American International Journal of Humanities and Social Science, Vol. 5 No 3; August 2019
ISSN 2415-1254 (Online), ISSN 2415-1505 (Print)
Published by Center for Global Research Development

The Use of School –Based Strategies to Improve Student Academics in an Impoverished School District in Central Virginia

Daniel C. Fritz, Ed.D
Assistant Professor, Mathematics and Economics
Virginia State University
1 Hayden Drive
Virginia State University, Virginia 23806, USA

Abstract

The purpose of this study was to examine male and female educators' perception on the issues of poverty and its effects on student academics. The researcher also wanted to investigate how school-based factors could be used as a viable tool to overhaul school improvement to counter poverty as a barrier to classroom improvement among impoverished school children (Barr & Parrett, 2007; Hayes 2008; Marzano, 2003, Shannon & Bylsma, 2007, cited in Fritz, 2018). Poverty has been a problem in the United States people for decades. Poverty is inherited from past generations, or it can be situational due to divorce, health issues, or unemployment (Payne, 2001, cited in Fritz, 2018). The study encompassed 156 educators out of 200 who participated in the study. The researcher examined 12 school-based factors using a 4-point Likert scaled survey. The analysis of the male and female educators' suggested that four of the school-based practices, which were common between the two genders, could counter some of the issues of poverty. These four strategies were classroom management, consistent intervention, effective leadership and parent involvement. The independent t-test determined whether statistical significance existed or not. Out of the twelve school-based factors examined, there were four strategies that were significantly different which included two of the most influential strategies scored by both genders, but the statistical significance was based on the educators choosing agreed and strongly agree on the survey, which went in favor on the effectiveness of the strategy (Fritz, 2018).

Keywords: Poverty, School-Based practices, Likert scale, Gender, Perception

1.1 Introduction and Background

The researcher had experienced over a decade of teaching in North Carolina School System at Title-I institutions and vividly recalled the horrors of working with capable and intelligent children and youth locked into unknown futures, as a result of their low socioeconomic status. Without memorializing this malady, the researcher developed a thirst to help such children realize their skills and to actualize their dreams. The researcher quickly discovered that nationwide, a significant number of children lived in poverty, and the numbers and percentages were increasing every day. These numbers weaken along with the economy where unemployment and foreclosure rates were increasing rapidly. Childhood poverty was a serious problem for public education. Children who lived in poverty entered public schools with behavioral, health, physical issues, and social problems and low levels of achievement. Many factors were far beyond the schools' control and included a high incidence of illness and injury, instability, nutritional problems, and lack of educational activities at home. Although researchers agreed that some of the factors outside of the school were out of the reach of the educators, the school system could do things to increase student achievement with students affected by low income and poverty (Blazer, 2009 cited in Fritz, 2018).

Income poverty is as not having enough income to supply basic needs such as food, clothes, and shelter (Bigelow, 2006, cited in Fritz, 2018). Poverty exposed children to environmental toxins, tobacco, alcohol, lead, overpopulated homes, and lack of parental involvement, neglect, lack of cognitive stimulation, residential instability, homelessness, aggressive peers, parental abuse, family instability, and divorce (Stansel & McLaughlin, 2013, cited in Fritz, 2018). Other effects of poverty included lead poisoning, low birth weight, the death of infant children, child abuse, developing delays, learning disabilities, repeated grades, dropping out of school, and emotional and behavioral problems(Biglow, 2006, cited in Fritz, 2018). Children and parents also showed low IQs. These characteristics of poverty were barriers to student achievement (Stansell & McLaughlin, 2013, cited in Fritz, 2018).

There were some impoverish conditions which stood out to the researcher based of the findings from a previous study that the researcher have conducted at a particular district in Central Virginia, where the school-based strategies could be used to overcome and target these characteristics. These characteristics of poverty are hunger, low socioeconomic status, and unemployment.

The approach to this research was to complete a quantitative study inclusive of a survey to ascertain if educator perceptions could be overhauled using school-based strategies to resolve the above critical issues in a Central Virginia school district in a manner where poverty did not impede the achievement of the student's goals (Fritz, 2018).

1.1.1 Statement of Problem

With the realization that poverty was all around and affecting the lives of children and youth attending schools, educator perceptions in reaching and teaching such populace could require school-based practices to overhaul its core barriers: hunger, shelter, and living resources, and lack of parental involvement needed to assist them in actualizing their dreams; hence, this quantitative study was undertaken. This problem was linked to the issues of poverty and other outside factors that affected student achievement. Further, some teachers had preconceived notions that students of lower socioeconomic status would not be as successful as other children. Some teachers suffered career setbacks if their students did not do well on the federally mandated standardized tests (Fritz, 2018).

Poverty affected the students' concentration such that they were unable to focus on academic success. There had to be some motivation and determination on the part of the students, the administration, teachers, and parents. Strong leadership could affect classroom instruction in a positive way, allowing passion on the teacher's part to be an influence on the possible success of the student, even when there were issues in the home environment (Harri, 2011). Other school-based factors (intervene, align, manage, and monitor the curriculum) targeted low-performing students in low-performing schools, particularly in math and reading. Outside factors helped children with academics, such as community intervention programs and after-school programs (Barr & Parrett, 2007, cited in Fritz, 2018).

1.1.2 Purpose

The resolution of this quantitative study was to examine male and female educators' perceptions on school-based practices that would counter the issues of poverty. The issues of poverty, Hunger, low socioeconomic status, and unemployment (were addressed in another recent study conducted by the researcher) school-based strategies, and other strategies had to be identified so that educators would be knowledgeable of issues that impoverished students faced and would use strategies to counter these issues and increase student achievement in Central Virginia. Educators were given a 4-point Likert scaled survey through qualtrics requiring a response (strongly agree, agree, disagree, strongly disagree) and the results were compiled using the Statistical Package for Social Sciences (SPSS), Version 24 (Fritz, 2018).

1.1.3 Significance

This study showed that school-based practices could help target impoverished children for improvement in classroom performance. Educator' expectations, interventions, leadership practices, and curriculum alignments were some of the factors that could be overhauled to help impoverished children achieve success in the classroom. This study also revealed the need for educators to realize the severity of youth suffering from impoverished conditions to help serve these children by putting school-based factors into operation within these deprived school districts; thereby, restoring smiles to families because of holistic school participation and pride.

Teacher and administrator perceptions about poverty and their effect on student learning were analyzed so that educators could self-correct and thereby overcome educational barriers and reveal school-based factors that would increase self-efficacy, confidence, and motivation. This opened doors for the children to do well academically and on achievement tests (Fritz, 2018).

2.1 Research Methods

This research employed the quantitative research method. According to Creswell (2014), it was appropriate to use this method, because the researcher sought to ascertain significant data analysis employing an independent t-test inclusive of a survey using a 4-Point Likert Scale. This test ascertained participant's perceptions regarding the use of school-based factors as a viable tool to overhaul school improvement to eradicate poverty a barrier to classroom improvement among impoverished school children.

2.1.1 Research Design

The purpose of this study was to examine educators' perceptions on what school –base strategies would counter the barriers of poverty to help increase student performance. The independent variable is gender: male and female. The participants were male and female educators (holding the various mentioned position) who approached teaching and related to students differently based on their experiences in education and gender. The different perspectives on education were based on gender birthed new ideas, creative strategies, and leadership styles. Male and female educators had varying approaches to becoming effective leaders and educators (Marzana, 2005, cited in Fritz, 2018).

