Smaller Learning Communities
2009-10 Evaluation Report
Los Angeles Unified School District

Cohort VI, Year 4
(Grant # S215L060084)

February 2011

Research conducted by:

P. Marcell Gilmore
Michael Butler
Gail Grant Ed.D.
Filiberto Barajas Ph.D.
Mercy Sanchez
Arleene Rodriguez
Albert Chen
Hoky Lin
Rosario Menjivar
Mario Garcia
Mikala Rahn, Ph.D.

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

Table of Contents

Part I—Introduction and Literature Review

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

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

This report provides the evaluation results from 2009-10 for the seven comprehensive high schools in the Los Angeles Unified School District (LAUSD) that received US Department of Education Smaller Learning Communities (SLC) implementation grants as part of Cohort 6—Bell, Chatsworth, Franklin, Monroe, Polytechnic, Van Nuys, and Westchester high schools.[1] LAUSD hired Public *Works*, Inc., a non-profit headquartered in Pasadena, California, to conduct a third-party evaluation of the Year Four SLC efforts at these seven Cohort 6 schools. See **Appendix A** for a map of the Cohort 6 schools in LAUSD.

About the US Department of Education Grants

Since 2000, the U.S. Department of Education's SLC grant program has provided planning and implementation grants to high schools with 1,000 or more students in order to plan, implement, or expand SLCs. The grants support a range of strategies including creating schools within schools with varying degrees of autonomy,[2] restructuring the school day to allow for cohort scheduling and more consistent student-adult interactions, and formal adult mentoring and advisory programs.[3] Implementation of these structural changes share the goals of a more personalized high school experience for students in smaller schools within schools and to improve student achievement and performance.

[1] The U.S. Department of Education has awarded funds on an annual basis. Cohort 6 schools received five-year grants beginning in 2006-07. However, two of the schools in Cohort 6 were prior grantees from Cohort 3 (Monroe and Polytechnic).

[2] School-within-a-school refers to an autonomous school that, while it may be in its own building or in a building with another school, is organizationally, fiscally, and instructionally independent.

[3] Advisory systems place students under the guidance and care of a teacher or administrator for their entire school experience on a regular (daily or weekly) basis.

Continued under the Bush Administration's No Child Left Behind (NCLB) Act, the program originally provided three-year implementation grants ranging from $250,000 to $550,000 per school. The previous LAUSD grantees: five Cohort 3 schools received three-year grants totaling $2,399,710 beginning in the 2003-04 school year. The seven Cohort 4 schools in LAUSD received three-year grants beginning in the 2004-05 school year in the amount of $3,850,000. Cohort 5 (10 schools) received a five-year implementation grant of $10,625,000 in 2005-06. LAUSD also received $6,068,191 in implementation funding for schools involved in the Cohort 6 grant cycle. No LAUSD schools were funded in Cohort 7; LAUSD received $3,001,615 for funded in Cohort 8 (three schools) began funding in the 2008-09 school year. Both Cohort 6 and 8 received five-year grants with a review of implementation after year three. Schools making progress would then receive the additional two years of funding.

Background to the SLC Approach

High School Student Performance

In the late 1990's, after years of reform focused on implementing standards-based accountability systems which tended to yield improved student outcomes at the elementary level, questions about the stubborn lack of progress among secondary schools came to the forefront as the new frontier of education reform. Both performance on international assessments and national measures of student achievement indicated the need for dramatic improvement.

In 2003, US students placed 28th in mathematics and 29th in problem solving out of 40 participating countries with sufficient data on the Organisation for Economic Cooperation and Development (OECD) Programme for International Student Assessment (PISA). Further, from 1992 to 2002, the National Assessment of Educational Progress (NAEP) indicated that 60 percent or more of 12th graders performed below the Proficient level (Klekotka, 2005).

The achievement gap continued to be large with African-American and Hispanic students at the end of high school having reading levels equivalent to White eighth-graders (Phi Delta Kappa International, Topics & Trends, Volume 5, Issue 4). Other data suggested that even college-going high school students were unprepared to succeed in college. For instance 25% of freshmen at four-year institutions and 50% of freshmen at two-year colleges did not return for the second year (Phi Delta Kappa International, Topics & Trends, Volume 5, Issue 1).

The persistent and high dropout rate across the nation also began to receive more attention, especially as researchers pinpointed the problems existing in so-called "dropout factories" characteristic of many urban school districts. As the No Child Left Behind Act and state accountability strategies such as exit exams have raised the profile of the number of students who don't complete high school, a key study by Robert Balfanz at the Center for Social Organization of Schools based at Johns Hopkins University identified approximately 2,000 schools in 15 states (including California) that account for 80 percent of high school dropouts located primarily in urban areas, the South, and the Southwest (Balfanz, 2004 and Samuels, 2007).

The 21st Century Take on High School Reform

In 2005, following the National Education Summit on High Schools, the National Governors Association identified an *Action Agenda for Improving America's High Schools* that called on state leaders to: (1) make all students proficient and prepared; (2) redesign the American High School; (3) give high schools the excellent teachers and principals they need; (4) hold high schools and colleges accountable for student success; and, (5) streamline and improve education governance.

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

While high school reform has been characterized by "dozens of actors and innumerable initiatives," reformers are "focusing primarily on five strategies—improving school climate, strengthening curriculum and instruction, raising graduation requirements, helping freshmen get up to speed academically, and preventing students from dropping out" (Toch, 2007, p. 434).

Lessons Learned About the Impact of School Size

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

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

Based on these reviews of research and other information from high school students themselves, attention was placed on school size as the "lever" for improving high school student outcomes. However, in their review of the research related to small school size, authors Lee, Ready, and Welner report that "not all small-school news is good" and that "a bit of caution may be in order" (pg. 7). They found issues related to privacy in which the

reputations of students' siblings or parents preceded them and that small schools often attempted to replicate the more comprehensive curriculum of larger high schools with faculty teaching out of their specialties. The lesson for those attempting to break up large high schools is that smallness by design or by choice appears to have the most impact on how small schools perform. "Much of the enthusiasm for small schools focus on those small schools that *want* to be small, often have selective entrance criteria, and are staffed by innovative faculty and attended by committed students (Lee, 2002, pg. 8)."

Common Approaches to Implementing SLCs

Under the US Department of Education's SLC grant program, implementation grants are provided to high schools with 1,000 or more students in order to implement and expand SLCs. The grants support a range of structures (i.e., reorganization of student placement and staff assignments) and strategies (i.e., techniques and measures to provide interdisciplinary, personalized instruction and guidance to students) including creating schools-within-schools, career academies, restructuring the school day, formal adult mentoring and advisory programs all with the goal to create a more personalized high school experience for students and to improve student achievement and performance (see Table 1 for a summary of common approaches to SLCs).

Table 1: Structures and Strategies for Small Learning Communities

Small Schools and Schools-within-Schools	The term "small school" or "school-within-a-school" refers to an autonomous school that, while it may be in its own building or in a building with another school, is organizationally, fiscally, and instructionally independent (Small Schools Project, 2001a). Teachers and students are self-selected. The school has its own leader, school-day schedule and classroom space. Small schools, like other small learning community models, can have a focus, or theme, be identified as an "alternative" school, or have a number of other labels attached. Regardless, small schools operate autonomously.
Academies	Under the academy model, high schools organize the curricula and education program for a subset of students (usually ranging from 200-400 students) around one or more themes, typically career or occupationally related. Under the model, a small group of students is grouped with a team of teachers responsible for creating interdisciplinary and personalized curriculum across career and academic content. Students stay with this team of teachers typically for grades 10-12. In addition, career academies partner with employers, postsecondary institutions and other community groups to infuse the curriculum and educational experience of students with one-to-one mentors, internships, service learning and other extracurricular support.
Magnet Schools	Magnet schools, usually with a core focus such as mathematics and science, performing arts or humanities, typically draw students from an entire district and have often been used as a strategy for racial desegregation of urban school districts. Although magnets are "choice" programs open to all, the admission processes are often complicated and include factors such as timing of application, race/ethnicity, preferences for existing siblings, transportation considerations, teacher recommendations and grades. Magnet students often benefit from additional fiscal and personnel resources including a core group of faculty that primarily teach within the Magnet and additional individual support through a Magnet director and/or specially assigned counselor.
Houses	A house contains classrooms for teachers of core subjects who function as a team to instruct a small group of students (ranging from 100-500) (Sammon, 2000). In some models, students can take additional subjects elsewhere in the school, though not always with the same students in their house. Some schools have used the house model as a way to help freshmen transition into the larger high school by offering a separate house for sub-sets of the entering freshmen class who are paired with a core group of teachers and separated from the rest of the school. Often, houses can contain a sequence of career-related and/or academic courses that lead toward graduation (Cotton, 2001). Houses are often an alternative option for groups aiming to produce the same positive student outcomes as small schools, but do not quite have the intention, funding or resources available to achieve a completely autonomous small school.
Other "Small" Strategies	Comprehensive high schools are devising additional strategies for breaking up the learning experiences of students so that they can form more significant attachments to adults and their peers. Examples of these strategies include: • Advanced courses for high-achieving students • Newcomer schools for immigrant students entering a school system for the first time • Modifications to the high school schedule (for example, block scheduling) • Ninth-grade house plans similar to houses but involving only the ninth grade • Advisory systems in which students are placed under the guidance and care of a teacher or administrator for their entire school experience (essentially a personal academic and social guidance counselor)

Source: Public *Works*, Inc.

Complementary Reforms to Support Smaller Learning Communities

As comprehensive high schools break up into smaller units and new schools are started, what is being learned is that size is no guarantee for success. Schools that have experienced the most success have implemented complementary reforms that bring about improvements for student outcomes.

College Prep Curriculum for All

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

Since 2001, 11 states and LAUSD, the second largest school district in the nation, required students to complete a full college-prep course sequence. In addition, 22 states currently require graduation exit exams. Many feared that these increases in graduation requirements would result in higher dropout rates. In addition, there was fear that these initiatives requiring more academic coursework runs counter to the notion of relevance and personalized learning.

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

Professional Learning Communities and Distributed Leadership

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

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

Personalized and differentiated instruction offers teachers more flexibility and more options in teaching students based on what works, which includes considerations for learning styles, socio-cultural influences and possible learning disabilities (US Dept. of Education, 1999). This increased tailoring of education to individual needs contributes to the narrowing of the achievement gap, and at the same time reduces the effects of ethnic minority and poverty, by harnessing group effort and focusing it upon helping all students in the specific areas they need the most (Howley, Strange, and Bickel, 2000).

"Family" of High School Reforms

There are three major reform models that constitute what MDRC refers to as the family of high school reform—Career Academies, the oldest, followed by *Talent Development* and *First Things First*. Career Academies, initially developed in 1969, exist in approximately 2,500 schools throughout the country. According to the Career Academies Support Network, the attributes of career academies include: 1) students enrolled in classes together for at least two years, which are taught by a interdisciplinary teaching team; 2) a curriculum that prepares students for college through a career theme, which allows students to learn how their academic courses are related to the workplace; and 3) the development of strong relationships between employers, the community, and postsecondary institutions that allows them to provide resources to boost student achievement. *Talent Development*, a high school model from Johns Hopkins implemented first in Philadelphia and in other districts across the nation focused on providing 9th graders with accelerated "catch-up" courses in reading and math. *Talent Development* high schools offer a double dose of math and English for an entire year (90 minutes each). "During the first semester, they take classes designed to give them the academic and study skills necessary to handle college-prep courses later on; during the second semester, teachers follow the district's regular curricula for English and algebra, supplemented with special materials developed by Johns Hopkins University (Toch, 2007, p. 436)." Students taking this sequence outperformed their peers in comparison schools and even students who started with higher-than-average achievement benefited. *First Things First* programs were created in the mid 1990s. Quint (2005) stated that this model has three components: 1) SLCs in which students are grouped together for 4 years, and take core classes with a finite number of teachers; 2) a "family advocate system" that pairs each student with a faculty member that meets with them weekly and their family at least twice a year to discuss their progress; and 3) staff must be provided professional develop that to help improve their understanding of instruction, and how it relates to engaging students in rigorous work that is aligned with state standards. While each of the reforms aim to increase student success, the process is different in each of the models. The most critical difference between the models is concerning the concentration of school's efforts address the middle school to high transition.

Ninth Grade Transition

Ninth grade is the linchpin grade level to ensuring high school success. It is the "last place along the K-12 pipeline where a large number of students are retained before dropping out of school completely (West, 2009, pg. 9)." The Everyone Graduates Center at Johns Hopkins University examined the first time 9th grade retention. The center created a "first time ninth grade estimate (calculated by dividing the number of first-time 9th graders by the total number of students enrolled in 9th grade)." The study collected self-reported data

from the NCES' National Education Surveys Program, and achievement data from six states in various regions of the country over nine different years of data collection spanning 1991 to 2007. It should be noted that the only factor that was shown to decrease 9th grade retention was urban school setting. Data showed the more rural the school setting (smaller schools); the greater number of first time 9th grader students in attendance. More school districts have focused on 9th graders because students who fail to earn sufficient credits to matriculate to 10th grade are much more likely to dropout.

Implementation Issues for Smaller Learning Communities

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

Conversions vs. Start-ups

Schools, especially in urban districts, have taken a variety of approaches to restructuring high schools including spinning off new schools from closed or reconstituted high schools, as charters run by other organizations, or conversions of larger schools into smaller subunits with varying degrees of autonomy over decision-making and fiscal responsibility. One of the largest infusions of support for these changes has been the Gates Foundation National School District and Network Grants Program, which also funded an evaluation by the American Institutes for Research (AIR) and SRI International.

Early findings from the evaluation indicated that after the first year of operation, new small high schools had already made great strides in establishing deeper and more supportive student-teacher relationships both academically and personally. However, these environments required a large amount of work to put in place, more than the teachers had first anticipated. Further, the work of establishing a new school was more complicated and time-consuming leading to significant shortfalls of the resources necessary to implement all of the components needed to meet the challenging student populations they had been successful in recruiting. Facilities suitable to these new small schools were difficult to come by and the multiple roles of instructional leaders, personal advisors, and participants in distributed leadership challenged these teachers (AIR/SRI, April 2003).

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

Mixed impact of SLCs on Student Achievement

In the most recent round of evaluations of high school conversions and new start-up schools, the impact of SLCs on student achievement has been decidedly mixed. While many have made progress in improving school climate and positive impact on attendance, dropout rates, and student participation in work-based learning, there is less conclusive evidence of the impact on student achievement as measured on standardized tests. For instance, the MDRC summary of its evaluations of Career Academies, *First Things First*, and the *Talent Development* model found improvements in eleventh-grade math and reading tests in *Talent Development* schools for students where the interventions had been in place the longest but no effect on achievement within the Career Academies they studied (Quint, 2006).

The evaluations of Gates-funded new and converted high schools indicated that the introduction of curricular relevance under SLCs could not be correlated with the quality of student learning. While there were some improvements in reading and language arts especially in high schools that had implemented the Foundation's Attributes of High-Performing Schools to a higher degree,[4] the study showed lower levels of rigor in Mathematics assignments at new and redesigned high schools (AIR/SRI, 2005b). In a more recent evaluation report (AIR/SRI, 2007), which examined a sample of 12 large high schools in the first or second year of a reconfiguration into 38 SLCs, the authors concluded that:

- Assignments in both English/Language Arts and Mathematics were more relevant and at least as rigorous in the redesigned SLCs as they were in the original large high schools;
- The quality of student work improved in English/Language Arts but declined in Mathematics after redesign; and,
- There was a positive relationship between student work quality and test scores in Mathematics but no relationship in English/Language Arts.

Although the AIR/SRI evaluation included caveats on the time lag between the introduction of new curricula and quantitative results, and also urged more research on the measurement of classroom instructional practices and the correlation between student work quality and achievement testing, the results of this evaluation clearly presented a mixed picture of the impact of SLCs on student achievement.

Previous research on the impact of SLCs found positive results in the areas of reduced dropout rates, improved attendance, and increased likelihood of on-time graduation (Kemple, 2000). Similarly, a recent MDRC (2010) report found that students in small autonomous high schools in New York City had an increased likelihood of credit accumulation and ultimately high school graduation when compared to a comparable group of students attending traditional comprehensive high schools. Nonetheless, the lack of demonstrable, unequivocal results at schools implementing SLCs in improving test scores within a short period of time led many to conclude that the "silver bullet" proposed by SLC restructuring had missed the mark (Ravitch, 2008).

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

De Jure versus De Facto SLC Implementation

To some extent the absence of SLC impact on student achievement can be attributed to insufficient attention to classroom teaching and learning. On paper (*de jure*) schools have committed to multiple structural changes, converting large high schools into smaller subunits, and assigning counselors, teachers and administrators to various SLCs. However, many schools and districts have not significantly changed their *modus operandi* with respect to instruction, or done so at scale. As a result, *de facto* SLC implementation is more inconsistent and sporadic within and across schools. Moreover, the success of SLCs has been defined, rightly or wrongly, as improved student performance on standardized assessments. The expectation that student performance would increase without wholesale changes to instructional practices is misguided and shortsighted. Schools must change instruction along with structure to have a meaningful effect on student achievement.

Autonomy

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

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

Size

While there is no consensus on the "perfect" size for a high school or an SLC, a large-scale quantitative study using nationally representative and longitudinal data explored the ideal size of a high school based on student learning. Using data from 10,000 students in 800 public and private schools in the US, achievement gains in mathematics and reading over the course of high school were found in schools of between 600 and 900 students (a middle-sized high school). However, maintaining an even smaller school size was a more important factor for schools enrolling high proportions of disadvantaged students (Lee, 2002). SLC conversion schools vary greatly in the numbers of students per SLC, which is often dependent on the overall size of the school and the number of SLCs the faculty deems is feasible to implement. For most of the SLCs in high school conversion schools a range of 200 to 400 students per SLC is feasible, particularly in urban settings.

Tracking

Tracking students by their perceived ability is a long-standing practice prevalent in American high schools that has been the subject of deep controversy especially related to the persistent achievement gap for low-income and minority students. While there are both opponents to and advocates for ability-based tracking, researchers are finding that grouping students in SLCs can either serve to dismantle or reinforce low, medium, and high-ability tracks. "What research exists on schools-within-schools suggested that secondary schools that engage in this reform improve their social environments. However, early indications also suggest that the reform may increase internal stratification inside high schools, especially if unrestrained choice is the means used for students to be matched to sub-units (Lee, 2002, pg. 34)." In an article describing the "multiple pathways" approach embedded in many SLC reforms, authors Jeannie Oakes and Marisa Saunders describe how important it is to implement programs that consciously allow students to select programs based on their interests rather than being "selected or directed" based on their past achievement, where they are assumed to be going after high school, or their perceptions of the level of difficulty of the courses in a given SLC (2007).

Managing the Master Schedule

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

Research on the use of various block scheduling (e.g., 4x4 blocks, alternating A/B days) has not yielded a consensus on the impact of these types of schedules on student achievement. In a comparison of a traditional schedule to a 4x4 block schedule, there were no differences in academic achievement, teacher satisfaction with the schedule, or the use of instructional strategies. However, other research has found that block schedules may result in fewer discipline problems and failures, less time spent on classroom administration, and the opportunity for students to earn more credits with the 4x4 block schedule, a real benefit for students in need of credit recovery (i.e., those who failed academic courses) and/or (Phi Delta Kappa International, Topics & Trends, November 2006, Volume 6, Issue 4).

In *Talent Development* schools, double-blocked schedules were found to be especially useful for freshmen because it allows students to earn more credits per year (i.e., it has a built in safety net for students who fail core academic courses and need to repeat these courses) than other types of scheduling. Traditional scheduling allows for students to attempt fewer courses. Semester-long, intensive "catch-up" courses allow ninth-grade students to have additional support in reading and mathematics, key to staying in school and graduating (Quint, 2006).

Time for Collaboration

The adoption of thematic curriculum provides opportunities for students to engage in subject matter learning that is more relevant and performance-based. When conducted as interdisciplinary learning, student participation in SLC thematic learning may allow learning across disciplines to reinforce one another. However, in order to make thematic curriculum a reality teachers need time and training to plan. Unfortunately, time is not a plentiful resource at many schools. District defined staff norms and contractual restriction often limit opportunities for the entrepreneurial use of time and staff allocation policies in line with SLC principles. Implementing SLCs without changing the master schedule to support common planning time often constrain opportunities for SLC development.

Physical Space

A study conducted by the National Center for Education Statistics reported that 14 percent of US public schools are overcrowded and eight percent are severely overcrowded. Moreover, schools enrolling mostly minority students are more likely to be overcrowded than schools with less than half minority enrollment (Lee, 2002). Year-round schedules and multiple tracks are commons strategies for addressing these over crowded schools. Given this context, especially in urban areas, for high schools converting to SLCs, creating space that supports autonomy can be an overwhelming challenge. For instance, locating teachers by SLC may not be possible given the facility's configuration. The traditional organization of most high schools into departments (e.g., English, Math, Science) is also usually reflected in the layout of buildings making it difficult to co-locate a team of teachers from multiple disciplines. This is further complicated in over-crowded schools where teachers must sometimes move from classroom to classroom and where students attend on different year-round tracks.

Reform Context in LAUSD

Reforms aimed at expanding SLCs in LAUSD were shaped by decentralization and standards-based instruction reforms begun in the 1990's. Decentralization efforts such as School Based Management (SBM) in 1989 and LEARN reforms in 1993 aimed at providing local schools and parents with greater decision-making authority. In 2001, advocates of greater decentralization reorganized LAUSD into eleven semi-autonomous local districts, reduced to eight local districts beginning in July 2004.

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

paper, these reforms were part of the first stage of developing equity and excellence in LAUSD schools.

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

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

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

The implementation grants received by the seven comprehensive high schools included in this evaluation can be used to support a variety of SLC structures and strategies. Structures include academies, houses (grouping students in semi-autonomous structures—for instance, freshmen houses), schools-within-schools (with a higher degree of autonomy than a house structure) and magnet programs. Strategies supported by the grant include freshmen transition programs, multi-year groupings, alternative scheduling, adult advocate systems (such as formal mentoring programs) and teacher advisory systems (in which small groups of students are paired with a teacher during an advisory period to support individualized attention and personalization of the counseling function). The specific strategies and structures under development in each of the high schools included in this evaluation are described in more detail in Sections III and IV of this report.

Despite the variety of ways in which the grants can be used to support SLCs, it is expected that SLCs will be available to students "wall-to-wall" by the end of the grant period. In other words, all students must have the opportunity to participate in a SLC. Before proceeding to the evaluation of the structures and strategies that current grantee schools are using to implement SLCs, it is essential to recognize that SLCs have existed in LAUSD at the secondary level for more than two decades. School-within-a-school programs such as magnet schools, academies (including California Partnership academies), and Humanitas programs have provided a *subset* of students with rigorous, personalized, thematic and

interdisciplinary instruction. The challenge now is to scale up these existing specialized programs so that all students benefit from participation in SLCs.

Figure 1: Small Learning Communities Graphic Illustration

	Rigor *Standards-based Instruction*	**Relevance** *Student Engagement*	**Relationships** *Personalization*
Structures	Instructional Guides	Thematic Contextualized Learning	Freshman/9th grade house
	Secondary Periodic Assessments	Career Technical Education (CTE)	Advisory periods
	State-adopted materials	Interdisciplinary curricula	Assignment of counselors to SLCs
	Content-specific coaching	Connections to prior knowledge and student background	Looping
	Professional Learning Communities (PLCs)		Adult advocates/mentors
Strategies	Differentiated/Scaffolded teaching	Project-based learning	Student-centered pedagogy
	Research-based instructional strategies	Performance assessment	Culturally and linguistically relevant pedagogy
	High level discussions and questioning (Accountable Talk)	Service learning	Student goal setting (Individual Graduation Plans)
	Targeted academic intervention	Work-based learning	Relationship building (field trips, guest speakers, recognition assemblies)
	Culturally and linguistically relevant pedagogy	Culturally and linguistically relevant pedagogy	Proactive counseling
			Student leadership and enrichment opportunities
Outcomes	High academic expectations and college readiness manifest as increased:	Increased student engagement and retention of knowledge manifest as:	Student connections to school and individual teachers/counselors manifest as:
	CST	Student attendance	Student attendance
	CAHSEE	College/career exposure	Decreased suspensions/expulsions
	College eligibility (A-G completion)	Increased graduation rates/lower dropout rate	Increased graduation rates/lower dropout rate
	EL redesignation	Completion of Individual Graduation Plans (IGP)	Completion of Individual Graduation Plans (IGP)

As shown in **Figure 1** above, SLCs are an "umbrella" for high school reform impacting all three Rs – Rigor, Relevance, and Relationships. In the traditional high school, increasing academic rigor has been the primary emphasis of educational reform. Like other districts across California and the nation, standards-based instructional reforms have focused attention on the need for a guaranteed, viable curriculum for all students. LAUSD has developed instructional guides in the academic core areas specifying curricular pacing to address key standards, as well as suggested model lessons and practice assessments. LAUSD has also implemented a system for formative assessments in the core academic

areas. These Secondary Periodic Assessments (SPA) are intended to provide teachers with data on student academic progress "along the way" tied to the curriculum taught. Site-based academic content coaches and mandated participation in State-approved professional development tied to State-adopted texts are additional manifestations of the emphasis accorded to academic rigor in the last 5-7 years.

SLCs aim to augment this emphasis on academic rigor with relevance and relationships so that students are engaged and connected to a rigorous, standards-based instructional program. Curricular relevance is manifest in efforts to ensure that students have opportunities to participate in hands-on, project-based learning that allows them to apply and connect learning within and across academic disciplines. Relevance also means connecting learning to real-life applications that showcase how learning will be applied in career/workplace settings so students understand how and why what they are learning is important beyond high school. Through exposure to contextualized, thematic learning, students are more likely to retain knowledge and skills that they have been taught.

