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**Reading and Math Outcome Equity of Students, by Language, Ethnicity, and Gender Conditions, Required to Participate in an Attendance Court Program Based on Excessive School Absences**

Kenneth E. DeFrank  
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Reading and Math Outcome Equity of Students, by Language,  
Ethnicity, and Gender Conditions, Required to Participate in an Attendance Court  
Program Based on Excessive School Absences

By

Kenneth E. DeFrank

A DISSERTATION

Presented to the Faculty of

The Graduate College of the University of Nebraska

In Partial Fulfillment of Requirements

For the Degree of Doctor of Education

Major: Educational Administration

Under the Supervision of Dr. John W. Hill

Omaha, Nebraska

December, 2014

Supervisory Committee:

Dr. Karen L. Hayes

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## **Abstract**

# READING AND MATH OUTCOME EQUITY OF STUDENTS, BY LANGUAGE, ETHNICITY, AND GENDER CONDITIONS, REQUIRED TO PARTICIPATE IN AN ATTENDANCE COURT PROGRAM BASED ON EXCESSIVE SCHOOL ABSENCES

Kenneth E. DeFrank

University of Nebraska, 2014

Advisor: Dr. John W. Hill

The purpose of this study is to determine the reading and math outcome equity of students, by, language, ethnicity, and gender conditions required to participate in the Grand Island Public Schools Attendance program based on third-grade through eighth-grade excessive school absences in the 2010–2011 school year. The data presented in the study indicates that overall the Grand Island Public School Attendance program improved attendance of students who were involved in the attendance program. In the third-grade 77% of students involved in the attendance program improved their attendance. In the fourth-grade 83% of students involved in the attendance program improved their attendance. In the fifth-grade 87% of students involved in the attendance program improved their attendance. In the sixth-grade 84% of students involved in the attendance program improved their attendance. In the seventh-grade 74% of students involved in the attendance program improved their attendance. In the eighth-grade 67% of students involved in the attendance program improved their attendance. The attendance was improved by not only the official letter sent by the combination of Grand Island Public Schools and Hall County District Attorney's office but also by the

relationships and positive interactions of the Grand Island Public Schools social workers with students and families. The attendance inventory checklist designed to be solution focused acts to established positive relationships with students and their families leading to sustained positive improvement in attendance. However, study results seem to indicate that students in the seventh-grade and eighth-grade may need more specific academic intervention to support their continued attendance and graduation from high school. While the data shows students improved attendance while in the program a research design extended in time should be conducted to follow randomly selected students through their high school graduation to document attendance patterns and the effectiveness of recommended Welcome Center student and family program participation, direct social work support, and reading and math supports contributing differentially or *in toto* to sustained academic success and high school graduation for these students.

## Acknowledgments

I have never considered myself an academic, I have never been a fan of research, in fact the thought of having a career in Education when I was growing up was the farthest from my mind. Along my long strange trip I have met two types of people on my path, the ones that were doubters in my abilities and the ones who encouraged me to grow and believed in me even though I doubted myself. My journey began over five years ago. My wife saw that I was adrift and in only a way a lifetime partner can tell you, “get up and do something about it.” After much deliberation and the persuasion of a colleague, Dr. Susie Yoakley-Busby, I entered the Doctoral program at the University of Nebraska at Omaha.

I would like to thank my professors at Southwestern Oklahoma State University, Dr. Kay Branson, Dr. Roger Bromert who are no longer with us, and Dr. John Hayden. These professors encouraged and modeled for me what is to be a professional educator with passion. At the University of Nebraska at Omaha, Dr. Kay Keiser, Dr. Peter Smith, Dr. Richard Christie, and Dr. Karen Hayes, (you were right it is about the journey) thank you so much for your expertise, support, and most of all your friendship. I would also be remised if I did not thank my Grand Island Public School family, Dr. Rob Winter and Dr. Robin Dexter who have supported me and encouraged me to keep on trucking even when it was becoming overwhelming. Assistant Deputy County Attorney Martin Klein who was so gracious with his time and data. Also, Shari Spaulding who made collecting the data for this study seem so smooth and effortless. My great staff at the Success Academy that I have the privilege to work with and who kept driving that train when I was away and put up with the my crankiness when the deadlines were due.

There have been many people who have influenced and encouraged me along the way and I thank you all, but there are a few who have been especially influential in my growth. Dr. John DeFrank my uncle and role model, our talks have meant more than you will ever know. My father-in-law, Steven “Boog” Leonard, you still give the best advice and are the best Dad a son could have. My mother, Theresa DeFrank who instilled in me to be the best at whatever I chose and who was always the constant in our family. To Dr. John Hill my dissertation advisor, I say that I will miss our meetings that led to my research design, formation of the chapters, and finally the data analysis, results, and conclusions that also included lunches invoking pop history as well as very serious conversations on every subject under the sun. However my feeling about being your last Doctoral student is torn, was it I cannot possibly do another one of these or was it that it just doesn’t get any better. I will choose to think it is the latter. Finally, thank you to my family. My daughters Lola and Lily you are my constant reminders to be kind and accepting of others, thank you for always steering me back to center. To my life long companion Audrey, thank you for not being afraid to have the tough conversations when I wanted to throw in the towel and question was this really worth it. I couldn’t have made it with out you.

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## CHAPTER ONE

### Introduction

#### History

Students not completing their compulsory public education coursework and leaving school early has been a problem in the United States of America since the late eighteen hundreds. By 1884 only one-third of the students required to attend school were actually attending. In 1933 it was reported that more than two-thirds of school absences were non-illness related (Rohrman, 1993). A study of Baltimore City Public Schools that tracked 800 randomly selected students in 1982 found that risk factors of dropping out of school pointed back to first grade students who averaged 16 absences from school versus those students who averaged 10 absences (Alexander, Entwisle, & Kabbani 2001). Chronic absences are often the first indicators of more complex psychosocial problems affecting school age children and their families (Garry, 1996). For example, in their survey of high school dropouts, Bridgeland and colleagues (2006) asserted that one student's response sadly typified many students reasons for walking away from school before graduating, saying they left school because, "No one noticed if I failed to show up for class." Chronic absenteeism is not the same as truancy or average daily attendance that is the attendance rate schools use for state report cards and federal accountability. Chronic absenteeism means a student missing 10% of a school year for any reason. However, a school can have average reported daily attendance of 90% and still have 40% of its students chronically absent because on different days, different students make up that 90% (Balfanz & Byrnes, 2012). This is the new battle educators must face. Students who do not attend can't be taught. The issue of leaving school before graduation remains



the major obstacle in meeting the goals of high stakes school improvement mandates.

### **Economic Effects**

Research from as early as the 1980s reported that dropping out of high school greatly increases the probability of unemployment (Mensch & Kandel, 1988; Feldstein & Ellwood, 1982) and that dropouts even then had a much lower earning potential over the course of their lifetime (Mensch & Kandel, 1988; Morgan, 1984). The 2000 Census reported that school dropouts are less likely to be employed than high school graduates by a margin of 19%. School failure and dropouts are associated with poor workforce preparation which then limits job and earning power, thereby restricting opportunities for future education and training (Lochner & Moretti, 2004; Sutphen, Ford, & Flaherty, 2010). In March of 2012 the U. S. Bureau of Labor Statistics reported the unemployment rate of high school graduates was 9.4% and the median average weekly earnings was \$638 versus high school dropouts with an unemployment rate of 14.1% and median average weekly earnings of \$451. It was also reported that the annual median income for persons 18 through 67 who dropped out of high school was about \$25,000 dollars versus \$43,000 for high school graduates (Rouse, 2005). There are an estimated 12 million students that will drop out of high school in the next decade costing the national economy 1.5 trillion dollars in lost tax revenue and assistance payments (Alliance for Excellent Education, 2011).

### **Academic Effects**

In a 1989 critical case study of at risk students attending a relatively affluent and racially homogeneous suburban Nebraska school district, 30.3% of junior high school boys and girls, grades 7 through 9, were found to have 12 or more unexcused absences in

either semester--then grounds for automatic failure--or were failing two or more core classes and 33.5% of the high school population, grades 10 and 11, were found to have 12 or more unexcused absences or were failing two or more core classes despite students aggregated average range achievement test scores (49th percentile) and average range cognitive skills measured at the 53rd percentile. However, despite these students' average range abilities they were considered to be at risk for leaving school early noting that the difference between student potential and actual achievement diminishes with increased absences. Furthermore, finding the conditions of core class failure and unexcused absence frequency levels of students in this relatively affluent and racially/culturally homogeneous sample school district indicated that troubled youth likely live throughout Nebraska, not just in inner city school districts (Hill, 1989).

The Ohio Department of Education in 2000 reported on student attendance and its effect on school improvement. In this study, building attendance averages were used instead of grade level averages. A school with over 93% attendance was considered a high attendance school. The research indicates a significant correlation between school attendance and school achievement. Students who had high attendance also had higher test scores on the Ohio Achievement test, and schools that had higher attendance rates scored better than schools with low overall attendance (Roby, 2004). As noted above, student achievement is affected in a negative way by absenteeism (Allensworth & Easton, 2007). Researchers have also found that students with better attendance than their classmates exhibit superior performance on standardized tests (Lamdin, 1996; Nichols, 2003; Sheldon, 2007). The New York City Independent Budget Office reported in the 2009–2010 school year, students who were absent five or fewer days had an

efficiency rate of 54% in English and 69% in math. Students who missed more than 21 days of school had an efficiency rate of 23% in English and 28% in math.

### **Social and Criminal Effects**

According to the Statistic Brain (<http://www.statisticbrain.com>) 8,300 high school students drop out of school each day in the United States. Moreover, high school students who drop out commit 75% of U.S. crimes. Furthermore, 60% of African American students who have dropped out of high school have spent time in prison. Also according to the Children's Defense Fund (<http://www.childrendefense.org>) in 2013, 2,857 high school students drop out of school, 467 are arrested for drug offenses and 208 are arrested for violent crimes each day. Students who are habitually absent from school are linked to academic failure, disengagement with school, school dropout, and delinquency (Zhang et al., 2010). Daytime burglaries, auto thefts and vandalism increase with truant students (Berger & Wind, 2000; Loeber & Farrington, 2000; Rohrman, 1993; Zhang et al., 2010). In a study of prison inmates in 1986, 89% of prisoners had a history of truancy (Englander, 1986; Rohrman, 1993). Negative outcomes from chronic absenteeism include poor grades, low school attachments, delinquency, drug use, sexual promiscuity, and school dropout (Baker, Sigmon & Nugent, 2001; Cole, 2011; Garry, 1996; Sheldon, 2007; Sheldon & Epstein, 2004; Sutphen et al., 2010; Teasley, 2004). Many different factors contribute to school absence. Family factors, school factors, economic influences such as family income and neighborhoods, and student variables like gender and ethnicity often correlate with truancy (Baker et al., 2001; Cole, 2011). Parent-child relationships, family history with drugs and alcohol abuse and previous criminal history must also be taken into consideration (Attwood & Croll 2006; Zhang et

al., 2010). Individual factors include school phobia, learning disabilities, poor school attachments, and behavior problems (Alexander, Entwisle, & Horsey 1997; Jenkins, 1995; Sutphen et al., 2010). Other family factors include low family income, single-parent status, child maltreatment, parental disabilities, lack of parental involvement in education, and family mobility (Sutphen et al., 2010). Some community factors associated with truancy are largely connected to low income, neighborhood residence, and local schools (Teasley, 2004). Age is also a factor. Younger students who are referred for truancy in elementary grades are most likely to be referred a second time, and multiple times by their third-grade year (Cole, 2011; Lehr, Sinclair, & Christenson, 2004). Some studies indicate students may begin having attendance problems as early as first grade (Epstein & Sheldon, 2002). Early intervention and support of students and their families is key in preventing later school leaving. However, even though much of the extant professional literature in both school social work and education suggests that truancy in the early grades is one of the leading causes of later school failure, insufficient attention is focused where this knowledge could do the most good (Newsome, Anderson-Butcher, Fink, Hall, & Huffer, 2008; Rhodes, Thomas, Lemieux, Cain, & Guin, 2010).

### **Purpose of the Study**

The purpose of this study is to determine the reading and math outcome equity of students, by language, ethnicity, and gender conditions required to participate in the Grand Island Public Schools attendance program based on third-grade through eighth-grade excessive school absences in the 2010–2011 school year.

## **Research Questions**

The following research questions will be used to analyze student participation in the Grand Island Public Schools attendance program, tracking excessive absences and the relationship between student NeSA Reading and NeSA math scores whose parents or guardians received one letter home, two letters home, or two letters home and a referral to the attendance hearing.

### **Overarching Posttest-Only Third-Grade NeSA-Reading Equity Research**

**Question #1.** Do third-grade students whose parents received one letter home from the attendance court to notify them of their students' excessive absences, third-grade students whose parents received two letters home from the attendance court to notify them of their students' excessive absences, and third-grade students whose parents received two letters home from the attendance court, and participated in one or more hearings before the attendance court to address their students' excessive absences have equitable NeSA-Reading scores analyzed by third-grade students, home correspondence language other than English and English, ethnicity, and gender conditions?

### **Overarching Posttest-Only Third-Grade NeSA-Math Equity Research**

**Question #2.** Do third-grade students whose parents received one letter home from the attendance court to notify them of their students' excessive absences, third-grade students whose parents received two letters home from the attendance court to notify them of their students' excessive absences, and third-grade students whose parents received two letters home from the attendance court, and participated in one or more hearings before the attendance court to address their students' excessive absences have equitable NeSA-Math

scores analyzed by third-grade students home correspondence language other than English and English, ethnicity, and gender conditions?

#### **Overarching Posttest-Only Fourth-Grade NeSA-Reading Equity Research**

**Question #3.** Do fourth-grade students whose parents received one letter home from the attendance court to notify them of their students' excessive absences, fourth-grade students whose parents received two letters home from the attendance court to notify them of their students' excessive absences, and fourth-grade students whose parents received two letters home from the attendance court, and participated in one or more hearings before the attendance court to address their students' excessive absences have equitable NeSA-Reading scores analyzed by fourth-grade students home correspondence language other than English and English, ethnicity, and gender conditions?

#### **Overarching Posttest-Only Fourth-Grade NeSA-Math Equity Research**

**Question #4.** Do fourth-grade students whose parents received one letter home from the attendance court to notify them of their students' excessive absences, fourth-grade students whose parents received two letters home from the attendance court to notify them of their students' excessive absences, and fourth-grade students whose parents received two letters home from the attendance court, and participated in one or more hearings before the attendance court to address their students' excessive absences have equitable NeSA-Math scores analyzed by fourth-grade students home correspondence language other than English and English, ethnicity, and gender conditions?

#### **Overarching Posttest-Only Fifth-Grade NeSA-Reading Equity Research**

**Question #5.** Do fifth-grade students whose parents received one letter home from the attendance court to notify them of their students' excessive absences, fifth-grade students

whose parents received two letters home from the attendance court to notify them of their students' excessive absences, and fifth-grade students whose parents received two letters home from the attendance court, and participated in one or more hearings before the attendance court to address their students' excessive absences have equitable NeSA Reading scores analyzed by fifth-grade students home correspondence language other than English and English, ethnicity, and gender conditions?

#### **Overarching Posttest-Only Fifth-Grade NeSA-Math Equity Research**

**Question #6.** Do fifth-grade students whose parents received one letter home from the attendance court to notify them of their students' excessive absences, fifth-grade students whose parents received two letters home from the attendance court to notify them of their students' excessive absences, and fifth-grade students whose parents received two letters home from the attendance court, and participated in one or more hearings before the attendance court to address their students' excessive absences have equitable NeSA-Math scores analyzed by fifth-grade students home correspondence language other than English and English, ethnicity, and gender conditions?

#### **Overarching Posttest-Only Sixth-Grade NeSA-Reading Equity Research**

**Question #7.** Do sixth-grade students whose parents received one letter home from the attendance court to notify them of their students' excessive absences, sixth-grade students whose parents received two letters home from the attendance court to notify them of their students' excessive absences, and sixth-grade students whose parents received two letters home from the attendance court, and participated in one or more hearings before the attendance court to address their students' excessive absences have equitable NeSA-

Reading scores analyzed by sixth-grade students home correspondence language other than English and English, ethnicity, and gender conditions?

**Overarching Posttest-Only Sixth-Grade NeSA-Math Equity Research**

**Question #8.** Do sixth-grade students whose parents received one letter home from the attendance court to notify them of their students' excessive absences, sixth-grade students whose parents received two letters home from the attendance court to notify them of their students' excessive absences, and sixth-grade students whose parents received two letters home from the attendance court, and participated in one or more hearings before the attendance court to address their students' excessive absences have equitable NeSA-Math scores analyzed by sixth-grade students home correspondence language other than English and English, ethnicity, and gender conditions?

**Overarching Posttest-Only Seventh-Grade NeSA-Reading Equity Research**

**Question #9.** Do seventh-grade students whose parents received one letter home from the attendance court to notify them of their students' excessive absences, seventh-grade students whose parents received two letters home from the attendance court to notify them of their students' excessive absences, and seventh-grade students whose parents received two letters home from the attendance court, and participated in one or more hearings before the attendance court to address their students' excessive absences have equitable NeSA-Reading scores analyzed by seventh-grade students home correspondence language other than English and English, ethnicity, and gender conditions?

**Overarching Posttest-Only Seventh-Grade NeSA-Math Equity Research**

**Question #10.** Do seventh-grade students whose parents received one letter home from



the attendance court to notify them of their students' excessive absences, seventh-grade students whose parents received two letters home from the attendance court to notify them of their students' excessive absences, and seventh-grade students whose parents received two letters home from the attendance court, and participated in one or more hearings before the attendance court to address their students' excessive absences have equitable NeSA-Math scores analyzed by seventh-grade students home correspondence language other than English and English, ethnicity, and gender conditions?

**Overarching Posttest-Only Eighth-Grade NeSA-Reading Equity Research**

**Question #11.** Do eighth-grade students whose parents received one letter home from the attendance court to notify them of their students' excessive absences, eighth-grade students whose parents received two letters home from the attendance court to notify them of their students' excessive absences, and eighth-grade students whose parents received two letters home from the attendance court, and participated in one or more hearings before the attendance court to address their students' excessive absences have equitable NeSA-Reading scores analyzed by eighth-grade students home correspondence language other than English and English, ethnicity, and gender conditions?

**Overarching Posttest-Only Eighth-Grade NeSA-Math Equity Research**

**Question #12.** Do eighth-grade students whose parents received one letter home from the attendance court to notify them of their students' excessive absences, eighth-grade students whose parents received two letters home from the attendance court to notify them of their students' excessive absences, and eighth-grade students whose parents received two letters home from the attendance court, and participated in one or more hearings before the attendance court to address their students' excessive absences have

equitable NeSA-Math scores analyzed by eighth-grade students home correspondence language other than English and English, ethnicity, and gender conditions?

### **Delimitations of the Study.**

This study was delimited to third-grade through eighth-grade students of nineteen program schools in a Midwestern urban school district who were referred to the program between August 2010 and May of 2011. All elementary and middle school students were referred to participate in the attendance program due to excessive absences. Findings will be delimited to those students whose parents received one attendance letter, two attendance letters, or two attendance letters and an appearance before the Attendance Hearing Officer.

### **Limitations of the Study.**

This exploratory study was confined to third-grade ( $N = 70$ ), fourth-grade ( $N = 57$ ), fifth-grade ( $N = 60$ ), sixth-grade ( $N = 70$ ), seventh-grade ( $N = 82$ ), and eighth-grade ( $N = 92$ ) referred to the Grand Island Public Schools attendance program. Study participants in the first research arm ( $n = 191$ ) that received one attendance letter in the 2010 – 2011 school year. Study participants in the second research arm ( $n = 144$ ) that received two attendance letters in the 2010–2011 school year. Study participants in the third research arm ( $n = 96$ ) received two attendance letters and were required to attend at least one attendance hearing in front of the Attendance Hearing Officer. The sample size of this study is sufficient for correctly rejecting a false null hypothesis at the 95% alpha level with a predicted effect size of .80.

## **Definition of Terms**

**Attendance hearing.** The attendance hearing for Grand Island Public Schools is held in the School Board Room located in the Kneale Administration building of Grand Island Public Schools. Students who have been referred to the Grand Island Public Schools attendance program and have not responded to early interventions and continue to miss school are referred to the attendance hearing. During this hearing it is determined if there is a need for a higher level of intervention or if the parent or student has exhausted all interventions and need to be remanded to a Hall County Juvenile court.

**Attendance hearing officer.** The Attendance Hearing Officer for the Grand Island Public Schools attendance program is Mr. Marty Klein who is the Deputy Hall County Attorney for Hall County Nebraska.

**Attendance intervention.** An attendance intervention is an interaction between the school district representative and the family of the student who has excessive absences. The parties try to establish why there is an attendance problem and possible solutions to end the attendance issue.

**Chronic absenteeism.** Chronic absenteeism is defined as a student that has missed 10% or more school in a year or the previous year missed a month or more of school.

**Counseling.** Counseling is an intervention by a licensed professional to help students and parents resolve issues that are affecting the student's attendance to school.

**Diversion.** A diversion program in the criminal justice system is a form of sentencing and such programs are often run by a police department, court, a district attorney's office, or outside agency designed to enable offenders of criminal law to avoid

criminal charges and a criminal record. Problem-solving courts typically include a diversion component as part of their program. The purposes of diversion are generally thought to include relief to the courts, police department and probation office, better outcomes compared to direct involvement of the court system, and an opportunity for the offender to avoid prosecution by completing various requirements for the program. These requirements may include: (1) Education aimed at preventing future offenses by the offender, (2) Restitution to victims of the offense, and (3) Completion of community service hours.

**Ethnicity.** Ethnicity or ethnic group is a socially defined category of people who identify with each other based on a perceived shared social experience or ancestry. In this study ethnicity has been divided into two groups: White and Hispanic/Others. This study looks at the excessive absences of each group and the relationship it has towards NeSA Reading and NeSA Math tests.

**Equity.** Equity refers to the study and achievement of fairness in education. Fairness is often equated with equality, but equity deals with accommodating and meeting the specific needs of specific individuals.

**Excessive absences.** As defined by Grand Island Public Schools, excessive absences equal five absences per quarter or twenty per year. Only medically excused absences that have written verification do not count against the student's twenty days per year.

**Gender.** Gender is a reference towards female and male. One aspect of this study is how females and males with excessive absences scored on the NeSA test in reading and math.

**Home correspondence language.** Home correspondence language is the language that is commonly spoken in the student's home. The students who were designated as dual language were identified by the Grand Island Public School District and entered into the English as a Second Language program.

**Interlocal agreement.** An interlocal agreement is a legally binding agreement between two governmental agencies. For this study it is between Hall County and Grand Island Public Schools, located in Grand Island, Nebraska.

**Nebraska State Accountability (NeSA).** NeSA is the State of Nebraska's high stakes testing in the areas of Writing, Reading, Science, Math, and Social Sciences. This study focuses on the Reading and Math tests for third-grade through eighth-grade in the 2010-2011 school year.

**Parenting classes.** Parenting classes are specialized classes that help parents of struggling children come up with positive interactions in order to stabilize the family dynamic.

**Probation.** Probation in criminal law is a period of supervision over an offender, ordered by a court in the stead of serving time in prison or jail.

**School Social Workers.** School social workers are one of the three professional pupil services groups that provide counseling services to children and adolescents in schools in the United States. Most school social workers hold a Master of Social Work degree and have specialized training in helping students within the context of local schools.

**State Code Section 43-247(3)(B).** Except as provided in section [43-247.02](#), the juvenile court shall have exclusive original jurisdiction as to any juvenile defined in

subdivision (1) of this section who is under the age of sixteen, as to any juvenile defined in subdivision (3) of this section, and as to the parties and proceedings provided in subdivisions (5), (6), and (7) of this section. As used in this section, all references to the juvenile's age shall be the age at the time the act that occasioned the juvenile court action occurred. The juvenile court shall have concurrent original jurisdiction with the district court as to any juvenile defined in subdivision (2) of this section. The juvenile court shall have concurrent original jurisdiction with the district court and county court as to any juvenile defined in subdivision (1) of this section who is age sixteen or seventeen, any juvenile defined in subdivision (4) of this section, and any proceeding under subdivision (6) or (10) of this section. The juvenile court shall have concurrent original jurisdiction with the county court as to any proceeding under subdivision (8) or (9) of this section. Notwithstanding any disposition entered by the juvenile court under the Nebraska Juvenile Code, the juvenile court's jurisdiction over any individual adjudged to be within the provisions of this section shall continue until the individual reaches the age of majority or the court otherwise discharges the individual from its jurisdiction.

The juvenile court in each county as herein provided shall have jurisdiction of:

(3) Any juvenile (b) who, by reason of being wayward or habitually disobedient, is uncontrolled by his or her parent, guardian, or custodian; who departs himself or herself so as to injure or endanger seriously the morals or health of himself, herself, or others; or who is habitually truant from home or school.

**State Code Section 43-247(5)(B).** Except as provided in section [43-247.02](#), the juvenile court shall have exclusive original jurisdiction as to any juvenile defined in subdivision (1) of this section who is under the age of sixteen, as to any juvenile defined

in subdivision (3) of this section, and as to the parties and proceedings provided in subdivisions (5), (6), and (7) of this section. As used in this section, all references to the juvenile's age shall be the age at the time the act that occasioned the juvenile court action occurred. The juvenile court shall have concurrent original jurisdiction with the district court as to any juvenile defined in subdivision (2) of this section. The juvenile court shall have concurrent original jurisdiction with the district court and county court as to any juvenile defined in subdivision (1) of this section who is age sixteen or seventeen, any juvenile defined in subdivision (4) of this section, and any proceeding under subdivision (6) or (10) of this section. The juvenile court shall have concurrent original jurisdiction with the county court as to any proceeding under subdivision (8) or (9) of this section. Notwithstanding any disposition entered by the juvenile court under the Nebraska Juvenile Code, the juvenile court's jurisdiction over any individual adjudged to be within the provisions of this section shall continue until the individual reaches the age of majority or the court otherwise discharges the individual from its jurisdiction.

**Truancy.** Truancy is the habitual engagement in unexcused absences from school.

### **Organization of the Study**

The literature review relevant to this study is presented in Chapter 2. This chapter reviews professional literature on the possible negative effects of excessive absences by students and Chapter 3 describes the research design, methodology, and procedures used to gather and analyze the data of the study. Chapter 4 reports the research results and findings--including data analysis, tables, and descriptive statistics. Chapter 5 provides conclusions and a discussion of the research findings.

## CHAPTER TWO

### Review of Literature

The previous chapter gives research based evidence on what can happen to students who are excessively absent from school as they are less likely to complete their education and engage in self-destructive behaviors such as crime and drug abuse-- literally knocked up, locked up, and shot up! The question then becomes what are interventions that help students stay in school and achieve a high school diploma. In a study conducted from 1994 to 1999 in one school district in Georgia to determine if family-community interventions for improving social functioning and educational achievement for chronically disruptive students, the data showed that students assigned to the mental health services and family-community interventions alternative program had a dropout rate of 8% after the intervention assignment compared to the school district's 45% drop out rate (Carpenter-Aeby & Aeby, 2005). Henderson and Mapp (2002) assert that "families have a major influence on their children's achievement in school and through life" (Sheldon, 2007, p. 7). Two interventions that promote parental involvement are informing parents of the district's attendance policy and holding school wide communications or parent workshops that discuss the importance of attendance (Bickelhaupt, 2011; Peek, 2009). Furthermore, there is clear evidence that a positive, supportive, and culturally conscious school climate used in conjunction with family and community support can shape the academic success of students (MacNeil, MacLin, & Mednick, 2006; Nelson, McMahan, & Torres, 2012). For example, a study that examined the mentoring program LISTEN (Linking Individual Students to Educational Needs) linking at risk students to adult community mentors resulted in post-intervention



significantly higher improved attendance rates (Johnson & Lampley, 2010). Successful attendance interventions include partnerships between schools, families, social workers, outside organizations, the community and sometimes law enforcement. (Baker et al., 2001; Chang & Romero, 2008; Cole, 2011; Martin, Tobin, & Sugai, 2003; Sheldon, 2007; Walls, 2003). The four top core strategies in drop out prevention in nine Mid-Atlantic Region school districts are 1) advocating for student needs, 2) engaging and supporting families, 3) monitoring attendance, and 4) mentoring (Burzichelli, Mackey, & Bausmith, 2011).

### **Grand Island Public Schools Attendance Intervention Policy**

During the 2006-2007 school year the Grand Island Public Schools (GIPS) located in Grand Island, Nebraska, applied for a federal grant to employ five social workers for three years. The social workers primary responsibilities were to work with students who were excessively absent from school. During the 2007-2008 school year the social workers were increasingly getting frustrated with the strategies they had to combat absenteeism. The two strategies they had were a phone call home and a letter stating that the student was missing too much school. A task force was gathered with representatives from the central office, high school, middle schools, elementary schools, and the social workers. Former Assistant Superintendent, Jim Worth, led this task force and the result was a flowchart describing the problem and suggesting possible solutions. It was decided that student attendance that falls below an acceptable attendance rate, considered to be 10% of possible attendance days, should trigger a meaningful and broad based school response. For example, key school personnel including the building administrator, school social worker, school counselor, or the classroom teacher would

contact the students parent by letter, phone, or home visit asking the parent to complete an attendance inventory checklist developed by the school district to empower families to keep their students in school. The student was also contacted by a home visit or during school hours and was also asked to complete an attendance inventory to enhance their awareness of the importance and necessity of their remaining in school. The following GIPS attendance inventory checklist policy wording used to guide implementation stated that after the attendance inventory checklist was completed the school social worker would explore patterns of nonattendance, teachers are to report on school behaviors, the family history of nonattendance issues are reviewed, and a review of other agencies involved with the family. If there was an inability to make contact with the parents of the student, the school district then documented all attempts before referring to an attendance hearing. If the nonattendance continued there were two parts that took place in the next step. The first part was to develop a school intervention plan for attendance. The social worker then met with the student and parent to determine the next steps based on information gathered from the attendance inventory. Examples of possible interventions were an attendance contract, identification of a school mentor, exploring counseling options: individual or support group sessions, academic tutoring, establish a reward system, establish support for family issues such as contact with community support programs or referral to outside agencies, or a combination of home-based strategies with school strategies. The next part of the second step was to explore possible home-based interventions with the family. The social worker would meet with the student and parent to determine the next steps based on information gathered from the attendance inventory. Some of the interventions would be to establish fixed evening routines such as when and

where to do homework, where to place supplies needed for the next day at school, plan what to wear the next day to school, establish bedtimes, establish morning routines for example, to determine when to wake up and determine where to eat breakfast, at home or school, determine how the student is going to get to school and to create a contract between the family and school. The third step was to identify a system to monitor student progress, which provided consistent enforcement of the attendance contract, which included effective monitoring of individual student attendance data. The school then would assess the outcomes and determine if a pattern of chronic absenteeism and/or truancy continues then the student would be referred to the Attendance Hearing Officer. It was determined that if a student failed to comply with the Intervention Plan and accumulated three more absences the school would then refer the student to an attendance hearing. The student, accompanied by his/her parent or guardian would then appear before the Attendance Hearing officer. The hearing officer, the Deputy County Attorney, would then place the student under a School Attendance Order, requiring the student to attend school. In addition the hearing officer, school representative, parent(s) and student would review the current Intervention plan. The Attendance Order would then be incorporated into the Intervention Plan and the monitoring of the plan would continue. Modifications would be made to the Intervention Plan, if necessary, and mechanisms would be established for providing reports to judges to assist in related discussions, identifying possible programs to address the causes for continued nonattendance, and identifying required parent/student programs which enhanced skills and empowered parents/student to effect and maintain positive change. Once this Intervention Plan was established the parameters for measuring success were set. If the student complied with

the School Attendance Order the school would continue to monitor the Intervention Plan and no further legal action would be taken unless the student began to miss school and was no longer complying with the Intervention Plan and School Attendance Order then the student would be referred to the Hall County Juvenile Court. If the student failed to comply with the initial School Attendance Order, the Attendance Hearing Officer would refer the student and parent(s) to the Hall County Juvenile court (From an interview conducted by the author, on 7-25-2013, with Deb Harder, Director of Elementary Teaching and Learning, Grand Island Public Schools, Grand Island, NE).

