U.S. Department of Education

Implementation Study of Smaller Learning Communities

Final Report
Appendixes

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Final Report—Appendixes

By
Lawrence Bernstein
Mary Ann Millsap
Jennifer Schimmenti
Lindsay Page
Abt Associates, Inc.
Cambridge, Mass.

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Margaret Spellings
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Appendix A

List of SLC Cohort 1 Grantees

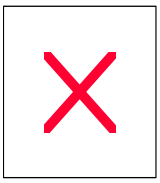
Appendix A
List of SLC Cohort 1 Grantees

State	Grantee Name	Number of Grantees *n=63*	Number of Schools That Are Part of Grant *n=119*	Amount of Grant
California	Los Angeles Unified School District	3	3	$1,494,118
	Tamalpais Union High School District	1	1	$293,235
	Moorpark Unified School District	1	1	$499,952
	Grossmont Union High School District	1	1	$492,753
	Roseville Joint Union High School District	1	4	$2,449,438
	Fresno Unified School District	1	2	$847,157
	Norwalk-LaMirada School District	1	2	$999,887
	Glendale Unified School District	1	1	$500,000
	Oakland Unified School District	1	5	$2,500,000
	East San Gabriel Valley ROP/TC	1	7	$2,496,914
Connecticut	Stamford Public Schools	1	3	$1,000,000
Florida	Broward County	1	3	$1,420,908
Illinois	J. Sterling Morton High School District #201	1	1	$500,000
	Rockford Public Schools #205	1	1	$500,000
Kansas	Kansas City Public Schools #500	1	4	$1,977,290
Louisiana	Saint Charles Public School System/ MetroVIsion SLC Consortium	1	7	$2,500,000
Maryland	Frederick County Public Schools	1	1	$202,250
	Prince George's County Public Schools	2	2	$999,255
Massachusetts	Cambridge Public Schools	1	1	$500,000
	Brockton Public Schools	1	1	$500,000
	Malden Public Schools	1	1	$469,365
Michigan	Monroe Public Schools	1	1	$493,200
Minnesota	Saint Paul Public Schools, ISD #625	1	1	$499,763
Nebraska	Omaha Public School	1	2	$1,970,800
New Hampshire	Nashua Public Schools	1	1	$999,253
New Jersey	Paterson Public Schools	1	2	$1,100,000
	Trenton Public Schools	1	1	$421,163
	Montclair School District	1	1	$494,700
New Mexico	Albuquerque Public Schools	1	6	$2,500,000
New York	Manhattan High School Superintendency	1	1	$582,312
	Bronx High Schools	1	5	$2,498,684
	Freeport Public Schools	1	1	$1,500,000
	Newburgh Enlarged City School District	1	1	$499,893
North Carolina	Wake County Public School System	3	3	$1,479,088
	Watauga County	1	1	$499,989

State	Grantee Name	Number of Grantees *n=63*	Number of Schools That Are Part of Grant *n=119*	Amount of Grant
Ohio	Cincinnati Public Schools	1	5	$2,496,841
	Reynoldsburg City Schools	1	1	$721,932
	Cleveland Municipal School District	1	3	$1,500,000
Oregon	North Clackamas School District	1	3	$840,225
	Beaverton School District #48	1	1	$500,000
	Eugene School District	1	1	$433,606
	David Douglas School District	1	1	$499,991
Pennsylvania	School District of the City of Allentown	1	2	$994,719
	Reading School District	1	1	$332,335
South Carolina	Charleston County School District	1	1	$447,343
	Sumter School District #17	1	1	$500,001
South Dakota	Rapid City Area Schools	1	3	$100,000
Tennessee	Sevier County Schools	1	1	$250,000
Texas	Irving Independent School District	1	3	$1,913,000
	Hays Consolidated Independent School District	1	1	$498,050
	Houston Independent School District	1	5	$2,553,512
	San Marcos Consolidated School District	1	1	$500,000
Utah	Davis School District	1	1	$499,985
Vermont	Burlington School District	1	1	$1,318,754
Virginia	Newport News Public Schools	1	1	$500,338
	Norfolk Public Schools	1	1	$498,234
Wisconsin	Milwaukee Public Schools	1	1	$499,898
	Madison Metropolitan School District	1	1	$500,000

Appendix B

Annual Performance Report



U.S. Department of Education
Annual Performance Report
Smaller Learning Communities (SLC)
District Cover Sheet

1. PR/Award No. (e.g. H185A200211-95)

	See Block 4 on your last Notification of Grant Award.

2. LEA Name and Address:

NCES District ID:	Unless address has changed, repeat from Block 1 on your last Notification of Grant Award.

3. Total District Enrollment – Grades 9 - 12

	Provide number of students enrolled in grades 9 through 12 during performance reporting period.

4. Project:

Title: Number of Schools Included in the Grant:	The title should be identical to that on the approved application.

5. Contact Person:

Name: Title: Telephone Number: Fax Number: E-mail Address:	Provide the name and title of the project director or other individual who is most familiar with the content of the performance report. Also include telephone and fax numbers and E-mail address.

6. Performance Reporting Period:

	This is the time frame for the information requested on the Individual School Performance Reports. (See instructions for details.)

7. Current Budget Period:

	See Block 5 of your last Notification of Grant Award.

8. Authorized Representative:

Name: (Typed or printed) Signature:	Title: Date:

U.S. Department of Education
Annual Performance Report

SLC Individual School Performance Report

Please complete an Individual School Performance Report for each school covered by the SLC grant.

1. School Identification:

Name: NCES ID:

2. School Background:

	9th Grade	10th Grade	11th Grade	12th Grade	**Totals**
Size (number of students):					
Enrolled in the school					
Involved in SLCs					
Student Race Categories (number of students; report for all students enrolled in the school):					
American Indian or Alaska Native					
Asian					
Black or African-American					
Hispanic or Latino					
Native Hawaiian or Other Pacific Islander					
White					
More than One Race					
Other Student Demographics (number of students; report for all students enrolled in the school):					
Limited English Proficient/English Language Learners					
Disabled					

3. SLC Strategies: (Please refer to instructions on page 5 to complete this section.)

Number of Students Involved in Each Strategy	Grade 9	Grade 10	Grade 11	Grade 12
Adult advocates/ mentors				
Block scheduling				
Career academies				
Career clusters/pathways				
Freshman Academy				
Houses				
Magnet programs				
Schools-within-a-school				
Teacher advisory programs				
Teacher teams				
Other (please specify):				

4. Student Outcomes

A. Statewide assessments:

Please provide the number of students scoring at each proficiency level on the State assessment. Report this for each grade and subject assessed. State assessments differ in the number of levels of proficiency measured--please use as many rows and columns as your school needs. For each subject, circle the level of performance that corresponds with "proficient."

Subject	Number Tested	Level I	Level II	Level III	Level IV	Level V
Reading/Lang.Arts						
9th grade						
10th grade						
11th grade						
12th grade						
Mathematics						
9th grade						
10th grade						
11th grade						
12th grade						

B. College entrance exams

Enter "0" if no students at the school took a college entrance exam.

	SAT	ACT
Number of students taking exam:		
Average score:		

C. Other outcome measures:

Enter "0" if no student completed the activity described in the "Measures" column. If the activity does not apply to your school (e.g., your school does not have extracurricular activities), enter "NA."

Measures	9th Grade	10th Grade	11th Grade	12th Grade
Overall reported ADA for October				
Number of students who graduated this year				
Number of graduates who attend a 2- or 4-year college within one year after graduation				
Number of students who take classes for which they receive both high school and college credit (dual enrollment)				
Number of students involved in extracurricular activities				
Number of incidences of student violence				
Number of reported incidences of alcohol or drug use				
Number of disciplinary actions (suspensions and expulsions)				

D. Project status narrative

Refer to instructions on page 7 to complete this section.

Instructions for the Annual Performance Report

Recipients of discretionary grants must submit an annual performance report. The report describes progress made by the grantee toward meeting project goals. [For additional information see sections 75.118, 75.253, and 75.590 of the Education Department General Administrative Regulations (EDGAR).]

Annual Performance Reports will be due June 30th of each project year.

- Hardcopy submission. Please submit an original performance report, along with one copy. Reports should be sent to:

  Smaller Learning Communities Grant Program
  US Department of Education
  400 Maryland Avenue, SW
  Washington, D.C. 20202

- Electronic submission. Grantees may submit annual performance reports electronically. Both PDF and Word versions of the performance report can be obtained from the Smaller Learning Community Program's web page. The URL follows:

  www.ed.gov/offices/OESE/SLCP

Once completed, reports may be returned to the SLCP e-mail address. It is:

www.smallerlearningcommunities@ed.gov

The following sections offer guidance for just those performance report questions that are not self-explanatory.

I. SLC District Cover Sheet. The questions on this sheet apply to the district—the entity that acts as the fiscal agent for the SLC grants.

- Question 6 (Performance Reporting Period). The performance reporting period refers to the school year just completed.

II. SLC Individual School Performance Report. Submit an individual school performance sheet for each school on whose behalf the LEA obtained SLC program funds. Please do not fill in the shaded boxes.

- Question 2 (School Background). Describe student demographics for all students enrolled in the school—not just those participating in an SLC.

- Question 3 (SLC Strategies). This question will be answered differently by grantees with planning grants and grantees with implementation grants.

  Planning grants:

  3Indicate the SLCs that are (or will be) included in the Implementation Plan and the grade levels each will affect by placing "Xs" in appropriate cells.

  3If plans call for involving students within a grade level in more than one SLC activity, place an X in more than one row. For example, if plans call for involving all 9th graders in a career academy and in a teacher advisory program, each of these SLCs would be given an X in the 9th grade column.

  Implementation grants:

  3Report the number of students participating in one or more of the school's SLCs.

3Students within a grade level may be counted in more than one row. Some 9th graders, for example, may benefit from enrollment in a career academy and from team teaching.

Definitions of SLCs (also available on the SLCP web page):

Adult advocates/mentors. This model of personalization ensures that at least one adult knows each student well. Teachers, counselors, other school staff, and community volunteers—all of whom must be trained—can fulfill this "caring adult" role. Adult advocates meet with 15-20 students individually or in small groups on a regular basis over several years, providing rapport, academic and personal guidance.

Block scheduling. Class time is extended from 45-50 minute periods to blocks of 80-90 minutes. The added time allows teachers to provide individual attention, work together in interdisciplinary fashion, and a greater variety of learning activities.

Career academies. Career academies are a type of school-within-a-school. Career academies organize curriculum around one or more careers or occupations. They integrate academic and occupation-related classes.

Career clusters/pathways. Career clusters are broad industry areas that address all careers within the area, from technical through professional. Career clusters identify academic and technical skills needed by students as they transition from high school to post-secondary education and or employment.

Freshman academy. Also called a ninth grade academy, a freshman academy is designed to bridge middle school and high school. It responds to the high ninth-grade drop-out rate experienced by some high schools.

Houses. With the house model, students across grades are assigned to groups of a few hundred each. Each house has its own discipline policies, student activity program, student government, and social activities. Students take some or all courses with their house members and from their house teachers.

Magnet programs. Magnet schools generally have a core focus (e.g., math and science, the arts); they usually draw their students from the entire district. Magnets may or may not have competitive admission requirements.

Schools-within-a-school. With this model, a large school is broken into individual schools. Individual schools are milti-age and may be organized around a theme; they are separate and autonomous units with their own personnel, budget, and program; they operate within a larger school, sharing resources and facilities. Students and faculty choose to affiliate with one school-within-a-school.

Teacher advisory programs. With this model of personalization, administrators and teachers are assigned a small number of students for whom they remain responsible over three or four years of high school. The homeroom period is changed to a teacher-advisory period.

Teacher teams. Academic teaming organizes groups of teachers across departments so that teachers share the same students rather than the same subject. Teaming links teachers who teach different subjects in a team that shares responsibility for the curriculum, instruction, evaluation, and sometimes scheduling and discipline for a group of 100-150 students.

- Question 4A (Statewide Assessments). Statewide assessments across the US report anywhere from three to five levels of student achievement (only three levels are required by ESEA—"partially proficient," "proficient," and "advanced"). Please report your school's results using as many of columns as you need, circling the column heading that corresponds to "proficient" in your state. Do this for each subject measured.

- Question 4C (Other Outcome Measures). To ensure the comparability of data collected in different schools or in the same school over time, please use the following definitions of student violence and disciplinary actions. They are from the *School Survey on Crime and Safety* conducted for the National Center for Education Statistics. Please do not fill in the shaded boxes.

At school/at your school—include activities happening in school buildings, on school grounds, on school buses, and at places that are holding school-sponsored activities. Include only those times that were normal school hours or when school activities/events were in session.

Violence—actual, attempted, or threatened fight or assault.

Disciplinary actions—removal (for more than one year) with no continuing school services, transfer, suspension, removal for less than one year, referral to counseling or to a special program (to reduce problem), punishment (e.g., detention, loss of student privileges), or withdrawal of services (e.g., kept off school bus).

- Question 4D (project status). Report the progress made in enacting your proposal.

  Describe:

  3progress made toward producing a viable implementation plan (for planning grant recipients) or toward implementing smaller learning communities (for implementation grant recipients);

  3activities and accomplishments in the year since the start of the project or since submission of the last performance report (where possible, quantify information on activities, accomplishments, and outcomes);
  3progress on goals and objectives; and

  3reasons why a planned objective was not attained, or a planned activity was not conducted as scheduled (include a description of the steps and schedule for addressing the problems).

III. Budget Information. Describe the current status of your budget expenditures. If you are not expending funds at the rate expected, explain why. Describe any significant changes to your budget resulting from modifications of project activities. Do you expect to have unexpended funds at the end of the budget period? If you do, explain why and provide an estimate.

For projects that require recipients to provide matching funds or other non-federal resources, also provide the total of all non-federal contributions as of 30 days before the due date of the performance report.

IV. Supplemental Information/Changes. Please tell us about any changes you wish to make in project strategies, activities, or outcomes. Provide any other information that will help us understand the status of your project as you prepare for the next budget period.

Paperwork Reduction Act Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0632 and will expire on 10/31/2003. The time required to complete these forms is estimated to average 8 hours per response, including the time to review instructions and complete the survey. **If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to:** U.S Department of Education, Washington, DC 20202-4651. **If you have any comments or concerns regarding the status of your individual submission of this form, write directly to:** Office of Elementary and Secondary Education, U.S. Department of Education, Federal Office Building 6, 400 Maryland Avenue, SW, Washington, DC 20202.

Appendix C

Periodic Implementation Surveys, 2002 and 2003

OMB No.: 1875-0217
Expires: 03/31/2005
ID: 1-5/
Batch: 1841-1842

Implementation Study of Smaller Learning Communities: Periodic Implementation Survey of Schools, 2002

This survey is being conducted for the U.S. Department of Education and is part of its effort to learn about the implementation and early impact of the federal Smaller Learning Communities (SLC) Program. The program represents a federal commitment to help school districts plan and implement both strategies for creating smaller learning communities and effective and innovative changes in curriculum and instruction in high schools.

All principals of high schools who have received funds from the SLC Program are being asked to complete this survey, so your response is very important to us. **We estimate that the survey will take about 55 minutes to complete. You may find it useful to consult additional members of your school staff when completing specific questions or for help with the entire survey**. Please note that the survey has a number of separate sections printed on colored paper. Each section pertains to an SLC structure (i.e., Career Academies) that you have been implementing. **According to the information you provided as part of the Annual Performance Review (APR), your school should complete the sections checked below. You are only asked to complete those sections that apply to your school**. Each of these structures or strategies is defined in the appropriate section of the survey; if you have any questions about the sections of the survey you should complete, or any survey content questions, please contact Lindsay Page, toll-free, at (866) 366-8143.

- o Career Academies (***lavender***)
- o Freshman Academies (***yellow***)
- o House Plans (***blue***)
- o Schools-within-a-School (***pink***)
- o Magnet Schools (***ivory***)
- o Other Strategies, including: Block Scheduling, Career Clusters/Pathways, Adult Advocates/Mentors, Teacher Advisory Programs, and Teacher Teams (***orange***)

Please complete the following contact information to facilitate any necessary survey follow up.

Mailing label here [Avery no. 5160, 1 x 2-5/8 will fit JUST BARELY]

Please answer all the questions, and return the completed questionnaire in the enclosed prepaid FedEx envelope. All information that would permit identification of the individual respondent will be held in strict confidence, will be used only by persons engaged in and for the purposes of the survey, and will not be disclosed or released to others for any purpose, as required by law.

Thank you for your cooperation in completing this survey.

I. SLC Program Implementation

A. Federal SLC Program Implementation

This first set of questions is focused on your school's planning for and implementation of the federal SLC grant program.

1. When did your school first receive funding from the federal SLC grant received by your district? *(Select one.)*

ρ 1 Fall 2000 (i.e., August to December) 6/
ρ 2 Spring 2001 (i.e., January to June)
ρ 3 Fall 2001 (i.e., August to December)
ρ 4 Other *(Please specify)* _____ 7-8/

2. When did you begin planning and design for your federally funded SLC program?

__ / ____ 9-14/
(mm/yyyy)

3. Based on your plans for your federally funded SLC program implementation, please indicate, as a percentage, your school's progress towards full implementation.

_____ % 15-17/

4. Some schools have implemented aspects of SLCs before receiving funding through the federal SLC grant program. In column A below, please indicate **school-level SLC-type** changes made **prior** to receiving federal SLC funding. In column B, indicate school-level SLC-type changes that have occurred **as a result of** federal SLC program funding. *(Check all that apply. You may check both column A and column B if there was work done both prior to and as a result of federal SLC funding.)*

	School-level changes designed to foster small learning communities	A Changes prior to federal SLC funding?	B Changes related to SLC federal funding?
a.	School governance/administrative structure has been reconstructed (e.g., site-based management)	o 1 18/	o 2 19/
b.	Structural changes have been made to student cohort organization (e.g., by grade, by house, by duties of teachers)	o 1 20/	o 2 21/
c.	School physical space has been changed to accommodate SLCs	o 1 22/	o 2 23/
d.	The manner in which students are placed in courses has changed (e.g., elimination of tracking)	o 1 24/	o 2 25/
e.	New courses specific to SLCs have been introduced	o 1 26/	o 2 27/
f.	Curriculum and/or instructional staff have been re-organized based upon content/structure of SLCs	o 1 28/	o 2 29/
g.	School-wide core curriculum has been made more academically rigorous	o 1 30/	o 2 31/
h.	Local assessment (e.g., school- or district-level) options have been altered to reflect SLCs (e.g., use of projects/portfolios)	o 1 32/	o 2 33/
i.	Staff development and training specific to SLCs have been introduced	o 1 34/	o 2 35/
j.	Other *(Please specify)*: _____ 36-37/	o 1 38/	o 2 39/
k.	None of the above	o 1 40/	o 2 41/

5. In column A, please indicate **classroom-level SLC-type** changes made **prior** to receiving federal SLC funding. In column B, indicate classroom-level changes that have occurred **as a result of** federal SLC program funding. *(Check all that apply. You may check both Column A and Column B if there was work done both prior to and as a result of federal SLC funding.)*

	Classroom-level changes designed to foster small learning communities	**A Changes prior to federal SLC funding?**	**B Changes related to SLC federal funding?**
a.	Students keep same homeroom teacher throughout high school	o 1 42/	o 2 43/
b.	Independent study is available in core academic courses	o 1 44/	o 2 45/
c.	More varied student assessments are used for grading and promotion decisions	o 1 46/	o 2 47/
d.	Mixed-ability or multi-grade classes are available in core academic subjects	o 1 48/	o 2 49/
e.	A cooperative learning focus has been integrated into the curriculum	o 1 50/	o 2 51/
f.	Student evaluations of teachers are being used	o 1 52/	o 2 53/
g.	There is flexible time for classes and additional study	o 1 54/	o 2 55/
h.	Students are taught by the same cluster of teachers for multiple years	o 1 56/	o 2 57/
i.	Teachers serve as advisors/mentors	o 1 58/	o 2 59/
j.	Other *(Please specify)*: _____ 60-61/	o 1 62/	o 2 63/
k.	None of the above	o 1 64/	o 2 65/

6. How important were each of the following factors in your decision to apply for a federal SLC grant?

	Not important	Rather important	Very important	Don't know	
Student academic factors					
a. Student academic achievement	o 1	o 2	o 3	o 8	66/
b. Academic course-taking	o 1	o 2	o 3	o 8	67/
c. Vocational course-taking	o 1	o 2	o 3	o 8	68/
d. Student academic achievement among at-risk students	o 1	o 2	o 3	o 8	69/
e. Promotion rates	o 1	o 2	o 3	o 8	70/
f. High school graduation rates	o 1	o 2	o 3	o 8	71/
g. SAT/ACT test-taking rates	o 1	o 2	o 3	o 8	72/
h. Acquisition of technical skills	o 1	o 2	o 3	o 8	73/
i. Other *(Please specify):* _____	o 1	o 2	o 3	o 8	76/
					74-75/
Student behavioral/attitudinal factors					
a. Absenteeism	o 1	o 2	o 3	o 8	77/
b. Dropout rates	o 1	o 2	o 3	o 8	78/
c. Incidence of student violence	o 1	o 2	o 3	o 8	79/
d. Participation rates in extracurricular activities	o 1	o 2	o 3	o 8	80/
e. Incidence of student tardiness	o 1	o 2	o 3	o 8	81/
f. Student motivation	o 1	o 2	o 3	o 8	82/
g. Student morale	o 1	o 2	o 3	o 8	83/
h. Student-teacher relationships/ interaction	o 1	o 2	o 3	o 8	84/
i. Other *(Please specify)*: _____	o 1	o 2	o 3	o 8	87/
					85-86/

7. Did teachers in your school contribute to the preparation of the SLC grant proposal? If yes, what percentage of teachers contributed to the preparation of the grant proposal?

ρ 1 Yes **88/** 88/

Percentage of teachers: _____% 89-91/

ρ 2 No

8. Did the teachers in your school vote on whether to apply for an SLC grant? If yes, what percentage of teachers voted to participate?

ρ 1 Yes 92/

Percentage of teachers: _____% 93-95/

ρ 2 No

On the following pages are different modules of questions (**each in a different color**) that pertain to the SLC strategies employed by your school. Please complete only those modules that have been indicated on the cover sheet of the survey. Please complete **all** questions in **each applicable** module, being certain to follow the instructions that are provided. You may wish to have other staff assist you with this task.

Following these modules, there are additional questions to be answered about your school's overall experience implementing an SLC program.

Career Academy Module

Please complete this module only if you are implementing one or more Career Academies.

Career Academies are one type of school-within-a-school that organize curricula around one or more careers or occupations. They integrate academic and occupation-related classes.

1. When did **implementation** of the first Career Academy begin?

   __ / ____ (mm/yyyy) 96-101/

2. Is your implementation of Career Academies new as a result of the federal SLC program?

   ρ 1 Yes 102/
   ρ 2 No

3. In the 2001-2002 school year, are you using federal SLC grant funds to support your Career Academy?

   ρ 1 Yes 103/
   ρ 2 No

4. What percentage of the students at your school at each grade level participates in Career Academies?

   _____% of 9th graders 104-106/
   _____% of 10th graders 107-109/
   _____% of 11th graders 110-112/
   _____% of 12th graders 113-115/

The following questions are about the different Career Academy groups in your school.

5. Below we ask you to describe each of your Career Academy groups. There is space to describe up to four; if there are more than four, please describe the four largest. Complete section A with the names of your Career Academy groups. In section B, please identify the theme, if any, of each Career Academy. In section C, please estimate the number of students in each Career Academy group. In section D, please provide the demographic characteristics of students in each Career Academy. If exact percentages are not available, please estimate as well as you can, giving a single number and not a range. Please make sure that the percentages given within racial composition and gender add up to 100 percent in each case.

	Characteristics of Career Academy Groups			
	1	**2**	**3**	**4**
A. Name	_____ 116-117	_____ 118-119/	_____ 120-121/	_____ 122-123/
B. Theme (if any)	_____ 124-125/	_____ 126-127/	_____ 128-129/	_____ 130-131/
C. Student enrollment in 2001-2002	_____ 132-135/	_____ 136-139/	_____ 140-143/	_____ 144-147/
D. Demographic characteristics				
Students living in poverty, i.e., those students who would qualify for free/reduced-price lunch.	_____% 148-150/	_____% 151-153/	_____% 154-156/	_____% 157-159/
Racial composition (%)				
a. American Indian or Alaska Native	_____% 160-162/	_____% 163-165/	_____% 166-168/	_____% 169-171/
b. Asian	_____% 172-174/	_____% 175-177/	_____% 178-180/	_____% 181-183/
c. Black or African-American	_____% 184-186/	_____% 187-189/	_____% 190-192/	_____% 193-195/
d. Hispanic or Latino	_____% 196-198/	_____% 199-201/	_____% 202-204/	_____% 205-207/
e. Native Hawaiian or other Pacific Islander	_____% 208-210/	_____% 211-213/	_____% 214-216/	_____% 217-219/
f. White	_____% 220-222/	_____% 223-225/	_____% 226-228/	_____% 229-231/
Gender (%)				
a. Male	_____% 232-234/	_____% 235-237/	_____% 238-240/	_____% 241-243/
b. Female	_____% 244-246/	_____% 247-249/	_____% 250-252/	_____% 253-255/
Language needs (%)				
Limited English proficient	_____% 256-258/	_____% 259-261/	_____% 262-264/	_____% 265-267/
Special needs (%)				
Students with individualized education plans	_____% 268-270/	_____% 271-273/	_____% 274-276/	_____% 277-279/

These questions ask about **all** Career Academies in your school.

6. Which students are **eligible** to participate in a Career Academy? *(Check all that apply.)*

ρ 1	All students	280/
ρ 2	Students in certain grades participate	281/
ρ 3	Students interested in particular subject areas	282/
ρ 4	Students with academic achievement above a certain level	283/
ρ 5	Students with academic achievement below a certain level	284/
ρ 6	Students who have completed pre-requisite courses	285/
ρ 7	Students participate on a voluntary basis	286/
ρ 8	Other (Please specify): _____	287/
		288-289/

7. How are students **selected** to participate in the Career Academies that have been implemented at your school? *(Check all that apply.)*

ρ 1	All students participate	290/
ρ 2	All students in certain grades participate	291/
ρ 3	Students self-select	292/
ρ 4	Random assignment	293/
ρ 5	Most qualified are selected	294/
ρ 6	Academic need	295/
ρ 7	Other (Please specify): _____	296/
		297-298/

8. Does your school's Career Academy program have its own: *(Check all that apply.)*

ρ 1	Budget	299/
ρ 2	Staff	300/
ρ 3	Instructional leadership teams	301/
ρ 4	Operating procedures	302/
ρ 5	Discipline policies	303/

9. Is there a separate physical space set aside for students in the Career Academy program at your school?

ρ 1	Not at all separate (Skip to question 10)	304/
ρ 2	Somewhat separate (e.g., some common facilities and/or some separate instructional areas) (Answer 9a)	
ρ 3	Entirely separate (Answer 9a)	

9a. If the Career Academy program has a separate physical space in the school campus, what percent of time, on average, do students spend in the Career Academy area in a school day?

_____ % 305-307/

10. During the 2001-2002 school year, do teachers have common planning time for Career Academy program activities?

ρ 1 Yes *(Answer question 10a)* 308/
ρ 2 No (Skip to question 11)

10a. If yes, about how often do teachers in your school participated in common planning related to the Career Academy program?

ρ 1 Less than once a month 309/
ρ 2 About once a month
ρ 3 Two to three times per month
ρ 4 Weekly
ρ 5 Two to three times per week
ρ 6 Daily

11. How were teachers assigned to or within the Career Academy program? *(Check all that apply.)*

ρ 1 All teachers have been assigned to the Career Academy program 310/
ρ 2 Teachers volunteered 311/
ρ 3 Teachers were assigned because of content expertise 312/
ρ 4 Teachers were assigned because of interest/motivation 313/
ρ 5 Teachers were assigned due to staffing needs 314/
ρ 6 Teachers were assigned based on seniority 315/
ρ 7 Other (Please specify): _____ 316/
317-318/

12. In the 2001-2002 school year, do students enrolled in each Career Academy take all of their courses within their own Career Academy?

ρ 1 Yes *(Skip to question 13)* 319/
ρ 2 No (Answer question 12a)

12a. What percentage of students' courseload, on average, is taken within the Career Academy?

_____ % 320-322/

13. What kinds of assessments are utilized in the Career Academy program? Are any of these new since federal SLC funding was received? *(Check all that apply.)*

		Utilized?		New since SLC funding?	
a.	Standardized testing: district mandated	o 1	323/	o 2	324/
b.	Standardized testing: state-mandated	o 1	325/	o 2	326/
c.	Individualized assessment (e.g., portfolios, student exhibition/performance)	o 1	327/	o 2	328/
d.	Student self-assessment	o 1	329/	o 2	330/
e.	End-of-course assessment	o 1	331/	o 2	332/
f.	Other *(Please specify)*: _____ 333-334	o 1	335/	o 2	336/

14. For each of the following, at which level are decisions made? *(Check one per row.)*

		District-level decision only	District and school decision	School-level decision only	School and Career Academy decision	Career Academy decision only	
a.	Career Academy course offerings/ curriculum	o 1	o 2	o 3	o 4	o 5	337/
b.	Selection of Career Academy instructional materials	o 1	o 2	o 3	o 4	o 5	338/
c.	Assignment of students to teachers	o 1	o 2	o 3	o 4	o 5	339/
d.	Student promotion and graduation decisions	o 1	o 2	o 3	o 4	o 5	340/
e.	Selection of professional development topics specific to the Career Academy	o 1	o 2	o 3	o 4	o 5	341/
f.	Career Academy schedule (e.g., daily timetable weekly schedule)	o 1	o 2	o 3	o 4	o 5	342/
g.	Career Academy organization	o 1	o 2	o 3	o 4	o 5	343/

		District-level decision only	District and school decision	School-level decision only	School and Career Academy decision	Career Academy decision only	
h.	Overall Career Academy budget	o 1	o 2	o 3	o 4	o 5	344/
i.	Allocations within Career Academy budget(s)	o 1	o 2	o 3	o 4	o 5	345/
j.	Hiring for Career Academy positions	o 1	o 2	o 3	o 4	o 5	346/

Upon finishing this module, please proceed to the next module you are to complete (as indicated by the check box list on the cover of the survey) or to the remaining questions that appear on the white pages at the back of the survey.

Freshman Academy Module

Please complete this module only if you are implementing one or more Freshman Academies.

Freshman Academies, also called Ninth Grade Academies or Freshman Transition Activities, are designed to bridge middle and high school. They respond to the high ninth-grade dropout rate experienced by some high schools.

1. When did **implementation** of the first Freshman Academy begin?

__ / ____ 347-352/
(mm/yyyy)

2. Is your implementation of Freshman Academies new as a result of the federal SLC program?

ρ 1 Yes 353/
ρ 2 No

3. In the 2001-2002 school year, are you using federal SLC grant funds to support your Freshman Academy?

ρ 1 Yes 354/
ρ 2 No

4. In the 2001-2002 school year, what percentage of the students in 9th grade participates in Freshman Academies?

_____% 355-357/

4a. Do students who are repeating 9th grade participate in Freshman Academies?

ρ 1 Yes 358/
ρ 2 No

The following questions are about the different Freshman Academy groups in your school.

5. Below we ask you to describe each of your Freshman Academy groups. There is space to describe up to four; if there are more than four, please describe the four largest. Complete section A with each of the names of your Freshman Academy groups. In section B, please identify the theme, if any, of each Freshman Academy. In section C, please estimate the number of students in each Freshman Academy group. In section D, please provide demographic characteristics of students in each Freshman Academy. If exact percentages are not available, please estimate as well as you can, giving a single number and not a range. Please make sure that the percentages given within racial composition and gender add up to 100 percent in each case.

	Characteristics of Freshman Academy Groups			
	1	**2**	**3**	**4**
A. Name	_____ 359-360/	_____ 361-362/	_____ 363-364/	_____ 365-366/
B. Theme (if any)	_____ 367-368/	_____ 369-370/	_____ 371-372/	_____ 373-374/
C. Student enrollment in 2001-2002	_____ 375-378/	_____ 379-382/	_____ 383-386/	_____ 387-390/
D. Demographic characteristics				
Students living in poverty, i.e., those students who would qualify for free/reduced-price lunch.	_____% 391-393/	_____% 394-396/	_____% 397-399/	_____% 400-402/
Racial composition (%)				
a. American Indian or Alaska Native	_____% 403-405/	_____% 406-408/	_____% 409-411/	_____% 412-414/
b. Asian	_____% 415-417/	_____% 418-420/	_____% 421-423/	_____% 424-426/
c. Black or African-American	_____% 427-429/	_____% 430-432/	_____% 433-435/	_____% 436-438/
d. Hispanic or Latino	_____% 439-441/	_____% 442-444/	_____% 445-447/	_____% 448-450/
e. Native Hawaiian or other Pacific Islander	_____% 451-453/	_____% 454-456/	_____% 457-459/	_____% 460-462/
f. White	_____% 463-465/	_____% 466-468/	_____% 469-471/	_____% 472-474/
Gender (%)				
a. Male	_____% 475-477/	_____% 478-480/	_____% 481-483/	_____% 484-486/
b. Female	_____% 487-489/	_____% 490-492/	_____% 493-495/	_____% 496-498/
Language needs (%)				
Limited English proficient	_____% 499-501/	_____% 502-504/	_____% 505-507/	_____% 508-510/
Special needs (%)				
Students with individualized education plans	_____% 511-513/	_____% 514-516/	_____% 517-519/	_____% 520-522/

These questions ask about **all** Freshman Academy groups in your school.

6. Which students are **eligible** to participate in a Freshman Academy? *(Check all that apply.)*

ρ 1	All ninth grade students, including repeaters	523/
ρ 2	All first-time ninth grade students (no repeaters)	524/
ρ 3	Students interested in particular subject areas	525/
ρ 4	Students with academic achievement above a certain level	526/
ρ 5	Students with academic achievement below a certain level	527/
ρ 6	Students who have completed pre-requisite courses	528/
ρ 7	Students participate on a voluntary basis	529/
ρ 8	Other (Please specify): _____	530/
		31-532/

7. How are students **selected** to participate in the Freshman Academies that have been implemented at your school? *(Check all that apply.)*

ρ 1	All ninth grade students, including repeaters, participate	533/
ρ 2	All first-time ninth grade students (no repeaters) participate	534/
ρ 3	Students self-select	535/
ρ 4	Random assignment	536/
ρ 5	Most qualified are selected	537/
ρ 6	Academic need	538/
ρ 7	Other *(Please specify):* _____	539/
		540-541/

8. Does your school's Freshman Academy program have its own: *(Check all that apply.)*

ρ 1	Budget	542/
ρ 2	Staff	543/
ρ 3	Instructional leadership teams	544/
ρ 4	Operating procedures	545/
ρ 5	Discipline policies	546/

9. Is there a separate physical space set aside for students in the Freshman Academy program at your school?

ρ 1	Not at all separate (Skip to question 10)	547/
ρ 2	Somewhat separate (e.g., some common facilities and/or some separate instructional areas) (Answer 9a)	
ρ 3	Entirely separate (Answer 9a)	

9a. If the Freshman Academy program has a separate physical space in the school campus, what percent of time, on average, do students spend in the Freshman Academy area in a school day?

_____ % 548-550/

10. During the 2001-2002 school year, do teachers have common planning time for Freshman Academy program activities?

ρ 1 Yes *(Answer question 10a)* 551/
ρ 2 No *(Skip to question 11)*

10a. If yes, about how often have teachers in your school participated in common planning related to the Freshman Academy program?

ρ 1 Less than once a month 552/
ρ 2 About once a month
ρ 3 Two to three times per month
ρ 4 Weekly
ρ 5 Two to three times per week
ρ 6 Daily

11. How were teachers assigned to or within the Freshman Academy program? *(Check all that apply.)*

ρ 1 Teachers volunteered 553/
ρ 2 Teachers were assigned because of content expertise 554/
ρ 3 Teachers were assigned because of interest/motivation 555/
ρ 4 Teachers were assigned due to staffing needs 556/
ρ 5 Teachers were assigned based on seniority 557/
ρ 6 Other *(Please specify):* _____ 558/
559-560/

12. In the 2001-2002 school year, do students enrolled in each Freshman Academy take all of their courses within their own Freshman Academy?

ρ 1 Yes *(Skip to question 13)* 561/
ρ 2 No *(Answer question 12a)*

12a. What percentage of students' courseload, on average, is taken within the Freshman Academy?

_____ % 562-564/

13. What kinds of assessments are utilized in the Freshman Academy program? Are any of these new since federal SLC funding was received? (Check all that apply.)

		Utilized?		New since SLC funding?	
a.	Standardized testing: district mandated	o 1	565/	o 2	566/
b.	Standardized testing: state-mandated	o 1	567/	o 2	568/
c.	Individualized assessment (e.g., portfolios, student exhibition/performance)	o 1	569/	o 2	570/
d.	Student self-assessment	o 1	571/	o 2	572/
e.	End-of-course assessment	o 1	573/	o 2	574/
f.	Other *(Please specify)*: _____	o 1	577/	o 2	578/

575-576/

14. For each of the following, at which level are decisions made? *(Check one per row.)*

		District-level decision only	District and school decision	School-level decision only	School and Freshman Academy decision	Freshman Academy decision only	
a.	Freshman Academy course offerings/ curriculum	o 1	o 2	o 3	o 4	o 5	579/
b.	Selection of Freshman Academy instructional materials	o 1	o 2	o 3	o 4	o 5	580/
c.	Assignment of students to teachers	o 1	o 2	o 3	o 4	o 5	581/
d.	Student promotion and graduation decisions	o 1	o 2	o 3	o 4	o 5	582/
e.	Selection of professional development topics specific to the Freshman Academy	o 1	o 2	o 3	o 4	o 5	583/
f.	Freshman Academy schedule (e.g., daily timetable weekly schedule)	o 1	o 2	o 3	o 4	o 5	584/

		District-level decision only	District and school decision	School-level decision only	School and Freshman Academy decision	Freshman Academy decision only	
g.	Freshman Academy organization	o 1	o 2	o 3	o 4	o 5	585/
h.	Overall Freshman Academy budget	o 1	o 2	o 3	o 4	o 5	586/
i.	Allocations with Freshman Academy budget	o 1	o 1	o 1	o 2	o 3	587/
j.	Hiring for Freshman Academy positions	o 1	o 1	o 1	o 2	o 3	588/

Upon finishing this module, please proceed to the next module you are to complete (as indicated by the check box list on the cover of the survey) or to the remaining questions that appear on the white pages at the back of the survey.

House Plan Module

Please complete this module only if you are implementing one or more House Plans.

House Plans are comprised of students assembled across grades and assigned to groups of a few hundred each. Each House has its own disciplinary policy, student activity program, student government, and social activities. Students take some or all courses with their House members and from their House teachers.

1. When did **implementation** of the first House Plan begin?

__ / ____ 589-594/
(mm/yyyy)

2. Is your implementation of House Plans new as a result of the federal SLC program?

ρ 1 Yes 595/
ρ 2 No

3. In the 2001-2002 school year, are you using federal SLC grant funds to support your House Plan?

ρ 1 Yes 596/
ρ 2 No

4. In the 2001-2002 school year, what percentage of the students at your school at each grade level participates in House Plans?

_____% of 9th graders 597-599/
_____% of 10th graders 600-602/
_____% of 11th graders 603-605/
_____% of 12th graders 606-608/

The following questions are about the different House Plan groups in your school.

