Academic Plans for Students

The Views of School Principals

Prepared by Diane M. Monrad and John May

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Introduction

An important provision of South Carolina's Education Accountability Act (EAA) of 1998 requires academic plans to be developed "for each student in grades three through eight who lacks the skills to perform at his current grade level based on assessment results, school work, or teacher judgment" (South Carolina Code 59-18-500). The law stipulates that the parents or guardians of students lacking these skills be notified and that conferences, attended by the parent/guardian, the student, and school personnel, be conducted to determine the services to be provided and the actions to be taken "to further student success." If, after repeated attempts to gain parent participation, the parent can not attend the conference(s), an adult mentor will be appointed by the school to work with and advocate for the student.

The law includes sanctions, including ultimately grade retention, for failure to reach grade level or satisfy the terms of the academic plan. A legislative proviso to the general appropriations bill in 1999 provides that students placed on academic probation might be required to participate in summer school or "an after school hours year-long comprehensive remediation program…designed to address objectives outlined in the academic plans."

In October of 1999 the South Carolina Department of Education issued revised "Guidelines for Academic Plans for Students." Among the provisions was the requirement that plans be developed for (a) students retained during the 1999-2000 school year for academic reasons or (b) students failing to score at the basic performance level on the Palmetto Achievement Challenge Test (PACT). The guidelines also list examples of additional services that might be provided by the school or school district in their efforts to address academic plan objectives. These services include, but are not limited to the following:

- summer school;

- extended school day/weekend programs;
- use of peer or adult tutors;
- smaller class size;
- additional study aids or tools;
- assistance by volunteers;
- targeted assistance;
- additional classes;
- focused study in a particular area;
- labs and computer assisted instruction; and
- additional classes.

While summer school or comprehensive remediation programs "must meet the same rigor and standards required during the regular school year," the guidelines left to local districts the discretion to structure the initiatives. In the case of summer school, neither the time of the day nor the number of days were specified. However, students were to have "sufficient time to receive instruction in each area of academic deficiency." In the case of comprehensive remediation programs, the guidelines state that the programs "must operate outside of the normal school day of 6 hours per day or 30 hours per week," must be year-long, begin no later than the end of the first grading period, and conclude no earlier than 30 calendar days prior to the last school day for students.

The academic plan provision of the 1998 Education Accountability Act is intended to focus resources and additional instructional services on students who are not currently meeting state grade-level standards. Districts are given the flexibility to select instructional strategies and materials that best match the academic needs of their students. The current study was designed to gather information on how districts in the state have chosen to implement academic plans with their students. The South Carolina Educational Policy Center conducted this study during the 1999-2000 school year in collaboration with the Education Oversight Committee and the State Department of Education. Subsequent sections of this report present a brief review of the research literature related to

after-school and summer school programs, describe the study design, and present the results of the academic plan study.

Literature Review

Extending Learning Time

Many of the strategies required by the statute and the South Carolina Department of Education Guidelines involve increasing student learning time. The summer school and after-school comprehensive remediation programs, before-school programs, additional classes, tutoring, focused instruction, added classes, and labs address the fundamental issue of increasing instructional time. Indeed, while grade retention may have a variety of effects and even unintended consequences (Potter, 1997), it is a mechanism which can provide the student with additional time to master basic skills.

Anderson (1993) distinguishes among allocated time (e.g., 6 hours in the school day), instructional time (i.e., that portion of allocated time during which students receive instruction), time-on-task (i.e., the portion of instructional time during which students are engaged), and academic learning time (i.e., the portion of time-on-task during which students are engaged and successful with key learning objectives). The allocation of instructional time is not enough: instruction is most effective when time-on-task is maximized. The key, then, to improving learning "is to increase student academic learning time." Anderson and Walberg (1993) recommend extending learning time by increasing the school year, allocating sufficient time to critical subjects and activities, helping students use out-of-school time more effectively, and changing management practices in schools and classrooms. To enhance learning time they suggest better coordination of curriculum and instruction, flexible scheduling, continuous learning, and the use of techniques that involve students in their schools and engage them in the learning process.

Following a 2 year investigation, the National Education Commission on Time and Learning (1994), documenting much lower numbers of hours required for core academic courses in the United States than in France, Japan, and Germany, offered eight recommendations designed to increase both allocated and

engaged time. Among these recommendations were to organize the school day so that students spend a minimum of 5 1/2 hours learning core academic subjects, to keep school open for expanded services and activities, to expand learning time through new technologies, and to put in place policies and practices that better use existing time. More teacher preparation time and greater flexibility in the school calendar designed to focus on learning, not time per se, were other recommendations. Many schools in the United States have implemented summer programs and after-school programs to extend learning time for students who are not performing at desired levels. The research on summer programs and extended day programs are briefly detailed in the following sections.

Summer School Programs

In 1996 Cooper, Nye, Charlton, Lindsay, and Greathouse conducted a research synthesis of 39 studies examining the effects of summer vacation on achievement scores. They found that summer learning loss was equivalent to 1 month of instruction, and was greater for math facts and spelling than for other subjects. The researchers suggested that these skills involve the acquisition of factual and procedural knowledge and without practice are most susceptible to forgetting. Consequently, they recommended summer enrichment and remedial programs, particularly in math, and changes in the school calendar.

A recent report of a longitudinal study of 790 students (Headlines@Hopkins, 1998) in Baltimore documented that poor students learned at the same rates as more affluent children during the school year, but fell further behind during the summer. As a result of the "summer slide," wider and wider learning gaps became apparent between poor and more affluent students.

Cooper, Charlton, Valentine, and Muhlenbruck (2000) presented a synthesis of the research literature on summer school effects. Using meta-analysis, a technique that allows a quantitative summarization of treatment effects over studies varying widely in methodology, and narrative procedures, the authors sought to determine what characteristics of students, programs, and outcomes are associated with program effectiveness. In summarizing 93 evaluations of summer programs, the authors offered the following conclusions:

- Students completing summer remedial work scored about a fifth of a standard deviation higher than controls on outcome measures.
- Programs focusing on acceleration of learning or on multiple goals impacted participants about the same extent as did remedial summer programs.
- Summer programs had more positive effects on the achievement of middle-class students than on students from disadvantaged backgrounds.
- Remedial programs had larger effects with smaller numbers of schools or classes or in a small community. The authors speculated that local control may facilitate program planning and execution but also indicated that program size may be confounded with socio-economic status and/or urban-rural classification.
- Programs that provided small group or individual instruction produced the largest impacts on student outcomes.

In addition, Cooper and his colleagues pointed out that programs including a parent involvement component tended to produce larger effects than programs without this component. One of their more tentative findings was that remedial summer programs may impact mathematics achievement more than reading. The authors suggest that summer loss may be greater for math since reading is more embedded in students' everyday environments. Among the areas the authors identified for future research is the optimum length of a summer program. Clearly, if shorter programs provide time sufficient for goal attainment, more students might be served at a lower cost. They were not able to examine this relationship because too few evaluations reported the actual dates of the summer program and employed a delayed measure of summer school effects. One of the goals of the present study was to examine the relationship between perceptions of effectiveness and program length.

According to Harrington-Lueker (2000), summer school enrollments have been increasing in recent years and are expected to be even higher during the summer of 2000. Chicago expects to require half of the students in grades one

through three to attend summer school, more than doubling last year's numbers. Boston is also expecting to nearly double enrollment for the summer session. In New York City summer school attendance has been estimated to include nearly one-fourth of the student enrollment, a seven-fold increase over 1999 (Gewertz, 2000). In Arizona summer school "is more popular than ever" because of testing requirements. About 3,000 first, second, and third graders in Mesa United School District, the state's largest, will participate in the summer reading program designed to improve their future AIMS test scores (Pearce, 2000).

Extended School Day Programs

In a 1997 issues brief, the National Center for Educational Statistics documented a continued growth of after-school programs. Responding to demographic trends such as the increased number of mothers with young children participating in the labor force, the number of schools offering these programs nearly doubled between 1987 and 1994--from about 16% in 1987-88 to about 30% in 1993-94. While participation rates were similar for schools serving lower income and middle income students, pupils in high-poverty schools were more likely to participate in the extended school day programs. In 1993-94, 13% of students in schools with half or more free or reduced-price lunch recipients participated in an after-school program. Many schools across the country have increased the amount of time school is open. After-school program students in Murfreesboro, Tennessee, for example, participate in over one hundred courses in recreation, arts, academics and life skills (Jones, 1995).

In 1998 Gerald N. Tirozzi, Assistant Secretary for Elementary and Secondary Education, in testimony before the U. S. Senate Labor & Human Resources Committee, cited survey data indicating a substantial demand for after-school programs. "A 1997 survey of both elementary and middle school parents shows that 90% of parents want after-school programs…. Eighty-seven percent favored keeping schools open after school; 67% favored keeping schools open on weekends; and 72% favored keeping schools open during vacations."

After-school programs have been touted as a crime prevention tool, a mechanism to assist former welfare recipients beginning work with few provisions

for child care, and a way to help children overcome academic obstacles. According to Snyder and Sickmund (1997), about 29% of all juvenile offenses occur on school days between the hours of 2:00 p.m. and 8:00 p.m. Immediately after school--from 3:00 p.m. to 4:00 p.m.--there is more than twice as much violent crime as during the period 2:00 p.m. to 3:00 p.m.

A recent report by the United States Departments of Education and Justice (1998) cites a number of benefits to learning that extended school day programs provide:

- improved grades and academic achievement;
- increased interest and ability in reading;
- development of new interests and skills;
- higher school attendance rates combined with lower dropout rates;
- improved homework completion in terms of quantity and quality;
- fewer grade retentions and academic placements; and
- more self confidence and higher aspirations for the future.

Fashola (1998) distinguishes among several types of extended day programs. The after-school *academic* program is scheduled after school hours, but is directly connected to what takes place during the school day. It offers a mixture of academic, recreational, and cultural programs and typically provides instruction by regular classroom teachers and paraprofessionals. After-school academic programs fall into five categories:

- Language arts programs that focus on one curriculum component, often with the goal of increasing reading proficiency. Some programs include a parent component encouraging reading, homework completion, and visiting the library together.
- Study skills programs designed to provide at-risk students strategies for successfully organizing and retaining information taught in the classroom and for preparing for tests.
- Academic subject programs targeting specific areas such as science or computer technology.

- Tutoring programs designed as one-on-one instructional activities.
- Community based programs focused on local needs and often emphasizing recreational, social, or cultural activities.

The author notes that few of the studies he reviewed met minimal standards of research design. Most evaluations suffered from selection bias because families that volunteer for after-school programs may be different from those that do not. In addition, the absence of controls was typical of most of these evaluation efforts. Finally, the evaluations tend to be hampered by a lack of coordination between the academic programs of the school and the after-school programs. Nevertheless, the report concludes that programs addressing the developmental needs of the "whole" child tend to produce the most positive outcomes. Fashola offers the following suggestions regarding program implementation:

- Train the staff. Staff and volunteers must understand how to work with children of different backgrounds and ages and how to implement the program components (academic, cultural, and recreational). Monitoring the implementation is also a key for success.
- Create a program with structure. Successful programs have clear goals and procedures and relevant professional development.
- Evaluate the program. Evaluation should be designed into the program. The gains of after-school program students should be compared to control or comparison group students in the school or district who are similar to those in the program but who have not been exposed to it.
- Include families and children in the planning. If the parents and children choose the program, they are more likely to stay involved.
- Have an advisory board. Programs run more efficiently when there is a policy making group which guides direction.

The number of after-school programs is on the increase. In Boston, 240 programs serve 17,000 children between the ages of 5 and 14 (Vaishnav, 2000). In Newark, Maryland, the Worcester County Public School System created a model extended day program called Project Outreach to provide intensive

remediation through teachers, educational assistants, and community volunteers at area churches. The program was recently named a Magnus Award Citation winner by the American School Boards Association.

Extended school day programs certainly include before-school programs. Perhaps because early morning programs do not directly address the after school delinquency problem, they are seldom reported in the popular media and apparently have been infrequently studied by researchers. Reviews of the literature dealing with time-on-task sometimes mention early morning, or early bird academic programs, but there is a paucity of academic research examining the characteristics, much less the effectiveness of these programs. A systematic review of ERIC yielded a few citations of studies, but these either involved child-*care* programs or programs designed to address student academic needs prior to school entry in grade one.

Design of the Study

Purpose

The purpose of this study was to investigate schools' implementation of the legislative requirements for academic plans as specified in the Education Accountability Act of 1998. Specifically, the study was designed to identify the instructional strategies used by state schools to improve student achievement, to solicit the school principals' views on the effectiveness of various strategies, to collect descriptive data on summer school and extended day programs, and to better understand the issues and challenges faced by schools in implementing student academic plans. Based upon reviews of district policies and procedures, preliminary interviews with State Department of Education personnel, district coordinators, and building administrators charged with implementing the provisions of the statute, and anecdotal information, it became clear that a systematic data gathering effort was needed. Of particular interest were the following: a better understanding of how summer school and extended school day programs were structured in the various districts, the number of students served, the number of days and hours per day of instructional time, and the perceived effectiveness of the individual programs for students varying in the degree to which they were below grade level.

