Evaluation Report:
Year 2 Implementation of the Small High Schools Initiative
Manual Complex, Denver, Colorado

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EXECUTIVE SUMMARY

Introduction

This report presents the findings of a study conducted by the Center for Research in Educational Policy (CREP) on the second year of implementation of the Small Schools Initiative at the Manual High School Complex. The major goal of this research was to evaluate perceived progress and outcomes at all three high schools. The design and methodology was oriented around the following research questions:

1. What is the level of school climate at the three schools for the 2002-2003 school-year, and how does it compare to the first year of implementation (2001-2002)?
2. What are the most positive and negative areas this year, as compared to last year?
3. How did the three schools perform this year on the CSAP, relative to district and state scores, and as compared to last year?
4. What is the level of implementation as viewed by teachers, and to what extent have perceptions changed this year, as compared to last year?
5. What are the strengths and weaknesses of the Small Schools Initiative this year, as compared to last year?
6. What are recommendations for strengthening the programs in the coming year?

This report again begins with a brief overview of the three schools, a summary of findings for each of the three high schools, followed by an overall synthesis of the data, and final recommendations. Assessment instruments included: the School Climate Inventory (*SCI*©), the School Wide Program Teacher Questionnaire (*SWPTQ*©), the *SWPTQ*© open-ended comments, and the School Observation Measure (*SOM*©).

Results

Arts and Cultural Studies High School

SCI©. At Arts and Cultural Studies High School (ACSHS), there appeared to be a moderate decrease in overall school climate from last year to this year. ACSHS means for all seven dimensions were lower this year than last year, and lower than *SCI*© national norms. Again this year, the most positive scale dimensions for ACSHS were Leadership

and Instruction, and the lowest scale dimension was Order. Expectations were rated as mildly negative to neutral overall. Collaboration was rated as neutral. Environment was neutral/mildly positive, and Involvement was moderately positive overall.

SWPTQ©. Few *SWPTQ©* items garnered extreme support or disagreement. Like last year, ACSHS respondents were again mildly positive about Focus, neutral/mildly positive about Support, and mildly negative about Capacity/Resources. Reflecting slight improvement, respondents were neutral about Outcomes this year, whereas last year, they were mildly negative. However, respondents were strongly negative about Pedagogy, down sharply from last year, in which respondents were neutral. However, all five *SWPTQ©* scale means were lower than national norms for the *SWPTQ©*.

Teacher buy-in at the school appears to be positive, although less so than last year. Fewer agreed that they have a thorough understanding of the school's program (40% this year, down from 53.8% last year). No one agreed that the school-wide program has changed classroom learning activities a great deal (70% disagreed). This reflected a sharp decline from last year, in which 38.5% agreed and just 53.8% disagreed.

SOM. For the second year in a row, findings indicated that direct instruction was the most frequently observed instructional orientation, and that cooperative/collaborative learning was not observed more than occasionally during any of the visits. Three instructional strategies were observed more frequently this year than last year: use of higher level questioning strategies, project-based learning, and teacher acting as coach/facilitator. Additionally, three student activities were observed more frequently this year: independent seatwork, experiential hands-on learning, and student discussion.

This year's academically focused class time was observed to be high on every visit, a strong improvement over last year. Likewise, the level of student attention, interest, and engagement was observed to be high 83.3% of the time, whereas last year, it was observed to be high only 40% of the time.

CSAP Scores. Because of large variations in the percent not scored from year to year, CSAP scores were transformed to reflect only those students who were scored, and are noted in the text as the percent "of scored students." The percent "of all students" refers to the original scores. For this summary, original scores (in which those "not

scored" were treated as a separate category and included as part of the total population) are reported, unless otherwise noted.

Math was a concern for ACSHS's 9th and 10th graders, and the percent of proficient and advanced scores continued to be lower than the district and state for both years. Only 1% scored proficient or advanced this year in either grade at ACSHS, as compared to only 3% at most last year. In the district, the percent of students scoring proficient or advanced was 9% for 9th grade math this year, and 11% for 10th grade math. Many scored unsatisfactory both this year and last year (73% scored unsatisfactory both this year and last year in 9th grade math; and 68% scored unsatisfactory this year in 10th grade math, although this was down from 81% last year.

ACSHS's reading scores appeared to be stronger than math, although 9th grade reading scores dropped sharply. Approximately 10% of ACSHS's 9th graders scored proficient or advanced this year, representing a strong decline from 25% last year. For 10th grade reading, approximately 14% of all ACSHS students scored advanced or proficient in 10th grade reading this year, marginally down from 17% last year. Transformed 10th grade reading scores, however, indicated that approximately 17.2% of scored ACSHS students achieved advanced or proficient in 10th grade reading this year, matching last year's 17%. For both grades, the percent of students scoring unsatisfactory in reading (36% of all students; 46% of scored students) was up from 33% last year. The percent of proficient and advanced scores at ACSHS continued to be well below the district and state percentages. In the district, for example, the percent of students scoring proficient or advanced in 9th grade reading this year was 37%; in 10th grade reading, it was 43%.

As for writing, no more than 5% scored proficient or advanced in either grade this year, and the percent of proficient and advanced scores continued to be lower than the district and state for both years. For the district, this year, 26% of DPS students scored advanced or proficient in 9th grade writing; 30% scored advanced or proficient in 10th grade writing. Both 9th and 10th grade ACSHS proficient and advanced scores were down from last year by at least eight percentage points. Further, the percent scoring unsatisfactory increased from last year for both grades (from 9% last year to 21% this year for 9th grade writing; from 20% last year to 30% this year for 10th grade writing).

Leadership High School

SCI©. Faculty at Leadership High School (LHS) perceived overall school climate to be strongly positive (*M* = 3.68). Leadership was the most positively rated dimension, followed by Instruction and Collaboration, all of which were perceived to be positive overall. The lowest rated dimension was Order, which was perceived as mildly negative. This year, Environment was perceived to be positive, a dramatic increase from last year's perception of the Environment as mildly negative. Three of the seven *SCI*© means (Leadership, Collaboration, and Instruction) matched or exceeded *SCI*© national norms.

SWPTQ©. Leadership High School teachers appeared to be generally positive on all scale means. All five means were higher than last year's means, and three of the five (Support, Outcomes, and Focus) surpassed *SWPTQ*© national norms. This year, faculty at LHS were strongly positive about Support and Focus, up from mildly positive last year. They were also moderately positive about Outcomes again this year. As for Capacity/Resources, respondents were neutral/mildly positive this year, up from moderately negative last year. Finally, respondents were neutral about Pedagogy this year, up from mildly negative last year.

Almost all teachers indicated that: a) the faculty and staff are committed to school goals, b) they have a thorough understanding of the school's program, and c) they are generally supportive of the program. Further, many agreed that: a) teacher-student interaction is more positive, b) teachers spend more time collaborating to develop curriculum and plan instruction, and c) teachers are more involved in decision making than they were prior to implementation, representing increases over last year's means.

School Observation Measure. Direct instruction was again the most frequently observed instructional orientation again this year. Independent seatwork, sustained reading, and sustained writing were observed more frequently than last year. Other instructional strategies were observed about as frequently as last year. Project-based learning, cooperative learning, individual tutoring, use of higher-level questioning, and use of higher-level feedback were observed occasionally during one visit this year. Teacher acting as coach or facilitator was observed occasionally half of the time, and frequently or extensively the other half of the time. Technology was occasionally observed being used as a learning tool on one-third of the visits.

Academically focused class time was observed to be high two-thirds of the time (60% last year) and moderate the rest of the time (20% last year). Level of student attention, interest, and engagement was high one-half of the time (40% last year) and moderate the other half of the time (60% last year).

CSAP Scores. Math scores continued to be a concern at LHS. No more than 2% scored proficient or advanced this year, in either grade. Last year, only 4% scored proficient or advanced in 9th grade; none did in 10th grade. For 9th grade math, although many (65%) scored unsatisfactory this year, the percent was down from last year (77%), reflecting some improvement. For 10th grade math, most (84%) scored unsatisfactory again this year, and the percent was up from last year (71%). The percent of LHS students scoring proficient or advanced continued to be below district and state percentages. (For the district, 9% scored proficient or advanced this year in 9th grade math; 11% scored proficient or advanced in 10th grade math this year.)

For reading, there appeared to be sharp contrasts between 9th and 10th grades. For 9th grade, the percent scoring proficient or advanced this year (14%) dropped well below last year (28%) and continued to be well below district (37% this year) and state levels. For 10th grade reading, the percent of LHS students scoring proficient or advanced this year (36%) was sharply up compared to last year (15%). Although the percent scoring proficient or advanced in 10th grade reading was still below district percentages this year (43%), the sharp gains for LHS this year served to narrow the gap between LHS and the district. For both 9th and 10th grades, the percent of LHS students scoring unsatisfactory (21% for 9th and 28% for 10th) this year appeared to remain relatively stable from last year (23% for 9th and 26% for 10th).

For writing, this year, the percent scoring proficient or advanced (10% for 9th grade; 13% for 10th grade) was similar to last year for 9th grade writing (12%), and improved from last year for 10th grade writing (3%). Nevertheless, no more than 13% scored proficient or advanced this year in writing for either grade. On the other hand, no more than 20% scored unsatisfactory for either grade. As for unsatisfactory scores, there appeared to be some improvement in the 9th grade, with scores dropping this year (from 18% last year to 10% this year). For the 10th grade, however, the percent scoring unsatisfactory rose, from 11% last year to 20% this year. The percent of LHS students scoring proficient or advanced in writing for both grades continued to be well below the

district and state percentages. (DPS proficient or advanced scores ranged from 26% to 30% both years for 9th and 10th grade writing.)

Millennium Quest High School

SCI©. Faculty perceived the overall school climate at Millennium Quest High School (MQHS) to be mildly positive this year, slightly higher than last year's mean rating. As was the case at ACSHS and at LHS, faculty at MQHS reported the most positive dimension to be Leadership and Instruction. The lowest-rated dimension was Order, which has continued to develop into a very strong concern. Again this year, all *SCI*© means for MQHS were below the *SCI*© national norms.

SWPTQ©. Only *eight* of the 20 Millennium Quest teachers completed the *SWPTQ*© this year as compared to 18 of 19 last year. Thus, strong caution is warranted when interpreting Millennium Quest's year-to-year findings. This year, all five scales (i.e., Support, Capacity/Resources, Pedagogy, Outcomes, Focus) were perceived as either neutral or negative. Last year, faculty were moderately to strongly negative on every scale. Despite the fact that none of the scales was perceived as positive and all were below national norms, all but one of the scale means (i.e., Capacity/Resources) were higher this year than last year. For example, MQHS respondents were neutral about Support and Pedagogy this year, which was improved from last year, when they were viewed as moderately negative. Perceptions of Capacity/Resources, however, were extremely negative, and represented a decline from last year. On benchmark ratings, teachers indicated (again this year) that reallocation of resources to support program implementation has either not happened or has been done for some components but not others.

School Observation Measure. Direct instruction was the most frequently observed instructional orientation again this year. Individual tutoring and experiential learning were observed slightly *more* frequently this year. Cooperative/collaborative learning and higher-level instructional feedback were observed *less* frequently this year. Similar to last year, teacher acting as coach or facilitator was observed occasionally one-

third of the time, and frequently one-half of the time. Again this year, independent seatwork was observed either occasionally or frequently during each of the six visits.

Both summary items suggested apparent declines from last year's observations. This year, academically focused class time was observed to be *moderate* most of the time, whereas last year, it was observed to be *high* most of the time. Moreover, this year, the overall level of student attention, interest, and engagement was *low* two-thirds of the time, and moderate the rest of the time. Last year, it was *moderate* most of the time.

CSAP Scores. Math appeared to be a strong concern for MQHS this year. Only 1% scored proficient or advanced in either grade (as compared to 2% last year for 9th grade, and 4% last year for 10th grade). Most scored unsatisfactory again this year, with this year's scores (89% for 9th grade and 78% for 10th grade math) higher than last year's scores (77% for 9th grade and 65% for 10th grade math). The percent of MQHS students scoring proficient or advanced fell well below the district and state scores for both grades. (DPS proficient or advanced scores ranged from 9% to 12% for both grades this year and last year.)

MQHS's reading scores appeared to be considerably strong, as compared to math. One-fourth (25%) of MQHS's 9th grade students scored proficient or advanced this year in reading; another 26% scored unsatisfactory. More than one-third (35%) of the 10th grade students scored proficient or advanced in reading; another 35% scored unsatisfactory. For both grades, the percent of MQHS students scoring proficient or advanced was similar to last year (26% for 9th grade reading; 39% for 10th grade reading), albeit marginally lower this year. The percent scoring unsatisfactory was down slightly this year from last year for the 9th grade (31%), although it was marginally higher for the 10th grade (33%). This year, for both grades, the percent of MQHS students scoring proficient or advanced was well below district and state percentages. (DPS proficient or advanced scores ranged from 37% to 43% for both grades this year and last year.) Last year, however, the percent scoring proficient or advanced in 10th grade reading was on par with the district (39%).

The percent of students scoring proficient or advanced in writing was down from last year for both grades. For 9th grade writing, about 7% of MQHS students scored advanced or proficient this year, down from 16% last year. For 10th grade writing this year, 13% of MQHS students scored advanced or proficient in 10th grade writing, down

from 21% last year. Moreover, the percent scoring unsatisfactory was higher this year for both grades, particularly so for the 10th grade, in which 35% scored unsatisfactory, sharply higher than the 13% who scored unsatisfactory last year. Finally, the percent of MQHS students scoring proficient or advanced in writing (for both grades) were well below the district and state percentages. (DPS proficient or advanced scores ranged from 26% to 30% for both grades this year and last year.)

CONCLUSIONS

This section will summarize the study's findings as they relate to each of the five research questions.

1. **What is the level of school climate at the three schools for the 2002-2003 school-year, and how does it compare to the first year of implementation (2001-2002)?**

This year, overall school climate appeared to be neutral at Arts and Cultural Studies High School, strongly positive at Leadership High School, and mildly positive at Millennium Quest High School. At ACSHS, overall perceptions of school climate became more negative, as reflected by a moderate decrease in the mean for overall school climate, which was relatively positive last year. At LHS, school climate perceptions showed strong improvement, as indicated by a strong increase in the school climate mean, which was mildly positive last year. Finally, at MQHS, perceptions of school climate showed marginal increases over the slightly positive levels of the previous year.

2. **What are the most positive and negative areas this year, as compared to last year?**

Most positive areas. Like last year, the most positive school climate dimensions at all three schools were Leadership and Instruction, both of which were perceived as strongly positive overall. On the *SWPTQ*©, one positive area at both ACSHS and LHS was Focus (i.e., the extent to which elements of the school educational program are integrated, evaluated, and supported by school stakeholders).

Teachers' perceptions of Outcomes appeared to be another area that has shown improvement at ACSHS and MQHS, and has remained strong at the other. Other strengths, based on teacher comments, included the "small class size and personalization"

again this year, as well as the improved student confidence and motivation to learn, better teacher-student relationships, continued improvement efforts, integrated learning, assistance from community and businesses, and effective outreach, workshops, and career internships.

Most negative areas. At all three schools, the most negatively perceived climate area again this year was Order, with this year's aggregate mean being almost one full point (based on a five-point scale) below the national norm. For all three schools, Order was also the dimension that showed the steepest decline for any SCI dimension from Year 1 to Year 2.

Another limitation appeared to be teachers' perceptions of Capacity/Resources in two of the schools. Parent involvement, professional development, lack of teacher understanding of the program, and lack of buy-in appeared to be additional concerns again this year. Further weaknesses, according to negative comments, included: scheduling problems, lack of appropriate placement of students in art and music classes, lack of communication, and lack of a clearly defined school-wide program.

3. How did the three schools perform this year on the CSAP, relative to district and state scores, and as compared to last year?

Math scores appeared to be a weakness at all three schools. This year, no more than 2% scored proficient or advanced this year, in either grade at any of the three schools. The percent of proficient and advanced scores continued to be lower than the district and state for both years at all three schools.

Reading scores appeared to be relatively strong, compared to math. However, the percent of 9th graders scoring proficient or advanced dropped well below last year at ACSHS (10% this year, from 25% last year) and at LHS (14% this year, from 28% last year); at MQHS, scores were marginally lower this year (25% this year, from 26% last year). The percent of 10th graders scoring proficient or advanced in reading was similar to (albeit marginally down from) last year at ACSHS (14% this year, from 17% last year) and at MQHS (35% this year, from 39% last year), and was sharply higher this year at LHS (36% this year, from 15% last year). The percent scoring proficient or advanced was well below district and state percentages for both grades at all three schools this year,

although 10th grade gains at LHS narrowed the gap between LHS and the district this year.

As for writing, no more than 13% scored proficient or advanced in either grade this year at any of the three schools. At LHS, the percent of students scoring proficient and advanced (10%) were similar to albeit marginally lower than last year (12%) for 9th grade writing, and improved from last year for 10th grade writing (13% this year, from 3% last year). At ACSHS and at MQHS, the percent of students scoring proficient and advanced (no more than 5% this year for either grade at ACSHS; 7% for 9th grade at MQHS; 13% for 10th grade at MQHS) were down from last year in both grades by approximately 8 to 12 percentage points. At all three schools, for both ninth and tenth grades, the percent of proficient and advanced scores continued to be lower than the district and state for both years.

4. What is the level of implementation as viewed by teachers, and to what extent have perceptions changed this year, as compared to last year?

At MQHS and at LHS, the perceived level of implementation of research-based instructional strategies appears to have improved. Furthermore, at ACSHS and at LHS, respondents most commonly reported that curriculum redesign has been planned and that implementation has begun, with the rest indicating that curriculum redesign is being implemented in most grades and subject areas. There may also be residual issues of autonomy, which may still be impeding full implementation.

5. What are the strengths of the Small Schools Initiative this year, as compared to last year?

This year, like last year, the increase in personalization and/or closer staff-student-principal relationships was one of the more commonly mentioned positive teacher comments about the Small Schools Initiative. Indeed, at LHS and at MQHS, most agreed that people really care about each other. Further SWPTQ evidence of improved interactions between students and teachers as a result of the Small Schools Initiative was indicated at LHS only, where many agreed that student-teacher interactions are more positive because of the school-wide program. At ACSHS and MQHS, however,

less than half agreed that student-teacher interactions are more positive because of the school-wide program.

6. What are the weaknesses of the Small Schools Initiative this year, as compared to last year?

Like last year, many of this year's difficulties pertained to limited resources that were shared between the schools. This issue of resources may be of particular concern given DPS's financial troubles, which have recently resulted in extreme budget and staff cuts. On the other hand, as was posited last year, sharing resources, offerings, and curriculum ideas, may ultimately prove advantageous toward fostering inter-school collaboration.

This year, lack of understanding and buy-in were again concerns at ACSHS and at MQHS, based on survey findings. At LHS, however, almost all agreed that teachers are generally supportive of the program, that the faculty and staff are committed to school goals and that they have a thorough understanding of the school's program.

7. What are recommendations for strengthening the programs in the coming year?

As the schools move into their third year of implementation, several important challenges may be faced, including: (a) weathering the effects of DPS budget cuts, including staff reductions, (b) easing tensions pertaining to sharing of resources, (c) developing a stronger emphasis on order and student discipline, and (d) improving faculty and staff understanding of and commitment to the school-wide program.

At the same time, the schools should capitalize on the strengths that each has fostered, including: (a) continuing to increase personalization and improved relationships within the school community, (b) continuing strong leadership and instruction, (c) nurturing efforts to improve outcomes, and (d) maintaining the strong overall focus.

The upcoming third year is critical to the success of Manual's Small School's Initiative. Based on the most common key needs of the schools, the following suggestions may assist in these areas.

- Schools should continue to use FEPSI and other data to monitor progress in achieving implementation and outcome goals. Schools need to use the benchmarking process regularly to ensure that all teachers understand how the program components are designed to work together to accomplish school reform.
- Continue to develop and clarify school identities, in order to reflect the goals of each school. Develop and implement processes to increase teacher buy-in to the school identities and the Small High Schools initiative in general.
- Continuing financial and personnel resources may be of concern. Identify which aspects of the Small Schools Initiative have had the biggest impact or will in the future, and investigate additional sources of funding to continue implementation in these areas or to address new areas of need.
- Schools need to meet with key stakeholders (including representatives from the Small High Schools initiative) to determine needs and preferences, and identify structures, for sharing resources. Identify the extent to which and where the three schools can mutually benefit from appropriate and/or recommended pooling of resources.
- Continue efforts to improve student behavior, motivation, and involvement. Encourage consistent enforcement of rules for student behavior and appropriate discipline. Elicit the assistance of the students, parents, and faculty and staff to brainstorm innovative ways to involve students.
- Strategies that have produced strong positive climate indicators need to be maintained and possibly strengthened in order to ensure a supportive and nurturing organizational structure for teaching and learning.

EVALUATION REPORT:
YEAR 2 IMPLEMENTATION OF MANUAL'S SMALL SCHOOLS INITIATIVE

Introduction

Beginning in the 2001-2002 school year, the large urban high school formerly known as Manual separated into three smaller high schools (grades 9-12): Arts and Cultural Studies High School (ACSHS), Leadership High School (LHS), and Millennium Quest High School (MQHS). This report presents the findings of a study conducted by the Center for Research in Educational Policy (CREP) on the three schools' second year of implementation of the Small Schools Initiative.

The major goal of this research was to evaluate perceived progress and outcomes at all three high schools. The design and methodology, to be described below, was oriented around the following research questions:

1. What is the level of school climate at the three schools for the 2002-2003 school-year, and how does it compare to the first year of implementation (2001-2002)?
2. What are the most positive and negative areas this year, as compared to last year?
3. How did the three schools perform this year on the CSAP, relative to district and state scores, and as compared to last year and Manual's pre-implementation year?
4. What is the level of implementation as viewed by teachers, and to what extent have perceptions changed this year, as compared to last year?
5. What are the strengths and weaknesses of the Small Schools Initiative this year, as compared to last year?
6. What are recommendations for strengthening the programs in the coming year?

This report again begins with a brief overview of the three schools, a summary of findings for each of the three high schools, followed by an overall synthesis of the data, and final recommendations. Assessment instruments included: the School Climate Inventory (*SCI*©), the School Wide Program Teacher Questionnaire (*SWPTQ*©), the *SWPTQ*© open-ended comments, and the School Observation Measure (*SOM*©).

CREP Instrumentation

The present section provides descriptions of the instrumentation used for data collection in the second year of this study.

School Climate Inventory (SCI©). The main purpose of the School Climate Inventory is to assess impacts of reform initiatives in relation to seven dimensions logically and empirically linked with factors associated with effective school organizational climates (Butler & Alberg, 1991). The inventory contains 49 items, with 7 items comprising each scale. Responses are scored through the use of Likert-type ratings ranging from strong disagreement (1) to strong agreement (5). Face validity of the school climate items and logical ordering of the items by scales were established during the development of the inventory (Butler & Alberg, 1991). Subsequent analysis of responses collected through administration of the inventory in a variety of school sites substantiated validity of the items. Scale descriptions and current internal reliability coefficients on the seven scales of the inventory, obtained using Cronbach's alpha, are as follows:

- *Order*: The extent to which the environment is ordered and appropriate student behaviors are present (α=.8394).
- *Leadership*: The extent to which the administration provides instructional leadership (α=.8345).
- *Environment*: The extent to which positive learning environments exist (α=.8094).
- *Involvement*: The extent to which parents and the community are involved in the school (α=.7582).
- *Instruction*: The extent to which the instructional program is well developed and implemented (α=.7453).
- *Expectations*: The extent to which students are expected to learn and be responsible (α=.7275).
- *Collaboration*: The extent to which the administration, faculty, and students cooperate and participate in problem solving (α=.7417).

School-Wide Program Teacher Questionnaire (SWPTQ©). Teachers at each school were asked to complete the SWPTQ©, which contains 28 items to which teachers respond using a five-point Likert-type scale ranging from strongly disagree (1) to

strongly agree (5). Among the areas assessed were professional development, impacts on students, changes in teaching, support for the program, effects on technology use, and involvement of parents and the community. Responses are reported as the percentages of teachers agreeing (i.e., marking either "agree" or "strongly agree"), disagreeing (i.e., marking either "disagree" or "strongly disagree"), or expressing no opinion (i.e., marking "neutral"). The scales are as follows:

- *Support* (Questions 1-4, 27) - The extent to which the school receives effective professional development and support to implement its school-wide program.
- *Capacity/Resources* (Questions 5-8) - The extent to which planning time, materials, technology, and faculty are available at the school.
- *Pedagogy* (Questions 9-13) - The extent to which classroom practices, materials, and technology use have changed at the school.
- *Outcomes* (Questions 14-21, 23) - The extent to which positive student, faculty, and parent/community outcomes have occurred as a result of SWP.
- *Focus* (Questions 22, 24-26, 28) - The extent to which elements of the school educational program are integrated, evaluated, and supported by school stakeholders.

SWPTQ© Open-Ended Comments and Benchmark Items. Teachers were asked to respond to two open-ended questions: "What do you view as positive aspects of your school's SWP?" and "What do you view as negative aspects of your school's SWP?" These responses were then transcribed verbatim from the questionnaire. Teachers were also asked to indicate their perceived progress toward six general benchmark goals. Responses are reported as the percentage of teachers selecting each response option for the six benchmark items.

School Observation Measure© (SOM©). Trained, unbiased observers conducted targeted classroom observations, using the School Observation Measure© (*SOM©*). The standard *SOM©* procedure involves observers' visiting 10-12 randomly selected classrooms, for 15 minutes each, during a three-hour visitation period. The observer examines classroom events and activities descriptively, not judgmentally. Notes are taken relative to the use or nonuse of 24 instructional strategies, such as cooperative

learning, direct instruction, and technology. At the conclusion of the three-hour visit, the observer summarizes the frequency with which each of the strategies was observed across all classes in general on the *SOM*© Data Summary form. The frequency is recorded via a 5-point rubric that ranges from (0) Not Observed to (4) Extensively.

CSAP Achievement Data

Longitudinal student achievement data from the Colorado Student Assessment Program (CSAP) were provided by grade (9th and 10th) and subject area (Math, Reading, and Writing). Students' scores ranged from advanced to proficient to partially proficient to unsatisfactory. For this report, results are compared across the past three years, with Manual's pre-implementation year findings (2000-2001) as a baseline. Additionally, each school's results are compared to district and state results.

Demographics

The following data were obtained from school demographic information provided by the Colorado Small Schools Initiative (CSSI).[1]

Student Enrollment Profile

Over the past year, ACSHS experienced a 26% increase in the number of students from 2001 to 2002 (see Table 1). LHS experienced a 12% increase in enrollment, and Millennium Quest experienced no changes.

Table 1. Number of Teachers, Students, and Teacher-to-Student Ratios for Manual Complex: Year 1 and Year 2 Implementation

	2001-2002			2002-2003		
	Teachers	Students	Teacher: Student Ratio	Teachers	Students	Teacher: Student Ratio
Arts and Cultural Studies	28	353	1: 12.6	30	428	1: 14.3
Leadership	25	307	1: 12.3	24	341	1: 14.2
Millennium Quest	19	322	1: 16.9	20	322	1: 16.1

[1] Note that other sources have provided slightly varying numbers of faculty. According to Santo Nicotera's report, in Year 1, ACSHS had 25 teachers, LHS had 21, and MQHS had 18.5. According to McQuillan's Year 2 report, Principal Lewis said, "I have 22.5 teachers in Millennium Quest and I do all of their evaluations."

Student Ethnicity

As shown in Table 2, ethnicity breakdowns remained fairly constant with ACSHS and MQHS being majority Hispanic, and LHS being majority African American.

Table 2. Hispanic and African-American Ethnicity Profiles for Manual Complex: Year 1 and Year 2 Implementation

	2001-2002		2002-2003	
	Hispanic	African-American	Hispanic	African-American
Arts and Cultural Studies	82.1%	16.6%	87.6%	11.2%
Leadership	45.2%	50.5%	47.5%	48.7%
Millennium Quest	61.1%	33.9%	59.6%	36.6%

Note. Caucasian, Asian, and Native American ethnicity profiles accounted for less than 5% of the students at each school.

Study Participants

Of the 30 teachers at ACSHS,[2] 11 completed the *SCI*© and 10 completed the *SWPTQ*©, for response rates of only 36.7% and 33.3%, respectively. This was down from last year, in which 13 of 28 teachers completed both the *SCI*© and *SWPTQ*©, for a response rate of 46.4%.

Of the 24 teachers at LHS, 15 completed the *SCI*©, for a response rate of 62.5%. This represented a large increase from last year, in which only six participants (out of 25) completed the *SCI*©, for a response rate of only 24%. On the *SWPTQ*©, 13 respondents completed the survey both this year and last year, for response rates of 54.2% and 52%, this year and last year respectively.

Finally, of the 20 teachers at Millennium Quest High School, only 8 faculties completed the *SCI*© and the *SWPTQ*©, for a response rate of 40%. This was a substantial decrease from the 18 of 19 teachers responding last year. (Last year's response rate for both surveys was 94.7%.)

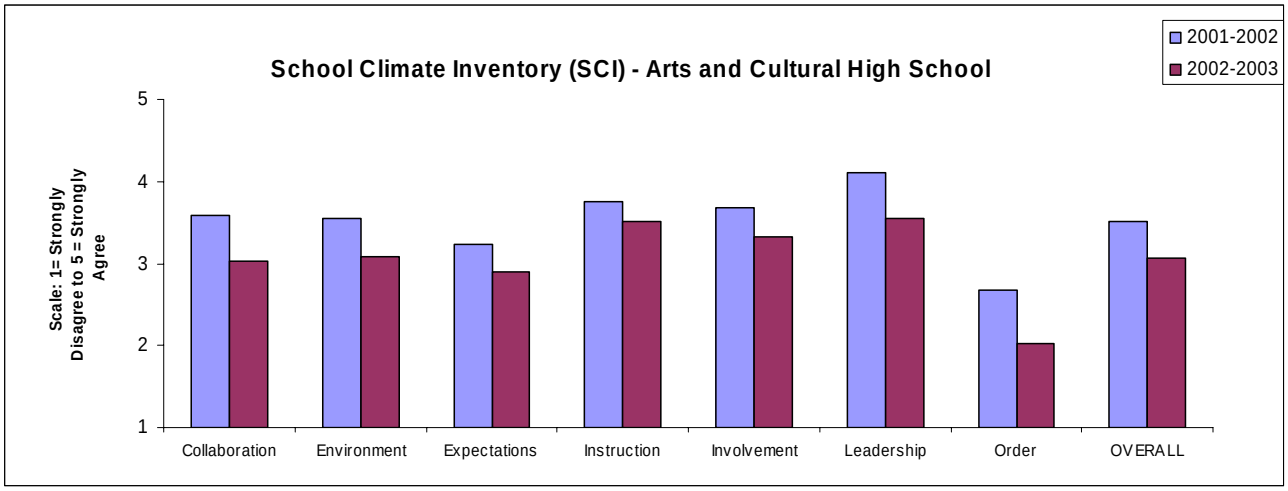
[2] Here again, the number of faculty at the three schools were obtained from the school demographic information provided by CSSI.

Results: Arts and Cultural Studies High School

School Climate

As shown in Figure 1, at ACSHS, there appeared to be a moderate decrease in overall school climate from last year to this year. See Appendix A for *SCI*© data summary. Whereas last year faculty rated school climate to be relatively positive (*M* = 3.51, based on a scale of 1 to 5), this year, it was rated as neutral (*M* = 3.06). The ACSHS means for all seven dimensions were lower this year than last year. However, as noted previously, given that the response rate was only 36.7%, findings should be interpreted with strong caution.[3]

Figure 1. School Climate Inventory Results for ACSHS – Year 1 and Year 2



Most positive SCI© *dimensions.* Again this year, the most positive scale dimensions for ACSHS were Leadership and Instruction, although both means were lower than last year's ratings. Last year, Leadership at ACSHS was the most positive mean of all the dimensions (*M* = 4.11), and it was higher than the national *SCI*© norm. This year, Leadership was still viewed as strongly positive (*M* = 3.54), although the mean was below the national *SCI*© norm (*M* = 3.85). Approximately 82% of teachers agreed that the administration: a) communicates the belief that all students can learn and b) encourages teachers to be creative and try new methods. The biggest decline, however, appeared to be in the percent who agreed that the principal is highly visible throughout

[3] As noted in Year 1 report, caution is also important in distinguishing "Leadership" as an SCI variable from Leadership High School. Again for this paper, Leadership will refer to the variable unless "High School" follows.

the school, dropping from 69.2% last year to only 27.3% this past year. Likewise, fewer appeared to agree that the principal provides useful feedback on staff performance (dropping from 84.6% to 45.5%). While many agreed that the principal is an effective instructional leader (63.6%), this was still down from the 100% who agreed last year.

Instruction was viewed as moderately positive this year (M = 3.51), as compared to strongly positive last year (M = 3.76). Still, the mean did not exceed the *SCI*© national norm for Instruction (M = 3.94). Like last year, many (72.7%) agreed that teachers: a) use appropriate evaluation methods to determine student achievement and b) provide opportunities for students to develop higher order skills (92.3% agreed last year). Most respondents (81.8%) agreed that teachers use a variety of strategies or models. In contrast, only 36.4% agreed that teachers use a wide range of teaching materials and media (down from 69.2% last year).

Least positive SCI© dimensions. The lowest scale dimension again this year was Order. In fact, this year, it was rated as extremely negative (M = 2.03), and was more than one full scale point below the national norm (M = 3.27). Order was also the dimension that appeared to show the largest decline from Year 1 (M = 2.68), to Year 2 for ACSHS. All 11 respondents unanimously agreed that student tardiness and absence is a major problem. Most (90.9%) agreed that student misbehavior interferes with teaching (up from only 53.8% last year). Only 36.4% agreed that the school is a safe and secure place to work this year, as compared to 61.5% who agreed last year. Finally, only 9.1% agreed that: a) rules for student behavior are consistently enforced, and b) student discipline is administered fairly and appropriately.

Other SCI© dimensions. Involvement was moderately positive overall (M = 3.32), although less positive than last year (M = 3.68) and than the national norm (M = 3.65). Still, most respondents (90.9%) agreed that parents are treated courteously when they call or visit (up from 76.9% last year). However, only 27.3% agreed that community businesses are active in ACSHS, down from over half (53.8%) who agreed last year. Collaboration was neutral overall (M = 3.03), but lower than last year (M = 3.58) and well below the national norm (M = 3.64). Less than one-half of the respondents agreed (45.5%) that faculty and staff cooperate a great deal in trying to achieve school goals,

down from 92.3% last year. Approximately 63.6% agreed that the faculty and staff share a sense of commitment to the school goals, down from 84.6%.

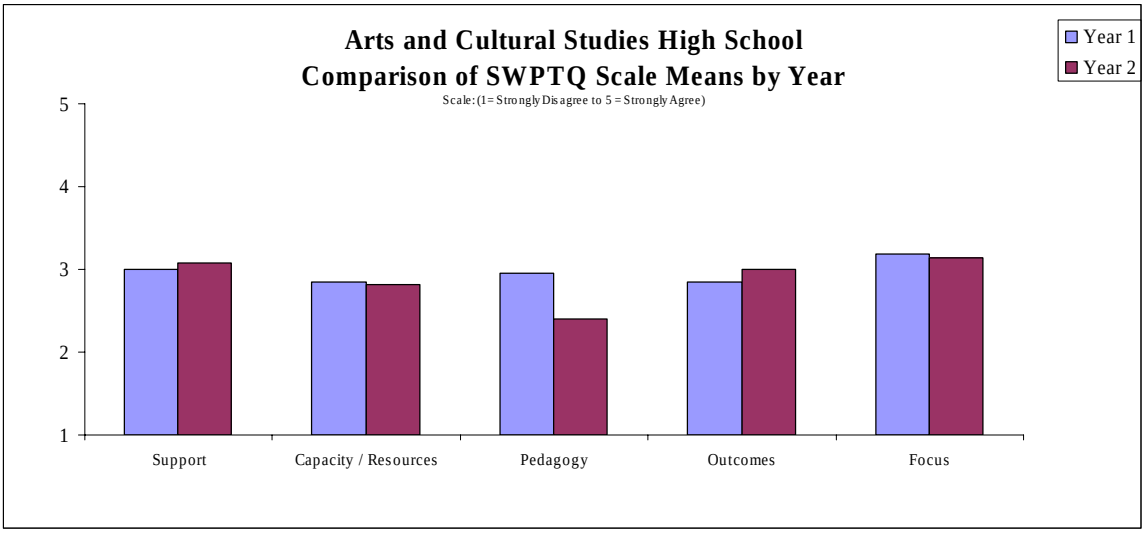
Expectations were mildly negative to neutral overall (*M* = 2.90), also down from last year (*M* = 3.23) and well below the national norm (*M* = 3.71). About half (54.5%) agreed that teachers have high expectations for all students (down from 84.6% last year). Only18.2% agreed that school rules and expectations are clearly defined, stated, and communicated (down from 53.8% last year). Additionally, only 9.1% agreed that students are held responsible for their actions (down from 38.5% last year). Most did agree, however, that low achieving students are given opportunities for success (81.8% this year; 76.9% last year).

Environment was neutral/mildly positive overall (*M* = 3.09), again down from last year (*M* = 3.54), and well below the national norm (*M* = 3.74). More than half (54.5%) agreed that the school is neat, bright, clean, and comfortable (up from just 38.5% last year). Many (72.7%) agreed that the faculty/staff feel they make important contributions in the school (up from 53.8% last year). Importantly, dropping noticeably from last year, only 36.4% agreed that: a) people in this school really care about each other, and b) an atmosphere of trust exists between administration, faculty, staff, students, and parents. Over 60% agreed with these items last year.