5. Below we ask you to describe each of your House Plan groups. There is space to describe up to four; if there are more than four, please describe the four largest. Complete section A with the names of your House Plan groups. In section B, please identify the theme, if any, of each House Plan. In section C, please estimate the number of students in each House Plan group. In section D, please provide demographic characteristics of students in each of these House Plans. If exact percentages are not available, please estimate as well as you can, giving a single number and not a range. Please make sure that the percentages given within racial composition and gender add up to 100 percent in each case.

	Characteristics of House Plan Groups			
	1	**2**	**3**	**4**
A. Name	_____ 609-610/	_____ 611-612/	_____ 613-614/	_____ 615-616/
B. Theme (if any)	_____ 617-618/	_____ 619-620/	_____ 621-622/	_____ 623-624/
C. Student enrollment in 2001-2002	_____ 625-628/	_____ 629-632/	_____ 633-636/	_____ 637-640/
D. Demographic characteristics				
Students living in poverty, i.e., those students who would qualify for free/reduced-price lunch.	_____% 641-643/	_____% 644-646/	_____% 647-649/	_____% 650-652/
Racial composition (%)				
a. American Indian or Alaska Native	_____% 653-655/	_____% 656-658/	_____% 659-661/	_____% 662-664/
b. Asian	_____% 665-667/	_____% 668-670/	_____% 671-673/	_____% 674-676/
c. Black or African-American	_____% 677-679/	_____% 680-682/	_____% 683-685/	_____% 686-688/
d. Hispanic or Latino	_____% 689-691/	_____% 692-694/	_____% 695-697/	_____% 698-700/
e. Native Hawaiian or other Pacific Islander	_____% 701-703/	_____% 704-706/	_____% 707-709/	_____% 710-712/
f. White	_____% 713-715/	_____% 716-718/	_____% 719-721/	_____% 722-724/
Gender (%)				
a. Male	_____% 725-727/	_____% 728-730/	_____% 731-733/	_____% 734-736/
b. Female	_____% 737-739/	_____% 740-742/	_____% 743-745/	_____% 746-748/
Language needs (%)				
Limited English proficient	_____% 749-751/	_____% 752-754/	_____% 755-757/	_____% 758-760/
Special needs (%)				
Students with individualized education plans	_____% 761-763/	_____% 764-766/	_____% 767-769/	_____% 770-772/

These questions ask about **all** House Plans in your school.

6. Which students are **eligible** to participate in a House Plan? *(Check all that apply.)*

ρ 1	All students	773/
ρ 2	Students in certain grades participate	774/
ρ 3	Students interested in particular subject areas	775/
ρ 4	Students with academic achievement above a certain level	776/
ρ 5	Students with academic achievement below a certain level	777/
ρ 6	Students who have completed pre-requisite courses	778/
ρ 7	Students participate on a voluntary basis	779/
ρ 8	Other (Please specify): _____	780/
		781-782/

7. How are students selected to participate in the House Plans that have been implemented at your school? (Check all that apply.)

ρ 1	All students participate	783/
ρ 2	Students in certain grades participate	784/
ρ 3	Students self-select	785/
ρ 4	Random assignment	786/
ρ 5	Most qualified are selected	787/
ρ 6	Academic need	788/
ρ 7	Other (Please specify): _____	789/
		790-791/

8. Does your school's House Plan program have its own: (Check all that apply.)

ρ 1	Budget	792/
ρ 2	Staff	793/
ρ 3	Instructional leadership teams	794/
ρ 4	Operating procedures	795/
ρ 5	Discipline policies	796/

9. Is there a separate physical space set aside for students in the House Plan program at your school?

ρ 1	Not at all separate (Skip to question 10)	797/
ρ 2	Somewhat separate (e.g., some common facilities and/or some separate instructional areas) (Answer 9a)	
ρ 3	Entirely separate (Answer 9a)	

9a. If the House Plan program has a separate physical space in the school campus, what percent of time, on average, do students spend in the House Plan area in a school day?

_____ % 798-800/

10. During the 2001-2002 school year, do teachers have common planning time for House Plan program activities?

ρ 1 Yes (Answer question 10a) 801/
ρ 2 No (Skip to question 11)

10a. If yes, about how often have teachers in your school participated in common planning related to the House Plan program?

ρ 1 Less than once a month 802/
ρ 2 About once a month
ρ 3 Two to three times per month
ρ 4 Weekly
ρ 5 Two to three times per week
ρ 6 Daily

11. How were teachers assigned to or within the House Plan program? (Check all that apply.)

ρ 1 All teachers have been assigned to House Plans 803/
ρ 2 Teachers volunteered 804/
ρ 3 Teachers were assigned because of content expertise 805/
ρ 4 Teachers were assigned because of interest/motivation 806/
ρ 5 Teachers were assigned due to staffing needs 807/
ρ 6 Teachers were assigned based on seniority 808/
ρ 7 Other (Please specify): _____ 809/
810-811/

12. In the 2001-2002 school year, do students enrolled in each House Plan take all of their courses within their own House Plan?

ρ 1 Yes (Skip to question 13) 812/
ρ 2 No (Answer question 12a)

12a. What percentage of students' courseload, on average, is taken within the House Plan?

_____ % **813-815/**

13. What kinds of assessments are utilized in the House Plan program? Are any of these new since federal SLC funding was received? (Check all that apply.)

		Utilized?		New since SLC funding?	
a.	Standardized testing: district mandated	o 1	816/	o 2	817/
b.	Standardized testing: state-mandated	o 1	818/	o 2	819/
c.	Individualized assessment (e.g., portfolios, student exhibition/performance)	o 1	820/	o 2	821/
d.	Student self-assessment	o 1	822/	o 2	823/
e.	End-of-course assessment	o 1	824/	o 2	825/
f.	Other *(Please specify)*: _____	o 1	828/	o 2	829/

826-827/

14. For each of the following, at which level are decisions made? (Check one per row.)

		District-level decision only	District and School decision	School-level decision only	School and House Plan decision	House Plan decision only	
a.	House Plan course offerings/curriculum	o 1	o 2	o 3	o 4	o 5	830/
b.	Selection of House Plan instructional materials	o 1	o 2	o 3	o 4	o 5	831/
c.	Assignment of students to teachers	o 1	o 2	o 3	o 4	o 5	832/
d.	Student promotion and graduation decisions	o 1	o 2	o 3	o 4	o 5	833/
e.	Selection of professional development topics specific to the House Plan	o 1	o 2	o 3	o 4	o 5	834/
f.	House Plan schedule (e.g., daily timetable weekly schedule)	o 1	o 2	o 3	o 4	o 5	835/
g.	House Plan organization	o 1	o 2	o 3	o 4	o 5	836/

		District-level decision only	District and School decision	School-level decision only	School and House Plan decision	House Plan decision only	
h.	Overall House Plan budget	o 1	o 2	o 3	o 4	o 5	837/
i.	Allocations within House Plan budget(s)	o 1	o 2	o 3	o 4	o 5	838/
j.	Hiring for House Plan positions	o 1	o 2	o 3	o 4	o 5	839/

Upon finishing this module, please proceed to the next module you are to complete (as indicated by the check box list on the cover of the survey) or to the remaining questions that appear on the white pages at the back of the survey.

School-within-a-School Module

Please complete this module only if you are implementing one or more Schools-within-a-School.

Schools-within-a-School break large schools into individual schools. Individual schools are multi-age and may be organized around a theme; they are separate and autonomous units with their own personnel, budgets, and programs. Schools-within-a-School operate within a larger school, sharing resources and facilities. Students and faculty affiliate with one School-within-a-School.

1. When did **implementation** of the first School-within-a-School begin?

__ / ____ 840-845/
(mm/yyyy)

2. Is your implementation of School(s)-within-a-School new as a result of the federal SLC program?

ρ 1 Yes 846/
ρ 2 No

3. In the 2001-2002 school year, are you using federal SLC grant funds to support your Schools-within-a-School?

ρ 1 Yes 847/
ρ 2 No

4. In the 2001-2002 school year, what percentage of the students at your school at each grade level participates in Schools-within-a-School?

_____% of 9th graders 848-850/
_____% of 10th graders 851-853/
_____% of 11th graders 854-856/
_____% of 12th graders 857-859/

The following questions are about the different School-within-a-School groups in your school.

5. Below we ask you to describe your School-within-a-School groups. There is space to describe up to four; if there are more than four, please describe the four largest. Complete section A headings with the names of your School-within-a-School groups. In section B, please identify the theme, if any, of each School-within-a-School. In section C, please estimate the number of students in each School-within-a-School group. In section D, provide demographic characteristics of students in each School-within-a-School. If exact percentages are not available, please estimate as well as you can, giving a single number and not a range. Please make sure that the percentages given within racial composition and gender add up to 100% in each case.

	Characteristics of School-within-a-School Groups			
	1	**2**	**3**	**4**
A. Name	_____ 860-861/	_____ 862-863/	_____ 864-865/	_____ 866-867/
B. Theme (if any)	_____ 868-869	_____ 870-871/	_____ 872-873/	_____ 874-875/
C. Student enrollment in 2001-2002	_____ 876-879/	_____ 880-883/	_____ 884-887/	_____ 888-891/
D. Demographic characteristics				
Students living in poverty, i.e., those students who would qualify for free/reduced-price lunch.	_____% 892-894/	_____% 895-897/	_____% 898-890/	_____% 901-903/
Racial composition (%)				
a. American Indian or Alaska Native	_____% 904-906/	_____% 907-909/	_____% 910-912/	_____% 913-915/
b. Asian	_____% 916-918/	_____% 919-921/	_____% 922-924/	_____% 925-927/
c. Black or African-American	_____% 928-930/	_____% 931-933/	_____% 934-936/	_____% 937-939/
d. Hispanic or Latino	_____% 940-942/	_____% 943-945/	_____% 946-948/	_____% 949-951/
e. Native Hawaiian or other Pacific Islander	_____% 952-954/	_____% 955-957/	_____% 958-960/	_____% 961-963/
f. White	_____% 964-966/	_____% 967-969/	_____% 970-972/	_____% 973-975/
Gender (%)				
a. Male	_____% 976-978/	_____% 979-981/	_____% 982-984/	_____% 985-987/
b. Female	_____% 988-990/	_____% 991-993/	_____% 994-996/	_____% 997-999/
Language needs (%)				
Limited English proficient	_____% 1000-1002/	_____% 1003-1005/	_____% 1006-1008/	_____% 1009-1011/
Special needs (%)				
Students with individualized education plans	_____% 1012-1014/	_____% 1015-1017/	_____% 1018-1020/	_____% 1021-1023/

These questions ask about **all** Schools-within-a-School in your school.

6. Which students are **eligible** to participate in a School-within-a-School? (Check all that apply.)

ρ 1	All students	1024/
ρ 2	Students in certain grades	1025/
ρ 3	Students interested in particular subject areas	1026/
ρ 4	Students with academic achievement above a certain level	1027/
ρ 5	Students with academic achievement below a certain level	1028/
ρ 6	Students who have completed pre-requisite courses	1029/
ρ 7	Students participate on a voluntary basis	1030/
ρ 8	Other (Please specify): _____	1031/ 1032-1033/

7. How are students **selected** to participate in the Schools-within-a-School that have been implemented at your school? (Check all that apply.)

ρ 1	All students participate	1034/
ρ 2	All students in certain grades participate	1035/
ρ 3	Students self-select	1036/
ρ 4	Random assignment	1037/
ρ 5	Most qualified are selected	1038/
ρ 6	Academic need	1039/
ρ 7	Other (Please specify): _____	1040/ 1041-1042/

8. Does your school's School-within-a-School program have its own: (Check all that apply.)

ρ 1	Budget	1043/
ρ 2	Staff	1044/
ρ 3	Instructional leadership teams	1045/
ρ 4	Operating procedures	1046/
ρ 5	Discipline policies	1047/

9. Is there a separate physical space set aside for students in the School-within-a-School program at your school?

ρ 1	Not at all separate (Skip to question 10)	1048/
ρ 2	Somewhat separate (e.g., some common facilities and/or some separate instructional areas) (Answer 9a)	
ρ 3	Entirely separate (Answer 9a)	

9a. If the School-within-a-School program has a separate physical space in the school campus, what percent of time, on average, do students spend in the School-within-a-School area in a school day?

_____ % 1049-1051/

10. During the 2001-2002 school year, do teachers have common planning time specific for School-within-a-School program activities?

ρ 1 Yes (Answer question 10a) 1052/
ρ 2 No (Skip to question 11)

10a. If yes, about how often have teachers in your school participated in common planning related to the School-within-a-School program?

ρ 1 Less than once a month 1053/
ρ 2 About once a month
ρ 3 Two to three times per month
ρ 4 Weekly
ρ 5 Two to three times per week
ρ 6 Daily

11. How were teachers assigned to or within the School-within-a-School program? (Check all that apply.)

ρ 1 All teachers have been assigned to the Schools-within-a-school program. 1054/
ρ 2 Teachers volunteered 1055/
ρ 3 Teachers were assigned because of content expertise 1056/
ρ 4 Teachers were assigned because of interest/motivation 1057/
ρ 5 Teachers were assigned due to staffing needs 1058/
ρ 6 Teachers were assigned based on seniority 1059/
ρ 7 Other (Please specify): _____ 1060/
1061-1062/

12. In the 2001-2002 school year, do students enrolled in each School-within-a-School take all of their courses within their own School-within-a-School?

ρ 1 Yes (Skip to question 13) 1063/
ρ 2 No (Answer question 12a)

12a. What percentage of students' courseload, on average, is taken within the School-within-a-School?

_____ % 1064-1066/

13. What kinds of assessments are utilized in the School-within-a-School program? Are any of these new since federal SLC funding was received? Check all that apply.)

		Utilized?		New since SLC funding?	
a.	Standardized testing: district mandated	o 1	1067/	o 2	1068/
b.	Standardized testing: state-mandated	o 1	1069/	o 2	1070/
c.	Individualized assessment (e.g., portfolios, student exhibition/performance)	o 1	1071/	o 2	1072/
d.	Student self-assessment	o 1	1073/	o 2	1074/
e.	End-of-course assessment	o 1	1075/	o 2	1076/
f.	Other *(Please specify)*: _____	o 1	1079/	o 2	1080/

1077-1078/

14. For each of the following, at which level are decisions made? (Check one per row.)

		District-level decision only	District and School decision	School-level decision only	School and School-within-a-School decision	School-within-a-School decision only	
a.	School-within-a-School course offerings/curriculum	o 1	o 2	o 3	o 4	o 5	1081/
b.	Selection of School-within-a-School instructional materials	o 1	o 2	o 3	o 4	o 5	1082/
c.	Assignment of students to teachers	o 1	o 2	o 3	o 4	o 5	1083/
d.	Student promotion and graduation decisions	o 1	o 2	o 3	o 4	o 5	1084/
e.	Selection of professional development topics specific to the School-within-a-School	o 1	o 2	o 3	o 4	o 5	1085/

		District-level decision only	District and School decision	School-level decision only	School and School-within-a-School decision	School-within-a-School decision only	
f.	School-within-a-School schedule (e.g., daily timetable weekly schedule)	o 1	o 2	o 3	o 4	o 5	1086/
g.	School-within-a-School organization	o 1	o 2	o 3	o 4	o 5	1087/
i.	Overall School-within-a-School budget	o 1	o 2	o 3	o 4	o 5	1088/
j.	Allocations within Schools-within-a-School budget(s)	o 1	o 2	o 3	o 4	o 5	1089/
k.	Hiring for School-within-a-School positions	o 1	o 2	o 3	o 4	o 5	1090/

Upon finishing this module, please proceed to the next module you are to complete (as indicated by the check box list on the cover of the survey) or to the remaining questions that appear on the white pages at the back of the survey.

Magnet School Module

Please complete this module only if you are implementing one or more Magnet Schools. Magnet Schools generally have a core focus (e.g., math and science, the arts). They usually draw their students from the entire district. Magnet schools may or may not have competitive admission requirements.

1. When did implementation of your Magnet School begin?

__ / ____ 1091-1096/
(mm/yyyy)

2. Is your implementation of Magnet School(s) new as a result of the federal SLC program?

ρ 1 Yes 1097/
ρ 2 No

3. In the 2001-2002 school year, are you using federal SLC grant funds to support your Magnet School?

ρ 1 Yes 1098/
ρ 2 No

4. In the 2001-2002 school year, what percentage of the students at your school at each grade level participates in a Magnet School?

_____% of 9th graders 1099-1101/
_____% of 10th graders 1102-1104/
_____% of 11th graders 1105-1107/
_____% of 12th graders 1108-1110/

The following questions are about the different Magnet School groups in your school.

5. Below we ask you to describe each of your Magnet School groups. There is space to describe up to four; if there are more than four, please describe the four largest.. Complete section A with the names of your Magnet School groups. In section B, please identify the theme, if any, of each Magnet School. In section C, please estimate the number of students in each Magnet School group. In section D, please provide demographic characteristics of students in each of these Magnet Schools. If exact percentages are not available, please estimate as well as you can, giving a single number and not a range. Please make sure that the percentages given within racial composition and gender add up to 100 percent in each case.

	Characteristics of Magnet School Groups			
	1	**2**	**3**	**4**
A. Name	_____ 1111-1112/	_____ 1113-1114/	_____ 1115-1116/	_____ 1117-1118/
B. Theme (if any)	_____ 1119-1120/	_____ 1121-1122/	_____ 1123-1124/	_____ 1125-1126/
C. Student enrollment in 2001-2002	_____ 1127-1130/	_____ 1131-1134/	_____ 1135-1138/	_____ 1139-1142/
D. Demographic characteristics				
Students living in poverty, i.e., those students who would qualify for free/reduced-price lunch.	_____% 1143-1145/	_____% 1146-1148/	_____% 1149-1151/	_____% 1152-1154/
Racial composition (%)				
a. American Indian or Alaska Native	_____% 1155-1157/	_____% 1158-1160/	_____% 1161-1163/	_____% 1164-1166/
b. Asian	_____% 1167-1169/	_____% 1170-1172/	_____% 1173-1175/	_____% 1176-1178/
c. Black or African-American	_____% 1179-1181/	_____% 1182-1184/	_____% 1185-1187/	_____% 1188-1190/
d. Hispanic or Latino	_____% 1191-1193//	_____% 1194-1196/	_____% 1197-1199/	_____% 1200-1202/
e. Native Hawaiian or other Pacific Islander	_____% 1203-1205/	_____% 1206-1208/	_____% 1209-1211/	_____% 1212-1214/
f. White	_____% 1215-1217/	_____% 1218-1220/	_____% 1221-1223/	_____% 1224-1226/
Gender (%)				
a. Male	_____% 1227-1229/	_____% 1230-1232/	_____% 1233-1235/	_____% 1236-1238/
b. Female	_____% 1239-1241/	_____% 1242-1244/	_____% 1245-1247/	_____% 1248-1250/
Language needs (%)				
Limited English proficient	_____% 1251-1253/	_____% 1254-1256/	_____% 1257-1259/	_____% 1260-1262/
Special needs (%)				
Students with individualized education plans	_____% 1263-1265/	_____% 1266-1268/	_____% 1269-1271/	_____% 1272-1274/

These questions ask about your entire Magnet School program.

6. Which students are **eligible** to participate in a Magnet School? *(Check all that apply.)*

ρ 1	All students	1275/
ρ 2	Students in certain grades	1276/
ρ 3	Students interested in particular subject areas	1277/
ρ 4	Students with academic achievement above a certain level	1278/
ρ 5	Students with academic achievement below a certain level	1279/
ρ 6	Students who have completed pre-requisite courses	1280/
ρ 7	Students participate on a voluntary basis	1281/
ρ 8	Other (Please specify): _____	1282/
		1283-1284/

7. How are students **selected** to participate in the Magnet Schools that have been implemented at your school? (Check all that apply.)

ρ 1	All students participate	1285/
ρ 2	All students in certain grades participate	1286/
ρ 3	Students self-select	1287/
ρ 4	Random assignment	1288/
ρ 5	Most qualified are selected	1289/
ρ 6	Academic need	1290/
ρ 7	Other (Please specify): _____	1291/
		1292-1293/

8. Does your school's Magnet School program have its own: (Check all that apply.)

ρ 1	Budget	1294/
ρ 2	Staff	1295/
ρ 3	Instructional leadership teams	1296/
ρ 4	Operating procedures	1297/
ρ 5	Discipline policies	1298/

9. Is there a separate physical space set aside for students in the Magnet School program at your school?

ρ 1	Not at all separate (Skip to question 10)	1299/
ρ 2	Somewhat separate (e.g., some common facilities and/or some separate instructional areas) (Answer 9a)	
ρ 3	Entirely separate (Answer 9a)	

9a. If the Magnet School program has a separate physical space in the school campus, what percent of time, on average, do students spend in the Magnet School area in a school day?

_____ % 1300-1302/

10. During the 2001-2002 school year, do teachers have common planning time for Magnet School program activities?

ρ 1 Yes (Answer question 10a) 1303/
ρ 2 No (Skip to question 11)

10a. If yes, about how often have teachers in your school participated in common planning related to the Magnet School program?

ρ 1 Less than once a month 1304/
ρ 2 About once a month
ρ 3 Two to three times per month
ρ 4 Weekly
ρ 5 Two to three times per week
ρ 6 Daily

11. How were teachers assigned to or within the Magnet School program? (Check all that apply.)

ρ 1 All teachers have been assigned to the Magnet School program 1305/
ρ 2 Teachers volunteered 1306/
ρ 3 Teachers were assigned because of content expertise 1307/
ρ 4 Teachers were assigned because of interest/motivation 1308/
ρ 5 Teachers were assigned due to staffing needs 1309/
ρ 6 Teachers were assigned based on seniority 1310/
ρ 7 Other (Please specify): _____ 1311/
1312-1313/

12. In the 2001-2002 school year, do students enrolled in each Magnet School take all of their courses within their own Magnet School?

ρ 1 Yes (Skip to question 13) 1314/
ρ 2 No (Answer question 12a)

12a. What percentage of students' courseload, on average, is taken within the Magnet School?

_____ % 1315-1317/

13. What kinds of assessments are utilized in the Magnet School program? Are any of these new since federal SLC funding was received? (Check all that apply.)

		Utilized?		New since SLC funding?	
a.	Standardized testing: district mandated	o 1	1318/	o 2	1319/
b.	Standardized testing: state-mandated	o 1	1320/	o 2	1321/
c.	Individualized assessment (e.g., portfolios, student exhibition/performance)	o 1	1322/	o 2	1323/
d.	Student self-assessment	o 1	1324/	o 2	1325/
e.	End-of-course assessment	o 1	1326/	o 2	1327/
f.	Other *(Please specify)*: _____ 1328-1329/	o 1	1330/	o 2	1331/

14. For each of the following, at which level are decisions made? (Check one per row.)

		District-level decision only	District and school decision	School-level decision only	School and Magnet School decision	Magnet School decision only	
a.	Magnet School course offerings/ curriculum	o 1	o 2	o 3	o 4	o 5	1332/
b.	Selection of Magnet School instructional materials	o 1	o 2	o 3	o 4	o 5	1333/
c.	Assignment of students to teachers	o 1	o 2	o 3	o 4	o 5	1334/
d.	Student promotion and graduation decisions	o 1	o 2	o 3	o 4	o 5	1335/
e.	Selection of professional development topics specific to the Magnet School	o 1	o 2	o 3	o 4	o 5	1336/

		District-level decision only	District and school decision	School-level decision only	School and Magnet School decision	Magnet School decision only	
f.	Magnet School schedule (e.g., daily timetable weekly schedule)	o 1	o 2	o 3	o 4	o 5	1337/
g.	Magnet School organization	o 1	o 2	o 3	o 4	o 5	1338/
h.	Overall Magnet School budget	o 1	o 2	o 3	o 4	o 5	1339/
i.	Allocations within Magnet School budget(s)	o 1	o 2	o 3	o 4	o 5	1340/
j.	Hiring for Magnet School positions	o 1	o 2	o 3	o 4	o 5	1341/

Upon finishing this module, please proceed to the next module you are to complete (as indicated by the check box list on the cover of the survey) or to the remaining questions that appear on the white pages at the back of the survey.

Other SLC Strategies Module

Which of these other SLC strategies are being implemented in your school? (First fill out Column A. Then for each strategy checked in Column A, complete Columns B-E.)

Strategies:	A Are you implementing this strategy? *(Check all that apply.)*	FOR EACH STRATEGY CHECKED IN COLUMN A, COMPLETE COLUMNS B-E B Beginning date of implementation (mm/yyyy)	C Is this strategy new as a result of the federal SLC program?	D Is this strategy funded, either wholly or in part, by a federal SLC grant?	E What percentage of each grade participates in this SLC strategy? 9th Grade	10th Grade	11th Grade	12th Grade
Block Scheduling (Class time is extended from 45- or 50-minute periods to blocks of 80 to 90 minutes. The added time allows teachers to provide individual attention and work together in an interdisciplinary fashion, and permits a greater variety of learning activities.)	ρ 1 Yes 1342/ ρ 2 No	__ __ / __ __ __ __ 1343-1348/	ρ 1 Yes ρ 2 No 1349/	ρ 1 Yes ρ 2 No 1350/	____% 1351-1353/	____% 1354-1356/	____% 1357-1359/	____% 1360-1362/
Career Clusters/Pathways/Majors (These are broad areas that address all careers within the area, from technical through professional. Career clusters identify academic and technical skills needed by students as they transition from high school to post-secondary education and/or employment.)	ρ 1 Yes 1363/ ρ 2 No	__ __ / __ __ __ __ 1364-1369/	ρ 1 Yes ρ 2 No 1370/	ρ 1 Yes ρ 2 No 1371/	____% 1372-1374/	____% 1375-1377/	____% 1378-1380/	____% 1381-1383/
Adult Advocates/Mentors (This model of personalization ensures that each student is known well by at least one staff member. Teachers, counselors, other school staff, and community volunteers – all of whom must be trained – can fulfill this "caring adult" role. Adult advocates meet with 15 to 20 students individually or in small groups on a regular basis over several years, providing support, and academic and personal guidance.)	ρ 1 Yes 1384/ ρ 2 No	__ __ / __ __ __ __ 1385-1390/	ρ 1 Yes ρ 2 No 1391/	ρ 1 Yes ρ 2 No 1392/	____% 1393-1395/	____% 1396-1398/	____% 1399-1401/	____% 1402-1404/
Teacher Advisory Programs (This model of personalization changes the homeroom period to a teacher advisory period. Typically, administrators and teachers are assigned to a small number of students for whom they remain responsible over three or four years of high school.)	ρ 1 Yes 1405/ ρ 2 No	__ __ / __ __ __ __ 1406-1411/	ρ 1 Yes ρ 2 No 1412/	ρ 1 Yes ρ 2 No 1413/	____% 1414-1416/	____% 1417-1419/	____% 1420-1422/	____% 1423-1425/
Teacher Teams (Academic teaming organizes groups of teachers across departments so that teachers share the same students rather than the same subject. Teachers who teach different subjects form a team that shares responsibility for curriculum, instruction, evaluation and discipline for a group of 100 to 150 students.)	ρ 1 Yes 1426/ ρ 2 No	__ __ / __ __ __ __ 1427-1432/	ρ 1 Yes ρ 2 No 1433/	ρ 1 Yes ρ 2 No 1434/	____% 1435-1437/	____% 1438-1440/	____% 1441-1443/	____% 1444-1446/

Upon finishing this module, please proceed to the remaining questions that appear on the white pages at the back of the survey.

The remainder of the survey addresses your school's overall experience in implementing activities to foster an SLC environment. Please base all answers on your SLC efforts in the whole school rather than on a separate SLC component (e.g., Career Academy program). For the rest of the survey, "SLC" means not only the SLC initiatives that have begun since receipt of federal SLC funding, but also any other programs in your school that are also designed to personalize the institution by establishing SLCs.

B. SLC Implementation in Your School

1. How influential were the following factors in your decision to implement an SLC program? (Check one per row.)

	No influence	Some influence	Major influence	Don't know	
a. State-initiated school reform	o 1	o 2	o 3	o 8	1447/
b. District-initiated school reform	o 1	o 2	o 3	o 8	1448/
c. Need for better student preparation for mandated assessments	o 1	o 2	o 3	o 8	1449/
d. Teacher support	o 1	o 2	o 3	o 8	1450/
e. Local employer interest	o 1	o 2	o 3	o 8	1451/
f. City or town government interest	o 1	o 2	o 3	o 8	1452/
g. Other *(Please specify)*: _____	o 1	o 2	o 3	o 8	1455/

1453-1454/

2. What influence has each of the following factors had on your school's implementation of the SLC program to date? *(Check one per row.)*

		Negative influence	No influence	Positive influence	Don't know	
Structure/Resource factors						
a.	State/District standard(s) or curriculum requirements	o 1	o 2	o 3	o 8	1456/
b.	Physical space/facilities, capacity to operate an SLC program	o 1	o 2	o 3	o 8	1457/
c.	Departmental organization of the school	o 1	o 2	o 3	o 8	1458/
d.	Scheduling/Logistics issues about the operation of an SLC	o 1	o 2	o 3	o 8	1459/
e.	Resources, including instructional materials	o 1	o 2	o 3	o 8	1460/
f.	Adequacy of curriculum	o 1	o 2	o 3	o 8	1461/
g.	Time for common teacher planning	o 1	o 2	o 3	o 8	1462/
h.	Other *(Please specify):* _____ 1463-1464/	o 1	o 2	o 3	o 8	1465/
Instructional staff factors						
a.	District hiring policies	o 1	o 2	o 3	o 8	1466/
b.	Faculty expertise	o 1	o 2	o 3	o 8	1467/
c.	Pedagogical practices of existing staff	o 1	o 2	o 3	o 8	1468/
d.	Availability of professional development specific to the facilitation of the SLC	o 1	o 2	o 3	o 8	1469//
e.	Teacher attitudes	o 1	o 2	o 3	o 8	1470/
f.	Teachers' union attitudes	o 1	o 2	o 3	o 8	1471/
g.	Other *(Please specify):* _____ 1472-1473/	o 1	o 2	o 3	o 8	1474/
Student/Parent factors						
a.	Characteristics of student population	o 1	o 2	o 3	o 8	1475/
b.	Parental/Family attitudes	o 1	o 2	o 3	o 8	1476/
c.	Other *(Please specify):* _____ 1477-1478/	o 1	o 2	o 3	o 8	1479/

3. For the 2001-2002 school year, does your school have external sources of funding (e.g., grants, donations) from sources other than the federal SLC program that are used to support the goals of the SLC program?

ρ 1 Yes *(Answer question 3a and 3b)* 1480/
ρ 2 No *(Skip to Section C)*

3a. If yes, please indicate which of the following sources of funding your school currently has. *(Check all that apply.)*

ρ 1 Federal (e.g., Title I, Perkins) 1481/
ρ 2 State 1482/
ρ 3 Local 1483/
ρ 4 Private (e.g., philanthropic, non-profit, for-profit, foundation) 1484/
ρ 5 Other *(Please specify):* _____ 1485/
1486-1487/

3b. For the types of funding sources identified above, please indicate below the name of the funding source (column A), the annual amount of the funding (column B), the duration of the funding in months (column C), and the total funding amount (column D). Round all dollar amounts to whole numbers.

	A. Name of funding source	**B. Amount of funding per year**	**C. Duration of funding (months)**	**D. Total funding amount**
Example:	Comprehensive School Reform Demonstration	$25,000	24	$50,000
	_____ 1488-1489/	$_____ 1490-1496/	_____ 1497-1498/	$_____ 1499-1505/
	_____ 1506-1507/	$_____ 1508-1514/	_____ 1515-1516/	$_____ 1517-1523/
	_____ 1524-1525/	$_____ 1526-1532/	_____ 1533-1534/	$_____ 1535-1541/
	_____ 1542-1543/	$_____ 1544-1550/	_____ 1551-1552/	$_____ 1553-1559/
	_____ 1560-1561/	$_____ 1562-1568/	_____ 1569-1570/	$_____ 1571-1577/

C. Faculty/Staff Information

1. What percentage of instructional staff are involved in the SLC program?

_____% 1578-1580/

2. During the 2001-2002 school year (including summer 2001), on average, what was the number of hours of professional development specific to the SLC program that each of your teachers received?

_____ hours per teacher 1581-1584/

3. What professional development opportunities were available during the 2001-2002 school year (including summer 2001) to staff who participate in the SLC program? Please indicate the percentage of SLC teachers who participated in each professional development opportunity listed below. (*Please check one per row.)*

		0-25%	26-50%	51-75%	76-100%	Not available	
	Pedagogical techniques						
a.	Cooperative learning techniques	o 1	o 2	o 3	o 4	o 5	1585/
b.	Tailoring instruction to individual needs	o 1	o 2	o 3	o 4	o 5	1586/
c.	Problem solving/reasoning instructional methods	o 1	o 2	o 3	o 4	o 5	1587/
d.	Project-based instruction	o 1	o 2	o 3	o 4	o 5	1588/
e.	Team-teaching methods	o 1	o 2	o 3	o 4	o 5	1589/
f.	New approaches to student assessment	o 1	o 2	o 3	o 4	o 5	1590/
g.	Other *(Please specify):* _____	o 1	o 2	o 3	o 4	o 5	1593/ 1591-1592/
	Content						
a.	Subject matter content *(Please specify):* _____	o 1	o 2	o 3	o 4	o 5	1596/ 1594-1595/
b.	Adoption of SLC-specific curriculum	o 1	o 2	o 3	o 4	o 5	1597/
c.	Interdisciplinary projects	o 1	o 2	o 3	o 4	o 5	1598/
d.	Other *(Please specify):* _____	o 1	o 2	o 3	o 4	o 5	1601/ 1599-1600/
	Student supports						
a.	Mentoring strategies	o 1	o 2	o 3	o 4	o 5	1602/
b.	Conflict resolution	o 1	o 2	o 3	o 4	o 5	1603/
c.	Strategies for helping low-achieving students	o 1	o 2	o 3	o 4	o 5	1604/
d.	Other *(Please specify):* _____	o 1	o 2	o 3	o 4	o 5	1607/ 1605-1606/

4. In the first three columns, please indicate the extent to which your school has staffing needs in each of the following areas. In the second three columns, indicate whether your school's staffing needs have changed as a result of implementing an SLC program.

		School staffing needs				Change because of SLC program			
	Staffing area:	**No need**	**Some need**	**Great need**		**Decreased**	**Unchanged**	**Increased**	
a.	Guidance counselors and/or other professional support staff	o 1	o 2	o 3	1608/	o 4	o 5	o 6	1609/
b.	Core academic subject teachers	o 1	o 2	o 3	1610/	o 4	o 5	o 6	1611/
c.	Elective academic subject teachers	o 1	o 2	o 3	1612/	o 4	o 5	o 6	1613/
d.	Vocational subject teachers	o 1	o 2	o 3	1614/	o 4	o 5	o 6	1615/
e.	Special education	o 1	o 2	o 3	1616/	o 4	o 5	o 6	1617/
f.	Bilingual education	o 1	o 2	o 3	1618/	o 4	o 5	o 6	1619/
g.	Other *(Please specify):* _____	o 1	o 2	o 3	1622/	o 4	o 5	o 6	1623/

1620-1621/

D. Student-Staff Relationships

1. Within the SLC program, do students have adult mentors with whom they are formally paired?

ρ 1 Yes, there is a formal pairing process (Answer question 1a) 1624
ρ 2 No, there is no formal pairing program, although informal mentoring may take place (Skip to Section E)

1a. Who are your students' mentors? (Check all that apply.)

ρ 1 Teachers 1625/
ρ 2 Administrators 1626/
ρ 3 Athletic coaches/Activity leaders 1627/
ρ 4 Guidance counselors 1628/
ρ 5 Other school staff 1629/
ρ 6 Adults from outside the school (e.g., local employers, community members) (Please specify): _____ 1630/

1631-1632/

E. Academic and Non-Academic Aspects of the SLC/School

1. Have course offerings in your school changed since you began implementing your SLC program?

ρ 1 Yes *(Answer questions 1a and 1b)* 1633/
ρ 2 No *(Skip to question 2)*

1a. How has the **number** of course offerings in your school changed? *(Check all that apply.)*

	Fewer	Same number	More	Don't know	
a. Academic courses	o 1	o 2	o 3	o 4	1634/
b. Career/Applied knowledge courses	o 1	o 2	o 3	o 4	1635/
c. Courses that integrate academic and vocational instruction	o 1	o 2	o 3	o 4	1636/
d. Courses specific to SLC theme	o 1	o 2	o 3	o 4	1637/

1b. What other changes have been made in school-wide course offerings, if any? (Check all that apply.)

ρ 1 Greater variety within the same number of courses 1638/
ρ 2 Different teachers teaching existing courses 1639/
ρ 3 More sections within the existing number of courses 1640/
ρ 4 More homogeneous student groupings 1641/
ρ 5 More heterogeneous student groupings 1642/

2. During the 2001-2002 school year, which of the following opportunities were available solely to students in your SLC program (column A), and which opportunities were available to students schoolwide (column B)? (Check all that apply.)

	A SLC only		B Schoolwide	
a. Job shadowing	o 1	1643/	o 2	1644/
b. Internships	o 1	1645/	o 2	1646/
c. Community service learning	o 1	1647/	o 2	1648/
d. Residency/Apprenticeships	o 1	1649/	o 2	1650/
e. Cross-curricular or interdisciplinary activities	o 1	1651/	o 2	1652/
f. None of the above	o 1	1653/	o 2	1654/
j. Other *(Please specify)*: _____	o 1	1657/	o 2	1658/

1655-1656/.

3. What kinds of assessment are used throughout your whole school? (Check all that apply.)

ρ 1	Standardized assessments: state-mandated	1659/
ρ 2	Standardized assessments: district-mandated	1660/
ρ 3	Portfolios	1661/
ρ 4	Performance-based assessment, including exhibition	1662/
ρ 5	Student self-assessment	1663/
ρ 6	End-of-course assessment	1664/
ρ 7	Other (Please specify): _____	1665/ 1666-1667/

4. Which of the following are required for graduation within the SLC program (column A) and schoolwide (column B)? *(Check all that apply.)*

		A Required within the SLC		B Required schoolwide	
a.	Standardized testing: district mandated	o 1	1668/	o 2	1669/
b.	Standardized testing: state-mandated	o 1	1670/	o 2	1671/
c.	Individualized assessment (e.g., portfolios, student exhibition/performance)	o 1	1672/	o 2	1673/
d.	Academic course requirements (e.g., set number of required courses in academic areas)	o 1	1674/	o 2	1675/
e.	Career/Vocational course requirements (e.g., set number of required courses in career/vocational areas)	o 1	1676/	o 2	1677/
f.	Overall number of course credits with passing grades	o 1	1678/	o 2	1679/
g.	Student self-assessment	o 1	1680/	o 2	1681/
h.	Co-op or credit for work	o 1	1682/	o 2	1683/
i.	Service learning and/or volunteer work requirement	o 1	1684/	o 2	1685/
j.	Other *(Please specify)*: _____	o 1	1688/	o 2	1689/

1686-1687/

5. How have parents/families been involved with your SLC program and/or your school? Please indicate if this involvement has been specific to the SLC program (column A) or to the whole school (column B). *(Check all that apply.)*

		A Specific to SLC program		B Schoolwide	
a.	No formal parental/family input	o 1	1690/	o 2	1691/
b.	Attend student-centered events	o 1	1692/	o 2	1693/
c.	Provide permission for child's assignments	o 1	1694/	o 2	1695/
d.	Work with school personnel to devise students' course enrollment plans	o 1	1696/	o 2	1697/
e.	Serve as mentors	o 1	1698/	o 2	1699/
f.	Serve as in-school volunteers (e.g., classroom- or school-level volunteers)	o 1	1700/	o 2	1701/
g.	Participate in school governance (e.g., membership in site council or school improvement team)	o 1	1702/	o 2	1703/
h.	Participate in parent-teacher organization/association (e.g., PTA)	o 1	1704/	o 2	1705/
i.	Other *(Please specify)*: _____	o 1	1708/	o 2	1709/

1706-1707/

6. Do you have external partners, such as local business or universities, that work exclusively with your SLC program?

ρ 1 Yes (Answer question 6a) 1710/
ρ 2 No (Go to Section F)

6a. Who are your external partners? (Check all that apply.)