### **Attendance Inventory Checklist**

The attendance inventory checklist was developed by the GIPS attendance taskforce as a comprehensive first look into possible reasons why a student was not complying with attendance policies and laws. The checklist was a way for the social workers to broach sensitive issues without being accusatory and putting the parents and students in a defensive position. The solution focused document set the tone to help the parent/guardian and student. The document looked at 15 areas of possible reasons why a student was not attending school including: 1) transportation, 2) childcare, 3) relationships, 4) academic needs, 5) basic needs, 6) transition issues, 7) collateral contacts, 8) behavior, 9) other agencies involved, 10) parenting, 11) student's outside responsibilities, 12) substance abuse, 13) legal issues, 14) awareness of attendance policies/laws, and 15) attitudes/beliefs toward school/education (Grand Island Public Schools Attendance Checklist, 2008).

**Transportation.** Students who have attendance issues may have transportation issues. The student's family may not have a car, or parents may have to drop off their

kids at three different locations causing one or more to be consistently late to school. Grand Island Public Schools does provide bus transportation and has 23 pickup and drop off sites located around town. If this mode of transportation does not fit the families need, the social worker will problem solve with the family on how to utilize resources that may be available. Some of the solutions have included having friends and neighbors providing transportation and one short-term solution may be rides provided by school social workers. During in interview conducted with Ms. Duel-Rutt, High School Social Worker, on November 6, 2013, she recalled a time when she got the Salvation Army to purchase a bike for a student so he could ride it to school (Grand Island Public Schools Attendance Checklist, 2008).

**Childcare.** Childcare issues are not just for teen parents but that of parents who need older children to stay home and watch younger siblings because the parent has to go to work and there is no other reliable child care. GIPS social workers have the resources to help teen parents and traditional parents find safe and affordable childcare. Social workers will work with families to apply to the State of Nebraska for assistance in paying for child-care. They also have the local childcare agencies information and contact numbers. At the high school level the social workers that work with teen parents have a questionnaire to help teen parents ask important questions when choosing a childcare facility and will often accompany the teen parent visiting multiple child-care agencies (Grand Island Public Schools Attendance Checklist, 2008).

**Relationships.** A student's relationship with his/her parent, teacher, school official, and other students cannot be overstated. Students who have positive relationships with these people tend to have better attendance in school than those

student's who don't. During the attendance checklist meeting, social workers will ask the student about these relationships. In an interview conducted on November 7, 2013 with Ms. Mahin, a middle school social worker for GIPS, stated, "Students who are engaged in negative peer relationships will typically act sick at home so they can avoid school and the confrontations that await them." The social worker must delve into these relationships to determine what the underlying issue is and help the student resolve those issues (Grand Island Public Schools Attendance Checklist, 2008).

**Academic needs.** Students who are finding it difficult to complete their academic work are most at risk for non-attendance and early school leaving. It is vital that students who are struggling academically be identified and given accurate academic interventions in order to correct the deficiencies. The Grand Island Public Schools use a variety of different ways to identify struggling students including administering assessments such as the AIMSweb Assessment, 2013, (<http://www.aimsweb.com>) for elementary students, and the Acuity Assessment & Tests, 2013, (<http://www.ctb.com/ctb.com>) and Scholastic Reading Inventory, 2013, (<http://teacher.scholastic.com>) for middle school and high school students. Classroom teachers are the first line of defense in identifying academic deficiencies. The second step would be to enter that individual student into the Response to Intervention or RTI program set up at every school in the district. An RTI team includes classroom teachers, special education representatives, behavior consultants, educational consultants, counselors, social workers, and school administrators. This team identifies and proposes possible interventions based on research and best practices (Grand Island Public Schools Attendance Checklist, 2008).

**Basic needs.** Students face tremendous hurdles everyday before school. Did they sleep in a warm, dry, and safe place? When is the last time they ate a meal? Do they have running water to bathe or have the ability to have clean clothes? Grand Island Public School's social workers tap into local resources to help students meet these needs. Social workers use the United Way programs, the Salvation Army, local churches, and the Central Nebraska Community Services for a variety of assistance. Another basic need that is often not met is that of medical care. Between 13% and 18% of children and adolescents have some type of chronic health condition and nearly half of them could be considered disabled (Bergen, 2013; Mazyck, 2013). Studies show that a high nurse to student ratio is positively correlated to better attendance (Mazyck, 2013; Pennington & Delaney, 2008). GIPS social workers work alongside school nurses to assist families in receiving proper medical care (Grand Island Public Schools Attendance Checklist, 2008).

**Transition issues.** Transition issues relate to a student who is moving from an elementary to middle school, middle school to high school, or out of district into the GIPS system. These issues mostly occur when an elementary student moves from their single self-contained classroom into an upper level school building with anywhere from 450 to 900 students with multiple 50 minute class changes (Grand Island Public Schools Attendance Checklist, 2008).

**Collateral contacts.** Collateral contacts refer to the student's contacts that are outside the immediate family. These contacts could be relatives that do not live in the home or friends of the student. This is just another piece of the puzzle to determine why the student is missing school (Grand Island Public Schools Attendance Checklist, 2008).

**Behavior.** Student behavior is a problem in every school. Students who misbehave at school get into trouble with the school administration. This behavior could be to mask a learning disability, could be caused by a traumatic event in the student's life, be the result in a genetic, biological disorder, or undiagnosed behavioral disorder. Whatever the reason the student's attendance will be affected, whether the student is serving an in school suspension or out of school suspension to just time in the office, that student is missing out on instructional time with his or her teacher. The further a student falls behind academically the more likely school will be of less importance and the chance of missing more school or dropping out of school becomes that much greater. The GIPS RTI team evaluates the behavior using current research and best practices to address the student's behavior (Grand Island Public Schools Attendance Checklist, 2008).

Grand Island Public Schools has also hired behavioral consultants that confer with the RTI team and support and shape the desired behavior by developing behavior plans for identified students. The behavior consultant collaborates with the social worker when attendance is embedded in the behavior plan and will provide data to present to the Attendance Hearing Officer when needed. In an interview conducted on Wednesday November 13, 2013 with Ms. Wagner, Grand Island High School's behavior consultant, stated, "The number one question that I ask myself when developing a behavior plan that deals with attendance is, what is the function of his/her tardy and absences?"

**Other agencies involved.** Students who are in the attendance process usually already have outside agencies working with them or their family. If a student does not have outside agency support, the GIPS social worker will look into accessing the most appropriate outside agency or agencies. The following agencies are the most frequently



utilized to support student attendance: 1) Region 3 Behavioral Health Services whose mission is to foster recovery and resiliency for individuals and their families who experience a behavioral health challenge, 2) Mid Plains Center for Behavioral Health that uses Multisystemic Therapy (MST) which is an intensive family-and community-based treatment program that focuses on the chronic and violent juvenile offenders and their homes and families, schools, teachers, neighborhoods and friends, and 3) Hope Arbor the local homeless shelter which helps families find temporary housing (Grand Island Public Schools Attendance Checklist, 2008).

**Parenting.** Boundaries are an important topic when discussing attendance issues with parents. The social workers help set up healthy boundaries for parents and their student. Too often the parent is either unreasonably strict or trying to be the student's friend. By problem solving with the families, the social workers aim to set appropriate boundaries that are effective and help keep the student accountable for his/her actions (Grand Island Public Schools Attendance Checklist, 2008).

**Students' outside responsibilities.** One of the greatest challenges to students who are experiencing chronic absenteeism is that of working too many hours and too late at night. When a student is missing school due to unreasonable work hours the social worker must problem solve with the student to establish a healthy balance between school and work (Grand Island Public Schools Attendance Checklist, 2008).

**Substance abuse.** Substance abuse in regards to school age students is more and more prevalent. Students now use a plethora of legal and illegal drugs that are getting harder and harder to detect. The number one weapon to battle this disease is the

relationship an attendance committee member has with the student and his or her friends (Grand Island Public Schools Attendance Checklist, 2008).

**Legal issues.** Students who have attendance issues often have issues with the law. GIPS social workers are in close contact with the Hall County Probation officers and Hall County Diversion officers. These two entities meet and work together in order to support the student who is struggling to attend school (Grand Island Public Schools Attendance Checklist, 2008).

**Awareness of attendance policies/laws.** When an attendance letter goes out to the parent or guardian of a student who is missing too much school it refers to the State of Nebraska code for students attending school. If the student continues to miss school, a second letter is sent referring to the State of Nebraska code for school attendance. After the second letter is sent, and the attendance of the student is still an issue, the social worker will then refer that student to the Attendance Hearing Officer. During the initial hearing the Attendance Hearing Officer, school social worker, and parent work on an intervention plan to improve the student's attendance. The State of Nebraska code is again stated, this time by the Attendance Hearing Officer (Grand Island Public Schools Attendance Checklist, 2008).

**Attitudes/beliefs toward school /education.** The attitude and beliefs of the parents/guardian towards education and school have a lasting impact on the student. Parents who value education and have had positive school experiences are more likely to help their children make school a priority. Parents/guardians that do not value education or have had negative school experiences will be more likely to have children that do not make school a priority (Grand Island Public Schools Attendance Checklist, 2008).

**Intervention Plan**

When the parent and/or student, fails to comply with the state and local attendance policies and laws an intervention plan is implemented including the student's personal information, attendance history while in the district, a copy of the State of Nebraska statute, as well as a copy of the Grand Island Public School Board of Education policy. The central part of the plan determines the student's strengths, family strengths, and possible solutions for the attendance problem identified by the attendance inventory checklist, including actions to be taken by the parents, the student, and the intervention team (Grand Island Public Schools Student Attendance Intervention Plan, 2008).

**Student information.** All the pertinent information of the student is located and recorded. Parents/guardians contact information, custody information, health issues, and whether the student is on an Individual Education Plan are all reported (Grand Island Public Schools Student Attendance Intervention Plan, 2008).

**Attendance history.** An attendance report is generated from the Infinite Campus information system. The report details the student's attendance history and what types of absences have occurred. There are 13 attendance codes that are used by the Grand Island Public Schools including: 1) Absent, 2) Administrative Excused, 3) College Visit, 4) Home Bound, 5) In School Suspension, 6) Long Term Extension, 7) Medical Documented, 8) Office, 9) Parent Request, 10) School Activity, 11) Out of School Suspension, 12) Tardy, and 13) Truant (Grand Island Public Schools Student Attendance Intervention Plan, 2008).

**Strengths of the child.** Social workers putting an attendance plan together work with the family to identify the positive strengths of the student who is not attending

school on a consistent basis. By focusing on the positives the student who is struggling can identify with their own successes and identify that they can be successful. Too often the student feels overwhelmed and has a self-defeatist attitude. By concentrating on the positives the attendance team can set a foundation for the student to create more successes (Grand Island Public Schools Student Attendance Intervention Plan, 2008).

**Strengths of the family.** As with the attendance team focusing on the student's positive attributes it is equally important to focus on what the family does well. Families and students who have contact with government agencies on a regular basis usually have a negative attitude towards that government agency. Again by focusing on the positives it leads to a paradigm shift in attitudes that the school does care about the family and student and are here to support the student become a successful member of the school community (Grand Island Public Schools Student Attendance Intervention Plan, 2008).

**Possible solutions for attendance problems.** One of the interventions, with the most promise for improving attendance, are specifically assigned teacher mentors who check in with students every day. Also consistent with mentoring are open periods where students may seek out the help of teachers for assignment completion and additional one-to-one tutoring. Mentors who care about students' hearts and minds increase the likelihood that students will view school as a positive place where they can experience success. Having an adult mentor can have a positive correlation with improved attendance (Bieckelhaupt, 2011; Grand Island Public Schools Student Attendance Intervention Plan, 2008; Sheldon, 2007).

**Actions to be taken by the Parent/Guardians to resolve the causes of the unlawful absences.** The most integral part of the intervention plan is the role of the

parent/ guardian and how it affect's the relationship with their student. School officials and outside agencies can affect the student's attendance but the real change happens within the parameters of the family unit. Actions may be as simple as setting a bedtime or curfew. It may take a more profound interaction with parents seeking family counseling or help for their own substance abuse addictions (Grand Island Public Schools Student Attendance Intervention Plan, 2008).

**Actions to be taken by the intervention team members.** The main action to be taken by the intervention team is support. By encouraging the student to attend school, validating that people do care, and provide expertise to help the student and family get the specific help that they need. Referrals to outside agencies are another piece of the attendance puzzle. Analyses have shown that in schools that implement school, family, and community partnerships, student attendance improved an average of .5% compared to schools that have no partnerships and even show a decline in attendance (Sheldon, 2007). The final piece of the intervention plan is that of monitoring. The school social worker is the primary person who monitors the student's progress. The teachers, administrators, parent/guardian, and any other agency involved must communicate and work together to ensure fidelity of the intervention plan. With these efforts, student attendance and therefore success should be the expectation. (Grand Island Public Schools Student Attendance Intervention Plan, 2008).

## CHAPTER THREE

### Methodology

The purpose of this study is to determine the reading and math outcome equity of students, by home correspondence language, ethnicity, and gender conditions, required to participate in the Grand Island Public Schools, Grand Island, Nebraska attendance program based on third-grade through eighth-grade excessive school absences.

#### Participants

Students who participated in this study were in attendance in the same Midwestern city school district attending elementary school, third-grade through fifth-grade, and middle school, sixth-grade through eighth-grade, during the 2010-2011 school year and were required to participate in the Grand Island Public Schools Attendance Program, based on their excessive school absences.

**Number of participants.** The maximum accrual for this study will be  $N = 431$ . Study participants will consist of third-grade students ( $n = 70$ ), fourth-grade students ( $n = 57$ ), fifth-grade students ( $n = 60$ ), sixth-grade students ( $n = 70$ ), seventh-grade students ( $n = 82$ ), and eighth-grade students ( $n = 92$ ), who were required to participate in the Grand Island Public Schools County, Grand Island, Nebraska attendance program based on their excessive school absences during the 2010-2011 school year.

**Gender of participants.** The gender of the third-grade study subjects ( $N = 70$ ) was girls  $n = 39$  (56%) and boys  $n = 31$  (44%). The gender of the fourth-grade study subjects ( $N = 57$ ) was girls  $n = 28$  (49%) and boys  $n = 29$  (51%). The gender of the fifth-grade study subjects ( $N = 60$ ) was girls  $n = 31$  (52%) and boys  $n = 29$  (48%). The gender of the sixth-grade study subjects ( $N = 70$ ) was girls  $n = 29$  (41%) and boys  $n = 41$  (59%).

The gender of the seventh-grade study subjects ( $N = 82$ ) was girls  $n = 44$  (54%) and boys  $n = 38$  (46%). The gender of the eighth-grade study subjects ( $N = 92$ ) was girls  $n = 53$  (58%) and boys  $n = 39$  (42%). The gender of the study participants was congruent with the research school districts gender demographics for students who were required to participate in the Grand Island Public Schools, Grand Island, Nebraska attendance program based on their excessive school absences during the 2010-2011 school year.

**Age range of participants.** The age range of the students attending elementary school, third-grade through fifth-grade, and middle school, sixth-grade through eighth-grade, during the 2010-2011 school year and were required to participate in the Grand Island Public Schools, Grand Island, Nebraska attendance program based on their excessive school absences was nine years to 15 years of age. The age range of the study participants was congruent with the research school districts age-range demographics for students in the third-grade through eighth-grade.

**Racial and ethnic origin of participants.** The racial and ethnic origin of students required to participate in the, Grand Island Public Schools, Grand Island, Nebraska attendance program based on their excessive school absences was: third-grade, Hispanic and other ethnicities  $n = 41$  (59%) and White  $n = 29$  (41%); fourth-grade, Hispanic and other ethnicities  $n = 37$  (65%) and White  $n = 20$  (35%); fifth-grade, Hispanic and other ethnicities  $n = 28$  (47%) and White  $n = 32$  (53%); sixth-grade, Hispanic and other ethnicities  $n = 36$  (51%) and White  $n = 34$  (49%); seventh-grade, Hispanic and other ethnicities  $n = 38$  (46%) and White  $n = 44$  (54%); and eighth-grade, Hispanic and other ethnicities  $n = 43$  (47%) and White  $n = 49$  (53%). The racial and ethnic origin of the study participants is congruent with the research school districts racial

and ethnic origin demographics for students completing third-grade through eighth-grade in the research school district.

**Home correspondence language.** The home correspondence language of students required to participate in the Grand Island Public Schools, Grand Island, Nebraska attendance program based on their excessive school absences was: third-grade, Home Correspondence Language other than English  $n = 15$  (27%) and English  $n = 55$  (73%); fourth-grade, Home Correspondence Language other than English  $n = 20$  (35%) and English  $n = 37$  (65%); fifth-grade, Home Correspondence Language other than English  $n = 22$  (37%) and English  $n = 38$  (63%); sixth-grade, Home Correspondence Language other than English  $n = 19$  (27%) and English  $n = 51$  (73%); seventh-grade, Home Correspondence Language other than English  $n = 14$  (17%) and English  $n = 68$  (83%); and eighth-grade, Home Correspondence Language other than English  $n = 16$  (17%) and English  $n = 76$  (83%). The home correspondence language of the study participants is congruent with the research school districts demographic for students completing third-grade through eighth-grade in the research school district.

**Inclusion criteria of participants.** Third-grade through eighth-grade students who were identified by the research school district in the 2010/2011 school year that were identified as having excessive absences and referred to the research school district's attendance program.

**Method of participant identification.** Students in the third through eighth-grade during the 2010 - 2011 school year who received at least one attendance letter, or two attendance letters, or two attendance letters and were required to participate in an attendance hearing due to at least five absences in a quarter, or ten absences in a



semester, or 20 absences in a school year. No individual identifiers were attached to the achievement data of the 431 participating students across the naturally formed groups.

### **Description of Procedures**

**Research design.** The posttest-only three-arm comparative efficacy study design is displayed in the following notation.

Group 1  $X_1 Y_1 O_1$

Group 2  $X_1 Y_2 O_1$

Group 3  $X_1 Y_3 O_1$

**Group 1 = study participants #1.** Naturally formed group of third-grade through eighth-grade students ( $n = 191$ ).

**Group 2 = study participants #2.** Naturally formed group of third-grade through eighth-grade students ( $n = 144$ ).

**Group 3 = study participants #3.** Naturally formed group of third-grade through eighth-grade students ( $n = 96$ ).

**$X_1 =$  study constant.** All students who participated in this study were in attendance in the same Midwestern city school district attending elementary school, third-grade through fifth-grade, and middle school, sixth-grade through eighth-grade, during the 2010-2011 school year and were required to participate in the Grand Island Public Schools, Grand Island, Nebraska attendance program based on their excessive school absences.

**$Y_1 =$  Study independent variable, receipt of one letter home from the attendance program, condition #1.** Third-grade through eighth-grade students whose parents

received one letter home from the attendance program to notify them of their students' excessive absences.

**Y<sub>2</sub> = Study independent variable, receipt of two letters home from the attendance program, condition #2.** Third-grade through eighth-grade students whose parents received two letters home from the attendance program to notify them of their students' excessive absences.

**Y<sub>3</sub> = Study independent variable, receipt of two letters home from the attendance program and participation in one or more hearings, condition #3.** Third-grade through eighth-grade students whose parents received two letters home from the attendance program, and participated in one or more hearings before the Attendance Hearing Officer to address their students' excessive absences.

**O<sub>1</sub> = study posttest dependent measures.** Academic achievement as measured by end of third-grade, end of fourth-grade, end of fifth-grade, end of sixth-grade, end of seventh-grade, and end of eighth-grade (1) NeSA-Reading scores and (2) NeSA-Math scores analyzed by home correspondence language other than English and English, ethnicity, and gender conditions.

### **Independent Variables**

The study had three independent variables including third-grade through eighth-grade students whose parents received one letter home from the attendance program to notify them of their students' excessive absences, third-grade through eighth-grade students whose parents received two letters home from the attendance program to notify them of their students' excessive absences, and third-grade through eighth-grade students whose parents received two letters home from the attendance program, and participated

in one or more hearings before the Attendance Hearing Officer to address their students' excessive absences.

### **Description of Independent Variables**

During the 2006-2007 school year the Grand Island Public Schools (GIPS) applied for a federal grant to employ five social workers for three years. The social workers main duties were to work with students who were habitually absent from school. During the 2007-2008 school year the social workers were increasingly getting frustrated with the tools they had to combat absenteeism. The two tools they had were a phone call home and a letter stating that the student was missing too much school. A task force was gathered with representatives from the central office, high school, middle schools, elementary schools, and the social workers. Assistant Superintendent, Jim Worth, led this task force and the result was a flowchart describing the problem and suggesting possible solutions. Mr. Worth then contacted Hall County Attorney Mark Young and asked him if Hall County would like to partner with the school district to take on students excessively missing school. Hall County and Grand Island Public Schools entered into an interlocal agreement. This agreement would produce a Deputy Hall County Attorney position that would be funded equally by the county and also serve as the Grand Island Public Schools Attendance Officer. The Deputy Hall County Attorney would work for the school district on conducting attendance hearings in the mornings and then work for the Hall County Attorney in the afternoons.

Another task force was formed in the 2008-2009 school year. Deb Harder, the Grand Island Public School Social Work Program Coordinator, led the task force along with five social workers and Michelle Oldham, the Deputy County Attorney, who also

would serve as the GIPS Attendance Hearing Coordinator. This group attended the School Social Worker Association of America Annual Conference in April of 2008. They concentrated on sessions dealing with attendance issues. The group also collected research from different attendance plans taking place around the country at that time. Upon completion of attending the conference and reading of other plans they retreated to a conference room at the Kneale Administration Building and produced a guiding flowchart document. Within the plan there were procedures, a drafted form letter to be given to parents, a checklist to help determine causes for the absenteeism, and an intervention plan template. This plan was developed specifically for Grand Island, Nebraska.

Michelle Oldham left the Hall County District Attorney's office before the first case was heard. Mr. Marty Klein took over the responsibilities of the Deputy County Attorney. Mr. Klein, on August 8, 2013, (in an interview with the author) offered the following observations. During the first year and half of the attendance program no cases were brought before judges. This showed the judges that there was a real effort to keep kids out of court, and made sure the judge had overwhelming evidence that the school district and county attorney's office were trying to implement interventions and that the parents were as much to blame as the student for not following the intervention plan and not listening to the Attendance Hearing Officer. Mr. Klein also states the program is "proactive, not waiting for a student to miss 30 to 40 days, interventions start kicking in as soon as five days in a quarter." He also pointed out that the interventions start as early as Kindergarten. When asked about where the program is heading he stated that there is a need for more integration of voluntary counseling, parenting classes, Department of

Health and Human Services involvement, probation, diversion, then as a final measure taking the student and parent to court as a last resort.

Mr. Klein also provided how he is able to take students and parents to court, he cited two State of Nebraska Statutes. The first being Section 43-247(3)(B) State Code—that states that students who are habitually truant can have the judge order parents to follow the county attorney’s interventions. The second is Section 43-247(5) and states that the court shall have jurisdiction of child and parent and failure to follow the judge’s instructions could result in fine and or jail time for contempt. In the summer of 2013 Mr. Klein ask the judge to utilize State Code 43-247(5). This is the first time to Mr. Klein’s knowledge that a court has ordered the parents to comply or face jail and/or fine.

### **Dependent Measures**

The study’s dependent measures are academic achievement as measured by end of grade level (1) NeSA-Reading scores and (2) NeSA-Math scores for the 2010-2011 school year analyzed for students third-grade through eighth-grade by home correspondence language other than English or English, ethnicity, and gender conditions.

### **Research Questions and Data Analysis**

#### **Overarching Posttest-Only Third-Grade NeSA-Reading Equity Research**

**Question #1.** Do third-grade students whose parents received one letter home from the attendance program to notify them of their students’ excessive absences, third-grade students whose parents received two letters home from the attendance program to notify them of their students’ excessive absences, and third-grade students whose parents received two letters home from the attendance program, and participated in one or more hearings before the Attendance Hearing Officer to address their students’ excessive

absences have equitable NeSA-Reading scores analyzed by third-grade students home correspondence language other than English and English, ethnicity, and gender conditions?

**Analysis.** Research Question #1 will be analyzed using a single classification Analysis of Variance (ANOVA) to determine the main effect congruence or difference between students NeSA-Reading scores analyzed by third-grade students home correspondence language other than English and English, ethnicity, and gender conditions whose parents received one letter home from the attendance program to notify them of their students' excessive absences, third-grade students whose parents received two letters home from the attendance program to notify them of their students' excessive absences, and third-grade students whose parents received two letters home from the attendance program, and participated in one or more hearings before the attendance court to address their students' excessive absences. An  $F$  ratio will be calculated and an alpha level of .05 will be utilized to test the null hypothesis. Independent  $t$  tests will be used for contrast analysis if a significant  $F$  ratio is observed. Means and standard deviations will be displayed in tables.

### **Overarching Posttest-Only Third-Grade NeSA-Math Equity Research**

**Question #2.** Do third-grade students whose parents received one letter home from the attendance program to notify them of their students' excessive absences, third-grade students whose parents received two letters home from the attendance program to notify them of their students' excessive absences, and third-grade students whose parents received two letters home from the attendance program, and participated in one or more hearings before the Attendance Hearing Officer to address their students' excessive

absences have equitable NeSA-Math scores analyzed by third-grade students home correspondence language other than English and English, ethnicity, and gender conditions?

**Analysis.** Research Question #2 will be analyzed using a single classification Analysis of Variance (ANOVA) to determine the main effect congruence or difference between students NeSA-Math scores analyzed by third-grade students home correspondence language other than English and English, ethnicity, and gender conditions whose parents received one letter home from the attendance program to notify them of their students' excessive absences, third-grade students whose parents received two letters home from the attendance program to notify them of their students' excessive absences, and third-grade students whose parents received two letters home from the attendance program, and participated in one or more hearings before the Attendance Hearing Officer to address their students' excessive absences. An  $F$  ratio will be calculated and an alpha level of .05 will be utilized to test the null hypothesis. Independent  $t$  tests will be used for contrast analysis if a significant  $F$  ratio is observed. Means and standard deviations will be displayed in tables.

### **Overarching Posttest-Only Fourth-Grade NeSA-Reading Equity Research**

**Question #3.** Do fourth-grade students whose parents received one letter home from the attendance program to notify them of their students' excessive absences, fourth-grade students whose parents received two letters home from the attendance program to notify them of their students' excessive absences, and fourth-grade students whose parents received two letters home from the attendance program, and participated in one or more hearings before the Attendance Hearing Officer to address their students' excessive

absences have equitable NeSA-Reading scores analyzed by fourth-grade students home correspondence language other than English and English, ethnicity, and gender conditions?

**Analysis.** Research Question #3 will be analyzed using a single classification Analysis of Variance (ANOVA) to determine the main effect congruence or difference between students NeSA-Reading scores analyzed by fourth-grade students home correspondence language other than English and English, ethnicity, and gender conditions whose parents received one letter home from the attendance program to notify them of their students' excessive absences, fourth-grade students whose parents received two letters home from the attendance program to notify them of their students' excessive absences, and fourth-grade students whose parents received two letters home from the attendance program, and participated in one or more hearings before the Attendance Hearing Officer to address their students' excessive absences. An  $F$  ratio will be calculated and an alpha level of .05 will be utilized to test the null hypothesis. Independent  $t$  tests will be used for contrast analysis if a significant  $F$  ratio is observed. Means and standard deviations will be displayed in tables.

#### **Overarching Posttest-Only Fourth-Grade NeSA-Math Equity Research**

**Question #4.** Do fourth-grade students whose parents received one letter home from the attendance program to notify them of their students' excessive absences, fourth-grade students whose parents received two letters home from the attendance program to notify them of their students' excessive absences, and fourth-grade students whose parents received two letters home from the attendance program, and participated in one or more hearings before the Attendance Hearing Officer to address their students' excessive



absences have equitable NeSA-Math scores analyzed by fourth-grade students home correspondence language other than English and English ethnicity, and gender conditions?

**Analysis.** Research Question #4 will be analyzed using a single classification Analysis of Variance (ANOVA) to determine the main effect congruence or difference between students NeSA-Math scores analyzed by fourth-grade students home correspondence language other than English and English, ethnicity, and gender conditions whose parents received one letter home from the attendance program to notify them of their students' excessive absences, fourth-grade students whose parents received two letters home from the attendance program to notify them of their students' excessive absences, and fourth-grade students whose parents received two letters home from the attendance program, and participated in one or more hearings before the Attendance Hearing Officer to address their students' excessive absences. An  $F$  ratio will be calculated and an alpha level of .05 will be utilized to test the null hypothesis. Independent  $t$  tests will be used for contrast analysis if a significant  $F$  ratio is observed. Means and standard deviations will be displayed in tables.

#### **Overarching Posttest-Only Fifth-Grade NeSA-Reading Equity Research**

**Question #5.** Do fifth-grade students whose parents received one letter home from the attendance program to notify them of their students' excessive absences, fifth-grade students whose parents received two letters home from the attendance program to notify them of their students' excessive absences, and fifth-grade students whose parents received two letters home from the attendance program, and participated in one or more hearings before the Attendance Hearing Officer to address their students' excessive

absences have equitable NeSA-Reading scores analyzed by fifth-grade students home correspondence language other than English and English, ethnicity, and gender conditions?

**Analysis.** Research Question #5 will be analyzed using a single classification Analysis of Variance (ANOVA) to determine the main effect congruence or difference between students NeSA-Reading scores analyzed by fifth-grade students home correspondence language other than English and English, ethnicity, and gender conditions whose parents received one letter home from the attendance program to notify them of their students' excessive absences, fifth-grade students whose parents received two letters home from the attendance program to notify them of their students' excessive absences, and fifth-grade students whose parents received two letters home from the attendance program, and participated in one or more hearings before the Attendance Hearing Officer to address their students' excessive absences. An  $F$  ratio will be calculated and an alpha level of .05 will be utilized to test the null hypothesis. Independent  $t$  tests will be used for contrast analysis if a significant  $F$  ratio is observed. Means and standard deviations will be displayed in tables.

#### **Overarching Posttest-Only Fifth-Grade NeSA-Math Equity Research**

**Question #6.** Do fifth-grade students whose parents received one letter home from the attendance program to notify them of their students' excessive absences, fifth-grade students whose parents received two letters home from the attendance program to notify them of their students' excessive absences, and fifth-grade students whose parents received two letters home from the attendance program, and participated in one or more hearings before the attendance court to address their students' excessive absences have

equitable NeSA-Math scores analyzed by fifth-grade students home correspondence language other than English and English, ethnicity, and gender conditions?

**Analysis.** Research Question #6 will be analyzed using a single classification Analysis of Variance (ANOVA) to determine the main effect congruence or difference between students NeSA-Math scores analyzed by fifth-grade students home correspondence language other than English and English, ethnicity, and gender conditions whose parents received one letter home from the attendance program to notify them of their students' excessive absences, fifth-grade students whose parents received two letters home from the attendance program to notify them of their students' excessive absences, and fifth-grade students whose parents received two letters home from the attendance program, and participated in one or more hearings before the Attendance Hearing Officer to address their students' excessive absences. An  $F$  ratio will be calculated and an alpha level of .05 will be utilized to test the null hypothesis. Independent  $t$  tests will be used for contrast analysis if a significant  $F$  ratio is observed. Means and standard deviations will be displayed in tables.

#### **Overarching Posttest-Only Sixth-Grade NeSA-Reading Equity Research**

**Question #7.** Do sixth-grade students whose parents received one letter home from the attendance program to notify them of their students' excessive absences, sixth-grade students whose parents received two letters home from the attendance program to notify them of their students' excessive absences, and sixth-grade students whose parents received two letters home from the attendance program, and participated in one or more hearings before the Attendance Hearing Officer to address their students' excessive absences have equitable NeSA-Reading scores analyzed by sixth-grade students home

correspondence language other than English and English, ethnicity, and gender conditions?

