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A Phenomenological Study of Former Alternative High School Students' Perceptions About Their Experiences

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A PHENOMENOLOGICAL STUDY OF FORMER ALTERNATIVE HIGH SCHOOL
STUDENTS' PERCEPTIONS ABOUT THEIR EXPERIENCES

A Dissertation

Submitted to the School of Graduate Studies and Research

In Partial Fulfillment of the

Requirements for the Degree

Doctor of Education

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Title: A Phenomenological Study of Former Alternative High School Students' Perceptions About Their Experiences

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This research is a phenomenological study of former alternative high school students' perceptions about their educational experiences. The primary purpose of this study was to gain insight into the shared experiences of these former students. Data were gathered from a series of focus groups, individual interviews and archival data. This study investigated the effectiveness of alternative education from eight different perspectives. The study identified success in terms of student support for their alternative education experiences. From their perspectives, alternative education was a positive experience.

This study identified a number of positive effects associated with alternative secondary education. These positive effects were: improved attendance, increased academic interest and awareness, connectedness and belonging, graduation from high school, and current success. From the perspective of these students, their experiences have been positive.