International Trade Education Programs Banning High School Academies Evaluation 2005-08 Report

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EXECUTIVE SUMMARY

About the International Trade Education Programs (ITEP)

Building on the success of the original International Trade Careers Academy (ITA) and a school wide federal grant to implement smaller learning communities, Banning High School has been organized into four smaller schools, each with a different curricular and thematic focus. School 2, which houses the ITA, has been broadened to include three additional Academies including the Global Safety and Security Academy (GSS); the Maritime, Agriculture, Tourism, Cuisine, and Hospitality Academy (MATCH); and the Global Environmental Science Academy (GESA).

The Academies in School 2 serve over 700 students and have been supported by the International Trade Education Programs (ITEP), a non-profit organization supporting the development of curriculum and connections to the employer and education community that are relevant to the focus areas of the Academies. The mission of ITEP is to introduce students, especially students from underachieving schools to careers in maritime trade, transportation and logistics. The goal is to bring students, educators, and the business community together to improve education and career preparation.

About the Evaluation

ITEP hired Public *Works*, Inc., (PW) a non-profit consulting company located in Pasadena, to conduct an evaluation of the ITEP Academies during the 2007-08 school year. The evaluation of the Academies in School 2 encompassed two dimensions: (1) a qualitative dimension measuring program implementation through surveys, a site visit, and focus groups of students and teachers and (2) a quantitative dimension measuring student achievement including data from the California Standards Test in English language arts and mathematics; student grade point average; school attendance; Advanced Placement course enrollment and exam pass rates; and the California High School Exit Exam (CAHSEE). For the evaluation, PW compared student outcome data of ITEP Academy students to non-ITEP students attending Banning High School.

ITEP Academies Program Implementation Findings

Based on information collected through the site visit, surveys, and focus groups, PW highlighted the strengths of implementation to date and a few areas to focus in the coming years. Strengths identified in the evaluation include the ITEP-developed community partnerships in which employer relationships are developed that are tailored to the specific academy and assist in furthering student understanding of the industry and engaging students in a common program identity. Internships, field trips, and the development of unique Academy identities have provided additional support that is benefiting many students enrolled in the programs. Areas of focus identified by PW for the further development of ITEP academies include support for teachers such as providing academy-focused professional development opportunities.

ITEP Student Survey Findings

Results of the ITEP student survey of 10th and 12th graders indicates that the vast majority agreed that their classes are interesting and challenging and that they have the opportunity to do assignments and projects about interesting topics in class. Perhaps this reflects the greater opportunity for teachers to integrate projects and other activities that are more tailored to individual and group interests, particularly during the senior year. ITEP students indicated positive associations with respect to their school community, with almost all agreeing that teachers know their name and the names of friends in their classes, that they have access to tutoring and other help, and that their parents feel comfortable with their teachers if they have questions or concerns. Nearly all 12th graders agreed that their classes have encouraged them to consider further education after high school.

As part of the evaluation, PW also contacted 12th graders in the fall after graduation. Of those contacted, 92% had graduated from high school, and of those who had graduated, 90% were enrolled in school with 23% enrolled in a four-year college or university, 66% in a community college, and 11% in vocational or technical school. Nearly half of those contacted were employed. Almost all of the students responding to the follow-up survey who had participated in internships, career fairs, and job shadowing found those activities beneficial to finding their current job or planning for schooling after high school.

ITEP Student Outcome Study Findings

For the student outcome study, PW compared ITEP student data to other students at Banning High School in 2005, 2006, and 2007, the most recent data available for this evaluation. The evaluation also examined variations among the different ITEP academies. Measures included in the student outcome study include the California Standards Test (CST) in English language arts and mathematics, student grade point average, school attendance, Advanced Placement courses, and the California High School Exit Exam (CAHSEE). Positive highlights include:

- **California Standards Test English language arts and mathematics:** Two academies (Global Safety and Security and MATCH) made steady improvement over the past three years, with additional improvement in the scores of English language learners (ELL) and special education students.
- **Grade Point Average (GPA):** ITEP students had similar GPAs compared to non-ITEP students. On the other hand, Hispanic and African American ITEP students had higher GPAs than their non-ITEP counterparts.
- **School Attendance:** ITEP students had a slightly higher attendance rate than non-ITEP students (2% higher) between 2005 and 2007. Of some concern, is the lower attendance rate of special education students, which is substantially lower regardless of whether they were enrolled in an Academy or not (in some instances, the difference is as large as 8%).
- **Advanced Placement Courses and Exams:** Although a slightly lower percentage of ITEP students took AP courses in 2005, 2006 and 2007, the percentage of students who took the AP exams and passed were higher at the four Academies than non-ITEP students.

- **California High School Exit Exam (CAHSEE):** Compared to non-ITEP students, ITEP students had a slightly higher passing rate in all three years on the English language arts exam. Further, ELL, Hispanic and African American ITEP students had higher passage rates than their non-ITEP counterparts. While ITEP students overall had a lower rate of passing the mathematics CAHSEE, ITEP students participating in the free and reduced lunch program passed at higher rates than their non-ITEP counterparts.

Evaluation Recommendations

Based on the qualitative and quantitative data collected for this evaluation study, PW recommended that ITEP and the ITEP Academies find ways to support opportunities for teachers to collaborate, provide additional guest speakers and connections to employers in the classroom, and integrate current industry knowledge through Academy-focused professional development. In addition, ITEP has a role in supporting project-based learning and emphasizing a college and career planning focus to address the needs of students identified in the student outcome study and in student surveys and focus groups.

PART I: INTRODUCTION

Smaller Learning Communities Context

With the leadership of the Gates Foundation in creating a national agenda to fund high school reform and research, public support through the federal Smaller Learning Community (SLC) grants, and consensus on the need to address the persistent problem of high school dropouts and lackluster student performance nationwide, school districts across the nation are transforming large comprehensive high schools into smaller, more manageable units of 200-500 students. Simultaneously, autonomous small high schools (typically new start-up schools or charters) have been developed to provide a more personalized high school experience.

SLC reforms combined with the push for accountability of the standards-based reforms of the 1990s and the No Child Left Behind Act (NCLB). Under the lens of the so-called "New 3R's," SLC reform strategies were intended to match academic achievement (*Rigor*) with curricular approaches that bring meaning and application to students (*Relevance*) along with enhanced personal connections to adults and other students (*Relationships*). As such, SLC reform involves changes that offer what many say is the opportunity for badly needed secondary school improvement—providing what is often lacking in high school education and the possibility for curricular change, meaningful collaboration, and systemic student support.

Banning High School was a part of the third cohort of federal SLC grants and began to convert their school into smaller units beginning in 2003. It was during this process that the school began to create new Academies based on the success of Banning's International Trade Academy (ITA), which existed prior to the SLC grant funding. Banning received a three year grant that ended in 2006 with a one year extension ending funding in the 2006-07 school year.

Under this conversion, Banning was divided into four separate schools, with School 2 housing the ITA. As the funding continued, more Academies were created. Through the existing partnership with the International Trade Education Program (ITEP), these Academies became the ITEP Academies, which consist of the International Trade Careers Academy (ITA), Global Safety and Security Academy (GSS), Maritime, Agriculture, Tourism, Cuisine, and Hospitality Academy (MATCH), Global Environmental Science Academy (GESA) open to students in grades 10 through 12. This report presents results of an evaluation of ITEP conducted by Public *Works*, Inc. during the 2007-08 school year.

Background to the SLC Approach

In 2005, following the National Education Summit on High Schools, the National Governors Association identified an *Action Agenda for Improving America's High Schools* that called on state leaders to: (1) make all students proficient and prepared, (2) redesign the American High School, (3) give high schools the excellent teachers and principals they

need, (4) hold high schools and colleges accountable for student success, and (5) streamline and improve education governance.

The actions of the nation's governors followed many years of commission reports, conferences, and research identifying the anonymity, apathy and alienation so prevalent among our nation's youth combined with the overriding consensus that it was driven in large part by the very structure of high school education embodied in large, comprehensive high schools. Launched in 2000, the Gates Foundation five-year high school initiative provided over a billion dollars in funding on a range of fronts—at the individual school level to break up large schools or start new schools, for researchers and policymakers to learn more about effective practices, and most recently, to build capacity at the district level to sustain widespread change.

Practitioners and policymakers have debated the appropriate size for high schools from at least the mid-20th century when population growth and funding practices resulted in large high schools becoming the norm. Ted Sizer of the Coalition of Essential Schools (organized in 1984) and Deborah Meier (known for her work with Central Park East in New York City in the late 1980's and early 1990's) were among the more vocal and renowned advocates for small, personalized learning environments for high school students. In turn, private foundation funding from the Gates Foundation beginning in 2000 and earlier Annenburg Foundation grants to reform urban schools favored the movement toward small schools or smaller subunits within the larger campus.

Beyond improving academic achievement, research suggested that small schools built a more positive and productive educational environment conducive to student learning. A sense of community constructed through student self-selection, as well as increased staff interest in students, led to greater feelings of belonging and more investment in making the school a quality place to learn. Classroom discipline problems, disruptions, and assaults were found to be less common in small schools, due to an increased sense of community and genuine investment in the school and learning (Cotton, 2001).

Complementary Reforms to Support Smaller Learning Communities

An increase in the rigor of high school courses and adopting a curriculum that supports students as they transition out of high school into college is no longer viewed as at odds with a relevant and supportive environment that encourages students with the least preparation to stay in school. In fact, evaluations of SLC efforts have concluded that the freshmen year is a pivotal year that must address both the need for freshmen with poor academic skills to catch up and to offer them rigorous courses that supports credit attainment and on time graduation (Toch, 2007).

Since 2001, eleven states and LAUSD, the second largest school district in the nation, required students to complete a full college-prep course sequence. In addition, 22 states currently require graduation exams. Many feared that these increases in graduation requirements would result in higher dropout rates. In addition, there was fear that these initiatives requiring more academic coursework runs counter to the notion of relevance and personalized learning.

However, emerging research indicates that may not necessarily be the case and that the combination of rigorous coursework with relevance is supportive of students graduating. For example, one study from Johns Hopkins University found that "enrollment in career-technical education is positively associated with higher graduation rates, but *only* when the tech courses are taken along with more challenging academic courses (Toch, 2007, p. 435)." On the other hand, an evaluation of efforts to raise graduation requirements in Chicago noted that simply calling courses college-prep was not sufficient and that the courses needed to be taught by capable teachers that can provide a challenging curriculum and motivation for students to complete the material (Toch, 2007).

Another complementary reform to SLCs is to support professional collaboration and distributed leadership among professionals in the new, smaller sub-units. In schools that move beyond structure and discussions of "architecture" as put by Tom Vander Ark, former executive director of the Gates Foundation education initiatives, the development of professional learning communities offers a real opportunity for making instructional change the focus of reforms. According to Richard DuFour, a national expert on the implementation of this kind of reform, professional learning communities focus on three "big ideas": (1) shifting from a focus on teaching to a focus on learning, (2) creating structures that promote a collaborative culture, and (3) an orientation on judging effectiveness based on results (DuFour, 2004).

In the context of SLCs, professional development to support improved pedagogical methods can be delivered within SLC teams, it is also important to complement this professional development within the content areas of teachers departments or specialties (Quint 2006). With more collaboration and targeted professional development, faculty and staff in SLCs and small schools work together to improve curriculum quality. This enables teachers in these settings to teach across content areas and spend more time personalizing curriculum and lessons to address the needs of individual students.

Implementation Issues for Smaller Learning Communities

While many high school reformers were entering uncharted territory as the SLC movement took hold, evaluation results and lessons learned are beginning to surface that may help to keep reform on track. Evaluation results funded by the Gates Foundation of its own high school reform initiative, findings from the MDRC evaluation of three widely implemented models, and an evaluation of New York City's New Century High Schools Initiative are just a few examples of recent publications indicating both the promise of and trouble spots to watch out for in the implementation of SLCs. In particular, early SLC implementers quickly learned that though small learning environments often provided the context to make reform possible, the break up into smaller units was only the beginning, not the end of the process.

The evaluation's examination of large school conversions also found that conversions of existing schools take longer than first envisioned with planning encompassing a two-year process. Further, conversion high schools had more difficulty instituting the type of structures for personalization that emerged in new small schools after the one start-up year. Teacher commitment to SLC change in conversions was also more tenuous due, in part, to the fact that SLC planning teams tended to involve a small proportion of teachers at the school (AIR/SRI, April 2003).

In the most recent round of evaluations of high school conversions and new start-up schools, the impact of SLCs on student achievement is mixed. While many have made progress in a key reform area—improved school climate, there is less conclusive evidence of the impact on student achievement. For instance, the MDRC summary of its evaluations of Career Academies, *First Things First*, and the *Talent Development* model found improvements in eleventh-grade math and reading tests in *Talent Development* schools for students where the interventions had been in place the longest but no effect on achievement within the Career Academies they studied (Quint, 2006). The evaluations of Gates-funded new and converted high schools found some improvements in reading and language arts especially in high schools that had implemented the Foundation's Attributes of High-Performing Schools to a higher degree.[1] However, their study found poor rigor in mathematics assignments at new and redesigned high schools (AIR/SRI, 2005). Despite these mixed results related to specific academic content areas and SLCs, the MDRC study of Career Academies found reduced dropout rates, improved attendance, and increased likelihood of on-time graduation among Career Academy students, especially those most at risk off dropping out (Kemple, 2000).

The issue of autonomy in SLCs goes to the heart of the reform in the breakup of large impersonal and bureaucratic comprehensive high schools. In the context of SLCs, autonomy can have a variety of definitions or approaches. For instance, SLC faculty may have autonomy over various aspects of organizing curriculum and instruction such as scheduling, staffing classes, and the like but little decision-making authority over core components of school organization such as budgeting and hiring decisions. Other aspects of autonomy include procedures for recruiting and selecting students, student conduct, and SLC safety.

The variation in levels of autonomy also presents one of the largest stumbling blocks in implementing the types of learning environments most connected to student success—those that allow for collaboration among adults and personalization for students. As high schools go through the conversion process, school-wide planning often takes three-years or more delaying discussions by SLC teams or schools-within-schools about the central questions of instructional improvement and just what is meant by personalization. In addition, to avoid "community unrest," issues "revolving around ability-grouping, advanced-placement opportunities, band, school spirit, or athletics may take precedence over strong efforts to improve instruction and enhance personalization (Fink and Silverman, 2007)."

Implementing a master schedule that works for all SLCs in a converted high school is one of the biggest challenges to success. Scheduling classes to insure "purity" of teachers and students within the same SLC has been a major challenge to school administrators especially for students in the upper grades who may want to take electives offered by other communities (Quint 2006). Building in more autonomy and a separate identity for each SLC, reducing the number of student and teacher "cross-overs" between SLCs, and allowing for flexibility in the master schedule (i.e., not maintaining a common bell schedule) are all strategies for managing the master schedule in converted high schools. In

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[1] Gates Foundation Attributes of High-Performing Schools include (1) Common Focus, (2) High Expectations, (3) Personalization, (4) Respect and Responsibility, (5) Time to Collaborate, (6) Performance-Based, and (7) Technology as a Tool (AIR/SRI, 2005b).

addition, reducing the number of small, specialized programs may also contribute to SLC purity.

LAUSD's High School Reform Context

Driven by the standards-based instruction movement and State accountability mandates, LAUSD adopted standards-based instructional reforms. Beginning in 2000, LAUSD developed standards-based instructional guides specifying curricular scope and sequence at each grade level and subject area. LAUSD also adopted the *Principles of Learning* developed by the University of Pittsburgh as a guiding force for assessing teaching practices and student learning. As part of this effort to deepen the alignment of instruction with state content standards, LAUSD also funded schools with literacy and math coaches and prioritized professional development for teachers on standards-based instruction. In addition, LAUSD has implemented a system of periodic (formative) assessments to help teachers differentiate English/Language Arts instruction at the elementary level, as well as in English, Mathematics, and Science at the secondary level. According to its SLC position paper, these reforms were part of the first stage of developing equity and excellence in LAUSD schools.

Due in part to the focus on standards-based instructional reforms, elementary student achievement has improved over multiple years. Unfortunately, these improvements have not been replicated at the secondary level. Therefore, LAUSD moved into a second stage of the standards-based reform. As stated in LAUSD's 2005 position paper on SLCs, the District recognized that "we cannot reach new heights of equity and excellence while confined by a bureaucracy with a tendency to conserve customs or practices that work only for a small fraction of the student body." Therefore, LAUSD is currently engaged in a variety of reforms to address the size and constraints of large comprehensive high schools, including creating SLCs within existing high schools and establishing new small schools.

