Sierra Nevada College

ABSENTEEISM- THE LEARNING GAP SOLUTION

An Action Research Project submitted in partial fulfillment
of the Requirements for the degree of
Master of Arts in Teaching

by

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TABLE OF CONTENTS

LIST OF FIGURES

LIST OF TABLES

ABSTRACT

Attendance is essential for students to be successful in public education. The purpose of this study was to explore an alternative approach for teachers to lessen the learning gap that takes place when students are out of the classroom through the use of technology. Lessons were conducted with the assistance from SMART Technologies. Through the use of a SMART Board recording feature and Bridgit Conferencing Software students were able to view lessons when they were absent. Both qualitative and quantitative techniques were used to collect and analyze data. Results indicated that through the use of technology it is possible to bridge a gap between learning if a student is absent in a Fourth Grade Classroom.

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Thank you to the staff of Sierra Nevada College and especially thank you to my Committee Chair, Dr. Michelle Francis and my Committee Members, Val Parkhill and Shannon Harston.

I would like to dedicate this work to my children Hannah, Gracie, and Jack, my hope for you is that you are provided with as many educational opportunities as I have been so blessed to have.

CHAPTER I

Introduction

A child with 85% attendance will miss the equivalent of half a term's learning.

A child with 80% attendance will miss 2 whole school years by the age of 16.

(Seymour, 2007)

Significance of the Study

From a pedagogical perspective, the greatest teaching strategies and instruction are not effective if a child is not in school. According to the California Department of Education (2000), "One out of ten grade school children is absent on any given day" (p. 13) Regardless of the reason for this absence, the fact is that these students have missed important instruction. This thesis will be a formative evaluation research project designed to create and develop tools for the classroom teacher to make daily lessons and instruction available for students and parents to view (missed due to absenteeism) using technology.

In order to eliminate the learning gap that takes place when students are not in class, teachers must develop a system that ensures that detailed instruction is provided to the students along with the assigned make up of schoolwork. This project will assist teachers in providing absent students with detailed lessons and instruction for assignments using SMART Technologies products, including Bridgit™ conferencing software.

The state of California has gone to great lengths to ensure that students are in school regularly. According to the California Department of Education (n.d.), Education Code, section EC48260:

> Any pupil subject to full-time education who is absent from school without valid excuse more than three days or tardy in excess of 30 minutes on each of more than three days in one school year is a truant and shall be reported to the attendance supervisor of the superintendent of the school district.

Parents and students have found ways to work around this system to avoid having school officials and the judicial system involved. To prevent their child from being marked off as absent or tardy, students will report to school on time, take roll, and then parents will pick them up to leave for the day. Furthermore, another alternative to avoiding unexcused absences is to place a child on independent study. The California Department of Education (2008b) defines *independent study* as

> an alternative instructional strategy, not an alternative curriculum. Students work independently, according to a written agreement and under the general supervision of a credentialed teacher. While independent study students follow the district-adopted curriculum and meet the district graduation requirements, independent study offers flexibility to meet individual student needs, interests, and styles of learning.

In many of the school districts throughout California, the responsibility of the preparation and supervision falls on the students' classroom teachers. Using new technology, this preparation can be less time-consuming.

SMART Technologies is the leader in providing interactive whiteboards. In 1991, they introduced the SMART Board. SMART Boards are interactive whiteboards that are hands-on and have the ability to manipulate and project desktop computer screens. They have a touch control that allows users to use a finger or one of their specially designed pens on a large projection screen the size of a typical whiteboard. The SMART Board has the technology to use educational software to enhance instruction, as well as the capability to save and print handwritten notes.

Also available to accompany the SMART Board from SMART Technologies is Bridgit Conferencing Software. According to SMART Technologies (2008):

> Bridgit conferencing software provides a quick, easy and effective way to share voice, video and data over the Internet.
>
> In three easy steps, you can interact with colleagues and customers using any presentation or application you have running on your desktop or SMART Board interactive whiteboard. As well, participants can join your meeting through a simple e-mail invitation – no installation required, which is ideal for those who don't have administration rights to install software on their computers.

