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Pepperdine University
Graduate School of Education and Psychology

MODEL CONTINUATION HIGH SCHOOLS: SOCIAL-COGNITIVE PROMOTIVE FACTORS
THAT CONTRIBUTE TO RE-ENGAGING AT-RISK STUDENTS EMOTIONALLY,
BEHAVIORALLY, AND COGNITIVELY TOWARDS GRADUATION

A dissertation submitted in partial satisfaction
of the requirements for the degree of
Doctor of Education in Educational Leadership, Administration, and Policy

by

Becky G. Sumbera

January, 2017

Linda Purrington, Ed.D. – Dissertation Chairperson

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ABSTRACT

Although school dropout rate remains a significant social and economic concern to our nation and has generated considerable research, little attention by scholars has examined the phenomena of re-engagement in effective school context and its developmental influences on at-risk students expectancy for success and task-value towards graduation. Given the multifaceted interactions of school context and the complex developmental needs of at-risk students, there were dual purposes for this three-phase, two-method qualitative study that addressed the literature concerns.

The first purpose was to explore and identify policies, programs, and practices perceived as being most effective in re-engaging at-risk students behaviorally, emotionally, and cognitively, at ten Model Continuation High Schools in California. Phases one and two collected data on the Model Continuation High Schools (MCHS) to address this purpose.

In phase one, an inductive document review of the ten MCHS applications including four statement letters was conducted and results identified eleven policies, ten programs, and eleven practices that were effective in re-engaging at-risk students behaviorally, emotionally, and cognitively. In phase two, the phenomenological ten-step analysis of semi-structured administrator interviews revealed eight re-engaging implementation strategies perceived to be effective with at-risk students.

The second purpose was to build upon Eccles' Expectancy-Value Theoretical Framework by gaining insight on effective school context that supported at-risk students' developmentally appropriate expectancy for success and task-value beliefs towards graduation. Phase three conducted a deductive content analysis of eight theoretical based components on the combine data collected in phases one and two to address this second purpose. Results revealed that principles of Eccles' Expectancy-Value Model were evident in all identified policies, programs, and practices of the ten MCHS.

Model Continuation High Schools are exemplary sites with effective school context that have much to share with other continuation high schools looking for successful re-engaging approaches for at-risk students. The research provided results suggesting that MCHS had significant policies, programs, practices and implementation strategies that transform disengaged at-risk students into graduates by developing students' expectancy for success belief and task-value belief towards graduation. Implications for policy, practice, and future research are discussed.

Chapter 1: Foundation of the Study

Background of the Study

The disproportionate rate of high school dropouts presents a grave concern to the social and economic health of our nation and deleterious consequences for the high school dropout student (Levin, Belfield, Muennig, & Rouse, 2007; Rumberger & Thomas, 2000). Furthermore, high school dropout has been cited as the fundamental declination of student motivation and resulting disengagement in the educational system (Finn, 1993). According to the National Center for Education Statistics (NCES, 2015) and the Rennie Center for Education Research and Policy (RCERP, 2009), high school dropouts stand to earn “\$400,000 less over the next five decades than their peers who received a diploma, and they're twice as likely to end up living in poverty as Americans who have completed high school” (p. 1, Table 503.20). In April 2015, Tom Torlakson reported that the California's cohort graduation rate has climbed for the past five years to 80.8% in 2014. Although this record high is a reason to celebrate, educators need to be mindful not to forget about the 56,756 students who dropped out and the 33,422 students who are fifth-year seniors enrolled in alternative programs and are at high risk of not graduating (DataQuest, 2015). According to DataQuest 2015, Hispanic students have the greatest number of dropouts with 34,543 at a 13.9% dropout rate and African Americans hold the largest cohort dropout rate at 20.3%. When compared to the Caucasian dropout rate of 7.6% and Asian dropout rate of 4.5% there is a need to consider how schools are adapting to address Hispanic and other minority groups' needs to close the dropout gap. With the current federal policy climate focusing on achievement (Whitehurst & Whitfield, 2012), the greatest challenge for educators is to increase and refine the educational opportunities for students who are at risk of dropping out (Ream & Rumberger, 2008; Wittenstein, 2010).

During the past five decades, educational research has attempted to identify individual promotive factors to increase student engagement effectively and to determine why some

students are more academically motivated and experience more educational success than others (Atkinson, 1957; Bandura, 1977; Deci & Ryan, 2002; Eccles et al., 1983; Eccles & Roeser, 2011; Marks, 2000; Pajares, 1996; Wigfield et al., 1997). Scholars in the field have built constructs of various beliefs, attitudes, needs, and emotions focused on individual characteristics that constitute academic motivation (DuFour et al., 2004; Eccles & Wang, 2012; Izumi, 2002; Reeves, 2003; Rumberger, 2011; Wigfield et al., 1997). Originally, motivation scholars concentrated on drives and needs along with patterns of rewards and punishments (Atkinson, 1957; Skinner, 1953; Skinner & Pitzer, 2012; Wentzel & Wigfield, 2009). Then, over the last three decades, social-cognitive scholars have made theoretical advancements in understanding factors of academic motivation, precisely how student beliefs about their self-efficacy or expectancy for success stimulate motivation (Bandura, 1977, 1999; Eccles et al., 1983; Eccles & Wang, 2012; Pajares, 1996); how student attributions and belief about their ability are contributing factors of engagement (Weiner 1985, 1992, 2007); and how autonomous activities increase students effort and persistence on academic endeavors (Deci & Ryan, 2002; Ponton, Carr, & Confessore, 2000; Waxman, Pardon, & Gray, 2004). Similarly, educational, behaviorist scholars have focused on student choice, concentrating on goals, values, interest, and their perceptions toward learning and performance tasks (Eccles & Roeser, 2011; Eccles & Wang, 2012; Wigfield & Eccles, 2000). Recently, with the prevailing legislative mandates of No Child Left Behind (NCLB), educational scholars have been concentrating on cognitive and behavioral inquiries to understand the individual student risk factors that inform interventions and academic achievement (Marks, 2000; McDermott, Mordell, & Stolfus, 2001). By focusing on cognitive and behavioral constructs for interventions, educational scholars have acquired a notable amount of knowledge on student actions to engage or disengage in educational tasks and on how students' interests relate to their achievement behaviors. Even though there is a clear agreement across the different domains that motivation initiates the process to engage

and that engagement is needed to succeed in school; the limited perspective on the cognitive and behavioral processes dictates problem-focused approaches towards the individual (Knoop, 2011) rather than a more constructive rational psychological, developmental agenda (Eccles & Roeser, 2011). Some scholars believe that this narrow line of research has disregarded the educational context as a major contributor in forming student developmental factors for engagement by limiting the focus solely on the individual as the cause of their disengagement (Eccles & Roeser, 2011; Pascarella & Terenzini, 2005; Roeser, Urdan, & Stephens, 2009). In fact, Eccles and Roeser (2011) reviewed research on engagement practices from the past decade and presented a developmental conceptualization of three levels of school context (Classroom, School, and District). These researchers concluded, educators are creating school contexts where "some students thrive at school, enjoying and benefitting from most of their experiences, while others muddle along and cope as best as they can; and the remaining find school alienating and unpleasant" (p. 225).

Student engagement is affected by the school context as a whole and is seen as a significant factor for at-risk students ideology development of education (Eccles & Roeser, 2011; Eccles & Wigfield, 2002; Roeser et al., 2009). Roser et al. (2009) in their chapter on school context explored theoretical, conceptual, and methodological issues in student engagement research. They looked at how processes within the school context can affect student behavior and engagement. The chapter stressed how schools should exert an attractive climate of academic and purpose of learning; a social-moral democratic environment; and a relevant multidimensional climate to develop or support the complexity of at-risk students' lives. Given that, the majority of student's time is spent at school, and the experiences they encounter are significant in shaping their self-confidence, identity, and future aspirations (Eccles & Roeser, 2011; Wigfield et al., 1997); educators need to take not only a look at the academic organization

but also the school context for developmental sources of, social, emotional, and psychological messages that affect students' motivation to engage.

Accordingly, in the last decade, more recent engagement research has broadened to include frameworks identifying developmental, psychological, and environmental influence of students' expectations, values, and beliefs and their interest to engage (Eccles & Roeser, 2011; Pekrun, Hall, Goetz, & Perry, 2014; Wang & Eccles, 2013). According to Eccles and Roeser (2011), it is futile, if not challenging; to apprehend students' engagement without considering the effects of the school context they are experiencing. This line of inquiry has begun to address why students' perception of success corresponds directly with academic motivation (Eccles and Roeser, 2011).

Eccles and Roeser (2011) has additionally identified that the deterioration of engagement at schools significantly echoes the developmentally inappropriate school context for some students. Furthermore, researchers have found that students learn better in environmental settings that are appropriately fitting to their developmental (Eccles & Roeser, 2010), cultural (Wang & Eccles, 2013), and psychological (Deci & Ryan, 2002; Pekrun et al., 2014) needs. With this in mind, educational engagement research is currently considered to be the primary framework for understanding student dropout and promoting successful interventions for at-risk students (Bauer, Orvis, Ely, & Surface, 2015; Finn, 1993). Whether perceived as the failure of the student to engage adequately in the educational program or the inability of the school system to provide a quality education that serves students in the pursuit of their futures, educators continue to wrestle with teaching the disengaged students (Hidi & Harackiewicz, 2000). In light of this, educational scholars have recommended that future educational research should be inclusive on school context and its influence on developmental factors, taking into consideration the breadth and depth of students' cognitive knowledge to

students' psychological needs affecting engagement. (Eccles & Roeser, 2011; Wigfield, Byrnes, & Eccles, 2006).

Despite the growing interest in student engagement and a sense of urgency to reduce the dropout rate, little attention by scholars or educators has acknowledged continuation high schools as California's premier dropout intervention program (CDE, 2015b). At-risk students repeatedly struggle in traditional educational settings and are reflected in student's continuous failure of courses, high absentee rate, behavioral problems, and dropout. Alternative high schools can provide a unique role in increasing success for at-risk students and re-engaging them into an educational program, which not only leads to a diploma but prepares students for college and careers (de Velasco & McLaughlin, 2010). Continuation High Schools is the largest alternative setting and will be the focus of this study. They typically have smaller student bodies and class sizes; providing a context for a sense of caring community, a supportive and flexible environment, and opportunities for personalized educational plans and support services. The combined impact of these characteristics is a school ethos where at-risk students are protected and nurtured and provided with the developmental opportunities to thrive, in spite of the past negative educational experiences. However, there is little research devoted to the study of school context in continuation high schools as a basis for developmental reform in re-engaging at-risk students (Eccles & Roeser, 2011).

Currently, continuation high schools are feeling the same pressure as comprehensive high schools as far as meeting academic, attendance, and graduation rates. Some have adapted well to the demands and, through resiliency, have been able to exceed in addressing the school context to assist at-risk students' needs and have reduced the dropout rate. Consequently, the Model Continuation High School Recognition Program was started to award these effective continuation high schools. Through a partnership between California Department of Education (CDE) and the California Continuation Education Association (CCEA), the Model

Continuation High School Recognition Program has been identifying exceptional continuation high schools throughout California since 1990 and establishes a source for obtaining exemplary policies, programs, and practices for at-risk students (CCEA, 2015; Torlakson, 2016a).

Currently, these exemplary policies, programs, and practices have not been studied as a joint unit nor as the interplay between at-risk students' re-engagement and promotive developmental factors of expectancy and task-value. Thus, meriting this research to take a deeper look into Model Continuation High School's context to attain a greater understanding of re-engagement and to assist in closing the dropout gap. Drawing upon California's Model Continuation High Schools and the multifaceted interactions of context and the complex developmental needs of at-risk students', this research aims to present a qualitative analysis of the promotive policies, programs, and practices that re-engage at-risk students behaviorally, emotionally, and cognitively as well as gain insight on effective school context that support developmentally appropriate expectancy and task-value beliefs for at-risk students.

Problem Statement

With more than, 7,200 students nationally dropping out each day (Wittenstein, 2010), there needs to be urgency for educators to take a deeper look within the school context and to make the needed changes to policies, programs, and practices that will motivate and engage students in the educational process. Currently, the literature focuses on the cognitive and behavioral causes of individual academic failure (Marks, 2000; McDermott, Mordell, & Stolfus, 2001); yet, there has been little connection made between these failures and the ability of the school context to re-engage at-risk students behaviorally, emotionally, and cognitively (Eccles & Roeser, 2011; Graham, & Weiner, 2012). Considering California's continuation high schools are considered to be the state's premier dropout intervention program (CDE, 2015b), little is known about how the school context re-engages at-risk students through their policies, programs, and practices. It is also unclear if or how Model Continuation High Schools develop at-risk students'

expectancy for success or task-value beliefs towards graduation (Eccles & Roeser, 2011; Graham, & Weiner, 2012).

Purpose of the Study

The purpose of this study is to identify policies, programs, and practices that are perceived as being most effective in re-engaging at-risk students behaviorally, emotionally, and cognitively at ten Model Continuation High Schools in California. A second purpose is to gain insight on effective school context that supports developmentally appropriate expectancy for success and task-value beliefs towards graduation for at-risk students.

Importance of Study

This study may help inform actions to improve intervention programs for schools currently struggling to engage at-risk students in California as well as schools with low graduation rates. The study specifically focused on ten California Model Continuation High Schools' implementation of policies, programs, and practices that attributed to re-engaging students towards educational success and graduation in hopes to identify how Model Continuation High Schools' context supports the needs of at-risk students.

The information from this study is important because there is a current need to close the dropout gap for low economic minority students and to increase engagement for all high school students nationwide. Findings could also aid other continuation as well as comprehensive high schools in California in the development and implementation of re-engaging policies, programs, and practices, which offer a safety net for at-risk students who are behind in meeting graduation requirements. Additionally, it may assist educators in understanding that some at-risk students need supplemental support to overcome inappropriate beliefs and develop appropriate expectancies for success and values towards graduation to support future career and college aspirations.

It is anticipated that this research will accomplish the following: (a) extend the current body of knowledge regarding effective policies, programs, and practices of California Model Continuation High Schools; (b) extend the current body of knowledge regarding re-engagement and social psychological variables that influenced the development of at-risk students' personal beliefs which affect the outcome of achievement-related choices and performances; (c) contribute to the body of knowledge of dropout prevention and intervention, and (d) serve as the basis for appropriate protective and promotive support structures for at-risk students not only in continuation high schools but also comprehensive high schools.

The review of the literature uncovered the fact that researchers call for a greater understanding of successful promotive policies, programs, and practices at continuation high schools for at-risk students and a look at school-wide support structures that address not only the cognitive and behavioral challenges but also the psychological and social needs of at-risk students. Thus, this signals the need for additional research in the area of promotive practices at Model Continuation High Schools and a look at school-wide structures that contribute to re-engaging at-risk students in the educational process.

Definition of Terms

There are a vast amount of research variables and terms used to describe student motivation, engagement, and school context, making it difficult to generalize the research findings. This study attempted to synthesize several terms for clarity but the following list is not an all-inclusive representation.

Academic Engagement: the unseen component that energizes and initiates students' desire, effort, and action in educational learning activities (Deci & Ryan, 2002).

At-risk: students who are experiencing a lack of success at school and are likely to dropout (Donnelly, 1987; Tobin & Sprague, 1999).

Causal Attribution: The origin of influences one places on the behavioral outcomes whether positive or negative (Hamilton, 1988).

Continuation High School: a schools that “meet the needs of students aged 16 years or older who lack sufficient school credits, are still required to attend school, and are at-risk of not graduating” (CDE, 2015b, p. 1).

Cultural Milieu: the cultural environment in which students live and influences their beliefs on what is assumed correct and proper politically, economically, and socially (Lindsey, Robins, & Terrell, 2009).

Developmental factors: the behavioral, cognitive, emotional, and social experiences individuals go through during stages of their lifespan, which allow them to be more autonomous, self-confident, and take responsibility for their own life (Eccles & Roeser, 2011; Eccles & Wang, 2012).

Disengagement: the opposite of student engagement and is seen through a lack of “attention, interest, investment, and effort students expend” in their actions toward choice and performance (Marks, 2000, p. 155).

Dropout: a student who withdraws before graduating from high school or completing a GED (Dataquest, 2015).

Engagement: is a multidimensional concept that is the action of motivation (Skinner & Edge, 2004) produced through a cognitive process influenced by psychological factors, “specifically attention, interest, investment, and effort students expend” in the action towards choice and performance (Marks, 2000, p. 155).

Expectancies: student’s beliefs approximating how they will do on a given task, and are “influenced by self-concept of ability, perception of task difficulty” (Eccles et al., 1983, p. 77), perceptions “of others’ expectations, causal attributions, and locus of control” (Eccles & Wigfield, 2002, p. 112).

Locus of control: the location of influences the individual places on the outcomes (Rotter, 1966).

Model Continuation High School: a continuation high school that has been “recognized for providing innovative programs and comprehensive services to students who may have otherwise been at risk of not graduating” (Torlakson, 2016a, p. 1).

Motivation: the unseen component that energizes and initiates students’ desire, effort, and action through meeting basic needs of relatedness, competence and autonomy. It is also the precursor to the action of student engagement (Deci & Ryan, 2000; Eccles & Roeser, 2010; Skinner, Kindermann, & Furrer, 2009).

Psychological factors: the thoughts, feelings and cognitive processes that affect the attitude, behavior and action of an individual (Deci & Ryan, 2002; Eccles et al., 1983; Wigfield, 1994).

Re-engagement: is the process to increase students’ interests, actions, behaviors, & emotions towards their educational success (Deci & Ryan, 2002).

Resilient School: a school that serves at-risk student populations and is able to achieve its core objectives under all conditions by caring relationships, high expectations for academic performance and behavior, and opportunities for student participation and contribution (Alvord & Grados, 2005; Borman & Overman, 2004; Dass-Brailsford, 2005; & Noddings, 1984).

School Context: the macro-level conceptualization which bridges society and culture with schools’ policies, programs, and practices affecting students’ cognitive, psychological, social, emotional, and behavior development (Eccles & Roeser, 2010; Roeser et al., 2009)

Social-cognitive: how individuals acquire behaviors through their experiences and observations of others in their environment (Bandura, 1997; Eccles et al., 1983; Wigfield, 1994).

Socializers: individuals within the school context that are influential in students' perceptions of reality (Roeser, Eccles, & Sameroff, 2000). This study recognizes there are outside socializers but fall outside the scope of this study.

Task-Values: students' beliefs of why they engage in a given task, and are influenced by subjective psychological construct of prior experiences, personal schema, and relevant sociocultural norms (Eccles et al., 1983).

The Model Continuation High School Recognition Program: a recognition program that distinguishes exceptional continuation high schools and posts resources for other sites in hopes of replicating best practices (CCEA, 2015; Torlakson, 2016a).

Theoretical Framework (Summary)

This study of re-engagement is viewed through the lens of Eccles (1983) Expectancy-Value Theory (EEVT). EEVT is based primarily on developmental research to assess social-cognitive processes that lead to achievement-related choices and performances. The EEVT holds that performance expectations and perceived task-value are the strongest predictors of academic engagement (Eccles et al., 1983). This theory suggests that there are multiple social-cognitive and psychological factors that make up the broader concept of engagement and based on personal interpretation of experiences and perceptions within one's environmental context (Wigfield, 1994). EEVT posits that engagement is influenced by students' stable beliefs, developed from broader social and psychological factors affecting personal expectancy and task-value, swaying their performance (Eccles et al., 1983; Wigfield & Eccles, 2002). Eccles' Expectancy-Value Model (EEVM) was also designed to address sociocultural phenomenon, which will be helpful when looking at at-risk students.

This study used the EEVT to examine the school context of ten Model Continuation High Schools, specifically policies, programs, and practices from the perceptions of site administrators. Site administrators will be asked to identify policies, programs, and practices

within their schools that promote re-engagement or the development of students' success or their path towards graduation. Once site administrators have identified re-engaging policies, programs, and practices within their schools, the researcher will then take a deeper look into the data in hopes to determine how the school context is developing appropriate beliefs towards expectancy for success in educational experiences, and task-value at-risk students place on graduation. The intent was to identify policies, programs, and practices perceived to increase student success and to examine in what way if any, they influence student interpretation of educational experiences to transform inappropriate beliefs and re-engage them in educational processes.

Thus, the EEVT offers a lens to assist in revealing the possible social and psychological, developmental factors affecting engagement and how schools might address such factors through the implementation of effective policies, programs, and practices to assist at-risk students. By looking at the characteristics of Model Continuation Schools through this lens, it will offer a unique look at how these schools are re-engaging at-risk students and may lead to future research and development of effective school correlates of re-engagement.

Research Questions

The following central question and sub-questions guided the study at ten purposely-selected California Model Continuation High Schools:

1. How are ten California Model Continuation Schools re-engaging at-risk students behaviorally, emotionally, and cognitively?
 - a. What policies are described as most effective in re-engaging at-risk students behaviorally, emotionally, and cognitively?
 - b. What programs are described as most effective in re-engaging at-risk students behaviorally, emotionally, and cognitively?

- c. What practices are described as most effective in re-engaging at-risk students behaviorally, emotionally, and cognitively?
- 2. What principles of Eccles' Expectancy-Value Model are evident, if at all, in the identified policies, programs, and practices of the ten Model Continuation High Schools?
 - a. To what extent, if at all, is the expectancy belief component of developing self-concept of ability to graduate evident at the ten Model Continuation High Schools?
 - b. To what extent, if at all, is the expectancy belief component of developing the perception that the task of graduating is doable, evident at the ten Model Continuation High Schools?
 - c. To what extent, if at all, is the expectancy belief component of developing healthy attribution for failure & success, evident at the ten Model Continuation High Schools?
 - d. To what extent, if at all, is the expectancy belief component of developing a healthy locus of control, evident at the ten Model Continuation High Schools?
 - e. To what extent, if at all, is the task-value belief component of developing the perceptions of personal importance of doing well on a given task, evident at the ten Model Continuation High Schools?
 - f. To what extent, if at all, is the task-value belief component of developing the perceptions of important intentions of tasks towards accomplishing future goal, evident at the ten Model Continuation High Schools?
 - g. To what extent, if at all, is the task-value belief component of developing immediate enjoyment when performing a task that is intrinsically valued, evident at the ten Model Continuation High Schools?

- h. To what extent, if at all, is the task-value belief component of developing ability to overcome negative obstacles, undesirable aspects in a task or making difficult decisions, evident at the ten Model Continuation High Schools?

Delimitations

Relevant to the nature of this study, the data examined will be limited to California Model Continuation High Schools (CMCHS) that were awarded status two consecutive times in years 2009-2015. This delimitation was set due to unreliable retrieval of additional years of Model Continuation High School (MCHS) data. Additionally, interviews will be used as another delimiting factor in the study. This delimitation was set to obtain in-depth unstructured information about the policies, programs, and practices within the Model Continuation High Schools that support re-engagement of at-risk students and to lay the foundation for future studies in developing additional protocols to assess the variables. The site administrators interviewed were limited to those who had been at the selected schools for the duration of three years and were part of the submittal process for their current school's Model Continuation High School applications. This delimitation was set to narrow the field of the research not to include newly appointed administrators who had limited experience at the selected sites. This study was also delimited to the perceptions of Model Continuation High Schools' site administrators about re-engaging policies, programs, and practices within their school context. This limitation was set to examine possible factors that could not be seen from an outside perspective or by pre-established components.

Limitations

Five limitations should be considered before drawing inferences from the results presented in this study on re-engagement of at-risk students. First, this study was limited to only Model Continuation High Schools in California and the data examined were from 2009 to 2015.

Schools that do not meet the Model Continuation High School criteria were not considered for the study.

Second, the method chosen was a qualitative study. By this nature, the results may not be generalized to the larger population (Creswell, 2014). In addition, the design utilizes a small sample size, which limits the results from being replicated (Creswell, 2014). Likewise, the results of this research cannot be used to discover a definitive answer nor was a hypothesis generated to disprove due to the utilization of non-quantitative methods (Richards & Morse, 2013).

Third, the study will use perception data from interviews on re-engagement and developmental constructs. It is important to note that perceptions are biased and shaped in part by the interplay between environmental and intrapersonal factors (Richards & Morse, 2013) causing unequal articulation of perceptions of the indirect information on the experiences (Creswell, 2014).

The fourth limitation was the application selection criteria. Even though the application process seemed rigorous, the researcher was not able to analyze factors within the process validity and trustworthiness.

Lastly, because the study was qualitative, researcher's ability to code, analyze, and interpret the collected data might be different than another researcher looking at the same data. These interpretative differences will be addressed by the use of direct quotations throughout chapter four so that the reader will have the opportunity to draw their own conclusions (Richards & Morse, 2013).

Assumptions

This study will be based on seven assumptions. First, it is assumed that the policies, programs, and practices of the ten selected Model Continuation High Schools support students' developmental factors of expectancy and task-value to re-engage them back into the

educational process. Secondly, it is assumed that the Model Continuation High Schools used in this study are exemplary resilient organizations and their practices support at-risk students who were previously unsuccessful in the educational system and enable many of them to graduate. Next, it is assumed that site administrators participating in this study were the most knowledgeable & credible sources of information about their respective site's policies, programs, and practices. Additionally, it is assumed that all participant input was given willingly, void of intimidation or influence. It was assumed that all participants answered the interview questions honestly & as accurately as possible. It was also assumed that the California Model Continuation High School Program selection process was valid. Finally, it was assumed that all data collection instruments were reliable and valid for their use. An understanding of the promotive factors of the ten Model Continuation High Schools can assist other site and district administrators to design developmentally appropriate environments for the success of all students.

Organization of Study

Chapter one provided the foundation of this study background, problem statement, purpose & significance of the study, definition of terms, research questions, limitations, delimitations, and assumptions. Chapter two provides a review of the literature on student re-engagement and the developmental factors of expectancy and task-value beliefs. A review of variables of at-risk student factors, graduation/dropout issues, engagement attainment, and school context influences on re-engagement is provided, as well as a summary of re-engagement policies, programs, and practices found in effective programs for at-risk students. Chapter three provides a description of the methodology used for this study, including the research design and rationale, sampling population & selection procedures, discussion of human subjects and the variables that will be measured, collection methods & procedures, as well as the proposed statistical analysis of the data collected. Chapter four will present the data

collected, the findings in relation to the research and guiding questions, and a discussion of the synthesis of the data. Finally, chapter five will present a discussion of the findings, conclusions, and recommendations for re-engaging at-risk students, and future research on this phenomenon.

Chapter 2: Review of the Literature

Introduction

Chapter two provides the theoretical and empirical rationale for conducting a qualitative analysis of ten California Model Continuation High Schools' promotive policies, programs, and practices for re-engaging at-risk students' behaviorally, emotionally, and cognitively. The literature also sought to gain insight on effective school context and developmentally appropriate expectancy and task-value beliefs for at-risk students. Three decades of literature was reviewed identifying the advancements on motivation and engagement research. Such research focused on individual student beliefs about their ability, their expectancies for success and the influence it has on their performance, their beliefs about the value of tasks and the influence it has on their choices; characteristics of at-risk student, and how re-engagement can be supported through school context to prevent students from dropping out.

The chapter will present details of the studies theoretical framework, Expectancy-Value Theory (Eccles et al., 1983). An examination of three broad theoretical perspectives that influence Eccles' Expectancy-Value Theory (1983) will be presented followed by a compilation research analysis of two components expectancy and task-value. Such analysis looked through five theoretical frames of research (Self-Efficacy Theory, Control Theory, Self Determination Theory [Intrinsic Motivation], Interest Theory, & Goal Theory) connected to social-cognitive theory (Rotter, 1955), achievement theory (Atkinson, 1957), and attribution theory (Weiner, 1969) to support the principles of Eccles' Expectancy-Value Theory (1983) as it relates to re-engagement of at-risk students in the school context.

A synthesis of research supporting expectancy for success will show how at-risk students' perception of their capability to achieve and beliefs of control is an internal and external component of motivation (Connell & Wellborn, 1991; Deci & Ryan, 1975; Ryan & Deci, 2000b; Skinner, Zimmer-Gembeck, & Connell, 1998), which can lead to dis-engagement or the

action of engagement (Deci & Ryan, 2002; Eccles & Roeser, 2011; Eccles & Wigfield, 1997; Mickelson, 1990; Murdock, 2009; Skinner et al., 2009; Vallerand et al., 1993). The research will provide foundational results suggesting that high student expectancy to succeed leads to high engagement, and that low expectancy to succeed leads to disengagement (Dweck & Elliott, 1983; Hidi & Harackiewicz, 2000). By looking at important effects of external components on students' expectancy for success, the literature has identified three basic psychological needs of competency, autonomy, and relatedness that educators can influence to re-engage students (Connell & Wellborn, 1991; Eccles & Roeser, 2011; Daggett, 2005; Deci & Ryan, 1991, 1985, 2002). When all three of these psychological needs are met, engagement transpires (Eccles et al., 1983; Eccles & Roeser, 2010; Deci & Ryan, 1975, 2000; Skinner et al., 2009). However, when one component is neglected, disengagement follows. A synthesis of research will also show, how at-risk students' intrinsic drives, interests, and future goals can influence their task-value choices (Deci & Ryan, 1975; Elliot & Dweck, 1988; Hidi, 2006; Hidi & Renninger, 2006).

The chapter then looked at three time periods of high school reform supported by the Effective Schools Research (Lezotte & Snyder, 2011). Compulsory education (Koetzsch, 1997) and dropout (Balfanz, Bridgeland, Moore, & Fox, 2015) issues will be highlighted within these time periods. The other sections will address possible differences in engagement attainment of at-risk students (Eccles & Roeser, 2011; Yazzie-Mintz, 2007) and provide a discussion on how some students form inappropriate beliefs, especially students who economically are disadvantaged (Pascarella & Terenzini, 2005; Rumberger & Larson, 1998), from a minority group (Oyserman, Kemmelmeier, Fryberg, Brosh, & Hart-Johnson, 2003; Strambler & Weinstein, 2010), and from non-English speaking homes (Rosenthal, 1998; Rumberger, 2011).

A discussion on the role of school context toward the development of beliefs will highlight components of successful policies, programs, and practices in the research (Eccles & Roeser, 2011; Eccles & Wigfield, 1997; Wigfield et al., 2006). The significance and malleability

of engagement will be clarified (Eccles & Wigfield, 2002; Pekrun, Goetz, Titz, & Perry, 2002), to highlight how such malleability provides schools the ability to create engaging and re-engaging conditions through modifications in their policies, programs, and practices (Eccles and Roeser, 2011; Lezotte & Pepperi, 1999; Maehr & Midgley, 1991, 1996; Marzano, 2003; Roeser et al., 2009). The chapter will conclude by looking empirical studies on continuation schools and important findings from model continuation schools.

The following literature review will examine this study's variables of graduation/dropout, at-risk students factors, engagement/re-engagement, and school context of promotive policies, programs, and practices. Chapter two is organized into eight main sections: (a) Introduction, (b) Theoretical framework, (c) Historical background, (d) High school reform supported by effective schools research, (e) The role of at-risk students' beliefs about engagement, (f) The role of school context in disengagement and re-engagement, (g) Engagement attainment through policies, programs, and practices, and (h) Summary.

Theoretical Framework

This study will use Eccles et al. (1983) Expectancy-Value Theory (EEVT) as the theoretical framework to explore re-engagement of at-risk students in ten California Model Continuation High Schools. Eccles and Wang's 2012 commentary on five chapters on defining engagement in the *Handbook of Research on Student Engagement* (Christenson, Reschly, & Wylie, 2012) contended three broad theoretical perspectives influenced EEVT:

(a) The life course view that both personal agency and social structure are prime forces in life span development; (b) the social processes underlie socialization and internalization; and (c) the person-environment fit perspective that people fare best and are likely to be engaged when they are in contexts that meet their psychological needs. (Eccles & Wang, 2012, p. 142)

Eccles and colleagues brought these three viewpoints together along with theoretical and empirical research connected with social-cognitive theory, achievement theory, and attribution theory in hopes to provide a developmental approach to task choice and motivational

engagement (Eccles & Wang, 2012). They theorized that students' subjective expectancy for success and the value for achieving such success are part of the predominant determinants of external forces and context that shape their related beliefs (Eccles et al., 1983; Eccles & Wang, 2012). Eccles and her colleagues initially looked at 668 fifth through twelfth grade students' precursors of performance on a given task and their choice to take additional advance math courses. By using path and cross-lagged panel analyses Eccles and her colleagues looked at the interrelationship among cognitive outcome variables (choice and performance), and the contributing psychological variables (individuals' expectancies or subjective probabilities of success and the value they place on successful attainment), developed by influencing external, social, and cultural factors, to achievement behaviors (Eccles et al., 1983).

The data was collected over a two-year period looking at student, parent, and teacher questionnaires, student demographic data, and classroom observations. They found that both social-cognitive variables (expectancy and task-values) are swayed by students' perception of external structures (psychological factors: school, family, peers, & community) that influenced the development of their personal beliefs and affect the outcome of achievement-related choices and performances (Eccles et al., 1983). Furthermore, the student's internal stable beliefs (individuals' goals and self-schema) are assumed to be built on past experiences, which have developed into a generalized stable value and expectancy system. These in turn, equip the student with valuable guides to process daily experiences and are motivation initiators or inhibitors for engagement (Grant & Dweck, 1999). These internal guides further support the matching of conditions and competencies through an if...then relationship. Suggesting that if the student believes in their competencies and value the conditional outcomes, then they are more likely to engage (Mischel, 1999). Previous performances, important socializers' beliefs (parents & teachers), and broader cultural milieu factors are also social psychological influencers recognized by EEVT in framing students' beliefs (Wigfield, 1994). Eccles and Wang (2012)

discuss how motivation for engagement is highest when the proposed task fit the student's expectation of success, values, and needs. The Expectancy-Value Theoretical Model (EEVM) and its sense of scope are depicted in Figure 1. The EEVM proposes a causal sequence, showing how the outcomes (achievement related choices and performances) are likely to influence each other reciprocally and different beliefs formed from students' interpretations of external factors, similarly influencing each other (Eccles et al., 1983).

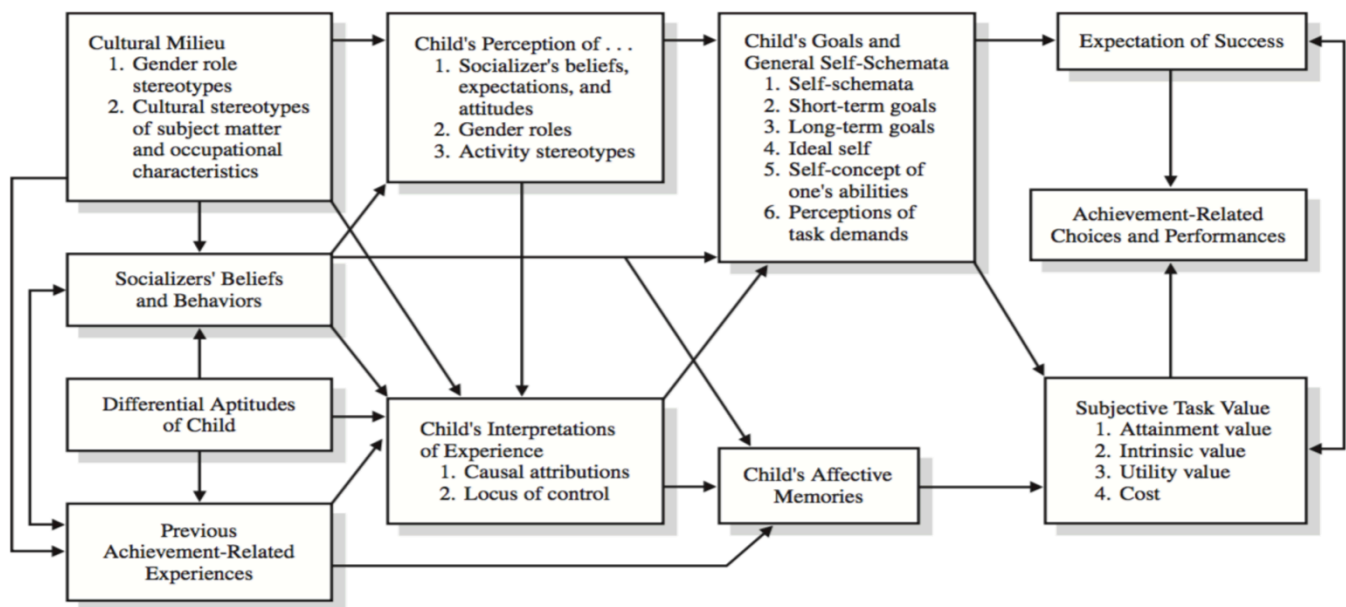


Figure 1: Eccles, Wigfield, and colleagues' expectancy-value model of achievement motivation. Reprinted from Wigfield, A., & Eccles, J. S. (2000). Expectancy-value theory of achievement motivation. *Contemporary Education Psychology*, 25(1), 68-81. Reprinted with Permission.

In the achievement motivation field, Atkinson (1957) established the initial Expectancy-Value Model addressing Mathematics in laboratory settings. His research sought to explain individual related behaviors as the result of students' (a) expectancy outcome of success on a given task, (b) achievement drives for success or avoidance of failure on a given task, and (c) perceived incentive values or related attractiveness on a given task (Atkinson, 1957). Atkinson posed an inverse relationship between incentive values and probability for success (Wigfield & Eccles, 1992). He maintained the strongest predictor of students achieving success was based

on the difficulty or probability of task success. Hence, a task perceived as more difficult would have greater value to the student.

By focusing on the psychological and social processes, the EEVT focuses on the developmental influence of the external context (school, family, peers, community, previous performances, important socializers' beliefs, and broader cultural milieu factors) that affect the students' beliefs; which in turn affect their expectancy for success and task-value; causing a positive or negative output of educational choices and performances (Eccles et al. 1983). Even though the EEVM is based on Atkinson's Mathematical Expectancy Value Model (1957), EEVT contradictorily suggests a "positive relationship between expectancy and task-value beliefs" (Wigfield et al., 1997, p. 451). Expectancies and values are seen as direct influencers of achievement choices and indirectly influencers of performances (effort, and persistence; Wigfield & Eccles, 2000).

The EEVT has additionally been used to explore effective ways of transacting with the school context to promote a better understanding of the centrality of the developmental context of schooling. Eccles and Roeser (2011) conceptualized schools, as a developmental system that has a major function in students' cognitive and social-emotional growth that formulates beliefs. They specifically looked at past research on: "(a) teachers, curricular tasks, and classroom environments; (b) aspects of the school as an organization; and (c) district policies and practices" (p. 225). They highlighted the need for more investigation concerning different school types with successful developmental outcomes on engagement and appropriate school context.

The constructs of expectancy, value, and achievement-related behaviors are not new to psychology (Eccles et al., 1983; Weiner, 1992; Wigfield & Eccles, 1992). In fact, Tolman (1932) and Lewin (1936) initially defined expectancy and value constructs. Lewin examined activity value (valence) and its importance to the individual and Tolman explored expectancy of success

and its influence on individual decision-making (Eccles et al., 1983). Since motivation for engagement would be highest when the proposed task, fit the student's expectation for success and values towards graduation, it is important to discuss the specific role of subjective expectancies and task-values in this study in identifying re-engaging policies, programs, and practices of at-risk students within ten California Model Continuation High Schools.

Expectancy. Development is supported by two broader theories: (a) Self- efficacy theory and (b) Control theory. This study will not go in detail analysis of these theories but it is important to understand the depth of influence of empirical studies on expectancy and task-value in a developmental and educational psychology frame that supports the EEVT.

Student self-efficacy. To summarize briefly, many studies have examined the aspects of engagement and the effects on self-efficacy and achievement (Bandura, 1977, 1997, 1999; Deci & Ryan, 2002; Schunk & Mullen, 2012). As a factor of the social-cognitive theory, Bandura (1997) described self-efficacy as individuals' perception of their capability to achieve specific performance tasks. As in the EEVT, Bandura's (1977) Self-Efficacy Theory looked at psychological procedures and how they altered the level of strength of self-efficacy "focusing on expectancies for success" (p. 193). The theory argues efficacy affect students' beliefs, motivations, and actions. Students with low self-efficacy tend to regard their performance as a measurement of inherent aptitude and failure as an indicator of intellectual deficits (Bandura, 1997), which can modify their perspective and engagement in the classroom (Bandura, Barbararanelli, Caprara, & Pastorelli, 2001; Schunk & Mullen, 2012).

Self-efficacy can affect motivation, which is cognitively produced, by shaping student behavior and engagement, including task choice, effort, and persistence (Bandura, 1997; Bandura et al., 2001; Pajares, 2009; Schunk & Mullen, 2012). Bandura (1997) in his book *The Exerciser of Control* synthesized his twenty years of research providing the foundation of student participation in the classroom. Specifically, when students participate in classroom tasks

they usually motivate themselves based on the perceptions about their current ability and the prospect for success or failure, supporting EEVT's learning expectations effect of ability belief on performance and choice outcomes (Bandura, 1997; Eccles et al., 1983). Bandura's Self-efficacy Theory (1997) defines two types of expectancy beliefs supporting EEVT components of expectancy and task choice: "(a) Outcome expectancy belief – certain behaviors will lead to certain outcomes, and (b) Efficacy expectation belief – whether one can effectively perform the behavior necessary to produce the outcome" (p.198).

Like the EEVT, Bandura's Self-efficacy Theory (1997) supports the need for students' to develop a belief of expectancy for success, a key factor in contributing to engagement. Other contextual variables such as environmental conditions, social factors, and cultural dimensions also need to be considered by educators if the goal is to increase student engagement (Bandura, 1997; Eccles et al., 1983).

Student locus of control. To briefly synthesize, Rotter (1955, 1982) social-learning theory of personality researched broad expectancies of internal vs. external locus of control to strengthen trust and problem solving strategies within different settings. He researched individual behavior in different contexts, sought to predict or explain individual actions through personality variables. He found student's task engagement would be based on their "internal locus of control for expectancies" (p. 92). Providing the crucial foundation for expectancy to succeed as being the regulatory component for students towards their success or failure of the task. Rotter (1982) concluded a student's subjective perception of their experiences is crucial in predicting their beliefs and ultimately their behavior, connecting with EEVT cognitive processes, which brings in individuals' formed beliefs (Eccles et al., 1983) and personality traits (Rotter, 1982) into the focus of their actions.

Connell (1985) added a third component of control (unknown control) and found not knowing the cause of their successes or failures subverts students' engagement towards a task.

In 1991 Connell along with Wellborn studied locus of control beliefs and the affect of three psychological needs of competency, autonomy, and relatedness. Connell and Wellborn (1991) looked at these components through the influence of external factors such as family, peer, and school context. They first found when students believe they are in control of their achievement outcomes they felt more competent and would fully engage; Secondly, when one or more of the psychological needs are not met, students will disengage.

Adding to the development of the Locus of Control Theory, Skinner (1995) and Skinner et al., (1998) studied the understanding of goal-directed activities, students' perceptions of control, and perception of teacher relationship. They found three sets of beliefs (means-ends, control, and agency), which influenced students' performance on tasks. Means-ends beliefs are concerned with expectancies influenced by students' causal attribution or unknown control on the outcome. Control beliefs address students' expectation of producing a successful outcome. Agency beliefs are students' expectation of their ability and access to resources to produce a successful outcome. Ultimately, Skinner (1953) and Skinner et al., (1998) research supported teacher-student relationship as a strong developer of students' positive locus of control over outcomes.

Students re-engagement. Just as teachers must consider what prior knowledge students have before instructing a lesson, so must schools before creating a developmentally appropriate context for all students. Students bring prior knowledge from their community, family, social experiences, and former educational experiences to create a world of expectations about learning (Eccles et al., 1983; Eccles & Roeser, 2011; Hattie, 2009). This poses that expectancies are influenced by the indirect effect of perceived successful and failed past experiences, which are mediated through the students' interpretations of causal attribution in the formulation of beliefs (Rotter, 1982; Wigfield & Eccles, 2002; Wigfield et al., 1997). These formed learning beliefs are seen as enhancers or inhibitors for school opportunities (Eccles &

Roeser, 2011; Hattie, 2009; Wigfield et al., 1997). For at-risk students, many times this interpretation is inappropriately developed (Hattie, 2009) at a very young age and can lead to disengagement (Carver & Scheier, 2005). In fact, as early as pre-school the developmental beliefs of education can be inappropriately formed (Carver & Scheier, 2005). Hattie (2009) synthesis of 800 meta-analyses relating to achievement showed most students “at the age of eight” (p. 31) inappropriately rank their achievement levels in comparison to their classmates due to a performance-based grading policy. This can contribute to the belief of a fixed level of achievement producing an expectancy barrier (Hattie, 2009).

Expectancy-Value researchers suggest school context should support the building of a mastery-based mindset through intervention programs and practices by progressively developing the level of challenges, assisting students’ in envisioning multifaceted concepts, and providing students with constructive and timely feedback to overcome inappropriate expectancies (Eccles & Roeser, 2011; Hattie, 2009; Wigfield & Eccles, 2002). School programs and practices that build appropriate expectancies is important because self-efficacy and perceive control over competence are both components of expectancy and are major predictors of achievement (Bandura, 1997; Pintrich, 2003; Schunk & Mullen, 2012). This would also de-emphasize the educational policy of performance-based goals, which have been associated with negative expectancy development (Elliot & Dweck, 1988) towards a more individualized mastery-based system. A mastery-based emphasis has been linked to building expectancy perseverance when faced with opposition (Dweck & Leggett, 1988). “When a student disengages, re-engagement involves use of intervention programs and practices that minimize conditions that negatively affect motivation and maximize conditions that have a positive motivational fit” (CMHS, 2012, p. 8). Thus, the challenge for the educational system is to breakdown the barriers of students’ prior negative interpretation and formed expectations to

allow re-engagement opportunities to form positive experiences that merge with their beliefs about learning.

Expectancies are explained as students' beliefs about their success on a given task and these are influenced by beliefs about achievement ability and difficulty of tasks, perceptions of others' expectations, personal attributions for success and failure, and internal or external locus of control (Eccles et al., 1983; Hattie, 2009; Skinner, 1995; Skinner et al., 1998; Wigfield & Eccles, 2002). These have been measured by subjective evaluation of students and teachers in both a quantitative and qualitative manner (Eccles et al., 1983; Wigfield et al., 1997). The most frequent methodology practice has been surveys and observation in qualitative studies. This study will thus be looking at site administrators' perceptions in an interview setting, an area under-represented in re-engagement as well as in the EEVT. In order to effectively address re-engagement opportunities that support positive expectancy beliefs about learning this study will specifically look at policies, programs, and practices that site administrators perceive as promoting students' positive developmental changes of their: (a) Self-concept of ability to graduate; (b) Perception that the task of graduating is doable; (c) Healthy attribution for failure and success; and (d) Healthy locus of control (Eccles & Roeser, 2011; Skinner, 1995; Skinner et al., 1998; Wigfield et al., 1997; Wigfield & Eccles, 2002).

