success	Yes	Success	99	99
22	Somewh	Yes	Somewh	Yes	Somewh	No	99
23	Success	Yes	Success	Yes	Somewh	No	99
24	Somewh	Yes	Somewh	Yes	Somewh	Yes	Somewh
25	Somewh	Yes	Somewh	Yes	Somewh	No	99
26	Somewh	Yes	Somewh	Yes	Somewh	No	99
27	Somewh	Yes	Somewh	Yes	Somewh	No	99
28	Somewh	Yes	Success	Yes	Success	Yes	Somewh
29	Success	Yes	Success	Yes	Success	Yes	Somewh

Appendix K

Case Processing Summaries

Case Processing Summary^a

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
Academic Support Skills * CASE	27	93.1%	2	6.9%	29	100.0%
Advisory Programs * CASE	28	96.6%	1	3.4%	29	100.0%
Career Development * CASE	29	100.0%	0	.0%	29	100.0%
Established Planning Time * CASE	28	96.6%	1	3.4%	29	100.0%
Family/Living Skills * CASE	29	100.0%	0	.0%	29	100.0%
Flexible Schedules * CASE	27	93.1%	2	6.9%	29	100.0%
Interdisciplinary Grouping * CASE	28	96.6%	1	3.4%	29	100.0%
Organization Skills * CASE	28	96.6%	1	3.4%	29	100.0%
Orientation - HS * CASE	26	89.7%	3	10.3%	29	100.0%
Overlapping Content * CASE	28	96.6%	1	3.4%	29	100.0%
Peer Mentorships * CASE	28	96.6%	1	3.4%	29	100.0%
Reference Skills * CASE	28	96.6%	1	3.4%	29	100.0%
Sharing Facilities * CASE	29	100.0%	0	.0%	29	100.0%
Study/Testing Skills * CASE	28	96.6%	1	3.4%	29	100.0%
Teacher Expectations * CASE	26	89.7%	3	10.3%	29	100.0%
Vocational Development * CASE	29	100.0%	0	.0%	29	100.0%

a. Limited to first 100 cases.

Appendix K (continued)

Case Processing Summaries

Case Summaries^a

			Case Number	Academic Support Skills	Advisory Programs	Career Development	Established Planning Time
CASE	1	1	1	No	Yes	Yes	No
	Total	N		1	1	1	1
	2	1	2	Yes	Yes	Yes	No
	Total	N		1	1	1	1
	3	1	3	Yes	No	Yes	No
	Total	N		1	1	1	1
	4	1	4	No	No	Yes	No
	Total	N		1	1	1	1
	5	1	5	No	No	Yes	No
	Total	N		1	1	1	1
	6	1	6	99	No	No	No
	Total	N		1	1	1	1
	7	1	7	No	No	Yes	No
	Total	N		1	1	1	1
	8	1	8	No	No	Yes	No
	Total	N		1	1	1	1
	9	1	9	No	No	No	No
	Total	N		1	1	1	1
	10	1	10	No	No	Yes	No
	Total	N		1	1	1	1
	11	1	11	No	No	Yes	No
	Total	N		1	1	1	1
	12	1	12	No	No	Yes	No
	Total	N		1	1	1	1
	13	1	13	No	No	Yes	No
	Total	N		1	1	1	1
	14	1	14	No	Yes	Yes	No
	Total	N		1	1	1	1
	15	1	15	No	No	Yes	Yes
	Total	N		1	1	1	1
	16	1	16	No	No	Yes	No
	Total	N		1	1	1	1
	17	1	17	No	Yes	Yes	No
	Total	N		1	1	1	1
	18	1	18	99	99	Yes	99
	Total	N		1	1	1	1
	19	1	19	No	No	Yes	Yes
	Total	N		1	1	1	1
	20	1	20	No	No	Yes	No
	Total	N		1	1	1	1
	21	1	21	No	No	Yes	No
	Total	N		1	1	1	1
	22	1	22	No	No	Yes	No
	Total	N		1	1	1	1
	23	1	23	No	No	Yes	No
	Total	N		1	1	1	1
	24	1	24	Yes	No	Yes	Yes
	Total	N		1	1	1	1

Appendix K (continued)

Case Processing Summaries

Case Summaries^a

				Case Number	Academic Support Skills	Advisory Programs	Career Development	Established Planning Time
CASE	25	1		25	No	Yes	Yes	No
		Total	N		1	1	1	1
	26	1		26	No	No	Yes	No
		Total	N		1	1	1	1
	27	1		27	No	No	Yes	No
		Total	N		1	1	1	1
	28	1		28	Yes	No	Yes	No
		Total	N		1	1	1	1
	29	1		29	No	Yes	Yes	No
		Total	N		1	1	1	1
	Total	N			27	28	29	28