If students are out of the classroom, but have access to the Internet, teachers will be able to electronically bring the classroom and daily lessons to students via a video-conference. For students who are out of the classroom due to extracurricular activities, doctors' appointments, or who do not have Internet access, the lesson will be saved and they will be able to view it from the school Web site, or when they return to school. Through the use of this software, I expect to see students, who have missed classroom

academic seat time, maintain historic academic achievement and possibly exceed their average performance.

Technology in the classroom is a controversial issue between educators and the business sector. Without proper thought and detailed planning, a significant amount of money can be spent on electronics, updating new programs, and software for the year. Marketing experts do an exceptional job at promoting and encouraging the purchase of technology. In an interview published in *Education World*, Todd Oppenheimer, author of *THE FLICKERING MIND: The False Promise of Technology in the Classroom and How Learning Can Be Saved,* says, "When it comes to technology, too often educators think the more the better, the sooner the better" (Delisio, 2004). They need to approach technology "skeptically." Oppenheimer also warns:

> As trustees of an institution that is responsible for the nation's children, but that is extremely under funded, educators have a special duty. They must be unusually cautious consumers of all the new tricks that are sold to schools. Its fine to test out new products, but schools must do so slowly and warily. They never should make big, school-wide investments in anything before they are absolutely certain that results will match the salesmen's hype. (Delisio, 2004)

This research study will test the usefulness of Bridgit Conferencing Software and the SMART Board recording feature, and determine if this technology will help students who are not physically present in the classroom maintain high academic standards.

Research Questions

This study's main research questions are as follows:

1. Does the use of the SMART Technologies recording feature or the Bridgit Conferencing software enable students who are absent to successfully complete and return daily assignments?
2. How do parents, teachers, and students respond to SMART Technologies Bridgit Conferencing Software?

Hypothesis

The hypothesis of this study is that by employing the SMART Technologies recording feature and Bridgit Conferencing Software in their classrooms, teachers will be able to create and develop a system to bridge the gap in learning that is created by student absenteeism. The expectations are that students will not struggle with the assigned work because they have had access to detailed instruction, their work will be turned in on time with little or no missing work due to absenteeism, and this technology will be a fairly easy process to implement in the classroom. Parents and teachers will recognize that this instruction does not replace the importance of a student being in the classroom; however, it does provide an alternative to missing the instruction entirely.

CHAPTER II

Review of the Literature

History of Compulsory Attendance

Following the American Revolution and Thomas Jefferson's "crusade against ignorance," the United States was prompted to develop free schooling to children supported through taxes (Microsoft Corporation, 2007). By the end of the nineteenth century, free public elementary education was available to all. By 1918, laws were in place mandating that children attend elementary school (Microsoft Corporation). Today, in the United States, compulsory education is required of all children. Attendance requirements vary from state to state; for example, in the state of California, compulsory education is required for all children aged six through eighteen (California Department of Education, 2008a, p. 29).

In 1983, in an open letter to the American people entitled, *A Nation at Risk: The Imperative for Educational Reform*, the National Commission on Excellence in Education offered the suggestion that, "attendance policies with clear incentives and sanctions should be used to reduce the amount of time lost through student absenteeism and tardiness" (U. S. Department of Education, 1983, Implementing Recommendations section, Item 6). In a book titled *Commissions, Reports Reforms, and Educational Policy*, authors Ginsberg and Plank (1995) noted that between 1984 and 1988 stricter policies were adopted in a majority of public schools.

However, absenteeism in the United States continues to be a major problem for public elementary schools. Michael J. Fuller, Consultant, California Department of Education, Government Affairs Branch, states that,

> We don't presently have any data systems that can produce valid attendance rates. We do have a report on ADA which you can find in the Ed-data system imbedded in the district financial reports. However, average daily attendance is a funding mechanism and not a method of tracking actual seat time or attendance. (Fuller, personal communication, August 9, 2007)

This lack of tracking is challenging to teachers who are attempting to teach regardless of absenteeism.