Task-value. Values have both broad and task-specific definitions (Eccles, 1983; Wigfield & Eccles, 1992). The EEVT emphasizes the motivational aspects of the specific task-value towards outcome choices and performance (Eccles et al., 1983). EEVT explains values through the qualities of a specific task and how such qualities influence the student's engagement to do the task. For example in a longitudinal study, Wigfield et al. (1997) evaluated 615 elementary student's "competence beliefs and subjective task value in math, reading, instrumental music, and sports" (p. 451). They found value beliefs influence students' intent as well as persistence in the given task. This supported Eccles et al., (1983)

original findings that task-value beliefs are predictors of academic choice and students' expectancy beliefs are better predictors of academic performance. They held if the task is useful, thought provoking, and meaningful to the student, engagement will occur, which in turn will develop positive intentions and values (Pintrich, 2003; Wigfield et al., 1997).

To better understand the multidimensional aspects on task-value, the EEVM (1983) conceptualized "four components of task-value: attainment value, intrinsic value, utility value, and cost" (p. 119). To further clarify the different effects of these values on tasks, Eccles and Wigfield (1995) conducted a theoretical (empirical) analysis of past research in several domains on students' development of achievement task-values. They found task-values promote developmental changes of students':

- Perceptions of the task's subjective importance for doing a given task and consistent with one's self-image (Attainment Value).
- Perception of psychological intrinsic consequences which are immediately enjoyed or unpleasant when performing a task of value or not (Interest Value - Intrinsic).
- Perceptions of the task's important intentions to accomplish a future goal that might itself be somewhat unrelated to the process nature of the task (Utility Value - Extrinsic).
- Perception of ability to overcome negative obstacles or undesirable aspects in a task, and making difficult decisions to engage in a task which might limit personal or free time (Cost Value).

Student intrinsic motivation. The EEVT is focused on intrinsic motives that support the students' beliefs about engaging in a task. Deci and Ryan (1975) Self-Determination Theory (SDT) best represents intrinsic motivation as explained in the EEVT. SDT articulates intrinsic motivation as the innate inclination to pursue new and stimulating experiences, to increase and

apply one's abilities, to discover, and acquire new information and skills (Ryan & Deci, 2000b). SDT maintains that such motivation will flourish under the right conditions and diminish if the supporting conditions are not present. Deci and Ryan (2000b) studied social conditions in which intrinsic motivation develop and function and found that the school context can enhance or decrease students' intrinsic motivation and have identified competence (desire to experience mastery), relatedness (desire to interact, be connected, and experience caring for others), and autonomy (desire to make decisions in one's own life) as critical innate components. Deci and Ryan (2000b) further maintain, these innate needs assist or decrease students' interpretation and internalization of external experiences into internal beliefs. This transformation not only addresses students' basic psychological needs but also identifies a motivational process that produces a sense of self, supporting Eccles' Expectancy-Value Model of student engagement (Eccles et al., 1983). If the school context integrates social influencers to assist student fulfillment of these three critical innate components, it might allow educators to support students' psychological development and regulate successful educational outcomes (Deci & Ryan, 1975; Eccles et al., 1983).

It is important to mention that placing too much focus on building intrinsic motivation with truly disengaged students may work against re-engagement efforts (Dweck & Elliot, 1983; Hidi & Harackiewicz, 2000). Hidi and Harackiewicz (2000) reviewed two decades of interest and goal research and synthesized the findings to better understand how to "motivate the academically unmotivated" (p. 151). These researchers presented a discussion on reconsidering the dichotomous interpretation of intrinsic and extrinsic motivation to help find strategies to re-engage students. Hidi and Harackiewicz (2000) noted truly disengaged students are not equipped with any foundation of academic interests and, as a result lack the developmental structure to increase intrinsic motivation. The researchers recommended dichotomous strategies using extrinsic motivation to activate situation interest (will discuss further in next

section) to support the development of self-regulating internal structures (p. 153). These researchers further noted, when assisting students who lack interest in school, setting goals of mastery and using external interventions are essential for re-engagement (Hidi & Harackiewicz, 2000).

Student interests. Interest is a psychological state of engaging that is multidimensional and is strongly related to deep learning, choice, and persistence (Hidi, 2006; Hidi & Renninger, 2006). It is comprised of affective and cognitive components as an interdependent system between the individual student and school context (Hidi, 2006). In other words, the student has the interest within them but the school context defines the “interest and contributes to its development” (Hidi, 2006, p.112).

Within contemporary educational cognition research, interest is differentiated into individual and situational interest to discern between the school context and length of acquisition (Hidi, 2006; Hidi & Renninger, 2006). Individual interest is more commonly researched, displays trait-like stability from context to context, considers individual differences, and is assessed through personal preferences and contribution of performance. Situational interest is described as an emotional condition evoked by environmental stimuli during an experience or task. It is closely aligned to utility value in EEVT and corresponds directly to interest task-value (Hidi & Renninger, 2006).

Situational interest usually last for the duration of the experience or task but can trigger the transformation into individual interest over time. Hidi and Renninger (2006) wanted to explore this phenomenon and developed a model with four phases of interest intervention. The model provided a structure to transform situational interest into individual interest, specifying explanation and circumstances to support the models established degrees of interest (Likert scale: “triggered situational, maintained situational, emerging individual, and well-developed individual interest” [p. 1]). Hidi and Renninger (2006) discussed and supported how the

interaction between the student and school context can affect interest and change the degree of student interest. Hidi (2006) also explained that “focused attention and positive feelings” constitutes the components of the initial phases of interest development and the later phases comprised not only “focused attention and positive feelings” but also “stored values and knowledge” (p. 114). Thus, supporting the EEVT by explaining how the school context interplays with the student’s affective and cognitive processes, effecting student interest and developing engagement (Eccles & Roeser, 2010; Hidi, 2006; Hidi & Renninger, 2006; Wang & Eccles, 2013).

Hidi and Renninger (2006) describe, three components that influence interest: “knowledge, positive emotion, and personal value” (p. 111). As an example, when students are given more opportunities to explore a subject, they increase their understanding, ability, and knowledge. As their knowledge increases they start to feel more competent, increasing their self-efficacy, which in turn may develop personal meaning or relevance for the specific task (Bandura, 1997; Deci & Ryan, 2002; Hidi & Renninger, 2006). Likewise, goals significantly influence students’ interest by guiding them or giving them direction to become more mindful of their education, developing personal value, and a sense of accomplishment (Elliot & Dweck, 1988; Hidi & Renninger, 2006; Wentzel, 1994). This will be explored further in the next section.

Student goals. As mentioned in the previous sections students’ goals (what students are trying to accomplish) can influence intrinsic motivation, interest, and self-efficacy, which have been shown to increase or decrease student engagement towards tasks (Bandura, 1997; Eccles & Roeser, 2010; Hidi & Renninger, 2006; Ryan & Deci, 2000b). There are several different Goal Theories and approaches (i.e. Mastery vs Performance, Task-involved vs Ego-involved) but what EEVT is concerned with is how students’ goals may frame the interpretation of experiences and the effect on students’ beliefs (Bandura, 1997; Eccles & Roeser, 2010; Elliot & Dweck, 1988; Wigfield, 1994; Wigfield & Eccles, 1992). For example, Wentzel (1991, 1993, &

1994) examined students' achievement through multiple academic and social goal manipulations. In her first two studies (1991, 1993) she found when students have positive academic goals and higher reaching goals students' outcome performance corresponded by producing higher task effort and engagement towards the goal. In her third study (1994), which documented students' multiple positive social goals, she found task performance outcomes related positively to students' behavior and teacher acceptance. However, it should be noted, negative achievement goals and social goals were found to correspond to low task-value and disengagement (Dweck; 1975; Marks, 1983; Seligman; 1975). This will be discussed further under the Learned Helplessness section later in this chapter.

Several aspects from Wentzel's Goal Theory studies align to EEVT. First, establishing educational goals will assist in overcoming students' inappropriately developed beliefs, transforming their belief system to respond to re-engagement efforts (Eccles et al., 1983; Elliot & Dweck, 1988; Wentzel, 1991, 1993, & 1994). Secondly, student goals in the educational setting are complex and cross several domains: cognitive, affective, and social (Wentzel 1994). Suggesting students not only need to establish student achievement goals but also goals in each of the domains to increase student engagement (Eccles et al., 1983; Wigfield, 1994). The final aspect is that school context influences student goals (Ames, 1992; Eccles & Roeser, 2011; Roeser, Eccles, & Sameroff, 2000; Wentzel, 1993). How students perceive school structures form their goal production and ultimately the value they place on tasks, which may increase their engagement (Ames, 1992; Eccles & Roeser, 2011; Elliot & Dweck, 1988; Wentzel, 1993).

Re-engagement strategies. In order to effectively address re-engagement opportunities that support positive task-values this study will specifically look at policies, programs, and practices that site administrators perceive as promoting students' positive developmental changes of their:

- *Attainment Value* - promote a feeling of accomplishment for successful execution of a task - confirm relevant and valued characteristics of self, provides a challenge, or offers a forum for fulfilling achievement, power, and social needs.
- *Interest or Intrinsic Value* – promote a multitude of opportunities for students to develop identity or authentic self, provide guiding feedback to develop appropriate attributions of performance to effort.
- *Utility or Extrinsic Value* – promotes authentic and meaningful tasks to assist students in overcoming obstacles and accomplish future goals.
- *Cost Value* – promote ability to overcome negative obstacles, undesirable aspects in a task or making difficult decisions; flexibility to allow opportunities for students' to overcome failures.

In order to link the re-engaging properties of the policies, programs, and practices (school context) identified by site administrators this section will discuss theoretical and empirical discoveries, analysis, and reviews of task-values to support the components mentioned above.

EEVT research findings suggest that task-value beliefs are positively related with engagement (Eccles et al., 1983; Eccles & Roeser, 2011; Eccles & Wigfield, 1995; Pintrich, 1999) and links the decline in secondary students' engagement to the development progression of task-value (Eccles et al., 1983; Eccles-Parsons et al., 1983; Eccles, Wigfield, Harold, & Blumenfeld, 1993). Additionally, EEVT suggest that values of diverse cultures may vary but purely to the degree they are accentuated (Wigfield, Tonks, & Eccles, 2004).

Task cost value research is limited but has been studied through two components: opportunities available and personal identity (Carver & Scheier, 2005; Eccles, 1983; McCaslin, 2009; Murdock, 2009). McCaslin (2009) looked at the relationship of student motivation and identity development in current empirical research and maintains, "Opportunity is a fundamental

component of motivational dynamics” (p. 139). Opportunity is also seen as the foundation for student engagement (McCaslin, 2009; Murdock, 2009).

Eccles (1983) advocates task cost is particularly significant to student choice since a task choice usually eliminates other opportunities. Students’ task-value “choices are influenced by both negative and positive task characteristics” (Wigfield & Cambria, 2010, p. 40).

The second component of identity, McCaslin (2009) contends is co-regulated by the relationship between social, psychological, and personal opportunities, some optimistic and others disruptive and detrimental. Suggesting linkage of cost value to the development of the students’ self-system of identity and disengagement (Carver & Scheier, 2005).

When no amount of effort will lead to success or if the sacrifice of doing the task leads to loss of control of personal identity, then the task cost value outweighs the effort to engage (Carver & Scheier, 2005; McCaslin, 2009). For example, if a student has to choose between schoolwork and working, their economic needs and personal value will be the deciding factor even though the student might strongly value education. The student’s family might need them to work to put food on the table; associated with the student’s family identity. Thus, forming a cost value catastrophe for the student leading to disengagement in one of the opportunities (Carver & Scheier, 2005; McCaslin, 2009). The cost could be as simple as the choice of engaging in a task (e.g., doing homework), which restricts pursuing another task (e.g., earning money), causing the student to assess the energy that will be needed to complete the task, and the emotive cost (Wigfield & Eccles, 2000).

Eccles et al., (1983, 1993, & 1995) during their studies on EEVT found students’ beliefs on achievement ability and task-values are empirically distinct. They argue that students develop from two of the EEVT task-value components to four components with age progression. Eccles (1983) argues students up to fourth grade typically distinguish between Interest/Intrinsic Value and Utility/Extrinsic Value. Their task ability during these years is considered malleable

(Eccles & Wigfield, 2002). However, upper elementary and secondary students are gradually able to recognize utility and attainment value differences (Eccles-Parsons, Adler, Futterman, Goff, Kaczala, & Meece, 1983). In fact, Wigfield and Eccles (2002) in their theoretical analysis of current empirical evidence on the developmental components of students' task-values and performance, imply the distinction happens during the same time period academic motivation declines in the secondary schools. Suggesting it is developmentally connected and learned through experiences.

Additionally, Pekrun, Goetz, Titz, and Perry (2002) completed a series of five studies, which examined the emotions of students in different classroom experiences. The aggregation of the studies' data, showed different emotions are important and can invoke students' values, depending on the perceived autonomy over the task. If a student perceives a high degree of autonomy, then engagement might be the outcome and hopelessness in low autonomous tasks (Pekrun et al., 2002). Additionally, in Eccles and Wigfield (2002) review of research on students' development of expectancies and task-values over time, they also found students' perceived choice over tasks declines during the transition period from elementary to secondary schools, postulating reasons to school context.

Students develop values through different experiences that either generate or decrease interest and engagement (Eccles et al., 1983; Eccles & Wigfield, 2002). Wigfield, Tonks, and Klauda (2009) in their review on EEVT empirical research argue "a major aspect of experiences, as a source of value, is the extent to which the activity provides pleasure or pain" (p. 65). Deci & Ryan (1985) additionally suggests, when individuals do intrinsically valued tasks, positive beliefs are developed. Contrariwise, negative expectancies are usually manifested via the student's personality to avoid such pain or task difficulty (Eccles & Wigfield, 2002). Higgins (2007) reviewed five sociological and psychological viewpoints on where value comes from (Need satisfaction, shared beliefs, end state relation, evaluative inferences, or from experience). They

found that students determine the value of school in two ways: performance in school and experiences in different school contexts. The main outcome of both would be for students to have agentic experiences to develop responsibility for their own learning (Higgins, 2007; Wigfield et al., 1997).

Connell and Wellborn (1991) in their self-system theoretical model of processes to explained students' psychological needs of competence, autonomy, and relatedness; suggested school context should support attainment of task-values through promoting basic needs of mutual respect. Intrinsic task-values are represented through relevant and challenging task that drive one's curiosity and interests towards task mastery (Wigfield et al., 1997), giving the student holistic feeling of being immersed in the task. Additionally, Eccles (2007) explored family and school influences on achievement and engagement (specifically, providing students positive experiences). She argues school context needs to promote utility task-value by offering useful activities towards students' future goals to validate the authentic self. Lastly, to account for cost of participating in a task, Eccles and Roeser (2011) suggest school context should offer many choices to develop students' self-worth and be flexible to meet the needs of each student while supporting their ability to develop a positive self-image.

Adaptation of the EEVM for re-engagement. This study will specifically use EEVT to look at ten Model Continuation High Schools' context developmental influences on students' beliefs, perceived by the site administrator as affecting their expectancy for success and value of graduation, highlighting effective policies, programs, and practices towards re-engagement of at-risk students' positive achievement-related choices and performances. The assumption is that (a) students' inappropriate interpretations of reality (i.e., attributions, self-concepts of abilities, task-difficulty, and socializers' beliefs) have inhibited engagement and thus success in the comprehensive high school; and (b) the ten Model Continuation High Schools are re-engaging students by developing appropriate

expectancies for success and values towards graduation through implementing policies, programs and practices that address such psychological barriers. Thus, using EEVT model the researcher has reduce the basic tenets to include only aspects of EEVT that relate to measuring site administrators' perceptions of policies, programs, and practices that re-engage students in the educational process (Figure 2).

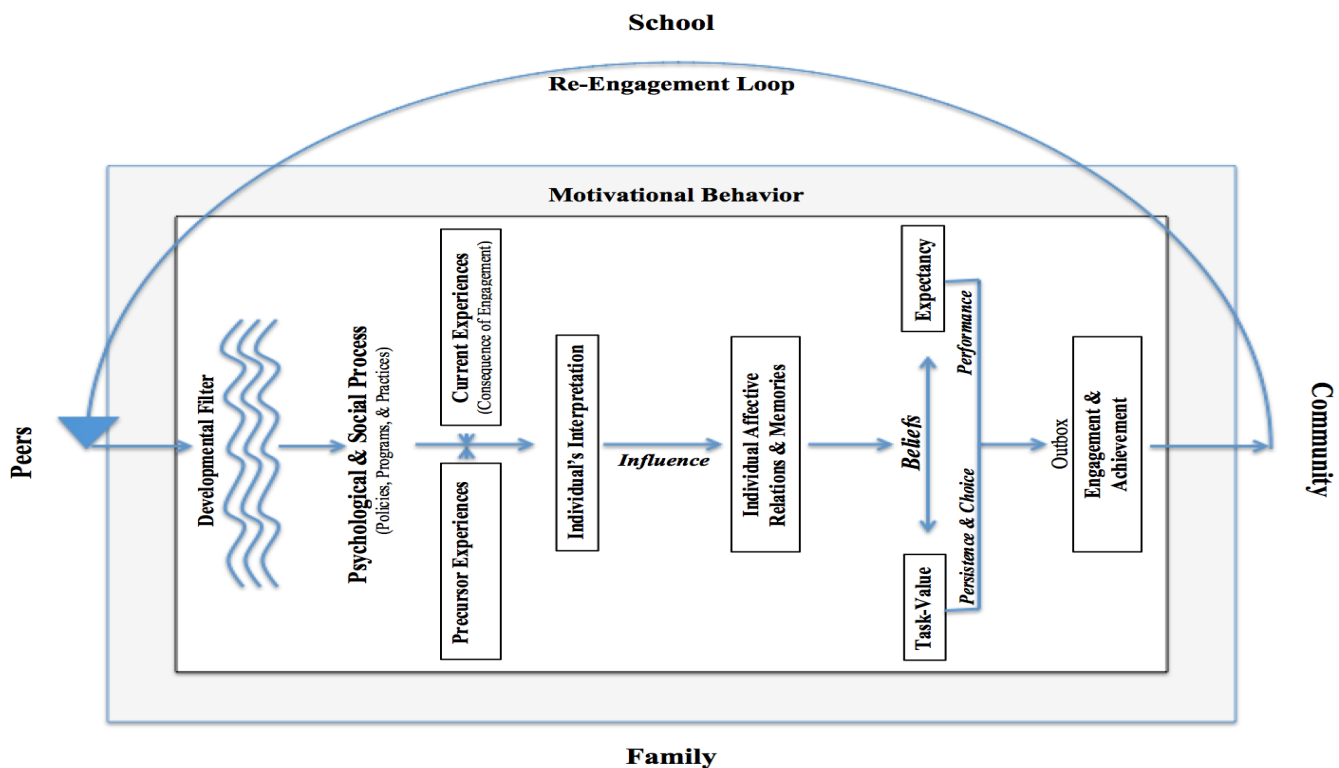


Figure 2: Re-engagement expectancy-value model of achievement motivation in schools.

The researcher has added a re-engagement loop to represent how students move from a disengaged state through the model. Re-engagement of at-risk students are usually done in small increments of successful experiences allowing the at-risk students to control the pace of change; which means they could pass through the model numerous times before the effects of a re-engaging policy, program or practice takes effect. The re-engagement loop also represents the four intervention strategies for re-engaging at-risk students suggested by the Center for Mental Health in Schools at UCLA (CMHS, 2011): “(a) Clarifying student perceptions of the

problem; (b) Reframing school learning; (c) Renegotiating involvement in school learning; and (d) Reestablishing and maintaining an appropriate working relationship” (p. 5).

The modified EEVM will also provide the site administrators being interviewed with a clear understanding of the concepts they are being asked to describe. The developmental filter was put into place to represent changes taking place as the at-risk students were making the transition from a comprehensive high school into the model continuation high school. This will assist in identifying barriers of engagement and whether the perceived policies, programs, and practices of re-engagement were characteristic of all aspects of the Model Continuation High School or specific developmental factors of expectancy and task-value which addressed the needs of the at-risk students.

In summary, the research on expectancy and task-value, and how these cognitive developmental beliefs are connected to engagement is important. These two social-cognitive principles of EEVT are connected to several domains and supported through a vast array of research, which educators can use to develop engagement interventions (Eccles & Wigfield, 2002; Wigfield et al., 1997). The school context (policies, programs, & practices) also provides a significant role in the development of students’ expectancy-related beliefs and values through experiences and can provide insight into re-engaging at-risk students.

Historical Background

Educating all. Many reforms have occurred in California’s School System since the full implementation of the Compulsory Education Act in 1919 (Koetzsch, 1997). The initial purpose of the Compulsory Education Act was to institute community order and assimilate immigrant children into our educational system. By the 20th century, compulsory education was seen to liberate the underprivileged from traditional agrarian constraints and the demands of an industrial society (Boyd, 1963; Ensign, 1921). It was an effective method to improve the average education level of citizens (Boyd, 1963; Ensign, 1921). By teaching the

shared values to assimilate, and literacy to perform as a productive citizen, schools help sustain and stabilize the democratic society (Friedman, 1982).

Even though compulsory education allowed opportunity for all to attend school, Cremin (1976), Lezotte and Snyder (2011) both agree that the original educational system was never design to educate all equally. In America, the educational system of the 1800s and early 1900s were reserved for a very few students who were deemed as exceptional learners capable of completing the rigorous course work (Boyd, 1963). With the enactment of the Compulsory Education Act schools were for the first time dealing with students who were not exceptional learners and trying to figure out how best to educate all. Consequently, when a child failed to perform at a desired academic level; the child, rather than the teacher, school structure, or school administrator; was held accountable for the failure (Whitehurst & Whitfield, 2012). Failure during this time meant that the student would quit school and begin working or start an apprenticeship to learn a trade. In the 1950's, the diploma was considered upward mobility to the "American Dream", whereas, in the 1980s, it was an entry point for various favorable careers (Levin, 1988). Now, in the 21st century in is considered a must have that barely keeps citizens above the poverty line (Balfanz et al., 2015). Levin (1988) states, the most predominant predictor of a prosperous life is not a person's achievement level but the number of years they attend school.

The development of the Nations Western compulsory education is complex. Various components (government, labor, socialization, and common wealth) are interconnected and seen in the twenty-first century as one of the enduring tasks: education for all children (Lezotte & Snyder, 2011). In other words, a child's education is value-added to the wellbeing of others. Advocates that still support compulsory education, such as Friedman (1982), Lezotte and Snyder (2011), see schools as providing an intervention to increase not only the individual's but the Nation's economic status. Cremin (1976) sums the compulsory education progression by

stating “the mission of public education has steadily evolved from education for some to education for all...with the most difficult task in the twenty-first century: education of those at the margin” (p. 85).

The Compulsory Education Act is significant because it contrast the initial purpose of school to the issues of dropout rates today. If we are going to mandate all students attend high school until they are 18, and if the goal is to ensure they all are supported in their quest for a high school diploma to increase their economic status as well as the nations, then the question stands; have schools changed their policies, programs, and practices enough to truly respond to the needs of all students? The following sections will take a look at the reform movements of high schools.

High School Reform Supported by Effective Schools Research

Since the establishment of the first high school in 1821, reform efforts have struggled to address the evolving societal demands (Ravitch, 2010). For the purpose of this study, the review of reform movements will be presented in three time periods. The first movement was the Compulsory Reform movement from 1957 to 1970. This reform movement moved the focus of education from the hands of the parents to the government. The federal government began regulating state education to ensure each individual had skills to become a productive citizen. The second reform movement was still considered compulsory but focused less on the individual and more on the educational process. This School-wide reform movement from 1970 to the late 1980s was based off of the effective schools research, prompted by an effort to disprove the findings of the Coleman Report (Bryk, Sebring, Allensworth, Luppescu, & Easton, 2010). The focus was on perceived social and educational problems. The final reform period was from the late 1980s to present. This Accountability Reform Movement focused on analyzing what was wrong with our educational system, which led to the landmark legislation No Child Left Behind (NCLB). The focus was on closing the achievement gap for all students, which led to an

understanding that students are individuals and they learn differently at different paces (Pascarella & Terenzini, 2005), even though NCLB did not take this into account (Ravitch, 2010).

Compulsory reform movement (1957 – 1970). After the United States overcame the shock when Soviet Union launched Sputnik in 1957 (Schmemmann, 1991), it bolstered political support for the federal government to take a proactive role by requiring more courses in mathematics, science, engineering, and foreign language (Rudolph, 2002). They sought to support the above-average students, the next generation of scientist and engineers (Reese, 2005). The government also started publishing the number of students who dropped out along with the already published number of graduates (NCES, 2005). The hope was to overcome the image that the public educational system was failing to engage the intellectual capabilities of our students and to address the public outcry to educate all students (Marzano, 2003). After the Soviets launch of Sputnik II a month later, the combined themes of national defense and international economic competition gave urgency for the federal government to passed the National Defense Education Act (NDES) to provide funds to improve student achievement (Rudolph, 2002). This allowed high schools to build labs and add advanced classes to strengthen their capacity to increase students' intellectual development (Marzano, 2003). The Elementary and Secondary Education Act was authorized in 1965 (CDE, 2016b), which provided local schools federal funding to ensure resources for disadvantaged and special needs students (CDE, 2016b). Furthermore, this marked a silent move in the federal government's increasing role in educational decision-making (Ravitch, 2010).

In 1966, the Colman Report initiated the debate around educational effectiveness and the identification of learning factors that can affect institutional outcomes. In accordance with the Civil Rights Act of 1964, Colman was commissioned to research, educational equity in America by the United States Office of Education to support funding for desegregation. Colman's final

report attributed students' family backgrounds as the predominant cause for educational success. Colman argued that students from poor families, who lacked the home environment or values to support education, would have little opportunity to learn, regardless of what the school offered (Newmann, Wehlage, & Lamborn, 1992). Continuing throughout the 1970s, research that led secondary reform emphasized the dominant influence of social background on student achievement, birthing the effective schools movement (Rutter, 1979).

The significant contribution of the Compulsory Reform Movement was the continuous publication of the dropout rate to measure public education's ability to engage intellectual capabilities of all students and the federal use of the dropout rate, as a driving force for educational reform.

School-wide reform movement (1970 - 1980s). The effective schools movement stressed school-wide reform to achieve coordinated planning and programming for all students to overcome the organizational fragmentation of the 1960s that disengaged many students and blamed the students and their families for poor academic results (Comer, 1989). Weber's (1971) case studies on schools that were producing high achievement in high poverty urban environments, was the first study to contradict Colman's findings. Weber performed onsite validation of achievement, used purposeful population selection, and described common characteristics in detail to validate his procedures of four schools. Weber's (1971) findings suggest that the common contribution to student success was indeed school factors that contributed to a favorable environment that engaged students. The school factors outlined were (a) leadership, (b) high expectations for students, (c) an orderly climate conducive to learning, (d) curriculum emphasizing student acquisition of basic skills, and (e) frequently monitoring of student progress (Weber, 1971).

Edmonds (1979) built on Weber's study and produced his Five Factor Model of Effective Schools. Edmond studied 20 highly successful schools that had low-income students in hopes

to prove schools' effect on student achievement. Out of the twenty schools eight were effective in mathematic instruction, nine were effective in reading instruction and five were effective in both mathematic and reading instruction (Edmond, 1979). Weber found that the distinction in achievement between the effective and ineffective schools was not attributed to variances in the social class or family background of their students. He contributed their success to the common school factors of (a) strong leadership, (b) high expectations, (c) student progress monitoring, (d) safe school environment, and (e) available student learning opportunities (Edmonds, 1979). Contributing to the previous findings of Weber that all students can learn given appropriate conditions for learning (Brookover & Lezotte, 1979).

Brookover and Lezotte (1979) further expanded Weber & Edmonds' effective factors into seven correlates of effective school in their study *Changes in School Characteristics Coincident with Changes in Student Achievement*. Their study focused on gathering data in schools that had exhibited a multi-year pattern of improvement or decline. The seven correlates have remained relatively constant through diverse and contextual replication and are widely used today (Bryk et al., 2010). These effective school correlates included:

1. *Strong Leadership* – The site administrator is a transformational leader who effectively communicates the school's mission to all stakeholders. However, leadership is shared, and the site administrator works collaboratively with staff as a – coach, a partner, and a cheerleader.
2. *Climate of High Expectations for Success* – Educators hold the conviction that all students can achieve mastery of crucial learning as well as hold high expectations for themselves. Teachers respond to students needs with flexible implementation of a plethora of strategies to ensure that students have the appropriate support, through an organizational response, to succeed. Lezotte (2001), hold that this can't be done in isolation and requires school restructuring to assure learning for all.

3. *Frequent Monitoring of Student Progress (Formative Assessment)* – Students achievement towards mastery is measured frequently through various assessment measures. Teachers recognize the need to align what is taught and what is tested. There is less emphasis on standardized, norm-reference, paper-pencil test and more on authentic, curricular-based, criterion-reference measures of student mastery. According to Kelly and Lezotte, (2003) assessment tools should empower students as learners, offer an authentic view of their learning, and help them reflect and take control of their learning.
4. *Safe and Orderly Climate* – The school environment has order, communicates purpose, is cooperative, and built on respect without oppression or threat of harm. The emphasis is on working collaboratively to create respect for diversity and appreciate democratic values. Lezotte and Pepperi (1999), stresses that educators must learn teamwork, create opportunities to for collaboration, foster the belief that collaboration in the long run will assist schools to be more effective and satisfying for both students and staff.
5. *Opportunity to Learn and Student Time on Task* – The students are given an uninterrupted environment that allows students the quality time to learn essential and relevant information that has value for their future endeavors. Lezotte (2006), mentions that success depends on the realization of staff that less important content will need to be abandoned to ensure dedicated time for the most valuable content.
6. *Clear and Focused Mission* – The staff collaboratively develops, implements, and monitors the school's mission, that drive instructional goals, and priorities for learning for all. Staff members design and deliver a curriculum that goes beyond low-level skills and responds to the need for higher levels of learning for all students. Lezotte (2006), states this will require substantial develop of staffs' skills in designing and delivering a

curriculum that responds to the demands of students needs towards higher-level thinking skills and mastery of lower-level skills.

7. *Home-School Relations* – Parents are included as a collaborative partner in the development, achieving, and monitoring of the school's mission. Parents are seen as collaborative partners in establishing a quality educational experience for all. Lezotte (2001) emphasizes an authentic partnership with active involvement in creating an effective school for all students.

Steinberg, Brown, and Dornbush (1997) supported these indicators for success and high expectations and stated that they “oriented students to succeed in schools rather than merely hoping students avoid the negative consequences of failing to graduate” (p. 32). The Seven Correlates are one of the few established research-based characteristics of school context associated to student achievement and offer a stable platform to not only analyze school-wide reform but also the policies, programs, and practices within them (Lezotte & Snyder, 2011).

Despite marginal success during the school-wide reform movement, public confidence in the educational system was still at a low and seen as “failing our nation's youth” (National Commission on Excellence in Education, 1983, p. 5). This was partially due to the newly published report of *Nation At Risk: The Imperative for Educational Reform* (NCEE, 1983; Newmann, 1992). It was reported that many students were “physically present but psychologically absent” (Steinberg et al., 1997, p. 67). After a decade of the passage of the ESEA, the public felt the schools were not focusing on meeting the educational needs of all students (NCEE, 1983). Additionally, the report argued that students were not learning the skills necessary to compete in a global society and states needed to increase science, technology innovation, and commerce education (Masumoto & Brown-Welty, 2009).

The Nation At Risk report stimulated interest in accountability for all students, including all demographics and special needs (Dee & Jacob, 2011). The term "at-risk" was used in the

Nation At Risk Report to denote students' potential for success in school and society, initiating much interest and a precursor to the current research on at-risk student (Serna & Smith, 1995). The focus shifted from addressing the question of how the outlier effective schools were different to how can we use the identified correlates to change unproductive schools to effective schools (Lezotte & Snyder, 2011). This initiated the effective schools movement to incorporate research-based strategies on staff development, organizational development, and strategic planning (Lezotte & Snyder, 2011).

For the next decade schools sought ways to improve their staff, context and planning processes. Nationwide, researchers continued to find schools with students from high poverty backgrounds that are achieving, contradicting Coleman's conclusions, but educators were still left with the question of why certain students are engaged and why others are not.

The significant contribution of the School-wide Reform Movement was the identification of research-based correlates for effective schools and their use to change unproductive school context to effective school context by analyzing school-wide policies, programs, and practices.

Accountability reform movement (1980s – present). From 1985 to 2000, there were several initiatives to assist schools in: restructuring (Hirsch, 1996; Marzano, 2003); holding teachers and students to academic excellence (National Commission on Education and Economy, 1990); implementing a standards-based instructional and assessment programs (Heise, 1994); providing school-to-work opportunities (U.S. 103rd Congress, 1994); increasing Mathematic and Science rigor (TIMSS, 1995); and developing excellent teachers (National Commission on Teaching, 1996). Most students could choose between vocational tracks or the academic track. These tracks allowed the high schools to have a smaller number of students in the academic tracks. Despite these good intentioned initiatives and previous reform efforts, high schools still had limited improvement in student achievement (Hirsch, 1996). Kelly and Lezotte,

(2003) argued part of the issue was sustainability due to movement of leadership. Thus, the most predominate reform for academic accountability was initiated in 2001.

With the ESEA reauthorized in 2001, a new sanction-based accountability system formed. This reauthorization was called No Child Left Behind (NCLB, 2001). It was the first time funding was attached to an accountability system for all schools (NCLB, 2001). It required all students attending public schools to meet increased proficiency levels each year towards the 100% goal by 2014. The focus was on closing the achievement gap between races, socioeconomic status, and students with special needs and was monitored by differentiating data for each subgroup defined (Kelly & Lezotte, 2003). NCLB helped switch the paradigm shift from focusing only on educators' intentions to student outcomes. However, it was not enough to change the nature of instructional practices to close the achievement gap nor significantly reduce the dropout rate by addressing student engagement (Dee & Jacob, 2011; Freddoso, 2012; Whitehurst, & Whitfield, 2012).

In fact, The Condition of Education Report produced by the National Center for Education Statistics (NCES, 2006) stated that the nation's high school students were underperforming as compared to other countries. The Nation's elementary students scored similarly or better than other countries but 75% of our seniors were below proficiency in writing, and in the bottom 25th percentile in Mathematics (NCES, 2006). Leaving policy makers focus on secondary schools and determination for reform. Additionally, this report highlighted the fact that the Nation's achievement scores decreased significantly from 1998 to 2004 and emphasized the concern that more than half of African Americans and Hispanic/Latino students dropped out during 2004 (NCES, 2006). Student disengagement was vast, and educators tried a multitude of instructional strategies to engage students as researchers wrestled with factors of achievement and dropout (Pascarella & Terenzini, 2005).

NCLB measured students' academic success by a standardized test in hopes to raise achievement and make public education more equitable (Hirsch, 1996; Ravitch, 2010). However, it neglected the social, emotional, and behavioral, developmental aspect of student achievement (Ravitch, 2010), limiting progress towards the real issues of student dropout and engagement reform (Dee & Jacob, 2011; Whitehurst, & Whitfield, 2012). In response to the lack of achievement progress, the Center for Research on the Education of Students Placed At Risk (CRESPAR, 2004) published a report identifying 2000 high schools in the Nation with 40% or greater dropout rates (2007). They referred to these high schools as dropout factories. The 2014 Building a Grad Nation annual report found that "half of African American students, forty percent of Hispanic/Latino students, and eleven percent of Caucasian/White students attended high schools" in 2004 (p. 10) with only a 50/50 chance of graduating (Balfanz & Legters, 2004). Poverty and minority status seemed to be the critical link to these dropout factories. The primary emphasis for secondary reform for the next five years was on decreasing the dropout rate by reducing the number of dropout factories (CRESPAR, 2004). Unfortunately, this led many high schools to "dump" their low-performing students, who tended to be of minority status, into alternative schools without proper interventions and support (Ravitch, 2010). Leaving these schools underfunded, understaffed, and overwhelmed, usually resulted in half of their students dropping out (Ladson-Billings, 2006).

To try and end this dumping and to align graduation calculation for all states, the National Governors Association in 2005 introduced a four-year adjusted cohort graduation rate (Torlakson, 2015). The cohort graduation rate became one of the California's mandates for high schools' NCLB accountability criteria in 2011 (Torlakson, 2015). The cohort data monitored the graduation rates, dropout rates, and fifth-year seniors, seniors who didn't graduate or dropout (Torlakson, 2016b). The Cohort Graduation Rate held the home schools of the at-risk students accountable for their success and halted the majority of the dumping of their at-risk students

(Ravitch, 2010). Additionally, the Build a Grad Nation report in 2010, established a goal of 90% graduation rate for all high schools in the Nation by 2020. This challenge initiated urgent response and has allowed consistent monitoring of the cohort dropout data. It has also acted as a public forum for identifying and monitoring of the dropout factories progress in their annual report, thus reducing dropout factories to avoid public backlash (Balfanz et al., 2015).

In 2014, the NCLB ended and failed short of the ambitious goal of 100% of students reaching proficiency. The final results showed minimal progress in closing the achievement gap (U.S. Department of Education, 2015). But, it did require high schools to become aware of all students and realize that the traditional educational structure was not designed to provide learning or meet the developmental needs for all (DuFour, DuFour, Eaker, & Karhanek, 2004).

In 2013 the high schools embarked on the current large-scale reform effort and started to implement the new Common Core State Standards (ACT, 2010). The CCSS emphasized literacy, writing, creativity, critical thinking, problem-solving, collaboration, and communication skills and was adopted Nationwide to ensure equity for student learning (CA-CCSS, 2013). The CCSS reform effort will profoundly change the high school's policies, programs, and practices if implemented appropriately (ACT, 2010, Alberti, 2013). For example, textbook-driven instruction will no longer be a norm and a tighter school accountability system will be monitored through a nationally driven online Smarter Balanced Assessment program. The teaching paradigm will switch to include a real-life application of learning to prepare students for college, career, and a global economy. All students must develop the CCSS emphasized skills if the Nation expects to be competitive in a globalized social and economic society, and transform our traditional, antiquated educational system (Lezotte & Snyder, 2011).

The significant contribution of the Accountability Reform Movement was the analysis and monitoring of our educational system to close the achievement gap for all students, and the

realization the traditional school system was not designed to meet the developmental needs of all students.

In summary, there have been many innovated reform efforts throughout the decades but as Carpenter (2000) concludes, "these good ideas have produced little gains if any" (p. 2). Fullan and Stiegelbauer (1991) further found that our schools are "fragmented, overloaded, and incoherent" (p. 197) from too many innovations focused on the quick fix or wrong factors for success. The next section presents factors to consider about students who drop out and how it affects us all.

Factors influencing the national focus on dropout rate. The magnitude of students dropping out today affects various aspects of America's global competitiveness and economic viability as well as societal and political effects on our nation (NEA, 2014). In fact, according to the U.S. Census Bureau (2012a) who publishes a synthetic estimate of work-life earnings by educational attainment, the cost of not having a high school diploma continues to rise for the Nation as a whole. For the individual, it is almost a certainty they will live a life of poverty or worse. As mentioned before, over the last two decades, the value of a high school diploma has changed significantly (U.S. Census Bureau, 2012a). Currently, with the advances in technology requiring a highly skilled labor force, increasing the minimum skill expectations for educational and employment entry points, the high school diploma is a minimum requirement (Balfanz et al., 2015).

Dropouts will earn less and contribute fewer tax dollars to the economy. In fact, the National Center for Education Statistics (NCES, 2015) has researched high school dropout since 1988. The NCES along with U.S. Census Bureau (2012b), reported that the average income for 18 to 67-year-old dropouts were approximated at "\$25,000 in 2012 compared to \$46,000 for those who hold a high school diploma" (p. 1). Additionally, NCES (2015) estimates that each dropout, over their lifetime, costs state and federal governments approximately

\$250,000 not including the cost to victims of crime. Furthermore, in the 2015 Grad Nation Index, it was reported that if the nation meets its ninety percent graduation rate goal set for 2020, the added graduates will generate an annual earning increase of "approximately \$679 million. This increase is an annual state and local tax revenues increase of \$76 million, and a gross state product increase of \$1.2 billion" (p. 1). Thus, we all pay when students drop out of high school.

It is not the intention of this study to focus on the economics status of our nation but to create urgency for districts, schools, and educators to take a deeper look into their policies, programs, and practices to help re-engage our at-risk students in the educational process. When taking on the task of improving student engagement and decreasing the dropout rate, educators need to understand first why students are disengaged.

The Role of At-Risk Students' Belief About Engagement

Many scholars have documented differences in engagement and the expectancies and values placed on education by at-risk students (Deci & Ryan, 2002; Eccles & Roeser, 2011; Eccles & Wigfield, 1997; Mickelson, 1990; Murdock, 2009; Skinner et al., 2009; Vallerand et al., 1993). In the study by Graham, Taylor, and Hudley (1998), *Exploring Achievement Values Among Ethnic Minority Early Adolescents*, they found at-risk students tend to be disengaged in school usually due to having different values and beliefs about the significance of education towards their future. Disengagement is the lack of effort and persistence, (Vallerand et al., 1993) which is usually preceded by the psychological feeling of "dejection, discouragement, or apathy" (Skinner et al., 2009, p. 226). Martin (2012) argues, "it is a rational response to the contextual and individual influences" (p. 310). Disengagement can be a factor of the inconsistent lived experiences that some at-risk students are enduring in their daily lives. For example, acknowledging their that family members work hard every day but never get ahead, facing discrimination with no fault to their actions, studying hard but

getting a failing grade, and acknowledging dropouts who have resorted to criminal activity and have social status and monetary success. Additionally, the more doubting beliefs students' hold about the value of school and the positive expectancies of graduating, the lower the engagement and adaptability to their beliefs "as evidenced by lower levels of both effort and attributions of school success, and hard work" (Murdock, 2009, p. 444).

In regards to at-risk students, dropping out can also be seen as more of a mindset that affects their desire to engage in school, their values of education, their perceptions about their ability and perceived ability by their teachers versus actual achievement ability (Deci & Ryan, 2002; Hidi & Harackiewicz, 2000; Schunk & Mullen, 2013). Davis and McPartland (2010) identify this mindset as learned helplessness and argue it is a barrier to graduation for some at-risk students (Lezotte & Pepperi, 1999). Learned helplessness is where students believe that they will not be able to improve no matter how hard they try (Davis & McPartland, 2010). Learned helplessness is a developed behavior, and thus it is an assumption that a supportive school context for students can help them unlearn or develop success driven beliefs (Assor, 2012; Davis & McPartland, 2010; Lezotte & Pepperi, 1999). We will delve more into this topic later.

When students arrive at school, some are considered at-risk with pre-existing impediments that hinder their ability to succeed. The at-risk status has been given to these students due to sociodemographic factors out of their control. Sociodemographic factors that this study will look at are socioeconomic status, race/ethnicity, and non-English speaking homes. Though there are additional individual and family factors that contribute to engagement and disengagement such as parent education, exposure to household turmoil, access to resources, and parents' beliefs about education (Eccles & Roeser, 2011; Freddoso, 2012; Pascarella & Terenzini, 2005; Rumberger & Larson, 1998). However, this study will narrow the scope to the most documented non-school factors educational research

has found to affect the dropout rate (Freddoso, 2012; Pascarella & Terenzini, 2005; Rumberger & Larson, 1998).

Rosenthal (1998) in his research on nonschool correlates of dropout also found "socioeconomic factors can explain the low educational achievement" (p. 416) of at-risk students. By combining risk factors to create a social risk index (low SES, race, and ethnic minority status, at least one parent dropped out, and single parent household), Croninger and Lee (2001), longitudinal study of secondary students found one social risk factor produced a 50/50 probability of students not graduating. Another study in Philadelphia Public Schools found the "odds of graduating declined precipitously with each additional risk factor" (Christenson et al., 2012, p. 504). Nevertheless, it is important to note sociodemographic factors only become risk factors when schools don't respond to the individual needs of at-risk students (Eccles & Wigfield, 1997; Marzano, 2003; Skinner et al., 2009; Vallerand et al., 1993).

Socioeconomic status. In his study of 81,000 students, Yazzie-Mintz (2007) found the high socioeconomic students consistently reported higher levels of engagement than low socioeconomic students. Rumberger and Larson (1998) extend these findings arguing low socioeconomic status (SES) students, as measured by free and reduced lunch, are more likely than high SES students to drop out of school. Dropouts reporting the need to support their families as a significant reason they dropped out (Pascarella & Terenzini, 2005) and school as being boring and irrelevant to their future needs of survival (Freddoso, 2012).

Additionally, low SES is linked to low student achievement with contributing factors of student mobility, parent education, and the compilation of other risk factors, such as race and ethnicity. Moreover, studies have shown parent education is a strong predictor of dropping out of school (Kaminski, 1993; Rumberger, Ghatak, Poulos, Ritter, & Dornbusch, 1990). Rumberger et al., (1990) confirmed this through a study of family factors that influenced at-risk students'

decision to drop out. They found, in fact, families are significant influencers on whether or not students dropped out. For example, dropouts who reported less engagement, understanding, and support from their families to stay in school also had parents who had lower educational levels and were from lower SES families. Eccles and Roeser (2011) additionally note that parents' beliefs about education contribute to at-risk students' development of their beliefs of expectancies and values for proper engagement and successful performance. In fact, Kaminski (1993) studied dropouts a few years after they left school and found 52% of the dropouts' parents did not graduate from high school suggesting the transfer of beliefs about the importance of education.

Race/ethnicity. When looking at race and ethnicity of at-risk students, educational researchers found students' identity and the beliefs making up their identity are contributing factors towards educational disengagement and dropping out (Oyserman, Kimmelmeier, Fryberg, Brosh, & Hart-Johnson, 2003). In fact, African American and Latino males' disengagement was more about their identity being tied to non-academic beliefs factors (being a provider, cultural stereotype norms, being tough, cool, & autonomous) rather than disengagement or a conscious decision to drop out (Graham, Taylor, & Hudley, 1998; Strambler & Weinstein, 2010). In a study on stereotypes of achievement, Hudley and Graham (2001) found African American males, and Latino males and females did not identify someone like themselves as being highly engaged in school or going to college. In fact, these students described individuals similar to self, as being disengaged from school (Hudley & Graham, 2001).