**Analysis.** Research Question #7 will be analyzed using a single classification Analysis of Variance (ANOVA) to determine the main effect congruence or difference between students NeSA-Reading scores analyzed by sixth-grade students home correspondence language other than English and English, ethnicity, and gender conditions whose parents received one letter home from the attendance program to notify them of their students' excessive absences, sixth-grade students whose parents received two letters home from the attendance program to notify them of their students' excessive absences, and sixth-grade students whose parents received two letters home from the attendance program, and participated in one or more hearings before the Attendance Hearing Officer to address their students' excessive absences. An  $F$  ratio will be calculated and an alpha level of .05 will be utilized to test the null hypothesis. Independent  $t$  tests will be used for contrast analysis if a significant  $F$  ratio is observed. Means and standard deviations will be displayed in tables.

#### **Overarching Posttest-Only Sixth-Grade NeSA-Math Equity Research**

**Question #8.** Do sixth-grade students whose parents received one letter home from the attendance program to notify them of their students' excessive absences, sixth-grade students whose parents received two letters home from the attendance program to notify them of their students' excessive absences, and sixth-grade students whose parents received two letters home from the attendance program, and participated in one or more hearings before the attendance hearing officer to address their students' excessive absences have equitable NeSA-Math scores analyzed by sixth-grade students home

correspondence language other than English and English, ethnicity, and gender conditions?

**Analysis.** Research Question #8 will be analyzed using a single classification Analysis of Variance (ANOVA) to determine the main effect congruence or difference between students NeSA-Math scores analyzed by sixth-grade students home correspondence language other than English and English, ethnicity, and gender conditions whose parents received one letter home from the attendance program to notify them of their students' excessive absences, sixth-grade students whose parents received two letters home from the attendance program to notify them of their students' excessive absences, and sixth-grade students whose parents received two letters home from the attendance program, and participated in one or more hearings before the Attendance Hearing Officer to address their students' excessive absences. An  $F$  ratio will be calculated and an alpha level of .05 will be utilized to test the null hypothesis. Independent  $t$  tests will be used for contrast analysis if a significant  $F$  ratio is observed. Means and standard deviations will be displayed in tables.

**Overarching Posttest-Only Seventh-Grade NeSA-Reading Equity Research Question #9.** Do seventh-grade students whose parents received one letter home from the attendance program to notify them of their students' excessive absences, seventh-grade students whose parents received two letters home from the attendance program to notify them of their students' excessive absences, and seventh-grade students whose parents received two letters home from the attendance program, and participated in one or more hearings before the Attendance Hearing Officer to address their students' excessive absences have equitable NeSA-Reading scores analyzed by seventh-grade students home

correspondence language other than English and English, ethnicity, and gender conditions?

**Analysis.** Research Question #9 will be analyzed using a single classification Analysis of Variance (ANOVA) to determine the main effect congruence or difference between students NeSA-Reading scores analyzed by seventh-grade students home correspondence language other than English and English, ethnicity, and gender conditions whose parents received one letter home from the attendance program to notify them of their students' excessive absences, seventh-grade students whose parents received two letters home from the attendance program to notify them of their students' excessive absences, and seventh-grade students whose parents received two letters home from the attendance program, and participated in one or more hearings before the Attendance Hearing Officer to address their students' excessive absences. An  $F$  ratio will be calculated and an alpha level of .05 will be utilized to test the null hypothesis. Independent  $t$  tests will be used for contrast analysis if a significant  $F$  ratio is observed. Means and standard deviations will be displayed in tables.

#### **Overarching Posttest-Only Seventh-Grade NeSA-Math Equity Research**

**Question #10.** Do seventh-grade students whose parents received one letter home from the attendance program to notify them of their students' excessive absences, seventh-grade students whose parents received two letters home from the attendance program to notify them of their students' excessive absences, and seventh-grade students whose parents received two letters home from the attendance program, and participated in one or more hearings before the Attendance Hearing Officer to address their students' excessive absences have equitable NeSA-Math scores analyzed by seventh-grade students home

correspondence language other than English and English, ethnicity, and gender conditions?

**Analysis.** Research Question #10 will be analyzed using a single classification Analysis of Variance (ANOVA) to determine the main effect congruence or difference between students NeSA-Math scores analyzed by seventh-grade students home correspondence language other than English and English, ethnicity, and gender conditions whose parents received one letter home from the attendance program to notify them of their students' excessive absences, seventh-grade students whose parents received two letters home from the attendance program to notify them of their students' excessive absences, and seventh-grade students whose parents received two letters home from the attendance program, and participated in one or more hearings before the Attendance Hearing Officer to address their students' excessive absences. An  $F$  ratio will be calculated and an alpha level of .05 will be utilized to test the null hypothesis. Independent  $t$  tests will be used for contrast analysis if a significant  $F$  ratio is observed. Means and standard deviations will be displayed in tables.

**Overarching Posttest-Only Eighth-Grade NeSA-Reading Equity Research Question #11.** Do eighth-grade students whose parents received one letter home from the attendance program to notify them of their students' excessive absences, eighth-grade students whose parents received two letters home from the attendance program to notify them of their students' excessive absences, and eighth-grade students whose parents received two letters home from the attendance program, and participated in one or more hearings before the Attendance Hearing Officer to address their students' excessive absences have equitable NeSA-Reading scores analyzed by eighth-grade students home

correspondence language other than English and English, ethnicity, and gender conditions?

**Analysis.** Research Question #11 will be analyzed using a single classification Analysis of Variance (ANOVA) to determine the main effect congruence or difference between students NeSA-Reading scores analyzed by eighth-grade students home correspondence language other than English and English, ethnicity, and gender conditions whose parents received one letter home from the attendance program to notify them of their students' excessive absences, eighth-grade students whose parents received two letters home from the attendance program to notify them of their students' excessive absences, and eighth-grade students whose parents received two letters home from the attendance program, and participated in one or more hearings before the Attendance Hearing Officer to address their students' excessive absences. An  $F$  ratio will be calculated and an alpha level of .05 will be utilized to test the null hypothesis. Independent  $t$  tests will be used for contrast analysis if a significant  $F$  ratio is observed. Means and standard deviations will be displayed in tables.

#### **Overarching Posttest-Only Eighth-Grade NeSA-Math Equity Research**

**Question #12.** Do eighth-grade students whose parents received one letter home from the attendance program to notify them of their students' excessive absences, eighth-grade students whose parents received two letters home from the attendance program to notify them of their students' excessive absences, and eighth-grade students whose parents received two letters home from the attendance program, and participated in one or more hearings before the Attendance Hearing Officer to address their students' excessive absences have equitable NeSA-Math scores analyzed by eighth-grade students home



correspondence language other than English and English, ethnicity, and gender conditions?

**Analysis.** Research Question #12 will be analyzed using a single classification Analysis of Variance (ANOVA) to determine the main effect congruence or difference between students NeSA-Math scores analyzed by eighth-grade students home correspondence language other than English and English, ethnicity, and gender conditions whose parents received one letter home from the attendance program to notify them of their students' excessive absences, eighth-grade students whose parents received two letters home from the attendance program to notify them of their students' excessive absences, and eighth-grade students whose parents received two letters home from the attendance program, and participated in one or more hearings before the Attendance Hearing Officer to address their students' excessive absences. An  $F$  ratio will be calculated and an alpha level of .05 will be utilized to test the null hypothesis. Independent  $t$  tests will be used for contrast analysis if a significant  $F$  ratio is observed. Means and standard deviations will be displayed in tables.

### **Data Collection Procedures**

All NeSA Reading and NeSA Math score data will be retrospective, archival, and routinely collected school information from the 2010-2011 school year. Permission to conduct the research will be obtained from the school district and the appropriate school research personnel. NeSA Reading and NeSA Math score data will be collected for students by grade level third-grade through eighth-grade. Non-coded numbers will be used to display NeSA Reading and NeSA Math score data. Aggregated data will be reported with means and standard deviations for tabled research questions.

**Performance site.** This research will be conducted in the public school setting through normal educational and assessment practices. The study procedures did not interfere with the normal educational and assessment practices of the public school and did not involve coercion or discomfort of any kind. Data will be stored on spreadsheets and computer flash drives for statistical analysis in the office of the primary researcher and the dissertation chair. Data and computer files will be kept in locked file cabinets. No individual identifiers will be attached to the data.

**Institutional Review Board (IRB) for the protection of Human Subjects**

**Approval Category.** The exemption categories for this study were provided under 45CFR.10 (b) categories 1 and 4. The research will be conducted using routinely collected archival data. A letter of support from the district will be provided for IRB review.

## CHAPTER FOUR

### Results

#### **Purpose of the Study**

The purpose of this study is to determine the reading and math outcome equity of students, by, language, ethnicity, and gender conditions required to participate in the Grand Island Public Schools attendance program based on third-grade through eighth-grade excessive school absences in the 2010–2011 school year.

#### **Implementation of the Independent Variables**

There are three independent variables in this study for excessive absences from school. The first independent variable is that of an attendance letter sent home notifying the parent/guardian that their student has missed at least five days in a quarter of school. This letter is usually preceded by a phone call home to the parent/guardian and one or more informal conferences with the student encouraging the student to attend school. Once this letter is received a phone or face-to-face conference is held between a school official and the parent/guardian with their student present. The purpose of this conference is to problem-solve and determine what can be done to improve the student's attendance. If the student continues to miss school the next independent variable, a second attendance letter will go out notifying the parent/guardian that the student's attendance has not improved. This letter goes out based on the social worker and school administrator's discretion and depends on the frequency of the absences, the number of days missed while taking into consideration any medical conditions. The third independent variable is the requirement of the parent/guardian and the student to appear before the Attendance Hearing Officer. When the student's absence frequency reaches a

set threshold the school sends a letter to the County Attorney's office requesting a hearing because of the student's failure to improve his or her school attendance. During this hearing a formal attendance plan will be implemented and the Attendance Hearing Officer is kept informed of the student's progress. If the student continues to miss school further attendance hearings are possible.

### **Dependent Measures**

The study's dependent measures are academic achievement as measured by end of grade level (1) NeSA-Reading scores and (2) NeSA-Math scores for the 2010-2011 school year analyzed for students third-grade through eighth-grade by home correspondence language other than English or English, ethnicity, and gender conditions.

### **Research Question #1 Results**

The first research question was: Do third-grade students whose parents received one letter home from the attendance court to notify them of their students' excessive absences, third-grade students whose parents received two letters home from the attendance court to notify them of their students' excessive absences, and third-grade students whose parents received two letters home from the attendance court, and participated in one or more hearings before the attendance court to address their students' excessive absences have equitable NeSA-Reading scores analyzed by third-grade students, home correspondence language other than English and English, ethnicity, and gender conditions?

Table 1 displays posttest results of Analysis of Variance (ANOVA) for posttest compared to posttest NeSA-Reading performance level scores for third-grade students whose parents received one letter home from the attendance court to notify them of their

students' excessive absences, third-grade students whose parents received two letters home from the attendance court to notify them of their students' excessive absences, and third-grade students whose parents received two letters home from the attendance court, and participated in one or more hearings before the attendance court to address their students' excessive absences NeSA-Reading scores analyzed by third-grade students, home correspondence language other than English and English.

As seen in Table 1 the null hypothesis for NeSA-Reading scores was not rejected where students with one attendance letter and home language English posttest  $M = 29.80$ ,  $SD = 10.33$ ; students with one attendance letter and home language other than English posttest  $M = 29.23$ ,  $SD = 7.78$ ; students with two attendance letters and home language English posttest  $M = 29.50$ ,  $SD = 8.79$ ; students with two attendance letters and home language other than English posttest  $M = 28.71$ ,  $SD = 7.99$ ; students with a required attendance hearing and home language English posttest  $M = 30.33$ ,  $SD = 7.01$ ; students with a required attendance hearing and home language other than English posttest  $M = 30.71$ ,  $SD = 3.90$ ; and  $F(5, 64) = 0.06$ ,  $p = 1.00$ . Because no statistically significant main effect  $F$ -ratio was observed no *post hoc* contrast analyses were conducted.

Table 2 displays posttest results of Analysis of Variance (ANOVA) for posttest compared to posttest NeSA-Reading performance level scores for third-grade students whose parents received one letter home from the attendance court to notify them of their students' excessive absences, third-grade students whose parents received two letters home from the attendance court to notify them of their students' excessive absences, and third-grade students whose parents received two letters home from the attendance court, and participated in one or more hearings before the attendance court to address their

students' excessive absences NeSA-Reading scores analyzed by third-grade students ethnicity.

As seen in Table 2 the null hypothesis for NeSA-Reading scores was not rejected where students with one attendance letter and ethnicity Hispanic/other posttest  $M = 30.17$ ,  $SD = 8.25$ ; students with one attendance letter Caucasian posttest  $M = 28.87$ ,  $SD = 10.64$ ; students with two attendance letters and ethnicity Hispanic/other posttest  $M = 29.64$ ,  $SD = 8.32$ ; students with two attendance letters Caucasian posttest  $M = 28.80$ ,  $SD = 8.09$ ; students with required attendance hearing and ethnicity Hispanic/other posttest  $M = 29.17$ ,  $SD = 5.70$ ; students with required attendance hearing Caucasian posttest  $M = 34.50$ ,  $SD = 3.78$ ; and  $F(5, 64) = 0.33$ ,  $p = .89$ . Because no statistically significant main effect  $F$ -ratio was observed no *post hoc* contrast analyses were conducted.

Table 3 displays posttest results of Analysis of Variance (ANOVA) for posttest compared to posttest NeSA-Reading performance level scores for third-grade students whose parents received one letter home from the attendance court to notify them of their students' excessive absences, third-grade students whose parents received two letters home from the attendance court to notify them of their students' excessive absences, and third-grade students whose parents received two letters home from the attendance court, and participated in one or more hearings before the attendance court to address their students' excessive absences NeSA-Reading scores analyzed by third-grade students gender.

As seen in Table 3 the null hypothesis for NeSA-Reading scores was not rejected where students with one attendance letter and girls posttest  $M = 29.71$ ,  $SD = 10.36$ ; students with one attendance letter boys posttest  $M = 29.44$ ,  $SD = 8.32$ ; students with two

attendance letters and girls posttest  $M = 30.25$ ,  $SD = 7.47$ ; students with two attendance letters Boys posttest  $M = 27.89$ ,  $SD = 8.67$ ; students with required attendance hearing and Girls posttest  $M = 30.90$ ,  $SD = 5.85$ ; students with required attendance hearing boys posttest  $M = 29.83$ ,  $SD = 5.87$ ; and  $F(5, 64) = 0.14$ ,  $p = .98$ . Because no statistically significant main effect  $F$ -ratio was observed no *post hoc* contrast analyses were conducted.

### **Research Question #2 Results**

The second research question was: Do third-grade students whose parents received one letter home from the attendance court to notify them of their students' excessive absences, third-grade students whose parents received two letters home from the attendance court to notify them of their students' excessive absences, and third-grade students whose parents received two letters home from the attendance court, and participated in one or more hearings before the attendance court to address their students' excessive absences have equitable NeSA-Math scores analyzed by third-grade students, home correspondence language other than English and English, ethnicity, and gender conditions?

Table 4 displays posttest results of Analysis of Variance (ANOVA) for posttest compared to posttest NeSA-Math performance level scores for third-grade students whose parents received one letter home from the attendance court to notify them of their students' excessive absences, third-grade students whose parents received two letters home from the attendance court to notify them of their students' excessive absences, and third-grade students whose parents received two letters home from the attendance court, and participated in one or more hearings before the attendance court to address their

students' excessive absences NeSA-Math scores analyzed by third-grade students home correspondence language other than English and English.

As seen in Table 4 the null hypothesis for NeSA-Math scores was not rejected where students with one attendance letter and home language English posttest  $M = 35.20$ ,  $SD = 10.11$ ; students with one attendance letter and home language other than English posttest  $M = 37.15$ ,  $SD = 8.69$ ; students with two attendance letters and home language English posttest  $M = 35.64$ ,  $SD = 9.54$ ; students with two attendance letters and home language other than English posttest  $M = 35.57$ ,  $SD = 8.22$ ; students with a required attendance hearing and home language English posttest  $M = 33.78$ ,  $SD = 7.88$ ; students with a required attendance hearing and home language other than English posttest  $M = 37.14$ ,  $SD = 5.75$ ; and  $F(5, 64) = 0.20$ ,  $p = .96$ . Because no statistically significant main effect  $F$ -ratio was observed no *post hoc* contrast analyses were conducted.

Table 5 displays posttest results of Analysis of Variance (ANOVA) for posttest compared to posttest NeSA-Math performance level scores for third-grade students whose parents received one letter home from the attendance court to notify them of their students' excessive absences, third-grade students whose parents received two letters home from the attendance court to notify them of their students' excessive absences, and third-grade students whose parents received two letters home from the attendance court, and participated in one or more hearings before the attendance court to address their students' excessive absences NeSA-Math scores analyzed by third-grade students ethnicity.

As seen in Table 5 the null hypothesis for NeSA-Math scores was not rejected where students with one attendance letter and ethnicity Hispanic/Other posttest  $M =$



37.06,  $SD = 9.41$ ; students with one attendance letter Caucasian posttest  $M = 34.67$ ,  $SD = 9.74$ ; students with two attendance letters and ethnicity Hispanic/other posttest  $M = 34.27$ ,  $SD = 10.18$ ; students with two attendance letters Caucasian posttest  $M = 37.10$ ,  $SD = 7.53$ ; students with required attendance hearing and ethnicity Hispanic/other posttest  $M = 35.75$ ,  $SD = 6.75$ ; students with required attendance hearing Caucasian posttest  $M = 33.75$ ,  $SD = 8.69$ ; and  $F(5, 64) = 0.27$ ,  $p = .93$ . Because no statistically significant main effect  $F$ -ratio was observed no *post hoc* contrast analyses were conducted.

Table 6 displays posttest results of Analysis of Variance (ANOVA) for posttest compared to posttest NeSA-Math performance level scores for third-grade students whose parents received one letter home from the attendance court to notify them of their students' excessive absences, third-grade students whose parents received two letters home from the attendance court to notify them of their students' excessive absences, and third-grade students whose parents received two letters home from the attendance court, and participated in one or more hearings before the attendance court to address their students' excessive absences NeSA-Math scores analyzed by third-grade students gender.

As seen in Table 6 the null hypothesis for NeSA-Reading scores was not rejected where students with one attendance letter and girls posttest  $M = 35.24$ ,  $SD = 10.12$ ; students with one attendance letter boys posttest  $M = 36.75$ ,  $SD = 9.02$ ; students with two attendance letters and girls posttest  $M = 36.83$ ,  $SD = 7.52$ ; students with two attendance letters boys posttest  $M = 34.00$ ,  $SD = 10.75$ ; students with required attendance hearing and girls posttest  $M = 37.10$ ,  $SD = 5.60$ ; students with required attendance hearing boys posttest  $M = 32.17$ ,  $SD = 8.56$ ; and  $F(5, 64) = 0.40$ ,  $p = .85$ . Because no statistically

significant main effect *F*-ratio was observed no *post hoc* contrast analyses were conducted.

### **Research Question #3 Results**

The third research question was: Do fourth-grade students whose parents received one letter home from the attendance court to notify them of their students' excessive absences, fourth-grade students whose parents received two letters home from the attendance court to notify them of their students' excessive absences, and fourth-grade students whose parents received two letters home from the attendance court, and participated in one or more hearings before the attendance court to address their students' excessive absences have equitable NeSA-Reading scores analyzed by fourth-grade students, home correspondence language other than English and English, ethnicity, and gender conditions?

Table 7 displays posttest results of Analysis of Variance (ANOVA) for posttest compared to posttest NeSA-Reading performance level scores for fourth-grade students whose parents received one letter home from the attendance court to notify them of their students' excessive absences, fourth-grade students whose parents received two letters home from the attendance court to notify them of their students' excessive absences, and fourth-grade students whose parents received two letters home from the attendance court, and participated in one or more hearings before the attendance court to address their students' excessive absences NeSA-Reading scores analyzed by fourth-grade students home correspondence language other than English and English.

As seen in Table 7 the null hypothesis for NeSA-Reading scores was not rejected where students with one attendance letter and home language English posttest  $M = 28.82$ ,

$SD = 7.25$ ; students with one attendance letter and home language other than English posttest  $M = 27.55$ ,  $SD = 4.82$ ; students with two attendance letters and home language English posttest  $M = 25.94$ ,  $SD = 5.99$ ; students with two attendance letters and home language other than English posttest  $M = 27.33$ ,  $SD = 5.12$ ; students with a required attendance hearing and home language English posttest  $M = 28.63$ ,  $SD = 8.14$ ; students with a required attendance hearing and home language other than English posttest  $M = 27.00$ ,  $SD = 4.24$ ; and  $F(5, 51) = 0.37$ ,  $p = .86$ . Because no statistically significant main effect  $F$ -ratio was observed no *post hoc* contrast analyses were conducted.

Table 8 displays posttest results of Analysis of Variance (ANOVA) for posttest compared to posttest NeSA-Reading performance level scores for fourth-grade students whose parents received one letter home from the attendance court to notify them of their students' excessive absences, fourth-grade students whose parents received two letters home from the attendance court to notify them of their students' excessive absences, and fourth-grade students whose parents received two letters home from the attendance court, and participated in one or more hearings before the attendance court to address their students' excessive absences NeSA-Reading scores analyzed by fourth-grade students ethnicity.

As seen in Table 8 the null hypothesis for NeSA-Reading scores was not rejected where students with one attendance letter and ethnicity Hispanic/other posttest  $M = 28.47$ ,  $SD = 4.80$ ; students with one attendance letter Caucasian posttest  $M = 28.00$ ,  $SD = 8.17$ ; students with two attendance letters and ethnicity Hispanic/other posttest  $M = 26.60$ ,  $SD = 5.19$ ; students with two attendance letters Caucasian posttest  $M = 25.71$ ,  $SD = 7.04$ ; students with required attendance hearing and ethnicity Hispanic/other posttest  $M =$

= 26.57,  $SD = 7.82$ ; students with required attendance hearing Caucasian posttest  $M = 32.33$ ,  $SD = 4.93$ ; and  $F(5, 51) = 0.64$ ,  $p = .67$ . Because no statistically significant main effect  $F$ -ratio was observed no *post hoc* contrast analyses were conducted.

Table 9 displays posttest results of Analysis of Variance (ANOVA) for posttest compared to posttest NeSA-Reading performance level scores for fourth-grade students whose parents received one letter home from the attendance court to notify them of their students' excessive absences, fourth-grade students whose parents received two letters home from the attendance court to notify them of their students' excessive absences, and fourth-grade students whose parents received two letters home from the attendance court, and participated in one or more hearings before the attendance court to address their students' excessive absences NeSA-Reading scores analyzed by fourth-grade students gender.

As seen in Table 9 the null hypothesis for NeSA-Reading scores was not rejected where students with one attendance letter and girls posttest  $M = 29.31$ ,  $SD = 7.09$ ; students with one attendance letter boys posttest  $M = 27.17$ ,  $SD = 5.16$ ; students with two attendance letters and girls posttest  $M = 27.67$ ,  $SD = 4.07$ ; students with two attendance letters boys posttest  $M = 24.70$ ,  $SD = 7.05$ ; students with required attendance hearing and girls posttest  $M = 26.33$ ,  $SD = 2.51$ ; students with required attendance hearing boys posttest  $M = 29.14$ ,  $SD = 8.72$ ; and  $F(5, 51) = 0.74$ ,  $p = .60$ . Because no statistically significant main effect  $F$ -ratio was observed no *post hoc* contrast analyses were conducted.

#### Research Question #4 Results

The fourth research question was: Do fourth-grade students whose parents received one letter home from the attendance court to notify them of their students' excessive absences, fourth-grade students whose parents received two letters home from the attendance court to notify them of their students' excessive absences, and fourth-grade students whose parents received two letters home from the attendance court, and participated in one or more hearings before the attendance court to address their students' excessive absences have equitable NeSA-Math scores analyzed by fourth-grade students, home correspondence language other than English and English, ethnicity, and gender conditions?

Table 10 displays posttest results of Analysis of Variance (ANOVA) for posttest compared to posttest NeSA-Math performance level scores for fourth-grade students whose parents received one letter home from the attendance court to notify them of their students' excessive absences, fourth-grade students whose parents received two letters home from the attendance court to notify them of their students' excessive absences, and fourth-grade students whose parents received two letters home from the attendance court, and participated in one or more hearings before the attendance court to address their students' excessive absences NeSA-Math scores analyzed by fourth-grade students home correspondence language other than English and English.

As seen in Table 10 the null hypothesis for NeSA-Reading scores was not rejected where students with one attendance letter and home language English posttest  $M = 43.64$ ,  $SD = 8.01$ ; students with one attendance letter and home language other than English posttest  $M = 36.73$ ,  $SD = 9.18$ ; students with two attendance letters and home

language English posttest  $M = 37.50$ ,  $SD = 8.22$ ; students with two attendance letters and home language other than English posttest  $M = 40.83$ ,  $SD = 4.62$ ; students with a required attendance hearing and home language English posttest  $M = 39.13$ ,  $SD = 11.81$ ; students with a required attendance hearing and home language other than English posttest  $M = 38.00$ ,  $SD = 2.82$ ; and  $F(5, 51) = 1.09$ ,  $p = .38$ . Because no statistically significant main effect  $F$ -ratio was observed no *post hoc* contrast analyses were conducted.

Table 11 displays posttest results of Analysis of Variance (ANOVA) for posttest compared to posttest NeSA-Math performance level scores for fourth-grade students whose parents received one letter home from the attendance court to notify them of their students' excessive absences, fourth-grade students whose parents received two letters home from the attendance court to notify them of their students' excessive absences, and fourth-grade students whose parents received two letters home from the attendance court, and participated in one or more hearings before the attendance court to address their students' excessive absences NeSA-Math scores analyzed by fourth-grade students ethnicity.

As seen in Table 11 the null hypothesis for NeSA-Math scores was not rejected where students with one attendance letter and ethnicity Hispanic/other posttest  $M = 39.07$ ,  $SD = 8.75$ ; students with one attendance letter Caucasian posttest  $M = 42.90$ ,  $SD = 9.50$ ; students with two attendance letters and ethnicity Hispanic/other posttest  $M = 41.67$ ,  $SD = 5.48$ ; students with two attendance letters Caucasian posttest  $M = 34.29$ ,  $SD = 9.08$ ; students with required attendance hearing and ethnicity Hispanic/other posttest  $M = 40.29$ ,  $SD = 9.74$ ; students with required attendance hearing Caucasian posttest  $M =$

42.33,  $SD = 11.23$ ; and  $F(5, 51) = 1.08, p = .38$ . Because no statistically significant main effect  $F$ -ratio was observed no *post hoc* contrast analyses were conducted.

Table 12 displays posttest results of Analysis of Variance (ANOVA) for posttest compared to posttest NeSA-Math performance level scores for fourth-grade students whose parents received one letter home from the attendance court to notify them of their students' excessive absences, fourth-grade students whose parents received two letters home from the attendance court to notify them of their students' excessive absences, and fourth-grade students whose parents received two letters home from the attendance court, and participated in one or more hearings before the attendance court to address their students' excessive absences NeSA-Math scores analyzed by fourth-grade students gender.

As seen in Table 12 the null hypothesis for NeSA-Math scores was not rejected where students with one attendance letter and girls posttest  $M = 40.77, SD = 9.56$ ; students with one attendance letter boys posttest  $M = 40.42, SD = 8.91$ ; students with two attendance letters and girls posttest  $M = 40.50, SD = 7.64$ ; students with two attendance letters boys posttest  $M = 37.90, SD = 7.43$ ; students with required attendance hearing and girls posttest  $M = 36.00, SD = 6.00$ ; students with required attendance hearing boys posttest  $M = 43.00, SD = 10.45$ ; and  $F(5, 51) = 0.44, p = .82$ . Because no statistically significant main effect  $F$ -ratio was observed no *post hoc* contrast analyses were conducted.

### **Research Question #5 Results**

The fifth research question was: Do fifth-grade students whose parents received one letter home from the attendance court to notify them of their students' excessive

absences, fifth-grade students whose parents received two letters home from the attendance court to notify them of their students' excessive absences, and fifth-grade students whose parents received two letters home from the attendance court, and participated in one or more hearings before the attendance court to address their students' excessive absences have equitable NeSA-Reading scores analyzed by fifth-grade students, home correspondence language other than English and English, ethnicity, and gender conditions?

Table 13 displays posttest results of Analysis of Variance (ANOVA) for posttest compared to posttest NeSA-Reading performance level scores for fifth-grade students whose parents received one letter home from the attendance court to notify them of their students' excessive absences, fifth-grade students whose parents received two letters home from the attendance court to notify them of their students' excessive absences, and fifth-grade students whose parents received two letters home from the attendance court, and participated in one or more hearings before the attendance court to address their students' excessive absences NeSA-Reading scores analyzed by fifth-grade students home correspondence language other than English and English.

As seen in Table 13 the null hypothesis for NeSA-Reading scores was not rejected where students with one attendance letter and home language English posttest  $M = 31.39$ ,  $SD = 8.69$ ; students with one attendance letter and home language other than English posttest  $M = 31.33$ ,  $SD = 8.09$ ; students with two attendance letters and home language English posttest  $M = 29.07$ ,  $SD = 11.33$ ; students with two attendance letters and home language other than English posttest  $M = 27.36$ ,  $SD = 5.04$ ; students with a required attendance hearing and home language English posttest  $M = 26.67$ ,  $SD = 10.81$ ;



students with a required attendance hearing and home language other than English posttest  $M = 27.00$ ,  $SD = 11.31$ ; and  $F(5, 54) = 0.50$ ,  $p = .77$ . Because no statistically significant main effect  $F$ -ratio was observed no *post hoc* contrast analyses were conducted.

Table 14 displays posttest results of Analysis of Variance (ANOVA) for posttest compared to posttest NeSA-Reading performance level scores for fifth-grade students whose parents received one letter home from the attendance court to notify them of their students' excessive absences, fifth-grade students whose parents received two letters home from the attendance court to notify them of their students' excessive absences, and fifth-grade students whose parents received two letters home from the attendance court, and participated in one or more hearings before the attendance court to address their students' excessive absences NeSA-Reading scores analyzed by fifth-grade students ethnicity.

As seen in Table 14 the null hypothesis for NeSA-Reading scores was not rejected where students with one attendance letter and ethnicity Hispanic/other posttest  $M = 28.08$ ,  $SD = 9.12$ ; students with one attendance letter Caucasian posttest  $M = 34.43$ ,  $SD = 6.42$ ; students with two attendance letters and ethnicity Hispanic/other posttest  $M = 26.25$ ,  $SD = 6.16$ ; students with two attendance letters Caucasian posttest  $M = 30.23$ ,  $SD = 10.90$ ; students with required attendance hearing and ethnicity Hispanic/other posttest  $M = 30.00$ ,  $SD = 9.53$ ; students with required attendance hearing Caucasian posttest  $M = 24.80$ ,  $SD = 10.96$ ; and  $F(5, 54) = 1.63$ ,  $p = .17$ . Because no statistically significant main effect  $F$ -ratio was observed no *post hoc* contrast analyses were conducted.

Table 15 displays posttest results of Analysis of Variance (ANOVA) for posttest compared to posttest NeSA-Reading performance level scores for fifth-grade students whose parents received one letter home from the attendance court to notify them of their students' excessive absences, fifth-grade students whose parents received two letters home from the attendance court to notify them of their students' excessive absences, and fifth-grade students whose parents received two letters home from the attendance court, and participated in one or more hearings before the attendance court to address their students' excessive absences NeSA-Reading scores analyzed by fifth-grade students gender.

As seen in Table 15 the null hypothesis for NeSA-Reading scores was not rejected where students with one attendance letter and girls posttest  $M = 31.94$ ,  $SD = 8.22$ ; students with one attendance letter boys posttest  $M = 27.82$ ,  $SD = 7.69$ ; students with two attendance letters and girls posttest  $M = 30.23$ ,  $SD = 8.93$ ; students with two attendance letters boys posttest  $M = 26.25$ ,  $SD = 8.97$ ; students with required attendance hearing and girls posttest  $M = 36.25$ ,  $SD = 0.70$ ; students with required attendance hearing boys posttest  $M = 23.50$ ,  $SD = 9.58$ ; and  $F(5, 54) = 1.54$ ,  $p = .19$ . Because no statistically significant main effect  $F$ -ratio was observed no *post hoc* contrast analyses were conducted.