SWPTQ© Findings

As shown in Figure 2, three of this year's scale means for ACSHS were similar to last year's means. Faculty at ACSHS were mildly positive about Focus again this year (this year's *M* = 3.14; last year's *M* = 3.18). See Appendix B for *SWPTQ©* data summary and national norms. They were also again neutral/mildly positive about Support (this year's *M* = 3.08; last year's *M* = 3.00). Also similar to last year, respondents were mildly negative about Capacity/Resources (this year's *M* = 2.82; last year's *M* = 2.84).

Figure 2. SWPTQ Results for ACSHS – Year 1 and Year 2



One slight improvement over last year was Outcomes. This year, respondents were neutral about Outcomes (*M* = 3.00) whereas last year, they were mildly negative (*M* = 2.84). On the other hand, Pedagogy showed a sharp decline from *M* = 3.00 last year to M = 2.40 this year. All five scale dimensions were well below *SWPTQ*© national norms.

This year, respondents appeared to be considerably less opinionated than last year. On almost half of the items (12 of 28), at least 50% of respondents were neutral. Few of the items garnered extreme support or disagreement.

Additionally, last year, the standard deviations on the *SWPTQ*© for ACSHS were almost twice that of the other two schools, indicating larger variation. This year, there was considerably less variation, with standard deviations that were much more similar to those of the other schools from Year 1. (Notable findings are highlighted below.)[4]

Professional development. One concern at ACSHS again this year appears to be teachers' perceptions of professional development. Only 40% agreed that they have received adequate initial and ongoing professional development/training for SWP implementation (46.2% agreed last year). Only 30% agreed that professional development training provided by external partners has been valuable, slightly higher than the 23.1% who agreed last year. On a slightly more positive note, 50% agreed that support from the school's external facilitator or support team has helped ACSHS implement its program, up from only 38.5% last year. *Teacher buy-in and*

[4] Item percentages may not total 100% because of missing input from some respondents.

understanding. Teacher buy-in appears to be positive, although less so than last year. This year, 63.6% agreed that faculty and staff share a sense of commitment to the school goals, down from 84.6% agreement last year. Also, teachers appeared to become more neutral and less polarized with regard to their support for the Small High Schools Initiative. This year, only 40% agreed that ACSHS teachers are generally supportive of the program, down from 53.8% last year. Yet only 10% disagreed with the statement, down from 23.1% who disagreed last year. Interestingly, this year, only 40% agreed that they have a thorough understanding of the school's program, down from 53.8% last year.

Capacity/resources. This year, a higher percent of respondents agreed that they are given sufficient planning time to implement the program (50% this year vs. 23.1% last year). However, only 10% agreed that materials (e.g., books and other resources) needed to implement the school-wide program are readily available (23.1% last year). Only 10% agreed that technological resources have become more available because of the school-wide program (38.5% last year).

On teachers' perceived progress on benchmarks, respondents most commonly (40%) indicated that resources have been reallocated to support some components of the School-wide program, but not others (up from 0% last year). See Appendix B.3 for data summary table.

Outcomes. This year, respondents were mixed/neutral overall with regard to outcomes. For example, this year, 50% were neutral about whether student achievement has been positively impacted by the school's program (20% agreed; 20% disagreed). Last year, only 15.4% were neutral (46.2% agreed; 38.5% disagreed). Similarly, half of the respondents were neutral about whether student enthusiasm for learning has increased (again, 20% agreed, and 20% disagreed).

Focus. As with Outcomes, most respondents were largely neutral on Focus items. For example, 60% were neutral about whether the staff regularly reviews implementation and outcome benchmarks (30% agreed; 10% disagreed). Moreover, 70% were neutral with regard to whether the school has a plan for evaluating all components of the school wide program (20% agreed; 10% disagreed). For those who were not neutral, more agreed than disagree across the five items pertaining to focus, thereby resulting in a mildly positive overall scale mean.

Pedagogy. Pedagogy was, perhaps, the strongest area of concern this year. None of the respondents (0%) agreed that the school-wide program has changed classroom learning activities a great deal (70% disagreed). This reflected a sharp decline from last year, in which 38.5% agreed and 53.8% disagreed. Further, none agreed that they use textbooks, workbooks, and worksheets less frequently for basic skills or content area instruction because of the school-wide program (90% disagreed). Last year, 46.2% agreed and only 38.5% disagreed. None agreed that students are using technology more effectively because of the school-wide program (50% disagreed). Last year 38.5% agreed and 38.5% disagreed. Similar to last year, half of the respondents (50%) agreed that students spend much of their time working in cooperative learning teams; 20% disagreed. Last year, 61.5% agreed and 15.4% disagreed.

Benchmark Progress

Curriculum. On teachers' perceived progress toward benchmarks, this year, most respondents reported that curriculum redesign has been planned and that implementation has begun (50% this year, 30.8% last year). However, a smaller percent of ACSHS respondents indicated that curriculum redesign is being implemented in most grades and subject areas (only 10% this year, 30.8% last year).

Evaluation data. There was one dramatic change from last year with regard to perceived benchmark progress. Last year, the most commonly indicated response was that school evaluation data are systematically collected each year and communicated with the faculty and school community (61.5%). This year, most respondents indicated that either school evaluation data are not systematically collected at all (20% this year) or that evaluation data are systematically collected but the results are not shared with faculty or the school community (20%).

SWPTQ© Teacher Comments

Two open-ended questions asked respondents to indicate the most positive and negative aspects of the school-wide program (SWP). Unfortunately, this year most ACSHS respondents did not complete these items. All total, there was only one positive response and one negative response. The only positive response reported an apparent increase in cooperative learning and integrated learning, as well as effective assistance from community and businesses, effective outreach, workshops, and career internships.

The only negative response expressed concern over scheduling problems and lack of appropriate placement of students in art and music classes.

School Observation Measure

Instructional orientation. Again this year, direct instruction was the most frequently observed instructional orientation, being observed frequently on every visit. Last year, it was observed occasionally 40% of the time, and frequently 60% of the time. (See Appendix C for SOM definitions and data summary.) As expected, independent seatwork, which typically accompanies direct instruction strategies, was also observed at least occasionally in each of the school visits. Again this year, cooperative/collaborative learning was *not* observed frequently or extensively in any of the visits[5]. It was observed occasionally during 50.0% of the visits, and last year it was observed occasionally during 40% of the visits.

Instructional strategies. Three instructional strategies were observed more frequently this year than last year: a) use of higher level questioning strategies, b) project-based learning, and c) teacher acting as coach/facilitator. This year, higher level questioning was observed occasionally 83.3% of the time, and frequently the remaining 16.7% of the time. Last year, it was not observed more than rarely on any visit. Project-based learning was observed occasionally 33.3% of the time. Last year, it was not observed more than rarely on any visit. Similarly, the teacher was observed to be acting as coach/facilitator frequently on every visit. Last year, coaching was observed at most occasionally on 33.3% of the visits.

Higher-level instructional feedback also increased from being observed occasionally 20% of the time, and frequently 20% of the time last year, to being observed occasionally 50.0%, and frequently 33.3% this year.

Student activities. Two student activities were observed more frequently this year: experiential hands-on learning and student discussion. Experiential hands-on learning was observed occasionally on two of the visits (33.3%). Likewise, student discussion was observed occasionally on one visit (16.7%). Last year, neither experiential hands-on learning nor student discussion were observed more than rarely on any visit. Both this year and last year, systematic individual instruction, sustained

[5] For reporting of SOM results, the word "visit" refers to a school observation visit. One school observation visit equals approximately 10 classroom visits.

writing/composition, sustained reading, and independent inquiry/research were observed only rarely or not at all.

Technology and assessment. Technology used for instructional delivery or as a learning tool or resource was observed rarely or not at all again this year. Student self-assessment and performance assessment were observed rarely or not at all, again this year.

Summary items. Representing another improvement over last year, this year's academically focused class time was observed to be high on every visit (compared to 60% last year). Moreover, the level of student attention, interest, and engagement was observed to be high 83.3% (compared to 40%) of the time and moderate 16.7% of the time.

Summary for ACSHS

This year, school climate at ACSHS was low relative to the previous year and national norms. However, only eleven of 30 teachers responded, and thus findings should be interpreted with strong caution. Again this year, the most positive scale dimensions were Leadership and Instruction, and the lowest scale dimension was Order. See Table 3 for summary of strengths and concerns, and areas of improvement and decline relative to last year.

Like last year's *SWPTQ*© results, ACSHS respondents were again mildly positive about Focus, neutral/mildly positive about Support, and mildly negative about Capacity/Resources. Reflecting slight improvement, respondents were neutral about Outcomes this year; last year, they were mildly negative. However, respondents were strongly negative about Pedagogy, down sharply from last year, in which respondents were neutral. All five *SWPTQ*© scale means were lower than *SWPTQ*© national norms.

Again this year, professional development appears to be a concern. Teacher buy-in at the school appears to be positive, although less so than last year. Fewer agreed this year that they have a thorough understanding of the school's program. A greater percent of respondents agreed that they are given sufficient planning time to implement the program this year. However, again this year, very few agreed that materials are readily available.

This year, one-half of the respondents were neutral about whether student achievement and student enthusiasm have been positively impacted by the school's program; the rest were evenly split. No one agreed that the school-wide program has changed classroom learning activities a great deal, down from 38.5% last year. This year, most respondents indicated that either school evaluation data are not systematically collected at all or that evaluation data are systematically collected but the results are not shared with faculty or the school community.

For the second year in a row, direct instruction was the most frequently observed instructional orientation. Three instructional strategies were observed more frequently this year than last year: a) use of higher level questioning, b) project-based learning, and c) teacher acting as coach/facilitator. Three student activities were observed more frequently this year: independent seatwork, experiential hands-on learning, and student discussion.

This year's academically focused class time was observed to be high on every visit, a strong improvement over last year. Likewise, the level of student attention, interest, and engagement was observed to be high most of the time, whereas last year, it was observed to be high less than half of the time.

Table 3. Strengths, Concerns, and Areas of Improvement and Decline at ACSHS

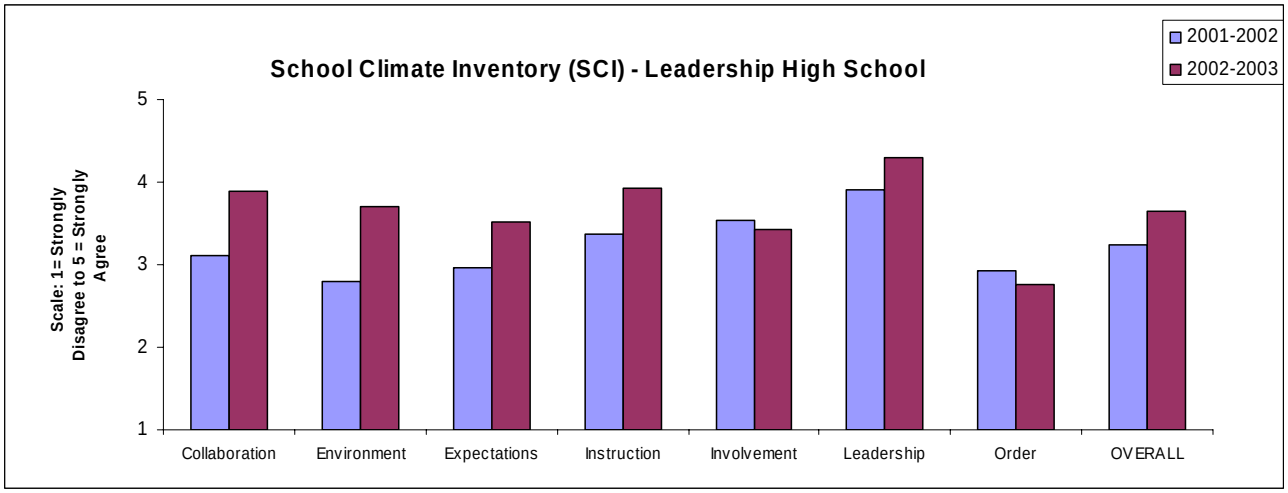
Arts and Cultural Studies High School		
2001-2002	***2002-2003***	
Strengths	***Strengths***	***Areas of Improvement***
• Leadership • Instruction • Community involvement • Overall focus • Personalization	• Instruction • Involvement • Overall focus • Sufficient faculty/staff • Academically focused class time • Level of student engagement	• Outcomes (slight improvement) • Planning time • Sufficient faculty and staff • Use of higher level questioning • Project-based learning • Teacher acting as coach-facilitator • Academically-focused class time • Level of student engagement
Concerns	***Concerns***	***Areas of Decline***
• Teacher understanding of program • Professional development • Student outcomes • Lack of autonomy • Order – student discipline	• Order – student discipline • Pedagogy • Teacher understanding of program • Professional development • Availability of resources/materials	• Pedagogy • Collaboration • Environment • Expectations • Instruction • Parent involvement • Leadership • Order • Teacher buy-in/understanding

Results: Leadership High School

School Climate

As shown in Figure 3, faculty at LHS perceived overall school climate to be strongly positive (M = 3.68). Moreover, overall school climate at LHS showed a sizable increase from last year ($M_{Year\ 1}$ = 3.23) to this year. Additionally, the LHS means for five of the seven *SCI*© dimensions appeared to be higher this year than last year. (See Appendix A for *SCI*© data summary.) Still, the LHS means from Year 1 may not have been adequately representative, as only six of 25 completed the survey.

Figure 3. School Climate Inventory Results for LHS – Year 1 and Year 2



Most positive SCI© dimensions. The most positively rated dimension at Leadership High School was Leadership (M = 4.30), surpassing last year's highly positive mean (M = 3.90). In fact, this year's mean far exceeds the *SCI*© national norm for Leadership (M = 3.85). All 15 teachers agreed that the administration encourages teacher creativity and innovation (up from 33.3% last year). All but one teacher (93.3%) agreed that the principal is an effective instructional leader (up from 83.3% last year), and that the school goals are reviewed and updated regularly (up from 50% last year). This year, however, fewer teachers agreed that the principal is highly visible (73.3% this year, as compared to 83.3% last year).

The next highest dimension mean was Instruction (*M* = 3.93), which was perceived to be strongly positive overall, and which was on par with the national norm (*M* = 3.94). Respondents unanimously agreed that teachers: a) use appropriate evaluation methods to determine student achievement and b) provide opportunities for development of higher-order skills. These were up from 16.7% and 50% last year respectively. Finally, most respondents (86.7%) indicated that they use a variety of teaching strategies, models, materials, and media (up from 50% last year).

Collaboration (*M* = 3.89) was also perceived as strongly positive overall and was well above the national norm (*M* = 3.64). This year, all agreed that teachers are encouraged to communicate concerns, questions, and constructive ideas, up from only 33.3% last year. Additionally, most teachers (93.3%) agreed that the faculty and staff: a) share a sense of commitment to school goals and b) cooperate a great deal in trying to achieve those goals. (Only 50% and 33.3%, respectively, agreed last year.)

Least positive SCI© dimensions. The lowest rated dimension was Order (*M* = 2.76) which was perceived as mildly negative and well below the *SCI©* national norm (*M* = 3.27). Most agreed that: a) student misbehavior interferes with teaching (86.7%) and b) student tardiness/absence is a major problem (80%). (Only 50% agreed last year.) Like last year, only 33.3% agreed that rules for student behavior are consistently enforced. Similarly, only 33.3% agreed that student discipline is administered fairly and appropriately, relative to 50% last year. However, most (86.7%) did perceive the school to be safe and secure place in which to work (up from 66.7% last year).

Aside from Order, the lowest rated dimension was Involvement (*M* = 3.43), which was still perceived as moderately positive, although it was lower than the national norm of 3.65. Only 6.7% agreed that parents are involved in a home and school support network, down from 16.7% last year. However, every teacher (100%) agreed that school activity information is communicated to parents consistently, up from 50% last year.

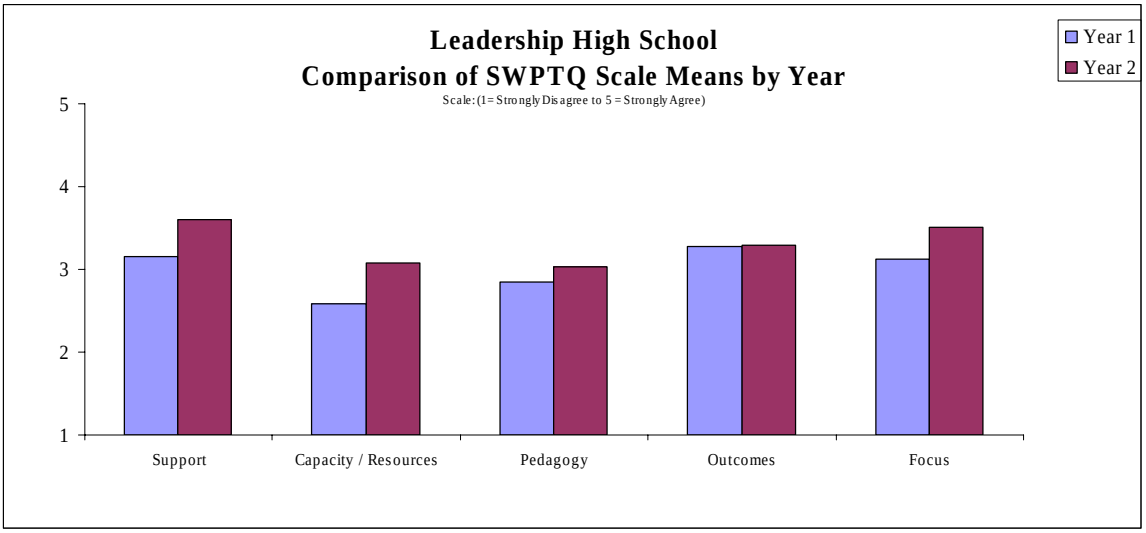
Other SCI© dimensions. The dimension that showed the most positive change was Environment, which was perceived as strongly positive this year (*M* = 3.70), as compared to last year's overall perception as mildly negative (*M* = 2.80). The mean also approached the *SCI©* national norm for Environment (*M* = 3.74). Most teachers (86.7%) agreed that the faculty and staff feel they make important contributions to the school

(50% agreed last year). Most (80%) also agreed that people in the school really care about each other (up from 16.7% last year). Two-thirds (66.7%) agreed that: a) they are proud of the school and its students (33.3% agreed last year) and b) an atmosphere of trust exists within the school community (16.7% agreed last year). Despite these gains, however, for the second year in a row, only one-third (33.3%) of respondents agreed that the school building is neat, bright, clean, and comfortable. Still, given last year's small sample size of only six participants, extreme caution is warranted in interpreting LHS's year-to-year comparisons.

SWPTQ© Findings

Again this year, thirteen LHS respondents completed the *SWPTQ©*. The teachers appeared to be generally positive on all scale means, and all five means were higher than last year's means. As shown in Figure 4, this year, faculty were strongly positive about Support (*M* = 3.60) and Focus (*M* = 3.51), up from mildly positive last year (*M*s = 3.16 and 3.13, respectively). Faculty were moderately positive about Outcomes again this year (*M* = 3.30 this year; *M* = 3.27 last year). In fact, this year's LHS means for Support, Focus, and Outcomes all surpassed *SWPTQ©* national norms (*M*s = 3.40, 3.36, and 3.10, respectively). Respondents were neutral/mildly positive about Capacity/Resources this year (*M* = 3.08), up from moderately negative (*M* = 2.58) last year. Finally, faculty were neutral about Pedagogy (*M* = 3.03) this year, up from mildly negative (*M* = 2.84) last year. See Appendix B for *SWPTQ©* data summary. Specific notable findings are highlighted below.

Figure 4. SWPTQ Results for LHS – Year 1 and Year 2



Teacher buy-in and understanding. Based on informal mean comparisons, teacher buy-in and understanding of the small schools program appeared to improve dramatically at Leadership High School this year. This year, nearly all respondents indicated that teachers are generally supportive of the program (84.6%), that the faculty and staff are committed to school goals (92.3%), and that they have a thorough understanding of the school's program (92.3%). Last year, only about half of the respondents agreed on these items.

Professional development. Overall perceptions of professional development also appeared to improve. This year, nearly all of the respondents (84.6%) agreed that they have received adequate initial and ongoing professional development/training compared to less than half (46.2%) last year. Many (61.5%) also agreed that guidance and support provided by the school's external facilitator, support team, or other state-identified resource personnel have helped LHS implement its program (up from only 15.4% last year). With regard to teachers' perceived progress toward professional development benchmarks, the most commonly indicated response (38.5%) was that most professional development is "timely and relevant to full school-wide program implementation." Nevertheless, less than half (46.2%) agreed that professional development has been valuable.

Capacity/Resources. Many respondents (61.5%) agreed (compared to only 7.7% last year) that materials needed to implement the school's program are readily available. Almost one-half (46.2%) agreed that they are given sufficient planning time to implement

the program (last year, only 15.4% agreed). The most commonly indicated perception of benchmark progress (38.5%) was that active efforts at reallocation of resources are being made. Like last year, none agreed that all resources have been fully allocated.

However, only 23.1% of LHS respondents (down 30.8% from last year) agreed that the school has sufficient faculty and staff to fully implement the program. This reaction may, in part, be explained by slightly higher student enrollment this year than last year, accompanied by one less teacher than last year.

Pedagogy. Almost half (46.2%) agreed that students are using technology more effectively because of the program, up from 23.1% last year. Only about 30.8% of respondents agreed that they use textbooks, workbooks, and worksheets less frequently for basic skills or content area instruction because of the school's program. This was also higher than last year, when only 7.7% agreed.

Community support. Only 23.1% agreed (down from 61.5% last year) that community support for their school has increased since the program has been implemented. However, many respondents agreed (61.5%) again this year that the school receives effective assistance from external partners (53.8% agreed last year). Approximately one-half (53.3%) of the respondents indicated that community businesses are active in the school, higher than last year's percentage (33.3%).

Outcomes. This year, over three-fourths (76.9%) of LHS respondents agreed that student achievement has been positively impacted by the school's program. This positive response represented an increase over last year (46.2%). About half (53.8%) agreed that students are more enthusiastic about learning because of the program (46.2% agreed last year). Many (69.2%) agreed that: a) teacher-student interaction is more positive, b) teachers spend more time collaborating to develop curriculum and plan instruction, and c) teachers are more involved in decision making than they were prior to implementation. Last year, 46% agreed with these items. Moreover, similar to last year, 69.2% also agreed – and no one disagreed - that the program adequately addresses the requirements of special needs children.

Focus. Most (84.6%) agreed that the elements of our program are effectively integrated to help meet school improvement goals. Last year, only 38.5% agreed. Many also agreed (69.2%) that as a staff, they regularly review implementation and outcome benchmarks to evaluate progress. Only 23.1% agreed last year. However, only 38.5%

agreed (up from 15.4% last year) that the school has a plan for evaluating all components of the school-wide program.

Benchmark Progress

Evaluation data. This year, more than one-half of the respondents (53.8%) perceived that school evaluation data are reviewed annually by the principal and faculty and are used to make decisions about school improvement. (None agreed last year.) Another 23.1% indicated that school evaluation data are systematically collected each year and communicated with the faculty and school community. (Last year, 61.5% agreed.)

SWPTQ© Teacher Comments

There were only four teacher comments, two positive and two negative, made on open-ended questions. The two positive comments pertained to improved achievement test scores (i.e., "Test scores have gone up") and mentioned the "small class size and personalization." The only negative responses concerned the lack of parent involvement and lack of access to resources, including the lack of a computer lab. "Trying to reform with DPS [Denver Public Schools]" was also listed as a negative aspect.

School Observation Measure

Instructional orientation. Again this year, direct instruction was the most frequently observed instructional orientation. It was observed frequently on 66.7% of the visits, and at least rarely or occasionally on the rest of the visits. (See Appendix C for SOM data summary.) As expected, independent seatwork, which typically accompanies direct instruction strategies, was also observed in each of the school visits. This year, seatwork was observed frequently 83.3% of the time and extensively 16.7% of the time. Last year, it was observed frequently 20% of the time, extensively 20% of the time, and rarely or not at all the rest of the time. Cooperative/collaborative learning was observed occasionally 16.7% of the time this year; last year, as well, it was observed occasionally 20% of the time. Individual tutoring was observed occasionally 16.7% of the time this year. Last year, it was not observed more than rarely on any visit. Team teaching was observed rarely if at all.

Classroom organization. This year, similar to last year, work centers and ability groups were observed only rarely. Last year, multiage grouping was observed occasionally 100% of the time.

Instructional strategies. Project-based learning, use of higher-level questioning, and use of higher-level feedback were observed occasionally 16.7% of the time this year. Last year, as well, they were observed occasionally 20% of the time. The teacher was observed acting as coach or facilitator occasionally 50% of the time (40% last year), and frequently or extensively 50% of the time (40% last year).

Student activities. Sustained writing and reading were observed occasionally 16.7% of the time. Again this year, experiential hands on learning, systematic individual instruction, independent inquiry, and student discussion were rarely observed.

Technology and assessment. Technology was occasionally observed being used as a learning tool during one-third (33%) of the visits (up from 20% last year). Still, again this year, technology was only rarely observed being used for instructional delivery. Performance assessment was observed occasionally 16.7% of the time this year. Last year it was observed rarely or not at all. Student self-assessment was observed rarely or not at all, again this year.

Summary items. Like last year, academically focused class time was high 66.7% of the time and moderate the rest of the time. (Last year, it was high 60%, moderate 20%, and low 20% of the time.) Level of student attention, interest, and engagement was high 50% of the time (40% last year) and moderate the other half of the time (60% of the time last year).

Summary for LHS

Faculty at Leadership High School perceived overall school climate to be strongly positive. Five of the seven *SCI*© dimensions were higher this year than last year, and three of the seven (i.e., Leadership, Collaboration, and Instruction) matched or exceeded national norms. All five *SWPTQ*© dimensions were higher this year than last year, and three of the five dimensions (i.e., Support, Focus, and Outcomes) matched or exceeded *SWPTQ*© national norms.

The most positive *SCI*© dimension was Leadership, followed by Instruction and Collaboration, all of which were perceived to be positive overall. The lowest rated

dimension was Order, which was perceived as mildly negative. This year, Environment was perceived to be positive, a dramatic increase from last year's perception of the Environment as mildly negative. See Table 4 for summary of strengths and concerns, and areas of improvement and decline relative to last year.

On the *SWPTQ*©, LHS teachers appeared to be strongly positive about Support and Focus (up from mildly positive last year). They were moderately positive about Outcomes again. They were neutral to mildly positive about Capacity/Resources (up from moderately negative last year), and they were neutral about Pedagogy this year (up from mildly negative last year).

Almost all respondents indicated that the faculty and staff are generally supportive of the program, are committed to school goals, and that they have a thorough understanding of the school's program. Last year, only about half agreed. All but two of the respondents agreed that they have received adequate initial and ongoing professional development (as compared to less than one-half last year). However, again this year, less than half of the respondents agreed that professional development has been valuable.

This year, over three-fourths of LHS respondents agreed that student achievement has been positively impacted by the school's program; last year, less than half agreed. About one-half agreed that students are more enthusiastic about learning because of the program, like last year.

Representing LHS's largest mean increase from last year, many respondents agreed that materials needed to implement the school's program are readily available; last year, few agreed. Many agreed that: a) teacher-student interaction is more positive, b) teachers spend more time collaborating to develop curriculum and plan instruction, c) teachers are more involved in decision making than they were prior to implementation, and d) as a staff, they regularly review implementation and outcome benchmarks to evaluate progress.

Direct instruction was again the most frequently observed instructional orientation again this year. Instructional strategies were observed about as frequently as last year. Independent seatwork, sustained reading, and sustained writing were observed more frequently than last year. Like last year, technology was occasionally observed being used as a learning tool on one-third of the visits. Similar to last year, academically focused class time was observed to be high two-thirds of the time and moderate the rest

of the time. Level of student attention was high one-half of the time and moderate the other half of the time.

Table 4. Strengths, Concerns, and Areas of Improvement and Decline at LHS

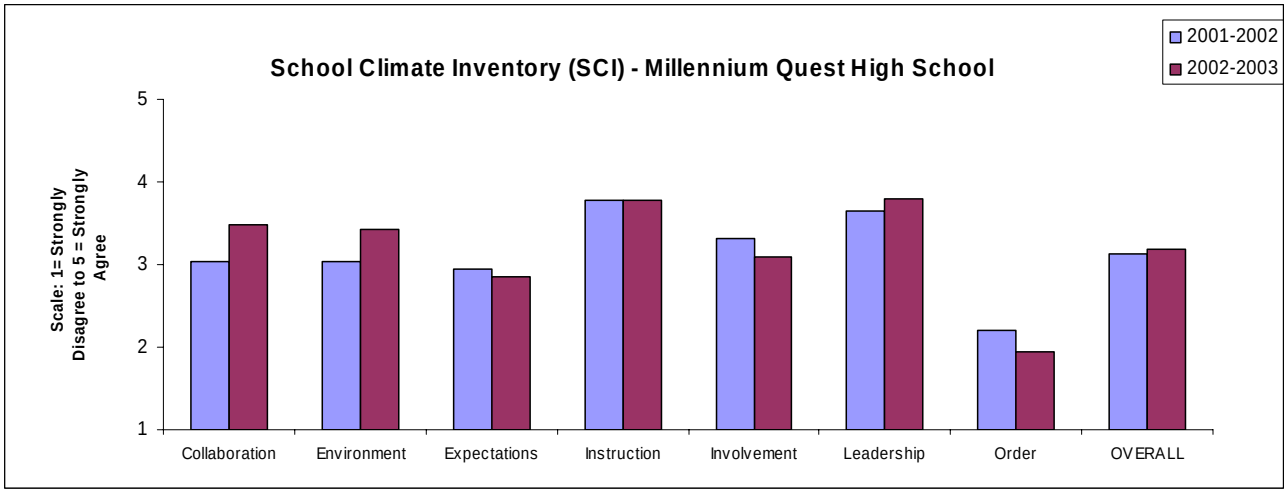
Leadership High School		
2001-2002	***2002-2003***	
Strengths	***Strengths***	***Areas of Improvement***
• Leadership • Community involvement • Student-centered learning • Personalization	• Leadership • Instruction • Collaboration • Environment • Support • Focus • Teacher buy-in/understanding • Planning time • Positive impact on student achievement	• Leadership • Instruction • Collaboration • Environment • Expectations • Support • Focus • Capacity/Resources, specifically availability of materials • Teacher buy-in/understanding • Professional development • Impact on student achievement • Teacher-student relationships • Involvement in decision making
Concerns	***Concerns***	***Areas of Decline***
• Environment • Capacity/Resources • Teacher understanding of program • Teacher buy-in • Professional development • Self-governance issues	• Order • Value of professional development	• Parent involvement • Order – student discipline

Results: Millennium Quest High School

School Climate

As shown in Figure 5, faculty perceived the overall school climate at MQHS to be mildly positive this year (*M* = 3.19), slightly higher than last year's mean rating (*M* = 3.14). (See Appendix A for *SCI*© data summary.) Because only 8 of 20 teachers completed the survey this year (as compared to 18 of 19 last year), these results should be interpreted cautiously.

Figure 5. School Climate Inventory Results for MQHS – Year 1 and Year 2



Most positive SCI© *dimensions*. Faculty at MQHS reported the most positive dimensions to be Leadership (*M* = 3.79) and Instruction (*M* = 3.77), although both scale means were below *SCI*© national norms (*M* = 3.85 and *M* = 3.94, respectively). This year, all respondents agreed that the administration encourages teacher creativity and innovation (72.2% agreed last year). Many (75%) agreed that the principal is an effective instructional leader (77.8% agreed last year).

As for Instruction, all eight agreed that teachers use a variety of teaching strategies or models, and 75% agreed that they use a wide range of teaching materials and media. Last year, most (83.3%) also agreed with these items. Approximately 75% also agreed that teachers provide opportunities for students to develop higher order skills. This percentage, however, was lower than last year, when all 18 respondents agreed.

Least positive SCI© *dimension.* The lowest-rated dimension was Order (*M* = 1.94), which was perceived to be extremely negative and has continued to be a very

strong concern. Order showed the steepest decline from last year (*M* = 2.21) to this year, and it was well below the national norm (*M* = 3.27). Not one respondent this year agreed that rules for student behavior are consistently enforced. Only 12.5% agreed that student discipline is administered fairly and appropriately (27.8% agreed last year) and that student behavior is generally positive (11.1% agreed last year). Every respondent agreed that student misbehavior at MQHS interferes with teaching and that student tardiness and absence from school is a major problem (88.9% agreed last year).

Other SCI© dimensions. One dimension showing strong positive change was Environment, which was moderately positive overall (*M* = 3.43; last year's *M* = 3.04). For example, this year 75% agreed that: a) faculty and staff feel they make important contributions in this school, and b) varied learning environments are provided to accommodate diverse teaching and learning styles; last year, 38.9% and 44.4% agreed respectively. Additionally, this year 50% agreed that an atmosphere of trust exists within the MQHS community; last year, only 27.8% agreed. However, only 25% agreed that the school building is neat, bright, clean, and comfortable (although this was still up from just 11.1% last year).

Another dimension that showed positive change was Collaboration (*M* = 3.48; last year's *M* = 3.04). For example, all respondents agreed that teachers are encouraged to communicate concerns, questions, and constructive ideas, up from 66.7% last year. Moreover, last year, 72.2% agreed that teachers do *not* participate enough in decision making. This year, only one teacher of the eight (12.5%) agreed, marking potential positive change. In contrast, however, only 25% agreed that most of the school's problems can be solved by the principal and faculty (down from 44.4% last year).

One dimension showing moderate negative change was Involvement decreasing from *M* = 3.32 last year to *M* = 3.09 this year. For example, approximately 37.5% of the respondents agreed that: a) information about school activities is communicated to parents consistently (down from 44.4% last year) and b) parent volunteers are used wherever possible (down from 55.6%). Only 12.5% agreed that: a) community businesses are active in the school (down from 33.3% last year) and b) parents are involved in a home and school support network (up from 5.6%). All three of these means

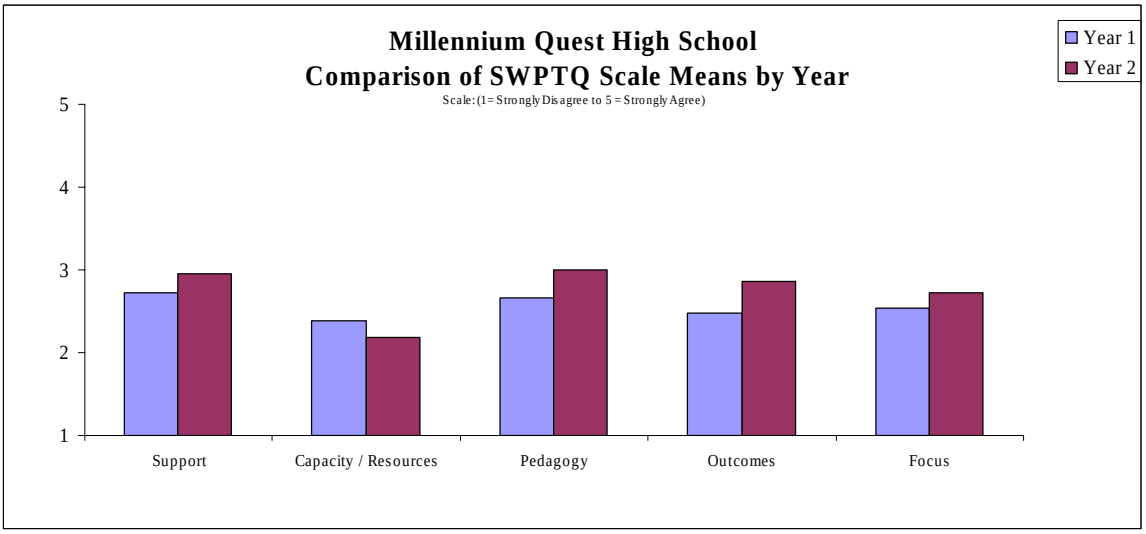
(i.e., Environment, Collaboration, and Involvement) were below the *SCI*© national norms (*M*s = 3.74, 3.64, and 3.65).

SWPTQ© *Findings*

Only *eight* of the 20 MQHS teachers completed the *SWPTQ*© this year, reflecting a substantial decrease from the 18 of 19 last year. Given the small sample size compared to last year, strong caution is warranted when interpreting year-to-year findings.

As shown in Figure 6, this year, all five variables were perceived as either neutral (Support and Pedagogy) or negative (Outcomes, Focus, and Capacity/Resources). Last year, faculty were moderately to strongly negative on every variable. Despite the fact that none of the variables were positively rated, all but one of the scale means were higher this year than last year. Still, all five means were below *SWPTQ*© national norms. See Appendix B for *SWPTQ*© data summary and national norms.

Figure 6. SWPTQ Results for MQHS – Year 1 and Year 2



Respondents were neutral this year about Support (*M* = 2.95) and Pedagogy (*M* = 3.00). Last year, both were viewed as moderately negative (*M*s = 2.72 and 2.66, respectively.) Faculty viewed Focus to be moderately negative for the second year in a row, although this year's mean was still higher (*M* = 2.72) than last year's (*M* = 2.54). This year, faculty perception of Outcomes also appeared to improve. Although it was still viewed as mildly negative (*M* = 2.86), it was higher than last year's strongly negative mean of 2.47. Capacity/Resources was the only *SWPTQ*© mean that was lower this year

relative to last year. Continuing to provoke strong concern at MQHS, respondents viewed Capacity/Resources to be extremely negative (*M* = 2.19), down from last year (*M* = 2.38). (See Appendix B for *SWPTQ*© data summary.) Specific notable findings are highlighted below.

