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Understanding School Climate, Chronic Absenteeism, and Effective Practices for Improving Absenteeism at a Private High School

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This is to certify that the doctoral study by

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Abstract

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by

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EdS, Walden University, 2017

MAT, Western Governors University, 2014

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Doctoral Study Submitted in Partial Fulfillment

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Abstract

Student absenteeism in high school continues to be a nationwide educational challenge. In manifestation of this problem, a private high school in Utah was identified as having a significant number of students with excessive absenteeism. Guided by Bronfenbrenner's socio-ecological theory and Baumrind's authoritative model, the purpose of this descriptive case study was to explore teacher and administrator perceptions about school climate and how to improve chronic absenteeism (CA). The research questions focused on how faculty perceived school climate, its effect on student absenteeism, and best practices being used to encourage attendance. The data collection included a) descriptive information from 13 participants (12 teachers, 1 administrator) from the School Climate Assessment Instrument, b) 3 semi-structured interviews (2 teachers, 1 administrator), and c) archival data, including 4 years of attendance records. Data analyses included descriptive statistics derived from the attendance records and thematic analysis of the survey and interview data. Despite the study participants perceiving the school as having an overall positve school climate, the attendance records served to establish that the school exhibits CA. The key findings of the study revealed 3 major themes pertaining to the school climate, promoting attendance, and the reduction of CA, including student engagement and connectivity, practices encouraging school attendance, and student achievement. Based on the findings, a 3-day professional development course suggesting best practices to improve student attendance was created. Implementing a solution-based program may promote positive social change for students and staff.

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Dedication

This project study is dedicated to my incredible family who provided me with support and encouragement to finish my doctoral research. To my husband, Michael, who withstood countless hours of my research and writing, and was still my biggest supporter and advocate. To Tuvaelagi, Makamae, Mikey, Rori, Sarah, William, and Hanna who inspired me to achieve my goal and for helping maintain the household and my sanity in sometimes chaotic times.

Pono no kākou e kūlia i kā kākou hana poʻokela. (We must strive to do our best work.) I also dedicate this study to my parents, Lawrence and Marilyn, for teaching me to persevere and to be disciplined. Mahalo no ke kākoʻo ʻana mai me ke aʻo ʻana mai iaʻu ma o ka hana paʻakiki e hiki ana ke loaʻa ka lanakila iaʻu. Thank you for instilling in me the importance of acquiring a good education and for consistently holding me to high standards and expectations.

Lastly, I dedicate this doctoral study to my JMHS and JDHS colleagues. All of you influenced and inspired me to be a better educator on personal and professional levels. Without your encouragement and help, this study would have remained an idea and would not have materialized.

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Section 1: The Problem

The Local Problem

A complicated situation exists in Utah related to chronic absenteeism (CA) and

the possibility for identifying potential solutions (Utah State Board of Education [USBE],

2016). According to the USBE (2016), one in seven students is chronically absent, which

leads to lower grades, lower test scores, and lower graduation rates. Students who are

chronically absent in Grades 8-12 are seven times more likely to drop out of high school

(USBE, 2016). In recent reports, Utah education officials have used attendance data to

assess and address the extent of CA (USBE, 2016). Nevertheless, the empirical literature

on reforming widespread absenteeism in Utah high schools remains deficient.

At a private high school in Utah administrators and staff identified absenteeism

and truancy as continual, colossal obstacles to success that are facing the school and its

students (Personal communication, administrator, September 14, 2018). Elements that are

instrumental to the continuous high absenteeism and truancy rates in Utah deserve

examination. Research-based results could help state education officials, administrators,

teachers, staff, and parents to address the topic properly, and thus improve practices and

relationships between school and home. Hence, addressing the USBE's concern about

CA and suggesting ways to undertake the issue are included in this study.

Rationale

Lowering CA can help narrow achievement gaps. Especially now, during this

time of accountability with the Department of Education and state boards of education

having mandates, efforts to having better education and using intervention programs and

instructional practices have been the long-term objectives of school administrators at

local and national levels (Reyes & Garcia, 2014). CA harms student achievement when measured by state-mandated standardized tests (Balfanz, Bridgeland, Fox, DePaoli, Ingram, & Maushard, 2015). For example, it is a notable risk factor for school dropout, it is closely related to errant behaviors, and it contributes to low academic achievement (Kearney, 2008). The problem affects grades, retention, delinquency, school disengagement, expulsion, and substance abuse (Aucejo & Romano, 2016; Gershenson, Jacknowitz, & Brannegan, 2015); social isolation, internalizing and externalizing problematic behaviors, and involvement with the justice system (Burton, Marshal, & Chisolm, 2014).

According to Balfanz and Byrnes (2012), six states reported that 6% and 23% of students were chronically absent in the previous year. Nationally, approximately 5 to 7.5 million students are chronically absent (DOE, 2014b). A new federal policy, *Every Student, Every Day,* offers support to states that involves many federal agencies to decrease CA (DOE, 2015). Also, CA is included as a performance metric in *Every Student Succeeds Act* (ESSA, 2015). While these efforts indicate an increased emphasis on the problem of CA and a realization of the intricacies of the variables, more research is needed to better comprehend the factors that contribute to CA (Vaughn, Maynard, Salas-Wright, Perron, & Abdon, 2013) and determine effective methods to decrease it (Kearney, 2008).

When considering the effects that school climate has on students' socioemotional welfare and academic achievement, improving students' perceptions of school climate may be a significant intervention to improve attendance. School culture is a widely accepted predictor of students' social and emotional health, promoting an environment

conducive to learning (Payne, Gottfredson, & Gottfredson, 2003). Most researchers agree that school culture is multifaceted and includes academic, social, and physical dimensions (Cohen, McCabe, Michelli, & Pickeral, 2009; Freiberg, 1998). Researchers propose that critical components of school climate, including students feeling connected to their school, opinions of school safety, and participation in school activities, may be vital variables contributing to regular school attendance (Hughes, Gaines, & Pryor, 2015). A healthy family and parent involvement are a promoting factor for school attendance (Henderson & Berla, 1994; Cavrini, Chianese, Bocch, & Dozza, 2015). Ralph Smith, executive vice president of the Annie E. Casey Foundation, stated:

> The reality is an absence is an absence, excused or not, and that child is not in that classroom benefitting from the instruction on that day. We have to work in our community, with our schools and our families to build a culture of attendance. (Bennett, 2016, p. 2)

The mission of this private high school is to educate the whole person. It does so by providing opportunities for students' intellectual needs, emotional and moral development, and physical needs. Teachers and administrators recognize absenteeism and truancy as crucial to their students' success and achievement (Personal communication, administrator, September 14, 2018).

The purpose of this descriptive case study was to explore teacher and administrator perceptions about school climate and how to improve chronic absenteeism (CA). Given the many adverse effects associated with CA, it is vital to establish intervention targets to decrease CA rates. School climate appears as a multidimensional element pertinent to different risk factors for CA; school climate may lead to noteworthy

conceptual suggestions for developing interventions that address the recent federal proposal, *Every Student Succeeds* Act (2015) and public health issue and lower CA. In this research, I studied teachers' and an administrators' perceptions about school climate, its possible effect on absenteeism, and best practices being used to promote attendance.

Definition of Terms

Chronic absenteeism: The U.S. Department of Education (DOE, 2014a) defines CA as missing a minimum of 15 days of school in a school year. Numerous school districts and government agencies embrace a 10% limit on a 180-day school calendar, typically in one semester (U.S. National Center for Education Statistics, 2016).

School climate: the attitudes, experiences, relationships, structures, and feelings that are obtained by a school's atmosphere (Cavrini et al., 2015; Loukas, 2007; Maxwell, 2016; Reaves, McMahon, Duffy, & Ruiz, 2018). It is widely known as the "quality and character of school life" (Cohen et al., 2009, p. 182).

School environment is synonymous with school climate (Aldridge & McChesney, 2018).

Connectivity is the quality, state, or capability of being connective or connected (Merriam-Webster Inc.).

Dropping out: "a long process of disengagement and withdrawal from educational institutions and schooling" (Epstein & Sheldon, 2002, p. 308).

Significance of the Study

School attendance has been of great importance to school administrators and state officials, yet average daily attendance has rarely been studied (Balfanz et al., 2015; Talbert-Johnson & Russo, 2013). Traditionally, research emphasized student dropout

rates rather than absenteeism and truancy. Apart from the effects of student dropout rates, sparse attendance affects schools directly and indirectly. For example, in some states, including Utah, schools are allocated funds based on their average daily attendance (Utah Administrative Board Rule R277-419). CA can lead to a lack of funding and resources (Lenhoff & Pogodzinski, 2018), and thus negatively affect all students. Lack of funding can lead to a reduction in staff, lessening the number of properly trained professionals to attend the needs of students. Decreased funding could also lead to a shortage in the available technological tools for the school community and a decrease in school programs (Barry & Reschly, 2012; Childs & Grooms, 2018).

The existing literature reveals gaps in practices due to it focusing on annual dropout rates rather than on daily absenteeism and truancy, which, together, contribute to CA. Although schools monitor and keep track of student attendance, calculating the average daily attendance may not be an accurate indicator of CA (Smerillo, Reynolds, Temple, & Ou, 2018). Schools with average daily attendance as high as 93-97% could still be concerned about unknown problems of CA (Bruner, Discher, & Chang, 2011) not yet identified to research. A clear difference in research declares that the amount of time in school is what matters, not the reasons for being absent.

A consensus in the research is that CA affects student outcomes, including reading comprehension, writing skills, and performing mathematical concepts (DOE, 2014a; Hagborg, Berglund, & Fahlke, 2018; Skedgell & Kearney, 2018; Smerillo et al., 2018). Infrequent attendance may also result in lower standardized test scores, impacting not only individual schools but also school districts and school systems regulated by the ESSA (2015) policy (Lenhoff & Pogodzinski, 2018; Zinskie & Rea, 2016). Schools that

are being held accountable based on high-stakes standardized tests are an ongoing concern for school administrators and leaders (Ritt, 2016).

Current studies see absenteeism and truancy as two key components that schools are facing in light of school dropout rates, underachievement, and restricted economic opportunities (Carroll, 2015; Kearney, 2008; Monahan, VanDerhei, Bechtold, & Cauffman, 2014; Skedgell & Kearney, 2018). CA tends to lead to low grades and low cognitive achievement, eventually leading to additional absences (Childs & Grooms, 2018; Cole, 2011). State officials and school leaders must focus their efforts on absenteeism and truancy and implementing comprehensive interventions and policies in response. Thus, having a better understanding of CA and its association with the school environment may further encourage reforming attendance policies in Utah. It may also allow state and local school officials to create appropriate interventions that help ensure student achievement and increase sociopsychological health, thus contributing to positive social change.

Research Questions

Purposefully studying the different aspects of school climate and CA at a private high school will allow school administrators, staff, faculty, and parents to properly address the issue, likely improving practices at school. Also, facilitating a case study discovering the perceptions of teachers allows for further information on the importance of school climate for student attendance and CA. The following research questions drove the current study:

RQ 1: What are faculty perceptions of school climate and its effect on student absenteeism at a Utah private high school?

RQ 2: What best teaching practice(s) are implemented to promote school

attendance at a Utah private high school?

Based on the literature, interventions and/or best practices addressing CA may improve

student attendance. However, it is not certain which interventions and/or best practices

address all the different elements that contribute to CA (Haight, Chapman, Hendron,

Loftis, & Kearney, 2014).

To measure the attendance, attendance reports from school years 2014-2018 were

obtained through the school's attendance office. To explore the perceptions of teachers

and administrators about school climate at the target high school, a school climate survey

by the Alliance for the Study of School Climate was included in this case study. Also,

semi-structured interviews helped evaluate teachers' and one administrator's perceptions

about school climate and best practices being implemented to deter CA.

Review of the Literature

A remarkable number of students in the United States are chronically absent,

resulting in detrimental effects. Little is known about the school culture and its impact on

absenteeism (Berman et al., 2018). The purpose of this descriptive case study was to

explore teacher and administrator perceptions about school climate and how to improve

chronic absenteeism (CA). This review of the literature will examine the urgency of

addressing CA, why absenteeism occurs, possible interventions, and gaps in the current

research and literature.

I used a diverse number of resources to conduct a thorough literature review of

CA and school climate or culture. The sources consisted of peer-reviewed scholarly

journals from educational databases, educational textbooks and research textbooks, and

dissertations. I used the following keywords: *absenteeism, attendance, authoritative school climate, chronic absence, chronic absenteeism, school absenteeism, school attendance, school non-attendance, severe absenteeism, school culture,* and *school climate.*

Theory and Conceptual Framework

Socioecological theory. The current study was informed on the notion that social settings influence human development and behavior, such as Brofenbrenner's (1979) socioecological theory. Brofenbrenner's theory depicted an intertwining of systems within which people interact, ranging from the primary microsystems to the broader macro systems. Schools, as well as households, are included among adolescents' microsystems—the closest and most intimate developmental conditions—and are the most influential on adolescents' development (Atkins, 2010; Bronfenbrenner, 1979). There is considerable empirical evidence between school climate and student behaviors (Cavrini et al., 2015; Gottfredson, Gottfredson, Payne, & Gottfredson, 2005; Stewart, 2003). In theory, social connections and the beliefs in those relationships and school guidelines should decrease students engaging in problematic behaviors (Hirschi, 1969; Wilson, 2004), such as being chronically absent. Gottfredson et al. (2005) study indicated positive school climate corresponded with less student delinquency. This theory may be used to discuss school climates and attendance, as schools are viewed as one of students' microsystems.

This theoretical framework informs the research in the understanding that social settings may influence human behavior and development. In this case study, students learn from their peers and the different events occurring at school about which actions are

proper and echo those behaviors. Due to this concept, this could indicate additional information on school climate and CA if adolescents witness their peers missing school for different reasons in manners that create a negative school climate and decide that those actions are appropriate ways to behave, consequently causing student absenteeism. Bronfenbrenner's (1979) theory is claiming if there is a positive school climate, student behavior will be affected and there will be less student absenteeism. I investigated school climate because of the effects it has on student behavior, specifically CA.

Authoritative school climate model. This study was performed at a school that implements the authoritative school climate model. The authoritative school climate model stems from Baumrind's (1966) theory on authoritative parenting. The theory established two components of parenting: one component addresses how supportive and amiable a parent is, and the other component concerned high demands and expectations. Research has found that the most effective parenting occurs when both strict discipline and emotional practices are used (Cornell & Huang, 2016; Konold & Cornell, 2015). Parenting is less effectual when it is exceptionally structured with high expectations and authoritarian, permissive, lacking structure but emotionally supported, neglectful, inefficient in both support and structure (Konold & Cornell, 2015).

According to the authoritative school climate model, two essential components of a positive school climate are support and structure, consistent with high demands and expectations, and support (Baumrind, 1966). Some literature suggests high expectations may be measured in the disciplinary system, which translates to the stern yet fair enforcement of school policies and rules (Gregory et al., 2010; Konold et al., 2014), although other studies included academic expectations or teachers' standards as another

facet of high expectations (Pellerin, 2005; Gregory, Cornell, & Fan, 2011; Smerillo et al., 2018). Studies consistently indicate support as responsiveness and how students identify their teachers' respect, support, and exhibit their willingness to help (Konold & Cornell, 2015). It is speculated that both supportive and structural aspects are important because students are more likely to comply with standards and expectations of school officials when they feel respected and supported (Gregory & Cornell, 2009; Konold & Cornell, 2015; Cornell & Huang, 2016). This model may exhibit the relations between school climate and its effects on CA.

This conceptual framework imbues the research and addresses RQ 1 and RQ 2 in believing that perceptions of a positive school climate, along with high standards and expectations and proper support encourage students to abide with school policies. The authoritative school climate model emphasizes on the structure and support being implemented as essentially related to the overall school climate and student achievement. This model specifically claims there is a relationship between school climate and student behavior. With this model being practiced at the research site, there should be more of a positive school climate with less student absenteeism. I am investigating the perceptions and effective practices of this conceptual framework because of the influence it has on student outcomes.

Urgency of Addressing Chronic Absenteeism

Many states have established their own CA policies as missing 15 days of school (Balfanz & Byrnes, 2012; Conry & Richards, 2018). CA does not usually happen in only one school year; however, it develops over time, sometimes with children not attending school for almost a month (Smerillo et al., 2018). According to Skedgell and Kearney

(2018) and Curry-Stevens and Kim-Gervey (2016), there is no consensus definition for problematic truancy or absenteeism. However, Maynard et al. (2017), used a standard of one missed day in the past 30 days to determine a widespread rate of 10% to 11% in the United States. CA and school dropout rates have been found as a global issue with considerable and assorted widespread rates (UNESCO, 2012). School non-attendance affects much of primary and secondary schools to some extent; it generally affects the efficiency of the school framework, academic, emotional, and scholastic success of chronically absent students.

An administrative issue. Absenteeism is a vital subject due to the impact it can have on standardized tests, grades, and learning. If students are chronically absent, there are negative ramifications for the student and the school community (Hobbs, Kotlaja, & Wylie, 2018; Smerillo et al., 2018). Overall, absenteeism affects the productivity of the school, and is an administrative responsibility. If schools have higher rates of CA, they could lose their school ranking status or any additional recognition (Havik, Bru, & Ertesvag, 2015). The lack of school attendance may indicate greater concerns amongst the student population and in the school environment. Oftentimes, chronically absent students have increased rates of economic, medical, family, and school related matters. School non-attenders are more likely to have delinquent behaviors, in turn affecting the community (Hobbs et al., 2018). Dealing with absenteeism at the administrative level may have positive outcomes and the general productivity and success of a school community.

An academic issue. Chronically absent students tend to have lower grades and higher dropout rates than their peers that regularly attend school (Balfanz & Byrnes,

2012; Gottfried, 2014; Kearney, 2016). Absentee students usually do not academically achieve as well as their peers due to the lack of instruction and varying comorbid issues. According to Gershenson, Jacknowitz, and Brannegan (2015), Gottfried (2014), and Kearney (2016), regular school attendance is directly associated to being successful in school. If students are continually absent within 1 school year, they are at risk for CA in subsequent years (Surgue, Zuel, & LaLiberte, 2016). While learning tends to build upon previously acquired knowledge, missing crucial instruction and information may lead to academic difficulties in later years (Gottfried, 2014; Kearney, 2016). Achievement gaps at any grade level can be attributed to CA. Empirical research acknowledges and supports the impact of non-school attendance on grade retention, school dropout, academic achievement, and standardized test scores (Gottfried, 2014; Skedgell & Kearney, 2018). A study performed by Summers and Wolfe (1977) found a negative relationship between absences and sixth-grade standardized test results in the 1970 to 1971 school year in Philadelphia. Another study found a correlation between students in Grade 6 who had CA and their attendance in their approaching school years. On average, they missed almost one full year of school through their middle school and high school years (Balfanz & Byrnes, 2012). As a result of the high correlation between school attendance and academic successes, chronically absent students generally do not have favorable life trajectories (Besanko & Braeutigam, 2011; Gottfried, 2014; Kearney, 2016).

Variables Influencing Chronic Absenteeism

The causes of CA may be categorized into authorized and unauthorized reasons. Each reason is separated into a category that incorporates that specific attendance element.

Medical reasons. Authorized school absences are mostly due to illness but may include family emergencies (Havik et al., 2015; Kearney, 2008; Thambirajah, Granduson, & De-Hayes, 2008) and family vacations (Personal communication, administrator, October 4, 2018). Legitimate absences may also be attributed to other health ailments such as gastrointestinal problems, headaches, musculoskeletal issues, or dizziness (Havik et al., 2015; Oatis, 2002; Simonsson, Nilsson, Leppert, & Vinod, 2015). Research shows that subjective health or psychosomatic issues increased amongst teenagers in various countries (Havik et al., 2015; Simonsson et al., 2015). Extensive evidence substantiates the notable effects of mental health on physical, social, emotional health (Skedgell & Kearney, 2018), and productivity (Aldridge & McChesney, 2018; Havik et al., 2015; World Health Organization, 2013). The World Health Organization (2013, p. 6) emphasized, "there is no health without mental health", because of mental health on the physical, social and emotional health. Regardless of the importance of mental health, longitudinal data indicates increasing widespread presence of mental health issues amongst teens (Aldridge & McChesney, 2018; Mission Australia, 2016; Twenge, 2015). According to the World Health Organization (2001, 2005, 2013), globally, up to 20% of youth have mental health issues that affect their daily life activities, including attending school.

In efforts to improve the mental health of adolescents and to emphasize the importance of appropriate interventions, the World Health Organization (2014) said, "coordinated response from many sectors," (p. 8) includes being mindful, and "*education is key*" (p. 8). Studies have found that social-emotional learning plays a crucial part in improving adolescents' academic achievements as well as improves school attendance

(Childs & Grooms, 2018; DeRosier & Lloyd, 2010; Morrissey, Hutchison, & Winsler, 2014). There are an assorted number of reasons for this. First, the different developmental processes related to mental health issues surface usually during adolescence, proposing early detection, prevention, and intervention (Aldridge & McChesney, 2018; World Health Organization, 2014). Second, varying elements of youths' social microsystems (such as school environments) may be purposefully modified and influenced, to leverage health-related concerns. Lastly, due to the amount of time students spend in school, there is opportunity for student support in detection, prevention, and intervention (Jain et al., 2018; Mulloy & Weist, 2013). Improving and promoting adolescent mental health and well-being is an important public health issue (Aldridge & McChesney, 2018; Knifton & Quinn, 2013) and is connected to better student achievement outcomes (Datu, King, & Valdez, 2017).

