DOCUMENT RESUME

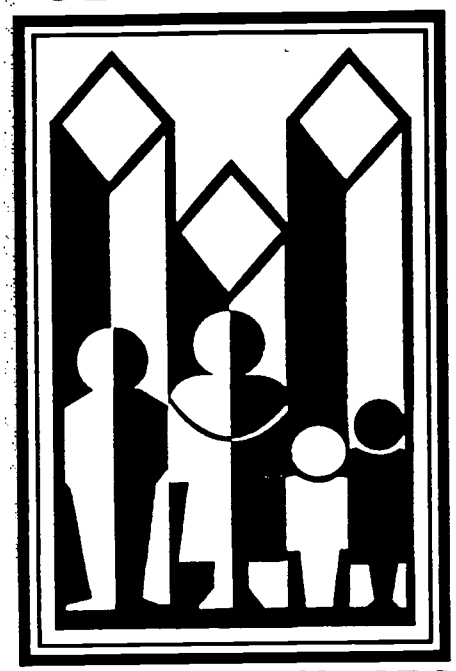
ED 427 057 TM 029 438

AUTHOR	Dannis, Jacqueline; Colombo, Marie; Sawilowsky, Shlomo
TITLE	Lessons in School Reform: An Evaluation of a University-operated Charter Middle School.
INSTITUTION	Wayne State Univ., Detroit, MI. Coll. of Urban, Labor, and Metropolitan Affairs.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE	1996-12-00
NOTE	66p.
CONTRACT	R117E40242
PUB TYPE	Reports - Evaluative (142)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Academic Achievement; *Charter Schools; *College School Cooperation; Educational Change; Higher Education; Intermediate Grades; Junior High Schools; *Middle Schools; Minority Groups; Program Evaluation; Public Schools; *School Organization; *Urban Schools
IDENTIFIERS	*Ad Hoc Strategy; Reform Efforts; *Wayne State University MI

ABSTRACT

The Wayne State University Public School (UPS), Detroit (Michigan), a university-operated charter middle school, is strongly influenced by the educational reform movement. The evolution of UPS is documented as a case study of educational reform in the 1990s, focusing on the 1994-95 school year. The school is in an urban area marked by poverty and crime. It has implemented an extended-day format and provides educational and enrichment activities from 8 a.m. until 5 p.m. The school also provides counseling and medical services through grant-funded projects. The 340 students in the 1994-95 school year, nearly all of whom were African American, came from all over Detroit. The school had an "adhocratic" organizational structure, with an organizational structure that empowered teachers. Teachers developed their own classroom curricula, and the lack of development of an innovative, interdisciplinary, school-wide curriculum was sometimes apparent. Student achievement at UPS varied significantly, with improvements linked to teachers' experience with middle school students and the teachers' ability to keep students engaged. Parents appeared to be satisfied with UPS, and students particularly appreciated the feeling of safety in the school. In line with current educational reform, the UPS has developed an innovative organizational structure that allows for flexibility and responsiveness to student needs, empowered teachers for decision making, and worked in collaboration with a university. Implications for additional improvements are discussed. Three appendixes discuss the evaluation instrumentation and methodology, the parent, staff, and student survey responses, and Wayne State University and UPS collaborative programs. (Contains 7 figures, 5 tables, and 30 references.) (SLD)

CENTER FOR



URBAN STUDIES

Funding for this project was provided by the U.S. Department of Education, Office of Educational Research and Improvement, Grant No. R117E40242.

Lessons in School Reform: An Evaluation of a University-operated Charter Middle School

December 1996

Jacqueline Dannis
Marie Colombo
Survey & Evaluation Services

Shlomo Sawilowsky, Ph.D., statistical consultant
WSU College of Education

Wayne State University
College of Urban, Labor and Metropolitan Affairs

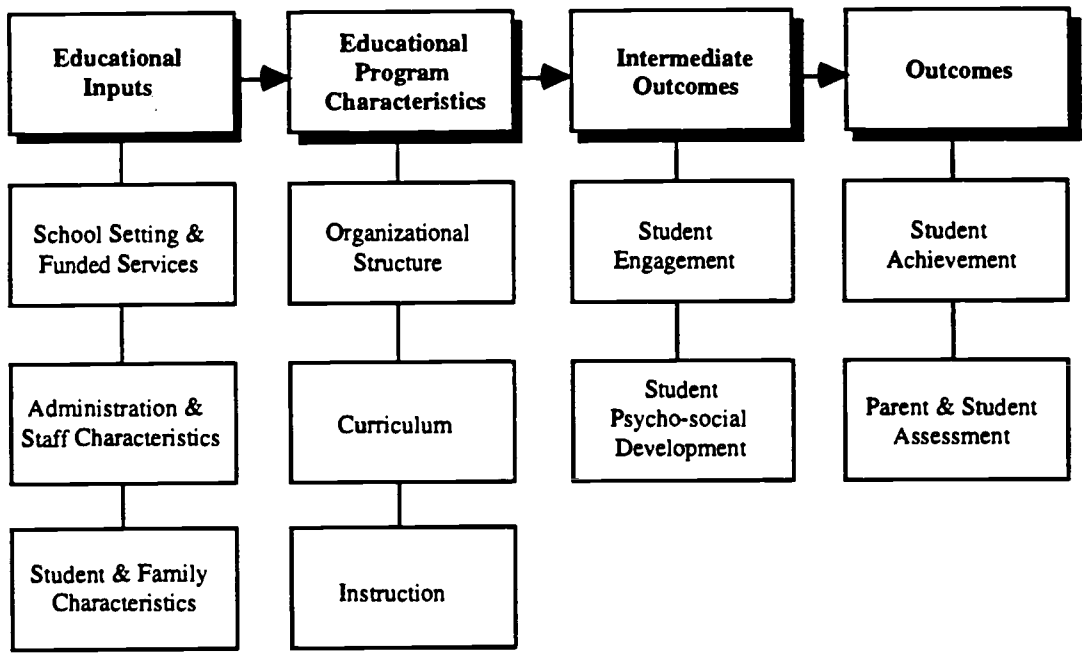
TABLE OF CONTENTS

EXECUTIVE SUMMARY

Educational reform today is largely focused on developing new organizational structures, collaborative relationships between universities and schools, and innovative instructional strategies designed to meet the individual needs of students. The Wayne State University Public School (UPS), a university-operated charter middle school, is strongly influenced by the educational reform movement. This report documents the evolution of UPS, and serves as a case study of the educational reform movement of the 1990s.

The Center for Urban Studies (CUS) at Wayne State University has been involved in the evaluation of UPS since funding was awarded in 1992. The current evaluation focuses on the 1994-95 school year, UPS' second year of operation. Figure 1 presents a model used to complete this evaluation, and this report incorporates information from each component of the model. A summary of the findings is provided below.

Figure 1
Evaluation Model



EDUCATIONAL INPUTS

School Setting and Funded Services

The school, housed in the Michigan Center for High Technology building, is located in an urban area marked by poverty and crime. Extensive renovation and adaptation were completed on the site. The school implemented an extended day format, and provided its students educational and enrichment activities from 8 a.m. until 5 p.m. In addition to the academic and extended day activities, the school provided counseling and medical services through grant-funded projects.

Administration and Staff Characteristics

School administration consisted of the principal, who had been involved with UPS from its inception, and two assistant principals. All had considerable teaching and management experience. There were 14 full-time teachers and most, except for the lead teachers, were new to UPS in the 1994-95 school year and had relatively few years of teaching experience; eight of the 14 teachers had less than three years of teaching experience.

Student and Family Characteristics

The 340 UPS students came from throughout Detroit. There was an equal number of male and female students, and nearly all were African American. Sixty-one percent of the students qualified for the free or reduced lunch program. Incoming achievement test scores indicated a range of academic performance. Students scored in the average range of performance in reading, language, and social studies. In science, only the seventh grade students performed in the average range; the sixth and eighth graders performed below average. Students in all three grades performed below average in math.

EDUCATIONAL PROGRAM CHARACTERISTICS

Organizational Structure

The University Public School created an adhocratic organizational structure: a less hierarchical, more decentralized, and "innovative" structure responsive to the needs of the students. This method of organization is in alignment with the charter school movement as a whole, and is supported by current literature. Organizational theorists purport that future organizations will be more ad hoc in their approach (Drucker, 1988). Organizations more adhocratic in structure are, in theory, more flexible and responsive to the changing environment (Robbins, 1990).

The current educational reform movement also calls for empowered decision-making and collaboration among schools, universities and community members. UPS has shown much success in implementing its organizational structure around the empowerment of teachers in the decision-making process. At the end of the school year, teachers believed themselves to be empowered, and reported high job satisfaction. However, UPS was less successful in involving UPS students, parents, WSU faculty, and community members in the educational decision-making process. Although the UPS parents believed themselves to be involved in their children's education, their involvement in the decision-making process at the school was quite limited.

Curriculum

The University Public School did not use the school-wide curriculum developed by WSU faculty during the school's planning process, nor did the curriculum committee or other organizational entities assume the responsibility of developing an alternative school-wide curriculum. Teachers were expected to develop their classroom curriculum with the assistance and support of the teaching teams; however, based on observation there appeared to be less meeting time devoted to this endeavor than anticipated. Unfortunately, the teams also did not develop an interdisciplinary curriculum. Finally, the teaching staff generally did not look to the instructional leaders (the principal and teaching team leaders) for advice or guidance. It is apparent that an important goal of the current educational reform movement, the development and use of a core curriculum which allows for

interdisciplinary educational experience, was not a priority for UPS in the 1994-95 school year, and therefore was not achieved.

Instruction

The Carnegie Council on Adolescent Development (1989) recommends that middle schools provide young adolescents with a core academic program for all learners. Teachers felt that UPS had provided the opportunity for students to acquire basic skills. Yet, through the eyes of the faculty and the evaluation team, the school had taken a "traditional" approach to educational instruction. There was little use of innovative instructional techniques like interdisciplinary instruction and cooperative learning in the classroom, and no extensive use of technology in the instruction process. Furthermore, there was limited individualization of instruction, through the use of learning centers or independent study. Without individualization of instruction, it was difficult to provide an academic program appropriate for all learners.

Generally, the teachers' instruction and assessment of learning largely reflects the lack of development of an innovative, interdisciplinary, school-wide curriculum. The school had not developed or utilized integrated, sequential, school-wide learning objectives, making it difficult to establish an innovative system of assessing student learning. The school established instead a traditional assessment of learning represented by the grading system, which was perceived to be inconsistent and unfair by students. If the school's core belief is that all students can learn, the grading system and students' and teachers' perceptions of the learning assessment should mirror that belief. Most importantly, the current reform movement recommends that schools work to provide successful educational experiences for all students.

INTERMEDIATE OUTCOMES

Student Engagement

Research suggests that the differences in the length of school days and school years have a minor impact on student achievement (Slavin, 1991; Karweit, 1981). What matters is engaged time, or time on task: the number of minutes actually spent learning is the time measure most frequently found to affect achievement (Slavin, 1991; Karweit and Slavin, 1981). Generally, the UPS students were engaged in learning activities, and evaluation team observations revealed that the average percentage of engaged time was comparable to a standard "good" school. Yet there was variation among the classes: some teachers generated a high percentage of engagement time, while others generated a low percentage.

Students' Psycho-social Development

The UPS faculty focused on providing a safe environment in which the students could learn, and they established strategies to protect students from a harsh urban neighborhood. They also established a strict code of conduct, and enforced it strongly. Generally, they were successful in these endeavors. There was only one serious infringement of the code of conduct, and only two students were expelled. Most enlightening, with respect to the school's environment, was the following student comment: "[at UPS] I don't have to worry about getting shot." As research suggests, the experience or threat of violence can strongly interfere with learning (Garbarino, 1992), and the faculty at UPS has worked effectively to weaken this barrier to education. What the faculty has not done is involve students in the process, for as another study suggests, "fewer problems of student discipline and antisocial behavior as well as greater student satisfaction are associated with

opportunities to participate in decision making" (Laguarda, Hightower, Leighton & Weiner, 1995).

The faculty has also worked to address the specific social and psychological needs of adolescent students. Collectively, the UPS faculty had limited professional experience with the adolescent population; only two of 14 teachers had five or more years of experience working with middle school students. Regardless of this fact, the school's small size and the organizational structure of grade level teaching teams allowed the teachers to be responsive to the students' individual needs and create "small communities for learning." Furthermore, other grant-funded programs provided support for children with special needs, and the WSU School of Social Work initiated and worked to maintain an advisory program. Assessment measures reveal that the UPS students' self-esteem, both in general and specific to the areas of home, peers and school, was average and stable. There were no changes in self-esteem scores from fall to spring, and students' scores were slightly above the norm.

OUTCOMES

Student Achievement

Student achievement gains at the UPS varied significantly. It appears that the improvements are linked to teachers' experience with middle school students, and their ability to keep students engaged in learning activities. Further observations suggest that gains in achievement test scores occurred when instruction focused on acquiring basic skills. These two issues -- teachers experienced in middle school pedagogy and attention to core curriculum -- are supported by middle school educational philosophy. As often cited in the education research literature, there is also an association between high student expectations and achievement test score gains.

Parent and Student Assessment

The parents appeared to be satisfied with UPS, and praised aspects of the curriculum. In fact, it appears that they appreciate the traditional educational approach of UPS. Parents also noted the enrichment activities and co-curricular involvement as strengths of the curriculum. The school's attention to students' psycho-social development was also viewed as an asset. Some characteristics of the school setting, such as school and class size, were viewed as strengths, while some, such as location and lack of a gym, were criticized. Students were less positive in their assessments, perhaps reflecting their perceptions of an arbitrary grading system and a lack of voice in school policy.

What can we learn from the evaluation of the University Public School? First, there can be educational reform: reform in line with the charter school movement. The University Public School as a charter school developed and implemented an innovative organizational structure, an ad hoc structure more flexible and responsive to the needs of students. Second, it takes significant time, energy, and commitment to form new educational structures, and the University Public school devoted much of the 1994-95 staff meeting time to creating its innovative organizational approach. Unfortunately, this left little time for the development of a school-wide curriculum and innovative instructional techniques. Third, it is very important to include those who will implement educational programs in the collaborative planning process. Many plans for the operation of University Public School, particularly the school-wide curriculum which the Wayne State University faculty developed during the planning phase before the school opened, are no longer a part of the school today. The current teaching staff redefined, reworked or replaced the work of the WSU faculty with work of their own vision.

In his book *Change Forces,* Fullan writes that "the educational reform movement of the past 30 years has taught us that schools need to be learning organizations," organizations which espouse:

> ...[an] individual as inquirer and learner, mastery and know-how as prime strategies, the leader who expresses but also extends what is valued enabling others to do the same, team work and shared purpose which accepts both individualism and collectivism as essential to organizational learning, and the organization which is dynamically connected to its environment because that is necessary to avoid extinction as environments are always changing.

The University Public School appears to fit this description of a learning organization. Hence, it is anticipated that the University Public School will continue toward reform for the benefit of children and education as a whole.

LESSONS IN SCHOOL REFORM: THE EVALUATION OF A UNIVERSITY-OPERATED CHARTER MIDDLE SCHOOL, 1994-95

INTRODUCTION

The public education system in the United States has been in the state of reform since the 1960s. However, with the release of *A Nation At Risk* in 1983 came national attention and subsequently the expectation for academic excellence and the urgency for change in public education. Until then solutions were largely left to the public school systems. Now the solution is seen as requiring large-scale action by government, universities and local businesses. Reform today is largely focused on developing new organizational structures of education, collaborative relationships between universities and schools and innovative instructional strategies designed to meet the individual needs of students. The Wayne State University Public School (UPS), a university-operated charter middle school and the subject of this report, is strongly influenced by the educational reform movement. This report documents the evolution of UPS and serves as a case study of the education reform movement of the 1990s.

