Measuring the Perception Strength/Beliefs of Educators' of School –Based Strategies Using the Daniel C. Fritz Perception Model to see which is most effective in Improving Student Achievement

Daniel C. Fritz, Ed. D

Abstract

In a previous studies conducted by the researcher, school-based practices were measure by comparing mean of the scores based on the responses from the survey and using an Independent-t Test to test the statistical significance of the perception of male and female educators on what strategies were most effective within an impoverished school district in Central Virginia. 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 within the district. These four strategies were classroom management, consistent intervention, effective leadership and parent involvement. The aim of **this study** was to measure the perception strength of educators according to their experience on which school based factors where most effective in increasing student achievement according to the Daniel C. Fritz Perception Model. The researcher wants to see if the results are similar in comparison from the previous research using the model. The strategies in this study with the highest total mean score out of the 12school-based practices examined revealed the educators preferences based on the model inclusive of a survey using the 4-point Likert Scale.A One-Way Analysis of variance (ANOVA) Test conducted a test for statistical significance. The Statistical Package for Social Sciences (SPSS) software compiled data to run a statistical analysis.

1. Introduction

The Corona Virus known as Covid-19 has been a devastating issue to the American people and other all across the world in every country. The virus continues to spread as the people all over the world fight tirelessly to decreases the cases and its death toll. This virus not only crippled the health and killed Americans'; but also traumatized the economy and the finances of business owners and hardworking people. Poverty has effected American for decades and Covid-19 became an addition to the problems. Many businesses had to close down, schools k-12 and institutions of higher learning had to physically end face-to-face instructions and go to a remote platform for virtual teaching. Lancker and Parolin (2020) stated that United Nations Educational, Scientific, and Cultural Organization suggested that schools in 138 countries had closed down to prevent the spread of the virus. Closing down these institutions affected the education of 80% of the children (Lancker and Parolin, 2020), because a lot of households could not afford internet access, school books, pencils and other school products to help with the success in the classroom. Since school had to resort to other platform strategies, children were suffering more from hunger and other impoverish critical issues. Poverty was a hardship experience that affected families in neighborhoods and school districts all over the nation. "Venkatasubramanian (2001) stated those who were affected by poverty lacked power or influence in their surroundings. Poverty showed lack of knowledge and limited opportunities to become financially successful"(Fritz, 2018, p.2, Fritz 2018, p.10)."He also stated that knowledge was information used and applied to solve life's problem and increased the opportunity for success" (Fritz, 2018, p.2, Fritz 2018, p.10).

Children who lacked food for a proper diet, health care or became exposed to an unsafe environment (Boggess, 2008). Some single parents were on disability or government assistance and were financially unable to take care of a household alone (Berliner, 2009; Fritz, 2018, 2019).

When schools were open, children had the opportunity to eat breakfast and lunch at school. Feeding the children at school-helped parents with financial challenged within the household.

Hunger is not the only factor that affect student achievement. There are other critical issues affecting the success of children in the classroom as well. There is homelessness, unemployment, health issues: such as asthma, mental health and possible disabilities affecting children or parents' health, mental health and possible disabilities affecting children's or parents' health, Student mobility, poor attendance and low socioeconomic status (Berliner, 2009). School based strategies used by educators to counter these barriers of poverty-helped students to achieve success in the classroom(Barr & Parrett, 2007; Hayes 2008; Marzano, 2003, Shannon & Bylsma, 2007).

1.1 Statement of problem

Poverty is a reality in which affects the environment in such a way that people have low morale, in some cases lack of motivation. D'Aoust(2008) confirmed that poverty discussed at many different levels revealed parents with their children lived in very poor neighborhood with low income and even unemployment; there were gang violence and other violent crimes within the neighborhood in such a way innocent people walking the streets being assaulted, and robbed. Parents and children inflicted with chronic illness caused them to stay home –out of work and out of school. Teenage pregnancy was definitely an issue and a critical issue that needed to be address. Children have to move from place to place; sometimes, parents will have to work late night jobs and children must take care of their younger siblings, which causes some of them not to have time to do homework or even attend school. Dropout rates tend to increase, parents are unable to properly feed and care for their children(Duncan & Brooks-Gunn, 1997; Duncan, Brooks-Gunn, & Klebanov, 1994; Haveman & Wolfe, 1994; Huston, 1991; Korenman, Miller, & Sjaastad 1995; McLeod & Shanahan 1993, cited in Fritz, 2018, 2019).

Some teachers had internalized their judgements about students based on their impoverished environment; and already had a preconceived notion of failure when it came to student achievement. In addition, these educators fear for their jobs, because some of the students would fail the standard test given at the end of the term or year (Fritz, 2018, 2019).   Some educators' perceptions about poverty and their effect on student learning analyzed in previous studies by the researcher helped" educators to self-correct and thereby overcome educational barriers of poverty.""Educators must reveal school-based strategies that would increase self-efficacy, confidence, and motivation.""This can possibly opened doors for the children to do well academically and on achievement tests" (Fritz, 2019, p. 11).

1.2 Purpose

The purpose of this quantitative study is educators' perception based on their years of experience on school-based strategies that would counter the barriers of poverty. Previous studies conducted by the researcher suggest-the critical issues of hunger, low socioeconomic status and unemployment were the main barriers at a particular school district in Central Virginia. School-based factors identified and applied to these critical issues countered and over-hauled the barrier of poverty to increase student achievement. Previous studies conducted by the researcher showed that leadership, constant intervention and classroom management and parent involvement were the school-based practices perceived by educators to be fit to counter these critical issues.

This was inclusive of a survey using a 4-point Likert scale and the Independent t-Test to test for statistical significance was present. In this study, the researcher uses the **Daniel C. Fritz Perception Model** to measure the perception strength of educators based on their perceptions/beliefs of which school based practices were most affective in countering the plights of poverty within the Central Virginia district.   The researcher wanted to see if the results were the same from previous studies using the model (Fritz, 2019, 2020).

1.3 Significance of the study

This study revealed that when applying the school-based factors into the vision of the school or district, it could target the barriers of poverty and increase self-efficacy, confidence, and motivation, which will student achievement in the classroom. Curriculum alignment, student intervention, parent involvement, leadership and many others can really become a "game changer" when it comes to child's education. Educators must continue to realize that these barriers of poverty cause children stress, anxiety, and lack of focus because of outside issues and in some cases crime. Putting some of these practices into place will allow students to do outstanding in the classroom and well on standardized test (Fritz, 2019).

1.5 Background

During a previous study by the researcher, the **Daniel C. Fritz Perception Model** was used to measure the perception/beliefs of educators (based on their years of experience) dealing with the issues of poverty within their district. Even though there were many issue of poverty-the model suggest hunger, low socioeconomic status and unemployment had the highest percentage strengths out of all the other characteristics of poverty. Fritz (2019) research suggest low socioeconomic status and hunger had an overall perception strength of 79% and unemployment had a perception strength of 78% within the district. "Based on the overall averages of the percentage strengths from all four groups of experienced educators with (0-5), (6-11), (12-17) and (18-over) years of experience. The researcher concluded that educators felt 79% strongly about low socioeconomic status of the children's parents and hunger, also unemployment with the perception strength of 78% were the biggest challenging issue within the district affecting student achievement" (Fritz, 2019, p.17).School-based factors implemented into the vision of districts by the superintendent and the educators those districts can help counter these issues and poverty and increase student achievement.

Fritz (2018) and (2019) previous studies analyzed both male and female educators' who perceived and believe which school-based strategies were most affective according to a survey. The Independent t-test tested for any significance if possible. The top five scores of these school-based strategies for male educators were setting a high expectation for students, parent involvement, consistent intervention, curriculum alignment, classroom management and effective leadership having the same average scores. The female educators 'top five scores of these school-based strategies were parent involvement, consistent intervention, collaboration with colleagues, classroom management, and effective leadership (Barr & Parrett, 2007; Hayes 2008; Marzano, 2003, Shannon & Bylsma, 2007).

Based on the perception of both genders, the higher scores were classroom management, effective leadership, consistent intervention and parent involvement. "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" (Fritz, 2018, p.135, Fritz, 2019, p.22).

2.1Methodology/Research Method

The purpose of this quantitative study was to use the **Daniel C. Fritz Perception Model** to measure the perception strength of educators (based on their years' experience in education) of school-based strategies that are most effective in the district at a Central Virginia school district. Creswell (2014) stated that quantitative studies are appropriate to use this method. The researcher thought it was important to use the significant data analysis using the **Daniel C. Fritz Perception Mode** land ANOVA –*The Analysis of Variance* to test for statistical significance based off the responses of a survey instrument –using a 4-point Likert scale (1-strongly disagree, 2-disagree, 3-agree, 4-strongly agree) to get a forced response. The independent variable is educators' years of experience and the dependent variable is perception or the responses from the survey. The model has two main equations along with two sub- equations measuring theoretically the lower boundary minimum values and upper boundary maximum value on a perception scale. The first of the two main equations calculated the perception coefficient; then the second equation calculated the percentage value, which measured the perception strength/beliefs of the educators'. The model suggested the strength of the perception/beliefs based on the responses from a survey (Fritz, 2020).

2.2 Research Questions/Hypothesis

1. Based on the **Daniel C. Fritz Perception Model**, what are the strengths of educators' belief/perceptions based on their years of experience on school-based strategies that would possibly increase student achievement within the district?

2. Out of the 4 top scores of the school-based strategies that were perceived and believed to be the most effective strategies to counter poverty based on the **Daniel C. Fritz Perception Mode l**are there any statistical significance between educators' based on their years of experience concerning those 4 best strategies?

• *H (null) = There was no significant difference in the strong perceptions and beliefs of educators based on their years of experience regarding the top school-based strategies on increasing student achievement.*

• *H (alternative) = There was significant differences in the strong perceptions and beliefs of educators based on their years of experience regarding the top school-based strategies on increasing student achievement.*

2.3 Sample and Population

The researcher analyzed a district located in the central part of Virginia. The researcher called the District X. The district had approximately 200 educators; the sample size of the population was 156 participants who responded to the survey which comprised of assistant principals, principals, counselors, educational specialist, teachers' assistant and highly qualified teachers. The population also included retired educators who were substitute administrators, teacher assistants, counselors and highly qualified teachers. The sampling techniques were stratified and convenient techniques based on the independent variable was the educators. The researcher grouped the educators according to their years of experience (Larson, Farber, 2015).

"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, 2019).

2.4 Instrumentation: School-Based Strategies (See Table 1)

Table 1.

Survey Items with Their Associated Research Questions and Constructs for School-Based Factors/Practices (Fritz, 2018, 2019)

Research Questions	Survey Items for construct: **School-based factors/practices**
RQ1: Based on the **Daniel C. Fritz Perception Model**, what are the strengths of the educators' beliefs/perceptions based on their years of experience on school-based strategies that would possibly increase student achievement within the district?	**Collaboration** with colleagues was an 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. **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. **Consistent Intervention** was an effective school-based practice.
RQ2: Out of the top 4 scores of the school-based strategies that were perceived and believed to be the most effective strategies to counter poverty based on the **Daniel C. Fritz Perception Model**, are there any statistical significant based on their years of experience based on the 4 best strategies?	**Classroom management** was an effective school-based practice. **Parent involvement** raised the chances of student success even outside the classroom.

Table 2.

Report

Experience in education within the school district:		Parent involvement	Consistent Intervention	Curriculum alignment	Classroom management	Effective Leadership	Collaboration with colleagues	Set high expectat.
0 - 5 years	Mean	3.58	3.36	3.31	3.42	3.42	3.33	3.31
	N	36	36	36	36	36	36	36
	Std. Deviation	.649	.593	.577	.604	.732	.676	.749
6 - 11 years	Mean	3.78	3.44	3.59	3.55	3.63	3.39	3.59
	N	41	41	41	40	41	41	41
	Std. Deviation	.419	.634	.499	.639	.488	.494	.591
12 - 17 years	Mean	3.51	3.38	3.36	3.41	3.46	3.46	3.31
	N	39	39	39	39	39	39	39
	Std. Deviation	.506	.493	.584	.549	.505	.505	.614
18 – over years	Mean	3.70	3.43	3.35	3.45	3.55	3.54	3.45
	N	40	40	40	40	40	39	40
	Std. Deviation	.464	.501	.483	.504	.552	.555	.639

Table 3.