The relationships focus of SLCs addresses directly the need to personalize the high school educational experience so that fewer students are allowed to drift and/or fall through the cracks. Personalization strategies intended to connect students to the staff (teachers, counselors, administrators) within a smaller learning environment so that individual student needs are met. Personalization includes "bonding and branding" activities that provide students with effective transitions into high school and a distinctive educational experience (i.e., how participation in one SLC is different from that received by other students who have chose another SLC) during their high school years. More importantly, however, personalization of instruction means student-centered pedagogy that takes into account student interests, talents, background, and aspirations. Personalization also implies a greater emphasis on individualized counseling and guidance so that all students develop accountability for their own learning and have a concrete plan for high school graduation and beyond that is the frequent focus of student-adult interactions.

In October of 2004, the Los Angeles Board of Education moved further in the direction of supporting the Smaller Learning Communities through the approval of Bulletin 1600. This policy memorandum called for the establishment and development of SLCs across all high schools within the district. Significantly, Bulletin 1600 reiterated support for the eight essential LAUSD attributes and established a formal procedure for complying with the attributes. As outlined in Bulletin 1600, all new and existing secondary schools must submit a proposal to the central SLC committee after which is submitted to the superintendent. This proposal must first contain evidence that school stakeholders have developed a vision for SLCs that meets local needs. Each SLC at a school must submit a request for proposal (RFP) that outlines how the SLC will embody the eight attributes. Second, schools must show evidence that their SLC design has considered the impact of how a multitude of SLCs will co-exist within a larger high school structure through a school-wide impact report. In essence, the Bulletin 1600 approval process is designed to force SLC teams and schools to really think through the changes they intend to implement as part of SLCs. At the time of this report writing, all of the 7-grantee sites included in the evaluation have been approved under this process.

In 2008, the Los Angeles Board of Education went further, passing a resolution on the desirability of converting all comprehensive high schools into Small Schools of no more

than 500 students. Existing large schools would be transformed into campuses of multiple Small Schools, to be phased in first among the district's high priority schools commencing in 2010. By 2020, LAUSD "will be transformed into a district containing a portfolio of school options, a preponderance of which are Small Schools."

District support for the implementation of SLCs has been coordinated through the Office of School Redesign. Although primarily a site-level initiative, the implementation of SLCs in the period 2003-2006 included regular meetings with central district staff to participate in professional development on SLC practices throughout the U.S., review local SLC evaluation results, discuss promising practices, and raise questions related to District policies and support. In 2006, LAUSD shifted oversight and supervision of SLCs to the eight local districts within LAUSD. While the Office of School Redesign continues to provide some professional development support and fulfills the compliance accountability and reporting functions associated with the USDE grantees, local districts are primarily responsible for assisting the high schools in their purview in moving toward the eight SLC attributes.

Public *Works*, Inc. Evaluation and Report Organization

As required by the U.S. Department of Education, districts receiving SLC Implementation grants are required to hire a third-party evaluator. In 2003, LAUSD hired Public *Works*, Inc., a 501c(3) corporation headquartered in Pasadena with a wide range of experience conducting evaluations in the area of public education and school reform.

Following this introduction, Part II of this report presents the methodology used to complete the evaluation. Part III profiles the Cohort 6 SLC schools, focusing on SLC participation rates and the demographic characteristics of students at these schools. Part IV contains analysis of SLC implementation by the eight LAUSD SLC attributes. Part V provides student and school outcome data on the seven Cohort 6 schools from 2005-06 (baseline prior to the SLC grant) to 2009-10 (after four years of SLC grant implementation). Part VI includes conclusions and recommendations.

PART II—EVALUATION METHODOLOGY

The evaluation conducted by Public *Works*, Inc. encompasses two primary analytic approaches: qualitative and quantitative in order to assess both improvements in student outcomes and progress with regard to program implementation. The research questions which form the basis for the evaluation focus on the extent to which the implementation of SLCs has…

- Modified the delivery of curriculum and instruction
- Personalized instruction in ways that benefit students
- Improved school climate
- Engaged and involved parents, business, and community members
- Improved student achievement and increased student eligibility and preparation for postsecondary education and careers

In addition, the evaluation examines the kinds of technical assistance and/or support needed to effectively implement SLCs at large, urban high schools. In this way, the evaluation design allows the district and individual schools to use the data collected for the evaluation to improve program implementation during the grant period.

In order to frame the current evaluation, Public *Works*, Inc. worked with LAUSD to develop a set of categories to be used in data collection and to organize the analysis. The categories employed by the evaluation mirror the eight LAUSD attributes, which encompass the areas of importance, contained in both LAUSD's application for SLC funding and research-based components found to be critical for early implementers of SLCs.

Qualitative Evaluation Approach

Three primary data collection methodologies were used for the analysis contained in the qualitative section (Section IV) of the report:

1. A review of the literature related to SLC implementation;
2. Staff and student surveys; and
3. Site visits to each high school.

Literature Review

The review of literature conducted for this evaluation examined several dimensions of the implementation of SLCs including: the rationale and context for high school reform, a summary of the bodies of research supporting SLCs as a reform strategy, a typology of strategies to implement SLCs and lessons learned from early implementers. Public *Works*, Inc. prepared an extensive bibliography for the literature review, which is included as **Appendix B**.

Surveys

Public *Works*, Inc. developed four surveys of key stakeholders for this evaluation, one for school staff and three for students. Each school was provided with the results of the surveys individually and for the group of even schools funded by the grant. These surveys will be administered annually as part of the evaluation. The staff and student survey results summarized across the seven high schools are contained in **Appendix C**. More detailed results by cohort are available at www.publicworksinc.org.

Staff Survey.

The staff survey was developed to ask all school staff about their knowledge and involvement in the SLC initiative at their school. The survey provides information about the percentage of school staff self-reporting that they are currently involved in planning or assigned to an SLC and opinions about various aspects of implementation at their school. Staff surveys (teachers, counselors, and administrators) were administered to staff at the 7 high schools between March and June 2010. In order to calculate a survey response rate, Public *Works*, Inc. used the California Department of Education (CDE) reported number of certificated staff to estimate the number of staff at each school.

Table 2: Staff Survey Response Rates, Spring 2010

Cohort 6 Schools	N of Certificated Staff*	N of Completed Surveys**	Response Rate
Bell	209	172	81%
Chatsworth	135	129	94%
Franklin	120	100	92%
Monroe	146	115	80%
Poly	189	127	80%
Van Nuys	147	126	84%
Westchester	87	57	68%
Total/Average	*1,033/148*	*826/118*	*83%*

*Source: California Department of Education 2009-10
**Respondents were primarily classroom teachers (86%), followed by counselors (8%), and administrators (3%)

In order to ensure a high response rate, the surveys were administered in several ways including at faculty meetings where all staff was present, during department meetings and through individual follow up completed by the schools' designated SLC coordinator, School Improvement Facilitator (SIF), or Assistant Principal. Table 2 displays the response rate for each school based on the number of completed surveys. Overall, Public *Works*, Inc. achieved an average response rate of 83%.

Based on self-reported survey results, a vast majority (95%) of staff selected or was assigned to a SLC in Cohort 6, as seen in Table 3.[5] The school with the lowest amount of self-reported SLC assignment was Westchester at 89%, while the school with the highest amount was Franklin at 99%. The analysis of the staff survey included overall frequencies and area means as well as results compiled for each school. In addition, Public *Works,* Inc. examined cross-tabulations of results by the number of years of teaching and by self-

[5] This average masks important differences and significant variation at individual schools (see Table 3).

reported assignment to SLC. A chi-square test was performed on the cross-tabulations in order to determine statistical significance at the 0.05 level.

Table 3: % Staff Self-Reporting Assignment to SLC (N=826)[6], Spring 2010

Cohort 6 Schools	Are you in an SLC?	
	Yes	No
Bell	97%	3%
Chatsworth	94%	6%
Franklin	99%	1%
Monroe	93%	7%
Polytechnic	98%	2%
Van Nuys	93%	7%
Westchester	89%	11%
Average	***95%***	***5%***

Source: Public *Works*, Inc.

Student Surveys.

In order to provide an assessment of student opinions and experiences in high school, students were surveyed with regard to their expectations for learning, classroom instruction, counseling and guidance, and personalization. Students were also asked to identify whether or not they participated in a SLC, as well as participation in activities such as after-school programs, college courses, internships and the like. The survey concluded with demographic questions including grade, gender, race-ethnicity, highest-level math class and plans after graduation in order to track student responses to SLC implementation over time.

Table 4: Student Survey Response Rates, Spring 2010

Cohort 6 Schools	10th Grade Enrollment*	Completed Surveys	Response Rate	12th Grade Enrollment*	Completed Surveys	Response Rate
Bell	1135	668	59%	604	492	82%
Chatsworth	789	726	92%	702	634	90%
Franklin	553	453	82%	459	314	68%
Monroe	768	619	82%	437	347	81%
Poly	537	661	100%	706	584	83%
Van Nuys	735	587	81%	542	359	66%
Westchester	419	185	44%	402	152	38%
Total/Average	*4,936/705*	*3,899/557*	*77%*	*3,852/550*	*2,882/412*	*73%*

*Source: grantee school site per report AT-14.

Public *Works*, Inc. administered the surveys to all 10th and 12th graders. Schools provided the master schedule for selected Social Studies courses in order to calculate the actual number of students enrolled. Surveys were dropped off and schools were given several weeks to administer and return completed surveys between March and June 2010. Overall, Public *Works*, Inc. achieved an average 77% response rate for sophomores and a median response rate of 73% for seniors (see Table 4 above).

[6] Respondents could check multiple options.

Graduate Student Follow-Up

In order to comply with federal reporting requirements for the SLC grants, Public *Works* also conducted follow-up phone interviews with graduates from the 7-grantee sites to measure postsecondary outcomes of students.

Table 5: Graduate Follow-up Survey Response Rates

Cohort 6 Schools	# of Phone Surveys Completed	# of Graduate Surveys	Response Rate
Bell	125	198	73%
Chatsworth	240	333	75%
Franklin	133	219	70%
Monroe	163	244	70%
Poly	329	513	72%
Van Nuys	91	138	70%
Westchester	62	92	71%
Total/Average	***1,143/163***	***1,737/248***	***72%***

Starting in September 2010[11], surveys were administered to seniors who provided contact information during the Spring 2010 survey administration.[7] The survey student opinions related to student activities since high school, the value of student experiences in high school for later life, and future plans of graduates not currently enrolled in postsecondary education after high school. As shown in Table 5, the average response rate across the seven high schools was about 72% (1,143 out of 1,737 total surveys).

Site Visits

In order to provide qualitative information regarding the implementation of SLCs at the school level, Public *Works*, Inc. conducted site visits to each of the seven schools in Cohort 6. The site visit consisted primarily of interviews and focus groups of key administrators, staff and students at the school. In order to speak with a range of school stakeholders, Public *Works*, Inc. requested that the following categories be used in the development of the agenda for the site visit:

- √ SLC Grant Coordinator/Administrator
- √ Principal
- √ Teachers
- √ Counselors
- √ Students (grades 9-12)
- √ SLC Advisory Committee or Team

To prepare for the site visit, Public *Works*, Inc. requested that each school complete an inventory of current and planned SLCs and to provide the school's current Master Schedule. In addition, Public *Works*, Inc. prepared a demographic and data profile of each school in order to understand the school's enrollment and staffing statistics. Public *Works*,

[11] Follow-up phone surveys were conducted September 2010 through December 2010.

[7] Across all schools, total of 57% of the seniors provided contact information on their 12th grade survey administered in Spring 2010. Of these, the evaluation successfully contacted and obtained follow-up surveys for 72%.

Inc. held a training for the site visit team prior to the site visits, which included a review of the overall goals for the site visits, background information, a review of the protocols developed specifically for the site visits, and qualitative methods to be used.

In order to analyze and summarize the data collected during the site visit for each school site, Public *Works*, Inc. used an implementation checklist prepared specifically for this evaluation. Survey and site visit information was summarized in the checklists completed for each site (see **Appendix D**). The Site Visit Checklist provides a means to measure an overall average rating of the status of implementation for individual areas within the initiative. The eight areas rated on the checklist for the SLC grants included:

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

The following rating scale was used to provide a gauge of the level of implementation of individual components of small learning communities based on survey results and site visits. The scale incorporates a rubric of both effectiveness of implementation and coverage of the school community, which is broadly defined as students, teachers, staff, administrators, parents and community partners as appropriate to the particular strategy.

SLC Checklist Rating Scale

1=No Evidence of Implementation. Strategies have not been developed; few or no school community members involved and/or impacted; planning to take place in the future.

2=Planning for Implementation. Strategies are in the planning stages; some or a few school community members are involved in planning; few or no school community members impacted.

3=Early Implementation. Strategies are moving beyond planning to implementation; school community members are being recruited for implementation and participation; some school community members impacted.

4=Developmental Implementation. Strategies have moved into implementation; implementation at the early developmental stages; impact on school community is growing.

5=Solid Implementation. Strategies are in solid implementation stage; impact on participants is evident but continues to be fine-tuned.

6=Full Implementation. Strategies are fully implemented; 100% of target school community is participating and impact is positive.

Quantitative Data Measures and Sources

In order to evaluate the grantee schools on variety of objective indicators, Public *Works,* Inc. collected the following student-level quantitative data from LAUSD for 2006-07, 2007-08, 2008-09 and 2009-10.

Demographic Data

- Student identification number
- Gender (M/F)
- Grade Level (by credits accumulated and chronological age)
- Date of birth (if applicable)
- Ethnicity
- Free/Reduced Meal eligibility or National School Lunch Program (Yes or No)
- Track (if applicable)
- Special Education (Yes or No)
- Gifted and Talented/GATE (Yes or No)
- English Language proficiency (EO, IFEP, EL, RFEP)
- ID 01 SLC Codes from Field 140[8]

Achievement data

- Number of days attended and days enrolled
- California High School Exit Exam Status (Pass/Fail) and Scaled Scores in English/Language Arts & Mathematics[9]
- California Standards Test (scaled scores and proficiency levels) English Language Arts and Mathematics[10]
- Graduation status (graduation date)

In addition, the evaluation utilized data available at the school-level from the California Department of Education including:

- Adjusted 1-year and 4-year dropout rates[11];
- Graduation rates[12]; and,
- Percentage of graduates meeting UC/CSU eligibility.[13]

[8] This field denotes which kind of SLC as student is enrolled in.

[9] Beginning in 2005-06, no student will receive a public high school diploma without passing the English/Language Arts and Mathematics portions of CAHSEE. The primary purpose of CAHSEE is to significantly improve achievement in public high schools and to ensure that students graduate with grade level competency in reading, writing, and mathematics. Students begin taking CAHSEE in the 10th grade and have until the 12th grade to pass the exam. High school students must score a 350 or higher in both subject areas to pass CAHSEE. For this study, Public *Works*, Inc. used both the passing score of 350, as well as more rigorous cut scores established by CDE to meet NCLB proficiency requirements (i.e., Adequate Yearly Progress). These cut scores more accurately reflect CST performance levels and signify 10th grade achievement of proficiency in English/Language Arts and Mathematics for both years analyzed.

[10] The CST is administered every Spring to LAUSD students and scored as part of the State's Standardized Testing and Reporting Program (STAR). The purpose of the CST is to assess students' performance in relation to the California Academic Content Standards. These standards, adopted by the State Board of Education, are grade and content specific and outline what students in California are expected to know and be able to do. Based on their performance, students are assigned one of the following five proficiency levels: Advanced, Proficient, Basic, Below Basic and Far Below Basic. A student who performs at or above the Proficient level is considered to have met the State standards.

[11] Data on this indicator was "adjusted" for the first time in 2006-07 to reflect more accurate tracking of the number of students at high schools over time.

[12] Based on the National Center for Educational Statistics (NCES) definition required for reporting under the No Child Left Behind Act.

The quantitative section of the report focuses documents the changes in student outcomes from the baseline year of baseline 2005-06 and year four (2009-10) for Cohort 6 schools.

For all indicators, this report compares Cohort 6, to "other" LAUSD comprehensive high schools that have not received a USDE grant in cohorts 3-6. The data under analysis excluded: 1) magnet schools and programs and 2) small, autonomous schools under 500 students. For a complete list of schools included in analyses, please consult **Appendix F**.

The next section of the report profiles the demographic characteristics and school performance of the seven schools included in the evaluation. In addition, this section of the report describes the level of SLC participation and the SLC structures and strategies implemented at the Cohort 6 schools in 2009-10.

[13] This indicator reflects the proportion of 12th grade graduates who complete the A-G sequence of courses, which lead to eligibility at public, four-year colleges and universities in California.

PART III—PROFILE OF SCHOOLS

This section of the report describes the school and student characteristics of the Cohort 6, schools. In addition, this section documents SLC enrollment and describes the SLC structures and strategies in place in 2009-10.

Staffing Characteristics

As shown in Table 6 below, the typical Cohort 6 high school had an average of 147 certificated staff members in 2009-10. An average of 97% of the faculty were fully-credentialed in 2008-09 (2009-10 not available), slightly above the LAUSD average. Teachers meeting NCLB definition of "high-quality teachers" (i.e., credentialed in subject area teaching) taught 91% of core academic courses exceeded the district average by 6%. In terms of teacher experience, 4% of the teachers were first or second year teachers, a percentage lower than the LAUSD average.

Table 6: Characteristics of Cohort 6 Schools (2009-10)

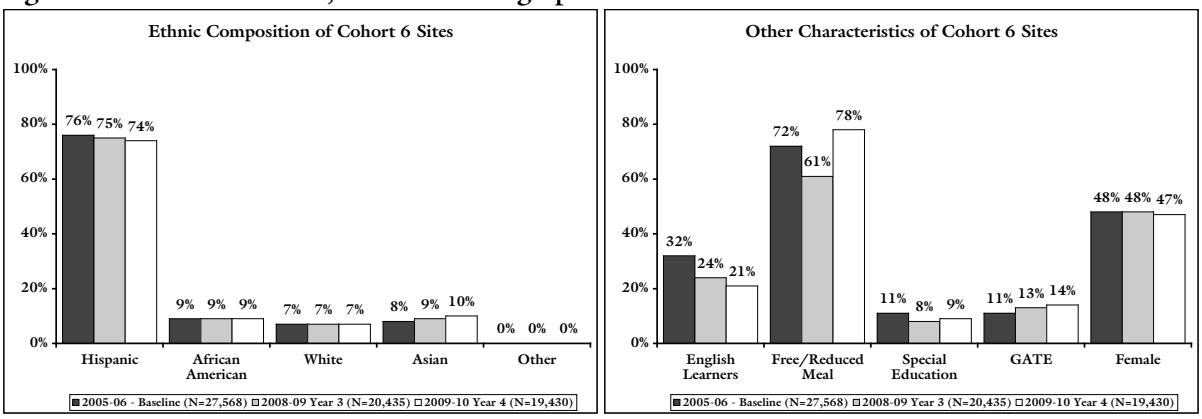
Cohort 6 Schools	Student Enrollment	Total Certified Staff	% Fully Credentialed Teachers*	% Core Taught by NCLB Compliant Teachers	%1st & 2nd Year Teachers
Bell	4,301	209	96%	86%	7%
Chatsworth	3,129	135	98%	91%	1%
Franklin	2,514	120	98%	91%	2%
Monroe	2,749	146	97%	92%	4%
Poly	3,139	189	97%	96%	7%
Van Nuys	3,055	147	97%	89%	2%
Westchester	1,702	84	99%	91%	5%
Cohort 6 Average	*2,941*	*147*	*97%*	*91%*	*4%*
LAUSD Total/Average	*20,8245*	*35,464*	*96%*	*85%*	*6%*

Source; California Department of Education * 2008-09 data; [2009-10 not available]

Student Demographic Characteristics

As shown in Figure 3, the demographic characteristics of students enrolled at the Cohort 6 schools remained largely stable in the four years since baseline (2005-06). In 2009-10, Cohort 6 schools continued to enroll a predominantly Hispanic/Latino (74%) student body, with smaller concentrations of Asian (10%), African American (9%), and White (7%) students. Of these students, (78%) were eligible for the NSLP, (21%) were EL, 9% in Special Education, and 14% in the GATE program. Since baseline, the proportion of EL students decreased by 11% and the percentage of NSLP students increased 6%.

Figure 3: Cohort 6 Schools, Student Demographic Characteristics

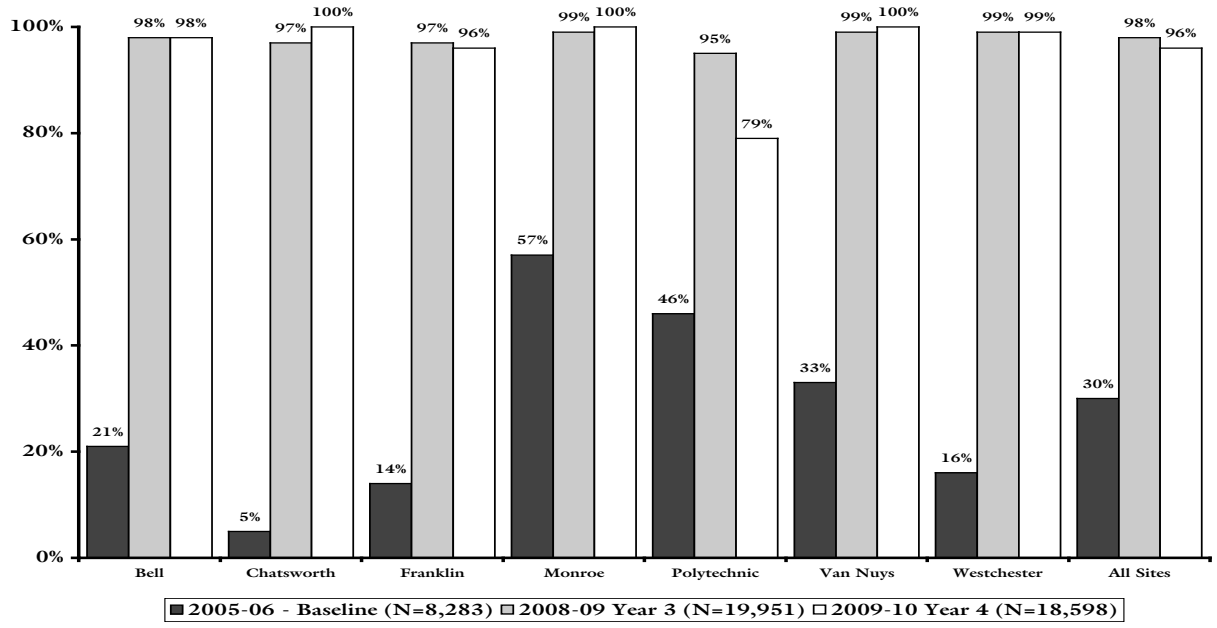


Source: LAUSD Planning, Assessment and Research Branch

SLC Participation

At baseline (2005-06), the seven Cohort 6 schools enrolled 30% in SLCs. Two schools were prior grantees from Cohort 3 (Monroe and Polytechnic) and one school (Van Nuys) has three large magnet programs. By 2009-10 (Year 4), nearly all (96%) of students at Cohort 6 schools were in a SLC. It should be noted that Cohort 6 had two school eliminated from the grant after Year 3 of the grant, therefore, they were not part of the analysis. Furthermore, the enrollment percentage for Polytechnic decreased despite the fact that all Polytechnic students are assigned to an SLC.[14] Detailed numbers illustrating the SLCs developed and/or expanded at these schools may be found in **Appendix E**

Figure 4: Cohort 6 Schools, SLC Participation of Students by Year



Source: LAUSD Planning, Assessment and Research Branch

[14] The decrease occurred because the field (140) in the Student information System (SIS) that is used the designate student's SLC membership was instead used to show student's educational pathway. The school used another field in the SIS system to denote SLC assignment.

The growth in SLC enrollment can also be seen in Table 7, which shows the proportion of students at each grade level enrolled in a SLC. By the end of Year 3 (2008-09), the majority of all students were in a SLC, regardless of grade level. In 2009-10, (Year 4) Cohort 6 schools continued to enroll nearly all students in SLCs.

Table 7: Cohort 6 - SLC and Non-SLC Student Enrollment by Grade (% in SLC)

Grade Level	Enrolled in SLC				
	Baseline (N=8,283)	Year 1 (N=12,570)	Year 2 (N=17,819)	Year 3 (N=19,951)	Year 4 (N=18,598)
9th Grade	4,024 (41%)	5,378 (72%)	5,856 (89%)	6,642 (99%)	5,585 (99%)
10th Grade	2,304 (32%)	2,996 (45%)	4,409 (85%)	5,137 (98%)	5,188 (99%)
11th Grade	1,224 (22%)	2,780 (50%)	3,819 (86%)	4,002 (94%)	4,021 (91%)
12th Grade	731 (15%)	1,416 (28%)	3,735 (84%)	4,170 (98%)	3,804 (93%)
Total	*8,283 (30%)*	*12,570 (51%)*	*17,819 (86%)*	*19,951 (98%)*	*18,598 (96%)*

Source: LAUSD Planning, Assessment and Research Branch

SLC Structures and Strategies

The structures and strategies that schools have implemented as part of their SLC design vary by school (see Table 8 below). In general, sites are employing one of two models. The first model involves all 9th grade students in a house or transitional freshman structure. These students then matriculate into thematically organized SLCs in grades 10-12. Six of the seven Cohort 6 schools are using this first model. The second model, used in one school, involves students in SLCs in vertical 9-12 SLC structures. Because students are programmed directly into a SLC upon entrance to high school, this model necessitates proactive information dissemination and recruitment practices with feeder middle schools. This second model continues the legacy of pre-existing SLCs such as magnet and career academy programs, which have always been organized on a 9-12 basis.