To add to the complexity of identity beliefs and the linkage to disengagement and dropping out, Steinberg, Brown, and Dornbusch (1992) discovered in a large-scale study, different ethnic groups held various beliefs about not graduating and the magnitude of the different beliefs about graduating echoed their achievement levels. For example, Asians were

most fearful of not graduating due to family expectations and held the highest performance level. Caucasian/Whites were second, followed by African Americans, then Hispanic/Latino students (Steinberg et al., 1992). These findings still echo the current dropout rates in the annual Building a Grad Nation: Progress and Challenge in Ending the High School Dropout Epidemic 2015 report (Balfanz et al., 2015). Mickelson (1990) further argue that the larger society inequities are the predominate factor in students' experiences that lead to discrimination beliefs. However, the educational experiences provided within the context of the school are important facilitators towards overcoming such discriminatory factors (Eccles & Roeser, 2011; Eccles & Wigfield, 1997; & Wigfield et al., 2006).

Non-English speaking homes. Engagement research on cultural differences assumes that differences within a culture are the product of different values of operation not the culture specifically (Rosenthal, 1998). For example, non-English speaking homes may value their cultural language and stress only their native language be spoken in the home to encourage behaviors connected to the survival of such language yet others from the same culture may value bilingualism more as an advantage for assimilation. These different values within non-English speaking homes can make the difference of how students formulate their beliefs once entering school, which can ultimately affect engagement. A key aspect is to involve second language learners' parents within the school to help form a positive relation with educational benefits (Marzano, 2003).

Rumberger (2011) study on racial and ethnic factors of dropouts found limited English proficient students had a greater tendency of dropping out of school than second language learners who were English proficient. Waxman, Gray, and Padron (2002) in their resiliency research on at-risk students, contributes the different outcomes to student academic aspirations. Specifying that if the second language learner believed they would graduate from high school or go to college, they were more apt to be English proficient versus those who knew

they would drop out to work (Waxman, Padron, & Gray, 2004). A lack of ability to communicate as well as not understanding English-only instruction was also cited as a basis for dropping out (Rumberger, 2011).

Additionally, some non-English speaking students might feel schools repeatedly devalue their culture or sense of self by only providing instruction in English. Waxman et al., (2004) argues this is especially prevalent in Hispanic males, causing disengagement, and may lead to dropping out. Chavous et al., (2003) conducted a study to understand the relationship between racial identity and academic achievement specifically looking at the difference in students' beliefs about race importance, social influence, and the effect of societal beliefs. Their findings agreed with such disaffection and argue engagement outcomes are related to students' strength of race and ethnic identity. They found second language learners with stronger race and ethnic identity beliefs the more likely the students will have higher self-ability and engagement and vice versa for a low race and ethnic identity beliefs.

At-risk students and effective schools. The effective schools' research, starting with Weber (1971) and Edmonds (1979) continues today but still has not answered the question of why some at-risk students are engaged, and others are not (Johnson & Rose, 1999; Kannapel & Clements, 2005; & Reeves, 2003). Effective schools researchers have identified over 1,200 effective schools with high ratios of minorities, low socioeconomic, and non-English learners that are high performing, closing the achievement and graduation gap (Bryk et al., 2010; Carter, 2000; Izumi, 2002; Kannapel & Clements, 2005; Reeves, 1999). Marzano (2003) meta-analytic techniques on these schools indicated demographics are relevant, but “even some of the most negative aspects of student backgrounds can be mediated by school-based interventions” (p. 123). There is also a plethora of studies that are not engagement studies per se but contribute student engagement as a predominate focus on effective school structures (Hattie, 2009; Reeves, 1999). With such ample evidence of

how schools can effectively engage students in the educational process, it is baffling why we are still dealing with the vast amount of disengagement in the twenty-first century.

For the purpose of this study, we are defining at-risk as, students experiencing a lack of success at school and are likely to drop out (Donnelly, 1987; Tobin & Sprague, 1999) instead of the previous definition of demographically at-risk (Tobin & Sprague, 1999). While educators have no control over students' demographics, they can govern educational policies, programs, and practices towards assisting at-risk students developmental needs (Eccles & Wigfield, 1997). By doing so, it can offset the demographical obstacles and limit school contextual factors which will allow alternative beliefs towards expectancy for success and task-value of graduation to form (Eccles & Roeser, 2011; Eccles & Wigfield, 1997; Waxman et al., 2004; Wigfield et al., 2006). The next section will look at contributing factors of disengagement within the school context.

The Role of School Context in Disengage and Re-engagement

According to the Higher Education Research Institute of Los Angeles (2013) students are "increasingly disengaged from the academic experience" (p. 4). After a decade, the educational system is still struggling with student disengagement but it has burgeoned from the classroom level to a National problem of student dropout (Marzano, 2003; Lezotte & Pepperi, 1999).

For the purpose of this study student disengagement will represent the lack of "attention, interest, investment, and effort students expend" (Marks, 2000, p. 155) in their actions toward choice and performance and re-engagement will be defined the process to increase students' interests, actions, behaviors, & emotions towards their graduation completion (Deci & Ryan, 2002). Disengagement can be seen in dropout risk factors of poor attendance, disciplinary issues, low cognitive ability, low self-efficacy, and other personal issues such as immaturity, lack of responsibility, substance abuse, and family issues (Davis & Mc Partland, 2010; Rooderick &

Camburn, 1999). Hattie (2009) suggest the contributing factors can be broken down into student, home, teacher, curricula, and school. Consequently, the decision by the student to disengage can be seen as a “culmination of long-term processes of disengagement” (Alexander, Entwisle, & Kabbani, 2001, p. 760) and can’t be contributed to a single factor (Rumberger & Rotermund, 2012). However, for the purpose of this section, we will focus on disengagement components at the school level only; to better understand expectancies and values of disengaged students for re-engagement.

Maehr and Midgley (1991, 1996) support the importance of school context as the prominent structure for developing the learning environment that foster students’ motivation and engagement. Through the literature exploration of sources across different domains, three themes emerged that pertain to dropout prevention and re-engagement of at-risk students in the educational process, that can be supported through school level context (policies, programs, and practices): Learned Helplessness, Teacher-student Relationships, and School Relevance.

Learned helplessness. Learned helplessness occurs when students are repeatedly subjected to negative input or situations that they cannot escape (Dweck; 1975; Mark, 1983; Seligman; 1975) and identify failure as separate from their actions (Dweck & Goetz, 1978). The at-risk student’s experiences leading to academic learned helplessness usually occur within the school structure but can also take place outside of the school context. After numerous failed attempts to resolve the uncomfortable experiences, the at-risk student will eventually stop trying, projecting helplessness over the situation and causing the student’s performance to deteriorate (Dweck & Elliott, 1983, p. 961). The student ruminate over their struggles, lack of control, and “begin to attribute their failures to lack of ability” (Dweck & Elliott, 1983, p. 961) or something outside of their control (Assor, 2012; Davis & McPartland, 2010). Seligman (1975) has also argued it can lead to the students feeling as if they have a fixed ability.

Learned helplessness for students can show up in poor attendance, classroom

struggles, failing grades, and behavioral problems (Abramson, Seligman, & Teasdale, 1978; Davis & McPartland, 2010; Pajares, 1997). Eventually, preventing the student from engaging in any activity as a protective mechanism, often mistaken for defiance or lack of effort (Mark, 1983). Interventions and punitive actions that only address these poor outcomes and do not address the learned helplessness syndrome are not typically effective (Mark, 1983; Davis & McPartland, 2010). In fact, they may make the situation worse, leading to dropping out (Assor, 2012; Dweck; 1975). Au et al. (2010) performed a longitudinal study reporting that students had low achievement as one of the consequences of learned helplessness. His findings concluded: “The more that students saw their achievement as a function of others and not of themselves, the more likely students were to have learned helplessness, learning difficulties, and lower self-esteem” (p. 961).

Additionally, Abrahamson et al., (1978) conducted a study on chronic helplessness (long-lived) and transient (short-lived). Abrahamson recommendations for intervention programs was to alter the student’s external setting by:

- Changing the school context by decreasing the probability of unpleasant experiences and increasing pleasant experiences.
- Reducing the aversive rumination of helplessness beliefs, by providing realistic positive goals to modify the significance of perceived outcomes (expectations and task-value).
- Changing the expectation from uncontrollable to controllable (autonomy).
- “Modifying inappropriate causal attributions for failure toward external, unstable, and specific beliefs; and change inappropriate causal attributions for success toward internal, stable, and global beliefs to improve self-esteem.” (Abrahamson et al., 1978, p. 70)

Borkowski, Weyhing, and Carr (1988) found in their study on reading comprehension for at-risk students, the most effective results for changing the learned helplessness in at-risk students, was produced when combining appropriate school support strategies with attribution retraining.

Teacher-student relationships. Teacher-student relationships will be defined as one that establishes a caring school environment, which educators know, respect, and connect with students to improve motivation as supported in the Self-determination theory (Bandura, 1997; Deci & Ryan, 2002). Too often our large comprehensive schools leave students nameless and feeling as if schools are depersonalizing, cavernous, and overcrowded; leave students believing they are unsafe and isolated (Davis & McParland, 2010; Wentzel & Wigfield, 2009). To make matters worse, today's students spend more time alone, few claim to have best friends, and most rank sleep as their most preferred activity then previous generations (Mendler, 2001; Scheider & Stevenson, 1999). A review of the literature shows that intentional positive teacher-student relationships are a key component that is needed to re-engage at-risk students and reduce their isolation as well as increase their social connectedness and school belongingness (Kafele, 2013; Schmoker, 2011; Wentzel & Wigfield, 2009). According to Gallup Poll (2014) students report they would engage in school if they felt their teachers cared about them and their success (p. 6).

Most at-risk students have difficulty trusting adults in education due to past failures or failed attempts with relationships (Davis & McPartland, 2010; Pink, 2009; Rumberger & Rotermud, 2012). Covey (2006) suggest establishing trust through the consistent actions of the teacher by being able to identify the students by name, show that they care, and show that they truly are interested in students' educational and personal endeavors. In peer-to-peer relationships, trust is measured more through the interdependence of such relationships, as seen in collaborative projects (DuFour & Eaker, 1998; Gallford & Drapeau, 2003). Students can

best establish trust amongst their peers through meeting goals through collaboration and individual's goals through the support of their peers (Covey, 2006). Research findings consistently state that when teachers respond to students needs, with positive, caring, relevant, and informed responsiveness, students' feel more motivated and show higher achievement (Deci & Flaste, 1996; Pianta et al., 2012; Reeves, Jang, Carrell, Jeon, & Barch, 2004; Sullo, 2003; Wigfield et al., 2006).

Too often dropouts report that they had combative or no adult relationship on campus (Bridgeland, Dilulio, & Morison, 2006). A growing body of research has also identified the importance of student perceptions of teacher relationships (Assor, 2012; Kafele, 2013). When students perceive a positive teacher relationship, they are more likely to be engaged with their school and classroom work (Assor, 2012; Davis & McPartland, 2010; Deci & Ryan, 2002). Such engagement can improve attendance, grades, behavior, and graduation rate (Davis & McPartland, 2010; Sullo, 2007). For example, Gregory and Weinstein (2004) found that students that perceived higher intrapersonal connection with their teacher performed better in their math course than others with low connection. Additionally, Hamre and Pianta (2005) has documented that strong teacher-student relationships affect academic success, especially for students that are at-risk of failure.

In a Meta analysis by Cornelius-White (2007), it was reported that, "students desire authentic relationships where they are trusted, given responsibility, spoken to honestly and warmly, and treated with dignity" (p. 116). By teachers and students taking the time to get to know each other, trust can be developed, and positive social connections can be establish to benefit instruction. Trust is essential component for building and sustaining relationships and must be developed by looking at intentions (Covey, 2006). Teachers must be able to meet the hearts and minds of their students to gain trust for trust is about sharing knowledge (Gallford & Drapeau, 2003). Leaders must also build trust through continuity of consistent communication

and invite others to share openly if they hope to build organizational trust (Covey, 2006; Gallford & Drapeau, 2003). If teachers feel as though they have an investment in the school or district, that the organization's welfare is connected to their own, they are more open to take risks and build needed trust to move the organization forward (Gallford & Drapeau, 2003).

Relevance. Providing a relevant curriculum to address developmental and cultural needs to a diverse student body has been a challenge throughout the nation (Eccles & Roeser, 2011). Relevance will refer to the student's perception of whether or not the course instruction is inherently meaningful and engages his/her interests, personal and/or career goals (Deci & Ryan, 2002; Kafele, 2013; Schneider & Stevenson, 1999). When instructional activities (tasks) and experiences are not relevant to the students' needs, interests, and aspirations, it usually fails or boredom sets in (Kafele, 2013). This is due to students not seeing the application and not making the connection between the instructional activities and their individual or collective growth and development (Kafele, 2013). Daggett (2005) points out "students understand and retain knowledge best when they have applied it in a practical, relevant setting" (p. 2). This is not a new concept; in 1956 John Dewey suggested that the curriculum involve practical understanding of the culture and prior understanding of the students to increase their knowledge.

Additionally, Eccles and Roeser, (2011) maintain that relevant experiences not only support knowledge about their surroundings and themselves, but also their morals and ethics. Graham and Taylor (2002) go on to say when at-risk students, specifically minority students, experience realia (images, important figures, videos of past events) reflecting their race, their interest increases as well as the value the student places on the learning experience. Cross-sectional and longitudinal correlational research findings (Fredricks, Blumenfeld, & Paris, 2004; Roeser et al., 2000) support two key aspects to consider when implementing relevant curricula for students' development of engagement:

1. Ensuring that academic properties are connected to the global societal platforms.
2. Designing an instructional program that develops curiosity, significance, and rigorous as well as collaborative and hands-on activities.

Consequently, in Roeser et al., (2000) study on the nature of opportunities teachers' provide and the effects on students' social-emotional outcomes, they found when students discover relevance within the school context it creates a *bond* or *connectedness* to the school. For at-risk this bond or connectedness is a significant factor reported by students who dropout as lacking, and students who do not as a contributing factor (Hirschi, 2005; Skinner & Pitzer, 2012). In a study on factors of school connectedness and the effect on student outcomes, Hirschi (2005) found if a student is not connected or if the bond had been fragmented, students reject the school's legitimacy and believe it to be unjust and not conducive to their needs.

In summary learned helplessness, teacher-student relationships, and school relevance are supportive of the five components of re-engagement strategies (CMHS, 2011) mentioned in chapter one. For example, if educators first clarify the students' perception towards school, frame the learning environment to fit their needs and bring relevance to their future, establish supporting relationships, and provide opportunities for them to become involved, re-engagement in the educational process is shown as a possibility (Assor, 2012; CMHS, 2011; Daggett, 2005; Davis & McPartland, 2010; Dweck, 1975; Eccles & Roeser, 2011; Gallford & Drapeau, 2003; Hirschi, 2005; Mark, 1983; Roeser et al., 2000; Skinner & Pitzer, 2012).

Continuation High School Characteristics

The California Education Code [EC] sections 58500 through 58512 require districts and county offices to offer alternative programs for students that are vulnerable to academic or behavior failure (California Legislation Information, 2016). The purpose of alternative programs is to offer a variety of structures, learning viewpoints, or academic emphasis to accommodate the different needs of student, their varying interests, and learning styles (CDE, 2015a). These

programs offer a variety of research-based strategies practices and programs (i.e. community-based education, individualized plans, thematic education, online learning, support services, Career Technical Education (CTE), internships, and flexible scheduling) to raise attendance rates and increase successful performance while developing student engagement towards meeting graduation and vocational or college requirements (Ruiz de Velasco & McLaughlin, 2010). There are four common alternative programs outlined by the CDE and buttressed by the California Alternative Education Research Project (CAERP), an organization that examines public alternative systems. The CAERP studies found to aptly meet these objectives: Independent Study, Continuation High, Community Day, and County Community Schools, are critical programs for at-risk students' success (John W. Gardner Center at Stanford University, 2015).

All of these alternative programs are important in assisting at-risk students but this study will focus specifically on the largest, continuation high schools. Approximately ten percent of the total student population in California attends continuation high schools (DataQuest, 2015). From the inception of continuation high schools in 1919, the purpose has been to provide an alternative setting to traditional comprehension high schools for at-risk students age sixteen years or older, who are abortive in meeting graduation requirements or have behavioral problems (CDE, 2015a).

Most continuation high schools today house students that have credit deficiency with their age cohort, vulnerable by multiple risk factors, and have a variety of non-academic barriers (unstable homes, social & emotional issues, truancy, drugs & alcohol problems, disruptive & criminal behavior, and teen parenthood) as well as disengagement from boredom, loss of purpose for school, and feelings of alienation (Ruiz de Velasco, 2010). These students usually have more than one risk factor but have been found to be capable of mastering the academic

requirements if given the appropriate environment and support to address their developmental needs (Christenson et al., 2012; Croninger & Lee, 2001).

In order to curtail the dropout rate, continuation high schools in recent years have become schools, which emphasize accelerated credit accrual strategies to offer renewed opportunity to graduate and prepare students for college and careers (Kafele, 2013; Torlakson, 2016a). Their task is not inconsiderable, as they are “charged with doing more in less time with roughly the same resources per student as all other schools” (EdSource, 2008, p. 4). Most continuation schools’ funding unfortunately does not allow for reduced teacher-to-student ratios, extra support staff or even a full time counselor, health aid, or a librarian (Edley & Ruiz de Velasco, 2010; EdSource, 2008). This is especially true for sites with less than 200 students (EdSource, 2008). Several state policies can be attributed to funding issues. For example, continuation high schools are funded based on the original definition established for attendance reimbursements (EdSource, 2008). This designation only reimburses a school for fifteen instructional hours per student each week (CDE, 2015b), heedless of the extra programs needed to deal with at-risk students’ needs. Some districts supplement the costs of extra services, such as the need for an English Learner specialist, but others lack district sustentation (Ruiz de Velasco et al., 2008).

Another critical issue found in the literature was the need for better achievement and program indicators for continuation schools. The Alternative Schools Accountability Model (ASAM) was established in the last year of the 20th century and offer accountability modifications for continuation schools’ transient and at-risk populations. It allowed districts to select three indicators (from a list provided by the CDE) of progress for the NCLB API. However, the noted constraint was the lack of ability to track the highly mobile at-risk students and to compare continuation students’ academic progress to their counter comprehensive peer to validate policies, programs, and practices being implemented (EdSource, 2008). In Edley and

Ruiz de Velasco, and McLaughlin's (2010) studies, which explored states, counties, and district roles in the quality of continuation schools, reported that educators wanted a monitoring system that looked at students performance and progress over time and could track the frequent mobility of at-risk students. In recent years, it is the presumption, through the California Longitudinal Pupil Achievement Data System (CALPADS); student-level data will simplify program evaluation, the ability to study student achievement over time, and more accurately report dropout and graduation rates (CDE, 2016a). Another recommendation that was substantial in the literature was the need to document the behavior and emotional changes of continuation students in order to establish best practices in continuation schools (Edley & Ruiz de Velasco, 2010).

Effective research on continuation high school. WestEd's Health and Human Development Program, John W. Gardner Center at Stanford University, and National Center for Urban School Transformation at San Diego State University jointly conducted one of the most comprehensive longitudinal studies on California continuation high schools called the California Alternative Education Research Project (John W. Gardner Center at Stanford University, 2015; Ruiz de Velasco et al., 2008; Ruiz de Velasco & McLaughlin, 2012). This descriptive study summarized student demographic, behavior, and academic performance data. The study looked at the role the state, district, and the school-level factors that led to enhancing student performance from the viewpoint of the site administrator, teachers, and students.

Phase one began in 2007 and explored various alternative schools in California, gathering data from 40 schools representing 26 school districts (Ruiz de Velasco et al., 2008). Phase two commenced in 2009 and studied 33 high performing continuation high schools, as measured by multiple academic data. Phase two "explored more deeply the emerging 'better practices' that characterized the more successful continuation high schools" and concluded in

2010 (Bush, 2012). Out of this research, five reports on the findings of different components were written during this two-phase longitudinal study (Bush, 2012; EdSource, 2008; Ruiz de Vasco et al., 2008; Ruiz de Velasco & McLaughlin, 2012). The last report written was an executive summary called, Raising the Bar, Building Capacity (Ruiz de Velasco & McLaughlin, 2012). This executive study summarized the three-year study and concluded California continuation high schools are “failing to provide the academic and critical support services that students need to succeed” (P. 1). Recommendations for the state, districts, and school leaders were devised out of the data in the study of Ruiz de Vasco et al., (2008) but reported by Ruiz de Velasco and McLaughlin (2012) in their executive summary. The recommendations are:

State Department Roles; (a) Clarify academic goals, (b) Limit involuntary transfers, (c) Hold continuation high schools accountable for results, (d) Reward continuous student proficiency-base growth at the school level, (e) Use a 5 to 6-year graduation rate, (f) Provide all continuation students pursuing a regular diploma with the option of a state-supported full day of instruction, (g) Support schools with best-practices guidance, (h) The State Board of Education should require district to articulate a coherent set of identification, placement, and school intake procedures, (i) Strengthen the ASAM data collection and analysis system, (j) Invest in a fully functional CALPADS, and (k) Fund targeted support and rewards for instructional innovation. (p. 3)

District Roles; (a) District and school-level student identification and placement policies should be written, transparent, and available, (b) District should make better, more systematic use of data from the California’s Healthy Kids Survey (CHKS) and California’s Climate Survey (CSCS), (c) District should assess student performance data to track the number and characteristics of students who have become over-aged and under-credited as well as to assess when in the school trajectory most students begin to fall behind and for what reasons, (d) Address the unique professional development needs of continuation high school leaders and faculty, and (e) District should create incentives to attract highly-skilled principals and teachers to alternative schools. (p. 4)

School Leader Roles; (a) Promote an asset-based, student-focused school climate, (b) Develop discipline policies that are clear, known and understood by all, consistently carried out, and (c) Blend academic supports with social supports. (p. 5)

In the second phase of the California Alternative Education Research Project, Bush (2012) summarized practices the twenty-three high performing continuation schools implemented. The first component enabled or constrained students’ success was structural modification. Some schools altered course structure (i.e. specialized or interdisciplinary) to

address students' interest and needs. To help students build success, teachers designed curriculum with short-term modules (3-6 week credit blocks) that utilize clear learning objectives. Additionally, most schools used performance-based credit recovery and offered mastery of the content through various modalities (i.e. project, presentation, or essay). Bush (2012) attributed the success of structural modification by these schools was due to flexibility in district policies.

The next component the study collected data on was curriculum design. Bush (2012) reported three distinct components of curriculum implementation at these sites. First, during intake they assessed students' reading and math competencies and most used a data-driven approach by administering pre and post-test to understand the learning gaps and progress in the classroom. Next, some schools used backward mapping to ensure coverage of the state standards. Lastly, computer-based programs were used to address gaps in learning, online classes, and for credit recovery courses.

In addition to instructional design, and structural adjustments, Bush (2012) discussed school-wide instructional methods implemented at the high performing continuation sites. First, they used directed instruction to guide students through their individualized lessons. Additionally, schools used project-based learning to engage students in higher order problem solving and to link Career Technical Education (CTE) and community partnerships to increase students' engagement. They also reported all schools did not assign class homework to ensure students had the support needed to be successful on assignments.

Lastly, Bush (2012) found that these 23 schools all had socio-emotional campus-wide support systems. Considering the needs of their students most sites placed this component at the top of the list. The social-emotional support systems were mainly community-based and had no funding attached. All sites had a modified discipline approach from the comprehensive high schools. They set clear but fair policies with known consequences. In interviews with staff and students the most frequent accolades were respectful relationships with the adults on

campus and the feeling that teachers cared. Aggregation of the data showed caring and trusting relationships were built through an advisory period. In this advisory class teachers assisted students with gaps in learning, career exploration, or an ear to listen.

What was interesting was in the third report by Bush (2012) titled Building Effective Learning Environments in California's Continuation High Schools; she had a more supportive outlook on continuation high schools. This article summarized the practices of the 23 high performing continuation high schools, highlighted possible implementation issues, as well as the tension researchers noted and resolutions mitigated by the educators within the schools. Perhaps Bush's (2012) focus on school and classroom structural modifications, curriculum design, instructional methods, and socio-emotional systems versus a focus on academic state and federal scores (Ruiz de Velasco et al., 2008; Ruiz de Velasco & McLaughlin, 2012) fabricated the difference. EdSource (2008) research summary on phase one of this study summed it up best: "In the absence of clear signals about expectations, systemic support, and incentives for performance, the quality of instruction in schools depends largely on the beliefs, effort, and motivation of individual teachers and administrators" (p. 7).

Our state can no longer afford to have others view continuation high schools as places to house "losers, druggies, gang members and those who are just not capable of making the grade academically" (Knoepfel, 2002, p. 13). In fact, this imprudent view that subsists among educators concerning the capability of continuation schools is slowly changing due to increased focus on dropout prevention at continuation high schools and the recognition of over 160 Model Continuation High Schools in California since 2006 (CCEA, 2015; Torlakson, 2016a).

Model continuation high school recognition program. The CDE and in partnership with CCEA evaluate alternative education programs each year on 60 reliable criteria that have been supported through the effective school research and sustained through empirical studies representing exceptional educational programs for at-risk students (Edley & Ruiz de

Velasco, 2010; EdSource, 2008; Lezotte, 2001; Lezotte & Snyder, 2011). The evaluation process has four phases: (a) Application screening, (b) Application review, (c) Site visitation, and (d) CDE audit review. During the application screening the required ten components from the Eligibility Checklist are validated by the CDE. The ten components from the 2015 application are:

1. Two copies of signed application.
2. Cover letter verifying that the previous P2 average daily attendance is at 75% and student data.
3. Seven one-page written statements (School profile, school management, the way credits are earned, school evaluation of effectiveness, student assessment results, use of additional data, and how use of data is noteworthy).
4. Four program effectiveness statements (From a: Teacher, Student, Parent, and Community Member).
5. Quality indicator summary table.
6. Self-reported descriptive evidence that validates implementation of the twenty quality indicators.
7. Exemplary component checklist which provides an overview of school programs support by research-based best practices.
8. Master Schedule.
9. Western Association of School and Colleges (WASC) Accreditation Letter.
10. Application is assembled in required order.

If the mandated requirements are not met, the application will be disqualified. The application instructions as well as the components above have been included in Appendix B.

In the second phase, two state trained readers perform the application review process. The application scoring was based on a three-point scale (3= strong case, 2= good case, and

1=fair case). Applications must receive twenty-five points out of a total of 23 to qualify for a site verification visit.

In the third phase, a review team (three members) performs a 2-day site visit to validate the content in the application. The review team holds student, teacher, stakeholder, and parent forums to validate evidence from quality indicators. They also randomly interview the site administrators, guidance counselors, support staff, teachers, and students during classroom walkthroughs. Finally, the review team makes a recommendation to the CDE Educational Options, Student Support, and American Indian Education Office (EOSSAIEO) if the evidence established the site as a Model Continuation High School.

In the final phase, the EOSSAIEO will verify the school's fiscal report and the review team's audit report for internal control. The schools will be notified and invited to the annual awards dinner if all qualifications are met. These qualified schools are committed for three years to offer site tours, sample material, walkthroughs, and telephone interviews if requested. This is to share promising policies, programs, and practices that assist at-risk students. They will also be asked to present a best practice session, selected by the site visitation team, at the annual CCEA conference.

It should be noted, most of the key points summarized in the California Alternative Education Research Project (Ruiz de Velasco & McLaughlin, 2012) and other empirical research mentioned (Bush, 2012; Ruiz de Vasco et al., 2008) are supported in the Model Continuation High School Application process and demonstrate components of effective schools research.

Engagement Attainment Through Policies, Programs, and Practices

This section will look at the literature on engagement as it relates to the school context. As mentioned earlier, engagement is the action initiated by the development of motivational components of relatedness, competence, and autonomy (Deci & Ryan, 1975, 2000; Eccles et

al., 1983; Eccles & Roeser, 2010; Skinner et al., 2009). In this study, engagement attainment will be addressed through identifying re-engaging policies, programs, and practices that are perceived to remove the psychological barriers of at-risk students in the educational process. Bandura (1997) reminds the reader that the “engagement process (from the school context, individual affective process, action taken, to the engagement outcomes) is governed jointly by the expectations that particular actions will produce specified outcomes, and the attractiveness of those outcomes” (p. 125).

When looking at student engagement it is first beneficial to identify three distinct dimensions found in the literature that operationalize this component: (a) Behavioral Engagement, (b) Emotional Engagement, and (c) Cognitive Engagement (Appleton, Christenson, & Furlong, 2008; Fredricks et al., 2004). However, before defining these dimensions, it is crucial to mention the conceptualization of engagement in the literature presented limitations through the varying number (2-4) and definitions of these dimensions, as well as the wide-array of constructs created to measure them across different domains (Connell & Wellborn, 1991; Meece, Blumenfeld, & Hoyle, 1988; Reschly & Christenson, 2012). Moreover, the overlapping of the sub-constructs made it difficult to clarify distinct separation between the three dimensions (Connell & Wellborn, 1991; Fredrickson, 2012; Meece et al., 1988). For example, Fredrickson (2012) pointed out “effort is included as part of definitions of behavioral and cognitive engagement, and no distinction is made between effort aimed merely at fulfilling behavioral expectations, and that aimed at understanding the material and mastering the content” (p. 65). Additionally, there were varying construct definitions in different domains of research (Connell & Wellborn, 1991; Meece et al., 1988). For example, being cognitively engage means to have a “psychological investment in learning, a desire to go beyond the requirements of school, and preference for challenge” (Connell & Wellborn, 1991, p. 45) and research on Learning defined it as “being strategic or self-regulating” (Meece et al., 1988, p.

515). Consequently, this section was limited to components addressing school context as supported by EEVT.

Behavioral engagement reflects student participation in or absence of participation in schools (Finn, 1993; Fredricks et al., 2004). When looking at school policies research, behavioral engagement was effected through school size, attendance, truancy, discipline, academic, and assessment policies (Comer, 1988; Finn, 1993; Fredricks et al., 2004). It was noted when educators make policies with equity (Comer, 1988; Levin, 1991), cultural proficiency (Lindsey, Robins, & Terrell, 2009), and student-centered (students' construct, interpret, and understand knowledge through active participation) in mind, student engagement was higher (Peterson & Miller, 2004). Behavioral engagement literature also involved extracurricular, student government, and school-related programs vital for preventing dropouts, increasing student connectedness, and participation (Shernoff, 2010). When students enter the classroom behavioral engagement takes the form of effort, persistence, and participating in activities and discussions (Fredricks et al., 2004).

Emotional engagement encompasses students' affective relationship with educators and the school, and the mindset about the policies, programs, and practices developed through positive or negative experiences (Eccles et al., 1983; Yazzie-Mintz, 2007). When students experience positive school-related feelings (relatedness), a bond, or school belongingness is established (Fredricks et al., 2004; Voelkl, 1997). When students experience negative school-related feelings, disengagement and dropping out occur (Osterman, 2000). Voelkl (1997) in his study on students identification with schools found when students fail to identify with schools; it brings on a "feeling that no one at the school cares for them" (p. 300).

In programs that support the development of emotional engagement, components of small program size (Marks, 2000), teacher-student relationships (Kafele, 2013; Yazzie-Mintz, 2007), and connectedness to students' interest (Hidi, 2006) and values (Eccles et al., 1983), are

shown to promote a higher development of student engagement. In classroom practices research, emotional engagement takes the form of interest, boredom, anxiety, and student-teacher relationships (Eccles et al., 1983; Fredericks et al., 2004; Marks, 2000; Yazzie-Mintz, 2007). A caring and supportive relationship with the teacher was the most significant emotional engagement component identified as affecting student engagement and dropping out of school (Kafele, 2013; Schmoker, 2011; Yazzie-Mintz, 2007). In a national study of 81,000 high school students, Yazzie-Mintz (2007) found students who had little interaction with their teachers, reported the lack of interaction contributed to boredom, truancy, and poor relationships with teachers. All factors that dropouts reported as contributing to their decision to leaving school (Wentzel & Wigfield, 2009).

Cognitive engagement is the intellectual effort or psychological investment of the student in educational activities (Newmann, Wehlage, & Lamborn, 1992). It addresses the students' need to experience effectiveness in their own social and physical environment (Bandura, 1997; Weiner, 2007). Policies and programs that support student autonomy, self-regulated approaches for planning, monitoring, and evaluating learning, and mastery based grading, are excellent developers of cognitive engagement (Connell & Wellborn, 1991; Deci & Ryan, 2002; Elliot & Dweck, 1988). Wolters (2004) studied mastery goals on motivation and found students tend to be more cognitively engaged when mastery-learning structures are implemented.

In the classroom relevant, flexible, and appropriately challenging curriculum has shown to increase cognitive engagement (Connell & Wellborn, 1991; Fredericks et al., 2004). Cooperative learning and small group instruction are usually effective strategies in increasing students' cognitive engagement (Elliot & Dweck, 1988; Pintrich, 1990).

Sources of engagement. As mentioned earlier, engagement is the action initiated by the development of motivational components of relatedness, competence, and autonomy as reflected in Figure 3 (Deci & Ryan, 1975, 2000; Eccles et al., 1983; Eccles & Roeser, 2010;

Skinner et al., 2009). When looking at increasing engagement in any of the three dimensions or through policies, programs, and practices, the literature highlighted these three basic psychological needs (Eccles & Roeser, 2010; Deci & Ryan, 2000; Skinner et al., 2009). Throughout the literature review, improving the students feeling of relatedness produces change in their social development (Connell & Wellborn, 1991; Daggett, 2005; Deci & Ryan, 2002; Eccles & Roeser, 2011; Fredricks et al., 2004; Graham & Taylor, 2002; Kafele, 2013; Roeser et al., 2000; Schneider & Stevenson, 1999); improving the students feeling of competence produced change in their cognitive development (Deci & Ryan, 1991; Dweck & Elliott, 1983; Elliot, McGregor, & Thrash, 2002; Koestner, & McClelland, 1990); and improving students feeling of autonomy produced change in their personal development (Deci & Ryan, 2000; Reeve, Jang, Carrell, Jeon, & Barch, 2004; Vallerand, Fortier, & Guay, 1997; Vasalampi, Salmela-Aro, & Nurmi, 2010). The fundamental hypothesis is that every student has the basic needs of relatedness, competence, and autonomy (Eccles et al., 1983; Eccles & Roeser, 2010; Deci & Ryan, 1975, 2000; Skinner et al., 2009). If these basic needs are developed through the school context, students will experience themselves as related to the school and others within it, feel they are competent to succeed, and they become autonomous or self-directed learners; increasing engagement in the educational process in all of these experiences. Through positive experiences of relatedness, competence, and autonomy, values are formed and students develop their belief systems (Deci & Ryan, 2000; Eccles et al., 1983; Eccles & Roeser, 2010; Eccles & Wigfield, 2002; Grahm 1998; Wigfield, 1994; Wigfield & Eccles, 2000, 2002).

School context can facilitate competency by helping students establish realistic expectations, being consistent in their policies and practices, and providing relevant and timely feedback (Connell, 1991; Hattie, 2009; Skinner, 1991). By recognizing students' perspectives, providing opportunity for student initiative and choice, educators can increase students' feeling

of autonomy (Deci & Ryan, 1985). Relatedness can be developed through school involvement, interesting and fun activities, and linking education to students' future aspirations (Connell, 1991; Connell & Wellborn, 1991). If these basic needs are thwarted through "inconsistency or chaos, coercion, or neglect" (Miseradino, 1996, p. 203) disengagement begins and eventually the student drops out if these needs are not met (Connell, 1991; Miseradino, 1996).

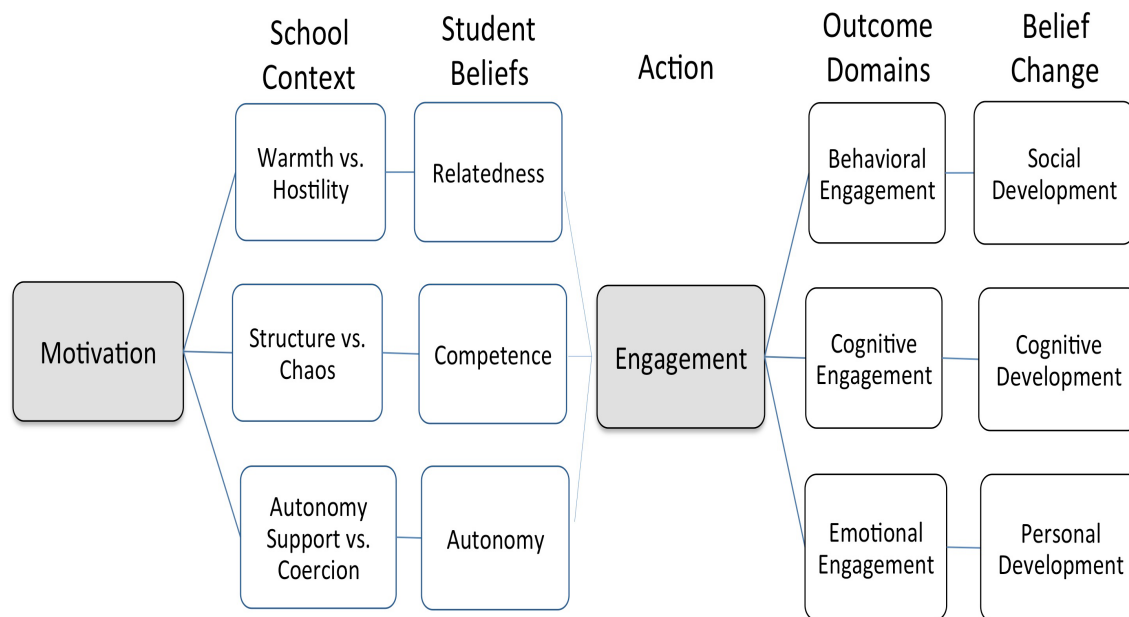


Figure 3: Sources of engagement.

Researchers provided examples of specified motivational dynamics, which school context can support. Specifically, making the student feel cared about and belonging to develop students' relatedness through school involvement, interesting and fun activities, linking education to students' future aspirations (Connell, 1991; Connell & Wellborn, 1991); providing a scaffolding structure for students competence success within a safe and orderly environment by helping students establish realistic expectations, being consistent in their policies and practices, and providing relevant and timely feedback (Connell, 1991; Hattie, 2009; Skinner, 1991); and providing flexible options to support the development of students' perceived control over their

own learning outcomes by providing opportunities for students to give their perspective, take initiative, and make informed choices (Deci, Eghrari, Patrick, & Leone, 1994).

What was unclear is if all components needed to be met or to what degree they need to be met before disengagement or re-engagement begins. Further, it was also not clear how these three basic psychological needs specifically supported at-risk students and how educators could monitor the progression or regression easily.

Summary

The literature review showed both effective school researchers (Assor, 2012; Lezotte & Pepperi, 1999; Marzano, 2003) and engagement theorist (Eccles et al., 1983; Eccles & Wang, 2012; Eccles & Wigfield, 1997; Wigfield et al., 1997) clearly agree that students are less engaged in school as they grow older. Accordingly, it is crucial for educators to take a look at secondary school structures and adapt them to address students' interest and needs to overcome any engagement drops or barriers resulting from past experiences (Assor, 2012; Davis & McPartland, 2010).

Secondly, the literature review provided overwhelming evidence of how student social, cognitive, and personal development is highly influenced from the daily interaction and the broader school context that make up their social, behavioral, and academic experiences. It was evident from the research provided, school-related risk factors such as large school size where students feel unsafe and disconnected, disengaging or irrelevant curriculum, poor student-teacher relationships, lack of individualized support, and a lack of high expectations for all students lead to student disengagement (Assor, 2012; Davis & McPartland, 2010). The literature focused only on school context as an outside influencer of re-engagement and thus an inclusive list for disengagement or dropping out was not considered.

Third, the literature review discovered mixed research findings of all components (Lee & Burkam, 2003; Rumberger, 2011; Rumberger & Thomas, 2000) leading to the assumption that

the relationship between each school-related factor may differ according to the individual student's beliefs, values, and expectations (Eccles & Wigfield, 1997). Also, schools and teachers within them vary in their effectiveness of policies, programs, and practices (Hattie, 2009; Lezotte & Pepperi, 1999; Marzano, 2003).

To support educators' need to understand why students are disengaged, the literature review reinforced the importance of examining how schools develop students' values towards graduation, expectancy for success, and significance of school context in the re-engagement process for at-risk students. Researchers have learned much about the types of educational context that best supports at-risk students engagement, but little policy, program, or practice amassed research at the high school level, especially in continuation high schools has been completed to reinforce the cognitive development of engagement beliefs and the psychological factors that influence at-risk students. Thus, there is a need to study promotive practices at model continuation high schools and a look at school-wide structures that contribute to re-engaging at-risk students.

Chapter 3: Methodology

Introduction

This three-phase, two methods qualitative study will identify policies, programs, and practices used by ten California Model Continuation High Schools to re-engage at-risk students behaviorally, emotionally, and cognitively; and gain insight on effective school context that supports developmentally appropriate expectancy and task value beliefs for at-risk students. Student achievement, graduation, and demographics data will be summarized from the ten selected California Model Continuation High Schools to establish a well-grounded description of the school context. Content analysis will be utilized for Phase I & III, and Phase II will use a Phenomenological method. Phase I data collection strategy will be an inductive document review; Phase II will collect data through interviews; and Phase III will perform a content analysis on the combine data collection of Phase I and II.

Overview of chapter content and organization. This chapter outlines a research framework for the current dissertation that includes sections on the research methodology and rationale, Validity/Trustworthiness of Study Design Setting, Population, Sample and Sampling Procedures, Human Subject Considerations, Instrumentation Validity, Data Collection Procedures, Data Management, and Data Analysis.

Purpose of the study. The purpose of this study is twofold:

1. To investigate and identify policies, programs, and practices, if any, that site administrators perceive as being most effective in re-engaging at-risk students behaviorally, emotionally, and cognitively at ten Model Continuation High Schools in California.
2. To gain insight on effective school context that support developmentally appropriate expectancy and task-value beliefs for at-risk students.

Research questions. The two following central question and sub-questions guided the study at ten purposely-selected California Model Continuation High Schools:

1. How are ten California Model Continuation Schools re-engaging at-risk students behaviorally, emotionally, and cognitively?
 - a. What policies are described as most effective in re-engaging at-risk students behaviorally, emotionally, and cognitively?
 - b. What programs are described as most effective in re-engaging at-risk students behaviorally, emotionally, and cognitively?
 - c. What practices are described as most effective in re-engaging at-risk students behaviorally, emotionally, and cognitively?
2. What principles of Eccles' Expectancy-Value Model are evident, if at all, in the identified policies, programs, and practices of the ten Model Continuation High Schools?
 - a. To what extent, if at all, is the expectancy belief component of developing self-concept of ability to graduate evident at the ten Model Continuation High Schools?
 - b. To what extent, if at all, is the expectancy belief component of developing the perception that the task of graduating is doable, evident at the ten Model Continuation High Schools?
 - c. To what extent, if at all, is the expectancy belief component of developing healthy attribution for failure and success, evident at the ten Model Continuation High Schools?
 - d. To what extent, if at all, is the expectancy belief component of developing a healthy locus of control, evident at the ten Model Continuation High Schools?

- e. To what extent, if at all, is the task-value belief component of developing the perceptions of personal importance of doing well on a given task, evident at the ten Model Continuation High Schools?
- f. To what extent, if at all, is the task-value belief component of developing the perceptions of important intentions of tasks towards accomplishing future goals, evident at the ten Model Continuation High Schools?
- g. To what extent, if at all, is the task-value belief component of developing immediate enjoyment when performing a task that is intrinsically valued, evident at the ten Model Continuation High Schools?
- h. To what extent, if at all, is the task-value belief component of developing ability to overcome negative obstacles, undesirable aspects in a task or making difficult decisions, evident at the ten Model Continuation High Schools?

Research Methodology and Rationale

This chapter presents a multi-method qualitative research methodology that was employed to discover re-engaging policies, programs, and practices at ten Model Continuation High Schools. The data will be collected, organized, and interpretive through the EEVT lens to get a better understanding of re-engaging experiences and development of expectancy for success and task-values towards graduation beliefs in at-risk students'. A qualitative design in this study was appropriate for the examination of site administrators' subjective perspectives of re-engagement as this multifaceted and multidimensional component is problematic to measure and quantify (Creswell, 2013; Eccles et al., 1983). It is also an effective design to support the researchers' subjective examination, organization, and interpretation to thoroughly examine issues in context as they emerge from the data (Creswell, 2014).

Phase I. Phase I of this qualitative study will involve a document review of the current MCHS application including four statement letters from a student, parent, teacher, and community member. Documents can provide an unobtrusive source of data that represents authentic language and words (Creswell, 2014). The application and statement letters represent data that has been given copious consideration (Creswell, 2014) and thus is a vital source to consider information concerning attitudes, structures, and actions of the school context (Erlandson, Harris, Skipper, & Allen, 1993). The review of these documents will allow the researcher to gain diverse viewpoints on the exemplary school context components both in a self-reporting and written verification format (Richards & Morse, 2013). It should be noted that applications and statement letters might not be complete or represent an equal articulation of the school context (Creswell, 2014). Thus, Phase II interviews will allow the researcher to experience the phenomena more closely.

Phase II. In general, when looking at re-engagement, a phenomenological study will bring the researcher closer to what After all, desired and valued (Letiche, 2006). According to Creswell (2013) phenomenological research "focus on describing what all the participants have in common" to discover the "universal essence" (p. 76) of the phenomenon. The qualitative design in phase two of this study will allow the researcher to be conscious of how site administrators perceive their experiences with the phenomenon of re-engagement (Sanders, 1982) to inform the researcher and bring them closer to the lived experience. The closeness will allow the researcher to gain an insightful understanding of what has been experienced (Conklin, 2006). Creswell (2014) stresses the challenge of this type of design will be for the researcher to focus in on the potential of self-bias as the "researcher is the primary instrument in data collection" (p. 206). This method will vary according to the particular "phenomena being researched" (p. 206) and the "emergent themes" and "tacit" (p. 206) attention given to themes (Creswell, 2014). Phase II's phenomenological research

design offers an inductive approach in formulating a representation of the unknown assumptions about the multifaceted re-engagement phenomenon, thus the natural methodological fit to describe the perceptions and experience of site administrators (Cresswell, 2014).

