A DIFFERENTIAL STUDY OF REASONS WHY STUDENTS DROP OUT OF
SCHOOL AS RELATED TO ACTUAL DROPOUT-PREVENTIVE
PRACTICES OF A METROPOLITAN SCHOOL DISTRICT

APPROVED:

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Doctor of Education (Administrative Leadership), August, 1972, 211 pp., 45 tables, bibliography, 93 titles.

The problem of this study is to determine what measures have been taken by high schools of a metropolitan school district to prevent student dropouts, and to differentiate between groups of high schools according to measures taken. The purposes of this study are (1) to ascertain, from a search of related literature, the major reasons why students drop out of school; (2) to gather data for use in a description of the population within the attendance areas of the metropolitan school district; (3) to determine what dropout-preventive measures were used in the high schools of the school district, as reported by the schools' principals; (4) to show how groups of high schools within the metropolitan school district differed with respect to the implementation of dropout-preventive measures; and (5) to synthesize the data collected in order to point out implications and made recommendations for education.

The data for this study have been obtained from (1) a review of the literature on dropouts that has been published since 1960, (2) high school principals of the metropolitan
school district studied, (3) census reports concerned with housing characteristics within the school district, (4) the Planning and Census Department of the school district in which the study was conducted, and (5) consultations with sociology professors at North Texas State University and Texas Christian University.

The review of the literature is presented in the following sequence: (1) dimension of the dropout problem, (2) early and significant studies and writings on school dropouts, (3) factors associated with early school withdrawal, and (4) some efforts and recommendations for dropout reduction and prevention.

The content of this study is arranged in six chapters. Chapter I presents an introduction and procedures taken to complete the study. Chapter II is a review of literature related to the dropout problem. Chapter III presents specific procedures for the collection of data. Chapter IV presents a general description of the population that resides within the school district. Chapter V contains a presentation of findings; and the summary, findings, conclusions, implications, and recommendations are presented in Chapter VI.

The findings of this study support the needs, as indicated in the literature, for a greater effort to be directed toward the solution of the dropout problem. The responses by the high school principals reflect a similarity in their
efforts to combat the dropout problem in the various high schools of the school district.

The following conclusions are inferred:

1. There appears to be a need for a dropout-prevention program to be implemented by the school district.

2. There is a need for continuous study and evaluation of the job demands and requirements of business and industry and the educational requirements of colleges and universities, so that the most practical curriculum can be provided for each student.

3. In order to implement the requirements stated in conclusion 2 above, there appears to be a need for special personnel to work with the dropout problem in the school district.

The following recommendations are made:

1. Greater coordination should be achieved between the public schools and outside agencies for the purpose of coping with dropout problems.

2. Periodic follow-up studies should be conducted by the school district to assist in increasing the holding power of schools.

3. Significant findings should result if this study were replicated using middle-school principals as respondents.
A DIFFERENTIAL STUDY OF REASONS WHY STUDENTS DROP OUT OF SCHOOL AS RELATED TO ACTUAL DROPOUT-PREVENTIVE PRACTICES OF A METROPOLITAN SCHOOL DISTRICT

Dissertation

Presented to the Graduate Council of the North Texas State University in Partial Fulfillment of the Requirements

For the Degree of

Doctor of Education

By

Ambrose D. Adams, B.S., M.Ed.
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August, 1972
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Approximately 30 per cent of American children drop out of school before high school graduation (5, p. 17). In addition to these, many other students are underachievers who do not function in school at the level of their highest intellectual competence. These dropouts and underachievers represent a tragic waste of this nation's resources. Chansky (5), in describing dropouts as the "untapped good," recognizes the dropout problem as a great loss of human resources. Daniel Schreiber (15, p. 16) notes that the wide scope of rehabilitative programs that have been developed demonstrates the imagination, ingenuity, and resourcefulness that dedicated educators can and do bring to the resolution of the dropout problem.

Conditions that interfere with adjustment to student life are of great importance to educators because these situations detract from student effectiveness and from educational programs in general. Solutions to these problems are not simple. However, if these problems are to be solved, a beginning must be made. It is therefore important for educators to be aware of conditions related to student dropouts.
in school districts and to take such measures as are necessary to increase the holding power of schools.

Much has been written and much discussion has taken place regarding the identification and causes of dropouts, with some possible solutions being suggested to alleviate this problem (3, 4, 5, 7, 10, 13, 18, 19, 21). Very little effort, however, has been directed toward attacking the dropout problem in particular school districts. As a result, the problem still persists, and those concerned are still searching for solutions. Whatever the cause of the dropout problem, attending school is the major task of the adolescent, just as earning a living is the major task of the adult. Every effort should be made to effect a real solution to the problem. It is therefore important for educators to investigate school districts individually in order to ascertain what can be done to cope effectively with the student dropout problem in public schools.

Statement of the Problem

The problem of this study was the differentiation of high schools in a metropolitan school district from the standpoint of the measures taken to prevent student dropouts.

Purposes of the Study

The purposes of this study were (1) to ascertain, from a search of the literature, the major reasons why students
drop out of school; (2) to gather data for use in a description of the people who live in the school zones to be used in the study; (3) to determine what measures to prevent student dropouts are used in the high schools of the metropolitan area, as reported by the schools' principals; (4) to show the status of the high schools in the implementation of measures to prevent student dropouts; and (5) to synthesize the data collected and present implications and recommendations for education.

In order to carry out the purposes of this study, the following questions were formulated:

I. What are the major causes of student dropouts in public schools, as determined by a search of literature published since 1960?

II. What are some characteristics of the people who live in the school zones to be studied?

III. What measures to prevent student dropouts are being taken by high schools of the metropolitan school district studied, as reported by school principals?

IV. How do the high schools in the school district compare with each other in implementing measures to prevent student dropouts?

V. What implications and recommendations can be drawn from the findings of this study?
Background and Significance of the Study

One of the primary aims of educational systems in this country is to provide a quality education for each student. The dropout problem poses one of the greatest challenges to the educational system's accomplishment of this aim. This challenge is readily recognized as one that must be met if education is to satisfy the needs of each student. The extent to which this challenge is met will determine, to a large degree, the ability of each student to cope with the problems of society. Inadequate preparation of youth in the schools results not only in an individual loss to students concerned, but also in a great loss of human resources.

A survey of literature concerning this project revealed that very limited efforts have been made in this particular area. However, the extent to which studies have been conducted on the dropout problem in general indicates great concern for providing workable solutions to it (4, 5, 6, 11, 13, 15, 16, 21). President John F. Kennedy was sufficiently concerned about the dropout problem to bring it to the attention of Congress and the American people in his 1963 State of the Union message. In relating it to the well-being of this country, he said, "The loss of only one year's income due to unemployment is more than the total cost of twelve years of education through high school. Failure to improve educational performance is thus not only poor social
policy, it is poor economics" (16, p. 3). Although President Kennedy's plan partially failed, his efforts in this area emphasized the need to seek solutions to the dropout problem. Concern for student dropouts was further expressed by President Lyndon B. Johnson in his message on education on January 12, 1965 (14). President Johnson extolled and praised America's continuing concern with providing a good education for all of its children. He also pointed out that

There is a darker side to education in America. . . . Almost a million young people each year will continue to quit school--if our schools fail to stimulate their desire to learn. . . . The cost of this neglect runs high--both for the youth and the nation (14, p. 7).

The importance of making efforts to provide solutions to the dropout problem cannot be expressed better than by the words of Thomas Wolfe as recalled by Daniel Schreiber: "We owe to every man his right to live, to work, to be himself--and to become whatever his mankind and his vision can combine to make him. This is the promise of America" (14, p. 10).

This study was unique and significant in that its efforts were directed toward a particular school district, a logical starting place for attacking a problem of this nature.

Chansky (5), in a report on the rehabilitation of school dropouts, indicated that dropout rates vary among geographic regions, thus placing significance on a study of student
dropouts in particular school districts. Factors which influence the holding power of schools are, in some instances, peculiar to individual school systems. Chansky lists the following as being among the factors which influence the records of holding power of a school system:

1. the base year with which the subsequent losses are compared,

2. the demographic region in which the school is located, promotion practices of a system, and the aptitude of the students (5, p. 23).

Mink and Kaplan indicated that remedial procedures for dropout problems cannot be formulated from knowledge of symptoms only. Causes must be dealt with in establishing a sound program of dropout prevention (12, p. 76). Although this study does not attempt to develop a program for dropout prevention, it is hoped that the findings will be helpful in offering recommendations that will be beneficial to educators in their efforts to increase the holding power of schools. Mink and Kaplan's statements regarding the importance of placing emphasis on causes instead of symptoms of dropouts have significance for this proposed study because reasons for student dropouts were used in constructing the instruments utilized in this study.
Although there are no simple or short-cut solutions to the dropout problem, Gowan and Demos (9) suggest that the schools are in a strategic position to develop solutions. Studies concerning student dropouts in particular school districts could go far in providing information which would help. Gowan and Demos further indicate that the schools present our best method of overcoming student dropouts, but that some educators have embraced the challenge of this problem, many have accepted it only reluctantly, and still others have rejected it altogether. School board members and community leaders are beginning to see that a greater investment (in whatever efforts are necessary) now constitutes a saving to the community in the long run. This is especially true, according to Gowan and Demos, when one considers the results: lower cost for welfare, unemployment compensation, institutional and rehabilitative services, and the fact that many of the potential dropouts will be earning money and, in turn, actually paying taxes.

Student dropout affects not only schools, but society in general. The impact of the dropout problem and the necessity for a solution to that problem is evidenced by Greene (8) in his study. In pointing to the significance of efforts to prevent dropping out of school, Greene indicated that the dropout is a problem because of the following factors:
1. Although the proportion of dropouts is decreasing, a greater number of young people are leaving school today.

2. Our present, developing economy requires a greater degree of skill than was previously required of our labor force.

3. The age at which a person enters the labor force is rising.

4. Too great an experience of frustration and failure deprives the student of the incentive to succeed.

5. The dropout may become a candidate for every program of social welfare throughout his life.

6. There are few places in our society for the dropout.

7. The dropout represents a major educational and social failure (8, p. 2).

These factors support the importance of this study regarding student dropouts in that they point to the need to provide information and action that will assist in providing solutions to dropout problems.

This study was further significant in that it will aid in

1. providing data that can be used by the school system for evaluating and improving curriculum and instruction,

2. improving counseling techniques that will be beneficial to potential dropouts as well as other students,
3. providing data for follow-up studies of graduates by the school district,

4. providing implications and recommendations for education in general with reference to this particular study, and

5. providing data for personnel who will be involved in future research in this or a similar area.

The previously reported studies, reports, and statements have been presented to point out the significance of this proposed study. Cook's study (6) on dropouts, which is concerned with the relationship between certain school practices and the dropout rate in the state of Arkansas, is related to this study in that both studies direct some effort toward school practices as they affect dropout rates.

Cook's study differs from this study in that it is concerned with determining the dropout rates, the major reasons given by administrators and teachers for students leaving school, the reasons given by students for leaving school, and the relationship between some school practices and dropout rates. Data gathered in these areas are basic to the development of Cook's study. Cook further emphasizes a need for curriculum change as a means of attacking the dropout problem. A basic difference between Cook's study and this study is that the reasons students drop out of school, as determined from a search of the literature, are used in this study principally to develop an instrument for gathering data. This study emphasizes describing the population that
is used in the study. The latest available census report was used to gather data for a description of the population to be used. This approach is another basic difference between the two studies. This study is further concerned with differentiation between high schools in the school district from the standpoint of efforts being taken to combat the dropout problem, using reasons students drop out of school as criteria. This is a major difference in the two studies.

The dropout problem is of such magnitude that there is no simple solution to it. However, something must be done now. The place to start is with one child in one classroom in one school system (20).

Using reasons students drop out of school as criteria for identifying differences between high schools of a school district is a new approach to studying the student dropout problem and should lend much to educational efforts to solve problems in this area.

Definition of Terms

For the purpose of this study, the following terms are defined:

**Dropout:** A dropout is any student who, after enrolling in a school, leaves that school for any reason (except death) before graduation or the completion of prescribed program of studies, and without transferring to another school.
**Dropout rate:** the percentage of students for whom the school system was accountable during a given school year or during a given period of time, who dropped out during the particular period of accountability.

**Holding power:** the percentage of pupils for whom a school was accountable at the beginning of a school year who were in attendance at the end of the school year, plus those who graduated.

**Vocational high school:** a high school which offers primarily vocational programs. Every student is enrolled in a vocational program.

**Comprehensive high school:** a high school which offers a general academic program as well as vocational programs in at least three of the following areas of vocational education:

a. Vocational home economics,
b. Vocational business education,
c. Distributive education,
d. Trade and industrial education,
e. Vocational agriculture, and
f. Health occupations.

**General academic high school:** a high school which offers programs in fewer than three of the above areas of vocational education.

**Attendance area:** an area whose boundaries are set by a school district for the purpose of designating schools to be
attended by students whose residences fall within said designated area. This area may include one or more schools from which choices for attendance may be made.

*Census tract:* a small, permanently established, geographical area into which large cities and adjacent areas have been divided for statistical purposes.

**Limitations**

This study is subject to the usual limitations of data gathering by use of interviews and questionnaires. The procedures used also limited this study to high schools in the metropolitan school district used in conducting this study. Further, the time period used for determining the dropout rate of high schools in the school district was limited to the 1970-1971 school year.

**Basic Assumptions**

It is assumed that the responses given during interviews were honest and correct. The assumption is also made that it is desirable for each student to graduate from high school or to complete a program that will enable him to be proficient in a saleable skill.

**Sources of Data**

The sources of data for this study were the following:

1. A review was made of publications on the general subject of dropouts to ascertain the reasons students drop
out of school. The period covered was from 1960 to the present.

2. The deputy superintendent of the metropolitan school district was used as a source for obtaining information relative to the establishment of boundaries in specific school attendance areas as they affect student attendance at the various schools of the metropolitan school district.

3. Questionnaires and interviews were used to obtain data from high school principals regarding dropout-preventive measures.

4. The latest available census report was used to obtain information for a description of the population to be studied. The Census and Planning Department of the metropolitan school district was also contacted in order to obtain information that would contribute to the population description.

Instrument

Self-report questionnaires and interviews were used to collect data for this study. The questionnaire items were developed from reasons students drop out of school as mentioned by authorities who have written on the dropout problem since 1960. The following procedures were used for compiling the reasons students drop out of school, and for constructing the instrument:
1. Each reason was listed along with the name of the reference from which the information was taken.

2. After the reasons were compiled, they were separated into general categories in order to reduce the list to the smallest number possible and to avoid overlapping. For example, reasons such as "had to work," "was needed to help at home," "did not have any clothes," were deleted from the final list and replaced by "financial" as a major reason. A similar procedure was used for other reasons. Although questions and categories into which they were divided were not determined until after a search of the literature was completed, a sample of some of the questions such as those included in the questionnaire is presented in Appendix A.

3. A final list of general reasons was compiled to be used in constructing the questionnaire.

4. Items in the questionnaire were developed, using the final list of reasons as a basis for their construction. Questions to be used for interviews were structured so as to assure uniformity during interviewing sessions.

In order to determine the appropriateness of the items to be used in the questionnaire and to delete ambiguities that might exist, the questionnaires were administered to five members of an administrative leadership class at North Texas State University. Individuals used were doctoral students who had experience in public school administration.
These individuals were informed as to the nature of the study and asked to respond to the questionnaire items as being "appropriate" or "not appropriate" for the study to be conducted. The final instrument to be used for collecting data for the study was developed after responses and recommendations from the five members of the administrative leadership class had been reviewed.

Several questionnaires were reviewed to provide assistance in constructing the interview and questionnaire items for this study. The literature was also searched to determine desirable features and methods for constructing the instruments for this study (1, 2, 17).

Procedures for Collecting Data

Initial contact was made with the school system regarding this study during the fall of 1970, when inquiries were made about previous studies in this area and the feasibility of conducting this study with the approval of the school system. The initial inquiries resulted in favorable responses from those contacted. During the spring and summer of 1971, further contact was made with the school system. Several conferences were arranged and held with the Director of Research during the spring of 1971, at which time various topics were discussed, as well as necessary procedures for initiating a request for approval to conduct the study within the school district. Later, a letter was written to the
school superintendent of the district regarding the feasibility of the study. The superintendent gave a favorable response to the letter, but indicated that a Proposal for Research or Instructional Improvement would have to be submitted to the school district in accordance with school policy before any official action could be taken. The director of curriculum was contacted on several occasions, and was very helpful in providing instructions for submitting the research proposal. The assistant superintendent for special services and the deputy superintendent were also contacted, and both offered favorable responses to the initial proposal.

Aside from requesting approval to conduct the study in the school district, the following procedures were followed for collecting data for this study:

1. Data for this study were collected by the use of questionnaires and interviews with principals. Techniques indicated in the literature for the correct use of the instruments were followed closely (1, 2, 17). The method used for structuring questions for the questionnaires and interviews was as indicated in the section on "Instrument."

2. A list of the names of all high school principals in the metropolitan school district was obtained from the personnel office of the school district's administration building.
3. The questionnaire was carried to each of the high school principals in the school district with the request that it be returned within five days. A stamped, self-addressed envelope was included with each questionnaire.

4. After the original mailing of the questionnaire, a follow-up letter and a second questionnaire were sent to those individuals who did not respond to the original.

5. Efforts were made to get a 100 per cent return of questionnaires. An approximate 85 per cent return of all questionnaires sent to persons used in this study was considered necessary for validation.

6. All high school principals were interviewed. Interviews were conducted for the purpose of gaining insight regarding the attitudes and knowledge of the respondents concerning student dropout-preventive steps being taken at their respective schools.

7. A schedule and a structured format were used for all interviews to assure that approximately the same amount of time was spent for each interview and that each principal was asked the same questions. A tape recorder was used as were personal notes taken at the time of the interview. Interviews lasted approximately twenty minutes.

8. Schedules for all interviews were made by telephone calls to the principals concerned.
9. Information to be used for a description of the population was obtained from the planning and census department of the metropolitan school district and from the latest available census report covering the area in which it was located. Information pertaining to attendance zones was obtained from the school district's deputy superintendent and from the district's latest handbook on administrative policies.

Procedure for Analysis of Data

The data collected for this study were transferred from questionnaires to tally sheets. Responses to questionnaire items were categorized and placed in tabular form. Results are reported in percentages as appropriate, with narrative explanations after each table.

All information regarding the description of populations used for this study was developed and utilized in explaining other data gathered by questionnaires. For the convenience of tabulating and analyzing data collected from the census report, each of the thirteen schools used in this study was alphabetized and coded 01 through 13. These codes were used to categorize the various schools according to the information gathered from the census report, and for differentiating between schools in terms of dropout-preventive measures being taken by each school. This differentiation was made to determine if high schools in the school district
are taking student dropout-preventive measures as recommended by authorities who have written on the subject of dropouts.

The data obtained by interviews were recorded on a structured form and on tapes, and offered insights into factors associated with the student dropout problem that exists in the school district. It was expected that some generalization would be provided by the interviews and other data collected, which would provide a basis for the implications seen and recommendations made at the conclusion of this study.

Summary

Chapter I has had as its purpose the presentation of information in the nature of an introduction to the procedural part of this study. Specifically, this chapter included an introduction, a statement of the problem and purposes, background, and significance of the study, definitions of terms, and a statement of the limitations, basic assumptions, sources of data, and procedural data. The procedural data as presented in Chapter I are incomplete; more details are presented in Chapter III.

Chapter II consists of a review of literature pertinent to this study. Chapters IV and V consist of a description of the population studied and presentation of the findings,
respectively. A summary of the study, with conclusions and recommendations, is presented in Chapter VI.
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CHAPTER II

A REVIEW OF LITERATURE

The review of the literature was undertaken to provide a basic understanding of the problem with which this study is concerned and to provide guidance for the construction of the instruments that were used for collecting data. This review of literature was also undertaken to obtain suggestions for alleviating the dropout problem with respect to each specific reason given for students leaving school. The material reviewed included books, periodicals, reports, bulletins, letters from school officials, city records and reports, and microfilm pertaining to the general subject of public school student dropouts.

The review is presented in the following order: (1) dimension of the dropout problem, (2) some early and significant studies and writings on school dropouts, (3) factors associated with early school withdrawal, and (4) some efforts at and recommendations for dropout reduction and prevention.

Dimension of the Dropout Problem

The dimension of the dropout problem has been cited by many writers. Although the dropout rate has decreased in
recent years, its impact is still of great importance to educators.

Dentler and Warshauer (21, p. 1) discuss the dropout problem from the standpoint of economic security. In pointing to the difference between earning power of individuals who have achieved a higher level of education and that of individuals who have not, Dentler and Warshauer make the following observations:

Since World War II, the symbols of education have become crucial. In 1959, adult workers with eighth grade diplomas earned $3,600 a year on the average. Those who went on to high school but withdrew before graduating earned about $4,300. High school graduates earned about $4,800 on the average that year. The greatest gap falls between the income of college graduates and everyone else, suggesting that in the near future not even the high school diploma will offer much work and income security (21, p. 1).

Dentler and Warshauer further state that although lack of educational attainment is linked with unemployment and underemployment generally, this relation becomes most dramatic in the city. The uneducated city dweller is consigned to low-level employment at low wages, or increasingly, to permanent unemployment (21, p. 2).

Daniel Schreiber, in a book which was edited by Torrance and Strom, points to some dropout figures to show the magnitude of the dropout problem (59, pp. 149-152). Schreiber states that just as forces extrinsic to the school have helped obtain an increased school retention rate, so too contingencies from without have precipitated our current
dropout problem. The sheer number of students who passed through school and into the labor market during the 1960-1970 decade was unprecedented. According to Schreiber, 2.8 million adolescents reached age sixteen in 1960—in 1963 the figure was 3.8 million. In 1965, college enrollment was expected to double that of 1960. Over the decade, it was necessary to find a place in the labor market for some 26 million new entrants. At least 7.5 million of those entrants, according to Schreiber, were school dropouts with few, if any, job skills; and 2.5 million of those dropouts had less than eight years of formal education.

Schreiber states that the school of the past was not confronted with the dropout (59, p. 149). One major reason for this was that there generally existed an at least adequate demand for low-skilled and unskilled workers, a demand that people of low educational background—dropouts—readily filled. In this light, the process of school failure insured sufficient numbers of low-skilled and unskilled workers.

However, in view of technological advances and requirements, low-skilled and unskilled jobs are very few when compared to jobs that require some special educational preparation. Schreiber states that the United States Department of Labor estimated that by 1970 not more than 5 per cent of all available jobs would be of the unskilled
variety and that because of the requirement for a wider educational background for employees, the diploma has become recognized only as a certification that the youngster has passed successfully through a social and socializing process that is apparently increasingly necessary (59, pp. 149-150).

Kaufman and Lewis (40, p. 3) state that structural changes in the composition of the work force have made it more difficult for the uneducated to find employment. They point out that at the turn of the century 38 per cent of the labor force was employed in farm occupations. In 1960, the figure was 7 per cent. In addition, the nature of many farm occupations, as well as most others in the economy, has become increasingly complex. The increase in white-collar and skilled occupations that demand a certain level of educational attainment is commonly recognized. A shorter work week and more leisure time have stimulated the growth of the service industries to a point where workers need both social and verbal ease. The dropout is at a decided disadvantage in both these areas.

Moore (46, p. 5) states that although the holding power of schools has increased greatly, it has been estimated that approximately a million students a year will continue to drop out of school. Developments in technology are increasing the need for more education. Therefore, the problem of dropouts has been made more acute.
The National Education Association, in its research summary of school dropouts in 1967, viewed the magnitude of the problem in terms of an economic and manpower loss to our nation (48, p. 46). This report indicates that while the goal of public school education in the United States appears to be a free education through high school for all able youth, figures show that approximately 29 per cent of the nation's potential high school graduates of 1965 withdrew from school before graduation.

Mink and Kaplan further emphasize the dimension of the dropout problem by listing three factors which they consider to be major contributors to the school dropout problem (39, pp. 55-56). The first factor is unemployment. It is true that more workers are working and that more new workers are entering the labor market. Yet at the same time, more young workers are unemployed.

The second factor that contributes to the seriousness of the dropout problem was noted by the National Conference for Children and Youth in 1961. That year the conference predicted that there would be riots in major cities. The potential rioting, according to Mink and Kaplan, was related to the problem of the unemployed young people in slum neighborhoods. Partially as a result of rioting, the crime rate of young people has steadily increased. The great number of dropouts contribute to riots because of their lack of skills and the unavailability of jobs for them.
The third factor contributing to the magnitude of the dropout problem is the migration of both Negroes and whites from rural areas to urban centers. Technological improvement in the rural areas or farmlands has been forcing people off the land and into urban centers. The problem becomes dual, since the migrating population is unprepared for the conditions of the urban centers and the urban centers are poorly equipped to handle them.