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Set high expectations for student is an effective school based practice.	1.503	3	152	.216
Parent involvement can raise the chances for student success even outside the classroom.	7.077	3	152	.000
Consistent Intervention is an effective school based practice.	2.367	3	152	.073
Curriculum alignment is an effective school based practice.	.903	3	152	.441
Classroom management is an effective school based practice.	.510	3	151	.676
Collaboration with colleagues is an effective school based practice.	2.917	3	151	.036
Effective Leadership is an effective school based practice.	3.453	3	152	.018

Table 4.

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Set high expectations for student is an effective school based practice.	Between Groups	2.119	3	.706	1.683	.173
	Within Groups	63.798	152	.420		
	Total	65.917	155			
Parent involvement can raise the chances for student success even outside the classroom.	Between Groups	1.691	3	.564	2.146	.097
	Within Groups	39.918	152	.263		
	Total	41.609	155			
Consistent Intervention is an effective school based practice.	Between Groups	.149	3	.050	.159	.924
	Within Groups	47.409	152	.312		
	Total	47.558	155			
Curriculum alignment is an effective school based practice.	Between Groups	1.893	3	.631	2.197	.091
	Within Groups	43.664	152	.287		
	Total	45.558	155			
Classroom management is an effective school based practice.	Between Groups	.492	3	.164	.495	.686
	Within Groups	49.986	151	.331		
	Total	50.477	154			
Collaboration with colleagues is an effective school based practice.	Between Groups	.898	3	.299	.959	.414
	Within Groups	47.141	151	.312		
	Total	48.039	154			
Effective Leadership is an effective school based practice.	Between Groups	1.088	3	.363	1.106	.349
	Within Groups	49.855	152	.328		
	Total	50.942	155			

Table 5.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.857	.860	11

       The researcher created a survey that showed a clear and concise understanding of the characteristics of poverty and the school-based strategies that could possibly counter the barriers of these critical conditions (Creswell, 2014, cited in Fritz, 2018). We will analyze the part of the survey that bares all of the school-based strategies and use **the Daniel C. Fritz Perception Mode l**based on the 4-point Likert scale (1-disagree, 2-strong disagree, 3-agree, 4- strongly agreed) to find out the perception strength of each group of educators' based on the years of experience. A One One-Way-Analysis of Variance (ANOVA) was used to test the statistical significance-using alpha =.05 for the mentioned level respectively. The researcher used the 4-point Likert scale to get a forced response from the participant (Fritz, 2018, 2019, 2020).

School-based strategies very affective in different districts all over the world. Some factors were more pertinent and much useful in other districts depending upon the characteristics of poverty affecting those districts across the nation (Barr & Parrett, 2007; Hayes 2008; Marzano, 2003, Shannon & Bylsma, 2007).

The Daniel C. Fritz Perception Model was the other instrument used in this study. Here are the equations and variables of the model:

$$P_{dcfritz} coefficient = E\left(\frac{\overline{X}_{score}}{\left(\sqrt{S_{max} - S_{min}}\right)}\right)$$

(Fritz, 2020)

$P_{dcfritz}$ represents the perception coefficient; the variable E represents the years of experience of the participants' job, career, or whatever variable being analyzed. If the participants were students, E would represent the years of experience attending school at the grade level, or university depending upon the research. For this research, E represented the median of the years of experience of each participant group, which are educators. The variable $\overline{X}_{score}$ represents the mean of the Likert scale values that were responses from the educators. The variable S_{max} represents the scale maximum value of the Likert Scale; for example, for a 4-point Likert Scale, S_{max} would equal four; S_{min} would equal one.

$$P_{dcfritz} strength = \frac{P_{dcfritz} coefficient}{P_{dcfritz_{BoundaryMaximum}}} \times 100$$ (Fritz, 2020) To calculate the $P_{dcfritz} strength$, the researcher divided the coefficient by the perception boundary maximum value and multiplied the quotient by 100. The researcher measured the perception strength by creating a scale based on the years of experience of the educators. The variables $P_{dcfritz_{BoundaryMinimum}}$ and $P_{dcfritz_{BoundaryMaximum}}$ are scales that measures the least possible overall perception value to the maximum perception value. These two variables set up the boundaries on the perception scale (Fritz, 2020).

$$P_{dcfritz_{BoundaryMinimum}} = E\left(\frac{\overline{X}_{BoundaryMinimum}}{\left(\sqrt{S_{max} - S_{min}}\right)}\right)$$ Lowest possible Likert scores mean $\overline{X}_{BoundaryMinimum}$ is 1 for a 4 Point Likert

Score for the variable $P_{dcfritz_{boundaryMinimum}}$

$$P_{dcfritz_{BoundaryMaximum}} = E\left(\frac{\overline{X}_{BoundaryMaximum}}{\left(\sqrt{S_{max} - S_{min}}\right)}\right)$$ Highest possible Likert scores mean $\overline{X}_{BoundaryMaximum}$ is 4 for a 4 Point Likert

Score for the variable $P_{dcfritz_{boundaryMaximum}}$

(Fritz, 2020)

2.5 Data Collection/Procedure and Analysis

The researcher prepared the survey on qualtrics, which is an online survey software that produces results for research. Data exported to different statistical packages such as SPSS for descriptive statistics, parametric and non-parametric statistical analysis, etc., allowed results to be generated respectively. The distribution of the instrument went 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 with the embedded consent form online using qualtrics and all "hard-copy responses were transposed to qualtrics. The researcher had full excess of the results (Fritz, 2018, 2020). Teachers (highly qualified), assistant teachers, administrators, both presently employed, and retired. The retired teachers and administrators were substituting within the district(Fritz, 2018, 2020).

3.1 Findings

The experience in the number of years of the educators have varied.

Thirty-six educators with 0 to 5 years' experience; who responded to the survey, which reflects 23.1% of the total included in the research; additionally, 41 educators with 6 to 12 years' experience responded to the survey, which reflects 26.3% of the total included in the research. There were also 39 educators with 12 to 17 years' experience who responded to the survey, which reflects 25 % of the total included in the research; lastly, 40 educators with 18 plus years' experience responded to the survey, which reflects 25.6% of the total included in the research (Fritz, 2020). Refer to (Figure-1) at the end of the article.

Construct: School Based-Strategies

Analysis for research questions 1: The items below were conducive to this research based on the Daniel C. Fritz Perception Model.

1. Based on the **Daniel C. Fritz Perception Model**, what are the strengths of educators' belief/perceptions based on their years of experience on school-based strategies that would possibly increase student achievement within the district?

Items from the survey instrument: School-based Strategies (Table 1)
Collaboration with colleagues was an 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.
Prompting students to be prepared for higher educationor 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.
Consistent Intervention was an effective school-based practice.
Classroom management was an effective school-based practice.
Parent involvement raised the chances of student success even outside the classroom.

After the researcher conducted previous studies on the issues of poverty, other studies were conduct to find out strategies to increase student achievement in spite of the characteristics of poverty. All of the strategies mentioned above were very useful for districts all over the nation, leadership-a very good school based-factor plays a big role in the success of racing test scores and achieving classroom success (Barr & Parrett, 2007; Hayes 2008; Marzano & McNulty 2003, Shannon & Bylsma, 2007). The researcher decided to compare the overall mean score of the educators' response according to their years of experience.

However, the researcher wanted to example each group by years of experience the perception strengths /beliefs of the appropriate school-based strategy and get the overall average of theses perceptions-strengths to see which school-based factor is in favor to be most conducive to the district. The school-based-strategy concerning **parent involvement** had the highest total average based on the responses from the survey using the 4-point Likert scale ($M = 3.65$), followed by **effective leadership** with a total average score ($M = 3.52$).**Classroom management** had a score ($M = 3.46$), **collaboration with colleagues** ($M = 3.43$), **set high expectation**($M = 3.42$), **consistent intervention** and **curriculum alignment** had the same total averages ($M = 3.40$). These seven school –based strategies out of the 12 strategies were analyzed based on the highest average mean based on the responses of the 4-point Likert scale.

The research analyzes the statistical significance using the ANOVA (Analysis of Variance Test). This test was to see if there were any significant differences between the response of the groups of educators on their perception of the school-based factors that were the most affective in countering the characteristics of poverty and increasing student achievement.

3.2 The analysis of the school-based strategies using the Daniel C. Fritz Perception Model

a) The analysis of school-based strategy **parent involvement** the researcher had analyzed each group of experience educators measuring the perception strength. For educators with experiences from year :(0-5), the mean ($M = 3.58$):

$$P_{dcfritz_{BoundaryMinimum}} = E\left(\frac{\overline{X}_{BoundaryMinimum}}{\left(\sqrt{S_{max}} - S_{min}\right)}\right) = 2.5\left(\frac{1}{\sqrt{4-1}}\right) = 1.44$$

$$P_{dcfritz_{BoundaryMaximum}} = E\left(\frac{\overline{X}_{BoundaryMaximum}}{\left(\sqrt{S_{max}} - S_{min}\right)}\right) = 2.5\left(\frac{4}{\sqrt{4-1}}\right) = 5.77$$

$$P_{dcfritz}coefficient = E\left(\frac{\overline{X}_{score}}{\left(\sqrt{S_{max}} - S_{min}\right)}\right) = 2.5\left(\frac{3.58}{\sqrt{4-1}}\right) = 5.17$$
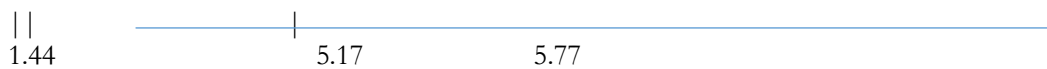
||————————————+————————————————————————————————
1.44   5.17   5.77

The perception scale theoretically scaled with the lowest boundary minimum value to the highest boundary maximum value had a coefficient value of 5.17, when calculated, as a percentage in the perception strength model is 89.6%.

$$P_{dcfritz}strength = \frac{P_{dcfritz}coefficient}{P_{dcfritz_{BoundaryMaximum}}} \text{ x } 100 = \frac{5.17}{5.77} \text{ x } 100 = 89.6\%$$

The **Daniel C. Fritz Perception Model** based on the 4 point Likert Scale suggest that educators that have (0-5) years of experience have a perception strength of 89.6% based on the beliefs that: **parent involvement** can raise student success and counter some of the issues of poverty even outside the classroom.

