The Los Angeles Alliance for College-Ready Public Schools

2007 Evaluation Report

September 2007

Research conducted by:

Michael Butler
Crystal Coker

Public *Works*, Inc.
90 N. Daisy Avenue
Pasadena, CA 91107
(626) 564-9890
(626) 564-0657 fax

Table of Contents

I. Introduction and Methods

Charter School Legislation

In September 1992, California signed into law Senate Bill 1448, establishing a procedure for forming new or transforming existing public schools into charter schools that would be exempt from the State education code governing school districts. The State's Charter Schools Act was significantly strengthened in 1998 to allow parents and educators to establish and maintain schools that operate independently from existing school districts' structures as a method of improving student achievement and encouraging the use of different and innovative teaching methods.

In becoming a charter school, a school develops a charter which serves as the written contract setting forth the design and operating principles of the school. In exchange for more flexibility and a greater degree of autonomy, charter schools are accountable for complying with the provisions of their charters and any additional requirements imposed by the district or sponsoring agency. A charter may be initially granted for a five-year period whereupon renewal must be applied for any subsequent terms. The intent of California's charter school legislation was to provide methods to accomplish all of the following (see Education Code § 47601):

1. Improve pupil learning;
2. Increase learning opportunities, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving;
3. Encourage the use of different and innovative teaching methods;
4. Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site;
5. Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system;
6. Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems; and,
7. Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

Charter Schools in Los Angeles

The Los Angeles Unified School District (LAUSD) has chartered more than 1000 schools since 1992. Until 2004, the vast majority of these schools were independent, start-up charter schools serving either elementary (K-5) or elementary/middle grades (K-8). In the last three years, many more charter middle (grades 6-8) and high schools (grades 9-12) have been approved.

The emergence of more secondary schools in LAUSD is, in part, a response to a lack of improvement in student achievement at the secondary level. Although standards-based reforms spurred several consecutive years of elementary gains, student achievement improved only slightly among middle school grades and virtually not at all among high school grades. With nearly all LAUSD high schools identified for Program Improvement (PI) due to failure to meet federal accountability targets for student achievement in

English/Language Arts and Mathematics, LAUSD has had to acknowledge the need for innovative approaches to educational reform at the secondary level. Indeed, this openness to innovation is now formalized in district policy.

According to the LAUSD Charter School Division Website, LAUSD views charter schools as "an asset from which we [LAUSD] can learn." Charter schools are characterized as "laboratories to test, demonstrate and disseminate ideas that can promote better educational practices." Specifically, LAUSD is interested in learning about charter school innovations in the areas of:

- Narrowing the achievement gap among students of various backgrounds
- Increasing parent and student involvement in learning
- Improving teacher quality and performance evaluation systems
- Using data to help identify and evaluate issues that affect quality educational programs and student learning and achievement

The Los Angeles Alliance for College Ready Public Schools

The mission of the Alliance for College-Ready Public Schools (ACRPS), a nonprofit charter management organization, is to open and operate a network of exemplary small high-performing 9-12 and 6-8 public schools in historically underachieving, low income, overcrowded communities in Los Angeles that will significantly outperform other public schools in preparing students to enter and succeed in college. This is being accomplished through consistent implementation of ACRPS five core values which reflects best practices researched in high-performing schools that consistently produce well-educated students prepared to enter and succeed in college:

1. High expectations for all students
2. Small personalized schools and classrooms
3. Increased instructional time
4. Highly qualified principals and teachers
5. Parents as partners

As set forth in the 2007 ACRPS Business Plan, ACRPS is committed to the following:

- Demonstrating student readiness for success in college with a high success rate in student proficiency on California Standards Tests;
- Ensuring a 100 percent success rate on passing the California High School Exit Exam;
- Reducing dropout rates to less than 10 percent;
- Achieving a 100 percent success rate of high school students, in attendance for four years, who will graduate ready to successfully enter college; and,
- Achieving a 100 percent success rate of middle school students culminating middle school ready for success in high school.

Evaluation Methods

ACRPS contracted Public *Works*, Inc. (PW) in January 2007 to evaluate the implementation of the ACRPS model, focusing on four secondary schools with the longest operational tenure:

School	Year Started	Grades Served in 2006-07	2006-07 Total Enrollment
Richard Merkin Middle	2005-06	6-7	264
Gertz-Ressler College Ready Academy High	2004-05	9-11	444
Hertitage College Ready Academy High	2005-06	9-10	276
Huntington Park College Ready Academy High	2005-06	9-10	302

As part of the evaluation, PW analyzed student achievement and school performance data for the past two school years (2005-06 and 2006-07). To contextualize these quantifiable measures of school accountability, PW conducted a site visit to each school in March-May 2007, which included interviews and focus groups with school administrators, teachers, and students. In addition, the PW evaluation team conducted classroom observations in the core academic subject areas (English, Mathematics, Science, and Social Studies). Lastly, PW administered surveys to all staff members and to all students in April 2007. These evaluation methods are discussed in more detail below.

Student Achievement and School Performance Data

PW accessed school-level summative achievement data for the California Standards Tests (CSTs), California High School Exist Exam (CAHSEE), and California English Language Development Test (CELDT) from the California Department of Education. In addition, PW obtained student-level CST data directly from ACRPS. PW also collected formative assessment data for 2006-07 in English Language Arts and Mathematics. Complete summaries of formative assessments data are included in **Appendix A** (English/Language Arts) and **Appendix B** (Mathematics).

Surveys

Surveys were developed by PW and administered to all students and staff at the four ACRPS schools. Surveys were developed specifically for ACRPS and as such respondents were asked to indicate, on a Likert scale, their level of agreement to items centered around the ACRPS core values and beliefs (see **Appendix C** for staff survey results and **Appendix D** for student survey results).

Conducted in March-April 2007 during scheduled school site professional development, the staff survey yielded 63 surveys, representing a 95% response rate. Student surveys, administered during advisory period, yielded 1,068 surveys, representing an 82% response rate.

There were more female (56%) than male (44%) student respondents. The ethnic composition of the survey respondents was 79% Hispanic/Latino, 16% African-American, and 5% Other. As shown below, most students were in grades 9 and 10.

Student Survey Respondents (N=1068)

Grade 6	Grade 7	Grade 9	Grade 10	Grade 11
106 (10%)	79 (8%)	345 (33%)	360 (35%)	158 (15%)

The majority of survey respondents were classroom teachers (97%) who averaged 2.5 years of teaching experience. Nearly half (46%) reported having two years or less of teaching experience. Classroom teachers reported teaching the following subjects:

Staff Survey Respondents (N=63)

English	Social Studies	Math	Science	Other
12 (22%)	8 (14%)	11 (20%)	10 (19%)	18 (33%)

Site Visits to ACRPS Schools

PW conducted one-day site visits to the four Alliance College Ready schools in operation for during 2005-06 and/or 2006-07. Site visits consisted of interviews with administrators and focus groups with students and staff. Staff focus groups were conducted during teacher conference/prep periods and consisted of 2-6 teachers. Student focus groups consisted of 3-6 students by grade level (grades 6, 7, 9, 10, and 11[1]). A copy of the protocol for the site visits is included in **Appendix E**.

Classroom Observations

Classroom observations were conducted in the core academic subject areas (English, Mathematics, Science, and Social Studies) at each of the four ACRPS schools visited. Observations typically lasted 15-20 minutes per classroom. Observers used a protocol organized on the California Standards for the Teaching Profession. Specifically, observers looked for evidence of teaching and learning behaviors in the areas of: 1) Engaging and Supporting all Students in Learning; 2) Creating and Maintaining Effective Environments for Student Learning; and 3) Understanding and Organizing Subject Matter Student Learning. A copy of the protocol for the classroom observations is included in **Appendix F**.

Report Organization

Section II focuses on quantitative student outcomes in both English/Language Arts and Mathematics. Both summative and formative data are presented to show patterns of achievement at ACRPS schools, as well as comparisons to LAUSD and California performance averages.

Sections III is centered on presenting research findings based on a synthesis of evaluation methods (primarily survey data and qualitative data from site visits to schools) categorized by the five different components of the ACRPS educational model: 1) High Expectations for All Students; 2) Small Personalized Schools and Classrooms; 3) Increased Instructional Time; 4) Highly Qualified Principals and Teachers; and 5) Parents as Partners.

[1] In Spring 2007, there were no students enrolled in either 8th or 12th grade at the four ACRPS schools.

Section IV presents evaluation conclusions along with a set of recommendations intended to assist ACRPS in strategically improving the implementation of the ACRPS model in its charter schools.

II. Student Achievement & School Performance

English Language Arts

California Standards Test

Table 1 displays student performance in English Language Arts (ELA) on the California Standards Test (CST) from 2006 to 2007 for grades 6, 7, 9, 10, and 11. Across all grade levels, 40% of students performed at Proficient or Advanced in 2007, slightly below the Statewide average of 42% but well above the LAUSD average of 28%.

Table 1: English/Language Arts CST, 2006-2007

	ACRPS			LAUSD	CALIFORNIA
	2006	2007	Net Change	2007	2007
All Students (grades 6-11)					
Number Tested	803	1,211	408	244,335	2,390,579
% Advanced	6%	12%	6%	9%	18%
% Proficient	23%	28%	5%	19%	24%
% Basic	42%	38%	-4%	30%	28%
% Below Basic	18%	18%	0%	25%	18%
% Far Below Basic	10%	4%	-6%	18%	12%
6th Grade					
Number Tested	123	138	15	51856	477249
% Proficient & Above	28%	26%	-2%	26%	42%
7th Grade					
Number Tested	N/A	126	N/A	52892	482544
% Proficient & Above	N/A	41%	N/A	31%	46%
9th Grade					
Number Tested	493	364	-129	57503	508167
% Proficient & Above	33%	50%	17%	30%	47%
10th Grade					
Number Tested	187	414	227	47645	481879
% Proficient & Above	35%	31%	4%	23%	37%
11th Grade					
Number Tested	N/A	169	N/A	34439	440740
% Proficient & Above	N/A	45%	N/A	30%	37%
English Learners					
Number Tested	180	291	111	69133	442673
% Proficient & Above	7%	17%	10%	2%	7%
Economically Disadvantaged					
Number Tested	499	1157	656	186895	1169332
% Proficient & Above	29%	39%	10%	24%	27%
Special Education					
Number Tested	39	37	-2%	25558	208603
% Proficient & Above	13%	N/A	N/A	4%	9%

Source: California Department of Education *N is less than 10

In 2007, students in grade 9 were most likely (50%) to achieve proficiency in ELA, followed by 11th graders (45%). In these grade levels, the scores of ACRPS students exceeded the Statewide averages of 47% and 37%, respectively. Scores of ACRPS students

in grades 6, 7, and 10 were lower than Statewide averages.[2] ACRPS scores in 2007 exceeded LAUSD averages in all grades and subgroups except 6th grade.

English Learner (EL) and Special Education students were least likely to achieve proficiency in English/Language Arts. However, it is important to note that 17% of EL students at ACRPS schools scored Proficient or Advanced in English/Language Arts compared to only 7% Statewide and only 2% in LAUSD. Similarly, 39% of Economically Disadvantaged ACRPS students scored Advanced or Proficient compared to 27% Statewide and 24% in LAUSD.

It is difficult to make longitudinal comparisons from year-to-year due to changes in the number of students tested as new ACRPS schools opened in the 2006-07 school year. However, among students with ELA CST data for both 2006 and 2007, 20% improved at least one proficiency level from 2006 to 2007, 58% remained at the same proficiency level, and 22% experienced a decline (see Table 2).

Table 2: Changes in ELA CST Proficiency Level, 2006 to 2007 (N=565 students)

Increased Proficiency Level		Decreased Proficiency Level		Proficiency Level Stayed Same
Total Number (Percent)	114 (20%)		126 (22%)	325 (58%)
Far Below Basic to Below Basic	17 (16%)	Below Basic to Far Below Basic	14 (12%)	
Below Basic to Basic	24 (22%)	Basic to Below Basic	48 (40%)	
Basic to Proficient	42 (39%)	Proficient to Basic	39 (33%)	
Proficient to Advanced	24 (22%)	Advanced to Proficient	18 (15%)	

Source: Public *Works*, Inc. based on ACRPS provided data.

Among those who improved (N=114), 16% improved from Far Below Basic to Below Basic, 22% from Below Basic to Basic, 39% from Basic to Proficient, and 22% from Proficient to Advanced. In other words, improvement benefited the entire spectrum of students. Those who decreased a proficiency level (N=126) were concentrated among students who scored Basic in 2006 but Below Basic in 2007 (48%), as well as those who scored Proficient in 2006 but Basic in 2007 (33%).

California High School Exit Exam

As shown in Table 3, ACRPS students have done well on the ELA portion of the CAHSEE, exceeding LAUSD and Statewide averages. EL students tended to experience difficulties with less than half (49%) passing the ELA portion of CAHSEE in 2007 (although this is well above LAUSD and Statewide averages for EL students).

[2] On average 42% of 6th graders, 46%of 7th graders, and 37% of 10th graders achieved proficiency in English/Language Arts on the 2007 CST.

Table 3: California High School Exit Exam, ELA Portion, 2006 and 2007

	ACRPS			LAUSD	CALIFORNIA
	2006	2007	Net	2007	2007
All Students (grade 10 only)					
Students Tested	189	416	227	45844	479147
% Passed	92%	78%	-14%	66%	77%
English Learners					
Students Tested	32	87	55	11919	79418
% Passed	91%	49%	-42%	27%	36%
Economically Disadvantaged					
Students Tested	177	409	232	35321	212337
% Passed	91%	77%	-14%	63%	65%
Special Education					
Students Tested	6	14	8	4570	38982
% Passed	N/A	N/A	N/A	23%	33%

Source: California Department of Education *N is less than 10

Formative Assessments – Edusoft Benchmarks

ACRPS schools administered three formative assessments from the Edusoft database in ELA during 2006-07. These formative assessments test student mastery of specific ELA standards and are intended to help guide and modify teaching and learning by providing schools with information "along the way" on students' academic strengths and weaknesses. Public *Works*, Inc. (PW) obtained aggregate, school-level data for these benchmark assessments. To facilitate analysis, PW has presented the data in terms of the ELA CST skill strands:

- Word Analysis & Vocabulary Development (WAVD): ability to use their knowledge of word origins and word relationships, as well as context clues, to determine the meaning of words and to understand the meaning of grade-level-appropriate words.
- Reading Comprehension (RC): ability to read and understand grade-level-appropriate material.
- Literary Response & Analysis (LR): ability to infer and/or clarify ideas, presented in historically or culturally significant works of literature, and connect them to other literary works.
- Written Conventions (WC): ability to write and speak with a command of standard English conventions.
- Writing Strategies (WS): ability to recognize, revise, and write clear, coherent, and focused essays.

Each skill strand is weighted differently depending on the number of test items at each grade level. Additionally, each skill strand is broken into multiple standards, which assess specific student abilities (i.e. word recognition, grammar, punctuation, etc.). For complete data for each formative assessment by standards please refer to Appendix A.

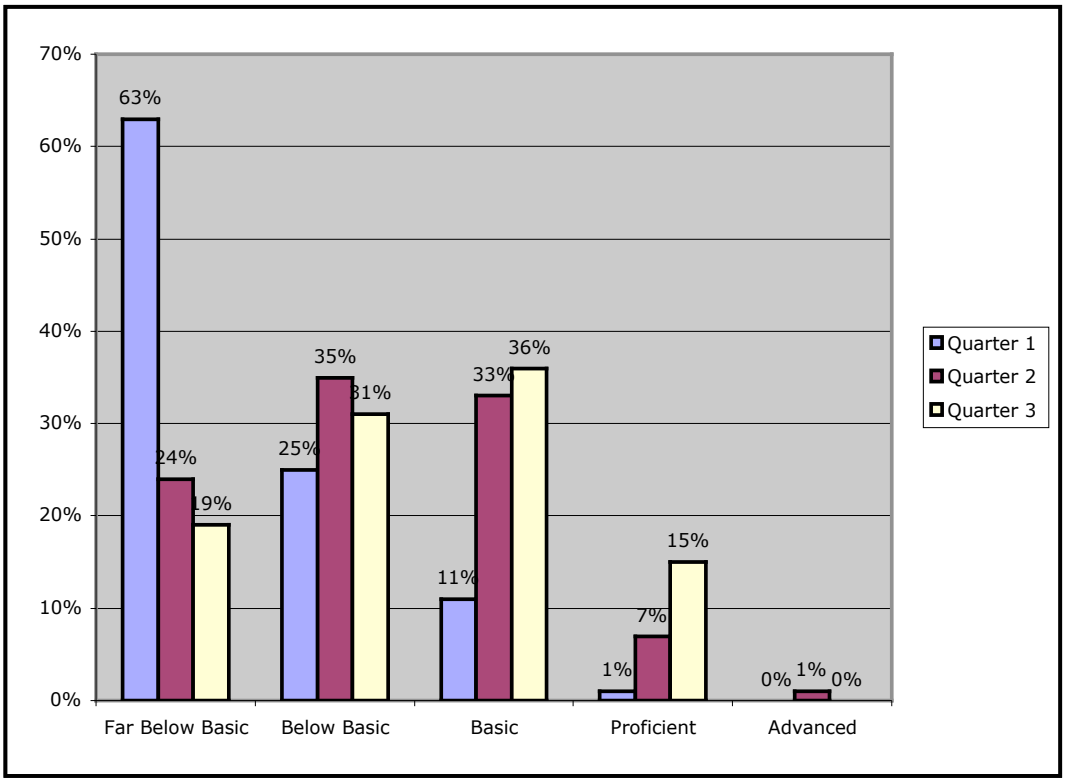
Grade 6

Figure 1 display's 6th grade student achievement in ELA on quarterly benchmark assessments administered in 2006-07. As shown below, there was noticeable improvement throughout the year in student performance on ELA benchmark assessments. From quarter 1 to quarter 3, student performance at the lowest levels (Far Below Basic and

Below Basic) decreased by 38% while student performance at the highest levels (Proficient and Advanced) increased by 14%.

Although there was marked improvement in 6th grade performance over the course of the school year in quarterly benchmark assessments, overall performance in ELA was poor. Less than 30% of students performed at Proficient or Advanced in all ELA skill strands. However, performance within each skill strand varied widely. For example, the percentage of Proficient/Advanced students varied from 4% to 45% in Reading Comprehension.

Figure 1: 2006-07 6th Grade ELA Benchmark Assessments (N=136)



Word Analysis and Vocabulary Development

At grade 6, these WAVD standards constitute 17% of the ELA CST. On average, 28% of 6th grade students achieved proficiency in WAVD while an average of 26% of students achieved proficiency or above on key standards (i.e., standards with three or more test items).

Reading Comprehension

At grade 6, RC constitutes 23% of the ELA CST, and is one of the more heavily weighed portions of the test. On average, 22% of 6th grade students achieved proficiency in RC and 19% achieved proficiency on key standards. However, performance in RC varied widely, ranging from 4% to 45%. Further analysis indicated that students tended to perform at higher levels on those standards with more items. For example on standards with only one question (2.2. and 2.4) student performance was very weak. In addition students performed better in the area of expository critique (standards 2.6-2.8).

Literary Response and Analysis
At grade 6, these standards constitute 16% of the ELA CST. On average, only 13% of 6th grade students achieved proficiency on standards in the LR skill strand.

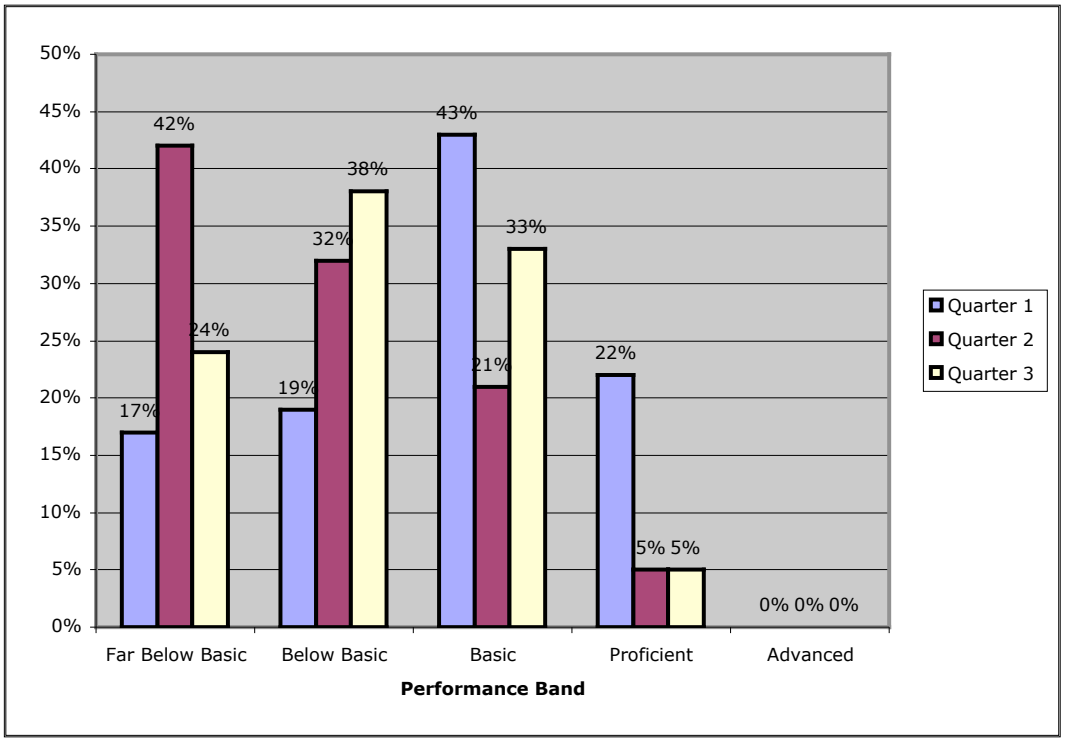
Written Conventions
At grade 6, these standards constitute 21% of the ELA CST. On average, 21% of 6th grade students achieved proficiency in WC while an average of 10% achieved proficiency on key standards. Performance varied widely with 5% of students performing at proficient on grammar (Standard 1.2) and 43% of students performing at proficient or above on capitalization (Standard 1.4).

Writing Strategies
At grade 6, these standards constitute 23% of the ELA CST. WS is one of the most heavily weighted items on the CST and students demonstrated the most variability in performance in this skill strand. Furthermore, almost all students performed below proficient on the key standard. On average, 22% of 6th grade students achieved proficiency on standards in WS while only 1% of students performed at proficient on key standards. Performance varied widely with 43% of students performing at proficient on standard 1.1 and 1% of students performing at proficient on Standard 1.6.

