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# The Relationship Between Compensating Students to Attend Summer School and the Students' Attendance and Suspension Rates the Following School Year

Barbara Buckles

*Eastern Illinois University*

This research is a product of the graduate program in [Educational Psychology and Guidance](#) at Eastern Illinois University. [Find out more](#) about the program.

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to Attend Summer School  
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(TITLE)

BY

Barbara Buckles

B. S. in Ed., Eastern Illinois University, 1967

M. S. in Ed., Eastern Illinois University, 1969

**THESIS**

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF

Specialist In Education

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IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY  
CHARLESTON, ILLINOIS

1979

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YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING  
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

ADVISER

DEPARTMENT HEAD

THE RELATIONSHIP BETWEEN COMPENSATING STUDENTS  
TO ATTEND SUMMER SCHOOL  
AND  
THE STUDENTS' ATTENDANCE AND SUSPENSION RATES  
THE FOLLOWING SCHOOL YEAR

BY

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ABSTRACT OF THESIS

Submitted in partial fulfillment of the requirements  
for the degree of Specialist In Education at the Graduate School  
of Eastern Illinois University

CHARLESTON, ILLINOIS  
1979

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A study was made of the Decatur Public Schools basic skills summer school program to determine if paying students to attend the summer school session had any effect on the student.

Two areas considered in the study were:

1. Was there any improvement in the attendance records the following school year for the fifty-three junior and high school students involved.

2. Was there any decrease in the suspension rate of the twenty-two high school students.

Student attendance and suspension records were compared for the 1977-78 school year and the 1978-79 school year. A t-test was used to determine if there was any significant difference in attendance or suspension rates for the two years.

There was no significant difference at the .05 level of confidence for any of the groups studied. The students involved in the study showed no significant change as a result of compensation to attend the summer school program.

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Without their assistance this paper would not have been possible.

CHAPTER I  
INTRODUCTION

Background of the Problem

More than one-half of all unemployed Americans are under the age of twenty-four and the United States has more than seven hundred thousand teenagers drop out of school every year without earning a high school diploma. Most of the young people drop out of school because they see no meaning in the education which it provides.<sup>1</sup>

The drop out rate for high school students in the Decatur School District during the 1977-78 school year~~s~~ was 9.4% based on a September average monthly enrollment of 5,576 students. Another 18.6% are suspended from high school at least once yearly for behavior or other related problems. The average number of days a high school student is absent from school is 9, while a junior high student misses approximately seven days a year.

In an attempt to improve this situation locally, the Decatur School District became involved with the Comprehensive Employment Training Act personnel during the summer, 1978, to create a summer educational experience that

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<sup>1</sup>Dr. Worthington, "Youth Unemployment Legislation Seeks A Solution," Industrial Education. December, 1977, p. 5.

emphasized basic skill training. Ninety-six students from ages fourteen to twenty-one years of age participate in the program and were paid \$2.65 an hour for each hour of attendance.

#### Need for the Study

According to a report by the Comptroller General:

The summer youth program is the largest of several youth employment and training programs. About seven hundred fifty-five million dollars was obligated to enroll approximately one million youths in the 1978 program. The program has grown substantially since 1975 when about three hundred ninety-one million dollars was obligated to serve seven hundred sixteen thousand two hundred enrollees.<sup>2</sup>

The large investment of money and time creates concern over whether programs such as this are worth the cost.

According to the Comptroller General's report more effective management was needed to improve the quality of the Summer Youth Employment Program. The report also stated:

The Department of Labor's Summer Program for Economically Disadvantaged Youth had an admirable objective to provide youths meaningful work tasks and training to develop their skills and enhance their future employability. However, the Department's efforts to assure that state and local governments were operating quality programs were not very successful at the sites the General Accounting Office visited.<sup>3</sup>

The General Accounting Office recommended that Congress assure itself that the Department of Labor had taken

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<sup>2</sup>Report by the Comptroller General of the United States, "More Effective Management Is Needed to Improve the Quality of the Summer Youth Employment Program," February 20, 1977, (General Accounting Office, Washington), p. ii.