Sample

Principals of schools serving any grade level between kindergarten and eight in 18 South Carolina school districts constituted the population for this study. The districts represent all three geographic areas of the State (up country, midlands, and low country) and range in student enrollment from among the largest in the state to among the smallest. Table 1 provides a profile of median values for participating districts and for all South Carolina districts on key descriptive variables:

Table 1 Median Values for All (86) South Carolina School Districts and For the 18 Participating School Districts

Variable	Sample Districts	All SC Districts
AVERAGE DAILY MEMBERSHIP 1998-99	6925	4214
READINESS TEST % READY FOR 1ST GRADE	78	82
PACT GR 5 READING % BASIC OR ABOVE 1998-99	62	62
PACT GR 8 READING % BASIC OR ABOVE 1998-99	60	59
PACT GR 5 MATH % BASIC OR ABOVE 1998-99	48	48
PACT GR 8 MATH % BASIC OR ABOVE 1998-99	45	46
EXIT EXAM READING % ABOVE STANDARD 1998-99	83	80
EXIT EXAM MATH % ABOVE STANDARD 1998-99	75	73
EXIT EXAM WRITING % ABOVE STANDARD 1998-99	82	81
SAT TOTAL 1998-99	922	922
% OF STUDENTS ELIGIBLE FOR FREE SCHOOL MEALS 1998-99	55	54
% WHITE STUDENTS 1998-99	53	50

Inspection of Table 1 reveals that the median values for the 18 districts participating in the survey were remarkably similar to the median state values on achievement and demographics. The largest deviations from the state medians were on enrollment (the median sample district was about 2700 students larger than the median district statewide) and the percentage of students ready for first grade as measured by the Cognitive Skills Assessment Battery (CSAB).

Within these 18 districts, there were 350 schools that included one or more grades from the range 3-8 in their organizational structure. These schools were classified into either elementary or secondary, and proportional random samples of schools were drawn from each category. It was determined that a sample size

of 175 would provide a sampling error of +- 5 points at the .05 level of confidence. The sample selected included 120 elementary and 55 secondary schools.

Instrumentation

The survey instrument for principals (see Appendix A) was developed based upon reviews of the statute, South Carolina Department of Education regulations and guidelines, and input received from policy makers and practitioners regarding information needs. Items were developed to measure the prevalence and perceived effectiveness of the instructional strategies mentioned in the statute, the Department of Education's "Guidelines for Academic Plans for Students," and in materials received from local school district contacts. "Other" strategies used by a particular school were requested as were ratings of the effectiveness of those strategies. The first 21 items of the survey asked the principals to rate strategy effectiveness.

Parent conferencing and the challenges of getting parents to the school for the conferences were major areas addressed by the survey. During the interviews with practitioners in the survey development phase of the study, the authors received many anecdotal accounts of the problems attendant to getting parents to meet for the conferences. In addition, interviewees conveyed quite a variation in attitudes about assignments of responsibility. Some administrators, concerned about the legal liabilities of mentors appointed to act in the stead of the parent, indicated that they continued to persist until every single parent was involved. This sometimes involved "tracking parents down" at their places of business in order to schedule the meetings. Other administrators seemed to hold the view that parents bore an equal responsibility under the law to participate in the conferences and expected them to shoulder that responsibility. Four questions dealt directly with conferencing with parents. Respondents were asked about the level of difficulty in achieving high parent participation rates and the percentages of parents/guardians and students that actually participated in the planning conferences. Principals were also asked about the percentages of students for whom mentors were assigned.

Because of the specific statutory references to summer school and year long remediation programs, additional detail was sought for summer school, after-school comprehensive remediation, and before-school comprehensive remediation programs. The numbers of participants and measures of engagement time (i.e., number of days that the program operated and hours per day of operation,) for both reading/language arts and for mathematics were requested. In the process of discussing with practitioners the issues that might be included in the survey, several mentioned that there could be differential program effects for students depending upon how far below grade level the students were. For this reason respondents were asked to rate summer program effectiveness for students less than one year below grade level, for students one to two years below grade level, and for those students more than two years below grade level. This line of inquiry was also included for extended school day programs. For summer school, respondents were also asked to estimate the percentage of students assigned to summer school who actually attended. The items dealing with extended school day programs asked respondents to classify the purveyor(s) of instruction and included the following choices:

- Certified teachers.
- Other certified staff.
- Non-certified teachers.
- Parent volunteers.
- Private contractors.
- Business partners.
- Teacher aides.
- College or high school students.
- Other students.
- Other (specify).

Under the statutory and regulatory provisions of the EAA, academic plans may be written for students for a variety of reasons. A section of the survey requested principals to rank order from most important to least important these

reasons. Open-ended questions addressed the three greatest challenges schools faced in developing, implementing, and monitoring plans and the types of additional support, if any, needed to implement the planning process.

Procedures

The surveys were mailed to the selected sample of schools in May 2000. The directions and cover letter assured respondents of confidentiality and attempted to impress upon them the value of their contributions to the educational improvement process. An incentive to respond was included by making early respondents eligible for $200 worth of instructional supplies for the school. If a potential respondent failed to return the survey by the deadline, personal telephone calls were made to remind participants of the survey and solicit their cooperation. Copies of the surveys were faxed to those who had lost, misplaced, or discarded the original instrument and they were encouraged to fax back the follow-up survey. For those not responding to the first telephone reminder, a second call requested a few minutes to complete the survey orally. One school had been closed, and two had a mailing address different from that on the file reducing the number of schools presumed to have received surveys to 172. From this sample 133 surveys (or 77%) were completed and returned.

Results

As Figure 1 indicates, about 7 in 10 of the 133 respondents returning surveys were principals of elementary or primary schools while 3 in 10 administered intermediate, middle, or junior high schools. These proportions are similar to overall statewide figures. Nine schools classified themselves as primary, 82 as elementary, 2 as intermediate, 34 as middle, and 1 as “other.” Five respondents did not respond to this item.

Strategy Effectiveness

The first section of the survey requested principals to indicate whether or not their school had employed any of the 18 strategies listed in Figure 2 during the 1999-2000 school year. In addition, respondents were provided space to describe

up to three “other” strategies not included in the 18 listed. Figure 2 depicts, in descending order, the percentages of the sample utilizing the various strategies to improve the achievement of students on academic plans. More than 8 schools in 10 reported utilizing computer assisted instruction, additional instructional materials, and summer school. Also of interest is the much higher participation in after-school (59%) as opposed to before-school (16%) and weekend (14%) programs.

If a respondent indicated that the school used a particular strategy during 1999-2000, the principal was asked to rate the effectiveness of the strategy. In reviewing the strategies in Figure 3 (the percentage of respondents marking “very effective”), the reader should keep in mind that some strategies represent a small number of schools. Small class size was judged the most effective strategy. Among the extensions of instructional time, added periods (55%) garnered the “very effective” categorization much more often than weekend and before-school programs (16% and 10%, respectively.) After-school (35%) and summer school (32%) programs were intermediate. Only 20% of the respondents indicated that parent conferencing was a “very effective” strategy.

Figure 4 provides an alternative means of viewing these data. Here the percentage of respondents marking “not effective” is displayed. While weekend programs earned this label far more often than any other strategy, it should be noted that only 19 schools used this strategy during the 1999-2000 school year. Seven respondents marked “not effective,” nine “somewhat effective,” and three “very effective.” The poor showing of parent conferencing, before-school, and summer school strategies indicated in Figure 3 is ameliorated somewhat by the recognition in Figure 4 that the number of respondents marking “not effective” is 15% or lower. Only 7% of the respondents rated summer school “not effective.”

In addition to the 18 strategies listed, respondents were given the opportunity to identify three “other” strategies and rate each one. A total of 22 responses were made to these items and they tended to be very positive. Eleven of the 22 “other” strategies were rated “very effective.” These strategies included homework centers, the use of Reading Recovery strategies, checking of student homework by parents, tutoring during school hours, the use of the Cunningham

reading model, multiage classes, common planning time for teachers, and small group instruction by teachers from another grade level. Eleven strategies were rated as “somewhat effective” including homework centers, tutoring during school hours, benchmark testing, after school tutoring, the use of foster grandparents, transition classes, preferential seating for students, requiring parent and teacher signatures on assignments, and tutorial time at the end of the school day. None of the additional strategies listed by the principals were rated as “not effective.”