Capacity/resources. Resources continued to be a strong concern at MQHS. Like last year, few (25%) agreed that needed materials are readily available. Likewise, only one person agreed that teachers are given sufficient planning time to implement the program. Regarding the sufficiency of faculty and staff to fully implement the program, this year, three (37.5%) agreed and five (62.5%) disagreed. On benchmark ratings, teachers reported that reallocation of resources to support program implementation has either not happened (37.5%) or has been done for some components but not others (37.5%). These percentages were almost identical to last year: 33.3% and 38.9%, respectively.

Pedagogy. This year's MQHS respondents tended to be more equivocal than last year and less negative overall about pedagogy. For example, three respondents agreed (37.5%) and three disagreed (37.5%) as to whether the program has changed classroom learning activities a great deal. Additionally, this year, three (37.5%) agreed that children in their classes spend at least two hours per school day in interdisciplinary or project-based work; two (25%) disagreed. Moreover, six of the eight respondents (75%) agreed that students spend much of their time working in cooperative learning teams, *and no one disagreed*. Last year, seven agreed and seven disagreed (38.9%). In contrast, however, none agreed that students are using technology more effectively because of the program; seven of the eight respondents (87.5%) disagreed.

Outcomes. Respondents were mixed this year but more positive than last year as to: a) whether student achievement has been positively impacted by the school-wide program and b) whether MQHS students are more enthusiastic about learning because of the program. (On both items, three (37.5%) respondents agreed, three disagreed, and two were neutral.)

Even with the small sample, it appears that teachers' perceptions of their involvement in decision-making have improved. This year, five respondents (62.5%) agreed that teachers are more involved in decision making at this school than they were prior to implementation; only two disagreed (25%). Last year, only one respondent

(5.6%) agreed, and nine disagreed (50%). Further, this year, four agreed (50%) and four disagreed (50%) that MQHS teachers spend more time working together to develop curriculum and plan instruction because of the school's program. Last year, just two agreed (11.1%), and twelve disagreed (66.7%). This supports the positive findings for Collaboration on the *SCI*© (see above).

Support/focus. Respondents were more favorable this year about support and focus. Three (37.5%) agreed that Millennium Quest receives effective assistance from external partners; two (25%) disagreed. Two (25%) agreed that Federal, state, local, and private resources are being coordinated to support the program; and three (37.5%) disagreed. This year, three (37.5%) agreed and four (50%) disagreed that: a) the elements of the program are effectively integrated to help meet school improvement goals and b) as a school staff, they regularly review implementation and outcome benchmarks to evaluate progress.

Teacher buy-in and understanding. As for teacher support, this year, three respondents (37.5%) agreed that teachers at MQHS are generally supportive of the school-wide program; four disagreed (50%). Last year, only one respondent (5.6%) agreed, and five (27.8%) disagreed. Four (50%) respondents agreed that they have a thorough understanding of Millennium Quest's school-wide program, and two (25%) disagreed. Last year, seven (38.9%) agreed and nine (50%) disagreed. This year, 50% agreed that the faculty and staff share a sense of commitment of school goals; 61.1% agreed last year.

Professional development. Two (25%) agreed that professional development provided by external trainers, model developers, and/or designers has been valuable; three (37.5%) disagreed. This year, as well, only two agreed that support from the school's external facilitator has helped the school implement its program and five (62.5%) disagreed. MQHS teachers perceived little progress in professional development. According to teachers' perceptions of MQHS's benchmark progress, this year, the most commonly indicated response (37.5% of teachers) was that professional development addresses some (as opposed to most or all) components of the program, and is delivered by external providers; last year, 44.4% agreed. This year, as well, however, another 25% indicated that professional development is not deliberately designed to support the school-wide program; last year, 11.1% agreed.

SWPTQ© Teacher Comments

There were only three positive responses and four negative responses to the open-ended questions. Two of the positive comments discussed improved teachers' relationships with students (including improved understanding and caring about the students). One of these comments also mentioned improved student motivation to learn and improved student confidence. Another positive response was that the school is "always striving to reevaluate to improve." As for the negative responses, this year, one teacher referred to experiencing difficulty in sharing "communications, resources, and facilities" with the other two schools. Another response mentioned that there was no communication at all. Additionally, reflecting the strong concern about order (see *SCI©*), one respondent indicated being "unable to affect student discipline." Finally, one response mentioned that the school does not have a plan.

School Observation Measure

Instructional orientation. Direct instruction was the most frequently observed instructional orientation again this year. Similar to last year, it was again observed at least occasionally during each of the six visits (i.e., this year, frequently half of the time and occasionally half of the time). (See Appendix C for SOM data summary.) Again this year, independent seatwork was observed to some degree during each of the six school visits (50.0% occasionally and 50.0% frequently). (Last year, it was observed occasionally 40% of the time, and frequently 60% of the time.) This year, cooperative/collaborative learning was only rarely observed, down from last year. Conversely, individual tutoring was observed slightly *more* frequently this year (i.e., occasionally on one-third of the visits).

Instructional strategies. Project-based learning was observed occasionally on one visit (16.7%); last year it was observed only rarely or not at all. Similar to last year, teacher acting as coach or facilitator was observed occasionally on two visits (33.3% of the time), and frequently on three visits (50% of the time). This year, higher-level instructional feedback was observed only rarely**.** Last year, it was observed occasionally 20% of the time.

Student activities. Experiential hands-on learning was observed more frequently this year (i.e., occasionally on one-third of the visits) than last year. As was the case last

year, none of the following student activities were observed more than rarely this year: sustained reading, sustained writing, independent inquiry, and student discussion. Systematic individual instruction was not observed at all for the second year in a row.

Technology and assessment. This year, use of technology as a learning tool or resource was observed occasionally on one visit (16.7%). Last year, it was observed only rarely. Use of technology as an instructional tool was not observed at all during either year. Performance assessment strategies and student self-assessment were observed rarely at most during any of the six school observation visits. Last year, they were not observed at all.

Summary items. Both summary items suggested apparent declines from last year's observations. This year, academically focused class time was observed to be high only 16.7% of the time and moderate the rest of the time (83.3%). This represents a sharp drop from last year, in which academically focused class time was high 80% of the time, and low 20% of the time. Similarly, this year, the overall level of student attention, interest, and engagement was moderate 33.3% of the time and low 66.7% of the time. Last year, it was observed to be high 20% of the time and moderate 80% of the time.

Summary for MQHS

Faculty perceived the overall school climate at MQHS to be mildly positive this year, slightly higher than last year's mean rating. The most positive dimensions were Leadership and Instruction. The least positive dimension was Order. Again this year, all MQHS means were below the *SCI*© national norms. See Table 5.

Year-to-year *SWPTQ*© findings should be interpreted cautiously, given this year's small sample size (n = 8), as compared to last year (n = 18). This year, all five *SWPTQ*© scales were perceived as either neutral or negative, and were below national norms. Faculty were neutral about Support and Pedagogy, mildly negative about Outcomes, moderately negative about Focus, and extremely negative about Capacity/Resources. However, four of the five means (i.e., all but Capacity/Resources) were improved over last year, when faculty were moderately to strongly negative on every scale.

Like last year, few agreed that needed materials are readily available and very few agreed that teachers are given sufficient planning time to implement the program. On

benchmark ratings, teachers indicated (again this year) that reallocation of resources to support program implementation has either not happened or has been done for some components but not others.

Respondents were mixed this year as to: a) whether the program has changed classroom learning activities a great deal, b) whether student achievement has been positively impacted by the school-wide program, and c) whether MQHS students are more enthusiastic about learning because of the program. This was still improved over last year, however, when more disagreed than agreed. Further, it appears that teacher understanding and teachers' perceptions of their involvement in decision-making have improved to some extent.

Direct instruction was once again the most frequently observed instructional orientation. Individual tutoring was observed slightly *more* frequently this year, and cooperative/collaborative learning was observed slightly *less* frequently this year. Similar to last year, teacher acting as coach or facilitator was observed occasionally one-third of the time, and frequently one-half of the time. Experiential hands-on learning was observed more frequently this year. Both summary items —academically-focused time and student attention-- suggested apparent declines from last year's observations.

Table 5. MQHS Strengths, Concerns, and Areas of Improvement and Decline

Millennium Quest High School		
2001-2002	***2002-2003***	
Strengths	***Strengths***	***Areas of Improvement***
• Instruction • Leadership	• Leadership • Instruction • Collaboration • Environment • Involvement in decision-making	• Collaboration • Environment • Support • Pedagogy • Outcomes • Teacher buy-in/understanding • Project-based learning • Experiential hands on learning
Concerns	***Concerns***	***Areas of Decline***
• Order – Student discipline • Resources • Outcomes • Professional development • Teacher buy-in/understanding	• Order – Student discipline • Capacity/resources • Level of student engagement	• Order – Student discipline • Parent involvement • Higher level instructional feedback • Academically focused class time

Colorado Student Assessment Program (CSAP) Results: General Information

The following section summarizes CSAP results for ACSHS, LHS, and MQHS. Each school's results are organized by subtest and grade: 9th and 10th grade math, reading, and writing. Results are compared across the past three years, with Manual's pre-implementation year findings (2000-2001) as a baseline. Additionally, each school's results are compared to district and state results.

It is important to note that these results were based on inspection of results and subjective interpretations rather than formal statistical analyses; as such, causal inferences are precluded. Further, throughout this report, this year's CSAP scores are presented with Manual's pre-implementation year as a "baseline." By definition, Manual's pre-implementation year represents all three schools combined, and thus comparisons with Manual should be interpreted cautiously.

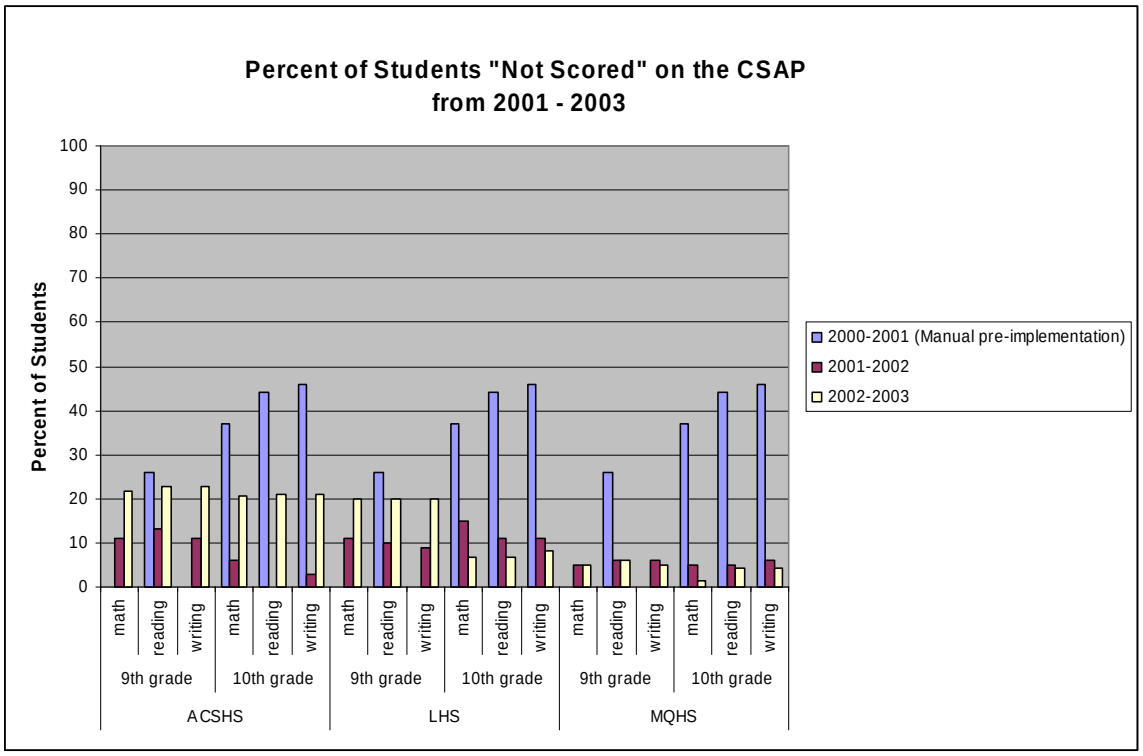
Additionally, it should be noted that no 9th grade math or writing data were available prior to the 2001-2002 school-year. As a side note, after the 2001-2002 school year, minor adjustments were made to the 10th grade math and writing tests, so last year's results were based on the converted scores rather than the historical ones (See *http://www.cde.state.co.us/index_assess.htm* for more information.)

Because of large variations in the percent not scored from year to year (see below), CSAP scores were transformed to reflect *only those students who were scored*.[6] Note that this transformation assumes that those students remaining not scored would be distributed randomly across the other categories. Original scores (in which those "not scored" were treated as a separate category and included as part of the total population) are also reported.

[6] Scores were transformed by calculating the total percent of students who were scored, dividing into 100 for a new total percent, and multiplying each original score (i.e, % unsatisfactory, % partially proficient, etc.) by the new total percent.

Percent of Students "Not Scored" for ACSHS, LHS, and MQHS

The percent of students that were *not* scored appeared to decrease dramatically after implementation. Prior to implementation, the percent of Manual students not scored was as high as 26% for 9th grade reading, 37% for 10th grade math, 44% for 10th grade reading, and 46% for 10th grade writing. Last year, the percent not scored dropped to 0% at ACSHS for 10th grade reading and was no higher than 15% for 10th grade math at LHS. This year, the range was still low, from 1.4% for 10th grade math at MQHS to 22.6% for 9th grade reading and writing at ACSHS.



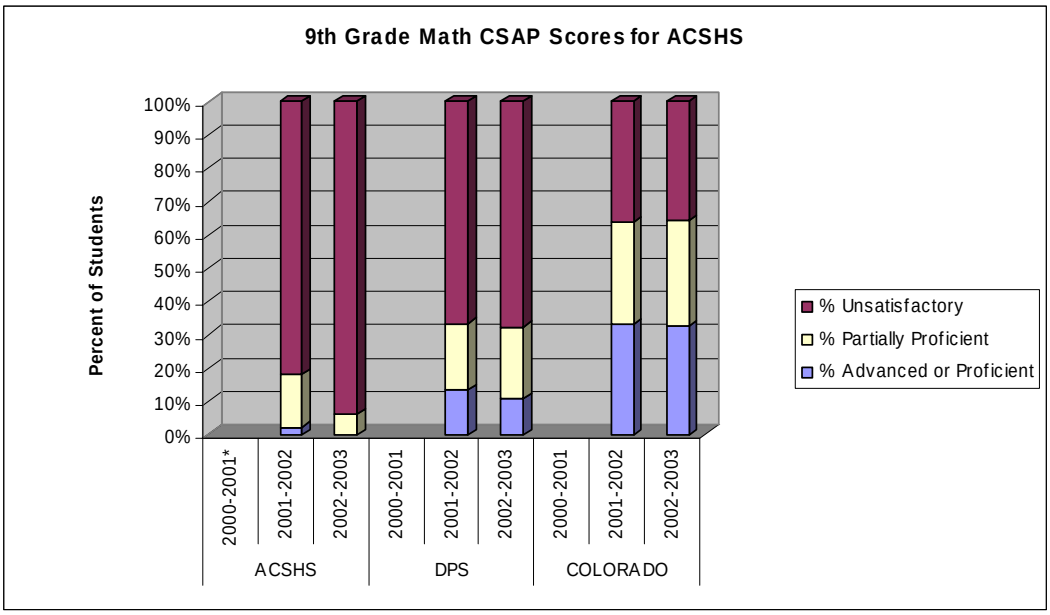
Arts and Cultural Studies High School's
Colorado Student Assessment Program (CSAP) Results

9th Grade Math. Math appeared to be a strong concern for ACSHS's 9th graders this year. Of the students who were scored (i.e., assuming those "not scored" were randomly distributed):

- None of ACSHS students scored proficient or advanced in 9th grade math this year, down from 2.2% last year. No 9th grade math data were available prior to last year.

- Only 6.1% of ACSHS students scored partially proficient in 9th grade math this year, down from 15.7% last year.

- Most ACSHS students (93.9%) scored unsatisfactory in 9th grade math this year, up from last year (82%).

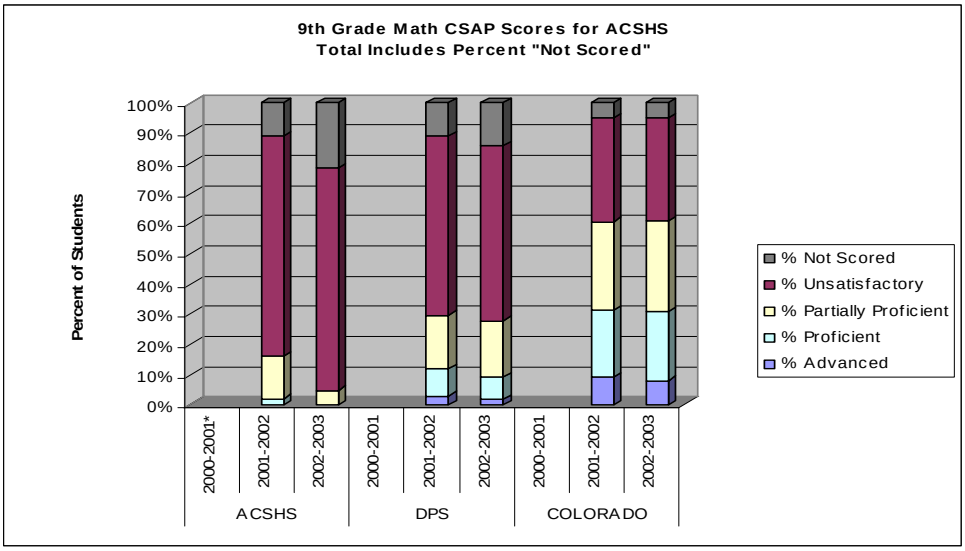


ACSHS's 9th grade math scores continued to be lower than the district and state for both years. About 10.7% of DPS students scored proficient or advanced, down slightly from 13.3% for DPS last year.

The state percentages were considerably higher than DPS percentages, with 32.6% of Colorado students scoring proficient or advanced, similar to last year's percent (33%).

Non-transformed findings revealed similar patterns. See Appendix D for data summary table. When those not scored were included as a separate category in the total population (i.e., non-transformed):

- None of ACSHS's students scored advanced or proficient this year, down from 2% last year.
- Only 5% of ACSHS students scored partially proficient this year, down from 14% last year.
- Both this year and last, 73% of ACSHS students scored unsatisfactory.
- For the district, 9% of DPS students scored advanced or proficient this year, as compared to 12% of DPS students last year.

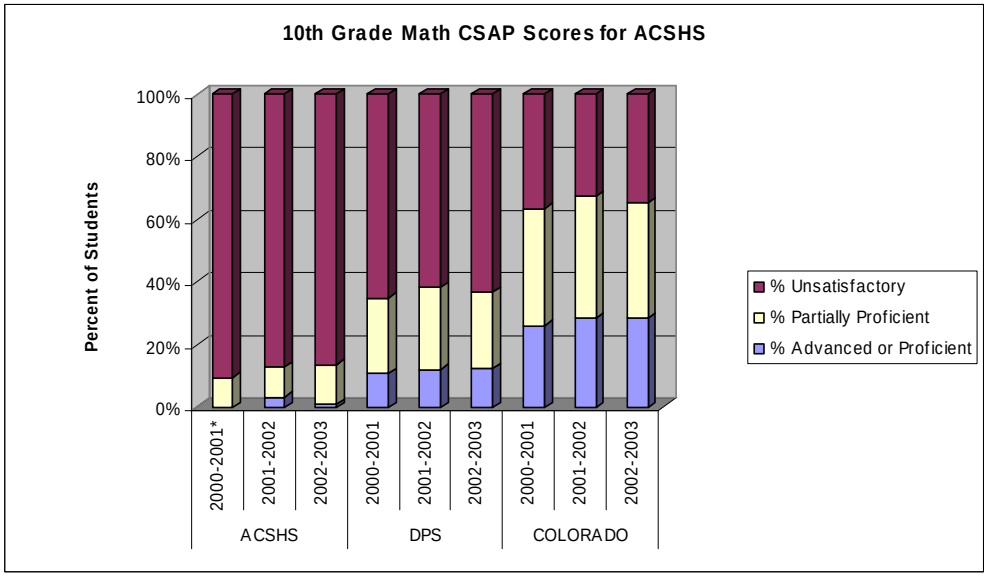


10th Grade Math. Math was also a concern for ACSHS's 10th graders. It should be noted that in Manual's baseline year prior to implementation, 37% of Manual's students were not scored; at ACSHS, this improved to 6% last year, and dropped to 21% this year. (See Appendix D.) Of the students who were scored (i.e., assuming those "not scored" were randomly distributed):

- Only 1.1% of ACSHS students scored proficient in 10th grade math this year. Although this was down from 3.2% last year, this was still higher than during Manual's pre-implementation year, when 0% scored proficient or advanced.

- Approximately 12.5% of ACSHS students scored partially proficient in 10th grade math this year, up from 9.7% last year, and up from 9.5% during Manual's pre-implementation year.

- Most ACSHS students (86.4%) scored unsatisfactory in 10th grade math this year, similar to last year (87.1%), although down slightly from Manual's pre-implementation year (90.5%).



ACSHS's 10th grade math scores continued to be sharply lower than the district and the state. This year, 12.4% of DPS students scored proficient or advanced in 10th grade math, like last year (12.1%), and slightly higher than two years ago (10.8%).

The state scores for 10th grade math were strongly higher, although they appeared to follow a similar pattern as DPS students. Approximately 28.4% of Colorado students scored proficient or advanced both this year and last year, which was marginally higher than the 26.1% two years ago.

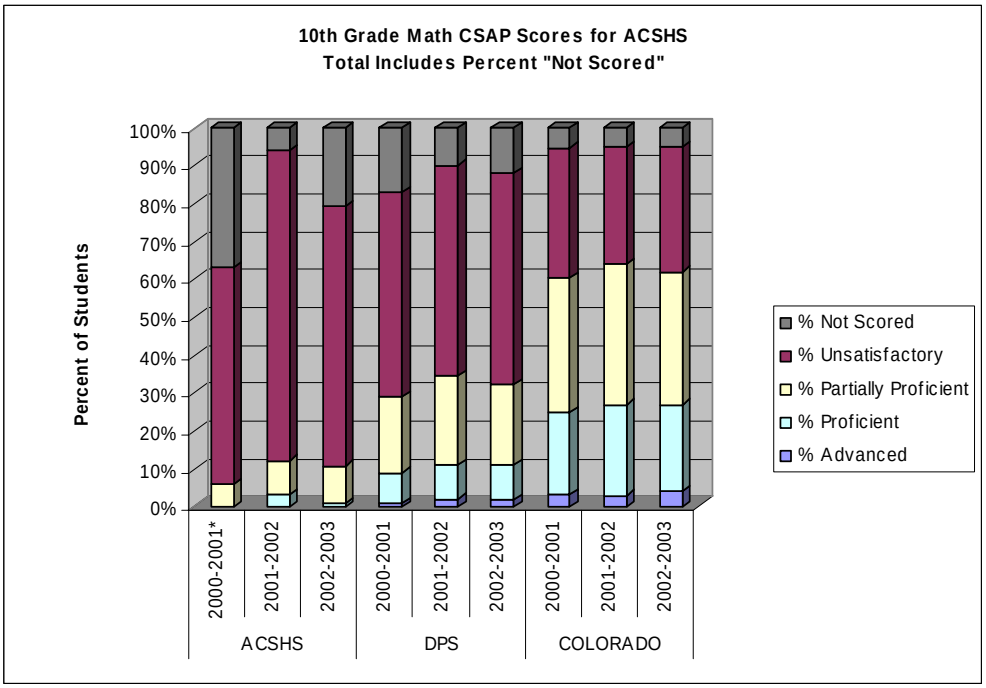
Non-transformed findings revealed similar patterns. See Appendix D for data summary table. When those not scored were included as a separate category in the total population (i.e., non-transformed):

- Only 1% of ACSHS's students scored proficient this year, down from 3% last year, although none scored proficient during Manual's pre-implementation year.

- About 10% of ACSHS students scored partially proficient this year, like last year (9%), and higher than Manual's pre-implementation year (6%).

- This year, 68% of ACSHS students scored unsatisfactory in 10th grade math, down from 81%, but up from 57% during Manual's pre-implementation year.

- For the district, both this year and last year, 11% of DPS students scored advanced or proficient, as compared to 9% two years ago.

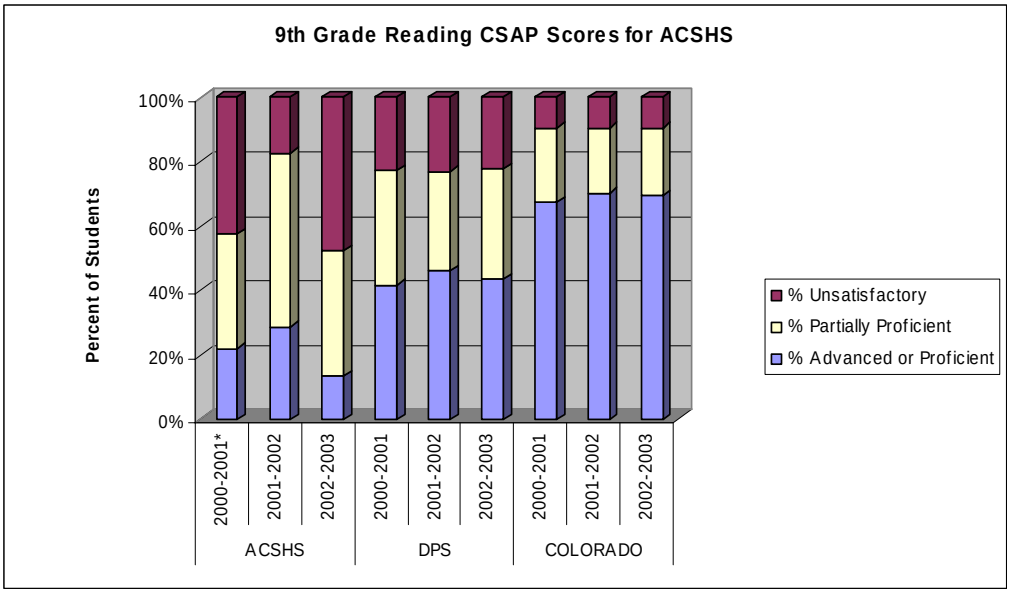


9th Grade Reading. Of the students who were scored (i.e., assuming those "not scored" were randomly distributed):

- Approximately 13.3% of ACSHS students scored advanced or proficient in 9th grade reading this year, well below the 28.7% scoring advanced or proficient last year, and below Manual's pre-implementation year, when 21.9% scored proficient or advanced.

- Approximately 38.9% of ACSHS students scored partially proficient in 9th grade reading this year, down sharply from 54% last year, and just higher than the 35.6% during Manual's pre-implementation year.

- Almost half of ACSHS students (47.8%) scored unsatisfactory in 9th grade reading this year, up sharply from last year (17.2%), and slightly higher than Manual's pre-implementation year (42.5%).



The percent of ACSHS students scoring proficient or advanced in 9th grade reading continued to be well below district and state levels. This year, 43.3% of DPS students scored proficient or advanced in 9th grade reading. This was similar to (albeit slightly less than) last year when 46% scored proficient or advanced in 9th grade reading, and slightly higher than two years ago when 41.7% scored proficient or advanced.

State scores for 9th grade reading were strongly higher than DPS scores, with 69.5% of Colorado students scoring proficient or advanced in 9th grade reading this year, similar to last year's percent (70.2%), and slightly higher than two years ago (67.4%).

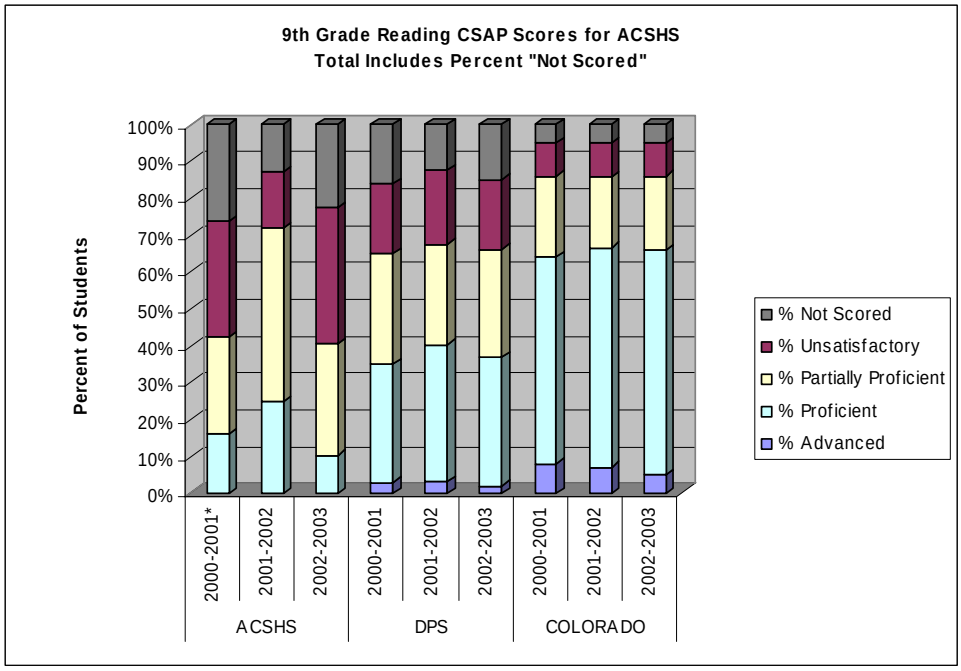
Non-transformed findings revealed similar patterns. See Appendix D for data summary table. When those not scored were included as a separate category in the total population (i.e., non-transformed):

- Ten percent of ACSHS's students scored proficient this year, down from 25% last year, and from 16% during Manual's pre-implementation year.

- Almost one-third (30%) of ACSHS students scored partially proficient this year, down from 47% last year, and slightly higher than Manual's pre-implementation year (26%).

- This year, 37% of ACSHS students scored unsatisfactory in 9th grade reading, as compared to only 15% last year, and 31% during Manual's pre-implementation year.

- For the district, 37% of DPS students scored advanced or proficient this year, as compared to 40% last year, and 35% two years ago.

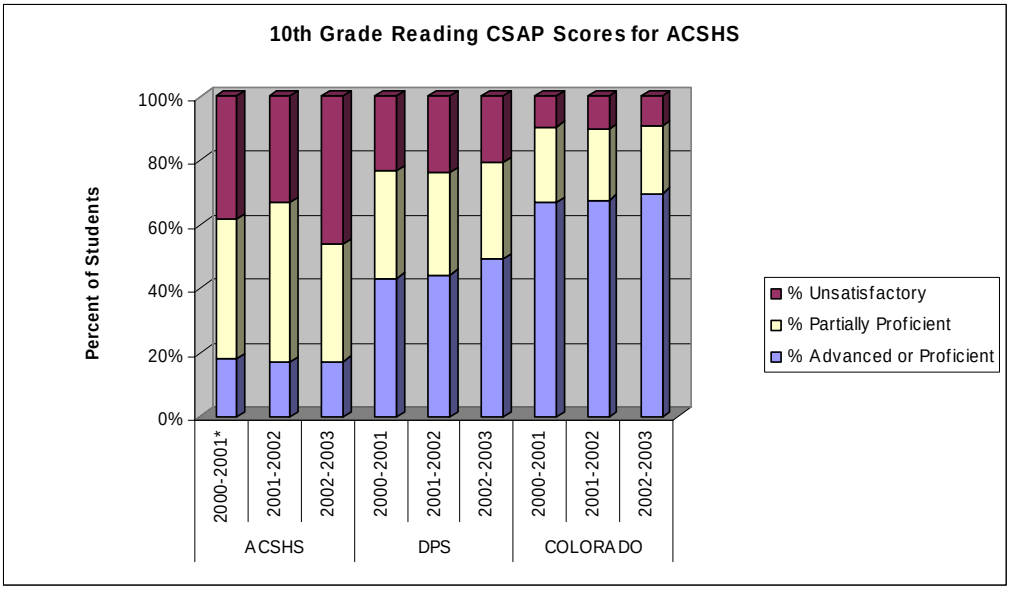


10th Grade Reading. For 10th grade reading, 44% of Manual's students were not scored during Manual's pre-implementation year; at ACSHS, this dropped to 0% last year, and back to 20.9% this year. (See Appendix D.) Of the students who were scored (i.e., assuming those "not scored" were randomly distributed):

- Approximately 17.2% of ACSHS students scored advanced or proficient in 10th grade reading this year, matching the 17% scoring advanced or proficient last year, and just below Manual's pre-implementation year, when 18.2% scored proficient or advanced.

- Approximately 36.8% of ACSHS students scored partially proficient in 10th grade reading this year, down sharply from 50% last year, and down from Manual's pre-implementation year (43.6%).

- Almost half of ACSHS students (46%) scored unsatisfactory in 10th grade reading this year, up from last year (33%), and higher than Manual's pre-implementation year (38.2%).



The percent of ACSHS students scoring proficient or advanced in 10th grade reading continued to be well below the district and state percentages. For both the district and the state, there appeared to be marginal improvement this year as compared to the previous two years, in the percent scoring proficient or advanced.

About half of DPS students (49.3%) scored proficient or advanced in 10th grade reading this year, as compared to 44.3% last year, and 43.2% the previous year. Almost 70% (69.8%) of Colorado students scored proficient or advanced in 10th grade reading this year, as compared to 67.7% last year, and 67% two years ago.

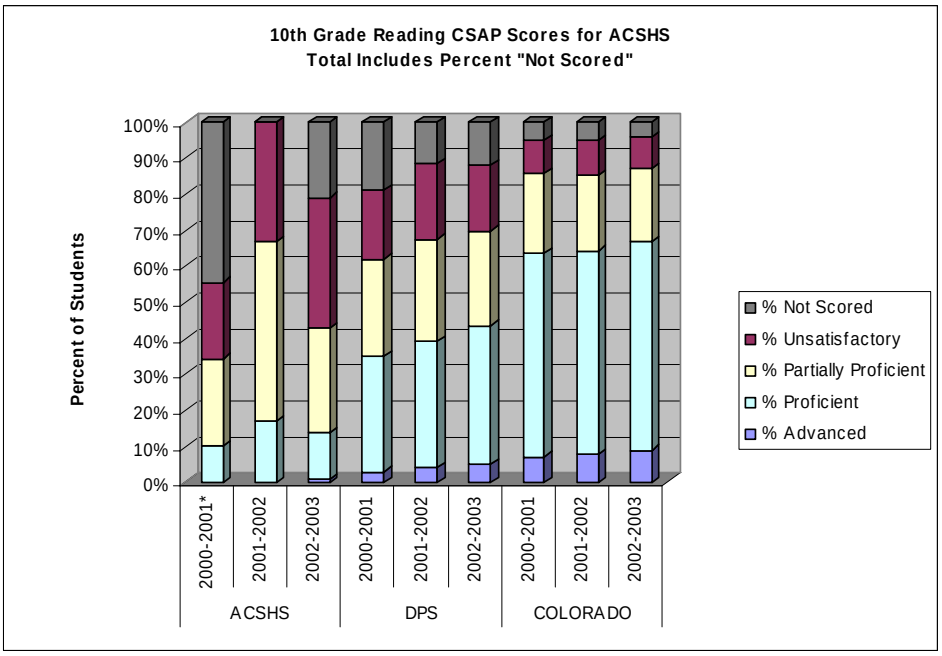
Non-transformed findings revealed similar patterns. See Appendix D for data summary table. When those not scored were included as a separate category in the total population (i.e., non-transformed):

- A total of 14% of ACSHS's students scored proficient or advanced this year, as compared to 17% last year, although this was still higher than Manual's pre-implementation year, when 10% scored proficient.

- About 29% of ACSHS students scored partially proficient this year, down sharply from last year (50%), and just higher than during Manual's pre-implementation year, when 24% scored proficient

- This year, 36% of ACSHS students scored unsatisfactory in 10th grade reading, similar to last year's 33%; 21% scored unsatisfactory during Manual's pre-implementation year.

- For the district, this year, 43% of DPS students scored advanced or proficient, as compared to 39% last year, and 35% two years ago.