Phase III. In Phase III of this study, the qualitative method of content analysis will offer a deductive approach allowing interpretations to be reached that may validate or extend conceptually Eccles' Expectancy-Value Model principles of expectancy and task-value. The theoretical organization of Phase II rich data requires interpretation of administrators' word or phrase meaning about the expectancy and task-value beliefs and is best represented through a qualitative directed content analysis method (Schrieier, 2012). A qualitative directed content analysis is a research method used for "subjective interpretation of the content of text data through deductive classification from theoretically based coding schemes" (Shannon & Hsieh, 2005, p. 1281). When content analysis is used as a qualitative method, its primary purpose is to support a deeper analysis of the data from other methods performed at the front end of the study (Leedy & Ormrod, 2013). Thus, allowing deep analysis of Phases I and II data of this study to identify patterns, themes, or biases within the school context that may support Eccles' Expectancy-Value Model principles of expectancy and task-value development in MCHS (Leedy & Ormrod, 2013).

Validity/Trustworthiness of Study Design Setting

Validity is a consideration of concern, but Creswell (2014) describes it as "strength in qualitative studies" (p. 201). Although validity in a qualitative study do not have the same connotations as they do in quantitative research (Creswell, 2003), the use of data from multiple sources through data triangulation serves to support and validate the findings of the study. The triangulated data in this study included Phase I document review data of the ten MCHS applications, which includes a student, parent, teacher, community member letter; Phase II site

administrator interview data, which will include the confirmation of the application data as well as newly formed themes; and Phase III content analysis to identify patterns, themes, or biases of Phases I and II collected data.

Thus, the study will ensure trustworthiness through triangulation of these different qualitative data collection methods and strategies to compensate for possible limitations of qualitative studies or an individual method, and to exploit the respective benefits from each method (Creswell, 2014; Guba, 1981). Through two methods and three strategies this study address the phenomenon in different settings and viewpoints to increase triangulation of the data. External evaluators will be used for all instrumentation to audit the process, intent, clarity, and to construct a reliable picture of the policies, programs, and practices at the ten Model Continuation High Schools (Maxwell, 2005). Tactics will also be used to help ensure data integrity by giving an opt-out opportunity to participants in the study (Creswell, 2014). Probes will be used to elicit detailed data and clarify participant responses in site administrator interviews. Member checks will be used to clarify information. The participating administrators will be given a summary of pertinent information after participation as well as their Superintendent and the CCEA.

Population, Sample and Sampling Procedures

Drawing upon 81 California awarded Model Continuation High School from 2009 to present (Identified by California Continuation Education Association in partnership with California Department of Education), purposeful sampling was chosen to determine site administrators for interviewing. Ten MCHS site administrators were identified based on the following criteria:

- The site is a California Model Continuation High School (MCHS) that was awarded such status two consecutive times between the years 2009-2015.

- The Model Continuation High School site administrator has been at the selected site for at least four years.
- The site administrator was part of their site's application submittal process for the last two Model Continuation High School Award.

This criterion was set to narrow the field of the research not to include newly appointed administrators who had limited experience at the CMCHS site. The demographics from the proposed sample sites are represented in Table 1 and Table 2. The actual names were replaced with numbers by the researcher to keep school identity confidential.

Table 1

2015 Selected Model Continuation High Schools, School-Wide Data

School #	County	School Size	Enrollment	English Learners	Students with Disabilities (16-18yr)	SES
1	King	Medium	77	25%	1%	65%
2	LA	Medium	160	19%	10%	71%
3	LA	Medium	61	21%	3%	79%
4	Orange	Large	205	18%	5%	41%
5	Riverside	Medium	82	6%	10%	83%
6	Riverside	Large	750	11%	8%	58%
7	Riverside	Large	233	13%	5%	75%
8	San Diego	Medium	143	21%	8%	72%
9	Ventura	Medium	126	17%	10%	52%
10	Ventura	Large	226	9%	9%	53%
Total	-	-	2,062	16%	7%	65%
State	-	-	6,235,520	22%	2%	59%

Note. All percentages were rounded up to the nearest whole number.

Of the ten Model Continuation High Schools one was located in King County, two in Los Angeles County, one in Orange County, three in Riverside County, one in San Diego, and two in Ventura County representing six medium (52-176 students) to four large (177+ students) sites. No small sites met the selection criteria (0-51 students). All schools, except School #3, enroll 9th through 12th graders who are 16-18 years of age. School #3 only enrolls 10-12 graders. The

identified MCHS also had an average enrollment of 206 (rounded up to nearest whole number) representing 2,0562 students as compared to the 6,235,520 students in the state of California in 2014-15 (DataQuest, 2015).

The aggregated school-wide data (Right side of Table I) of the ten Model Continuation High Schools had a 6% higher population of socioeconomically disadvantaged students (SES), a 5% higher population of students with disabilities, and approximately 6% less population of English Learner students comparatively with California's State averages (DataQuest, 2015).

Table 2 presents the demographic data for the ten selected sites. The aggregated demographic data for the selected sites reflected a similar make-up to California's State averages, except for one ethnic group. Three ethnic groups had similar percentages (American Indian/Alaskan, Hawaiian/Pacific Islander, & Not Reported); five had slightly lower percentages (African American, Asian, Filipino, White, & 2 or More); and the Hispanics ethnic group was sixteen percent higher in the selected MCHS then the state average.

Table 2

2015 Selected Model Continuation High School Demographic Data

School #	African American	American Indian/Alaskan	Asian	Filipino	Hispanic	Hawaiian /Pacific Islander	White	2 or More	Not Reported
1	5%	5%	0	0	75%	0	13%	1%	0
2	0	0	0	0	99%	0	0	0	1%
3	3%	2%	7%	0	77%	2%	5%	0	3%
4	2%	1%	2%	2%	60%	0	31%	4%	0
5	6%	1%	0	1%	63%	0	29%	1%	0
6	5%	0	1%	1%	73%	0	19%	1%	1%
7	3%	0	1%	1%	64%	1%	27%	3%	0
8	1%	2%	0	0	81%	0	15%	1%	0
9	2%	0	0	1%	59%	0	36%	0	0
10	1%	1%	2%	0	51%	0	43%	1%	0
Total	3%	1%	1%	1%	70%	.3%	22%	1%	1%
State	6%	.6%	9%	3%	54%	.5%	24%	3%	.6%

Note. All percentages were rounded up to the nearest whole number.

The first part of Table 3 shows the 2014 Model Continuation High Schools' cohort dropout data. These data showed four of the ten Model Continuation High Schools had lower dropout rates than the state. Schools five reflected unusually high dropout rates of 30%. The second half of Table 3 shows the English Language Arts (ELA) and Mathematic (Math) California High School Exit Exam (CAHSEE) data. These data were obtained from the 2013 and 2014 Quality Snapshot data files, which represents the combined percent of 10th graders. Unfortunately, no other data was available for 11th or 12th graders due to numbers being fewer than ten students. Also, the "0" within the table reflect the reporting of ten or fewer students. All Model Continuation High Schools' District ELA and Math percentages were comparable to the states (Not reflected in table). However, the ten Model Continuation High Schools' were significantly lower except for School 10's 2014 ELA score of ninety percent.

Table 3

2014 Model Continuation High School Cohort Dropout and CAHSEE Data

School #	Graduates	Dropouts	1 Yr. Dropout Rate	2013 ELA CAHSEE	2014 ELA CAHSEE	2013 Math CAHSEE	2014 Math CAHSEE
1	45	12	14%	0*	0*	0*	0*
2	90	29	15%	56%	56%	66%	36%
3	29	5	9%	29%	63%	39%	40%
4	84	30	15%	0*	0*	0*	0*
5	45	29	30%	0*	59%	0*	52%
6	320	65	8%	0*	0*	50%	0*
7	76	21	9%	0*	59%	0*	52%
8	64	27	19%	0*	0*	0*	0*
9	64	15	10%	61%	39%	63%	38%
10	64	43	19%	76%	90%	56%	80%
Total	1, 556	251	16%	-	-	-	-
State	492,971	56,756	12%	83	83	84	85

Note. All percentages were rounded up.

* Reflect less than 10 student scores reported.

Human Subject Considerations

The proposed research involves interviews with site administrators, an adult, which is not a protected group; information will not be collected that identifies the participant nor will identifiers be used to link data to participants; the study poses no more than a minimal risk; and disclosure of the data outside the study does not place the participant, district, or school at-risk of civil or criminal retribution; and no deception is used (45 CFR 46.101(b)(2)). The foreseeable risks associated with participating in this study are possible discomfort or fatigue when reporting their self-perceptions of policies, programs, and practices, boredom, and time inconvenience. Consent for interviews will not require signatures to ensure confidentiality. All data will be aggregate, and findings will remain confidential. In accordance with Pepperdine University's IRB directions, all electronic and hard copies of data will be secured to protect the confidentiality and integrity of the research and all involved. Confidential documents will not be destroyed no sooner than five years after the final defense approval. All interview responses and transcripts will remain confidential, and the final report will not link the responses to any organization or individual.

Instrumentation

The instrumentation for this study consisted of Model Continuation High School Application including statement letters from a Student, Parent, Teacher, and Community Member, Interview Questions, and Content Analysis Matrix. These will each be described within their phase of operation.

Phase I: document review. In Phase I, the current MCHS Application including statement letters from a Student, Parent, Teacher, and Community Member for the ten selected schools will be the first instrument used in this qualitative study. This instrument will not be used to collect data by the researcher, but the pre-existing data in these applications will be a starting point for analysis and gaining an overview of the ten selected sites based on

the qualifying indicators of the Model Continuation High School selection criteria. The application sections with pre-existing data that will be utilized for this study are:

- Three one-page narrative written statements (School profile, school management, and the way credits are earned).
- Four statement letters (From a: Teacher, Student, Parent, & Community Member).
- Four one-page program effectiveness written statements (School evaluation of effectiveness, student assessment results, use of additional data, and how use of data is noteworthy).
- Quality indicator summary table (Self-reported anecdotal evidence that validates implementation of the twenty quality indicators).

Detail definition of each component in the sections above can be found in the MCHS Application (Appendix B). The five components above will give the researcher a breadth of information from diverse viewpoints. The applications and evaluators' feedback will be obtained from the site administrators.

Established content validity. The MCHS Application was developed in partnership with the CDE and CCEA and has been vented each year since 1990, increasing construct validity. Components have been adjusted and a writing rubric provided to enhance credibility of the data gathered to identify exemplary self-selecting continuation high schools. Also, two to three trained evaluators (By CDE & CCEA) performed verification of the application data and provided a feedback report on the reason why the site should be recommended as a Model Continuation High School.

Phase II: interviews. Phase II will use a phenomenological method with interviews as the data collection tool. An interview guide (Appendix E) and nine questions with prompts (Appendix D) addressing the three engagement domains was used as the instrumentation. The purpose of the interviews will be to describe the essence of the shared experiences at

Model Continuation High Schools in re-engaging at-risk students behaviorally, emotionally, and cognitively. The nine interview questions are aligned to the studies guiding questions and the cited research in the literature review (Appendix C). Site administrator interviews will be approximately 45-60 minutes using semi-structured open-ended questions with possible probing and prompting during the interview. All interviews will be recorded with two devices and transcribed for data analysis prep.

Content validity. Content validity of the interview guide (Appendix E) and questions (Appendix D) will be established by using two outside experts performing checks on the questions' intent and clarity (Creswell, 2014). The outside experts will be asked to review the interview guide and questions to check if the right questions are being asked, the questions are clear and use accurate language, the organization of the interview is appropriate, and if the interview time allocation is reasonable (Creswell, 2014). These experts will be selected based on knowledge of the Model Continuation High School process, student engagement, and at-risk youth. The interview guide and questions will also be piloted with a non-participating Model Continuation High School Principal to practice interview protocols and adjust or add probing questions if needed.

Phase III: content analysis. In Phase III, the data collection tool will be the Content Analysis Matrix (Appendix F). This Content Analysis Matrix was derived by the researcher from eight emerging theoretical themes in the literature review (Leedy & Ormrod, 2013) accredited to developing students' hindering expectancy and task-value beliefs. The tool was designed to classify the interpretation of the data of Phases I and II further, in a deeper deductive examination (Mayring, 2014) on four expectancies and four task-values theoretical-based themes. The Content Analysis Matrix will provide a systematic structure to assist the researcher in interpreting the patterns, themes, or biases to validate or conceptually

extending Eccles' Expectancy-Value Model (1983) in supporting school context for at-risk students.

Content validity. Thomas and Magilvy (2011) mention in their study on qualitative rigor and research validity that "the dependability of a study is high if another researcher can readily follow the decision trail used by the initial researcher" (p. 153). Thus, two outside evaluators will audit the content analysis in Phase III. This outside audit will validate the classification procedures in the codebook (Appendix I) and check for consistency in word and phrase interpretations when categorizing the expectancy and task-value belief components in the data from Phases I and II (Weber, 1990). The outside experts will be asked to review the Content Analysis Matrix to check if the right themes are represented, the codebook is clear and use accurate language, coding organization for the analysis is appropriate, and if the data being considered is appropriate (Leedy & Ormrod, 2013). These experts will be selected based on their experience in qualitative coding. The Content Analysis Matrix will also be piloted with non-participating Model Continuation High School data, and adjustments will be made if needed.

Data Collection Procedures

Participants in this study will include ten site administrators from California's Model Continuation High Schools identified as described above. Before data collection, written permission will first be obtained from the California Continuation Education Association (CCEA). The CCEA has a prior agreement with each awarded Model Continuation High School regulating them to offer site visits, sample materials, telephone consultation, and training or virtual Web site links on request. Thus, the researcher will secure a letter of permission from the CCEA for the sites selected before contacting the sites' Superintendent and site Administrator. Once CCEA and site permission is secured, then approval will be sought from the Institutional Review Board (IRB) of Pepperdine University. After approval from the IRB of Pepperdine University, the researcher will contact Superintendents of the ten identified sites with a letter of

intent to conduct the study. After the district is informed, the site administrators will be sent initial information regarding the purpose of the study through an email and personal phone call. A courtesy informed consent form will also be sent, giving the administrator an opt-out option for this study (Creswell, 2014) even though previous permission was given based on assurance agreement between CCEA and the MCHS. During this initial phone call meeting, the researcher will review the purpose of the study, answer any questions, and scheduled the interview time and date. They will also request a copy of the sites most recent Model Continuation High School Application including the Site Visitation Team's Report, for iterative document review.

This study will have three phases; Phases I and II will collect data to answer guiding question one; Phase III will collect data to answer guiding question two. Each phase is design to delve deeper into the phenomena of re-engagement through diverse perspectives and multiple methods and strategies (Creswell, 2014; Richards & Morse, 2013).

Phase I. Phase I will consist of collecting and reviewing the current MCHS application including four statement letters. These applications and reports hold pre-existing data that will be utilized in a document review to gain diverse perspectives in multiple formats (Richards & Morse, 2013). The examination of documents will allow the researcher to: (a) Gather background information on school context, (b) Determine implementation levels, (c) Gather authentic language from multiple sources, and (d) Expand the data collected in Phase II (Creswell, 2014; Richards & Morse, 2013). After collection the researcher will remove all identifying information and replace with pseudonyms. Then the researcher will review all MCHS Applications including statement letters. The researcher will first read all applications and reports as a whole, and then re-read while making notes about first impressions. Next, a document review on the MCHS applications including statement letters from a Student, Parent, Teacher, and Community Member will consist of an iterative process that will be similar to the interview transcript review and fully explained in the analysis section. After all

MCHS applications are reviewed, a summary sheet will be created for each of the ten sites (to unlink identifying information), and the site administrator will confirm details during the beginning of the interview. This will allow the researcher to gain insight into each school's unique environment prior to interviews through several perspectives (writing team, teachers, students, parents, & community members) and supports Yin's (1994) recommendation to address research guiding questions through different sources of evidence. These analyzed data will be compiled with Phase II findings to gain a complete discovery of the re-engaging policies, programs, and practices at the ten Model Continuation High Schools.

Phase II. To identify policies, programs, and practices that promote re-engagement of at-risk students behaviorally, emotionally, and cognitively. Phase II will use one-on-one semi-structured face-to-face or phone/Skype interviews to gain information from ten site administrators. Prior to the interview, questions will be sent to the administrator to give time to reflect and collect their thoughts. The 45-60 minute semi-structured interviews will be conducted over a two-week period. The interview will be audio recorded (with permission), transcribed, analyzed, and secured into a password-protected file. The summary sheet of organized extant data from Phase I will be reviewed, clarified, and missing data will be obtained through member checking with the site Administrator during the beginning of the interview (Creswell, 2014).

The protocol for the semi-structured interview will consist of a guide (Appendix E) and nine open-ended questions with supporting prompts (Appendix D). The researcher will review both documents and clarified with the administrator their understanding of re-engagement, expectancy, and task-value prior to beginning the interview. The questions are designed to collect site administrators' perceptions on policies, programs, and practice that re-engage at-risk students behaviorally, emotionally, and cognitively. At the end of the interview, the researcher

will ask the administrator if they have anything further to add that they felt was important to re-engagement.

After the interviews are transcribed the identifying information will be substituted for codes to maintain confidentiality. The researcher will then review the transcript data holistically twice making first impression notes in the second reading. Next, the researcher will code, bracket, horizontalize, and form a textural (what) and structural (how) description of re-engaging policies, programs, and practices of all sites (See Appendix H for all analysis steps). Phases I and II data will be combined to address this study's first guiding question. A follow-up conversation with administrators will take place if needed to clarify responses and perform member checking (Creswell, 2014). An email will also be sent to thank the site administrator and superintendent and to share the study's key findings.

Phase III. Phase III will consist of utilizing the data from Phases I and II to further analyze details with identified components that support Eccles' Expectancy-Value Model's cognitive principles of expectancy and task-value beliefs. The researcher will use the Content Analysis Matrix of eight components that influence the development of expectancy and task-value beliefs to deductively code and interpret the data. Additional categories will be identified if details support the development of expectancy and task-value beliefs at the ten Model Continuation High Schools, but does not fit into one of the eight pre-defined beliefs. Once all data has been coded the data will be analyzed and discussion on the findings written. Additionally, latent and manifested occurrence of expectancy and task-value will be noted.

Data Management

In general, all material and documents will be kept confidential by reporting data only in the aggregate, substituting pseudonyms for identifying information so no one including the researcher can link data to an individual, district, or school. The researcher will secure

(password-protect or locked file cabinet) any data and keep the list of codes electronically, in a password protected folder and file on a computer designated only for this research. All electronic and hard copies of data and documents will be destroyed after five years.

Phase I. All MCHS applications including four statement letters will be received electronically or mailed to a PO Box. The correspondence will be through the universities email system, which is secure to outside threat. All electronic applications, statement letters, external evaluation feedback, and generated notes and materials will be password protected and filed in password-protected folders. All hard copies of applications, statement letters, external evaluation feedback, and generated notes and materials will be housed in a secure file cabinet, accessible only to the researcher and the dissertation committee.

Phase II. Interview recordings will be converted through software into text files and reviewed for accuracy by the researcher. The researcher's written notes will be electronically transcribed into a document, and the hard copy will be secured with other printed material and documents. The interview transcript and researchers' notes will be password protected and filed in password-protected folders. All electronic interview recordings, interview transcripts, external evaluation feedback, and generated notes and materials will be password protected and filed in password-protected folders. All hard copies of interview transcripts, external evaluation feedback, and generated notes and materials will be housed in a secure file cabinet, accessible only to the researcher and the dissertation committee.

Phase III. All electronic external audits, notes, and materials will be password protected and filed in password-protected folders. All hard copies of external audits, notes and materials will be housed in a secure file cabinet, accessible only to the researcher and the dissertation committee.

Data Analysis

Given the multifaceted interactions of context and the complex developmental needs of at-risk students, this research aims to present a qualitative analysis of the promotive policies, programs, and practices that re-engage at-risk students' behaviorally, emotionally, and cognitively at ten Model Continuation High Schools in California.

Phase I. In Phase I, the initial conventional or inductive content analysis of each site's Model Continuation High School Application including statement letters will be used to triangulate policy, program, and practice data and increase the credibility of the subjective analysis of qualitative data. The researcher will first read each application as a whole, then read again making notes about first impressions. Then the applications will be read a third time, and the researcher will begin coding by initially highlighting key words, phrases, or meaning supporting re-engagement of at-risk students behaviorally, emotionally, and cognitively. The researcher will then make notes about actions, activities, concepts, differences, opinions, processes, or any other information that might be relevant to re-engagement of at-risk students. Next, the application will be read a fourth time circling any connection to the development of expectancy or task-value beliefs in the ten Model Continuation High Schools. The application data coding will be bracketed, in an attempt to understand the re-engaging policies, programs, and practices from different points of view in the three domains of engagement (Creswell, 2014). The researcher will then horizontalize the data to discover the range of experiences about re-engagement of at-risk students (Creswell, 1998; Mosustakas, 1994). The ten data analysis steps can be reviewed in a list format in Appendix H. An application summary sheet will be generated for each site and compiled with the interview coding data. Supporting quotes from the applications will also be gathered to support emerging themes from the applications coding to allow the reader to gain their own

conclusions in chapter four (Richards & Morse, 2013). Any quotes used will be kept anonymous by using pseudonyms (i.e. MCHS Application #1, MCHS Application #2, etc.).

Phase II. Phase II will consist of interview transcript data analysis. The ten-step data analysis process in phase one will be repeated in Phase II for the interview data (Appendix H). The data coding, bracketing, and horizontalization from phase two and one will be combined into supporting categories of policies, programs, and practices that are meaningful in conceptualizing re-engagement in the three domains of engagement as well as expectancy and task-value development. Categories (themes) will then be created and labeled, connections between them will be evaluated and described, and textural (what) and structural (how) descriptions will be provided for each category (Creswell, 2014). Statements concerning perceived behavioral, emotional, or cognitive re-engagement and development of expectancy for success or task-value towards graduation beliefs will be considered as significant.

Phase III. In Phase III, directed content analysis will consist of a five-step deductive process (Leedy & Ormrod, 2013; Mayring, 2014) to validate or extend conceptually EEVT framework's cognitive principles; as evident in the identified re-engaging policies, programs, and practices and effective school context that supports developmentally appropriate expectancy for success and/or task-value towards graduation beliefs.

Step one of the directed content analysis is to describe the data being examined (Leedy and Ormrod, 2013; Mayring, 2014). Conforming, the data for this study encompasses the MCHS Application and the Site Administrators' transcribed interviews from the ten Model Continuation High Schools. Two outside experts will review the MCHS application and transcribed interviews based on the implementation of four expectancy belief components and four task-value belief components in Eccles' Expectancy-Value Theory (Appendix F). The audit information was gathered through the first two phases of this qualitative analysis process and supported through

the lens of Behavioral, Emotional, and Cognitive re-engagement policies, programs, and practices.

Step two of content analysis is to define and clearly describe the coding schemes the audit will be looking for (Hruschka et al., 2004; Leedy and Ormrod, 2013). Phase three of this study will deductively analyze the compilation data of Phases I and II to validate or extend conceptually the four expectancy and four task-value themes that are realized through the literature review to address students' hindering beliefs developmentally. These eight themes will also be a starting point for the initial codebook in Appendix I (Hruschka et al., 2004; Leedy and Ormrod, 2013). The research by Eccles et al., (1983), Eccles & Wigfield (1995), Eccles & Roeser (2011), and Wang and Eccles (2013) assisted in identifying four themes for development of expectancy beliefs:

1. Self-concept of ability to graduate is developed “through a process of observing and interpreting one's own behaviors and the behaviors of others” (p. 82). It is described as “the assessment of one's own competency to perform given tasks or to carry out role-appropriate behaviors” (p. 82). Specifically, intervention procedures designed to raise students' confidence in their abilities in particular subject areas (i.e. tutoring, CAHSEE support, individualized instruction, etc.).
2. Perception that the task of graduating is doable - development of students' perception that they can make progress towards meeting graduation requirements. Specifically, personalized plan and support (i.e. building knowledge or understanding of how to earn required credits, getting needed support, individualized progress monitoring, and personal goal setting).
3. Healthy attribution for failure and success – development of appropriate acknowledgment of success and failure based on their efforts. Specifically, setting clear

expectations for success and providing appropriate feedback (i.e. established timelines, learning objectives, and mastery-based grading policies).

4. Healthy locus of control – development of personal responsibility for educational outcomes. Specifically, helping students overcome learned helplessness through supporting their path towards success and attribution retraining (i.e. positive experiences, awards, passing grades, reduction on negative experiences, positive goal setting, student choice, and change inappropriate causal attributions for success toward internal, stable, and global factors).

Eccles et al., (1983), Eccles and Wigfield (1995), Eccles and Roeser (2011), and Wang and Eccles (2013) also assisted in identifying four themes for development of task-value beliefs:

5. Perceptions of personal importance of doing well on a given task – development of self-image through promoting basic needs of mutual respect (i.e. develop a feeling of accomplishment, support relevant or challenging learning, and individualized opportunities to fulfill cognitive, affective, and social needs).
6. Perceptions of the task's important intentions to accomplish a future goal – development of authentic and meaningful tasks to assist students in overcoming obstacles and accomplish future goals through mastery goals and extrinsic motivators. Specifically, offering useful activities towards students' future goals to validate the authentic self (i.e. to increase opportunities to apply one's abilities, to discover, and acquire new information and skills).
7. Immediate enjoyment when performing a task that is intrinsically valued – development of a sense of accomplishment and identity or authentic self through a multitude of opportunities supporting exploration of personal values. Specifically, providing guiding feedback to develop appropriate attributions of performance effort, (i.e. relevant and

challenging curriculum, the building of curiosity and interests, deep learning, choice, persistence, knowledge, and positive emotion).

8. Ability to overcome negative obstacles, undesirable aspects in a task or making difficult decisions – develop the ability to overcome past failures or negative attributions.

Specifically, allowing flexibility to accommodate the unique needs of at-risk students (i.e. offer many choices to develop students' self-worth, be flexible to meet the needs of each student, providing support services, and support students non-school barriers and commitments).

Step three of content analysis is the description of the coding process (Hruschka et al., 2004; Leedy and Ormrod, 2013). The researcher will initiate a codebook and distributed to the external evaluators. The external evaluators will independently examine the data using the codebook and suggest any modifications after coding the initial sample of data. A discussion on schemes will allow the researcher to address any needed clarification or exclusion issues and inter-coder reliability. Each code will be defined to specify dichotomous inclusion criteria, and Cohen's Kappa will be calculated to determine appropriate levels of coder's reliability before the entire dataset coding is performed. Cohen's Kappa ranking for this study will be: "0.75–1.00 = excellent; 0.60–0.74 = good; 0.40–0.59 = fair; and < 0.40 = poor" (Cicchetti, 1994, p.286). After the dataset is coded, a recheck for coding consistency will be performed (Weber, 1990).

Step four of content analysis is the tabulation (Hruschka et al., 2004; Leedy and Ormrod, 2013). Percentages and Cohen's Kappa will be calculated for the eight expectancy and task-value components and graphs will be created of the results. Finally, step five of content analysis, the researcher will describe the patterns of the results and discuss decisions and practices concerning the coding process to enhance trustworthiness (Zhang & Wildemuth, 2009). The researcher will further interpret the patterns to present a discussion on re-engagement, expectancy for success and task-value beliefs toward graduation in chapter five.

Chapter 4: Results

Overview

This three-phase, two method qualitative study investigated and identified policies, programs, and practices that school site administrators perceived as being most effective in re-engaging at-risk students behaviorally, emotionally, and cognitively, at ten Model Continuation High Schools in California; and provided insight on effective school context that support developmentally appropriate expectancy for success and task-value beliefs towards graduation for at-risk students.

Two central research questions guided the study. The first central question and sub-questions that guided Phase I and Phase II of the study were:

1. How are ten California Model Continuation Schools re-engaging at-risk students behaviorally, emotionally, and cognitively?
 - a. What policies are described as most effective in re-engaging at-risk students behaviorally, emotionally, and cognitively?
 - b. What programs are described as most effective in re-engaging at-risk students behaviorally, emotionally, and cognitively?
 - c. What practices are described as most effective in re-engaging at-risk students behaviorally, emotionally, and cognitively?

Phase I consisted of an inductive document review of pre-existing data from each sites' verified and awarded Model Continuation High School Application including four statement letters from a student, parent, teacher, and community member. Data was analyzed through a ten-step process and will be reported through the lens of the three domains of engagement: Behavioral Engagement, Emotional Engagement, and Cognitive Engagement (Appleton et al., 2008; Fredricks et al., 2004). The MCHS Application findings were supported and more deeply

explained by the perception data collected during the ten site administrators' interviews in Phase II.

Phase II consisted of site administrator interviews from 10 California MCHS. Thirteen sites were invited to participate in Phase II of the study based on their sites being a California Model Continuation High School that was awarded such status two consecutive times between the years 2009-2015, the site administrator had been at the selected site for at least four years, and the site administrator was part of their site's last two application submittal processes. Of the thirteen MCHS, thirteen site administrators responded and ten agree to participate. Two of the three administrators left the MCHS sites to begin a new administrative position, and one was eliminated after verification of selection criteria.

The second research question examined the two principles of Eccles' Expectancy-Value Model. By identifying re-engaging policies, programs, and practices in Phase I, and more in-depth understanding of implementation of these policies, programs, and practices in Phase II, Phase III used the combined data to gained insight into at-risk students' developmental components of expectancy for success and task-value beliefs towards graduation through the identified re-engaging school context components of MCHS. The second central question and sub-questions that guided this portion of the study were:

1. What principles of Eccles' Expectancy-Value Model are evident, if at all, in the identified *policies*, *programs*, and *practices* of the ten Model Continuation High Schools?
 - a. To what extent, if at all, is the expectancy belief component of developing self-concept of ability to graduate evident at the ten Model Continuation High Schools?

- b. To what extent, if at all, is the expectancy belief component of developing the perception that the task of graduating is doable, evident at the ten Model Continuation High Schools?
- c. To what extent, if at all, is the expectancy belief component of developing healthy attribution for failure & success, evident at the ten Model Continuation High Schools?
- d. To what extent, if at all, is the expectancy belief component of developing a healthy locus of control, evident at the ten Model Continuation High Schools?
- e. To what extent, if at all, is the task-value belief component of developing the perceptions of personal importance of doing well on a given task, evident at the ten Model Continuation High Schools?
- f. To what extent, if at all, is the task-value belief component of developing the perceptions of important intentions of tasks towards accomplishing future goal, evident at the ten Model Continuation High Schools?
- g. To what extent, if at all, is the task-value belief component of developing immediate enjoyment when performing a task that is intrinsically valued, evident at the ten Model Continuation High Schools?
- h. To what extent, if at all, is the task-value belief component of developing ability to overcome negative obstacles, undesirable aspects in a task or making difficult decisions, evident at the ten Model Continuation High Schools?

Research Question One Findings

Research question one findings were derived from the combination of phase one and phase two data collection and analysis. The data collection procedures, analysis, and findings will be discussed by each phase in the following sections.

Phase one. The first phase of the study dealt with research question one and its three sub-questions. The MCHS application including four statement letters was collected from each administrator. All documents were reviewed, and a summary sheet was created and verified by the site administrators during the interviews. After all applications and statement letters had been analyzed through a ten-step process, several policy, program, and practice themes emerged in each of the three domains of engagement. To address research question one and its three sub-questions, the findings will be reported out by the three domains of engagement and organized by policies, programs, and practices. Although many of the findings could be presented in more than one engagement domain, the researcher selected the most appropriate to address sub-question 1a, 1b, and 1c.

Behavior engagement. The review of the MCHS Applications through the lens of behavioral engagement revealed findings that policies, programs, and practices were developed to support student active participation in school activities, events, and their learning (Finn, 1993; Fredricks et al., 2004), equitability (Comer, 1988; Levin, 1991), and student-centered (Peterson & Miller, 2004).

Policies. Five themes emerge in Phase I data that describe how MCHS are re-engaging at-risk students behaviorally through district supported site-driven policies. These themes are (a) Equitable district funding, (b) Site selected personnel, (c) Modified attendance policy, (d) Flexible schedules & start times, and (e) Short-term grading blocks. Each of these policies may be district supported but are site driven. Brief descriptions of each theme are represented in Table 4.

Table 4

Model Continuation High School Behavioral Engagement Policy Themes

Policy Theme	Behavioral Engagement
Equitable District Funding	All MCHS reported that they had district funding that was equitable with the (Continued)

Policy Theme	Behavioral Engagement
	comprehensive sites. In fact, most felt that they were extremely fortunate, technology rich, and received funding to support their at-risk students' unique needs.
Site Selected Personnel	All sites were able to interview and select their staff based on need. Due to a smaller teaching staff, most MCHS had teachers with multiple teaching credentials or supplements.
Modified Attendance Requirements	All schools had a modified attendance policy to ensure students attended school. The expected attendance range was from 80%-90% and 8 MCHS tied students' attendance to student grades.
Flexible Scheduling	All schools had multiple programs, schedules, and start times to accommodate their students' unique needs.
Short-term Grading Blocks	The traditional quarter or semester grading blocks were modified in all schools and the MCHS offered shorter 2-4 week periods for content completion. After such completion students would be given credit for their completed work.

Note. Themes are related to analysis of MCHS applications from 10 MCHS sites.

Equitable district funding. Equitable district funding was reported in all MCHS applications as evident by phrases such as “funding follows each student through the enrollment process, and the school receives student ADA, Special Education and LCAP funding” (School #5, MCHS Application document review, May 10, 2016). Most applications reflected the districts’ understanding of at-risk students and expressed support for sites unique instructional needs request. For example, “the district office is supportive and assists in funding of special projects on an as-needed basis such as helping with the purchase of mac-mini computers” (School #3, MCHS Application document review, May 10, 2016). Additionally, the MCHS applications reflected the district consideration of the demographic make-up of their sites and “as school funding from the state has decreased, the district and board have remained committed to supporting our needs” (School #5, MCHS Application document review, May 10, 2016). MCHS reported equitable district funding through smaller class sizes and technology-rich classrooms. Comments such as, “While the teaching staff has by contract, a class size limit of 36 students per teacher, the district has been committed to maintaining no greater than a 20 to 1 ratio for staff to students” (School # 5, MCHS Application document review, May 10, 2016).

Site selected personnel. The districts further supported all MCHS by allowing site teacher selection based on education, experience, commitment, and specialization in working with at-risk students. Most sites reported teachers having multiple credentials and expertise with at-risk students. For example, “Mr. A, Math, Science and ASB teacher provides many hands-on activities for our students” (School #9, MCHS Application document review, May 12, 2016). Several sites had hiring waiting list and sought teachers holding higher educational degrees or specialization training focused on assisting the at-risk population. Half of the sites had hiring committees consisting of the administrator, a teacher, and counselor. Most mentioned that it was crucial for staff to have the skills and understanding of how to work with at-risk students to ensure success. Written comments supported this point, “Our teachers are qualified, knowledgeable, experienced and committed to our at-risk students.” and “Out of seventeen staff members, seven hold advanced degrees and eight teachers have taught their entire careers here” (School #6, MCHS Application document review, May 12, 2016).

Modified attendance requirements. All MCHS had a modified attendance policy to ensure students attended school. Eight of the MCHS tie student attendance to transcript credit posting and also allowed limited attendance make-ups through Saturday School, Community Service and on early release days. Application attendance policy benefits were reflected in statements such as:

There is also an attendance requirement of 80% before credits will be added to the transcript. If a student attends less than 80% of their scheduled time, they are required to make up the missing time in predetermined hourly blocks before adding credits to the transcript. This accountability measure has helped to stem some of the student absenteeism that plagues continuation students. (School #5, MCHS Application document review, May 10, 2016)

The MCHS applications discussed how attendance policies allowed flexibility for students to take responsibility and make-up their absences but held firm to high expectations for attending school. One school used a demerit system which seemed to work with their student population as reflected by a student, “The Demerit System that helped me out a lot, and I think

helped out the other students too...coming to school late...has a consequence” (School #10, MCHS Application document review, May 12, 2016).

Flexible scheduling. All MCHS had multiple schedules and were flexible to meet students’ needs. As one parent stated “The school had many program options that we could tailor my son’s education plan so that it would be most helpful to him... the site and the staff offered alternatives that worked. If it didn’t work, they had another option, and that worked” (School #8, MCHS Application document review, May 10, 2016). When students had a lot of tardies, they would switch the student to a late start to eliminate the tardy barrier. If they worked 30 hours to support a family, they had an evening schedule to accommodate the student. The MCHS also looked at how students learn and offered Direct Instruction, online, self-paced, and various project-based options. Comments in the MCHS applications support such options, “the administration staff works with the counselor to accommodate unique needs of our students and to reduce scheduling barriers” (School #3, MCHS Application document review, May 10, 2016).

Short-term grading blocks. All sites had modified grading blocks that assisted students in their path to graduation. MCHSs reported that such modifications were made to help students in staying on track and offering small wins to build students’ confidence towards the overwhelming task of catching up and graduating. One student stated:

I did not know where to begin, it did not seem doable, I was so far behind in credits...but being able to complete assignments in two-week periods, gave me hope and transformation occurred which I could never have thought possible. (School #8, MCHS Application document review, May 12, 2016)

The short-grading block also allowed partial credit make-ups, permitted opportunities for teachers to work closely with individual learning plans, and developed students’ ability “to take responsibility, solve problems, work in teams, and communicate ideas” (School #6, MCHS Application document review, May 10, 2016). As one teacher wrote “it allows a restart, which our students need...to get results from students who have otherwise not found any success” (School #10, MCHS Application document review, May 12, 2016).

Programs. Four themes emerge in Phase I data that describe how MCHS are re-engaging at-risk students behaviorally through various programs. These themes are (a) Co- and extra-curricular opportunities, (b) Community partnerships and service opportunities, (c) Community college partnerships and (d) Positive discipline. Brief descriptions of each theme are represented in Table 5.

Table 5

Model Continuation High School Behavioral Engagement Program Themes

Program Theme	Behavioral Engagement
Co- & Extra-curricular Opportunities	In all MCHS, co-curricular and extra-curricular activities and opportunities to participate was an important aspect of building students' relatedness to their school and community.
Community Partnerships & Service Opportunities	All MCHS had various active relationships with local businesses and institutions, which provided students mentors, guest speakers, jobs or internships, and community service opportunities to develop students' social connections and development of leadership skills.
Community College Partnerships	All MCHS had strong partnerships with local community colleges. Such partnerships offered students transition to higher education.
Positive Discipline Programs	In disciplinary matters, progressive, firm, fair and consistent positive discipline was used at all MCHS to prepare students for life after high school or in becoming a productive citizen.

Note. Themes are related to analysis of MCHS applications from 10 MCHS sites.

Co- and extra-curricular opportunities. Various opportunities were provided to get students to participate in co-curricular and extra-curricular activities and events in all MCHS. Some were used to assist students in developing self-esteem, leadership skills, and others focused on building social interaction and emotional maturity to develop productive members of society. One student discussed how “being part of these school organizations has helped my social and leadership skills” (School #3, MCHS Application document review, May 10, 2016). Other students stated how these opportunities have “boosted my confidence” (School #8, MCHS Application document review, May 12, 2016) and “communication skills” (School #10, MCHS Application document review, May 12, 2016). There were clubs, ASB/Leadership. Peer Counseling, sports leagues, evening social events, elementary student tutoring, outreach

programs, and many more opportunities. For instance, one MCHS stated, "We encourage students to connect with school by evening events like movie and game night activities, involvement in an athletic league and after school fitness club and tutoring" (School #5, MCHS Application document review, May 10, 2016).

The MCHS continuously looked at students' needs and sought to provide opportunities to meet their needs. Teachers stated that they "encourage students to take leadership roles (School #5, MCHS Application document review, May 10, 2016) and "something they could not experience at their home school due to student numbers and their lack of credits" (School #8, MCHS Application document review, May 12, 2016). Another teacher stated, "part of the secret to our achievement is the activities we offer outside the classroom for all our students" (School #10, MCHS Application document review, May 12, 2016). The MCHS discussion around various co- and extra-curriculum activities described how these opportunities assisted in building students' confidence and self-esteem. For example, "the pre-school program has been essential in raising not only the profile of a student in the community, but it has also been a tremendous asset to building self-esteem and sense of self-worth for our students" (School #6, MCHS Application document review, May 12, 2016).

Community partnerships and service opportunities. Various active local businesses and institutions relationships are expressed in all MCHS applications. These partnerships provided students mentors, guest speakers, jobs or internships, and community service opportunities. For example, a community member pointed out that students are:

Involved in many community projects as well as international projects. These types of projects are not what one would expect to see at a continuation high school, but the reality is that the students are expected to contribute to their community through some type of project. (School #3, MCHS Application document review, May 10, 2016)

These partnership relationships varied at each site but most mention they added critical resources for teachers and students as expressed by a parent:

I am also grateful to the student intern/work program, which I know she enjoys and is fortunate to be a part of. She has gained experience, responsibility, confidence and pride knowing she's been entrusted to help others, and the paycheck is the bonus! (School #5, MCHS Application document review, May 10, 2016)

All MCHS applications mentioned how community service was a crucial component because it allowed all students an opportunity to experience citizenship within the community and assisted in developing students' social connections and building leadership skills.

Community members comment captures this point:

The impact of the school upon the community is HUGE! Students, with the guidance and support of the staff and administration have shown their potential and that potential is recognized within the community for personal support, reinforced by financial backing. The transformation of community perception of "those kids" as "students at promise" is occurring because students are learning pride in themselves and their school, and self-confidence in their decisions and actions. Students are accepted and validated by community members. (School #10, MCHS Application document review, May 12, 2016)

All MCHS applications expressed working collaboratively to create respect for diversity and appreciate democratic values. The teachers are "committed to providing opportunity and a place for students within the community to grow and prosper" (School #3, MCHS Application document review, May 10, 2016). Five MCHS drew on community partnerships to collaboratively design projects with real-world impact and relevant value to the students. All schools mentioned how they wanted to overcome the negative stigma of continuation schools and instill a sense of school pride in students, staff & stakeholders. As expressed in one community member story, the partnerships assisted in changing the community's perceptions of continuation students while assisting students in taking responsibility in becoming an active and productive citizen:

We had several middle school students and their "entourage" cause disruption in the library...they seemed angry at the world and took out their anger on the library and staff as they grew older they attended our local continuation high school and through our partnership opportunities eventually took responsibility and mentored youth in proper library behavior. Their daily sharing developed their sense of being a responsible citizen and allowed them to be role models and true library advocates. (School #5, MCHS Application document review, May 10, 2016)

Some service opportunities were created by students for other students on campus as well as addressing needs within the community. Service activities and events included a community garden, fundraisers for needy families, and several activities to assist the homeless just to name a few.

Community college partnerships. All MCHS provided on and off campus college courses and credits, college field trips and guest speakers, on-site assistance with financial aid, admissions procedures, and placement testing. Most community colleges provided a transition counselor free of charge who would work with the seniors. The goal of most MCHS was to have seniors complete at least one college course before graduating to experience college with staff support and to give them class selection priority for the following year. As one student expressed, "being part of a college course while still attending high school has given me the support and confidence I need to proceed with my future goals" (School #3, MCHS Application document review, May 10, 2016). Throughout the MCHS applications, administrators expressed how teacher dedication produced strong community college partnerships and was also verified through a community member letter statement "teachers continually strive to better service, and provide opportunities for their students and our community" (School #8, MCHS Application document review, May 12, 2016).

Positive discipline programs. In all MCHS applications, discipline modifications adjusted the comprehensive schools' methods to allow MCHS staff to use progressive, firm, fair and consistent positive discipline techniques (i.e. PBIS) and most stated they were able to do so due to their smaller student population. For example, one MCHS noted, "we follow a positive intervention disciplinary approach. In this approach, teachers and administration set clear behavioral expectations; however, teachers have discretion to deal with minor classroom infractions" (School #3, MCHS Application document review, May 10, 2016). Two MCHS applications stated it was not an "us versus them battle" (School #1, MCHS Application

document review, May 10, 2016). The smaller classes and school size allowed a collaborative effect in being proactive. Students express "it is less stressful here" (School #6, MCHS Application document review, May 12, 2016), "teachers know how to handle teenagers" (School #7, MCHS Application document review, May 12, 2016), and "there is no drama or bullying here. Everyone gets along, and if you are feeling anger you can talk to someone or just ask for a timeout to think" (School #10, MCHS Application document review, May 12, 2016). Intervention techniques such as counseling, discussions with the principal, meeting with their mentor, parents, teachers, or the Student Study Team (or like) were utilized to develop a plan for change; guide the student towards a better path. There was a sense that if students made a mistake, educators and other staff would portray an attitude of let's see how we can improve together. MCHS only used a suspension as a last resort for instances of safety.

Practices. Four themes emerge in Phase I data that describe how MCHS are re-engaging at-risk students behaviorally through various practices. These themes are (a) Shared decision-making, (b) High Expectations, (c) Clear and Frequent Communication, and (d) Active Participation. Brief descriptions of each practice theme are in Table 6.

Table 6

Model Continuation High School Behavioral Engagement Practice Themes

Practice Theme	Behavioral Engagement
Shared Decision-making	All MCHS talked about shared decision-making, empowering staff, parents, students, and stakeholders in making collaborative decisions.
High Expectations	All MCHS mention in numerous sections of their applications that students were held to high expectations for academic performance, behavior, attendance, effort, participation, and in their own ability to succeed.
Clear and Frequent Communication	All MCHS described open communication among the staff, students, and parents that promoted mutual respect, trust, and support.
Active Participation	In all MCHS applications there was strong encouragement for student participation in their own path to success as well as to being active in community service, sports, clubs, and other co-curriculum and extra-curriculum activities and events offered.

Note. Themes are related to analysis of MCHS applications from 10 MCHS sites.

Shared decision-making. All MCHS applications discussed shared decision-making practices with teachers, and students. This was evident by statements such as "decisions made at the site-level that involve classroom and school policy are shared between the administration and staff" (School #5, MCHS Application document review, May 10, 2016), and "Staff Meetings and school committees consistently utilize shared decision-making" (School #7, MCHS Application document review, May 12, 2016). Students comments also supported shared decision-making, "the principal and teachers listen to our suggestions and actually make changes that we suggest" (School #9, MCHS Application document review, May 12, 2016), and "everyone has a voice" (School #10, MCHS Application document review, May 12, 2016). Four sites talked about parent, student, and community member input processes for funding, program, and support decision-making.

All MCHS applications also talked about collaborative teacher meetings, and eight of the sites had such meetings each week. At these meetings, staff discussed curriculum, discipline, individual student progress plans, and the direction of the school as a whole. This was evident in statements such as, "weekly meetings are crucial to the success of our school, we talk collaboratively to make modifications" (School #3, MCHS Application document review, May 10, 2016), and "we weekly discuss student progress, school policies, and procedures" (School #3, MCHS Application document review, May 10, 2016). Four MCHS mentioned how they had diversity within their educational community but came together in a collaborative manner to move their programs and students forward.