Family conditions. It is crucial to investigate the influence family circumstances have on students' attendance behaviors. Studies on how family issues affect attendance have been inconsistent to some extent. Some research suggests that students with a single parent household are likely to have lower attendance rates than households with two parents (Hagborg et al., 2018). Other studies refute this claim (Ekstrand, 2015; Epstein & Sheldon, 2002) stating that schools are the causes for student absenteeism because teachers are not building relationships and are not engaging with their students. In addition, the curriculum is not rigorous (Black, Seder, & Kekahio, 2014), students' absences are not addressed, and it seems no one cares if they are not attending classes (Ekstrand, 2015). Despite the inconsistencies, most studies indicate that low socioeconomic status (SES) among families often correlates to school absences (Balfanz

& Byrnes, 2012; Gottfried & Gee, 2017; Smerillo et al., 2018). Although low SES is related to lower school attendance, it is significant to note that it is not causal of CA. Socioeconomic factors depict a substantial role in school attendance issues (Ekstrand, 2015), as certain stressors and obstacles affect lower SES families more than higher SES families (Ekstrand, 2015; Epstein & Sheldon, 2002; Smerillo et al., 2018). Nevertheless, this does not mean families with higher SES are not experiencing the same obstacles and stressors.

Among the varying family conditions, other obstacles that affect low SES families is the level of parental education, little parent involvement, and the mother's age at the birth of a child (Balfanz & Byrnes, 2012; Smerillo et al., 2018). Lower SES is often a result of lower levels of parent education (Epstein & Sheldon, 2002; O'Malley, Voight, Renshaw, & Eklund 2015). The lower a parent's education level, the more likely the parent will not value and encourage education for his or her child. Additionally, family obligations like caring for elderly family members or younger siblings hinder students from attending school (Van Eck, Johnson, Bettencourt, & Lindstrom Johnson, 2017). Many studies show a strong relationship between parental participation; that low parent involvement is related to low SES (Cavrini et al., 2014; Epstein & Sheldon, 2002; Hickman, 1996). Higher parental engagement, as well as high parent expectations are associated with decreased absenteeism (Epstein & Sheldon, 2002; Cavrini et al., 2015; Smerillo et al., 2018). Moos (1979) determined elements that develop relationships with staff, teachers, and families help improve in parenting, assuring parents to feel a cooperative responsibility of the learning and educational processes of their children. If parents involve themselves in their students' education, absenteeism may be deterred.

School climate. Educators and researchers have recognized that having a positive school climate contributes to a broad range of adolescent results, including mental health, academic achievement, school violence, and substance abuse (De Pedro, Gilreath, Berkowitz, 2016; Thapa, Cohen, Guffrey, & Higgins-D'Alessandro, 2013). The relationship between student achievement and its relationship to school climate is not a new concept; however, when looked at contextually, school climate is related to each aspect of a school, including school attendance. Reports propose that essential aspects of school climate encompass student engagement in activities, student connectedness to the school, and perceptions of school safety, all of which may be crucial variables of attendance (deJung & Duckworth, 1986; Hughes et al., 2015; Van Eck et al., 2017).

Physical condition of the school building. Key correlations between attractive and adverse structural aspects of school buildings and poor student achievement and learning (Berman et al., 2018) have been recorded at school and district levels (Boses & Shaw, 2005; Cash, 1993; Earthman, Cash, & Van Burkum, 1995; Hines, 1996; Lewis, 2001; Maxwell, 2016). Crampton (2009) reviewed U.S. national and statewide data sets, where teachers had the greatest effects on student learning and achievement, as well as school building conditions had notable contributions. Many districts (Lewis, 2001), state (Tanner, 2009), and national level (Kumar, O'Mailey, & Johnston, 2008) studies found that elements of school building conditions supply more interpretative influence.

Substandard school building conditions are related to problematic student behaviors, such as increased absenteeism (Berman et al., 2018; Branham, 2004; Evans, Yoo, & Sipple, 2010; Maxwell, 2016; Smythe-Leistico & Page, 2018) and feeling inadequate or that they are not valued (Maxwell, 2016). On the other hand, studies by

Cooper-Marcus and Sarkissian (1993) and Weinstein (1987) implicate a good and well-kept school building can help students to understand their worth and that they are valued.

Studies of elementary and high school students' beliefs about school building conditions found, good school building conditions forecast students believed self-worth, academic capability, and academic self-awareness and achievement (Maxwell, 2016; Maxwell & Schechtman, 2012). Attractive school elements and building structure tend to influence students' awareness of academic expectations and as an inclination to spend their time in school (Maxwell, 2016). Student-created artwork displayed in public areas, brightly and positively decorated classrooms are found to increase students' feelings of self-worth, engagement, and identification with the school. Barrett, Zhang, Moffat, and Kobbacy (2013) found correlations between light choice, simple walkways and or hallways, and color selection with student learning and achievement. Overall, school building conditions are associated to student achievement, student behaviors, perceptions and beliefs about themselves, and student attendance and tardiness.

Social climate and relations to student outcomes. A school's social climate is a fundamental part of the learning environment. Maxwell (2016) and Van Eck et al. (2017) draw attention to the complexity of the social relationships within schools (students with students, teachers with administrators and other teachers, teachers with parents, and teachers with students) are vital components of the school environment. The teacher to student relationship can greatly affect favorable or unfavorable outcomes of students (Cavrini et al., 2015; Schwab, Sharma, & Loreman, 2018). Teachers play a critical role in facilitating positive relationships amongst students. Some research indicates that students' social behaviors are associated to the nature of their teacher to student

relationships (Schwab et al., 2018). Students who externalize behavioral and emotional problems usually have contentions in their relationships with teachers (Liu, Li, Chen, & Qu, 2014; Sointu, Savolainen, Lappalainen, & Lambert, 2016).

Bullying amongst youth is a troublesome issue that globally impacts schools. School climate tends to be linked to bullying since bullies and the targets of bullies coexist in a school setting. It is the most common form of adolescent aggression and is described as continuous social, physical, or verbal abuse, and involves an imbalance of power between the involved parties (Olweus, 1993). Research implies that approximately 30% of adolescents have experienced moderate bullying as the victim or as the bully (Mucherah, Finch, White, & Thomas, 2017; Nansel, Overpeck, Pilla, Ruan, Simons-Morton, & Scheidt, 2001), and approximately 25% of students reported being victims of cyberbullying (Beaudoin & Roberge, 2015). Some research indicates that many students witness bullying and do not intervene (Beaudoin & Roberge, 2015; Pepler, Craig, O'Connell, Atlas, & Charach, 2004). However, when students intervene while their peers are being bullied, the malicious act is likelier to end (Beaudoin & Roberge, 2015; Carra, 2009). Students must feel cared for and feel safe and supported by school faculty and staff in order to be comfortable with interjecting when an act of bullying occurs.

Bullying exchanges are prone to be associated with varying physical acclimation concerns. For instance, offenders commonly display insubordination, deficient academic achievement, and increased school dropout rates (Mucherah et al., 2017; Utah Education Policy Center, 2010). On the other hand, victims of bullying usually experience poor self-esteem, anxiety, disengagement, detachment, depression, low attendance, suicidal ideation, and suicidal attempts (Lemstra, Nielsen, Rogers, Thompson, & Moraros, 2012).

Frequent student non-attendance is often linked with students avoiding victimization and a stressful school climate (Wood et al., 2012). Research shows that victims of bullying are more likely to experience long-term, negative impacts (Black et al., 2014), whereas the perpetrators tend not to experience long-term effects (Copeland, Wolke, Angold, & Costello, 2013; Mucherah et al., 2017). Students' beliefs of their school climate help determine their relationships with their peers and teachers, which in turn then influences bullying and student interactions. More specifically, schools implementing an authoritative school model with high student engagement and teacher support commonly have students who like being in school and learning (Cornell, Shukla, & Konold, 2016). Feeling free from bullying and safe at school is an essential part of school climate.

Academic outcomes. The possibility for education to facilitate in efforts to achieve a student's ambitions by providing learning environments to further positive development, including cognitive abilities, is beyond question. Adolescents are in a delicate developmental phase in which social parallels and identity genesis are commonly eminent. Moreover, this time may be very demanding when striving to maintain academic focus while also trying to balance other challenges that can bring about hindrances to educational outcomes and psychosocial adjustment (Hardy, Bukowski, & Sippola, 2002; Hoigaard, Kovac, Overby, & Haugen, 2015; Rusby, Forrester, Biglan, & Metzler, 2005).

Moos (1979) trailblazing work established school climate encompassing a supportive and warm environment amongst students and teachers, focusing on academic goals and clear expectations promotes academic achievement. A school's psychological climate may have lasting effects on self-efficacy (Bandura, Caprara, Barbaranelli,

Pastorelli, & Regali, 2001; Hoigaard et al., 2015). Academic self-efficacy tends to

mediate the link between school climate and increased levels of academic achievement

(Hoigaard et al., 2015; Maxwell, 2016). Academic expectations, which are components

of school climate, in Chicago secondary schools impacted their learning of mathematics

and English (Lee & Smith, 1999; Maxwell, 2016). These connections hold firm despite

family structural variables. In fact, a positive school climate may offer some safekeeping

for students with complicated family conditions. For instance, school climate perceptions

alleviated stressors for ninth and eleventh graders regarding the link between family

dynamics and grade point averages (O'Malley et al., 2015). Students who have more

positive thoughts and beliefs of their school and its climate have higher grade point

averages, and the impacts were most significant despite students with single-parent

families and being homeless (O'Malley et al., 2015). As proposed by both the

socioecological theory (Bronfenbrenner, 1979) and the authoritative school climate

model (Baumrind's, 1966), having a task-oriented, conducive learning microsystem, and

how a school states its learning expectations and achievement must be obtainable and is

crucial for high academic student achievement.

Socioemotional and behavioral outcomes. As stated by Finn (1989), social

identification in school (i.e., psychological member) is the significance a student places

on being a member of the school community and environment. Studies show that social

identification at school foretells several outcomes, including positive attitudes regarding

school (Gottfried & Gee, 2017; Griffith, 1997), increased determination to learn

(Freeman, Anderman, & Jensen, 2007; McMahon, Wernsman, & Rose, 2009), raised

beliefs of academic capabilities (Pittman & Richmond, 2008), better grades (Goodenow

& Grady, 1993), and more engagement in academic environments (Di Battista, Pivetti, & Berti, 2014).

Educational self-efficacy usually indicates academic achievement. Academic achievement is influenced by increased self-efficacy when students believe the school climate focuses on communal virtue and task-oriented projects. In contrast, decreased self-efficacy occurs when students believe their school climate is focused on ability-oriented and athleticism (Hoigaard et al., 2015). Not only is school climate associated with self-efficacy (Hoigaard et al., 2015), it is also associated with self-esteem and self-awareness (Cohen et al., 2009), internalizing and externalizing issues (Burton et al., 2014), and school violence (De Pedro et al., 2016; Thapa et al., 2013). There are considerable suggestions that support the view of social and emotional learning techniques that are valuable for students and should be incorporated as part of the purpose of teaching and learning in schools.

Implications

The purpose of this descriptive case study was to explore teacher and administrator perceptions about school climate and how to improve chronic absenteeism (CA). Given the multitude of adverse effects associated with CA, it is vital to establish targets for interventions to decrease CA rates. School climate appears as a multidimensional element pertinent to different risk factors for CA and may lead to noteworthy conceptual suggestions for developing interventions addressing the recent federal proposal and public health issue to lowering CA. In this research, I studied teachers' and an administrator's perceptions of and beliefs concerning the school climate as it relates to CA. By studying school climate, an applicable infrastructure could be

researched and provide for proper professional development sessions, centering on the importance of school climate in the high school's potential interventions, as teachers are the primary catalyst in creating and maintaining a positive school culture. Consequently, administrators and teachers must understand how school climate may affect students' attendance and achievement and may have long-term effects on a school's performance levels. Administrators, teachers, and policymakers may use the results of this research study to enhance their understanding of school climate and CA at the research location.

Findings from this research may be used to impart awareness to administrators and aid in their endeavors of affecting school climate in a positive manner, not only at the site of research, but at other schools implementing the Authoritative Climate School Model. The proposition for professional development and instruction based on research results may improve the school culture for the research location. Students', teachers', faculty and staff experiences and perceptions of school climate may be used to create a series of professional development sessions. I would volunteer to lead the professional development, and each session may supply administrators, teachers, and faculty and staff with a better understanding of varying strategies that improve school climate and prompt improvements on student attendance at the site of research. On a broader scope, administrators may then apply suggested strategies from the professional development affiliated with local school reform efforts and possibly district school reform endeavors.

Summary

The study's objective was to investigate and better understand the different elements of school climate and CA. One variable administrators must understand is how to track daily attendance, which would then allow them to address and possibly change

attendance policies, thus improving outcomes and productivity of the school community.

Another component administrators need to consider is how CA has long-term effects on

academic success. Commonly, students with increased absenteeism do not do well later

in their lives (Gottfried, 2014; Kearney, 2016), allowing administrators to encourage

daily attendance to improve life skills.

There are various causes for CA that can be separated into two categories:

authorized and unauthorized. Authorized absences are usually due to family emergencies,

as well as student and family ailments (Black et al., 2014; Havik et al., 2015; Kearney,

2008; Thambirajah et al., 2008) and vacations (Personal communication, administrator,

October 4, 2018). In addition, socioemotional health has noteworthy effects as

psychosomatic concerns increased globally (Havik et al., 2015; Skedgell & Kearney,

2018), hence affecting physical, social, emotional health (Skedgell & Kearney, 2018) and

productivity (Aldridge & McChesney, 2018; Havik et al., 2015; World Health

Organization, 2013). Furthermore, family circumstances influence attendance as most

research indicates low SES families often have students with increased school absences

(Balfanz & Byrnes, 2018; Gottfried & Gee, 2017; Smerillo et al., 2018). Different family

circumstances affecting low SES families may include little parent involvement, the level

of parental education, and the mother's age at the birth of the child (Balfanz & Byrnes,

2012; Smerillo et al., 2018).

Equally important is having a positive school climate as it contributes to

adolescents' mental health, academics, emotional health, school behaviors, and substance

abuse (De Pedro et al., 2016; Thapa et al., 2013). Critical components of school climate

include student engagement in activities, students feeling connected to the school, and

beliefs of school safety, all of which are related to school attendance (de Jung & Duckworth, 1986; Hughes et al., 2015; Van Eck et al., 2017). Another vital aspect of school climate is the condition of the school building; there are direct variations between the two variables. If the school-building are inviting and attractive, the school climate is viewed as being more positive. In contrast, when a school building is uninviting and falling apart, the school climate tends to be weak, affecting all aspects of the school community.

Additionally, the social climate is a pivotal element of the school climate and learning environment. Maxwell (2016) and Van Eck et al. (2017) mention the different and complex social relationships occurring in schools—students to students, teachers to administrators and other teachers, parents to teachers, and teachers to students. According to Schwab et al. (2018), the nature of student social behaviors may indicate the teacher to student relationship. For example, if a student externalizes his/her emotions, commonly, the student has a contentious relationship with one or more teachers (Liu et al., 2014; Sointu et al., 2016). Bullying experiences are frequently associated with differing concerns. Offenders may display problematic behaviors like below-average achievement, insubordination, and dropping out of school (Mucherah et al., 2017). Victims of bullying often encounter anxiety, poor self-esteem, detachment, disengagement, low attendance, suicidal ideation, and suicidal attempts (Lemstra, Nielsen, Rogers, Thompson, & Moraros, 2012). Persistant student absenteeism is most commonly related to students evading victimization and a stressful school situation (Wood et al., 2012).

Other constituents of the school climate are academic expectations and outcomes. Moos (1979) determined that when a school climate includes a supportive and positive

community focusing on clear academic goals and explicit expectations, academic achievement occurs. For example, a positive school climate reduced stressors low SES Grades 9 – 11 were feeling, and they had higher grade point averages despite coming from single-parent homes and being homeless (O'Malley et al., 2015). Lastly, socioemotional and behavioral outcomes are of importance because according to Finn (1989), social identification in school pertains to the significance a student places on being a school community member. Research indicates a direct relationship between social identification at school and student achievement. Positive attitudes tend to increase motivation to learn (Freeman et al., 2007; McMahon et al., 2009), increased self-efficacy (Pittman & Richmond, 2008), better grades (Goodenow & Grady, 1993), and increased engagement (Di Battista et al., 2014).

In Section 2 of this research study, I presented the method used in conjunction to the research questions listed in Section 1. Section 2 includes (a) teachers' and an administrator's responses to an anonymous, self-report, online, school culture survey and (b) volunteer teachers' responses to a short, semi-structured interview that expands on their survey responses. After coding the responses for themes, I analyzed the information and made recommendations to rectify the research problem.

Section 2: The Methodology

Research Design and Approach

The purpose of this descriptive case study was to explore teacher and administrator perceptions about school climate and how to improve chronic absenteeism (CA). This case study also sought to discover best practices for preventing CA. The information in this section identifies the research design and the research approach. This section also includes information about the research population, sample size, instrumentation, data collection processes, and analysis procedures.

Case Study Method

Considering the severity of the issue and the many factors affecting CA, a case study was best suited to investigate the perceptions amongst teachers and administrators in terms of school climate to better student attendance, discovering the behaviors and best practices being implemented, and lower CA at the research site.

Bronfenbrenner's (1979) socioecological theory, which explains how social and environmental factors influence human behaviors and development, guided the study. Teachers were surveyed and a sample of teachers and an administrator were interviewed to expand on the survey responses. Investigating teachers' perceptions about their school climate revealed detailed information about best practices being implemented to improve attendance and to address CA.

Rationale for a Case Study

This study used a case study methodology because the focus of the research was within a bounded system that allowed the analyses and the articulation of the components of organizational climate within a defined framework; this method allowed for a better

understanding of the situation. According to Merriam (1998), case studies "focuses on holistic description and explanation" (p. 29). The advantages of using this design can propose to the research site, to other educators, and audiences how to address issues in similar situations (Brown, 2008). Case studies tend to identify the phenomenon allowing the audience to expand their experience, discover new meaning, and validating what is already established (Merriam 1998). There are two levels of sampling; the first is the case to be studied, and the second is the people sampling. Purposeful sampling was used. Data included archival attendance records, surveying teachers and an administrator, and interviews to provide deeper and more abundant information, including best practices being implemented.

Participants

The target private high school included Grades 9-12. The population of 819, 818, 784, and 770 for four consecutive school years, 2014 until 2018. The demographics of the 62 faculty and staff were as follows: 92% were White, 3% identified with two or more races, 2% were Native Hawaiian or Pacific Islander, 2% were Asian, and 1% were Native American.

Selection of Sample and Establishing a Researcher-participant Working Relationship

For the teacher component, the entire teacher population (62) were invited to participate in the survey portion of the study. As for the interviews, I initially aimed to use purposeful sampling to reduce the total population to a study sample of 8-12 teachers willing to share their perceptions via interviews of school climate and on student absenteeism. The interview questions also included best practices that promote and

encourage regular class attendance. Using a group of 8-12 teachers would allow for a more in-depth understanding of the issue and how it pertains to the research site. A greater number than 8-12 may result in meaningless perspectives (Creswell, 2015). Using a purposeful sampling design and sorting out teachers with similar practical understandings and practices, the method aligns with Lodico's (2010) proposal of selecting participants with applicable experience related to the study. There was overall of 13 survey responses, and two teachers volunteered to be interviewed. Because of the lack of the desired amount of teacher participation and to substantiate the data, I also interviewed a school administrator. The following characteristics were necessary to participate in this case study method:

- Participants must be a full-time licensed teacher at the Utah private high school at the research site.

- Participants must be employed at the Utah private high school at the research site within the last 5 years.

I completed the National Institutes of Health "Protecting Human Research Participants" online training course to ensure the protection of human participants.

I had no previous knowledge of who the research participants were, and I acted according to an unbiased research procedure. Respondents returned an informed consent form and received information describing the intention and specifics of the study, their rights as participants, as well as the techniques I was using to protect participants' confidentiality and identities. In efforts to establish a trustful relationship, before the interviews commenced, I engaged in a short discussion with each participant about ethics and maintaining privacy and anonymity. I explained the significance and the value

teachers' perceptions have about school culture as it pertains to student absenteeism; the current study aimed to provide possible intervention strategies to improve student attendance, thus improving student achievement. Participants were constantly reminded of the level of privacy and confidentiality that would be maintained. They also received assurance that they could ask questions about the research and could have opted out of the study at any time without consequences. As part of the verification process, they received a transcript of their interviews, allowing them to check for accuracy. Having participants review their interview responses helped to secure the reliability of the study.

Data Collection

Upon receiving approval from Walden's IRB approval and the administrative office of the private high school via a letter of cooperation (see Appendix D), these data were gathered from teachers via anonymous online surveys. School attendance datum were recorded on the private school's online software platform, which was also used for school management, including student records. These aggregated data are reported to school administrators, and I obtained students' attendance reports from the dean of students. The reports did not contain students' information, making it impossible to identify individuals when receiving attendance reports from the dean of students.

Permission to use the School Climate Assessment Instrument was received by Dr. John Shindler (2016), included in Appendix B. Teachers from the private high school anonymously completed the online Alliance for the Study of School Climate (ASSC) SCAI (School Climate Assessment Instrument) for secondary teachers about school culture; including the option to participate in a short semi-structured interview to gather additional information; 75-80 items were on the SCAI survey for teachers. The ASSC

signed a confidentiality agreement assuring these collected data would remain

confidential and will not be used for any other purposes than the current research study,

and the datum will be shared via a secure online link and Statistical Package for the

Social Sciences (SPSS) files.

The mean of the items was taken to address subcategories (physical appearance,

faculty relations, student interactions, leadership decisions, discipline environment,

learning and assessment, and attitude and culture, community relations). The SCAI was

created to acquire an in-depth analysis of each school's performance, health, and

function. The survey was used to study the different elements of school climate and

student achievement at 30 public schools in California. The items on the survey were

composed to exhibit three levels—high, medium, and low functioning. Each of the

statements has descriptive language for each level. Teachers responded by rating

statements about their experiences at their school. Frequencies of their responses are

found in Appendix E; calculated means are exhibited in Table 2. The items in the SCAI

clarifies the overall levels of school performance and function. The reliability and

validity of the instrument were consistent and substantiated with previous findings (Jones

& Shindler, 2016).