The establishment of the UPS was an outcome of the charter school movement. Federal and state governments instituted charter school legislation on the premise that over-centralization and bureaucratic rigidity prevent schools from reforming (Chubb & Moe, 1990). According to the US. Department of Education, in its purest form a charter school is "an autonomous entity which operates on the basis of a charter or contract between the individual or group which organizes the school and its sponsor" (Mulholland & Bierlain, 1993). The charter school receives formula-driven funding from the state but is accountable to the sponsor and parents for the students' attainment of specific educational outcomes. In theory, the charter school fosters innovation in education because it is free from many district and state regulations. Charter schools operate slightly differently in each state--yet the concept and ultimate goal of improving schools through innovation is there in all. Because of the newness of the charter school movement, there is little empirical research on the efficacy of the "new structure" (Diandra & Cordwin, 1993).

The development of the UPS was also strongly affected by the belief that university-public school collaboration will create positive change. The education reform movement emphasizes the involvement of institutions of higher education (Gupton, 1993). As stated by Hathaway (1985), "between them, school districts and universities cover virtually the whole range of human learning. That [school districts and universities] are interconnected is undeniable." Although university-school partnerships have often been advocated, the

literature guiding this reform effort is quite limited. The research does show that success is most promising for collaborative models that are long-term, jointly controlled, built on mutual trust, and involve practitioners and administrators at the outset (Gupton, 1993). Models of collaboration that are not successful in creating change are often "top down": the implementors, most times teachers, are not involved in the planning process. Further, the discord in perspective between teachers' and professors' views on teaching, learning and teacher education as well as the disparity in the reward structure of universities and schools are said to mitigate against collaborative attempts (Winitzky, Stoddart & O'Keefe, 1992). According to Fullan (1993), curriculum reform and educational change generally have diverse meanings for differently positioned people, and, more often than not, university-level educators have attempted to dominate their colleagues in the school. Unfortunately, some believe "sustained collaboration in a genuine effective manner is impossible" (Roemer, 1991).

Identifying itself as a middle school, UPS accepted the challenge of developing innovative instructional strategies designed to meet the individual needs of adolescent students. There is national consensus on the characteristics of effective middle school instruction. A 1989 report by the Carnegie Foundation recommended that middle schools should provide:

- small communities for learning within the larger school buildings through the use of advisory groups and interdisciplinary instruction;
- a core academic program for all learners;
- success experiences for all students;
- empowerment for teachers and administrators in making decisions about the experiences of middle-grade students;
- teachers who are expert at teaching young adolescents;
- improved academic performance fostered through health and fitness;
- opportunities for families to re-engage in the education of young adolescents
- schools that are connected with their communities.

Research reveals that the middle school structure has been adopted across the country. Alexander and McEwin (1989a & 1989b) conducted a national survey to reveal that in the period from 1970 to 1990, the total number of traditional junior high schools declined by about 53 percent while the total number of middle schools increased by over 200 percent. Still, the research suggests that the majority of middle schools remain programatically far from achieving the goals of the Carnegie recommendations (MacIver, 1990; Alexander & McEwin, 1989b).

The University Public School in the Planning Stage: 1992-93

Although the UPS falls under charter school legislation[1] today, it was originally created under Michigan Public Act 118, legislation that encouraged universities to either collaborate with a school district in the management of public schools or to establish university-operated public schools. In early 1990, Wayne State University President David Adamany proposed collaboration with the Detroit Public Schools in managing a cluster[2] of schools close to the university campus; however the two entities could not reach agreement. A similar WSU proposal to the Friends School, a private school serving kindergarten through eighth grade students in downtown Detroit, also failed in April 1992. President Adamany, still strongly committed to this endeavor, turned to another alternative: the creation of a university-operated public school. In June 1992, WSU received a $153,454 planning grant from the Michigan Department of Education to pursue the development of a public school. WSU also received $1.25 million from the state for renovation of the school site.

Wayne State University is a Carnegie Research University I with an urban mission. Historically, it has encouraged collaboration between the university and the K-12 schools in the Detroit metropolitan area. The creation of the UPS was an extension of WSU's urban mission. The university's goal was for UPS to identify instructional models and methodologies to improve student learning and disseminate these findings, making a contribution to the nation's public education system. Prior to receiving the planning grant, President Adamany established the President's Commission on the University and the Schools to guide WSU's involvement in public primary and secondary education. The WSU Commission wrote the following mission statement for the UPS.

> The mission of the University Public School is to prepare all students academically, emotionally, physically, perceptually and socially to become productive adults in a culturally diverse, rapidly changing, highly technological society.
>
> The school's core belief is that all children can learn. It is obligated to place their education above all other interests, making certain that they have qualified, competent instructors who maintain the flexibility to use proven methods and try new initiatives.
>
> The school will provide a safe environment in which learning and growing can occur, created through collaborative relationships with students, parents, teachers, and our community.

---

[1] Public School Academies Legislation, Michigan Public Act 416 (1993) permits the creation of independent charter schools, organized as independent legal entities, and operating as autonomous school districts. Charter schools are public schools and receive formula-driven funding from the state.

[2] A cluster of schools is several neighborhood elementary schools which feed into the same junior high or middle schools and high school.

The UPS mission statement was to guide the development of the school. A steering committee and nine sub-committees staffed by WSU faculty and staff were assembled to plan for the operation of the school. The committees met over a period of one year, from September 1, 1992 to August 31, 1993, to prepare for the UPS to enroll 330 students in the fall of 1993. The function of the steering committee and various subcommittees was to:

- oversee site selection and building renovation;
- identify and prepare for the implementation of the financial, budgetary and administrative functions necessary to the operation of UPS;
- develop a curriculum based on Michigan Model Core Curriculum[3];
- plan for the expenditure of a grant intended to promote the use of technology in the classrooms;
- recruit and select a principal, assistant principal and teachers; and
- develop and institute the student recruitment and selection process.

Curriculum Development. Over an eight-month period, 46 WSU faculty worked to create a curriculum for the instructional subject areas articulated in the Michigan Model Core Curriculum: language arts, social studies, mathematics and science, as well as fine arts and physical and mental well-being. The curriculum was completed by the spring of 1993. In June 1993, the curriculum sub-committee presented the curriculum to the incoming UPS teachers at a three-day retreat. This was the only time the WSU committee met with the UPS faculty to discuss the curriculum. The implementation of the curriculum developed by WSU professors was left to UPS faculty.

Technology Grant Expenses. UPS received a $400,000 technology grant in 1993 from the Ameritech Corporation. The director of Computing and Information Technology at WSU worked with the sub-committee to plan for an electronic library and computer lab. Nearly one-half of the grant was spent on a "Dynacom System"--a remote audio-visual system that incorporates a laser disc player, interactive CD player, steel digital video and VHS format cassette players. Thirty computers were also purchased for the UPS computer lab.

Staff Recruitment and Selection. The WSU sub-committee reviewed the applications of potential principals and made recommendations. The final hiring decision was made by WSU President Adamany. Prior to the recruitment and selection of teachers, the sub-

[3]The Michigan State Board of Education developed the Model Content Standards for Curriculum which provide a description of what all students need to know and be able to do in the subject areas of English language arts, social studies, mathematics and science.

committee planned for the teachers to function as teams. Each team would include a senior teacher with several years of experience. The sub-committee planned to hire a faculty composed of one-third senior teachers, one-third mid-level teachers with several years experience, and one-third entry-level teachers. A process of teacher selection was established; the sub-committee members would make recommendations for hiring to the principal of the school who was to make the final decisions. The hiring process was not always adhered to, and the teaching faculty actually hired by the principal included a few senior teachers, several teachers new to the profession with only their student teaching experience to guide them, and several uncertified teachers with little or no teaching experience.

Student Recruitment and Selection. A well-developed plan for student recruitment was created. To ensure that all families in Detroit would know about UPS, the committee members designed an aggressive advertising campaign. An informational brochure and application form was developed and distributed through inserts in local newspapers, at community churches, city block clubs, social service offices and food stamp distribution centers, Head Start offices, neighborhood city halls, libraries, homeless shelters, grocery and other retail stores, and recreation centers. In addition, announcements about the UPS were made through billboards, television and radio, and bulletin boards. The Price Waterhouse accounting firm was employed to complete the selection process. The application pool was stratified by grade and gender, and an equal number of female and male students were randomly selected for each grade. In addition, sixth, seventh and eighth grade siblings of selected students were accepted for entry into the school.

The work of the steering committee and sub-committees extended beyond what has been summarized here. The committee made numerous decisions intended to guide the future development of the structures and processes of the school. For example, the steering committee decided that the governing structure of the school would incorporate site-based decision-making, empowering teachers, administrators and parents of the school to plan for the educational needs of the students. The structure and processes for empowered decision-making remained for the teachers to develop and implement. The UPS staff also had responsibility for developing the extended day program, designing a plan to actively engage parents and guardians in ongoing school involvement, and to develop community service programs.

The School's First Year: 1993-94

The school's first year provided many lessons. UPS became operational and attracted students from across the city. The aggressive student recruitment strategy instituted by the planning committee resulted in 5,025 non-duplicate applications from families living in each of the 29 ZIP codes in the city of Detroit. As planned, the first year's 340 students well represented the population of Detroit.

The school was less successful in implementing the core curriculum; employing middle school pedagogy through the effective establishment of student advisory programs and interdisciplinary team teaching; and establishing a governing structure based on empowered decision-making by teachers, administrators, and parents. Because UPS was new, it lacked many structures and processes inherent in most educational institutions, including: a system for tracking student attendance, written and consistent student behavior management policies, a written code of teacher-administration rights and responsibilities, and a written process for evaluation of educational instruction. The importance of the information infrastructure and the time in which it could be created had been underestimated.

Failed implementation of the innovations and lack of school structure and processes resulted in the attrition of administrators, faculty and students. The principal of the school resigned mid-year and eleven of the original 14 full-time faculty resigned or were terminated after the first year of operation. Fifty-nine percent of the sixth and seventh grade students enrolled at the start of the 1993-94 school year were not enrolled at the start of the 1994-95 school year.

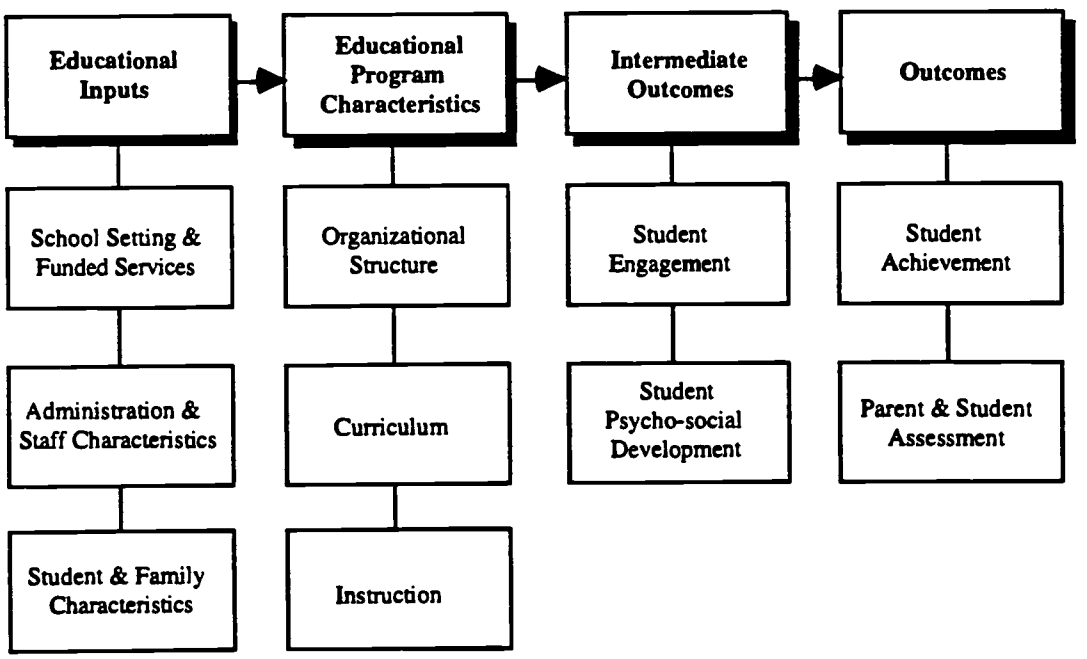
It is not unusual for schools to experience difficulty in implementing innovations (Fullan, 1993; Goodlad, 1988). From what is known about successful collaboration between university and schools, it appears that the lessons learned evolved largely from the lack of inclusion of administrators and teachers--the "implementors"--in the planning process. Only one staff member from the school--Fred Borowski, the assistant principal and later principal--was involved in the planning for the operation of the school. Once the planning grant expired, the university faculty's participation in the school's development was limited, and an inexperienced UPS faculty was left to create a model from a vision in which they had not had the opportunity to share or even understand. Also, throughout the course of the planning process, the WSU faculty worked to establish much of the theoretical structure of the school and left the daily practice and operation for the UPS faculty to establish in one month--an unrealistic, unmet expectation.

EVALUATION DESIGN: 1994-95

The Center for Urban Studies (CUS) at Wayne State University has been involved in the evaluation of the UPS since funding was awarded in 1992. The evaluation team began their involvement by documenting and assessing the school's planning process. During the first year of the school's operation, the evaluation team produced a series of formative reports to provide feedback to the school administrators and faculty regarding student recruitment and selection, implementation of educational practices, student achievement, student assessment and parent assessment.

The current evaluation centers on the 1994-95 school year, UPS' second year of operation. The evaluation was designed to serve two purposes: to document the implementation of educational activities and innovations; and to assess the second year's outcomes. The long-term goal was to provide information concerning instruction and learning to those involved with UPS and others across the country. To accomplish this, the evaluation included formative, process and outcome components, utilizing quantitative and qualitative methodologies (a detailed description of instrumentation and methodology is provided in appendix A; appendix B provides frequency distributions for parent, staff and student questionnaires). Figure 1 presents the model used to complete this evaluation; this report incorporates information on each component of the model.

Figure 1
Evaluation Model



EVALUATION FINDINGS

The School and Its Participants

School Setting and Academic Program. The University Public School is located on the second floor of the Michigan Center for High Technology building, 1.3 miles from the Wayne State University campus, in a low-income area surrounded by transient apartment buildings and small businesses near downtown Detroit. The four-story building houses the school, several high-tech businesses, and offices for other WSU programs. The second floor, devoted entirely to the operation of the school, encompasses 35,000 square feet. The space incorporates traditional classrooms, administrative offices, a cafeteria, a computer room, a faculty curriculum room and lounge, and a teen heath center with a small common area and examining rooms.

During the 1994-95 school year, the school operated 190 days from September 6, 1994 through June 27, 1995. The school year was organized into four quarters of equal length. The school day began at 8 a.m. and ended at 5 p.m. It was divided into two parts: the academic day from 8 a.m. to 3:15 p.m. and the co-curricular period from 3:15 to 5 p.m.. The UPS academic day consisted of seven periods, 50 minutes in length; the co-curricular program comprised a two-hour period beyond the academic day. Students in all three grades were required to take a full year of communications, math, science, social studies and home group or advisory group. In addition, sixth grade students were required to take a remedial reading class and seventh grade students were required to take a remedial math course. Both of these courses are funded by Chapter I moneys and were intended to provide students with additional lessons. The remaining periods were filled with art, dance, drama, life skills, music, and physical and mental well-being.