Sister Mary Raphael, in an article concerning some factors that will help student dropouts, cites the dropout problem as a national issue and indicates that a national effort is important for its solution (51, pp. 38-40). Sister Raphael further cites many causes for dropping out of school and blames the problem on many factors stemming from home, the community, friends, and school performance. She quotes W. C. Kvaraceus, who refers to the problem as "an action that snowballs out of a long succession of earlier experiences that reflect the occupation and education of parents, educational posture of peer groups, and the nature of the program itself" (41, p. 10).

Greene views the dropout problem as one whose magnitude can best be understood in respect to a particular period in history (31, p. 2). Greene notes that many of the factors which are associated with the dropout problem today were of little concern even a few years ago. The population explosion of the 1940's means that the number of youth now ready
to enter the labor market is unprecedented in our history. This, according to Greene, was not a problem several years ago, when anyone who wanted to work could find employment. Today, however, our ability to absorb these citizens into the labor market is questionable. Greene further emphasizes that the greatest problem associated with the dropout situation is the scope of conditions as they exist today—the sheer number of dropouts and the facts of our economic life, coupled with great technological advances.

Reynolds points to the magnitude of the dropout problem in terms of unsuccessful programs, instituted in New York City, to bring the dropout back to school (52, pp. 302-303). Reynolds further proposes a plan whereby potential dropouts would be kept out of school, thus making the community aware that dropouts are a community responsibility rather than the sole responsibility of schools.

Concern for the dropout problem is also indicated by the amount of research that has been done in this area. An almost overwhelming number of articles of opinions and reports of empirical research on the school dropout has been published. One comprehensive investigation of research literature on the subject found that 800 references had been published before June, 1956 (7).
Early and Significant Studies and Writings on School Dropouts

Concern for the dropout problem is not new. As early as 1872, when the high school graduate, rather than the dropout, was the exception, a paper entitled "The Early Withdrawal of Pupils from School: Its Causes and Its Remedies" was presented to the National Education Association, Department of Superintendence (34, pp. 260-271). W. T. Harris, who read the paper, pointed to the importance of early schooling, adding that it was important for schools to attempt to attract students to them while they (the students) were young. Even though Harris' speech was presented one hundred years ago, the causes that he pointed out as being contributors to school dropouts are basically still prevalent today. The causes which Harris discussed were (1) a lack of early schooling, (2) injudicious discipline, and (3) bad grading, including the lack of classification and the making of the system too rigid (34, p. 269). Other causes which were associated with that time in history, such as poverty, the greed of parents, the overdemands of productive industry (as happens in the case of war, where adults join the army and leave the eldest youth to carry on the tasks of the home), or dissipation or criminal negligence of parents, were considered by Harris to be insignificant, because, he said, the responsibility in these areas belonged to legislators and political economists and not especially to educators.
One of the earliest studies on the dropout problem was conducted by George S. Counts (17). This study dealt with the nature of school students during the 1920's, and with procedures for providing programs for them. Some of the questions with which this study was concerned (particularly about factors which cause dropouts) had implications for many subsequent studies on student dropouts. Counts analyzed the student bodies from populations from Seattle, Washington, St. Louis, Missouri, Bridgeport, Connecticut, and Mount Vernon, New York. Counts used as a basis for consideration factors relating to parental occupation, student progress in school, socioeconomic level of the student's home, family influence, race, national origin, and other sociological bases. An important implication of this study is that the factors used as a basis for analysis of the character of students and schools are important considerations in present-day studies on dropouts.

The American Council of Education indicated the gravity of the dropout problem in 1938 by reporting that in that year four out of ten youths had not received an education beyond the eighth grade (6). Even in that year recommendations were made for changes in general education programs better to meet the needs of students and to encourage them to remain in school. Unsatisfactory home or family conditions have long been contributors to the problem of school dropouts. Doctoral studies by Allen (1) and Opstad (49) place
a great deal of emphasis on unsatisfactory family conditions. This factor has continued to be listed in research as a significant contributor to the dropout rate since Allen's and Opstad's studies in 1957 and 1958, respectively.

Almost every study on the problem of student dropouts has stressed the importance of family background; emphasis has been placed on the socioeconomic status of the family. Two early extensive studies in this area are Hollingshead's *Elmtown's Youth* (36) and Warner's *Democracy in Jonesville* (61). More recent studies in this area have been Havighurst's *Growing up in River City* (35) and Duncan's *Family Factors and School Dropouts: 1920-1960* (23). Hollingshead's study describes the significant relationships that were found by his research to exist between the social behavior of adolescents and social stratification in a middle western community immediately before the effects of World War II became apparent locally. The basic premise on which this study was founded is that "The social behavior of adolescents appears to be related functionally to the positions their families occupy in the social structure of the community" (36, p. 9). This idea centered attention chiefly upon four things: adolescents, their family backgrounds, their behavior, and Elmtown's social structure.

Hollingshead's findings reveal that there was a functional relationship between the class position of an adolescent's family and his social behavior, thus providing
important implications for consideration of school dropouts (36, p. 441). This study further reveals that, for a complete cross-section of a relatively homogeneous age and sex group in one community in contemporary America, the home an adolescent comes from conditions in a very definite manner the way he behaves in his relations with the school, the church, the job, recreation, his peers, and his family.

Dillon, in his study on dropouts, reports some factors which influence students to leave school (22). He indicates that visiting teachers played an important role in reducing the dropout rate (22, p. 8). Dillon further indicates that attendance of potential dropouts grew worse as they proceeded from elementary through junior high and senior high school (22, p. 33).

In Cook's study on dropouts, the responses that he received from students showed that most gave "going to work" as the reason for their leaving school (16, p. 72). Cook further indicates that reasons given by counselors for students leaving school were different, in most cases, from those given by students.

Artley notes the significance of the ability to read as it relates to the dropout problem. He emphasizes that the primary attack on reading at the secondary school level should be through a program designed to promote maximum reading growth among all students to the end that their capacities and needs will be realized (3, p. 322). Green (30)
in a more recent article concerning reading and dropouts notes that it is widely recognized that reading and the dropout problem are closely related, and that it is at the secondary school level that the two often become one. Green further points to the reading program of the floundering secondary school reader as a focal point for concern, a point where the individual is at the critical point of making decisions which will influence his future failure or success.

In 1951 Hand emphasized the burden of school costs on students and the resultant increase in dropouts (33, pp. 89-93). Hand pointed out that schools increased the dropout rate of low socioeconomic level students by requiring fees and tuition costs in the particular subjects that these students needed. Hand also pointed out that costs for extracurricular activities contributed to the dropout rate.

Several relatively early studies and articles were concerned with the school curriculum and dropouts. Studies by Rogers (54) and Cantrell (10) deal with implications for secondary school curriculum development and revision resulting from dropout studies. Rogers' study was conducted to ascertain facts concerning early school dropouts from the Middletown High School in Middletown, New York. This study indicates that the type of curriculum offered did influence the dropout rate in the school studied. Cantrell's study was concerned with providing direction to the development of
the secondary school curricula in the Bay County Public schools by means of a comparison of dropouts with students remaining in school. Cantrell notes in his findings that the curriculum must provide for a wide and varied range of student needs, abilities, and interests, if an appropriate education is to be offered to all youth. With reference to curriculum revision, the American Association of School Administrators has also pointed to the importance of consideration of the school curriculum in dealing with dropout problems (2, pp. 347-348). The dropout study, according to the American Association of School Administrators, has become an appraisal device that is especially useful at the initial stages of curriculum change (2, p. 348).

Conant, in his book The American High School Today, also emphasizes the importance of the school curriculum in attacking the dropout problem (14). In this book Conant places importance on directing students toward vocational courses as a means of providing more realistically for the potential dropout (14, pp. 51-56).

In another of his books, Conant refers to the dropout problem as "social dynamite," which can become a serious threat to our free society (15, p. 2). Conant further indicates that concern should not be centered on the plight of the suburban parents whose offspring are having difficulty finding places in prestige colleges, but rather on the plight of parents in the slums whose children either drop
out or graduate from school without prospect of either further education or employment.

Factors Associated with Early School Withdrawal

The review of literature in this area was undertaken to gain some familiarity with writings on this particular topic and to serve as a basis for developing questions for the instruments that were used in this study.

Unfavorable home conditions have often been listed as a cause of student dropouts. Duncan, in her study of educational attainment, indicates that the educational background of fathers was a very important cause of school dropouts (23, pp. 59-61). Duncan reports that an increase of one year in educational attainment of the family head resulted in 0.24 years more schooling, when number of siblings, family type, and family head's occupation score were held constant statistically. Cervantes concludes in his consideration of the family of the dropout that the nuclear family is of critical importance (12, p. 37). Cervantes further concludes that the dropout, generally speaking, is the product of an inadequate family, whereas the student who graduates is the product of an adequate family.

Havighurst presents several factors which he considers to be causal factors in the dropout problem. Among the causal factors listed are low economic status, marriage, low reading ability, negative experience and negative
attitude in school, lack of success in extracurricular activities, and delinquency (35, pp. 59-74). Havighurst further states that low intelligence, defects in character and motivation, and reaching age 16-16.5 were important factors in causing students to leave school (35, p. 136).

Several writers have indicated that students are pushed out of school (12, pp. 69-70; 40, p. 28; 45, pp. 187-188). These writers indicate that teachers and administrators, because they are intolerant of student needs, are responsible for many students' leaving school prematurely.

Glasser indicates that the major problem of schools is a problem of failure. This factor contributes greatly to the student dropout rate in many schools (28, p. 7).

Watson (62) conducted a study with dropouts and graduates to examine the relationship between reading ability and nine factors which were identified by previous research to be significant to dropping out of school. The nine factors used in the study were socioeconomic status, school absence, family mobility, starting school age, home stability, number of siblings, academic success, sex, and intelligence (62, p. 1). Watson's study reflects a significant difference between graduates and dropouts on reading variables (62, pp. 65-66).

An inadequate curriculum has been given as a cause for some dropouts (56, pp. 13, 144). Chansky lists several
other factors which he considers to be important contributors to the student dropout rate. The factors he cites, in addition to an inadequate curriculum, are finances, early marriage, poor health, inadequate guidance, poor interpretation of school programs, too many fees, low mentality, frequent change of schools, and poor discipline (13, p. 37). Also, Murry suggests that the school curriculum generally is not designed to meet the needs and abilities of many potential dropouts (47, pp. 229-233). Murry further indicates that an inadequate curriculum provides a basis for many students to leave school and reduces the holding power of the schools concerned.

Green, in his study of talented high school dropouts, compared dropouts and non-dropouts and found that a significant difference existed between the two groups (29, pp. 171-172). Green found that the group of persisters that were used in his study was superior to the dropouts, when considered on the basis of intelligence tests.

Not all of the studies which have dealt with reasons students drop out of school have approached this problem directly. Robbins, in his study on dropouts, attempted to determine what factors influenced potential dropouts in high school to remain in school (53). Specifically, Robbins' study was undertaken to obtain a more definite understanding of which particular environmental factors influenced the potential high school dropout to remain in school. To
obtain this information and to compare the dropouts' and potential dropouts' reactions, Robbins used a questionnaire constructed from factors which he considered could be important in determining whether many students drop out or remain in school. The factors used by Robbins were (1) home, (2) school, (3) peer and neighborhood relationships, (4) self-directional factors, and (5) other sociological correlates, such as age, sex, parents' educational background, parents' occupation, number of rooms in the dwelling, number of people sharing the dwelling, description of neighborhood, intelligence quotient, grade record, reading achievement, attendance record, and behavioral record (53, p. 2).

The conclusion drawn by Robbins from an analysis and interpretation of the findings of his study indicates that the factors he presented influenced the dropout rate in varying degree and in an inverse manner, thus suggesting some possible solutions to the dropout problem from the standpoint of data presented (53, pp. 143-160).

Slotkin, in his study on dropouts, which was concerned with principal characteristics that distinguish dropouts from non-dropouts, suggests that a lack of desire is a major cause of student dropouts (58). Slotkin further suggests that new programs in schools must provide for the variety of abilities, personal problems, and interests exhibited by dropouts.
Briggs, Johnson, and Wirt, in their effort to predict dropouts by the use of the *Minnesota Multiphasic Personality Inventory* (MMPI), indicate that the elevation of certain scales on the Inventory was part of a low achievement level (9). They further conclude that students who did not finish high school had elevations of these *Minnesota Multiphasic Personality Inventory* profiles as they were compared with high school graduates. This study also indicates that the earlier the dropout, the more exaggerated the profile (9, pp. 305-309).

Poor reading ability has been cited by several authors as being a primary cause of dropouts. Previous references have been made to studies by Havighurst (35) and Watson (62), who point to low reading ability as a contributor to the dropout problem. Crow, Murray, and Smythe (18) also point to poor reading as a cause of student dropouts. They suggest in their study that early identification of students with reading handicaps is essential to enable students to meet with success in reading as well as in other areas of the curriculum and reduce retardation and eventual dropout after grade three (18, p. 174).

Student dropouts have been attributed by some to inadequate guidance. Lacy, in his study on counseling and dropouts, attempted to evaluate the effectiveness of two different counseling methods on potential dropouts (42). Six different counselors who had completed the counseling
practicum at Wayne State University and who were employed full-time as secondary school counselors were selected for the study. Three of the counselors had been identified by the practicum supervisor as advice-givers and three were identified as non-advice-givers. Potential dropouts were identified from among the counselees of the six counselors through the use of a potential dropout scale developed in a pilot study. At the end of the school year, the effectiveness of the counselors was measured in terms of the number of dropouts that occurred from among those counselees who were identified as potential dropouts. The results of the study indicate that there was no statistically significant difference in the dropout rate between potential high school dropouts whose counselors tended to give advice and that of those whose counselors did not tend to give advice (42).

Bowman and Matthews found in their study that although dislike of school accounted for the largest portion of the dropouts, poor social adjustment and pregnancy were also important factors (8). Financial need, dislike of classes, failure or lack of progress, and not being taught what the student felt would be needed in the labor market were also considered to be important factors in causing students to quit school.

Cassel and Coleman compiled a long list of potential causes of dropouts (11). Among those causes listed are (1) failure of one or more school years, (2) being, or
falling a year or more behind in reading or arithmetic,
(3) poor school attendance and numerous truancies, (4) high
mobility of family, (5) poor general and personal adjustment,
(6) disciplinary problems, (7) reaching sixteen years of age
or older, (8) frequent illness and tendency to fatigue
easily, (9) broken or weak home, and (10) education of
parents at low level.

Trump and Miller indicate that frequently any malad-
justment of the young is assigned to the inadequacies of the
school curriculum (60, p. 31). They further indicate that
if the schools meet the needs of all students and learning
is made attractive, the dropout rate will be reduced greatly.
Palmore (50, p. 9), in an analysis of 384 lower-class chil-
dren born in 1942-1944, found that dropout rates were sig-
nificantly higher among students from lower-class neighbor-
hoods, those moving frequently, males, and those with
below-average intelligence. He further indicates that
delinquency was associated with lower-class children and
also was an indicator of potential school dropouts. Palmore
suggests that since the sample used for this study was
limited to 384 lower-class children in one metropolitan area,
caution should be taken in drawing generalizations from the
study.

Bachman and others (4, pp. 26-31), in a very recent
article in the National Education Association Journal
Today's Education, state that dropping out of school is
symptomatic of certain background and ability characteristics,
school experiences, and traits of personality and behavior. It is further indicated in this article that the most important among the family background factors is socioeconomic level. With regard to poor grades and failures, the authors of this article indicate that these factors may simply be indicators of a more fundamental inability or unwillingness to do well in an academic setting.

Some Efforts and Recommendations for Dropout Reduction and Prevention

Efforts to reduce or prevent student dropouts in American schools have been many and varied. An attempt was made to present some information that was relevant to this particular study. Possibly some of the projects and programs that are described in this part of the study will not be applicable to communities other than the ones for which they were originally formulated. It is the intent of this presentation to show by implication that because of the variety of these projects and programs and other less positive efforts, there is no overall, standardized solution to the dropout problem. Additionally, consideration was given to the reasons students drop out of school in presenting the information that follows.

Howard and Stoumbis (37, p. 12) emphasize the need to shift the central focus in school organization to the student instead of the school. They indicate that the curriculum of schools should be adapted to the individual needs of
students. The Jersey Street Academy Program (5, pp. 240-242) was implemented to reclaim dropouts by marshalling private and public resources to develop alternative educational approaches. This program was proposed by Governor Richard J. Hughes in April, 1968. Three months later, it was enacted into law and funded for $460,000 for the first year. This program did not succeed initially, however. An evaluation of this program revealed two basic weaknesses. These weaknesses were that "streetwork had superseded the original goals of education and change of the educational systems" and that the educational complement, according to Baines and Young (5, p. 241), had become diluted, due to a switch from a limited-purpose program to one of comprehensive scope.

However, despite the early difficulties encountered, during the spring of 1971 elements of the street academy program were revived under the original title, "Neighborhood Education Centers," with funds being routed through two- and four-year colleges, rather than through community action agencies. When Baines and Young's article was published, seven of the eight centers provided for in the legislation had been funded. The street academies did not survive by name, but the objectives that were formulated for them are being carried on by the newly established Neighborhood Education Centers.
The Texarkana Performance Contract Experiment has been cited in several references (24, pp. 509-514; 43, pp. 141-229; 25, p. 53; 44, p. 299). The purpose of the Texarkana proposal, which was submitted on December 13, 1968, was to reduce the number of dropouts in three Texarkana school districts by establishing a contractor-operated "Educational Achievement Center" (called Rapid Learning Center elsewhere) for potential dropouts with educational deficiencies, and to establish a Work-Study Program for students who might drop out for financial reasons. The proposal was for a multi-year demonstration and operational program (43, p. 145). The program was designed to accomplish the following:

1. To develop a contractor-operated Educational Achievement Center whose goal was to eliminate educational deficiencies in reading, mathematics, and communication skills.

2. To develop a work-study component utilizing the local Chamber of Commerce and local business. (The program provided finances and jobs to students who dropped out of school to go to work.)

3. To test and evaluate new methods of creating incentives for teaching. Additionally, the program was intended to establish criteria for measuring the effectiveness of teaching techniques and to provide compensation for the level of effectiveness, rather than for the number of students passed through the Educational Achievement Center.
Reimbursement to employers for expenses incurred in the work-study component was contingent on the student's performance on tests at the end of the term.

Results of the initial evaluation of this program showed that, on the average, students participating rose 2.2 grade levels in reading and 1.4 grade levels in mathematics. These gains were considered significant, and since the program was inaugurated, it has attracted nationwide attention (25, p. 53). The Texarkana experiment, for large school systems in particular, has contributed greatly to present-day methods for quick, low-cost dropout prevention (24, p. 509).

A similar performance contracting program has been begun in the Dallas Independent School District. A preliminary proposal submitted to the United States Office of Education for funding under Title III, Elementary and Secondary Education Act (ESEA), for dropout prevention, indicates that performance contracting will focus on mathematics, reading and communication, achievement motivation, and occupational training. Teachers are allowed to compete with contractors in this effort. The preliminary proposal calls for use of bilingual materials, since many potential dropouts in the Dallas Independent School District are Mexican-Americans (24, p. 510).

A report by the Dallas Independent School District indicates that there was a 33 per cent decrease in the
dropout rate for the 1970-1971 school year, when compared to 1969-1970 (19). This report indicates that almost every school in the district showed a decrease, and that those schools that had the highest incidence showed the greatest decrease. According to this report, the dropout decline reflected the result of the many efforts aimed at reaching the dropout, a few of which include (1) the deep concern of the administration and staff, (2) the dropout study conducted by counselors and follow-up by visiting teachers and community guidance centers, (3) the increase in the number of community guidance centers, (4) the school for pregnant girls, reaching 210 girls, 30 of whom graduated during the 1970-1971 school year, (5) the opening of the Metropolitan Learning Center, (6) efforts of teachers to individualize instruction, (7) guaranteed performance, (8) bilingual education, (9) reading programs, and (10) special programs in vocational and career training.

This report further indicates that the critical age for dropouts is seventeen, with three-fourths of all dropouts occurring at ages sixteen, seventeen, and eighteen. The eleventh grade is the critical grade level, according to this report, with 63 per cent of all dropouts occurring in grades ten and eleven.

Efforts similar to those that were initiated in Texarkana and Dallas have also been started in San Diego,

Dauw, in an analysis of Pontiac, Michigan's, dropout-prevention program, compared his findings with those of other educators who had made an earlier evaluation of this program (20, pp. 333-340). He suggests that attempts to coax and persuade potential dropouts to stay in school when the school continues to fail them are fruitless. He suggests that the curriculum and related experiences should be changed in order to reduce the dropout rate. The Individualized Instruction Program (the Pontiac program) was effective in changing student behavior and in improving academic achievement (20, p. 339). Dauw further indicates that there were positive relationships between participation in the Individualized Instruction Program and a change in the participants' behavior. School attendance, student achievement, dropout potential, a reduced dropout rate: all attest to the merits of this program. Individualized instruction as used in this program was a separate facility, a threat-free environment and a comfortable setting, a reduced student-teacher ratio of fifteen to one, small group discussions, and student participation in the decision-making processes. These proved to be a meaningful linkage between the students and their environment. Dauw views the Individualized Instruction Program as one of the major reasons for the success of the Pontiac dropout-prevention program (20, p. 340).
Not all of the dropout-preventive efforts have been funded programs or projects. Some studies have been conducted to make recommendations as to the most feasible means of attacking dropout problems. The Guidance Department of the Southbend Community School Cooperation in Indiana indicated that follow-up studies by counselors can reveal much valuable information that can be of assistance to schools (32, p. 3). This report was concerned with gathering data to provide a basis for identifying areas where public schools may need to expand efforts in trying to meet the needs of potential dropouts and to gain information to help identify potential dropouts in order to increase efforts to help them in school.

The Fort Worth Public School system published a follow-up study in 1969, a part of which was concerned with dropouts for the year 1965-1966 (26, pp. 39-50). The purpose of this study was to make a survey of those persons who dropped out of the secondary schools of the Fort Worth Public School system during the 1965-1966 school year to determine (1) why they left school, (2) whether the dropouts had an opportunity to take any skill training while in school, (3) whether additional training was required in order to secure satisfactory employment after leaving school, and (4) what the school system could do to meet the needs of all students to encourage their continued attendance in school (26, p. 39).
According to the Fort Worth survey, the following efforts by the school system could contribute to student retention and a more meaningful and effective educational program:

1. Seventy-one per cent of the respondents indicated a need for courses which would prepare them for employment and for meeting real life needs. As a result of this finding, the conclusion was reached that additional coordinated academic (occupational) programs probably would benefit many of those students who cannot find regular school interesting enough to continue. A further indication was made that additional vocational offerings beginning at the ninth grade, for the high schools throughout the system probably would assist in keeping some potential dropouts in school who are considering dropping out.

2. The study indicated that the existing counseling services appeared to be of little value in meeting the needs of potential dropouts. A suggestion was made to strengthen the role of the counselor and possibly add a staff of qualified vocational counselors (26, p. 49).

Herman Slotkin recommends three projects as means of coping with the dropout problem (58, pp. 235-239). These three programs are (1) a school and work program to prevent early school-leaving, (2) a program for school-oriented dropouts in the evening school, and (3) a pre-employment course for school-alienated, work-oriented boys and girls. Slotkin uses the following basic considerations for the recommendation of the programs:

- Experimental efforts must be directed at both prevention of early dropouts and the rehabilitation of those who have become dropouts.
- The new programs must provide for the variety of ability, personal problems, and interests exhibited by dropouts.
The principal unifying characteristic of dropouts in New York was their lack of goal or direction.

New approaches to the dropout problem must be devised within the framework of compulsory education until the age of seventeen.

A plan for careful evaluation must be prepared in advance of the start of the projects.

Inman conducted a study which was concerned with the effectiveness of individualized guidance services in improving the adjustment to school of potential dropouts (38, p. 12). The findings of this study indicate that a program of individualized guidance services possesses considerable potential as a means of improving the school adjustment of dropout-prone high school students (41, pp. 110-112). This study further indicates that intensive counseling and guidance services seem to be effective against school truancy and in improving the retention rate among potential school dropouts.

Gadbois (27, p. 2) did not suggest a particular project for dropout prevention but did indicate the relative holding power of vocational, industrial arts, and academic curricula. The significance of this study is that it did indicate that certain curricula could be used as a means of reducing the dropout rate in high schools. Gadbois' study specifically indicates that vocational and industrial arts curricula had a greater holding power than the academic curriculum, and that the "practical" curriculum (vocational and industrial arts) afforded a greater likelihood of success for students than the academic curriculum (27, p. 71).
Schreiber (57, p. 190) emphasizes the importance of providing an educational program to help out-of-school and out-of-work young men to become employed or to return to school through employment counseling. This was done through the Northtown Vocational Council (57, pp. 190-191) with the assistance of volunteers, lay, and professional persons.

In summary, it has been the purpose of this chapter to present data that were felt to be pertinent and related to this study. There has been an abundant amount of literature written on the subject of dropouts, and yet the continuing publications on this topic lend credence to the importance and magnitude of this problem. Schreiber's 1964 study of the holding power of large city school systems (55, p. 11) indicates the importance of gathering data for large school systems instead of having to make generalizations from nationwide studies.