ρ 1 Higher education institutions 1711/
ρ 2 Businesses/Local employers 1712/
ρ 3 Community-based organizations 1713/
ρ 4 Individual community members 1714/
ρ 5 Other (Please specify): _____ 1715/
1716-1717/

F. Effects of the SLC

1. SLCs are designed to have certain outcomes. What impact do you perceive your school's SLC program has had on each of the following outcomes so far? (Check one per row.)

		Negative impact	No impact	Some positive impact	Major positive impact	Don't know	
Student academic outcomes							
a.	Student academic achievement	o 1	o 1	o 2	o 3	o 8	1718/
b.	Academic course-taking	o 1	o 1	o 2	o 3	o 8	1719/
c.	Vocational course-taking	o 1	o 1	o 2	o 3	o 8	1720/
d.	Academic achievement among at-risk students	o 1	o 1	o 2	o 3	o 8	1721/
e.	Promotion rates	o 1	o 1	o 2	o 3	o 8	1722/
f.	High school graduation rates	o 1	o 1	o 2	o 3	o 8	1723/
g.	SAT/ACT test-taking rates	o 1	o 1	o 2	o 3	o 8	1724/
h.	Acquisition of technical skills	o 1	o 1	o 2	o 3	o 8	1725/
i.	Other *(Please specify)*: _____ 1726-1727/	o 1	o 1	o 2	o 3	o 8	1728/
Student behavioral/attitudinal outcomes							
a.	Absenteeism	o 1	o 1	o 2	o 3	o 8	1729/
b.	Dropout rate	o 1	o 1	o 2	o 3	o 8	1730/
c.	Incidence of student violence	o 1	o 1	o 2	o 3	o 8	1731/
d.	Participation rates in extracurricular activities	o 1	o 1	o 2	o 3	o 8	1732/
e.	Student tardiness	o 1	o 1	o 2	o 3	o 8	1733/
f.	Student motivation	o 1	o 1	o 2	o 3	o 8	1734/
g.	Student morale	o 1	o 1	o 2	o 3	o 8	1735/
h.	Student-teacher relation-ships/interaction	o 1	o 1	o 2	o 3	o 8	1736/
i.	Other *(Please specify)*: _____ 1737-1738/	o 1	o 1	o 2	o 3	o 8	1739/
Teacher and parent outcomes							
a.	Teacher attendance	o 1	o 1	o 2	o 3	o 8	1740/
b.	Teacher motivation	o 1	o 1	o 2	o 3	o 8	1741/
c.	Teacher collaboration	o 1	o 1	o 2	o 3	o 8	1742/
d.	Teacher morale	o 1	o 1	o 2	o 3	o 8	1743/
e.	Level of parental/family involvement in school	o 1	o 1	o 2	o 3	o 8	1744/
f.	Other *(Please specify)*: _____ 1745-1746/	o 1	o 1	o 2	o 3	o 8	1747/

II. Background Information About You and Your School

1. How long have you been a principal?

_____ years 1748-1749/

2. How long have you been a principal at this school?

_____ years 1750-1751/

3. Is your school currently implementing reform efforts in any of the following areas? *(Check all that apply.)* For those checked, please provide the date started. Are the reforms state- or district-mandated, or are they voluntary? Are they coordinated with your SLC program?

			FOR EACH REFORM CHECKED IN COLUMN A, PLEASE COMPLETE COLUMNS B-F				
		A	B	C	D	E	F
	Type of reform	**Implementing this reform**	**Date started (mm/yyyy)**	**State-mandated**	**District-mandated**	**Voluntary participation**	**Coordinated with SLC (e.g., common design and implementation)**
a.	Curriculum reforms	O 1 1752/	_____/_____ 1753-1758/	O 2 1759/	O 3 1760/	O 4 1761/	O 5 1762/
b.	Standards-based reforms	O 1 1763/	_____/_____ 1764-1769/	O 2 1770/	O 3 1771/	O 4 1772/	O 5 1773/
c.	Discipline and safety reforms	O 1 1774/	_____/_____ 1775-1780/	O 2 1781/	O 3 1782/	O 4 1783/	O 5 1784/
d.	School climate reforms	O 1 1785/	_____/_____ 1786-1791/	O 2 1792/	O 3 1793/	O 4 1794/	O 5 1795/
e.	Comprehensive high school reform model (e.g., High Schools That Work, Coalition of Essential Schools, Talent Development High School)	O 1 1796/	_____/_____ 1797-1802/	O 2 1803/	O 3 1804/	O 4 1805/	O 5 1806/
f.	Other *(Please specify):* _____ 1807-1808/	O 1 1809/	_____/_____ 1810-1815/	O 2 1816/	O 3 1817/	O 4 1818/	O 5 1819/
g.	None of the above	O 1 1820/					

4. During the 2001-2002 school year, which of the following statements describe your school? (Check all that apply.)

- ρ 1 The school is organized into subject-based departments such as Mathematics, History, Fine Arts, and Technical Arts (e.g., woodworking) 1821/
- ρ 2 The school is organized in departments according to career pathways (e.g., photojournalism, technology, early childhood development) 1822/
- ρ 3 Courses in at least some core academic areas (English, math, science, social studies) are differentiated (i.e., "tracked" or "leveled") 1823/
- ρ 4 Advanced placement (AP), International Baccalaureate (IB), or Cambridge Program (O and A levels) courses are available. 1824/

5. Do you have external partners, such as local businesses or universities, that work with your whole school?

- ρ 1 Yes (Answer question 6) 1825/
- ρ 2 No (END — Thank you for your time! If you have any comments or want to describe your SLC program activities more completely, please write below or on the back of this page.)

6. For each of the following, please indicate which benefits were provided by your school through partnership(s) with external entities this year? (Check all that apply.)

		Higher education institutions	**Businesses/ Local employers**	**Community-based organizations**	**Individual community members**	**Other** *(Please specify):* _____ 1826-1827
a.	Provide school-to-work experiences (e.g., workplace visits, internships, job opportunities)	o 1 1828/	o 2 1829/	o 3 1830/	o 4 1831/	o 8 1832/
b.	Serve as mentors or career advisors	o 1 1833/	o 2 1834/	o 3 1835/	o 4 1836/	o 8 1837/
c.	Serve as in-school volunteers (e.g., classroom volunteers, schoolwide volunteers)	o 1 1838/	o 2 1839/	o 3 1840/	o 4 1841/	o 8 1842/
d.	Participate in school governance (e.g., membership in site council or school improvement)	o 1 1843/	o 2 1844/	o 3 1845/	o 4 1846/	o 8 1847/
e.	Interns and/or pre-service (student) teachers	o 1 1848/	o 2 1849/	o 3 1850/	o 4 1851/	o 8 1852/
f.	Professional development (either on- or off-site)	o 1 1853/	o 2 1854/	o 3 1855/	o 4 1856/	o 8 1857/
g.	Financial assistance for students (e.g., stipends, scholar-ships)	o 1 1858/	o 2 1859/	o 3 1860/	o 4 1861/	o 8 1862/
h.	Donated equipment/ supplies, including curricular materials	o 1 1863/	o 2 1864/	o 3 1865/	o 4 1866/	o 8 1867/
i.	Donated facilities/ space	o 1 1868/	o 2 1869/	o 3 1870/	o 4 1871/	o 8 1872/
j.	Sponsor or partici-pate in special events held at school (e.g., career days)	o 1 1873/	o 2 1874/	o 3 1875/	o 4 1876/	o 8 1877/
k.	Other *(Please specify):*	o 1 1878/	o 2 1879/	o 3 1880/	o 4 1881/	o 8 1882/

_____ _____

_____

1883-1884

THANK YOU FOR YOUR TIME! If you have any comments or want to describe your SLC program activities more completely, please write on the back of this page.

OMB No.: 1875-0217
Expires: 03/31/2005
ID: 1-5/
Batch: 6-8

Implementation Study of Smaller Learning Communities: Periodic Implementation Survey of Schools, 2003

This survey is being conducted for the U.S. Department of Education as part of its effort to learn about the implementation of the federal Smaller Learning Communities (SLC) Program. The program represents a federal commitment to help school districts plan and implement both structures and strategies for creating smaller learning communities in high schools.

All principals of high schools that have received funds from the SLC Program are being asked to complete this survey, so your response is very important to us. This survey updates and adds to information contained in the previous survey (spring 2002). We estimate that the survey will take about 55 minutes to complete. You may find it useful to consult additional members of your school staff when completing specific questions or for help with the entire survey.

The survey has a number of separate sections on colored paper:

Career Academies (***lavender***)
Freshman Academies (***yellow***)
House Plans (***blue***)
Schools-within-a-School (***pink***)
Magnet Schools (***ivory***)
Other Strategies, including Block Scheduling, Career Clusters/Pathways, Adult Advocates/Mentors,Teacher Advisory Programs, and Teacher Teams (***orange***)

We are interested in the SLC structures and/or strategies that you were implementing **during the 2002`2003 school year**. These structures and strategies are defined on your instruction sheet and at the beginning of each section on colored paper. Please examine the definitions and then complete the section(s) that are appropriate for your school. **All schools should complete the last section titled "Your School" (white pages).** If you have any questions about the sections of the survey you should complete, or any survey content questions, please contact Elizabeth Umbro, toll-free, at (866) 366-8413.

Please complete the following contact information to facilitate any necessary survey follow up.

Mailing label here [Avery no. 5160, 1 x 2-5/8 will fit JUST BARELY]

Please answer all the questions, and return the completed questionnaire in the enclosed prepaid FedEx envelope by November 10, 2003. All information that would permit identification of the individual respondent will be held in strict confidence, will be used only by persons engaged in and for the purposes of the survey, and will not be disclosed or released to others for any purpose, as required by law.

Thank you for your cooperation in completing this survey.

OMB No.: 1875-0217
Expires: 03/31/2005
ID: 1-5/
Batch: 6-8

On the following pages are different modules of questions (**each in a different color**) that pertain to the SLC strategies employed by your school. Please complete **all** questions in **each applicable** module, being certain to follow the instructions that are provided. You may wish to have other staff assist you with this task. Please note that throughout the survey, "2002-2003" refers to the 2002-2003 school year.

Career Academy Module

Please complete this module only if you were implementing one or more Career Academies in 2002-2003. Career Academies are one type of school-within-a-school that organize curricula around one or more careers or occupations. They integrate academic and occupation-related classes.

1. When did **implementation** of the first Career Academy begin?

   __ / ____ 9-14/
   (mm/yyyy)

2. Based on your plans for your federally funded SLC program implementation, please indicate, as a percentage, your school's progress towards full implementation of your Career Academy as of the end of the 2002-2003 school year.

   _____ % 15-17/

3. In the 2002-2003 school year, did you use federal SLC grant funds to support your Career Academy?

   ρ 1 Yes 18/
   ρ 2 No

4. Is your implementation of Career Academies new as a result of the federal SLC program?

   ρ 1 Yes *(Skip to Question 5)* 19/
   ρ 2 No *(Answer Question 4a)*

   4a. Have you expanded previously existing Career Academies or added new ones as a result of the federal SLC program?

   ρ 1 Yes 20/
   ρ 2 No

5. What percentage of the students at your school at each grade level participated in Career Academies in 2002-2003?

_____% of 9th graders 21-23/
_____% of 10th graders 24-26/
_____% of 11th graders 27-29/
_____% of 12th graders 30-32/

The following question is about the different Career Academy groups in your school in 2002-2003.

6. Below we ask you to describe each of your Career Academy groups. There is space to describe up to four; if there are more than four, please describe the four largest here and answer Question 6a. Complete section A with the names of your Career Academy groups. In section B, please estimate the number of students in each Career Academy group. In section C, please provide the demographic characteristics of students in each Career Academy. If exact percentages are not available, please estimate as well as you can, giving a single number and not a range. **Please make sure that the percentages given within racial composition and gender add up to 100 percent in each case.**

	Characteristics of Career Academy Groups			
	1	**2**	**3**	**4**
A. Name	_____ 33-37	_____ 38-42/	_____ 43-47/	_____ 48-52/
B. Student enrollment in 2002-2003	_____ 53-56/	_____ 57-60/	_____ 61-64/	_____ 65-68/
C. Demographic characteristics				
Racial composition (%)				
a. Non-white	_____% 69-71/	_____% 72-74/	_____% 75-77/	_____% 78-80/
b. White	_____% 81-83/	_____% 84-86/	_____% 87-89/	_____% 90-92/
Gender (%)				
a. Male	_____% 93-95/	_____% 96-98/	_____% 99-101/	_____% 102-104/
b. Female	_____% 105-107/	_____% 108-110/	_____% 111-113/	_____% 114-116/
Language needs (%)				
Limited English proficient	_____% 117-119/	_____% 120-122/	_____% 123-125/	_____% 126-128/
Special needs/students with disabilities (%)				
Students with individualized education plans	_____% 129-131/	_____% 132-134/	_____% 135-137/	_____% 138-140/

6a. If you had more than four Career Academy groups in 2002-2003, indicate below the name(s) and total student enrollments in 2002-2003 for all Career Academy groups not listed above.

Name	Total Student Enrollment
_____ 141-145/	_____ 146-149/
_____ 150-154/	_____ 155-158/
_____ 159-163/	_____ 164-167/

These questions ask about **all** Career Academies in your school.

7. In 2002-2003, were all students in grades 9-12 in the school **eligible** to participate in a Career Academy?

ρ 1 Yes *(Skip to Question 8)* 168/
ρ 2 No *(Answer Question 7a)*

7a. Which students were eligible to participate in a Career Academy? *(Check all that apply.)*

ρ 1 Students in certain grades 169/
ρ 2 Students interested in particular subject areas 170/
ρ 3 Students with academic achievement above a certain level 171/
ρ 4 Students with academic achievement below a certain level 172/
ρ 5 Students who had completed pre-requisite courses 173/
ρ 6 Other *(Please specify):* _____ 174/
175-189/

8. In 2002-2003, did all students in grades 9-12 participate in a Career Academy?

ρ 1 Yes *(Skip to Question 9)* 190/
ρ 2 No *(Answer Question 8a)*

8a. How were students selected to participate in a Career Academy? *(Check all that apply.)*

ρ 1 All students in certain grades participated 191/
ρ 2 Students self-selected 192/
ρ 3 Students were randomly assigned 193/
ρ 4 The most qualified students were selected 194/
ρ 5 Students with the greatest academic need were selected 195/
ρ 6 Other *(Please specify):* _____ 186/
197-211/

9. In 2002-2003, did your school's Career Academy program have its own: *(Check one in each row.)*

		Yes	No	
a.	Budget	o 1	o 2	212/
b.	Staff	o 1	o 2	213/
c.	Instructional leadership teams	o 1	o 2	214/
d.	Operating procedures	o 1	o 2	215/
e.	Discipline policies	o 1	o 2	216/

10. In 2002-2003, was there a separate physical space set aside for students in the Career Academy program at your school?

ρ 1 Not at all separate *(Skip to Question 11)* 217/
ρ 2 Somewhat separate (e.g., some common facilities and/or some separate instructional areas) *(Answer Question 10a)*
ρ 3 Entirely separate *(Answer Question 10a)*

10a. What percentage of time, on average, did students spend in the Career Academy area in a school day?

_____ % 218-220/

11. During the 2002-2003 school year, did teachers have common planning time for Career Academy program activities?

ρ 1 Yes *(Answer Question 11a)* 221/
ρ 2 No *(Skip to Question 12)*

11a. If yes, about how often did teachers in your school participate in common planning **related to the Career Academy program**?

ρ 1 Less than once a month 222/
ρ 2 About once a month
ρ 3 Two to three times per month
ρ 4 Weekly
ρ 5 Two to three times per week
ρ 6 Daily

12. During 2002-2003, were all teachers in the school assigned to teach within the Career Academy program?

ρ 1 Yes *(Skip to Question 13)* 223/
ρ 2 No *(Answer Question 12a)*

12a. How were teachers assigned? *(Check all that apply)*

ρ 1 Teachers volunteered 224/
ρ 2 Teachers were assigned because of content expertise 225/
ρ 3 Teachers were assigned because of interest/motivation 226/
ρ 4 Teachers were assigned due to staffing needs 227/
ρ 5 Teachers were assigned based on seniority 228/
ρ 6 Other *(Please specify):* _____ 229/
230-244/

13. In the 2002-2003 school year, did students enrolled in each Career Academy take all of their courses within their own Career Academy?

ρ 1 Yes *(Skip to Question 14)* 245/
ρ 2 No *(Answer Question 13a)*

13a. What percentage of students' courseload, on average, was taken within the Career Academy?

_____ % 246-248/

14. In Column A, please indicate whether the following types of courses were offered in your Career Academy in 2002-2003. *(Check one per row in Column A.)* In Column B, please indicate whether the **number** of course offerings for students in the Career Academy has changed since SLC funding began. *(Check one per row.)*

	A Courses offered in 2002-2003			**B Course offerings have changed since SLC funding began**			
	Yes	**No**		**Fewer**	**No change**	**More**	
a. Career/Applied knowledge courses	o 1	o 2	249/	o 3	o 4	o 5	250/
b. Courses that integrate academic and vocational instruction	o 1	o 2	251/	o 3	o 4	o 5	252/
c. Courses specific to SLC theme	o 1	o 2	253/	o 3	o 4	o 5	254/

15. In Column A, please indicate whether the following kinds of assessments were utilized in the Career Academy program in 2002-2003. In Column B, please indicate whether any of these were new since federal SLC funding was received. (Check one per row in Column A and one per row in Column B for each assessment that was utilized.)

		A Utilized in 2002-2003?			B New since SLC funding?		
		Yes	No		Yes	No	
a.	Standardized testing: district mandated	o 1	o 2	255/	o 3	o 4	256/
b.	Standardized testing: state-mandated	o 1	o 2	257/	o 3	o 4	258/
c.	Individualized assessment (e.g., portfolios, student exhibition/performance)	o 1	o 2	259/	o 3	o 4	260/
d.	Student self-assessment	o 1	o 2	261/	o 3	o 4	262/
e.	End-of-course assessment	o 1	o 2	263/	o 3	o 4	264/
f.	Other *(Please specify)*: _____	o 1	o 2	265/	o 3	o 4	266/

267-281/

16. Were any of the following required for graduation within the Career Academy in 2002-2003? *(Check one per row.)*

		Yes	No	
a.	Individualized assessment (e.g., portfolios, student exhibition/performance)	o 1	o 2	282/
b.	Academic course requirements (e.g., set number of required courses in academic areas)	o 1	o 2	283/
c.	Career/Vocational course requirements (e.g., set number of required courses in career/vocational areas)	o 1	o 2	284/
d.	Overall number of course credits with passing grades	o 1	o 2	285/
e.	Student self-assessment	o 1	o 2	286/
f.	Co-op or credit for work	o 1	o 2	287/
g.	Service learning and/or volunteer work requirement	o 1	o 2	288/
h.	Other *(Please specify)*: _____	o 1	o 2	289/

290-304/

17. During the 2002-2003 school year, were any of the following opportunities available solely to students in your Career Academy? *(Check one per row.)*

		Yes	No	
a.	Job shadowing	o 1	o 2	305/
b.	Internships	o 1	o 2	306/
c.	Community service learning	o 1	o 2	307/
d.	Residency/Apprenticeships	o 1	o 2	308/
e.	Cross-curricular or interdisciplinary activities	o 1	o 2	309/
f.	Other *(Please specify)*: _____ 311-325/	o 1	o 2	310/

18. For each of the following, at which level were decisions made during 2002-2003? *(Check one per row.)*

		District-level decision only	District and school decision	School-level decision only	School and Career Academy decision	Career Academy decision only	
a.	Career Academy course offerings/ curriculum	o 1	o 2	o 3	o 4	o 5	326/
b.	Selection of Career Academy instructional materials	o 1	o 2	o 3	o 4	o 5	327/
c.	Assignment of students to teachers	o 1	o 2	o 3	o 4	o 5	328/
d.	Student promotion and graduation decisions	o 1	o 2	o 3	o 4	o 5	329/
e.	Selection of professional development topics specific to the Career Academy	o 1	o 2	o 3	o 4	o 5	330/
f.	Career Academy schedule (e.g., daily timetable weekly schedule)	o 1	o 2	o 3	o 4	o 5	331/
g.	Career Academy organization	o 1	o 2	o 3	o 4	o 5	332/
h.	Overall Career Academy budget	o 1	o 2	o 3	o 4	o 5	333/
i.	Allocations within Career Academy budget(s)	o 1	o 2	o 3	o 4	o 5	334/
j.	Hiring for Career Academy positions	o 1	o 2	o 3	o 4	o 5	335/

19. SLCs are designed to have certain outcomes. What impact do you perceive your school's Career Academy has had on each of the following outcomes for its students up through the 2002-2003 school year? *(Check one per row.)*

	Negative impact	No impact	Some positive impact	Major positive impact	Don't know	
Student academic outcomes						
a. Student academic achievement	o 1	o 1	o 2	o 3	o 8	336/
b. Academic course-taking	o 1	o 1	o 2	o 3	o 8	337/
c. Vocational course-taking	o 1	o 1	o 2	o 3	o 8	338/
d. Academic achievement among at-risk students	o 1	o 1	o 2	o 3	o 8	339/
e. Promotion rates	o 1	o 1	o 2	o 3	o 8	340/
f. High school graduation rates	o 1	o 1	o 2	o 3	o 8	341/
g. SAT/ACT test-taking rates	o 1	o 1	o 2	o 3	o 8	342/
h. Acquisition of technical skills	o 1	o 1	o 2	o 3	o 8	343/
Student behavioral/attitudinal outcomes						
a. Absenteeism	o 1	o 1	o 2	o 3	o 8	344/
b. Dropout rate	o 1	o 1	o 2	o 3	o 8	345/
c. Incidence of student violence	o 1	o 1	o 2	o 3	o 8	346/
d. Participation rates in extracurricular activities	o 1	o 1	o 2	o 3	o 8	347/
e. Student tardiness	o 1	o 1	o 2	o 3	o 8	348/
f. Student motivation	o 1	o 1	o 2	o 3	o 8	349/
g. Student morale	o 1	o 1	o 2	o 3	o 8	350/
h. Student-teacher relation-ships/interaction	o 1	o 1	o 2	o 3	o 8	351/
Teacher and parent outcomes						
a. Teacher attendance	o 1	o 1	o 2	o 3	o 8	352/
b. Teacher motivation	o 1	o 1	o 2	o 3	o 8	353/
c. Teacher collaboration	o 1	o 1	o 2	o 3	o 8	354/
d. Teacher morale	o 1	o 1	o 2	o 3	o 8	355/
e. Level of parental/family involvement in school	o 1	o 1	o 2	o 3	o 8	356/

Upon finishing this module, please proceed to the next applicable module or to the remaining questions that appear on the white pages at the back of the survey, labeled "Your School".

Freshman Academy Module

Please complete this module only if you were implementing one or more Freshman Academies in 2002-2003.

Freshman Academies, also called Ninth Grade Academies or Freshman Transition Activities, are designed to bridge middle and high school so that students may become accustomed to high school more easily. They also respond to the high ninth-grade dropout rate experienced by some high schools.

1. When did **implementation** of the first Freshman Academy begin?

   __ / ____ 357-362/
   (mm/yyyy)

2. Based on your plans for your federally funded SLC program implementation, please indicate, as a percentage, your school's progress towards full implementation of your Freshman Academy as of the end of the 2002-2003 school year.

   _____ % 363-365/

3. In the 2002-2003 school year, did you use federal SLC grant funds to support your Freshman Academy?

   ρ 1 Yes 366/
   ρ 2 No

4. Is your implementation of Freshman Academies new as a result of the federal SLC program?

   ρ 1 Yes *(Skip to Question 5)* 367/
   ρ 2 No *(Answer Question 4a)*

   4a. Have you expanded previously existing Freshman Academies or added new ones as a result of the federal SLC program?

   ρ 1 Yes 368/
   ρ 2 No

5. In 2002-2003, did all 9th grade students (including repeaters) participate in Freshman Academies?

   ρ 1 Yes *(Skip to Question 6)* 369/
   ρ 2 No *(Answer Question 5a)*

5a. Did all 9th grade students except repeaters participate in Freshman Academies?

ρ 1 Yes *(Skip to Question 6)* 370/
ρ 2 No *(Answer Questions 5b and 5c)*

5b. Which students were eligible to participate in a Freshman Academy? *(Check all that apply)*

ρ 1 Students interested in particular subject areas 371/
ρ 2 Students with academic achievement above a certain level 372/
ρ 3 Students with academic achievement below a certain level 373/
ρ 4 Students who had completed pre-requisite courses 374/
ρ 5 Other *(Please specify):* _____ 375/
376-390/

5c. How were students **selected** to participate in the Freshman Academies that have been implemented at your school?

ρ 1 Students self-selected 391/
ρ 2 Students were randomly assigned 392/
ρ 3 The most qualified students were selected 393/
ρ 4 Students with the greatest academic need were selected 394/
ρ 5 Other *(Please specify):* _____ 395/
396-410/

The following question is about the different Freshman Academy groups in your school in 2002-2003.

6. Below we ask you to describe each of your Freshman Academy groups. There is space to describe up to four; if there are more than four, please describe the four largest here and answer Question 6a. Complete section A with the names of your Freshman Academy groups. In section B, please estimate the number of students in each Freshman Academy group. In section C, please provide the demographic characteristics of students in each Freshman Academy. If exact percentages are not available, please estimate as well as you can, giving a single number and not a range. **Please make sure that the percentages given within racial composition and gender add up to 100 percent in each case.**

	Characteristics of Freshman Academy Groups			
	1	**2**	**3**	**4**
A. Name	_____ 411-415/	_____ 416-420/	_____ 421-425/	_____ 426-430/
B. Student enrollment in 2002-2003	_____ 431-434/	_____ 435-438/	_____ 439-442/	_____ 443-446/
C. Demographic characteristics				
Racial composition (%)				
a. Non-white	_____% 447-449/	_____% 450-452/	_____% 453-455/	_____% 456-458/
b. White	_____% 459-461/	_____% 462-464/	_____% 465-467/	_____% 468-470/
Gender (%)				
a. Male	_____% 471-473/	_____% 474-476/	_____% 477-479/	_____% 480-482/
b. Female	_____% 483-485/	_____% 486-488/	_____% 489-491/	_____% 492-494/
Language needs (%)				
Limited English proficient	_____% 495-497/	_____% 498-500/	_____% 501-503/	_____% 504-506/
Special needs/students with disabilities (%)				
Students with individualized education plans	_____% 507-509/	_____% 510-512/	_____% 513-515/	_____% 516-518/

6a. If you had more than four Freshman Academy groups in 2002-2003, indicate below the name(s) and total student enrollments in 2002-2003 for all Freshman Academy groups not listed above.

Name	Total Student Enrollment
_____ 519-523/	_____ 524-527/
_____ 528-532/	_____ 533-536/
_____ 537-541/	_____ 542-545/

These questions ask about **all** Freshman Academies in your school.

7 In 2002-2003, did your school's Freshman Academy program have its own: *(Check one in each row.)*

		Yes	**No**	
a.	Budget	o 1	o 2	546/
b.	Staff	o 1	o 2	547/
c.	Instructional leadership teams	o 1	o 2	548/
d.	Operating procedures	o 1	o 2	549/
e.	Discipline policies	o 1	o 2	550/

8. In 2002-2003, was there a separate physical space set aside for students in the Freshman Academy program at your school?

ρ 1 Not at all separate *(Skip to Question 9)* 551/
ρ 2 Somewhat separate (e.g., some common facilities and/or some separate instructional areas) *(Answer Question 8a)*
ρ 3 Entirely separate *(Answer Question 8a)*

8a. What percentage of time, on average, did students spend in the Freshman Academy area in a school day?

_____ % 552-554/

9. During the 2002-2003 school year, did teachers have common planning time for Freshman Academy program activities?

ρ 1 Yes *(Answer Question 9a)* 555/
ρ 2 No *(Skip to Question 10)*

9a. If yes, about how often did teachers in your school participate in common planning **related to the Freshman Academy program**?

ρ 1 Less than once a month 556/
ρ 2 About once a month
ρ 3 Two to three times per month
ρ 4 Weekly
ρ 5 Two to three times per week
ρ 6 Daily

10. During 2002-2003, were all teachers in the school assigned to teach within the Freshman Academy program?

ρ 1 Yes *(Skip to Question 11)* 557/
ρ 2 No *(Answer Question 10a)*

10a. How were teachers assigned? *(Check all that apply)*

ρ 1 Teachers volunteered 558/
ρ 2 Teachers were assigned because of content expertise 559/
ρ 3 Teachers were assigned because of interest/motivation 560/
ρ 4 Teachers were assigned due to staffing needs 561/
ρ 5 Teachers were assigned based on seniority 562/
ρ 6 Other *(Please specify):* _____ 563/
564-578/

11. In the 2002-2003 school year, did students enrolled in each Freshman Academy take all of their courses within their own Freshman Academy?

ρ 1 Yes *(Skip to Question 12)* 579/
ρ 2 No *(Answer Question 11a)*

11a. What percentage of students' courseload, on average, was taken within the Freshman Academy?

_____ % 580-582/

12. Were courses **specific to the SLC theme** offered in your Freshman Academy in 2002-2003?

ρ 1 Yes *(Answer Question 12a)* 583/
ρ 2 No *(Skip to Question 13)*

12a. How has the number of course offerings specific to the SLC theme changed since SLC funding began? *(Check one)*

ρ 1 Fewer courses offered 584/
ρ 2 No change in course offerings 585/
ρ 3 More courses offered 586/

13. In Column A, please indicate whether the following kinds of assessments were utilized in the Freshman Academy program in 2002-2003. In Column B, please indicate whether any of these were new since federal SLC funding was received. *(Check one per row in Column A and one per row in Column B for each assessment that was utilized.)*

		A Utilized in 2002-2003?			**B New since SLC funding?**		
		Yes	**No**		**Yes**	**No**	
a.	Standardized testing: district mandated	o 1	o 2	587/	o 3	o 4	588/
b.	Standardized testing: state-mandated	o 1	o 2	589/	o 3	o 4	590/
c.	Individualized assessment (e.g., portfolios, student exhibition/performance)	o 1	o 2	591/	o 3	o 4	592/
d.	Student self-assessment	o 1	o 2	593/	o 3	o 4	594/
e.	End-of-course assessment	o 1	o 2	595/	o 3	o 4	596/
f.	Other *(Please specify)*: _____ 599-613/	o 1	o 2	597/	o 3	o 4	598/

14. Were any of the following required for graduation within the Freshman Academy in 2002-2003? *(Check one per row.)*

		Yes	No	
a.	Individualized assessment (e.g., portfolios, student exhibition/performance)	o 1	o 2	614/
b.	Academic course requirements (e.g., set number of required courses in academic areas)	o 1	o 2	615/
c.	Career/Vocational course requirements (e.g., set number of required courses in career/vocational areas)	o 1	o 2	616/
d.	Overall number of course credits with passing grades	o 1	o 2	617/
e.	Student self-assessment	o 1	o 2	618/
f.	Co-op or credit for work	o 1	o 2	619/
g.	Service learning and/or volunteer work requirement	o 1	o 2	620/
h.	Other *(Please specify)*: _____ 622-636/	o 1	o 2	621/

15. During the 2002-2003 school year, were any of the following opportunities available solely to students in your Freshman Academy? *(Check one per row.)*

		Yes	No	
a.	Job shadowing	o 1	o 2	637/
b.	Internships	o 1	o 2	638/
c.	Community service learning	o 1	o 2	639/
d.	Residency/Apprenticeships	o 1	o 2	640/
e.	Cross-curricular or interdisciplinary activities	o 1	o 2	641/
f.	Other *(Please specify)*: _____ 643-657/	o 1	o 2	642/

16. For each of the following, at which level were decisions made during 2002-2003? *(Check one per row.)*

		District-level decision only	District and school decision	School-level decision only	School and Freshman Academy decision	Freshman Academy decision only	
a.	Freshman Academy course offerings/ curriculum	o 1	o 2	o 3	o 4	o 5	658/
b.	Selection of Freshman Academy instructional materials	o 1	o 2	o 3	o 4	o 5	659/
c.	Assignment of students to teachers	o 1	o 2	o 3	o 4	o 5	660/
d.	Student promotion and graduation decisions	o 1	o 2	o 3	o 4	o 5	661/
e.	Selection of professional development topics specific to the Freshman Academy	o 1	o 2	o 3	o 4	o 5	662/
f.	Freshman Academy schedule (e.g., daily timetable weekly schedule)	o 1	o 2	o 3	o 4	o 5	663/
g.	Freshman Academy organization	o 1	o 2	o 3	o 4	o 5	664/
h.	Overall Freshman Academy budget	o 1	o 2	o 3	o 4	o 5	665/
i.	Allocations within Freshman Academy budget(s)	o 1	o 2	o 3	o 4	o 5	666/
j.	Hiring for Freshman Academy positions	o 1	o 2	o 3	o 4	o 5	667/

17. SLCs are designed to have certain outcomes. What impact do you perceive your school's Freshman Academy has had on each of the following outcomes for its students up through the 2002-2003 school year? *(Check one per row.)*

	Negative impact	No impact	Some positive impact	Major positive impact	Don't know	
Student academic outcomes						
a. Student academic achievement	o 1	o 1	o 2	o 3	o 8	668/
b. Academic course-taking	o 1	o 1	o 2	o 3	o 8	669/
c. Vocational course-taking	o 1	o 1	o 2	o 3	o 8	670/
d. Academic achievement among at-risk students	o 1	o 1	o 2	o 3	o 8	671/
e. Promotion rates	o 1	o 1	o 2	o 3	o 8	672/
f. High school graduation rates	o 1	o 1	o 2	o 3	o 8	673/
g. SAT/ACT test-taking rates	o 1	o 1	o 2	o 3	o 8	674/
h. Acquisition of technical skills	o 1	o 1	o 2	o 3	o 8	675/
Student behavioral/attitudinal outcomes						
a. Absenteeism	o 1	o 1	o 2	o 3	o 8	676/
b. Dropout rate	o 1	o 1	o 2	o 3	o 8	677/
c. Incidence of student violence	o 1	o 1	o 2	o 3	o 8	678/
d. Participation rates in extracurricular activities	o 1	o 1	o 2	o 3	o 8	679/
e. Student tardiness	o 1	o 1	o 2	o 3	o 8	680/
f. Student motivation	o 1	o 1	o 2	o 3	o 8	681/
g. Student morale	o 1	o 1	o 2	o 3	o 8	682/
h. Student-teacher relation-ships/interaction	o 1	o 1	o 2	o 3	o 8	683/
Teacher and parent outcomes						
a. Teacher attendance	o 1	o 1	o 2	o 3	o 8	684/
b. Teacher motivation	o 1	o 1	o 2	o 3	o 8	685/
c. Teacher collaboration	o 1	o 1	o 2	o 3	o 8	686/
d. Teacher morale	o 1	o 1	o 2	o 3	o 8	687/
e. Level of parental/family involvement in school	o 1	o 1	o 2	o 3	o 8	688/

Upon finishing this module, please proceed to the next applicable module or to the remaining questions that appear on the white pages at the back of the survey, labeled "Your School".

House Plan Module

Please complete this module only if you were implementing one or more House Plans in 2003-2003. House Plans are comprised of students assembled across grades and assigned to groups of a few hundred each. Each House has its own disciplinary policy, student activity program, student government, and social activities. Students take some or all courses with their House members and from their House teachers.

1. When did **implementation** of the first House Plan begin?

__ / ____ 689-694/
(mm/yyyy)

2. Based on your plans for your federally funded SLC program implementation, please indicate, as a percentage, your school's progress towards full implementation of your House Plan as of the end of the 2002-2003 school year.

_____ % 695-697/

3. In the 2002-2003 school year, did you use federal SLC grant funds to support your House Plan?

ρ 1 Yes 698/
ρ 2 No

4. Is your implementation of House Plans new as a result of the federal SLC program?

ρ 1 Yes *(Skip to Question 5)* 699/
ρ 2 No *(Answer Question 4a)*

4a. Have you expanded previously existing House Plans or added new ones as a result of the federal SLC program?

ρ 1 Yes 700/
ρ 2 No

5. In the 2002-2003 school year, what percentage of the students at your school at each grade level participated in House Plans?

_____% of 9th graders 701-703/
_____% of 10th graders 704-706/
_____% of 11th graders 707-709/
_____% of 12th graders 710-712/

The following question is about the different House Plan groups in your school in 2002-2003.

6. Below we ask you to describe each of your House Plan groups. There is space to describe up to four; if there are more than four, please describe the four largest here and answer Question 6a. Complete section A with the names of your House Plan groups. In section B, please estimate the number of students in each House Plan group. In section C, please provide the demographic characteristics of students in each House Plan. If exact percentages are not available, please estimate as well as you can, giving a single number and not a range. **Please make sure that the percentages given within racial composition and gender add up to 100 percent in each case.**

	Characteristics of House Plan Groups			
	1	**2**	**3**	**4**
A. Name	_____ 713-717/	_____ 718-722/	_____ 723-727/	_____ 728-732/
B. Student enrollment in 2002-2003	_____ 733-736/	_____ 737-740/	_____ 741-744/	_____ 745-748/
C. Demographic characteristics				
Racial composition (%)				
a. Non-white	_____% 749-751/	_____% 752-754/	_____% 755-757/	_____% 758-760/
b. White	_____% 761-763/	_____% 764-766/	_____% 767-769/	_____% 770-772/
Gender (%)				
a. Male	_____% 773-775/	_____% 776-778/	_____% 779-781/	_____% 782-784/
b. Female	_____% 785-787/	_____% 788-790/	_____% 791-793/	_____% 794-796/
Language needs (%)				
Limited English proficient	_____% 797-799/	_____% 800-802/	_____% 803-805/	_____% 806-808/
Special needs/students with disabilities (%)				
Students with individualized education plans	_____% 809-811/	_____% 812-814/	_____% 815-817/	_____% 818-820/

6a. If you had more than four House Plan groups in 2002-2003, indicate below the name(s) and total student enrollments in 2002-2003 for all House Plan groups not listed above.

Name	Total Student Enrollment
_____ 821-825/	_____ 826-829/
_____ 830-834/	_____ 835-838/
_____ 839-843/	_____ 844-847/

These questions ask about **all** House Plans in your school.

