

IMPLEMENTING AN AFTER SCHOOL INTERVENTION PROGRAM AT
CASLTE ROCK MIDDLE SCHOOL IN
SEVENTH GRADE SCIENCE AND OTHER CORE CLASSES

by

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ABSTRACT

The study implemented an after school intervention program for students who struggled to complete the daily work assigned in core classes including science. Results suggest students were more organized and were always aware of what assignments they needed to complete each week. A specific group of students who had struggled throughout the year showed moderate growth in overall grade point averages, organization, and time on task in the classroom.

INTRODUCTION AND BACKGROUND

Project Background

Teaching Experience and Classroom Environment

For the past four years, I have been teaching seventh grade life science at Castle Rock Middle School in Billings, MT. Castle Rock is a 7-8 grade middle school with approximately 700 students. Primarily, the school consists of the majority of the students listed as Caucasian; however, 14% of the students attending Castle Rock fall under the minority categories of American Indian or Alaska Native, Asian, Hispanic, and Black or African American, with the majority sub-grouped as American Indian and Hispanic. Over the past five years, Castle Rock has steadily increased its Free and Reduced Lunch status to 31% which falls only 1% percent short of gaining Title I status as a Montana school. This significant change over the past five years has brought new challenges to the school with regards to low income status as well as a wide range of academic skills throughout our entire academic population. Our faculty has always been concerned with building good homework habits and study skills among our students, but in recent years we have become more concerned with our students completing assigned work in the time allotted by the teacher. Therefore, the team I teach with each day made it our goal to try to improve the daily work habits of our group of seventh graders. Overall, I will be looking at the subjects of math, English, science, and geography; however, as an active participant in the science classroom I will be able to reflect on many of the changes specific to the science classroom and myself as the science educator.

The purpose of this study is to improve the daily work habits of students in the seventh grade by using an established after school intervention program. The intervention will take place at our school's Homework Opportunity Time (HOT)

program. This program takes place after school three days a week to support students on homework and studying. I believe if students are completing more of the daily work assigned in the core classes of English, math, science, and geography, they will be more likely to build better homework habits over time, maintain focus in classes, and improve the overall performance in these classes through grades given at midterm and quarter. Over the nine week period, hopefully, students will gain confidence and better habits when completing work in the after school program three days a week.

Focus Question

The need to improve the completion rates of my students' daily work is of high priority for me and my colleagues, and an after school program might be the solution. In order for me to assess my students' knowledge in my classes, they need to be completing the tasks given to them in a timely manner. I want their summative grades at midterm and quarter to be a reflection of the knowledge they have gained throughout the quarter rather than a reflection of what work they did not complete. How can I improve the completion rate of daily work? There is significant value placed on the daily work including labs, activities, guided readings, and writing assignments in my class that are given prior to the summative assessments to gauge the process of learning for each of my students. I believe this Action Research (AR) will educate my colleagues and me on how we approach time on task in our classes, daily work, and summative assessments. We expect our students to be very organized and prepared for classes each day. As educators we need to also be prepared in how we approach each lesson's expectations and our overall organization of grades and missing work in each of our classes.

The AR project completed by myself will hopefully give the after school program at my school value, importance, and success for many of our struggling students.

Currently, it is not mandatory for a student to attend the program unless parents make it mandatory; however, if the teams of teachers are able to use it as an intervention it could have effect on our school wide status and the overall knowledge gained by our students while at our school. It could also teach important life skills, such as organization and responsibility for academics to our students before they reach high school.

Purpose

- The purpose of this AR is to examine how I can improve the overall summative grades of middle school science students by using an after school intervention program.

Primary Research Question

- “What is the effect of a mandatory after school intervention program for middle school students on their overall performance in 7th grade science and other core classes?”

Sub questions

- “What is the effect of an after school intervention program on daily work completion?”
- “How does an after school intervention focusing on daily work affect students’ on task behavior in the science classroom?”
- “What are students’ thoughts and feelings toward the after school program?”

- “How will the expectations of daily work and the overall teaching strategies change for the science teacher?”

CONCEPTUAL FRAMEWORK

Homework has been an integral part to the education of students and has progressed into a vital component of the success of a student’s education. The online website for the Center of Public Education provides a substantial amount of research reviews on many topics, including homework. The homework debate has changed almost every decade since the late 1800’s until today’s influence of No Child Left Behind (NCLB). At one point, an anonymous writer described homework as “legalized criminality” and a reason for child mortality (What Research Says, 2007, para. 10). In the 1950’s, during the Cold War, some Americans believe the reason we were losing the war was because Russian children were smarter than American children, thus resulting in a renewed interest in using homework as a tool in the learning process. By the 1960’s, parents described homework as, “essential for academic excellence” (What Research Says, 2007, para. 11). During the Vietnam War, the attention to homework once again waned as it was viewed as excessive pressure on young children, but by 1983, *A Nation at Risk* built the foundation for an educational excellence movement that lasted through the 1990’s. At the start of the twenty-first century NCLB was enacted by President Bush which has led to teachers assigning more homework to students, thus increasing the outcry from the public as homework being equated to a stressor in students’ lives. The article also suggests that homework may be influenced by student’s academic performance level, ethnicity, and socioeconomic status. NCLB also provided funding for after school programs that provide academic assistance as the focus for low performing

students. The studies done were inconclusive. However, the research noted that behavior, skills, motivation, and work habits increased over the research period. A researcher noted, “After-school programs can serve function for children, particularly for those who do not have access to other structured after school activities or homework assistance at home” (What Research Says, 2007, para. 68).

Janine Bempechat (2004) wrote in response to the controversy of the current values behind schooling. Bempechat (2004) argues,

As a pedagogical practice, homework plays a critical, long-term role in the development of children’s achievement motivation. More specifically, homework assignments provide children with the time and experience they need to develop beliefs about achievement and study habits that are helpful for learning, including the value of effort and the ability to cope with mistakes and difficulty (p. 189).

She also states,

If our goal is to prepare children for the demands of secondary schooling and beyond, we need to pay as much attention to the development of skills that help children take initiative in their learning and maintain or regain their motivation when it wanes (p. 189).

The theoretical framework provided by Bempechat (2004) reinforces my beliefs in regards to homework and the importance of it within my classroom and beyond my classroom. I teach all levels of students, thus my expectations must reach all students and be reasonable for each level. The social cognitive approach in relation to achievement motivation argues that “students come to perceive that success and failure in school can

result primarily from effort (or lack of it), ability (or lack of it), and external factors, such as luck or task ease/difficulty” (Bempechat, 2004, p. 189). Emotions can be used to predict achievement behavior depending on whether the student perceives it as lack of effort or lack of ability. If a student believes a low grade is due to lack of effort, then the student is more likely to study harder and put in more effort. Whereas, if the student believes it is due to lack of ability, they will usually see little purpose in putting in more effort. It is our job as educators to give positive reinforcements to students so they feel that they can do the work. Theoretically, as students complete more of the daily work in a timely manner, they will see their lack of motivation as more effort based, because more than likely we have already identified the students who lack the ability to do the work effectively. Already implemented in our school is an extra class each day available to students who lack the ability to do grade level work, thus eliminating this from our concerns in the intervention.