This chapter has dealt with a review of literature in four areas: (1) dimensions of the dropout problem, (2) some early and significant studies and writings on school dropouts, (3) factors associated with early school withdrawal, and (4) some efforts and recommendations for dropout reduction and prevention. Since the instruments for this study were constructed from reasons students drop out of school, part three of this chapter was presented to review literature to show these basic reasons. Although part four of this chapter was undertaken to show what efforts and
recommendations have been and are being taken to reduce and prevent student dropouts, it is important to re-emphasize that many of the ideas presented may not be applicable to the particular geographical area with which this study is concerned. The intent of this section was to review the literature to show what efforts have been and are being made with respect to the reduction and prevention of dropouts in public high schools.
CHAPTER BIBLIOGRAPHY


CHAPTER III

COLLECTION OF DATA

The problem of this study is to determine what measures have been taken by high schools of a metropolitan school district to prevent student dropouts, and to differentiate between groups of high schools according to measures taken. The following procedures were used to obtain appropriate data for this study: (1) a search of literature on the dropout problem since 1960 to ascertain the reasons students drop out of school, (2) selection of a jury panel, (3) construction of the initial survey questionnaire and structured interview questions, (4) determination of the appropriateness of the initial questionnaire items, (5) construction of the final questionnaire and interview questions, (6) administration of the final questionnaire, (7) personal interviews, and (8) collection of data for a description of the population.

Search of the Literature

Reports, studies, articles, and other literature were reviewed to determine what reasons have been given for students dropping out of school since 1960. This search of the literature produced 156 reasons. The majority of these reasons were duplications, thus necessitating classification
in order to reduce the list and eliminate all duplications. This was done by placing each fundamental reason on a sheet of paper and classifying the subsidiary reasons under the proper heading. Some difficulty arose as to which reasons should be placed under what basic heading. In some cases, the answers were obvious because the wording of the various reasons was either identical or very similar. In other cases, the references from which the reasons were taken had made clarifications by indicating an association with or similarity to other reasons given. The list of reasons was thus reduced to its final number of sixteen (Appendix B).

Before any attempt was made to construct the instruments that were to be used for collecting data, the doctoral committee chairman was consulted and apprised of efforts made with regard to this portion of the study.

Selection of the Jury Panel

The doctoral committee chairman of this study and the chairman of the Division of Educational Leadership were consulted regarding the selection of a jury panel to determine the appropriateness of questions included in the initial questionnaire. After initial consultation with the two chairmen mentioned above, a conference was arranged with the chairman of the Division of Educational Leadership to discuss the possibility of selecting five members of an educational leadership class that was being taught on Monday
nights at North Texas State University. Permission was granted to do this, and the division chairman recommended the five members to be used as a jury panel. It was considered important that each person selected be experienced in public school administration. The five members (Appendix C) selected were (1) a vice-principal of a junior high school in a medium-sized metropolitan school district, (2) a principal of a high school in a large metropolitan school district, (3) an assistant superintendent of a suburban school district, who was responsible for instructional improvement, (4) a specialist for special programs of a large metropolitan school district, who has worked directly with dropout problems of that school system, and (5) an assistant superintendent of a small school district, whose experience had recently been with smaller area schools. Each member of the panel is a doctoral student in Administrative Leadership at North Texas State University, Denton, Texas.

Initially, a consultant of Regional Service Center X was selected to be a member of the panel. It was necessary to use the Specialist for Special Programs because of the absence of the originally selected member at the time the questionnaires were presented and explained to the panel. The chairman of the Division of Educational Leadership recommended the use of the Specialist for Special Programs as a member of the jury panel.
A personal conversation was arranged and held with each prospective panel member in order to request their participation in determining the appropriateness of the questionnaire items. At the same time, the nature of the study and the member's anticipated role of approving or disapproving the items on the basis of clarity and appropriateness were explained. Each of the selected persons agreed to participate, and completed and returned the initial instruments along with helpful comments, within five days.

Construction of the Initial Questionnaire and Structured Interview Items

The initial questionnaire (Appendix D) was constructed from the reasons that had been determined from a search of the literature. Each questionnaire item was constructed in such a way as to require all of the prospective respondents to indicate by their replies what measures are being taken by them at the respective schools over which they have supervision to curb or reduce the dropout rate.

The initial questionnaire consisted of thirty-six items and was typed on stencils and produced in final form to be sent to each member of the jury panel. Fifteen of the thirty-six items required "Yes" or "No" responses. The "Yes"-"No" items of the questionnaire were used as a basis for constructing the structured interview items. Acceptance of the interview questions to be included in the final
structured interview format was contingent upon the completion of the final questionnaire after it was returned from the jury panel.

Determination of the Appropriateness of the Initial Questionnaire Items

The initial questionnaire was sent to the members of the jury panel to obtain their approval or disapproval of the individual items in the questionnaire. It was requested that emphasis be placed on the appropriateness of the items in terms of the expected data as explained in the cover letter (Appendix E), and on the clarity of each item. The questionnaire and cover letter were placed in a self-addressed, stamped envelope for the convenience of each panel member.

Specifically, the judges were asked to respond to each item as being "appropriate," "not appropriate," or "uncertain," and to give any additional comments or corrections in the space provided at the end of the questionnaire. All of the panel members responded to the questionnaires and returned them within five days. Numbers were provided in the left-hand margin of the questionnaire. Each panel member was instructed to circle the "1" if he considered the item to be clear and appropriate, to circle the "2" if he were undecided, and to circle the "3" if he considered the item to be inappropriate or unclear. Each item that was accepted by at least three of the five members of the jury panel was included in the final questionnaire. However, the items were
included in the final questionnaire only after the corrected questionnaire was again sent to the jury panel for approval.

Construction of the Final Questionnaire and Interview Questions

The final questionnaire (Appendix F) was constructed from the responses that were given by the jury panel. Twenty-five of the thirty-six questionnaire items were unanimously approved by the panel. Eight items were approved by four of the five panel members and three items were approved by three of the five members. As a result of the responses of the jury panel, all items were deemed appropriate for inclusion in the final questionnaire.

Although all of the questionnaire items were considered appropriate for this study by the jury panel, some adjustments were nevertheless made. It was felt that the final instrument would be improved by some adjustments before it was mailed for collecting data. Question 3 was revised so that, instead of requiring only a "Yes" or "No" response, a second part was added to the question so that a specific kind of grouping could be ascertained. Question 4 was changed to include a part "A" and part "B." It was felt that by making this change, a determination could more accurately be made whether or not counselors at the respective schools have a private office with a public entrance, a private office with a private entrance, or both. Item 9 was revised so that instead of numbers of students enrolled
in reading classes, percentages of students enrolled in the same classes were required. Item 11 was revised by deleting the word "preventive" in the stem of the statement. Item 18 was revised so that the words "what is the" were added at the beginning of the statement to make it a question instead of an incomplete statement. A question was added to the final questionnaire because it was noted that, although a question was included to determine what schools are doing to familiarize students and parents with school programs, nothing was mentioned about efforts being made by schools to gain an understanding of conditions that exist in the various homes of students who attend the respective high schools. After changes were made in the original questionnaire, this instrument was again sent to the jury panel for approval of the corrections. The jury accepted the corrected questionnaire without any additional suggestions for changes. All items with the noted changes and additions were included in the final survey instrument.

The questions for the final instrument were typed in large executive type on eight pages. The original instrument was used to reproduce an adequate number of copies of the questionnaire to be sent to all of the high school principals of the metropolitan school district in which the study was conducted. Thirteen questions were developed for a structured interview that was conducted with all of the high
school principals in the metropolitan school district in
which this study was conducted.

A supplemental questionnaire (Appendix G) was con-
structed in order to obtain any information that was needed
in addition to the data collected with the questionnaire and
interviews. It was not intended that all of the data col-
lected by use of the supplemental questionnaire be used in
the analysis of the findings of this study.

The supplemental questionnaire was designed so that
the data gathered by the researcher would not minimize the
chances of getting a response to the basic questionnaire.

Prior to constructing any of the instruments, appro-
priate literature was read for assistance (1, 2, 4, 5). The
desirable features as reflected in the literature were con-
sidered when constructing the instruments.

Administration of the Final Questionnaire

The final thirty-seven-item questionnaire was adminis-
tered to the thirteen high school principals previously re-
ferred to in this study. A cover letter (Appendix H)
explaining the purpose of the study and requesting partici-
pation and the survey questionnaire were placed in a self-
addressed, stamped envelope and carried to each of the high
schools in the metropolitan school district. The instru-
ments were carried to each school to save time and to
personally arrange for interviews. The personal visits were also made to gather data required by the supplemental questionnaire. Each of the thirty-seven questionnaire items required the principals to check choices that were provided. Each questionnaire item (except the ones requiring "Yes" or "No" responses) also allowed the respondent to make specific replies other than the choices that were listed on the questionnaire. An item requiring "other" responses was provided to allow for specific responses.

School names and numbers were placed on a manila folder in order to make notations as to when each instrument was administered and returned. The notations placed on the manila folder were used to indicate respondents and non-respondents to the instruments used for this study. Approximately eight days after the questionnaires were initially carried to each of the high school principals, a letter was written to all nonrespondents requesting their participation by completing and returning the instrument (see Appendix I for the letter). A second cover letter along with a questionnaire and self-addressed, stamped envelope was enclosed for use by the prospective respondents. The follow-up letter also requested that a blank questionnaire be returned if principals could not participate. Telephone calls were also made to the principals who did not respond to the first questionnaire. Additional visits were made to three of the thirteen schools to pick up instruments that had been
completed. These procedures resulted in the return of 100 per cent of the instruments.

Two of the questionnaires were returned incomplete. A telephone call was made to arrange for a visit to the schools in order to complete the questionnaires. This arrangement was made and the needed data were obtained during the visit to each of the schools. The 100 per cent return exceeded by 15 per cent the 85 per cent considered acceptable for the validity of this study. The information pertaining to the number of instruments returned is provided in Table I.

**TABLE I**

PER CENT OF QUESTIONNAIRES RETURNED BY SCHOOLS IN METROPOLITAN SCHOOL DISTRICT

<table>
<thead>
<tr>
<th>Category of Schools</th>
<th>Total Number of Schools</th>
<th>Number of Questionnaires Mailed</th>
<th>Number of Questionnaires Returned</th>
<th>Per Cent of Questionnaires Returned</th>
</tr>
</thead>
<tbody>
<tr>
<td>All high schools</td>
<td>13</td>
<td>13</td>
<td>13</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>13</strong></td>
<td><strong>13</strong></td>
<td><strong>13</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The data provided in Table I indicate that all of the principals in the metropolitan school district (100 per cent) returned the questionnaires that were delivered to them for the purpose of gathering data for this study. The thirteen principals, as indicated in Table I, represent the total high school population of principals in the school district.
Personal Interviews

Personal interviews were used as an additional means of gathering data for this study. The thirteen principals of the high schools in the metropolitan school district were interviewed. Permission was requested through the Research Department and the Superintendent's office of the school district to gather data by questionnaires and interviews from high school principals. Prior to the visit to each school, a telephone call was made to the principal concerned in order to further request his cooperation and to arrange a date and time for the interviews. Each principal suggested a time that was convenient for him, and this schedule was kept except in cases where a suggested date and time conflicted with a prior arrangement. In such cases the situation was explained to the principal concerned and another date and time that was not conflicting was arranged.

During the initial telephone conversations with the principals, they were informed as to the nature of the interview items and the approximate amount of time that would be required. The interviews actually required approximately seventeen minutes. Interviews were scheduled within an eight-day period and were conducted in the office of each of the principals, with one exception. One principal suggested that it would be more convenient for him if the interview could be done by telephone immediately. This interview was completed by telephone as he requested.
A structured interview format (Appendix J) consisting of thirteen questions was used to assure uniformity during all interviews. This procedure and the interviews in general were used in an attempt to establish some ideas regarding the principal's knowledge and general thinking about the dropout problem. A basic reason for using the interviews, however, was to provide some depth to questionnaire items.

During each of the interviews, with the exception of the one taken by telephone, a tape recorder was employed in addition to the notes that were written. During the evening after the interviews were completed, the tapes were reviewed to determine if notes were taken to the extent that all pertinent comments were written on the interview format. The principals generally expressed great interest in the study, and most indicated that they felt a need for more effort to be directed toward the solution of the dropout problem. Two of the principals indicated a lack of interest in the study that was being conducted but pointed out that they were happy to contribute in whatever way that they could.

Collection of Data for a Description of the Population

A description of the population that resided in the various attendance areas of the metropolitan school district was considered to be pertinent to the overall analysis of
data collected for this study. The following sources were used to gather data for this part of the study:

1. the Planning and Census Department of the metropolitan school district,

2. the City Planning Department of the city in which the school district is located,

3. the Chamber of Commerce of the city in which the school district is located,

4. the 1970 Census Fact Book and related data (3, pp. 155-215),

5. conversations with demographers familiar with the procedures necessary for compiling data of this kind.

The initial effort to obtain information to assist in writing this part of the study was through the recently organized Planning and Census Department of the school district in which the study was conducted. The only assistance that was available through this department was a map of the school district showing the attendance areas of the respective high schools in the school district. In order to determine what and how many census tracts were in each attendance area, an appropriate census tract map was used. Census tracts from the census tract map were transferred onto the map of the school district showing the high school attendance areas. The census tract map that accompanied the 1970 Fact Book was used for this purpose. Since the data relative to housing values had been recently completed and published, 1970 census
data were used for this part of the study. Useful maps were also provided by the City Planning Department and the Chamber of Commerce. These maps, however, were too large and otherwise inadequate to be used for the study without some modifications. The maps were redrawn and adjusted to provide the data needed for this study.

Information obtained from the City Planning Department and the Sociology Departments at North Texas State University, Denton, Texas, and Texas Christian University, Fort Worth, Texas, indicated that housing values would be an appropriate basis for a population description. Because of this information, housing values were used to compute indexes that were used as a basis for describing the population that resided within the high school attendance areas of the school district. Very valuable information was obtained from the Sociology Departments at North Texas State University and Texas Christian University as to how the housing index figures should be computed. The housing indexes were computed by dividing the median housing value of houses in the individual census tracts by the median value of houses for the county. This procedure provided a housing index figure for each of the census tracts within the metropolitan school district. By reviewing the index figures computed for each of the census tracts, the population that resided within the various attendance areas was categorized into groups according to the housing index figures. In this
manner a determination was also made as to the differences between housing values within each census tract as well as between the various attendance areas within the school district.

The computed data for the population description were analyzed separately from the data obtained from questionnaires and interviews, but were considered in making all analyses for this study. These data are presented in tabular and narrative form in Chapter IV of this study.
CHAPTER BIBLIOGRAPHY


CHAPTER IV

DESCRIPTION OF THE POPULATION

It is necessary, prior to the presentation of the findings of this study, to present some data about the population that resided within the school district and from which the students who attend the various high schools came. Student background, home conditions, and economic conditions of families are all important considerations where dropouts or potential dropouts are concerned. The importance of these factors has been presented in Chapter II of this study. The purpose of presenting data here is to give a general description of the population that resides in the various attendance areas of the school district and whose children attend high school in these areas. Housing values and census reports were used as the basis for the data presented in this chapter.

Locale of the Study

This study was conducted in a large metropolitan school district in North Central Texas. The city's population is heterogeneous, representing a variety of occupational, socioeconomic, and racial groups. The school system had a student enrollment of 87,694 during the year that this study was conducted. Of the 87,694 students enrolled in the school
system during the time the study was conducted, 23,777 students were enrolled in the four high-school grades. The holding power of the high schools for the 1970-1971 school year was 88 per cent, with a dropout rate of 12 per cent. According to the data collected for this study, 2,945 students dropped out of the high schools of the metropolitan school district during the 1970-1971 school year. The present student enrollment of the school district, as reported by the school district's Planning and Census Department, is 83,941—a decrease of 3,753 when compared to the 1970-1971 student enrollment.

Techniques and Description

The computations used in this chapter are based on figures collected from the United States Bureau of the Census, United States Census of Population and Housing, which pertained to the city in which the metropolitan school district is situated (1).

In order to classify the residents within a given school attendance area according to socioeconomic status, the median value of owner-occupied housing for each census tract was divided by the median value of owner-occupied housing for the county ($13,300). The county-wide median value of housing was used as a base figure for determining the housing index for each census tract. The county-wide median of housing of $13,300, being the base figure from
which all other indexes were derived, was assigned an index number of 100. Indexes for all census tracts were computed by applying the following formula:

\[
\text{Index} = \frac{\text{median housing value of the census tract}}{\text{median housing value of the county}} \times 100.
\]

As a result of the computations, data were provided so that the degree of heterogeneity, from the standpoint of housing values, could be determined within each attendance area. This procedure was used to categorize the population according to housing values within each attendance area. The size of the range of housing indexes was used to determine the degree of homogeneity or heterogeneity and thus to classify the population within the various attendance areas. This method of classification was used because of the wide range of differences in housing values that existed in the attendance areas. Even with this procedure, however, only a general description is intended because of the great variety of occupational, socioeconomic, cultural, and racial groups that reside within the metropolitan school district.

Figure 1 gives an illustration of the census tracts that fall within the metropolitan school district. The shaded areas represent the tracts that fall within the school district.

Table II provides data relative to the median housing values and median housing value indexes as computed for a description of the population. This table also shows the
attendance areas within which the various census tracts fall and the coded numbers of the schools within the attendance areas.

TABLE II

DISTRIBUTION OF MEDIAN HOUSING VALUES, MEDIAN HOUSING INDEXES, CENSUS TRACTS, ATTENDANCE AREAS, AND HIGH SCHOOLS WITHIN THE METROPOLITAN SCHOOL DISTRICT

Indexes of Socioeconomic Status Based on Median Value of Housing for the Metropolitan School District by Census Tract 1970* (County Index Figure = 100)

<table>
<thead>
<tr>
<th>Census Tract</th>
<th>Median Housing Values</th>
<th>Median Housing Index</th>
<th>Attendance Area</th>
<th>Schools in Attendance Area (Code Number)</th>
</tr>
</thead>
<tbody>
<tr>
<td>36.01</td>
<td>$6,500</td>
<td>49</td>
<td>1</td>
<td>01</td>
</tr>
<tr>
<td>36.02</td>
<td>10,600</td>
<td>80</td>
<td></td>
<td></td>
</tr>
<tr>
<td>37.02</td>
<td>8,700</td>
<td>65</td>
<td></td>
<td></td>
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<td>8,600</td>
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<td>61.01</td>
<td>13,200</td>
<td>99</td>
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<td>61.02</td>
<td>8,300</td>
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<td>9,200</td>
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<td>0063</td>
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</table>

Table II has provided data about the housing values of the population within census tracts of the metropolitan school district. Although there were thirteen high schools in the school district, there were only eleven attendance areas. Schools with code numbers 02 and 09 were located in the same attendance area and students from these two schools had the option of attending either school. These two schools were located in attendance area 2, as shown in Table II. Schools with code numbers 04 and 12 were also located in the same attendance area. These schools were located in attendance area 4.

The attendance areas ranged in size from five census tracts in attendance area 8 to eighteen census tracts in attendance area 4. The median housing values ranged from $5,600 for census tract 0011, in attendance area 2, to $50,000+ for census tract 106.02. Additionally, an examination of Table II reveals the wide range of housing values and indexes both within a given attendance area and within the school district.

Table III provides data on the range of differences that exist in housing indexes for the various census tracts within the attendance areas.

The sizes of the median housing index values as indicated in Table III were used to classify the thirteen high schools that were located within the metropolitan school
TABLE III
RANGE OF MEDIAN HOUSING INDEX FIGURES FOR CENSUS TRACTS WITHIN THE ATTENDANCE AREAS

<table>
<thead>
<tr>
<th>Attendance Area</th>
<th>Coded Schools in Attendance Area</th>
<th>Composite Housing Area</th>
<th>Index Range for Individual Tracts</th>
<th>Size of Range*</th>
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<td>1</td>
<td>01</td>
<td>65</td>
<td>49-99</td>
<td>50</td>
</tr>
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<td>2</td>
<td>02, 09</td>
<td>68</td>
<td>42-88</td>
<td>46</td>
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<tr>
<td>3</td>
<td>03</td>
<td>87</td>
<td>52-134</td>
<td>83</td>
</tr>
<tr>
<td>4</td>
<td>04, 12</td>
<td>91</td>
<td>48-257</td>
<td>209</td>
</tr>
<tr>
<td>5</td>
<td>05</td>
<td>115</td>
<td>74-155</td>
<td>81</td>
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<td>6</td>
<td>06</td>
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<td>10</td>
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<td>54</td>
<td>46-63</td>
<td>17</td>
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<tr>
<td>11</td>
<td>13</td>
<td>173</td>
<td>80-246</td>
<td>166</td>
</tr>
</tbody>
</table>

*Size of the range of median housing index figures indicates the degree of heterogeneity or homogeneity with respect to housing values that exist within the census tracts of the attendance areas.

district. These data are presented in Table IV. The attendance areas where the range of median housing indexes were smallest were considered to be the most homogeneous. Attendance areas with the widest ranges of median housing indexes were considered to be the most heterogeneous. The data provided in Table III indicate that the smallest index range was seventeen in attendance area 10, where school number 11 is located. The widest index range was 324 in attendance area 7. Four of the attendance areas had ranges that exceeded the county index figure of 100.

The data in Table IV show the grouping of high schools in the school district according to median housing index figure.
### TABLE IV

**GROUPING OF HIGH SCHOOLS ACCORDING TO MEDIAN HOUSING INDEX FIGURES**

<table>
<thead>
<tr>
<th>School Groups*</th>
<th>Attendance Areas in Each Level</th>
<th>Composite Housing Index Range</th>
<th>Coded Schools in Each School Group</th>
<th>Per Cent of Composite Index to County Base (100)</th>
</tr>
</thead>
<tbody>
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<td>54-68</td>
<td>01, 02, 08, 09, 10, 11</td>
<td>68 or less</td>
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<tr>
<td>B</td>
<td>03, 04</td>
<td>87-91</td>
<td>03, 04, 12</td>
<td>87-91</td>
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<tr>
<td>C</td>
<td>05, 06, 07, 11</td>
<td>115-173</td>
<td>05, 06, 07, 13</td>
<td>Above base figure of 100</td>
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</tbody>
</table>

*Composite index of houses in Group A represents 68 per cent or less than the county housing value base figure of 100; Group B represents a value of 87 to 91 per cent of the base value, and the index of houses in Group C are above the county-wide base figure of 100 according to the composite index range of values.

The ranges of housing values in each attendance area were varied. The owner-occupied composite housing index range in all attendance areas, with the exception of areas 1, 2, 8, 9, and 10, had composite housing indexes that ranged from below the county-wide base value of 100 to above this value. Attendance areas 1 and 2 had composite housing indexes of 65 and 68 respectively. The composite housing indexes of owner-occupied housing in attendance areas 8, 9, and 10 were 56, 59, and 54 respectively. In addition, the housing index values were progressively greater when considered from Group A to Group C.
Summary

The data presented in this chapter were intended to give a general description of the population of the metropolitan school district. Figure 1 shows the boundaries of the metropolitan school district and numbered census tracts within the district.

Housing values were used as a means of giving a very general classification of the residents, from a socioeconomic standpoint. The value of housing is one indicator of socioeconomic status.

Tables II, III, and IV were intended to show the median housing indexes of the individual census tracts, the attendance areas, and the diversity that exists within the school district as well as within each attendance area. The three groups into which the population was divided contained the high schools, as indicated in Table IV. The number of schools in each group varied according to the housing values of the population in the various census tracts and consequently the attendance areas. Because of the diversity of groups in the metropolitan school district, the description is general instead of specific and definitive in nature.
CHAPTER BIBLIOGRAPHY

CHAPTER V

PRESENTATION OF FINDINGS

The findings presented in this chapter are the result of data collected from (1) the thirty-seven-item questionnaire used for this study, (2) personal interviews, (3) data collected for a description of the population, and (4) a supplemental questionnaire which contained data collected from each high school concerned. The questionnaire items were constructed from reasons students drop out of school and were designed to provide data relative to what measures were being taken to reduce or prevent dropouts from the various high schools in the metropolitan school district.

While the procedure for analysis of data has been presented to some degree in Chapter I of this study, the following additional procedures were used in the presentation of data:

1. Each questionnaire item was placed in tabular form and analyzed separately. All items were presented in numerical sequence from 1 to 37.

2. After each questionnaire item was restated below the table, the reason upon which the questionnaire item was constructed was placed in parentheses following that statement. This was done so that quick and convenient association
could be made with the questionnaire item and the reason students drop out of school.