Figure 1 Organizational Structures of Participating Schools

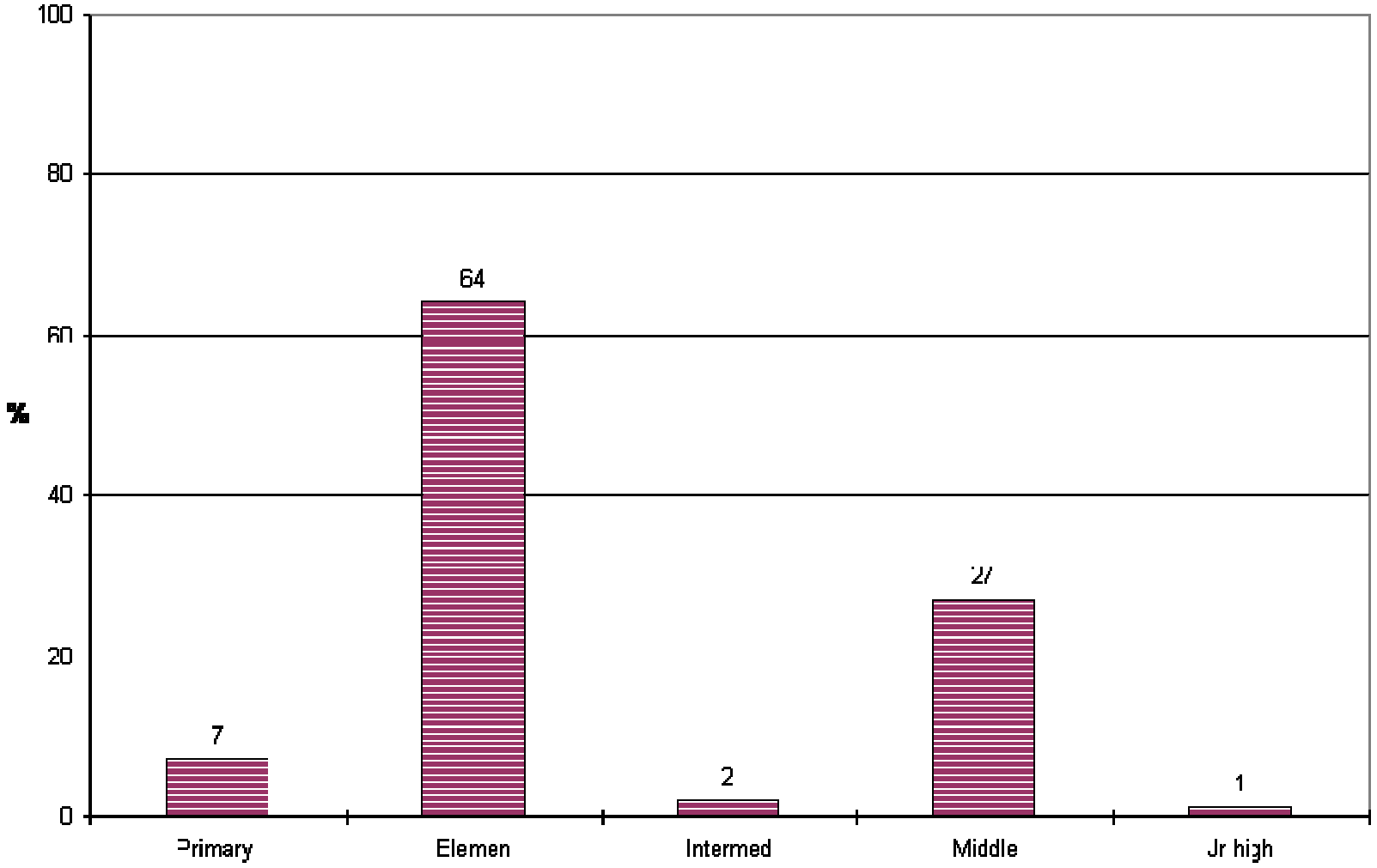


Figure 2 Percentages of Respondents Using Academic Plan Strategies

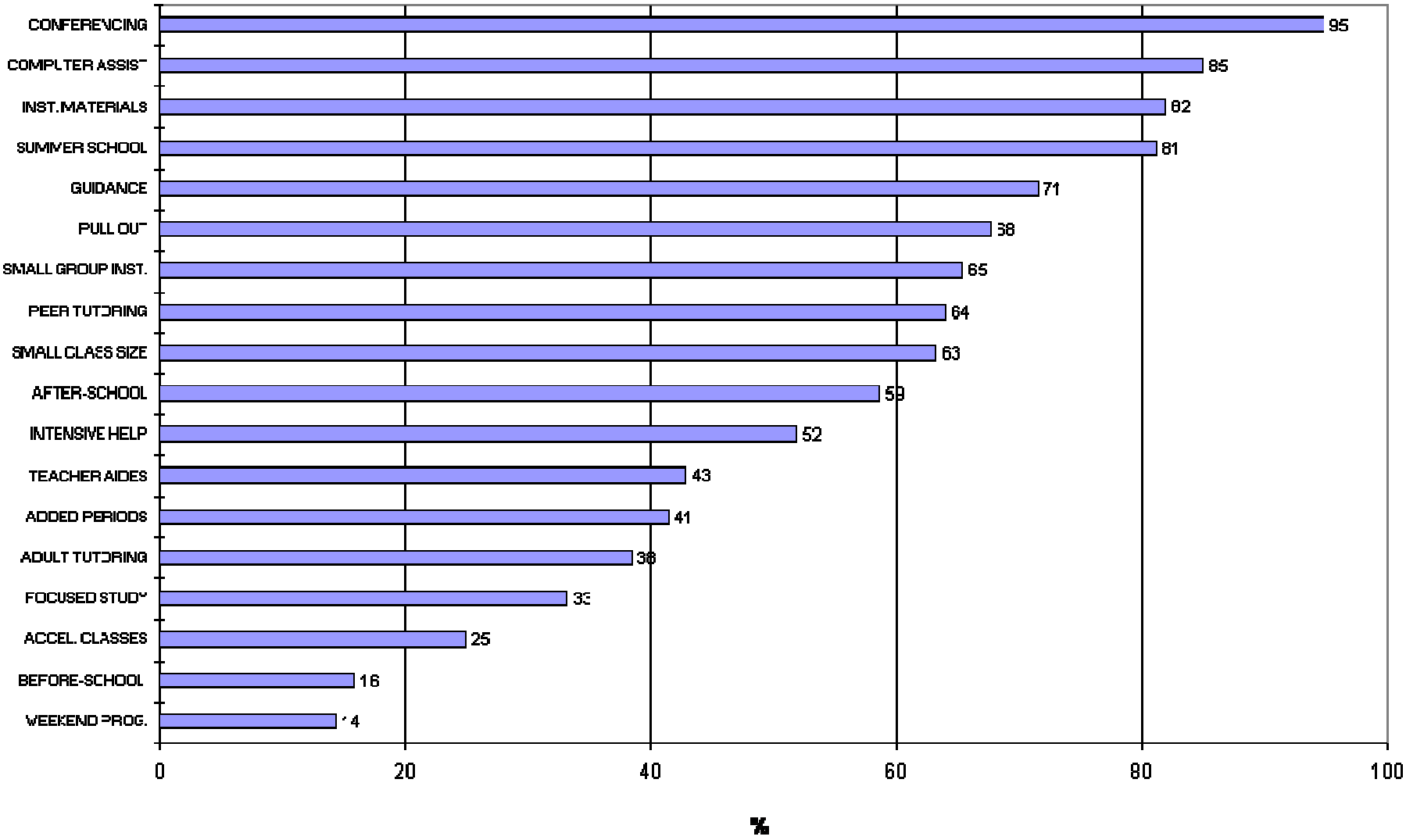


Figure 3 Percentages of Respondents Marking "Very Effective" for Academic Plan Strategies

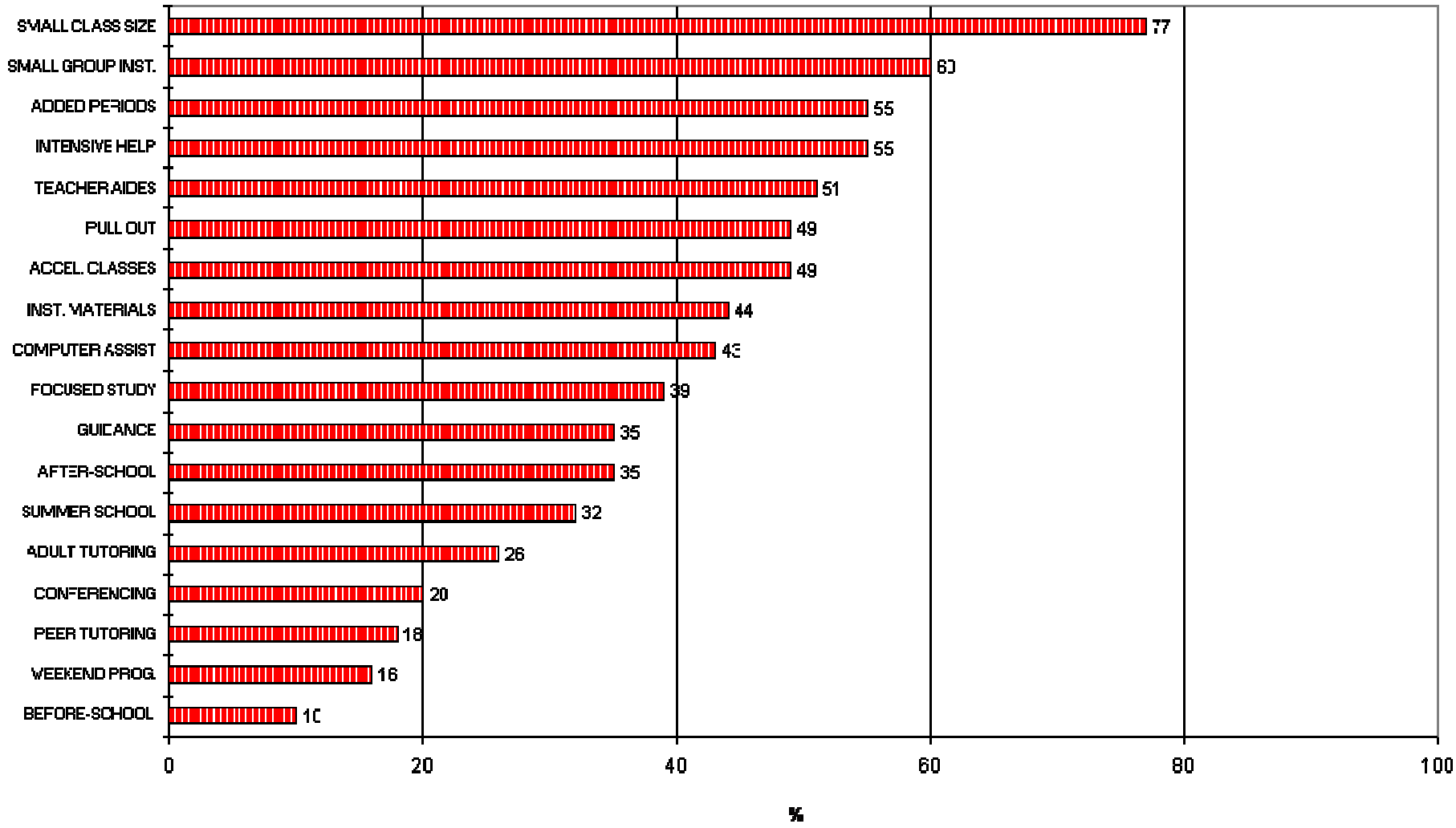
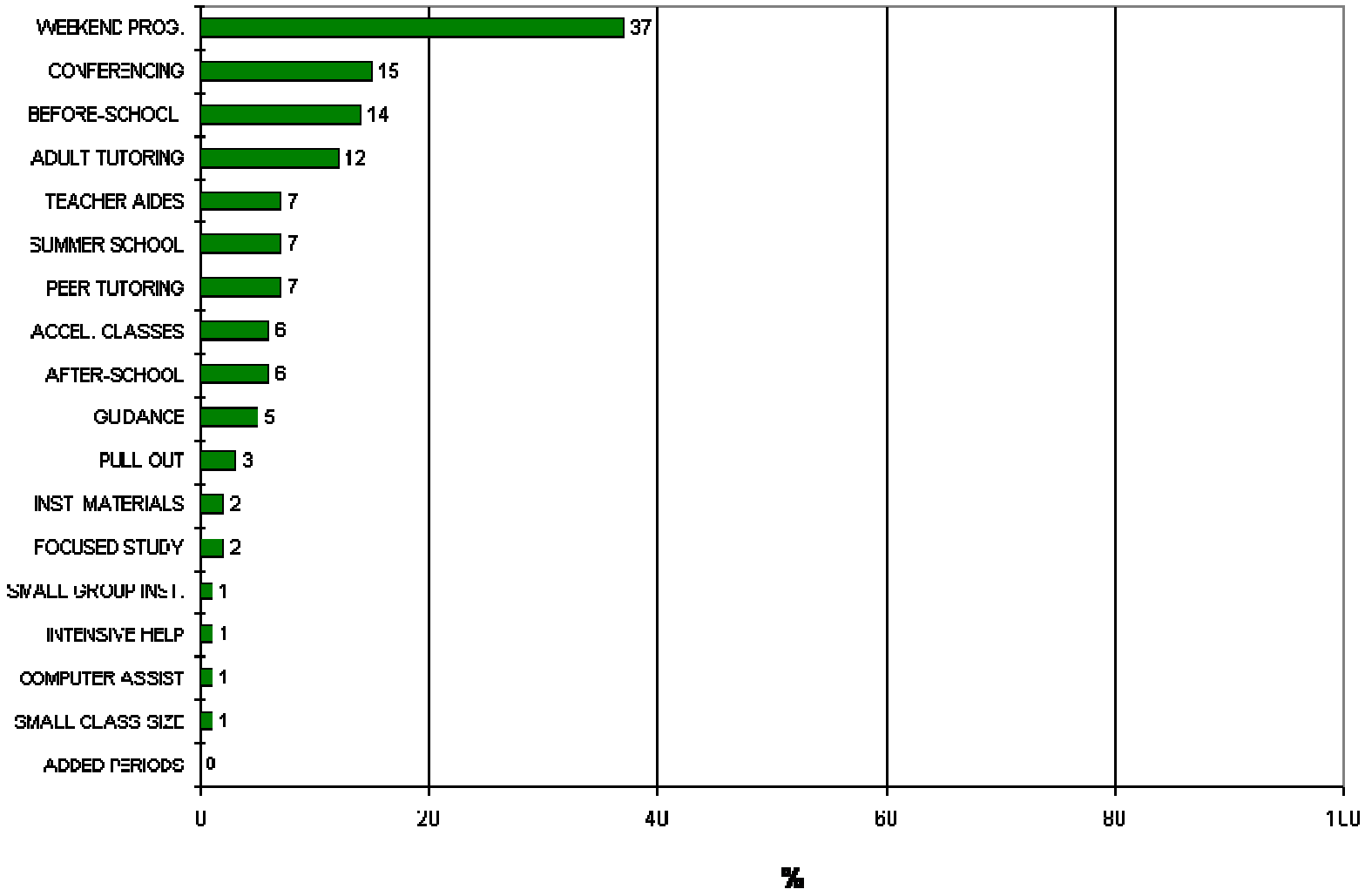


Figure 4 Percentages of Respondents Marking "Not Effective" for Academic Plan Strategies



Conferencing with Parents

Clearly, a sizable proportion of principals was frustrated by the difficulty they experienced in getting parents to the conference table. About 3 in 10 rated the task "very difficult" and only 18% said it was "not very difficult" (see Figure 5). Despite the difficulties, most schools were successful in getting the majority of parents in for conferences. Table 2 presents the percentages of parents/guardians invited for conferences that actually attended the conferences.

Table 2 Percentages of Parents/Guardians Invited for Conferences That Participated in the Conferences

Alternative	% of Respondents Marking
81-100%	42
61-80%	16
41-60%	28
21-40%	13
6-20%	1
0-5%	1

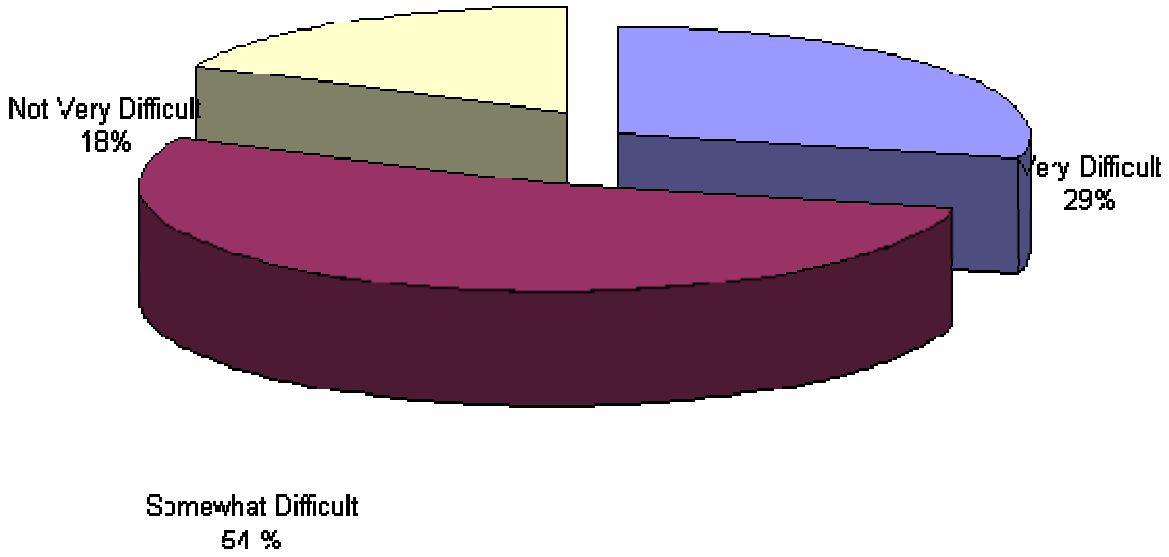
Fifty-eight percent of the principals marked either the alternatives "81 to 100%" of parents participating in the conferences or "61 to 80%." Another 28% indicated that between 4 in 10 and 6 in 10 parents invited to conferences actually came.

