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Character Education: The Effects of an After-School Music Program on At-Risk Youth Student Motivation and Academic Achievement

Sharon L. Koster
Wright State University

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CHARACTER EDUCATION: THE EFFECTS OF AN
AFTER-SCHOOL MUSIC PROGRAM ON AT-RISK YOUTH
STUDENT MOTIVATION AND ACADEMIC ACHIEVEMENT

A thesis submitted in partial fulfillment
of the requirements for the degree of
Master of Music

By

SHARON L. KOSTER
B.M.E., Wittenberg University, 2004

2010
Wright State University

WRIGHT STATE UNIVERSITY
SCHOOL OF GRADUATE STUDIES

October 20, 2010

I HEREBY RECOMMEND THAT THE THESIS
PREPARED UNDER MY SUPERVISION BY Sharon Lynn
Koster ENTITLED Character Education: The Effects of an
After-School Music Program On At-Risk Youth Student Motivation
and Academic Achievement BE ACCEPTED IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF Master of Music.

Brenda Ellis, Ed.D.
Thesis Director

Christopher Chaffee, D.M.A.
Director, Graduate Studies in Music

Committee on
Final Examination

Brenda Ellis, Ed.D.

James Tipps, Ph.D.

Shelley Jagow, Ph.D.

Andrew Hsu, Ph.D.
Dean, School of Graduate Studies

ABSTRACT

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Character Education: The Effects of an After-School Music Program on At-Risk Youth Student Motivation and Academic Achievement.

This case study was designed to increase student motivation and improve academic achievement in at-risk students through participation in an after-school music program. The case study began in September 2007, as a part of Project Jericho's After-school Arts Program, a program that is a collaboration between the Clark State Community College Performing Arts Center and Job and Family Services of Clark County, in Springfield, Ohio. An analysis compared pre and post data that included field notes, personal observation, student journals, and SWIS data (School-wide Information System: official school behavioral tracking system for data), in order to measure changes in behavior, attendance, and grades during the project. The results suggest that motivation and behavioral changes were significant during student participation in the after-school music program, supporting the theory that more after-school music programs should be designed for at-risk youth.

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CHARACTER EDUCATION: THE EFFECTS OF AN AFTER-SCHOOL MUSIC
PROGRAM ON AT-RISK YOUTH STUDENT MOTIVATION
AND ACADEMIC ACHIEVEMENT

I. INTRODUCTION

One of the most crucial issues in public education today is how to effectively teach at-risk learners. In order to increase student motivation and academic achievement in urban schools and communities, educators need to understand what kind of impact after-school arts programs have on at-risk youth.

Teachers can strive to create lessons and activities that are not only relevant to student learning, but also focus on helping students to become conscientious, productive citizens in today's society. Currently, education is not meeting the needs of racial minorities who inhabit the inner-city because programs and curricula have middle-class orientation and do not build on the strengths of inner-city students.¹ Data has revealed that the state of public education in urban areas is declining for most of its students, particularly inner-city areas.² Urban youth who attend public school are considered to be at-risk of dropping out of school due to various problems coming from low economic

¹ Charles A. Martin, foreword to "The Continuing Crisis of Urban Education", *Methods and Perspectives in Urban Music Education*, by Charles E. Hicks, James A. Standifer, and Warrick L. Carter (Washington, D.C.: University Press of America, 1983), iv.

² Charles A. Martin, foreword to "The Continuing Crisis of Urban Education", *Methods and Perspectives in Urban Music Education*, by Charles E. Hicks, James A. Standifer, and Warrick L. Carter (Washington, D.C.: University Press of America, 1983), iii.

status or poverty.³ The problems in urban public schools reflect the characteristics of the community they live in which consists of crime, unemployment, and deprivation.⁴ Peter Evans defines students who are ‘at risk’ as: “those pupils from disadvantaged backgrounds who fail to reach the necessary standards in school, often drop out and as a consequence fail to become integrated into a normally accepted pattern of social responsibility, particularly with regard to work and family life”.⁵ Michelle George, a staff member from the Eagle-Gazette reports that a recent study from The Center for Labor Market Studies at Northwestern University suggests that the U.S. is continuing to experience a ‘drop-out crisis’, as there were approximately 6.7 million high school students who dropped-out in the 2006-2007 school year in the U.S., of which 13.3 % of those students were from Ohio.⁶

According to the 2007-2008 school year report cards published by the Ohio Department of Education, an urban school district in Ohio, the Springfield City School District, had an average daily student enrollment of 7,811 students in which 63.8% of the students were white, 25.7% black, 8.1% multi-racial, 1.6% Hispanic, and 15.1 % students with disabilities. Of these students, 66.9% of them are considered economically disadvantaged. The Springfield City Schools had a drop-out rate of 14.7% for the 2006-

³ Charles E. Hicks and Donald J. Jones, “Introduction and Overview-The Urban Setting”, *Methods and Perspectives in Urban Music Education*. by Charles E. Hicks, James A. Standifer, and Warrick L. Carter (Washington, D.C.: University Press of America, 1983), 20-21.

⁴ Charles E. Hicks and Donald J. Jones, “Introduction and Overview-The Urban Setting”, *Methods and Perspectives in Urban Music Education*. by Charles E. Hicks, James A. Standifer, and Warrick L. Carter (Washington, D.C.: University Press of America, 1983), 20.

⁵ Peter Evans, “Children and Youth ‘at risk’”, *Our Children At Risk*, Organisation for Economic Co-Operation and Development. (Paris, France, 1995), 13.

⁶ Michelle George, “Study: U.S. Continuing to see ‘Dropout Crisis’”, posted by Lancaster Eagle Gazette on May 12, 2009, <http://www.lancastereaglegazette.com/apps/pbcs.dll/article?AID=/20090512/NEWS01/905...> (accessed May 13, 2009).

2007 school year. In a suburban school system located outside of the city of Springfield, the Clark-Shawnee Local School District had an enrollment of 2,386 students of which 92.1% were white, 3.7% black, 2.8% multi-racial, and .6% Hispanic, and 9.7% students with disabilities. Of these students, only 22 % were considered to be economically disadvantaged and this district has an 8.6% drop-out rate.⁷ The report card data clearly shows variance in the students who attend urban and suburban schools. There are many inner-city students experiencing economic deprivation. Data from other national studies confirm that about 4 million children are growing up in severely distressed neighborhoods vulnerable to poverty, drugs, weapons, school failure, and other hazards.⁸

Children from at-risk neighborhoods need after-school programs to provide supervised, safe, constructive activities after school hours to help develop better school attendance, work habits, grades, social and emotional skills, greater self esteem and aspirations for the present and the future.⁹ Research has shown that youth who participate in arts programs are more likely to feel satisfied with themselves, continue their education after high school, be involved in community service, have good school

⁷ Ohio Department of Education: Report Card Resources, on -line website, <http://www.reportcard.ohio.gov> (accessed May 12, 2009).
<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=115&ContentID=34744&Content=57445> (accessed May 12, 2009).

⁸ Karen Diegmüller, “Presidential Panel Urges Efforts To Ensure Vitality of Youth Arts Programs”, *Education Week* 15, 32 (May 1996),
<http://www.web.ebscohost.com.ezproxy.libraries.wright.edu:2048/ehost/delivery?vid=4&hid+116>
(accessed February 4, 2008).

⁹ National Association of Music Merchants: The International Music Products Association. “NAMM After-School Music”, on-line article, <http://www.namm.org/wannaplay/afterschool>
(accessed February 5, 2008).
Monica Hobbs Vinluan, J. D., “After-school Programs Alter Lives of At-risk Youth: Park and Recreation Department-Sponsored Programming is Effective in Reducing Crime and Educating Children”, *National Recreation and Park Association*, (2005),
http://www.findarticles.com/p/articles/mi_m1145/is_8_40/ai_n15337776/print
(accessed February 5, 2008).

attendance, good self esteem, and a belief in themselves to accomplish tasks.¹⁰ Studies show that after-school programs help to decrease juvenile crime and violence, reduce drug use, cut smoking and alcohol abuse, and decrease teen pregnancy. Students who participate in after-school programs have shown improvement in their standardized test scores, and have decreased absenteeism and tardiness.¹¹

After-school programs that provide arts education expose students to circumstances in which they may need to take risks. These programs can help students to develop individual identity within a group, learn to take on high levels of responsibility, while developing discipline and flexibility within themselves. Students can focus on a present activity while looking toward future tasks, using creativity to bring out their own perceptions about life in their work.¹² Arts program experiences can help students to think critically and solve problems, analyze and synthesize information, evaluate and make decisions. Students can learn to understand people, traditions, and other cultures and develop an ability to interpret and understand symbolism in the same manner as language and mathematics through creativity and imagination, invention, and innovation.¹³ Presently, there are not enough after-school programs in urban areas.¹⁴

¹⁰ Paula Park, ed. "After-School Arts Programs Expand Children's Confidence", *The Livable City-Revitalizing Urban Communities*, (New York: Mc-Graw-Hill Companies, 2000), 52.

¹¹ Monica Hobbs Vinluan, J. D., "After-school Programs Alter Lives of At-risk Youth: Park and Recreation Department-Sponsored Programming is Effective in Reducing Crime and Educating Children", *National Recreation and Park Association*, (2005), http://www.findarticles.com/p/articles/mi_m1145/is_8_40/ai_n15337776/print (accessed February 5, 2008).

¹² Paula Park, ed. "After-School Arts Programs Expand Children's Confidence", *The Livable City-Revitalizing Urban Communities*, (New York: Mc-Graw-Hill Companies, 2000), 52.

¹³ U.S. Department of Education, "The Arts and After-School Programs", (Summer 1999), http://www.ed.gov/pubs/After_School_Programs/Arts_Programs.html (accessed January 3, 2008).

¹⁴ Patrice Madura Ward-Steinman, "The Development of an After-school Music Program for At-risk Children: Student Musical Preferences and Pre-service Teacher Reflections", *International Journal of Music Education*, International Society for Music Education, 24, 1 (2006), 85. <http://www.ijm.sagepub.com> (accessed February 5, 2008).

There have been few studies that have documented the positive relationship between program participation and cognitive development, motivation, organization, and self-perception in children.¹⁵

After-school music programs can incorporate character education to positively influence the personal development of students by focusing on the characteristics of responsibility, self-discipline, caring for the community and others, courage, honesty, citizenship, fairness, integrity, and patriotism during music practices or performance.¹⁶

Evelyn Holt Otten explains: “Character education is an umbrella term used to describe many aspects of teaching and learning for personal development. Character education treats various aspects of moral education, civic education, and character development. Its multi-faceted composition makes character education a difficult concept to address in the schools.”¹⁷

Holt explains that moral education addresses how what is right and wrong is developed, while civic education involves students in a democratic process of school and community in which students examine their rights and responsibilities by participating in the community for the good of the public.¹⁸ Marvin Berkowitz and Melinda Bier explain that these moral characteristics develop over the lifespan of childhood and adolescence from

¹⁵ Heather J. Clawson and Kathleen Coolbaugh, “The YouthArts Development Project”, U.S. Justice Department: Office of Juvenile Justice and Delinquency Programs, *Juvenile Justice Bulletin* (May 2001), 1.

¹⁶ Marvin W. Berkowitz and Melinda C. Bier, “Research-Based Character Education”, *Annals of the American Academy of Political and Social Science*, 591, Positive Development: Realizing the Potential of Youth, (Sage Publications, Inc., American Academy of Political Social Science, 2004), 72-74.
<http://www.jstor.org/stable/4127636> (accessed December 27, 2008).
Character Education Network. “Character Traits”, (Thinking Media, 2007)
<http://charactered.net/main/traits.asp>, (accessed February 5, 2008), 1-3.

¹⁷ Evelyn Holt Otten, “Character Education”, Indiana Department of Education: Service Learning and Character Education Indiana Council for the Social Studies, (September 2000), 1.
<http://www.indiana.edu/%7Essdc/chardig.htm> (accessed December 28, 2008).

¹⁸ *Ibid*, 1.

the predominant influences of family and school.¹⁹ Character education has been associated with academic motivation and achievement, and positive moral and social behavior in students. Effective character education can reduce absenteeism, discipline referrals, school failure, suspensions, and substance abuse in students.²⁰

The purpose of this study was to analyze the effects of an after-school music program designed to increase motivation and improve academic achievement in at-risk youth. The intent of the study was to design musical activities that would further engage middle school students in specific experiences to promote the development of character while improving student motivation and behavior. This research will address the following research questions: Can participation in after-school arts programs affect at-risk students' grades, attendance, and behavior in school? Can participation in an after-school arts program change negative behavior and attitudes towards school and learning? What are the ramifications for at-risk students if after-school arts programs are eliminated?

Understanding the effects on at-risk students will provide valuable information for educators in their development of school programs for at-risk youth to implement teaching strategies that attempt to increase student motivation and achievement and promote positive behavior and character, while providing students opportunities for learning music and the arts.

¹⁹ Marvin W. Berkowitz and Melinda C. Bier, "Research-Based Character Education", *Annals of the American Academy of Political and Social Science*, 591, Positive Development: Realizing the Potential of Youth, (Sage Publications, Inc., American Academy of Political Social Science, 2004), 74. <http://www.jstor.org/stable/4127636> (accessed December 27, 2008).

²⁰ Marvin W. Berkowitz and Melinda C. Bier, "Research-Based Character Education", *Annals of the American Academy of Political and Social Science*, 591, Positive Development: Realizing the Potential of Youth, (Sage Publications, Inc., American Academy of Political Social Science, 2004), 75. <http://www.jstor.org/stable/4127636> (accessed December 27, 2008).

II. METHOD

The Participants

The case study began in September 2007, as a part of Project Jericho's After-school Arts Program, in the city of Springfield, Ohio. Project Jericho is an after-school arts program for at-risk students. The program is a collaboration between the Clark State Community College Performing Arts Center and Job and Family Services of Clark County. Through grants received by these and other sponsors, the Project Jericho After-school Arts Program is funded and able to hire licensed educators to teach in the after-school program. The arts educators are not expected to teach a set program, but instead have consent to use their own artistry and expertise to create arts experiences that are organized around a common theme for the students who participate in the program. The themes for the music program for this study were *Exploration*, *Unity*, and *Courage to Fly*. As the primary researcher, I designed this case study to consist of three similar but separate music programs that used activities designed to engage middle school students in specific experiences to improve motivation and achievement, promote positive behavior and character, while providing the students opportunities for learning music and the arts. Students are also offered nine weeks of art, music, band, or physical education instruction throughout the school year as a part of their regular school curriculum.

The participants of this case study were students in grades six through eight, from a middle school located within the city of Springfield, Ohio. Springfield City Schools is an inner-city or urban public school district that has a large population of economically disadvantaged students. Students were selected to participate in the program because they were identified by school officials and or social workers as students who live in an

urban area of low-socioeconomic status considered to be at-risk of school failure or dropping out of high school because of the urban environment in which they live. The total population sample was twenty-eight students. The case study sample of participants included eighteen students that were designated into specified control groups and determined by the time period of their participation in the after-school music program.

The Setting

Students who participated in Project Jericho After-school Arts Program met every Tuesday, at the middle school, in the art room, from 3:15 p.m. until 4:45 p.m., for 12-14 weeks. At the end of the 12-14 week session, students were expected to participate in a final music performance, on stage, in the cafeteria, for the sixth grade classes at the middle school, and also at a public performance at the Clark State Performing Arts Center.

The art room contained six large tables, six small stools around each table, a teacher's desk, large whiteboard mounted on the wall, student art work and supplies located in various places around the room. The art tables were moved to the sides of the room when floor space was needed for dancing activities and the stools were arranged in a half circle around a Clavinova piano for choral practice. Other music equipment used for the program included a variety of percussion and miscellaneous musical instruments.

The Design

Three separate music programs were designed to engage the middle school students in specific experiences to improve motivation and achievement, promote

positive behavior and character, while providing students opportunities in learning through music and the arts. Each music program was designed so that students could learn to play a variety of musical instruments, have choral experiences, and or dance instruction from professional instructor within the community. Also incorporated in the music program's design was a code of conduct called the D.R.U.M. code originally created by Jim Solomon.²¹ The acronym D.R.U.M. helps the students to remember and model principles for appropriate conduct during the after-school music program rehearsals. Students practiced the D.R.U.M. code of conduct which was a plan to incorporate discipline, respect, and unity, in order to create music while working together to become a successful performing group, as they learned to behave well to other people.²²

The first music program was designed for students who participated in the after-school music program during the months of September 2007 through December of 2007. This music program focused on the theme *Exploration*, in which students had learning experiences that explored music by reading rhythms, playing African instruments, studying African culture, dancing, and singing as an ensemble. Students learned to sing the songs *Make A Difference* and *Responsible* by Theresa Jennings, using proper vocal technique while also exploring the concept of developing positive character. Students explored the characteristics of positive character development through group discussions which verbally analyzed the meanings of the text used in the music.²³ Students also

²¹ Jim Solomon, *D.R.U.M. Discipline, Respect, and Unity Through Music*, Belwin-Mills Publishing Corp. (ASCAP), Warner Bros. Publications, U.S. Inc., (1998), 3-5.

²² Ibid, 5.

²³ Theresa Jennings, "Make a Difference" *Music K-8 Resource Magazine for Elementary and Middle School Music Teachers*, Plank Road Publishing, Inc., 17:1, Sept./Oct. (2006), 12-15.
"Responsible", *From The Inside Out*", Teacher's Handbook, Plank Road Publishing, Inc., (2000), 24-34.

expressed their feelings and attitudes about the critical issues of character development through journal writings that reflected their own understanding. Students learned that everyone can make a difference when they work together as a team if they first possess the personal qualities of self-discipline and self-respect in order to positively contribute to any group. Students' learned that through unity people become stronger together and can create change to improve the condition of their own schools and community. With this type of learning, students recognized how they are responsible for their own behavior and choices. After learning to sing the song *Responsible*, students were taught a hip hop dance routine. Students also learned to play authentic African instruments and listened to traditional African musical selections in order to further develop their understanding of African music and culture and to understand the structure of African music, created by layering different instrument sounds. The students played the instruments together as an instrumental ensemble. Students were able to choose the instrument they were interested in learning to play, performed an assigned rhythm pattern on the instrument reading a rhythm pattern, and followed the directions of the conductor as they were cued to perform two measures of rhythm every sixteen beats to create a layer of instrument sounds. The instruments used in this music program were a large rainstick, Mbira, several authentic African seed rattles, a Djembe, a Gankogui, a Talking Drum, a Shekere, and an Ashiko. This music lesson was adapted from Mark Burrow's *Planet Jams: An Exploration of the World's Rhythms and Percussion Instruments*.²⁴

The second music program was designed for students who participated in the after-school music program during the months of February 2008 through May of 2008.

²⁴ Mark Burrow, "West Africa", *Planet Jams: An Exploration of the World's Rhythms and Percussions Instruments*, Heritage Music Press, Ohio, (2007), 12-15.

The theme of this program was *Unity*, which provided students additional learning experiences in creating unity in their school and community. Students learned to read music notation and rhythm, to play the Soprano recorder, and to dance and sing as an ensemble. Students learned to sing the songs *Look to the Future* and *Agents of Change* by Theresa Jennings, using proper vocal technique, developing concepts of character again through discussions and reflections of the meanings of the text used in the music.²⁵ Through student group discussions on the topics and implied meanings of the text, students were taught that everyone can look to the future and have peace and harmony in their community, if they work together as a community of friends and neighbors to fight evil and hate. Students' learned that through unity, people become stronger together and can create change to improve the condition of their schools and community. Through this type of learning, students recognize they could be *Agents of Change*, having the power to create change by first changing themselves on the inside, and then working together with others in their community. After learning to sing the song *Agents of Change*, students were taught a hip hop dance routine. In addition, students learned to play a soprano recorder piece called "Serengeti Wind" by M.C. Handel.²⁶ They learned to read music and performed using proper playing technique, correct notes, and rhythms.

The third music program design was for students who participated in the after-school music program from September 2008 through December of 2008. This music program focused on the theme "Courage to Fly", in which students participated in music

²⁵ Theresa Jennings, "Agents of Change", *Music K-8 Resource Magazine for Elementary and Middle School Music Teachers*, Plank Road Publishing, Inc., 18:3, (Jan./Feb. 2008), 17-22.

"Look to the Future", *Music K-8 Resource Magazine for Elementary and Middle School Music Teachers*, Plank Road Publishing, Inc., 4:5, May/June (1994), 16-26.

²⁶ M.C. Handel, "Serengeti Wind", *Music K-8 Resource Magazine for Elementary and Middle School Music Teachers*, Plank Road Publishing, Inc., 6:5, May/June (1996), 49.

activities that related to them finding the courage to try new things to be more successful in their life. Students learned to sing the song “Give Me Wings” by Douglas E. Wagner, using proper vocal technique.²⁷ The text of this song gave student’s words of inspiration to live by, the encouragement to try things they’ve never tried, have dreams they never believed could come true, giving them a message to reach out and touch the bright blue sky and see the world through eagle’s eyes, to get the wings to soar to new heights. Through journal writing and group discussions student’s learned that they can make their dreams come true and soar to new heights and achieve what seems to be an impossible dream, if they are not afraid to try. Students also focused on “Lessons From The Geese” written by Dr. Robert McNeish, as they explored the concept W.I.N.G.S., an acronym for the Willingness to Inspire each other to Notice, Grow, and Soar.²⁸ Students created a simulation of how Geese migrate, as students’ created a V- formation on the stage modeling how Geese migrate when they fly, while presenting five facts about geese and five lessons that people can learn from the geese. Fact one revealed that when geese fly in a V- formation, each bird flaps its wings, creating an up lift for the bird following, and by flying in a V- formation the whole flock adds 71% greater flying range than if each bird flew alone. The lesson is that people who share a common direction and sense of community can get there quicker and easier because they were traveling on the thrust of one another. Fact number two claims that when a goose falls out of formation, it feels the drag and resistance of trying to fly alone, and quickly gets back into the formation. The objective of the lesson was that if people have as much sense as geese that they

²⁷ Douglas E. Wagner, “Give Me Wings”, Alfred Choral Designs, (ASCAP), Alfred Publishing Co., Inc., USA, 2008.