Appendix K (continued)

Case Processing Summaries

Case Summaries^a

CASE				Family/Living Skills	Flexible Schedules	Interdisciplinary Grouping	Organization Skills	Orientation - HS
1	1			Yes	Yes	No	No	No
	Total	N		1	1	1	1	1
2	1			Yes	Yes	No	Yes	Yes
	Total	N		1	1	1	1	1
3	1			Yes	Yes	No	Yes	No
	Total	N		1	1	1	1	1
4	1			Yes	Yes	No	Yes	No
	Total	N		1	1	1	1	1
5	1			Yes	No	No	No	No
	Total	N		1	1	1	1	1
6	1			Yes	Yes	No	No	99
	Total	N		1	1	1	1	1
7	1			Yes	Yes	No	No	No
	Total	N		1	1	1	1	1
8	1			Yes	No	No	No	No
	Total	N		1	1	1	1	1
9	1			Yes	No	No	No	No
	Total	N		1	1	1	1	1
10	1			Yes	Yes	No	No	Yes
	Total	N		1	1	1	1	1
11	1			Yes	Yes	No	No	No
	Total	N		1	1	1	1	1
12	1			Yes	Yes	No	No	No
	Total	N		1	1	1	1	1
13	1			Yes	No	No	No	Yes
	Total	N		1	1	1	1	1
14	1			Yes	Yes	No	No	No
	Total	N		1	1	1	1	1
15	1			Yes	Yes	No	No	Yes
	Total	N		1	1	1	1	1
16	1			Yes	Yes	No	No	Yes
	Total	N		1	1	1	1	1
17	1			Yes	No	No	No	Yes
	Total	N		1	1	1	1	1
18	1			Yes	99	99	99	99
	Total	N		1				
19	1			Yes	No	No	No	No
	Total	N		1	1	1	1	1
20	1			Yes	99	No	No	No
	Total	N		1	1	1	1	1
21	1			Yes	No	No	No	No
	Total	N		1	1	1	1	1
22	1			Yes	No	No	No	No
	Total	N		1	1	1	1	1
23	1			Yes	No	No	No	No
	Total	N		1	1	1	1	1
24	1			Yes	Yes	No	Yes	No
	Total	N		1	1	1	1	1

Appendix K (continued)

Case Processing Summaries

Case Summaries^a

				Family/Living Skills	Flexible Schedules	Interdisciplinary Grouping	Organization Skills	Orientation - HS
CASE	25	1		Yes	No	No	No	No
		Total	N	1	1	1	1	1
	26	1		Yes	Yes	No	No	99
		Total	N	1	1	1	1	
	27	1		Yes	Yes	No	No	No
		Total	N	1	1	1	1	1
	28	1		Yes	Yes	No	Yes	Yes
		Total	N	1	1	1	1	1
	29	1		Yes	Yes	No	No	No
		Total	N	1	1	1	1	1
Total		N		29	27	28	28	26

Appendix K (continued)

Case Processing Summaries

Case Summaries^a

				Overlapping Content	Peer Mentorships	Reference Skills	Sharing Facilities	Study/Testing Skills
CASE	1	1		Yes	No	Yes	No	No
		Total	N	1	1	1	1	1
	2	1		No	No	No	Yes	Yes
		Total	N	1	1	1	1	1
	3	1		Yes	No	No	Yes	Yes
		Total	N	1	1	1	1	1
	4	1		No	No	Yes	No	No
		Total	N	1	1	1	1	1
	5	1		Yes	Yes	Yes	Yes	No
		Total	N	1	1	1	1	1
	6	1		99	No	No	Yes	No
		Total	N	1	1	1	1	1
	7	1		No	No	No	Yes	Yes
		Total	N	1	1	1	1	1
	8	1		No	No	No	Yes	No
		Total	N	1	1	1	1	1
	9	1		Yes	No	No	Yes	No
		Total	N	1	1	1	1	1
	10	1		No	No	Yes	Yes	Yes
		Total	N	1	1	1	1	1
	11	1		No	Yes	No	No	No
		Total	N	1	1	1	1	1
	12	1		No	No	Yes	No	No
		Total	N	1	1	1	1	1
	13	1		No	Yes	No	Yes	Yes
		Total	N	1	1	1	1	1
	14	1		Yes	Yes	No	Yes	No
		Total	N	1	1	1	1	1
	15	1		No	No	Yes	Yes	Yes
		Total	N	1	1	1	1	1
	16	1		Yes	Yes	Yes	Yes	Yes
		Total	N	1	1	1	1	1
	17	1		No	No	Yes	No	No
		Total	N	1	1	1	1	1
	18	1		Yes	99	99	Yes	99
		Total	N	1	1	1	1	1
	19	1		Yes	No	No	No	No
		Total	N	1	1	1	1	1
	20	1		Yes	No	No	Yes	No
		Total	N	1	1	1	1	1
	21	1		No	No	No	Yes	No
		Total	N	1	1	1	1	1
	22	1		No	No	No	No	No
		Total	N	1	1	1	1	1
	23	1		Yes	No	No	No	No
		Total	N	1	1	1	1	1
	24	1		Yes	Yes	Yes	Yes	Yes
		Total	N	1	1	1	1	1