School-based factors was another independent variable, which exposed strategies to reach the children who lived in impoverished conditions (Follman, 2011, cited in Fritz, 2018). The school-based strategies anticipated to reach the children to achieve success in the classroom with their classwork and on achievement tests. The dependent variables were the perceptions and beliefs of educators on school-based factors and practices, to beat the odds of failure and raise the chance of success in learning.

2.1.2 Research Questions and Hypotheses

The research questions and related hypotheses follows:

1. Are male and female educators able to agree on certain school-based practices, which would be effective in helping impoverished children improve their achievement scores?
    - *H (null) = There was no significant difference between male and female educators agreeing on certain school-based practices which would be effective in helping impoverished children improve their achievement scores.*
    - *H (alternative) = There was a significant difference between male and female agreeing on certain school-based practices which would be effective in helping impoverished children improve their achievement scores.*

2.1.3 Sample and Population

The researcher studied one school district. The district, called School District X had approximately 156 educators including assistant principals, principals, counselors, educational specialist, teacher's assistants and highly qualified teachers. The population included highly qualified educators who had retired and still practiced administrative and teaching duties within the district. There were former highly qualified educators who have served within the district as administrators, teachers and teacher assistants who still served as substitute teachers and counselors. Convenient and stratified sampling techniques used based on the independent variable: gender, involved dividing the population into groups (strata) (Larson & Farber, 2015). Educators were be grouped according to their gender to observe how men and women perceived issues of poverty differently and determined what the school-based factors that different genders believed could help students become successful. This sampling technique organized the data and addressed the research questions. The district had 75% African American attending the three school: elementary, middle, and high school; 85% students are receiving free-reduced lunch (Fritz, 2018).

2.1.4 Instrumentation

The researcher created a survey that understand educator perceptions of the characteristics of poverty and school-based practices according to their experiences in education, and gender.

Table 1.

Survey Items with Their Associated Research Questions and Constructs for School-Based Factors/Practices
(Refer to Appendix A)

Research Questions	Survey Items for construct: **School-based factors/practices**
RQ1: Are male and female educators able to agree on certain school-based practices, which would be effective in helping impoverished children improve their performance?	**Collaboration** with colleagues was an effective school-based practice.
	Collaboration with colleagues was a least effective school-based practice.
	Teacher accountability for student success was an effective school-based practice.
	Setting high expectations for students was an effective school-based practice.
	Focusing on students who were performing low in Math, **Reading, and Writing** in developmental courses was an effective school-based practice.
	Focusing on students who were performing low in Math, Reading, and Writing in developmental courses was a least effective school-based practice.
	Prompting students to be prepared for higher education or immediate job readiness was an effective school-based practice.
	Effective Leadership was an effective school-based practice.
	Being mindful of time and transition was an effective school-based practice.
	Curriculum alignment was an effective school-based practice.
	Monitoring and managing the curriculum was an effective school-based practice.
	Monitoring and managing the curriculum was a least effective school-based practice.
	Consistent Intervention was an effective school-based practice.
	Classroom management was an effective school-based practice.
	Educators would try to be creative and make certain **modifications to meet the needs of the students.**
	Parent involvement raised the chances of student success even outside the classroom. There needed to be more **parental involvement** with the child's education.

The 4-point Likert scale was chosen to allow the participants to make a forced decision of agree and disagree and not neutral. The instrument addressed the construct and answered the research question (Barr & Parrett, 2007; Hayes 2008; Marzana, 2003; Shannon & Bylsma, 2007, cited in Fritz, 2018).

Stratified sampling involved dividing the population into groups (strata) (Larson & Farber, 2015). Educators were be grouped according to their gender to observe how men and women perceived issues of poverty differently and determined what the school-based factors that different genders believed could help students become successful. This sampling technique organized the data and addressed the research questions (Fritz, 2018)

2.1.5 Constructs

School-Based Practices: This was an analysis of research question 1.

The independent variable was gender, both for male and female educators. The researcher used descriptive statistics that found the means and standard deviation. The purpose was to find which school-based factors was most effective in promoting academic achievement according to the highest averages from the responses of the educators using the survey instrument.

To find statistical significance, the researcher ran the Homogeneity test (Levene's test) first to ensure equal variances between the groups (Warner, 2013); then the researcher conducted the Independent t-Test to analyze two groups both male and female educators. Gender represented the independent variable and the dependent variables were the perception or beliefs of the educators. If there were statistical significance between the groups, the researcher calculated the effect size using Cohen's d in the result (McHugh, 2013).

2.1.6 Data Collection/Procedures and Analysis

The researcher prepared the survey on Qualtrics, an online survey software producer, and the survey was be launched to the district through email; Participants had the opportunity to fill out the "hardcopy version of the instrument. The instrument distributed out to the educators at faculty meetings along with the consent form allowed those participants to respond first-hand. The participants also had the opportunity to respond to the survey online using Qualtrics and all "hard-copy responses were transposed to Qualtrics. The researcher had full excess of the results.

Other teachers, teacher assistants, administrators both retired and still practicing educators serving the district completed the survey on Qualtrics along with the embedded consent form as well.
The results were exported into the Statistical Package for Social Sciences (SPSS) software version 24 for statistical analysis. The researcher used descriptive statistics that described the data and other statistical analyses to compile results and answer the research questions. Descriptive data regarding the participants included years of experience in education, and gender (male or female educators).

After the researcher collected the data, it was compiled using descriptive statistics such as the mean, variances, and the standard deviations. The researcher used various tests to analyze the variables, because the researcher sought to determine what issues of poverty were most prevalent when affecting student achievement. Furthermore, the researcher wanted to know what school-based practices were most effective in high performing impoverish schools.

To analyze which school-based factors were most effective in the success of student achievement, the researcher looked at the independent variable-gender, male and female educators. The independent t-test was used to test for statistical significance. The alpha value .05 was used to test the level of significance. When $p > .05$(reads "p greater than .05"), meant there would be no significant difference between the groups. When p .05(read "p less than or equal to .05") meant there was a significant difference between the groups (Warren, 2013).

The homogeneity test (Levene's test) was run first to check for equality of variances between those groups. The alpha level of .05 was used to determine this analysis. When $p > .05$, the assumption of equal variances was establish by the researcher; however, when p .05, the researcher assumed no equal variances between the groups. If statistical significance was present, the researcher evaluated the effect size using any one of the techniques: Cohen's d.

3.1 Findings

The purpose of this quantifiable study was to examine the perception of educators on how school-based factors can helped counter the issues of poverty and improve student achievement. A previous study was conducted by the researcher suggested those characteristics of poverty which were perceived to be the most prevalent within school district X. This study suggested those school-based practices that could overhaul plights of poverty and increase student success in the classroom. Even though there were so many of impoverished issues that affected students within the school district; the researcher found 3 of the top issues of poverty based on the results of the participants who filled out the survey from the previous study. **These issues were hunger, low socioeconomic status, and unemployment**. This study targets those school-based practices, which were perceived by male and female educators to be successful in countering those issues of poverty to increase student achievement (Fritz, 2018).

There were combinations of school-based practices from this present study, which was responsible for the success of high performing school with impoverishing issues. The researcher examined the top five school-based practices based on the results of the participants who filled out the survey. The highest averages was based on the 4–point Likert scale of each survey item's response from each participant concerning the construct: school based practices.