Co-curricular activities operated from 3:15 to 5 p.m. Monday through Thursday and were divided into three 12-week sessions. There were both enrichment and recreational or athletic activities offered as co-curricular options. Each student chose one enrichment and one recreation activity to participate in twice weekly. Participation was mandatory, however, prescribed tutoring took precedence over enrichment and recreational activities. Enrichment activities included: advanced and beginning band, board games, computer, dance, drama, French club, Girl Scouts, homework club, lawyers club, ROTC, UPS Student Council, science club, Swahili and a travelers club. Recreation or athletic activities included: intramural and competitive basketball, cheer leading, karate, swimming, and floor and field games.

Most of co-curricular activities were facilitated by paid staff, including UPS teachers. There were a few activities, such as the lawyers club, led by a parent volunteer. Mandatory tutoring for those students experiencing academic difficulties was provided by five UPS teachers as well as WSU School of Social Work and College of Education students. Students participated in the tutoring and enrichment activities on-site at UPS. The lack of gymnasium facilities in the UPS building made it necessary to bus students to Detroit recreation centers and the YMCA for recreational or athletic activities.

Additional Grant Funded Services. The Children's Center of Michigan[4] established a satellite office at UPS and provided four full-time staff--a clinician, case manager, parent advocate and secretary--to provide mental health services to students, families and staff. The services included counseling, psychological and psychiatric evaluation, referrals to outside agencies, parent advocacy, and in-service training. The staff reported serving approximately 48 students over a two-year period from fall of 1993 through spring of 1995. Generally, students were seen for depression, behavioral problems, and adjustment disorders.

The WSU School of Nursing, with support from the Michigan Department of Public Health, Children's Hospital of Michigan and the Detroit Medical Center--WSU teaching hospitals--established an on-site teen health clinic. The clinic was headed by a full-time certified pediatric nurse practitioner supported by a pediatric resident physician. The clinic operated from 8 a.m. to 4:30 p.m. Monday through Friday during the first part of the school year and then three days per week from January through April. Health services include episodic care for minor illnesses and injuries and treatment of students with chronic health problems, immunizations, periodic physical examinations, student and family health education, and teacher consultation on student health issues. The nurse indicated that she typically saw 15-25 children a day. During the school year the nurse expended much effort to meet the state immunization requirements. She worked with school administrators to identify and update incomplete immunization records. One hundred twenty students were immunized at the clinic, others were immunized elsewhere ultimately meeting the state requirement that 95 percent of the student body be immunized.

The WSU School of Social Work and College of Education, funded by the DeWitt-Wallace Foundation, operated an inter-professional training program at the school which allowed for the provision of additional education and social services. On-site project staff included: two faculty members and 14 graduate interns from the WSU School of Social

[4]The Children's Center is a guidance and counseling agency providing mental health services in Detroit.

Work, and one faculty member and 29 undergraduate education interns from WSU College of Education. Social work and education students collaboratively developed and conducted the advisory program, or home group as it was called at UPS. The social work interns also provided group, individual and family counseling to approximately 50 children and their families. Project staff reported that during the 1994-95 school year, interns under the direction of field supervisors provided 6,777 hours of service.

UPS Administrators, Faculty and Staff. The on-site administrators at UPS included one principal and two assistant principals. The current principal began his work with the UPS during the planning process in the fall of 1992. He began at the school as an assistant principal and was promoted to principal in 1994 when the original principal resigned. He has a master's degree in education, 12 years of experience as an educational administrator and five years of experience as a teacher. He is a Caucasian male.

There were two assistant principals, one dedicated to student discipline and the other to student affairs--co-curricular, student services and grant procurement. The assistant principal in charge of student discipline began working with the school as a social studies teacher in the fall of 1993. He was promoted to assistant principal in the 1994-95 school year. He has a master's degree in education, eight years of experience as an educational administrator and 25 years of experience as a teacher. He is an African-American male. The assistant principal in charge of student affairs began her work at the school in the fall of 1994. She has a doctorate in educational administration, 25 years of experience as an educational administrator and five years of experience as a teacher. She is a Caucasian female.

During the 1994-95 school year, there were 17 full-time teaching positions and six half-time positions. Table 1 provides a demographic description of the teachers.

Table 1
UPS Teacher Demographics
N=17

Race			Gender	
Black	White	Hispanic	F	M
7	9	1	12	5

Fourteen of the 17 full-time positions were dedicated to the instruction of the core academic curriculum. These 14 teachers taught only one subject of the core academic curriculum: communications, reading, math, science or social studies. The remaining three full-time positions were dedicated to visual arts, music and physical and mental well-being. The half-time positions were allocated to the arts, life skills courses and substitute teaching. The full-time teaching staff's teaching experience in presented in table 2. Most of the teachers had relatively few years of overall teaching experience, had little experience with middle school education, and were new to UPS in the 1994-95 school year.

Table 2
Years of Teaching Experience

Overall Teaching Experience				Middle School Experience				Tenure at UPS		State Certification	
<1	1-3	3-5	5+	<1	1-3	3-5	5+	1 Yr.	2 Yrs.	Yes	No
4	4	2	4	6	6	0	2	9	5	10	4

The teachers with the most experience were designated as lead teachers; they received an additional $10,000 for that responsibility. Because UPS is a charter school operating outside state-required parameters, the teachers did not belong to the Michigan Education Association (MEA) or any other teachers' union.

In addition to the administrative and teaching staff, there were a non-certified full-time counselor, a certified full-time media specialist, and clerical staff. Social service staff were also housed at the school but were paid from additional grant money, not from the school budget.

UPS Students and Families. Forty-one percent of the sixth and seventh grade students enrolled at UPS during the school's first year of operation returned to the school in the 1994-95 school year; generally, the eighth grade students from the 1993-94 school year went on to high schools in the Detroit area. UPS began recruiting new students in spring 1994, implementing a less aggressive recruitment than had been done the previous year. As in the past students were randomly selected, with the only criterion being Detroit residency.[5] Selection occurred by family; all siblings of a family could enroll in the school.

A total of 340 students enrolled in UPS during the 1994-95 school year. There appeared to be less attrition in the second year of operation--310 of the 340, or 91 percent, students, completed

[5]The applicant pool was stratified by grade and gender.

the school year at UPS.[6] Of the 310 students, 114 were sixth graders, 108 were seventh graders and 88 were eighth graders. Fifty-one percent were female; 49 percent were male. There were no differences in attrition by grade or gender. Nearly all of the students were African American.

According to the principal, 61 percent of the students qualified for the free or reduced lunch program. Figures 2-4 below provide demographic information gathered from a random sample of parents of children enrolled in the school in the 1994-95 school year.

Figure 2
Total Family Income
N=77

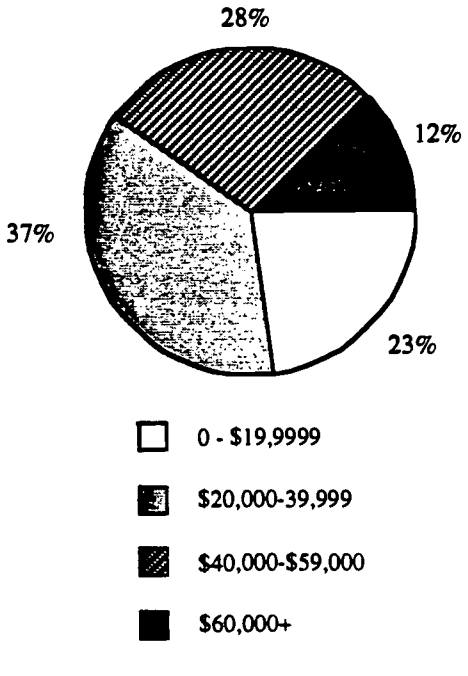


Figure 3
Household Composition
N=82

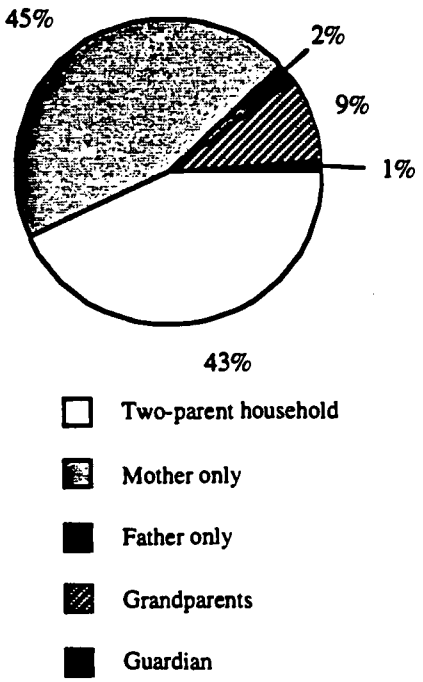


Figure 4
Parents' Level of Education
N=85

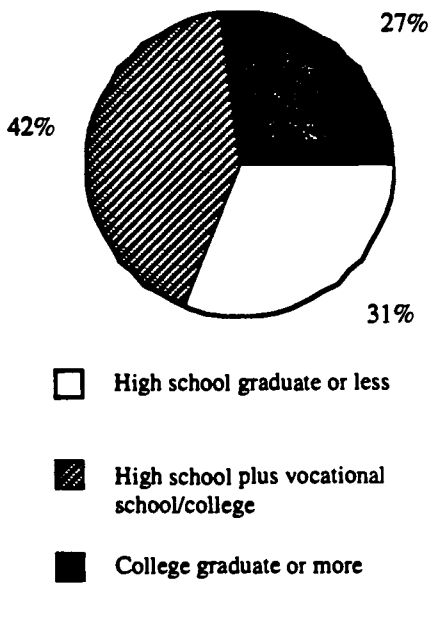


Table 3 provides comparative demographic information for UPS and city of Detroit households.[7] It appears that UPS families had higher incomes and higher levels of educational attainment than Detroit households. Household composition was similar.

[6]Seventy-two percent of the sixth and seventh grade students enrolled at UPS in the 1994-95 school year returned the next school year.

[7]Caution must be taken with the comparisons. The UPS data includes only households with middle school-aged children, while the Detroit data includes all households, including elderly-headed households, which generally have lower levels of income and education.

Table 3
UPS and Detroit Household Comparisons

	Household Income			Educational Attainment		Household Type
	$5,000-9,999	$10,000-49,999	$50,000+	<H.S.	4 Yrs. or More of College	Married Couple
UPS 1992	13%	64%	23%	5%	27%	43%
Detroit 1990	32	54	14	38	10	37

Achievement test scores from fall 1994 reveal that, overall, the students were in the average range of performance in reading, language, and social studies when compared to national norms; the mean scores for these subjects were around the 40th normal curve equivalent percentile rank. In science, only the seventh grade students attained scores in the average range; the sixth and eight grade students produced mean scores in the below average range. In math, the students in all three grades generally performed below average: the mean score was near the 30th normal curve equivalent percentile rank.

Summary. UPS is located in a less than ideal site--an office building in a central-city area of transient housing and small businesses. Extensive renovation and adaptation made the setting tenable. The school implemented an extended-day format and provided its students educational and enrichment activities from 8:00 a.m. until 5:00 p.m. In addition to the academic and extended day activities, the school provided counseling and medical services through grant-funded projects.

School administration consisted of the principal who had been involved with UPS from its inception and two assistant principals. All had considerable teaching and management experience. There were 14 full-time teachers and most, except for the lead teachers, were new to UPS in 1994-95 and had relatively few years of teaching experience; eight of the 14 teachers had less than three years of teaching experience.

The 340 UPS students came from throughout Detroit. There was an equal number of male and female students, and nearly all were African-American. Sixty-one percent of the students qualified for the free and reduced lunch program. In-coming achievement test scores indicated a range of academic achievement. Students scored in the average range of performance in reading, language, and social studies. In science, only the seventh grade students performed in the average range; the sixth and eighth graders performed below average. Students in all three grades performed below average in math.

Organizational Structure

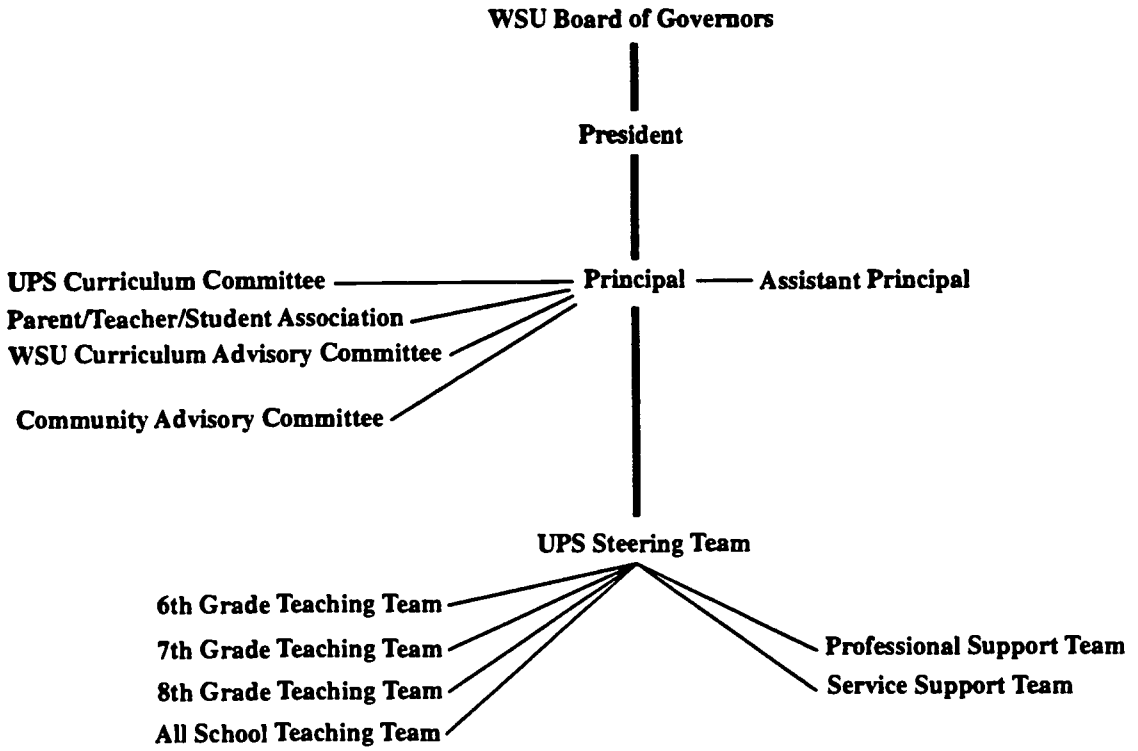
The goal of the charter school movement is to develop innovative, decentralized organizational structures which will free administrators and teachers from state and district regulations, allowing them to create effective organizational arrangements and instructional strategies. Likewise, the middle school philosophy embraces empowerment for teachers and administrators in making decisions about the instructional needs of students. The basic assumption behind this focus is that lasting school improvement will occur when teachers become more involved in professional decision-making at the site. In line with the research and current reform movement, the planning committee envisioned that the UPS organizational structure would include active and voluntary teacher participation in decision-making regarding instructional programs, school policies and governance.

The textbook definition of an organization is "a consciously coordinated social entity, with a relatively identifiable boundary, that functions on a relatively continuous basis to achieve a common goal or set of goals" (Robbins, 1990). There are three important characteristics of organizational structure: complexity--the extent of differentiation within an organization; formalization--the degree of use of rules and procedures to direct behavior of the organization's employees; and centralization--the degree to which decision-making is concentrated at a single point in the organization (Robbins, 1990).

