THE IMPACT OF FULL SERVICE COMMUNITY SCHOOL PROGRAMS ON
STUDENT SUCCESS

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THE IMPACT OF FULL SERVICE COMMUNITY SCHOOL PROGRAMS ON
STUDENT SUCCESS

A Dissertation

by

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Student: Persis Momeni

I certify that this student has met the requirements for format contained in the University

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to be awarded for the dissertation.

_____, Department Chair   _____
Dr. Caroline Sotello Viernes Turner   Date

DEDICATION

My senior year of high school I was asked in English class to write about my father. I wrote about his humor and his laughter; which are so much like mine, and the adventures the two of us would go on when I was child. My understanding of a fathers love at eighteen was child-like; I reflected on him at a surface level, recalling our lunch trips to the beach and our long drives up the Washington coastline. A decade later I reflect on my father again, but with a different lens, one of deeper understanding of what it is to have a fathers love.

My father immigrated by himself to the United States from Iran when he was eighteen, the same age as I was when I first wrote about him. I can only imagine that he was wiser, and had more experience than I had at that age. He learned English and built a life for himself, one that included the introduction of myself into this world. One of my fondest memories during this time was when he would bring me cakes and sweets, and how we would share the fancy morsels together.

When the life he had built from age eighteen to forty changed drastically he picked up the salvageable pieces and used the wisdom from that era to craft an even better life for us. As I grew, so did our interactions, although we still went for ice creams and lunches, his words took a deeper and more serious tone. These words were meant to strengthen me, encourage me and build me through my life journey. When I struggled through obstacles, my father was there to clear the path, in my darkest times where I felt as if I should just give in to the hopelessness of failure I had my father there to show me

the light and show me that nothing I do is failing, rather, it is just preparing me to do better in the future. Without his strength I wouldn't have made it this far. I see this dissertation as a stepping stone of my growth. Using what I have learned academically and what I have learned from my father I embark into the world a woman of higher understanding.

There are so many more years to come, and so many more chances for me to blossom, my father helped build the foundation of who I am today and allowed me to be confident in myself, to value myself and to really see the future as one that I can create and mold into one that makes me truly happy. The solid foundation I have as a human being now allows me to look toward the future with excitement; I can only imagine what my reflection on my father's love will be in the next decade to come as I continue to develop my ability to comprehend this world and everything in it.

I dedicate my dissertation and my entire academic career to my father. I love you Daddy.

ACKNOWLEDGMENTS

Perhaps the most influential people in this process have been my fellow doctorate colleagues. I truly believe in the cohort model because of the family feel that this group of people has brought to the table. I would like to acknowledge Jerry Crosby, Randy Kilmartin and Sylvia Escobar; your team efforts kept me going and on track over these last three years. The positivity and motivation you expressed toward me warms my heart even now. I can only hope that my quirky humor and lightheartedness brought you a sense of joy as well.

I would like to thank the members of my committee, Dr. Robert Pritchard, Dr. JoLynn Langslet and Dr. Julian Vasquez, for being so assiduous and diligent with me during my research process. I truly had an all-star committee with so much synergy in the dissertation process; I believe my dissertation is a thousand times more potent because of them.

I give credit to my editor and formatter, Meredith Linden, for her painstaking work in getting my dissertation looking as beautiful as it does.

Lastly, I would like to recognize those who encouraged me through my academic progress over the last twenty eight years. There are so many of you I have lost touch with, if you ever come across this dissertation, know I am grateful to have had the chance to meet you in life.

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    Impact of full service community school

    Student success

Abstract

of

THE IMPACT OF FULL SERVICE COMMUNITY SCHOOL PROGRAMS ON
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This dissertation is a mixed methods study using pre-existing high school cumulative

GPA scores to examine if significant difference in student success over the course of

three years exists after full service community school implementation within District X.

Analysis of qualitative data, in the form of open ended surveys gave insight into the

perceptions of administrators, teachers, counselors and other full service community staff

members within the two high schools studied. Qualitative patterns emerged showing

some success of the full service model within the district as perceived by staff. Analysis

through the use of SPSS and a paired samples t-Test indicated that significant difference

in student success existed between year two and year three of program implementation as

measured by high school cumulative GPA scores. Using an Independent samples t-Test it

was revealed that no significant difference in student success existed among Hispanic

verse non-Hispanic students.

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INTRODUCTION

Background

Full service community school (FSCS) initiatives in public schools across the

nation are improving scores on tests and other measures of student achievement as well

as graduating more students. For example, research shows students in FSCSs in and

around Tulsa, Oklahoma are outperforming non-FSCSs on state tests in math by 32

points and in reading by 19 points and "community schools outperform matched non-

community schools on measures of dropout and graduation rates" (Blank, Jacobson, &

Melaville, 2012, p. 2). Blank et al. went on to reference a FSCS in Portland, Oregon and

how these students showed large gains in academics, attendance, and behavioral areas,

with increased state benchmark scores in reading and math. "Another full service

community school in Cincinnati graduated more students in the past three years than in

the previous 85 years it had been in operation" (p. 3).

Achieving the level of collaboration and support needed can be very challenging

given the engrained cultural ways of doing business, a lack of local expertise in providing

wraparound services, inter-agency barriers, funding exigencies, and disbelief regarding

the success of family-driven, strengths-based practice. To address these barriers in a

California school district, all community stakeholders need to be committed, coordinated,

and involved. According to Superintendent Bishop, "This is a top-down and bottom-up

approach, one that allows for the needs of our community to be met. It goes back to the

mission, vision, values, and goals that the community set at the beginning of this process"
(R. Bishop, personal communication, February 23, 2013).

Other challenges that arise with regards to maintaining a FSCS include a lack of
funding and an inability to sustain large competitive grant funding. The comprehensive
services and resources needed to educate the "whole student" under one roof are
expensive. To mitigate these costs, districts can take advantage of multiple revenue
streams; local, state, and non-profit resources; and partnership networks to seek more
sustainable funding. However, not all districts will qualify for such resources and
funding streams; for example, California's Local Control Funding Formula provides
additional funding for high-needs students but may not be sufficient to support a FSCS
model in districts without large proportions of low-income students. Also, many of the
grants and funds are controlled and inflexible due their categorization. For example, if
Title I funds are going to be used for full-scale or wraparound services, they can only be
used to support effective, research-based educational strategies that close the
achievement gap between high- and low-performing students and enable students to meet
the state's challenging academic standards (Pre-K Now, 2010).

The goal of Title I has progressed to safeguarding an unbiased education for
disadvantaged students and produce economic gains by promoting higher academic
achievement. However, Title I has some evident complications. Due to fluctuating
allocation formulas, disbursement is unbalanced; some states and districts receive more
funds while others do not receive reasonable portions. The challenge remains as Title I

funds are federally financed and fluctuate; they increase and decrease when it is

necessary to supplant other programs for students who are eligible for free and reduced-

priced lunches. Also, due to possible misappropriation, there is high accountability for

fund usage (Pre-K Now, 2010).

District X is a large pre-K-12 grade district in Northern California serving

approximately 15,500 ethnically and racially diverse students primarily from low

socioeconomic backgrounds. The district is made up of 15 elementary schools, a K-8

charter school, three middle schools, two comprehensive high schools, a continuation

school, a community day school, and a school that provides support to families with

children in an independent or home study setting. According to District X (2012):

> There is a lack of integrated services and community partnerships (community
> services, advocacy groups, schools, businesses, faith-based organizations). This
> existing problem has led to an increase in student drop out rates, unsafe
> neighborhoods, inadequate access to medical care, and diminished youth
> development enrichment activities. (p. 1)

According to Bishop and Shackleford (2014) more than 70% of students in

District X are from low-income families, as determined by calculating those families who

are eligible for free and reduced meal programs.

> This number is due to a 1993 Congressional plan to close and relocate the Mare
> Island Naval Shipyard, the largest employer in Salano County where District X is
> located. . . . When the school board voted to implement FSCSPs, the district
> started by implementing the programs at five schools, including both of the
> comprehensive high schools because they suffered the most, based on academic
> scores, school climate, and attendance percentages. (Bishop & Shackleford, 2014,
> p. 28)

What makes a FSCS different from a traditional school is a FSCS has an academic support provider who links students and their families to needed district and community resources. Not only do the FSCS programs in the District X use a site collaboration model made up of the principal, parent representatives, school nurses, school psychologists, college representatives, and community-based organizations, they also facilitate links to health and wellness partnerships. "In fact, there are four district clinics made up of two health clinics, a dental clinic, and a teen clinic. These clinics offer free services to students and families within the full service community school program" (Bishop & Shackleford, 2014, p. 29).

Bishop and Shackleford (2014) explained that there was a comprehensive database identifying at-risk students in need of these supports. One of the first things done for these students is the creation of a pathway for success. The authors stated that when thinking of a FSCSP, one must visualize a triangle with the child at the center and surrounded by the family and community. The three interconnected sides of the triangle are a:

> rigorous and relevant core instructional program designed to help all students meet high academic standards, a variety of learning opportunities designed to enrich the learning environment for students and their families, including before and after school programming and a range of support services from health, mental health, social services, and an integrated intervention system deigned to promote children's well being and remove barriers to the learning process. (Bishop & Shackleford, 2014, p. 38)

Figure 1 illustrates the three-sided foundation of support necessary for an at-risk student to succeed surrounding that student.
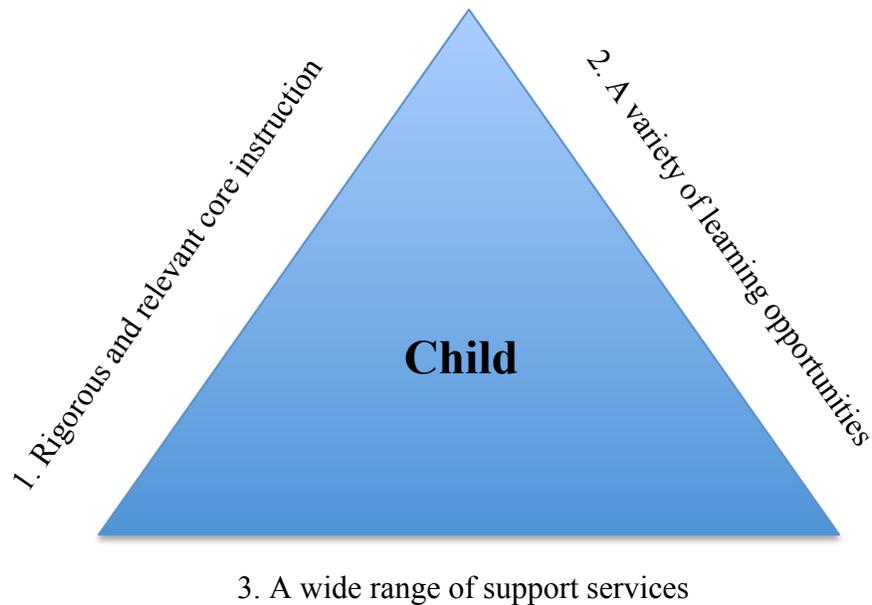
Figure 1. Full service foundation for support.

In addition to this triangle wrap-around model, District X is using three other intervention strategies to promote student success. The district calls it an Integrated Intervention System and it has three key components to it: Positive Behavior Intervention and Support, Restorative Justice, and Positive Youth Justice Initiative/Trauma Informed Care. Using a FSCS model along with the three-pronged Positive Behavior Intervention and Support System has had positive results early in the implementation of the program. According to Bishop and Shackleford (2014), within the first three years of implementation, graduation rates moved from 54% to 65% with another increase in the 2013-14 school year.