District X was located in the southern part of Central Virginia. The district had 75% African American attending the three schools: elementary, middle, and high school; 85% students were receiving free-reduced lunch. The data had included present and past educators of all teaching and administrative position. There were 156 educators out of 200 (who responded to filling out the survey). These male and female educators included highly qualified teachers, administrators, teacher's assistant and counselors of the past and present. These educators served or was still presently involved with the district even as a substitute teacher or teacher's assistant; the administrators included principals, assistant principals and counselors (past and present and those educators still practicing education within the district X (Refer to Figure 1).

3.1.1 Results

Analysis for research question 1: Are male and female educators able to agree on certain school-based practices, which would be effective in helping impoverished children improve their achievement scores? (Refer to Table 6 and 7.)

- **Collaboration with colleagues** was an effective school-based practice.
- **Teacher accountability** for student success was an effective school-based practice. **Parent Involvement** raised the chances for student success even outside of the classroom.
- **Setting high expectations** for students is an effective school-based practice.
- **Focusing on students who were performing low in Math, Reading, and Writing** in developmental courses was an effective school-based practice.
- **Prompting students to be prepared for higher education or immediate job readiness** was an effective school-based practice.
- **Effective Leadership** was an effective school-based practice.
- **Be mindful of time and transition** was an effective school-based practice.
- **Curriculum alignment** was an effective school-based practice.
- **Monitor and manage the curriculum** was an effective school-based practice.
- **Consistent Intervention** was an effective school-based practice.
- **Classroom management** was an effective school-based practice.

This research suggested out of all 12 school-based factors, the male educators had scored their top five strategies on the survey according to their beliefs on the effectiveness of increasing student achievement within the district. These six strategies according to the male educators were **setting a high expectation for students, parent involvement, consistent intervention, curriculum alignment; classroom management and effective leadership have the same average scores**. The female educators had score their top five strategies according to their beliefs on the effectiveness of increasing student achievement within the district. Those strategies are **parent involvement, consistent intervention, collaboration with colleagues, classroom management, and effective leadership**. Based on scores of both genders, four of the strategies were common to the beliefs of male and females educators in increasing student achievement. The researcher will discuss the strategies that were scored by both individual groups then as an intersection of both groups.

Parent involvement raised the chances of student success even on outside the classroom. *(Refer to Table 5.)*

There were 156 participants; however, 156 educators responded to this survey item, there were 104 educators (66.7%) who strongly agreed with this statement, 49 educators (31.4%) who agreed with this statement, 3 educators (1.9%) who disagreed with this statement. Examining this item, the researcher observed that educators perceived this school-based factor to be an effective strategy for countering the barriers of poverty and increasing student success (Barr & Parrett, 2007; Hayes 2008; Marzana, 2003, Shannon & Bylsma, 2007, cited in Fritz, 2018). According to district X participants in this study, there was a strong belief and perception that parents getting involved with their children's education had a heavy impact on student success.

Parental involvement increased children's chances of producing higher achievement scores and provided a more positive learning environment (Brantlinger, 2003, cited in Fritz, 2018); by volunteering for school and classroom activities, communicate with teachers and their administrators and collaborate with educators as a team(Epstein, 2009, cited in Fritz, 2018).

Set high expectations for student was an effective school-based practice.

There were 156 participants; however, 156 educators responded to this survey item, there were 78 educators (50%) who strongly agreed with this statement, 66 educators (42.3%) who agreed with this statement, 11 educators (7.1%) who disagreed with this statement and one educator (.6%) who strongly disagreed with this statement. Examining this item, the researcher observed that educators perceived this school-based factor to be an effective strategy for countering the barriers of poverty and increasing student success (Barr & Parrett, 2007; Hayes 2008; Marzana, 2003, Shannon & Bylsma, 2007, cited in Fritz, 2018). Educators encouraged their students to accept challenging task and to be pushed to their maximum potential (Harris, 2005, cited in Fritz, 2018).

Consistent Intervention was an effective school-based practice. *(Refer to Table 3)*

There were 156 participants; however, 156 educators responded to this survey item, there were 68 educators (43.6%) who strongly agreed with this statement, 83 educators (53.2%) who agreed with this statement, 5 educators (3.2%) who disagreed with this statement. Examining this item, the researcher observed that educators perceived this school-based factor to be an effective strategy for countering the barriers of poverty and increasing student success (Barr & Parrett, 2007; Hayes 2008; Marzana, 2003, Shannon & Bylsma, 2007, Fritz, 2018). Consistent intervention was a very important when dealing with students of impoverished conditions (Townsend, 2010). Constant communication, tutoring, encouragement, parent involvement, and meeting with students just to counsel and discuss strategies for academic success (Einspar, 2010, Fritz, 2018).

Classroom management is an effective school-based practice. *(Refer to Table 4.)*

There were 156 participants; however, 155 educators responded to this survey item, there were 76 educators (49%) who strongly agreed with this statement, 75 educators (48.4%) who agreed with this statement, 3 educators (1.9%) who disagreed with this statement and 1 educator (.6%) who strongly disagreed with this statement. Examining this item, the researcher observed that educators perceived this school-based factor to be an effective strategy for countering the barriers of poverty and increasing student success (Barr & Parrett, 2007; Hayes 2008; Marzana, 2003, Shannon & Bylsma, 2007, cited in Fritz, 2018). Classroom management was an important school based practice that had to be exercised with full dedication and commitment (Marzana, 2003). The class structure had to be executed consistently so that students that were learning the content was focused and attentive to the lesson. Educators had to be organized and experienced enough to control the dynamics of the classroom and at the same time make the subject innovative and interesting (Harris, 2005). All of the school-based factors were perceived to be good effective strategies for student success. Combinations of all of the school-based factors had produced a high performing district countering the barriers of poverty and increasing student achievement (Barr & Parrett, 2007; Hayes 2008; Marzana, 2003, Shannon & Bylsma, 2007,cited in Fritz, 2018); however, the researcher chose five of the school-based factors with the highest averages that were most prevalent according to 156 participants taking the survey.

Effective Leadership was an effective school-based practice. *(Refer to Table 2.)*

There were 156 participants; however, 156 educators responded to this survey item, there were 86 educators (55.1%) who strongly agreed with this statement, 66 educators (42.3%) who agreed with this statement, 3 educators (1.9%) who disagreed with this statement and one educator (.6%) who strongly disagreed with this statement. Examining this item, the researcher observed that educators perceived this school-based factor to be an effective strategy for countering the barriers of poverty and increasing student success (Barr & Parrett, 2007; Hayes 2008; Marzana, 2003, Shannon & Bylsma, 2007, cited in Fritz, 2018).

Leadership made a difference creating positive school climate and high morale amongst teachers and staff (Marzana, 2005). This was important because a good school climate produced a great learning environment, students usually performed well in a peaceful, and fun learning environment (Styron & Nyman, 2008). Leaders who were encouraging, exalting and rewarding students and teachers for good performance had increased self - esteem and motivation to the educational population (Styron & Nyman, 2008, cited in Fritz, 2018).

This enhanced student performance and achievement scores (Marzano, 2005, cited in Fritz, 2018). There were other ingredients of leadership that had increased achievement scores; keeping an open line of communication with faculty, staff, and parents that helped maintain consistent attendance in school and supporting a culture that promoted a cohesiveness between staff and shared the vision. When this school-based practice was applied, it made a difference in the educational livelihood of the students (Epstein, 1992, cited in Fritz, 2018).