Grade 7

Figure 2 demonstrates student achievement on quarterly benchmark assessments in 2006-07. Students experienced the highest achievement on the quarter 1 assessment and the lowest level of achievement on quarter 2 assessments. There was some improvement from quarter 2 to quarter 3 with 62% of students performing at the lowest levels of performance on quarter 3 (Below Basic and Far Below Basic) compared to 74% on quarter 2. Despite the improvement from quarter 2 to quarter 3 students tended to perform at the Below Basic level on both assessments.

Figure 2: 2006-07 7th Grade ELA Benchmark Assessments (N=127)



Performance on ELA skill strands was consistently low with less than 30% of students scoring at the highest levels of proficiency (Proficient/Advanced) in all areas. Just as performance throughout the school year varied on benchmark exams, student performance within skill strands varied widely.

Word Analysis and Vocabulary Development

On average 26% of students performed at proficient in WAVD standards well as on key standards. At grade 7, these standards constitute 15% of the English/Language Arts CST.

Reading Comprehension

RC standards constitute 24% of the ELA CST at grade 7 making it the most heavily weighted portion of the CST at this level. An average of 17% of students performed at proficient in RC skill strands in this area as well as on key standards. There was wide variability in this area with 3% of students performing at proficient in expository critique (Standard 2.6) and 42% performing at proficient on questions testing students' ability to analyze information (Standard 2.1).

Literary Response and Analysis

At grade 7, these standards make up 17% of the ELA CST. An average of 28% of students performed at proficient on LR standards. Students performed somewhat consistently in this area compared to other strands, which exhibited wide variability in student performance.

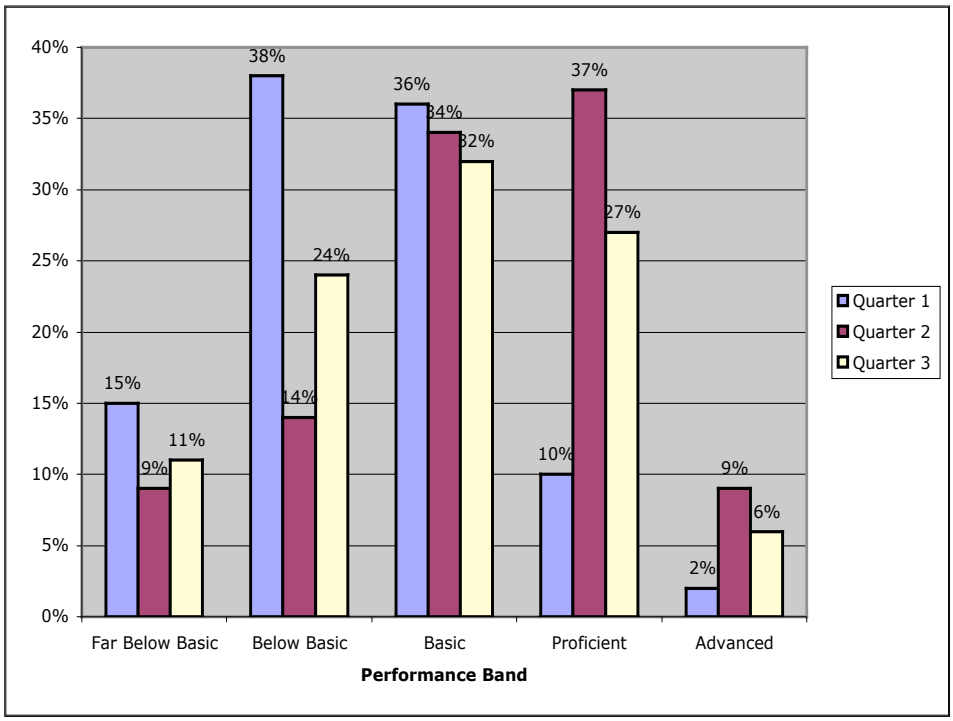
Written Conventions
WC constitutes 21% of the ELA CST. Performance in this area was very low with only 14% of students performing at proficient or above. However, on the key standards tested, 39% of students performed at proficient.

Writing Strategies
WS standards comprise 23% of the ELA CST. On average, 18% of students achieved proficiency on WS standards and 21% achieved proficiency on key standards tested.

Grade 9

As Figure 3 demonstrates, 9th grade students most notably improved from quarter 1 to quarter 2 on ELA assessments in 2006-07 with a 30% increase in the number of students achieving Proficient or above. Despite this gain, there was some decrease in student achievement from quarter 2 to quarter 3 with a 12% drop in the number of students achieving Proficient or above.

Figure 3: 2006-07 9th Grade ELA Benchmark Assessments (N=368)



Although performance was adequate in some areas there was a great deal of variability in Performance on ELA skill strands amongst 9th grade students.

Word Analysis and Vocabulary Development
On average, more than half of students (52%) performed at proficient or above on WAVD. Amongst those standards tested there was a large amount of variability ranging from 25% to 78% of students performing at Proficient/Advanced. Students struggled on key standards tested with 25% of students performing at the highest proficiency levels on these questions. WAVD constitutes 17% of the 9th ELA CST.

Reading Comprehension
RC constitutes 24% of the 9th grade ELA portion of the CST making it one of the most heavily weighted skill strands in the 9th grade. On average, 51% of students performed at the Proficient/Advanced level, however only 25% performed at the Proficient/Advanced level on key standards tested. Students excelled on items requiring the synthesis and paraphrasing of information (standard 2.4) with 77% of students performing at Proficient/Advanced.

Literary Response and Analysis
An average of 31% of students performed at Proficient/Advanced in LR. Student performance was widely distributed with performance ranging from 6% (standard 3.7) to 56% (standard 3.5) at Proficient/Advanced. LR constitutes 21% of the 9th ELA CST.

Written Conventions

9th grade students performance was highest in WC with, on average, 66% of students performing at Proficient/Advanced overall and on key standards tested. Students struggled in the area of sentence construction and understanding proper English usage (standard 1.2) with 24% of students performing at Proficient/Advanced. However students excelled on items requiring correct spelling, punctuation and capitalization (standard 1.4) with 88% of students performing at Proficient/Advanced. WC constitutes 17% of the 9th ELA CST.

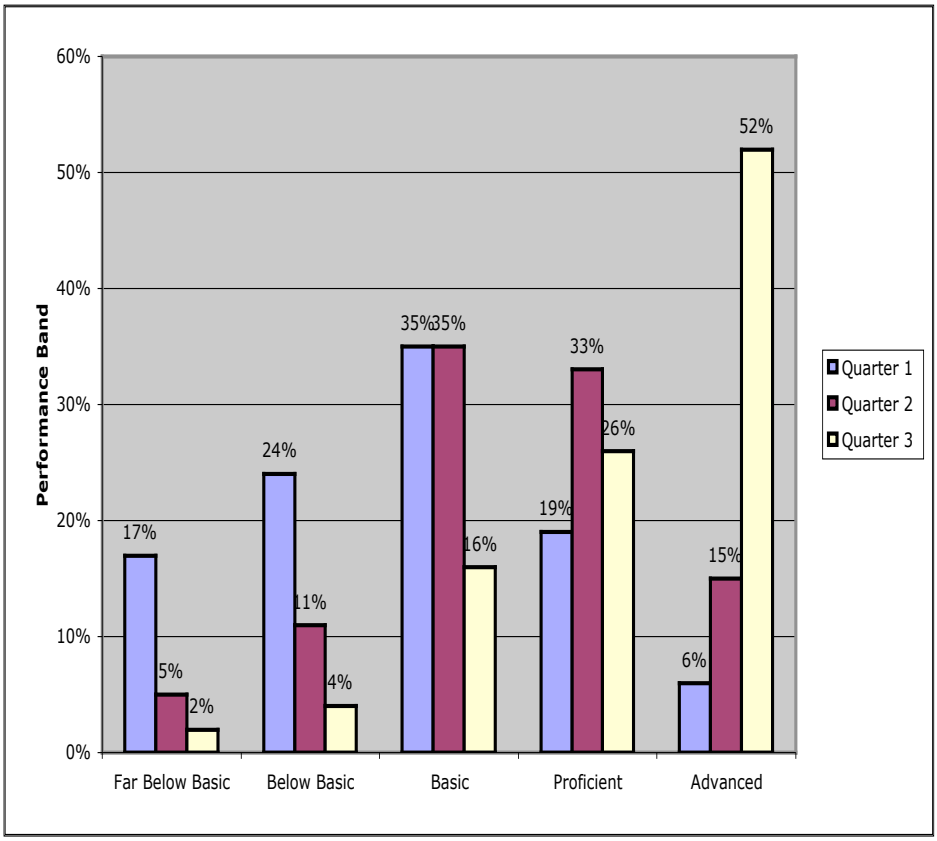
Writing Strategies

WS constitutes 27% of the ELA CST making it the most heavily weighted portion of the 9th grade ELA CST. On average, 30% of students performed at Proficient/Advanced, while 39% performed at Proficient/Above on key standards.

10th Grade

Figure 4 indicates that considerable improvement was made on benchmark assessments amongst 10th grade students during the 2006-07 school year. There was a 46% increase in the number of students performing at the Advanced level from quarter 1 to quarter 3, and a 15% decrease in the number of students performing at the Far Below Basic level.

Figure 4: 2006-07 10th Grade ELA Benchmark Assessments (N=415)



In 10th grade, students made considerable improvement over the course of the year in terms of the percentage of students meeting proficiency.

Word Analysis and Vocabulary Development
An average of 48% of students performed at Proficient/Advanced on WAVD, however 17% of students performed at Advanced/Proficient on key standards tested. Student performance on vocabulary and concept development items (standard 1.2) was respectable with 79% of students performing at Proficient/Advanced. WAVD constitutes 11% of the 10th grade ELA CST.

Reading Comprehension
On average, 58% of students performed at Proficient/Advanced in RC. On key standards tested, 76% of students performed at Proficient/Advanced. RC constitutes 24% of the 10th grade ELA CST.

Literary Response and Analysis
On Average, 55% of students performed at Proficient/Advanced. Students excelled in analysis of text (standard 3.3) with 84% of students performing at the highest levels of proficiency. Students struggled on items aimed at assessing students ability to understand literary devices (standard 3.7) with 23% performing at Proficient or Above. LR constitutes 21% of the 10th grade ELA CST.

Written Conventions
On average 65% of students performed at Proficient/Advanced in WC overall and on key standards tested. WC constitutes 17% of the 10th grade ELA CST.

Writing Strategies
On average 56% of students performed at Proficient/advanced in WS while 65% performed at Proficient/Advanced on key standards. WS constitutes 27% of the ELA CST making it the most heavily weighted portion of ELA in 10th grade.

Grade 11

As demonstrated in Figure 5, there was little improvement over the course of the year in ELA among 11th grade students. Although there was some variability in student performance, less than 50% of students performed at Proficient/Advanced on all skill strands.

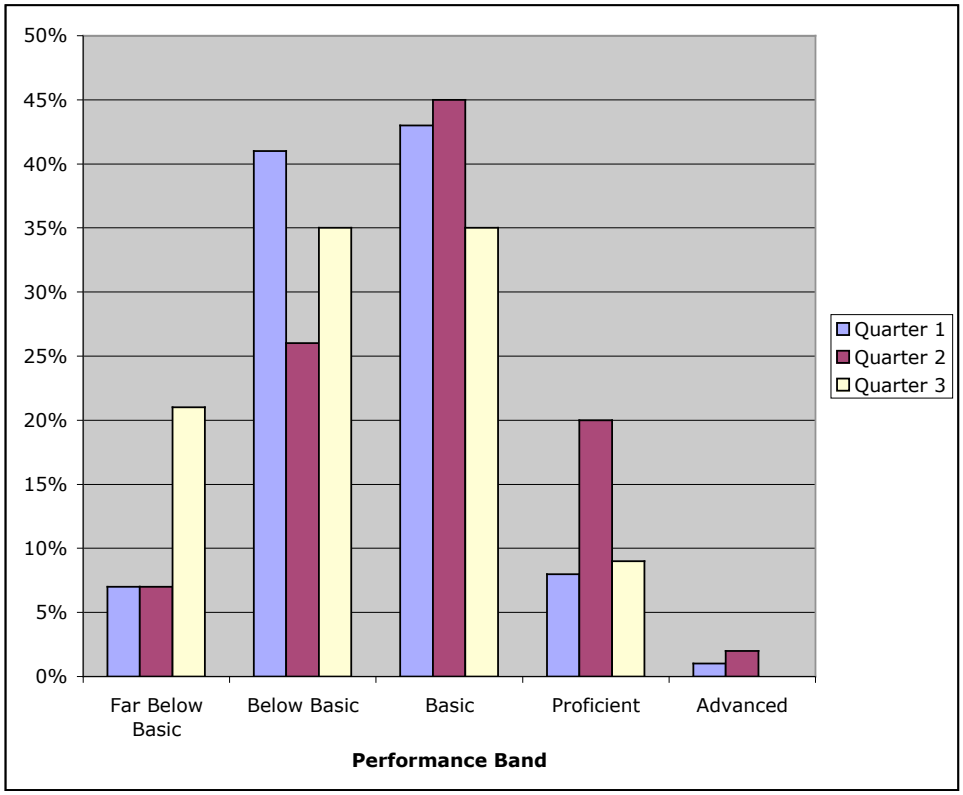
Word Analysis and Vocabulary Development
Student performance in WAVD was particularly weak as an average of 8% of students performed at Proficient/Advanced overall and on key standards. Furthermore, no more than 40% of students performed at Proficient/Advanced on any standards. WAVD constitutes 11% of the 11th grade ELA CST.

Reading Comprehension
On average, 33% of students performed at Proficient/Advanced while 25% performed at Proficient/Advanced on key standards. There were no real areas of strength within RC as less than 50% of students performed at Proficient/Advanced on all standards making up RC. Reading comprehension constitutes 25% of the 11th grade ELA CST.

Literary Response and Analysis

On average, 23% of students performed at Proficient/Advanced in LR and 22% performed at Proficient/Advanced on key standards. LR constitutes 23% of the 11th grade ELA CST.

Figure 5: 2006-07 11th Grade ELA Benchmark Assessments (N=178)



Written Conventions

Students demonstrated the highest levels of performance on WC with an average of 42% of students performing at Proficient/Advanced and 25% performing at Proficient/Advanced on key standards. Furthermore performance in this area was relatively consistent. WC constitutes 12% of the 11th grade ELA CST.

Writing Strategies

WS is the most heavily weighted portion of the 11th grade ELA CST making up 29% of the test. On average, 32% of students performed at Proficient/Advanced and 25% performed at Proficient/Advanced on key standards. Writing applications was students strongest area with 60% of students performing at Proficient/Advanced.

ELA Formative Benchmark Data Summary

Although student performance varied widely by grade, there were a few discernable trends.

- At most grade levels, the percentage of student achieving proficiency improved over the course of the year (e.g., grade 10).
- Student performance on the formative assessments was higher among high school students (grades 9-11) compared to middle school students (grades 6-7).
- Writing Strategies, a heavily weighted element of the ELA CST at all grade levels, was a relatively weak area for all but grade 10.
- Literary Response was another relatively low area for all but grade 10.
- Reading Comprehension, a heavily weighted element of the ELA CST at all grade levels, was a weak area for grades 6, 7, and 11.
- Written Conventions was a relatively strong area among high schoolers (grades 9-11) but not middle schoolers (grades 6-7).

ELA Summary

ACRPS students performed at moderate levels of achievement in English/Language Arts. On the CST, ACRPS students outperformed their peers in LAUSD and scored comparably with Statewide averages. EL students at ACRPS did significantly better than their State and LAUSD peers on both the CST and CAHSEE. Formative assessments show clear areas in need of improvement despite the fact that students tended to do better over the course of the school year. In a trend not usually seen, ACRPS high school students did better than their middle school counterparts.

Mathematics

General Mathematics CST (Grades 6 & 7)

CST data indicates that General Mathematics scores (grades 6 and 7) are comparable to LAUSD averages but quite low relative to Statewide averages (see Table 4). In 2007, 19% of 6th and 7th graders (combined) achieved proficiency compared to 25% in LAUSD and 41% Statewide, respectively. Interestingly, ACRPS English Learner (EL) students were more likely to achieve proficiency in Mathematics compared to all students (23% compared to 19%); a finding not seen in either LAUSD or across California.

Table 4: General Math CST, 2006-2007

	ACRPS			LAUSD	CALIFORNIA
	2006	2007	Net	2007	2007
All Students (Grades 6-7)					
Number Tested	123	233	110	102,351	937,262
% Advanced	3%	4%	1%	7%	14%
% Proficient	22%	15%	-7%	18%	27%
% Basic	25%	17%	-8%	30%	29%
% Below Basic	37%	26%	-11%	33%	23%
% Far Below Basic	12%	37%	25%	14%	8%
English Learners					
Number Tested	27	85	58	32,913	207,019
% Proficient & Above	7%	23%	16%	6%	14%
Economically Disadvantaged					
Number Tested	94	227	133	83,825	521,987
% Proficient & Above	24%	20%	-4%	22%	28%
Special Education					
Number Tested	5	12	7	11,610	89,963
% Proficient & Above	N/A	N/A	N/A	5%	11%

Source: California Department of Education *N is less than 10

Formative Assessments – Edusoft Benchmarks

ACRPS schools administered three formative assessments from the Edusoft database in mathematics during 2006-07. These formative assessments test student mastery of specific mathematical standards. The formative data are intended to provide schools with information "along the way" on students' academic strengths and weaknesses to help guide and modify teaching and learning. Public *Works*, Inc. (PW) obtained aggregate, school-level data for these benchmark assessments. To facilitate analysis, PW has presented the data in terms of the Math CST skill strands:

- Number Sense (NS): Students compare and order positive and negative fractions, decimals, and mixed numbers and solve problems involving fractions, ratios, proportions. Students calculate and solve problems involving addition, subtraction, multiplication, and division.
- Algebra and Functions (AF): Students write verbal expressions and sentences as algebraic expressions and equations; they evaluate algebraic expressions, solve simple linear equations, and graph and interpret their results. Students analyze and use tables, graphs, and rules to solve problems involving rates and proportions as well as investigate geometric patterns and describe them algebraically.

- Statistics, Data Analysis, and Probability (SDP): Students compute and analyze statistical measurements for data sets. Students use data samples of a population and describe the characteristics and limitations of the samples. Students determine theoretical and experimental probabilities and use these to make predictions about events.
- Measurement and Geometry (MG): Students choose appropriate units of measurement and use ratios to convert within and between measurement systems to solve problems. Students compute the perimeter, area, and volume of common geometric objects and use the results to find measures of less common objects. They know how perimeter, area, and volume are affected by changes of scale. Students know the Pythagorean theorem and deepen their understanding of plane and solid geometric shapes by constructing figures that meet given conditions and by identifying attributes of figures.

Each skill strand is weighted differently depending on the number of test items at each grade level. Additionally, each skill strand is broken into multiple standards, which assess specific student abilities. For complete data for each formative assessment by standards please refer to Appendix B.

Grade 6

Figure 6 displays student performance on quarterly benchmark assessments in 2006-07. There was some improvement in overall student performance over the course of the school year, most notably movement from the lowest levels of proficiency (Far Below Basic and Below Basic) into the Basic level of proficiency. However, there was slight decrease in student performance at the highest levels of proficiency (Proficient and Advanced) from quarter two to quarter 3. The majority of 6th grade students are performing at Basic.

Number Sense

Students were assessed in both 5th and 6th grade standards. On average 59% of students performed at Proficient/Advanced, however student performance was stronger on 5th grade standards. On average 89% of students performed at Proficient/Above on 5th grade standards while 30% of students performed at Proficient/Above on 6th grade standards. This relatively large discrepancy in performance indicates that students were not where they should be in math. Furthermore, an average of 30% of students performed at Proficient/Advanced on 6th grade key standards. NS constitutes 39% of the 6th grade Math CST and is the most heavily weighted portion of math.

Algebra and Functions

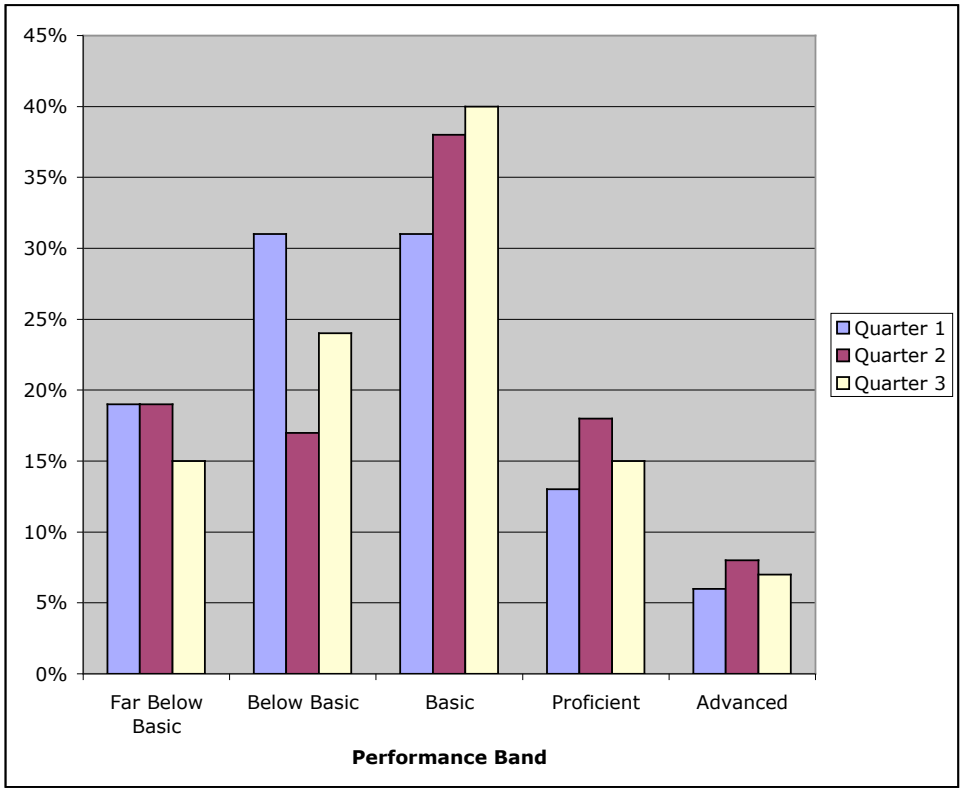
On average, 48% of students performed at Proficient/Advanced and 47% performed at Proficient/Advanced on key standards. Student performance was relatively consistent in AF with the exception of items requiring converting units of measurement (standard 2.1) where students struggled (7% at Advanced/Proficient). AF constitutes 29% of the 6th grade Math CST.

Statistics, Data Analysis, and Probability

On average, 36% of students performed at Proficient/Advanced in SDP while 26% performed at Proficient/Advanced on key standards. There was some variability in student performance. The majority of students were proficient (79%) at calculating basic statistics

such as the range, median, median, and mode (standard 1.1). However students struggled with sampling methods and probability (standards 2.2 and 3.1). SDP constitutes 17% of the Math CST at the 6th grade level.