The state of California, through legislation, has gone to great lengths to adopt laws that hold parents liable if a child is not in school and have developed policies to determine if a child is considered excused or unexcused. Absences classified as truant are defined in the School Attendance Review Board in the California Department of Education (n.d.) code, Section EC 48260, thusly:

> Any pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without valid excuse for three days in one school year or tardy or absent for more than 30 minutes during the school day without valid excuse on three occasions in one school year, or any combination thereof, is a truant and shall be reported to the district's attendance supervisor or to the superintendent of the school district. (Definition of a Truant section)

School districts throughout California do not receive funding known as Average Daily Attendance (ADA) if a child is not in school, whether the absence is excused or not. This lack of funding causes a significant problem for the general operating budget of a school.

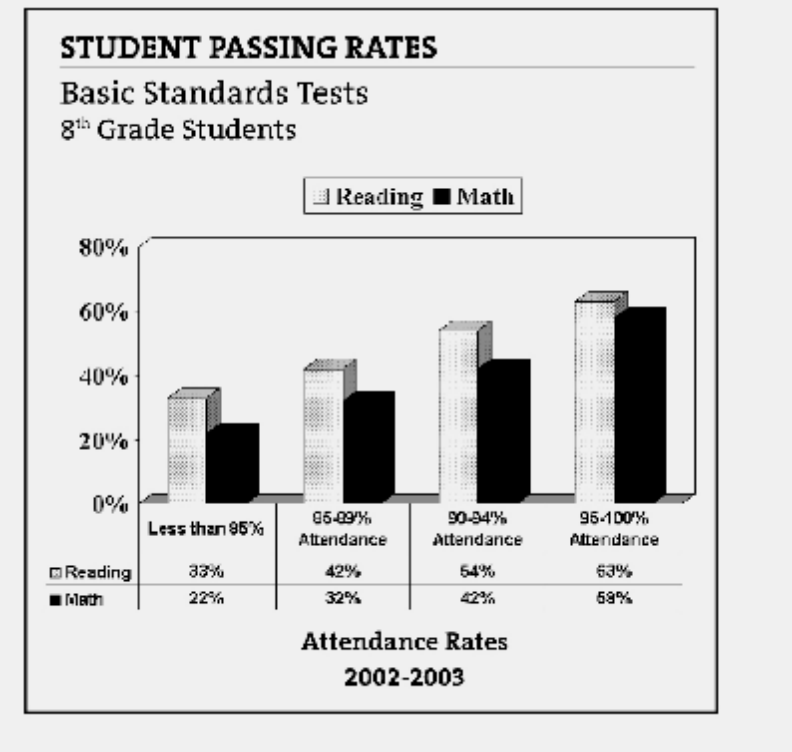
Research indicates that students' attendance in school has an impact on students' performance. According to The New York City Department of Education (2000), "a 10% point increase in a school's rate of student attendance was associated with an increase as much as 4.2 percentage points in test scores" (p. 3). Statistics such as this are a motivator, typically to administrators who feel pressure to continue to improve test scores.

Students who are habitually absent from the classroom face many challenges. A brochure provided to parents in the city of Minneapolis titled *Is Your Child Making the Grade in Attendance?* states:

> Research shows there is an unquestionable link between student attendance and achievement. Students who attend school between 95% and 100% of the time pass the state tests in reading and math at much higher rates than students who attend school less than 95% of the time. (Minneapolis Public Schools, n.d., p. 2)

A chart is also included in this brochure, delineating student passing rates on the Basic Standards Test for 8th grade students.

Figure 1. Student passing rates.



(Minneapolis Public Schools, n.d.)

