

THE ALDINE MIDDLE SCHOOL DROPOUT PREVENTION PROJECT
The Aldine Independent School District—Houston, Texas

Year One (2011-2012) Project Evaluation

The six-year longitudinal Dropout Prevention Project is being evaluated by two Sam Houston State University professors: Dr. Cindy Bengé and Dr. Tony Onwuegbuzie.

The final assessment of the Dropout Prevention Project's effectiveness in dropout prevention will occur when the 2011-2012 7th grade class graduates in May, 2017.

However, during each year of the study, the students complete a Student Survey both at the beginning and at the end of each school year. These Student Surveys are being utilized to yield significant evaluations and assessments on an annual basis.

At the conclusion of Year One of the Dropout Prevention Project, three important studies were evaluated:

- The first study compared the percentage of students in Survey 1 (pre-ARK) who agree/strongly agree with the statement, "One teacher, in particular, likes me and cares about me," with the percentage of students in Survey 2 (post-ARK) who agree/strongly agree with that statement. At the end of Year One (the 2011-2012 school year), the study revealed a 10.7% improvement (from Survey 1 to Survey 2) in terms of students' perception of their having a good relationship with a teacher.

- The second study involved an analysis of the degree to which the quality of student/teacher relationships impacts student behavior. The study utilized 10 misbehavior items, comprising a "Misbehavior Chart," in monitoring each student's behavior. The end-of-the-year Student Surveys, paired with the Misbehavior Chart, provided a comparison between the number of misbehavior incidences perpetrated by two student populations: students who reported that they agree/strongly agree with the statement, "One teacher, in particular, likes me and cares about me," and students who reported that they disagree/strongly disagree with that statement.

At the end of Year One, this second study produced the following results: in comparing the two student groups, there was a 23.6% decrease in the rate of misbehavior incidents among students who agreed/strongly agreed that a teacher likes them and cares about them. The study indicates that a good relationship with a teacher dramatically reduces the likelihood of student misbehavior.

- The third study compared the misbehavior incidences perpetrated by the 2010-2011 7th grade cohort with the incidences of misbehavior perpetrated by the previous year's 7th grade cohort. The data showed a 17% decrease in student misbehavior from 2009-2010 to 2010-2011.

Major implications can be drawn from the three studies. The first study indicates that ARK for Teachers played a major role in increasing the percentage of students who reported a good relationship with their teachers during the 2011-2012 school year. The second study shows that students with a good relationship with their teachers behave better in class. The third study

shows a 17% decrease in the misbehavior of the 2011-2012 7th grade class when compared to the previous year's 7th grade class.

The first year metrics gathered and evaluated by the Sam Houston State research team indicate great efficacy upon the part of the Dropout Prevention Project in improving student/teacher relationships and in reducing the incidences of student misbehavior.