Figure 6: 2006-07 6th Grade Benchmark Assessments (N=137)



Grade 7

As demonstrated in table 7, there was little improvement over the course of the 2006-07 school year and performance in math was weak amongst 7th grade students. There was a sharp decrease in performance at Far Below Basic from quarter 1 to quarter 3 and a slight increase in performance at the highest levels of proficiency (Proficient and Advanced). Despite this slight improvement, the majority of students are performing at the lowest levels of proficiency (Far Below Basic and Below Basic).

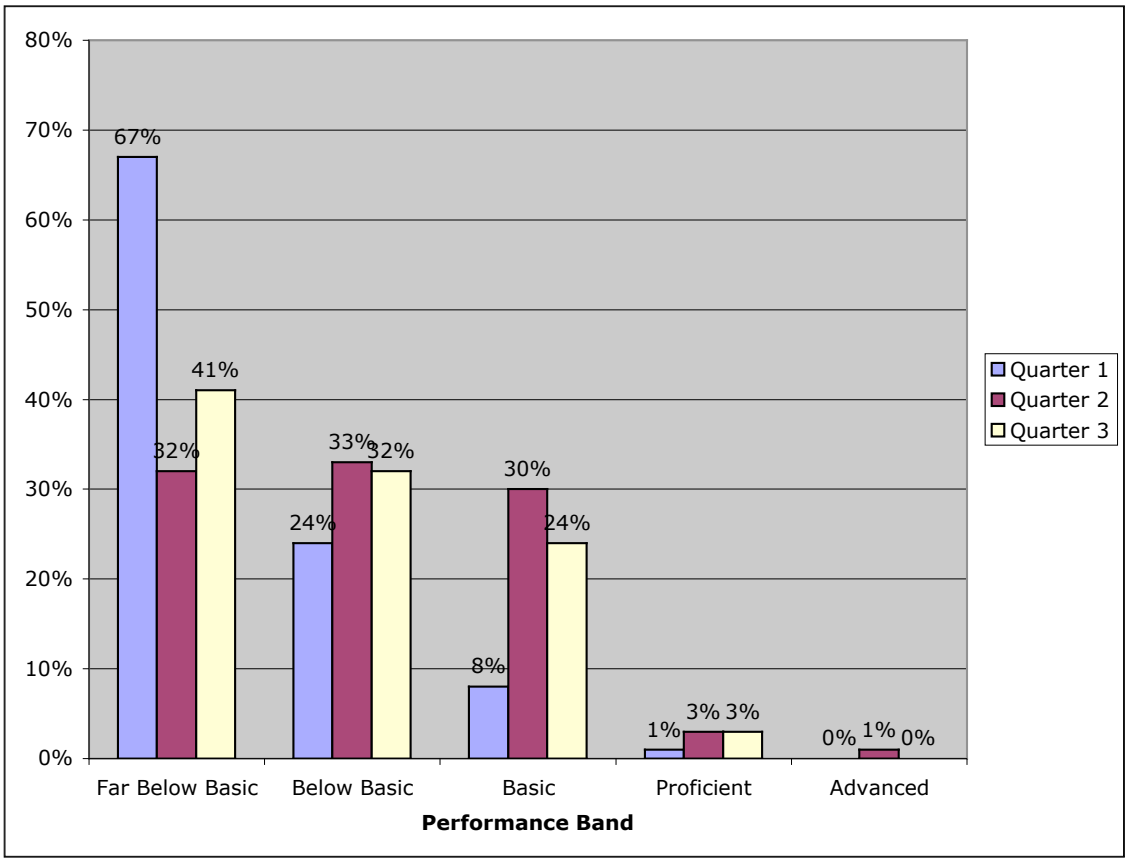
An examination of student performance by skill stand revealed that 7th grade students performed poorly in all areas.

Number Sense

Students were tested in both 6th grade and 7th grade standards. On average 28% of students performed at Proficient/Advanced however student performance on 7th grade standards was somewhat higher than on 6th grade standards. On average 32% of students performed at Proficient/Advanced in NS while 20% of students performed at Proficient/Advanced on 6th grade standards. Furthermore, 22% performed at Proficient/Advanced on 7th grade key standards while 20% of students performed at Proficient/Advanced on 6th grade standards.

There was some variability in student performance, however students did not demonstrate any real areas of strength on 6th or 7th material. NS constitutes 34% of the 7th grade Math ELA.

Figure 7: 2006-07 7th Grade Benchmark Assessments (N=93)



Algebra and Functions

AF was a major area of weakness with an average of 8% of students performing at Proficient/Advanced. Within AF student performance was consistently low with no areas of strength. AF constitutes 38% of the 7th grade Math CST and is the most heavily weighted portion of math on the CST.

Measurement and Geometry

On average, 19% of students performed at Proficient/Advanced in Geometry and 7% performed at Proficient/Advanced on key standards that were tested. MG constitutes 20% of the 7th grade Math CST.

Algebra 1

California Standards Test

In Algebra 1, 17% of ACRPS students (grades 9-11) scored Proficient or Advanced in 2007 compared to 14% in LAUSD and 24% Statewide (see Table 5). Student performance in Algebra 1 increased with more students achieving Proficient between 2006 and 2007.

Table 5: Algebra CST, 2005-2007

	ACRPS				LAUSD	CALIFORNIA
	2005	2006	2007	Net	2007	2007
All Students (9-11)						
Number Tested	125	296	320	195	73,830	743,718
% Advanced	0%	1%	0%	0%	2%	5%
% Proficient	13%	7%	17%	4%	12%	19%
% Basic	31%	17%	28%	-3%	21%	26%
% Below Basic	36%	52%	41%	5%	41%	34%
% Far Below Basic	19%	23%	14%	-5%	25%	16%
English Learners						
Number Tested	33	113	84	51	20,839	144.800
% Proficient & Above	9%	6%	N/A	N/A	2%	7%
Economically Disadvantaged						
Number Tested	118	239	305	187	56,163	377,184
% Proficient & Above	14%	12%	12%	-2%	11%	15%
Special Education						
Number Tested	8	27	15	7	7,122	58,589
% Proficient & Above	N/A	0%	N/A	N/A	2%	5%

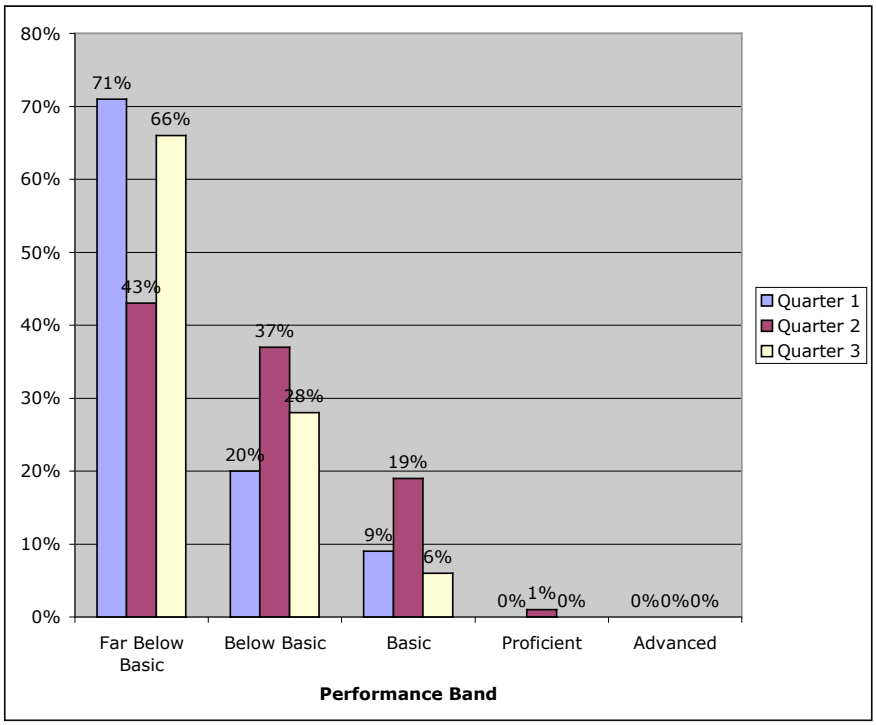
Source: California Department of Education *N is less than 10

Formative Assessments – Edusoft Benchmarks

Figure 8 demonstrates student achievement in Algebra 1 on quarterly benchmark assessments throughout the course of the 2006-07 school year. Performance over the course of the year was more or less consistent as there was no real improvement and no decrease in student performance.

Performance on the formative assessments corroborates low levels of proficiency seen on the CST. On average 8% of students performed at Proficient/Advanced and 11% performed at Proficient/Advanced on those key standards tested. Furthermore, performance was consistently low, with relatively little variability, indicating that students are struggling in Algebra. There were no areas of strength rather there were numerous areas of extreme weakness with less than 10% of students performing Proficient or Advanced.

Figure 8: 2006-07 Algebra 1 Benchmark Assessments (N=280)



Geometry

ACRPS students made some improvements in their CST scores in Geometry (see Table 6). Scores in the lower proficiency levels decreased by 5% while the percent of students in the highest proficiency levels increased by 5%. In addition, scores increased among the economically disadvantaged (+7%). Even so, performance in Geometry was low with nearly three-fourths of students (73%) scoring in the lowest proficiency levels in 2006. Scores of ACRPS students were lower than both LAUSD and Statewide averages in 2007.

Table 6: Geometry CST, 2005-2007

	ACRPS				LAUSD	CALIFORNIA
	2005	2006	2007	Net	2007	2007
All Students (9-11)						
Number Tested	77	168	338	261	40,510	370,924
% Advanced	1%	0%	1%	0%	3%	7%
% Proficient	3%	9%	5%	2%	7%	17%
% Basic	18%	18%	18%	0%	15%	25%
% Below Basic	62%	61%	50%	-12%	43%	35%
% Far Below Basic	16%	12%	27%	11%	33%	15%
English Learners						
Number Tested	9	9	74	65	9,169	46,354
% Proficient & Above	N/A	N/A	3%	N/A	1%	7%
Economically Disadvantaged						
Number Tested	71	140	323	252	29,892	153,425
% Proficient & Above	4%	11%	6%	2%	7%	13%
Special Education						
Number Tested	3	5	7	4	3,590	15,470
% Proficient & Above	N/A	N/A	N/A	N/A	1%	7%

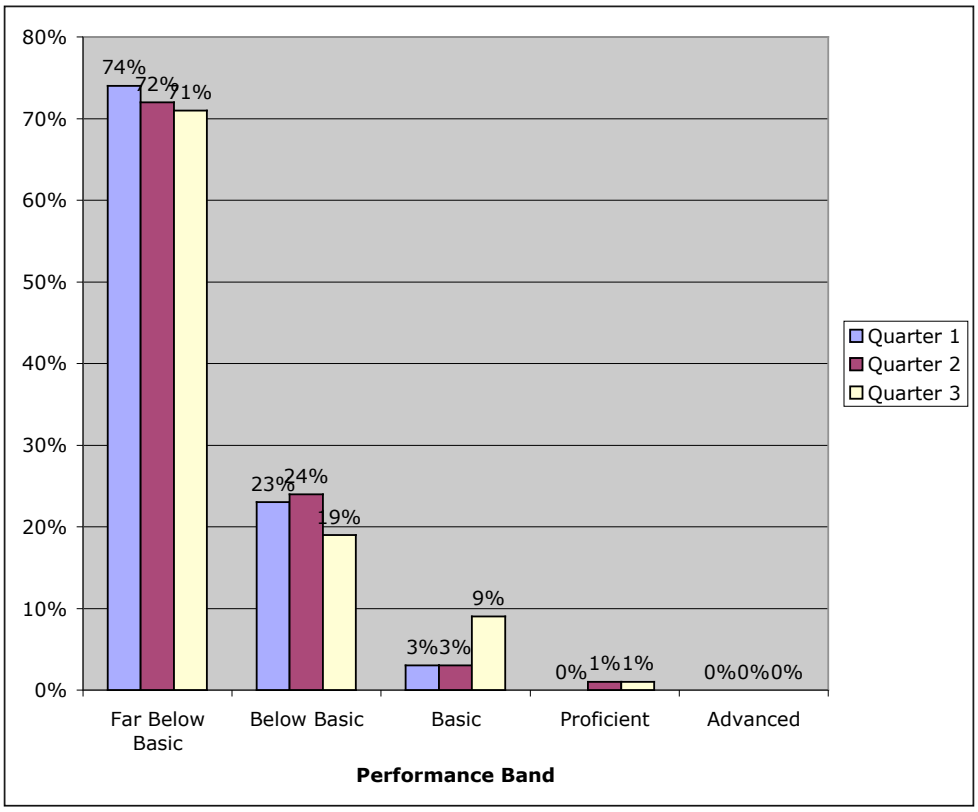
Source: California Department of Education *N is less than 10

Formative Assessments – Edusoft Benchmarks

As demonstrated in Figure 9, performance in Geometry was consistently low with little improvement throughout the year. There was some movement into Basic and Proficient; however, the overwhelming majority of students performing at the lowest levels of proficiency (Far Below Basic and Below Basic).

Geometry benchmark assessments are in line with CST findings indicating that student performance in Geometry is weak and in need of significant improvement. On average 9% of students performed at Proficient/Advanced in Geometry while 17% performed at Proficient/Advanced on key standards. Furthermore, students demonstrated no areas of strength in Geometry. More specifically, less than 5% of students performed at Proficient/Advanced in numerous areas indicating numerous weaknesses and less than 30% of students performed at Proficient/Advanced in all areas.

Figure 9: 2006-07 Geometry Benchmark Assessments (N=349)



Algebra II

As shown in Table 7, 78% of students taking the Algebra II CST scored in the lowest levels of proficiency (Below Basic and Far Below Basic). Only 4% achieved proficiency in 2007. ACRPS student performance in Algebra II was well below both LAUSD and Statewide averages in 2007.

Table 7: Algebra II CST, 2006 and 2007

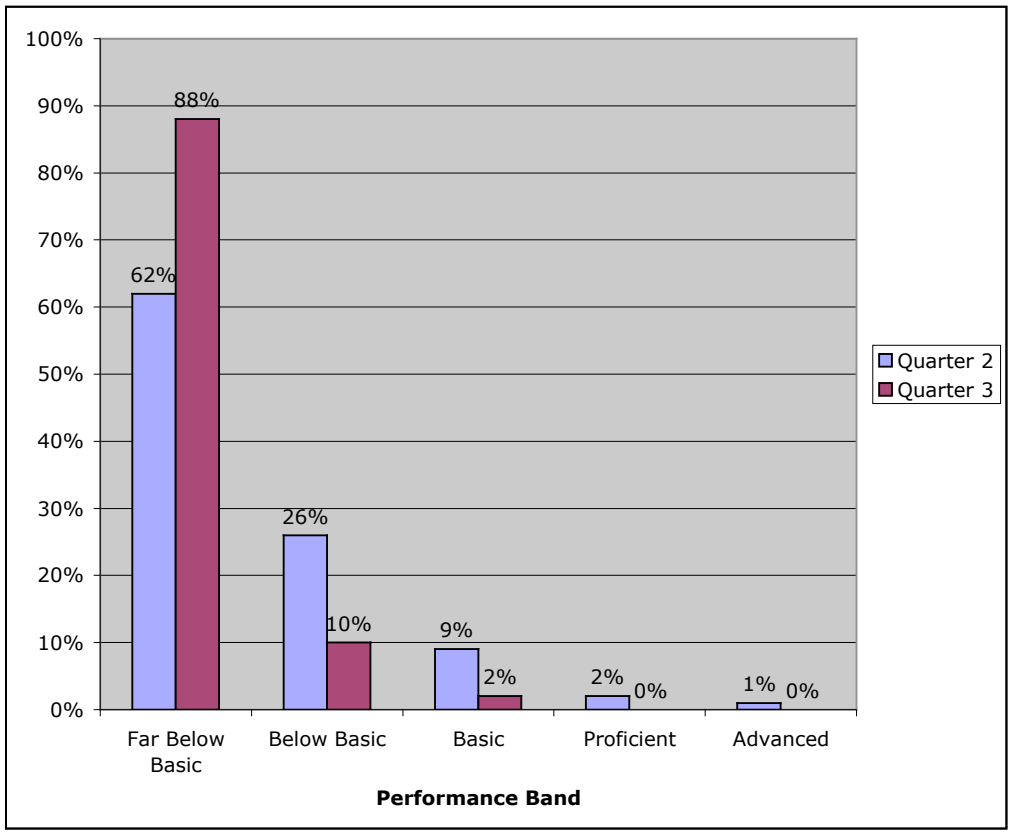
	ACRPS			LAUSD	CALIFORNIA
	2006	2007	Net	2007	2007
All Students (9-11)					
Number Tested	71	282	211	22,053	231,246
% Advanced	1%	0%	-1%	3%	7%
% Proficient	8%	4%	-4%	9%	20%
% Basic	24%	16%	-8%	18%	28%
% Below Basic	35%	43%	8%	32%	28%
% Far Below Basic	21%	35%	14%	38%	17%
English Learners					
Number Tested	7	38	31	2,552	16,160
% Proficient & Above	N/A	N/A	N/A	4%	14%
Economically Disadvantaged					
Number Tested	66	236	170	15,452	78,306
% Proficient & Above	9%	3%	-6	9%	16%
Special Education					
Number Tested	1	3	2	554	3,947
% Proficient & Above	N/A	N/A	N/A	4%	13%

Source: California Department of Education *N is less than 10

ACRPS schools administered benchmark assessments in the winter and spring quarters of the 2006-07 school year. PW obtained aggregate, school-level data for these benchmark assessments.

As demonstrated in Figure 10, quarterly benchmark assessments in 2006-07 correspond with CST data. Performance in Algebra II was weak and decreased during the school year. Further examination of performance within Algebra II revealed that students showed no strengths and less than 15% of students performed at Proficient/Advanced on the majority of standards. Students exhibited the highest performance on solving and graphing quadratic equations (standard 8.0), however less than 40% of students performed at Proficient/Advanced. On average, 11% of students performed at Proficient/Advanced in Algebra II and 7% performed at Advanced/Proficient on key standards tested.

Figure 10: 2006-07 Algebra II Quarterly Benchmark Assessments (N=240)



California High School Exit Exam (CAHSEE)

The majority of 10th grade students passed the math portion of the CAHSEE in both 2006 and 2007. Students in 2007 were less likely to pass CAHSEE Math compared to their peers in 2006. ACRPS students passed at a lower rate than the Statewide average, but above the LAUSD average in 2007 (see Table 8). Less than half of EL students passed the Math portion of CAHSEE in 2007, a large decline from 2006 (likely linked to a more than doubling of EL enrollment).

Table 8: California High School Exit Exam, 2006 and 2007

	ACRPS			LAUSD	CALIFORNIA
	2006	2007	Net	2007	2007
All Students (grade 10 only)					
Students Tested	193	412	219	46,409	477,286
% Passed	82%	68%	-14%	61%	76%
English Learners					
Students Tested	34	86	52	11,896	78,823
% Passed	74%	45%	-29%	32%	47%
Economically Disadvantaged					
Students Tested	181	405	224	35,720	211,494
% Passed	81%	68%	-13%	59%	65%
Special Education					
Students Tested	7	13	6	4,527	36,485
% Passed	N/A	N/A	N/A	18%	32%

Source: California Department of Education *N is less than 10

Math Summary

Overall performance of ACRPS students in Math was poor on both the CSTs and formative assessments. Moreover, student performance decreased with each successive grade level/course. Furthermore, there was little to no improvement during the school year on the math formative assessments at all grade levels. The majority of students performed at the lowest proficiency levels (Far Below Basic and Below Basic) at all grade levels, and at most grade levels less than 5% of students were Proficient or above.

These dismal conclusions are borne out by supplemental data analyses which looked at the performance of ACRPS students with Math CST data for the last two years (2006 and 2007). Among these students (regardless of grade level), only 9% improved at least one proficiency level from 2006 to 2007, 46% remained at the same proficiency level, and 45% experienced a decline (see Table 9).

Table 9: Changes in Math CST Proficiency Level, 2006 to 2007 (N=503 students)

Increased Proficiency Level		Decreased Proficiency Level		Proficiency Level Stayed Same
Total Number (Percent)	47 (9%)		227 (45%)	229 (46%)
Far Below Basic to Below Basic	25 (57%)	Below Basic to Far Below Basic	123 (68%)	
Below Basic to Basic	16 (36%)	Basic to Below Basic	36 (20%)	
Basic to Proficient	3 (7%)	Proficient to Basic	21 (12%)	
Proficient to Advanced	0 (0%)	Advanced to Proficient	2 (1%)	

Source: Public *Works*, Inc. based on ACRPS provided data.

Among those who improved (N=47), most (57%) improved from Far Below Basic to Below Basic, or from Below Basic to Basic (36%). In other words, improvement benefited lower achieving students. However, those who decreased a proficiency level (N=227) were also concentrated among lower achievers with 68% comprised of students who scored Below Basic in 2006, but Far Below Basic in 2007.

III. Implementation of the ACRPS Model

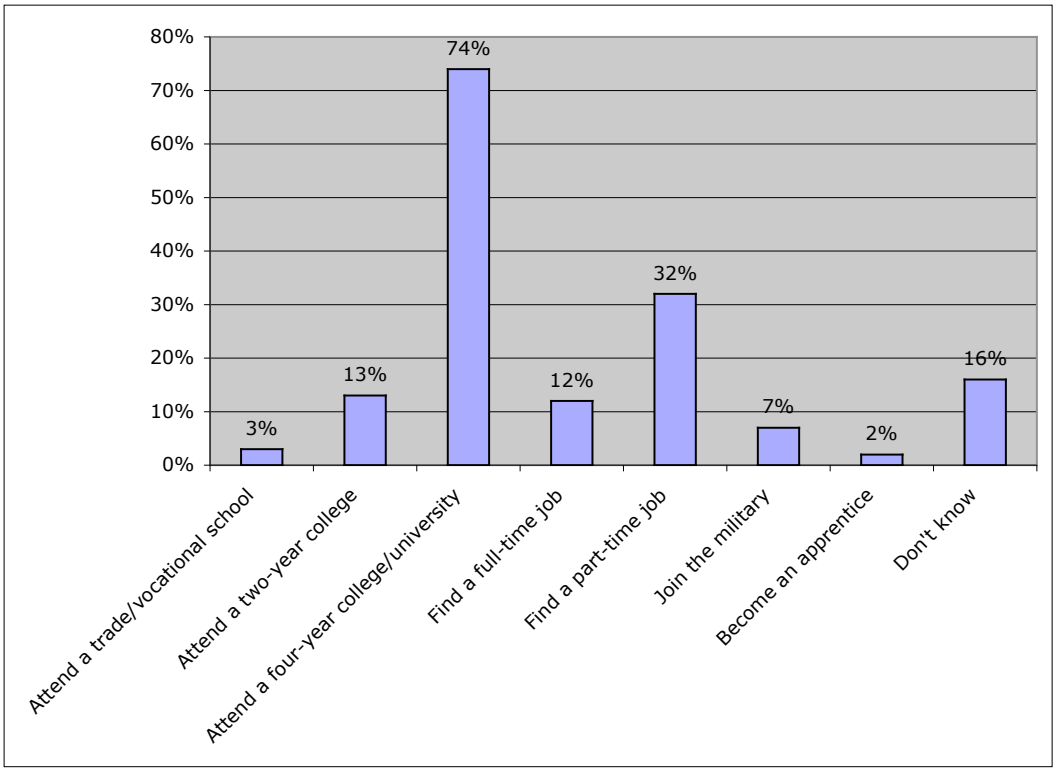
This section of the report details evaluation findings linked to implementation of the five-part ACRPS model. Each section begins with a description of the benchmark from the ACRPS model followed by evaluation findings based on surveys of students and staff, interviews and focus groups with students and staff, as well as classroom observations of academic instruction.

