Urbana School District Study
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Road Map: What to expect...

- Chapter One: Statement of Problem and Purpose of this study- Sr. Agripina

- Chapter Two: A Review of the Literature- Omero

- Chapter Three: Methodology- Rory

- Chapter Four: Data Presentation- Rory

- Chapter Five: Conclusions and Recommendations- Sr. Agripina, Omero and Rory

INTRODUCTION

Problem: The Urbana School District was recently classified as a "School Under Review" by the New York State Education Department.
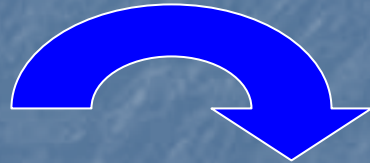
The Purpose of This Study: To discover the perspectives of individuals belonging to four main constituent groups of the Urbana School District.

The four constituent groups are;

TEACHERS

COMMUNITY
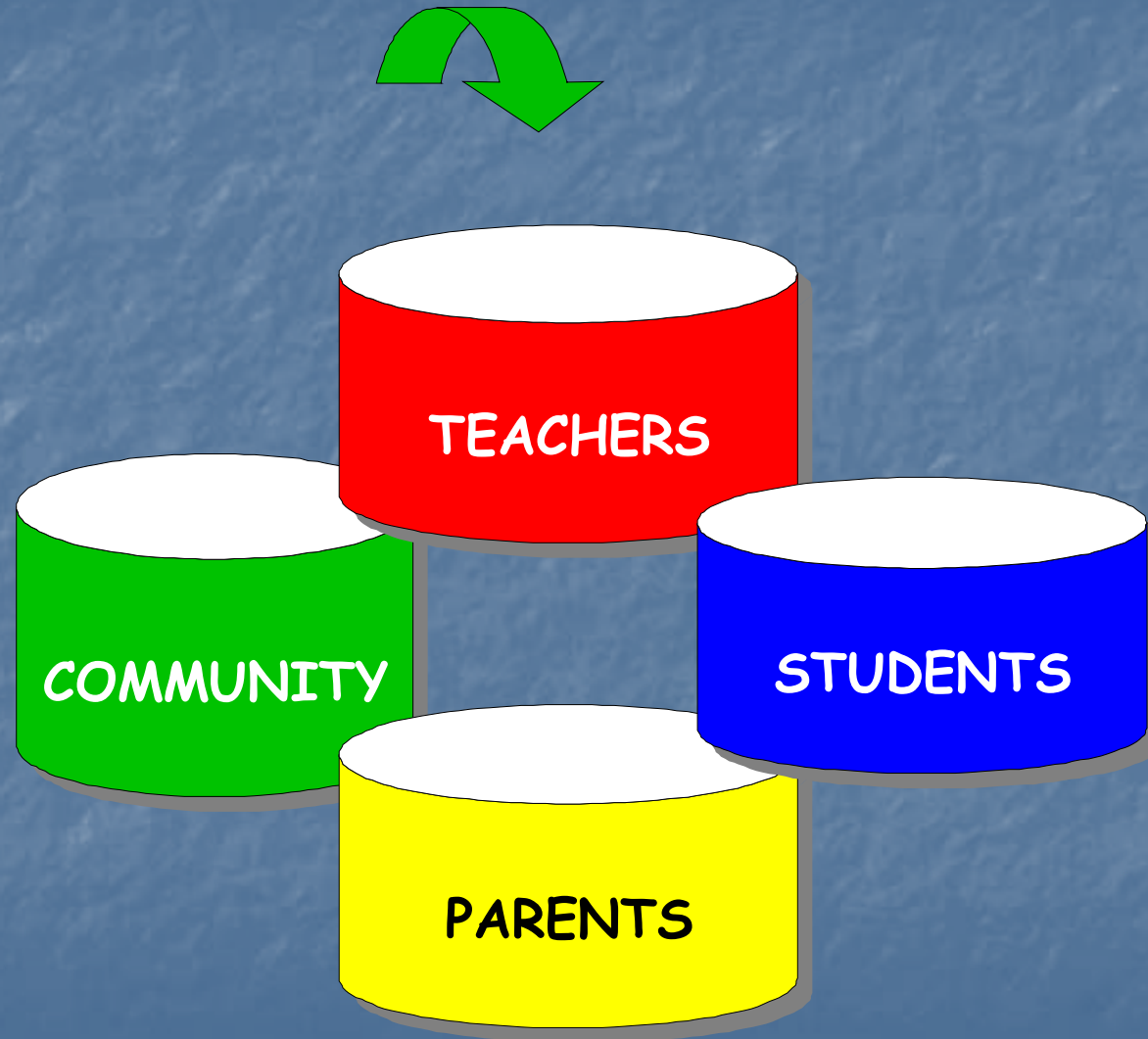
STUDENTS

PARENTS

DEMOGRAPHIC

Subgroup

GENDER

RACE

YEARS OF EXPERIENCE

GENDER

	Total Number	Male	Female
Teachers	102	19.5%	80.5%
Students	608	47.5%	52.5%
Parents	313	17.1%	82.9%
Community	42	11.9%	81.1%