There is a dearth of research that provides strategies for the classroom teacher on how to provide detailed instruction to students either while they are absent from the classroom, or upon their return to the classroom, causing gaps in these students' sequential learning process.

An alternative approach available to teachers is the use of technology to distribute lessons to students who are not in attendance at school. The United States Distance Learning Association (n.d) defines distance learning as, "The acquisition of knowledge and skills through mediated information and instruction, encompassing all technologies and other forms of learning at a distance." In an article found in *Distance Education*,

written by Bruce W. Dobbins and Zane L. Berge (2006), the authors state that “the case is now more convincing than ever that distance education and training, and specifically e-learning, is the essential component in the survival of traditional education” (p. 1).

CHAPTER III

Methodology

The General Perspective

Qualitative and quantitative data was collected throughout the 2007-2008 school year at a rural California school in a fourth grade classroom in the area of math. This mixed methods study determined if it was possible for teachers to provide absent students with detailed lessons and instruction for assignments through the use of the SMART Technologies Recording feature and Bridgit™ Conferencing Software.

The Research Context

This study was divided into two, 15 instructional school day terms. During Term A, students were observed *not* using the Bridgit Conferencing Software. Assignments were given as typically assigned by the classroom teacher, and assistance in making up assignments were provided to the children as needed in a traditional setting. During Term B, the Bridgit conferencing software was turned on. Absent students were invited to join a real-time Internet conference from home as the lesson was being presented to the class. Absent students followed the instructed lesson and provided the classroom teacher with the completed assignment along with the buzzwords embedded in the lesson. Absent students who were unable to log on to the Internet in real-time when the lesson was being taught, were provided with the option to view the recorded lesson through the SMART Notebook's recording feature at a later time.

Table 1. *Term A and Term B Research Context*

	Traditional Instruction	Used Conferencing Software/Recording Feature
Term A	January 9- January 30 (15 instruction days)	
Term B		February 4- February 26 (15 instruction days)

The Research Participants

The research was conducted by the classroom teacher. The participants in this research project were the students that are currently attending the researcher's fourth grade classroom. The study classroom was the only self-contained fourth grade classroom at Richmond Elementary School. Richmond Elementary School serves Kindergarten through eighth grade students, and has an average enrollment of 210 students. The school is in a rural community on the outskirts of Susanville, California. The 2005- 2006 demographics of the school included 84.4% Caucasian students, 4.9% Hispanic or Latino students, and 10.7% of the students were of other nationalities (Richmond Elementary School District, 2006, p. 1). None of the students in the study classroom qualified for free or reduced lunch, or were classified as in extreme poverty situations.

Instruments Used in Data Collection

The classroom SMART Board, in conjunction with the Bridgit Conferencing Software, was used during the math lesson by the researcher. The teacher also wore a

wireless microphone to ensure that the audio was recorded clearly, allowing the teacher unrestricted movement in the classroom. During the time that the conferencing software was not in use, the classroom teacher continued to use the SMART Board to enhance instruction, eliminating the use of the microphone, recording feature, and the Bridgit Conferencing Software. The Bridgit software is a conferencing network that allows participants to host a conference while others can be invited to log in and participate in a live conference. Participants receive, through an already established e-mail account, an invitation to join a conference and can log on to view a live conference from any computer that has Internet access. The participants in this research project were assessed on the assignments that were completed once the lesson was instructed. In addition, a follow-up focus group was conducted with the parents and students regarding their perceptions of the software and recording feature.

Procedures Used

Throughout both terms, ongoing records were kept regarding daily attendance during math instruction. Detailed records charted missed assignments, and the rate and accuracy with which they were returned. Prior to the study being conducted, each student was given instruction on how to use the software in the event they were absent.

Data Analysis

The intent of the research was to determine if the use of the SMART Technologies, including Bridgit Conferencing Software, could improve delivery of detailed instruction to absent students. The performance and accuracy on assignments and lessons that students completed using this technology was documented. Students'

attendance and assigned work was compared during both terms. Students in Term B were grouped into two categories: (a) students viewing lessons via video conferencing through real-time instruction, and (b) students viewing recorded lessons.