Appendix K (continued)

Case Processing Summaries

Case Summaries^a

			Overlapping Content	Peer Mentorships	Reference Skills	Sharing Facilities	Study/Testing Skills
CASE	25	1	Yes	No	Yes	Yes	No
		Total N	1	1	1	1	1
	26	1	No	No	No	Yes	Yes
		Total N	1	1	1	1	1
	27	1	Yes	No	No	Yes	No
		Total N	1	1	1	1	1
	28	1	No	Yes	No	Yes	No
		Total N	1	1	1	1	1
	29	1	No	Yes	No	Yes	No
		Total N	1	1	1	1	1
Total		N	28	28	28	29	28

Appendix K (continued)

Case Processing Summaries

Case Summaries^a

				Teacher Expectations	Vocational Development
CASE	1	1		No	Yes
		Total	N	1	1
	2	1		Yes	Yes
		Total	N	1	1
	3	1		No	Yes
		Total	N	1	1
	4	1		No	Yes
		Total	N	1	1
	5	1		No	Yes
		Total	N	1	1
	6	1		No	Yes
		Total	N	1	1
	7	1		Yes	Yes
		Total	N	1	1
	8	1		Yes	Yes
		Total	N	1	1
	9	1		Yes	Yes
		Total	N	1	1
	10	1		Yes	Yes
		Total	N	1	1
	11	1		No	Yes
		Total	N	1	1
	12	1		No	Yes
		Total	N	1	1
	13	1		No	Yes
		Total	N	1	1
	14	1		No	Yes
		Total	N	1	1
	15	1		Yes	Yes
		Total	N	1	1
	16	1		Yes	Yes
		Total	N	1	1
	17	1		No	Yes
		Total	N	1	1
	18	1			99
		Total	N		1
	19	1		No	Yes
		Total	N	1	1
	20	1			99
		Total	N		1
	21	1			99
		Total	N		1
	22	1		No	Yes
		Total	N	1	1
	23	1		No	Yes
		Total	N	1	1
	24	1		Yes	Yes
		Total	N	1	1

Appendix K (continued)

Case Processing Summaries

Case Summaries^a

				Teacher Expectations	Vocational Development
CASE	25	1		No	Yes
		Total	N	1	1
	26	1		No	Yes
		Total	N	1	1
	27	1		No	Yes
		Total	N	1	1
	28	1		Yes	Yes
		Total	N	1	1
	29	1		Yes	Yes
		Total	N	1	1
Total		N		26	29

a. Limited to first 100 cases.

Appendix L

Median Test

Frequencies

		Title of respondent		
		Administrator	Special Educator	Regular Educator
Academic Support Skills	> Median	0	0	0
	<= Median	1	0	3
Advisory Programs	> Median	0	0	2
	<= Median	0	1	2
Career Development	> Median	1	2	6
	<= Median	0	3	14
Established Planning Time	> Median	0	0	0
	<= Median	0	0	2
Family/Living Skills	> Median	1	2	9
	<= Median	0	4	12
Flexible Schedules	> Median	0	0	1
	<= Median	1	4	10
Organization Skills	> Median	0	0	0
	<= Median	1	1	3
Orientation - HS	> Median	0	0	0
	<= Median	0	0	7
Overlapping Content	> Median	1	0	2
	<= Median	0	2	7
Peer Mentorships	> Median	0	0	1
	<= Median	0	1	6
Reference Skills	> Median	0	0	0
	<= Median	0	2	6
Sharing Facilities	> Median	0	0	6
	<= Median	1	4	10
Study/Testing Skills	> Median	0	0	0
	<= Median	1	1	7
Teacher Expectations	> Median	0	0	3
	<= Median	0	2	5
Vocational Development	> Median	0	0	0
	<= Median	1	5	21

Appendix L (continued)