7. In 2002-2003, were all students in grades 9-12 in the school **eligible** to participate in the House Plan program?

ρ 1 Yes *(Skip to Question 8)* 848/
ρ 2 No *(Answer Question 7a)*

7a. Which students were eligible to participate in the House Plan program? *(Check all that apply.)*

ρ 1 Students in certain grades 849/
ρ 2 Students interested in particular subject areas 850/
ρ 3 Students with academic achievement above a certain level 851/
ρ 4 Students with academic achievement below a certain level 852/
ρ 5 Students who had completed pre-requisite courses 853/
ρ 6 Other *(Please specify):* _____ 854/
855-869/

8. In 2002-2003, did all students in grades 9-12 participate in the House Plan program?

ρ 1 Yes *(Skip to Question 9)* 870/
ρ 2 No *(Answer Question 8a)*

8a. How were students selected to participate in the House Plan program? *(Check all that apply.)*

ρ 1 All students in certain grades participated 871/
ρ 2 Students self-selected 872/
ρ 3 Students were randomly assigned 873/
ρ 4 The most qualified students were selected 874/
ρ 5 Students with the greatest academic need were selected 875/
ρ 6 Other *(Please specify):* _____ 876/
877-891/

9. In 2002-2003, did your school's House Plan program have its own: *(Check one in each row.)*

		Yes	**No**	
a.	Budget	o 1	o 2	892/
b.	Staff	o 1	o 2	893/
c.	Instructional leadership teams	o 1	o 2	894/
d.	Operating procedures	o 1	o 2	895/
e.	Discipline policies	o 1	o 2	896/

10. In 2002-2003, was there a separate physical space set aside for students in the House Plan program at your school?

ρ 1 Not at all separate *(Skip to Question 11)* 897/
ρ 2 Somewhat separate (e.g., some common facilities and/or some separate instructional areas) *(Answer Question 10a)*
ρ 3 Entirely separate *(Answer Question 10a)*

10a. What percentage of time, on average, did students spend in the House Plan area in a school day?

_____ % 898-900/

11. During the 2002-2003 school year, did teachers have common planning time for House Plan program activities?

ρ 1 Yes *(Answer Question 11a)* 901/
ρ 2 No *(Skip to Question 12)*

11a. If yes, about how often did teachers in your school participate in common planning **related to the House Plan program**?

ρ 1 Less than once a month 902/
ρ 2 About once a month
ρ 3 Two to three times per month
ρ 4 Weekly
ρ 5 Two to three times per week
ρ 6 Daily

12. During 2002-2003, were all teachers in the school assigned to teach within the House Plan program?

ρ 1 Yes *(Skip to Question 13)* 903/
ρ 2 No *(Answer Question 12a)*

12a. How were teachers assigned? *(Check all that apply)*

ρ 1 Teachers volunteered 904/
ρ 2 Teachers were assigned because of content expertise 905/
ρ 3 Teachers were assigned because of interest/motivation 906/
ρ 4 Teachers were assigned due to staffing needs 907/
ρ 5 Teachers were assigned based on seniority 908/
ρ 6 Other *(Please specify):* _____ 909/

910-924/

13. In the 2002-2003 school year, did students enrolled in each House Plan take all of their courses within their own House Plan?

ρ 1 Yes *(Skip to Question 14)* 925/
ρ 2 No *(Answer Question 13a)*

13a. What percentage of students' courseload, on average, was taken within the House Plan?

_____ % 926-928/

14. Were courses **specific to the SLC theme** offered in your House Plan program in 2002-2003?

ρ 1 Yes *(Answer Question 14a)* 929/
ρ 2 No *(Skip to Question 15)*

14a. How has the number of course offerings specific to the SLC theme changed since SLC funding began? *(Check one)*

ρ 1 Fewer courses offered 930/
ρ 2 No change in course offerings 931/
ρ 3 More courses offered 932/

15. In Column A, please indicate whether the following kinds of assessments were utilized in the House Plan program in 2002-2003. In Column B, please indicate whether any of these were new since federal SLC funding was received. *(Check one per row in Column A and one per row in Column B for each assessment that was utilized.)*

		A Utilized in 2002-2003?			**B New since SLC funding?**		
		Yes	**No**		**Yes**	**No**	
a.	Standardized testing: district mandated	o 1	o 2	933/	o 3	o 4	934/
b.	Standardized testing: state-mandated	o 1	o 2	935/	o 3	o 4	936/
c.	Individualized assessment (e.g., portfolios, student exhibition/performance)	o 1	o 2	937/	o 3	o 4	938/
d.	Student self-assessment	o 1	o 2	939/	o 3	o 4	940/
e.	End-of-course assessment	o 1	o 2	941/	o 3	o 4	942/
f.	Other *(Please specify)*: _____ 945-959/	o 1	o 2	943/	o 3	o 4	944/

16. Were any of the following required for graduation within the House Plan in 2002-2003? *(Check one per row.)*

		Yes	No	
a.	Individualized assessment (e.g., portfolios, student exhibition/performance)	o 1	o 2	960/
b.	Academic course requirements (e.g., set number of required courses in academic areas)	o 1	o 2	961/
c.	Career/Vocational course requirements (e.g., set number of required courses in career/vocational areas)	o 1	o 2	962/
d.	Overall number of course credits with passing grades	o 1	o 2	963/
e.	Student self-assessment	o 1	o 2	964/
f.	Co-op or credit for work	o 1	o 2	965/
g.	Service learning and/or volunteer work requirement	o 1	o 2	966/
h.	Other *(Please specify)*: _____ 968-982/	o 1	o 2	967/

17. During the 2002-2003 school year, were any of the following opportunities available solely to students in your House Plan? *(Check one per row.)*

		Yes	No	
a.	Job shadowing	o 1	o 2	983/
b.	Internships	o 1	o 2	984/
c.	Community service learning	o 1	o 2	985/
d.	Residency/Apprenticeships	o 1	o 2	986/
e.	Cross-curricular or interdisciplinary activities	o 1	o 2	987/
f.	Other *(Please specify)*: _____ 989-1003/	o 1	o 2	988/

18. For each of the following, at which level were decisions made during 2002-2003? *(Check one per row.)*

		District-level decision only	District and school decision	School-level decision only	School and House Plan decision	House Plan decision only	
a.	House Plan course offerings/ curriculum	o 1	o 2	o 3	o 4	o 5	1004/
b.	Selection of House Plan instructional materials	o 1	o 2	o 3	o 4	o 5	1005/
c.	Assignment of students to teachers	o 1	o 2	o 3	o 4	o 5	1006/
d.	Student promotion and graduation decisions	o 1	o 2	o 3	o 4	o 5	1007/
e.	Selection of professional development topics specific to the House Plan	o 1	o 2	o 3	o 4	o 5	1008/
f.	House Plan schedule (e.g., daily timetable weekly schedule)	o 1	o 2	o 3	o 4	o 5	1009/
g.	House Plan organization	o 1	o 2	o 3	o 4	o 5	1010/
h.	Overall House Plan budget	o 1	o 2	o 3	o 4	o 5	1011/
i.	Allocations within House Plan budget(s)	o 1	o 2	o 3	o 4	o 5	1012/
j.	Hiring for House Plan positions	o 1	o 2	o 3	o 4	o 5	1013/

19. SLCs are designed to have certain outcomes. What impact do you perceive your school's House Plan has had on each of the following outcomes for its students up through the 2002-2003 school year? *(Check one per row.)*

	Negative impact	No impact	Some positive impact	Major positive impact	Don't know	
Student academic outcomes						
a. Student academic achievement	o 1	o 1	o 2	o 3	o 8	1014/
b. Academic course-taking	o 1	o 1	o 2	o 3	o 8	1015/
c. Vocational course-taking	o 1	o 1	o 2	o 3	o 8	1016/
d. Academic achievement among at-risk students	o 1	o 1	o 2	o 3	o 8	1017/
e. Promotion rates	o 1	o 1	o 2	o 3	o 8	1018/
f. High school graduation rates	o 1	o 1	o 2	o 3	o 8	1019/
g. SAT/ACT test-taking rates	o 1	o 1	o 2	o 3	o 8	1020/
h. Acquisition of technical skills	o 1	o 1	o 2	o 3	o 8	1021/
Student behavioral/attitudinal outcomes						
a. Absenteeism	o 1	o 1	o 2	o 3	o 8	1022/
b. Dropout rate	o 1	o 1	o 2	o 3	o 8	1023/
c. Incidence of student violence	o 1	o 1	o 2	o 3	o 8	1024/
d. Participation rates in extracurricular activities	o 1	o 1	o 2	o 3	o 8	1025/
e. Student tardiness	o 1	o 1	o 2	o 3	o 8	1026/
f. Student motivation	o 1	o 1	o 2	o 3	o 8	1027/
g. Student morale	o 1	o 1	o 2	o 3	o 8	1028/
h. Student-teacher relation-ships/interaction	o 1	o 1	o 2	o 3	o 8	1029/
Teacher and parent outcomes						
a. Teacher attendance	o 1	o 1	o 2	o 3	o 8	1030/
b. Teacher motivation	o 1	o 1	o 2	o 3	o 8	1031/
c. Teacher collaboration	o 1	o 1	o 2	o 3	o 8	1032/
d. Teacher morale	o 1	o 1	o 2	o 3	o 8	1033/
e. Level of parental/family involvement in school	o 1	o 1	o 2	o 3	o 8	1034/

Upon finishing this module, please proceed to the next applicable module or to the remaining questions that appear on the white pages at the back of the survey, labeled "Your School".

School-within-a-School Module

Please complete this module only if you were implementing one or more Schools-within-a-School in 2003-2003.
Schools-within-a-School break large schools into individual schools. Individual schools are multi-age and may be organized around a theme; they are separate and autonomous units with their own personnel, budgets, and programs. Schools-within-a-School operate within a larger school, sharing resources and facilities. Students and faculty affiliate with one School-within-a-School.

1. When did **implementation** of the first School-within-a-School begin?

__ / ____ 1035-1040/
(mm/yyyy)

2. Based on your plans for your federally funded SLC program implementation, please indicate, as a percentage, your school's progress towards full implementation of your School(s)-within-a-School as of the end of the 2002-2003 school year.

_____ % 1041-1043/

3. In the 2002-2003 school year, did you use federal SLC grant funds to support your School(s)-within-a-School?

ρ 1 Yes 1044/
ρ 2 No

4. Is your implementation of School(s)-within-a-School new as a result of the federal SLC program?

ρ 1 Yes *(Skip to Question 5)* 1045/
ρ 2 No *(Answer Question 4a)*

4a. Have you expanded previously existing Schools-within-a-School or added new ones as a result of the federal SLC program?

ρ 1 Yes 1046/
ρ 2 No

5. In the 2002-2003 school year, what percentage of the students at your school at each grade level participated in Schools-within-a-School?

_____% of 9th graders 1047-1049/
_____% of 10th graders 1050-1052/
_____% of 11th graders 1053-1055/
_____% of 12th graders 1056-1058/

The following question is about the different School-within-a-School groups in your school in 2002-2003.

6. Below we ask you to describe each of your School-within-a-School groups. There is space to describe up to four; if there are more than four, please describe the four largest here and answer Question 6a. Complete section A with the names of your School-within-a-School groups. In section B, please estimate the number of students in each School-within-a-School group. In section C, please provide the demographic characteristics of students in each School-within-a-School. If exact percentages are not available, please estimate as well as you can, giving a single number and not a range. **Please make sure that the percentages given within racial composition and gender add up to 100 percent in each case.**

	Characteristics of School-within-a-School Groups			
	1	**2**	**3**	**4**
A. Name	_____ 1059-1063	_____ 1064-1068/	_____ 1069-1073/	_____ 1074-1078/
B. Student enrollment in 2002-2003	_____ 1079-1082/	_____ 1083-1086/	_____ 1087-1090/	_____ 1091-1094/
C. Demographic characteristics				
Racial composition (%)				
a. Non-white	_____% 1095-1097/	_____% 1098-1100/	_____% 1101-1103/	_____% 1104-1106/
b. White	_____% 1107-1109/	_____% 1110-1112/	_____% 1113-1115/	_____% 1116-1118/
Gender (%)				
a. Male	_____% 1119-1121/	_____% 1122-1124/	_____% 1125-1127/	_____% 1128-1130/
b. Female	_____% 1131-1133/	_____% 1134-1136/	_____% 1137-1139/	_____% 1140-1142/
Language needs (%)				
Limited English proficient	_____% 1143-1145/	_____% 1146-1148/	_____% 1149-1151/	_____% 1152-1154/
Special needs/students with disabilities (%)				
Students with individualized education plans	_____% 1155-1157/	_____% 1158-1160/	_____% 1161-1163/	_____% 1164-1166/

6a. If you had more than four School-within-a-School groups in 2002-2003, indicate below the name(s) and total student enrollments in 2002-2003 for all School-within-a-School groups not listed above.

Name	Total Student Enrollment
_____ 1167-1171/	_____ 1172-1175/
_____ 1176-1180/	_____ 1181-1184/
_____ 1185-1189/	_____ 1190-1193/

These questions ask about **all** Schools-within-a-School in your school.

7. In 2002-2003, were all students in grades 9-12 in the school **eligible** to participate in the School-within-a-School program?

ρ 1 Yes *(Skip to Question 8)* 1194/
ρ 2 No *(Answer Question 7a)*

7a. Which students were eligible to participate in the School-within-a-School program? *(Check all that apply.)*

ρ 1 Students in certain grades 1195/
ρ 2 Students interested in particular subject areas 1196/
ρ 3 Students with academic achievement above a certain level 1197/
ρ 4 Students with academic achievement below a certain level 1198/
ρ 5 Students who had completed pre-requisite courses 1199/
ρ 6 Other *(Please specify):* _____ 1200/
1201-1213/

8. In 2002-2003, did all students in grades 9-12 participate in the School-within-a-School program?

ρ 1 Yes *(Skip to Question 9)* 1214/
ρ 2 No *(Answer Question 8a)*

8a. How were students selected to participate in the School-within-a-School program? *(Check all that apply.)*

ρ 1 All students in certain grades participated 1215/
ρ 2 Students self-selected 1216/
ρ 3 Students were randomly assigned 1217/
ρ 4 The most qualified students were selected 1218/
ρ 5 Students with the greatest academic need were selected 1219/
ρ 6 Other *(Please specify):* _____ 1220/
1221-1235/

9. In 2002-2003, did your school's School-within-a-School program have its own: *(Check one in each row.)*

		Yes	No	
a.	Budget	o 1	o 2	1236/
b.	Staff	o 1	o 2	1237/
c.	Instructional leadership teams	o 1	o 2	1238/
d.	Operating procedures	o 1	o 2	1239/
e.	Discipline policies	o 1	o 2	1240/

10. In 2002-2003, was there a separate physical space set aside for students in the School-within-a-School program at your school?

ρ 1 Not at all separate *(Skip to Question 11)* 1241/
ρ 2 Somewhat separate (e.g., some common facilities and/or some separate instructional areas) *(Answer Question 10a)*
ρ 3 Entirely separate *(Answer Question 10a)*

10a. What percentage of time, on average, did students spend in the School-within-a-School area in a school day?

_____ % 1242-1244/

11. During the 2002-2003 school year, did teachers have common planning time for School-within-a-School program activities?

ρ 1 Yes *(Answer Question 11a)* 1245/
ρ 2 No *(Skip to Question 12)*

11a. If yes, about how often did teachers in your school participate in common planning **related to the School-within-a-School program**?

ρ 1 Less than once a month 1246/
ρ 2 About once a month
ρ 3 Two to three times per month
ρ 4 Weekly
ρ 5 Two to three times per week
ρ 6 Daily

12. During 2002-2003, were all teachers in the school assigned to teach within the School-within-a-School program?

ρ 1 Yes *(Skip to Question 13)* 1247/
ρ 2 No *(Answer Question 12a)*

12a. How were teachers assigned? *(Check all that apply)*

ρ 1	Teachers volunteered	1248/
ρ 2	Teachers were assigned because of content expertise	1249/
ρ 3	Teachers were assigned because of interest/motivation	1250/
ρ 4	Teachers were assigned due to staffing needs	1251/
ρ 5	Teachers were assigned based on seniority	1252/
ρ 6	Other *(Please specify):* _____	1253/
		1254-1268/

13. In the 2002-2003 school year, did students enrolled in each School-within-a-School take all of their courses within their own School-within-a-School?

ρ 1	Yes *(Skip to Question 14)*	1269/
ρ 2	No *(Answer Question 13a)*	

13a. What percentage of students' courseload, on average, was taken within the School-within-a-School?

_____ % 1270-1272/

14. Were courses **specific to the SLC theme** offered in your School-within-a-School program in 2002-2003?

ρ 1	Yes *(Answer Question 14a)*	1273/
ρ 2	No *(Skip to Question 15)*	

14a. How has the number of course offerings specific to the SLC theme changed since SLC funding began? *(Check one)*

ρ 1	Fewer courses offered	1274/
ρ 2	No change in course offerings	1275/
ρ 3	More courses offered	1276/

15. In Column A, please indicate whether the following kinds of assessments were utilized in the School-within-a-School program in 2002-2003. In Column B, please indicate whether any of these were new since federal SLC funding was received. *(Check one per row in Column A and one per row in Column B for each assessment that was utilized.)*

		A Utilized in 2002-2003?			**B New since SLC funding?**		
		Yes	**No**		**Yes**	**No**	
a.	Standardized testing: district mandated	o 1	o 2	1277/	o 3	o 4	1278/
b.	Standardized testing: state-mandated	o 1	o 2	1279/	o 3	o 4	1280/
c.	Individualized assessment (e.g., portfolios, student exhibition/performance)	o 1	o 2	1281/	o 3	o 4	1282/
d.	Student self-assessment	o 1	o 2	1283/	o 3	o 4	1284/
e.	End-of-course assessment	o 1	o 2	1285/	o 3	o 4	1286/
f.	Other *(Please specify)*: _____	o 1	o 2	1287/	o 3	o 4	1288/
				1289-1303/			

16. Were any of the following required for graduation within the School-within-a-School in 2002-2003? *(Check one per row.)*

		Yes	**No**	
a.	Individualized assessment (e.g., portfolios, student exhibition/performance)	o 1	o 2	1304/
b.	Academic course requirements (e.g., set number of required courses in academic areas)	o 1	o 2	1305/
c.	Career/Vocational course requirements (e.g., set number of required courses in career/vocational areas)	o 1	o 2	1306/
d.	Overall number of course credits with passing grades	o 1	o 2	1307/
e.	Student self-assessment	o 1	o 2	1308/
f.	Co-op or credit for work	o 1	o 2	1309/
g.	Service learning and/or volunteer work requirement	o 1	o 2	1310/
h.	Other *(Please specify)*: _____	o 1	o 2	1311/
				1312-1326/

17. During the 2002-2003 school year, were any of the following opportunities available solely to students in your School-within-a-School? *(Check one per row.)*

		Yes	No	
a.	Job shadowing	o 1	o 2	1327/
b.	Internships	o 1	o 2	1328/
c.	Community service learning	o 1	o 2	1329/
d.	Residency/Apprenticeships	o 1	o 2	1330/
e.	Cross-curricular or interdisciplinary activities	o 1	o 2	1331/
f.	Other *(Please specify)*: _____ 1333-1347/	o 1	o 2	1332/

18. For each of the following, at which level were decisions made during 2002-2003? *(Check one per row.)*

		District-level decision only	District and school decision	School-level decision only	School and School-within-a-School decision	School-within-a-School decision only	
a.	School-within-a-School course offerings/ curriculum	o 1	o 2	o 3	o 4	o 5	1348/
b.	Selection of School-within-a-School instructional materials	o 1	o 2	o 3	o 4	o 5	1349/
c.	Assignment of students to teachers	o 1	o 2	o 3	o 4	o 5	1350/
d.	Student promotion and graduation decisions	o 1	o 2	o 3	o 4	o 5	1351/
e.	Selection of professional development topics specific to the School-within-a-School	o 1	o 2	o 3	o 4	o 5	1352/
f.	School-within-a-School schedule (e.g., daily timetable weekly schedule)	o 1	o 2	o 3	o 4	o 5	1353/
g.	School-within-a-School organization	o 1	o 2	o 3	o 4	o 5	1354/
h.	Overall School-within-a-School budget	o 1	o 2	o 3	o 4	o 5	1355/
i.	Allocations within School-within-a-School budget(s)	o 1	o 2	o 3	o 4	o 5	1356/
j.	Hiring for School-within-a-School positions	o 1	o 2	o 3	o 4	o 5	1357/

19. SLCs are designed to have certain outcomes. What impact do you perceive your school's School-within-a-School has had on each of the following outcomes for its students up through the 2002-2003 school year? *(Check one per row.)*

	Negative impact	No impact	Some positive impact	Major positive impact	Don't know	
Student academic outcomes						
a. Student academic achievement	o 1	o 1	o 2	o 3	o 8	1358/
b. Academic course-taking	o 1	o 1	o 2	o 3	o 8	1359/
c. Vocational course-taking	o 1	o 1	o 2	o 3	o 8	1360/
d. Academic achievement among at-risk students	o 1	o 1	o 2	o 3	o 8	1361/
e. Promotion rates	o 1	o 1	o 2	o 3	o 8	1362/
f. High school graduation rates	o 1	o 1	o 2	o 3	o 8	1363/
g. SAT/ACT test-taking rates	o 1	o 1	o 2	o 3	o 8	1364/
h. Acquisition of technical skills	o 1	o 1	o 2	o 3	o 8	1365/
Student behavioral/attitudinal outcomes						
a. Absenteeism	o 1	o 1	o 2	o 3	o 8	1366/
b. Dropout rate	o 1	o 1	o 2	o 3	o 8	1367/
c. Incidence of student violence	o 1	o 1	o 2	o 3	o 8	1368/
d. Participation rates in extracurricular activities	o 1	o 1	o 2	o 3	o 8	1369/
e. Student tardiness	o 1	o 1	o 2	o 3	o 8	1370/
f. Student motivation	o 1	o 1	o 2	o 3	o 8	1371/
g. Student morale	o 1	o 1	o 2	o 3	o 8	1372/
h. Student-teacher relation-ships/interaction	o 1	o 1	o 2	o 3	o 8	1373/
Teacher and parent outcomes						
a. Teacher attendance	o 1	o 1	o 2	o 3	o 8	1374/
b. Teacher motivation	o 1	o 1	o 2	o 3	o 8	1375/
c. Teacher collaboration	o 1	o 1	o 2	o 3	o 8	1376/
d. Teacher morale	o 1	o 1	o 2	o 3	o 8	1377/
e. Level of parental/family involvement in school	o 1	o 1	o 2	o 3	o 8	1378/

Upon finishing this module, please proceed to the next applicable module or to the remaining questions that appear on the white pages at the back of the survey, labeled "Your School".

Magnet School Module

Please complete this module only if you were implementing one or more Magnet Schools in 2002-2003.

Magnet Schools generally have a core focus (e.g., math and science, the arts). They usually draw their students from the entire district. Magnet schools may or may not have competitive admission requirements.

1. When did **implementation** of your Magnet School begin?

__ / ____ 1379-1384/
(mm/yyyy)

2. Based on your plans for your federally funded SLC program implementation, please indicate, as a percentage, your school's progress towards full implementation of your Magnet School as of the end of the 2002-2003 school year.

_____ % 1385-1387/

3. In the 2002-2003 school year, did you use federal SLC grant funds to support your Magnet School?

ρ 1 Yes 1388/
ρ 2 No

4. Is your implementation of Magnet School(s) new as a result of the federal SLC program?

ρ 1 Yes *(Skip to Question 5)* 1389/
ρ 2 No *(Answer Question 4a)*

4a. Have you expanded previously existing Magnet Schools or added new ones as a result of the federal SLC program?

ρ 1 Yes 1390/
ρ 2 No

5. In the 2002-2003 school year, what percentage of the students at your school at each grade level participated in a Magnet School?

_____% of 9th graders 1391-1393/
_____% of 10th graders 1394-1396/
_____% of 11th graders 1397-1399/
_____% of 12th graders 1400-1402/

The following question is about the different Magnet School groups in your school in 2002-2003.

6. Below we ask you to describe each of your Magnet School groups. There is space to describe up to four; if there are more than four, please describe the four largest here and answer Question 6a. Complete section A with the names of your Magnet School groups. In section B, please estimate the number of students in each Magnet School group. In section C, please provide the demographic characteristics of students in each Magnet School. If exact percentages are not available, please estimate as well as you can, giving a single number and not a range. **Please make sure that the percentages given within racial composition and gender add up to 100 percent in each case.**

	Characteristics of Magnet School Groups			
	1	**2**	**3**	**4**
A. Name	_____ 1403-1407	_____ 1408-1412/	_____ 1413-1417/	_____ 1418-1422/
B. Student enrollment in 2002-2003	_____ 1423-1426/	_____ 1427-1430/	_____ 1431-1434/	_____ 1435-1438/
C. Demographic characteristics				
Racial composition (%)				
a. Non-white	_____% 1439-1441/	_____% 1442-1444/	_____% 1445-1447/	_____% 1448-1450/
b. White	_____% 1451-1453/	_____% 1454-1456/	_____% 1457-1459/	_____% 1460-1462/
Gender (%)				
a. Male	_____% 1463-1465/	_____% 1466-1468/	_____% 1469-1471/	_____% 1472-1474/
b. Female	_____% 1475-1477/	_____% 1478-1480/	_____% 1481-1483/	_____% 1484-1486/
Language needs (%)				
Limited English proficient	_____% 1487-1489/	_____% 1490-1492/	_____% 1493-1495/	_____% 1496-1498/
Special needs/students with disabilities (%)				
Students with individualized education plans	_____% 1499-1501/	_____% 1502-1504/	_____% 1505-1507/	_____% 1508-1510/

6a. If you had more than four Magnet School groups in 2002-2003, indicate below the name(s) and total student enrollments in 2002-2003 for all Magnet School groups not listed above.

Name	Total Student Enrollment
_____ 1511-1515/	_____ 1516-1519/
_____ 1520-1524/	_____ 1525-1528/
_____ 1529-1533/	_____ 1534-1537/

These questions ask about your **entire** Magnet School program.

7. In 2002-2003, were all students in grades 9-12 in the school **eligible** to participate in the Magnet School program?

ρ 1 Yes *(Skip to Question 8)* 1538/
ρ 2 No *(Answer Question 7a)*

7a. Which students were eligible to participate in the Magnet School program? *(Check all that apply.)*

ρ 1 Students in certain grades 1539/
ρ 2 Students interested in particular subject areas 1540/
ρ 3 Students with academic achievement above a certain level 1541/
ρ 4 Students with academic achievement below a certain level 1542/
ρ 5 Students who had completed pre-requisite courses 1543/
ρ 6 Other *(Please specify):* _____ 1544/
1545-1560/

8. In 2002-2003, did all students in grades 9-12 participate in the Magnet School program?

ρ 1 Yes *(Skip to Question 9)* 1561/
ρ 2 No *(Answer Question 8a)*

8a. How were students selected to participate in the Magnet School program? *(Check all that apply.)*

ρ 1 All students in certain grades participated 1562/
ρ 2 Students self-selected 1563/
ρ 3 Students were randomly assigned 1564/
ρ 4 The most qualified students were selected 1565/
ρ 5 Students with the greatest academic need were selected 1566/
ρ 6 Other *(Please specify):* _____ 1567/
1568-1582/

9. In 2002-2003, did your school's Magnet School program have its own: *(Check one in each row.)*

		Yes	No	
a.	Budget	o 1	o 2	1583/
b.	Staff	o 1	o 2	1584/
c.	Instructional leadership teams	o 1	o 2	1585/
d.	Operating procedures	o 1	o 2	1586/
e.	Discipline policies	o 1	o 2	1587/

10. In 2002-2003, was there a separate physical space set aside for students in the Magnet School program at your school?

ρ 1 Not at all separate *(Skip to Question 11)* 1588/
ρ 2 Somewhat separate (e.g., some common facilities and/or some separate instructional areas) *(Answer Question 10a)*
ρ 3 Entirely separate *(Answer Question 10a)*

10a. What percentage of time, on average, did students spend in the Magnet School area in a school day?

_____ % 1589-1591/

11. During the 2002-2003 school year, did teachers have common planning time for Magnet School program activities?

ρ 1 Yes *(Answer Question 11a)* 1592/
ρ 2 No *(Skip to Question 12)*

11a. If yes, about how often did teachers in your school participate in common planning **related to the Magnet School program**?

ρ 1 Less than once a month 1593/
ρ 2 About once a month
ρ 3 Two to three times per month
ρ 4 Weekly
ρ 5 Two to three times per week
ρ 6 Daily

12. During 2002-2003, were all teachers in the school assigned to teach within the Magnet School program?

ρ 1 Yes *(Skip to Question 13)* 1594/
ρ 2 No *(Answer Question 12a)*

12a. How were teachers assigned? *(Check all that apply)*

ρ 1 Teachers volunteered 1595/
ρ 2 Teachers were assigned because of content expertise 1596/
ρ 3 Teachers were assigned because of interest/motivation 1597/
ρ 4 Teachers were assigned due to staffing needs 1598/
ρ 5 Teachers were assigned based on seniority 1599/
ρ 6 Other *(Please specify):* _____ 1600/
1601-1615/

13. In the 2002-2003 school year, did students enrolled in each Magnet School take all of their courses within their own Magnet School?

ρ 1 Yes *(Skip to Question 14)* 1616/
ρ 2 No *(Answer Question 13a)*

13a. What percentage of students' courseload, on average, was taken within the Magnet School?

_____ % 1617-1619/

14. Were courses **specific to the SLC theme** offered in your Magnet School program in 2002-2003?

ρ 1 Yes *(Answer Question 14a)* 1620/
ρ 2 No *(Skip to Question 15)*

14a. How has the number of course offerings specific to the SLC theme changed since SLC funding began? *(Check one)*

ρ 1 Fewer courses offered 1621/
ρ 2 No change in course offerings 1622/
ρ 3 More courses offered 1623/

15. In Column A, please indicate whether the following kinds of assessments were utilized in the Magnet School program in 2002-2003. In Column B, please indicate whether any of these were new since federal SLC funding was received. *(Check one per row in Column A and one per row in Column B for each assessment that was utilized.)*

		A Utilized in 2002-2003?			B New since SLC funding?		
		Yes	**No**		**Yes**	**No**	
a.	Standardized testing: district mandated	o 1	o 2	1624/	o 3	o 4	1625/
b.	Standardized testing: state-mandated	o 1	o 2	1626/	o 3	o 4	1627/
c.	Individualized assessment (e.g., portfolios, student exhibition/performance)	o 1	o 2	1628/	o 3	o 4	1629/
d.	Student self-assessment	o 1	o 2	1630/	o 3	o 4	1631/
e.	End-of-course assessment	o 1	o 2	1632/	o 3	o 4	1633/
f.	Other *(Please specify)*: _____ 1636-1650/	o 1	o 2	1634/	o 3	o 4	1635/

16. Were any of the following required for graduation within the Magnet School in 2002-2003? *(Check one per row.)*

		Yes	**No**	
a.	Individualized assessment (e.g., portfolios, student exhibition/performance)	o 1	o 2	1651/
b.	Academic course requirements (e.g., set number of required courses in academic areas)	o 1	o 2	1652/
c.	Career/Vocational course requirements (e.g., set number of required courses in career/vocational areas)	o 1	o 2	1653/
d.	Overall number of course credits with passing grades	o 1	o 2	1654/
e.	Student self-assessment	o 1	o 2	1655/
f.	Co-op or credit for work	o 1	o 2	1656/
g.	Service learning and/or volunteer work requirement	o 1	o 2	1657/
h.	Other *(Please specify)*: _____ 1659-1673/	o 1	o 2	1658/

17. During the 2002-2003 school year, were any of the following opportunities available solely to students in your Magnet School? *(Check one per row.)*

		Yes	No	
a.	Job shadowing	o 1	o 2	1674/
b.	Internships	o 1	o 2	1675/
c.	Community service learning	o 1	o 2	1676/
d.	Residency/Apprenticeships	o 1	o 2	1677/
e.	Cross-curricular or interdisciplinary activities	o 1	o 2	1678/
f.	Other *(Please specify)*: _____ 1680-1694/	o 1	o 2	1679/

18. For each of the following, at which level were decisions made during 2002-2003? *(Check one per row.)*

		District-level decision only	District and school decision	School-level decision only	School and Magnet School decision	Magnet School decision only	
a.	Magnet School course offerings/ curriculum	o 1	o 2	o 3	o 4	o 5	1695/
b.	Selection of Magnet School instructional materials	o 1	o 2	o 3	o 4	o 5	1696/
c.	Assignment of students to teachers	o 1	o 2	o 3	o 4	o 5	1697/
d.	Student promotion and graduation decisions	o 1	o 2	o 3	o 4	o 5	1698/
e.	Selection of professional development topics specific to the Magnet School	o 1	o 2	o 3	o 4	o 5	1699/
f.	Magnet School schedule (e.g., daily timetable weekly schedule)	o 1	o 2	o 3	o 4	o 5	1700/
g.	Magnet School organization	o 1	o 2	o 3	o 4	o 5	1701/
h.	Overall Magnet School budget	o 1	o 2	o 3	o 4	o 5	1702/
i.	Allocations within Magnet School budget(s)	o 1	o 2	o 3	o 4	o 5	1703/
j.	Hiring for Magnet School positions	o 1	o 2	o 3	o 4	o 5	1704/

19. SLCs are designed to have certain outcomes. What impact do you perceive your school's Magnet School has had on each of the following outcomes for its students up through the 2002-2003 school year? *(Check one per row.)*

	Negative impact	No impact	Some positive impact	Major positive impact	Don't know	
Student academic outcomes						
a. Student academic achievement	o 1	o 1	o 2	o 3	o 8	1705/
b. Academic course-taking	o 1	o 1	o 2	o 3	o 8	1706/
c. Vocational course-taking	o 1	o 1	o 2	o 3	o 8	1707/
d. Academic achievement among at-risk students	o 1	o 1	o 2	o 3	o 8	1708/
e. Promotion rates	o 1	o 1	o 2	o 3	o 8	1709/
f. High school graduation rates	o 1	o 1	o 2	o 3	o 8	1710/
g. SAT/ACT test-taking rates	o 1	o 1	o 2	o 3	o 8	1711/
h. Acquisition of technical skills	o 1	o 1	o 2	o 3	o 8	1712/
Student behavioral/attitudinal outcomes						
a. Absenteeism	o 1	o 1	o 2	o 3	o 8	1713/
b. Dropout rate	o 1	o 1	o 2	o 3	o 8	1714/
c. Incidence of student violence	o 1	o 1	o 2	o 3	o 8	1715/
d. Participation rates in extracurricular activities	o 1	o 1	o 2	o 3	o 8	1716/
e. Student tardiness	o 1	o 1	o 2	o 3	o 8	1717/
f. Student motivation	o 1	o 1	o 2	o 3	o 8	1718/
g. Student morale	o 1	o 1	o 2	o 3	o 8	1719/
h. Student-teacher relation-ships/interaction	o 1	o 1	o 2	o 3	o 8	1720/
Teacher and parent outcomes						
a. Teacher attendance	o 1	o 1	o 2	o 3	o 8	1721/
b. Teacher motivation	o 1	o 1	o 2	o 3	o 8	1722/
c. Teacher collaboration	o 1	o 1	o 2	o 3	o 8	1723/
d. Teacher morale	o 1	o 1	o 2	o 3	o 8	1724/
e. Level of parental/family involvement in school	o 1	o 1	o 2	o 3	o 8	1725/

Upon finishing this module, please proceed to the next applicable module or to the remaining questions that appear on the white pages at the back of the survey, labeled "Your School".

Other SLC Strategies Module

1. Which of these other SLC strategies were being implemented in your school in 2002-2003? ***(First fill out Column A. Then for each strategy checked "Yes" in Column A, complete Columns B-E.)***

Strategies:	A Were you implementing this strategy in 2002-2003?	FOR EACH STRATEGY CHECKED "YES" IN COLUMN A, COMPLETE COLUMNS B-E B Beginning date of implementation (mm/yy)	C Is this strategy new as a result of the federal SLC program?	D Is this strategy funded, either wholly or in part, by a federal SLC grant?	E What percentage of each grade participates in this SLC strategy?
Block Scheduling (Class time is extended from 45- or 50-minute periods to blocks of 80 to 90 minutes. The added time allows teachers to provide individual attention and work together in an interdisciplinary fashion, and permits a greater variety of learning activities.)	ρ 1 Yes ρ 2 No 1726/	__ __ / __ __ 1727-1730/	ρ 1 Yes ρ 2 No 1731/	ρ 1 Yes ρ 2 No 1732/	9th grade ____ % 1733-1735/ 10th grade ____ % 1736-1738/ 11th grade ____ % 1739-1741/ 12th grade ____ % 1742-1744/
Career Clusters/Pathways/Majors (These are broad areas that address all careers within the area, from technical through professional. Career clusters identify academic and technical skills needed by students as they transition from high school to post-secondary education and/or employment.)	ρ 1 Yes ρ 2 No 1745/	__ __ / __ __ 1746-1749/	ρ 1 Yes ρ 2 No 1750/	ρ 1 Yes ρ 2 No 1751/	9th grade ____ % 1752-1754/ 10th grade ____ % 1755-1757/ 11th grade ____ % 1758-1760/ 12th grade ____ % 1761-1763/
Adult Advocates/Mentors (This model of personalization ensures that each student is known well by at least one staff member. Teachers, counselors, other school staff, and community volunteers—all of whom must be trained—can fulfill this "caring adult" role. Adult advocates meet with 15 to 20 students individually or in small groups on a regular basis over several years, providing support, and academic and personal guidance.)	ρ 1 Yes ρ 2 No 1764/	__ __ / __ __ 1765-1768/	ρ 1 Yes ρ 2 No 1769/	ρ 1 Yes ρ 2 No 1770/	9th grade ____ % 1771-1773/ 10th grade ____ % 1774-1776/ 11th grade ____ % 1777-1779/ 12th grade ____ % 1780-1782/
Teacher Advisory Programs (This model of personalization changes the homeroom period to a teacher advisory period. Typically, administrators and teachers are assigned to a small number of students for whom they remain responsible over three or four years of high school.)	ρ 1 Yes ρ 2 No 1783/	__ __ / __ __ 1784-1787/	ρ 1 Yes ρ 2 No 1788/	ρ 1 Yes ρ 2 No 1789/	9th grade ____ % 1790-1792/ 10th grade ____ % 1793-1795/ 11th grade ____ % 1796-1798/ 12th grade ____ % 1799-1801/
Teacher Teams (Academic teaming organizes groups of teachers across departments so that teachers share the same students rather than the same subject. Teachers who teach different subjects form a team that shares responsibility for curriculum, instruction, evaluation and discipline for a group of 100 to 150 students.)	ρ 1 Yes ρ 2 No 1802/	__ __ / __ __ 1803-1806/	ρ 1 Yes ρ 2 No 1807/	ρ 1 Yes ρ 2 No 1808/	9th grade ____ % 1809-1811/ 10th grade ____ % 1812-1814/ 11th grade ____ % 1815-1817/ 12th grade ____ % 1818-1820/

2. SLCs are designed to have certain outcomes. What impact do you perceive your school's SLC strategies (listed on the previous page), taken together, have had on each of the following outcomes for your students up through the 2002-2003 school year? *(Check one per row.)*

	Negative impact	No impact	Some positive impact	Major positive impact	Don't know	
Student academic outcomes						
a. Student academic achievement	o 1	o 1	o 2	o 3	o 8	1821/
b. Academic course-taking	o 1	o 1	o 2	o 3	o 8	1822/
c. Vocational course-taking	o 1	o 1	o 2	o 3	o 8	1823/
d. Academic achievement among at-risk students	o 1	o 1	o 2	o 3	o 8	1824/
e. Promotion rates	o 1	o 1	o 2	o 3	o 8	1825/
f. High school graduation rates	o 1	o 1	o 2	o 3	o 8	1826/
g. SAT/ACT test-taking rates	o 1	o 1	o 2	o 3	o 8	1827/
h. Acquisition of technical skills	o 1	o 1	o 2	o 3	o 8	1828/
Student behavioral/attitudinal outcomes						
a. Absenteeism	o 1	o 1	o 2	o 3	o 8	1829/
b. Dropout rate	o 1	o 1	o 2	o 3	o 8	1830/
c. Incidence of student violence	o 1	o 1	o 2	o 3	o 8	1831/
d. Participation rates in extracurricular activities	o 1	o 1	o 2	o 3	o 8	1832/
e. Student tardiness	o 1	o 1	o 2	o 3	o 8	1833/
f. Student motivation	o 1	o 1	o 2	o 3	o 8	1834/
g. Student morale	o 1	o 1	o 2	o 3	o 8	1835/
h. Student-teacher relationships/interaction	o 1	o 1	o 2	o 3	o 8	1836/
Teacher and parent outcomes						
a. Teacher attendance	o 1	o 1	o 2	o 3	o 8	1837/
b. Teacher motivation	o 1	o 1	o 2	o 3	o 8	1838/
c. Teacher collaboration	o 1	o 1	o 2	o 3	o 8	1839/
d. Teacher morale	o 1	o 1	o 2	o 3	o 8	1840/
e. Level of parental/family involvement in school	o 1	o 1	o 2	o 3	o 8	1841/

Upon finishing this module, please proceed to the remaining questions that appear on the white pages at the back of the survey.