Generally, educational organizations and school districts tend to utilize an organizational structure which resembles a professional bureaucracy: educators work rather autonomously, but there are several levels of hierarchy with a strong division of labor, and there are many rules and regulations, although internalized rather than imposed. The organizational structure of the UPS in the 1994-95 school year moved away from the typical bureaucratic structure to a more adhocratic structure--a structure characterized by low vertical differentiation and decentralized decision-making with great flexibility and responsiveness (Drucker, 1988).

As illustrated in figure 5, the hierarchical structure of UPS does not appear greatly different from the typical school district, however, it functions much differently. The first two levels of the UPS organizational structure--the WSU Board of Governors and President--may mistakenly be likened to a school board and superintendent, but this is not the case. The WSU Board of Governors serves as a policy board for the university and has no direct involvement in UPS decision-making. Further, the President of Wayne State University limits his involvement in UPS decision-making to the annual review and approval of the school's budget and operational plans, thus allowing site-based management. In function, then, the UPS structure was very different from a traditional school district.

Figure 5
UPS Organizational Structure 1994-95



The UPS structure also reflected characteristics of an adhocratic organization through its extensive use of committees. In total, the organizational diagram depicts 11 committees or teams. The use of committees promotes inclusion of diverse perspectives and a broad range of experience and background in the decision-making process; provides representation for those who will be affected by the decision-making process; and creates a division of work load according to the background and skills of those involved (Robbins, 1990). Although the UPS committees and teams functioned with varying levels of effectiveness, the creation of the structure provided the opportunity for the school to be responsive to the students' needs.

UPS' innovative organizational structure in the 1994-95 school year differed from the typical bureaucratic structures of most public school systems in that the UPS organizational structure was characterized by low vertical differentiation and decentralization with great flexibility and responsiveness. The structure provided the opportunity for the empowerment of the teaching staff; the involvement of university, students, parents and community in the decision-making process; and the ability to quickly respond to students' needs. According to the school reform literature, these are all important in creating positive change in education.

Teacher Empowerment. According to the UPS faculty handbook, "the UPS was founded on the principle of faculty/staff empowerment: the notion that professional educators should be instrumental in the decision-making process of the school." UPS, through its use of committees, promoted the empowerment of the teaching staff at two levels: at the teacher, or technical, level and at the school-wide, or managerial, level.

The use of grade level teaching teams--a form of a committee--provided the structure for the empowerment of teachers relative to decision-making at the teacher level. It was a way to operationalize empowerment with the end goal to "enhance student achievement." The teachers met as grade level teaching teams on a daily basis to make decisions directly affecting student instruction. Generally the teachers set the agenda, although the principal sometimes gave assignments, for example, to determine a plan to address student academic failure, or a plan for the infusion of co-curricular activities into the school day. Through the grade level teaching teams, the teachers made and followed through with decisions related to instruction.

The growth of the team process at the technical level is apparent from the surveys and interviews with teachers. The teachers reported that their teams had progressed from concept to operation. Conflicting course and team meeting schedules and communication between teaching teams and among the different grade level faculty of the same discipline were issues that the staff worked to resolve. By the end of the year, generally all of the team members felt involved in the decision-making process; 13 of the 14 teachers surveyed responded that every member of their team frequently or always participated in the decision-making process. This response was significantly different from that gathered at the beginning of the year[8]. By the end of the school year, the teachers also perceived that they used their time more effectively and recognized and embraced the need for the team process.

Whereas the grade level teaching teams provided structure for empowerment on the technical level, the UPS curriculum committee and the UPS steering committee provided a structure for teacher empowerment on a managerial, or school-wide, level. However only select members of the faculty were included in these decision-making committees, and therefore, only a limited number of teachers were involved in making decisions at the managerial level in the first seven months of the school year.

This was an important issue voiced by the teachers. When interviewed, several teachers expressed displeasure with the principal's exclusive control of the selection of the lead teachers--these teachers influenced decision-making at the managerial level because as

[8]T-test significant at $p<0.05$.

lead teachers they participated in the curriculum committee, which met with administrators on a weekly basis. The steering committee, the only other formal structure for empowerment through decision-making on a school-wide level, met once per month and included only six staff members at large, and two of the six positions were filled by lead teachers. Some teachers felt that the voices of the administrators and lead teachers were not representative of the faculty at large because the administrators and team leaders were mostly Caucasian and had teacher certification. The principal held that the lead teachers were selected based on years of teaching experience. The faculty, unhappy with their involvement in decision-making on school-wide issues, began meeting before school and established their own forum. This issue abated midway through the year when planning began for the 1995-96 school year.

The principal initiated the planning process for the 1995-96 school year. The topics to be addressed included: internal decision-making structure, co-curricular activities, grade level instructional plans, operating budget, school calendar, staff handbook, staffing and hiring, and student services. In line with an adhocratic structure, a volunteer task force of staff members was established for each topic to develop a plan for the following school year.

A plan to change the organizational structure was developed through this planning procedure. A new decision-making structure was proposed in which all staff were to become involved in setting school policy. The steering team would be renamed as the executive committee, and, rather than advising the principal on policy matters, it would present policy alternatives that would then be voted on by the entire staff. Some members of the decision-making task force argued for having the voting done by team leaders and two teacher representatives, but the sentiment to have individual voices heard prevailed. Overall, the principal and the faculty were satisfied with progress made in revising the governance structure and in the process and outcomes of the planning task forces. According to the principal, everyone "from the first year teacher to the principal had the same voice in putting together the plan for next year."

The faculty's perception of empowerment at the technical and managerial level authenticated the evolution of the organizational structure of the school. In both fall and spring, the teachers responded that they had a high level of involvement in decision-making on technical issues or issues operational at the teacher level. Although their desired level of involvement was higher than their actual level of involvement, the difference was not great. With regard to their empowerment on school-wide, or managerial, issues, in the fall the teachers expressed that they had considerably less involvement in decision-making than they desired. However, by spring the gap between the teachers' actual level of

involvement and desired level of involvement decreased. By the end of the school year, teachers stated that they felt involved in the decision-making process relative to technical and managerial issues (see appendix B). The teachers also showed a significant positive increase in agreement with the general statement, "I have input on critical decision-making made at UPS."[9]

Also, most of the teachers, 13 of the 14, agreed that the team organization in the school was helpful to teachers. All of the teachers felt that the team organization was helpful to students. However, the teachers did not always feel this way. The teachers' perceptions of the impact of the teaching teams on both the teachers and the students improved significantly from fall to spring[10].

In summary, at the beginning of school year, the teachers questioned their ability to make a difference; they expressed the belief that the policy was set outside of the school by the university. By spring after many hours of work, the faculty revealed a much more positive perception of their empowerment and the organizational structure at UPS. Still the questions were there: "Are we empowered?" "Yes, we don't have the bureaucracy"; "No we don't have the time [to make all of the decisions]." Maybe more important than their perception of empowerment was their satisfaction with their jobs. All stated that they enjoyed working at UPS; supporting research suggests that empowerment promotes job satisfaction (Rice & Schneider, 1994). Further, the teachers felt a part of the school community and felt they worked well together--a sentiment absent in the fall[11].

University, and Community Involvement. Although the UPS organizational structure incorporated committees which included university, parent, and student community membership, the UPS was less successful in effectively involving those members in the school's operation. The WSU Curriculum Advisory Committee, the university link to the school, and the Community Advisory Committee, the community link to the school, rarely met. Generally, the school failed to get these two committees involved in the educational decision-making process. However, although not directly involved in the decision-making process, WSU administrators, faculty and student interns were involved in other aspects of the school.

In 1994-95 several Wayne State colleges, including Education; Fine and Performing Arts; Nursing; Science; Social Work; and Urban, Labor and Metropolitan Affairs; and the Offices of Computing and Information Technology and Student Affairs provided services

[9]Sign test significant at $p<0.05$.
[10]Sign tests significant at $p<0.01$.
[11]Sign test significant at $p<0.05$.

and/or acquired grant funds for programs at UPS (for a description of the programs, see appendix C). The College of Education had the strongest relationship with UPS through a pre-student placement program, a faculty mentor/buddy program, and bi-weekly meetings of the dean and principal. In addition, Education faculty participated in the UPS teacher hiring process, while the UPS principal participated in the selection process for new College of Education faculty.

The grant-funded student service programs provided by WSU experienced difficulty in integration and coordination of services. The difficulty was attributable to the still developing operational structure of the school and the fact that school personnel were only marginally involved in creating the programs. Individual WSU faculty interactions targeted at specific UPS needs (special education, student assessment, etc.) were more successful. However, at the conclusion of the school year the principal believed the school was poised to encourage WSU involvement:

> An important part of the mission of the UPS is to link with the rest of the University in creative and innovative ways that will result in additional service to the children enrolled in the school, professional linkages with the WSU faculty/ staff and UPS faculty/staff for mutually beneficial initiatives, research-based projects that will add to the body of knowledge in the areas of middle school education, school management and governance, teacher and education and related school issues (F. Borowski, personal communication, May 1, 1995).

Staff at both institutions acknowledged the difficulty in developing a system for exchange of resources. Both talked about the "different" worlds, meshing the academic world with the classroom and the difficulty in identifying specific situations where UPS could utilize WSU faculty and staff expertise.

Parent and Student Involvement. The Parent Teacher Student Advisory Association (PTSA) was the structure intended to ensure the involvement of parents and students in the decision making process. The PTSA met monthly, yet its members were not fully involved in the educational decision-making process. From observation, UPS administration assumed much of the responsibility of organizing this group. Approximately half of the PTSA meeting time was devoted to instruction on topics decided upon by the UPS administration such as motivation and social service programs. The parents' involvement in decision-making was quite limited, although it was the PTSA that made the decision to implement the student dress code. The students' involvement in decision-making through this group was non-existent.

The school had planned to require that each family volunteer eight hours at the school. This goal was not achieved. However, the failed family volunteering policy and the absence of PTSA involvement in decision-making did not mean that UPS parents were not involved in their children's education. As shown in table 4, on all measures of parental involvement, UPS eighth grade parents reported significantly higher level of involvement than that of a national sample of parents included in the National Educational Longitudinal Study: 1988 (National Center for Education Statistics, 1990).

Table 4
Parental Involvement:
Comparison of UPS and a National Sample of Parents

	UPS Parents of Eighth Grade Students	National Sample of Parents of Eighth Grade Students
Percent of parents who have contacted school about child's:		
• academic performance*	97.4%	52.5%
• academic program*	94.7	34.8
• behavior*	71.1	29.5
Percent of parents who report that they:		
• belong to a parent-teacher organization*	51.4	31.8
• attend PTSA meetings	84.2	36.1
• act as a volunteer at the school *	50.0	18.9
Percent of parents who report that they regularly talk to their child about:		
• school experiences*	92.1	77.0
• high school plans*	92.1	47.2
• post-high school plans*	81.6	38.3
Percent of parents who:		
• regularly help their child with homework*	59.5	42.8
• agree that they have a say in setting school policy*	81.6	62.6
• agree that parents work together in supporting school policy*	83.3	71.0
	(n=41)	(n=21300)

* t-tests significant at $p<0.05$

Responsiveness to Student Need. The UPS organizational structure, with low vertical differentiation and decentralized decision-making, had a positive effect on the school's ability to respond to the needs of the students. The committees organized at the technical level--the teaching teams--provided the opportunity to "create small communities for learning where stable, close, mutually respectful relationships with adults and peers are fundamental" (Carnegie Council, 1989). Further, it allowed for a common planning time to discuss student progress, establish goals, innovate curriculum and interdisciplinary curriculum, evaluate team effectiveness and celebrate accomplishments: all components important to the operation of an effective middle school (George, Stevenson, Thomason, & Beane, 1992). The faculty of the three academic teams--for sixth, seventh, and eighth grades--met daily during one of their two preparatory periods, for approximately 45 minutes, to discuss issues relevant to the education of the approximately 100 students served at each grade level. From observations, one-quarter of meeting time was devoted to addressing students' needs. These observations are supported by teachers' perceptions; most of the teachers surveyed, 12 of 14, expressed that their team frequently or always discussed ways to best meet student needs.

Further, there are numerous examples of decisions made though the committees which had a direct impact on the educational instruction the students received. For instance one grade level teaching team planned to hire an additional language instructor for the next school year to provide remedial education for those students in need; another team decided to provide an environment more similar to the elementary school experience by block scheduling; and another committee was disbanded and its members interspersed into grade level teams to facilitate the integration of the enrichment curriculum into the other curriculum areas. From observations of the grade level team meetings it appeared that by the end of the school year the members used the information available to them to make decisions with the goal of meeting the educational needs of the students.

Conclusion. Organizational theorists purport that future organizations, in response to computer technology and international competition, will be flatter, less hierarchical, and more decentralized--more adhocratic (Drucker, 1988). Organizations more adhocratic in structure are, in theory, more flexible and responsive to the changing environment (Robbins, 1990). The University Public School is aligned with the charter school movement and educational reform; it created an "innovative" organizational structure to be responsive to the needs of the students.

The current educational reform movement also calls for empowered decision-making and collaboration among schools, universities and community members. UPS has shown

much success in operationalizing its organizational structure relative to empowering teachers in the decision-making process. At the end of the school year teachers perceived themselves to be empowered and reported high job satisfaction. UPS was less successful in involving UPS students, parents, WSU faculty, and community members in the educational decision-making process. Although the UPS parents perceive themselves to be involved in their children's education, their involvement in the decision-making processes at the school was quite limited.

Curriculum

Proponents of the middle school philosophy prescribe a core academic program for all learners which will lead to a successful educational experience for all students (Carnegie Council on Adolescent Development, 1989). Accordingly, the middle school should provide a balance between attention to the basics, adequate coverage of necessary skills and knowledge, and the need for students to explore a wide variety of interests and experiences through interdisciplinary study projects, exploratory curriculum and independent study.

The UPS curriculum committee was to oversee the development, implementation and evaluation of the school's curriculum--which was to align with the Michigan Core Curriculum. However, from observation, very little discussion of curriculum development occurred in the curriculum committee meetings. More often, the committee's time was dedicated to managerial tasks such as determining schedules, budgets, travel arrangements; it appeared that little time was actually devoted to curriculum development and implementation.

According to the UPS faculty handbook, "The main objective and work of the teacher will be the development of a curriculum for the first semester, targeting the first quarter. Each teacher must be prepared with course descriptions, unit plans, and daily plans." In line with this, at the start of the year, all classroom teachers developed a course syllabus for the school year which was presented to the students and the parents at a half-day orientation session. The teachers were also asked to write weekly lessons plans and submit them a week in advance to their teaching team for review. It is not known if this practice was adhered to since it was not observed.