²⁸ Robert McNeish, “Lessons From The Geese”, 1972, <http://suewidemark.com>.

would stay in formation with those who are headed where they want to go. The third fact is that when the lead goose gets tired, it rotates back into the formation and lets another goose fly at the point position. The lesson is that it pays to take turns sharing leadership. Fact number four reveals that the geese in formation honk from behind to encourage the other geese to keep up their speed. The lesson objective is to make sure that any honking from behind is encouraging, and not something less helpful. The fifth fact is that when a goose gets sick, wounded, or shot down, that two geese follow him down to help protect him, until he is able to fly again or dies. The objective of the lesson was to stand by each other. Each student performed their speaking part by memory for their final presentation and learned many traits about character and developed a sense of community through this re-enactment. The students' also learned to play an instrumental piece called *Tick Tock Shock* by Brent M. Holl, in which students learned to play various instruments like the Soprano and Alto glockenspiel, marimba, tambourine, piccolo blocks, claves, gong, cabasa, woodblocks, recorder, and ratchet.²⁹ The music simulates what it sounds like in a clock shop. The beginning of the piece starts with the turning of a ratchet, portraying the sound of someone winding up a clock, then various instrument parts are added every sixteen measures to create the sounds of many clocks ticking in a clock shop, and ends with the sound of a final gong and the “cuckoo” of a grandfather clock striking at midnight. Students learned to read music and play their instrumental part using proper playing technique and performance of correct notes and rhythms. Students were also able to create some artwork during the after-school music program to put on a display table to promote their music program theme of having courage to fly. The students made

²⁹ Brent M. Holl, “Tick Tock Shock”, *Ensemble: Easy and Intermediate Pieces for Orff Ensemble for Grades 4-8*, Beatin’ Path Publications, Bridgewater, VA, (2002), 2.

feathered bird masks in which they glued colorful feathers to plastic face masks with straps and painted paper maché letters with tempura paint to represent the W.I.N.G.S. acronym used in the program.

The Measure

Data for this study was collected before, during, and after student participation in each of the music programs through documentation of pre and post surveys for analysis of student motivation, student reflections in personal journal entries, student behavior according to **SWIS** (School-Wide Information System) official behavioral data tracking system, and grading period averages from grade card data on student report cards collected during the school year of program participation. The data was classified and sorted as Grading Period Data and Attendance/Behavior Data. All student data was categorized into three control groups according to the number of music programs students' participated in. **Control Group One** represents students (**S1-S3**) who have participated in three different after-school music programs, **Control Group Two** represents students (**S4-S7**) who participated in two different after-school music programs, while **Control Group Three** represents students (**S8-S18**) who participated in only one music program. Student GPA and attendance and behavior data is represented by color on the data table in order to associate the data collected to the time period of student's participation in the music program. The color **(Teal Blue)** represents student GPA data collected before the student's participation in the music program, the color **(White)** represents the GPA data collected during their participation in the music program, and the color **(Yellow)** represents the GPA data collected after the student's

participation in the music program. The raw scores derived from report card and SWIS data, was averaged by the researcher, and graphed categorically in order to calculate and measure variance according to each grading period and variable. The **GPA** for this study is to be defined as the grading period average of all grades students received on their grade report during the grading period for the time period of their participation in the music program. The abbreviation GPA should not be confused with its traditional use as an acronym for the representation of a student's grade point average for the grading period, because the school GPA did not include grades students received for participating in extra curricular activities. The **Pearson Correlation Coefficient** for statistical data analysis was used as the method to measure the effectiveness of the music programs on student achievement, attendance, and behavior. The results of the average mean of student grades, daily attendance, and behavioral incidences during the period of their participation in the music programs was plotted onto line graphs by the researcher. When using the Pearson Correlation Coefficient for statistical data analysis, zero represents no linear relationship, -1 or +1 measures both the strength and direction of the linear relationship between two variables.³⁰

The Procedure

The grading period average for this study was a calculated measure based on the student's effort from the letter grades they received during the grading period on their report card. All letter grades were assigned numerical values from .00 to 4.33. and averaged by the actual number of grades received on the report card for each grading

³⁰ Steven Creech, "Correlation", *Statistically Significant Consulting*, 2003-2009, (accessed 9 July 2009) <http://www.statisticallysignificantconsulting.com/Ttest.htm>

period according to the **GPA Scale** of grade equivalents found in the middle school student/parent handbook. After the GPA was averaged out for each student and grading period, the researcher plotted the averages onto a line graph by quarter. **Q1-Q4** represents the four quarters for the Sept.2007-May 2008 school year, and **Q5-Q8** represents the four quarters for the Sept. 2008-June 2009 school year. Each quarter was averaged for each student to record the quarterly effort. The formula $fx = \text{AVERAGE}(B2, C2)$ for each quarter was used to determine the quarter **mean**, which is defined as the addition of all the number values in a set of data, taking the sum of these values and dividing by the number of values in the dataset to determine the percent difference of change in student's effort.³¹ The **percent change**, is to be defined as the subtraction of an old value from a new value, divided by the old value, and multiply by 100 with a % sign added to the answer.³² In order to calculate the **percent difference of change** in student effort between quarters one and two, the formula for each student, $fx = ((C2 - B2)/4) * 100$ was used. To calculate the percent difference of change in student effort for quarters two and three, the formula, $fx = ((D2 - C2)/4) * 100$ was used, and so forth. The **overall percent of effort** for each student in a control group is determined by adding all the mean scores for each quarter of the student's participation in the after-school music programs, ex. (Q1+Q2+Q3+Q4+Q5+Q6). For the **overall percent difference of change in effort** between each quarter for all students in the control group, the formula, $fx = \text{AVERAGE}(F2:F5); \text{AVERAGE}(H2:H5);$ or $\text{AVERAGE}(J2:J5)$, was used dependent upon the column being calculated in the software.

³¹ Robert Niles, "Mean", *Math and Statistics*, Robert Niles, 1995-2009, (accessed 9 July 2009), <http://robertniles.com>.

³² Robert Niles, "Percent Change", *Math and Statistics*, Robert Niles, 1995-2009, (accessed 9 July 2009), <http://robertniles.com>.

Data for student attendance and behavior was plotted onto line graphs by Quarter for each student using an interval scale having a numerical value to represent the number of incidences that occurred before and after a student's participation in the after-school music program. Variables measured were excused and unexcused absences, excused and unexcused tardies, office referrals for inappropriate behavior, In-School Suspensions (ISS), Emergency Removals from school (ER), and Out of School Suspensions (OSS) received by the student during their participation in the music program. The number of incidences for each applicable variable was recorded in order to measure the variance of incidences per quarter.

III. RESULTS

The results of this study will be presented and organized according to appropriate Control Group. Each control group section will have an analysis of grade, attendance, and behavior data for each of the participants in the Control Group. Tables will also be presented to further illustrate the findings of this study.

Control Group One Grading Period Average Data Results

(September 2007-May 2008 school year):

[White: Students Who Participated in Program]

[Yellow Shading: Students Did Not Participate]

STUDENT	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
S1	3	3.2	3.28	3.44	2.17	2.67	3.17	3.33
S2	1.4	1.27	1.13	1.67	0.53	0.87	0	0.86
S3	2	3.27	3.33	3.17	3.06	2.72	2.78	2.83

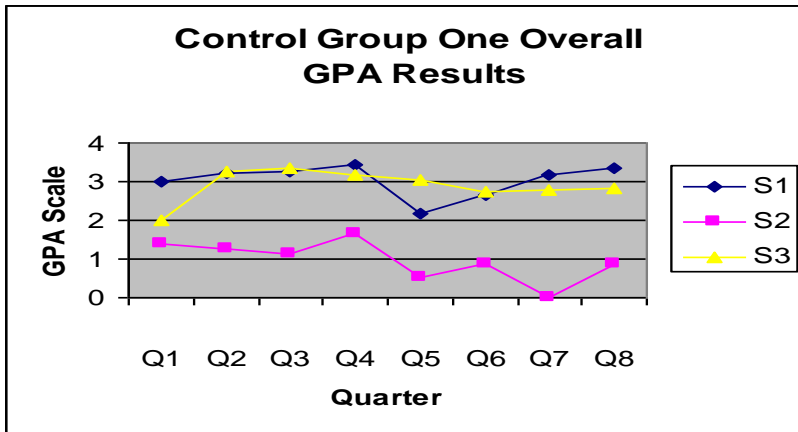


Table 1.1: Control Group One Overall Grading Period Average results.

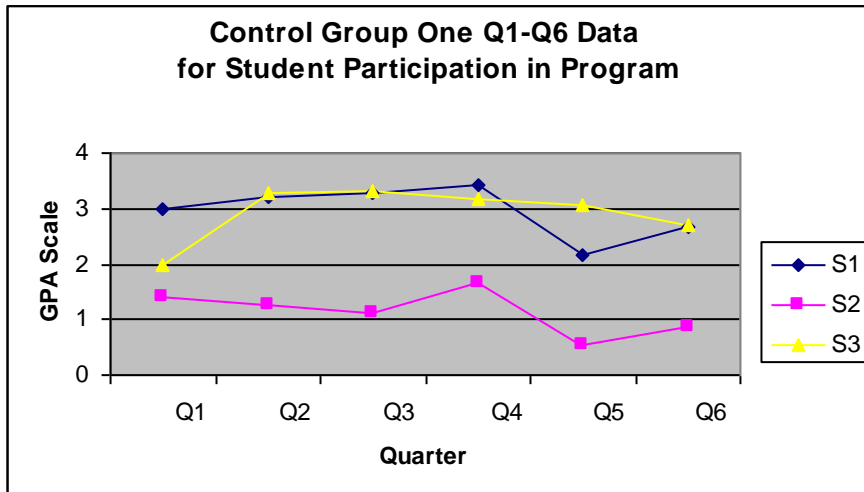


Table 1.2: Control Group One data for Q1-Q6 for students who participated in music program. Q4 and Q5 show a regression during summer break.

Tables 1.1 and 1.2 show the Grading Period Averages or quarterly means for participants in Control Group One, students S1-S3, who participated in six grading periods of after-school music programs, quarters 1-8. The GPA results show an increase in the participant's grading period average while students were participating in the after-school music programs. The GPA results also show a regression in GPA during the summer break, quarters 4 and 5, when school is not in session, as some students had the equivalent of a letter grade decrease in their GPA after returning from summer break.

STUDENT	Q1	Q2	Q3	Q4	%Diff. Q1/Q2	%Diff. Q2/Q3	%Diff. Q3/Q4
S1	3	3.2	3.28	3.44	5	2	4
S2	1.4	1.27	1.13	1.67	-3.25	-3.5	13.5
S3	2	3.27	3.33	3.17	31.75	1.5	-4
Overall % Change:					11.16667	-3.70074E-15	4.5

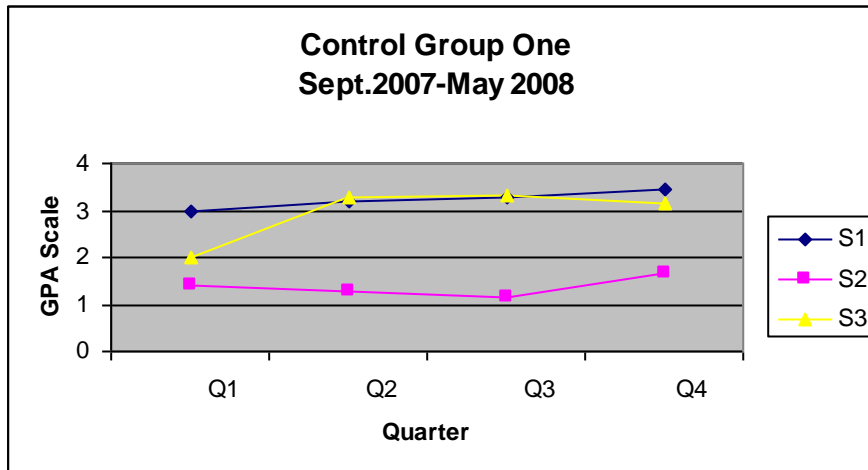


Table 1.3: Control Group One Grading Period Average September 2007 through May 2008 overall percent difference of change.

The results from data in Table 1.3 shows the participants in Control Group One, students S1-S3 who participated in six grading periods of after-school music programs, had an 11.17% overall percent difference of change in effort during the first and second grading periods of the September 2007-May 2008 school year. During the third and fourth grading periods, the participants had a 4.5% overall percent difference of change in effort. Participant S1's effort for the entire school year steadily increased when participating in the after-school music program. The grading period average for participant S1 increased from a 3 to 3.44 by the end of the fourth quarter. Participant S1 had an 11% overall percent of effort during Q1-Q4. The participant S2 had a decrease in effort in the first and second grading periods, but later had a 13.5 % increase in effort for the third and fourth grading periods. Participant S2 had a 6.5% overall percent of effort

during Q1-Q4. The data from participant S3 shows an increase in effort for the entire school year when participating in the after-school music program. The grading period average for participant S3 increased from a 2.0 to a 3.17 by the end of the fourth quarter, which is equivalent to an entire letter grade increase according to the GPA scale used in this study. Participant S3 had a 29.25% overall percent of effort during Q1-Q4.

Control Group One Grading Period Average Data Results

(September 2008- June 2009 school year):

In the September 2008-June 2009 school year, Control Group One students participated in only one after-school music program during the first and second grading periods. The students were unable to participate in an after-school music program the third and fourth grading period because the Project Jericho A.S.A.P. was unable to receive funding for the second part of the school year.

[White: Students Who Participated in Program] [Yellow Shading: Students Did Not Participate]

STUDENT	Q1	Q2	Q3	Q4	%Diff. Q1/Q2	%Diff. Q2/Q3	%Diff. Q3/Q4
S1	2.17	2.67	3.17	3.33	12.5	12.5	4
S2	0.53	0.87	0	0.86	8.5	-21.75	21.5
S3	3.06	2.72	2.78	2.83	-8.5	1.5	1.25
Overall % Change:					4.166667	-2.58333	8.916667

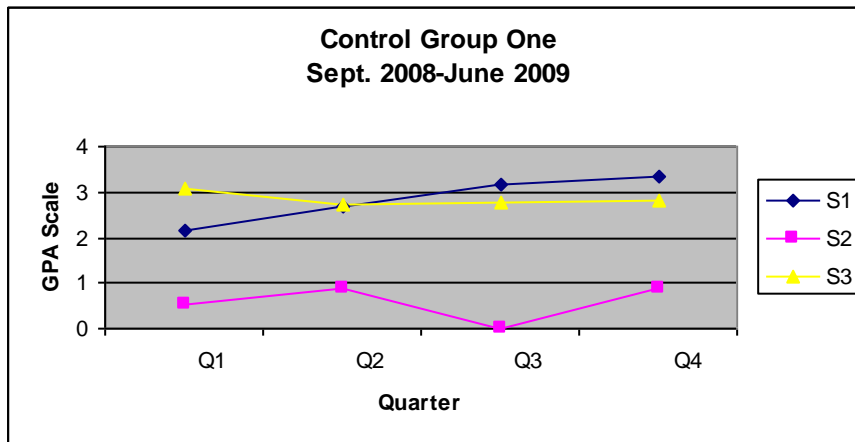


Table 1.4: Control Group One Grading Period Average September 2008 through June 2009 and overall percent difference of change.

The results in Table 1.4 shows participants S1-S3 had a 4.17% overall percent difference of change in effort during the first and second grading periods. These participants continued to maintain their academic effort in the third and fourth grading

periods even though they could not attend the after-school music program. Participants S1-S3 had an 8.9% overall percent difference of change in their effort during the third and fourth grading periods which could possibly show the effectiveness of participating in the after-school music programs and Project Jericho's A.S.A.P. The grading period average for participant S1 increased from a 2.17 to a 2.67 during the first and second grading period, when participating in the after-school music program, but the student's effort continued to increase in the third and fourth grading periods to GPA of 3.33. Participant S1's grading period average of a 2.17 to a 3.33 is equivalent to an entire letter grade increase according the GPA scale used in this study. Participant S1 had an 29% overall percent of effort during Q5-Q8. Participant S2, a student who struggles academically, also had an increase in effort from a .53 to .87 in the first and second grading periods when participating in the after-school music program, but later had a significant drop in effort and grades when unable to participate in the after-school music program during the third and fourth grading periods. Participant S2 had 0.00% effort during the third grading period, receiving failing grades during the third grading period that the after-school music program had ceased due to lack of funding. This participant did recover from the transition and increased their effort in the fourth grading period, resuming the previous amount of effort they had accomplished before the after-school music program had ceased. Participant S2 had an 8.25% overall percent of effort during Q5-Q8. Participant S3's effort slightly decreased in the first and second grading periods from a 3.06 to a 2.72, but effort increased a little in the third and fourth grading periods from a 2.78 to a 2.83, a 1.25% difference of change in effort. Participant S3 had an - 5.75% overall percent of effort during Q5-Q8.

Control Group One Attendance and Behavior Data Results

(September 2007-June 2009):

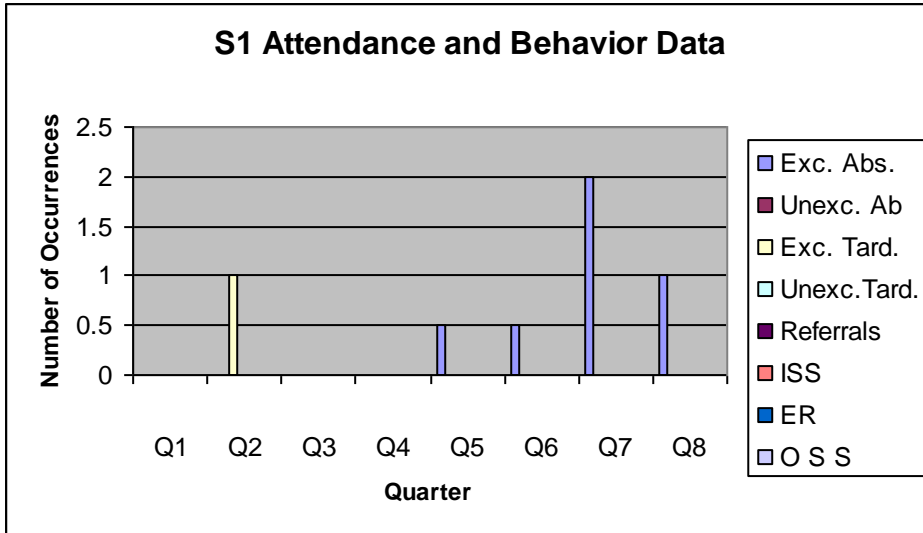


Table 5.1: Student 1 attendance and behavior data shows increase in absence Q7 and Q8 when not in music program.

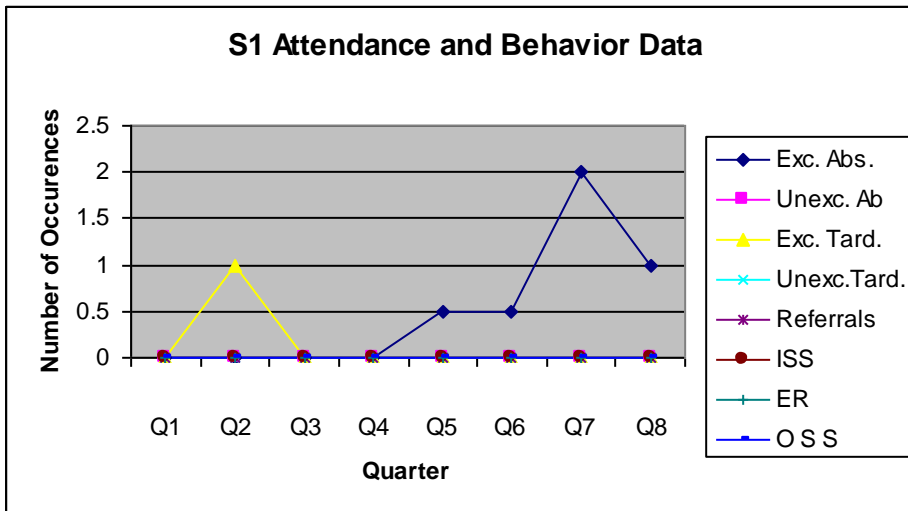


Table 5.2: Student 1 attendance and behavior data shows a decrease in tardies while in music program, but an increase in absences when student was not in the music program.

According to the results of the attendance and behavior data shown in Tables 5.1 and 5.2, participant S1 had an increase in absence during quarters 7 and 8, when the

student was unable to participate in the after-school music program because it had ceased.

The data also shows that participant S1 had decrease in tardies while participating in the after-school music program during quarters 1 through 6.

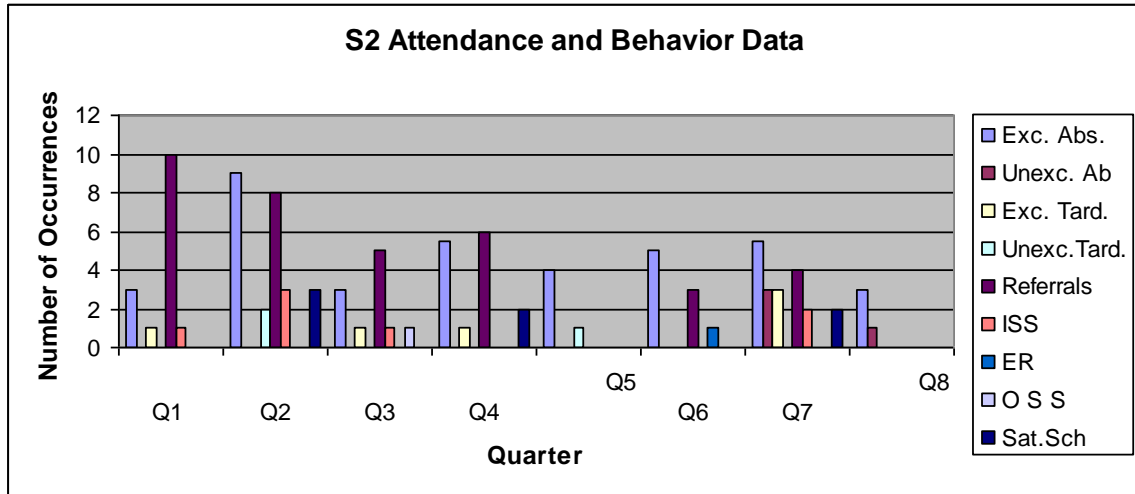


Table 5.3: Student 2 attendance and behavior data shows a decrease in referrals, improved attendance practices while in program.