Homework can be described as an academic function “to promote student responsibility, fulfill administrative directives, and provide parents with information about the curriculum” (Huang & Cho, 2000, p. 382). The study by Huang and Cho (2000) examines seven successful after school programs on their content and processes for the strategies, tools, and instruments that support the ideas pre-determined by Huang and Cho. They identify four factors: “1) pre-set time for homework completion, 2) structured settings that are devoid of distractions for homework completion, 3) instructional support for students, 4) allotting sufficient time for homework completion as a part of a routine daily schedule” (p. 383). They also suggest that students who complete homework achieve higher grades and higher unit test scores over 73% of

students as compared to those who do not complete homework. The study looked at Annual Performance Reports, teacher surveys, and overall individual student achievement to determine the success rate of each of the programs being examined.

The HOT program included in my AR focuses on providing an environment conducive to helping students complete their work with access to technology and two teachers three days a week. A large portion of the students that attend the after school program have low summative grades, which is a result of low completion rates of homework each week. Huang and Cho (2009) suggest in the article,

Especially students from ethnically and linguistically diverse or low income backgrounds, completing homework can be a difficult task.

Students who need additional help but do not have adults at home to assist them with their homework may be unable to complete their homework successfully (pp. 382-383).

The intervention will be mandatory with parent permission for students who have three or more missing assignments; however, they will be offered snacks, help with work in groups, and individual assistance from teachers in the building including myself. Lastly, they suggest that, “After school programs that provide students with optimal environments and support to complete their homework generally have students demonstrate positive gains in academic achievement through increases in self-confidence and changes in school teachers’ perceptions of student effort” (p. 383).

Homework has also been compared to different job situations and how the two can have a lot in common throughout the educational years (Corno & Xu, 2004). In school we often equate a message to our students about how homework is a job and its

importance in their everyday lives, because they need a realistic example for motivation. Homework can be described as, “an activity that students do not elect to undertake. It is assigned by a teacher for students to complete on the teacher’s schedule, with the teacher’s requirements in mind. So it helps to have the right attitude. Homework means business and the student should expect to buckle down” (Corno & Xu, 2004, p. 227). The completion and performance on homework is usually rewarded with better grades and advancement in schools in comparison to being paid for a job and employment advancement for a job well done. They finally assert the opinion that as students move from elementary to middle school, and again from middle school to high school, homework will play a more important role in academic success. My team views seventh grade as a transition year from elementary to middle school, thus teaching students to build good habits that will lead to academic success in middle school, high school, and hopefully college. As educators, we value and expect students to do their part in the classroom for it to be successful. Lastly, they acknowledge, “Educators should be mindful that homework is not stress-free for children any more than jobs are without stress for adults. Repeated negative experiences can turn children off or even prematurely burn them out” (Corno & Xu, 2004, p. 227). The importance of this statement reminds me to ensure that the after school program is a positive environment meant to provide support to struggling students without bias toward the situation. The findings presented by Corno and Xu (2004) remind me as an educator that homework is an essential part of a good curriculum that assesses student learning frequently and reteaches material not fully understood by the students.

The methods for completing my Action Research are critical because it can be difficult to pin point why students have not completed daily work. It is a topic many researchers have undertaken throughout the last century. Qualitative work could in the end provide me with a better understanding of my students' attitude toward homework, school in general, and their individual effort. Xu (2006) surveyed 238 middle school students to indicate whether they receive family help when doing homework, time spent on homework, attitude toward homework, and strategies used in management of homework. She used Likert scales, open ended interviews, and management scales to identify different areas that were then given scores from one to five depending on the answer chosen on the scale of never to routinely. Homework behavior and routines can be a topic students are not always honest with themselves, parents, or educators. This may create an environment that can be uncomfortable for students to discuss. An anonymous survey may be the best approach when looking for this type of data, whereas an open ended discussion in a focus group would be more appropriate when discussing topics such as their feelings toward the intervention program and whether they believe it was beneficial to them. Xu uses multiple methods to collect qualitative data from her students, which exemplifies the need for me to complete surveys before, during, and after the treatment. She also used different types of surveys such as an open ended survey, interview, and a Likert survey which I also used in my AR. James-Burdumy, Dynarski, and Deke (2006) evaluated the student outcomes of after school programs by using grades, test scores, classroom behavior and effort, absences, suspensions, parent involvement, and feelings of safety after school. The methods included surveys completed by students, parents, staff, administration, and teachers, reading tests given to

students, school records, and random observation of the programs. They surveyed and observed four to six weeks after the program started and toward the end. The data collection compares all the criteria at the beginning and at the end giving the group something to compare. My AR used this method of surveying, interviewing, and quantitative data collection both at the beginning and at the end for use in comparing and developing possible conclusions.

Willis (2006) discussed two topics relevant to my AR: faculty collaboration and homework accountability. My AR project began its focus by using the teaming concept provided by my school district. We are grouped into teams including English, geography, science, math, health, and special education and provide education in these areas for up to 150 students each year. We meet three days a week for 45 minutes to discuss students, develop interventions, hold parent meetings, discuss interdisciplinary approaches to teaching, and many other topics throughout the year depending on the students. Willis encouraged educators to help individuals going through a stressful period by sharing concerns and collecting data on the student so they can best help that student. She stressed communication and group collaboration when combining relevant information. The AR required continued group collaboration among my team by communicating with each other throughout the process. I facilitated communication by using the team time provided by the district to interview my colleagues and facilitated discussion of the results as the AR was progressing to the end. Willis also discussed homework accountability by including student perceptions by stating, "It is surprising how many students think of homework as something they need to do for their grades, rather than something they learn from" (p. 86). This is quite the battle at times because

some students think as long as they turn homework in they should get a good grade on it; however, that is not always the case. I am probably just as guilty of just wanting it turned in and done at some point, because understanding some of it is better than none of it when they did not do the work. Willis suggested having the students correct their work when they come in the door, and then take a short quiz with the basics of the material on it. They are only held accountable for the material on the quiz and not the homework. The students will not get homework credit until they can pass the quiz, which then holds the students accountable for mastery of the task, rather than completion of the task. I see this technique as a valuable tool that requires students to put effort in to learning the material that was taught in class. I would like to see my AR progress from just completing the work to mastering the work. I do allow students to correct all assignments, projects, quizzes, and tests for more points; however, most students do not take advantage of it.

The final resource I chose to include is a book (Tough, 2008). This novel was an inspiration and support to me as I went through this process. The book focuses on the Harlem Children's Zone created by Geoffery Canada in the early twenty-first century. Canada created "a ninety-seven block laboratory in central Harlem where he is testing new and sometimes controversial ideas about poverty in America" (p. 18). His conclusion: "if you want poor kids to be able to compete with their middle-class peers, you need to change everything in their lives--- their schools, their neighborhoods, and even child rearing practices of their parents" (p. 122). The research this book is based on is the personal research done by Geoffery Canada starting with underprivileged pregnant women and educating them on research based methods on how to best care for their

children during pregnancy and throughout their lives. The program then extends into early child education for young underprivileged children as well as into elementary and high school. His research is based on the data collected in his schools at the Harlem Children's Zone and similar charter schools around the country. Canada challenges the Harlem community to invest in the education of their children by providing support and holding high expectations of faculty, students, and parents. I read this book prior to starting this course because I was nominated to work through our five year plan for the school, which included providing data about our students and ideas on how we can increase our test scores over the next five years. Our student population has changed significantly in the past three years with a steady increase in low income families moving to the area, causing our faculty to re-think how we approach the way we teach our students. Canada provided a safe learning environment with high expectations of each student before, during, and after school. He also educated parents on their role as parents of students and parents of children in one of the most poverty stricken areas in the United States. My AR was the start of providing a safe learning environment after school with high expectations of academics. The HOT program provided by the school offers this environment for all students, but it is not used to the extent it was intended for at this point. I foresee our school district needing to make vast changes in how we educate our students, because currently we do not retain students and they are not required to make up a class that they fail in middle school. These circumstances make it difficult to stress the importance of education to our students; however, as individual teachers and schools, we can start to change how our students view education. I always stress to my students the importance of working hard and seeing it pay off in the end.