RACE

	African-American %	Hispanic %	Caucasian %	Native American %	Others %
Teachers	39.1	4.0	54.1		2.8
Students	70.8	8.2	5.4		15.6
Parents	73.1	16	2	1.3	7.5
Community	85	7.5	2.5	-	5

YEARS OF EXPERIENCE

	≤ 5-8 Yrs %	8-10 Yrs %	>10 Yrs %
Teachers Years of Experiences	-	64.1	35.9
Parents Live in Urbana Community	18	52.1	29.9
Community Members Live in Urbana	25.7	2.9	71.4

THEMES

Connectedness

Security

Resources

Review of the Literature

- Dr. Hughes and Dr. Taylor-Dunlop: Mentoring program designed to reduce school factors that lead to decreased achievement, decreased student engagement and increased dropout rates.

Mentoring for Success:

Capturing the Essential
Elements of the Jones-Zimmermann
Academic Mentoring Model

Jonathan T. Hughes, Ph.D.
Korynne Taylor-Dunlop, Ed.D.

Dropout Prevention Theory

Learning Impediments
1. Narrow Idea of learning
2. Obsession with "coverage"

Membership Impediments
1. Adjustments
2. Difficulty
3. Incongruence
4. Isolation

- Resiliency
- Social/cultural conditions
- Personal problems
- These conditions which otherwise have led students to quit have formed a resilient state with the help of Wehlage's philosophy in dropout prevention. Steps were taken by Dr. Hughes and Dr. Taylor-Dunlop as seen through the Jones-Zimmerman model to increase student academic achievement as well as increased self-esteem, etc.

Review of the Literature

- D. Stone: *Policy Paradox*

- On Issues of <u>Security</u>:

  - Food doesn't just have Calories, it has cultural significance. In the same way, security then becomes linked with issues of privilege, power, membership and mobility. That is why the definition of need is a political question rather than a biological one. (Page 88-89)
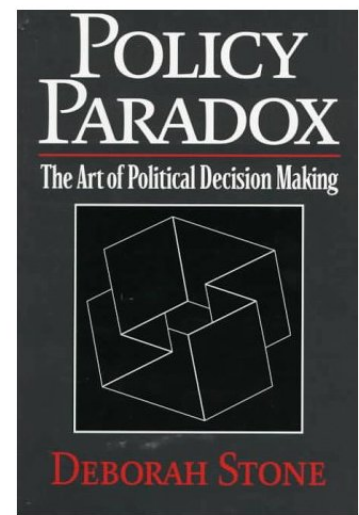
Review of the Literature

- ## D. Stone: Policy Paradox
  - ### On Issues of Equity (Resources): The 5th Challenge
    - Understanding that there resources may be a limiting factor in the school improvement process, how those resources are distributed is should be examined.
    - Equal distribution of limited resources is not always prudent.

Methodology

- Surveys conducted of students, teachers, parents and community members.
- The surveys results were analyzed for patterns, themes and discrepancies using SPSS.
- A matrix was developed to expose themes, patterns and discrepancies in the data.
- Conclusions were drawn and recommendations made.

STUDENT PERSPECTIVES ON CONNECTEDNESS

- Sample Questions:

  - Doing well in school is important to me.

  - I'm responsible for my own learning.

  - I am proud of my school work.

  - My teachers seem to care if I learn.

  - My teachers are interested in me.

  - I learn a lot in school that is interesting.

  - My teachers are interested in my opinion.

Student Perspective on Resources

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Q92: We have lots of books to read at home.	591	4	1	5	2.26	1.29
Q59: I learned to use a computer in school	597	4	1	5	2.39	1.49
Q86: I often read books at home.	591	4	1	5	2.46	1.30
Q49: I use the library to read what I want	596	4	1	5	2.57	1.44
Q87: I often use the public library.	593	4	1	5	2.89	1.47
Q84: I have a computer at home to play games.	593	4	1	5	3.31	1.58
Q85: I have a computer at home to learn things.	589	4	1	5	3.47	1.54
Q72: If I need to use a computer, I can.	589	4	1	5	3.56	1.40
Q61: I have a computer at home for work.	592	4	1	5	3.57	1.49
Q37: We spend a lot of time on computers.	602	4	1	5	4.07	1.23
Valid N (listwise)	552					