Questionnaire items 1, 2, and 3 were general in nature. Although these items did not apply specifically to either of the stated reasons students drop out of school, the responses to these items were expected to indicate, from a general standpoint, what efforts were being made with regard to the dropout problem at the respective high schools. Items 4, 5, 31, 32, 33, and 34 were constructed to provide data regarding possibly inadequate counseling and guidance procedures at the high schools. Efforts made by the high schools regarding the financial problems of students as a means of preventing dropouts were reflected in responses to questionnaire items 6 and 7. Items 8 and 9 pertained to low reading ability. Efforts to discourage married or pregnant students from participating in school activities were reflected in responses to questionnaire items 10 and 11. Efforts to retain students in school beyond the legally permissible age to drop out because of their dissatisfaction with school were reflected in responses to questionnaire items 12, 13, and 36. Items 14 and 15 pertained to efforts that were made by principals to prevent dropouts caused by disciplinary or emotional problems. Efforts to prevent dropouts that may have resulted from a lack of participation in extracurricular activities were reflected in responses to items 16, 17, and 18. School failure and low achievement
were considered in items 19, 20, and 29. An inadequate curriculum was discovered in the search of the literature as being a major cause of student dropouts. Items 21, 22, 23, and 31 were constructed to provide information relative to what measures were being taken at the high schools to prevent dropouts caused by this reason. Items 24 and 25 were used to gather data concerning the reported reason that some students leave school because they are pushed out by intolerant administrators and teachers. The mobility of families and efforts taken by schools to prevent dropouts caused by this reason were provided for in questionnaire items 26 and 27. Questionnaire items 5, 28, and 29 dealt with efforts made by schools to prevent dropouts by students who were frequently absent or tardy. Efforts that were taken by the schools to discourage or prevent dropouts that may have occurred because of poor health were reflected in responses to item 30. Efforts that were taken by the high schools to prevent dropouts that may have occurred because of a poor interpretation of school programs and unfavorable home environments were reflected in responses to questionnaire items 35 and 37, respectively.

Additionally, information of greater depth for the questionnaire items that required "Yes" or "No" responses was provided by interviews with the school principals. The data from interviews will be presented in a later section of this chapter.
Presentation of Data from Survey Questionnaire

The data presented in this section represent the views of high school principals of the metropolitan school district as they were reported on the survey questionnaire.

The data presented in Table V represent the responses given by the high school principals relative to Survey Question 1, and indicates the percentage of responses for each selection of the parts of that particular item. Survey Question 1 pertains to measures taken by the high schools to discourage potential dropouts. The schools were divided into three groups according to data presented in Chapter IV. The separation of responses according to the groups of schools will provide the convenience necessary for the differentiation of schools that will be presented in a later section of this chapter.

An examination of Table V indicates that 70 per cent of the high school principals who responded to the questionnaire reported that out-processing interviews with parents and students were used as a means of discouraging potential dropouts from leaving school. Sixty-one per cent of the principals reported that regular term employment for needy students was provided by the schools to discourage potential dropouts. Sixty-eight per cent of the principals reported that summer employment was provided by the schools, and 100 per cent, or all, of the principals indicated that
TABLE V
PERCENTAGE OF PRINCIPALS' RESPONSES REGARDING MEASURES TAKEN TO DISCOURAGE POTENTIAL DROPOUTS FROM LEAVING SCHOOL (SURVEY QUESTION 1)*

<table>
<thead>
<tr>
<th>School Groups</th>
<th>(1)</th>
<th>(2)</th>
<th>(3)</th>
<th>(4)</th>
<th>(5)</th>
<th>(6)</th>
<th>(7)</th>
<th>(8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group A</td>
<td>38</td>
<td>31</td>
<td>46</td>
<td>46</td>
<td>46</td>
<td>46</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Group B</td>
<td>16</td>
<td>7</td>
<td>7</td>
<td>23</td>
<td>23</td>
<td>23</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Group C</td>
<td>16</td>
<td>23</td>
<td>23</td>
<td>31</td>
<td>23</td>
<td>23</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>61</td>
<td>68</td>
<td>100</td>
<td>92</td>
<td>92</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

*What measures are taken as a matter of school policy to discourage potential dropouts? (1) out-processing interviews with parents and students, (2) regular term employment for needy students, (3) summer employment for students, (4) convenient class scheduling for students, (5) work-study programs, (6) free lunches, (7) other (please specify), (8) no measures taken as a matter of school policy. (General.)

**For complete agreement on any part of a given questionnaire item for the total population used in this study, the highest percentage that can be attained by Group A is 46; the highest that can be attained by Group B is 23, and the highest by Group C is 31.

Convenient class scheduling was provided at their respective schools. Ninety-two per cent of the principals indicated that work-study programs and free lunches were provided in order to discourage potential dropouts from leaving school. No responses were given under "other" or "no measures taken as a matter of school policy." In addition, 38 per cent (five of the six principals) of the principals whose schools were in Group A indicated that out-processing interviews were used to discourage students from dropping out of school.
Table V also provides data to show how the principals in Groups A, B, and C responded to individual items in the questionnaire on a group basis.

Survey Question 2, presented in Table VI, provides data regarding student participation in planning and organization of school activities.

<table>
<thead>
<tr>
<th>School Groups</th>
<th>Answers in Percentage of Positive Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(1) Yes</td>
</tr>
<tr>
<td>A</td>
<td>46</td>
</tr>
<tr>
<td>B</td>
<td>16</td>
</tr>
<tr>
<td>C</td>
<td>31</td>
</tr>
<tr>
<td>Total</td>
<td>93</td>
</tr>
</tbody>
</table>

*Are students at your school permitted to participate in the planning and organization of school related activities that affect them directly? (1) Yes ____ (2) No ____.
(General.)

The data in Table VI indicate that twelve of the thirteen principals (93 per cent) were in agreement that students at their respective schools were permitted to participate in the planning and organization of school related activities that affect them directly. One principal (7 per cent)
indicated that students are not permitted to participate in planning and organizing school activities that affect them directly. All of the principals in Group A (46 per cent) and Group C (31 per cent of the total population) indicated that students are permitted to participate in the planning and organization of school related activities that affect them directly. Two of the three principals in Group B (16 per cent of the total population) indicated that students are involved in planning and organization of school related activities that affect them directly.

Survey Question 3 pertained to grouping of students. Data pertaining to this question are provided in Table VII.

**TABLE VII**

DATA REGARDING WHETHER HOMOSENOUS GROUPING IS EMPLOYED IN HIGH SCHOOLS OF THE METROPOLITAN SCHOOL DISTRICT (SURVEY QUESTION 3)*

<table>
<thead>
<tr>
<th>School Groups</th>
<th>Answers in Percentage of Positive Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>A</td>
<td>46</td>
</tr>
<tr>
<td>B</td>
<td>16</td>
</tr>
<tr>
<td>C</td>
<td>23</td>
</tr>
<tr>
<td>Total for A, B, &amp; C</td>
<td>85</td>
</tr>
</tbody>
</table>

*Does your school employ some form of homogeneous grouping? Yes   No. If yes, what form of grouping is used? (A) ability, (B) interest, (C) other (please specify). (General.)
An examination of Table VII reveals that 85 per cent of the principals indicated that their schools employ some form of homogeneous grouping. Thirty per cent indicated that they employ interest grouping alone. Fifty-five per cent of the principals indicated that they employ both ability and interest grouping. No responses were given to "other" (item C). All of the principals in Group A (46 per cent of the total population) indicated that some form of grouping was employed at their school. Sixteen per cent of Group B indicated that grouping was employed and 23 per cent of Group C indicated some form of student grouping.

Table VIII provides data from Survey Question 4. This question concerns the availability of office space for counselors and counselees.

### TABLE VIII

DATA REGARDING OFFICE ENTRANCE FACILITIES FOR COUNSELORS  
(SURVEY QUESTION 4)*

<table>
<thead>
<tr>
<th>School Groups</th>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>46</td>
<td>0</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>46</td>
</tr>
<tr>
<td>Yes</td>
<td>23</td>
<td>0</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>23</td>
</tr>
<tr>
<td>Yes</td>
<td>31</td>
<td>0</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>31</td>
</tr>
<tr>
<td>Total for A, B, &amp; C</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

*Does each counselor at your school have (A) a private office with a public entrance only? Yes _ No __, (B) a private office with a private entrance? Yes _ No __.  
(Inadequate Guidance.)
All of the principals at the high schools in the metropolitan school district indicated that counselors at the schools over which they have supervision have private offices with a public entrance only. According to data from the questionnaires, none of the schools have private counseling facilities with private entrances.

Survey Question 5, presented in Table IX, provides data concerning counseling or administrative techniques that may be used to prevent dropouts.

### TABLE IX

PERCENTAGE OF PRINCIPALS' RESPONSES REGARDING MEASURES TAKEN TO DETECT POTENTIAL DROPOUTS (SURVEY QUESTION 5)*

<table>
<thead>
<tr>
<th>School Groups</th>
<th>(1)</th>
<th>(2)</th>
<th>(3)</th>
<th>(4)</th>
<th>(5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>31</td>
<td>38</td>
<td>46</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>B</td>
<td>16</td>
<td>16</td>
<td>23</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>C</td>
<td>16</td>
<td>16</td>
<td>23</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total for A, B, &amp; C</td>
<td>63</td>
<td>70</td>
<td>92</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

*What measures are taken by your school as a matter of policy to detect potential dropouts? (1) adequate counselor/student ratio, (2) continuous contacts with parents, (3) check of student progress records, (4) other (please specify), (5) no measures taken as matter of school policy. (Inadequate guidance.)*

Data provided in Table IX concerning Survey Question 5 indicate that 63 per cent of the principals in the school district reported that there was an adequate counselor/student
ratio at their respective high schools. Seventy per cent indicated that continuous contacts are made with parents in order to detect potential dropouts. Twelve of the thirteen principals reporting (92 per cent) indicated that student progress records are checked in order to try and detect potential dropouts. The percentage of responses from principals in Groups A, B, and C for item 1 of Survey Question 5 were 31 percent, 16 per cent, and 16 per cent respectively. These responses all indicated that there was an adequate counselor/student ratio at their respective schools. Thirty-eight per cent of the principals in Group B indicated that continuous contacts are made with parents as a matter of school policy in order to detect potential dropouts, whereas 16 per cent of the principals in both Groups B and C checked item 2 of Survey Question 5 as being a means employed by them to detect potential dropouts. All of the principals whose school population is classified under Group A (six schools) indicated that progress records are checked in an attempt to detect potential dropouts. Twenty-three per cent of the principals whose school population is classified in Groups B and C reported the use of this method (check of student progress records) to detect potential dropouts. Neither of the groups gave responses under "other" or under "no measures taken as a matter of school policy."

Table X provides data from Survey Question 6, which pertains to fees or other monetary requirements of the various high schools.
TABLE X

PERCENTAGE OF PRINCIPALS' RESPONSES AS TO COURSES AND SCHOOL ACTIVITIES IN WHICH THERE IS A FEE OR OTHER MONETARY REQUIREMENT (SURVEY QUESTION 6)*

<table>
<thead>
<tr>
<th>School Groups</th>
<th>(1)</th>
<th>(2)</th>
<th>(3)</th>
<th>(4)</th>
<th>(5)</th>
<th>(6)</th>
<th>(7)</th>
<th>(8)</th>
<th>(9) &amp; (10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>38</td>
<td>16</td>
<td>0</td>
<td>7</td>
<td>31</td>
<td>30</td>
<td>46</td>
<td>23</td>
<td>31</td>
</tr>
<tr>
<td>B</td>
<td>23</td>
<td>23</td>
<td>0</td>
<td>16</td>
<td>16</td>
<td>23</td>
<td>23</td>
<td>7</td>
<td>23</td>
</tr>
<tr>
<td>C</td>
<td>23</td>
<td>16</td>
<td>0</td>
<td>16</td>
<td>7</td>
<td>23</td>
<td>31</td>
<td>0</td>
<td>23</td>
</tr>
<tr>
<td>Total for A, B, &amp; C</td>
<td>84</td>
<td>55</td>
<td>0</td>
<td>39</td>
<td>54</td>
<td>76</td>
<td>100</td>
<td>30</td>
<td>77</td>
</tr>
</tbody>
</table>

*Check courses and school activities in which there is a fee or other monetary requirement. (1) Industrial Arts, (2) School club membership, (3) social studies, (4) band, (5) trade and vocational courses (including Distributive Education and V.O.E.), (6) physical education, (7) art, (8) all school extracurricular activities, (9) science (biology, chemistry, general science, physics, etc.), (10) other (please specify), (11) no fee or money required. (Financial.)

An examination of Table X shows that 84 per cent of the principals indicated that there was a fee or other monetary requirement in industrial arts classes. Fifty-five per cent indicated that there was a monetary requirement for school club membership at their schools. According to data collected, all of the principals indicated that there was not a monetary requirement for social studies courses. Thirty-nine per cent of the principals indicated that there was a fee or monetary requirement in band. Trade and vocation courses (including distributive education and vocational office
education) were checked by 54 per cent of the principals as having a fee or other monetary requirement. Seventy-six per cent indicated that there was some monetary requirement for physical education classes. Art was checked by all thirteen principals as requiring a fee or other money. Thirty per cent of the principals indicated that all extracurricular activities had a fee or other monetary requirement. Science (biology, chemistry, general science, physics, and other related courses) was checked by 77 per cent of the principals as having a fee or other monetary requirement. There were no responses listed under "other" or under "no fee or money required." A distribution of responses according to their choices by Groups A, B, and C is provided in Table X.

Survey Question 7 pertains to measures being taken by the schools to relieve the financial burden of students. The data from this question are presented in Table XI.

Table XI shows that 45 per cent of the principals indicated that the high schools over which they have supervision provide limited employment of students in order to relieve the financial burden of students who may find it difficult to continue to go to school because of fee or other monetary requirements. Work-study programs were checked by 68 per cent of the principals as being used to relieve the financial burden of students. All of the principals (100 per cent) indicated that students' schedules were adjusted to
TABLE XI

PERCENTAGE OF PRINCIPALS' RESPONSES REGARDING MEASURES TAKEN TO RELIEVE FINANCIAL BURDEN OF STUDENTS (SURVEY QUESTION 7)*

<table>
<thead>
<tr>
<th>School Groups</th>
<th>Answers in Percentage of Positive Responses</th>
</tr>
</thead>
<tbody>
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<td></td>
<td>(1)</td>
</tr>
<tr>
<td>A</td>
<td>38</td>
</tr>
<tr>
<td>B</td>
<td>0</td>
</tr>
<tr>
<td>C</td>
<td>7</td>
</tr>
<tr>
<td>Total for A, B, &amp; C</td>
<td>45</td>
</tr>
</tbody>
</table>

*What measures are taken by your school to relieve the financial burden of students who may find it difficult to attend school because of fee or other monetary requirements? (1) school provides limited employment of students, (2) work-study programs provided, (3) student schedules adjusted to allow students to leave early for work where necessary, (4) fee and monetary requirements eliminated where possible, (5) other (please specify), (6) no measures taken. (Financial.)

allow students to leave early for work when necessary. Sixty-nine per cent indicated that fees and other monetary requirements were eliminated where possible in order to relieve the financial burden of students. Principals did not list any responses under "other" or "no measures taken." Responses of the various groups of schools (Groups A, B, and C) are as listed in Table XI.

Table XII presents data from Survey Question 8. This question pertained to efforts that are being taken to help students who are retarded in reading ability.
TABLE XII
PERCENTAGE OF PRINCIPALS' RESPONSES REGARDING MEASURES TAKEN BY SCHOOLS TO HELP STUDENTS WHO ARE RETARDED IN READING ABILITY (SURVEY QUESTION 8)*

<table>
<thead>
<tr>
<th>School Groups</th>
<th>Answers in Percentage of Positive Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(1)</td>
</tr>
<tr>
<td>A</td>
<td>31</td>
</tr>
<tr>
<td>B</td>
<td>7</td>
</tr>
<tr>
<td>C</td>
<td>7</td>
</tr>
<tr>
<td>Total for A, B, &amp; C</td>
<td>45</td>
</tr>
</tbody>
</table>

*What measures are taken by your school to help students who are retarded in reading ability? (1) special emphasis placed on reading ability in all or a majority of classes, (2) early efforts are made to detect slow or retarded readers, (3) school provides remedial reading class or classes, (4) special tutoring (other than remedial reading classes), (5) other (please specify), (6) no measures taken to help retarded readers. (Low reading ability.)

Forty-five per cent of the principals reported that special emphasis is placed on reading ability in all or a majority of classes. "Early efforts are made to detect slow or retarded readers" was checked by 63 per cent of the principals as they perceived that statement to indicate means of helping students who are retarded in reading ability. Fifty-four per cent of the principals reported that their schools provide remedial reading classes to help students with low reading ability. Twenty-three per cent of the principals reported that special tutoring other than remedial reading classes was employed to aid students with low reading
ability. One principal (7 per cent) reported that "high-interest, low-level reading material" was used to improve reading ability. This was listed under "other." One principal (7 per cent) also indicated that no measures were taken to help students with low reading ability.

Survey Question 9 pertains to the percentages of the total student populations at the various high schools who were enrolled in special reading classes for poor readers. The data from this survey question are presented in Table XIII.

### TABLE XIII

PERCENTAGE OF THE TOTAL ENROLLMENT OF STUDENTS IN SPECIAL READING CLASSES FOR POOR READERS  
(SURVEY QUESTION 9)*

<table>
<thead>
<tr>
<th>School Groups</th>
<th>Answers in Percentage of Positive Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(1)</td>
</tr>
<tr>
<td>A</td>
<td>16</td>
</tr>
<tr>
<td>B</td>
<td>7</td>
</tr>
<tr>
<td>C</td>
<td>16</td>
</tr>
<tr>
<td>Total for A, B, &amp; C</td>
<td>39</td>
</tr>
</tbody>
</table>

*What per cent of the total enrollment of students at your school is enrolled in special reading classes for poor readers? (1) less than 5%, (2) between 5% and 10%, (3) between 10% & 15%, (4) between 15% & 20%, (5) over 20%, (6) remedial reading classes not offered. (Low reading ability.)

Thirty-nine per cent of the principals reported that less than 5 per cent of the student enrollment at their
respective schools is enrolled in special reading classes for poor readers. None of the principals reported that between 5 per cent and 10 per cent of their student enrollment were enrolled in special reading classes for poor readers. Only one principal (7 per cent) reported that between 10 per cent and 15 per cent of the students enrolled in his school were enrolled in special reading classes. Two principals (16 per cent) reported that between 15 per cent and 20 per cent of their students were enrolled in special reading classes for poor readers. None of the principals reported that over 20 per cent of their student enrollment was enrolled in special reading classes. Five principals (39 per cent) reported that remedial reading classes were not offered at their schools.

Survey Question 10 pertains to restrictions that may or may not be placed on married students' participation in school activities. Data from this question, which required a "yes" or "no" response, are presented in Table XIV.

An examination of Table XIV shows that 92 per cent of the principals reported that married students are restricted as to the school activities in which they may participate. One principal (8 per cent) indicated that restrictions were not placed on married students with regard to their participation in school activities. Five of the six principals whose schools are in Group A indicated that restrictions are not placed on married students that would prohibit their
TABLE XIV
PERCENTAGE OF PRINCIPALS' RESPONSES REGARDING RESTRICTIONS PLACED ON MARRIED STUDENTS (SURVEY QUESTION 10)*

<table>
<thead>
<tr>
<th>School Groups</th>
<th>Answers in Percentage of Positive Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>A</td>
<td>38</td>
</tr>
<tr>
<td>B</td>
<td>23</td>
</tr>
<tr>
<td>C</td>
<td>31</td>
</tr>
<tr>
<td>Total A, B, &amp; C</td>
<td>92</td>
</tr>
</tbody>
</table>

*Does your school place restrictions as to the activities in which married students may participate? Yes ___, No ___. (Married.)

participation in school activities. All of the principals in Groups B and C indicated that restrictions are not placed on married students that would prohibit their participation in school activities.

Table XV provides data from Survey Question 11, which pertains to measures that are taken by the various high schools that may be especially beneficial to married or pregnant students.

An examination of Table XV shows that 37 per cent of the principals indicated that sex education classes were offered at their respective schools and were beneficial to married or pregnant students. Eighty-four per cent indicated that other courses pertaining to home and family life were of particular benefit to married and pregnant students. One
TABLE XV

PERCENTAGE OF PRINCIPALS' RESPONSES REGARDING MEASURES TAKEN TO BENEFIT MARRIED OR PREGNANT STUDENTS (SURVEY QUESTION 11)*

<table>
<thead>
<tr>
<th>School Groups</th>
<th>Answers in Percentage of Positive Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(1)</td>
</tr>
<tr>
<td>A</td>
<td>23</td>
</tr>
<tr>
<td>B</td>
<td>7</td>
</tr>
<tr>
<td>C</td>
<td>7</td>
</tr>
<tr>
<td>Total for A, B, &amp; C</td>
<td>37</td>
</tr>
</tbody>
</table>

*What measures are used by your school that may be of benefit to married or pregnant students? (1) Sex education classes, (2) other courses pertaining to home and family life, (3) other (please specify), (4) no measures taken. (Married.)

principal (7 per cent) indicated under "other" that a physical education class was especially designed for married and pregnant students. None of the principals placed any checks under "no measures taken." The separate responses for principals whose schools were categorized in Groups A, B, and C are as indicated in Table XV.

Survey Question 12, presented in Table XVI, provides information relative to what measures are taken by the high schools to try to enforce the state compulsory attendance law.

Fifty-two per cent of the principals, as reflected in Table XVI, indicated that special attendance officers were used at their respective schools as a means of trying to
TABLE XVI

PERCENTAGE OF PRINCIPALS' RESPONSES REGARDING MEASURES TAKEN TO TRY TO ENFORCE THE COMPULSORY ATTENDANCE LAW OF THE STATE (SURVEY QUESTION 12)*

<table>
<thead>
<tr>
<th>School Groups</th>
<th>Answers in Percentage of Positive Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(1)</td>
</tr>
<tr>
<td>A</td>
<td>38</td>
</tr>
<tr>
<td>B</td>
<td>7</td>
</tr>
<tr>
<td>C</td>
<td>7</td>
</tr>
<tr>
<td>Total for A, B, &amp; C</td>
<td>52</td>
</tr>
</tbody>
</table>

*What serious measures are taken by your school to try to enforce the compulsory attendance law of the state? (1) Special attendance officer, (2) truant officers used, (3) parents contacted after school absences, (4) frequent absences referred to proper authority, (5) other (please specify), (6) no action taken. (Age sixteen.)

enforce the compulsory attendance law of the state. "Truant officers" were listed by only 7 per cent of the principals. Ninety-two per cent indicated that parents are contacted after school absences and 77 per cent indicated that frequent absences were referred to the proper authority for action. One principal (7 per cent) indicated under "other" that peer advisors were used. The principals did not place any checks under "no action taken." All of the principals whose schools were categorized in Groups A and B (100 per cent) indicated that efforts are made to retain students in school beyond the legally permissible age to leave. Twenty per cent of the principals whose schools were in Group C made such an indication.
Survey Question 13, which is presented in Table XVII, pertains to whether or not efforts are taken by the high schools to retain students in school beyond the legally permissible age to leave (after age sixteen) even though such students may have expressed or shown a lack of interest in school.

**TABLE XVII**

PERCENTAGE OF PRINCIPALS' RESPONSES REGARDING MEASURES TAKEN TO RETAIN STUDENTS IN SCHOOL BEYOND AGE SIXTEEN (SURVEY QUESTION 13)*

<table>
<thead>
<tr>
<th>School Groups</th>
<th>Answers in Percentage of Positive Responses</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>A</td>
<td>46</td>
</tr>
<tr>
<td>B</td>
<td>23</td>
</tr>
<tr>
<td>C</td>
<td>23</td>
</tr>
<tr>
<td>Total for A, B, &amp; C</td>
<td>92</td>
</tr>
</tbody>
</table>

*Some students drop out of school as soon as it is legally permissible for them to do so (after age 16). Does your school make any effort to retain students in school beyond this age even though they may express a lack of interest in school? Yes ___ No ___. (Age sixteen.)

The data provided in Table XVII is very similar to that in Table XVI. An examination of Table XVII indicated that twelve of the thirteen principals (92 per cent) made an effort to retain students in school beyond the legally permissible age to leave, if they had not graduated. This effort was made, as indicated by the principals, even though
the students may have expressed a disinterest in school. Eight per cent of the principals indicated that no action was taken to retain students in school beyond the legally permissible age to drop out. Responses from principals whose schools are categorized in Groups A, B, and C are as indicated in Table XVII.

Table XVIII provides data on Survey Question 14, which pertains to measures taken by high schools to cope with persistent discipline problems.

**TABLE XVIII**

PERCENTAGE OF PRINCIPALS' RESPONSES REGARDING MEASURES TAKEN TO COPE WITH PERSISTENT DISCIPLINE PROBLEMS (SURVEY QUESTION 14)*

<table>
<thead>
<tr>
<th>School Groups</th>
<th>Answers in Percentage of Positive Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(1) (2) (3) (4) (5)</td>
</tr>
<tr>
<td>A</td>
<td>38 7 46 16 0</td>
</tr>
<tr>
<td>B</td>
<td>23 7 16 7 0</td>
</tr>
<tr>
<td>C</td>
<td>16 0 31 16 0</td>
</tr>
<tr>
<td>Total for A, B, &amp; C</td>
<td>77 14 93 39 0</td>
</tr>
</tbody>
</table>

*What measures are taken by your school to cope with persistent discipline problems? (1) Troublemakers suspended, (2) troublemakers placed in trades and industrial arts courses, (3) students counseled to try to determine problem, (4) other (please specify), (5) no action taken. (Discipline problem.)