Median Test

Test Statistics^{h,i,j,k,l,m,n,o}

	Academic Support Skills	Advisory Programs	Career Development	Established Planning Time	Family/Living Skills	Flexible Schedules
N	4	5	26	2	28	16
Median	3.00 ^a	2.00	3.00	4.00 ^a	3.00	3.00
Chi-Square		.833 ^b	2.141 ^c		1.556 ^b	.485 ^d
df		1	2		2	2
Asymp. Sig.		.361	.343		.459	.785

Test Statistics^{h,i,j,k,l,m,n,o}

	Organization Skills	Orientation - HS	Overlapping Content	Peer Mentorships	Reference Skills	Sharing Facilities
N	5	7	12	8	8	21
Median	3.00 ^a	3.00 ^a	3.00	3.00	3.00 ^a	3.00
Chi-Square			3.704 ^e	.163 ^f		2.625 ^e
df			2	1		2
Asymp. Sig.			.157	.686		.269

Appendix L (continued)

Median Test

Test Statistics^{a,i,j,k,l,m,n,o}

	Study/Testing Skills	Teacher Expectations	Vocational Development
N	9	10	27
Median	3.00 ^a	3.00	4.00 ^a
Chi-Square		1.071 ^g	
df		1	
Asymp. Sig.		.301	

- a. All values are less than or equal to the median. Median Test cannot be performed.
- b. 4 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is .4.
- c. 4 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is .3.
- d. 5 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is .1.
- e. 5 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is .3.
- f. 3 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is .1.
- g. 3 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is .6.
- h. Grouping Variable: Title of respondent
- i. There are not enough valid cases to perform the Median Test for Academic Support Skills * Title of respondent (Administrator, Regular Educator). No statistics are computed.
- j. There are not enough valid cases to perform the Median Test for Established Planning Time * Title of respondent (Administrator, Regular Educator). No statistics are computed.
- k. There are not enough valid cases to perform the Median Test for Organization Skills * Title of respondent (Administrator, Regular Educator). No statistics are computed.
- l. There are not enough valid cases to perform the Median Test for Orientation - HS * Title of respondent (Administrator, Regular Educator). No statistics are computed.
- m. There are not enough valid cases to perform the Median Test for Reference Skills * Title of respondent (Administrator, Regular Educator). No statistics are computed.
- n. There are not enough valid cases to perform the Median Test for Study/Testing Skills * Title of respondent (Administrator, Regular Educator). No statistics are computed.
- o. There are not enough valid cases to perform the Median Test for Vocational Development * Title of respondent (Administrator, Regular Educator). No statistics are computed.

Appendix M

Proximity Matrix

Case Processing Summary

Cases					
Valid		Missing		Total	
N	Percent	N	Percent	N	Percent
24	82.8%	5	17.2%	29	100.0%

Proximity Matrix

	Euclidean Distance							
	1	2	3	4	5	7	8	9
1		2.828	2.449	1.732	2.000	2.449	2.449	2.449
2	2.828		2.000	2.646	3.162	2.000	2.449	2.828
3	2.449	2.000		2.236	2.449	2.000	2.449	2.449
4	1.732	2.646	2.236		2.236	2.236	2.236	2.646
5	2.000	3.162	2.449	2.236		2.449	2.000	2.000
7	2.449	2.000	2.000	2.236	2.449		1.414	2.000
8	2.449	2.449	2.449	2.236	2.000	1.414		1.414
9	2.449	2.828	2.449	2.646	2.000	2.000	1.414	
10	2.449	2.000	2.449	2.236	2.449	1.414	2.000	2.449
11	2.000	2.828	2.449	1.732	2.000	2.000	2.000	2.449
12	1.414	2.828	2.449	1.000	2.000	2.000	2.000	2.449
13	2.828	2.449	2.449	2.646	2.000	2.000	2.000	2.449
14	1.732	2.646	2.236	2.449	1.732	2.236	2.236	2.236
15	2.646	2.236	2.646	2.449	2.646	1.732	2.236	2.646
16	2.449	2.449	2.449	2.646	2.000	2.000	2.449	2.449
17	1.732	2.646	3.000	2.000	2.236	2.646	2.236	2.646
19	2.000	3.162	2.449	2.236	2.000	2.449	2.000	2.000
22	2.000	2.828	2.449	1.732	2.000	2.000	1.414	2.000
23	1.732	3.000	2.236	2.000	1.732	2.236	1.732	1.732
24	2.828	2.449	2.000	2.646	2.449	2.449	2.828	2.828
25	1.414	2.828	2.449	2.236	1.414	2.449	2.000	2.000
27	1.732	2.646	1.732	2.000	1.732	1.732	1.732	1.732
28	3.000	1.732	2.236	2.449	2.646	2.236	2.236	2.646
29	2.236	2.236	2.646	2.449	2.236	1.732	1.732	2.236