Parent and student focus groups were conducted at the end of the study to evaluate the convenience and the overall appeal of the program. Qualitative data analysis was used in order to uncover themes. The researcher listened to the focus group discussion multiple times and then broke the data into similar areas. The data was then examined to determine two main things. First, what was the perceived comfort level with using the software for both parents and students? Second, according to the participants, what advantages or disadvantages existed with the use of this software?

CHAPTER IV

Findings

The data collection method for this action research project involved a mixed methods approach combining the use of qualitative and quantitative research. There were two main research questions, and the study's findings are broken up into the two research questions.

Quantitative Evaluation

Research Question 1: Does the use of the SMART Technologies recording feature or the Bridgit Conferencing software enable students who are absent to successfully complete and return daily assignments?

The quantitative data was collected daily by assessing students' daily mathematics assignments. Students were observed for a period of 15 instructional days (Term A) where the SMART Technologies Recording Feature or the Bridgit Conferencing Feature was not used. Students were then observed for a period of 15 instructional days (Term B) where the SMART Technologies Recording Feature or the Bridgit Conferencing Software was used.

Average Scores

Term A. Of the 15 assignments assigned to the absent students during Term A, there were 12 completed assignments, averaging a score of 78%. None of the assignments completed were turned in on the first day that the students returned to

school. Within five days of the students returning to school, 58% of the assignments were completed, while 25% of the assignments were not turned in until 6-8 days after returning to school, and 17% of the completed assignments exceeded 10 days. Three assignments were not completed, or turned in at all.

Term B. There were 19 assignments assigned to the absent students while the conferencing software was available; all assignments were turned in and completed, averaging a combined score of 91%. Of those 19 assignments, 89.5% were completed and turned in on the first day of the students' return to school; the remaining 10.5% of the assignments were completed within five days of the students returning to school.

Two students, Student 1 and Student 15, were absent during both Term A, conferencing software off, and Term B, conferencing software on, providing the researcher with valid comparisons of the two terms. Both students, Student 1 and Student 15, demonstrated a significant difference in scores between the two terms, and during Term B, turned their assignments in on the day the assignment was due.

Table 2. *Student 1*

Term	Average Days to Complete Assignments	Average Percentage on Assignments
Term A	2	67%
Term B	0	96%

Table 3. *Student 15*

Term	Average Days to Complete Assignments	Average Percentage on Assignments
Term A	Assignment not completed	Student received a zero (0).
Term B	0	92%

Two students, Student 6 and Student 7, were absent during both terms and did not have access to view the lesson live. During Term A, the recording feature was off, and during Term B, the recording feature was on, providing the researcher with valid comparisons of the two terms and two types of delivery—Bridgit Conferencing Software and SMART Technologies recording feature. Student 6 demonstrated a significant increase on the assignment percentage, and the time the assignment took to complete was cut in half. However, Student 7 did not demonstrate an increase in the percentage on the daily assignment.

Table 4. *Student 6*

Term	Average Days to Complete Assignments	Average Percentage on Assignments
Term A	3	64%
Term B	1.5	98%

Table 5. *Student 7*

Term	Average Days to Complete Assignments	Average Percentage on Assignments
Term A	2	88%
Term B	0	72%

Finally, the percentage of the completed assignments was compared to the use of the two types of technology. This provided the researcher the opportunity to examine the use of the SMART Technology recording feature versus the use of the Bridgit Conferencing Software. The use of both the recording feature and the conferencing software demonstrated a significant increase in the percentage of the daily assignments and the average number of days the assignments took to complete.

Table 6. *Technology versus No Technology Results*

	No Technology Used	With SMART Technology Recording Feature	With Bridgit Conferencing Software
Number of incomplete assignments	3	0	0
Average days to complete assignments	6.73	0.67	0.06
Average percentage on completed assignments	78 %	85%	92%

Qualitative Evaluation

Research Question 2: How do parents, teachers, and students respond to SMART Technologies and Bridgit Conferencing Software?