Seventy-seven per cent of the principals indicated that troublemakers were suspended at their respective school as a means of coping with persistent discipline problems. Fourteen
per cent indicated that troublemakers were placed in trades and industrial arts courses. "Students counseled to try to determine problem" was checked by 93 per cent of the principals as being their procedure for coping with persistent discipline problems. Thirty-nine per cent of the principals indicated that "other" measures were taken. Three principals indicated that parental conferences were used. One principal indicated that troublemakers were given some responsibility and one principal indicated that the school district's psychological services were used. The responses of principals whose schools were categorized in the three groups are indicated in Table XVIII. No responses were listed under "no action taken."

Survey Question 15 sought to determine what assistance was given to students who had emotional problems. Table XIX provides data on this question.

All of the principals (100 per cent) indicated that students with emotional problems were referred to the school psychologist. "Referred to school counselor" was checked by 93 per cent of the principals as being a means of providing assistance to students with emotional problems. "Suspended from school" was not checked by any of the principals. One principal indicated under "other" that parental cooperation was sought to assist the school and student. "No action taken" was not checked by any of the principals. All of the principals (100 per cent) in Groups A, B, and C indicated
**TABLE XIX**

PERCENTAGE OF PRINCIPALS' RESPONSES AS TO PROVISIONS MADE TO PROVIDE ASSISTANCE FOR STUDENTS WITH EMOTIONAL PROBLEMS (SURVEY QUESTION 15)

<table>
<thead>
<tr>
<th>School Groups</th>
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<th>(3)</th>
<th>(4)</th>
<th>(5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>46</td>
<td>46</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>B</td>
<td>23</td>
<td>16</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>C</td>
<td>31</td>
<td>31</td>
<td>0</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>Total for A, B, &amp; C</td>
<td>100</td>
<td>93</td>
<td>0</td>
<td>7</td>
<td>0</td>
</tr>
</tbody>
</table>

*What provisions are made by your school to provide assistance for students with emotional problems? (1) referred to school psychologist, (2) referred to school counselor, (3) suspended from school, (4) other (please specify), (5) no action taken. (Emotional problem.)

that school psychological services were used for students with emotional problems. Ninety-three per cent of the principals in Groups A, B, and C indicated that school counselors were used.

Table XX provides data from Survey Question 16. This question pertains to whether or not the various high schools restrict student participation in extracurricular activities by fees, other monetary requirements, grades, or similar prerequisites.

An examination of data in Table XX showed that 23 percent of the principals indicated that their schools limited participation in school social activities to students who paid a fee or other monetary requirement, or to students who could meet minimum grade requirements or similar restrictions.
TABLE XX

PERCENTAGE OF PRINCIPALS' RESPONSES REGARDING MONETARY, GRADE OR SIMILAR RESTRICTIONS THAT LIMIT STUDENT PARTICIPATION IN SOCIAL ACTIVITIES (SURVEY QUESTION 16)*

<table>
<thead>
<tr>
<th>School Groups</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>8</td>
<td>38</td>
</tr>
<tr>
<td>B</td>
<td>7</td>
<td>16</td>
</tr>
<tr>
<td>C</td>
<td>8</td>
<td>23</td>
</tr>
<tr>
<td>Total for A, B, &amp; C</td>
<td>23</td>
<td>77</td>
</tr>
</tbody>
</table>

*Does your school limit participation in school social activities to students who pay a fee, or other monetary requirements, grades or similar restrictions? Yes  No  . (Extracurricular activities.)

One principal from each of the three groups (A, B, and C) indicated that there were restrictions on participating in school social activities.

Table XXI provides data from Survey Question 17, which pertains to measures taken to encourage student participation in extracurricular activities.

Data in Table XXI indicates that 30 per cent of the principals reported that all social activities were free. Only 15 per cent indicated that other prohibitive restrictions were removed in order to encourage student participation in extracurricular activities. Principals did not write any additional measures under "other." "No special measures taken" was checked by 55 per cent of the principals.
TABLE XXI

PERCENTAGE OF PRINCIPALS' RESPONSES REGARDING MEASURES TAKEN TO ENCOURAGE STUDENT PARTICIPATION IN EXTRACURRICULAR ACTIVITIES (SURVEY QUESTION 17)*

<table>
<thead>
<tr>
<th>School Groups</th>
<th>Answers in Percentage of Positive Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(1)</td>
</tr>
<tr>
<td>A</td>
<td>23</td>
</tr>
<tr>
<td>B</td>
<td>0</td>
</tr>
<tr>
<td>C</td>
<td>7</td>
</tr>
<tr>
<td>Total for A, B, &amp; C</td>
<td>30</td>
</tr>
</tbody>
</table>

*What measures are taken by your school to encourage student participation in extracurricular activities at your school? (1) All social activities are free, (2) other prohibitive restrictions removed, (3) other (please specify), (4) no special measures taken. (Extracurricular activities.)

When reported by groups, 23 per cent of the principals in Group A indicated that all social activities are free. None of the principals in Group B responded to this item. One principal (7 per cent) in Group C reported that all social activities were free. Principals in Group A did not respond to item 2 of Survey Question 17. One principal each in Groups B and C indicated that other prohibitive restrictions were removed. Responses were not given by either group under "other." Twenty-three per cent of the principals whose schools were categorized in Group A indicated that no special measures were taken. Sixteen per cent of the principals in Group B and 16 per cent in Group C indicated that
no special measures were taken to encourage student participation in social activities at their respective schools.

Survey Question 18, which is presented in Table XXII, sought to determine the lowest grade that prohibited student participation in extracurricular activities.

TABLE XXII

PERCENTAGE OF PRINCIPALS' RESPONSES REGARDING THE LOWEST GRADE THAT WILL PROHIBIT STUDENT PARTICIPATION IN EXTRACURRICULAR ACTIVITIES
(SURVEY QUESTION 18)*

<table>
<thead>
<tr>
<th>Answers in Percentage of Positive Responses</th>
<th>(1)</th>
<th>(2)</th>
<th>(3)</th>
<th>(4)</th>
<th>(5)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Groups</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>7</td>
<td>7</td>
<td>38</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>B</td>
<td>0</td>
<td>16</td>
<td>7</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>C</td>
<td>0</td>
<td>8</td>
<td>16</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total for A, B, &amp; C</strong></td>
<td>7</td>
<td>31</td>
<td>61</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

*What is the lowest grade that will prohibit students from participating in extracurricular activities at your school? (1) "C," (2) "D," (3) "F," (4) other ____, (5) no grade restrictions. (Extracurricular activities.)

An examination of Table XXII shows that only one principal (7 per cent) indicated that the lowest grade that will prohibit students from participating in extracurricular activities was a "C." Thirty-one per cent of the principals listed a "D" as being the lowest grade that will restrict student participation in extracurricular activities. Sixty-one per cent of the principals listed the grade "F."
Principals did not list any responses under "other" or under "no grade restrictions." A distribution of responses for the principals by groups for each item of Survey Question 18 is as indicated in Table XXII.

Survey Question 19 is presented in Table XXIII and pertains to whether or not efforts are made to investigate failures in the high schools.

**TABLE XXIII**

PERCENTAGE OF PRINCIPALS' RESPONSES REGARDING WHETHER A PORTION OF IN-SERVICE EDUCATION PROGRAMS OR A COMMITTEE IS USED TO INVESTIGATE FAILURES (SURVEY QUESTION 19)*

<table>
<thead>
<tr>
<th>School Groups</th>
<th>Answers in Percentage of Positive Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
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<tr>
<td>A</td>
<td>31</td>
</tr>
<tr>
<td>B</td>
<td>7</td>
</tr>
<tr>
<td>C</td>
<td>0</td>
</tr>
<tr>
<td>Total for A, B, &amp; C</td>
<td>38</td>
</tr>
</tbody>
</table>

*Does your school have a committee or a portion of its in-service education program which is devoted to the investigation of failures? Yes ____ No ___. (Failure.)

Thirty-eight per cent of the principals indicated that their respective schools have a committee or a portion of its in-service education program devoted to the investigation of failures. Sixty-two per cent indicated that no such action is taken at their schools. Thirty-one per cent of the principals whose schools were classified in Group A
indicated that a committee or a portion of in-service education program was devoted to an investigation of student failures. One principal (7 per cent) made such an indication in Group B. No responses were given for this item by principals in Group C.

Table XXIV provides data on Survey Question 20. This question is very similar to Survey Question 19 in that both pertain to school failures and low achievement. This question sought to determine what specific dropout preventive measures were taken by high schools regarding school failures.

TABLE XXIV

PERCENTAGE OF PRINCIPALS' RESPONSES REGARDING MEASURES TAKEN CONCERNING STUDENT FAILURES (SURVEY QUESTION 20) *

<table>
<thead>
<tr>
<th>School Groups</th>
<th>Answers in Percentage of Positive Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(1)</td>
</tr>
<tr>
<td>A</td>
<td>46</td>
</tr>
<tr>
<td>B</td>
<td>23</td>
</tr>
<tr>
<td>C</td>
<td>23</td>
</tr>
<tr>
<td>Total for A, B, &amp; C</td>
<td>92</td>
</tr>
</tbody>
</table>

*What measures are taken by your school regarding student failures? (1) Frequent efforts made to investigate reasons for failures, (2) parents or guardians constantly apprised of student's progress, (3) students given opportunity to make up classwork missed because of excused absences, (4) other (please specify), (5) no measures taken. (Failures.)
Table XXIV shows that 92 per cent of the principals indicated that frequent efforts are made by their respective schools to investigate reasons for failure. Eighty-four per cent indicated that parents or guardians are constantly apprised of students' progress. All of the principals (100 per cent) indicated that students are given an opportunity to make up classwork missed because of excused absences. Principals did not list any responses under "other" or "no measures taken." Responses by Groups A, B, and C for individual items of Survey Question 20 are indicated in Table XXIV.

Survey Question 21 sought to determine whether or not provisions were made by the schools for students to add courses to the curriculum for which they (students) felt a special need. Table XXV provides data on this question.

**TABLE XXV**

PERCENTAGE OF PRINCIPALS' RESPONSES REGARDING PROVISIONS MADE TO ADD COURSES TO THE HIGH SCHOOL CURRICULUM (SURVEY QUESTION 21)*

<table>
<thead>
<tr>
<th>School Groups</th>
<th>Answers in Percentage of Positive Responses</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>A</td>
<td>46</td>
</tr>
<tr>
<td>B</td>
<td>23</td>
</tr>
<tr>
<td>C</td>
<td>31</td>
</tr>
<tr>
<td>Total for A, B, &amp; C</td>
<td>100</td>
</tr>
</tbody>
</table>

*Are provisions made by your school to add courses to the curriculum for which students express a special need? Yes ____, No ____. (Inadequate curriculum.)
An examination of Table XXV shows that all of the principals (100 per cent), individually and by groups (A, B, and C), indicated that provisions are made at their respective schools to add to the curriculum courses for which students had expressed a special need. Further supportive data on this question will be presented in Table XXVI and in the section which presents data on interviews.

Table XXVI provides data on Survey Question 22. This question sought to determine what measures are taken by the high schools to adjust the curriculum to the needs of all students enrolled (terminal as well as graduates).

TABLE XXVI

PERCENTAGE OF PRINCIPALS' RESPONSES REGARDING MEASURES TAKEN TO ADJUST THE CURRICULUM TO THE NEEDS OF ALL STUDENTS (SURVEY QUESTION 22)*

<table>
<thead>
<tr>
<th>School Groups</th>
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<th>(2)</th>
<th>(3)</th>
<th>(4)</th>
<th>(5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>38</td>
<td>46</td>
<td>31</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>B</td>
<td>23</td>
<td>23</td>
<td>23</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>C</td>
<td>23</td>
<td>31</td>
<td>16</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total for A, B, &amp; C</td>
<td>84</td>
<td>100</td>
<td>70</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

*What measures are taken by your school to attempt to adjust the curriculum to the needs of all students enrolled (terminal as well as graduates)? (1) Academic as well as technical and vocational courses offered, (2) courses added upon students' request (minimum number of requests needed), (3) continuous evaluation made of student educational needs, (4) other (please specify), (5) no measures taken. (Inadequate curriculum.)
The data presented in Table XXVI are intended to support the data in Table XXV. Eighty-four per cent of the principals indicated that academic as well as technical and vocational courses are offered at their respective schools in order to attempt to adjust the curriculum to the needs of all students. All of the principals (100 per cent) indicated that courses are added upon students' request (minimum number of requests needed). Seventy per cent of the principals indicated that a continuous evaluation is made of student educational needs. Principals did not give responses under "other" or "no measures taken." Responses by Groups A, B, and C for individual items of this question are as indicated in Table XXV.

Survey Question 23 sought to determine whether or not the various high schools offered courses that prepare students for employment upon completion of course requirements. Table XXVII provides data on this question.

Table XXVII indicates that all principals (100 per cent), individually and by groups, answered "yes" to the question, "Does your school offer courses that prepare students for employment upon completion of the course requirements?" Further data supportive to this question will be provided in the section which presents findings from interviews.

Survey Question 24 sought to determine if some students leave school because they are "pushed out." This
TABLE XXVII

PERCENTAGE OF PRINCIPALS' RESPONSES AS TO WHETHER SCHOOLS OFFER COURSES THAT PREPARE STUDENTS FOR EMPLOYMENT UPON COMPLETION OF COURSE REQUIREMENTS (SURVEY QUESTION 23)*

<table>
<thead>
<tr>
<th>School Groups</th>
<th>Answers in Percentage of Positive Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>A</td>
<td>46</td>
</tr>
<tr>
<td>B</td>
<td>23</td>
</tr>
<tr>
<td>C</td>
<td>31</td>
</tr>
<tr>
<td>Total for A, B, &amp; C</td>
<td>100</td>
</tr>
</tbody>
</table>

*Does your school offer courses that prepare students for employment upon completion of the course requirements? Yes ___ No ___. (Inadequate curriculum.)

determination was made from responses given by high school principals of the metropolitan school district. Table XXVIII provides data on this question.

An examination of Table XXVIII indicates that three principals (23 per cent) felt that there is evidence that some students are "pushed out" of school by intolerant administrators and teachers at their respective schools. Seventy-seven per cent indicated that there is no evidence that students are "pushed out." One principal in each of the Groups (A, B, and C) indicated that there is evidence that some students are forced to leave school because of intolerant administrators and teachers.
TABLE XXVIII

PERCENTAGE OF PRINCIPALS' RESPONSES AS TO WHETHER OR NOT STUDENTS ARE "PUSHED OUT" OF SCHOOL (SURVEY QUESTION 24)*

<table>
<thead>
<tr>
<th>School Groups</th>
<th>Answers in Percentage of Positive Responses</th>
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<td>Yes</td>
</tr>
<tr>
<td>A</td>
<td>8</td>
</tr>
<tr>
<td>B</td>
<td>7</td>
</tr>
<tr>
<td>C</td>
<td>8</td>
</tr>
<tr>
<td>Total for A, B, &amp; C</td>
<td>23</td>
</tr>
</tbody>
</table>

*Certain authors (Miller, Schreiber) suggest that some students are "pushed out" of school by intolerant administrators and teachers. Is there evidence that some students leave your school because they are forced to do so? Yes _ No _. (Pushed out)

Table XXIX provides data on Survey Question 25, which pertains to measures that are taken by the various high schools regarding unfavorable attitudes of teachers that may precipitate student dropouts.

Eighty-five per cent of the principals indicated that problems regarding unfavorable attitudes of teachers that may precipitate student dropouts were handled by in-service education. "Teachers admonished or reprimanded" was checked by 70 per cent of the principals. Fifteen per cent of the principals listed responses under "other." These principals indicated that the problem was handled by principal-teacher conferences. The distribution of group responses is as given in Table XXIX.
TABLE XXIX

PERCENTAGE OF PRINCIPALS' RESPONSES REGARDING MEASURES TAKEN ABOUT UNFAVORABLE ATTITUDES OF TEACHERS THAT MAY PRECIPITATE STUDENT DROPOUTS (SURVEY QUESTION 25)*

<table>
<thead>
<tr>
<th>School Groups</th>
<th>Answers in Percentage of Positive Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(1)</td>
</tr>
<tr>
<td>A</td>
<td>46</td>
</tr>
<tr>
<td>B</td>
<td>16</td>
</tr>
<tr>
<td>C</td>
<td>23</td>
</tr>
<tr>
<td>Total for A, B, &amp; C</td>
<td>85</td>
</tr>
</tbody>
</table>

*What measures are taken by your school regarding unfavorable attitudes of teachers that may precipitate student dropouts? (1) Problem handled by in-service education, (2) teachers admonished or reprimanded, (3) other (please specify), (4) no action taken. (Pushed out.)

Survey Question 26 sought to determine if any measures are taken to provide a special curriculum for students from highly mobile families. Table XXX provides data from this question.

Eighty-four per cent of the principals indicated that their respective schools did not provide a special curriculum for students whose parents are physically highly mobile (frequently move from school to school and town to town). Sixteen per cent indicated that special educational programs are provided for students whose parents are highly mobile. Five of the six principals in Group A (38 per cent) indicated that a special educational program is not provided for
TABLE XXX

PERCENTAGE OF PRINCIPALS' RESPONSES REGARDING MEASURES TAKEN BY SCHOOLS TO PROVIDE A SPECIAL CURRICULUM FOR STUDENTS WHOSE PARENTS ARE PHYSICALLY HIGHLY MOBILE (SURVEY QUESTION 26)*

<table>
<thead>
<tr>
<th>School Groups</th>
<th>Answers in Percentage of Positive Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>A</td>
<td>8</td>
</tr>
<tr>
<td>B</td>
<td>0</td>
</tr>
<tr>
<td>C</td>
<td>8</td>
</tr>
<tr>
<td>Total for A, B, &amp; C</td>
<td>16</td>
</tr>
</tbody>
</table>

*Are any measures taken by your school to provide a special curriculum for students whose parents are physically highly mobile (frequently move from school to school and town to town)? Yes ___ No ___. (Mobility.)

students from highly mobile families. Twenty-three per cent of the principals in Group B and in Group C also made such an indication.

Survey Question 27 sought to determine if students are given a certificate or diploma if they do not graduate by required units or grades but do complete successfully a trade or vocational course. Table XXXI provides data on this question.

An examination of Table XXXI indicates that only one principal (7 per cent) reported that students are given a certificate of attendance or some type of conditional certificate or diploma if they do not graduate by required units or grades but do complete successfully a trade or
TABLE XXXI

PERCENTAGE OF PRINCIPALS' RESPONSES REGARDING THE PROVISION OF CERTIFICATES OF ATTENDANCE OR OTHER CONDITIONAL DIPLOMAS FOR STUDENTS WHO COMPLETE A TRADE OR VOCATIONAL COURSE (SURVEY QUESTION 27)*

<table>
<thead>
<tr>
<th>School Groups</th>
<th>Answers in Percentage of Positive Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>A</td>
<td>0</td>
</tr>
<tr>
<td>B</td>
<td>7</td>
</tr>
<tr>
<td>C</td>
<td>0</td>
</tr>
<tr>
<td>Total for A, B, &amp; C</td>
<td>7</td>
</tr>
</tbody>
</table>

*Are students at your school given a certificate of attendance or some type of conditional certificate or diploma, if they do not graduate by required units or grades, but do complete successfully a trade or vocational course? Yes ____ No _____. (Mobility and curriculum.)

vocational course. Ninety-three per cent reported that no such action is taken. All of the principals whose schools were classified in Groups A and C (77 per cent) indicated that their schools do not give certificates or diplomas to students who do not graduate by required units or grades. Sixteen per cent of the principals in Group B also indicated that certificates or diplomas are not given except to graduates.

Table XXXII provides data on Survey Question 28, which pertains to measures taken to cope with frequent student absences and tardiness.
TABLE XXXII

PERCENTAGE OF PRINCIPALS' RESPONSES REGARDING MEASURES TAKEN TO COPE WITH FREQUENT STUDENT ABSENCES OR TARDINESS
(SURVEY QUESTION 28)*

<table>
<thead>
<tr>
<th>School Groups</th>
<th>Answers in Percentage of Positive Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(1)</td>
</tr>
<tr>
<td>A</td>
<td>16</td>
</tr>
<tr>
<td>B</td>
<td>7</td>
</tr>
<tr>
<td>C</td>
<td>7</td>
</tr>
<tr>
<td>Total for A, B, &amp; C</td>
<td>30</td>
</tr>
</tbody>
</table>

*What measures are used by your school to cope with frequent student absences or tardiness? (1) Grades lowered, (2) parents notified by letter and/or telephone, (3) personal visits made by attendance officer, (4) other (please specify), (5) no action taken. (Absences or tardiness.)

Table XXXII indicates that 30 per cent of the principals checked "grades lowered" as being one measure taken by them to cope with frequent student absences or tardiness. All of the principals (100 per cent) indicated that parents were notified by letter and/or telephone regarding student absences or tardiness. Eighty-five per cent reported that personal visits were made by an attendance officer to investigate absences or tardiness. Responses were not listed under "other" or "no action taken." The distribution of responses by groups is as indicated in Table XXXII.

Table XXXIII provides data on Survey Question 29, which sought to determine the maximum number of days that a student can be absent from the various high schools in the
TABLE XXXIII

PERCENTAGE OF PRINCIPALS' RESPONSES AS TO THE MAXIMUM NUMBER OF DAYS THAT STUDENTS CAN BE ABSENT FROM SCHOOL BEFORE THEY ARE AUTOMATICALLY FAILED FOR NON-ATTENDANCE (SURVEY QUESTION 29)*

<table>
<thead>
<tr>
<th>School Groups</th>
<th>Answers in Percentage of Positive Responses</th>
</tr>
</thead>
<tbody>
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<td></td>
<td>(1)</td>
</tr>
<tr>
<td>A</td>
<td>0</td>
</tr>
<tr>
<td>B</td>
<td>0</td>
</tr>
<tr>
<td>C</td>
<td>0</td>
</tr>
<tr>
<td>Total for A, B, &amp; C</td>
<td>0</td>
</tr>
</tbody>
</table>

*What is the maximum number of days that a student can be absent from your school before he is automatically failed for non-attendance? (1) 5-10, (2) 11-15, (3) 16-20, (4) other (please specify), (5) students not failed because of absences. (Failure and absences.)

Table XXXIII indicates that principals reported that students were not failed automatically for being absent between five and ten days and between eleven and fifteen days. No responses were given for items 1 or 2 of Survey Question 29. Between sixteen and twenty days were listed by 38 per cent of the principals as being the number of days that students could be absent before they are automatically failed for non-attendance. Sixteen per cent of the principals gave responses under "other." These principals indicated that the "reasons for being absent" are considered in
addition to the number of days absent. The distribution of responses by groups is as indicated in Table XXXIII.

Survey Question 30 sought to determine if the high schools made provisions in their educational programs that would be especially beneficial to students who are attempting to attend school regularly but cannot because of poor health. Table XXXIV provides data on this question.

TABLE XXXIV

PERCENTAGE OF PRINCIPALS' RESPONSES REGARDING EDUCATIONAL PROVISIONS MADE FOR STUDENTS WHO ARE IN POOR HEALTH (SURVEY QUESTION 30)*

<table>
<thead>
<tr>
<th>School Groups</th>
<th>Answers in Percentage of Positive Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>A</td>
<td>46</td>
</tr>
<tr>
<td>B</td>
<td>23</td>
</tr>
<tr>
<td>C</td>
<td>31</td>
</tr>
<tr>
<td>Total for A, B, &amp; C</td>
<td>100</td>
</tr>
</tbody>
</table>

*Does your school make provisions in its educational program that would be beneficial to students who are attempting to attend school regularly but are in poor health? Yes ___ No ___. (Poor health.)

An examination of the data in Table XXXIV indicated that all of the principals (100 per cent) individually and by groups reported that the schools over which they have supervision made provisions in their educational programs that would be beneficial to students who were attempting to
attend school regularly but could not because they were in poor health.

Table XXXV provides data on Survey Question 31. This question sought to determine if students who are suspected potential dropouts are directed into courses that would be most beneficial to them after leaving school.

**TABLE XXXV**

PERCENTAGE OF PRINCIPALS' RESPONSES REGARDING EFFORTS MADE BY ADMINISTRATORS AND COUNSELORS TO DIRECT POTENTIAL DROPOUTS INTO COURSES THAT WOULD BE MOST BENEFICIAL TO THEM (SURVEY QUESTION 31)*

<table>
<thead>
<tr>
<th>School Groups</th>
<th>Answers in Percentage of Positive Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>A</td>
<td>46</td>
</tr>
<tr>
<td>B</td>
<td>23</td>
</tr>
<tr>
<td>C</td>
<td>23</td>
</tr>
<tr>
<td>Total for A, B, &amp; C</td>
<td>92</td>
</tr>
</tbody>
</table>

*Are efforts made by administrators and counselors at your school to direct students whom they suspect to be potential dropouts into courses that would be most beneficial to them after leaving school? Yes ___ No ___. (Inadequate guidance and curriculum.)