Two high schools located within the District X—High School A and High School B—serve approximately 1,800 students. The California Department of Education expects California High Schools to have an Academic Performance Index (API) of at least 800 out of 1000 (School Wise Press, 2013a). The most recent data for High School B is not available; however, in the 2011-2012 school year, the school had an API of 666 and did not meet No Child Left Behind (NCLB) criteria for Adequate Yearly Progress (AYP). Similarly, High School A had an API of 724 out of 1000 in the 2012-13 school year and did not meet NCLB standards for AYP. Both schools, however, have made progress and increased their API scores over the past several school years, which indicates that positive change has happened within the district (School Wise Press, 2013a, 2013b).

High School A's student population is made up of African Americans (29%), Asian Americans/Pacific Islanders (37%), Hispanic/Latino students (21%), and White students (10%). Almost half (46%) of the students have a low-income indicator, which qualifies them for free or reduced subsidies (School Wise Press, 2013a). High School B's student population is made up of African Americans (33%), Asian Americans/Pacific Islanders (21%), Hispanic/Latino students (35%), and White students (9%), and 62% of the students have a low-income indicator qualifying them for free or reduced subsidies (School Wise Press, 2013b).

The District X Full Service Community Schools Program (XFSCSP) is a key strategy for supporting student academic achievement while closing the achievement gap

(District X, 2014c). According to Boykin and Noguera (2011), full-service models are "based on the recognition that for schools that serve large numbers of poor children to succeed, they have to attend to both the academic and social needs of children" (p. 178). To significantly improve academic outcomes for all students and close the achievement gap for racial and ethnic minority students, schools must address the context in which learning is taking place (Boykin & Noguera, 2011). According to Luna (2011), "when schools teach to the whole and not just the academic child, student learning is increased" (p. 14).

This is where the District X FSCS program comes into play. FSCSs provide comprehensive academic, social, mental, and physical education services to meet student, family, and community needs. The main purpose of establishing a FSCS program within a district is to ensure that students have clear roadmaps from preschool to college and career. Phase I implementation started in 2012-13 and included five schools, serving over 3,000 students and family members. Phase II, implemented in the 2013-14 school year, added seven more elementary schools, a middle school, and a high school to the XFSCS model. Phase III added the remaining eight elementary schools and one more middle school and took place during the 2014-15 school year (District X, 2014c).

After the implementation of FSCS programs in District X, graduation rates increased by 1% in the first year. One of the long-term goals of using a FSCS program is to have a long-term increase in graduation rates. Now, in 2015 it is time to measure whether the success of high school students have improved since the initial 2012

implementation. The researchers looked at cumulative GPA data for high school students at High School A and High School B who had gone through FSCS programs to see if there was significant difference in student success as measured by those GPA scores between the different years of FSCS implementation. The data examined are from the start of implementation to present day.

The goal of the District X FSCS program (2014c) is to improve the academic achievement of all students within the district. The program goes further, also aiming to improve students' well-being. Among their projected educational outcomes, the District X FSCS model hopes to improve student achievement by closing the achievement gap; improve student attendance; reduce student referrals, suspensions, and expulsions; increase student well-being in the area of health; improve campus safety; and increase parent involvement in their children's education. Moreover, the district is interested in eradicating the "school to prison pipeline" that pushes many students into the criminal justice system, instead, aiming to propel all students toward opportunities. As Superintendent Bishop said, "We educate all children… All means all" (R. Bishop, personal communication, February 23, 2013).

Since the first phase of the FSCS program was launched in 2012, District X has reduced its out of school suspensions by 60% (Fix School Discipline, 2014). Once the next phase of implementation of the FSCS program in X is complete, additional data are hypothesized to show evidence of success. Data for each school in the program needed to be assessed individually since each school is unique. According to Dr. Bishop, "Every

school serves a different community, with its own characteristics and set of needs. And we have to be aware of and fulfill those needs" (R. Bishop, personal communication, February 23, 2013).

The research conducted compiled more evidence in the form of cumulative GPA scores for students at the two high schools in District X to show that FSCSs models in Northern California can be successful. There is a lack of literature on the success rates of FSCSs within District X and within Northern California. The hope was, in providing more evidence showing a FSCS program can be beneficial to a district, District X will become a model for other schools looking to implement the FSCS program.

Problem Statement

When students were underperforming in District X, a FSCS program was implemented. Although the model has been implemented in District X, researchers have yet to analyze student success rates as determined by GPA scores after the implementation of FSCS program at District X high schools. The schools that implemented FSCS program were High School A and High School B, both of which served approximately 1,800 students (School Wise Press, 2013a, 2013b).

High School A's student population was made up of African Americans (29%), Asian Americans/Pacific Islanders (37%), Hispanic/Latino (21%), and White students (10%); 46% of students had a low-income indicator qualifying them for free or reduced subsidies (School Wise Press, 2013a). High School B's student population was made up of African Americans (33%), Asian Americans/Pacific Islanders (21%), Hispanic/Latino

(35%), and White students (9%); 62% of students had a low-income indicator qualifying them for free or reduced subsidies (School Wise Press, 2013b).

Research has shown low socioeconomic status negatively impacts children, not only on a cognitive level, but also at an academic achievement level (Duncan & Brooks-Gunn, 2000). Viadero and Johnston (2000) stated low socioeconomic status is the primary factor in minority academic success. Looking at the demographics of High School A and High School B, one can see the presence of a large number of minority students of low socio-economic background. Chang (2011) stated that FSCS programs have immense potential to address the unmet needs hindering a student's ability to achieve in school because they serve as a bridge away from traditional learning by targeting important academic, physical, mental, social, and emotional needs of children. FSCS programs can level the playing field for minority students from low-SES backgrounds so they have equal opportunities for quality education.

Nature of the Study

The research design is mixed methods to answer the following research questions related to the impact FSCS programs have had on student success:

- Research Question 1 (quantitative): Is there a significant difference between year one and year two of FSCS student success as measured by high school cumulative GPA?
  - o Is there a significant difference in cumulative GPA between Hispanic and non-Hispanic students after year one of the program?

- Research Question 2 (quantitative): Is there a significant difference between year two and year three of FSCS student success as measured by high school cumulative GPA?
  - Is there a significant difference in cumulative GPA between Hispanic and non-Hispanic students after year two of the program?
- Research Question 3 (quantitative): Is there significant difference between year one and year three of FSCS student success as measured by high school cumulative GPA?
  - Is there a significant difference in cumulative GPA between Hispanic and non-Hispanic students after year three of the program?
- Research Question 4 (qualitative): What are the perceptions of high school administrators, counselors, teachers, and other full service community school staff regarding the effect of full service community school programs?

To gather as much information as possible on high school student success, the researcher looked at both existing quantitative data and qualitative data to explain the quantitative data results. The Likert-type scale survey and open-ended survey were conducted and given to administrators, teachers, counselors, and other FSCS staff at both High School A and High School B. A paired-samples t-Test was conducted to see if there was a significant difference in between the datasets for answering Research Questions 1, 2, and 3. An independent-samples t-Test was conducted to determine if there was significant difference of sub-research questions 1, 2, and 3.

Concurrent triangulation was used to gather both qualitative and quantitative data at the same time but in no particular order. This triangulation was used so neither the

qualitative or quantitative data would be dependent on the other. Rather, the qualitative

data were to support the quantitative data if significant increases of high school GPAs in

the FSCS population were found from and between FSCS implementation years. The

quantitative data served to show if there was significance, but a limitation with

quantitative data is that it will not say *why* significance has been found. At this point, the

qualitative data came into play. An analysis of the qualitative data may give insight as to

why there is significance.

Theoretical Framework

Abraham Maslow built a framework to lead individuals to reach the term "self-

actualization," which he defined as the capability of an individual to reorganize after

injury into new unity that incorporates the damage (Decarvalho, 1991). According to

Kritsonis (2002), Maslow designed a hierarchy of needs, often shown in a pyramid form,

in which the lower needs must be met before the individual can climb the pyramid,

ultimately leading to personal growth and self-actualization. According to Huber,

Edwards, and Heining-Boynton (2000), a self actualized person has the ability to

appreciate newness over and over, similar to a child, which in turn allows them to

continually have a positive and optimistic outlook on life despite negative factors in their

environment. Based on Maslow's hierarchy of needs, basic needs such as nutrition,

physical and mental health, and safety need to be addressed first before students can

move on to esteem and actualization (Maslow, 1970). Figure 2 illustrates the needs that

must be met in order for an individual to move up and reach self-actualization.
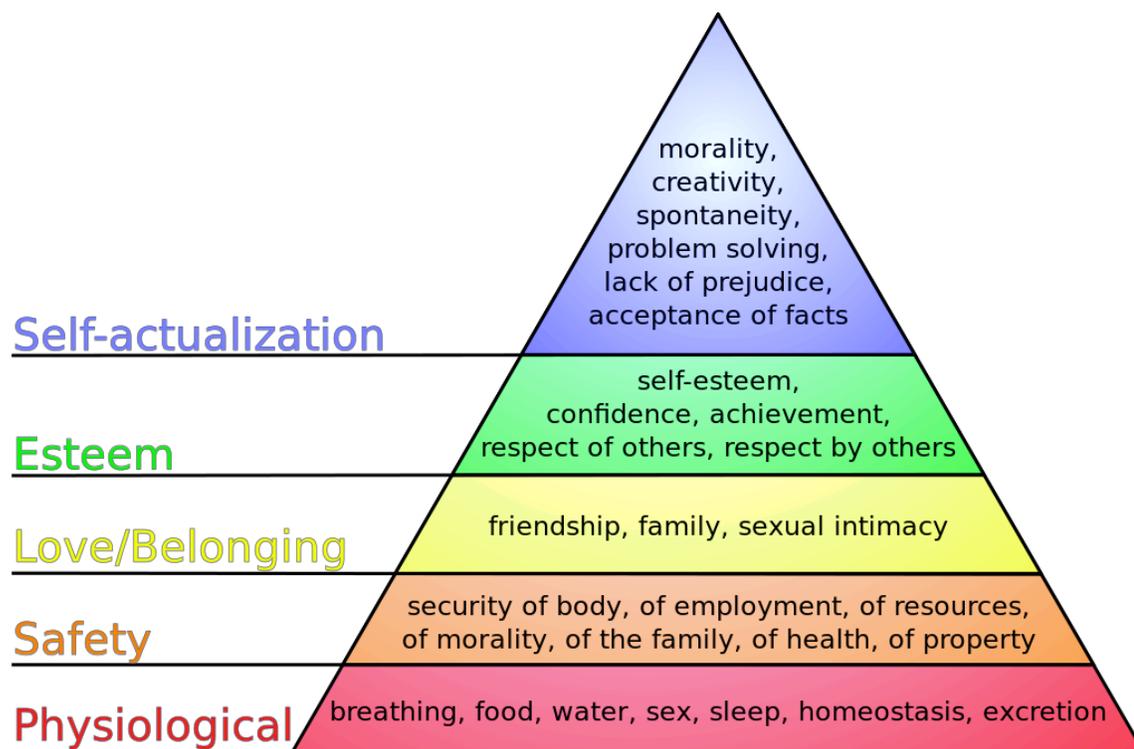
Figure 2. Maslow's hierarchy of needs.