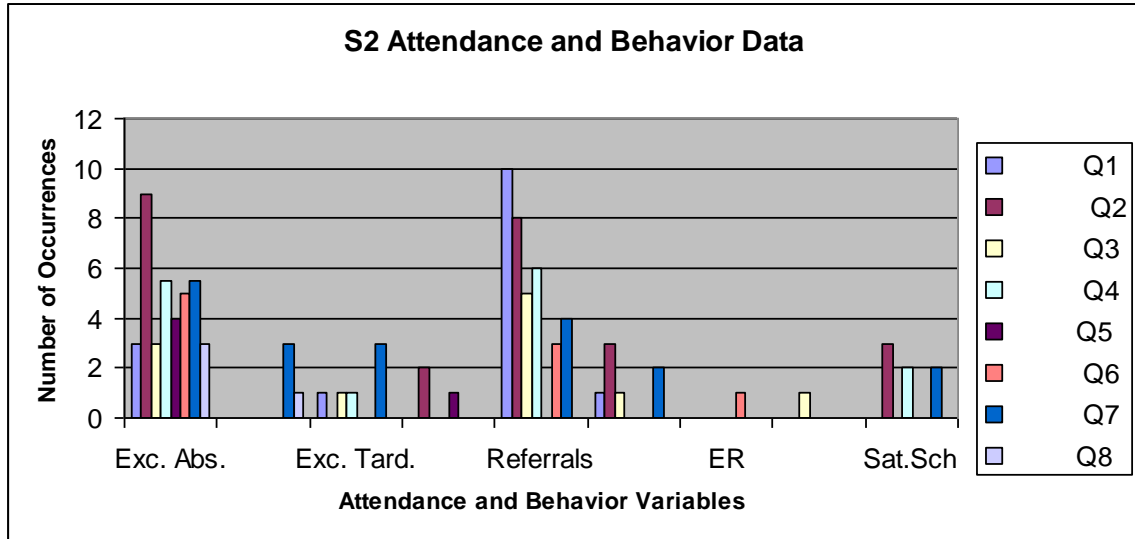


Table 5.4: Student 2 attendance and behavior data shows another view by variables per quarter. Data shows a decrease in all variables while participating in music program.

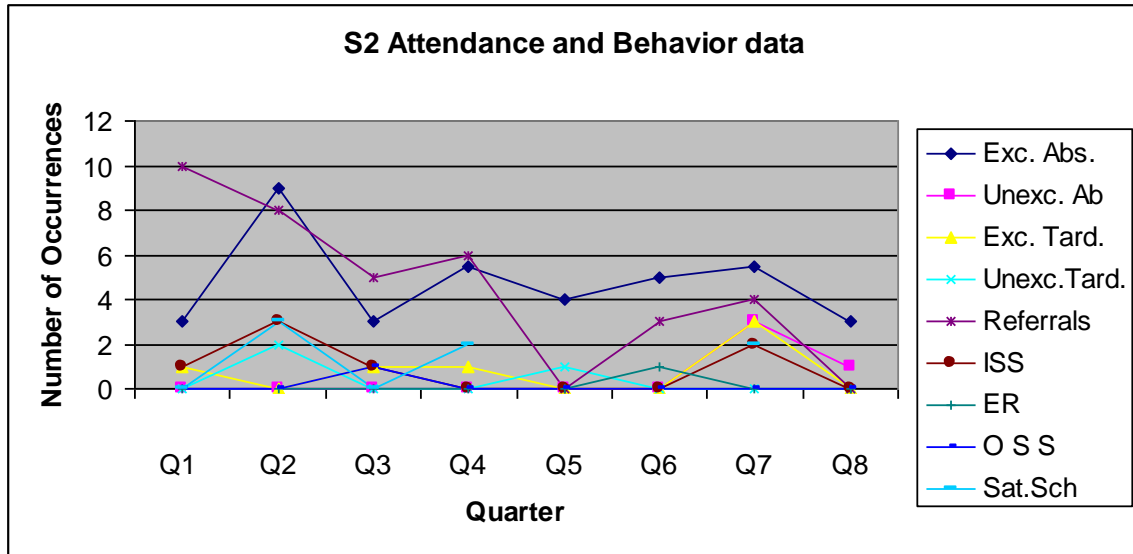


Table 5.5: Student 2 attendance and behavior data shows a decrease in referrals, absences, unexcused tardies, and In-school suspensions, while in the music program. When student did not attend program in Q7 and Q8, data shows an increase in excused and unexcused absences and tardies, referrals, In-school suspension, and Saturday School.

In Tables 5.3, 5.4, and 5.5, the results of the attendance and behavior data for participant S2 shows a decrease in the number of office referrals for misbehavior, unexcused tardies, absences, and in-school suspensions, when the student was participating in the after-school music program during quarters 1 through 6. For the quarters 7 and 8, when the participant was unable to participate in the program because the program had ceased, data shows an increase in the student's excused and unexcused absences, tardies, office referrals, in-school suspensions, and Saturday School occurrences. When participant S2 began participating in the after-school music program in quarters 1 and 2, the student had 10 office referrals for behavior and 9 frequent absences, but data shows a significant decrease in these occurrences for the student when participating in the after-school music program. This finding is significant and could possibly show the effectiveness of the programs on student attendance and behavior in

school when students are participating in the after-school music programs and Project Jericho's A.S.A.P.

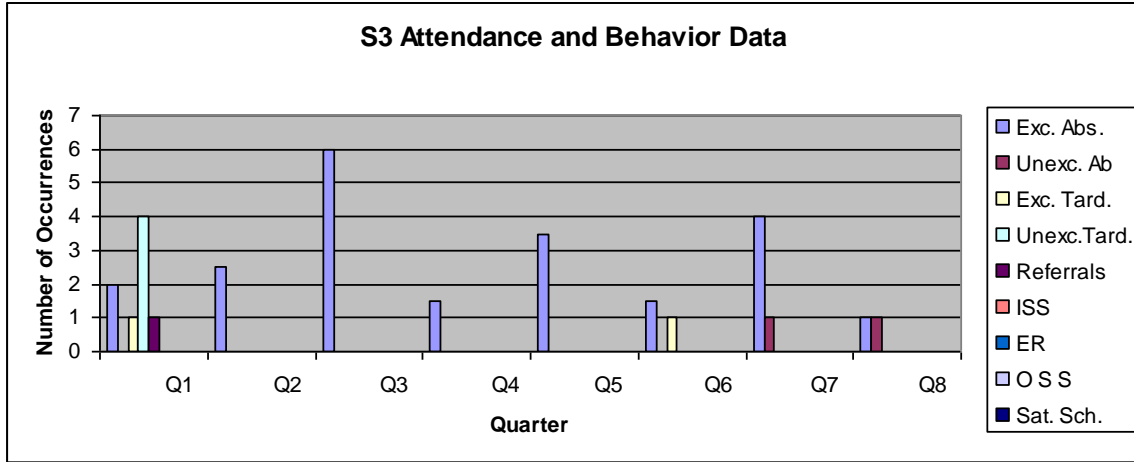


Table 5.6: Student 3 attendance and behavior data shows an increase in unexcused absences during Q7 and Q8, when the student could not participate in program. Data shows a decrease in unexcused tardies when in the music program.

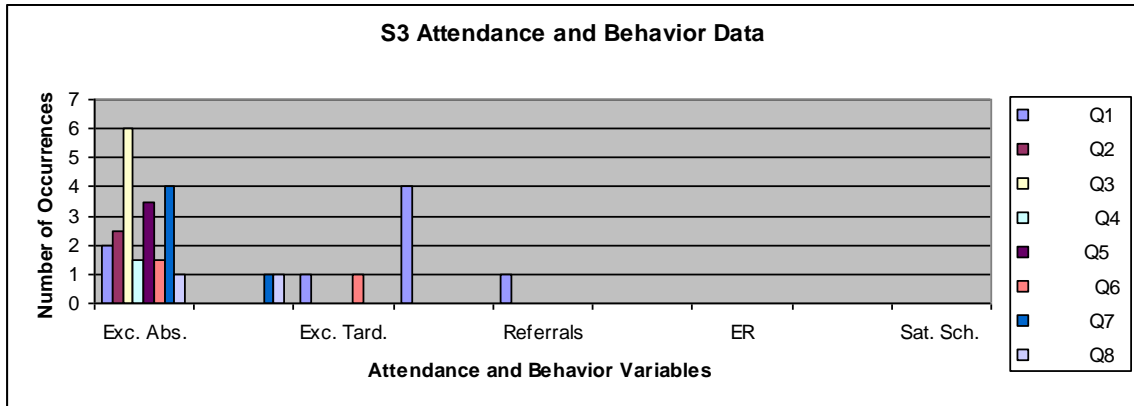


Table 5.7: Data shows decrease in tardies and referrals.

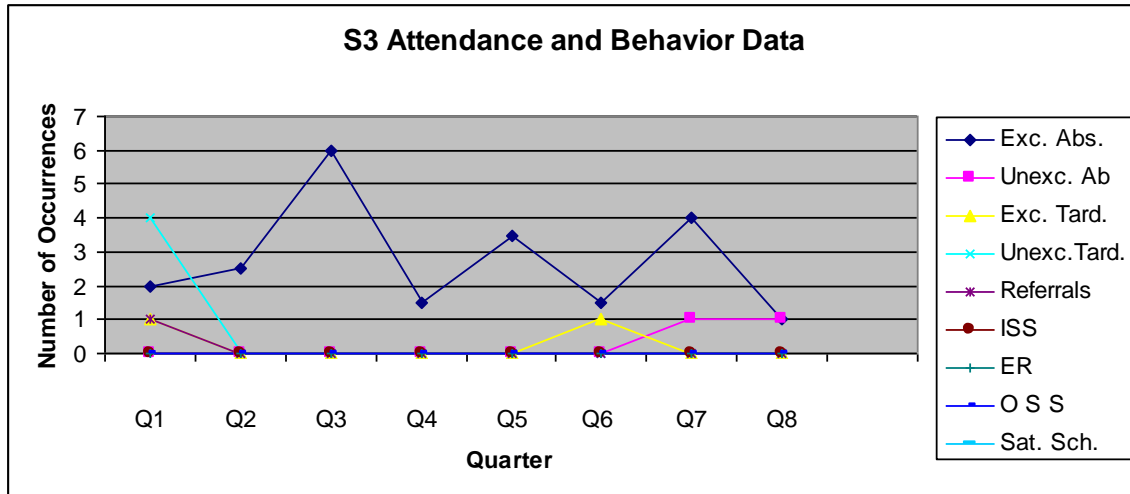


Table 5.8: Data shows a decrease in referrals and unexcused tardies and absences. In Q7 and Q8, data shows an increase in excused and unexcused absence when not attending music program.

The findings for participant S3 found in Tables 5.6, 5.7, and 5.8 are also similar to those of participants S1 and S2, in that there was an increase in excused and unexcused absences when the student was unable to participate in the after-school music program during quarters 7 and 8. In quarter 1, when the student first joined the after-school music program, the student had an office referral and 4 unexcused tardies, but data shows a decrease in occurrences when the student is participating in the after school music program, which could possibly show the effectiveness of participating in the after school music programs and Project Jericho A.S.A.P.

Control Group Two Grading Period Average Data Results

(September 2007-May 2008 school year):

[Blue: Before Students Participated in Program]

[White: Students Who Participated in Program]

[Yellow Shading: Students Did Not Participate]

STUDENT	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
S4	2.17	3.13	3.33	3.07	1.39	1.27	1.33	1.11
S5	1.86	0.5	1.61	1.78	1.27	3.44	2.44	0.73
S6	2	1.5	2.16	1.83	1.13	1.67	1.28	
S7	2.06	1.8	2.66	2.73	0.28	0.55	0.28	

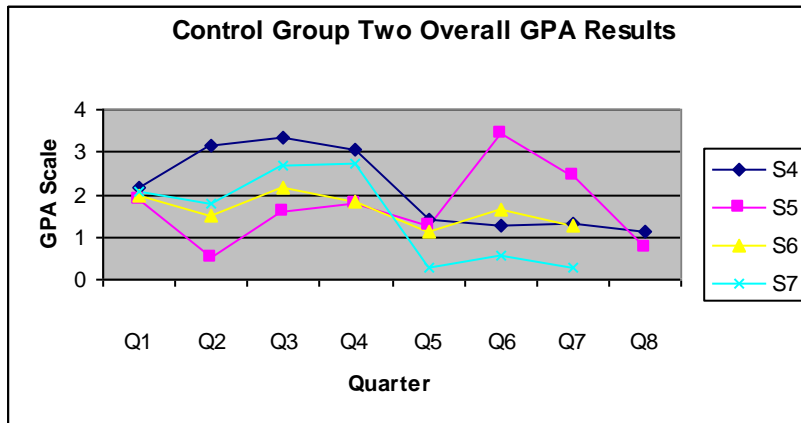


Table 2.1: Control Group Two overall Grading Period Average results. Q4 and Q5 shows a regression during summer break.

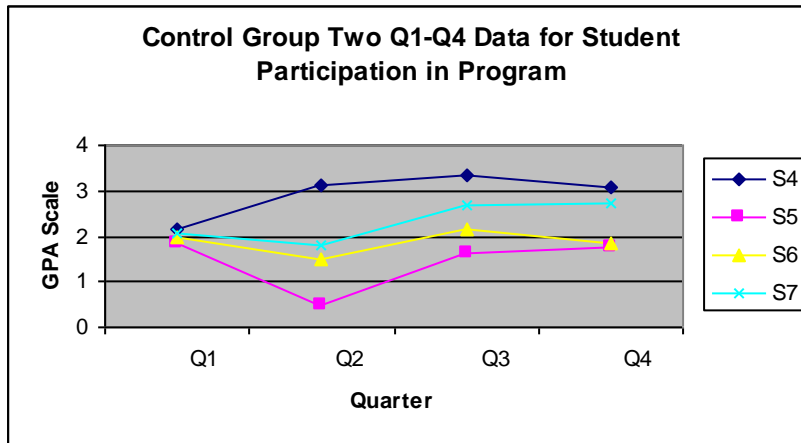


Table 2.2: Control Group Two data for Q1-Q4 for students who participated in music program.

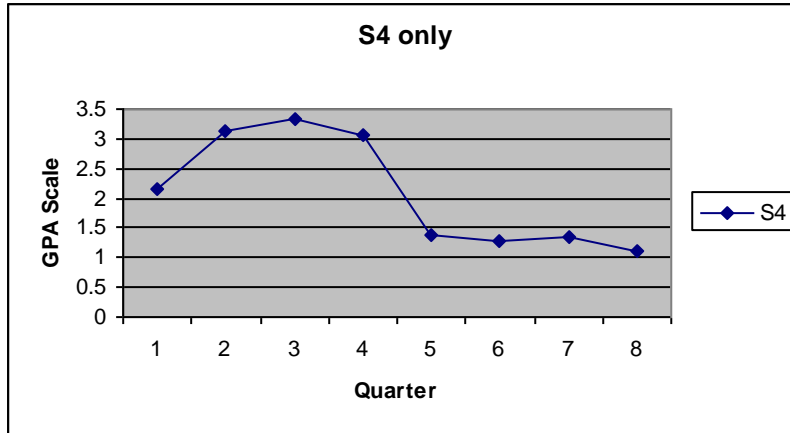


Table 2.3: Student 4 was the only student who continually participated in music program during Q3-Q6, Q4 and Q5 shows a regression during summer break.

Tables 2.1, 2.2, and 2.3 shows the Grading Period Averages or quarterly means for participants in Control Group Two, students S4-S7, who participated in four grading periods of after-school music programs, quarters 1-8. The GPA results show some increase in the participant's grading period average while students were participating in the after-school music programs. The GPA results also show a regression in GPA during the summer break, quarter's 4 and 5, when school is not in session. Some students had the equivalent of a two letter grade decrease in their GPA after returning from summer break.

STUDENT	Q1	Q2	Q3	Q4	%Diff. Q1/Q2	%Diff. Q2/Q3	%Diff. Q3/Q4
S4	2.17	3.13	3.33	3.07	24	5	-6.5
S5	1.86	0.5	1.61	1.78	-34	27.75	4.25
S6	2	1.5	2.16	1.83	-12.5	16.5	-8.25
S7	2.06	1.8	2.66	2.73	-6.5	21.5	1.75
Overall % Change:					-7.25	17.6875	-2.1875

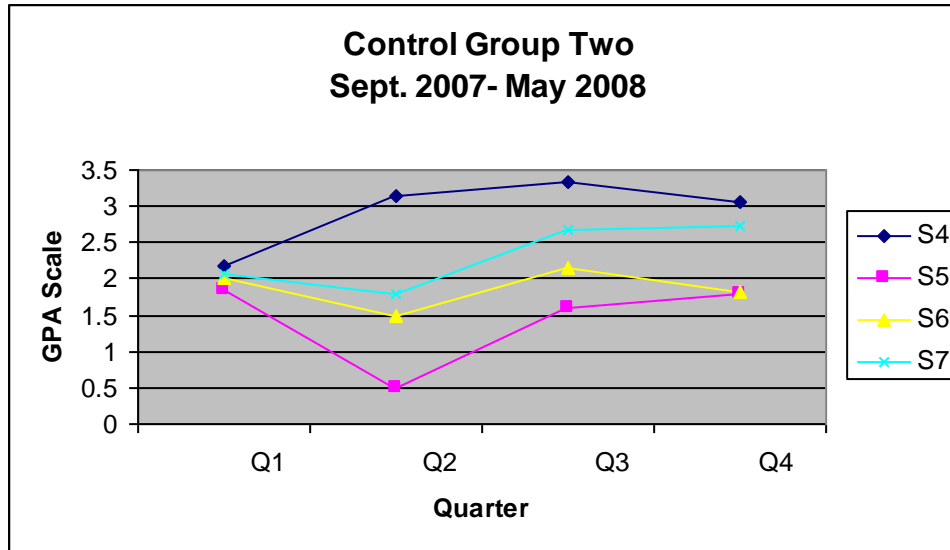


Table 2.4: Control Group Two Grading Period aAverage September 2007 through May 2008 and overall percent difference of change.

The results of data in Table 2.4 shows the participants in Control Group Two, students S4-S7 who participated in four grading periods of after-school music programs, had a -7.25% overall percent difference in change in effort during the first and second grading periods of the September 2007-May 2008 school year when participating in the after-school music program. However, during the second and third grading periods of participation, these participants had a 17.69% overall percent difference of change in effort. During the third and fourth grading periods of participation, the students had a decrease in overall percent difference of effort to a -2.19%. Participant S4 did not start to participate in the after-school music program until the third and fourth grading periods,

for which there was little change in effort during the student's participation in the after-school music program. The grading period average for participant S4 increased from a 3.13 from the second grading period to a 3.33 during the third grading period, but later decreased to a 3.04 by the fourth grading period. Participant S4 had a 22.5% overall percent of effort during Q1-Q4, but had a -1.25% overall percent of effort while participating in the after-school music program. The participant S5 had a -34% decrease in effort during the first to second grading periods. The student began participating in the after-school music program having a grading period average of 1.86, which decreased to a .5 by the end of the second grading period during their participation in the after-school music program. A significant change in effort was recorded as the participant S5 continued their participation in the after-school music program, having a 27.75% increase in effort during the second and third grading periods, and an additional 4.25% increase during the third to the fourth grading periods. Participant S5 had a -2% overall percent of effort during Q1-Q4. The participant S6 had a slight decrease in effort during the first and second grading periods having a grading period average of 2.0 in the first quarter to a 1.5 second quarter. In the third to the fourth grading periods, participant S6 had a 16.5% increase in effort during the second and third grading periods where the student's grading period average increased from a 1.5 to a 2.16. Participant S6 had a -4.25% overall percent of effort during Q1-Q4. The participant S7 had a slight decrease in effort from the first to the second grading period having a GPA of 2.06 in the first quarter to a 1.8 during the second quarter, but had a 21.5% increase in effort from the second to the third grading periods, having an increase in grading period average from a 1.8 to a 2.66, and on

to a 2.73 by the end of the fourth grading period. Participant S7 had a 16.75% overall percent of effort during Q1-Q4.

Control Group Two Grading Period Average Data Results

(September 2008- June 2009 school year):

STUDENT	Q1	Q2	Q3	Q4	%Diff. Q1/Q2	%Diff. Q2/Q3	%Diff. Q3/Q4
S4	1.39	1.27	1.33	1.11	-3	1.5	-5.5
S5	1.27	3.44	2.44	0.73	54.25	-25	-42.75
S6	1.13	1.67	1.28	n/a	13.5	-9.75	--
S7	0.28	0.55	0.28	n/a	6.75	-6.75	--
Overall % Change:					17.875	-10	--

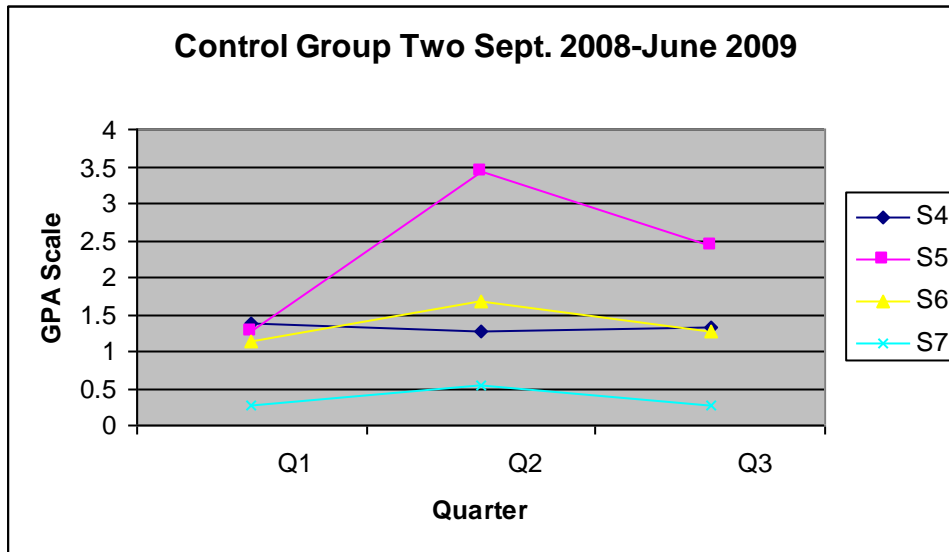


Table 2.5: Control Group Two Grading Period Average September 2008 through June 2009 and overall percent difference of change.