### **Research Question #6 Results**

The sixth research question was: Do fifth-grade students whose parents received one letter home from the attendance court to notify them of their students' excessive absences, fifth-grade students whose parents received two letters home from the attendance court to notify them of their students' excessive absences, and fifth-grade

students whose parents received two letters home from the attendance court, and participated in one or more hearings before the attendance court to address their students' excessive absences have equitable NeSA-Math scores analyzed by fifth-grade students, home correspondence language other than English and English, ethnicity, and gender conditions?

Table 16 displays posttest results of Analysis of Variance (ANOVA) for posttest compared to posttest NeSA-Math performance level scores for fifth-grade students whose parents received one letter home from the attendance court to notify them of their students' excessive absences, fifth-grade students whose parents received two letters home from the attendance court to notify them of their students' excessive absences, and fifth-grade students whose parents received two letters home from the attendance court, and participated in one or more hearings before the attendance court to address their students' excessive absences NeSA-Math scores analyzed by fifth-grade students home correspondence language other than English and English.

As seen in Table 16 the null hypothesis for NeSA-Math scores was not rejected where students with one attendance letter and home language English posttest  $M = 41.11$ ,  $SD = 10.98$ ; students with one attendance letter and home language other than English posttest  $M = 42.44$ ,  $SD = 9.30$ ; students with two attendance letters and home language English posttest  $M = 37.86$ ,  $SD = 11.05$ ; students with two attendance letters and home language other than English posttest  $M = 36.91$ ,  $SD = 9.65$ ; students with a required attendance hearing and home language English posttest  $M = 38.83$ ,  $SD = 6.73$ ; students with a required attendance hearing and home language other than English posttest  $M =$

26.50,  $SD = 3.53$ ; and  $F(5, 54) = 1.11, p = .37$ . Because no statistically significant main effect  $F$ -ratio was observed no *post hoc* contrast analyses were conducted.

Table 17 displays posttest results of Analysis of Variance (ANOVA) for posttest compared to posttest NeSA-Math performance level scores for fifth-grade students whose parents received one letter home from the attendance court to notify them of their students' excessive absences, fifth-grade students whose parents received two letters home from the attendance court to notify them of their students' excessive absences, and fifth-grade students whose parents received two letters home from the attendance court, and participated in one or more hearings before the attendance court to address their students' excessive absences NeSA-Math scores analyzed by fifth-grade students ethnicity.

As seen in Table 17 the null hypothesis for NeSA-Math scores was not rejected where students with one attendance letter and ethnicity Hispanic/other posttest  $M = 38.69, SD = 12.51$ ; students with one attendance letter Caucasian posttest  $M = 44.21, SD = 7.18$ ; students with two attendance letters and ethnicity Hispanic/other posttest  $M = 35.83, SD = 9.93$ ; students with two attendance letters Caucasian posttest  $M = 38.92, SD = 10.72$ ; students with required attendance hearing and ethnicity Hispanic/other posttest  $M = 31.00, SD = 8.18$ ; students with required attendance hearing Caucasian posttest  $M = 38.60, SD = 7.50$ ; and  $F(5, 54) = 1.40, p = .24$ . Because no statistically significant main effect  $F$ -ratio was observed no *post hoc* contrast analyses were conducted.

Table 18 displays posttest results of Analysis of Variance (ANOVA) for posttest compared to posttest NeSA-Math performance level scores for fifth-grade students whose parents received one letter home from the attendance court to notify them of their

students' excessive absences, fifth-grade students whose parents received two letters home from the attendance court to notify them of their students' excessive absences, and fifth-grade students whose parents received two letters home from the attendance court, and participated in one or more hearings before the attendance court to address their students' excessive absences NeSA-Math scores analyzed by fifth-grade students gender.

As seen in Table 18 the null hypothesis for NeSA-Math scores was not rejected where students with one attendance letter and girls posttest  $M = 43.56$ ,  $SD = 8.24$ ; students with one attendance letter boys posttest  $M = 38.64$ ,  $SD = 12.55$ ; students with two attendance letters and girls posttest  $M = 36.00$ ,  $SD = 12.22$ ; students with two attendance letters boys posttest  $M = 39.00$ ,  $SD = 7.83$ ; students with required attendance hearing and girls posttest  $M = 43.50$ ,  $SD = 4.94$ ; students with required attendance hearing boys posttest  $M = 33.17$ ,  $SD = 7.52$ ; and  $F(5, 54) = 1.40$ ,  $p = .24$ . Because no statistically significant main effect  $F$ -ratio was observed no *post hoc* contrast analyses were conducted.

### **Research Question #7 Results**

The seventh research question was: Do sixth-grade students whose parents received one letter home from the attendance court to notify them of their students' excessive absences, sixth-grade students whose parents received two letters home from the attendance court to notify them of their students' excessive absences, and sixth-grade students whose parents received two letters home from the attendance court, and participated in one or more hearings before the attendance court to address their students' excessive absences have equitable NeSA-Reading scores analyzed by sixth-grade

students, home correspondence language other than English and English, ethnicity, and gender conditions?

Table 19 displays posttest results of Analysis of Variance (ANOVA) for posttest compared to posttest NeSA-Reading performance level scores for sixth-grade students whose parents received one letter home from the attendance court to notify them of their students' excessive absences, sixth-grade students whose parents received two letters home from the attendance court to notify them of their students' excessive absences, and sixth-grade students whose parents received two letters home from the attendance court, and participated in one or more hearings before the attendance court to address their students' excessive absences NeSA-Reading scores analyzed by sixth-grade students home correspondence language other than English and English.

As seen in Table 19 the null hypothesis for NeSA-Reading scores was not rejected where students with one attendance letter and home language English posttest  $M = 33.25$ ,  $SD = 8.38$ ; students with one attendance letter and home language other than English posttest  $M = 27.75$ ,  $SD = 6.87$ ; students with two attendance letters and home language English posttest  $M = 27.83$ ,  $SD = 9.61$ ; students with two attendance letters and home language other than English posttest  $M = 27.17$ ,  $SD = 7.91$ ; students with a required attendance hearing and home language English posttest  $M = 30.30$ ,  $SD = 7.78$ ; students with a required attendance hearing and home language other than English posttest  $M = 26.00$ ,  $SD = 0.00$ ; and  $F(5, 64) = 1.41$ ,  $p = .23$ . Because no statistically significant main effect  $F$ -ratio was observed no *post hoc* contrast analyses were conducted.

Table 20 displays posttest results of Analysis of Variance (ANOVA) for posttest compared to posttest NeSA-Reading performance level scores for sixth-grade students whose parents received one letter home from the attendance court to notify them of their students' excessive absences, sixth-grade students whose parents received two letters home from the attendance court to notify them of their students' excessive absences, and sixth-grade students whose parents received two letters home from the attendance court, and participated in one or more hearings before the attendance court to address their students' excessive absences NeSA-Reading scores analyzed by sixth-grade students ethnicity.

As seen in Table 20 the null hypothesis for NeSA-Reading scores was rejected where students with one attendance letter and ethnicity Hispanic/other posttest  $M = 28.05$ ,  $SD = 6.38$ ; students with one attendance letter Caucasian posttest  $M = 36.20$ ,  $SD = 8.38$ ; students with two attendance letters and ethnicity Hispanic/other posttest  $M = 26.89$ ,  $SD = 7.67$ ; students with two attendance letters Caucasian posttest  $M = 28.13$ ,  $SD = 10.02$ ; students with required attendance hearing and ethnicity Hispanic/other posttest  $M = 29.57$ ,  $SD = 6.67$ ; students with required attendance hearing Caucasian posttest  $M = 30.50$ ,  $SD = 9.88$ ; and  $F(5, 64) = 2.42$ ,  $p = .05$ . Because a statistically significant main effect  $F$ -ratio was observed *post hoc* contrast analyses were conducted.

The following comparisons were found to be statistically different: Hispanic one letter ( $M = 28.05$ ) verses Caucasian one letter ( $M = 36.20$ ), where  $t(33) = 3.26$ ,  $p = .0025$ , indicating an ethnicity difference. Caucasian one letter ( $M = 36.20$ ) verses Hispanic two letter ( $M = 26.89$ ), where  $t(22) = 2.71$ ,  $p = .0126$ , indicating a combination observed ethnicity and attendance difference. Caucasian one letter ( $M = 36.20$ ) verses Caucasian

two letters ( $M = 28.13$ ), where  $t(28) = 2.39$ ,  $p = .0238$ , indicating an attendance difference.

Table 21 displays posttest results of Analysis of Variance (ANOVA) for posttest compared to posttest NeSA-Reading performance level scores for sixth-grade students whose parents received one letter home from the attendance court to notify them of their students' excessive absences, sixth-grade students whose parents received two letters home from the attendance court to notify them of their students' excessive absences, and sixth-grade students whose parents received two letters home from the attendance court, and participated in one or more hearings before the attendance court to address their students' excessive absences NeSA-Reading scores analyzed by sixth-grade students gender.

As seen in Table 21 the null hypothesis for NeSA-Reading scores was not rejected where students with one attendance letter and girls posttest  $M = 35.43$ ,  $SD = 7.40$ ; students with one attendance letter boys posttest  $M = 28.95$ ,  $SD = 7.94$ ; students with two attendance letters and girls posttest  $M = 28.88$ ,  $SD = 9.34$ ; students with two attendance letters boys posttest  $M = 27.06$ ,  $SD = 9.16$ ; students with required attendance hearing and girls posttest  $M = 29.14$ ,  $SD = 7.40$ ; students with required attendance hearing boys posttest  $M = 31.25$ ,  $SD = 8.61$ ; and  $F(5, 64) = 1.73$ ,  $p = .14$ . Because no statistically significant main effect  $F$ -ratio was observed no *post hoc* contrast analyses were conducted.



### Research Question #8 Results

The eighth research question was: Do sixth-grade students whose parents received one letter home from the attendance court to notify them of their students' excessive absences, sixth-grade students whose parents received two letters home from the attendance court to notify them of their students' excessive absences, and sixth-grade students whose parents received two letters home from the attendance court, and participated in one or more hearings before the attendance court to address their students' excessive absences have equitable NeSA-Math scores analyzed by sixth-grade students, home correspondence language other than English and English, ethnicity, and gender conditions?

Table 22 displays posttest results of Analysis of Variance (ANOVA) for posttest compared to posttest NeSA-Math performance level scores for sixth-grade students whose parents received one letter home from the attendance court to notify them of their students' excessive absences, sixth-grade students whose parents received two letters home from the attendance court to notify them of their students' excessive absences, and sixth-grade students whose parents received two letters home from the attendance court, and participated in one or more hearings before the attendance court to address their students' excessive absences NeSA-Math scores analyzed by sixth-grade students Home Language.

As seen in Table 22 the null hypothesis for NeSA-Math scores was rejected where students with one attendance letter and home language English posttest  $M = 47.96$ ,  $SD = 7.43$ ; students with one attendance letter home language other than English posttest  $M = 37.33$ ,  $SD = 9.56$ ; students with two attendance letters and home language English

posttest  $M = 36.78$ ,  $SD = 11.64$ ; students with two attendance letters posttest home language other than English  $M = 36.00$ ,  $SD = 12.26$ ; students with required attendance hearing and home language English posttest  $M = 38.20$ ,  $SD = 12.62$ ; students with required attendance hearing home language other than English posttest  $M = 29.00$ ,  $SD = 0.00$ ; and  $F(5, 64) = 3.73$ ,  $p = .005$ . Because a statistically significant main effect  $F$ -ratio was observed *post hoc* contrast analyses were conducted.

The following comparisons were found to be statistically different: home language English one letter ( $M = 47.96$ ) verses home language other than English one letter ( $M = 37.33$ ), where  $t(33) = 3.63$ ,  $p = .0009$ , indicating a language difference. Home language English one letter ( $M = 47.96$ ) verses home language two letter ( $M = 36.78$ ), where  $t(39) = 3.73$ ,  $p = .0006$ , indicating an attendance difference. Home language English one letter ( $M = 47.96$ ) verses home language other than English two letter ( $M = 36.00$ ), where  $t(27) = 3.05$ ,  $p = .0050$ , indicating a combination observed language and attendance difference. Home language English one letter ( $M = 47.96$ ) verses home language English required hearing ( $M = 38.20$ ), where  $t(31) = 2.78$ ,  $p = .0090$ , indicating an attendance difference.

Table 23 displays posttest results of Analysis of Variance (ANOVA) for posttest compared to posttest NeSA-Math performance level scores for sixth-grade students whose parents received one letter home from the attendance court to notify them of their students' excessive absences, sixth-grade students whose parents received two letters home from the attendance court to notify them of their students' excessive absences, and sixth-grade students whose parents received two letters home from the attendance court, and participated in one or more hearings before the attendance court to address their

students' excessive absences NeSA-Math scores analyzed by sixth-grade students ethnicity.

As seen in Table 23 the null hypothesis for NeSA-Math scores was rejected where students with one attendance letter and ethnicity Hispanic/other posttest  $M = 40.00$ ,  $SD = 9.16$ ; students with one attendance letter Caucasian posttest  $M = 50.07$ ,  $SD = 6.80$ ; students with two attendance letters and ethnicity Hispanic/other posttest  $M = 34.67$ ,  $SD = 10.41$ ; students with two attendance letters Caucasian posttest  $M = 37.73$ ,  $SD = 12.36$ ; students with required attendance hearing and ethnicity Hispanic/other posttest  $M = 35.00$ ,  $SD = 13.35$ ; students with required attendance hearing Caucasian posttest  $M = 41.50$ ,  $SD = 10.53$ ; and  $F(5, 64) = 3.87$ ,  $p = .0004$ . Because a statistically significant main effect  $F$ -ratio was observed *post hoc* contrast analyses were conducted.

The following comparisons were found to be statistically different: Hispanic one letter ( $M = 40.00$ ) verses Caucasian one letter ( $M = 50.07$ ), where  $t(33) = 3.57$ ,  $p = .0011$ , indicating an ethnicity difference. Caucasian one letter ( $M = 50.07$ ) verses Hispanic two letter ( $M = 34.67$ ), where  $t(22) = 4.39$ ,  $p = .0002$ , indicating a combination observed ethnicity and attendance difference. Caucasian one letter ( $M = 50.07$ ) verses Caucasian two letters ( $M = 37.73$ ), where  $t(28) = 3.38$ ,  $p = .0021$ , indicating an attendance difference. Caucasian one letter ( $M = 50.07$ ) verses Hispanic required hearing ( $M = 35.50$ ), where  $t(20) = 3.55$ ,  $p = .0020$ , indicating a combination observed ethnicity and attendance difference.

Table 24 displays posttest results of Analysis of Variance (ANOVA) for posttest compared to posttest NeSA-Reading performance level scores for sixth-grade students whose parents received one letter home from the attendance court to notify them of their

students' excessive absences, sixth-grade students whose parents received two letters home from the attendance court to notify them of their students' excessive absences, and sixth-grade students whose parents received two letters home from the attendance court, and participated in one or more hearings before the attendance court to address their students' excessive absences NeSA-Math scores analyzed by sixth-grade students gender.

As seen in Table 24 the null hypothesis for NeSA-Math scores was rejected where students with one attendance letter and girls posttest  $M = 46.29$ ,  $SD = 9.89$ ; students with one attendance letter boys posttest  $M = 43.00$ ,  $SD = 9.35$ ; students with two attendance letters and girls posttest  $M = 40.25$ ,  $SD = 12.37$ ; students with two attendance letters boys posttest  $M = 34.75$ ,  $SD = 11.04$ ; students with required attendance hearing and girls posttest  $M = 33.43$ ,  $SD = 12.73$ ; students with required attendance hearing boys posttest  $M = 44.25$ ,  $SD = 8.92$ ; and  $F(5, 64) = 2.75$ ,  $p = .03$ . Because a statistically significant main effect  $F$ -ratio was observed *post hoc* contrast analyses were conducted.

The following comparisons were found to be statistically different: Girls one letter ( $M = 46.29$ ) verses boys two letter ( $M = 34.75$ ), where  $t(28) = 2.99$ ,  $p = .0057$ , indicating a combination observed gender and attendance difference. Girls one letter ( $M = 46.29$ ) verses girls required hearing ( $M = 33.43$ ), where  $t(19) = 2.55$ ,  $p = .0194$ , indicating an attendance difference. Boys one letter ( $M = 43.00$ ) verses boys two letters ( $M = 34.75$ ), where  $t(35) = 2.45$ ,  $p = .0190$ , indicating an attendance difference. Boys one letter ( $M = 43.00$ ) verses girls required hearing ( $M = 33.43$ ), where  $t(26) = 2.14$ ,  $p = .0417$ , indicating a combination observed gender and attendance difference.

### Research Question #9 Results

The ninth research question was: Do seventh-grade students whose parents received one letter home from the attendance court to notify them of their students' excessive absences, seventh-grade students whose parents received two letters home from the attendance court to notify them of their students' excessive absences, and seventh-grade students whose parents received two letters home from the attendance court, and participated in one or more hearings before the attendance court to address their students' excessive absences have equitable NeSA-Reading scores analyzed by seventh-grade students, home correspondence language other than English and English, ethnicity, and gender conditions?

Table 25 displays posttest results of Analysis of Variance (ANOVA) for posttest compared to posttest NeSA-Reading performance level scores for seventh-grade students whose parents received one letter home from the attendance court to notify them of their students' excessive absences, seventh-grade students whose parents received two letters home from the attendance court to notify them of their students' excessive absences, and seventh-grade students whose parents received two letters home from the attendance court, and participated in one or more hearings before the attendance court to address their students' excessive absences NeSA-Math scores analyzed by seventh-grade students home language.

As seen in Table 25 the null hypothesis for NeSA-Reading scores was rejected where students with one attendance letter and home language English posttest  $M = 36.89$ ,  $SD = 7.99$ ; students with one attendance letter home language other than English posttest  $M = 26.17$ ,  $SD = 7.13$ ; students with two attendance letters and home language English

posttest  $M = 30.23$ ,  $SD = 10.89$ ; students with two attendance letters posttest home language other than English  $M = 26.20$ ,  $SD = 5.89$ ; students with required attendance hearing and home language English posttest  $M = 34.78$ ,  $SD = 6.36$ ; students with required attendance hearing home language other than English posttest  $M = 27.67$ ,  $SD = 10.06$ ; and  $F(5, 76) = 3.67$ ,  $p = .005$ . Because a statistically significant main effect  $F$ -ratio was observed *post hoc* contrast analyses were conducted.

The following comparisons were found to be statistically different: Home language English one letter ( $M = 36.89$ ) verses home language other than English one letter ( $M = 26.17$ ), where  $t(32) = 3.02$ ,  $p = .0048$ , indicating a language difference. Home language English one letter ( $M = 39.89$ ) verses home language two letter ( $M = 30.23$ ), where  $t(48) = 2.60$ ,  $p = .0122$ , indicating an attendance difference. Home language English one letter ( $M = 36.89$ ) verses home language other than English two letters ( $M = 26.20$ ), where  $t(31) = 2.83$ ,  $p = .0079$ , indicating a combination observed language and attendance difference. Home language other than English one letter ( $M = 26.17$ ) verses home language English required hearing ( $M = 34.78$ ), where  $t(22) = 2.78$ ,  $p = .0107$ , indicating a combination observed language and attendance difference. Home language other than English two letters ( $M = 26.20$ ) verses home language English required hearing ( $M = 34.78$ ), where  $t(21) = 2.70$ ,  $p = .0133$ , indicating a combination observed language and attendance difference.

Table 26 displays posttest results of Analysis of Variance (ANOVA) for posttest compared to posttest NeSA-Reading performance level scores for seventh-grade students whose parents received one letter home from the attendance court to notify them of their students' excessive absences, seventh-grade students whose parents received two letters

home from the attendance court to notify them of their students' excessive absences, and seventh-grade students whose parents received two letters home from the attendance court, and participated in one or more hearings before the attendance court to address their students' excessive absences NeSA-Reading scores analyzed by seventh-grade students ethnicity.

As seen in Table 26 the null hypothesis for NeSA-Reading scores was rejected where students with one attendance letter and ethnicity Hispanic/other posttest  $M = 31.31$ ,  $SD = 8.57$ ; students with one attendance letter Caucasian posttest  $M = 38.28$ ,  $SD = 7.80$ ; students with two attendance letters and ethnicity Hispanic/other posttest  $M = 27.00$ ,  $SD = 9.30$ ; students with two attendance letters Caucasian posttest  $M = 32.15$ ,  $SD = 9.31$ ; students with required attendance hearing and ethnicity Hispanic/other posttest  $M = 32.75$ ,  $SD = 9.17$ ; students with required attendance hearing Caucasian posttest  $M = 34.38$ ,  $SD = 5.90$ ; and  $F(5, 76) = 3.10$ ,  $p = .013$ . Because a statistically significant main effect  $F$ -ratio was observed *post hoc* contrast analyses were conducted.

The following comparisons were found to be statistically different: Hispanic one letter ( $M = 31.31$ ) verses Caucasian one letter ( $M = 38.28$ ), where  $t(32) = 2.48$ ,  $p = .0185$ , indicating an ethnicity difference. Caucasian one letter ( $M = 38.28$ ) verses Hispanic two letter ( $M = 27.00$ ), where  $t(30) = 3.72$ ,  $p = .0008$ , indicating a combination observed ethnicity and attendance difference. Hispanic/Other two letters ( $M = 27.00$ ) verses Caucasian required hearing ( $M = 34.38$ ), where  $t(25) = 2.43$ ,  $p = .0222$ , indicating a combination observed ethnicity and attendance difference.

Table 27 displays posttest results of Analysis of Variance (ANOVA) for posttest compared to posttest NeSA-Reading performance level scores for seventh-grade students

whose parents received one letter home from the attendance court to notify them of their students' excessive absences, seventh-grade students whose parents received two letters home from the attendance court to notify them of their students' excessive absences, and seventh-grade students whose parents received two letters home from the attendance court, and participated in one or more hearings before the attendance court to address their students' excessive absences NeSA-Reading scores analyzed by seventh-grade students gender.

As seen in Table 27 the null hypothesis for NeSA-Reading scores was rejected where students with one attendance letter and girls posttest  $M = 38.53$ ,  $SD = 6.04$ ; students with one attendance letter boys posttest  $M = 31.47$ ,  $SD = 9.81$ ; students with two attendance letters and girls posttest  $M = 31.72$ ,  $SD = 8.49$ ; students with two attendance letters boys posttest  $M = 25.00$ ,  $SD = 10.30$ ; students with required attendance hearing and girls posttest  $M = 33.11$ ,  $SD = 6.77$ ; students with required attendance hearing boys posttest  $M = 34.25$ ,  $SD = 7.67$ ; and  $F(5, 76) = 3.44$ ,  $p = .007$ . Because a statistically significant main effect  $F$ -ratio was observed *post hoc* contrast analyses were conducted.

The following comparisons were found to be statistically different: Girls one letter ( $M = 38.53$ ) verses boys one letter ( $M = 31.47$ ), where  $t(32) = 2.52$ ,  $p = .0167$ , indicating a gender difference. Girls one letter ( $M = 38.53$ ) verses girls two letters ( $M = 31.72$ ), where  $t(33) = 2.71$ ,  $p = .0104$ , indicating an attendance difference. Girls one letter ( $M = 38.53$ ) verses boys two letters ( $M = 25.00$ ), where  $t(24) = 4.24$ ,  $p = .0003$ , indicating a combination observed gender and attendance difference. Girls one letter ( $M = 38.53$ ) verses girls required hearing ( $M = 33.11$ ), where  $t(24) = 2.08$ ,  $p = .0475$ ,



indicating an attendance difference. Boys two letters ( $M = 25.00$ ) verses boys required hearing ( $M = 34.25$ ), where  $t(19) = 2.36$ ,  $p = .0290$ , indicating an attendance difference.

### **Research Question #10 Results**

The tenth research question was: Do seventh-grade students whose parents received one letter home from the attendance court to notify them of their students' excessive absences, seventh-grade students whose parents received two letters home from the attendance court to notify them of their students' excessive absences, and seventh-grade students whose parents received two letters home from the attendance court, and participated in one or more hearings before the attendance court to address their students' excessive absences have equitable NeSA-Math scores analyzed by seventh-grade students, home correspondence language other than English and English, ethnicity, and gender conditions?

Table 28 displays posttest results of Analysis of Variance (ANOVA) for posttest compared to posttest NeSA-Math performance level scores for seventh-grade students whose parents received one letter home from the attendance court to notify them of their students' excessive absences, seventh-grade students whose parents received two letters home from the attendance court to notify them of their students' excessive absences, and seventh-grade students whose parents received two letters home from the attendance court, and participated in one or more hearings before the attendance court to address their students' excessive absences NeSA-Math scores analyzed by seventh-grade students home language.

As seen in Table 28 the null hypothesis for NeSA-Math scores was rejected where students with one attendance letter and home language English posttest  $M = 46.18$ ,  $SD = 10.39$ ; students with one attendance letter home language other than English posttest  $M = 30.83$ ,  $SD = 3.12$ ; students with two attendance letters and home language English posttest  $M = 40.18$ ,  $SD = 11.54$ ; students with two attendance letters posttest home language other than English  $M = 29.20$ ,  $SD = 6.68$ .; students with required attendance hearing and home language English posttest  $M = 45.28$ ,  $SD = 10.70$ ; students with required attendance hearing home language other than English posttest  $M = 30.67$ ,  $SD = 7.76$ ; and  $F(5, 76) = 5.12$ ,  $p = .0004$ . Because a statistically significant main effect  $F$ -ratio was observed *post hoc* contrast analyses were conducted.

The following comparisons were found to be statistically different: Home language English one letter ( $M = 46.18$ ) verses home language other than English one letter ( $M = 30.83$ ), where  $t(32) = 3.54$ ,  $p = .0012$ , indicating a language difference. Home language English one letter ( $M = 46.18$ ) verses home language other than English two letter ( $M = 29.20$ ), where  $t(31) = 3.49$ ,  $p = .0014$ , indicating a combination observed language and attendance difference. Home language English one letter ( $M = 46.18$ ) verses home language other than English required hearing ( $M = 30.67$ ), where  $t(29) = 2.49$ ,  $p = .0186$ , indicating a combination observed language and attendance difference. Home language other than English one letter ( $M = 30.83$ ) verses home language English required hearing ( $M = 45.28$ ), where  $t(22) = 3.21$ ,  $p = .0040$ , indicating a combination observed language and attendance difference. Home language other than English two letters ( $M = 29.20$ ) verses home language English required hearing ( $M = 45.28$ ), where  $t(21) = 3.16$ ,  $p = .0047$ , indicating a combination observed language and attendance

difference. Home language required hearing ( $M = 45.28$ ) verses home language other than English required hearing ( $M = 30.67$ ), where  $t(19) = 2.24$ ,  $p = .0368$ , indicating a language difference.

Table 29 displays posttest results of Analysis of Variance (ANOVA) for posttest compared to posttest NeSA-Math performance level scores for seventh-grade students whose parents received one letter home from the attendance court to notify them of their students' excessive absences, seventh-grade students whose parents received two letters home from the attendance court to notify them of their students' excessive absences, and seventh-grade students whose parents received two letters home from the attendance court, and participated in one or more hearings before the attendance court to address their students' excessive absences NeSA-Math scores analyzed by seventh-grade students ethnicity.

As seen in Table 29 the null hypothesis for NeSA-Math scores was rejected where students with one attendance letter and ethnicity Hispanic/other posttest  $M = 37.25$ ,  $SD = 9.14$ ; students with one attendance letter Caucasian posttest  $M = 49.00$ ,  $SD = 10.01$ ; students with two attendance letters and ethnicity Hispanic/other posttest  $M = 32.93$ ,  $SD = 10.43$ ; students with two attendance letters Caucasian posttest  $M = 43.77$ ,  $SD = 10.24$ ; students with required attendance hearing and ethnicity Hispanic/other posttest  $M = 41.63$ ,  $SD = 10.76$ ; students with required attendance hearing Caucasian posttest  $M = 44.15$ ,  $SD = 12.15$ ; and  $F(5, 76) = 4.60$ ,  $p = .001$ . Because a statistically significant main effect  $F$ -ratio was observed *post hoc* contrast analyses were conducted.

The following comparisons were found to be statistically different: Hispanic one letter ( $M = 37.25$ ) verses Caucasian One Letter ( $M = 49.00$ ), where  $t(32) = 3.55$ ,  $p =$

.0012, indicating an ethnicity difference. Caucasian one letter ( $M = 49.00$ ) verses Hispanic two letter ( $M = 32.93$ ), where  $t(30) = 4.42, p = .0001$ , indicating a combination observed ethnicity and attendance difference. Hispanic/other two letters ( $M = 32.93$ ) verses Caucasian two letters ( $M = 43.77$ ), where  $t(25) = 2.71, p = .0117$ , indicating a ethnicity difference. Hispanic/other two letters ( $M = 32.93$ ) verses Hispanic/other required hearing ( $M = 41.63$ ), where  $t(30) = 4.42, p = .0001$ , indicating an attendance difference. Hispanic/other two letters ( $M = 32.93$ ) verses Caucasian required hearing ( $M = 44.15$ ), where  $t(25) = 4.35, p = .0162$ , indicating a combination observed ethnicity and attendance difference.

Table 30 displays posttest results of Analysis of Variance (ANOVA) for posttest compared to posttest NeSA-Math performance level scores for seventh-grade students whose parents received one letter home from the attendance court to notify them of their students' excessive absences, seventh-grade students whose parents received two letters home from the attendance court to notify them of their students' excessive absences, and seventh-grade students whose parents received two letters home from the attendance court, and participated in one or more hearings before the attendance court to address their students' excessive absences NeSA-Math scores analyzed by seventh-grade students gender.

As seen in Table 30 the null hypothesis for NeSA-Math scores was rejected where students with one attendance letter and girls posttest  $M = 48.88, SD = 7.21$ ; students with one attendance letter boys posttest  $M = 38.06, SD = 11.99$ ; students with two attendance letters and girls posttest  $M = 41.44, SD = 10.73$ ; students with two attendance letters boys posttest  $M = 31.56, SD = 10.74$ ; students with required attendance hearing and girls

posttest  $M = 42.78$ ,  $SD = 9.32$ ; students with required attendance hearing boys posttest  $M = 43.50$ ,  $SD = 13.20$ ; and  $F(5, 76) = 3.66$ ,  $p = .005$ . Because a statistically significant main effect  $F$ -ratio was observed *post hoc* contrast analyses were conducted.

The following comparisons were found to be statistically different: girls one letter ( $M = 48.88$ ) verses boys one letter ( $M = 38.06$ ), where  $t(32) = 3.18$ ,  $p = .0032$ , indicating a gender difference. Girls one letter ( $M = 48.88$ ) verses girls two letters ( $M = 41.44$ ), where  $t(33) = 2.39$ ,  $p = .0226$ , indicating an attendance difference. Girls one letter ( $M = 48.88$ ) verses boys two letters ( $M = 31.56$ ), where  $t(24) = 4.90$ ,  $p = .0001$ , indicating a combination observed gender and attendance difference. Girls two letters ( $M = 41.44$ ) verses boys two letters ( $M = 33.56$ ), where  $t(25) = 2.25$ ,  $p = .0332$ , indicating a gender difference. Boys two letters ( $M = 31.56$ ) verses girls required hearing ( $M = 42.78$ ), where  $t(16) = 2.36$ ,  $p = .0310$ , indicating a combination observed gender and attendance difference. Boys two letters ( $M = 31.56$ ) verses boys required hearing ( $M = 43.50$ ), where  $t(19) = 2.21$ ,  $p = .0393$ , indicating an attendance difference.