Student Perspectives on Security

Descriptive Statistics

	N	Range	inimu	aximu	Mean	Devia
Q54: I feel	597	4	1	5	3.32	1.45
Valid N (li	597					

Parent Perspectives on Resources

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Q90: I use libraries	292	1	5	2.26	1.14
Q69: my chld uses library effectively	295	1	5	2.26	1.11
Q61: tchrs like their students	296	1	5	2.41	1.05
Q79: chld can use computer to help him	294	1	5	2.48	1.21
Q92: chld can use computer at school	291	1	5	2.62	1.20
Q57: my chld uses computers at school	286	1	5	2.64	1.31
Q15: dist has staff development progm	286	1	5	2.69	.97
Q81: chld has computer avail at home	285	1	5	3.07	1.40
Q12: necessary resources for teachers	296	1	5	3.09	1.21
Valid N (listwise)	252				

Parent Perspectives on Connectedness

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Q95: interested in what chld does in schl	296	1	5	1.45	.80
Q45: Doing well important to my chld	296	1	5	1.56	.87
Q54: my chld feels must get good grades	293	1	5	1.73	.92
Q86: stdnts think their learning is important	296	1	5	1.89	.97
Q88: chld talks about schl work at home	298	1	5	1.90	1.01
Q71: my chld is proud of schl work	295	1	5	1.98	.98
Q73: Principal cares about stnds & futures	297	1	5	2.14	1.13
Q24: I have input regarding my chld	297	1	5	2.26	1.22
Q30: the schl is interested in my chld	296	1	5	2.34	1.16
Q10: teachers help students	293	1	5	2.54	1.19
Q13: schools educate most students	295	1	5	2.63	1.30
Q29: tchrs interested in indivual stdnts	297	1	5	2.75	1.14
Q27: schls meet needs of what % of stdnts	290	1	5	2.76	1.26
Valid N (listwise)	254				

Parent Perspectives on Security

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Q47: schls have serious discpln problems	296	1	5	1.91	1.13
Q20: schls generally safe	297	1	5	2.89	1.31
Q74: I feel safe in our schools	297	1	5	2.90	1.25
Valid N (listwise)	291				

Teacher Perspectives on Resources

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Q89: I help stdnts use library effectively	95	1	5	2.64	1.03
Q79: Stdnts can use computer to help	97	1	5	3.23	1.35
Q22: Involved in Materials Selection	99	1	5	3.43	1.12
Q92: Stdnt have access to home computers	97	1	5	3.47	1.28
Q15: District has adequate staff development	101	1	5	3.50	1.14
Q81: Student home computer access?	101	1	5	3.75	.98
Q12: Materials and resources available	98	1	5	3.76	1.17
Q57: Stdnts use computers for assignments	95	1	5	3.80	1.23
Valid N (listwise)	90				

Teacher Perspectives on Connectedness

- Sample questions:
  - I enjoy working with my students.
  - My classes are interesting to my students.
  - I let students work on what interests them.
  - I make myself available for extra help.
  - Doing well is important to students.
  - Teachers exchange information about students.

Teacher Perspectives on Security

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Q74: I feel safe in our school	100	1	5	2.69	1.29
Valid N (listwise)	100				

Correlation of Teacher Experience and Their Perspectives on Security

LEVEL2 * Safety Crosstabulation

			Safety		
			1.00	2.00	Total
LEVEL2	ELEMENTARY	Count	24	11	35
		% within LEVEL2	68.6%	31.4%	100.0%
	SECONDARY	Count	35	30	65
		% within LEVEL2	53.8%	46.2%	100.0%
Total		Count	59	41	100
		% within LEVEL2	59.0%	41.0%	100.0%

Community Perspectives on Resources

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Q57: more creative new programs are needed	42	1	5	1.71	.81
Q15: dist has staff development program	40	1	5	2.80	.97
Q92: I know what stdnts do on wkends	40	1	5	2.90	1.35
Q61: tchrs like their students	42	2	5	3.05	1.01
Q81: Bd of Ed responsive to community	42	1	5	3.33	1.12
Q79: voc programs prepare stdnts for employment	42	1	5	3.64	1.14
Q12: necessary resources provided to tchrs	42	2	5	3.76	1.14
Q90: girls get better education than boys	41	2	5	3.93	.96
Q69: grading system is too hard so stdnts quit	42	2	5	3.98	.84
Valid N (listwise)	38				