Curriculum Alignment perceived to be an effective school - based practice

There were 156 participants; however, 156 educators responded to this survey item, there were 67 educators (42.9%) who strongly agreed with this statement, 85 educators (54.5%) who agreed with this statement, 4 educators (2.6%) who disagreed with this statement. Examining this item, the researcher observed that educators perceived this school-based factor to be an effective strategy for countering the barriers of poverty and increasing student success (Barr & Parrett, 2007; Hayes 2008; Marzana, 2003, Shannon & Bylsma, 2007, cited in Fritz, 2018). As a result of this school-base factor, educators met deadlines and understood transitional changes with students and changes to the curriculum. There were revisions to subjects taught and educators had to be up-to-date with all changes to their curriculum; even achievement scores (Harris, 2005, cited in Fritz 2018).

Collaboration with colleagues is an effective school-based practice.

There were 156 participants who are male and female educators, only 155 participants responded to this item; there was a frequency of 72 educators (46.5%) who strongly agreed with this statement, 78 educators (50.3%) who agreed and 5 educators (3.2%) disagreed. Examining this item, the researcher observed that educators perceived this school-based factor to be an effective strategy for countering the barriers of poverty and increasing student success (Barr & Parrett, 2007; Hayes 2008; Marzana, 2003, Shannon & Bylsma, 2007, cited in Fritz, 2018). Colleagues must discuss strategies amongst themselves in meetings and workshops to help increase achievement scores (Harris, 2005, cited in Fritz, 2018).

The male educators' top six school-based practices according to the averages were **setting a high expectation for students, parent involvement, consistent intervention, curriculum alignment, classroom management and effective leadership have the same average scores**. For the male group (N= 67) of educators, the survey item related to the school-based practice, setting high expectations for students; the male educators had an (M = 3.43; SD=.538). For the survey item relating to the school-based practice, parent involvement, the male educators had an (M = 3.58; SD=.555); for the survey item relating to the school-based practice- consistent intervention, the male educators had (M = 3.30; SD=.551). For the survey item relating to the school-based practice, curriculum alignment, the male educators had an (M = 3.39; SD = .521).

For the survey item relating to the school-based practices, classroom management and effective leadership, the male educators had the same average score M = 3.40; but the standard deviations were different for classroom management having an SD = .552 and effective leadership having an SD =.579.

As for the results of the female educators, top 5 –items related to school-based practices according to the averages are **parent involvement, consistent intervention, collaboration with colleagues, classroom management, and effective leadership**. Some of the average scores of the school-based practice were higher than the male educator's average scores; however, both genders had the same school-based practice as their highest scores but displaying different averages.

For the female group (N= 89) of educators, the survey item relating to the school-based practice- parent involvement, the female educators had a (M =3.70; SD =.486). For the survey item relating to the school-based practice- consistent intervention, the female educators had (M =3.48; SD =.546); for the survey item relating to the school-based- classroom management, the female educators had (M =3.50; SD =.587). For the survey item relating to the school-based practice- a collaboration with colleagues, the female educators had (M =3.55; SD =.545) and for the survey item relating to the school-based practice- effective leadership, the female educators had (M =3.61; SD =.556)(Fritz, 2018).

3.1.2 School-based practices/factors that are common between the two groups

Figure 2- illustrated the analysis that both genders perceived and had strong beliefs based on the same school-based practices/factors. According to the results from the Likert scale, each school-based practice had the highest score that was common amongst the male and female educator. The school-based practice/factors of **parent involvement** were one of the top 5 average scores for both male and female educators which suggest their perception of this school base factor was an effective strategy for student success. Parental involvement increased student achievement because of the teacher-parent involvement with the child. Schools, families, and communities work together for the betterment of the children to educate them, develop programs, and promote activities for success (Henderson, Mapp, Johnson, & Davies 2007, cited in Fritz, 2018).

Consistent Intervention was another school-based practice that was one of the top 5 average scores between the two genders; this suggest that both male and female educators perceive this strategy to be an effective strategy for student success. Educators had always tried to understand the students' different learning styles and try to implement plans to service those students with those learning styles. Often time, educators struggled with teaching slow learners and administrators encouraged everyone such as parents, teachers and other administrators to create intervention plans to help those students to become successful as well (Jeniks, 2005, cited in Fritz, 2018).

Classroom management was another school-based practice that was one of the top 5 average scores between the two genders; this strategy suggested that both male and female educators perceived this strategy to be an effective strategy for student success. Classroom management had been very challenging when trying to teach, service, and administrate students to academic success. Students dealt with so many outside variables. Student intervention tracked and micromanaged students' activities and encouraged them to make the right decisions.
The programs such as tutoring, teacher, student and parent conferences, alternative behavior choices, character education aided children in making better choices (Townsend, 2010). School advisors, teachers, counselors and other administrators played a role in the child's life every step of the way and had a profound impact on the success of student achievement in many cases (Townsend, 2010). This will also help with managing the classrooms from any disruption.

Effective leadership was one of the top five average scores between the two genders. The analysis suggested that effective leadership was an effective strategy for student achievement. The combination of all of the school base practices were excellent when inserted and planned into the missions of school districts in general (Barr & Parrett, 2007; Hayes 2008; Marzana, 2003, Shannon & Bylsma, 2007, cited in Fritz, 2018). Leaders knew how to create a learning environment that was comfortable and approachable. Leadership was an effective school-based factor in all areas within the culture of the environment because it was important for employees to carry out the mission that would continue to produce and improve the working culture (Harri, 2011, cited in Fritz 2018).

Classroom management, effective leadership, consistent intervention and parent involvement were the four highest average scores that were in common between female and male educators. **This suggested that both genders were in agreement that these four school-based practices were influential strategies that increased student achievement for impoverished children**. Careful planning and discussions of these practices being implemented into the mission with a passionate faculty and staff will reach impoverish children and increase student achievement.

3.1.3 Independent t-Test and Levene's Test

The Levene's (equality of variance) test was a test that analyzed equal variance between groups. There were two hypotheses that helped to make this assumption. The null hypothesis assumed that there are equal variances between the groups; the alternative hypothesis assumed there are no equal variances between the groups. If the assumption constituted that variances were equivalent; this implied that the scores(from the Likert scale) chosen by group one had a variance similar in shape of the scores chosen by group 2; the alternative hypothesis stated if the variances were not equivalent between the groups, then the variance was not similar in shape between the two groups. The test was conducted based on the observation of F-statistic and the alpha-value of .05; the researcher used this statement to determine the assumption of equal variance between the groups. The alpha level of .05 was conducted to determine this analysis. When $p > .05$, the assumption of equal variances was establish by the researcher; however, when p .05, the researcher assumed no equal variances between the groups (Warner, 2013, cited in Fritz, 2018).

The independent t-test was run to test two different groups and compared the means of those groups for statistical significance. The alpha value .05 was used to test the level of significance. When $p > .05$(reads " p greater than .05"), meant there would be no significant difference between the groups. When p .05(reads "p less than or equal to .05") meant there was a significant difference between the groups (Warren, 2013, cited in Fritz, 2018).

3.1.4 ANALYSIS OF SCHOOL BASED PRACTICES/FACTORS: LEVENE'S, INDEPENDENT t –TEST

(Refer to Table 8.)

The researcher's finding suggested the top five Mean scores of each of the items was generated relating to the effectiveness of school-based practices from the results of each gender both male and female educators filling out the survey. Based on the five mean scores, the analysis showed four school-based factors that male and female educators had in common based on responses of each item using the 4 –point Likert scale. The researcher observed if there existed any statistical significance based on the beliefs and perceptions of each school based factors. If there was statistical significance between the groups, the researcher used Cohen's d to examine the effect size of each that particular item(Fritz, 2018).