<sup>3</sup>Ibid.

corrective action before considering any expansions of the program.<sup>4</sup>

Little research has been done in the area of compensating students to attend school and its subsequent effect on their attendance or suspension rates. This is an area that needs to be researched.

#### Statement of the Problem

The problem of the study is to compare the attendance and suspension records of the students for the 1978-79 school years to the attendance and suspension records for the 1977-78 school year.

This study will compare the attendance records for the two school years of twenty-two high school students and thirty-one junior high school students who participated in the Decatur School District's basic skills summer school program. A comparison will also be made of the suspension records for the twenty-two high school students.

The study will answer the following questions:

1. Do the students' attendance records improve after participating in the program?
2. Do the high school students have fewer suspensions than they had in the previous year?

#### Hypotheses

The following null hypotheses were tested:

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<sup>4</sup>Ibid.

1. No significant difference at the .05 level of significance will occur between the 1977-78 school year and the 1978-79 school year attendance records for the groups of junior high and high school students.

2. No significant difference at the .05 level of significance will occur between the 1977-78 and 1978-79 suspension records for high school students.

#### Definition of Terms

CETA--A program designed to provide training, employment, and other services to economically disadvantaged, unemployed, and underemployed person to lead to self-sufficient unsubsidized employment.<sup>5</sup> CETA is an abbreviation for Comprehensive Employment Training Act.

YEDPA--This legislation provided authority and funds to serve needy youth and amended CETA to include additional programs for youth. Its purpose was to immediately employ and increase the future employability of young persons between the ages of sixteen and twenty-three. The new law was to coordinate and improve the existing career development and training program and to test new approaches to solving the employment problems of youth. A fundamental aim of YEDPA is "knowledge development," i.e., to learn nationally, as well as locally, how best to assist disadvantaged and other youth to overcome barriers to completing

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<sup>5</sup> Employment and Training Administration, Comprehensive Employment and Training Act, Review and Oversight, December 5, 1975, (Washington: Government Printing Office), p. 1

high school, to enter the world of work, and to achieve job stability and advancement.<sup>6</sup> YEDPRA is an abbreviation for Youth Employment and Demonstration Projects Act.

YETP--The Youth Employment and Training Program is one part of the YEDPA. It is designed to make a long-term impact on youth unemployment through career opportunities and training and supportive services as are needed to aid youths fourteen through twenty-one in completing school, and/or securing unsubsidized employment. The YETP authorizes the same types of activities for youth as are allowed and currently funded under Title 1 of CETA. The intent is to improve the coordination and qualifications of such services.<sup>7</sup>

SPEDY--The Summer Program for Economically Disadvantaged Youth is the summer aspect of CETA for young people. Its purpose is to provide job training and other services that will lead to maximum employment opportunities and enhance the self-sufficiency by establishing a flexible and decentralized system of Federal, State and local programs.<sup>8</sup>

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<sup>6</sup>U.S. Department of Labor Employment and Training Administration, A Planning Charter for the Youth Employment and Demonstration Projects Act of 1977, August, 1977, (Washington), p. 18

<sup>7</sup>Ibid., p. 17.

<sup>8</sup>U.S., Congress Report, 95th Cong., (May 16, 1977), No. 95-174, p. 31.

CHAPTER II  
RELATED LITERATURE

Introduction

The literature reviewed in this chapter focuses on (1) the administration of the summer school program and the student selection process, (2) other methods employed in the Decatur School Districts to reduce absenteeism and suspensions, and (3) a brief history of the SPEDY program.

Basic Skills Summer School Program

The Decatur School District originally became involved with the CETA personnel during the summer, 1977, to create a summer educational program that emphasized basic skill training for disadvantaged youth. The program was repeated during the summer of 1978 with ninety-six students whose ages were from fourteen to twenty-one years of age. Fifty-nine of the students were in junior high school and thirty-seven were in high school.

The selection process for the summer program involved the names of interested students being submitted by school counselors to indicate that the students was in need of the program. The income level of the parents of the recommended student also had to meet the federal income poverty guidelines. The student and his or her parent had to go to the

CETA office for financial consideration. After evaluation at the CETA office the participants in the program were selected on the basis of the income guidelines and the students need for basic academic help.