All of the Cohort 6 schools have created or expanded SLCs with a career pathway focus. These SLCs are not narrow job training; rather, they provide students with exposure to a broad industry/career sectors, emphasizing educational preparation and real-life applications of learning connections which allow students to explore whether or not they would like to pursue postsecondary education or training in this area. Career pathway SLCs at grantee schools included a wide range of industry sectors including (but not limited to) health care, business & finance, technology & engineering, public education, public service/law/government, visual and performing arts, media & communications, law enforcement & criminal justice, etc. For a complete listing of SLCs by school, please consult **Appendix E**.

Five Cohort 6 schools have themed SLCs such as social justice, math/science, Humanitas, global studies, American studies, and leadership. These SLCs have an overarching interdisciplinary theme, albeit one that does not fit neatly into a career pathway. In addition, five of the seven schools have either a magnet program and/or SLCs that explicitly reference a college preparation orientation. Many of the magnet programs have a career pathway theme (performing arts, medicine, aerospace, law enforcement, transportation, etc.), while others reflect an academic orientation (e.g., math/science/technology, etc.).

Table 8: SLC Structures and Strategies, 2009-10

Cohort 6 Schools	% SLC	Freshmen House/ Academy	Advisory Period	Career Pathway SLC	Other Themed SLC	Magnet Program	Common Planning by SLC
Bell	98%	●	◗	●	●	○	○
Chatsworth	97%	●	◗	●	●	○	◗
Franklin	97%	○	◗	●	○	●	◗
Monroe	100%	●	●	●	○	●	●
Polytechnic	95%	●	●	●	●	●	◗
Van Nuys	99%	○	◗	●	●	●	○
Westchester	99%	●	○	●	●	●	○

Source: Public Works, Inc. evaluation site visits and school-provided documentation
● = Complete ◗ = Partial ○ = Not occurring

As shown in Table 8 above, only two schools have implemented advisory for all grades 9-12, with another four schools using advisory at some (typically 9th and/or 10th grade) but not all grade levels. An advisory is a set aside time where students meet with a teacher or other school staff member. The content of the advisory varies, with schools using advisory for grade checks, postsecondary planning, CAHSEE preparation, Socratic Seminars, discussion of current events, etc. Regardless of the exact nature of the advisory activities, the overriding goal is to connect an adult with students in a non-academic setting. Ideally, the advisory teacher stays with or "loops" with students as they move through high school, serving as at least one adult on campus who knows the student well and can advocate on their behalf.

Only one school had reorganized their master to allow a common conference/prep period for teachers by SLC. Another three schools did this for some (typically 1-2 SLCs) but not all SLCs. Embedding a common conference into the master schedule sends a powerful message to staff about the importance of coordination of teaching and learning within SLC teams, as well as providing regular opportunities for student-centered collaboration.

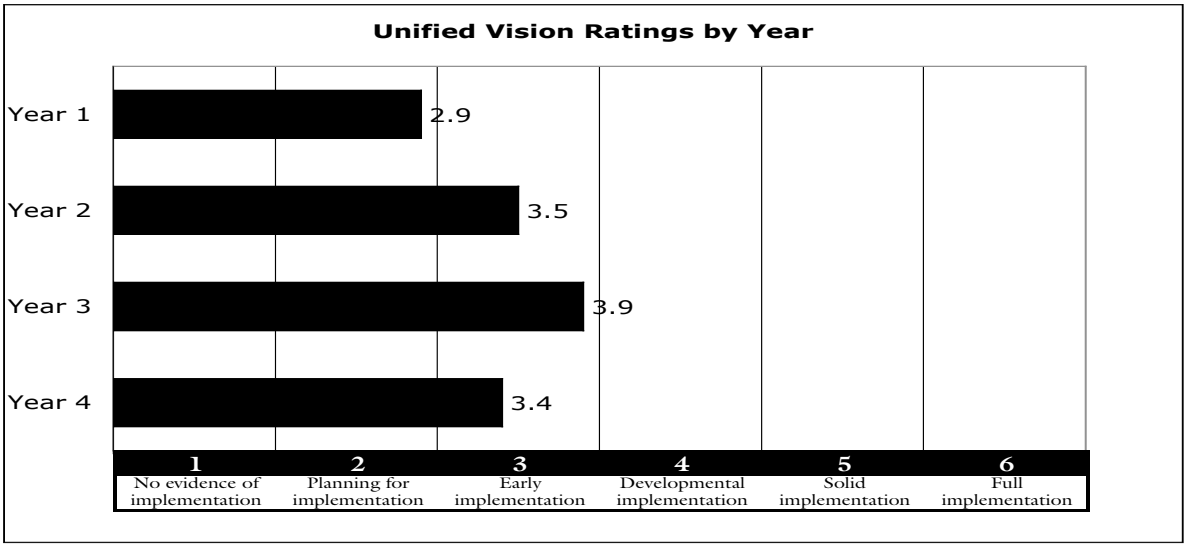
Part IV—Status of SLC Implementation by Attribute Area

This section of the report focuses on the status of SLC implementation, presenting an average score/rating (scale 1-6) for the Cohort 6 schools in terms of the eight LAUSD attributes. It is critical to note that the evaluation conducted by Public *Works*, Inc. used the LAUSD attributes to benchmark what a fully implemented high school organized around SLCs for all students would look like in each area. The evaluation was not intended to rate or score individual SLCs within a high school. Where appropriate, examples of innovative strategies or approaches employed by individual schools are described to illustrate the variety of approaches and to share information on best and promising practices.

Area 1: Unifying Vision

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

Figure 5: Cohort 6 - Unified Vision Average Ratings



Comprehensive high schools undergoing a conversion to SLCs must initially develop a shared vision for change that allows for the development of SLCs with unique identities and autonomy in various aspects of decision-making. For these new structures to take hold during the SLC conversion process, high school staff, administrators, students and parents must understand the reasons for change, the direction that the school is headed, and clear set of expectations for what constitutes successful implementation.

As shown in the rating above, Cohort 6 schools were moderately successful Year 1 of the grant, but really saw progress in Year 2 and Year 3 in terms of creating a unified vision. Efforts appear to have stalled at the "Early Implementation" phase. The vision for Cohort 6 was impacted by a loss of momentum caused by two years of staff instability due to state and district budget cuts. Grantee schools lost key staff that were either laid off or moved to

another school because of seniority. In spite of the overall decrease in Unifying Vision, staff did experience an increase in the percentage of staff that agreed that the vision for implementing SLCs is understood. It could be argued that the increase would have been greater if not for the reallocation of staff and low morale at grantee sites.

Establishing and Revising Vision for SLC Restructuring

Stakeholders described several external forces as the major impetus for converting to SLCs. These included LAUSD's Board Resolution on SLCs (Bulletin 1600),[15] other district mandates related to lowering dropout rates and closing achievement gaps, Program Improvement (PI) requirements under No Child Left Behind (NCLB),[16] and pressure from local community organizations to improve student achievement and programmatic offerings for students.

By identifying eight attributes required for SLCs, Bulletin 1600 forced schools to consider the wide array of reforms falling under the "umbrella" of SLCs. Nonetheless, schools differed widely in how they developed individual SLC proposals and the school-wide impact report required under Bulletin 1600. Some schools responded by creating subcommittee or SLC groups responsible for creating a school-wide SLC vision and designing an SLC structure based on the eight attributes. At other schools, each SLC was charged with the task of submitting a document in compliance with Bulletin 1600 with a smaller group working on the school-wide impact report. In a few schools, a small team primarily drawn from school administrators and out-of-classroom personnel responded to Bulletin 1600 with little faculty input.

Interviews with the stakeholders in schools suggest that schools were not entirely clear about how SLCs would influence school functioning, and even fewer stakeholders linked SLC restructuring to changed instructional practices. A majority of the stakeholders at Cohort 6 schools were aware of the mandate to involve all students in restructuring efforts (i.e., "wall to wall" conversion to SLCs), and most staff viewed SLC implementation as primarily focused on personalization and a generic call for increased student achievement. Hence, Cohort 6 was able to develop a relatively clear and coherent vision related to SLC implementation, which in turn increased the likelihood of staff buy-in for SLCs as an umbrella reform encompassing all 3Rs of Rigor, Relevance, and Relationships.

As shown in Table 9 below, 71% of the staff at Cohort 6 schools (an increase of 17% since Year 1) agreed that there was a clear vision and/or goals for SLC implementation at their school in 2009-10. While there were sizeable gains between Year 1 and Year 4 of the grant, most of the movement occurred between Year 3 and Year 4 of the grant (10%). In essence, once Cohort 6 was able to clarify the vision for SLCs among a majority of staff

[15] Bulletin 1600 was published by LAUSD's Office of School Redesign in February 2005. The memorandum identified eight attributes of SLCs and outlined a process for district approval of school SLC restructuring plans. Bulletin 1600 has become the blueprint for SLCs in LAUSD.

[16] All schools and local educational agencies (LEAs) that do not make Adequate Yearly Progress (AYP) are identified for PI under the No Child Left Behind Act of 2001. Schools with three or more years of PI status must implement one of the following corrective actions: replaces school staff; implement new curriculum; decrease management authority at school level; appoint outside expert; extend school year or day; and/or, restructure internal organizational structure of school. Restructuring SLCs into wall-to-wall SLCs meets the corrective action criteria outlined for schools in PI three years or more.

incrementally by the first three years of the grant, and was able to make garner greater buy-in Year 4 of the grant.

Table 9: Staff Perceptions of Vision and Leadership

Survey Items	2007 (N=1285)	2008 (N=1218)	2009 (N=1074)	2010 (N=826)	Net Change -459
The vision and goals for implementing SLCs are well understood by staff.	54%	58%	61%	71%	17%
This school has a strong leadership team that guides instruction and the implementation of the SLC initiative.	55%	58%	57%	64%	9%
The architectural design and/or use of space at this school support the implementation of SLCs.	37%	38%	43%	54%	17%

In terms of staff awareness of SLC vision, three Cohort 6 schools provided clear evidence of being well aware of their school's vision for SLC implementation during 2010 evaluation site visits. These schools shared one characteristic; namely, they had the same principal in place for at least three years of the grant. Stable school leadership appears to be correlated with unifying vision, with changes in school leadership often resulting in loss of momentum. It should be noted that at the end of Year 4, four grantee schools changed principals. Therefore, only one Cohort 6 school will have the same principals in place in Year 1 and year 5 of the grant. At this time it is unclear how the change will impact these schools.

Another key factor that positively impacted Cohort 6 schools was an accelerated pace of SLC implementation. Six out of seven grantee schools chose a more rapid pace of SLC implementation (i.e., involving most or all of staff and students into SLCs within the first two years). Only one grantee school opted for an incremental approach, piloting a few SLCs and engaging in more planning and/or implementing SLCs one or two grade levels per year (this school hired a new principal that created a wall-to-wall implementation model in Year 3 of the grant). Over the course of the grant evaluation, greater benefits have been derived from a more rapid restructuring plan in terms of master schedule coherence and sending a clear message on the importance of aligning school structures and strategies with SLC principles rather than an incremental approach.

It is also interesting to note that most SLC grantees have had to revisit or revise their vision for SLCs. Five out of seven grantee schools in Cohort 6 provided evidence of changes to SLC vision tied to implementation challenges and/or changed conditions. Changes to vision were often related to shrinking enrollment (due to changing demographics as well as the opening of new high schools) that necessitated consolidation or elimination of some SLCs. Other common changes to schools' SLC vision involved shoring up SLCs struggling to establish firm identity, reconstituting the role of SLC lead teachers in relation to department chairpersons, reorganizing geographically to decentralize the campus by SLC, as well as revision of school master schedule to align more directly with SLC priorities.

Another key factor influencing vision for SLC implementation hinged on ensuring that SLC development was considered within the broader context of multiple SLCs on site.

Ultimately, decision-making for SLC implementation had to consider both the trajectories of individual SLCs as they evolve and the interrelatedness of SLCs within a school-wide structure. Site visits indicated that only two out of seven Cohort 6 schools had explicitly and effectively negotiated how to have SLCs interrelate with other SLCs and the campus as a whole. This aspect of vision became increasingly important as state budget crises resulted in considerable staff turnover and need for reconstituting SLC teams.

Geographical Reorganization

Architectural design refers to the use of space to support the school's SLC vision and mission. Earlier in the grant, there was a concerted effort to create contiguous space for grantee sites. LAUSD contracted with Architects for Achievement to spearhead contiguous space efforts. The process to geographically reconfigure their sites to promote the proximity of teachers/students by SLC had been a "hot button" topic among faculty at many of the grantee schools in prior years.[17] However, as buy in for SLC has increased, the opposition became less fervent.

By Year 4 of implementation, six out of seven Cohort 6 schools had reorganized geographically so that SLCs are in contiguous space on campus. Some have also decentralized administrative and counseling offices to dispersed "SLC offices" spread throughout campus. While not required, this geographic reorganization tends to promote the principle that SLCs are the primary vehicle for school restructuring, while also serving to decentralize instructional support services that contribute to overall personalization.

All of the Cohort 6 schools completed some type of school reorganization plan to meet SLC needs. As shown in the survey data in Table 9, slightly more than half (54%) of Cohort 6 staff agreed that the use of space supports SLC implementation. While this survey item has increased 17% over the course of the grant, further reorganization of campus space remains as significant issue for some sites. However, there is less of a push by the district prioritize contiguous space considering that is in the midst of a budget crises.

SLC Governance and Management

In 2009-10, only three Cohort 6 schools demonstrated effective governance for making decisions and resolving conflicts pertaining to SLC implementation. At some schools, SLCs were in competition with one another for students, teachers, and honors/AP classes. Another source of tension at some schools came from a lack of clarity about the role of departments in SLCs and a competition for professional development/collaboration time between departments and SLCs. Schools that have been able to establish clear roles and responsibilities of SLCs in relation to subject area departments and magnets have experienced less staff friction.

To address the need for governance, all of the grantee sites took active steps to increase stakeholder involvement through distributed leadership, greater transparency, and provision of opportunities for decision-making. Nonetheless, SLC implementation has tended to highlight limitations in school leadership capacity at some schools precisely because SLC

[17] Science facilities are the one area largely unaffected by the move to contiguous space because of physical facility requirements for this department.

implementation placed more demands on school leadership's ability to clearly communicate, make transparent school priorities, and involve a broader array of stakeholders in school governance.

Table 10: Staff Perceptions of School Decision-Making

Survey Items	2007 (N=1285)	2008 (N=1218)	2009 (N=1074)	2010 (N=826)	Net Change -459
The results of major school decisions are communicated to all staff.	56%	61%	60%	71%	15%
All staff members have a say in school decisions.	38%	40%	41%	55%	17%
Most staff members at this school trust one another.	47%	46%	49%	61%	14%

As shown in Table 10 above, 71%, of the staff at Cohort 6 schools agreed in 2010 that staff received communication about major school decisions. While this percentage increased 15% over four years, most (11%) of the gain occurred in Year 4. Only 55% of staff at Cohort 6 schools agreed that "all staff members have a say in school decisions" after four years of SLC implementation. Moreover, just 61% of the staff of Cohort 6 schools felt that staff members trust one another (a 14% increase over the grant-12% in Year 4 alone).

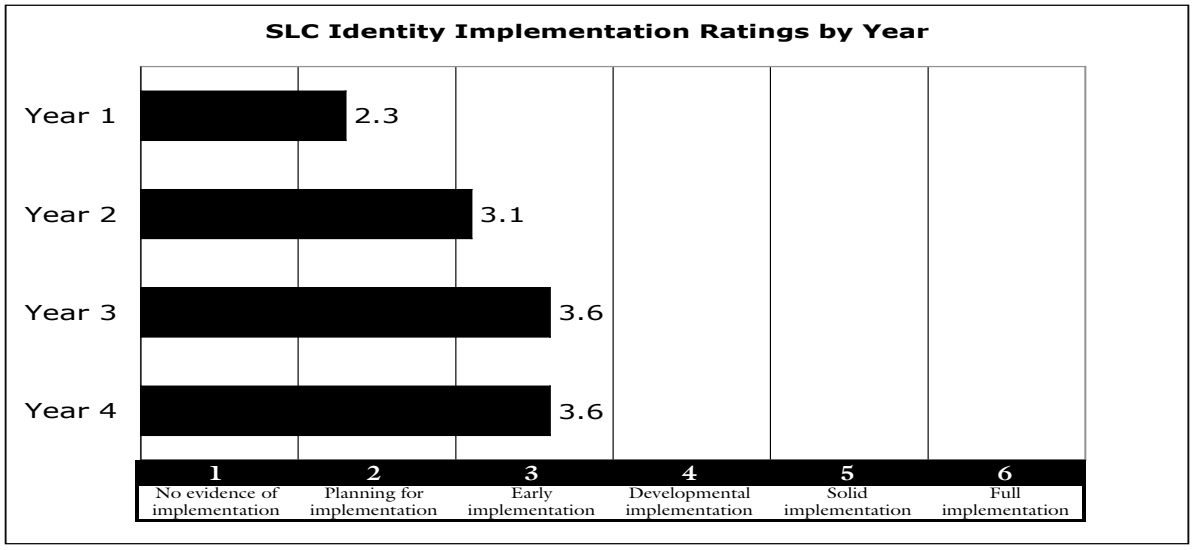
Summary

SLC reform is a paradigm shift in how high school education ought to be organized, and it requires to continually communicating the roles and responsibilities of all staff in carrying out SLC restructuring. The schools in Cohort 6 have experienced a mixed record on establishing a unifying vision for school improvement tied to SLC principles. While staff perceptions of leadership and vision have improved over time, sizable percentages of staff continue to view their school's efforts with skepticism and doubt. Several explanatory factors appear to have played a role. First, staff and leadership turnover has had an adverse affect on implementation continuity and vision for school improvement. Second, schools have struggled to integrate SLC decision-making with pre-existing governance structures organized to support departmental and programmatic functions. Lastly, many schools continued to function with multiple school plans, mandated by a variety of funding sources that fragmented the vision for school improvement. This is a function of schools not fundamentally altering they way that they function, even when they state they are committed to SLC reform. Here lies one of the great disconnections in SLC implementation. The schools are not viewing SLC as the prism that guides school's primary functions. In sum, Cohort 6 level of implementation in the area of Unifying Vision highlight the importance of transparent, responsive governance structures capable of supporting school-wide communication and coordination across multiple initiatives, mandates, and plans for school improvement.

Area 2: SLC Identity

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

Figure 6: Cohort 6 - SLC Identity Implementation Average Ratings



Establishing a strong educational identity is a critical first step in establishing a successful SLC. With time, successful SLCs are able to clearly differentiate themselves from other SLCs or campus programs, through one or more of the following: thematic focus, pedagogical emphasis, a set of core values, established mission or goal, and/or co-curricular offerings. When a shared sense of purpose is clearly understood and embraced by students and teachers, SLCs can become powerful vehicles for increased academic success.

As shown in the ratings above, the *school-wide* SLC Identity implementation rating for Cohort 6 schools increased over 60% between Year 1 and Year 3 of the grant, and then leveled out into a plateau in Year 4 at an "Early Implementation" rating. While individual SLCs at all sites have developed firm identities and functioned semi-autonomously, others have lagged behind. As such, implementation of SLC Identity is mixed and uneven.

Educational SLC Identity

In prior evaluation reports, many schools reported that an emphasis was placed on increasing the distinctive educational identity of different SLCs. However, evaluation findings did not support the notion that this was occurring in a pervasive manner across all SLCs on campus. While SLCs had themes of an educational orientation, limited evidence existed that instructional delivery had been modified to infuse core academic learning based on these themes.

Staff survey responses indicate improvements in SLC Identity over time. For example, 16% more staff agreed that SLCs have "a unique educational philosophy that is shared" in 2010 compared to 2007 (see Table 11). Similarly, 77% of the staff was in agreement that SLCs had unique academic identities, an increase of 10% since Year 1. There were also gains in the proportion of staff agreeing that, "SLCs make decisions regarding curriculum, instruction, and assessment." Nearly two-thirds (63%) of staff agreed with this survey item in 2010.

Table 11: Staff Perceptions of SLC Educational Identity

Survey Item	2007 (N=1,285)	2008 (N=1,218)	2009 (N=1,074)	2010 (N=826)	Net Change -459
SLCs at this school have an educational philosophy that is shared by students, staff, families and community partners.	53%	59%	63%	69%	16%
SLCs have unique academic identities.	67%	73%	71%	77%	10%
SLCs make decisions regarding curriculum, instruction and assessment.	53%	54%	58%	63%	10%

Evaluation site visits validated that some of the grantee schools made progress in this area. In fact, three of the schools did so in a manner that signaled that a focus on distinctive SLC identity was a widespread practice. Stakeholders representing different SLCs were able to articulate the beginning stages of changes such as adoption of common pedagogical techniques, project-based learning within and across subject areas, and modified assessment practices.

Evaluation findings from the site visits also suggested that the increase in "educational identity" of SLC was largely correlated with SLC team cohesion, prioritization of SLCs in school-wide professional development, and master schedule alignment to "core" SLC students in at least 50% of their courses per semester (also know as SLC "purity" of course rosters).

However, data from the site visits suggested that only one of the grantee schools possessed a significant degree of autonomy in devolving decisions about curriculum, instruction, and assessment to SLCs. Although grantee schools have made headway, instructional changes remained focused almost solely on the district's curricular and assessment mandates (e.g., Instructional Guides and Secondary Periodic Assessments). To the extent that teachers were able to adapt teaching and learning to meet the unique needs of their students, these discussions primarily occurred in academic departments; there was little or limited SLC autonomy welcomed or anticipated in terms of revising academic instruction.

Another common factor was the lack of master schedule coherence at schools with weak SLC identity. Although nearly every teacher and every student on campus was identified with a particular SLC, students were insufficiently cored in academic classes (i.e., mixed rosters of students from different SLCs in the same classrooms were common) at about half of the Cohort 6 schools. As a result, teachers had limited incentives for differentiating instruction based on the common interest of students implicit in selection of a SLC. In addition, some schools continued to experience difficulties with teacher collaboration under the SLC model. In fact, the move toward Professional Learning Communities

(PLCs) in some schools (organizing collaboration among course-alike teachers) explicitly excluded SLCs on the ground that PLC style collaboration around a data-driven cycle of inquiry could not occur within interdisciplinary teams – an extrapolation of PLC definition far beyond that intended by the originators of this movement.[18] Without a functioning, coherent interdisciplinary team, it was nearly impossible to enact changes to core academic instruction aimed at making the theme of the SLC evident.

Structural Support and SLC Autonomy

Evaluation data suggest that the structural support for SLC identity have largely been established. All schools had a SLC leadership "triad" of assigned leadership personnel (lead teacher, administrator and counselor) for each SLC. As shown in Table 12, 75% of staff at the Cohort 6 schools agreed that teacher-directors and administrators assigned to SLCs were leading cohesive SLC teams.

Table 12: Staff Perceptions of SLC Structural Identity

Survey item	2007	2008	2009	2010	Net Change
	(N=1,285)	(N=1,218)	(N=1,074)	(N=826)	-459
The school's master schedule supports SLCs.	52%	58%	59%	62%	10%
SLCs make decisions related to the master schedule and student programming.	46%	52%	53%	56%	10%
SLCs have administrators or teacher-directors who lead a cohesive faculty.	64%	71%	70%	75%	11%
SLCs have distinct physical boundaries.	35%	36%	43%	49%	14%

While some administrators and counselors assigned to SLCs were struggling to adapt to their new role (see Accountability and Distributed Leadership findings for more detail on this point), many spoke positively about their ability to interact with both teachers and students in SLC settings, which resulted in a firmer understanding of SLC identity.

The other major structural component is the alignment of school master schedule with SLC principles. The survey data above suggest that the majority (62%) of staff believe that their school's master schedule supports SLCs. This represents a 10% increase since Year 1 of the grant. However, when asked to identify the top barriers to SLC implementation, 26% of staff at Cohort 6 schools cited "adapting master schedule" – a figure essentially unchanged since Year 1. After four years of implementation, it is troubling to note that the master schedule continues to remain one of the top four perceived implementation barriers.[19]

It should be noted that master scheduling was area where SLCs were starting to show an increased autonomy. However, the state budget crises, which caused displacement of young teachers, and the reassignment of teachers and administrators, mitigated SLC input

[18] See DuFour, Richard and Eaker, Robert (1998). *Professional Learning Communities: Best Practices for Enhancing Student Achievement.* The research defines PLCs as collaboration that is student-centered, collaborative, and accountable for results. How this is inconsistent with SLCs or other interdisciplinary team structures is unanswered by those who have drawn a line of separation between SLC and PLC.

[19] Other common barriers identified by staff in 2010 included: Parent/Community Involvement (37%); Resistance to change (32%); Staff collaboration (25%); and, Adequacy of facilities (22%).

on the creation of the master schedule. Only one school showed a high level of SLC autonomy in design of master schedule and in student placement into SLCs in 2009-10.

None of schools were at the point in their development where they systematically granted SLCs a major role in decision-making tied to budgets, personnel, and facilities. The survey data in Table 13 supported site visit findings. Just over half (55%) of the Cohort 6 staff agreed that SLCs made decisions regarding budget, personnel, and facilities. Similarly, only 56% of staff also perceived there to be a SLC role in issues related to student conduct and school safety. Both survey items increased 12% over four years, with most of the gain occurring between Year 3 and Year 4 of the grant. Evaluation site visits indicated a substantive role for SLCs in student conduct and safety that was evident at only two schools.