Table 2.5 shows data for Control Group Two during the September 2008- June 2009 school year. Participant S4 was the only student from this control group who was able to participate in an after-school music program during the first and second grading periods. Participants S5-S7 was no longer able to participate in the music program because they either quit the after-school music program or went on to attend high school. For participants S4-S7 there was a 17.87% overall percent difference in change in effort during the first and second grading periods in which only one student was participating in

an after-school music program. There was a -10% overall percent difference in change of effort between the second and third grading periods. The data for participant S4 shows a slight decrease in effort during the first and second grading periods, where their GPA went from 1.39 to a 1.27, but noting a 1.5% increase in effort during second and third grading periods. During the third and fourth grading periods, the data shows a -5.5% decrease in effort as the student was unable to participate in the after-school music program because of the lack of program funding. Participant S4 had a -7% overall percent of effort during Q5-Q8. Participant S5, a student who quit participating in Project Jericho A.S.A.P. and the after-school music program continued to maintain or improve effort outside of the program at first, having a grading period average of 1.27 during the first grading period, increasing 54% to a 3.44 during the second grading period, but later decreasing 25% to a 2.44 in the third grading period, and finally dropping 42% to a .73 by the fourth grading period. Participant S5 had a -13.5% overall percent of effort during Q5-Q8. Participants S6 and S7 also showed an increase in effort during the first and second grading periods, but had a drastic decrease in their overall effort in comparison to the previous school year. These participants previously had higher grading period averages of 2.16 and 2.66, but now had grading period averages as low as 1.13 and .28 according to the data. This decrease in effort could have resulted from students being unable to participate in Project Jericho A.S.A.P. or the after-school music programs because they were now in high school, or could possibly be show the difficulties students may have experienced transitioning into a new high school setting. Participant S6 had a 3.75% overall percent of effort during Q5-Q7, while participant S7 had a 0% overall percent of effort during Q5-Q7.

Control Group Two Attendance and Behavior Data Results

(September 2007- June 2009):

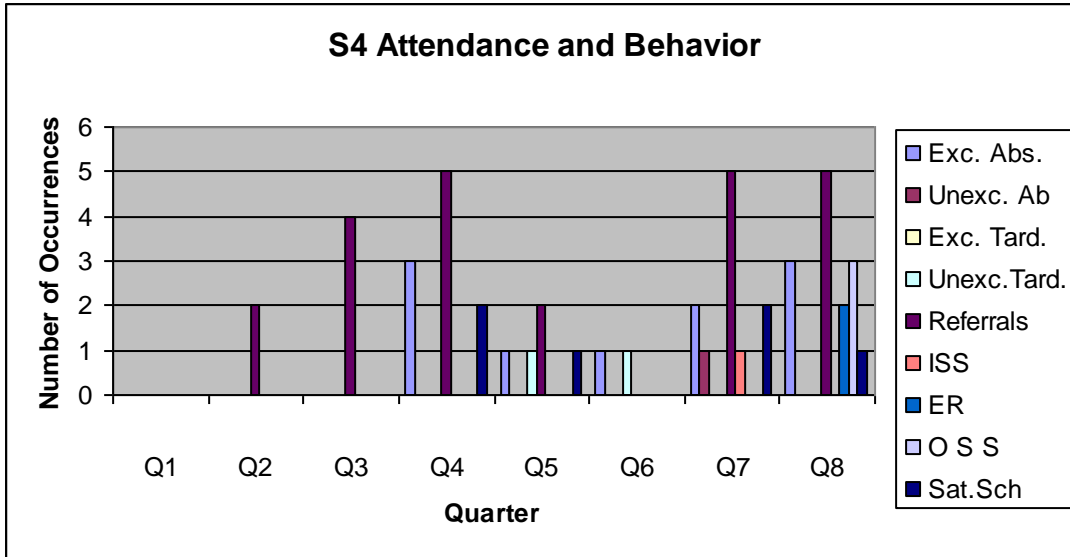


Table 5.9: Student 4 attendance and behavior data shows an increase in referrals, emergency removals, in and out of school suspensions in Q7 and Q8 when not in music program. Attendance data missing in Q1-Q4, not valid.

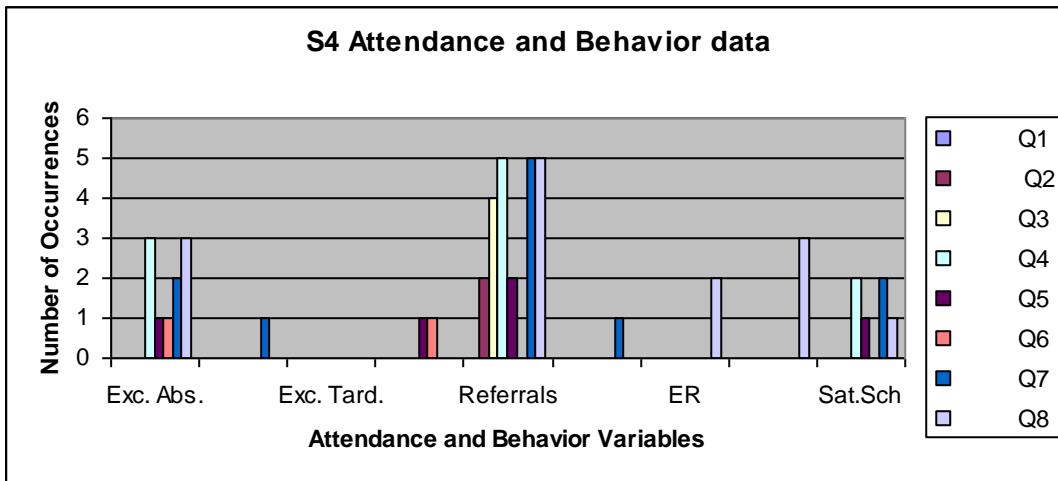


Table 5.10: Q5 and Q6 shows a decrease in occurrences in absences and behavior variables.

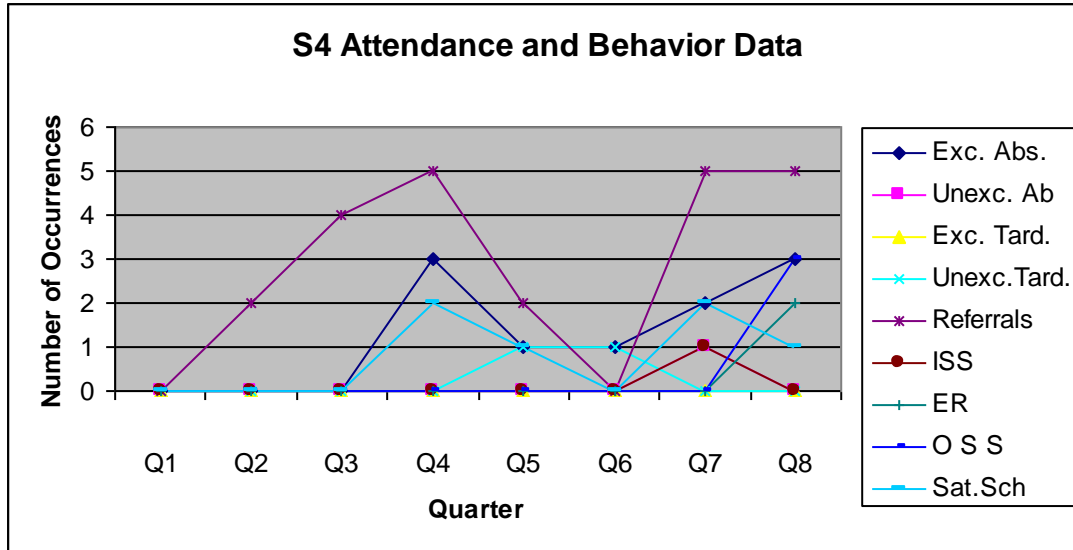


Table 5.11: Q5 and Q6 shows decrease in occurrences in absence, referrals, and behavior variables.

According to the results of the attendance and behavior data shown in Tables 5.9, 5.10, and 5.11, participant S4 had an increase in office referrals, in and out of school suspensions, and emergency removals in quarters 7 and 8, when the student was not able to attend the after-school music program anymore because of the lack of program funding. The attendance data for participant S4 was not complete and therefore data for quarters 1-4 is invalid in this study. But according to the data that was valid, quarters 5 and 6 show a decrease in absences, referrals, and other behavior variables which was for the quarters in which the student was actively participating in the after-school music program.

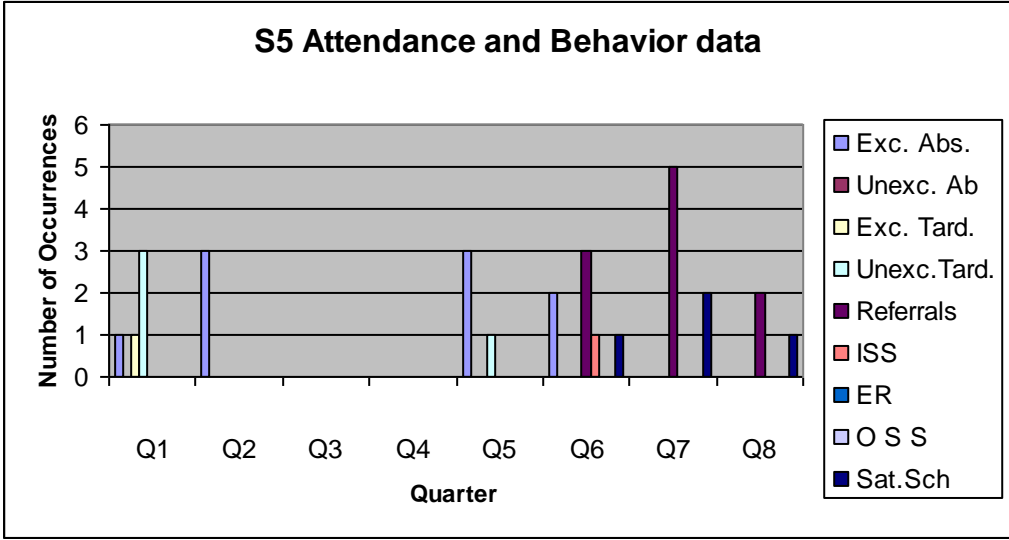


Table 5.12: Student 5 attendance and behavior data shows an increase in referrals and behavior variables when out of the music program.

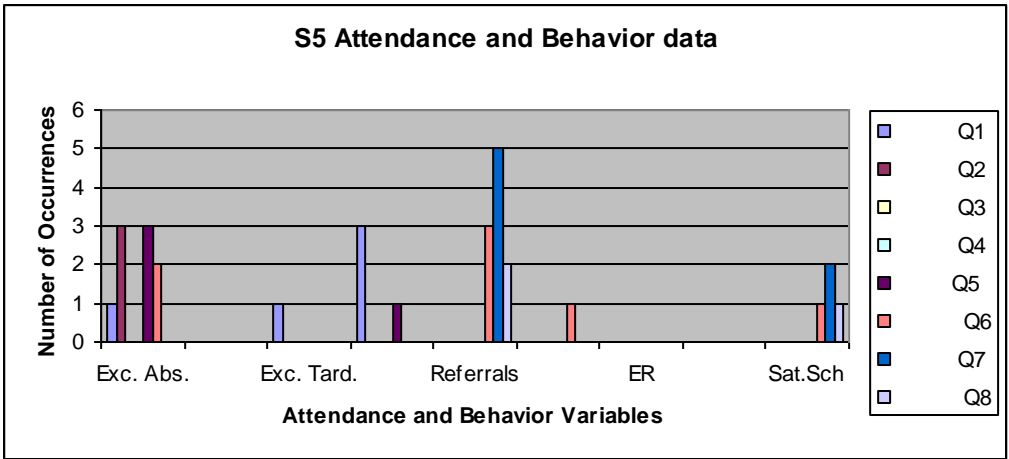


Table 5.13: Student 5 attendance and behavior data shows increase in referrals and behavior variables.

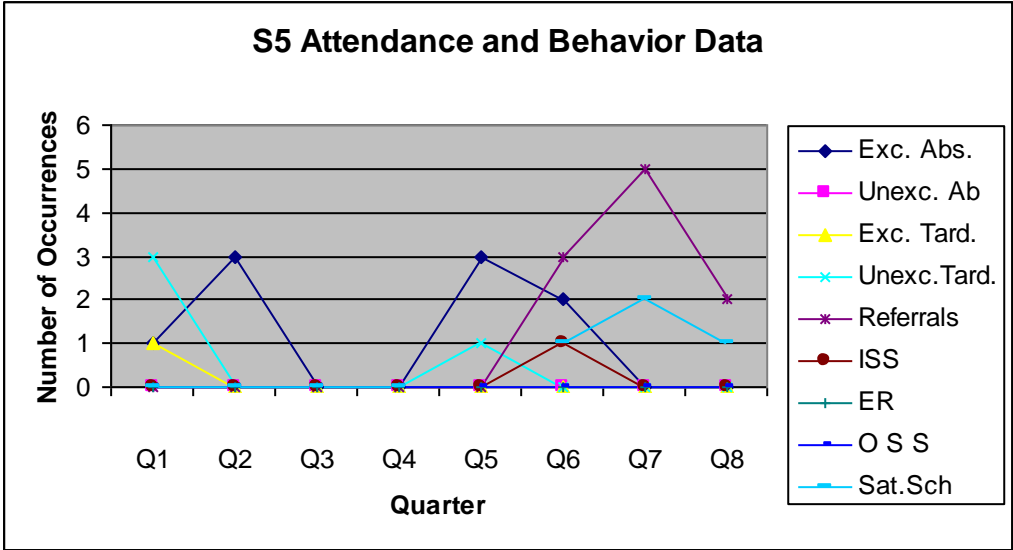


Table 5.14: Student 5 shows increased referrals, absences, Saturday School when not participating in the music program. Also shows a decrease in variables in Q1-Q4 when student was participating in the music program.

Data in Tables 5.12, 5.13, and 5.14 show an increase in office referrals and other behavior variables when participant S5 quit attending the after-school music program. In quarters 5-8, participant S5 had more occurrences of absence, office referrals, in school suspensions, and Saturday School. In quarters 1-4, data shows a decrease in all variables when student was participating in the after-school music program.

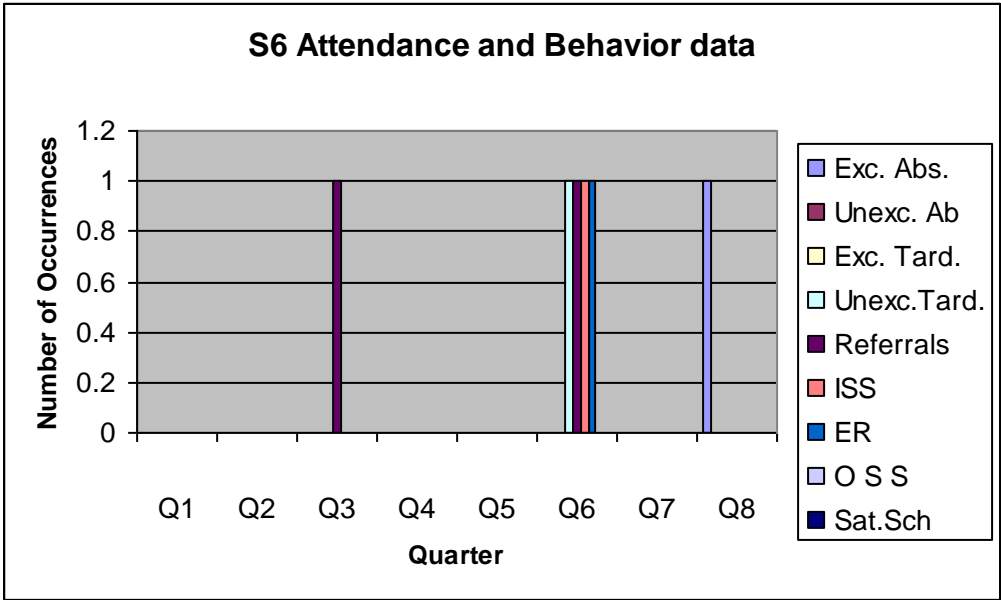


Table 5.15: Student 6 attendance and behavior data shows an increase in occurrences in Q6 when student was not in music program.

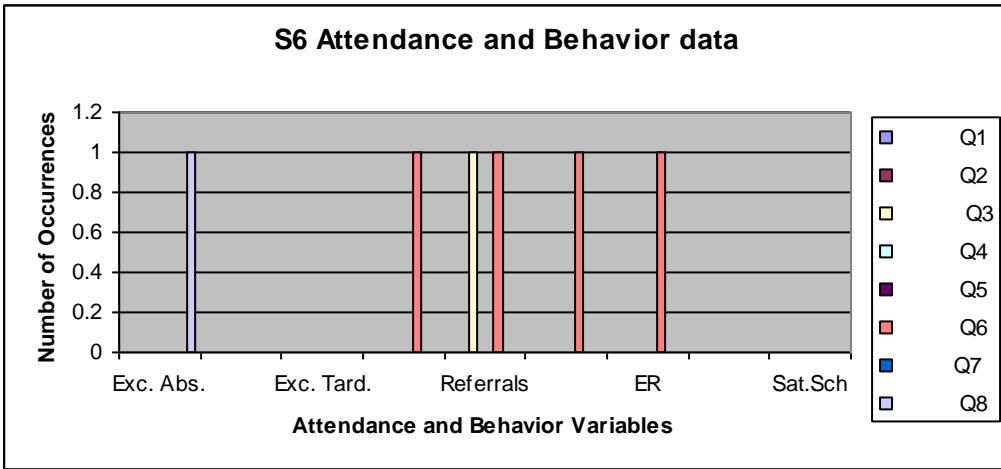


Table 5.16: Q6 shows an increase in referrals and an emergency removal from school when not in the music program.

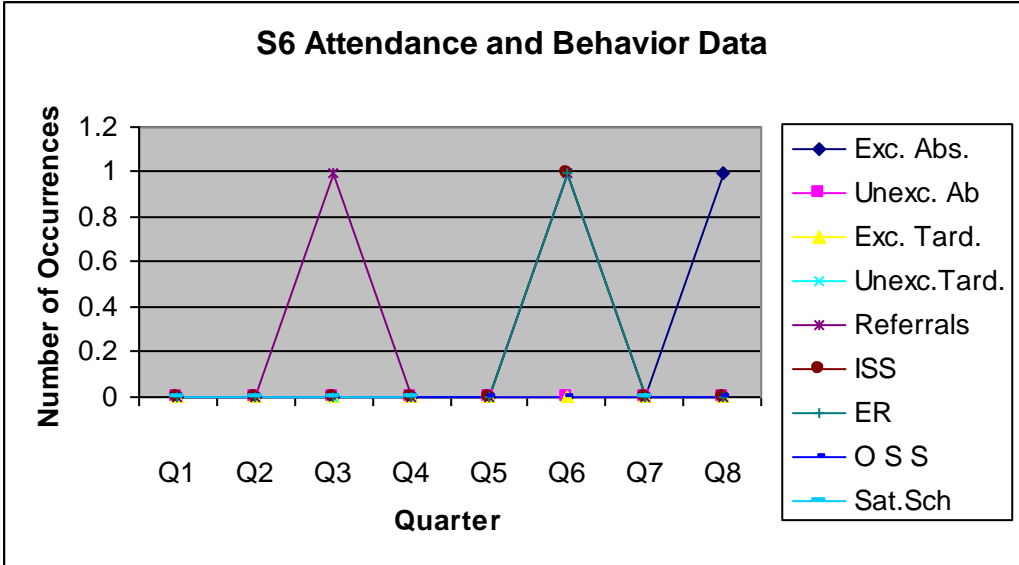


Table 5.17: Data shows an increase in unexcused tardies, absence, and referrals.

In Tables 5.15, 5.16, and 5.17, the data for participant S6 shows only 1 office referral for quarters 1-4. A significant increase in attendance and behavior occurrences happened in quarter 6 when the student was no longer able to participate in the after-school music program.

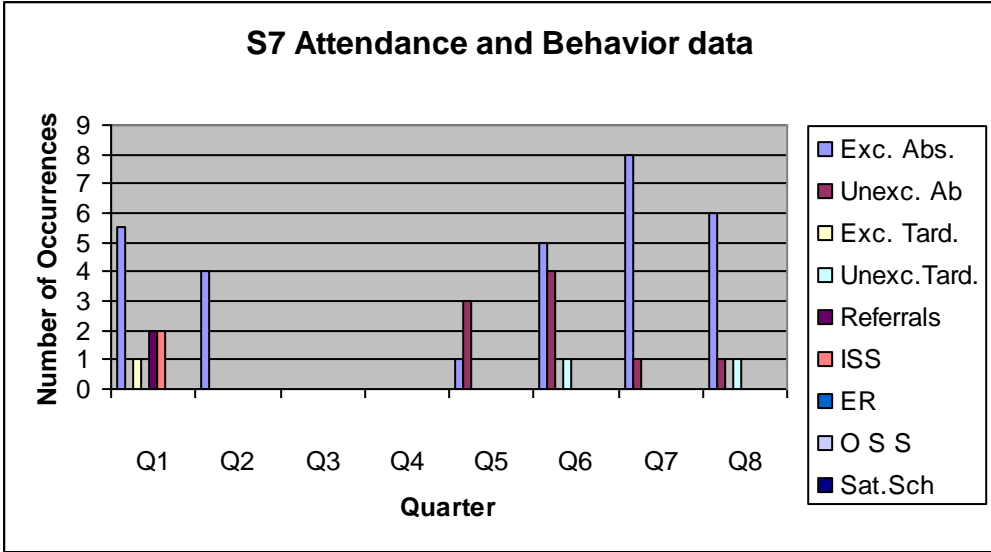


Table 5.18: For student 7, data shows an increase in absences, unexcused absences, and unexcused tardies, when student was not participating in music program Q5-Q8. Data also shows a decrease in referrals, ISS, and absence in Q1-Q4, when student was in the music program.