Thus social, physical, and psychological support services, such as dental and health clinics, school counselors, school social workers, and family resource centers, can help address the health, emotional, and other needs of students so they can focus on learning and academics (Boykin & Noguera, 2011). At the same time, academic support programs and services, such as mentoring, tutoring, and after-school programs, can extend learning opportunities for students and create individualized instruction to specifically help improve student learning and provide learning opportunities in the community (District X, 2014b).

High expectations and a supportive environment can help guide students towards success. By providing supplemental social and emotional support for at-risk students,

FSCSs can also free up teachers time wise and allow them to focus on instruction. For

example, a case study by Luna (2011) on a FSCS in an urban district in a southern state

found "instructional time was preserved while students received additional social and

behavioral support" (p. 132). Overall, the "wrap-around" services afforded through the

FSCS programs can help create a positive school environment for all students, including

those who have been historically disadvantaged by school systems (R. Bishop, personal

communication, February 23, 2013).

According to a Coalition for Community Schools study on research and practice

in FSCSs, one of the rationales of the FSCS model is to promote community, parent, and

family engagement with schools (Blank, Melaville, & Shah, 2003). The District X FSCS

program encourages a supportive and positive school community so parents, families,

and school staff, share mutual respect and cooperate to promote school campus safety and

increase student achievement, health, and well-being (District X, 2014b; Shackelford,

2013). Comprehensive services and collaborations such as the Parent University and the

Fighting Back Partnership (District X, 2012) can help create a bridge to the local

community and involve parents and family members in the education of the whole

student and improvement of neighborhoods. These connections in turn can help build a

sense of community and social capital for students, making student success a goal of the

community. By using Maslow's hierarchy of needs as a framework, it is possible to see

how FSCSs can play a large role for students who face more challenges and obstacles in

life than their peers. Meeting students' basic needs levels the playing field between them

and non-at-risk students. If students' basic needs are met, they have a better opportunity to succeed because they are not distracted by the basic needs such as being hungry.

Operational Definitions

Congruent Triangulation

Congruent triangulation means in a mixed methods study the researcher collected both qualitative and quantitative data at the same time in no particular order. The existing quantitative data is not dependent on the results of the qualitative data and the quantitative data is not dependent on the results of the qualitative data. The qualitative data will simply help explain *why*, if any, significance is found in the quantitative data.

GPA (Grade Point Average)

Grade point average noted in this study is significant because the researcher looked at students' GPAs. Grade point average indicates the score a student receives in a class based on a credit point system on a scale of 0 to 4.0. The researcher noted the students' scores in terms of credits not for an individual class, but for all their classes for the entire year, and for previous years as well, as the grade level progressed.

Full Service Community School

Often, the first question asked when someone hears the term "full service community school program is: "What does that mean?" Essentially, it means the implementation of wrap-around services within a school district to help students

succeed. FSCSs provide comprehensive academic, social, mental, and physical

education services to meet student, family, and community needs. The main

purpose of establishing a FSCS program within a district is to ensure students

have clear roadmaps from preschool to college and career (District X, 2014c).

Student Success

Student success is defined in this research as the academic achievement of

students within two high schools as determined by their GPA scores at the end of

each year studied. The perception taken is the greater the GPA score, the higher

the student success level. The research looks to find if there is a significant

difference in student success as determined by GPA score between various years

of FSCS program implementation.

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Limitations

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Limitations existed in this study because the researcher did not examine any

challenges facing a FSCS program in terms of funding and collaborative issues that may

have been key factors affecting outcomes in District X. This researcher only studied the

cumulative GPA scores of high school students exposed to a FSCS program, and then

surveyed administrators, counselors, teachers, and other FSCS staff on their perception of

a FSCS program's impact. In order analyze GPA data t-Tests were used, which is a

limitation because t-Tests alone do not control for different student and school

characteristics. If students were lost over time due to dropping out or moving, it would

have an upward or downward pressure on the GPA score during that year. Essentially, the

t-Tests do not control for other variables in the data. The researcher did not look at the high schools separately.

   This researcher only looked at a district in Northern California so the study may not be generalized to other districts outside the geographic or economic area. Another limitation was the researcher hypothesized there was significant change in the cumulative GPA of students between years of FSCS program implementation. A potential bias on the part of the researcher included a desire to find a significant difference and increase in student success as a result of FSCS program implementation. This bias existed in hopes that other districts would use the model to increase student success. Dr. Ramona Bishop, superintendent of District X and known to the researcher, opened her district up to be studied, which could be seen as a potential bias.

Significance

   Throughout the literature, there was evidence showing low-SES was a large, if not the largest, factor in determining a child's academic success. The literature illustrates there are gaps in the research with respect to the effects of FSCS implementation on high school students' cumulative GPA within Northern California and within District X. The district, staff, teachers, administrators, community, students, and Northern California will benefit from this research study and its outcomes, as it will help guide educators toward the best model and program for the future of District X students. There is a lack of literature on how effective a FSCS program can be once implemented, and a desired

outcome of this study was to add to the body of literature showing positive results on student success after the implementation of a FSCS program.

Educational leaders within Northern California may gain insight into the effect of FSCSPs on student outcomes because of this study. It will also help teachers and policymakers gain insight into how a FSCS program can affect student outcomes in Northern California. It is a desire of the researcher that the results of this research will help strengthen the body of research that supports FSCS models as well as to have District X become a model school for Northern California in implementation of the FSCS program.

Chapter 2

REVIEW OF RELATED LITERATURE

Introduction

The United States has focused on bettering education for students within its borders for decades. It is a prerogative of parents, educators, and policymakers to create institutions that help foster educational success for all students. Chapter 2 covers information on District X as well as population and demographics found within that area. It also looks at the literature related to the achievement gap in America and what District X has done to combat this gap in their community with the FSCS model. This chapter also discusses research on grade point average (GPA) and theoretical frameworks that serve to explain the how and why the concepts of in this study relate together.

The Achievement Gap

For the purpose of this research, the achievement gap is defined as the disparity between the academic performances of non-White ethnic groups to that of White students. The definition also states the "achievement gap is the academic disparity between English learners and native English speakers, students from low socioeconomic populations, and students with disabilities compared to students without disabilities" (Education Week, 2011, p. 1).

Over 50 years ago, *Brown* v. *Board of Education of Topeka* ruled education based in racial segregation was unconstitutional (Benjamin & Crouse, 2002). In 1954, all public schools across the nation incorporated Whites, Blacks, and other minorities under

the idea that this would provide progress toward equal education and opportunity for all students regardless of their race or ethnicity (Carroll, Fulton, Abercrombie, & Yoon, 2004). However, as recently as 2005, it was found in California that inequalities in student success are real and persistent. These inequalities span across all grade and socioeconomic levels (Carroll et al., 2004).

Studies (Clark, 2001; Gandara & Contreras, 2009) show students from minority non-white ethnicities and socioeconomically disadvantaged backgrounds are faced with inequity in their schools because they have many more obstacles to tackle than those from more elevated socioeconomic classes. Gregory, Skiba, and Noguera (2010) analyzed empirical data showing insight into inequity in the treatment of minority students. They found Hispanic, Black, and American Indian students were disciplined with suspension and expulsions at a higher rate than their White peers. The researchers went on to state "the racial discipline gap influences racial patterns in achievement" (p. 59). This rationale seems straightforward; minority students subjected to an increased amount of school discipline lose academic learning time, leading to an increase in the achievement gap. Faced with irrefutable evidence that an achievement gap does exist between minority students and White students, the researcher turned her attention to District X, where the student population is made up mostly of minority students in schools implementing programs under the FSCS model to fight back and help end the disparity between minority students and White students in order increase student success.

Full Service Community Schools

To address the growing achievement gap across the nation, districts and community organizations started to create and advocate for schools that offered more than just academic services to at risk children within their communities. The definition of community education has changed over the course of the last century as different viewpoints define the concept of wrap around services differently. The literature references community involvement in the school system as early as the 19th century when churches and public opinion influenced schools (Epstein, 2010).

In 1965, the Elementary and Secondary Education Act (ESEA) was enacted to place more monetary focus on low performing schools. In 2001 the No Child Left Behind Act (NCLB), which is a reauthorization of ESEA, was put in place. NCLB mandates that schools build more partnerships with families and the community. This mandate was put into place because of the belief that more supports for a child would bring about higher academic achievement (Public Education Network & National Coalition for Parent Involvement in Education, 2004).

FSCSs were also formally known as community schools. These school and community partnerships are defined by Bauch (2011) as "the development of a set of social relationships within and between the school and its local community that promote action" (p.208). Though these wrap around models have been around for decades, it is difficult to find information on the program and history of these programs' success. Research on these community schools traditionally was of low priority, which Van

Voorhees (1972) indicates was because most community educators were action oriented

with not much experience in the area of research and evaluation.

Burbach and Decker (1977) also noted that possible reasons for a lack of research

on effectiveness of wrap around school models being present in the literature is because

traditional community schools were in small to medium sized communities. Due to the

small size of these communities, these programs were easily managed which in turn did

not require practitioners to have evaluation and research methods that would normally be

in place in a larger scale institution.

Burbach and Decker (1977) also indicate that the funding agencies of these wrap

around programs did not require research indicating the programs' effectiveness. These

agencies only required basic demographic and financial statistics. Regardless of the lack

of research on the effectiveness of wrap around services, it is evident in the research that

when schools make successful community partnerships with the intent of student success

in mind it can lead to positive outcomes for those students who are served (Bryan, 2005).

The most recent push for FSCSs offering comprehensive services started in the

late 1990s, with the Coalition for Community Schools. The Coalition was made up of

local, state, and national organizations advocating for:

> A community school, operating in a public school building…open to students,
> families, and the community before, during and after school, seven days a week,
> all year long…operated jointly through a partnership between the school system
> and one or more community agencies. (Dryfoos, 2014, p. 12)

Calfee and Wittwer (1995) pointed out traditional schools, limited to only

teaching children basic literacy and social responsibility, were a thing of the past. More

single parent families and an increase in households with both parents working outside

the home, as well as a rise in hunger, poverty, drug and alcohol abuse, high

unemployment rates, child abuse and neglect, violent crimes, homelessness, long-term

emotional problems, are some of the modern day issues to which children can be

exposed. In turn, children bring them to the educational environment and are, thus, less

than ready to learn, which is detrimental to their academic success.

> Due to the aforementioned factors, teachers, administrators, counselors, and other school staff who seek to improve student success in their schools must accept that, to allow for the success of these at-risk students, a new type of education, one that also delivers human services, must be incorporated into the restructuring of the traditional educational model. (Calfee & Wittwer, 1995, p. 9)

When talking about FSCSs, the researcher refers to myriad services. There is no

one right mode, and there are several prototypes and services that can be successful

depending on each community's needs. The community school supplements its academic

resources with a web of community partners. These include "health and social agencies,

family social services, universities, youth developmental organizations, and other

community groups" (Dryfoos, 1994, p. 23). In the past, these human services would have

been separate from educational institutions, but it is increasingly important to link human

services and educational institutions to wrap around at-risk students and serve their needs

in order to increase student success.

Wrap around services have sporadically been implemented throughout parts of the

country since as early as 1989. For example, The Children's Aid Society (CAS)

partnered with a New York City public school to provide a family resource center, an

extended arts program, adult learning classes, and a student wellness center offering

medical, dental, mental health, and social services (CAS, 1997). The literature and body

of existing research illustrate that when full service schools are implemented, they help

contribute to student success and positive outcomes (Chang, 2011). Students

demonstrate an increase in academic achievement and an improved rate of attendance

with the largest effects found in the lowest income groups (Walsh & Goldschmidt, 2004).