1. High Expectations for All Students

College Readiness for All Students. *All students, including students in historically underachieving communities can learn successfully at high levels and have a fundamental right to high expectations and quality instruction that prepares them to enter and succeed in college. All students must past A-G college entrance course requirements and be proficient in core academic standards to be ready for success in college. Middle school students must pass Algebra and core curriculum classes with a grade of C or better to be ready for HS success.*

Preparing students for college eligibility and success in college is an overriding focus at the ACRPS schools. As indicated in Figure 11, the vast majority (74%) of student survey respondents indicated that they planned to attend a four-year college or university after high school. A moderate percentage (32%) of students also indicated having plans to work part-time after high school.

Figure 11: Post-Secondary Plans of ACRPS Students (N=1068)



Students and staff reported that advisory has been the primary vehicle for educating students about college. During advisory, teachers have discussed college requirements, discussed their own college experiences, and helped students formulate goals linked to college preparation. In addition to explicit conversations about college, there has been time devoted to building organizational and study skills. Teachers feel that they have showcased the relationship between rigorous work in high school and preparation for college through, for example, an emphasis on note-taking and prompted writing assignments.

As shown in the Table 10, ACRPS students were very positive about their preparation for college. Nearly all students (91%) agreed that they were encouraged to go to college. Approximately 87% of students agreed they were learning skills to be successful in college, and 86% agreed they were being prepared to enter and succeed in college.

Table 10: Student Perceptions of College Readiness (% Agreement) (N=1068)

My teachers encourage me to go to college.	**91%**
I am learning skills that will help me to be successful in college.	**87%**
I am being prepared to enter and succeed in college.	**86%**
I know what it takes to enter a four-year college or university.	**74%**
The classes I take relate to my future college and career goals.	**65%**
I have been encouraged to take AP and/or honors classes.	**49%**
I know how to apply to college.	**47%**

Student surveys revealed, however, that the majority of students (53%) of student reported not knowing how to apply to college. Students in 11th grade were the only grade level where a majority (57%) agreed that they knew how to apply to college. Although, students frequently mentioned that teachers encouraged them to explore colleges through assignments and fieldtrips, there was limited evidence of explicit guidance in regards to the college application process (i.e., how to prepare a personal statement, going through sample applications, etc.). During focus groups, few high school students reported taking AP courses and some did not have a clear understanding of AP courses or the A-G requirements for entrance to the University of California and California State University systems.

How Students Learn Best. *Students learn best when there is rigorous standards-based curriculum with high thinking demand that challenges students to test their understanding or concepts through real-life applications; when students know clearly the expectations and criteria they are trying to meet and can judge their own work; and when students actively participate in classroom talk about the concepts and standards they are learning.*

Observations of classroom instruction in ACRPS schools showed evidence of standards-based instruction organized around constructivist learning in most subject areas. Project-based learning and collaborative student grouping were most prevalent in English and Science classrooms. In these classrooms, instruction provided regular time for students to work in groups of 2-5 students on classroom assignments and larger class projects intended to showcase an application of learning and/or real-life scenarios. In combination with the increased instructional time available under the block schedule, instruction was designed to provide students with opportunities for in-depth learning and hands-on application of knowledge. For example, many classrooms observed were engaged in group work and

activities that reinforced academic materials (e.g., mock trials based on To Kill a Mockingbird, presentations of science projects, analysis and discussion of current issues, etc.). In focus groups, students most often reported enjoying classes where teachers demonstrated the relevance of course material through real-life applications and scenarios.

Overall, student interactions and discussions were most evident in English and Science courses. Math tended to be the subject area with least student engagement and least encouragement of student discussion, questioning, or higher-order thinking. In focus groups, student confirmed that Mathematics was their most challenging course and the course they were least likely to look forward to. Most schools indicated plans to develop Math intervention strategies typically centered on helping more students prepare for the California High School Exit Exam (CAHSEE).

In focus groups, students at all grade levels reported that teachers were clear in terms of academic expectations. Most reported that teachers provided students with syllabi at the beginning of each semester. Teachers also made their expectations clear by distributing rubrics for classroom assignments. Although students appreciated academic rigor and felt that they benefited from higher expectations, students were sometimes critical of teachers who did not adequately check for student understanding or did not go back and re-teach material when a significant portion of the class was struggling to understand what had been taught.

Students at ACRPS schools noted that teachers were beginning to encourage them to self evaluate. For example, some teachers have assigned journaling where students reflect on their performance as well as allowing students to grade themselves on assignments. Teachers have noted that students tend to be harsher on grading themselves than teachers are on grading students.

English Learners. *College readiness requires proficiency in English for all students. Structured English language development curriculum and instructional strategies must be provided for all students including students learning to speak English as a second language and for English Only students who speak non-standard English.*

As shown in Table 11 below, the number of English Learner (EL) students at ACRPS schools increased slightly between 2006 and 2007. ACRPS schools have far fewer Beginning and fewer Early Intermediate EL students compared to LAUSD and Statewide averages. The majority of ACRSP students scored at the Intermediate (level 3) or Early Advanced (level 4) level of proficiency in both years. However, the proportion of EL students scoring Early Advanced in terms of English proficiency decreased from 53% in 2006 to 31% in 2007. In addition, 11% more students scored at the Intermediate level in 2007.

Table 11: California English Language Development Test (CELDT), 2006-2007

	ACRPS 2006	ACPRS 2007	Net Change	LAUSD 2007	CALIFORNIA 2007
Number Tested (all grades)	191	210	19	218,775	1,311,112
Proficiency Level					
Advanced	10%	11%	1%	7%	7%
Early Advanced	53%	31%	-22%	26%	25%
Intermediate	32%	43%	11%	41%	39%
Early Intermediate	4%	13%	9%	17%	18%
Beginning	1%	1%	0%	9%	10%

Source: California Department of Education

As indicated in Section II of this report, EL student performance at ACRPS schools was significantly higher compared to EL students in both LAUSD and throughout California, particularly in English/Language Arts. Nonetheless, classroom observations at ACPRS schools revealed limited evidence of explicit differentiation for EL students other than vocabulary assistance. In focus groups, several teachers cited an emphasis on vocabulary development through exposure of word roots, defining words prior to assigning reading material, and utilizing word walls. Some teachers also reported pairing EL students with fluent English speakers.

Teachers did not cite any recent training focused on classroom instructional strategies intended to address the needs of English Learners (e.g., SDAIE techniques). However, the newness of the ACRPS teaching staff means that most have received such training as part of their credential program. Furthermore, some schools reported utilizing bilingual aides in the classroom.

Authentic Ongoing Assessment. *There must be multiple ongoing opportunities to measure student learning and to inform instruction through real-life projects, analysis of student work portfolios, interim assessments and student-led conferences as well as standardized on-demand assessments.*

English and Science classrooms showed the clearest evidence of regular, ongoing performance-based assessment. In both subject areas, performance-based assessment was tied to collaborative, project-based learning assignments. Across subject areas, some teachers reported monitoring student learning through assignments such as learning logs or reflections on what they learned in class. A few teachers reported requiring students to keep portfolios. Portfolios were typically utilized them at the end of the year for students to reflect upon their progress rather than as an ongoing way to measure student learning.

All ACRPS schools heavily emphasized the use of formative (interim) assessments in English/Language Arts and Mathematics. The majority of ACRPS teachers (83%) agreed that examination of disaggregated student assessment data is a regular part of instructional planning. In some instances these data are examined during staff meetings and used to generate discussion about effective teaching strategies and to encourage all teachers to support student learning in other content areas. Other schools have used the data to pair teachers who performed well with those who are struggling in order to develop interventions for students.

Despite these efforts, teachers struggled with the use of formative assessment data. Interviews revealed that teachers recognized the need to re-teach course content based on

student results, however they also felt obligated to forge ahead with grade level content tied to pacing schedules. English teachers were most confident in terms of "spiraling" skills in areas where students needed further practice. Subject areas with less skills-based standards (e.g., Science and Social Studies) reported more difficulty re-teaching to student needs apparent in formative assessment data.

A few teachers at ACPRS schools are using student-led conferences as a way to showcase student learning. Staff that employed student-led conferences felt the format helped students become more articulate about what they had learned and what needed to improve. Students who participated in student-led conferencing were positive about the experience.

Integrated Technology. *Students and teachers must have adequate access to technology to use it effectively in student learning, classroom instruction, data management, and communication. High performing schools must provide electronic assessment and electronic student portfolios that provide immediate access to student progress data for teachers, students, and their parents.*

Classroom observations revealed that most classrooms were provided with multiple (2-5) computers. However, observations conducted by the evaluation team showed evidence of students actively using technology in only a few classrooms. Interviews confirmed that most staff were in the beginning stages of planning how best to integrate technology into classroom instruction in the Spring of 2007.

In focus groups, students stated that technology was mainly used for research and word processing. Some teachers also reported using PowerPoint presentations and videos to supplement learning. Despite the low overall use of technology observed, both staff and student survey respondents indicated that there was adequate usage of technology (95% and 79% respectively).

2. Small Personalized Schools and Classrooms

Personalized Learning Environment. *Students learn best in small learning communities where their education is personalized so that students know their teachers and are well known as individuals by all adults at the school.*

Administrators and teachers at ACRPS schools display good rapport with students. They reported knowing students by name and promoting a learning environment where students are valued and accountable. Class sizes observed ranged from 8 to 25 students. These more personalized academic settings have assisted teachers in getting to know students' academic strengths and weaknesses.

Although students agreed that teachers are aware of their academic strengths and weaknesses, interviews and surveys indicated that teachers were less aware of other aspects of their students lives. For example, surveys revealed that less than half of students agreed that teachers were aware of their talents and strengths outside the classroom (42%) or that teachers were aware of their goals for the future (44%). Furthermore, there was some discrepancy between students and staff in regards to the level of personalization. As demonstrated in Table 12 and Table 13, staff was overall more positive about the degree of personalization than students.

Table 12: Student Ratings of Personalization (% Agreement) (N=1068)

Survey Item	%
I have a good relationship with my teachers.	**73%**
My advisory provides a good opportunity for me to learn about my classmates.	**72%**
My advisory helps me stay on track academically.	**70%**
Teachers know my academic strengths and weaknesses.	**68%**
My advisory class provides a good opportunity for my teachers to get to know me better.	**65%**
I have an adult at this school that I can go to for help with school and personal issues.	**59%**
My school considers what students want when making decisions that affect the entire school.	**54%**
Teachers know my goals for the future.	**44%**
I receive regular counseling and guidance on my progress in school.	**42%**
Teachers know my talents and strengths outside the classroom.	**42%**

Table 13: Staff Ratings of Personalization (% Agreement) (N=63)

Survey Item	%
Teachers know their students' academic strengths and weaknesses.	**98%**
Relationships between teachers and students are sustained over multiple years (e.g., "looping, and "student advisories").	**93%**
Teachers regularly discuss student needs during advisory and/or personal learning teams.	**85%**
All students have an adult advocating for their academic and personal needs.	**83%**
Teachers know their students' goals and aspirations.	**80%**
There is a clear, connected and comprehensive model for monitoring student progress.	**80%**
Students receive regular counseling and guidance on academic progress and college eligibility.	**76%**
Teachers know their students' non-academic talents and interests.	**72%**
Students voice is solicited as part of the life and ongoing development of the school.	**70%**

Student Engagement. *Student voice is essential in all aspects of the school that directly affect student learning, interests and needs through structures such as advisory groups that connect each student with a personal learning team.*

In general, the advisory period has been the primary vehicle for personalization (see below for detailed discussion of advisory content). Teachers appreciated the opportunity to develop personal relationships with students through the advisory. Moreover, most teachers interviewed looked forward to "looping" with students and getting to know students over time.

Although all teachers received binders with activities for advisory, the content and delivery of the student advisory period varied considerably from school-to-school and from teacher-to-teacher. The most common advisory activities teachers reported included:

- Teaching organizational and study skills
- Counseling students on their academic progress in school
- Discussions of college and college preparatory projects (i.e. researching college entrance requirements and available majors)
- CAHSEE and PSAT preparation
- Homework completion
- Relationship-building activities (i.e. ice breakers, discussions, and journaling)

Survey data showed that students believed advisory provided them with an opportunity to get to know their peers (72%) and helped them stay on track academically (70%). However, many students noted that homework completion and CAHSEE/PSAT preparation had assumed a larger and larger proportion of time in advisory.

Many teachers reported that they would like the advisory to embody a less "academic" flavor in order to differentiate this time from an academic class as students were challenged on a daily basis with rigorous coursework. In conjunction with the fact that some teachers were unsure of how to utilize the time in advisory and expressed a desire for more guidance on the best way to use the advisory period, it appears that there is a need to re-clarify the purpose and content of advisory.

Both student focus groups and survey responses suggest a low level of student voice in ACRPS schools in Spring 2007. For example, only 54% of student survey respondents felt that their school considered what students wanted when making decisions. Some teachers felt that students needed to be provided with more opportunities to be involved in school life. For example, teachers indicated that encouraging participation in clubs and organizations would make the school experience more meaningful and may support learning in the classroom.

3. Increased Instructional Time. *All students must have sufficient time in school to learn successfully with a minimum of up to 190 days of instruction and an ongoing opportunity for extended learning time for intervention or enrichment to meet individual needs. Daily instructional learning time must be structured in longer blocks of time to allow for focused in-depth learning.*

Staff survey results indicate that nearly all agree that block scheduling and the extra 10 days of instruction have allowed for more opportunities for in-depth instruction (94%) in addition to allowing for more of an emphasis to be placed on relevance through project-based learning (96%). New teachers were especially positive about the block schedule, as they had no other experience with which to compare. More experienced teachers, on the other hand, reported that adapting to the block schedule was initially a struggle. A small number of teachers indicated being conflicted between how much time should be spent on activities and how much time should be spent on lecture. Many teachers suggested a need for more training on how to use the increased time effectively.

Although students agreed that the longer class periods allowed for more projects (59%), students were less positive (59%) about the benefits of extended class time in terms of understanding course material. In focus groups, students were more interested in *how* the blocked time was used. In particular, students were positive about opportunities for teachers to demonstrate real world relevance and application of learning. Likewise, students appreciated when teachers used the extended time to break learning into component parts (organizing learning into manageable "chunks" of time). When teachers did not take advantage of these aspects of extended time, some students reported disengagement and boredom.

Classroom observations indicated that teachers in English and Science were most likely to adjust instruction to meet the desires of students for application/relevance and scaffolding

of instructional delivery. Math was the content area least likely to show evidence of student-centered pedagogy or project-based learning under the extended schedule. Furthermore, students tended to report that they were least likely to do hands-on projects in math and class observations revealed that math classes are where students tended to be less engaged.

ACRPS schools have embedded academic intervention in English/Language Arts and Mathematics into the regular school day schedule (i.e., Math Prep and Verbal Prep for low performing high school students). However, some schools are clearly further along in terms of delivering an authentic academic intervention period (i.e., re-teaching targeted academic skills/standards) rather than offering students a built in tutorial period or one focused on narrow skills practice.

4. Highly Qualified Principals and Teachers

Principal Leadership. *ACRPS schools have exemplary principals who are capable instructional leaders and entrepreneurs in managing resources. ACRPS exemplary principals are developed through in-depth leadership training and through apprenticeship with principals who have demonstrated success in their schools.*

The majority (82%) of staff survey respondents were positive about school leadership and the alignment of administrators with ACPRS core values and beliefs. Similarly, there was a high level of agreement (89%) regarding the school-wide commitment to accountability for student success.

In the area of capacity-building, interviews suggested that there had been limited collaboration and sharing of effective site-based practices between ACRPS principals in the 2006-07 school year. Principals were interested in learning from one another about strategies to overcome common barriers.

Highly Qualified Teachers. *Students learn best with teachers who are knowledgeable of their subject field; who are well trained to deliver rigorous instruction and who attend to the diverse needs of each student as an individual. ACRPS teachers work in small collaborative teams with common planning time where lessons are studied as a small learning community and where accountability for student success is a shared responsibility.*

As shown in Table 14, the majority of teachers at the four ACRPS schools are fully credentialed. Nonetheless, ACRPS schools have a relatively new faculty with a high percentage of first and second year teachers at most sites.

Table 14: Staff Credential Report, 2006-2007

School	Total # Teachers	Full Credential	Intern or Emergency	Avg. Years Teaching	% 1st or 2nd Year Teachers
Richard Merkin Middle	11	100%	0%	3.5	55%
Gertz Ressler High	22	64%	36%	5.7	36%
Heritage High	16	69%	31%	4.6	69%
Huntington Park High	16	81%	19%	2.5	44%

Source: California Department of Education

Survey results (see Table 15) indicated that teachers feel they were well trained to deliver rigorous instruction (92%) and supported through professional development (86%). Staff were less positive about support for new teachers from veterans (62%) which may reflect the fact the many teachers at ACRPS school are new to the profession (49% either first or second year teachers).

Staff were least positive (56%) about the amount of time available for discussing and analyzing student work or other assessment data. In this context, it is important to note that the extent of teacher collaboration, where teams of teachers regularly discuss common students varied from school-to-school. Some schools placed an emphasis on inter-disciplinary collaboration where teachers meet regularly to discuss student progress. Other schools relied on teachers to approach one another when needed.

Table 15: Staff Ratings of Highly Qualified Principals and Teachers (% Agreement) (N=63)

Survey Item	%
Teachers are well trained to deliver rigorous instruction.	**92%**
Staff at this school are committed to the principle that "everyone is accountable for each students success."	**89%**
Teachers are supported through professional development and training.	**86%**
There is a strong leadership team that guides instruction and the implementation of ACRPS core values and beliefs.	**82%**
Teachers are part of a professional community of practice that is collaborative and public.	**71%**
New teachers receive support and assistance from veteran educators.	**62%**
There is sufficient time for teachers to discuss and analyze student work and/or assessment data in collaborative teams.	**56%**

Focus groups with teachers suggest that ACRPS faculty would like more time devoted to peer observations of classroom instruction around specific foci. Teachers were especially positive about the use of the Critical Friends Group (CFG) protocol for observing peers and debriefing on the results of classroom observations. Teachers expressed the most concern about balancing time among competing priorities including peer collaboration on lesson design, incorporating appropriate scaffolding for students with learning gaps, and the analysis of student work.

Accountability for Results. *Principals are responsible and accountable to the school community for implementing the core values, beliefs and best practices of the ACRPS education model, insuring that each and every student gets what they need to achieve their individual and school performance goals. ACRPS is responsible and accountable for guarantees made to its schools, monitoring the progress of all its schools and for documenting and publishing results to the school community and the community of Los Angeles. The ACRPS accountability system includes performance-based salary incentives.*

Staff at ACRPS largely hold themselves accountable for student achievement and overall school performance. Indeed, 89% of staff survey respondents agreed that their school is committed to holding themselves accountable for student success. In focus groups with ACRPS teachers and other staff, there was a noted absence of "blaming the students" or citation of parent involvement as a barrier to progress. Teachers recognize and appreciate the opportunity to provide a more personalized educational experience to students as well as the freedom to apply innovative methods of instruction and engage students in meaningful discussions. Furthermore, most teachers felt that they were highlighting student accountability by showing the relationship between work ethic and academic success.

5. Parents as Partners. *Parents have the right to choose to send their children to excellent high-performing schools and have a right and the responsibility to participate actively in insuring the success of the school. Parents of ACRPS students are meaningfully and actively engaged in their children's education. Parents are responsible and accountable for supporting their children's learning at school and at home through their participation in understanding what it will take for their children to achieve college-readiness, by their active voice in achieving the goals of the school, and through volunteering.*

Student survey respondents were quite positive about parental involvement at ACRPS schools (see Table 16). Parental support for monitoring grades and homework completion received the highest level (96%) of agreement on the survey. Students were also positive in regards to school outreach to parents (84%) and parent comfort interacting with teachers (84%). Fewer students were positive about parental awareness of college (77%) or how to intervene academically (73%). Indeed, students in focus groups consistently identified outreach to parents on college preparation (i.e., explaining the college application process and showing parents how skills developed in high school would be applied in college) as a potential topic that would benefit and interest their parents. Less than half (45%) of students agreed that their parents participated in school activities or events.

Table 16: Student Ratings of Parent Engagement (% Agreement) (N=1068)

Survey Item	%
My parents hold me responsible for keeping good grades and completing my homework.	**96%**
My school encourages parents to get involved.	**84%**
My parents feel comfortable speaking with my teachers and asking them questions.	**84%**
My parents understand what I need to do to get into college and the college application process.	**77%**
My parents know how to help me or guide me in the right direction when I am struggling with my schoolwork.	**73%**
My parents participate in school activities and events.	**45%**

As shown in Table 17, ACRPS staff were most positive about school efforts to be accessible to parents (98%), disseminate information (97%), and provide opportunities for parent volunteerism (95%). School staff were least positive regarding parental awareness of college preparation (58%) and active, meaningful parental involvement in their children's education (53%). In focus groups, many staff members acknowledged that they were often unclear on how to encourage larger-scale parent involvement.

Table 17: Teacher's Ratings of Parent Engagement (N=63)

Survey Item	%
School leaders and classroom teachers are accessible to parents.	**98%**
Information about student progress and school-wide performance is regularly communicated to parents.	**97%**
Parents have the opportunity to serve as volunteers in school activities, events, or in classrooms.	**95%**
Parents have the opportunity to participate in school-sponsored workshops and training.	**84%**
Parents have been informed about how they can support learning at home.	**81%**
Parents are considered key collaborators and contributing members to the school community.	**80%**
Parents are aware of what it takes to prepare their children for college.	**58%**
Parents are meaningfully and actively engaged in their children's education.	**53%**

IV. Conclusions and Recommendations

This section of the report provides summary evaluation conclusions in each of the five areas of the ACRPS core beliefs and values. Within each section, PW has provided recommendations intended to prioritize refinement of the ACRPS model.