Semi-structured Interviews

Qualitative data were gathered from teachers and an administrator employed at

the high school using semi-structured interviews. Two teacher interviews were performed

along with an administrator interview. Interviews were conducted using Creswell's

(2015) recommendations for data collection processes, choosing research participants,

procedures associated with interview questions, conducting interviews, and data analyses to assure credibility of the study.

Each interview took 35-45 minutes, and they were recorded using a voice recorder. To gain an in-depth understanding, the questions expand upon the SCAI survey questions pertaining to each category: physical appearance, faculty relations, student interactions, leadership/decisions, discipline environment, learning/assessment, attitude and culture, and community relations. The interviews were transcribed and coded in a research notebook and kept in a secure site. The datum collection, the varying codes and descriptions, and any identified themes provided corroborating evidence, allowing me to develop a credible report.

Data Collection Instrument

The interview procedure and protocol aligned with the RQs. The RQs that drove this research and were used to classify this study are as follows:

1. RQ: What are faculty perceptions of school climate and its effect on student absenteeism at a Utah private high school?

2. RQ: What best teaching practice(s) are implemented to promote school attendance at a Utah private high school?

Teachers were also asked about student engagement and instructional practices that were used to help with absenteeism. Survey data along with the archived attendance data and interview data allowed for further analysis, allowing common patterns and themes to be identified.

Data Analysis

Archival Attendance Data

To analyze the archival data, the student population's attendance rate was acquired and examined calculating the mean, considering the range of absences, the median, the mode, the amount of students showing CA, and the percentage of students showing CA. The students' attendance for school years 2014-2015, 2015-2016, 2016-2017, and 2017-2018 was investigated and compared to the other schools in the State of Utah. In the State of Utah, according to Utah Administrative Rule R277-419 (2018), students must receive 990 hours of instruction over 180 days. As per the DOE (2014a), CA equates to missing at least 15 days of school in an academic school year. This study adds to existing CA studies by assessing the magnitude to which school climate is associated with CA.

Descriptive Survey Information

The SCAI survey items addressed subcategories (discipline environment, student interactions, learning/assessment, and attitude and culture.) Teachers from the private high school anonymously completed the online SCAI for secondary teachers about school culture, including the option to participate in a short interview to gather qualitative data concerning best practices being implemented to encourage good attendance; 75-80 items were on the SCAI survey. In previous studies, the results from the SCAI survey provided the general school climate of the research sites (Jones & Shindler, 2016). The survey items related to the total school performance levels and functions. The three levels—high, medium, and low, correspond to the overall levels of school function and performance. A purposeful high school includes an increased degree of collaborative

effort, organizational functionality, pervasive orientation, and reflective practices towards achievement indicating a "psychology of success" (Jones & Shindler, 2016). If the results exhibit a medium to low purposeful school, addressing the different low-scoring subcategories with interventions may be implemented to benefit the school climate at the research site. Schools tend to promote more "psychology of success" or more "psychology of failure." Every administrative action and pedagogical decision could be measured to promote more success or failure. Thus, the ASSC SCAI surveys indicate the composition both theoretically and as practical measurements (Jones & Shindler, 2016). The results were compared to previous studies to check the consistency and validity of the findings.

Semi-structured Interview Data

To best review the interview data, the interviews were recorded and notes from the interviews were transcribed, classified, and coded into apparent schemes related to the study. I also noted the nonverbal communication of each participant. This process allowed me to develop and better understand teachers' responses and their perceptions of school culture as it pertains to CA and possible interventions, addressing RQ 1 and RQ 2. Analyses of the interviews provided a deeper and richer understanding of teachers' responses to the SCAI survey.

Member checking. When the interviews were transcribed, I sent each participant a transcript of the interview, together with the audio recording of the relevant interview. Upon receiving feedback and transcription accuracy forms, I coded and classified the responses from the interviews. I used an inductive coding method, allowing me to

establish a conceptual background by using the gathered data and information to describe experiences.

The coding processes. The coding procedure included assigning numerical IDs to the participants' identifying information and aligned with each pertinent interview question. I used an analytical coding process derived from examining and reflecting on the meaning of transcription. Each transcription contained margin notes of necessary details and potential themes based on interview responses and objectives of responses. After careful analyses and coding, identifying repeating themes, new themes, and refuting themes, and divergent themes, I recorded my findings on a Microsoft Excel spreadsheet and organized themes affecting the administrator's and the teachers' perceptions about school culture and attendance. Doing so organized the interview data, allowing information to be compared and summarized to be identified, addressing RQ 1. The entire member checking, coding, and analyzing processes allowed for these data to be trustworthy.

<h2 style="text-align:center">Limitations</h2>

The study's limitations included a small sample group (13 survey responses and three interviews), possible participant bias, and potential imprecise calculations providing plausible biased data. Also, using a case study research design was challenging to put into action when studying the various factors of school culture and CA. Case study methods designs are intricate and require detailed planning to lessen construct validity and confounder variables. When describing all elements of research, including the samples from archival data, descriptive survey data and coded interviews, the sequence for carrying out each portion and merging these data tends to be challenging for researchers

(Creswell, 2015) and having well-scaffolded procedures helps alleviate methodological weaknesses.

I limited any biases by remaining objective when collecting and analyzing the data. Additionally, I collected, coded, and organized the qualitative data thematically with member-checking. This type of thematic format is often used for qualitative reporting (Lodico et al., 2010).

Assumptions

It is believed that within the attendance records that were collected for SY 2017-2018, an unknown amount of absences is due to school activities (e.g. athletic events, service projects, school assemblies). This part of the information is necessary to this study as it should be taken into consideration particularly because students are highly encouraged to participate in school activities to feeling included promoting feelings of being part of the community.

<div align="center">Data Analysis Results</div>

Evidence of Quality

The data collected for this research study centered on three domains. First was the archival data of students' attendance records from school years 2014-2015, 2015-2016, 2016-2017, and 2017-2018 that were databased in the school's online platform. Next, data was collected via an anonymous online teacher survey about school climate addressing eight subcategories. Lastly, teacher interviews and an administrator interview took place to expand on teachers' responses to the online survey and to provide triangulation. Interviews were audio recorded, transcribed, and sent to participants for member checking. When transcriptions were returned to me, the interviews were coded

for apparent themes. Themes were entered in a data matrix in a spreadsheet and teachers'

comments were documented.

The collection and review of archival data was evaluated. Journal notes and notes

on already reviewed transcriptions were annotated and documented on the data matrix,

along with the archival attendance data. I knew participant names, however, they were

not documented during the data collection process, when the data was entered in the data

matrix, or during the analysis. Alternatively, participants were assigned identification

numbers on all research documents. All research documents were stored in a locked

cabinet in my personal home office, and all electronic data were stored on a password-

protected encrypted computer.

Descriptive statistics were used to analyze the survey data and interview data

through inductive and content analysis. As the matrix expanded with interview responses,

themes and subthemes surfaced and aligned with the research questions. The overall

encompassing question for this study centered on participants' perceptions within the

realm of school climate and on CA at a Utah private high school. Analyzing the data

required focus and alignment with the research questions to examine what teachers and

an administrator perceived as instrumental to school climate and student attendance and

how they exhibited best practices and influence.

Overview of the Findings

Attendance Reports. The attendance records helped to create a picture regarding

CA. Refer to Table 1, where the students' attendance records for school years 2014-2015,

2015-2016, 2016-2017, and 2017-2018 were examined. The total number of absences for

each school year. If students withdrew within the school year, the grade level when

withdrawal was processed in the report, giving sample sizes of 819, 818, 784, and 770.

Table 1

Total # Absences: 2017-2018, 2016-2017, 2015-2016, 2014-2015

	2017-18	2016-17	2015-16	2014-15
Mean days absent	11	10	11	10
Minimum	0	0	0	0
Maximum	67	89	87	65
Median	9	8	9	8
Mode	8	5	8	6
# students exhibiting CA	189	172	172	160
Total enrollment	770	784	818	819
Percentage of CA	25%	22%	21%	20%

Over the four years, the trend shows a decrease in total student enrollment of 49

students, an increase of 29 students exhibiting CA, and a 5% increase of CA. With 25%

to 20% of the population having 15 or more absences, combined with total populations

between 819 and 770, the school displays CA.

Regarding teachers' perceptions of the overall school climate, refer to Appendix

E, where the survey results indicate medium-high school function and performance. The

following questions were scored the highest: 1a. 69.2% responded saying the school is

welcoming to outsiders, and the school projects its identity to visitors. This response

corresponds with the interviews where all participants stated the school aims to promote a welcoming feeling.

For question 1.e., 61.5% of participants specifically chose that things work and/or get fixed immediately. Responses for question 1.f. included 53.8% of participants choosing staff and students have respect for custodians. For question 1.g. 69.2% particularly chose that graffiti is rare because students feel some sense of ownership of the school, which aligns with the interview responses about student connectivity and students having a sense of responsibility to keeping the school in prime condition because of the connection felt towards the school.

For question 2.b., 53.9% chose that faculty and staff members attend to problems as related to their own interests; this coincides with teachers' interview responses and having autonomy in their classrooms. Regarding question 2.e. 69.2% voted that faculty and staff members are between feeling a collective sense of dissatisfaction with status quo and improving their practices and giving sincere "lip service" to the idea of making things better. Regarding question 2.g., 76.9% selected that faculty meetings are an obligation that most attend but are usually seen as a formality. As for question 2.i., 69.2% specifically voted between leadership roles are most likely performed by faculty members with other faculty expressing appreciation and leadership roles are accepted grudgingly by faculty.

Concerning question 3.a., 53.8% of participants selected that students feel a sense of community, and "school" is defined by the warm regard for the inhabitants of the building. Once again, this reiterates the feeling of student connectivity to the school.

Regarding question 4.b. 53.8% chose that vision comes from leadership. As for question 4.g., 69.2% selected middle-ground for most of the faculty and staff having a high level of trust and respect for leadership and that some faculty and staff members have respect for leadership; this correlates with the interview responses from teachers and the administrator that when concerning discipline and attendance issues, administrators know each student's situation and there is a level of trust to enforcing policies for the whole student population and for individual cases.

Regarding some of the following questions, there are combinations of the highest and lowest results chosen by participants. For question 5.a, there was one response, resulting in a 7.7% saying that school-side discipline policy is consistently applied; 46.2% chose between school-wide discipline policy is used by some staff and that discipline policies are consistently applied; corresponding with the interviews, that policies may not be implemented uniformly school-wide because there are case-by-case situations, but for the most part, there is constancy. As for question 5.b., 53.9% of the participants selected that in many classes, there are clear expectations and most teachers are fair and unbiased; these results concur with teachers' interview responses where classroom expectations are communicated in varying ways (e.g. online, verbally, and visually via handouts) to ensure students, parents, and teachers have a clear understanding of classroom requirements. Concerning question 5.g., 61.5% selected that management strategies promote acceptable levels of classroom control over time but are mostly teacher-centered. Regarding question 5.i., specifically 61.5% chose that when disciplining students, teachers typically focus on the problematic behavior, not the student as a person and teachers are typically assertive yet often reactive and give an

overall inconsistent message; 7.7% selected when disciplining students, teachers are typically assertive yet often reactive and give an overall inconsistent message. These results correspond to the school moving towards restorative justice discipline measures rather than punitive discipline practices.

Regarding question 6.b. 61.5% selected that instruction/assessment is most often focused on relevant learning yet mostly rewards the high achievers. As for question 6.c., 7.7% chose student-controlled behavior (investment, process, effort, etc.) is rewarded and even assessed when possible, perhaps indicating that positive behavior is not regularly recognized, and teachers are "set" in a corrective state-of-mind. About question 6.g., 61.5% particularly selected that students are engaged in quality content, but the focus is mostly on content coverage.

Concerning question 7.c., 61.5% chose students speaking of the school in neutral or mixed terms, possibly demonstrating students being proud and having positive connectivity with the school. Concerning question 7.e., 53.8% chose that there is some bullying but the adults in the school are trying to reduce it; this agrees with all of the interview responses, that promoting safety and reassuring students that the school is a safe place where they are able to confide in trusted adults and their concerns will be addressed, hence, allowing students to focus on their learning. In connection to question 7.k., 7.7% of responses think that most students feel relaxed and comfortable during the school day; 69.2% selected between students feeling relaxed and comfortable during the day and most students feel some stress most of the time; specifically, 7.7% chose that most students feel very stressed most of the time; these scores are parallel to interview

responses where students feel that the school is their safe haven because of what is occurring in their lives outside of school.

Regarding question 8.a., 61.5% particularly selected that the school is perceived as welcoming to all parents. In conjunction with 8.b. and interview responses, 61.5% specifically said that the school sends out regular and useful communication to community including invitations to attend key events. About question 8.d., 58.3% selected service-learning efforts are regular, promoting student learning and positive community-relations; these survey results coincide with all interview responses about developing and educating the whole student, intellectually, emotionally, physically, and to be a contributing member of society.

The mean scores, standard deviations, and variances for each subcategory may be found in Table 2. The statistical results and the calculated means of the eight subcategories demonstrates a level of CA regardless of the reported medium-high functionality of teachers and the administrator, thus addressing RQ1.

Table 2

ASSC SCAI Survey Mean and Standard Deviation Results

Subcategories of Survey	Mean	Standard of Deviation
Physical environment	4.62	.65
Faculty relations	3.80	.73
Student interactions	3.90	1.04
Leadership/decisions	3.60	.77
Discipline environment	3.65	.95
Learning/assessment	3.68	1.15
Social-emotional culture	3.72	.85
Community relations	4.31	.73
Overall mean	3.86	.86

Despite the school scoring in the medium-high function and performance, the gathered attendance data displays CA. The study identified four conclusions supported by the data: (a) the overall mean school climate (SCAI) was perceived to have an overall positive school climate, (b) a medium-high coefficient for classroom discipline practices, (c) all eight subcategories at the school that were studied were increasingly inter-dependent, suggesting that the elements are highly inter-dependent, (d) the SCAI was consistent to the Similar School ranking (that compares each school with 100 other school that have similar student populations and characteristics), demonstrating that schools with suitable school climates are more effective at fostering and promoting

student achievement in their schools than to schools with similar students and less functional school climates (Jones & Shindler, 2016).

As the survey results indicate, the teachers and administrator generally believed their school has an overall positive school culture, however, students are not regularly attending school. When the teachers and administration implement best practices encouraging attendance, there may be a significant difference in students' attendance.

Interviews. To address RQ 1 and RQ 2, an administrator and teachers participated in interviews to expand upon their responses on the school climate survey and the effects on student absenteeism, and best practices that are used to encourage regular student attendance. A letter of consent was given to participants after scheduling interview appointments. Two teachers volunteered and one dedicated administrator agreed to participate in the interview portion. The results yielded an adequate representation for the study; however, more participants would have provided a stronger depiction for the research.

Interviews were conducted over a 11½ week period and participants had the opportunity to select a favorable time and place to be interviewed. Each of the participants member checked their transcripts then each transcript was scrutinized through coding of themes that materialized from interviews (Creswell, 2015). Notably, the major themes of student engagement and connectivity, practices encouraging school attendance, and student academic achievement led way to subthemes that included physical appearance of the school, teacher-to-teacher and teacher-to-student relationship building, and fostering a sense of community.

A significant aspect to remember about the interviews is that they provide a better understanding of the initial data gathered from the SCAI survey. The patterns and themes that surfaced revealed descriptions of teachers' and administrator efforts to create and maintain a rich learning environment. The survey data along with the archived attendance data also allowed for further analysis, allowing triangulation of data revealing the common components that influence school climate, student engagement, student connectivity, student attendance, and achievement; all of which are scaffolding elements stated in the research questions and are aligned with the theoretical and conceptual frameworks in this study.

Codes and Themes

Codes and themes were developed from the three semi-structured interview transcripts, which related to research questions one and two. RQ 1: What are faculty perceptions of school climate and its effect on student absenteeism at a Utah private high school? RQ 2: What best teaching practice(s) are implemented to promote school attendance at a Utah private high school?

While analyzing, repeating themes surfaced throughout the study that seemed to affect student engagement and connectivity, supportive best practices for student attendance, and student academic achievement. Subthemes influencing the major themes were distinguished and determined while studying and analyzing the descriptive survey data, attendance records, and interviews. Regarding student engagement and connectivity, these included subthemes of student engagement in activities, student connectedness to the school, physical appearance of the school, and fostering a sense of community. Within supportive best practices for student attendance, the subthemes

included teacher-to-student relationship building, school safety, discipline, and teachers' policies and practices. Concerning student academic achievement, the subthemes included student support, electronic learning devices, parent influence, student beliefs and motivation, and teacher-to-teacher relationship building. The major and minor themes are displayed in Table 3 and explored in more detail in this section.

Table 3

Themes and Subthemes

Thematic category	Subthemes
RQ 1: What are faculty perceptions of school climate and its effect on student absenteeism at a Utah private high school?	
Student engagement and connectivity	Student engagement in activities Student connectedness to the school Physical appearance of the school Fostering a sense of community
RQ 2: What best teaching practice(s) are implemented to promote school attendance at a Utah private high school?	
Supportive best practices for student attendance	Teacher-to-student relationship building School safety Discipline Teachers' policies and practices
RQ 1 and RQ 2	
Student academic achievement	Student support Electronic learning devices Parent influence Students' beliefs and motivation Teacher-to-teacher relationship building

Student engagement and connectivity. RQ 1 asked how the teachers/ administrator perceived their school climate and the ramifications on student absenteeism. Student engagement and connectivity was one of the major themes which developed responding to research question one. All interviewees spoke about students being engaged and feeling connected to the school as being one of the key factors in their school climate. There was concurrence that without students' approval and/or "buy-in" to the school mission and making positive connections to the school and their learning environment, other factors such as student achievement and regular student attendance would be affected negatively. A good amount of research indicates high school dropout rates are linked to students' poor high school experiences (Benner, 2011; Roderick, Kelley-Kemple, Johnson & Beechum, 2014).

Student engagement in activities. Students that feel welcomed and that they belong will likely attend school, hence become engaged and are likely to feel connected to the school. When students feel an attachment, the trend usually results in regular and or improved attendance and overall student achievement. All through the interviews, distinct corroborating themes emerged that addressed how the school was tailored to support and promote student engagement. One participant I interviewed mentioned immersing students in the school environment and getting them to feel a sense of belonging from the very beginning. The participant stated:

> It starts at orientation. Our retreats and our orientation nights, and our 'Get to Know You' nights…by the end of September, our students have had an extensive amount of exposure to activities and what we are all about. It's extensive but

students come out of the events saying, 'I didn't really know anybody going here and now I know everybody.

Student connectedness to the school. Throughout the interviews, it was evident that encouraging a feeling of belonging was accomplished by key elements, including (a) students wearing the school uniform, (b) regular meeting times in mentoring groups, (c) everyone participating in the daily reading program, and (d) inspiring students to be involved in school clubs and or activities.

Building relationships amongst high school students is important to their attachment to the school. Students that can establish relationships with their peers and distinguish themselves within a social group is vital for a feeling of acceptance and self-esteem (Chung-Do et al., 2013). Participants reported that if they recognize students that may be struggling with "fitting in" or connectedness, they focus on building relationships with those students, allowing them to feel cared for and supported. Also, to help and encourage struggling students to integrate into peer groups, they are paired with student leaders. Other interventions may be discussed to contribute to students' holistic growth and development.

Physical appearance of the school. Also, the feeling of connectivity is supplemented by the physical appearance of the school encouraging a feeling of being welcomed. The participants mentioned the school having (a) a beautiful appearance with lots of natural light and the entire campus being well-lit, (b) a good amount of open space, and (c) banners throughout the entire school with an assortment of enthusiastic and supportive messages. Overall, the school is beautiful and portrays a very welcoming atmosphere.

Fostering a sense of community. All the participants disclosed that besides the campus being welcoming, they appreciate being educators at the research site due to the essential aspects of their school climate that encompass (a) having a higher purpose of growing and developing the whole person, (b) autonomy in their workspaces, (c) people are friendly, (d) building and maintaining relationships, and (e) work does not feel like work. Additionally, participants stated that (a) regularly attending a religious event with the entire school population, (b) having a particular student leader group practicing real-life people skills by caring and serving person-to-person (c) administrators also having their mentoring groups, (d) sharing condolences colleague-to-colleague (e) parent involvement and inviting parents to all activities, (f) allowing and encouraging all stakeholders to voice their concerns where faculty and administration address those concerns, (g) if there is an urgent matter, a brief standup meeting is scheduled, (h) having an approachable administration that is continuously looking to improve the school for its entirety helped to foster a sense of community.

While performing interviews, I also observed and notated the tonality of each participant and their expressions. I perceived that the participants had respect, patience, understanding, and all-embracing kindness towards their students, colleagues, and school community. Interviewed teachers and the administrator stated that they often used individualized time and support when a student exhibited needing academic or emotional support. Creating those kinds of relationships and bonds are essential in strengthening student connectivity besides just classroom time, the school does so effectively when mentoring groups meet on a regular basis with intentional activities to work on and getting to know their students more closely and personally (Beland, 2014). Thus,

mentoring groups and faculty collaborations were pivotal in building those valuable relationships.

As part of relationship building, discussions with students about behavioral issues are done proactively rather than punitively and individually. When students actively participate in conversations with their teachers and administrators concerning infractions, it allows them to take ownership of their actions. Furthermore, when participating in these discussions, students learn about conflict resolution and while in mentoring groups, they acquire problem-solving skills and life skills; instead of participating in antagonistic behaviors that may ruin student relationship building. These practices enhance students' abilities to make friends and educate them to settle conflicts in a positive and sensible manner.