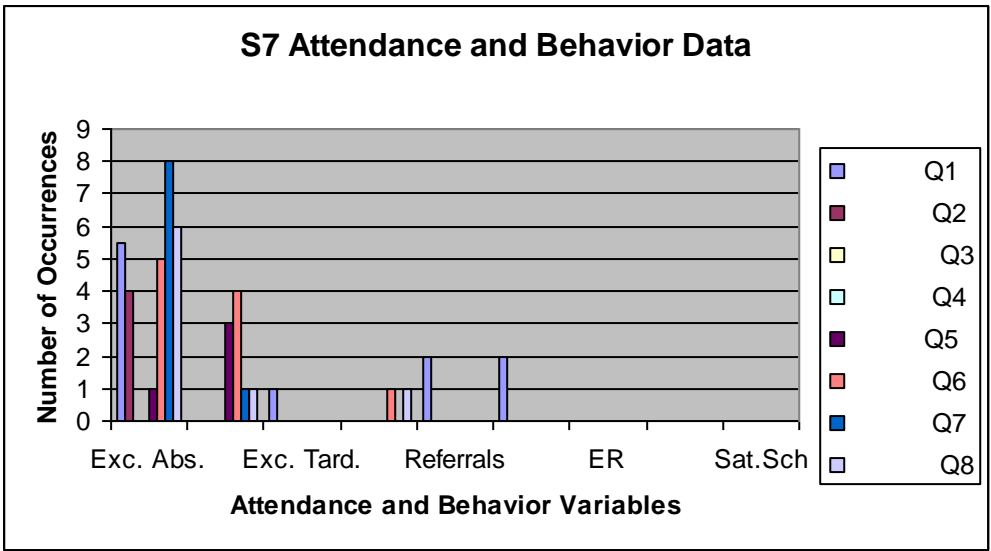


Table 5.19: For student 7, data shows an increase in absences, unexcused absences, and unexcused tardies, when student was not participating in music program Q5-Q8. Data also shows a decrease in referrals, ISS, and absence in Q1-Q4, when student was in the music program.

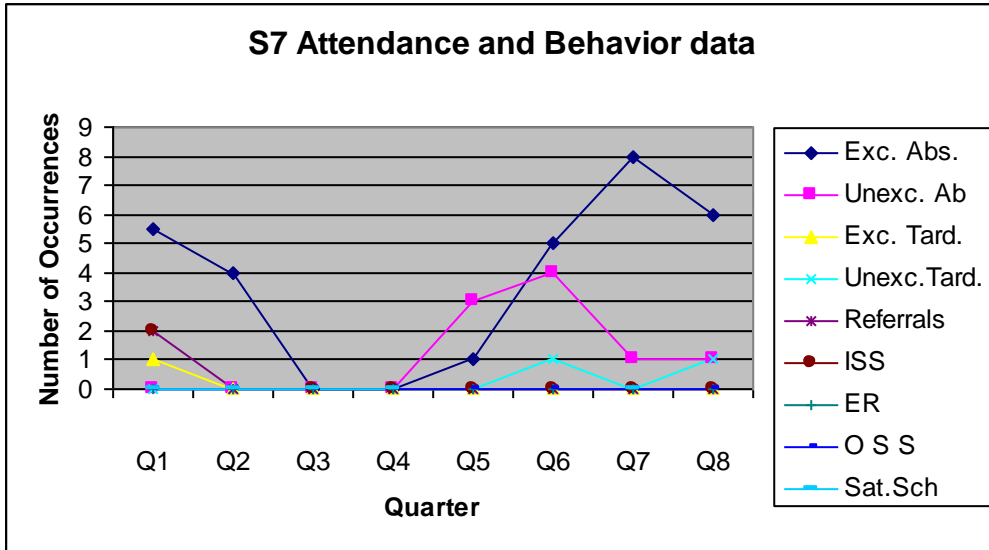


Table 5.20: For student 7, data shows an increase in absences, unexcused absences, and unexcused tardies, when student was not participating in music program Q5-Q8. Data also shows a decrease in referrals, ISS, and absence in Q1-Q4, when student was in the music program.

For participant S7, data in Tables 5.18, 5.19, and 5.20 reveal that the student had an increase in absences, unexcused absences, and unexcused tardies when the student was not participating in the after-school music program. In quarters 1-4, there was a decrease in referrals, in-school suspensions, and absence when the student was participating in the after-school music program.

Control Group Three- part 1 Grading Period Average Data Results

(September 2007-May 2008 school year):

Control Group Three- part 1:

[Blue: Before Students Participated in Program]

[White: Students Who Participated in Program]

[Yellow Shading: Students Did Not Participate]

STUDENT	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
S8	3.27	2.67	3	3.06	3.22	2.17	2.11	2.66
S9	0.67	0	2.11	2.13	1.13	0.5	1.93	2.17
S10	0.67	0	2.56	1	1.47	1.67	2.07	1.53

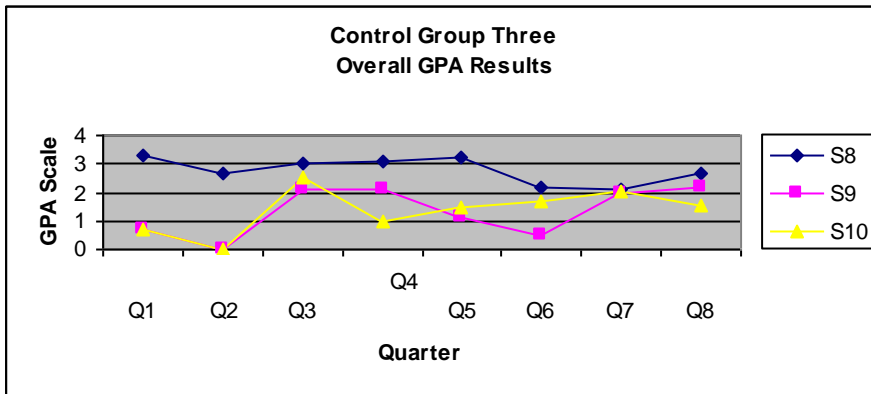


Table 3.1: Control Group Three-part 1 overall Grading Period Average results.

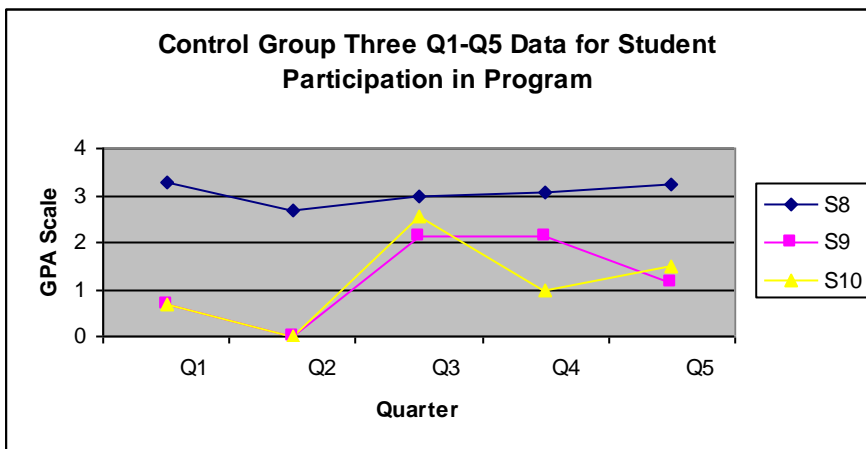


Table 3.2: Control Group Three- part 1 data for Q1-Q5, when were students participating in program.

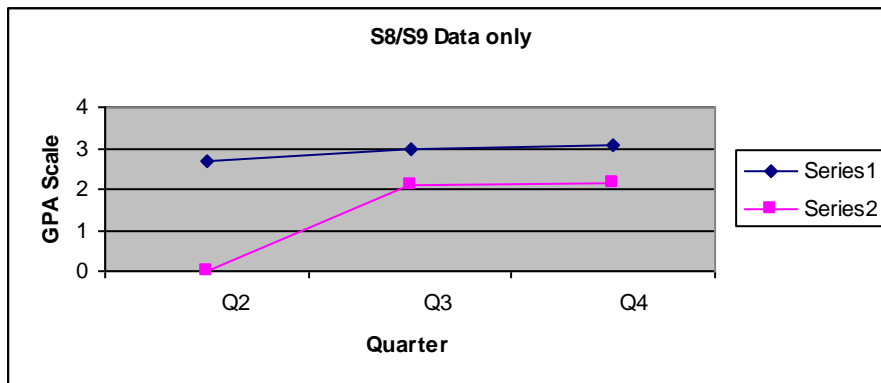


Table 3.3: Student 8 and 9 data (Only students who participated in Q3 and Q4).

Tables 3.1, 3.2, and 3.3 shows the Grading Period Averages or quarterly means for participants in Control Group Three- part 1, students S8-S10, who participated in two grading periods of after-school music programs, quarters 1-8. The GPA results show little increase in the participant’s grading period average while students were participating in the after-school music programs. The GPA results did not show a regression in GPA during the summer break, in quarters 4 and 5, when school is not in session.

STUDENT	Q1	Q2	Q3	Q4	%Diff. Q1/Q2	%Diff. Q2/Q3	%Diff. Q3/Q4
S8	3.27	2.67	3	3.06	-15	8.25	1.5
S9	0.67	0	2.11	2.13	-16.75	52.75	0.5
S10	0.67	0	2.56	1	-16.75	64.	-39
Overall % Change:					-15.875	30.5	-12.3333

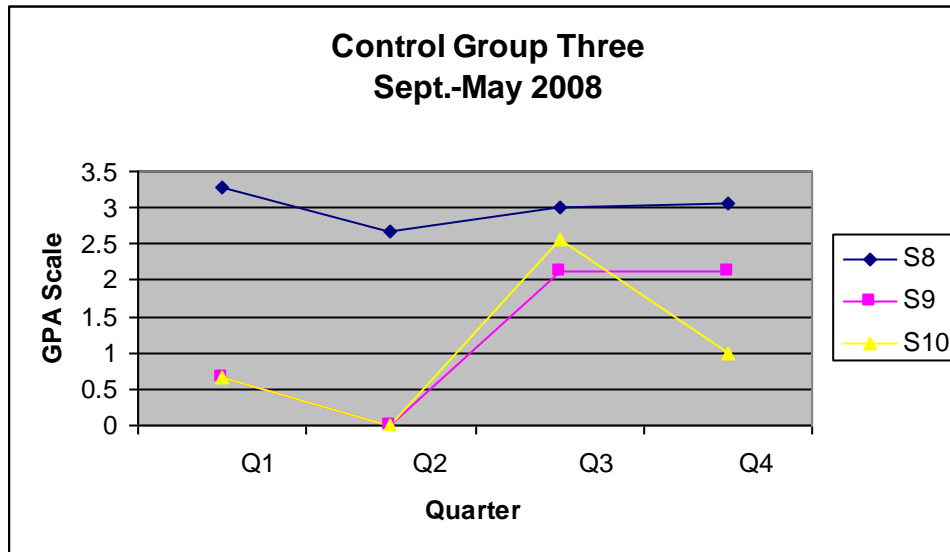


Table 3.4: Control Group Three- part 1 Grading Period Average data September 2007 through May 2008 and overall percent difference of change.

Data in Table 3.4 shows the participants in Control Group Three- part 1, students S8-S10 who participated in two grading periods or one after-school music program, had a -15.88% overall percent difference of change in effort during the first and second grading periods of the September 2007-May 2008 school year, in which participants were not participating in an after-school music program. During the second and third grading periods, when participants S8 and S9 were participating in an after-school music program, there was a 30.5% overall percent difference of change in their effort. During the third and fourth grading periods, the participants S8-S10 had a -12.33% overall percent difference of change in effort, as participant S10 was not participating in an after-school music program yet. The participants S8 and S9 had a 1% overall percent difference of

change in effort during the third and fourth grading periods of their participation in an after-school music program. The participant S8's effort increased 1.5% when participating in the after-school music program during the third and fourth grading periods in which their grading period average increased from a 3 to 3.06. The participant S8 at first had a -15% percent difference in effort during the first and second grading periods when the student was not participating in an after-school music program, but later had a 9.75 overall percent of effort during Q2-Q4 when participating in an after-school music program. Participant S8 had a -5.25% overall percent of effort during Q1-Q4. The participant S9 had a decrease in effort for the first and second grading periods, when not participating in an after-school music program, having a grading period average of .67 in the first quarter and .00 in the second quarter. Participant S9 had a 52.75 % increase in effort during the second to the third grading periods, when the participant began participating in an after-school music program. Participant S9's grading period average went from a 0.00 to a 2.11 in the third grading period. This rate of increase in effort is equivalent to a student improving academically by two letter grades according to the GPA scale used in this study. During the third and fourth grading periods, the student had a .5% difference of change in effort, where the grading period average increased from a 2.11 in the third quarter to a 2.13. Participant S9 had a -16.75% overall percent of effort during Q1-Q2, when the student was not participating in an after-school music program, but had a 53.25% overall percent of effort in Q2-Q4, when student was participating in an after-school music program. Participant S9 had 36.5% overall percent of effort for Q1-Q4. The data for participant S10 is for the school year before the student's participation in the after-school music program. It shows a similar rate of

increase in effort as participant S9 who had a grading period average of a .67 in the first quarter which went down to a .00 in the second quarter. But the participant S10 later had a 64% increase in effort during the second and third grading periods, having a GPA of 2.56 in the third grading period, which later decrease to a 1.0 in the fourth grading period. This shows a 39% decrease in effort for participant S10 during Q3 and Q4. These results could possibly show evidence to support what we know about students who are at-risk, in which they usually have grading period averages that fluctuate drastically throughout the school year. Participant S10 had a 2.3% overall percent of effort in Q1-Q4.

Control Group Three- part 1 Grading Period Average Data Results

(September 2008- June 2009 school year):

STUDENT	Q1	Q2	Q3	Q4	%Diff. Q1/Q2	%Diff. Q2/Q3	%Diff. Q3/Q4
S8	3.22	2.17	2.11	2.66	-26.25	-1.5	13.75
S9	1.13	0.5	1.93	2.17	-15.75	35.75	6
S10	1.47	1.67	2.07	1.53	5	10	-13.5
Overall % Change:					-12.3333	14.75	2.083333

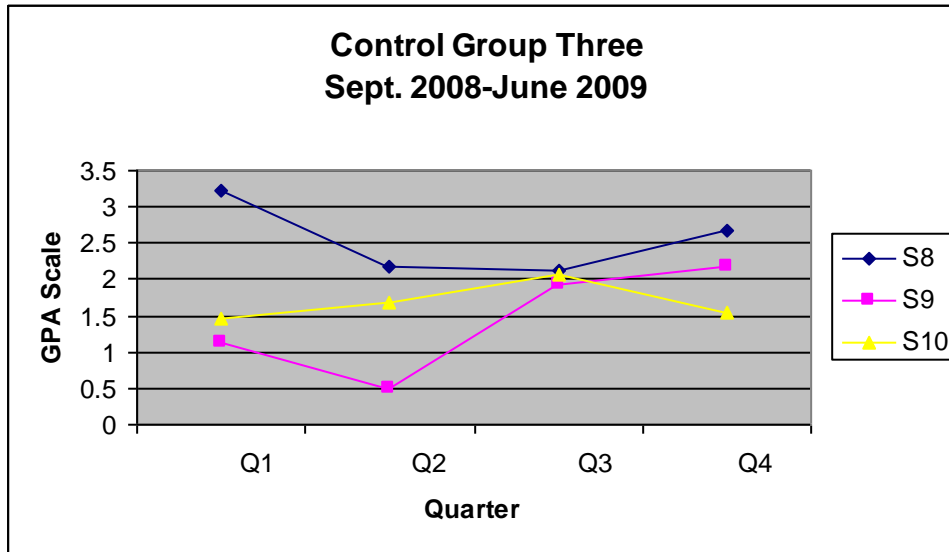


Table 3.5: Control Group Three-part 1 Grading Period Average data September 2008 through June 2009 and overall percent difference of change.

The results from the data in Table 3.5 for the participants in Control Group Three-part 1, students S8-S10, shows that participant S8 had a grading period average of 3.22 in the first grading period, which later dropped to a 2.17 in the second grading period, which is equivalent to an entire letter grade according to the GPA scale used in this study. In the third grading period, their GPA dropped again to a 2.11, but later rebounded to a 2.66 in the fourth grading period. These results could possibly show the effects on a student when not participating in an after-school music program or Project Jericho A.S.A.P. Participant S8 had a -14% overall percent of effort in Q5-Q8. The participant S9 had a

grading period average of 1.13 in the first grading period, which later dropped to a .5 in the second grading period when not participating in an after-school music program or Project Jericho A.S.A.P. But in the third and fourth grading periods, the participant's GPA rebounded, increasing to a 1.93 in the third grading period to a 2.17 in the fourth grading period. Participant S9 had a 26% overall percent of effort in Q5-Q8. Participant S10 had a 5% increase in effort during their participation in the after-school music program during the first and second grading periods of the September 2008-June 2009 school year. In the second and third grading periods, despite being unable to participate in an after-school music program due to the lack of funding, the participant S10 had a 10% increase in effort as their GPA increased from 1.67 to 2.07. During the fourth grading period, the participant's GPA decreased to a 1.53, which was a 13.5% decrease in effort during Q7-Q8. The participant S10 had a 1.5% overall percent of effort during Q5-Q8.

Control Group Three part-1 Attendance and Behavior Data Results

(September 2008- June 2009):

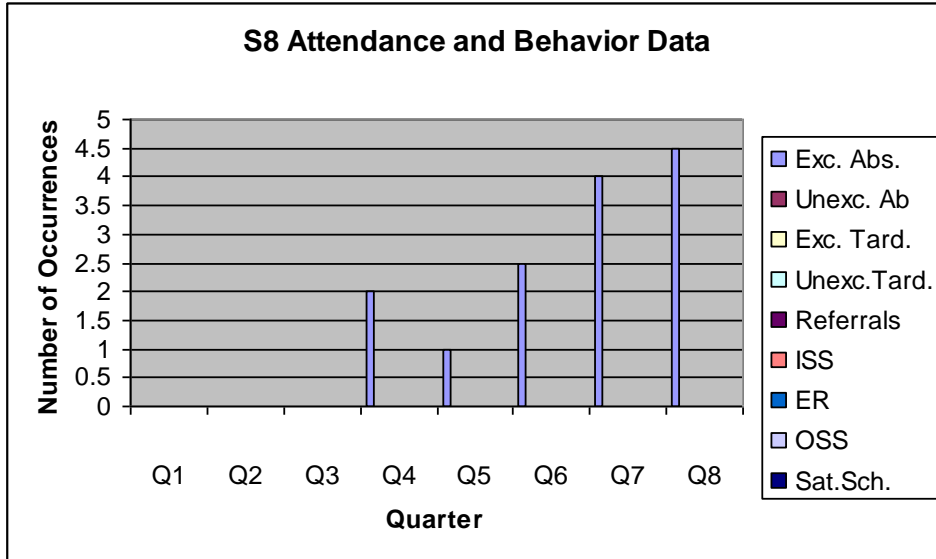


Table 5.21: Student participated in music program Q3-Q4, data was not available for reference in Q1-Q4. Data for Q5-Q8 was obtained and shows an increase in absence only when out of program in the music program in Q7 and Q8.

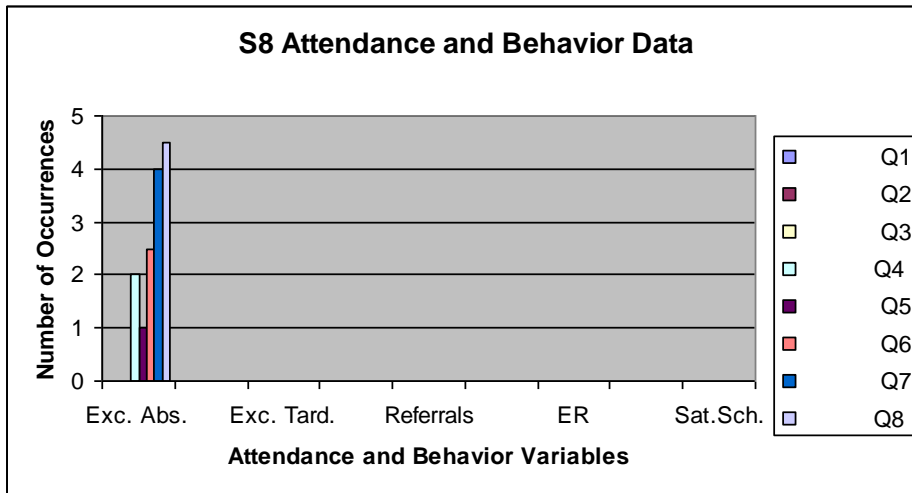


Table 5.22: Data shows an increase in absence when student not participating in music program. (Not significant).

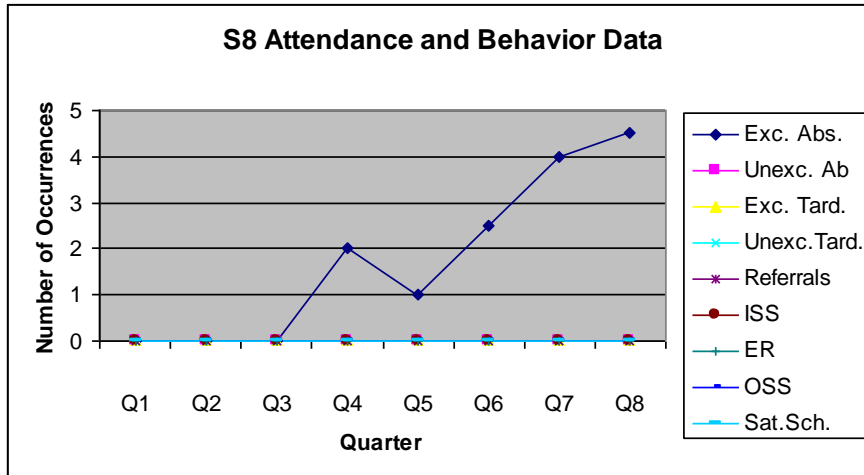


Table 5.23: Data shows an increase in absence when not participating in music program.

According to the attendance and behavior data in Tables 5.21, 5.22, and 5.23, participant S8 had an increase in absence when student was not participating in the after-school music program.