For educators with experiences from year: (6 - 11), the mean $M = (3.78)$ so:

$$P_{dcfritz_{BoundaryMinimum}} = E\left(\frac{\overline{X}_{BoundaryMinimum}}{\left(\sqrt{S_{max}} - S_{min}\right)}\right) = 8.5\left(\frac{1}{\sqrt{4-1}}\right) = 14.72$$

$$P_{dcfritz_{BoundaryMaximum}} = E\left(\frac{\overline{X}_{BoundaryMaximum}}{\left(\sqrt{S_{max}} - S_{min}\right)}\right) = 8.5\left(\frac{4}{\sqrt{4-1}}\right) = 19.63$$

$$P_{dcfritz}coefficient = E\left(\frac{\overline{X}_{score}}{\left(\sqrt{S_{max}} - S_{min}\right)}\right) = 8.5\left(\frac{3.78}{\sqrt{4-1}}\right) = 18.55$$

||————————————+————————————————————————————————
14.72   18.55   19.63

The perception scale theoretically scaled with the lowest boundary minimum value to the highest boundary maximum value had a coefficient value of 18.55, when calculated, as a percentage in the perception strength model is 94.4%.

$$P_{dcfritz}strength = \frac{P_{dcfritz}coefficient}{P_{dcfritz_{BoundaryMaximum}}} \text{ x } 100 = \frac{18.55}{19.63} \text{ x } 100 = 94.4\%$$

The **Daniel C. Fritz Perception Model** based on the 4 point Likert Scale suggest that educators that have 6-11 years of experience have a perception strength of 94.4% based on the beliefs that **parent involvement** can raise student success and counter some of the issues of poverty even outside the classroom.
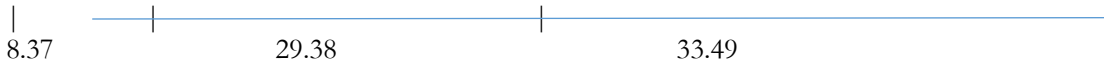
$$P_{dcritz_{BoundaryMinimum}} = E\left(\frac{\overline{X}_{BoundaryMinimum}}{\left(\sqrt{S_{max}} - S_{min}\right)}\right) =$$

For educators with experiences from year: (12 - 17), the mean M = (3.51) so:

$$14.5\left(\frac{1}{\sqrt{4-1}}\right)=8.37$$

$$P_{dcfritz_{BoundaryMaximum}}=E\left(\frac{\overline{X}_{BoundaryMaximum}}{\left(\sqrt{S_{max}}-S_{min}\right)}\right)=14.5\left(\frac{4}{\sqrt{4-1}}\right)=33.49$$

$$P_{dcfritz}coefficient=E\left(\frac{\overline{X}_{score}}{\left(\sqrt{S_{max}}-S_{min}\right)}\right)=14.5\left(\frac{3.51}{\sqrt{4-1}}\right)=29.38$$

|
8.37   29.38   33.49

The perception scale theoretically scaled with the lowest boundary minimum value to the highest boundary maximum value had a coefficient value of 29.38, when calculated, as a percentage in the perception strength model is 87.7%.

$$P_{dcfritz}strength=\frac{P_{dcfritz}coefficient}{P_{dcfritz_{BoundaryMaximum}}}\text{ x }100=\frac{29.38}{33.49}\text{ x }100=87.7\%$$
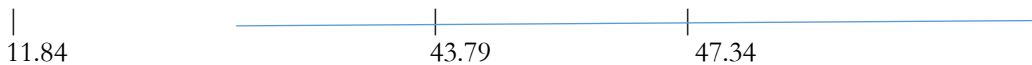
The **Daniel C. Fritz Perception Model** based on the 4 point Likert Scale suggest that Educators that have (12-17) years of experience have a perception strength of 87.7% based on the beliefs that **parent involvement** can raise student success and counter some of the issues of poverty even outside the classroom.

For educators with experiences from year: (18 – over), the mean $M = (3.70)$ so, respectively the researcher calculated E which represented the median of years of experience within that particular time interval. However, in this case the years of experience (18 on up) did not have any particular range, because some of the participants may have serve anywhere from 18 years to 40 and so on. The researcher arbitrarily chosen E to be 20.5 a value anywhere from 18 on up.

$$P_{dcfritz_{BoundaryMinimum}}=E\left(\frac{\overline{X}_{BoundaryMinimum}}{\left(\sqrt{S_{max}}-S_{min}\right)}\right)=20.5\left(\frac{1}{\sqrt{4-1}}\right)=11.84$$

$$P_{dcfritz_{BoundaryMaximum}}=E\left(\frac{\overline{X}_{BoundaryMaximum}}{\left(\sqrt{S_{max}}-S_{min}\right)}\right)=20.5\left(\frac{4}{\sqrt{4-1}}\right)=47.34$$

$$P_{dcritz}coefficient=E\left(\frac{\overline{X}_{score}}{\left(\sqrt{S_{max}}-S_{min}\right)}\right)=20.5\left(\frac{3.70}{\sqrt{4-1}}\right)=43.79$$

|
11.84   43.79   47.34

The perception scale theoretically scaled with the lowest boundary minimum value to the highest boundary maximum value had a coefficient value of 43.79, when calculated, as a percentage in the perception strength model is 92.5%.

$$P_{dcfritz}strength=\frac{P_{dcfritz}coefficient}{P_{dcfritz_{BoundaryMaximum}}}\text{ x }100=\frac{43.79}{47.34}\text{ x }100=92.5\%$$

The **Daniel C. Fritz Perception Model** based on the 4 point Likert Scale suggest that educators with 18 and over years of experience have a perception strength of 92.5% based on the beliefs that **parent involvement** can raise student success and counter some of the issues of poverty even outside the classroom.

The overall total average of all of the educators based on all of the years of experience ($M = 3.65$) was from the responses from this particular school based-factor.
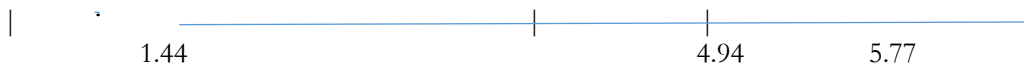
The overall average of the perception strength and beliefs of how the educators felt about parent involvement from (0 -5) years of experience was 89.6%. For $(6-11)$ years of experience was 94.4%, $(12-17)$ years of experience was 87.7% and $(18 - over)$ years of experience was 92.5 divided by 4 gave an overall average percentage strength of 91.0% rounded to the nearest whole percent is 91%. **The Daniel C. Fritz Perception Model** suggest after calculating the averages of group of year of experience, the overall perception strength was 91% based on the responses from the Likert Scale. The educators feel strongly that **parent involvement** can raise student success and counter some of the issues of poverty even outside the classroom.

The analysis of school-based strategy **effective Leadership** showed that the researcher had analyzed each group of experience educators measuring the perception strength. For educators with experiences from year:(0-5), the mean (M = 3.42):

$$P_{dcfritz_{BoundaryMinimum}} = E\left(\frac{\overline{X}_{BoundaryMinimum}}{\left(\sqrt{S_{max}} - S_{min}\right)}\right) = 2.5\left(\frac{1}{\sqrt{4-1}}\right) = 1.44$$

$$P_{dcfritz_{BoundaryMaximum}} = E\left(\frac{\overline{X}_{BoundaryMaximum}}{\left(\sqrt{S_{max}} - S_{min}\right)}\right) = 2.5\left(\frac{4}{\sqrt{4-1}}\right) = 5.77$$

$$P_{dcfritz}coefficient = E\left(\frac{\overline{X}_{score}}{\left(\sqrt{S_{max}} - S_{min}\right)}\right) = 2.5\left(\frac{3.42}{\sqrt{4-1}}\right) = 4.94$$

```
|        .          |                    |        |
              1.44                      4.94      5.77
```

The perception scale theoretically scaled with the lowest boundary minimum value to the highest boundary maximum value had a coefficient value of 4.94, when calculated, as a percentage in the perception strength model is 85.6%.

$$P_{dcfritz}strength = \frac{P_{dcfritz}coefficient}{P_{dcfritz_{BoundaryMaximum}}} \text{ x } 100 = \frac{4.94}{5.77} \text{ x } 100 = 85.6\%$$
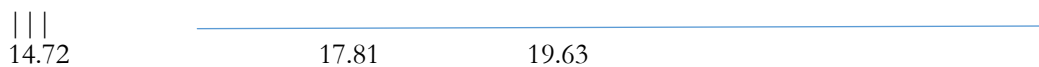
The Daniel C. Fritz Perception Model based on the 4 point Likert Scale suggest that educators that have (0-5) years of experience have a perception strength of 85.6% based on the beliefs that: effective leadership can raise student success and counter some of the issues of poverty.

For educators with experiences from year: (6 - 11), the mean $M = (3.63)$ so:

$$P_{dcfritz_{BoundaryMinimum}} = E\left(\frac{\overline{X}_{BoundaryMinimum}}{\left(\sqrt{S_{max}} - S_{min}\right)}\right) = 8.5\left(\frac{1}{\sqrt{4-1}}\right) = 14.72$$

$$P_{dcfritz_{BoundaryMaximum}} = E\left(\frac{\overline{X}_{BoundaryMaximum}}{\left(\sqrt{S_{max}} - S_{min}\right)}\right) = 8.5\left(\frac{4}{\sqrt{4-1}}\right) = 19.63$$

$$P_{dcfritz}coefficient = E\left(\frac{\overline{X}_{score}}{\left(\sqrt{S_{max}} - S_{min}\right)}\right) = 8.5\left(\frac{3.63}{\sqrt{4-1}}\right) = 17.81$$

```
|||
14.72                    17.81                    19.63
```

The perception scale theoretically scaled with the lowest boundary minimum value to the highest boundary maximum value had a coefficient value of 17.81, when calculated, as a percentage in the perception strength model is 90.7%.

$$P_{dcfritz}strength = \frac{P_{dcfritz}coefficient}{P_{dcfritz_{BoundaryMaximum}}} \text{ x } 100 = \frac{17.81}{19.63} \text{ x } 100 = 90.7\%$$
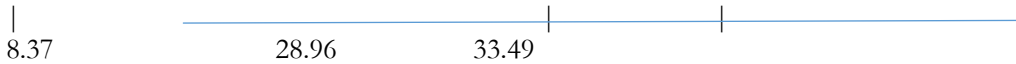
The Daniel C. Fritz Perception Model based on the 4 point Likert Scale suggest that educators that have 6 - 11 years of experience have a perception strength of 90.7% based on the beliefs that: effective leadership can raise student success and counter some of the issues of poverty.

For educators with experiences from year: (12 - 17), the mean $M = (3.46)$ so:

$$P_{dcfritz_{BoundaryMinimum}} = E\left(\frac{\overline{X}_{BoundaryMinimum}}{\left(\sqrt{S_{max}} - S_{min}\right)}\right) = 14.5\left(\frac{1}{\sqrt{4-1}}\right) = 8.37$$

$$P_{dcritz_{BoundaryMaximum}} = E\left(\frac{\overline{X}_{BoundaryMaximum}}{\left(\sqrt{S_{max}} - S_{min}\right)}\right) = 14.5\left(\frac{4}{\sqrt{4-1}}\right) = 33.49$$

$$P_{dcfritz}coefficient = E\left(\frac{\overline{X}_{score}}{\left(\sqrt{S_{max}} - S_{min}\right)}\right) = 14.5\left(\frac{3.46}{\sqrt{4-1}}\right) = 28.96$$

|
8.37   28.96   33.49

The perception scale theoretically scaled with the lowest boundary minimum value to the highest boundary maximum value had a coefficient value of 28.96, when calculated, as a percentage in the perception strength model is 86.5%.

$$P_{dcfritz}strength = \frac{P_{dcfritz}coefficient}{P_{dcfritz_{BoundaryM\,ax\,imum}}} \times 100 = \frac{28.96}{33.49} \times 100 = 86.5\%$$

The **Daniel C. Fritz Perception Model** based on the 4 point Likert Scale suggest that educators that have 12-17 years of experience have a perception strength of 86.5% based on the beliefs that: **effective leadership** can raise student success and counter some of the issues of poverty.