School-based factor: Consistent Intervention

- **School-based factor**: Consistent Intervention

Levene's Test: used alpha-value = .05 for the assumption of equal variances between the groups

H (null) = The assumption was equal variances between the groups.
H (alt) = The assumption was no equal variances between the groups.

Based on the responses of male and female educators, **consistent intervention** had an F (154) = 1.549; p = .215, which showed that p > .05. This analysis suggested the assumption of equal variances between the groups; so the researcher failed to reject the null hypothesis.

The independent t-Test: used alpha value = .05 for level of significance between the groups

H (null) = There was no significant difference in male and female educator beliefs on consistent intervention as being an effective school base factor.

H (Alt) = There was a significant difference in male and female educators beliefs on consistent intervention as being an effective school base factor.

For the item: Consistent intervention was an effective school-based factor, the descriptive statistics are as follows: male (n = 67, M = 3.30, SD = .551) and for females (n = 89, M = 3.48, SD = .546). The independent-t Test displayed based on the responses of the male and female educators had a t (154) = -2.083; p = .039, which showed that p $\leq$ .05. This analysis suggest there is a significant difference for this item; so the researcher rejected the null hypothesis *(this meant the alternative hypothesis was considered)*. Because there was statistical significance, this researcher calculated the effects size. The researcher used Cohen's d to calculate the effect size of the data. The formula for Cohen's d was: Cohen's d = $\dfrac{\left|\bar{X}_1 - \bar{X}_2\right|}{\sqrt{\dfrac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1+n_2-2}}}$

EFFECT SIZE	
small effect	0 to .20
medium effect	.20 to .50
large effect	more than .50

$$= \frac{\left|3.30 - 3.48\right|}{\sqrt{\dfrac{(67-1)(.551)^2 + (89-1)(.546)^2}{67+89-2}}}$$

$$= .54 \approx .55$$

Because there was significant difference with the means concerning the school base factor –consistent intervention, the effect size was calculated to examine the strength and size of the significance concerning the educators' beliefs on the effectiveness of the consistent intervention. Cohen d had a calculated effect size of .55 based on the responses of the male and female educators. This strategy had a strong effect size which showed a wide spread in the standard deviation and a large significant difference (Tanner, 2012, Warner, 2013, Fritz, 2018).

This school-based factor was one of the top mean scores of both male and female educators who agreed or strongly agreed that this was an effective strategy; even though averages are significantly different, both groups of male and female educators overall feel that consistent intervention is an effective strategy in helping impoverish children to their achievement scores.

Most of the male and female educators within District X agreed that consistent intervention could counter the barriers of poverty and increase the academic achievement of impoverished children (Barr & Parrett, 2007; Hayes 2008; Marzana, 2003, Shannon & Bylsma, 2007). As for the confidence interval; this was the mean difference (*MD* = -.185); this was calculated as $M_{male} - M_{female} = MD$. The confidence interval which was 95% displayed as CI = (-.360 < *MD* < -.010); which showed the researcher had 95% confidence that the actual difference between the average scores of male and female educators for this item was between -.360 and -.010.

- **School-based factor**: Effective Leadership

Levene's Test: used alpha-value = .05 for the assumption of equal variances between the groups

H (null) = The assumption was equal variances between the groups.
H (alt) = The assumption was no equal variances between the groups.

Based on the responses of male and female educators, **effective leadership** had an F (154) = 1.017; p = .294, which showed that p > .05. This analysis suggested the assumption of equal variances between the groups; so the researcher failed to reject the null hypothesis.

The independent t-Test: used alpha value = .05 for level of significance between the groups

H (null) = There was no significant difference in male and female educator beliefs on leadership as being an effective school base factor.

H (Alt) = There was a significant difference in male and female educators beliefs on leadership as being an effective school base factor.

For the item: effective leadership was an effective school base factor, the descriptive statistics are as follows: male (*n* = 67, *M* = 3.40, *SD* = .579) and for females (*n* = 89, *M* = 3.61, *SD* = .556). The Independent t- Test display based on the responses of the male and female educators had a t (154) = -2.225; p = .028, which showed that p ≤ .05. This analysis suggested there was a significant difference for this item; so the researcher rejected the null hypothesis *(this means the alternative hypothesis is considered)*. This also meant the effect size was calculated. The researcher used Cohen's d to calculate the effect size of the data. The formula for Cohen's d is:

$$\text{Cohen's d} = \frac{\left|\bar{X}_1 - \bar{X}_2\right|}{\sqrt{\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1+n_2-2}}}$$

$$= \frac{\left|3.40 - 3.61\right|}{\sqrt{\frac{(67-1)(.579)^2 + (89-1)(.556)^2}{67+89-2}}}$$

$$= .37$$

EFFECT SIZE	
small effect	0 to .20
medium effect	.20 to .50
large effect	more than .50

Because there was a significant difference with the means concerning the school-based factor–consistent intervention, the effect size had to be calculated to examine the strength and size of the significance concerning the educators' beliefs on the effectiveness of leadership. Cohen d calculated the effect size, which had a value of .37, which had a medium strength of statistical significance (Tanner, 2012, Warner, 2013, cited in Fritz, 2018).

This school-based factor was one of the top mean scores both the male and female educators who agreed or strongly agreed this was an effective strategy; even though averages are significantly different, both groups of male and female educators overall feel that effective leadership was an effective strategy in helping impoverished children to their achievement scores.

Most of the male and female educators within District X agreed that effective leadership could counter the barriers of poverty and increase the academic achievement of impoverished children (Barr & Parrett, 2007; Hayes 2008; Marzana, 2003). As for the confidence interval; this was the mean difference (*MD* = -.204); this was calculated as $M_{male} - M_{female} = MD$. The confidence interval which was 95% displayed as CI = (-.385 < *MD* < -.023); which showed the researcher had 95% confidence that the actual difference between the average scores of male and female educators for this item was between -.385 and -.023.

- **School-based factor:** Collaboration with colleagues

Levene's Test: used alpha-value = .05 for the assumption of equal variances between the groups

H (null) = The assumption was equal variances between the groups.
H (alt) = The assumption was no equal variances between the groups.

Based on the responses of male and female educators, collaboration with colleagues had an F (153) = 1.733; p = .294, which showed that p > .05. This analysis suggested the assumption of equal variances between the groups; so the researcher failed to reject the null hypothesis.

The independent t-Test: used alpha value = .05 for level of significance between the groups

H (null) = There was no significant difference in male and female educator beliefs on collaboration with colleagues as being an effective school base factor.

H (Alt) = There was a significant difference in male and female educators beliefs on collaboration with colleagues as being an effective school base factor.

For the item: Collaboration with colleagues was an effective school base factor, the descriptive statistics were as follows: male (*n* = 67, *M* = 3.28, *SD* = .545) and for females (*n* = 89, *M* = 3.55, *SD* = .545). The independent t-Test display based on the responses of the male and female educators had a t (153) = -2.964; p = .004, which showed that p $\leq$ .05. This analysis suggest there was a significant difference for this item; so the researcher rejected the null hypothesis *(this meant the alternative hypothesis was considered)*. The effect size was calculated; the researcher used Cohen's d to calculate the effect size of the data. The formula for Cohen's d was:

$$\text{Cohen's d} = \frac{\left|\bar{X}_1 - \bar{X}_2\right|}{\sigma}$$

$$= \frac{\left|3.28 - 3.55\right|}{.545}$$

$$= .49 \approx .50$$

EFFECT SIZE	
small effect	0 to .20
medium effect	.20 to .50
large effect	more than .50

Because there was significant difference with the means concerning the school-based factor – a collaboration with colleagues; the effect size was calculated to examine the strength and size of the significance concerning the educators' beliefs on the effectiveness of collaboration with colleagues. Cohen d calculated the effect size and had a value of .50, which had a medium strength of statistical significance (Tanner, 2012, Warner, 2013, cited in Fritz, 2018).