1. High Expectations for All Students

Academic Achievement in English/Language Arts. Summative and formative assessment data show increases in student achievement at ACRPS schools in English/Language Arts (ELA). In 2007, ACRPS student ELA scores were equal to Statewide averages for all but grade 6. Between 2006 and 2007, 20% of the students attending ACRPS schools in both years improved a proficiency level on the ELA CST.

- **Recommendation 1**: To improve overall ELA achievement, focus on cross-curricular support of student literacy, particularly in the areas of Reading Comprehension and Writing Strategies.

Academic Achievement in Mathematics. Summative and formative assessment data in Mathematics show low levels of performance and little improvement over time. The majority of students perfomed at the lowest proficiency levels at all grade levels. Between 2006 and 2007, 45% of the students attending ACRPS schools in both years decreased a proficiency level on the Math CST. Students were most challenged to meet State standards in Mathematics and many said that they struggled to keep up with course pacing. At the same time, instruction in Mathematics was least likely to show evidence of research-based instructional strategies targeting active student engagement and/or scaffolding to make subject matter more accessible.

- **Recommendation 2**: Restructure the teaching of Mathematics in ACRPS schools to focus on instructional strategies and techniques that actively engage students, as well as overt scaffolding aimed at making subject matter accessible to students. Where appropriate, Mathematics instruction should incorporate collaborative student grouping and project-based applications of Mathematics. Teachers should also use a wider array of techniques to regularly check for evidence that students understand mathematical concepts and applications of new knowledge.

College Readiness. Preparing students for eligibility to four-year colleges and universities is an overriding aim at ACRPS schools. Staff at ACRPS schools are providing student with increased rigor, along with study skills to help them prepare for college. Although most ACRPS students intend to go to college, they tend to lack information on the college application process. Some students were unclear about the A-G requirements.

- **Recommendation 3**: ACRPS should make the college readiness component of its model more explicit to students and link college preparation to personalization through the advisory period.

How Students Learn Best. Academic instruction at ACRPS schools is organized to support a standards-based, constructivist learning environment. Collaborative grouping and project-based learning were evident, particular in English and Science. Students in these

classrooms were actively talking about concepts and standards, and striving to make connections between academic learning and real-life applications. Mathematics was the weakest subject area in terms of active student learning, opportunities to apply learning, and scaffolding of learning to make subject matter more accessible.

English Learners. The number and proportion of English Learners at ACRPS schools is growing. EL students at ACRPS schools have been relatively successful in meeting State standards in English/Language Arts compared to LAUSD and Statewide performance averages. At the same time, there was limited evidence of overt instructional strategies to meet the needs of this student subgroup.

- **Recommendation 4**: ACRPS should consider offering professional development on meeting the specific instructional needs of English Learners in the classroom.

Authentic Ongoing Assessment. Formative benchmark assessments are the primary data that ACRPS staff look at regularly to inform instruction. However, teachers are struggling on how to use the data from these assessments to adequately re-teach material that students have not mastered and still deliver grade level standards. Performance-based assessments were more prevalent in English and Science compared to other subject areas. Portfolio assessment is in the beginning stages at some schools.

- **Recommendation 5**: More professional development and coaching are needed on how to use the data from formative assessments in the classroom. Training should emphasize how to balance instructional differentiation aimed at re-teach standards that students have not mastered with the need for delivering subject matter content in line with course pacing schedules.

Integrated Technology. Technology has been deployed to ACRPS classroom and some classrooms showed evidence of technological applications of learning. However, all schools were at the beginning stages of articulating and clear direction for how technology would be used to support classroom teaching and learning on a *schoolwide* basis.

- **Recommendation 6**: Each ACRPS school should come to consensus on a targeted set of strategies and goals for the instructional use of technology to support student learning and/or teacher delivery of subject matter content.

2. Small Personalized Schools and Classrooms

In a short amount of time, ACRPS schools have been successful in creating school cultures that embody the desire to personalize the educational experience for students. School size facilitates daily, personalized interactions between staff and students. Structurally, the advisory period provides a forum for personalization to occur. However, the advisory structure has been underutilized for this purpose. Instead, advisory has been used as a place to address academic intervention and/or preparation for high stakes testing. Cultivating and nurturing student voice is an area where less attention has been paid.

- **Recommendation 7**: ACRPS should re-clarify the purpose and rational for the advisory period. Each school would benefit from a discussion of how advisory must be used (i.e., the "non-negotiables") versus optional components left to teacher discretion.

3. Increased Instructional Time

Increased instructional time through block scheduling and an additional ten instructional days provides a necessary but insufficient support for meeting the instructional needs of students. It has, for example, enabled ACRPS schools to embed opportunities for academic intervention into the regular school day. However, the use of instructional time varies from school-to-school. Moreover, classroom observations demonstrate that English and Science were more likely to adjust pedagogy to take advantage of extended time. Some staff expressed a desire for more training on how to do just this.

- **Recommendation 8**: ACRPS should consider offering professional development focused on modeling use of time under a block schedule to incorporate multiple modes of instructional delivery and expand opportunities for applications of learning..

4. Highly Qualified Principals and Teachers

ACRPS staff were positive about school leadership and committed to holding themselves accountable for student success. Nearly half of the ACRPS faculty were new to the teaching profession. As such, there is a desire for time for collaboration on effective instructional practices, analysis of student work, etc. All ACRPS schools participated in structured peer observations of instruction. This is a direction that most staff would like to see continued.

- **Recommendation 9**: ACRPS should continue to emphasize collaborative lesson planning and peer observations as a means of supporting professional development. Where possible, debrief of observations should incorporate analyses of student work so that these discussions are a catalyst for identifying and using specific instructional strategies in the classroom.

5. Parents as Partners

Parent outreach and communication at ACRPS schools has focused on disseminating information to parents about student progress, school activities/events, and opportunities for parent education and/or volunteerism. Both staff and students indicated a desire for more parent involvement tied to college preparation and/or supporting learning within the home environment.

- **Recommendation 10**: Each ACRPS school should come to consensus on a targeted set of strategies and goals for parent outreach, education, and/or involvement strategies.

Appendix A:
ELA Formative Assessment
Benchmark Data, 2006-07
Grades 6-11

Table 1: 2006-07 Word Analysis and Vocabulary Development (N=136)

Word Analysis and Vocabulary Development	% Proficient or Advanced 2006-07
6R1.2 Identify and interpret figurative language and words with multiple meanings.	15% *
6R1.3 Recognize origins and meanings of foreign words in English.	34%
6R1.4 Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.	36% *
6R1.5 Understand and explain "shades of meaning" in related words.	N/A*
Average	**28%**
Reading Comprehension	
6R2.1 Identify the structural features of popular media and use the features to obtain information.	N/A
6R2.2 Analyze text that uses the compare-and-contrast organizational pattern.	11%
6R2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics.	N/A*
6R2.4 Clarify an understanding of tests by creating outlines, logical notes, summaries, or reports.	4%
6R2.5 Follow multiple-step instructions for preparing applications.	N/A
6R2.6 Determine the adequacy and appropriateness of the evidence for an author's conclusions.	45%
6R2.7 Make reasonable assertions about a text through accurate, supporting citations.	29%^
6R2.8 Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text.	19%*
Average	**22%**
Literary Response	
6R3.1 Identify the forms of fiction and describe the major characteristics of each form.	N/A
6R3.2 Analyze the effect of the qualities of the character on the plot and the resolution of the conflict.	4%
6R3.3 Analyze the influence of setting on the problem and its resolution.	9%
6R3.4 Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.	N/A*
6R3.5 Identify the speaker and recognize the difference between first- and third-person narration.	N/A
6R3.6 Identify and analyze features of themes conveyed through characters, actions, and images.	16%^
6R3.7 Explain the effects of common literary devices in a variety of fictional and nonfictional texts.	N/A
6R3.8 Critique the credibility of characterization and the degree to which a plot is contrived or realistic.	24%^
Average	**13%**
Written Conventions	
6LC1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination if ideas to express complete thoughts.	15%*
6LC1.2 Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects.	5%*

6LC1.3 Use colons after the salutation in business letters, semi-colons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences.	N/A*
6LC1.4 Use correct capitalization.	43%
6LC1.5 Spell frequently misspelled words correctly.	N/A*
Average	**21%**
Writing Strategies	
6W1.1 Choose the form of writing that best suits the intended purpose.	43%
6W1.2 Create multiple-paragraph expository compositions.	N/A*
6W1.3 Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement of spatial order, order of importance, or climactic order.	N/A
6W1.4 Use organizational features of electronic text to locate information.	N/A
6W1.5 Compose documents with appropriate formatting by using word-processing skills and principals of design.	N/A
6W1.6 Revise writing to improve the organization and consistency of ideas within and between paragraphs.	1%*
Average	**22%**

Source: Edusoft
***Key Standard
^Averaged Performance

Writing Strategies	
7W1.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.	N/A*
7W1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.	23%
7W1.3 Use strategies of note-taking, outlining, and summarizing to impose structure on composition drafts.	N/A*
7W1.4 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.	12%*
7W1.5 Give credit for both quoted and paraphrased information in a bibliography by using consistent and sanctioned format and methodology for citations.	8%
7W1.6 Create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.	N/A
7W1.7 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.	30%*
Average	18%

Source: Edusoft
*Key Standards
^Averaged Performance

Table 2: 2006-07 7th Grade ELA Benchmark Assessments (N=127)

Word Analysis and Vocabulary Development	% Achieving Proficient or Advanced 2006-07
7R1.1 Identify idioms, analogies, metaphors, and similes, in prose and poetry.	42%*
7R1.2 use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary.	N/A*
7R1.3 Clarify word meanings through the use of definition, example, restatement, or contrast.	9%*^
Average	**26%**
Reading Comprehension	
7R2.1 Understand and analyze the differences in structure and purpose between various categories of informational materials.	42%*
7R2.2 Locate information by using a variety of consumer, workplace, and public documents.	N/A*
7R2.3 Analyze text that uses cause-and-effect organizational pattern.	N/A
7R2.4 Identify and trace the development of an author's argument, point of view, or perspective in text.	6%*
7R2.5 Understand and explain the use of a simple mechanical device by following technical directions.	N/A*
7R2.6 Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.	3%*
Average	**17%**
Literary Response	
7R3.1 Articulate the expressed purposes and characteristics of different forms of prose.	N/A
7R3.2 Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s).	27%^
7R3.3 Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.	18%*
7R3.4 Identify and analyze recurring themes across works.	40%
7R3.5 Contrast points of view in narrative text and explain how they affect the overall theme of the work.	N/A*
7R3.6 Analyze a range of responses to a literary work and determine the extent to which the literary elements in the work shaped those responses.	N/A
Average	**28%**
Written Conventions	
7WC1.1 Place modifiers properly and use the active voice.	8%
7WC1.2 Identify and use infinitives and participles and make clear references between pronouns and antecedents.	2%
7WC1.3 Identify all parts of speech and types and structures of sentences.	N/A*
7WC1.4 Demonstrate the mechanics of writing and appropriate English usage.	39%*
7WC1.5 Identify hyphens, dashes, brackets, and semicolons and use them correctly.	7%
7WC1.6 Use correct capitalization.	N/A
7W1.7 Spell derivatives correctly by applying the spellings of bases and affixes.	N/A*
Average	14%

Table 3: 2006-07 9th Grade ELA Benchmark Assessments (N=368)

Word Analysis and Vocabulary Development	% Achieving Proficient or Advanced 2006-07
9R1.1 Identify and use the literal and figurative meanings of words and understand word derivations	25%*
9R1.2 Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.	78%
9R1.3 Identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words.	N/A
Average	**52%**
Reading Comprehension	
9R2.1 Analyze the structure and format of functional workplace documents, including the graphics and headers and explain how authors use the features to achieve their purposes.	N/A
9R2.2 Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.	N/A
9R2.3 Generate relevant questions aout readings on issues that can be researched.	N/A
9R2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.	77%
9R2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.	50%^
9R2.6 Demonstrate use of sophisticated learning tools by following technical directions.	N/A
9R2.7 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.	N/A*
9R2.8 Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structures and tone of the text.	25%*
Average	**51%**
Literary Response	
9R3.1 Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature.	36%
9R3.2 Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.	26%
9R3.3 Analyze interactions between main and subordinate characters in a literary text and explain the way those interactions affect the plot.	N/A
9R3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.	N/A
9R3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.	56%
9R3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.	6%
9R3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.	N/A
9R3.9 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.	N/A
9R3.10 Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature.	N/A

9R3.11 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism.	N/A
9R3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period.	N/A
Average	**31%**
Written Conventions	
9WC1.1 Identify and correctly use clauses, phrases, and mechanics of punctuation.	69%*
9WC1.2 Understand sentence construction and proper English usage.	24%*^
9WC1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.	84%*
9WC1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.	88%*
9WC1.5 Reflect appropriate manuscript requirements.	N/A*
Average	66%
Writing Strategies	
9W1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.	N/A*
9W1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.	17%*
9W1.3 Use clear research questions and suitable research methods to elicit and present evidence from primary and secondary sources.	N/A
9W1.4 Develop the main ideas within the body of the composition through supporting evidence.	43%
9W1.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspective found in each medium.	18%
9W1.6 Integrate quotations and citations into written text while maintaining the flow of ideas.	N/A
9W1.7 Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals.	N/A
9W1.8 Design and publish documents by using advanced publishing software and graphic programs	N/A
9W1.9 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.	60%*
9W2.2 Write responses to literature	11%
Average	30%

Source: Edusoft
*Key Standards
**Average Performance

Table 4: 2006-07 10th Grade ELA Benchmark Assessments (N=415)

Word Analysis and Vocabulary Development	% Achieving Proficient or Advanced 2006-07
10R1.1 Identify and use the literal and figurative meanings of words and understand word derivations.	17%*
10R1.2 Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.	79%
10R1.3 Identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words.	N/A
Average	**48%**
Reading Comprehension	
10R2.1 Analyze the structure and format of functional workplace documents, including the graphics and headers and explain how the authors use the features to achieve their purpose.	N/A
10R2.2 Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.	N/A
10R2.3 Generate relevant questions about readings on issues that can be researched.	N/A
10R2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.	25%
10R2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.	72%
10R2.6 Demonstrate use of sophisticated learning tools by following technical directions.	N/A
10R2.7 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.	N/A*
10R2.8 Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text.	76%*
Average	**58%**
Literary Response	
10R3.1 Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature.	N/A
10R3.2 Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic	N/A
10R3.3 Analyze interactions between main and subordinate characters in a literary text and explain the way those interactions affect the plot.	84%
10R3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, soliloquy.	N/A
10R3.5 Compare works that express a universal theme, and provide evidence to support the ideas expressed in each work.	N/A
10R3.6 Analyze and trace an author's development of time and sequence, including the use of complex literary devices.	N/A
10R3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.	23%
10R3.8 Interpret and evaluate the impact of ambiguities, subtleties, and contradictions, ironies, and incongruities in a text.	N/A
10R3.9 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.	67%
10R3.10 Identify and describe the function of dialogue, scene designs, soliloquies. Asides, and character foils in dramatic literature.	N/A

10R3.11 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism.	45%
10R3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period.	N/A
Average	**55%**
Written Conventions	
10WC1.1 Identify and correctly use clauses, phrases, and mechanics of punctuation.	46%*
10WC1.2 Understand sentence construction and proper English usage.	83%*
10WC1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.	N/A*
10WC1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.	N/A*
10WC1.5 Reflect appropriate manuscript requirements.	N/A
Average	65%
Writing Strategies	
10W1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.	72%*
10W1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and active rather than the passive voice.	N/A*
10W1.3 Use clear research questions and suitable research methods to elicit and present evidence from primary and secondary sources.	N/A
10W1.4 Develop the main ideas within the body of the composition through supporting evidence.	38%^
10W1.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium.	N/A
10W1.6 Integrate quotations and citations into written text while maintaining the flow of ideas.	N/A
10W1.7 Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals.	N/A
10W1.8 Design and publish documents by using advanced publishing software and graphic programs,	N/A
10W1.9 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice and the tone by taking into consideration the audience, purpose, and formality of the context.	57%*
Average	56%

Source: Edusoft
*Key Standards
^Averaged Performance

Table 5: 2006-07 11th Grade ELA Benchmark Assessments

Word Analysis and Vocabulary Development	% Achieving Proficient or Advanced 2006-07
11R1.1 Trace the etymology of significant terms used in political science and history	39%^
11R1.2 Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology	20%^
11R1.3 Discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences	8%*^
Average	**8%**
Reading Comprehension	
11R2.1 analyze both the features and the rhetorical devices of different types of public documents and the way in which authors use those features and devices	19%*^
11R2.2 Analyze the way in which clarity of meaning is affected by patterns of organization, hierarchical structures, repetition of the main ideas, syntax and word choice in the text	45%*^
11R2.3 Verify and clarify acts presented in other types of expository texts by using a variety of consumer, workplace, and public documents	41%^
11R2.4 make warranted and reasonable assertions about the author's argument by using elements of the text to defend and clarify interpretations	42%^
11R2.5 Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject	39%^
11R2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which arguments anticipate and address reader concerns and counterclaims	12%*^
Average	**33%**
Literary Response	
11R3.1 Analyze characteristics o sub-genres that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres	10%*
11R3.2 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support claim	5%
11R3.3 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support claim	48%
11R3.4 Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke reader's emotions	N/A
11R3.5 Analyze recognized works of American literature a variety of genres and traditions 11R3.5a trace the development of American literature from the Colonial period forward	29%*
11R3.5b contrast the major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period	N/A*
11R3.5c evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, and setting	19%*
11R3.6 Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings	19%

11R3.7 analyze recognized works of world literature from a variety of authors 3.7a contrast the major literary, techniques, and characteristics of the major literary periods 3.7b relate literary works and authors to major themes and issues of their eras 3.7c evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings	N/A
11R3.8 analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic	N/A*
11R3.9 Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of its characters	31%*^
Average	**23%**
Written Conventions	
11WC1.1 demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English	25%*^
11WC1.2 produce legible work that shows accurate spelling and correct punctuation and capitalization	47%^
11WC1.3 reflect appropriate manuscript requirements in writing	55%
Average	42%
Writing Strategies	
11W1.1 demonstrate an understanding of the elements of discourse when completing narrative, expository, persuasive, or descriptive writing assignments	30%*^
11W1.2 use point of view, characterization, style and related elements for specific rhetorical and aesthetic purposes	48%^
11W1.3 structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples	17%*^
11W1.4 enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visuals aids an the issuance of a call for action	20%*^
11W1.5 use language in natural, fresh, and vivid ways to establish a specific tone	17%^
11W1.6 develop presentations by using clear research questions and creative and critical research strategies	N/A
11W1.7 use systematic strategies to organize and record information	N/A
11W1.8 integrate database, graphics, and spreadsheets into word-processed documents	N/A
11W1.9 revise text to highlight individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre	32%*^
11W2.0 Writing Applications (Genres and Their Characteristics)	60%
Average	**32%**

Source: Edusoft
*Key Standard
^Averaged Performance

Appendix B:
Math Formative Assessment
Benchmark Data 2006-07
Grades 6-11

Table 1: 2006-07 6th Grade Mathematics (N=137)

Number Sense	% Achieving Proficient or Advanced 2006-07
5NS1.2 Interpret percents as a part of a hundred; find decimal and percent equivalents for common fractions and explain why they represent the same value; compute a given percent of a whole number.	89%*
5NS1.4 Determine the prime factors of all numbers through 50 and write the numbers as the product of their prime factors by using exponents to show multiples of a factor	89%*
5NS1.5 Identify and represent on a number line decimals, fractions, mixed numbers, and positive and negative integers.	96%
5NS2.5 Compute and perform simple multiplication and division of fractions and apply these procedures to solving problems.	83%
Average	89%
6NS1.1 Compare and order positive and negative fractions, decimals, and mixed numbers and place them on a number line.	23%*
6NS1.2 Interpret and use ratios in different contexts (e.g., batting averages, miles per hour) to show the relative sizes of two quantities, using appropriate notations	68%
6NS1.3 Use proportions to solve problems. Use cross-multiplication as a method for solving such problems, understanding it as the multiplication of both sides of an equation by a multiplicative inverse	32%*
6NS1.4 Calculate given percentages of quantities and solve problems involving discounts at sales, interest earned, and tips.	26%*
6NS2.1 Solve problems involving addition, subtraction, multiplication, and division of positive fractions and explain why a particular operation was used for a given situation.	7%
6NS2.2 Explain the meaning of multiplication and division of positive fractions and perform the calculations.	13%
6NS2.3 Solve addition, subtraction, multiplication, and division problems, including those arising in concrete situations, that use positive and negative integers and combinations of these operations.	38%*
6NS2.4 Determine the least common c=multiple and the greatest common divisor of whole numbers; use them to solve problems with fractions.	N/A*
Average	30%
Algebra and Functions	
6AF1.1 Write and solve one-step linear equations in one variable.	46%*
6AF1.2 Write and evaluate an algebraic expression for a given situation, using up to three variables.	55%
6AF1.3 Apply algebraic order of operations and the commutative, associative, and distributive properties to evaluate expressions; and justify each step in the process.	67%
6AF1.4 Solve problems manually by using the correct order of operations or by using a scientific calculator.	69%
6AF2.1 Convert one unit of measurement to another	7%
6AF2.2 Demonstrate an understanding that rate is a measure of one quantity per unit value of another quantity.	47%*
6AF2.3 Solve problems involving rates, average speed, distance, and time.	43%
6AF3.1 Use variables in expressions describing geometric quantities.	N/A
6AF3.2 Express in symbolic form simple relationships arising from geometry.	N/A
Average	48%