Supportive best practices for student attendance. The theme of supportive best practices for student attendance evolved from the responses from RQ 2. This research question was to discover best practices from the interviewees, who offered suggestions on how to improve class attendance. This plight is specifically amplified in transition years found in middle schools, high schools, and upon high school graduation as graduates enter the first year of college. Developing and nurturing feelings of belonging, as if in a tightly knit family is the primary goal of the mentoring groups. Doing so promotes student connectivity and student attendance.

Teacher-to-student relationship building. Within these small learning groups, teachers and administrators also are confidants, social-emotional supporters, and personal tutors. Mentors see the value of their groups and actively promote participation from their groups to ensure student engagement. They also use their time effectively and identify

teachable moments; because of the already established bonds, students are open-minded and receptive because they believe and trust their mentors. This further demonstrates that building relationships between students and teachers are vital elements to establishing trust and grouping students into small learning communities; this unquestionably adds to a more personal relationship. This kind of climate brings about a sense of safety and security that perpetuates learning.

School safety. Also, the administration prioritizes establishing and maintaining a safe environment allowing students to feel comfortable and safe, allowing students to focus and learn. They also instill in students that their social-emotional state of mind matters because when students feel safe and cared for, they have the desire to regularly attend school (Warner & Heindel, 2016). Some participants mentioned that the school environment and climate was more nurturing than some students' homes, making school their haven and encouraging school attendance.

Discipline. Discipline and behavior matters are handled delicately and individually. When students behave badly or make rash choices that affect their learning and the learning of others, they are given the opportunity to ponder about the choice made and reflect on better choices and or responses in the situation. This time of reflection is usually done with an administrator to discuss the details of what happened, allowing the student to provide step-by-step details of their actions and the aftereffects. The intention is not punitive, but instead to cultivate accountability, honesty, and relationship building. This process also allows the student to feel heard and to be reminded that school policies are not arbitrary and that they serve purpose. The administrator and student explore changes and realistic options that could have taken

place to prevent the outcome and instead promote student success. The conversation is resolution-based, and judgments are not part of a first-time minor infraction. Majority of the students use this time to brainstorm effective ways to tend to their quandary, where trust and cooperation is acknowledged.

The universal intervention process is implemented school wide, and supplemental strategies are used with assistance from a school counselor and an administrator if students do not have success. At times, disciplining students may seem unequitable, but overall, administration is fair; however, not all teachers are consistent in enforcing school policies, which may sometimes cause ill feelings. Some parents tend to feel disappointed if policies are not uniformly implemented. Therefore, parents could be called on to be part of the process, however, the overall objective is the help the student realize that there are better options and choices and to assist the student in feeling understood and facilitating success. These practices influence students to attend school without trepidation of swift justice short of due process and embarrassment.

Teachers' policies and practices. To address and encourage students' regular attendance, participants implement their own policies and practices. Some of these include a) setting clear expectations and standards and effectively communicating to parents and students by means of course disclosures, visual reminders posted in classrooms, and posting online b) communicating daily with students and parents, c) administering harder assessments if students miss school on a day an exam is scheduled, d) speaking with students that are showing an increased level of tardiness or absents and after a set amount of tardies or absents assigning detention, e) holding both parents and students accountable, where the lack of attendance may result in failing grade(s), and f)

banning cellular phones. These strategies help to promote responsibility and time management, and they are generally well-received.

Student academic achievement. The major theme of student academic achievement evolved from both research questions. Academic achievement is constructed and executed through different methods and practices found at the private high school. Both teachers and administration agreed that students must regularly attend school to learn and achieve academic success. Undoubtedly, if students are not attending school, valuable instruction time and classwork is missed, affecting their comprehension and understanding, and fundamentally their academic achievement.

Student support. Establishing clear classroom standards and communicating to students and parents about the standards and expectations sets students up for success. The standards and policies are generally posted in classrooms, handed out at the beginning of the school year, and emailed home. One teacher stated, "I try to make rules relatable to students, so they don't feel they are capricious."

Another crucial aspect to student academic achievement is associated with the student support and the one-on-one attention that emerges in mentor groups. Mentor groups provide a support system offering individualized attention allowing teachers to work intimately with their students. Doing so allows students' needs to be met and addressed, then if further collaboration is required, teachers will notify and meet with a school counselor and or administrator about a student's current struggle. During these professional collaborations, the group may find that the student is also struggling in other classes, and there may be a school issue, family plight, and or learning deficiency that necessitate the attention of the Student Services Team. In these conversations, the team

discusses intervention methods that may speak to the issues and concerns, consequently, the students and educators are benefiting from the ideas and collaboration promoting effectual and differentiated teaching as well as learning.

Electronic learning devices. Recent research supports students using electronic devices such as laptops to familiarize them with current learning environments and conditions they will transition into as adults (Rosen & Beck-Hill, 2012). Students are required to bring their own devices, as much of the curriculum is found online. They must be monitored closely assuring proper use of their devices in classrooms, thus ensuring and promoting learning and academic success. As part of keeping students well-prepared and engaged in school, students participate in an online placement exam where students are properly placed in courses that are challenging, encouraging students to attend school and cultivation of overall learning and achievement. Students are already using an electronic device to carve their educational pathway from the inception of parents and students deciding they will be attending the Utah private high school.

Parent influence. Parents' roles and beliefs about the importance of academic achievement play an important part in students' attendance and general academic success. Interview participants stated that most times if parents have high standards and expectations that they have impressed and engrained in their children; those extrinsic variables eventually become intrinsic motivational variables. Again, when examining the importance of roles and relationships, having healthy relationships with parents is very important to students' motivation and academic success. It may be equivalent to the relationships teachers have with their students.

Another element that was mentioned that contributes to student achievement is students' socioeconomic status (SES). Commonly, students coming from lower SES do not have parent support at home due to parents working 2-3 jobs; therefore, parents are not able to have regular conversations with their students about the importance of education. Also, participants mentioned parents' educational backgrounds influencing familial SES and students' belief systems about attending school and performing well in school. Sometimes, if parents do not have college degrees, they do not set high expectations or goals for their children, resulting in decreased school attendance and academic achievement. Whereas other times, because they do not have a college degree or advanced degree, they strongly encourage their children to do well in school, so they are able to later further their education in college. Ironically, students coming from high SES families have families that are well educated, have high expectations and standards, yet their students are still apathetic in attending school, learning, and their overall academic success. Parents' engagement and participation in their students' education and academic success play an essential part of student academic success.

Students' beliefs and motivation. Some students are just internally motivated to do well, while others exhibit apathy. Some interesting points were made about how girls generally tend to want to please their teachers and mentors and are more personally invested in their education, whereas boys may not display the same characteristics. Based off of a teacher's observations and interactions with students, "Girls feel like you're judging them, and they think it's personal if they don't do well." Whereas with boys, "I know boys who don't care." It appears that girls tend to be more anxious about doing well in their classes and boys are not exhibiting similar traits due to personal notions.

Teacher-to-teacher relationship building. The devoted administrator and teachers are thoroughly invested and dedicated to their students. These educational professionals are very important to the school community and to carrying out the school's mission and success. Interviewed faculty members predominantly agreed to the favorable effects made by administrators and staff members and how they addressed student and teacher concerns. A teacher stated, "We support each other, allowing us to support our students." As well as "If a class is problematic, an administrator will observe the class and provide feedback." Another participant stated, "Since we get to know our students rather well in our mentor groups, we are able to share ideas and strategies if they are needing extra support." The interactions between teachers, parents, and students are critical and sometimes require tactful approaches to achieve student success.

In summary, it was very apparent that teachers believed and perceived their relationships, teaching methods, and implementation of best practices are the most instrumental in impacting student engagement and connectivity, regular school attendance, and academic success. The socioecological theory supports the idea that the effects of environments within adolescents interact, including their microsystems are the most influential on their development. This framework helps stakeholders to better understand that social learning settings affect human behavior and development and require specifications that serve in students' healthy emotional, social, physical, and educational growth. With educators at the site understanding and implementing best practices, the school climate strengthens students' self-esteem and promotes a healthy connection to the school that may improve overall attendance, resulting in academic achievement.

Administrators and faculty pursued the "it takes a village to raise a child" philosophy, where every student is treated as an individual and that every point of contact can make a positive difference. Teachers and administrators embraced collaborative discussions and strategies fostering a nurturing learning environment where teachers and students felt important and valued. In addition, survey results indicated that teachers generally regard the school having a positive school climate and the programs being implemented have a positive influence on students and their relationship to the school.

Section 3: The Project

Students experience many transitions in high school, perhaps the most influential and effectual in students' academic career (Flach, 1997). Adolescents in this age group are vulnerable on numerous levels since they are undergoing social, emotional, and physical changes (Flach, 1997). During these demanding and perplexing times, students must learn to adapt, and many times leave their comfort zones to move into a scholarly environment and attempt to excel. High school is a time where students must learn to budget their time effectively and prioritize. With so many demands associated with high school, students require greater accountability and commitment. Additionally, the social connections that develop in high school may be more intimidating than the academic aspects (Flach, 1997), but the uncertainties of both may cause anxiety and varying psychosomatic symptoms that hinder students from attending school regularly (Havik et al., 2015; Skedgell & Kearney, 2018).

Due to the many variables that affect school culture and CA, high schools around the world are actively researching and carrying out different programs and interventions that target every aspect of the high school experience. Student attendance, connectivity and engagement, and achievement are considered crucial components to students' success. For this study, educational leaders at a private high school consented to review their school climate with respect to student absenteeism. To do so, teachers were asked to respond to the School Climate Assessment Instrument (SCAI) created by Dr. John Shindler of the Alliance for the Study of School Climate (ASSC), and to participate in an interview to expand on their responses.

As a doctoral student, I approached the educational leaders at the target private high school and discussed my interest in examining evaluating their school culture and student CA. School climate is an excellent measure in school health and may indicate the trajectory of student achievement.

To enhance and promote a positive school culture, the school-based mission and policies are structured around educating the whole child (Personal communication, October 4, 2018). The ESSA (2015) recommends that schools use a detailed assessment that measures school climate, absenteeism, and behavioral issues that may help school leaders better understand the dynamics at their schools. Even with such an assessment, most times the policies that are in place are possibly ahead of the science to support them. However, the literature is still unclear about how executing best practices and changes in school culture may ameliorate the negative effects of high absenteeism on students. Evaluating the school climate could be useful to gain a better understanding how the non-scholastic features of students' lives may offer missing information about the educational setting and experience. Therefore, it seemed sensible to refine the scientific findings and analyses of school culture to help school faculty and staff address key components of their school to possibly make improvements by implementing best practices and perhaps changing policy.

The current study provided insight into the school's strengths, efficacies, and weaknesses. The study focused on data collection and analyzing teachers' perceptions about school climate and CA. Positive Behavior Intervention Support (PBIS) is recommended as a viable and dynamic intervention that may address the school culture and rates of student absenteeism. I researched and designed a 3-day PBIS professional

development for the faculty and staff at the target school to encourage a more positive school climate and to increase student attendance.

Rationale

An educational concept such as school climate and its effects on overall student achievement requires monitoring and evaluation. The teachers' and the administrator's perceptions of their school environment are at the center of this study and were collected regarding the different components of school climate. A formative assessment of their strengths and weaknesses may give insight into possible preventions and interventions, and one had not been conducted. The school and neighboring districts may increase their understanding of what variables influence students' attendance and how success and achievement may be sustained.

During adolescent years, many students experience a decline in their academic performance and academic motivation (Cornell et al., 2016; Eccles, 2004; Eccles et al., 1993; Li & Lerner, 2011; Wigfield & Eccles, 2002), namely after transitioning to secondary education (Cornell et al., 2016; Eccles, 2004; Oqvist & Malmstrom, 2018; Peetsma, Hascher, van der Veen, & Roede, 2005; van der Werf, Opdenakker, & Kuyper, 2008; Wigfield, Byrnes, & Eccles, 2006). The decline is oftentimes related to low student engagement and is a key risk indicator for high school dropout rates (Balkis, Arsian, & Duru, 2016; Cornell et al., 2016; Eccles, 2004; Wang & Fredricks, 2014). These discoveries have initiated reform at the middle school and high school levels (Eccles, 2008; Fowler, Test, Cease-Cook, Toms, Bartholomew, & Scroggins (2014).

The academic and performance decline of teenagers has been associated to a few factors—familial, biological, and social developmental transformations that combine with

a new and increasingly challenging school environment (Eccles, 2004, 2008). Research indicates that a supportive school climate may mitigate the developmental variables of adolescence and prevent a decrease in academic behaviors and achievement (Barber & Olsen, 2004; Cornell et al., 2016; Fatou & Kubiszewski, 2018). In addition, a supportive and positive school climate may safeguard the negative effects of socioeconomically disadvantages on student achievement (Cornell et al., 2016; Konold, Cornell, Jia, & Malone, 2018). Due to school climate being more pliable than familial, biological, and social aspects that are external factors affecting students' education and the education system, it has become a focus for school improvement (Cornell et al., 2016; Wang & Degol, 2015).

An evaluation provided insight and additional insight into the school's practices and mission and produced data needed to better understand how school climate can influence CA. The analysis may be used as a research tool to provide formative and summative data concerning the strengths and weaknesses of current implemented programs (Wholey, Hatry, & Newcomer, 1994). To appropriately carry out the evaluation of school climate, quantitative data was collected to examine different components, which indicated effects on students. There continues to be an ongoing body of literature pertaining to school climate as it applies to student achievement. Many educators, behaviorists, and psychologists agree that school climate has great significance and effects as adolescents transition throughout high school and beyond. Research on this topic continues, as it is very appropriate and relevant to varying fields of interest.

When conducting the assessment of the school's culture, I chose three principal areas that stood out in the literature as distinguished factors for student success. The areas

included student motivation and connectivity to the school, attendance and achievement. I planned a research study that included the collection of quantitative data via student attendance archival data and an online survey that was emailed to teachers. Additionally, the quantitative data lacked substantial information about the school climate; therefore, qualitative data was gathered from interviews of consenting teachers and an administrator. The documented interviews together with the archival data and surveys served to provide triangulation of the collected data in the study.

Review of the Literature

A considerable amount of research has suggested that students are more motivated and engaged in their education and have increased academic achievement in a positive school climate (Konold et al., 2018; Thapa et al., 2013). In this second literature review, I concentrated on the categories that were revealed as important while performing my research, collecting data, analyzing, and evaluating.

Repeating Concepts to Research

While evaluating the collected data, major concepts and the effects of school climate surfaced. These included the human and environmental effects on self-efficacy, adolescent motivation, self-determination, student relationships with their peers and the adults in their school building, student connectivity to the school, student engagement as it relates to school climate, the effects of student connectivity, the effects of stress and teaching coping mechanisms, and keeping up with best practices by means of professional development.

Literature Search Strategy

Several resources were used to perform a detailed literature review about student motivation and student connectivity to school. I used the Walden Library education databases, the Walden librarian, and Google Scholar. My sources came from peer-reviewed scholarly journals from educational databases, capstones, dissertations, and educational research textbooks. I used the following major terms, ensuring a thorough literature review: *student motivation, self-efficacy, self-determination, student relationships and connectivity to school, student engagement, school climate, and effects on attendance,* and lastly*, positive behavioral intervention support.*

Theories of Human and Environmental Effects

There is research and theories about human and environmental effects on adolescent motivation, self-efficacy, and self-determination. While studying the school climate and best practices being implemented at a Utah private high school, some factors influence these infrastructures in adolescents. Especially adolescents between the ages of 13 to 16 years old are unique because this age group undergoes droves of simultaneous emotional, social, physiological, and cognitive changes.

Eccles, Deci, Zimmerman, Ryan, and Bandura are a few theorists who have devoted their careers to analyzing and researching adolescent development, focusing on self-efficacy, self-determination, and social learning. These contributions made significant impressions to better understand adolescents as they transition through middle school and high school.

Self-Efficacy Theory

Bandura's (1997) research in self-efficacy and social learning was commended by numerous colleagues. Self-efficacy perceptions direct motivation and determination in various ways. Having confidence and belief in one's capabilities influences the level of energy that an individual put in any activity, increases stamina in application and problem solving, and creates individual strength to be durable when facing difficult situations. Research over the past 2 decades' support Bandura's findings—the role of self-efficacy beliefs in execution in educational environments (Fatima, Sharif, & Zimet, 2018; Meral, Colak, & Zereyak, 2012). Zimmerman & Schunk (2011) contributed to Bandura's passion for self-motivation and self-efficacy in adolescents. Jointly they designed theories respective to motivation and academic achievement, centered on school culture and parent involvement, also including teacher, peer, and school relationships as instrumental in students' lives and academic results (Martin, 2014).

Self-Determination Theory

Deci and Ryan's (2010) publications on self-efficacy and self-determination is recognized as being some of the most academically researched in the multi-faceted areas of adolescent motivation, self-perception, and decision-making. The focus was on extrinsic and intrinsic motivators, like backgrounds, culture, gender, family dynamics, school, and peers. Previous findings indicate that adolescents are probable to encounter academic obstacles if they do not have healthy, positive, supportive, and caring relationships with their peers and elders (DeGarmo & Martinez, 2006; DeRosier & Lloyd, 2010; Fatima et al., 2018). These variables were key components that were researched to have effects on attendance and student outcomes.

Student Motivation Theory

 Eccles et al. (2004) studied the associations between ethnicity and gender, in addition to relationship influence. They theorized that some key factors that have significant effects on student motivation and self-regulation are school transitions and influences from their peers. Eccles (2004) then expanded on the stage-environment theory, proposing that social environments, including schools, adapt to the changing needs of adolescents, hence producing positive results, in contrast to environments that do not address the ever-changing needs of that complex age group. As stated by Gutman and Eccles (2007), "Changes occur as a result of puberty and cognitive development, school transitions, and changing roles with peers and families" (p. 522).

 There is theoretical support for promoting positive school cultural best practices to accommodate adolescents and their demand for relationship building, social support, and advocacy for self-determination. Well-developed measures may provide and encourage the school environment to promote self-motivation, self-efficacy, and guided decision-making. Additionally, proper models in place promote parent and community involvement to help students in their educational and comprehensive progress.

Student Relationships and Connectivity to the School

 Lack of student success is no longer solely the responsibility of the student, causing researchers to identify best practices to ensure student achievement and success. The relationship and rapport between teacher(s) and a student are oftentimes the most effectual factor in student continued success (Black, 2004; Jones & Shindler, 2016; Roybal, Thornton, & Usinger, 2014; Warner & Heindel, 2016, Watson & Bogotch, 2016). The fostered relationships and kin-like connections amongst students and teachers,

as well as between students and their peers are notable in promoting student success. Having a positive school culture in congruence with reliable and credible relationships is esteemed for students' emotional health and well-being (Elffers, Oort, & Karsten, 2012; Jones & Shindler, 2016), along with increased daily student attendance (McConnell & Kubina, 2014; Wang & Degol, 2015). In addition, building relationships and maintaining rapport among peers reinforced with behavior education decreases the growing occurrences of bullying, namely cyber-bullying (Bauman, Toomey, & Walker, 2013). As claimed by Bauman et al., (2013), "School administrators may wish to heed the growing call for a "restorative justice" and other non-punitive, problem-solving approaches for resolving bullying incidents" (p. 349). In the authoritative school model, providing behavioral problem-solving approaches is addressed by encouraging student reflection, accountability, and restorative justice.

Collective relationship building within a school community is another component in cultivating relationships that affect school attendance and connectivity. Research findings indicated the importance of a positive school climate and how it affected school-family partnerships, and the overall community (Lee, Graham, Ratts, & Bailey, 2011). A method used to promote school-family-community partnerships at the research site is service learning. It is incorporated to strengthen the overall school climate; enhancing social, emotional, and academic awareness in students, hence creating important connections between the community and school. The private school encourages school-family-community partnerships by means of service learning and community supports by holding service projects including food drives, family events nights, and helping local

businesses and charities. These partnerships are venues for students to engage in

activities that demonstrate care, good citizenship, community, and inspire philanthropy.

Student Engagement and School Climate

A considerable amount of research indicates that students are more engaged in

schools and accomplish increased academic achievement when in schools with positive

school climates (Thapa et al., 2013). With a great amount of supporting evidence,

improving school climate has become a primary goal (Caskey, Cerna, Hanson, Polik, &

Houten, 2016). In the 2015 Every Student Succeeds Act (U.S. Department of Education,

2015), the Department of Education disseminated a compilation of school climate

surveys and awarded more than $70 million in transformation grants to 138 applicants in

38 states (U.S. Department of Education, 2014b). The ESSA (2015) urges schools to

measure "school climate and safety" as a point of reference of student achievement or

school quality.

School climate has been directly related to student engagement and absenteeism.

To increase student attendance, engagement, and success, school climate must be of the

utmost importance. Jones and Shindler (2016) suggested that school climate is the

principal indicator of all-inclusive student achievement. Studies indicate that encouraging

positive interactions between students and their teachers and peers, teaching students how

to monitor their emotions, teaching intent listening, and ensuring students have safe and

deferential environments improved overall student wellbeing (Warner & Heindel, 2016)

Since the conception of ESSA (2015), many educational programs have been initiated

with goals of school climate such as improving the quality of student-teacher

relationships and bettering student behavior (National School Climate Center, 2017;

O'Brennan & Bradshaw, 2013).

Student engagement has been determined as a vital factor in student achievement

and success (Fredericks, Filsecker, & Lawson, 2016; Konold et al., 2018; Lawson &

Masyn, 2015; Wang & Eccles, 2013). Student participation is considered as having

affective, behavioral, and cognitive components (Fredericks et al., 2016). Students

exhibit engagement behaviorally by participating in school events and attending school,

cognitively by actively studying and learning, and affectively by having feelings of

attachment and pride. High participation is continually associated to academic

achievement like standardized test scores and course grades (Fredericks et al., 2016).

Overall results are self-efficacy, increased self-esteem, and attachment to the school.