When asked what guided their curriculum development, few teachers, four of 13, specifically referenced the Michigan Core Curriculum as a resource. Only one teacher cited the WSU-developed curriculum goals and objectives as a resource. Most often used in the development of curriculum were personal library and text books. Almost one-half of the teachers--particularly the less experienced teachers--talked about creating curriculum "as

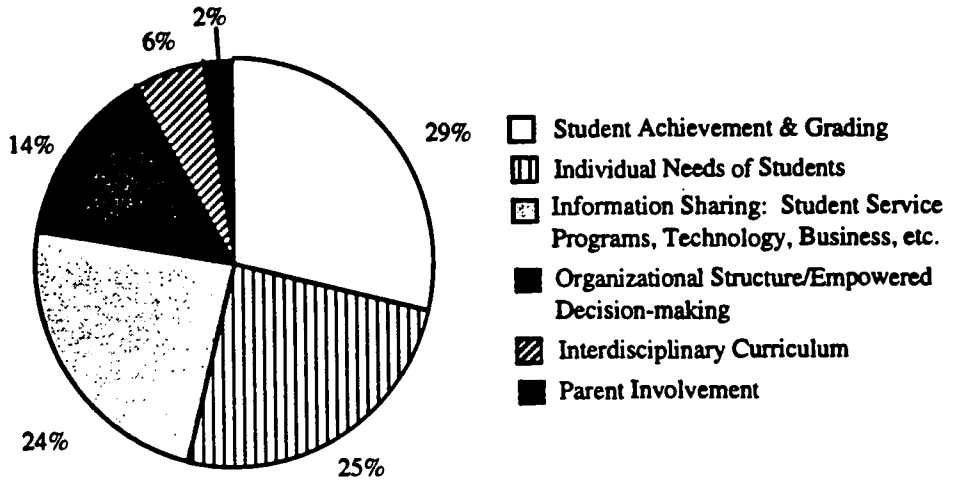
they go." When asked who they went to when they had a concern or question regarding instruction, only one of the 13 cited the principal, two noted their team leader. Most often, teachers looked to past instructors or past coworkers for professional advice.

To promote the development of classroom curriculum the teachers had a 50-minute period for individual planing and a 50-minute period for team planning each full school day. Adequate planning time as provided by the UPS schedule is supported by literature on good practice (George et al., 1992). An on-site library was established and a $1,000 stipend awarded to each full time teacher to promote curriculum development. The stipends were used by the teachers throughout the course of the year for conferences on topics including math and science instruction, conflict resolution, classroom management, middle school pedagogy, and computer-aided instruction. Ten of the 14 full time staff agreed that the staff development activities at UPS met their needs.

The teaching teams were established as a structure to promote the development of interdisciplinary curriculum. According to the principal, "If people can work together, then interdisciplinary curriculum/teaching will evolve; this is where [the school] will make a contribution in the field of education." The faculty of the three academic teams--sixth, seventh, and eighth grades--met daily during one of their two preparatory periods, for approximately 45 minutes, to discuss issues relevant to the education of the approximately 100 students served at each grade level. As shown in figure 6, only six percent of the meeting time was dedicated to developing or coordinating curriculum. Much of the meeting time was devoted to addressing student achievement, grading and meeting individual students' needs.

These observations are supported by teachers' perceptions; most of the teachers surveyed, 12 of 14, expressed that their team frequently or always discussed the best ways to meet student needs, while only three of the 14 teachers responded that their team frequently or always used the team meeting time to correlate subject matter and plan for interdisciplinary instruction. Only one of the 14 teachers surveyed said that the team planned and conducted several interdisciplinary curriculum units. Although the teaching teams did not focus on developing interdisciplinary curriculum, they did, by the end of the school year, recognize and embrace the need for using the team process in developing interdisciplinary curriculum. As one teacher stated, "the team process is a must for the development of interdisciplinary curriculum."

Figure 6
Use of Teaching Team Meeting Time



In March, the UPS faculty began planning for the 1995-96 school year. A task force on curriculum offered a number of ideas to promote the development of interdisciplinary curriculum including scheduling longer blocks of instruction time and clustering content areas. The committee also developed an example of a four-week interdisciplinary curriculum. In June of 1995 the UPS faculty piloted a "new" class schedule to incorporate co-curricular activities into the school day and allow blocks of time for interdisciplinary instruction, field trips, and engaging activities. However, this piloted instructional schedule was not adopted in the next school year.

UPS faculty also planned to infuse technology into the curriculum. A $400,000 grant from Ameritech was used largely to purchase computer hardware and audiovisual equipment. Although the equipment was made available, generally, the faculty did not use the computers and audiovisual systems. When teachers taught in the computer lab, students often were assigned word processing tasks or played games. According to the teachers, the audiovisual equipment required more time and attention to learn to use and maintain than was available to make it a valuable tool; as a result it was treated by many as a "glorified VCR." In summary, few teachers felt that they had the necessary support to use the multi-media technology in their classrooms, 36 percent, or that the technology was enhancing students' academic experience at UPS, 29 percent.

Generally, the teachers and parents were satisfied with the curriculum at UPS. In interviews and surveys, teachers expressed that they were pleased with the academic and enrichment opportunities that the school provided. There was a significant positive change in the teacher's perception from fall to spring about the academic opportunities provided[12].

[12]Sign test significant at $p<0.05$.

Ninety-seven percent of the parents responded that they were satisfied with the academic opportunities at UPS, and 94 percent were satisfied with the enrichment opportunities such as music and the arts.

Conclusion. The University Public School did not use the school-wide curriculum developed by WSU faculty during the school's planning process. Nor did the curriculum committee or other organizational entities assume the responsibility of developing an alternative school-wide curriculum. Teachers were expected to develop their classroom curriculum with the assistance and support of the teaching teams. However, from observations there appeared to be little teaching team meeting time devoted to this endeavor. The teams also did not develop interdisciplinary curriculum. Finally, the teaching staff did not look to the principal and team leaders for advice or guidance. It is apparent that an important goal of the current educational reform movement, the development and use of a core curriculum which allows for interdisciplinary educational experiences, was not a priority for UPS in the 1994-95 school year and therefore not achieved.

Instruction

The UPS mission and the principal's verbalized vision align with middle school philosophy. According to the school's mission, "the school's core belief is that all students can learn. It is obligated to place their education above all other interests, making certain that they have qualified, competent instructors who maintain the flexibility to use proven methods and try new initiatives."

Following are interesting examples of instructional activities that occurred during the classroom observations. They are exceptional examples; not the norm.

The teacher begins the lesson by saying "My house was robbed." The students look stunned; offer words of defense, support. Shortly they learn that this is part of the day's lesson. The students are charged with the task of identifying the burglar from an ink spot left behind in the teacher's home. It is a lesson in chromatography. After the students complete the experiment in small groups, the teacher regroups the class to discuss the findings and relate the experiment to another real life example of when chromatography is used, namely, the pregnancy test. The students are enthralled at the teacher's discussion of the pregnancy test and the presentation of the teacher's information of an impending child.

Students in the classroom down the hall are asked to share their daily journal response. Today's journal entry follows from the prompt: I smiled the biggest smile when . . .

Finally, another group of students are outside pretending to be hawks in search of worms of all colors (toothpicks). Consistent with the laws of survival and adaptation, the students find fewer brown worms.

Most often the UPS teachers utilized the method of direct instruction in teaching their lessons. Learning stations were observed in one classroom and the use of discovery learning in another. Research literature provides a sequence of events that characterizes effective direct instruction (Slavin, 1991). Effective instruction moves through specific steps, although the complete process may take more than one class period, particularly at higher grade levels. The steps which characterize effective instruction include: (1) state learning objectives and orient students to lesson; (2) review prerequisites; (3) present new material; (4) conduct learning probes; (5) provide independent practice; (6) assess performance and provide feedback; (7) provide distributed practice and review (Slavin, 1991).

Observations of the middle school classrooms showed that nine of 13 teachers completed a lesson using direct instruction; the other teachers were at the end of a lesson begun a few days earlier, were testing, or used techniques other than direct instruction, such as discovery learning or learning stations. Some of the teachers followed the sequence characteristic of effective direct instruction and some did not. All incorporated some part of this sequence in their instructional period. Many of the teachers, six of nine, informed the students of the purpose of the lesson. But fewer than half of the teachers linked the information already learned, prerequisite skills, to the information to be presented in that day's lessons. More than half maintained discipline using non-punitive management and provided one-to-one conferences for students. Yet, little praise and encouragement was observed during the lessons. All of the teachers provided the opportunity for students to practice and assess their new skills, such as class work or quizzes that were to be turned in at the end of the class period. Homework was given or discussed in two of the 13 classrooms observed. According to the UPS student handbook, assigning homework was "a policy" of the UPS.

Few instructional methods were observed other than direct instruction, such as cooperative learning, computer-aided instruction, discovery learning, use of learning centers or independent study. Some students did work in groups, but the process was not cooperative. Rather, students were working side-by-side in groups. Contrary to middle school philosophy, there was minimal emphasis on the individualization of curriculum, cooperative learning, the use interdisciplinary curriculum, or the use of technology in the classroom.

A collaborative university-school mentoring program was established to facilitate the use of methods of effective instruction. A UPS faculty meeting in November was devoted to launching the mentoring program. Faculty from WSU, largely the College of Education, were paired with a UPS faculty member to promote effective classroom instruction. Over the course of the school year, the vision for the mentoring program was not actualized. According to the principal, the program was to serve as an ongoing, mutual in-service two-way growth of melding theory and practice. The principal felt that the program was successful in only a few pairings. From his perspective, the collaborative experience "just hasn't worked" because "college professors' worlds are very different from ours." This experience is shared with other schools involved in collaborative relationships with universities; Winitzky et al. (1992) found that the discord in perspective between teachers' and professors' views on teaching, learning and teacher education mitigate against collaborative attempts. There were also logistical problems. According to the dean of education at WSU, "[WSU] faculty schedules were an issue." Overall, the UPS teachers were not satisfied with the mentoring activities. The teachers did not feel that these development activities benefited the students. The question remained, "how do we creatively get the theorist involved with the technicians on a consistent, new, innovative way?" (F. Borowski, personal communication, May 1, 1995).

Still, at the end of the school year faculty, parent and student assessments of the quality of instruction students received at UPS was positive. Every teacher surveyed responded that they were satisfied with their own quality of classroom teaching and with the subject material that they were teaching. Eighty-six percent of the parents were satisfied with the quality of teaching. Also, from the students' perspective, some aspects of instruction improved during the school year. In the fall, 62 percent of the students reported that teachers responded to their answers or comments; by spring, there was a significant increase in students who felt this way, 85 percent[13]. Only 37 percent of students indicated that they were frequently called on in class in the fall; by spring this had significantly increased to slightly more than half of the students[14].

Assessment of Learning Objectives. An important part of the instructional process is providing students with feedback about their achievement of learning objectives; UPS used a system of semester grades. The grading policy at UPS was based on an absolute grading

[13] T-test significant at $p<0.05$.
[14] T-test significant at $p<0.05$.

scale utilizing pre-established percentage scores for assigning grades. The disadvantage of using absolute percentage standards is that student scores depend upon the difficulty of the test or work that they are given. An astute UPS student understood this, commenting, "different teachers have different grading [systems]; some teachers are harder."

The UPS grading scale differs from most schools in that it does not include the grade of D (below average); rather, the scale includes A (outstanding) B (above average) C (average) and F (inadequate mastery of the instructional objective). If the students are unable to reach 70 percent mastery of the subject material by the end of the marking period, the grade of F is assigned. According to the UPS Student Handbook, and in alignment with good practice, the grading policy states that when students show signs of obtaining less than 70 percent mastery, or an F, the teacher is to refer the student for tutoring, and a progress report noting the student's status is sent home to the parent or guardian.

Interviews with teachers revealed that they had mixed views about the grading system. Some felt it was fair and effective because students who had not mastered the material were not passed on. Although in the end, only students who had received Fs in all subjects were not recommended for promotion to the next grade; those who received Fs in one or more but not all subjects were promoted. Others felt that the assigned grades were not reflective of what the students had learned, rather, they were reflective of the amount of homework completed. Several teachers expressed the concern that the grading system was different from that which the students will experience in high school.

The students also expressed mixed views about the grading system. Fifty-five percent of the students surveyed agreed that the grading system is fair; 45 percent did not. Some students felt that the grading system "holds you back for no reason--if you get 69 [percent] it should be a D- and passing." Nearly 40 percent of the students reported that they did not get the grades that they felt they had deserved. Still, many students responded that they felt successful in their classroom work most of the time.

Conclusion. The Carnegie Council on Adolescent Development (1989) recommends that middle schools provide young adolescents with a core academic program for all learners. Teachers felt that UPS provided the opportunity for students to acquire basic skills. Yet, through the eyes of the faculty and the evaluation team, the school has taken a "traditional" approach to educational instruction. There was little use of innovative instructional techniques like interdisciplinary instruction and cooperative learning. Nor was there an infusion of technology. Further, there was limited individualization of instruction through the use of learning centers or independent study. Without individualization of instruction, it is difficult to provide an academic program for all learners.

Generally, the teachers' instruction and assessment of learning largely reflected the lack of development of an innovative, interdisciplinary school-wide curriculum. The school had not developed or utilized integrated sequential school-wide learning objectives, thus it was difficult to establish an innovative system of assessment of student learning. The school establish a traditional assessment of learning: the grading system. It was perceived to be inconsistent and unfair by students. If the school's core belief is that all students can learn, the grading system and students' and teachers' perceptions of the assessment of learning should mirror that. Most important, the current reform movement recommends that schools work to provide successful educational experiences for all students.

Student Engagement

Time is a valuable resource in schools. A typical school is in session about six hours a day for 180 days in the year (Slavin, 1991). UPS is in session 10 days more than the typical school and adds a two hour co-curricular period to the six-hour academic day. Generally, school attendance is a prerequisite for learning. Overall, reported attendance at UPS was good; on average, the 310 students enrolled in the final quarter were in attendance 184.5 of the 190 school days. Thirty-nine percent of the students were never recorded as absent from school; 80 percent of the students were absent fewer than 10 days, or less than once per month. Six percent of the students were absent from school 20 days or more. There were no significant differences in attendance by gender or grade level.

Contrary to popular perception, research suggests that the differences in the length of the school days and school years have a minor impact on student achievement (Slavin 1991; Karweit, 1981). What does matter is the engaged time, or time on task. The number of minutes actually spent learning is the time measure most frequently found to affect achievement (Slavin 1991; Karweit & Slavin, 1981).

Observations of "good" schools show that the average student in attendance spent only 60 percent of the scheduled instructional time engaged in learning (Karweit & Slavin, 1981)[15]. Late starts and non-instructional activities such as discussions of upcoming events, announcements, passing out material and disciplining students expended 17 percent of time scheduled for learning. Eleven percent of time was lost to activities such as standardized testing, school events, field trips and teacher absences. A lack of student engagement--day dreaming, goofing off, sharpening pencils, waiting for assigned work--accounted for 12 percent of the time.

[15]Note, the work of Karweit and Slavin was completed with elementary schools.

Thirteen classrooms were observed at UPS. There were an average of 18 students in classes observed; the class size ranged from 13 to 26. The average engagement time was 59 percent, or about 30 of the 50 scheduled instructional minutes. For the other 41 percent of the time, or about 20 minutes, students were not engaged in instructional activities. Some of the non-engaged time can be attributed to late starts--just fewer than half of the classes did not start within five minutes of the scheduled time--and non-instructional activities, such as discussions of upcoming events, announcements, passing out material and disciplining students. Students did report that there were interruptions to classroom time both because of student behavior and "official" activities, such as announcements.

The UPS observations occurred when instruction was taking place, thus school events and the calendar were not figured into the equation of engagement time. Still, the engagement time for the students at UPS is comparable to the standard set by Karweit and Slavin (1981).

There were no significant differences in engagement time by gender or by grade level. However, there was much variation in engagement time by class: the range was from 81 percent (40.5 minutes) to 32 percent (16 minutes). Examining engagement by the four core academic subjects--communications, math, science and social studies--revealed a significant difference in student engagement during communications and science instruction[16]. Students exhibited the highest level of engagement, 35.5 minutes, in the communications classes and lowest in science, 25.5 minutes.