For educators with experiences from year: (18 – over), the mean $M = (3.55)$ so, respectively the researcher calculated E which represented the median of years of experience within that particular time interval. However, in this case the years of experience (18 on up) did not have any particular range, because some of the participants may have serve anywhere from 18 years to 40 and so on. The researcher arbitrarily chosen E to be 20.5 a value anywhere from 18 on up.

$$P_{dcfritz_{BoundaryMinimum}} = E\left(\frac{\overline{X}_{BoundaryMinimum}}{\left(\sqrt{S_{max}} - S_{min}\right)}\right) = 20.5\left(\frac{1}{\sqrt{4-1}}\right) = 11.84$$

$$P_{dcfritz_{BoundaryMaximum}} = E\left(\frac{\overline{X}_{BoundaryMaximum}}{\left(\sqrt{S_{max}} - S_{min}\right)}\right) = 20.5\left(\frac{4}{\sqrt{4-1}}\right) = 47.34$$

$$P_{dcritz}coefficient = E\left(\frac{\overline{X}_{score}}{\left(\sqrt{S_{max}} - S_{min}\right)}\right) = 20.5\left(\frac{3.55}{\sqrt{4-1}}\right) = 42.01$$

|
11.84   42.01   47.34

The perception scale theoretically scaled with the lowest boundary minimum value to the highest boundary maximum value had a coefficient value of 42.01, when calculated, as a percentage in the perception strength model is 88.7%.

$$P_{dcfritz} strength = \frac{P_{dcfritz} coefficient}{P_{dcfritz_{BoundaryMaximum}}} \times 100 = \frac{42.01}{47.34} \times 100 = 88.7\%$$

The **Daniel C. Fritz Perception Model** based on the 4 point Likert Scale suggest that educators with 18 and over years of experience have a perception strength of 88.7% based on the beliefs that **effective leadership** can raise student success and counter some of the issues of poverty.

The overall total average of all of the educators based on all of the years of experience ($M = 3.52$) was from the responses from this particular school based-factor. The overall average of the perception strength and beliefs of how the educators felt about **effective leadership** from (0 -5) years of experience was 85.6%. For (6 – 11) years of experience was 90.7%, (12 – 17) years of experience was 86.5% and (18 – over) years of experience was 88.7 divided by 4 gave an overall average percentage strength of 87.9% rounded to the nearest whole percent is 88%. **The Daniel C. Fritz Perception Model** suggest after calculating the averages of group of year of experience, the overall perception strength was 88% based on the responses from the Likert Scale. The educators feel strongly that **effective leadership** could be an effective school-based practice when applied consistently and early on to raise achievement scores within an impoverished district.

The analysis of school-based strategy **classroom management** showed that the researcher had analyzed each group of experience educators measuring the perception strength. For educators with experiences from year:(0-5), the mean ($M = 3.42$):

$$P_{dcfritz_{BoundaryMinimum}} = E\left(\frac{\overline{X}_{BoundaryMinimum}}{\left(\sqrt{S_{max}} - S_{min}\right)}\right) = 2.5\left(\frac{1}{\sqrt{4-1}}\right) = 1.44$$

$$P_{dcfritz_{BoundaryMaximum}} = E\left(\frac{\overline{X}_{BoundaryMaximum}}{\left(\sqrt{S_{max}} - S_{min}\right)}\right) = 2.5\left(\frac{4}{\sqrt{4-1}}\right) = 5.77$$

$$P_{dcfritz} coefficient = E\left(\frac{\overline{X}_{score}}{\left(\sqrt{S_{max}} - S_{min}\right)}\right) = 2.5\left(\frac{3.42}{\sqrt{4-1}}\right) = 4.94$$

| 1.44   4.94   5.77 |

The perception scale theoretically scaled with the lowest boundary minimum value to the highest boundary maximum value had a coefficient value of 4.94, when calculated, as a percentage in the perception strength model is 85.6%.

$$P_{dcfritz} strength = \frac{P_{dcfritz} coefficient}{P_{dcfritz_{BoundaryMaximum}}} \times 100 = \frac{4.94}{5.77} \times 100 = 85.6\%$$

The Daniel C. Fritz Perception Model based on the 4 point Likert Scale suggest that educators that have (0-5) years of experience have a perception strength of 85.6% based on the beliefs that: classroom management can raise student success and counter some of the issues of poverty.
For educators with experiences from year: (6 - 11), the mean $M = (3.55)$ so:

$$P_{dcfritz_{BoundaryMinimum}} = E\left(\frac{\overline{X}_{BoundaryMinimum}}{\left(\sqrt{S_{max}} - S_{min}\right)}\right) = 8.5\left(\frac{1}{\sqrt{4-1}}\right) = 14.72$$

$$P_{dcfritz_{BoundaryMaximum}} = E\left(\frac{\overline{X}_{BoundaryMaximum}}{\left(\sqrt{S_{max}} - S_{min}\right)}\right) = 8.5\left(\frac{4}{\sqrt{4-1}}\right) = 19.63$$

$$P_{dcfritz} coefficient = E\left(\frac{\overline{X}_{score}}{\left(\sqrt{S_{max}} - S_{min}\right)}\right) = 8.5\left(\frac{3.55}{\sqrt{4-1}}\right) = 17.42$$

```
|||
14.72                        17.42          19.63
```

The perception scale theoretically scaled with the lowest boundary minimum value to the highest boundary maximum value had a coefficient value of 17.42, when calculated, as a percentage in the perception strength model is 88.7%.

$$P_{dcfritz} strength = \frac{P_{dcfritz} coefficient}{P_{dcfritz_{BoundaryM\,aximum}}} \text{ x } 100 = \frac{17.42}{19.63} \text{ x } 100 = 88.7\%$$
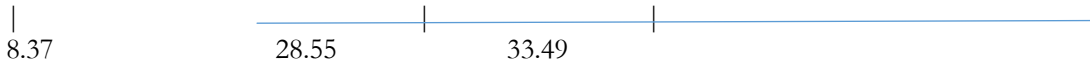
The Daniel C. Fritz Perception Model based on the 4 point Likert Scale suggest that educators that have 6 - 11 years of experience have a perception strength of 88.7% based on the beliefs that: classroom management can raise student success and counter some of the issues of poverty.

For educators with experiences from year: (12 - 17), the mean $M = (3.41)$ so:

$$P_{dcfritz_{BoundaryMinimum}} = E\left(\frac{\overline{X}_{BoundaryMinimum}}{\left(\sqrt{S_{max}} - S_{min}\right)}\right) = 14.5\left(\frac{1}{\sqrt{4}-1}\right) = 8.37$$

$$P_{dcritz_{BoundaryMaximum}} = E\left(\frac{\overline{X}_{BoundaryMaximum}}{\left(\sqrt{S_{max}} - S_{min}\right)}\right) = 14.5\left(\frac{4}{\sqrt{4}-1}\right) = 33.49$$

$$P_{dcfritz} coefficient = E\left(\frac{\overline{X}_{score}}{\left(\sqrt{S_{max}} - S_{min}\right)}\right) = 14.5\left(\frac{3.41}{\sqrt{4}-1}\right) = 28.55$$

```
|
8.37              28.55        33.49
```

The perception scale theoretically scaled with the lowest boundary minimum value to the highest boundary maximum value had a coefficient value of 28.55, when calculated, as a percentage in the perception strength model is 85.2%.

$$P_{dcfritz} strength = \frac{P_{dcfritz} coefficient}{P_{dcfritz_{BoundaryM\,aximum}}} \text{ x } 100 = \frac{28.55}{33.49} \text{ x } 100 = 85.2\%$$
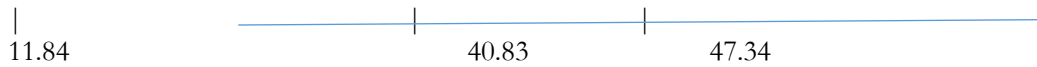
The **Daniel C. Fritz Perception Model** based on the 4 point Likert Scale suggest that educators that have 12-17 years of experience have a perception strength of 85.2% based on the beliefs that: **classroom management** can raise student success and counter some of the issues of poverty.

For educators with experiences from year: (18 – over), the mean $M = (3.45)$ so, respectively the researcher calculated E which represented the median of years of experience within that particular time interval. However, in this case the years of experience (18 on up) did not have any particular range, because some of the participants may have serve anywhere from 18 years to 40 and so on. The researcher arbitrarily chosen E to be 20.5 a value anywhere from 18 on up.

$$P_{dcfritz_{BoundaryMinimum}} = E\left(\frac{\overline{X}_{BoundaryMinimum}}{\left(\sqrt{S_{max}} - S_{min}\right)}\right) = 20.5\left(\frac{1}{\sqrt{4}-1}\right) = 11.84$$

$$P_{dcfritz_{BoundaryMaximum}} = E\left(\frac{\overline{X}_{BoundaryMaximum}}{\left(\sqrt{S_{max}} - S_{min}\right)}\right) = 20.5\left(\frac{4}{\sqrt{4}-1}\right) = 47.34$$

$$P_{dcritz} coefficient = E\left(\frac{\overline{X}_{score}}{\left(\sqrt{S_{max}} - S_{min}\right)}\right) = 20.5\left(\frac{3.45}{\sqrt{4}-1}\right) = 40.83$$

```
|                                    |                    |
11.84                              40.83              47.34
```

The perception scale theoretically scaled with the lowest boundary minimum value to the highest boundary maximum value had a coefficient value of 40.83, when calculated, as a percentage in the perception strength model is 86.2%.

$$P_{dcfritz} strength = \frac{P_{dcfritz} coefficient}{P_{dcfritz_{BoundaryM\,ax\,imum}}} \text{ x } 100 \ = \ \frac{40.83}{47.34} \text{ x } 100 = 86.2\%$$

The **Daniel C. Fritz Perception Model** based on the 4 point Likert Scale suggest that educators with 18 and over years of experience have a perception strength of 86.2% based on the beliefs that **classroom management** can raise student success and counter some of the issues of poverty.

The overall total average of all of the educators based on all of the years of experience ($M = 3.46$) was from the responses from this particular school based-factor.The overall average of the perception strength and beliefs of how the educators felt about **classroom management** from (0 -5) years of experience was 85.6%. For (6 – 11) years of experience was 88.7%, (12 – 17) years of experience was 85.2% and (18 – over) years of experience was 86.2 divided by 4 gave an overall average percentage strength of 86.4% rounded to the nearest whole percent is 86%.

The Daniel C. Fritz Perception Model suggest after calculating the averages of group of year of experience, the overall perception strength was 86% based on the responses from the Likert Scale. The educators feel strongly that **classroom management** could be an effective school-based practice when applied consistently and early on to raise achievement scores within an impoverished district. The analysis of school-based strategy **collaboration with colleagues** showed that the researcher had analyzed each group of experience educators measuring the perception strength. For educators with experiences from year:(0-5), the mean ($M = 3.33$):

$$P_{dcfritz_{BoundaryMinimum}} = E\left(\frac{\overline{X}_{BoundaryMinimum}}{\left(\sqrt{S_{max}} - S_{min}\right)}\right) = \ 2.5\left(\frac{1}{\sqrt{4-1}}\right) = 1.44$$

$$P_{dcfritz_{BoundaryMaximum}} = E\left(\frac{\overline{X}_{BoundaryMaximum}}{\left(\sqrt{S_{max}} - S_{min}\right)}\right) = \ 2.5\left(\frac{4}{\sqrt{4-1}}\right) = 5.77$$

$$P_{dcfritz} coefficient = E\left(\frac{\overline{X}_{score}}{\left(\sqrt{S_{max}} - S_{min}\right)}\right) = \ 2.5\left(\frac{3.33}{\sqrt{4-1}}\right) = 4.81$$

```
|        .                           |              |
       1.44                        4.81          5.77
```

The perception scale theoretically scaled with the lowest boundary minimum value to the highest boundary maximum value had a coefficient value of 4.81, when calculated, as a percentage in the perception strength model is 83.4%.

$$P_{dcfritz} strength = \frac{P_{dcfritz} coefficient}{P_{dcfritz_{BoundaryM\,ax\,imum}}} \text{ x } 100 \ = \ \frac{4.81}{5.77} \text{ x } 100 = 83.4\%$$

The Daniel C. Fritz Perception Model based on the 4 point Likert Scale suggest that educators that have (0-5) years of experience have a perception strength of 83.4% based on the beliefs that: collaboration with colleaguescan raise student success and counter some of the issues of poverty.