Growing research on the potential for SLCs to enact substantive instructional reform at the secondary level combined with the availability of funding for SLCs from the sources such as the U.S. Department of Education and the Gates Foundation prompted LAUSD to develop a list of essential attributes that will guide the implementation of SLCs at both new secondary schools in the district and large, urban schools engaged in transformation efforts. Finalized in Summer 2004, these eight attributes include the following:

1. Unifying Vision
2. SLC Identity
3. Rigorous, Standards-Based Curriculum, Instruction, & Assessment
4. Professional Development
5. Equity & Access
6. Personalization
7. Accountability & Distributed Leadership
8. Collaboration, Parent & Community Engagement

High schools involved in restructuring can use a variety structures and strategies. Structures include Academies, houses (grouping students in semi-autonomous structures—for instance, freshmen houses), schools-within-schools (with a higher degree of autonomy than a house structure) and magnet programs. Strategies include freshmen transition programs,

multi-year groupings, alternative scheduling, adult advocate systems (such as formal mentoring programs) and teacher advisory systems (in which small groups of students are paired with a teacher during an advisory period to support individualized attention and personalization of the counseling function).

Before proceeding to the evaluation of the structures and strategies among a subset of LAUSD schools participating in the UNITE-LA College and Career Success (C&CS) network, it is essential to recognize that SLCs have existed in LAUSD at the secondary level for more than two decades. School-within-a-school programs such as magnet schools, Academies (including California Partnership Academies), and Humanitas programs have provided a *subset* of students with rigorous, personalized, thematic and interdisciplinary instruction. The challenge now is to scale up these existing specialized programs so that all students benefit from participation in SLCs.

Banning SLC Design Overview and History

Prior to SLC grant funding, Banning had the College Incentive Magnet (CIP, grades 9 – 12) and International Trade Academy (ITA, grades 10 – 12), a California Partnership Academy. Year 1 of the SLC grant (2003-04) was a planning year for Banning and no new SLCs were implemented. In 2004-05, the school added two California Partnership Academies that served 10th-11th grade students. They were the Global Safety & Security Academy and Hospitality/Culinary Arts that later became Maritime, Agriculture, Tourism, Cuisine, and Hospitality Academy (MATCH). They also piloted a 9th Grade House during this year.

In Year 3 (2005-06) of the grant, Banning expanded the two new California Partnership Academies from the previous year to serve students in grades 10–12 and implemented the following SLC structures:

- Three ninth grade houses – Stanford, UCLA, and USC
- Culture, Arts, and Leadership (formerly School of Visual & Performing Arts and Community & Leadership) (grades 10–11)
- A Pilot Academy of Technology & Health Services – House 1 and House 2 (grades 10–11)

In 2006-07 (Year 4) Banning had organized its SLC structures into four schools and was wall-to-wall with the following SLC structures and grade level configurations:

- College Incentive Magnet (9-12)
- School 1: Freshman Houses (UCLA, USC, Stanford) (9)
- School 2: International Trade Academy (CPA) (10-12)
- School 2: Global Safety & Security Academy (CPA) (10–12)
- School 2: International Food & Hospitality Academy, was Hospitality & Culinary Arts Academy (CPA) (10–12)
- School 2: Global Environmental Science Academy (CPA) (10–12)
- School 3: Culture, Arts, & Leadership (10–12)
- School 4: Pilot Academy of Technology & Health Services – (10–12)

PART II: METHODOLOGY & DATA OVERVIEW

Evaluation Approach

The evaluation of Banning High School's Academies encompasses two dimensions: (1) a qualitative dimension measuring progress with regard to program effectiveness and (2) a quantitative dimension measuring the impact on student achievement. The qualitative information presented in this report reflects data collected during the 2007-08 school year and the quantitative data presented is from the 2006-07 school year, the most recent year for which data was submitted to Public *Works*, Inc. (PW).

Qualitative Data Collection

PW conducted a two-day site visit in order to assess the implementation of the ITEP Academies. The site visit consisted of interviews and focus groups of key administrators, staff and students at the school.

In order to analyze and summarize the data collected during the site visit, PW used an implementation checklist created to summarize and analyze information collected during the interviews and focus groups. The site visit checklist rates each of the eight attributes identified by LAUSD for implementation of SLC's:

1. Unifying Vision
2. SLC Identity
3. Rigorous, Standards-Based Curriculum, Instruction, & Assessment
4. Professional Development
5. Equity & Access
6. Personalization
7. Accountability & Distributed Leadership
8. Collaboration, Parent & Community Engagement

Additional qualitative data collected for this report includes a survey of ITEP and Banning High School staff and surveys of 10th and 12th graders in the ITEP programs. A senior follow up survey will be conducted during fall after graduation from high school.

Staff Survey

The staff survey was developed to ask all school staff about their knowledge and involvement in the SLC initiative at their school. The survey was administered during a spring staff meeting. All members of the ITEP staff participated and additional staff attending the staff meeting were also surveyed in order to compare the results between ITEP and Banning staff.

Student Surveys

In order to collect student opinions and information about their experiences in high school, ITEP students were surveyed with regard to their expectations for learning,

classroom instruction, counseling and guidance, and personalization of their high school experience. Students were also asked to identify if they currently participate in a smaller learning community and their participation in activities such as after-school programs, college courses, internships and the like. The survey concluded with demographic questions including grade, sex, race-ethnicity, highest-level math class and plans after graduation in order to track student responses to smaller learning community implementation over time. PW will administer a senior follow-up survey in the Fall of 2008 regarding postsecondary enrollment, employment and other activities after high school.

Student Outcome Data

Student level data from 2006-07 for all students at Banning High School was collected from the district in Fall 2007. In addition, data available online through the California Department of Education (CDE) has also been used in several of the tables prepared for this report. Data for ITEP students was compared to non-ITEP students at Banning High School. Student level data is available for the following measures:

- Demographics (including participation in an SLC)
- California Standards Test (English language arts and math)
- High School exit exam (CAHSEE)[2]

Demographic data allowed us to examine and compare subgroup differences among students linked to ethnicity, socio-economic status, English language proficiency, as well as for students identified as special education or gifted or talented (GATE).

PART III: QUALITATIVE ANALYSIS

Area 1: Unified Vision

A shared vision created by a group of educators, support staff, students, parents, and community who comprise the school learning community who assume responsibility for the learning of every student through a distinctive and focused standards-based curriculum.

As part of its transformation to SLCs, Banning High School has been grouped into four schools. School 2, which is comprised of the International Trade Careers Academy (ITA); Global Safety and Security Academy (GSS); Maritime, Agriculture, Tourism, Cuisine, and Hospitality Academy (MATCH); and Global Environmental Science Academy (GESA), has been assisted by the International Trade Education Programs (ITEP). ITEP is a non-profit organization supporting the development of curriculum and connections to the employer and education community that are relevant to the focus areas of the Academies. The vision for these Academies is crafted by a core group of School 2 stakeholders. Focus areas are provided in Table 1.

Table 1: ITEP Academy Focus Areas

Academy	Focus Area	Student enrollment
International Trade Academy	International business and trade	201
Global Safety & Security Academy	Security issues and Internet security	195
MATCH	Cuisine, tourism, logistics, agriculture	191
Global Environmental Science Academy	Environmental issues, law, social change	152
	Total ITEP enrollment	**739**
	Total non-ITEP enrollment	**2,916**
Total School Enrollment		**3,655**

*enrollment data is from the 2006-07 school year

ITEP has worked with schools, Banning in particular, to create a partnership between businesses, community resources, teachers, and students to increase the ability of schools to prepare students to enter the workforce and become valuable members of the community. Many industries have suggested that students graduating from high school do not have the necessary tools to succeed in the business community. ITEP hopes to increase the collaboration between schools and industries to improve the preparation of high school students entering the workforce.

The mission of ITEP is to introduce students, especially students from underachieving schools to careers in maritime trade, transportation and logistics. Their goal is to bring students, educators, and the business community together to improve education and career preparation. With employers providing information to schools about what they are looking for in employees, teachers are better prepared to assist students in attaining important skills for employment and further education.

ITEP asserts that the best way to accomplish this goal is through the creation of international trade Academies. The Academies help to create a closer connection between students and teachers. Students are also given the opportunity to gain a greater

understanding of the career focus through paid internships created through business partnerships initiated by ITEP.

The ITEP Academies include a core group of counselors, teachers and community partners dedicated to this vision for students. This group has focused on the development of the direction and focus for the Academies in School 2 at Banning. School 2 has also been assigned an assistant principal. However, to date, the assistant principal continues to support changes in Banning as a whole rather than the internal workings of the ITEP Academies.

According to staff survey responses, over three fourths (78%) of teachers believe that most of the staff shares their beliefs about what the mission of the school should be (Table 2). This was also apparent in the discussions with staff in the focus groups. In meeting with staff, nearly all felt that they were part of a shared community with a common goal and vision for educating students. Staff interviewed shared a goal of high standards. They were dedicated to systematically improving student achievement by focusing on the academic core, as well as developing an environment that helps students build upon their goals and aspirations in an area of focus. Staff reported that the numerous community partners and close association to the Port of Los Angeles assist in helping students achieve their goals.

Nearly all (94%) of the ITEP staff also reported that the goals and priorities of their SLC were clear compared to 76% of the Banning staff surveyed. This is a result of a strong core group of counselors and lead teachers that have worked together on the vision of the Academies, shared them with the staff, and gained staff buy-in for the program.

Table 2: Staff Perceptions about Mission and Vision

Staff Survey Item		ITEP (n=18)	Overall (n=84)
Most of the teachers in my SLC share my beliefs about what the central mission of the school should be.	Agree	78%	77%
	Disagree	23%	23%
Goals and priorities for our SLC are clear.	Agree	94%	76%
	Disagree	6%	24%

Area 2: SLC Identity

Each fully implemented SLC has an educational philosophy and approach that is known and shared by students, staff, families and community partners. SLCs have a unique academic identity, distinct and heterogeneous groups of students, distinct physical boundaries and an administrator or teacher leader that leads a cohesive faculty team. SLC teams make decisions related to: curriculum, instruction and assessment; budget, personnel and facilities; master schedule and student programming; and student conduct and issues of community safety. SLCs range in size from 100 to 500 students.

School 2 at Banning is made up of four distinct Academies with their own identity and focus. Students self-select into each Academy and all field trips are fully sponsored by industries related to the Academies. The International Trade Academy focuses on international business and trade. Students take part in internships and activities in order to further their understanding of these themes. For example, students participated in a Virtual Business class where they created companies and received paychecks to purchase goods

from other classes in other schools. Students also participated in an economic summit in which they were given a country to research in order to compete against other schools with similar programs. The students traveled to USC for this competition. Students also participated in a field trip aboard a large sailing vessel to work on team building skills while incorporating core curriculum.

The Global Safety and Security Academy focuses on security issues and has incorporated Internet security. They have formed many partnerships with the community including one with the Department of Homeland Security and shipping companies. Through the partnership with the Department of Homeland Security, students were given the opportunity to gain hands-on experience by inspecting vessels coming in to the port. Students also took a trip to the California Maritime Academy where they learned about cold-water survival and marine firefighting. All of these activities supported the development of a coherent identity for students and teachers participating in the Academy.

The Global Environmental Science Academy is focused on environmental issues and learning about a legal and social change approach to proactively to solve problems. The Academy provides students with background knowledge of science and the environment in order to support social change. The program highlights the adverse effects of environmental problems on people of lower socio-economic status. The Academy has also worked on creating partnerships with BP and Conoco Philips and has taken students to their corporate offices to show students potential careers in the field. Students also attended a field trip to Catalina Island where they participated in an environmental leadership program.

The Maritime, Agriculture, Tourism, Cuisine, and Hospitality Academy focuses on the culinary field within the maritime and food industries. They are also beginning to incorporate logistics and agriculture into the curriculum. Students took a trip to Vons to see first-hand the process of logistics and how items are shipped and tracked. In addition, the Academy traveled to Santa Barbara to visit colleges and an organic farm and took two trips to UC Davis for a leadership conference. The Academy has also worked on diversity and informing students of other cultures, with a special emphasis on the cuisine of other cultures.

The other ways that the Academies work to establish a unique identity of the SLC is through the creation of logos and t-shirts. Students are encouraged to wear their shirts on Fridays. During interviews, students and teachers agreed that each Academy had a different identity and academic focus bringing a friendly rivalry among the ITEP Academies. Despite these separate identities, ITEP students also retained loyalty and identity to Banning as a whole, especially when it came to attending and participating in school-wide sports.

The survey results show that as students learn about the programs that they are enrolled in, their identification with a particular Academy is likely to grow. Nearly all ITEP seniors (95%) were aware that they are part of an Academy or a program of students and teachers who share classes organized around a career theme. On the other hand, only 56% of 10th grade ITEP students identified themselves in this way.

During focus groups with students, many enthusiastically described the field trips they had attended through their Academy as the most memorable experiences of high school. This

was something that brought the students together as Academy students, solidifying the family setting and identity of each Academy. Another example provided by students in the focus groups was the MATCH bake sale and the good times they experienced together.

Area 3: Rigorous Standards Based Curriculum, Instruction, and Assessment

A standards-based educational program embodies high expectations for every student so that they achieve grade-level standards, use appropriate technology, district adopted textbooks, and materials to support instruction, meet high school graduation requirements, college entrance requirements and are prepared for post-secondary experiences and the world of work.

Instruction is adapted based upon learning needs within a rigorous culturally relevant and linguistically responsive curriculum; student performance is measured to report on progress and accomplishments and to inform future instructional practices. Multiple forms of standards-based assessments are used including some benchmarks by the district. Additionally, school indicators are used as measures of school progress including, for example, attendance, dropout rates, number of high school graduates, etc.

In recent years, LAUSD has focused on standards-based instructional reforms. These reforms have been initiated at the district, state, and federal levels. The reforms have focused on increasing academic rigor in the core academic subject areas and improving student outcomes related to standards mastery. LAUSD has responded by mandating an A-G curriculum for all students. A-G requirements are based on the list of courses a student must take to be eligible for acceptance in to the University of California or California State University system (UC/CSU). This college prep curriculum is designed to increase the rigor of all core academic courses in order to prepare more students for college. Other reforms that support standards-based instruction implemented by LAUSD include the use of state standards and state-approved textbooks, common pacing guides, and district formative assessments that provide data to guide and modify instruction.

By design, Academy students are grouped into three courses—two core academic courses and an elective course focused on the Academy theme. While the ITEP Academies are working hard to incorporate integrated curriculum across subject areas, most of the learning is centered on individual content areas with field trips and other extracurricular activities serving as the unifying, capstone experience. The integration of district level instructional mandates including periodic assessments and the emphasis on core curriculum with the interdisciplinary nature of SLCs has been a challenge but continues to be a goal for teachers in the Academies.

While teachers and students reported a few interdisciplinary academic projects, ITEP uses performance-based assessments tied to project-based learning for some of their courses. For example, ITA developed a project at USC for students to understand the difficulties of international trade where students took on the identity of a nation and needed to negotiate based on their nation's needs.

ITEP faculty were surveyed about their views on teaching (Table 3). Just over half of the ITEP staff (56%) felt they can have a high impact on their ability to get students to do well in schoolwork compared to 36% of Banning staff. Most ITEP teachers (61%) believe that they have a high impact students to provide alternative explanations or examples. Two

thirds (67%) of ITEP staff felt that they have moderate impact on the to use of a variety of assessments strategies.

Table 3: Staff Survey of Personal Views on Teaching

Staff Survey Item		ITEP (n=18)	Overall (n=84)
To what extent can you use a variety of assessment strategies?	Very Low Impact	6%	5%
	Low Impact	11%	22%
	Moderate Impact	67%	50%
	High Impact	17%	24%
To what extent can you provide an alternative explanation or example when students are confused?	Very Low Impact	0%	1%
	Low Impact	11%	4%
	Moderate Impact	28%	35%
	High Impact	61%	60%
To what extent can you craft good questions for your students?	Very Low Impact	0%	0%
	Low Impact	0%	6%
	Moderate Impact	39%	47%
	High Impact	61%	47%
How well can you implement alternative strategies in your classroom?	Very Low Impact	6%	1%
	Low Impact	6%	12%
	Moderate Impact	39%	54%
	High Impact	50%	32%
How much can you do to get students to believe they can do well in schoolwork?	Very Low Impact	0%	1%
	Low Impact	17%	14%
	Moderate Impact	28%	48%
	High Impact	56%	36%
How much can you do to help your students value learning?	Very Low Impact	0%	1%
	Low Impact	17%	19%
	Moderate Impact	50%	54%
	High Impact	33%	26%
How much can you do to motivate students who show low interest in schoolwork?	Very Low Impact	17%	6%
	Low Impact	6%	31%
	Moderate Impact	50%	41%
	High Impact	28%	21%
How much can you assist families in helping their children do well in school?	Very Low Impact	11%	14%
	Low Impact	33%	33%
	Moderate Impact	44%	38%
	High Impact	11%	15%

ITEP 10th and 12th grade students were also surveyed about their perceptions of the curriculum and instruction in their Academies. Nine out of ten 12th graders agreed that their teachers challenge them, encourage them to challenge themselves, are fair about grades, and clear about their expectations (Table 4). Nearly seven out of ten 10th graders agreed that teachers are clear about expectations, are taught the subject matter at a high level, and will be prepared when they leave high school. Most 10th graders (73%) agreed that their teachers are fair about how they grade. While only 28% of 10th graders have been encouraged to take AP and advanced courses, nearly half of 12th graders (49%) agreed that they had.