There were two levels of programs. The first level was for students who were fourteen and fifteen years of age. The fifty-nine junior high school students attended classes at Mound and Roosevelt Middle Schools. The classes met from 8:00 A.M. to 12:00 P.M. and the students were paid an hourly wage of \$2.65.

The second level was for students between the ages of sixteen and twenty-one. The thirty-seven students in this program attended classes at Eisenhower High School and MacArthur High School from 8:00 A.M. to 12:00 P.M. From 12:30 to 2:30 P.M. the students took part in a work program which provided a total day of six hours. For the two hours of work the students also received \$2.65 per hour.

Classes met for eight weeks beginning June 13, 1978 and ended August 5, 1978, with July 4, 1978, being a holiday. The total number of days in class was thirty-nine.

The curriculum for the fourteen and fifteen year old students emphasized school survival skills: reading, listening, vocabulary, speaking, writing, note taking, test taking, addition, subtraction, multiplication, and division. Students also had an opportunity to receive a basic industrial art and physical education experience to enrich the curriculum and provide for a break in the remedial basic skills program.

For the sixteen to twenty-one year old student the emphasis was on basic skills including the areas of English language arts and mathematics. Other areas of practical application for every day living were also covered. These included writing checks, establishing a savings account, understanding how Social Security works, and learning how to fill out income tax forms.

The framework of both levels of programs was conducted in a job-oriented atmosphere with emphasis place on time management, responsibility, organization of task, and technique for following instructions.<sup>9</sup>

Methods Employed In the Decatur School District  
To Reduce Absenteeism and Suspensions

There are three programs in the Decatur School District to attempt to reduce student absenteeism and suspensions. They are (1) the Truants Alternative Program, (2) Secondary Adjustment, and (3) Future Unlimited.

Truants Alternative Program

1978-79 was the third year of operation for the Truants Alternative Program for Macon County which is funded by the Illinois Office of Education.

The program is designed to serve those students who are chronically truant and have been referred to the program by the attendance officers of Macon County and of Decatur School District #61.

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<sup>9</sup>CETA Summer School Education and Work Training Program,  
Decatur Public Schools, no author, 1977, p. 1.

The object of the program is to reduce the number of students in Macon County who are chronically truant. Concomitant objectives are: (a) to increase average daily attendance with resulting financial gain for the school district and (2) to change student and parent attitudes through personal, social, educational, and vocational counseling.

After the staff of the school works to keep each student in school and to prevent truancy, the principal may refer the chronically truant or the developing truant to the appropriate attendance officer of Macon County or Decatur School District #61.

The attendance officer then works with the student to attempt to solve the problem and to keep the student in regular attendance. If the attendance officer's efforts are not successful, the student may be referred to the Director of the Truants Alternative Program.

To be referred a student must be between the ages of seven and sixteen, with primary emphasis given to grades seven through twelve. The student must be a chronic truant. A chronic truant, by state definition, is one who is absent without valid cause for fifteen out of ninety consecutive school days. If a student's past and present records indicate that he or she would be a chronic truant if present attendance patterns were continued, he or she may be referred prior to fifteen days of absence.

By the time a student has been referred to the Truants Alternative Program he or she has already been the recipient

of many efforts expended in his or her behalf and is a "hard core" truant student.

For each referred truant or potential truant, a caseworker is assigned. The caseworker will conduct interviews with the student, the student's parents or guardians, and the school personnel to obtain as much information as possible about the student, the problem, and approaches tried. The caseworker evaluates the situation and plans a course of action to be followed in an attempt to resolve the problem.

The plan of action may include intensive personal counseling, family counseling, educational and vocational counseling, personal encouragement, temporary alternatives such as home study or tutoring, involvement of other community resources, or other approaches thought to be desirable for the specific case. The caseworker strives to develop a good working relationship with the student, the parents, and the school.

The plan of action is designed to return the student to his or her regular classroom and to minimize further absences. During the 1977-78 school year and during the first half of 1978-79 approximately 70% of all students referred to the program improved their attendance. In some cases the improvement was small. The remaining percent of the student either failed to gain or actually lost.<sup>10</sup>

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<sup>10</sup>Truants Alternative Program, Macon County Educational Service Region, Howard E. Brown, Regional Superintendent of Schools, 1978, pp. 103.