Three students participated in a focus group evaluating the use of the Bridgit Conferencing Software. These students were asked the following questions:

1. What did you like about viewing the lesson online?
2. What problems, if any, did you have with viewing the lesson?
3. Did you feel that you learned from the lesson? Why/Why not?

The students thought that viewing the lessons online were “Cool” and “Fun.” They remarked that it felt like they were still at school and that they could hear and see what was going on. They felt that the biggest problem they had was with the chat feature on the Bridgit Conferencing Software. One stated that they didn’t like how big the box (the chat feature window), was and if the box was open then they couldn’t see what was going on in class via the screen. In regard to the chat feature, one student stated, “It was very confusing to figure out, but once I did it was easy”.

None of the students experienced any other technical difficulties and all enjoyed using the software. They stated that they did learn from the lesson. “It was like you were in my house, and the whole class was with you,” one of the students said when asked if they felt like they had learned from the lesson. “I liked how I could answer the questions and you could see if I was right or not”.

Three parents participated in a focus group discussing the observation of their children while using the Bridgit Conferencing Software. The questions for the parent focus group were:

1. Did your child appear to be engaged during the online lesson? What response did you find them having? Please explain.
2. What difficulties, if any, did you have with the operation of the software?
3. Do you have any suggestions for future use of this software?

The parents that participated in this focus group all felt that their children were engaged during the online lesson. They said that their children liked using the chat feature the most, and thought that it was very exciting for their child to hear a response from the teacher once she responded to their question or comment. The parents observed that their children were enthused about logging on and seeing what it was they were missing while home from school. One mother stated that she felt that her child was on the rebound from the flu that he had, but did not feel like he should put in an entire day of school or he might have a relapse. She felt that this was such a great way to keep him from getting behind in math, and she wished the entire day of school had been online so that he was not so behind in the other subjects.

The parents did not feel that there were any major complications with the software. One stated that they did have an initial problem with the sound, but soon realized that their speakers were not plugged in. Once that problem was resolved, then there was nothing else. Finally, when asked if they had any ideas for future use of the

software, the parents suggested making it available for other disciplines within the school.

The classroom teacher (the researcher) also took personal notes while conducting this research. At times, the use of the chat feature with the children online was distracting to the children in the classroom. The students in the classroom would get very excited to see other students' information and answers pop up on the screen. One concern noted was that the lesson being taught was compromised. Overall, recording the lessons was preferable to using the conferencing software. Recording the lesson did not cause a distraction to the operation of that classroom; however, the conferencing software chat feature became less of a problem as the research progressed. Overall, the benefits of students turning in their work on time and not missing the classroom instruction outweighed the disruption to the classroom. The conclusions and implications from this research study, as well as avenues of future research, are presented in the next chapter.

CHAPTER V

Discussion and Conclusion

Overview of the Study

The Absenteeism Learning Gap Solution, with the use of SMART Technologies Recording Feature and the Bridgit Conferencing Software, took a common problem that is apparent in many traditional classrooms throughout the country and developed an alternative approach to maintaining that students did not develop a learning gap in instruction from missing school.

The current study took place in a rural school in Northern California with assistance from SMART Technologies through the use of a SMART Board and Bridgit Conferencing Software. The students in this 4th grade classroom were the research participants who, if absent, had an opportunity through their home computer to log on to a live conference; this allowed these absent students to view the math lesson as it was presented on an interactive whiteboard and to hear the classroom teacher's voice.

The teacher had the ability to control who was invited into the conference, could see who was attending, and was able to block any audio or video from other computers. At any time during the lesson, students were able to ask a question and get an answer using the simple chat feature of this software. If a student was not able to log in from home to view the conference, then, with a simple click on the SMART Board—the recording feature—the teacher would record the lesson. Later that day, the lesson would

be posted on the school Web site, making it available for the student to view at a future date or time.