The data provided in Table XXXV indicate that 92 percent of the principals reported that efforts were made by administrators and counselors at their respective schools to direct students whom they suspect to be potential dropouts into courses that would be most beneficial to them after
leaving school. Eight per cent of the principals indicated that no efforts were made to direct students into special courses. All of the principals whose schools were classified in Groups A and B indicated that efforts are made to direct students whom they suspect to be potential dropouts into courses that would be most beneficial to them. Twenty-three per cent of the principals whose schools were classified in Group C indicated the same.

Survey Question 32 pertains to attempts made by the counseling and guidance programs at the various high schools to detect and prevent student dropouts. Table XXXVI provides data on this question.

**TABLE XXXVI**

PERCENTAGE OF PRINCIPALS' RESPONSES REGARDING ATTEMPTS MADE BY THE COUNSELING AND GUIDANCE PROGRAM TO DETECT AND PREVENT STUDENT DROPOUTS (SURVEY QUESTION 32)*

<table>
<thead>
<tr>
<th>School Groups</th>
<th>Answers in Percentage of Positive Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(1)</td>
</tr>
<tr>
<td>A</td>
<td>38</td>
</tr>
<tr>
<td>B</td>
<td>16</td>
</tr>
<tr>
<td>C</td>
<td>16</td>
</tr>
<tr>
<td>Total for A, B, &amp; C</td>
<td>70</td>
</tr>
</tbody>
</table>

*What attempts are made by the counseling and guidance program at your school to detect and prevent student dropouts? (1) Adequate counseling time provided for students, (2) interviews are held with students and parents, (3) helps to obtain jobs for needy students, (4) arranges out-processing interviews for potential dropouts, (5) other (please specify), (6) no measures taken. (Inadequate guidance.)
Seventy per cent of the principals indicated that adequate counseling time was provided for students. Eighty-four per cent of the principals indicated that the counseling and guidance program provided for interviews to be held with students and parents in order to detect and prevent student dropouts. "Helps to obtain jobs for needy students" was checked by 77 per cent of the principals as being a function of the counseling and guidance program in order to detect and prevent dropouts. "Arranges out-processing interviews for potential dropouts" was checked by 16 per cent. The principals did not give any responses under "other." One principal (7 per cent) indicated that no measures are taken by the counseling and guidance program to detect and prevent dropouts. The distribution of responses of principals by Groups A, B, and C is indicated in Table XXXVI.

Survey Question 33 sought to obtain from principals information as to whether or not counselors or other school personnel at the various high schools have follow-up interviews with dropouts and/or their parents in an attempt to encourage students to return to school. Table XXXVII provides data on this survey question.

A review of Table XXXVII indicates that 55 per cent of the principals indicated that counselors or other school personnel at their respective schools have follow-up interviews with dropouts and/or their parents in an attempt to encourage students to return to school. Forty-five per cent
TABLE XXXVII

PERCENTAGE OF PRINCIPALS' RESPONSES AS TO WHETHER OR NOT COUNSELORS OR OTHER SCHOOL PERSONNEL HAVE FOLLOW-UP INTERVIEWS WITH DROPOUTS AND PARENTS IN AN ATTEMPT TO ENCOURAGE STUDENTS TO RETURN TO SCHOOL (SURVEY QUESTION 33)*

<table>
<thead>
<tr>
<th>School Groups</th>
<th>Answers in Percentage of Positive Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>A</td>
<td>16</td>
</tr>
<tr>
<td>B</td>
<td>16</td>
</tr>
<tr>
<td>C</td>
<td>23</td>
</tr>
<tr>
<td>Total for A, B, &amp; C</td>
<td>55</td>
</tr>
</tbody>
</table>

*Do counselors or other school personnel at your school have follow-up interviews with dropouts and/or their parents in an attempt to encourage students to return to school? Yes ___ No ___. (Inadequate guidance.)

indicated that counselors or other school personnel do not have follow-up interviews with dropouts.

Table XXXVIII provides data on Survey Question 34. This question sought to determine the primary tasks of counselors as perceived by high school principals.

A review of Table XXXVIII indicates that only 16 per cent of the high school principals reported that scheduling of classes was a primary task of counselors at their schools. "Maintaining student records" was checked by 30 per cent of principals as a primary task of counselors. Ninety-three per cent of the principals indicated that administering tests constituted a primary task of counselors at their schools.
TABLE XXXVIII

PERCENTAGE OF PRINCIPALS' RESPONSES REGARDING THE PRIMARY TASKS OF COUNSELORS (SURVEY QUESTION 34)*

<table>
<thead>
<tr>
<th>School Groups</th>
<th>Answers in Percentage of Positive Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(1)</td>
</tr>
<tr>
<td>A</td>
<td>16</td>
</tr>
<tr>
<td>B</td>
<td>0</td>
</tr>
<tr>
<td>C</td>
<td>0</td>
</tr>
<tr>
<td>Total for A, B, &amp; C</td>
<td>16</td>
</tr>
</tbody>
</table>

*What are the primary tasks of counselors at your school? (1) Scheduling of classes, (2) maintaining student records, (3) administering tests, (4) counseling students, (5) other (please specify). (Inadequate guidance.)

All of the principals (100 per cent) indicated that counseling students was a primary task of counselors. Principals did not present responses under "other." The data presented in Table XXXVIII indicate that principals reported the two primary tasks of counselors are administering tests and counseling students. The distribution of responses according to groups is as indicated in Table XXXVIII.

Measures taken by the high school to familiarize students and parents with the respective school programs are provided for in Survey Question 35. Table XXXIX provides data on this question.

An examination of data in Table XXXIX indicates that all of the principals (100 per cent) reported that orientation programs for beginning students were used by them to
TABLE XXXIX

PERCENTAGE OF PRINCIPALS' RESPONSES REGARDING MEASURES TAKEN
BY SCHOOLS TO FAMILIARIZE STUDENTS AND PARENTS WITH
SCHOOL PROGRAMS (SURVEY QUESTION 35)*

<table>
<thead>
<tr>
<th>School Groups</th>
<th>Answers in Percentage of Positive Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(1)</td>
</tr>
<tr>
<td>A</td>
<td>46</td>
</tr>
<tr>
<td>B</td>
<td>23</td>
</tr>
<tr>
<td>C</td>
<td>31</td>
</tr>
<tr>
<td>Total for A, B, &amp; C</td>
<td>100</td>
</tr>
</tbody>
</table>

*What measures are taken by your school to familiarize students and parents with the school program? (1) Orientation program for beginning students, (2) newsletter, (3) student handbooks, (4) P.T.A. meetings, (5) other (please specify), (6) no measures taken. (Poor interpretation of school programs.)

Familiarize students and parents with school programs.

Eighty-five per cent reported that newsletters were used to familiarize students and parents with school programs.

Student handbooks were checked by 84 per cent. Parent-Teacher Association meetings were checked by 85 per cent of the principals as helping to familiarize students and parents with school programs. There were no responses under "other" or "no measures taken." The distribution of responses by groups is indicated in Table XXXIX.

Survey Question 36 sought to determine whether or not schools took any measures to prevent students from dropping out because of a dislike for school. Table XL provides data on this matter.
The data in Table XL indicate that 85 per cent of the principals reported that they take measures to prevent dropouts that may occur because of a dislike of school. Fifteen per cent of the principals indicated that no efforts are made to prevent dropouts that may occur because of a dislike of school. Five of the six principals (38 per cent of the total population) in Group A indicated that efforts are made. Sixteen per cent of the principals in Group B indicated that efforts are made and all of the principals in Group C (31 per cent of the total population) indicated that efforts are made to prevent student dropouts that may occur because of a dislike of school.
Table XLI provides data on Survey Question 37. This question sought to determine if any measures are taken by the high schools of the metropolitan school district to gain an understanding of conditions that exist in the homes of the various students who attend the schools.

<table>
<thead>
<tr>
<th>School Groups</th>
<th>Answers in Percentage of Positive Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>A</td>
<td>46</td>
</tr>
<tr>
<td>B</td>
<td>16</td>
</tr>
<tr>
<td>C</td>
<td>23</td>
</tr>
<tr>
<td>Total for A, B, &amp; C</td>
<td>85</td>
</tr>
</tbody>
</table>

*Are any measures taken by your school to gain an understanding of conditions that exist in the various homes of students who attend your school? Yes ____ No ____. (Home conditions.)

Eighty-five per cent of the principals indicated that some measures are taken to gain an understanding of conditions that exist in the homes of the various students who attend their schools. Fifteen per cent of the principals reported that no measures are taken to gain an understanding of home conditions. All of the principals in Group A (46 per cent of the total population) indicated that efforts are made to
gain an understanding of home conditions. Sixteen per cent of the principals in Group B indicated that some measures are taken and 23 per cent reported the same in Group C.

Presentation of Data from Personal Interviews

Personal interviews with the thirteen high school principals of the metropolitan school district provided additional information for this study. The interviews were conducted for the following reasons: (1) to gain some insight into the views of principals about the problem of dropouts, and (2) to provide information that would give clarity and depth to questionnaire items that required only "yes" or "no" responses.

Prior to conducting the interviews, permission was requested from and granted by the Superintendent of Schools. Each principal was then called in order to make arrangements for a specific time and date for the interview. Each interview lasted approximately twenty minutes and was conducted in the principal's office, with the exception of one interview which was conducted by telephone. This was done for the convenience of the principal concerned.

Emphasis was placed on the supportive information to designated questions in the questionnaire, which was completed by each high school principal. Emphasis was also placed on what was actually being done at the respective high schools to prevent dropouts instead of what was proposed.
Interview Question 1

The first interview question was intended to be supportive to data collected from questionnaire item 2, which sought to determine whether or not students were permitted to participate in the planning and organization of school-related activities that affect them directly. Principals indicated that students were involved in these procedures through the student council government at the respective schools. Some principals also indicated that students were involved in the planning and organization of school-related activities through special committees and through their requests for special courses. According to responses from the questionnaires, 93 per cent of the principals indicated that students were permitted to participate in the planning and organization of school-related activities.

Interview Question 2

The second interview question was intended to be supportive of the third questionnaire item, which pertained to grouping of students. Principals indicated generally that students were grouped for the purpose of categorizing different ability levels. Some principals indicated that some students (mainly for elective courses) were grouped according to their interest in particular courses. Three principals indicated that interest grouping was not employed at their respective schools. Questionnaire item 3 indicated
that the majority of principals did report that some form of grouping was employed at their respective schools.

**Interview Question 3**

Interview question 3 pertained to the measures taken by high school principals to retain students in school beyond the legally permissible age to drop out even though lack of interest may have been expressed by the students. The following are samples of the comments that were made by principals in response to this question:

- Interviews with parents and students arranged.
- Home visitations are made by visiting teachers.
- Students are directed into high interest courses.
- No measures are taken in this regard.
- Counselors and vice-principals attempt to provide jobs and direct students into courses that are of interest to them.
- Our counselors, teachers, and administrators are always encouraging any student to remain in school who might become uninterested in school.
- Special courses are set up specifically for potential dropouts.
- Students are counseled into courses that the administrators feel would be most interesting to them.
- Peer advisors are used along with counselors and visiting teachers.
- The students' records are reviewed and efforts are made to identify potential dropouts. Counseling sessions are set up with students.
This interview question was intended to provide information that would support the data obtained from questionnaire items 12, 13, and 36.

**Interview Question 4**

Principals generally indicated that fees or other monetary requirements were necessary for participation in extracurricular activities. The majority of principals indicated that grade requirements for participation in athletic events are regulated by the Interscholastic League. Some principals also indicated that the only grade requirement for participation in extracurricular activities was an "S" in citizenship. One principal indicated that the monetary requirement for participation in extracurricular activities could be waived if necessary.

**Interview Question 5**

All of the principals indicated that their school's policy regarding married students' participating in extracurricular activities was the same as that formulated by the Board of Education of the school district. This policy basically indicates that married students cannot participate in any school extracurricular activities that are public-oriented.

**Interview Question 6**

This question was intended to provide information that would support data collected from questionnaire item 8. All
of the principals indicated that courses already on the state-approved list needed only to be requested by students in order to be included in the school curriculum. The minimum number of requests that were necessary was different for the various schools. The most common indications were that "enough students for one class needed to request the course" or "twenty-five students."

Principals indicated that for courses that were not on the state-approved list, specifications would have to be written for the course by the principal and submitted to the Curriculum Department of the school district.

**Interview Question 7**

This question was formulated to provide support to questionnaire item 7. The data provided by this question indicated that all of the courses in the trade and vocational areas were reported by principals as preparing students for employment. All of the high schools offered some courses in these areas. The principal of the one technical high school in the district indicated that all courses offered at that particular school were directed toward preparing students for employment.

**Interview Question 8**

Responses from this question indicated that no provisions are made by any of the high schools to provide specific courses that would be especially beneficial to students
whose parents are highly mobile. One principal indicated that even though no specific provisions are made in terms of a special program, consideration is given to students where necessary when they are scheduled for classes. The responses given were in agreement with those provided by questionnaire items.

**Interview Question 9**

Data provided by questionnaire item 30 indicated that all of the high schools made educational provisions that would be beneficial to students who are attempting to attend school regularly but who are in poor health. The responses to interview question 9 indicated that home-bound instruction and provisions for make-up work for students are the two measures that are used by all high schools as a means of providing an educational program for students who are in poor health.

**Interview Question 10**

The responses to interview question 10 were generally the same as the ones given for interview question 9 (home-bound instruction and provisions for make-up work), with some additions. Some of the principals stated that personal visits are made by visiting teachers, counselors, and vice-principals in order to encourage students to remain in school. Two principals also stated that peer advisors are also used for this purpose. This question pertained to
measures that were taken by the high schools to encourage students who had been consistently absent because of illness or other emergencies not to drop out of school.

**Interview Question 11**

In response to interview question 11, all of the principals stated that students were either scheduled into classes in which they could acquire a saleable skill or that they were directed into trade or vocational courses. Both of the actions, if followed through, would reach the same objective. Four principals also stated that student schedules are adjusted so that they may take advantage of the work-study programs. This question pertained to efforts that were made by the high schools, from a scheduling standpoint, to encourage potential dropouts to remain in school.

**Interview Question 12**

The answers given by principals to interview question 12 ranged from 20 per cent to 95 per cent. Approximately 80 per cent of the answers given ranged 65 per cent to 70 per cent. The responses given by principals to this question were lower than was indicated in questionnaire item 34. All of the principals (100 per cent) indicated in Survey Question 34 (Table XXVIII) that counseling was a primary task of counselors. This question was concerned with the amount of time (in percentages) that counselors in the various high schools actually spent in conferences with students.
Interview Question 13

The data provided in Table XI indicated that 85 per cent of the principals reported that some measures are taken by their respective schools to gain an understanding of conditions that exist in the homes of the various students who attend their schools. The responses given to interview question 13 were highly supportive of the data presented in Table XLI. Only two of the principals indicated that home visits were not attempted in order to gain an understanding of home conditions. The following are samples of the kind of responses that were given to this question:

Many teachers and administrators have lived in the neighborhood for many years and are aware of home conditions. The nurse, vice-principal, and visiting teacher are the main people who visit homes.

There are no home visits; however, contact is made by telephone.

Peer advisors sometimes work with students in order to provide the school with an understanding of home conditions.

Application blanks are used as a source of information in addition to counselors and peer advisors.

Personal conferences with students.

The neighborhood ministers and others sometimes call to inform the school of the home environment of students.

Coaches often make home visits.

The active Parent-Teacher organization and Booster clubs provide information about family situations.
Presentation of Data from Supplemental Questionnaires

The data for the supplemental questionnaire were collected by the researcher from records provided by the various high schools. The information for this questionnaire required tabulating and computing figures relative to school enrollment, dropout rates for the various schools, student-teacher and student-counselor ratios.

Table XLII provides enrollment and dropout data about the metropolitan school district. This table contains data by individual schools and by the district collectively.

TABLE XLII

ENROLLMENT AND DROPOUT FIGURES FOR THE METROPOLITAN SCHOOL DISTRICT

<table>
<thead>
<tr>
<th>School Numbers (Codes)</th>
<th>Enrollment by Schools</th>
<th>Dropout by Schools</th>
<th>Dropout Rates (Per Cent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>1,733</td>
<td>179</td>
<td>10.3</td>
</tr>
<tr>
<td>02</td>
<td>1,170</td>
<td>103</td>
<td>8.8</td>
</tr>
<tr>
<td>03</td>
<td>2,100</td>
<td>304</td>
<td>14.4</td>
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<tr>
<td>04</td>
<td>2,243</td>
<td>475</td>
<td>21.1</td>
</tr>
<tr>
<td>05</td>
<td>1,864</td>
<td>246</td>
<td>13.2</td>
</tr>
<tr>
<td>06</td>
<td>2,078</td>
<td>236</td>
<td>11.3</td>
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<tr>
<td>07</td>
<td>2,374</td>
<td>170</td>
<td>7.1</td>
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<tr>
<td>08</td>
<td>930</td>
<td>53</td>
<td>5.7</td>
</tr>
<tr>
<td>09</td>
<td>1,100</td>
<td>182</td>
<td>16.6</td>
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<td>10</td>
<td>1,731</td>
<td>462</td>
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<td>11</td>
<td>1,115</td>
<td>82</td>
<td>7.4</td>
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<td>12</td>
<td>3,001</td>
<td>394</td>
<td>13.2</td>
</tr>
<tr>
<td>13</td>
<td>2,338</td>
<td>59</td>
<td>2.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>23,777</strong></td>
<td><strong>2,945</strong></td>
<td><strong>12.3</strong></td>
</tr>
</tbody>
</table>
The data provided in Table XLII shows the enrollment and dropouts by high schools of the school district. The enrollment, as reported by principals for the 1970-1971 school year, ranged from 930 at school 08 to 30,001 at school 12. The dropout rate ranged from a low of 2.6 per cent at school 13 to a high of 26.1 per cent at school 10. The dropout rate for all high schools combined in the school district for the 1970-1971 school year was 12.3 per cent.

Table XLIII provides data on the dropout rates of combined grades by levels. The dropout rate is presented for the combined ninth grades, the combined tenth grades, the combined eleventh grades, and the combined twelfth grades for the metropolitan school district.

**TABLE XLIII**

**DROP OUT RATES FOR COMBINED GRADES BY GRADE LEVELS**

<table>
<thead>
<tr>
<th>Grades</th>
<th>Combined Enrollment</th>
<th>Number of Dropouts</th>
<th>Dropout Rate in Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>6,906</td>
<td>709</td>
<td>11.3</td>
</tr>
<tr>
<td>10</td>
<td>6,176</td>
<td>666</td>
<td>12.3</td>
</tr>
<tr>
<td>11</td>
<td>5,721</td>
<td>810</td>
<td>16.2</td>
</tr>
<tr>
<td>12</td>
<td>4,955</td>
<td>560</td>
<td>11.7</td>
</tr>
</tbody>
</table>

Table XLIII provides data that resulted from information reported by high school principals. This table shows that the highest percentage of dropouts occurred in the tenth and eleventh grades of the metropolitan school district.
The dropout rate for combined tenth grades was 12.3 per cent, while the dropout rate was 16.2 per cent for combined eleventh grades. According to information provided by the various high schools, the lowest dropout rate occurred in the combined ninth grades. The dropout rate for combined ninth grades was 11.3 per cent. Data provided by principals indicated that 11.7 per cent of the combined twelfth grade enrollment dropped out of school.

Table XLIV provides data on the student-teacher ratio and student-counselor ratio for the metropolitan school district.

**TABLE XLIV**

**STUDENT-TEACHER AND STUDENT-COUNSELOR RATIOS**

<table>
<thead>
<tr>
<th>School Numbers (Codes)</th>
<th>Student-Teacher Ratio</th>
<th>Student-Counselor Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>28-1</td>
<td>578-1</td>
</tr>
<tr>
<td>02</td>
<td>17-1</td>
<td>468-1</td>
</tr>
<tr>
<td>03</td>
<td>27-1</td>
<td>600-1</td>
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<tr>
<td>04</td>
<td>20-1</td>
<td>561-1</td>
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<td>07</td>
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<td>593-1</td>
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<td>23-1</td>
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<td>09</td>
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<tr>
<td>11</td>
<td>23-1</td>
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<td>28-1</td>
<td>600-1</td>
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<tr>
<td>13</td>
<td>25-1</td>
<td>584-1</td>
</tr>
</tbody>
</table>
The student-teacher and student-counselor ratios provided in Table XLIV were computed from data reported by the various high schools in the metropolitan school district. The student-teacher ratio ranged from a low of 17 to 1 at school 02 to a high of 28 to 1 in schools 01, 06, and 12. The student-counselor ratio exceeds by many numbers the recommended ratio (1, p. 217; 2, p. 257). In their book Hollis and Hollis recommended a student-counselor ratio of 250 to 300 students for each counselor for junior or senior high schools. The student-counselor ratios provided in Table XLIV ranged from 468 to 1 at school 02 to 620 to 1 at school 08.

Table XLV provides data on dropout rates for the high schools according to Groups A, B, and C, into which they were divided in Chapter IV.

**TABLE XLV**

**DROPOUT RATES BY GROUPS OF HIGH SCHOOLS**

<table>
<thead>
<tr>
<th>School Groups</th>
<th>Schools in Groups (Codes)</th>
<th>Enrollment by Groups</th>
<th>Number of Dropouts</th>
<th>Dropout Rate in Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>01, 02, 08, 09, 10, 11</td>
<td>7,779</td>
<td>1,061</td>
<td>13.6</td>
</tr>
<tr>
<td>B</td>
<td>03, 04, 12</td>
<td>7,344</td>
<td>1,173</td>
<td>15.9</td>
</tr>
<tr>
<td>C</td>
<td>05, 06, 07, 13</td>
<td>8,654</td>
<td>711</td>
<td>8.5</td>
</tr>
</tbody>
</table>
The data provided in Table XLV show the dropout rates by groups of high schools of the metropolitan school district. The highest percentage of dropouts occurred in Group B, with a 15.9 per cent dropout rate. Group A had a 13.6 per cent dropout rate, while Group C had an 8.5 per cent dropout rate. It is interesting to note that the schools (Group C) that were located in areas where the value of housing was greatest had the lowest dropout rate. Schools that were located in areas where housing values were lowest, although not having the highest dropout rate, did have a much higher dropout rate than did the schools in Group C. The dropout rate in Group A, where the value of housing was lowest, was 13.6 per cent; while the dropout rate for Group B, where the value of housing was second to that of Group C, was 15.9 per cent.

A Differentiation of Schools

The differentiation of schools as presented in this section is based on the data provided in Tables V through XLI, which are in turn based on reasons students drop out of school and on data provided in Tables XLII through XLV of this chapter. This section will provide data to show what schools are doing to curb or prevent dropouts in view of the data presented, and to show in what areas the schools differ in their efforts to solve the dropout problem. The differentiation will be made for each of the reasons that
students drop out of school. The differentiation will further be made according to the population groups (A, B, and C) as indicated in Chapter IV of this study.

**Reason Number I: Financial**

Survey Questions 6 and 7 were constructed to provide data to indicate what the high schools of the metropolitan school district are doing from the standpoint of financial assistance or provisions to curb or prevent dropouts. Table XI indicates that all of the schools in Group A, with the exception of school 09, as reported by principals, provided limited employment of students in order to help remove their financial burdens. The same situation existed in Group A for work-study programs. All of the principals in Group A indicated that schedules were adjusted to allow students to work. Three of the six schools in Group A indicated that fees and monetary requirements were eliminated where necessary.

The differentiation between groups of schools exists mainly in Group C, where less effort in terms of financial assistance and provisions was reported to have been made. Although less effort was made by Group C in terms of reports given by principals on this particular item, the overall dropout rate for this group of schools was lowest. Since the value of housing in Group C was higher than in the other
groups, the assumption can be made that the students' need of money was not as great, and finances may not have been as great a cause of dropouts as in the other groups.

Reason Number II: Low Reading Ability

Survey Questions 8 and 9 were constructed to indicate what the high school principals reported they were doing to curb or prevent student dropouts as they may be related to low reading ability. According to responses by principals, the schools in Group A appeared to have expended more effort than the schools in Groups B or C to help students with low reading ability. Principals from four of the six schools in Group A indicated that special emphasis is placed on reading ability in all or a majority of classes; early efforts are made to detect slow or retarded readers, and the schools provide remedial reading classes. Only one school in Group B indicated that special emphasis is placed on reading or that the school provides remedial reading classes. Two principals from schools in Group B indicated that early efforts are made to detect slow or retarded readers. One of the principals in Group C indicated that measures are not taken to help retarded readers. In terms of principals' responses, schools in Group B did less than schools in Groups A or C to help students with low reading ability. It may be important to note again that the dropout rate in schools in Group B was higher than in Groups A or C.
Reason Number III: Marriage or Pregnancy

Principals from all of the high schools in the metropolitan school district, with the exception of school 02, indicated that married students are restricted as to their participation in school-sponsored activities. Data in Table XV show that three of the six principals in Group A and only one principal in Groups B and C reported that sex education classes are provided at their respective schools for married or pregnant students. Five of the six principals in Group A and three of the four principals in Group C indicated that other courses pertaining to home and family living are offered by their schools in order that special benefit can be derived by married or pregnant students. All of the principals in Group B reported that courses other than sex education classes are offered at their schools for married or pregnant students. From the data provided in Table XIV and Table XV, a clear distinction could not be made between the groups of schools with regard to efforts that were being made by the various high schools that would be beneficial to married students.