High expectations. All MCHS applications mention in numerous sections that students are held to high expectations for academic performance, behavior, attendance, effort, participation, and in their ability to succeed. The MCHS listed various strategies to ensure all students had the appropriate support to meet these clearly defined expectations.

Teachers promoted high expectations through "strong commitment to student success" (School #1, MCHS Application document review, May 10, 2016), "the belief that every student can succeed" (School #9, MCHS Application document review, May 12, 2016), and "doing whatever it takes not to allow a student to fail" (School #7, MCHS Application document review, May 12, 2016).

All but one MCHS mention how these expectations were fully discussed and agreed to by students and their parents in the initial intake orientation. Five of the MCHS indicated they review expectations with students on weekly bases through statements such as "High expectations are clearly communicated to our students...through Student of the Week assembly where every teacher explains why this student was chosen...soon students recognize what was expected and what it takes to meet each expectation" (School #10, MCHS Application document review, May 12, 2016). Teachers modeled high expectations through modeling attitudes, value of hard work, ensuring mastery of crucial learning, and not giving up in difficult times.

Clear and frequent communication. It was mentioned that all staff was consistent with expectations for students and with parents to deliver a clear vision for success. Consistent expectations were first communicated at the orientation and then through a common focus by all staff on expectations, progress, and a path providing steps towards success. Additionally, it was mention that there was a non-judgmental environment to help create open communication and four MCHS mention how students felt comfortable initiating difficult conversations. Student comments reflected on how clear communication assisted them. One student commented on the clear expectations, "I was lost before, but now it is clear what I need to do to graduate" (School 6, MCHS Application document review, May 12, 2016). Another student commented how clear communication built trusting relationships, "Here...they make you feel comfortable, and I can guarantee that every single student has at least one adult that they can trust, and they

can go to in time of need or for guidance" (School #3, MCHS Application document review, May 10, 2016).

All MCHS applications mentioned how counselors and teachers frequently call, email, and meet with parents and students to communicate progress. Example are, "the staff demonstrates clear and frequent communication with students and parents by meeting with them on a regular basis" (School #7, MCHS Application document review, May 12, 2016), "we meet with students in a one-on-one weekly mentoring session" (School #6, MCHS Application document review, May 12, 2016), "counselors meet with students and parents each trimester to discuss progress" (School # 4, MCHS Application document review, May 10, 2016), and "school Newsletters and a calendars are sent home 3-4 times a year to keep parents/guardians informed" (School #10, MCHS Application document review, May 12, 2016).

Active participation. In all MCHS applications there was strong emphasis to get students connective to the school & community through active participation. They were encouraged to participate in their path to success as well as community service, sports, clubs, and other co-curriculum or extra-curriculum activities and events. Teachers commented, " we encourage students to take back their self-esteem" (School #5, MCHS Application document review, May 10, 2016), "we design activities to engage students in doing high-quality, meaningful work...so they learn how to take initiative and responsibility, solve problems, work in teams, and communicate ideas" (School #6, MCHS Application document review, May 12, 2016).

Students expressed active participation through comments such as " we are allowed to do fun, creative, and hands-on projects" (School #6, MCHS Application document review, May 12, 2016), "this school has given me opportunities to redeem myself, strive to be better and not to give up...we work hard but enjoy every minute of it" (School #8, MCHS Application document review, May 12, 2016), and "I had no goals, barely participated at school, and blew everything off. Now I aspire to speak at my high school graduation, something I would never have thought

of achieving" (Student #11, MCHS Application document review, May 12, 2016).

Parent/guardian participation was encouraged in most MCHS as mentioned by one MCHS, "A parent/guardian must accompany all students when enrolling...encouraged to attend Back-to-School Night in the fall, Spring Open House, and welcomed as a member of our various committees" (School #10, MCHS Application document review, May 12, 2016).

Emotional engagement. The review of the MCHS Applications through the lens of emotional engagement revealed findings that policies, programs, and practices were developed to support student personal growth and emotional well-being (Eccles et al., 1983; Yazzie-Mintz, 2007), teacher-student relationships (Kafele, 2013; Yazzie-Mintz, 2007), students' interest (Hidi, 2006), and beliefs about their own ability and educational success (Eccles et al., 1983; Fredericks et al., 2004; Marks, 2000; Yazzie-Mintz, 2007).

Policies. Three themes emerge in Phase I data that describe how MCHS are re-engaging at-risk students emotionally through district supported and site-driven policies. These themes are (a) District & Board Support, (b) Appropriate Facilities, and (c) Voluntary Transfer Intake Process. Brief descriptions of each theme are in Table 7.

Table 7

Model Continuation High School Emotional Engagement Policy Themes

Policy Theme	Emotional Engagement
District & Board Support	All but one MCHS had District and Board support as evident in equitable resources, staff & student recognition activities, and positive public support campaigns.
Appropriate Facilities	All MCHS mentioned equitable, appropriate, and well maintained facilities, which presented a safe, caring, and inviting environment.
Voluntary Transfer Intake Process	All MCHS applications talked about a collaborative intake process that limited involuntary transfers and an evident strategy to gain buy-in from students and families.

Note. Themes are related to analysis of MCHS applications from 10 MCHS sites.

District and board support. All but one MCHS Application mentioned District and Governing Board support. Such support was described through equitable resource allocations,

staff, and student recognition activities, and positive public support campaigns. For example,

MCHS Applications mentioned:

Our site is publically supported by the District and the Board as evidenced by their attendance at school functions including Back to School and Open House nights, graduations and other school functions. The district administration frequently visits the school and regularly monitored by the Board. (School #5, MCHS Application document review, May 10, 2016)

"We have over the last few years seen even more of an increase in district support" (School #9, MCHS Application document review, May 12, 2016). Also, MCHS reflected how Districts and Governing Boards "understand at-risk students unique needs" (School #7, Document Review, May 12, 2016), and how "the district supports our site's need for flexibility to meet the needs of our students" (School #8, MCHS Application document review, May 12, 2016).

Appropriate facilities. All MCHS applications discussed appropriate, clean, and equitable facilities as reflected in the comment, "We are fortunate to offer our students a beautiful well-maintained campus. We are hugely supported in this area. All of our students are afforded an outstanding facility with top of the line technology and support materials" (School #9, MCHS Application document review, May 12, 2016). A parent similarly reflected, "Teachers, staff, and administration strive to create a safe, and clean learning environment" (School #3, MCHS Application document review, May 10, 2016).

The MCHS applications additionally discussed how school image was an important factor to ensure a positive learning environment, which nurtured a feeling of caring and safety as evident by the statement, "New, clean, safe, and well-maintained facilities... which creates a positive, caring environment for students and a sense of pride in the school and self" (School #10, MCHS Application document review, May 12, 2016). Three schools mentioned how their schools were free of graffiti, and four reported they had new state-of-the-art facilities. One MCHS commented,

The school was included in the passage of a forty-six million dollar school improvement bond and recently received new and upgraded facilities. All currently used classrooms

are equipped with Promethean Boards, Digital projection systems, laptop and desktop computers and district adopted textbooks and materials, which support our students' learning needs. (School #5, MCHS Application document review, May 10, 2016)

Voluntary transfer intake process. All MCHS applications discussed how their Districts and Boards supported limited involuntary transfers and a collaborative intake process with the comprehensive high schools. One MCHS application discussed how the voluntary transfer intake process eliminated "dumping grounds for disruptive students and ineffective educators, which function as exits to nowhere" (School #10, MCHS Application document review, May 12, 2016). Additionally, all MCHS applications discussed, "an intake orientation...attended by all students and their parents where school expectations and policies, attendance requirements, and credit recovery opportunities such as portfolios, ROP classes, and Work Experience are discussed" (School #7, MCHS Application document review, May 12, 2016).

The rigorous orientation process allowed, "students to succeed in schools rather than merely hoping students avoid the negative consequences of failing to graduate" (School #3, MCHS Application document review, May 10, 2016). The process also began the developmental changes needed for students to succeed as reflected by their comments, "The first day I came here I felt totally welcomed. As soon as I walked into the office, I felt as if I was at home. I was treated with respect, and I left knowing what I needed to do to succeed" (School # 6, MCHS Application document review, May 12, 2016), and "The day I walked into this site, I was scared because I thought this is where all the bad kids go, but thought wrong, the students and the teachers greeted me with nothing but smiles and hugs and knew I was going to succeed" (School #9, MCHS Application document review, May 12, 2016). A parent stated, "they allowed me to decide what was best for my child" (School #10, MCHS Application document review, May 12, 2016) reflecting the voluntary transfer process.

Programs. Three themes emerge in Phase I data that describe how MCHS are re-engaging at-risk students emotionally through site-driven programs. These themes are (a)

Various Counseling Programs, (b) Adult Mentor Programs, and (c) School-wide Character Programs. Brief descriptions of each theme are in Table 8.

Table 8

Model Continuation High School Behavioral Engagement Program Themes

Program Theme	Emotional Engagement
Various Counseling Programs	All MCHS offered group, individual, and family counseling services on campus.
Mentor Programs	All MCHS had some type of program where adults mentor or advise students that required no additional funding.
School-wide Character Programs	All MCHS mentioned how they focused holistically on student transformation and offered various character-building programs.

Note. Themes are related to analysis of MCHS applications from 10 MCHS sites.

Various counseling programs. All MCHS had various individual, group, and family-counseling services offered on campus. Eight MCHS applications mentioned need-driven support opportunities for their students. Often these support opportunities were from partnerships with community-based nonprofit organizations or through local college interns as this comment reflects,

All students are supported with multiple counseling avenues including our district psychologist, school counselor, referrals to the district's Family Resource Center and group and individual counseling sessions with college counseling interns. Additionally, college interns provide college guidance and assistance. (School #5, MCHS Application document review, May 10, 2016)

Five schools had peer counseling and students were referred through various processes to address their needs immediately. For example,

Anecdotal data shared in the intake meetings regarding personal/social issues are discussed with referrals to individual and group counseling or to supplemental programs such as Peer Helping. The Family Resource Center is used to refer individuals and families to outside counseling services if necessary. (School #10, MCHS Application document review, May 12, 2016)

Several MCHS mention collaboration with outside agencies that served some of their students, particularly "foster care, local university psychologist interns, assigned probation officer, and SRO" (School #10, MCHS Application document review, May 12, 2016).

Mentor programs. All MCHS had at least one program where adults are paired up with students to advise or mentor them. This was reflected in MCHS application comments, "adult mentors help students stay on track by reviewing their transcripts" (School #6, MCHS Application document review, May 12, 2016), and "our Adopt a Student program connects each student with a staff mentor who works closely with them to ensure progress by attending to their individual needs, in addition to the students meeting each trimester with the counselor" (School #9, MCHS Application document review, May 10, 2016). A teacher described this support as "hand holding that enables students to change direction" (School #5, MCHS Application document review, May 10, 2016). Another teacher points out, "Student advisory sessions help students evaluate their credit earning progress through transcript evaluations. These advisory sessions also provide the opportunity for students to meet guest speakers from a variety of college and careers" (School #10, MCHS Application document review, May 12, 2016). Some mentoring took place within a daily advisory period, which assists students' in building academic skills, provided tutoring in achieving learning objectives, and most advisory periods had a built-in program to promote college and career readiness. For example, one MCHS stated, "our advisory program is designed to help monitor student progress toward graduation and promote college and career readiness" (School #7, MCHS Application document review, May 12, 2016).

In six of the MCHS Applications, students also mentored their peers or younger students within their community. One teacher commented, "Our students also mentor others, for example, "student volunteer and mentor at an Outdoor School for local 6th-grade students" (School #8, MCHS Application document review, May 12, 2016). The MCHS described the purpose of receiving mentoring and being a mentor for others, as providing individualized support through meaningful connections where mutual learning takes place. Teachers reflected, "Not only does connecting with our families and community present our students with role models and mentors, but it also provides an additional layer of support and inspiration for

students and teachers" (School #6, MCHS Application document review, May 12, 2016), and "as a teacher I assist students daily...but I also learn daily from our students" (School #1, MCHS Application document review, May 10, 2016). A community member statement also supports meaningful connections, "Students have taken on an aura of professionalism as they have modeled their mentors: administrators, teachers, and Rotarian guest speakers" (School # 13, MCHS Application document review, May 12, 2016).

School-wide character programs. From the first day students step on MCHS campuses character building was evident as reflected in this students comment, "I was treated with respect and it made me want to respect them back" (School #2, MCHS Application document review, May 10, 2016). The character building programs varied at each of the MCHS but all mentioned how they assisted with breaking down student barriers to success by building support for character transition. For example, "We have a character development curriculum delivered to students every Wednesday" (School #5, MCHS Application document review, May 10, 2016), "Character Counts and Bullying Prevention...provide students with character education, methods for addressing bullying, resolving conflict and substance abuse prevention" (School #3, MCHS Application document review, May 10, 2016), and "Character development and behavioral modification programs are embedded into the curriculum. Each month a designated class period is set aside to address character development" (School #10, MCHS Application document review, May 12, 2016).

The MCHS also discussed how character programs assisted students' in considering others needs and points of view. Character programs "help build character by promoting giving aid to those in need" (School #2, MCHS Application document review, May 10, 2016) and

Student of the Month program recognizes outstanding students who demonstrate positive character traits and allowed all to hear how a classmate applied their character learning. These students show exemplary performance in each of our Character Education Themes: Respect, Kindness, Integrity, Responsibility, and Perseverance. (School #8, MCHS Application document review, May 12, 2016)

Practices. Four themes emerge in Phase I data that describe how MCHS are re-engaging at-risk students emotionally through various practices. These themes are (a) Family Environment, (b) Quality Relationships, (c) Staff and student recognition, and (d) Student-centered. Brief descriptions of each practice theme are in Table 9.

Table 9

Model Continuation High School Behavioral Engagement Practice Themes

Practice Theme	Emotional Engagement
Family Environment	In all except two MCHS applications the word “family” was often used to describe the schools’ welcoming and caring environment.
Quality Relationship	Strong relationships were cited in all MCHS as being a key in building respect, student interest and academic success, and student–school connection.
Staff & Student Recognition	All MCHS had frequent student and staff recognition in order to model positive learning traits, growth, and individual effort.
Student-centered	A focus on student needs for individual growth was at the center of all MCHS programs.

Note. Themes are related to analysis of MCHS applications from 10 MCHS sites.

Family environment. In eight of the MCHS applications, some statements spoke of the importance of creating a safe, inclusive, and community-centered learning environment. This community-centered learning environment often referred to as a family environment that allowed students to make mistakes and explore difficult concepts. Many MCHS applications mention how their site was “a family that everyone wants to be a part of” (School #10, MCHS Application document review, May 12, 2016). Parent comments supported this concept through statements such as:

At this school, my child is embraced for his free thinking and his innovative take on issues...his personality is allowed to grow and develop without constraints on fitting into an expected mold. This high school is a breath of fresh air, and we are happy to be part of the family (School #10, MCHS Application document review, May 12, 2016)

Another parent reflected:

When I drop her off at school every day, it is like leaving her with a loving, caring family where I know she is safe and well cared for by the staff. My daughter at first, desperately needed reassurance from a source outside of the family and the staff was able to provide that. (School #10, MCHS Application document review, May 12, 2016)

There was not one thing that fostered this environment, but it was the little gestures such as greeting every student by name, being non judgmental, taking the time to know students' interest, aspirations, and barriers, and listening to students input to make shared decision-making. This is expressed in parent comments such as, "has taken in my son as a family member and has provided him with the learning opportunities, support, and resources that I believe can only be met at this school" (School #3, MCHS Application document review, May 10, 2016), and "The entire school family took him under their wing and assisted in getting him through the toughest year he has ever been through" (School #3, MCHS Application document review, May 10, 2016).

There was also an environment that focused on forward movement, not past mistakes. MCHS came across as places for second chances, and past mistakes were not barriers to change. A teacher comment brought this to life:

We pride ourselves on the family atmosphere that we have established and continue to promote. Our staff includes our secretary, counselor, and principal, and all staff members know our students' hobbies and struggles, which creates an even more at-home environment where our students can thrive. We allow second chances and work to help students find their inner success. I feel this is something that makes us unique. (School #10, MCHS Application document review, May 12, 2016)

Quality relationship. Evidence of strong relationships was in all MCHS and was critical in building respect, encouraging personal responsibility, fostering students' interest, developing academic resiliency and achievement, and promoting student–school connection as seen from this statement:

The entire staff works together to help our students develop into people who can make a difference. Our counselors, secretaries, clerks, custodians, security attendants, aides, teachers, and administrators care about students. Staff members develop positive relationships with students. We often meet to ensure that our students are progressing toward graduation. (School #8, MCHS Application document review, May 12, 2016)

Students in all MCHS applications cited strong relationships with teachers, academic counselors, and staff as a significant factor in their success. For example, "the teachers really care about me and my future, they know my name and greet me with smiles" (Student #6,

MCHS Application document review, May 12, 2016), "it is nice to be treated as something other than a number or just as another kid someone seemingly has no interest in teaching" (Student #7, MCHS Application document review, May 12, 2016), and "teachers talk one-on-one with students and it has helped me know I will graduate" (School #1, MCHS Application document review, May 10, 2016). Students often express they have a strong relationship with a teacher, counselor, staff, principal or psychologist in such statements as, "every teacher introduced themselves and made me feel comfortable about learning...I felt that I could ask them any question about school work or personal problems" (School #8, MCHS Application document review, May 12, 2016).

Most MCHS stated that all staff worked hard to build successful relationships with students and contributed part of their success to having small class sizes. Supportive comments were, "our staff works diligently to cultivate an atmosphere of respect and trust between students and staff...it is an integral part of the learning experience" (School #3, MCHS Application document review, May 10, 2016), and "we are still able to maintain a student/teacher ratio of 20:1, thereby allowing students to establish and build relationships with teachers and other staff on campus" (School #7, MCHS Application document review, May 12, 2016).

Additionally, MCHS mention that parent involvement and relationship building was challenging but one school reported "the school continues to work to develop relationships with parents and provide opportunities for them to participate in school activities" (School #7, MCHS Application document review, May 12, 2016). Another school commented, "we discovered that parents are impressed with the quality of care, level of instruction, and our personal relationships that we thrive to develop with each student" (School #10, MCHS Application document review, May 12, 2016). Lastly, all MCHS commented on how they have positive relationships with the comprehensive school, colleges, and the community as mentioned earlier.

Staff and student recognition. All MCHS recognized students and staff as traditional sites, but what was unique was the repeated mentioning of how the recognition and awards model positive learning traits, growth, and individual effort. Student and staff recognition are express in the comment, "All Staff is concerned about student success and finds multiple ways to ensure such success. When development is made recognition in all forms are made" (School #1, MCHS Application document review, May 10, 2016).

For recognized students, the award represented that they were on the right track and their transformation was paying off as a teacher mentioned,

At an informal assembly, every teacher explains why this student was chosen. The student's name is then announced, given a gift card and their name is on our school marquee for one whole week. The smile on their face upon receiving this recognition is priceless. They begin to realize that they can do well in school regardless of what they have been told in the past. (School #5, MCHS Application document review, May 10, 2016)

Some of the multiple examples of student recognition included student of the week, GRIT certificates, athletic team lunches, awards for peer coaching, attendance, credits earned, honor roll, community service, multiple scholarship opportunities from businesses, and individual classroom awards through the posting of assignments and teacher recognition. Several districts gave outstanding Teacher and Teacher of the Year. A counselor noted, "that someone might never know what will spur a student to become motivated. If the school has something in place, motivation may occur when it might not have otherwise" (School #10, MCHS Application document review, May 12, 2016).

Student-centered. All MCHS were student-centered in which they developed individual learning plans and allowed the student to be a part of this decision-making process. For example, "Each student has a personal learning plan that emphasizes student interests, goals, and strengths, and all seniors have a postsecondary education plan" (School #1, MCHS Application document review, May 10, 2016) and "our school prides itself on its community-centered learning environment. Programs are in place to provide students with academic,

personal, social and emotional support so they can continue their education with confidence"

(School #3, MCHS Application document review, May 10, 2016). There were also mentions of student-centered through student comments such as:

When it comes to responsibility, it is incorporated into almost everything you take part in. You are responsible for completing the tasks you are instructed to do. It is your responsibility to achieve goals that you would like to accomplish. There is plenty of support but it is no one else's responsibility but yours to succeed. With the responsibility I learned here, I have been able to transfer it to my home and better my life overall. (School #8, MCHS Application document review, May 12, 2016)

The MCHS applications frequently mentioned how they believed in their students and their leadership abilities. The teachers' belief was evident in the establishment of various learning opportunities that allowed students' to be themselves and find ways to be active participants in their learning. For instance, one MCHS commented,

We have continually worked toward becoming a student-centered instructional system. These changes have always been brought about by student need. We attempt to get students engaged and challenged so that they can be prepared to handle their next phase of work and education. (School #10, MCHS Application document review, May 12, 2016)

A teacher also commented, "all students are given a chance and encouraged to develop leadership skills through a variety of programs...Students are at the center of our school" (School #5, MCHS Application document review, May 10, 2016).

From a student point of view, comments were reflective of how the school has given them the opportunity to develop. For example:

I always wanted to prove to my family and the people who doubted me that I could make a change and I can succeed in life and graduate. Each day that I come here, I'm always one step closer to my goals. (School #5, MCHS Application document review, May 10, 2016)

Another student reflected, "this school has given me the confidence I need to precede with my future goals" (School #3, MCHS Application document review, May 10, 2016).

Four of the MCHS also mention that they had open door policies, so students had the freedom and responsibility to address their needs. "The staff has an "open door" and a "yes if it

benefits students" policy so that students feel comfortable to propose and act on ideas involving the school" (School #9, MCHS Application document review, May 12, 2016).

Cognitive engagement. The review of the MCHS Applications through the lens of cognitive engagement revealed findings that policies, programs, and practices were developed to support student academic growth and post-secondary career and college plans (Ruiz de Velasco & McLaughlin, 2010; Kafele, 2013; Torlakson, 2016a; Waxman et al., 2004), flexible and relevant curriculum (Connell & Wellborn, 1991; Fredricks et al, 2004), students' interest (Hidi, 2006), and beliefs about their own ability and educational success (Eccles et al., 1983; Fredericks et al., 2004; Marks, 2000; Yazzie-Mintz, 2007).

Policies. Three themes emerge in Phase I data that support how MCHS are re-engaging at-risk students cognitively through various policies. These themes are (a) District Supported Curriculum & Staff Development, (b) Collaborative Student Placement & Intake Dates, and (c) Accelerated credit recovery. Brief descriptions of each policy theme are in Table 10.

Table 10

Model Continuation High School Cognitive Engagement Policy Themes

Policy Theme	Cognitive Engagement
District Supported Curriculum & Staff Development	All MCHS utilized district-approved curriculum and attended district staff development as well as site driven training.
Collaborative Student Placement & Intake Dates	All MCHS had a policy imposing order on student placement periods and collaborative intake assessment processes.
Accelerated Credit Recovery	All MCHS had various accelerated credit recovery opportunities to assist students in graduating on time.

Note. Themes are related to analysis of MCHS applications from 10 MCHS sites.

District supported curriculum and staff development. In all MCHS there was mention of a District supported Common Core curriculum and staff development. The district supported the MCHS's teachers with resources and flexibility in refining the district curriculum into a more developmentally appropriate curriculum to meet MCHS students' diverse needs. All MCHS's addressed students diverse needs by the implementation of programs such as advisory periods,

mentoring, flexible scheduling, common planning time, and enriched community service opportunities. One MCHS comments, "Faculty is issued a variety of instructional guides and support materials aligned with course content standards; however, they have the flexibility to make decisions as a department and supplement materials based on students' needs" (School #3, MCHS Application document review, May 3, 2016).

MCHS provided staff development in the form of district driven, site based, or collaborative learning communities. Comments in MCHS applications support this, "Teachers participate in district-wide curriculum and staff development activities and are provided staff development opportunities to improve effectiveness and update teaching practices through the use of current technologies" (School # 10, MCHS Application document review, May 12, 2016). MCHS further mentioned how, "Board members and district personnel consistently support and provide training for our staff's ongoing collaboration to discuss pacing guides and district assessments based on the Common Core standards" (School #6, MCHS Application document review, May 12, 2016). Teachers also commented that opportunities were provided to support their professional needs. An example comment of staff development opportunities is, "With the implementation of district-wide PLC time last year, we have more opportunities to collaborate with our colleagues" (School #8, MCHS Application document review, May 12, 2016). Staff development opportunities provided MCHS with an increased awareness and access to new methods of instruction. Another comment supporting collaboration is, "Each staff member is given two release days to work with their department colleagues at the traditional high school to articulate on common assessments, and development of Common Core benchmark exams" (School #5, MCHS Application document review, May 10, 2016).

Collaborative student placement and intake dates. All MCHS mention that they had a policy eliminating the continuous placement of students at their sites without proper input and exploration. For example, "Each student's grades, transcripts, attendance, discipline, test

scores, and requested placement are reviewed by the team...and accepted into our School four times a year" (School #9, MCHS Application document review, May 12, 2016). This policy ensured a collaborative effort to appropriately place students based on their individual needs. Many MCHS applications mentioned having scheduled cooperative placement was necessary for planning for proper instruction because it identified students' needs, interest, and barriers. For example, MCHS applications mentioned, "At that meeting, the vision is cast for academic expectation and rigor, attendance and behavior" (School #8, MCHS Application document review, May 12, 2016), and "each student's unique academic background is discussed to ensure that they receive proper placement in classes" (School #3, MCHS Application document review, May 10, 2016).

Additionally, most mentioned that proper intake provided an opportunity to discuss external opportunities available to the individual student or their family. One MCHS commented, "Anecdotal data shared in the intake meetings regarding personal/social issues are addressed with referrals to individual and group counseling or to supplemental programs such as Peer Helping" (School #5, MCHS Application document review, May 10, 2016). Most MCHS collaborative intake process consisted of both site's administrators, counselor, parents, and student. In six of the MCHS, their focus was on credit recovery and all had less than 5% discipline based transfers. For example, "We do not focus on discipline issues but rather student academic success" (School #9, MCHS Application document review, May 12, 2016). Other MCHS commented, "Students typically enroll at our site when they have fallen far enough behind in graduation credits which would not allow them to graduate on time, if they stayed at their traditional high school" (School #10, MCHS Application document review, May 12, 2016).

Accelerated credit recovery. All MCHS offered various credit recovery opportunities that accelerate students' ability to graduate. Within the master schedule, there are embedded opportunities for credit recovery, and others opportunities are through after school online

classes, ROP, Community Service, Work Experience, Internship, and Adult Education. For example, "Students can also earn credits through a partnership with our ROP program (anywhere from 5-20 additional credits on top of what they receive here)" (School #10, MCHS Application document review, May 12, 2016). Most schools had online programs as reflected in the following comment, "Our online program is open to students before, during, and after school...this program is a versatile commercial online curriculum that allows students to earn credits at a variable rate with teacher support" (School #8, MCHS Application document review, May 12, 2016). Another MCHS commented,

We pride ourselves in helping students catch up on credits. Our trimester format helps students maximize their credit production by offering 75 regular credits a year. We also offer two 6th period offerings, ROP Web Design and a credit recovery class in our Learning Center. By offering the sixth period to students, they have a chance to earn 10 to 15 extra credits in a school year, for a possible total of 90 credits. (School #10, MCHS Application document review, May 12, 2016)

From the student point of view, accelerated credit recovery "provides a fair shot of catching up instead of just being left behind" (Student #6, MCHS Application document review, May 12, 2016). Another student commented, "I thought it would be impossible to graduate, so I started to slack off more in my classes. Now I am catching up through credit-recovery courses and will be able to graduate on time" (School #8, MCHS Application document review, May 12, 2016).

Programs. Three themes emerge in Phase I data that describe how MCHS are re-engaging at-risk students Cognitively through various programs. These themes are (a) Various Intervention Programs, (b) College and Career Prep, and (c) Individualized Academic Support. Brief descriptions of each program theme are in Table 11.

Table 11

Model Continuation High School Cognitive Engagement Program Themes

Program Theme	Cognitive Engagement
Various Intervention Programs	All sites offered various interventions in English Language Arts

(Continued)

Program Theme	Cognitive Engagement
	(ELA) and Math and most were in the process in changing their CAHSEE support classes to meet the needs of Common Core instructional success.
Integrated College & Career Programs	Most MCHS courses integrated ROP, CTE, Adult Education, and College curriculum to increase student engagement.
Individualized Academic Plans	All MCHS offered individualized academic plans and were monitored through an advisory period or program.

Note. Themes are related to analysis of MCHS applications from 10 MCHS sites.

Various intervention programs. Acknowledging students arrive with academic gaps; all MCHS provided various interventions for of Language Art and Mathematics including, California High School Exit Exam (CAHSEE) support classes, computer-based diagnostics and assisted instruction, tutoring, advisory period support, and one-on-one lab support sessions. Interventions are also available for elective credits within the school day. Additional support was provided for all subjects and assignment completion during advisory, learning lab hours or after school. A few had peer tutoring and college student support programs. Teachers stated "we ensure students are progressing...and offer support to ensure they succeed" (School #8, MCHS Application document review, May 12, 2016), and "we get results from students who have otherwise not found any success" (School #10, MCHS Application document review, May 12, 2016). A parent also mentioned that the school "keeps students on target to graduate and genuinely support students who struggle with learning tools to support their academic needs" (School #7, MCHS Application document review, May 12, 2016).

College and career prep. Most MCHS mentioned the integration of college and career preparation into the core curriculum. For example, "During Senior English classes, students complete a career inventory, the FAFSA, the College Early Admissions application, take the pre-test for College, write scholarship applications, and visit local community colleges and vocational training institutions" (School #10, MCHS Application document review, May 12, 2016). MCHS also mentioned how teachers incorporate the relevant application of the curriculum to careers and lifelong learning. For example, a teacher stated,

Our goal is to prepare students to seek out careers with a clear perspective of their personal goals and what is available. We provide many avenues to ensure understanding of the training and expertise required for a broad spectrum of careers, which we try to provide in each of our courses. (School #6, MCHS Application document review, May 12, 2016)

In all MCHS applications, project-based learning was used to integrate relevant college and career preparation into the core curriculum design. For example, a teacher stated, "Students quickly learn at our schools; assignments don't just involve pen and paper... they are learning skills that will land them a job" (School #10, MCHS Application document review, May 12, 2016). A student also stated, "In my classes, I have learned what I need to do to meet my career goals" (School #6, MCHS Application document review, May 12, 2016).

Individualized academic plans. All MCHS offered individualized academic plans that were frequently monitored and adjusted to ensure success. As one MCHS mentioned, "classes are self-paced, and progress is individually monitored. As progress is made, new classes are assigned. If growth is not matching the student's effort, then a Student Study Team (SST) meeting is scheduled, and directions are modified" (School #8, MCHS Application document review, May 10, 2016). Three of the MCHS applications mentioned the individualized academic plans were choice based and provided "maximum flexibility because most of our students do not do well with a lock- step approach" (School #4, MCHS Application document review, May 10, 2016).

Eight of the MCHS mentioned how individualized academic plans allowed easy monitoring of student progress and reminded all how much students had grown. For example, "As a staff, we take great pride in the aha moments and wonderful discussions that occur in the classroom, but even more so, our success is measured in the caliber of human beings we are letting out into the world" (School #10, MCHS Application document review, May 12, 2016). A second example is, "we are frequently adjusting students' learning plans to their interests and needs" (School #7, MCHS Application document review, May 12, 2016). The monitoring of

individualized academic plans usually took place within an advisory period. Capitalizing on the benefits of their small size, some MCHS added advisory classes or advisement programs that emphasized study skills and motivation. The advisory programs encouraged ongoing student engagement and provided students with a direct connection to their teacher and peers for support. For example, a student commented, "coming here has made me a better student...I see my increased intelligence; it's a place to challenge your mind and see how far you can push yourself" (School #8, MCHS Application document review, May 12, 2016).

Practices. Three themes emerge in Phase I data that describe how MCHS are re-engaging at-risk students Cognitively through various practices. These themes are (a) Various Instructional Methods, (b) Frequent Monitoring of Student Progress, and (c) No Failure Rule. Brief descriptions of each practice theme are in Table 12.

Table 12

Model Continuation High School Cognitive Engagement Practice Themes

Practice Theme	Cognitive Engagement
Various Instructional Methods	All MCHS used various instructional methods to meet the needs of their at-risk students.
Frequent Monitoring of Student Progress	All MCHS frequently monitored students cognitive, behavioral, and emotional progress and adjust their learning plans as needed.
No Failure Rule	Most MCHS implemented a 'no failure' rule and a 'whatever it takes' attitude

Note. Themes are related to analysis of MCHS applications from 10 MCHS sites.

Various instructional methods. In addition to instructional policies that increased engagement, MCHS discussed several unique school-wide instructional methods implemented at their sites. All used directed instruction and one-on-one instruction to guide students through their individualized learning plans, online learning, credit recovery portfolios, and concurrent enrollment to accommodate students' family, work, and academic needs. Additionally, schools used small-group, project-based, hands-on, and real life situation learning to engage students in higher order problem solving. For example, "we provide real-world relevance for learning"

(School #6, MCHS Application document review, May 12, 2016) and “our instructional program provides active student participation and hands-on activities versus book work” (School #5, MCHS Application document review, May 10, 2016).

A parent commented, “my son was given real-life assignments that helped him like school and be interested in his school work” (School #2, MCHS Application document review, May 10, 2016). Additionally, a student reflected, “the teachers allowed me to move around in class, and we had different lessons which we created projects that we tried out” (School #3, MCHS Application document review, May 10, 2016). Most MCHS reported not assigning class homework, except credit recovery portfolios, to ensure students had the support needed to be successful on assignments.

MCHS teachers took advantage of weekly collaboration to build the fortitude necessary to a design, and implement instructional practices like, monitoring of individual learning plans, “relevant and challenging curriculum” (School #2, MCHS Application document review, May 10, 2016), “the building of curiosity and interests” (School #10, MCHS Application document review, May 12, 2016), “utilization of student input” (School #3, MCHS Application document review, May 10, 2016), “deep learning, choice” (School #4, MCHS Application document review, May 10, 2016), “persistence” (School #9, MCHS Application document review, May 12, 2016), “knowledge, and positive emotion” (School # 7, MCHS Application document review, May 12, 2016). Students comments further reflected the positive application of the various instructional methods, “teachers grab our attention and show us how it works” (School #7, MCHS Application document review, May 12, 2016) and “teachers actually pay attention to students...they will support you if you are willing” (Student #13, MCHS Application document review, May 12, 2016).

Frequent monitoring of student progress. All MCHS had numerous ways of monitoring student progress and communicating such progress to enhance students’ beliefs in their ability.

For example, “teachers engage in discussions on student progress, educational research and learning objectives” (School #3, MCHS Application document review, May 10, 2016). A student also stated, “In all programs, student progress is frequently monitored through monthly progress reports, weekly discussions with individual classroom teachers, during collaborative meetings, and through our mentoring program” (School #5, MCHS Application document review, May 10, 2016). In all MCHS applications, “staff frequently assesses student's strengths, weaknesses, and progress towards graduation” (School #9, MCHS Application document review, May 12, 2016).

In most MCHS, student progress monitored was collaborative. Placing the responsibility on all staff to ensure learning progress for all students. MCHS documented student monitoring through comments such as, “During collaborative meetings, the entire team discusses the progress of each student and programs as a whole” (School #7, MCHS Application document review, May 12, 2016) and “we continually assess students’ level of progress and placement within our programs together”, (School #5, MCHS Application document review, May 10, 2016).

Most MCHS reported how teachers, counselors, and some administrators frequently “called and emailed parents with students’ academic progress” (School #4, MCHS Application document review, May 10, 2016). One parent commented on the monitoring process, “I liked having only one person to discuss my son’s progress, grades, attendance, schedule, courses, graduation plan, his strengths, weaknesses, etc. His Homeroom teacher did just that”, (School #8, MCHS Application document review, May 12, 2016). Also, all MCHS mentioned some type of Student Study Team (SST) where staff and parents met to discuss options for student success. One MCHS commented, “We hold Student Success Team meetings for struggling students and their parents to try and proactively address their issues” (School # 10, MCHS Application document review, May 12, 2016).

Additionally, most MCHS mentioned how teachers guided students towards self-monitoring to increase their responsibility and buy-in. MCHS application comments consisted of, “students are encouraged daily by staff to complete their work with rubric expectations and to complete assignments and projects in pace with the class deadlines” (School #1, Document Review, May 10, 2016) and “Students are able to track their own progress towards course completion and graduation as a part of our Wednesday curriculum and our “Adopt a Student” program, (School #5, MCHS Application document review, May 10,2016).

No failure rule. In all MCHS applications there were statements about how teachers promoted high expectations, a strong commitment to student success, the belief that every student can succeed, and the implementation of a "no-failure" instructional system. A strong commitment to student success was supported by comments in the MCHS applications such as, "Failure is not an option and teachers work tirelessly to provide additional assistance for struggling students" (School #3, MCHS Application document review, May 10, 2016). A teacher stated, "We address students' connections to school and try to build a bridge back to making school a place of success, not for failure" (School #5, MCHS Application document review, May 10, 2016).

Five MCHS mentioned mastery-based grading. For example, "There are no D or F grades given as all work and the test must be to the mastery level" (School #10, MCHS Application document review, May 12, 2016). To express teachers' dedication to student success, one MCHS teacher stated, "We do not settle for just getting by attitudes. We want our students to be the very best at what they do and will do whatever it takes to assist them" (School #8, MCHS Application document review, May 12, 2016). Students and parents also commented on how teachers' dedication facilitated students' development of high expectations. For example, "Jonah has learned he can accomplish whatever he sets his mind to. We credit

each and every one of his teachers who have helped him see that he has a bright future"

(School #6, MCHS Application document review, May 12, 2016).

Phase two. The second phase of the study also dealt with research question one and a more in-depth explanation of the components necessary for successful implementation of the policies, programs, and practices identified in phase one to address sub-question 1a, 1b, and 1c. The 10 site administrators were interviewed through a 45-60 minute semi-structured interview process in a face-to-face, Skype, or phone format to discuss policies, programs, and practices that they believed contributed to re-engaging their students behaviorally, emotionally, and cognitively. Before the interviews, the interview questions and guide were sent to two outside experts to check content validity. The interview guide and nine questions (Appendix C) were slightly modified, and terms clarified after a pilot with a non-participating Model Continuation High School site administrator.

The participating site administrators were sent the nine interview questions ahead of time through an email. The researcher went over the interview script and gained verbal permission before beginning the interview. Two devices were used to record the interviews and then transcribed. Similar to Phase I, Phase II data was analyzed through a ten-step process (Appendix H) and was reported through core re-engaging themes with particular emphasis on highlighting explanations and implementation of policies, programs, and practices. The transcribed interviews and themes were also given to outside experts to perform audits on the data to reduce researcher bias and increase credibility. The eight-implementation themes that emerged are in Table 13.

Table 13

Model Continuation High School Re-engagement Implementation Themes

Implementation Theme	Description	
1. Maintain a Welcoming, Safe, & Clean Campus	All site administrators had pride when speaking	(Continued)

Implementation Theme	Description
	of their campuses and how staff created a welcoming environment for all students.
2. Establish Clear & High Expectations	All site administrators talked about how they ensured consistent and clear expectations for all.
3. Meaningful Adult Relationships	All site administrators mentioned teacher-student and mentor-student relationships and how these relationships were supporting individual students' developmental needs.
4. Provide a Structured & Adaptable Learning Environment	All site administrators mentioned how they continually modified policies, programs, and practices to meet the needs of their students.
5. Provide On-campus Counseling Support	All site administrators talked about various on and off campus counseling support programs for students and their families.
6. Provide Relevance to Students' Future	All site administrators mentioned how their curriculum is not only aligned to Common Core State Standards but also career pathways to develop students' interests and future goals.
7. Provide Various Opportunities for Active Involvement	All site administrators mentioned various co- and extra-curricular, and community service activities and events to promote active student involvement.
8. Celebrate the Small Wins	All site administrators mention how their staff celebrated students' progress to assist students' confidence in their abilities.

Note. Themes are related to analysis of 10 MCHS administrator interviews.

Maintain a welcoming, safe, and clean campus. All MCHS site administrators mentioned that new students, parents, and visitors always feel welcomed and how the district provided a "beautiful campus where students and parents see the investment" (Administrator #8, Interview, May 18, 2016). The administrators credited their staff's hard work in creating a welcoming and clean environment, which promotes respect, pride, and a safe campus for students. For example,

We also have a very clean campus. We are graffiti free. It has taken us a long time to get the students to understand that this is their school. I think they see that people come in and see the program, and it is no longer the stepchild type of program. When they see the cleanliness of the school, they relax. It is not me; it is the teachers and the second year seniors who teach the new students responsibility to pick up their trash and take pride. (Administrator #3, Interview, May 16, 2016)

We want our students and parents to be proud of our school and to give a good representation of what we do...it is a whole marketing plan. The biggest challenge was to recreate our school image to reflect the great community going on here. Everyone plays a part to ensure that students can be successful and we are here for them. (Administrator #9, Interview, May 16, 2016)

The students are quiet and respectful. If you walk in our school, kids are quiet and participating. That all reflects back on our level of expectations for the students. (Administrator #5, Interview, May 16, 2016)

MCHS administrators also mention how providing a safe campus with no 'drama' and high respect for all allowed students to develop the trust needed to bring back their focus on learning. For example,

We allow no discipline issues...the parents and students know the expectation. We spend a lot of time meeting with them when they come to us, so they know this is a school of academics and second chances. Not a school to be doing the same behavior that they did in the past school or disengaged in school. (Administrator #9, Interview, May 18, 2016)

The students are not afraid to ask questions because they know the teachers are not going to say anything sarcastic or allow any negative comments about them. They feel every question is a good question. So just giving them the comfort and safety to say anything allows them to develop and take responsibility for their learning. (Administrator #1, Interview, May 16, 2016)

Our teachers are excellent at being complete nurturers and trying to create safe spaces. They keep in mind that Jonny might not be able to deal with stress, trauma, adversity, or things along those lines. (Administrator #10, Interview, May 18, 2016)

Additionally, most of the MCHS site administrators discussed their staff's dedication and passion in creating a supportive 'family-like' environment that addressed students' needs.

I think the supportive 'family-like' community, the caring environment, the relationships, we rally around each other, and I think the overall environment is what opens the students up to re-engage into their future. (Administrator #8, Interview, May 16, 2016)

It is about making the students feel at ease...we focus on students being here and relax more then on other issues so students can feel as if they can be an individual. This relaxes them, reduces their fear, and allows the learning to begin. (Administrator #3, Interview, May 16, 2016)

It is a combination of all the little things we do. I might not know everyone's name, but everybody's name is known by someone here. Everybody is made to feel that we want them here that they belong here. And that this is the place they can be successful. It is staff; it is the way we do things. We make the kids feel like they can be successful. We can do that because we have only 18-20 students in a classroom instead of forty in a classroom. (Administrator #6, Interview, May 18, 2016)

One administrator summed it up well, "Our community and parent's call our school, one

of the best-kept secrets...the bottom line is, we care and it's genuine" (Administrator #5, Interview, May 16, 2016).

Establish clear and high expectations. To set clear and high expectations, all MCHS site administrators mentioned how they discussed expectations in detail with the students and their parents during intake, and reviewed such expectations frequently to ensure students are entirely clear on what it takes to be a member of their community. For example,

We go over a lot of norms and expectations. We let them know we have high expectations for them. We let them know about behavior norms, and we let them know all of those things. We don't focus on the dress code; we don't focus on crimes and punishments. We just talk to them about expectations. For the most part, they learn to grow into them. We support those expectations through counseling, mentoring, and our homeroom program because they have that teacher every day, and it provides consistency. (Administrator #8, Interview, May 18, 2016)

Orientation is a standout program. Because we cover everything, we include expectations, and they are leaving their old world behind and entering into a new world with new expectations that I don't think students ever get. Very clear guidelines, what is expected, how to get from A-Z, graduation requirements, and the plan when they graduate. We focus so much on expectations we don't talk about all those other negative things. (Administrator #9, Interview, May 18, 2016)

One site administrator mentioned, "Parents are very clear on our expectations, and how it takes all of us. 'It takes a village' to assist their child" (Administrator #9, Interview, May 18, 2016). Additionally, several MCHS site administrators mention how staff, "does everything they can to ensure students meet those expectations...we understand our priority is to create high school graduates but under that, and not very different second, we want to create better people" (Administrator #6, Interview, May 18, 2016).