For educators with experiences from year: (6 - 11), the mean $M = (3.39)$ so:

$$P_{dcfritz_{BoundaryMinimum}} = E\left(\frac{\overline{X}_{BoundaryMinimum}}{\left(\sqrt{S_{max}} - S_{min}\right)}\right) = \ 8.5\left(\frac{1}{\sqrt{4-1}}\right) = 14.72$$

$$P_{dcfritz_{BoundaryMaximum}} = E\left(\frac{\overline{X}_{BoundaryMaximum}}{\left(\sqrt{S_{max}} - S_{min}\right)}\right) = \ 8.5\left(\frac{4}{\sqrt{4-1}}\right) = 19.63$$

$$P_{dcfritz} coefficient = E\left(\frac{\overline{X}_{score}}{\left(\sqrt{S_{max}} - S_{min}\right)}\right) = 8.5\left(\frac{3.39}{\sqrt{4-1}}\right) = 16.64$$

|||
14.72   16.64   19.63

The perception scale theoretically scaled with the lowest boundary minimum value to the highest boundary maximum value had a coefficient value of 16.64, when calculated, as a percentage in the perception strength model is 84.8%.

$$P_{dcfritz} strength = \frac{P_{dcfritz} coefficient}{P_{dcfritz_{BoundaryM\,aximum}}} \times 100 = \frac{16.64}{19.63} \times 100 = 84.8\%$$
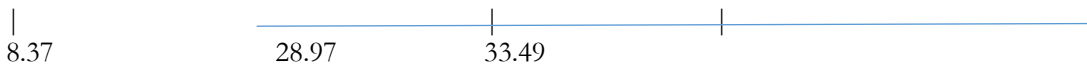
The Daniel C. Fritz Perception Model based on the 4 point Likert Scale suggest that educators that have 6 - 11 years of experience have a perception strength of 84.8% based on the beliefs that: collaboration with colleaguescan raise student success and counter some of the issues of poverty.

For educators with experiences from year: (12 - 17), the mean $M = (3.46)$ so:

$$P_{dcfritz_{BoundaryMinimum}} = E\left(\frac{\overline{X}_{BoundaryMinimum}}{\left(\sqrt{S_{max}} - S_{min}\right)}\right) = 14.5\left(\frac{1}{\sqrt{4-1}}\right) = 8.37$$

$$P_{dcritz_{BoundaryMaximum}} = E\left(\frac{\overline{X}_{BoundaryMaximum}}{\left(\sqrt{S_{max}} - S_{min}\right)}\right) = 14.5\left(\frac{4}{\sqrt{4-1}}\right) = 33.49$$

$$P_{dcfritz} coefficient = E\left(\frac{\overline{X}_{score}}{\left(\sqrt{S_{max}} - S_{min}\right)}\right) = 14.5\left(\frac{3.46}{\sqrt{4-1}}\right) = 28.97$$

|
8.37   28.97   33.49

The perception scale theoretically scaled with the lowest boundary minimum value to the highest boundary maximum value had a coefficient value of 28.97, when calculated, as a percentage in the perception strength model is 86.5%.

$$P_{dcfritz} strength = \frac{P_{dcfritz} coefficient}{P_{dcfritz_{BoundaryM\,aximum}}} \times 100 = \frac{28.97}{33.49} \times 100 = 86.5\%$$

The **Daniel C. Fritz Perception Model** based on the 4 point Likert Scale suggest that educators that have 12-17 years of experience have a perception strength of 86.5% based on the beliefs that: **collaboration with colleagues** can raise student success and counter some of the issues of poverty.

For educators with experiences from year: (18 – over), the mean $M = (3.54)$ so, respectively the researcher calculated E which represented the median of years of experience within that particular time interval. However, in this case the years of experience (18 on up) did not have any particular range, because some of the participants may have serve anywhere from 18 years to 40 and so on. The researcher arbitrarily chosen E to be 20.5 a value anywhere from 18 on up.

$$P_{dcfritz_{BoundaryMinimum}} = E\left(\frac{\overline{X}_{BoundaryMinimum}}{\left(\sqrt{S_{max}} - S_{min}\right)}\right) = 20.5\left(\frac{1}{\sqrt{4-1}}\right) = 11.84$$

$$P_{dcfritz_{BoundaryMaximum}} = E\left(\frac{\overline{X}_{BoundaryMaximum}}{\left(\sqrt{S_{max}} - S_{min}\right)}\right) = 20.5\left(\frac{4}{\sqrt{4-1}}\right) = 47.34$$

$$P_{dcritz}\text{coefficient} = E\left(\frac{\overline{X}_{score}}{\left(\sqrt{S_{max}} - S_{min}\right)}\right) = 20.5\left(\frac{3.54}{\sqrt{4-1}}\right) = 41.90$$

|
11.84   41.90   47.34

The perception scale theoretically scaled with the lowest boundary minimum value to the highest boundary maximum value had a coefficient value of 41.90, when calculated, as a percentage in the perception strength model is 88.5%.

$$P_{dcfritz}\text{strength} = \frac{P_{dcfritz}\text{coefficient}}{P_{dcfritz_{BoundaryM\,ax\,imum}}} \times 100 = \frac{41.90}{47.34} \times 100 = 88.5\%$$

The **Daniel C. Fritz Perception Model** based on the 4 point Likert Scale suggest that educators with 18 and over years of experience have a perception strength of 88.5% based on the beliefs that **collaboration with colleagues** can raise student success and counter some of the issues of poverty.

The overall total average of all of the educators based on all of the years of experience ($M = 3.43$) was from the responses from this particular school based-factor.

The overall average of the perception strength and beliefs of how the educators felt about **collaboration with colleagues** from (0 -5) years of experience was 83.4%. For (6 – 11) years of experience was 84.8%, (12 – 17) years of experience was 86.5% and (18 – over) years of experience was 88.5 divided by 4 gave an overall average percentage strength of 85.8% rounded to the nearest whole percent is 86%. **The Daniel C. Fritz Perception Model** suggest after calculating the averages of group of year of experience, the overall perception strength was 86% based on the responses from the Likert Scale. The educators feel strongly that **collaboration with colleagues** could be an effective school-based practice when applied consistently and early on to raise achievement scores within an impoverished district.

The analysis of school-based strategy **set high expectations for students** showed thither researcher had analyzed each group of experience educators measuring the perception strength. For educators with experiences from year:(0-5), the mean ($M = 3.31$):

$$P_{dcfritz_{BoundaryMinimum}} = E\left(\frac{\overline{X}_{BoundaryMinimum}}{\left(\sqrt{S_{max}} - S_{min}\right)}\right) = 2.5\left(\frac{1}{\sqrt{4-1}}\right) = 1.44$$

$$P_{dcfritz_{BoundaryMaximum}} = E\left(\frac{\overline{X}_{BoundaryMaximum}}{\left(\sqrt{S_{max}} - S_{min}\right)}\right) = 2.5\left(\frac{4}{\sqrt{4-1}}\right) = 5.77$$

$$P_{dcfritz}\text{coefficient} = E\left(\frac{\overline{X}_{score}}{\left(\sqrt{S_{max}} - S_{min}\right)}\right) = 2.5\left(\frac{3.31}{\sqrt{4-1}}\right) = 4.78$$

|
1.44   4.78   5.77

The perception scale theoretically scaled with the lowest boundary minimum value to the highest boundary maximum value had a coefficient value of 4.78, when calculated, as a percentage in the perception strength model is 82.8%.

$$P_{dcfritz}\text{strength} = \frac{P_{dcfritz}\text{coefficient}}{P_{dcfritz_{BoundaryM\,ax\,imum}}} \times 100 = \frac{4.78}{5.77} \times 100 = 82.8\%$$

The Daniel C. Fritz Perception Model based on the 4 point Likert Scale suggest that educators that have (0-5) years of experience have a perception strength of 82.8% based on the beliefs that: set high expectations for students can raise student success and counter some of the issues of poverty. For educators with experiences from year: (6 - 11), the mean $M = (3.59)$ so:

$$P_{dcfritz_{BoundaryMinimum}} = E\left(\frac{\overline{X}_{BoundaryMinimum}}{\left(\sqrt{S_{max}} - S_{min}\right)}\right) = 8.5\left(\frac{1}{\sqrt{4-1}}\right) = 14.72$$

$$P_{dcfritz_{BoundaryMaximum}} = E\left(\frac{\overline{X}_{BoundaryMaximum}}{\left(\sqrt{S_{max}} - S_{min}\right)}\right) = 8.5\left(\frac{4}{\sqrt{4-1}}\right) = 19.63$$

$$P_{dcfritz}coefficient = E\left(\frac{\overline{X}_{score}}{\left(\sqrt{S_{max}} - S_{min}\right)}\right) = 8.5\left(\frac{3.59}{\sqrt{4-1}}\right) = 17.62$$

|||
14.72   17.62   19.63

The perception scale theoretically scaled with the lowest boundary minimum value to the highest boundary maximum value had a coefficient of value 17.62, when calculated, as a percentage in the perception strength model is 89.8%.

$$P_{dcfritz}strength = \frac{P_{dcfritz}coefficient}{P_{dcfritz_{BoundaryMaximum}}} \text{ x } 100 = \frac{17.62}{19.63} \text{ x } 100 = 89.8\%$$

The Daniel C. Fritz Perception Model based on the 4 point Likert Scale suggest that educators that have 6 - 11 years of experience have a perception strength of 89.8% based on the beliefs that: set high expectations for students can raise student success and counter some of the issues of poverty.

For educators with experiences from year: (12 - 17), the mean M = (3.31) so:

$$P_{dcfritz_{BoundaryMinimum}} = E\left(\frac{\overline{X}_{BoundaryMinimum}}{\left(\sqrt{S_{max}} - S_{min}\right)}\right) = 14.5\left(\frac{1}{\sqrt{4-1}}\right) = 8.37$$

$$P_{dcritz_{BoundaryMaximum}} = E\left(\frac{\overline{X}_{BoundaryMaximum}}{\left(\sqrt{S_{max}} - S_{min}\right)}\right) = 14.5\left(\frac{4}{\sqrt{4-1}}\right) = 33.49$$

$$P_{dcfritz}coefficient = E\left(\frac{\overline{X}_{score}}{\left(\sqrt{S_{max}} - S_{min}\right)}\right) = 14.5\left(\frac{3.31}{\sqrt{4-1}}\right) = 27.71$$

|
8.37   27.7133.49

The perception scale theoretically scaled with the lowest boundary minimum value to the highest boundary maximum value had a coefficient value of 27.71, when calculated, as a percentage in the perception strength model is 82.7%.

$$P_{dcfritz}strength = \frac{P_{dcfritz}coefficient}{P_{dcfritz_{BoundaryMaximum}}} \text{ x } 100 = \frac{27.71}{33.49} \text{ x } 100 = 82.7\%$$

The **Daniel C. Fritz Perception Model** based on the 4 point Likert Scale suggest that educators that have 12-17 years of experience have a perception strength of 82.7% based on the beliefs that: **set high expectations for students** can raise student success and counter some of the issues of poverty.

For educators with experiences from year: (18 – over), the mean M = (3.45) so, respectively the researcher calculated E which represented the median of years of experience within that particular time interval. However, in this case the years of experience (18 on up) did not have any particular range, because some of the participants may have serve anywhere from 18 years to 40 and so on. The researcher arbitrarily chosen E to be 20.5 a value anywhere from 18

on up.

$$P_{dcfritz_{BoundaryMinimum}} = E\left(\frac{\overline{X}_{BoundaryMinimum}}{\left(\sqrt{S_{max}} - S_{min}\right)}\right) = 20.5\left(\frac{1}{\sqrt{4-1}}\right) = 11.84$$

$$P_{dcfritz_{BoundaryMaximum}} = E\left(\frac{\overline{X}_{BoundaryMaximum}}{\left(\sqrt{S_{max}} - S_{min}\right)}\right) = 20.5\left(\frac{4}{\sqrt{4-1}}\right) = 47.34$$

$$P_{dcritz}\,coefficient = E\left(\frac{\overline{X}_{score}}{\left(\sqrt{S_{max}} - S_{min}\right)}\right) = 20.5\left(\frac{3.45}{\sqrt{4-1}}\right) = 40.83$$

|
11.84   40.83   47.34

The perception scale theoretically scaled with the lowest boundary minimum value to the highest boundary maximum value had a coefficient value of 40.83, when calculated, as a percentage in the perception strength model is 86.2%.

$$P_{dcfritz}\,strength = \frac{P_{dcfritz}\,coefficient}{P_{dcfritz_{BoundaryMaximum}}} \times 100 = \frac{40.83}{47.34} \times 100 = 86.2\%$$

The **Daniel C. Fritz Perception Model** based on the 4 point Likert Scale suggest that educators with 18 and over years of experience have a perception strength of 86.2% based on the beliefs that **set high expectations for students** can raise student success and counter some of the issues of poverty.