Community Perspectives on Connectedness

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Q45: education is important national priority	42	1	5	1.62	1.08
Q86: I worry about how children are doing	42	1	5	1.62	.82
Q73: Principals care about stdnts	42	1	5	2.48	1.25
Q24: comm has input into schl decisions	42	1	5	2.90	1.25
Q10: tchrs help individual students in need	42	1	5	2.98	1.18
Q30: schl in interesting to students	39	1	5	3.05	1.32
Q29: tchrs and admin interested in individual stdnts	42	2	5	3.26	1.11
Q95: admin accessible to parents and comm	42	1	5	3.29	1.29
Q88: schls make use of regional resources	42	2	5	3.43	.97
Q27: schls meet needs of what % of stdnts	39	2	5	3.62	.96
Q13: schls educate most students	42	2	5	3.62	1.23
Q54: stdnts are motived to achieve in schl	41	1	5	3.76	1.14
Q71: stdnts are proud of their school	42	2	5	3.88	.92
Valid N (listwise)	36				

Community Perspectives on Security

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
schls Q47: every where have discipline probs	42	1	5	2.07	1.39
Q74: I feel safe in the schls	41	1	5	3.17	1.43
Q20: schls safe for stdnts and tchrs	42	1	5	3.26	1.29
Valid N (listwise)	41				

Correlation Between Student Connectedness and Perceptions of Security

Extracurricular Activities * Feel Safe in School Crosstabulation

			Feel Safe in School		Total
			Toward Agreement	Toward Disagreement	
Extracurricular Activities	Toward Agreement	Count	80	127	207
		% within Extracurricular Activities	38.6%	61.4%	100.0%
	Toward Disagreement	Count	118	272	390
		% within Extracurricular Activities	30.3%	69.7%	100.0%
Total		Count	198	399	597
		% within Extracurricular Activities	33.2%	66.8%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	4.295[b]	1	.038		
Continuity Correction[a]	3.925	1	.048		
Likelihood Ratio	4.250	1	.039		
Fisher's Exact Test				.044	.024
Linear-by-Linear Association	4.288	1	.038		
N of Valid Cases	597				

a. Computed only for a 2x2 table

b. 0 cells (.0%) have expected count less than 5. The minimum expected count is 68.65.

Correlation Between Parent Perspectives on Input and Security

Parent input into running schools * SAFETYR Crosstabulation

			SAFETYR		
			Agree	Disagree	Total
Parent input into running schools	Toward Agreement	Count	89	63	152
		% within Parent input into running schools	58.6%	41.4%	100.0%
	Toward Disagreement	Count	52	95	147
		% within Parent input into running schools	35.4%	64.6%	100.0%
Total		Count	141	158	299
		% within Parent input into running schools	47.2%	52.8%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	16.111[b]	1	.000		
Continuity Correction[a]	15.194	1	.000		
Likelihood Ratio	16.266	1	.000		
Fisher's Exact Test				.000	.000
Linear-by-Linear Association	16.057	1	.000		
N of Valid Cases	299				

a. Computed only for a 2x2 table

b. 0 cells (.0%) have expected count less than 5. The minimum expected count is 69.32.

Presentation of Data

Summative Matrix

	Connectedness	Security	Resources
Students	2.35	3.32	3.06
Teachers	3.12	2.69	3.12
Parents	2.15	2.90	2.61
Community	2.95	3.22	3.23

Conclusions and Recommendations

- Connectedness:
  - Conclusion: A discrepancy exists between each group's perception of the students' connection with the schools.
  - Recommendation:
    - The Urbana School District should seek to develop a well-designed mentoring program such as that described in *Mentoring for Success* by Jonathan Hughes, Ph. D. and Korynne Taylor-Dunlop, Ed. D.
    - Teacher-Student mentoring partnerships will improve student perceptions of connectedness and promote improved social behaviors.
    - The Urbana School District should seek to promote student involvement in extra-curricular activities.

Conclusions and Recommendations

- Security
    - Conclusion: Each group expressed a clear concern about the safety of the schools in the Urbana School District.
    - Recommendation:
        - The District should invest in security staff in the secondary schools to ease the concerns of some constituent groups.
        - The District should seek to form a partnership with the Suffolk County Police Department to obtain a School Resource Officer who will provide a presence in the schools.
        - The District should seek to provide programs to promote meaningful involvement for an larger percentage of parents. This can be accomplished by coordinating PTA recruiting efforts, organizing broad-based PTA activities and forming parent advisory committees with Town Hall style meetings.

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Conclusions and Recommendations

- Resources
  - Conclusion: Equitable allocation of resources is not accomplishing intended outcomes.
  - Recommendations: The Urbana District needs to restructure how it disseminates the materials and resources it has so that resources are available based on defined needs of the District.