Most MCHS administrators mention how clear expectations assisted in breaking down the graduation barrier of their students from, 'I will never graduate...I'm too far behind' to "I can do this" (Administrator #1, Interview, May 16, 2016). One administrator commented, "When you plot graduation plans out with students, you are giving them a formula and explaining to them what the process is...It gives them a better understanding and they don't have the anxiety about

graduating anymore" (Administrator #3, Interview, May 16, 2016). Expectation beliefs of most administrators were summed up in this comment,

When things are vague, muddy, when students don't know what to expect, they fail. So what we try to do is be consistent, clear, and help them establish goals and aspirations. We don't want our students to replicate what has been done in the past, so we keep talking about it; we keep it up front. (Administrator #8, Interview, May 18, 2016)

When students are short of the established expectation all MCHS administrators discussed how students were held accountable and natural consequences were given. Such consequences were not punitive but seen as scaffolding to assist students in meeting the deficient expectation. For example,

We sometimes find that we need to do things as well for the entire school. Like last year we added a mandatory 7th-period tutoring class if you have an incomplete in a class. This adds to the consequence of what happens if you don't meet expectations. The students are still responsible for meeting the expectation; we just provide more support. (Administrator #6, Interview, May 18, 2016)

Meaningful adult relationships. All MCHS site administrators talked about the importance of establishing significant relationships between students and adults to build a bond or connectivity to someone at their school. For example,

We have done a lot here to build the relationships to get the right people involved with the students. I always say it is not the learning or education first...that is the goal...but unless they are feeling connected, or someone cares about them, unless they feel respected, that is not going to happen, a lot of them have turned off to school. They come here, and they are way behind in credits, they don't feel a sense of belonging. (Administrator #8, Interview, May 18, 2016)

All MCHS administrators talked about their dedicated staff and their willingness to extend beyond their official roles and job definitions to establish professional, caring relationships with their students. They stressed having the right staff makes the difference. One administrator explains,

Students come to us, and they have not been in school, they have failed over and over again, which usually means they have educational trust issues. So our first goal is to build trust and relationships with students. You need the right staff to do this, and it has taken me five years to accomplish this. (Administrator #1, Interview, May 16, 2016)

Most MCHS administrators mentioned relationships were possible due to being a small school with dedicated staff and having small class sizes. Two administrators mentioned,

We are so small we have the opportunity to build those relationships that make a difference. One of the biggest things when they first arrive is that students are called by their name; it is the little things that you don't think about that make the difference. Students like to be treated as somebody. (Administrator #2, Interview, May 16, 2016)

I think the main thing to get them re-engage, and probably every question we ask here today in our setting is building relationships. It is just that it relates to us being a small school, having the right teachers here and the staff who know the students by name and they get to know them as people. (Administrator #8, Interview, May 18, 2016)

Three MCHS administrators mentioned how relationships helped, "with good relationships, students want to make their teachers happy, so they work hard" (Administrator #6, Interview, May 18, 2016). Another MCHS administrator describes why it is important to build trusting and supportive relationships with students,

Sometimes they just want a smaller setting, they don't like the comprehensive, and they don't want to do online. Honestly, we lose so many students out there because they slip through the cracks, and no one cares about them, no one pays attention. Because they are not behavior problems, they are smart kids that are just bored, disengaged or life happens. (Administrator #8, Interview, May 18, 2016)

Eight of the MCHS administrators talked about how caring relationships assisted in monitoring students' progress in a more informed supportive manner. For example,

During the course of the year teachers get close to their students and when we do our modified day on Wednesday (Every week), we discuss the students and things that are accruing during their lives that not everyone knows about, we discuss the progress or lack of, behavioral issues, or who has family issues. (Administrator #3, Interview, May 16, 2016)

Provide a structured and adaptable learning environment. All MCHS administrators mention how their students needed stability and structure to allow them to relax enough to learn. One MCHS administrator commented on how students, "are bounced around from on house to the next. They quite often have gone to more than one to three high schools in their academic career, and thus very important for us to provide some stability" (Administrator #5, Interview, May 16, 2016). Additionally, all MCHS administrators discuss various learning environments

that allowed teachers flexibility to meet students' needs. Such learning environments provided, "lots of hands-on, critical thinking, higher level thinking, project-based, and group-based learning" (Administrator #10, Interview, May 18, 2016). Implementation of the required curriculum varied to meet the emotional, behavioral, and cognitive needs of students. One MCHS administrator gave this example,

I would say our biggest practice is differentiation. So if a student does not want to do a presentation, maybe they will meet with the teacher individually. The teacher might give them an alternative assignment. I think it is differentiation, and not expecting the same product from every student but a product that meets the requirements for passing the class. (Administrator #7, Interview, May 18, 2016)

Administrators also talked about how smaller class sizes were necessary to assist teachers in becoming familiar with students names, interest, and needs. For example,

We really can be aware of when a student is in need due to being a small school. By observation, or hearing from other students. We recognize when a student is struggling with something emotionally. We can find the right person or the right support for them before it becomes a discipline issue. I guess we are more proactive. (Administrator #8, Interview, May 18, 2016)

In a small environment like this we can recognize learning gaps and know were to provide interventions. Through our interventions, we have transitioned to various learning styles and varied learning environments. The level of learning has increased by interacting with the teacher and other students. (Administrator #8, Interview, May 18, 2016)

Students realize it is a small campus, and they can't be invisible or get away with things. They are going to be held accountable, and teachers will know their names. So familiarity is a big part of why our kids can get a hold of what needs to be done pretty quickly. If things are becoming difficult for students, we are able to get a hold of it pretty quickly. (Administrator #5, Interview, May 16, 2016)

Built into the structure of all MCHS were programs and safety nets that provided students extra support and teacher resources to develop students' interest and address learning and developmental gaps. Three examples are below,

We have a transition course that is part of what the students take when they arrive at our school to help build a bond with school practices and policies and the whole point really is to make them feel connected; that this is home, and people care about them here. (Administrator #9, Interview, May 18, 2016)

We offer support classes that are part of the curriculum. Support groups such as drug

and alcohol; anger management, mentor-to-mentor, and Rotary Key Club - contributing to community and feeling connected to the community; which give teachers access to resources to help their students. (Administrator #8, Interview, May 18, 2016)

We have a peer helping class that gets formal training in peer engagement. They work with our students, but we also have an outreach program where we take our peer helpers to the middle school, and each of our peer helpers is assigned a student at the middle school who is at-risk. This helps our students learn how to think about someone else's needs. (Administrator #5, Interview, May 16, 2016)

All MCHS administrators talked about how teachers provide developmental support to scaffold learning and increase student engagement. For example, "We are very actively involved in our student's success. All of us participate not just the student" (Administrator #4, Interviews, May 16, 2016), and

We frequently discuss the academic standing and also their barriers whether it be social, emotional, or behavioral. We get to the bottom of why they're having difficulty so we can immediately try to get a hold of the student's challenges and respond to their needs before they give up or act out. (Administrator #5, Interview, May 16, 2016)

Six of the administrators mentioned that there was not one specific program or action that assisted in re-engaging students. It was the ability of their staff to understand each student's needs and nurture their development through multiple avenues. Two administrators commented,

I wish there was just that one thing, but there isn't. It is a whole bunch of little things, and it is how we, or the culture of what we want to accomplish, and it's the culture the staff has adopted, and how we work. (Administrator #6, Interview, May 18, 2016)

All the little things make a difference...making a personal call home, showing you care about their future, knowing their name, participating in a lunchtime activity, and being flexible as they learn to make responsible choices. (Administrator #4, Interview, May 16, 2016)

Provide on-campus counseling support. All MCHS administrators discussed how their sites had multiple counseling opportunities to remove emotional and behavioral barriers.

As one administrator mentioned,

We try our best to remove these barriers. We will work with families; we will do things outside of the school day. When students are having a bad day, we don't just leave them alone, unless that works best for them. We provide them support to work through issues

so they can function in a learning environment. (Administrator #5, Interview, May 16, 2016)

The counseling programs were provided by the district and through community and college-based free programs. Some examples discussed are,

One of the great advantages of being a small school, is we get to know a lot about the students and their needs. We provide multiple opportunities for counseling. We also bring an intern from the Cal State system and other programs. They do groups with our students and some individual and family counseling. (Administrator #5, Interview, May 16, 2016)

We have outside counselors provided by the sheriff department. They come twice a week, and we refer kids based on their need for these counselors. We also have clinical type counseling interns. This one-on-one counseling, sometimes it is ten minutes sometimes it is an hour. (Administrator #6, Interview, May 18, 2016)

We have all the basics, counseling, support from district office for homeless or foster youth and those types of things. I think we care about the whole child and not just the academic part. (Administrator #9, Interview, May 18, 2016)

All MCHS administrators stated without the teachers' support and flexibility the counseling programs would not be as successful. For example, administrators mentioned,

I think the teachers make an effort to understand the underlying reasons or cause of the behavior. They can refer students with enough detail to jump start the conversation. (Administrator #10, Interview, May 18, 2016)

Teachers always touch base, talk to students, and students have their permission to ask to see their counselor when needed. They realize content coverage can be made up but emotional issues for our students, need to be dealt with quickly. (Administrator #5, Interview, May 16, 2016)

I think we do a lot of counseling, individual counseling. Whether it is from the counselor, teachers, or myself. Everybody takes a role depending who the student is connected to. (Administrator #8, Interview, May 18, 2016)

Most MCHS administrators discussed the benefits of offering group counseling programs during their advisory periods or as a voluntary optional activity. Some examples are,

We have Planned Parenthood come in to talk about at-risk behaviors, I do drugs lectures once a week, and it's the drug of the week. (Administrator #5, Interview, May 16, 2016)

The House of Roots; they will do a whole unit on domestic violence. And kids come out learning the word 'consent'; they even made up a rap song about consent, and the video production class produced it as a video to share with other students in the district. (Administrator #10, Interview, May 18, 2016)

Students make choices every day that affect their life, so if we can help them to cope or not go down that same old road, they can stay in school and graduate. One suspendible violation and they are gone, so counseling is a key to understanding themselves. (Administrator #9, Interview, May 18, 2016)

Provide relevance to students' future. All MCHS administrators discussed how students are disconnected about what it takes to graduate and what happens after graduation. For example,

When students come to us they usually have no idea what classes they need to graduate or even what interest them. Students may have a conceptual idea of what they may want, such as a nice car or house, but no idea or willingness to do the steps to get there. (Administrator #10, Interview, May 18, 2016)

MCHS administrators mentioned how, "Students have not ever sat down with their parents and had conversations about where they are going, what it takes to graduate, and what they are going to do after graduation" (Administrator #1, Interview, May 16, 2016). As one MCHS administrator mentioned,

We do a lot of planning here to wake students up. We take students on college trips; we have grad plans, and portfolios, we get them thinking about what they want to do after they graduate through curriculum exploration, guest speakers, and internships. (Administrator #4, Interview, May 16, 2016)

All MCHS administrators talked about the functional importance of student graduation plans and post-secondary options as two administrators mentioned,

I think their grad plans help them get into the mindset of engagement. All of them have a personal grad plan; they have to carry it on them, and they have to use that as far as track their credits, track their courses, be responsible for their academic progress. (Administrator #9, Interview, May 18, 2017)

Post-secondary is our whole plan...that students graduate and have options when they leave us. We are goal-driven, we ensure all students have post-secondary goals were they are planning to attend or get into college. (Administrator # 8, Interview, May 18, 2017)

Additionally, MCHS administrators discussed the importance of establishing a plan for graduation and frequently monitoring the plan with the students to show progress, growth, and encourage higher educational goals as they develop. One administrator gave this example,

Kids in these situations don't often have hope for their future; it is an indicator if we can make them feel confident again and make them feel they have the support to get back on their feet. Usually, if they can see a path or something in their future, they become more positive. It is a way to break away from an adverse family situation, a drug situation, or something else. They can start again on a new beginning. (Administrator #8, Interview, May 18, 2016)

All MCHS administrators also discussed the various opportunities they provided for students to explore their interest, career pathways, and college. They mentioned how it was a high priority to provide such opportunities due to most of their students having limited to no exposure to college and career pathways. For example,

What I found is that kids like college. At first, most feel they have no business being there, but when you take them and put them on a college campus they begin to feel like it's not such a big deal and that they can do it. Then it gets them excited about what they are going to do next which is nice. (Administrator #1, Interview, May 16, 2016)

We are here to assist them with their future goals and help them to be successful. Not every student wants to go to college, but we teach all how to be successful and teaching them life skills, tone, and mannerism....it makes a difference. (Administrator #3, Interview, May 16, 2016)

We have partnerships with three area community colleges to get the kids focused on the future. We take field trips for the senior days, or they come her to speak with the students. We have students go and do their placement test ahead of time. Our kids need a lot of handholding. If college is not their thing we have partnerships were our student could learn a trade after high school. (Administrator #5, Interview, May 16, 2016)

Furthermore, MCHS administrators discussed the how their curriculum integrated career pathways to increase student interests and helped provide students with hands-on opportunities to experience real life employment situations. For example,

We are going to offer World History, but it is going to be called World History and Design. If you want to work with Photoshop, advertising, design, or things along those lines, this will be a History that tackles those areas. So these are the types of classes we offer to get kids to start thinking about careers. (Administrator #10, Interview, May 18, 2016)

We provide a curriculum that also helps students learn more about themselves and create a plan for their future. We do have A-G courses, but we have found that most of our students drop out the first year of college...so, to start to build the bridge to help students become better college students we offer college courses. (Administrator #8, Interview, May 18, 2016)

Provide various opportunities for active involvement. All MCHS administrators mention numerous times how getting students involved or participating in their learning was a key to re-engaging them back into the educational process. MCHS administrators had various comments such as,

Everything we do here and whatever we established here it is to re-establish that connectedness, for whatever reason those who are failing are not connected, as you know. So everything we do here is geared towards policies to reconnect socially and academically. (Administrator #5, Interview, May 16, 2016)

Some of our courses require our students to do community service; I think that this is an emotional social kind of well-being. I think when students engage in a good cause, it kind of helps them to be more attached and socially well off, and more emotionally well off. (Administrator #9, Interview, May 18, 2016)

When students come to us they are used to hiding and are not connected to anything. But they soon realize the class sizes are small, and we work hard developing opportunities for active participation and helping them learn how to engaged more in and out of the classroom. It is important for the students to be connected and involved. (Administrator #10, Interview, May 18, 2016)

Through active participation, students begin to realize how certain behaviors and choices can affect outcomes, not only for them as individuals but also for our community as a whole. (Administrator #7, Interview, May 18, 2016)

All MCHS administrators also talked about the student benefits of active participation of students in the community, social, and extra-curriculum activities. For example,

A lot of our kids did not have a chance of being part of ASB, leadership classes, or sports because they dug themselves into a hole. So when they come here, they can be a part of these experiences. They plan all the activities on campus, and they do a lot of community service together. It is fun to watch because they can't believe they are in leadership. Once they get into those roles, they blossom. It is interesting to watch. They just shine, I think it is because they feel like they have control and make decisions. (Administrator #1, Interview, May 16, 2016)

One of the things that we brought back this year is participation in History Day. At the regionals, we were the only continuation high school there. We took six students, and three of them finished first in their category. So they are going to state competition in May. This was a great source of pride. It reminds the students that they can do things, have the academic stamina, and the commitment that requires you not only to get through what is required at home and school but, in addition, realize they have put in 15-20 hours a week for six weeks, and they were able to get through it. For the students who are on the team to compete it is a great sense of accomplishment. For the students that are not on the team, they see their classmates' accomplishments and realize there are opportunities here at this school for students to perform and try different things. We

are hopeful that they soon realize or think they can be one of those students as well. (Administrator #8, Interview, May 18, 2016)

We actually had a basketball team this year. Which was awesome because, one of the side effects, we weren't sure how it would happen, was that students re-engaged in the school. There was a buzz around the campus, even though we were not winning all of our games. You could here students say we suck at basketball, or what ever, it was still a visible change in the students, as far as school spirit. That was huge, huge thing for us this year. (Administrator #7, Interview, May 18, 2016)

Some of the MCHS administrators also mentioned how their sites, as well as all members of their community, have benefited from the growth in student opportunities and participation over the last few years. For example,

We do community service with the junior college and in return, they do a lot of sandwiches and ice creams free for us because of our partnership. (Administrator #1, Interview, May 16, 2016)

I take my data, and I look at how many students are involved in an extra curriculum activity. It has grown these past few years because of things like sports, ASB, and community service. It has helped our student culture, teachers in the classroom, and our community partners. (Administrator #10, Interview, May 18, 2016)

Celebrate the small wins. All MCHS administrators mention how their staff worked hard to provide personal recognition for growth in each of their students, not merely just the most successful. The administrators' attitudes were if students could recognize and celebrate their small wins they would eventually build enough confidence and trust in others to re-engage back into the educational process. Some MCHS administrators' commented,

Most of our students have come from large schools were they don't receive much positive recognition, or they are the student who is struggling in class and not getting the support they need to feel tied to the school. (Administrator #8, Interview, May 18, 2016)

"It is a place where students find success and learn to love school again. So we build on small accomplishments and little by little they snowball into larger and larger accomplishments. (Administrator #8, Interview, May 18, 2016)

Everybody is acknowledged for who they are, not what they did, not how they got here, just who they are. (Administrator #6, Interview, May 18, 2016)

Additionally, all MCHS administrators talked about the traditional types of school awards, but again, they tried to offer shorter time periods in accomplishing such awards and felt it was another way to give incentives to do well in school and provide learning opportunities for others.

For example,

We have a lot of incentive programs. For example, we have attendance incentives, and we try to award them in short clumps, so students realize they have many chances to earn incentives throughout the year. (Administrator #1, Interview, May 16, 2016)

Every Thursday we have a student of the week and the staff talks about why the student receives the award, so it reinforces those critical components that students need to learn to be a good student. They hear weekly how a student just like them, improved and accomplished it. (Administrator #5, Interview, May 16, 2016)

We do student recognition every week for the student of the week. That is probably the biggest program for celebration for kids. (Administrator #7, Interview, May 18, 2016)

At graduation, we give out 20-50 scholarships and awards. So there is a lot of opportunity for students to be recognized. (Administrator #9, Interview, May 18, 2016)

Summary of research question one findings. The purpose of Phase I and Phase II was to analyze the 10 MCHS Applications and MCHS Administrators' transcribed interviews to identify policies, programs, and practices perceived as being most effective in re-engaging at-risk students behaviorally, emotionally, and cognitively.

Phase one's ten-step inductive document review of the 10 MCHS applications, identified policies, programs, and practices. Common themes were developed, and findings were presented to answer research question one and the three sub-questions. The policy, program, and practice themes were presented in narrative form with summary tables and anecdotal statements from the MCHS applications including the four statement letters from a student, parent, teacher, and community member. Findings indicated that there were behavioral, emotional, and cognitive policies, programs, and practices that assisted in re-engaging at-risk students in the educational process. Phase one findings addressed sub-questions 1a, 1b, 1c, and set the foundation for research question one.

Phase two took a deeper look at the policies, programs, and practices identified in phase one through MCHS administrator interviews. Phase two findings identified eight implementation themes that MCHS administrators perceived as re-engaging at-risk students behaviorally,

emotionally, and cognitively. Phases one and two combined findings addressed research question one, and the three sub-questions and each are covered in the sections below.

Research sub-question 1a. What policies are described as most effective in re-engaging at-risk students behaviorally, emotionally, and cognitively?

The policies that were described as most effective in re-engaging at-risk students behaviorally focused on district support for funding, personnel selection, and site-based decision-making to address their at-risk student population. The policies that were described as most effective in re-engaging at-risk students emotionally focused on district and board support and recognition, appropriate facilities to address at-risk students' needs, and a voluntary transfer process that was not punitive. The policies that were described as most effective in re-engaging at-risk students cognitively focused on district supported standard-based curriculum and intervention that allowed flexibility to meet students' academic needs, a collaborative intake process that attended to students' diverse needs and established clear expectations for success, and various options for accelerated credit recovery to meet graduation requirements.

Research sub-question 1b. What programs are described as most effective in re-engaging at-risk students behaviorally, emotionally, and cognitively?

The programs that were described as most effective in re-engaging at-risk students behaviorally focused on providing various student opportunities for active involvement and service, community and college exploration and partnerships, and positive discipline techniques to develop students' re-engagement success. The programs that were described as most effective in re-engaging at-risk students emotionally focused on various individual and school-wide counseling, mentoring, and character programs to support students' diverse needs. The programs that were described as most effective in re-engaging at-risk students cognitively focused on interventions, individualized academic support, and college and career prep.

Research sub-question 1c. What practices are described as most effective in re-engaging at-risk students behaviorally, emotionally, and cognitively?

The practices that were described as most effective in re-engaging at-risk students behaviorally focused on shared decision-making, high expectations, clear and frequent communication, and active participation. The practices that were described as most effective in re-engaging at-risk students emotionally focused on quality relationships, creating a family-like environment that is student centered, and had staff and student frequent recognition to model positive learning traits, growth, and individual effort. The practices that were described as most effective in re-engaging at-risk students cognitively focused on offering various relevant instructional methods, frequently monitored student progress, and modifying scaffolding techniques that promoted a ‘whatever it takes’ attitude that does not allow students to fail.

Research question one. How are ten California Model Continuation Schools re-engaging at-risk students behaviorally, emotionally, and cognitively?

As indicated in Phase I findings above, the 10 MCHS applications revealed behavioral, emotional, and cognitive policies, programs, and practices that assisted the re-engagement of at-risk students in the educational process. However, policies, programs, and practices are not in themselves change initiators and require implementation strategies to be fully effective. To fully address research question one or the ‘how’ MCHS are re-engaging at-risk students, a deeper look into the school context from the perception of MCHS site administrators was done in Phase II.

Phase two’s ten-step analysis of the 10 MCHS administrators’ interviews, identified eight implementation themes supporting the Phase I findings of behavioral, emotional, and cognitive policies, programs, and practices. The findings indicated that MCHS administrators attributed the success of the re-engaging behavioral, emotional, and cognitive policies, programs, and practices, on the eight re-engaging implementation themes that support the developmental

needs of at-risk students. The eight re-engaging implementation themes addressed how 10 MCHS are developing re-engagement of at-risk students through two behavioral re-engaging implementation strategies, four emotional re-engaging implementation strategies, and two cognitive re-engaging implementation strategies.

The MCHS re-engaged at-risk students behaviorally by establishing clear and high expectations for all students and providing and seeking active student participation in educational activities, events, and learning opportunities. The MCHS re-engaged at-risk students emotionally by maintaining a welcoming, safe, and clean campus, establishing meaningful and supportive adult-student relationships, providing on and off campus counseling support, and frequently celebrating small wins. The MCHS re-engaged at-risk students cognitively by providing a structured and adaptable learning environment to meet at-risk students' unique needs and making sure the students' educational experiences are relevant to their future.

Research Question Two Findings

Research question two findings were derived from phase three's data collection and analysis. Phase three's data collection procedures, analysis, and findings are discussed below.

Phase three. Phase III of this study dealt with research question two and its eight sub-questions. The researcher and two outside evaluators performed a deductive content analysis on Phase I MCHS applications and Phase II transcribed administrator interviews to validate or extend conceptually EEVT's cognitive principles of expectancy and task-value beliefs for at-risk students. The intent was to take a deeper look at the data through the EEVT lens to identify if and how the MCHS context is transforming or developing appropriate beliefs leading to re-engagement of at-risk students.

The outside evaluators first audited the codebook to validate the classification procedures in the codebook (Appendix I) and checked for consistency in word and phrase

interpretations of expectancy and task-value belief component definitions and examples. The codebook and Content Analysis Matrix were then piloted with the two outside evaluators using data from two non-participating Model Continuation High Schools. Adjustments were made to make the process clearer and statistically sound.

The three raters looked at phase one MCHS applications and phase two transcribed interviews and recorded the occurrences of the four expectancy and four task-value belief theoretical components supporting at-risk students' cognitive development. The 10 MCHS applications and 10 transcribed interviews were read as a whole and re-read for each of the eight theoretical-based components and recorded. The process was repeated eight times for each application and eight times for each transcribed interview. The process took one and a half months to complete. The Content Analysis Matrix (Appendix F) was used to record the identified number of perceived occurrences of the four expectancy and four task-value theoretical-based components accredited to developing at-risk students' hindering expectancy and task-value beliefs. Individual data collection was performed on the MCHS applications first, then on the MCHS administrator transcribed interviews. Data was reported back to the researcher after each site to ensure opportunity for quality adjustments.

After the data collection, the data was organized into four content analysis summary sheets:

1. MCHS Application Content Analysis Expectancy Belief Component Summary (Appendix L).
2. MCHS Application Content Analysis Task-Value Belief Component Summary (Appendix M).
3. MCHS Administrator Interview Content Analysis Expectancy Belief Component Summary (Appendix N).

4. MCHS Administrator Interview Content Analysis Task-Value Belief Component Summary (Appendix O).

The content analysis summary sheets recorded each rater's individually scored results of each component and entered the occurrences in raw data counts within a five-point ordinal implementation scale. The ordinal scale categories were: Exemplary Implementation (11 or more occurrences – 91%), Progressive Implementation (7-10 occurrences – 83%), Transitional Implementation (4-6 – 50% occurrences), Beginning Implementation (1-3 occurrences – 25%), and No Implementation (0 occurrences). The five-point implementation scale was developed by an adaptation to the cypress approach of evaluating specific occurrences (McCready, 2013). The approach requires maintaining a specific context for measuring each component measured with the ordinal scale. Thus, the MCHS applications were reviewed in its 12 defined sections (3-one-page narrative written statements, 4-statements letters, four one-page program effectiveness written statements, and 1-quality indicator summary table) then evaluated. Likewise, the transcribe interviews were divided into 12 five-minute segments and evaluated. Transforming the data into segments of twelve was necessary to change raw data of occurrences into a format for analyzing Cohen's Kappa.

After data collection, Fleiss Kappa was used to evaluate the three auditors' raw scores (occurrences) on each of the eight theoretical based components noted in the MCHS Applications and the MCHS Administrator Interview transcripts. Such evaluation resulted in two different Proportion of Agreement for each school, Proportion of Agreement for each scale category, Inter-Reliability Ratings (IRR), Observed Agreement (P-Bar), Chance Agreement (Pe), and Cohen's Kappa scores for each of the eight theoretical based components. To account for the scoring subjectivity among the raters, Cohen's Kappa for each of the eight theoretical based components for the transcribed interviews and applications were calculated to measure the inter-rater agreement. Cohen's Kappa was calculated by taking the relative observed

agreement, subtracting the probability of agreement based on chance, and dividing that by one minus the probability of agreement based on chance. The findings will be reported out by Eccles' Expectancy-Value Model's two cognitive principles, expectancy, and task-value to address the four theoretical-based components for corresponding sub-questions in the sections below.

Summary of research question two findings. Research question two and sub-questions were devised to address the second purpose of this study; to gain insight on effective school context that supports developmentally appropriate expectancy for success and task-value beliefs towards graduation for at-risk students. The content analysis of Phase III took a deeper look at re-engaging policies, programs, and practices in phases one and two and identified if and how the MCHS context is transforming or developing appropriate cognitive developmental beliefs in at-risk students. The cognitive developmental beliefs were based on the identification of eight emerging theoretical themes in the literature review accredited to developing students' hindering expectancy and task-value beliefs (Eccles et al., 1983; Leedy & Ormrod, 2013) and made up the components of the Content Analysis Matrix used for phase three deductive data collection. Phase three findings addressed research question two's eight sub-questions and research question two, which are covered in the section below.

Expectancy belief. As mentioned in chapter two, expectancies are students' beliefs about their success on a given task. Expectancies are influenced by beliefs about achievement ability and difficulty of tasks, perceptions of others' expectations, personal attributions for success and failure, and internal or external locus of control (Eccles et al., 1983; Hattie, 2009; Skinner, 1995; Skinner et al., 1998; Wigfield & Eccles, 2002). To effectively examine re-engagement opportunities that support positive expectancy beliefs about learning, the auditors looked at policies, programs, and practices within the 10 MCHS applications and transcribed

administrator interviews. The three auditors recorded occurrences promoting students' positive developmental changes of their: (a) Self-concept of ability to graduate; (b) Perception that the task of graduating is doable; (c) Healthy attribution for failure and success; and (d) Healthy locus of control. The findings for each will be discussed below to address the first four sub-questions of research question two. The data results tables are in Appendix L and Appendix N.

Research sub-question 2a. What extent, if at all, is the expectancy belief component of developing self-concept of ability to graduate evident at the ten Model Continuation High Schools?

Three evaluators audited the development of self-concept of ability to graduate by looking for policies, programs, and practices designed to raise students' confidence in their abilities such as intervention procedures, tutoring, successful opportunities, CAHSEE support, self-reflections on confidence level, and individualized instruction success.

The content analysis results from auditing the 10 MCHS Applications revealed six MCHS had a Transitional Implementation score with a 0.633 category agreement, and four MCHS had a Progressive Implementation score with a 0.367 category agreement for the development of self-concept of ability to graduate component. The MCHS Application policy, program, and practice occurrences in developing student's self-concept of ability to graduate had an excellent agreement rating or Cohen's Kappa (k) of 0.856 supported by an 80% inter-rater agreement among the auditors.

The content analysis results from auditing the 10 MCHS Administrator transcribed interviews revealed one MCHS had a Transitional Implementation score with a 0.1 category agreement, four MCHS had a Progressive Implementation score of a 0.433 category agreement, and five had Exemplary Implementation score with a 0.467 category agreement for the development of self-concept of ability to graduate component. The MCHS Administrator interview transcripts mentioned policies, programs, and practices that assisted in developing

students' self-concept of ability to graduate had an excellent agreement rating of $k = 0.886$ supported by a 90% inter-rater agreement.

When combining the content analysis findings from all MCHS applications and transcribed interviews, the expectancy belief component of developing self-concept of ability to graduate had a 25% Exemplary Implementation rate, a 40% Progressive Implementation rate, and 25% Transitional Implementation rate at the 10 Model Continuation High Schools (Figure 4).

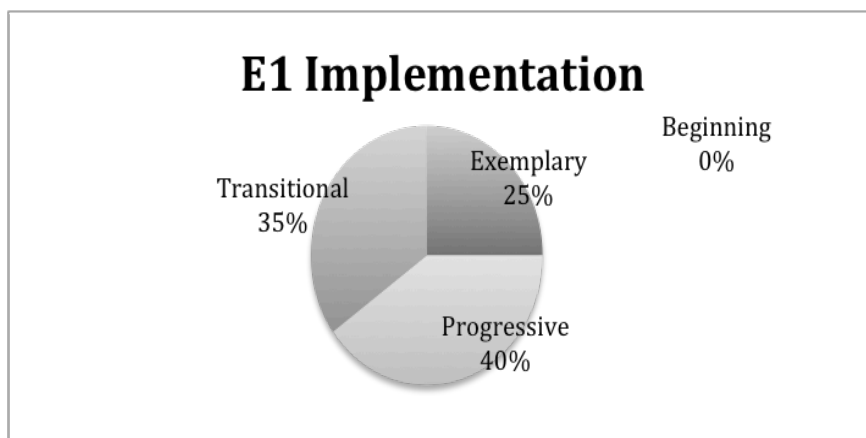


Figure 4: E1: Developing self-concept of ability to graduate.

Research sub-question 2b. What extent, if at all, is the expectancy belief component of developing the perception that the task of graduating is doable, evident at the 10 Model Continuation High Schools?

The three evaluators audited the development of the perception that the task of graduation is doable by looking for policies, programs, and practices designed to provide personalized planning and support which builds students' knowledge or understanding of how to earn required credits, acquire needed support, monitor progress, and set personal goals towards meeting graduation requirements. To address sub-question 3a, a content analysis was performed, and the results are discussed in the next two paragraphs.

The content analysis results from auditing the 10 MCHS Applications revealed six MCHS had a Transitional Implementation rating with a 0.533 category agreement, and four MCHS had

a Progressive Implementation rating with a 0.467 category agreement for the component that the task of graduation is doable. The MCHS Application policies, programs, and practices that assisted in developing student's perception that the task of graduation is doable had a good agreement rating of $k = 0.722$ supported by an 80% inter-rater agreement among the auditors.

The content analysis results from auditing the 10 MCHS Administrator transcribed Interviews on the component that the task of graduation is doable, revealed four MCHS had a Transitional Implementation rating with a 0.367 category agreement and six MCHS had a Progressive Implementation rating with a 0.633 category agreement. The MCHS Administrator Interview transcripts mentioned policies, programs, and practices that assisted in developing students' perception that the task of graduation is doable and had an excellent agreement rating of $k = 0.856$ supported by a 90% inter-rater agreement.

When combining the content analysis findings from all MCHS applications and transcribed interviews, the expectancy belief component for the perception that the task of graduation is doable had a 30% Exemplary Implementation rate, a 40% Progressive Implementation rate, and 30% Transitional Implementation rate at the ten Model Continuation High Schools (Figure 5).

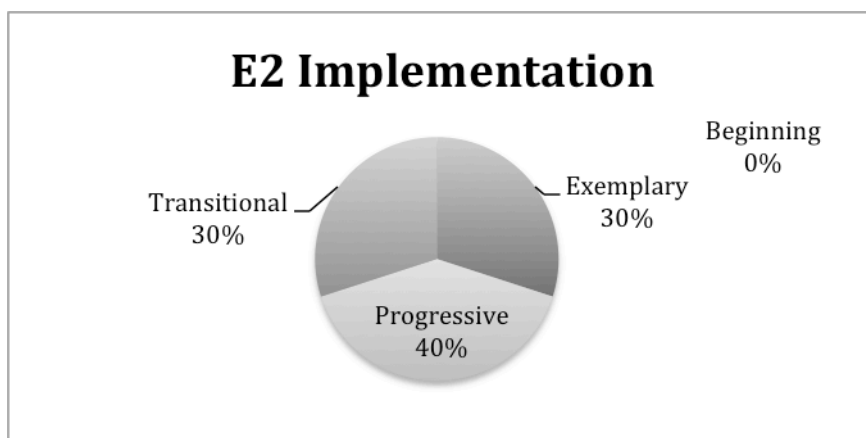


Figure 5: E2: Perception that the task of graduation is doable.

Research sub-question 2c. What extent, if at all, is the expectancy belief component of developing healthy attribution for failure and success, evident at the ten Model Continuation High Schools?

The evaluators audited the development of healthy attribution for failure and success by looking for policies, programs, and practices designed to develop appropriate acknowledgment of success and failure based on individual efforts through setting clear expectations for success, providing appropriate feedback, monitoring self-progress, differentiated instruction and assessments, establishing clear learning objectives and individualized timelines, and mastery-based grading.

The content analysis results from auditing the 10 MCHS Applications revealed six MCHS had a Beginning Implementation score with a 0.5 category agreement, and four MCHS had a Transitional Implementation score with a 0.4 category agreement for the healthy attribution for failure & success component. The MCHS Application policies, programs, and practices that assisted in developing student's healthy attribution for failure & success had a good agreement rating of $k = 0.722$ supported by an 80% inter-rater agreement among the raters.

The content analysis results from auditing the 10 MCHS Administrator Transcribed Interviews revealed one MCHS had a Beginning Implementation score with a 0.133 category agreement, four MCHS had a Transitional Implementation score with a 0.333 category agreement, three MCHS had a Progressive Implementation score with a 0.333 category agreement, and two had a Exemplary Implementation score with a 0.2 category agreement for the healthy attribution for failure & success component. The MCHS Administrator Interview transcripts mentioned policies, programs, and practices that assisted in developing students' healthy attribution for failure & success had an excellent agreement rating of $k = 0.815$ supported by an 80% inter-rater agreement.

When combining the content analysis findings from all MCHS applications and transcribed interviews, the expectancy belief component for the healthy attribution for failure and success had a 10% Exemplary Implementation rate, a 15% Progressive Implementation rate, a 40% Transitional Implementation rate, and a 35% Beginning Implementation rate at the ten Model Continuation High Schools (Figure 6).

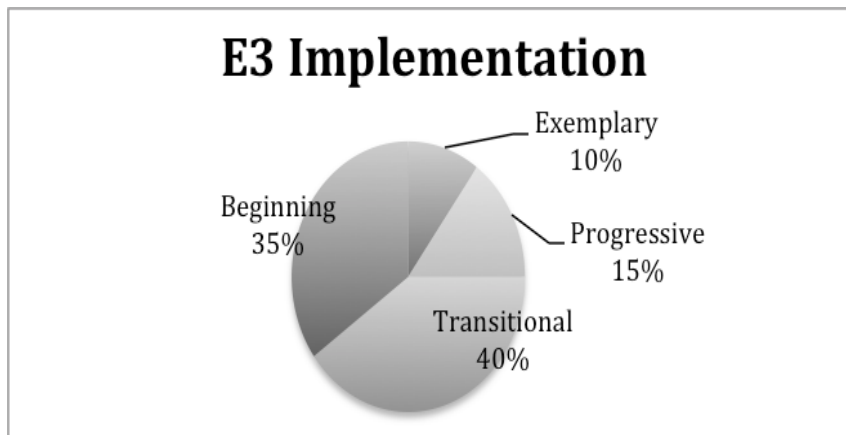


Figure 6: E3: Healthy attribution for failure & success.

Research sub-question 2d. What extent, if at all, is the expectancy belief component of developing a healthy locus of control, evident at the ten Model Continuation High Schools?

The evaluators audited the development of healthy locus of control by looking for policies, programs, and practices designed to overcome learned helplessness and develop personal responsibility by supporting learning paths toward success and attribution retraining, providing opportunities, positive experiences and awards, requiring passing grades, reduction of negative experiences, providing student choice, and assisting change of inappropriate causal attributions for success.

The content analysis results from auditing the 10 MCHS Applications revealed seven MCHS had a Progressive Implementation score with a 0.667 category agreement, and three MCHS had a Exemplary Implementation score with a 0.333 category agreement for the healthy locus of control component. The MCHS Application policies, programs, and practices that

assisted in developing student's healthy locus of control had an excellent agreement rating of $k = 0.85$ supported by a 90% inter-rater agreement among the raters.

The content analysis results from auditing the 10 MCHS Administrator Transcribed Interviews revealed one MCHS had transitional implementation with a 0.1 category agreement, four MCHS had progressive implementation with a 0.4 category agreement, and five had exemplary implementation with a 0.5 category agreement for the healthy locus of control component. The MCHS Administrator Interview transcripts mentioned policies, programs, and practices that assist in developing students' healthy locus of control had an excellent agreement rating of $k = 0.77$ supported by an 80% inter-rater agreement.

When combining the content analysis findings from all MCHS applications and transcribed interviews, the expectancy belief component for a healthy locus of control had a 40% Exemplary Implementation rate, a 55% Progressive Implementation rate, and a 5% Transitional Implementation rate at the ten Model Continuation High Schools (Figure 7).

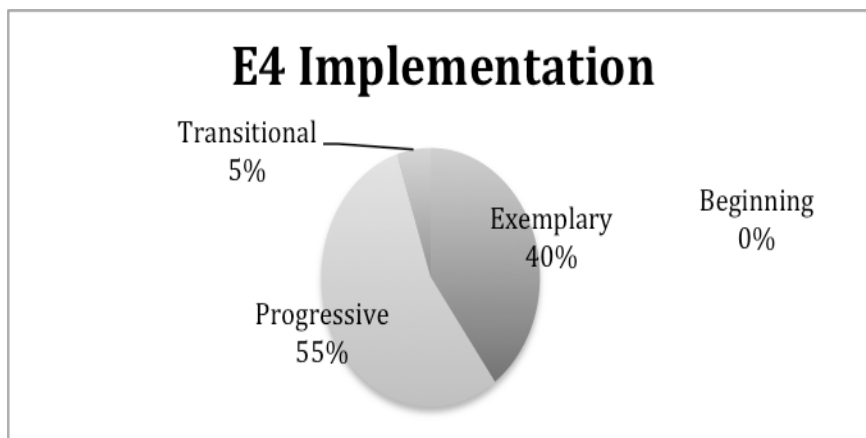


Figure 7: E4: Healthy locus of control.

Task-value belief. As mentioned in Chapter Two, task-values are explained as value students place on performing a task and are influenced by one's self-image (Attainment Value), perception of psychological intrinsic consequences (Interest Value - Intrinsic), validation of the authentic self and future (Utility Value - Extrinsic), and the ability to break down negative barriers (Cost Value). When at-risk students' intrinsic drives, interests, and future goals are not

appropriately developed it will negatively influence beliefs about achievement ability and difficulty of tasks, perceptions of others' expectations, personal attributions for success and failure, and internal or external locus of control (Eccles et al., 1983; Hattie, 2009; Skinner, 1995; Skinner et al., 1998; Wigfield & Eccles, 2002) ultimately affecting task-value choices and engagement (Deci & Ryan, 1975; Elliot & Dweck, 1988; Hidi, 2006; Hidi & Renninger, 2006).

In order to effectively examine re-engagement opportunities that support positive task-value beliefs about learning the raters looked at policies, programs, and practices within the 10 MCHS applications and transcribed administrator interviews and recorded occurrences promoting students' positive developmental changes of their: (a) Self-concept of ability to graduate; (b) Perception of the task's important intentions to accomplish a future goal; (c) Immediate enjoyment when performing a task that is intrinsically valued; and (d) Ability to overcome negative obstacles, undesirable aspects in a task or making difficult decisions. The findings for each will be discussed below and the data results tables are located in Appendix M and Appendix O.

Research sub-question 2e. What extent, if at all, is the task-value belief component of developing the perceptions of personal importance of doing well on a given task, evident at the ten Model Continuation High Schools?

The evaluators audited the development of the perceptions of personal importance of doing well on a given task by looking for policies, programs, and practices designed to develop self-image through promoting basic needs of mutual respect by supporting a feeling of accomplishment, supporting relevant or challenging learning, and providing individualized opportunities to fulfill cognitive, affective, and social needs.

The content analysis results from auditing the 10 MCHS Applications revealed four MCHS had a Transitional Implementation score with a 0.367 category agreement, and six MCHS had Progressive Implementation score with a 0.6 category agreement for the personal

importance of doing well on a given task component. The MCHS Application policies, programs, and practices that assist in developing student's perceptions of the personal importance of doing well on a given task had a good agreement rating of $k = 0.736$ supported by an 80% inter-rater agreement among the auditors.

The content analysis results from auditing the 10 MCHS Administrator Transcribed Interviews revealed two MCHS had a Beginning Implementation score with a 0.167 category agreement, five MCHS had a Progressive Implementation with a 0.5 category agreement, and three had a Exemplary Implementation with a 0.3 category agreement for the personal importance of doing well on a given task component. The MCHS Administrator Interview transcripts mentioned policies, programs, and practices that assisted in developing students' perceptions of the personal importance of doing well on a given task had an excellent agreement rating of $k = 0.894$ supported by a 90% inter-rater agreement.

When combining the content analysis findings from all MCHS applications and transcribed interviews, the task-value belief component for personal importance of doing well on a given task had a 15% Exemplary Implementation rate, a 55% Progressive Implementation rate, and a 30% Transitional Implementation rate at the ten Model Continuation High Schools (Figure 8).

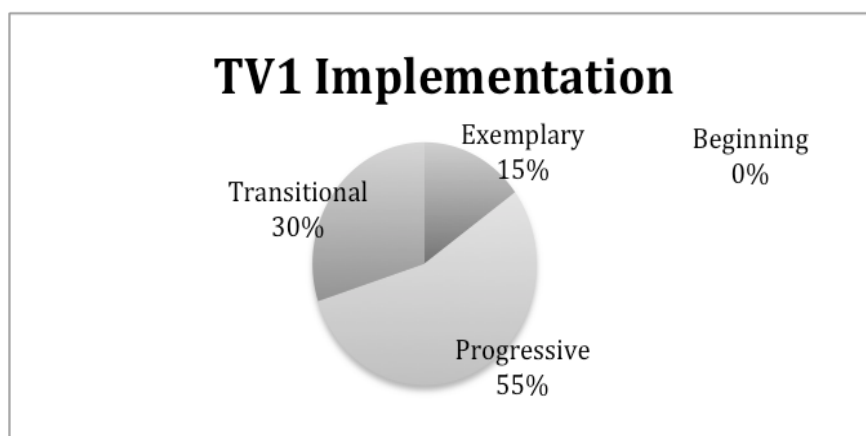


Figure 8: TV1: Personal Importance of doing well on a given task.

Research sub-question 2f. What extent, if at all, is the task-value belief component of developing the perceptions of important intentions of tasks towards accomplishing future goal, evident at the ten Model Continuation High Schools?

The evaluators audited the development of the perception of the task's important intentions to accomplishing a future goal by looking for policies, programs, and practices designed to develop realistic and meaningful experiences to assist students in overcoming obstacles towards future goals. Specifically, looking for occurrences of offering useful activities towards students' self-awareness, increasing opportunities to apply one's abilities, explore possibilities beyond one's reach, and acquire new information and skills from others.

The content analysis results from auditing the 10 MCHS Applications revealed two MCHS had a Transitional Implementation score with a 0.2 category agreement, six MCHS had a Progressive Implementation score with a 0.6 category agreement, and two MCHS had exemplary implementation with a 0.2 category agreement for the task's important intentions to accomplish a future goal component. The MCHS Application policies, programs, and practices that assist in developing student's perceptions of the task's important intentions to accomplish a future goal had an excellent agreement rating of $k = 0.762$ supported by an 80% inter-rater agreement among the auditors.

The content analysis results from auditing the 10 MCHS Administrator Transcribed Interviews revealed one MCHS had a Transitional Implementation score with a 0.1 category agreement, five MCHS had a Progressive Implementation score with a 0.5 category agreement, and four had a Exemplary Implementation score with a 0.4 category agreement for the task's important intentions to accomplish a future goal component. The MCHS Administrator Interview transcripts mentioned policies, programs, and practices that assisted in developing students' perception of the task's important intentions to accomplish a future goal had an excellent agreement rating of $k = 0.77$ supported by an 80% inter-rater agreement.

When combining the content analysis findings from all MCHS applications and transcribed interviews, the task-value belief component for the perception of the task's important intentions to accomplish a future goal had a 30% Exemplary Implementation rate, a 55% Progressive Implementation rate, and a 15% Transitional Implementation rate at the ten Model Continuation High Schools (Figure 9).

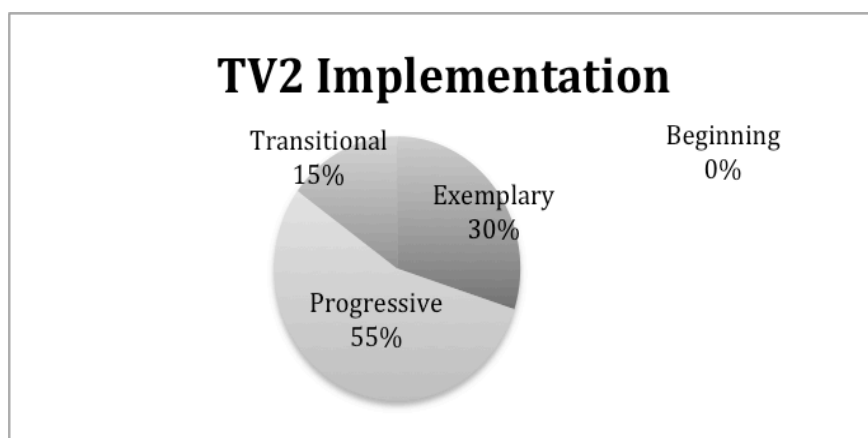


Figure 9: TV2: Perception of task's important intentions to accomplish future goal.

Research sub-question 2g. What extent, if at all, is the task-value belief component of developing immediate enjoyment when performing a task that is intrinsically valued, evident at the ten Model Continuation High Schools?

The evaluators audited the development of the immediate enjoyment when performing a task that is intrinsically valued by looking for policies, programs, and practices designed to develop a sense of accomplishment, identity, or authentic self. Specifically, looking for occurrences of supporting exploration of personal values through a multitude of opportunities, efforts to provide guiding feedback, encouragement of effort and persistence, providing relevant and challenging curriculum, and promotion of curiosity, interests, deep learning, and choice.

The content analysis results from auditing the 10 MCHS Applications revealed five MCHS had A Transitional Implementation score with a 0.467 category agreement, four MCHS had a Progressive Implementation score with a 0.467 category agreement, and one MCHS had a Exemplary Implementation score with a 0.067 category agreement for the immediate

enjoyment when performing a task that is intrinsically valued component. The MCHS Application policies, programs, and practices that assist in developing student's perceptions of the immediate enjoyment when performing a task that is intrinsically valued had an excellent agreement rating of $k = 0.762$ supported by an 80% inter-rater agreement among the auditors.