In 2008, the government formally supported FSCSs when they gave the program grants.

The education department defines a FSCS program as a:

> public elementary or secondary school that works with its local educational
> agency and community-based organizations, nonprofit organizations, and other
> public, or private entities to provide a coordinated and integrated set of
> comprehensive academic, social, and health services that respond to the needs of
> its students, students' family members, and community members…(and)
> promotes family engagement by bringing together many partners in order to offer
> a range of supports and opportunities for students, students' family members, and
> community members. (District X, 2014c, p. 1)

Haycock (2001), Lee and Bowen (2006), and Viadero and Johnston (2000) stated

there are many factors that can be identified as indicators in the lack of success minorities

face compared to White students. Among them are testing bias, socioeconomic status,

lack of parent involvement, academic loss due to summer vacation, racial stereotyping,

lack of daycare options, large student mobility rates, and teacher quality. Chaum,

Thampi, and Wright (2010) stated that in a nation where 42% of children live in low-

income families, the unmet needs of these children has come more into focus. FSCS

programs, or wrap around services as they are otherwise called, can achieve great success

when used with effective classroom interventions.

These FSCS programs can be powerful in helping close the achievement gap by leveling the playing field for socioeconomically disadvantaged students (Chang, 2011). In 2009, the Full Service Community School Act (FSCSA) was established. Its purpose was to amend the ESEA of 1965 to allow for the Secretary of Education to allocate grants to school districts in order to have those districts develop full service community school programs. The FSCSA encourages the establishment of services to students, families, and the community. These services are to be coordinated by creating partnerships between schools and surrounding community organizations. The goal is to bring both community stakeholders and educational stakeholders together to provide useful services to at risk youth (U.S. Congress, 2010).

One way District X tried to combat factors leading to the achievement gap was to implement FSCS programs within its district. District X defines FSCSs as ones providing comprehensive academic, social, mental, and physical education services in order to meet student, family, and community needs. The main purpose of establishing a FSCS program within a district is to ensure students had a clear pathway from preschool to college and career (District X, 2014c). Phase I implementation started in 2012-13 and included five schools, serving over 3,000 students and family members. Phase II, which took place in the 2013-14 school year, added seven more elementary schools, a middle school, and a high school to the District X FSCS model. Phase III added the remaining eight elementary schools and one more middle school, which took place in the 2014-15 school year (District X, 2014c).

According to Chang (2011), FSCS programs have immense potential to address the unmet needs hindering a student's ability to achieve in school because they serve as a bridge outside traditional learning by targeting important academic, physical, mental, social, and emotional needs of children. Research has shown that low socioeconomic status negatively impacts not only the child on a cognitive level but also obstructs the academic achievement of youth (Duncan & Brooks-Gunn, 2014).

When Viadero and Johnston (2000) stated that low socioeconomic status is the primary factor in the gaps and pitfalls minority experience when pursuing academic success, it became clear that programs in the repertoire of FSCSs need to be implemented to help students have equal opportunities in their educational career. Hence, the researcher looked at the effect of FSCSs on the student success specifically in terms of high school cumulative grade point average (GPA). The literature clearly shows there is an achievement gap and FSCSs can help close the gap for minorities. When District X implemented a FSCS model, it was imperative to find out if there has been success with these programs in order to add to the body of literature about the relationship between achievement gap and FSCSs.

Theoretical Frameworks

Two types of needs within Maslow's hierarchy of needs, starting with basic needs such as physiological needs and growth needs, should be met for a person to self-actualize. Once the lower needs are met, an individual can go on to meet higher needs (McLeod, 2007). Looking at the concept in an educational light, it is easier to understand

why students from low-SES backgrounds chronically underperform. Their basic needs are not met; therefore, they cannot move forward to meet secondary needs such as studying and scholastic achievement. FSCS programs help students meet their basic needs so they can have the tools to become self-actualized. It makes sense that a low-SES student who does not have basic needs met will lag behind other students who are not from families in poverty and do not have historical obstacles such as minority and language learning status. The key is to study the implementation of FSCS programs to find out if they help low-achieving students find educational success.

Conclusion

The literature has established there is an achievement gap in America. Of the students on either side of the gap, the majority are minorities from low-SES backgrounds. Other researchers established that poverty is a large, if not the largest, factor holding underachieving students back. Maslow's hierarchy of needs was introduced in this chapter to illustrate that students from low-SES families may not have their basic needs met and, in turn, cannot reach self-actualization.

Through the literature, it has been established that both High School A and High School B have large minority populations from low-SES backgrounds who are not meeting API or AYP NCLB standards. The literature showed services provided by FSCSs can combat obstacles for students in need and help create more equity when it comes to student success. Hence, it is crucial to study the implementation of the FSCS program in District X to see if there has been a significant difference in student success.

Chapter 3

METHODOLOGY: A MIXED-METHODS APPROACH

Introduction

This chapter serves as an overview of the research design and data collection strategies used to conduct research within District X at High School A and High School B by looking at quantitative data on high school GPA scores during different years of FSCS implementation. The data collection instruments are identified and data analysis is explained. The chapter also covers the researcher's role in the study as well as how the participants in the study were protected.

Research Design

This research study used concurrent triangulation. Neither the qualitative data nor the quantitative data are dependent on each other. The qualitative data serve to surpass the limitations of quantitative research designs. The quantitative data show whether there is significant difference among and between high school students' high school GPA scores at High School A and High School B during different FSCS program implementation years. Essentially, a concurrent triangulation was used to confirm, cross-validate and corroborate findings. Likert-type scale questions were used as quantitative data to help answer Research Question 4: "What are high school administrator, counselor, teacher, and other FSCS staff perceptions regarding the effect of FSCS programs?" The qualitative data serve to give insights into *why* there is significance, if any significance is found.

The qualitative data were collected in the form of open-ended surveys from administrators, counselors, teachers, and other FSCS staff at both High School A and High School B. The survey consisted of three Likert-type questions with six levels, which were used for quantitative data, and two open-ended survey questions used for qualitative data. Utilizing both types of data allowed the researcher to comb through the qualitative data and note any overlapping consensus on the effect of FSCS programs on GPA scores. Member checking served as a way to add reliability and validity to the qualitative process (Creswell & Clark, 2007). A comparison of overlapping patterns and key points were extracted from the open-ended surveys to give insight into the perceptions of administrators, counselors, teachers, and other FSCS staff have regarding the effect of FSCS programs. If a significant difference is found in FSCS GPA scores over time and between years, it would contribute to the literature regarding what districts and other communities may implement to promote positive change for this notoriously underserved population.

Role of the Researcher

The researcher did not have direct contact with students; rather, she used existing data on high school senior cumulative GPAs to conduct her quantitative analysis. The researcher had no direct contact with administrators, teachers, or counselors; instead, she e-mailed them, giving them some information about her study and asking for their participation in the survey. The researcher is not related to the district, high schools, or

data. The researcher never met any of the participating administrators and has no direct ties with anyone involved in this study.

The researcher conducted the analysis of the raw data through SPSS. An expert checked the analysis to confirm it was valid and reliable. Once this check was completed, the researcher moved forward with the findings. All raw data will be destroyed, and no personal identifiable information was collected from either existing student data or from survey participants. Data were kept on a password-protected computer only the researcher can access.

Research Questions

- Research Question 1 (quantitative): Is there a significant difference between year one and year two of FSCS student success as measured by high school cumulative GPA?
  - Is there a significant difference in cumulative GPA between Hispanic and non-Hispanic students after year one of the program?
- Research Question 2 (quantitative): Is there a significant difference between year two and year three of FSCS student success as measured by high school cumulative GPA?
  - Is there a significant difference in cumulative GPA between Hispanic and non-Hispanic students after year two of the program?
- Research Question 3 (quantitative): Is there a significant between year one and year three of FSCS student success as measured by high school cumulative GPA?
  - Is there a significant difference in cumulative GPA between Hispanic and non-Hispanic students after year three of the program?

- Research Question 4 (qualitative): What are the perceptions of high school

  administrators, counselors, teachers, and other full service community school staff

  regarding the effect of full service community school programs?

A paired-samples t-Test was used to determine if there was significant difference in

research questions 1, 2, and 3. An independent-samples t-Test was conducted to

determine if there was significant difference in sub-research questions 1, 2, and 3. The

data were processed using SPSS.

Setting, Population, and Sample

District X is located in Northern California's Bay Area. The district is made up of

15 elementary schools, a K-8 charter school, three middle schools, two comprehensive

high schools, a continuation school, a community day school, and a school providing

support to families with children in an independent or home study setting. The district

serves approximately 15,500 students as well as provides child development, Preschool

programs, and an adult school serving around 4,000 adults in the community (District X,

2014a).

Two high schools are located within the District X: High School A and High

School B, both serving roughly 1,800 students. The California Department of Education

expects California High Schools to have an Academic Performance Index of at least 800

out of 1000 (School Wise Press, 2013a). The most recent data for High School B was not

available; however, in the 2011-2012 school year the school had an API of 666 and did

not meet No Child Left Behind criteria for Adequate Yearly Progress (AYP). Similarly,

High School A had an API of 724 out of 1000 during the 2012-13 school year and did not meet NCLB standards for AYP. Both schools, however, have made progress and increased their API scores over the past several school years, indicating something has happened within the district to create positive change (School Wise Press, 2013a, 2013b).

High School A's student population is made up of African Americans (29%), Asian Americans/Pacific Islanders (37%), Hispanic/Latino (21%), and White students (10%), 46% of students had a low-income indicator qualifying them for free or reduced subsidies (School Wise Press, 2013a). High School B's student population is made up of African Americans (33%), Asian Americans/Pacific Islanders (21%), Hispanic/Latino (35%), and White students (9%), 62% of students had a low-income indicator qualifying them for free or reduced subsidies (School Wise Press, 2013b).

The population selected for the quantitative data included all the high school students who participated in a FSCS program. The data were made available through the District X, as they have kept records on students who have gone through a FSCS program. The population used for the qualitative data collection comprised all the high school administrators, counselors, and teachers from each of the two schools, as well as other FSCS staff who may be knowledgeable of the program. The quantitative data are from around 140 high school students. The qualitative data are from 13 survey takers.

High school students were chosen because the researcher could look at their GPA and see if there was significant difference between their GPA rates after having been in a FSCS program. Administrators, teachers, counselors, and other staff members were

sampled because they oversee not only the program data, but also the day-to-day goings on and can tell how well the program is working with the students and staff at their schools. Teachers and counselors work closely with the students and may be able to see positive effects of the programs other implementers could not see, allowing them to give insight into the effect of FSCSs.

Data Collection and Instrumentation

Concurrent Strategy

The researcher used a concurrent triangulation and collected both qualitative and quantitative data at the same time. This would serve the researcher to cross-check and confirm as well as give insight into any findings between the qualitative and quantitative data. The sample is one of convenience.

Qualitative Methods

The researcher surveyed administrators, teachers, counselors and other FSCS staff members at both High School A and High School B. To ensure the reliability of the survey, the researcher conducted member-checking strategies. This strategy increased validity of the study.

Quantitative Methods

The researcher collected existing data on high school students' GPA rates from 2012-2015 at both High School A and High School B. The data provide insight into the change in GPA rates as the implementation of District X FSCS programs progressed. The quantitative data are reliable because they are pre-existing data from the schools'

research and evaluation departments. The researcher used SPSS to analyze the data and

determine if there was a significant difference in GPA scores between years of FSCS

program implementation. The following is the actual survey the administrators, teachers,

counselors and other FSCS staff received.