### **Research Question #11 Results**

The eleventh research question was: Do eighth-grade students whose parents received one letter home from the attendance court to notify them of their students' excessive absences, eighth-grade students whose parents received two letters home from the attendance court to notify them of their students' excessive absences, and eighth-grade students whose parents received two letters home from the attendance court, and participated in one or more hearings before the attendance court to address their students' excessive absences have equitable NeSA-Reading scores analyzed by eighth-grade

students, home correspondence language other than English and English, ethnicity, and gender conditions?

Table 31 displays posttest results of Analysis of Variance (ANOVA) for posttest compared to posttest NeSA-Reading performance level scores for eighth-grade students whose parents received one letter home from the attendance court to notify them of their students' excessive absences, eighth-grade students whose parents received two letters home from the attendance court to notify them of their students' excessive absences, and eighth-grade students whose parents received two letters home from the attendance court, and participated in one or more hearings before the attendance court to address their students' excessive absences NeSA-Reading scores analyzed by eighth-grade students home correspondence language other than English and English.

As seen in Table 31 the null hypothesis for NeSA-Reading scores was not rejected where students with one attendance letter and home language English posttest  $M = 33.61$ ,  $SD = 8.16$ ; students with one attendance letter and home language other than English posttest  $M = 28.33$ ,  $SD = 8.35$ ; students with two attendance letters and home language English posttest  $M = 32.50$ ,  $SD = 8.44$ ; students with two attendance letters and home language other than English posttest  $M = 36.00$ ,  $SD = 2.64$ ; students with a required attendance hearing and home language English posttest  $M = 30.96$ ,  $SD = 8.36$ ; students with a required attendance hearing and home language other than English posttest  $M = 25.29$ ,  $SD = 4.38$ ; and  $F(5, 86) = 1.72$ ,  $p = .14$ . Because no statistically significant main effect  $F$ -ratio was observed no *post hoc* contrast analyses were conducted.

Table 32 displays posttest results of Analysis of Variance (ANOVA) for posttest compared to posttest NeSA-Reading performance level scores for eighth-grade students whose parents received one letter home from the attendance court to notify them of their students' excessive absences, eighth-grade students whose parents received two letters home from the attendance court to notify them of their students' excessive absences, and eighth-grade students whose parents received two letters home from the attendance court, and participated in one or more hearings before the attendance court to address their students' excessive absences NeSA-Reading scores analyzed by eighth-grade students ethnicity.

As seen in Table 32 the null hypothesis for NeSA-Reading scores was not rejected where students with one attendance letter and ethnicity Hispanic/other posttest  $M = 33.90$ ,  $SD = 8.06$ ; students with one attendance letter Caucasian posttest  $M = 31.88$ ,  $SD = 8.70$ ; students with two attendance letters and ethnicity Hispanic/other posttest  $M = 34.55$ ,  $SD = 6.69$ ; students with two attendance letters Caucasian posttest  $M = 30.93$ ,  $SD = 8.80$ ; students with required attendance hearing and ethnicity Hispanic/other posttest  $M = 27.56$ ,  $SD = 7.94$ ; students with required attendance hearing Caucasian posttest  $M = 31.29$ ,  $SD = 7.97$ ; and  $F(5, 86) = 1.45$ ,  $p = .22$ . Because no statistically significant main effect  $F$ -ratio was observed no *post hoc* contrast analyses were conducted.

Table 33 displays posttest results of Analysis of Variance (ANOVA) for posttest compared to posttest NeSA-Reading performance level scores for eighth-grade students whose parents received one letter home from the attendance court to notify them of their students' excessive absences, eighth-grade students whose parents received two letters home from the attendance court to notify them of their students' excessive absences, and

eighth-grade students whose parents received two letters home from the attendance court, and participated in one or more hearings before the attendance court to address their students' excessive absences NeSA-Reading scores analyzed by eighth-grade students gender.

As seen in Table 33 the null hypothesis for NeSA-Reading scores was not rejected where students with one attendance letter and girls posttest  $M = 32.42$ ,  $SD = 9.64$ ; students with one attendance letter boys posttest  $M = 33.11$ ,  $SD = 6.91$ ; students with two attendance letters and girls posttest  $M = 33.53$ ,  $SD = 6.17$ ; students with two attendance letters boys posttest  $M = 31.00$ ,  $SD = 10.36$ ; students with required attendance hearing and girls posttest  $M = 31.16$ ,  $SD = 5.80$ ; students with required attendance hearing boys posttest  $M = 26.09$   $SD = 10.45$ ; and  $F(5, 86) = 1.36$ ,  $p = .25$ . Because no statistically significant main effect  $F$ -ratio was observed no *post hoc* contrast analyses were conducted.

### **Research Question #12 Results**

The twelfth research question was: Do eighth-grade students whose parents received one letter home from the attendance court to notify them of their students' excessive absences, eighth-grade students whose parents received two letters home from the attendance court to notify them of their students' excessive absences, and eighth-grade students whose parents received two letters home from the attendance court, and participated in one or more hearings before the attendance court to address their students' excessive absences have equitable NeSA-Math scores analyzed by eighth-grade students, home correspondence language other than English and English, ethnicity, and gender conditions?



Table 34 displays posttest results of Analysis of Variance (ANOVA) for posttest compared to posttest NeSA-Math performance level scores for seventh-eighth students whose parents received one letter home from the attendance court to notify them of their students' excessive absences, eighth-grade students whose parents received two letters home from the attendance court to notify them of their students' excessive absences, and eighth-grade students whose parents received two letters home from the attendance court, and participated in one or more hearings before the attendance court to address their students' excessive absences NeSA-Math scores analyzed by eighth-grade students home language.

As seen in Table 34 the null hypothesis for NeSA-Math scores was rejected where students with one attendance letter and home language English posttest  $M = 44.23$ ,  $SD = 10.98$ ; students with one attendance letter home language other than English posttest  $M = 35.17$ ,  $SD = 12.27$ ; students with two attendance letters and home language English posttest  $M = 47.09$ ,  $SD = 11.08$ ; students with two attendance letters posttest home language other than English  $M = 43.00$ ,  $SD = 11.78$ ; students with required attendance hearing and home language English posttest  $M = 37.91$ ,  $SD = 12.44$ ; students with required attendance hearing home language other than English posttest  $M = 31.71$ ,  $SD = 10.19$ ; and  $F(5, 86) = 3.25$ ,  $p = .01$ . Because a statistically significant main effect  $F$ -ratio was observed *post hoc* contrast analyses were conducted.

The following comparisons were found to be statistically different: home language English one letter ( $M = 46.18$ ) verses home Language other than English required hearing ( $M = 31.71$ ), where  $t(36) = 2.75$ ,  $p = .0091$ , indicating a combination observed language and attendance difference. Home language English one letter ( $M$

=35.17) verses home English two letter ( $M = 47.09$ ), where  $t(26) = 2.28, p = .0307$ , indicating a combination observed language and attendance difference. Home language English two letters ( $M = 47.09$ ) verses home language English required hearing ( $M = 37.91$ ), where  $t(43) = 2.60, p = .0125$ , indicating an attendance difference. Home language English two letters ( $M = 47.09$ ) verses home language other than English required hearing ( $M = 31.71$ ), where  $t(27) = 3.25, p = .0031$ , indicating a combination observed language and attendance difference.

Table 35 displays posttest results of Analysis of Variance (ANOVA) for posttest compared to posttest NeSA-Math performance level scores for eighth-grade students whose parents received one letter home from the attendance court to notify them of their students' excessive absences, eighth-grade students whose parents received two letters home from the attendance court to notify them of their students' excessive absences, and eighth-grade students whose parents received two letters home from the attendance court, and participated in one or more hearings before the attendance court to address their students' excessive absences NeSA-Math scores analyzed by eighth-grade students ethnicity.

As seen in Table 35 the null hypothesis for NeSA-Math scores was rejected where students with one attendance letter and ethnicity Hispanic/other posttest  $M = 44.00, SD = 10.95$ ; students with one attendance letter Caucasian posttest  $M = 41.13, SD = 12.40$ ; students with two attendance letters and ethnicity Hispanic/other posttest  $M = 46.45, SD = 12.03$ ; students with two attendance letters Caucasian posttest  $M = 46.00, SD = 12.03$ ; students with required attendance hearing and ethnicity Hispanic/other posttest  $M = 34.56, SD = 12.14$ ; students with required attendance hearing Caucasian posttest  $M =$

38.64,  $SD = 12.08$ ; and  $F(5, 86) = 2.33, p = .05$ . Because a statistically significant main effect  $F$ -ratio was observed *post hoc* contrast analyses were conducted.

The following comparisons were found to be statistically different: Hispanic one letter ( $M = 44.00$ ) versus Hispanic/other required hearing ( $M = 34.56$ ), where  $t(35) = 2.47, p = .0182$ , indicating an attendance difference. Hispanic two letters ( $M = 46.45$ ) versus Hispanic required hearing ( $M = 34.56$ ), where  $t(25) = 2.73, p = .0113$ , indicating an attendance difference. Caucasian two letters ( $M = 46.00$ ) versus Hispanic/other required hearing ( $M = 34.56$ ), where  $t(28) = 2.58, p = .0153$ , indicating a combination observed ethnicity and attendance difference.

Table 36 displays posttest results of Analysis of Variance (ANOVA) for posttest compared to posttest NeSA-Math performance level scores for eighth-grade students whose parents received one letter home from the attendance court to notify them of their students' excessive absences, eighth-grade students whose parents received two letters home from the attendance court to notify them of their students' excessive absences, and eighth-grade students whose parents received two letters home from the attendance court, and participated in one or more hearings before the attendance court to address their students' excessive absences NeSA-Math scores analyzed by eighth-grade students gender.

As seen in Table 36 the null hypothesis for NeSA-Math scores was rejected where students with one attendance letter and girls posttest  $M = 39.95, SD = 11.64$ ; students with one attendance letter boys posttest  $M = 46.28, SD = 11.21$ ; students with two attendance letters and girls posttest  $M = 46.80, SD = 7.92$ ; students with two attendance letters boys posttest  $M = 45.30, SD = 14.37$ ; students with required attendance hearing

and girls posttest  $M = 38.74$ ,  $SD = 9.91$ ; students with required attendance hearing boys posttest  $M = 32.55$ ,  $SD = 14.83$ ; and  $F(5, 86) = 3.11$ ,  $p = .01$ . Because a statistically significant main effect  $F$ -ratio was observed *post hoc* contrast analyses were conducted.

The following comparisons were found to be statistically different: Boys one letter ( $M = 46.28$ ) verses girls required hearing ( $M = 38.74$ ), where  $t(35) = 2.16$ ,  $p = .0369$ , indicating a combination observed gender and attendance difference. Boys two letters ( $M = 46.28$ ) verses boys required hearing ( $M = 32.55$ ), where  $t(27) = 2.83$ ,  $p = .0087$ , indicating an attendance difference. Girls two letters ( $M = 46.80$ ) verses girls required hearing ( $M = 38.75$ ), where  $t(32) = 2.56$ ,  $p = .0152$ , indicating an attendance difference. Girls two letters ( $M = 46.80$ ) verses boys required hearing ( $M = 32.55$ ), where  $t(24) = 3.16$ ,  $p = .0041$ , indicating a combination observed gender and attendance difference.

Table 1

*Third-Grade Students Whose Parents Received One Letter Home From the Attendance Program to Notify Them of Their Students' Excessive Absences, Third-Grade Students Whose Parents Received Two Letters Home From the Attendance Program to Notify Them of Their Students' Excessive Absences, and Third-Grade Students Whose Parents Received Two Letters Home From the Attendance Program, and Participated in One or More Hearings Before the Attendance Hearing Officer to Address Their Students' Excessive Absences NeSA-Reading Scores Analyzed by Students' Home Correspondence Language*

Home Correspondence Language Sources of Data for Third Grade Students	<i>N</i>	<i>M</i>	( <i>SD</i> )	Reading Performance Level	<i>F</i>	<i>p</i>
<b>One Attendance Letter</b>						
1. Home Language English	20	29.80	(10.33)	Meets		
2. Home Language Other than English	13	29.23	(7.78)	Meets		
<b>Two Attendance Letters</b>						
3. Home Language English	14	29.50	(8.79)	Meets		
4. Home Language Other than English	7	28.71	(7.99)	Meets		
<b>Required Attendance Hearing</b>						
5. Home Language English	9	30.33	(7.01)	Meets		
6. Home Language Other than English	7	30.71	(3.90)	Meets		
					0.06	1.00 <i>ns</i>

Note. No *post hoc* contrast analyses were conducted because no significant *F* ratio main effect interaction was observed.

Table 2

*Third-Grade Students Whose Parents Received One Letter Home From the Attendance Program to Notify Them of Their Students' Excessive Absences, Third-Grade Students Whose Parents Received Two Letters Home From the Attendance Program to Notify Them of Their Students' Excessive Absences, and Third-Grade Students Whose Parents Received Two Letters Home From the Attendance Program, and Participated in One or More Hearings Before the Attendance Hearing Officer to Address Their Students' Excessive Absences NeSA-Reading Scores Analyzed by Students' Ethnicity*

Ethnicity Sources of Data for Third Grade Students	<i>N</i>	<i>M</i>	<i>(SD)</i>	Reading Performance		
				Level	<i>F</i>	<i>p</i>
One Attendance Letter						
1. Hispanic/Other	18	30.17	(8.25)	Meets		
2. Caucasian	15	28.87	(10.64)	Meets		
Two Attendance Letters						
3. Hispanic/Other	11	29.64	(8.32)	Meets		
4. Caucasian	10	28.80	(8.79)	Meets		
Required Attendance Hearing						
5. Hispanic/Other	12	29.17	(5.70)	Meets		
6. Caucasian	4	34.50	(3.78)	Meets		
					0.33	.89 <i>ns</i>

Note. No *post hoc* contrast analyses were conducted because no significant *F* ratio main effect interaction was observed.

Table 3

*Third-Grade Students Whose Parents Received One Letter Home From the Attendance Program to Notify Them of Their Students' Excessive Absences, Third-Grade Students Whose Parents Received Two Letters Home From the Attendance Program to Notify Them of Their Students' Excessive Absences, and Third-Grade Students Whose Parents Received Two Letters Home From the Attendance Program, and Participated in One or More Hearings Before the Attendance Hearing Officer to Address Their Students' Excessive Absences NeSA-Reading Scores Analyzed by Students' Gender*

Gender Sources of Data for Third Grade Students	<i>N</i>	<i>M</i>	<i>(SD)</i>	Reading Performance		
				Level	<i>F</i>	<i>p</i>
One Attendance Letter						
1. Girls	17	29.71	(10.36)	Meets		
2. Boys	16	29.44	(8.32)	Meets		
Two Attendance Letters						
3. Girls	12	30.25	(7.47)	Meets		
4. Boys	9	27.89	(8.67)	Meets		
Required Attendance Hearing						
5. Girls	10	30.90	(5.85)	Meets		
6. Boys	6	29.83	(5.87)	Meets		
					0.33	.89 <i>ns</i>

Note. No *post hoc* contrast analyses were conducted because no significant *F* ratio main effect interaction was observed.

Table 4

*Third-Grade Students Whose Parents Received One Letter Home From the Attendance Program to Notify Them of Their Students' Excessive Absences, Third-Grade Students Whose Parents Received Two Letters Home From the Attendance Program to Notify Them of Their Students' Excessive Absences, and Third-Grade Students Whose Parents Received Two Letters Home From the Attendance Program, and Participated in One or More Hearings Before the Attendance Hearing Officer to Address Their Students' Excessive Absences NeSA-Math Scores Analyzed by Students' Home Correspondence Language*

Home Correspondence Language Sources of Data for Third Grade Students	<i>N</i>	<i>M</i>	( <i>SD</i> )	Math Performance Level	<i>F</i>	<i>p</i>
<b>One Attendance Letter</b>						
1. Home Language English	20	35.20	(10.11)	Meets		
2. Home Language Other than English	13	37.15	(8.69)	Meets		
<b>Two Attendance Letters</b>						
3. Home Language English	14	35.64	(9.54)	Meets		
4. Home Language Other than English	7	35.57	(8.22)	Meets		
<b>Required Attendance Hearing</b>						
5. Home Language English	9	33.78	(7.88)	Below		
6. Home Language Other than English	7	37.14	(5.75)	Meets		
					0.20	.96 <i>ns</i>

Note. No *post hoc* contrast analyses were conducted because no significant *F* ratio main effect interaction was observed.



Table 5

*Third-Grade Students Whose Parents Received One Letter Home From the Attendance Program to Notify Them of Their Students' Excessive Absences, Third-Grade Students Whose Parents Received Two Letters Home From the Attendance Program to Notify Them of Their Students' Excessive Absences, and Third-Grade Students Whose Parents Received Two Letters Home From the Attendance Program, and Participated in One or More Hearings Before the Attendance Hearing Officer to Address Their Students' Excessive Absences NeSA-Math Scores Analyzed by Students' Ethnicity*

Ethnicity Sources of Data for Third Grade Students	<i>N</i>	<i>M</i>	<i>(SD)</i>	Math Performance		
				Level	<i>F</i>	<i>p</i>
One Attendance Letter						
1. Hispanic/Other	18	37.06	(9.41)	Meets		
2. Caucasian	15	34.67	(9.74)	Meets		
Two Attendance Letters						
3. Hispanic/Other	11	34.27	(10.18)	Meets		
4. Caucasian	10	37.10	(7.53)	Meets		
Required Attendance Hearing						
5. Hispanic/Other	12	35.75	(6.75)	Meets		
6. Caucasian	4	33.75	(8.69)	Below		
					0.27	.93 <i>ns</i>

Note. No *post hoc* contrast analyses were conducted because no significant *F* ratio main effect interaction was observed.

Table 6

*Third-Grade Students Whose Parents Received One Letter Home From the Attendance Program to Notify Them of Their Students' Excessive Absences, Third-Grade Students Whose Parents Received Two Letters Home From the Attendance Program to Notify Them of Their Students' Excessive Absences, and Third-Grade Students Whose Parents Received Two Letters Home From the Attendance Program, and Participated in One or More Hearings Before the Attendance Hearing Officer to Address Their Students' Excessive Absences NeSA-Math Scores Analyzed by Students' Gender*

Gender Sources of Data for Third Grade Students	<i>N</i>	<i>M</i>	<i>(SD)</i>	Math Performance		
				Level	<i>F</i>	<i>p</i>
One Attendance Letter						
1. Girls	17	35.24	(10.12)	Meets		
2. Boys	16	36.75	(9.02)	Meets		
Two Attendance Letters						
3. Girls	12	36.83	(7.52)	Meets		
4. Boys	9	34.00	(10.75)	Meets		
Required Attendance Hearing						
5. Girls	10	37.10	(5.60)	Meets		
6. Boys	6	32.17	(8.56)	Below		
					0.40	.85 <i>ns</i>

Note. No *post hoc* contrast analyses were conducted because no significant *F* ratio main effect interaction was observed.

Table 7

*Fourth-Grade Students Whose Parents Received One Letter Home From the Attendance Program to Notify Them of Their Students' Excessive Absences, Fourth-Grade Students Whose Parents Received Two Letters Home From the Attendance Program to Notify Them of Their Students' Excessive Absences, and Fourth-Grade Students Whose Parents Received Two Letters Home From the Attendance Program, and Participated in One or More Hearings Before the Attendance Hearing Officer to Address Their Students' Excessive Absences NeSA-Reading Scores Analyzed by Students' Home Correspondence Language*

Home Correspondence Language Sources of Data for Fourth Grade Students	<i>N</i>	<i>M</i>	<i>(SD)</i>	Reading Performance Level	<i>F</i>	<i>p</i>
<b>One Attendance Letter</b>						
1. Home Language English	14	28.86	(7.25)	Meets		
2. Home Language Other than English	11	27.55	(4.82)	Meets		
<b>Two Attendance Letters</b>						
3. Home Language English	16	25.94	(5.99)	Below		
4. Home Language Other than English	6	27.33	(5.12)	Meets		
<b>Required Attendance Hearing</b>						
5. Home Language English	8	28.63	(8.14)	Meets		
6. Home Language Other than English	2	27.00	(4.24)	Meets		
					0.37	.86 <i>ns</i>

Note. No *post hoc* contrast analyses were conducted because no significant *F* ratio main effect interaction was observed.

Table 8

*Fourth-Grade Students Whose Parents Received One Letter Home From the Attendance Program to Notify Them of Their Students' Excessive Absences, Fourth-Grade Students Whose Parents Received Two Letters Home From the Attendance Program to Notify Them of Their Students' Excessive Absences, and Fourth-Grade Students Whose Parents Received Two Letters Home From the Attendance Program, and Participated in One or More Hearings Before the Attendance Hearing Officer to Address Their Students' Excessive Absences NeSA-Reading Scores Analyzed by Students' Ethnicity*

Ethnicity Sources of Data for Fourth Grade Students	<i>N</i>	<i>M</i>	<i>(SD)</i>	Reading Performance		
				Level	<i>F</i>	<i>p</i>
<b>One Attendance Letter</b>						
1. Hispanic/Other	15	28.47	(4.80)	Meets		
2. Caucasian	10	28.00	(8.17)	Meets		
<b>Two Attendance Letters</b>						
3. Hispanic/Other	15	26.60	(5.19)	Meets		
4. Caucasian	7	25.71	(7.04)	Below		
<b>Required Attendance Hearing</b>						
5. Hispanic/Other	7	26.57	(7.82)	Meets		
6. Caucasian	3	32.33	(4.93)	Meets		
					0..64	.67 <i>ns</i>

Note. No *post hoc* contrast analyses were conducted because no significant *F* ratio main effect interaction was observed.

Table 9

*Fourth-Grade Students Whose Parents Received One Letter Home From the Attendance Program to Notify Them of Their Students' Excessive Absences, Fourth-Grade Students Whose Parents Received Two Letters Home From the Attendance Program to Notify Them of Their Students' Excessive Absences, and Fourth-Grade Students Whose Parents Received Two Letters Home From the Attendance Program, and Participated in One or More Hearings Before the Attendance Hearing Officer to Address Their Students' Excessive Absences NeSA-Reading Scores Analyzed by Students' Gender*

Gender Sources of Data for Fourth Grade Students	<i>N</i>	<i>M</i>	<i>(SD)</i>	Reading Performance Level	<i>F</i>	<i>p</i>
<b>One Attendance Letter</b>						
1. Girls	13	29.31	(7.09)	Meets		
2. Boys	12	27.17	(5.16)	Meets		
<b>Two Attendance Letters</b>						
3. Girls	12	27.67	(4.07)	Meets		
4. Boys	10	24.70	(7.05)	Below		
<b>Required Attendance Hearing</b>						
5. Girls	3	26.33	(2.51)	Meets		
6. Boys	7	29.14	(8.72)	Meets		
					0.74	.60 <i>ns</i>

Note. No *post hoc* contrast analyses were conducted because no significant *F* ratio main effect interaction was observed.

Table 10

*Fourth-Grade Students Whose Parents Received One Letter Home From the Attendance Program to Notify Them of Their Students' Excessive Absences, Fourth-Grade Students Whose Parents Received Two Letters Home From the Attendance Program to Notify Them of Their Students' Excessive Absences, and Fourth-Grade Students Whose Parents Received Two Letters Home From the Attendance Program, and Participated in One or More Hearings Before the Attendance Hearing Officer to Address Their Students' Excessive Absences NeSA-Math Scores Analyzed by Students' Home Correspondence Language*

Home Correspondence Language Sources of Data for Fourth Grade Students	<i>N</i>	<i>M</i>	( <i>SD</i> )	Math Performance Level	<i>F</i>	<i>p</i>
<b>One Attendance Letter</b>						
1. Home Language English	14	43.64	(8.01)	Meets		
2. Home Language Other than English	11	36.73	(9.18)	Below		
<b>Two Attendance Letters</b>						
3. Home Language English	16	37.50	(8.22)	Below		
4. Home Language Other than English	6	40.83	(4.62)	Meets		
<b>Required Attendance Hearing</b>						
5. Home Language English	8	39.13	(11.81)	Meets		
6. Home Language Other than English	2	38.00	(2.82)	Meets		
					1.09	.38 <i>ns</i>

Note. No *post hoc* contrast analyses were conducted because no significant *F* ratio main effect interaction was observed.

Table 11

*Fourth-Grade Students Whose Parents Received One Letter Home From the Attendance Program to Notify Them of Their Students' Excessive Absences, Fourth-Grade Students Whose Parents Received Two Letters Home From the Attendance Program to Notify Them of Their Students' Excessive Absences, and Fourth-Grade Students Whose Parents Received Two Letters Home From the Attendance Program, and Participated in One or More Hearings Before the Attendance Hearing Officer to Address Their Students' Excessive Absences NeSA-Math Scores Analyzed by Students' Ethnicity*

Ethnicity Sources of Data for Fourth Grade Students	<i>N</i>	<i>M</i>	<i>(SD)</i>	Math Performance		
				Level	<i>F</i>	<i>p</i>
One Attendance Letter						
1. Hispanic/Other	15	39.07	(8.75)	Meets		
2. Caucasian	10	42.90	(9.50)	Meets		
Two Attendance Letters						
3. Hispanic/Other	15	41.67	(5.48)	Meets		
4. Caucasian	7	34.29	(9.08)	Below		
Required Attendance Hearing						
5. Hispanic/Other	7	40.29	(9.74)	Meets		
6. Caucasian	3	42.33	(11.23)	Meets		
					0.64	.67 <i>ns</i>

Note. No *post hoc* contrast analyses were conducted because no significant *F* ratio main effect interaction was observed.

Table 12

*Fourth-Grade Students Whose Parents Received One Letter Home From the Attendance Program to Notify Them of Their Students' Excessive Absences, Fourth-Grade Students Whose Parents Received Two Letters Home From the Attendance Program to Notify Them of Their Students' Excessive Absences, and Fourth-Grade Students Whose Parents Received Two Letters Home From the Attendance Program, and Participated in One or More Hearings Before the Attendance Hearing Officer to Address Their Students' Excessive Absences NeSA-Math Scores Analyzed by Students' Gender*

Gender Sources of Data for Fourth Grade Students	<i>N</i>	<i>M</i>	<i>(SD)</i>	Math Performance Level	<i>F</i>	<i>p</i>
<b>One Attendance Letter</b>						
1. Girls	13	40.77	(9.56)	Meets		
2. Boys	12	40.42	(8.91)	Meets		
<b>Two Attendance Letters</b>						
3. Girls	12	40.50	(7.64)	Meets		
4. Boys	10	37.90	(7.43)	Below		
<b>Required Attendance Hearing</b>						
5. Girls	3	36.00	(6.00)	Below		
6. Boys	7	43.00	(10.45)	Meets		
					0.44	.82 <i>ns</i>

Note. No *post hoc* contrast analyses were conducted because no significant *F* ratio main effect interaction was observed.



Table 13

*Fifth-Grade Students Whose Parents Received One Letter Home From the Attendance Program to Notify Them of Their Students' Excessive Absences, Fifth-Grade Students Whose Parents Received Two Letters Home From the Attendance Program to Notify Them of Their Students' Excessive Absences, and Fifth-Grade Students Whose Parents Received Two Letters Home From the Attendance Program, and Participated in One or More Hearings Before the Attendance Hearing Officer to Address Their Students' Excessive Absences NeSA-Reading Scores Analyzed by Students' Home Correspondence Language*

Home Correspondence Language Sources of Data for Fifth Grade Students	<i>N</i>	<i>M</i>	( <i>SD</i> )	Reading Performance Level	<i>F</i>	<i>p</i>
<b>One Attendance Letter</b>						
1. Home Language English	18	31.39	(8.69)	Meets		
2. Home Language Other than English	9	31.33	(8.09)	Meets		
<b>Two Attendance Letters</b>						
3. Home Language English	14	29.07	(11.33)	Meets		
4. Home Language Other than English	11	27.36	(5.04)	Below		
<b>Required Attendance Hearing</b>						
5. Home Language English	6	26.67	(10.81)	Below		
6. Home Language Other than English	2	27.00	(11.31)	Below		
					0.50	.77 ns

Note. No *post hoc* contrast analyses were conducted because no significant *F* ratio main effect interaction was observed.

Table 14

*Fifth-Grade Students Whose Parents Received One Letter Home From the Attendance Program to Notify Them of Their Students' Excessive Absences, Fifth-Grade Students Whose Parents Received Two Letters Home From the Attendance Program to Notify Them of Their Students' Excessive Absences, and Fifth-Grade Students Whose Parents Received Two Letters Home From the Attendance Program, and Participated in One or More Hearings Before the Attendance Hearing Officer to Address Their Students' Excessive Absences NeSA-Reading Scores Analyzed by Students' Ethnicity*

Ethnicity Sources of Data for Fifth Grade Students	<i>N</i>	<i>M</i>	<i>(SD)</i>	Reading Performance		
				Level	<i>F</i>	<i>p</i>
<b>One Attendance Letter</b>						
1. Hispanic/Other	13	28.08	(9.12)	Below		
2. Caucasian	14	34.43	(6.42)	Meets		
<b>Two Attendance Letters</b>						
3. Hispanic/Other	12	26.25	(6.16)	Below		
4. Caucasian	13	30.23	(10.90)	Meets		
<b>Required Attendance Hearing</b>						
5. Hispanic/Other	3	30.00	(9.53)	Meets		
6. Caucasian	5	24.80	(10.96)	Below		
					1.63	.17 <i>ns</i>

Note. No *post hoc* contrast analyses were conducted because no significant *F* ratio main effect interaction was observed.

Table 15

*Fifth-Grade Students Whose Parents Received One Letter Home From the Attendance Program to Notify Them of Their Students' Excessive Absences, Fifth-Grade Students Whose Parents Received Two Letters Home From the Attendance Program to Notify Them of Their Students' Excessive Absences, and Fifth-Grade Students Whose Parents Received Two Letters Home From the Attendance Program, and Participated in One or More Hearings Before the Attendance Hearing Officer to Address Their Students' Excessive Absences NeSA-Reading Scores Analyzed by Students' Gender*

Gender Sources of Data for Fifth Grade Students	<i>N</i>	<i>M</i>	<i>(SD)</i>	Reading Performance		<i>F</i>	<i>p</i>
				Level			
One Attendance Letter							
1. Girls	16	31.94	(8.22)	Meets			
2. Boys	11	27.82	(7.69)	Below			
Two Attendance Letters							
3. Girls	13	30.23	(8.93)	Meets			
4. Boys	12	26.25	(8.97)	Below			
Required Attendance Hearing							
5. Girls	2	36.50	(0.70)	Meets			
6. Boys	6	23.50	(9.58)	Below			
						1.54	.19 <i>ns</i>

Note. No *post hoc* contrast analyses were conducted because no significant *F* ratio main effect interaction was observed.

Table 16

*Fifth-Grade Students Whose Parents Received One Letter Home From the Attendance Program to Notify Them of Their Students' Excessive Absences, Fifth-Grade Students Whose Parents Received Two Letters Home From the Attendance Program to Notify Them of Their Students' Excessive Absences, and Fifth-Grade Students Whose Parents Received Two Letters Home From the Attendance Program, and Participated in One or More Hearings Before the Attendance Hearing Officer to Address Their Students' Excessive Absences NeSA-Math Scores Analyzed by Students' Home Correspondence Language*

Home Correspondence Language Sources of Data for Fifth Grade Students	<i>N</i>	<i>M</i>	( <i>SD</i> )	Math Performance Level	<i>F</i>	<i>p</i>
<b>One Attendance Letter</b>						
1. Home Language English	18	41.11	(10.98)	Meets		
2. Home Language Other than English	9	42.44	(9.30)	Meets		
<b>Two Attendance Letters</b>						
3. Home Language English	14	37.86	(11.05)	Below		
4. Home Language Other than English	11	36.91	(9.65)	Below		
<b>Required Attendance Hearing</b>						
5. Home Language English	6	38.83	(6.73)	Meets		
6. Home Language Other than English	2	26.50	(3.53)	Below		
					1.11	.37 <i>ns</i>

Note. No *post hoc* contrast analyses were conducted because no significant *F* ratio main effect interaction was observed.