Generally, the UPS students were engaged in learning activities. Although the observations did not account for school calendar and events, the average percentage of engaged time was comparable to a standard "good" school. There was some variation among the classes; some teachers generated a high percentage of engagement time, others generated a much lower percentage.

Students' Psycho-social Development

The middle school movement is largely predicated on understanding that the period of adolescence is a critical juncture in the developmental life span. The young adolescent has special needs, and schools must determine how to meet those needs. In early adolescence, there are tremendous physical, cognitive and social development changes. One of the most

[16]ANOVA significant at $p<0.05$

important challenges to early adolescents is to accommodate changes in their physical stature; their growth alone can make a child feel awkward, clumsy, or unable to control their body. Adolescence also introduces changes in thought processes. According to Piaget (1972), the adolescent gains the ability to think abstractly. They show the tendency to think about what is going on in one's own mind and to look closely at oneself and define self differently. Socially, they begin to exert independence and refocus their need for relationships from inside the family to outside the family. These changes can strongly affect the education of youth.

A survey completed by Garvin (1987) revealed that parents' perceptions about what a middle school should provide for their children is consistent with the current reform movement. When asked, "What would you like the middle level school to provide for your child?", parents first wanted to know their children were safe; second, they felt it was important that their children know at least one adult well enough to go to when they needed support; and, third, they felt it necessary that the school help their children to develop constructive friendships. Parents' concern for appropriate curriculum came after their concerns for their children's physical, psychological and social needs.

Meeting UPS Students' Safety and Physical Needs. The location of the UPS raises issues of safety. The site of the school, in the Michigan Center for High Technology building, is located in an urban area marked by poverty and crime. The Wayne State University staff and UPS faculty have worked to address this issue since the school's inception. The area around the school was declared a drug-free zone--the penalty for selling/using drugs near the school is doubled. WSU public safety officers patrol the exterior and interior of the building. Also, students enter the building on the side with the least traffic and proceed directly to the second floor, limiting contact with other tenants in the building. These interventions appear to have reasonable effects on the perceptions of the parents and teachers at UPS. Sixty-nine percent of the parents surveyed rated UPS as good or excellent in providing a safe environment. Almost all of the teachers, 13 of 14 surveyed, felt that the school provides a safe environment for learning. The students were less confident; 57 percent agreed or strongly agreed that they felt safe at UPS.

The location of the school also raises the issue of the availability of facilities for physical activities. The Michigan Center for High Technology building, although renovated to accommodate the school, does not provide facilities for gross motor activities; there is no gym in the building. Classrooms are used for dance and physical and mental well-being courses. A park located across the street is also utilized for gross motor activities during the school day. The co-curricular program provides intramural and

competitive athletic activities at neighborhood activity centers after school. With these adjustments, the lack of indoor space for gross motor activity was not a concern for parents. Sixty-eight percent of parents rated UPS as excellent or good in meeting their child's need for physical activity, although only one-half of the teachers agreed that the school was meeting the students' needs for physical activity.

Student behavior at UPS is governed by the Student Discipline Code of Conduct, a document written by UPS faculty and distributed to the students at orientation before the start of the school year. The code states, "in general students are expected to behave in a reasonable, safe manner in school at all times." There are 22 "general disciplinary prohibitive behaviors" listed in the student handbook. In addition to the standard prohibitive behavior, the less obvious include: "radios, walk-mans, electronic games, cameras, dice, cards, etc. are not permitted," "no hats, caps or other head apparel is to be worn in the building at any time by males or females," and "sunglasses are not to be worn in the building." Students are expected to wear a uniform of blue pants or skirt, white collared shirt and dress shoes.

According to the student handbook, "disciplinary actions fall into seven progressive categories: immediate classroom discipline; teacher time or after school classroom detention; UPS school wide detention; counseling or agency referral; in-school suspension; out of school suspension; and immediate out of school suspension which may lead to expulsion." The assistant principal assumed a significant role in writing and enforcing the student code of conduct. In fact, the enforcement of the code of conduct and the dress code encompassed nearly all of his daily activity.

During the course of the school year, 29 percent of the 310 students enrolled in the final quarter received suspensions, in school or out of school, during the course of the year. In addition, 28 students withdrew enrollment, and two were expelled. On average, students were suspended 3.6 days over the school year. There were no differences in the number of days of suspension by grade level. However, males were suspended more days than females[17]. During the course of the school year, there was one serious infringement of the student code of conduct: a student was found in possession of a knife. As provided for in the student handbook, this student was suspended and later expelled.

Seventy-four percent of the students agreed that the rules regarding tardiness, class attendance and discipline were enforced. However, less than half, 42 percent, of the students felt that student discipline policies were fair. According to the students, the administration was not consistent in its use of discipline, some students "get different

[17]T-test significant at P<0.05.

punishment for the same thing [infraction]." Others felt that the severity of the punishment exceeded the severity of the infraction: "you get sent to the office for no reason, for the stupidest thing you get expelled." Students strongly suggested that the student code of conduct and the dress code be changed. Research shows that students' acceptance of the school's norms of behavior increases when they are given a voice in creating the rules (Laguarda, Hightower, Leighton & Weiner, 1995).

Meeting UPS Students' Psychological and Social Needs. Advocates of the middle school movement suggest that schools address the social needs of the students by instituting advisory groups. Children, regardless of what may be happening in their families or schools, derive feelings of reassurance from knowing they are part of an accepting, approving peer group. Paramount to advisory groups is that they constitute students' first line of belonging thus meeting the child's need for a strong affiliation with a group of peers within the school. They also give teachers access to students and time to create a climate and a context for teacher-student relationships. Research reveals that students feel that advisory programs improve teacher-student relationships on a personal level (Putbrese, 1989).

UPS has had some semblance of an advisory group program since its inception. During the 1994-95 school year, the advisory groups were not well established. Teachers and interns from the WSU College of Education and the School of Social Work had the responsibility of developing and conducting the advisory group program. The collaborative process delayed establishment of the program. Development of the advisory group program also was not at the forefront of the UPS agenda. This may be due to the fact that the number of students attending the school was small, about 100 per grade, and allowed for many of the same interactions and affiliations as an advisory group program. It appears that students experienced the positive effects of both the advisory program and the small school size. Almost all of the students, 95 percent, reported having made friends. More than four-fifths of the students respected the teachers and felt that the teachers accepted them as individuals.

Beyond advisory groups, the Carnegie Counsel on Adolescent Development (1989) recommends that middle schools meet the psychological and social needs of children by establishing smaller interdisciplinary teams to create small communities for learning. The UPS organizational structure incorporated teaching teams by grade level. During the school year these teaching teams focused on meeting student needs even though they did not develop structures or processes for interdisciplinary learning. The students, therefore, had the opportunity to experience some, but not all, of middle school pedagogy.

Early adolescence is also characterized by a great need for personal development and the enhancement of self-esteem--the way adolescents perceive their strengths, weaknesses abilities, attitudes and values. Self-concept is strongly influenced by experiences at home, with peers, and at school. Measures reveal that the UPS students' self-esteem overall and specific to the domains of home, peers, and school were both stable and average. There were no changes in self-esteem scores from fall to spring and the total score was slightly above the norm. The teachers' perspective supports this data. Eleven of 14 teachers surveyed responded that "students at our school feel good about themselves."

Conclusion. The UPS faculty focused on providing a safe environment in which the students could learn. They established strategies to protect the students from a difficult urban neighborhood. They established a strict code of conduct and strongly enforced it. Generally their work was successful. There was one serious infringement of the code of conduct and only two students were expelled. Most enlightening was the student comment, at UPS "I don't have to worry about getting shot." The experience or threat of violence can strongly interfere with learning (Garbarino, 1992), and the faculty at UPS has worked effectively to weaken this barrier to learning. What the faculty has not done is involve students in the process. The research suggests that fewer problems of student discipline and antisocial behavior as well as greater student satisfaction are associated with opportunities to participate in decision making (Laguarda et al., 1995).

The faculty has also worked to address the specific social and psychological needs of adolescent students. Collectively, the UPS faculty has limited professional experience with the adolescent population; only two of 14 teachers have five or more years of experience working with middle school students. Still, the school's small size and the organizational structure with grade level teaching teams allowed the teachers to respond to students' individuals needs and create "small communities for learning." Further, other grant-funded programs provided support for children with special needs, and the WSU School of Social Work initiated and worked to maintain the advisory program.

Overall, the faculty supported middle school philosophy and felt strongly that the school was meeting the social needs of the students. The faculty was relatively confident it was meeting the emotional needs of the students. Most parents agreed (57 percent) that the school was meeting their child's emotional needs.

Student Achievement

UPS assessed student achievement through the use of a semester grading system and standardized achievement tests. The grading system as used in most schools serves three functions: evaluation, feedback and incentive. The combination of functions makes grades less than ideal for each function (Slavin, 1991). Standardized achievement tests serve to select students for placement in specific programs; in the case of UPS, inclusion in remedial math and reading classes funded by the Chapter 1 program. Achievement tests also allow for the diagnosis of learning problems or strengths. Most often, achievement testes are used to evaluate student progress and effectiveness of instruction and schools (Slavin, 1991). Although the use of the Metropolitan Achievement Test, Edition 7 has served all three purposes for the UPS, the test's primary purpose has been to evaluate student progress and the effectiveness of instruction. Grades and MAT 7 achievement test scores were used for the purpose of evaluation.

Student Final Grades. The mean grade point average of the UPS students during the 1994-95 school year for the four core academic subjects--communications, math, science and social studies--was 2.2, or C+[18]. There was much variation in grades across courses and grade levels and by gender, supporting the students' view that the grading system was not consistent. Assigned grades for the sixth grade communications course were significantly higher than those assigned for the seventh and eighth grade students[19]. Both the sixth and seventh grade students received significantly higher grades in math than did the eighth grade students[20]. Forty-two percent of the eighth grade students received a final grade of F in math. In communications, science and social studies, females were assigned significantly higher grades than the males[21] (for a more complete summary of grades, see appendix D).

According to school records, 23 students, or seven percent of those enrolled during the last quarter, received an F in four academic subjects--communications, math, science and social studies. The principal stated that the teachers identified about 30 students who were not recommended for promotion to the next grade level.

---

[18]The UPS grading scale differs from most schools in that it does not include the grade of D (below average); rather, the scale includes A (outstanding) B (above average) C (average) and F (inadequate mastery of the instructional objective).

[19]ANOVA significant at $p<0.05$.

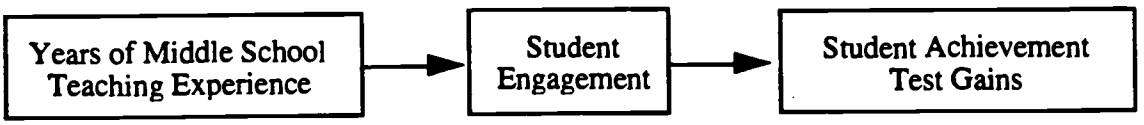
[20]ANOVA significant at $p<0.05$.

[21]ANOVA significant at $p<0.05$.

The students' grades in all four core academic subjects examined, except one--eighth grade math--correlated with the respective spring achievement subtest score; the significant correlation of grades with subtest achievement test scores ranged from .21 to .74. Generally, students' grades did not correlate or weakly correlated with achievement test gains, the exception being seventh grade math and communication grades. This suggests that, in general, the UPS teachers assigned grades based on ability and not on achievement gains.

MAT 7 Achievement Test Scores. Table 5 provides a summary of the UPS student achievement test scores by subtest and grade level. (For a complete picture of the distribution of subtest scores, see appendix E.) First, it is important to note that almost all of the mean test scores fall in the average performance category. Sixth grade math and social studies test scores are the exception; both fall just below average. The seventh grade students showed significant gains in their math and language score. The eighth grade students experienced some impressive gains in reading and math, but the difference between the fall and spring scores were not statistically significant--this is likely due to the small number of students completing both administrations of the tests and the high variability in the test scores. Finally, the sixth grade students showed some losses in reading and significant losses in social studies. The relationship between the reading and social studies subtest scores is expected: social studies requires reading.

The data above indicate that there were variable gains in achievement across subject matter and grade level. Utilizing the evaluation model, analyses were performed to identify factors that were related to student achievement. The analysis revealed that the amount of teachers' middle school teaching experience was positively related to student engagement; and student engagement was positively related to student achievement gains[22]. The following figure illustrates the relationship.



[22]Pearson r significant at $p<0.05$.

Table 5
MAT 7 Achievement Test Average Scores

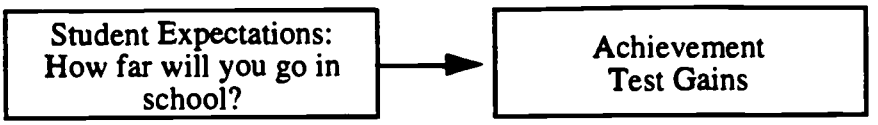
Subtest	N	NCE Percentile Rank: Mean Score Fall '94	NCE Percentile Rank: Mean Score Spring '95	NCE Percentile Rank: Mean Difference Fall '94 to Spring '95	Broad Performance Category: Spring '95
Reading					
6th Grade	99	39.0	34.4	-4.6	Average
7th Grade	92	39.6	39.0	- 0.6	Average
8th Grade	53	39.6	45.8	6.2	Average
Math					
6th Grade	95	33.7	31.5	- 2.2	Below Average
7th Grade	92	30.7	40.1	9.4 *	Average
8th Grade	51	32.3	39.6	7.3	Average
Language					
6th Grade	93	39.0	39.6	0.6	Average
7th Grade	94	34.4	44.7	10.3 **	Average
8th Grade	52	41.9	41.3	- 0.6	Average
Science					
6th Grade	95	33.0	34.4	1.4	Average
7th Grade	97	39.6	38.3	- 1.3	Average
8th Grade	54	33.7	37.1	3.4	Average
Social Studies					
6th Grade	97	39.0	33.7	- 5.3 *	Below Average
7th Grade	98	39.6	43.6	4.0	Average
8th Grade	52	39.6	39.6	0.0	Average

* t-test significant at $p<0.05$
** t-test significant at $p<0.01$

Further, from observation, it appeared that students who experienced the most gains had teachers whose curriculum focused on basic skills and whose instruction appeared to include repetition of basic skills. The seventh grade communications course curriculum focused on grammar and writing, possibly explaining the achievement gains in the language subtest but not the reading subtest of the MAT 7. Just the opposite of the seventh grade instruction, the eighth grade communications course focused on instructional objectives which required reading, explaining the achievement gains in the reading subtest but not the language subtest of the MAT 7. It is also important to note that the seventh grade students received two class periods of math; this is likely to have contributed to their strong gains.

In addition to teachers' experience and classroom engagement, analyses revealed a positive relationship between students' reported educational expectations and achievement gains on the MAT 7[23] (the following figure depicts this relationship).

[23]Pearson r significant at $p<0.05$.



There is also a positive relationship between student engagement and assigned grades; and student self-esteem relative to school and assigned grades[24]. There is a negative relationship between absence and assigned grades[25].

In summary, student achievement gains at the UPS were quite variable. It appears that the gains experienced are linked to teachers' experience with middle school students through their ability to keep student engaged in learning activities. Further observations show that gains in achievement test scores occurred when instruction focused on acquiring basic skills. These two theories--teachers experienced in middle school pedagogy and attention to core curriculum--are supported by middle school philosophy. As often cited in the education research literature, there is also an association between high student expectation and achievement test score gains.