METHODOLOGY

Treatment

Most work started in class eventually becomes homework in the core classes. The AR took place for nine weeks during third quarter from mid-January until the middle of March in the spring of 2011. At the start of the third quarter, parents and students were given a contract to explain the intervention and how it can affect their son or daughter (Appendix A). The main component of the intervention explained that if a student had three or more missing assignments compiled each week from the core courses of science, math, English, or geography, they were assigned the after school program called HOT, for the days of Tuesday, Wednesday, and Thursday from 3:15 to 4:30 p.m. The HOT program has been used for students who tend to struggle with getting work done, but it is voluntarily. Students have seen success in the past, but it was on an individual basis rather than on a larger scale. The program has proven reliable on a small scale. The number of missing assignments was determined each Monday morning. If a student had less than three missing assignments they were only notified of the missing assignments and not required to attend the program. The HOT program was an existing program that was voluntary for students and parents; however, it is now being used more by teachers and parents as an intervention program for struggling students. The after school program is mandatory for students with parental consent. All parents gave consent for their child to participate during the action research. The research methodology for this project received an exemption by Montana State University's Institutional Review Board and compliance for working with human subjects was maintained.

The students that were required to go to the after school program reported at 3:15 p.m. and signed into the correct folder for attendance. When a student could not attend,

they were assigned time in the morning to make up for the missed homework time in HOT. After they arrived, the students found a quiet table in the library to work on the missing assignments. Each table could seat four students which could be slightly distracting for some students, but there are other areas of the library such as the computer labs and couches in the back which were also used when necessary. After the student found a seat, they opened their planners and decided which missing assignment they would work on first, second, and so on. Teachers who worked in the program were there to provide support to struggling students and to students who were unsure of what they needed to work on. Teachers had access to the online grading program for each student on the team at all points in time. As the students were working, the teachers in the program could provide support and supervision to make sure they were working. At 4:00 p.m. each student received a snack provided by the school. As the students were working through the missing assignments they were also responsible to continue working on their current work. For most students, at 4:00 p.m. they switched to working on the current homework that was due the following day. If they did not have any homework, they could continue working on the missing assignments. After a student completed an assignment for a core class, they were allowed to turn it into the subject folder which was given to the teacher the following day. Students were also allowed, after 4:00 p.m., to go to the art studio, cooking classes, and computer classes to work through assignments that need to be completed there too. The goal was to provide a quiet workspace for all students to be the most successful.

Data Collection Methods

Table 1 data matrix organizes the various data collection methods with regards to the different research questions I addressed in this AR.

Table 1
Data Triangulation Matrix

Research Questions	Data Source 1	Data Source 2	Data Source 3	Data Source 4	Data Source 5	Data Source 6
	Missing Assignment Tally Sheet	Student Grades	Focus Group Interviews	Student Pre/Post Survey	Teacher Interview/Observations	CATs
“What is the effect of an after school intervention program on daily work completion?”	A C	A C D	C	A C D	A C D	A
“How does an after school intervention focusing on daily work affect student midterm and quarter grades?”	A	C D				
<u>Research Questions</u>	<u>Data Source 1</u>	<u>Data Source 2</u>	<u>Data Source 3</u>	<u>Data Source 4</u>	<u>Data Source 5</u>	<u>Data Source 6</u>
“What are students’ thoughts and feelings toward the after school program?”			A B C	A B C D		
“How will the expectations of daily work and the overall teaching strategies change for the science teacher?”					A C D	

Key to identify reasons why the data method selected is suited to gather data for the question it is matched to:

- A) Data will show progress during the treatment.
- B) Data will show student feelings and self-evaluation.
- C) Data reflects value of treatment.
- D) Data will show baseline prior to treatment.

The first two data collection methods I used were a student survey and a focus group interview. The questions were generally the same for both the survey and the interview; however, the interview contained probing questions for the students as it was a discussion, which led to other questions. The survey was given prior to the official start of the AR in January to evaluate students' thoughts and feelings toward homework, in-class work habits, and feelings toward the after school program called HOT. The focus group interview was given at the mid-point of the treatment. A Likert survey was also given post-treatment to compare to the other surveys. The first survey and focus group interview addressed three of my sub-questions:

- “What is the effect of an after school intervention program on daily work completion?”
- “How does an after school intervention focusing on daily work affect students' on task behavior in the classroom?”
- “What are students' thoughts and feelings toward the after school program?”

The sampling strategy for the survey was to give it to 64 students in the advisory classes (Appendix B). I worked on a team that had 30 minutes a day of advisory where students could read and do homework, thus allowing for extra things such as surveys outside of class time. The sampling strategy for the interview (Appendix C) used 10 students in two groups of five from my specific advisory period. The advisory periods were randomly created in the computer system at the school, and I randomly drew names out of a hat for the interviews. I was looking for an overall picture of their thoughts and feelings toward homework, in-class habits, and their actual homework habits. I

interviewed a random selection of students, because some students who in the past have had homework completion problems may have changed their habits and then did not have to attend the program. I interviewed both students who have changed their habits and those that are attending the program.

To analyze the data for these specific data collection, I first looked for emerging themes. I then categorized the responses into groups and recorded any outliers that did not fit the groups. This method is similar to one I used in previous experiences for this type of survey. For example, in question one I placed student answers into the categories: always sit down after I get home and complete my work, I do my work but it depends on when I get home, sometimes do my homework, and I don't do my homework. Most students fit into these four categories with only a couple of exceptions that were recorded. I tallied up student responses without including the outliers. This method allowed me to give overall data results for each question. From the results, I created visual representations of the categorized answers, and used the student answers in my qualitative data analysis.

The survey also allowed students to express thoughts and feelings toward homework, which I included in a qualitative data collection in the form of individual student quotes. The idea behind being able to both qualitatively and quantitatively look at the data allowed for me to see if patterns were emerging among my students. I also compared the responses of my students to my own observations of these students.

The missing scores tally sheet (sample sheet Appendix C) was used to keep data on each student weekly throughout the entire AR. The sampling method used all 120 students on the team. This data collection method addressed the following question:

- “What is the effect of an after school intervention program on daily work completion?”