Measurement and Geometry	
6GEO1.1 Understand the concept of a constant such as π; know the formulas for the circumference and area of a circle.	N/A*
6GEO1.2 Know common estimates of π and use these values to estimate and calculate the circumference and the area of circles; compare with actual measurements.	N/A
6GEO1.3 Know and use the formulas for the volume of triangular prisms and cylinders; compare these formulas and explain the similarity between them and the formula for the volume of a rectangular solid.	N/A
6GEO2.1 Identify angles as vertical, adjacent, complementary, or supplementary and provide descriptions of these terms.	N/A
6GEO2.2 Use the properties of complementary and supplementary angles and the sum of the angles of a triangle to solve problems involving an unknown angle.	N/A*
6GEO2.3 Draw quadrilaterals and triangles from given information about them.	N/A
Average	N/A
Statistics, Data Analysis, and Probability	
6S1.1 Compute the range, mean, median, and mode of data sets.	79%
6S 1.2 Understand how additional data added to data sets may affect these computations of measures of central tendency.	N/A
6S1.3 Understand how the inclusion or exclusion of outliers affect measures of central tendency.	N/A
6S1.4 Know why a specific measure of central tendency provides the most useful information in a given context.	N/A
6S2.1 Compare different samples of a population with the data from the entire population and identify a situation in which it makes sense to use a sample.	N/A
6S2.2 Identify different ways of selecting a sample and which method makes a sample more representative for a population.	18%*
6S2.3 Analyze data displays and explain why the way in which the question was asked might have influenced the results obtained and why the way in which the results were displayed might have influenced the conclusions reached.	N/A
6S2.4 Identify data that represent sampling errors and explain why the sample might be biased.	N/A
6S2.5 Identify claims based on statistical data and, in simple cases, evaluate the validity of the claims.	N/A
6S3.1 Represent all possible outcomes for compound events in an organized way and express the theoretical probability of each outcome.	19%*
6S3.2 Use data to estimate the probability of future events.	N/A
6S3.3 Represent probabilities as ratios, proportions, decimals between 0 and 1, and percentages between 0 and 100 and verify that the probabilities computed are reasonable; know that if *P* is the probability of an event, 1-*P* is the probability of an event not occurring.	40%*
6S3.4 Understand that the probability of either of the two disjoint events occurring is the sum of the two individual probabilities and that the probability of one event following another, in independent trials, is the product of the two.	N/A
6S3.5 Understand the difference between independent and dependent variables.	26%
Average	36%

Source: Edusoft
*Key Standard
^Averaged Performance

Table 2: 2006-07 7th Grade Math Benchmark Assessments (N=93)

Number Sense	% Achieving Proficient or Advanced 2006-07
6NS1.1 Compare and order positive and negative fractions, decimals, and mixed numbers and place them on a number line.	11%*
6NS1.3 Use proportions to solve problems. Use cross-multiplication as a method for solving problems, understanding it as the multiplication of both sides of an equation by multiplicative inverse.	13%*
6NS2.3 Solve addition, subtraction, multiplication, and division problems, including those arising in concrete situations that use positive and negative integers and combinations of these operands.	42%*
6NS2.4 Determine the least common multiple and the greatest common divisor of whole numbers; use them to solve problems with fractions.	13%*
Average	**20%**
7NS1.1 Read, write, and compare rational numbers in scientific notation with approximate numbers using scientific notation.	19%
7NS1.2 Add, subtract, multiply, and divide rational numbers and take positive rational numbers to whole-number powers.	39%*
7NS1.3 Convert fractions to decimals and percents and use these representations in estimations, computations and applications.	59%
7NS1.4 Differentiate between rational and irrational numbers.	48%
7NS1.5 Know that every rational number is either a terminating or repeating decimal and be able to convert terminating decimals into reduced fractions.	17%
7NS1.6 Calculate the percentage of increased and decreases of a quantity.	27%
7NS1.7 Solve problems that involve discounts, markups, commissions, and profit and compute simple and compound interest.	30%*
7NS2.1 Understand negative whole-number exponents. Multiple and divide expressions involving exponents with a common base.	N/A
7NS2.2 Add and subtract fractions by using factoring to find common denominators.	N/A
7NS2.3 Multiply, divide, and simplify rational numbers by using exponent rules.	1%*
7NS2.4 Use the inverse relationship between raising to a power and extracting the root of a perfect square integer; for an integer that is not square, determine w/o a calculator the two integers between which its square root lies and explain.	N/A
7NS2.5 Understand the meaning of the absolute value of a number; interpret the absolute value as the distance of the number from zero on a number line; and determine the absolute value of real numbers.	47%
Average	**32%**
Algebra and Function	
7AF1.1 Use variables and appropriate operations to write an expression, an equation, or a system of equations or inequalities that represents a verbal description.	N/A
7AF1.2 Use the correct order of operations to evaluate algebraic expressions.	N/A
7AF1.3 Simplify numerical expressions by applying properties of rational numbers and justify the process used.	2%*
7AF1.4 use algebraic terminology correctly.	25%
7AF1.5 Represent quantitative relationships graphically and interpret the meaning of a specific part of a graph in the situation represented by the graph.	1%
7AF2.1 Interpret positive whole-number powers as repeated multiplication and negative whole-number powers as repeated division or multiplication by the multiplicative inverse. Simplify and evaluate expressions that include exponents.	N/A
7AF2.2 Multiply/divide monomials; extend by taking powers and extracting roots to monomials when latter results in a monomial with an integer exponent.	N/A
7AF3.1 Graph functions of the form $y = nx^2$ and $y = nx^3$ and use in solving problems.	N/A
7AF3.2 Plot the values from the volumes of three-dimensional shapes for various values of the edge lengths.	N/A

7AF3.3 Graph linear functions, noting that the vertical change per unit of horizontal change is always the same and know that the ratio is called the slope of a graph.	N/A
7AF3.4 Plot the values of quantities whose ratios are always the same. Fit a line to the plot and understand that the slope of the line equals the quantities.	N/A
7AF4.1 Solve two-step linear equations and inequalities in one variable over the rational numbers, interpret the solution or solutions in the context from which they arose, and verify the reasonableness of the results.	10%*
7AF4.2 Solve multistep problems involving rate, average speed, distance, and time or a direct variation.	3%*
Average	**8%**
Geometry	
7GEO1.1 Compare weights, capacities, geometric measures, times, and temperatures within and between measurement systems.	N/A
7GEO1.2 Construct and read drawings and models made to scale.	N/A
7GEO1.3 Use measures expressed as rates and measures expressed as products to solve problems; check the units of the solutions; and use dimensional analysis to check the reasonableness of the answer.	N/A*
7GEO2.1 Use formulas routinely for finding the perimeter and area of basic two-dimensional figures and the surface area and volume of basic three-dimensional figures, including rectangles, parallelograms, trapezoids, squares, triangles, circles, prisms, and cylinders.	N/A
7GEO2.2 Estimate and compute the area of more complex or irregular two- and three-dimensional figures by breaking the figures down into more basic geometric objects.	N/A
7GEO2.3 Compute the length of the perimeter, the surface area of the faces, and the volume of a three-dimensional object built from rectangular solids. Understand that when the lengths of all dimensions are multiplied by a scale factor, the surface area is multiplied by the square of the scale factor and the volume is multiplied by the cube of the scale factor.	N/A
7GEO2.4 Relate the changes in measurement with a change of scale to the units used and to conversions between units.	N/A
7GEO3.1 Identify and construct basic elements of geometric figures by using a compass and straightedge.	N/A
7GEO3.2 Understand and use coordinate graphs to plot simple figures, determine lengths and areas related to them, and determine their image under translations and reflections.	N/A
7GEO3.3 Know and understand the Pythagorean theorem and its converse and use it to find the length of the missing side of a right triangle and the lengths of other line segments and, in some situations, empirically verify the Pythagorean theorem by direct measurement.	7%*
7GEO3.4 Demonstrate an understanding of conditions that indicate two geometrical figures are congruent and what congruence means about the relationships between the sides and angles of the two figures.	30%
7GEO3.5 Construct two-dimensional patterns for three-dimensional models, such as cylinders, prisms, and cones.	N/A
7GEO3.6 Identify elements of three-dimensional geometric objects and describe how two or more objects are related in space.	N/A
Average	**19%**

Source: Edusoft
***Key Standards ^Averaged Performance**

Table 3: 2006-07 Algebra I Benchmark Assessments (N=283)

Algebra 1	% Achieving Proficient or Advanced 2006-07
ALG1.1 Students use properties of numbers to demonstrate whether assertions are true or false.	22%
ALG2.0 Students understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and raising to a fractional power.	1%*^
ALG3.0 Students solve equations and inequalities involving absolute values.	10%^
ALG4.0 Students simplify expressions before solving linear equations and inequalities in one variable.	23%*^
ALG5.0 Students solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.	5%*^
ALG6.0 Students graph a linear equation and compute the x and y intercepts. They are also able to sketch the region defined by linear inequality.	15%*
ALG7.0 Students verify that a point lies on a line, given an equations of the line. Students are able to derive linear equations by using the point-slope formula.	3%
ALG8.0 Students understand the concepts of parallel lines and perpendicular lines and how those slopes are related. Students are able to find the equation of a line perpendicular to a given line that passes through a given point.	10%
ALG9.0 Students solve a system of two linear equations in two variables algebraically and are able to interpret the answer graphically. Students are able to solve a system of two linear inequalities in two variables and to sketch the solution.	10%*
ALG10.0 Students add, subtract, multiply and divide monomials and polynomials. Students solve multistep problems, including word problems, by using these techniques.	N/A*
ALG11.0 Students apply basic factoring techniques to second and simple third degree polynomials. These techniques include finding a common factor for all terms in a polynomial, recognizing the difference of two squares, and recognizing perfect squares of binomials.	N/A
ALG12.0 students simplify fractions with polynomials in numerator ad denominator by factoring both and reducing them to the lowest terms	N/A*
ALG13.0 students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.	N/A*
ALG14.0 students solve a quadratic equation by factoring or completing the square	N/A*
ALG15.0 Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.	6%*
ALG16.0 Students understand the concepts of a relation and function, determine whether a given relation defines a function, and give pertinent information about given relations and functions	N/A
ALG17.0 Students determine the domain of independent variables and the range of dependent variables graph, a set ordered pairs, or a symbolic expression	N/A
ALG18.0 students determine whether a relation defined by a graph, a set of ordered pairs, or a symbolic expression.	N/A
ALG19.0 Students know the quadratic formula and are familiar with its proof by completing the square.	11%
ALG20.0 Students use the quadratic formula to find the roots of a second-degree polynomial and to solve quadratic equations.	5%*
ALG21.0 Students graph quadratic functions and know that their roots are the x-intercepts.	6%*
ALD22.0 Students use the quadratic formula or factoring techniques or both to determine whether the graph of a quadratic function will intersect the x axis in zero, one, or two points.	N/A

ALG23.0 students graph Quadratic equations to physical problems, such as motion of an object under the force of gravity	N/A*
ALG24.1 Students explain the difference between inductive and deductive reasoning and identify and provide examples of each.	N/A
ALG24.2 students identify the hypothesis and conclusion in logical deduction	N/A
ALG24.3 Students use counterexamples to show that assertion is false and recognize that a single counterexample is sufficient to refute an assertion.	N/A
ALG25.1 students use properties of numbers to construct simple, valid arguments (direct or indirect) for, or formulate counterexamples to claimed assertions	N/A
ALG25.2 students judge the validity of an argument according to whether the properties of the real number system and the order of operation have been applied correctly at each step.	N/A
ALG25.3 given a specific algebraic statement involving linear, quadratic, or absolute value expressions or equations or inequalities, students determine whether the statement is true sometimes, always, or never.	N/A
Average	**8%**

Source: Edusoft
***Key Standards**
^Average Performance

Table 4: 2006-07 Geometry Benchmark Assessments (N=349)

Geometry	% Achieving Proficient or Advanced 2006-07
GEO1.0 Students demonstrate understanding by identifying and giving examples of undefined terms, axioms, theorems, and inductive and deductive reasoning.	25%
GEO2.0 Students write geometric proofs, including proofs by contradiction.	2%*
GEO3.0 Students construct and judge the validity of a logical argument and give counter examples to disprove a statement.	5%*
GEO4.0 Students prove basic theorems involving congruence and similarity.	N/A*
GEO5.0 Students prove that triangles are congruent or similar, and they are able to use the concept of corresponding parts of congruent triangles.	4%
GEO6.0 Students know and are able to use the triangle inequality theorem.	11%
GEO7.0 Students prove and use theorems involving the properties of parallel lines cut by a transversal, the properties of quadrilaterals, and the properties of circles,	12%*^
GEO8.0 Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.	4%*
GEO9.0 Students compute the volumes and surface areas of prisms, pyramids, cylinders, cones, and spheres; and students commit to memory the formulas for prisms, pyramids, and cylinders.	16%
GEO10.0 Students compute areas of polygons, including rectangles, scalene triangles, equilateral triangles, rhombi, parallelograms, and trapezoids.	2%*
GEO11.0 Students determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids.	N/A
GEO12.0 Students find and use measures of sides and of interior and exterior angles of triangles and polygons to classify figures and solve problems.	1%*
GEO13.0 Students prove relationships between angels in polygons by using properties of complimentary, supplementary, vertical, and exterior angles.	14%
GEO14.0 Students prove the Pythagorean theorem.	N/A
GEO15.0 Students use the Pythagorean theorem to determine distance and find missing lengths of sides of right triangles.	3%
GEO16 Students perform basic constructions with a straight edge and compass, such as angle bisectors, perpendicular bisectors, and the line parallel to a given line through a point off the line.	N/A*
GEO 17.0 Students prove theorems by using coordinate geometry, including the midpoint of a line segment, the distance formula, and various forms of equations of lines and circles.	4%*
GEO18.0 Students know the definitions of the basic trigonometric functions defined by the angles of a right triangle. They also know and are able to use elementary relationships between them.	21%*
GEO 19.0 Students use trigonometric functions to solve for an unknown length of a side of a right triangle, given an angle and a length of a side.	3%*
GEO20.0 Students know and are able to use angle and side relationships in problems with special right triangles.	9%^
GEO21.0 Students prove and solve problems regarding relationships among chords, secants, tangents, inscribed angles, and inscribed and circumscribed polygons of circles.	N/A*
GEO22.0 Students know the effect of rigid motions on figures in the coordinate plane and space, including rotations, translations, and reflections.	N/A*
Average	**9%**

Source: Edusoft
***Key Standards**
^Average Performance

Table 5: 2006-07 Algebra II Benchmark Assessments (N=245)

Algebra 2	
ALGII 1.0 Students solve equations and inequalities involving absolute value.	N/A
ALGII 2.0 students solve systems of linear equations and inequalities by substitution, with graphs, or with matrices.	N/A*
ALGII 3.0 students are adept at operations on polynomials, including long division	N/A*
ALGII 4.0 students factor polynomials representing the difference of squares, perfect squares trinomials, and the sum and difference of two cubes.	N/A*
ALGII 5.0 students demonstrate knowledge of how real and complex numbers are related both arithmetically and graphically. In particular, they can plot complex numbers as points in the plane.	N/A
ALGII 6.0 students add, subtract, multiply, and divide complex numbers	N/A*
ALGII 7.0 Students add, subtract, multiply, divide, reduce, and evaluate rational expressions with monomial and polynomial denominators and simplify complicated rational expressions, including those with negative exponents in the denominator.	3%*
ALGII 8.0 Students solve and graph quadratic equations by factoring, completing the square, or using the quadratic formula. Students apply these techniques in solving word problems. They also solve quadratic equations in the complex number system.	39%*
ALGII9.0 Students demonstrate and explain the effect that changing a coefficient has on the graph of quadratic functions; that is, students can determine how the graph of a parabola changes as a, b, and c vary in the equation y = a(x-b)2 + c.	N/A
ALGII 10.0 Students graph quadratic functions and determine the maxima, minima, and zeros of the function.	13%*
ALGII 11.1 Students understand the inverse relationship between exponents, and use this relationship to solve problems involving logarithms and exponents.	N/A*
ALGII 11.2 Students judge the validity of an argument according to whether the properties of real numbers, exponents, and logarithms have been applied correctly at each step.	N/A*
ALGII 12.0 Students know the laws of fractional exponents, understand exponential functions, and use these functions in problems involving exponential growth and decay.	3%*
ALGII 13.0 Students use the definition of logarithms to translate between logarithms in any base.	13%
ALGII 14.0 Students understand and use the properties of logarithms to simplify logarithmic numeric expressions and to identify their approximate values.	2%
ALGII 15.0 Students determine whether a specific algebraic statement involving rational expressions, radical expressions, or logarithmic or exponential functions is sometimes true, always true, or never true.	10%*
ALGII 16.0 Students demonstrate and explain how the geometry of the graph of a conic section depends on the coefficients of the quadratic equation representing it.	N/A
ALGII 17.0 Given a quadratic equation of the form, students can use the method for completing the square to put the equation in to standard form and can recognize whether the graph of the equation is a circle, ellipse, parabola, or hyperbola. Students can then graph the equation.	N/A
ALGII 18.0 Students use fundamental counting principles to compute combinations and permutations.	12%
ALGII 19.0 Students use combinations and permutations to compute probabilities	6%
ALGII 20.0 Students know the binomial theorem and use it to expand binomial expressions that are raised to positive integer power.	13%
ALGII 21.0 Students apply the method of mathematical induction to prove general statements about the positive integers.	N/A
ALGII22.0 Students find the general term and the sums of arithmetic series and for both finite and infinite geometric series.	N/A
ALGII23.0 Students derive the summation formulas for arithmetic series and for both finite and infinite geometric series.	N/A

ALGII24.0 Students solve problems involving functional concepts, such as composition, defining the inverse function and performing arithmetic operations on functions.	N/A
ALGII25.0 Students use properties from number systems to justify steps in combining and simplifying functions.	N/A
Average	**11%**
Probability and Statistics	
1.0 Students know the definition of the notion of independent events and can use the rules for addition, multiplication, and complementation to solve for probabilities of particular events in finite spaces	N/A
2.0 Students know the definition of conditional probability and use it to solve for probabilities in finite sample spaces.	N/A
7.0 Students compute the variance and the standard deviation of a distribution of data.	N/A
Average	**N/A**

Source: Edusoft
***Key Standards**
^Average Performance

Appendix C:

Staff Survey Results

Alliance for College Ready Public Schools (ACRPS) Confidential Staff Survey

As part of the evaluation of the ACRPS model for education, Public *Works,* Inc. is conducting a survey of staff at your school. We would like your honest opinion about the areas that are included in this survey. All information that you provide will remain private and confidential. Please do not write your name on the survey. The survey should take 10-15 minutes to complete. Thank you for your help!

Respondent Characteristics

1. Stakeholder Group that apply)

2% Administration
97% Classroom Teacher
0% Other
2% Counselor

2. Years Teaching (Teachers Only)

32% 1 year or less
14% 2
30% 3-5
25% 6+

3. Subject (Teachers Only) (check all

22% English
15% Social Studies
20% Math
19% Science
33% Other

Directions: Please circle the appropriate number to indicate your responses to the following statements. 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree, DK=Don't Know **At this school…**	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know

Directions: Please circle the appropriate number to indicate your responses to the following statements. 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree, DK=Don't Know **At this school…**	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
High Expectations for All Students					
4. Curriculum and instruction is organized so that all students are expected to learn and perform at high levels.	*0%*	*5%*	*27%*	*68%*	*0%*
5. Curriculum and instruction is organized to ensure that all students are prepared to enter and succeed in college.	*0%*	*5%*	*47%*	*48%*	*0%*
6. Students understand classroom academic expectations (i.e., they understand the standards for which they are accountable).	*0%*	*8%*	*52%*	*37%*	*3%*
7. Teachers encourage a learning environment where students regularly ask and answer higher order questions.	*0%*	*5%*	*45%*	*48%*	*2%*
8. Students have a clear understanding of the criteria for high performance work.	*2%*	*19%*	*49%*	*29%*	*2%*
9. Students are provided with the opportunity to evaluate and improve their own work.	*0%*	*7%*	*53%*	*39%*	*2%*
10. Instruction is differentiated to meet different student learning styles and educational needs.	*0%*	*13%*	*44%*	*42%*	*2%*
11. Examination of disaggregated student assessment data is a regular part of instructional planning.	*0%*	*15%*	*46%*	*28%*	*12%*
12. Teachers regularly employ instructional strategies to meet the needs of students learning English as a second language and students who speak non-standard English.	*0%*	*13%*	*35%*	*32%*	*21%*
13. Students are using technology for classroom research, presentations, and/or communication.	*5%*	*11%*	*49%*	*35%*	*0%*
14. Teachers are using technology for classroom instruction, data management, and/or communication.	*0%*	*5%*	*42%*	*52%*	*2%*
Small Personalized Schools and Classrooms					
15. Teachers know their students' academic strengths and weaknesses.	*2%*	*0%*	*50%*	*47%*	*2%*
16. Teachers know their students' non-academic talents and interests.	*2%*	*24%*	*40%*	*27%*	*7%*
17. Teachers know their students' goals and aspirations.	*2%*	*16%*	*53%*	*21%*	*8%*
18. Relationships between teachers and students are sustained over multiple years (e.g., "looping, and "student advisories").	*2%*	*5%*	*36%*	*48%*	*10%*
19. Students receive regular counseling and guidance on academic progress and college eligibility.	*0%*	*23%*	*51%*	*21%*	*5%*

Directions: Please circle the appropriate number to indicate your responses to the following statements. 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree, DK=Don't Know **At this school…**	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
20. Teachers regularly discuss student needs during advisory and/or personal learning teams.	*2%*	*13%*	*47%*	*34%*	*5%*
21. All students have an adult advocating for their academic and personal needs.	*3%*	*12%*	*39%*	*34%*	*12%*
22. Students voice is solicited as part of the life and ongoing development of the school.	*3%*	*26%*	*53%*	*13%*	*5%*
23. There is a clear, connected and comprehensive model for monitoring student progress.	*0%*	*19%*	*55%*	*21%*	*5%*
Increased Instructional Time					
24. The block schedule allows teachers to deliver in-depth learning opportunities to students.	*2%*	*5%*	*40%*	*53%*	*0%*
25. Teachers are effectively using the time available under the block schedule to deliver a balance of direct instruction, guided practice, group/partner activities, and independent work.	*2%*	*5%*	*42%*	*45%*	*7%*
26. Teachers highlight how classroom learning can be applied in real-life situations or in future careers (e.g., project-based learning).	*0%*	*3%*	*42%*	*45%*	*10%*
27. Teachers highlight how classroom learning in one subject area can be applied in (or is related to) other subjects (i.e., interdisciplinary connections).	*0%*	*7%*	*52%*	*32%*	*10%*
28. After-school and/or Saturday interventions are available for students who are struggling academically.	*0%*	*5%*	*36%*	*58%*	*2%*
29. There is a clear process for referring a student for academic intervention.	*0%*	*28%*	*39%*	*26%*	*7%*
Highly Qualified Principals and Teachers					
30. There is a strong leadership team that guides instruction and the implementation of ACRPS core values and beliefs.	*0%*	*16%*	*44%*	*31%*	*8%*
31. Teachers are well trained to deliver rigorous instruction.	*2%*	*7%*	*57%*	*32%*	*3%*
32. Teachers are supported through professional development and training.	*3%*	*10%*	*43%*	*41%*	*3%*
33. New teachers receive support and assistance from veteran educators.	*13%*	*24%*	*36%*	*24%*	*3%*
34. There is sufficient time for teachers to discuss and analyze student work and/or assessment data in collaborative teams.	*8%*	*34%*	*29%*	*24%*	*5%*
35. Teachers are part of a professional community of practice that is collaborative and public.	*7%*	*21%*	*44%*	*23%*	*5%*
36. Staff at this school are committed to the principle that "everyone is accountable for each students success."	*3%*	*8%*	*45%*	*42%*	*2%*

Parents as Partners

37. Parents are considered key collaborators and contributing members to the school community.	*3%*	*16%*	*51%*	*25%*	*5%*
38. Parents are meaningfully and actively engaged in their children's education.	*10%*	*32%*	*36%*	*11%*	*11%*
39. School leaders and classroom teachers are accessible to parents.	*0%*	*2%*	*53%*	*45%*	*0%*
40. Information about student progress and school-wide performance is regularly communicated to parents.	*0%*	*3%*	*56%*	*40%*	*2%*
41. Parents have been informed about how they can support learning at home.	*6%*	*10%*	*38%*	*29%*	*18%*
42. Parents are aware of what it takes to prepare their children for college.	*16%*	*16%*	*24%*	*21%*	*24%*
43. Parents have the opportunity to participate in school-sponsored workshops and training.	*5%*	*10%*	*33%*	*41%*	*11%*
44. Parents have the opportunity to serve as volunteers in school activities, events, or in classrooms.	*2%*	*3%*	*34%*	*58%*	*3%*

Challenges

Directions: Please check the top <u>three</u> areas that you see as the biggest challenges that exist today at your school.