This school-based factor was one of the top mean scores of female educators who agreed or strongly agreed this was an effective strategy; even though averages are significantly different, both groups of male and female educators overall feel that collaboration with colleagues was an effective strategy in helping impoverished children to their achievement scores.

Most of the male and female educators within district agreed that this school-based factor can counter the barriers of poverty and increase the academic achievement of impoverished children (Barr & Parrett, 2007; Hayes 2008; Marzana, 2003). As for the confidence interval; this was the mean difference (*MD* = -.262); this was calculated as $M_{male} - M_{female} = MD$. The confidence interval which had 95% displayed as CI = (-.436 < *MD* < -.087); which showed the researcher had 95% confidence that the actual difference between the average scores of male and female educators for this item was between -.436 and -.087.

The top five averages of the school-based factors based on the responses of the male and female educators from completing the survey were generated and analyzed using the independent t-Test. This allowed the researcher to test for statistical significance; when statistical significance was found, Cohen's d was calculated to examine the effect size of the statistical significance. The men educators had six school base factors-one having 2 of them having the same average(Fritz, 2018).

4.1 Discussion/Conclusion

According to Creswell (2014), it was appropriate for this particular study to use the quantitative method to ascertain significant data analysis for employing descriptive and inferential statistical tests inclusive of a survey using a 4-Point Likert Scale. This was to ascertain participant's perceptions regarding the use of school-based factors as a viable tool to overhaul school improvement to eradicate poverty a barrier to classroom improvement among impoverished schoolchildren (Fritz, 2018).

1. Are male and female educators able to agree on certain school-based practices, which would be affective in helping impoverished children improve their achievement scores?

   H (null) = There was no significant difference between male and female educators agreeing on certain school-based practices which would be effective in helping impoverished children improve their achievement scores.

   H (alternative) = There was a significant difference between male and female agreeing on certain school-based practices which would be effective in helping impoverished children improve their achievement scores.

The school base factors with the highest mean for male educators were setting a high expectation for students, parent involvement, consistent intervention, curriculum alignment, classroom management and effective leadership have the same average scores. The school base factors with the highest mean for female educators were parent involvement, consistent intervention, collaboration with colleagues, classroom management, and effective leadership. Both genders had common beliefs when it came to the highest mean scores between themselves. So to answer the research question, it is yes, because between both genders, it was agreed that parent involvement, consistent intervention, classroom management and effective leadership were effective strategies based on the highest mean scores according to the responses from the survey (Fritz, 2018).

There were no significant differences in educators' belief or perception between these common practices: parent involvement and classroom management; however, there was a significant difference between the consistent intervention and effective leadership (Fritz, 2018). Their effect size was moderate and these strategies were still in favor of agreed and strongly agreed by most of the male and female educators. As for curriculum alignment and setting a high expectation for students, these factors did not have means that were commonly high between the two genders; but the one of the highest amongst scores amongst their individual groups. The school-based practices: setting high expectations and curriculum alignment had no significant differences in perception between the groups; however, the strategy – collaboration with colleagues had statistical significance with a moderate effect size. Significant differences with these strategies were the strengths of the beliefs agree and strongly agreed. These strategies were still relevant to male and female educators; however, they felt that these school-based factors can be influential in the success in increasing student achievement (Fritz, 2018).

Acknowledgements

I want to give honor and thanks to the Father and my Lord and Savior, Jesus Christ who brought me through the most challenging times in my life. I want to give thanks to God for giving me the wisdom, strength, perseverance and my calling to make a difference and contribution to the world of education.

I want to give thanks to my Great Aunt who was my "mom" by raising me and giving me life with the help of the Lord. I want to thank Dr. Clayton Kennedy and the editing team for giving me this opportunity to write and publish scholarly papers.

In reflection, I want to thank others who were helpful during this process. I thank Dr. Harris who taught me everything about the office of the superintendence and leadership. I thank Dr. Michelle Bell for the excellent support provided in the attainment of my doctoral internship. Lastly, I would like to give honor and thanks to my colleagues at Virginia State University: Andrew Wynn, Marcus Curry, Dr. Gerald Burton who was also on the search team when I was first hired here at Virginia State; he is my mentor and my spiritual father.

References

Barr, R. D., & Parrett, W. H. (2007). The kids left behind. Bloomington, IN Solution Tree.

Bigelow, B. J. (2006). There's an elephant in the room: The impact of early poverty and neglect on intelligence and common learning disorders in children, adolescents, and their parents. Developmental Disabilities Bulletin, 34, 177–215.

Blazer, C. (2009). The effect of poverty on student achievement. Information capsule. Vol. 0901 Miami, FL: Research Services, Miami-Dade County Public Schools. Retrieved from http://search.proquest.com/docview/1509086985?accountid=29074.

Brantlinger, E. 2003. Dividing classes: how the middle class negotiates and rationalize school advantage. New York, NY: Routledge-Falmer.

Creswell, J. W. (2014). Research design: Qualitative, Quantitative and Mixed Methods Approaches (4th ed.). Thousand Oaks, CA: Sage Publications.

Einspar, M. C. (2010). Homeless education: Supporting student and family resilience in the face of poverty and hardship. (Order No. 3412341, University of California, San Diego and California State University, San Marcos). ProQuest Dissertations and Theses, 213. Retrieved from http://search.proquest.com/docview/737590857?accountid=29074. (737590857).

Epstein, J. L. (1992). School and family partnerships. In Encyclopedia of Educational Research (2nd ed., pp. 1139–1151. New York, NY: Macmillan.

Follman, D. K. (2011). Elementary teachers' perceptions of practices to increase the academic achievement of economically disadvantaged rural students in high poverty schools (Order No. 3456040). Available from ProQuest Dissertations & Theses Global. (870825533). Retrieved from http://search.proquest.com/docview/870825533?accountid=29074

Fritz, D.C. (2018). Educators' Perceptions of Poverty and Use of School –based Factors to Improve Academic Achievement in Central Virginia. Unpublished manuscript, Department of Education, Department of Mathematics and Economics, Virginia State University, Petersburg, Virginia, Library of Congress, Washington, D.C. USA.

Harri, V. (2011). The impact of leadership on student achievement in high poverty schools (Order No. 3466013). Available from ProQuest Dissertations & Theses Global. (884310332). Retrieved from http://search.proquest.com/docview/884310332?accountid=29074.

Harris, J. (2005). 10 essential strategies for improving student achievement. Saline, MI: AMCAN Publishing and Productions.

Hayes, N. (2008). The role of the early childhood care and education-an anti-poverty perspective Combat Poverty Agency, Dublin, Ireland

Henderson, A., Mapp, K., Johnson, V., & Davies, D. (2007). Beyond the bake sale. New York, NY: The New Press.

Jenik, C. (2005). Slow learners: what we know about them and what we can do to help. Georgia Association of School Psychologists Dialogue, 35(1).