The overall total average of all of the educators based on all of the years of experience ($M = 3.42$) was from the responses from this particular school based-factor. The overall average of the perception strength and beliefs of how the educators felt about **set high expectations for students** from (0 -5) years of experience was 82.8%. For (6 – 11) years of experience was 89.8%, (12 – 17) years of experience was 82.7% and (18 – over) years of experience was 86.2% divided by 4 gave an overall average percentage strength of 85.4% rounded to the nearest whole percent is 85%. **The Daniel C. Fritz Perception Model** suggest after calculating the averages of group of year of experience, the overall perception strength was 85% based on the responses from the Likert Scale. The educators feel strongly that **set high expectations for students** could be an effective school-based practice when applied consistently and early on to raise achievement scores within an impoverished district. The analysis of school-based strategy **curriculum alignment** showed that the researcher had analyzed each group of experience educators measuring the perception strength. For educators with experiences from year:(0-5), the mean ($M = 3.31$):

$$P_{dcfritz_{BoundaryMinimum}} = E\left(\frac{\overline{X}_{BoundaryMinimum}}{\left(\sqrt{S_{max}} - S_{min}\right)}\right) = 2.5\left(\frac{1}{\sqrt{4-1}}\right) = 1.44$$

$$P_{dcfritz_{BoundaryMaximum}} = E\left(\frac{\overline{X}_{BoundaryMaximum}}{\left(\sqrt{S_{max}} - S_{min}\right)}\right) = 2.5\left(\frac{4}{\sqrt{4-1}}\right) = 5.77$$

$$P_{dcfritz}\,coefficient = E\left(\frac{\overline{X}_{score}}{\left(\sqrt{S_{max}} - S_{min}\right)}\right) = 2.5\left(\frac{3.31}{\sqrt{4-1}}\right) = 4.78$$

|
1.44   4.78   5.77

The perception scale theoretically scaled with the lowest boundary minimum value to the highest boundary maximum value had a coefficient value of 4.78, when calculated, as a percentage in the perception strength model is 82.8%.

$$P_{dcfritz} strength = \frac{P_{dcfritz} coefficient}{P_{dcfritz_{BoundaryM\,ax\,imum}}} \text{x } 100 \; = \; \frac{4.78}{5.77} \text{ x } 100 = 82.8\%$$

     The Daniel C. Fritz Perception Model based on the 4 point Likert Scale suggest that educators that have (0-5) years of experience have a perception strength of 82.8% based on the beliefs that: curriculum alignment can raise student success and counter some of the issues of poverty.

     For educators with experiences from year: (6 - 11), the mean $M = (3.59)$ so:

$$P_{dcfritz_{BoundaryMinimum}} = E\left(\frac{\overline{X}_{BoundaryMinimum}}{\left(\sqrt{S_{max}} - S_{min} \right)} \right) = \; 8.5\left(\frac{1}{\sqrt{4-1}} \right) = 14.72$$

$$P_{dcfritz_{BoundaryMaximum}} = E\left(\frac{\overline{X}_{BoundaryMaximum}}{\left(\sqrt{S_{max}} - S_{min} \right)} \right) = \; 8.5\left(\frac{4}{\sqrt{4-1}} \right) = 19.63$$

$$P_{dcfritz} coefficient = E\left(\frac{\overline{X}_{score}}{\left(\sqrt{S_{max}} - S_{min} \right)} \right) = \; 8.5\left(\frac{3.59}{\sqrt{4-1}} \right) = 17.62$$

|||
14.72   17.62   19.63

The perception scale theoretically scaled with the lowest boundary   minimum value to the highest boundary maximum value had a coefficient value of 17.62, when calculated, as a percentage in the perception strength model is 89.8%.

$$P_{dcfritz} strength = \frac{P_{dcfritz} coefficient}{P_{dcfritz_{BoundaryM\,ax\,imum}}} \text{x } 100 \; = \; \frac{17.62}{19.63} \text{ x } 100 = 89.8\%$$
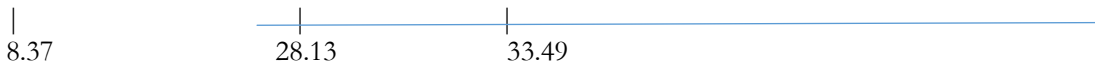
     The Daniel C. Fritz Perception Model based on the 4 point Likert Scale suggest that educators that have 6 - 11 years of experience have a perception strength of 89.8% based on the beliefs that: curriculum alignment can raise student success and counter some of the issues of poverty.

     For educators with experiences from year: (12 - 17), the mean $M = (3.36)$ so:

$$P_{dcfritz_{BoundaryMinimum}} = E\left(\frac{\overline{X}_{BoundaryMinimum}}{\left(\sqrt{S_{max}} - S_{min} \right)} \right) = \; 14.5\left(\frac{1}{\sqrt{4-1}} \right) = 8.37$$

$$P_{dcritz_{BoundaryMaximum}} = E\left(\frac{\overline{X}_{BoundaryMaximum}}{\left(\sqrt{S_{max}} - S_{min} \right)} \right) = \; 14.5\left(\frac{4}{\sqrt{4-1}} \right) = 33.49$$

$$P_{dcfritz} coefficient = E\left(\frac{\overline{X}_{score}}{\left(\sqrt{S_{max}} - S_{min} \right)} \right) = \; 14.5\left(\frac{3.36}{\sqrt{4-1}} \right) = 28.13$$

|
8.37   28.13   33.49

The perception scale theoretically scaled with the lowest boundary minimum value to the highest boundary maximum value had a coefficient value of 28.13, when calculated, as a percentage in the perception strength model is 83.9%.

$$P_{dcfritz}strength = \frac{P_{dcfritz}coefficient}{P_{dcfritz_{BoundaryM\,ax\,imum}}} \text{ x } 100 = \frac{28.13}{33.49} \text{ x } 100 = 83.9\%$$
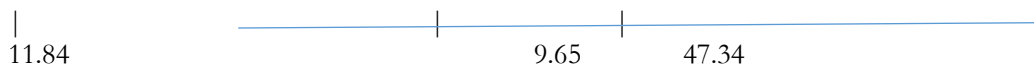
The **Daniel C. Fritz Perception Model** based on the 4 point Likert Scale suggest that educators that have 12-17 years of experience have a perception strength of 83.9% based on the beliefs that: **curriculum alignment** can raise student success and counter some of the issues of poverty.

For educators with experiences from year: (18 – over), the mean M = (3.35) so, respectively the researcher calculated E which represented the median of years of experience within that particular time interval. However, in this case the years of experience (18 on up) did not have any particular range, because some of the participants may have serve anywhere from 18 years to 40 and so on. The researcher arbitrarily chosen E to be 20.5 a value anywhere from 18 on up.

$$P_{dcfritz_{BoundaryMinimum}} = E\left(\frac{\overline{X}_{BoundaryMinimum}}{\left(\sqrt{S_{max}}-S_{min}\right)}\right) = 20.5\left(\frac{1}{\sqrt{4-1}}\right) = 11.84$$

$$P_{dcfritz_{BoundaryMaximum}} = E\left(\frac{\overline{X}_{BoundaryMaximum}}{\left(\sqrt{S_{max}}-S_{min}\right)}\right) = 20.5\left(\frac{4}{\sqrt{4-1}}\right) = 47.34$$

$$P_{dcritz}coefficient = E\left(\frac{\overline{X}_{score}}{\left(\sqrt{S_{max}}-S_{min}\right)}\right) = 20.5\left(\frac{3.35}{\sqrt{4-1}}\right) = 39.65$$

|
11.84   9.65   47.34

The perception scale theoretically scaled with the lowest boundary minimum value to the highest boundary maximum value had a coefficient value of 39.65, when calculated, as a percentage in the perception strength model is 83.8%.

$$P_{dcfritz}strength = \frac{P_{dcfritz}coefficient}{P_{dcfritz_{BoundaryM\,ax\,imum}}} \text{ x } 100 = \frac{39.65}{47.34} \text{ x } 100 = 83.8\%$$

The **Daniel C. Fritz Perception Model** based on the 4 point Likert Scale suggest that educators with 18 and over years of experience have a perception strength of 83.8% based on the beliefs that **curriculum alignment** can raise student success and counter some of the issues of poverty.

The overall total average of all of the educators based on all of the years of experience (M = 3.40) was from the responses from this particular school based-factor. The overall average of the perception strength and beliefs of how the educators felt about **curriculum alignment** from (0 -5) years of experience was 82.8%. For (6 – 11) years of experience was 89.8%, (12 – 17) years of experience was 83.9% and (18 – over) years of experience was 83.8% divided by 4 gave an overall average percentage strength of 85.1% rounded to the nearest whole percent is 85%. **The Daniel C. Fritz Perception Model** suggest after calculating the averages of group of year of experience, the overall perception strength was 85% based on the responses from the Likert Scale. The educators feel strongly that **curriculum alignment** could be an effective school-based practice when applied consistently and early on to raise achievement scores within an impoverished district.

The analysis of school-based strategy **consistent intervention** showed that the researcher had analyzed each group of experience educators measuring the perception strength. For educators with experiences from year:(0-5), the mean (M = 3.36):

$$P_{dcfritz_{BoundaryMinimum}} = E\left(\frac{\overline{X}_{BoundaryMinimum}}{\left(\sqrt{S_{max}} - S_{min}\right)}\right) = 2.5\left(\frac{1}{\sqrt{4-1}}\right) = 1.44$$

$$P_{dcfritz_{BoundaryMaximum}} = E\left(\frac{\overline{X}_{BoundaryMaximum}}{\left(\sqrt{S_{max}} - S_{min}\right)}\right) = 2.5\left(\frac{4}{\sqrt{4-1}}\right) = 5.77$$

$$P_{dcfritz}coefficient = E\left(\frac{\overline{X}_{score}}{\left(\sqrt{S_{max}} - S_{min}\right)}\right) = 2.5\left(\frac{3.36}{\sqrt{4-1}}\right) = 4.85$$

| 1.44   4.85   5.77

The perception scale theoretically scaled with the lowest boundary minimum value to the highest boundary maximum value had a coefficient value of 4.78, when calculated, as a percentage in the perception strength model is 84.1%.

$$P_{dcfritz}strength = \frac{P_{dcfritz}coefficient}{P_{dcfritz_{BoundaryMaximum}}} \text{ x } 100 = \frac{4.85}{5.77} \text{ x } 100 = 84.1\%$$

The Daniel C. Fritz Perception Model based on the 4 point Likert Scale suggest that educators that have (0-5) years of experience have a perception strength of 84.1% based on the beliefs that: consistent interventioncan raise student success and counter some of the issues of poverty.