Parent and Student Assessment

Parents were also asked to identify, in their own words, UPS' three main strengths of UPS. Most often cited as a strength was the curriculum--the academic program and co-curricular and enrichment activities. Parents lauded aspects such as core and enrichment classes, the emphasis on academic excellence, the rigorous standards and the academic challenge UPS provides, and the good preparation students receive for high school and beyond. As stated by one parent, the strength of UPS is "the academics: it's more advanced than the other school he went to; it prepares him more for high school." Many parents also mentioned that the combination of academic and enrichment courses and co-curricular activities provided a well-rounded experience for the students: "The after school programs give them a chance to experience a lot of things they might not be exposed to otherwise." Several parents felt that the computers and athletic activities were important parts of the co-curricular program. Other parents did not comment on the specific activities of the extended day, but simply expressed satisfaction that students were productively occupied at school for the entire day.

Aside from the curriculum, parents expressed satisfaction with the school's provision for student psycho-social development. The parents recognized UPS' efforts to promote the social and emotional development of students: "They bring out the kids socially and

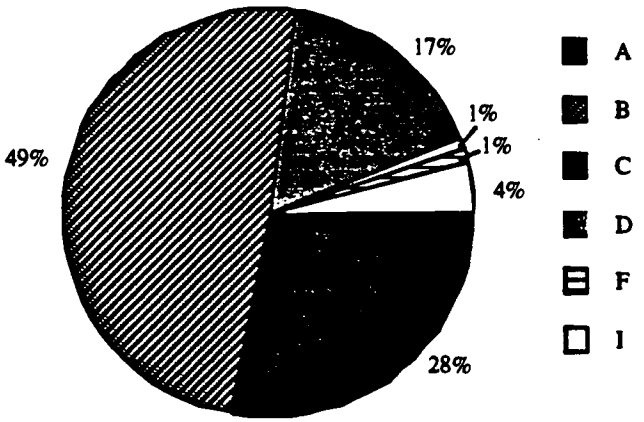
[24]Pearson r significant at $p<0.05$.
[25]Pearson r significant at $p<0.05$.

strengthen them and make them more outgoing. Encouraging the students to network with each other and to socialize. They teach the students how to communicate." Many of the parents' commented on the extraordinary amount of personal concern the teachers had for the students. Finally, parents noted aspects of the school setting as strengths, such as the small school and class size.

There were few parental responses to the query about UPS weaknesses. In fact, the most frequent response was that there were "no weaknesses." Parents' primary concern centered around safety issues--students' conduct. Many parents felt that there was a lack of discipline and that students' behavior was "unruly," particularly during the change of classes and at the end of the day, "the kids are noisy and out of control." Parents also noted some aspects of the school's organizational structure weaknesses, particularly poor parent-school communication. A few parents noted the lack of timely information about students who were experiencing academic problems: "They did not let me know that my child was failing eighth grade in time for me to get a tutor." Another parent said, "There never seems to be a cohesiveness among the things they said they were going to do and the actual events of the school." Parents also identified aspects of the school setting as a weakness, such as the school's location in an inner-city neighborhood, the distance traveled by students and resulting transportation difficulties, and the lack of a gym at the school site.

Overall, parents' general assessment of the school was positive. Figure 7 illustrates respondents' "grading" of the 1994-95 UPS school year. Most parents, 49 percent, assigned the letter grade B (as a point of reference, the average grade assigned to the Detroit Public Schools by the parents was a C [New Detroit, 1995]). Further, 91 percent of the respondents indicated they would recommend UPS to other parents.

Figure 7
UPS "Grades" Assigned by Parents
N=85



Students surveyed at the conclusion of the school year were less positive about the UPS than their parents. Only a slight majority gave a favorable response to the statements, "I feel I belong at UPS" (57 percent), and "I'm happy my parents enrolled me in this school" (51 percent). While most students reported "feeling free to make suggestions or express concerns to teachers and/or principals" (70 percent), few believed that student opinion was respected at UPS (40 percent). When asked what they liked about UPS, several students replied that they appreciated the safety that UPS provides. They also voiced satisfaction with co-curricular activities and specific teachers. When asked what they would change about the school, students most often responded: uniforms, the setting of the school so that the hallways and classrooms are larger and include a gym and a library, and shorter school days.

In summary, the parents appeared to be satisfied with UPS. They praised some aspects of the curriculum. In fact, it appears that they appreciate the traditional educational approach of the UPS curriculum. Parents also noted the enrichment activities and co-curricular program as strengths of the curriculum. The school's attention to students' psycho-social development was also seen as a strength. Some aspects of the school setting--the school and class size--were viewed as strengths; some aspects were not--location and lack of a gym. Students were less positive in their assessments, perhaps reflecting their perceptions of an arbitrary grading system and lack of a voice in setting school policy.

SUMMARY AND CONCLUSIONS

In line with current educational reform, the University Public school has:

- developed and operationalized an innovative organizational structure which allows for flexibility and responsiveness to student needs;
- empowered teachers and administrators to make decisions about the experiences of middle school students; and
- worked in collaboration with a university--receiving more benefits in some cases than in others.

The University Public school is working toward:

- developing small communities for student learning by using advisory groups and interdisciplinary instruction;
- developing of a core academic program for all students; and
- involving families in the education of their children.

The University Public School has not yet:

- provided success experiences for all students;
- required staff to be expert at teaching young adolescents; and
- connected with its community.

What can we learn from the evaluation of the University Public School? First, there can be educational reform: reform in line with the charter school movement. The University Public School, as a charter school, developed and implemented an innovative organizational structure--an adhocratic structure--more flexible and responsive to the needs of students. Second, it takes a great deal of time, energy, and commitment to form new educational structures. The University Public School devoted much of the 1994-95 staff meeting-time to creating its innovative organizational structure. This left little time for developing a school-wide curriculum and innovative instructional techniques. Third, it is very important to include those who will implement the educational programs in the collaborative planning process. Many plans for the operation of the University Public School--particularly the schoolwide curriculum--which the Wayne State University faculty developed during the planning phase before the school opened, are no longer a part of the school today. The current teaching staff redefined, reworked or replaced the work of the WSU faculty with their own vision.

In his book *Change Forces,* Fullan writes that "the educational reform movement of the past 30 years has taught us that schools need to be learning organizations." Organizations which espouse an:

> ...individual as inquirer and learner, mastery and know-how as prime strategies, the leader who expresses but also extends what is valued enabling others to do the same, team work and shared purpose which accepts both individualism and collectivism as essential to organizational learning, and the organization which is dynamically connected to its environment because that is necessary to avoid extinction as environments are always changing.

The University Public School appears to fit this description of a learning organization. It would seem then that the University Public School will continue toward reform for the benefit of students.

References

Alexander, W.M. and C.K. McEwin. *Earmarks of Schools in the Middle: A Research Report.* Boone, NC: Appalachian State University, 1989a.

Alexander, W.M. and C.K. McEwin. *Schools in the Middle: Status and Progress.* Columbus, OH: National Middle School Association, 1989b.

Carnegie Council on Adolescent Development. *Turning Points: Preparing Youth for the 21st Century.* New York, NY: Carnegie Corporation of New York, 1989.

Chubb, J. and T. Moe. *Politics, Markets, and America's Schools.* Washington, DC: Brookings Institution, 1990.

Dianda, M.R. and R.G. Corwin. *An Early Look at Charter Schools in California.* (ERIC ED357484) Washington, DC: Office of Educational Research and Improvement, 1993.

Drucker, P.F. "The Coming of the New Organization." *Harvard Business Review* 66 (1988): 45-53.

Fullan, M. *Change Forces: Probing the Depths of Educational Reform.* Bristol, PA: Falmer Press, 1993.

Garbarino, J. *Children in Danger: Coping with the Consequence of Community Violence.* San Francisco, CA: Jossey Bass, 1992.

Garvin, J.P. "What Do Parents Expect from Middle Level Schools?" *Middle School Journal* 19(1) (1987): 3-4.

George, P.S., C. Stevenson, J. Thomason, and J. Beane. *The Middle School and Beyond.* Alexandria, VA: Association for Supervision and Curriculum Development, 1992.

Goodlad, J. "School-University Partnership for Educational Renewal: Rationale and Concepts." In *School-University Partnerships in Action*, K. Sirotnik and J.I. Goodlad (eds.), 3-31. New York, NY: Teachers College Press, 1988.

Gupton, S.L. "Building a Collaborative Model to Enhance the Quality of Research in Middle Schools" (ERIC ED359251). Paper presented at American Education Research Association Annual Meeting, April 1993.

Hare, B.R. "Racial and Socioeconomic Variations in Preadolescent Area-Specific and General Self-Esteem." *International Journal of Intercultural Relations* 1 (1987): 31-51.

Hathaway, W.E. *Models of a School-University Collaboration: National and Local Perspectives on Collaborations that Work* (ERIC ED253973). Chicago, IL: American Educational Research Association, 1985.

Karweit, N. and R.E. Slavin. "Measurement and Modeling Choices in Studies of Time and Learning." *American Educational Research Journal* 18 (1981): 157-71.

Karweit, N. "Time in School." *Research in Sociology of Education and Socialization* 2 (1981): 77-110.

Laguarda, K., A. Hightower, M. Leighton, and L. Weiner. *Raising the Educational Achievement of Secondary School Students: An Idea Book.* Washington, DC: U.S. Department of Education, 1995.

MacIver, D.J. "Meeting the Needs of Young Adolescents: Advisory Groups, Interdiscipline Teaching Teams, and School Transition Programs." *Phi Delta Kappan* 71(6) (1990): 458-64.

Mulholland, L.A. and L. Bierlain. *Charter Schools: A Glance at the Issues. U.S. Department of Education Office of Educational Research and Improvement Policy Brief.* (ERIC ED363009) Washington, DC: U.S. Dept. of Education, 1993.

National Center for Education Statistics. *National Education Longitudinal Study of 1988: Base Year: Parent Component Data File User's Manual* (DR-NELS:88-88-2.2). Washington, DC: U.S. Department of Education, 1990.

New Detroit, Incorporated. *Performance Report on the Detroit Public Schools.* Detroit, MI: New Detroit, 1995.

Piaget, J.. "Intellectual Evolution From Adolescence to Adulthood." *Human Development* 15 (1972): 1-12.

Putbrese, L. "Advisory Programs at the Middle Level—The Students' Response." *NASSP Bulletin* 73(514) (1989): 111-15.

Rice, E.M. and G.T. Schneider. "A Decade of Teacher Empowerment: An Empirical Analysis of Teacher Involvement in Decision Making, 1980-1991." *Journal of Educational Administration* 32(1) (1994): 43-58.

Robbins, S.P. *Organizational Theory: Structure Design, and Applications.* Englewood Cliffs, NJ: Prentice Hall, 1989.

Roemer, M.G. "What We Talk About When We Talk About School Reform." *Harvard Educational Review* 61(4) (1991): 434-48.

Schurr, S. L. *How To Evaluate Your Middle School.* Columbus, OH: National Middle School Association, 1992.

Shoemaker, A.L. "Construct Validity of Area Specific Self Esteem: The Hare Self Esteem Scale." *Educational and Psychological Measurement* 40 (1980): 495-501.

Slavin, R.E. *Educational Psychology: Theory into Practice.* Boston, MA: Allyn & Bacon, 1991.

Winitzky, N., T. Stoddart, and P. O'Keefe. "Great Expectations: Emergent Professional Development Schools." *Journal of Teacher Education* 43(1) (1992): 3-18.

APPENDICES

Appendix A
Evaluation Instrumentation and Methodology

Achievement Test. The Metropolitan Achievement Test, Edition Seven (MAT7) served as the measure of standardized student achievement. The MAT7 was administered by University Public School teachers as a pre-test in September 1994 and as a post-test in May 1995. Eighty-eight sixth grade students, 82 seventh grade students and 45 eighth grade students completed the total battery of tests in both the fall and the spring. The results are reported by subtest, thus the number of students who completed both the spring and fall administration of the test varies and is greater than the number who completed both administrations of the complete test. Analysis of covariance was used to identify differences in test scores by gender. Paired t-tests were used to identify significant change in test scores within subtest and grade level. Statistical differences are presented at the nominal alpha level of .05.

Classroom Observations. Classroom observation were used to gather information about student engagement, classroom activities and instruction. One instructional period from each of the core academic courses for each grade was scheduled for observation: communications, reading, math, science, and social studies. All but one of the instructional periods scheduled, a total of 14 periods, were observed in May of 1995. Time sampled observations of student engagement, the Middle School Instructional Checklist (Schurr, 1992) and the Teacher Observation Form (Schurr, 1992) were completed. To ensure reliability, one observer completed all of the data collection. Analysis of variance was utilized to determine differences in engagement by gender, grade level and course subject. Statistical differences are presented at the nominal alpha level of .05.

Meeting Observations. Observations of meetings were conducted to gather information about the content and process of communication within the school. Faculty and Parent Teacher Student Association (PTSA) meetings were observed monthly. Grade level team meetings were observed throughout the school year, although most of the observations were done in December and January. Other meetings were observed periodically throughout the year.

Semi-structural Interviews with UPS and WSU Administrators. Semi-structured interviews were used to gather information about the organizational and decision-making structure of the school and the collaborative process with WSU. Semi-structured interviews were conducted with the UPS principal monthly throughout the school year; the two assistant principals were each interviewed twice--in the fall and the spring. Interviews of other UPS administrators, particularly those involved with social services, occurred informally throughout the year. The special assistant to the WSU president and the dean of the WSU College of Education were each interviewed once.

Semi-structured Interviews with UPS Faculty. Semi-structured interviews were used to gather information about the organizational and decision-making structure of the school, curriculum, instruction and parent involvement. The 14 full-time faculty members instructing core academic subjects were scheduled for interviews in the fall and spring. Thirteen teachers completed the interview in the fall and 12 in the spring; 11 faculty members completed both interviews.

UPS Faculty Survey. This survey was used to compile faculty's perceptions of students' educational experience, their professional experience, team teaching (Schurr, 1992), and empowerment (Rice & Schneider, 1994). The survey was administered to the 17 full-time teachers twice: in the fall of 1994 as a pre-test measure and in the spring of 1995 as a post-test. Fifteen teachers completed the survey in the fall, 14 in the spring, and 12 completed both administrations. Paired t-test and the sign test were used to investigate changes in teachers' perceptions. The questionnaire included four point likert-type scales. Statistical differences are presented at the nominal alpha level of .05.

UPS Parent Telephone Survey. A telephone survey was conducted to elicit parent perceptions of the school and their child's education experience. Twenty-four items assessing school performance and parental involvement from the National Educational Longitudinal Study: 1988 (NELS:88) parent questionnaire were included in the UPS parent survey. A random stratified sample of 100 parents of UPS students participated in a telephone interview in August 1995. Several analyses were performed to determine if there were differences in parental response based on their child's grade, parents' level of education or income. A series of analyses of variance were conducted on all survey questions. No significant differences were found, indicating that the survey responses were applicable regardless of the students' grade or parents' income or level of education.

UPS Student Focus Groups. Focus group sessions were conducted to gather data regarding students' perceptions of their school experience. Focus group interviews were conducted with three groups of seven students from each grade, in June 1995.

UPS Student Questionnaire. The questionnaire was designed to gather information about students' attitudes and perceptions of their educational experience. The student questionnaire was administered twice: in the fall of 1994 as a pre-test measure and in the spring of 1995 as a post-test. Eighty-seven percent of the students completed the questionnaire in the fall; 84 percent completed it in the spring; 63 percent completed both administrations.