The figures presented in Table 3 indicate that the assignment of mentors occurred at a low rate (for 5% or fewer of students) in the majority of schools (52%). Seventeen of 130 principals (13%) responding to the item indicated that mentors were assigned for more than 40% of the students.

Table 3 Percentages of Students With Academic Plans Assigned Mentors

Alternative	% of Respondents Marking
81-100%	4
61-80%	3
41-60%	6
21-40%	18
6-20%	17
0-5%	52

Figure 5 Level of Difficulty in Achieving High Parent Participation Rates At Conferences



Under the statute, students should be included in the academic planning conferences. Apparently, this is not happening in a great many schools. Table 4 indicates that more than one fourth of the respondents marked student participation rates of either “0-5%” or “6-20%.” Only one-third of the principals indicated that students participated “81-100%” of the time.

Table 4 Percentages of Students With Plans Attending Planning Conferences

Alternative	% of Respondents Marking
81-100%	33
61-80%	11
41-60%	13
21-40%	16
6-20%	13
0-5%	13

Summer School Programs

Almost three-fourths (95) of the principals in the sample indicated that students from their schools attended summer school in 1999 as a result of the academic plans requirement. About 4 in 10 of the respondents said that students assigned to summer school attended at a high rate (81-100%). Another 24% of the principals reported that between 61 and 80% of the students assigned actually attended.

Survey respondents indicated that summer schools were in operation between 12 and 30 days. Figure 6 depicts the distribution of the number of days the summer schools were operated. The mean number of days for the 91 responses to this item was 20 and the standard deviation was about 5. Principals reported that the average length of the summer school day was 4 1/2 hours. As Figure 7 shows, 15% of the respondents reported a day of less than 4 hours; another 19% reported days of 6 hours or more. The language arts period averaged 2 hours and 12 minutes while the math time mean was 2 hours. The

Figure 6 Number of Days Summer School Operated and the Percentages of Schools Operating for Each Length of Time

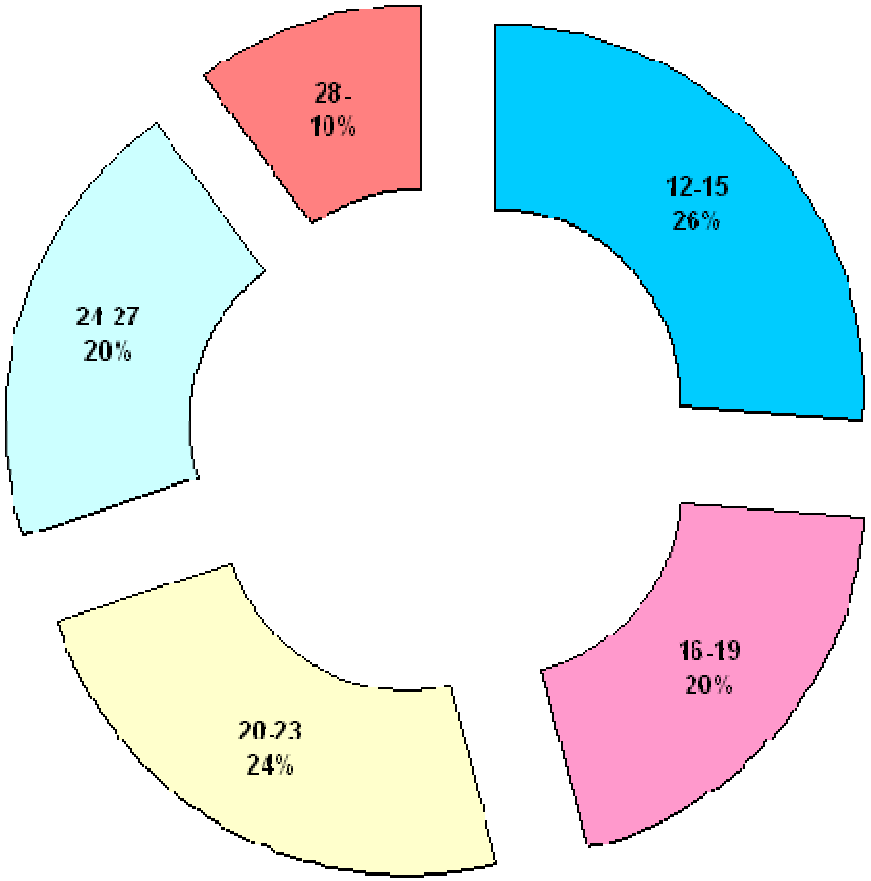


Figure 7 Number of Hours Per Day Summer School Operated and the Percentages of Schools Operating for Each Length of Time

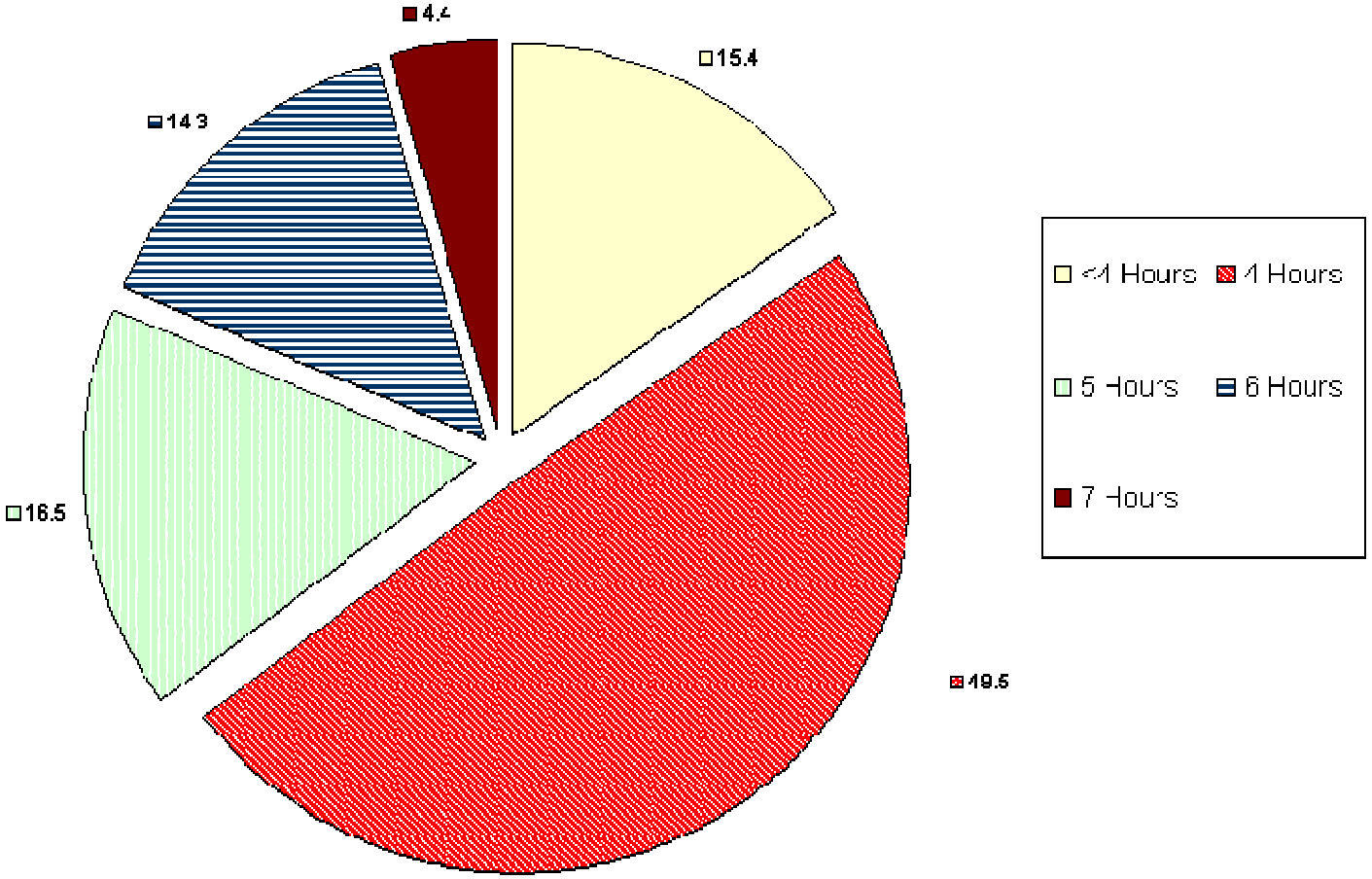


Figure 8 Number of Hours Summer School Programs Operated and the Percentages of Schools Operating for Each Time Period

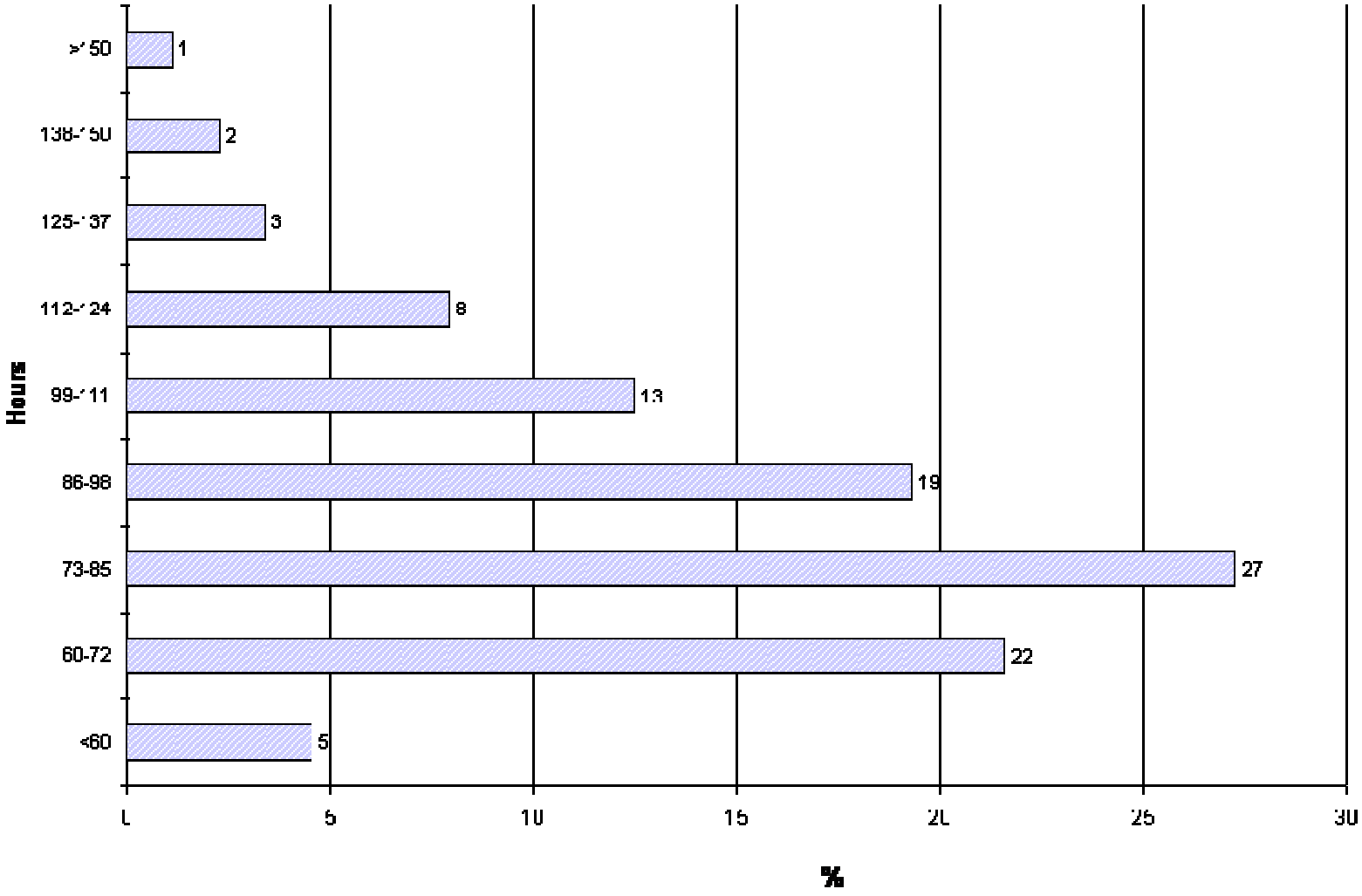
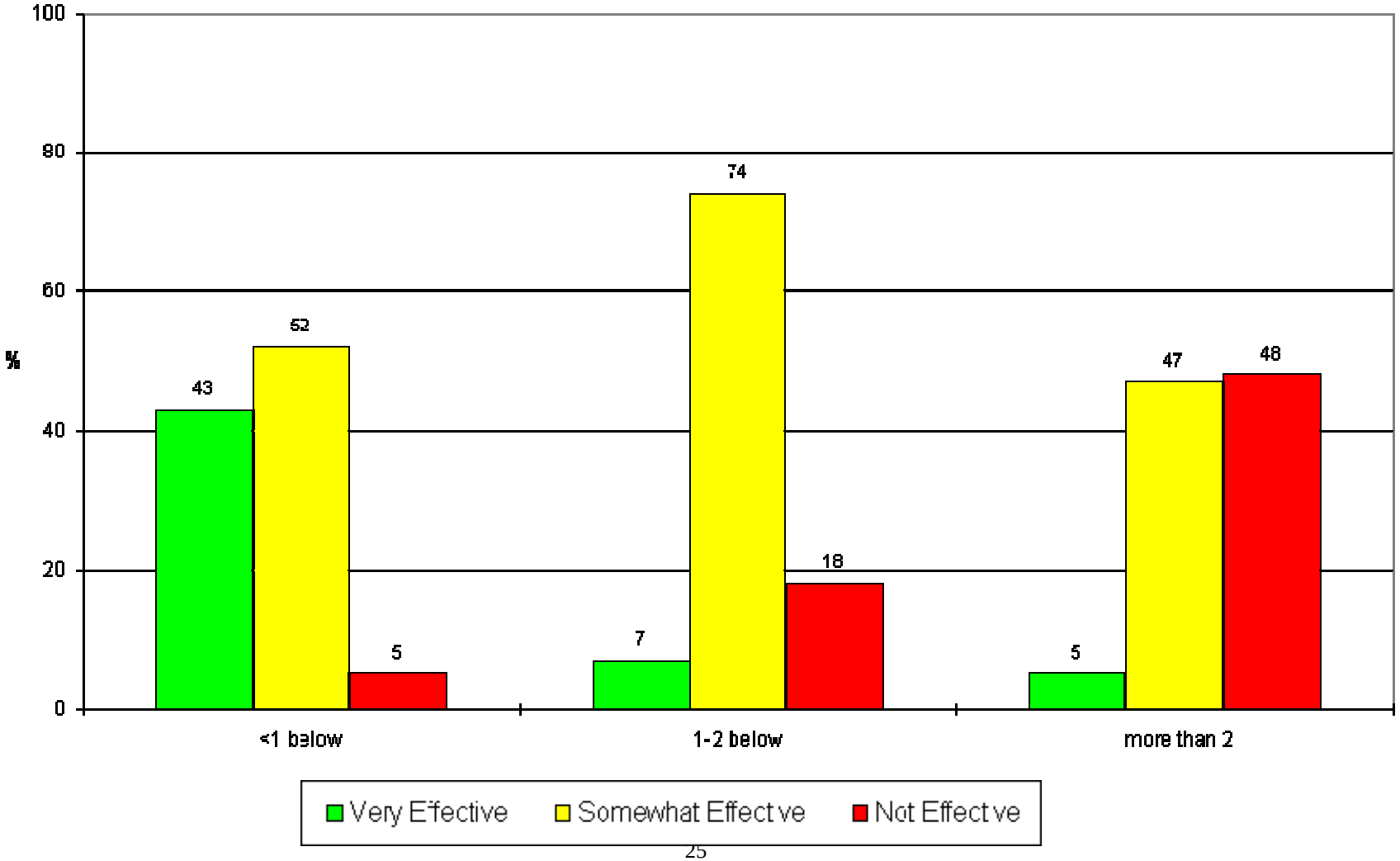