This is a dissimilarity matrix

Appendix M (continued)

Proximity Matrix

Proximity Matrix

	Euclidean Distance							
	10	11	12	13	14	15	16	17
1	2.449	2.000	1.414	2.828	1.732	2.646	2.449	1.732
2	2.000	2.828	2.828	2.449	2.646	2.236	2.449	2.646
3	2.449	2.449	2.449	2.449	2.236	2.646	2.449	3.000
4	2.236	1.732	1.000	2.646	2.449	2.449	2.646	2.000
5	2.449	2.000	2.000	2.000	1.732	2.646	2.000	2.236
7	1.414	2.000	2.000	2.000	2.236	1.732	2.000	2.646
8	2.000	2.000	2.000	2.000	2.236	2.236	2.449	2.236
9	2.449	2.449	2.449	2.449	2.236	2.646	2.449	2.646
10		2.449	2.000	2.000	2.646	1.000	1.414	2.236
11	2.449		1.414	2.000	1.732	2.646	2.449	2.236
12	2.000	1.414		2.449	2.236	2.236	2.449	1.732
13	2.000	2.000	2.449		2.236	2.236	2.000	2.236
14	2.646	1.732	2.236	2.236		2.828	2.236	2.449
15	1.000	2.646	2.236	2.236	2.828		1.732	2.449
16	1.414	2.449	2.449	2.000	2.236	1.732		2.646
17	2.236	2.236	1.732	2.236	2.449	2.449	2.646	
19	2.828	2.000	2.000	2.449	2.236	2.646	2.828	2.236
22	2.449	1.414	1.414	2.000	2.236	2.646	2.828	1.732
23	2.646	1.732	1.732	2.236	2.000	2.828	2.646	2.000
24	2.449	2.828	2.828	2.828	2.646	2.236	2.000	3.317
25	2.449	2.449	2.000	2.449	1.732	2.646	2.449	1.732
27	2.236	1.732	1.732	2.236	1.414	2.449	2.236	2.449
28	2.236	2.236	2.646	2.236	2.449	2.449	2.236	2.828
29	2.236	1.732	2.236	2.236	1.414	2.449	2.236	2.449

This is a dissimilarity matrix

Appendix M (continued)

Proximity Matrix

Proximity Matrix

	Euclidean Distance							
	19	22	23	24	25	27	28	29
1	2.000	2.000	1.732	2.828	1.414	1.732	3.000	2.236
2	3.162	2.828	3.000	2.449	2.828	2.646	1.732	2.236
3	2.449	2.449	2.236	2.000	2.449	1.732	2.236	2.646
4	2.236	1.732	2.000	2.646	2.236	2.000	2.449	2.449
5	2.000	2.000	1.732	2.449	1.414	1.732	2.646	2.236
7	2.449	2.000	2.236	2.449	2.449	1.732	2.236	1.732
8	2.000	1.414	1.732	2.828	2.000	1.732	2.236	1.732
9	2.000	2.000	1.732	2.828	2.000	1.732	2.646	2.236
10	2.828	2.449	2.646	2.449	2.449	2.236	2.236	2.236
11	2.000	1.414	1.732	2.828	2.449	1.732	2.236	1.732
12	2.000	1.414	1.732	2.828	2.000	1.732	2.646	2.236
13	2.449	2.000	2.236	2.828	2.449	2.236	2.236	2.236
14	2.236	2.236	2.000	2.646	1.732	1.414	2.449	1.414
15	2.646	2.646	2.828	2.236	2.646	2.449	2.449	2.449
16	2.828	2.828	2.646	2.000	2.449	2.236	2.236	2.236
17	2.236	1.732	2.000	3.317	1.732	2.449	2.828	2.449
19		1.414	1.000	2.828	2.000	1.732	3.000	2.646
22	1.414		1.000	3.162	2.000	1.732	2.646	2.236
23	1.000	1.000		3.000	1.732	1.414	2.828	2.449
24	2.828	3.162	3.000		2.828	2.646	2.236	2.646
25	2.000	2.000	1.732	2.828		1.732	3.000	2.236
27	1.732	1.732	1.414	2.646	1.732		2.449	2.000
28	3.000	2.646	2.828	2.236	3.000	2.449		2.000
29	2.646	2.236	2.449	2.646	2.236	2.000	2.000	

This is a dissimilarity matrix