

Underperforming Academic Scholars Rostered in the Pipeline to Prison or Nowhere on a Lifeline!

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Abstract

This study examined the extent to which one of the Department of Education's (DOE) Coordinated Early Intervening Services (CEIS) affects academically struggling general education students from various elementary, middle, and high schools in Equilibeh School District. This study utilized quantitative techniques to answer research questions and archival quantitative data to investigate whether the engagement of (the CEIS) program impacted specific demographic groups that could be designated for (IEPs) in the Special Education Department. This study utilized a causal-comparative design, crouched in a positivist paradigm, and sought to determine how seven data points impacted 395 students' academic performance after 24-27 months of intervention.

The findings from this study provided valuable insights into the role of demographics in participation in the Coordinated Early Intervening Services (CEIS) program. Ethnicity played a significant role in a student's likelihood to engage in the program, as indicated by all p-values being less than 0.001. This study's findings suggested that self-efficacy could be a crucial determinant of the success or failure of all stakeholders, specifically providers and participants who qualified from various ethnic groups selected for enrollment in the program. Furthermore, the study highlighted disparities among diverse racial and ethnic groups, aligning with academic inequities' tenets. These disproportions underscored the need to examine structural and systemic failures contributing to educational inequities before, during, and after programming. The practical implications of this study's findings are profound for academic institutions and education policy executives who are responsible for the execution and enforcement of the DOE laws.

Keywords: Academic Interventions, Disproportionality based on Race and Ethnicity, Underperforming General Education Students