The data identified which students were assigned the after school intervention program, and gave all students the missing assignments they had in their English, geography, math, and science classes. I used Excel spreadsheets to keep track of the data as it was collected, analyzed it into groups, and then created graphs from the data. The tally sheet allowed me to calculate the total missing assignments for each week and continued into the remainder of the quarter. It is important to note that the data could have compounded itself because any student that does not complete the missing assignment from the previous week would also have it tallied in the next week data totals. Because there are about 120 students, they were divided into their advisory classes for purposes of organization and distribution of the assignment slips and the slip that assigned them to the after school program. I used these sheets to identify how many times a student had to go to the program during the nine week treatment, how many missing assignments they had per week, and any trends that appeared for each student. Overall, when I looked at all the students, I could disseminate the data based on all the students, only the student who had to attend the program, and only the students who had to attend one time or less. I added up the number of missing assignments to compare from week to week to determine how the AR was progressing during the nine weeks. Because I was an active participant in the AR, I was able to identify weeks that were considered an outlier due to a shortened week, possible incentive to have work done by a teacher, or a nearing midterm or quarter grading period where students were more likely to try to get all the work done before the end.

At the end of the treatment, I used a Likert survey (Appendix D) to triangulate with the other data collection methods already obtained. The Likert survey targeted the questions:

- “What is the effect of an after school intervention program on daily work completion?”
- “How does an after school intervention focusing on daily work affect students’ on task behavior in the classroom?”
- “What are students’ thoughts and feelings toward the after school program?”

The sampling method for this data collection method was to give it to all 120 of my students at the end of the treatment time. I looked for emerging trends in the data as the responses were already categorized in a Likert survey. I was able to compare these to the interviews and surveys already given, as well as triangulating the data with the overall summative grades following the treatment. The surveys were critiqued by each of my colleagues to ensure the questions that were asked appropriately fit the goals of the intervention and to ensure the information gathered would be valuable to the AR. Through techniques such as these, reliability and validity were considered in this study.

The final data collection method I used in the AR was student summative grades at the end of 2nd quarter, mid-term 3rd quarter, and the end of 3rd quarter. The grades at the end of 2nd quarter were my baseline to compare to during the 3rd quarter. The grades given were numeric values that were calculated to give each student a grade point average for the grading period. I compared the grade point averages throughout the treatment for each student, the sample as a whole, individual class, and other

disaggregated groups deemed necessary. I triangulated the surveys, interviews, and missing tally sheets with these summative grades to determine, in a quantitative manner, if the after school intervention program had an overall effect on student performance in the classroom.

DATA AND ANALYSIS

During the first nine weeks of my AR, the students were given an initial survey to gauge how they felt about homework, routines, and their initial thoughts on the HOT program. I was constantly observing students in science class to gauge on task behavior and general feelings toward daily work completion, and gathering data on overall grade point averages for the second quarter. My observations in science class up until this point were very disheartening and sometimes frustrating. I was constantly reinforcing on task behavior in class so students could get as much of the work done as possible, as homework completion rates were sometimes less than 50% in my classes and other core classes. I found myself constantly reminding them to stay on task, keeping students after school for off task behavior, calling parents, talking with students out in the hall, and rearranging certain students to provide a quiet place for individual work. During group work times, I was constantly walking around to make sure the work was being accomplished and to see if groups would need help because they were constantly off task. Completion of the practice up until the assessment was so important so I could gauge whether or not the students understand the material being taught.

The initial survey given to the students first addressed if students recognized whether or not they had homework each day ($N=64$). Overall, 76% of the students recognized they did have homework each night, while 16% identified having homework

sometimes, and the remainder identified never having homework. The school district recommends 70 minutes of homework each day for a seventh grader. This includes daily work, review, and silent reading. Even though a student recognizes they may have homework, they may not always know what they need to do because of poor organization or they make the choice not to do the homework. Thoughts and feelings toward homework were very negative with about two thirds of the students identifying that they dislike or do not feel good about having homework. One student responded, "It gets overwhelming because I can sometimes be doing homework for over an hour each day." The other third of the students identified homework as being more of a positive experience by either identifying it as being "okay" or they "liked having homework." Homework can create stress for some students because it can be a challenge for them to understand, it can create stress within a family when a student is behind, or inconvenience other activities after school. As much as we stress as educators, a time needs to be set aside each day for homework to take place; however, it may be very difficult for a parent to be consistent for many reasons. The survey also asked the students if they felt that homework was important and useful to their learning.

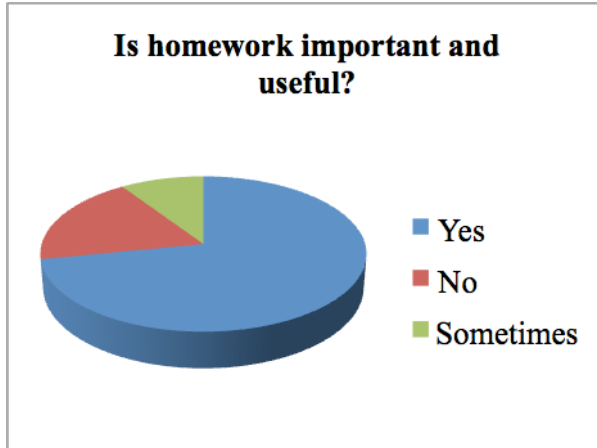


Figure 1. Results from Question 9 on if students feel homework is important and useful, (N=64).

I found it commendable that a seventh grader could identify homework as important and useful to their education; however, my observations of actual completion rates would suggest other choices lead to homework not being completed or outweighing the importance of homework. One particular student commented, “Yes it is important, but I would rather play video games or spend time with my friends.”

Question 10 in the survey asked students to identify ways in which I could help them get their homework done in a timelier manner. Most of the students did not have a suggestion; however, a few of the suggestions stood out as things I could do as an educator to help them, while a couple of the suggestions were not possible or an unreasonable suggestion by a student. The first suggestion in Table 2 below reminds me that I need to be consistent in my classroom management and aware of the amount of time left in class when an assignment is given so if extra time is warranted, then it is given. The suggestion to check planners is very time consuming; however, I can remind students at the beginning of class each day to fill out their planner. The suggestion, “Do it for me and then it will get done,” came from a student who was very negative

throughout the entire survey and was unmotivated to work in class and complete any homework in class and outside of class. The last suggestion that stood out to me was the suggestion about resources and textbooks. I only have a classroom set of textbooks; however, with every assignment given to the students I make sure they have the resource they need to complete it without the textbook. It is sometimes frustrating for me to only have 30 books for over 100 students, and I can imagine for an unorganized student how frustrating it can be too. With that suggestion in mind, I remind them how to use the online textbook, and remind them that they have the resource needed to complete the assignment directly in front of them.

Table 2

Question 10 on suggestions from the students to teachers on how to get their homework done, (N=64)

Suggestions by Students
We need more time in class and fewer disruptions from other kids. Check the planners.
Give less homework. Make sure the room is quiet.
Do it for me and then it will get done. Make sure you go over the lessons for a longer time.
Get more resources or textbooks to help us out. Stay after school later than 3:40.
Give us a silent study time for an elective.

Question 2 in the survey asked the students when they completed their homework.