Reason Number IV: Reached Age Sixteen

Survey Questions 12 and 13 were designed to indicate what measures the principals of high schools in the metropolitan school districts were taking to try to retain students in school beyond the age of sixteen. All of the
principals in Groups A, B, and C, with the exception of school 05 in Group C, indicated that efforts were made at their respective schools to retain students in school beyond the legally permissible age to drop out. Table XVII provides data to this effect. Data in Table XVI indicate that five of the six principals in Group A reported that special attendance officers are used to enforce the compulsory attendance law of the state. In terms of responses, principals in Groups B and C differed from those in Group A in that only one principal each in the latter two groups indicated that special attendance officers are used to enforce the state compulsory attendance law. Principals in Groups B and C indicated that truant officers are not used to enforce school attendance, while only one principal in Group A reported that truant officers are used. Greater agreement occurred among principals on items 3 and 4 of Survey Question 12 than in the other items. The most common actions taken to enforce the compulsory attendance law of the state as reported by principals are contacts with parents after school absences and reports to other appropriate authorities about frequent absences.

Reason Number V: Disciplinary and Emotional Problems

Data in Table XVII indicate that principals in Groups A and B reported, with only one exception, that in order to deal with discipline problems at their respective schools
troublemakers were suspended. Only two principals in Group C reported that this action was taken to deal with discipline problems. The principals in Groups A, B, and C did not differ appreciably in their responses to items 2, 3, and 4 of Table XVIII. Table XIX indicated that no appreciable difference existed between schools or groups of schools with respect to what principals reported regarding what measures were taken to provide assistance to students with emotional problems. All of the high school principals (with the exception of school 12) reported that students with emotional problems were referred to the school psychologist and to the school counselors.

Reason Number VI: Extracurricular Activities

Tables XX, XXI, and XXII, which provide data from Survey Questions 16, 17, and 18, show information regarding what principals reported they were doing at their respective schools about the participation of students in extracurricular activities. Table XX does not show any differences, with respect to responses given by principals, as the responses were the same for all schools.

One half of the principals in Group A (23 per cent of the total population) reported that all social activities are free at their respective schools. The other half of the principals in this group indicated that no special measures are taken to encourage student participation in
extracurricular activities. The majority of principals in
Groups B and C indicated that no special measures are taken
at their respective schools to encourage participation in
extracurricular activities. Academic grades did not appear
to be an important factor in preventing students from par-
ticipating in extracurricular activities in any of the high
schools, as the lowest grades that could be earned that
would restrict student participation in extracurricular
activities were a "D" in 31 per cent of the schools, and an
"F" in 61 per cent of the high schools.

**Reason Number VII: Failure and Low Achievement**

An important difference was noted between the groups of
schools in Table XXIII. Four of the six schools in Group A
(31 per cent of the total population) indicated that a com-
mittee or a portion of their in-service programs is devoted
to the investigation of failures. Only one principal
(school 12) of the combined B and C groups indicated that a
committee or a portion of its in-service education was
devoted to the investigation of failures. A clear differen-
tiation between schools could not be made from the data pro-
vided in Table XXIV, as principals from all high schools in
the school district made common or very similar choices
regarding the specific measures that were taken concerning
school failures.
Reason Number VII: Insufficient School Curriculum

There was almost unanimity of agreement of principals on the question of inadequate curriculum as it may affect student dropouts. Data provided in Table XXV indicate that all principals in the metropolitan school district (100 per cent) reported that provisions are made to add to the school curriculum courses for which students expressed a special need. Table XXVI provides data on specific measures that principals reported they were taking in order to adjust the curriculum to the needs of all students. Items 1 and 2 provide the only basis for differentiation between schools. The differentiation was not great for item 1, since 84 per cent of the principals selected it as being a means of helping to provide an adequate curriculum for all students. Seventy per cent of the principals indicated that continuous evaluation was made of student educational needs. The differences between schools for this item existed in Group A, where four of the five principals (31 per cent of the total population) chose this item, and in Group C, where two of the four principals (16 per cent of the total population) made the same selection. Since there was 100 per cent agreement on data reported by principals for Survey Question 23 (Table XXVII), there was no basis for differentiation between schools on this item.
Reason Number IX: Students "Pushed Out"

Data provided in Table XXVIII show that only three of the thirteen principals (one in each group) reported that there was evidence at their schools that students are "pushed out" of school by intolerant administrators and teachers. With regard to what measures were taken by schools about unfavorable attitudes of teachers that may precipitate student dropouts, five of the six principals in Group A chose items 1 and 2 in Table XXIX. "Problem handled by in-service education" (item 1) and "teachers admonished or reprimanded" (item 2) were also reported by principals in Group B and Group C as being measures that were taken regarding unfavorable attitudes of teachers. Two of the three principals reported these items in Group B, while three of four principals in Group C reported item 1, and two of four principals reported item 2 in the same group.

Reason Number X: Mobility of Family

Survey Questions 26 and 27 sought to provide data on highly mobile families and to provide a basis for differentiation between schools. Principals from school 06 of Group C and school 08 of Group A reported that a special curriculum was provided for students whose parents were highly mobile. It is important to note that one of the schools, where a special curriculum was reportedly offered, was in the group with the lowest dropout rate, while the
other school was in a group with a much higher dropout rate. Data provided in Table XXXI indicate that a differentiation could not be made between schools with regard to their offering certificates or diplomas to non-graduates. Only one principal indicated that a certificate or diploma was offered to students who did not graduate by units or grades but did successfully complete a trade or vocational course.

Reason Number XI: Student Dissatisfaction with School

Table XL provides data relative to what principals reported they were doing to prevent student dropouts that may have occurred because of a dissatisfaction with school. All of the principals in Group C (which had the lowest dropout rate) indicated that they take some steps to prevent dropouts that may occur because of a dissatisfaction with school. It would appear that any differentiation between schools on this question would necessarily be very slight, since only two of the principals in the metropolitan school district reported that no action was taken to try to retain in school students who had expressed dissatisfaction with school. It may be important to note that both of the principals who indicated that no action was taken to retain dissatisfied students in school supervised schools in the groups with the highest dropout rate. The two schools affected were school 11 in Group A and school 03 in Group B. The fact that only two principals in the metropolitan school district reported
inaction in this area may not be conclusive enough to account for the difference in dropout rates of 8.5 per cent in Group C and 13.6 per cent and 15.9 per cent in Groups A and B, respectively. It would appear that this factor alone would not account for the great differences in dropout rates.

**Reason Number XII: Poor Health**

According to data provided in Survey Question 30, there was no basis for differentiation of high schools. All of the principals in the metropolitan school district answered "yes" to the question, indicating that provisions are made in the educational programs of the respective schools that would be beneficial to students who are attempting to attend school regularly but are in poor health. Interview question 10, which was constructed to add depth and support to item 30 of the questionnaire, provided data to show that all principals reported that home-bound instruction and provisions for make-up work were used as a means for providing educational assistance to students who are in poor health.

**Reason Number XIII: Frequent Absences and Tardiness**

Data in Tables XXXII and XXXIII provide a basis for differentiation between schools in terms of efforts made by the high schools to prevent students from dropping out of school because of frequent absences or tardiness. In terms of responses made by principals, data in Table XXXII
indicate little difference in reported measures to curb or prevent dropouts. The greatest difference between schools is reflected in Table XXXIII, where 31 per cent of the principals in Group A reported that the maximum number of days that students can be absent before they are automatically failed for non-attendance was between sixteen and twenty days. None of the principals in Group B selected this item, while only one principal in Group C made this selection. Only two principals in Group C listed any choices under "other." One principal in this group indicated that students could be absent forty days before they are failed for non-attendance, while one principal indicated that the specific reason for being absent takes precedence over the number of days missed.

Reason Number XIV: Inadequate Guidance

Reports from principals in Group A appear to indicate that greater efforts were made by their counseling and guidance programs to detect and prevent dropouts from the high schools. A greater number and percentage of principals in this group reported that adequate counseling time was provided for students, that interviews were held with parents and students, and that efforts were made to obtain jobs for needy students than in Groups B and C. A lesser number and percentage of principals in Group C than in Groups A and B reported the implementation of the measures stated above as
means of detecting and preventing dropouts. Even though data in Table XXXVI indicate that less effort was made by the schools in Group C to detect and prevent dropouts, the dropout rate in this group was much less than in Groups A and B. Approximately the same number of principals in Groups A, B, and C indicated that follow-up interviews with counselors or other school personnel were arranged with students and their parents in order to encourage students to return to school. In terms of responses from principals, as indicated in Table XXXVIII, the primary task of counselors at the schools in the metropolitan school district were administering tests and counseling students. This report was given by principals despite the fact that the student-counselor ratio at all schools in the metropolitan school district is far above the recommended ratio.

Reason Number XV: Poor Interpretation of School Programs

Table XXXIX provides data to show what measures were taken by schools in the metropolitan school district to familiarize students and parents with the school programs. A clear differentiation could not be made between schools on the data presented in this table, because of the great similarity of choices made by the principals in all of the groups.
Reason Number XVI: Unfavorable Home Environment

Data regarding unfavorable home conditions as they affect school dropouts are presented in Table XLI. Supportive data were provided by interview question 13. Since eleven of the thirteen principals were in agreement with respect to their responses to Survey Question 37, no basis for differentiation was established. It is important to note, however, that one principal from the group with the lowest dropout rate (Group C) and one principal from the group with the highest dropout rate (Group B) indicated that they did not take any measures to gain an understanding of conditions that exist in the various homes of students who attend their respective schools.

Summary

The purpose of this section has been to provide data that would differentiate among schools from the standpoint of measures taken by the respective schools to curb or prevent dropouts as reported by high school principals. The measures or efforts taken by the schools of the metropolitan school district, as reported by principals, were very similar, making a differentiation very difficult. In some instances, the group with the lowest dropout rate made less effort (as reported by principals) to detect or prevent dropouts, while in some instances, the group with much higher
dropout rates made many efforts to curb or prevent dropouts without having any apparent effect on the dropout rate. It would appear from the reports of principals that the dropout-preventive efforts that were made in many areas did not have an appreciable effect on reducing the dropout rate.
CHAPTER BIBLIOGRAPHY


CHAPTER VI

SUMMARY, FINDINGS, CONCLUSIONS, IMPLICATIONS,
AND RECOMMENDATIONS

Summary

The problem of this study has been to determine what measures have been taken by high schools of a metropolitan school district to curb or prevent school dropouts and to differentiate between groups of schools according to measures taken, using reasons students drop out of school as criteria. The specific purposes of this study have been (1) to ascertain, from a search of the literature, the major reasons students drop out of school; (2) to gather data for use in a description of the population within the attendance areas of the metropolitan school district; (3) to determine what dropout-preventive measures were used in the high schools of the metropolitan school district, as reported by the school's principals; (4) to indicate how groups of schools within the metropolitan school district differed with respect to the implementation of dropout-preventive measures; and (5) to analyze the data collected in order to make implications and recommendations for education.

Special attention has been given to a search of the literature to determine the reasons students drop out of
school, and to a survey of measures that were taken by the high schools of the metropolitan school district to curb or prevent student dropouts, as reported by the principals of the high schools within the district.

This study involved a review of the literature, consisting of four sections. These sections were (1) dimension of the dropout problem, (2) some early and significant studies and writings on school dropouts, (3) factors associated with early school withdrawal, and (4) some efforts and recommendations for dropout reduction and prevention. The section on "Factors Associated with Early School Withdrawal," in addition to providing general knowledge on dropouts, provided a basis for constructing the instruments which were used to gather data for this study. Books, periodicals, reports of educational, governmental and other agencies, and previously-conducted studies on the dropout problem were reviewed in the search of the literature.

The survey questionnaire used in this study was developed with the advice of the doctoral advisory committee and a jury panel. The questionnaire and the questions for the structured interview were developed following the background study and review of literature on the dropout problem. The questionnaire was validated by a five-member jury panel of experienced administrators familiar with the problems of high schools. The survey questionnaire was delivered to all of the high school principals of the metropolitan school
district. Responses were received from all of the thirteen high school principals of the school district. This return of 100 per cent of the questionnaires was well above the approximately 85 per cent that was approved as acceptable to provide adequate data for this study. A structured interview was used in addition to the questionnaire to gather data for this study. The interview questions were formulated to provide supportive data for the questionnaire items. They were also used to add depth and clarity to the questionnaire items.

Data for a description of the population was obtained from the 1970 Census Report and supplemental data. Information pertaining to housing values was used as a basis for computing housing index figures for each census tract within the school district and subsequently for categorizing the population into groups according to those figures. The data presented in Chapter IV, "Description of the Population," were intended to provide a general description of the population that resided within the various attendance areas of the metropolitan school district. The great variety of groups of people that resided in the various school attendance areas dictated a general rather than a specific description of the population.

In addition to the data gathered from the 1970 Census Report for the population description, valuable information was also obtained from the City Planning Office, the Chamber
of Commerce, and the Sociology Departments at North Texas State University, Denton, Texas, and Texas Christian University, Fort Worth, Texas.

In order to carry out the purposes of this study, five questions were formulated. All of the questions with the exception of Question V have been answered in previous chapters. The following is an account of the various questions.

I. What are the major causes of student dropouts in public schools, as determined by a search of literature on dropouts published since 1960?

The answers to this question are presented in the third section of Chapter II, "A Review of Literature." A list of the reasons students drop out of schools, as revealed by a search of the literature, is presented in Appendix B of this study.

II. What are some characteristics of the people who live in the school zones to be studied?

A description of the population that resides within the attendance areas of the metropolitan school district has been presented in Chapter IV of this study. For the purposes of this study, the population, and consequently the high schools, were divided into three groups according to the value of housing in the various attendance areas.
III. What student dropout preventive measures were taken by high schools of the metropolitan school district, as reported by high school principals?

The dropout preventive measures, as reported by the high school principals of the metropolitan school district, are presented in Chapter V of this study. Data relating to these measures are reported in percentages and presented in Tables V (page 91) through XLI (page 133).

IV. How do the high schools in the school district differ in implementing student dropout preventive measures?

Data regarding the differentiation of schools are presented in section four of Chapter V and are based on information provided in Tables V through XLI. The reasons students drop out of school and the measures that were taken by the high schools to counteract the causes for school withdrawal served as criteria for making the differentiation of groups of schools as presented in this study.

V. What implications and recommendations can be drawn from the findings of this study?

The implications and recommendations that have been drawn from the findings of this study are presented in the last part of this chapter.

Findings

The following findings are presented from the data obtained for this study:
1. Although many efforts were made to curb or prevent dropouts in the metropolitan school district, there was some inconsistency, as indicated in Table V (page 91), as to efforts that are designed specifically for the purpose of detecting or preventing dropouts in the various high schools in the school district.

2. The student-counselor ratio of all schools of the school district far exceeds the recommended ratio for high schools. Table XLIV (page 144) provides data on the student-counselor ratio for the school district and for the various high schools.

3. The critical grades for school dropouts, as reflected by data provided in Table XLIII (page 143), are grades ten and eleven.

4. No clear pattern of socioeconomic status, as related to its potential cause of student dropouts, can be established from the data collected for this study. The inconsistency of data collected in this area is reflected in Table XLV (page 145).

5. The data collected for this study indicate that the majority of dropout-preventive measures taken by the high schools of the school district were very similar, with few exceptions. The differences in approaches taken to prevent dropouts are indicated in Chapter V of this study.

6. Reports from all of the principals of the school district indicate that very little effort is directed toward
removing restrictions that may discourage student participation in extracurricular activities.

7. Responses from principals of the high schools indicate that the curriculum could easily be adjusted to meet the specific needs of students.

8. Data presented in Table XXVII (page 118) and responses from interview question 7 indicate that all of the high schools of the metropolitan school district offer a varied curriculum to meet the educational needs of the majority of students. Vocational as well as academic courses are offered at all of the high schools surveyed.

9. Fees or other monetary obligations are required in most of the academic and trade and vocational courses in the high schools. Practically all elective courses have a fee or some other monetary obligation.

10. A search of the literature indicates that, even though the percentage of dropouts has decreased in recent years, greater numbers of students are dropping out of school and student dropouts still represent a major problem for educators.

11. Although many courses are offered by the high schools that will enable students to acquire a saleable skill, data provided in Table XXXI (page 122) indicate that 93 per cent of the principals in the school district reported that educational credentials are not given to students who successfully complete such courses.
12. The data presented in Table XXIII (page 113) indicate that only 38 per cent of the principals in the school district reported that investigations are made of failures or low student achievement. These data are inconsistent with those reported in Table XXIV (page 114), which indicates that 92 per cent of the schools made efforts to investigate reasons for school failures.

13. Twenty-three per cent of the principals reported that students are "pushed out" of school by intolerant administrators or teachers, and that this problem is mainly handled through in-service education.

14. According to the responses of principals, only about half of the schools in the school district have special reading classes for poor readers.

15. Thirty-eight per cent of the principals reported that, although provisions are made for make-up work at the respective high schools, students are still failed because of absences.

Conclusions

Based on an analysis of the findings of this study, the following conclusions are formulated:

1. It seems that, if dropout preventive efforts and a reduction of the dropout rates are to be evident throughout the school district, a dropout-prevention program, sanctioned by the school district, needs to be formulated and implemented.
2. Although the data in Table XXXVIII (page 130) indicate that the primary tasks of counselors at the high schools are counseling students and administering tests, there seems to be a need for more counselors in the school district, as the student-counselor ratio far exceeds the recommended ratio for high schools.

3. It seems that early and continuous efforts should be directed toward detecting and preventing student dropouts throughout the school district.

4. The increasing number of dropouts which occur in the public schools, as reflected in literature on dropouts, indicates the need for a greater effort to be directed toward providing solutions to this problem at a higher level in public school organizational structure than the high school.

5. It appears, from socioeconomic data collected for this study, that the conditions that exist in the high schools should be considered individually, and that solutions provided or measures taken should be based on specific conditions that exist in a given school.

6. In view of the many financial requirements that are imposed upon students of the high schools within the school district, some effort should be made to provide means of reducing these requirements. It appears that monetary requirements should not be a prerequisite to enrollment in any course offered in the high schools.
7. There is a need for continuous study and evaluation of the job demands and requirements of business and industry and the educational requirements of colleges and universities so that the most practical curriculum can be provided for each student enrolled in the high schools of the metropolitan school district.

8. In order to implement the requirements stated in conclusion 7 above, there is a need for special personnel to work with the dropout problem within the school district.

9. In view of the varied groups of individuals who reside in the various attendance areas of the metropolitan school district, the data presented in Chapter IV relating to a description of the population are very general and inconclusive in nature when considered in connection with reasons students drop out of school.

Implications

The following implications have been drawn from the data previously presented:

1. Effective solutions to the dropout problem may require a coordination of effort by the school district and outside agencies.

2. The effectiveness of dropout-preventive measures would be measurably improved if a dropout-prevention program were sanctioned by the school district and implemented in all schools.
3. Long-range planning and continuous evaluation and detection measures will be necessary to effectively cope with the dropout problem.

4. The holding power in individual schools can be improved by organized efforts to retain potential dropouts in school.

Recommendations

The following recommendations are based upon the findings, conclusions, and implications of this study:

1. In view of the magnitude of the dropout problem, some authority for coping with the problem other than the individual high schools should be established. The metropolitan school district should formulate a dropout-prevention program for the entire school district.

2. This study should provide significant findings if it is replicated, using middle school or junior high school principals as respondents.

3. A greater effort could be directed toward dropout prevention from the standpoint of counseling and guidance services if the student-counselor ratio were lowered in the high schools of the school district.

4. The holding power of some high schools probably would be increased if educational credentials were given to students who successfully complete vocational or technical courses of study. Certificates of completion should be
given to students to assist them in acquiring jobs for which they have been trained.

5. Greater coordination should be achieved between the public schools and outside agencies, for the purpose of coping with the dropout problem.

6. A committee composed of individuals from elementary, middle schools, and high schools should be formed to study the problem of dropouts in the metropolitan school district. The findings of this committee should be the basis for formulating a dropout-prevention program for the school district.

7. Coordination should be sought between business, industry, and the public schools in order to formulate educational prerequisites for jobs for which students will be applying upon completion of vocational or technical courses.

8. Periodic follow-up studies of dropouts by the school district should provide valuable information that may be helpful in increasing the holding power of schools.

9. Out-processing interviews should be arranged for all students who indicate a desire to drop out of school.

10. Efforts to detect or prevent student dropouts should be approached with consideration of peculiar socio-economic conditions that exist at the individual high schools of the school district.

11. In view of the cultural differences of the students who attend the high schools of the school district,
principals should be required to participate actively in periodic cultural awareness programs.
APPENDIX A

SURVEY QUESTIONNAIRE

(Sample)

1. Does your school have a committee whose primary responsibility is to work with dropout problems?

   (1) ___ Yes  (2) ___ No

2. Does your school have a portion of its in-service education devoted to the investigation of the dropout problem?

   (1) ___ Yes  (2) ___ No

3. Do you employ some type of homogenous grouping (such as ability or interest) of students in your high school?

   (1) ___ Yes  (2) ___ No

4. What provisions are made by your school to help students who are retarded in reading ability?

   (1) ___ Early measures taken to detect slow readers
   (2) ___ Special tutoring (other than remedial reading)
   (3) ___ Remedial reading class
   (4) ___ Other (Please specify)
   (5) ___ No provisions made

5. Check the number of students who are enrolled in special reading classes for poor readers at your school.

   (1) ___ Less than 20  (4) ___ 100-139
   (2) ___ 20-59  (5) ___ Over 140
   (3) ___ 60-99  (6) ___ Do not have reading classes

6. Are students at your school given a certificate of attendance or some other type of conditional diploma if he cannot graduate by required units or grades?

   (1) ___ Yes  (2) ___ No

7. Does your school have a portion of its in-service education or a committee devoted to the investigation of failures?

   (1) ___ Yes  (2) ___ No
8. Check all of the courses in which a fee or other money is required.

(1) ___ English (including Journalism)
(2) ___ Science (Biology, Chemistry, General Science, Physics, etc.)
(3) ___ Art
(4) ___ Social Studies
(5) ___ Industrial Arts
(6) ___ Mathematics
(7) ___ Physical Education
(8) ___ Band and Orchestra
(9) ___ Vocational or trade courses
(10) ___ Other (Please specify)

(11) ___ No fees or monetary requirements in any class

9. Does your school limit participation in social activities to those students who pay some type of dues, fee or other monetary requirement?

(1) ___ For all social activities
(2) ___ For most social activities
(3) ___ All social activities are free

10. How many counselors are assigned to your school?

(1) ___ 1
(2) ___ 1 and 1 part-time counselor
(3) ___ 2
(4) ___ 2 and 1 part-time counselor
(5) ___ 3
(6) ___ Other (Please specify)

11. Does each counselor at your school have a private office for student conferences?

(1) ___ Yes
(2) ___ No

12. Check the approximate percentage of the counselors time that is used in actual interviewing and counseling of students at your school.

(1) ___ Less than 10%
(2) ___ 10% to 20%
(3) ___ 21%–39%
(4) ___ 40% or more

13. Check the lowest grade that prevents students from participating in extra-curricular activities at your school.

(1) ___ "C"
(2) ___ "D"
(3) ___ "F"
(4) ___ No grade restrictions
14. Do counselors, visiting teachers or other school personnel arrange out-processing interviews with students and parents prior to the student's dropping out of school?

(1) ____ Yes  (2) ____ No

15. What serious measures are taken by your school to try to enforce the compulsory attendance law of the state?

(1) ____ Special attendance officers used
(2) ____ Truant officers used
(3) ____ Frequent absences referred to the proper authority
(4) ____ Other (Please specify)

(5) ____ No serious measures taken

16. Give the maximum number of absences by a student that will result in automatic failure for non-attendance at your school.

(1) ____ 5-10 days
(2) ____ 11-20 days
(3) ____ Over 20 days
(4) ____ Students not failed because of absences

17. Does your school have the services of one or more visiting teachers or attendance officers?

(1) ____ Yes  (2) ____ No

18. Does the attendance officer or visiting teacher at your school make periodic visits to homes of students who are frequently absent?