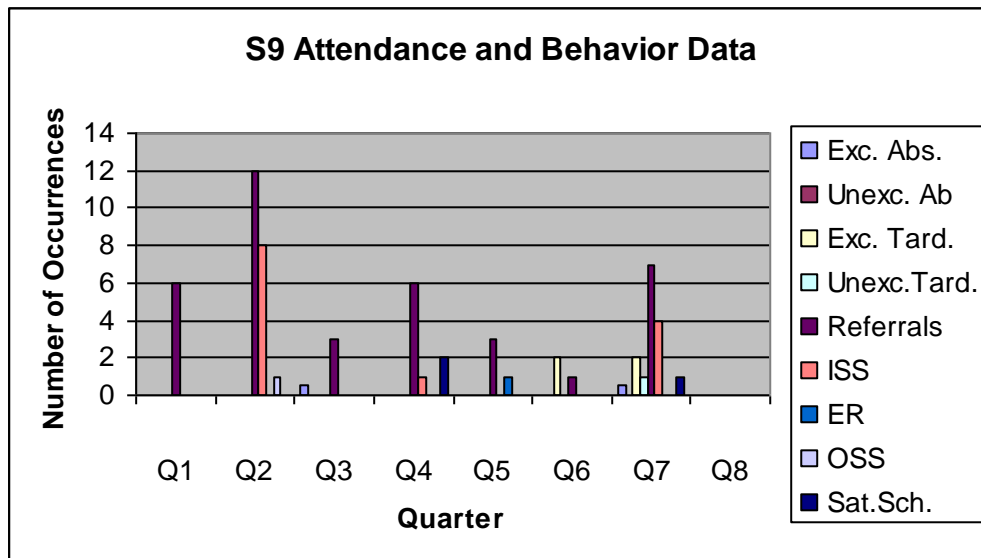


Table 5.24: For student 9, data shows a decrease in the number of referrals and other behavior variables when student was participating in music program during Q3 and Q4. Student had no referrals from Nov. 30, 2008 through March 6, 2009, when student was participating in music program and for two months out of music program. In Q2 the student had 8 ISS before starting in music program, only had 1 in Q4; had 4 ISS in Q7 after student was out of the music program.

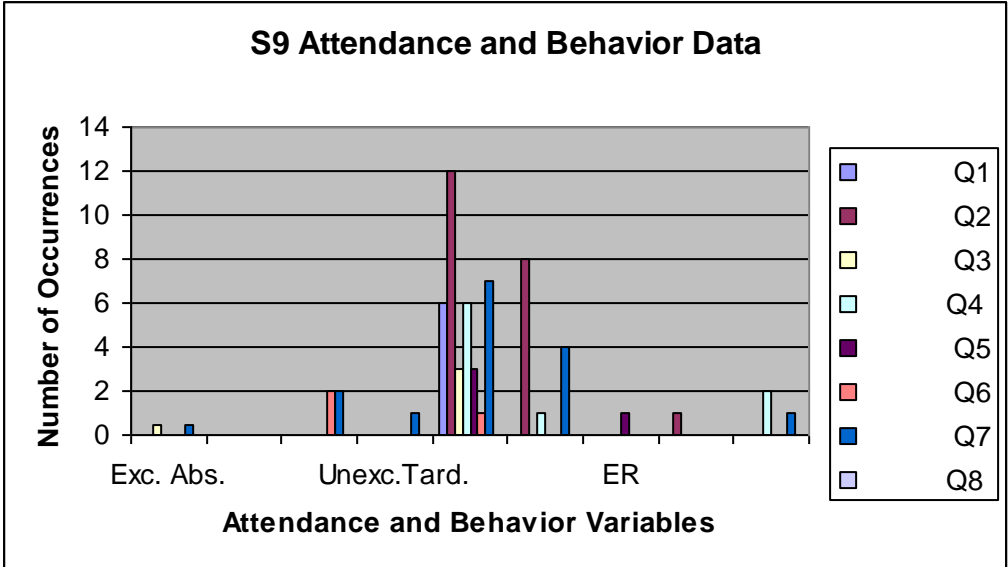


Table 5.25:

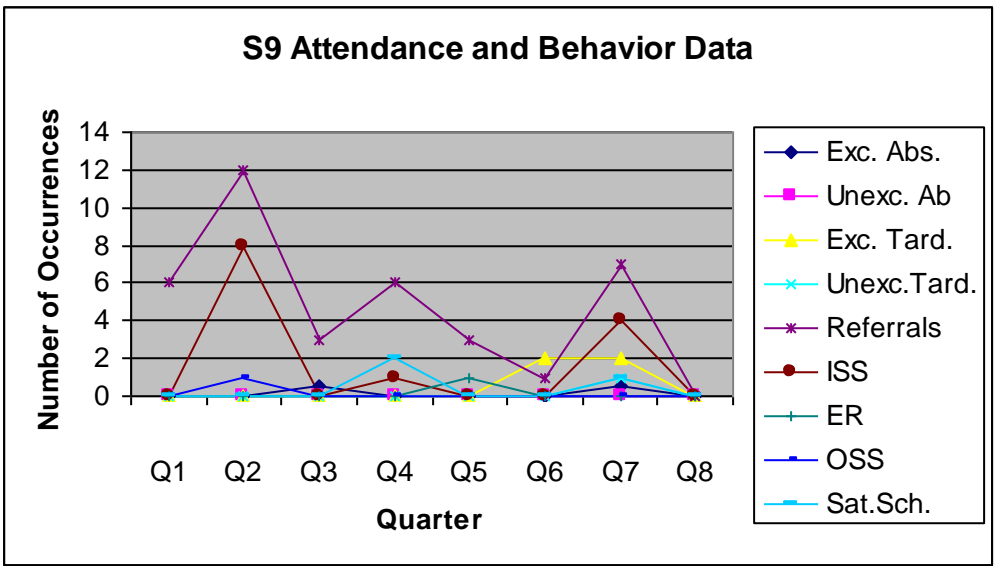


Table 5.26: Data shows a decrease in referrals, ISS when student started music program.

In Tables 5.24, 5.25, and 5.26, participant S9 had a decrease in the number of office referrals and other behavior variables when student was participating in the after-school music program.

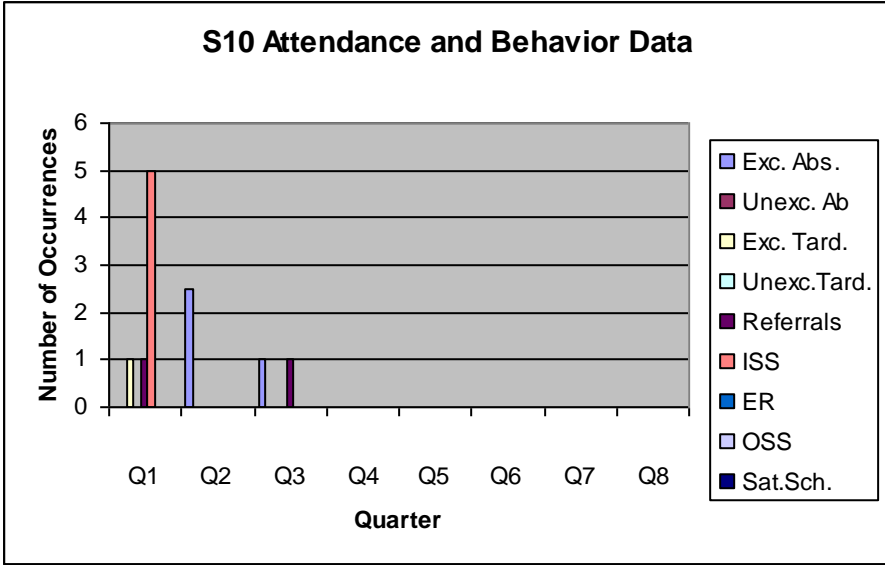


Table 5.27: Data shows a decrease in absences, referrals, and ISS when participating in music program Q5-Q6.

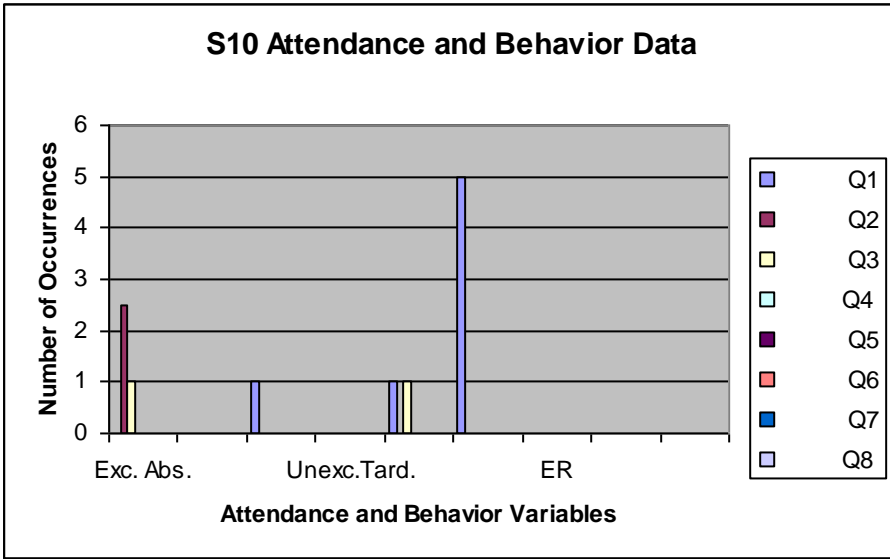


Table 5.28:

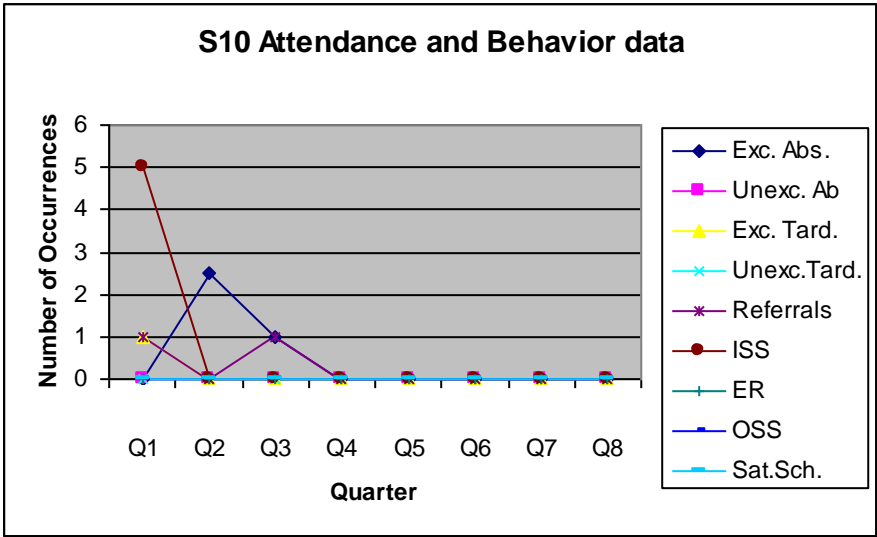


Table 5.29:

Data in Tables 5.27, 5.28, and 5.29 also shows a decrease in absences, referrals, and in-school suspensions for participant S10 when participating in the after-school music program.

Control Group Three- part 2 Grading Period Average Data Results

(September 2008- June 2009 school year):

Control Group Three - part 2:

STUDENT	Q1	Q2	Q3	Q4	%Diff. Q1/Q2	%Diff. Q2/Q3	%Diff. Q3/Q4
S11	2.47	2.14	2.44	2.93	-8.25	7.5	12.25
S12	2.27	2.42	2.89	2.67	3.75	11.75	-5.5
S13	3.93	2.93	2.86	3.61	-25	-1.75	18.75
S14	2.87	2.33	2.95	3.24	-13.5	15.5	7.25
S15	3.53	2.56	3.72	4.05	-24.25	29	8.25
S16	2	2.7	1.33	2.2	17.5	-34.25	21.75
S17	3.79	3.4	3.22	2.83	-9.75	-4.5	-9.75
S18	3.87	3.5	3.71	4.19	-9.25	5.25	12
Overall % Change:					-8.59375	3.5625	8.125

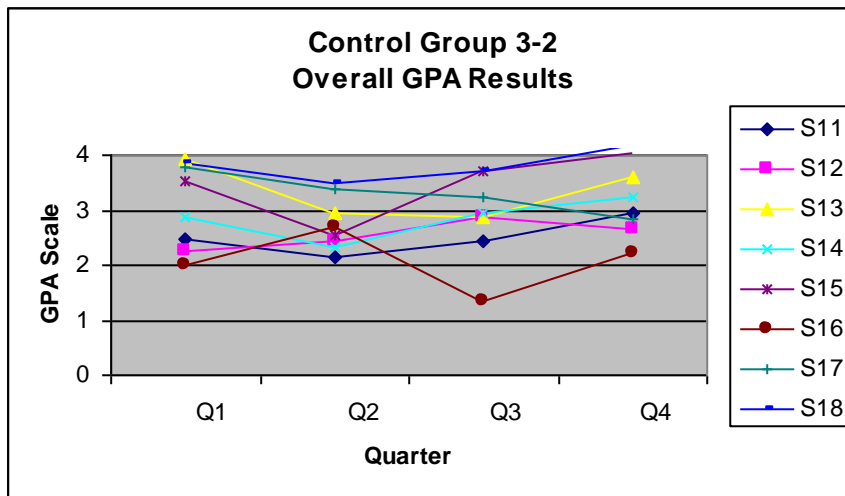


Table 3.7: Control Group Three- part 2 overall Grading Period Average results.

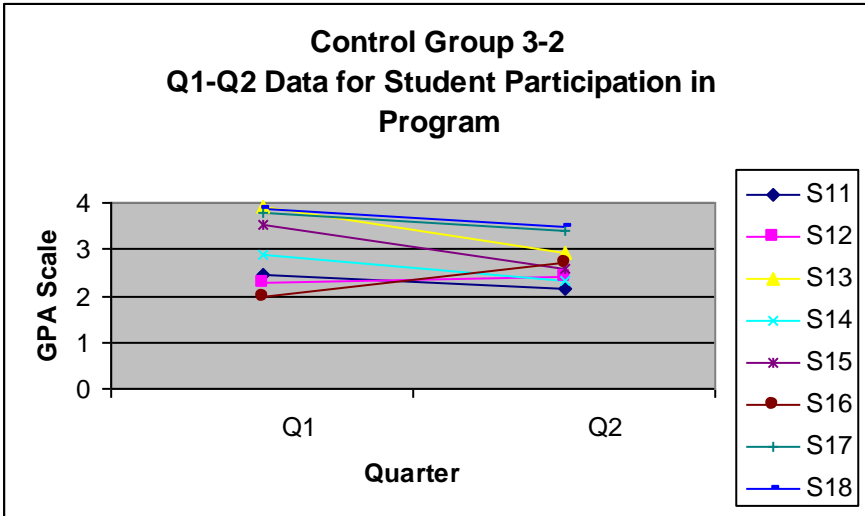


Table 3.8: Control Group Three-part 2 data for Q1 and Q2 for student participation in music program.

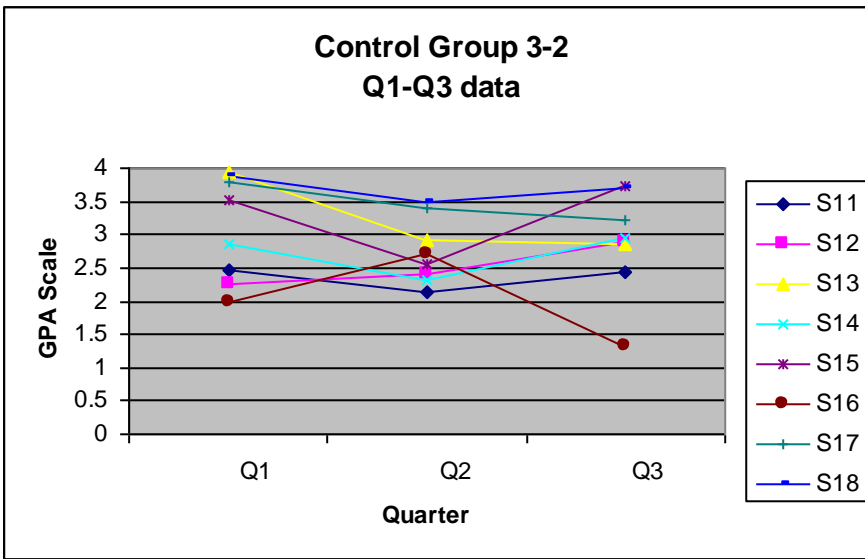


Table 3.9: Control Group Three -2 data shows an increase in GPA after participating in music program in Q1-Q3.

Tables 3.7, 3.8, and 3.9 shows the Grading Period Averages or quarterly means for participants in Control Group Three- part 2, students S11-S18, who participated in two grading periods of after-school music program, quarters 1-4. The GPA results show

little increase in the participant's grading period average while students were participating in the after-school music programs.

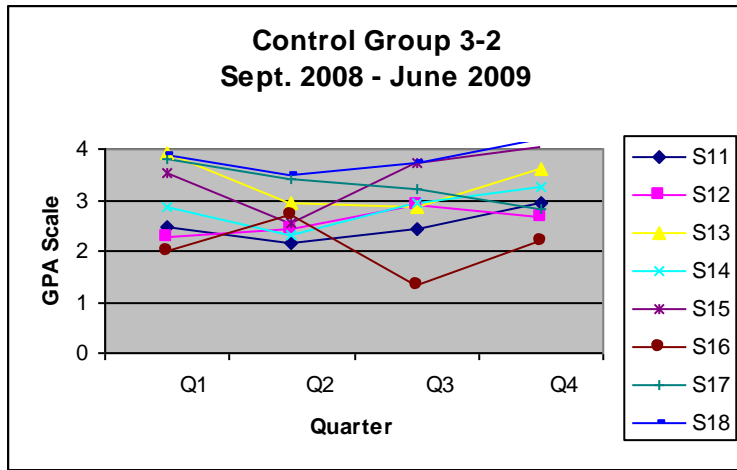


Table 3.10: Control Group Three- part 2 Grading Period Average September 2008-June 2009 and overall percent difference of change.

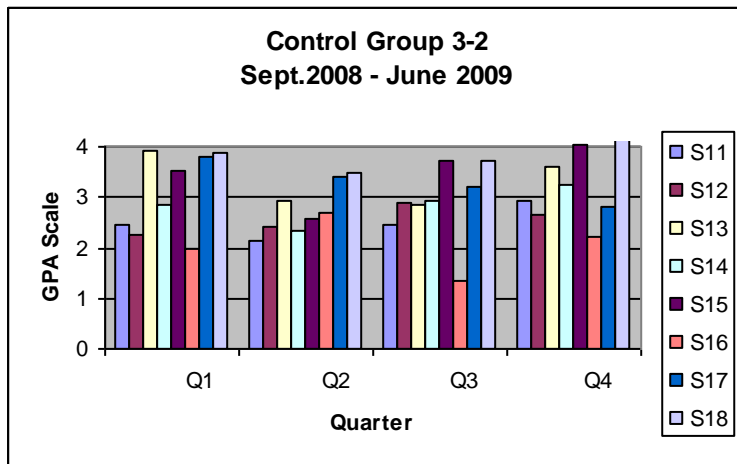


Table 3.11: Control Group Three- part 2: (Bar graph view).

The results of the data in Table 3.10 and 3.11 shows the participants in Control Group Three- part 2, students S11-S18 who participated in two grading periods or one after-school music program, had a -8.6% overall difference of change in effort during the first and second grading periods, when participating in the after-school music program,

but a 3.56% overall difference of change in effort during the second and third grading periods, and a 8.13% overall difference of change in effort during the third and fourth grading periods of the September 2008-June 2009 school year. The participant S11 had a slight decrease in effort while participating in the after-school music program, having a GPA of 2.47 to a 2.14 in the first to the second grading periods. In the second and third grading periods, the participant increased effort from 2.14 to a 2.44, and later to a 2.93 by the end of the fourth grading period. Participant S11 had a -8.25% overall percent of effort in Q5 and Q6, while participating in the after-school music program, but had a 19.75% overall percent of effort in Q6-Q8, when unable to participate in an after-school music program. This result could possibly show the effectiveness of participating in an after-school music program. Participant S11 had an 11.5% overall percent of effort for Q5-Q8. The participant S12 had a 3.75% overall percent difference of effort while participating in the after-school music program during Q5 and Q6, having a GPA of 2.27 to 2.42. The participant also had an 11.75% overall percent difference of effort for Q6 and Q7, another increase in GPA to a 2.89 in the third quarter, but later had a slight decrease in effort in the fourth quarter, dropping the GPA to a 2.67, which was a -5.5% overall percent difference of effort during Q7 and Q8. The participant S12 had a 10% overall percent of effort for Q5-Q8. The participant S13 had a -25% overall percent difference of effort during Q5 and Q6 when participating in the after-school music program, dropping their GPA from a 3.93 to a 2.93. In Q6 and Q7, the participant had a -1.75% overall percent difference of effort, dropping the GPA again to a 2.86. In Q7 and Q8, the participant's GPA increased to a 3.61, which was an 18.75% overall percent difference of effort increase. Participant S13 had a -8% overall percent of effort for Q5-

Q8. The participant S14 had a -13.5% overall percent difference of effort in Q5 and Q6, dropping their GPA from a 2.87 to a 2.33 when participating in the after-school music program. The participant had a 15.5% overall percent difference of effort in Q6 and Q7, and a 7.25% overall percent difference of effort in Q7 and Q8, where the participant's GPA increased to a 2.95, and later to a 3.24. This result could possibly show the effectiveness of participating in an after-school music program. Participant S14 had a 9.25% overall percent of effort during Q5-Q8. The participant S15 had a -24.25% overall percent difference of effort in Q5 and Q6, dropping their GPA from a 3.53 to a 2.56 when participating in the after-school music program. The participant had a 29% overall percent difference of effort in Q6 and Q7, and a 8.25% overall percent difference of effort in Q7 and Q8, where the participant's GPA increased to a 3.72, and later to a 4.05. This result could possibly show the effectiveness of participating in an after-school music program. The participant S15 had a 13% overall percent of effort during Q5-Q8. The participant S16 had a 17.5% overall percent difference of effort in Q5 and Q6, increasing their GPA from a 2.00 to a 2.7 when participating in the after-school music program. The participant had a -34.25% overall percent difference of effort in Q6 and Q7, where the GPA decreased from a 2.7 to a 1.33, when unable to participate in an after-school music program. Participant S16's GPA eventually rebounded to a 21.75% overall percent difference of effort in Q7 and Q8, to a GPA of 2.2 in Q8. Participant S16 had a 5% overall percent of effort during Q5-Q8. The participant S17 had a -9.75% overall percent difference of effort in Q5 and Q6, dropping their GPA from a 3.79 to a 3.4 while participating in the after-school music program. The participant continued to drop their GPA having a -4.5% overall percent difference of effort in Q6 and Q7, and a -9.75%

overall percent difference of effort in Q7 and Q8. The participant's GPA continued to decrease from a 3.4 to a 2.83 by the end of the fourth grading period. The participant S17 had a -24% overall percent of effort during Q5-Q8. For the final participant's results, participant S18 had a -9.25% overall percent difference of effort in Q5 and Q6, dropping their GPA from a 3.87 to a 3.5 when participating in the after-school music program. The participant had a 5.25% overall percent difference of effort in Q6 and Q7, and a 12% overall percent difference of effort in Q7 and Q8, where the participant's GPA increased to a 3.71, and later to a 4.19. Participant S18 had an 8% overall percent of effort during Q5-Q8. This result could possibly show the effectiveness of participating in an after-school music program.