The content analysis results from auditing the 10 MCHS Administrator Transcribed Interviews revealed one MCHS had a Beginning Implementation score with a 0.133 category agreement, five MCHS had a Transitional Implementation score with a 0.467 category agreement, and four had a Progressive Implementation score with a 0.4 category agreement for the immediate enjoyment when performing a task that is intrinsically valued component. The MCHS Administrator Interview transcripts mentioned policies, programs, and practices that assisted in developing students' perception of the immediate enjoyment when performing a task that is intrinsically valued had a good agreement rating of $k = 0.669$ supported by a 70% inter-rater agreement.

When combining the content analysis findings from all MCHS applications and transcribed interviews, the task-value belief component for the immediate enjoyment when performing a task that is intrinsically valued had a 25% Exemplary Implementation rate, a 45% Progressive Implementation rate, and a 30% Transitional Implementation rate at the ten Model Continuation High Schools (Figure 10).

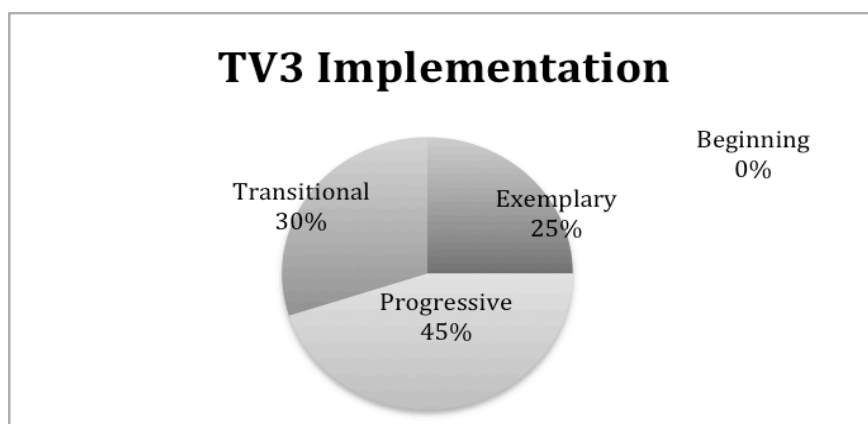


Figure 10: TV3: Immediate enjoyment when performing intrinsically valued tasks.

Research sub-question 2h. What extent, if at all, is the task-value belief component of developing ability to overcome negative obstacles, undesirable aspects in a task or making difficult decisions, evident at the ten Model Continuation High Schools?

The evaluators audited the development of the ability to overcome negative obstacles, undesirable aspects in a task or making difficult decisions by looking for policies, programs, and practices designed to develop the ability to overcome past failures or negative attributions. Specifically, looking for occurrences of flexibility to accommodate the unique developmental and learning needs of at-risk students, provide alternative options to show progress, providing support services, and assist students with non-school barriers and commitments.

The content analysis results from auditing the 10 MCHS Applications revealed six MCHS had a Progressive Implementation score with a 0.567 category agreement, and four MCHS had a Exemplary Implementation score with a 0.433 category agreement for the ability to overcome negative obstacles, undesirable aspects in a task or making difficult decisions component. The MCHS Application policies, programs, and practices that assist in developing student's perceptions of the ability to overcome negative obstacles, undesirable aspects in a task or making difficult decisions had an excellent agreement rating of $k = 0.864$ supported by a 90% inter-rater agreement among the auditors.

The content analysis results from auditing the ten MCHS Administrator transcribed interviews revealed one MCHS had a Transitional Implementation score with a 0.1 category agreement, three MCHS had a Progressive Implementation score with a 0.333 category agreement, and six had a Exemplary Implementation score with a 0.567 category agreement for the ability to overcome negative obstacles, undesirable aspects in a task or making difficult decisions component. The MCHS Administrator Interview transcripts mentioned policies, programs, and practices that assisted in developing students' perception of their ability to

overcome negative obstacles, undesirable aspects in a task or making difficult decisions and had an excellent agreement rating of $k = 0.88$ supported by a 90% inter-rater agreement.

When combining the content analysis findings from all MCHS applications and transcribed interviews, the task-value belief component for the ability to overcome negative obstacles, undesirable aspects in a task or making difficult decisions had a 50% Exemplary Implementation rate, a 45% Progressive Implementation rate, and a 5% Transitional Implementation rate at the ten Model Continuation High Schools (Figure 11).

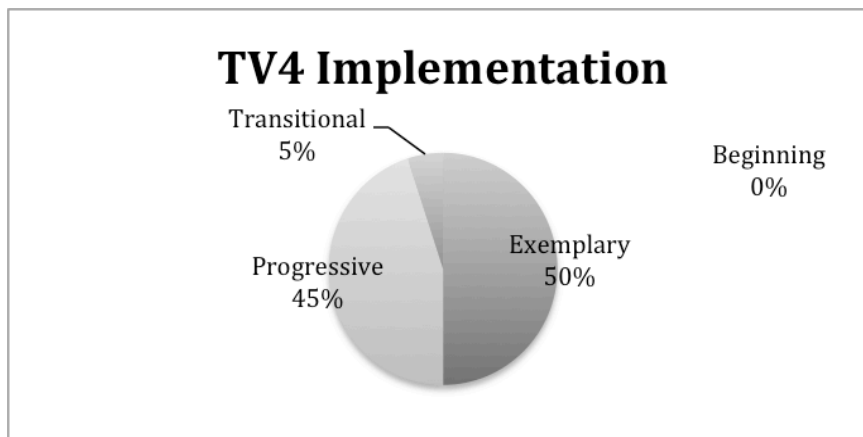


Figure 11: TV4: Ability to overcome obstacles or making difficult decisions.

Research question two. The purpose of Phase III was to gain insight on effective school contexts to determine the extent, if any, the ten MCHS are transforming or developing EEVT's cognitive principles of expectancy for success and task-value beliefs towards graduation for at-risk students.

Findings indicated that principles of Eccles' Expectancy-Value Model are evident in the identified policies, programs, and practices of the ten MCHS. On the principle of expectancy belief, MCHS overall had a Exemplary Implementation rate of 28%, a Progressive Implementation rate of 38%, a Transitional Implementation rate of 26%, and a Beginning Implementation rate of 8% in the ten MCHS (Figure 12). The strongest expectancy belief component was the development of a healthy locus of control, followed by the

perception that the task of graduation is doable. Next was the development of self-concept of ability to graduate and last, but still significant, was the development of a healthy attribution for failure and success.

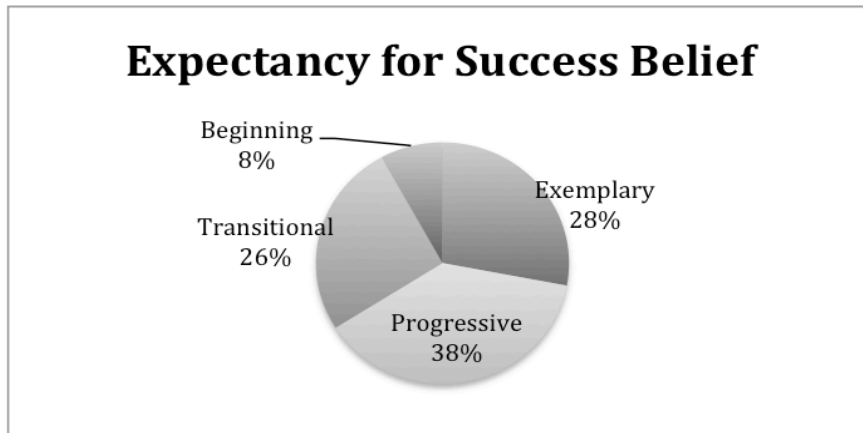


Figure 12: Expectancy for success beliefs summary results.

On the second principle of task-value belief, MCHS overall had a Exemplary Implementation rate of 25%, a Progressive Implementation rate of 49%, a transitional implementation rate of 22%, and a Beginning Implementation rate of 4% in the ten MCHS (Figure 13). The two strongest task-value belief components were the perception of the task's important intentions to accomplish a future goal and the ability to overcome negative obstacles, undesirable aspects in a task or making difficult decisions. Next was the perception of personal importance of doing well on a given task followed by immediate enjoyment when performing a task that is intrinsically valued.

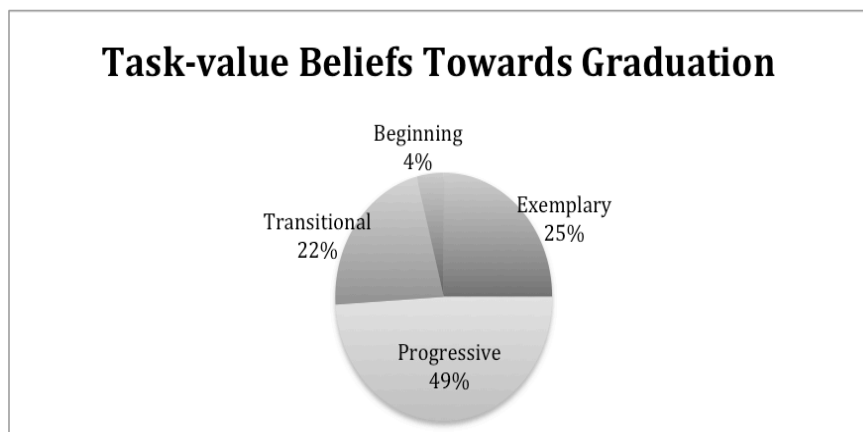


Figure 13: Task-value beliefs towards graduation summary results.

Chapter 5: Results

Introduction

The purpose of this study was to identify policies, programs, and practices that are perceived as being most effective in re-engaging at-risk students behaviorally, emotionally, and cognitively at ten Model Continuation High Schools in California. A second purpose was to gain insight on effective school context that support developmentally appropriate expectancy for success and task-value beliefs towards graduation for at-risk students. The following central question and sub-questions guided the study at 10 purposely-selected California Model Continuation High Schools:

- 1) How are ten California Model Continuation Schools re-engaging at-risk students behaviorally, emotionally, and cognitively?
 - a. What policies are described as most effective in re-engaging at-risk students behaviorally, emotionally, and cognitively?
 - b. What programs are described as most effective in re-engaging at-risk students behaviorally, emotionally, and cognitively?
 - c. What practices are described as most effective in re-engaging at-risk students behaviorally, emotionally, and cognitively?
- 2) What principles of Eccles' Expectancy-Value Model are evident in the identified policies, programs, and practices of the ten Model Continuation High Schools?
 - a. What extent, if at all, is the expectancy belief component of developing self-concept of ability to graduate evident at the ten Model Continuation High Schools?
 - b. What extent, if at all, is the expectancy belief component of developing the perception that the task of graduating is doable, evident at the ten Model Continuation High Schools?

- c. What extent, if at all, is the expectancy belief component of developing healthy attribution for failure & success, evident at the ten Model Continuation High Schools?
- d. What extent, if at all, is the expectancy belief component of developing healthy attribution for failure & success, evident at the ten Model Continuation High Schools?
- e. What extent, if at all, is the expectancy belief component of developing a healthy locus of control, evident at the ten Model Continuation High Schools?
- f. What extent, if at all, is the task-value belief component of developing the perceptions of personal importance of doing well on a given task, evident at the ten Model Continuation High Schools?
- g. What extent, if at all, is the task-value belief component of developing the perceptions of important intentions of tasks towards accomplishing future goal, evident at the ten Model Continuation High Schools?
- h. What extent, if at all, is the task-value belief component of developing immediate enjoyment when performing a task that is intrinsically valued, evident at the ten Model Continuation High Schools?
- i. What extent, if at all, is the task-value belief component of developing ability to overcome negative obstacles, undesirable aspects in a task or making difficult decisions, evident at the ten Model Continuation High Schools?

This qualitative study used a three-phase, two method research approach. Content analysis was utilized for Phases I & III, and Phase II utilized a Phenomenological method. Phase I data collection strategy was an inductive document review; Phase II collected data through interviews; and Phase III performed a content analysis on the combine data collection

of Phases I & II. This chapter discusses key findings for research question one and two, draws conclusions, presents implications, recommends future studies, and provides a summary.

Discussion of Key Findings

The analysis of the MCHS Application in Phase I and MCHS Administrators' Interview transcripts in Phase II resulted in the identification of fourteen emotional engagement themes, fifteen behavioral engagement themes, and eleven cognitive engagement themes that assisted in answering research question one and its three sub-questions. Even though all MCHS mentioned how these themes' had a significant impact on at-risk students' re-engagement, these findings were synthesized to form nine key findings that will be further discussed in this section. One key finding that will drive the organization of this discussion is all MCHS mention how their first step in re-engaging students was first to address the emotional components of engagement of creating positive school experiences. The literature review supported, when students experience positive school-related feelings (relatedness), a bond, or school belongingness is established (Fredricks et al., 2004; Voelkl, 1997), students are more likely to have an open mindset to create relationships, take risks, and explore new educational opportunities (Dweck & Elliott, 1983; Eccles et al., 1983; Yazzie-Mintz, 2007). Thus, Phase One and Phase Two key findings will be discussed through the three dimensions of engagement expressed by the ten MCHS and supported by theoretical and methodological research (Appleton et al., 2008; Fredricks et al., 2004).

The content analysis of Phase III took a deeper look at re-engaging policies, programs, and practices in phases one and two and identified if and how the MCHS context is transforming or developing appropriate cognitive developmental beliefs in at-risk students. The cognitive developmental beliefs were based on the identification of eight emerging theoretical themes in the literature review accredited to developing students' hindering expectancy and task-value beliefs (Eccles et al., 1983; Leedy & Ormrod, 2013) and made up the components of the

Content Analysis Matrix used for phase three deductive data collection. The content analysis of Phase III resulted in the validation that students' expectancy for success belief and task-value belief towards graduation were being developed at all ten MCHS.

Emotional engagement key findings. The analysis of the emotional engagement findings indicated that there were three policy themes, three program themes, four practice themes, and four implementation themes. From these fourteen emotional engagement themes, three key findings emerged: District support of site driven policies, Individualized support opportunities, and Student Centeredness. Emotional key findings are represented in Table 14 and discussed below.

Table 14

Emotional Engagement Key Findings

Key Findings	Components	Themes
District Support of Site Driven Policies	Policies	1) District & Board Support 2) Appropriate Facilities 3) Voluntary Transfer Intake Process
Individualized Support Opportunities	Programs	4) Various Counseling Programs 5) Mentor Programs 6) School-wide Character Programs
	Practices	7) Family Environment 8) Quality Relationship 9) Staff & Student Recognition 10) Student-centered
Student Centered	Implementation	11) Maintain a Welcoming, Safe, & Clean Campus 12) Meaningful Adult Relationships 13) Provide On-campus Counseling Support 14) Celebrate the Small Wins

District support of site driven policies. All MCHS mentioned the importance of Districts and Governing Boards understanding of at-risk students unique needs and their support for site's flexibility in meeting these needs. This initial understanding seems to set the

tone of operation, pride in their sites, and personal investment for all. Such support was described through students' voluntary placement, equitable facilities and resources, and support visitation campaigns. Bush (2012) supported these findings, attributing the success of appropriate site-based modification at continuation high schools to district flexibility in policies. Site flexibility also allowed MCHS to create a welcoming, safe, and clean campus increasing a positive school experience and assisting in the beginning process of re-engaging at-risk students (Kelly & Lezotte, 2003).

Student centered practices. The second emotional engagement finding indicated all MCHS attributed their student centeredness focus as the second key in re-engaging at-risk students. By focusing on establishing meaningful and supportive adult-student relationships and frequently celebrating small wins to model positive learning traits, growth, and individual effort, MCHS were able to create a family-like environment that was a critical component in maintaining trust for re-engagement. As mentioned in the literature review, most at-risk students have difficulty trusting adults in education due to past failures or failed attempts at relationships (Davis & McPartland, 2010; Pink, 2009; Rumberger & Rotermud, 2012). By MCHS building strong relationships they were able to increase students' trust by building respect from informed responsiveness, interest by being aware of personal endeavors, and school connections by showing that they care. Research findings consistently state that when teachers are centered on students needs, with positive, caring, relevant, and informed responsiveness, students' feel more motivated and show higher achievement (Deci & Flaste, 1996; Pianta et al., 2012; Reeve, 2002; Sullo, 2003; Wigfield et al., 2006).

Individualized support programs. The third emotional engagement finding indicated all MCHS focused holistically on students' transformation and offered various counseling, mentoring, and character-building programs to address their developmental gaps. By addressing students' emotional engagement through individualized support programs, MCHS

were able to create an amenable mindset for change and an open pathway for experiencing success.

Disengagement is psychological and is created by negative experiences (Vallerand, 1993). Positive support programs assist students by encouraging new experiences, which may allow for more appropriate beliefs to be formed about their future (Eccles et al., 1983). Deci and Ryan (2000b) also suggests that personal development programs assist in building students' autonomy (desire to make decisions in one's life) and enhance emotional engagement.

Behavioral engagement key findings. The analysis of the behavioral engagement findings indicated that there were five policy themes, four program themes, four practice themes, and two implementation themes that MCHS used to re-engage at-risk students. From these fifteen behavioral engagement themes three key findings emerged: Shared decision-making, Active student participation, and Clear communication and high expectations. These are represented in Table 15.

Table 15

Behavioral Engagement Key Findings

Key Findings	Components	Themes
Shared Decision-making	Policies	1) Equitable District Funding
		2) Site Selected Personnel
		3) Modified Attendance Requirements
		4) Flexible Scheduling
		5) Short-term Grading Blocks
Active Student Participation	Programs	6) Co- & Extra-curricular Opportunities
		7) Community Partnerships & Service Opportunities
		8) Community College Partnerships
		9) Positive Discipline Programs
		10) Shared Decision-making
Clear Communication & High Expectations	Practices	11) High Expectations
		12) Clear & Frequent Communication
		13) Active Participation
		11) Establish Clear & High Expectations
	Implementation	12) Provide Various Opportunities for Active Involvement

Shared decision-making. The first behavioral engagement finding indicated all MCHS embraced shared decision-making, which empowered staff, parents, students, and stakeholders in making collaborative site-based decisions. Lezotte and Pepperi (1999), stressed that educators must learn teamwork, create opportunities for collaboration, and foster the belief that collaboration, in the long run, will assist schools to be more effective and satisfying for both students and staff. MCHS saw such collaboration as a critical component in supporting the success of active participation and clear communication. Shared decision-making can also assist students in building trust and personal confidence through collaborative goal accomplishment (Cornelius-White, 2007).

Active student participation. The second behavioral engagement finding indicated all MCHS attributed their students' behavioral re-engagement to a strong emphasis on getting their students connected to the school & community through active participation. MCHS provided and encouraged students to participate in their path to success as well as community service, college exploration, partnerships, mentoring, sports, clubs, and other co-curriculum or extra-curriculum activities and events. The literature review pointed out that active participation is vital for preventing at-risk students from dropping out by increasing their connectedness to school, peers, and the local community (Finn, 1993; Fredricks et al., 2004; Shernoff, 2010). Eccles and Roeser, (2011) maintain that relevant experiences not only support knowledge building about their surroundings and themselves, but also enhance relatedness or the desire to interact, be connected, and experience caring from others (Deci & Ryan, 2000b). Active participation successful implementation was attributed to students being mentored through a perceived caring adult relationship by all MCHS. A review of the literature shows that intentional positive teacher-student relationships are needed to re-engage at-risk students, reduce their isolation, and increase their social connectedness and school belongingness (Kafele, 2013; Schmoker, 2011; Wentzel & Wigfield, 2009). Students also need to feel as if someone personally cares

about them and their success before trust is established in a relationship and re-engagement is possible (Eccles & Roeser, 2011; Gallup Poll, 2014; Kafele, 2013).

Open communication and clear expectations. The third behavioral engagement finding indicated all MCHS mentioned open communication among staff, students, and parents to promote mutual respect, trust, support, and clear expectations. Such communication was established by MCHS in the intake process and developed daily through student monitoring and mentoring practices. A significant aspect of MCHS was to build students autonomy and responsibility by communicating clear expectations and providing guiding feedback. By providing clear communication and expectations Steinberg et al., (1997), found you could change what students perceived as uncontrollable attributions to controllable attributions, by reinforcing clear expectations and guiding students through consistent feedback to orient students towards success. The literature review also supported the importance of clear communication of expectations for autonomy building, citing research studies supporting students' likelihood of participating in educational tasks in a positive way when expectations are clearly communicated (Assor, 2012; Davis & McPartland, 2010; Eccles, & Wang, 2012). By providing support and guiding feedback to develop appropriate attributions of performance to effort MCHS reported that they were able to build at-risk students' intrinsic value and interest (Deci and Ryan, 2000b; Eccles et al., 1983; Eccles, & Wang, 2012).

Cognitive engagement key findings. The analysis of the cognitive engagement findings indicated that there were three policy themes, three program themes, three practice themes, and two implementation themes that MCHS used to re-engage at-risk students. From these eleven cognitive engagement themes, three key findings emerged: Structured and adaptable learning environment, Relevant educational experiences, and Whatever it takes attitude. These are represented in Table 16.

Table 16

Cognitive Engagement Key Findings

Key Findings	Components	Themes
Structured & Adaptable Learning Environment	Policies	1) District Supported Curriculum & Staff Development 2) Collaborative Student Placement & Intake Dates 3) Accelerated Credit Recovery
Relevant Educational Experiences	Programs	4) Various Intervention Programs 5) Integrated College & Career Programs 6) Individualized Academic Plans
Whatever it Takes Attitude	Practices	7) Various Instructional Methods 8) Frequent Monitoring of Student Progress 9) No Failure Rule
	Implementation	10) Provide a Structured & Adaptable Learning Environment 11) Provide Relevance to Students' Future

Structured and adaptable learning environment. The first cognitive engagement finding indicated all MCHS had multiple schedules, standard-based curriculum, and interventions that were structured but allowed the flexibility to meet students' diverse needs. In the classroom relevant, flexible, and appropriately challenging curriculum has shown to increase cognitive engagement (Connell & Wellborn, 1991; Fredricks et al., 2004). MCHS administrators mentioned how the flexibility was critical in building students' competence while overcoming barriers. The literature supports these benefits of providing students scaffolding to increase engagement and competency (Connell, 1991; Hattie, 2009; Skinner, 1991). The MCHS also described how the structure provided their students a compass, but the flexibility allowed teachers to focus on students' strengths while supporting their weaknesses. For example, students had grad plans outlining the exact number of courses they needed. However, there were various options for accelerated credit recovery that teachers could recommend to support students' individual needs, abilities, and interest to meet graduation requirements. Providing such flexible options to support the development of students' interest, ability, and perceived

control over their learning outcomes helped build at-risk students' autonomy and increased their engagement (Deci et al., 1994).

Relevant educational experiences. The second cognitive engagement finding indicated all MCHS attributed cognitive re-engagement to the individualized academic support and connection to future college and career goals. Teachers supported student autonomy by making connections between school activities and students' personal interests and future goals (Skinner & Belmont, 1993; Skinner, Furrer, Marchand, Kindermann, 2008). Most MCHS courses integrated ROP, CTE, and College driven curriculum to increase student interest. The literature review showed both effective school researchers (Assor, 2012; Lezotte & Pepperi, 1999; Marzano, 2003) and engagement theorist (Eccles et al., 1983; Eccles & Wang, 2012; Eccles & Wigfield, 1997; Wigfield et al., 1997) clearly agree that it is crucial for educators to take a look at secondary school structures and experiences and adapt them to be more relevant to students' interest, needs, and future aspirations to overcome any engagement drops (Assor, 2012; Davis & McPartland, 2010).

Whatever it takes attitude. The third cognitive engagement key finding indicated all MCHS had a strong commitment to student success, the belief that every student can succeed, and the implementation of a "no-failure" instructional system. This no-failure system was made up of scaffolding techniques and interventions that modified the support to meet individual students needs and promoted a 'whatever it takes' attitude that does not allow failure. Blankstein (2010) found that the no failure option provides the crucial foundation for expectancy to succeed as being the regulatory component for students towards their success or failure of the task. Learned helplessness theorist also support the no failure option due to the fact when students repeatedly fail they escape by disengaging (Dweck; 1975; Mark, 1983; Seligman; 1975) and identify failure as separate from their actions (Dweck & Goetz, 1978). Thus by MCHS promoting flexibility to allow opportunities for students' to overcome failures they are assisting

students in changing their inappropriate causal attributions for failure toward internal, stable, and global beliefs to improve self-esteem (Abrahamson et al., 1978).

Expectancy for success belief. The MCHS expectancy belief results indicated a Exemplary Implementation rate of 28%, a Progressive Implementation rate of 38%, a Transitional Implementation rate of 26%, and a Beginning Implementation rate of 8% in developing students' beliefs about their achievement ability. These findings supported how MCHS are building students' positive self-efficacy and locus of control to transform inappropriate beliefs of their achievement levels and abilities towards constructive more appropriate expectancy beliefs. All MCHS accomplished this by modifying the school context to break down the barriers of students' prior negative experiences and forming new expectations beliefs through positive learning experiences of their abilities.

School programs and practices that build appropriate expectancies is important because, self-efficacy and perceive control over competence are both components of expectancy and are major predictors of engagement and achievement (Bandura, 1997; Pintrich, 2003; Schunk & Mullen, 2012). In fact, Expectancy-value researchers suggest school context should support the building of a mastery-based mindset through intervention programs and practices by progressively developing the level of challenges, assisting students' in envisioning multifaceted concepts, and providing students with constructive and timely feedback to overcome inappropriate expectancies (Eccles & Roeser, 2011; Hattie, 2009; Wigfield & Eccles, 2002). All MCHS accomplished this through advisory, teacher monitoring of student progress, and mentoring of students.

Task-value belief towards graduation. The MCHS task-value belief results indicated a Exemplary Implementation rate of 25%, a Progressive Implementation rate of 49%, a Transitional Implementation rate of 22%, and a Beginning Implementation rate of 4% on developing students' value towards educational tasks. These findings supported how MCHS

are building students' intrinsic motivation, interest, and setting future goals to transform inappropriate beliefs about educational tasks towards constructive more appropriate task-value beliefs. EEVT explains values through the qualities of a specific task and how such qualities influence the student's engagement to do the task (Eccles et al., 1983).

All MCHS developed task-values by modifying the school context to support attainment, interest, utility, and cost value development to improve student outcome choices and performance. MCHS developed students' interest through student activities and events, and by providing exploratory career, college, and community service opportunities. Wigfield et al., (1997) found value beliefs influence students' intent as well as persistence in the given task. If the task is useful, thought-provoking, and meaningful to the student, engagement will occur, which in turn will develop positive intentions and values (Pintrich, 2003; Wigfield et al., 1997).

Conclusions

Three conclusions resulted from the analysis of the study's findings. First, at-risk students' re-engagement is most effective when the school context (policies, programs, & practices) provide learning opportunities that scaffold the development of students' emotional, behavioral, and cognitive engagement in a successive loop, beginning with emotional engagement.

Emotional engagement encompasses students' affective relationship with educators and the school, and the mindset about the policies, programs, and practices developed through positive experiences (Eccles et al., 1983; Fredricks et al., 2004; Voelkl, 1997; Yazzie-Mintz, 2007). MCHS started emotional re-engagement during the voluntary intake process, by treating new students with respect and welcoming them into a safe and caring environment. They continued emotionally re-engaging students by providing individualized support opportunities to immediately address each student's needs, frequently acknowledging students' progress, and maintaining emotional re-engagement by focusing holistically on students' development both in and out of the classroom.

Positive experiences initiate belief alteration and amenable mindset for the change, allowing for an open pathway for experiencing success (Comer, 1988; Finn, 1993; Fredricks et al., 2004). Once this pathway is opened, the desire to interact can be nurtured to enhance relative experiences (Deci & Ryan, 2000b). MCHS created the desire to interact through shared decision-making, active participation, and communicating clear and high expectations to guide students towards graduation, successful career choices, and the belief they could attend college.

Once students feel connected to others, cognitive engagement can be developed through appropriate learning environments (Bandura, 1997; Newmann, Wehlage, & Lamborn, 1992; Weiner, 1985). The findings of this study revealed that MCHS provided a structured and adaptable learning environment for relevant educational experiences to develop students' cognitive abilities. For cognitive engagement to occur students' need to experience effectiveness in their own social and physical environment (Bandura, 1997; Weiner, 2007). MCHS created the feeling of effectiveness by monitoring student progress and nurtured "whatever it takes" attitudes to ensure student success and not allow failure. When staff is committed to doing "whatever it takes," encouragement for student participation becomes a collaborative task and relevant experiences are possible (Lezotte & Pepperi, 1999). Individualized instructional plans also allowed students to progress at a successful pace encouraging active participation towards future goals. MCHS's continuous efforts to build students emotional engagement, behavioral engagement, and cognitive engagement was done in a recursive loop addressing students' developmental barriers (Bandura, 1997; Deci & Ryan, 2000) incrementally to re-engage at-risk students back into the educational process.

Second, student engagement is most effective when the school context provides developmental opportunities that build students' self-efficacy and locus of control, altering

students' inappropriate emotional, behavioral, and cognitive expectancy for success beliefs about perceived abilities for graduating.

Peterson and Miller (2004) suggest students' construct, interpret, and understand knowledge through positive developmental opportunities. Thus when numerous failed attempts form inappropriate beliefs, it causes at-risk students to stop trying, projecting helplessness and low self-efficacy, or a belief that they have a fixed ability. Students with low self-efficacy tend to regard their performance as a measurement of inherent aptitude and failure as an indicator of intellectual deficits (Bandura, 1997) or something out of their control, causing modification of students' perspective and engagement in the classroom (Bandura et al., 2001; Schunk & Mullen, 2012), and ultimately performance deterioration (Dweck & Elliott, 1983).

The belief of expectancy for success is essential in re-engaging students (Bandura, 1997; Eccles et al., 1983) and can be developed through providing opportunities that cultivate self-efficacy and outcome expectancy belief (Bandura, 1997; Eccles et al., 1983). Phase III findings indicated that all MCHS altered students' efficacy expectancy belief through developing students' self-concept of ability to graduate and a healthy locus of control. In fact, when combining the Phase III content analysis findings from all MCHS applications and transcribed interviews, the expectancy belief component of developing self-concept of ability to graduate had a 25% Exemplary Implementation rate, a 40% Progressive Implementation rate, and 25% Transitional Implementation rate at the ten Model Continuation High Schools. All MCHS accomplished this by individualizing instruction and support to raise students' confidence in their abilities, promoting clear high expectations and a strong commitment to student success, and the implementation of a "no-failure" instructional system to ensure positive learning experiences that produced success towards graduation.

Phase III findings also indicated the expectancy belief component for a healthy locus of control had a 40% Exemplary Implementation rate, a 55% Progressive Implementation rate, and

a 5% Transitional Implementation rate at the ten Model Continuation High Schools. MCHS accomplished this through the development of personal responsibility for educational outcomes in all MCHS. Specifically, helping students overcome learned helplessness through supporting their path towards success and attribution retraining (i.e. positive experiences, awards, passing grades, reduction on negative experiences, positive goal setting, student choice, and change inappropriate causal attributions for success toward internal, stable, and global factors).

Additionally, expectancies for success are influenced by outcome expectancy belief or the indirect effect of perceived successful and failed past experiences, which are mediated through the students' interpretations of causal attribution and understanding of actions required in the formulation of beliefs (Rotter, 1982; Wigfield & Eccles, 2002; Wigfield et al., 1997).

Understanding the actions required, provided the crucial foundation for expectancy to succeed and was the regulatory component for students towards their success or failure of the task (Rotter, 1982).

Phase III findings indicated that MCHS altered students' outcome expectancy belief through developing the perception that graduation was doable and a healthy attribution for failure and success. The findings showed the expectancy belief component of the task of graduation is doable, had a 30% Exemplary Implementation rate, a 40% Progressive Implementation rate, and 30% Transitional Implementation rate at the ten Model Continuation High Schools. MCHS did this by personalizing instructional plans and support, building knowledge or understanding of how to earn required credits, getting needed support, individualized progress monitoring, and personal goal setting through advisory and mentoring of students by all MCHS.

Phase III findings also indicated the expectancy belief component for a healthy attribution for failure and success which had a 10% Exemplary Implementation rate, a 15% Progressive Implementation rate, a 40% Transitional Implementation rate, and a 35% Beginning

Implementation rate at the ten Model Continuation High Schools. All MCHS accomplished this by developing appropriate acknowledgment of success and failure based on students' efforts. Specifically, setting clear expectations for success and providing appropriate feedback (i.e. established timelines, learning objectives, and mastery-based grading policies).

Third, student re-engagement is most effective when the school context provides choices that build students' intrinsic motivation and interests, altering students' inappropriate emotional, behavioral, and cognitive beliefs about perceived task-values towards graduating.

Deci and Ryan (2000b) studied social conditions in which intrinsic motivation develop and function and found that the school context can enhance or decrease students' intrinsic motivation and have identified competence (desire to experience mastery), relatedness (desire to interact, be connected, and experience caring from others), and autonomy (desire to make decisions in one's life) as critical innate components. Deci and Ryan (2000b) further maintain, these innate needs assist or decrease students' interpretation and internalization of external experiences into internal beliefs.

The values of a specific task and how such values influence students' engagement to do the task is the key in altering student inappropriate choices and lack of persistence (Eccles et al., 1983) and can be developed through providing various opportunities and increasing students personal identity (Carver & Scheier, 2005; Eccles, 1983; McCaslin, 2009; Murdock, 2009). Phase III findings indicated that all MCHS altered students' task-value belief through developing students' perceptions of personal importance of doing well on a given task and ability to overcome negative obstacles, undesirable aspects in a task or making difficult decisions. In fact, when combining the content analysis findings from all MCHS applications and transcribed interviews, the task-value belief component for personal importance of doing well on a given task had a 15% Exemplary Implementation rate, a 55% Progressive Implementation rate, and a 30% Transitional Implementation rate at the ten Model Continuation High Schools.

All MCHS accomplished this by developing students' self-image through promoting the basic need of mutual respect (i.e. develop a feeling of accomplishment, support relevant or challenging learning, and individualized opportunities to fulfill cognitive, affective, and social needs).

Phase III findings also indicated the task-value belief component for the ability to overcome negative obstacles, undesirable aspects in a task or making difficult decisions had a 50% Exemplary Implementation rate, a 45% Progressive Implementation rate, and a 5% Transitional Implementation rate at the ten Model Continuation High Schools. All MCHS accomplished this by a multitude of opportunities supporting exploration of personal values. Specifically, providing guiding feedback to develop appropriate attributions of performance to effort, (i.e. relevant and challenging curriculum, the building of curiosity and interests, deep learning, choice, persistence, knowledge, and positive emotion).

Additionally, task-value beliefs are influenced by student interest, which are mediated through the ability to overcome negative obstacles, undesirable aspects in a task or making difficult decisions and perceptions of the task's important intentions to accomplish a future goal (Bandura, 1997; Deci & Ryan, 2002; Hidi & Renninger, 2006). Student interest is a psychological state of engaging that is multidimensional and is strongly related to deep learning, choice, and persistence (Hidi, 2006; Hidi & Renninger, 2006). Interest is comprised of affective and cognitive components of an interdependent system between the individual student and school context (Hidi, 2006). In other words, the student has the interest within them, but the school context defines the "interest and contributes to its development" (Hidi, 2006, p.112).

Phase III findings indicated that all MCHS altered students' task-value belief through developing students' ability to overcome negative obstacles, undesirable aspects in a task or making difficult decisions and perceptions of the task's important intentions to accomplish a future goal. In fact, when combining the content analysis findings from all MCHS applications

and transcribed interviews, the task-value belief component for the ability to overcome negative obstacles, undesirable aspects in a task or making difficult decisions had a 50% Exemplary Implementation rate, a 45% Progressive Implementation rate, and a 5% Transitional Implementation rate at the ten Model Continuation High Schools. MCHSS' accomplished this by developing students ability to overcome past failures or negative attributions. Specifically, allowing flexibility to accommodate the unique needs of at-risk students (i.e. offer many choices to develop students' self-worth, be flexible to meet the needs of each student, providing support services, and support students non-school barriers and commitments).

Phase III findings also indicated the task-value belief component for perceptions of the task's important intentions to accomplish a future goal had a 30% Exemplary Implementation rate, a 55% Progressive Implementation rate, and a 15% Transitional Implementation rate at the ten Model Continuation High Schools. MCHSS' this accomplished through the development of authentic and meaningful tasks to assist students in overcoming obstacles and accomplishing future goals through mastery goals and extrinsic motivators. Specifically, offering useful activities towards students' future goals to validate the authentic self (i.e. to increase opportunities to apply one's abilities, to discover, and acquire new information and skills).

Implications for Policy and Practice

This study was designed to identify policies, programs, and practices that are perceived as being most effective in re-engaging at-risk students behaviorally, emotionally, and cognitively at ten Model Continuation High Schools in California and to gain insight on effective school context that support developmentally appropriate expectancy for success and task-value beliefs towards graduation for at-risk students. The findings from this study can be used to inform school intervention practices that reduce disengagement and dropouts as well as policy recommendations that re-engage at-risk students back into the educational process:

- Intentionally designing the school context to incorporate emotional, behavioral, and cognitive re-engagement opportunities in a successive loop, beginning with promoting emotional engagement, is critical in supporting disengaged students' diverse developmental needs.
- School contexts designed to provide self-efficacy and locus of control developmental opportunities are critical in forming new appropriate beliefs regarding at-risk students' perceived emotional, behavioral, and cognitive abilities to re-engage them in the educational process.
- School context that intentionally promotes intrinsic motivation and interests developmental opportunities are critical in forming new appropriate beliefs about students' perceived emotional, behavioral, and cognitive task-values to re-engage students towards graduation and beyond.
- It is critical for colleges wanting to develop a credential pathway for alternative education teachers and assist educators in addressing re-engagement, to provide instruction on the social-cognitive processes of beliefs and their effect on achievement-related choices and performances.
- It is critical for dropout prevention programs to incorporate emotional, behavioral, and cognitive re-engagement opportunities that form new appropriate beliefs on achievement-related choices and performances.

Recommendations for Further Study

This study was limited to ten MCHS and did not take into account non-MCHS. To further validate the research findings of re-engagement, future research should include a comparative study of non-MCHS to MCHS. By looking at non-MCHS it can help identify the uniqueness, if any, of MCHS policies, programs, and practices, the implementation levels, and occurrences of EEVT principles for all students.

Secondly, there are a vast amount of research variables and terms used to describe re-engagement, dis-engagement, engagement, motivation, and school context, making it difficult to generalize the research findings. There is a need for future studies to theoretically integrate terms in the field. The proliferation of re-engagement, dis-engagement, engagement, and motivational terms for similar concepts makes theoretical integration difficult.

The third recommendation for further research is in the area of expectancy for success and task-value belief development. There is little known about practical application and implementation effects of belief development within the public educational system. A longitudinal study could provide more specific details on school context factors that influence these cognitive principles supported by EEVT.

Finally, there is a need to capture the students' viewpoint of disengagement and re-engagement experiences at all levels of education within different school contexts. Future multi-level in-depth studies addressing students' perceptions of disengagement and re-engagement cognitive beliefs would benefit this field of research on how characteristics of different context affect different age levels and student groups.

Summary

In conclusion, we will review where we've been and what we've found. This study started with a concern about the disproportionate rate of high school dropouts, and the staid implication to the social and economic health of our nation and deleterious consequences for the high school dropout student (Levin et al., 2007; Rumberger & Thomas, 2000). This study used Eccles' Expectancy-Value Theory (1983) to provide a lens to examine re-engagement of at-risk students in ten California MCHS. EEVT was chosen primarily based on its cognitive developmental principles to assess social, psychological, and cognitive processes that lead to achievement-related choices and performances.

EEVT allowed the research to look through five theoretical frames of research (Self-Efficacy Theory, Control Theory, Self Determination Theory [Intrinsic Motivation], Interest Theory, & Goal Theory) connected to social-cognitive theory (Rotter, 1955), achievement theory (Atkinson, 1957), and attribution theory (Weiner, 1969) to support the principles of Eccles' Expectancy-Value Theory (1983); expectancy and task-value as it relates to the multidimensional components of re-engagement of at-risk students in the school context of MCHS. A synthesis of research supporting re-engagement, the development for expectancy for success beliefs and task-value beliefs towards graduation showed how at-risk students' perception of their capability to achieve and values is an internal and external component of motivation (Connell & Wellborn, 1991; Deci & Ryan, 1975; Ryan & Deci, 2000b; Skinner et al., 1998), which can lead to disengagement or the action of engagement (Deci & Ryan, 2002; Eccles & Roeser, 2011; Eccles & Wigfield, 1997; Mickelson, 1990; Murdock, 2009; Skinner et al., 2009; Vallerand et al., 1993).

By looking at policies, programs, and practices and their emotional, behavioral, and cognitive significant effects on students' re-engagement, expectancy for success beliefs, and task-value belief toward graduation, the findings supported the literature reviews identification of three basic psychological needs of competence, autonomy, and relatedness that can be influence through school context to re-engage of at-risk students (Connell & Wellborn, 1991; Daggett, 2005; Deci & Ryan, 1991, 1985, 2002; Eccles & Roeser, 2011). The research also provided results suggesting that development of students' expectancy to succeed belief and the development of students' task-value belief towards graduation and beyond can lead to re-engagement for at-risk students (Dweck & Elliott, 1983; Hidi & Harackiewicz, 2000).

MCHS had many different policies, programs, and practices that were contributors in re-engaging at-risk students; however, a few were key in making a significant difference in the ten MCHS. Clearly, the implementation themes presented in the Discussion of Key Findings section

were significant in the ending implications for policies and practices in this study. The implementation themes highlighted which educational practices made a difference in re-engaging at-risk students and hopefully reminded educational leaders the significance of the right policies and programs for student re-engagement. The genuine importance of this study is supported by the result of the MCHS's ability to transform disengaged at-risk students into graduates who seek career and college options. They were able to overcome student obstacles and barriers by creating a school context that supported the right policies, programs, and practices to address their students' diverse needs. The vision of the researcher is for future studies to build upon the presented concepts and share findings with educators who can address the dropout problem and truly promote all students to new heights.

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APPENDIX A
Recruitment Letter

Dear [Name],

My name is **Becky Sumbera**, and I am a doctoral candidate in the Graduate School of Education and Psychology at Pepperdine University. I am conducting a research study as part of my dissertation, focusing on policies, programs, and practice that re-engage at-risk students at ten California Model Continuation High Schools. You are invited to participate in this research study because your sites' exemplary status as **a Model Continuation High School for two or more consecutive awards, having at least 3 years as the site administrator, and your standing as the site administrator during the last application process.** If you agree, you would participate in an interview (F2F, Skype, or phone) that is anticipated to take no more than 45 – 60 minutes to complete.

Participation in this study is voluntary and would be beneficial in identifying re-engaging policies, programs, and practices at California Model Continuation High Schools for at-risk students as well as assist with dropout intervention/prevention at Comprehensive High Schools. Your identity as a participant as well as your District and Site will remain confidential at all times during and after the study.

If you have questions or would like to participate, please contact me at becky.sumbera@pepperdine.edu.

Thank you and I appreciate your participation,

Becky Sumbera, M.A. Ed., ABD
Pepperdine University
2014 ACSA Region 12 Continuation/Educational Options Administrator of the Year

APPENDIX B

2015 Model Continuation High School Application

APPLICATION INSTRUCTIONS

Note: Information that exceeds one page and/or uses a font other than Arial and is smaller than 11-point will not be considered and will be removed from the application.

Required Topics:

1. **School Profile.** A school profile should describe the school, student demographics, community context, district support, instruction provided, special education services, accountability measures, and unique characteristics of the school that make it worthy of statewide recognition. Include a description of how your school is helping to close the Achievement Gap.

Note: The Achievement Gap is defined as the gap between test scores for African American and Hispanic students compared to test scores for white and Asian students. Cite evidence that this school performs above and beyond the performance of a normally effective continuation high school.

2. **School Management.** A school administrator's description of the elements of school management that are in place should include ways that staff, students, and stakeholders are involved, ways the school coordinates with the traditional high school and other alternative education programs, the functioning of Student Success Teams or similar committees, and the ways that students are referred to the school.
3. **The Way Credits Are Earned.** Describe all methods students may use to earn credits. Indicate the maximum number of credits that can be earned per quarter, semester, and year in the boxes provided on page 39. Describe the scoring rubrics for projects, essays, and other individual assignments. Describe the use of competency, mastery, in-class and out-of-class projects, homework, and length of each class period. State if all credits and partial credits are transferable to other schools in the district. Describe the instructional delivery system (e.g., directed teaching, project-based assignments, group projects, and other modalities).

If the number of credits to graduate from the continuation high school is less than the number required to graduate from the traditional high school in the district, explain the differences and the rationale for requiring fewer credits.

4. **Staff Statement.** One staff member should describe the characteristics that make the school exemplary. This statement must be from a non-managerial staff member. The name and title of the staff member who prepared the statement must be included.
5. **Student Statement.** One student should describe ways the school has helped him or her be successful, citing personal experiences (e.g., improved attendance, earning credits, gaining employment, and other examples). The student must be enrolled at the school at the time the statement is written. The name and graduation year of the student who prepared the statement must be included.

6. **Parent/Guardian/Caregiver Statement.** One parent/guardian/caregiver should describe ways the school has helped his/her student(s) achieve their goals (e.g., improving school attendance, earning credits, goal setting, improved behavior, and other examples). The parent/guardian/caregiver who provides this statement must not be a member of the same family as the student who provides the Student Statement. The parent/guardian/caregiver must have a student currently enrolled at the school at the time the statement is written. The name of the parent/guardian/caregiver who prepared the statement must be included.
7. **Community Member Statement.** This statement must be placed on letterhead from his/her community organization and the community member's title should be included. One community member should describe specific ways the school impacts the community and provide evidence of the effects the school has on the community (e.g., providing community services, tutoring younger students, using cross-age teaching, and other examples). The community member making the statement must not be employed by the school district. This statement should not be about the "partnership" between the school and community member or what the community member does for the school. It must be about the impact the school and its students have on the community.

Section 5: Program Effectiveness Statements

Respond to each of the topics listed below. Use the forms that begin on page 40. Ensure that each Program Effectiveness Statement is based on assessment practices and data that support the applicant school's claim to be an exemplary model. Each Program Effectiveness Statement is limited to one page and **must** be typewritten, using an 11 or 12-point Arial font.

Note: Information that exceeds one page and/or uses a font other than Arial and is smaller than 11-point will not be considered and will be removed from the application.