I. Circle whether you agree or disagree with the statements below.

1.   Full service community schools have helped to close the achievement gap.

1	2	3	4	5	6
Strongly Disagree					Strongly Agree

2. Full service community schools have had a positive impact on my district.

1	2	3	4	5	6
Strongly Disagree					Strongly Agree

3. I would recommend to another district to implement a full service community school
model.

1	2	3	4	5	6
Strongly Disagree					Strongly Agree

II. Please answer the following questions thoroughly and honestly. Your answer is
confidential.

1. What have been the effects of having full service community schools implemented in
your district?

2. What impact have full service community schools had on student success?

Data Analysis

Concurrent Strategy

Concurrent triangulation was used, as both quantitative and qualitative data were

collected at the same time but in no particular order because neither the qualitative or

quantitative data were dependent on each other. This method was used in order to corroborate and confirm findings if a significant difference were found. A concurrent triangulation would help to use the qualitative data to cross-validate the quantitative findings. The qualitative data served to support the quantitative data in terms of whether there was a significant increase in cumulative GPA rates at the high schools that implemented the FSCS program. The quantitative data show there is significant difference, but a limitation with quantitative data is it does not say why significant difference has been found; therefore, qualitative data came into play. Qualitative data were limited and the sample for the survey instrument was too small for any kind of statistical analysis to be conducted on the data. Therefore, only descriptive methods were used to show results for this data.

Protection of Participants

To protect participants, there was anonymity during the administration and analysis of the qualitative survey. Gathering the existing quantitative data ensured no information was given that can identify an individual student. Raw data and original open-ended survey answers were destroyed after a full analysis of the data had been completed. This further ensures the anonymity of data is protected and the data are never handled by anyone except the researcher. At no point in time were participants asked for personal identifiable information. The participants in the qualitative portion of the study were made aware that they could leave the study at any time. They were also made aware that their participation was voluntary.

The quantitative data taken from the existing GPA scores was stripped of all identifiable information. There was no way to identify individual students from this data set, so these participants were protected.

Chapter 4

ANALYSIS OF THE DATA

Purpose of Study

The purpose of this research was to explore FSCS programs within District X to determine their impact on student success. Pre-existing data on high school cumulative GPA scores for students within the FSCS programs was examined to see if significant differences related to Research Questions 1-3 existed. More specifically, three t-Tests were conducted to determine whether or not significant differences existed in student success between various years within the program. To answer Research Question 4, open-ended surveys and Likert-type scale questions were designed to gain insight into the perceptions of administrators, teachers, counselors, and other FSCS staff members within the district as well as at both A and B high schools regarding the impact of FSCSs on student success.

The research questions and sub-questions answered with the qualitative and quantitative data were as follows:

- Research Question 1 (quantitative): Is there a significant difference between year one and year two of FSCS student success as measured by high school cumulative GPA?

  o Is there a significant difference in cumulative GPA between Hispanic and non-Hispanic students after year one of the program?

- Research Question 2 (quantitative): Is there a significant difference between year two and year three of FSCS student success as measured by high school cumulative GPA?

- o Is there a significant difference in cumulative GPA between Hispanic and non-Hispanic students after year two of the program?

- Research Question 3 (quantitative): Is there a significant difference between year one and year three of FSCS student success as measured by high school cumulative GPA?

  - o Is there a significant difference in cumulative GPA between Hispanic and non-Hispanic students after year three of the program?

- Research Question 4 (qualitative): What are the perceptions of high school administrator, counselor, teacher and other full service community school staff regarding the effect of full service community school programs?

Chapter 4 reports the findings of both the quantitative and qualitative analyses conducted during the study. The quantitative data that provide the answers to Research Questions 1-3 is presented followed by the quantitative data collected in the form of Likert-type scale surveys that answer Research Question 4. Finally, the chapter examines the qualitative data that relates to Research Question 4.

Findings

Quantitative Data Research Questions One, Two, and Three

Statistical Package for the Social Sciences (SPSS) was used to analyze and display the quantitative data collected in the study. High school cumulative GPA scores were used for three t-Test analyses measuring student success while data gathered from a Likert-type scaled survey were used descriptively to display results of respondents' opinions. The dataset was chosen because it had previously not been examined to see the

impact of FSCS program implementation on student success, as measured by cumulative

GPA scores, as the program was implemented over the course of three years.

To gain access to a pre-existing set of quantitative data, the researcher was put in

contact with a district employee who had access to the data. The requested data were

cumulative GPA scores from the implementation of FSCS programs to the present date.

The data provided to the study contained three separate years of GPA scores, representing

three academic years. These years were the 2012-2013 academic year, the 2013-2014

academic year, and the 2014-2015 academic year. Indicators of whether the participants

were Hispanic or not were also present. Any other indicators such as student ID were

stripped from the data. One hundred thirty-six cases were examined. The 2014-2015

year dataset had the least number of participants with 91 cases. On average, each year of

data had about 100 cases.

The pre-existing data used to help answer Research Questions 1-3 were collected

from a database. The data showed cumulative GPA scores over the course of three years

for high school students at High School A and High School B who had been exposed to

FSCS programs.

Tests and data collection methods. To answer Research Question 1, a paired-

samples t-Test was conducted using SPSS to determine whether or not there was a

significant difference in student success from year one to year two of the program, as

measured by high school cumulative GPA. The result of this paired sample t-Test

showed no significant difference in the data between year one and year two cumulative

GPA scores. An independent-samples t-Test was used to answer Sub-question 1. The result of the independent-samples t-Test showed no significant difference among Hispanic student success during year one of the FSCS program, as measured by cumulative GPA.

To answer Research Question 2, a paired-samples t-Test was conducted using SPSS to determine whether or not there was a significant difference in student success from year two to year three of the program, as measured by high school cumulative GPA. The result of this paired-samples t-Test showed a high significant difference was found with a p value of less than .01 ($p < .01$), t(109)=4.09, p<.01. An independent-samples t-Test was used to answer Sub-question 2. The result of the independent-samples t-Test showed no significant difference among Hispanic student success during year two of the FSCS program, as measured by high school cumulative GPA.

To answer Research Question 3, a paired-samples t-Test was conducted using SPSS to determine whether or not there was a significant difference in student success from year one to year three of the program, as measured by high school cumulative GPA. The result of this paired-sample t-Test showed no significant difference in student success from year one to year three of the program, as measured by high school cumulative GPA. An independent-samples t-Test was used to answer Sub-question 3. The result of the independent-samples t-Test showed no significant difference among Hispanic student during year three of the FSCS program as measured by high school cumulative GPA.

Quantitative summary. Three paired-samples t-Tests were conducted to determine whether or not there were significant differences among FSCS students over three consecutive academic years of the program, as measured by high school cumulative GPA. The results indicated that the mean cumulative GPA for year two ($M = 0.937$, $SD = 0.657$) was significantly less than the mean cumulative GPA for year three ($M = 1.03$, $SD = 0.647$), $t(108) = 4.090$, $p < .01$. Effect size was .134, calculated using Eta Square. This represents a large effect, according to Cohen's (1988) scale. Table 1 illustrates the mean, and standard deviation results of the paired samples t-Tests for research question 1, 2 and 3, as well as shows the population sample size. Table 2 illustrates the t value for research questions 1,2 and 3.

Table 1

SPSS results for research questions 1,2 and 3.

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	gpa 12.13	.967012	113	.7397248	.0695875
	gpa 13.14	.995352	113	.6713338	.0631538
Pair 2	gpa 13.14	.936908	109	.6568750	.0629172
	gpa 14.15	1.028672	109	.6474392	.0620134
Pair 3	gpa 12.13	.972635	91	.7528092	.0789158
	gpa 14.15	1.091423	91	.6428060	.0673844

Table 2

Illustration of t value through SPSS for research questions 1,2 and 3.

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	12.13 - 13.14	-.02834	.5608911	.0527642	-.13288	.0762048	-.53	112	.592
Pair 2	13.14 - 14.15	-.09176	.2342264	.0224348	-.13623	-.047293	-4.0	108	.000
Pair 3	12.13 - 14.15	-.11878	.6256210	.0655829	-.24907	.0115040	-1.8	90	.073

Research Question 4

Quantitative data were collected in the form of a Likert-type scale survey with six

levels. The survey was distributed through Google documents to administrators,

teachers, counselors, and other FSCS staff members. The data were collected to augment

the qualitative data in the same survey collected to answer Research Question 4. The

Likert-type scale data were collected from 13 adult participants who were either

administrators, counselors, teachers, or other FSCS staff members within District X.

Administrators, counselors, and teachers were from either High School A or High School

B. The data showed that two administrators, one counselor, and 10 teachers responded to

the survey. No responses were recorded from other FSCS staff members. The sample

for the survey instrument was too small for any kind of statistical analysis to be

conducted on the data. Therefore, only descriptive methods were used to show the

results.

To answer Research Question 4, data were collected through a Likert-type scale

survey that asked for responses to the following statements:

1. Full service community schools have helped to close the achievement gap.

2. Full service community schools have had a positive impact on my district.

3. I would recommend to another district to implement a full service community
   school model.

Participants were asked to respond to the statements using a scale of 1 to 6.

Response 1 represented a strong disagreement with the statement and response 6

represented a strong agreement with it. Responses 2-5 were not labeled but corresponded

to either more agreement or less agreement with the statement. The survey was open to

participants through Google documents and participants did not have to enter any

identifying information to take it.

On Survey Question 1, "Full service community schools have helped to close the

achievement gap," 4 of 13 participants answered with a response of 5, indicating strong

agreement with the statement. Five out of thirteen participants answered with a response

of 4, indicating moderate agreement with the statement. Two out of thirteen participants

answered with a response of 4, indicating moderate agreement with the statement and 2

of 13 answered with a response of 1, which indicated strong disagreement with the statement. The average response was a 3.6 on the Likert-type scale, indicating that overall the participants somewhat agreed with the statement. Figure 3 illustrates the results for Survey Question 1.

Full service community schools have helped to close the achievement gap
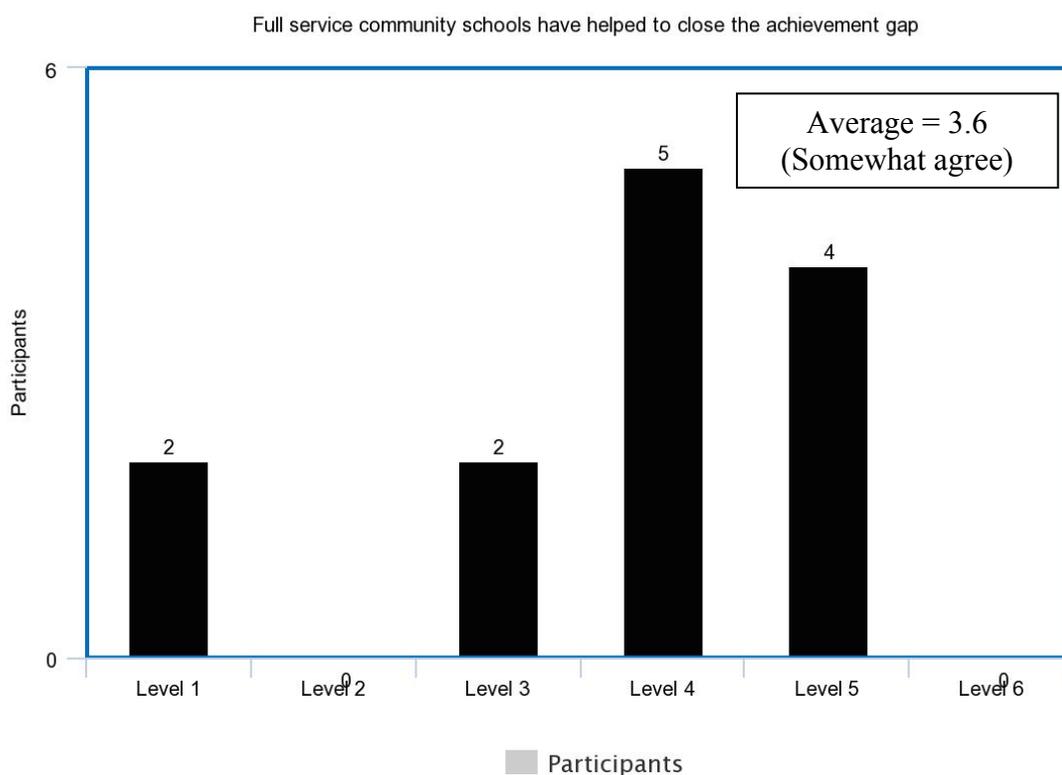
Figure 3. Responses to survey question one.