However, as adolescents, students who become distanced and disengaged from their

schools are likely to demonstrate behavioral issues like misconduct and substance abuse

and potentially dropping out (Wang & Fredricks, 2014). It is paramount that schools

promote and encourage positive school cultures to foster student motivation and healthy

outcomes.

The Effects of Student Connectivity Attendance and Academic Outcomes

The purpose of this research study and crowning point analysis is to identify the

associations of school culture to CA. The research implies that many are involved. The

most influential factors include relationships with peers and students, student motivation

and academic motivation, family background and participation, school climate, and

social-emotional learning.

Creating and maintaining a positive school culture must address the unique needs of a distinctive group. When considering efficacy of programs as possible interventions, three leading components emerged as current practices, and are important to all stakeholders; they were a) student engagement and attachment to the school, which is b) connected to and influences student attendance, and overall, c) student achievement and outcomes. The review of current literature indicated the three aspects being related and having reciprocal effects.

It is crucial that students feel safe and have a healthy attachment to school allowing them to feel motivated and wanting to attend school. Various studies performed in schools identified feeling safe ranking high as one of the main reasons for increased student absenteeism and dropout rates (Barry & Reschly, 2012; Carroll, 2015; Cornell et al., 2016; Kearney, 2008). Furthermore, another notable issue was related to teacher detachment and apathy towards students. Students' feeling safe in school and their attachments greatly affects student attendance, participation, and scholastic achievement. Students' connectivity is dependent upon personal interactions between their parents, teachers, and friends.

The Effects of Stress and Teaching Resilience

Students are exposed to different psychological and social stressors that invoke tension, anxiety, and psychosomatic symptoms. Such situations and triggers require students to be equipped with proper defenses to overcome these feelings (Flach, 1997). To better understand the meaning of stress and its effects, we must remember that each student is a living organism demanding a state of homeostasis. When key processes (e.g. temperature, pH, blood pressure, etc.) that are necessary to maintain homeostasis are

imbalance, the organism will work and adjust to sustain its status quo. When students are feeling stressed, as educators and role models, we must be able to teach and walk students through difficult situations, helping them to know that there will be life challenges and that there are proper ways to address them.

From childhood to teenaged years then from teenaged years to young adulthood, each phase produces a certain amount of discomfort as many changes are occurring simultaneously. These are somewhat predictable transitions and students are affected differently and cope with them. However, when unpredictable troublesome events also happen, students tend to struggle in knowing how to respond to the shifts and the need to change. Although real-life conditions of each phase differs student to student, according to Flach (1997) there are definite empirical issues that reoccur each time a focal life phase happens: (a) the need to adapt to changing external conditions, (b) re-examination of self-image and holding on to and reinstating self-esteem, (c) creating new relationships and rekindling old ones, (d) giving up people and items we care deeply for because they go away of die, (e) remaining independent and knowing when there is a need to be dependent, and (f) revisiting purpose of life. It is astonishing how fluidly and adeptly most students will make life transitions, with an occasional pause when entering a new long-term situation. Simultaneously, it is not a new revelation that students' successes in their new endeavors relies on a constant environment, foreseeable, caring, and protective. Because of this, it is crucial that the school culture is positive, welcoming, and functioning in a healthy manner.

Professional Development

As teachers, one of the biggest challenges to promoting a positive school culture is the lack of preparedness and the lack of education and training from teacher preparation courses for new teachers (McCrimmon, 2015). All educational institutions should be places where students and adults are constantly learning. Educators that regularly develop their skill sets and knowledge model the behavior and expectations for students that learning is of great import and worthwhile. As specified by the National Council for Accreditation of Teacher Education (2014), preparing teachers was not regularly viewed as a critical educational impacting factor. The skills lacking to manage classrooms, students, and positively contributing to school environment can negatively affect low morale between teachers. This study supports the demand for more research, as it has been substantiated that teachers who engage in special education training exhibit increased levels of classroom management and teaching efficacy (Sokal & Sharma, 2014). Likewise, with providing professional development in preparing teachers how to effectively implement best practices to promote positive climates in their classrooms and school. There needs to be regular professional development in positive behavioral practices to encourage high-functioning school cultures. The importance on solution-based practices should enhance school climate and lower student absenteeism. Some areas of additional research include: professional development surrounding structuring classroom expectations and norms, ways to effectively manage student behavior by examining other procedures across the globe, increased discussions between schools with more positive cultures with schools not scoring as well regarding CA, and determining

the effects of Positive Behavioral Intervention & Supports (PBIS) and its relationship on social change.

Professional development should be precisely site-based and be integrated with the experience of internal staff members (Guskey & Suk Yoon, 2009). It is believed that the most efficient way to address common school issues is by means of collaboration with educators from neighboring schools in attendance. While this may be the most suitable method for educators from the same area, it is rarely sufficient (Guskey & Suk Yoon, 2009; Holloway, 2000; Latham 1998). In recent analyses, professional development attempts that produced improved student learning were centered on concepts acquired through the participation of external experts (Guskey & Suk Yoon, 2009; Patton, Parker & Tannehill, 2015). These specialists were either researchers or program creators who introduced concepts and ideas to teachers and then assisted with implementation. The other common methods of professional development proved to be unsuccessful. The evidence does not insinuate these methods are ineffectual, but there is minimal valid evidence indicating their effectiveness.

Effective professional development allows educators to broaden their understanding, knowledge, and skill sets that are essential to address students' needs. The recommendations for professional developers are multifaceted. First, all those accountable for planning and executing professional developments must thoroughly evaluate their successes and ineffectiveness of their roles and practices. This translates to conversations about detailed planning and setting goals for the professional development, through formative evaluation, proof that the goals were achieved or the data indicates the intervention or program is moving towards the set goals, and procedures ensuring valid

data collection and analyses are established for all planning events (Guskey 2001; Patton, Parker & Tannehill, 2015). Next, educators of all positions must require more evidence from consultants of new practices and tactics. Third, new strategies being implemented should be commenced along with a component to closely monitor its effectiveness. Doing so allows the new program to be scrutinized to determine if the indicated effects in terms of student learning and achievement have materialized. If there are minimal or no positive outcomes, adjustments can be made, or efforts may be refocused on other encouraging methods. Lastly, both researchers and practitioners need to be more diligent when studying professional development activities (NCES, 2015).

The purpose of a 3-day professional development is to ensure there is proper planning encouraging thorough implementation with formative and summative constructive criticisms to assure the newly introduced practices are speaking to the educational needs of the educators. When educators apply, their new skill sets and understandings, the overall expected outcomes of the PD are to improve teachers' instructional methods as well as administrators becoming better education leaders.

Project Description

To conduct an overview of the absenteeism and the school culture, one must comprehend different important components. These aspects could include and are not limited to medical reasons, familial backgrounds and conditions, the appearance of the school, student interactions and relationships, and the social culture of the school. Information about the school's mission and vision, goals, current results, and student absenteeism rates were needed preceding the launch of the analysis. These fundamental details provide an overall description of the school and foster in the conceptualizing of

the project study (Spaulding, 2014). The onset of early research supplied a theoretical framework and a conceptual framework for the evaluation. By meeting with and having discussions with administrators, I had some insight about attendance policies and school culture and how both transformed over the years. Introductory research is vital in the success of the evaluation.

Administrators strategically created attendance policies to promote student attendance and deter absenteeism. The policies are stringent and have authoritarian expectations with consequences when not followed. These procedures and policies help to keep students, teachers, parents and or guardians informed about student absences in any specific class. They are also intended to encourage students' learning as attendance is directly associated to increased achievement and performance. Parents and or guardians along with students agree to abide by the policies upon registration. The stakeholders believed the policies would provide students with a feeling of responsibility while overcoming fears or apathy about school attendance.

In addition to the attendance policies, administrators noticed students and teachers embracing a new practice being implemented school-wide; the daily reading sessions held in the auditorium. Administrators believed having daily reading sessions would help create a sense of unity, belonging, and intimacy that would enable a comfortable learning environment for all students and teachers. As claimed by Ganeson and Ehrich (2009), adolescents are concerned that they may not interact and have the same amount of contact with their high school teachers, as their elementary and middle school teachers. The daily reading forums allow mentors to maintain personalized interactions with students by communicating daily with students to build rapport.

Upon being informed to the important policies and concepts, I began to devise my project study. It would include data collection from teachers and an administrator and would culminate in an analysis of how their school culture was affecting their student absenteeism. The analysis examined the elements of school culture and included the strengths and weaknesses of the school climate, particularly considering how it affects student attendance. A current review of literature indicated significant areas of study in student achievement and success—student engagement at school, student academic achievement, and student attendance. To adequately research the key areas, it was necessary to understand teachers' and administration beliefs of how they perceived the school culture to be and how they influenced students' engagement, achievement, and attendance. Lastly, recorded student attendance data, teachers' feedback, and an administrator's interview would be examined and analyzed for increased understanding of these data.

A timeline for gathering data related to the evaluation was approximated to be one to two months, however, due to lack of participation, I petitioned the IRB to also interview an administrator. The overall timeframe for gathering data was three-and-a-half months. Data collection methods included teachers and an administrator answering an online survey and teacher and an administrator interviews allowing them to expand on their survey responses. The objective was to conclude data collection by the end of July or beginning of August, allowing finalized analyses to take place over the summer. With that timeline, the report to the school's administrators would be presented before the next school year. However, data collection did not commence until the middle of June,

extending the timeline into fall. The data was measured on 12 online teacher responses and one administrator response, two teacher interviews, and an administrator interview.

A possibility of focusing on individual reasons of the widespread topic of CA would be beneficial. Schools with positive cultures and have lower absenteeism rates could prompt other schools and bring powerful discussions to the head about CA. Including the presentation of current findings, procedures of absenteeism as it relates to school climate may be discussed. These study indications cultivate a need for small committees or groups to address promoting and maintaining a positive school culture. Additionally, current reviewed literature imparts that teachers working in schools with negative cultures usually experience issues related to absenteeism and disruptive behaviors (Aldridge & Fraser, 2016; Malinen & Savolainen, 2016; McLean, Abry, Taylor, Jimenez, & Granger, 2017). For this research study, teachers and an administrator were surveyed and interviewed. As the results of the study display that school culture has an impact on student absenteeism, more studies need to be done identifying best interventions and resolutions. Like other scholars and researchers, needing to determine the geneses of CA are still being examined. According to the findings, there is a need to examine the specifics affecting teachers and their concerns about school climate. This study reveals that there may be a connection between attendance policies and teachers' perceptions and feelings. The findings suggest the need for more research surrounding how aspects of the attendance policies particularly affects the school climate and student achievement and what school administrators must do to ensure teachers are feeling supported. With focusing on best practices and resolutions, implementing will likely help

teachers create and maintain healthy relationships with each other and students, enhancing the school climate.

Opportunity for School Climate and Promoting Student Achievement

The U.S. Department of Education initially referred to "positive behavioral interventions and supports" back in 1996 via the Individuals with Disabilities Education Improvement Act. The main objectives of PBIS is to provide a scaffold used to improve and implement data-driven behavioral activities, professional development opportunities, school leadership, place supports for local education agency policies, and evidence-based strategies (PBIS Implementation Foundations, 2015). PBIS is designed to better behaviors and academic results by ameliorating school climate, deterring problematic behaviors, therefore increasing learning conditions, promoting positive social skills, and supports for administering effectual behavioral interventions (Freeman, Simonsen, McCoach, Sugai, Lombardi, & Horner, 2016).

Classrooms, educational institutions, local and state education entities are organizations that need to function as efficiently, effectively, and applicably to benefit all stakeholders. To effectively implement procedures and best practices, PBIS draws attention to three important facets to having a team-driven implementation. Firstly, to guarantee fidelity and to maximize participants' outcomes, the leadership team(s) must come to a consensus with all parties and stakeholders foregoing implementation of the program. Secondly, local data must drive implementation of any system and must be arranged by the leadership team to (a) focus on carrying out the intervention with fidelity and participant benefit, and (b) data collection, analysis, and disseminated regularly to inform decision making (PBIS, Implementation Foundations, 2015). Thirdly, the PBIS

Leadership Team must create and implement an action plan. With the components described, they will steer the implementation of the action plan. The plan of action should have three key aspects: (a) data to characterize the need and solution-based intervention or practices, (b) schedule out and plan for authentic interactions with students, and (c) ongoing progress monitoring of implementation and student outcomes. A 3-day PD was designed for the faculty and staff at the private school.

Day 1. I will meet with the school administrators and the volunteer PBIS committee to assess the organization's situation. A brief history of PBIS will be shared then we will examine and determine possible directions, action plans, a social marketing strategy, and establish implementation preparedness. The overall objectives of this day is to a) documented data of the CA issue to be addressed and the goals to achieve, b) determination of core concepts of the evidence-based solution, and c) examination of the various elements of the intervention that are suitable and are not suitable for the school's current needs. We will review and answer the posed questions addressing the need or problem, the desired outcomes, and discuss the roles of organizational leaders. This part of the PD will consist of going over slides, 1, 2, 3, and 4. To show the flow and sequence of the slides the first six slides are numbered. The formative learning assessment will be an Exit Ticket where administrators and committee members will answer: List three ideas or concepts you learned in this professional development. Describe the core elements of the solution-based practice as it pertains to your school.

Day 2. I will meet with school administrators, PBIS committee, and the leadership team members consisting of department heads. We will review suitable components of PBIS and preparation for implementation of the intervention. The

different elements that we will discuss include (a) funding, (b) procedures and protocols, (c) planning and calendaring quality PD activities, (d) ensuring the intervention is implemented with fidelity by using a program or programs to monitor and track data, and (e) addressing any other questions or concerns that arise. This portion of the PD will consist of going over the details stated in Slides 5 through 7 of the PPT slides. The Exit Ticket for the day will be: State which step(s) in the preparation phase or implementation phase you find most challenging and list one or two possible solutions. Also, describe what you learned most from today's professional development and why.

Day 3. I will present to the faculty and staff about PBIS and why it was chosen. I will focus on participation and consistency from all faculty and staff. Included in the PD and slides are some historical facts showing why the evidence-based program is beneficial to the institution. Included in the presentation slides are an Expectations Matrix that faculty and staff will be able to print and post in their classrooms, and around the school to be reminded of student expectations. I will also communicate to administrators the importance of all stakeholders having a copy of the expectations as a reference and suggest that copies are enlarged, laminated, and posted in classrooms and throughout the campus. Reviewing and discussing the remainder of the presentation slides will address the goal of the educational opportunity: To create a learning environment conducive to all students no matter their differences. This opportunity responds to school culture and positive reinforcement by educating school members and stakeholders. The summative learning assessment will be a brief questionnaire sent out to faculty via a Google Form.

Project Implications

Possible outcomes from a successful implementation of PBIS vary based on the fidelity and investment the school is prepared to execute. Several intervention models or programs may be considered to address the issue and best practices to positively affect student absenteeism were researched at great length. Implementing PBIS will address the unique student population, staff, climate, and culture presently in place at the private school. It aligns with the authoritative school model being used and incentivizes students to perform well; to be respectful and accountable for their actions.

School Community

Carrying out PBIS at the private school will require a great deal of planning, time, effort, and financial resources. An analysis of the school culture and absenteeism was an appropriate investigation to provide valuable feedback and if attention needed to be focused on the climate of the school. The suggested intervention is a suitable next step to promote a positive school climate, to increase student attendance, and over all student achievement.

All through the project study and the analysis portion of the gathered data, I learned about teachers' perceptions about policies, procedures, and their school climate. As I present the information to the school administrators, faculty, and staff, and have them engage in scholarly discussion regarding research discoveries, suggestions, adjustments and improvements, favorable outcomes should be achieved. One major component to communicate effectively to my audience is that implementing PBIS is not viewed as a burden; that it becomes routine to avoid a dormant program and apathetic stakeholders to successfully render increased achievement. It is of utmost importance

formative evaluations of the suggested intervention are performed as they provide

"valuable data which is reported back to project staff as the program is taking place"

(Spaulding, 2014, p. 9). Using the data to drive proper decisions allows stakeholders to

assess practices, strategies, and policies that impart to the overall success of the program.

This project study and analysis was a unified effort of the school to improve best

practices and address the ongoing absenteeism issue. The analyzed data recognized

strengths and weaknesses in the current situation and can be addressed for continual

development and expansion in addressed the needs of the students.

Globally

The research finalized in the project study has suggestions for favorable outcomes

on not just a local level, but on a broader scale. Numerous elements of the collected and

analyzed data have worldwide associations and applicability as they speak of adolescent

social-emotional, social, physical, and educational theoretical frameworks and

methodologies for working effectively within these parameters.

Section 4: Reflections and Conclusions

Project Strengths and Limitations

Ensuring that schools have an overall positive school environment has been a recent answer to address the needs of student populations. In the past couple of decades, positive-based interventions have emerged throughout the nation and more of the published literature has emphasized this concept. As a high school administrator, I am invested and motivated to exploring the different variables that can influence student achievement and success in high school. In my observations, high school students have needs that require attention to as they progress through high school. In this study, I focused on discerning those needs and researched how a PBIS could attend to them.

The site that was studied was commencing its 20th year, as a result, their policies, data collection methods, best practices were well established; they assisted in triangulation of data. It was crucial that data be collected by an impartial researcher, hence I remained unknown and unfamiliar with the participants until receiving IRB approval. Doing so allowed me to be impartial when gathering the archival attendance data, surveyed, and interviewed. I observed participants' tone, body language, and expressions.

The faculty and administrator interviews were informing. Even though as a seasoned educator, I had not encountered some of the best practices that were being implemented to promote attendance. Major themes and minor subthemes were identified while performing the interviews, and then validated while coding. I am an administrator with years of teaching experience, and it seems because of my background and experience, there was a certain level of trust and the interviewees were forthright and

seemed comfortable me. They were open to meeting in person at places of their choice and I accommodated their schedules; participants were not hesitant to share their successes, ideas, thoughts, and defeats with me.

While gathering attendance data, recruiting participants for the survey, and the interviews, limitations were noted. If students withdrew within the 2017-2018 school year, the grade level when withdrawal was processed in the report, giving a sample size of 770 instead of 765 when student demographics were reported. Data collection using the SCAI survey showed 11 participants dropping out and not completing the survey and 60 views of the survey. I emailed teachers twice and then asked an administrator to also encourage teacher participation via email since not even a quarter of the teachers responded to the online survey. The three different recruiting emails resulted in 13 participants and initially 2 teacher volunteers for the interviews. The limitation of low teacher participation caused a necessity to speak with my entire committee about best practices allowing me to complete my study with fidelity. It was proposed that I petition the IRB to amend my data collection procedures and request adding an administrator's interview to my data. Consequent to the approval, I proceeded with my data collection by coordinating a day and time for the interview.

Despite the limitations involved with the attendance records, survey, and interviews, all data segments produced valuable data in understanding teachers' perceptions of the school culture at the private high school. These constructive takeaways aligned with the research questions and supplied me with ideas for the development of the project deliverable.

Recommendations for Alternate Approaches

In this project study, the school climate and CA was examined. According to Jones and Shindler (2016), there are general elements of a school climate that will produce overall student achievement. Therefore, for those considering evaluating their school climates to improve student successes, if the organizational structure of the school(s) is flawed, its function to advance its desired outcomes and goals are limited. Additionally, different types of absences possibly matter and require different support for students. For example, if absences are due to illness or mental health issues, studies propose that positive relationships with teachers and faculty and/or staff may buffer the effects that tend to lead to these kinds of malady-based absences and deter absenteeism. Overall, school climate may be integrated and accepted as a universal interceding framework. It is of utmost importance to ensure that all faculty and staff understand the need for implementing positive school culture best practices; that committees and team members leading the positive behavior interventions have common planning times to collaborate; that they are properly trained and encouraged to build rapport with each other, their colleagues, and with their students; and that students and teachers are recognized for their development and growth within their school community. These best practices promote and foster a positive school climate and empower students, teachers, and administrators to succeed.

Scholarship, Project Development and Evaluation, and Leadership and Change

The target high school has some current interventions in place to promote student engagement, connectivity, regular school attendance, and student success. There still seems to be some concerns regarding the same issues, giving rise to the current study.

Based from the results, implementing a PBIS program with fidelity may provide some certainty that will foster a positive social change within the school community. Being a scholar-practitioner, sharing this study and my findings may result in the creation and participation of other programs, providing the much-needed information for the stakeholders at the target high school, stakeholders in other neighboring high schools, along with school districts. This may further 21st century best educational practices to prosper and bridge the rift between academia and pragmatic application.

The findings from this study indicated that the major components influencing the school climate include student engagement, student connectivity and relationships, student attendance, and overall best practices being implemented to promote academic achievement. Other factors affecting the school culture consist of the organizational structure, mentoring groups allowing students to receive individualized care, a dedicated administration always looking to address or better understand concerns, and a devoted team designed to provide support. The school's mission entails educating the whole person and the school is tailored with these intentions in mind. Even so, the need to encourage regular attendance overall, regardless of the current attendance policies will promote further growth and positive development.

Over the course of the study, I concluded that a great deal of sources is needed to accommodate and encourage student livelihood throughout high school. The suggestions discussed herein are based off the data analyses, providing school administrators with information to gain a better understanding about how the school climate affects the all-encompassing school's goals, vision, and mission. The school climate that was researched and analyzed at the research site will benefit all stakeholders, namely students

as administrators, faculty, and staff acknowledge the emerging current trends and advantageous practices proving to increase positive behaviors.

Gaining educational leadership skills are obtained in varying ways. One way includes research and studying noteworthy strategies and successful practices for bettering instruction methods, examining new innovative programs and/or technologies, as well as collaborating with seasoned educators. As an academic practitioner, I realized how important it was to share the research and outcomes associated with school environment and the importance of the different elements because all aspects are effectual. This study may provide a guideline for additional research in additional points of interest about school climate including student–teacher relationships, teacher–teacher relationships, and administrator–teacher relationships. When performing research and sharing our results within and outside our professional circles, we become ministers of positive social change.