Figure 9 Ratings of Summer School Effectiveness for Students Varying in Achievement Level



operational hours of the summer school session for a school was calculated by multiplying the number of days of operation by the number of minutes operated per day. These data, depicted in Figure 8, reveal wide variation in the summer school time provided for students. The mean for the 88 schools responding was 88 hours and the median 83. The 25th and 75th percentiles were 72 and 100 hours, respectively.

Among the most interesting findings of the study is the contrast in effectiveness for students less than one grade below grade placement versus students one to two years below and two or more years below. These data are depicted in Figure 9. The responses of school principals suggested that there is a strong relationship between student achievement level and perceived summer school effectiveness. Respondents believe that students further below grade level are less likely to benefit from participation in the summer program. While 43% of the principals judged summer school to be "very effective" for students less than one year below grade level, only 5% believed it to be "very effective" with students two or more grades below grade level. In contrast, the percentage of respondents judging summer school "not effective" increased from 5% to 48%. With "very effective" assigned a value of "3," "somewhat effective" a value of "2," and "not effective" a value of 1, the means for the three student groups (students less than one grade level below grade placement, students one to two years below, and students two or more years below) were 2.4, 1.9, and 1.6, respectively. There was a small positive relationship between summer school effectiveness and the length of the instructional time, though the correlation reached statistical significance for only students less than one grade below grade level ($r = .22$, $p<.05$). Descriptive statistics for the summer school data are provided in Appendix B.

After-School Programs

Sixty-three principals (53%) said that their schools offered after-school programs for students on academic plans and served an average of 53 students each day. The programs operated an average of 51 days for 95 minutes per day during the 1999-2000 school year. Figure 10, which depicts the distribution of the

Figure 10 Number of Days After-School Programs Operated and the Percentages of Schools Operating for Each Length of Time

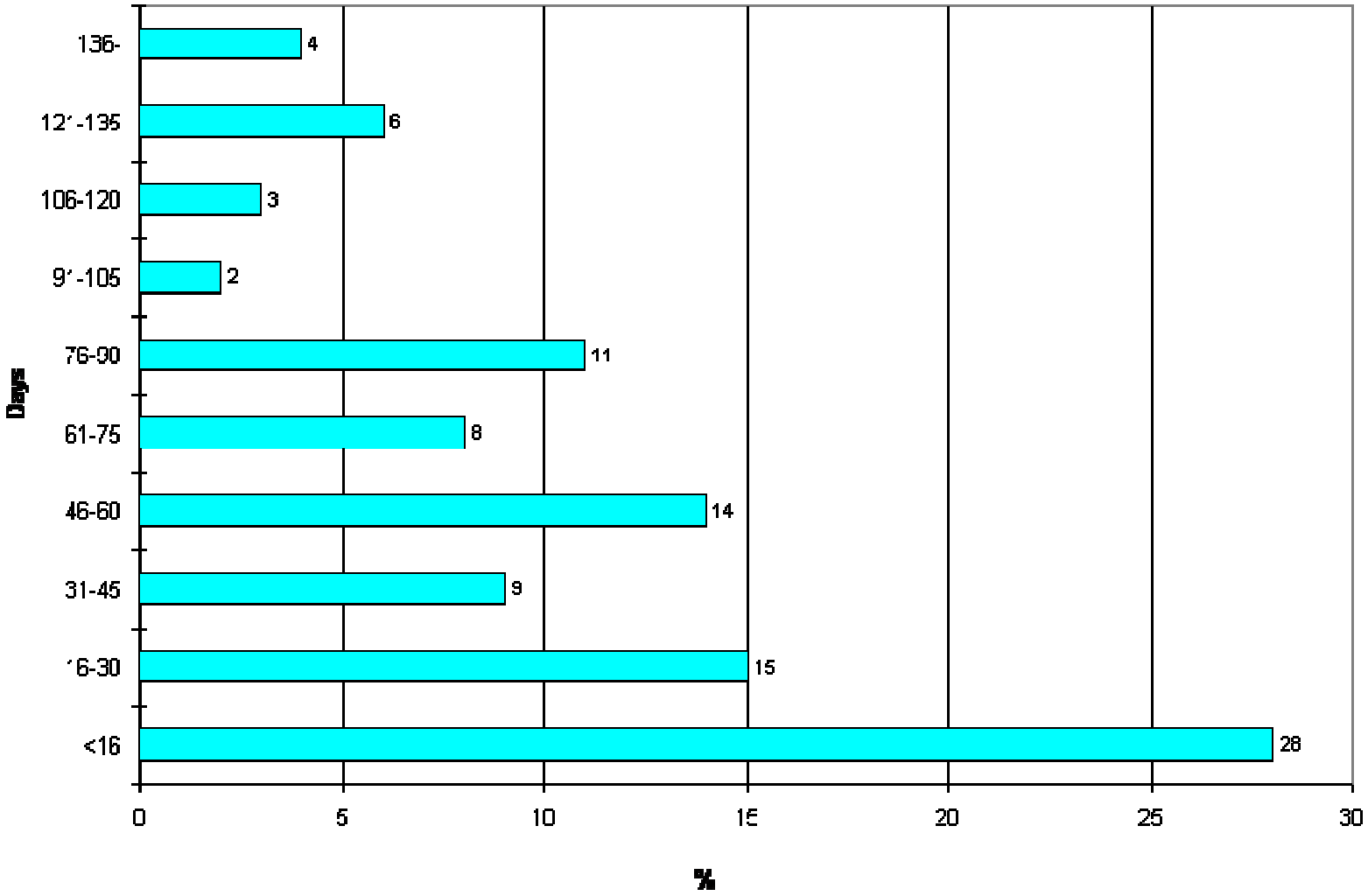
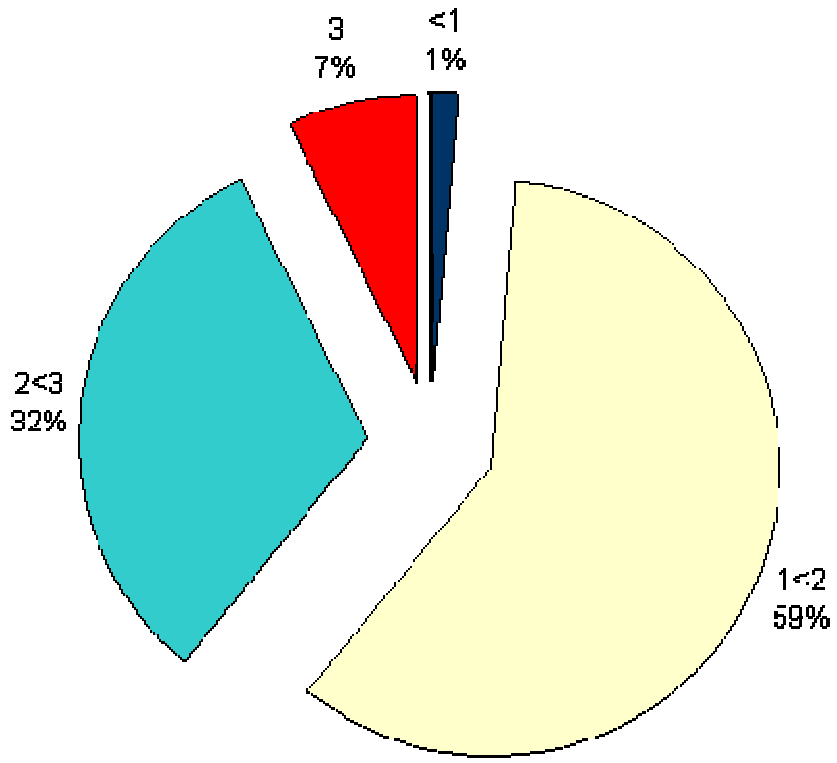


Figure 11 Number of Hours Per Day After- School Programs Operated and the Percentages of Schools Operating for Each Length of Time



number of days of operation, reveals a wide variation among programs. Only 15% of the programs operated for more than 90 days per year, but 28% offered programs of a duration of fewer than 16 days.

As indicated in Figure 11, about 6 in 10 programs were of less than 2 hours per day with the mode being 1 hour. Interestingly, five principals (7%) reported that their programs were 3 hours per day. The time allocation between reading/language arts and mathematics was equivalent. After-school programs were primarily staffed with certified teachers. Of the 151 positions reported, 73 (48%) were certified teachers and 19 were teacher aides. See Table 5 for a summary of these data.