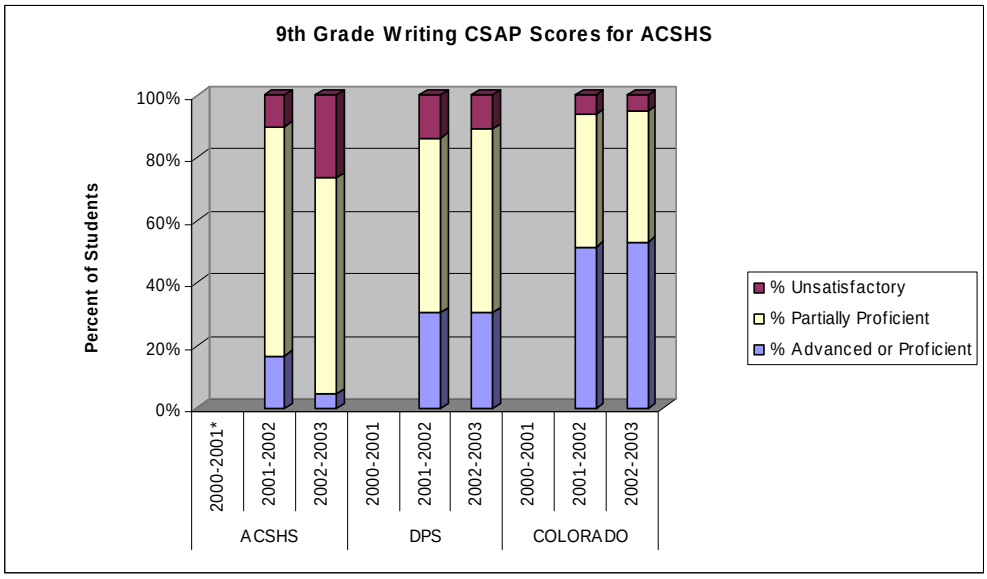


9th Grade Writing. Of the students who were scored (i.e., assuming those "not scored" were randomly distributed):

- Only 4.4% of ACSHS students scored proficient or advanced in 9th grade writing this year, down from 16.9% last year. No 9th grade writing data were available prior to last year.

- Many of ACSHS students (69%) scored partially proficient in 9th grade writing this year, down from 73% last year.

- Just over one-fourth of ACSHS students (26.5%) scored unsatisfactory in 9th grade writing this year, up from last year (10.1%).



The percent of ACSHS students scoring proficient or advanced in 9th grade writing dropped well below the district and state percentages. This year and last year, 30.7% of DPS students and over half of Colorado students (53.1% this year; 51.6% last year) scored proficient or advanced in 9th grade writing.

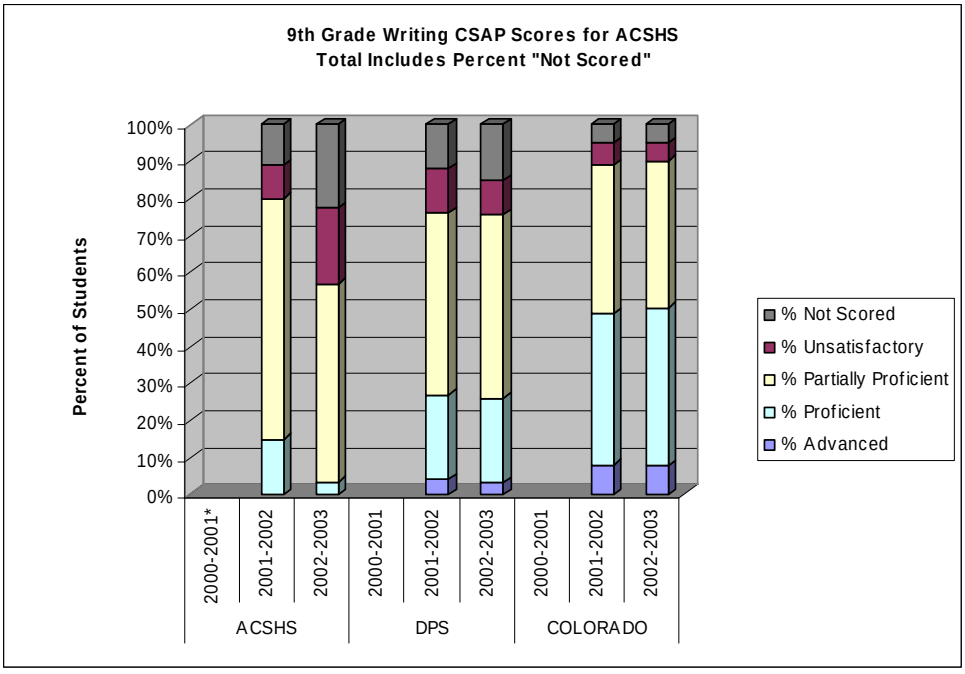
Non-transformed findings revealed similar patterns. See Appendix D for data summary table. When those not scored were included as a separate category in the total population (i.e., non-transformed):

- Only 3% of ACSHS's students scored proficient this year, down from 15% last year.

- More than half (53%) of ACSHS students scored partially proficient this year; last year 65% scored partially proficient.

- This year, 21% of ACSHS students scored unsatisfactory in 9th grade writing, up from only 9% last year.

- For the district, over one-fourth of DPS students scored advanced or proficient both this year (26%) and last year (27%).

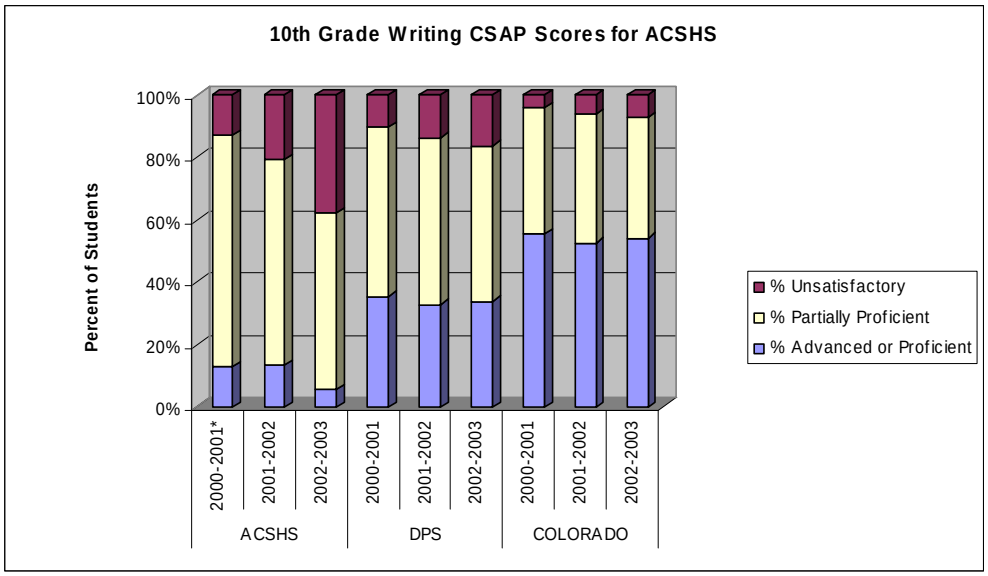


10th Grade Writing. For 10th grade writing, almost one-half of Manual's students (46%) were not scored during Manual's pre-implementation year; at ACSHS, this dropped to 3% last year, and back to 21% this year. (See Appendix D.) Of the students who were scored (i.e., assuming those "not scored" were randomly distributed):

- Only 5.7% of ACSHS students scored advanced or proficient in 10th grade writing this year, down from the 13.5% scoring advanced or proficient last year, and the 13% during Manual's pre-implementation year.

- More than half (56.3%) of ACSHS students scored partially proficient in 10th grade writing this year, down from 65.6% last year, and down from Manual's pre-implementation year (74.1%).

- Less than 40% (37.9%) of ACSHS students scored unsatisfactory in 10th grade writing this year, although this was still higher than last year (20.8%), and higher than Manual's pre-implementation year (13%).



The percent of ACSHS students scoring proficient or advanced in 10th grade writing continued to be well below the district and state percentages. The percent of DPS students scoring proficient or advanced in 10th grade writing was 34% this year, similar to last year (33%) and the previous year (35.4%). The percent of Colorado students scoring proficient or advanced in 10th grade writing was 54.2% this year, up slightly from last year (52.6%) and similar to two years ago (55.4%).

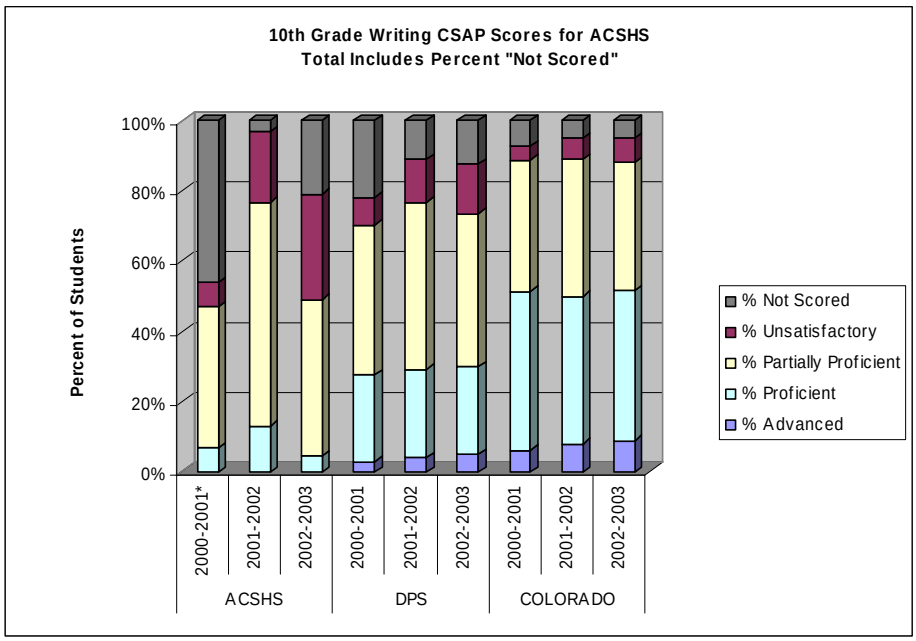
Non-transformed findings revealed similar patterns. See Appendix D for data summary table. When those not scored were included as a separate category in the total population (i.e., non-transformed):

- Only 5% of ACSHS's students scored proficient this year, down from 13% last year, and 7% during Manual's pre-implementation year.

- About 45% of ACSHS students scored partially proficient this year, as compared to 63% last year, and 40% during Manual's pre-implementation year.

- This year, 30% of ACSHS students scored unsatisfactory in 10th grade writing, higher than the 20% last year, and 7% during Manual's pre-implementation year.

- For the district, this year 30% of DPS students scored advanced or proficient, similar to 29% last year, and 28% two years ago.



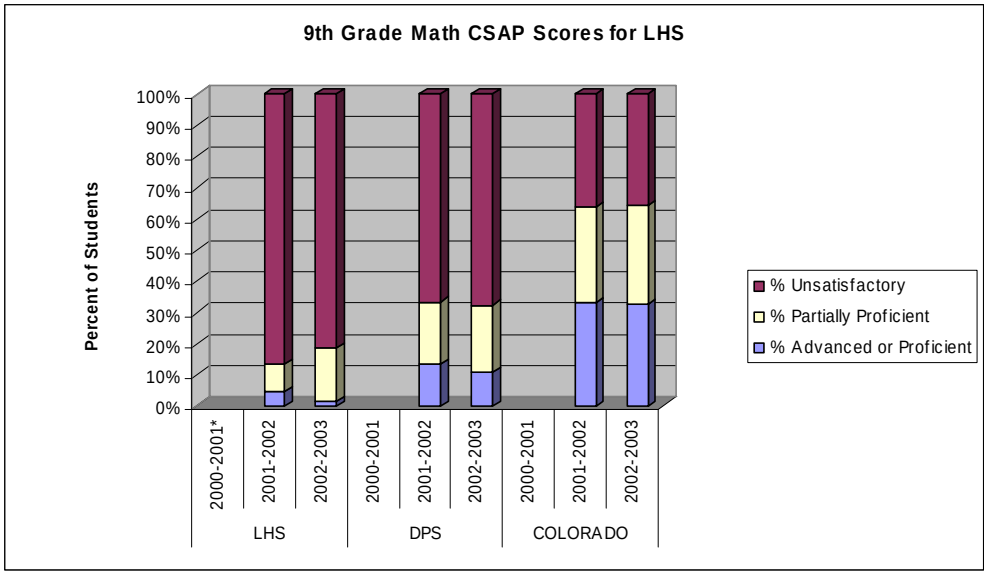
Leadership High School's
Colorado Student Assessment Program (CSAP) Results

9th Grade Math. Ninth grade math scores were a strong concern at LHS. Of the students who were scored (i.e., assuming those "not scored" were randomly distributed):

- Only 1.6% of LHS students scored proficient or advanced in 9th grade math this year, down from 4.5% last year.

- Another 17.2% of LHS students scored partially proficient in 9th grade math this year, up from 9% last year.

- Most LHS students (81.3%) scored unsatisfactory in 9th grade math this year, down slightly from last year (86.5%). No 9th grade math data were available prior to last year.



The percent of LHS students scoring proficient or advanced in 9th grade math continued to be below district and state percentages for both years. About 10.7% of DPS students scored proficient or advanced in 9th grade math, down slightly from 13.3% last year.

The state percentages were considerably higher than DPS percentages, with 32.6% of Colorado students scoring proficient or advanced, similar to last year's percent (33%).

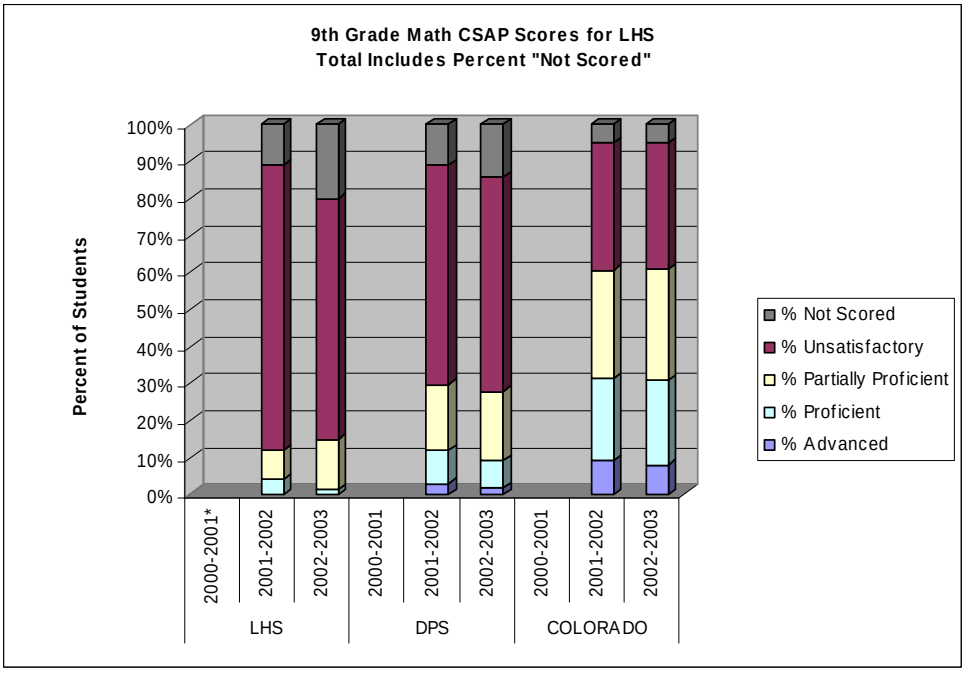
Non-transformed findings revealed similar patterns. See Appendix D for data summary table. When those not scored were included as a separate category in the total population (i.e., non-transformed):

- Only 1% of LHS students scored proficient this year, down from 4% last year. None scored advanced either year.

- About 14% of LHS students scored partially proficient this year, up from 8% last year.

- This year, 65% of LHS students scored unsatisfactory in 9th grade math, down from 77% last year.

- For the district, 9% of DPS students scored advanced or proficient this year, as compared to 12% of DPS students last year.

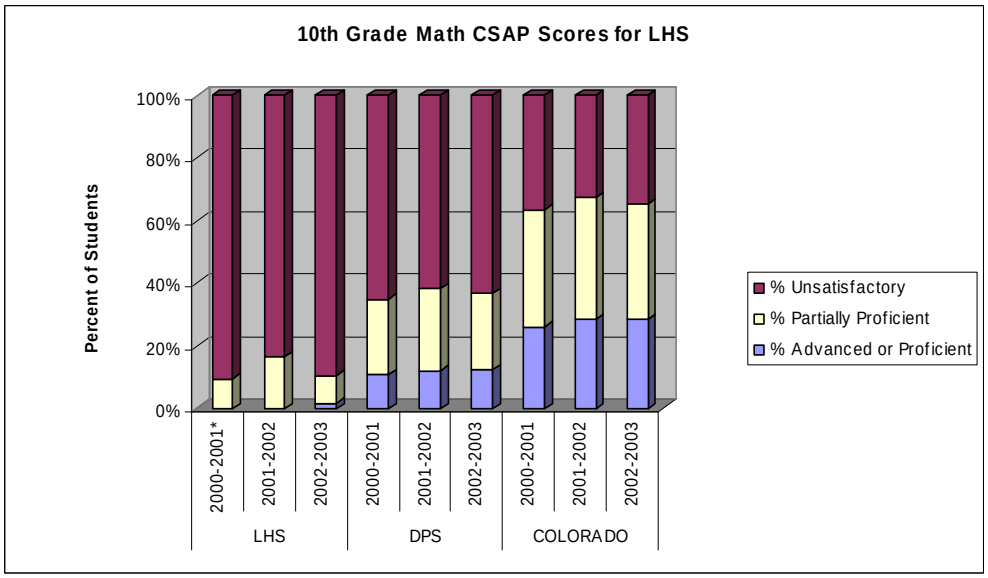


10th Grade Math. LHS's 10th grade math scores continued to be a concern. It should be noted that in Manual's baseline year prior to implementation, 37% of Manual's students were not scored; at LHS, this improved to 15% last year, and continued to improve to 6.6% this year at the school. (See Appendix D.) Of the students who were scored (i.e., assuming those "not scored" were randomly distributed):

- This year, only 1.8% of LHS students scored proficient or advanced in 10th grade math. Both last year at LHS and during Manual's pre-implementation year, none (0%) scored proficient or advanced in 10th grade math.

- Approximately 8.8% of LHS students scored partially proficient in 10th grade math this year, down from 16.5% last year, and similar to Manual'pre-implementation year (9.5%).

- Most LHS students (89.5%) scored unsatisfactory in 10th grade math this year, up from last year (83.5%), and similar to Manual's pre-implementation year (90.5%).



LHS's 10th grade math scores continued to be sharply lower than the district and the state. This year, 12.4% of DPS students scored proficient or advanced in 10th grade math, like last year (12.1%), and slightly higher than two years ago (10.8%).

The state scores for 10th grade math were strongly higher, although they appeared to follow a similar pattern as DPS students. Approximately 28.4% of Colorado students scored proficient or advanced both this year and last year, which was marginally higher than the 26.1% two years ago.

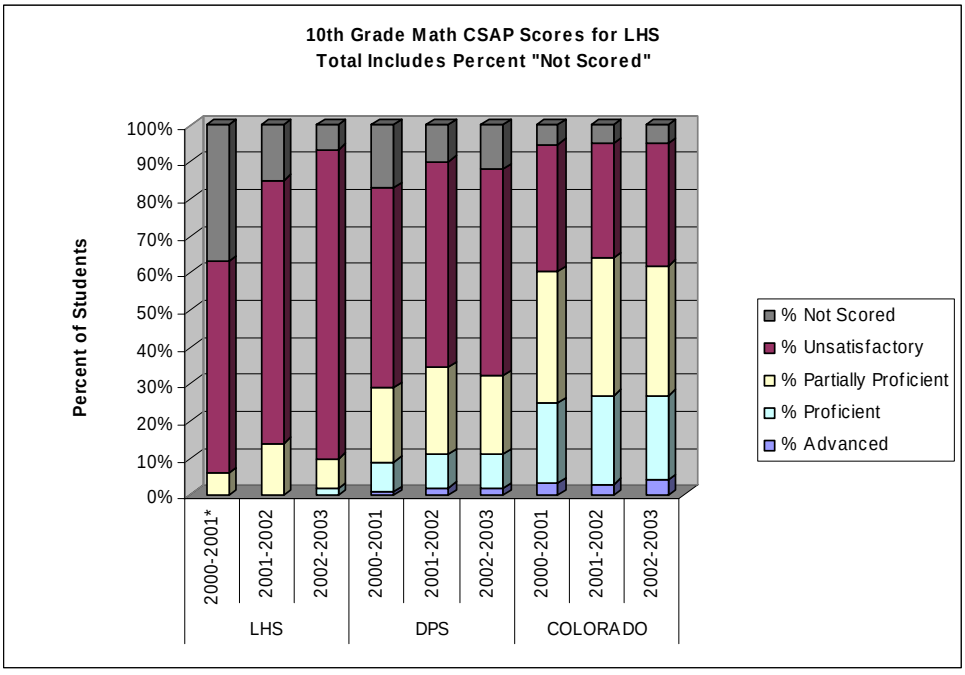
Non-transformed findings revealed similar patterns. See Appendix D for data summary table. When those not scored were included as a separate category in the total population (i.e., non-transformed):

- Only 2% of LHS students scored proficient this year in 10th grade math. However, last year and during Manual's pre-implementation year, none scored advanced or proficient.

- About 8% of LHS students scored partially proficient this year, down from 14% last year, and more closely resembling Manual's pre-implementation year scores (6%).

- This year, 84% of LHS students scored unsatisfactory in 10th grade math, up from 71% last year, and 57% during Manual's pre-implementation year.

- For the district, both this year and last year, 11% of DPS students scored advanced or proficient, as compared to 9% two years ago.

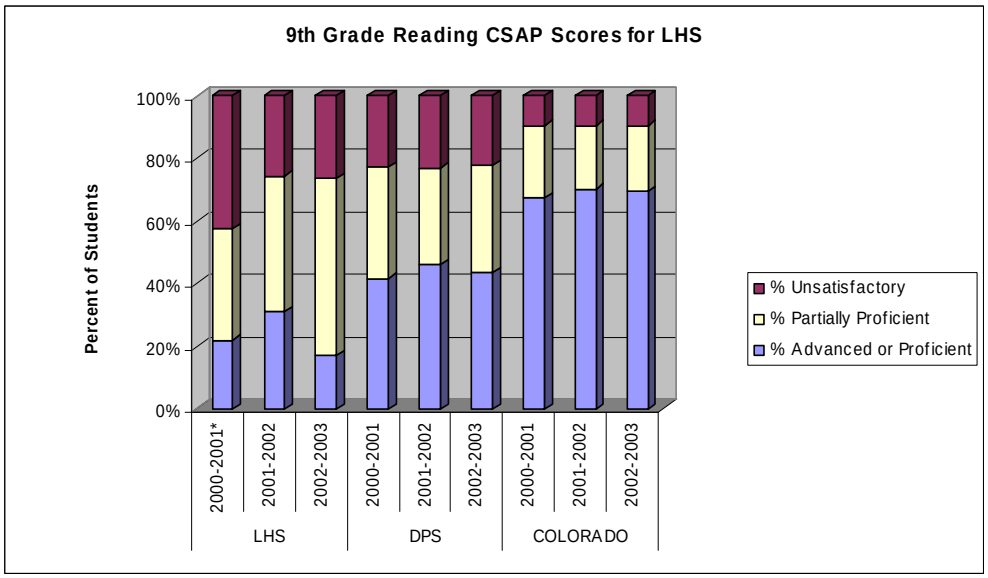


9th Grade Reading. Of the students who were scored (i.e., assuming those "not scored" were randomly distributed):

- Approximately 17.2% of LHS students scored advanced or proficient in 9th grade reading this year, well below last year (31.1%), and below Manual's pre-implementation year, when 21.9% scored proficient or advanced.

- This year, more than half (56.3%) of LHS students scored partially proficient in 9th grade reading, up from 43.3% last year, and well above the 35.6% during Manual's pre-implementation year.

- About one-fourth of LHS students (26.6%) scored unsatisfactory in 9th grade reading this year, as was similar to last year (25.6%). Both of these percentages were well below Manual's pre-implementation year (42.5%).



The percent of LHS students scoring proficient or advanced in 9th grade reading continued to be well below district and state levels. This year, 43.3% of DPS students scored proficient or advanced in 9th grade reading. This was similar to (albeit slightly less than) last year when 46% scored proficient or advanced in 9th grade reading, and slightly higher than two years ago when 41.7% scored proficient or advanced.

State scores for 9th grade reading were strongly higher than DPS scores, with 69.5% of Colorado students scoring proficient or advanced in 9th grade reading this year, similar to last year's percent (70.2%), and slightly higher than two years ago (67.4%).

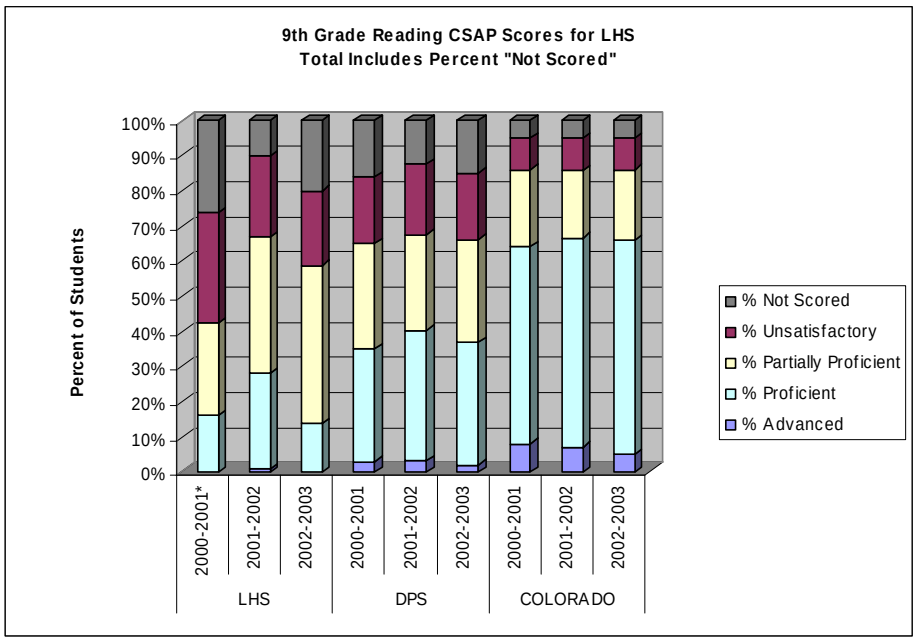
Non-transformed findings revealed similar patterns. See Appendix D for data summary table. When those not scored were included as a separate category in the total population (i.e., non-transformed):

- This year, 14% of LHS students scored proficient or advanced in 9th grade reading, down from 28% last year, and more closely resembling Manual's pre-implementation year, when 16% scored proficient.

- About 45% of LHS students scored partially proficient this year, up from last year (39%), and higher than Manual's pre-implementation year (26%).

- This year, 21% of LHS students scored unsatisfactory in 9th grade reading, similar to 23% last year, and less than the 31% who scored unsatisfactory during Manual's pre-implementation year.

- For the district, 37% of DPS students scored advanced or proficient this year, as compared to 40% last year, and 35% two years ago.

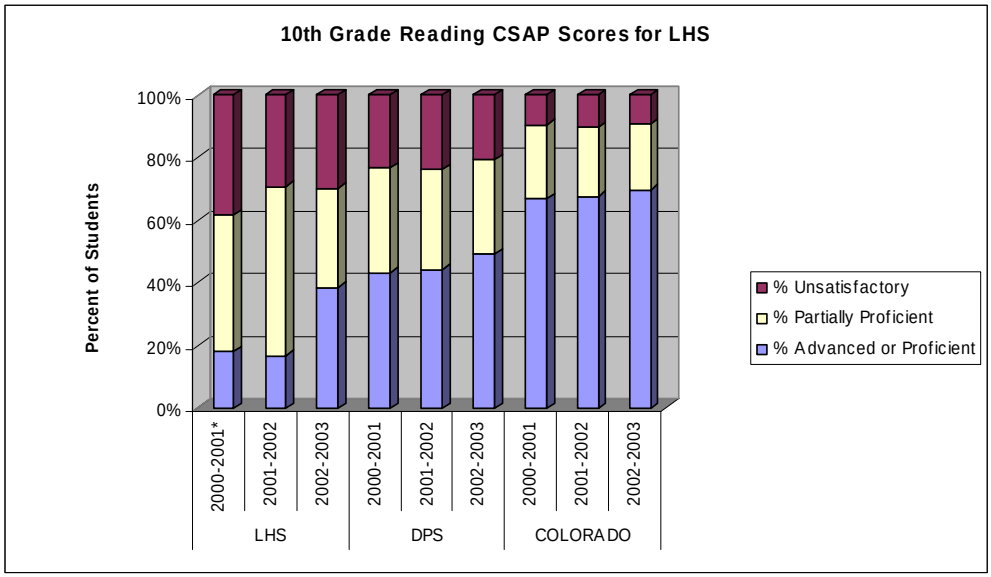


10th Grade Reading. For 10th grade reading, 44% of Manual's students were not scored during Manual's pre-implementation year; at LHS, this dropped to 11% last year, and to 6.6% this year. (See Appendix D.) Of the students who were scored (i.e., assuming those "not scored" were randomly distributed):

- Approximately 38.6% of LHS students scored advanced or proficient in 10th grade reading this year, sharply improved from the 16.9% scoring advanced or proficient last year, and from Manual's pre-implementation year, when 18.2% scored proficient or advanced. This was one of LHS's strongest improvements in any area this year.

- Conversely, approximately 31.6% of LHS students scored partially proficient in 10th grade reading this year, down sharply from 53.9% last year, and down from Manual's pre-implementation year (43.6%).

- Almost 30% of LHS students scored unsatisfactory in 10th grade reading this year, which was on par with last year (29.2%), and less than Manual's pre-implementation year (38.2%).



Although the percent of LHS students scoring proficient or advanced in 10th grade reading was still below district percentages this year, the sharp gains for LHS this year served to narrow the gap between LHS and the district. About half of DPS students (49.3%) scored proficient or advanced in 10th grade reading this year, as compared to 44.3% last year, and 43.2% the previous year.

The percent of LHS students scoring proficient or advanced in 10th grade reading continued to be well below state percentages. Almost 70% (69.8%) of Colorado students scored proficient or advanced in 10th grade reading this year, as compared to 67.7% last year, and 67% two years ago.

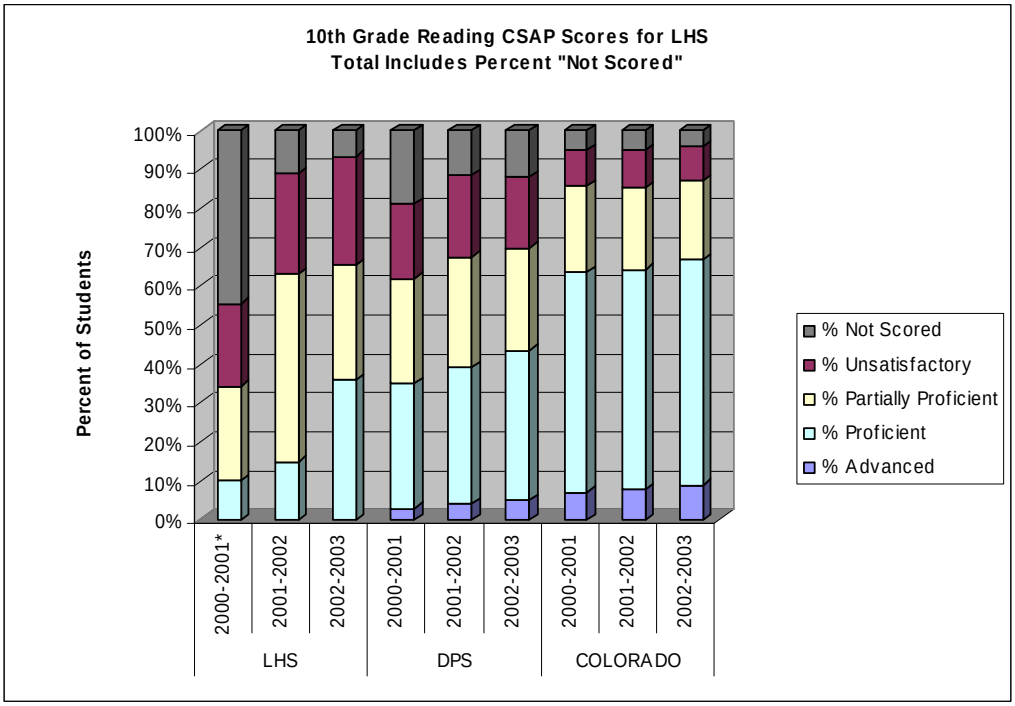
Non-transformed findings revealed similar patterns. See Appendix D for data summary table. When those not scored were included as a separate category in the total population (i.e., non-transformed):

- This year, 36% of LHS students scored proficient, up from 15% last year and 10% during Manual's pre-implementation year.

- Another 30% of LHS students scored partially proficient this year, down from 48% last year, although still higher than Manual's pre-implementation year (24%).

- Approximately 28% of LHS students scored unsatisfactory in 10th grade reading this year, as compared to 26% last year, and 21% during Manual's pre-implementation year.

- For the district, this year, 43% of DPS students scored advanced or proficient, as compared to 39% last year, and 35% two years ago.

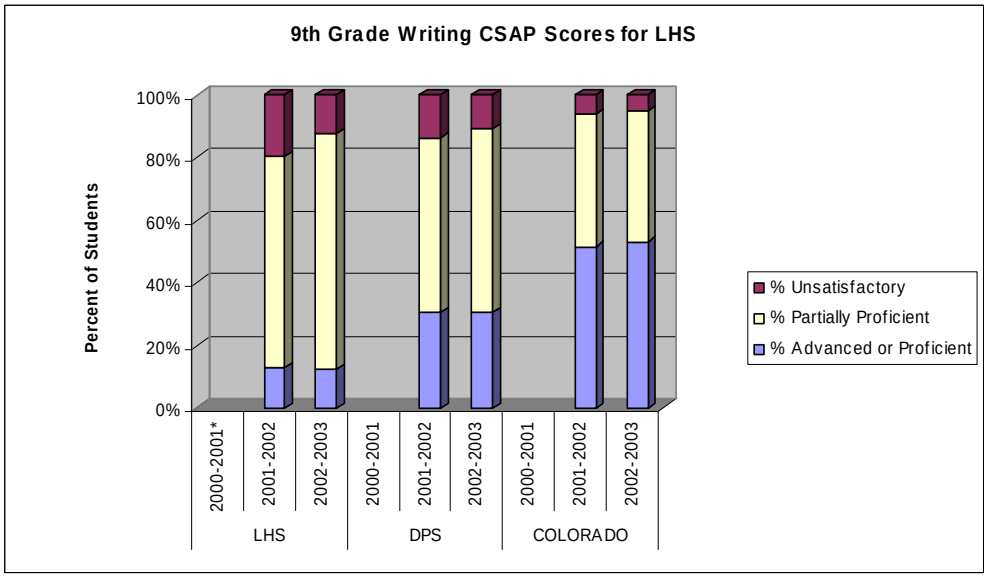


9th Grade Writing. Ninth grade writing scores appeared to improve slightly since last year. Of the students who were scored (i.e., assuming those "not scored" were randomly distributed):

- Approximately 12.5% of LHS students scored proficient or advanced in 9th grade writing this year, like last year (13%). No 9th grade writing data were available prior to last year.

- Three-fourths of LHS students (75%) scored partially proficient in 9th grade writing this year, up from 67.4% last year.

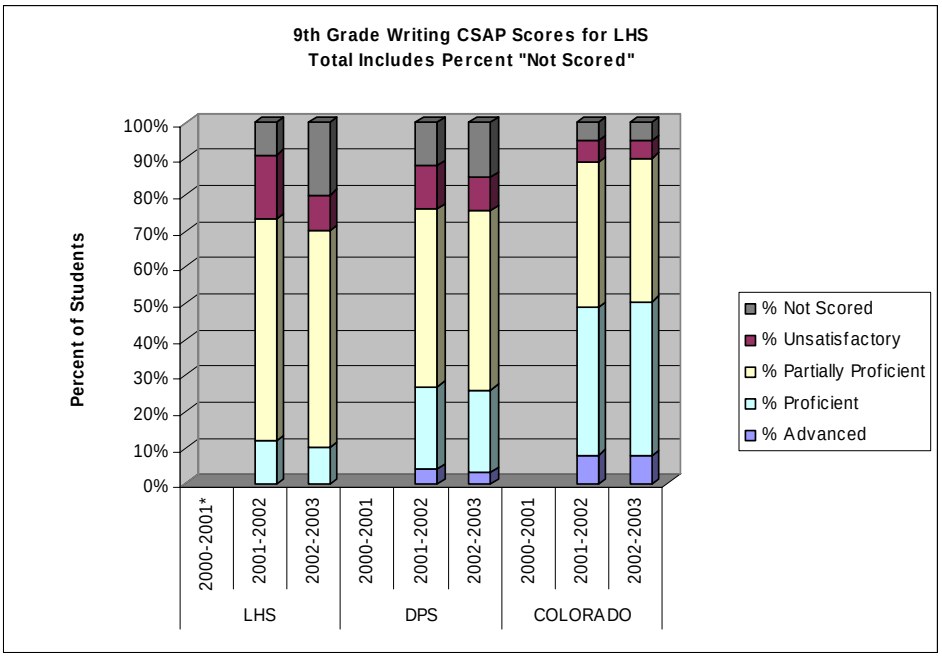
- Another 12.5% of LHS students scored unsatisfactory in 9th grade writing this year, down from last year (19.6%).



The percent of LHS students scoring proficient or advanced in 9th grade writing was well below the district and state percentages again this year. Both this year and last year, 30.7% of DPS students and over half of Colorado students (53.1% this year; 51.6% last year) scored proficient or advanced in 9th grade writing.