Secondary Adjustment Program

The Secondary Adjustment Program operated by Decatur Public Schools is a program for students in grades seven to twelve who have displayed extreme inappropriate behaviors in their regular school setting.

Before referring a student to the program the home school must exhaust all resources available to it, in correcting the student's problem. If the school has no success in remediating the behavior of the student, the student is referred to the Director of Secondary Education. The Director reviews the case with the home school and then meets with the student and his or her parents. If the Director thinks that Secondary Adjustment is appropriate, he refers the student to the Special Education Department. The Special Education Department then holds a staffing that involves the home school and the parent(s). If it is the consensus of the staffing, the student is declared eligible for Secondary Adjustment and placement follows.

A total of forty students were enrolled in Secondary Adjustment during 1978-79, however, not all were enrolled at any given time.

An individual education plan is developed for each student that specifies the behavior to be corrected, length of time anticipated for remediation, parent involvement, and consequences if the student fails to cooperate. The program is intended to be short term, and the majority of the students are in the program less than a year. The student continues to be enrolled in his home school.

Statistics indicate that about half of the students succeed in a regular school setting once they return from Secondary Adjustment. Some continue to receive support from school support personnel. The other fifty per cent of the students may enter another alternative program, withdraw from school and enter the world of work, or be assigned to the Department of Corrections.<sup>11</sup>

#### Futures Unlimited

The Futures Unlimited program is sponsored by Howard E. Brown, Macon County Regional Superintendent of Schools, through the use of CETA funds. It is in its third year of operation and has a commitment to serve at least forty students per year.

The primary goal of the program is preparation for the General Education Development test, but it also serves as a center for students who have dropped out of high school and wish to make up credit. If a student successfully completes a semester of work upon returning to high school, the previous credit earned at Futures Unlimited will then be credited toward graduation.

The school day is three hours per day and the student takes one or two subjects. The longest that a student can stay in the program is six months.<sup>12</sup>

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<sup>11</sup> Special Education Programs Handbook, Macon-Piatt Special Education District, p. 38.

<sup>12</sup> Statements by Mike Wilkes, employee Futures Unlimited, personal interview, Decatur, Illinois, August 8, 1979.

History of Summer Program  
For Employing Disadvantaged Youth

Before CETA was enacted in 1973, the summer youth program was one component of the Neighborhood Youth Corps program which was authorized by the Economic Opportunity Act of 1964. The Neighborhood Youth Corps summer program was primarily intended to help high school age low-income youths remain in school by providing them with summer employment. The responsibility for the program was transferred from the Office of Economic Opportunity to the Department of Labor in 1964.<sup>13</sup>

When President Nixon signed CETA on December 18, 1973, it was the culmination of nearly five years of effort on the part of Congress, the executive branch of the Federal Government, and public interest groups to produce manpower reform that was acceptable to all groups.<sup>14</sup>

After CETA was enacted, the Neighborhood Youth Corps was dropped and the summer program for youth became known as SPEDY. Its primary purpose was to provide work experience for economically disadvantaged youths during the summer to enhance their future employability. These part-time summer jobs, which normally pay the minimum wage, were with hospitals, schools, libraries, community service agencies, and other private nonprofit agencies and groups.

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<sup>13</sup>Report by the Comptroller General, p. 1.

<sup>14</sup>U.S. Department of Labor, Manpower Administration, A New Approach to Manpower, (Washington, 1974), p. 2.

The program is directed at economically disadvantaged youths between the ages of fourteen and twenty-one years of age. It is aimed at all segments of the disadvantaged population, but especially at dropouts, potential dropouts, and other in-school youth who are likely to encounter employment barriers because of their work aptitude, attitude, and social adjustment.

SPEDY has the largest enrollment of the several youth employment and training programs. About one million youths participated in the 1978 summer youth employment program.

On August 5, 1977, President Carter signed into law the Youth Employment and Demonstration Projects Act of 1977 (YEDPA). This legislation provided authority and funds for new programs for needy youth. It amended CETA.