In Figure 2 the majority of the students responded as expected to do homework after

school or after dinner. For these students, homework generally becomes a routine because it is expected to take place each day. However, the 18% of students who responded in the morning or in other classes, would struggle to have a routine because that time is never really guaranteed to take place resulting in scrambling or incompleteness of the work. This may not seem like a large number, but if six of my students each class period did not complete their work for the day, it would total 30 students each day. This is a significant number of students who are both behind in classes and probably not able to understand the next step of the material being taught. I tend to have very large classes in science, which also makes my classes very diverse in learning styles and levels. I am required to be very observant of students who need help and to teach with differentiation. Throughout the AR, I felt that I had become a much better communicator with my students about when assignments were due, the missing assignments each student needed to complete, and finally just overall communicating with my students about how the work was going and what I could do to help them individually.

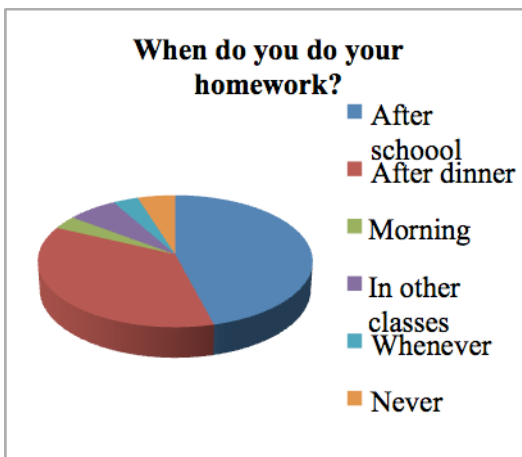


Figure 2. Student responses for Question 2 on when they do their homework each day, ($N=61$).

Question 5 asked the students if they used their class time when given to work on the assignment. Overall, in Figure 3 of the 64 students who responded, 49 of them responded they use class time to get their work done.

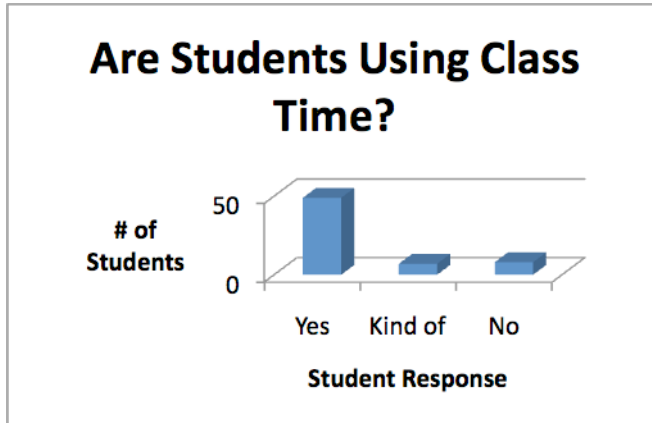


Figure 3. Are students using class time effectively when given an assignment? ($N=64$).

Most students stated that it would give them less homework as to the reason they worked hard in class, and a few gave reasons as to why they do not work in class. I am suspect of the definition of what using class time effectively is to the students. I think the students and I have differing viewpoints. It is hard to break down this data into subgroups because the majority of students responded they use class time effectively, and when I compare the data to my observations as a teacher, I would disagree with some of the responses. I agree that students who do use class time effectively are more likely to finish their homework in class or take it home and bring it completed the next day. They tend to have routines that work well and create good habits they follow in school that make them successful. The students who responded they do not use class time effectively are performing poorly in school and are not completing their homework.

The final question to analyze before the treatment began was to see if students had been to the HOT program. Figure 4 below displays that the majority of the students had

not been to the HOT program. I suspect the only students responding to the questions that they had been to the program were those required by their parents to go after first quarter grades were issued.

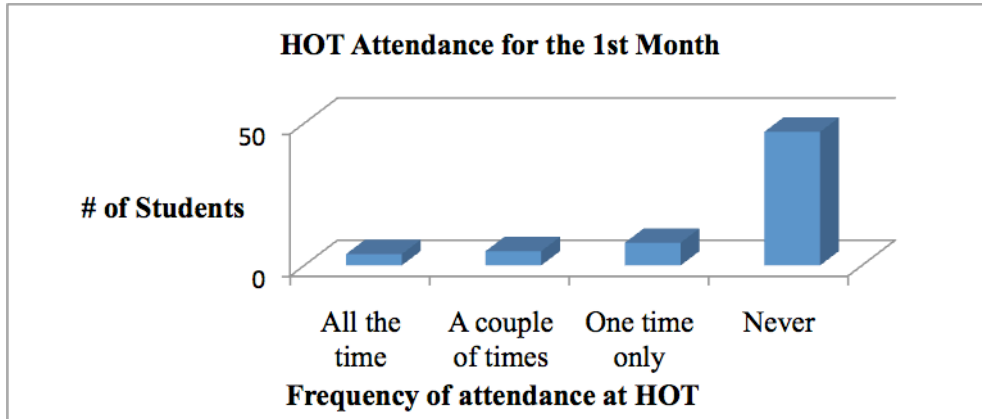


Figure 4. HOT attendance for the first month, ($N=64$).

The final piece of data collection before the treatment began was to calculate grade point averages for each student before the treatment began. I used the second quarter grades as a baseline to compare to during and at the completion of the treatment. The average grade point average was 2.50 out of a 4.0 grading scale for the classes of English, geography, science, and math. Specifically, the grade point average for science was 2.29 for the second quarter. This grade point average calculation would give the overall average grade a C for all the classes and a C- for science specifically. Science does tend to be slightly lower as all students take science each year including lower level special education students. Classes such as math and English have different levels depending on student scores and in Geography most special education students are exempt.

At the end of the second quarter, the students were given the permission slip (Appendix A) to go home for their parents to sign. It described to them what would take place during the third quarter as an academic intervention if permission was given. All parents gave permission for their student to participate with many notes and comments about how they thought the intervention was a great idea. Throughout the year we had already held many parent meetings suggesting the after school time at the HOT program, but it was the parents' responsibility to make sure the student would attend. The AR changed it so that we would help the parents make the student be responsible to go to HOT after school. Each advisory teacher explained to the students the intervention and all that it entailed for the students. They were reminded on how they could avoid going to the program and that it was in their control. Each teacher also gave the students reminders on how to be organized and get help from teachers when they did not understand the assignment. Most students were unaffected by the intervention because they know from previous quarters they can get all of their work done without the intervention. There was, however, a group of students who were reluctant because they knew they would either have to change their habits or they would be attending the program.

The first week after the students were introduced to the intervention was not much different as any other week when it came to on-task behavior and the number of late assignments that I was receiving in science class. All the permission slips were turned in by the end of the week, ensuring the parents were on board. The first assignment, Mendel's Guided Reading, had 39 students not turn in the assignment and the note assignment that followed had 30 students fail to turn it in on time. This was very typical

for my classes each time an assignment was due. In my experience of four years teaching on a team, a student does not always understand how quickly they can accumulate missing assignments in four different core classes. The missing assignment sheets given to the students the following Monday, which was the first week of the intervention, was very eye-opening for some students. All of the assignments were compiled for the classes and distributed at the same time, giving the student an overall picture of their core class daily work completion. Some were very surprised at how many missing assignments they accumulated in one week. The first week had a total of 184 missing assignments from 52 students, and 25 of the students were required to attend the HOT program due to three or more missing assignments. I attended the HOT program each night for the first few weeks to help students navigate working through the assignments that needed to be completed from the previous week and the assignments for the current week. The number of students who were required to attend was manageable for one person; however, it was very nice to have two people working at all times. Some of the students were reluctant to work as they associated the program with punishment, but we continued to stress to them that it was an opportunity for them to get their work completed with the help of a teacher. I also reminded them they did not have to come to the program the following week if they really did not like having to stay after school. I was really surprised how many students really did see it as an opportunity to get their work done and were asking questions on assignments they did not understand. Some of these students were very quiet in class and were reluctant to ask questions in front of other students. I felt at times I was building a relationship with some of these students that would help in the classroom too.