Non-transformed findings revealed similar patterns. See Appendix D for data summary table. When those not scored were included as a separate category in the total population (i.e., non-transformed):

- This year 10% of LHS students scored proficient, similar to 12% last year.
- About 60% of LHS students scored partially proficient this year, like last year (62%).
- This year, 10% of LHS students scored unsatisfactory in 9th grade writing, down from18%.
- For the district, over one-fourth of DPS students scored advanced or proficient both this year (26%) and last year (27%).

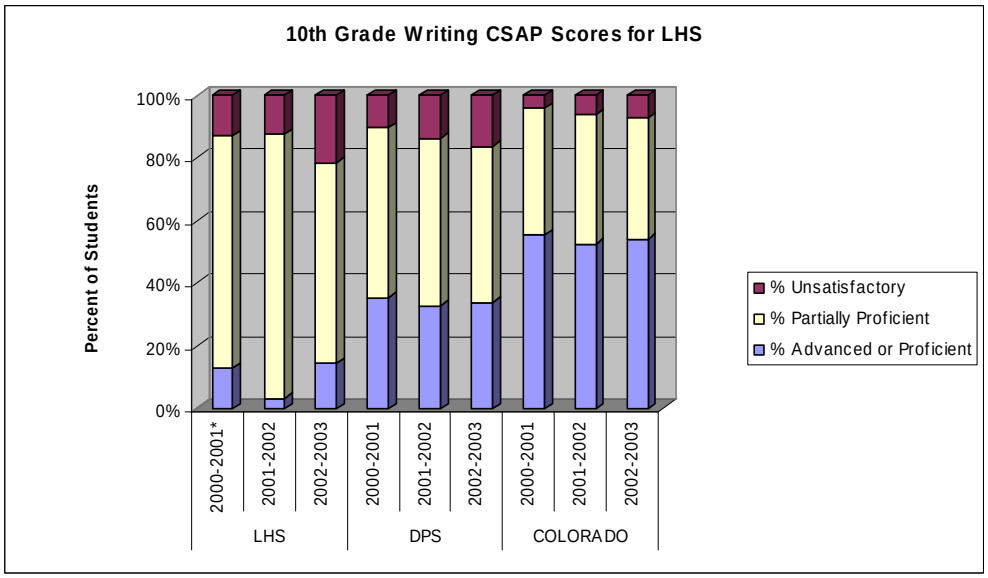


10th Grade Writing. For 10th grade writing, almost one-half of Manual's students (46%) were not scored during Manual's pre-implementation year; at LHS, this dropped to 11% last year, and to 8.2% this year. (See Appendix D.) Of the students who were scored (i.e., assuming those "not scored" were randomly distributed):

- Approximately 14.3% of LHS students scored advanced or proficient in 10th grade writing this year, up from only 3.4% last year, and similar to the 13% during Manual's pre-implementation year.

- Many (64.3%) of LHS students scored partially proficient in 10th grade writing this year, although this was down sharply from 84.3% last year, and down from Manual's pre-implementation year (74.1%).

- Approximately 21% of LHS students scored unsatisfactory in 10th grade writing this year, up from last year (12.4%) and up from Manual's pre-implementation year (13%).



The percent of LHS students scoring proficient or advanced in 10th grade writing continued to be well below the district and state percentages. The percent of DPS students scoring proficient or advanced in 10th grade writing was 34% this year, similar to last year (33%) and the previous year (35.4%). The percent of Colorado students scoring proficient or advanced in 10th grade writing was 54.2% this year, up slightly from last year (52.6%) and similar to two years ago (55.4%).

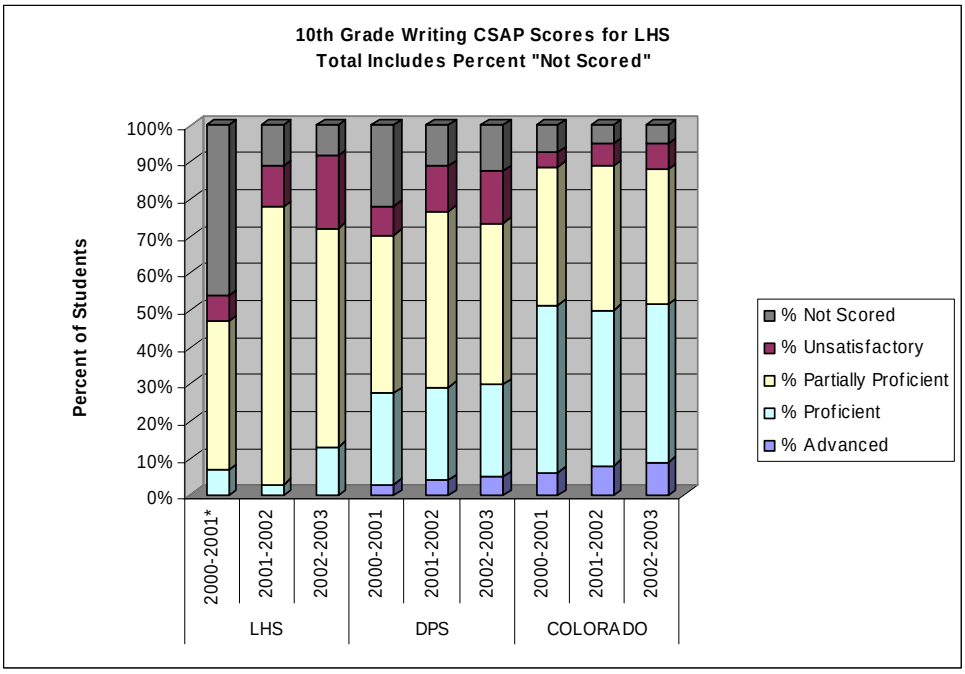
Non-transformed findings revealed similar patterns. See Appendix D for data summary table. When those not scored were included as a separate category in the total population (i.e., non-transformed):

- This year, 13% of LHS students scored proficient, up from 3% last year, and 7% during Manual's pre-implementation year.

- About 59% of LHS students scored partially proficient this year, down from 75% last year, and up from 40% during Manual's pre-implementation year (6%).

- This year, 20% of LHS students scored unsatisfactory in 10th grade writing, higher than last year (11%) and Manual's pre-implementation year (7%).

- For the district, this year 30% of DPS students scored advanced or proficient, similar to 29% last year, and 28% two years ago.



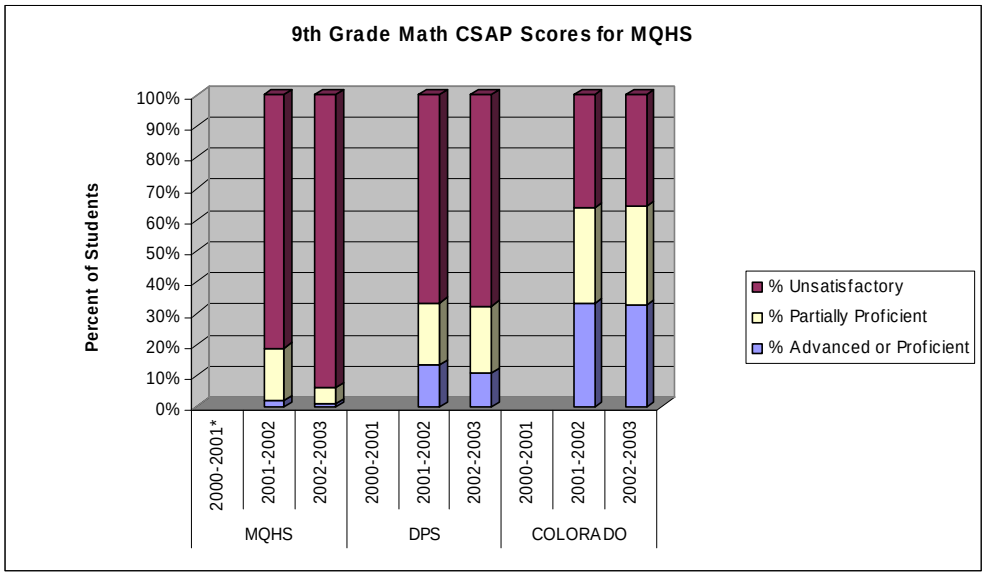
Millennium Quest High School's
Colorado Student Assessment Program (CSAP) Results

9th Grade Math. Math appeared to be a strong concern for MQHS's 9th graders this year. Of the students who were scored (i.e., assuming those "not scored" were randomly distributed):

- Only 1% of MQHS's students scored proficient or advanced in 9th grade math this year, as was similar to last year (2.1%). No 9th grade math data were available prior to last year.

- Only 5.2% of MQHS's students scored partially proficient in 9th grade math this year, down from 16.8% last year.

- Most MQHS students (93.8%) scored unsatisfactory in 9th grade math this year, up from last year (81.1%).



The percent of MQHS students scoring proficient or advanced in 9th grade math fell well below the district and state scores. About 10.7% of DPS students scored proficient or advanced, down slightly from 13.3% for DPS last year.

The state percentages were considerably higher than DPS percentages, with 32.6% of Colorado students scoring proficient or advanced, similar to last year's percent (33%).

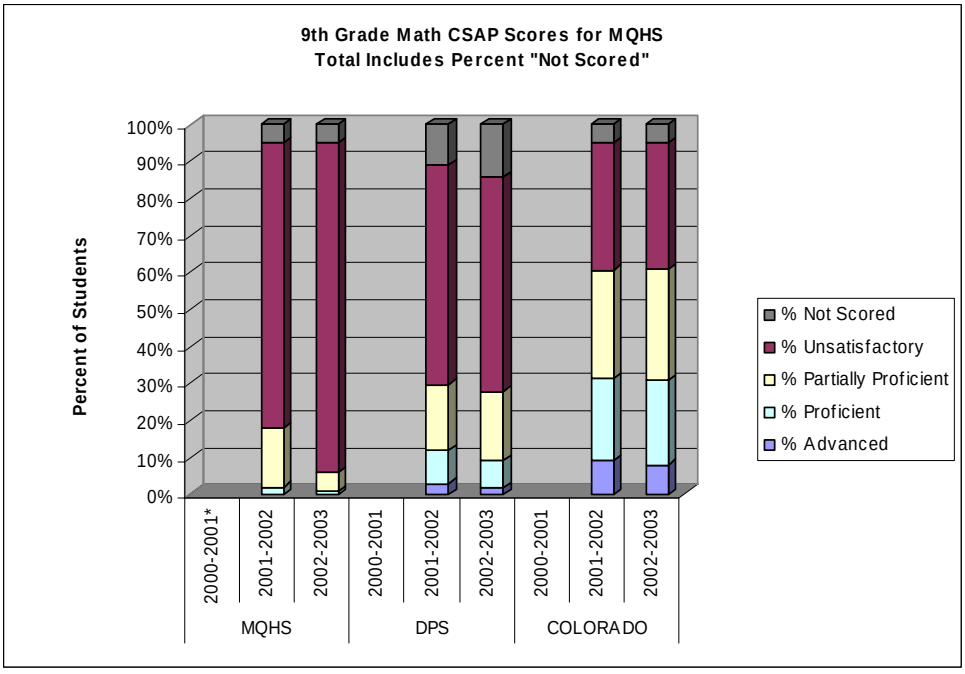
Non-transformed findings revealed similar patterns. See Appendix D for data summary table. When those not scored were included as a separate category in the total population (i.e., non-transformed):

- Only 1% of MQHS students scored advanced or proficient this year, as was similar to last year (2%).

- Only 5% of MQHS students scored partially proficient this year, down from last year (16%).

- This year, 89% of MQHS students scored unsatisfactory in 9th grade math, up from 77% last year.

- For the district, 9% of DPS students scored advanced or proficient this year, as compared to 12% of DPS students last year.

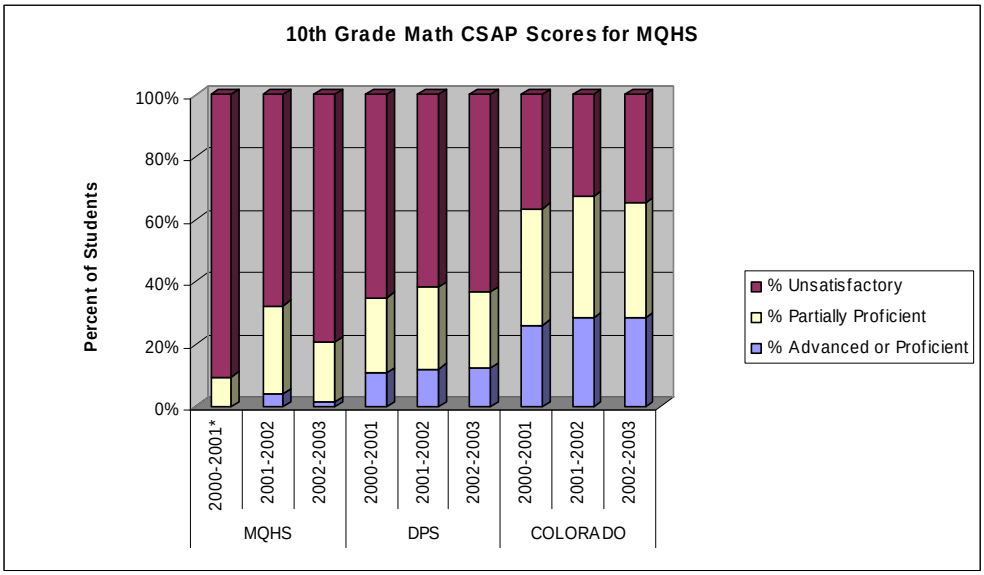


10th Grade Math. Overall, MQHS's 10th grade math scores continued to be a concern. It should be noted that in Manual's baseline year prior to implementation, 37% of Manual's students were not scored; at MQHS, this improved to 5% last year, and to just 1.4% this year. (See Appendix D.) Of the students who were scored (i.e., assuming those "not scored" were randomly distributed):

- Only 1.4% of MQHS students scored proficient or advanced in 10th grade math this year. Although this was down from 4.2% last year, this was still higher than during Manual's pre-implementation year, when none (0%) scored proficient or advanced.

- Almost 20% of MQHS students (19.2%) scored partially proficient in 10th grade math this year, down from 28.1% last year, although higher than Manual's pre-implementation year (9.5%).

- Most MQHS students (79.5%) scored unsatisfactory in 10th grade math this year, up from last year (67.7%), although less than Manual's pre-implementation year (90.5%).



The percent of MQHS students scoring proficient or advanced continued to be lower than the district and the state. This year, 12.4% of DPS students scored proficient or advanced in 10th grade math, like last year (12.1%), and slightly higher than two years ago (10.8%).

The state scores for 10th grade math were strongly higher, although they appeared to follow a similar pattern as DPS students. Approximately 28.4% of Colorado students scored proficient or advanced both this year and last year, which was marginally higher than the 26.1% two years ago.

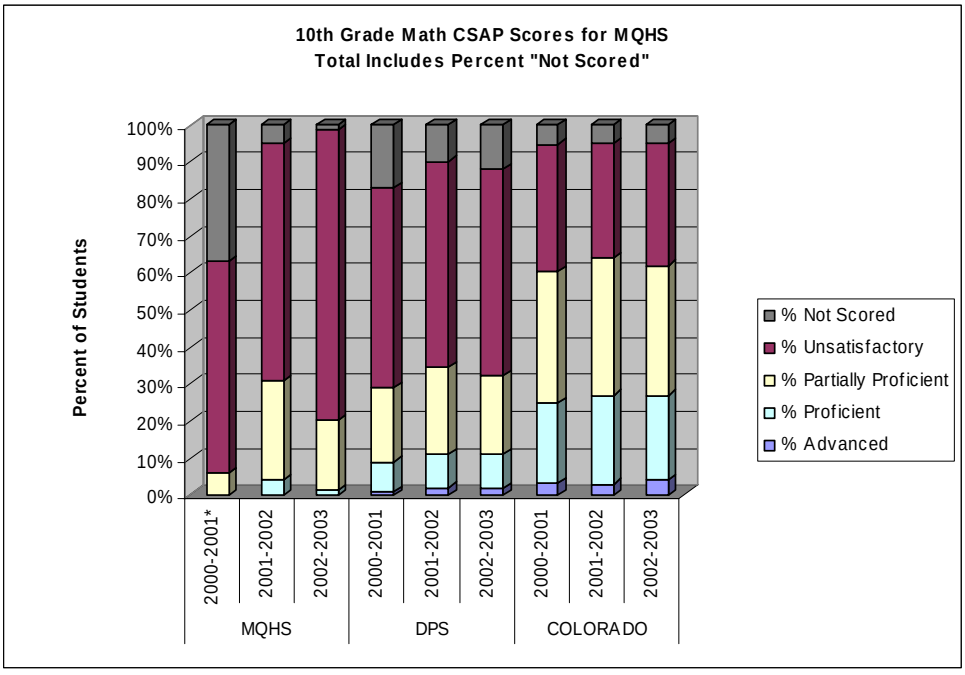
Non-transformed findings revealed similar patterns. See Appendix D for data summary table. When those not scored were included as a separate category in the total population (i.e., non-transformed):

- Only 1% of MQHS students scored advanced or proficient this year, down from 4% last year, although none scored advanced or proficient during Manual's pre-implementation year.

- About 19% of MQHS students scored partially proficient this year, down from last year (27%), although higher than Manual's pre-implementation year (6%).

- This year, 78% of MQHS students scored unsatisfactory in 10th grade math, up from 65% last year, and 57% during Manual's pre-implementation year.

- For the district, both this year and last year, 11% of DPS students scored advanced or proficient, as compared to 9% two years ago.

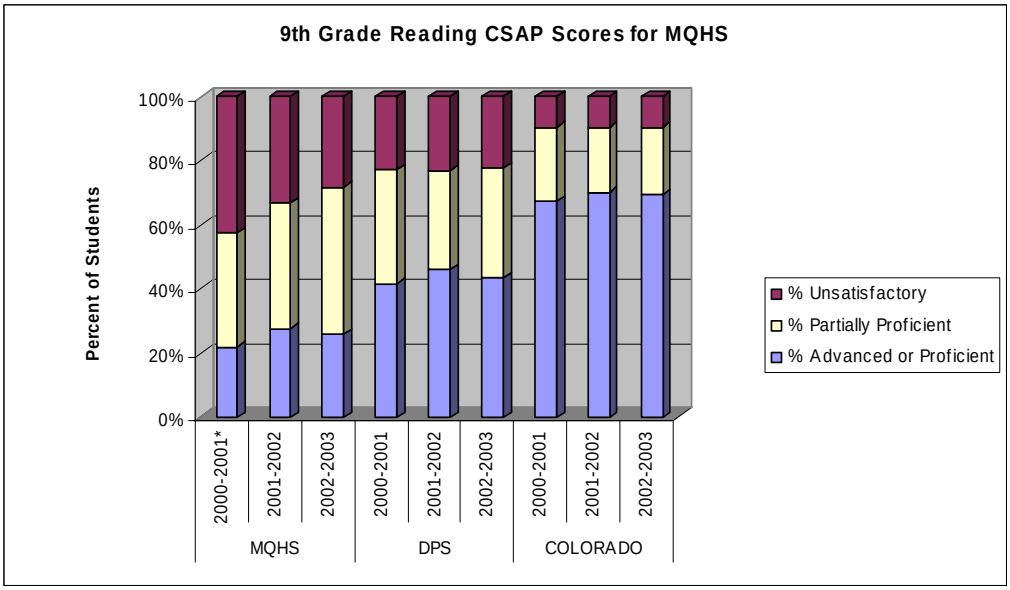


9th Grade Reading. Of the students who were scored (i.e., assuming those "not scored" were randomly distributed):

- More than one-fourth of MQHS students (26%) scored advanced or proficient in 9th grade reading this year, on par with the 27.7% scoring advanced or proficient last year, and higher than Manual's pre-implementation year, when 21.9% scored proficient or advanced.

- Approximately 45.8% of MQHS students scored partially proficient in 9th grade reading this year, up from 39.4% last year, and higher than the 35.6% during Manual's pre-implementation year.

- Approximately 28% of MQHS students scored unsatisfactory in 9th grade reading this year, down from 33% last year and from 42.5% during Manual's pre-implementation year.



The percent of MQHS students scoring proficient or advanced in 9th grade reading continued to be well below district and state levels. This year, 43.3% of DPS students scored proficient or advanced in 9th grade reading. This was similar to (albeit slightly less than) last year when 46% scored proficient or advanced in 9th grade reading, and slightly higher than two years ago when 41.7% scored proficient or advanced.

State scores for 9th grade reading were strongly higher than DPS scores, with 69.5% of Colorado students scoring proficient or advanced in 9th grade reading this year, similar to last year's percent (70.2%), and slightly higher than two years ago (67.4%).

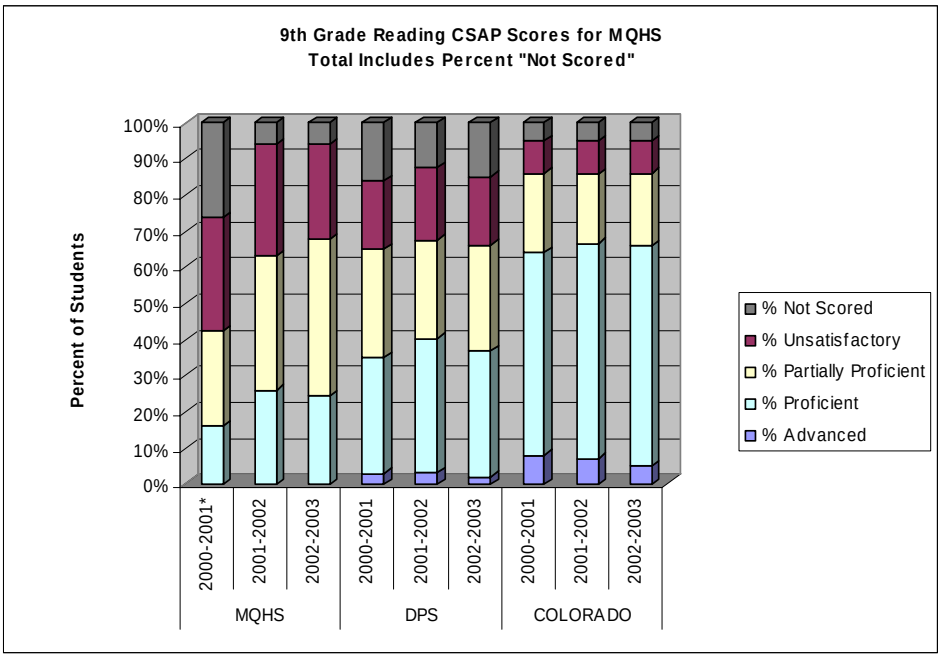
Non-transformed findings revealed similar patterns. See Appendix D for data summary table. When those not scored were included as a separate category in the total population (i.e., non-transformed):

- One-fourth (25%) of MQHS students scored proficient this year, like last year (26%). Both were higher than during Manual's pre-implementation year (16%).

- About 43% of MQHS students scored partially proficient this year, slightly higher than last year (37%), and higher than Manual's pre-implementation year (26%).

- Another 26% of MQHS students scored unsatisfactory in 9th grade reading, down slightly from 31% last year and during Manual's pre-implementation year (31%).

- For the district, 37% of DPS students scored advanced or proficient this year, as compared to 40% last year, and 35% two years ago.

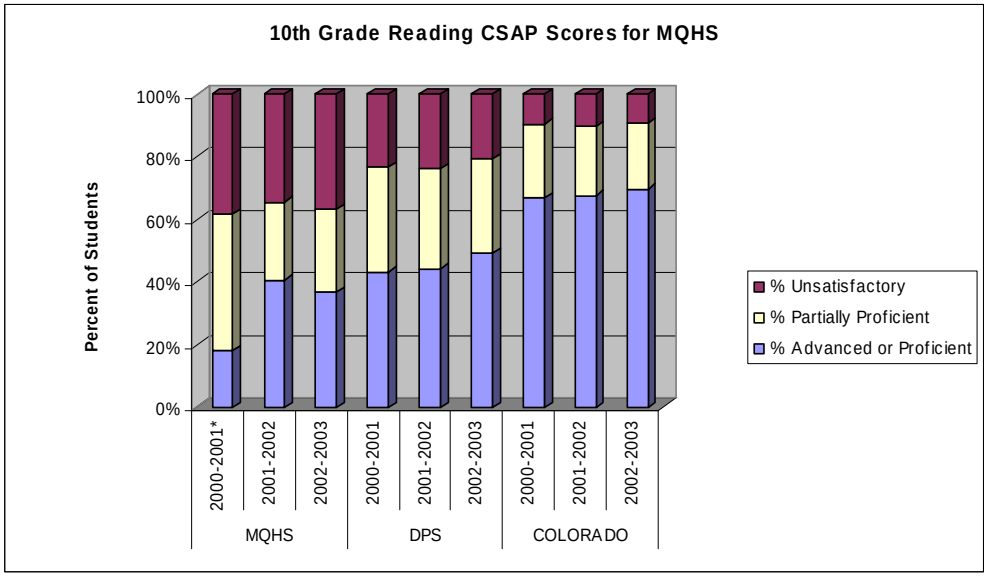


10th Grade Reading. For 10th grade reading, 44% of Manual's students were not scored during Manual's pre-implementation year; at MQHS, this dropped to 5% last year, and to 4.1% this year. (See Appendix D.) Of the students who were scored (i.e., assuming those "not scored" were randomly distributed):

- More than 36% of MQHS students scored advanced or proficient in 10th grade reading this year, down slightly from the 40.6% scoring advanced or proficient last year, although strongly higher than Manual's pre-implementation year, when 18.2% scored proficient or advanced.

- Conversely, approximately 26.8% of MQHS students scored partially proficient in 10th grade reading this year, similar to the 25% last year, although down sharply from Manual's pre-implementation year (43.6%).

- Approximately 36.6% of MQHS students scored unsatisfactory in 10th grade reading this year, marginally higher than last year (34.4%), although marginally less than Manual's pre-implementation year (38.2%).



Two years ago, the percent of Manual students scoring proficient or advanced in 10th grade reading was well below the percent of DPS students scoring proficient or advanced. Given MQHS's strong improvement last year, the gap between MQHS and DPS was narrowed to four percentage points.

This year, the gap between the percent of MQHS students scoring proficient or advanced and that of DPS students was 13.3 percentage points, although it was considerably less than the 25 percentage point gap two years ago at Manual. About half of DPS students (49.3%) scored proficient or advanced in 10th grade reading this year, as compared to 44.3% last year, and 43.2% the previous year.

The percent of MQHS students scoring proficient or advanced in 10th grade reading continued to be well below state percentages. Almost 70% (69.8%) of Colorado students scored proficient or advanced in 10th grade reading this year, as compared to 67.7% last year, and 67% two years ago.

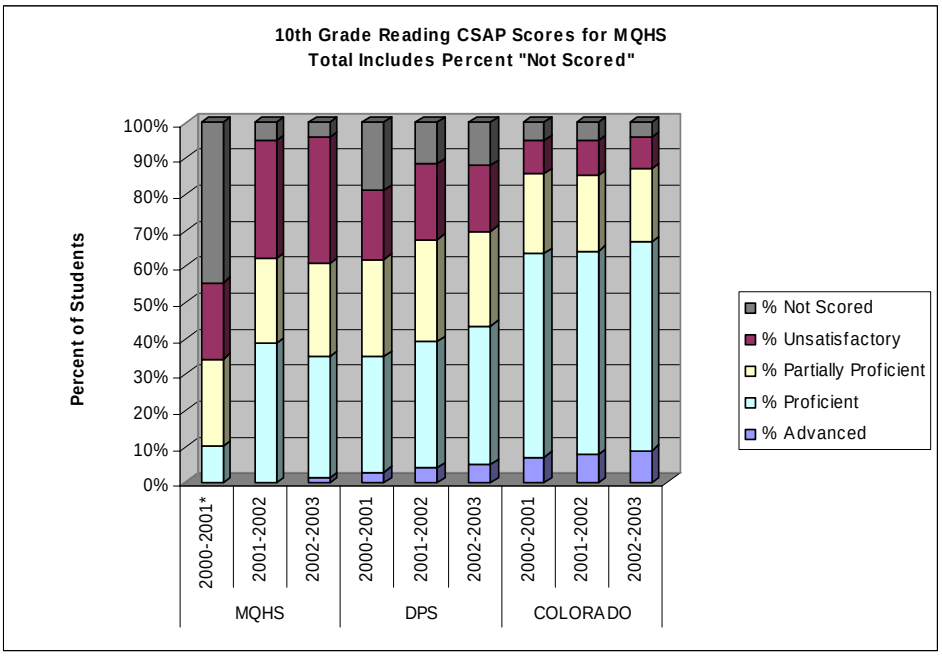
Non-transformed findings revealed similar patterns. See Appendix D for data summary table. When those not scored were included as a separate category in the total population (i.e., non-transformed):

- This year, 35% of MQHS students scored advanced or proficient, down slightly from 39% last year, although only 10% scored advanced or proficient during Manual's pre-implementation year.

- About 26% of MQHS students scored partially proficient this year, as was similar to last year (24%) and during Manual's pre-implementation year (24%).

- Another 35% of MQHS students scored unsatisfactory in 10th grade reading, as compared to 33% last year, up from 21% during Manual's pre-implementation year.

- For the district, this year, 43% of DPS students scored advanced or proficient, as compared to 39% last year, and 35% two years ago. Last year, for 10th grade reading, MQHS was on par with the district.

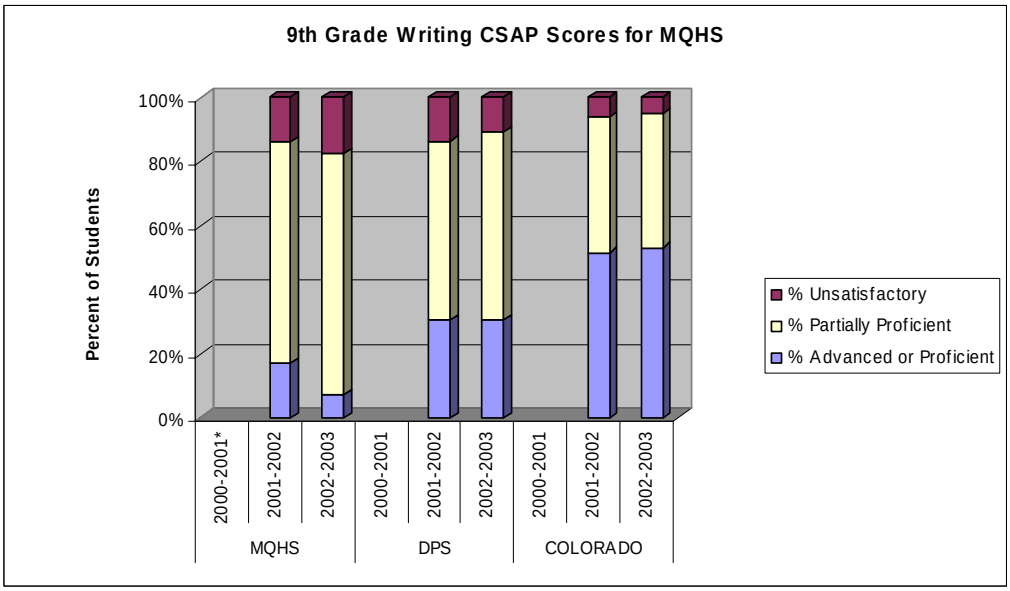


9th Grade Writing. Of the students who were scored (i.e., assuming those "not scored" were randomly distributed):

- Approximately 7% of MQHS students scored proficient or advanced in 9th grade writing this year, down from 17% last year. No 9th grade writing data were available prior to last year.

- Approximately three-fourths of MQHS students (75.3%) scored partially proficient in 9th grade writing this year, up from 69.1% last year.

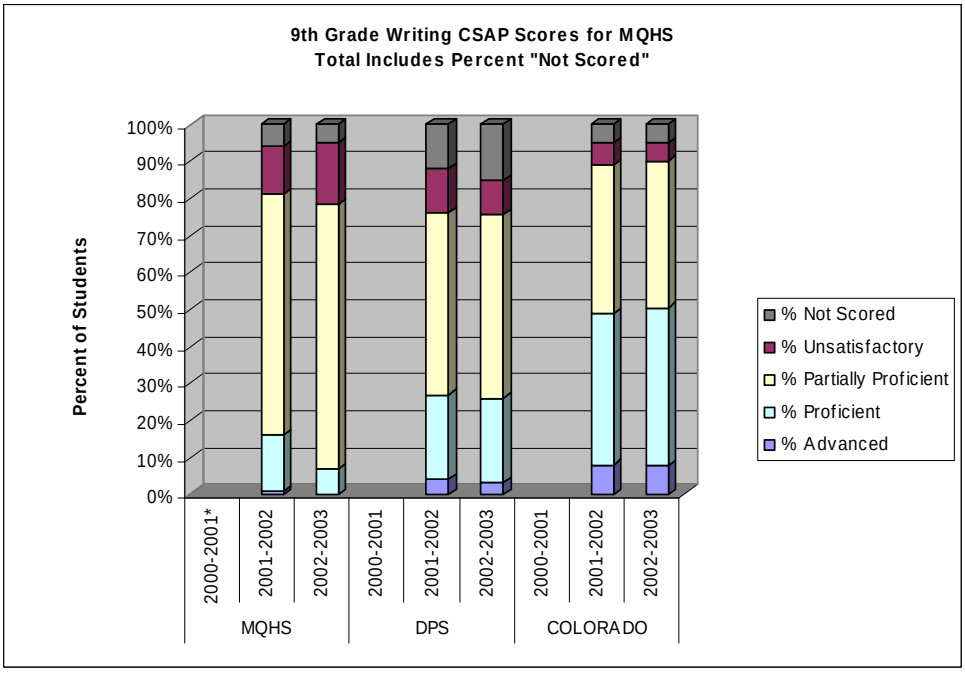
- Less than 20% of MQHS students (17.5%) scored unsatisfactory in 9th grade writing this year, up from last year (13.8%).



The percent of MQHS students scoring proficient or advanced in 9th grade writing dropped well below the district and state percentages. This year and last year, 30.7% of DPS students and over half of Colorado students (53.1% this year; 51.6% last year) scored proficient or advanced in 9th grade writing.

Non-transformed findings revealed similar patterns. See Appendix D for data summary table. When those not scored were included as a separate category in the total population (i.e., non-transformed):

- About 7% of MQHS students scored advanced or proficient this year, down from 16% last year.
- Many of MQHS's 9th grade students (72%) scored partially proficient in writing this year, up from last year (65%).
- This year, 17% of MQHS students scored unsatisfactory in 9th grade writing, as compared to the 13% last year.
- For the district, over one-fourth of DPS students scored advanced or proficient both this year (26%) and last year (27%).

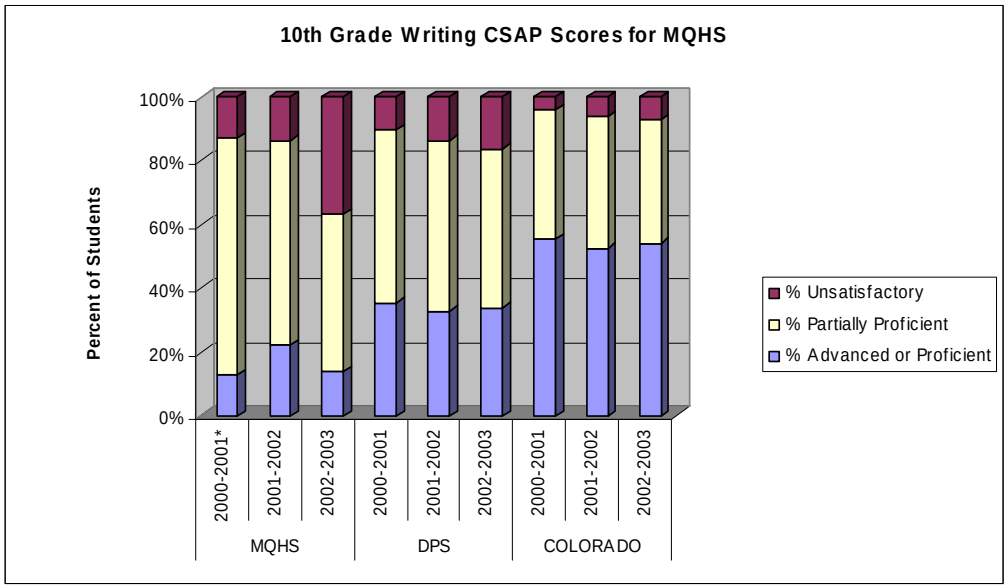


10th Grade Writing. For 10th grade writing, almost one-half of Manual's students (46%) were not scored during Manual's pre-implementation year; at MQHS, this dropped to 6% last year, and to 4.1% this year. (See Appendix D.) Of the students who were scored (i.e., assuming those "not scored" were randomly distributed):

- Approximately 14% of MQHS students scored advanced or proficient in 10th grade writing this year, down from the 22.1% scoring advanced or proficient last year, and matching the 13% during Manual's pre-implementation year.

- Almost one-half (49.3%) of MQHS students scored partially proficient in 10th grade writing this year, down from 64.2% last year, and down from Manual's pre-implementation year (74.1%).

- The percent of MQHS students scoring unsatisfactory in 10th grade writing was 36.6% this year, which was sharply higher than last year (13.7%) or Manual's pre-implementation year (13%).



The percent of MQHS students scoring proficient or advanced in 10th grade writing continued to be well below the district and state percentages. The percent of DPS students scoring proficient or advanced in 10th grade writing was 34% this year, similar to last year (33%) and the previous year (35.4%). The percent of Colorado students scoring proficient or advanced in 10th grade writing was 54.2% this year, as compared to 52.6% last year and 55.4% two years ago.