In general, 12th graders agreed at higher levels than 10th graders to the statements regarding their interest in the courses they are taking. For example, while 87% of 12th graders agreed that classes are interesting and challenging, 66% of 10th graders agreed. Likewise, 82% of seniors agreed they have the opportunity for interesting assignments and

projects in class compared to 51% of 10th graders. This perhaps reflects the greater opportunity for teachers to integrate projects and other activities during the senior year that are more tailored to individual and group interests. It is also important to note that in all statements in Table 4, more 12th graders agreed than 10th graders. This high level of agreement is likely the result of three years of student participation in the ITEP Academies.

Table 4: Student Perceptions of Rigorous, Relevant Curriculum & Instruction

		ITEP	
		10th	12th
Student Survey Item	Response	195	153
My classes are interesting and challenging.	Disagree	34%	13%
	Agree	66%	87%
I have the opportunity to do assignments and projects about interesting topics in class.	Disagree	49%	18%
	Agree	51%	82%
Teachers and administrators encourage me to challenge myself.	Disagree	40%	9%
	Agree	60%	91%
I have been encouraged to take AP and advanced classes.	Disagree	72%	51%
	Agree	28%	49%
My teachers are clear about what they expect from me.	Disagree	31%	11%
	Agree	69%	89%
My teachers are fair about how they grade me.	Disagree	27%	11%
	Agree	73%	89%
Teachers teach academic subject matter at a high level.	Disagree	31%	22%
	Agree	69%	78%
I will be prepared to enter college when I am finished with high school.	Disagree	31%	28%
	Agree	69%	72%

Area 4: Equity and Access

Every student will participate in a rigorous quality curriculum that is culturally relevant and linguistically responsive to their unique learning needs, thereby eliminating achievement gaps between groups of students.

The ability for students to select an Academy that will be most beneficial to their future plans in life is an important factor. When students select the Academy they will participate in, it usually creates more ownership of their educational choices in contrast to being placed in an Academy where they had little or no choice. During the student interviews, most reported they had been given their first choice in the Academy and they were happy with their decision.

While each Academy strives to allow open access to all students, the more established Academies have a greater interest from the 9th grade students applying to be a part of them. During the site visit, students reported that there was a much more intense application process to be accepted to ITA. Most students in the focus groups indicated they were placed in their first choice of Academy despite the higher level of competition for ITA. Students did not feel that there were any differences in the Academies related to student ability. Students also did not indicate any restrictions or limitations regarding the Academies they had chosen.

As shown in Figure 1, there appears to be an equivalent number of students from each sub group enrolled in the ITEP Academies compared to the non-ITEP students. There is a slightly lower percentage of ELL and GATE students enrolled in the ITEP Academies (18% versus 25% for ELL and 6% versus 11% for GATE) compared to the school as a whole (Figure 1).

Figure 1—ITEP and non-ITEP demographic and other indicators
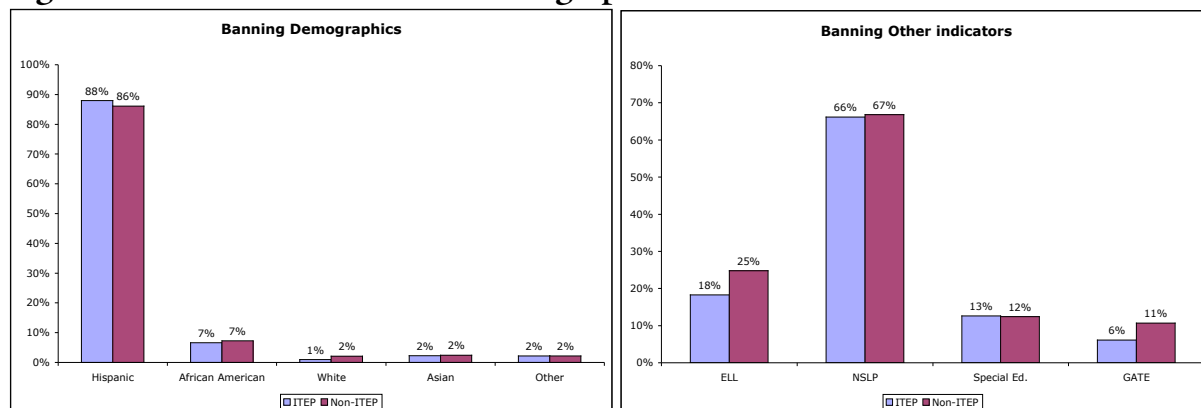
Area 5: Personalization

A demonstration of sustained and mutually respectful personal relationships where every student is well known by a group of educators who advise/advocate for them and work closely with them and their families over time. The size of the Small School Learning Community is appropriate to its vision and mission, generally ranging from 300-500 students.

The Personalization attribute is based on the premise that students who are connected to a defined team of teachers within a school are less likely to "fall through the cracks." Put another way, personalization is a missing ingredient in the typical large, comprehensive high school and the anonymity of the traditional high school experience allows students to drift academically and socially, resulting in lower academic achievement and higher dropout rates. Through personalization, teachers stay connected with students (often over multiple years), developing a keen understanding of students' academic strengths and weaknesses, non-academic interests and talents, and goals/aspirations for the future. These relationships, in turn, may have spillover benefits on school attendance, grades, postsecondary eligibility, and high school graduation rates.

Students and staff reported a very close connection to their Academy. Many students discussed activities, field trips and events specific to their Academy to help them feel more connected. The connection that was created between the students and the Academies resulted in a stronger bond with their teachers as well. Students were very positive in their focus groups about the individual attention they received and teachers reported a feeling of trust from and among their students. Students also enthusiastically discussed field trips that each Academy provides. With each Academy providing different fieldtrips, each Academy

increased the personal attention and instruction students received through hands-on experiences.

A large percentage (84% 10th grade, 97% 12th grade) of students felt that their teachers knew their names and the names of their friends in class. This indicates a strong personal connection to individual teachers that was confirmed in the student interviews. Students also indicated that they are encouraged to consider further education after high school with nine out of ten seniors and over three out of four 10th grade students agreeing with that statement (Table 5).

While students and staff have felt a stronger connection to the Academy and each other, the students personal education plan has largely not been addressed. Less than a quarter of 10th graders agreed with the item regarding whether they have worked with a counselor or a teacher to develop a written education plan that reflects their needs and interests. Seniors agreed at a higher level, but still fewer than 60% agreed they have a written plan. In addition to a written plan, students have not discussed their high school education plans with teachers or counselors. Only 23% of 10th grade students and 56% of 12th grade students agreed with this statement (Table 5). Again with the exception of the statement "The classes I take incorporate my life experiences and my culture," more 12th graders agreed to the items related to personalization than 10th graders (Table 5).

Table 5: Student Perceptions of Personalization

		ITEP	
		10th	12th
Student Survey Item	Response	195	153
My teachers know my name and the names of my friends in class.	Disagree	16%	3%
	Agree	84%	97%
I can get tutoring and other help if I'm having trouble in school.	Disagree	9%	3%
	Agree	91%	97%
My parents feel comfortable with my teachers if they have questions or need information.	Disagree	27%	13%
	Agree	73%	87%
I have an adult at this school that I can go to for help with school and for personal support.	Disagree	41%	15%
	Agree	59%	85%
The classes I take incorporate my life experiences and my culture.	Disagree	38%	42%
	Agree	62%	58%
My classes have encouraged me to consider further education after high school.	Disagree	23%	10%
	Agree	77%	90%
I have worked with a counselor to develop a written educational plan that reflects my needs and interests.	Disagree	76%	45%
	Agree	24%	55%
I have worked with a teacher to develop a written educational plan that reflects my needs and interests.	Disagree	77%	42%
	Agree	23%	58%
I feel safe when I am at school.	Disagree	42%	36%
	Agree	58%	63%
I talk to my teachers or a counselor regularly about my high school educational plan.	Disagree	77%	44%
	Agree	23%	56%
I feel that I belong to a school-wide community.	Disagree	48%	26%
	Agree	52%	74%
The classes I take relate to my future college and career goals.	Disagree	53%	40%
	Agree	47%	60%

Area 6: Accountability and Distributed Leadership

Members of the Small School Learning Community work together, share expertise, and exercise leadership to ensure that student achievement is the intended result of all decisions. They retain primary responsibility, appropriate autonomy, and are accountable for making decisions affecting the important aspects of the small learning community.

With the development of each Academy into a more autonomous entity responsible for improving student outcomes, there is a need to develop teachers and other school leaders charged with coordinating the new SLCs. SLCs are supported by a model of distributed leadership and encouragement of opportunities for greater staff collaboration. As part of the breakup of large high schools, more schools have begun to allocate common planning time where staff can come together to work in a collaborative fashion to personalize the educational experience for students. This common planning time and collaboration is designed to support teachers to create a coherent instructional focus for the Academy that is based on monitoring and adjusting instruction based on student achievement.

As Banning High School has divided into SLCs, each school has gained some autonomy in decision-making. The schools have been separated and given their own district building space. An assistant principal has been dedicated to the ITEP Academies, but the assistant principal's role in the school has changed very little yet. School 2, which houses the ITEP Academies, has been able to tailor their courses to reflect the individual focus of the Academies. The counselor for ITA has taken a lead role coordinating many of the other ITEP Academies.

Each Academy has a lead teacher that coordinates staff regarding the creation of curriculum, projects, and field trips. Lead teachers have an additional prep period and this role continues to be refined. The team has the freedom and autonomy to improve the Academy as they see fit, but there is no way to hold them accountable for meeting or collaboration. Most teachers work on improving the Academy on an individual basis with input from the lead teacher. However, if a teacher does not feel like participating with the other teachers there is little the staff can do to improve the situation. During a recent labor dispute, many staff did not meet outside of the school day to discuss Academy business. Lead teachers reported that teachers in their teams would try to make the regularly scheduled meeting but attendance from staff became increasingly less frequent as the school year went on.

According to survey results, 89% of staff agreed that there is a great deal of cooperative effort between teachers in their SLC. However, when asked if the teachers were coordinating the content of the courses, fewer than half (45%) agreed (Table 6). The results suggest that teachers are willing to work together to create interdisciplinary curriculum, but there is room for more support of collaborative time.

Table 6: Staff's Perception on School Culture & Climate

Staff Survey Item		ITEP (n=18)	Overall(n=84)
In my SLC, the teachers and the administration are in close agreement on school discipline policy items.	Agree	70%	64%
	Disagree	30%	36%
There is a great deal of cooperative effort among members of my SLC.	Agree	89%	66%
	Disagree	11%	34%
I make a conscious effort to coordinate the content of my courses with other teachers in my SLC.	Agree	45%	53%
	Disagree	56%	47%

According to survey results, most teachers (76%) agreed they spend less than half of their time during a planning period diagnosing individual students (Table 7). In addition, a majority of staff (61%) agreed that they spent less than half their common planning time coordinating content. When asked how much time during planning periods was dedicated to discussing teaching practices and behaviors, 35% indicated no time was spent, 29% indicated they spent less than half the time, and 35% indicated they spent more than half the time during planning meetings. In interviews, staff reported spending a great deal of time on the coordination of field trips and Academy events.

To increase the effectiveness of small learning communities, it is important for staff to meet regularly and discuss student achievement. The ITEP Academies continue to need to create formal meeting times and norms to ensure proper discussions are taking place. Staff interviews indicated that most meetings are informal and sporadic.

Table 7: Teacher Collaboration: In a typical planning period when you meet with other teachers, about how much time is spent:

Staff Survey Item		ITEP (N=18)	Overall(N=84)
Coordinating content (teachers decide common themes; suggest related materials and activities to guide instruction)?	None	17%	33%
	Less than half	61%	51%
	More than half	22%	16%
Diagnosing individual students (teachers discuss problems of specific students and arrange appropriate help)?	None	18%	37%
	Less than half	76%	56%
	More than half	6%	8%
Analyzing teaching (teachers discuss specific teaching practices and behaviors of teachers)?	None	35%	46%
	Less than half	29%	38%
	More than half	35%	16%

Area 7: Parent and Community Engagement Benchmark

All members of the Small School Learning Community are viewed as critical allies and are significantly included in the school community (i.e., students, teachers, support staff, parents, administrators, business, and community partners). An ongoing partnership is aimed at supporting continuous improvement of student achievement. Authentic engagement leads to sustained participation in critical school decisions and implementation of school efforts.

Banning High School has done well regarding engaging parents in the formation of their Academies. They had a parent center on campus that was headed by a community leader. Parents appear to be supportive of the SLC initiative and can see the benefit it has for students.

The ITEP Academies excel in the area or community partnerships. Through the assistance of ITEP, the Academies have a very strong partnership with the Port and many of the companies and industries that are associated with the Port. Students reported internships with the Coast Guard, a BNSF railway, the Port Police, the Long Beach Harbor Patrol, and the Department of Homeland Security. There are numerous internship opportunities for students in the Academies. Most internships took place during the summer between the students' junior and senior years. Companies indicated that students perform best during this time since they understand the importance of what they are doing and will still be able to return to school and be held accountable for their performance to teachers.

Academy staff reported enthusiastically about the assistance and opportunities their students were able to have because of their association with the Port and ITEP. GSS students were able to work with the Coast Guard by boarding and inspecting vessels entering the port. MATCH has visited the distribution center for a major supermarket to see the importance of logistics and transportation.

With all of the internships, field trips, and community partnerships available for ITEP students, there are many opportunities to gain hands-on experiences to better prepare them for life after high school including college or entering the workforce immediately. Most students surveyed report they will be prepared to enter the workforce when they finish high school. Over three quarters of 10th grade students agreed with this statement and 82% of seniors agreed (Table 8).

Table 8: Student's Perception of Preparation and Support

Student Survey Item	Response	ITEP 10th 195	12th 153
I will be prepared for employment when I am finished with high school.	Disagree	24%	18%
	Agree	76%	82%
I have the support I need at home to complete my homework and do well in school.	Disagree	25%	10%
	Agree	75%	90%

Student Follow-up Results

During the Spring 2008, 153 ITEP students completed a 12th grade survey. Of these surveys, just under half (71) returned surveys with contact information. Of the 71 surveys with contact information Public *Works*, Inc. was able to achieve a 75% response rate.

Of those contacted, 92% reported graduating from high school. Of the students responding to the survey, 90% are enrolled in school with 23% in a four-year college or university, 66% in a public community college, and 11% in a vocational or technical school. All students enrolled in school are attending full time. As a point of comparison, in a comparable follow-up survey of Banning High School students conducted in 2007, only 75% of seniors reported having graduated from school and 78% reported being enrolled in school. Approximately half of the ITEP students surveyed were employed (49%), which was similar to Banning High School students (46%). Thirty-three percent of those ITEP students are working full time with the remaining 67% working part time.

Nearly two thirds (63%) of ITEP students reported participating in internships, career fairs, job shadowing, career Academies or career pathways during high school. However, 29% of respondents did not report participating in a career Academy even though they were ITEP students in high school. Of the students who responded to participating, 97% found the activities beneficial to finding their current job or planning for schooling after high school. Over half of the students surveyed (52%) responded that the academic courses they took in high school prepared them very well for further education.

When ITEP students looked back on their high school experiences, nearly two thirds felt that it would have been beneficial to have more career guidance (66%), more career-related courses (63%), and more career-related activities (63%). Just under half the ITEP students would have liked to have more rigorous academic courses in math (47%), science (42%), English (45%), and social studies (39%).