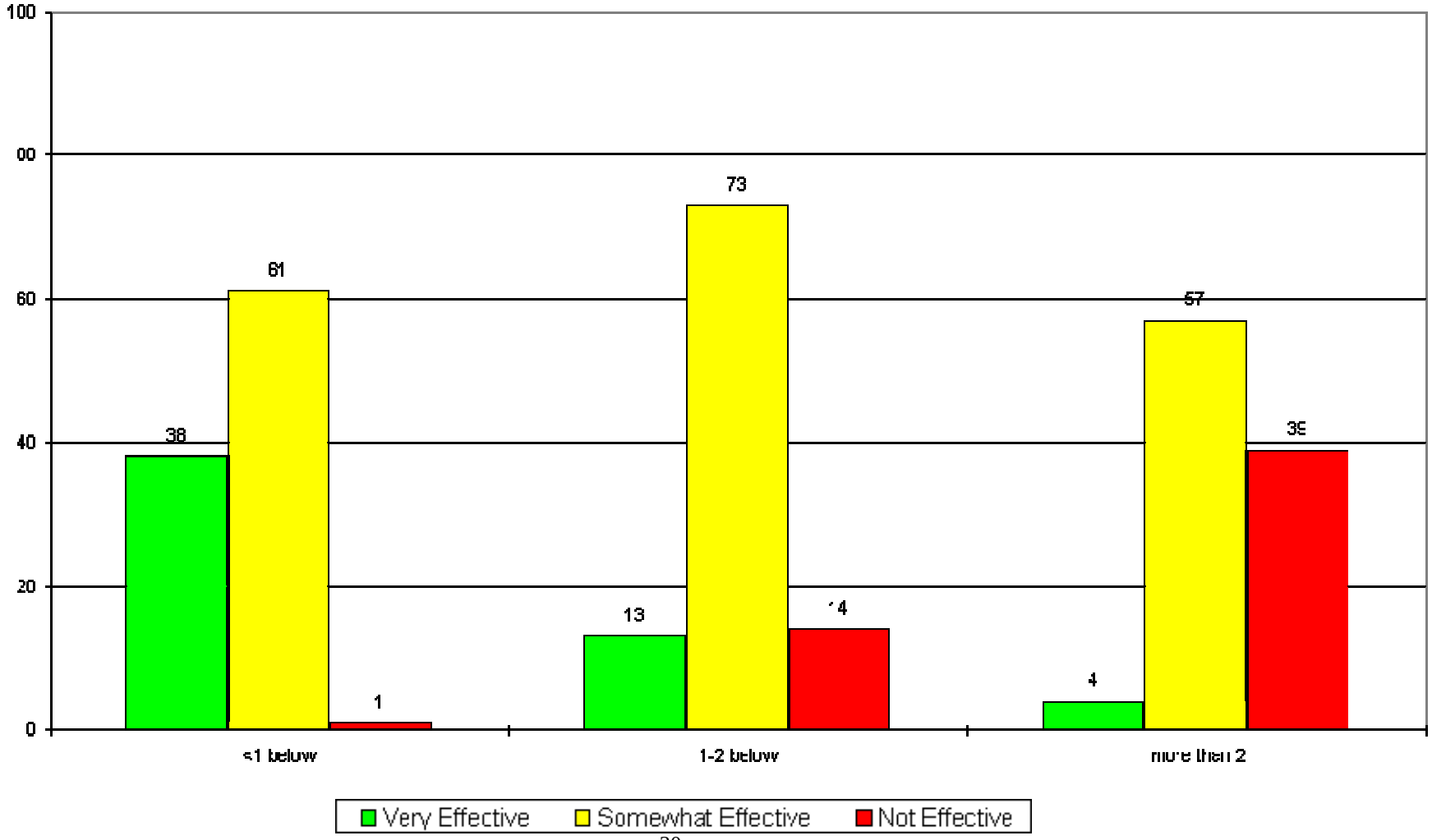
Table 5 Numbers and Percentages of Staff Reported in After-School Programs

Position	Number	Percent of Total
Certified teachers	73	48
Teacher aides	19	13
Non-Certified Teachers	12	8
Parent Volunteers	7	5
College or High School Students	10	7
Business Partners	8	5
Other Students	5	3
Private Contractors	0	0
Other Certified Staff	12	8
Other	5	3
Total	151	100

The trend observed with the effectiveness ratings of summer school for students varying in achievement level was also present in the after-school program results. See Figure 12. The means were 2.4, 2.0, and 1.7, respectively, for students less than one grade below grade level, students one to two years below, and students two or more years below.

Before-school programs were reported to be operating in only 9 of the 133 schools in the sample. They served between 6 and 70 students and ranged in duration from 30 to 160 days. Two-thirds of the programs operated for 1 hour daily and the other third for 30 minutes. Once again, perceived effectiveness ratings varied with student achievement level. The means for students one grade level below grade placement, students one to two years below, and students two

Figure 12 Ratings of After-school Program Effectiveness for Students Varying in Achievement Level



or more years below were 2.3, 2.1, and 1.3, respectively. Staffing figures are presented in Table 6.

Table 6 Numbers and Percentages of Staff Reported in Before-School Programs

Position	Number	Percent of Total
Certified teachers	9	69
Teacher aides	0	0
Non-Certified Teachers	1	8
Parent Volunteers	1	8
College or High School Students	0	0
Business Partners	0	0
Other Students	0	0
Private Contractors	0	0
Other Certified Staff	2	15
Other	0	0
Total	13	100

Reasons for Plans

School principals were asked to rank order in importance the reasons that students were placed on academic plans. The means and the ranks of the means are presented in Table 7. Scoring below basic on PACT and lacking skills were the top reasons and had very similar means.

Table 7 Ranking in Importance of Reasons Academic Plans Are Written

Reason	Mean	Rank of Mean
Lacked skills --based on work, grades, judgment	2.1	2
Retained prior year	3.1	3
Scored below basic on PACT	1.9	1
Scored low on another test	3.8	4
Did not meet terms of prior plan	4.3	5
Did not meet summer school requirements	5.2	6
Other	6.8	7

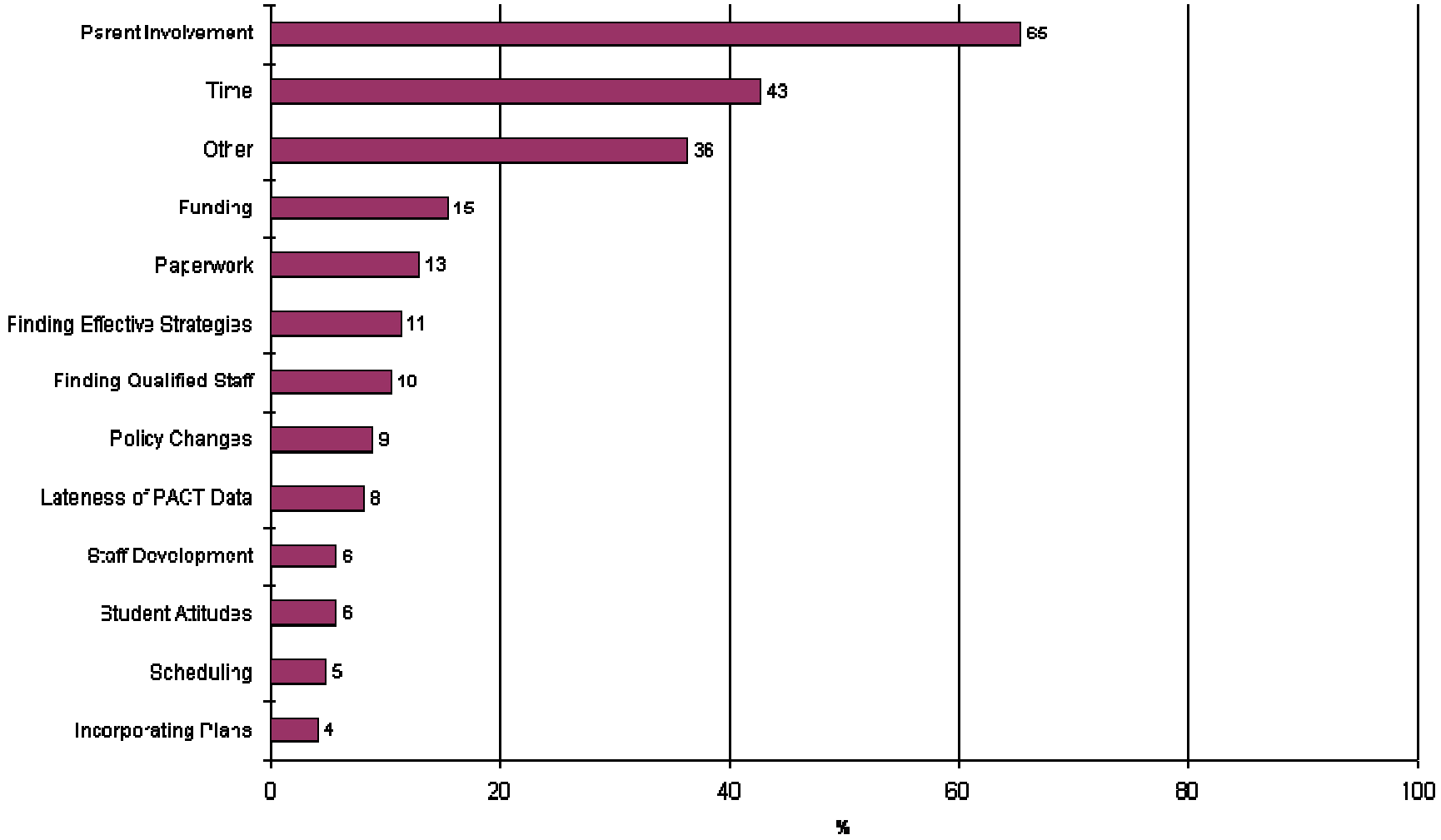
Seventy-five percent of the respondents ranked scoring below basic on PACT either one or two in importance. The comparable figure for lacking skills, based upon work, grades, and teacher judgment was 68%. In contrast, the third most important reason, retention in the prior year, received a first or second place ranking by only 36% of the respondents.

Greatest Challenges and Additional Support Needed

School principals were asked to describe the three greatest challenges faced in developing, implementing, and monitoring academic plans. Following an initial review of a sample of these responses, the sample responses were categorized and coded in the following 13 categories:

- Parent involvement: Difficult to get parent participation or support for a variety of activities such as attending conferences, supporting teachers, and monitoring student work.
- Time: Lack of time for meeting with parents, monitoring, follow up, developing plans, and needed teacher training.
- Funding: Lack of funding for instructional materials, programs, transportation, etc.
- Paperwork: Too much extra paperwork.
- Finding effective strategies: Difficult to identify effective or appropriate instructional strategies for students.
- Student attitudes: Students have a poor attitude/not motivated or trying to improve their work.
- Finding qualified staff: Difficult to locate and hire qualified staff for extra programs/summer school.
- Policy changes: Too many policy changes or last minute changes from the district and state.
- Lateness of PACT data: PACT data arrived too late to be helpful.
- Staff development: Additional staff development is needed for the development and implementation of plans.
- Scheduling: Finding extra hours or days for scheduling additional services for students and conferencing.
- Incorporating plans: Difficult to get regular classroom teacher to incorporate student's academic plan requirements into daily work.
- Other: Challenges that did not fit into one of the previous categories

Figure 13 Greatest Challenges in Developing, Implementing, and Monitoring Academic Plans



Using this work sample categorization, the remaining responses were also placed into one of these 13. The percentages in Figure 13 were derived by totaling the number of responses in each category, dividing by the number of principals, and multiplying by 100. Inspection of Figure 13 reveals that parent involvement was the greatest single challenge faced by building principals. Sixty-five percent of the principals who responded to this question cited poor parental involvement as a major challenge for them. Said one respondent, "Getting parents to attend meetings and following through with the goals/objectives that were established (was a challenge). We had to constantly contact some parents to get them to come in for a conference." Another principal noted that it was a challenge to "getting parents to train the student to take the plan seriously and work toward improvement."

Other frequently indicated concerns included time, funding, and paperwork. Forty-three percent of the principals noted that there was insufficient time for developing plans, conferencing with parents, and all of the other activities associated with implementing and monitoring academic plans. Principals were also challenged by the perceived lack of funding for staff and materials needed to implement academic planning. Additional paperwork was noted as a challenge by 13% of the principals.

Principals were also asked about the additional support, if any, needed to develop, implement, and monitor academic plans. The same work sampling procedure outlined above was utilized to code the responses into the following categories:

- Parent involvement: Need more parent participation and support for a variety of activities such as attending conferences, supporting teachers, and monitoring student work. Need effective strategies for involving parents.
- Time: Need extra time for meeting with parents, monitoring, follow up, developing plans, and needed teacher training.
- Funding: Need extra funding for reducing class size, instructional materials, programs, transportation, etc.

- Additional staff positions: Need additional staff positions to assist with the clerical, instructional, and monitoring requirements of academic plans.
- Additional school days: Need additional school days for conferencing, developing plans, staff development, etc.
- Finding effective strategies: Need help in identifying effective or appropriate instructional strategies for students.
- Staff development: Staff need additional training on a variety of aspects of academic planning and appropriate instructional strategies.
- Public awareness: Need increased public awareness about the importance of academic plans, parental responsibility.
- Other: Needed supports that did not fit into one of the previous categories.

Figure 14 shows the percentage of principals that cited each of these supports. Thirty-seven percent of the principals stated that they needed additional staff positions to help with the requirements of academic planning. One principal stated that "to reach optimum effectiveness a full time staff person would be needed (an assistant principal, guidance counselor, or someone who can provide consistency)." Another principal said: "It would be helpful to have an additional person or staff to help monitor the development and implementation of plans by teachers." In addition to requested administrative positions, other principals cited the need for either clerical help or extra help in the classroom from aides. Building administrators also cited the need for additional funding (31%), additional time (16%), and increased parental involvement (16%).

Overall Effectiveness of the Initiative

A total of 123 school principals responded to the item regarding the overall effectiveness of the student academic planning initiative. They were asked to rate its effectiveness in terms of its impact upon student academic performance.