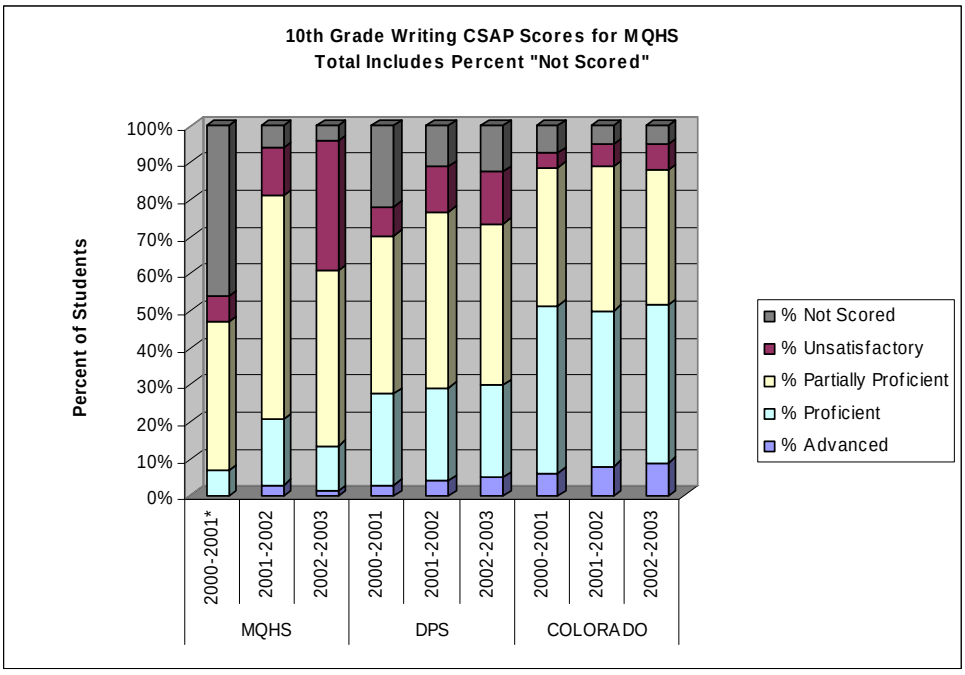
Non-transformed findings revealed similar patterns. See Appendix D for data summary table. When those not scored were included as a separate category in the total population (i.e., non-transformed):

- This year, 13% of MQHS students scored advanced or proficient in 10th grade writing, down from 21% last year, although up from Manual's pre-implementation year, when only 7% scored proficient.

- About 47% of MQHS students scored partially proficient this year, down from last year (61%), and slightly higher than Manual's pre-implementation year (40%).

- This year, 35% of MQHS students scored unsatisfactory in 10th grade writing, up from just 13% last year, and only 7% during Manual's pre-implementation year.

- For the district, this year 30% of DPS students scored advanced or proficient, similar to 29% last year, and 28% two years ago.



Summary of CSAP Results

Arts and Cultural Studies High School

Math was a concern for ACSHS's 9th and 10th graders, and the percent of proficient and advanced scores continued to be lower than the district and state for both years. Only 1% scored proficient or advanced this year in either grade at ACSHS, as compared to only 3% at most last year. In the district, the percent of students scoring proficient or advanced was 9% for 9th grade math this year, and 11% for 10th grade math. Many scored unsatisfactory both this year and last year (73% scored unsatisfactory both this year and last year in 9th grade math; and 68% scored unsatisfactory this year in 10th grade math, although this was down from 81% last year.

ACSHS's reading scores appeared to be stronger than math, although 9th grade reading scores dropped sharply. Approximately 10% of ACSHS's 9th graders scored proficient or advanced this year, representing a strong decline from 25% last year. For 10th grade reading, approximately 14% of all ACSHS students scored advanced or proficient in 10th grade reading this year, marginally down from 17% last year. Transformed 10th grade reading scores, however, indicated that approximately 17.2% of scored ACSHS students achieved advanced or proficient in 10th grade reading this year, matching last year's 17%. For both grades, the percent of students scoring unsatisfactory in reading (36% of all students; 46% of scored students) was up from 33% last year. The percent of proficient and advanced scores at ACSHS continued to be well below the district and state percentages. In the district, for example, the percent of students scoring proficient or advanced in 9th grade reading this year was 37%; in 10th grade reading, it was 43%.

As for writing, no more than 5% scored proficient or advanced in either grade this year, and the percent of proficient and advanced scores continued to be lower than the district and state for both years. For the district, this year, 26% of DPS students scored advanced or proficient in 9th grade writing; 30% scored advanced or proficient in 10th grade writing. Both 9th and 10th grade ACSHS proficient and advanced scores were down from last year by at least eight percentage points. Further, the percent scoring unsatisfactory increased from last year for both grades (from 9% last year to 21% this year for 9th grade writing; from 20% last year to 30% this year for 10th grade writing).

Leadership High School

Math scores continued to be a concern at LHS. No more than 2% scored proficient or advanced this year, in either grade. Last year, only 4% scored proficient or advanced in 9th grade; none did in 10th grade. For 9th grade math, although many (65%) scored unsatisfactory this year, the percent was down from last year (77%), reflecting some improvement. For 10th grade math, most (84%) scored unsatisfactory again this year, and the percent was up from last year (71%). The percent of LHS students scoring proficient or advanced continued to be below district and state percentages. (For the district, 9% scored proficient or advanced this year in 9th grade math; 11% scored proficient or advanced in 10th grade math this year.)

For reading, there appeared to be sharp contrasts between 9th and 10th grades. For 9th grade, the percent scoring proficient or advanced this year (14%) dropped well below last year (28%) and continued to be well below district (37% this year) and state levels. For 10th grade reading, the percent of LHS students scoring proficient or advanced this year (36%) was sharply up compared to last year (15%). Although the percent scoring proficient or advanced in 10th grade reading was still below district percentages this year (43%), the sharp gains for LHS this year served to narrow the gap between LHS and the district. For both 9th and 10th grades, the percent of LHS students scoring unsatisfactory (21% for 9th and 28% for 10th) this year appeared to remain relatively stable from last year (23% for 9th and 26% for 10th).

For writing, this year, the percent scoring proficient or advanced (10% for 9th grade; 13% for 10th grade) was similar to last year for 9th grade writing (12%), and improved from last year for 10th grade writing (3%). Nevertheless, no more than 13% scored proficient or advanced this year in writing for either grade. On the other hand, no more than 20% scored unsatisfactory for either grade. As for unsatisfactory scores, there appeared to be some improvement in the 9th grade, with scores dropping this year (from 18% last year to 10% this year). For the 10th grade, however, the percent scoring unsatisfactory rose, from 11% last year to 20% this year. The percent of LHS students scoring proficient or advanced in writing for both grades continued to be well below the district and state percentages. (DPS proficient or advanced scores ranged from 26% to 30% both years for 9th and 10th grade writing.)

Millennium Quest High School

Math appeared to be a strong concern for MQHS this year. Only 1% scored proficient or advanced in either grade (as compared to 2% last year for 9th grade, and 4% last year for 10th grade). Most scored unsatisfactory again this year, with this year's scores (89% for 9th grade and 78% for 10th grade math) higher than last year's scores (77% for 9th grade and 65% for 10th grade math). The percent of MQHS students scoring proficient or advanced fell well below the district and state scores for both grades. (DPS proficient or advanced scores ranged from 9% to 12% for both grades this year and last year.)

MQHS's reading scores appeared to be considerably strong, as compared to math. One-fourth (25%) of MQHS's 9th grade students scored proficient or advanced this year in reading; another 26% scored unsatisfactory. More than one-third (35%) of the 10th grade students scored proficient or advanced in reading; another 35% scored unsatisfactory. For both grades, the percent of MQHS students scoring proficient or advanced was similar to last year (26% for 9th grade reading; 39% for 10th grade reading), albeit marginally lower this year. The percent scoring unsatisfactory was down slightly this year from last year for the 9th grade (31%), although it was marginally higher for the 10th grade (33%). This year, for both grades, the percent of MQHS students scoring proficient or advanced was well below district and state percentages. (DPS proficient or advanced scores ranged from 37% to 43% for both grades this year and last year.) Last year, however, the percent scoring proficient or advanced in 10th grade reading was on par with the district (39%).

The percent of students scoring proficient or advanced in writing was down from last year for both grades. For 9th grade writing, about 7% of MQHS students scored advanced or proficient this year, down from 16% last year. For 10th grade writing this year, 13% of MQHS students scored advanced or proficient in 10th grade writing, down from 21% last year. Moreover, the percent scoring unsatisfactory was higher this year for both grades, particularly so for the 10th grade, in which 35% scored unsatisfactory, sharply higher than the 13% who scored unsatisfactory last year. Finally, the percent of MQHS students scoring proficient or advanced in writing (for both grades) were well below the district and state percentages. (DPS proficient or advanced scores ranged from 26% to 30% for both grades this year and last year.)

SUMMARY OF FINDINGS

Arts and Cultural Studies High School

Strengths and Areas of Improvement

According to the *SCI*©, ACSHS respondents were most positive about Leadership and Instruction again this year. Respondents were also moderately positive about Involvement, and on the *SWPTQ*©, they were mildly positive about Focus.

Reflecting slight improvement, respondents were neutral about Outcomes this year. A greater percent of respondents agreed that they are given sufficient planning time to implement the program this year. Three instructional strategies were observed more frequently this year than last year: a) use of higher level questioning, b) project-based learning, and c) teacher acting as coach/facilitator. Three student activities were observed more frequently this year: independent seatwork, experiential hands-on learning, and student discussion. This year's academically focused class time was observed to be high on every visit, a strong improvement over last year. Likewise, the level of student attention, interest, and engagement was observed to be high most of the time, whereas last year, it was observed to be high less than half of the time.

The subject area with the highest percent of proficient and advanced students this year was 10th grade reading (14%). The subject area with the lowest percent of unsatisfactory students this year was 9th grade writing (21%). None of the subject areas appeared to improve over last year, although 10th grade reading proficient/advanced scores (17.2% of scored students) appeared to remain stable from last year (17%).

Concerns and Areas of Decline

School climate, especially Order, was low this year. Additionally, like last year, respondents were mildly negative about Capacity/Resources on the *SWPTQ*©, with very few agreeing that materials are readily available. Again this year, professional development appears to be a concern.

Teacher buy-in at the school appears to be positive, although less so than last year. Fewer agreed this year that they have a thorough understanding of the school's

program. Respondents were strongly negative about Pedagogy, down sharply from last year. For example, no one agreed that the school-wide program has changed classroom-learning activities a great deal, down from 38.5% last year.

Ninth grade math was the subject area with the lowest percent of proficient students this year (0%) and the highest percent of unsatisfactory students (73%). Ninth grade reading and ninth grade writing were the two subject areas that showed the largest decline in the percent of proficient students (as well as the largest increase in the percent of students scoring unsatisfactory). (Ninth grade reading proficient or advanced scores dropped to 10% this year, from 25% last year. Ninth grade writing proficient or advanced scores dropped to 3% this year, from 15% last year.)

Leadership High School

Strengths and Areas of Improvement.

The overall school climate at LHS appeared to be strongly positive. The most positive *SCI*© dimension was Leadership, followed by Instruction and Collaboration, all of which were also perceived to be positive. Additionally, Environment was perceived to be positive, a strong increase from last year's perception of the Environment as mildly negative.

On the *SWPTQ*©, respondents appeared to be strongly positive about Support and Focus (up from mildly positive last year). Almost all respondents indicated that the faculty and staff are generally supportive of the program, are committed to school goals, and that they have a thorough understanding of the school's program. (Last year, only about half agreed.) Teachers were moderately positive about Outcomes again this year. This year, over three-fourths of LHS respondents agreed that student achievement has been positively impacted by the school's program; last year, less than half agreed.

Representing LHS's largest mean increase over last year, many respondents agreed that materials are readily available. Almost one-half agreed that they are given sufficient planning time to implement the program; few agreed last year. Many agreed that: a) teacher-student interaction is more positive, b) teachers spend more time collaborating to

develop curriculum and plan instruction, and c) teachers are more involved in decision making than they were prior to implementation.

Similar to last year, academically focused class time was observed to be high two-thirds of the time and moderate the rest of the time. Level of student attention, interest, and engagement was high one-half of the time and moderate the other half of the time. Independent seatwork, sustained reading, and sustained writing were observed more frequently this year than last year.

Tenth grade reading was the subject area with the highest percent of proficient and advanced students (36%) this year, while ninth grade writing was the area with the lowest percent of unsatisfactory students (10%). The strongest improvement by far was in 10th grade reading; there was a 21 percentage point gain in the percent scoring proficient or advanced (from 15% last year to 36% this year), while the percent scoring unsatisfactory (28%) remained similar to (albeit marginally higher) than last year (26%). Tenth grade writing also appeared to improve; however, the 10 percentage point gain in the percent scoring proficient or advanced (from 3% last year to 13% this year) was met with an 8 percentage point increase in the percent scoring unsatisfactory (from 11% last year to 20% this year).

Concerns and Areas of Decline

The lowest rated *SCI*© dimension was Order, which was perceived as mildly negative. Most teachers agreed that student tardiness/absence is a major problem and that student misbehavior interferes with teaching. Only one-half of respondents agreed with these items last year. The next lowest rated *SCI*© dimension was Involvement, although it was still perceived as moderately positive overall. On the *SWPTQ*©, again this year, less than half of the respondents agreed that professional development has been valuable.

Ninth grade math was the subject area with the lowest percent of proficient students this year (1%). Tenth grade math was the subject area with the highest percent of unsatisfactory students (84%), and the largest increase in the percent of unsatisfactory students from last year. Ninth grade reading showed the largest decline in the percent of students scoring proficient or advanced, with a 14.3 percentage point decline (from 28% last year to 14% this year).

Millennium Quest High School

Strengths and Areas of Improvement

Two of MQHS's strengths on the *SCI*© were Leadership and Instruction, both of which appeared to be extremely positive. Positive teacher comments pointed to improved student confidence and motivation to learn, improved teacher-student relationships, as well as continued improvement efforts. Additionally, perceptions of the Environment and Collaboration appeared to be more positive this year. On the *SWPTQ*©, respondents were neutral about Support and Pedagogy this year, up from moderately negative last year.

Likewise, respondents were mildly negative about Outcomes, higher than last year's strongly negative mean. Although respondents were mixed this year as to whether the program has impacted student achievement, improved student enthusiasm for learning, or changed classroom learning activities a great deal, this was still improved over last year, when few agreed and many disagreed with these items. It also appears that teachers' perceptions of their involvement in decision-making have improved. Teacher support for the program was mixed, although more agreed this year than last year.

Tenth grade reading was the subject area with the highest percent of proficient and advanced students (35%) this year, followed by 9th grade reading (25%). Last year, for 10th grade reading, MQHS (39%) was on par with the district (39%), with regard to the percent scoring proficient or advanced. Ninth grade writing was the area with the lowest percent of unsatisfactory students (17%). There were no improvements in the percent scoring proficient or advanced this year; still, this year's proficient or advanced scores for 9th and 10th grade math (1%) and for 9th grade reading (25%) remained similar to (albeit marginally lower than) last year (2% for 9th grade math; 4% for 10th grade math; 26% for 9th grade reading). However, a smaller percent of students scored unsatisfactory this year (26%) than last year in 9th grade reading (31%). For all other subject areas, the percent of students scoring unsatisfactory rose this year.

Concerns and Areas of Decline

Order was the least positive of all the dimension means. Additionally, Capacity/Resources was perceived as extremely negative this year; last year, it was

viewed as strongly negative. Like last year, few agreed that needed materials are readily available and very few agreed that teachers are given sufficient planning time to implement the program. On benchmark ratings, teachers indicated (again this year) that reallocation of resources to support program implementation has either not happened or has been done for some components but not others. Another dimension showing moderate negative change was Involvement. Fewer agreed that information about school activities is communicated to parents consistently.

Both summary items suggested apparent declines from last year's observations. This year, academically focused class time was observed to be *moderate* most of the time, whereas last year, it was observed to be high most of the time. Moreover, this year, the overall level of student attention, interest, and engagement was *low* two-thirds of the time, and moderate the rest of the time. Last year, it was moderate most of the time.

Ninth and tenth grade math were the two subject areas with the lowest percent of proficient students this year (both were 1%). Ninth grade math was the subject area with the highest percent of unsatisfactory students (89%). The largest increase in the percent of unsatisfactory students from last year was in 10th grade writing, with a 22.1 percentage point increase (from 13% last year to 35% this year). The largest decline in the percent of students scoring proficient or advanced was in 9th grade writing, with a 9 percentage point decline (from 16% last year to 7% this year), followed by 10th grade writing, with an 8 percentage point drop (from 21% last year to 13% this year).

CONCLUSIONS AND RECOMMENDATIONS

The design and methodology of this report was oriented around the following research questions:

1. What is the level of school climate at the three schools for the 2002-2003 school-year, and how does it compare to the first year of implementation (2001-2002)?
2. What are the most positive and negative areas this year, as compared to last year?
3. How did the three schools perform this year on the CSAP, relative to district and state scores, and as compared to last year?
4. What is the level of implementation as viewed by teachers, and to what extent have perceptions changed this year, as compared to last year?
5. What are the strengths of the Small Schools Initiative this year, as compared to last year?
6. What are the weaknesses of the Small Schools Initiative this year, as compared to last year?
7. What are recommendations for strengthening the programs in the coming year?

This section will summarize the study's findings as they relate to each of the five research questions.

1. What is the level of school climate at the three schools for the 2002-2003 school-year, and how does it compare to the first year of implementation (2001-2002)?

This year, overall school climate appeared to be neutral at Arts and Cultural Studies High School, strongly positive at Leadership High School, and mildly positive at Millennium Quest High School. At ACSHS, overall perceptions of school climate became more negative, as reflected by a moderate decrease in the mean for overall school climate, which was relatively positive last year. At LHS, school climate perceptions showed strong improvement, as indicated by a strong increase in the school climate mean, which was mildly positive last year. Finally, at MQHS, perceptions of school climate showed marginal increases over the slightly positive levels of the previous year. (See Figure 7.) This was similar to the pattern observed on the *SWPTQ*© as well (See Figure 8.)

Figure 7. Overall School Climate by School Across Years 1 and 2.

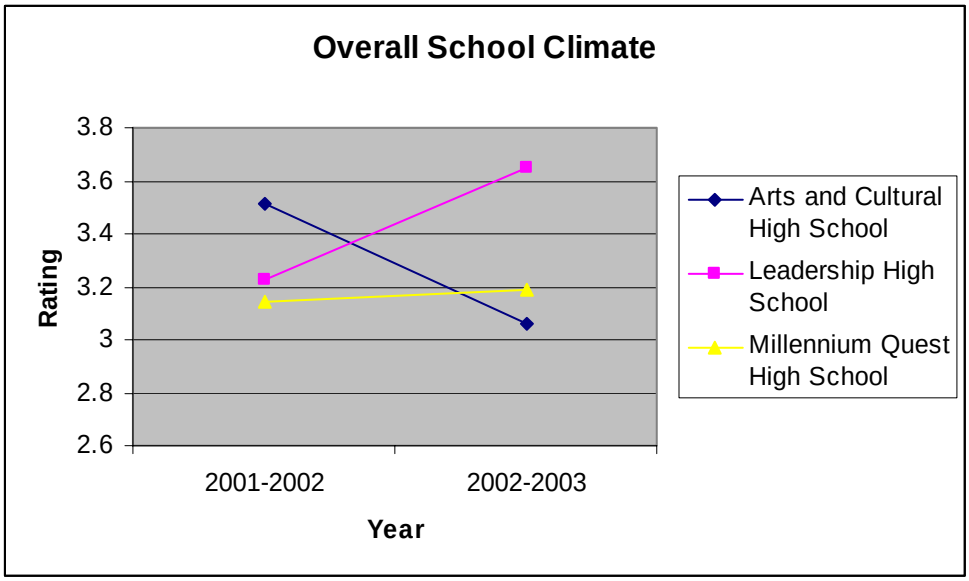
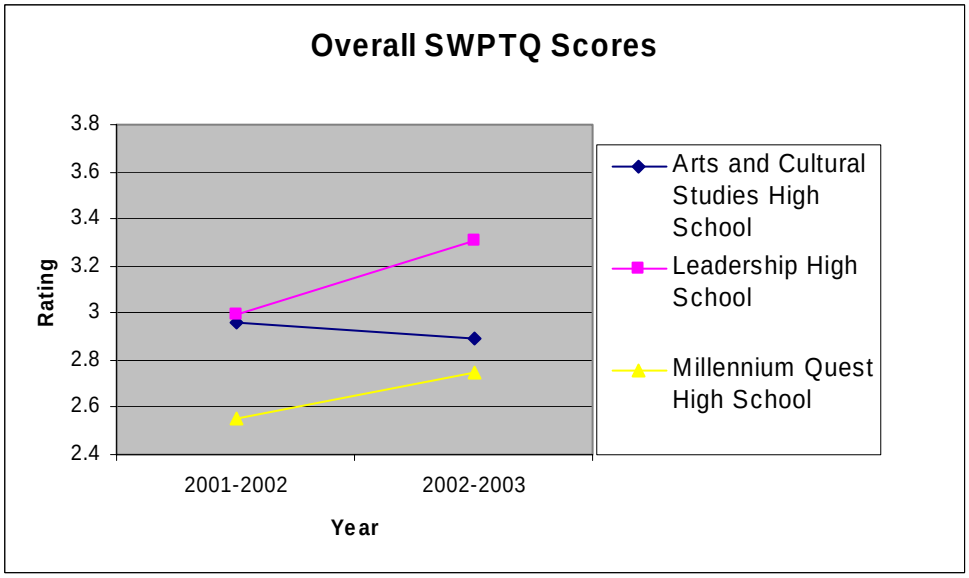


Figure 8. Average Scores on the SWPTQ by School Across Years 1 and 2.



2. What are the most positive and negative areas this year, as compared to last year?

Most positive areas. Like last year, the most positive school climate dimensions at all three schools were Leadership and Instruction, both of which were perceived as strongly positive overall. On the *SWPTQ*©, one positive area at both ACSHS and LHS was Focus (i.e., the extent to which elements of the school educational program are integrated, evaluated, and supported by school stakeholders). Teachers' perceptions of

outcomes also appeared to be an area that has shown improvement at ACSHS and MQHS, and has remained strong at LHS. Other strengths, based on teacher comments, included the "small class size and personalization" again this year, as well as the improved student confidence and motivation to learn, better teacher-student relationships, continued improvement efforts, integrated learning, assistance from community and businesses, and effective outreach, workshops, and career internships.

Other school-specific area strengths included: a) strong improvement in the perception of the Environment at LHS, b) improvement in teachers' perceptions of their involvement in decision-making at both LHS and at MQHS, and c) strong improvement in observed frequency of academically focus class time, which was observed to be high on every visit.

Most negative areas. At all three schools, the most negatively perceived school climate area was Order, with this year's aggregate mean being almost one full point (based on a 5-point scale) below the national norm. For all three schools, Order was also the dimension that showed the steepest decline for any *SCI*© dimension from Year 1 to Year 2. Few agreed that rules are consistently enforced or that student discipline is administered fairly and appropriately. At every school, most agreed that student misbehavior interferes with teaching. Every one of the few open-ended teacher comments expressed concern about being "unable to affect student discipline." According to McQuillan's report as well, "many expressed concerns with student behavior."

Another limitation for ACSHS and MQHS appeared to be teachers' perceptions of Capacity/Resources**.** A further weakness appeared to be parent involvement, according to the *SCI*© and the *SWPTQ*© open-ended comments. Fewer, for example, agreed that information about school activities is communicated to parents consistently. Professional development appears to be a concern at ACSHS and at MQHS again this year. At both schools, no more than 40% agreed that they have received adequate initial and ongoing professional development/training for SWP implementation, down from last year's percentages. Moreover, at all three schools, less than half of the respondents agreed that professional development provided by external trainers has been valuable.

Similarly at ACSHS and at MQHS, this year, less than one-half of the respondents agreed that teachers are generally supportive of the program or that they have a thorough understanding of the program. Further concerns, according to negative comments, included: scheduling problems, lack of appropriate placement of students in art and music classes, lack of communication, and lack of a clearly defined school-wide program. Other school-specific area limitations/declines included Pedagogy at ACSHS and academically focused class time at MQHS .

The following is a summary of the positive and negative areas, as expressed according to perceived strengths and concerns of the three small schools.

Arts and Cultural Studies High School

- *Year 1 Strengths*: Leadership, instruction, community involvement, and overall school focus.
- *Year 2 Strengths*: Leadership, instruction, overall school focus, academically focused class time, level of student engagement
- *Year 1 Concerns*: Teacher understanding of the program, professional development, student outcomes, lack of autonomy, and order/student discipline.
- *Year 2 Concerns*: Teacher understanding and support of the program, professional development, pedagogy, availability of resources/materials, and order/student discipline.

Leadership High School

- *Year 1 Strengths*: Leadership, community involvement, and student-centered learning.
- *Year 2 Strengths*: Leadership, instruction, collaboration, environment, support, focus, teacher buy-in/understanding, planning time, positive impact on student achievement
- *Year 1 Concerns*: Environment, resources, teacher understanding/buy-in, professional development, and self-governance issues.
- *Year 2 Concerns*: Order/student discipline, value of professional development, lack of parent involvement

Millennium Quest High School

- *Year 1 Strengths*: Instruction and leadership.
- *Year 2 Strengths*: Leadership, instruction, collaboration, environment, teachers' involvement in decision-making
- *Year 1 Concerns*: Order/student discipline, resources, student and community outcomes, professional development, and teacher buy-in/understanding.
- *Year 2 Concerns*: Order/student discipline, capacity/resources, professional development, teacher buy-in/understanding, level of student engagement

3. How did the three schools perform this year on the CSAP, relative to district and state scores, and as compared to last year?

Math scores appeared to be a concern at all three schools. This year, no more than 2% scored proficient or advanced this year, in either grade at any of the three schools. Last year, no more than 4% scored proficient or advanced in either grade at any of the schools. The percent of proficient and advanced scores continued to be lower than the district and state for both years at all three schools.

Reading scores appeared to be relatively strong, compared to math. However, the percent of 9th graders scoring proficient or advanced dropped well below last year at ACSHS (10% this year, from 25% last year) and at LHS (14% this year, from 28% last year); at MQHS, scores were marginally lower this year (25% this year, from 26% last year). The percent of 10th graders scoring proficient or advanced in reading was similar to (albeit marginally down from) last year at ACSHS (14% this year, from 17% last year) and at MQHS (35% this year, from 39% last year), and was sharply higher this year at LHS (36% this year, from 15% last year). The percent scoring proficient or advanced was well below district and state percentages for both grades at all three schools this year, although 10th grade gains at LHS narrowed the gap between LHS and the district this year.

As for writing, no more than 13% scored proficient or advanced in either grade this year at any of the three schools. At LHS, the percent of students scoring proficient and advanced (10%) were similar to (albeit marginally lower than) last year (12%) for 9th grade writing, and improved from last year for 10th grade writing (13% this year, from

3% last year). At ACSHS and at MQHS, the percent of students scoring proficient and advanced (no more than 5% this year for either grade at ACSHS; 7% for 9th grade at MQHS; 13% for 10th grade at MQHS) were down from last year in both grades by approximately 8 to 12 percentage points. At all three schools, for both ninth and tenth grades, the percent of proficient and advanced scores continued to be lower than the district and state for both years.

Strengths and improvements. For all three schools, the subject area with the highest percent of proficient and advanced students this year was 10th grade reading, followed by 9th grade reading. Ninth grade writing was the area with the lowest percent of unsatisfactory students at all three schools.

At ACSHS and at MQHS, none of the subject areas appeared to improve over last year. However, at ACSHS, 10th grade reading proficient/advanced scores (of scored students) appeared to remain stable from last year, and at MQHS, 9th and 10th grade math scores and 9th grade reading scores remained similar to (albeit marginally lower than) last year. Additionally, at MQHS, a smaller percent of students scored unsatisfactory this year than last year in 9th grade reading, reflecting a 4.5 percentage point improvement. For all other subject areas at MQHS, the percent of students scoring unsatisfactory rose this year.

At LHS, two areas appeared to improve. The strongest improvement by far was in 10th grade reading; in which there was a 21 percentage point gain in the percent scoring proficient or advanced, while the percent scoring unsatisfactory remained similar to (albeit marginally higher) than last year. Tenth grade writing at LHS also appeared to improve; however, the 10 percentage point gain in the percent scoring proficient or advanced was met with an 8 percentage point increase in the percent scoring unsatisfactory.

Concerns and declines. Ninth grade math was the subject area with the lowest percent of proficient students this year at all three schools (0 - 1%), followed by 10th grade math (1 – 2%). At ACSHS and at MQHS, the highest percent of unsatisfactory students was in 9th grade math (73% at ACSHS this year; 89% at MQHS this year), whereas at LHS, 10th grade math was the subject area with the highest percent of unsatisfactory students (84%). The subject areas showing the largest decline in the percent of proficient or advanced students were: 9th grade reading and 9th grade writing

at ACSHS, 9th grade reading at LHS, and 9th grade writing at MQHS. The subject areas showing the largest increases in the percent scoring unsatisfactory were: 9th grade reading and 9th grade writing at ACSHS, 10th grade reading at LHS, and 10th grade writing at MHS.

4. What is the level of implementation as viewed by teachers, and to what extent have perceptions changed this year, as compared to last year?

At MQHS and at LHS, the perceived level of implementation of research-based instructional strategies appears to have improved. Furthermore, at ACSHS and at LHS, respondents most commonly reported that curriculum redesign has been planned and that implementation has begun, with the rest indicating that curriculum redesign is being implemented in most grades and subject areas.

Last year, one of the strongest concerns stated by the three principals and several teachers was the difficulty experienced in *implementing* the Small Schools Initiative, with specific challenges including lack of recognition and lack of autonomy for the three schools. In last year's report, it was suggested that these issues were unlikely to be a long-term problem, particularly since DPS had already begun treating each school individually in analyzing and reporting test scores. Indeed, based on McQuillan's Year 2 report, it appears as if many of these issues have dissipated to some extent. Examples include improved autonomy over schedules, curricula, and budgets, and implementation of programs appropriate to each school. However, McQuillan also reported that, again this year, "there is a perception by Complex administrators that the district does not fully appreciate the nature of small school reform, thus the district holds the same expectations for small schools as it does for its comprehensive high schools, which have far more administrative staff." Thus there may be residual issues of autonomy.

5. What are the strengths of the Small Schools Initiative this year, as compared to last year?

Last year, the strengths of the Small Schools Initiative were the successful increase in personalization, thereby improving relationships within the school community. "Because of smaller class size," said one principal last year, "there appear to be more powerful staff-student relationships." This year, like last year, the increase in

personalization and/or closer staff-student-principal relationships was one of the more commonly mentioned positive teacher comments about the Small Schools Initiative. Last year as well, teachers noted improved communication with the principal, and clear administrative leadership and support. This year too, leadership appeared to be very strong at all three schools.

McQuillan noted as well, that this year, "across the board, students, teachers, and administrators speak of improved relationships with one another." Indeed, on the SWPTQ, over 80% agreed that people really care about each other at LHS and at MQHS. Further SWPTQ evidence of improved interactions between students and teachers as a result of the Small Schools Initiative was indicated at LHS only, where 69.2% agreed that student-teacher interactions are more positive because of the school-wide program, up from 46.2% last year. At ACSHS and MQHS, however, less than half agreed that student-teacher interactions are more positive because of the school-wide program.

6. What are the weaknesses of the Small Schools Initiative this year, as compared to last year?

Last year, implementation itself was noted as the most difficult challenge of the Small School's Initiative at Manual. Most of the difficulties pertained to physical separation, including having to share the same building and many of the same resources. This year, as well, many of these same issues were still present. One of the few negative comments at MQHS mentioned difficulties in sharing "communications, resources, and facilities" with the other two schools. At LHS, lack of access to resources, including lack of their own computer lab, was listed as one of only two negative comments. At ACSHS as well, respondents were mildly negative again this year about Capacity/Resources, with very few agreeing that materials are readily available. Some teachers, according to McQuillan's paper, reported that the limited resources were often not distributed equally and "turf wars" have resulted.

This issue of resources may be of particular concern given DPS's financial troubles, which have recently resulted in extreme budget cuts. According to McQuillan, DPS required that Manual "reduce its staff considerably, in the area of 30 percent in some cases." These cuts may force even more resources to be shared. On the other hand, as

was posited last year, sharing resources, offerings, and curriculum ideas, may ultimately prove advantageous toward fostering inter-school collaboration.

This year, lack of understanding and lack of buy-in were again concerns at ACSHS and at MQHS, based on SWPTQ findings. At LHS, however, almost all teachers agreed that teachers are generally supportive of the program, that the faculty and staff are committed to school goals and that they have a thorough understanding of the school's program.

7. What are recommendations for strengthening the programs in the coming year?

The following recommendations are made in the interest and effort of continuing to move the three schools forward toward increasing levels of success. As the schools move into their third year of implementation, several important challenges may be faced. Overall challenges appear to be: (a) weathering the effects of DPS budget cuts, including staff reductions, (b) easing tensions pertaining to sharing of resources, (c) developing a stronger emphasis on order and student discipline, and (d) improving faculty and staff understanding of and commitment to the school-wide program.

At the same time, the schools should capitalize on the strengths that each has fostered, including: (a) continuing to increase personalization and improved relationships within the school community, (b) continuing strong leadership and instruction, (c) nurturing efforts to improve outcomes, and (d) maintaining the strong overall focus.

Finally, many of this year's findings appear to have differed widely depending on the school. See Figures 7 and 8. Without context such as interviews and focus groups, it is difficult to identify factors that may be associated with individual school differences. However, determining potential variables that may be causally linked to these differences (e.g., the percent of ESL students at ACSHS, relative to LHS and MQHS, with regard to CSAP scores) would likely be of interest to the schools and the stakeholders. The three schools might indeed, as McQuillan suggested, be conceptualized as an interactive system, with perceptions and performance at one school being influenced by that of the other two. Further examination of potential casual factors is strongly recommended.

Thus, the upcoming third year is critical to the success of Manual's Small School's Initiative. Based on the most common key needs of the schools, the following suggestions may assist in these areas.

- Schools should continue to use FEPSI and other data to monitor progress in achieving implementation and outcome goals.
- Schools need to use the benchmarking process regularly to ensure that all teachers understand how the program components are designed to work together to accomplish school reform.
- Continue to develop and clarify school identities, in order to reflect the goals of each school. Develop and implement processes to increase teacher buy-in to school identities and the Small High Schools initiative in general.
- Develop a future plan with specific, measurable goals for school improvement. Include observable indicators as evidence of goal attainment. Review what worked and what did not. Decide what to improve and what may need to be refined. Continue to evaluate progress and set new goals.
- Continuing financial and personnel resources may be of concern. Identify which aspects of the Small Schools Initiative have had the biggest impact or will in the future, and investigate additional sources of funding to continue implementation in these areas or to address new areas of need.
- Schools need to meet with key stakeholders (including representatives from the Small High Schools initiative) to determine needs and preferences, and identify structures, for sharing resources. Identify the extent to which and where the three schools can mutually benefit from appropriate and/or recommended pooling of resources.
- Continue efforts to improve student behavior, motivation, and involvement. Encourage consistent enforcement of rules for student behavior and appropriate discipline. Elicit the assistance of the students, parents, and faculty and staff to brainstorm innovative ways to involve students.
- Continue to build parental involvement and community support by increasing communication about the school's program and school activities, eliciting feedback, and by facilitating a home and school support network.

- Make professional development more meaningful. Consider developing a formal orientation/training program to inform new staff and reinforce the knowledge of existing staff of the program goals, principles, objectives, and components.
- Celebrate the many successes accomplished by the three schools and community to date. Strategies that have produced strong positive climate indicators need to be maintained and possibly strengthened in order to ensure a supportive and nurturing organizational structure for teaching and learning.