Table 17

*Fifth-Grade Students Whose Parents Received One Letter Home From the Attendance Program to Notify Them of Their Students' Excessive Absences, Fifth-Grade Students Whose Parents Received Two Letters Home From the Attendance Program to Notify Them of Their Students' Excessive Absences, and Fifth-Grade Students Whose Parents Received Two Letters Home From the Attendance Program, and Participated in One or More Hearings Before the Attendance Hearing Officer to Address Their Students' Excessive Absences NeSA-Math Scores Analyzed by Students' Ethnicity*

Ethnicity Sources of Data for Fifth Grade Students	<i>N</i>	<i>M</i>	<i>(SD)</i>	Math Performance		
				Level	<i>F</i>	<i>p</i>
One Attendance Letter						
1. Hispanic/Other	13	38.69	(12.51)	Meets		
2. Caucasian	14	44.21	(7.18)	Meets		
Two Attendance Letters						
3. Hispanic/Other	12	35.83	(9.93)	Below		
4. Caucasian	13	38.92	(10.72)	Meets		
Required Attendance Hearing						
5. Hispanic/Other	3	31.00	(8.18)	Below		
6. Caucasian	5	38.60	(7.50)	Meets		
					1.40	.24 <i>ns</i>

Note. No *post hoc* contrast analyses were conducted because no significant *F* ratio main effect interaction was observed.

Table 18

*Fifth-Grade Students Whose Parents Received One Letter Home From the Attendance Program to Notify Them of Their Students' Excessive Absences, Fifth-Grade Students Whose Parents Received Two Letters Home From the Attendance Program to Notify Them of Their Students' Excessive Absences, and Fifth-Grade Students Whose Parents Received Two Letters Home From the Attendance Program, and Participated in One or More Hearings Before the Attendance Hearing Officer to Address Their Students' Excessive Absences NeSA-Math Scores Analyzed by Students' Gender*

Gender Sources of Data for Fifth Grade Students	<i>N</i>	<i>M</i>	<i>(SD)</i>	Math Performance		
				Level	<i>F</i>	<i>p</i>
One Attendance Letter						
1. Girls	16	43.56	(8.24)	Meets		
2. Boys	11	38.64	(12.55)	Meets		
Two Attendance Letters						
3. Girls	13	36.00	(12.22)	Below		
4. Boys	12	39.00	(7.83)	Meets		
Required Attendance Hearing						
5. Girls	2	43.50	(4.94)	Meets		
6. Boys	6	33.17	(7.52)	Below		
					1.40	.24 <i>ns</i>

Note. No *post hoc* contrast analyses were conducted because no significant *F* ratio main effect interaction was observed.

Table 19

*Sixth-Grade Students Whose Parents Received One Letter Home From the Attendance Program to Notify Them of Their Students' Excessive Absences, Sixth-Grade Students Whose Parents Received Two Letters Home From the Attendance Program to Notify Them of Their Students' Excessive Absences, and Sixth-Grade Students Whose Parents Received Two Letters Home From the Attendance Program, and Participated in One or More Hearings Before the Attendance Hearing Officer to Address Their Students' Excessive Absences NeSA-Reading Scores Analyzed by Students' Home Correspondence Language*

Home Correspondence Language Sources of Data for Sixth Grade Students	<i>N</i>	<i>M</i>	( <i>SD</i> )	Reading Performance Level	<i>F</i>	<i>p</i>
<b>One Attendance Letter</b>						
1. Home Language English	23	33.52	(8.38)	Meets		
2. Home Language Other than English	12	27.75	(6.87)	Below		
<b>Two Attendance Letters</b>						
3. Home Language English	18	27.83	(9.61)	Below		
4. Home Language Other than English	6	27.17	(7.91)	Below		
<b>Required Attendance Hearing</b>						
5. Home Language English	10	30.30	(7.78)	Meets		
6. Home Language Other than English	1	26.00	(0.00)	Below		
					1.41	.23 <i>ns</i>

Note. No *post hoc* contrast analyses were conducted because no significant *F* ratio main effect interaction was observed.

Table 20

*Sixth-Grade Students Whose Parents Received One Letter Home From the Attendance Program to Notify Them of Their Students' Excessive Absences, Sixth-Grade Students Whose Parents Received Two Letters Home From the Attendance Program to Notify Them of Their Students' Excessive Absences, and Sixth-Grade Students Whose Parents Received Two Letters Home From the Attendance Program, and Participated in One or More Hearings Before the Attendance Hearing Officer to Address Their Students' Excessive Absences NeSA-Reading Scores Analyzed by Students' Ethnicity*

Ethnicity Sources of Data for Sixth Grade Students	<i>N</i>	<i>M</i>	<i>(SD)</i>	Reading Performance		
				Level	<i>F</i>	<i>p</i>
<b>One Attendance Letter</b>						
1. Hispanic/Other	20	28.05	(6.38)	Below		
2. Caucasian	15	36.20	(8.38)	Meets		
<b>Two Attendance Letters</b>						
3. Hispanic/Other	9	26.89	(7.67)	Below		
4. Caucasian	15	28.13	(10.02)	Below		
<b>Required Attendance Hearing</b>						
5. Hispanic/Other	7	29.57	(6.67)	Meets		
6. Caucasian	4	30.50	(9.88)	Meets		
					2.42	.05

Note. *Post hoc* two-tailed *t* test contrast analyses were conducted because a significant main effect *F* ratio interaction ( $p = .05$ ) was observed. The following comparisons were found to be statistically different:

<u>Significant Mean Difference Observed</u>	<u>Interpretation of Mean Difference</u>
1. ( $M = 28.05$ ) versus 2. ( $M = 36.20$ ), $t(33) = 3.26$ , $p = .0025$ .	Ethnicity Difference
2. ( $M = 36.20$ ) versus 3. ( $M = 26.89$ ): $t(22) = 2.71$ , $p = .0126$ .	Combination Difference <sup>a</sup>
2. ( $M = 36.20$ ) versus 4. ( $M = 28.13$ ): $t(28) = 2.39$ , $p = .0238$ .	Attendance Difference

<sup>a</sup>Combination difference based on observed ethnicity and attendance differences.



Table 21

*Sixth-Grade Students Whose Parents Received One Letter Home From the Attendance Program to Notify Them of Their Students' Excessive Absences, Sixth-Grade Students Whose Parents Received Two Letters Home From the Attendance Program to Notify Them of Their Students' Excessive Absences, and Sixth-Grade Students Whose Parents Received Two Letters Home From the Attendance Program, and Participated in One or More Hearings Before the Attendance Hearing Officer to Address Their Students' Excessive Absences NeSA-Reading Scores Analyzed by Students' Gender*

Gender Sources of Data for Sixth Grade Students	<i>N</i>	<i>M</i>	( <i>SD</i> )	Reading Performance Level	<i>F</i>	<i>p</i>
<b>One Attendance Letter</b>						
1. Girls	14	35.43	(7.40)	Meets		
2. Boys	21	28.95	(7.94)	Below		
<b>Two Attendance Letters</b>						
3. Girls	8	28.88	(9.34)	Below		
4. Boys	16	27.06	(9.16)	Below		
<b>Required Attendance Hearing</b>						
5. Girls	7	29.14	(7.40)	Meets		
6. Boys	4	31.25	(8.61)	Meets		
					1.73	.14 <i>ns</i>

Note. No *post hoc* contrast analyses were conducted because no significant *F* ratio main effect interaction was observed.

Table 22

*Sixth-Grade Students Whose Parents Received One Letter Home From the Attendance Program to Notify Them of Their Students' Excessive Absences, Sixth-Grade Students Whose Parents Received Two Letters Home From the Attendance Program to Notify Them of Their Students' Excessive Absences, and Sixth-Grade Students Whose Parents Received Two Letters Home From the Attendance Program, and Participated in One or More Hearings Before the Attendance Hearing Officer to Address Their Students' Excessive Absences NeSA-Math Scores Analyzed by Students' Home Correspondence Language*

Home Correspondence Language Sources of Data for Sixth Grade Students	<i>N</i>	<i>M</i>	( <i>SD</i> )	Math Performance Level	<i>F</i>	<i>p</i>
<b>One Attendance Letter</b>						
1. Home Language English	23	47.96	(7.43)	Meets		
2. Home Language Other than English	12	37.33	(9.56)	Below		
<b>Two Attendance Letters</b>						
3. Home Language English	18	36.78	(11.64)	Below		
4. Home Language Other than English	6	36.00	(12.26)	Below		
<b>Required Attendance Hearing</b>						
5. Home Language English	10	38.20	(12.62)	Below		
6. Home Language Other than English	1	29.00	(0.00)	Below		
					3.73	.005

Note. *Post hoc* two-tailed *t* test contrast analyses were conducted because a significant main effect *F* ratio interaction ( $p = .005$ ) was observed. The following comparisons were found to be statistically different:

<u>Significant Mean Difference Observed</u>	<u>Interpretation of Mean Difference</u>
1. ( $M = 47.96$ ) verses 2. ( $M = 37.33$ ), $t(33) = 3.63$ , $p = .0009$ .	Language Difference
1. ( $M = 47.96$ ) verses 3. ( $M = 36.78$ ): $t(39) = 3.73$ , $p = .0006$ .	Attendance Difference
1. ( $M = 47.96$ ) verses 4. ( $M = 36.00$ ): $t(27) = 3.05$ , $p = .0050$ .	Combination Difference <sup>a</sup>
1. ( $M = 47.96$ ) verses 5. ( $M = 38.20$ ): $t(31) = 2.78$ , $p = .0090$ .	Attendance Difference

<sup>a</sup>Combination difference based on observed ethnicity and attendance differences.

Table 23

*Sixth-Grade Students Whose Parents Received One Letter Home From the Attendance Program to Notify Them of Their Students' Excessive Absences, Sixth-Grade Students Whose Parents Received Two Letters Home From the Attendance Program to Notify Them of Their Students' Excessive Absences, and Sixth-Grade Students Whose Parents Received Two Letters Home From the Attendance Program, and Participated in One or More Hearings Before the Attendance Hearing Officer to Address Their Students' Excessive Absences NeSA-Math Scores Analyzed by Students' Ethnicity*

Ethnicity Sources of Data for Sixth Grade Students	<i>N</i>	<i>M</i>	<i>(SD)</i>	Math Performance		
				Level	<i>F</i>	<i>p</i>
One Attendance Letter						
1. Hispanic/Other	20	40.00	(9.16)	Below		
2. Caucasian	15	50.07	(6.80)	Meets		
Two Attendance Letters						
3. Hispanic/Other	9	34.67	(10.41)	Below		
4. Caucasian	15	37.73	(12.36)	Below		
Required Attendance Hearing						
5. Hispanic/Other	7	35.00	(13.35)	Below		
6. Caucasian	4	41.50	(10.53)	Below		
					3.87	.004

Note. *Post hoc* two-tailed *t* test contrast analyses were conducted because a significant main effect *F* ratio interaction ( $p = .004$ ) was observed. The following comparisons were found to be statistically different:

<u>Significant Mean Difference Observed</u>	<u>Interpretation of Mean Difference</u>
1. ( $M = 40.00$ ) verses 2. ( $M = 50.07$ ), $t(33) = 3.57$ , $p = .0011$ .	Ethnicity Difference
2. ( $M = 50.07$ ) verses 3. ( $M = 34.67$ ): $t(22) = 4.39$ , $p = .0002$ .	Combination Difference <sup>a</sup>
2. ( $M = 50.07$ ) verses 4. ( $M = 37.73$ ): $t(28) = 3.38$ , $p = .0021$ .	Attendance Difference
2. ( $M = 50.07$ ) verses 5. ( $M = 35.50$ ): $t(20) = 3.55$ , $p = .0020$ .	Combination Difference <sup>a</sup>

<sup>a</sup>Combination difference based on observed ethnicity and attendance differences.

Table 24

*Sixth-Grade Students Whose Parents Received One Letter Home From the Attendance Program to Notify Them of Their Students' Excessive Absences, Sixth-Grade Students Whose Parents Received Two Letters Home From the Attendance Program to Notify Them of Their Students' Excessive Absences, and Sixth-Grade Students Whose Parents Received Two Letters Home From the Attendance Program, and Participated in One or More Hearings Before the Attendance Hearing Officer to Address Their Students' Excessive Absences NeSA-Math Scores Analyzed by Students' Gender*

Gender Sources of Data for Sixth Grade Students	<i>N</i>	<i>M</i>	<i>(SD)</i>	Math Performance		
				Level	<i>F</i>	<i>p</i>
One Attendance Letter						
1. Girls	14	46.29	(9.89)	Meets		
2. Boys	21	43.00	(9.35)	Meets		
Two Attendance Letters						
3. Girls	8	40.25	(12.37)	Below		
4. Boys	16	34.75	(11.04)	Below		
Required Attendance Hearing						
5. Girls	7	33.43	(12.73)	Below		
6. Boys	4	44.25	(8.92)	Meets		
					2.75	.03

Note. *Post hoc* two-tailed *t* test contrast analyses were conducted because a significant main effect *F* ratio interaction ( $p = .03$ ) was observed. The following comparisons were found to be statistically different:

<u>Significant Mean Difference Observed</u>	<u>Interpretation of Mean Difference</u>
1. ( $M = 46.29$ ) verses 4. ( $M = 34.75$ ), $t(28) = 2.99$ , $p = .0057$ .	Combination Difference <sup>a</sup>
1. ( $M = 46.29$ ) verses 5. ( $M = 33.43$ ): $t(19) = 2.55$ , $p = .0194$ .	Attendance Difference
2. ( $M = 43.00$ ) verses 4. ( $M = 34.75$ ): $t(35) = 2.45$ , $p = .0190$ .	Attendance Difference
2. ( $M = 43.00$ ) verses 5. ( $M = 33.43$ ): $t(26) = 2.14$ , $p = .0417$ .	Combination Difference <sup>a</sup>

<sup>a</sup>Combination difference based on observed gender and attendance differences.

Table 25

*Seventh-Grade Students Whose Parents Received One Letter Home From the Attendance Program to Notify Them of Their Students' Excessive Absences, Seventh-Grade Students Whose Parents Received Two Letters Home From the Attendance Program to Notify Them of Their Students' Excessive Absences, and Seventh-Grade Students Whose Parents Received Two Letters Home From the Attendance Program, and Participated in One or More Hearings Before the Attendance Hearing Officer to Address Their Students' Excessive Absences NeSA-Reading Scores Analyzed by Students' Home Correspondence Language*

Home Correspondence Language Sources of Data for Seventh Grade Students	<i>N</i>	<i>M</i>	( <i>SD</i> )	Reading Performance Level	<i>F</i>	<i>p</i>
<b>One Attendance Letter</b>						
1. Home Language English	28	36.89	(7.99)	Meets		
2. Home Language Other than English	6	26.17	(7.13)	Below		
<b>Two Attendance Letters</b>						
3. Home Language English	22	30.23	(10.09)	Meets		
4. Home Language Other than English	5	26.20	(5.89)	Below		
<b>Required Attendance Hearing</b>						
5. Home Language English	18	34.78	(6.36)	Meets		
6. Home Language Other than English	3	27.67	(10.06)	Below		
					3.67	.005

Note. *Post hoc* two-tailed *t* test contrast analyses were conducted because a significant main effect *F* ratio interaction ( $p = .005$ ) was observed. The following comparisons were found to be statistically different:

<u>Significant Mean Differences Observed</u>	<u>Interpretation of Mean Difference</u>
1. ( $M = 36.89$ ) verses 2. ( $M = 26.17$ ), $t(32) = 3.02$ , $p = .0048$ .	Language Difference
1. ( $M = 36.89$ ) verses 3. ( $M = 30.23$ ): $t(48) = 2.60$ , $p = .0122$ .	Attendance Difference
1. ( $M = 36.89$ ) verses 4. ( $M = 26.20$ ): $t(31) = 2.83$ , $p = .0079$ .	Combination Difference <sup>a</sup>
2. ( $M = 26.17$ ) verses 5. ( $M = 34.78$ ): $t(22) = 2.78$ , $p = .0107$ .	Combination Difference <sup>a</sup>
4. ( $M = 26.20$ ) verses 5. ( $M = 34.78$ ): $t(21) = 2.70$ , $p = .0133$ .	Combination Difference <sup>a</sup>

<sup>a</sup>Combination difference based on observed language and attendance differences.

Table 26

*Seventh-Grade Students Whose Parents Received One Letter Home From the Attendance Program to Notify Them of Their Students' Excessive Absences, Seventh-Grade Students Whose Parents Received Two Letters Home From the Attendance Program to Notify Them of Their Students' Excessive Absences, and Seventh-Grade Students Whose Parents Received Two Letters Home From the Attendance Program, and Participated in One or More Hearings Before the Attendance Hearing Officer to Address Their Students' Excessive Absences NeSA-Reading Scores Analyzed by Students' Ethnicity*

Ethnicity Sources of Data for Seventh Grade Students	<i>N</i>	<i>M</i>	<i>(SD)</i>	Reading Performance		
				Level	<i>F</i>	<i>p</i>
<b>One Attendance Letter</b>						
1. Hispanic/Other	16	31.31	(8.57)	Meets		
2. Caucasian	18	38.28	(7.80)	Meets		
<b>Two Attendance Letters</b>						
3. Hispanic/Other	14	27.00	(9.30)	Below		
4. Caucasian	13	32.15	(9.31)	Meets		
<b>Required Attendance Hearing</b>						
5. Hispanic/Other	8	32.75	(9.17)	Meets		
6. Caucasian	13	34.38	(5.90)	Meets		
					3.10	.013

Note. *Post hoc* two-tailed *t* test contrast analyses were conducted because a significant main effect *F* ratio interaction ( $p = .013$ ) was observed. The following comparisons were found to be statistically different:

<u>Significant Mean Difference Observed</u>	<u>Interpretation of Mean Difference</u>
1. ( $M = 31.31$ ) versus 2. ( $M = 38.28$ ), $t(32) = 2.48$ , $p = .0185$ .	Ethnicity Difference
2. ( $M = 38.28$ ) versus 3. ( $M = 27.00$ ): $t(30) = 3.72$ , $p = .0008$ .	Combination Difference <sup>a</sup>
3. ( $M = 27.00$ ) versus 6. ( $M = 34.38$ ): $t(25) = 2.43$ , $p = .0222$ .	Combination Difference <sup>a</sup>

<sup>a</sup>Combination difference based on observed ethnicity and attendance differences.

Table 27

*Seventh-Grade Students Whose Parents Received One Letter Home From the Attendance Program to Notify Them of Their Students' Excessive Absences, Seventh-Grade Students Whose Parents Received Two Letters Home From the Attendance Program to Notify Them of Their Students' Excessive Absences, and Seventh-Grade Students Whose Parents Received Two Letters Home From the Attendance Program, and Participated in One or More Hearings Before the Attendance Hearing Officer to Address Their Students' Excessive Absences NeSA-Reading Scores Analyzed by Students' Gender*

Gender Sources of Data for Seventh Grade Students	<i>N</i>	<i>M</i>	<i>(SD)</i>	Reading Performance		
				Level	<i>F</i>	<i>p</i>
<b>One Attendance Letter</b>						
1. Girls	17	38.53	(6.04)	Meets		
2. Boys	17	31.47	(9.81)	Meets		
<b>Two Attendance Letters</b>						
3. Girls	18	31.72	(8.49)	Meets		
4. Boys	9	25.00	(10.30)	Below		
<b>Required Attendance Hearing</b>						
5. Girls	9	33.11	(6.77)	Meets		
6. Boys	12	34.25	(7.67)	Meets		
					3.44	.007

Note. *Post hoc* two-tailed *t* test contrast analyses were conducted because a significant main effect *F* ratio interaction ( $p = .007$ ) was observed. The following comparisons were found to be statistically different:

Significant <u>Mean Difference Observed</u>	<u>Interpretation of Mean Difference</u>
1. ( $M = 38.53$ ) verses 2. ( $M = 31.47$ ), $t(32) = 2.52$ , $p = .0167$ .	Gender Difference
1. ( $M = 38.53$ ) verses 3. ( $M = 31.72$ ): $t(33) = 2.71$ , $p = .0104$ .	Attendance Difference
1. ( $M = 38.53$ ) verses 4. ( $M = 25.00$ ): $t(24) = 4.24$ , $p = .0003$ .	Combination Difference <sup>a</sup>
1. ( $M = 38.53$ ) verses 5. ( $M = 33.11$ ): $t(24) = 2.08$ , $p = .0475$ .	Attendance Difference
4. ( $M = 25.00$ ) verses 6. ( $M = 34.25$ ): $t(19) = 2.36$ , $p = .0290$ .	Attendance Difference

<sup>a</sup>Combination difference based on observed gender and attendance differences.

Table 28

*Seventh-Grade Students Whose Parents Received One Letter Home From the Attendance Program to Notify Them of Their Students' Excessive Absences, Seventh-Grade Students Whose Parents Received Two Letters Home From the Attendance Program to Notify Them of Their Students' Excessive Absences, and Seventh-Grade Students Whose Parents Received Two Letters Home From the Attendance Program, and Participated in One or More Hearings Before the Attendance Hearing Officer to Address Their Students' Excessive Absences NeSA-Math Scores Analyzed by Students' Home Correspondence Language*

Home Correspondence Language Sources of Data for Seventh Grade Students	<i>N</i>	<i>M</i>	( <i>SD</i> )	Math Performance Level	<i>F</i>	<i>p</i>
<b>One Attendance Letter</b>						
1. Home Language English	28	46.18	(10.39)	Meets		
2. Home Language Other than English	6	30.83	(3.12)	Below		
<b>Two Attendance Letters</b>						
3. Home Language English	22	40.18	(11.54)	Meets		
4. Home Language Other than English	5	29.20	(6.68)	Below		
<b>Required Attendance Hearing</b>						
5. Home Language English	18	45.28	(10.70)	Meets		
6. Home Language Other than English	3	30.67	(7.76)	Below		
					5.12	.0004

Note. *Post hoc* two-tailed *t* test contrast analyses were conducted because a significant main effect *F* ratio interaction ( $p = .0004$ ) was observed. The following comparisons were found to be statistically different:

<u>Significant Mean Difference Observed</u>	<u>Interpretation of Mean Difference</u>
1. ( $M = 46.18$ ) verses 2. ( $M = 30.83$ ), $t(32) = 3.54$ , $p = .0012$ .	Language Difference
1. ( $M = 46.18$ ) verses 4. ( $M = 29.20$ ): $t(31) = 3.49$ , $p = .0014$ .	Combination Difference <sup>a</sup>
1. ( $M = 46.18$ ) verses 6. ( $M = 30.67$ ): $t(29) = 2.49$ , $p = .0186$ .	Combination Difference <sup>a</sup>
2. ( $M = 30.83$ ) verses 5. ( $M = 45.28$ ): $t(22) = 3.21$ , $p = .0040$ .	Combination Difference <sup>a</sup>
4. ( $M = 29.20$ ) verses 5. ( $M = 45.28$ ): $t(21) = 3.16$ , $p = .0047$ .	Combination Difference <sup>a</sup>
5. ( $M = 45.28$ ) verses 6. ( $M = 30.67$ ): $t(19) = 2.24$ , $p = .0368$ .	Language Difference

<sup>a</sup>Combination difference based on observed language and attendance differences.



Table 29

*Seventh-Grade Students Whose Parents Received One Letter Home From the Attendance Program to Notify Them of Their Students' Excessive Absences, Seventh-Grade Students Whose Parents Received Two Letters Home From the Attendance Program to Notify Them of Their Students' Excessive Absences, and Seventh-Grade Students Whose Parents Received Two Letters Home From the Attendance Program, and Participated in One or More Hearings Before the Attendance Hearing Officer to Address Their Students' Excessive Absences NeSA-Math Scores Analyzed by Students' Ethnicity*

Ethnicity Sources of Data for Seventh Grade Students	<i>N</i>	<i>M</i>	<i>(SD)</i>	Math Performance Level		
					<i>F</i>	<i>p</i>
<hr/>						
One Attendance Letter						
1. Hispanic/Other	16	37.25	(9.14)	Below		
2. Caucasian	18	49.00	(10.01)	Meets		
Two Attendance Letters						
3. Hispanic/Other	14	32.93	(10.43)	Below		
4. Caucasian	13	43.77	(10.24)	Meets		
Required Attendance Hearing						
5. Hispanic/Other	8	41.63	(10.76)	Meets		
6. Caucasian	13	44.15	(12.15)	Meets		
					4.60	.001

Note. *Post hoc* two-tailed *t* test contrast analyses were conducted because a significant main effect *F* ratio interaction ( $p = .001$ ) was observed. The following comparisons were found to be statistically different:

<u>Significant Mean Difference Observed</u>	<u>Interpretation of Mean Difference</u>
1. ( $M = 37.25$ ) verses 2. ( $M = 49.00$ ), $t(32) = 3.55$ , $p = .0012$ .	Ethnicity Difference
2. ( $M = 49.00$ ) verses 3. ( $M = 32.93$ ): $t(30) = 4.42$ , $p = .0001$ .	Combination Difference <sup>a</sup>
3. ( $M = 32.93$ ) verses 4. ( $M = 43.77$ ): $t(25) = 2.71$ , $p = .0117$ .	Ethnicity Difference <sup>a</sup>
3. ( $M = 32.93$ ) verses 5. ( $M = 41.63$ ): $t(30) = 4.42$ , $p = .0001$ .	Attendance Difference
3. ( $M = 32.93$ ) verses 6. ( $M = 44.15$ ): $t(25) = 4.35$ , $p = .0162$ .	Combination Difference <sup>a</sup>

<sup>a</sup>Combination difference based on observed ethnicity and attendance differences.

Table 30

*Seventh-Grade Students Whose Parents Received One Letter Home From the Attendance Program to Notify Them of Their Students' Excessive Absences, Seventh-Grade Students Whose Parents Received Two Letters Home From the Attendance Program to Notify Them of Their Students' Excessive Absences, and Seventh-Grade Students Whose Parents Received Two Letters Home From the Attendance Program, and Participated in One or More Hearings Before the Attendance Hearing Officer to Address Their Students' Excessive Absences NeSA-Math Scores Analyzed by Students' Gender*

Gender Sources of Data for Seventh Grade Students	<i>N</i>	<i>M</i>	<i>(SD)</i>	Math Performance		
				Level	<i>F</i>	<i>p</i>
<b>One Attendance Letter</b>						
1. Girls	17	48.88	(7.21)	Meets		
2. Boys	17	38.06	(11.99)	Below		
<b>Two Attendance Letters</b>						
3. Girls	18	41.44	(10.73)	Meets		
4. Boys	9	31.56	(10.74)	Below		
<b>Required Attendance Hearing</b>						
5. Girls	9	42.78	(9.32)	Meets		
6. Boys	12	43.50	(13.20)	Meets		
					3.66	.005

Note. *Post hoc* two-tailed *t* test contrast analyses were conducted because a significant main effect *F* ratio interaction ( $p = .007$ ) was observed. The following comparisons were found to be statistically different:

<u>Significant Mean Difference Observed</u>	<u>Interpretation of Mean Difference</u>
1. ( $M = 48.88$ ) verses 2. ( $M = 38.06$ ), $t(32) = 3.18$ , $p = .0032$ .	Gender Difference
1. ( $M = 48.88$ ) verses 3. ( $M = 41.44$ ): $t(33) = 2.39$ , $p = .0226$ .	Attendance Difference
1. ( $M = 48.88$ ) verses 4. ( $M = 31.56$ ): $t(24) = 4.90$ , $p = .0001$ .	Combination Difference <sup>a</sup>
3. ( $M = 41.44$ ) verses 4. ( $M = 31.56$ ): $t(25) = 2.25$ , $p = .0332$ .	Gender Difference
4. ( $M = 31.56$ ) verses 5. ( $M = 42.78$ ): $t(16) = 2.36$ , $p = .0310$ .	Combination Difference <sup>a</sup>
4. ( $M = 31.56$ ) verses 6. ( $M = 43.50$ ): $t(19) = 2.21$ , $p = .0393$ .	Attendance Difference

<sup>a</sup>Combination difference based on observed gender and attendance differences.

Table 31

*Eighth-Grade Students Whose Parents Received One Letter Home From the Attendance Program to Notify Them of Their Students' Excessive Absences, Eighth-Grade Students Whose Parents Received Two Letters Home From the Attendance Program to Notify Them of Their Students' Excessive Absences, and Eighth-Grade Students Whose Parents Received Two Letters Home From the Attendance Program, and Participated in One or More Hearings Before the Attendance Hearing Officer to Address Their Students' Excessive Absences NeSA-Reading Scores Analyzed by Students' Home Correspondence Language*

Home Correspondence Language Sources of Data for Eighth Grade Students	<i>N</i>	<i>M</i>	( <i>SD</i> )	Reading Performance Level	<i>F</i>	<i>p</i>
<b>One Attendance Letter</b>						
1. Home Language English	31	33.61	(8.16)	Meets		
2. Home Language Other than English	6	28.33	(8.35)	Below		
<b>Two Attendance Letters</b>						
3. Home Language English	22	32.50	(8.44)	Meets		
4. Home Language Other than English	3	36.00	(2.64)	Meets		
<b>Required Attendance Hearing</b>						
5. Home Language English	23	30.96	(8.36)	Meets		
6. Home Language Other than English	7	25.29	(4.38)	Below		
					1.72	.14 <i>ns</i>

Note. No *post hoc* contrast analyses were conducted because no significant *F* ratio main effect interaction was observed.

Table 32

*Eighth-Grade Students Whose Parents Received One Letter Home From the Attendance Program to Notify Them of Their Students' Excessive Absences, Eighth-Grade Students Whose Parents Received Two Letters Home From the Attendance Program to Notify Them of Their Students' Excessive Absences, and Eighth-Grade Students Whose Parents Received Two Letters Home From the Attendance Program, and Participated in One or More Hearings Before the Attendance Hearing Officer to Address Their Students' Excessive Absences NeSA-Reading Scores Analyzed by Students' Ethnicity*

Ethnicity Sources of Data for Eighth Grade Students	<i>N</i>	<i>M</i>	<i>(SD)</i>	Reading Performance		
				Level	<i>F</i>	<i>p</i>
<b>One Attendance Letter</b>						
1. Hispanic/Other	21	33.90	(8.06)	Meets		
2. Caucasian	16	31.88	(8.70)	Meets		
<b>Two Attendance Letters</b>						
3. Hispanic/Other	11	34.55	(6.69)	Meets		
4. Caucasian	14	30.93	(8.80)	Meets		
<b>Required Attendance Hearing</b>						
5. Hispanic/Other	16	27.56	(7.94)	Below		
6. Caucasian	14	31.29	(7.97)	Meets		
					1.45	.22 <i>ns</i>

Note. No *post hoc* contrast analyses were conducted because no significant *F* ratio main effect interaction was observed.

Table 33

*Eighth-Grade Students Whose Parents Received One Letter Home From the Attendance Program to Notify Them of Their Students' Excessive Absences, Eighth-Grade Students Whose Parents Received Two Letters Home From the Attendance Program to Notify Them of Their Students' Excessive Absences, and Eighth-Grade Students Whose Parents Received Two Letters Home From the Attendance Program, and Participated in One or More Hearings Before the Attendance Hearing Officer to Address Their Students' Excessive Absences NeSA-Reading Scores Analyzed by Students' Gender*

Gender Sources of Data for Eighth Grade Students	<i>N</i>	<i>M</i>	<i>(SD)</i>	Reading Performance Level	<i>F</i>	<i>p</i>
<b>One Attendance Letter</b>						
1. Girls	19	32.42	(9.64)	Meets		
2. Boys	18	33.11	(6.91)	Meets		
<b>Two Attendance Letters</b>						
3. Girls	15	33.53	(6.17)	Meets		
4. Boys	10	31.00	(10.36)	Meets		
<b>Required Attendance Hearing</b>						
5. Girls	19	31.16	(5.80)	Meets		
6. Boys	11	26.09	(10.45)	Below		
					1.36	.25 <i>ns</i>

Note. No *post hoc* contrast analyses were conducted because no significant *F* ratio main effect interaction was observed.