Throughout the next two weeks before the mid-term, I noticed a change in about 20 to 30 students who had been attending the program, and some students who had struggled in the past but were not currently attending the program. These students were asking more questions in class, staying on task to a greater extent, and genuinely more concerned with getting the assignments done. I knew I was never going to solve everything, but it was nice to see many of them trying harder. I always tell my students that if they try they will succeed in my room. The other teachers were also noticing the same changes in behavior.

Table 3
Missing Assignment Tally Sheet from 2/1-2/15, (N= 116)

Date	# of Missing assignments	Total # of Students	# of HOT Students
2/1/2011	182	52	25
2/8/2011	163	42	15
2/15/2011	278	55	27

After the mid-term had passed and grades were given, I calculated the grade point averages for each student to only increase a minute amount from 2.50 to 2.54 for all of the students. At this point, I broke the students into two groups: students who attended the HOT program and students who did not attend the HOT program. The students who attended the program had an initial grade point average of 1.83 and a mid-term grade point average of 1.84. The students who did not attend the program had an initial grade point average 3.05 and a mid-term grade point average of 3.12. I found it significant to note that even though the grade point averages of the students attending the HOT program did not increase, however the grade point averages of the students not attending the program did increase by 2.5%. The increase is not significant; however, the material

generally becomes more difficult throughout the year requiring the students to work harder to maintain grades. The two sub-groupings were compiled solely on whether a student has attended the HOT program. Nineteen of the students that did not have to attend the HOT program had some problems in the past keeping up with their daily work and were doing much better in 3rd quarter. This group's grade point average increased from a 2.50 to a 2.78 over the course of the first half of 3rd quarter. This is the group of kids that I felt the intervention highly impacted. They did not want to go to the HOT program after school, thus they completed more of their work on time. The students attending the HOT program at least maintained their grades as the difficulty and work load increased throughout the quarter.

After the mid-term grades were released to the students, I conducted the focus group interview with 20 students (Appendix B). At first, I discussed with the students when they did their homework to see if there were any significant changes from the initial survey. Eight of the 20 students (40%) reported they completed their homework right after school, six had after school commitments first and then completed their homework, four students identified that they don't have homework very often, one student used their first period strategies class, and the final student attended the HOT program each night to get homework done. The four students who identified not having homework often were very unorganized students who generally had missing work and attended the HOT program a few times throughout the quarter. They seemed to not always know what they needed to do for homework each night. The student that used the strategies class was a special education student that was given a class period as extra time to complete homework. I found that they used it as the only time to complete homework,

thus resulting in never taking work home. This resulted in missing assignments frequently, as the time in strategies was not always enough. Eighteen of these students identified being on task in class after an assignment was given, while the other two students stated they still did not start in class. When I asked why they would not start on the assignment, one student said, "I would start and then just goof off instead of doing my work." There was a 13% increase in the on task behavior identified by the student over the initial survey at the beginning of the quarter. My observations as an educator would agree to the increase in on-task behavior in the classroom over the quarter; however, I am still not convinced the students were as on-task as I would prefer at times.

When asked about the HOT program, almost all of the students identified that they have received help at one point or another. Additionally, they were satisfied with the kind of help they received. The teachers working the program, including myself, felt comfortable helping the students in almost all subject areas because we communicate so well on our team. The other teachers who work the program were generally familiar with the assignments, as most of the seventh grade departments try to plan together for consistency.

The main focus during the interview of the discussion group was on question 6 in the survey. It asked the students if their homework habits have changed since the implementation of the after school program. Fourteen of the students (70%) identified that they had created better homework habits because they wanted to take part in other opportunities after school rather than stay for the HOT program. The school has intramural sports for middle school students after school and if a student was required to go to the HOT program, they then missed the first half of practice to catch up on

academics. Other students identified having music lessons, baseball practice, and some just wanted to spend the time with their friends. Four more students reported that their habits did not change because they did not feel they needed to change since they were already successful in completing all of their work on time. The last two students reported no change in their habits because they were always behind and never getting caught up, so “why try” is what one student said. Homework can compound itself so quickly if a student is behind, which can cause them to be frustrated. Each of these students did work on homework during the after school time and during the school day; however, they would rarely take any of the work home. Consistently, they would have over fifteen missing assignments each week. I continued talking with these two students to see if there was anything specifically I could do to help them, and one responded that they, “just needed some more time to get caught up.” After the interview, I checked attendance for each of them. They each had consistent absences, thus creating more make up work throughout the quarter putting them further and further behind. This is a common problem with many students as they do not always get caught up from being absent in the two days that is allotted to them by the school.

The missing assignment tally sheets were compiled through the remainder of the quarter in Table 4. It is important to note that as the number of missing assignments increased from week to week, the number of daily assignments also increased at the same time in all the classes. Figure 5 below compiles the number of missing assignments for the entire quarter. When comparing the first week to the last week, the overall number of missing assignments only increased by 29%. If the number of missing assignments had increased over the quarter as rapidly as the first week, the total number of missing

assignments would have totaled 1,456 missing assignments for the quarter. As an active participant, the number of late submissions did decrease slightly over the quarter from the previous quarters in the year; however, it was the fact that the assignments that were late or from absent students were getting turned in much sooner than I would normally see in my classroom. Students reported that they felt they knew exactly what they needed to do each week to stay caught up or to catch up when they were absent. This was probably due to the missing assignment sheets given out each Monday to every student with a missing assignment.

Table 4
Missing Assignment Tally Sheet from 2/22-3/15, (N=116)

Date	Total # of Missing Assignments	Total # of Students	# of HOT Students
22-Feb	206	22	56
15-Jan	235	29	62
8-Mar	252	28	64
15-Mar	254	25	58

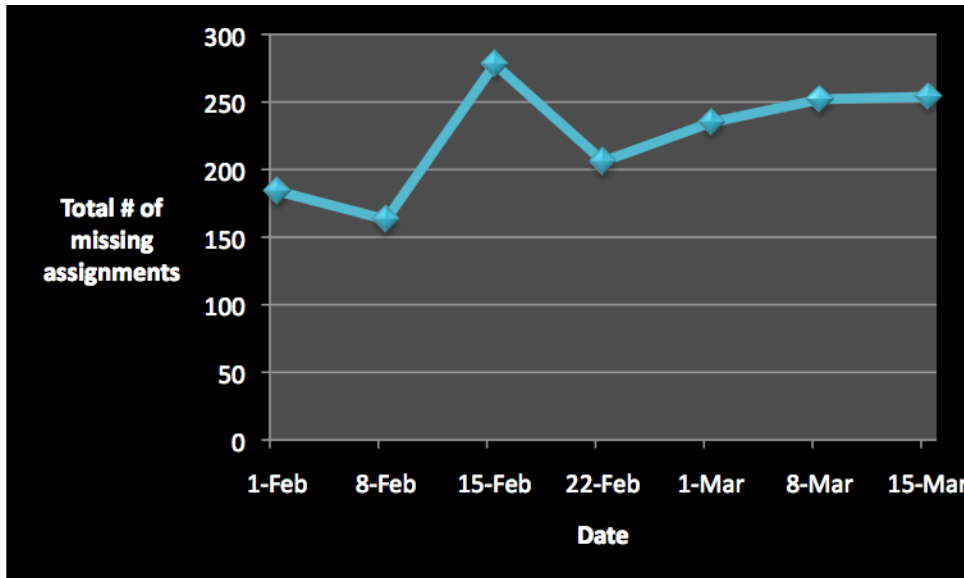


Figure 5. Total # of missing assignments for 3rd Quarter, (N=116).