Table 13: Staff Perceptions of SLC Autonomy (2009-2010)

Survey Item	2007 (N=1285)	2008 (N=1218)	2009 (N=1074)	2010 (N=826)	Net Change -459
SLCs make decisions regarding budget, personnel and facilities.	43%	49%	46%	55%	12%
SLCs make decisions related to student conduct and issues of community safety.	44%	48%	49%	56%	12%

The findings described above concerning SLC identity and autonomy must be bracketed by a caveat. The severe budget cuts experienced by the district due to State budget shortfalls placed a cloud over future plans to expand SLC decision-making. At the end of the 2008-09 school year, some SLCs lost their lead teacher because of layoffs and the reallocation of District personnel. Moreover, uncertainty over staffing created tensions both within schools and between schools and the district. The resulting climate undoubtedly constrained the anticipated expansion of SLC identity and semi-autonomous functioning at some schools.

Cross Tabulations on SLC Identity

Cross-tabulations of survey data revealed that teachers with less than less than six years of teaching experience were more positive than more veteran teachers about items related to SLC structural identity and autonomy (see Table 14 below). The data also showed that English and Social Studies teachers were statistically less likely to agree to several items related to SLC structural identity and autonomy (see Table 15 below). Because these teachers were more likely to be involved in SLC leadership, it is possible that those closest to implementing SLC reform had higher expectations and/or were more critical regarding the extent of progress.

Table 14: Staff Perceptions of Identity and Autonomy, by Teachers Years of Experience (2010)

Survey Item	Teachers with Less than 6 Years of Teaching Experience	Teachers with 6+ Years of Teaching Experience
SLCs make decisions related to the master schedule and student programming.	69% (N=54)	56% (N=290)

Table 15: Staff Perceptions of Identity and Autonomy, English/Social Studies vs. Other Faculty (2010)

Survey Item	English and Social Studies Teachers	Other Faculty
SLCs have administrators or teacher-directors who lead a cohesive faculty.	69% (N=153)	78% (N=372)
SLCs make decisions related to student conduct and issues of community safety.	48% (N=99)	58% (N=260)
The school's master schedule supports SLCs.	60% (N=126)	70% (N=320)

Summary

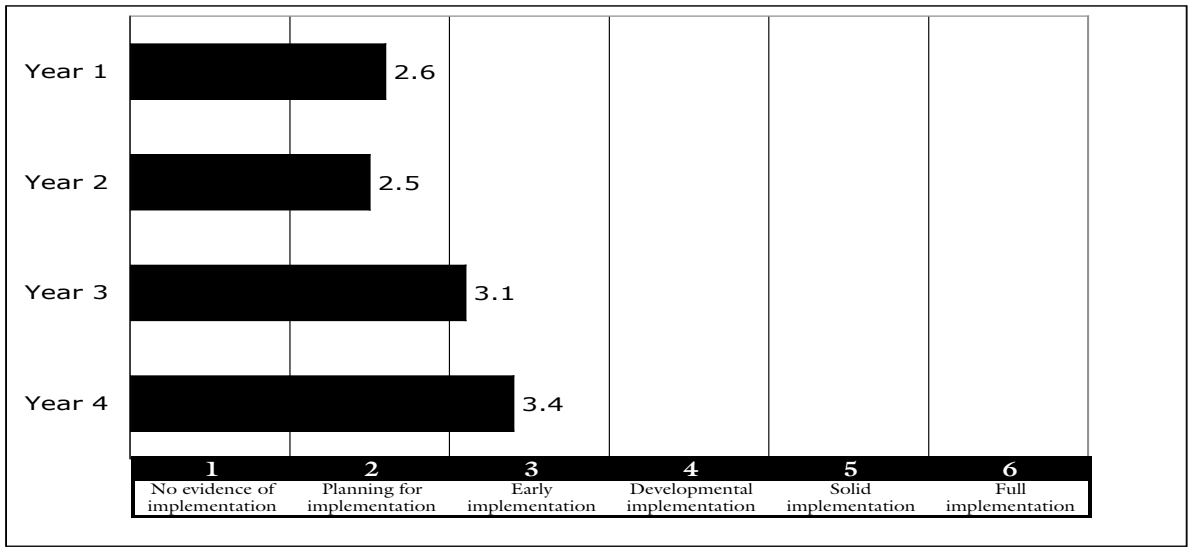
The structural elements of SLCs are largely in place at all of Cohort 6 grantee high schools. Lead teachers, counselors, and administrators have been assigned to SLCs. Master schedule development, remains a major obstacle to the development and expansion of SLC identity. Some grantee schools were on the verge of making progress in terms of developing distinctive educational identities evident in adoption of common pedagogical techniques, project-based learning within and across subject areas, and modified assessment practices. However, the declining budgetary climate and accompanying staff turnover significantly eroded gains taking place at these schools.

Overall, the evaluation categorized SLC Identity as "uneven" (i.e., greater variation within than across schools), yielding an Early Implementation rating. The extent of school-wide SLC identity was largely correlated with a more rapid pace of SLC implementation, greater SLC team cohesion, prioritization of SLCs in school-wide professional development, and efforts to align school master schedules to "core" SLC students in at least 50% of their courses per semester.

Area 3: Rigorous Standards-Based Curriculum, Instruction & Assessment

Evaluation Benchmark: *A standards-based educational program embodies high expectations for every student so that they achieve grade-level standards, use appropriate technology, district adopted textbooks, and materials to support instruction, meet high school graduation requirements, college entrance requirements and are prepared for post-secondary experiences and the world of work. Instruction is adapted based upon learning needs within a rigorous culturally relevant and linguistically responsive curriculum; student performance is measure to report on progress and accomplishments and to inform future instructional practices. Multiple forms of standards-based assessments are used including some benchmarks by the district. Additionally, school indicators are used as measures of school progress including, for example, attendance, dropout rates, number of high school graduates, etc.*

Figure 7: Cohort 6 - Rigor, Instruction and Assessment Average Ratings by Year



Under standards-based accountability, there is increased public scrutiny of student performance on standardized tests, as well as dropout and graduation rates in urban high schools. None of the SLC grantee schools met the state's threshold score of 800 on the Academic Performance Index (API), with a cohort average of 682 (see Section V of this report for a complete analysis of quantitative outcomes). Similarly, all of the grantee high schools were designated as Program Improvement (PI) schools for failing to meet Adequate Yearly Progress (AYP) either school-wide and/or for numerically significant subgroups of students in English/Language Arts and Mathematics. Indeed, two of th seven Cohort 6 schools have been in PI since 1997-98.

It is against this background of "high stakes" accountability that the SLC grantee schools (and all LAUSD schools) have been asked to raise student achievement and overall school performance on a host of indicators and metrics. In particular, the hypothesis of SLC restructuring is that schools that augment standards-based academic rigor with increased curricular relevance and personalized instruction will see gains in student achievement. However, most of the grantee schools continue to struggle with this aspect of SLC reforms on a school-wide basis. In general, only a few (1-3) SLCs at the grantee schools have been

successful in modifying classroom teaching and student learning in line with SLC principles. This is evident in the ratings above, which indicates that Cohort 6 is in the "Early Implementation" phase with regard to this attribute.

Integrating SLCs and Instructional Reform

Over the past several years, LAUSD has implemented a system of instructional guides and formative benchmark assessments tied to state content standards as a way to create a common set of academic expectations across schools. At the same time, schools were urged to restructure their high schools into SLCs to increase student performance and address the high school dropout crisis. Many teachers across grantee schools have struggled to with delivering a thematic approach to instruction based on augmenting academic rigor with personalization and curricular relevance because they view this approach as being in conflict with the district's instructional guides and system of formative assessment. Moreover, schools are struggling to balance and reconcile standards-based reforms which tend emphasize the importance of academic content delivery through subject area departments as the organizational principle of the high school and SLC instructional reforms which suggest that smaller, interdisciplinary teams within the high school are a more effective vehicle for engaging students in rigorous, relevant, and personalized academic experience.

At the district level, leadership has attempted to publicize the fact that the instructional guides are truly a "guide" for instruction and not a straight jacket for instructional delivery. Unfortunately, it has been difficult to break out of the mindset that developed as a result of prior history with top-down curricular mandates. Put another way, few schools have taken advantage of the flexibility already granted to them and many teachers continue to see their role as delivering mandated curriculum rather than changing instructional delivery to meet the individual needs of students, many of whom arrive in high school performing well below grade level. As long as instruction is standards-based and deviation from the guides involves re-sequencing the standards to meet the needs of a thematically-oriented SLC, it is allowable under the current instructional paradigm. Indeed, district leaders in LAUSD would like school to embrace a vision of enhanced relevance, differentiated instruction, and depth of learning summarized by Wiggins and McTighe (2008):

> *"The mission of high school is not to cover content, but rather to help learners become thoughtful about, and productive with, content. It's not to help students get good at school, but rather to prepare them for the world beyond school-to enable them to apply what they have learned to issues and problems they will face in the future. The entire high school curriculum-course syllabi, instruction, and especially assessment-must reflect this central mission, which we call learning for understanding… Unfortunately, the common methods of teaching and testing in high schools focus on acquisition at the expense of meaning and transfer. As a result, when confronted with unfamiliar questions or problems (even selected-response problems on standardized tests), many students flounder."*[20]

[20] Wiggins, G, and McTighe, J. (2005). Put Understanding First *Educational Leadership 65 (8), 36-41*

Changes to Classroom Teaching and Classroom Learning Experiences

Survey data from staff at the grantee schools (see Table 16 below) paint a rather optimistic portrait of classroom teaching and learning at the grantee schools. For example, 88%-90% of staff reported that instruction was responsive, differentiated, organized, and tied to high expectations. Indeed, all survey items in this area began relatively high at the start of the grant and have improved 12% on average (range of 9%-14%).

Table 16: Staff Perceptions of Curriculum, Instruction and Assessment

Survey Item	2007	2008	2009	2010	Net Change
	(N=1285)	(N=1218)	(N=1074)	(N=826)	-459
Instruction is culturally responsive and accommodates diverse student interests, learning styles and educational needs.	81%	83%	84%	90%	9%
School-wide instructional decisions usually take into account the needs of English Learner (EL) students.	75%	76%	79%	89%	14%
Students understand classroom academic expectations.	79%	81%	85%	89%	10%
Curriculum and instruction is organized so that all students are expected to learn and perform at high levels.	74%	79%	82%	88%	14%

These survey findings were somewhat at odds with data from the evaluation site visits which supported the notion that schools were experiencing difficulty balancing top-down and bottom-up approaches to educational reform. None of the Cohort 6 schools showed clear evidence that curriculum and instruction have been reorganized under SLC implementation *on a school-wide basis* to ensure that all students were exposed to rigorous, relevant, and personalized instructional program, delivered though SLCs. All of them partially reorganized instruction to encompass SLC reform, but clear evidence of change was present in a subset (typically 1-3 SLCs) of SLCs at each school.

For example, one Cohort 6 school reported developing interdisciplinary curricula where the thematic orientation of the SLC was evident and infused (at least in part) into classroom instruction. Another four grantee schools showed moderate advances in this area. At these schools, SLC teams have begun to plan common lessons/units tied to SLC themes, integrate project-based learning activities in classroom teaching, and had reached some degree of consensus on a common set of instructional strategies or practices which would be implemented throughout their SLC. However, interviewees at many schools cautioned that changes designed to improve academic rigor were either only occurring in "pockets" (i.e., 1-3 SLCs per school) or were more "teacher-driven" than "SLC-driven." In other words, the degree of classroom rigor was dependent on the SLC and/or linked to who is teaching and not necessarily consistent for all teachers within a given SLC. Most of these schools, cited "personalization" as a more prevalent SLC focus, with curricular and instructional changes further down the line.

Assessing and Monitoring Student Progress

In Year 4 of the grant, 82% of staff agreed that their school had a model in place to monitor individual student progress (see Table 17). That survey item increased 15% over time, but 9% of that increase occurred between Year 3 and Year 4. Likewise, the survey item concerning their school disaggregating student data as a regular part of school planning and assessment increased 21% under the grant, but 17% was of the increase was between Year 3 and Year 4.

Table 17: Staff Perceptions of Student Progress Monitoring

Survey Item	2007	2008	2009	2010	Net Change
	(N=1,285)	(N=1,218)	(N=1,074)	(N=826)	-459
There is a clear, connected and comprehensive model for monitoring student progress.	67%	70%	73%	82%	15%
Examination of disaggregated student data is a regular part of school planning and assessment.	61%	65%	55%	82%	21%

Indeed, evaluation site visits indicated that only one school could point to evidence that SLC teams were using multiple forms of assessment to evaluate student progress and offer students the opportunity demonstrate learning through performance-based learning assignments, portfolios, or student-led conferencing. Another three schools provided moderate evidence of these practices, typically confined to a few SLCs rather than school-wide improvements.

Interdisciplinary or Thematic Curricula

Some faculty perceived that the emphasis on content area standards was detrimental to the move toward interdisciplinary thematic instruction. Many teachers expressed the sentiment that interdisciplinary assessments or projects were discouraged in order to adhere to what is tested on the California Standards Test (CST) and California High School Exit Exam (CAHSEE).

Several schools stated that one or more SLCs had begun to implement interdisciplinary units and/or projects. Well-established SLCs (e.g. Humanitas) were more likely to have developed interdisciplinary curricula. In integrating SLC reforms with instruction, the key challenge is the capacity and willingness of schools to innovate within the constraints of high-stakes accountability and district mandates aimed at ensuring standards-based rigor. At the risk of oversimplification, this is difficult and time-consuming work that requires an in-depth commitment to collaborative teaching and ensuring time to meet. The experiences of teaching in one Louisiana district highlight these lessons and are worth quoting at length:

> *"We were pretty sure this rigid curriculum framework would spell the end of our interdisciplinary units, but once we rolled up our sleeves and started working on the state documents [standards], we found the opposite was true. Not only could we continue to create these units, we could improve them. Ironically, the*

inflexible curriculum helped us see the wisdom of making our lessons even more tightly focused and connected…we could no longer hide behind 'fluffy' activities with vague intentions. If we wanted to successfully address our individual class requirements while also showing students how the ideas from one course applied to others, we had to truly understand these connections ourselves. So we immersed ourselves in intensive curriculum mapping, looking for opportunities to build bridges from subject to subject. The process pushed us to think had about which concepts to connect and when…Interdisciplinary units are not easy to plan or to teach. There is no question that all our lives would have been simpler if we had just bent to state and district requirements and taught the curriculum in a lock-step sequence. We wouldn't have had to work so hard to find extra materials, create connections, or change our plans because a colleague suggested a better approach. But then we would have lost a valuable asset: our students' interest."[21]

Student Perceptions of Curriculum and Instruction

Like staff, students at the grantee schools were largely positive about the instructional program, albeit at levels lower than those expressed by school staff. As shown in Table 18 and Table 19 (below), 71% of 10th graders and 74% of 12th graders agreed that classes were interesting and challenging, that they were held to high expectations that were clear, that they were taught at a high level, and that they were encouraged to challenge themselves academically. In fact, the results for 12th grade survey respondents were more slightly positive than 10th graders across all items (4% on average, with a range of 2%-8%).

Table 18: 10th Grade Student Perceptions of Curriculum & Instruction

Survey Item	2007	2008	2009	2010	Net Change
	(N=4,939)	(N=5,203)	(N=3,943)	(N=3,899)	-1040
I have the opportunity to do assignments and projects about interesting topics in class.	62%	65%	70%	78%	16%
My teachers are clear about what they expect from me.	75%	78%	76%	80%	5%
My teachers are fair about how they grade me.	70%	72%	69%	73%	3%
Teachers teach academic subject matter at a high level.	69%	72%	78%	81%	12%

Both 10th and 12th grade followed similar trends. There was virtually no change the first two years of the grant. In Year 3, 10th and 12 graders vacillated between increases and decreases on survey item. However, in Year 4, 10th graders (5% increase on average) were slightly more positive than 12th graders (1% increase on average) about items assessing curriculum and instruction when compared to the previous year. Overall, students had positive responses about curriculum and instruction on the survey. However, some students explained in focus groups that they felt that their classes lacked relevance and even though teacher expectations were clear, these expectations were low. Many students could

[21] Wild, Monique D, et. al., "Collaborative Teaching: The Best Response to a Rigid Curriculum," Education Week, May 21, 2008.

articulate a discrepancy between expectations teachers held toward students in Advanced Placement or Honors courses versus those enrolled in regular classes.

Table 19: 12th Grade Student Perceptions of Curriculum & Instruction

Survey Item	2007	2008	2009	2010	Net Change
	(N=3,486)	(N=3,828)	(N=3,036)	(N=2,882)	-604
I have the opportunity to do assignments and projects about interesting topics in class.	70%	73%	77%	75%	5%
My teachers are clear about what they expect from me.	79%	81%	81%	84%	5%
My teachers are fair about how they grade me.	79%	79%	77%	80%	1%
Teachers teach academic subject matter at a high level.	72%	76%	82%	82%	10%

Cross-tabulations of survey data revealed that 10th and 12th grade students that visited their counselor three or more times per year were statistically more likely to agree to all survey items related to rigor (see Table 20 below). The findings suggest that students who visit their counselor on a regular basis are more positive about the school's instructional program. The impact of counselor interaction is especially felt during the 12th grade year. There was a 5%-15% difference between the seniors who interacted regularly with counselors compared to those seeing counselors less frequently.

Similar analysis was conducted on the relationship between frequency of counselor visits and student perceptions of curricular relevance (see Table 21 below). The data followed the same patterns as the previous table. Frequency of counselor visits related to high agreement percentages on the survey items, and difference between the two frequency groups were more pronounced for seniors than sophomores.

Table: 20 Student Perception of Rigor, Frequency of Visits to Counselor (2009-2010)

Survey Item	3 or more Counselor Visits		Less than 3 Counselor Visits	
	10th Grade	12th Grade	10th Grade	12th Grade
My teachers are willing to alter or modify how they teach in order to make sure that all or nearly all students understand what is being taught.	76% (N=1134)	84% (N=1652)	71% (N=1661)	79% (N=679)
My teachers provide me with information on how I can become a higher achieving student.	85% (N=1274)	83% (N=1642)	76% (N=1773)	75% (N=651)
My teachers are clear about what they expect from me.	84% (N=1252)	85% (N=1670)	77% (N=1791)	81% (N=690)
I have been encouraged to take Advanced Placement (AP) and Honors courses.	56% (N=861)	62% (N=1210)	50% (N=1177)	52% (N=445)
I will be prepared to enter college when I am finished with high school.	84% (N=1294)	84% (N=1651)	81% (N=1920)	76% (N=650)

Table: 21 Student Perception of Curricular Relevance, Frequency of Visits to Counselor (2009-2010)

Survey Item	3 or more Counselor Visits		Less than 3 Counselor Visits	
	10th Grade	12th Grade	10th Grade	12th Grade
I have the opportunity to do assignments and projects about interesting topics in class.	74% (N=1,109)	78% (N=1,525)	65% (N=1,501)	67% (N=576)
The assignments and activities in my classes show me that teachers want to connect earning to students' life experiences and culture.	68% (N=1,024)	73% (N=1,443)	60% (N=1,401)	62% (N=530)
My teachers know something about my goals and aspirations for the future.	50% (N=752)	59% (N=1,159)	38% (N=872)	44% (N=379)
My classes show how what I am learning will be useful and beneficial in future education or in future career.	76% (N=1,138)	79% (N=1,557)	69% (N=1,609)	69% (N=589)
My classes have encouraged me to consider further education after high school.	84% (N=1,261)	87% (N=1,717)	77% (N=1,777)	79% (N=676)
I will be prepared for employment when I am finished with high school.	85% (N=1,263)	82% (N=1,616)	78% (N=641)	74% (N=741)

Academic Intervention

While virtually all SLC grantee schools offered a variety of school-wide intervention opportunities available at the schools, academic intervention was largely offered on a school-wide basis, and disconnected from SLCs. Some schools emphasized ninth grade transitional support, such as tutoring or "self-contained classes" to provide remediation. One school in Cohort 6 created a program for 9Rs (students who earned insufficient credits as 9th graders to matriculate to 10th grade) to increase student achievement and personalization, which was housed on a separate campus. Also, there were a small number of individual SLCs that used "electives" unique to the SLC theme to address learning gaps or build student skills needed in core subjects. Most typically, school wide intervention programs were employed focused on after-school or Saturday tutoring (e.g., Beyond the Bell), embedded academic interventions mandated by LAUSD (e.g., Read 180, High Point, etc.), CAHSEE preparation and credit recovery.

Articulation

Most schools produced brochures and presentations so that students (and parents) were able to make informed choices in the selection of a SLC. However, only one school in Cohort 6 provided evidence of strong, purposeful articulation with feeder middle schools during the 2009-10 school year. Moreover, none of the grantee schools had a "Summer Bridge" program for incoming 9th graders as a way to strengthen the transition to high school.

Postsecondary Preparation

LAUSD has a Board adopted policy that requires all students to be enrolled in an A-G college preparatory course of study as 9th and 10th graders. Originally, the policy was supposed to start with the class of 2010 (9th graders in 2006-07), and further delayed to the incoming class of 2012. Regardless of when it is mandated to be implemented, all students, upon entering high school, are now placed on a "college track" by the very fact that they are automatically enrolled in courses required for college entrance (A-G). While

all schools have college counselors on staff, many students interviewed during site visits claimed they never met with a college counselor or received the message that he/she was "college bound."

Findings from the evaluation site visits further suggest that grantee SLC schools have a long way to go in terms of formalizing and implementing plans to create a college-going culture for all students. For example, only four of the seven grantee schools were found to have formalized articulation agreements with postsecondary institutions. However, some SLCs have moved in the direction of concurrent/dual credit programs and organized field trips to local colleges and universities. For their part, counselors at several schools voiced alarm at how few teachers were adequately informed about the A-G requirements and suggested that some teachers were disseminating incorrect information to students about course selection.

Table 22: 10th Grade Student Perceptions of Postsecondary Preparation

Survey Item	2007	2008	2009	2010	Net Change
	(N=4939)	(N=5203)	(N=3943)	(N=3899)	1040
I have been encouraged to take AP and advanced classes.	45%	50%	56%	54%	9%
My classes have encouraged me to consider further education after high school.	79%	81%	76%	79%	0%
I will be prepared to enter college when I am finished with high school.	77%	79%	79%	84%	7%

Tables 22 and 23 indicate that approximately 79% and 84% of 10th and 12th graders, respectively, believed that their education had encouraged them to consider postsecondary education. Moreover, both 10th (84%) and 12th graders (81%) felt that they would be prepared for college after graduation. While these percentages are relatively high, this percentage has either not increased over time (encouragement of further education), or improved only slightly (will be prepared to enter college) in the most recent year of data. Quantitative data on postsecondary enrollments (see Section V of this report) indicate that 53% of Cohort 6 graduating seniors went on to enroll in public California postsecondary institutions. Of these, most (38%) attended two-year community colleges with only 15% enrolling in four year universities (UC or CSU).

Table 23: 12th Grade Student Perceptions of Postsecondary Preparation

Survey Item	2007	2008	2009	2010	Net Change
	(N=3486)	(N=3828)	(N=3036)	(N=3921)	-604
I have been encouraged to take AP and advanced classes.	47%	52%	56%	59%	12%
My classes have encouraged me to consider further education after high school.	84%	85%	81%	84%	0%
I will be prepared to enter college when I am finished with high school.	76%	80%	82%	81%	7%

Credentialing

Over the course of the grant, teacher credentialing had been seen as a barrier to SLC implementation, but it was not near the issue it had been in prior years. Many of the grantee schools serve the lowest performing students, and struggled to hire highly qualified teachers in all subject areas.[22] On average, Cohort 6 was able to exceed district averages with respect to the percentage of NCLB compliant teachers (91% compared to 85%), and the percentage of credentialed teachers (97% compared to 96%). Table 6 also shows that Cohort 6 schools were less reliant on inexperienced teachers than the district as a whole (4% compared to 6%). It should be noted that the initial credential increase was a function of the district's decreased reliance on emergency credentialed teachers, but further decreases in less experienced teachers was due to budget cutbacks, which caused seniority based layoffs .

Grantee schools were also challenged to create a master schedule with SLC purity when insufficient numbers of teachers were credentialed in a particular subject area. Purity is further impacted by staff composition with regard to teacher leadership responsibilities (e.g. SLC lead or department chair). When a teacher could not teach the requisite number of classes to meet the needs of their SLC, students had to take classes from a teacher outside of their SLC; thus eliminating purity. These difficulties are linked, in part, to the district's policies regarding "norming" which allocate the number of teachers to schools based on student enrollment.[23] With regard to SLCs, the crux of school difficulties lies in the fact that district norms ignore the allocation of teachers to distinct SLCs. As such, some teachers must be assigned to more than one SLC and/or course rosters in schools must be adjusted to place students from multiple SLCs into the same course section. Schools experienced increases in class size in the last two years of the grant because of budget cuts.

Summary

The evaluation data suggests that SLC reforms have had only a marginal influence on classroom teaching and learning *on a school-wide basis.* Grantee schools have made progress in terms of developing SLC derived structures (i.e. wall-to-wall implementation, assigning staff to SLC, contiguous space, altering the master schedule, etc.). Unfortunately, most schools have made only limited progress in changing instructional practices in line with all three R's of SLC restructuring (rigor, relevance, and relationships). Although some schools have experienced improvements in student achievement that exceed district averages (see Section V of this report), the evaluation data indicate that there was a very weak correlation

[22] No Child Left Behind (NCLB) mandates that all school and districts provide students with "highly qualified" teachers by the end of the 2005-06 school year. Highly Qualified or NCLB compliant teachers in core academic subject areas (English, reading/language arts, math, science, foreign language, civics/government, economics, arts, history, and geography) are required to hold a bachelors degree, state certification or have an Intern Certificate/Credential for no more than three years, a3d achieve subject matter competence in the subject matter being taught. Furthermore, NCLB competence may be met by passing an examination, a commission approved subject matter program, or a major or units equivalent to a major. California's State Board of Education has defined a major equivalent as 32 semester hours.