The study was designed to monitor absent students' daily math assignments, and the rate of return and accuracy of the assignments. Two terms, each covering a span of 15 instructional days, were established for observation. Term A monitored the above-mentioned data without the use of the conferencing software or the use of technology to record the lesson being presented. Term B monitored the above-mentioned data with the use of the conferencing software turned on and, if needed, the recorded lesson saved for a student to view at a later date. The research questions were as follows:

1. Does the use of the SMART Technologies recording feature or the Bridgit Conferencing Software enable students who are absent to successfully complete and return daily assignments?
2. How do parents, teachers, and students respond to SMART Technologies Bridgit Conferencing Software?

Discussion

Significance of Findings

The data collected in this research provided a significant insight into the ability of a fourth grade student to benefit from the use of such modern technology. In looking at the data collected between the two terms, the increase in math scores of the students who were absent increased 13% between the two terms. The daily rate as to when an assignment was turned in demonstrated more than a six-day difference between the two terms. That is, students who turned in their homework not only improved their daily

scores, they also completed their assignments in a timeframe that was comparable to students who had been in attendance at school.

Additionally, when students were asked how they felt about using the software, they had overall positive comments. Of the parents who participated in the focus group, the overall response was also that it was successful and easy to use. They felt that this approach to keeping their children caught up on daily math assignments when absent was a great resource. The classroom teacher, who was also the researcher, was able to effectively record the lessons and conference them using the software. This was a fairly non-invasive alternative to making up time lost due to absenteeism.

Teaching Implications

The content of this research may initially spark some debate between administrators and teachers. For a classroom teacher, the idea of all students receiving quality instruction using technology is an appealing solution for students that are not in the classroom. The gap in learning that occurs is significant and time that is necessary to spend with the child to provide detailed instruction can be difficult to arrange. This feature is also helpful to parents. Even the most educated parents are still not educators, and the task of instructing a child on how to conquer a multiple step math problem can seem daunting. Parents of this fourth grade classroom have spoken up about the frustration of trying to provide such instruction to their children. They feel that they do not have the necessary patience, and their children will argue with them about their methods of instruction, particularly if their instruction varies from that of the classroom teacher.

Classroom teachers, especially those not comfortable with the adoption of new technology, may find that this approach is distracting to their classroom and to students who are in attendance. Training and practice would be of significant value and as indicated in Chapter IV, familiarity would most likely improve through use and practice.

Obstacles that administrators face when presented with this opportunity are the issues regarding Average Daily Attendance (ADA). When a child is not in the classroom, he/she is not counted as attending school; therefore, schools do not receive funding and credit for that child being in class. If the purchase and use of technology encourages in any way a child not coming to school, it will not be of any value to the school's administration. Moreover, the addition of this technology could potentially cause the school to lose money in the operational budget. If the educational benefits of this program do continue to promote such academic achievement, as this initial study indicated, then the benefits in terms of standardized test scores may also impact any decision to purchase and implement the practice of conferencing and recording lessons.

Future Research

There are several main avenues for future research. First, it would be beneficial to study the effects on attendance rates with continued use of this technology and software. That is, does daily attendance in school decrease because the accommodations make it too easy to be absent from the classroom, or does it decrease because students are no longer tempted to take time off from school knowing that they must make up the time through watching the video or being logged in online.

A second avenue of research would be to look into redefining the State of California's definition of attendance. If a child is online and interacting with a teacher via the Internet, could that possibly be considered for ADA? This may encourage school administrators to purchase the required equipment.

A third avenue of research would be to change the type of participants. This study was conducted at a school where a majority of the students had access to the Internet and a home computer. The students in this classroom did not qualify for the schools free and reduced lunch program implicating that these children are from a middle class to upper class family. If this research was to be conducted at a school where the demographics of the students were different, the results may also provide a different outcome.