(1) ____ Yes  (2) ____ No

19. What are the primary tasks of counselors at your school? (Check all appropriate items).

(1) ____ Scheduling of classes  (4) ____ Counseling students
(2) ____ Maintaining student records  (5) ____ Other (Please specify)
(3) ____ Administering tests

20. Are intelligence test results used to assign students to classes, groups, or other activities?

(1) ____ Yes  (2) ____ No
APPENDIX B

REASONS STUDENTS DROP OUT OF SCHOOL

A search of literature on high school student dropouts from 1960 to the present, revealed the following to be the major reasons students drop out of school:

1. Financial
2. Low reading ability
3. Marriage (with or without pregnancy)
4. Reach age 16
5. Disciplinary and emotional problem
6. Lack of participation or success in extracurricular activities
7. School failure and low achievement
8. Insufficient school curriculum
9. Students "Pushed out" of school
10. High physical mobility of family
11. Student dissatisfaction with school
12. Poor health
13. Frequent absences and tardiness
14. Inadequate guidance
15. Poor interpretation of school program
16. Unfavorable home environment
APPENDIX C

FIVE MEMBER JURY FOR THE SURVEY INSTRUMENT

Mr. Oliver M. Barker
Vice-principal
Wichita Falls Independent School District
1312 Britain
Wichita Fall, Texas  Telephone: AC 817-767 2265

Mr. Robert E. Craft
Principal
Dallas Independent School District
2501 Flora Street
Dallas, Texas  Telephone: AC 214-747 9942

Mr. Barry Jackson
Assistant Superintendent
Lewisville Independent School District
Post Office Box 217
Lewisville, Texas  Telephone: AC 214- 436 4551

Mr. John E. Kincaide
Specialist-Special Programs
Dallas Independent School District
3700 Ross Avenue
Dallas, Texas  Telephone: AC 214- 824 1620

Mr. John F. Roberts
Assistant Superintendent for Instruction
Richardson Independent School District
Richardson, Texas  Telephone: AC 214- 238 8111
APPENDIX D

A SURVEY OF MEASURES TAKEN BY HIGH SCHOOLS OF A LARGE METROPOLITAN SCHOOL DISTRICT TO PREVENT STUDENT DROP OUTS

Identifying Data

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Address</th>
<th>Telephone</th>
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Instructions

Please read each statement carefully and check each one as being appropriate or inappropriate, using the information stated in the cover letter as criteria for your judgment. Your suggestions would be greatly appreciated wherever you deem necessary.

Absolute anonymity of the results of the study conducted is assured. No school or person will be identified by name, number or implication.

A report of the results of this study will be provided if desired.

APPROPRIATENESS

**RESPONSE**

1 2 3* 1. What measures are taken as a matter of school policy to discourage potential dropouts?
- 1) Outprocessing interviews with parents and students
- 2) Regular term employment for needy students
- 3) Summer employment for students
- 4) Convenient class scheduling for students
- 5) Work study programs
- 6) Free lunch programs
- 7) Other(Please specify) __________________________
- 8) No measures taken as a matter of school policy

1 2 3 2. Are students at your school involved in organization and planning that affect them directly?
- 1) Yes
- 2) No

1 2 3 3. Does your school employ some type of homogeneous grouping (ability or interest) of students?(Please circle type of grouping employed)
- 1) Yes
- 2) No

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4. Does each counselor at your school have a private office for student conferences?
   1) Yes
   2) No

5. What measures are taken by your school as a matter of policy in order to detect potential dropouts?
   1) Adequate counselor/student ratio
   2) Continuous contacts with parents
   3) Check of student progress records
   4) Other (Please specify) ____________________________
   5) No measures taken as matter of school policy

6. Check courses and school activities in which there is a fee or other monetary requirement.
   1) Industrial Arts
   2) School club membership
   3) Social Studies
   4) Band
   5) Trade and vocational courses (including Distributive education and V.O.E.)
   6) Physical education
   7) Art
   8) All school extracurricular activities
   9) Science (Biology, Chemistry, Gen. Science, Physics, etc.)
   10) Other (Please specify) ___________________________
   11) No fee or money required

7. What measures are being taken by your school to relieve the financial burden of students who may find it difficult to attend school because of fee or other monetary requirements?
   1) School provides limited employment of students
   2) Work study programs provided (without prohibitive monetary or other restrictions)
   3) Student schedules adjusted to allow students to leave early for work where necessary.
   4) Fees and monetary requirements eliminated where possible
   5) Other (Please specify) ___________________________
   6) No measures taken
8. What measures are taken by your school to help students who are retarded in reading ability?
   ___ 1) Special emphasis placed on reading ability in all or majority of classes
   ___ 2) Early efforts are made to detect slow or retarded readers.
   ___ 3) School provides remedial reading class or classes
   ___ 4) Special tutoring (other than remedial reading class)
   ___ 5) Other (Please specify) _____________________
   ___ 6) No measures taken to help retarded readers

9. Check the number of students enrolled in special reading classes for poor readers at your school.
   (Please write specific number enrolled in appropriate blank)
   ___ 1) Less than 20
   ___ 2) 20 - 59
   ___ 3) 60 - 99
   ___ 4) 100 - 139
   ___ 5) Over 140
   ___ 6) Remedial reading classes not offered at this school

10. Does your school place restrictions as to the activities in which married students may participate?
    ___ 1) Yes
    ___ 2) No

11. What preventive measures are used by your school that may be of benefit to married or pregnant students?
    ___ 1) Sex education classes
    ___ 2) Other courses pertaining to home and family life
    ___ 3) Other (Please specify)
    ___ 4) No measures taken

12. What serious measures are taken by your school to try to enforce the compulsory attendance law of the state?
    ___ 1) Special attendance officers
    ___ 2) Truant officers used
    ___ 3) Parents contacted after school absences
    ___ 4) Frequent absences referred to proper authority
    ___ 5) Other (Please specify)
    ___ 6) No serious measures taken
13. Some students drop out of school as soon as it is legally permissible for them to do so (after age 16). Does your school make a positive effort to retain students in school beyond this age, even though they may express a disinterest in school?

1) Yes  
2) No

14. What measures are taken by your school to cope with persistent discipline problems?

1) Troublemakers suspended
2) Troublemakers placed in trades and ind. arts courses
3) Students counseled to try to determine problem
4) Other (Please specify) __________________________
5) No action taken

15. What provisions are made by your school to provide assistance for students with emotional problems?

1) Referred to school psychologist
2) Referred to school counselor
3) Suspended from school
4) Other (Please specify) __________________________
5) No action taken

16. Does your school limit participation in school social activities to students who pay a fee, other monetary requirement, grades or other similar restrictions?

1) Yes
2) No

17. What measures are taken by your school to encourage student participation in extracurricular activities?

1) All social activities are free
2) Other prohibitive restrictions removed
3) Other (Please specify) __________________________
4) No special measures taken

18. Lowest grade that will prohibit student participation in extracurricular activities

1) "C"
2) "D"
3) "F"
4) No grade restrictions
19. Does your school have a committee or a portion of its in-service education program which is devoted to the investigation of failures?

   1) Yes
   2) No

20. What measures are taken by your school regarding student failures?

   1) Frequent efforts made to investigate reasons for failures
   2) Parents or guardians constantly apprised of students progress
   3) Students given opportunity to make up classwork missed because of excused absences
   4) Other (Please specify)
   5) No measures taken

21. Are provisions made by your school to add courses to the curriculum for which students express a special need?

   1) Yes
   2) No

22. What measures are taken by your school to attempt to adjust the curriculum to the needs of all students enrolled (terminal as well as graduates)?

   1) Academic as well as technical and vocational courses offered
   2) Courses added upon students request (minimum number of requests needed)
   3) Continuous evaluation made of student educational needs
   4) Other (Please specify)
   5) No measures taken

23. Does your school offer courses that prepare students for employment upon completion of the course requirements?

   1) Yes
   2) No

24. Certain authors (Miller, Schreiber) suggest that some students are "pushed out" of school by intolerant administrators and teachers. Is there evidence that some students leave your school because they are forced to do so?

   1) Yes
   2) No
25. What measures are taken by your school regarding unfavorable attitudes of teachers that may precipitate student dropouts?

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<tbody>
<tr>
<td>1</td>
<td>Problem handled by in-service education</td>
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<tr>
<td>2</td>
<td>Teachers admonished or reprimanded</td>
<td></td>
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<td>3</td>
<td>Other (Please specify)</td>
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<td>4</td>
<td>No action taken</td>
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26. Are any measures taken by your school to provide a special curriculum for students whose parents are physically highly mobile (frequently move from school to school and town to town)?

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<td>1</td>
<td>Yes</td>
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<td>2</td>
<td>No</td>
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27. Are students at your school given a certificate of attendance or some type of conditional certificate or diploma, if he does not graduate by required units or grades but does complete successfully a trade or vocational course?

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<td>1</td>
<td>Yes</td>
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<td>2</td>
<td>No</td>
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28. What measures are used by your school to cope with frequent student absences or tardiness?

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<tbody>
<tr>
<td>1</td>
<td>Grades lowered</td>
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<td>2</td>
<td>Parents notified by letter and/or telephone</td>
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<tr>
<td>3</td>
<td>Personal visits made by attendance officer</td>
<td></td>
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<tr>
<td>4</td>
<td>Other (Please specify)</td>
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<tr>
<td>5</td>
<td>No action taken</td>
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29. What is the maximum number of days that a student can be absent from your school before he is automatically failed for non-attendance?

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<tr>
<td>1</td>
<td>5 - 10</td>
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<td>2</td>
<td>11 - 15</td>
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<td>3</td>
<td>16 - 20</td>
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<td>4</td>
<td>Other (Please specify)</td>
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<td>5</td>
<td>Students not failed because of absences</td>
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30. Does your school make provisions in its educational program that would be beneficial to students who are attempting to attend school regularly but are in poor health?

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<td>Yes</td>
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<td>2</td>
<td>No</td>
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31. Are efforts made by administrators and counselors at your school to direct students, whom they suspect to be potential dropouts, into courses that would be most beneficial to them after leaving school?

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<td>Yes</td>
<td></td>
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<tr>
<td>2</td>
<td>No</td>
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32. What attempts are made by the counseling and guidance program at your school to detect and prevent student dropouts?

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<thead>
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<tbody>
<tr>
<td>1</td>
<td>Adequate counseling time provided for students</td>
<td></td>
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<tr>
<td>2</td>
<td>Interviews are held with students and parents</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Helps to obtain jobs for needy students</td>
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<tr>
<td>4</td>
<td>Arranges out-processing interviews for potential dropouts</td>
<td></td>
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<td>5</td>
<td>Other (Please specify)</td>
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33. Do counselors or other school personnel at your school have follow-up interviews with dropouts and/or their parents in an attempt to encourage students to return to school?

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<td>1</td>
<td>Yes</td>
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<td>2</td>
<td>No</td>
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</table>

34. What are the primary tasks of counselors at your school?

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<tr>
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<tbody>
<tr>
<td>1</td>
<td>Scheduling of classes</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Maintaining student records</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Administering tests</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Counseling students</td>
<td></td>
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<tr>
<td>5</td>
<td>Other (Please specify)</td>
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35. What measures are taken by your school to familiarize students and parents with the school program?

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<tbody>
<tr>
<td>1</td>
<td>Orientation program for beginning students</td>
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</tr>
<tr>
<td>2</td>
<td>Newsletter</td>
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<tr>
<td>3</td>
<td>Student handbooks</td>
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<tr>
<td>4</td>
<td>P. T. A. meeting</td>
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<tr>
<td>5</td>
<td>Other (Please specify)</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>No measures taken</td>
<td></td>
</tr>
</tbody>
</table>
1 2 3 36. Some students drop out because of a dislike of school. Does your school take any positive measures to prevent student dropouts because of their dislike of school?

___ 1) Yes

___ 2) No

Appropriateness Study

After reading and responding to the appropriateness of the items of the questionnaire, I find it complete and appropriate with the following additions or corrections:

Signature ____________________________

Date __________________________

(Use additional pages as needed)
Dear

Your assistance is requested in determining the appropriateness of a survey questionnaire to be used as part of a doctoral dissertation at North Texas State University. The dissertation is being done under the direction of Dr. Don W. Casey, Associate Professor, College of Education.

This study will involve a survey of dropout preventive measures which are used by high schools in a large metropolitan school district and a differentiation of the schools, using the preventive measures as criteria. A self-report questionnaire will be sent to all high school principals of the school district. The questionnaire items were constructed after a search of the literature was completed to determine the major reasons students drop out of school (see attached sheet). These reasons were used as a basis for developing questions for the survey instrument.

As you react to the questionnaire, decide whether or not each of the 36 items are appropriate and clear and will provide the researcher with needed information. If an item is appropriate and clear, circle the "1" in the left margin. If you are undecided, circle the "2". If the item is inappropriate or unclear, circle the "3". At the close of the questionnaire there is a place for your comments, corrections, and deletions. It is the researcher's intent that the final questionnaire be effective in providing the data needed. Your assistance in this endeavor is highly appreciated. A self-addressed, stamped envelope is enclosed for your convenience.

Sincerely,

Ambrose D. Adams, Director
Research Project
5612 MacArthur Drive
Fort Worth, Texas 76112
QUESTIONNAIRE

The purpose of this questionnaire is to secure information for a doctoral study at North Texas State University concerning measures that are being taken by high schools to prevent dropouts.

No attempt will be made to evaluate the school system or the individual schools concerned. Individual schools and the school system will remain anonymous for this study. Schools will be coded in order to accomplish this.

Please respond to each item and be frank and complete in all information given. Check all appropriate responses in each statement or question.

Thank you for your cooperation.

Ambrose D. Adams

School name and number ____________________________

(Check all appropriate responses for each question or statement)

1. What measures are taken as a matter of school policy to discourage potential dropouts?
   ___ 1) Outprocessing interviews with parents and students
   ___ 2) Regular term employment for needy students
   ___ 3) Summer employment for students
   ___ 4) Convenient class scheduling for students
   ___ 5) Work study programs
   ___ 6) Free lunch programs
   ___ 7) Other (Please specify) __________________________
   ___ 8) No measures taken as a matter of school policy

2. Are students at your school permitted to participate in the planning and organization of school related activities that affect them directly?
   ___ 1) Yes
   ___ 2) No
3. Does your school employ some form of homogenous grouping?

Yes No

If yes, what forms of grouping are used?

__ A) Ability

__ B) Interest

__ C) Other (Please specify)

4. Does each counselor at your school have

A. A private office with a public entrance only?

__ Yes __ No

B. A private office with a private entrance?

__ Yes __ No

5. What measures are taken by your school as a matter of policy in order to detect potential dropouts?

__ 1) Adequate counselor/student ratio

__ 2) Continuous contacts with parents

__ 3) Check of student progress records

__ 4) Other (Please specify)

__ 5) No measures taken as matter of school policy

6. Check courses and school activities in which there is a fee or other monetary requirement.

__ 1) Industrial Arts

__ 2) School club membership

__ 3) Social Studies

__ 4) Band

__ 5) Trade and vocational courses (including Distributive education and V.O.E.)

__ 6) Physical education

__ 7) Art

__ 8) All school extracurricular activities

__ 9) Science (Biology, Chemistry, Gen. Science, Physics, etc.)
10. Other (Please specify) __________________________

11) No fee or money required

7. What measures are being taken by your school to relieve the financial burden of students who may find it difficult to attend school because of fee or other monetary requirements?

  1) School provides limited employment of students
  2) Work study programs provided (without prohibitive monetary or other restrictions)
  3) Student schedules adjusted to allow students to leave early for work where necessary
  4) Fees and monetary requirements eliminated where possible
  5) Other (Please specify) __________________________
  6) No measures taken

8. What measures are taken by your school to help students who are retarded in reading ability?

  1) Special emphasis placed on reading ability in all or majority of classes
  2) Early efforts are made to detect slow or retarded readers.
  3) School provides remedial reading class or classes
  4) Special tutoring (other than remedial reading class)
  5) Other (Please specify) __________________________
  6) No measures taken to help retarded readers

9. What percent of the total enrollment of students at your school are enrolled in special reading classes for poor readers?

  1) Less than 5%  4) Between 15% & 20%
  2) Between 5% & 10%  5) Over 20%
  3) Between 10% & 15%  6) Remedial reading classes not offered

10. Does your school place restrictions as to the activities in which married students may participate?

   Yes   No
11. What measures are used by your school that may be of benefit to married or pregnant students?
   ___ 1) Sex education classes
   ___ 2) Other courses pertaining to home and family life
   ___ 3) Other (Please specify) ____________________________
   ___ 4) No measures taken

12. What serious measures are taken by your school to try to enforce the compulsory attendance law of the state?
   ___ 1) Special attendance officers
   ___ 2) Truant officers used
   ___ 3) Parents contacted after school absences
   ___ 4) Frequent absences referred to proper authority
   ___ 5) Other (Please specify) ____________________________
   ___ 6) No serious measures taken

13. Some students drop out of school as soon as it is legally permissible for them to do so (after age 16). Does your school make any effort to retain students in school beyond this age, even though they may express a disinterest in school?
   ___ Yes   ___ No

14. What measures are taken by your school to cope with persistent discipline problems?
   ___ 1) Troublemakers suspended
   ___ 2) Troublemakers place in trades and ind. arts courses
   ___ 3) Students counseled to try to determine problem
   ___ 4) Other (Please specify) ____________________________
   ___ 5) No action taken

15. What provisions are made by your school to provide assistance for students with emotional problems?
   ___ 1) Referred to school psychologist
   ___ 2) Referred to school counselor
   ___ 3) Suspended from school
   ___ 4) Other (Please specify) ____________________________
   ___ 5) No action taken
16. Does your school limit participation in school social activities to students who pay a fee, other monetary requirement, grades or other similar restrictions?

____ Yes  ____ No

17. What measures are taken by your school to encourage student participation in extracurricular activities?

____ 1) All social activities are free
____ 2) Other prohibitive restrictions removed
____ 3) Other (Please specify) ____________________________
____ 4) No special measures taken

18. What is the lowest grade that will prohibit students from participating in extracurricular activities at your school?

____ 1) "C"  ____ 4) Other ______
____ 2) "D"  ____ 5) No grade restrictions
____ 3) "F"

19. Does your school have a committee or a portion of its in-service education program which is devoted to the investigation of failures?

____ Yes  ____ No

20. What measures are taken by your school regarding student failures?

____ 1) Frequent efforts made to investigate reasons for failures
____ 2) Parents or guardians constantly apprised of students' progress
____ 3) Students given opportunity to make up classwork missed because of excused absences
____ 4) Other (Please specify) ____________________________
____ 5) No measures taken

21. Are provisions made by your school to add courses to the curriculum for which students express a special need?

____ Yes  ____ No

22. What measures are taken by your school to attempt to adjust the curriculum to the needs of all students enrolled (Terminal as well as graduates)?

____ 1) Academic as well as technical and vocational courses offered
2) Courses added upon students' request (minimum number of requests needed)

3) Continuous evaluation made of student educational needs

4) Other (Please specify)

5) No measures taken

23. Does your school offer courses that prepare students for employment upon completion of the course requirements?

Yes  No

24. Certain authors (Miller, Schreiber) suggest that some students are "pushed out" of school by intolerant administrators and teachers. Is there evidence that some students leave your school because they are forced to do so?

Yes  No

25. What measures are taken by your school regarding unfavorable attitudes of teachers that may precipitate student dropouts?

1) Problem handled by in-service education

2) Teachers admonished or reprimanded

3) Other (Please specify)

4) No action taken

26. Are any measures taken by your school to provide a special curriculum for students whose parents are physically highly mobile (frequently move from school to school and town to town)?

Yes  No

27. Are students at your school given a certificate of attendance or some type of conditional certificate or diploma, if he does not graduate by required units or grades but does complete successfully a trade or vocational course?

Yes  No

28. What measures are used by your school to cope with frequent student absences or tardiness?

1) Grades Lowered

2) Parents notified by letter and/or telephone
3) Personal visits made by attendance officer

4) Other (Please specify) ____________________________________________

5) No action taken

29. What is the maximum number of days that a student can be absent from your school before he is automatically failed for non-attendance?

1) 5 - 10

2) 11 - 15

3) 16 - 20

4) Other (Please specify) ____________________________________________

5) Students not failed because of absences

30. Does your school make provisions in its educational program that would be beneficial to students who are attempting to attend school regularly but are in poor health?

Yes No

31. Are efforts made by administrators and counselors at your school to direct students, whom they suspect to be potential dropouts, into courses that would be most beneficial to them after leaving school?

Yes No

32. What attempts are made by the counseling and guidance program at your school to detect and prevent student dropouts?

1) Adequate counseling time provided for students

2) Interviews are held with students and parents

3) Helps to obtain jobs for needy students

4) Arranges out-processing interviews for potential dropouts

5) Other (Please specify) ____________________________________________

6) No measures taken

33. Do counselors or other school personnel at your school have follow-up interviews with dropouts and/or their parents in an attempt to encourage students to return to school?

Yes No
34. What are the primary tasks of counselors at your school?

___ 1) Scheduling of classes
___ 2) Maintaining student records
___ 3) Administering tests
___ 4) Counseling students
___ 5) Other (Please specify) ________________

35. What measures are taken by your school to familiarize students and parents with the school program?

___ 1) Orientation program for beginning students
___ 2) Newsletter
___ 3) Student handbooks
___ 4) P. T. A. meeting
___ 5) Other (Please specify) ________________
___ 6) No measures taken

36. Some students dropout occur because of a dislike of school. Does your school take any positive measures to prevent student dropouts because of their dislike of school?

___ Yes  ;  ___ No

37. Are any measures taken by your school to gain an understanding of conditions that exist in the various homes of students who attend your school?

___ Yes  ;  ___ No
SUPPLEMENTAL QUESTIONNAIRE

This supplemental questionnaire was intended to provide data to be used in conjunction with the information obtained by use of the survey questionnaire that was sent to high school principals. The information, mainly requiring tabulations about school organization and operations, was gathered by the researcher from records made available by each high school principal in the metropolitan school district.

This questionnaire was used in order to assure that the basic survey instrument was not too long and that the chances of the basic instrument being returned would not be jeopardized because of its length.

1. Name and number of school (To be used by the researcher only)

   (1) School Name ________________________________

   (2) School building number ______________________

2. Enrollment of school for school year 1970-1971

   __________________

3. Enrollment by grade for school year 1970-1971

   Grade 9  Grade 10  Grade 11  Grade 12

   ______    ______    ______    ______

4. Teacher-student ratio for the school year 1970-1971

   __________________

5. Total number of dropouts for the school year 1970-1971

   __________________

6. Number of dropouts by grade for the school year 1970-1971

   Grade 9  Grade 10  Grade 11  Grade 12

   ______    ______    ______    ______
7. Dropout rate for the school year 1970-1971

8. Number of counselors at this school for the year 1970-1971

Dear Principal:

The attached questionnaire concerned with student dropout preventive measures used by selected high schools is part of a doctoral dissertation being conducted under the direction of Dr. Don W. Casey, Associate Professor of Education, North Texas State University. The questionnaire is being sent to all high school principals in a selected metropolitan school district.

Because of your experience in administration your responses are particularly desirous and will contribute much toward providing some answers about a problem with which educators are concerned. The questionnaire has been tested with a sample of school administrators and revised so that it will be possible to provide all necessary data while requiring a minimum of your time. The completion of the questionnaire should require no more than twenty minutes without reference to records.

The identification requested on the questionnaire will enable me to code the data for the study to assure anonymity and will be used only for that purpose.

Your consideration in returning the questionnaire to enable me to meet a March 7th schedule will be highly appreciated. The questionnaire is being placed in a stamped and self-addressed envelope for your convenience.

Thank you kindly for your time and cooperation.

Sincerely,

Ambrose D. Adams, Director
Research Project
5612 MacArthur Drive
Fort Worth, Texas 76112

ADA/sq

Enclosures
Dear Principal:

Several days ago I brought a questionnaire to your office concerning measures that are being taken by high schools in a large metropolitan school district to prevent school dropouts. As of this date, I have not received the completed questionnaire from you.

Your response is very vital to the study being conducted. Will you please comply and return the questionnaire? For your convenience, I am enclosing another questionnaire along with a cover letter. If, because of some reason, you are unable to participate in this study, would you return the blank questionnaire in the self-addressed, stamped envelope provided?

Thank you for your time and cooperation.

Sincerely,

Ambrose D. Adams, Director
Research Project
5612 MacArthur Drive
Fort Worth, Texas 76112

ADA/5a
1. In what ways are students involved in organization and planning procedures that affect them directly at your school?

2. For what purposes do you group students at your school?

3. What measures are taken by your school to retain these students whom you know to be disinterested in school and would drop out at or soon after reaching the legally permissible age to leave?

4. What are the requirements (consider monetary, grades or other) for participation in extra-curricular activities at your school?

5. What is your school's policy regarding married students' participation in school extra-curricular activities?

6. What procedures are used by your school for adding courses to the school curriculum for which students express a special need?

7. What courses are offered at your school that will prepare students for employment upon completion of course requirements?
8. What provisions are made at your school to incorporate courses that would be especially beneficial to students whose parents are highly mobile?

9. What provisions are made by your school for an educational program for students who wish to attend school but cannot attend regularly because of poor health?

10. What measures are taken by your school that may encourage students not to drop out who have been consistently absent because of illness or other emergencies?

11. What efforts are made by your school, from a scheduling standpoint, to assist potential dropouts or students who have indicated that they will not be able to continue their education beyond high school?

12. Approximately how much of the counselor's time at your school is spent in actual student conferences?

13. What measures are taken by your school to gain an understanding of conditions that exist in the various homes of students who attend your school?
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