45. Teaching all students to rigorous academic standards *26%*
46. Cultivating collaboration among staff *23%*
47. Differentiating classroom instruction to meet the needs of different students *23%*
48. Ensuring that there are adequate school facilities *19%*
49. Using assessment data to guide instruction *18%*
50. Meeting state and federal accountability measures/targets for student achievement *18%*
51. Providing academic support and intervention for struggling students *15%*
52. Involving parents/community in the life of the school. *13%*
53. Involving all stakeholders in school governance and decision-making *8%*
54. Developing active student engagement and participation in the classroom. *31%*
55. Creating a "college ready" culture at the school. *10%*
56. Meeting the guidance & counseling needs of students. *5%*
57. Allocating time for interdisciplinary planning and teacher teaming *13%*
58. Utilizing technology in the classroom. *13%*
59. Providing professional development that meets teacher needs *19%*
60. Using the instructional time available under the block schedule *21%*
61. Personalizing the educational experience through advisories *5%*
62. Recruiting and/or retaining qualified teachers. *10%*
63. Other, please specify *15%*

Thanks again for your participation. Questions regarding the survey should be directed to:

90 North Daisy Ave.
Pasadena, CA 91107
Phone # 626-564-9890

Appendix D:
Student Survey Results

Alliance for College Ready Public Schools: Gertz Ressler Confidential Student Survey

You have been selected to participate in a confidential survey about your school. This information will help the school better understand student needs.

To protect your privacy, please do not write your name on the survey.

The survey should take about 10-15 minutes to complete. When you are finished, please return the survey to your teacher. Teachers have been instructed not to look at any completed surveys.

Please circle the response that best reflects your opinion about each statement

Strongly Disagree = 1 Disagree = 2 Agree = 3 Strongly Agree = 4

Section I: High Expectations for All Students

Classroom Experiences	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**
1. My classes are interesting and challenging.	*2%*	*17%*	*65%*	*16%*
2. Teachers teach class material at an advanced level.	*1%*	*10%*	*65%*	*24%*
3. Teachers are clear in explaining lessons.	*2%*	*18%*	*61%*	*19%*
4. I have opportunities to evaluate and improve my own work before I turn it in. (i.e. grade and edit my own work).	*5%*	*19%*	*51%*	*26%*
5. Teachers encourage classroom discussions.	*1%*	*15%*	*53%*	*31%*
6. Students who are struggling receive individual help and support.	*3%*	*19%*	*52%*	*27%*
7. My teachers are able to adjust instruction to meet the needs of students with different ways of learning.	*3%*	*21%*	*55%*	*21%*
8. I have used technology (i.e. computers, PowerPoint, etc.) in the classroom for research, presentations, or communication.	*3%*	*10%*	*39%*	*48%*
College Readiness	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**
9. I am learning skills that will help me to be successful in college.	*1%*	*8%*	*54%*	*38%*
10. The classes I take relate to my future college and career goals.	*6%*	*26%*	*49%*	*19%*
11. I have been encouraged to take AP and/or honors classes.	*16%*	*22%*	*32%*	*30%*
12. I know how to apply to college.	*12%*	*37%*	*39%*	*12%*
13. I know what it takes to enter a four-year college or university.	*5%*	*17%*	*43%*	*35%*
14. My teachers encourage me to go to college.	*1%*	*4%*	*31%*	*64%*
15. I am being prepared to enter and succeed in college.	*2%*	*7%*	*46%*	*45%*

Section II: Small Personalized Schools and Classrooms

	Strongly Disagree	Disagree	Agree	Strongly Agree
16. Teachers know my academic strengths and weaknesses.	*4%*	*22%*	*56%*	*19%*
17. Teachers know my talents and interests outside the classroom.	*13%*	*42%*	*34%*	*12%*
18. Teachers know my goals for the future.	*10%*	*43%*	*35%*	*12%*
19. I have a good relationship with my teachers.	*3%*	*15%*	*59%*	*23%*
20. I receive regular counseling and guidance on my progress in school.	*15%*	*41%*	*36%*	*8%*
21. My advisory class provides a good opportunity for my teachers to get to know me better.	*9%*	*23%*	*42%*	*26%*
22. My advisory class provides a good opportunity for me to learn about my classmates.	*8%*	*16%*	*51%*	*26%*
23. My advisory helps me stay on track academically.	*9%*	*15%*	*50%*	*26%*
24. I have an adult at this school that I can go to for help with school and personal issues.	*19%*	*22%*	*27%*	*32%*
25. My school considers what students want when making decisions that affect the entire school.	*18%*	*30%*	*44%*	*8%*

Section III: Increased Instructional Time

	Strongly Disagree	Disagree	Agree	Strongly Agree
26. Longer class periods (block scheduling) helps students to learn and understand classroom material.	*14%*	*31%*	*42%*	*13%*
27. Longer class periods (block scheduling) allows time for hands-on projects, group work, and other assignments.	*4%*	*9%*	*60%*	*27%*
28. Students can get after-school and/or Saturday tutoring or other help if they are struggling in school.	*2%*	*2%*	*44%*	*51%*
29. Teachers show how what I am learning is related to real life.	*4%*	*20%*	*58%*	*18%*
30. Teachers show how what I am learning in one subject is related to my other classes.	*4%*	*20%*	*59%*	*18%*

Section IV: Parents as Partners

	Strongly Disagree	Disagree	Agree	Strongly Agree
31. My parents understand what I need to do to get into college and the college application process.	*7%*	*19%*	*44%*	*30%*
32. My school encourages parents to get involved.	*3%*	*9%*	*50%*	*39%*
33. My parents feel comfortable speaking with my teachers and asking them questions.	*4%*	*12%*	*51%*	*33%*
34. My parents know how to help me or guide me in the right direction when I am struggling with my schoolwork.	*8%*	*26%*	*41%*	*25%*
35. My parents participate in school activities and events.	*23%*	*35%*	*32%*	*10%*
36. My parents hold me responsible for keeping good grades and completing homework.	*2%*	*3%*	*32%*	*63%*

Section V: About You

37. What grade are you in?

28% 9th *31%* 10th *41%* 11th

38. Are you:

40% Male
60% Female

39. What is your ethnicity? (mark one)

13% African American
0% American Indian or Alaskan Native
0% Asian American/Pacific Islander
81% Hispanic/Latino
0% White/Caucasian
6% Other

40. Have you taken or are you currently taking an AP class?

29% Yes
71% No

41. What is the highest-level math class that you have taken, including any class that you are currently taking? (mark one)

0% No math
17% Algebra I
30% Geometry
4% Other_____
38% Algebra II
12% Trigonometry
0% Calculus

42. What are your plans after high school graduation? (select all that apply)

3% Attend a trade or vocational school
9% Attend a two-year college
82% Attend a four-year college or university
8% Find a full-time job
36% Find a part-time job
5% Join the military
2% Become an apprentice
14% Don't know

Alliance for College Ready Public Schools: Heritage
Confidential Student Survey

You have been selected to participate in a confidential survey about your school. This information will help the school better understand student needs.

To protect your privacy, please do not write your name on the survey.

The survey should take about 10-15 minutes to complete. When you are finished, please return the survey to your teacher. Teachers have been instructed not to look at any completed surveys.

Please circle the response that best reflects your opinion about each statement

Strongly Disagree = 1 Disagree = 2 Agree = 3 Strongly Agree = 4

Section I: High Expectations for All Students

Classroom Experiences	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**
1. My classes are interesting and challenging.	*1%*	*19%*	*66%*	*15%*
2. Teachers teach class material at an advanced level.	*2%*	*17%*	*64%*	*17%*
3. Teachers are clear in explaining lessons.	*4%*	*18%*	*62%*	*17%*
4. I have opportunities to evaluate and improve my own work before I turn it in. (i.e. grade and edit my own work).	*5%*	*25%*	*51%*	*19%*
5. Teachers encourage classroom discussions.	*4%*	*26%*	*52%*	*18%*
6. Students who are struggling receive individual help and support.	*3%*	*22%*	*48%*	*27%*
7. My teachers are able to adjust instruction to meet the needs of students with different ways of learning.	*6%*	*21%*	*56%*	*18%*
8. I have used technology (i.e. computers, PowerPoint, etc.) in the classroom for research, presentations, or communication.	*6%*	*7%*	*44%*	*44%*
College Readiness	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**
9. I am learning skills that will help me to be successful in college.	*1%*	*6%*	*59%*	*34%*
10. The classes I take relate to my future college and career goals.	*4%*	*25%*	*54%*	*17%*
11. I have been encouraged to take AP and/or honors classes.	*14%*	*41%*	*24%*	*21%*
12. I know how to apply to college.	*14%*	*32%*	*39%*	*15%*
13. I know what it takes to enter a four-year college or university.	*4%*	*10%*	*50%*	*36%*
14. My teachers encourage me to go to college.	*1%*	*8%*	*43%*	*48%*
15. I am being prepared to enter and succeed in college.	*0%*	*5%*	*51%*	*43%*

Section II: Small Personalized Schools and Classrooms

	Strongly Disagree	Disagree	Agree	Strongly Agree
16. Teachers know my academic strengths and weaknesses.	*6%*	*28%*	*51%*	*15%*
17. Teachers know my talents and interests outside the classroom.	*16%*	*42%*	*27%*	*15%*
18. Teachers know my goals for the future.	*12%*	*45%*	*31%*	*13%*
19. I have a good relationship with my teachers.	*8%*	*25%*	*48%*	*19%*
20. I receive regular counseling and guidance on my progress in school.	*17%*	*43%*	*33%*	*7%*
21. My advisory class provides a good opportunity for my teachers to get to know me better.	*11%*	*20%*	*45%*	*24%*
22. My advisory class provides a good opportunity for me to learn about my classmates.	*9%*	*19%*	*44%*	*28%*
23. My advisory helps me stay on track academically.	*9%*	*22%*	*51%*	*18%*
24. I have an adult at this school that I can go to for help with school and personal issues.	*13%*	*22%*	*36%*	*29%*
25. My school considers what students want when making decisions that affect the entire school.	*13%*	*28%*	*45%*	*14%*

Section III: Increased Instructional Time

	Strongly Disagree	Disagree	Agree	Strongly Agree
26. Longer class periods (block scheduling) helps students to learn and understand classroom material.	*12%*	*18%*	*43%*	*27%*
27. Longer class periods (block scheduling) allows time for hands-on projects, group work, and other assignments.	*3%*	*16%*	*49%*	*32%*
28. Students can get after-school and/or Saturday tutoring or other help if they are struggling in school.	*1%*	*10%*	*53%*	*36%*
29. Teachers show how what I am learning is related to real life.	*4%*	*24%*	*55%*	*18%*
30. Teachers show how what I am learning in one subject is related to my other classes.	*6%*	*27%*	*53%*	*15%*

Section IV: Parents as Partners

	Strongly Disagree	Disagree	Agree	Strongly Agree
31. My parents understand what I need to do to get into college and the college application process.	*5%*	*10%*	*43%*	*42%*
32. My school encourages parents to get involved.	*5%*	*11%*	*50%*	*35%*
33. My parents feel comfortable speaking with my teachers and asking them questions.	*3%*	*9%*	*45%*	*43%*
34. My parents know how to help me or guide me in the right direction when I am struggling with my schoolwork.	*4%*	*13%*	*45%*	*37%*
35. My parents participate in school activities and events.	*21%*	*32%*	*33%*	*13%*

	Strongly Disagree	Disagree	Agree	Strongly Agree
36. My parents hold me responsible for keeping good grades and completing homework.	*3%*	*1%*	*29%*	*68%*

Section V: About You

37. What grade are you in?

41% 9th *58%* 10th

38. Are you:

39% Male
61% Female

39. What is your ethnicity? (mark one)

33% African American
0% American Indian or Alaskan Native
1% Asian American/Pacific Islander
62% Hispanic/Latino
1% White/Caucasian
5% Other

40. Have you taken or are you currently taking an AP class?

13% Yes
87% No

41. What is the highest-level math class that you have taken, including any class that you are currently taking? (mark one)

1% No math
28% Algebra I
43% Geometry
0% Other_____
28% Algebra II
1% Trigonometry
0% Calculus

42. What are your plans after high school graduation? (select all that apply)

3% Attend a trade or vocational school
15% Attend a two-year college
68% Attend a four-year college or university
12% Find a full-time job
31% Find a part-time job
13% Join the military
1% Become an apprentice
12% Don't know

Alliance for College Ready Public Schools: Huntington Park Confidential Student Survey

You have been selected to participate in a confidential survey about your school. This information will help the school better understand student needs.

To protect your privacy, please do not write your name on the survey.

The survey should take about 10-15 minutes to complete. When you are finished, please return the survey to your teacher. Teachers have been instructed not to look at any completed surveys.

Please circle the response that best reflects your opinion about each statement

Strongly Disagree = 1 Disagree = 2 Agree = 3 Strongly Agree = 4

Section I: High Expectations for All Students

Classroom Experiences	Strongly Disagree	Disagree	Agree	Strongly Agree
1. My classes are interesting and challenging.	6%	24%	61%	9%
2. Teachers teach class material at an advanced level.	4%	25%	57%	13%
3. Teachers are clear in explaining lessons.	6%	28%	52%	14%
4. I have opportunities to evaluate and improve my own work before I turn it in. (i.e. grade and edit my own work).	6%	23%	52%	19%
5. Teachers encourage classroom discussions.	7%	27%	53%	14%
6. Students who are struggling receive individual help and support.	6%	26%	50%	18%
7. My teachers are able to adjust instruction to meet the needs of students with different ways of learning.	8%	27%	56%	10%
8. I have used technology (i.e. computers, PowerPoint, etc.) in the classroom for research, presentations, or communication.	16%	24%	42%	18%
College Readiness	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**
9. I am learning skills that will help me to be successful in college.	4%	15%	56%	25%
10. The classes I take relate to my future college and career goals.	9%	35%	42%	14%
11. I have been encouraged to take AP and/or honors classes.	25%	43%	25%	7%
12. I know how to apply to college.	17%	44%	32%	8%
13. I know what it takes to enter a four-year college or university.	10%	24%	44%	22%
14. My teachers encourage me to go to college.	4%	9%	37%	50%
15. I am being prepared to enter and succeed in college.	5%	21%	46%	29%

Section II: Small Personalized Schools and Classrooms

	Strongly Disagree	Disagree	Agree	Strongly Agree
16. Teachers know my academic strengths and weaknesses.	10%	31%	46%	13%
17. Teachers know my talents and interests outside the classroom.	19%	44%	28%	10%
18. Teachers know my goals for the future.	16%	42%	33%	9%
19. I have a good relationship with my teachers.	10%	19%	51%	20%
20. I receive regular counseling and guidance on my progress in school.	23%	43%	30%	5%
21. My advisory class provides a good opportunity for my teachers to get to know me better.	14%	28%	38%	20%
22. My advisory class provides a good opportunity for me to learn about my classmates.	13%	23%	45%	19%
23. My advisory helps me stay on track academically.	12%	20%	47%	21%
24. I have an adult at this school that I can go to for help with school and personal issues.	18%	24%	28%	30%
25. My school considers what students want when making decisions that affect the entire school.	23%	29%	40%	9%

Section III: Increased Instructional Time

	Strongly Disagree	Disagree	Agree	Strongly Agree
26. Longer class periods (block scheduling) helps students to learn and understand classroom material.	21%	24%	38%	18%
27. Longer class periods (block scheduling) allows time for hands-on projects, group work, and other assignments.	10%	13%	54%	22%
28. Students can get after-school and/or Saturday tutoring or other help if they are struggling in school.	8%	13%	63%	17%
29. Teachers show how what I am learning is related to real life.	8%	27%	56%	9%
30. Teachers show how what I am learning in one subject is related to my other classes.	10%	25%	55%	10%

Section IV: Parents as Partners

	Strongly Disagree	Disagree	Agree	Strongly Agree
31. My parents understand what I need to do to get into college and the college application process.	6%	25%	39%	30%
32. My school encourages parents to get involved.	6%	13%	48%	33%
33. My parents feel comfortable speaking with my teachers and asking them questions.	6%	13%	52%	29%
34. My parents know how to help me or guide me in the right direction when I am struggling with my schoolwork.	7%	25%	39%	29%
35. My parents participate in school activities and events.	26%	35%	29%	11%
36. My parents hold me responsible for keeping good grades and completing homework.	1%	4%	29%	66%

Section V: About You

37. What grade are you in?

53% 9th *46%* 10th

38. Are you:

46% Male
54% Female

39. What is your ethnicity? (mark one)

0% African American
0% American Indian or Alaskan Native
0% Asian American/Pacific Islander
96% Hispanic/Latino
1% White/Caucasian
2% Other

40. Have you taken or are you currently taking an AP class?

7% Yes
93% No

41. What is the highest-level math class that you have taken, including any class that you are currently taking? (mark one)

0% No math
36% Algebra I
46% Geometry
0% Other_____
16% Algebra II
1% Trigonometry
0% Calculus

42. What are your plans after high school graduation? (select all that apply)

2% Attend a trade or vocational school
16% Attend a two-year college
75% Attend a four-year college or university
15% Find a full-time job
35% Find a part-time job
3% Join the military
2% Become an apprentice
16% Don't know

Alliance for College Ready Public Schools: Richard Merkin Confidential Student Survey

You have been selected to participate in a confidential survey about your school. This information will help the school better understand student needs.

To protect your privacy, please do not write your name on the survey.

The survey should take about 10-15 minutes to complete. When you are finished, please return the survey to your teacher. Teachers have been instructed not to look at any completed surveys.

Please circle the response that best reflects your opinion about each statement

Strongly Disagree = 1 Disagree = 2 Agree = 3 Strongly Agree = 4

Section I: High Expectations for All Students

Classroom Experiences	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**
1. My classes are interesting and challenging.	*11%*	*18%*	*53%*	*17%*
2. Teachers teach class material at an advanced level.	*4%*	*22%*	*49%*	*25%*
3. Teachers are clear in explaining lessons.	*5%*	*18%*	*43%*	*34%*
4. I have opportunities to evaluate and improve my own work before I turn it in. (i.e. grade and edit my own work).	*7%*	*17%*	*44%*	*32%*
5. Teachers encourage classroom discussions.	*10%*	*19%*	*41%*	*30%*
6. Students who are struggling receive individual help and support.	*12%*	*17%*	*38%*	*34%*
7. My teachers are able to adjust instruction to meet the needs of students with different ways of learning.	*6%*	*18%*	*44%*	*32%*
8. I have used technology (i.e. computers, PowerPoint, etc.) in the classroom for research, presentations, or communication.	*9%*	*11%*	*30%*	*50%*
College Readiness	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**
9. I am learning skills that will help me to be successful in college.	*4%*	*15%*	*37%*	*45%*
10. The classes I take relate to my future college and career goals.	*11%*	*24%*	*39%*	*26%*
11. I have been encouraged to take AP and/or honors classes.	*21%*	*30%*	*29%*	*20%*
12. I know how to apply to college.	*26%*	*32%*	*30%*	*12%*
13. I know what it takes to enter a four-year college or university.	*17%*	*19%*	*36%*	*29%*
14. My teachers encourage me to go to college.	*6%*	*8%*	*28%*	*59%*
15. I am being prepared to enter and succeed in college.	*7%*	*8%*	*32%*	*53%*

Section II: Small Personalized Schools and Classrooms

	Strongly Disagree	Disagree	Agree	Strongly Agree
16. Teachers know my academic strengths and weaknesses.	*14%*	*19%*	*40%*	*27%*
17. Teachers know my talents and interests outside the classroom.	*29%*	*33%*	*24%*	*14%*
18. Teachers know my goals for the future.	*23%*	*35%*	*25%*	*17%*
19. I have a good relationship with my teachers.	*17%*	*19%*	*40%*	*24%*
20. I receive regular counseling and guidance on my progress in school.	*32%*	*18%*	*29%*	*21%*
21. My advisory class provides a good opportunity for my teachers to get to know me better.	*18%*	*18%*	*36%*	*29%*
22. My advisory class provides a good opportunity for me to learn about my classmates.	*11%*	*17%*	*41%*	*31%*
23. My advisory helps me stay on track academically.	*14%*	*25%*	*33%*	*28%*
24. I have an adult at this school that I can go to for help with school and personal issues.	*33%*	*13%*	*25%*	*28%*
25. My school considers what students want when making decisions that affect the entire school.	*19%*	*23%*	*38%*	*20%*

Section III: Increased Instructional Time

	Strongly Disagree	Disagree	Agree	Strongly Agree
26. Longer class periods (block scheduling) helps students to learn and understand classroom material.	*25%*	*18%*	*34%*	*24%*
27. Longer class periods (block scheduling) allows time for hands-on projects, group work, and other assignments.	*13%*	*14%*	*40%*	*33%*
28. Students can get after-school and/or Saturday tutoring or other help if they are struggling in school.	*4%*	*7%*	*33%*	*55%*
29. Teachers show how what I am learning is related to real life.	*9%*	*19%*	*46%*	*27%*
30. Teachers show how what I am learning in one subject is related to my other classes.	*17%*	*21%*	*37%*	*25%*

Section IV: Parents as Partners

	Strongly Disagree	Disagree	Agree	Strongly Agree
31. My parents understand what I need to do to get into college and the college application process.	*7%*	*8%*	*34%*	*52%*
32. My school encourages parents to get involved.	*10%*	*12%*	*36%*	*42%*
33. My parents feel comfortable speaking with my teachers and asking them questions.	*7%*	*8%*	*35%*	*50%*
34. My parents know how to help me or guide me in the right direction when I am struggling with my schoolwork.	*7%*	*9%*	*36%*	*48%*
35. My parents participate in school activities and events.	*21%*	*25%*	*28%*	*26%*
36. My parents hold me responsible for keeping good grades and completing homework.	*1%*	*4%*	*21%*	*75%*

Section V: About You

37. What grade are you in?

57% 6th *42%* 7th

38. Are you:

55% Male
45% Female

39. What is your ethnicity? (mark one)

25% African American
1% American Indian or Alaskan Native
0% Asian American/Pacific Islander
68% Hispanic/Latino
0% White/Caucasian
6% Other

40. Have you taken or are you currently taking an AP class?

20% Yes
80% No

41. What is the highest-level math class that you have taken, including any class that you are currently taking? (mark one)

6% No math
22% Algebra I
2% Geometry
67% Other_____
1% Algebra II
0% Trigonometry
2% Calculus

42. What are your plans after high school graduation? (select all that apply)

2% Attend a trade or vocational school
13% Attend a two-year college
62% Attend a four-year college or university
17% Find a full-time job
20% Find a part-time job
11% Join the military
3% Become an apprentice
24% Don't know

Appendix D:

Student Survey Results

Alliance for College Ready Public Schools
Confidential Student Survey

You have been selected to participate in a confidential survey about your school. This information will help the school better understand student needs.