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APPENDIX A:

School Climate Inventory©

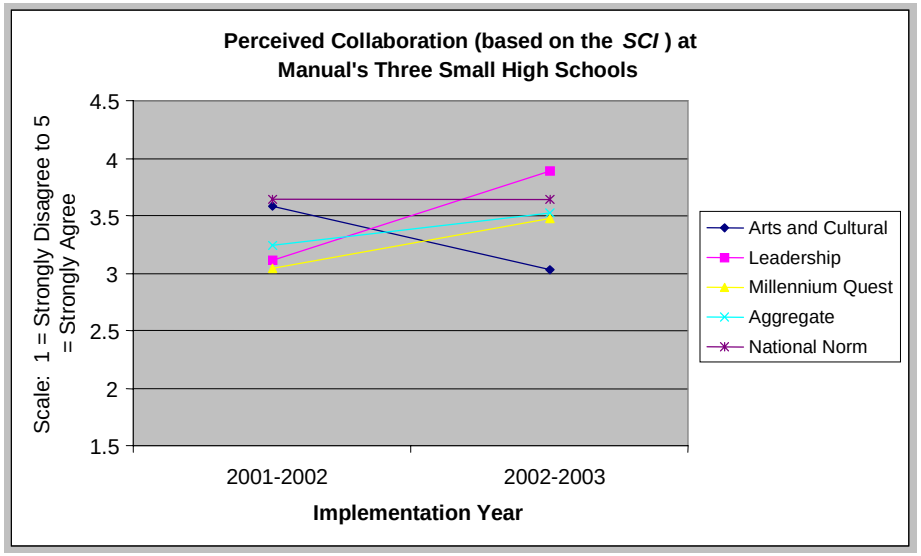
- **Appendix A.1: SCI© Dimension Means Across Years 1 and 2**
- **Appendix A.2: *SCI©* Line Graphs by Dimension**
- **Appendix A.3: *SCI©* Data Summary Tables**

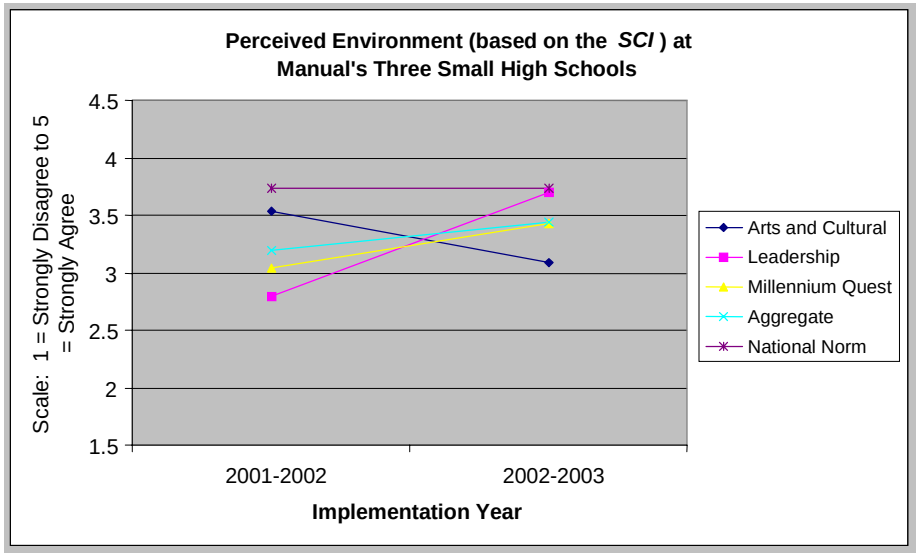
Appendix A.1: *SCI*© Dimension Means for the Manual Complex Across Years 1 and 2.

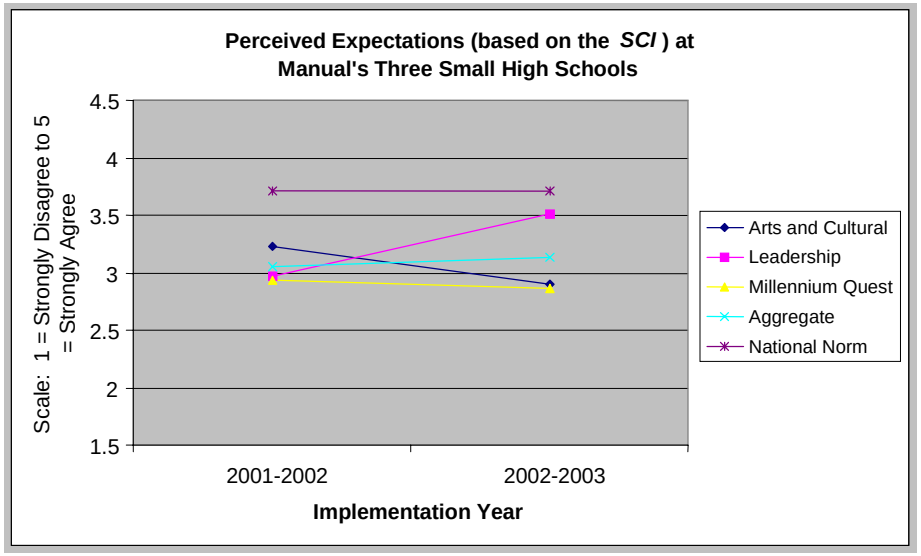
School Climate Inventory© Dimension and Overall Means									
	Arts and Cultural H.S.		**Leadership H.S.**		**Millennium Quest H.S.**		**Aggregate Means**		***SCI*© National Norms (for secondary schools)**
Dimension	**2001-2002**	**2002-2003**	**2001-2002**	**2002-2003**	**2001-2002**	**2002-2003**	**2001-2002**	**2002-2003**	
Collaboration	3.58	3.03	3.11	3.89*	3.04	3.48	3.24	3.52	3.64
Environment	3.54	3.09	2.80	3.70	3.04	3.43	3.19	3.44	3.74
Expectations	3.23	2.90	2.97	3.51	2.94	2.86	3.05	3.14	3.71
Instruction	3.76	3.51	3.37	3.93**	3.77	3.77	3.71	3.75	3.94
Involvement	3.68*	3.32	3.54	3.43	3.32	3.09	3.48	3.29	3.65
Leadership	4.11*	3.54	3.91*	4.30*	3.64	3.79	3.85**	3.93*	3.85
Order	2.68	2.03	2.93	2.76	2.21	1.94	2.49	2.34	3.27
OVERALL	3.51	3.06	3.23	3.65	3.14	3.19	3.29	3.34	3.69
Number of Respondents	13	11	6	15	18	8	37	34	--------

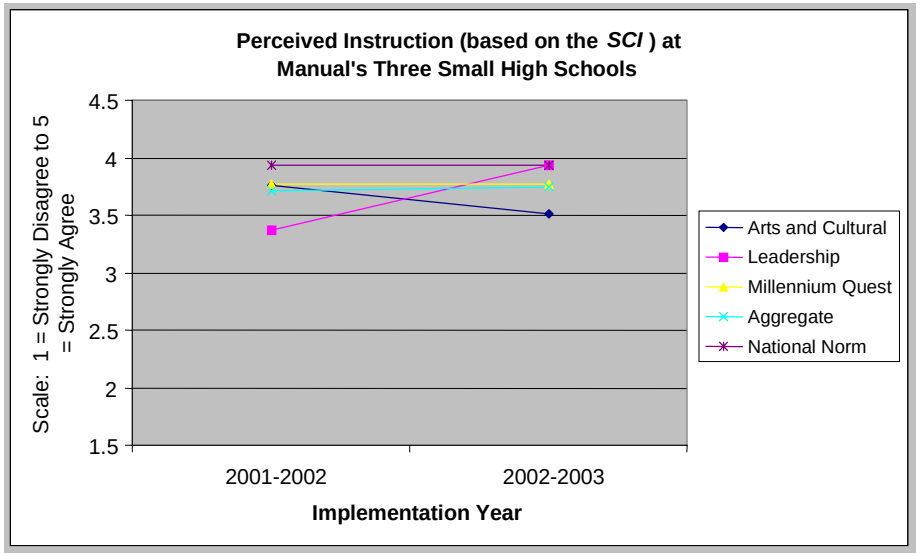
*Asterisks denote means that surpassed *SCI*© national norms. **On par with *SCI*© norms.

Appendix A.2: *SCI*© Dimensions for the Manual Complex Across Years 1 and 2

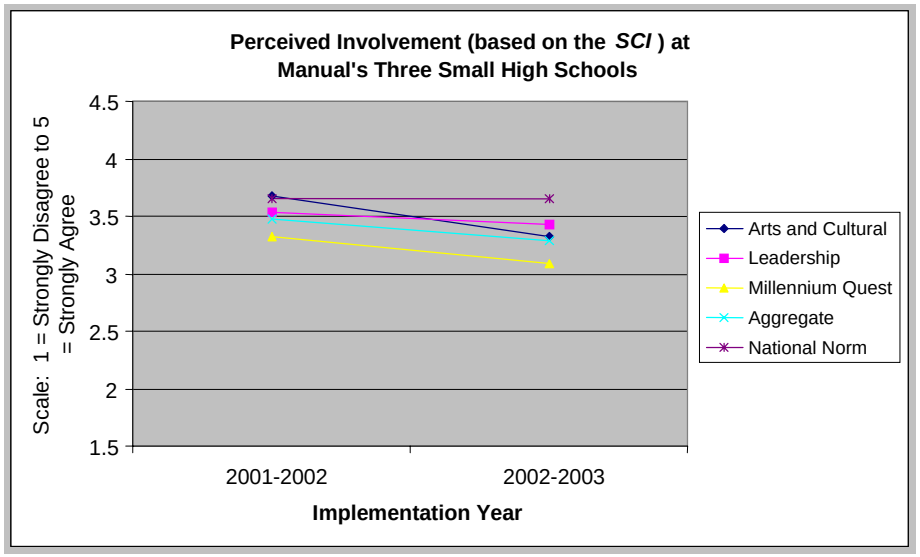


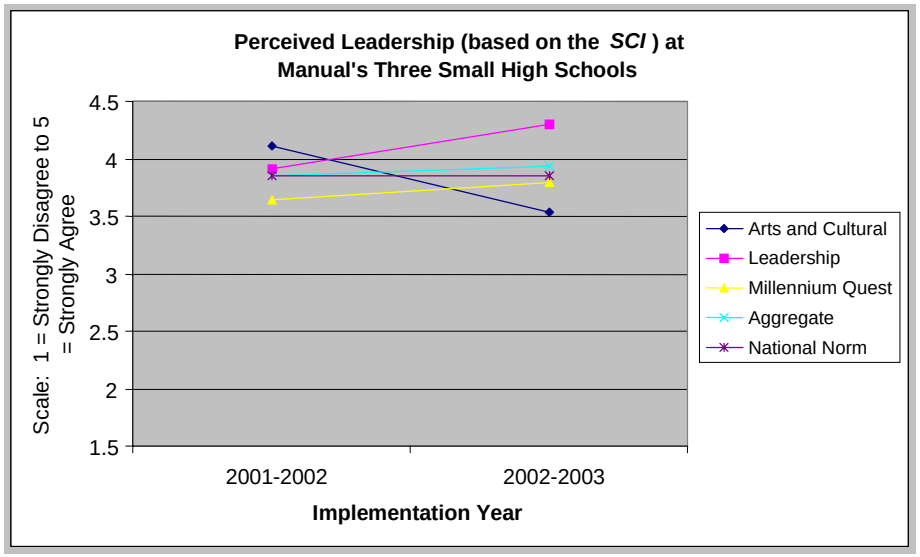


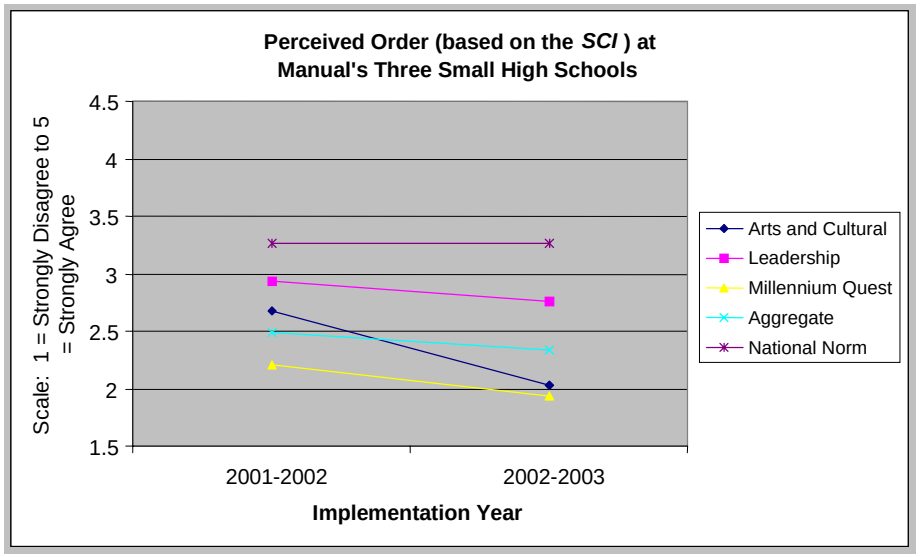




Appendix A.2: *SCI*© Dimensions for the Manual Complex Across Years 1 and 2 (continued)







Appendix A.3: School Climate Inventory© (SCI©) Data Summary Tables

	Arts and Cultural H.S.		Leadership H.S.		Millennium Quest H.S.		Aggregate Percentages	
	2001-2002	2002-2003	2001-2002	2002-2003	2001-2002	2002-2003	2001-2002	2002-2003
COLLABORATION	Percent Strongly Agree and Agree							
The faculty and staff share a sense of commitment to the school goals.	84.6	63.6	50	93.3	61.1	50.0	67.6	73.5
Students are encouraged to help others with problems.	76.9	36.4	50	80.0	50	50.0	59.5	58.8
Teachers are encouraged to communicate concerns, questions, and constructive ideas.	76.9	63.6	33.3	100.0	66.7	100.0	64.9	88.2
Students participate in solving the problems of the school.	23.1	0.0	16.7	60.0	0	37.5	10.8	35.3
Faculty and staff cooperate a great deal in trying to achieve school goals.	92.3	45.5	33.3	93.3	66.7	62.5	70.3	70.6
Teachers do not participate enough in decision making.	46.2	45.5	50	6.7	72.2	12.5	59.5	20.6
Most problems facing this school can be solved by the principal and faculty.	61.5	45.5	50	26.7	44.4	25.0	51.4	32.4
ENVIRONMENT								
Faculty and staff feel that they make important contributions in this school.	53.8	72.7	50	86.7	38.9	75.0	45.9	79.4
Varied learning environments are provided to accommodate diverse teaching and learning styles.	69.2	54.5	50	93.3	44.4	75.0	54.1	76.5
The school building is neat, bright, clean, and comfortable.	38.5	54.5	33.3	33.3	11.1	25.0	24.3	38.2
School employees and students show respect for each other's individual differences.	46.2	54.5	50	53.3	33.3	62.5	40.5	55.9
An atmosphere of trust exists between administration, faculty, staff, students and parents.	61.5	36.4	16.7	66.7	27.8	50.0	37.8	52.9
Teachers are proud of this school and its students.	53.8	27.3	33.3	66.7	55.6	50.0	51.4	50.0
People in this school really care about each other.	69.2	36.4	16.7	80.0	77.8	87.5	64.9	67.6
EXPECTATIONS								
Low achieving students are given opportunity for success in this school.	76.9	81.8	50	100.0	88.9	75.0	78.4	88.2
School rules and expectations are clearly defined, stated, and communicated.	53.8	18.2	50	60.0	22.2	25.0	37.8	38.2
Students share the responsibility for keeping the school environment attractive and clean.	7.7	9.1	50	13.3	11.1	12.5	16.2	11.8
Students are held responsible for their actions.	38.5	9.1	50	60.0	22.2	37.5	32.4	38.2
Many students are not expected to master basic skills at each grade level.	23.1	45.5	33.3	6.7	44.4	37.5	35.1	26.5
Many students do not participate in classroom and school activities because of their sex, race, religion, socioeconomic status, or academic ability.	38.5	45.5	50	26.7	16.7	12.5	29.7	29.4
Teachers have high expectations for all students.	84.6	54.5	33.3	86.7	66.7	50.0	67.6	67.6

Appendix A.3: School Climate Inventory© (SCI©) Data Summary Tables (continued)

	Arts and Cultural Studies High School		Leadership High School		Millennium Quest High School		Aggregate Manual High School	
	2001-2002	2002-2003	2001-2002	2002-2003	2001-2002	2002-2003	2001-2002	2002-2003
INSTRUCTION								
Teachers use a variety of teaching strategies or models.	92.3	81.8	50	86.7	83.3	100.0	81.1	88.2
Teachers sequence learning activities so that students can experience success at each step.	69.2	54.5	50	86.7	55.6	50.0	59.5	67.6
Teachers provide opportunities for students to develop higher-order skills.	92.3	72.7	50	100.0	100	75.0	89.2	85.3
Curriculum guides insure that teachers cover similar subject content within each grade level.	61.5	54.5	16.7	46.7	38.9	37.5	43.2	47.1
Teachers use appropriate evaluation methods to determine student achievement.	69.2	72.7	16.7	100.0	77.8	62.5	64.9	82.4
Pull-out programs often disrupt and interfere with basic skills instruction.	23.1	18.2	16.7	20.0	22.2	0.0	21.6	14.7
Teachers use a wide range of teaching materials and media.	69.2	36.4	50	86.7	83.3	75.0	73	67.6
INVOLVEMENT								
Community businesses are active in this school.	53.8	27.3	33.3	53.3	33.3	12.5	40.5	35.3
Parents are involved in a home and school support network.	23.1	18.2	16.7	6.7	5.6	12.5	13.5	11.8
Parents are treated courteously when they call or visit the school.	76.9	90.9	66.7	80.0	88.9	75.0	81.1	82.4
Parents are invited to serve on school advisory committees.	92.3	81.8	50	86.7	88.9	100.0	83.8	88.2
Parent volunteers are used wherever possible.	92.3	63.6	66.7	33.3	55.6	37.5	70.3	44.1
Information about school activities is communicated to parents on a consistent basis.	76.9	63.6	50	100.0	44.4	37.5	56.8	73.5
Parents are often invited to visit classrooms.	46.2	27.3	50	60.0	27.8	25.0	37.8	41.2
LEADERSHIP								
The administration communicates the belief that all students can learn.	100	81.8	66.7	93.3	100	87.5	94.6	88.2
The administration encourages teachers to be creative and to try new methods.	92.3	81.8	33.3	100.0	72.2	100.0	73	94.1
The principal provides useful feedback on staff performance.	84.6	45.5	50	86.7	66.7	50.0	70.3	64.7
The administrative staff does not do enough to protect instructional time.	23.1	0.0	0	6.7	38.9	25.0	27	8.8
The principal is an effective instructional leader.	100	63.6	83.3	93.3	77.8	75.0	86.5	79.4
The goals of this school are reviewed and updated regularly.	76.9	45.5	50	93.3	55.6	62.5	62.2	70.6
The principal is highly visible throughout the school.	69.2	27.3	83.3	73.3	55.6	62.5	64.9	55.9

ORDER								
Rules for student behavior are consistently enforced.	30.8	30.8	33.3	33.3	16.7	0.0	24.3	17.6
Student discipline is administered fairly and appropriately.	38.5	38.5	50	33.3	27.8	12.5	35.1	20.6
Student misbehavior in this school interferes with teaching.	53.8	53.8	50	86.7	88.9	100.0	70.3	91.2
Student tardiness and absence from school is a major problem.	92.3	92.3	50	80.0	88.9	100.0	83.8	91.2
The school is a safe and secure place in which to work.	61.5	61.5	66.7	86.7	61.1	62.5	62.2	64.7
Teachers, administrators, and parents assume joint responsibility for student discipline.	38.5	38.5	16.7	40.0	16.7	0.0	24.3	26.5
Student behavior is generally positive in this school.	30.8	30.8	33.3	53.3	11.1	12.5	21.6	32.4
Number of Respondents	13	11	6	15	18	8	37	34

APPENDIX B:

School Wide Program Teacher Questionnaire© (SWPTQ©)

Appendix B. 1: Table of SWPTQ© Dimension Means

Appendix B. 2: Change Over Time in Each of the SWPTQ© Variables

Appendix B. 3: SWPTQ© Data Summary Tables

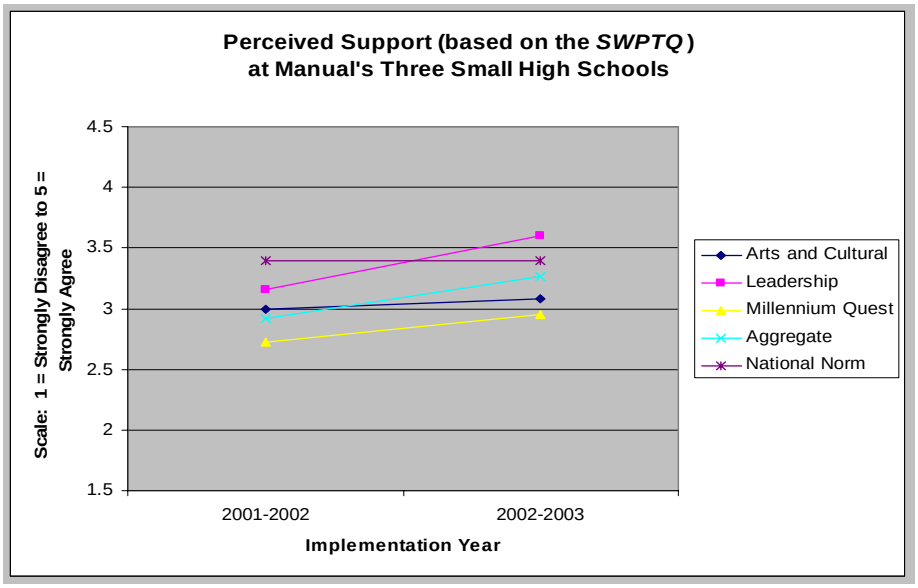
Appendix B. 4: Perceived Progress on SWPTQ© Benchmark Items Data Summary Table

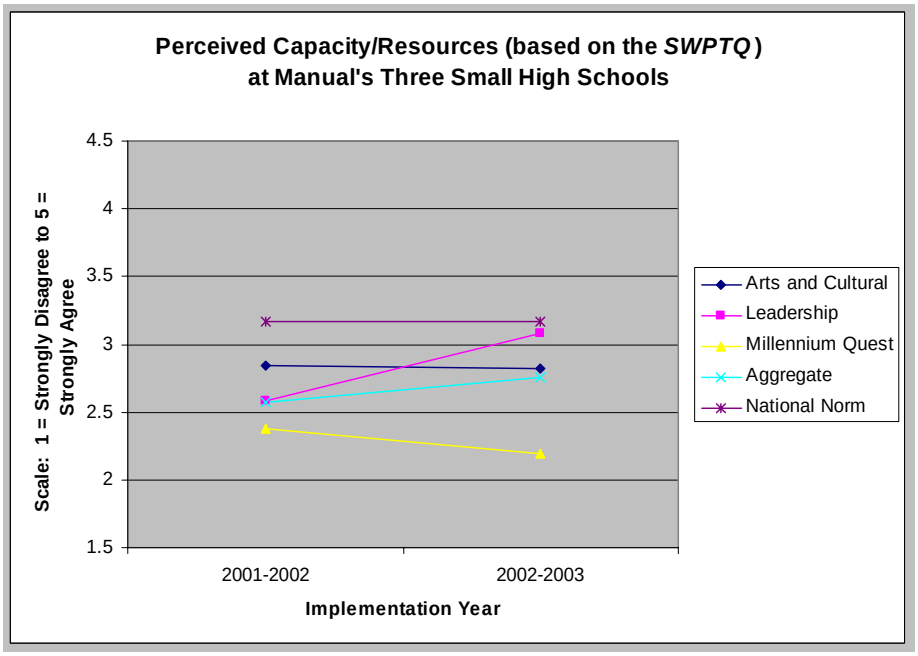
Appendix B.1. *School-Wide Program Teacher Questionnaire© (SWPTQ©)*

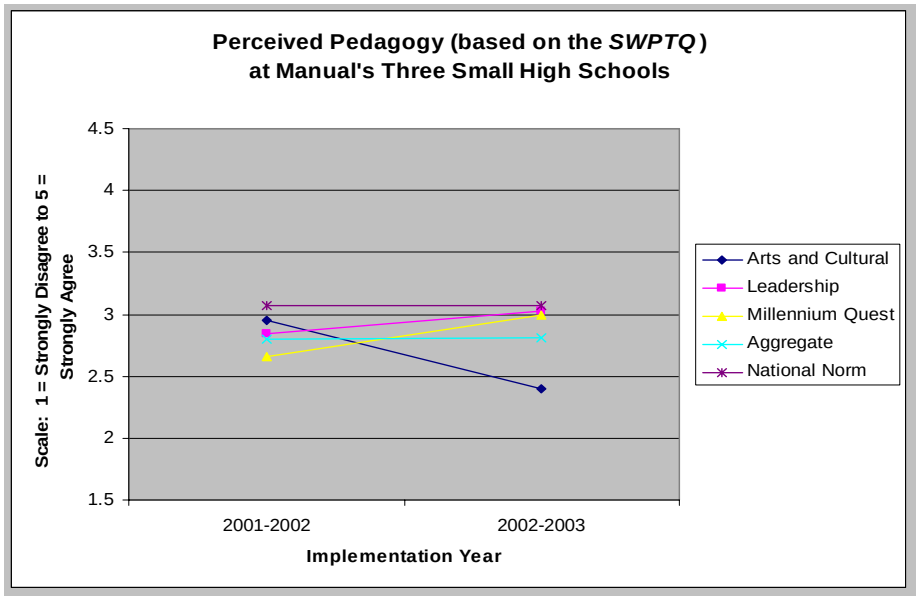
Dimension	Arts and Cultural Studies H.S.		Leadership H.S.		Millennium Quest H.S.		Aggregate Manual H.S.		*SWPTQ©* National Norms (for secondary schools)
	2001-2002	2002-2003	2001-2002	2002-2003	2001-2002	2002-2003	2001-2002	2002-2003	
Support	3.00	3.08	3.16	3.60*	2.72	2.95	2.92	3.26	3.40
Resources	2.84	2.82	2.58	3.08	2.38	2.19	2.57	2.76	3.17
Pedagogy	2.95	2.40	2.84	3.03	2.66	3.00	2.80	2.81	3.07
Outcomes	2.84	3.00	3.27*	3.30*	2.47	2.86	2.80	3.10**	3.10
Focus	3.18	3.14	3.13	3.51*	2.54	2.72	2.89	3.19	3.36
Number of Respondents	N=13		N=13		N=18		N=44		--------

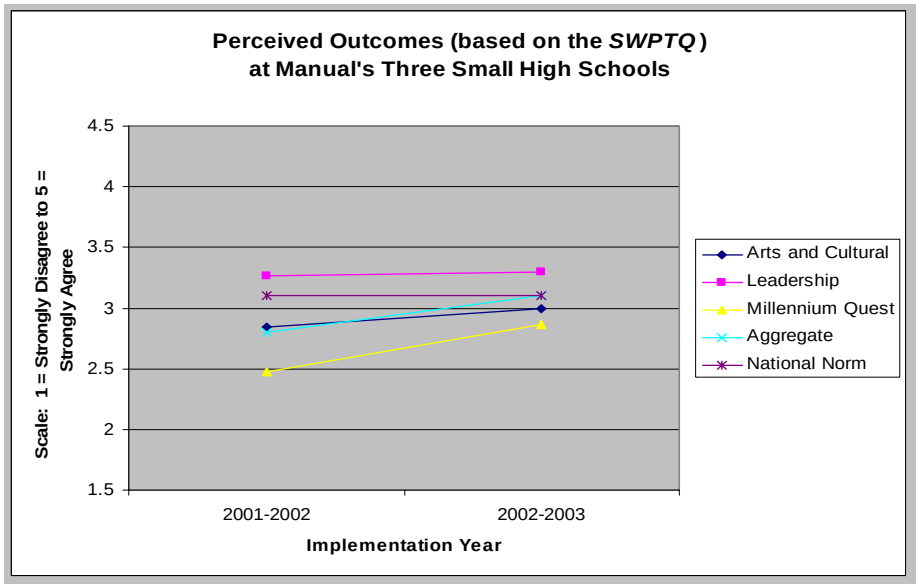
*Asterisks denote means that surpassed *SWPTQ*© national norms. **On par with *SWPTQ*© norms.

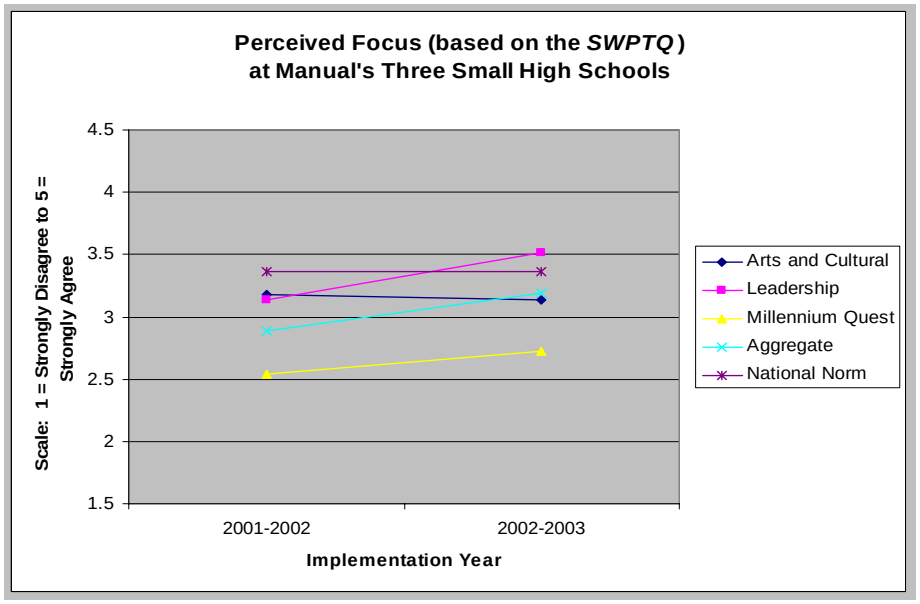
Appendix B.2. Change Over Time in Each of the SWPTQ Variables






Perceived Pedagogy (based on the SWPTQ)
at Manual's Three Small High Schools
Scale: 1 = Strongly Disagree to 5 = Strongly Agree
4.5
4
3.5
3
2.5
2
1.5
2001-2002
2002-2003
Implementation Year
Arts and Cultural
Leadership
Millennium Quest
Aggregate
National Norm


Perceived Outcomes (based on the SWPTQ)
at Manual's Three Small High Schools
Scale: 1 = Strongly Disagree to 5 = Strongly Agree
4.5
4
3.5
3
2.5
2
1.5
2001-2002
2002-2003
Implementation Year
Arts and Cultural
Leadership
Millennium Quest
Aggregate
National Norm


Perceived Focus (based on the SWPTQ)
at Manual's Three Small High Schools
Scale: 1 = Strongly Disagree to 5 = Strongly Agree
4.5
4
3.5
3
2.5
2
1.5
2001-2002
2002-2003
Implementation Year
Arts and Cultural
Leadership
Millennium Quest
Aggregate
National Norm

APPENDIX B.3. School-Wide Program Teacher Questionnaire© (*SWPTQ*©) Data Summary

	SWPTQ© Items Year 2 (2002 – 2003) Percentages *NOTE: Item percentages may not total 100% because of missing input from some respondents.*	Arts and Cultural Studies High School			Leadership High School			Millennium Quest High School			Aggregate Percentages		
		% Strongly Agree and Agree	% Neutral	% Disagree and Strongly Disagree	% Strongly Agree and Agree	% Neutral	% Disagree and Strongly Disagree	% Strongly Agree and Agree	% Neutral	% Disagree and Strongly Disagree	% Strongly Agree and Agree	% Neutral	% Disagree and Strongly Disagree
SUPPORT	1. I have a thorough understanding of this school's school-wide program (SWP).	40.0	20.0	40.0	92.3	0.0	7.7	50.0	25.0	25.0	64.5	12.9	22.6
	2. I have received adequate initial and ongoing professional development/training for SWP implementation.	40.0	40.0	20.0	84.6	7.7	7.7	37.5	25.0	37.5	58.1	22.6	19.4
	3. Professional development provided by external trainers, model developers, and/or designers has been valuable.	30.0	50.0	20.0	46.2	38.5	15.4	25.0	37.5	37.5	35.5	41.9	22.6
	4. Guidance and support provided by our school's external facilitator, support team, or other state-identified resource personnel have helped our school implement its program.	50.0	20.0	30.0	61.5	15.4	23.1	25.0	12.5	62.5	48.4	16.1	35.5
	27. My school receives effective assistance from external partners (e.g., universities, businesses, agencies, etc.).	50.0	30.0	20.0	61.5	30.8	7.7	37.5	37.5	25.0	51.6	32.3	16.1
RESOURCES	5. Teachers are given sufficient planning time to implement our program.	50.0	20.0	30.0	46.2	23.1	30.8	12.5	12.5	75.0	38.7	19.4	41.9
	6. Materials (books and other resources) needed to implement our school-wide program are readily available.	10.0	30.0	60.0	61.5	23.1	7.7	25.0	25.0	50.0	35.5	25.8	35.5
	7. Our school has sufficient faculty and staff to fully implement this program.	60.0	30.0	10.0	23.1	23.1	53.8	37.5	0.0	62.5	38.7	19.4	41.9
	8. Because of our SWP, technological resources have become more available.	10.0	30.0	60.0	15.4	38.5	46.2	12.5	0.0	87.5	12.9	25.8	61.3
PEDAGOGY	9. Because of our SWP, I use textbooks, workbooks, and worksheets less than I used to for basic skills or content area instruction.	0.0	10.0	90.0	30.8	38.5	30.8	37.5	50.0	12.5	22.6	32.3	45.2
	10. Our school-wide program has changed classroom learning activities a great deal.	0.0	30.0	70.0	30.8	53.8	15.4	37.5	12.5	37.5	22.6	35.5	38.7
	11. Children in my class spend at least two hours per school day in interdisciplinary or project-based work.	20.0	30.0	50.0	30.8	30.8	38.5	37.5	37.5	25.0	29.0	32.3	38.7
	12. Students in my class spend much of their time working in cooperative learning teams.	50.0	30.0	20.0	53.8	23.1	23.1	75.0	12.5	0.0	58.1	22.6	16.1

	13.	Students are using technology more effectively because of our SWP.	0.0	50.0	50.0	46.2	23.1	30.8	0.0	12.5	87.5	19.4	29.0	51.6
OUTCOMES	14.	Student achievement has been positively impacted by our SWP.	20.0	50.0	20.0	76.9	15.4	7.7	37.5	25.0	37.5	48.4	29.0	19.4
	15.	Children in this school are more enthusiastic about learning becsause of our SWP.	20.0	50.0	20.0	53.8	30.8	15.4	37.5	25.0	37.5	38.7	35.5	22.6
	16.	Because of our school-wide program, parents are more involved in the educational program of this school.	20.0	30.0	50.0	7.7	23.1	69.2	12.5	37.5	50.0	12.9	29.0	58.1
	17.	Community support for our school has increased since our SWP has been implemented.	20.0	20.0	40.0	23.1	38.5	38.5	12.5	37.5	50.0	19.4	32.3	41.9
	18.	Students have higher standards for their own work because of our school's program.	20.0	50.0	30.0	30.8	30.8	38.5	25.0	25.0	50.0	25.8	35.5	38.7
	19.	Teachers are more involved in decision making at this school than they were before we implemented our school-wide program.	30.0	50.0	20.0	69.2	23.1	7.7	62.5	12.5	25.0	54.8	29.0	16.1
	20.	Our program adequately addresses the requirements of children with special needs.	30.0	50.0	20.0	69.2	30.8	0.0	25.0	25.0	50.0	45.2	35.5	19.4
	21.	Because of our school's program, teachers in this school spend more time working together to develop curriculum and plan instruction.	50.0	40.0	10.0	69.2	15.4	15.4	50.0	0.0	50.0	58.1	19.4	22.6
	23.	Because of our school-wide program, interactions between teachers and students are more positive.	40.0	50.0	10.0	69.2	30.8	0.0	25.0	62.5	12.5	48.4	45.2	6.5
FOCUS	22.	Teachers in this school are generally supportive of our SWP.	40.0	50.0	10.0	84.6	15.4	0.0	37.5	12.5	50.0	58.1	25.8	16.1
	24.	The elements of our SWP are effectively integrated to help us meet school improvement goals.	40.0	50.0	10.0	84.6	15.4	0.0	37.5	12.5	50.0	58.1	25.8	16.1
	25.	As a school staff, we regularly review implementation and outcome benchmarks to evaluate our progress.	30.0	60.0	10.0	69.2	30.8	0.0	37.5	12.5	50.0	48.4	35.5	16.1
	26.	Our school has a plan for evaluating all components of our school-wide program.	20.0	70.0	10.0	38.5	61.5	0.0	25.0	37.5	37.5	29.0	58.1	12.9
	28.	I am satisfied that Federal, State, local, and private resources are being coordinated to support our SWP.	10.0	70.0	20.0	7.7	61.5	30.8	25.0	37.5	37.5	12.9	58.1	29.0

Number of *SWPTQ*© Respondents By Implementation Year				
Year	**ACSHS**	**LHS**	**MQHS**	**Aggregate**
2001-2002	13	13	18	44
2002 -2003	10	13	8	31

APPENDIX B.4 Perceived Progress on Benchmark Items

	Perceived Progress on Benchmark Items *NOTE: Percentages may not total 100% because of missing input from some respondents.*	Percent Agreement							
		ACSHS		LHS		MQHS		AGGREGATE	
		2001-2002	2002-2003	2001-2002	2002-2003	2001-2002	2002-2003	2001-2002	2002-2003
29	*Curriculum*								
1	Our School-wide program has a curriculum component, but little curriculum planning or redesign has taken place at this time.	0	0	7.7	0	33.3	25.0	15.9	6.5
2	Curriculum redesign has been planned and implementation has begun.	30.8	50	38.5	46.2	33.3	25.0	34.1	41.9
3	Curriculum redesign is being implemented in most grades and subject areas.	30.8	10	23.1	30.8	16.7	25.0	22.7	22.6
4	Curriculum redesign is fully implemented in the entire school.	7.7	0	0	0	0	0	2.3	0
30	***Instruction: Research-Based Strategies***								
1	New teaching strategies are a component of our School-wide program but are not yet being implemented.	15.4	20	15.4	0	38.9	0	25	6.5
2	Teachers are beginning to use innovative, research-based teaching strategies to deliver the SWP curriculum.	15.4	20	38.5	30.8	22.2	50	25	32.3
3	Most teachers use a variety of research-based teaching strategies to deliver instruction.	23.1	20	23.1	38.5	16.7	25.0	20.5	29.0
4	Teachers routinely and skillfully use varied research-based teaching strategies for the majority of instructional time in all classes.	15.4	0	0	7.7	5.6	0	6.8	3.2
31	***Parent/Community Involvement***								
1	Parent and community involvement in the school is limited in both time and quality.	23.1	30	38.5	23.1	72.2	62.5	47.7	35.5
2	Communication between the school and parents/community is maintained so that all members of the school community are informed about changes taking place at the school through SWP.	7.7	0	7.7	7.7	0	0	4.5	3.2
3	Communications with parents include suggestions for supporting students at home and in school. Planning for school improvement includes the school leadership team, parents, and community members.	30.8	30	30.8	38.5	11.1	12.5	22.7	29.0

4	Consistent two-way communication exists between parents and the school. Parents are active partners in support of the school's academic mission. Faculty and staff regularly plan opportunities for quality parent/community participation.	7.7	0	0	7.7	5.6	0	4.5	3.2
32	***Allocation of Resources***								
1	School resources have not been reallocated to support implementation of our School-wide program.	23.1	10	7.7	7.7	33.3	37.5	22.7	9.7
2	Resources have been reallocated to support some components of the School-wide program, but not others.	0	40	38.5	15.4	38.9	37.5	27.3	25.8
3	Active efforts are being made to review time, space, money, and personnel allocations. Changes have been made to ensure adequate support of major SWP components.	30.8	10	23.1	38.5	11.1	0	20.5	25.8
4	All available resources (time, space, money, and personnel) have been fully allocated to support School-wide program implementation.	7.7	0	0	0	0	0	2.3	0
33	***Professional Development***								
1	Professional development is not deliberately designed to support our School-wide program.	15.4	10	0	0	11.1	25.0	9.1	9.7
2	Professional development addresses some components of our School-wide program. Most professional development is delivered by external providers.	15.4	20	15.4	23.1	44.4	37.5	27.3	25.8
3	Professional development is planned and delivered to address topics that are timely and relevant to full School-wide program implementation. School-based personnel and design team representatives (or other appropriate external providers) partner to provide professional development.	23.1	20	38.5	38.5	27.8	12.5	29.5	25.8
4	All professional development is timely and relevant to full School-wide program implementation. School-based personnel are active in planning professional growth activities, and strategies are in place to ensure that new staff acquire knowledge and skills needed to work effectively within our restructuring school.	7.7	0	15.4	7.7	0	0	6.8	3.2
34	***Evaluation***								
1	School evaluation data are not systematically collected and used to communicate progress in implementing our School-wide program.	0	20	0	0	22.2	25.0	9.1	12.9
2	School evaluation data are systematically collected, but the results are not shared with faculty or the school community.	0	20	7.7	0	11.1	12.5	6.8	9.7
3	School evaluation data are systematically collected each year and communicated with faculty and the school community.	61.5	10	61.5	23.1	44.4	37.5	54.5	22.6
4	School evaluation data are reviewed annually by the principal and faculty and used to make decisions about school improvement.	7.7	0	0	53.8	5.6	0	4.5	22.6

APPENDIX C

School Observation Measure© (SOM©)

- **Appendix C.1: *SOM©* Observational Frequency Definitions**
- **Appendix C.2: "SOM"ary of terms**
- **Appendix C.3: *SOM©* Data Summary Tables**

School Observation Measure (SOM)
Observational Frequency Definitions

(0) Not Observed	Strategy was never observed.
(1) Rarely Observed	Observed in only one or two classes. Receives isolated use and/or little time in classes. Clearly not a prevalent/emphasized component of teaching and learning across classes.
(2) Occasionally Observed	Observed in some classes. Receives minimal or modest time or emphasis in classes. Not a prevalent/emphasized component of teaching and learning across classes.
(3) Frequently Observed	Observed in many but not all classes. Receives substantive time or emphasis in classes. A prevalent component of teaching and learning across classes.
(4) Extensively Observed	Observed in most or all classes. Receives substantive time and/or emphasis in classes. A highly prevalent component of teaching and learning across classes.