The Youth Employment and Demonstration Projects Act of 1977 authorized four other programs which, collectively, served an estimated 390,000 youths during fiscal 1978.<sup>15</sup>

The purpose of these new programs is to immediately employ and increase the employability of persons ages sixteen to twenty-three. The new law seeks to improve and coordinate existing career development and employment training programs.

YEDPA provides funds for four different programs:

(1) the Youth Adult Conservation Corps, (2) Youth Incentive Entitlement Pilot Projects, (e) Youth Community Conservation and Improvement Projects, and (4) Youth Employment and

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<sup>15</sup> Report by the Comptroller General, pp. 2,3.

Training Programs.

It is through the latter program, the Youth Employment and Training Program that the Decatur School District receives the funds used in the basic skills summer school program.

The YETP is designed for youth ages fourteen to twenty-one and is to provide a broad range of employment and training services.

Participating youth are provided necessary training and supportive services to secure unsubsidized employment in the private and public sectors. The training and supportive services include occupation counseling, school-to-work transition, basic literacy, high school equivalency, on-the-job training, job development and placement. All programs under this Title provide for coordination with local educational agencies, post-secondary schools, business, labor and community based organizations, other youth programs apprenticeship training and the employment service system.

## CHAPTER III

### PROCEDURE

#### The Introduction

The procedures used in this study are detailed in the following sections: (a) General Procedures, (2) Population of the Study, (3) Sample of the Study, (4) Statistical Analysis, and (5) Summary.

#### General Procedures

This study was conducted in the Decatur School District in the summer of 1979. Fifty-nine students who took part in a basic skills program during the summer, 1978, were studied.

Permission to conduct the study was obtained from the Macon County CETA office which received approval from the Department of Labor's Chicago branch office.

Students who had dropped or transferred from the basic skills summer program were eliminated from the study. The identification numbers of the remaining students were obtained by a manual search of the 1977-78 school district census. Any student who was not enrolled the entire school year was eliminated from the study.

The attendance information for the 1978-79 school year was obtained by a manual search of the 1978-79 school district census report. Once again, any student who was not enrolled the entire school year was eliminated from the study.

A t-test was used to determine if there was any significant difference between the attendance for the two school years for all high school students, female high school students, male high school students, all junior high student, male junior high students and female junior high students.

To obtain suspension information on the high school students a manual search was made by identification numbers of the school district suspension report for both school years. Suspensions in the Decatur School District were of two types: (a) in-school and (2) out-of-school. The number of days and hours for each student were listed according to whether it was an in-school or out-of-school suspension.

A t-test was used to determine if there was any significant difference in the suspension rates for the high school students for the two years. The t-test was done by total high school students for in-school suspensions and out-of-school suspensions.

No statistical analysis was done with the junior high students suspension rates. The students had an insignificant number of suspensions. Since the junior high schools had no in-school suspension program as did the high schools, the eighth grade students' suspension records could not have been fairly compared to their ninth grade suspension records.

#### Population of the Study

The population for this study was all junior high and high school students who were enrolled in the basic skills

summer school program. There were fifty-nine junior high students and thirty-seven high school students who began the program. Of the ninety-six who were originally enrolled, thirty-one junior high students and twenty-two high school students were included in this study.

Twenty-eight junior high school students were eliminated from the study for the following reasons: fourteen were terminated from the program, six could not be located in the school district census, five were not in attendance during the entire school year for both the 1977-78 and 1978-79 school years, two transferred to the Area Vocational School program, and one girl transferred to the school district's pregnant girls' program during the school year.

Fifteen high school school students were eliminated from the study for the following reasons: six were not in attendance during the entire school year for the 1977-78 and 1978-79 school years which were studied, four were terminated from the summer program, two girls transferred to the school district's pregnant girls' program, one student went on home study, and one died:

#### Sample of the Population

The sample of the population was made up of thirty-one junior high students and twenty-two high school students who were in attendance both the 1977-78 and 1978-79 school years and were enrolled in the basic skills summer school program.

Of the junior high students, ten were males and twenty-one were females. Twenty-four were black; six were white; and one was Oriental. Seven were in grade eight during the 1978-79 school year and twenty-four were in grade nine.