At the end of the quarter, the grade point averages were calculated for all students and then the two subgroups I found to be the most significant. The overall grade point average was 2.51 for 3rd quarter in comparison to the 2.50 in 2nd quarter for the entire group. The science grade point average was 2.41 for 3rd quarter in comparison to the 2.29 grade point average for the 2nd quarter. When the groups were divided by whether or not they had to go to the HOT program, they actually saw a slight decrease from a grade point average of 1.82 to 1.76. The decrease is only calculated at 3%, which I would not consider significant enough to draw any conclusions. This group's science grade point average also decreased from 1.61 to 1.54, for a total of a 4.5% decrease. The a group that did not have to attend the HOT program saw a slight increase in grade point average from 3.05 to 3.14, which is also about a 3% increase. The science grade point average increased from 2.86 to 3.12, for an increase of 8.5%. I again broke down the group that did not have to attend HOT with students who had struggled in the past (N=29), but were performing significantly better this quarter after the intervention took

place. I found their average grade point for 2nd quarter was 2.50, midterm was 2.77, and the end of 3rd quarter was 2.73. This is an overall increase of 9% for this group of students, which I would consider significant to the outcome of this study. This particular group of students also increased their science grade point average from 2.18 to 2.62, which was a 17% increase in their grades for the quarter. These students in my class in particular, were very concerned about getting work completed on time. If it was late, they completed it before the Friday deadline. The other students in the group that did not attend HOT were always high performing students. I did not expect the intervention to affect them at all because they had always completed their daily work on time.

The final part of the study, which was given the last week of the quarter, was a Likert-survey (Appendix C). When the students were surveyed, 85% of them identified they were either usually on task or always on task in class. The other 15% were on task half of the time or seldom on task. The on task behavior has increased throughout the quarter; however, I would not rate the on task behavior as high as the students. I would agree that over 50% of my students are always on task, while 30% would usually be on task, and the final 20% would fall in the categories from half the time to almost never on task. Only a few kids each day would be categorized as never on task, mainly because of behaviors that interfere with their learning. Twenty-percent does not seem like a very high number, but in a classroom of thirty students that would equate to six students that are struggling to be on task. These students usually become a distraction to the others, making it hard to focus. The students that I would identify as not on task in the classroom would also be the students attending the HOT program the majority of the time. These students identified the program as a place that was quiet where they could

get work done and that the teachers present, including myself, could help them when they had questions. One student identified the program as too loud to concentrate. At times when students were asking questions it could get a little bit loud. Many times there were groups of students working on the same concept, and I would have them sit together so I could answer many questions from same assignment at one. It is understandable that it might be difficult to concentrate with over 25 students all needing help. Of the students surveyed, 85% of them responded they knew what they needed to do each night for homework, while the other 15% said they knew about half the time what they needed to do. We really stressed filling out planners during the quarter and trying to help the students organize themselves each Monday with what they needed to do each week to get caught up in classes and stay caught up in classes.

In my classes, I always felt confident that I knew which students were capable of doing the work and which students needed extra help to complete an assignment. Again, I taught classes with students of all levels of reading and math in one class. This was, and still is, the most challenging part of my job each day, to find a way to differentiate instruction to all of my students. On the survey, 93% of the students identified that they usually or always felt that they were capable of doing the work asked of them in class. Specifically, I had a student who struggled to read and was in a remediated reading program for two hours a day. I always wanted to make sure these students were understanding the material, but this specific student was not putting a lot of effort into science class. This made it that much more difficult for me to really assess him. I discussed his ability and how effort can really go a long ways in my classroom. I really encouraged him to try over the course of 3rd quarter and told him that he would be

surprised at how well he could do. This student never turned in assignments on time and what was turned in was very rushed. After the HOT intervention started, because he wanted to play basketball and run track, he really started paying attention in class and put more effort in to his assignments. He received a D in science for the first two quarters and by the end of the third quarter he had received a B+ in science. He commented on how even though it was difficult for him to read the material, if he just paid attention in class and asked questions it was so much easier. Two students responded about half the time and one student responded they were seldom able to do the work asked of them. Specifically, these students did struggle with school in general, and two of them were in remediated classes for reading and mainstreamed into the regular math curriculum because they were too high to be considered for a resource math class. The final student was in regular education classes with a disability, which made it more difficult to focus in class.

Over the course of the quarter, I discussed a couple of times with the team if they saw any changes within themselves and how they taught classes. I found myself to be more organized when planning out how many homework assignments to give per week, as well as grading the late and absent work more frequently. The classes were only 47 minutes long with the first seven minutes delegated to a warm-up activity and attendance. With only 40 minutes remaining in the class, I was very specific on how much time was spent on the different parts of class. I tried to ensure the students always had enough time to get started on the assignment in class. The other teachers on my team also reported being more organized on a weekly basis when I discussed the changes I had seen within myself with them. I really tried to be more conscious of when a student was absent to get

them the work the next day, but throughout the quarter, it seemed really difficult at times because with 150 students I can have up to 20 students absent a day. I decided I would ask students at the beginning of class, during the warm up time and either give them the assignment then or during the homebase time. I noticed the absent students were more likely to come in the next day and get their homework, as school policy only gives the student two days for every day they are absent to catch up.

INTERPRETATION AND CONCLUSION

This study provides evidence that an after school program can positively affect a student's attitude toward daily work, increase or at least maintain grades in core classes including science, increase the organization of the students and the teachers, give students a quiet place to work with teacher support, and give students confidence in their academic abilities.