Reflection on the Importance of the Work

The study of how school climate influences attendance, student participation and connectivity, and student achievement is important when looking to change educational terrain and practices. Conducting further studies related to school climate and PBIS and other data driven programs could potentially advance the education system in the U.S. Socioecological theory provides evidence that the effects of systems that adolescents interact in are the most influential on their development (Bronfenbrenner, 1979), based on the theory, in order to change undesired behaviors, the environment must change; self-efficacy (Bandura, 1997), self-determination (Deci & Ryan, 2010), student motivation (Eccles et al., 2004), and stage-environment (Eccles et al., 1993) theories need to guide

our decisions in establishing school environments where adolescents are not just at school because they are mandated to be there, but that they are prospering. Studies and in-field experience indicate that adolescents are susceptible and influenced in different ways. They are going through various social, mental, physical, and emotional changes, requiring distinct and sometimes individualized support to help with all the transitions they are encountering. Latest research shows evidence that students are increasingly apathetic towards school, resulting in growing CA rates and dropout rates, and declining student achievement (Roderick, et al., 2014; Uvaas & McKevitt, 2013). By means of attendance records and interviews, the themes were apparent. A school culture and climate that is welcoming, supportive, and safe is important for students to be successful. All educators should put in the efforts to cultivating self-efficacy skills and social cognizance skills that are pivotal to healthy teenaged development.

Educating and developing the whole child, discipline, academic best practices were also key elements revealed in this study. Adolescents these days are regularly inundated with damaging messages from music, media, and video games. Additionally, parenting techniques and duties have changed within the last decade, and parents are not as actively engaged in teaching their children momentous social skills and values as they did nearly two decades ago. Educating the whole child in alignment with the school mission provides an important scaffold in deliberate decision making and being a contributing and responsible citizen. Approaching education and treating students positively increases students' chances and experiences in achieving and success when the adults in their learning environments are encouraging them to review the choices and end results for their future.

Implications, Applications, and Directions for Future Research

An array of implications needs to be mulled over from this research project and how educators can employ and implement new understanding and knowledge to future resolutions. Firstly, the research exhibited CA at the research site despite a medium-high functioning school, but best practices and implementing PBIS may very well meet the needs of a vulnerable group of adolescents. High schoolers are potentially the most vulnerable age group as they are experiencing a remarkable amount of challenges and transformations in their lives. Most recent distractions and interferences originating from technological advances, social media, and communication methods have resulted in adolescents living with a much more complicated lifestyle. Subsequently, positive reinforcement programs provide approaches to foster and promote learning. The varying factors revealed as best practices in carrying out a PBIS program were outlined and described hereinbefore and may serve as a support for continued review and examination.

To adequately apply meaningful positive reinforcement program procedures, I understand and believe that there are accompanying variables in the lives of high school students that should be thought-through. One focal variable, the dawn of the cellphone, namely smart phones, and more specifically, the iPhone. In June 2007 it altered the semblance of communication and the education system. Present high school students were born between 2002 and 2005 and were the first students entering primary education with differing models of the iPhone already ingrained in humanity. As momentous as the iPhone has increased technological services and communication, it is also a considerable academic and social disturbance amongst adolescents. These devices that were created for convenience now gave under-aged and novice users access to the Internet. It is my

opinion that cell phones alter the ways teenagers socialize with each other and with the adults in their lives, and the value they have towards education in an apparently troubled world.

When considering future research, I recommend studying the effects of smartphones and iPhones on teenaged students who have developed almost side-by-side with those devices; where it seems since their inception, as these youngsters increased in age every year, a new model would be released. Another recommendation for further research entails the ramifications if students are properly taught how to effectively and properly use their cell phones. As a high school administrator, I experience and must address the difficulties of students lack practical knowledge on best ways to use their cell phones daily. Research concerning the effects adolescents are experiencing may provide a better scope and understanding to how students are coping, thinking, and learning with access to the world at the tips of their fingers.

Conclusion

Although there are many components of a school climate, student attendance is a crucial aspect that is intimately connected to student engagement and connectivity that tends to lead to student learning and achievement. Regular school attendance seems to be the most important in determining a student's educational trajectory in high school. Remarkably important is the approach in how relationships and connections are created, how accountability and self-efficacy are developed and cultivated, and what supports are implemented for students needing extra assistance. When school concerns (e.g. CA, apathy, disruptive behaviors, etc.) are identified and recognized, a PBIS program may be used to address issues and could have phenomenal positive results in students' lives.

Being able to examine and analyze a school using an authoritative school with attendance issues allowed examination of the school's goals and mission and if their resources are being used to their full capacities. This study will increase stakeholders' understanding and knowledge and better the overall school environment. The findings call for further research, such as concerns about the effects of cell phones on adolescents. This impactful social concern seems to impress upon students' levels of connectedness and commitment to school, their achievement, and their overall well-being.

Investigating school climate as it relates to CA and how private education encounters the same array of issues as public education just reiterates how all educators must constantly keep abreast with current best practices. We as educators must remember why we chose to be educators: to educate students and to ensure they are successful. Whether it's just getting students to arrive to school on time or it's providing a safe place for them; students are the priority and we need to prepare them for the ever-changing society we live in. Doing so provides for overall contentment and success of our children, their children, and upcoming generations, producing a positive social change.

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Appendix A: Project Deliverable: 3-Day Professional Development

3-Day PD
Day 1 Agenda (with administrators and PBIS committee)

<u>Outcome:</u>

By the end of the three-day PD session, you will have made data-driven decisions to promote student attendance according to your school's current needs through collaborative discussions, engaging in learning activities, and reflection.

<u>Objectives:</u>

Review the attendance data for chronic absenteeism and discuss attainable goals. Identify the core components of the solution-based practice which best fits the school community.

Determine which elements and best practices will be applied to the current needs.

<u>Materials:</u>
Copies of PBIS PPT, pencils, copies of attendance data, BYOD (Bring Your Own Device) to work on implementation plan via shared Google Document, blank pieces of paper for Exit Ticket, painters tape

<u>Agenda:</u>

Assessing the need or problem (9 AM)

Review the attendance data for the study and discuss trends and possible reasons for the fluctuations. (60 – 75 minutes)

Hand out copies of the PBIS PowerPoint that was designed specifically for the Utah private school.

Review and answer the Assessment Questions on slide 2 of the PowerPoint.

Hand out copies of the already reported attendance data and the statistical findings

Break for 10 minutes

Wrap up unfinished discussions (25-30 minutes)

Review responses and conclusions that were made (20-30 minutes)

Lunch (11 AM – 11:45 AM)

Provided by Preparation for implementation

Emphasis on initial implementation of solution (90 minutes)

Discuss streams of funding and costs

Developing specific procedures (E.g. Visuals such as flow charts for utilization)

Creating materials to present and send to all stakeholders

Scheduling future committee meetings for monitoring purposes and quarterly PD activities and recognitions to keep faculty and staff engaged

Review and reflect about discussions and rough drafts that were developed (15 – 20 minutes)

Formative assessment

Exit Ticket (15 - 20 minutes)

Blank pieces of paper passed to all in attendance

List three ideas or concepts you learned in this professional development

Describe the core elements of the solution-based practice as it pertains to your school

Tape responses on a designated white board in the room the PD is being held in and read responses aloud to communicate results of Day 1

Day 2 Agenda
(with administrators, PBIS committee, and leadership team members – department heads)

<u>Objectives:</u>

Report the attendance data for chronic absenteeism and discuss the set attainable goals.

Review the identified core components of the solution-based practice which best fits the school community.

Review and further discuss which elements and best practices will be applied to the current needs.

Materials: Pencils, BYOD, painters tape

Agenda:

Implementing the practices (9:00 AM)

- Review, discuss, and answer the Assessment Questions on slide 6 of the PowerPoint: (60 – 75 minutes)

- Do the details, including the place and size, promote successful implementation?

- Which data systems will be used to monitor the fidelity of implementation?

- Which data systems will be used to monitor consumer satisfaction and benefits?

- Create an action plan that the leadership team will follow, including reviewing and finalizing calendared committee meetings and future PD events (30 – 45 minutes)

Break for 10 minutes

Wrap up unfinished discussions (25-30 minutes)

Review responses and conclusions that were made (20-30 minutes)

Lunch (12:00 PM – 12:30 PM)

Plan for full implementation

- Review, discuss, and develop a plan how to specifically implement the practices within the institution and include: (90 minutes)

- The entire institution has implemented with internal monitoring, initiating, stakeholders are able to give feedback, and external influences should have minimal influence on the implementation process.

- Practices are effective and efficiently functioning.

- Factors that may affect accurate and maintained implementation:

- Cost-effective resources management

Assess and evaluate

- If other practices produce similar outcomes, possibly combining or doing away with overlapping

- Review and reflect about discussions and rough drafts that were developed (15 – 20 minutes)

Formative assessment

Exit Ticket (15 - 20 minutes)

Pieces of paper passed to all in attendance with the following:

Exit Ticket:

State which step(s) in the preparation phase or implementation phase you find most challenging and list 1-2 possible solutions.

Describe what you learned most from today's PD.

Tape responses on a designated white board below the label 'Day 2' in the room the PD is being held in and have those in attendance go up to the board to read allowing everyone to know each other's perspectives

Dismissed ~ 2:30 PM

Day 3 Agenda (all faculty and staff)

Objectives:

- Learn about the attendance data for chronic absenteeism and discuss the rationale for implementing PBIS.

- Learn about the history of PBIS and 'why' PBIS

- Remembering that implementation and consistency is vital to creating a learning environment conducive to all students

Materials: Copies of attendance data, PPT, and enlarged copies of PBIS Expectation

Matrix for all faculty and staff, BYOD for summative assessment

Agenda:

- What is PBIS and why PBIS? (9:00 AM)

- Review and report the attendance data for the study and discuss trends and possible reasons for the fluctuations. (15 – 20 minutes)
- Hand out copies of the PBIS PowerPoint that was designed specifically for the Utah private school

- Hand out copies of the already reported attendance data and the statistical findings

- Review and present slides 9-13 of the PowerPoint (25 – 35 minutes)

- Give faculty and staff 2 -3 minutes to read over slides 9 and 10, titled "What is PBIS?"

- Have faculty and staff pair share about what they learned about PBIS (2 – 3 minutes)

- Verbally review slides 9 and 10 to faculty and staff (5 – 10 minutes)

- Give faculty and staff 3 - 5 minutes to ask questions and discuss concerns

- Record questions and/or concerns on the white board for 'Day 3' and responses

- Present slides 11 through 13

- When going over slide 11, also engage faculty and staff by asking for suggestions as to how positive behavior may be encouraged

Break for 10 minutes

- Continue with the PowerPoint and cover slides 14 through 19 (25 – 35 minutes)

- Engage faculty and staff by having them read aloud slides 14, 15, and 16 to a neighbor, ensuring all participants are reading along and participating, recording concerns or questions on the PowerPoint handout (10 minutes)

- As a whole group, ask each group to list 2 – 3 things they learned or concerns, and I will list on the white board (5 – 10 minutes)

- Give faculty and staff 2 – 3 minutes to review slide 16 (PBIS Expectations Matrix), then ask for feedback if any additions should be made; electronically record suggestions on the agenda (3 – 5 minutes)

- Continue with slides 17 through 19 and have participants read aloud to a neighbor.

Lunch (11:00 AM – 11:45 AM)

- Continue with the PowerPoint and cover slides 20 through 27 (30 – 40 minutes)

- Engage faculty and staff to read slides aloud to neighbors slides 20 through 25 and record any concerns on the PowerPoint (10 – 15 minutes)

- As a whole group, ask each group to list 2 – 3 things they learned or concerns, and I will list on the white board (5 – 10 minutes)

- Engage faculty and staff to read slides aloud to neighbors slides 26 and 27 and record any concerns or suggestions on the PowerPoint (5 – 10 minutes)

- As a whole, ask each group to list 2 – 3 things they learned or concerns, and I will list on the white board (5 – 10 minutes)

- Review and verbally reflect about discussions (15 – 20 minutes)

Summative Assessment

- Profession Development Feedback Survey (15 - 20 minutes)

- Share survey link with faculty and staff via Google Forms

Dismissal ~ 1:30 PM

Positive Behavior Intervention and Support

Exit Ticket — 4

- List three ideas or concepts you learned in this professional development.
- Describe the core elements of the solution-based practice as it pertains to your school.

PBIS Rewards — 1

- Objectives:
  - Review the data of the issue (CA) and address goals to achieve
  - Identify the core elements of the solution-based practice
  - Determine which components of the practice are applicable to our current needs

Implementation — 5

-Implementation initiated with encouragement, monitoring, and feedback by the leadership team
- Goal: Show how current resources may be utilized to implementation process and to document accurate used and desired outcomes are achievable
  - Minimize risk when full implementation is in place

Assessment Questions — 2

- What is the need or problem?
- What data describes the need or problem?
- How high of a priority is the need or problem?
- What are the desired outcomes of the solution-based practice?
- Do all organization leaders endorse and agree to participate in implementing the practice?
- Do all members of the organization agree to the need or problem, desired outcomes, priority to implement for change, allocation of resources, and participation of the solution?

Assessment Questions

- Do the details (place and size) promote successful implementation?
- Data systems to monitor implementation with fidelity?
- Data systems in place to monitor consumer satisfaction and benefit?
- Is there an action plan in place the leadership team will follow?

Preparation — 3

- Emphasis on initial implementation of solution
  - Streams of funding and start-up costs
  - Protocols for personnel utilization
  - Operational procedures
  - Developing supporting policy
  - PD activities
- Questions to address
  - Is there a leadership team in place to coordinate implementation of PD, practices, and systems?
  - A plan and schedule for quality and continuous PD?
  - A data system for monitoring implementation fidelity and progress?
  - A 1-3 year action plan is in place?

Full Implementation

- Expand accurate implementation and duplication within the institution
  - The entire institution has implemented with internal monitoring, prompting, and feedback and less external influence.
  - Effective and efficiently functioning
  - Factors that may affect accurate and maintained implementation
    - Cost-effective resource management
    - Assess and evaluate expansion
    - If other practices produce similar outcomes, possibly combining or doing away with overlapping
- Questions to address:
  - Implementation by >80% of organization's members with fidelity?
  - Majority of consumers benefiting?
  - Is the leadership team providing support?
  - Outcome data is being viewed monthly?

Exit Ticket

- State which step(s) in the preparation phase or implementation phase you find most challenging and list 1-2 possible solutions.
- Also, describe what you learned most from today's professional development and why.

We can reinforce positive behaviors by offering students…

★ Praise and positive reinforcement
★ Recognition through
  - Retail store gifts
  - Gift cards for community businesses
  - Opportunities to participate in athletic and social activities
  - School supplies & materials

What is PBIS?

- PBIS is a 1 – 3 year process.
- Over 2,000 schools across the country – have implemented PBIS.
  - 50% or more schools reduce their office referrals by 50% the first year.
- This is a data driven program.
- PBIS is a process for creating safer and more effective schools.
- PBIS focuses on improving a school's ability to teach and support positive behavior for all students.

PBIS Depends on CONSISTENCY

BY Administrators

Teachers

School staff

in
Expectations
Training
Involvement
Interpretation
Implementation
Accountability

BY Students

Families

Support groups

What is PBIS? (cont.)

- It is a SCHOOL-WIDE design for positive reinforcement.
- It is team-based systematic planning.
- It is for (and by) ALL students, ALL staff, and in ALL settings.
- It is a program that can be upgraded as we go along.
  - Each month we will analyze the discipline data.
  - We will survey the staff, students, and parents for upgrades.

What is different about PBIS?

✓ Organized system of Positive Behavior management in all settings
✓ Organized system of disciplinary actions
✓ Clear school wide expectations with incentives and consequences
✓ Teaching of Positive Behavior Expectations
✓ Behavioral recognition system for kids doing good

We can communicate positive behavior expectations by…

- Being good role models
- Promoting positive behavior often and everywhere through

- Posters
- Classroom lessons
- Videos
- Activities
- Class climate
- Announcements
- Recognition & Reinforcement

The 3 Major Components of PBIS

✓ Teaching appropriate behavior in all settings.
✓ Interventions if/when behavior expectations are not met.
✓ Recognition when good behaviors are met.

OUR PBIS CORE VALUES

❖**BE RESPECTFUL**

❖**BE RESPONSIBLE**

❖**BE SAFE**

Guidelines for Rewarding cont.

How?

- When you award the points to a student, the student should know exactly why he/she is getting recognized. The reason should be warranted and associated to the values.

Be Respectful

Be Responsible

Be Safe.

Remember!

PBIS Expectations Matrix

	Classroom	Cafeteria	Bathrooms	Hallways	Buses	Library/ Computer Lab	School Grounds
Respect	-Follow directions -Raise your hand -Use appropriate language -Use appropriate tone	-Follow directions -Listen to adults -Exhibit good table manners -Keep food on your plate or in your mouth -Keep food in cafeteria	-Respect the privacy of others -Keep the facilities clean	-Keep hands & feet to yourself -Observe personal bubble space -Listen to adults in hallway -Use your quiet inside voice	-Follow directions -Wait in line -Listen to the bus driver -Share seats -Use appropriate language	-Use your quiet inside voice -Raise your hand to be recognized	-Follow adult directions -Use appropriate language -Obey fire drill procedures
Responsibility	-Employ active listening -Participate actively	-Stay in designated area -Clean up your eating area	-Do your business & leave -Flush the toilet -Throw trash in appropriate receptacles -Wash hands	-Carry a valid hall pass -Go straight to your destination -Use you own locker -Pick up litter	-Stay seated while the bus is moving -Keep your body and belongings inside the bus	-Follow Media Center & Computer Lab Rules -Use equipment correctly -Access only appropriate websites	-Dispose of trash in appropriate receptacles -Use equipment correctly
Safety	-Keep your hands & feet to yourself	-Wait in line for your turn -Keep your hands & feet to yourself	-Report problems, vandalism, etc	-Walk on the right -Wear appropriate shoes at all times -Keep hands & feet to yourself	-Enter and exit in an orderly fashion -Stay in your seat -Report any incidents	-Enter and exit in an orderly fashion -Stay in your seat -Report any incidents	-Use equipment correctly -Keep hands & feet to yourself

Guidelines for Rewarding cont.

In addition…

1. Try to "hand out" a minimum of 5 points per day.
2. Focus on WHAT you are giving out points for, instead of how many.
3. Do not use points as coercion

"If you do this, I will give you a point."

Guidelines for Rewards

Why?

- A positive behavior recognition system to encourage our students to consistently demonstrate our values.
- Points should be *ONLY* be given to students who are consistently demonstrating our values.

Who?

- All staff (teaching, office, building service, cafeteria, bus driver and substitute teacher) should be awarding points.

Where will students spend their rewards?

At the Spirit Store!

- Located in the cafeteria
- Open every day
- Items priced according to value
- Students can view items online & on Instagram

Guidelines for Rewards cont.

Where?

- Points should be associated to the appropriate behavior based on the locations in the Expectations Matrix.

When?

- Points should be given immediately to students when a behavior in the Expectations Matrix is consistently observed.

Recognizing individual students may include the following:

★ Cookie Passes
★ Target Gift Certificates
★ McDonald's Coupons
★ Wal-Mart Gift Certificates
★ Dance Passes

★ Movie Passes
★ Game Passes
★ Bags/Freebies
★ Dress down Passes
★ Detention Passes

Grade Level Recognition

Peace Days

✓ Any particular day when there are NO office referrals that disrupt the peace of the school.

Result = 1 Peace Day

✓ Office referrals that will result in a lost Peace Day: TBD

✓ When a particular grade accumulates a certain target level of peace days, the entire grade will be recognized.

✓ The target levels are: 5, 15, 30, 50, 75, and 100 days.

Staff Recognition

★ Public recognition for giving out points.
★ Public recognition for student attendance.
★ Parking in an administrator's parking space for a week.
★ Administrator/Counselor class coverage.
★ Administrator/Counselor walk class to lunch.
★ Movie passes
★ Gift certificates

Staff Managed Behaviors

- Tardiness (*on 3rd tardy, enter student into Skyward System*)
- Skipping class (*1st offense is phone call home and reflection. 2nd offense is immediate office referral*)
- Non-compliance with staff direction
- Classroom disruption
- Bullying
- Inappropriate language
- Failure to serve teacher assigned detention
- Unprepared for class
- Leaving the classroom without permission
- Inappropriate computer use
- Inappropriate locker behavior
- Dress code violation
- Throwing objects
- Eating/drinking in class
- Academic dishonesty
- Inappropriate language
- Sleeping in class
- Carrying backpack
- Electronic devices/cell phones (visible and/or on)

Office Managed Behaviors

- Bomb Threat/False Alarm
- Possession of a Weapon/Explosive Device
- Threats of bringing/using Weapons
- Fighting/Physical Aggression
- Physical Assault/Harassment
- Intimidation
- Sexual Harassment/Sexual Offense
- Loitering
- Theft/Burglary
- Verbal Abuse and/or Threat of Violence
- Inappropriate Bus Behavior
- Failure to Identify Oneself
- Truancy
- Inappropriate hallway behavior
- Vandalism/ Property Damage
- False Fire Alarm or Arson
- Possession/Distribution/Use of OTC Medication, Controlled Substance, Tobacco, or Alcohol
- Leaving the Classroom without Permission
- Forgery/Extortion
- Gambling
- Chronic Violation of Teacher Managed Behaviors
- Possession/Use of Imitation Weapons
- Possession/Use of Imitation Drugs
- Possession of Drug Paraphernalia

Presenter Notes for Presentation

Slide 1: <u>Positive Behavior Intervention and Support</u> - Briefly explain why PBIS Rewards was chosen

Slide 2: <u>PBIS Rewards</u> – Go over the objectives of for the day and make the objectives relatable, teacher-to-teacher, staff member-to-student, educator-to-student, educator-to-parent

Slide 3: <u>Assessment Questions</u> – Give alotted time mentioned in agenda for audience to discuss the questions. Review questions in greater detail (e.g. why there is a need to address the problem, based off of Brofenbrenner's socio-ecological theory, the overall objective is to promote and foster a positive environment with positive interactions to encourage student attendance and increase overall student achievement).