For educators with experiences from year: (6 - 11), the mean $M = (3.44)$ so:

$$P_{dcfritz_{BoundaryMinimum}} = E\left(\frac{\overline{X}_{BoundaryMinimum}}{\left(\sqrt{S_{max}} - S_{min}\right)}\right) = 8.5\left(\frac{1}{\sqrt{4-1}}\right) = 14.72$$

$$P_{dcfritz_{BoundaryMaximum}} = E\left(\frac{\overline{X}_{BoundaryMaximum}}{\left(\sqrt{S_{max}} - S_{min}\right)}\right) = 8.5\left(\frac{4}{\sqrt{4-1}}\right) = 19.63$$

$$P_{dcfritz}coefficient = E\left(\frac{\overline{X}_{score}}{\left(\sqrt{S_{max}} - S_{min}\right)}\right) = 8.5\left(\frac{3.44}{\sqrt{4-1}}\right) = 16.88$$

|||
14.72   16.88   19.63

The perception scale theoretically scaled with the lowest boundary   minimum value to the highest boundary maximum value had a coefficient value of 16.88, when calculated, as a percentage in the perception strength model is 86.0%.

$$P_{dcfritz}strength = \frac{P_{dcfritz}coefficient}{P_{dcfritz_{BoundaryMaximum}}} \text{ x } 100 = \frac{16.88}{19.63} \text{ x } 100 = 86.0\%$$

The Daniel C. Fritz Perception Model based on the 4 point Likert Scale suggest that educators that have 6 - 11 years of experience have a perception strength of 86.0% based on the beliefs that: consistent intervention can raise student success and counter some of the issues of poverty.

For educators with experiences from year: (12 - 17), the mean $M = (3.38)$ so:

$$P_{dcfritz_{BoundaryMinimum}} = E\left(\frac{\overline{X}_{BoundaryMinimum}}{\left(\sqrt{S_{max}} - S_{min}\right)}\right) = 14.5\left(\frac{1}{\sqrt{4-1}}\right) = 8.37$$

$$P_{dcritz_{BoundaryMaximum}} = E\left(\frac{\overline{X}_{BoundaryMaximum}}{\left(\sqrt{S_{max}} - S_{min}\right)}\right) = 14.5\left(\frac{4}{\sqrt{4-1}}\right) = 33.49$$

$$P_{dcfritz}coefficient = E\left(\frac{\overline{X}_{score}}{\left(\sqrt{S_{max}} - S_{min}\right)}\right) = 14.5\left(\frac{3.38}{\sqrt{4-1}}\right) = 28.30$$

|
8.37   28.30   33.49

The perception scale theoretically scaled with the lowest boundary minimum value to the highest boundary maximum value had a coefficient value of 28.30, when calculated, as a percentage in the perception strength model is 84.5%.

$$P_{dcfritz}strength = \frac{P_{dcfritz}coefficient}{P_{dcfritz_{BoundaryM\ ax\ imum}}} \text{ x } 100 = \frac{28.30}{33.49} \text{ x } 100 = 84.5\%$$
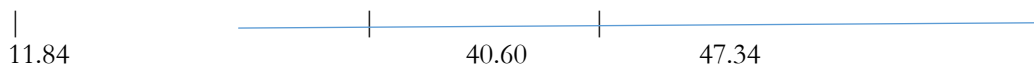
The **Daniel C. Fritz Perception Model** based on the 4 point Likert Scale suggest that educators that have 12-17 years of experience have a perception strength of 84.5% based on the beliefs that: **consistent intervention** can raise student success and counter some of the issues of poverty.

For educators with experiences from year: (18 – over), the mean $M = (3.43)$ so, respectively the researcher calculated E which represented the median of years of experience within that particular time interval. However, in this case the years of experience (18 on up) did not have any particular range, because some of the participants may have serve anywhere from 18 years to 40 and so on. The researcher arbitrarily chosen E to be 20.5 a value anywhere from 18 on up.

$$P_{dcfritz_{BoundaryMinimum}} = E\left(\frac{\overline{X}_{BoundaryMinimum}}{\left(\sqrt{S_{max}} - S_{min}\right)}\right) = 20.5\left(\frac{1}{\sqrt{4-1}}\right) = 11.84$$

$$P_{dcfritz_{BoundaryMaximum}} = E\left(\frac{\overline{X}_{BoundaryMaximum}}{\left(\sqrt{S_{max}} - S_{min}\right)}\right) = 20.5\left(\frac{4}{\sqrt{4-1}}\right) = 47.34$$

$$P_{dcritz}coefficient = E\left(\frac{\overline{X}_{score}}{\left(\sqrt{S_{max}} - S_{min}\right)}\right) = 20.5\left(\frac{3.43}{\sqrt{4-1}}\right) = 40.60$$

|
11.84   40.60   47.34

The perception scale theoretically scaled with the lowest boundary minimum value to the highest boundary maximum value had a coefficient value of 39.65, when calculated, as a percentage in the perception strength model is 83.8%.

$$P_{dcfritz}strength = \frac{P_{dcfritz}coefficient}{P_{dcfritz_{BoundaryM\ ax\ imum}}} \text{ x } 100 = \frac{40.60}{47.34} \text{ x } 100 = 85.8\%$$

The **Daniel C. Fritz Perception Model** based on the 4 point Likert Scale suggest that educators with 18 and over years of experience have a perception strength of 85.8% based on the beliefs that **consistent intervention** can raise student success and counter some of the issues of poverty.

The overall total average of all of the educators based on all of the years of experience ($M = 3.40$) was from the responses from this particular school based-factor. The overall average of the perception strength and beliefs of how the educators felt about **consistent intervention** from (0 -5) years of experience was 84.1%.

For (6 – 11) years of experience was 86.0%, (12 – 17) years of experience was 84.5% and (18 – over) years of experience was 85.8% divided by 4 gave an overall average percentage strength of 85.1% rounded to the nearest whole percent is 85%. **The Daniel C. Fritz Perception Model** suggest after calculating the averages of group of year of experience, the overall perception strength was 85% based on the responses from the Likert Scale. The educators feel strongly that **consistent intervention** could be an effective school-based practice when applied consistently and early on to raise achievement scores within an impoverished district. These are the perception strengths of each of the school-based strategies are as follows:

- **Parent involvement** raised the chances of student success even outside the classroom had an overall perception strength of **91%.**
- **Effective leadership** was an effective school-based practice had an overall perception strength of **88%.**
- **Classroom management** was an effective school-based practice had an overall perception strength of **86%.**
- **Collaboration with colleagues** was an effective school-based practice had an overall perception strength of **86%.**
- **Setting high expectations for students** was an effective school-based practice had an overall perception strength of **85%.**
- **Curriculum alignment** was an effective school-based practice had an overall perception strength of **85%.**
- **Consistent intervention** was an effective school-based practice had an overall perception strength of **85%.**

The top four scores were 91%, 88%, 86% and 85%.   According to the **Daniel C. Fritz Perception Model** based on the four –point Likert scale suggest that Parent involvement and effective leadership were the two most highest agree and strongly agreed factors. This is on the beliefs/ perceptions of educators that suggest these factors counter the barriers of poverty and increase student achievement. Parent involvement (which had a 91% perception strength) starts in the home, there has to be a safe and peaceful environment so that children can function through everyday life(Duncan & Brookes-Gunn, 2000).

Parents must be involved with their children's academic life –monitoring their behavior and performance respectively. They must stay in contact with educators; even if there is to see if assistance is need for them to help with their child's success outside of the classroom (D'Aoust, 2008). Effective leadership (which had an 88% perception strength) comes from effective planning and strategizing of leaders within the central office of the school district. These leaders can matriculate their ideas to each of the schools- finding ways to meet the needs of impoverished children so they could concentrated on their academics and achieve success. When hunger is one of the issues of poverty within District X, leaders can continue to plan and offer free breakfast/lunch and snacks to those children that qualify for these assistantships Nation School Lunch Program (NSLP; Moore, 2011, cited in Fritz, 2018). Classroom management and collaborating with colleagues had perception strengths 86%.   Some low performance title I schools had issues with behaviors problem and this may be due to the poor environment that the students dwell. Teachers had planned strategies to control the behavior issues so that teachers could continue with the standard courses of instructions for that particular class. Some teachers were struggling trying control the classroom and teach at the same time (Townsend, 2010).

Collaboration with colleagues helps to implement new ideas and different strategies amongst one another. Discussion of teaching styles and classroom management strategies have help control the environment so that the students could learn without disruption, along with parent involvement. Intervention plans discussed between parents, administrators with the collaboration of other colleagues as well. Information about that particular student can be helpful during collaboration-discussing strengths-weaknesses and possible home life situations (Berliner, 2009). This leads to the other common school-based strategies that had the same score of 85% perception strength, which are setting high expectations for students, curriculum alignment and consistent intervention. The researcher found it fascinating that some of the different experience group of educators had the same exact mean score (based on the 4-point Likert scale) when it came to the perceptions and beliefs of same school-based factor of being effective within the school district.

Even within the different experience group of educators had the same mean scores (based on the 4-point Likert scale) for other school-based factors that were within the top four scores. Combinations of the six school-based strategies with the top four scores could turn a struggling impoverished school district to a successful academic achieving district despite of the characteristics of poverty.

Past research has suggest combinations of all school-based strategies mentioned in the survey has turn an

impoverished district with low student achievement to a district to a district that has improved test scores, student-teacher morale and overall success in the classroom (Barr & Parrett, 2007; Hayes 2008; Marzano & McNulty 2003, Shannon & Bylsma, 2007).The researcher wanted to test for statistical significance if it was present.

Analysis for research questions 2: The items above were conducive to this research based on the Daniel C. Fritz Perception Model.

2. Out of the 4 top scores of the school-based strategies that were perceived and believed to be the most effective strategies to counter poverty based on the **Daniel C. Fritz Perception Model**are there any statistical significance between educators' based on their years of experience concerning those 4 best strategies?
• *H (null) = There was no significant difference in the strong perceptions and beliefs of educators based on their years of experience regarding the top 4 school-based strategies on increasing student achievement student achievement.*
• *H (alternative) = There was significant differences in the strong perceptions andbeliefs of educators based on their years of experience regarding the top 4 school-based strategies on increasing student achievement student achievement*

The researcher used a One-Way-ANOVA (Analysis of Variance) to answer research question number 2.

The researcher conducted a Levene's Test to check equal variances between the groups. For both the Levene's test and the Analyses of Variances, the researcher use and **alpha = 0.05** for the level of significance. As for the Levene's test if $p > 0.05$, the researcher failed to reject the null hypothesis and assumed equal variance between the groups.If $p \leq 0.05$ the researcher rejected the null hypothesis and did not assume equal variances between the groups.

After the researcher ran the Levene's test, the ANOVA test was conducted using **alpha = 0.05** for the level of significance. If $p > 0.05$, there was no significant differences between the groups on educators' perception/beliefs (based on years of experience) concerning the effectiveness of those school-based strategies within the district. The researcher failed to reject the null-hypothesis. If $p \leq 0.05$, there was a significant difference between the groups on the perception/beliefs (based on years of experience) concerning the effectiveness of those school-based strategies within the district. A Multi-Variance Test-Also known as the Post-Hoc Test would have needed to be ran to see the statistical significance between the groups (McHugh, 2013, Warner, 2013).

3.3 Analysis of the School-Based Strategies Using (Homogeneity Test) the Levene's Test

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.

- **Parent involvement** raised the chances of student success even outside the classroom. The Levene's Test had an F (3, 152) = 7.077with a p-value of .000, which meant the researcher, used $p \leq 0.05$,and rejected the null hypothesis. The researcher assumed there were no equal variance between the groups.
- **Effective leadership** was an effective school-based practice. The Levene's Test had an F (3, 152) = 3.453 with a p-value of .018, which meant the researcher, used $p \leq 0.05$, and rejected the null hypothesis. The researcher assumed there were no equal variance between the groups.
- **Classroom management** was an effective school-based practice. The Levene's Test had F (3, 151)= .510 with a p-value of .678, which meant the researcher, used p > 0.05 and failed to reject the null hypothesis. The researcher assumed equal variance between the groups
- **Collaborationwith colleagues** was an effective school-based practice. The Levene's Test had an F (3, 151) = 2.917 with a p-value of .036, which meant the researcher, used $p \leq 0.05$, and rejected the null hypothesis. The researcher assumed there were no equal variance between the groups.
- **Setting high expectationsfor students** was an effective school-based practice. The Levene's Test had an F (3, 152)= 1.503 with a p-value of .216, which meant the researcher, used p > 0.05 and failed to reject the null hypothesis. The researcher assumed equal variance between the groups.
- **Curriculum alignment** was an effective school-based practice. The Levene's Test had an F (3, 152)= .903 with a p-value of .441, which meant the researcher, used p > 0.05 and failed to reject the null hypothesis. The researcher assumed equal variance between the groups.