Larson, R., & Farber, B. (2015). Elementary statistics: picturing the world (6th ed). Boston, MA: Pearson Education, Inc.

Marzano, R. J. (2003). What works in schools? Alexandria, VA: Association of Supervision and Curriculum Development

Marzano, R. J., Waters, T., & McNulty, B. A. (2005). School leadership that works: From research to results. Alexandria, VA: Association for Supervision and Curriculum Development

McHugh, M. L. (2013). The Chi-square test of independence. Biochemia Medica, 23(2), 143–149.

Shannon, G. S., & Bylsma, P. (2007). Nine characteristics of high-performing schools. Olympia, WA: Office of Superintendent of Public Instruction. Retrieved from http://www.k12.wa.us/research/pubdocs/NineCharacteristics.pdf

Stansell, A., & McLaughlin, T. F. (2013). A brief comparison of rural poverty and urban poverty at its consequences for students with special needs. International Journal of Basic and Applied Science, 1(3), 587–593.

Styron, R. A., & Nyman, T. R. (2008). Key characteristics of middle school performance. Research in Middle Level Education Online, 31(5), 1–17.

Tanner, D. (2012). Using Statistics to Make Educational Decisions. Thousand Oaks, Ca: Sage Publication, Ltd.

Townsend, C. J. (2010). The impact of education support advisors on the attendance, discipline, and achievement of at-risk students.Retrieved Warner, R. M. (2013). Applied statistics: From bivariate through multivariate techniques. Thousand Oaks, CA: Sage Publications, Inc.

Warner, R. M. (2013). Applied statistics: From bivariate through multivariate techniques. Thousand Oaks, CA: Sage Publications, Inc.

Tables

Effective Leadership was an effective school-based practice.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	.6	.6	.6
	Disagree	3	1.9	1.9	2.6
	Agree	66	42.3	42.3	44.9
	Strongly agree	86	55.1	55.1	100.0
	Total	156	100.0	100.0	

Table 2.

Consistent Intervention was an effective school-based practice.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	5	3.2	3.2	3.2
	Agree	83	53.2	53.2	56.4
	Strongly agree	68	43.6	43.6	100.0
	Total	156	100.0	100.0	

Table 3.

Classroom management is an effective school-based practice

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	.6	.6	.6
	Disagree	3	1.9	1.9	2.6
	Agree	75	48.1	48.4	51.0
	Strongly agree	76	48.7	49.0	100.0
	Total	155	99.4	100.0	
Missing	System	1	.6		
Total		156	100.0		

Table 4.

Parent involvement raised the chances of student success even on outside the classroom.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	1.9	1.9	1.9
	Agree	49	31.4	31.4	33.3
	Strong agree	104	66.7	66.7	100.0
	Total	156	100.0	100.0	

Table 5.

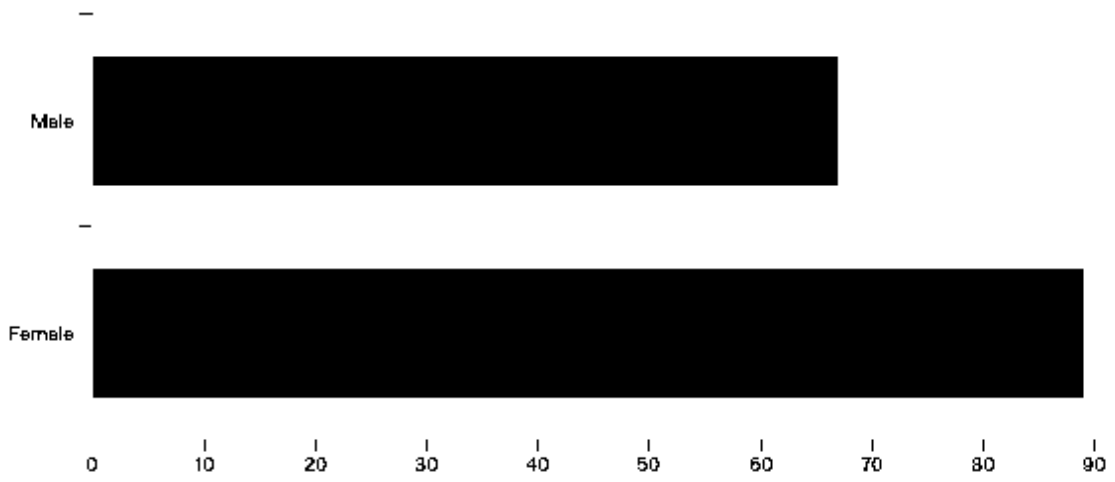
Gender:		Set high expectations for student is an effective school-based practice.	Teacher accountability for student success is an effective school-based practice.	Parent involvement can raise the chances of student success even outside the classroom.	Consistent Intervention is an effective school-based practice.	Curriculum alignment is an effective school-based practice.	Classroom management is an effective school-based practice.
Male	Mean	3.43	3.15	3.58	3.30	3.39	3.40
	N	67	67	67	67	67	67
	Std. Deviation	.583	.634	.555	.551	.521	.552
Female	Mean	3.40	3.28	3.70	3.48	3.42	3.50
	N	89	89	89	89	89	88
	Std. Deviation	.703	.738	.486	.546	.560	.587
Total	Mean	3.42	3.22	3.65	3.40	3.40	3.46
	N	156	156	156	156	156	155
	Std. Deviation	.652	.696	.518	.554	.542	.573

Table 6. Report (School-Base Practices/Factors), Mean (*M*), Standard Deviation (*SD*), a Sample size of the educators who responded to the items(*N*).

Gender:		Be mindful of time and transition is an effective school-based practice.	Monitor and manage the curriculum is an effective school-based practice.	Focus on students who are performing low in Math, Reading and Writing in developmental courses is an effective school-based practice.	Prompt students to be prepared for high education or immediate job readiness is an effective school-based practice.	Collaboration with colleagues is an effective school-based practice.	Effective Leadership is an effective school-based practice.
Male	Mean	3.18	3.21	3.19	3.21	3.28	3.40
	N	66	67	67	67	67	67
	Std. Deviation	.493	.478	.398	.445	.545	.579
Female	Mean	3.38	3.30	3.28	3.35	3.55	3.61
	N	89	89	88	89	88	89
	Std. Deviation	.533	.647	.606	.623	.545	.556
Total	Mean	3.30	3.26	3.25	3.29	3.43	3.52
	N	155	156	155	156	155	156
	Std. Deviation	.524	.580	.526	.557	.559	.573

Table 7. Report (School-Base Practices/Factors) Mean (*M*), Standard Deviation (*SD*), a Sample size of the educators who responded to the items (*N*).