Figure 14 Additional Support Needed to Help with the Development, Implementation, and Monitoring of Academic Plans

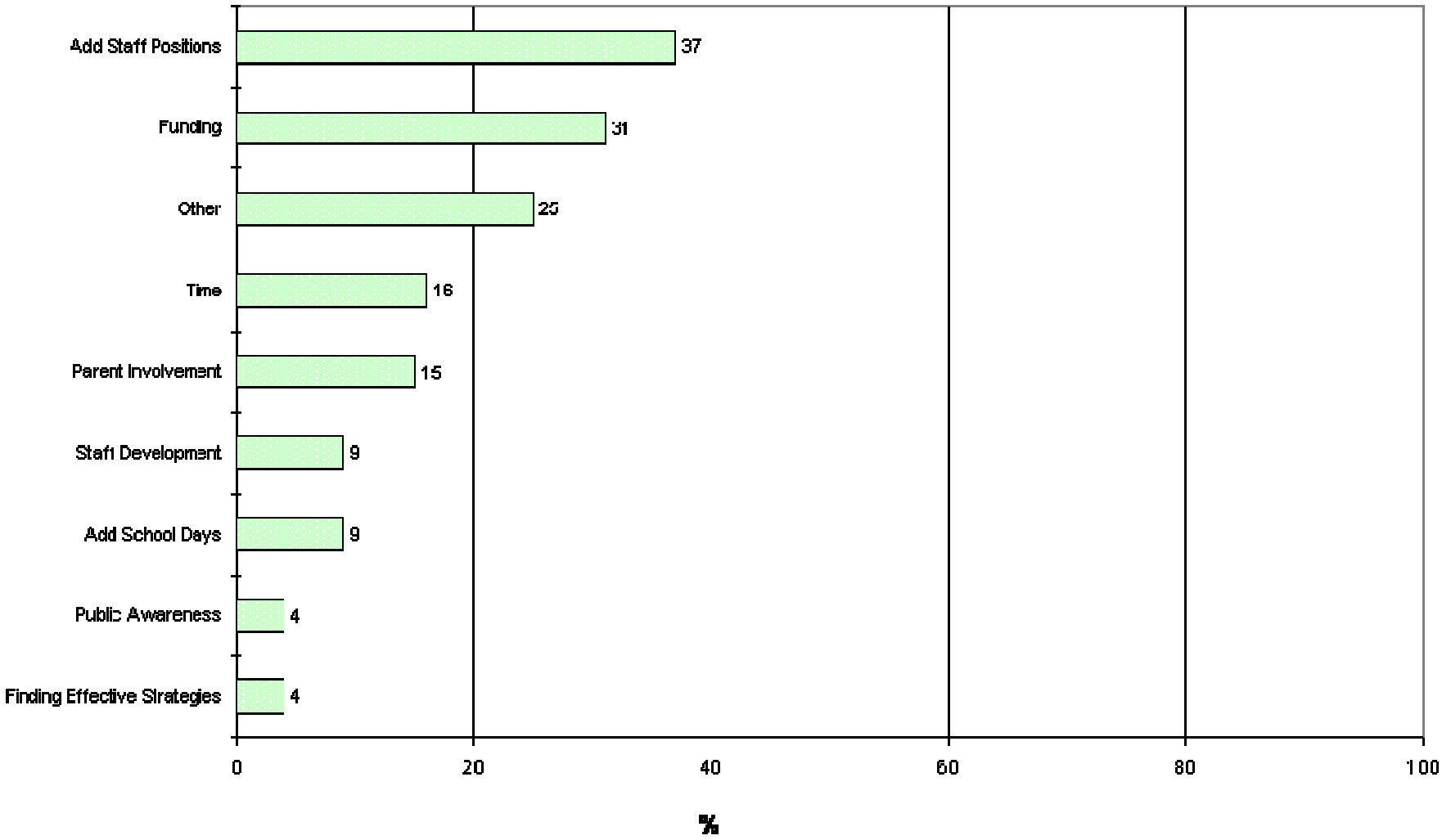


Figure 15 Ratings of the Overall Effectiveness of the Student Academic Plans Initiative

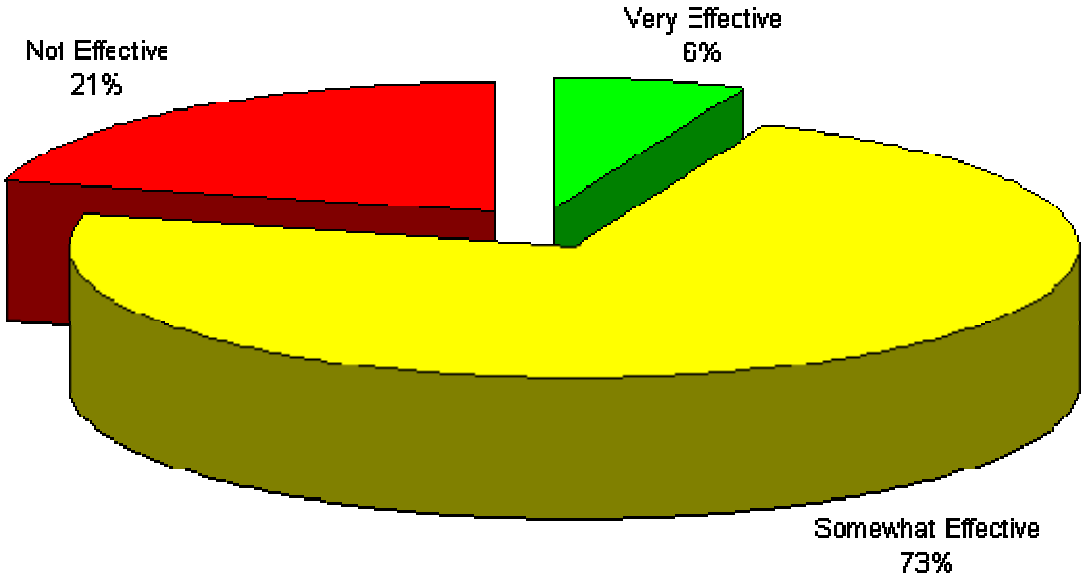


Figure 15 depicts the ratings. Only 6% of the principals assigned a rating of "very effective" to the initiative. Seventy-three percent of the principals indicated that academic plans were "somewhat effective" and 21% thought that the initiative was "not effective." Many of the principals commented on the reasons that they assigned the rating they did. The following comments (preceded by the rating - 3 = very effective; 2 = somewhat effective; 1 = not effective) were representative:

Rating = 3	*Better parent teacher communication*
Rating = 3	*Everyone (is) on the same page.*
Rating = 2	*Lack of funding to provide options for assistance; lack of sufficient parental support; transportation issues for majority of eligible students.*
Rating = 2	*Parents really didn't do what they said they would do.*
Rating = 2	*Reading is a major obstacle/challenge.*
Rating = 2	*I believe those parents who continue to encourage success in education continue to make a difference while those who don't continue to make excuses.*
Rating = 2	*It is effective if parents are involved - not so effective if no parent involvement.*
Rating = 2	*It made teachers and parents actively focus on plans to improve deficit areas.*
Rating = 2	*So much new stuff! Trying to implement an after school program and summer program with little funds.*
Rating = 1	*Can't get parents to take seriously. Lack of support/no consequences for parent/student. Emphasis should be placed on after-school tutoring programs.*
Rating = 1	*No funding from legislative body who mandated this initiative. As usual mandated to schools to improve instruction through some program or plan put into law by non-educators and no $ support for aides, additional enrichment programs.*
Rating = 1	*Plans require a tremendous effort on the part of classroom teachers. Parents often do not follow through on their part of the plan.*

Limitations of the Study

This study was conducted with a voluntary sample of 18 school districts across South Carolina that are collaborating with the Education Oversight Committee on several research initiatives related to the EAA. The sample, while representative of the participating districts, may not be representative of the State as a whole. Follow-up research studies should assure that the sample of schools is representative of all South Carolina schools.

A second limitation involves the purpose and design of the instrumentation. The “numbers” and “percentages” reported (e.g., number of days that summer school was in session) were reported by the principals within the context of perceptual items (e.g., the effectiveness of the programs offered). There was no protocol that requested that great care be taken in this accounting. In fact, respondents were told that the data would be reported in the aggregate and not related to individual schools. This was a low stakes data collection. Given this circumstance, and the time of the year of the data collection, it is certainly possible that some principals may have treated some of the items “casually” and accuracy could have suffered as a result. There was no audit of the data reported nor was such an audit implied in the protocol.

Finally, while this has been previously stated, it should be remembered that the survey was conducted at the end of the 1999-2000 school year and reflects summer school data from the summer of 1999. Memory of events does fade with the passage of time.

Summary and Implications for Future Research

Summary

This study examined the views of principals regarding the implementation of academic plans for students, as required by South Carolina's Education Accountability Act. Under the provisions of statute and regulation, students performing below grade level may be required to participate in summer school or a comprehensive year-long after-school program. The study was designed to identify the instructional strategies used by State schools to improve student achievement, to solicit the school principals' views on the effectiveness of various strategies, to collect descriptive data on summer school and extended day programs, and to better understand the issues and challenges faced by schools in implementing student academic plans.

A sample of 175 schools was drawn from 18 school districts serving all geographic areas of South Carolina, and the principals of the schools were mailed surveys in May of 2000. Follow-up telephone calls and faxes yielded a 77% return rate. Principals rated the effectiveness of strategies for improvement actually implemented in their schools during the 1999-2000 school year and provided additional details on four prominent educational components: parent conferencing, summer school, after-school programs, and before-school programs. They were also asked to judge the overall effectiveness of the academic plans initiative, and to comment on challenges faced and resources needed to better address the requirements of student academic planning.

One of the most frequently employed strategies, small class size, was also judged the most effective strategy; more than three-fourths of the principals rated it very effective. The second most effective strategy, small group instruction, garnered the "very effective" label by six in ten respondents. Among the extension of learning time, added periods was rated as highly effective by 55% of the principals. About a third of the respondents judged after-school and summer school programs very effective. Parent conferencing, required by the statute, was judged very effective by only one in five respondents.

Both summer school and after-school programs were quite variable in the total instructional time offered to students. The average number of days of operation of summer school was 20, but the range was from 12 to 30. While two-thirds of the principals indicated that their after-school programs operated for 60 days or fewer, one in ten schools reported that their programs operated for more than 120 days.

Among the most interesting findings of the study was that students further below grade level were judged less likely to benefit from participation in either summer school or after-school programs. Thus, while 43% of the principals judged summer school to be very effective for students less than one year below grade level, only 5% believed it to be very effective with students two or more grades below grade level. In contrast, the percentage of respondents judging summer school not effective increased from 5% to 48%. After-school programs were rated as very effective for students less than one below grade level by 38% of the respondents; the comparable figure for students two or more grades below grade placement was only 4%.

About two-thirds of the principals said that getting parents involved in the planning process was a major challenge. Administrators and teachers had difficulty finding the *time* for meetings with parents, monitoring the process, developing plans and providing needed professional development activities for the staff. The respondents indicated that added support was needed to fund additional staff positions and provide the resources needed to operate the programs. Overall, the student planning initiative was rated as somewhat effective by the great majority (73%) of the principals. Only 6% saw it as very effective and 21% rated it not effective.

Implications for Future Research

The findings of this study document that schools have implemented a variety of strategies to address student needs identified in academic plans. School principals were able to rate the effectiveness of these strategies, but there is no current research that links student achievement with specific strategies. Future research in the following areas would extend the work of this study and

provide guidance to South Carolina schools searching for ways to improve student achievement.

- Research should be conducted to investigate the relationship between student achievement and participation in specific academic plan strategies. An evaluability assessment should be performed in selected districts to ascertain if sufficient data exists to specify the types and amounts of additional instructional strategies received by individual students so that these data can be related to student achievement.
- Student achievement data of students with varying initial achievement levels should be analyzed for students participating in summer school, after-school, and before-school programs. Detailed data on the specific instructional services and the amount of participation would be needed on an individual student basis in order to conduct this research.
- Data should be gathered on 1999-2000 summer school programs so that information on the specific length and content of summer programs experienced by individual students can be linked with student achievement data.
- A study should be conducted of schools that were very successful in gaining parent and student participation in the academic plan initiative. The techniques used by these schools should be chronicled and shared with schools across the State.
- A case study of schools in which the academic planning initiative has been deemed “very effective” by the school principals should be conducted in order to identify the factors and specific strategies associated with their success. Information regarding these programs should be disseminated to other schools and districts.

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APPENDIX A

The Survey Instrument

PRINCIPAL SURVEY ABOUT STUDENT ACADEMIC PLANS

This survey is designed to provide educators and policy makers with information about how the academic plan provision of the South Carolina Education Accountability Act of 1998 is being implemented in the State's schools. Your candid response is very important in identifying the variety of strategies and approaches being used and their effectiveness. The typical time required to complete the survey is less than 10 minutes. A code number appears on the top of the form and will be used to follow up late responses. Your answers to the survey questions will be confidential and combined with the answers from other schools for reporting. Do not put your name or the name of the school on this form. Please call Diane Monrad or John May at the South Carolina Educational Policy Center at the University of South Carolina (803-777-7416) if you have questions. Thank you very much for helping us gather information on this important effort to improve education in South Carolina.

STRATEGY EFFECTIVENESS Please check the box beside each strategy used in YOUR school during the 1999-2000 school year (beginning with the summer school of 1999) to improve the achievement of students on academic plans. **If** you check the box, **then** rate the effectiveness of the strategy in improving student academic performance by circling one alternative for each item. If you do not check the box, go on to the next item. Use the following scale to rate the effectiveness of strategies you have implemented:

	STRATEGY	***Very Effective (3)***	***Somewhat Effective (2)***	***Not Effective (1)***
☐	1. Adult volunteer tutoring outside normal school hours	3	2	1
☐	2. Pull-out targeted assistance	3	2	1
☐	3. Computer-assisted instruction	3	2	1
☐	4. Periodic conferencing with parents about progress on the plan	3	2	1
☐	5. Additional instructional materials for students	3	2	1
☐	6. Weekend programs	3	2	1
☐	7. Smaller class size	3	2	1
☐	8. Additional periods (e.g., of math or language arts)	3	2	1
☐	9. After-school comprehensive remediation program	3	2	1
☐	10. Focused study in a particular subject	3	2	1
☐	11. Peer tutoring	3	2	1
☐	12. Guidance and counseling services	3	2	1
☐	13. Summer school	3	2	1
☐	14. Targeted intensive help from a teacher within school classes	3	2	1
☐	15. Accelerated classes	3	2	1
☐	16. Teacher aides	3	2	1
☐	17. Before-school comprehensive remediation program	3	2	1
☐	18. Small group instruction	3	2	1
☐	19. Other (specify): _____	3	2	1
☐	20. Other (specify): _____	3	2	1
☐	21. Other (specify): _____	3	2	1

CONFERENCING (For items 22-25 circle the letter of the alternative you select.)