To protect your privacy, please do not write your name on the survey.

The survey should take about 10-15 minutes to complete. When you are finished, please return the survey to your teacher. Teachers have been instructed not to look at any completed surveys.

Please circle the response that best reflects your opinion about each statement

Strongly Disagree = 1 Disagree = 2 Agree = 3 Strongly Agree = 4

Section I: High Expectations for All Students

Classroom Experiences	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**
1. My classes are interesting and challenging.	*5%*	*19%*	*62%*	*14%*
2. Teachers teach class material at an advanced level.	*3%*	*17%*	*60%*	*20%*
3. Teachers are clear in explaining lessons.	*4%*	*21%*	*56%*	*20%*
4. I have opportunities to evaluate and improve my own work before I turn it in. (i.e. grade and edit my own work).	*6%*	*21%*	*50%*	*24%*
5. Teachers encourage classroom discussions.	*5%*	*21%*	*51%*	*24%*
6. Students who are struggling receive individual help and support.	*5%*	*21%*	*48%*	*26%*
7. My teachers are able to adjust instruction to meet the needs of students with different ways of learning.	*5%*	*22%*	*54%*	*19%*
8. I have used technology (i.e. computers, PowerPoint, etc.) in the classroom for research, presentations, or communication.	*8%*	*13%*	*39%*	*40%*
College Readiness	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**
9. I am learning skills that will help me to be successful in college.	*2%*	*10%*	*52%*	*35%*
10. The classes I take relate to my future college and career goals.	*7%*	*28%*	*46%*	*19%*
11. I have been encouraged to take AP and/or honors classes.	*19%*	*33%*	*28%*	*21%*
12. I know how to apply to college.	*16%*	*37%*	*36%*	*12%*
13. I know what it takes to enter a four-year college or university.	*8%*	*18%*	*44%*	*31%*
14. My teachers encourage me to go to college.	*3%*	*7%*	*34%*	*56%*
15. I am being prepared to enter and succeed in college.	*3%*	*10%*	*45%*	*42%*

Section II: Small Personalized Schools and Classrooms

	Strongly Disagree	Disagree	Agree	Strongly Agree
16. Teachers know my academic strengths and weaknesses.	*8%*	*25%*	*50%*	*18%*
17. Teachers know my talents and interests outside the classroom.	*18%*	*41%*	*29%*	*13%*
18. Teachers know my goals for the future.	*14%*	*42%*	*32%*	*12%*
19. I have a good relationship with my teachers.	*8%*	*19%*	*52%*	*22%*
20. I receive regular counseling and guidance on my progress in school.	*20%*	*38%*	*33%*	*9%*
21. My advisory class provides a good opportunity for my teachers to get to know me better.	*12%*	*23%*	*41%*	*25%*
22. My advisory class provides a good opportunity for me to learn about my classmates.	*10%*	*19%*	*46%*	*26%*
23. My advisory helps me stay on track academically.	*10%*	*19%*	*47%*	*23%*
24. I have an adult at this school that I can go to for help with school and personal issues.	*20%*	*21%*	*29%*	*30%*
25. My school considers what students want when making decisions that affect the entire school.	*18%*	*28%*	*42%*	*11%*

Section III: Increased Instructional Time

	Strongly Disagree	Disagree	Agree	Strongly Agree
26. Longer class periods (block scheduling) helps students to learn and understand classroom material.	*17%*	*24%*	*40%*	*19%*
27. Longer class periods (block scheduling) allows time for hands-on projects, group work, and other assignments.	*7%*	*12%*	*53%*	*28%*
28. Students can get after-school and/or Saturday tutoring or other help if they are struggling in school.	*4%*	*7%*	*49%*	*40%*
29. Teachers show how what I am learning is related to real life.	*6%*	*22%*	*55%*	*17%*
30. Teachers show how what I am learning in one subject is related to my other classes.	*8%*	*23%*	*53%*	*17%*

Section IV: Parents as Partners

	Strongly Disagree	Disagree	Agree	Strongly Agree
31. My parents understand what I need to do to get into college and the college application process.	*6%*	*17%*	*41%*	*36%*
32. My school encourages parents to get involved.	*5%*	*11%*	*47%*	*37%*
33. My parents feel comfortable speaking with my teachers and asking them questions.	*5%*	*11%*	*47%*	*37%*
34. My parents know how to help me or guide me in the right direction when I am struggling with my schoolwork.	*7%*	*20%*	*41%*	*33%*
35. My parents participate in school activities and events.	*23%*	*33%*	*31%*	*14%*
36. My parents hold me responsible for keeping good grades and completing homework.	*2%*	*3%*	*29%*	*67%*

Section V: About You

37. What grade are you in?

10% 6th *8%* 7th
33% 9th *35%* 10th *15%* 11th

38. Are you:

44% Male
56% Female

39. What is your ethnicity? (mark one)

16% African American
0% American Indian or Alaskan Native
0% Asian American/Pacific Islander
79% Hispanic/Latino
0% White/Caucasian
5% Other

40. Have you taken or are you currently taking an AP class?

18% Yes
82% No

41. What is the highest-level math class that you have taken, including any class that you are currently taking? (mark one)

1% No math
25% Algebra I
32% Geometry
13% Other_____
24% Algebra II
5% Trigonometry
1% Calculus

42. What are your plans after high school graduation? (select all that apply)

3% Attend a trade or vocational school
13% Attend a two-year college
74% Attend a four-year college or university
12% Find a full-time job
32% Find a part-time job
7% Join the military
2% Become an apprentice
16% Don't know

Appendix E:
Site Visit Protocol

Alliance for College Ready Public Schools (ACRPS)

Evaluation Site Visit Protocol – Teachers and School Administrators

Key Research Questions

To what extent has the ACRPS model of education been implemented?

- How effective is the model in preparing students for college success?
- How has the five-fold ACRPS model benefited students? Teachers and other school staff? Parents?

1. High Expectations for all Students

College Readiness for all students. *All students, including students in historically underachieving communities can learn successfully at high levels and have a fundamental right to high expectations and quality instruction that prepares them to enter and succeed in college. All students must past A-G college entrance course requirements and be proficient in core academic standards to be ready for success in college. Middle school students must pass Algebra and core curriculum classes with a grade of C or better to be ready for HS success.*

- What evidence would you cite to showcase your school's focus on postsecondary preparation? *Probe: What does this school do specifically to propel all students toward postsecondary eligibility?*
- What is the teacher role in ensuring that students are prepared to enter and succeed in college? What role do administrators and other school staff play?
- Unfortunately, mathematics is typically the "gatekeeper" in terms of postsecondary eligibility. What has your school done to maximize the number of student able to pass Algebra? The CAHSEE? Algebra II?
- What other kinds of "college readiness" activities have been implemented at your school?

How Students learn best. *Students learn best when there is rigorous standards-based curriculum with high thinking demand that challenges students to test their understanding or concepts through real-life applications; when students know clearly the expectations and criteria they are trying to meet and can judge their own work; and when students actively participate in classroom talk about the concepts and standards they are learning.*

- What does the term "high expectations" mean to you? How do you communicate these expectations to students?
- How are teachers encouraging a learning environment where students regularly ask and answer higher-order questions?
- What modifications have you instituted in order to scaffold instruction for students who enter you school below grade level proficiency? *Probe: What kinds of academic and/or social challenges are most prevalent? Where are students struggling and why?*
- How do teachers balance the need for delivering a challenging academic program to an entire class of students versus meeting the needs of individual students who are struggling? *Probe: What does data tell you about the need to accelerate or scaffold instruction for different groups of students?*
- Do students have opportunities to develop an understanding of the criteria for high performance work? To what extent are students able to judge and improve their own

work? *Probe: Performance tasks, culminating activities, and other specific examples in different subject areas.*

English Learners. *College readiness requires proficiency in English for all students. Structured English language development curriculum and instructional strategies must be provided for all students including students learning to speak English as a second language and for English Only students who speak non-standard English.*

- What professional development or training have teachers at this school received in terms of meeting the academic needs of English Learners?
- What instructional strategies are regularly used at this school to appropriately scaffold instruction for English Learners? *Probe: use of specific SDAIE strategies to help students with course content?*
- Do English Learners receive any other instructional support? *Probe: parallel classes, extended day interventions, etc.*

Authentic Ongoing Assessment. *There must be multiple ongoing opportunities to measure student learning and to inform instruction through real-life projects, analysis of student work portfolios, interim assessments and student-led conferences as well as standardized on-demand assessments.*

- How do you assess individual student learning needs? *Probe: Which kinds of data and/or assessment are used in a diagnostic fashion?*
- Which assessments /measures are used to assess student progress and need for improvement on an on-going basis? *Probe: How systemic is the use of formative assessment? Does it exist in all core subject areas?*
- What criteria are used to determine which students should be placed in Honors and/or Advanced Placement courses?
- What would enhance/improve your capacity to assess and target individual student learning needs?

Integrated Technology. *Students and teachers must have adequate access to technology to use it effectively in student learning, classroom instruction, data management, and communication. High performing schools must provide electronic assessment and electronic student portfolios that provide immediate access to student progress data for teachers, students, and their parents.*

- To what extent do <u>teachers</u> have access to technology for instruction and assessment of students?
- To what extent do <u>students</u> have access to technology for use in the classroom?
- What is the "added value" of technology for helping students master academic standards? *Probe: Is technology used for motivation, research, and/or presentations?*
- Are students using an electronic student portfolio? If yes, how is the portfolio used?
- What kind of professional development or training have teachers received on integrating technology into the classroom? What else is needed?

2. Small Personalized Schools and Classrooms

Personalized Learning Environment. *Students learn best in small learning communities where their education is personalized so that students know their teachers and are well known as individuals by all adults at the school.*

- What is the expectation for teachers in terms of "personalizing" the learning experience? *Probe: What kinds of activities and interactions help teachers get to know students' prior history, goals, and aspirations?*
- Are relationships between students and teachers sustained over time? *Probe: Is the master schedule constructed in such a way as to ensure that students stay with the same teachers over multiple years?*

Student Engagement. *Student voice is essential in all aspects of the school that directly affect student learning, interests and needs through structures such as advisory groups that connect each student with a personal learning team.*

- How is student advising structured? *Probe: How are students assigned to advisory groups and/or personal learning teams? How often do such groups meet? Which staff are involved? What is the focus of the advisory group and/or learning team?*
- How is each student's progress monitored and supported through these groups? *Probe for specific examples of how students have benefited from this support structure.*
- To what extent are students involved and consulted in the development of school activities, governance, etc.? *Probe: Can you cite examples of how student input has changed or altered what school staff had intended for the school?*
- What would enhance/improve student capacity/willingness to participate in the life and ongoing development of the school?

3. Increased Instructional Time. *All students must have sufficient time in school to learn successfully with a minimum of up to 190 days of instruction and an ongoing opportunity for extended learning time for intervention or enrichment to meet individual needs. Daily instructional learning time must be structured in longer blocks of time to allow for focused in-depth learning.*

- What are you able to do differently with the additional days of instruction and/or the organization of learning into longer blocks of time?
- To what extent does "project-based learning" occur in the classroom? *Probe: Are these projects typically individual or small group? Discrete versus culminating activities?*
- How often are real life applications integrated into classroom instruction? What materials/resources are employed?
- To what extent have students participated in internships and/or service learning in the community? Who organizes/coordinates these components?
- What different intervention options are available to students who are struggling academically? *Probe: Does your school make a distinction between strategic (below grade level) and intensive (2+ years below grade level) intervention?*
- What would enhance/improve your capacity to take advantage of block scheduling and a longer school year?

4. Highly Qualified Principals and Teachers.

Principal Leadership. *Excellent schools must have exemplary principals who are capable instructional leaders and entrepreneurs in managing resources. We believe that exemplary principals are developed through in-depth leadership training and through apprenticeship with principals who have demonstrated successes in their schools.*

- Have administrators been able to participate in leadership training opportunities in the past year? *Probe: Which foci or specific topics have you been exposed to?*
- What kinds of professional development, training, or mentoring would be most beneficial to the administrators at this site? *Probe: What kinds of professional sharing/mentoring are available among ACRPS schools?*
- What is this school doing to recruit and retain exemplary staff? What characteristics are most important in judging whether to hire/retain staff at your school?

Highly Qualified Teachers. *Students learn best with teachers who know their subject field; are well trained to deliver rigorous instruction and can attend to the diverse needs of individual students. We believe that teachers work best in small collaborative teams with common planning time, where lessons are studied as a learning community and where accountability for student success is a shared responsibility.*

- To what extent have professional training opportunities been provided for teachers in the past year? *Probe: Which foci or specific topics have you been exposed to?*
- How often are teachers involved in collaborative teams with common planning time? *Probe: Which foci or specific topics have been discussed in these forums?*
- What kinds of professional development, training, or mentoring would be most beneficial to you personally? To the school as a whole?
- What do you believe your school should focus on in order to improve staff support? *Probe: What kinds of support are missing and/or insufficient?*

Accountability for Results. *Principals and teachers must be responsible and accountable to the school community for implementing the core values, beliefs and best practices of the ACRPS education model insuring at the each and every student gets what they need to achieve their individual and school performance goals.*

- To what extent are principals and teachers held accountable for each student's success? *Probe: What happens when a student is struggling and not meeting academic performance goals?*
- Which measures or indicators do you feel are the most meaningful/important measures of your school's success? Of your own professional success?

5. Parents as Partners. *Parents must be meaningfully and actively engaged in their children's education and have a right to choose to send their children to excellent high-performing schools. Parents must be responsible and accountable for supporting their children's learning at school and at home. They must understand what it will take to prepare their children for college, and they must support the goals of the schools and through their voice and volunteering.*

- What are your school's expectations for parent involvement? Parent accountability?
- To what extent are school leaders and classroom teachers accessible to parents? How would you characterize the quality (and frequency) of parent-teacher interactions?
- How is information about student progress and school-wide performance communicated to parents?
- To what extent are parents included in the advising of students?
- What do you believe your school should focus on in order to ensure that parents become more active participants in their children's education?

Alliance for College Ready Public Schools (ACRPS)
Evaluation Site Visit Protocol – Students

1. High Expectations for all Students

College Readiness for all students. *All students, including students in historically underachieving communities can learn successfully at high levels and have a fundamental right to high expectations and quality instruction that prepares them to enter and succeed in college. All students must past A-G college entrance course requirements and be proficient in core academic standards to be ready for success in college. Middle school students must pass Algebra and core curriculum classes with a grade of C or better to be ready for HS success.*

- Do you feel you are being prepared for success at a four-year college/university? *Probe: What kinds of opportunities is your school providing that will help you later on in college?*
- Have you been encouraged to take Honors and/or Advanced Placement Courses?
- Have your teachers or other staff talked about the college application process? *Probe: how to select a college, how to apply to financial aid, how to write a personal essay, etc.*
- What do you think is the main reason or barrier that prevents students from attending college? What is your school doing to help students overcome this barrier?

How Students learn best. *Students learn best when there is rigorous standards-based curriculum with high thinking demand that challenges students to test their understanding or concepts through real-life applications; when students know clearly the expectations and criteria they are trying to meet and can judge their own work; and when students actively participate in classroom talk about the concepts and standards they are learning.*

- Which classes do you think are most "relevant" in terms of showing how what you are learning will be applied in real-life settings?
- Have you participated in any work-based learning experiences? *Probe: internships, job shadowing, service projects, etc.*
- What do you think is the main benefit of participating in these kinds of experiences?
- Are your teachers clear in explaining how you will be graded?
- Do teachers provide you with examples of work that demonstrates what "exemplary" work looks like?
- Do you have opportunities to judge and improve your own class work?

English Learners. *College readiness requires proficiency in English for all students. Structured English language development curriculum and instructional strategies must be provided for all students including students learning to speak English as a second language and for English Only students who speak non-standard English.*

- What do teachers do differently in the classroom for English Learners and students that speak non-standard English?

Authentic Ongoing Assessment. *There must be multiple ongoing opportunities to measure student learning and to inform instruction through real-life projects, analysis of student work portfolios, interim assessments and student-led conferences as well as standardized on-demand assessments.*

- Do you feel that teachers know and understand your academic strengths and weaknesses?
- Do you know which assessments are used to determine your academic strengths and weaknesses?

Integrated Technology. *Students and teachers must have adequate access to technology to use it effectively in student learning, classroom instruction, data management, and communication. High performing schools must provide electronic assessment and electronic student portfolios that provide immediate access to student progress data for teachers, students, and their parents.*

- Do you feel there is adequate access to computers?
- How often do you use technology in the classroom? *Probe: Is technology used for motivation, research, and/or presentations?*
- Do you use electronic portfolios? How is the portfolio used?

2. Small Personalized Schools and Classrooms

Personalized Learning Environment. *Students learn best in small learning communities where their education is personalized so that students know their teachers and are well known as individuals by all adults at the school.*

- How would you describe your relationships with your teachers? How well do you know your teachers? How well do they know you?
- Do you feel you receive enough individual support? *Probe: Where has individual, one-on-one support from a teacher made the biggest difference?*

Student Engagement. *Student voice is essential in all aspects of the school that directly affect student learning, interests and needs through structures such as advisory groups that connect each student with a personal learning team.*

- Do you feel that your school considers student input in making decisions about the entire school community?
- What happens during student advisory? *Probe: How often do you meet? Which staff is involved? What is the focus of the discussion?*
- How have you benefited from participation in advisory?
- Are students involved and consulted in the development of school activities or other decisions? *Probe: Can you site examples of how student input has changes or altered what school staff had intended for the school?*
- What would improve student willingness to participate in the life and ongoing development of the school?

3. Increased Instructional Time. *All students must have sufficient time in school to learn successfully with a minimum of up to 190 days of instruction and an ongoing opportunity for extended learning time for intervention or enrichment to meet individual needs. Daily instructional learning time must be structured in longer blocks of time to allow for focused in-depth learning.*

- Do you feel you benefit from the additional days of instruction and longer blocks of instructional time? In what way(s)?
- What happens when a student is struggling academically in a class? What types of intervention strategies are implemented when a student is struggling?

4. Highly Qualified Principals and Teachers.

Highly Qualified Teachers. *Students learn best with teachers who know their subject field; are well trained to deliver rigorous instruction and can attend to the diverse needs of individual students. We believe that teachers work best in small collaborative teams with common planning time, where lessons are studied as a learning community and where accountability for student success is a shared responsibility.*

- Do you feel challenged in the classroom?
- Which classes are the most challenging? Interesting? Why?
- How often are you encouraged to participate in active discussions about ideas in the classroom? *Probe: Are teachers encouraging an environment where students regularly ask and answer higher-order questions?*
- How do teachers balance the need for teaching to an entire class of students versus meeting the needs of individual students who are struggling?

5. Parents as Partners. *Parents must be meaningfully and actively engaged in their children's education and have a right to choose to send their children to excellent high-performing schools. Parents must be responsible and accountable for supporting their children's learning at school and at home. They must understand what it will take to prepare their children for college, and they must support the goals of the schools and through their voice and volunteering.*

- Do you think school encourages parent involvement? How?
- How involved are your parents with school? *Probe: Conferences with teachers, school activities and events, volunteerism.*
- How do parents get communication from the school about your academic progress? School activities? College preparation?
- What do you think your school should focus on to ensure that parents become more active participants?

Appendix F:
Classroom Observation Protocol

School:_____ Observer Initials:_____

Course/Grade Level Observed: _____ Number of Students: _____

Lesson Delivery Observed (check all that apply)

Direct Teaching ____ Life Application _____ High Expectations_____ Student Engagement _____

Hands-on/Projects _____ Use of Technology _____ Clear Expectations _____ Cooperative Groups _____

Checking for Understanding _____ Technique Used _____

California Standards for the Teaching Profession

N/A, 1=Little evidence, 2=Some Evidence, 3=Clear evidence

Engaging and Supporting All Students in Learning (Students as Learners)
Is the teacher engaging students? Checking for understanding? Differentiating instruction?

Using a variety of instructional strategies and resources that respond to students' diverse needs.	NA	1	2	3
Facilitating challenging learning experiences for all students that promote autonomy, interaction and choice.	NA	1	2	3
Engaging students in problem solving and critical thinking to make content meaningful (real life context).	NA	1	2	3
Demonstrating high expectations of students through instruction and assignments.	NA	1	2	3

Example of differentiation:

Example of Scaffolding:

Example of Checking for Comprehension

Notes/Comments:
Overall: _____

Creating and Maintaining Effective Environments for Student Learning (Environment)
Is the learning environment conductive to learning?

Creating physical environments that engage all students.	NA	1	2	3
Establishing a climate that promotes fairness and respect.	NA	1	2	3
Establishing and maintaining standards for student behavior.	NA	1	2	3
Using instructional time effectively	NA	1	2	3

Notes/Comments:
Overall: _____

Understanding and Organizing Subject Matter for Student Learning (Standards/Content)
What standards are being taught? Are the lesson objectives clear and sequenced?

Content Standard or Learning Objective _____

Linking curriculum to standards; Demonstrating standards-driven content and activities.	NA	1	2	3
Demonstrating knowledge of subject matter content and student development.	NA	1	2	3
Interrelating ideas and information within and across subject matter areas.	NA	1	2	3
Using materials, resources and technologies to make subject matter accessible to students.	NA	1	2	3

Notes/Comments:
Overall: _____