Gender: *Figure 1.*



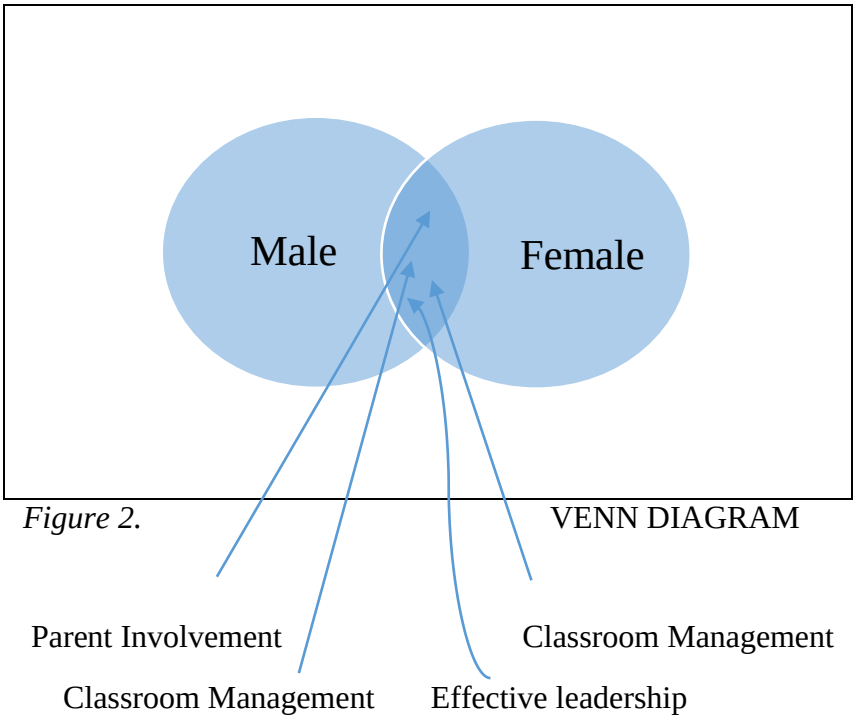


Figure 2. VENN DIAGRAM

Independent- t Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Set high expectations for student is an effective school-based practice.	Equal variances assumed	2.567	.111	.268	154	.789	.028	.106	-.181	.237
	Equal variances not assumed			.275	152.486	.784	.028	.103	-.175	.232
Parent involvement can raise the chances of student success even outside the classroom.	Equal variances assumed	5.523	.020	-1.371	154	.172	-.115	.084	-.280	.051
	Equal variances not assumed			-1.345	131.478	.181	-.115	.085	-.283	.054
Consistent Intervention is an effective school-based practice.	Equal variances assumed	1.549	.215	-2.083	154	.039	-.185	.089	-.360	-.010
	Equal variances not assumed			-2.080	141.608	.039	-.185	.089	-.360	-.009
Curriculum alignment is an effective school-based practice.	Equal variances assumed	1.286	.259	-.315	154	.753	-.028	.088	-.201	.146
	Equal variances not assumed			-.318	147.243	.751	-.028	.087	-.200	.144
Classroom management is an effective school-based practice.	Equal variances assumed	.244	.622	-1.045	153	.297	-.097	.093	-.280	.086
	Equal variances not assumed			-1.054	146.310	.294	-.097	.092	-.279	.085
Effective Leadership is an effective school-based practice.	Equal variances assumed	1.107	.294	-2.225	154	.028	-.204	.092	-.385	-.023
	Equal variances not assumed			-2.213	139.206	.029	-.204	.092	-.386	-.022
Collaboration with colleagues is an effective school-based practice.	Equal variances assumed	1.733	.190	-2.964	153	.004	-.262	.088	-.436	-.087
	Equal variances not assumed			-2.964	142.170	.004	-.262	.088	-.437	-.087

Table 8 Levene's Test and Independent t-Test

APPENDIX A

SURVEY INSTRUMENT

Educators' Perceptions of Poverty and Use of School-based Factors to Improve Academic Achievement in Central Virginia.

Please fill out the survey and be honest in answering all of the questions. Your consent will be your willingness to fill out this survey. This survey is anonymous, and your response will not be attributed to you. This survey is voluntary; you can decline to participate or change your mind while out the survey at any time.

The survey begins with a few demographic questions:

Position

- ❒ Category A: Teacher/Teacher assistant
- ❒ Category B: Administrator: Assistant Principal/Principal/Counselors

Experience in education within the school district

- ❒ 0–5 years
- ❒ 6–11 years
- ❒ 12–7 years
- ❒ 18+

Gender: ❒ Male ❒ Female

What level of students are you teaching or administrating?

- ❒ Elementary school students
- ❒ Middle-school students
- ❒ High-school students

Survey Questions	Strongly Disagree	Disagree	Agree	Strongly Agree
I perceive **homelessness** to be an issue within the community.	❒	❒	❒	❒
I perceive **hunger** to be an issue within the community.	❒	❒	❒	❒
I **perceive health issues; such as asthma,** to be an issue within the community.	❒	❒	❒	❒
I perceive **student mobility** to be an issue within the community.	❒	❒	❒	❒
Setting high expectations for students is an effective school-based practice.	❒	❒	❒	❒
Teacher accountability for student success is an effective school-based practice.	❒	❒	❒	❒
Parent involvement can raise the chances of student success, even outside the classroom.	❒	❒	❒	❒
Focusing on students who are performing below grade level in math, reading and writing in developmental courses is a least effective school-based practice.	❒	❒	❒	❒
Consistent intervention is an effective school- based practice.	❒	❒	❒	❒
Curriculum alignment is an effective school-based practice.	❒	❒	❒	❒
Educators should try to be creative and make certain modifications to meet the needs of impoverished students.	❒	❒	❒	❒
I perceive **poor attendance** to be an issue within the community.	❒	❒	❒	❒
Some teachers perceive that some of the children who are really struggling with the barriers of poverty find it difficult to focus, be **motivated,** and do well in school.	❒	❒	❒	❒
Sometimes educators link “at risk” students with bad behavior and pro-actively predetermine the student’s future in education.	❒	❒	❒	❒
Classroom management is an effective school-based practice.	❒	❒	❒	❒
Being mindful of time and transition is an effective school-based practice.	❒	❒	❒	❒

Survey Questions (*continued*)	Strongly Disagree	Disagree	Agree	Strongly Agree
Monitoring and managing the curriculum is an effective school-based practice.	❒	❒	❒	❒
There needs to be more **parent involvement** with the child's education.	❒	❒	❒	❒
Collaboration with colleagues is a least-effective school-based practice.	❒	❒	❒	❒
I perceive **unemployment** to be an issue within the community.	❒	❒	❒	❒
I do not perceive **homelessness** to be an issue with the community.	❒	❒	❒	❒
I perceive **there may be other possible health issues besides asthma** within the community.	❒	❒	❒	❒
I perceive **mental health and possible disabilities affecting children's and parents' health** to be an issue within the community.	❒	❒	❒	❒
Educators find it very challenging to teach some of the students who live in high impoverished conditions and may adjust their expectation for the student.	❒	❒	❒	❒
If students are **motivated**, they can still do well in school, despite their impoverished situation.	❒	❒	❒	❒
When teachers are intrinsically **motivated** and passionate about their jobs, achievement scores will increase.	❒	❒	❒	❒
The reality of poverty affecting students could make them shut down and most of them fail, give up or drop out.	❒	❒	❒	❒
Focusing on students who are performing below grade level in math, reading and writing in developmental courses is an effective school-based practice.	❒	❒	❒	❒
Prompting students to be prepared for higher education or immediate job readiness is an effective school-based practice.	❒	❒	❒	❒
Collaboration with colleagues is an effective school-based practice.	❒	❒	❒	❒
Effective leadership is an effective school-based practice.	❒	❒	❒	❒
I do not perceive **mental health and possible disabilities affecting children's or parents' health** to be an issue within the community	❒	❒	❒	❒
Low socioeconomic status can affect behavior in students.	❒	❒	❒	❒
I do not perceive **student mobility** to be an issue within the community.	❒	❒	❒	❒
Monitoring and managing the curriculum is a least-effective school-based practice.	❒	❒	❒	❒