[23] For high schools, the academic subject class size for Predominantly Hispanic Black Asian and Other (PHBAO) schools is 32 in grades 9-10 and 40.5 in grades 11-12. For all nonacademic subjects, the class size policy is 40.5. For desegregated high schools, the class size is 37.5 for academic classes in grades 9-10, 40.5 for academic classes in grades11-12, and 40.5 for all nonacademic classes.

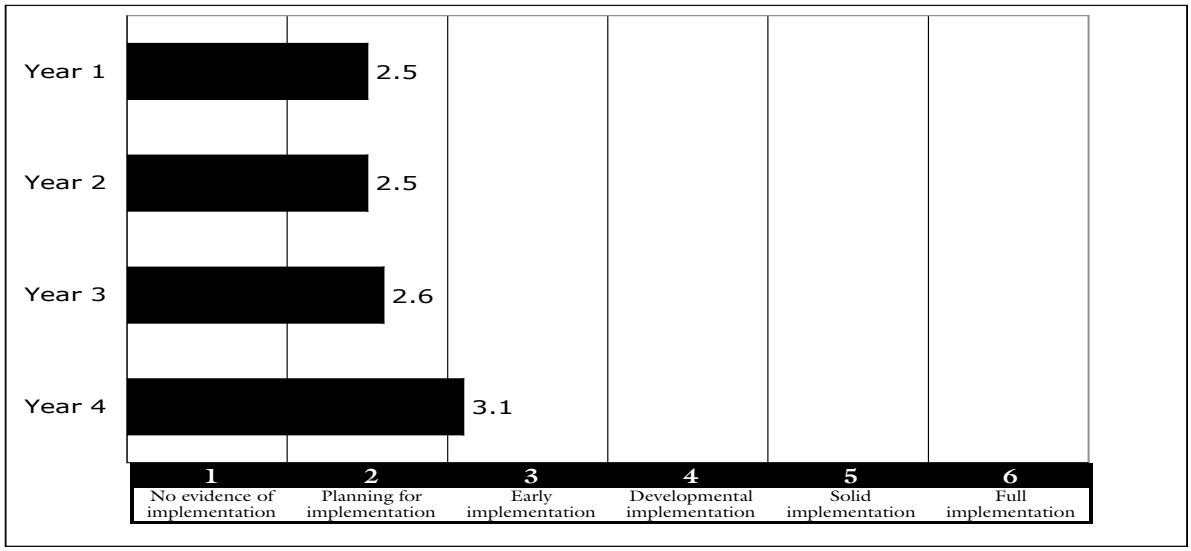
between SLC implementation ratings and patterns of improvement on quantitative measures of student achievement.

Most SLCs have not yet focused a significant amount of time and effort effectively integrating ongoing demands for delivery of rigorous standards-based instruction with SLC-driven personalization and curricular relevance. To the extent that changes have occurred they are confined to a subset of SLCs within the school. As such, it is clear that virtually all schools need to make a more systematic attempt to ensure that at the heart of every SLC is a coherent academic program based on rigorous expectations and effective differentiated instruction leading toward postsecondary eligibility.

Area 4: Professional Development

Evaluation Benchmark: *Small School Learning Communities demonstrate implementation of central and local district training and resources. Continuous professional learning is focused on improving practices and performances as a vehicle for school improvement and program coherence. This is accomplished through collaboration, reflection, the analysis of student work and data, and a review of pedagogy. Common planning time is provided for teachers to gain in-depth knowledge of their content standards to work on lesson design, review student work, and performance data. Professional development is monitored and assessed regularly for effectiveness and implementation to ensure continuous school improvement.*

Figure 8: Cohort 6 - Professional Development Average Ratings



Effective, targeted professional development is an essential component of SLC implementation. Historically, school-based professional development has been organized around a combination of district mandated topics, school-wide foci, and departmental needs. The evaluation data assembled for this report indicates that Cohort 6 has had a gradual level of implementation for this attribute, moving from "planning for implementation" to "early implementation." It is also important to note that professional development has been one the attributes with the least amount of growth over the course of the grant among the Cohort 6 schools. While some schools reorganized professional development to support the development of distinctive academic approaches and instructional strategies within SLCs, Cohort 6 as a whole did not consistently provide staff with sufficient structured common planning time aimed at promoting a common understanding of SLCs, as well allowing SLC teams individual collaboration time to meet around a defined *instructional* agenda.

A Framework for Restructuring Professional Development

One critique of the comprehensive high school is that traditional school structures have not created an environment that is conducive to school staff collectively addressing the issues effecting student achievement. As it relates to professional development, these critics assert a need for restructuring school professional development and collaboration around

Professional Learning Communities or PLCs (DuFour, 2010). Put another way, schools must adopt new procedures that allow for a continuous, job-embedded professional development that conforms to the following of DuFour's key tenets[24]:

- ***Student Centered***: The core mission of schools is to ensure that students learn, not that they are merely taught. The focus of professional development and collaboration must be on the *attained* curriculum.

- ***Collaborative***: Schools improve when teachers are given time and support to work together to clarify essential learning, develop common assessments, analyze evidence of student learning, and use that evidence to learn from one another. No school can help all students achieve at high levels if teachers work in isolation. Collaborative conversations call on team members to make public what has been traditionally private – goals, strategies, materials, pacing, questions, concerns, and results.

- ***Focus on Results:*** PLCs welcome data and turn data into useful and relevant information that is shared widely in a timely fashion. Effectiveness is measured by results (outcomes) rather than intentions (process). All programs, policies, and practices, need to be continually assessed based on their impact on student learning.

Applied to SLCs, the PLC concept suggests a need for regular collaboration and professional development among SLC teams that share these characteristics. Time would be allocated to development of common foci (e.g., common instructional strategies within a SLC, interdisciplinary lesson planning, etc.), followed by careful examination of data (e.g., peer observations, formative assessments, analysis of student work, etc.) to ascertain the effectiveness of the common SLC foci. The work of PLCs would expand the knowledge of participants and encourage innovation and excellence by requiring teachers to reflect honestly and openly together about their own practice and intentionally seek ways to do their work better.[25]

Staff Perceptions of Professional Development

Over the course of the grant, all survey items assessing professional development increased an average of 14% (range between 9%-15%). In contrast to site visit findings and documentation provided by schools, over three-quarters (80%) staff at Cohort 6 schools believed that SLC teams met regularly to discuss planning, curriculum, and activities, which represented a moderate increase (9%) since Year 1 of the grant (see Table 24). More than three-quarters of the staff (80%) at the Cohort 6 schools agreed that professional development was a public, collaborative forum for teachers.[26] Over two-thirds of staff (80%) also agreed that SLC topics were a regular feature of school-wide professional development, with sizeable increase (15%) in agreement to this survey item over the four years of the USDE SLC grant.

---

[24] DuFour, R. (2004). *What is a "professional learning community"?* Educational Leadership 61: 6-11.
[25] Taken from *Professional Learning Communities: Professional Development Strategies that Improve Instruction* by the Annenberg Institute of School Reform at Brown University.
[26] Interestingly, teachers with less than 6 years experience were more likely to agree that teachers are part of a professional community of practice that is collaborative and public compared to more veteran teachers (80% agreement vs. 75% agreement). Additionally, less experienced teachers were more likely to agree that professional development for the SLC initiative was designed by teachers and was specific for their school (75% agreement vs. 67% agreement).

Nearly three-quarters (72%) of staff survey respondents agreed that professional development allowed opportunities for teachers to shape and design the selection of professional development topics (15% increase in staff agreement). However, many teachers participating in evaluation focus groups noted that time set aside for SLCs was largely designed and prescribed by school administrators and/or district mandates. In fact, staff at some schools stated that there was no set agenda for SLC meetings.

Table 24: Staff Perceptions of SLC Professional Development

Survey Item	2007 (N=1285)	2008 (N=1218)	2009 (N=1074)	2010 (N=826)	Net Change -459
SLC team members meet regularly for planning curriculum and activities.	71%	77%	73%	80%	9%
There is sufficient time for teachers to support students' academic and personal needs and to help them plan for the future.	39%	44%	45%	54%	15%
There is sufficient time for teachers to discuss and analyze student work in SLC team meetings.	35%	38%	36%	49%	14%
Teachers are part of a professional community of practice that is collaborative and public.	66%	69%	74%	81%	15%
Professional development for the SLC initiative is designed by teachers and is specific for our school.	67%	68%	64%	72%	15%
Professional development promotes greater alignment of instruction with academic standards and accountability requirements.	63%	68%	69%	75%	12%
Small learning community topics are a regular feature of school-wide professional development.	55%	62%	63%	70%	15%

Nonetheless, nearly two-thirds (70%) of Cohort 6 staff agreed that professional development was promoting the alignment of instruction with academic standards and accountability requirements (a 12% increase in agreement over the past four years). The survey item concerning staff input into the design of SLC professional development showed a large increase of 15% from Year 1 to Year 4. Staff also reported increases in the amount of time for teachers to discuss and analyze student work (14% increase in agreement) and for addressing students' academic and personal needs (15% increase in agreement). Despite these improvements, the fact that approximately half of staff felt that there was sufficient time to analyze student academic work (49%) and address their academic and personal needs, suggests substantial room for improvement (54%).

Cross-tabulations of survey data revealed that English and Social Studies teachers were statistically less likely to agree to all professional development related items (see Table 25 below). The findings suggest that English and Social Studies teachers were less positive than other staff about SLC implementation in the area of Professional Development. Because teachers were more likely to be involved in SLC leadership, it is possible that those closest to implementing SLC reform had higher expectations and/or were more critical regarding the extent of progress.

Table 25: Staff Perceptions of Professional Development, English/Social Studies compared to Other Faculty (2010)

Survey Item	English and Social Studies Teachers	Other Faculty
There is sufficient time for teachers to support students' academic and personal needs and to help them plan for the future.	45% (N=102)	56% (N=269)
Professional development for the SLC initiative is designed by teachers and is specific for our school.	64% (N=138)	74% (N=346)
Small learning community topics are a regular feature of school-wide professional development	59% (N=131)	73% (N=346)

Based on the survey results, it is possible to infer that staff would like to spend more SLC team time during professional development on the discussion of students, looking at student data, and planning activities to better meet student needs. In sum, schools are providing regular intervals to meet within SLC teams, but struggle at focusing that time on curriculum and student work analyses.

Allocation and Use of Time for SLC Professional Development

One major challenge for schools is allocating time for SLCs to meet on a regular basis during the regular school day. A survey of SLC lead teachers in conjunction with site-based interviews and focus groups with school stakeholder suggests that the common topics for SLC professional development and collaboration in 2009-10 included:

- Response to intervention (19 SLCs)
- Examining summative and formative data (17 SLCs)
- Building a college going among students by SLC (16 SLCs)
- Developing thematic lesson units (15 SLCs)
- Designing personalization activities and experiences (13 SLCs)
- Recruiting students into SLCs (11 SLCs)
- Planning parent outreach/communication/education (11 SLCs)
- Instructional Differentiation and Scaffolding (10 SLCs)
- Student engagement strategies (10 SLCs)
- Using assessment data for individual teacher/student improvement goals (10 SLCs)

Across schools, the most commonly expressed desires for professional development *within SLCs* included the following: a) personalizing teaching via differentiation and scaffolding of lessons; b) using assessment data disaggregated by SLC to target student needs; c) focusing SLC team teachers on common lesson plans and/or common instructional strategies; and d) developing thematic or interdisciplinary units tied to SLC themes and/or pathways.

Shifting professional development to address these foci would likely necessitate a restructuring of school-based professional development in order to balance priorities for limited collaboration time. Because SLC implementation was largely seen as one of many competing initiatives at Cohort 6 schools, rather than an umbrella approach to school restructuring and improvement (see section on Unifying Vision earlier), there have been limited changes that would facilitate such a shift. Lacking both a larger share of time and autonomy in the area of professional development, it is unsurprising that professional development has witnessed the least growth over the period of the USDE SLC grants.

Moreover, the data collected from site evaluation visits suggests that after 4 years of the grant, SLC teachers continued to be concerned that the school-wide instructional agenda provided limited opportunities for SLC teams to collaborate around agreed upon instructional priorities based on the needs of "their" SLC students. In particular, faculty at many schools reported struggling to reconcile the *subject-specific* orientation of the district's instructional guides and formative assessments with SLC reforms aimed at ensuring that personalization and relevance are embedded into the students' *interdisciplinary* educational experiences tied to SLC themes. Put another way, content area and school-wide priorities continued to overshadow the prominence of SLC implementation in school-based professional development.

Leadership Development

SLC implementation has created opportunities for new school leaders as well as changes of existing leadership roles. However, schools have been provided with scant opportunities for professional development focused on leadership development. Leadership development training would focus on providing insight and understanding of what the lead teacher position entails, how to delegate responsibilities to others, how to conduct a meeting, and involvement in the development of the master schedule. In lieu of this, new and existing reform leaders can become isolated, over burdened and feel unsupported, thereby undermining SLC implementation.

The evaluation results indicate that there has been little professional development offered to schools centered on developing the leadership capacity of new teacher leaders, or training focused on redefining the roles and responsibilities of counselors and assistant principals assigned to SLCs. Only three Cohort 6 schools offered any type of professional development for SLC lead teachers focused on leadership.

Central District

The Office of Curriculum, Instruction and School Support-Secondary Programs had an Administrative Coordinator and the USDE Project Director who provide support to grantee schools with implementation of the grant with regard to shaping professional development topics linked to SLC implementation such as advisories {teachers have attended PD at Wildwood School arranged by the project director (e.g., personalization, instructional strategies, data analysis, etc.). The integration of the arts across the content areas was facilitated by a two year partnership established between the District and the Music Center by the Project Director. The Music Center teaching artists serve as coaches, and assist teachers in planning and integrating the arts into the curriculum. Additionally, Project Based Learning professional development was provided to several grantee schools by the Los Angeles Educational Partnership, at the request of the Project Director. The LAUSD Career Technical Education Unit (part of the District's Secondary Programs) created model programs that exemplified Linked Learning at schools such as Monroe and Polytechnic.

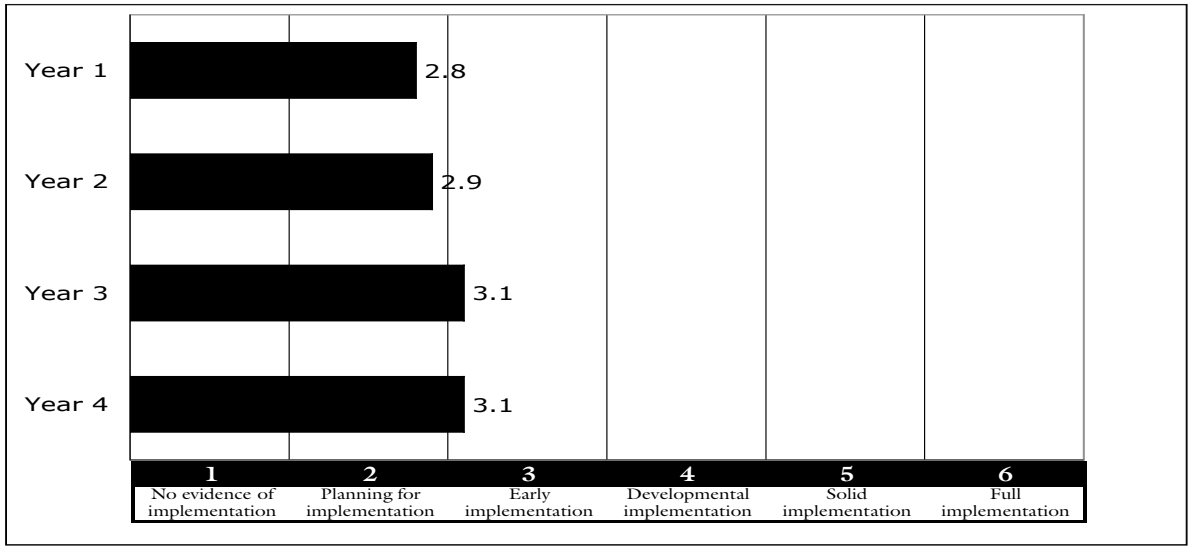
Summary

Cohort 6 schools largely continued to organize professional development on a school-wide or departmental basis, with SLC teams typically meeting once per month. Common planning time and leadership development opportunities to build capacity around SLCs were rare. Professional development within SLC teams has increasingly focused on a genuine instructional agenda rather than the tendency to spend time on structural issues noted in prior years. At the same time, SLC faculty have asked for PLC-style professional LAUSD Smaller Learning Communities Evaluation, Cohort 6 Grantee Schools, 2009-10 Public *Works*, Inc. development that would likely tie SLCs more concretely to an instructional agenda characterized by thematic and/or interdisciplinary common lesson plans organized to support differentiation. Central Office was able to provide addition professional development opportunities and support for the grantee sites, especially schools that requested additional assistance.

Area 5: Equity and Access

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

Figure 9: Cohort 6 - Equity and Access Average Ratings



In response to Bulletin 1600 which required equitable participation in SLCs, SLC grantee schools have attempted to increase equity and access to SLCs. Schools were urged to redesign student their recruitment and placement strategies in order to balance student access (choice) to SLCs, with an equitable distribution of students (and, to a lesser degree staff) across the different SLCs at each site. Ensuring equity (heterogeneous groupings of students) is at the core of LAUSD SLC policy, because a perception that SLC implementation is "tracking" under a different name would seriously undermine the basis for the restructuring effort. In addition to student placement, this attribute hinges on the provision of culturally relevant and linguistically responsive instruction in order to equitably close achievement gaps.

As shown in the ratings above, Cohort 6 has only experienced incremental success in regards to increasing equity and access for students. Although SLC grantee schools have significantly increased the degree of equity in student assignment to SLCs, schools have made minimal progress in explicitly changing instructional delivery in line with Culturally Relevant and Responsive Education (CRRE). As such, the implementation rating has stalled at "Early Implementation" in each of the last two years.

SLC Recruitment and Outreach

All schools distributed SLC preference surveys, giving students an opportunity to select from a "menu" of SLC options. Typically, students ranked SLCs in terms of first, second, or third preference. In some schools, students met with a counselor to identify SLC preference during advisory.

All but one of the schools in Cohort 6 used a 9th grade SLC structure. As such, almost all schools had a one-year period where the 9th graders are, in effect, a captive audience for information dissemination and SLC recruitment. At these schools, students were more apt to receive multiple opportunities to learn about SLC options during fairs or assemblies. Students at these schools were also more likely to have opportunities to meet with older students who are enrolled in the various SLCs.

Nonetheless, evaluation site visits suggest that limited efforts have been undertaken to involve parents in SLC selection process at most schools, irrespective of whether these schools had a 9th grade transitional structure. In student focus groups, respondents stated that they chose a SLC and the parents signed off after a few cursory questions. There were some occasions where parents told their child which SLC they would join based on perceptions about preparing students for postsecondary success. In the end, the qualitative data gathered on site indicates that most students and parents are not discussing student interest or postsecondary life and the role the SLC may play in affecting those outcomes.

Student Placement and Assignment to SLCs

Now that most students are enrolled in SLCs, the chief issue in terms of equity and access hinges on intra-school variation (i.e., comparing SLCs to one another within the same school). As reported in prior evaluation reports, the least "representative" SLC structures were magnet programs. Relative to the overall school demographic data, these pre-existing SLC structures tended to under-represent males, Hispanics, English Learners, and Special Education students, and dramatically over-represent GATE students. [27]

Data on the distribution of students by school and by SLC is included in **Appendix E** of this report. These data indicate that student equity has improved.[28] Excluding the magnets on campus, the most common inequity among SLCs related to gender (6 schools) with significant under-representation or over-representation of EL students and Hispanic students within some SLCs (3 schools). All schools were successful in equitably distributing students with disabilities, students from low-income households, and GATE students. The difficulties associated with gender inequities may reflect the prioritization on student choice (i.e., males may be more inclined to choose some kinds of SLCs and vice versa). Similarly, EL concentrations may be attributed, in part, to teacher credentialing requirements for teaching these student subgroups.[29]

---

[27] Magnet programs are subject to a different set of compliance mandates regarding student recruitment and placement, as well as subject to a court desegregation decree which set a formula for ethnic/racial designation based on demographic in LAUSD in the late 1970s. It is important to note that magnet programs are not receiving USDE SLC grant funds but are counted as SLCs because they meet the definition of a cohort of students who share teachers and at least three courses per term.

[28] For example, in 2007-08, there were large and statistically significant inequities in the area of Gender (11 schools), Ethnicity (five schools), English Learners (15 schools), Special Education (13 schools), and GATE (8 schools). In 2008-09, the corresponding figures were Gender (12 schools), Ethnicity (two schools), English Learners (11 schools), Special Education (four schools), and GATE (four schools).

[29] At some schools English Learners (especially ELD levels 1-3) or Special Education students (especially Special Day School populations) were still being housed together in one or two SLCs because of their programmatic needs and compliance mandates, which decreased the chances of heterogeneous groupings in those SLCs.

Equity in Staff Distribution Across SLCs

This evaluation was unable to collect data on the characteristics (e.g., credential status, years teaching experience, etc.) of faculty assigned to individual SLCs. When asked about this during evaluation site visits, school-based stakeholders were mainly unable to answer these questions because, apart from a few exceptions, they had not taken this into consideration during SLC and master schedule design. Nonetheless, this is an important consideration and we urge schools to begin analyzing this component to ensure that all SLCs roughly mirror the characteristics of the faculty as a whole. Indeed, at some schools, students were able to categorize SLCs in terms of teacher quality. This dynamic became especially problematic for SLCs with concentrations of SLC resistant and/or less involved teachers, as well as concentrations of less experienced teachers.

In addition, the ongoing budgetary cuts in public education have been accompanied by significant staff turnover, whether as lay-offs, reassignment to another SLC, or consolidation of SLCs due to changing norms on teacher: student class size ratios. In many cases, teachers with less district experience who had been SLC team members or even lead leaders were displaced. As a result, the SLC teams that developed effective and essential relationships affecting instruction and personalization experienced a loss in momentum that has stymied SLC implementation progress.

Staff Perceptions of Equity and Access

Both staff surveys and evaluative site visits provided evidence that schools have made improvements in the areas of access and equity. As shown in Table 26 below, questions assessing equity and access of staff at the grantee school experienced an average increase of 21% for all survey items. The two items that experienced the most growth over the grant related to providing information/outreach to students and parents aimed at ensuring equitable access to SLCs (32% improvement) and heterogeneous groupings (i.e., not tracking by student ability) with a 22% improvement, and SLCs.

Table 26: Staff Perceptions of Equity and Access

Survey Items	2007 (N=1285)	2008 (N=1218)	2009 (N=1074)	2010 (N=826)	Net Change -459
Admission to SLCs is open and inclusive.	63%	66%	70%	82%	19%
SLCs include heterogeneous groupings of students and are not tracked by student ability.	62%	68%	71%	84%	22%
Most staff at this school is committed to the principle that "all children can learn.	75%	76%	79%	87%	12%
SLCs provide information and outreach about their programs to high school students and parents.	64%	70%	69%	85%	21%
SLCs provide information and outreach about their programs to middle school students and parents.	49%	56%	52%	81%	32%

Slightly more than 70% of staff at the grantee schools agreed that SLC admissions were open and inclusive, and that SLCs included heterogeneous groupings of students. It should be noted that the bulk of the survey item increases (16% of the 22% increase) occurred between Year 3 and Year 4 of the grant.

Outreach and communication to both high school and middle school students and their parents regarding SLC options also showed dramatic increases. Over three-quarters of the staff (85%) agreed that information and outreach were conducted with high school students and their parents on SLC information. Similarly, 81% of the staff agreed that SLC marketing and outreach extended to middle school students and parents, a 32% increase since Year 1 of the grant.

Culturally Relevant and Linguistically Responsive Pedagogy

Research refers to culturally relevant and responsive pedagogy as a theoretical framework in education that attempts to confront the reality that teachers will continue to come into contact with students whose cultural, ethnic, linguistic, racial, and social class backgrounds differ from their own. Specifically, teachers must be able to construct pedagogical practices that have relevance and meaning to students' social and cultural realities in order to integrate the cultures of different racial and ethnic groups into the overall academic program. The central elements[30] of culturally relevant and responsive pedagogy include:

- **Communication of High Expectations**. Rejecting deficit-based thinking in favor of an authentic belief that students from culturally diverse and low-income backgrounds are capable learners. High expectations must be consistently communicated based upon genuine respect and belief in student capability.
- **Cultural Sensitivity**. Gaining knowledge of the cultures and languages represented in their classrooms and translate this into instructional practice. Teachers harness diversity for intellectual exploration by "bridging" learning experiences so that students "choose" academic excellence.
- **Culturally Mediated Instruction**. Ensuring that students develop and/or maintain cultural competence through connection to community, national, and global identities. Instruction is characterized by the use of culturally mediated cognition, culturally appropriate social situations for learning, and culturally valued knowledge in curricular content.
- **Reshaping the Curriculum**. Providing students with experiences that highlight academic success by legitimizing students' real-life experiences as part of the official curriculum.
- **Active Teaching Methods**. Believing that the co-construction of knowledge is the foundation of the teacher-student relationship. Instruction must engage students in active roles in constructing curriculum and developing learning activities.

[30] For this framework, we have borrowed heavily from the typology from The Knowledge Loom (www.knowledgeloom.org). For the research and theoretical foundation of these approaches see for example, Gloria Ladson Billings (1994) in *The Dreamkeepers: Successful Teachers of African American Children*. San Francisco, CA: Jossey Bass Publishers and "But That's Just Good Teaching! The Case for Culturally Relevant Pedagogy" (1995) in *Theory Into Practice* (34:3), pp. 159-165. Another good reference is Tyrone C. Howard, "Culturally relevant pedagogy: ingredients for critical teacher reflection," in *Theory Into Practice* (Summer 2003)

- **Small Group Instruction**. Providing students with more collective, collaborative learning experiences, as well as options for demonstrating mastery of skills and standards in learning groups.
- **Teacher as Facilitator of Dialogue**. Developing students' critical thinking skills through reflective discussions and learning experiences that challenge the status quo (i.e., to critique the cultural norms, values, mores, and institutions that produce and maintain social inequities).
- **Student Controlled Classroom Discourse**. Providing students with the opportunity to control some portion of lessons, so that teachers gain insights into the way that speech and negotiation are used in the home and community.