Table 34

*Eighth-Grade Students Whose Parents Received One Letter Home From the Attendance Program to Notify Them of Their Students' Excessive Absences, Eighth-Grade Students Whose Parents Received Two Letters Home From the Attendance Program to Notify Them of Their Students' Excessive Absences, and Eighth-Grade Students Whose Parents Received Two Letters Home From the Attendance Program, and Participated in One or More Hearings Before the Attendance Hearing Officer to Address Their Students' Excessive Absences NeSA-Math Scores Analyzed by Students' Home Correspondence Language*

Home Correspondence Language Sources of Data for Eighth Grade Students	<i>N</i>	<i>M</i>	( <i>SD</i> )	Math Performance Level	<i>F</i>	<i>p</i>
<b>One Attendance Letter</b>						
1. Home Language English	31	44.23	(10.98)	Meets		
2. Home Language Other than English	6	35.17	(12.27)	Below		
<b>Two Attendance Letters</b>						
3. Home Language English	22	47.09	(11.08)	Meets		
4. Home Language Other than English	3	43.00	(11.78)	Meets		
<b>Required Attendance Hearing</b>						
5. Home Language English	23	37.91	(12.44)	Below		
6. Home Language Other than English	7	31.71	(10.19)	Below		
					3.25	.01

Note. *Post hoc* two-tailed *t* test contrast analyses were conducted because a significant main effect *F* ratio interaction ( $p = .01$ ) was observed. The following comparisons were found to be statistically different:

<u>Significant Mean Difference Observed</u>	<u>Interpretation of Mean Difference</u>
1. ( $M = 44.23$ ) verses 6. ( $M = 31.71$ ), $t(36) = 2.75$ , $p = .0091$ .	Combination Difference <sup>a</sup>
2. ( $M = 35.17$ ) verses 3. ( $M = 47.09$ ): $t(26) = 2.28$ , $p = .0307$ .	Combination Difference <sup>a</sup>
3. ( $M = 47.09$ ) verses 5. ( $M = 37.91$ ): $t(43) = 2.60$ , $p = .0125$ .	Attendance Difference
3. ( $M = 47.09$ ) verses 6. ( $M = 31.71$ ): $t(27) = 3.25$ , $p = .0031$ .	Combination Difference <sup>a</sup>

<sup>a</sup>Combination difference based on observed language and attendance differences.

Table 35

*Eighth-Grade Students Whose Parents Received One Letter Home From the Attendance Program to Notify Them of Their Students' Excessive Absences, Eighth-Grade Students Whose Parents Received Two Letters Home From the Attendance Program to Notify Them of Their Students' Excessive Absences, and Eighth-Grade Students Whose Parents Received Two Letters Home From the Attendance Program, and Participated in One or More Hearings Before the Attendance Hearing Officer to Address Their Students' Excessive Absences NeSA-Math Scores Analyzed by Students' Ethnicity*

Ethnicity Sources of Data for Eighth Grade Students	<i>N</i>	<i>M</i>	<i>(SD)</i>	Math Performance		
				Level	<i>F</i>	<i>p</i>
<b>One Attendance Letter</b>						
1. Hispanic/Other	21	44.00	(10.95)	Meets		
2. Caucasian	16	41.13	(12.40)	Below		
<b>Two Attendance Letters</b>						
3. Hispanic/Other	11	46.45	(9.32)	Meets		
4. Caucasian	14	46.00	(12.03)	Meets		
<b>Required Attendance Hearing</b>						
5. Hispanic/Other	16	34.56	(12.14)	Below		
6. Caucasian	14	38.64	(12.08)	Below		
					2.33	.05

Note. *Post hoc* two-tailed *t* test contrast analyses were conducted because a significant main effect *F* ratio interaction ( $p = .05$ ) was observed. The following comparisons were found to be statistically different:

<u>Significant Mean Difference Observed</u>	<u>Interpretation of Mean Difference</u>
1. ( $M = 44.00$ ) versus 5. ( $M = 34.56$ ), $t(35) = 2.47$ , $p = .0182$ .	Attendance Difference
3. ( $M = 46.45$ ) versus 5. ( $M = 34.56$ ): $t(25) = 2.73$ , $p = .0113$ .	Attendance Difference
4. ( $M = 46.00$ ) versus 5. ( $M = 34.56$ ): $t(28) = 2.58$ , $p = .0153$ .	Combination Difference <sup>a</sup>

<sup>a</sup>Combination difference based on observed ethnicity and attendance differences.

Table 36

*Eighth-Grade Students Whose Parents Received One Letter Home From the Attendance Program to Notify Them of Their Students' Excessive Absences, Eighth-Grade Students Whose Parents Received Two Letters Home From the Attendance Program to Notify Them of Their Students' Excessive Absences, and Eighth-Grade Students Whose Parents Received Two Letters Home From the Attendance Program, and Participated in One or More Hearings Before the Attendance Hearing Officer to Address Their Students' Excessive Absences NeSA-Math Scores Analyzed by Students' Gender*

Gender Sources of Data for Eighth Grade Students	<i>N</i>	<i>M</i>	<i>(SD)</i>	Math Performance		
				Level	<i>F</i>	<i>p</i>
<b>One Attendance Letter</b>						
1. Girls	19	39.95	(11.64)	Below		
2. Boys	18	46.28	(11.21)	Meets		
<b>Two Attendance Letters</b>						
3. Girls	15	46.80	(7.92)	Meets		
4. Boys	10	45.30	(14.37)	Meets		
<b>Required Attendance Hearing</b>						
5. Girls	19	38.74	(9.91)	Below		
6. Boys	11	32.55	(14.83)	Below		
					3.11	.01

Note. *Post hoc* two-tailed *t* test contrast analyses were conducted because a significant main effect *F* ratio interaction ( $p = .01$ ) was observed. The following comparisons were found to be statistically different:

<u>Significant Mean Difference Observed</u>	<u>Interpretation of Mean Difference</u>
2. ( $M = 46.28$ ) verses 5. ( $M = 38.74$ ), $t(35) = 2.16$ , $p = .0369$ .	Combination Difference <sup>a</sup>
2. ( $M = 46.28$ ) verses 6. ( $M = 32.55$ ): $t(27) = 2.83$ , $p = .0087$ .	Attendance Difference
3. ( $M = 46.80$ ) verses 5. ( $M = 38.74$ ): $t(32) = 2.56$ , $p = .0152$ .	Attendance Difference
3. ( $M = 46.80$ ) verses 6. ( $M = 32.55$ ): $t(24) = 3.16$ , $p = .0041$ .	Combination Difference <sup>a</sup>

<sup>a</sup>Combination difference based on observed gender and attendance differences.



## CHAPTER FIVE

### Conclusions and Discussion

#### Purpose of the Study

The purpose of this study is to determine the reading and math outcome equity of students, by, language, ethnicity, and gender conditions required to participate in the Grand Island Public Schools attendance program based on third-grade through eighth-grade excessive school absences in the 2010–2011 school year.

#### Research Question #1 Conclusions

The first research question was analyzed to answer the question: Do third-grade students whose parents received one letter home from the attendance court to notify them of their students' excessive absences, third-grade students whose parents received two letters home from the attendance court to notify them of their students' excessive absences, and third-grade students whose parents received two letters home from the attendance court, and participated in one or more hearings before the attendance court to address their students' excessive absences have equitable NeSA-Reading scores analyzed by third-grade students, home correspondence language other than English and English, ethnicity, and gender conditions?

**Home Correspondence Language.** Overall NeSA-Reading score statistical equipoise was observed across the home language English or home language other than English research conditions for student attendance hearing actions based on students' excessive school absences including one attendance letter home for a minimum of five absences in a quarter grading period or two attendance letters home for between five and ten absences in a quarter or semester grading period or parent and student required

attendance hearing before the Deputy County Attorney based on continued absences and no corrective response to previous letters sent home. However, despite these absence levels the mean NeSA-Reading performance levels across the language conditions of home language English and home language other than English, fell within the meets expectations performance level across attendance hearing actions suggesting that absences may not be interfering with reading skill acquisition and reading outcome equity for these third grade students.

**Ethnicity.** Overall NeSA-Reading score statistical equipoise was observed across the Hispanic/other and Caucasian research conditions for student attendance hearing actions based on students' excessive school absences including one attendance letter home for a minimum of five absences in a quarter grading period or two attendance letters home for between five and ten absences in a quarter or semester grading period or parent and student required attendance hearing before the Deputy County Attorney based on continued absences and no corrective response to previous letters sent home. However, despite these absence levels the mean NeSA-Reading performance levels across the ethnicity conditions of Hispanic/other and Caucasian, fell within the meets expectations performance level across attendance hearing actions suggesting that absences may not be interfering with reading skill acquisition and reading outcome equity for these third grade students.

**Gender.** Overall NeSA-Reading score statistical equipoise was observed across the girls and boys research conditions for student attendance hearing actions based on students' excessive school absences including one attendance letter home for a minimum of five absences in a quarter grading period or two attendance letters home for between

five and ten absences in a quarter or semester grading period or parent and student required attendance hearing before the Deputy County Attorney based on continued absences and no corrective response to previous letters sent home. However, despite these absence levels the mean NeSA-Reading performance levels across the gender conditions of girls and boys, fell within the meets expectations performance level across attendance hearing actions suggesting that absences may not be interfering with reading skill acquisition and reading outcome equity for these third-grade students.

### **Research Question #2 Conclusions**

The second research question was analyzed to answer the question: Do third-grade students whose parents received one letter home from the attendance court to notify them of their students' excessive absences, third-grade students whose parents received two letters home from the attendance court to notify them of their students' excessive absences, and third-grade students whose parents received two letters home from the attendance court, and participated in one or more hearings before the attendance court to address their students' excessive absences have equitable NeSA-Math scores analyzed by third-grade students, home correspondence language other than English and English, ethnicity, and gender conditions?

**Home Correspondence Language.** Overall NeSA-Math score statistical equipoise was observed across the home language English or home language other than English research conditions for student attendance hearing actions based on students' excessive school absences including one attendance letter home for a minimum of five absences in a quarter grading period or two attendance letters home for between five and ten absences in a quarter or semester grading period or parent and student required

attendance hearing before the Deputy County Attorney based on continued absences and no corrective response to previous letters sent home. However, despite these absence levels the mean NeSA-Math performance levels across the language conditions of home language English and home language other than English, fell within the meets expectations performance level across attendance hearing actions except for student's of home language English that required an attendance hearing, suggesting that absences may not be interfering with math skill acquisition and math outcome equity for these third-grade students.

**Ethnicity.** Overall NeSA-Math score statistical equipoise was observed across the Hispanic/other and Caucasian research conditions for student attendance hearing actions based on students' excessive school absences including one attendance letter home for a minimum of five absences in a quarter grading period or two attendance letters home for between five and ten absences in a quarter or semester grading period or parent and student required attendance hearing before the Deputy County Attorney based on continued absences and no corrective response to previous letters sent home. However, despite these absence levels the mean NeSA-math performance levels across the ethnicity conditions of Hispanic/other and Caucasian, fell within the meets expectations performance level across attendance hearing actions except for Caucasian students that required an attendance hearing, suggesting that absences may not be interfering with math skill acquisition and math outcome equity for these third-grade students.

**Gender.** Overall NeSA-Math score statistical equipoise was observed across the girls and boys research conditions for student attendance hearing actions based on

students' excessive school absences including one attendance letter home for a minimum of five absences in a quarter grading period or two attendance letters home for between five and ten absences in a quarter or semester grading period or parent and student required attendance hearing before the Deputy County Attorney based on continued absences and no corrective response to previous letters sent home. However, despite these absence levels the mean NeSA-Math performance levels across the gender conditions of girls and boys, fell within the meets expectations performance level across attendance hearing actions except for boys requiring an attendance hearing suggesting that absences may not be interfering with math skill acquisition and math outcome equity for these third-grade students.

In conclusion, it is important to note that of the 70 third-grade students requiring attendance hearing actions across the home language, ethnicity, and gender conditions, 33 (47%) needed only one letter home to end their participation in the attendance hearing process, 21 (30%) needed two letters home to end their participation in the attendance hearing process, while 16 (23%) were required to appear before the Deputy County Attorney Attendance Hearing Officer. Of the 70 third-grade students involved in the attendance process, 54 (77%) third-grade students only required one or two letters home in order to begin attending school consistently without excessive absences suggesting that the attendance hearing process is successful for these students.

### **Research Question #3 Conclusions**

The third research question was analyzed to answer the question: Do fourth-grade students whose parents received one letter home from the attendance court to notify them of their students' excessive absences, fourth-grade students whose parents received two

letters home from the attendance court to notify them of their students' excessive absences, and fourth-grade students whose parents received two letters home from the attendance court, and participated in one or more hearings before the attendance court to address their students' excessive absences have equitable NeSA-Reading scores analyzed by fourth-grade students, home correspondence language other than English and English, ethnicity, and gender conditions?

**Home Correspondence Language.** Overall NeSA-Reading score statistical equipoise was observed across the home language English or home language other than English research conditions for student attendance hearing actions based on students' excessive school absences including one attendance letter home for a minimum of five absences in a quarter grading period or two attendance letters home for between five and ten absences in a quarter or semester grading period or parent and student required attendance hearing before the Deputy County Attorney based on continued absences and no corrective response to previous letters sent home. However, despite these absence levels the mean NeSA-Reading performance levels across the language conditions of home language English and home language other than English, fell within the meets expectations performance level across attendance hearing actions, except for student's of home language English receiving two attendance letters suggesting that absences may not be interfering with reading skill acquisition and reading outcome equity for these fourth-grade students.

**Ethnicity.** Overall NeSA-Reading score statistical equipoise was observed across the Hispanic/other and Caucasian research conditions for student attendance hearing actions based on students' excessive school absences including one attendance letter

home for a minimum of five absences in a quarter grading period or two attendance letters home for between five and ten absences in a quarter or semester grading period or parent and student required attendance hearing before the Deputy County Attorney based on continued absences and no corrective response to previous letters sent home.

However, despite these absence levels the mean NeSA-Reading performance levels across the ethnicity conditions of Hispanic/other and Caucasian, fell within the meets expectations performance level across attendance hearing actions, except Caucasian students receiving two attendance letters suggesting that absences may not be interfering with reading skill acquisition and reading outcome equity for these fourth-grade students.

**Gender.** Overall NeSA-Reading score statistical equipoise was observed across the Girls and Boys research conditions for student attendance hearing actions based on students' excessive school absences including one attendance letter home for a minimum of five absences in a quarter grading period or two attendance letters home for between five and ten absences in a quarter or semester grading period or parent and student required attendance hearing before the Deputy County Attorney based on continued absences and no corrective response to previous letters sent home. However, despite these absence levels the mean NeSA-Reading performance levels across the gender conditions of girls and boys, fell within the meets expectations performance level across attendance hearing actions, except for boys receiving two attendance letters suggesting that absences may not be interfering with reading skill acquisition and reading outcome equity for these fourth-grade students.

#### **Research Question #4 Conclusions**

The fourth research question was analyzed to answer the question: Do fourth-grade students whose parents received one letter home from the attendance court to notify them of their students' excessive absences, fourth-grade students whose parents received two letters home from the attendance court to notify them of their students' excessive absences, and fourth-grade students whose parents received two letters home from the attendance court, and participated in one or more hearings before the attendance court to address their students' excessive absences have equitable NeSA-Math scores analyzed by fourth-grade students, home correspondence language other than English and English, ethnicity, and gender conditions?

**Home Correspondence Language.** Overall NeSA-Math score statistical equipoise was observed across the home language English or home language other than English research conditions for student attendance hearing actions based on students' excessive school absences including one attendance letter home for a minimum of five absences in a quarter grading period or two attendance letters home for between five and ten absences in a quarter or semester grading period or parent and student required attendance hearing before the Deputy County Attorney based on continued absences and no corrective response to previous letters sent home. However, despite these absence levels the mean NeSA-Math performance levels across the language conditions of home language English and home language other than English, fell within the meets expectations performance level across attendance hearing actions, except for student's of home language other than English receiving one attendance letter and student's of home language English receiving two attendance letters suggesting that absences may not be



interfering with math skill acquisition and math outcome equity for these fourth-grade students.

**Ethnicity.** Overall NeSA-Math score statistical equipoise was observed across the Hispanic/other and Caucasian research conditions for student attendance hearing actions based on students' excessive school absences including one attendance letter home for a minimum of five absences in a quarter grading period or two attendance letters home for between five and ten absences in a quarter or semester grading period or parent and student required attendance hearing before the Deputy County Attorney based on continued absences and no corrective response to previous letters sent home. However, despite these absence levels the mean NeSA-Math performance levels across the ethnicity conditions of Hispanic/other and Caucasian, fell within the meets expectations performance level across attendance hearing actions, except Caucasian students receiving two attendance letters suggesting that absences may not be interfering with math skill acquisition and math outcome equity for these fourth-grade students.

**Gender.** Overall NeSA-Math score statistical equipoise was observed across the girls and boys research conditions for student attendance hearing actions based on students' excessive school absences including one attendance letter home for a minimum of five absences in a quarter grading period or two attendance letters home for between five and ten absences in a quarter or semester grading period or parent and student required attendance hearing before the Deputy County Attorney based on continued absences and no corrective response to previous letters sent home. However, despite these absence levels the mean NeSA-Math performance levels across the gender conditions of girls and boys, fell within the meets expectations performance level across

attendance hearing actions, except for boys receiving two attendance letters and girls requiring an attendance hearing suggesting that absences may not be interfering with math skill acquisition and math outcome equity for these fourth-grade students.

In conclusion, it is important to note that of the 57 fourth-grade students requiring attendance hearing actions across the home language, ethnicity, and gender conditions, 25 (44%) needed only one letter home to end their participation in the attendance hearing process, 22 (39%) needed two letters home to end their participation in the attendance hearing process, while 10 (17%) were required to appear before the Deputy County Attorney Attendance Hearing officer. Of the 57 fourth-grade students involved in the attendance process, 47 (83%) fourth-grade students only required one or two letters home in order to begin attending school consistently without excessive absences suggesting that the attendance hearing process is successful for these students.

#### **Research Question #5 Conclusions**

The fifth research question was analyzed to answer the question: Do fifth-grade students whose parents received one letter home from the attendance court to notify them of their students' excessive absences, fifth-grade students whose parents received two letters home from the attendance court to notify them of their students' excessive absences, and fifth-grade students whose parents received two letters home from the attendance court, and participated in one or more hearings before the attendance court to address their students' excessive absences have equitable NeSA-Reading scores analyzed by fifth-grade students, home correspondence language other than English and English, ethnicity, and gender conditions?

**Home Correspondence Language.** Overall NeSA-Reading score statistical equipoise was observed across the home language English or home language other than English research conditions for student attendance hearing actions based on students' excessive school absences including one attendance letter home for a minimum of five absences in a quarter grading period or two attendance letters home for between five and ten absences in a quarter or semester grading period or parent and student required attendance hearing before the Deputy County Attorney based on continued absences and no corrective response to previous letters sent home. However, despite these absence levels the mean NeSA-Reading performance levels across the language conditions of home language English and home language Other than English, fell within the meets expectations performance level across attendance hearing actions, except for student's of home language other than English receiving two attendance letters, student's of home language English requiring an attendance hearing, and student's of home language other than English requiring an attendance hearing suggesting that absences may not be interfering with reading skill acquisition and reading outcome equity for these fifth-grade students.

**Ethnicity.** Overall NeSA-Reading score statistical equipoise was observed across the Hispanic/other and Caucasian research conditions for student attendance hearing actions based on students' excessive school absences including one attendance letter home for a minimum of five absences in a quarter grading period or two attendance letters home for between five and ten absences in a quarter or semester grading period or parent and student required attendance hearing before the Deputy County Attorney based on continued absences and no corrective response to previous letters sent home.

However, despite these absence levels the mean NeSA-Reading performance levels across the ethnicity conditions of Hispanic/other and Caucasian, fell within the meets expectations performance level across attendance hearing actions, except Hispanic/other students receiving one attendance letter, Hispanic/other students receiving two attendance letters, and Caucasian students requiring an attendance hearing suggesting that absences may not be interfering with reading skill acquisition and reading outcome equity for these fifth-grade students.

**Gender.** Overall NeSA-Reading score statistical equipoise was observed across the girls and boys research conditions for student attendance hearing actions based on students' excessive school absences including one attendance letter home for a minimum of five absences in a quarter grading period or two attendance letters home for between five and ten absences in a quarter or semester grading period or parent and student required attendance hearing before the Deputy County Attorney based on continued absences and no corrective response to previous letters sent home. However, despite these absence levels the mean NeSA-Reading performance levels across the gender conditions of girls and boys, fell within the meets expectations performance level across attendance hearing actions, except for boys receiving one attendance letter, boys receiving two attendance letters, and boys requiring an attendance hearing suggesting that absences may not be interfering with reading skill acquisition and reading outcome equity for these fifth-grade students.

### **Research Question #6 Conclusions**

The sixth research question was analyzed to answer the question: Do fifth-grade students whose parents received one letter home from the attendance court to notify them

of their students' excessive absences, fifth-grade students whose parents received two letters home from the attendance court to notify them of their students' excessive absences, and fifth-grade students whose parents received two letters home from the attendance court, and participated in one or more hearings before the attendance court to address their students' excessive absences have equitable NeSA-Math scores analyzed by fifth-grade students, home correspondence language other than English and English, ethnicity, and gender conditions?

**Home Correspondence Language.** Overall NeSA-Math score statistical equipoise was observed across the home language English or home language other than English research conditions for student attendance hearing actions based on students' excessive school absences including one attendance letter home for a minimum of five absences in a quarter grading period or two attendance letters home for between five and ten absences in a quarter or semester grading period or parent and student required attendance hearing before the Deputy County Attorney based on continued absences and no corrective response to previous letters sent home. However, despite these absence levels the mean NeSA-Math performance levels across the language conditions of home language English and home language other than English, fell within the meets expectations performance level across attendance hearing actions, except for student's of home language English receiving two attendance letters, student's of home language other than English receiving two attendance letters, and student's of home language other than English requiring an attendance hearing suggesting that absences may not be interfering with math skill acquisition and math outcome equity for these fifth-grade students.

**Ethnicity.** Overall NeSA-Math score statistical equipoise was observed across the Hispanic/other and Caucasian research conditions for student attendance hearing actions based on students' excessive school absences including one attendance letter home for a minimum of five absences in a quarter grading period or two attendance letters home for between five and ten absences in a quarter or semester grading period or parent and student required attendance hearing before the Deputy County Attorney based on continued absences and no corrective response to previous letters sent home. However, despite these absence levels the mean NeSA-Math performance levels across the ethnicity conditions of Hispanic/other and Caucasian, fell within the meets expectations performance level across attendance hearing actions, except Hispanic/other students receiving two attendance letters, and Hispanic/other students requiring an attendance hearing suggesting that absences may not be interfering with math skill acquisition and math outcome equity for these fifth-grade students.

**Gender.** Overall NeSA-Math score statistical equipoise was observed across the girls and boys research conditions for student attendance hearing actions based on students' excessive school absences including one attendance letter home for a minimum of five absences in a quarter grading period or two attendance letters home for between five and ten absences in a quarter or semester grading period or parent and student required attendance hearing before the Deputy County Attorney based on continued absences and no corrective response to previous letters sent home. However, despite these absence levels the mean NeSA-Math performance levels across the gender conditions of girls and boys, fell within the meets expectations performance level across attendance hearing actions, except for girls receiving two attendance letters, and boys

requiring an attendance hearing suggesting that absences may not be interfering with math skill acquisition and math outcome equity for these fifth-grade students.

In conclusion, it is important to note that of the 60 fifth-grade students requiring attendance hearing actions across the home language, ethnicity, and gender conditions, 27 (45%) needed only one letter home to end their participation in the attendance hearing process, 25 (42%) needed two letters home to end their participation in the attendance hearing process, while 8 (13%) were required to appear before the Deputy County Attorney Attendance Hearing Officer. Of the 60 fifth-grade students involved in the attendance process, 52 (87%) fifth-grade students only required one or two letters home in order to begin attending school consistently without excessive absences suggesting that the attendance hearing process is successful for these students.

#### **Research Question #7 Conclusions**

The seventh research question was analyzed to answer the question: Do sixth-grade students whose parents received one letter home from the attendance court to notify them of their students' excessive absences, sixth-grade students whose parents received two letters home from the attendance court to notify them of their students' excessive absences, and sixth-grade students whose parents received two letters home from the attendance court, and participated in one or more hearings before the attendance court to address their students' excessive absences have equitable NeSA-Reading scores analyzed by sixth-grade students, home correspondence language other than English and English, ethnicity, and gender conditions?

**Home Correspondence Language.** Overall NeSA-Reading score statistical equipose was observed across the home language English or home language other than

English research conditions for student attendance hearing actions based on students' excessive school absences including one attendance letter home for a minimum of five absences in a quarter grading period or two attendance letters home for between five and ten absences in a quarter or semester grading period or parent and student required attendance hearing before the Deputy County Attorney based on continued absences and no corrective response to previous letters sent home. However, despite these absence levels the mean NeSA-Reading performance levels across the language conditions of home language English and home language other than English, fell within the meets expectations performance level across attendance hearing actions, except for students of home language other than English receiving one attendance letter, student's of home language English receiving two attendance letters, student's of home language other than English receiving two attendance letters, and student's of home language Other than English requiring an attendance hearing suggesting that absences may not be interfering with reading skill acquisition and reading outcome equity for these sixth-grade students.

**Ethnicity.** Overall NeSA-Reading score statistical difference was observed across the Hispanic/other and Caucasian research conditions for student attendance hearing actions based on students' excessive school absences including one attendance letter home for a minimum of five absences in a quarter grading period or two attendance letters home for between five and ten absences in a quarter or semester grading period or parent and student required attendance hearing before the Deputy County Attorney based on continued absences and no corrective response to previous letters sent home.

The mean NeSA-Reading performance levels for sixth-grade students across the ethnicity conditions of Hispanic/other and Caucasian students receiving one attendance



letter were statistically different where Hispanic/other students mean NeSA-Reading scores fell below expectations performance level and Caucasian students mean NeSA-Reading scores fell within the meets expectations performance level indicating that Hispanic/other students' absences levels may be interfering with their reading skill acquisition over time.

In another comparison, mean NeSA-Reading performance levels for sixth-grade students across the ethnicity conditions of Caucasian students receiving one attendance letter compared to Hispanic/other students receiving two attendance letters were statistically different where Hispanic/other students mean NeSA-Reading scores fell below expectations performance level and Caucasian students mean NeSA-Reading scores fell within the meets expectations performance level indicating that Hispanic/other students' absences levels may be interfering with their reading skill acquisition over time.

Furthermore, mean NeSA-Reading performance levels for sixth-grade students across the ethnicity conditions of Caucasian students receiving one attendance letter compared to Caucasian students receiving two attendance letters were statistically different where Caucasian students receiving two attendance letters mean NeSA-Reading scores fell below expectations performance level and Caucasian students receiving one attendance letter mean NeSA-Reading scores fell within the meets expectations performance level indicating that Caucasian students' receiving two attendance letters absences levels may be interfering with their reading skill acquisition over time.

**Gender.** Overall NeSA-Reading score statistical equipoise was observed across the girls and boys research conditions for student attendance hearing actions based on students' excessive school absences including one attendance letter home for a minimum

of five absences in a quarter grading period or two attendance letters home for between five and ten absences in a quarter or semester grading period or parent and student required attendance hearing before the Deputy County Attorney based on continued absences and no corrective response to previous letters sent home. However, despite these absence levels the mean NeSA-Reading performance levels across the gender conditions of girls and boys, fell within the meets expectations performance level across attendance hearing actions, except for boys receiving one attendance letter, girls receiving two attendance letters, and boys receiving two attendance letters suggesting that absences may not be interfering with reading skill acquisition and reading outcome equity for these sixth- grade students.

#### **Research Question #8 Conclusions**

The eighth research question was analyzed to answer the question: Do sixth-grade students whose parents received one letter home from the attendance court to notify them of their students' excessive absences, sixth-grade students whose parents received two letters home from the attendance court to notify them of their students' excessive absences, and sixth-grade students whose parents received two letters home from the attendance court, and participated in one or more hearings before the attendance court to address their students' excessive absences have equitable NeSA-Math scores analyzed by sixth-grade students, home correspondence language other than English and English, ethnicity, and gender conditions?

**Home Correspondence Language.** Overall NeSA-Math score statistical difference was observed across the home language English and home language other than English research conditions for student attendance hearing actions based on students'

excessive school absences including one attendance letter home for a minimum of five absences in a quarter grading period or two attendance letters home for between five and ten absences in a quarter or semester grading period or parent and student required attendance hearing before the Deputy County Attorney based on continued absences and no corrective response to previous letters sent home.

The mean NeSA-Math Performance Levels for sixth-grade students across the home correspondence conditions of home language English and home language other than English students receiving one attendance letter were statistically different where home language other than English students mean NeSA-Math scores fell below expectations performance level and home language English students mean NeSA-Math scores fell within the meets expectations performance level indicating that home language other than English students' absences levels may be interfering with their math skill acquisition over time.

In another comparison, mean NeSA-Math performance levels for sixth-grade students across the home language correspondence conditions of home language English students receiving one attendance letter compared to home language English students receiving two attendance letters were statistically different where home language English students receiving two attendance letters mean NeSA-Math scores fell below expectations performance level and home language English students receiving one attendance letter mean NeSA-Math scores fell within the meets expectations performance level indicating that home English students' receiving two attendance letters absence levels may be interfering with their math skill acquisition over time.

Furthermore, mean NeSA-Math performance levels for sixth-grade students across the home correspondence language conditions of home language English students receiving one attendance letter compared to home language other than English students receiving two attendance letters were statistically different where home language other than English students receiving two attendance letters mean NeSA-Math scores fell below expectations performance level and home language English students mean NeSA-Math scores fell within the meets expectations performance level indicating that home language other than English students' absences levels may be interfering with their math skill acquisition over time.

Additionally, mean NeSA-Math performance Levels for sixth-grade students across the home correspondence language conditions of home language English students receiving one attendance letter compared to home language English students requiring an attendance hearing were statistically different where home language English students requiring an attendance hearing mean NeSA-Math scores fell below expectations performance level and home language English students receiving one attendance letter mean NeSA-Math scores fell within the meets expectations performance level indicating that home language English students' requiring an attendance hearing absences levels may be interfering with their math skill acquisition over time.

**Ethnicity.** Overall NeSA-Math score statistical difference was observed across the Hispanic/other and Caucasian research conditions for student attendance hearing actions based on students' excessive school absences including one attendance letter home for a minimum of five absences in a quarter grading period or two attendance letters home for between five and ten absences in a quarter or semester grading period or

parent and student required attendance hearing before the Deputy County Attorney based on continued absences and no corrective response to previous letters sent home.

The mean NeSA-Math performance levels for sixth-grade students across the ethnicity conditions of Hispanic/other and Caucasian students receiving one attendance letter were statistically different where Hispanic/other students mean NeSA-Math scores fell below expectations performance level and Caucasian students mean NeSA-Math scores fell within the meets expectations performance level indicating that Hispanic/other students' absences levels may be interfering with their math skill acquisition over time.

In another comparison, mean NeSA-Math performance levels for sixth-grade students across the ethnicity conditions of Caucasian students receiving one attendance letter compared to Hispanic/other students receiving two attendance letters were statistically different where Hispanic/other students mean NeSA-Math scores fell below expectations performance level and Caucasian students mean NeSA-Math scores fell within the meets expectations performance level indicating that Hispanic/other students' absences levels may be interfering with their math skill acquisition over time.

Furthermore, mean NeSA-Math performance levels for sixth-grade students across the ethnicity conditions of Caucasian students receiving one attendance letter compared to Caucasian students receiving two attendance letters were statistically different where Caucasian students receiving two attendance letters mean NeSA-Math scores fell below expectations performance level and Caucasian students receiving one attendance letter mean NeSA-Math scores fell within the meets expectations performance level indicating that Caucasian students' receiving two attendance letters absence levels may be interfering with their math skill acquisition over time.