Area 8: Professional Development Benchmark

Small School Learning Communities demonstrate implementation of central and local district training and resources. Continuous professional learning is focused on improving practices and performance as a vehicle for school improvement and program coherence. This is accomplished through collaboration, reflection, the analysis of student work and data, and a review of pedagogy. Common planning time is provided for teachers to gain in-depth

knowledge of their content standards to work on lesson design review student work and performance data. Professional development is monitored and assessed regularly for effectiveness and implementation to ensure continuous school improvement.

In previous years, professional development was an integral part of the Academies and focused on improvement of curriculum and student success. In the past year, with the Western Association of Schools and Colleges (WASC) accreditation, staff has felt that there was a reduction in the progress made over the years to focus on SLCs. While the Academies have added more responsibilities and autonomy for teachers and staff, the WASC accreditation resulted in a reduction of this autonomy in order to complete the approval process for the school as a whole. Staff indicated that the process required the school to return to more traditional department-oriented professional development activities and much less attention was dedicated toward improvement of the Academies.

In addition to the staff reporting challenges with aligning WASC and SLC, problems arose from an ongoing union dispute, which resulted in staff not attending after school meetings dedicated toward Academy improvement. ITEP Academies do not hold meetings during a common planning period like many other Academies, and were, therefore, required to meet after school to discuss improving interdisciplinary curriculum and student achievement, progress, and discipline. Lead teachers reported it was difficult to convince staff to meet to discuss these issues.

Professional development also included teachers sharing ideas and practices to improve their performance and the performance of their students. Nearly forty percent of staff felt that they visited another teachers classroom five times or more to observe and discuss their teaching (Table 9). Discussions like these were important to increase effective teaching practices.

Nearly half of the staff (45%) felt that they discussed students' academic performance or grades or test scores between two to four times during the school year. An additional 28% of staff felt that it was discussed over four times. These discussions serve two purposes. First, it opens communication to be sure that teachers are using similar criteria to judge student performance. It also assists teachers in identifying issues and problems in students that staff may not notice on an individual basis, but through discussion of performance becomes clearer. For example, if a student is failing a class, the teacher may not be overly concerned, but if a student is found to be failing four courses in the joint discussion, the teachers are more likely to intervene.

With the completion of WASC and the labor issues resolved, Banning High School and the Academies need to regain focus on professional development dedicated to improvement of student achievement through the Academies. There needs to be a greater effort in coordinating meeting times and structuring the meetings to allow for discussions about student achievement and individual concerns as well as discussions of curriculum and integrating courses around the Academy focus.

Table 9: Professional Development: Since the beginning of the school year:

Staff Survey Item		ITEP (N=18)	Overall (N=84)
How often did you receive useful suggestions for curriculum materials from colleagues in your SLC?	0-1 times	28%	35%
	2-4 times	33%	41%
	5 or more	39%	23%
How often have two or more teaching colleagues regularly observed your students academic performance or reviewed their grades or test scores?	0-1 time	28%	34%
	2-4 times	45%	49%
	5 or more	28%	16%
How often have two or more teaching colleagues regularly observed your students academic performance or reviewed their grades or test scores?	0-1 time	33%	68%
	2-4 times	45%	22%
	5 or more	22%	11%
Except for monitoring student teachers or substitute teachers, how often have you visited another teacher's classroom to observe and discuss their teaching?	0-1 time	39%	70%
	2-4 times	22%	18%
	5 or more	39%	13%
How often has another teacher come to your classroom to observe your teaching (exclude visits by student teachers or those required for evaluations)?	0-1 time	33%	70%
	2-4 times	45%	22%
	5 or more	23%	8%
How often did you receive meaningful feedback on your performance from supervisors or peers?	0-1 time	32%	57%
	2-4 times	50%	35%
	5 or more	18%	8%
How often did you meet with colleagues to discuss specific teaching behaviors?	0-1 time	11%	43%
	2-4 times	61%	42%
	5 or more	28%	16%

Strengths

- <u>Community partnerships</u> The ITEP Academies have created numerous partnerships with companies in their focus areas. Each partnership is tailored to the specific Academy and assists in furthering student understanding of the industry, provides opportunities for future employment, and the knowledge of the steps they need to take to move toward their career goals.

- <u>Internships</u> ITEP has capitalized on their partnerships with the community and employers in order to assist students in gaining first-hand experience in the Academy's area of focus. Students reported having an added advantage when applying for college or positions after graduation from high school through the internship experience and the contacts and references they have gained.

- <u>Field trips</u> Even if a student is unable to attain an internship, they are still given the option for hands-on experience through the many field trips organized by the Academies with the support of ITEP. Each field trip is specific to the Academy's focus and gives students added knowledge of their field outside of a classroom setting.

- <u>Academy Identity</u> Each Academy has an independent focus on different aspects of trade and commerce. Students are aware of their Academy affiliation and the benefits that they have received due to their participation in the Academy.

Areas to focus

- <u>Common Preps</u> Academy teachers do not share a common prep period making regular scheduled meetings difficult. Common prep periods would assist in creating a more stable meeting time and allow for more collaboration between teachers to review student progress and instructional practices. More collaborative time would allow for additional opportunities to develop integrated curriculum, projects, and other in-class activities to support each Academy's area of focus.

- <u>Professional Development</u> According to staff, professional development has been focused on WASC accreditation and department needs. Professional development that refocuses on implementing curricular and instructional strategies aligned to each Academy's area of focus and the use of data to improve instruction are two areas of need.

- <u>Teacher Purity</u> Teachers work in multiple Academies, which has prevented them from gaining all the benefits of sharing a group of students. When teachers work within multiple Academies, the coherence of the team is compromised. Teachers in multiple teams have additional outside demands, including additional meetings and more students to get to know potentially diluting the impact of the Academy structure.

PART IV: QUANTITATIVE ANALYSIS

This section provides data on the students enrolled at Banning High School in the past three years. Data from the 06-07 year was first analyzed in terms of student distribution on various demographic variables including grade level, ethnicity, English language learner (ELL) status, special education enrollment, and National Student Lunch Program[3] (NSLP) status. Next analysis was conducted by these demographic variables on multiple achievement indicators including:

- *California Standards Test (CST), English Language Arts and mathematics*
- *Grade Point Average*
- *Regular school attendance*
- *Advanced Placement course enrollment and exam pass rate*
- *California High School Exit Exam (CAHSEE), English Language Arts and mathematics*

2006-2007 Student Demographics

There were a total of 3,655 students enrolled at Banning High School in 2006-2007. Within Banning, 201 students were part of the International Trade Academy, 195 students were with the Global Safety & Security Academy, 191 students were enrolled under the MATCH, 152 students were under the Global Environmental Science Academy, and there were 2,916 students not enrolled at any of these four Academies. In this section, the students at the four Academies are called ITEP students or Academy students. All other students are referred to as non-ITEP students. Table 10 reports the number and percentage of students by grade level and by Academy.

Table 10. Number and Percentage of Students by Grade Level and by Academy, 2006-2007

Grade Level	International Trade Academy	Global Safety & Security Academy	MATCH	Global Environmental Science Academy	Non-ITEP
10th Grade*	72 (36%)	90 (46%)	87 (46%)	87 (57%)	2056 (71%)
11th Grade	73 (36%)	53 (27%)	55 (29%)	59 (39%)	475 (16%)
12th Grade	56 (28%)	52 (27%)	49 (26%)	6 (4%)	385 (13%)
Total	201 (100%)	195 (100%)	191 (100%)	152 (100%)	2916 (100%)

(19 ITA, 32 GSS, 27 MATCH, 35 GESA)

Figures 2 and 3 report the student demographic characteristics information by Academy. As shown in Figure 2, the majority of Academy students were Hispanic, ranging from 84% at the Global Safety & Security Academy to 93% at the International Trade Academy, and there were 86% of Hispanic students among the non-ITEP students. The percentages of students of African American, White, Asian, and other ethnic groups were relatively small, 10% or smaller.

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[3] Students who are in the NSLP program receives free or reduced-fee lunch at schools.

Figure 2. Ethnic Composition by Academy, 2006-2007

Figure 3. Student Demographic Characteristics by Academy, 2006-2007
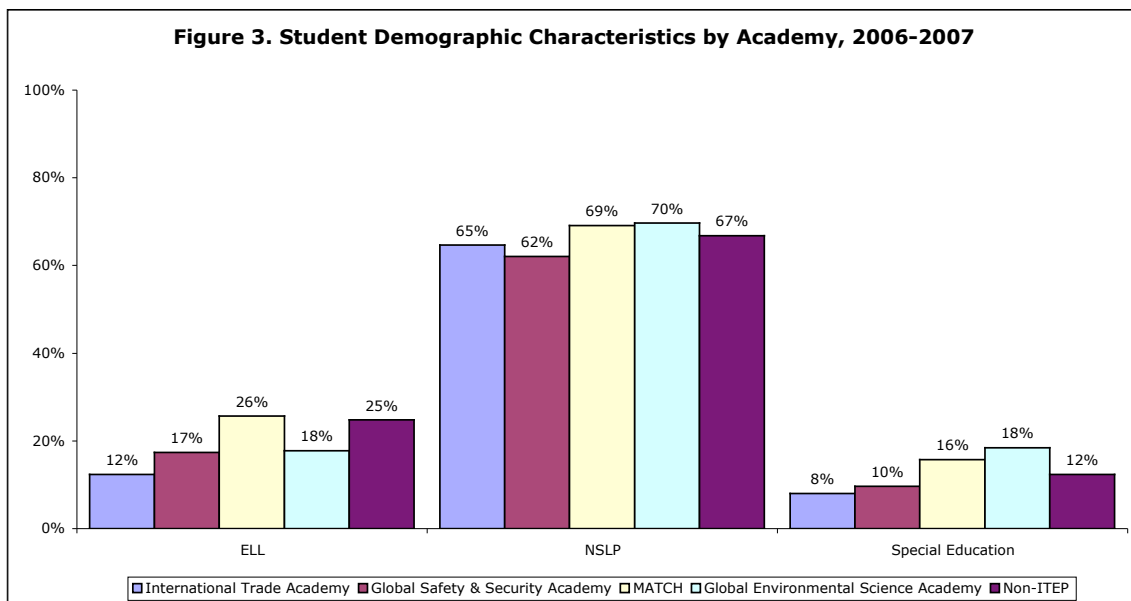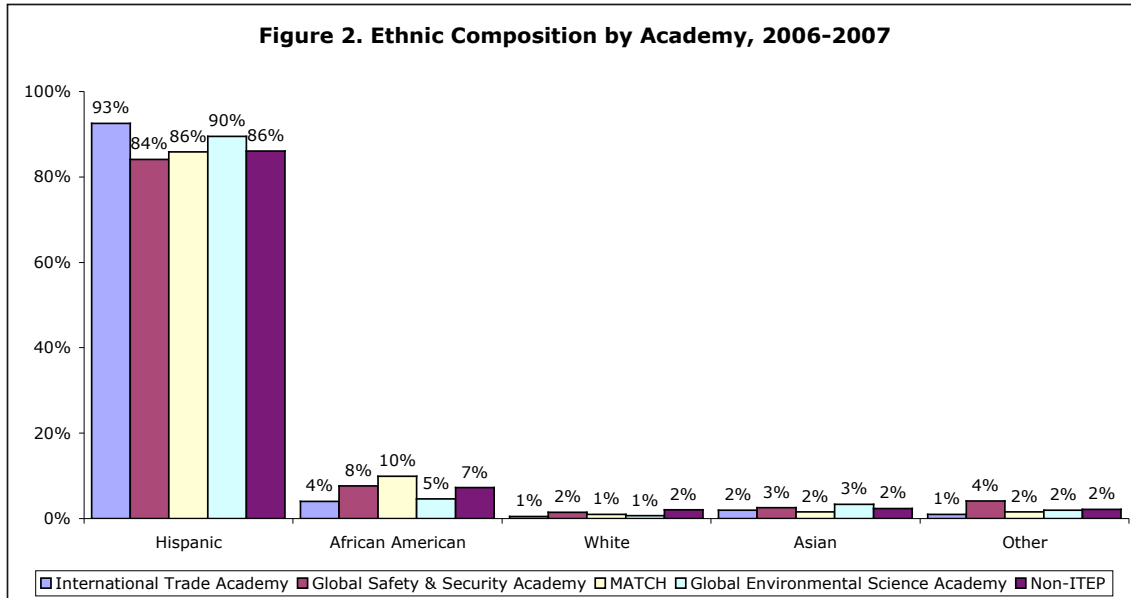
Figure 3 presents the comparison results on students' other demographic variables like ELL status, National School Lunch Program (NSLP) status, and enrollment in special education. Compared to non-ITEP students,

- All Academies except the MATCH had fewer students of EL status, ranging from 12-18 with 26% of ELLs at the MATCH Academy.
- The International Trade Academy (65%) and Global Safety & Security Academy (62%) had a lower percentage of NSLP students and the other two Academies had a slightly higher percentage of NSLP students.

- The International Trade Academy (8%) and Global Safety & Security Academy (10%) had a lower percentage of special education students and the other two Academies have a slightly higher percentage of special education students.

CST English Language Arts (ELA) and Mathematics

The purpose of the California Standardized Test (CST) is to assess students' performance in relation to the California Academic Content Standards. These standards, adopted by the State Board of Education, are grade and content specific and outline what students in California are expected to know and be able to do.[4] Based on their performance, students are assigned one of the following five proficiency levels: Advanced, Proficient, Basic, Below Basic and Far Below Basic. A student who performs at or above the Proficient level is considered to have met the State standards. The students' performance on the 2005, 2006, and 2007 CST English Language Arts (ELA) and mathematics by Academy and by grade level, ethnicity, free/reduced meals, ELL, and special education are summarized and reported in the next ten tables, Tables 11-20.

English Language Arts

Table 11 reports both the number of students by Academy and by grade level, and the percentage of students that scored proficient or advanced on the ELA CST for the past three years. As shown in Table 11, the percentages of non-ITEP students scoring proficient or above in the past three years were 22% in 2005, 20% in 2006, and 23% in 2007. The corresponding percentages for the combined ITEP students were 16%, 13%, and 14%. The difference between these two groups was 7% in 2005 and 6% in the next two years. Across the four Academies, the students at two of the Academies (Global Safety & Security and MATCH) made steady improvement in the past three years with a higher percentage of students scoring proficient or above. MATCH had the lowest percentage of students scoring proficient or above. There is no clear pattern of how students perform on the ELA CST by grade level or by ethnicity (Table 12).

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[4] Source: California Department of Education

Table 11: CST ELA – Number and Percentage of Students Scoring Proficient or Above by ITEP and Grade Level, 2005-2007

	CST English-Language Arts					
	# of Students			% Proficient or Above		
	2005	2006	2007	2005	2006	2007
Global Environmental Science Academy	**65**	**135**	**130**	**31%**	**21%**	**15%**
Grade 10	9	79	74	0.11	20%	16%
Grade 11	55	55	56	35%	22%	13%
Grade 12	1	1	--	n.a.	n.a.	--
Global Safety & Security Academy	**116**	**182**	**133**	**10%**	**12%**	**17%**
Grade 10	14	84	86	--	13%	16%
Grade 11	51	49	47	8%	8%	17%
Grade 12	51	49	--	16%	12%	--
International Trade Academy	**129**	**198**	**143**	**22%**	**14%**	**16%**
Grade 10	5	69	71	0.4	19%	20%
Grade 11	69	73	72	26%	15%	13%
Grade 12	55	56	--	15%	7%	--
MATCH	**111**	**172**	**129**	**6%**	**7%**	**9%**
Grade 10	16	79	79	--	10%	8%
Grade 11	52	50	50	8%	6%	12%
Grade 12	43	43	--	7%	2%	--
Combined all ITEP Academies	**421**	**687**	**535**	**16%**	**13%**	**14%**
Grade 10	44	311	310	7%	15%	15%
Grade 11	227	227	225	20%	13%	13%
Grade 12	150	149	--	13%	7%	--
Non-ITEP	**1,054**	**1,765**	**2,132**	**22%**	**20%**	**23%**
Grade 10	276	994	1744	7%	17%	23%
Grade 11	420	425	388	28%	21%	23%
Grade 12	358	346	--	26%	25%	--

* Due to confidentiality, when the number of students is fewer than 10, their results are replaced with n.a.
(19 ITA, 32 GSS, 27 MATCH, 35 GESA)

Table 12: CST ELA – Number and Percentage of Students Scoring Proficient or Above by ITEP and Ethnicity, 2005-2007

| | CST English-Language Arts | | | | | |
| | # of Students | | | % Proficient or Above | | |
	2005	2006	2007	2005	2006	2007
Global Environmental Science Academy	**65**	**135**	**130**	**31%**	**21%**	**15%**
Hispanic	63	123	118	30%	20%	13%
African American	--	n.a.	n.a.	--	n.a.	n.a.
White	--	n.a.	n.a.	--	n.a.	n.a.
Asian	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Other	--	n.a.	n.a.	--	n.a.	n.a.
Global Safety & Security Academy	**116**	**182**	**133**	**10%**	**12%**	**17%**
Hispanic	98	155	112	11%	12%	18%
African American	n.a.	11	12	n.a.	0%	17%
White	n.a.	n.a.	--	n.a.	n.a.	--
Asian	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Other	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
International Trade Academy	**129**	**198**	**143**	**22%**	**14%**	**16%**
Hispanic	120	185	130	20%	13%	13%
African American	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
White	--	n.a.	n.a.	--	n.a.	n.a.
Asian	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Other	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
MATCH	**111**	**172**	**129**	**6%**	**7%**	**9%**
Hispanic	98	151	112	6%	7%	9%
African American	n.a.	15	13	n.a.	13%	15%
White	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Asian	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Other	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Combined all ITEP Academies	**421**	**687**	**535**	**16%**	**13%**	**14%**
Hispanic	379	614	472	16%	13%	13%
African American	18	38	37	11%	13%	22%
White	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Asian	n.a.	14	13	n.a.	29%	23%
Other	11	15	n.a.	27%	20%	n.a.
Non-ITEP	**1,054**	**1,765**	**2,132**	**22%**	**20%**	**23%**
Hispanic	904	1,529	1,858	21%	19%	23%
African American	71	107	145	20%	21%	16%
White	21	41	32	29%	24%	28%
Asian	36	54	57	36%	39%	51%
Other	22	34	40	23%	21%	23%

* Due to confidentiality, when the number of students is fewer than 10, their results are replaced with n.a.