The high school students were comprised of eleven males and eleven females. All twenty-two students were black. Grade levels were: grade nine, three; grade ten, sixteen; grade eleven, three; grade twelve, zero.

#### Statistical Analysis of Data

A t-test was used to see if there was any significant change in attendance patterns between the 1977-78 and 1978-79 school year for junior high males, junior high females, junior high males and females together, high school males, high school females, and high school males and females together. The mean attendance and standard deviation was also computed for each group.

A t-test was used on the number of in-school and out-of-school suspensions for high school students to see if there was a significant change. The mean and standard deviation were also computed.

No analysis was made of the junior high students' suspension rates. An accurate comparison could not be made for those students who were in grade eight during 1977-78 and grade nine during 1978-79 because the junior high schools do not have an in-school suspension room. There were an insignificant number of students in the study who were in grade seven during 1977-78. The group also had a very low rate of suspensions.

Summary

The study involved fifty-three students, thirty-one junior high students and twenty-two high school students, who were paid to attend a basic skills summer school program in the Decatur School District during the summer, 1978.

The attendance records of the two groups were compared to determine if there was a significant improvement after participating in the basic skills summer program for which they were paid.

The suspension records, both in and out of school, for high school students were compared to determine if the suspension lowered as a result of participating in the program.

## CHAPTER IV

### FINDINGS

#### The Introduction

From an original population of ninety-six students, fifty-three were included in the study.

Through a manual search of the school district census, each student was identified as to sex, race, and grade level during the 1978-79 school year.

The sample used was made up primarily of black students. There were more junior high school females than males in the study, but at the high school level, there were an equal number of males and females.

TABLE 1  
RACE AND SEX OF STUDENTS  
IN THE SAMPLE

Race	Junior High		High School	
	Male	Female	Male	Female
Black	8	16	11	11
Caucasian	2	4	0	0
Oriental	0	1	0	0
Total	10	21	11	11

Statistical Analysis of Data

This study used a t-test to determine if any significant difference occurred in attendance patterns for students between the 1977-78 and 1978-79 school years.

All data was analyzed with a statistical calculator.

Table 2 indicated the variance between the 1977-78 and 1978-79 school year for all junior high students.

TABLE 2  
ANALYSIS OF 1977-78 AND 1978-79 SCHOOL YEAR  
ATTENDANCE FOR JUNIOR HIGH STUDENTS

Year	Mean	S	t
1977-78	17.11	12.76	1.01a
1978-79	15.67	11.73	

a Not significant.  $t_{.05}$  for 30 df - 2.04

The results of the t-test show the t-ratio of 1.01. At 30 degrees of freedom, a t-ratio of 2.04 is required for significance at the .05 level. Since 1.01 is less than 2.04, we must accept the null hypothesis. There is no significant difference in attendance patterns for the two years for junior high students.

Table 3 compares the female attendance patterns for the two school years. The results of the t-test show the t-ratio of .83. At 20 degrees of freedom, a t-ratio of 2.086 is required for significance at the .05 level. Therefore, we must accept the null hypothesis that there is no significant difference between the two years for junior

high school female attendance.

TABLE 3  
ANALYSIS OF 1977-78 and 1978-79 SCHOOL YEAR  
ATTENDANCE FOR JUNIOR HIGH FEMALES

Year	Mean	s	t
1977-78	17.92	13.87	.83a
1978-79	16.54	12.71	

a Not significant.  $t .05$  for  $df = 2.086$

Table 4 compares the attendance rates for the two school years for junior high school males.

TABLE 4  
ANALYSIS OF 1977-78 AND 1978-79 SCHOOL YEAR  
ATTENDANCE FOR JUNIOR HIGH MALES

Year	Mean	s	t
1977-78	15.54	9.99	.47a
1978-79	14.31	9.35	

a Not significant.  $t .05$  for 9  $df = 2.262$

The results of the t-test in Table 4 show the t-ratio of .47. At 9 degrees of freedom, a t-ratio of 2.262 is required for significance at the .05 level. Since .47 falls within the range of 2.262, we must accept the null hypothesis that there is no significant difference in attendance patterns for the two years.

school students for the two school years.