The next sections of the survey address your school's overall experience in implementing activities to foster an SLC environment. Please base all answers on your SLC efforts in the whole school rather than on a separate SLC component (e.g., Career Academy program). Please note that "2002-2003" refers to the 2002-2003 school year.

SLC Program Implementation

A. Federal SLC Program Implementation

This first set of questions is focused on your school's and implementation of the federal SLC grant program during 2002-2003.

1. Are you **currently** (in 2003-2004) using federal SLC funds to support your SLC program?

ρ 1 Yes *(Answer Question 1a)* 1842/
ρ 2 No *(Skip to Question 2)*

1a. Are you operating this year (2003-2004) using carryover funds (one-year performance extension) from your SLC grant?

ρ 1 Yes
ρ 2 No 1843/

2. During the 2002-2003 school year, did you add any **new** components to your SLC program? *(Check all that apply.)*

ρ 1 Career Academies 1844/
ρ 2 Freshman Academies 1845/
ρ 3 House Plans 1846/
ρ 4 Schools-within-a-School 1847/
ρ 5 Magnet Schools 1848/
ρ 6 Other strategies, including Block Scheduling, Career Clusters/Pathways, Adult Advocates/Mentors, Teacher Advisory Programs, and Teacher Teams 1849/
ρ 7 None of the above 1850/

If you added any of the components above during 2002-2003, be sure to complete the appropriate color-coded section for each new component, in addition to any components that were started earlier.

3. Some schools have implemented school-level changes as a result of SLC funding. In column A below, indicate school-level SLC-type changes that have occurred **as a result of** federal SLC program funding. In column B, indicate changes that you expect to sustain **after federal SLC funding**. *(Check all that apply. You may check both column A and column B if applicable.)*

	School-level changes designed to foster small learning communities	**A** **Changes as a result of federal SLC funding**		**B** **Changes that will be sustained after federal SLC funding**	
a.	School governance/administrative structure has been reconstructed (e.g., site-based management)	o 1	1851/	o 2	1852/
b.	Structural changes have been made to student cohort organization (e.g., by grade, by house, by duties of teachers)	o 1	1853/	o 2	1854/
c.	School physical space has been changed to accommodate SLCs	o 1	1855/	o 2	1856/
d.	The manner in which students are placed in courses has changed (e.g., elimination of tracking)	o 1	1857/	o 2	1858/
e.	New courses specific to SLCs have been introduced	o 1	1859/	o 2	1860/
f.	Curriculum and/or instructional staff have been re-organized based upon content/structure of SLCs	o 1	1861/	o 2	1862/
g.	School-wide core curriculum has been made more academically rigorous	o 1	1863/	o 2	1864/
h.	Local assessment (e.g., school- or district-level) options have been altered to reflect SLCs (e.g., use of projects/portfolios)	o 1	1865/	o 2	1866/
i.	Staff development and training specific to SLCs have been introduced	o 1	1867	o 2	1868/
j.	Because of block scheduling or other changes, each teacher teaches a smaller total number of students than before.	o 1	1869/	o 2	1870/
k.	None of the above	o 1	1871/	o 2	1872/

4. Some schools have implemented classroom-level changes as a result of SLC funding. In column A, indicate classroom-level changes that have occurred **as a result of** federal SLC program funding. In column B, indicate changes that you expect to sustain **after federal SLC funding**. *(Check all that apply. You may check both column A and column B if applicable.)*

	Classroom-level changes designed to foster small learning communities	A Changes as a result of federal SLC funding		B Changes that will be sustained after federal SLC funding	
a.	Students keep same homeroom teacher throughout high school	o 1	1873/	o 2	1874/
b.	Independent study is available in core academic courses	o 1	1875/	o 2	1876/
c.	More varied student assessments are used for grading and promotion decisions	o 1	1877/	o 2	1878/
d.	Mixed-ability classes are available in core academic subjects	o 1	1879/	o 2	1880/
e.	A cooperative learning focus has been integrated into the curriculum	o 1	1881/	o 2	1882/
f.	Student evaluations of teachers are being used	o 1	1883/	o 2	1884/
g.	There is flexible time for classes and additional study	o 1	1885/	o 2	1886/
h.	Students are taught by the same cluster of teachers for multiple years	o 1	1887/	o 2	1888/
i.	Teachers serve as advisors/mentors	o 1	1889/	o 2	1890/
j.	Classes are smaller than before	o 1	1891/	o 2	1892/
k.	None of the above	o 1	1893/	o 2	1894/

B. SLC Implementation in Your School

1. What influence did each of the following factors have on your school's implementation of the SLC program in the 2002-2003 school year? *(Check one per row.)*

		Negative influence	No influence	Positive influence	Don't know	
Structure/Resource factors						
a.	State/District standard(s) or curriculum requirements	o 1	o 2	o 3	o 8	1895/
b.	Physical space/facilities, capacity to operate an SLC program	o 1	o 2	o 3	o 8	1896/
c.	Departmental organization of the school	o 1	o 2	o 3	o 8	1897/
d.	Scheduling/Logistics issues about the operation of an SLC	o 1	o 2	o 3	o 8	1898/
e.	Resources, including instructional materials	o 1	o 2	o 3	o 8	1899/
f.	Adequacy of curriculum	o 1	o 2	o 3	o 8	1900/
g.	Time for common teacher planning	o 1	o 2	o 3	o 8	1901/
h.	Other *(Please specify)*: _____ 1903-1917/	o 1	o 2	o 3	o 8	1902/
Instructional staff factors						
a.	District hiring policies	o 1	o 2	o 3	o 8	1918/
b.	Faculty expertise	o 1	o 2	o 3	o 8	1919/
c.	Pedagogical practices of existing staff	o 1	o 2	o 3	o 8	1920/
d.	Availability of professional development specific to the facilitation of the SLC	o 1	o 2	o 3	o 8	1921/
e.	Teacher attitudes	o 1	o 2	o 3	o 8	1922/
f.	Teachers' union attitudes	o 1	o 2	o 3	o 8	1923/
g.	Other *(Please specify)*: _____ 1925-1939/	o 1	o 2	o 3	o 8	1924/
Student/Parent factors						
a.	Characteristics of student population	o 1	o 2	o 3	o 8	1940/
b.	Parental/Family attitudes	o 1	o 2	o 3	o 8	1941/
c.	Other *(Please specify)*: _____ 1943-1957/	o 1	o 2	o 3	o 8	1942/

2. After federal SLC funding ends, what influence do you expect each of the following factors will have on your ability to sustain your SLC program? *(Check one per row.)*

		Negative influence	No influence	Positive influence	Don't know	
Structure/Resource factors						
a.	State/District standard(s) or curriculum requirements	o 1	o 2	o 3	o 8	1958/
b.	Physical space/facilities, capacity to operate an SLC program	o 1	o 2	o 3	o 8	1959/
c.	Departmental organization of the school	o 1	o 2	o 3	o 8	1960/
d.	Scheduling/Logistics issues about the operation of an SLC	o 1	o 2	o 3	o 8	1961/
e.	Resources, including instructional materials	o 1	o 2	o 3	o 8	1962/
f.	Adequacy of curriculum	o 1	o 2	o 3	o 8	1963/
g.	Time for common teacher planning	o 1	o 2	o 3	o 8	1964/
h.	Other *(Please specify)*: _____	o 1	o 2	o 3	o 8	1965/
						1966-1980/
Instructional staff factors						
a.	District hiring policies	o 1	o 2	o 3	o 8	1981/
b.	Faculty expertise	o 1	o 2	o 3	o 8	1982/
c.	Pedagogical practices of existing staff	o 1	o 2	o 3	o 8	1983/
d.	Availability of professional development specific to the facilitation of the SLC	o 1	o 2	o 3	o 8	1984/
e.	Teacher attitudes	o 1	o 2	o 3	o 8	1985/
f.	Teachers' union attitudes	o 1	o 2	o 3	o 8	1986/
g.	Other *(Please specify)*: _____	o 1	o 2	o 3	o 8	1987/
						1988-2002/
Student/Parent factors						
a.	Characteristics of student population	o 1	o 2	o 3	o 8	2003/
b.	Parental/Family attitudes	o 1	o 2	o 3	o 8	2004/
c.	Other *(Please specify)*: _____	o 1	o 2	o 3	o 8	2005/
						2006-2020/

3. To support the goals of your SLC program during the 2002-2003 school year, did your school have external sources of funding from sources **other than the federal SLC program** (e.g., other federal funds, grants, donations)?

ρ 1 Yes *(Answer Question 3a and 3b)* 2021/
ρ 2 No *(Skip to Section C)*

3a. If yes, please indicate whether or not your school had each of the following sources of funding during 2002-2003. *(Check one per row.)*

		Yes	No	
a.	Federal other than SLC (e.g., Title I, Perkins)	o 1	o 2	2022/
b.	State	o 1	o 2	2023/
c.	Local	o 1	o 2	2024/
d.	Private (e.g., philanthropic, non-profit, for-profit, foundation)	o 1	o 2	2025/
e.	Other *(Please specify)*: _____ 2027-2040/	o 1	o 2	2026/

3b. For the funding sources identified above, please indicate below the **total funding amount for 2002-2003**. Round all dollar amounts to whole numbers. If you have more than one type from one source (e.g., both Title I and Perkins), combine them to show the total funding amount for that source.

	Funding source	**2002-2003 funding amount**
Example:	Federal other than SLC (e.g., Title I, Perkins)	$50,000

Federal other than SLC: ..... $_____ 2041-2047/

State:..... $_____ 2048-2054/

Local:..... $_____ 2055-2061/

Private: ..... $_____ 2062-2068/

Other:..... $_____ 2069-2075/

C. Faculty/Staff Information

1. What percentage of instructional staff were involved in the SLC program in 2002-2003?

_____ % 2076-2078/

2. During the 2002-2003 school year (including summer 2002), did your instructional staff **who are involved in the SLC program** receive professional development **specific to the SLC program**?

ρ 1 Yes *(Answer Questions 2a through 2c)* 2079/
ρ 2 No *(Skip to Question 3)*

2a. On average, in 2002-2003, how many hours of professional development specific to the SLC program did the teachers involved in your SLC program receive?

_____ hours of SLC-specific professional development per teacher 2080-2082/

2b. Please indicate the percentage of SLC teachers who participated in each professional development opportunity listed below during 2002-2003 (including summer 2002). *(Check one per row. Answer only if "yes" to Question 2.)*

		None	1-25%	26-50%	51-75%	76-100%	
Pedagogical techniques							
a.	Cooperative learning techniques	o 1	o 2	o 3	o 4	o 5	2083/
b.	Tailoring instruction to individual needs	o 1	o 2	o 3	o 4	o 5	2084/
c.	Problem solving/ reasoning instructional methods	o 1	o 2	o 3	o 4	o 5	2085/
d.	Project-based instruction	o 1	o 2	o 3	o 4	o 5	2086/
e.	Team-teaching methods	o 1	o 2	o 3	o 4	o 5	2087/
f.	New approaches to student assessment	o 1	o 2	o 3	o 4	o 5	2088/
g.	Other *(Please specify)*: _____ _____ 2090-2104/	o 1	o 1	o 2	o 3	o 4	2089/
Content							
a.	Subject matter content/curriculum	o 1	o 2	o 3	o 4	o 5	2105/
b.	Adoption of SLC-specific curriculum	o 1	o 2	o 3	o 4	o 5	2106/
c.	Interdisciplinary projects	o 1	o 2	o 3	o 4	o 5	2107/
d.	Other *(Please specify)*: _____ _____ 2109-2123/	o 1	o 1	o 2	o 3	o 4	2108/
Student supports							
a.	Mentoring strategies	o 1	o 2	o 3	o 4	o 5	2124/
b.	Conflict resolution	o 1	o 2	o 3	o 4	o 5	2125/
c.	Strategies for helping low-achieving students	o 1	o 2	o 3	o 4	o 5	2126/
d.	Other *(Please specify)*: _____ _____ 2128-2142/	o 1	o 1	o 2	o 3	o 4	2127/

2c. Which of the following have provided professional development during 2002-2003 for the teachers involved in your SLC program? *(Please check one per row. Answer only if "yes" to Question 2.)*

		Yes		No	
a.	School-based staff	o 1	2143/	o 2	2144/
b.	District or other school in your district	o 1	2145/	o 2	2146/
c.	State department of education staff	o 1	2147/	o 2	2148/
d.	Regional laboratory staff (e.g., NWREL, Lab at Brown, SERVE, etc.)	o 1	2149/	o 2	2150/
e.	Other external providers/consultants (e.g., Talent Development, High Schools that Work, First Things First, etc.	o 1	2151/	o 2	2152/

3. Have teachers who are involved in your SLC program visited other schools in order to study their SLC programs?

ρ 1 Yes 2153/
ρ 2 No

4. In the first three columns, please indicate the extent to which your school had staffing needs in each of the following areas in 2002-2003. In the second three columns, indicate whether your school's staffing needs changed as a result of implementing an SLC program.

	Extent of school staffing needs in 2002-2003				Change in school staffing needs in 2002-2003 because of SLC program			
Staffing area:	**No need**	**Some need**	**Great need**		**Decreased**	**Unchanged**	**Increased**	
a. Guidance counselors and/or other professional support staff	o 1	o 2	o 3	2154/	o 4	o 5	o 6	2155/
b. Core academic subject teachers	o 1	o 2	o 3	2156/	o 4	o 5	o 6	2157/
c. Elective academic subject teachers	o 1	o 2	o 3	2158/	o 4	o 5	o 6	2159/
d. Vocational subject teachers	o 1	o 2	o 3	2160/	o 4	o 5	o 6	2161/
e. Special education	o 1	o 2	o 3	2162/	o 4	o 5	o 6	2163/
f. Bilingual education	o 1	o 2	o 3	2164/	o 4	o 5	o 6	2165/
g. Other *(Please specify)*: _____ _____ 2168-2182/	o 1	o 2	o 3	2166/	o 4	o 5	o 6	2167/

D. Student-Staff Relationships

1. During the 2002-2003 school year, did students within the SLC program have adult mentors with whom they were formally paired and with whom they met individually or in small groups?

ρ 1 Yes, a formal pairing process was available to SLC students *(Answer Questions 2 through 4)* 2183/

ρ 2 No, there was no formal mentoring program available to SLC students *(Skip to Section E)* 2184/

2. Approximately what percentage of students **in your SLC program** were formally assigned to a mentor?

_____ % 2185-2187/

3. Approximately how often, on average, did SLC students meet with their formally assigned mentors?

ρ 1 Once a week or more 2188/

ρ 2 Twice a month

ρ 3 Once a month

ρ 4 Several times a year

ρ 5 Other *(Please specify):* _____ 2189-2203/

4. Who are your students' mentors? *(Check all that apply.)*

ρ 1 Teachers 2204/

ρ 2 Other school staff 2205/

ρ 3 Adults from outside the school (e.g., local employers, community members) *(Please specify):* _____ 2206/ 2207-2221/

E. Academic and Non-Academic Aspects of the SLC/School

1. During the 2002-2003 school year, were the following opportunities available to students schoolwide? *(Check one per row.)*

		Yes	No	
a.	Job shadowing	o 1	o 2	2222/
b.	Internships	o 1	o 2	2223/
c.	Community service learning	o 1	o 2	2224/
d.	Residency/Apprenticeships	o 1	o 2	2225/
e.	Cross-curricular or interdisciplinary activities	o 1	o 2	2226/
f.	Other *(Please specify)*: _____ 2228-2242/	o 1	o 2	2227/

2. Were the following kinds of assessment used throughout your whole school in 2002-2003? *(Check one per row.)*

		Yes	No	
a.	Standardized assessments: state-mandated	o 1	o 2	2243/
b.	Standardized assessments: district-mandated	o 1	o 2	2244/
c.	Individualized assessment (e.g., portfolios, student exhibition/performance)	o 1	o 2	2245/
d.	Student self-assessment	o 1	o 2	2246/
e.	End-of-course assessment	o 1	o 2	2247/
f.	Other *(Please specify)*: _____ 2249-2263/	o 1	o 2	2248/

3. Were any of the following required for graduation from your school in 2002-2003? *(Check one per row.)*

		Yes	No	
a.	Standardized testing: district mandated	o 1	o 2	2264/
b.	Standardized testing: state-mandated	o 1	o 2	2265/
c.	Individualized assessment (e.g., portfolios, student exhibition/performance)	o 1	o 2	2266/
d.	Academic course requirements (e.g., set number of required courses in academic areas)	o 1	o 2	2267/
e.	Career/Vocational course requirements (e.g., set number of required courses in career/vocational areas)	o 1	o 2	2268/
f.	Overall number of course credits with passing grades	o 1	o 2	2269/
g.	Student self-assessment	o 1	o 2	2270/
h.	Co-op or credit for work	o 1	o 2	2271/
i.	Service learning and/or volunteer work requirement	o 1	o 2	2272/
j.	Other *(Please specify)*: _____ 2274-2288/	o 1	o 2	2273/

4. During the 2002-2003 school year, did any of the following statements describe your school? *(Check one per row.)*

		Yes	No	
a.	The school is organized into subject-based departments such as Mathematics, History, Fine Arts, and Technical Arts (e.g., woodworking)	o 1	o 2	2289/
b.	The school is organized in departments according to career pathways (e.g., photojournalism, technology, early childhood development)	o 1	o 2	2290/
c.	Courses in at least some core academic areas (English, math, science, social studies) are differentiated (i.e., "tracked" or "leveled")	o 1	o 2	2291/
d.	Advanced placement (AP), International Baccalaureate (IB), or Cambridge Program (O and A levels) courses are available.	o 1	o 2	2292/

5. In Column A, please indicate whether your school implemented reform efforts in 2002-2003 in any of the areas listed. *(Answer "yes" or "no" for each item.)* For those that the school implemented, in Column B please provide the date started. In Columns C and D, indicate whether the reforms were state- or district-mandated, or voluntary. In Column E, indicate whether they were coordinated with your SLC program.

		FOR EACH REFORM CHECKED "YES" IN COLUMN A, PLEASE COMPLETE COLUMNS B-E				
		A	**B**	**C**	**D**	**E**
	Type of reform	**Implementing this reform?**	**Date started (mm/yy)**	**State- or district-mandated?**	**Voluntary participation?**	**Coordinated with SLC (e.g., common design and implementation)?**
a.	Curriculum reforms	ρ 1 Yes ρ 2 No 2293/	_____/_____ 2294-2297/	ρ 1 Yes ρ 2 No 2298/	ρ 1 Yes ρ 2 No 2299/	ρ 1 Yes ρ 2 No 2300/
b.	Standards-based reforms	ρ 1 Yes ρ 2 No 2301/	_____/_____ 2302-2305/	ρ 1 Yes ρ 2 No 2306/	ρ 1 Yes ρ 2 No 2307/	ρ 1 Yes ρ 2 No 2308/
c.	Discipline and safety reforms	ρ 1 Yes ρ 2 No 2309/	_____/_____ 2310-2313/	ρ 1 Yes ρ 2 No 2314/	ρ 1 Yes ρ 2 No 2315/	ρ 1 Yes ρ 2 No 2316
d.	School climate reforms	ρ 1 Yes ρ 2 No 2317/	_____/_____ 2318-2321/	ρ 1 Yes ρ 2 No 2322/	ρ 1 Yes ρ 2 No 2323/	ρ 1 Yes ρ 2 No 2324/
e.	Comprehensive high school reform model (e.g., High Schools That Work, Coalition of Essential Schools, Talent Development High School, First Things First)	ρ 1 Yes ρ 2 No 2325/	_____/_____ 2326-2329/	ρ 1 Yes ρ 2 No 2330/	ρ 1 Yes ρ 2 No 2331/	ρ 1 Yes ρ 2 No 2332/

If "yes" to comprehensive high school reform model, please complete the following:

Name of Model	Source(s) of Technical Assistance (if any)
_____ 2333-2347/	_____ 2348-2362/
_____ 2363-2376/	_____ 2377-2391/
_____ 2392-2406/	_____ 2407-2421/

F. SLC-Specific Issues

1. In 2002-2003, did your school have external partners, such as local business or universities, that worked with your SLC program?

ρ 1 Yes *(Answer Questions 1a and 1b)* 2422/

ρ 2 No *(Skip to end)*

1a. Who were the external partners that worked with your SLC program? *(Check one per row.)*

		Yes	No	
a.	Higher education institutions	o 1	o 2	2423/
b.	Businesses/Local employers	o 1	o 2	2424/
c.	Community-based organizations	o 1	o 2	2425/
d.	Individual community members	o 1	o 2	2426/
e.	Other *(Please specify)*: _____ 2428-2443/			2427/

1b. For each of the following, please indicate which benefits were provided to your SLC program by your school through partnership(s) with external entities in 2002-2003. *(Check all that apply.)*

		Higher education institutions	Businesses/ Local employers	Community-based organizations	Individual community members
a.	School-to-work experiences (e.g., workplace visits, internships, job opportunities)	o 1 2444/	o 2 2445/	o 3 2446/	o 4 2447/
b.	Mentors or career advisors	o 1 2448/	o 2 2449/	o 3 2450/	o 4 2451/
c.	In-school volunteers (e.g., classroom volunteers, school-wide volunteers)	o 1 2452/	o 2 2453/	o 3 2454/	o 4 2455/
d.	Professional development (either on- or off-site)	o 1 2456/	o 2 2457/	o 3 2458/	o 4 2459/
e.	Equipment/supplies, including curricular materials	o 1 2460/	o 2 2461/	o 3 2462/	o 4 2463/
f.	Sponsorship or participation in special events held at school (e.g., career days)	o 1 2464/	o 2 2465/	o 3 2466/	o 4 2467/
g.	Collaboration with school on post-secondary education and training transition (e.g., Upward Bound, dual enrollment)	o 1 2468/	o 2 2469/	o 3 2470/	o 4 2471/
h.	Post-secondary scholarships	o 1 2472/	o 2 2473/	o 3 2474/	o 4 2475/
i.	Service on school improvement teams and advisory committees	o 1 2476/	o 2 2477/	o 3 2478/	o 4 2479/
j.	Other *(Please specify):* _____ _____ 2484-2498/	o 1 2480/	o 2 2481/	o 3 2482/	o 4 2483/
k.	None of the above	o 1 2499/	o 2 2500/	o 3 2501/	o 4 2502/

This is the end of the survey. Please make sure you have answered all of the applicable questions. If you have any comments or want to describe your SLC program activities more completely, please use the space below.

Thank you for your time!

Appendix D

Site Visit Reports

Appendix D
Site Visit Reports

Site Visit Report 2002

Instructions to Field Teams for Writing Up Site Visit Reports

Among the points to remember in conducting and writing up case reports are the following:

The case reports are the data files we use for cross-site analysis. Please use the report format as a template in which you answer the questions in the order shown (deleting the elaborating material in italics). These case reports are not intended to be finished prose essays. It is important that you answer the questions where they are asked, even if that means repeating something you have said somewhere else in the report. When the reports are used as sources of information for preparing cross-site reports to the client, we want to be able to look only under the appropriate heading. Most questions come in multiple parts. Please answer each part.

The questions we ask require you to be both analytic and descriptive. When we ask you to make conclusions, be sure to buttress your argument with specific evidence. There may be times when you have a feeling about something or you believe something may be true but you don't really have evidence to support it. Be sure to include these hunches, but put them in parentheses and explain your uncertainties—it's OK to be informal in these reports—and important to be as complete as you can.

When answering each question, be sure to note who said it (e.g., "The principal reported that…." "All teachers interviewed, except the 11th grade math teacher, noted that…."). This does not mean that you are to insert each principal interview response and then each teacher response. We do expect a synthesis across those who responded, but it's important to note who said what—and interesting quotes and examples are welcomed.

The case reports are stand-alone documents. If you want to refer to other text (e.g., evaluation findings, program goals), please summarize the information and attach relevant pages. As we write our cross-site report, we will not have the time to search through extensive documentation on each site.

One case report is written on each school. Each field member is responsible for his/her own interviews, classroom(s) observed, and focus groups held, but the overall case report is the joint document of the field team. Each team member is to read and comment on the other's writing before the case is submitted. It is important to have different perspectives represented in the report—that's the advantage of team visits.

Again, please try to use direct quotes and to include anecdotes, especially those that may capture a particular feature of the program and how it works. This captures the distinct personalities and perceptions of key respondents and makes the case (and our cross-case analysis as well) more interesting. This is **very** important.

Overview

[This is a one to two page summary of the site visit. Begin by briefly characterizing the school itself (i.e., size, location, demographics, etc.). Then summarize the big picture on the following dimensions: status of implementation, unique features, challenges/obstacles encountered.]

Brief Description of School Context

Location, demographics, specific SLC structures (e.g., freshman academy or career academy for this visit, plus others) and strategies (e.g., block scheduling) that are implemented, etc. Did this structure predate the SLC funding, or was it a result of the grant? What other SLC components and/or other reform initiatives are active in the school?

[Keep this section relatively brief.]

Background and Experience of Respondents

[Please use the table below to characterize the participants in various aspects of the site visit. See attached sample.]

Method	Participants	Characteristics
Interviews	Principal	
	SLC director	
	Superintendent (or designee)	
	District-level SLC administrator	
	Teachers	
	Director(s) of guidance	
	University/Community partner	
Focus Groups	Teachers	
	Parents	
	Students	
Classroom Observation	Teachers	

Applying for the SLC Grant and Preparation for Implementation

Why did the district/school apply for the grant?

[Which issues were mentioned most often? Were there any differences across respondents in terms of the issues mentioned?]

Describe the decision-making process at the district and school levels (i.e., who was involved and how the decision was reached).

[Was this a district or school/community-based decision?]

Who were the primary advocates for the SLC in the district/school? What processes were used to gain buy-in and build consensus?

[Were all the advocates from one occupational group, or was there widespread consensus?]

[If there is more than one high school in the district and not all are participants]:

Why was this school chosen for the SLC grant?

[Do the district-level personnel agree with the school-level personnel? Were there identified problems that were expected to be addressed by the implementation of SLC?]

Why did this school choose its particular SLC structures (freshman academy/career academy)? Were any of the structures in place before the grant?

If the school has career academies, why were its particular themes chosen?

What is the relationship between the SLC grant and the other reform priorities for the district/school? What about state reform priorities?

What outreach, if any, did the school/district do to prepare for implementation of SLC?

SLC Implementation to Date

How is the freshman academy/career academy structured and organized? How has school organization been affected? Who reports to whom in the SLC?

What has the school done so far in implementing its SLC? What kinds of changes at the school and classroom level have been instituted?

Who are the active players in the implementation of the SLC grant? What do these individuals do?

What curriculum changes have been made in order to implement the SLC?

Has implementation included changes in student assessment practices?

Has implementation been associated with any changes in practices related to grouping students by achievement level?

Has implementation been associated with any changes in student services such as guidance, advising, etc.?

What role has professional development played in the implementation of SLC?

What challenges in implementation have come up, and how they have been addressed and/or resolved?

[Do the respondents agree with each other?]

Since the beginning of the SLC grant period, what changes have been made in the freshman academy/career academy program? Why were these changes made?

Factors Affecting Implementation

What do school staff and other constituents believe has helped the implementation process along?

[Mention the following, as applicable:

- *Strong district support*
- *Capable principal and/or freshman academy/career academy director leadership*
- *High level of staff buy-in*
- *Perceived match of freshman academy/career academy to needs of the high school*
- *Adequate resources (financial, personnel, equipment, etc.)*
- *Perceived match of freshman academy/career academy to parent/community expectations for the high school*
- *Other]*

What do school staff and other constituents believe has impeded implementation?

[Mention the following, as applicable:

- *Insufficient district support*
- *Inadequate principal and/or SLC director leadership*
- *Lack of staff buy-in*
- *Perceived mismatch of freshman academy/career academy to needs of the high school*
- *Insufficient resources (financial, personnel, equipment, etc.)*
- *Perceived mismatch of freshman academy/career academy to parent/community expectations for the high school*
- *Other]*

What role has the district played? Have any district level policies or initiatives affected freshman academy/career academy implementation?

[Examples include changes in course requirements, graduation requirements, scheduling, allocation of resources, etc.]

What impact have state and (non-SLC) federal policies and/or resources had on implementation of the freshman academy/career academy?

[Examples include statewide student testing requirements, changes in Title 1 funding, etc.]

Perspectives on and Roles within the SLC

Teachers. Other than teaching, how involved have teachers been? For example, do they serve on any academy-related committees? How has the degree of buy-in changed over time? How have teacher practices changed? Do they feel different about their interactions with students? Any other important themes that came up during the focus group.

Parents. To what degree have parents been involved? How satisfied are parents with the progress of the program to date? Do parents report any impact of the freshman academy/career academy on their child? Are there differences in responses depending on whether the child is in a freshman academy or a career academy?

Students. How did students enter the program? What are the important features of the program for students? How have their relationships with teachers changed? What effects on academics or future goals do students report?

Higher education or business partners. What roles have the higher education or business partner played in implementation of the freshman academy/career academy? How do partners view the program? What services do they provide?

Impact of the SLC

What kinds of effects do school staff and other constituents believe that the freshman academy/career academy has had?

- Students (attitudes, involvement, behavior, including violence, academics, relationships with each other and with staff)
- Staff (attitudes, involvement in the school, morale, instructional approaches, relations among each other)
- School organization and relationship with administration and with parents and community.

What types of outcomes are cited?

- **Process outcomes:**
  [Examples: more focused curriculum; increased autonomy of academies; more collaborative leadership; more performance-based assessment; students matched with a designated adult; school instructional staff responsible for fewer specific students]
- **Shorter-term outcomes:**
  [Examples: increased positive student behavior; decreased negative student behavior; students can articulate and feel accountable to expectations for behavior and academic performance; students are more satisfied with school and feel more sense of belonging; students feel closer to one or more teachers]
- **Longer-term outcomes:**
  [Examples: improved student achievement; increased graduation rates (and lower dropout); increased post-secondary enrollment; and narrower achievement gaps]

How do they learn about and keep track of these changes?

[Do reports from different data sources agree on what the effects are? Do any of the cited effects match the reasons the school chose to implement SLC?]

What are constituents' expectations and hopes for the coming year in the SLC?

Reporting Format: 2004 Follow-up

The purposes of the follow-up are to (1) chronicle the status of implementation, including changes in the last year and signs of/prospects for institutionalization; (2) document and expand on what we know about the factors that facilitate implementation (especially in well-implemented programs); (3) explore how previous roadblocks (if any) have been addressed; and (4) follow up on key issues that emerged during the first round of site visits, such as the role of the district as a facilitator/inhibitor of implementation and the challenges posed by the need to serve diverse learners within SLCs. When they're available, you'll have a copy of the most recent Periodic Implementation Survey for your school.

The report begins with a one- to two-page overview that is a summary of the school's work with SLC and will be part of the appendix to our final report to ED. The next two sections ask for highlights of the current status and major changes in the last year and a brief description of the respondents. The largest portion of the report is comprised of two separate sections (Career Academies and Freshman Academies) that focus on implementation, professional development, and impact. The last four sections (Other SLC Implementation; School Context; District Context; and Sustainability of SLC) apply to all schools

Other than the overview, these case reports are confidential internal documents; they are the data files we use for cross-site analysis. Please use the report format as a template in which you answer the questions in the order shown (deleting the elaborating material in italics). These case reports are not intended to be finished prose essays; rather, they are profiles in process to which we refer, ask questions of, and link with the previous report on this school. **It is important that you answer the questions where they are asked, even if that means repeating something you have said somewhere else in the report**. When the reports are used for preparing cross-site reports, we want to look only under the appropriate heading. Many questions come in multiple parts, all of which should be answered (even if the answer is "not applicable").

The questions we ask require you to be both analytic and descriptive. When we ask you to make conclusions, be sure to buttress your argument with specific evidence. There may be times when you have a feeling about something or you believe something may be true, but you don't really have evidence to support it. Be sure to include these hunches, but put them in parentheses and explain your uncertainties—it's OK to be informal in these reports—and it's important to be as complete as you can.

When answering each question, be sure to note who said it (e.g., "The principal reported that…." "All teachers interviewed, except the 11th grade math teacher, noted that…."). This does not mean that you are to insert each response you got to every question. We do expect a synthesis across those who responded, but it's important to note who said what—and interesting quotes and examples are welcomed.

The case reports are stand-alone documents. If you want to refer to other text material (e.g., evaluation findings, program goals), please summarize the information and attach relevant pages. As we write our cross-site report, we can't search through extensive documentation on each site. Again, please try to use direct quotes and to include anecdotes, especially those that may capture a particular feature of the program and how it works, or a particularly striking example of facilitating/inhibiting factors, or a particularly clear instance of how a program has addressed the issue of sustainability. These concrete examples capture the distinct personalities and perceptions of key respondents and make the case (and our cross-case analysis as well) more interesting and ultimately more useful.

School Name:
Date:
Visitors:
Type: ___CA [or ___ CA + FA]
___ FA (only)

Implementation Study of Smaller Learning Communities: Site Visit Report 2004

Overview

[This is a one to two page summary of the findings from the interviews. Summarize the big picture on the following dimensions: status of implementation, including changes from last year; context of other SLC emphases (in addition to the freshman academy/career academy); context of other reform efforts and funding streams; role of the district; facilitators of implementation; challenges/obstacles encountered; perceived impact; and prospects for sustainability. NOTE: This Overview will be included in the Appendix of the final report to the U.S. Department of Education and therefore must not name individuals, schools, or districts.]

Brief Description of Current Status and Major Changes in the Last Year

[This section should be kept to one paragraph for each topic (status and changes). What is the major thrust of the SLC now? What are the major program elements? With respect to changes, mention such issues as major increases/decreases in enrollment or changes in student demographics; major changes in school organization (e.g., splitting into smaller schools); turnover in senior staff, including the SLC Coordinator if there was one in the past; changes in program design; and major changes in school or district priorities or people that have influenced SLC.]

Background and Experience of Respondents

[Please use the table below to characterize the participants in the follow-up interview. Focus on such factors as years on the job and previous job (if new to this one).]

Participants	Interviewed Before or New to Study?	Characteristics
Principal		
SLC Director		
District-level administrator _____		
Other involved person _____		
Other involved person _____		
Other involved person _____		

Career Academies **(Complete this section if CA was the focus of the original site visit)**

Current status of implementation

- Is the career academy that was funded under the federal SLC grant still in operation? If so, how is it supported? (Carryover? Other funds? General school budget?

Other?) Have some functions been shifted from grant funds to other funds?) If not, how and why did the program end?

- How does the program describe itself: "career academies," "career pathways," or some other term? Why? *(Are they avoiding looking like "Voc Ed" or avoiding "steering" students too "narrowly"?)* Has this changed in the last year?
- How is the career academy currently structured and organized (i.e., governance, scheduling, teacher teaming, location)? Who reports to whom in the career academy?
- What is the current state of implementation of the career academy? How does the curriculum differ from that of other students who are not in career academies (if any)? Are there differences in curriculum across academies? What services do students receive? *(Focus especially on what services or distinctive opportunities students receive by virtue of being in the career academy. See topics below for issues to add*ress. *"*" designates the most important issues.)*
  - *Themes offered
  - How faculty and staff are selected to teach courses related to the career academy theme(s)
  - How faculty and staff in core areas such as English or mathematics are assigned to career academies
  - How students enroll in the various career academies
  - *Students' enrollment patterns in the various academies, e.g., changing demographics, different patterns of selection, percentage of students served out of the total, etc. *(Are there any patterns, e.g., high-achieving students choosing one particular academy, in how students select academies? Are these patterns congruent with the school's goals? If students choose, are there any controls on the choices in order to maintain balance in numbers, gender, SES, race, or achievement status?*)
  - Students' course-taking patterns (including core academic courses) across academies *(Has the amount of flexibility changed? Can a student have more than one "major"?)*
  - Student's ability to transfer across academies
  - Student assessment procedures (e.g., performance assessment, use of portfolios)
  - *How the needs of diverse learners are met
  - *Grouping students by achievement level
  - *Opportunities for career learning (e.g., job shadowing, internships, etc.) *(How closely related to the career academy are these? Are they related to prior school-to-career initiatives? It may help to get materials sent to you.)*
  - Staff-student interaction (ratio, how matched, etc.)
  - Involvement of other institutions (e.g., university or business partners or local employers, focusing on intern/externships for students or faculty, etc.)
  - *Resource allocation (sources of funding, etc.)
  - Involvement of parents
- What changes have there been in any of the above areas in the past year?
- Why did these changes take place?

- Describe any steps the school has taken to facilitate the transition to postsecondary education for students graduating from the career academy.
- [FOR SCHOOLS THAT ALSO HAVE A FRESHMAN ACADEMY] How is the freshman academy program articulated with the career academy? *(This includes things like 9th grade courses designed to orient students to career concepts, etc.)* Has this relationship changed in the last year?

The role of professional development

- What role has professional development (PD) played in the implementation of the career academy, especially in the last year? Indicate approximately what proportion of the total SLC budget has been spent on PD specific to career academy implementation. What PD topics have been covered that relate to the career academy?
- [IF PD utilized] Has the role of professional development changed over time?
- What has been the most important contribution of PD to the implementation of the career academy?

Implementation issues and challenges

- To what extent have their hopes for the program for this past year been realized? *(This is related to last year's question that elicited their hopes for the coming year.)*
- To what extent do respondents feel that their model for a career academy is "fully implemented?" What goals did they have, and what evidence did they use to determine how fully implemented they are? Do they anticipate being able to reach full implementation?
- Describe the important **facilitators** of implementation of the career academy—have these changed in the last year?
- Describe the important **inhibitors** of implementation of the career academy—have these changed in the last year?
- Factors to consider (as either facilitators, inhibitors, or both; "*" designates the most important issues):
  - *District support and the district reform context
  - *State and (non-SLC) federal policies and/or resources (e.g., No Child Left Behind) *(Does the state have career competency requirements?)*
  - *Mandated student assessments (include details, e.g., shifts in resources toward English and math away from career courses, time spent on test prep, etc.)
  - *Leadership by the principal and lead administrators
  - *Staff buy-in
  - *Serving the needs of distinct populations of learners (e.g., talented/gifted, special education, ELL)
  - Perceived match of career academy to needs of the high school
  - Resources (financial, personnel, physical structure of the school building(s), equipment, etc.)
  - *Comprehensive School Reform (CSR) funds or other non-SLC funds

- Perceived match of career academy to parent/community expectations for the high school
- Availability of career education opportunities in the community for students
- Other

Impact of the career academy

What types of goals for impact on students, staff, and the school as a whole did school staff and other constituents have?