On Survey Question 2, "Full service community schools have had a positive impact on my district," 2 of 13 participants answered with a 6, indicating a strong agreement with the statement. Five of thirteen participants answered with a 5, indicating a somewhat strong agreement with the statement. Three of thirteen participants answered with a 4, indicating a moderate agreement with the statement. One of thirteen

participants answered with a 3, indicating some disagreement with the statement, and 2 of 13 participants answered with a 1 on the scale, which indicates strong disagreement with the statement. The average response from participants was a 4.1, which indicates above somewhat agreeing with the statement. Figure 4 illustrates the results for Survey Question 2.

Full service community schools have had a positive impact on my district
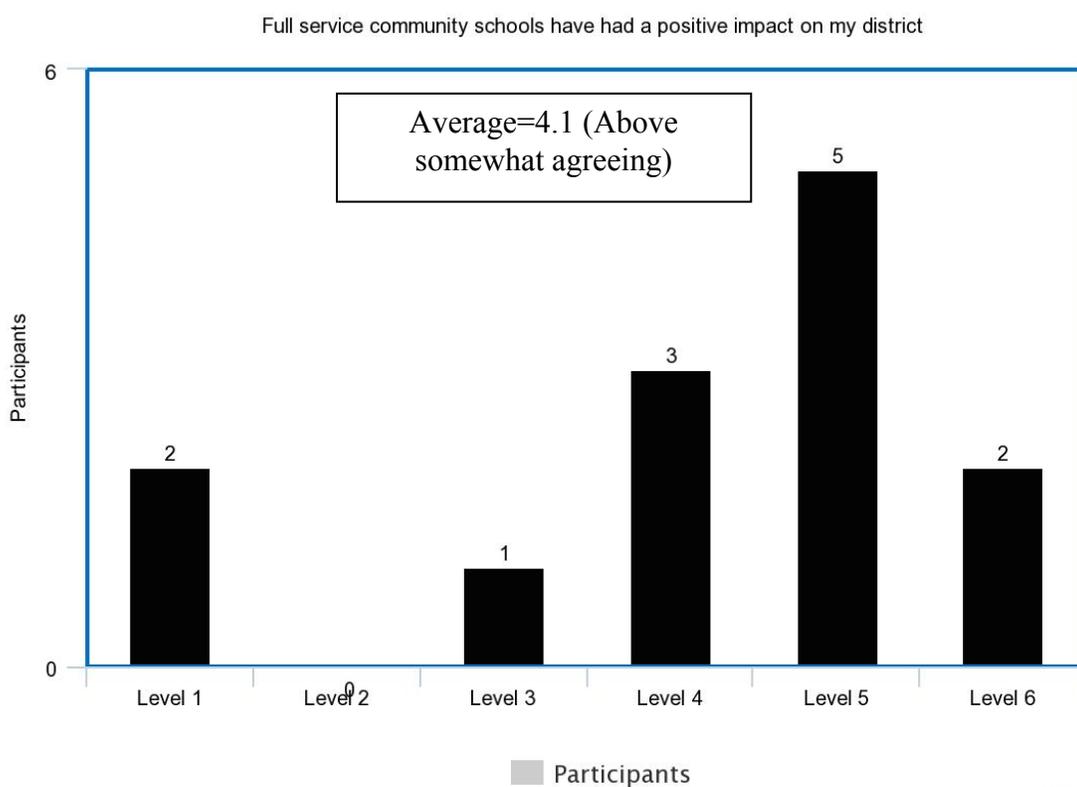
Figure 4. Responses to survey question two.

When it came to Survey Question 3, "I would recommend to another district to implement a full service community school model," 3 of the 13 participants answered with a 6, indicating they strongly agreed with the statement. Four of thirteen answered with a 5, indicating they agreed with the statement somewhat strongly. Four of thirteen

participants answered with a 4, indicating a moderate agreement with the statement. Two

of thirteen participants answered with a 1 indicating a strong disagreement with the

statement. The average participant response was a 4.3 on the scale, which indicates

above somewhat agreeing with the statement. Figure 5 illustrates the results for Survey

Question 3.
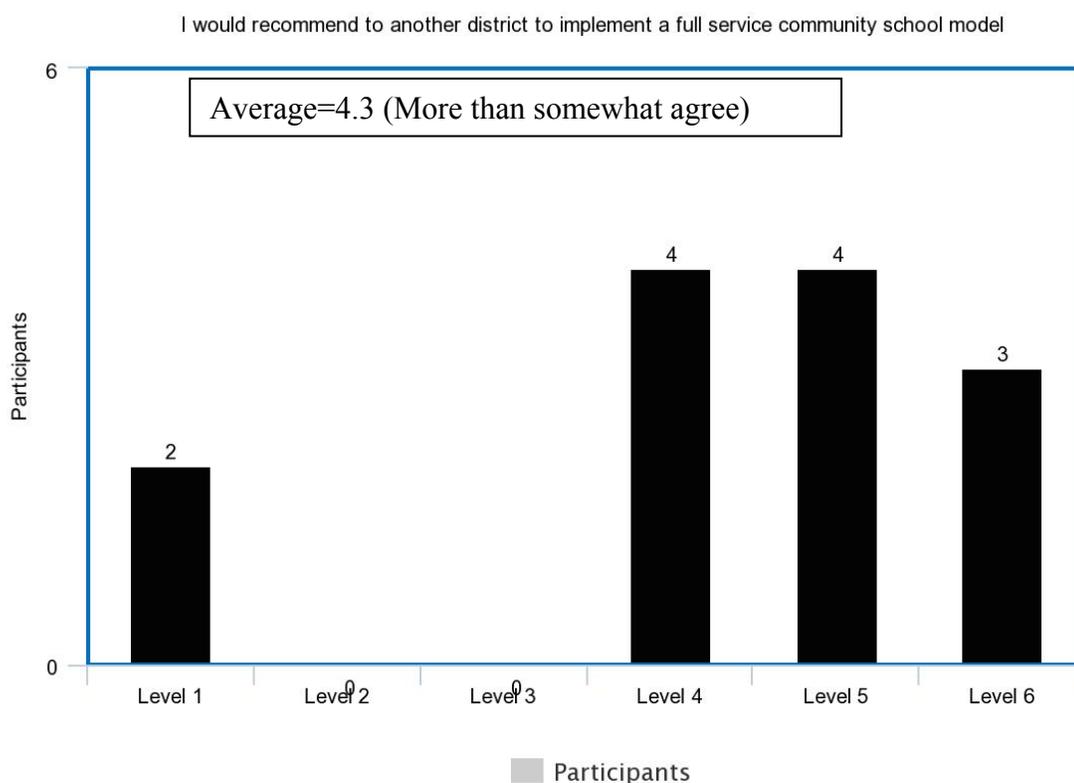

Figure 5. Responses to survey question three.

Research question four qualitative data. Open-ended questions were created to

examine the perceptions of administrators, teachers, counselors, and FSCS staff on the

impact of FSCS programs on student success and were located on the survey with the

Likert-type statements. The open-ended survey consisted of the following two questions:

1. What have been the effects of having full service community schools
   implemented in your district?

2. What impact have full service community schools had on student success?

Open-ended Question 1 was designed to be intentionally broad to allow the participants to expand and go in any direction they wanted to. The second open-ended survey question was more focused, asking them to narrow their answer to the impact of FSCSs on student success. The open-ended portion of the survey was open to administrators, teachers, and counselors at High School A and High School B, as they were seen as adults who, through close contact with students during FSCS program implementation, might provide insight regarding the impact of these programs on student success.

Staff members throughout the district who had direct knowledge of FSCS programs were also invited to participate in this portion of the survey due to their expertise about the program, its implementation, and its impact on student success. The survey opened January 1, 2015 and closed January 31, 2015. Three reminders were sent out through a district contact periodically during the month to potential participants inviting them to take the survey. Thirteen responses from the population pool were recorded in the month-long period the survey was open.

Of the 13 responses, 10 participants identified as teachers, two identified as administrators, and one identified as a counselor. No responses recorded from

participants who identified as other staff were recorded. Specific locations of where

participants worked were not recorded due to confidentiality.

Patterns. Only 13 participants from the population pool responded to the open-

ended survey questions. The responses were very limited as well. Regardless of the

limited responses and the small sample of participants, some patterns did emerge from

the responses. As the qualitative survey data were examined, patterns of stakeholder

buy-in, recognition of medical and health assistance, and services and resources for

disadvantaged students and families emerged. The first pattern, stakeholder buy-in was

seen in responses for Open-ended Question (OQ) 1 like the following:

> I do not see any difference. I have no time to prepare for the lessons and spend
> more hours at home grading papers. Endless meetings (with academies I have 20+
> resource students and IEPs are almost twice a week + 504 students). Academy
> meets once a week and every Wednesday we have a school or department
> meeting. Too much.

> I haven't seen a positive effect. But that could be because our district implements
> new things each year and it is hard for teachers to fully implement things when
> that happens.

> These responses could indicate that, although the program is being implemented,

some members of the district staff community have not fully bought into it. Their

responses seem to show frustration with the FSCS model.

Another pattern in the responses for OQ 1 was recognition of the need for medical

and health assistance services and the importance both recognition and connection to

services can have in the lives of at-risk youth. Some participants answered: "Students are

able to see a doctor," "Students who need medical assistance can be identified and served

quickly," and "I recognize that having health services is beneficial for students, parents, and the staff that supports them." The pattern of recognizing the need for medical and health assistance services also offers insight into the fact that FSCS programs are bringing needed services to students in the district. One participant commented:

> I have seen an increase in medical assistance and opening doors to social programs that families of my students are in need of. I do not think that the intervention programs for academic and behavioral success have been as effective as I would like to see it be or as effective as I saw them last year.

The third pattern that emerged in the open-ended responses for OQ 1 was services and resources for disadvantages students and families. "We can offer families more services that can support giving students a chance at success." This was a comment that represented the positive effect of having implemented FSCS programs within the district. It also reinforced Maslow's hierarchy of needs in that staff members know more services can be offered to meet students unmet basic needs in order for them to then have a better chance at student success. Another response supporting the pattern that FSCS programs are providing services and resources to students and also illustrate the understanding that basic needs must be met for a student to reach self actualization was:

> Families are getting the resources they need in order for their children to really focus on school. Because the resources are on campus, there's no delay, wait time, or responsibility on the parent/guardian (usually already dealing with some level of trauma) to follow through with contact, and the impact is much more immediate.