Based on site visits to the SLC grantee schools, there was scant evidence of overt changes aimed at making instruction culturally relevant or culturally responsive in line with the principles above. Few stakeholders could articulate a common definition or list of pedagogical techniques associated with this approach apart from general references to small group instruction or more real-life examples as part of lessons. The selection of culturally relevant literature was mentioned at many schools as evidence of the curriculum becoming more attuned to the cultural backgrounds of students. Nonetheless, the vast majority of school-based interviewees and focus group participants confirmed that cultural relevance and linguistically responsive pedagogy had not been a focus of professional development or serious discussion in the last few years. Several of those interviewed characterized it as a district mandate lacking sufficient focus, guidance, or support to become a reality in the classroom.

The lack of evidence in this area may be linked to the fact that many SLCs are at the beginning stages of enacting changes and modifications to instructional delivery aimed at infusing curriculum with thematic connections and relevance. Alternatively, it could be that school-based stakeholders are implementing some of these strategies but these are piecemeal, inconsistent, and/or done in isolation rather than as a coherent SLC or school-wide approach. In any case, much more remains to be done in this area to meet the benchmark of this SLC attribute.

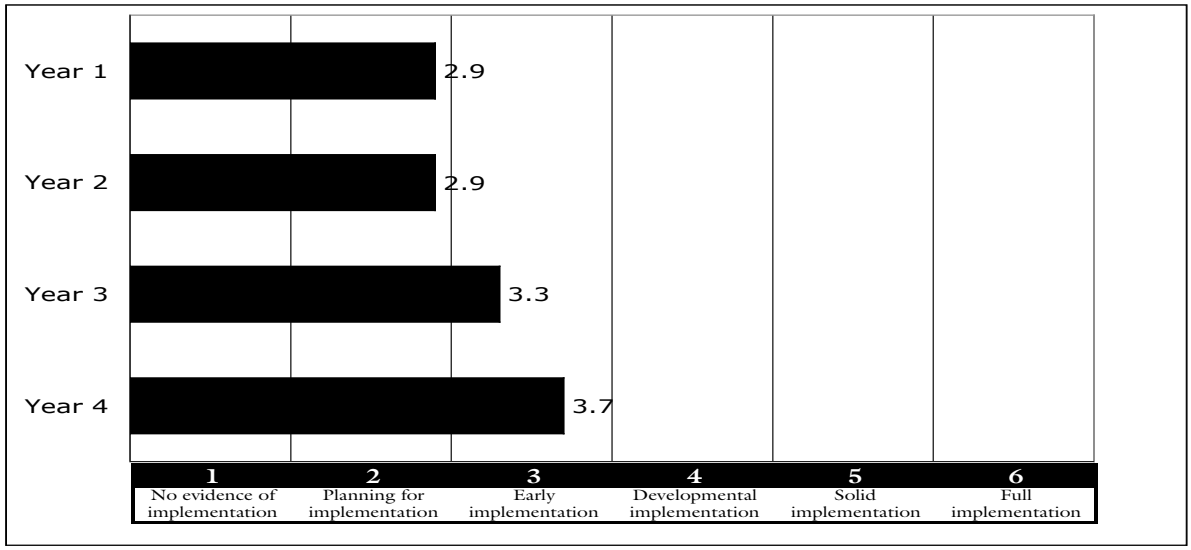
Summary

The transition to SLCs has expanded student access by broadening student choice in the selection of more distinctive educational programs. Data suggests that SLCs have become more equitable over time, apart from the distribution based on gender and English Learner status. Schools appear to be taking a school-wide view of SLC placement, examining data from student choices carefully and ensuring SLCs are "balanced" in terms of student placement and heterogeneity. Data on equity in staff allocation was unavailable. Although structural aspects of equity have improved, the classroom dimension of equity expressed as culturally relevant and linguistically responsive pedagogy remains a work in progress. Little evidence exists that Cohort 6 schools, as a group, have incorporated Culturally Relevant and Responsive Education (CRRE) approaches in a deliberate or systematic way.

Area 6: Personalization

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

Figure 10: Cohort 6 – Personalization Average Ratings



For many schools, personalization is at the heart of the move toward SLCs. With the typical grantee high school enrolling approximately 3,000 students, it is easy to understand how students can get "lost" in the educational system. By taking large, impersonal comprehensive high schools and breaking them up into smaller communities of learners, it is believed that stronger adult-student relationships can develop and students can get the attention they need to achieve. Creating SLCs within large campuses increases the chance that all students receive the attention and targeted support they need to stay in school, graduate and become eligible for postsecondary education.

However, simply knowing students is not sufficient to create a truly personalized learning environment. Personalization is about creating a learner-centered environment *in the classroom*, with an emphasis on addressing individual learning needs and moving toward a student-centered learning environment. Personalized education means that schools systematically help students assess their own talents and aspirations, plan a pathway to meet their own purposes, work cooperatively with others on challenging tasks, maintain a record of their explorations, and demonstrate their learning against clear standards in a wide variety of media, all with the close support of adult mentors and guides. Furthermore, in a personalized learning environment, teachers play a dual role as both subject-matter coaches and student advisors/advocates (Keefe, 2007). In order for this to occur, differentiation to meet individual student needs must be a focus and the roles and responsibilities of teachers would change.

As shown by the ratings above, Cohort 6 has moved into the Early Implementation status, but is on the verge of Developmental implementation on this attribute. Cohort 6 schools have made a concerted effort to improve their level of commitment to personalization efforts. Grantee schools have focused on enhancing relationships between adults and students, while also making the accompanying changes to provide some personalized pedagogy. Hence, Cohort 6 personalization efforts have remained strong over the course of the grant.

Creating a More Personalized High School Experience

As they implement SLC designs, many schools quickly discovered that size alone did not create "community." SLCs realized that it took hard work to cultivate collaborative cultures where students and teachers know each other and work together toward common goals. Whether SLC teams set aside regular meeting time to discuss students and strategize solutions or SLC teams created SLC-specific activities to reach out to students, schools were clearly focused on establishing stronger student-teacher connections. The most active SLCs scheduled meetings regularly to talk about students, review student grades and attendance, and create individual plans for at-risk students.

Table 27: Staff Perceptions of Personalization

Survey Item	2007 (N=1,285)	2008 (N=1,218)	2009 (N=1,074)	2010 (N=826)	Net Change -459
Students have opportunities to work with one or more teachers over multiple years (e.g., "looping" and "student advisories").	60%	65%	67%	79%	19%
All students at this school have an adult advocating for their academic and personal needs.	44%	51%	56%	71%	27%
There is a clear process for referring a student for academic intervention.	58%	63%	64%	74%	16%

As shown in Table 27, schools showed evidence that they have begun to plan SLC activities that foster adult-student relationships. Over three-quarters of Cohort 6 staff agreed that looping (i.e., teachers staying with the same students across two or more consecutive years) had became more common (79% agreement), a 19% increase since 2007. More of the staff survey respondents at Cohort 6 schools agreed that students had an adult advocating for their academic and personal needs (71% in 2010, a dramatic 27% increase from Year 1). These percentages were consistent with findings from the evaluation site visit. Overall, four Cohort 6 schools provided clear evidence of students feeling known and having adult mentors across all SLCs. The other three schools in Cohort 6 showed partial evidence of personalization, typically with personalization occurring in some but not all SLCs on campus.

With the focus on personalization, high schools should be more attuned to the specific learning needs of struggling students. As shown in Table 27, approximately two-thirds of staff (74%) at the grantee schools agreed that there were clear processes for referring students to academic intervention. These percentages have steadily increased (16% improvement) at Cohort 6 schools over the course of the grant. However, evaluation site

visits suggest that schools have been slow to link academic intervention programs and services to SLCs as only a handful of schools offer intervention through SLCs. Instead, these programs and services tended to be offered on a school-wide basis.

Personalizing Instruction

As shown in Table 28 below, higher percentages (81%) of staff agreed that, "students experience personalized instruction that is based on diverse learning styles and multiple intelligences." Cohort 6 increased 10% between Year 1 and Year 4 of the grant, however, more than half of the gain was realized in the final year. Evaluation site visits suggest partial implementation of personalized pedagogy geared to diverse learning styles occurring at four of seven grantee schools. Similarly, over three-quarters of staff (81%) agreed that students experience personalized instruction that blend academic rigor with project that reflect students' interests, life experience, and culture, a 11% increase on this survey item since Year 1 of the grant.

Table 28: Staff Perceptions of Personalized Instruction

Survey Item	2007 (N=1,285)	2008 (N=1,218)	2009 (N=1,074)	2010 (N=826)	Net Change -459
Students experience personalized instruction that is based on diverse learning styles and multiple intelligences.	71%	73%	74%	81%	10%
Students experience personalized instruction that blends academic rigor with projects that reflect students' interests, life experiences and culture.	70%	72%	76%	81%	11%

Faculty participating in evaluation focus groups were more critical about the extent of personalization in classroom instruction. While some individual SLCs at grantee schools could point to evidence of how classroom instruction had changed to incorporate student experiences and cultures, these practices were rarely implemented on a school-wide basis. The single biggest barrier to personalized instruction cited by teachers was the perception that teachers were responsible for common pacing of content coverage based on district Instructional Guides and assessment of curricular pacing via Periodic Assessments. The general consensus was that the level of prescription in the District's instructional guides imposed a model of learning that makes it difficult to integrate more student-centered learning activities or applications of content knowledge. However, it is important to note that LAUSD has relaxed the prescriptive nature of curricular pacing and allowed schools to re-sequence key standards in line with local needs. Teachers repeatedly voiced a desire for more curricular flexibility to enable them to design and deliver lessons that were differentiated based on student needs. Ironically, they have this flexibility but remain unaware or unconvinced on this point.

Student Perceptions of Personalization

During evaluation site visits, students spoke positively about improved student-teacher relationships. Student noticed that teachers were having discussions about them, and appreciated the benefits of "smallness" accruing from SLCs in terms of more individualized attention.

Student survey data suggests that personalization is more apt to be felt by seniors compared to sophomores. As shown in Tables 29 and 30 below, 10th graders when compared to 12th graders, were much less likely to agree that they had an adult they could go to for school and personal support (60% vs. 70%). This survey item has only increased 4% and 2% for 10th and 12th graders, respectively over the grant. Similarly, sophomores were also less likely to feel safe at school (71% vs. 73%), an 11% increase for both 10th and 12th graders over the course of the grant. However, schools did a good job of informing students about tutoring services that are available to them regardless of grade level, 92% and 90%, for 10th and 12th grade respectively. It should be noted that that this survey item has had a high agreement percentage since Year 1. It has only increased 4% for both sophomores and seniors over the grant.

Table 29: 10th Grade Student Perceptions of Personalization

Survey Item	2007 (N=4,939)	2008 (N=5,203)	2009 (N=3,943)	2010 (N=3,899)	Net Change -1040
I have an adult at this school that I can go to for help with school and for personal support.	56%	59%	57%	60%	4%
I feel safe when I am at school.	60%	61%	62%	71%	11%
I can get tutoring and other help if I'm having trouble in school.	88%	89%	89%	92%	4%

The survey results suggest continued need for enhancing personalization earlier in each student's high school experience. Emphasizing personalization efforts among 9th and 10th graders increases the likelihood the schools will have more students who feel more supported and safe at school, which could further decrease dropout rates and improve graduation rates (which have improved at Cohort 6 schools; see Section V of this report).

Table 30: 12th Grade Student Perceptions of Personalization

Survey Item	2007 (N=3,486)	2008 (N=3,828)	2009 (N=3,036)	2010 (N=2,882)	Net Change -604
I have an adult at this school that I can go to for help with school and for personal support.	68%	71%	70%	70%	2%
I feel safe when I am at school.	62%	65%	68%	73%	11%
I can get tutoring and other help if I'm having trouble in school.	86%	87%	88%	90%	4%

Student Advisories

Findings from the evaluation site visits indicate that two of the Cohort 6 schools had a full-fledged Advisory Period to enhance personalization. However, four other grantee schools instituted a partial (i.e., some but not all grade levels and/or some but not all SLCs) form of Advisory to personalize the educational process. Advisories generally seek to ensure that every student has a personal advocate (advisor) who knows his or her characteristics, attitudes, knowledge, skills and learning styles and facilitates the on-going development of his or her talents and interests. Advisors usually help students establish a personal plan for

progress, follow student attendance and academic progress, and make provide guidance on adjustments as needed. Ultimately, advisories provide a regular, set aside period where adults get to know students better as they guide students through the high school experience, ensuring both student and school goals are met. Many of the Cohort 6 schools have been able to clearly define what personalization is supposed to look like, and how it is prioritized at their school through advisories or homerooms, which has allowed them to make stronger connections with students.

9th Grade Transition

All but one of schools in Cohort 6 implemented a freshman transition into high schools through a house structure or freshman academy. Most of these programs dedicated a particular geographic area on campus for the freshman program, separated from the rest of the school. Fewer schools provided a Summer Bridge program for incoming 9th graders that showed signs they were falling behind in middle school based on CST data, or recommendations from the previous middle school.

At the schools with 9th grade SLC structures, there was a high level of staff cohesion as teachers in the 9th grade structures coalesced around the needs of helping students make the transition to high school. Ninth grade SLC teams were more likely to report regular team meetings and/or common conference periods for planning activities and strategies. In addition, 9th grade SLC teams were much more likely to provide evidence of targeted remediation, particularly in Mathematics (Algebra I) and writing skills as part of the instructional program for all or most students.

Distributive, Personalized Counseling

Ensuring all students receive adequate and proactive counseling is an important component of personalizing the high school experience. SLC teams, in conjunction with the counselor and administrator assigned to the SLC, must share information about students, and use these data to work with the student and family members on solutions and to monitor student progress. In a distributed model of counseling, the roles of teachers and counselors are less functionally distinct; rather all adults in the SLC must know and work together, interacting frequently in order to advocate for individual students as needed and make sure students are on the right path toward graduating and preparing for college.[31] Essentially, the distributed counseling model allows school to weave in more threads into the proverbial "safety net" for students alienated from the educational process, and more apt to drop out of school.

A key to success is planning for it. Many successful students have been able to matriculate through high school into postsecondary education because they meet regularly with an adult (parent, sibling, other family member, counselor teacher, or other) to help plan postsecondary life. Students are also aided by career planning activities such as career inventories and assessments, job shadowing opportunities, field trips, and career fairs. Table 31 below shows that over three quarters (87%) of Cohort 6 schools agreed that

[31] For the term "distributed counseling," this report drew from Jacqueline Ancess, "Small Alone is Not Enough: How can educators recover the purposes of small schools?" *Educational Leadership*, Volume 65, Number 8 (May 2008).

career exploration and planning activities were taking place, with more than half of the growth on this survey item occurring in the final year of the grant.

Table 31: Staff Perceptions of Personalized Counseling/Guidance

Survey Item	2007	2008	2009	2010	Net Change
	(N=1,285)	(N=1,218)	(N=1,074)	(N=826)	-459
Students receive career planning and guidance in the form of career inventories and assessments; job shadowing opportunities; field trips; and career fairs	70%	75%	75%	87%	17%
Students complete a written educational plan that encompasses goals for high school and postsecondary education with teachers and/or counselors	47%	54%	55%	77%	30%
Students receive verbal counseling regarding their secondary and postsecondary course plan from teachers and/or counselors.	76%	81%	82%	94%	18%
Students have opportunities for learning that extend beyond the instructional day including after-school programs, college courses, internships, etc	79%	83%	85%	93%	14%

Written Learning Plans

LAUSD created the Individual Graduation Plan (IGP)[32] to help students plan for their future. Essentially, the IGP mandates (at least) an annual review of student transcripts to direct high school and post-high school planning. Approximately three-quarters (77%) of staff agreed that counseling around a defined, *written* plan for high schools and beyond is occurring. While there has been a 15% improvement over time (22% between Year 3 and Year 4), it remains rather low considering the district policy that mandates this for all students.

Evaluation site visits to SLC grantee schools indicated that three schools showed a high level of teacher involvement in the IGP process, with another four schools showing moderate levels of teacher involvement in this kind of distributed, personalized counseling and guidance.

Student survey results support the notion that students have received mixed support from counselors (and to a much lesser degree, teachers) over the course of the SLC grant. As shown in Tables 32 and 33 below, 35% of 10th graders and 55% of 12th graders stated that they had worked with a counselor to develop a *written* educational plan organized around student needs and interests in Year 4 of the grant. Moreover, this survey item has

[32] District mandates an Individual Graduation Plan (IGP) for every student. Counselors are responsible for completing "four-year plan" with each student in 9th grade. In addition, a formal IGP must be completed by 10th grade in a meeting with both parents and students. The IGP is then updated each subsequent year of high school. IGP meetings between counselors and students make students aware of graduation requirements and provide students with an annual summary of units completed and units needed for on-time graduation. Planning for life beyond high school (i.e., postsecondary education or further training) is another requirement under the IGP process.

decreased 2% for 10th graders and only increased 3% for 12th graders over the course of the grant.

Table 32: 10th Grade Student Perceptions of Personalized Counseling

Survey Item	2007	2008	2009	2010	Net Change
	(N=4,939)	(N=5,203)	(N=3,943)	(N=3,899)	-1040
I talk to my teachers or a counselor regularly about my high school educational plan.	27%	32%	39%	36%	9%
I have worked with a counselor to develop a written educational plan that reflects my needs and interests.	37%	44%	42%	35%	-2%
I have worked with a teacher to develop a written educational plan that reflects my needs and interests.	33%	36%	32%	31%	-2%

Table 33: 12th Grade Student Perceptions of Personalized Counseling

Survey Item	2007	2008	2009	2010	Net Change
	(N=3,486)	(N=3,828)	(N=3036)	(N=2,882)	-604
I talk to my teachers or a counselor regularly about my high school educational plan.	46%	50%	56%	55%	9%
I have worked with a counselor to develop a written educational plan that reflects my needs and interests.	52%	59%	52%	55%	3%
I have worked with a teacher to develop a written educational plan that reflects my needs and interests.	45%	47%	42%	43%	-3%

This suggests that the IGP process is either not occurring or is not "anchored" by students as a *written* educational plan for high school and beyond. Indeed, 9% more 10th and 12th graders reported verbal interaction with a teacher or counselor about their high school educational plan. Alternatively, the IGP progress may be occurring when students enter high school, but it is not being revisited as a tool to counsel students throughout their high school experience. In focus group meetings with counselors, many of them stated that the IGP was more of a compliance document rather than a tool used to inform students and parents about academic progress toward a predetermined goal that was established freshman year. Likewise, students were often unclear on the use or purpose of the IGP. Counselors reported a preference for "graduate checks" which focus on credits earned to monitor student progress over time, and students were more knowledgeable about that document as well.

Verbal counseling and informal interactions aimed at providing guidance to students were more common according to staff. The vast majority of SLC staff (94%) at Cohort 6 schools agreed that students receive *verbal* counseling from teachers and counselors about their postsecondary course plan (see Table 31 above). More importantly, it appears that SLC implementation has no impact at increasing teacher involvement in the counseling process.

During the evaluation site visits, it became clear that guidance and counseling services continue to rely upon student volition at many schools. Essentially, the onus is placed on the student to initiate contact with counselors and/or teachers. Because the students who

most need advocacy and/or advisement are less likely to seek it out, such a model is bound to result in some students "falling through the cracks." The evaluation site visits also noted significant differences *between SLCs at the same school* in terms of the degree of teacher-counselor interactions in SLC teams. In general, the most active and mature SLCs showed evidence of changed teacher and counselor roles to proactively meet the guidance and counseling needs of students. By contrast, other SLCs at the same school largely continued to "compartmentalize" teacher and counselor functions, and infrequently used SLC team collaboration time to discuss guidance and counseling aspects of personalization. Indeed, counselors were infrequent participants in SLC teaming at many schools despite formal membership in each SLC on campus.

Table 34: Student Perceptions of Personalization

Survey Item	3 or more Counselor Visits		Less than 3 Counselor Visits	
	10th Grade	12th Grade	10th Grade	12th Grade
My teachers know my academic strengths and where I could improve academically.	73% (N=1,092)	74% (N=1,458)	62% (N=1,449)	61% (N=524)
My teachers demonstrate that they are interested in my academic success.	69% (N=1,025)	72% (N=1,418)	60% (N=1,398)	64% (N=547)
I talk to my teachers or a counselor to develop a written educational plan that reflects my needs and interests.	49% (N=734)	64% (N=1,247)	27% (N=618)	36% (N=305)
I have worked with a counselor to develop a written educational plan that reflects my needs and interests.	46% (N=689)	61% (N=1,702)	29% (N=659)	32% (N=324)
I have worked with a teacher to develop a written educational plan that reflects my needs and interests.	38% (N=563)	49% (N=1,369)	26% (N=596)	31% (N=317)
I feel that I belong to a school-wide community.	70% (N=1,033)	72% (N=2,021)	64% (N=1,464)	60% (N=595)
I feel safe when I am at school.	72% (N=1,072)	78% (N=2187)	69% (N=1588)	69% (N=693)
I have an adult at this school that I can go to for help with school and for personal support.	67% (N=1,005)	78% (N=2183)	56% (N=1,291)	60% (N=601)
My parents feel comfortable with my teachers if they have questions or need information.	80% (N=1,192)	80% (N=2,259)	73% (N=1,682)	69% (N=689)

Cross-tabulations of student survey items related to personalization revealed that both sophomores and seniors were more likely to agree on those items if they had visited their counselor three or more times during the school year (Table 34). The average difference between the interaction groups (i.e., those visiting counselors 3+ annually compared to those visiting counselors 0-2 times) was 14 percentage points for 10th grade (range of 3%-29%), and 18 percentage points for 12th grade (range of 9%-34%). The most pronounced difference between the two counseling interaction groups was on the survey items related to talking to a teachers or a counselor to develop a written educational plan that reflects their needs and interests. The data indicates that students who sought out counselors were more positive about the personalization they receive from school staff than students who see their counselor less frequently.

Postsecondary Education

Both students and teachers at a majority of the schools agreed that high school graduation was a higher priority than ensuring that students were prepared to go on to college. During the course of the evaluation site visit focus groups, it was surprising how few students and teachers could articulate or describe accurately the A-G requirements. Many students did not know the prerequisites for college and did not appear to be college-driven. The four most prevalent complaints from students during site visits were that (1) staff were not sending them the message they should go to college; (2) classroom instruction was not relevant to their lives; (3) they were not exposed to sufficient college and career activities; and, (4) SLC theme was not fully realized in curriculum or learning activities.

As shown in Table 35 below, approximately 12% of 10th graders and slightly less than one-third (29%) of 12th graders reported involvement in college fairs in 2010. Fewer students reported involvement in a "college class," 5% for both 10th and 12th grade respectively.

Career Exploration

Cohort 6 grantee schools have not changed significantly in regards to improving student access to career-related information (see Table 35). Students were most likely to report participation in career fairs, followed by internships, and job shadowing (primarily confined to 12th graders). Career exploration net percentages ranged between –2% decrease and 4% increase over the life of the grant.

Other/Extracurricular Activities

Student survey data suggest that student participation in community service projects was rare (4%-5% of students) in Years 4 of the grant, despite the service learning requirement for high school graduation (see Table 35). Guest speakers, whether for college or career exploration, were similarly rare (2%-4% of students) during the grant.

More students reported involvement in field trips (22% of 10th graders and 38% of seniors) in 2010. After-school programs had the highest levels of involvement in 2010 (41% of 10th graders and 38% of 12th graders). Typically, after-school programs were school-wide in nature and included CAHSEE prep, Beyond the Bell/Saturday School, and after-school tutoring. When asked about student participation and success with such services, many teachers and students agreed that tutoring was not well attended and that, participation was largely left to student initiative. While only two of the Cohort 6 schools were identified as having made a firm commitment at providing substantive learning opportunities after the school day (after-school programs, college courses, internships, etc.), all of the other grantee schools were making efforts to increase student participation.