TABLE 5  
ANALYSIS OF 1977-78 AND 1978-79 SCHOOL YEAR  
ATTENDANCE FOR HIGH SCHOOL STUDENTS

Year	Mean	s	t
1977-78	15.40	10.59	-1.03a
1978-79	17.88	15.69	

a Not significant.  $t .05$  for 21 df = 2.0796

The results of the t-test shows the results of -1.03. At 21 degrees of freedom, a t-ratio of 2.0796 is required for significance at the .05 level. Since -1.03 is less than 2.0796, we must accept the null hypothesis that there is no significant difference in attendance patterns for the two school years for high school students.

Table 6 compares the attendance rate for the two years for high school females.

TABLE 6  
ANALYSIS OF 1977-78 AND 1978-79 SCHOOL YEAR  
ATTENDANCE FOR HIGH SCHOOL FEMALES

Year	Mean	s	t
1977-78	17.04	12.19	1.05a
1978-79	14.77	11.52	

a Not Significant.  $t .05$  for 10 df = 2.228

The results of the t-test in Table 6 show the t-ratio of

1.05. At 20 degrees of freedom, a t-ratio of 2.228 is required for significance at the .05 level. Therefore, we must accept the null hypothesis that there is no significant difference between the two years for high school years.

Finally, Table 7 compares the attendance rates for high school males for the two school years.

TABLE 7  
ANALYSIS OF 1977-78 AND 1978-79 SCHOOL YEAR  
ATTENDANCE FOR HIGH SCHOOL MALES

Year	Mean	s	t
1977-78	13.77	8.99	
1978-79	21.00	19.05	-1.87a

a Not significant.  $t_{.05}$  for 10 df = 2.228

The results of the t-test show no significant difference. The null hypothesis is accepted.

The final comparisons are made of suspension rates, both in-school and out-of-school for high school males and females together.

Table 8 shows an analysis of the two school years for in-school suspensions for all high school students.

TABLE 8  
ANALYSIS OF 1977-78 AND 1978-79 IN-SCHOOL  
SUSPENSIONS FOR ALL HIGH SCHOOL STUDENTS

Year	Mean	s	t
1977-78	1.25	2.18	
1978-79	1.21	1.79	.06a

a Not significant.  $t .05$  for 21 df = 2.0796

As Table 8 indicates, the results of the t-test show a t-ratio of .06. At 21 degrees of freedom, a t-ratio of 2.0796 is required for significance at the .05 level. Since .06 is less than 2.0796, we must accept the null hypothesis. No significant difference exists in in-school suspension rates for the two years.

Table 9 shows the analysis for the two school years for out-of-school suspension for high school students.

The results of the t-test show a t-ratio of -.80. At 21 degrees of freedom, a t-ratio of 2.0796 would be required for significance at the .05 level.

TABLE 9  
ANALYSIS OF OUT-OF-SCHOOL SUSPENSIONS  
FOR ALL HIGH SCHOOL STUDENTS

Year	Mean	s	t
1977-78	.99	1.54	-.80
1978-79	1.54	3.09	

a Not significant  $t .05$  for 21 df = 2.0796

The null hypothesis show that there is not significance between the out-of-school suspension rates for the two years must be accepted.

CHAPTER V  
FINDINGS AND RECOMMENDATIONS

Findings

1. No significant difference existed at the .05 level of confidence for attendance comparison for any of the student groups. As a result, Hypothesis 1 which stated that no significant difference at the .05 level of significance would occur between the 1977-78 school year and the 1978-79 school year attendance records for groups of junior high and high school students was accepted.

2. No significant difference at the .05 level of confidence was found for the suspension rates for high school students. Therefore, Hypothesis 2 which stated that no significant difference at the .05 level of significance would occur between the 1977-78 and 1978-79 suspension records for high school students was accepted.

Recommendations

Little research has been done to discover the positive or negative influence of paying students to attend school.

The research in this paper shows no significant increase in attendance or improvement in suspension rates for the students who participated in the Decatur School District

basic skills summer school program.

It is recommended that the area of compensating students to attend school be continuously researched in the future to learn if there is any educational benefit to the student.

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