Table 3 illustrates the emerging patterns for OQ 1.

Table 3

Emerging Patterns from Open-Ended Question One

Stakeholder Buy-In	Recognition of Medical and Health Assistance	Services and Resources for Disadvantages Students and Families
"I do not see any difference. I have no time to prepare for the lessons and spend more hours at home grading papers. Endless meetings (with academies I have 20 + resource students and IEP's are almost twice a week + 504 students. Academy meets once a week and every Wednesday we have a school or department meeting. Too much." "I haven't seen a positive effect. But that could be because our district implements new things each year and it is hard for teachers to fully implement things when that happens."	"Students are able to see a doctor." "Students who need medical assistance can be identified and served quickly." And "I recognize that having health services is beneficial for students, parents and the staff that supports them." "I have seen an increase in medical assistance and opening doors to social programs that families of my students are in need of. I do not think that the intervention programs for academic and behavioral success have been as effective as I would like to see it be or as effective as I saw them last year."	"We can offer families more services that can support giving students a chance at success." "Families are getting the resources they need in order for their children to really focus on school. Because the resources are on campus, there's no delay, wait time, or responsibility on the parent/guardian (usually already dealing with some level of trauma) to follow through with contact, and the impact is much more immediate."

When examining the responses for OQ 2, "What impact have full service community schools had on student success," patterns of the need for data, staff intervention and support, and resources and services emerged.

This view of, "I don't have any data that gives me concrete information regarding this" seemed to be shared by a number of participants. "The majority of students are not

aware that we are a full service community school nor are they aware of what it means to be 'full service'" and "All of us expected a great change, but I just don't see it" indicate a need for ongoing research and data presentation for stakeholder buy-in to increase.

Staff intervention and support emerged as a pattern among the responses to the question of the impact that FSCSs have had on student success. "I have seen administration make efforts to support students more fully." "I have seen the teacher/administrator intervention approaches be very successful with my students." The responses indicate that a result of FSCS implementation has been the increased intervention and student support due to more involvement by the school staff members.

Resources and services emerged as a pattern in responses to the impact of FSCSs on student success. "Students receiving the services they need" was an impact of FSCS program implementation that one participant saw affecting student success. "The other services provide resources for those students" and "More persons of interest involved in supporting and implementing student success plans" relate to the facts that students are receiving more services and staff are able to see the students have received the needed resources and services as a result of FSCS program implementation. Table 4 illustrates the emerging patterns for OQ 2.

Table 4

Emerging Patterns from Open-Ended Question Two

The Need for Data	Staff Intervention and Support	Resources and Services
"I don't have any data that gives me concrete information regarding this."		"Students receiving the services they need."
"The majority of students are not aware that we are a full service community school, nor are they aware of what it means to be "full service.""	"I have seen administration make efforts to support students more fully." "I have seen the teacher/administrator intervention approaches be very successful with my students."	"The other services provide resources for those students." "More persons of interest involved in supporting and implementing student success plans."
"All of us expected a great change, but I just don't see it."		

Summary of patterns. Both OQ 1 and OQ 2 had overlapping patterns regarding

the recognition that an effect and impact of FSCS implementation was the increase in

students receiving resources and services. Most responses for OQ 1 dealt with medical

and health services for financially disadvantaged students. However, some participants

did touch on the academic side of FSCS when they expressed that they had not seen as

much academic or behavioral success as they had seen in the second year of

implementation. It was also noted that participants had an understanding that the effect

of implementing FSCSs in their district resulted in increased resources, services, and

access for youth and families in their district.

In regard to OQ 2, it was noted that a need for data to be given to stakeholders existed. This would not only increase stakeholder buy-in but also renew the spirits of the staff members working directly with the children and with the FSCS programs. An impact of implementation seen by participants was an increase in staff intervention and support for students in the FSCS program. They felt this had a positive impact on student success because the staff involved with the students were more involved in activities such as implementing student success plans. Another theme that emerged was the impact of FSCSs on student success through more resources and services being offered to and implemented for the students at High School A and High School B. Participants could see that students were receiving the services they needed to be successful.

Results for research question four. The answer to Research Question 4 based on quantitative Likert-type scale questions is that the majority of administrators, teachers, counselors, and FSCS staff members agreed with statements that FSCSs have helped close the achievement gap, have had a positive impact on their district, and the majority of these participants would also recommend using a FSCS model at another district.

The qualitative open-ended survey results help clarify the results for Research Question 4: What are high school administrator, counselor, teacher, and other full service community school staff perceptions regarding the effect of full service community school programs? Participant responses indicated that FSCS programs are having a positive effect on student success by: increasing resources and services offered to students,

allowing for an increase in staff intervention and support for students within the FSCS program and allowing staff to recognize the benefits of medical and health assistance.

Validity and reliability. The SPSS results determining significant difference among student success are valid because the program itself was used to compute data. Based on what was provided by the district in terms of pre-existing data of high school cumulative GPA scores, it can be said that the data and computing process through SPSS are both valid and reliable. An expert was consulted regarding the computations in SPSS to make sure they were correct. The results were talked about and clarified by not only the researcher but also by experts to make sure the process and results were clear.

The district provided specific data on high school cumulative GPA scores for each year of FSCS program implementation so the pre-existing data can be said to have been reliable. The sample size for the pre-existing data was 136 students, a large enough sample size to state that the results hold their validity. The sample size for the qualitative open-ended survey and the quantitative Likert-type scale questions was 13. This sample size should be larger to make broader interpretations of the open-ended survey and Likert-type scale survey question results.

Summary

Three paired-samples t-Test were conducted to determine whether or not there were significant differences among FSCS students over three consecutive academic years of the FSCS program, as measured by high school cumulative GPA. The results indicated that the mean cumulative GPA for year two ($M = 0.937$, $SD = 0.657$) was

significantly less than the mean cumulative GPA for year three ($M = 1.03$, $SD = .647$),

$t(108) = 4.090$, $p < .01$. Effect size was .134, calculated using Eta Square, representing a

large effect, according to Cohen's (1988) scale.

A Likert-type scale survey was conducted to determine the perceptions of

administrators, teachers, counselors, and other FSCS staff regarding the effect of FSCS

programs. The results indicated that the majority of participants agreed with statements

that FSCS have helped close the achievement gap and have had a positive impact on their

district. The majority of participants agreed with the Likert-type scale survey statement

that they would recommend implementing a FSCS model in another district.

Qualitative data indicated through the emerging patterns such as stakeholder buy-

in, recognition of medical and health assistance, the need for data, staff intervention and

support and services, and resources for disadvantaged students and families, that

administrators, teachers, counselors, and other FSCS staff members see the

implementation of FSCS programs as having a positive impact on student success

through an increase in services and supports on not only an academic level but also on a

medical and health level. The qualitative data indicate the need for continued renewal of

stakeholder buy-in and also affirms that research on the program's success needs to be

ongoing and data need be released to stakeholders to help them understand the program's

impact on student success. The patterns that emerged in the qualitative data also indicate

staff member recognition of the theoretical framework cited in chapter 2 of this

dissertation. Staff members recognized that in order for a child to have an equal

opportunity for an equal education their basic needs must be met. This recognition of basic needs is the founding principal in Maslow's hierarchy of needs as well.

Through concurrent triangulation qualitative data can be used to cross-check why significant difference was found between year two and three of the FSCSP. One participant indicated that they did not see the FSCS program as being as effective as it had in the past year. This qualitative insight can be used as a possible starting point to research why there was a significant difference in student success as measured by GPA scores between year two and year three of the FSCS program.

However, the sample size for the qualitative data was so small, at only 13 participants, and the qualitative open-ended survey responses were so limited that they really cannot be relied upon. Therefore, the summary of the research data after analysis shows that there has only been significant difference between year two and year three of FSCS implementation on student success, as measured by high school cumulative GPA scores. The qualitative data help give insight into how to improve the FSCS program by generating and providing more data as well as how some changes in services and resources might be having some influence. It is thus possible to see that staff perceptions are largely positive even though there is room for improvement and more buy-in.

Chapter 5

SUMMARY AND CONCLUSIONS

Overview of the Study

This study started as a result of students in District X underperforming, which led to the implementation of a FSCS model. Although the model had been in place, there were very little data showing if it had been successful in increasing student success and there were no data regarding the perceptions the staff within the district had about the impact of FSCS programs on student success. The study was undertaken to assess the impact of FSCSs on student success, as measured by high school GPA score as well as to take a look at the perceptions administrators, counselors, teachers, and other FSCS staff had on the impact of FSCS programs in their district.

District X was in its third year of FSCS implementation when the study took place. The study looked at student GPA scores from two high schools within the district. The demographic of the students whose GPAs were studied had been exposed to FSCS programs. Pre-existing data were analyzed in SPSS to find if there was a significant difference between FSCS implementation years using a paired-samples t-Test. These paired samples t-Tests were conducted to find out if there was a significant difference between first, second, and third year cumulative GPA's for all students in the program. Additionally, independent samples t-Tests were conducted to determine whether or not there were significant differences in cumulative GPA's between Hispanic and non-Hispanic students, during all three years of the program.

The research questions for the quantitative pre-existing data were as follows:

- Research question one (quantitative): Is there a significant difference between year one and year two of FSCS student success, as measured by high school cumulative GPA?

  o Is there a significant difference in cumulative GPA between Hispanic and non-Hispanic students after year one of the program?

- Research question two (quantitative): Is there a significant difference between year two and year three of FSCS student success, as measured by high school cumulative GPA?

  o Is there a significant difference in cumulative GPA between Hispanic and non-Hispanic students after year two of the program?

- Research question three (quantitative): Is there a significant difference between year one and year three of FSCS student success as measured by high school cumulative GPA?

  o Is there a significant difference in cumulative GPA between Hispanic and non-Hispanic students after year three of the program?

To study the perceptions of high school administrators, counselors, teachers, and other FSCS staff regarding the effect of FSCS programs, a survey was conducted. The survey was administered through Google docs and contained three Likert-type scale statements to which participants responded by indicating one of 6 levels of response. The survey

also had two open-ended survey questions. Thirteen participants responded to the survey over the course of a month.

The research question being answered with the open-ended and Likert scale survey was the following:

- Research question four (qualitative): What are the perceptions of high school administrators, counselors, teachers, and other full service community school staff regarding the effect of full service community school programs?

This mixed-methods research study utilized a Concurrent Triangulation design. Neither the qualitative or quantitative methods were dependent upon the other. The researcher did not have any direct contact with participants and all data were stripped of identifying information to protect participants.

Interpretation of Findings

Quantitative results indicated that significant difference existed between year two and year three of the program as determined by high school cumulative GPA. This could indicate that in years two and three of the program, a method of implementation or a certain program was contributing to student success. The most likely cause is that sophomore year is academically more challenging than freshman year. When looking at the raw data, cumulative GPA scores are lower in year two than they were in year one. They then start to increase again in year three which would explain why an analysis of the data would show the most significant gap as being between year two and year three. This could be why data between year two and year three show significant difference in

student success based on cumulative GPA scores. Through concurrent triangulation the researcher was able to go back into the qualitative data to cross-check if any participants had indicated a change between years two and three of the FSCS program. One participant wrote: "I do not think that the intervention programs for academic and behavioral success have been as effective as I would like to see it be or as effective as I saw them last year." This may indicate that there was a shift in implementation strategies during year two and three of the FSCS program. As for research sub-questions 1-3; there was no significant difference between Hispanic and non-Hispanic student success, as measured by high school GPA scores during any of the years. This is a positive outcome of the research study because it indicates that the FSCS program serves all youth equally and does not cause any one group to suffer with the new programs and implementations.