Table 35: 10th and 12th Grade Student Participation in Selected Activities

Activity	Cohort 6, 10th Grade				Cohort 6, 12th Grade			
	2007	2008	2009	2010	2007	2008	2009	2010
Postsecondary Preparation								
College class	3%	3%	5%	4%	4%	4%	6%	5%
College fair	9%	10%	13%	12%	33%	26%	30%	29%
Career Exploration								
Career fair	32%	31%	37%	32%	38%	39%	48%	42%
Work experience	5%	7%	13%	7%	7%	10%	15%	9%
Internship	8%	10%	13%	12%	15%	19%	20%	17%
Job shadowing	7%	7%	11%	8%	18%	21%	21%	20%
Career/interest inventory	7%	8%	9%	7%	23%	20%	19%	18%
Other/ Extracurricular								
Community service project	2%	4%	5%	4%	5%	4%	5%	5%
After-school program	30%	31%	38%	41%	26%	25%	34%	35%
Field trip	15%	18%	26%	22%	39%	35%	41%	38%
Guest Speakers	2%	2%	4%	2%	2%	2%	3%	4%

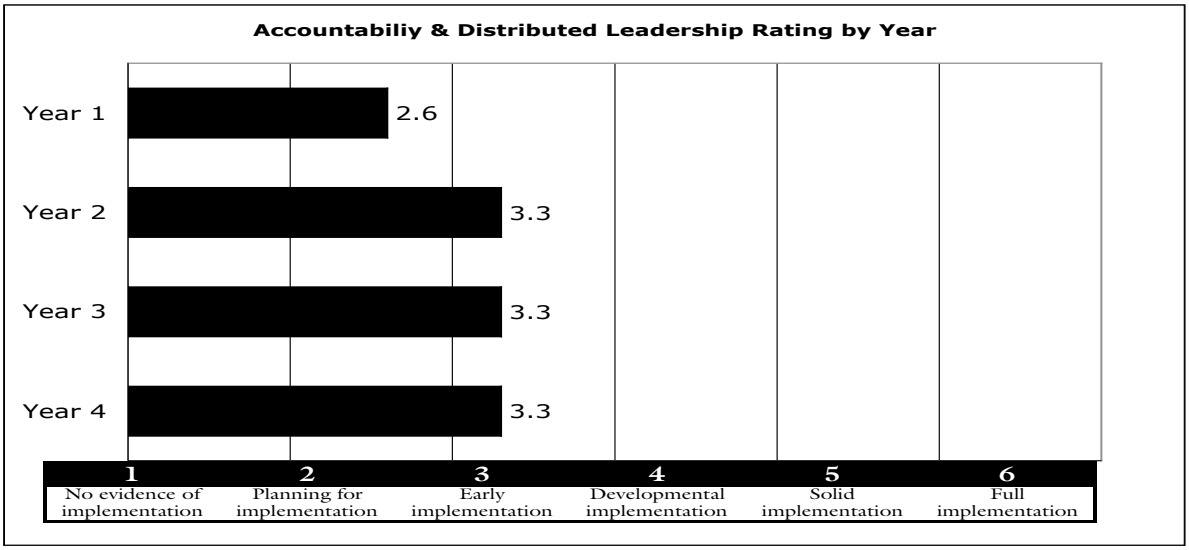
Summary

Most of the grantee schools cited personalization as their number one focus for SLC implementation. Evidence exists to suggest that relationships between adults and students have been enhanced through the implementation of SLCs. Looping of staff with students has become more common, and more staff appeared to be accepting a role in mentoring and advocating for "their" students. Most of the Cohort 6 schools had (at least partially) established advisory periods to structurally support personalization and this enhanced adult: student relationship. Similarly, it was encouraging to note that student interactions with counselors were improving around postsecondary and career preparation. However, the IGP process has not been especially helpful or resonant with students, and teacher interactions tied to the IGP were rare. Widespread awareness of academic intervention exists among staff and students, but these programs tend to be school-wide (rather than linked to SLCs) and remain reliant on student volition. Grantee schools were making efforts to make career and college available to more students, regardless or grade level, student volition, or parental encouragement. Nonetheless, student participation in career and college preparation activities did not appreciably increase over time.

Area 7: Accountability and Distributed Leadership

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

Figure 11: Cohort 6 – Accountability and Distributed Leadership Average Ratings



The implementation and long-term sustainability of effective SLCs depends on shared and distributed leadership. Doing so, would allow SLC reform restructuring to overcome some degree of inevitable staff turnover and sustain momentum for change beyond individual "champions" of reform. Moreover, the involvement of leaders at multiple levels of the school organization is better equipped to support and monitor accountability for implementation. In order to maximize SLC implementation, resources need to be developed to effectively train emerging leaders to make collaborative, data-driven decisions about the direction and pace of high school restructuring in alignment with SLC principles.

As shown in the rating above, Cohort 6 schools moved from planning to early implementation for this attribute after Year 1 of the grant, and then stayed at this level for the next three years. Grantee sites are struggling to sustain SLC efforts because distributed leadership is still at an early stage. In particular, more efforts are needed that clarify roles, responsibilities, and accountability for the three primary staff stakeholder groups -- administrators, teachers, and counselors —and build the leadership capacity of each.

Distributed Leadership

Distributed leadership moves away from a reliance on the traditional high school hierarchy toward shared practice that embodies the following qualities:

- Leadership is shared among people in different roles.
- Leadership is situational rather than hierarchical.

- Authority is based upon expertise rather than formal position.[33]

As schools establish a strong vision for SLCs that is clearly focused on teaching and learning, a wider group of leaders begin to play a more central role in the governance of the school. Teacher and counseling expertise is valued, and representatives of these stakeholder groups begin to make important decisions tied to SLC implementation. Leadership plays a key role in cultivating distributed leadership, particularly through actions that grant autonomy to SLCs in specified areas.

Ultimately, leadership roles in SLC reform must become the responsibility of a broad group of school community members, rather than owned primarily by formal leaders at the top of the organizational chart. Findings from the evaluation site visits revealed that all Cohort 6 had been only moderately successful in forming distributed and active leadership groupings linked to SLC implementation.

In three Cohort 6 schools, the entire administrative team demonstrated strong, engaged, and positive leadership for the SLC initiative. At the three Cohort 6 schools with the greatest degree of distributed leadership, administrative roles became more decentralized, centering mostly on support and monitoring of their SLC. These schools tended to have established decentralized administrative offices by SLC so that an administrative presence was evident to staff, students, and parents. These schools also showed a much high propensity for: a) articulating the overall school vision and rationale for school restructuring; b) clarifying the roles and responsibilities of different stakeholder groups in implementing SLCs; and c) regularly working together under collaborative norms to achieve desired results. Additional evidence of increased collective responsibility for SLCs included development of school-wide forums to encourage SLC communication and data sharing, and membership expansion on school-wide SLC decision-making teams.

SLC Leadership

All of the schools have created some semblance of a leadership team for each SLC consisting of a Lead Teacher, a dedicated counselor and an administrator—"leadership triad." Across schools, the SLC lead teacher was the most active and involved member of the triad in terms of SLC implementation. To empower and build the capacity of SLC leads teachers often receive one dedicated period for common conference with all SLC lead teachers/coordinators that served as a forum for SLC lead teachers to discuss common issues, coordinate activities, learn from one another, as well as organize and coordinate SLC development.

SLCs varied in terms of whether the counselor assigned to the SLC participated as an *active* member in SLC planning, professional development, decision-making, and coordination. In some schools/SLCs, counselors were firmly integrated into SLC teams and functioned as active participants and proponents of SLC instructional reforms. In other schools/SLCs, the counselor role was purely structural in nature, with counseling duties largely unaffected by the reassignment to a SLC team and limited evidence of counselors working

[33] From a Bill and Melinda Gates Foundation Report, Distributed Leadership: Moving from High School Hierarchy to Shared Responsibility by Catherine A. Wallach et al (Fall 2005).

collaboratively with teachers or altering the nature of interactions with students in line with SLC principles of personalization.

Similarly, the administrative component of the triad varied depending on school and SLC. Three of the seven Cohort 6 schools showed clear, explicit evidence of all site administrators revising their duties to prioritize participation, active engagement, and promotion of SLC team structures. Of particular concern was the ill-defined role of assistant principals in supporting SLC development at some schools. In site-based interviews, administrative staff at some schools conceded that the shift of responsibility for a SLC was awkward and overly dependent on the personality of the individual administrator because there was little training or guidance from either central or local districts on how to balance SLC responsibilities with departmental oversight and/or functional (e.g., intervention, discipline, etc.) job duties.

Barriers to Distributed Leadership

One barrier frequently cited at the SLC grantee schools was lingering distrust about either administrative support for SLCs or a perception that an administrative agenda was the driving force behind decisions on the pace and direction of SLC implementation. As previously discussed in the SLC Vision section of the report, less than half of the staff at grantee sites agreed that they had a say in school decisions. Moreover, less than two-thirds (61%) of Cohort 6 staff agreed that there was trust for one another at their respective schools.

Administrative turnover was frequently correlated with lower incidence of distributed leadership. Turnover among principals has presented mixed results. Indeed, there were occurrences when new principals enhanced vision and buy-in for SLCs. There were also instances where new administrators were hired who were not supportive or not knowledgeable about SLC reform. When that occurred, momentum for change tended to grind to a halt as various interest groups at the school attempted to lobby for changes and/or postpone the pace of SLC reforms. The fact that principal leadership exerted such an influence on the pace and priority accorded to SLC implementation also suggests that there was insufficient distributed leadership for SLCs among the assistant principals assigned to SLCs.

Tension between department chairs and SLC teacher leaders was another commonly cited obstacle. In a few schools where SLCs have made gains in autonomy, department chairs expressed feeling marginalized by the momentum surrounding SLCs. Moreover, the lack of firm language in the UTLA contract regarding SLC responsibilities for teachers and teacher-leaders was a point of contention at several schools. Schools that made that relationship work have essentially agreed on departments continuing to determine *what* is taught (according to the standards), with SLC deciding on *how* it is taught. In the majority of schools, the struggle was simply one of sharing and balancing time for collaboration between SLC teams and departments. Indeed, faculty from the most active and functional SLCs often cited the need to meet voluntarily after school, lunchtime, on Saturdays, or during intersession. Meeting outside the regular school day was necessitated because very few schools had some form of common conference periods for teachers to meet. As a result, SLCs and subject area departments at many schools were both competing for time during the regular school day and/or on the school's professional development calendar.

This matter is further complicated if a school is preparing for WASC accreditation. Schools often abandoned SLC collaboration in order to organize themselves into subject area departments for WASC.

Data-Driven Decisions

In 2006-07, the LAUSD Office of School Redesign (since disbanded and folded into the Division of Instruction) provided explicit guidelines on how schools should be using student achievement data as part of school planning. Schools were urged to:

1) *Disaggregate significant student data according to the SLCs and record the analysis of that data by the SLCs. Performance/assessment data should generally be shared among SLCs, and between SLCs and core departments for the benefit of all students. SLCs are not only consumers, but are collectors, organizers, and presenters of data. Members of these organizational structures are mutually accountable for student progress and may offer each other additional perspectives for understanding student learning results. Through meaningful collaboration, these shared perspectives will certainly supplement, and may complement the school wide efforts to analyze relevant data and take coordinated action.*

2) *Include members from each SLC on committees and school wide teams whose task is to analyze student outcome data. Establish a training-of-trainers model for the benefit of all SLCs; SLCs must be capable of performing critical data analysis and establishing a system of continuous improvement in order to work effectively as an autonomous educational unit. Personalization structures and strategies which result in deep teacher-student relationships should facilitate the individualized analysis of assessment data, student-centered interpretations, modification of the teaching/learning process, and the establishment of a focused professional development program in each SLC.*

Although all sites reported "flagging" student records in the Student Information System (SIS) so that student data could be disaggregated by SLC, site visits revealed that the review of student data by SLC was a common practice at only two of the grantee sites. These schools were able to provide evidence of how data were regularly disaggregated and disseminated to improve implementation of SLCs (e.g., examining 10th grade CAHSEE pass rates by SLC) and/or to assist teachers and counselors with access to timely data for advisory and course planning.

Data usage was limited at some schools to a few of the SLCs on campus who requested and/or extracted data themselves. When probed, school stakeholders cited one of three reasons for the lack of data use: 1) lack of expertise/capacity to extract data by SLC; 2) insufficient time/manpower to run data queries by SLC; and 3) unwillingness to share data in this manner for fear of provoking intra-faculty discord. Also exacerbating the issue of data access is the district's move to a new data system. MyData is a Web-based tool for data reporting and analysis that allow all teachers faster access to data (state test scores, student grades, English Learner progress, attendance, A-G coursework, periodic assessments, and suspension history from the prior and current year) for their classroom,

and school-wide access for site administrators, coordinators and instructional coaches[34]. However, at the time of the site visits few staff members at the school sites were actually trained to access the data.

Local District Support

In 2006-07, local districts were directed to take charge of SLC support and monitoring. Staffing of the central Office of School Redesign was significantly reduced, with only one full-time and one part-time position assigned to the SLC grantee schools. In 2008-09, the district no longer provided a support office to help with SLC implementation. Henceforth, technical assistance and support functions would primarily be exercised through the high school directors and other local district officials. Central office functions were confined to grant reporting and accountability, with some coordination of district-wide professional development.

During the 2009-10 school year, Local District support was virtually non-existent. It is important to note that the level of Local District support was adversely affected by the state budget crisis that has led to personnel layoffs and reassignments throughout LAUSD. In response to the district's budget woes, administrative positions have been dramatically reduced, especially among local districts. As such, the evaluation found limited evidence of local districts providing support in areas noted in prior years of the SLC grant such as:

- Revising SLC implementation plans based on changing conditions (e.g., declining enrollment, new schools opening, etc.)
- Shaping professional development topics linked to SLC implementation (e.g., personalization, instructional strategies, data analysis, etc.)
- Providing coaching and dialogue with principals tied to SLC goals and objectives
- Reviewing school master schedules for alignment to SLC priorities
- Facilitating visitations to other schools further along in implementing SLCs
- Developing Professional Learning Communities as a model for teacher collaboration
- Providing coaching and oversight of subject specific initiatives (e.g., monitoring English/Language Arts pacing)

Summary

Schools have experienced mixed results in terms of distributing leadership. Because there has not been a strong emphasis on leadership development of school-based personnel over the SLC grant period, it is unsurprising that there is uneven implementation of this attribute across schools. Schools with strong communication systems, where information and decision-making has been discussed regularly and openly, were more likely to develop distributed leadership. Schools that had defined clear areas where SLCs exercise some degree of autonomy also showed the highest levels of distributed leadership. In schools with less transparency and greater reluctance to devolve decision-making to SLCs, teachers were less likely to support SLCs or assume leadership in a distributed leadership model. As a result, some school made much less progress on this attribute, with the traditional structure, based on hierarchy, custom and policy, resilient and resistant to change.

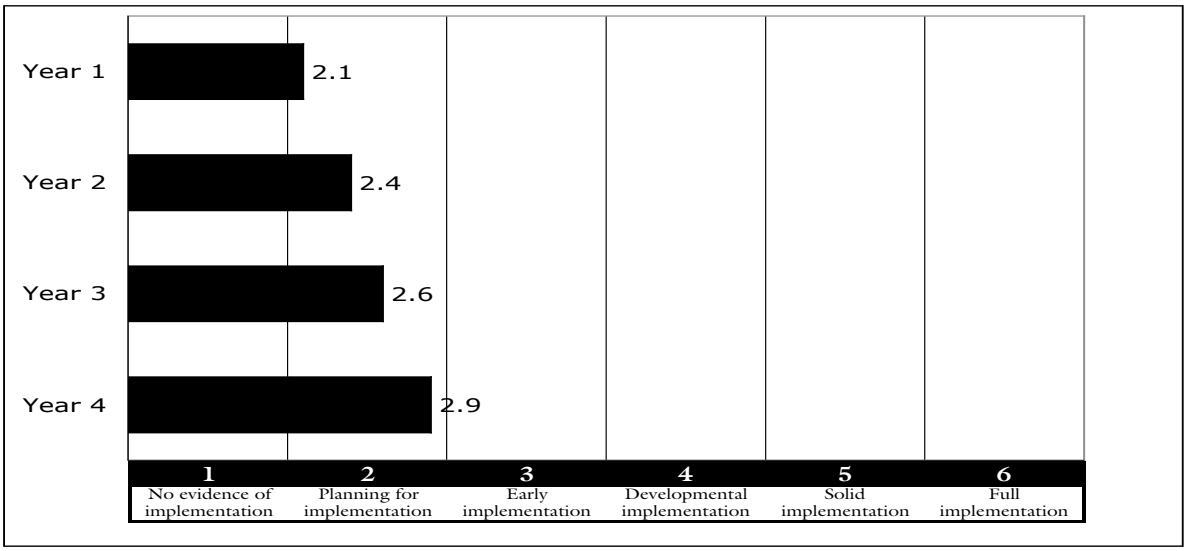
[34] LAUSD Office of Instruction & School Support: *The Connection Newsletter* (November 2009 • Volume 1, Issue 1)

Common barriers to the development of distributed leadership and increased accountability included: a) administrative turnover; b) SLC/departmental tensions; and c) lack of transparency in school decision-making. Grantee sites have also been slow to incorporate data-driven decision-making by SLC. Local district oversight and support of SLC implementation declined in 2009-10 owing, in part, to large cuts in personnel at LAUSD local districts charged with this function. Combined, these barriers limited the pace of success around this attribute.

Area 8: Collaboration, Parent & Community Engagement

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

Figure 12: Cohort 6 – Parent and Community Engagement Average Ratings



High performing SLCs understand and value the power of collaboration and see parents and external partners from business, community, and postsecondary institutions as integral to student success. SLCs that meaningfully engage parents to support students and teachers in this work are more likely to reach their desired goals. Similarly, when partners from the community, local employers, and post-secondary institutions get involved in SLCs, student access to mentoring, internships, job shadowing, field trips, and guest speakers, is expanded, leading to a strong experience of college and career preparation. When these activities are integrated into the student learning experiences, inside and outside the classroom, students become more actively engaged in their education and begin to see the relevance of pursuing further education after high school.

As shown by the ratings above, Cohort 6 has made limited progress on this attribute. At baseline, few schools had addressed this attribute, preferring instead to focus on changes to school structure and internal reforms. However, even after four years of implementation under the USDE grant, most schools straddle planning and early implementation. In the end, parent/community engagement has been minimally affected by the implementation of SLC reforms.

Parent Outreach and Participation

Engaging parents in SLC planning and decision-making continues to be the aspect of SLC implementation where LAUSD high schools have made limited progress. Almost none of the schools provided evidence that they had significantly connected parents to SLC implementation efforts. In other words, there had not been any significant changes at a school-wide level designed to involve parents in decisions related to SLC selection, curriculum planning, student activities, or modifications to SLC design.

On the survey of staff, parents/community involvement was reported to be the greatest barrier to implementation in both Year 1 (30%) and Year 4 (37%). However, parental resistance to SLCs is non-existent; rather, staff tended to view parent involvement as an insurmountable challenge at the high school level. Because of difficulties in involving parents in past activities, events, and outreach, many schools simply did not devote much effort to link SLC restructuring to parent involvement strategies.

Instead, parent involvement tended to rely on school-wide parent initiatives already underway to create home-school connections. Schools typically had only one or two parent events per year and these were insufficiently connected to SLC implementation. For example, parent centers on these campuses were not involved in informing or enlisting parents around SLC issues. Parents were largely informed about student selection or placement into SLCs *after the fact*.

Indeed, the absence of *school-wide* strategies for involving parents at the majority of SLC grantee schools prompted several individual SLCs to organize their own efforts. For example, some individual SLCs at a handful of school initiated student-led conferences as a way to encourage students to take ownership of their learning and their progress. Other SLCs provided updates at monthly parent meetings or distributed monthly newsletters to parents.

Some grantee schools referred to their school Website as tool to communicate SLC information (mission, goals, faculty, course offerings, and connection to A-G or CTE) and upcoming events. However, only two of the Cohort 6 grantee sites had fully functional Web pages that were easily accessible from the school's homepage that allowed the visitor to access pertinent SLC information The remaining schools had links to SLC pages but offered scant information about the SLCs on campus.

Staff and Student Perceptions of Parent Involvement

Staff and student survey data paint a more optimistic picture than the one described above. As shown in Table 36, SLC staff was in agreement that they needed to make a more concerted effort to involve parents in SLCs. According to staff survey responses, 72% of Cohort 6 staff agreed that parents were considered key collaborators and contributing members to the school community. Over the course of the grant, staff perceptions of parent involvement increased 18%, with most of the gain coming between Year 3 and Year 4 of the grant.

Table 36: Staff Perceptions of Parent and Community Engagement

Cohort 6	2007	2008	2009	2010	Net Change
	(N=1,285)	(N=1,218)	(N=1,074)	(N=826)	-459
This school encourages partnerships with employers, postsecondary institutions and others necessary to implement SLC.	55%	59%	62%	76%	21%
Community partners, employers and businesses are involved in the development of SLC.	38%	42%	43%	60%	22%
Parents are considered key collaborators and contributing members to the school community.	54%	57%	60%	72%	18%

For their part, students surveyed at the Cohort 6 high schools were quite positive about parental support for learning and parental comfort with school staff. As shown in Table 37 and 38 below, 76% of the10th and 78% of 12th grade students agreed that they "feel comfortable with my teachers if they have questions or need information." In sum, the survey data paints a picture of students who feel that conditions are good for strengthening school-home connections. If one is to juxtapose the notion that students believe that home-school relationships are satisfactory, yet the school staff expresses frustration with the levels of parent involvement at the school site; these findings present an issue that needs further study.

Table 37: 10th Grade Student Perceptions of Parent Support

Survey Item	2007	2008	2009	2010	Net Change
	(N=4939)	(N=5203)	(N=3943)	(N=3899)	-1040
My parents feel comfortable with my teachers if they have questions or need information	78%	76%	71%	76%	2%

Table 38: 12th Grade Student Perceptions of Parent Support

Survey Item	2007	2008	2009	2010	Net Change
	(N=3,486)	(N=3,828)	(N=3,036)	(N=2,882)	604
My parents feel comfortable with my teachers if they have questions or need information	74%	76%	74%	78%	4%

Community Partnerships

School staff was more positive about their efforts to engage community partners in their SLC work. Table 36 indicates that 76% of SLC staff survey respondents agreed that schools encouraged partnership with employers, postsecondary institutions and others necessary to implement SLCs. This percentage has increased 21% at Cohort 6 schools over the four-year grant period. Most of the growth on that survey item was realized in Year 3 of the grant.

Data collected from the Cohort 6 schools to document external partnerships resulted in the following findings:

- Most of the grantee schools had relationships with community-based organizations. These partners were quite varied, representing museums, foundations, health clinics, and other types of associations or non-profits.
- Most schools had relationships with local governmental organizations. Several of these involved partnerships with local LAUSD elementary schools for SLCs organized around a Public Service or Education focus. Others government entities included neighborhood councils, aquatic center, Red Cross, Caltrans, MTA, Department of Water and Power, etc.
- Some schools had established business/employer to support SLC themes and/or goals. Industry sectors represented included financial services, aviation/aeronautics, legal, health care, automotive, retail, engineering, manufacturing, and occupational center.
- All schools had at least one SLC that forged a partnership with a postsecondary institution, most typically with community colleges around dual/concurrent enrollment.

Most of the partnerships cited by Cohort 6 schools involved long-standing relationships involving pre-existing SLCs (e.g., magnet programs, Humanitas, California Partnership Academies). In addition, the linkages between external partners and SLCs were promising at several of the grantee sites, or at least restricted to one or two SLCs on campus or a more generalized partnership with the school as a whole. These findings are buttressed by the fact that 60% staff survey respondents on agreed that community partners, employers and businesses were actively involved in fostering the development of SLCs (see Table 36 above).

In general, external partnerships were seen as a vehicle for providing students with real-world experiences, college exposure and enrichment opportunities. It is clear many SLCs focused on motivating students through increased academic relevance and expanded access to resources through these external partnerships. The next step may be to find ways to involve both partners and parents in the development of SLC academic programs and SLC decision-making, such as SLC advisory boards.

Summary

Cohort 6 continued to struggle with parent engagement, particularly connecting parent involvement and outreach to SLC implementation. There is scant evidence of school-wide efforts to link parent involvement and outreach to SLCs. Instead, some individual SLCs have acted in an entrepreneurial fashion to connect with parents. In general, schools offered traditional school activities (report card dispersal, parent-teacher conference, back-to-school night) through SLCs but did not fundamentally alter the content of the activity. Parents largely remained unaware of SLC offerings and merely signed off of their child's SLC choice. Schools have yet to link parent outreach with existing parent centers. External partnerships were largely restricted to a minority of SLCs on campus or not linked to SLC implementation. Lastly, school and/or SLC Websites offer an opportunity to disseminate information in a targeted fashion, but few schools have adequately updated these to include information on SLCs beyond a general description of the options available at the school.

Key Findings by Attribute

Unifying Vision & SLC Identity

- Administrative turnover adversely affected the development of SLC vision for Cohort 6 schools. Only two grantee schools had the same principal at the beginning of the grant and Year 4 of the grant. Administrative turnover combined with low morale due to layoffs and reallocation of staff has stymied the opportunity to continued development of a well-defined SLC vision for most schools.
- The inability of Cohort 6 staff to use SLC reform as an opportunity to re-imagine the delivery of instruction within a SLC theme that was relevant to students led to underdeveloped SLC Identity for most of the SLCs in Cohort 6. Much of the cohort's gain in implementation ratings from two schools that were carryovers from a previous SLC grant.
- Schools, Local District, and Central District had difficulty defining what autonomy meant for the school site and individual SLCs, specifically, with budget, personnel, and instruction.

Curriculum, Instruction and Assessment

- Some individual SLCs took advantage of opportunities to introduce more thematic and/or interdisciplinary instructional changes. These SLCs began to plan common lessons tied to SLC themes, integrate project-based learning activities, and implement a common set of instructional practices. Overall, however, curriculum and instruction were not sufficiently modified in alignment with SLC principles *on a school-wide basis.*
- While SLC restructuring was supported by the District, it was not well integrated with the District's Office of Instruction. As a result, schools often received a "mixed message" regarding instructional and school improvement priorities. Schools viewed curricular mandates and staffing norms as barriers that reduced their ability address student needs within the context of SLC reform.

Professional Development

- SLC professional development centered on solidifying interdisciplinary teams, creating a sense of identity and distinctiveness, and enhancing relationships between adults and students. SLCs most commonly reported focusing collaboration on analysis of summative and formative assessment data, designing personalization activities, and organizing parent-teacher conferences by SLC. Other common collaboration foci included reviewing student conduct and discipline, discussing how to implement Response to Instruction and Intervention, developing thematic lessons, student recruitment and placement into SLCs within school master schedules, addressing college preparation, and instructional differentiation and scaffolding.
- The professional development calendar at most schools unsuccessfully attempted to balance district mandates, departmental needs, and time for SLC interdisciplinary teams to develop. Although schools made SLC meeting time available 1-2 times per month, this collaboration was often insufficiently focused or insufficient time was allocated for the tasks at hand. In particular, SLC lead teachers desired more focused professional development within SLC teams on: a) personalizing teaching via differentiation and scaffolding of lessons; b) using assessment data disaggregated by SLC to target student needs; c) developing common lesson plans and/or common

instructional strategies; and d) developing thematic and/or interdisciplinary units tied to SLC themes and pathways.
- Limited emphasis was placed on leadership development for the "triad" of school-based SLC leaders (lead teacher, assistant principal, and counselor). Counselors and assistant principals received a scant amount of training, especially on how job roles and responsibilities would be altered under SLC implementation.