"SOM"ary of Terms

Instructional Orientation

Direct Instruction	▪ Teacher-controlled ▪ Entire class or smaller group involved ▪ Academic focus ▪ Often lecture format
Team Teaching	▪ More than one teacher ▪ If teacher assistant, must be in teaching role ▪ Teachers do not have to teach simultaneously, but both must be present and responsible
Cooperative/Collaborative Learning	▪ Small groups interacting ▪ Partner reading ▪ The activity is the focus not quality ▪ Learning to cooperate
Individual Tutoring (teacher, peer, aide, adult volunteer)	▪ Students receive 1:1 help ▪ Planned context

Classroom Organization

Ability Groups	▪ Differentiated instruction based on performance level (within class or entire class) ▪ Note details from teacher or principal
Multi-age/Multi-grade Groups	▪ Note details from teacher or principal
Work Centers (for individuals or groups)	▪ Designated spaces containing special materials ▪ Observed use of work center ▪ Reading rug

Instructional Strategies

Higher-Level Instructional Feedback to Enhance Student Learning (written or verbal)	▪ Providing answers relative to progress in learning ▪ Goes beyond "correct" or "incorrect" ▪ Gives explanation, new information ▪ More than motivational responses
Integration of Subject Areas (interdisciplinary/thematic units)	▪ Planned or explicit overlap of knowledge from different subjects ▪ Often occurs in thematic units/project-based learning or oriented to a guiding question that is ongoing and tangible to students

Instructional Strategies continued

Project-based Learning Examples: Application, analysis, synthesis, or evaluation	▪ An inquiry or question guides the production of authentic work ▪ Key factors: ➢ Planned ➢ Long-term ➢ Tangible products ➢ Culminating performance/product
Use of Higher-Level Questioning Strategies	▪ Goes beyond factual information ▪ Elicit higher-level thinking and/or problem solving strategies on the part of students
Teacher Acting as Coach/Facilitator	▪ Academic Focus ▪ Supportive role - but more than motivational ▪ Occurs during student-centered activity ▪ Active monitoring of individual students' learning
Parent/Community Involvement in Learning Activities	▪ Parents are in the observed classroom ▪ Parents support learning, not just observe

Student Activities

Independent Seat Work (self-paced worksheets, individual assignments)	▪ Students independently using worksheets or activities to practice content ▪ Could include practice test, but not actual test
Experiential, Hands-on Learning	▪ Engagement through concrete experiences ▪ May involve manipulatives, resources, or simulations
Systematic Individual Instruction (differential assignments geared to individual needs)	▪ Modification of assignment according to individual's needs or interests ▪ Computer instruction selected by the teacher adaptively for the individual
Sustained Writing (self-selected or teacher-generated topics)	▪ Self- or teacher-selected topics for stories, theme ▪ Extended responses to a question or prompt
Sustained Reading (self-selected or teacher-generated topics)	▪ Reading a story or book ▪ Independent not group reading ▪ Purpose is "open" reading, not to find answers to objective questions ▪ Usually silent
Independent Inquiry/Research on the Part of Students	▪ Independent work to gather facts or answers to questions for purpose of sharing ▪ More sustained process than using a textbook
Student Discussion	▪ Planned and prompted ▪ Not social or informal discussion ▪ Student talk beyond response to teacher questions

Technology Use

Computer for Instructional Delivery (e.g. CAI, drill and practice)	▪ Computers support or present the instruction ▪ Teacher or students may be using the computer
Technology as a Learning Tool or Resource	▪ Used by students - e.g. Internet research, spreadsheet or database creation, multi-media, CD-ROM, laser disk, or tape recorders as resources

Assessment

Performance Assessment Strategies	▪ Demonstration of knowledge ▪ Examples: Portfolios, charts of progress ▪ Involves some *formal* assessment system (rubric or rating scale) ▪ Not just feedback on practice activities
Student Self-Assessment (portfolios, individual record books, journals)	▪ Guided reflections ▪ Planned discussions by students of their learning ▪ Does not include feedback by self-scoring or computer

Summary Items

Academically Focused Class Time	▪ Estimate of time typical student spends in educationally relevant activity
Level of Student Attention, Interest, Engagement	▪ Overall estimate of student attention ▪ Should be rated independently of academic focus

School Observation Measure (SOM) Data Summary: Leadership H.S.

NOTE: One school observation visit equals approximately 10 classroom visits.

The extent to which each of the following was used or present in the school…	% None		% Rarely		% Occasion-ally		% Frequently		% Extensively	
	2001-2002	2002-2003	2001-2002	2002-2003	2001-2002	2002-2003	2001-2002	2002-2003	2001-2002	2002-2003
Instructional Orientation										
Direct instruction (lecture)	0.0	0.0	0.0	16.7	40.0	16.7	40.0	66.7	20.0	0.0
Team teaching	20.0	50.0	80.0	50.0	0.0	0.0	0.0	0.0	0.0	0.0
Cooperative/collaborative learning	0.0	16.7	80.0	66.7	20.0	16.7	0.0	0.0	0.0	0.0
Individual tutoring (teacher, peer, aide, adult volunteer)	80.0	33.3	20.0	50.0	0.0	16.7	0.0	0.0	0.0	0.0
Classroom Organization										
Ability groups	60.0	83.3	20.0	16.7	20.0	0.0	0.0	0.0	0.0	0.0
Multi-age grouping	0.0	0.0	0.0	0.0	100.0	83.3	0.0	16.7	0.0	0.0
Work centers (for individuals or groups)	100.0	66.7	0.0	33.3	0.0	0.0	0.0	0.0	0.0	0.0
Instructional Strategies										
Higher level instructional feedback (written or verbal) to enhance student learning	20.0	66.7	60.0	16.7	20.0	16.7	0.0	0.0	0.0	0.0
Integration of subject areas (interdisciplinary/thematic units)	100.0	83.3	0.0	16.7	0.0	0.0	0.0	0.0	0.0	0.0
Project-based learning	80.0	16.7	0.0	66.7	20.0	16.7	0.0	0.0	0.0	0.0
Use of higher-level questioning strategies	20.0	33.3	60.0	33.3	20.0	16.7	0.0	16.7	0.0	0.0
Teacher acting as a coach/facilitator	0.0	0.0	20.0	0.0	40.0	50.0	20.0	33.3	20.0	16.7
Parent/community involvement in learning activities0.0	100.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Student Activities										
Independent seatwork (self-paced worksheets, individual assignments)	20.0	0.0	40.0	0.0	0.0	0.0	20.0	83.3	20.0	16.7
Experiential, hands-on learning	60.0	66.7	40.0	33.3	0.0	0.0	0.0	0.0	0.0	0.0
Systematic individual instruction (differential assignments geared to individual needs)	100.0	66.7	0.0	33.3	0.0	0.0	0.0	0.0	0.0	0.0
Sustained writing/composition (self-selected or teacher-generated topics)	40.0	16.7	60.0	66.7	0.0	16.7	0.0	0.0	0.0	0.0
Sustained reading	80.0	33.3	20.0	50.0	0.0	16.7	0.0	0.0	0.0	0.0
Independent inquiry/research on the part of students	100.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Student discussion	100.0	66.7	0.0	33.3	0.0	0.0	0.0	0.0	0.0	0.0
Technology Use										
Computer for instructional delivery (e.g., CAI, drill & practice)	60.0	50.0	20.0	50.0	0.0	0.0	0.0	0.0	0.0	0.0
Technology as a learning tool or resource (e.g., Internet research, spreadsheet or database creation, multi-media, CD Rom, Laser disk)	60.0	16.7	0.0	50.0	20.0	33.3	0.0	0.0	0.0	0.0
Assessment										
Performance assessment strategies	60.0	66.7	20.0	16.7	0.0	16.7	0.0	0.0	0.0	0.0
Student self-assessment (portfolios, individual record books)	60.0	83.3	20.0	16.7	0.0	0.0	0.0	0.0	0.0	0.0
Summary Items					**Low**		**Moderate**		**High**	
Academically focused class time					20.0	0.0	20.0	33.3	60.0	66.7
Level of student attention/interest/engagement					0.0	0.0	60.0	50.0	40.0	50.0

School Observation Measure (SOM) Data Summary: Millennium Quest H.S.

NOTE: One school observation visit equals approximately 10 classroom visits.

The extent to which each of the following was used or present in the school…	% None		% Rarely		% Occasion-ally		% Frequently		% Extensively	
	2001-2002	2002-2003	2001-2002	2002-2003	2001-2002	2002-2003	2001-2002	2002-2003	2001-2002	2002-2003
Instructional Orientation										
Direct instruction (lecture)	0.0	0.0	0.0	0.0	60.0	50.0	40.0	50.0	0.0	0.0
Team teaching	80.0	66.7	20.0	33.3	0.0	0.0	0.0	0.0	0.0	0.0
Cooperative/collaborative learning	0.0	16.7	80.0	83.3	20.0	0.0	0.0	0.0	0.0	0.0
Individual tutoring (teacher, peer, aide, adult volunteer)	100.0	50.0	0.0	16.7	0.0	33.3	0.0	0.0	0.0	0.0
Classroom Organization										
Ability groups	0.0	83.3	40.0	0.0	60.0	0.0	0.0	0.0	0.0	0.0
Multi-age grouping	0.0	0.0	40.0	16.7	20.0	33.3	40.0	50.0	0.0	0.0
Work centers (for individuals or groups)	80.0	16.7	20.0	83.3	0.0	0.0	0.0	0.0	0.0	0.0
Instructional Strategies										
Higher level instructional feedback (written or verbal) to enhance student learning	40.0	50.0	40.0	50.0	20.0	0.0	0.0	0.0	0.0	0.0
Integration of subject areas (interdisciplinary/thematic units)	80.0	83.3	0.0	16.7	0.0	0.0	0.0	0.0	0.0	0.0
Project-based learning	40.0	33.3	60.0	50.0	0.0	16.7	0.0	0.0	0.0	0.0
Use of higher-level questioning strategies	20.0	50.0	80.0	50.0	0.0	0.0	0.0	0.0	0.0	0.0
Teacher acting as a coach/facilitator	0.0	0.0	40.0	16.7	20.0	33.3	40.0	50.0	0.0	0.0
Parent/community involvement in learning activities0.0	100.0	83.3	0.0	16.7	0.0	0.0	0.0	0.0	0.0	0.0
Student Activities										
Independent seatwork (self-paced worksheets, individual assignments)	0.0	0.0	0.0	0.0	40.0	50.0	60.0	50.0	0.0	0.0
Experiential, hands-on learning	60.0	16.7	40.0	50.0	0.0	33.3	0.0	0.0	0.0	0.0
Systematic individual instruction (differential assignments geared to individual needs)	100.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Sustained writing/composition (self-selected or teacher-generated topics)	100.0	16.7	0.0	83.3	0.0	0.0	0.0	0.0	0.0	0.0
Sustained reading	100.0	50.0	0.0	50.0	0.0	0.0	0.0	0.0	0.0	0.0
Independent inquiry/research on the part of students	80.0	33.3	0.0	66.7	0.0	0.0	0.0	0.0	0.0	0.0
Student discussion	80.0	50.0	20.0	50.0	0.0	0.0	0.0	0.0	0.0	0.0
Technology Use										
Computer for instructional delivery (e.g., CAI, drill & practice)	100.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Technology as a learning tool or resource (e.g., Internet research, spreadsheet or database creation, multi-media, CD Rom, Laser disk)	60.0	16.7	40.0	66.7	0.0	16.7	0.0	0.0	0.0	0.0
Assessment										
Performance assessment strategies	100.0	83.3	0.0	16.7	0.0	0.0	0.0	0.0	0.0	0.0
Student self-assessment (portfolios, individual record books)	100.0	66.7	0.0	33.3	0.0	0.0	0.0	0.0	0.0	0.0
Summary Items					Low		Moderate		High	
Academically focused class time					20.0	0.0	0.0	83.3	80.0	16.7
Level of student attention/interest/engagement					0.0	66.7	80.0	33.3	20.0	0.0

School Observation Measure (SOM) Data Summary: Aggregate Percentages

NOTE: One school observation visit equals approximately 10 classroom visits.

The extent to which each of the following was used or present in the school…	% None		% Rarely		% Occasion-ally		% Frequently		% Extensively	
	2001-2002	2002-2003	2001-2002	2002-2003	2001-2002	2002-2003	2001-2002	2002-2003	2001-2002	2002-2003
Instructional Orientation										
Direct instruction (lecture)	0.0	0.0	0.0	5.6	46.7	22.2	46.7	72.2	6.7	0.0
Team teaching	60.0	50.0	40.0	50.0	0.0	0.0	0.0	0.0	0.0	0.0
Cooperative/collaborative learning	6.7	16.7	66.7	61.1	26.7	22.2	0.0	0.0	0.0	0.0
Individual tutoring (teacher, peer, aide, adult volunteer)	93.3	55.6	6.7	27.8	0.0	16.7	0.0	0.0	0.0	0.0
Classroom Organization										
Ability groups	33.3	88.9	20.0	5.6	33.3	0.0	13.3	0.0	0.0	0.0
Multi-age grouping	0.0	0.0	13.3	5.6	46.7	38.9	33.3	22.2	6.7	33.3
Work centers (for individuals or groups)	86.7	38.9	13.3	55.6	0.0	5.6	0.0	0.0	0.0	0.0
Instructional Strategies										
Higher level instructional feedback (written or verbal) to enhance student learning	26.7	38.9	46.7	27.8	20.0	22.2	6.7	11.1	0.0	0.0
Integration of subject areas (interdisciplinary/thematic units)	93.3	77.8	0.0	22.2	0.0	0.0	0.0	0.0	0.0	0.0
Project-based learning	66.7	22.2	26.7	55.6	6.7	22.2	0.0	0.0	0.0	0.0
Use of higher-level questioning strategies	33.3	27.8	60.0	27.8	6.7	33.3	0.0	11.1	0.0	0.0
Teacher acting as a coach/facilitator	6.7	0.0	26.7	5.6	26.7	27.8	20.0	61.1	6.7	5.6
Parent/community involvement in learning activities0.0	100.0	94.4	0.0	5.6	0.0	0.0	0.0	0.0	0.0	0.0
Student Activities										
Independent seatwork (self-paced worksheets, individual assignments)	6.7	0.0	20.0	0.0	20.0	38.9	40.0	50.0	6.7	11.1
Experiential, hands-on learning	66.7	27.8	33.3	50.0	0.0	22.2	0.0	0.0	0.0	0.0
Systematic individual instruction (differential assignments geared to individual needs)	100.0	88.9	0.0	11.1	0.0	0.0	0.0	0.0	0.0	0.0
Sustained writing/composition (self-selected or teacher-generated topics)	80.0	22.2	20.0	72.2	0.0	5.6	0.0	0.0	0.0	0.0
Sustained reading	80.0	50.0	20.0	44.4	0.0	5.6	0.0	0.0	0.0	0.0
Independent inquiry/research on the part of students	86.7	61.1	6.7	38.9	0.0	0.0	0.0	0.0	0.0	0.0
Student discussion	93.3	44.4	6.7	50.0	0.0	5.6	0.0	0.0	0.0	0.0
Technology Use										
Computer for instructional delivery (e.g., CAI, drill & practice)	86.7	77.8	6.7	22.2	0.0	0.0	0.0	0.0	0.0	0.0
Technology as a learning tool or resource (e.g., Internet research, spreadsheet or database creation, multi-media, CD Rom, Laser disk)	53.3	16.7	33.3	61.1	6.7	22.2	0.0	0.0	0.0	0.0
Assessment										
Performance assessment strategies	86.7	77.8	6.7	16.7	0.0	5.6	0.0	0.0	0.0	0.0
Student self-assessment (portfolios, individual record books)	86.7	77.8	6.7	22.2	0.0	0.0	0.0	0.0	0.0	0.0
Summary Items					**Low**		**Moderate**		**High**	
Academically focused class time					20.0	0.0	13.3	38.9	66.7	61.1
Level of student attention/interest/engagement					6.7	22.2	60.0	33.3	33.3	44.4

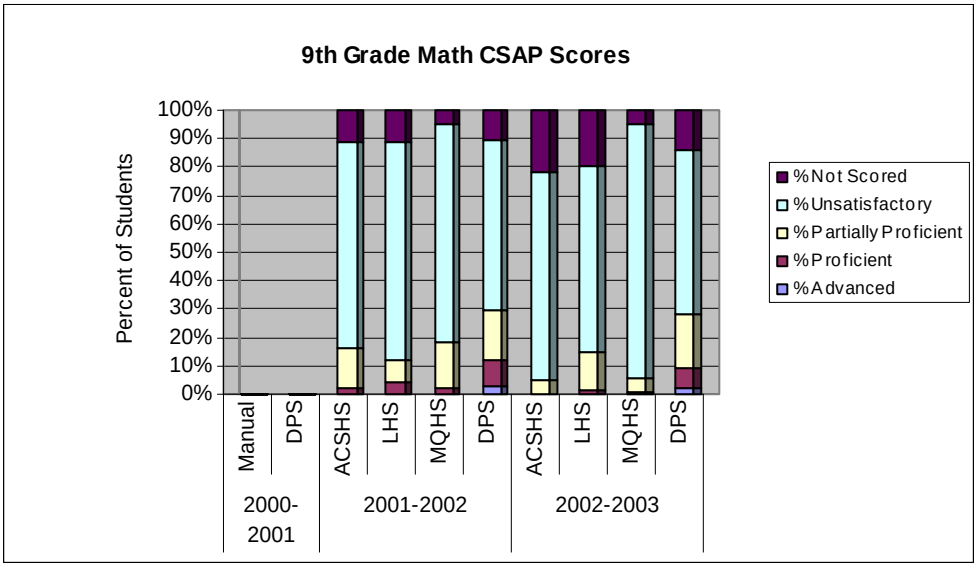
APPENDIX D

CSAP RESULTS

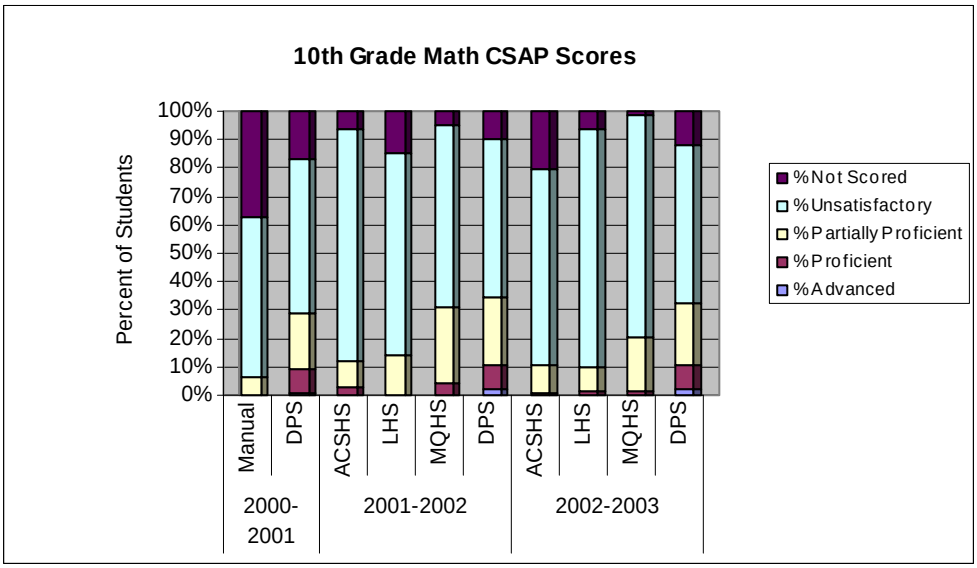
- **Appendix D.1: Non-Transformed (i.e., Total Population Includes Percent Not Scored) Charts for Each Subject Area**

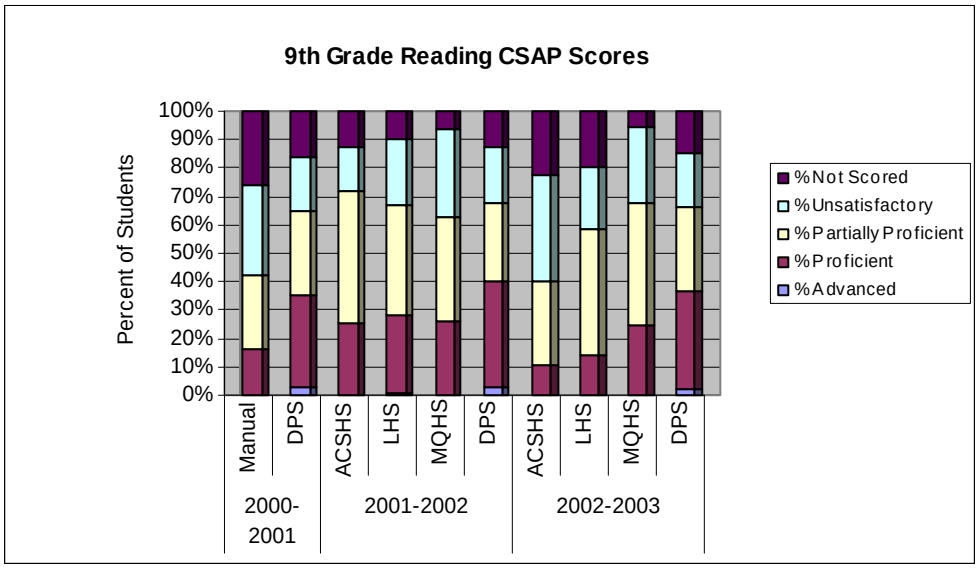
- **Appendix D.2: Non-Transformed Data Summary Tables**

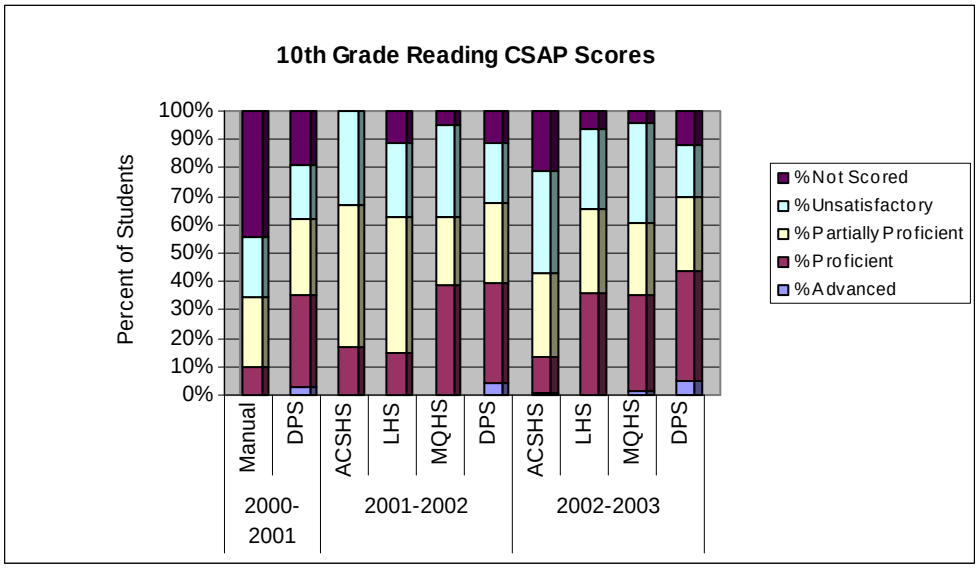
Appendix D.1: Colorado Student Assessment Program (CSAP) Results for the Manual Complex

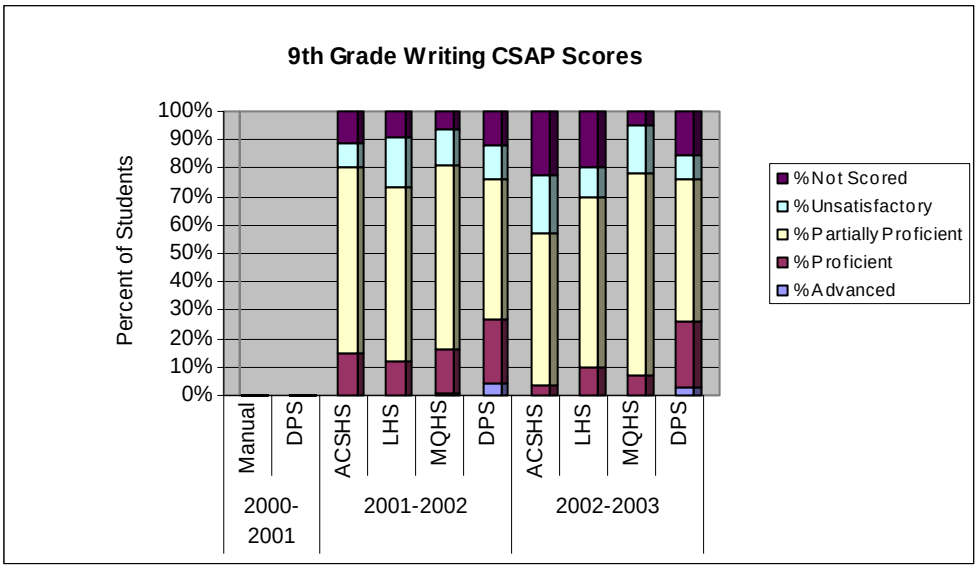


*Note: No 9th grade math CSAP scores were available prior to 2001-2002.

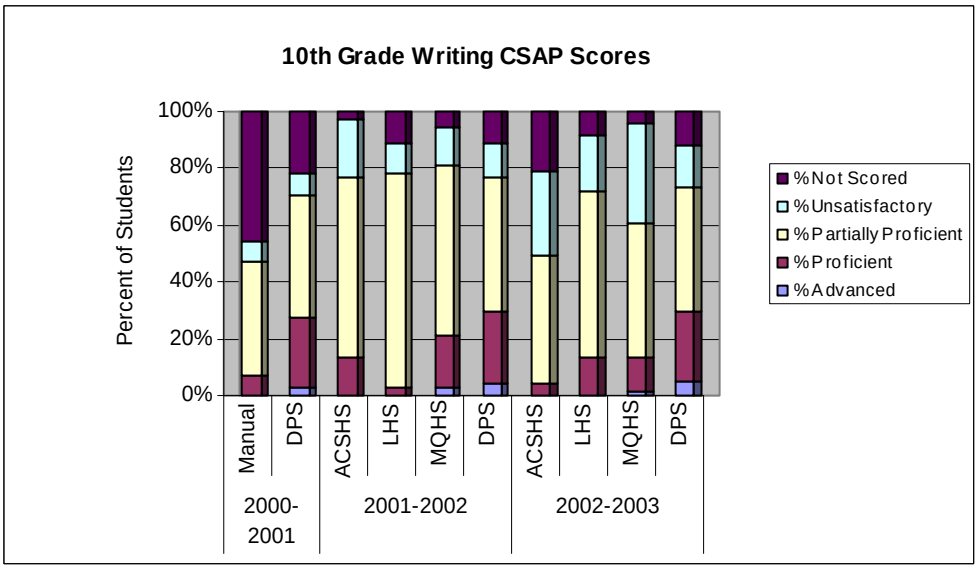



9th Grade Reading CSAP Scores
Percent of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Manual
DPS
ACSHS
LHS
MQHS
DPS
ACSHS
LHS
MQHS
DPS
2000-2001
2001-2002
2002-2003
%Not Scored
%Unsatisfactory
%Partially Proficient
%Proficient
%Advanced


10th Grade Reading CSAP Scores
Percent of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Manual
DPS
ACSHS
LHS
MQHS
DPS
ACSHS
LHS
MQHS
DPS
2000-2001
2001-2002
2002-2003
%Not Scored
%Unsatisfactory
%Partially Proficient
%Proficient
%Advanced



*Note: No 9th grade writing CSAP scores were available prior to 2001-2002.



Appendix D.2: CSAP SCORES FOR ACSHS, LHS, MQHS

(TOTAL POPULATION = % SCORED + % NOT SCORED)

				% Advanced	% Proficient	% Partially Proficient	% Unsatisfactory	% Not Scored
ACSHS	2001-2002	9th grade	Math	0%	2%	14%	73%	11%
			Reading	0%	25%	47%	15%	13%
			Writing	0%	15%	65%	9%	11%
		10th grade	Math	0%	3%	9%	81%	6%
			Reading	0%	17%	50%	33%	0%
			Writing	0%	13%	63%	20%	3%
	2002-2003	9th grade	Math	0%	0%	5%	73%	22%
			Reading	0%	10%	30%	37%	23%
			Writing	0%	3%	53%	21%	23%
		10th grade	Math	0%	1%	10%	68%	21%
			Reading	1%	13%	29%	36%	21%
			Writing	0%	5%	45%	30%	21%
LHS	2001-2002	9th grade	Math	0%	4%	8%	77%	11%
			Reading	1%	27%	39%	23%	10%
			Writing	0%	12%	62%	18%	9%
		10th grade	Math	0%	0%	14%	71%	15%
			Reading	0%	15%	48%	26%	11%
			Writing	0%	3%	75%	11%	11%
	2002-2003	9th grade	Math	0%	1%	14%	65%	20%
			Reading	0%	14%	45%	21%	20%
			Writing	0%	10%	60%	10%	20%
		10th grade	Math	0%	2%	8%	84%	7%
			Reading	0%	36%	30%	28%	7%
			Writing	0%	13%	59%	20%	8%
MQHS	2001-2002	9th grade	Math	0%	2%	16%	77%	5%
			Reading	0%	26%	37%	31%	6%
			Writing	1%	15%	65%	13%	6%
		10th grade	Math	0%	4%	27%	65%	5%
			Reading	0%	39%	24%	33%	5%
			Writing	3%	18%	61%	13%	6%
	2002-2003	9th grade	Math	0%	1%	5%	89%	5%
			Reading	0%	25%	43%	26%	6%
			Writing	0%	7%	72%	17%	5%
		10th grade	Math	0%	1%	19%	78%	1%
			Reading	1%	34%	26%	35%	4%
			Writing	1%	12%	47%	35%	4%

Appendix D.2: CSAP SCORES FOR THE MANUAL COMPLEX

(TOTAL POPULATION = % SCORED + % NOT SCORED)

				% Advanced	% Proficient	% Partially Proficient	% Unsatisfactory	% Not Scored
MANUAL HIGH SCHOOL	2000-2001	9th grade	Math	NT	NT	NT	NT	NT
			Reading	0%	16%	26%	31%	26%
			Writing	NT	NT	NT	NT	NT
		10th grade	Math	0%	0%	6%	57%	37%
			Reading	0%	10%	24%	21%	44%
			Writing	0%	7%	40%	7%	46%
	2001-2002	9th grade	Math	0%	2%	9%	65%	24%
			Reading	0%	19%	31%	26%	24%
			Writing	0%	10%	54%	12%	24%
		10th grade	Math	0%	2%	14%	66%	18%
			Reading	0%	19%	34%	31%	16%
			Writing	1%	8%	58%	15%	18%
	2002-2003	9th grade	Math	0%	1%	8%	76%	16%
			Reading	0%	16%	39%	28%	16%
			Writing	0%	7%	62%	16%	16%
		10th grade	Math	0%	1%	12%	77%	10%
			Reading	1%	28%	28%	33%	11%
			Writing	0%	10%	50%	28%	11%

NT = Not tested

Appendix D.2: CSAP SCORES FOR DENVER PUBLIC SCHOOLS

(TOTAL POPULATION = % SCORED + % NOT SCORED)

				% Advanced	% Proficient	% Partially Proficient	% Unsatisfactory	% Not Scored
DENVER PUBLIC SCHOOLS	2000-2001	9th grade	Math	NT	NT	NT	NT	NT
			Reading	3%	32%	30%	19%	16%
			Writing	NT	NT	NT	NT	NT
		10th grade	Math	1%	8%	20%	54%	17%
			Reading	3%	32%	27%	19%	19%
			Writing	3%	25%	43%	8%	22%
	2001-2002	9th grade	Math	3%	9%	18%	60%	11%
			Reading	3%	37%	27%	20%	12%
			Writing	4%	23%	49%	12%	12%
		10th grade	Math	2%	9%	24%	56%	10%
			Reading	4%	35%	28%	21%	11%
			Writing	4%	25%	47%	12%	11%
	2002-2003	9th grade	Math	2%	7%	19%	58%	14%
			Reading	2%	35%	29%	19%	15%
			Writing	3%	23%	50%	9%	15%
		10th grade	Math	2%	9%	21%	56%	12%
			Reading	5%	38%	26%	18%	12%
			Writing	5%	25%	44%	14%	12%

NT = Not tested

Appendix D.2: CSAP SCORES FOR STATE OF COLORADO

(TOTAL POPULATION = % SCORED + % NOT SCORED)

				% Advanced	% Proficient	% Partially Proficient	% Unsatisfactory	% Not Scored
COLORADO	2000-2001	9th grade	Math	NT	NT	NT	NT	NT
			Reading	8%	56%	22%	9%	5%
			Writing	NT	NT	NT	NT	NT
		10th grade	Math	3%	22%	35%	35%	5%
			Reading	7%	56%	22%	9%	5%
			Writing	6%	45%	37%	4%	7%
	2001-2002	9th grade	Math	9%	22%	29%	34%	5%
			Reading	7%	59%	19%	9%	5%
			Writing	8%	41%	40%	6%	5%
		10th grade	Math	3%	24%	37%	31%	5%
			Reading	8%	57%	21%	10%	5%
			Writing	8%	42%	39%	6%	5%
	2002-2003	9th grade	Math	8%	23%	30%	34%	5%
			Reading	5%	61%	20%	9%	5%
			Writing	8%	43%	40%	5%	5%
		10th grade	Math	4%	23%	35%	33%	5%
			Reading	9%	58%	20%	9%	4%
			Writing	9%	43%	37%	7%	5%

List of Appendices