In my primary research question on whether or not an after school intervention program would affect the summative grades of middle school science students in science and other core classes, I found the overall grade point average for the entire group of students did not necessarily change. There were some significant changes within sub-groups that are worth noting for this AR. In addressing my first sub-question regarding whether or not the after school intervention program would have an effect on daily work completion, it was found that the number of missing assignments for third quarter was significantly less than in previous quarters (average for each week of the quarter was 225 missing assignments). This means students were getting more of the daily work done on time or in a timelier manner during third quarter. When I divided the students into groups based on whether or not they had been to the after school program, the group of

students with the most significant impact was a specific group of 19 students who struggled in the past to complete work and were now doing a much better job. By the end of 3rd quarter they had increased their grade point average by 9%. The group of students who had to attend the after school program had even seen a slight decrease in grades (1.82 grade point average to 1.76 grade point average), however third quarter is usually more challenging and some students tend to lack motivation by this point in the school year. I was content with only the slight decrease, as there is usually a drop in third quarter for grades. The science grades overall had increased throughout the quarter for the entire group as well (2.29 grade point average to 2.41 grade point average). Attitudes of students were more positive and in return they seemed to be more organized and know exactly what they needed to do. As part of the staff, I think we felt it was very successful in keeping our students on track to finish the year strong. We were satisfied that we were sending these students with better organization skills and academic skills to the eighth grade. My third sub-question related to the thoughts and feelings toward the after school program from the students perspective. The students identified the majority of the time that the HOT program was a quiet place to work and get help from the teachers present. I felt this was an important piece because many times distraction is a reason that homework does not get completed (91% identified HOT as being a quiet place to work). Regarding my second sub-question on measuring the on task behavior in the classroom from the students perspective and the science teacher's perspective, the on task behavior in the classroom increased throughout the quarter (students identified it as a 13% increase while teachers just noted there was an increase). As noted before, I agree the time on task did increase with students, but I would not agree that the majority of my students are

as on task as they claim. I also was more aware of which students needed to stay on task, because I was aware of how each student was doing weekly in classes other than science too.

VALUE

The experience of the capstone process has led me to three important changes in my thoughts on teaching and my approach to teaching, which was my final sub-question. The first change that has occurred is my communication with my students. I communicated with my students multiple times each week regarding the assignments that they were expected to complete, due dates, and simply discussing their overall thoughts and feelings toward school and the intervention. I was a very organized student that was almost always aware of what I needed to do to get good grades with lots of support from home. I realize that not all of my students have that support or those skills and need to be taught these skills. I needed and still need to teach them these skills and how to become an advocate for themselves. My expectations need to be very concrete, visual, and auditory for them to fully grasp what I expect from them. The survey near the end of the quarter identified that 85% of students were aware of the assignments they needed to complete each week, while the other 15% identified knowing about half the time what they needed to do. This change has led me to continue to try different strategies for different types of students and classes so I can be an effective teacher for all of my students.

The second area that I experienced a change in, was learning to use research-based strategies to teach my students to differentiate my lessons for all the different levels of learners I have in one class. I do not have data to support this value, but in another

project at another time this would be an area I could research. Teaching can get very busy and overwhelming at times, but the more I practice differentiating the various lessons I have created, the easier it seems to become. I have started to make a list of the main content ideas for each topic we cover and what I want all of my students to walk away with. Learning objectives are keys for students to feel the work has value or can be related to everyday life.

For remainder of this school year and for the next school year, my main goals are to continue to work on organization and classroom management. The third change I have learned is that consistency is key to a successful classroom and the majority of the time I think I am the one who lacks consistency. Throughout the AR, the students identified many times that they were always aware of the assignments that needed to be completed and the reasoning behind needing the after school program. The expectations set forth for the quarter were very concrete and easy for the students to understand. Every student surveyed was very open and honest about their thoughts and feelings, leading me to believe they were comfortable with the change. This AR project allowed me to create a consistent environment. I noticed I became much more organized with my preparatory time by designating tasks such as planning, assessment, and grading to certain days. This forced me to use my time better. The team of teachers were also all on the same page when grade sheets were to be given each week and when we had to have grades updated by. Lastly, I noticed I was also more organized and consistent with students who were absent by connecting with them after they returned, so they could get caught up much quicker than normal. My team and I have discussed a policy for next year to maintain consistency by only allowing work to be turned in one week after the due date. This will

strongly encourage students with late and absent work to complete it in a timelier manner without having to require the after school program as the incentive.

I still have questions as to whether or not this AR would be feasible on a larger scale with a school of 800 students. It required all the team teachers to be on the same page all of the time. My project worked very efficiently because I work with wonderful people who have the same view points on teaching and homework as I do. I think getting those 20 to 30 students in my classes to be engaged and to complete the daily work will always be a struggle; however, I feel that being consistent and organized is definitely a start. As I stated before, my main goal for next year is to work on my consistency and organization. It will become even more important as my class size increases to over 30 students per class.

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APPENDICES

APPENDIX A

PARENT INTERVENTION LETTER

Appendix A
Parent Intervention Letter

7W Parents:

As the year has progressed the 7W teachers have decided to incorporate an after school academic intervention due to the number of missing assignments each week from our students. Completion of in class work as well as homework is essential to success in middle school. Your child needs to build good academic habits at an early age to continue being successful in school beyond 7th grade. The academic plan is as follows:

- Student's will be given missing scores reports every Monday in Homebase.
- If your child has three or more missing assignments for all core classes they will be assigned to our Homework Opportunity Time (H.O.T.) afterschool for that week.
- H.O.T. meets in the library on Tuesday, Wednesday, and Thursday each week from 3:15-4:30. H.O.T. is mandatory all week to catch up on missing assignments and to keep up with current work.
- We realize there are appointments that cannot be changed so if your child is not able to attend H.O.T you must write them a note or call Ms. Johnston at 281-5829. You must make other arrangements for your child to then be in before school.
- This intervention is only mandatory if your child is not being responsible with their academics each week. They can work out of H.O.T. after one week by completing all missing work and keeping up with current work.
- The teachers at H.O.T. can write a note for a student to the club or activity at 4:30 each night.
- There is MET bus service at 4:25 for some students who ride the MET bus.
- Please call us anytime you have concerns or questions.

We have enjoyed each and every one of your children this year and believe they all can succeed in 7th grade. Please sign the signature lines below indicating you and your child understand the new academic intervention.

Thank you very much,

7W Teachers

7W Academic Intervention Contract

Student Name _____

Parent Signature _____

APPENDIX B

STUDENT SURVEY

Appendix B
Group Survey

Focus Group Interview

1. Describe your nightly routine for completing homework. Why do you do things this way? Do you think there is a better way?
2. If you are given time in class to get started on the homework what do you usually do? Is it different in other classes? If you don't do homework in class, do you think teacher should provide time for students to do homework?
3. How often did you attend HOT for the first half of the year? Did you go if you were told to go by either a parent or a teacher? What were some factors that got you to go to HOT? If you didn't go, what could have been done to get you to go?
4. Do you feel like you receive the help you need at HOT to complete missing assignments? Please explain. What could we do to improve the HOTs program?
5. Have your homework habits changed since we implemented the mandatory after school time? If yes explain how they have changed and if not please state why they have not changed.
6. Have your in-class habits changed because of the mandatory after school time. Explain why or why not.

APPENDIX C

LIKERT SURVEY

Appendix C
Likert Survey

Statement	Never	Seldom	1/2 the time	Usually	Always
1. I do between 40-60 minutes of homework per day.					
2. I work on my assignments in class to the best of my ability.					
3. I ask questions of my teachers when I need help.					
4. I was able to work at HOT because it was a quiet, non-distracting environment.					
5. I only went to HOT because I was required to do so.					
6. I worked hard after school at HOT to get my work done so I would not have to attend the next week.					
Statement	Never	Seldom	1/2 the time	Usually	Always
7. My home has a place for me to do homework each night					

without distraction.					
8. I feel that I am able to do the work my teachers ask me to do.					

Likert Survey