Control Group Three part-2 Attendance and Behavior Data Results

(September 2008- June 2009):

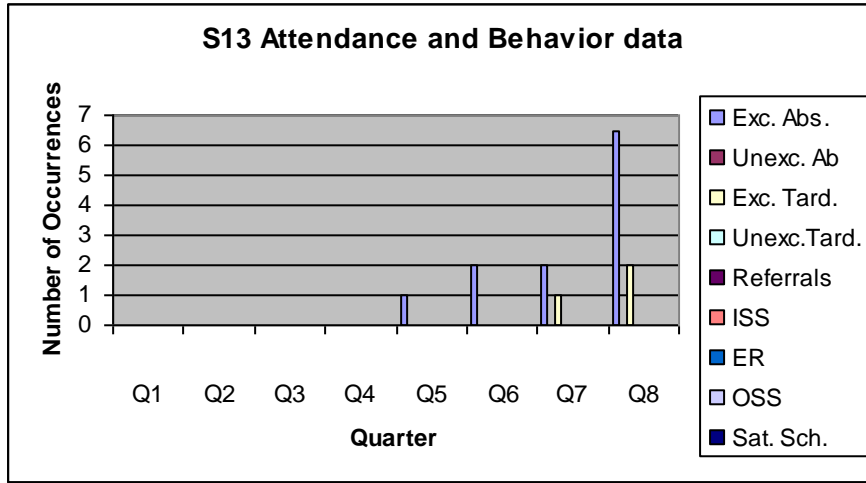


Table 5.34:

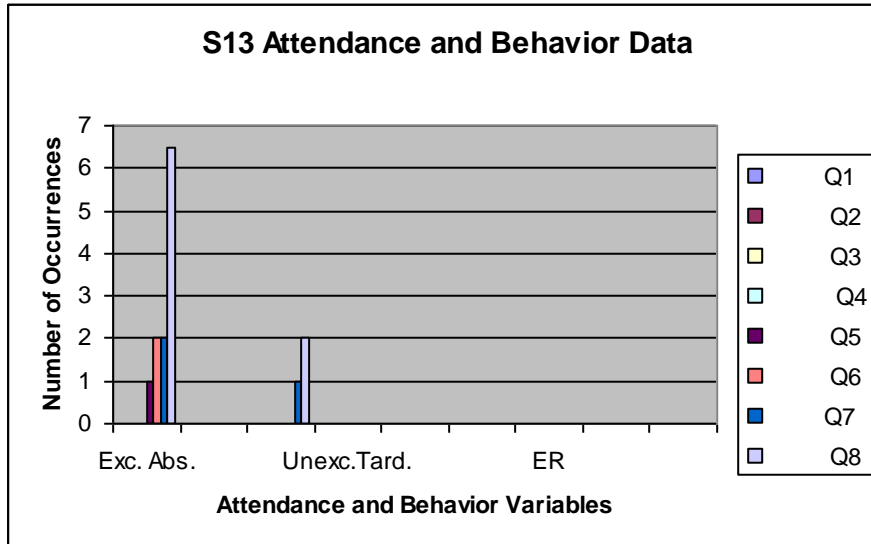


Table 5.35:

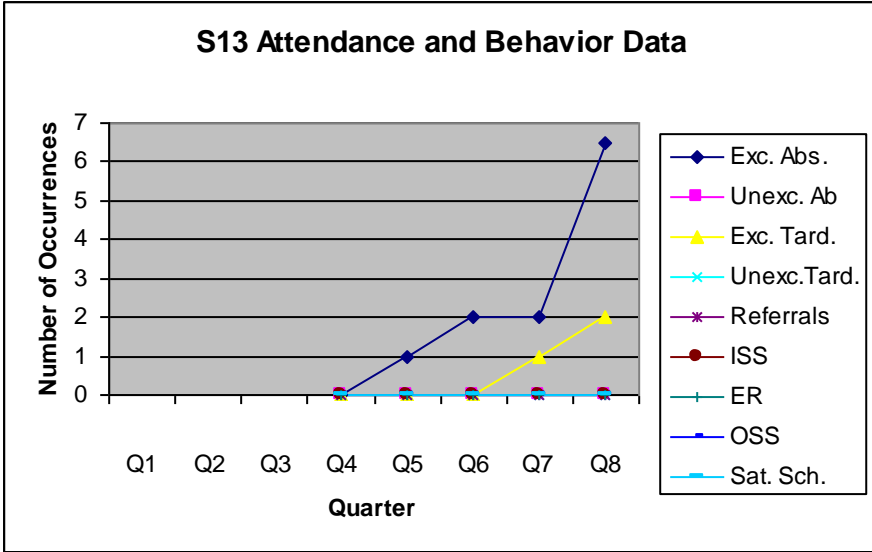


Table 5.36: No data to confirm whether tardies were excused or unexcused.

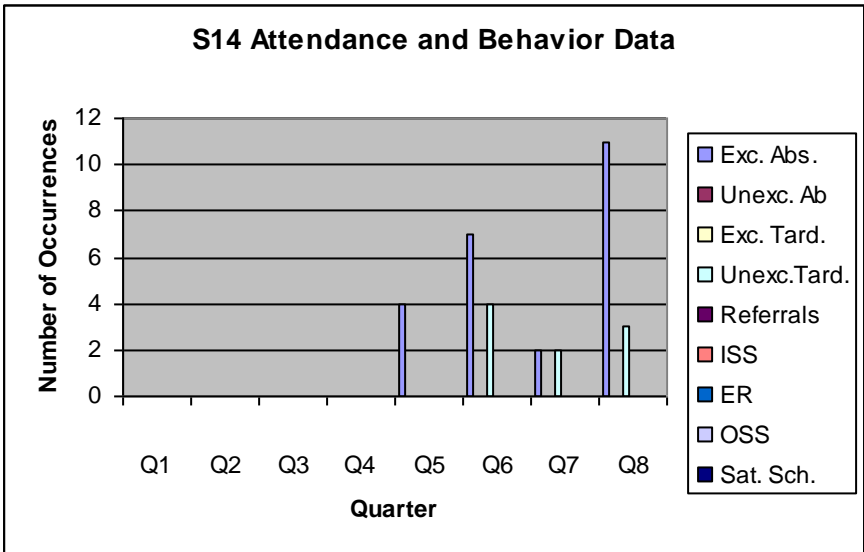


Table 5.37: Student had an increase in absences and unexcused tardies when not participating in music program.

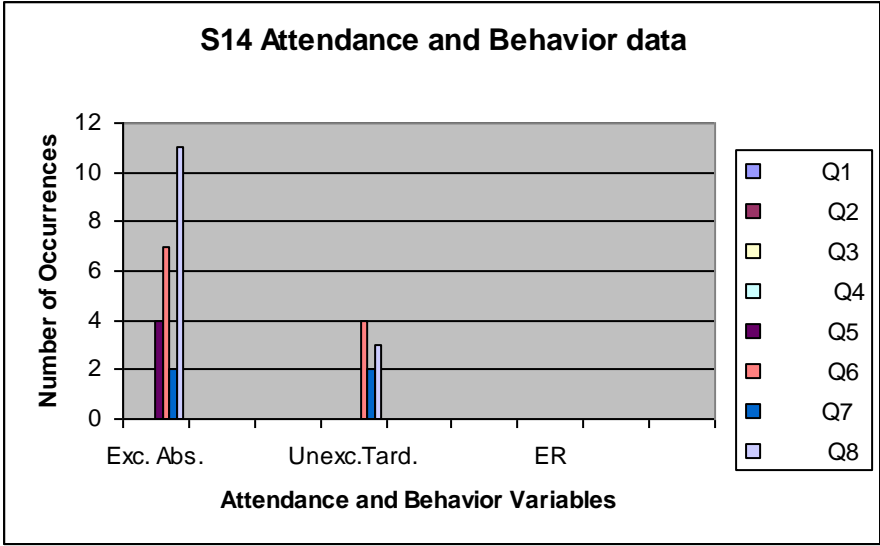


Table 5.38:

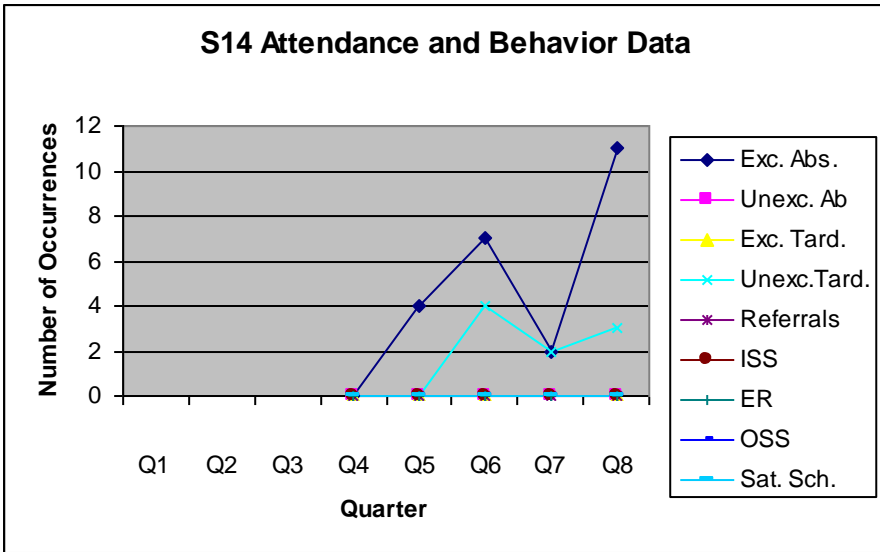


Table 5.39:

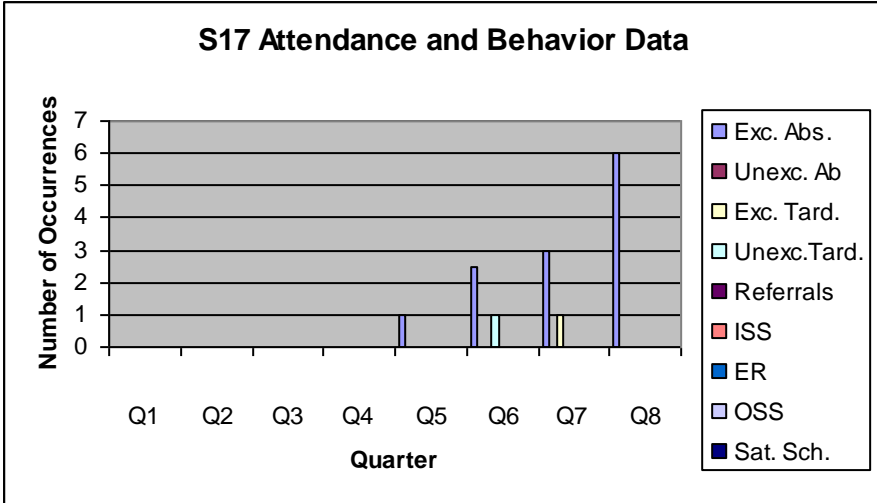


Table 5.42: Student had an increase in excused absences and excused and unexcused tardies.

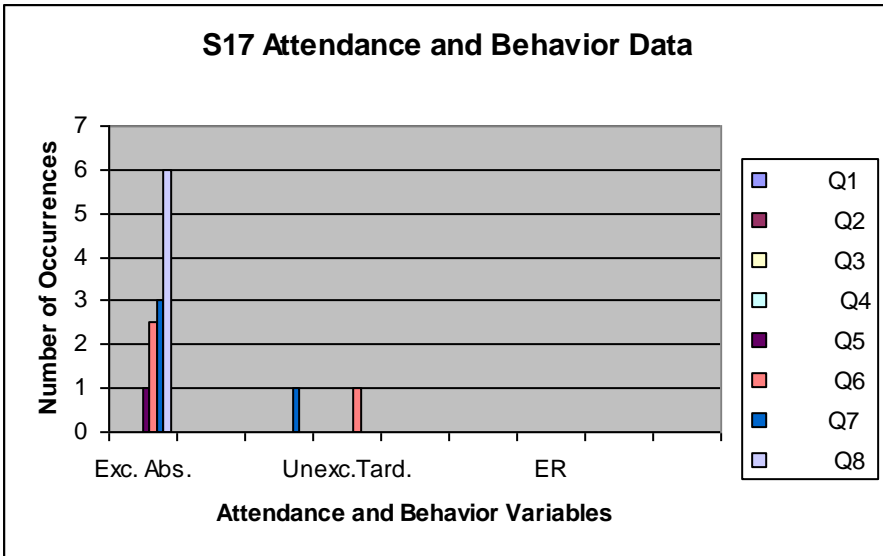


Table 5.43:

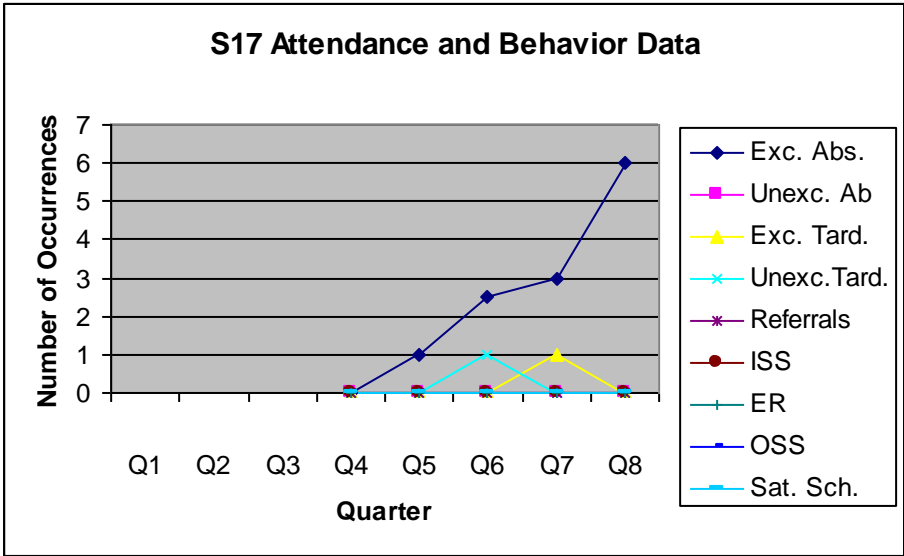


Table 5.44:

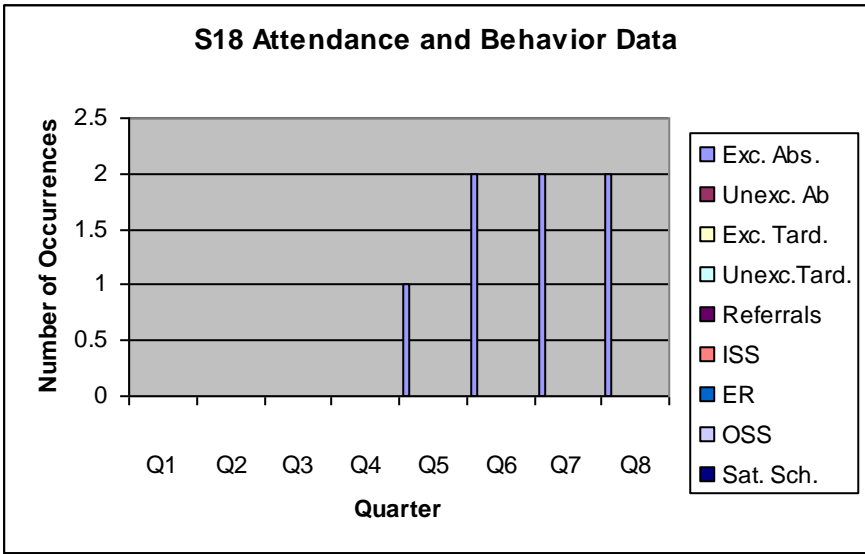


Table 5.45: Student shows an increase in absence when not participating in music program.

According to the results of the attendance and behavior data in Tables 5.34, 5.35, 5.36, 5.37, 5.38, 5.39, 5.42, 5.43, 5.44, and 5.45, participants S13, S14, S17, and S18 had an increase in absences and or unexcused tardies when not attending the after-school music program.

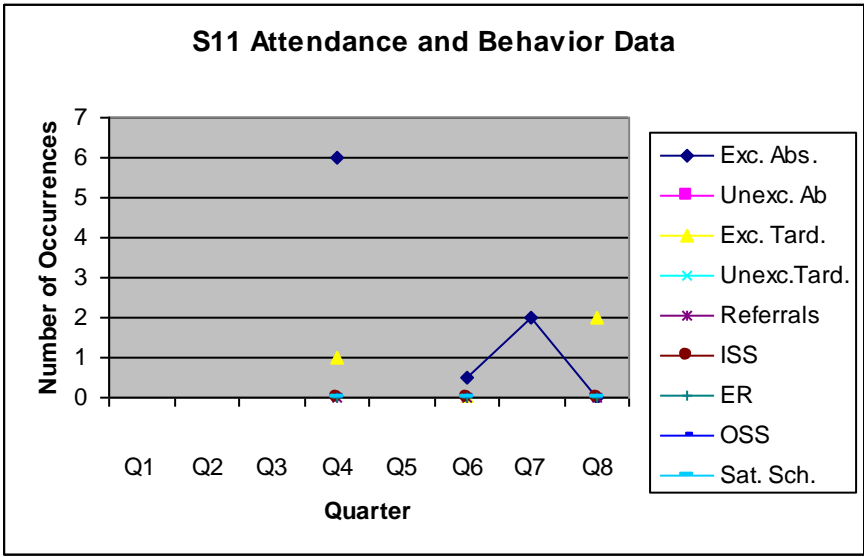


Table 5.30: Student 11 attendance and behavior data (no significant change).

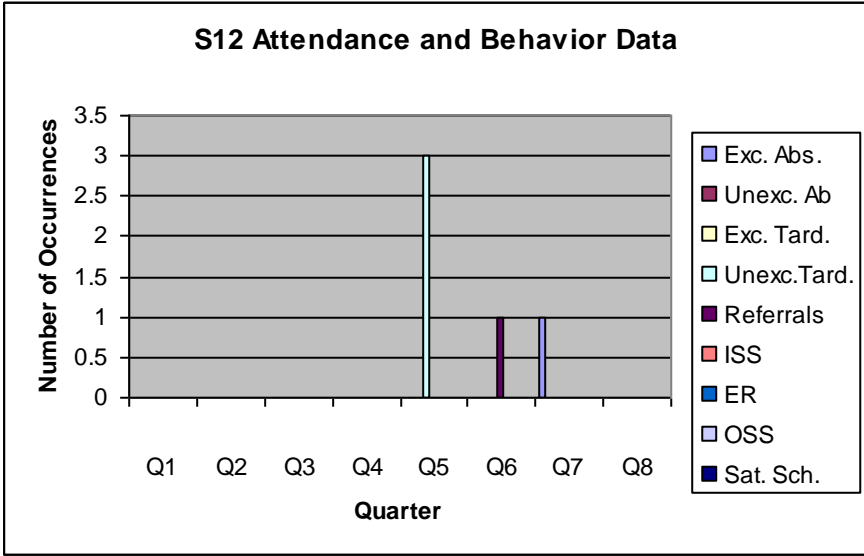


Table 5.31: Student had unexcused tardies before participating in music program.