Table 13 presents the ELA performance of students by their NSLP or free and reduced lunch status. A range of 62 to 70% of ITEP and non-ITEP students participated in NSLP. Generally, NSLP students were performing at a lower level than non-NSLP students. ITEP students who were also free/reduced have 5%-7% fewer students scoring proficient or above than those ITEP students who were not NSLP. However, the typical NSLP disadvantage was not observed for non-ITEP students on their 2005 and 2006 CST ELA tests, where NSLP students were actually out-performing the non-NSLP students. The NSLP at the MATCH Academy were also out-performing their non-NSLP peers in 2005 and 2006 by 2%.

Table 13: CST ELA – Number and Percentage of Students Scoring Proficient or Above by ITEP and NSLP Status, 2005-2007

	CST English-Language Arts					
	# of Students			% Proficient or Above		
	2005	2006	2007	2005	2006	2007
Global Environmental Science Academy	**65**	**135**	**130**	**31%**	**21%**	**15%**
NSLP	49	91	87	27%	20%	14%
Non-NSLP	16	44	43	44%	23%	16%
Global Safety & Security Academy	**116**	**182**	**133**	**10%**	**12%**	**17%**
NSLP	74	115	81	7%	10%	14%
Non-NSLP	42	67	52	17%	13%	21%
International Trade Academy	**129**	**198**	**143**	**22%**	**14%**	**16%**
NSLP	84	129	97	20%	10%	10%
Non-NSLP	45	69	46	24%	22%	28%
MATCH	**111**	**172**	**129**	**6%**	**7%**	**9%**
NSLP	72	118	87	7%	8%	9%
Non-NSLP	39	54	42	5%	6%	10%
Combined all ITEP Academies	**421**	**687**	**535**	**16%**	**13%**	**14%**
NSLP	279	453	352	14%	11%	12%
Non-NSLP	142	234	183	19%	16%	19%
Non-ITEP	**1,054**	**1,765**	**2,132**	**22%**	**20%**	**23%**
NSLP	696	1,177	1,460	24%	20%	23%
Non-NSLP	358	588	672	18%	19%	24%

The ELL students and special education students had a lower percentage of students scoring proficient or above at all Academies than their peers, as shown on Tables 14 and 15. Across these four Academies, the ELL students and special education students at two of the Academies (Global Safety & Security and MATCH) made steady yearly improvement in the past three years by having a higher percentage of students scoring proficient or above.

Table 14: CST ELA – Number and Percentage of Students Scoring Proficient or Above by ITEP and ELL Status, 2005-2007

	CST English-Language Arts					
	# of Students			% Proficient or Above		
	2005	2006	2007	2005	2006	2007
Global Environmental Science Academy	**65**	**135**	**130**	**31%**	**21%**	**15%**
ELL	n.a.	21	21	n.a.	0%	0%
Non-ELL	58	114	109	34%	25%	17%
Global Safety & Security Academy	**116**	**182**	**133**	**10%**	**12%**	**17%**
ELL	18	32	28	0%	0%	4%
Non-ELL	98	150	105	12%	14%	20%
International Trade Academy	**129**	**198**	**143**	**22%**	**14%**	**16%**
ELL	12	25	20	0%	0%	0%
Non-ELL	117	173	123	24%	16%	19%
MATCH	**111**	**172**	**129**	**6%**	**7%**	**9%**
ELL	17	42	38	0%	0%	0%
Non-ELL	94	130	91	7%	9%	13%
Combined all ITEP Academies	**421**	**687**	**535**	**16%**	**13%**	**14%**
ELL	54	120	107	0%	0%	1%
Non-ELL	367	567	428	18%	16%	18%
Non-ITEP	**1,054**	**1,765**	**2,132**	**22%**	**20%**	**23%**
ELL	241	433	504	0%	0%	2%
Non-ELL	813	1,332	1,628	28%	26%	30%

* Due to confidentiality , when the number of students is fewer than 10, their results are replaced with n.a.

Table 15: CST ELA – Number and Percentage of Students Scoring Proficient or Above by ITEP and Special Education Status, 2005-2007

	CST English-Language Arts					
	# of Students			% Proficient or Above		
	2005	2006	2007	2005	2006	2007
Global Environmental Science Academy	**65**	**135**	**130**	**31%**	**21%**	**15%**
Special Ed.	n.a.	15	13	n.a.	0%	8%
Non-Special Ed.	58	120	117	34%	23%	15%
Global Safety & Security Academy	**116**	**182**	**133**	**10%**	**12%**	**17%**
Special Ed.	n.a.	16	14	n.a.	0%	0%
Non-Special Ed.	107	166	119	11%	13%	18%
International Trade Academy	**129**	**198**	**143**	**22%**	**14%**	**16%**
Special Ed.	n.a.	16	13	n.a.	0%	0%
Non-Special Ed.	123	182	130	23%	15%	18%
MATCH	**111**	**172**	**129**	**6%**	**7%**	**9%**
Special Ed.	12	17	15	0%	0%	0%
Non-Special Ed.	99	155	114	7%	8%	11%
Combined all ITEP Academies	**421**	**687**	**535**	**16%**	**13%**	**14%**
Special Ed.	34	64	55	0%	0%	2%
Non-Special Ed.	387	623	480	17%	14%	16%
Non-ITEP	**1,054**	**1,765**	**2,132**	**22%**	**20%**	**23%**
Special Ed.	113	186	233	1%	1%	0%
Non-Special Ed.	941	1,579	1,899	24%	22%	26%

* Due to confidentiality, when the number of students is fewer than 10, their results are replaced with n.a.

CST Mathematics

The students' performance on the 2005, 2006, and 2007 CST mathematics by Academy and by grade level, by ethnicity, by NSLP, by ELL, by special education are summarized and reported in the next five tables, Tables 16-20. Table 16 reports both the number of students by Academy and by grade level, and the percentage of students who scored proficient or advanced on the mathematics CST for the past three years. As shown in Table 16, the percentages of non-ITEP students scoring proficient or above in the past three years were 14% in 2005, 9% in 2006, and 8% in 2007. The corresponding percentages for the combined ITEP students were 11%, 6%, and 4%. The difference between these two groups is 3% in 2005 and 2006, and 4% in 2007, in favor of non-ITEP students. Across these four Academies, the students at the MATCH had the lowest percentage of students scoring proficient or above. There is no clear pattern of how students perform on the mathematics CST by grade level.

Table 16: CST Mathematics – Number and Percentage of Students Scoring Proficient or Above by ITEP and Grade Level, 2005-2007

	CST Mathematics					
	# of Students			% Proficient or Above		
	2005	2006	2007	2005	2006	2007
Global Environmental Science Academy	**64**	**131**	**125**	**17%**	**6%**	**4%**
Grade 10	n.a.	78	75	n.a.	8%	1%
Grade 11	55	52	50	20%	4%	8%
Grade 12	--	n.a.	--	--	n.a.	--
Global Safety & Security Academy	**106**	**160**	**128**	**6%**	**7%**	**5%**
Grade 10	15	82	83	0%	6%	5%
Grade 11	49	42	45	10%	10%	4%
Grade 12	42	36	--	2%	6%	--
International Trade Academy	**119**	**180**	**138**	**17%**	**9%**	**6%**
Grade 10	n.a.	66	71	n.a.	14%	7%
Grade 11	69	66	67	22%	8%	4%
Grade 12	45	48	--	11%	4%	--
MATCH	**103**	**160**	**125**	**8%**	**4%**	**2%**
Grade 10	16	80	79	13%	6%	3%
Grade 11	52	46	46	12%	2%	0%
Grade 12	35	34	--	0%	0%	--
Combined all ITEP Academies	**392**	**631**	**516**	**11%**	**6%**	**4%**
Grade 10	45	306	308	4%	8%	4%
Grade 11	225	206	208	16%	6%	4%
Grade 12	122	119	--	5%	3%	--
Non-ITEP	**987**	**1,613**	**2,080**	**14%**	**9%**	**8%**
Grade 10	270	954	1730	4%	9%	8%
Grade 11	408	380	350	22%	10%	5%
Grade 12	309	279	--	11%	8%	--

* Due to confidentiality, when the number of students is fewer than 10, their results are replaced with n.a.
This number includes students LAUSD considers to be 9th graders due to credit deficiency.
(19 ITA, 32 GSS, 27 MATCH, 35 GESA)

Compared to non-ITEP students, Hispanic and African American ITEP students had the same or a lower percentage of students scoring proficient or above, while Asian students in 2006 had a higher percentage of students scoring proficient or above (Table 17).

Table 17: CST Mathematics – Number and Percentage of Students Scoring Proficient or Above by ITEP and Ethnicity, 2005-2007

	CST Mathematics					
	# of Students			% Proficient or Above		
	2005	2006	2007	2005	2006	2007
Global Environmental Science Academy	**64**	**131**	**125**	**17%**	**6%**	**4%**
Hispanic	62	119	113	18%	6%	4%
African American	--	n.a.	n.a.	--	n.a.	n.a.
White	--	n.a.	n.a.	--	n.a.	n.a.
Asian	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Other	--	n.a.	n.a.	--	n.a.	n.a.
Global Safety & Security Academy	**106**	**160**	**128**	**6%**	**7%**	**5%**
Hispanic	89	138	110	7%	7%	5%
African American	n.a.	n.a.	11	n.a.	n.a.	0%
White	n.a.	n.a.	--	n.a.	n.a.	--
Asian	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Other	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
International Trade Academy	**119**	**180**	**138**	**17%**	**9%**	**6%**
Hispanic	110	169	126	15%	8%	5%
African American	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
White	--	n.a.	n.a.	--	n.a.	n.a.
Asian	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Other	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
MATCH	**103**	**160**	**125**	**8%**	**4%**	**2%**
Hispanic	91	141	108	9%	4%	2%
African American	n.a.	13	13	n.a.	0%	0%
White	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Asian	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Other	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Combined all ITEP Academies	**392**	**631**	**516**	**11%**	**6%**	**4%**
Hispanic	352	567	457	12%	7%	4%
African American	18	32	35	6%	3%	0%
White	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Asian	n.a.	14	12	n.a.	14%	8%
Other	11	13	n.a.	18%	8%	n.a.
Non-ITEP	**987**	**1,613**	**2,080**	**14%**	**9%**	**8%**
Hispanic	843	1,406	1,819	13%	8%	8%
African American	67	93	138	13%	9%	2%
White	20	36	31	15%	11%	10%
Asian	35	50	53	14%	12%	15%
Other	22	28	39	18%	18%	13%

* Due to confidentiality, when the number of students is fewer than 10, their results are replaced with n.a.

Table 18 presents the mathematics performance of students by their NSLP status. Generally, NSLP students were performing at a lower level than non-NSLP students. It is the case for the ITEP students in 2006, but not in 2005 and 2007. In 2005 and 2007, ITEP students who were also NSLP had the same or a higher percentage of students scoring proficient or above than those ITEP students who were not NSLP. Similar results were found for the non-ITEP students. Among non-ITEP students, NSLP students out-performed the non-NSLP students in 2005. This NSLP advantage was also found in all Academies for one or two years.

Table 18: CST Mathematics – Number and Percentage of Students Scoring Proficient or Above by ITEP and NSLP Status, 2005-2007

	CST Mathematics					
	# of Students			% Proficient or Above		
	2005	2006	2007	2005	2006	2007
Global Environmental Science Academy	**64**	**131**	**125**	**17%**	**6%**	**4%**
NSLP	48	89	83	17%	4%	5%
Non-NSLP	16	42	42	19%	10%	2%
Global Safety & Security Academy	**106**	**160**	**128**	**6%**	**7%**	**5%**
NSLP	69	104	78	4%	6%	5%
Non-NSLP	37	56	50	8%	9%	4%
International Trade Academy	**119**	**180**	**138**	**17%**	**9%**	**6%**
NSLP	82	115	96	17%	10%	6%
Non-NSLP	37	65	42	16%	6%	5%
MATCH	**103**	**160**	**125**	**8%**	**4%**	**2%**
NSLP	65	109	83	9%	4%	0%
Non-NSLP	38	51	42	5%	4%	5%
Combined all ITEP Academies	**392**	**631**	**516**	**11%**	**6%**	**4%**
NSLP	264	417	340	12%	6%	4%
Non-NSLP	128	214	176	11%	7%	4%
Non-ITEP	**987**	**1,613**	**2,080**	**14%**	**9%**	**8%**
NSLP	653	1,079	1,426	16%	10%	8%
Non-NSLP	334	534	654	10%	6%	7%

The ELL students and special education students had a lower percentage of students scoring proficient or above at all Academies than their peers, as shown in Tables 19 and 20, with two exceptions. The ELL students at the Global Environmental Science Academy and the MATCH Academy out-performed their non-ELL peers in 2007 with a slightly higher percentage of students scoring proficient or above.

Table 19: CST Mathematics – Number and Percentage of Students Scoring Proficient or Above by ITEP and ELL Status, 2005-2007

	CST Mathematics					
	# of Students			% Proficient or Above		
	2005	2006	2007	2005	2006	2007
Global Environmental Science Academy	**64**	**131**	**125**	**17%**	**6%**	**4%**
ELL	n.a.	19	20	n.a.	0%	5%
Non-ELL	58	112	105	19%	7%	4%
Global Safety & Security Academy	**106**	**160**	**128**	**6%**	**7%**	**5%**
ELL	18	29	26	0%	3%	4%
Non-ELL	88	131	102	7%	8%	5%
International Trade Academy	**119**	**180**	**138**	**17%**	**9%**	**6%**
ELL	12	22	19	0%	5%	0%
Non-ELL	107	158	119	19%	9%	7%
MATCH	**103**	**160**	**125**	**8%**	**4%**	**2%**
ELL	17	41	37	0%	2%	3%
Non-ELL	86	119	88	9%	4%	1%
Combined all ITEP Academies	**392**	**631**	**516**	**11%**	**6%**	**4%**
ELL	53	111	102	0%	3%	3%
Non-ELL	339	520	414	13%	7%	4%
Non-ITEP	**987**	**1,613**	**2,080**	**14%**	**9%**	**8%**
ELL	213	390	499	3%	1%	2%
Non-ELL	774	1,223	1,581	16%	11%	10%

* Due to confidentiality, when the number of students is fewer than 10, their results are replaced with n.a.