- Students (academic achievement; dropout/promotion; attitudes; involvement; behavior, including violence; relationships with each other and with staff)
- Staff (attitudes, involvement in the school, morale, instructional approaches, relations with each other)
- School organization and relationships with administration and with parents and community.

- Were these goals for change realized? If yes, how did the career academy contribute to these changes? If the goals were not realized, to what do they attribute the lack of change?
- Were there any unanticipated outcomes?

Freshman Academies **(Complete this section if FA was the focus of the original site visit)**

Current status of implementation

- Is the freshman academy that was funded under the federal SLC grant still in operation? If so, how is it supported? (Carryover? Other funds? General School budget? Other?) Have some functions been shifted from grant funds to other funds? If not, how and why did the program end?
- Are there distinct "themes" in the freshman academy(ies)? If yes, describe them.
- How is the freshman academy currently structured and organized (i.e., governance, scheduling, teacher teaming, location)? Who reports to whom in the freshman academy?
- What is the current state of implementation of the freshman academy? How does the curriculum differ from that of other students who are not in freshman academies (if any)? Are there any differences in curriculum across academies? Are there any special literacy/ freshman English programs, with or without interdisciplinary features? Are there any common freshman math programs (especially algebra, with or without integrated math)? Is there a course designed to help students pick career pathways or academies? What services do students receive? *(Focus especially on what services or distinctive opportunities students receive by virtue of being in the freshman academy. See topics below for issues to address. "*" designates the most important issues.)*
  - *Themes offered (if any)
  - *How faculty and staff are selected to participate in the freshman academy
  - How students enroll in the freshman academies *(Do students have any choice? Are all groups alike or do they differ across various types of students?)*
  - Policy with respect to students who are repeating 9th grade

  - Students' course-taking patterns *(Do students take any courses outside the freshman academy?)*
  - Student assessment procedures (e.g., use of portfolios)
  - *How the needs of diverse learners are met
  - *Grouping students by achievement level
  - *Opportunities for career learning (e.g., job shadowing, preparation courses for choosing a career pathway or academy
  - Staff-student interaction (ratio, how matched, etc.)
  - Involvement of other institutions (e.g., university or business partners or local employers, focusing on intern/externships for students or faculty, etc.)
  - Resource allocation (sources of funding, etc.)
  - Involvement of parents
- What changes have there been in any of the above areas in the past year?
- Why did these changes take place?
- In what ways (if any) is the freshman academy program articulated with students' programs in 10th through 12th grades? Has this changed in the last year?

The role of professional development

- What role has PD played in the implementation of the freshman academy, especially in the last year? Indicate approximately what proportion of the total SLC budget has been spent on PD specific to freshman academy implementation. What PD topics have been covered that relate to the freshman academy?
- [IF PD utilized] Has the role of professional development changed over time?
- What has been the most important contribution of PD to the implementation of the freshman academy?

Implementation issues and challenges

- To what extent have their hopes for the program for this past year been realized? *(This is related to last year's question that elicited their hopes for the coming year.)*
- To what extent do respondents feel that their model for a freshman academy is "fully implemented?" What goals did they have, and what evidence did they use to determine how fully implemented they are? Do they anticipate being able to reach full implementation?
- Describe the important **facilitators** of implementation of the freshman academy—have these changed in the last year?
- Describe the important **inhibitors** of implementation of the freshman academy—have these changed in the last year?
- Factors to consider (as either facilitators, inhibitors, or both; "*" designates the most important):
  - *District support and the district reform context
  - *State and (non-SLC) federal policies and/or resources (e.g., No Child Left Behind)

- *Mandated student assessments (include details; e.g., shifts in resources toward English and math and away from other courses such as advisory; time spent on test prep, etc.)
- *Leadership by the principal and lead administrators
- *Staff buy-in
- *Serving the needs of distinct populations of learners (e.g., talented/gifted, special education, ELL)
- Perceived match of freshman academy to needs of the high school
- Resources (financial, personnel, physical structure of the school building(s), equipment, etc.)
- *Comprehensive School Reform (CSR) funds or other non-SLC funds
- Perceived match of freshman academy to parent/community expectations for the high school
- Other

Impact of the freshman academy

- What types of goals for impact on students, staff and the school as a whole did school staff and other constituents have?
  - Students (academic achievement; dropout/promotion; preparation for the rest of high school; attitudes; involvement; behavior, including violence; relationships with each other and with staff)
  - Staff (attitudes, involvement in the school, morale, instructional approaches, relations with each other)
  - School organization and relationships with administration and with parents and community.
- Were these goals for change realized? If the goals were not realized, to what do they attribute the lack of change? If yes, how did the freshman academy contribute to these changes?
- Were there any unanticipated outcomes?

(The rest of the reporting format applies to all schools.)

Other SLC Implementation

- In addition to the career academy [career academy plus freshman academy for applicable schools] or freshman academy, what other SLC structures, if any, is the school currently implementing? *(Career/freshman academy, house plan, school-within-a-school, magnet school.)* When did these other initiatives begin? How do(es) this/these SLC structure(s) relate to the career academy/freshman academy? Has this changed in the last year?
- What SLC strategies (e.g., block scheduling, career clusters/pathways/majors, adult advocates/mentors, teacher advisory programs, or teacher teams) are currently being implemented by the school? How do(es) this/these SLC strategy(ies) relate to the career academy/freshman academy?

- Of the various structures/strategies implemented in the school, which are regarded as most central to the SLC effort, and why?

School Context for SLC Implementation

- Have there been steps taken either to **increase the rigor** of the school's curriculum or to **remediate** low levels of reading or math achievement? What are the initiatives, specifically in literacy and math? What is the relationship between this (these) changes and the SLC? (Facilitative? Competing?)
- During the last year, have there been any changes in how decisions are made in the school? If so, how? What has changed, and is this change related to the freshman academy/career academy? *(Examples include team meetings, changed administrative structure, etc.)*
- *(Asked of principal or SLC director only.)* In what major areas have the federal SLC funds been spent? What has been the major cost of implementing the SLC? Has the school needed to reallocate other resources in order to implement the SLC? What have respondents learned about cost-efficient ways to maintain the SLC? Do any outcomes attributed to the program (e.g., lowered dropout) justify the costs?
- *(If the school has other outside sources of funding.)* Do the non-SLC external sources of funding support the school's SLC efforts? If so, how, and have there been any changes in the last year?
- *(If the school has other concurrent reform initiatives.)* Name and describe the other reform initiatives that are active in the school (e.g., First Things First). Are these other initiatives coordinated with SLC, and if so, how? Have there been any changes in the focus of this/these reform initiative(s) during the last year? Have these changes had any effect on the SLC program?

District (and State) Context for SLC Implementation
(In this section note agreements and disagreements between school-based and district-based respondents in the answers to these questions)

- What role did the district play in the bringing the SLC grant to the school?
- What role has the district played during the implementation of the grant? How supportive has the district been of the school's goals for implementation? How has that support/nonsupport been demonstrated?
- Have there been any changes in the district's reform policies? If so, what are the changes, and how have they affected the SLC program?
- Are there any contradictions between the reform priorities of the district and the SLC program, and if so, have they changed?
- Have there been any other changes, not directly part of SLC, that have affected its implementation or operation? If so, describe these changes and their impact on the SLC program *(e.g., change in student demographics due to an influx of immigrants, district budget cuts, union issues, etc.)*

- Have any reform priorities, activities or changes at the state level affected the operation of the SLC?

Sustainability of SLC

- Is the school is still using funds from the SLC grant this year (2003-2004)? If so, for how much longer will the school have SLC funds? How are the funds used? To what degree is the SLC now paid for by general school funds?
- If there was formerly a paid SLC director, how are these functions now being performed?
- Which elements of the SLC initiative is the school sustaining/does the school intend to sustain, and what specific plans are in place to make sustainability possible? What elements, if any, will be discontinued?
- *(If elements of the program are being maintained.)* How does the district plan to fund the elements that are being maintained?
- Who are the primary advocates for SLC in the school now, if any? To what extent, if any, has this changed in the last year? *(Report job or role titles, not names.)*
- What are the primary supports and the primary obstacles to continuing the SLC implementation after the federal funding is over? *(Make sure to include material on factors that have proven to be important in our earlier analyses: the role of the district, the challenge of serving diverse learners, staff buy-in, administrative capability and support, physical space, etc. What lessons are there for the field?)*

Analytic Summary

This is the place to summarize (in about two paragraphs) your analysis of the "true story" of this school and its implementation of SLC. It is important that you cite evidence to back up your interpretation. What worked? What did not? Why? What are the long-term prospects for SLC in this school?

Appendix E

SLC Schools' Demographic Characteristics, 1996–97 Through 2001–02

Appendix E
Demographic Characteristics

Exhibit E.1

SLC Schools' Demographic Characteristics, 1996–97 Through 2002–03

	School Year						
Category	1996–1997 (*n*=111)[a]	1997–1998 (*n*=115)	1998–1999 (*n*=116)	1999–2000 (*n*=116)	2000–2001 (*n*=117)	2001–2002 (*n*=114)	2002–2003 (*n*=114)
Mean school enrollment	1,865	1,922	1,947	1,963	1,957	1,936	2,012
Student race categories (%) [b]							
American Indian or Alaska Native	1%	1%	1%	1%	1%	1%	1%
Asian	5	5	5	5	5	5	5
African American	26	27	28	26	27	28	27
Hispanic	26	24	25	26	26	29	29
Native Hawaiian/ Pacific Islander	1	1	1	1	1	1	2
White	40	40	39	40	39	36	36
More than one race	<1	<1	<1	<1	<1	<1	1
Student demographics (%)							
LEP-ELL	10%	10%	10%	11%	11%	12%	11%
Students with disabilities	7%	9%	9%	9%	10%	11%	11%

Percentages based on unweighted averages across schools.

Notes: a *n* = number of schools reporting data for that year.

b Column percentages may not add to 100 percent due to rounding error.

Source: Implementation Study of Smaller Learning Communities, Annual Performance Report, SY 1996–1997 through 2002–2003.

Appendix F

Additional Exhibits, by SLC Structure

Appendix F
Additional Exhibits, by SLC Structure

Exhibit F.1

Percentages of Schools Reporting Various Impacts of SLC on Students' Academic Outcomes by SLC Structure

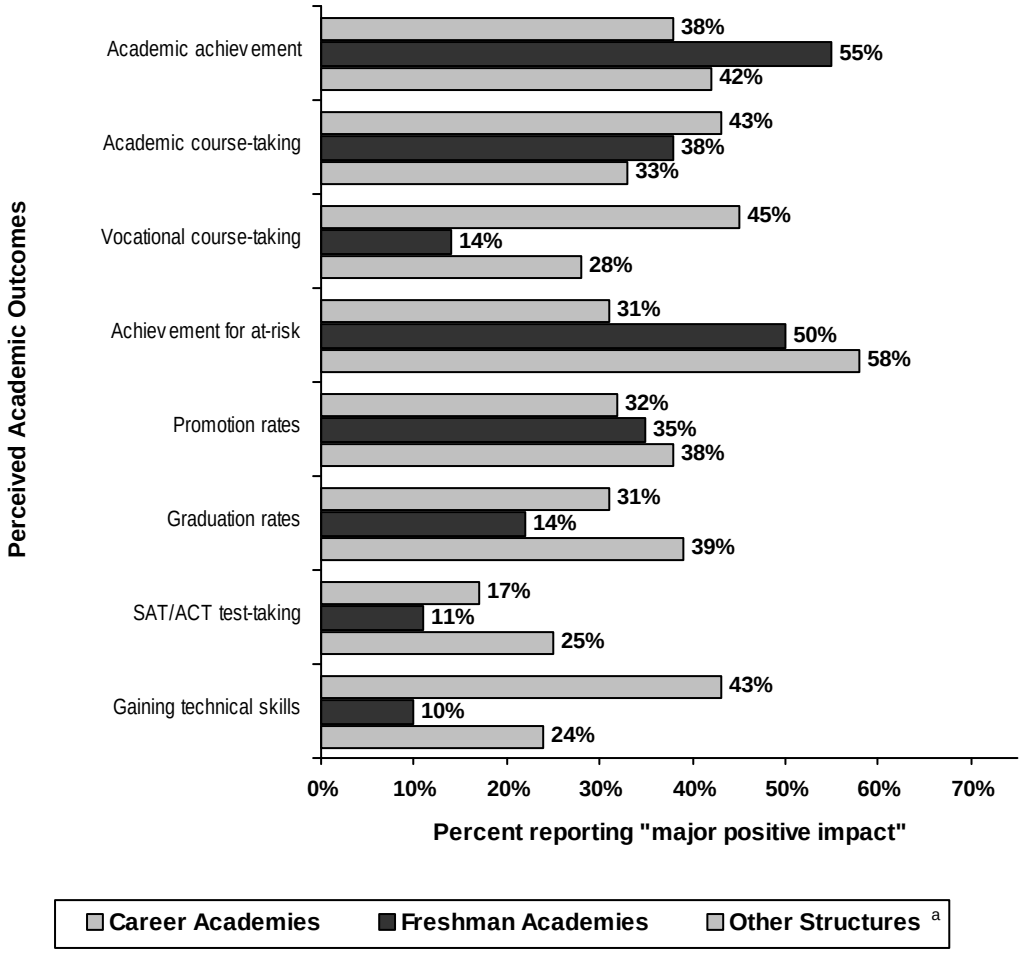


Exhibit reads: Forty-two percent of schools report that their career academies had a "major positive impact" on student academic achievement.

Note: a "Other structures" = house plans, schools-within-a-school, and magnet schools.

Source: Implementation Study of Smaller Learning Communities: Periodic Implementation Survey, 2003, Modules, Question 19: "SLCs are designed to have certain outcomes. What impact do you perceive your school' [SLC structure] has had on each of the following outcomes for its students up through the 2002–2003 school year? (Check one per row.)"

Exhibit F.2

Percentages of Schools Reporting Various Impacts of SLC on Students' Behavioral and Attitudinal Outcomes by SLC Structure

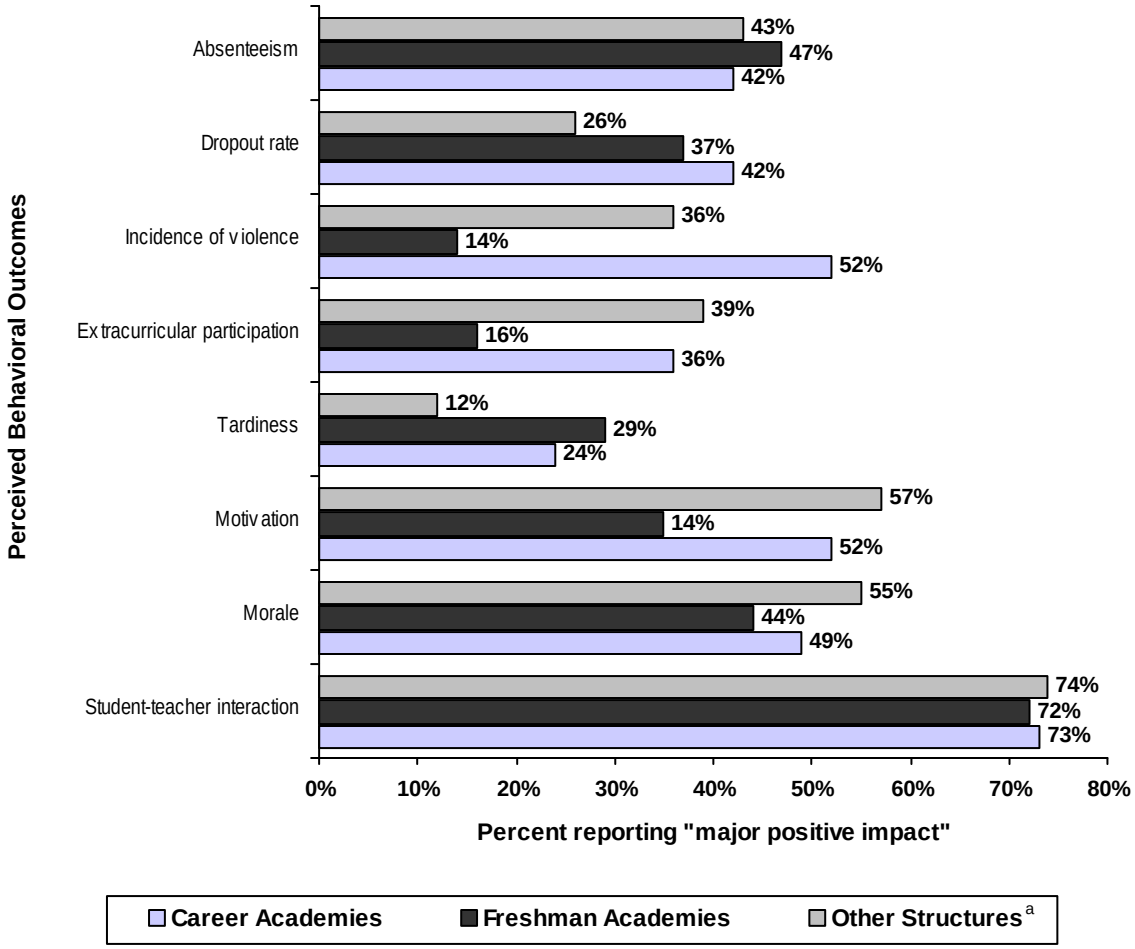


Exhibit reads: Forty-two percent of schools report that their career academies had a "major positive impact" on absenteeism.

Note: a "Other structures" = house plans, schools-within-a-school, and magnet schools.

Source: Implementation Study of Smaller Learning Communities: Periodic Implementation Survey, 2003, Modules, Question 19: "SLCs are designed to have certain outcomes. What impact do you perceive your school' [SLC structure] has had on each of the following outcomes for its students up through the 2002–2003 school year? (Check one per row.)"

Exhibit F.3

Percentages of Schools Reporting Various Impacts of SLC on Teacher and Parent Outcomes by SLC Structure

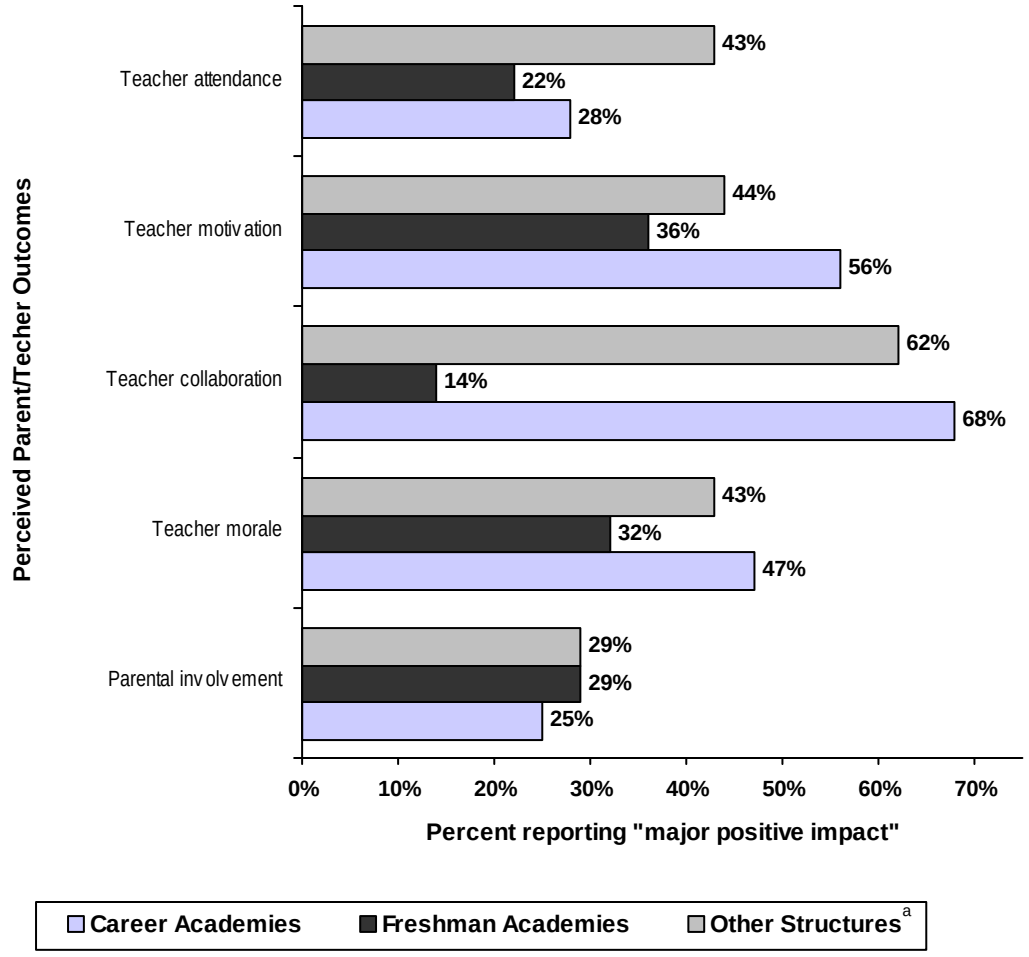


Exhibit reads: Twenty-eight percent of schools report that their career academies had a "major positive impact" on teacher attendance.

Note: a "Other structures" = house plans, schools-within-a-school, and magnet schools.

Source: Implementation Study of Smaller Learning Communities: Periodic Implementation Survey, 2003, Modules, Question 19: "SLCs are designed to have certain outcomes. What impact do you perceive your school' [SLC structure] has had on each of the following outcomes for its students up through the 2002–2003 school year? (Check one per row.)"

Exhibit F.4

Percentages of SLC Schools Reporting Using Federal SLC Programs to Support New SLC Structures, by SLC Type

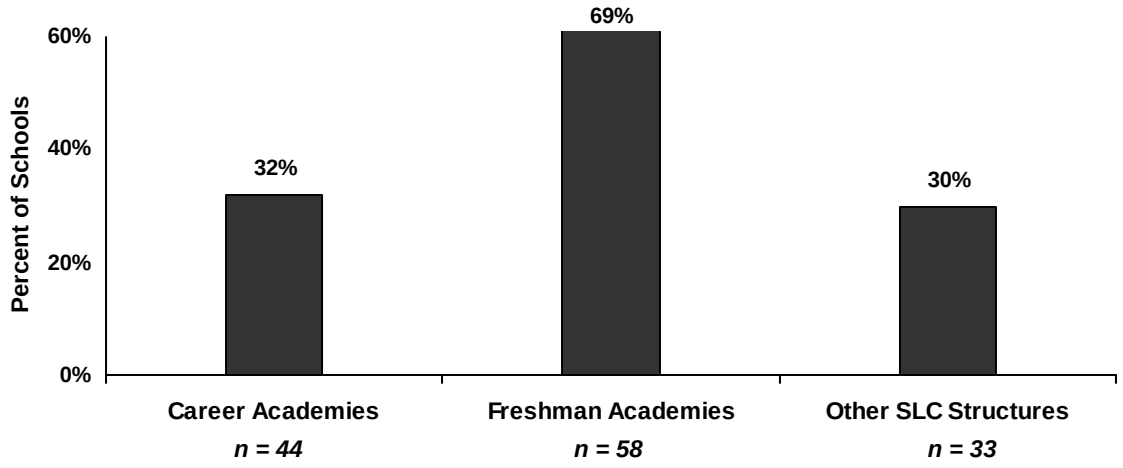


Exhibit reads: In 32 percent of SLC schools with career academies, implementation of career academies is new as a result of the federal SLC program.

Source: Implementation Study of Smaller Learning Communities, Periodic Implementation Survey, 2003, Module Question 4: "Is your implementation of Career Academies new as a result of the federal SLC program?"

Exhibit F.5

Percentages of SLC Schools Reporting Various Rates of Progress Toward Full Implementation, by SLC Type

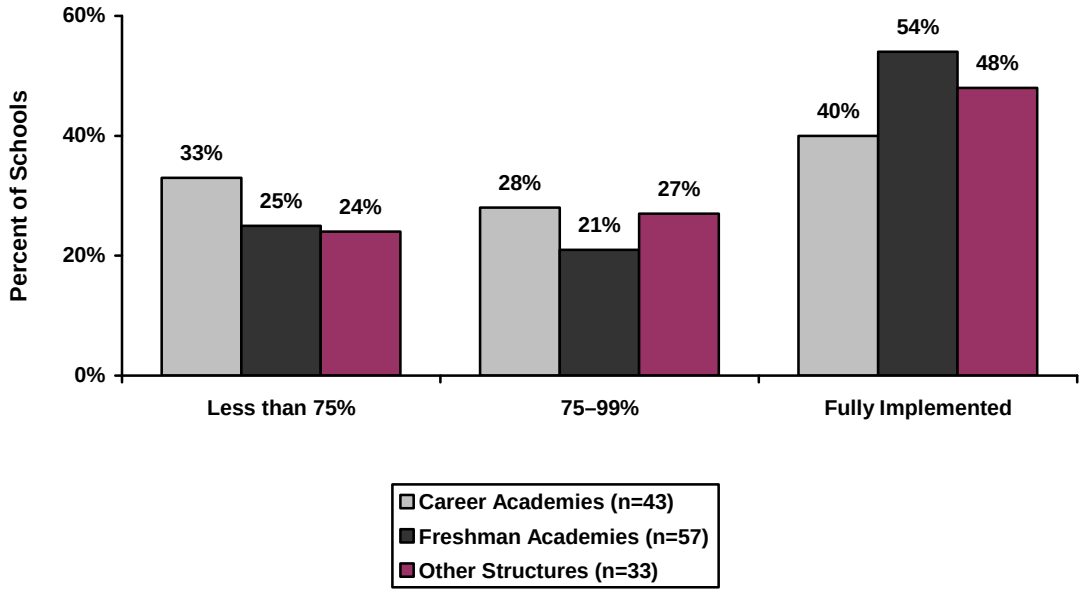


Exhibit reads: Among schools implementing career academies, 40 percent indicate having fully implemented career academies.

Source: Implementation Study of Smaller Learning Communities, Periodic Implementation Survey, 2003, Module Question 2: "Based on your plans for your federally funded SLC program implementation, please indicate, as a percentage, your school's progress towards full implementation of your Career Academy."

Exhibit F.6

Percentage of SLC Schools Reporting Various Levels of Physical Separateness for SLC Program, by SLC Type

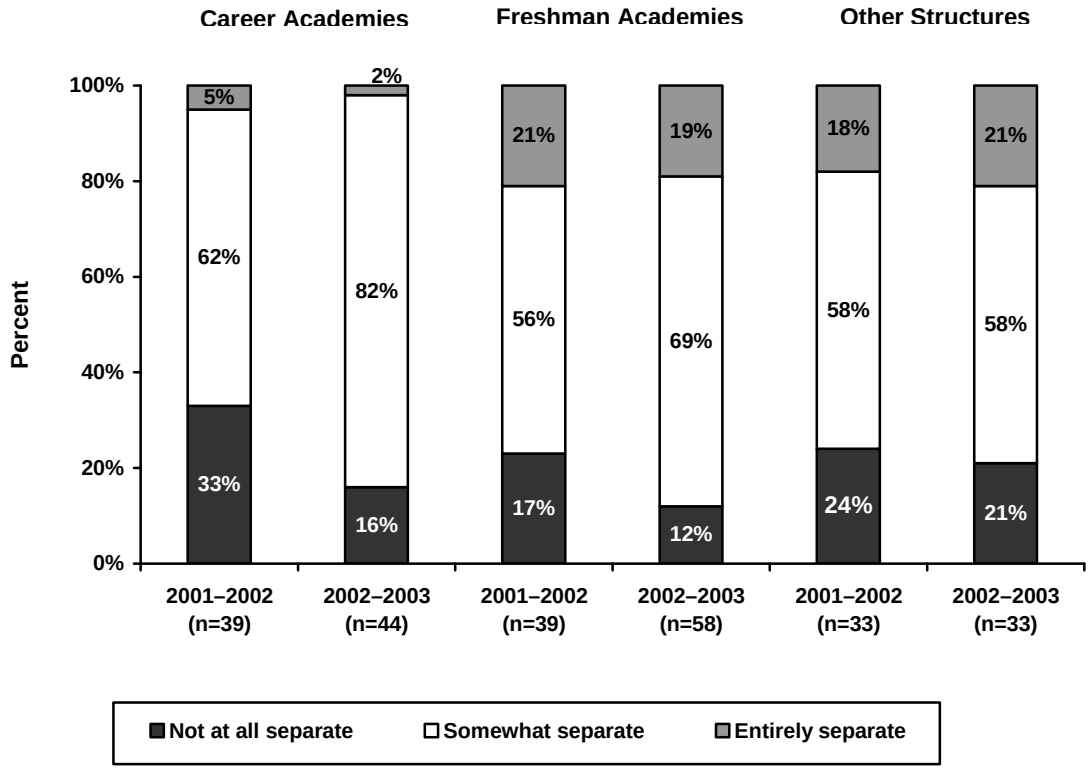


Exhibit reads: Of schools implementing career academies in 2001–2002, 62 percent indicated that their career academies were somewhat physically separate from the rest of the school.

Source: Implementation Study of Smaller Learning Communities: Periodic Implementation Surveys, 2002, Modules Question 9, 2003, Modules Question 10: "Is there a separate physical space set aside for students in the [SLC] program at your school?"

Exhibit F.7

Average Percentage of Time That Students Spend in Separate Physical SLC Space, Among Structures That Have Separate Physical Space, by SLC Structure

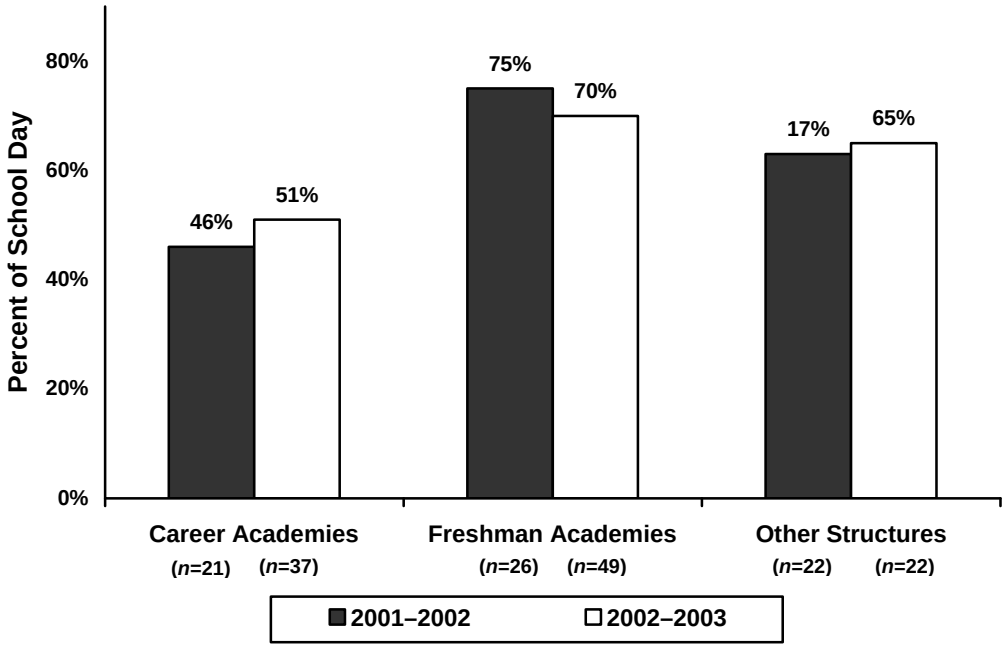


Exhibit reads: Within career academies that were at least somewhat separate from the rest of the school, students spent an average of 46 percent of the school day in the career academy space during the 2001–2002 school year.

Source: Implementation Study of Smaller Learning Communities: Periodic Implementation Surveys, 2002, Modules Question 9A, 2003, Modules Question 10A: "If your structure has a separate physical space, what percent of time, on average, do students spend in there?"

Appendix G

Measuring Personalization: Technical Summary

Appendix G
Measuring Personalization: Technical Summary

The discussion in this section is meant to provide a technical summary of the statistical methods used to develop the personalization constructs described in Chapter 3. These methods are summarized below.

Cluster Analysis

Three substantive groupings were suggested by correlations run across the 14 indicators of personalization (Exhibit G.1). These are listed below, followed by the actual survey items comprising each grouping. (Labels for each survey item are also provided to allow for easier interpretation of Exhibit G.1.)

1. Fostering individual student and staff relationships
   - Students keep same homeroom teacher throughout high school (HOMEROOM)
   - Teachers serve as advisors and mentors (ADVISOR)
   - School has formal mentoring program (MENTOR)
   - Percentage of students assigned to mentor (PERCENT)
   - Frequency of student and mentor meetings (MEETING)

2. Individualized assessment and classroom practices
   - Independent study available in core academic classes (INDEPEND)
   - More varied student assessments used (VARIED)
   - Cooperative learning focus integrated into curriculum (COOPERATE)
   - Student evaluations of teachers being used (EVALUATE)
   - Individualized assessments used throughout schools (ASSESS)
   - Individualized assessments required for graduation (GRADUATE)

3. Teacher teaming and class-size reduction
   - Students taught by same cluster of teachers for multiple years (CLUSTER)
   - Classes smaller than before (SMALLER)
   - Teachers responsible for smaller number of students than before (STUDENTS)

Examination of the correlation matrix displayed in Exhibit G.1 supported the hypothesis that variables should be grouped to create three different constructs for personalization. Variable cluster analysis (Oblique Principal Component Cluster Analysis) was therefore used to separate variables into optimal group variables, so that the maximum amount of shared variation among variables is explained. The results from this analysis displayed in Exhibit G.2 confirmed the three variable clusters identified via the correlation matrix.[1] That is, the three specified groups accounted for half of the variation across the 14 variables of interest, with the percentage of variation explained with clusters or groups of variables ranging from 38 to 63 percent. The column labeled "R^2 with own cluster" describes the degree to which each variable is related to its cluster, with the last column

[1] See Chapter 3 for an explanation of cluster and variable names.

Exhibit G.1

Correlation Matrix of Personalization Variables, Organized Into Substantive Groupings (*n*=105)

	Fostering Individual Student/Staff Relationships					Individualized Assessment and Classroom Practices						Teacher Training and Class-Size Reduction	
	HOMEROOM	ADVISOR	MENTOR	PERCENT	MEETING	INDEPEND	VARIED	COOPERATE	EVALUATE	ASSESS	GRADUATE	CLUSTER	SMALLER
ADVISOR	0.39***												
MENTOR	0.29**	0.52***											
PERCENT	0.41***	0.44***	0.78***										
MEETING	0.32***	0.44***	0.91***	0.73***									
INDEPENDENT	0.04	0.21*	0.08	0.02	0.04								
VARIED	0.04	0.20*	0.18	0.08	0.13	0.16							
COOPERATE	0.13	0.24*	0.08	0.1	0.06	0.28**	0.42***						
EVALUATE	0.08	0.14	0.05	-0.01	0.02	0.19	0.21*	0.18					
ASSESS	-0.18	-0.03	-0.08	-0.09	-0.12	0.27**	0.38***	0.23*	0.08				
GRADUATE	-0.04	0.19*	0.05	0.01	-0.03	0.32***	0.30**	0.15	0.22*	0.36***			
CLUSTER	-0.02	0.16	-0.09	-0.1	-0.12	0.04	0.20*	0.20*	0.02	0.11	0.08		
SMALLER	0.04	0.27**	0.1	-0.01	0.15	0.25**	0.28**	0.15	0.06	0.1	0.12	0.25**	
STUDENTS	-0.15	0.26**	0.13	0.08	0.14	0.04	0.1	0.06	0.14	0.1	0.05	0.05	0.39***

Exhibit reads: The correlation between ADVISOR (Teachers serve as advisors and mentors) and HOMEROOM (Students keep same homeroom teacher throughout high school) is equal to .39, significant at the .001 level.

*p < .05 **p < .01 ***p < .001

Source: Implementation Study of Smaller Learning Communities, Periodic Implementation Survey, 2003.

"Proportion variation explained" summarizing the amount of shared variation among the variables in that cluster. The column labeled "R^2 with next closest cluster" serves to further validate the variable groupings as evidenced by the low amount of variation with other clusters of variables. The row labeled "Total" indicates that these three clusters account for half the variation across the 14 variables of interest (49.5 percent).

Exhibit G.2

Results of Analysis Clustering Personalization Variables Into Three Distinctive Substantive Groupings (*n*=105)

	R^2 with Own Cluster	R^2 with Next Closest Cluster	Proportion Variation Explained
Cluster 1 (Fostering individual student/staff relationships)			
HOMEROOM	0.29	0.00	
ADVISOR	0.46	0.11	
MENTOR	0.85	0.01	
PERCENT	0.76	0.00	
MEETING	0.81	0.01	
			.634
Cluster 2 (Individualized assessment and classroom practices)			
INDEPEND	0.35	0.03	
VARIED	0.49	0.08	
COOPERATE	0.38	0.03	
EVALUATE	0.20	0.01	
ASSESS	0.43	0.02	
GRADUATE	0.42	0.01	
			.378
Cluster 3 (Teacher teaming and class-size reduction)			
CLUSTER	0.53	0.02	
SMALLER	0.25	0.03	
STUDENTS	0.71	0.07	
			.496
Total			***.495***

Source: Implementation Study of Smaller Learning Communities, Periodic Implementation Survey, 2003.

Principal Components Analysis

Lastly, principal components analysis was employed to weight optimally the contribution of each variable to its respective cluster in creating three continuous composite variables. Exhibit G.3 presents weights assigned to variables within each cluster. Within each of the three clusters, weights are all positive and of similar values, suggesting that each variable is contributing similarly to its respective cluster.

Exhibit G.3

Results of Principal Components Analysis Creating Optimal Weights for Variables Within Each of the Three Personalization Clusters (*n*=105)

	Weight[a]
Cluster 1 (Fostering individual student/staff relationships)	
HOMEROOM	0.30
ADVISOR	0.38
MENTOR	0.52
PERCENT	0.49
MEETING	0.50
Cluster 2 (Individualized assessment and classroom practices)	
HOMEROOM	0.39
ADVISOR	0.46
MENTOR	0.41
PERCENT	0.29
MEETING	0.43
GRADUATE	0.43
Cluster 3 (Teacher teaming and class-size reduction)	
CLUSTER	0.59
SMALLER	0.41
STUDENTS	0.69

Note: a Eigenvector values for each variable within the first principal component are utilized to weight variables.

Source: Implementation Study of Smaller Learning Communities, Periodic Implementation Survey, 2003.

These weights were then used to create composite variables to represent the three distinct types of personalization strategies in which schools could be invested. Descriptive statistics for the three composites are displayed in Exhibit G.4.

Exhibit G.4

Descriptive Statistics for Personalization Composite Variables (*n*=105)

Composite	Mean	SD	Median	25th percentile	75th percentile
Cluster 1: Fostering individual student/staff relationships	0.00	1.78	-0.37	-1.87	1.45
Cluster 2: Individualized assessment and classroom practices	0.00	1.51	0.42	-1.32	1.35
Cluster 3: Teacher teaming and class-size reduction	0.00	1.22	-0.36	-1.21	1.13

Source: Implementation Study of Smaller Learning Communities, Periodic Implementation Survey, 2003.