Slide 4: <u>Preparation</u> – Have group address topics that need to be discussed in order for the PBIS Rewards program to be successful (e.g. funding, protocols and procedures, creating a policy that shows the importance of the program, and future PD events to keep the momentum going, etc.).

Slide 5: <u>Exit Ticket</u> – Read aloud this slide and give audience the alotted time stated in the agenda to complete.

Slide 6: <u>Implementation</u> - Be excited and share possible effects of implementing the program with fidelity and create a process allowing participants to provide feedback; discuss current resources that are being used (e.g. PBIS Rewards App that can be downloaded on smartphones) and develop a checks and balances procedure

Slide 7: <u>Assessment Questions</u> – Delving deeper into the details that were discussed

Slide 8: <u>Full Implementation</u> – Discuss more internal influences and less external influences, indicating effective and effecient functions.

Slide 9: <u>Exit Ticket</u> - Read aloud this slide and give audience the alotted time stated in the agenda to complete.

Slides 10: <u>What is PBIS?</u> – Review slides and open up a questions and answers for the audience.

Slide 11: <u>We can communicate positive behavior expectations by...</u> – Go over the slide and ask for any other suggestions as to where and how positive behavior can be depicted.

Slide 12: <u>We can reinforce positive behaviors by offering students...</u> – Go over slide and ask for suggestions for possible incentives.

Slide 13: <u>PBIS Depends on CONSISTENCY</u> – Reiterate the importance of all stakeholders' roles and in order for the program to reach its full potential, we need everyone to participate.

Slide14: <u>What is different about PBIS?</u> – Emphasize there needing to by a systemic change to change the unwanted behaviors and give specific examples (e.g. Every week, recognizing students that were on time and not tardy to class, highlighting grade levels that had the lowest referrals, etc.).

Slide 15: <u>The 3 Major Components of PBIS</u> – Give specific examples of teaching appropriate behavior; interventions if expectations are not met; recognition (e.g. give students a high five and a point when good behaviors are observed).

Slide 16: <u>OUR PBIS CORE VALUES</u> – Go over the slide and why the values are crucial to all stakeholders.

Slide 17: <u>PBIS Expectations Matrix</u> – Give audience a few minutes to review the matrix and open up the time for questions and answers.

Slide 18: <u>Guidelines for Rewards</u> – Wrapping up why PBIS Rewards, who is involved, where and when points and recognitions will occur, and how and reasons a student is being recognized (our core values).

Slide 19: <u>Grade Level Recognition</u> – Here's an example of recognizing grade levels for minimal referrals!

Slide 20: <u>Staff Recognition</u> – Here is an example how to recognize staff members and how they are implementing PBIS Rewards. (Get them excited!)

Slide 21: <u>Staff Managed Behaviors</u> – Review the slide and open the time for questions and answers.

Slide 22: <u>Staff Managed Behaviors</u> – Review the slide and open the time for questions and answers.

Professional Development Feedback Survey

1. Please mark the appropriate response identifying your position:

   Teacher

   Para-professional

   Administrator

   Office Staff

2. Title of professional development event:

   _____

3. Name of presenter:

   _____

4. My attendance at this professional development was determined by communal needs.
   Strongly agree

   Agree

   Disagree

   Strongly disagree

   Not applicable

5. The presenter was knowledgeable and effective.

   Strongly agree

   Agree

   Disagree

   Strongly disagree

Not applicable

6. The strategies used by the presenter were appropriate in helping me attain the objective(s) and/or goals of this professional development experience.

   Strongly agree

   Agree

   Disagree

   Strongly disagree

   Not applicable

7. I will continue to learn about this topic as part of my own professional development.
   Strongly agree

   Agree

   Disagree

   Strongly disagree

   Not applicable

8. My local administration will support me in the implementation of this information and training.
   Strongly agree

   Agree

   Disagree

   Strongly disagree

   Not applicable

9. The handouts and materials were adequate and useful.

   Strongly agree

Agree

Disagree

Strongly disagree

Not applicable

10. I gained knowledge and skills to implement this professional development into my job.

Strongly agree

Agree

Disagree

Strongly disagree

Not applicable

11. Teachers: This professional development provided me with research-based instructional strategies to assist student in meeting attendance standards.

Strongly agree

Agree

Disagree

Strongly disagree

Not applicable

12. As a result of this professional development experience, I will us my new knowledge and skills in the following ways:

a.

b.

c.

13. To continue learning about this topic I need the following:

    a.

    b.

    c.

14. Additional comments are welcome.

Thank you for your time!

Appendix B: Permission to use School Climate Assessment Instrument (SCAI)

Hi Tiffany,
That is an interesting research focus. There is a lot there to explore. I see both sides
influencing one another.

We would be happy to provide you with a climate survey.
We have versions for students, teachers and staff and parents. And items are cross-
referenceable between each.

We allow those doing unfunded research to use the instruments at no cost.
But if you would like to use our online system to process the data, we ask a minimum fee
to process and create reports (as well as spss and xls files). That is usually between
$150.00 and $300.00 depending on the number of groups you want to survey.
So it is up to you. We would be happy to help either way.
Sincerely,

Professor, CSULA

Appendix C: Teacher School Climate Survey
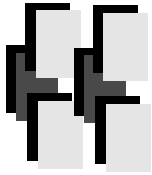
Alliance for the Study of School Climate
California State University, Los Angeles www.calstatela.edu/schoolclimate

Directions: Rate each item below. For each item there are three descriptions. Select the rating that best describes the current state at your school as a whole: Level 3 (high), 2 (middle) or 1 (low). If you feel that the practices at your school rate between two of the descriptions provided, select the middle level option. Each item should receive only one rating/mark.

1. Physical Appearance

Level – 3 (high)	Level – 2 (middle)	Level – 1 (low)		
High	high-middle	middle	middle-low	low

1.a

Welcoming to outsiders, the school projects its identity to visitors.	Some signage for visitors as they enter the building, but images compete for attention.	Little concern for the image of the school.

1.b

Purposeful use of school colors/symbols.	Some use of school colors/symbols but mostly associated with sports.	Students associate school colors with "losers."

1.c

Staff and students take ownership of physical appearance.	Staff regularly comments on school appearance, but students do not feel any sense of personal ownership.	The schools appearance is left solely to the janitorial staff.

1.d

No litter.	Litter cleaned at the end of day.	People have given up the battle over litter.

1.e

Current student work is displayed to show pride and ownership by students.	Few and/or only top performances are displayed.	Decades-old trophies and athletic records in dusty cases.

1.f

Things work and/or get fixed immediately.	Things get fixed when someone complains enough.	Many essential fixtures, appliances and structural items remain broken.

1.g

Staff and students have respect for custodians.	Most staff are cordial with custodians.	Custodians are demeaned.
Graffiti is rare because students feel some sense of ownership of the school.	Graffiti occurs occasionally, but is dealt with by the staff.	Graffiti occurs frequently and projects the hostility of students toward their school.

2. Faculty Relations		
Level – 3 (high)	**Level – 2 (middle)**	**Level –1 (low)**
High *high-middle*	*middle* *middle-low*	*low*
2.a ──0──────── 0 ─	──── 0 ────	── 0 ──
Faculty members commonly collaborate on matters of teaching.	Most faculty members are congenial to one another, and occasionally collaborate.	Typically faculty members view one another competitively.
2.b ──0──────── 0 ─	──── 0 ────	── 0
Faculty members approach problems as a team/collective.	Faculty members attend to problems as related to their own interests.	Faculty members expect someone else to solve problems.
2.c ──0──────── 0 ─	──── 0 ────	── 0
Faculty members use their planning time constructively and refrain from denigrating students in teacher areas.	Faculty members use time efficiently but feel the need to consistently vent displaced aggression toward students.	Faculty members look forward to time away from students so they can share their "real feelings" about them.
2.d ──0──────── 0 ─	──── 0 ────	── 0
Faculty members are typically constructive when speaking of each other and/or administrators.	Faculty members wait for safe opportunities to share complaints about other teachers and/or administrators.	Faculty members commonly use unflattering names for other faculty and/or administration in private.
2.e ──0──────── 0 ─	──── 0 ────	── 0
Faculty members feel a collective sense of dissatisfaction with status quo, and find ways to take action to improve.	Faculty members give sincere "lip service" to the idea of making things better.	Faculty members are content with the status quo and often resentful toward change-minded staff.
2.f ──────0──────── 0 ─ ──── 0 ─	──── 0 ────	── 0 ──
Faculty members exhibit high level of respect for one another.	Faculty members exhibit respect for a few of their prominent members.	Faculty members exhibit little respect for self or others.
2.g ──0──────── 0 ─	──── 0 ────	── 0
Faculty meetings are attended by most all, and address relevant content.	Faculty meetings are an obligation that most attend, but are usually seen as a formality.	Faculty meetings are seen as a waste of time and avoided when possible.
2.h ──0──────── 0 ─	──── 0 ────	── 0 ──
Staff and all-school events are well attended by faculty.	There are few regular attendees at school events.	Faculty and staff do a minimum of investing in school-related matters.
2.i ──0──────── 0 ─	──── 0 ────	── 0
Leadership roles are most likely performed by faculty members with other faculty expressing appreciation.	Leadership roles are accepted grudgingly by faculty.	Leadership is avoided, and the motives of those who do take leadership roles are questioned.
2.j ──0──────── 0 ─	──── 0 ────	── 0
Faculty members have the time and interest to commune with one another, and feel very little isolation.	Faculty members congregate in small cordial groups, yet commonly feel a sense that teaching is an isolating profession.	Faculty members typically see no need to relate outside the walls of their class.

3. Student Interactions

Level - 3	Level - 2	Level –1
High high-middle	middle middle-low	low
3.a —O———O———O———O— —O—		
Students feel a sense of community, and "school" is defined by the warm regard for the inhabitants of the building.	Students feel as though they have friends and are safe, but the school is just a place to take classes.	Students feel no sense of affiliation with the school or community.
3.b —O———O———O———O— —O—		
Students of various cultures and sub-groups blend, interrelate, and feel like valued members of the community.	Students of various sub-groups most often stay separate.	Various sub-groups are hostile to one another.
3.c —O———O———O———O— —O—		
Students readily accept the purpose of zero tolerance for "put-downs."	Students think put-downs are just part of their language.	Put-downs lead to hostility and even violence.
3.d —O———O———O———O— —O—		
Many students attend school events.	A few regulars attend school events.	It is un-cool to attend school events.
3.e —O———O———O———O— —O—		
"Popular" students feel an obligation to serve the school, not a sense of entitlement.	"Popular" students treat the other popular students well.	"Popular" students use their political capital to oppress those less popular.
3.f —O———O———O———O— —O—		
Most students feel safe from violence.	Most students don't expect much severe violence but accept minor acts of harassment almost daily.	Most students do not feel safe from violent acts, large or small.
3.g —O———O———O———O—		
Leaders are easy to find due to the wide range of gifts that are validated and harnessed.	Leaders come from a small group of students.	Students avoid leadership for fear of being viewed negatively by peers.
3.h —O———O———O———O—		
Athletes are valued as quality community members and approach their role with a humble sense of honor.	It is assumed that some athletes are just "jerks," and that jocks are not "real students."	Athletes band together to oppress the weaker and more academically-gifted element in the school.
3.i —O———O———O———O—		
Most students expect to be given ownership over decisions that affect them.	Most students are upset when rights are withdrawn, but typically take little action.	Most students assume that they have few rights.
3.j —O———O———O———O—		
Most students expect to engage in "authentic learning" activities and to be taught with methods that make them responsible for their own learning.	Most students adjust their expectations to each teacher and focus mainly on doing what it takes to get "the grade."	Most students' expectation of school is that little of value is learned there and real-world learning happens elsewhere.

4. Leadership/Decisions

	Level - 3		Level - 2		Level – 1
	High	high-middle	middle	middle-low	low

4.a —————O————————— O ————————— O ————————— O

Level 3 (High)	Level 2 (middle)	Level 1 (low)
School has a sense of vision and a mission that is shared by all staff.	School has a set of policies, a written mission, but no cohesive vision.	School has policies that are used inconsistently.

4.b —————O————————— O ————————— O ————— O ———

Vision comes from the collective will of the school community.	Vision comes from leadership.	Vision is absent.

4.c —————O————————— O ————————— O ————— O ———

School's decisions are conspicuously grounded in the mission.	Policies and mission exist but are not meaningful toward staff action.	Mission may exist but is essentially ignored.

4.d —————O————————— O ————————— O ————— O ——

Vast majority of staff members feel valued and listened to.	Selected staff members feel occasionally recognized.	Administration is seen as playing favorites.

4.e —————O————————— O ————————— O ————— O ——— O ———

A sense of "shared values" is purposefully cultivated.	Most share a common value to do what is best for their students.	Guiding school values are absent or in constant conflict.

4.f —————O————————— O ————————— O ————— O ——— O ———

Staff understands and uses a clear system for selecting priority needs, and has a highly functioning team for "shared decision-making."	There is a SDM committee but most real power is in a "loop" of insiders/decision-makers.	Decisions are made autocratically or accidentally.

4.g —————O————————— O ————————— O ————— O ——— O ———

Most of the faculty and staff have a high level of trust and respect for leadership.	Some faculty and staff members have respect for leadership.	Most faculty and staff members feel at odds with the leadership.

4.h —————O————————— O ————————— O ————— O ——— O ———

Teacher leadership is systematic and integral to the school's leadership strategy.	Some teachers take leadership roles when they feel a great enough sense of responsibility.	Leadership is seen as solely the domain of the administration.

4.i —————O————————— O ————————— O ————— O ——— O ———

Leadership demonstrates a high level of accountability, and finds ways to "make it happen."	Leadership is highly political about how resources are allocated and often deflects responsibility.	Leadership seems disconnected to outcomes and find countless reasons why "it can't happen."

4.j —————O————————— O ————————— O ————— O ——— O ———

Leadership is in tune with students and community.	Leadership has selected sources of info about the community and students.	Leadership is isolated from the students and community.

4.k —————O————————— O ————————— O ————— O ——— O ———

Leadership is in tune with others' experience of the quality of school climate.	Leadership makes pro forma statements about wanting good school climate.	Leadership does not see school climate as a necessary interest.

5. Discipline Environment

Level – 3	Level - 2	Level – 1
High high-middle	**middle** middle-low	**low**

5.a

School-wide discipline policy is consistently applied.	School-wide discipline policy is used by some staff.	School-wide discipline policy exists in writing only.

5.b —————0————— - 0 ————— 0 ————— - 0

It is evident from student behavior that there are clear expectations and consistency in the discipline policy.	In many classes there are clear expectations and most teachers are fair and unbiased.	Students have to determine what each teacher expects and behavioral interventions are defined by a high level of subjectivity.

5.c —————0————— - 0 ————— 0 ————— - 0

Most teachers use effective discipline strategies that are defined by logical consequences and refrain from punishments or shaming.	Most teachers use some form of positive or assertive discipline but accept the notion that punishment and shaming are necessary with some students.	Most teachers accept the notion that the only thing the students in the school understand is punishment and/or personal challenges.

5.d —————0————— - 0 ————— 0 ————— - 0

Classrooms are positive places, and teachers maintain a positive affect, and follow-through with consequences in a calm and non-personal manner.	Most teachers maintain a positive climate, but some days they just feel the need to complain about the class and/or get fed up with the "bad kids."	Classrooms are places where teachers get easily angered by students and there is a sense of antagonism between the class and the teacher.

5.e —————0————— - 0 ————— 0 ————— - 0 —————

Maximum use of student-generated ideas and input.	Occasional use of student-generated ideas.	Teachers make the rules and students should follow them.

5.f —————0————— - 0 ————— 0 ————— - 0

Most consider teaching and discipline within the lens of basic student needs that must be met for a functional class.	Most have some sensitivity to student needs, but the primary goal of classroom management is control.	Most view all student misconduct as disobedience and/or the student's fault.

5.g —————0————— - 0 ————— 0 ————— - 0

Teacher-student interactions could be typically described as supportive and respectful.	Teacher-student interactions could be typically described as fair but teacher-dominated.	Teacher-student interactions are mostly teacher-dominated and reactive.

5.h —————0————— - 0 ————— 0 ————— - 0

When disciplining students, teachers typically focus on the problematic behavior, not the student as a person.	When disciplining students, teachers are typically assertive yet often reactive, and give an overall inconsistent message.	When disciplining students, teachers are typically personal and often antagonistic.

5.i —————0————— - 0 ————— 0 ————— - 0

Management strategies consistently promote increased student self-direction over time.	Management strategies promote acceptable levels of classroom control over time, but are mostly teacher-centered.	Management strategies result in mixed results: some classes seem to improve over time, while others seem to decline.

5.j —————0————— - 0 ————— 0 ————— - 0 —————

Teachers successfully create a sense of community in their classes.	Teachers successfully create a functioning society in their classes.	Teachers create a competitive environment in their classes.

6. Learning/Assessment

Level – 3	Level – 2	Level – 1
High high-middle	middle middle-low	low

6.a

Learning targets for assessments are clear and attainable for learners.	Most high-achieving students can find a way to meet the teacher's learning targets.	Students see grades as relating to personal or random purposes.

6.b

Instruction/Assessment promotes students' sense of ownership and responsibility for their learning.	Instruction/Assessment is most often focused on relevant learning, yet mostly rewards the high-achievers.	Instruction/Assessment is focused on bits of knowledge that can be explained and then tested.

6.c

The grading in most classes focuses on both the end result and the process.	Focusing on the process is encouraged but what is graded is mostly the end result of the work.	The focus of grades is typically the final product.

6.d

Teachers have some mode of making sense of, and being responsive to, varying learning styles.	Teachers are aware of learning styles as a concept, and make some attempt in that area.	Teachers expect all students to conform to their teaching style.

6.e

Instruction is dynamic, involving, learner-centered, and challenging.	Instruction is mostly based on relevant ideas but often seems to be busy-work.	Instruction is mostly lecture and independent seatwork.

6.f

Students learn to work cooperatively and as members of teams.	Some teachers buy into the idea of cooperative learning.	Cooperative learning is rare as it is seen as leading to chaos and cheating.

6.g

Students are given systematic opportunities to reflect on their learning progress.	Mostly higher-level students are given occasional opportunities to reflect on their learning in some classes.	Teaching is seen as providing maximum input, and little opportunity for reflection exists.

6.h

Students are seen as the primary users of assessment information, and assessment is used for the purpose of informing the learning process and is never used to punish or shame.	Assessment is seen as something that occurs at the end of assignments. Grades are used primarily for student-to-student comparison.	Assessment is used to compare students to one another and/or to send a message to lazy students.

6.i

Classroom dialogue is characterized by higher-order thinking (e.g., analysis, application, and synthesis).	Classroom dialogue is active and engaging but mostly related to obtaining right answers.	Classroom dialogue is infrequent and/or involves a small proportion of students.

6.j

Students consistently feel as though they are learning subjects in-depth.	Students are engaged in quality content, but the focus is mostly on content coverage.	Students feel the content is only occasionally meaningful and rarely covered in-depth.

6.k

Teachers promote the view that intelligence and ability are a function of each students' effort and application, and are not fixed. The major emphasis is placed on the process over the product.	Teachers promote the view that effort has a lot to do with how much students are able to accomplish. The major emphasis is placed on working to produce good products.	Teachers promote the view that intelligence and ability are fixed/innate traits and not all students have what it takes. The major emphasis is on the comparison of products/grades.

7. Attitude and Culture

Level – 3	Level – 2	Level – 1
High · high-middle	middle · middle-low	low

7.a —O————— O ————— O ————— O ————— O —

Students feel as though they are part of a community.	Students feel as though they are part of a society.	Students feel as though they are visitors in a building.

7.b —O————— O ————— O ————— O ————— O —

Students voluntarily correct peers who use destructive and/or abusive language.	Students seek adult assistance to stop blatant verbal abuse.	Students accept verbal abuse as a normal part of their day.

7.c —O————— O ————— O ————— O ————— O —

Students feel as though they are working toward collective goals.	Students feel as though they are working toward independent goals.	Students feel as though they are competing with other students for scarce resources.

7.d —O————— O ————— O ————— O ————— O —

Students speak about the school in proud, positive terms.	Students speak of the school in neutral or mixed terms.	Students denigrate the school when they refer to it.

7.e —O————— O ————— O ————— O ————— O —

Most students feel listened to, represented, and that they have a voice.	Most students see some evidence that some students have a voice.	Most students feel they have very little voice when at school.

7.f —O————— O ————— O ————— O ————— O —

Most students feel a sense of belonging to something larger.	Most students see some evidence that efforts are made to promote school spirit.	Most students feel alone, alienated and/or part of a hostile environment.

7.g —O————— O ————— O ————— O ————— O —

Teachers share commonly high expectations for all students.	Most teachers have high expectations for students who show promise.	Often teachers openly express doubts about the potential of some students.

7.h —O————— O ————— O ————— O ————— O —

Most students feel as though they owe their school a debt of gratitude upon graduation.	Graduates feel that they had an acceptable school experience.	A high number of students graduate feeling cheated.

7.i —O————— O ————— O ————— O ————— O —

Students feel welcome and comfortable in talking to adults and/or designated peer counselors.	Some students have a few staff that they target for advice.	Students assume adults do not have any interest in their problems.

7.j —O————— O ————— O ————— O ————— O —

School maintains traditions that promote school pride and a sense of historical continuity.	School maintains traditions that some students are aware of but most see as irrelevant to their experience.	School has given up on maintaining traditions due to apathy.