Required Topics:

1. **School Evaluation of Effectiveness.** Describe how the school evaluates the effectiveness of its educational program through the accountability process. Describe what procedures are used to determine what is working and what needs to be improved (e.g., test results, student surveys, teacher feedback, and other examples).
2. **Student Assessment Results.** Describe Student Assessment Results from the 2014–15 school year and data the staff used to evaluate those results (e.g., California Standards Test [CST] results, California Modified Assessment [CMA] results, California Alternate Performance Assessment [CAPA] results, Smarter Balanced Summative Assessment results, California High School Exit Examination [CAHSEE] results, California English Language Development Test [CELDT] results, district results, and other sources). Discuss how staff uses

these data to support instructional improvement. Include pass rates as well as assessment and intervention practices for CAHSEE.

3. **Use of Additional Data.** If staff has collected accountability data in addition to the data listed above, such as district or teacher-generated assessment measures, Armed Services Vocational Aptitude Battery (ASVAB), Preliminary Scholastic Achievement Test (PSAT), or other examples, describe how these data have been used to support continuous program improvement and effective instructional practices. Describe your use of formative data. If there are no additional data, describe how the school supports continuous program improvement and effective instructional practices.
4. **How Use of Data is Noteworthy.** Describe how the school's use of assessment and accountability data support is exemplary. Summarize the elements the school uses that have led to school improvement (e.g., data, instruction, curriculum, and other examples). Explain how the use of these data demonstrates exemplary practices that could be useful to other schools.

Section 6: Quality Indicators (Self-Evaluation)

Quality Indicators are used to describe critical program components that are implemented at the applicant school.

Note: All 20 Quality Indicators must be "In Place" and currently implemented for the application to meet minimum eligibility criteria.

Review each indicator on the form beginning on page 44. For each indicator, mark the appropriate box. Briefly describe the evidence that substantiates the implementation of each Quality Indicator, using the "Evidence" section provided. The "Evidence" section is expandable in Microsoft Word format. If the expandable Microsoft Word section format is not used, title each page "Quality Indicators" and clearly indicate the letter and number of each Quality Indicator.

Note: An application with one or more Quality Indicators "Not in Place" will be disqualified.

Note: An application that lacks evidence of implementation for one or more Quality Indicators will be disqualified.

Note: The intent of Quality Indicator B-2 is to verify that students have access to courses that meet the University of California (UC) entrance requirements.

Note: Quality Indicator C-3 is subject to evaluation by the review committee. If the applicant school's student-teacher ratio exceeds 15:1, based on the ADA enrollment average of 20:1, with 75 percent attendance, the applicant may submit a one-page explanation that describes how the school is exemplary and request that the 15:1 ratio be waived. The review committee will evaluate the waiver request and rate the

application accordingly. If the school qualifies for a site visit, the student-teacher ratio will be reviewed during the site visit to determine if the school offers an exemplary program.

Section 7: Exemplary Components Checklist

Complete the Exemplary Components Checklist (page 51). Check the appropriate box for each listed component.

Section 8: Master Schedule

Submit a copy of the most current Master Schedule.

Section 9: Western Association of Schools and Colleges Visiting Committee Report

If selected for a Site Validation Visit, the applicant must prepare a digital copy of the WASC Visiting Committee Report and make it available to the review team on the day of the site visit.

Note: Schools with Initial, Interim, and Candidate status for WASC accreditation **do not meet** the criteria to apply for recognition as a Model Continuation High School.

Section 10: Western Association of Schools and Colleges Award Letter

Submit a copy of the most recent WASC Award Letter that lists the dates for which the school is accredited.

Section 11: Portfolio Criteria and Individual Learning Plans (Optional)

If the applicant school uses a portfolio for student assessment or a senior project, the applicant has the option of providing the guidelines with the application. Do not provide a sample portfolio or project. Submit a copy of the Individual Learning Plans (ILPs) used with students. Do not provide sample ILPs that contain student names or identifiers. If the applicant school does not use portfolios or ILPs, indicate this in the section.

Section 12: Video Overview of Your School (Optional)

The applicant school has the option of submitting a video overview of your school, or any aspect of your school, with the application. The video must not exceed five minutes in length and should be on a CD or DVD format. The video will not be rated as part of the application, but will only be reviewed for the purpose of gaining a fuller

understanding of the applicant school. The applicant will not lose points, be rated lower, or be otherwise diminished if the applicant chooses not to submit a video.

Certification Form

Complete the Certification Form. The applicant school's District Superintendent must sign this form. Signatures must be original. **Please sign using blue ink.**

Eligibility Checklist

Review the prepared application and complete the Eligibility Checklist.

APPENDIX C

Cited Research Connections

Appendix C: Guiding questions, phase I interview questions, & cited research connection

Research Question: How are ten California Model Continuation High Schools re-engaging at-risk students behaviorally, emotionally, and cognitively?

Guiding Questions	Interview Questions	Cited Research
1. What <i>policies</i> are described as most effective in re-engaging at-risk students behaviorally, emotionally, and cognitively towards graduation?	<p>a. What <i>policies</i> do you believe, if any, have supported your students' social or behavioral development and re-engagement? (Behavioral)</p> <p>b. What <i>policies</i> do you believe, if any, have supported your students' personal or emotional development and re-engagement? (Emotional)</p> <p>c. What <i>policies</i> do you believe, if any, have supported your students' cognitive development and re-engagement? (Cognitive)</p>	Comer, 1988; Deci, 1994; Deci & Ryan, 1975; Deci & Ryan, 2000; Eccles et al., 1983; Eccles & Roeser, 2010; Finn, 1993; Fredricks, 2004; Levin, 1991; Lindsey, Robins, & Terrell, 2009; Skinner, 2009; Peterson & Miller, 2004; Yazzie-Mintz, 2007
2. What <i>programs</i> are described as most effective in re-engaging at-risk students behaviorally, emotionally, and cognitively towards graduation?	<p>a. What programs do you believe, if any, have supported your students' social or behavioral development and re-engagement? (Behavioral)</p> <p>b. What programs do you believe, if any, have supported your students' personal or emotional development and re-engagement? (Emotional)</p> <p>c. What programs do you believe, if any, have supported your students' cognitive development and re-engagement? (Cognitive)</p>	Deci & Ryan, 1975; Deci & Ryan, 1985; Deci & Ryan, 2000; Eccles et al., 1983; Eccles & Roeser, 2010; Fredricks, 2004; Hidi, 2006; Kafae, 2013; Marks, 2000; Shernoff, 2010; Skinner, 2009; Voelkl, 1997; Wentzel & Wigfield, 2009; Yazzie-Mintz, 2007
3. What <i>practices</i> are described as most effective in re-engaging at-risk students behaviorally, emotionally, and cognitively towards graduation?	<p>a. What practices do you believe, if any, have supported your students' social or behavioral development and re-engagement? (Behavioral)</p> <p>b. What practices do you believe, if any, have supported your students' personal or emotional development and re-engagement? (Emotional)</p> <p>c. What practices do you believe, if any, have supported your students' cognitive development and re-engagement? (Cognitive)</p>	Connell, 1991; Connell & Wellborn, 1991; Deci & Ryan, 1975; Deci & Ryan, 2000; Eccles et al., 1983; Eccles & Roeser, 2010; Elliot & Dweck, 1988; Fredricks, 2004; Hatte, 2009; Marks, 2000; Osterman, 2000; Pintrich, 1990; Skinner, 2009; Yazzie-Mintz, 2007

APPENDIX D

Phase II Interview Questions

Phase II
Interview Instrument
Guiding Questions & Prompts in 3 Domains of Engagement (Continue)

Behavioral Engagement

(Social Development)
Relativeness
Warm & Caring

- 1.a. What *policies* do you believe, if any, have supported your students' social or behavioral development and re-engagement behaviorally, emotionally, and cognitively?

Prompting Question:

- For example, any policies on school size, attendance, truancy, discipline, academics, assessment, or anything else that you feel has contributed to the re-engagement of students' participation in the educational process?

- 2.a. What *programs* do you believe, if any, have supported your students' social or behavioral development and re-engagement behaviorally, emotionally, and cognitively?

Prompting Question:

- Are there any *programs* vital for preventing dropouts, increasing student connectedness, participation (extracurricular, student government, bullying campaigns), or anything else that you feel has addressed students developmental needs to become involved in their educational process.

- 3.a. What *practices* do you believe, if any, have supported your students' social or behavioral development and re-engagement behaviorally, emotionally, and cognitively?

Prompting Question:

- For example, any practices that increase students' likelihood of effort or persistence, or any other that has developed students needs so they can re-engage in the educational process?

Emotional Engagement

(Personal Development)
Autonomy
Supportive & Trustworthy

- 1.b. What *policies* do you believe, if any, have supported your students' personal or emotional development and re-engagement behaviorally, emotionally, and cognitively?

Prompting Questions:

- Are there any policies with equity, cultural proficiency, and developing relationships to help students, parents, and the community formulate a mindset of relatedness, a bond, or belongingness with the school?
- Are there any policies on student-centeredness (students' construct, interpret, and understand knowledge through active participation that comes to mind?

- 2.b. What *programs* do you believe, if any, have supported your students' personal or emotional development and re-engagement behaviorally, emotionally, and cognitively?

Prompting Question:

- Are there any programs that support the development of students' future goals, trusts & safety, and support students' interest and values?

- 3.b. What *practices* do you believe, if any, have supported your students' personal or emotional development and re-engagement behaviorally, emotionally, and cognitively?

Prompting Question:

- Are there any practices that increase students' interest and relationships especially with teachers?
- Decrease boredom and anxiety?

Phase II
Interview Instrument
Guiding Questions & Prompts in 3 Domains of Engagement (Continue)

(Cognitive Development)
Competence
Structure

- 1.c. What *policies* do you believe, if any, have supported your students' cognitive development and re-engagement behaviorally, emotionally, and cognitively?

Prompting Question:

- Are there any policies that provide the structure to allow student to experience or develop a sense of effectiveness in their own social or physical environment (grading policies, self-regulated approaches, celebrations on progress)?

- 2.c. What *programs* do you believe, if any, have supported your students' cognitive development and re-engagement behaviorally, emotionally, and cognitively?

Prompting Questions:

- Are there any programs that assist students in self-regulating their planning, monitoring, and evaluation of their learning?
- Are there any programs that support individualized selection & progress or mastery-based learning?

- 3.c. What *practices* do you believe, if any, have supported your students' cognitive development and re-engagement behaviorally, emotionally, and cognitively?

Prompting Questions:

- Are there any practices in the classroom that support relevant, flexible, and appropriately challenging curriculum?
- Are there any practices in the classroom that support cooperative learning or small group instruction?

APPENDIX E

Phase II Interview Guide

Appendix E

Interview Guide

Interview # _____

Date _____/_____/_____

Introduction:

Good Morning/Afternoon _____ thank you for taking the time out of your busy schedule to meet with me and agreeing to allow me to conduct this interview. My name is Becky Sumbera and I am a graduate student at Pepperdine University conducting my research in in partial satisfaction of the requirements for the degree of Doctor of Education in Educational Leadership, Administration, and Policy.

Interview Details:

The Interview will take approximately 45-60 minutes and will include 9 questions to help identify any policies, programs, and practices, you may perceive as being effective in re-engaging your students behaviorally, emotionally, and cognitively. There will be three sections of questions and we will pause between each to review terms. I would like your permission to tape record this interview, so I may accurately document the information you convey. If at any time during the interview you wish to discontinue the use of the recorder or the interview itself, please feel free to let me know. All of your responses are confidential and your agreement to participate will be kept separate under lock and key from these responses. Your responses will remain confidential and will be used to develop a better understanding of how Model Continuation High Schools are re-engaging at-risk students in the educational process. After five years your interview recording and documents will be destroyed.

Purpose:

The purpose of this study is to identify any policies, programs, and practices, you may perceive as being effective in re-engaging your students behaviorally, emotionally, and cognitively; and to gain insight on your sites effective school context that may support students' development of appropriate expectancy for success and task-value towards graduation beliefs. The results will be published and shared with the educational community to inspire future research and the development of appropriate support programs that reduce barriers of engagement for at-risk students.

Defining Terms:

I will now briefly define the terms used within the questions and also review each section terms before proceeding with that section's questions.

1. **Re-engagement:** is the process to increase students' interests, actions, behaviors, emotions, and understanding towards their educational success.
2. **Behavioral Engagement:** encompasses students' effort, persistence, participation, and compliance within the classroom and school environment (context).
3. **Emotional Engagement:** encompasses students' affective relationship with educators, peers, school, and the mindset about the experiences within the school context.
4. **Cognitive Engagement:** is the intellectual effort or psychological investment of the student to address their needs to experience effectiveness.
5. **Expectancy:** are student's beliefs approximating how they will do on a given task, and are influenced by self-concept of ability, perception of task difficulty, perceptions of others' expectations, causal attributions, and locus of control.

6. **Task value:** are students' beliefs of why they engage in a given task, and are influenced by subjective psychological construct of prior experiences, personal schema, and important sociocultural norms.
7. **School Context:** the school environment, which includes all aspects of the schools' social, academic, psychological factors, services, events, activities, and culture.

Selection Process:

You have been selected for this interview due to:

- This site is a California Model Continuation High Schools (CMCHS) that was awarded two consecutive times between the years 2009-2015
- You have been at this site for at least three years
- You were part of your site's application submittal process

Verbal Permission to Begin:

Your participation in this interview is completely voluntary. If at any time you need to stop, take a break, please let me know. You may also withdraw your participation at any time without consequence. Do you have any questions or concerns before we begin? Then with your permission we will begin the interview.

Questions:

Please refer to Phase II Interview Instrument sheet for questions. The question order will be and reviewing of terms will be in this order:

1. Behavioral Domain Questions

Behavioral Engagement: encompasses students' effort, persistence, participation, and compliance within the classroom and school environment (context).

2. Emotional Domain Questions

Emotional Engagement: encompasses students' affective relationship with educators, peers, school, and the mindset about the experiences within the school context.

3. Cognitive Domain Questions

Cognitive Engagement: is the intellectual effort or psychological investment of the student to address their need to experience effectiveness.

All other terms will be reviewed upon request. Participants will be sent the interview question and definitions a week before the interview to give them time to reflect.

After Interview:

After completion of the interview questions the site administrator will be asked to add any additional information that is relevant to their experience and then thanked for their participation. They will be reminded that their input will be aggregated into a final summary that will be sent to them after final dissertation approval.

APPENDIX F

Phase III Content Analysis Matrix

Appendix F

Content Analysis Matrix

Phase III: Content Analysis Data Collection Worksheet

Content Analysis on 10 MCHS Applications

	Expectancy				Task-Value			
MCHS Number	Self-concept of ability to graduate	Perception that the task of graduating is doable	Healthy attribution for failure and success	Healthy locus of control	Perceptions of personal importance of doing well on a given task	Perceptions of the task's important intentions to accomplish a future goal	Immediate enjoyment when performing a task that is intrinsically valued	Ability to overcome negative obstacles, undesirable aspects in a task or making difficult decisions
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								

Content Analysis on 10 MCHS Administrators' Interview Transcripts

	Expectancy				Task-Value			
MCHSI Number	Self-concept of ability to graduate	Perception that the task of graduating is doable	Healthy attribution for failure and success	Healthy locus of control	Perceptions of personal importance of doing well on a given task	Perceptions of the task's important intentions to accomplish a future goal	Immediate enjoyment when performing a task that is intrinsically valued	Ability to overcome negative obstacles, undesirable aspects in a task or making difficult decisions
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								

APPENDIX G
IRB Approval Letter



Pepperdine University
24255 Pacific Coast Highway
Malibu, CA 90263
TEL: 310-506-4000

NOTICE OF APPROVAL FOR HUMAN RESEARCH

Date: April 06, 2016

Protocol Investigator Name: Becky Sumbera

Protocol #: 16-03-236

Project Title: MODEL CONTINUATION HIGH SCHOOLS' PROMOTIVE POLICIES, PROGRAMS AND PRACTICES THAT CONTRIBUTE TO RE-ENGAGING AT-RISK STUDENTS TOWARDS GRADUATION

School: Graduate School of Education and Psychology

Dear Becky Sumbera:

Thank you for submitting your application for exempt review to Pepperdine University's Institutional Review Board (IRB). We appreciate the work you have done on your proposal. The IRB has reviewed your submitted IRB application and all ancillary materials. Upon review, the IRB has determined that the above entitled project meets the requirements for exemption under the federal regulations 45 CFR 46.101 that govern the protections of human subjects.

Your research must be conducted according to the proposal that was submitted to the IRB. If changes to the approved protocol occur, a revised protocol must be reviewed and approved by the IRB before implementation. For any proposed changes in your research protocol, please submit an amendment to the IRB. Since your study falls under exemption, there is no requirement for continuing IRB review of your project. Please be aware that changes to your protocol may prevent the research from qualifying for exemption from 45 CFR 46.101 and require submission of a new IRB application or other materials to the IRB.

A goal of the IRB is to prevent negative occurrences during any research study. However, despite the best intent, unforeseen circumstances or events may arise during the research. If an unexpected situation or adverse event happens during your investigation, please notify the IRB as soon as possible. We will ask for a complete written explanation of the event and your written response. Other actions also may be required depending on the nature of the event. Details regarding the timeframe in which adverse events must be reported to the IRB and documenting the adverse event can be found in the *Pepperdine University Protection of Human Participants in Research: Policies and Procedures Manual* at community.pepperdine.edu/irb.

Please refer to the protocol number denoted above in all communication or correspondence related to your application and this approval. Should you have additional questions or require clarification of the contents of this letter, please contact the IRB Office. On behalf of the IRB, I wish you success in this scholarly pursuit.

Sincerely,

Judy Ho, Ph.D., IRB Chairperson

cc: Dr. Lee Kats, Vice Provost for Research and Strategic Initiatives

Mr. Brett Leach, Regulatory Affairs Specialist

APPENDIX H

Phase I & II: Ten-step Data Analysis Process

Phases I and II Data Analysis Steps

1. The text (data) will be read as a whole
2. The data will be read again making notes about first impressions
3. The data will be read a third time and the researcher will highlight key words, phrases, or meaning supporting re-engagement of at-risk students behaviorally, emotionally, and cognitively.
4. The researcher will then make notes about actions, activities, concepts, differences, opinions, processes, or any other information that might be relevant to re-engagement of at-risk students towards graduation.
5. The data will be read a forth time circling any connection to the development of expectancy or task-value beliefs in the ten Model Continuation High Schools.
6. The data coding will be bracketed according to patterns (i.e. behaviorally, emotionally, and cognitively) eliminating insignificant information (Moustakas, 1994).
7. The researcher will horizontalize the data to gain a range of perspective about re-engagement (Creswell, 1998; Moustakas, 1994).
 - a. The researcher uses self-reflection to extrapolated text from the transcript and data are perceived, at this time, to be of equal value and unordered to help understand the phenomena of re-engagement as experience by site administrators.
 - b. Next, text that is irrelevant to the phenomena, repeated or overlapping is deleted or combined
8. Themes will be created, labeled, and connection between them will be evaluated
9. The researcher explicates experiences and synthesizes them into a composite description of the phenomenon essence (Moustakas, 1994)
 - a. The researcher will provide textural (what) descriptions
 - b. The researcher will provide structural (how) descriptions
10. Supporting quotes from the text data will be gathered to support emerging themes

Coding

APPENDIX I
Phase III Codebook

Phase III Initial Codebook

Expectancy Belief Themes		
Code	Meaning	Example
E1: Self-concept of ability to graduate is developed	<p>Developed “through a process of observing and interpreting one's own behaviors and the behaviors of others” (p. 82).</p> <p>It is described as “the assessment of one's own competency to perform given tasks or to carry out role-appropriate behaviors” (p. 82).</p>	<ul style="list-style-type: none"> • Intervention procedures designed to raise students' confidence in their abilities in particular subject areas • Tutoring • CAHSEE support • Individualized instruction
E2: Perception that the task of graduating is doable	Development of students' perception that they can make progress towards meeting graduation requirements.	<ul style="list-style-type: none"> • Personalized plan and support • Building knowledge or understanding of how to earn required credits • Getting needed support • Individualized progress monitoring • Personal goal setting
E3: Healthy attribution for failure and success	Development of appropriate acknowledgment of success and failure based on their efforts.	<ul style="list-style-type: none"> • Setting clear expectations for success and providing appropriate feedback • Established timelines • Learning objectives • Mastery based grading
E4: Healthy locus of control	Development of personal responsibility for educational outcome.	<ul style="list-style-type: none"> • Helping students overcome learned helplessness through supporting their path towards success and attribution retraining • Positive experiences • Awards • Passing grades • Reduction on negative experiences • Positive goal setting • Student choice • Change inappropriate causal attributions for success toward internal, stable, and global factors

Task-Value Belief Themes		
Code	Meaning	Example
TV1: Perceptions of personal importance of doing well on a given task	Development of self-image through promoting basic needs of mutual respect	<ul style="list-style-type: none"> • Promote a feeling of accomplishment • Support relevant or challenging learning • Individualized opportunities to fulfill cognitive, affective, and social needs
TV 2: Perceptions of the task's important intentions to accomplish a future goal	Developments of authentic and meaningful tasks to assist students in overcoming obstacles and accomplish future goals through mastery goals and extrinsic motivators.	<ul style="list-style-type: none"> • Offering useful activities towards students' future goals to validate the authentic self • To increase opportunities to apply one's abilities • To discover, and acquire new information and skills
TV 3: Immediate enjoyment when performing a task that is intrinsically valued	Development of a sense of accomplishment and identity or authentic self through a multitude of opportunities supporting exploration of personal values.	<ul style="list-style-type: none"> • Providing guiding feedback to develop appropriate attributions of performance to effort • Relevant and challenging curriculum • The building of curiosity and interests • Deep learning • Choice • Persistence • Positive emotion
TV 4: Ability to overcome negative obstacles, undesirable aspects in a task or making difficult decisions	Develop the ability to overcome past failures or negative attributions.	<ul style="list-style-type: none"> • Allowing flexibility to accommodate the unique needs of at-risk students • Offer many choices to develop students' self-worth • Be flexible to meet the needs of each student • Providing support services • Support students non-school barriers and commitments

APPENDIX J

Informed Consent with No Signature

PEPPERDINE UNIVERSITY

Graduate School of Education and Psychology

INFORMED CONSENT FOR PARTICIPATION IN RESEARCH ACTIVITIES

MODEL CONTINUATION HIGH SCHOOLS' PROMOTIVE POLICIES, PROGRAMS, AND PRACTICES THAT CONTRIBUTE TO RE-ENGAGING AT-RISK STUDENTS TOWARDS GRADUATION

You are invited to participate in a research study conducted by Becky Sumbera a doctorate candidate in the Graduate School of Education and Psychology at Pepperdine University with her dissertation chair Dr. Linda Purrington. You were selected because:

1. Your site is a California Model Continuation High School (CMCHS) that was awarded such status two consecutive times between the years 2009-2015.
2. You have been at the selected site for at least three years.
3. You were part of your site's application submittal process for the currently held Model Continuation High School Award.

Your participation in this study is voluntary. Please read the information below, and ask questions about anything that you do not understand, to make an informed decision. Please take as much time as you need to read the consent form. If you decide to participate, you will only be asked to give verbal permission, keeping your identity confidential. You will also be given a copy of this form for you records.

PURPOSE OF THE STUDY

The purpose of this study is to identify any policies, programs, and practices, you may perceive as being effective in re-engaging your students behaviorally, emotionally, and cognitively; and to gain insight on your sites effective school context that may support students' development of appropriate expectancy for success and task-value towards graduation beliefs. The results will be published and shared with the educational community to inspire future research and the development of appropriate support programs that reduce barriers of engagement for at-risk students.

STUDY PROCEDURES

If you volunteer to participate in this study:

- You will be sent a recruitment email with an information sheet for the study and researcher's contact information after your Superintendent has been notified of the intent of the study
 - You will be asked to provide your current awarded Model Continuation High School Application and Site Evaluators' Feedback Report for document review.
 - You will be asked to confirm the summarized data compiled from these documents at

the beginning of your interview

- You understand that the Model Continuation High School Application and Site Evaluators' Feedback Report will only be used for this study, keeping all information confidential (removing all identifiable information and destroying originals after summary sheets are confirmed at the interview)
- You will participate in an individual interview of approximately 45 – 60 minutes at your convenience
 - You will be sent the interview questions ahead of time for your review
 - Your interview will be recorded and transcribed removing all identifiable information linking the district, site, and individuals to the data
 - You can opt-out at anytime during this interview or re-schedule
 - You can opt-out of recording the interview
 - You have the freedom to ask question to clarify your understanding
- You will be sent the conclusions and recommendations of this research after the final dissertation approval

POTENTIAL RISKS AND DISCOMFORTS

The potential and foreseeable risks associated with participation in this study include possible discomfort or fatigue when reporting your self-perceptions of policies, programs, and practices, boredom, and time inconvenience.

POTENTIAL BENEFITS TO PARTICIPANTS AND/OR TO SOCIETY

While there are no direct benefits to the study participants, there are several anticipated benefits to society which include the extension of:

1. The current body of knowledge regarding effective policies, programs, and practices of California Model Continuation High Schools.
2. The current body of knowledge regarding re-engagement and social psychological variables that influenced the development of at-risk students' personal beliefs, which affect the outcome of achievement-related choices and performances.
3. The body of knowledge of dropout prevention and intervention.
4. The basis for appropriate protective and promotive support structures for at-risk students not only in continuation high schools, but also comprehensive high schools.

CONFIDENTIALITY

The researcher will keep your records for this study confidential with no identifying information linking any individual, district, or site. Pepperdine's University's Human Subjects Protection

Program (HSPP) may also access the data collected. The HSPP occasionally reviews and monitors research studies to protect the rights and welfare of research subjects.

The study data will be stored on a password-protected computer designated only for this study in the researcher's place of residence. The data will be stored for five years. The interview will be recorded, transcribed, and all identifiable information linked to an individual, district, or site will be removed. All identifying information will also be removed from the Model Continuation High School Application and Site Evaluation Team's Feedback Report.

PARTICIPATION AND WITHDRAWAL

Your participation is voluntary. If you do not wish to participate, there will be no penalty or loss of benefits to which you are otherwise entitled. You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study.

ALTERNATIVES TO FULL PARTICIPATION

The alternative to participation in the study is not participating or completing only the items, which you feel comfortable.

RESEARCHER'S CONTACT INFORMATION

I understand that the researcher is willing to answer any inquiries I may have concerning the research herein described. I understand that I may contact Becky Sumbera (researcher) at becky.sumbera@pepperdin.edu or Linda Purrington (Dissertation Chair) at [REDACTED] if I have any other questions or concerns about this research.

RIGHTS OF RESEARCH PARTICIPANT – IRB CONTACT INFORMATION

If you have questions, concerns or complaints about your rights as a research participant or research in general please contact Dr. Judy Ho, Chairperson of the Graduate & Professional Schools Institutional Review Board at Pepperdine University 6100 Center Drive Suite 500, Los Angeles, CA 90045, 310-568-5753 or gpsirb@pepperdine.edu.

APPENDIX K

California Continuation Education Association Support Letter



CALIFORNIA CONTINUATION EDUCATION ASSOCIATION
Moving the Vision Forward: Over One Hundred Years of Student Success
The Voice of Continuation Education

Vic Whitaker, California Model Schools Coordinator

DR. MIKE ILIC
President
Corona Norco Unified School
District

April 6, 2016

ANGEL RIVERA
Vice President
San Andreas High School

Dear Model Continuation High School Administrators,

I am writing you to let you know about a research study that will involve some of our Model Continuation High Schools. Becky Sumner, a doctorate candidate from Pepperdine University, is conducting a research study on how Model Continuation High Schools are re-engaging at-risk students. She will be contacting you because your school and you have met the selected criteria for the study.

HARDIMAN CURETON II
Secretary
Rocklin Alternative Education
Center

Research studies are done to systematically investigate a phenomenon in order to explore existing conditions to highlight or reach new conclusions. As you know, the Model Continuation High School Recognition Program identifies exceptional continuation high schools throughout California to establish a source for obtaining exemplary resources for others to learn from.

VIC WHITAKER
Treasurer
Educational Consultant

This study's purpose is aligned and seeks to learn more about the exemplary Model Continuation High Schools' policies, programs, and practices that site administrators perceive as being most effective in re-engaging at-risk students behaviorally, emotionally, & cognitively. It is important because it will not only identify effective re-engaging policies, programs, and practices of California Model Continuation High Schools but also support these practices with research and share this current body of knowledge with other continuation high schools as well as comprehensive high schools.

LUCIA WASHBURN
Past President
Crossmont Union High School
District

Thank you for your time.

Sincerely,

Vic Whitaker,
California Model Schools Coordinator

JOSEPH O. STITS
Consultant

CCEA is a California 501c Tax Exempt Educational Organization

APPENDIX L

MCHS Application Content Analysis Expectancy Belief Summary

MCHS Application Content Analysis Expectancy Belief Component Summary

E1: Self-concept of ability to graduate is developed

MCHS	Exemplary Implementation (11+)			Progressive Implementation (7-10)			Transitional Implementation (4-6)			Beginning Implementation (1-3)			No Implementation		
	R1	R2	R3	R1	R2	R3	R1	R2	R3	R1	R2	R3	R1	R2	R3
#1							4	4	4						
#2							4	5	4						
#3							6	5	5						
#4							6	5	6						
#5				7		7		6							
#6				8	9	8									
#7							4	5	5						
#8							5	5	5						
#9				7	7	7									
#10				8	7	7									
Portion of agreement for each category:	0			0.367			0.633			0			0		

Match:

Agreement	Protortion of agreement for each item
1	1
1	1
1	1
1	1
0	0.3
1	1
1	1
1	1
1	1
0	1
8	

Inter-reliability Rating (IRR): 80%
Observed Agreement (P_bar): 0.933
Chance Agreement (Pe): 0.536
Cohen's Kappa (k): 0.856

E2: Perception that the task of graduation is doable

MCHS	Exemplary Implementation (11+)			Progressive Implementation (7-10)			Transitional Implementation (4-6)			Beginning Implementation (1-3)			No Implementation		
	R1	R2	R3	R1	R2	R3	R1	R2	R3	R1	R2	R3	R1	R2	R3
#1							4	4	4						
#2						7	6	6							
#3							6	6	6						
#4				7	7	7									
#5							5	6	5						
#6				7	8	8									
#7				7				6	6						
#8							5	5	5						
#9				8	8	7									
#10				7	7	7									
Portion of agreement for each category:	0			0.467			0.533			0			0		

Match:

Agreement	Protortion of agreement for each item
1	1
0	0.3
1	1
1	1
1	1
1	1
0	0.3
1	1
1	1
1	1
8	

Inter-rating Reliability (IRR): 80%
Observed Agreement (P_bar): 0.867
Chance Agreement (Pe): 0.502
Cohen's Kappa (k): 0.722

E3: Healthy attributuib for failure & success

MCHS	Exemplary Implementation (11+)			Progressive Implementation (7-10)			Transitional Implementation (4-6)			Beginning Implementation (1-3)			No Implementation		
	R1	R2	R3	R1	R2	R3	R1	R2	R3	R1	R2	R3	R1	R2	R3
#1										2	2	2			
#2										1	1	1			
#3										2	1	1			
#4							4				3	3			
#5							5	5	4						
#6							5	4				3			
#7										3	3	3			
#8							4	4	4						
#9										3	3	3			
#10							4	4	4						
Portion of agreement for each category:	0			0			0.4			0.5			0		

Match:

Agreement	Protortion of agreement for each item
1	1
1	1
1	1
0	0.3
1	1
0	0.3
1	1
1	1
1	1
1	1
8	

Inter-rating Reliability (IRR): 80%
Observed Agreement (P_bar): 0.867
Chance Agreement (Pe): 0.52
Cohen's Kappa (k): 0.722

E4: Healthy locus of control

MCHS	Exemplary Implementation (11+)			Progressive Implementation (7-10)			Transitional Implementation (4-6)			Beginning Implementation (1-3)			No Implementation		
	R1	R2	R3	R1	R2	R3	R1	R2	R3	R1	R2	R3	R1	R2	R3
#1				8	8	7									
#2				9	8	9									
#3				9	10	9									
#4				10	10	10									
#5				9	9	8									
#6	11	11	11												
#7				9	10	9									
#8	11				10	10									
#9	12	12	12												
#10	11	12	12												
Portion of agreement for each category:	0.333			0.667			0			0			0		

Match:

Agreement	Protortion of agreement for each item
1	1
1	1
1	1
1	1
1	1
1	1
0	0.3
1	1
1	1
9	

Inter-rating Reliability (IRR): 90%
Observed Agreement (P_bar): 0.933
Chance Agreement (Pe): 0.556
Cohen's Kappa (k): 0.85

APPENDIX M

MCHS Administrator Interview Content Analysis Expectancy Belief Summary

Appendix L

MCHS Administrator Interview Content Analysis Expectancy Belief Component Summary

E1: Self-concept of ability to graduate is developed

MCHS	Exemplary Implementation (11+)			Progressive Implementation (7-10)			Transitional Implementation (4-6)			Beginning Implementation (1-3)			No Implementation		
	R1	R2	R3	R1	R2	R3	R1	R2	R3	R1	R2	R3	R1	R2	R3
#1				7	7	8									
#2				7	8	7									
#3	13	13	12												
#4							6	6	5						
#5	14	13	13												
#6	11		12		10										
#7				9	10	9									
#8				10	8	8									
#9	11	12	11												
#10	13	14	12												
Portion of agreement for each category	0.467			0.433			0.1			0			0		

Match:

Agreement	Protortion of agreement for each school
1	1
1	1
1	1
1	1
1	1
0	0.33
1	1
1	1
1	1
1	1
9	

Inter-reliability Rating (IRR): 90%	
Observed Agreement (P_bar): 0.933	
Chance Agreement (Pe): 0.416	
Cohen's Kappa (k): 0.886	

E2: Perception that the task of graduation is doable

MCHS	Exemplary Implementation (11+)			Progressive Implementation (7-10)			Transitional Implementation (4-6)			Beginning Implementation (1-3)			No Implementation		
	R1	R2	R3	R1	R2	R3	R1	R2	R3	R1	R2	R3	R1	R2	R3
#1				8	8	9									
#2	13	12	13												
#3	15	15	15												
#4				10	9	10									
#5			11	9	10										
#6	11	11	11												
#7				10	9	10									
#8	12	11	12												
#9	15	13	13												
#10	18	18	16												
Portion of agreement for each category	0.633			0.367			0			0			0		

Match:

Agreement	Protortion of agreement for each school
1	1
1	1
1	1
1	1
0	0.33
1	1
1	1
1	1
1	1
1	1
1	1
9	

Inter-rating Reliability (IRR): 90%	
Observed Agreement (P_bar): 0.933	
Chance Agreement (Pe): 0.536	
Cohen's Kappa (k): 0.856	

E3: Healthy attribution for failure & success

MCHS	Exemplary Implementation (11+)			Progressive Implementation (7-10)			Transitional Implementation (4-6)			Beginning Implementation (1-3)			No Implementation		
	R1	R2	R3	R1	R2	R3	R1	R2	R3	R1	R2	R3	R1	R2	R3
#1							5		5		4				
#2							4	4	4						
#3				7				6	6						
#4										2	2	2			
#5				10	10	9									
#6	11	11	11												
#7							6	5	6						
#8				7	8	7									
#9				9	9	9									
#10	12	12	12												
Portion of agreement for each category	0.2			0.333			0.333			0.133			0		

Match:

Agreement	Protortion of agreement for each school
0	0.33
1	1
0	0.33
1	1
1	1
1	1
1	1
1	1
1	1
1	1
1	1
8	

Inter-rating Reliability (IRR): 80%	
Observed Agreement (P_bar): 0.867	
Chance Agreement (Pe): 0.28	
Cohen's Kappa (k): 0.815	

E4: Healthy locus of control

MCHS	Exemplary Implementation (11+)			Progressive Implementation (7-10)			Transitional Implementation (4-6)			Beginning Implementation (1-3)			No Implementation		
	R1	R2	R3	R1	R2	R3	R1	R2	R3	R1	R2	R3	R1	R2	R3
#1	13	12	14												
#2				8	7				6						
#3	11	13	11												
#4				7	8	8									
#5				9	9	9									
#6	12	13	13												
#7				10	10	9									
#8					7		6		6						
#9	11	11	11												
#10	13	13	14												
Portion of agreement for each category	0.5			0.4			0.1			0			0		

Match:

Agreement	Protortion of agreement for each school
1	1
0	0.33
1	1
1	1
1	1
1	1
1	1
0	0.33
1	1
1	1
8	

Inter-rating Reliability (IRR): 80%	
Observed Agreement (P_bar): 0.867	
Chance Agreement (Pe): 0.42	
Cohen's Kappa (k): 0.77	

APPENDIX N

MCHS Application Content Analysis Task-Value Belief Summary

MCHS Application Content Analysis Task-value Belief Component Summary

TV1: Perceptions of personal importance of doing well on a given task

MCHS	Exemplary Implementation (11+)			Progressive Implementation (7-10)			Transitional Implementation (4-6)			Beginning Implementation (1-3)			No Implementation		
	R1	R2	R3	R1	R2	R3	R1	R2	R3	R1	R2	R3	R1	R2	R3
#1							6	6	6						
#2				7				6	6						
#3				7	7	7									
#4							5	4	5						
#5							6	5	6						
#6				9	9	8									
#7	11				10	10									
#8				9	10	9									
#9				10	9	10									
#10				10	10	9									
Portion of agreement for each category	0.033			0.600			0.367			0			0		

Agreement	Protortion of agreement for each item
1	1
0	0.3
1	1
1	1
1	1
1	1
0	0.3
1	1
1	1
1	1
8	

Inter-reliability Rating (IRR): 80%
Observed Agreement (P_bar): 0.867
Chance Agreement (Pe): 0.496
Cohen's Kappa (k): 0.736

TV2: Perception of the task's important intentions to accomplish a future goal

MCHS	Exemplary Implementation (11+)			Progressive Implementation (7-10)			Transitional Implementation (4-6)			Beginning Implementation (1-3)			No Implementation		
	R1	R2	R3	R1	R2	R3	R1	R2	R3	R1	R2	R3	R1	R2	R3
#1							6	6	6						
#2				7	7				6						
#3				8	8	8									
#4				9	8	8									
#5				10	10	9									
#6				7			6	6							
#7				8	7	8									
#8				9	9	9									
#9	11	11	11												
#10	12	11	12												
Portion of agreement for each category	0.2			0.6			0.2			0			0		

Agreement	Protortion of agreement for each item
1	1
0	0.3
1	1
1	1
1	1
0	0.3
1	1
1	1
1	1
1	1
8	

Inter-rating Reliability (IRR): 80%
Observed Agreement (P_bar): 0.867
Chance Agreement (Pe): 0.44
Cohen's Kappa (k): 0.762

TV3: Immediate enjoyment when performing a task that is intrinsically valued

MCHS	Exemplary Implementation (11+)			Progressive Implementation (7-10)			Transitional Implementation (4-6)			Beginning Implementation (1-3)			No Implementation		
	R1	R2	R3	R1	R2	R3	R1	R2	R3	R1	R2	R3	R1	R2	R3
#1							4	4	4						
#2							4	5	4						
#3				7	7	7									
#4							6	5	5						
#5				8	7	7									
#6				9	9	8									
#7				7			6		6						
#8							6	5	5						
#9				7	7	7									
#10	11	11				10									
Portion of agreement for each category	0.067			0.467			0.467			0			0		

Agreement	Protortion of agreement for each item
1	1
1	1
1	1
1	1
1	1
1	1
0	0.3
1	1
1	1
0	0.3
8	

Inter-rating Reliability (IRR): 80%
Observed Agreement (P_bar): 0.867
Chance Agreement (Pe): 0.44
Cohen's Kappa (k): 0.762

TV4: Ability to overcome negative obstacles, undesirable aspects in a task or making difficult decisions

MCHS	Exemplary Implementation (11+)			Progressive Implementation (7-10)			Transitional Implementation (4-6)			Beginning Implementation (1-3)			No Implementation		
	R1	R2	R3	R1	R2	R3	R1	R2	R3	R1	R2	R3	R1	R2	R3
#1	11	11	11												
#2				10	9	10									
#3				10	10	10									
#4				9	9	9									
#5				10	10	9									
#6	11	11	11												
#7	11				10	10									
#8				8	7	7									
#9	12	11	12												
#10	12	11	11												
Portion of agreement for each category	0.433			0.567			0			0			0		

Agreement	Protortion of agreement for each item
1	1
1	1
1	1
1	1
1	1
1	1
0	0.3
1	1
1	1
1	1
9	

Inter-rating Reliability (IRR): 90%
Observed Agreement (P_bar): 0.933
Chance Agreement (Pe): 0.509
Cohen's Kappa (k): 0.864

APPENDIX O

MCHS Administrator Interview Content Analysis Task-Value Belief Summary

MCHS Administrator Interview Content Analysis Task-value Belief Component Summary

V1: Perceptions of personal importance of doing well on a given task

MCHS	Exemplary Implementation (11+)			Progressive Implementation (7-10)			Transitional Implementation (4-6)			Beginning Implementation (1-3)			No Implementation		
	R1	R2	R3	R1	R2	R3	R1	R2	R3	R1	R2	R3	R1	R2	R3
#1										3	3	3			
#2				7	7	8									
#3				8	9	8									
#4							4				3	3			
#5				9	9	9									
#6	11	12	11												
#7				8	9	9									
#8				10	9	10									
#9	12	13	12												
#10	14	14	15												
Portion of agreement for each category	0.3			0.500			0.033			0.167			0		

	Agreement	Proportion of agreement for each item
	1	1
	1	1
	1	1
	0	0.3
	1	1
	1	1
	1	1
	1	1
	1	1
Match:	9	

Inter-reliability Rating (IRR): 90%
Observed Agreement (P_{bar}): 0.933
Chance Agreement (P_e): 0.369
Cohen's Kappa (k): 0.894

TV2: Perception of the task's important intentions to accomplish a future goal

MCHS	Exemplary Implementation (11+)			Progressive Implementation (7-10)			Transitional Implementation (4-6)			Beginning Implementation (1-3)			No Implementation		
	R1	R2	R3	R1	R2	R3	R1	R2	R3	R1	R2	R3	R1	R2	R3
#1				7	8	7									
#2				7	7				6						
#3	12	11	12												
#4				8	9	8									
#5				7	7	7									
#6				7				6	6						
#7				9	10	8									
#8	12	11	11												
#9	13	12	11												
#10	12	13	12												
Portion of agreement for each category:															
0.40.5000.100															

Agreement	Proportion of agreement for each item
1	1
0	0.3
1	1
1	1
1	1
0	0.3
1	1
1	1
1	1
1	1
Match: 8	

Inter-rating Reliability (IRR): 80%
Observed Agreement (P_{bar}): 0.867
Chance Agreement (P_e): 0.42
Cohen's Kappa (k): 0.77

TV3: Immediate enjoyment when performing a task that is intrinsically valued

MCHS	Exemplary Implementation (11+)			Progressive Implementation (7-10)			Transitional Implementation (4-6)			Beginning Implementation (1-3)			No Implementation		
	R1	R2	R3	R1	R2	R3	R1	R2	R3	R1	R2	R3	R1	R2	R3
#1							5	6	5						
#2							4	4	5						
#3				7	7				6						
#4										3	3	3			
#5							4	4				3			
#6				7	8	8									
#7							6	5	6						
#8				7				6	6						
#9				8	7	7									
#10				9	8	9									
Portion of agreement for each category															
00.4000.4670.1330															

Agreement	Proportion of agreement for each item
1	1
1	1
0	0.3
1	1
0	0.3
1	1
1	1
0	0.3
1	1
1	1
7	

Inter-rating Reliability (IRR): 70%
Observed Agreement (P_{bar}): 0.8
Chance Agreement (P_e): 0.396
Cohen's Kappa (k): 0.669

TV4: Ability to overcome negative obstacles, undesirable aspects in a task or making difficult decisions

MCHS	Exemplary Implementation (11+)			Progressive Implementation (7-10)			Transitional Implementation (4-6)			Beginning Implementation (1-3)			No Implementation		
	R1	R2	R3	R1	R2	R3	R1	R2	R3	R1	R2	R3	R1	R2	R3
#1				7	7	7									
#2							6	6	6						
#3				8	9	8									
#4	12	11	11												
#5	11	11				10									
#6	13	13	11												
#7	11	12	11												
#8				10	9	9									
#9	13	13	12												
#10	12	13	13												
Portion of agreement for each category															
0.5670.3330.100															

	Agreement	Proportion of agreement for each item
	1	1
	1	1
	1	1
	1	1
	0	0.3
	1	1
	1	1
	1	1
	1	1
	1	1
Match:	9	

Inter-rating Reliability (IRR): 90%
Observed Agreement (P_{bar}): 0.933
Chance Agreement (P_e): 0.442
Cohen's Kappa (k): 0.88

APPENDIX P

Figure 1 Use Permission

Email Correspondence: Figure 1 Use Permission

Becky Sumbera

Saturday, November 19, 2016 at 2:40:55 PM Pacific Standard Time

Subject: Re: Dissertaton use of Eccles, Wigfield, and colleagues' Expectancy-value Model of Achievement Motivation

Date: Sunday, November 13, 2016 at 5:23:26 PM Pacific Standard Time

From: Jacque Eccles [REDACTED]

To: becky.sumbera@pepperdine.edu

CC: [REDACTED]

You have my permission to use our model figure.

Best,
Jacque Eccles

On Nov 13, 2016, at 3:50 PM, "becky.sumbera@pepperdine.edu"
<becky.sumbera@pepperdine.edu> wrote:

Dr. Wigfield and Dr. Eccles,

I am requesting permission to use your Expectancy-value model of achievement motivation diagram in my dissertation. The diagram is labeled FIG 1, on page 69 of the following publication:

Wigfield, A., & Eccles, J. S. (2000). Expectancy-value theory of achievement motivation. *Contemporary Education Psychology*, 25(1), 68-81.

My Dissertation Title: MODEL CONTINUATION HIGH SCHOOLS: SOCIAL-COGNITIVE PROMOTIVE FACTORS THAT CONTRIBUTE TO RE-ENGAGING AT-RISK STUDENTS EMOTIONALLY, BEHAVIORALLY, AND COGNITIVELY TOWARDS GRADUATION

I believe this diagram will offer the readers a visual of the multidimensional, multifaceted Expectancy-value model in my theoretical framework section. I have also attached the diagram for your convenience.

Thank you,
Becky Sumbera
Pepperdine University
Graduate School of Education & Psychology
Becky.sumbera@pepperdine.edu