Values that these composite variables take on were created as follows. In the process of contributing to an overall composite score, individual variables are standardized by calculating the difference between an individual observation and a variable's mean value and dividing that by the variable's standard deviation. That is,

$$X^*_{1i} = \frac{X_{1i} - \overline{X}_1}{SD_{X_1}}.$$

In the case of Cluster 1, therefore, a composite value for an individual school (C_{1i}) is calculated as follows:

$$C_{1i} = .30\,X^*_{1i} + .38\,X^*_{2i} + .52\,X^*_{3i} + .49\,X^*_{4i} + .50\,X^*_{5i}$$

Where an individual school is not implementing many of the strategies within a particular cluster, standardized scores for individual variables within that cluster and the resulting composite will be negative. Composite scores therefore are scaled to center on 0 and have a standard deviation of 1. Nevertheless, for each of the three composites, higher values suggest that a school is very invested in using personalization strategies in that particular area, whereas lower values suggest that a school is not.[2]

[2] In all three instances, the composites are not normally distributed, that is, they are skewed to the extent that the median does not equal the mean. A median higher than the mean for the first composite, as compared to the next two composites, indicates more schools scoring higher on the construct measuring classroom and assessment strategies focused on individualization.

Appendix H

Career and Freshman Academy Overviews

Appendix H
Career and Freshman Academy Overviews

Career Academy Overviews

High School A

School Context

High School A is located in a university town and has been in operation for over 36 years. One of four high schools in the district, it serves approximately 1,500 students in grades 9–12 and has about 65 faculty and 32 support staff. It enrolls a predominantly white student population who came from a mixture of middle and working class families. Minority students comprise under 20 percent of the student body: Asian American, 4 percent; Hispanic, 6 percent; Native American, 3 percent; and African-American, 3 percent. Approximately 17 percent of the school's population qualify for free or reduced-price lunches (www.greatschools.net).

Prior to SLCs

Prior to receiving the grant, High School A had implemented block scheduling for all students. The schedules differed according to whether it is a "red" day or a "blue" day; "red" and "blue" days alternated. In 9th- and 10th-grades, English and social studies teachers were teamed together in the blocks, but little else was in place. Prior to receiving the grant, the school had implemented three SLCs:

- **International High School (HIS)**. Approximately 300 students spent half of their day with a team of teachers within the program's focus area and the rest of their day meeting other high school requirements outside of IHS. The program had open enrollment, although it tended to attract capable students. If they wished, students could pursue an International Baccalaureate.

- **Alternative High School**. This program was self-contained and served approximately 150 students for whom the traditional high school structure did not work. It had a separate space and a distinctive schedule.

- **Career Academy Program**. This program served approximately 110 students in grades 11 and 12. It was a career academy with an emphasis on natural resources. Students participated in field studies, seminars, and online learning in their half-day in the program with a team of teachers. For the rest of their day, they met their other high school requirements with the general High School A population.

Also prior to receiving the federal SLC grant, High School A had been one of six schools designated by the state as a New Century High School. The New Century money (which ran out about two years ago) was used to help the school develop programs and work on appropriate assessments for the state's new assessment, Certificate of Advanced Mastery (CAM), with a view toward their being a model for other schools in the state.

Reasons for Applying for Federal SLC Funds

The school's SLC grant application noted that approximately half of its students were unable to demonstrate proficiency for the Certificate of Initial Mastery (CIM) in reading and math. The school wanted to improve on this record, and also to reduce the achievement gap between middle- and working-class students. The school's goal was to place all students in an SLC. High School A reported growth of about 100 students per year for several years before applying for the SLC grant, with at least some of that growth coming from students in other high school attendance areas. According to the school's proposal to ED:

> The area's high growth rate and changing economy have presented some of the same educational stresses found in larger cities. The questions of how to educate children from increasingly diverse ethnic backgrounds, from working class families no longer able to depend on the forest products industry, and in an environment of cutbacks in public services, have become central to educational planning.

SLC Activities

The school had spent most of its SLC grant money and attention on programs directed toward its 9th- and 10th-graders. The school implemented 9th- and 10th-grade blocks (these programs included all 9th- and 10th-graders); some of these were linked with a career pathway (CAM) program in 11th- and 12th-grades. In each case, the blocks integrated English and social studies content; in some cases, math, science, or art (as appropriate to the content area) were also integrated. Teachers shared common planning time as well as students, and teachers of the ninth-grade students continued with those students in the 10th-grade (a process known as "looping"). High School A also added three CAM programs—Health Services, Human Resources, and Arts and Communication—to the preexisting programs in Natural Resources and International Studies (IHS). About half of the 11th- and 12th-grade students participated in a CAM program (according to the APR submitted 9/30/02). The courses of study for each CAM reflect alignment with a career pathway. The teachers in the CAM programs shared some students in common but did not have common planning time (except in IHS).

Factors

In 2002–03, major facilitators for the development of SLCs at High School A included the following: strong administrative support from both the previous and current principals; support from the district curriculum staff; teacher buy-in that grew each year (as well as many new staff who came in already committed to the SLC idea); professional development (as well as release time in which to plan); and the assistance of an outside evaluator and a recognized expert on SLCs. Major obstacles included faculty and staff overwork, lack of buy-in on the part of some teachers (although there is no active opposition), scheduling constraints, and confusion about the state's criteria for earning a CAM.

Status in 2003–04

During the 2003–04 school year, development of the 9th- and 10th-grade SLCs continued as the major focus of the SLC grant. Among the CAMs, the Arts Academy was changed into "Pop Culture" and added a student performance component, and a new SLC with a focus on "wellness" was started that included a faculty team working across five subject areas. A SLC with a focus on current events was expected in 2004–05.

High School C

School Context

High School C enrolled almost 1,800 students and was located in a mixed residential and commercial urban neighborhood. Approximately 46 percent of students are Hispanic, 33 percent African-American, and 18 percent Asian or Pacific Islander. More than 70 percent of the students are English Language Learners (ELLs). Three-quarters of the students were eligible for the federal free or reduced-price lunch program, and fewer than 10 percent of the students had attained a rating of "proficient" in the statewide assessments in reading (9th–12th grade). It was the second-lowest-scoring school in the district. High School C was one of five comprehensive high schools in the district to receive federal SLC funds.

Reasons for Applying for Federal SLC Funds

The district has targeted High School C and another high school in the district for "transformation"—the reconfiguration of large comprehensive high schools into smaller autonomous schools co-located within the original campus. Prior to receipt of federal funds, a career academy at High School C left the campus to become a new small school, taking its High School C students with it. Even though some of High School C's highest achieving students were now at the small school, the district applauded this as one successful approach to forming new, small autonomous schools (NSASs). The NSAS concept was strongly held by the superintendent and his appointed staff, including the assistant superintendent for school reform.

SLC Activities

In the 2002–03 school year, the district generally hoped to encourage the propagation of more NSASs located within the comprehensive high schools in the district. Staff who were less interested in being a part of the reform had begun to leave the High School C, and the principal used the vision of transformation as a recruiting tool in hiring new teachers. So far, the principal reported that this had been working quite well—more resistant teachers had left and more enthusiastic teachers were moving forward with the design process.

High School C was a school in transition from a performance record that was poor in nearly every category compared to one that would include an improved rate of retention through graduation, improved student behavior (reduction in suspensions and violent incidents), and improved academic achievement.

In 2002–03, the plan was to begin the five new small autonomous interconnected schools with the all freshman cohort, placing 120 freshmen in each of the five academies (by recruiting in the eighth-grade and then balancing the enrollment for equity). The five schools were to be based on currently existing academies, including one new non-career-based school and one modified version of a business academy. Each school would have autonomy over curriculum, budget, staffing, schedule and calendar, governance, and facilities. In 2002–03, they continued to share facilities such as the cafeteria, athletic facilities, library, and auditorium, and will share extracurricular activities such as clubs and interscholastic sports. The student council already had representation from each academy.

Status in 2003–04

In school year 2003–04, High School C's organization changed drastically, as the school split from one high school into five permanent small schools, each with its own leadership team. The former principal moved now at the district level, to oversee similar processes at several other large district

high schools. According to the former principal, school administrators and teachers were amazed at how this change had increased the level of personalization in the school.

High School E

School Context

In 2002–03, High School E served 1,175 students. The student population is mostly Hispanic (83 percent), with the remainder divided between African-American and whites, with a few Asians. Like many other disadvantaged high schools in some large cities, the school has had a history of low achievement, high dropout, and a very large number of ninth-grade repeaters. Until recently, more than half of the ninth-graders were repeaters—with a majority that had already repeated twice. Dropout rates over the four to five years of high school have been over 50 percent. The school is located in the midst of a fairly nice, though modest, neighborhood of single-family homes. Less than 10 percent of the students, however, are walkers from the immediate neighborhood, which seems to house older people and people who send their children to private or parochial schools or other magnet programs.

Prior to SLCs

For many years, High School E has housed an International Studies Magnet (academically rigorous, with honors and several AP courses) that is highly selective and draws students from other areas. This magnet serves about 120 students and has been organized as an "SLC" all along, although it is considered "elitist" and there was some discussion about the separateness of the magnet faculty from the rest of the faculty.

Reasons for Applying for Federal SLC Funds

School E began the process of restructuring in 1995, significantly before the availability of the federal SLC grant. The impetus for the change came from a small group of teacher leaders who became interested in high school reform, in part through their involvement in a professional development program at a local university. That project also emphasized the significance of small units, personalization, interdisciplinary projects, etc. As a result of conversations between this group and the principal (who is no longer there) the school was reorganized into Thematic Houses. Although some adopted characteristics of SLCs, they were not sufficiently different from each other academically, and the momentum slowed down after a couple of years.

The Annenberg Challenge began a project in the district in 1995 and worked with some feeder patterns. They actually piloted some SLC-like components, including the Critical Friends Groups (which trained leaders and coaches) through Annenberg. Additional support came from the Gates Foundation and a major Carnegie grant, which is now operated through the Annenberg office. All these funding sources together (including SLC) are part of the high school reform movement in the district. The district now supports a multi–high school reform movement called "Schools for a New Society," with a new assistant superintendent overseeing the process. Creating "small schools" is a part of the effort, once again to focus on personalizing the relationships between students and teachers, with the goal of reducing high school dropout rates and improving achievement levels.

SLC Activities

The school was organized into three career academies: the International Studies Magnet (120 students), which had been in place for many years; the Fine Arts Academy (160 students); and the ACT Academy (235 students), which focuses on career development and technology but is also

strong academically. The school also had a ninth-grade academy that focused on leadership development, although not all ninth-graders are in this academy, and the "traditional" academy, which is called the Titans. The Titans included the teachers who were unwilling or uninterested in being in a thematic academy, and the students who did not select one of the others. This group was the largest unit in the school, serving about 452 students in the school. In addition to the academies, there was a "Dead Presidents Society" for repeat ninth-graders. They had two hours of algebra and extra reading. 2002–03 was the first year the school was implementing this set of structures together, and also the first year that students had been able to choose their own academy (previously both teachers and students were assigned to certain academies). The implementation at High School E is very grass-roots, in that it was really driven by teachers and students. During this site visit, the SLC coordinator thought the program was about a quarter or a third of the way toward full schoolwide implementation, and hoped it would be about halfway there by the end of this first year of implementation. In 2002–03, most of the SLC funds had been used for staff development, which included bringing in national consultants to conduct workshops on writing and on group process; working with a group of teachers on curriculum mapping; and taking a group of about 20 teachers to another school to work on curriculum mapping and team building (including rock climbing).

Factors

School E went through some hard times, and when the previous principal left two and a half years ago, the superintendent prevailed upon a previously successful principal to head the school. She had previously served as a regional superintendent (in the district), and in the central office on the staff of the former U.S. secretary of education. She agreed to assume these roles if the principal agreed to stay on for five years to see the changes through. During the 2002–03 school year, the principal managed to gain the support of the naysayers by allowing the "traditional" Titan academy to exist. She claimed, however, that she plans to insist that they take on more of the characteristics of the small school approach in the coming year(s), and hopes the size of the traditional Titans will decrease relative to the other academies. Her leadership style has been an important factor in support of implementation.

Status in 2003–04

During the 2003–04 school year the Fine Arts Academy was the most successful, and the ACT Academy was not doing well. Respondents believed that it got too big (15 teachers and over 300 students), lost its team leader (who became the literacy coach), and suffered from low morale and reduced student engagement. The Titans continued as a traditional school, with no teacher collaboration or personalization. Under the leadership of the school's Instructional Council, some new small schools were being planned for 2003–04: Fine Arts Academy will continue, the Titans will be discontinued, and ACT will continue in a much reduced fashion. In addition, the ninth-grade academy is being eliminated because it was found to be less successful than the ACT Academy in motivating students and in raising student achievement. Another major change will be that teachers will teach six instead of five periods. This change is motivated by two conditions: budget cuts, and the need to have more class opportunities or students within the academies. Scheduling has been seen as a major problem.

High School H

School Context

High School H is a very low-achieving school serving 1,214 students and is located in a residential area of a Southern inner-city community comprised of modest houses with small, well-tended yards.

A large proportion of the students who attend the school are bused here from another part of town, due both to redistricting and skimming of the higher-SES students from the school's neighborhood to attend the district's magnet for academic achievement. On the way to this school, these students pass two other schools, which removed some of the community connection and diminished the likelihood of parental involvement. Approximately, 65 percent of the school's population is African-American; the majority of other students are white. About 50 to 55 percent of the school's population qualify for free or reduced-price lunches (www.greatschools.net).

Prior to SLCs

In 1996, the district approved a comprehensive reform plan that called for implementation of SLCs, to be phased in "wall-to-wall" within schools (i.e., whole-school) districtwide in 1998. School H cluster (considered to be one of the better clusters in the district, although still with low student success rates) began its planning in 1998, with implementation in 1999. During the 2002–03 school year the district sought to require that schools provide "continuity of care" through looping (students keep the same teachers for at least two years) and to increase personalization through a career academy-like structure. The district was also committed to improving literacy in schools, and provided two "school improvement facilitators" (SIFs) to High School H for staff development and coaching.

SLC Activities

In 2002–03, SLC implementation consisted of the establishment of four themed houses, or career academies: Health, Sciences, Community and Culture (Humanities), Performing and Visual Arts, and ROTC and Business. Each SLC had themed elective courses linked to career pathways and un-themed core academic courses (English, math, science, and social studies and history). The SLCs themselves were still in the process of establishing theme identities, using events and SLC activities rather than curricular changes. For example, the Community and Culture (C and C) SLC held two events during our two-day visit: they brought in an invited speaker, author Kent Haruf, after the entire SLC had read one of his novels (*Plainsong*) (as a "Community Read", as part of the state's participation in the (national) United We Read community reading initiative). The second event was the dedication of a Vietnam War plaque in the C and C hallway; the commemorative plaque was designed and ordered by students to commemorate alumni of the school. Students organized the dedication by assembling speakers and local dignitaries for speeches. Also during the two days, the Performing and Visual Arts SLC attended a performance by the Alvin Ailey Dance Company. Many respondents during our visit commented that the SLCs were still struggling with the theme identities and figuring out how to work together. All but one function more like houses, with no career pathway requirements. The fourth has two distinct pathways: ROTC or Business.

Factors

Implementation in School H has faced several challenges. There has also been significant turnover in administrative positions. None of the administrators at School H was there when the district applied for or received the SLC grant, and none was there when the school began implementation of the district model. The staff had become increasingly resistant to change over the past decade as the school district has continued reforms that staff viewed as arbitrary. On the other hand, to the district's credit, teachers have been provided with plentiful staff development opportunities from the district, including school-based SIFs who provide staff support to improve instruction in literacy and problem-solving. (Note: The SIF position is a district-funded FTE on top of the school's attendance-based allocation of FTE teachers.)

Status in 2003–04

Instructional coaches in Math and Literacy replaced the two SIFs who had been there the previous year to support the academies. This was a response to the district's attempt to improve achievement in the two subject areas tested by the state assessments. The school is planning to pilot a fifth academy to provide extra assistance to failing students. Unlike the other four academies, it will not be a permanent home for the students.

High School M

School Context

High School M is located in a historic neighborhood north of the city. The neighborhood is currently experiencing gentrification, but this shift is not reflected in the school's population. The school serves a predominantly Hispanic population (87 percent), and a majority of the students (79 percent) qualify for the free or reduced-price lunch program. Approximately 12 percent of students are receiving special education services, and 18 percent are classified as Limited English Proficient. The school currently serves approximately 1,800 students, 400 of whom are enrolled in a districtwide magnet program. The 105 teachers in the school have an average of 15 years experience in the field, and 45 percent have attained an advanced degree (40 percent have earned a master's degree). Unlike the student population, few teachers are Hispanic (16 percent), whereas 51 percent are white and 30 percent are African-American. During the 2001–02 school year, one in five of the students was taking at least one honors course (20 percent), and 26 percent of 11th- and 12th-graders took the SAT and scored an average of 879 on the combined test (verbal and math). APR data from the 2000–01 school year indicate that 27 percent of the seniors planned to attend a two- or four-year college or university. The most recent data from statewide assessments given during the 2001–02 school year indicate that 88 percent of the 10th-grade students in the school met minimum expectations in math, and 92 percent met minimum expectations in reading.

Prior to SLCs

The high school began to implement a ninth-grade academy in the fall of 1997. The school had chosen to implement a freshman academy as part of a pilot program in the Annenberg Challenge project (involving all school in their sector of the district). The school also implemented block scheduling as well as teacher teams. A teacher advisory program was also in place, typically meeting once a week for 30 minutes during homeroom and using a curriculum developed for teachers.

SLC Activities

High School M had 9th- and 10th-grade academies in place, dividing students alphabetically between three "societies", as well as a magnet program into which students were selected from across the city. The school has grouped 200 9th- and 10th-grade students and eight teachers into societies. In the future, the school would like teachers in each society to loop with their ninth-grade students. To date this has not happened, largely because of scheduling concerns. As the SIF said during the 2002–03 site visit, "The schedule is the linchpin to everything, and we don't do it well." The school also wants to implement themed career clusters in the 11th- and 12th-grades but has not yet done so.

Status in 2003–04

When we visited in 2002–03 the school had a freshman academy that was really a 9th- and 10th-grade loop, with career academies planned for the 11th- and 12th-grades. Now they are structured as a 9th- to 12th-grade schoolwide career academy with five academies (Health and Science, Fine Arts, Computer Technology, Industrial Arts and Engineering, and Business). Each academy was to have

fewer than 400 students. Each academy has its own leadership—with an assistant principal and a guidance counselor assigned to each academy. Academies have not been afforded separate space, but each assistant principal is paired with a guidance counselor and they are physically organized into areas or offices. The assistant principal and guidance counselors basically run each of the academies.

In the 2003–04 school year, students and teachers were often shared across academies, particularly due to the shortage of certified teachers in core subject areas. The curriculum, for the most part, was the same in each academy, and differed only by electives offered.

High School N

School Context

High School N is located in a mostly rural area of the state, which became more population dense in recent years. The school is large, comprised of 1,300 students, and is 71 percent African-American, with the remainder of the school population being white. About 55 percent of the school population qualify for free and reduced-price lunches. The school was one of two located within this particular district; the other high school is small—about 250 students in grades 8 through 12—and is located in an almost exclusively African-American community that has had virtually no population mobility in the past 100 years. The district educates about 52 percent of the school-aged population, as there are many parochial and private schools in the area.

Prior to SLCs

High School N and eight other high schools in the metro area were part of the "Students Priority 1" program, started and funded by the regional chamber of commerce. High School N decided to implement the Talent Development High School model, as developed by Johns Hopkins University. The first piece of implementation at High School N was the freshman academy.

Reasons for Applying for Federal SLC Funds

The organization directing Students Priority 1 decided to apply for SLC funds because the federal SLC program aligned well with what the schools were already doing. Each high school had to write a proposal to the organization to be a part of the federal application.

SLC Activities

In 2002–03 the school had established a freshman academy (rollout was fall 2001) and was in the midst of developing career pathways. The career pathway program was the program of interest for the visit. Teachers and students had already been assigned to pathways, and in spring 2003 the official rollout of the pathway structure was fully implemented. The pathways program was also re-aligned with state-developed career competency definitions. The school's freshman academy program has benefited from the passage of a bond issue in which a new building was added to the campus. This addition houses the freshman academy program.

Factors

As noted, public schools only educate about 52 percent of the area's school-aged population. The more affluent (and white) members of the community have often chosen local private and parochial schools over the local public schools. As reported by the superintendent, this dynamic has presented a challenge to the public schools, in terms of maintaining a sufficient budget and credible reputation for these schools in the community. Much of this context relates back to the desegregation plans for

these schools, as many white families pulled their students out of local public schools in the 1970s when public schools in the region were integrated.

Status in 2003–04

Presently, teachers on the freshman academy's teams share a greater proportion of students in common; previously, it was uncommon for freshman to have all four core academic classes with a member of the team. Students are doing activities by academy groups. The teacher teams (comprised of one teacher from each of four academic subjects) share students, physical space, and common planning time. Each team has its own guidance counselor and administrator assigned. There is also a 10th-grade academy this year. Two of the three teams have common planning time, and the other team meets weekly after school. There are also Career Pathways, which are areas of concentration for 10th- to 12th-graders. Career Pathways align teachers and students in one SLC group based upon content of interest. Pathways are structured loosely; students do not take all their courses within a pathway.

High School P

School Context

High School P is a stand-alone high school program with approximately 260 students enrolled. The school enrolled approximately 75 percent minority students. Its mission is "to prepare our students for a future in which expanded core knowledge in digital and visual literacy, inventive problem solving, critical thinking and teaming will combine with traditional foundations of academics." High School P students are "districted" into one of two city high schools but may chose to attend High School P, participating only in athletics and other after-school programs not offered through High School P at their districted high schools. High School P shares facilities with a middle school.

SLC Application

In response to a state report indicating that the labor force was not adequately prepared to meet the needs of high-tech employers, the district administration spearheaded an effort to create a program to have students specialize in technology fields and to prepare leaders. The initiative was not part of a larger reform to create smaller schools; rather, it was generally agreed that SLC was a good fit for funding this type of school. The SLC grant was integral to the establishment of the school, with the first year of grant money being applied to technology infrastructure and staff development. More recently, the grant funding has primarily been used to provide staff development and extracurricular opportunities.

SLC Activities

In 2002–03 the program operated as an independent school with its own budget, director, faculty, and staff, although it was not yet technically an independent high school. The school is a college prep program; all courses are college-prep, honors, or advanced placement, and the administration, faculty, and staff actively reinforce the expectation that students will graduate and attend college. The school opened in September 2000 after an intensive nine-month planning process that involved the school district, city government, and business and community leaders.

Factors

The school was characterized by strong and visionary leadership, with active participation by industry. The school's program included block scheduling and project-based learning, and staff development for teachers. Respondents characterized the school environment as "unique" and as one

in which "students can't get lost." The establishment and development of the school did not occur without encountering challenges, including ineffective student recruiting, some resentment from other high schools, limited funding, and insufficient space. Site visit respondents, however, did not perceive these challenges as serious obstacles to the school's development, and the school is generally considered to be a successful example of an SLC.

Status in 2003–04

During school year 2003–04, the program's only change was its complete separation from the other two district high schools. Where it was once a program associated with both comprehensive high schools, it is now a separate, career-focused magnet school. The school appears to have had a strong impact on student and teacher attitudes. There was little to no school violence; student and teacher daily attendance rates were high; and teacher turnover was minimal. Perhaps the school's greatest accomplishment was its 100 percent graduation and college acceptance rates over the past three years, despite the wide range of academic ability levels among students.

High School Q

School Context

High School Q is a large school that was chosen as a career academy site. Its student population was 2,250. The school was double this size two years ago (i.e., a school enrollment of 4,700), but a new school opened to alleviate the overcrowding. Mobility in many schools is high, and there continues to be an influx of students from the Caribbean islands and South America. The student population is approximately 28 percent Hispanic, 4 percent African-American, 30 percent Asian-American, and almost 40 percent white. Only 5 percent of the school's population qualifies for free or reduced-price lunches. About 10 percent of the students have been classified as special education. For the class of 2002, they reported the following outcomes: 46 percent to four-year colleges, 36 percent to two-year colleges, 4 percent to technical schools, 6 percent to the military, and the remaining 8 percent into the workforce.

Prior to SLCs

Before the SLC grant, the school had a School-to-Career (STC) grant. The school began to identify areas of career interest, and developed these into career clusters. The resulting career clusters were Arts and Communication; Business and Marketing; Engineering and Manufacturing; Horticulture and Environmental Science; and Medical, Public and Human Services. Courses were classified within the clusters, and students were expected to identify a cluster and choose courses that fit within them. The clusters were not very well implemented. A career research paper was integrated into the English curriculum, however, and was sometimes used in social studies as well. There had been a push to infuse career information in all the subject areas, but the clusters themselves do not have an independent structure.

SLC Application

The district responded to the grant announcement because of the perceived state of "emergency" in the schools due to the large size of the schools (many between 4,000 to 5,000 students), overcrowding, and numerous "incidents," etc. It was felt that students were not benefiting from the educational offerings because of the overwhelming size of the schools.

In 2002–03, current foci in the district were raising reading achievement and career pathways that were intended in part to help students understand why they needed to improve reading. An important

feature here was that the state had recently mandated that all schools needed to be SLCs. At the same time that there are reform efforts in the schools, accountability (through statewide tests) plays a major role in how the schools and instruction are organized. An annual assessment test will be tied to promotion at grades 4, 8, and 10.

SLC Activities

There were three career academies that started at the time of the grant application and were rolled into the SLC initiative. These academies involved a sequence of career-related courses. These were Marketing and Business; ProStart, which focuses on careers in food production and nutrition; and Cisco Networking, a highly technical series of courses that when completed (including a difficult exam) gives a certification in the use of certain computer equipment. Only the first one (Marketing and Business) includes English within the academy; the rest are really a sequence of electives. They are not "tracked," and all, including ProStart, include college-bound as well as work-bound students. These academies are relatively small (the smallest is Cisco Networking, because many students do not get to the higher levels), and there is a sense of "smallness" within them, with teachers knowing the students, students knowing each other, etc.

There was no common planning time for teachers, except in the form of monthly early release days, when faculty and departments meet; this meeting time is not used to focus on academy issues. Also, teachers are not organized into cluster teams.

The SLC program at High School Q also includes a potpourri of activities around careers, including speakers, internships, mock interviews, some mentoring, and field trips, and attempts to personalize education at the school by recognizing students for their accomplishments. This includes certificates for work in classes and clubs and community service hours, as well as recognition breakfasts for straight-A students provided by the guidance department and postcards home when there is good news about a student. According to students, this culture of recognition did not always translate into a feeling of personalized education or support; for example, students felt, on the whole, that guidance counselors remained inaccessible. The school has several mentoring organizations, and High School Q was very successful at establishing partnerships with business and industry and community-based organizations for internships, speakers, field trips, and mentors.

Factors

The school did have a very strong, competent leader as principal, who did what she could to create a warm and caring environment as well as keep the school focused on improving achievement. She had been in the school about six years at the time of the site visit.

Status in 2003–04

High School Q has had many changes since 2002; few if any can be attributed to the now expired SLC grant. There are still "career clusters" on paper, but little is done to monitor the student's involvement or enrollment in courses within their clusters. Mentoring and partnerships continue. The main change is that it is now a 9th- through 12th-grade (rather than a 10th- through 12th-grade school) school due to new construction in the county. Some elements of what was the freshman academy now continue in the main building. The principal and two assistant principals are new and the SLC coordinator is no longer in the building. Because neither the principal nor SLC coordinator are in the building, there is no real ownership of the components remaining.

High School R

School Context

High School R is an urban school that enrolls approximately 1,700 students. The school has a very diverse student body, with more than 20 languages spoken by students. The school has a very high mobility rate (approximately 50 percent, according to the principal), and students continue to arrive during the school year. The school is approximately 50 percent white; 24 percent of students are Asian, 15 percent of students are African-American, and 10 percent are Hispanic. Approximately 21 percent of students are eligible to receive free or reduced-price lunches. In recent years (since 1998) there have been moderate improvements in the school's state test scores; scores have risen from 34 percent of students at proficiency in 10th-grade English language arts in 1998 to 42 percent of students at proficiency in 2001 (this is above the state average of 36 percent proficiency). In math, 23 percent of students reached proficiency in 1998, and 39 percent reached proficiency in 2001 (these scores are also above the state average of 27 percent).

SLC Application

The districts applied to upgrade the high school program and lure parents to shift back to enrolling their children in public education. Several years ago, when the city launched a campaign of economic redevelopment, it focused on school improvement, especially in K–8 education. In 2002–03, the schools and community focused on the high school. (During the last two rounds of NEASC accreditation, the high school was on probation.) It is still fairly common for families in the city to send their children to a public school in the district through eighth grade, and then choose a private or parochial school starting in the ninth grade.

SLC Activities

Currently, the major components of High School R's SLC program are four un-themed houses, a freshman academy, and an advisory program. The freshman academy was comprised of teacher teams (consisting of one teacher from each of four core academic subjects) within four ninth-grade house groups. The teams share students and common planning time. Within the advisory program, 20 students are matched with an advisor and meet once a week for 30 minutes. Students, teachers and administrators were all critical of the advisory program; very few teachers used the time in an effective or useful manner because there had not been any guidance about the purpose of the period or what content should be presented. Because of state budget cuts, the size of these advisory groups had grown from around 12 students per teacher to over 20.

Factors

The school was previously suffering some of the consequences of decisions made by the school committee and the mayor on its behalf. For example, the mayor—who is also the president of the school committee—selected and hired a principal and superintendent from outside the public school system (a rarity for this community) to lead the structural changes to be made at the high school. The mayor also signed a contract for the school to implement the Breaking Ranks model before either the new principal or the new superintendent entered their positions. Therefore, the principal has had tremendous difficulty in trying to get teacher buy-in for any structural changes made to the school; teachers have not invested trust in the principal as a newcomer. Teacher buy-in still remains a significant problem. Many teachers feel that they have not been adequately informed of why the school has embarked on these changes, and many do not feel that the school community has given any one particular change a fair chance to work, by trying to implement too much at once. It also seems that the city has a fairly traditional set of educators, many of whom have been at the school for

a number of years and who also attended High School R; therefore, the teaching force is often not invested in making change in the way things are done just because these programs and structural changes have been proven effective solutions to problems in other schools with similar problems.

Status in 2003–04

A new principal came to High School R for the 2003–04 school year. The school has made significant inroads with the business community. This relationship has produced a number of internship and job shadowing experiences. According to the School-to-Career director in charge of arranging them, this year 45 students (out of roughly 700 11th- and 12th-grade students) are participating in internships with community business and industry. In previous years, the number was around 30 students per year. Students typically spend one period during the school day at the internship site and are evaluated by an on-site supervisor.

Freshman Academy Overviews

High School B

School Context

The school is located in a suburban neighborhood. School enrollment was 2,188 in SY 2001–02, broken down by about three-quarters white (74 percent) and over a quarter minority status—19 percent Hispanic, 2 percent black, 2 percent American Indian, 3 percent Asian, and 1 percent "other". About 4 percent of school's population qualifies for free or reduced-price lunches.

Prior to SLCs

The freshman academy predates SLC funding, having begun in August 1999, with a planning year in 1998–99, and was expanded to include almost all incoming ninth-graders in 2001–02. The school chose the freshman academy approach primarily to address the ninth-grade retention or dropout problem.

SLC Activities

The SLC program is centered on the ninth-grade freshman academy, which is combined with flex days, block scheduling, and teacher teams. The freshman academy is housed in a separate building and is organized into four teams, with three teams consisting of between 115 to 123 students, and the fourth team consisting of 176 students. This team accommodates an additional 70 students, who migrated into the school after the initial distribution of students had been made. The team has extra auxiliary teachers to accommodate the extra students. The ninth-grade teachers are organized into teams, five teachers to a team (except the auxiliary team with ten teachers), with each teacher responsible for approximately 120 students. Block scheduling has also been developed in conjunction with a flex schedule, whereby teachers spend one day teaching only three classes and getting professional development, and then teaching a blocked course (double period) on another day. Teacher teams meet twice a week for a common prep period and a planning prep period (curriculum development and student management issues).

Factors

A number of factors have facilitated the freshman academy, including district support built into the structure of district reorganization; leadership from the former principal, who started the concept of the ninth-grade academy in 1998; the current principal, who served as a former assistant principal in the school; staff buy-in, both in terms of participation on the school restructuring council and in

preparation of the SLC grant; the perceived match of the freshman academy to the needs of the high school in addressing the ninth-grade dropout or retention problem; and the perceived match of the freshman academy to parent and community expectations for the high school in helping their children make the transition from middle school. A number of factors have impeded implementation, including insufficient resources to hire the additional teachers who are needed. The augmented team is understaffed and does not have enough common planning time. With the introduction of the freshman academy there were a number of scheduling issues, many of which have been resolved through the institution of flex days. There also seems to be a lack of parental involvement in the freshman academy, in that many parents seem unaware of the details of structural changes in the school. In addition, student placement into different ability math levels creates tracking and prevents the forming of heterogeneous classes where more advanced students can serve to motivate other students.

Status in 2003–04

During the 2003–04 school year, changes in implementation were mostly fine-tuning. The freshmen academy had more staff meetings this year, and formally added the fifth team. The physical construction and remodeling of the freshman academy space was underway. To improve movement through the space, a hallway was added. Also created were offices and meeting spaces for the Student Success Advocates and freshmen academy teachers. The sense was that the program is stable. Within a district that has used SLC principles to guide its reform agenda, the SLC freshmen academy has become a core of how High School B will be operating in the future.

High School D

School Context

High School D is located in the developing rural-suburban area in an southeastern state, and draws students from families whose parents are employed in a range of professions, from high technology and professional through agricultural. The high school enrolls roughly 1,600 students, approximately 13 percent of whom are eligible for free or reduced price lunches. Most (74 percent) of the students are white, 14 percent are African-American, 9 percent are Hispanic, and 3 percent are Asian. Eighty-seven percent of graduates attend either two- or four-year colleges. The school applied for SLC funding to address high ninth-grade failure and dropout rates (roughly 15 to 20 percent of students drop out between ninth and tenth grades; 62 percent of those who enroll in ninth grade graduate). When implementation began there were 147 repeating freshmen (total ninth-grade enrollment was 504); this year there were 67 repeating ninth-graders. All of the teachers are state certified (or have certification pending), 12 or 15 are national board certified, and teachers' student loads are low (roughly 75 students per semester). The principal began at the school in the first year of the SLC grant funding, and did not participate in planning.

Prior to SLCs

High School D was one of the first schools in the county to go to a block schedule. The block schedule has four periods a day and classes meeting five days per week. Typically, a student will be enrolled in two core academic classes and two electives (including physical education and health) per semester, and a teacher would teach three periods per day, have one or two preparations, and then one 90-minute planning period per day. A few teachers are scheduled to teach only ninth-graders, but most teach multiple grade levels.

Reasons for Applying for Federal SLC Funds

The school's assistant principal, who left in 2003, was the person who initiated the SLC grant application process in hopes of facilitating students' transition from middle school to high school by reducing ninth-grade failure rates. At that time, a substantial proportion of ninth-graders had received more than one "F" by mid-year, and because many of those students had repeated earlier grades, a large number of them were old enough to drop out of school before 10th grade.

SLC Activities

By the 2002–03 school year, the school had implemented several pieces of its freshman transition program, most only partially. The single fully implemented component is an after-school tutoring program and center. Students (freshmen) are permitted to go to the center at any time, which really means that they may go there at lunchtime or after school. Students who would like tutoring submit applications and sign up for a day or the days that they will go for tutoring after school. Teachers sign up for the various days and are paid for the hour of tutoring. There are teachers available for every core subject. The main aim of the tutoring program is to help prevent ninth-grade failure.

Another component of the transition program has been the orientation provided to incoming ninth-graders, both when they are still in eighth grade and at a one-day orientation that takes place during the summer before they enter the ninth grade. At this orientation, students receive information about the building, the schedule, and course and career planning, and they also participate in a ropes course (equipment purchased with SLC funds) for team building purposes.

The school has been struggling with implementing the pairing of academic core teachers. The plan was to pair one English teacher with one social studies teacher, have them teach the same ninth-graders, plan together, and—it was hoped—use their shared knowledge of the students to provide more individualized teaching, as well as some cross-disciplinary applications. Science and mathematics teachers would be similarly paired. Last summer one of the teachers (who had experience in scheduling team teaching from the middle school where she had worked prior to coming to this high school) spent the entire summer coming up with a plan whereby all teachers of freshmen would be paired in this way. The new principal, however, did not support that plan. During the 2002–03 school year, only one pair shares a majority of their students (approximately 70 percent), and two other teachers share most of their ninth-grade students with one teacher but do not have common planning time. Nearly all adult respondents named scheduling as the primary impediment to full implementation.

Factors

In addition to lack of principal support and scheduling issues, the school suffers from the district's chronic school-reassignment problems. Each year, students from as many as 1,000 families were assigned to different schools than they attended the previous school year. This had created a problem with continuity for the students who were reassigned and has seriously undermining parental buy-in to the school system.

Status in 2003–04

In the fourth year of funding (via carryover funds), 80 percent of freshman were involved in freshman houses. The school better implemented the houses, which are now centered on teams of teachers from English and Social Studies, as originally planned. The houses allow better tracking of student progress and identification of dropouts. This past summer the school finally addressed the scheduling problems that had prevented the creation of teacher teams by bringing in experienced staff from

outside the school to complete the task. This summer, upperclassman started the Adopt-a-Freshman program and a peer mediation program was added as well. Primarily run by freshman, the goal of the program is to minimize suspensions by having students address cases that were screened and submitted by the administration. FAST Achievers was created to recognize ninth-grade students who were on the honor role. Saturday School brings in teachers to help students make up missed class time and work required for promotion. Finally, the SET program (Students Exploring Tomorrow) helped to bridge the "digital gap" and provide low-income families with computers and computer training.

High School F

School Context

High School F is a comprehensive high school (grades 9–12) of 1,500 students. Approximately 31 percent of students are minority. Approximately two-thirds of the students who attend are white, and nearly one-third of students are African-American. Forty-one percent receive free or reduced-price lunches. The principal estimates that approximately 50 to 60 percent of graduates attend four-year colleges. In general, School F is considered a very successful school in a district with a history of supporting progressive initiatives and providing sufficient funding.

Reasons for Applying for Federal SLC Funds

The main purpose of the freshman-teaming program is to provide support for the transition from middle school to high school. School data revealed that freshmen typically perform poorly with respect to passing rates, discipline referrals, attendance rates, and dropout rates. The principal, with support from the district and a regional school-to-career partner, engaged teachers in a process of identifying and implementing a model for providing additional support to freshmen. Team teaching was highlighted as a strategy, with the expectation that implementing common planning time would enable teachers to identify and address student problems earlier and more comprehensively.

SLC Activities

The freshman academy ("freshman teaming program") was the primary focus of the SLC grant, which began implementation in August 2001, and school representatives consider the initiative to be 75 percent implemented. The teaming program includes (1) physically clustering ninth-grade English, social studies, and math teams; (2) creating teams of ninth-grade teachers and students so that core groups of teachers teach similar students; (3) appointing a guidance counselor and assistant principal to each teacher team; and (4) providing common planning time for teachers. In addition to implementation of the freshman academy, the school is in the process of developing career "pathways." As of the 2002–03 school year, teachers had selected or been assigned to a career focus and were in the process of creating lesson plans, although students were not yet organized into pathways. It was expected that all ninth-grade students would eventually be organized into teams based on their selected career pathways.