22. How difficult has it been to achieve high parent/guardian participation rates at conferences to discuss student academic planning? (circle one) (a) Very difficult (b) Somewhat difficult (c) Not very difficult

23. Approximately what percentage of parents/guardians invited for conferences have participated in the academic planning conferences? (circle one)
(a) 0-5% (b) 6-20% (c) 21-40% (d) 41-60% (e) 61-80% (f) 81-100%

24. Approximately what percentage of students with academic plans were assigned mentors? (circle one)
(a) 0-5% (b) 6-20% (c) 21-40% (d) 41-60% (e) 61-80% (f) 81-100%

25. About what percentage of students with plans attend the academic planning conferences? (circle one)
(a) 0-5% (b) 6-20% (c) 21-40% (d) 41-60% (e) 61-80% (f) 81-100%

SUMMER SCHOOL (During the summer of 1999**)**

26. Did your students participate in summer school as a result of an academic plans requirement? (circle one) (a) Yes (b) No
(If yes, please answer the following questions. If no, go to question 27.)

- Approximately what percentage of students who were assigned to summer school actually attended? (circle one)
(a) 0-5% (b) 6-20% (c) 21-40% (d) 41-60% (e) 61-80% (f) 81-100%
- Approximately how many students participated each day? _____ students
- How many total school days did the summer school program operate? _____ days
- How many hours per day did the program operate? _____ hours
- How many hours per day of reading/language arts instruction was provided? _____ hours
- How many hours per day of math instruction was provided? _____ hours
- How would you rate the summer school's effectiveness for students <u>less than one year below</u> grade level? (circle one) (a) Very effective (b) Somewhat effective (c) Not effective
- How would you rate the summer school's effectiveness for students <u>one to two years below</u> grade level? (circle one) (a) Very effective (b) Somewhat effective (c) Not effective
- How would you rate the summer school's effectiveness for students <u>more than two years below</u> grade level? (circle one) (a) Very effective (b) Somewhat effective (c) Not effective

AFTER-SCHOOL COMPREHENSIVE REMEDIATION PROGRAM

27. Did you have an after-school comprehensive remediation program serving students as a result of the academic plans requirement? (circle one) (a) Yes (b) No
(If yes, please answer the following questions. If no, go to question 28.)

- Approximately how many students participated each day? _____ students
- How many total school days did the after-school program operate? _____ days
- How many hours per day did the program operate? _____ hours
- How many hours per day of reading/language arts instruction was provided? _____ hours
- How many hours per day of math instruction was provided? _____ hours

AFTER-SCHOOL COMPREHENSIVE REMEDIATION PROGRAM (CONTINUED)

- How would you rate the program's effectiveness for students less than one year below grade level?
  (circle one) (a) Very effective (b) Somewhat effective (c) Not effective

- How would you rate the program's effectiveness for students one to two years below grade level?
  (circle one) (a) Very effective (b) Somewhat effective (c) Not effective

- How would you rate the program's effectiveness for students more than two years below grade level?
  (circle one) (a) Very effective (b) Somewhat effective (c) Not effective

- Who delivered this instructional service to students? (check **all** that apply)

  ☐ classroom teacher(s) certified to teach in the applicable areas
  ☐ classroom teacher(s) not certified to teach in the applicable areas
  ☐ college or high school student(s)
  ☐ other students at your school
  ☐ other certified staff (e.g., guidance counselors, library/media specialists, etc.)
  ☐ other (specify): _____
  ☐ teacher aide(s)
  ☐ parent volunteer(s)
  ☐ business partner(s)
  ☐ private contractor

BEFORE-SCHOOL COMPREHENSIVE REMEDIATION PROGRAM

28. Did you have a before-school comprehensive remediation program serving students as a result of the academic plans requirement? (circle one) (a) Yes (b) No
    (If yes, please answer the following questions. If no, go to question 29.)

- Approximately how many students participated each day? _____ students

- How many total school days did the before-school program operate? _____ days

- How many hours per day did the program operate? _____ hours

- How many hours per day of reading/language arts instruction was provided? _____ hours

- How many hours per day of math instruction was provided? _____ hours

- How would you rate the program's effectiveness for students less than one year below grade level?
  (circle one) (a) Very effective (b) Somewhat effective (c) Not effective

- How would you rate the program's effectiveness for students one to two years below grade level?
  (circle one) (a) Very effective (b) Somewhat effective (c) Not effective

- How would you rate the program's effectiveness for students more than two years below grade level?
  (circle one) (a) Very effective (b) Somewhat effective (c) Not effective

- Who delivered this instructional service to students? (check **all** that apply)

  ☐ classroom teacher(s) certified to teach in the applicable areas
  ☐ classroom teacher(s) not certified to teach in the applicable areas
  ☐ college or high school student(s)
  ☐ other students at your school
  ☐ other certified staff (e.g., guidance counselors, library/media specialists, etc.)
  ☐ other (specify): _____
  ☐ teacher aide(s)
  ☐ parent volunteer(s)
  ☐ business partner(s)
  ☐ private contractor

REASONS FOR PLANS

29. Rank order from 1 (most important) to 7 (least important) the reasons listed below that academic plans were written for students.

	Rank
• Lacked the skills to perform at grade level based on his/her work, class grades, and teacher judgment	_____
• Being retained in the prior year	_____
• Scoring below basic on the PACT	_____
• Scoring below a specified level on some other standardized test	_____
• Not meeting the terms of the prior year's plan	_____
• Not meeting summer school requirements	_____
• Other (specify): _____	_____
_____	

OVERALL RATING OF INITIATIVE

30. In terms of its impact in improving student academic performance, how would you rate the overall effectiveness of the academic plan initiative? (circle one) (a) Very effective (b) Somewhat effective (c) Not effective
Why or why not? _____

_____

SCHOOL INFORMATION

31. This school is best described as a: (circle one)
(a) Primary (b) Elementary (c) Intermediate (d) Middle (e) Junior high (f) Other

32. The ADM is: (circle one) (a) Less than 300 (b) 301-600 (c) 601-900 (d) 901-1200 (e) Greater than 1200

NEEDS AND ISSUES (Use the back of the page if additional space is needed.)

33. What have been the three greatest challenges that you have faced in developing, implementing, and monitoring academic plans?

34. What kind of additional support (if any) do you need to help you with the development, implementation, and monitoring of academic plans?

35. What comments or suggestions would you offer that are not addressed in the items on the survey?

THANK YOU VERY MUCH FOR YOUR COOPERATION.
PLEASE MAIL YOUR SURVEY, USING THE SELF-ADDRESSED ENVELOPE, NO LATER THAN MAY 19, 2000 TO:

DIANE MONRAD,
SOUTH CAROLINA EDUCATIONAL POLICY CENTER AT THE UNIVERSITY OF SOUTH CAROLINA
COLLEGE OF EDUCATION, SUITE 010
COLUMBIA, SC 29208

APPENDIX B

Summer School Descriptive Statistics

SS PARTICIPATION?

Q26	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	33	25.8	33	25.8
1	95	74.2	128	100.0

Frequency Missing = 5

PRINCIPALS VIEWS OF ACADEMIC PLANS
SUMMER SCHOOL—ITEMS 26-35

SS # DAYS

Q29	Frequency	Percent	Cumulative Frequency	Cumulative Percent
12	3	3.3	3	3.3
14	1	1.1	4	4.4
15	20	22.0	24	26.4
16	6	6.6	30	33.0
17	3	3.3	33	36.3
18	7	7.7	40	44.0
19	2	2.2	42	46.2
20	20	22.0	62	68.1
21	1	1.1	63	69.2
23	1	1.1	64	70.3
24	13	14.3	77	84.6
25	4	4.4	81	89.0
27	1	1.1	82	90.1
28	1	1.1	83	91.2
30	8	8.8	91	100.0

Frequency Missing = 42

SS # MINUTES/DAY

Q30	Frequency	Percent	Cumulative Frequency	Cumulative Percent
180	12	13.2	12	13.2
210	2	2.2	14	15.4
240	40	44.0	54	59.3
270	5	5.5	59	64.8
300	13	14.3	72	79.1
330	2	2.2	74	81.3
360	12	13.2	86	94.5
390	1	1.1	87	95.6
420	4	4.4	91	100.0

Frequency Missing = 42

PRINCIPALS VIEWS OF ACADEMIC PLANS
SUMMER SCHOOL--ITEMS 26-35

SS # MINUTES LA/DAY

Q31	Frequency	Percent	Cumulative Frequency	Cumulative Percent
60	1	1.1	1	1.1
90	16	17.4	17	18.5
110	1	1.1	18	19.6
120	45	48.9	63	68.5
150	12	13.0	75	81.5
180	12	13.0	87	94.6
210	1	1.1	88	95.7
240	4	4.3	92	100.0

Frequency Missing = 41

SS # MINUTES MATH/DAY

Q32	Frequency	Percent	Cumulative Frequency	Cumulative Percent
60	11	12.0	11	12.0
90	15	16.3	26	28.3
110	1	1.1	27	29.3
120	42	45.7	69	75.0
150	12	13.0	81	88.0
180	8	8.7	89	96.7
210	1	1.1	90	97.8
240	2	2.2	92	100.0

Frequency Missing = 41

SS EFFECT <1

Q33	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	5	5.1	5	5.1
2	51	52.0	56	57.1
3	42	42.9	98	100.0

Frequency Missing = 35

PRINCIPALS VIEWS OF ACADEMIC PLANS
SUMMER SCHOOL--ITEMS 26-35

SS EFFECT 1-2

Q34	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	18	18.4	18	18.4
2	73	74.5	91	92.9
3	7	7.1	98	100.0

Frequency Missing = 35

SS EFFECT >2

Q35	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	46	47.9	46	47.9
2	45	46.9	91	94.8
3	5	5.2	96	100.0

Frequency Missing = 37

PRINCIPALS VIEWS OF ACADEMIC PLANS
SUMMER SCHOOL--ITEMS 26-35

Univariate Procedure

Variable=SSMIN

Moments

N	88	Sum Wgts	88
Mean	5291.591	Sum	465660
Std Dev	1450.475	Variance	2103878
Skewness	1.003653	Kurtosis	2.008738
USS	2.6471E9	CSS	1.8304E8
CV	27.41094	Std Mean	154.6212
T:Mean=0	34.22294	Pr>|T|	0.0001
Num ^= 0	88	Num > 0	88
M(Sign)	44	Pr>=|M|	0.0001
Sgn Rank	1958	Pr>=|S|	0.0001

Quantiles(Def=5)

100% Max	10800	99%	10800
75% Q3	6000	95%	8100
50% Med	4995	90%	7200
25% Q1	4320	10%	3600
0% Min	2160	5%	3600
		1%	2160
Range	8640		
Q3-Q1	1680		
Mode	4800		

Extremes

Lowest	Obs	Highest	Obs
2160(	85)	8100(	13)
2700(	18)	8100(	40)
2880(	4)	9000(	3)
3240(	94)	9000(	49)
3600(	115)	10800(	126)

Missing Value	.
Count	45
% Count/Nobs	33.83

PRINCIPALS VIEWS OF ACADEMIC PLANS
SUMMER SCHOOL--ITEMS 26-35

Correlation Analysis

4 'WITH' Variables: Q13 Q33 Q34 Q35
3 'VAR' Variables: SSRMIN SSMMIN SSMIN

Simple Statistics

Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
Q13	108	2.25926	0.56981	244.00000	1.00000	3.00000	
Q33	98	2.37755	0.58354	233.00000	1.00000	3.00000	SS EFFECT <1
Q34	98	1.88776	0.49498	185.00000	1.00000	3.00000	SS EFFECT 1-2
Q35	96	1.57292	0.59374	151.00000	1.00000	3.00000	SS EFFECT >2
SSRMIN	89	2600	787.94821	231430	1080	5400	
SSMMIN	89	2420	854.71819	215380	840.00000	5400	
SSMIN	88	5292	1450	465660	2160	10800	

Pearson Correlation Coefficients / Prob > |R| under Ho: Rho=0 / Number of Observations

	SSRMIN	SSMMIN	SSMIN
Q13	-0.13030	-0.12175	0.13044
	0.2493	0.2820	0.2519
	80	80	79
Q33	-0.00522	0.13523	0.21775
SS EFFECT <1	0.9617	0.2117	0.0440
	87	87	86
Q34	-0.04604	0.05656	0.09118
SS EFFECT 1-2	0.6720	0.6028	0.4037
	87	87	86
Q35	-0.06729	0.09426	0.10654
SS EFFECT >2	0.5406	0.3908	0.3347
	85	85	84