In addition, mean NeSA-Math performance levels for sixth-grade students across the ethnicity conditions of Caucasian students receiving one attendance letter compared to Hispanic/other students requiring an attendance hearing were statistically different where Hispanic/other students mean NeSA-Math scores fell below expectations performance level and Caucasian students mean NeSA-Math scores fell within the meets expectations performance level indicating that Hispanic/other students' absences level may be interfering with their math skill acquisition over time

**Gender.** Overall NeSA-Math score statistical difference was observed across the girls and boys research conditions for student attendance hearing actions based on students' excessive school absences including one attendance letter home for a minimum of five absences in a quarter grading period or two attendance letters home for between five and ten absences in a quarter or semester grading period or parent and student required attendance hearing before the Deputy County Attorney based on continued absences and no corrective response to previous letters sent home.

The mean NeSA-Math performance levels for sixth-grade students across the gender conditions of girl students receiving one attendance letter were statistically different than boy students receiving two attendance letters where boy students mean NeSA-Math scores fell below expectations performance level and girl students mean NeSA-Math scores fell within the meets expectations performance level indicating that boy students' absences levels may be interfering with their math skill acquisition over time.

In another comparison, mean NeSA-Math performance levels for sixth-grade students across the gender conditions of girl students receiving one attendance letter

compared to girl students requiring an attendance hearing were statistically different where girl students requiring an attendance hearing mean NeSA-Math scores fell below expectations performance level and girl students receiving one attendance letter mean NeSA-Math scores fell within the meets expectations performance level indicating that girl students requiring an attendance hearing absence levels may be interfering with their math skill acquisition over time.

Furthermore, mean NeSA-Math performance levels for sixth-grade students across the gender conditions of boy students receiving one attendance letter compared to boy students receiving two attendance letters were statistically different where boy students receiving two attendance letters mean NeSA-Math scores fell below expectations performance level and boy students receiving one attendance letter mean NeSA-Math scores fell within the meets expectations performance level indicating that boy students' receiving two attendance letters absence levels may be interfering with their math skill acquisition over time.

Additionally, mean NeSA-Math performance levels for sixth-grade students across the gender conditions of boy students receiving one attendance letter compared to girl students requiring an attendance hearing were statistically different where girl students mean NeSA-Math scores fell below expectations performance level and boy students mean NeSA-Math scores fell within the meets expectations performance level indicating that girl students' absence levels may be interfering with their math skill acquisition over time

In conclusion, it is important to note that of the 70 sixth grade students requiring attendance hearing actions across the gender conditions of girls and boys, 35 (50%)

needed only one letter home to end their participation in the attendance hearing process, 24 (34%) needed two letters home to end their participation in the attendance hearing process, while 11 (16%) were required to appear before the Deputy County Attorney Attendance Hearing Officer. Of the 70 sixth grade students involved in the attendance process, 59 (84%) sixth-grade students only required one or two letters home in order to begin attending school consistently without excessive absences suggesting that the attendance hearing process is successful for these students.

### **Research Question #9 Conclusions**

The ninth research question was analyzed to answer the question: Do seventh-grade students whose parents received one letter home from the attendance court to notify them of their students' excessive absences, seventh-grade students whose parents received two letters home from the attendance court to notify them of their students' excessive absences, and seventh-grade students whose parents received two letters home from the attendance court, and participated in one or more hearings before the attendance court to address their students' excessive absences have equitable NeSA-Reading scores analyzed by seventh-grade students, home correspondence language other than English and English, ethnicity, and gender conditions?

**Home Correspondence Language.** Overall NeSA-Reading score statistical difference was observed across the home language English and home language other than English research conditions for student attendance hearing actions based on students' excessive school absences including one attendance letter home for a minimum of five absences in a quarter grading period or two attendance letters home for between five and ten absences in a quarter or semester grading period or parent and student required



attendance hearing before the Deputy County Attorney based on continued absences and no corrective response to previous letters sent home.

The mean NeSA-Reading performance levels for seventh-grade students across the home correspondence conditions of home language English and home language other than English students receiving one attendance letter were statistically different where home language other than English students mean NeSA-Reading scores fell below expectations performance level and home language English students mean NeSA-Reading scores fell within the meets expectations performance level indicating that home language other than English students' absences levels may be interfering with their reading skill acquisition over time.

In another comparison, mean NeSA-Reading Performance Levels for seventh-grade students across the home language correspondence conditions of home language English students receiving one attendance letter compared to home language English students receiving two attendance letters were statistically different where home language English students receiving two attendance letters mean NeSA-Reading scores fell below expectations performance level and home language English students receiving one attendance letter mean NeSA-Reading scores fell within the meets expectations performance level indicating that home language English students' receiving two attendance letters absence levels may be interfering with their reading skill acquisition over time.

Furthermore, mean NeSA-Reading Performance Levels for seventh-grade students across the home correspondence language conditions of home language English students receiving one attendance letter compared to home language other than English

students receiving two attendance letters were statistically different where home language other than English students receiving two attendance letters mean NeSA-Reading scores fell below expectations performance level and home language English students mean NeSA-Reading scores fell within the meets expectations performance level indicating that home language other than English students' absences levels may be interfering with their reading skill acquisition over time.

Additionally, mean NeSA-Reading performance levels for seventh-grade students across the home correspondence language conditions of home language other than English students receiving one attendance letter compared to home language English students requiring an attendance hearing were statistically different where home language other than English students receiving one attendance letter mean NeSA-Reading scores fell below expectations performance level and home language English students requiring an attendance hearing mean NeSA-Reading scores fell within the meets expectations performance level indicating that home language other than English students' receiving one attendance letter absence levels may be interfering with their reading skill acquisition over time.

Moreover, mean NeSA-Reading performance levels for seventh-grade students across the home correspondence language conditions of home language other than English receiving two attendance letters compared to home language English requiring an attendance hearing were statistically different where home language other than English receiving two attendance letters mean NeSA-Reading scores fell below expectations and home language English requiring an attendance hearing mean NeSA-Reading scores fell within meets expectations performance level indicating that home language other than

English receiving two attendance letters may be interfering with their reading skill acquisition over time.

**Ethnicity.** Overall NeSA-Reading score statistical difference was observed across the Hispanic/other and Caucasian research conditions for student attendance hearing actions based on students' excessive school absences including one attendance letter home for a minimum of five absences in a quarter grading period or two attendance letters home for between five and ten absences in a quarter or semester grading period or parent and student required attendance hearing before the Deputy County Attorney based on continued absences and no corrective response to previous letters sent home.

The mean NeSA-Reading performance levels for seventh-grade students across the ethnicity conditions of Hispanic/other and Caucasian students receiving one attendance letter were statistically different where both Hispanic/other and Caucasian students mean NeSA-Reading scores fell within the meets expectations performance level the Hispanic/other students' performance level were still significantly lower indicating Hispanic/other student's absences levels may be interfering with their reading skill acquisition over time.

In another comparison, mean NeSA-Reading performance levels for seventh-grade students across the ethnicity conditions of Caucasian students receiving one attendance letter compared to Hispanic/other students receiving two attendance letters were statistically different where Hispanic/other students mean NeSA-Reading scores fell below expectations performance level and Caucasian students mean NeSA-Reading scores fell within the meets expectations performance level indicating that

Hispanic/Other students' absences levels may be interfering with their reading skill acquisition over time.

Furthermore, mean NeSA-Reading performance levels for seventh-grade students across the ethnicity conditions of Hispanic/other students receiving two attendance letter compared to Caucasian students requiring an attendance hearing receiving were statistically different where Hispanic/other students receiving two attendance letters mean NeSA-Reading scores fell below expectations performance level and Caucasian students requiring an attendance hearing receiving mean NeSA-Reading scores fell within the meets expectations performance level indicating that Hispanic/other students' receiving two attendance letters absence levels may be interfering with their reading skill acquisition over time.

**Gender.** Overall NeSA-Reading score statistical difference was observed across the girls and boys research conditions for student attendance hearing actions based on students' excessive school absences including one attendance letter home for a minimum of five absences in a quarter grading period or two attendance letters home for between five and ten absences in a quarter or semester grading period or parent and student required attendance hearing before the Deputy County Attorney based on continued absences and no corrective response to previous letters sent home.

The mean NeSA-Reading performance levels for seventh-grade students across the gender conditions of girl students receiving one attendance letter were statistically different than boy students receiving one attendance letter where both girl and boy students mean NeSA-Reading scores fell within the meets expectations performance level

the boy students NeSA-Reading scores were still significantly lower indicating absence levels may be interfering with their reading skill acquisition over time.

In another comparison, mean NeSA-Reading performance levels for seventh-grade students across the gender conditions of girl students receiving one attendance letter compared to girl students receiving two attendance letters were statistically different where both girl student groups mean NeSA-Reading scores fell within meets expectations performance level girl students receiving two attendance letters were still significantly lower indicating that girl students receiving two attendance letters, absence levels may be interfering with their reading skill acquisition over time.

Furthermore, mean NeSA-Reading performance levels for seventh-grade students across the gender conditions of girl students receiving one attendance letter compared to boy students receiving two attendance letters were statistically different where boy students receiving two attendance letters mean NeSA-Reading scores fell below expectations performance level and girl students receiving one attendance letter mean NeSA-Reading scores fell within the meets expectations performance level indicating that boy students' receiving two attendance letters absence levels may be interfering with their reading skill acquisition over time.

Additionally, mean NeSA-Reading performance levels for seventh-grade students across the gender conditions of girl students receiving one attendance letter compared to girl students requiring an attendance hearing were statistically different where both girl student groups mean NeSA-Reading scores fell within meets expectations performance level girl students requiring an attendance hearing were still significantly lower indicating

that girl students requiring an attendance hearing absence levels may be interfering with their reading skill acquisition over time.

Moreover, mean NeSA-Reading performance levels for seventh-grade students across the gender conditions of boy students receiving two attendance letters compared to boy students requiring an attendance hearing were statistically different where boy students receiving two attendance letters mean NeSA-Reading scores fell below expectations performance level and boy students requiring an attendance hearing mean NeSA-Reading scores fell within the meets expectations performance level indicating that boy students' receiving two attendance letters absence levels may be interfering with their reading skill acquisition over time.

#### **Research Question #10 Conclusions**

The tenth research question was analyzed to answer the question: Do seventh-grade students whose parents received one letter home from the attendance court to notify them of their students' excessive absences, seventh-grade students whose parents received two letters home from the attendance court to notify them of their students' excessive absences, and seventh-grade students whose parents received two letters home from the attendance court, and participated in one or more hearings before the attendance court to address their students' excessive absences have equitable NeSA-Math scores analyzed by seventh-grade students, home correspondence language other than English and English, ethnicity, and gender conditions?

**Home Correspondence Language.** Overall NeSA-Math score statistical difference was observed across the home language English and home language other than English research conditions for student Attendance Hearing actions based on students'

excessive school absences including one attendance letter home for a minimum of five absences in a quarter grading period or two attendance letters home for between five and ten absences in a quarter or semester grading period or parent and student required attendance hearing before the Deputy County Attorney based on continued absences and no corrective response to previous letters sent home.

The mean NeSA-Math performance levels for seventh-grade students across the home correspondence conditions of home language English and home language other than English students receiving one attendance letter were statistically different where home language other than English students mean NeSA-Math scores fell below expectations performance level and home language English students mean NeSA-Reading scores fell within the meets expectations performance level indicating that home language other than English students' absences levels may be interfering with their math skill acquisition over time.

In another comparison, mean NeSA-Reading performance levels for seventh-grade students across the home language correspondence conditions of home language English students receiving one attendance letter compared to home language other than English students receiving two attendance letters were statistically different where home language other than English students receiving two attendance letters mean NeSA-Math scores fell below expectations performance level and home language English students receiving one attendance letter mean NeSA-Math scores fell within the meets expectations performance level indicating that home language English students' receiving two attendance letters absence levels may be interfering with their math skill acquisition over time.

Furthermore, mean NeSA-Reading Performance Levels for seventh-grade students across the home correspondence language conditions of home language English students receiving one attendance letter compared to home language other than English students requiring an attendance hearing were statistically different where home language other than English students requiring an attendance hearing mean NeSA-Math scores fell below expectations performance level and home language English students receiving one letter mean NeSA-Math scores fell within the meets expectations performance level indicating that home language other than English students' absences levels may be interfering with their math skill acquisition over time.

Additionally, mean NeSA-Math performance levels for seventh-grade students across the home correspondence language conditions of home language other than English students receiving one attendance letter compared to home language English students requiring an attendance hearing were statistically different where home language other than English students receiving one attendance letter mean NeSA-Math scores fell below expectations performance level and home language English students requiring an attendance hearing mean NeSA-Math scores fell within the meets expectations performance level indicating that home language other than English students' receiving one attendance letter absence levels may be interfering with their math skill acquisition over time.

Moreover, mean NeSA-Math performance levels for seventh-grade students across the home correspondence language conditions of home language other than English receiving two attendance letters compared to home language English requiring an attendance hearing were statistically different where home language other than English



receiving two attendance letters mean NeSA-Math scores fell below expectations and home language English requiring an attendance hearing mean NeSA-Math scores fell within meets expectations performance level indicating that home language other than English receiving two attendance letters may be interfering with their reading skill acquisition over time.

In addition, mean NeSA-Math performance levels for seventh-grade students across the home correspondence language conditions of home language English students requiring an attendance hearing compared to home language other than English students requiring an attendance hearing were statistically different where home language other than English requiring an attendance hearing mean NeSA-Math scores fell below expectations and home language English requiring an attendance hearing mean NeSA-Math scores fell within meets expectations performance level indicating that home language other than English requiring an attendance hearing may be interfering with their math skill acquisition over time.

**Ethnicity.** Overall NeSA-Math score statistical difference was observed across the Hispanic/other and Caucasian research conditions for student attendance hearing actions based on students' excessive school absences including one attendance letter home for a minimum of five absences in a quarter grading period or two attendance letters home for between five and ten absences in a quarter or semester grading period or parent and student required attendance hearing before the Deputy County Attorney based on continued absences and no corrective response to previous letters sent home.

The mean NeSA-Math performance levels for seventh-grade students across the ethnicity conditions of Hispanic/other and Caucasian students receiving one attendance

letter were statistically different where Hispanic/other students mean NeSA-Math scores fell below expectations performance level and Caucasian students mean NeSA-Math scores fell within the meets expectations performance level indicating that Hispanic/other students' absences levels may be interfering with their math skill acquisition over time.

In another comparison, mean NeSA-Math performance levels for seventh-grade students across the ethnicity conditions of Caucasian students receiving one attendance letter compared to Hispanic/other students receiving two attendance letters were statistically different where Hispanic/other students mean NeSA-Math scores fell below expectations performance level and Caucasian students mean NeSA-Math scores fell within the meets expectations performance level indicating that Hispanic/other students' absences levels may be interfering with their reading skill acquisition over time.

Furthermore, mean NeSA-Math performance levels for seventh-grade students across the ethnicity conditions of Hispanic/other students receiving two attendance letter compared to Caucasian students receiving two attendance letters were statistically different where Hispanic/other students receiving two attendance letters mean NeSA-Math scores fell below expectations performance level and Caucasian students receiving two attendance letters mean NeSA-Math scores fell within the meets expectations performance level indicating that Hispanic/other students' receiving two attendance letters absence levels may be interfering with their math skill acquisition over time.

Additionally, mean NeSA-Math performance levels for seventh-grade students across the ethnicity conditions of Hispanic/other students receiving two attendance letters compared to Hispanic/other students requiring an attendance hearing were statistically different where Hispanic/o students receiving two attendance letters mean NeSA-Math

scores fell Below Expectations performance level and Hispanic/Other student requiring an attendance hearing mean NeSA-Math scores fell within the meets expectations performance level indicating that Hispanic/other students' receiving two attendance letters absences level may be interfering with their math skill acquisition over time

Moreover, mean NeSA-Math performance levels for seventh-grade students across the ethnicity conditions of Hispanic/other students receiving two attendance letters compared to Caucasian students requiring an attendance hearing were statistically different where Hispanic/other students mean NeSA-Math scores fell below expectations performance level and Caucasian students mean NeSA-Math scores fell within the meets expectations performance level indicating that Hispanic/other students' absences level may be interfering with their math skill acquisition over time

**Gender.** Overall NeSA-Math score statistical difference was observed across the girls and boys research conditions for student attendance hearing actions based on students' excessive school absences including one attendance letter home for a minimum of five absences in a quarter grading period or two attendance letters home for between five and ten absences in a quarter or semester grading period or parent and student required attendance hearing before the Deputy County Attorney based on continued absences and no corrective response to previous letters sent home.

The mean NeSA-Math performance levels for seventh grade students across the gender conditions of girl students receiving one attendance letter were statistically different than boy students receiving one attendance letter where boy students mean NeSA-Math scores fell below expectations performance level and girl students mean NeSA-Math scores fell within the meets expectations performance level indicating that

boy students' absences levels may be interfering with their math skill acquisition over time.

In another comparison, mean NeSA-Math performance levels for seventh-grade students across the gender conditions of girl students receiving one attendance letter compared to girl students receiving two attendance letters were statistically different where both girl student groups mean NeSA-Math scores fell within meets expectations performance level girl students receiving two attendance letters were still significantly lower indicating that girl students receiving two attendance letters, absence levels may be interfering with their math skill acquisition over time.

Furthermore, mean NeSA-Math Performance Levels for seventh-grade students across the gender conditions of girl students receiving one attendance letter compared to boy students receiving two attendance letters were statistically different where boy students receiving two attendance letters mean NeSA-Math scores fell below expectations performance level and girl students receiving one attendance letter mean NeSA-Math scores fell within the meets expectations performance level indicating that boy students' receiving two attendance letters absence levels may be interfering with their math skill acquisition over time.

Additionally, mean NeSA-Math performance levels for seventh-grade students across the gender conditions of girl students receiving two attendance letters compared to boy students receiving two attendance letters were statistically different where boy students receiving two attendance letters mean NeSA-Math scores fell below expectations performance level and girl students receiving two attendance letters mean NeSA-Math scores fell within the meets expectations performance level indicating that

Boy students' receiving two attendance letters absence levels may be interfering with their reading skill acquisition over time.

Moreover, mean NeSA-Math Performance Levels for seventh-grade students across the gender conditions of boy students receiving two attendance letters compared to girl students requiring an attendance hearing were statistically different where boy students receiving two attendance letters mean NeSA-Math scores fell below expectations performance level and girl students requiring an attendance hearing mean NeSA-Math scores fell within the meets expectations performance level indicating that boy students' receiving two attendance letters absence levels may be interfering with their math skill acquisition over time.

In addition, mean NeSA-Math performance levels for seventh-grade students across the gender conditions of boy students receiving two attendance letters compared to boy students requiring an attendance hearing were statistically different where boy students receiving two attendance letters mean NeSA-Math scores fell below expectations performance level and boy students requiring an attendance hearing mean NeSA-Math scores fell within the meets expectations performance level indicating that boy students' receiving two attendance letters absence levels may be interfering with their math skill acquisition over time.

In conclusion, it is important to note that of the 82 seventh grade students requiring attendance hearing actions across the gender conditions of girls and boys, 34 (41%) needed only one letter home to end their participation in the attendance hearing process, 27 (33%) needed two letters home to end their participation in the attendance hearing process, while 21 (26%) were required to appear before the Deputy County

Attorney Attendance Hearing Officer. Of the 82 seventh-grade students involved in the attendance process, 61 (74%) seventh-grade students only required one or two letters home in order to begin attending school consistently without excessive absences suggesting that the attendance hearing process is successful for these students.

### **Research Question #11 Conclusions**

The eleventh research question was analyzed to answer the question: Do eighth-grade students whose parents received one letter home from the attendance court to notify them of their students' excessive absences, eighth-grade students whose parents received two letters home from the attendance court to notify them of their students' excessive absences, and eighth-grade students whose parents received two letters home from the attendance court, and participated in one or more hearings before the attendance court to address their students' excessive absences have equitable NeSA-Reading scores analyzed by eighth-grade students, home correspondence language other than English and English, ethnicity, and gender conditions?

**Home Correspondence Language.** Overall NeSA-Reading score statistical equipoise was observed across the home language English or home language other than English research conditions for student attendance hearing actions based on students' excessive school absences including one attendance letter home for a minimum of five absences in a quarter grading period or two attendance letters home for between five and ten absences in a quarter or semester grading period or parent and student required attendance hearing before the Deputy County Attorney based on continued absences and no corrective response to previous letters sent home. However, despite these absence levels the mean NeSA-Reading performance levels across the language conditions of

home language English and home language other than English, fell within the meets expectations performance level across attendance hearing actions, except for student's of home language other than English receiving one attendance letter, and student's of home language other than English requiring an attendance hearing suggesting that absences may not be interfering with reading skill acquisition and reading outcome equity for these eighth-grade students.

**Ethnicity.** Overall NeSA-Reading score statistical equipoise was observed across the Hispanic/other and Caucasian research conditions for student attendance hearing actions based on students' excessive school absences including one attendance letter home for a minimum of five absences in a quarter grading period or two attendance letters home for between five and ten absences in a quarter or semester grading period or parent and student required attendance hearing before the Deputy County Attorney based on continued absences and no corrective response to previous letters sent home. However, despite these absence levels the mean NeSA-Reading performance levels across the ethnicity conditions of Hispanic/other and Caucasian, fell within the meets expectations performance level across attendance hearing actions, except Hispanic/other students requiring an attendance hearing suggesting that absences may not be interfering with reading skill acquisition and reading outcome equity for these eighth-grade students.

**Gender.** Overall NeSA-Reading score statistical equipoise was observed across the girls and boys research conditions for student attendance hearing actions based on students' excessive school absences including one attendance letter home for a minimum of five absences in a quarter grading period or two attendance letters home for between five and ten absences in a quarter or semester grading period or parent and student

required attendance hearing before the Deputy County Attorney based on continued absences and no corrective response to previous letters sent home. However, despite these absence levels the mean NeSA-Reading performance levels across the gender conditions of girls and boys, fell within the meets expectations performance level across attendance hearing actions, except for boys requiring an attendance hearing suggesting that absences may not be interfering with reading skill acquisition and reading outcome equity for these eighth-grade students.

### **Research Question #12 Conclusions**

The twelfth research question was analyzed to answer the question: Do eighth-grade students whose parents received one letter home from the attendance court to notify them of their students' excessive absences, eighth-grade students whose parents received two letters home from the attendance court to notify them of their students' excessive absences, and eighth-grade students whose parents received two letters home from the attendance court, and participated in one or more hearings before the attendance court to address their students' excessive absences have equitable NeSA-Math scores analyzed by eighth-grade students, home correspondence language other than English and English, ethnicity, and gender conditions?

**Home Correspondence Language.** Overall NeSA-Math score statistical difference was observed across the home language English and home language other than English research conditions for student attendance hearing actions based on students' excessive school absences including one attendance letter home for a minimum of five absences in a quarter grading period or two attendance letters home for between five and ten absences in a quarter or semester grading period or parent and student required



attendance hearing before the Deputy County Attorney based on continued absences and no corrective response to previous letters sent home.

The mean NeSA-Math performance levels for eighth-grade students across the home correspondence conditions of home language English students receiving one attendance letter and home language other than English requiring an attendance hearing were statistically different where home language other than English students mean NeSA-Math scores fell below expectations performance level and home language English students mean NeSA-Math scores fell within the meets expectations performance level indicating that home language other than English students' absences levels may be interfering with their math skill acquisition over time.

In another comparison, mean NeSA-math performance levels for eighth-grade students across the home language correspondence conditions of home language other than English students receiving one attendance letter compared to home language English students receiving two attendance letters were statistically different where home language other than English students receiving one attendance letters mean NeSA-Math scores fell below expectations performance level and home language English students receiving two attendance letters mean NeSA-Math scores fell within the meets expectations performance level indicating that home language other than English students' receiving one attendance letter absence levels may be interfering with their math skill acquisition over time.

Furthermore, mean NeSA-Math performance levels for eighth grade students across the home correspondence language conditions of home language English students receiving two attendance letters compared to home language English students requiring

an attendance hearing were statistically different where home language English students requiring an attendance hearing mean NeSA-Math scores fell below expectations performance level and home language English students receiving two attendance letters mean NeSA-Math scores fell within the meets expectations performance level indicating that home language English students requiring an attendance hearing absences levels may be interfering with their math skill acquisition over time.

Additionally, mean NeSA-Math performance levels for eighth-grade students across the home correspondence language conditions of home language English students receiving two attendance letters compared to home language other than English students requiring an attendance hearing were statistically different where home language other than English students requiring an attendance hearing mean NeSA-Math scores fell below expectations performance level and home language English students receiving two attendance letters mean NeSA-Math scores fell within the meets expectations performance level indicating that home language other than English students' requiring absence levels may be interfering with their math skill acquisition over time.

**Ethnicity.** Overall NeSA-Math score statistical difference was observed across the Hispanic/other and Caucasian research conditions for student attendance hearing actions based on students' excessive school absences including one attendance letter home for a minimum of five absences in a quarter grading period or two attendance letters home for between five and ten absences in a quarter or semester grading period or parent and student required attendance hearing before the Deputy County Attorney based on continued absences and no corrective response to previous letters sent home.

The mean NeSA-Math Performance Levels for eighth grade students across the Ethnicity conditions of Hispanic/Other students receiving one attendance letter and Hispanic/Other students requiring an attendance hearing were statistically different where Hispanic/Other students requiring an attendance hearing mean NeSA-Math scores fell Below Expectations performance level and Hispanic/Other students receiving one attendance letter mean NeSA-Math scores fell within the Meets Expectations performance level indicating that Hispanic/Other students' requiring an attendance hearing absences levels may be interfering with their math skill acquisition over time.

In another comparison, mean NeSA-Math Performance Levels for eighth grade students across the Ethnicity conditions of Hispanic/Other students receiving two attendance letters compared to Hispanic/Other requiring an attendance hearing were statistically different where Hispanic/Other students requiring an attendance hearing mean NeSA-Math scores fell Below Expectations performance level and Hispanic/Other students receiving two attendance letters mean NeSA-Math scores fell within the Meets Expectations performance level indicating that Hispanic/Other students' requiring an an attendance hearing absences levels may be interfering with their math skill acquisition over time.

Furthermore, mean NeSA-Math Performance Levels for eighth-grade students across the ethnicity conditions of Caucasian students receiving two attendance letters compared to Hispanic/other students requiring an attendance hearing were statistically different where Hispanic/other students requiring an attendance mean NeSA-Math scores fell below expectations performance level and Caucasian students receiving two attendance letters mean NeSA-Math scores fell within the meets expectations

performance level indicating that Hispanic/other students' requiring an attendance absence levels may be interfering with their math skill acquisition over time.

**Gender.** Overall NeSA-Math score statistical difference was observed across the girls and boys research conditions for student attendance hearing actions based on students' excessive school absences including one attendance letter home for a minimum of five absences in a quarter grading period or two attendance letters home for between five and ten absences in a quarter or semester grading period or parent and student required attendance hearing before the Deputy County Attorney based on continued absences and no corrective response to previous letters sent home.

The mean NeSA-Math performance Levels for eighth-grade students across the gender conditions of boy students receiving one attendance letter were statistically different than girl students requiring an attendance hearing where girl students mean NeSA-Math scores fell below expectations performance level and boy students mean NeSA-Math scores fell within the meets expectations performance level indicating that girl students' absences levels may be interfering with their math skill acquisition over time.

In another comparison, mean NeSA-Math performance levels for eighth-grade students across the gender conditions of boy students receiving one attendance letter compared to boy students requiring an attendance hearing were statistically different where boy students requiring an attendance hearing mean NeSA-Math scores fell below expectations performance level and boy students receiving one attendance letter mean NeSA-Math scores fell within the meets expectations performance level indicating that

boy students' requiring an attendance hearing absences levels may be interfering with their math skill acquisition over time.

Furthermore, mean NeSA-Math Performance Levels for eighth-grade students across the gender conditions of girl students receiving two attendance letters compared to girl students requiring an attendance hearing were statistically different where girl students requiring an attendance hearing mean NeSA-Math scores fell below expectations performance level and girl students receiving two attendance letters mean NeSA-Math scores fell within the meets expectations performance level indicating that girl students' requiring an attendance hearing absence levels may be interfering with their math skill acquisition over time.

Additionally, mean NeSA-Math performance levels for eighth-grade students across the gender conditions of girl students receiving two attendance letters compared to boy students requiring an attendance hearing were statistically different where boy students requiring an attendance hearing mean NeSA-Math scores fell below expectations performance level and girl students receiving two attendance letters mean NeSA-Math scores fell within the meets expectations performance level indicating that boy students' requiring an attendance hearing absence levels may be interfering with their math skill acquisition over time.

In conclusion, it is important to note that of the 92 eighth-grade students requiring attendance hearing actions across the home correspondence language, ethnicity, and gender conditions of, 37 (40%) needed only one letter home to end their participation in the attendance hearing process, 25 (27%) needed two letters home to end their participation in the attendance hearing process, while 11 (33%) were required to appear

before the Deputy County Attorney Attendance Hearing officer. Of the 92 eighth grade students in the attendance process, 62 (67%) eighth-grade students only required one or two letters home in order to begin attending school consistently without excessive absences suggesting that the attendance hearing process is successful for these students.

## **Discussion**

**Implications for practice.** The data presented in the study indicates that overall the Grand Island Public School Attendance program improved attendance of students who were involved in the attendance program. In the third-grade 77% of students involved in the attendance program improved their attendance. In the fourth-grade 83% of students involved in the attendance program improved their attendance. In the fifth-grade 87% of students involved in the attendance program improved their attendance. In the sixth-grade 84% of students involved in the attendance program improved their attendance. In the seventh-grade 74% of students involved in the attendance program improved their attendance. In the eighth-grade 67% of students involved in the attendance program improved their attendance. The attendance was improved by not only the official letter sent by the combination of Grand Island Public Schools and Hall County District Attorney's office but also by the relationships and positive interactions of the Grand Island Public Schools social workers with students and families. The attendance inventory checklist designed to be solution focused acts to established positive relationships with students and their families leading to sustained positive improvement in attendance. However, study results seem to indicate that students in the seventh-grade and eighth-grade may need more specific academic intervention to support their continued attendance and graduation from high school.

**Implications for policy.** In a review of the data, the category of students' home language other than English had the most significant difference in test scores for both NeSA Reading and NeSA Math. Student's whose home language other than English did not meet expectations in fourth-grade NeSA Math with one attendance letter sent home, fifth-grade NeSA Reading with two attendance letters sent home and students requiring an attendance letter, fifth-grade NeSA Math with two attendance letters sent home, sixth-grade NeSA reading with one attendance letter sent home, two attendance letters sent home, and students requiring an attendance hearing, sixth-grade NeSA Math with one attendance letter sent home, two attendance letters sent home, and students requiring an attendance hearing, seventh-grade NeSA Reading with one attendance letter sent home, two attendance letters sent home, and students requiring an attendance hearing, seventh-grade NeSA Math with one attendance letter sent home, two attendance letters sent home, and students requiring an attendance hearing, eighth-grade NeSA Reading with one attendance letter sent home, and eighth-grade NeSA Math with one attendance letter sent home and students requiring an attendance hearing. Based on the findings of this study the question then arises. Why are these students still struggling with attendance and academics, suggesting that a recommendation could be made that all support groups, including the Welcome Center--where the student and family are given a school district orientation, given an opportunity to list medical concerns, locate health resources, community resources, and city services, and the student is assessed for their English language ability--English Language Learner instructors, school social workers, school counselors, classroom teachers, and school administrators, meet face to face and see what supports are available, which services are actually being implemented, which supports

are and are not being effective finally establishing a comprehensive support plan that could be implemented and monitored. This is particularly important for families who may not have completed formal education in their country of origin and may not be literate in their own native language (Garrison & Hill, 2013). To compound this issue the student in many cases must be the interpreter for the family altering the power structure of the parent-student bond (Portes & Fernandez-Kelly, 2008).

**Implications for further research.** This study examined attendance and achievement data from the 2010/11 school years for third- through eighth-grade students who were required to participate in the Grand Island Public School attendance program. While the data shows students improved attendance while in the program a research design extended in time should be conducted to follow randomly selected students through their high school graduation to document attendance patterns and the effectiveness of recommended Welcome Center student and family program participation, direct social work support, and reading and math supports contributing differentially or *in toto* to sustained academic success and high school graduation for these students.



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