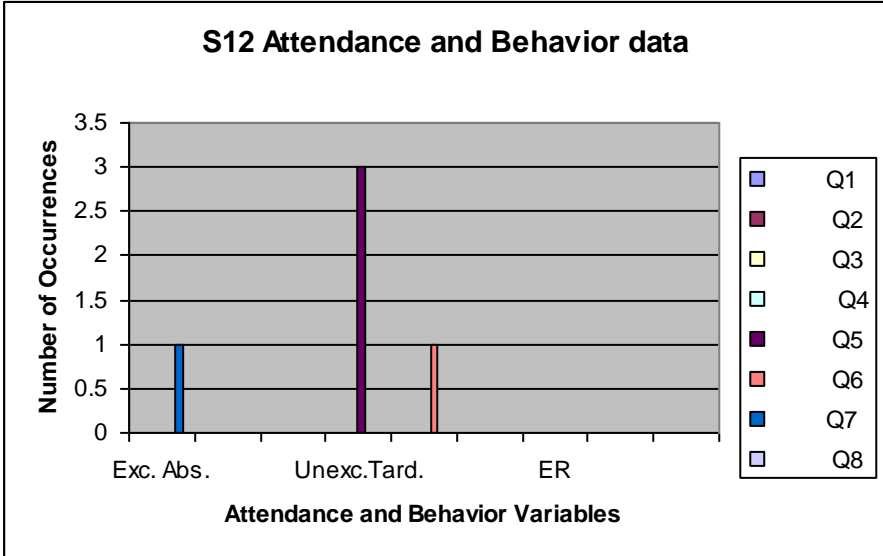


Table 5.32:

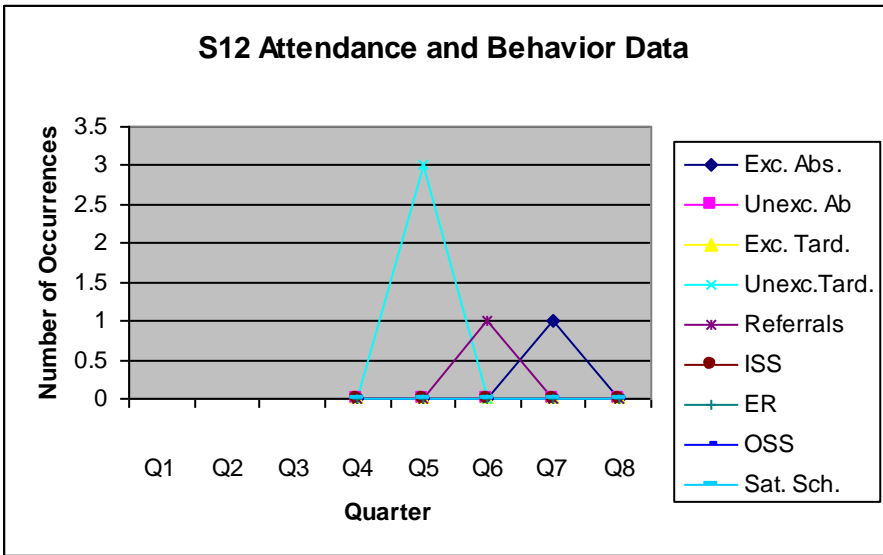


Table 5.33:

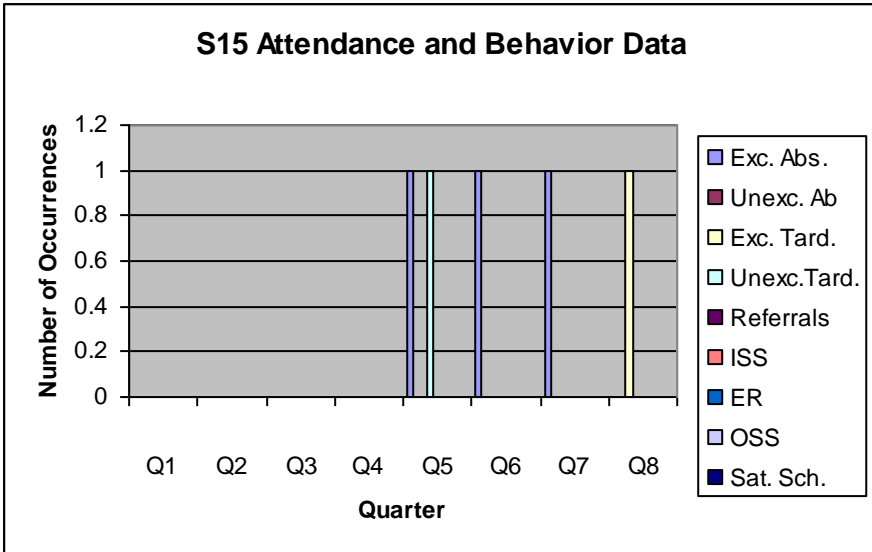


Table 5.40: No significant information.

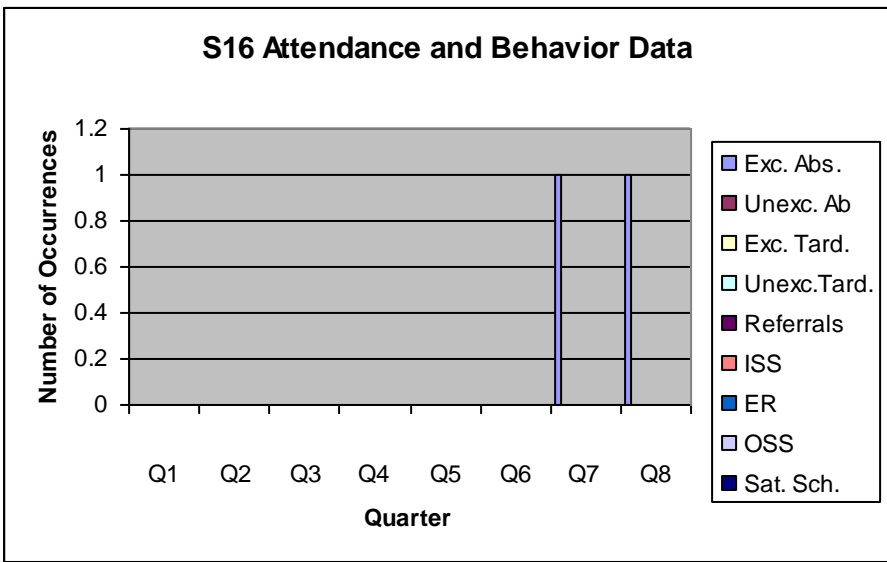


Table 5.41: No significant information.

In Tables 5.30, 5.31, 5.32, 5.33, 5.40, and 5.41 the data shows that the participants’ S11, S12, S15, and S16, had no significant change or findings to report on attendance and or behavior. These students had little or no change in attendance and behavior during the school year.

Overall Summary of Findings:

Student Effort and Achievement and Program Effectiveness Results:

STUDENT	Q1	Q2	Q3	%Diff Q1/Q2	% DIFF Q2/Q3
S1	3	3.2	3.28	5	2
S2	1.4	1.27	1.13	-3.25	-3.5
S3	2	3.27	3.33	31.75	1.5
S5	1.86	0.5	1.61	-34	27.75
S6	2	1.5	2.16	-12.5	16.5
S7	2.06	1.8	2.66	-6.5	21.5
Overall % Change				-3.25	10.95833

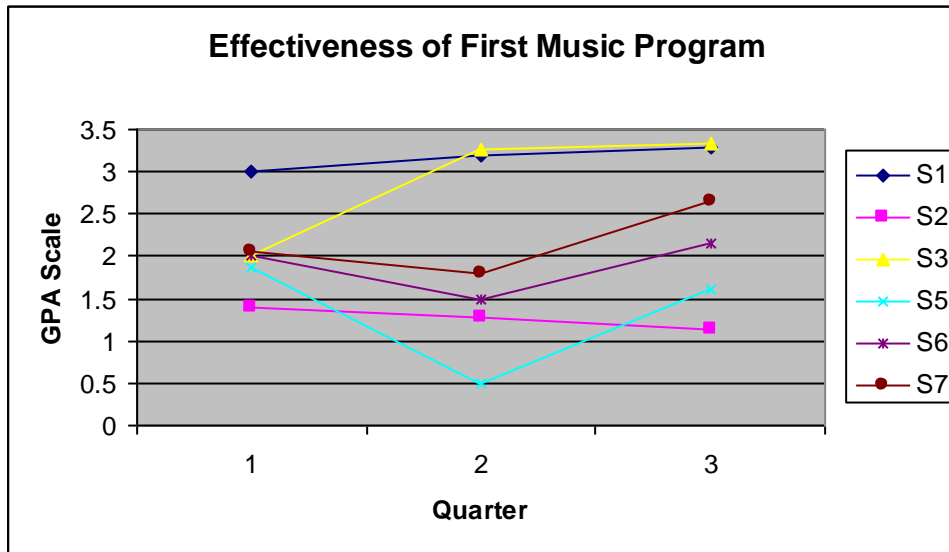


Table 6.1: Table shows the overall percent difference of change in effort of students who participated in first music program. Table shows the effectiveness of the first music program.

STUDENT	Q3	Q4	Q5	%DIFF Q3/Q4	%DIFFQ4/Q5
S1	3.28	3.44	2.17	4	-31.75
S2	1.13	1.67	0.53	13.5	-28.5
S3	3.33	3.17	3.06	-4	-2.75
S4	3.33	3.07	1.39	-6.5	-42
S5	1.61	1.78	1.27	4.25	-12.75
S6	2.16	1.83	1.13	-8.25	-17.5
S7	2.66	2.73	0.28	1.75	-61.25
S8	3	3.06	3.22	1.5	4
S9	2.11	2.13	1.13	0.5	-25
Overall % Change				0.75	-24.1667

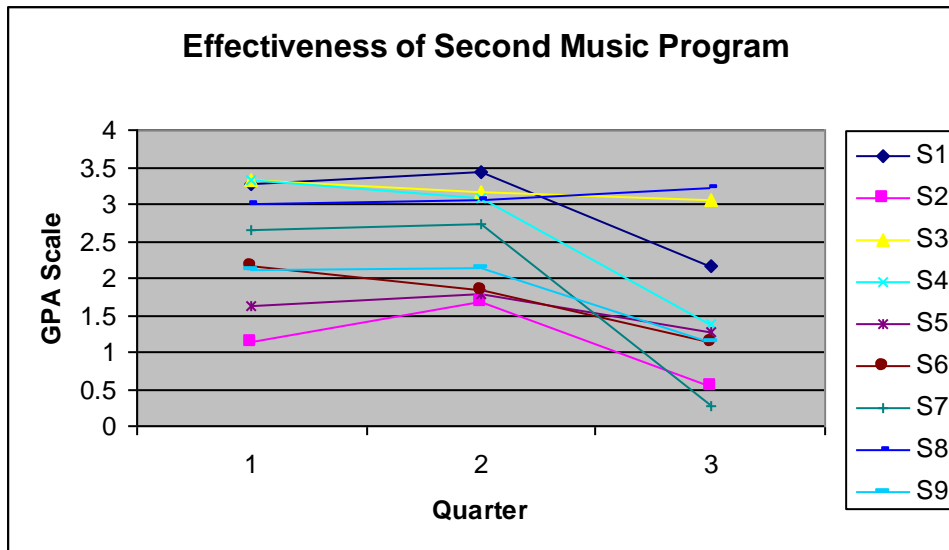


Table 6.2: Table shows the overall percent difference of change in effort for students who participated in the second music program. Table does not show significance in the effectiveness of the second music program.

STUDENT	Q1	Q2	Q3	%Diff Q1/Q2	%Diff Q2/Q3
S1	2.17	2.67	3.17	12.5	12.5
S3	3.06	2.72	2.78	-8.5	1.5
S4	1.39	1.27	1.33	-3	1.5
S10	1.47	1.67	2.07	5	10
S11	2.47	2.14	2.44	-8.25	7.5
S12	2.27	2.42	2.89	3.75	11.75
S13	3.93	2.93	2.86	-25	-1.75
S14	2.87	2.33	2.95	-13.5	15.5
S15	3.53	2.56	3.72	-24.25	29
S16	2	2.7	1.33	17.5	-34.25
S17	3.79	3.4	3.22	-9.75	-4.5
S18	3.87	3.5	3.71	-9.25	5.25
Overall % Change				-5.22917	4.5

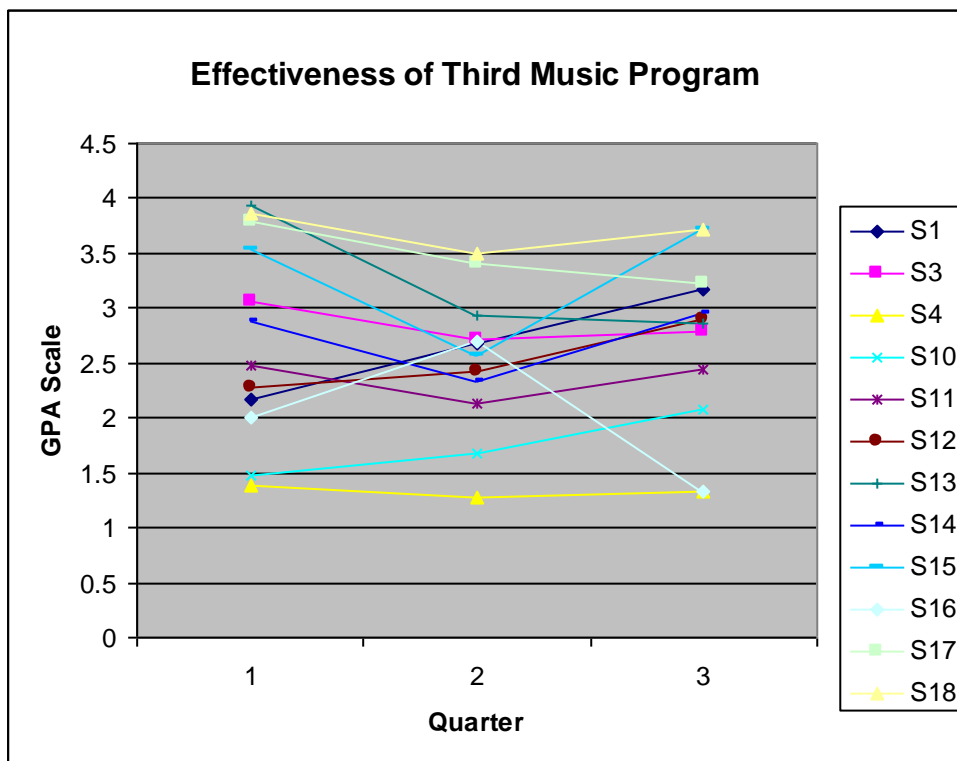


Table 6.3: Table shows the overall percent difference of change in effort of students who participated in the third music program. Table shows the effectiveness of the third music program.

Table 6.4: Student Effort and Achievement Results and Music Program and Project Jericho After-school Arts Program Effectiveness Results:
 White= GPA while participating in music program.

Yellow= GPA when not participating in music program.

	<u>(2007-2008)</u>		<u>(2008-2009)</u>			
S1	3	3.44 = +	2.17	2.67 = +	3.17	3.33 = +
S2	1.4	1.67 = +	.53	.87 = +	0	.86 = +
S3	2	3.17 = +	3.06	2.72 = -	2.78	2.83 = +
S4	2.17 (3.33)	3.07 = +	1.39	1.27 = -	1.33	1.11 = -
S5	1.86 (.5)	1.78 = +/-	1.27 (3.44)	= +	(2.44)	.73 = +/-
S6	2 1.5 = -	(2.16)= + 1.83 = - = +/-	1.13 (1.67)	1.28 = +		
S7	2.06 1.8 = -	2.66 2.73= +	.28 (.55)	.28 = =		
S8	3	3.06 = +	3.22 (2.11)	= -		2.66 = -
S9	2.11	2.13 = +	1.13 (0.5)	= -		2.17 = +
S10			1.47	1.67 = +	2.07	1.53 = -
S11			2.47	2.17 = -	2.44	2.93 = +
S12			2.27	2.42 = +	(2.89)	2.67 = -
S13			3.93	2.93 = -	2.86	3.61 = +
S14			2.87	2.33 = -	2.95	3.24 = +
S15			3.53	2.56 = -	3.72	4.05 = +
S16			2	2.7 = +	(1.3)= -	2.2 = +
S17			3.79	3.4 = -	3.22	2.83 = -
S18			3.87	3.5 = -	3.71	4.19 = +

Findings:

Participants S1, S2, S3, S4, S7, S8, S9, S10, S12, and S16 had increased effort and academic achievement when participating in the after-school music programs and Project Jericho A.S.A.P.

Participants S1, S2, S3, S6, S9, S11, S13, S14, S15, S16, and S18 had continued increases in effort and academic achievement after their participation in the after-school music program which shows the effectiveness the music program and Project Jericho A.S.A.P. has on student effort and academic achievement.

Participants in Control Group 1, who participated in **three programs**, the longest period of exposure to music programs and character education, had the most (+) positive results, increased effort and academic achievement.

Participants in Control Group 2, who participated in **two programs**, had a mixture of positive and negative results showing increased effort and academic achievement.

Participants in Control Group 3.1 and 3.2 who participated in only **one music program**, showed little increased effort and academic achievement while participating in the program, but significantly shows positive results (+) in the effectiveness of participating in the program as 6 out of 8 participants showed improvement in effort after participating in music program and Project Jericho A.S.A.P.

According to the student effort and achievement and program effectiveness results analyzed in Table 6.1, 6.2, 6.3, and 6.4, the overall findings in this case study are that participants S1, S2, S3, S4, S7, S8, S9, S10, S12, and S16 had increased effort and academic achievement when participating in the after-school music programs and Project Jericho A.S.A.P. The participants S1, S2, S3, S6, S9, S11, S13, S14, S15, S16, and S18 had also continued to increase their effort and academic achievement after participating in the after-school music program which shows the effectiveness that the music programs and Project Jericho A.S.A.P. had on student effort and academic achievement. The participants in Control Group One, who participated in three music programs, had the longest period of exposure to the three music programs and character education, which resulted in this group having the most positive results in increasing effort and academic achievement. The participants in Control Group Two, who participated in two music programs, had both positive and negative results showing increased effort and academic achievement but also regression in effort and academic achievement. For the participants in Control Group Three part-one and Three part-two, who participated in only one music program, the results showed very little increase in participant effort and academic achievement while participating in the program, but significantly showed positive results in effectiveness of participating in the program, as six out of eight participants showed improvements in effort after participating in their music program and Project Jericho A.S.A.P.

Student Attendance and Behavior Summary and Music Program Effectiveness Results:

Table 6.5

Overall Student Attendance and Behavior Summary and Music Program and Project Jericho After-school Arts Program Effectiveness Results:

White= Attendance and Behavior while participating in music program.

Yellow= Attendance and Behavior when not participating in music program.

	<u>(2007-2008)</u>				<u>(2008-2009)</u>			
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
S1	(-) tardies (Q1-Q6)						+ absences	
S2	(-) office referrals, tardies, absences,ISS (Q1 and Q6)							
	{10 office referrals/ 9 absences Q1-Q2}						+ excused and unexcused absences, + office referrals,ISS	
S3	(-) office referrals and tardies						+ excused and unexcused absences	
S4	invalid data*****				(-) absences Office ref.		+ office referrals, ISS, OSS, ER	
S5	(-) all attendance and behavior variables (Q1-Q4)				+ absences, office referrals, ISS, SS			
S6	(-) 1 office referral				+ all attendance and behavior variables			
S7	(-) office referrals, ISS, absences (Q1-Q4)						+ unexcused and excused absences, and tardies	
S8							+ absences	
S9	(-) office referrals, other behavior variables						+ ISS	
S10	(-) office referrals						no changes	
S13,S14,S17,S18							+ absences, unexcused tardies	
S11,S12,S15,S16	No Significant Changes							

According to the overall behavior and attendance of all participants as shown in Table 6.5, the participants S1, S2, S3, S5, S6, S7, S9, and S10 had decreases in attendance and behavior variables during Q1-Q6, where the students' were able to participate in the after-school music programs and Project Jericho A.S.A.P. During Q7 and Q8, the participants S1, S2, S3, S4, S5, S6, S7, S8, S9, S13, S14, S17, and S18 had significant increases in attendance and behavior occurrences, when the participants were unable to participate in the after-school music program and Project Jericho A.S.A.P. due to the lack of program funding or the specific factors in regards to their inability to participate in the program. This finding possibly shows the effectiveness after-school music programs and Project Jericho A.S.A.P. has on student attendance and behavior in school.

Other Findings:

Another significant but unexpected finding was that many participants in this case study showed a regression in effort over the summer because the participants were on school summer vacation. The participant's grading period averages declined almost an entire letter grade according to the GPA scale used in this study, according to the calculations of GPA means from the end of the school year to the start of the new school year. This finding supports the philosophy that having school in session throughout the school year could improve academic achievement.

IV. CONCLUSION

After-school music programs that focus on character education should be designed for at-risk youth in order to further student academic success and achievement. This study has shown that after-school arts programs do help to increase student motivation and academic achievement in at-risk students, having a positive effect on students' grades, attendance, and behavior in school.

When after-school arts programs are made available to urban schools and communities, these programs can help educators to change negative attitudes and behaviors towards learning and school, into positive and productive learning experiences for students. Ten out of eighteen participants in this study had increased effort and academic achievement when participating in the after-school music programs and Project Jericho A.S.A.P. In addition, eleven out of eighteen participants continued to increase their effort and academic achievement after their participation in the after-school music program. The participants who had the longest period of exposure to the music programs and character education had the most increased effort and academic achievement, more than those participants who participated in one or two after-school music programs. Students who participated in only one music program had significantly shown positive results in the effectiveness of participating in the program, as six out of eight participants showed improvement in effort after participating in the music program and Project Jericho A.S.A.P. The students who participated in the after-school music programs also had decreases in attendance and behavior occurrences, but increases in attendance and behavior problems when they were not participating in the after-school programs.

These findings show that having after-school music programs in urban areas can help to increase student motivation and academic achievement in urban schools and communities. Understanding the effects after-school arts programs have on at-risk students can benefit educators in developing school programs for at-risk youth along with other teaching strategies to improve student motivation and academic achievement. Additional studies are needed to document other possible relationships between after-school arts program participation and cognitive development, organization, and student self-perception. As educators, we can effectively teach at-risk youth if we know what teaching methods and learning experiences are effective for at-risk students, and understand how to build collaborative relationships within our communities to get additional educational support for our students and schools. The elimination of after-school arts programs within urban communities can have a negative impact on the education of our students and the success of our schools.

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VII. APPENDIX A

INTERNATIONAL REVIEW BOARD APPROVAL LETTER

Assurance Number: FWA00002427

DATE: July 7, 2010

TO: Sharon L. Koster, P.I., Grad. Student
Brenda Ellis, Ed.D., Fac. Adv.

FROM: B. Laurel Elder, Ph.D., Chair 
WSU Institutional Review Board

SUBJECT: WSU Institutional Review Board
Administrative Approval RE: Sharon L. Koster, P.I., Grad. Student
SC# 4162 #1
'Character Education - The Effects of an After-School Music Program on At-Risk Youth Student Motivation and Academic Achievement'

This amendment was approved by RSP per Board Policy of May, 1994. This amendment does not contain significant changes nor does it impact on subject treatment/care. This amendment resulted from:

- | | |
|---|--|
| <input type="checkbox"/> Team Member Change | <input type="checkbox"/> Question Addition |
| <input type="checkbox"/> Procedure Addition | <input type="checkbox"/> Material/Strategy Change |
| <input type="checkbox"/> Procedure Removal | <input checked="" type="checkbox"/> Minor Correction |

Comments:

Administrative approval was given to change the title of the study. The words, "Character Education" have been added to the beginning of the title.

The Board will be notified of this action at the next regularly scheduled meeting.