The UPS student questionnaire also included the Hare Self-Esteem Scale (Hare, 1987), a 30-item instrument used to measure self-esteem in school-aged children 10 years and older. It consists of three 10-item sub-scales that are specific to peers, home and school. The normed average total score is 91; the range is 30 to 120. The HSS general score strongly correlate (.83) with both the Coopersmith Self-Esteem inventory and the Rosenberg Self Esteem Scale, indicates excellent criterion-related validity (Shoemaker, 1980). The test-retest correlation indicates fair stability (.74). An analysis showed no test item bias with regard to gender and grade level. Not all students completed all of the questions on the pre-test and post-test self-esteem scale. Thus the sample size varied for each analysis: 33 completed the total scale; 57 completed the peers sub-scale; 111 completed the home sub-scale; and 87 the school sub-scale.

Paired t-test were conducted to examine pre- and post-test differences, and analysis of covariance was used to identify differences in students' perceptions and self-esteem score across grade levels and gender. Statistical differences are presented at the nominal alpha level of .05.

Appendix B1
Parent Survey Frequency Distributions*
(N = 85)

Question	% Very Dissatisfied	% Somewhat Dissatisfied	% Somewhat Satisfied	% Very Satisfied
How satisfied were you with the academic opportunities UPS provided for your child?	0%	3	39	58
How satisfied were you with the quality of teaching at UPS?	5%	9	41	45
How did you feel about the enrichment opportunities, such as music and art, provided by UPS?	2%	4	29	65
How did you feel about the amount of information you received about your child's academic progress?	6%	12	23	59
How did you feel about the quality and accuracy of information you received about your child's academic progress?	8%	11	28	53
How satisfied were you with your opportunity to communicate with your child's teachers?	7%	5	20	68
Question	**% Poor**	**% Fair**	**% Good**	**% Excellent**
How would you rate UPS in meeting your child's emotional needs?	6%	37	38	19
How would you rate UPS in meeting your child's need for physical activity?	7%	25	45	23
How would you rate UPS in providing a safe environment?	5%	26	48	21
How would you rate UPS in making you feel welcome? Would you say...	2%	14	48	35
How would you rate the school in meeting your expectations?	6%	26	42	26
What is your opinion of the longer school day as implemented by UPS?	8%	13	32	47

* Total percent does not do not always equal 100 due to rounding.

Statement	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree
The school places a high priority on learning.	0%	8	45	47
The homework assigned is worthwhile.	4%	9	55	32
My child is challenged at school.	2%	12	48	38
My child is working hard at school.	7%	24	49	20
My child enjoys school.	1%	19	54	26
The standards set by the school are realistic.	2%	8	59	31
UPS is preparing students well for high school.	2%	8	54	36
UPS is preparing students well for college.	2%	15	51	32
Parents have a say in setting school policy.	2%	21	57	20
Parents work together supporting UPS policy.	1%	16	63	20

Question	% None	% Once or Twice	% Three or Four	% More Than Four
How many times did you contact UPS about academic performance.	5%	11	27	57
How many times did you contact UPS about academic program.	11%	32	23	34
How many times did you contact UPS about behavior.	29%	25	12	34
Participating in UPS fund raising activities.	37%	33	8	22
How many times did you contact UPS providing information..	20%	60	12	8
Doing volunteer work	55%	27	6	12

Statement	% Yes	% No
Belong to a parent-teacher organization.	63%	37
Attend meetings of parent-teacher organization.	22%	78

Take part in activities of a parent-teacher organization.	54%	46
Act as a volunteer at the school.	73%	27

Statement	% Not at all	% Rarely	% Occasionally	% Regularly
Talk to my child about school experience.	0%	0	2	98
Talk to children about plans for high school	2%	1	17	80
Talk to child about plans for after high school.	1%	5	18	76
How often help child with homework.	2%	7	23	68

Appendix B2
UPS Staff Survey Frequency Distributions
June 1995 (n= 14)

Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
I am pleased with the academic opportunities this school is providing for students.	0%	15	69	15
I am pleased with the social opportunities this school is providing for students. (dances, clubs etc.)	0%	14	50	36
I am pleased with the enrichment opportunities this school is providing for students. (music, art, athletics, etc.)	0%	14	43	43
This school is meeting the emotional needs of its students.	0%	43	43	14
This school is meeting the students' need for physical activity.	7%	43	43	7
There is good discipline within classes.	0%	21	64	14
This school provides a safe environment for students.	0%	7	71	21
I enjoy working at this school.	0%	0	64	36
I feel that I am part of the school community.	0%	0	57	43
Teachers work well together in this school.	0%	7	71	21
Student conduct is appropriate.	0%	43	57	0
Our middle school atmosphere is positive.	0%	7	87	7
The team organization in this school is helpful to teachers.	0%	7	36	57
The team organization in this school is helpful to students.	0%	0	50	50
There is adequate communication between the teams.	14%	43	36	7
As a teacher in this school, I have enough planning time.	7%	21	64	7

Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
This school provides opportunities for students to acquire basic academic skills.	0%	7	79	14
I am pleased with the WSU mentor/buddies activities in this school.	7%	64	21	7
I feel that the WSU mentor/ buddies program in this school benefits our students.	7%	64	21	7
I am satisfied with the quality of my classroom teaching.	0%	0	86	14
I am satisfied with the subjects which I am teaching.	0%	0	43	57
I feel that I have input regarding critical decisions made at UPS.	0%	7	50	43
Students at our school feel good about themselves.	0%	21	79	0
I support the UPS middle school philosophy and programs.	0%	15	69	15
A common sense of mission exists among the staff at UPS	14%	57	21	7
The staff development activities at UPS meet my professional needs.	7%	21	57	14
The multi-media technology is enhancing the students' academic experience at UPS.	7%	64	29	0
I have the support I need to use the multi-media technology in my classroom.	7%	57	36	0
I am pleased with the level of parental involvement at UPS.	14%	64	21	0
I have the administrative support necessary to do my job.	7%	7	64	21
My responsibilities are clearly defined.	0%	7	86	7
Conflict between staff is resolved effectively.	7%	50	36	7
There is good communication between the faculty and the parents.	0%	43	50	7

Statement	Never	Infrequently	Frequently	Always
Our team discusses ways to best meet student needs.	7%	7	64	21
Our team works effectively with resource personnel, such as our counselor, nurse, children center staff.	7%	21	50	21
Every member of our team participates in the decision making process.	0%	7	36	57
The team decisions are implemented.	7%	0	57	36
Our team has goals and objectives for the school year.	0%	7	50	43
Our team periodically evaluates its goals/objectives.	7%	21	57	14
Our team members use the team meeting time to correlate subject matter and to plan for interdisciplinary instruction.	29%	50	14	7
Our team discusses ways to use our academic block of time more effectively.	15%	31	31	23
Our team has an agenda for all team meetings.	14%	21	43	21
Our team follows the agenda.	7%	29	50	14
The team regularly takes time to provide outlets for members to share ideas and frustrations.	7%	29	14	50
Our team coordinates homework given to students so that it is spread out over the week.	29%	29	43	0
Our team coordinates test days so that students do not have more than one test on a given day.	29%	50	21	0
Our team has established common team procedures and policies for our students.	14%	29	14	43
Our team plans and conducts several interdisciplinary units.	36%	57	7	0

Statement	Actual Level of Involvement: Very Low	Low	High	Very High	Desired Level of Involvement: Very Low	Low	High	Very High
Specifying the learning objectives for each unit of instruction.	7%	14	21	57	0	0	23	77
Determining the administrative and organizational structures of your school.	7%	15	31	46	0	8	46	46
Establishing standards for faculty professional conduct.	7%	21	43	29	0	23	46	31
Developing procedures for reporting student progress to parents.	7%	14	50	29	0	15	23	62
Resolving problems or issues in school-community relations.	23%	54	15	8	0	9	46	46
Setting and revising the goals of your school.	7%	21	36	36	0	0	54	46
Developing procedures for assessing student achievement in your subject or course.	7%	7	50	36	0	0	31	69
Allocating materials and equipment to subject departments.	21%	43	21	14	8	23	39	31
Selecting department chairpersons or unit leaders.	46	15	15	23	15%	0	23	62
Developing procedures for involving parents in planning the students' learning program.	15%	7	0	8	0	42	33	25

	Actual Level of Involvement				Desired Level of Involvement			
	Very Low	Low	High	Very High	Very Low	Low	High	Very High
Establishing discipline policy for students in your school.	8%	31	31	31	0	0	29	7
Preparing the budget for your subject department or instructional team.	15%	54	23	8	0	21	50	29
Determining the procedures to be used for the evaluation of teachers.	23%	31	31	15	8	8	31	54
Developing in-service programs in your school.	31%	54	8	8	0	7	43	50
Determining grading procedures for evaluating the progress of your students.	0%	21	36	43	0	0	39	62
Assigning students to instructional groups within your team or department.	21%	14	29	36	8	0	31	62
Evaluating how well your subject department or team is operating.	14%	43	29	14	0	15	39	46
Planning student record-keeping procedures and practices.	7%	29	36	29	8	8	46	39
Selecting textbooks and other instructional materials.	21%	0	29	50	0	0	31	69
Hiring a new faculty member to teach in your subject department or instructional team.	7%	14	29	50	0	0	31	69

Appendix B3
Student Survey Frequency Distributions*
(N varies from 189-244)

Statement	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree
I am aware of the work I am expected to complete in each of my classes.	2%	4	56	37
My teachers frequently call on me for answers in class.	8%	35	47	10
I feel free to answer questions in class even though my answers may be wrong sometimes.	10%	12	44	33
My teachers usually responds to my answers or comments in class.	7%	9	51	34
At times my teachers encourages me to think in a new and different ways--such as figuring all possible answers to a problem.	5%	9	47	39
My teachers give assignments which require me to work on my own (independent work) during class.	4%	7	42	46
Most of the classroom activities (projects, discussion, lab work, etc.), involve both the teachers and the students.	7%	18	47	28
There are many interruptions to classroom time, (such as assemblies, announcements on the intercom, club meetings, etc.).	11%	22	28	40
My teacher get off the subject easily.	18%	35	29	18
I feel successful in my classroom work or activities most of the time.	3%	14	53	30
The grading system at this school is fair.	21%	24	37	18
I would rather be in another school.	18%	28	21	33
My teachers let me know how well I am doing in my school work.	8%	12	46	34
I enjoy school.	18%	17	50	16
Teachers accept me as an individual.	6%	13	52	29
I respect the teachers in this school.	6%	8	52	35

Statement	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree
Discipline is fair in this school.	29%	28	31	11
Rules on tardiness, class attendance and discipline are enforced.	9%	17	39	35
I feel I belong at UPS.	23%	19	37	20
I feel free to make suggestions or express concerns to teachers and/or principals.	12%	18	36	34
Student opinion is respected in this school.	31%	29	28	12
I am happy my parents enrolled me in this school.	25%	25	35	16
I have made friends at this school.	3%	3	30	65
I talk with my parents about what goes on in school.	10%	17	37	36
I like co-curricular.	18%	10	35	37
There are many interruption to classroom time because of the behavior of the students.	8%	12	33	49
I feel safe at this school.	22%	21	43	14

Appendix C
WSU and UPS Collaborative Programs
1994-95

WSU College of Education:

1. *Pre-Student Teacher Education Placement Program*
   (12-15 students per semester placed with Grade Level Teaching Teams; additional classes held by Col of Ed faculty at UPS)

2. *Teacher Mentor /Buddy Program*
   (UPS faculty matched with Col of Ed faculty for mutual professional development & growth)

3. *Special Education Consultative Services*
   (Professional services of Dr. Asa Brown one day a week: he works with grade level teams adjusting curriculum to meet the individual student recommendations made by psychologists as a result of their recent tests and he works with grade level teams with respect to making available motivational strategies for students.)

4. *College of Education faculty sit on interview boards for candidates for teaching/other educator positions.*

5. *Fordham Collaborative Program*
   (Joint program with School of Social Work that brings together education & social work interns to develop working understanding between the professions)

6. *Dr. Paula Wood, Dean, College of Education Consultations with principal of UPS*
   (bi-weekly meetings to review school progress, areas of concern, develop strategies for continued progress)

WSU School of Social Work

1. *Fordham Collaborative Program*
   (Joint program with the College of Education that brings together education & social work interns to develop working understand between the professions)

2. *Parent Workshop/Career Day - Saturday, May 6, 1995*
   (Dr. Phyllis Vroom, Associate Dean of Social Work was instrumental in developing this first annual event for UPS parents)

3. *UPS Community Advisory Committee is Co-Chaired by Dr. Phyllis Vroom, Associate Dean*

WSU College of Nursing

1. *Development/Staffing of UPS Teen Health Center*

2. *College of Nursing faculty bi-weekly participation in Student Services Team Meetings*

3. *College of Nursing faculty instrumental in looking for additional grants to operate Teen Health Center in Future years*

WSU College of Science

1. *Department of Psychology Assessment Class Practicum*
   (Under the direction of Dr. Douglas Barnett, WSU students administer tests to various students. Information is shared with teachers, parents, and appropriate school personnel so as to better serve student/parent needs)

2. *Department of Psychology Research Project*
   The Role of Family Functioning and Child Future Orientation in the Academic Success and Adjustment of UPS Sixth Graders, Douglas Barnett, Ph.D., Department of Psychology.

WSU Division of Student Affairs

1. *Martin Luther King, Jr. - Caesar Chavez - Rosa Parks College Day Program*
   (year program for selected 8th grade students)

2. *The Volunteer Project*
   (Trains WSU volunteers for work in the Co-curriculum Tutorial Program)

WSU College of Fine, Performing & Communication Arts

1. *Fine Arts Grant Program*
   (Administers Fine Arts Program Extension Grant from Detroit Pistons/Detroit Edison)

WSU College of Labor, Urban & Metropolitan Affairs

1. *Center for Urban Studies UPS Evaluation Project*

2. *Center for Urban Studies analyses of school-wide testing*

WSU Computing & Information Technology

1. *Consulting Services for UPS Technology Program*
   (Dr. John Camp, Mrs. Molly Gordon serve as advisory members of the UPS Technology Advisory Committee)

WSU University Relations

1. *UPS Community Advisory Committee is Co-Chaired by Dr. Arthur Johnson, Vise-President, Wayne State University*

TM029438

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: Lessons in School Reform: An Evaluation of a University-operated Charter Middle School	
Author(s): Jacqueline Dannis & Marie Colombo	
Corporate Source: Wayne State University	Publication Date: December 1996

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

Level 1

☒

Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) *and* paper copy.

The sample sticker shown below will be affixed to all Level 2A documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

Level 2A

☐

Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only

The sample sticker shown below will be affixed to all Level 2B documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

Level 2B

☐

Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign here, → please

Signature: Neva Nahan	Printed Name/Position/Title: Neva Nahan, Program Director
Organization/Address: Center for Urban Studies, Wayne State Univ Detroit MI 48202	Telephone: 313 577 8353 FAX: 313 577 1274
	E-Mail Address: N.Nahan@wayne.edu Date: 11-10-98

(over)

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, *or*, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

ERIC Clearinghouse on Assessment and Evaluation
University of Maryland
1129 Shriver Laboratory
College Park, MD 20742-5701

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

ERIC Processing and Reference Facility
1100 West Street, 2nd Floor
Laurel, Maryland 20707-3598

Telephone: 301-497-4080
Toll Free: 800-799-3742
FAX: 301-953-0263
e-mail: ericfac@inet.ed.gov
WWW: http://ericfac.piccard.csc.com

088 (Rev. 9/97)
PREVIOUS VERSIONS OF THIS FORM ARE OBSOLETE.