Table 20: CST Mathematics – Number and Percentage of Students Scoring Proficient or Above by ITEP and Special Education Status, 2005-2007

	CST Mathematics					
	# of Students			% Proficient or Above		
	2005	2006	2007	2005	2006	2007
Global Environmental Science Academy	**64**	**131**	**125**	**17%**	**6%**	**4%**
Special Ed.	n.a.	13	13	n.a.	0%	0%
Non-Special Ed.	58	118	112	19%	7%	4%
Global Safety & Security Academy	**106**	**160**	**128**	**6%**	**7%**	**5%**
Special Ed.	n.a.	14	14	n.a.	0%	0%
Non-Special Ed.	97	146	114	6%	8%	5%
International Trade Academy	**119**	**180**	**138**	**17%**	**9%**	**6%**
Special Ed.	n.a.	16	14	n.a.	0%	0%
Non-Special Ed.	113	164	124	18%	10%	6%
MATCH	**103**	**160**	**125**	**8%**	**4%**	**2%**
Special Ed.	11	16	14	0%	0%	0%
Non-Special Ed.	92	144	111	9%	4%	2%
Combined all ITEP Academies	**392**	**631**	**516**	**11%**	**6%**	**4%**
Special Ed.	32	59	55	0%	0%	0%
Non-Special Ed.	360	572	461	13%	7%	5%
Non-ITEP	**987**	**1,613**	**2,080**	**14%**	**9%**	**8%**
Special Ed.	104	161	231	0%	1%	0%
Non-Special Ed.	883	1,452	1,849	15%	10%	9%

* Due to confidentiality, when the number of students is fewer than 10, their results are replaced with n.a.

Grade Point Average (GPA)

Table 21 reports students' mean cumulative GPA by grade level for each Academy, along with the combined results for all non-ITEP and ITEP students. As shown, grade 10 students had the lowest GPA among all grade levels, for each Academy and combined. The combined ITEP students GPA was similar to non-ITEP students. In 2007, the higher the grade level, the higher the GPA, when examining the results for ITEP-combined and non-ITEP students. In the past three years, the Global Environmental Science Academy had a decline of mean GPA, from 2.51 to 2.21; the Global Safety & Security Academy increased its mean GPA from 1.95 to 2.13; both the International Trade Academy and the MATCH had a decline from 2005 to 2006, and an increase in 2007. Students at the International Trade Academy had the highest GPA.

Table 21: Mean Cumulative GPA by Academy and Grade Level, 2005-2007

| | Cumulative GPA | | | | | |
| | # of Students | | | Mean GPA | | |
	2005	2006	2007	2005	2006	2007
Global Environmental Science Academy	**70**	**138**	**143**	**2.51**	**2.22**	**2.21**
Grade 10	9	77	80	0.87	1.92	1.84
Grade 11	56	56	57	2.72	2.58	2.68
Grade 12	5	5	6	3.07	2.93	2.75
Global Safety & Security Academy	**117**	**186**	**186**	**1.95**	**2.13**	**2.13**
Grade 10	15	85	85	1.2	2.02	2.02
Grade 11	51	50	49	2.12	2.17	2.04
Grade 12	51	51	52	2.01	2.27	2.4
International Trade Academy	**130**	**197**	**200**	**2.56**	**2.33**	**2.4**
Grade 10	5	68	72	1.26	2.11	2
Grade 11	69	73	72	2.7	2.39	2.63
Grade 12	56	56	56	2.5	2.51	2.62
MATCH	**115**	**179**	**185**	**2.08**	**1.8**	**2.02**
Grade 10	15	79	83	1.26	1.71	1.68
Grade 11	52	52	54	2.16	1.76	2.05
Grade 12	48	48	48	2.26	1.99	2.57
Combined all ITEP Academies	**432**	**700**	**714**	**2.26**	**2.12**	**2.19**
Grade 10	44	309	320	1.16	1.93	1.88
Grade 11	228	231	232	2.45	2.25	2.38
Grade 12	160	160	162	2.29	2.29	2.54
Non-ITEP	**1,052**	**1,754**	**2,429**	**2.07**	**1.96**	**1.99**
Grade 10	268	951	1666	1.16	1.74	1.82
Grade 11	425	434	405	2.39	2.18	2.16
Grade 12	359	369	358	2.35	2.29	2.62

* Due to confidentiality, when the number of students is fewer than 10, their results are replaced with n.a.
 (19 ITA, 32 GSS, 27 MATCH, 35 GESA)

The students' GPA data was also summarized and reported by ethnicity (Table 22). Hispanic students had the highest GPA at the International Trade Academy, higher than non-ITEP Hispanic students. When examined by ethnicity, both Hispanic and African American ITEP students had a higher GPA than non-ITEP students in all three years.

Table 22: Mean Cumulative GPA by Academy and Ethnicity, 2005-2007

| | Cumulative GPA | | | | | |
| | # of Students | | | Mean GPA | | |
	2005	2006	2007	2005	2006	2007
Global Environmental Science Academy	**70**	**138**	**143**	**2.51**	**2.22**	**2.21**
Hispanic	67	124	128	2.49	2.16	2.16
African American	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
White	--	n.a.	n.a.	--	n.a.	n.a.
Asian	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Other	--	n.a.	n.a.	--	n.a.	n.a.
Global Safety & Security Academy	**117**	**186**	**186**	**1.95**	**2.13**	**2.13**
Hispanic	99	158	158	1.97	2.13	2.14
African American	n.a.	12	15	n.a.	2.04	2.03
White	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Asian	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Other	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
International Trade Academy	**130**	**197**	**200**	**2.56**	**2.33**	**2.40**
Hispanic	121	185	185	2.51	2.30	2.37
African American	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
White	--	--	n.a.	--	--	n.a.
Asian	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Other	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
MATCH	**115**	**179**	**185**	**2.08**	**1.80**	**2.02**
Hispanic	100	155	158	2.04	1.79	1.98
African American	n.a.	16	19	n.a.	1.71	2.23
White	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Asian	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Other	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Combined all ITEP Academies	**432**	**700**	**714**	**2.26**	**2.12**	**2.19**
Hispanic	387	622	629	2.25	2.10	2.17
African American	20	41	48	2.37	2.05	2.26
White	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Asian	n.a.	16	17	n.a.	2.68	2.58
Other	11	15	15	2.18	2.39	2.34
Non-ITEP	**1,052**	**1,754**	**2,429**	**2.07**	**1.96**	**1.99**
Hispanic	898	1,509	2,084	2.05	1.95	1.97
African American	70	110	181	1.74	1.80	1.91
White	23	40	43	2.61	2.05	2.30
Asian	36	55	69	2.40	2.44	2.51
Other	25	40	52	2.64	2.27	2.29

* Due to confidentiality, when the number of students is fewer than 10, their results are replaced with n.a.

Based on the GPA data by students' NSLP program status, the results were mixed in terms of NSLP and non-NSLP. There is no pattern detected, see Table 23 for more detailed results. Tables 24 and 25 show the GPA results by ELL and special education status. Universally, non-ELL students had a higher GPA than ELL students. There was no clear pattern on GPA in terms of students' special education program status (Table 25). In some incidences, special education students were found to have a higher GPA than regular students at some Academies in certain years.

Table 23: Mean Cumulative GPA by Academy and by NSLP, 2005-2007

	Cumulative GPA					
	# of Students			Mean GPA		
	2005	2006	2007	2005	2006	2007
Global Environmental Science Academy	**70**	**138**	**143**	**2.51**	**2.22**	**2.21**
NSLP	53	96	101	2.60	2.29	2.28
Non-NSLP	17	42	42	2.21	2.08	2.05
Global Safety & Security Academy	**117**	**186**	**186**	**1.95**	**2.13**	**2.13**
NSLP	74	117	114	1.94	2.13	2.15
Non-NSLP	43	69	72	1.98	2.12	2.10
International Trade Academy	**130**	**197**	**200**	**2.56**	**2.33**	**2.40**
NSLP	84	128	130	2.58	2.42	2.41
Non-NSLP	46	69	70	2.52	2.16	2.38
MATCH	**115**	**179**	**185**	**2.08**	**1.80**	**2.02**
NSLP	76	125	129	2.18	1.94	2.09
Non-NSLP	39	54	56	1.90	1.46	1.86
Combined all ITEP Academies	**432**	**700**	**714**	**2.26**	**2.12**	**2.19**
NSLP	287	466	474	2.31	2.19	2.23
Non-NSLP	145	234	240	2.16	1.97	2.11
Non-ITEP	**1,052**	**1,754**	**2,429**	**2.07**	**1.96**	**1.99**
NSLP	690	1,169	1,655	2.17	2.02	2.02
Non-NSLP	362	585	774	1.87	1.85	1.94

Table 24: Mean Cumulative GPA by Academy and by ELL, 2005-2007

	Cumulative GPA					
	# of Students			Mean GPA		
	2005	2006	2007	2005	2006	2007
Global Environmental Science Academy	**70**	**138**	**143**	**2.51**	**2.22**	**2.21**
ELL	n.a.	24	26	n.a.	1.73	1.61
Non-ELL	61	114	117	2.56	2.33	2.35
Global Safety & Security Academy	**117**	**186**	**186**	**1.95**	**2.13**	**2.13**
ELL	19	34	32	1.53	1.86	1.79
Non-ELL	98	152	154	2.03	2.19	2.20
International Trade Academy	**130**	**197**	**200**	**2.56**	**2.33**	**2.40**
ELL	13	25	24	1.91	1.72	1.74
Non-ELL	117	172	176	2.63	2.42	2.49
MATCH	**115**	**179**	**185**	**2.08**	**1.80**	**2.02**
ELL	19	45	46	1.99	1.78	1.70
Non-ELL	96	134	139	2.10	1.80	2.12
Combined all ITEP Academies	**432**	**700**	**714**	**2.26**	**2.12**	**2.19**
ELL	60	128	128	1.85	1.78	1.71
Non-ELL	372	572	586	2.33	2.19	2.30
Non-ITEP	**1,052**	**1,754**	**2,429**	**2.07**	**1.96**	**1.99**
ELL	238	424	522	1.52	1.51	1.48
Non-ELL	814	1,330	1,907	2.22	2.11	2.13

* Due to confidentiality, when the number of students is fewer than 10, their results are replaced with n.a.

Table 25: Mean Cumulative GPA by Academy and by Special Education Status, 2005-2007

	# of Students			Cumulative GPA Mean GPA		
	2005	**2006**	**2007**	**2005**	**2006**	**2007**
Global Environmental Science Academy	**70**	**138**	**143**	**2.51**	**2.22**	**2.21**
Special Ed.	11	21	25	2.51	2.17	2.29
Non-Special Ed.	59	117	118	2.51	2.23	2.19
Global Safety & Security Academy	**117**	**186**	**186**	**1.95**	**2.13**	**2.13**
Special Ed.	n.a.	18	16	n.a.	1.68	1.43
Non-Special Ed.	108	168	170	1.95	2.18	2.20
International Trade Academy	**130**	**197**	**200**	**2.56**	**2.33**	**2.40**
Special Ed.	n.a.	15	16	n.a.	2.08	2.10
Non-Special Ed.	123	182	184	2.55	2.35	2.43
MATCH	**115**	**179**	**185**	**2.08**	**1.80**	**2.02**
Special Ed.	16	23	29	2.64	2.16	1.96
Non-Special Ed.	99	156	156	1.99	1.75	2.03
Combined all ITEP Academies	**432**	**700**	**714**	**2.26**	**2.12**	**2.19**
Special Ed.	43	77	86	2.48	2.04	1.99
Non-Special Ed.	389	623	628	2.24	2.13	2.22
Non-ITEP	**1,052**	**1,754**	**2,429**	**2.07**	**1.96**	**1.99**
Special Ed.	114	194	266	1.54	1.49	1.58
Non-Special Ed.	938	1,560	2,163	2.13	2.02	2.04

* Due to confidentiality, when the number of students is fewer than 10, their results are replaced with n.a.

Regular School Attendance

Regular school day attendance was reported as the number of days students attended school in a given school year. The attendance rate was calculated by dividing the number of days attended by a possible 180 days. Table 26 presents students' attendance rate by grade for each ITEP Academy, for the combined ITEP students across Academies, and for non-ITEP students. There was no obvious attendance rate difference across Academy, but students at the International Trade Academy had the highest attendance rate across Academies in the past three years. Academy students also had a slightly higher attendance rate (2%), than non-ITEP students across these three years. ITEP Academies had higher rates of 10th grade attendance than non-ITEP Academies but lower attendance rates for 12th grade students.

Table 26: Mean Regular School Attendance Rate by Academy and by Grade Level, 2005-2007

	Regular School Attendance Rate					
	# of Students			Mean Attendance Rate		
	2005	2006	2007	2005	2006	2007
Global Environmental Science Academy	**71**	**143**	**152**	**94%**	**94%**	**93%**
Grade 10	n.a.	81	87	n.a	93%	93%
Grade 11	57	56	59	95%	96%	95%
Grade 12	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Global Safety & Security Academy	117	187	195	94%	94%	93%
Grade 10	15	86	90	92%	94%	94%
Grade 11	51	50	53	94%	93%	91%
Grade 12	51	51	52	94%	93%	92%
International Trade Academy	132	198	201	96%	94%	95%
Grade 10	n.a.	69	72	n.a.	93%	93%
Grade 11	70	73	73	96%	95%	95%
Grade 12	56	56	56	96%	95%	96%
MATCH	118	186	191	92%	93%	93%
Grade 10	16	84	87	91%	92%	92%
Grade 11	53	54	55	93%	94%	92%
Grade 12	49	48	49	92%	93%	94%
Combined all ITEP Academies	438	714	739	94%	94%	93%
Grade 10	46	320	336	90%	93%	93%
Grade 11	231	233	240	95%	95%	94%
Grade 12	161	161	163	94%	93%	94%
Non-ITEP	1096	1855	2916	92%	92%	91%
Grade 10	301	1040	2056	87%	91%	91%
Grade 11	432	446	475	95%	94%	92%
Grade 12	363	369	385	95%	94%	94%

* Due to confidentiality, when the number of students is fewer than 10, their results are replaced with n.a.
 (19 ITA, 32 GSS, 27 MATCH, 35 GESA)

The mean school attendance rate did not vary much across students' ethnicity. Please refer to Table 27 for more detailed and specific results.

Table 27: Mean Regular School Attendance Rate by Academy and by Ethnicity, 2005-2007

	Regular School Attendance Rate					
	# of Students			Mean Attendance Rate		
	2005	2006	2007	2005	2006	2007
Global Environmental Science Academy	**71**	**143**	**152**	**94%**	**94%**	**93%**
Hispanic	68	128	136	94%	94%	93%
African American	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
White	--	n.a.	n.a.	--	n.a.	n.a.
Asian	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Other	--	n.a.	n.a.	--	n.a.	n.a.
Global Safety & Security Academy	**117**	**187**	**195**	**94%**	**94%**	**93%**
Hispanic	99	159	164	94%	94%	93%
African American	n.a.	12	15	n.a.	95%	96%
White	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Asian	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Other	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
International Trade Academy	**132**	**198**	**201**	**96%**	**94%**	**95%**
Hispanic	123	185	186	96%	95%	95%
African American	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
White	--	n.a.	n.a.	--	n.a.	n.a.
Asian	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Other	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
MATCH	**118**	**186**	**191**	**92%**	**93%**	**93%**
Hispanic	103	161	164	92%	93%	92%
African American	n.a.	17	19	n.a.	92%	96%
White	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Asian	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Other	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Combined all ITEP Academies	**438**	**714**	**739**	**94%**	**94%**	**93%**
Hispanic	393	633	650	94%	94%	93%
African American	20	43	49	94%	93%	95%
White	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Asian	n.a.	16	17	n.a.	96%	96%
Other	11	15	16	91%	94%	92%
Non-ITEP	**1,096**	**1,855**	**2,916**	**92%**	**92%**	**91%**
Hispanic	935	1,597	2,510	92%	92%	91%
African American	74	117	212	93%	92%	92%
White	26	43	61	92%	90%	86%
Asian	36	55	70	96%	96%	96%
Other	25	43	63	93%	91%	92%

* Due to confidentiality, when the number of students is fewer than 10, their results are replaced with n.a.

There was no difference in attendance rate found between NSLP and non-NSLP students when the attendance rate was examined further by students' NSLP status (Table 28). Non-ELL students were found to have a higher or the same school attendance rate than ELL students for each Academy and for each of the three years examined (Table 29). There was one exception, in 2006, the attendance rate for non-ELL students at the Global Safety & Security Academy was 94%, 1% higher than the rate for ELL students. Special education students (Table 30) had lower attendance rates than their peers in the past three years regardless of whether they are enrolled in an Academy or not. The difference was as large as 8%.