The freshman-teaming program was almost fully implemented during the 2002–03 school year. Freshmen attended three out of four core classes in a space that was separate from the rest of the school, and each team's classrooms were clustered together, to the greatest extent possible. Teachers fully utilized the common planning time to discuss specific students' progress and challenges. Some teachers also developed interdisciplinary activities with other team members, although the administration would have liked to see more use of innovative teaching methods and integrated learning. Guidance counselors and assistant principals participated regularly in team meetings and

conducted follow-up work as necessary. The administration had clearly secured teacher buy-in for the initiative, both by following an established school process for implementing all changes and by providing considerable opportunities for staff input and professional development during the planning period. In addition, the principal made several successful changes prior to the initiative (e.g., reorganization of the school by grade level as opposed to departments, implementation of block scheduling, etc.), which set the stage for the changes to the freshman program.

Factors

In spite of strong principal and faculty support, scheduling remained a major obstacle to full implementation of the vision, which will integrate freshman teams with the implementation of career pathways throughout the school. It is expected that ninth-graders' selected career pathways will guide the formation of teams, but it was unclear how the administration would align team assignments with scheduling issues posed by enrollment in honors and advanced placement classes. Furthermore, it appeared that teachers needed additional professional development opportunities that focused on specific tools and teaching methods that can be used in a team-based setting (and eventually in a career-centered setting). Finally, future funding for the initiative was uncertain, although the school, district, and regional partner expressed that they were committed to maintaining the freshman teams and would work together to secure sufficient funding.

Status in 2003–04

During the 2003–04 school year the freshman academy continues, but the career pathways initiative is still primarily in the planning stage. It is clear that the school will need to spend substantial time and effort on developing a vision for the career pathways in order to implement fully its vision for the program and the connections to the freshman-teaming program.

High School G

School Context

High School G serves approximately 1,200 students and is a low-achieving school located in a residential area near the commercial center of an urban city, known as a center for Hispanic culture. Approximately 70 percent of the students are eligible for free or reduced-price lunches, and a growing number—nearly 39 percent—are English Language Learners, but the school has the lowest turnover in staff or principals in the district. Approximately 40 percent of students are Hispanic, 28 percent are African-American, 27 percent are white, and 5 percent are Asian. Teachers are often attracted and retained as graduates from the on-site PDS program (see below), and six teachers and four paraprofessionals are graduates of School G itself. The school has had only three principals in the last 23 years, and the current principal has been at the school for seven years. Like other schools in the district, it is adversely affected by the skimming of top academic achievers for the district's academic magnet school.

Prior to SLCs

In 1996, the district approved a comprehensive reform model. The plan called for implementation of SLCs, to be phased in a "wall-to-wall" fashion (e.g., whole school) within schools, districtwide. This was done cluster-by-cluster, beginning with the lowest performing of the district's schools in terms of graduation rates, daily attendance, and poverty status. In 1997, the plan was included in the district's federal court-ordered desegregation exit plan (obligating the district to carry out changes called for by the model). School G is in the last cluster to implement the model but had initiated its own changes prior to the district's adoption of the reform plan. School G had already piloted a freshman house

system and had put it in place schoolwide, and was thus ready to proceed with other mandated changes.

SLC Activities

School G had students organized in four un-themed houses that began as freshman houses (and were extended vertically to the 12th grade). The school building was designed to hold up to 900 students organized departmentally, so the staff and administration have had to take a creative approach to establishing distinct areas for the four houses. Each student is also assigned to one faculty advisor for four years; teachers and students meet daily in a kind of extended homeroom period (groups of about 20 students) that can be used for counseling, career advising, tutoring, life skills teaching, and so on, at the teacher-advisor's discretion. Students loop with students for four years. During the 2002–03 school year the administration tried to make sure that students' advisors were within their academy groups. This essentially meant that there was some switching among established advisory groups for students and teachers.

Factors

School G also has a staff that is very involved in decision-making. It has been a member of the professional development alliance at the state university (PDS) since February 1993. They have seven interns who stay from October to May, and staff takes advantage of university courses that are offered on-site as part of the PDS, including courses focusing on teaming, action research, and mentoring.

Generally, there seemed to be a lot of energy and enthusiasm at this school—from staff, administrators, and students, and people seemed to genuinely care about each other. One fear that staff and administrators shared was that the district would crush the school's own initiative and expertise by imposing a one-size-fits-all reform on a school that was really working at developing its own solutions.

Status in 2003–04

Currently, the school has six themed academies. The themes include Business and Management, Health and Nature, Invention and Technology, Media and Communications, Musical Arts, and Visual Arts. The freshman academy structure (four core teachers sharing a common planning time period and the vast majority of the same students) has been dismantled, and teacher teams have been reorganized within new academies.

High School I

School Context

High School I is in a small but growing city surrounded by a largely rural area. The high school is clustered in an area near downtown, along with the city elementary and middle schools. The enrollment of High School I is 1,240 students. The student population is predominantly white (96 percent), with very few students receiving free or reduced-price lunches (0.03 percent). The staff of the school also appears to be predominantly white. About 11 percent of the school's students are receiving special education services, and no students are classified as Limited English Proficient. Just over half of 11th- and 12th-grade students (51 percent) took at least one advanced placement exam in the 2001–02 school year, with 72 percent scoring at or above three points for credit. Likewise, 63 percent of 12th-grade students took the SAT and scored an average of 1,067 on the combined test (verbal and math). The most recent data from statewide assessments given during the 1999–2000

school year indicate that 97 percent of the students in grades 9 to 12 were proficient in reading, but only 39 percent tested proficient in math. Other APR data indicate that 69 percent of graduates planned to attend a two- or four-year college or university.

Prior to SLCs

High School I began to plan and implement a first year academy (FYA) during the 1998–99 school year, two years before receiving federal funding from the SLC program. The school has implemented other SLC strategies to support and complement the FYA, including career pathways or clusters, student advisement or mentoring, and block scheduling. Of these SLC strategies, block scheduling for the entire school and student advisement for the ninth-grade students were already in place before applying for SLC funding from ED.

Reasons for Applying for Federal SLC Funds

The impetus for starting a FYA at this school primarily came from two somewhat unrelated events. A districtwide action research team consisting of 35 individuals, including parents, students, teachers, and administrators, conducted a study to identify best practices in the high school context, and one of the recommendations later adopted by the school board was to develop FYAs in all the high schools. At about the same time, the school had just completed a facility construction project that included a brand new wing to the building. They therefore decided to start a FYA at High School I using the new wing. The former assistant principal (and freshman academy director) was the primary advocate and organizer for writing the grant application to receive SLC funds from ED.

SLC Activities

The program involves all ninth-grade students, with extended registration and orientation opportunities for the incoming freshman and their families. Once school starts, these students essentially take all of their core courses in 90-minute blocks in the FYA (with the exception of language classes, band, other electives, etc.), which is a separate wing of the building and is physically demarcated, most notably with different colored lockers for students.

In addition to the SLC director, the program was staffed originally with two team leaders who had the responsibility to facilitate weekly 45-minute teaming meetings (during half of the common planning times) among staff teaching common subject areas; to coordinate quarterly half-day teaming meetings among all staff; to work through administrative and curricular issues related to the program; and to facilitate teaming meetings with individual at-risk students on Tuesdays and Thursdays after school involving parents, teachers, guidance staff, and administrators to address academic and disciplinary concerns, as needed. The program also involves an after-school program called “After-the-Bell” staffed by two FYA teachers, offering tutoring to all freshmen, three days a week, with transportation provided. There is also a component of the program in which teachers send weekly progress reports to parents of freshman students who are doing less than “C” work in any courses. The FYA also has student recognition programs, such as “Student of the Month” and honor roll recognitions, exclusively for ninth-grade students.

The FYA also includes a student advisement program, which began the second year of the program and has evolved over time to include the entire school. Initially, the program involved each staff member or advisor meeting with a small group of students (e.g., about ten per advisor) on a weekly basis and focused on interdisciplinary projects (e.g., service learning projects) as well as guidance lessons. Currently, the advisement program is still structured so that each staff member or advisor meets with a group of students on a regular basis, but the advisors, in general, have more students in

their groups (now it is more like 15 to 20 per advisor), meets less often (i.e., biweekly for 10 or 20 minutes), and leads students through prescribed "lesson plans." The FYA has its own guidance counselor, who helps to organize some of the student advisement program and tries to meet with every parent and student at least once a year.

During the 2002–03 site visit, we were told the FYA does not have a curriculum that is drastically different from other areas in the school or, for that matter, from other schools in the district, except they have offered career research and development courses to freshman since the 2001–02 school year based on five career pathways or clusters. Other activities associated with this part of the program include a day-long field trip, in which each freshman student will visit four businesses in his or her career pathway, and career day speakers who come into the school to address the students during their career research and development course. The school estimates that each student hears at least two speakers as part of the course. This component of the program, however, was for most respondents only loosely associated with the program.

Factors

Facilitating factors for implementation include (1) district, school, and community members working together through the action research team committee to reach a consensus on the program; (2) continued support from the district; (3) committed administrators and staff, who recognized that they needed to sell the program to the staff and the community while also getting their input; and (4) a separate new facility separate from the rest of the high school. The program faces continuing challenges, however, in the areas of turnover among leadership and staff, with attaining staff buy-in, limited resources (i.e., money and time), and scheduling difficulties.

Status in 2003–04

Beginning during school year 2003–04 they began implementing the AP or honors program, which is an extension to the current AP program at High School I called APEX. In this first year they selected a cohort of 31 freshmen who will take six AP courses together each year over their high school careers. It is hoped that this will increase the amount of vertical teaming among teachers in the school (same subject areas but different grade-levels), and that the teachers in the FYA can take the lead in terms of working with other teachers on teaming strategies and through this process teachers in the rest of the school can take advantage of the lessons learned in the FYA to build the school's capacity. In addition, High School I is responding to a districtwide policy change that this year's freshman class will have to complete a one-credit graduation project by the time they are seniors as part of the increased graduation standards from 21 to 25 credits needed to graduate.

High School J

School Context

High School J is in the fifth largest school district in the country. The district is building schools as fast as it can to try to stay even with the growth in the student population. High School J was only opened seven years ago, and it has mushroomed to almost 5,500 students, making it the largest high school in the country, according to the principal. Several years ago, when enrollment exceeded the building's capacity by an excessive amount, High School J opened an "annex," consisting of a large number of surprisingly pleasant portables, for its ninth grade. Perforce, High School J has had a separate ninth-grade program—indeed; the ninth-grade campus is several miles from the main campus. The whole school, including the ninth-grade program, is blocked on a four-four schedule in which one year of work in a course is completed in a semester.

The school serves a diverse population: 36 percent Hispanic, 36 percent white, 20 percent African-American, and 6 percent Asian-American. Approximately 10 percent of students are Limited English Proficient, 6 percent are special needs, and fewer than 15 percent of students receive free or reduced-price lunches.

SLC Activities

In 2001–02 the ninth-grade was split into equal-size groupings named "Odyssey," "Virtual Ventures," and "Quest." The staff for each group worked out the theme. The primary curriculum component is a course titled "Pathfinder," which all freshmen take. Its purposes are several: to introduce students to the career pathways, from which they will choose one; to prepare students academically and interpersonally for high school; and to give them a number of life skills. Other aspects of the curriculum are infused with curriculum content, especially an allotted 10 minutes during second period. Having read the career-related materials, students are supposed to complete questions that have been written to be like those on the state's high-stakes testing program. Although both of these curriculum elements have been implemented, they are not uniformly well received by faculty, students, or parents.

Factors

During the 2002–03 site visit, respondents cited enthusiastic leadership from the principal and the SLC coordinators, the availability of various kinds of professional development, and the camaraderie that has developed among the ninth-grade staff. Negatives included the large shifts in student population, the anticipated dissolution of the group (resulting in anxiety and lowered morale), the resistance of some staff, and the relatively low regard for the Pathfinder course.

Status in 2003–04

In 2003–04 the "freshman academy" had disappeared with the move of the ninth-grade back to the main campus. All that remained was the Pathfinder course that, among other goals, was supposed to help prepare students to choose a career pathway. There were also five career pathways for students in grades 10 through 12 that the school regarded as its real SLC program. The pathways were not totally self-contained, and students (and their guidance counselors) regarded them with varying degrees of seriousness.

As of 2003–04, the paid SLC coordinator was gone, and there were no more stipends for the leaders of the five career pathways that remained. The principal, who was a strong advocate for the program, is still in place. A new school opened for the 2003–04 school year, which cut enrollment from 5,500 to 3,600- students and was the reason why the school could now consolidate back to one campus. As a result, High School J lost staff along with its students. Some teachers who did not like the pathways concept left but so did other teachers.

High School K

School Context

High School K is the only high school in its district. High School K serves approximately 2,100 student in grades 9 to 12, and its student body is approximately 92 percent white, 5 percent African-American, 1 percent Asian, and 2 percent Hispanic; 20 percent of the high school students are eligible for free or reduced-price lunches. This county is comprised of nine school districts, of which this school district is the largest, serving 7,300 students in all grades. The automobile industry provides

the main economic basis for families in this district; other major industries include La-Z-Boy Chair Company, Delta USA, and North Star Steel Corporation.

Prior to SLCs

In 1993, the school district made a commitment to reconfigure the school district. At the time, grades K through 6 were spread out among ten buildings, all seventh-grade students were together in their own building, all eighth- and ninth-grade students were together in another building, and the high school held grades 10 to 12. The district then restructured to establish ten K through 5 elementary schools, three middle schools (grades 6 to 8), and one high school, housing grades 9 to 12. This was part of the school's long-term improvement plan. During the 1998–99 school year, half of the district's freshmen attended the high school, and beginning with the 1999–2000 school year all freshmen were housed at the high school.

Reasons for Applying for Federal SLC Funds

Responding to research on dropout rates associated with ninth-grade and the concern that the high school would overwhelm the freshmen, the school implemented a ninth-grade academy. Efforts to create a ninth-grade academy and to obtain SLC grant funds are credited for the most part to the former principal and the former director of vocational education. The ninth-grade academy is essentially a school-within-a-school. It occupies one wing of the building and has its own administration and counseling staff led by the assistant principal.

SLC Activities

Teacher teaming is a key aspect of the academy's design. The academy has 16 core teachers (math, science, English and world cultures), divided into four teams. Each team shares approximately 150 students, and a member of the guidance staff is also paired with the team. The teams have begun working toward interdisciplinary lessons and have common planning time every other day. Some administrators feel that, given the professional development conducted on interdisciplinary teaching, more should currently be happening. The school operates on an 88-minute A and B block schedule.

All students at High School K have Student Resource Time (SRT) at the same time every other day. Students are assigned to an SRT teacher for one year. SRT is used as a time for school announcements and study hall, and provides students an opportunity to "travel" to another teacher's room to obtain extra help. Some teachers explain that SRT also serves to pair each student with a teacher advisor and provides teachers the opportunity to meet a group of students and get to know them well. As part of the ninth-grade curriculum, the SRT is in the form of a "freshman seminar." Although the curriculum for the freshman seminar is still being refined, its goals are two-fold: (1) to help the freshmen get to know and be comfortable in the new school, and (2) to acquaint freshmen with possible careers. Students explore the types of jobs they might be interested in pursuing and then work on skills such as resume and cover letter writing. Freshman SRT culminates in a job-shadowing day near the end of the school year.

During the 2002–03 school year, High School K was also in the process of launching career pathways in grades 10–12. Pathways included Fine Arts and Communication; Health and Human Services; Business and Management; and Manufacturing, Engineering and Technical Services. Once the career pathways are implemented, ninth-grade will be considered a preparatory year for students to choose a pathway.

Factors

The biggest challenge during implementation was the process of physically relocating most of the teachers' classrooms in the building, which resulted in a loss of space for some teachers in the upper grades. Another challenge was resistance among faculty and guidance staff to working in the academy (with ninth grade only). The school did have to hire some new teachers to staff the academy. In general, however, the smooth implementation of the program is credited to the strong leadership of the high school principal and the ninth-grade principal. A sign of the academy's stability is no teacher turnover from 2001–02 to this school year. Ninth-grade guidance counselors are also enthusiastic about the program.

Since establishing the academy, a new principal has taken over. During this transition, implementation of the career pathways aspect of the SLC slowed. In looking forward, the school recognizes a number of obstacles to the sustainability of the freshman academy. First, key members of the academy's staff are retiring after this school year. Second, some resentment toward the academy exists from teachers in the upper grades. Not only were they displaced in establishing the academy, but overcrowding in 10th- through 12th-grade classes has also led some upper-class teachers to suggest that this has been caused by the allocation of staff to the ninth grade.

Status in 2003–04

Over the 2003–04 school year, there was little change in terms of structure of the freshman academy. The SLC coordinator left the school to return to graduate studies in educational leadership. The other major reform effort of the school at present is getting the 10th- to 12th-grade career pathways up and running so that all students will be in a pathway next year. The only major obstacle to its continuation is funding, and district priorities for the future are very dependent on an upcoming bond issue vote.

High School L

School Context

School District L's secondary education program is made up of two comprehensive high schools and the adjunct High School L. Technically, all of the district's high school students are enrolled in one of the two comprehensive high schools. Enrollment in the High School L is considered dual enrollment. When students graduate from high school in the district, their diplomas are awarded by one of the two "home" high schools. High School L is the alternative high school program, located on three different campuses.

In school year 2002–03, the capacity of the ninth-grade academy—a central part of the alternative HS program—was 85 students. According demographic information on school year 2001–02 APRs, the population of High School L was 52 percent white, 42 percent Native American, 3 percent Hispanic, and 3 percent African-American.

Prior to SLCs

The ninth-grade academy was implemented in 1995, pre-dating the SLC grant. According to administrators, this academy was implemented to address the district's concerns about gangs and fights and a high dropout rate. A teacher who has been with High School L since its inception described the beginnings as chaotic. The students were older—many were thought to be gang members. "It was pretty crazy…a lot of discipline problems." Classes were 90 minutes long, the classrooms were no bigger than offices, and they had no books. She said she was relieved when the

ninth-grade academy was moved to the building that was formerly a youth detention center. There, at least, they had their own space. Barbed wire left behind by the youth detention center lined the perimeters of the building and campus when the ninth-grade academy occupied the site. According to administrators, this site fed into the community's and district personnel's perceptions that the freshman academy was a place for students with behavior problems and led to the feeder schools "dumping" problem students in this school. Some students were even ordered to the school by juvenile court judges.

For school year 2000–01, the district relocated the ninth-grade academy to a new building, in part to counter this negative perception and to attract the students for whom the academy was intended, but it required more than just the move to change perceptions. The principal attended many meetings to address concerns about bringing problem teenagers into the community and the impact it would have on the neighborhood. He added that since the move there have been no complaints from the neighbors about the students who attend the academy.

SLC Activities

During the 2002–03 school year, the ninth-grade academy had exclusive use of six classrooms in one wing of the building. The previous SLC coordinator and the dean of students addressed staff and parents at middle schools to make clear the objectives of the ninth-grade academy and to describe the students who would most likely benefit from the strategies employed at the academy. They invited parents and students to visit the school before applying. Gradually, middle school staff began to encourage students who were having social or academic difficulty in the large middle schools to consider attending the ninth-grade academy for their first year of high school. Over time, the characteristics of the student body changed from primarily students with behavior problems to primarily students with academic and social problems.

Attendance at the academy is voluntary. The SLC coordinator visits the middle schools in the spring to talk with teachers, parents, and students. Students are usually referred by middle school staff, such as a counselor, teacher, or principal, but some parents seek out the option for their children who may be having trouble academically or need an alternative education environment. Applications are accepted from the preceding spring until full enrollment is reached. Students are not admitted into the program after Thanksgiving, however, so if a slot is unfilled by Thanksgiving, it remains unfilled for the remainder of the year.

According to the administration and the teachers themselves, all of the teachers volunteered to teach in the academy. Five full-time teachers teach the core subjects: English, math, science, and social studies. Part-time teachers come in for part of the day to teach the electives: Challenges and Choices, drama, and health. At least two of the teachers are certified to teach special education. If students wish to participate in extracurricular activities, they do so at one of the two "home" high schools in the district.

The classes are normally 50 minutes long. Teachers stated that block scheduling would not work for these students. To maintain attention, they must change teaching strategies three or more times just within the 50-minute period. During the first semester, students are not assigned homework and are not issued any books. All of the students' assignments are completed in class; the teachers file unfinished worksheets and papers in the classroom. Textbooks for the students are kept on shelves in the classrooms and students return them before they leave. Homework is re-introduced in the second semester to help students adapt to their sophomore year at the traditional high schools.

Status in 2003–04

During school year 2003–04, the ninth-grade academy experienced only minor change since the previous year and the end of SLC funding. This year, the district added to its program a semi-self-contained classroom serving ten special education students. The addition of this classroom was due to the growing number of middle school students with emotional difficulties scheduled to enter the ninth-grade and to space constraints at both high schools, which eliminated the possibility of these students being served at these facilities.

High School O

School Context

The school is located in a middle class neighborhood, but few of the neighborhood children attend this school (only 10 percent of the students walk to school). The school is actually a campus composed of several buildings on a rather large campus, but the facility is fairly modest. The enrollment is about 1,050, but the numbers fluctuate because the population is very mobile. Enrollment in the school has been declining. The population is over 90 percent African-American, with many students coming from a low-income housing project several miles away. The poverty level (according to free and reduced-price lunch program enrollment) is at or above 60 percent. Over 30 percent of the students are classified as special education. There is a high dropout rate at the school. As the principal and assistant principal said, "By the 11th-grade, we have lost about half of them." There are about 412 ninth-grade students (about half are repeaters), and about 142 students in the 12th-grade. They claim to be increasing their graduation rate. "If students make it through the 10th-grade on track, a high percentage do graduate." As of the 2002–03 school year, there was a new principal who was actually considered to be an "interim principal" for the transition year prior to the restructuring, when each SLC school would have its own principal.

Reasons for Applying for Federal SLC Funds

The school was chosen for the study as a freshman academy site, but we found that the grant was written to support transforming the five lowest performing high schools in the district into several smaller schools within their buildings, each with a separate administration, and each with characteristics of small learning communities such as teams, and schools organized thematically. In 2002–03, High School O was ostensibly in the planning phase of changing to three high schools beginning the following school year. They planned for all ninth-grade students to enter a "school of choice," in which one would be a university academy beginning with grades 9 to 11; one would be a public service learning school beginning with ninth-grade; and a third would be a traditional high school that would phase out with the first cohort that chooses it but would not enroll any new ninth-grade students after that. Thus, they eventually expected to have two high schools at the site (and not three).

SLC Activities

This freshman academy is comprised of ninth-grade teams that have existed since about 1995 (long before the SLC grant). A team includes the core teachers—English, math, social studies and science—who all teach the same kids, very much on the classic middle school model. The team members have the same planning period and meet from two to five times a week. There are currently two ninth-grade teams. There are also 10th-grade teams. Last school year (2001–02) they began to move toward teams in the upper house (11th- to 12th-grade), but they do not work as well because students are individually rostered and have more electives.

A central feature of the SLC program is a school-based, multi-service center that is trying to meet the social-emotional needs of the students. The center is externally funded (a collaboration of 84 health and social service agencies) and includes three therapists (licensed professional counselors) and a nurse. In addition to providing individual and group counseling sessions, the center provides support to teachers and staff and nursing assistance. The center also provides services to families and professional development to staff. According to the director of the center (a very savvy social worker who formerly worked in the district office), about 75 percent of the services are for the ninth-grade. One of the programs offered at the center is a leadership team (of students) that participates in a variety of activities, including trips, environmental programs, intergenerational activities, and community service. Band is another popular program offered in the school, and is considered by the director of the center and other counselors to be "therapeutic." The school also offers a three-week summer "intervention."

During the 2002–03 school year, the ninth-grade students spend the school day as a cohort or team, and they are not individually rostered for their major subjects. The day was block scheduled (90-minute periods every other day). All classes, except science, were located in one corridor. A special education resource teacher was also part of the team, as there was a fair amount of inclusion or mainstreaming. (Note: The students in the focus group—as of November—were not particularly enamored of the team concept, especially staying in the same group all day, or of the block scheduling!)

Status in 2003–04

The public school district split into three small schools and in the 2003–04 school year High School O became a reconstituted or "new" school. It now has ninth-grade only and about 180 students. It will add a grade each year to become a full high school. The school has a new principal, also new to the district. About three-quarters of its teachers taught in the original High School O.

Appendix I

Modeling of Pre and Post Differences in APR Outcomes

Appendix I
Modeling of Pre and Post Differences in APR Outcomes

The presentation in Chapter 5 of changes in student outcomes as reported by schools on the APR for school years 1996–97 through 2002–03 was primarily descriptive. Complementing the methodology discussion in Chapter 5, this appendix presents a more formal discussion of our approach to modeling school-level outcomes using longitudinal growth curve analyses, and also presents the formal statistical findings from our analyses of pre and post differences in APR outcomes (Exhibit I.1 and I.2).

As presented in Chapter 5, the main questions driving these analyses are:

- How do SLC schools change over time with respect to each outcome of interest?
- How does each outcome differ before and after federal SLC funding?
- Do trajectories of change vary among schools?

The analyses discussed in Chapter 5 focus on the use of growth curve modeling within a hierarchical linear mixed model (HLM). In practice, this entails the modeling of trends in outcomes over time, based on the repeated observations within each school, with the assumption that the underlying functional form of the trends is linear.[3]

Because trends are modeled and compared before and after SLC funds were received, the effects of four variables are estimated for each outcome.

- Intercept: the value of the outcome of interest in the year prior to receiving the SLC grant;
- Time: the rate of change of the outcome of interest during the pre-grant period;
- Difference: the "jump" in the outcome between the pre- and post-funding periods;[4] and
- Difference*Time: the difference in the rate of change between the pre- and post-funding periods.

[3] The validity of this assumption was explored through the examination of individual school-level growth plots. Through this examination, it was determined that the use of linear models was appropriate.

[4] We use the term "jump" here to refer to the difference between the model intercept and the average value of the outcome in the post-grant period.

Model Specification

Using HLM, models here were specified at two levels: within schools (Level 1) and between schools (Level 2).

Level 1: Within School Model

$$Y_{ij} = \pi_{0i} + \pi_{1i} TIME_{ij} + \pi_{2i} DIFFERENCE_{ij} + \pi_{3i} DIFFERENCE * TIME_{ij} + r_{ij}$$

Where

π_{0i} = the value of the outcome of interest for school *i* in the year prior to receiving the SLC grant (intercept);

$\pi_{1i} TIME_{ij}$ = the rate of change of the outcome of interest for school *i* during the pre-grant period;

$\pi_{2i} DIFFERENCE_{ij}$ = the "jump" in the outcome between pre- and post-funding periods for school *i*;

$\pi_{3i} DIFFERENCE*TIME_{ij}$ = the difference in the rate of change between the pre- and post-funding periods for school *i*; and

r_{ij} = residual difference between the actual and estimated school value *i* at time *j*, assumed to represent measurement error.

Level 2: Between-School Model

$$\pi_{0i} = \beta_{00} + u_{0i}$$
$$\pi_{1i} = \beta_{10} + u_{0i}$$
$$\pi_{2i} = \beta_{20} + u_{2i}$$
$$\pi_{3i} = \beta_{30} + u_{3i}$$

Where

β_{00} = the average value of the outcome of interest in the year prior to receiving the SLC grant;

u_{0i} = the difference between the average and individual value in the year prior to receiving the SLC grant for school *i*;

β_{10} = the average rate of change in the outcome of interest during the pre-grant period;

u_{1i} = the difference between the average and individual average rate of change during the pre-grant period for school *i*;

β_{20} = the average "jump" in the outcome between pre- and post-funding periods;

u_{2i} = the difference between the average and individual "jump" in the outcome between pre- and post-funding periods for school *i*;

β_{30} = the average difference in the rate of change between the pre- and post-funding periods; and

u_{3i} = the difference between the average and individual rate of change between the pre- and post-funding periods for school *i*.

Together, the Level 1 and Level 2 Models result in the following combined model:

$$Y_{ij} = \beta_{00} + \beta_{10}TIME_{ij} + \beta_{20}DIFFERENCE_{ij} + \beta_{30}DIFFERENCE * TIME_{ij}$$
$$+ u_{0i} + u_{1i}TIME_{ij} + u_{2i}DIFFERENCE_{ij} + u_{3i}DIFFERENCE * TIME_{ij} + r_{ij}$$

As is evident in this combined model, this mixed model results in two sets of results. First, the fixed (or average) effects:

$$\beta_{00} + \beta_{10}TIME_{ij} + \beta_{20}DIFFERENCE_{ij} + \beta_{30}DIFFERENCE * TIME_{ij},$$

representing the average growth curve or the average trend over time. Secondly, the random (or difference) effects:

$$u_{0i} + u_{1i}TIME_{ij} + u_{2i}DIFFERENCE_{ij} + u_{3i}DIFFERENCE * TIME_{ij},$$

representing the variation of individual school estimates from each of the fixed effects. These random effects are examined to see whether or not individual schools vary significantly from each other with respect to each of the estimated coefficients in the model.

Centering Time

For ease of interpretation, the intercept term was centered within the range of the data, i.e., on school year 1999–2000, or the last year prior to the distribution of SLC grant funds to schools. Interpretation of this and other terms is illustrated in the example that follows:

Interpretation Example

Using participation in extracurricular activities as an example, we present the fixed and random effects estimates from our statistical modeling procedure (see Exhibits I.1 and I.2). The intercept estimate tells us that at time = "0", the average value of extracurricular is 43.1. In other words, at the last year prior to receiving the SLC grant (SY 1999-2000), the average percentage of students in extracurricular activities was 43 percent. In addition, this form varied significantly among schools, ranging from a low of 10 percent to a high of 96 percent (see Exhibit I.2).

The coefficient for "time" is 0.67. This is the estimate of the time slope when "difference" is equal to zero (i.e., pre-SLC grant). Thus, on average, there was a little over a half a percentage point increase per year in extracurricular activities during the pre-SLC grant phase. The small increase over time was not statistically significantly different from 0. We conclude, therefore, that the slope for the period prior to receiving the SLC grant was flat.

The coefficient for the "difference" term is 5.24. The difference effect refers to the post-SLC grant intercept difference. This means that the post-SLC grant participation in extracurricular activities was on average 5.2 percentage points higher than pre-SLC grant participation. This increase was statistically significant ($p < 0.05$), and we therefore conclude that relative to the pre-SLC grant years, average participation in extracurricular activities was higher during the post-SLC grant years. This difference term also varied significantly across schools, ranging from a low of –8.4 percentage points to a high of 43.5 percentage points.

The coefficient for "difference*time" tells us the difference between the pre-SLC grant time slope and the post-SLC grant time slope. The value of this coefficient is –0.19; thus, the post-SLC grant slope is a little flatter (less positive) than the pre-SLC grant slope. The estimate of the post-SLC grant slope is calculated as (time + time*difference), which is equal to 0.67 – 0.19 = 0.48. This estimate represents a rather flat increase of about a half a percentage point per year, which is not statistically significant. This difference in slopes, however, varied significantly across schools, ranging from a low of –23.4 percentage points to a high of 16.4 percentage points.

We thus conclude that the average level of participation in extracurricular activities during the post-SLC grant period was statistically significantly greater than during the pre-grant period, but that the change in participation over time during the post-grant period was not significantly different from the change over time during the pre-grant period.

Exhibit I.1

Estimates of Fixed Effects From School-Level Growth Models[a] Examining Change in Various Academic and Behavioral Outcomes Between the 1997–97 and 2002–03 School Years

	Parameter Estimate			
Outcome	**Intercept**	**Time[b]**	**Difference**	**Difference* Time**
Percent students at or above proficiency in reading (*n*=35)	58.37***‡	–1.23*	3.57‡	n.a.
Percent students at or above proficiency in mathematics (*n*=31)	48.43***‡	–3.48**	12.45*	n.a.
Percent students at or above 50th percentile on SAT9 in reading (CA only) (*n*=27)	29.81***‡	n.a.	2.00**	n.a.
Percent students at or above 50th percentile on SAT9 in mathematics (CA only) (*n*=27)	42.50***‡	2.33***	–3.25*	n.a.
Percentage of students in grades 11 and 12 taking ACT (*n*=64)	15.22***‡	0.65**	1.93‡	–1.22‡
Percentage of students in grades 11 and 12 taking SAT (*n*=90)	19.47***‡	0.46*	–0.36‡	1.39‡
Total SAT score (*n*=89)	951.52***‡	0.39	–11.27‡	2.11‡
Total ACT score (*n*=70)	19.49***‡	0.07	0.05‡	–0.26*‡
Promotion rate from 9th to 10th grade (*n*=116)	81.40***‡	–0.28	–2.76‡	2.33*‡
Graduation rate based on 9th grade enrollment four years prior of graduating cohort (*n*=69)	54.58***‡	2.11*‡	–4.12*‡	n.a.
Graduation rate, based on 12th grade enrollment of graduating cohort (*n*=114)	88.88***‡	0.63	–1.75	0.50‡
Percent students simultaneously enrolled in secondary and college-level courses (*n*=86)	4.84***‡	0.70***‡	2.06**	–1.71***‡
Percent graduates intending to attend 2- or 4-year college (*n*=77)	64.79***‡	n.a.	4.30***‡	n.a.
Average daily attendance (*n*=88)	89.86***‡	0.34***‡	n.a.	n.a.
Percent students involved in extracurricular activities (*n*=78)	43.09***‡	0.67	5.24*‡	–0.19‡
Incidence of school violence per 100 students (*n*=100)	5.85***‡	0.08‡	–1.47*	0.08‡
Incidence of alcohol and/or drug use per 100 students (*n*=93)	1.62***‡	–0.07‡	n.a.	n.a.
Incidence of disciplinary action per 100 students (*n*=113)	26.94***‡	–1.37‡	1.57‡	–0.07‡

*$p < 0.05$ **$p < 0.01$ ***$p < 0.001$

‡Significant variation among schools as evidenced by random effect in mixed growth curve model.

n.a.Estimate not significantly different from zero and dropped from statistical model.

Notes: a Models presented are result of comprehensive model-building process. Those presented provide the best-fitting and most parsimonious representation of each outcome variable.

b Time centered on 2000-2001 school year, the first year of SLC implementation as supported by the federal SLC grant.

Exhibit I.2

Estimates of Random Effects From School-Level Growth Models,[a] Examining Change in Various Academic and Behavioral Outcomes Between the 1996–97 and 2002–03 School Years

Outcome	Mean	Minimum	25th Percentile	Median	75th Percentile	Maximum
Percent students at or above proficiency in reading (*n*=35)						
Intercept	58.37	11.99	25.90	68.71	87.28	98.20
Difference	3.57	–54.42	–0.73	4.84	14.54	42.08
Percent students at or above proficiency in mathematics (*n*=31)						
Intercept	48.43	19.29	40.00	47.49	57.74	84.06
Percent students at or above 50th percentile on SAT9 in reading (CA only) (*n*=27)						
Intercept	29.81	6.59	16.31	27.42	46.06	68.66
Percent students at or above 50th percentile on SAT9 in mathematics (*n*=27)						
Intercept	42.50	13.29	27.51	41.12	57.70	75.66
Percent students in grades 11 and 12 taking ACT (*n*=64)						
Intercept	15.22	1.70	6.99	14.11	20.34	45.73
Difference	1.93	–40.53	–1.56	0.07	2.92	98.86
Difference*Time	–1.22	–39.22	–2.17	–1.01	0.26	26.77
Percent students in grades 11 and 12 taking SAT (*n*=90)						
Intercept	19.47	3.04	13.82	19.38	25.53	36.88
Difference	–0.36	–25.83	–1.48	0.43	1.99	16.72
Difference*Time	1.39	–6.62	–0.99	0.24	1.44	32.31
Total SAT score (*n*=89)						
Intercept	951.52	726.01	875.96	953.77	1034.37	1239.22
Difference	–11.27	–541.88	–27.18	–7.86	9.45	180.78
Difference*Time	2.11	–74.93	–5.71	1.20	6.95	186.16

Cont’d., p. I-9

Exhibit I.2 (continued)

Estimates of Random Effects from School-Level Growth Models,[a] Examining Change in Various Academic and Behavioral Outcomes Between the 1996–97 and 2002–03 School Years

Outcome	Mean	Minimum	25th Percentile	Median	75th Percentile	Maximum
Total ACT score (*n*=70)						
Intercept	19.49	14.55	17.89	19.83	21.25	24.86
Difference	0.05	–1.41	–0.49	–0.08	0.45	6.67
Difference*Time	–0.26	–3.45	–0.37	–0.18	–0.01	0.41
Promotion rate from 9th to 10th grade (*n*=116)						
Intercept	81.40	43.93	73.06	85.01	93.89	98.48
Difference	–2.76	–64.76	–5.60	–0.15	3.74	22.19
Difference*Time	2.33	–14.85	–0.35	0.86	3.54	25.07
Graduation rate based on 9th-grade enrollment four years prior of graduating cohort (*n*=69)						
Intercept	54.58	7.45	41.24	56.61	71.60	97.76
Time[b]	2.11	–3.51	0.87	1.70	2.73	19.71
Difference	–4.12	–43.23	–5.65	–3.15	–1.11	8.72
Graduation rate, based on 12th-grade enrollment of graduating cohort (*n*=114)						
Intercept	88.88	53.82	85.04	91.06	94.41	99.70
Difference*Time	0.50	–3.26	–0.40	0.24	0.90	8.51
Percent students simultaneously enrolled in secondary and college-level courses (*n*=86)						
Intercept	4.84	0.53	0.95	1.79	4.05	30.00
Time[b]	0.70	–0.63	0.48	0.56	0.76	4.79
Difference*Time	–1.71	–4.76	–1.82	–1.68	–1.55	0.37
Percent graduates intending to attend two- or four-year college (*n*=77)						
Intercept	64.79	35.80	55.16	66.18	76.70	85.38
Difference	4.30	–6.49	2.37	4.14	6.48	13.44

Cont'd., p. I-10

Exhibit I.2 (continued)

Estimates of Random Effects from School-Level Growth Models,[a] Examining Change in Various Academic and Behavioral Outcomes Between the 1996–97 and 2002–03 School Years

Outcome	Mean	Minimum	25th Percentile	Median	75th Percentile	Maximum
Average daily attendance (*n*=88)						
Intercept	89.86	70.73	87.04	91.61	94.19	96.29
Time[b]	0.34	–0.84	0.03	0.20	0.49	1.76
Percent students involved in extracurricular activities (*n*=78)						
Intercept	43.09	10.35	25.25	41.94	58.31	96.28
Difference	5.24	–8.35	–0.49	3.26	9.56	43.51
Difference*Time	–0.19	–23.39	–2.92	0.16	1.84	16.37
Incidence of school violence per 100 students (*n*=100)						
Intercept	5.85	1.77	3.73	4.75	7.29	17.12
Time[b]	0.08	–9.38	–0.18	0.20	0.52	2.47
Difference*Time	0.08	–5.20	–0.47	–0.04	0.45	8.16
Incidence of alcohol and/or drug use per 100 students (*n*=93)						
Intercept	1.62	0.46	1.02	1.37	1.99	5.30
Time[b]	–0.07	–0.92	–0.15	–0.01	0.06	0.13
Incidence of disciplinary action per 100 students (*n*=113)						
Intercept	26.94	0.23	11.04	17.76	30.61	96.01
Time[b]	–1.37	–22.75	–2.14	–0.94	0.21	15.44
Difference	1.57	–42.74	–4.59	1.62	5.20	69.67
Difference*Time	–0.07	–31.77	–4.20	0.60	3.29	33.20

Notes: a Models presented are result of comprehensive model-building process. Those presented provide the best-fitting and most parsimonious representation of each outcome variable.

b Time centered on 2000-2001 school year, the first year of SLC implementation as supported by the federal SLC grant.

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