- **Consistent intervention** was an effective school-based practice. The Levene's Test had an $F(3, 152) = 2.367$ with a p-value of .073, which meant the researcher, used $p > 0.05$ and failed to reject the null hypothesis. The researcher assumed equal variance between the groups.

3.4 Analysis of the School-Based Strategies Using the Analysis of Variance (ANOVA)
(alpha =.05 will be used for the level of significance)

• *H (null) = There was no significant difference in the strong perceptions and beliefs of educators based on their years of experience regarding the top four school-based strategies on increasing student achievement.*
• *H (alternative) = There was significant differences in the strong perceptions and beliefs of educators based on their years of experience regarding the top four school-based strategies on increasing student achievement*

Seven of the school-based strategies with the top four scores were analyze to test for statistical significance if present.

- **Parent involvement** had an $F(3, 152) = 2.146$ with a p-value of .097, which meant the researcher, used $p > 0.05$ and failed to reject the null hypothesis. The analysis suggest there are no significant difference between the groups inspired by the perception/beliefs of educators based on their years of experience.

- **Effective leadership** had an $F(3, 152) = 1.106$ with a p-value of .349, which meant the researcher, used $p > 0.05$ and failed to reject the null hypothesis. The analysis suggest there are no significant difference between the groups inspired by the perception/beliefs of educators based on their years of experience.

- **Classroom management** had an $F(3, 151) = .495$ with a p-value of .868, which meant the researcher, used $p > 0.05$ and failed to reject the null hypothesis. The analysis suggest there are no significant difference between the groups inspired by the perception/beliefs of educators based on their years of experience.

- **Collaboration with colleagues** had an $F(3, 151) = .959$ with a p-value of .414, which meant the researcher, used $p > 0.05$ and failed to reject the null hypothesis. The analysis suggest there are no significant difference between the groups inspired by the perception/beliefs of educators based on their years of experience.

- **Setting high expectations for students** had an $F(3, 152) = 1.683$ with a p-value of .173, which meant the researcher, used $p > 0.05$ and failed to reject the null hypothesis. The analysis suggest there are no significant difference between the groups inspired by the perception/beliefs of educators based on their years of experience.

- **Curriculum alignment** had an $F(3, 152) = 2.197$ with a p-value of .091, which meant the researcher, used $p > 0.05$ and failed to reject the null hypothesis. The analysis suggest there are no significant difference between the groups inspired by the perception/beliefs of educators based on their years of experience.

- **Consistent intervention** had an $F(3, 152) = .159$ with a p-value of .924, which meant the researcher, used $p > 0.05$ and failed to reject the null hypothesis. The analysis suggest there are no significant difference between the groups inspired by the perception/beliefs of educators based on their years of experience.

Based on the Analysis of Variance, for all seven school-based strategies, there were no statistical significance between the groups of educations based on their years of experience. The researcher failed to reject the null hypothesis. The Post-Hoc test was not necessary to conduct at this time. This implied that all of the educators surprisingly perceive the need to exercise these strategies throughout the school district based on the responses of the survey. The average scores from some of the responses concerning a particular strategy were the same from one group of educators to another. In addition, some of the averages were common not only from a group of educators to another –but had the same score from one particular strategy to another.

4.1 Discussion/Conclusion

The issues of poverty have stun the American people for decades, even with Covid-19 affecting communities all over the world. Poor attendance have increased since the inception of Covid-19, because students lack the equipment and other needs to be successful. Without some of the necessities, students cannot attend virtual classes and complete assignments or meet classroom expectations(Lancker and Parolin, 2020). Equipment such as "hotspots, laptops, textbooks, pencils and pens are needed for success in the classroom are not always accessible to some families.

Consistent intervention by educators, excellent leadership to guide the logistics of getting hotspots and laptops out to students within the communities and the collaboration of colleagues to continue to teach and meet the students' needs of impoverished are a few of the school-based factors that are constantly being implemented daily within the districts. This is a constant battle on the war on poverty with educators, stakeholders and leaders continuously using strategies' to meet the needs of impoverished children to increase student achievement.

From previous studies, Fritz (2019) showed results from the four–point Likert scale the comparisons of the highest averages between male and female educators. The school base strategies with the highest averages for male educators were classroom management and effective leadership (with the same exact average), parent involvement, curriculum alignment, and setting a high expectation for students. Fritz (2019) also showed strategies for the women had parent involvement with the highest score, classroom management, effective leadership, consistent intervention and collaboration with colleagues. Amazingly, the two genders had their different highest scores of the school-based strategies; however, the strategies' were in common with each other respectively Another words, even though the highest scores for male and female were different, those school-based strategies were the same between the two genders.

Fritz (2019) study showed the common factors between the two genders commonly in agreement with consistent intervention, classroom management, effective leadership and parent involvement. The top four scores calculated from the responses of the educators suggest these common –strategies between the two genders. Independent t-test was conducted, it suggest no significant differences between genders concerning their perception/belief of these two common practices parent involvement and classroom management; However, significant difference did show for the two school-based practices consistent intervention and effective leadership.

The calculated effected size showed a moderate level which these strategies were still in favor of agreed and strongly agreed by most of the male and female educators (Fritz, 2018, 2019).

The Daniel C. Fritz Perception found out which strategies were most effective within District X according to educators' perception/belief based on their experience in education.

The researcher calculated four top perception strengths, which involved seven school-based strategies that educators perceived to be applicable to their district in countering the barriers of poverty. Parent involvement had the highest score perception strength of 91% according educators responses based on their years of experience. Effective leadership had the next highest perception of 88% after parent involvement. Classroom management and collaboration with colleagues had the next highest perception strength of 86% (after the school-based practices parent involvement and effective leadership). Amazingly, classroom management and collaboration with colleagues had the same exact perception score. Setting high expectation, curriculum alignment, and consistent intervention had the fourth best percentage strength of 85%; surprisingly, these three practices were had the same score as well.

To check for significant differences between the groups, the researcher ran a One –Way-ANOVA (Analysis of Variance). The Homogeneity Test, which also referred to as the Levene's Test check for equal variances between the groups. Parent involvement and collaboration with colleagues were the only two practices that did not have equal variances. All of the other five strategies had equal variances between the groups. All seven of the top school-based practices: **parent involvement, effective leadership,** classroom **management, collaboration with colleagues, setting high expectations for students, curriculum alignment** and **consistent intervention** had no statistical difference between the groups of educators based on their perception of the effectiveness of these strategies within the district(Barr & Parrett, 2007; Hayes 2008; Marzano & McNulty 2003, Shannon & Bylsma, 2007). Based on these findings, a Multi-Variance test also known as, the Post-Hoc test was not a necessary analysis for this study. All of the other school-based practices: prompting students to be prepared for higher education or immediate job readiness, teacher accountability, focusing on students who were performing low in math, reading, and writing, being mindful of time and transition, and monitoring and managing the curriculum are great school-based strategies as well. Different districts may have their favorite practices some more than others, but all of these practices implemented into district missions can counter characteristics of poverty and improve student achievement(Barr & Parrett, 2007; Hayes 2008; Marzano & McNulty 2003, Shannon & Bylsma, 2007).

References

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

Berliner, D. C. (2009). *Poverty and potential: Out–of-school factors and school success.* Tempe, AZ: Education Policy Research Unit, Arizona State University. Retrieved from http://epicpolicy.org/files/PB-Berliner-NON-SCHOOL.pdf

Boggess, R. (2008). *Educating parents to increase student achievement in a high -poverty school* (Order No. 3336653). Available from ProQuest Dissertations & Theses Global. (304388743). Retrieved from http://search.proquest.com/docview/304388743?accountid=29074

D'Aoust, R. F. (2008). *The impact of early childhood poverty on academic achievement and the influence of supportive parenting* (Order No. 3314677). Available from ProQuest Dissertations & Theses Global. (304510706). Retrieved from http://search.proquest.com/docview/304510706?accountid=29074

Duncan G. J., Brooks-Gunn, J., & Klebanov, P. K. (1994). Economic Deprivation and Early Childhood development.

Child Development, 65, 296–318.

Duncan, G., & Brooks-Gunn J. (Eds.). (1997). *Consequences of growing up poor.* New York, NY: Russell Sage Foundation.

Duncan, G. J., & Brooks-Gunn, J. (2000). Family poverty, welfare reform, and child development. *Child Development, 77*(1), 188–196.

Fritz, Daniel C(2020), *Using the Daniel C. Fritz Perception Model to Measure Educators' Perceptions/beliefs of the Characteristics of Poverty That is Most Prevalent Barrier to Student Achievement in a Southern Virginia School District.* The International Journal of Arts and Humanities, Center for Global Research Development *Vol.6No.3*, ISSN: 2415-122X (online), ISSN: 2415-1491(print), http://www.ijah.cgrd.org/index.php/54-contact/111-vol-6-no-1-june-2020

Fritz, Daniel C (2019), *The Use of School –Based Strategies to Improve Student Academics in an Impoverished School District in Central Virginia.* The International Journal of Education and Human Development, Center for Global Research Development *Vol.5 No.3,* ISSN: 2415-1254(online), ISSN: 2415-1505(print).

Fritz, Daniel C (2018), Educators' Perceptions of Poverty and Use of School –based Factors to Improve Academic Achievement in Central Virginia. Dissertation: Copyright©2019, Library of Congress, Virginia State University.

Haveman, R., & Wolfe, B. (1994). References. In *Succeeding Generations: On the Effects of Investments in Children* (pp. 297-312). Russell Sage Foundation. Retrieved from http://www.jstor.org/stable/10.7758/9781610442787.14

Hayes, N. (2008). *The Role of Early Childcare and Education-An Anti-Poverty*Combat Poverty Agency, Retrieved from https://www.researchgate.net/publication/238752468

Huston, A. C. (1991). Children in poverty: Development and policy issues. In A. C. Huston (Ed.), *Children in Poverty: Child Development and Public Policy* (pp. 1–22). Cambridge, UK: Cambridge University Press.

Korenman, S., Miller, J., & Sjaastad, J. (1995). Long-term poverty and child development in the United States: results from the National Longitudinal Survey of Youth. *Children and Youth Services Review,17,* 127–155.

Lancker, V.W. & Parlorin, Z. (2020). *COVID-19, School Closures, and Child Poverty: A Social Crisis in the Making.*Volume 5, Issue 5, e243-e244, Published by Elsevier Ltd, DOI:https://doi.org/10.1016/S2468-2667(20)30084-0

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.

McLeod, J. D., & Shanahan, M. (1993). Poverty, parenting, and children's mental health. *American Sociological Review, 58,* 351–366.

Moore, J. A. (2011). *Poverty and student achievement: The application of compensatory practices to education funding in the state of Florida* (Order No. 3514903). Available from ProQuest Dissertations & Theses Global. (1027746468). Retrieved from http://search.proquest.com/docview/1027746468?accountid=29074.

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

Townsend, C. J. (2010). *The impact of education support advisors on the attendance, discipline, and achievement of at-risk students.*Retrieved fromhttp://search.proquest.com/docview/889924364?accountid=29074. (889924364; ED522310)

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

Venkatasubramanian, K. (2001, December 4). Education & Poverty. *The Hindu,* B2. http://www.thehindu.com/thehindu/op/2001/12/04/stories/2001120400060100.htm