Table 28: Mean Regular School Attendance Rate by Academy and by NSLP, 2005-2007

	Regular School Attendance Rate					
	# of Students			Mean Attendance Rate		
	2005	2006	2007	2005	2006	2007
Global Environmental Science Academy	71	143	152	94%	94%	93%
NSLP	53	98	106	95%	94%	93%
Non-NSLP	18	45	46	91%	93%	94%
Global Safety & Security Academy	117	187	195	94%	94%	93%
NSLP	74	118	121	93%	94%	92%
Non-NSLP	43	69	74	95%	94%	94%
International Trade Academy	132	198	201	96%	94%	95%
NSLP	86	129	130	96%	94%	95%
Non-NSLP	46	69	71	95%	95%	95%
MATCH	118	186	191	92%	93%	93%
NSLP	77	130	132	92%	93%	93%
Non-NSLP	41	56	59	92%	93%	92%
Combined all ITEP Academies	438	714	739	94%	94%	93%
NSLP	290	475	489	94%	94%	93%
Non-NSLP	148	239	250	94%	94%	94%
Non-ITEP	1,096	1,855	2,916	92%	92%	91%
NSLP	722	1,236	1,947	93%	92%	92%
Non-NSLP	374	619	969	92%	92%	91%

Table 29: Mean Regular School Attendance Rate by Academy and by ELL, 2005-2007

	Regular School Attendance Rate					
	# of Students			Mean Attendance Rate		
	2005	2006	2007	2005	2006	2007
Global Environmental Science Academy	71	143	152	94%	94%	93%
ELL	n.a.	25	27	n.a.	94%	91%
Non-ELL	62	118	125	94%	94%	94%
Global Safety & Security Academy	117	187	195	94%	94%	93%
ELL	19	34	34	94%	94%	91%
Non-ELL	98	153	161	94%	93%	93%
International Trade Academy	132	198	201	96%	94%	95%
ELL	13	25	25	94%	94%	93%
Non-ELL	119	173	176	96%	95%	95%
MATCH	118	186	191	92%	93%	93%
ELL	19	48	49	91%	91%	90%
Non-ELL	99	138	142	93%	94%	93%
Combined all ITEP Academies	438	714	739	94%	94%	93%
ELL	60	132	135	93%	93%	91%
Non-ELL	378	582	604	94%	94%	94%
Non-ITEP	1,096	1,855	2,916	92%	92%	91%
ELL	259	470	723	90%	90%	88%
Non-ELL	837	1,385	2,193	93%	93%	92%

* Due to confidentiality, when the number of students is fewer than 10, their results are replaced with n.a.

Table 30: Mean Regular School Attendance Rate by Academy and by Special Education, 2005-2007

	Regular School Attendance Rate					
	# of Students			Mean Attendance Rate		
	2005	2006	2007	2005	2006	2007
Global Environmental Science Academy	**71**	**143**	**152**	**94%**	**94%**	**93%**
Special Ed.	12	21	28	87%	92%	89%
Non-Special Ed.	59	122	124	95%	94%	94%
Global Safety & Security Academy	**117**	**187**	**195**	**94%**	**94%**	**93%**
Special Ed.	n.a.	18	19	n.a.	91%	85%
Non-Special Ed.	108	169	176	94%	94%	93%
International Trade Academy	**132**	**198**	**201**	**96%**	**94%**	**95%**
Special Ed.	n.a.	16	16	n.a.	88%	90%
Non-Special Ed.	125	182	185	96%	95%	95%
MATCH	**118**	**186**	**191**	**92%**	**93%**	**93%**
Special Ed.	17	28	30	92%	90%	88%
Non-Special Ed.	101	158	161	92%	93%	93%
Combined all ITEP Academies	**438**	**714**	**739**	**94%**	**94%**	**93%**
Special Ed.	45	83	93	91%	91%	88%
Non-Special Ed.	393	631	646	94%	94%	94%
Non-ITEP	**1,096**	**1,855**	**2,916**	**92%**	**92%**	**91%**
Special Ed.	129	219	361	86%	88%	86%
Non-Special Ed.	967	1,636	2,555	93%	93%	92%

* Due to confidentiality, when the number of students is fewer than 10, their results are replaced with n.a.

Advanced Placement Courses and Exams

Advance Placement (AP) courses provide access to college-level work at the secondary school level and allow students to receive college credit, advanced academic standing, or both, with successful completion of related examinations. Table 31 reports the number and percentage of students who took the AP courses for the past three years. Overall, a lower percentage of ITEP students were enrolled in AP courses in 2005 (2% lower), 2006 (4% lower), and 2007 (5% lower) than non-ITEP students. Among the four Academies, students at the International Trade Academy had the highest share of students taking AP courses and the lowest share at the MATCH.

Table 31: Number and Percentage of Students in AP Course by Academy, 2005-2007

	AP Course Enrollment					
	# of Students			% Taken AP Class		
	2005	2006	2007	2005	2006	2007
Global Environmental Science Academy	71	147	152	0%	0%	5%
Global Safety & Security Academy	117	187	195	0%	2%	4%
International Trade Academy	132	199	201	0%	2%	7%
MATCH	118	187	191	0%	1%	2%
Combined all ITEP Academies	**438**	**720**	**739**	**0%**	**1%**	**4%**
Non-ITEP	**1,096**	**2,751**	**2,916**	**2%**	**5%**	**9%**

However, the percentage of students who enrolled in the AP exams and passed the exams were higher at the four Academies than non-ITEP students. In 2006, 62% of the ITEP students passed the AP exams compared to 40% in 2007, with 46% in 2006 and 22% in 2007 for non-ITEP students.

Table 32: Number and Percentage of Students Passing AP Exams by Academy, 2005-2007

	AP Exam # of AP Exams Taken			% Passed AP Exam		
	2005	**2006**	**2007**	**2005**	**2006**	**2007**
Global Environmental Science Academy	--	--	n.a.	--	--	n.a.
Global Safety & Security Academy	--	n.a.	n.a.	--	n.a.	n.a.
International Trade Academy	--	n.a.	19	--	n.a.	47%
MATCH	--	n.a.	n.a.	--	n.a.	n.a.
Combined all ITEP Academies	**--**	**13**	**40**	**--**	**62%**	**40%**
Non-ITEP	**25**	**206**	**327**	**52%**	**46%**	**22%**

* Due to confidentiality, when the number of students is fewer than 10, their results are replaced with n.a.

CAHSEE ELA

Beginning in 2005-2006, no student received a public high school diploma in California without passing the English/Language Arts and Mathematics portions of CAHSEE. The primary purpose of CAHSEE is to significantly improve achievement in public high schools and to ensure that students graduate with grade level competency in reading, writing, and mathematics. Students begin taking CAHSEE in the 10th grade and have until the 12th grade to pass the exam. High school students must score a 350 or higher in both subject areas to pass CAHSEE.

Across the four Academies, the students at the International Trade Academy had the highest passing rate in 2005 (93%), the students at the Global Environmental Science Academy had the highest passing rate in 2006 (89%), and the students at the Global Safety & Security Academy had the highest passing rate in 2007 (76%), while the students at the MATCH Academy had the lowest passing rate for all three years (Table 33). Compared to non-ITEP students, the combined ITEP students had a higher passing rate in all three years. The difference is 2% in 2005 and 2007 and 1% in 2006, in favor of ITEP students.

Table 33: Number and Percentage of First Time Test Takers Passing CAHSEE ELA by Academy, 2005-2007

	CAHSEE English-Language Arts					
	# of Students			% Passed		
	2005	**2006**	**2007**	**2005**	**2006**	**2007**
Global Environmental Science Academy	n.a.	54	48	n.a.	89%	69%
Global Safety & Security Academy	40	49	54	85%	71%	76%
International Trade Academy	46	71	52	93%	87%	75%
MATCH	33	47	56	61%	64%	64%
Combined all ITEP Academies	120	221	210	81%	79%	71%
Non-ITEP	297	383	640	79%	78%	69%

* Due to confidentiality, when the number of students is fewer than 10, their results are replaced with n.a.

The number and percentage of students passing CAHSEE ELA by Academy and by ethnicity for the past three years are reported on Table 34. Hispanic students had a higher rate of passing CAHSEE ELA when enrolled at the Academies, ranging from 1% higher in 2006 to 4% in 2005 than Hispanic students who are non-ITEP students. The same could be said about African American ITEP students whose passing rate was 15% higher in 2006 and 8% higher in 2007 than non-ITEP African American students.

Table 34: Number and Percentage of Students Passing CAHSEE ELA by Academy and by Ethnicity, 2005-2007

	CAHSEE English-Language Arts					
	# of Students			% Passed		
	2005	2006	2007	2005	2006	2007
Global Environmental Science Academy	**n.a.**	**54**	**48**	**n.a.**	**89%**	**69%**
Hispanic	n.a.	52	38	n.a.	90%	71%
African American	--	--	n.a.	--	--	n.a.
White	--	--	n.a.	--	--	n.a.
Asian	--	n.a.	n.a.	--	n.a.	n.a.
Other	--	--	n.a.	--	--	n.a.
Global Safety & Security Academy	**40**	**49**	**54**	**85%**	**71%**	**76%**
Hispanic	33	42	46	85%	71%	74%
African American	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
White	n.a.	--	--	n.a.	--	--
Asian	--	n.a.	n.a.	--	n.a.	n.a.
Other	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
International Trade Academy	**46**	**71**	**52**	**93%**	**87%**	**75%**
Hispanic	44	63	51	93%	86%	75%
African American	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
White	--	--	--	--	--	--
Asian	n.a.	n.a.	--	n.a.	n.a.	--
Other	--	n.a.	--	--	n.a.	--
MATCH	**33**	**47**	**56**	**61%**	**64%**	**64%**
Hispanic	29	41	49	66%	66%	65%
African American	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
White	--	n.a.	--	--	n.a.	--
Asian	n.a.	--	--	n.a.	--	--
Other	n.a.	n.a.	--	n.a.	n.a.	--
Combined all ITEP Academies	**120**	**221**	**210**	**81%**	**79%**	**71%**
Hispanic	107	198	184	82%	80%	71%
African American	n.a.	11	18	n.a.	82%	67%
White	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Asian	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Other	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Non-ITEP	**297**	**383**	**640**	**79%**	**78%**	**69%**
Hispanic	250	327	552	78%	79%	69%
African American	17	21	46	76%	67%	59%
White	12	n.a.	n.a.	83%	n.a.	n.a.
Asian	n.a.	18	19	n.a.	83%	84%
Other	n.a.	n.a.	14	n.a.	n.a.	71%

* Due to confidentiality, when the number of students is fewer than 10, their results are replaced with n.a.

Table 35 reports the number and percentage of students who passed the CAHSEE ELA by Academy and by NSLP. It was found that the NSLP ITEP students had a higher passing rate in 2006 and 2007 than the NSLP non-ITEP students, and that the non-NSLP ITEP students had a higher passing rate than the non-NSLP, non-ITEP students in 2007. Across all four Academies, the NSLP and non-NSLP difference was mixed depending on the year and the Academy.

Table 35: Number and Percentage of Students Passing CAHSEE ELA by Academy and by NSLP, 2005-2007

	CAHSEE English-Language Arts					
	# of Students			% Passed		
	2005	2006	2007	2005	2006	2007
Global Environmental Science Academy	**n.a.**	**54**	**48**	**n.a.**	**89%**	**69%**
NSLP	n.a.	40	28	n.a.	93%	71%
Non-NSLP	--	14	20	--	79%	65%
Global Safety & Security Academy	**40**	**49**	**54**	**85%**	**71%**	**76%**
NSLP	25	31	28	80%	68%	71%
Non-NSLP	15	18	26	93%	78%	81%
International Trade Academy	**46**	**71**	**52**	**93%**	**87%**	**75%**
NSLP	25	48	36	96%	90%	72%
Non-NSLP	21	23	16	90%	83%	81%
MATCH	**33**	**47**	**56**	**61%**	**64%**	**64%**
NSLP	27	31	37	59%	68%	65%
Non-NSLP	n.a.	16	19	n.a.	56%	63%
Combined all ITEP Academies	**120**	**221**	**210**	**81%**	**79%**	**71%**
NSLP	78	150	129	77%	81%	70%
Non-NSLP	42	71	81	88%	75%	73%
Non-ITEP	**297**	**383**	**640**	**79%**	**78%**	**69%**
NSLP	199	266	409	82%	79%	69%
Non-NSLP	98	117	231	72%	76%	70%

* Due to confidentiality, when the number of students is fewer than 10, their results are replaced with n.a.

Across all four Academies, ELL students were found to have a lower passing rate at all four Academies, among all ITEP students combined, and among all non-ITEP students (see Table 36). ITEP ELL students, however, had a higher passing rate (10% higher in 2006 and 11% higher in 2007) than non-ITEP students who had a passing rate of 37% in 2006 and 24% in 2007. Similar results were found when students are compared by their special education status (see Table 37). Special education students had a lower passing rate than regular students, and special education students at the Academies had a higher passing rate than non-ITEP special education students (Tables 36 and 37).

Table 36: Number and Percentage of Students Passing CAHSEE ELA by Academy and by ELL, 2005-2007

	CAHSEE English-Language Arts					
	# of Students			% Passed		
	2005	2006	2007	2005	2006	2007
Global Environmental Science Academy	**n.a.**	**54**	**48**	**n.a.**	**89%**	**69%**
ELL	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Non-ELL	--	51	42	--	88%	76%
Global Safety & Security Academy	**40**	**49**	**54**	**85%**	**71%**	**76%**
ELL	n.a.	11	n.a.	n.a.	36%	n.a.
Non-ELL	38	38	45	87%	82%	82%
International Trade Academy	**46**	**71**	**52**	**93%**	**87%**	**75%**
ELL	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Non-ELL	44	64	43	93%	89%	84%
MATCH	**33**	**47**	**56**	**61%**	**64%**	**64%**
ELL	n.a.	n.a.	16	n.a.	n.a.	38%
Non-ELL	29	38	40	66%	74%	75%
Combined all ITEP Academies	**120**	**221**	**210**	**81%**	**79%**	**71%**
ELL	n.a.	30	40	n.a.	47%	35%
Non-ELL	111	191	170	84%	84%	79%
Non-ITEP	**297**	**383**	**640**	**79%**	**78%**	**69%**
ELL	43	65	140	23%	37%	24%
Non-ELL	254	318	500	89%	87%	82%

* Due to confidentiality, when the number of students is fewer than 10, their results are replaced with n.a.

Table 37: Number and Percentage of Students Passing CAHSEE ELA by Academy and by Special Education, 2005-2007

	CAHSEE English-Language Arts					
	# of Students			% Passed		
	2005	2006	2007	2005	2006	2007
Global Environmental Science Academy	n.a.	54	48	n.a.	89%	69%
Special Ed.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Non-Special Ed.	--	50	43	--	92%	72%
Global Safety & Security Academy	40	49	54	85%	71%	76%
Special Ed.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Non-Special Ed.	38	44	50	84%	80%	82%
International Trade Academy	46	71	52	93%	87%	75%
Special Ed.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Non-Special Ed.	45	67	45	93%	88%	84%
MATCH	33	47	56	61%	64%	64%
Special Ed.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Non-Special Ed.	30	39	52	67%	72%	69%
Combined all ITEP Academies	120	221	210	81%	79%	71%
Special Ed.	n.a.	21	20	n.a.	33%	15%
Non-Special Ed.	113	200	190	83%	84%	77%
Non-ITEP	297	383	640	79%	78%	69%
Special Ed.	17	34	71	12%	18%	23%
Non-Special Ed.	280	349	569	83%	84%	75%

* Due to confidentiality, when the number of students is fewer than 10, their results are replaced with n.a.

CAHSEE Mathematics

The CAHSEE Mathematics passing rate results (see Table 38), were different from what was found for ELA. Compared to non-ITEP students, ITEP students have a lower mathematics passing rate in 2005, the same passing rate in 2006, and a higher passing rate in 2007. Among these four Academies, ITEP students at the International Trade Academy had the highest passing rate and the students at the MATCH Academy had the lowest passing rate on mathematics in the past three years.

Table 38: Number and Percentage of First Time Test Takers Passing CAHSEE Mathematics by Academy, 2005-2007

	CAHSEE Mathematics					
	# of Students			% Passed		
	2005	2006	2007	2005	2006	2007
Global Environmental Science Academy	n.a.	54	48	n.a.	85%	65%
Global Safety & Security Academy	40	49	53	63%	73%	77%
International Trade Academy	46	69	48	67%	86%	85%
MATCH	33	46	56	52%	65%	61%
Combined all ITEP Academies	120	218	205	61%	78%	72%
Non-ITEP	295	384	614	75%	78%	67%

* Due to confidentiality, when the number of students is fewer than 10, their results are replaced with n.a.