Overall, this researcher found this study to be a success. The opportunities to use this software in the field of education are endless.

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Appendix A: Attendance Record: Term A

Attendance Record

Term 1A- 1/09/08 – 1/29/08
15 Days of Instruction
Conferencing Software Turned Off

Student	Date Absent	Math Assigned	Date Assignment Turned In	Days assignment took to complete after returning to school (not including weekend/ holidays)	Grade Received (Percentage Correct)
1	1/9/08	55	1/14/08	2	67%
2	1/10/08	Sup 57	1/21/08	7	96%
3	1/11/08	58	1/18/08	5	82
5	1/14/08	Sup 59- odds Sup 60- all	1/22/08	6	75%
4	1/15/08	Multiplication Packet	Did not complete		0
15	1/15/08	Multiplication Packet	Did not complete		0
6	1/17/08	Math Test 11A Lesson 61	1/22/08	3	64%
7	1/22/08	64	1/25/08	2	88
8	1/23/08	65 Sup 64 (Odds)	2/1/08	7	84
13	1/24/08	66	1/28/08	2	84
3	1/25/08	67	2/22/08	23	84
14	1/28/08	68	2/19/08	17	62
8	1/29/08	69 Sup 69	Student did not complete		0
9	1/30/08	70	2/4/08	3	60
9	1/30/08	70	2/4/08	3	92

Appendix A: Attendance Record: Term B

Term 2A- 2/4/08- 2/26/08
15 Days of Instruction
Conferencing Software Turned On

Student	**Date Absent**	**Reason for absence**	**Math Assigned**	**How was Lesson Viewed**	**Date Assignment Completed**	**Days assignment took to complete after returning to school (not including weekend/ holidays)**	**Grade Received (Percentage Correct)**
15	2/12/08	Dr. Apt in Reno	PS 76 and Sup 77 (odds)	Online at home in the evening	2/13/08	0	82
6	2/12/08	Sick- home computer not hooked up to Internet	PS 76 and Sup 77 (odds)	On teacher's computer following day	2/14/08	2	100 100
7	2/19/08	Dentist Apt.	PS 80	Lesson Viewed online at home	2/20/08	0	72
10	2/25/08	Home- sick	PS 86	Viewed online with Bridgit	3/1/08	0	84
11	2/25/08	Home- sick	PS 86	Viewed online with Bridgit	2/29/08	0	100
10	2/26/08	Home- sick	PS 87	Viewed online with Bridgit	3/1/08	0	84
6	2/26/08	Home- sick	PS 87	Viewed online	2/27/08	1	96

				with Bridgit			
11	2/26/08	Home-sick	PS 87	Viewed online with Bridgit	2/29/08	0	100
15.	2/26/08	Home-sick	PS 87	Viewed online with Bridgit	2/27/08	0	92
12.	2/26/08	Home-sick	PS87	Viewed online with Bridgit	2/27/08	Parent returned homework assignment before student returned to school.	96
10	2/27/08	Home-sick	PS 88	Viewed online with Bridgit	3/3/08	0	82
12	2/27/08	Home-sick	PS 88	Viewed online with Bridgit	2/27/08	Parent returned homework assignment before student returned to school.	96
1	2/27/08	Home-sick	PS 88	Viewed online with Bridgit	3/3/08	0	88
1	2/28/08	Home-sick	89	Viewed online with Bridgit	3/3/08	0	100
12	2/28/08	Home-sick	89	Viewed online with Bridgit	3/3/08	0	96
10	2/28/08	Home-sick	89	Viewed online with Bridgit	3/3/08	0	86
1	2/29/08	Home-	90	Viewed	3/3/08	0	100

		sick		online with Bridgit			
12	2/29/08	Home-sick	90	Viewed online with Bridgit	3/3/08	0	92
10	2/29/08	Home-sick	90	Viewed online with Bridgit	3/3/08	0	84