The qualitative results indicated that staff were able to recognize the need for at-risk students to have access to medical and health assistance and saw the FSCS program as providing services and resources for disadvantaged students and families. This recognition goes back to Maslow's hierarchy of needs in that the basic needs of a child need to be met before they can be expected to perform at the same rate academically as their advantages peers. Staff also noted the increase in staff intervention and support for students within the FSCS programs. This is a positive outcome of the research study because it shows the recognition that at-risk students have unmet academic, health, and other service needs that must be filled within the district. Staff are using rational thinking which has been backed by Maslow's hierarchy of needs to recognize that at risk students

have unmet needs and in order for them to succeed and for them to enter an educational institution on a level playing ground with other advantaged peers, these needs must be met. Another positive outcome is the fact that staff members are getting involved in the implementation process to help address the needs of students so they can be successful.

The staff members who participated in the survey also noted that they needed more data to really be able to talk about the effects of having a FSCS in their district. Some staff members seemed frustrated with the increased workload and meetings they had to attend due to implementing a new program. This is where the district could step in and support staff members and increase their buy-in by providing them with more data.

Regardless of some staff members seemingly lacking buy-in, the average feeling that FSCS programs had helped close the achievement gap was a 3.6 on the Likert-type scale, which indicates a level of somewhat agree with the statement. The average perception that FSCSs have had a positive impact on the participants' district was a 4.1, or slightly above somewhat agree with the statement. This could indicate that although the quantitative data only showed a significant difference for student success between years two and three as measured by high school GPA scores, a positive impact has been seen by staff members in areas outside of GPA scores in terms of FSCS program implementation.

Overall, the average participant response regarding whether they would recommend another district implement a FSCS program was 4.3, above somewhat agree. This indicates that although participants need to see more data on the effect of FSCS

programs and some members may not have a high level of buy-in, they feel the FSCS program has been successful enough that they would recommend the program for another district to implement as well.

The responses from the Likert-type scale combined with those from the open-ended survey questions paint a picture that staff members are not 100% sold on the idea of the FSCS program but are not fully disenchanted with it either. They are seeing some positive change, but not enough after three years of implementation to make them buy in to the program without trepidation.

Recommendations for Action

When we look at the results of the data, it looks as if the program is still just taking off. This section provides some recommendations for action that may be useful as the program develops and grows over the next few years. The following recommendations are based on the findings found in this research study and should be used toward further research and also for administrators in District X to consider as they move forward with the programs implementation. It is recommended the district look at what programs were implemented during years two and three of the program in hopes of gaining insight as to what triggered a significant difference in student success as measured by high school GPA scores between these years. Asking staff members specifically about what they feel made student success increase at a significant rate between years two and three may be helpful. If staff has access to the data in this study they may be able to reflect on what caused significant difference between these years.

It is also recommended the district conduct research as to why there was no significant difference found between years one and two of the program and years one and three of the program. This would help administrators understand if certain programs within the FSCS were not as successful in impacting student success or if it was simply the curriculum becoming harder for students as they moved through their academic career.

It is recommended the district increase staff buy-in by providing more data on the effect of FSCS programs in the district. It may be helpful to define FSCS programs to the staff as well to increase buy-in. Checking in with staff members and stakeholders is critical to the program's success because they are the implementers of the program. If these parties do not buy into the program, then success of the program will be limited.

Continued research on FSCS programs within District X need to be conducted. This research study serves as a starting point to give insight as to where the program is succeeding and where it needs more effort and work. More research needs to be conducted annually as a sort of check-in with the program's progress in order to see how the program is growing over time. Each time an analysis is done on the data, it should be compiled with previous analysis and released to stakeholders such as staff and the community so they can see where the program is growing and succeeding over time as well. This will increase buy-in and also serve to show that programs can be successful over time.

It is recommended that the program be given more time to blossom into its full potential. Although the program is in its third year of implementation, it is still in its beginning stages, we must trust the process. More time will allow for better implementation of the services and also a culture of "full service" to develop within the district. Surveys should be conducted with staff members to check their buy-in and perceptions toward the program annually or semi-annually because these members of the program are key to the program's success. The results of the surveys should be used to guide the program in terms of maintaining and building buy-in.

Finally, it is recommended that Maslow's hierarchy of needs be included in professional development so that staff members understand the importance of FSCS programs and the impact they can have on leveling the educational playing field for disadvantages students. This will not only further develop buy-in from staff members but it will also illustrate the importance of successful implementation of FSCS programs.

Limitations

The researcher and experts agreed that the open-ended survey responses were limited in the data they provided. They also agreed that a sample population size of 13 was not adequate to represent the whole district's perception of the effect of FSCS programs. Another limitation is that the results of the paired-sample t-Test and independent-sample t-Test were based on pre-existing data. The dataset could not be manipulated to look more in-depth into GPA scores; rather it was possible only to work with the data presented. In addition, t-Tests were used to analyze the data, this method

does not control for other variables such as student or school level effects. The impact of loss of subjects over the three years on GPA, either from drop outs or students moving would also have a upward or downward pressure on that years GPA score depending if the student was high or low ability.

When taking into consideration the Likert-type scale, a limitation is that the survey only identified level 1 as strong disagreement and 6 as strong agreement. Many participants selected levels between levels 1-6. When analysis of the data was conducted, these levels were interpreted as "slightly above somewhat agreement" and "slightly below strong agreement." This is a limitation, however, because the participants' interpretation of the level may have differed.

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Reflections on Research Process

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The research process was insightful. If the process were to be done over again, the researcher would choose to allow three or more months for the qualitative portion of the study. The qualitative aspect of the study was not as strong as hoped, partly because there were only 13 participants and because the open-ended survey responses were very limited in terms of feedback. To address this, a longer period of time working with the qualitative piece would be allowed and in-person surveys would be conducted so the researcher could prompt the participant to continue a line of thought instead of stopping at a more surface level of discussion.

Reflecting on the quantitative piece, the researcher felt that asking the district for GPA scores of high school students who had been exposed to FSCS programs was a good

start. However, she would have liked to have received more information from the dataset, more specific information such as having the data organized by students GPA by subject in order to expand on the study if elements in that data showed significance. The researcher felt if there was more contact with someone who directly worked with the data and the FSCS program that more specific information could have been collected from the pre-existing database. During the time of the research study, the primary district contact was on leave for the duration of the year and the departments contacted did not seem to know who had access to the pre-existing database or even what a FSCS was.

In the future, a more specific Likert-type scale should be created. In this study, a limitation was that the Likert-type scale levels between 1-6 were not specifically labeled. Only after analysis of the data began did the researcher note that the levels between the labeled 1-6 could be interpreted subjectively from participant to participant. This however, was a learning experience as before going into the research, this was not a limitation or a concern that seemed to show itself to the researcher. It furthered the point of how important a prepared IRB and well thought out study are before going into the research because small details can cause the results and the research to have limitations.

This research was necessary for analyzing the beginning stages of a new program. More research needs to be conducted within the coming years of the program implementation to keep providing feedback on where the program can improve and where it is successful. This research has been important because it really gives the district insight into where it is with regard to the program now. As more research

continues, they will be able to look at this research as a starting point and compare the progress the program has made over time.

Summary and Conclusions

This research study is a good beginning to gaining insight into how FSCS programs affect student success as it is related to high school GPA. It also gives insight into a small sample of staff and their perceptions on the impact of FSCSs. The staff were able to recognize that at-risk students within the district were in need of medical and health assistance and saw that FSCS programs provided these services as well as services and resources for disadvantaged students and families. At the same time, staff expressed a need for more data on what changes were being seen as a result of FSCS program implementation. The lack of data may have led to less buy-in from staff members. Regardless, staff seemed hopeful and positive about the effect of FSCS programs on their district and would still recommend a similar program to other districts.

The quantitative data showed no significant difference between student success from years one to three, or from years one to two. However, a significant difference was found between years two and three which may indicate that another service or program was implemented in that year that may have increased student success rates. This would be helpful to the district to go back and look at the phasing in of programs throughout years two to three. The finding that there was no significant difference between Hispanic and non-Hispanic students across or between any of the years is helpful data because it

indicates that the FSCS program is not adversely affecting one demographic over another.

Further research should be conducted in another three years to see what progress the FSCS program has made within the district. Dr. Rodriguez (F. Rodriguez, personal communication, September 20, 2012) said it takes six years after a program's implementation for it to be successful and show results. District X is beginning to see some results at the three-year point based on feedback from staff members, and we have seen there was some significant difference in student success between years two and three of the program. More data available to the staff and increased buy-in alongside continued implementation of programs being delivered in years two and three of the model could lead to great success for the FSCS program. Continued professional development to include Maslow's hierarchy of needs will further increase buy-in and the sense of urgency and importance for successful implementation of the FSCS program as well.

APPENDICES

APPENDIX A

Dear Participant,

You have chosen to take a five-question survey in hopes that researchers can gain insight into the effect of full service community schools on student achievement in the Vallejo City Unified School District. The results of this study are intended to inform leadership as well as communities as to the benefits of implementing full service community school programs in the K-12 arena, with a focus on how they can close the achievement gap.

The survey will not ask for your name. With names not being collected, it will not be possible to identify you. Selection of your profession (administrator, teacher, counselor) is entirely optional. You may decline to take the survey or to participate at any time. You may also leave any portion of the survey blank if you feel the need to do so. All surveys will be done by E-mail. Return of the survey will imply consent.

If you have any questions please contact me, Persis Momeni, or my advisor, Dr. Robert Pritchard.

I SINCERELY THANK YOU FOR TAKING THE TIME TO HELP US IN OUR

RESEARCH.

APPENDIX B

"Hello my name is Persis Momeni, I'm a doctoral student in the Educational leadership program at CSUS. I'm doing a study about the effect of full service community schools on student achievement in the Vallejo City Unified School District.

You have been asked to participate in this study because you are either an administrator, teacher or counselor in one of the two high schools being studied and can shed light onto the effectiveness of full service community school programs on student achievement in the Vallejo City Unified School District.

In order to participate you would need to fill out a survey that would take approximately 10-15 minutes. If you are willing to participate please respond by November 20th and I will send you a survey link. If you do not wish to participate let me know and I will remove you from distribution list.

If you have any questions or concerns please contact me, Persis Momeni, or my advisor Dr. Robert Pritchard.

APPENDIX C

I. Circle whether you agree or disagree with the statements below.

2. Full service community schools have helped to close the achievement gap.

| 1 | 2 | 3 | 4 | 5 | 6 |

Strongly   Strongly
Disagree   Agree

2. Full service community schools have had a positive impact on my district.

| 1 | 2 | 3 | 4 | 5 | 6 |

Strongly   Strongly
Disagree   Agree

3. I would recommend to another district to implement a full service community school model.

| 1 | 2 | 3 | 4 | 5 | 6 |

Strongly   Strongly
Disagree   Agree

II. Please answer the following questions thoroughly and honestly. Your answer is confidential.

1. What have been the effects of having full service community schools implemented in your district?

2. What impact have full service community schools had on student success.

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