The number and percentage of students passing CAHSEE mathematics by Academy and by ethnicity for the past three years is reported in Table 39. In 2007, Hispanic ITEP students had a higher rate of passing CAHSEE mathematics than Hispanic students who were non-ITEP students, 73% versus 67%. The same could be said about African American ITEP students in 2006, whose passing rates were 64% or 9% higher than non-ITEP African American students.

Table 39: Number and Percentage of Students Passing CAHSEE Mathematics by Academy and by Ethnicity, 2005-2007

	CAHSEE Mathematics					
	# of Students			% Passed		
	2005	2006	2007	2005	2006	2007
Global Environmental Science Academy	**n.a.**	**54**	**48**	**n.a.**	**85%**	**65%**
Hispanic	n.a.	52	38	n.a.	85%	66%
African American	--	--	n.a.	--	--	n.a.
White	--	--	n.a.	--	--	n.a.
Asian	--	n.a.	n.a.	--	n.a.	n.a.
Other	--	--	n.a.	--	--	n.a.
Global Safety & Security Academy	**40**	**49**	**53**	**63%**	**73%**	**77%**
Hispanic	33	42	45	64%	76%	76%
African American	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
White	n.a.	--	--	n.a.	--	--
Asian	--	n.a.	n.a.	--	n.a.	n.a.
Other	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
International Trade Academy	**46**	**69**	**48**	**67%**	**86%**	**85%**
Hispanic	44	61	47	68%	84%	85%
African American	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
White	--	--	--	--	--	--
Asian	n.a.	n.a.	--	n.a.	n.a.	--
Other	--	n.a.	--	--	n.a.	--
MATCH	**33**	**46**	**56**	**52%**	**65%**	**61%**
Hispanic	29	40	50	59%	68%	64%
African American	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
White	--	n.a.	--	--	n.a.	--
Asian	n.a.	--	--	n.a.	--	--
Other	n.a.	n.a.	--	n.a.	n.a.	--
Combined all ITEP Academies	**120**	**218**	**205**	**61%**	**78%**	**72%**
Hispanic	107	195	180	64%	79%	73%
African American	n.a.	11	17	n.a.	64%	53%
White	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Asian	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Other	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Non-ITEP	**295**	**384**	**614**	**75%**	**78%**	**67%**
Hispanic	248	328	527	74%	79%	67%
African American	16	22	45	69%	55%	53%
White	12	n.a.	n.a.	83%	n.a.	n.a.
Asian	n.a.	18	19	n.a.	83%	89%
Other	n.a.	n.a.	14	n.a.	n.a.	79%

* Due to confidentiality, when the number of students is fewer than 10, their results are replaced with n.a.

Table 40 reports the number and percentage of students passing CAHSEE mathematics by Academy and by NSLP. NSLP ITEP students had a higher passing rate in 2006 and 2007 than the NSLP non-ITEP students, and non-NSLP ITEP students had a higher passing rate than the non-NSLP non-ITEP students in 2007. Across all four Academies, the NSLP and non-NSLP difference was mixed, in favor of NSLP students sometimes and in favor of non-NSLP students the other occasions.

Table 40: Number and Percentage of Students Passing CAHSEE Mathematics by Academy and by NSLP, 2005-2007

	CAHSEE Mathematics					
	# of Students			% Passed		
	2005	2006	2007	2005	2006	2007
Global Environmental Science Academy	**n.a.**	**54**	**48**	**n.a.**	**85%**	**65%**
NSLP	n.a.	40	28	n.a.	88%	68%
Non-NSLP	--	14	20	--	79%	60%
Global Safety & Security Academy	**40**	**49**	**53**	**63%**	**73%**	**77%**
NSLP	25	31	27	60%	71%	85%
Non-NSLP	15	18	26	67%	78%	69%
International Trade Academy	**46**	**69**	**48**	**67%**	**86%**	**85%**
NSLP	25	46	32	80%	89%	84%
Non-NSLP	21	23	16	52%	78%	88%
MATCH	**33**	**46**	**56**	**52%**	**65%**	**61%**
NSLP	27	30	37	59%	63%	57%
Non-NSLP	n.a.	16	19	n.a.	69%	68%
Combined all ITEP Academies	**120**	**218**	**205**	**61%**	**78%**	**72%**
NSLP	78	147	124	65%	80%	73%
Non-NSLP	42	71	81	52%	76%	70%
Non-ITEP	**295**	**384**	**614**	**75%**	**78%**	**67%**
NSLP	194	268	391	78%	78%	67%
Non-NSLP	101	116	223	69%	76%	67%

* Due to confidentiality, when the number of students is fewer than 10, their results are replaced with n.a.

Across all four Academies, ELL students were found to have a lower passing rate at each of the four Academies, among all ITEP students combined, and among all non-ITEP students (see Table 41). ELL students, however, had a higher passing rate (26% higher in 2007) when they were enrolled as ITEP students than non-ITEP students, who had a passing rate of 31% in 2007. Similar results were found when students are compared by their special education status (see Table 42). Special education students had a lower passing rate than regular students and ITEP special education students had a higher passing rate than non-ITEP special education students in 2006 and 2007 (Tables 41 and 42).

Table 41: Number and Percentage of Students Passing CAHSEE Mathematics by Academy and by ELL, 2005-2007

	CAHSEE Mathematics					
	# of Students			% Passed		
	2005	2006	2007	2005	2006	2007
Global Environmental Science Academy	**n.a.**	**54**	**48**	**n.a.**	**85%**	**65%**
ELL	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Non-ELL	--	51	44	--	88%	66%
Global Safety & Security Academy	**40**	**49**	**53**	**63%**	**73%**	**77%**
ELL	n.a.	11	n.a.	n.a.	64%	n.a.
Non-ELL	38	38	45	63%	76%	80%
International Trade Academy	**46**	**69**	**48**	**67%**	**86%**	**85%**
ELL	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Non-ELL	44	63	41	68%	90%	88%
MATCH	**33**	**46**	**56**	**52%**	**65%**	**61%**
ELL	n.a.	n.a.	16	n.a.	n.a.	50%
Non-ELL	29	38	40	52%	71%	65%
Combined all ITEP Academies	**120**	**218**	**205**	**61%**	**78%**	**72%**
ELL	n.a.	28	35	n.a.	46%	57%
Non-ELL	111	190	170	62%	83%	75%
Non-ITEP	**295**	**384**	**614**	**75%**	**78%**	**67%**
ELL	42	66	134	36%	53%	31%
Non-ELL	253	318	480	82%	83%	77%

* Due to confidentiality, when the number of students is fewer than 10, their results are replaced with n.a.

Table 42: Number and Percentage of Students Passing CAHSEE Mathematics by Academy and by Special Education, 2005-2007

	CAHSEE Mathematics					
	# of Students			% Passed		
	2005	2006	2007	2005	2006	2007
Global Environmental Science Academy	**n.a.**	**54**	**48**	**n.a.**	**85%**	**65%**
Special Ed.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Non-Special Ed.	--	50	42	--	90%	69%
Global Safety & Security Academy	**40**	**49**	**53**	**63%**	**73%**	**77%**
Special Ed.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Non-Special Ed.	38	44	49	63%	80%	84%
International Trade Academy	**46**	**69**	**48**	**67%**	**86%**	**85%**
Special Ed.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Non-Special Ed.	45	67	42	67%	87%	93%
MATCH	**33**	**46**	**56**	**52%**	**65%**	**61%**
Special Ed.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Non-Special Ed.	30	39	52	53%	69%	65%
Combined all ITEP Academies	**120**	**218**	**205**	**61%**	**78%**	**72%**
Special Ed.	n.a.	18	20	n.a.	33%	20%
Non-Special Ed.	113	200	185	62%	83%	77%
Non-ITEP	**295**	**384**	**614**	**75%**	**78%**	**67%**
Special Ed.	17	35	66	12%	9%	15%
Non-Special Ed.	278	349	548	79%	85%	73%

* Due to confidentiality, when the number of students is fewer than 10, their results are replaced with n.a.

Summary of Student Outcome Results

A total of 739 students at Banning High School were enrolled at the four Academies in 2006-2007. The four Academies include the International Trade Academy, Global Safety & Security Academy, MATCH, and Global Environmental Science Academy. In 2006-2007, there were 201, 195, 191, and 152 students enrolled at each of these four Academies, respectively, and these students have been called ITEP students or Academy students in this section. Most ITEP students were enrolled in grades 10 and 11, Hispanic, and students receiving free/reduced fee lunch through the National Students Lunch Program (NSLP). Compared to non-ITEP students at Banning High School, ITEP students look very similar in terms of ethnicity, ELL, NSLP, and special education status.

CST ELA
- The percentages of non-ITEP students scoring proficient or above on CST ELA in the past three years was 22% in 2005, 20% in 2006, and 23% in 2007. The corresponding percentages for the combined ITEP students were lower at 16%, 13%, and 14%.
- Across the four Academies, the students in two of the Academies (the Global Safety & Security and the MATCH) made steady improvement in the past three years by having a higher percentage of students scoring proficient or above on CST ELA. The students at the MATCH had the lowest percentage of students scoring proficient or above on CST ELA compared to other ITEP Academies.
- Across the four Academies, the ELL students and special education students at two of the Academies (the Global Safety & Security and the MATCH) made steady yearly improvement in the past three years by having a higher percentage of students scoring proficient or above on CST ELA.

CST Mathematics
- The percentages of non-ITEP students scoring proficient or above on CST mathematics in the past three years was 14% in 2005, 9% in 2006, and 8% in 2007. The corresponding percentages for the combined ITEP students was lower at 11%, 6%, and 4%.
- Across the four Academies, the students at the MATCH had the lowest percentage of students scoring proficient or above on CST mathematics.
- In 2005 and 2007, ITEP students who were also NSLP had the same or a higher percentage of students scoring proficient or above on CST mathematics than those ITEP students who were not NSLP.
- The ELL students at the Global Environmental Science Academy and the MATCH Academy out-performed their non-ELL peers in 2007 by having a higher percentage of students scoring proficient or above on CST mathematics.

GPA
- ITEP students had similar GPAs compared to non-ITEP students. In the past three years, the Global Environmental Science Academy mean GPA declined, from 2.51 to 2.21; the Global Safety & security Academy increased the mean GPA from 1.95 to 2.13; both the International Trade Academy and the MATCH had a decline in GPA from 2005 to 2006, and then an increase in 2007. Among the Academies, students at the International Trade Academy had the highest GPA.
- Hispanic students had the highest GPA at the International Trade Academy, higher than non-ITEP Hispanic students. When examined by ethnicity, it seems both Hispanic and African American ITEP students had a higher GPA than non-ITEP students in all three years.

Regular School Attendance
- Academy students also had a slightly higher attendance rate, 2%, than non-ITEP students across between 2005 and 2007.
- There was no large attendance rate difference across Academies, but students at the International Trade Academy had the highest attendance rate.
- Special education students had lower attendance rates than their peers in the past three years regardless of whether they were enrolled in an Academy or not. The difference could be as large as an 8% difference.

Advanced Placement Courses and Exams
- Overall, a lower percentage of ITEP students took AP courses in 2005 (2% lower), 2006 (4% lower), and 2007 (5% lower) than non-ITEP students. Among the four Academies, students at the International Trade Academy had the highest share of students taking AP courses and the lowest share was at the MATCH.
- The percentage of students who took the AP exams and passed the exams were higher at the four Academies than non-ITEP students. In 2006, 62% of the ITEP students passed the AP exams and 40% in 2007, compared to the 46% in 2006 and 22% in 2007 for the non-ITEP students.

CAHSEE ELA
- Compared to non-ITEP students, the combined ITEP students had a slightly higher passing rate in all three years. The difference was 2% in 2005 and 2007 and 1% in 2006, in favor of ITEP students.

- Across the four Academies, the students at the International Trade Academy had the highest passing rate in 2005 (93%), the students at the Global Environmental Science Academy had the highest passing rate in 2006 (89%), and the students at the Global Safety & Security Academy had the highest passing rate in 2007 (76%), while the students at the MATCH Academy had the lowest passing rate for all three years.
- Hispanic students had a higher rate of passing the CAHSEE ELA when they were enrolled in the Academies, ranging from 1% higher in 2006 to 4% in 2005, than Hispanic students who were non-ITEP students. The same could be said about African American ITEP students, with a passing rate that was 15% higher in 2006 and 8% higher in 2007 than non-ITEP African American students.
- ELL students, however, had a higher passing rate (10% higher in 2006 and 11% higher in 2007) when they are enrolled as ITEP students than when they were non-ITEP students.

CAHSEE Mathematics
- Compared to non-ITEP students, ITEP students had a lower mathematics passing rate in 2005, the same passing rate in 2006, and a higher passing rate in 2007.
- Among the four Academies, ITEP students at the International Trade Academy had the highest passing rate and the students at the MATCH Academy had the lowest passing rate on mathematics in the past three years.
- Hispanic students had a higher rate of passing CAHSEE mathematics when they were enrolled at the Academies in 2007 than non-ITEP Hispanic students, 73% versus 67%.
- NSLP ITEP students had a higher passing rate in 2006 and 2007 than the NSLP non-ITEP students.

PART V: CONCLUSION & RECOMMENDATIONS

The efforts to implement SLC reforms at Banning High School are well underway, with the breakup of the high school into four smaller units and implementation of numerous programs and strategies to address student needs. With the support of ITEP, School 2 has been able to use the lessons learned from the implementation of the International Trade Academy on a larger scale—impacting over 700 students through four Academies, each with a separate identity and focus area. The partnerships with industry and community organizations, through the support of the ITEP organization, have allowed both teachers and students to experience interesting, relevant, and engaging opportunities in the community. Curriculum and instruction has also been supported by this partnership through the development of project-based learning and other opportunities to engage students in hands-on learning.

At the same time, Banning High School has struggled through the mandates of the WASC accreditation process, which required a school-wide focus on the academic core, traditional department-based professional development, and less time for implementation of curricular and instructional reforms to support the individual Academies. Labor issues also impeded the process of collaboration and team building necessary to develop coherent programs that tie Academies, electives, and community experiences together. Despite these challenges, students are enthusiastic about their experiences and generally supportive of what the Academies are trying to accomplish. They feel safe and connected to the teachers in their programs and to others in the community whom they have had the opportunity to meet. With this in mind, Public *Works*, Inc. makes the following recommendations:

Support Opportunities for Teachers to Collaborate

Teachers voiced a need for more meaningful collaboration to support the implementation of the Academies. With some of the structural aspects of the difficulties they faced in the previous school year resolved, such as WASC accreditation and a labor dispute, it is important for lead teachers to receive support that will bring about more collaboration and team building within the staff of the Academies. Professional development and other activities that support teachers are important components of partner support. It is also important to note that the longer established Academies performed better and could share their experience with new and developing Academy teachers.

Provide Guest Speakers in the Classroom

While there is a great deal of support from the community partners through the extensive internship program, the ITEP Academies would benefit a great deal from the experience and knowledge of the employees of these partners. More collaboration between guest speakers or community partners to support the development of curriculum and to allow more students the opportunity to interact with community partners is needed. Internships are available to a limited number of students and usually attract a more proactive student population. Guest speakers and more partnership involvement in the classroom may give less motivated students an opportunity to see how education and their Academy can assist them in pursuing a career with potential after high school.

Integrate Current Industry Knowledge

It is important for the community partners to continue to monitor and update schools on the needs and requirements of the changing industries in these areas. When Academies are preparing students to enter the workforce they need to be knowledgeable on the most current practices of the industry. This would also support schools in creating interdisciplinary curriculum in which all courses have some relevance to the theme of the Academy. This knowledge should assist students in the ITEP Academies by giving them the most current understanding and knowledge of the industry, helping them with potential employers, and in pursuing college education.

Support Project-Based Learning

While internships give students a valuable experience, there are not enough openings for all students to participate. Adding more project-based learning and incorporating community partners in Academy programs would allow students to see real-world applications of the skills they are acquiring in their classes. The availability of these activities for more students may provide additional incentives for students to be engaged in school, especially in light of the student attendance data indicating lower attendance among special education students and similar attendance between ITEP and non-ITEP students. Community partners can work with teachers to present problems facing the industry and have the students work on solutions and ways to approach real-world situations.

Emphasize a College and Career Planning Focus

Students need the opportunity to have many options when they leave high school. ITEP can support the development of individual college and career plans, mentoring, and other activities that encourage students to pursue AP and college level courses. Student outcome data indicates that more Academy students passed AP exams but a smaller percentage enrolled in AP courses. By emphasizing career and college planning, Academy teachers can examine whether this is a structural barrier to enrolling in AP or whether it is more related to the need to continue to raise awareness systematically. Students need structured support to connect how their experiences in high school can prepare them for both employment and college.

APPENDIX A
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