8. Community Relations

Level – 3	Level – 2	Level – 1
High high-middle middle middle-low low		

8.a —O— — O — — — O — — — O —
— O —

School is perceived as welcoming to all parents.	School is perceived as welcoming to certain parents.	School is suspicious of why parents would want to visit.

8.b —O— — O — — — O — — — O —
— O —

School sends out regular communication to community, including invitations to attend key events.	School sends out pro forma communication that may be plentiful but is not created with the consumers' needs in mind.	School sends out pro forma communication only.

8.c —O— — O — — — O — — — O —
— O —

Community members are regularly invited to speak in classes.	Inconvenience leads to few community members speaking in classes.	The vast majority of community members have not seen the inside of the school.

8.d —O— — O — — — O — — — O —
— O —

Service learning efforts are regular, promoting student learning and positive community-relations.	Service learning is performed, but very infrequently due to perceived inconvenience.	Service learning is seen as just a glorified field trip and therefore not worth the time or expense.

8.e —O— — O — — — O — — — O —
— O —

Parents and coaches all work for the best interest of student- athletes.	Parents support the coaches and teams if things are going well.	Parents feel free to challenge coaches, coaches mistrust parents.

8.f —O— — O — — — O — — — O —
— O —

Volunteer efforts are well coordinated, volunteers are plentiful, and conspicuously appreciated.	Volunteers are willing, but are often unaware of the events and/or feel a lack of guidance.	Volunteers are hard to find or unreliable.

8.g —O— — O — — — O — — — O —
— O —

Athletic events and Fine Arts performances are well attended due to deliberate efforts toward promotion and crowd appreciation.	Athletic events and Fine Arts performances are attended by a die-hard following and/or only when things are going well.	Athletic events and Fine Arts performances are poorly attended and as a result progressively less effort is made by participants.

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Appendix D: Letter of Cooperation

June 1, 2019

Tiffany L. Nerveza-Clark
14427 S Miners View Court
Herriman, UT 83096

Dear Tiffany ´Leilani) Nerveza-Clark,

` . High School is pleased to collaborate with you on your project study, "Directional Associations Between School Climate and Chronic Absenteeism".

We understand that participating in this research project will include our teachers completing an anonymous online self-report survey about school climate, with the option to participate in a short narrative interview. We've had ample opportunities to discuss the research project and ask clarifying questions. In addition, the principal investigator and key personnel for this project will maintain confidentiality of all participants.

As per our conversations, and in alignment with the Federal Education Rights and Privacy Act (FERPA), de-identified students' attendance records for school year 2018-2019 will be provided to you, the principal investigator.

We look forward to working with you, and please consider this communication as our Letter of Cooperation.

Sincerely,

Dean of Students

Appendix E: ASSC SCAI Survey Frequencies and Percentages

Physical Environment 1. a.		
Answer	Count	Percent
High: Welcoming to outsiders, the school projects its identity to visitors.	9	69.2
Middle-High	3	23.1
Middle: Some signage for visitors as they enter the building, but images compete for attention.	1	7.7

1.b.		
High: Staff and students take ownership of physical appearance	5	38.5
Middle-High	4	30.8
Middle: Staff regularly comments on school appearance, but students do not feel any sense of personal ownership.	3	23.1
Low: The school's appearance is left solely to the janitorial staff.	1	7.6

1.c.		
High: No litter	4	30.8
Middle-High	6	46.1
Middle: Litter cleaned at the end of day.	2	15.4
Low: People have given up the battle over litter.	1	7.7

1.d.		
High: Current student work is displayed to show pride and ownership by students.	5	38.5
Middle-High	3	23.1
Middle: Few and/or only top performances are displayed.	4	30.8
Low-Middle	1	7.6

1.e.		
High: Things work and/or get fixed Immediately.	8	61.5
Middle-High	3	23.1
Middle: Things get fixed when someone complains enough.	2	15.4

1.f.		
High: Staff and students have respect for custodians.	7	53.8
Middle-High	2	15.4
Middle: Most staff are cordial with custodians.	4	30.8

1.g.		

High: Graffiti is rare because students feel some sense of ownership of the school.	9	69.2
Middle-High	3	23.1
Middle: Graffiti occurs occasionally but is dealt with by the staff.	1	7.7
Faculty Relations 2. a.		
High: Faculty members commonly collaborate on matters of teaching.	5	38.5
Middle-High	5	38.5
Middle: Most faculty members are congenial to one another, and occasionally collaborate.	2	15.4
Low-Middle	1	7.6
2.b.		
High: Faculty and staff members approach problems as a team/collective.	3	23.1
Middle-High	2	15.4
Middle: Faculty and staff members attend to problems as related to their own interests.	7	53.8
Low: Faculty and staff members expect someone else to solve problems.	1	7.7
2.c.		
High: Faculty members use their planning time constructively and refrain from denigrating students in teacher areas.	5	38.5
Middle-High	2	15.4
Middle: Faculty members use time efficiently but feel the need to consistently vent displaced aggression toward students.	5	38.5
Low-Middle	1	7.6
2.d.		
High: Faculty and staff members are typically constructive when speaking of each other and/or administrators.	6	46.1
Middle-High	4	30.8
Middle: Faculty and staff members wait for safe opportunities to share complaints about other teachers and/or administrators.	2	15.4
Middle-Low	1	7.7
2.e.		
High: Faculty and staff members feel a collective sense of dissatisfaction with status quo and find ways to take action to improve.	2	15.4
Middle-High	9	69.2

Middle: Faculty and staff members give sincere "lip service" to the idea of making things better.	1	7.7
Low: Faculty and staff members are content with the status quo and often resentful toward change-minded staff.	1	7.7
2.f.		
High: Faculty and staff members exhibit high level of respect for one another.	6	46.1
Middle-High	4	30.8
Middle: Faculty and staff members exhibit respect for a few of their prominent members.	2	15.4
Low: Faculty and staff members exhibit little respect for self or others.	1	7.7
2.g.		
High: Faculty meetings are attended by most all and address relevant content.	1	7.7
Middle-High	2	15.4
Middle: Faculty meetings are an obligation that most attend but are usually seen as a formality.	10	76.9
2.h.		
High: Staff and all-school events are well attended by faculty and staff.	3	23.1
Middle-High	3	23.1
Middle: There are few regular attendees at school events.	7	53.8
2.i.		
High: Leadership roles are most likely performed by faculty members with other faculty expressing appreciation.	4	30.8
Middle-High	9	69.2
2.j.		
High: Faculty and staff members have the time and interest to commune with one another and feel very little isolation.	2	15.4
Middle-High	6	46.1
Middle: Faculty and staff members congregate in small cordial groups, yet commonly feel a sense that teaching is an isolating profession.	5	38.5
Student Interactions 3. a.		
High: Students feel a sense of community, and "school" is defined by the warm regard for the inhabitants of the building.	7	53.8
Middle-High	4	30.8

Middle: Students feel as though they have friends and are safe, but the school is just a place to take classes.	2	15.4
3.b.		
High: Students of various cultures and sub-groups blend, interrelate, and feel like valued members of the community.	2	16.7
Middle-High	4	33.3
Middle: Students of various sub-groups most often keep separate.	5	41.7
Low-Middle	1	8.3
3.c.		
High: Students readily accept the purpose of zero tolerance for "put-downs."	2	15.4
Middle-High	6	46.1
Middle: Students think put-downs are just part of their language.	5	38.5
3.d.		
High: Many students attend school events.	5	38.5
Middle-High	3	23.1
Middle: A few regulars attend school events	5	38.4
3.e.		
High: "Popular" students feel an obligation to serve the school not a sense of entitlement	4	33.3
Middle-High	4	33.3
Middle	5	33.4
3.f.		
High: Most students feel safe from violence.	5	41.7
Middle-High	5	41.7
Middle: Most students don't expect much severe violence but accept minor acts of harassment almost daily.	2	16.6
3.g.		
High: Leaders are easy to find due to the wide range of gifts that are validated and harnessed.	4	30.8
Middle-High	3	23.1
Middle: Leaders come from a regular group of students.	6	46.1
3.h.		
High: Most of the adult attention is placed on encouraging the positive student role models who are taught to be mediators and servant leaders.	5	38.5
Middle-High	3	23.1

Middle: The adult attention at the school is about evenly split between encouraging positive role models and dealing with those who cause trouble.	4	30.8
Low-Middle	1	7.6
3.i.		
High: Most students expect to be given ownership over decisions that affect them.	3	23.1
Middle-High	5	38.5
Middle: Most students are upset when rights are withdrawn but typically take little action.	4	30.8
Low-Middle	1	7.6
Leadership/Decisions 4. a.		
High: School has a sense of vision and a mission that is shared by all staff.	4	30.8
Middle-High	7	53.8
Middle: School has a set of policies a written mission but no cohesive vision.	1	7.7
Low-Middle	1	7.7
4.b.		
High: Vision comes from the collective will of the school community.	2	15.4
Middle-High	4	30.8
Middle: Vision comes from the collective will of the school community.	2	15.8
4.c.		
High: School's decisions are conspicuously grounded in the mission.	6	46.1
Middle-High	4	30.8
Middle: Policies and mission exist but are not meaningful toward staff action.	3	23.1
4.d.		
High: Vast majority of staff members feel valued and listened to.	3	23.1
Middle-High	5	38.5
Middle: Selected staff members feel occasionally recognized.	5	38.4
4.e.		
High: A sense of "shared values" is purposefully cultivated.	4	30.8
Middle-High	4	30.8
Middle: Most share a common value to do what is best for their students.	4	30.8
Low: Guiding school values are absent or in constant conflict.	1	7.6
4.f.		
High: Staff understands and uses a clear system for selecting priority needs and has a highly functioning team for "shared decision-making".	1	7.6

Middle-High	2	15.4
Middle: Faculty and staff have some voice in making decisions that affect them.	6	46.1
Low-Middle	2	15.4
Low: Decisions are made autocratically or accidentally.	2	15.4
4.g.		
High: Most of the faculty and staff have a high level of trust and respect for leadership.	1	7.7
Middle-High	9	69.2
Middle: Some faculty and staff members have respect for leadership.	3	23.1
4.h.		
Middle-High	5	38.5
Middle: Some teachers take leadership roles when they feel a great enough sense of responsibility.	7	53.9
Low-Middle	1	7.6
4.i.		
High: Leadership demonstrates a high level of accountability and finds ways to "make it happen."	3	23.1
Middle-High	3	23.1
Middle: Leadership is highly political about how resources are allocated and often deflects responsibility.	6	46.1
Low-Middle	1	7.7
4.j.		
High: Leadership is in tune with students and community.	2	15.4
Middle-High	5	38.5
Middle: Leadership has selected sources of info about the community and students.	6	46.1
4.k.		
High: Leadership is in tune with others' experience of the quality of school climate.	3	23.1
Middle-High	5	38.5
Middle: Leadership makes pro forma statements about wanting good school climate.	4	30.8
Low: Leadership does not see school climate as a necessary interest.	1	7.6
Discipline Environment 5. a.		
High: School-wide discipline policy is consistently applied.	1	7.7
Middle-High	6	46.1

Middle: School-wide discipline policy is used by some staff.	5	38.5
Low-Middle	1	7.7
5.b.		
High: It is evident from student behavior that there are clear expectations and consistency in the discipline policy.	1	7.7
Middle-High	4	30.8
Middle: In many classes there are clear expectations and most teachers are fair and unbiased.	7	53.8
Low-Middle	1	7.7
5.c.		
High: Most teachers use effective discipline strategies that are defined by logical consequences and refrain from punishments or shaming.	3	23.1
Middle-High	4	30.8
Middle: Most teachers use some form of positive or assertive discipline but accept the notion that punishment and shaming are necessary with some students.	5	38.5
Low-Middle	1	7.6
5.d.		
High: An intention exists for a maximum use of student-generated ideas and input.	1	7.7
Middle-High	2	15.4
Middle: There is occasional use of student-generated ideas.	7	53.8
Low-Middle	2	15.4
Low: It is assumed that teachers make the rules and students should follow them.	1	7.7
5.e.		
High: Most consider teaching and discipline within the lens of basic student needs that must be met for a functional class.	6	46.1
Middle-High	3	23.1
Middle: Most have some sensitivity to student needs, but the primary goal of classroom management is control.	4	30.8
5.f.		
High: Teacher-student interactions could be typically described as supportive and respectful.	6	46.1
Middle-High	2	15.4
Middle: Teacher-student interactions could be typically described as fair but teacher-dominated.	4	30.8
Low-Middle	1	7.7

5.g.		
High: Management strategies consistently promote increased student self-direction over time.	2	15.4
Middle-High	3	23.1
Middle: Management strategies promote acceptable levels of classroom control over time but are mostly teacher centered.	8	61.5
5.h.		
High: Teachers successfully create a sense of community in their classes.	2	15.4
Middle-High	5	38.5
Middle: Teachers successfully create a functioning society in their classes.	6	46.1
5.i.		
High: When disciplining students, teachers typically focus on the problematic behavior, not the student as a person.	4	30.8
Middle-High	8	61.5
Middle: When discipling students, teachers are typically assertive yet often reactive and give an overall inconsistent message.	1	7.7
Learning/Assessment 6. a.		
High: Learning targets for assessments are clear and attainable for learners.	4	30.8
Middle-High	5	38.5
Middle: Most high-achieving students can find a way to meet the teacher's learning targets.	3	23.1
Low-Middle	1	7.6
6.b.		
High: Instruction/Assessment promotes students' internal locus of control, and sense of responsibility.	3	23.1
Middle-High	2	15.4
Middle: Instruction/Assessment is most often focused on relevant learning, yet mostly rewards the high achievers.	8	61.5
6.c.		
High: Student-controlled behavior (investment, process, effort, etc.) is rewarded and even assessed when possible.	1	7.7
Middle-High	4	30.7
Middle: Student-controlled behavior is verbally rewarded.	4	30.7
Low-Middle:	2	15.4
Low: Only quantifiable academic and athletic outcomes are rewarded.	2	15.4

6.d.		
High: Instruction is dynamic, involving, learner-centered, and challenging.	4	30.8
Middle-High	4	30.8
Middle: Instruction is mostly based on relevant ideas but often seems to be busy-work.	4	30.8
Low-Middle	1	7.6
6.e.		
High: Students learn to work cooperatively and as members of teams.	2	15.4
Middle-High	5	38.4
Middle: Some teachers buy into the idea of cooperative learning.	4	30.8
Low-Middle	2	15.4
6.f.		
High: Classroom dialogue is characterized by higher-order thinking (e.g., analysis, application, and synthesis).	3	23.1
Middle-High	4	30.7
Middle: Classroom dialogue is active and engaging but mostly related to obtaining right answers.	4	30.7
Low: Classroom dialogue is infrequent and/or involves a small proportion of students.	1	7.6
6.g.		
High: Students consistently feel as though they are learning subjects in-depth.	2	15.4
Middle-High	3	23.1
Middle: Students are engaged in quality content, but the focus is mostly on content coverage.	8	61.5
6.h.		
High: Students are seen as the primary users of assessment information, and assessment is used for the purpose of informing the learning process.	2	15.4
Middle-High	5	38.5

Middle: Assessment is seen as something that occurs at the end of assignments. Grades are used primarily for student-to-student comparison.	6	46.1
6.i.		
High: Students are given systematic opportunities to reflect on their learning progress.	3	23.1
Middle-High	4	30.8
Middle: Mostly higher-level students are given occasional opportunities to reflect on their learning in some classes.	5	38.5
Low-Middle	1	7.6
6.j.		
High: Teachers have some mode of making sense of, and being responsive to, varying learning styles.	2	15.4
Middle-High	3	23.1
Middle: Teachers are aware of learning styles as a concept and make some attempt in that area.	6	46.1
Low-Middle	2	15.4
6.k.		
High: Teachers promote the view that intelligence and ability are a function of each students' effort and application and are not fixed. The major emphasis is placed on the process over the product.	4	30.7
Middle-High	4	30.7
Middle: Teachers promote the view that effort has a lot to do with how much students are able to accomplish. The major emphasis is placed on working to produce good products.	5	38.6
Social-Emotional Culture 7. a.		
High: Students feel as though they are part of a community.	6	46.1
Middle-High	4	30.8
Middle: Students feel as though they are part of a society.	3	23.1
7.b.		
High: Students self-correct peers who use destructive and/or abusive language.	3	23.1
Middle-High	4	30.8
Middle: Students seek adult assistance to stop blatant verbal abuse.	4	30.8
Low-Middle	1	7.6
Low: Students accept verbal abuse as a normal part of their day.	1	7.7
7.c.		
High: Students speak about the school in proud positive terms.	1	7.7

Middle-High	4	30.8
Middle: Students speak of the school in neutral or mixed terms.	8	61.5
7.d.		
High: Most students feel listened to, represented, and that they have a voice.	1	7.6
Middle-High	4	30.7
Middle: Most students see some evidence that some students have a voice.	6	46.1
Low: Most students feel they have very little voice when at school.	1	7.6
7.e.		
High: There is a common expectation at the school that bullying in any form is not acceptable, so it is rare.	3	23.1
Middle-High	3	23.1
Middle: There is some bullying but the adults in the school are making an effort to reduce it.	7	53.8
7.f.		
High: Teachers share commonly high expectations for all students.	6	46.1
Middle-High	4	30.8
Middle: Most teachers have high expectations for students who show promise.	3	23.1
7.g.		
High: Most students feel as though they owe their school a debt of gratitude upon graduation.	5	38.5
Middle-High	4	30.8
Middle: Graduates feel that they had an acceptable school experience.	4	30.7
7.h.		
High: Students feel welcome and comfortable in talking to adults and/or designated peer counselors.	5	38.5
Middle-High	3	23.1
Middle: Some students have a few staff that they target for advice.	5	38.5
7.i.		
High: School maintains traditions that promote school pride and a sense of historical continuity.	5	38.5
Middle-High	2	15.4
Middle: School maintains traditions that some students are aware of but most see as irrelevant to their experience.	6	46.1
7.j.		

High: Adults take care that students' lives at school are enjoyable and they provide strategies for students to deal with stress.	2	15.4
Middle-High	4	30.8
Middle: Some adults help students be less stressful, while some make students more stressful.	6	46.1
Low: Adults mostly make things more stressful for the students.	1	7.7
7.l.		
High: Most students feel a sense of belonging to something larger.	3	23.1
Middle-High	4	30.8
Middle: Most students see some evidence that efforts are made to promote school spirit.	6	46.1
Community Relations 8. a.		
High: School is perceived as welcoming to all parents.	8	61.5
Middle-High	3	23.1
Middle: School is perceived as welcoming to certain parents.	2	15.4
8.b.		
High: School sends out regular and useful communication to community, including invitations to attend key events.	8	61.5
Middle-High	2	15.4
Middle: School sends out basic communication that may be plentiful but is not created with the consumers' needs in mind.	3	23.1
8.c.		
High: Athletic events and Fine Arts performances are well attended due to deliberate efforts toward promotion and audience appreciation.	4	30.7
Middle-High	4	30.8
Middle: Athletic events and Fine Arts performances are attended by a die-hard following and/or only when things are going well.	5	38.5
8.d.		
High: Service-learning efforts are regular, promoting student learning and positive community-relations.	7	58.3
Middle-High	4	33.3
Middle: Service learning is performed, but very infrequently due to perceived inconvenience.	1	8.3
8.e.		

High: Volunteer efforts are well coordinated, volunteers are plentiful, and conspicuously appreciated.	5	38.5
Middle-High	6	46.1
Middle: Volunteers are willing but are often unaware of the events and/or feel a lack of guidance.	2	15.4

Appendix F: Interview Protocol

Interview questions were developed for the two professional categories: teachers and administrator. The participants were offered the chance to be interviewed on a volunteer basis. Interviews were completely voluntary and were scheduled at a shared convenient date and time after responding to the SCAI Survey. Interviews were held at suitable locations for participants; for convenience, the administrator interview was performed via telephone. Interviews were audio recorded with the participants' knowledge and transcribed for authenticity. The participants' identities and their responses are kept confidential. When analyzing the interview responses, the information was categorized into the major themes and subthemes.

The two separate groups of interview questions were designed for teachers and the administrator. The interview questions were aligned with the case study research questions as related to their perceptions and beliefs about the school climate and its effects on student absenteeism, and best teaching practices that are being utilized to promote student attendance. Interviews were conducted in a semi-structured fashion, using the questions as the lead platform to further the investigation and supplement responses and ideas.

RQ 1: What are staff and faculty perceptions of school climate and its effects on student absenteeism at a Utah private high school?

Teachers' and Administrator Interview Questions about School Climate:

1. How does the physical appearance of your school encourage a feeling of feeling welcomed?

2. How does your school provide effective collaboration about school concerns?

3. Why do you look forward to coming to work each day?

4. How does your school foster a sense of community?

5. How does your school cultivate the school's vision and mission? Do think the school's leadership is aligned and in accord with its students and community?

6. How are the discipline policies applied to the student population?

7. Why do you think teachers at your school create a sense of community in their classes? How do teachers create a sense of community in their classes?

8. How do teachers assess student learning? How are students set up for success with clear learning targets or objectives?

9. How does your school promote students feeling a sense of belonging?

RQ 2: What best teaching practice(s) are implemented to promote school attendance at a Utah private high school?

Teachers' and Administrator Interview Questions about Best Practices to Promote Student Attendance:

1. What kind of policies/practices do you implement in your classroom/school encouraging students to attend school? How are these practices implemented?

2. Do you communicate and/or express high expectations for student achievement? How/what methods do you use to communicate your expectations?

3. How do you express and/or demonstrate high expectations for student behavior?

4. Teacher: Do you feel supported by your administration when implementing your classroom expectations? How does your administration provide you with support? Administrator: How does administration provide teachers with support?

5. How and why do you think most students achieve the academic goals that have been set for them?

Administrator Interview Questions about Trends in Student Attendance and Addressing These Concerns:

1. What attendance trends have you experienced where there is an increase or decrease in attendance?

2. As an administrator, how have you addressed the fluctuation of attendance?