Equity and Access
- Cohort 6 schools did a good job of creating mechanisms for students to select a SLC. Moreover, there were improvements in the demographic representation of historically underrepresented students into SLCs.
- However, schools rarely examined SLC student and staff placement to balance equity with choice so there were individual SLCs that were less representative. Inequities were most common for gender, English Learner, and Special Education representation.
- Parental voice in student selection to SLCs was rare.
- There was limited evidence of changes to instructional practices aimed at promoting Culturally Relevant and Responsive Education (CRRE).

Personalization
- SLC implementation resulted in enhanced adult-student relationships, and greater attention to the 9th grade transition. Students responded well to the fact that they shared classes with number of students and teacher shared information about them with other teachers.
- Personalization had less of an impact on classroom instructional practices. Staff tended to see personalization as activities and interactions, rather than a wholesale move toward differentiating instruction based on student background, personal interests, aspirations, and learning needs.

Accountability and Distributed Leadership
- SLC reforms increased the level of distributed leadership by empowering SLC lead teachers to support SLC implementation. The impact on counselors and assistant principals was more modest and differed widely across schools.
- Cohort 6 schools received minimal assistance in determining what autonomy would look like at the respective schools. While some sites defined this locally, or in conjunction with local district input, many never reached consensus on the appropriate degree of SLC decentralization.
- Few Cohort 6 schools took take advantage of changes in the district's data information system which allow extraction of data disaggregated by SLC. As a result, few schools used data consistently or effectively to drive SLC related decisions.

Parent and Community Engagement
- Some individual SLCs have begun to use SLCs as a vehicle to connect with parents. These SLCs organized their own parent outreach activities. There were also a few examples of parents serving on advisory boards to help guide the direction of a handful of SLCs. In general, however, parents were not well integrated into SLC implementation. Most schools continued to pursue parent involvement as a

school-wide strategy through Parent Centers, rather than connecting parent outreach to SLC implementation.

- Under the grant, pre-existing external partnerships were strengthened. All schools had established relationships with community-based organizations, at least one postsecondary institution, and most had enlisted business/employer support. However, few schools were successful in cultivating partnerships with new agencies, organizations, or institutions. Moreover, these external partners were rarely integrated into SLC implementation.

SLC Lessons Learned by Attribute

In the section below, we have provided a set of "lessons learned" for each of the eight LAUSD SLC attributes. These represent a set of actions and priorities, within each attribute, for enhancing SLC implementation.

Unifying SLC Vision:

- **Clarify and continually reinforce the rationale, purpose, and direction of SLC reform efforts.** Implementing SLCs on a school-wide basis is a revolutionary paradigm shift in how high school education ought to be organized, therefore, it is necessary to continually communicate the roles and responsibilities of all staff in carrying out SLC restructuring, as well as information on SLC progress during school-wide faculty meetings, professional development, school newsletters, and other communication methods.

- **Minimize administrative turnover to help project a sense of continuity to SLC restructuring.** As administrators change, SLC implementation tends to stall. LAUSD should consider policies that would ensure continuity and stability within key leadership positions such as a minimum of a three-year term for high school administrators.

- **Create transparent governance structures and work to become more inclusive and communicative.** Developing SLCs requires empowering teachers and cultivating teacher-leaders who are able to demonstrate collective responsibility for student learning. Pre-existing governance, departmental and programmatic structures need to make room for the expansion of school leadership under SLCs.

- **Align school improvement plans.** Many schools function with multiple school plans, mandated by a variety of funding sources that do not coherently communicate a unified instructional vision for school improvement. It is increasingly necessary that schools map out reform efforts across these plans (e.g., SAIT, WASC, etc.) in order to create coherency and communication of a vision for instructional improvements that cuts across multiple compliance mandates and reporting structures.

SLC Identity:

- **Continue to focus on establishing a strong identity for each SLC that is evident in what students are learning in the classroom.** Each SLC needs to develop a distinct approach to learning that is evident in thematic linkages, specific instructional strategies, personalization strategies, and/or assessment methods that is clearly understood by staff and students.

- **Nurture collaboration within SLC teams.** SLC teams of teachers, counselors, and administrators (the "triad" of SLC support) need opportunities to collaborate and work together to create an academic SLC identity that should be supported by school and local district leadership. Furthermore, schools would benefit from clearly delineating the responsibilities of the triad of support.

- **Define and expand areas for SLCs to exercise semi-autonomous decision-making.** Schools must move forward in creating a distinct "academic" identity in each SLC. SLCs would be well-served to articulate the set of common instructional strategies that will serve as the instructional "glue" for all teachers regardless of subject area. In addition, schools need to configure the master schedule to ensure that classes conform to SLC purity (i.e., 85% or more students from the same SLC) and establish their own clear boundaries regarding SLC autonomy in the area of budget, staff selection, and student discipline.

Curriculum, Instruction and Assessment:

- **Focus SLC efforts on changing classroom instruction.** It was common for schools to focus on the implementing the structures of SLC redesign and improving the relationships between staff and students rather than aggressively changing instructional practices to encompass curricular relevance or personalized approaches to learning. SLCs must work to modify and adapt instructional delivery based on the their thematic focus and unique student needs. While it is difficult and time-consuming work but not impossible to achieve when SLC leaders (SLC lead teachers, administrators assigned to SLCs, and dedicated counselors) work together to plan and implement standards-based lessons that also integrate the thematic orientation of the SLC in applications (relevance) and differentiated, scaffolded support for students (personalization).

- **Utilize SLCs more effectively as the vehicle for establishing a college-going culture**. Over the course of the grant, student expectations for postsecondary education have been raised, but postsecondary eligibility and actual postsecondary attendance did not increase. SLCs offer the opportunity tailor thematic approaches to learning (in the core academic program) that link high school experiences more concretely to postsecondary pathways and eventual career options. Similarly, SLCs might play a more proactive role in providing students with exposure to note-taking and study skills, as well as increase opportunities for academic dialogue and student research projects of the kind that will be needed for success at the postsecondary level.

- **Consider employing SLCs as a vehicle for the delivery of academic intervention.** Academic intervention at most of the grantee sites was unsystematic and relied largely on student volition (i.e., students volunteering to attend after-school tutoring or Saturday School) and is typically reactive and not proactive in orientation (e.g., mandates for CAHSEE preparation courses for 12th grade non-passers). Given these conditions, SLCs may well be better-positioned to develop and manage student intervention (during the school day or in extended day programs) more effectively than school-wide programs by taking a role in organizing student referral/intake, monitoring intervention attendance, providing differentiated instruction for intervention courses/programs, and conducting parent outreach tied to student participation in intervention.

- **Improve articulation with feeder middle schools.** Middle school articulation should focus on beginning the SLC "conversation" earlier during the 8th grade year

rather than the traditional Spring visits to program incoming 9th graders in order to allow students and parents the opportunity to make informed choices about a high school program of study. In addition, transferring middle school student data to high school staff must be provided in a timely fashion so that high schools to allocate students to SLCs in a balanced and equitable manner.

Professional Development:

- **Become more strategic in designing and allocating professional development time.** Simply dividing time 50-50 between SLCs and departments does not necessarily reflect a coherent plan based on priorities. School leaders need to strategically identify topics sequence for the year, choose the most appropriate group (SLCs, departments, grade-level teams or school-wide faculty) for the topic, and ensure that professional development activities are connected to school-wide improvement priorities.

- **Foster the development Professional Learning Communities, organized by SLC, and focused on responding to staff and student needs.** In order to create SLC identity and personalize student learning can be connected to a focus on instructional improvements and student results, schools need to provide instructional leaders (SLC leads and department chairs) with training on Professional Learning Communities (PLCs) and work with faculty to develop an annual professional development plan that sequences topics, providing teachers time to apply, reflect and collaborate on instructional strategies and to analyze student data/work samples.

- **Create a coherent professional development plan that markets SLC as an umbrella reform for school improvement instead of one of many initiatives.** Schools need to understand how multiple reform efforts are connected so that they can effectively "filter" and "translate" external mandates into a coherent instructional improvement plan that makes sense to the classroom teacher. Even better, high schools should submit an annual professional development plan to their local district that clearly specifies how professional development will address rigor, relevance, and relationships, allocating this topics between SLC teams, subject area departments, and school-wide professional development forums.

- **Create processes to measure and monitor the impact of professional development on classroom instructional practices.** Few schools had processes in place to systemically monitor the "transfer" of professional development to the classroom so that SLC lead teachers, counselors, and administrators assigned to SLCs have the necessary capacity to serve as instructional resources and agents of change. All three positions need additional, differentiated training on how to adequately monitor whether SLCs have implemented strategies or approaches from professional development. This is where PLC strategies on focusing on results provide a good venue for deepening leadership capacity in this area.

Equity and Access:

- **Create school-wide recruitment practices that ensure all students and parents develop a comprehensive understanding of their SLC options.** Schools must ensure that students *and parents* understand their SLC options and see their choices as an important step in meeting educational goals. Students *and their parents* must have the information and exposure needed to make informed choices, particularly when such choices affect their entire high school experience and exposure to postsecondary options. These concerns are especially acute at schools that utilize a 9^{th}-12^{th} SLC structure and, as such, rely upon middle school articulation to inform and recruit students into SLCs.

- **Continue to monitor and balance staff and student placement into SLCs.** Schools need to continue to make efforts to ensure the master schedule process is balanced to ensure equitable distribution of students and staff. Student choice is not a sufficient mechanism to achieve equity on its own. Additional data need to be collected to ascertain the extent to which SLCs fairly represent the school's instructional staff in terms of credentials and teaching experience.

- **Provide schools with Local District support to ensure heterogeneous groupings of students and address student intervention needs.** Local Districts should monitor master schedules and work with schools to ensure heterogeneous grouping of students. Local Districts can also help schools restructure time to support intervention, personalization and advisement needs of SLCs. Schools need help understanding how to leverage "smallness" to better meet student needs.

- **Prioritize the development of strategies to embed culturally relevant and linguistically responsive pedagogy.** Professional development and teacher collaboration should incorporate discussion and reflection on how best to incorporate the key elements of this pedagogical approach. At a minimum, each SLC needs to arrive at a common definition and set of expectations in terms of how curriculum, instruction, and assessment will be modified to meet the needs of an increasingly diverse student body.

Personalization:

- **Move beyond relationship building to personalized instruction.** Evidence from the evaluation suggests that relationship building is a necessary but insufficient condition for effective personalization**.** Strengthened student-teacher relations must translate into a more tailored learning process that meets students' interests, needs and capacities. SLCs need to restructure learning environments to support by allowing both teachers and counselors to meet with students regularly to talk about goals, academic progress, college preparation, and career exploration.

- **Continue to include goal-setting and the on-going management of student goals tied to post-high school plans as key aspects of personalization.** Students, parents and teachers need accurate information about high school graduation requirements and pre-requisites for four-year colleges and universities. In lieu of the establishment of advisory periods at more grantee schools, additional information

regarding high school graduation and postsecondary requirements (i.e., A-G requirements) could be integrated during SLC recruitment efforts and middle school articulation, and then followed up during the Individual Graduation Plan (IGP) process that is a mandated aspect of student counseling.

- **Provide more systematic and data-driven intervention through SLCs that is less reliant on student initiative.** Academic intervention remains insufficiently integrated with school-based systems that are capable of identifying students who clearly need additional help to master rigorous standards. Allowing SLCs to provide and manage intervention may prove to be more effective than using a school-wide approach to intervention, which could lead to academic intervention becoming proactive rather than reactive.

- **Expand extended learning opportunities beyond the walls of the high school campus.** SLCs need to continue to find ways to connect standards-based instruction to the thematic orientation of SLC via community service projects, service learning, internships, etc, while simultaneously addressing the need for embedding cultural relevance into the educational experience, in order to help students connect their education to the future.

Accountability and Distributed Leadership:

- **Provide time for SLC teams to meet during the regular school day.** To the extent possible, schools should provide common conference periods for teachers by SLC to institutionalize common planning and regular interdisciplinary interactions tied to rigor, relevance, and relationships. In lieu of common conferencing, schools should dedicate time for SLC teams to collaborate at least twice monthly during banked time or other professional development forums.

- **Clarify SLC roles of site-based personnel and local districts.** SLC leadership (lead teacher, assistant principal and counselor) needs further role definition and leadership training. Likewise, there is a need to clarify the role of Local District offices, and build their capacity to adequately assist schools as they encounter implementation challenges and to provide appropriate oversight and support to foster and develop SLC reforms.

- **Support schools and teachers in the use of data openly and regularly and disaggregated by SLCs.** Schools have formative and summative data about student achievement and they have the capacity to access and manipulate data as needed. However, only half of the grantee schools are making widespread use of data, especially data disaggregated by SLC. Schools would benefit from clear performance targets, such as an increase in CAHSEE pass rates or decrease in ninth grade retention tied to SLC implementation. When crafted carefully and with input from multiple stakeholders, success indicators provide clarity about expectations, motivate behavior, foster a shared vision, and promote more honest dialogue about student achievement.

Parent and Community Engagement:

- **Develop more systematic ways to involve parents up-front in the design of SLCs and on into SLC implementation.** Schools need to involve parents in the design and construction of SLCs to ensure ownership and reinforce the importance of parent involvement from the beginning. This would decrease the tendency for schools to delay SLC connections until they involved in the SLC placement process (such as the signing off of student SLC preference forms, or SLC orientations).

- **Give Parent Centers a higher profile in SLC implementation.** Train parent center representatives to inform parents about the school's SLC offerings. Involve parent center representatives in advisement activities, college awareness campaigns, and academic support strategies. Parent Centers have the potential to become "parent advisors" demonstrating how SLCs support students to meet increased academic expectations.

- **Create SLC advisory boards for parents and external partners in order to link these stakeholders more concretely to the development and expansion of SLCs**. Schools should develop SLC advisory boards, comprised of parent and partner representatives that could assist schools in outreach, provide opportunities for participation in SLC decision-making, and showcase school commitment to altering the status quo. That outreach would allow SLCs addresses misconceptions about college and career preparation and equip families with skills needed to chart a post-high school pathway for students.

- **Develop school Websites to include information about SLC reform.** Schools must do a better job of informing stakeholders about the structure and progress of SLC reform at their school. Schools and/or SLC websites can disseminate information in a targeted fashion, and allow interested parties to gain insight about a particular SLC. However, few schools have adequately updated their websites to include information on SLCs beyond a general description.

PART V—STUDENT AND SCHOOL OUTCOMES

This section of the report documents the student and school outcomes at the seven Cohort 6 schools. Because nearly all (96% of students at Cohort 6) of the students were enrolled in SLCs in 2009-10, the analyses in this section of the report are school-wide numbers rather than a comparison between SLC students and Non-SLC students. In effect, the scale-up of SLC implementation efforts has eliminated the "control" or comparison group of students at these schools.

Composite Measures of Student Achievement

All public schools in California are subject to separate accountability targets emanating from the State and Federal government. At the State level, schools must show growth on the Academic Performance Index (API), a composite of student achievement on the California Standards Tests (CSTs) in grade 9-11 English/Language Arts, Mathematics, Science, and Social Studies, as well as the California High School Exit Exam (CAHSEE), which tests 10th graders in English/Language Arts and Mathematics. In the analysis of composite state and federal accountability, this report displays data 2006-2010 for all schools. Other tables in this report are comprised of data from baseline (the year prior to SLC grant or first year of SLC implementation) to current year.

Table 39: Academic Performance Index and Adequate Yearly Progress by School

Cohort 6	2006 Growth Score	2007 Growth Score	2008 Growth Score	2009 Growth Score	2010 Growth Score	Net Change	Program Improvement Status/Year
Bell	579	580	592	640	671	**92**	Yes/1997-98
Chatsworth	697	704	704	706	717	**20**	Yes/2009-10
Franklin	600	601	603	639	659	**59**	Yes/ 1997-98
Monroe	608	610	618	655	667	**59**	Yes/2001-02
Polytechnic	609	608	635	649	693	**84**	Yes/2010-11
Van Nuys	656	670	723	728	716	**60**	Yes/2007-08
Westchester	615	589	603	629	649	**34**	Not in PI
Cohort Average	*601*	*603*	*616*	*653*	*682*	*58*	*Yes*

Source: California Department of Education
***School failed to test a representative population (95%) of students**

As shown in Table 39 above, the growth API has increased an average of 58 points (ranging from 20-92 points) since 2006 at Cohort 6 schools. API scores increased the most at Bell and Polytechnic, with large increases also occurring at Van Nuys, Monroe, and Franklin. Bell had the lowest Growth API score in Year 1 of the grant, yet increased 92 points by Year 4 of the grant. Conversely, Chatsworth had the highest Growth API in 2006 out of the Cohort 6 schools, but had the lowest increase over time (20 points). As such, the range in growth API scores decreased from 118 points in 2006 to 68 points in 2010. Chatsworth, Van Nuys and Polytechnic reported the highest API scores in 2010 among the Cohort 6 schools.

For high schools, federal accountability is termed "Adequate Yearly Progress" or AYP, based on the percentage of 10th grade students who attain proficiency[35] on the California High School Exit Exam (CAHSEE) in English/Language Arts and Mathematics the first-time the exam is administered (generally Spring of the sophomore year). In addition, the target percentage under AYP has increased markedly over time (increase of 33.3% in ELA and 33.9% in Mathematics).

In terms of Federal accountability under AYP in ELA, Cohort 6 schools performed slightly above or equal to district-wide averages in the last five years. On average, schools in Cohort 6 increased an average of 6.5% in the proportion of students meeting proficiency on ELA AYP, compared to 11% for the district. Van Nuys and Polytechnic scored the best on this measure. In 2010, only two of the seven Cohort 6 schools met AYP in ELA. The district-wide average also fell short of the federal AYP targets in 2010.

Table 40: Adequate Yearly Progress (ELA) by School (% Advanced and Proficient)

Cohort 6	AYP Goal 22.3%		AYP Goal 22.3%		AYP Goal 33.4%		AYP Goal 44.5%		AYP Goal 55.6%	
	% Proficient	Met Goal	% Proficient	Met Goal	% Proficient	Met Goal	% Proficient	Met Goal	% Proficient	Met Goal
	2006	2006	2007	2007	2008	2008	2009	2009	2010	2010
Bell	30.1%	Yes	25.9%	Yes	30.1%	No	30.2%	No	34.6%	No
Chatsworth	51.5%	Yes	43.6%	Yes	54.2%	Yes	46.6%	Yes	51.3%	No
Franklin	34.3%	Yes	27.4%	Yes	34.4%	Yes	35.8%	No	43.0%	No
Monroe	38.8%	Yes	28.0%	Yes	30.0%	No	31.7%	No	33.3%	No
Polytechnic	34.1%	Yes	30.8%	Yes	41.7%	Yes	49.1%	Yes	56.2%	Yes
Van Nuys	38.8%	Yes	44.1%	Yes	54.9%	Yes	55.3%	Yes	57.4%	Yes
Westchester	40.3%	Yes	32.7%	Yes	38.2%	Yes	37.4%	No	37.7%	No
Cohort Average	*38.3%*	*Yes*	*33.2%*	*Yes*	*40.5%*	*Yes*	*40.9%*	*No*	*44.8%*	*No*
District Average	*32.4%*	*Yes*	*33.4%*	*Yes*	*37.1%*	*Yes*	*40.7%*	*No*	*43.4%*	*No*

Source: California Department of Education

In terms of Federal accountability under AYP in Mathematics, Cohort 6 schools performed below the district at baseline, but have scored slightly above or equal to district-wide averages in the last four years. Schools in Cohort 6 increased the proportion of students meeting Mathematics proficiency an average of 12.9%, compared to district gains of 9.9%. Again, Van Nuys and Polytechnic scored best on this measure. However, due to rising targets, only two of the seven Cohort 6 schools met AYP in Mathematics in 2010. The district-wide average also fell short of the federal AYP targets in 2010.

[35] The "cut score" for proficiency on the CAHSEE for proficiency is 380, compared to the score of 350 necessary to simply pass the exam.

Table 41: Adequate Yearly Progress (Mathematics) by School (% Advanced and Proficient)

Cohort 6	AYP Goal 20.9%		AYP Goal 20.9%		AYP Goal 32.2%		AYP Goal 43.5%		AYP Goal 54.8%	
	% Proficient	Met Goal	% Proficient	Met Goal	% Proficient	Met Goal	% Proficient	Met Goal	% Proficient	Met Goal
	2006	2006	2007	2007	2008	2008	2009	2009	2010	2010
Bell	41.0%	Yes	44.2%	Yes	52.5%	Yes	51.9%	Yes	52.3%	No
Chatsworth	45.4%	Yes	47.6%	Yes	54.5%	Yes	45.4%	Yes	49.1%	No
Franklin	26.7%	Yes	27.5%	Yes	31.1%	No	39.5%	No	39.0%	No
Monroe	34.8%	Yes	29.9%	Yes	31.0%	No	40.2%	No	40.4%	No
Polytechnic	30.0%	Yes	41.6%	Yes	51.7%	Yes	58.1%	Yes	59.4%	Yes
Van Nuys	39.0%	Yes	49.2%	Yes	56.3%	Yes	62.1%	Yes	60.5%	Yes
Westchester	27.1%	Yes	25.5%	Yes	29.3%	No	36.7%	No	33.6%	No
Cohort Average	*34.9%*	*Yes*	*37.9%*	*Yes*	*43.8%*	*Yes*	*47.7%*	*Yes*	*47.8%*	*No*
District Average	*38.1%*	*Yes*	*38.8%*	*Yes*	*43.1%*	*Yes*	*45.8%*	*Yes*	*48.0%*	*No*

Source: California Department of Education

It is important to note that even the schools that are making "progress" (exceeding district averages and meeting AYP) are still in Program Improvement status. As schools continue to increase academic achievement school-wide, they are often failing to garner the needed proficiency levels from numerically significant subgroups (e.g., English Learners and Students with Disabilities) to exit Program Improvement. Of Cohort 6 schools, only Westchester was not in Program Improvement in 2010. It is also worth noting that LAUSD entered district Program Improvement status in 2004-05.

Student Achievement at SLC Grantee Schools

To examine the performance of schools in terms of student achievement, analyses focus on the percentage of students who improved at least one CST proficiency level annually. Specifically, the evaluation calculated the percentage of students who improved from Far Below Basic, Below Basic, and Basic in the years 2006-2010.[36] These results were calculated using student-level data provided by LAUSD. For analytic purposes, the results compared the seven Cohort 6 schools to other comprehensive high schools in LAUSD that have not received USDE SLC grant funds). These results excluded students in magnet programs and magnet schools, as well as small, autonomous and/or special themed high schools that enrolled less than 500 students grades 9-12. In this way, the evaluation aimed to compare large, urban high schools funded to implement SLCs to other large, urban high schools not funded but still subject to the requirements of Bulletin 1600 which require all students to be enrolled in SLCs within 3-5 years.

The data included below is school-wide in nature rather than a comparison between SLC and Non-SLC students because nearly all students at Cohort 6 schools were enrolled in a SLC by 2009-10. It is safe to assume that some of the students at the "other" LAUSD high schools also participated in a SLC during but in lieu of SLC rosters from these schools, the evaluation was unable to provide a percentage of SLC enrollments at these schools. Table 42 below, provides the percentage of students in SLCs at the Cohort 6 schools who were included in the analyses that follow.

[36] For Cohort 6 schools, 2006 was the baseline year before receipt of the grant.

Table 42: Cohort 6 SLC Enrollment by Year

School	% in SLC				
	2006	2007	2008	2009	2010
Bell	21%	56%	98%	98%	98%
Chatsworth	5%	32%	16%	97%	100%
Franklin	14%	25%	97%	97%	96%
Monroe	60%	83%	100%	99%	100%
Polytechnic	44%	57%	97%	95%	79%
Van Nuys	33%	58%	100%	99%	100%
Westchester	16%	37%	100%	99%	99%
Cohort 6 Average	*41%*	*57%*	*90%*	*98%*	*96%*

Source: LAUSD Planning, Assessment and Research Branch and school provided SLC rosters

Student Achievement in English/Language Arts (ELA)

As shown in Table 43 below, Cohort 6 showed 19% net growth in the percentage of Far Below Basic students in ELA who improved at least one CST proficiency level, compared to 9% growth among LAUSD high schools that did not receive the USDE SLC grant. Cohort 6 schools showed a significant rise (9%) among Far Below Basic students 2010 after experiencing a decline from 2008 to 2009. Among Cohort 6 schools, the largest increases in the proportion of Far Below Basic students advancing at least one CST proficiency level occurred at Franklin and Bell. Detailed information on the progress of individual schools may be found in **Appendix F**.

Table 43: ELA CST, Improvements by Proficiency Level, 2006-2010

FBB Improvement (Movement out of Far Below Basic)	2006	2007	2008	2009	2010	Net Change
Cohort 6 (N=7 schools)	31%	46%	52%	41%	50%	19%
Other LAUSD High Schools (N=21 schools)	31%	49%	50%	39%	46%	9%
BB Improvement (Movement out of Below Basic)						
Cohort 6 (N=7 schools)	19%	29%	30%	31%	37%	18%
Other LAUSD High Schools (N=21 schools)	19%	31%	32%	25%	33%	10%
B Improvement (Movement out of Basic)						
Cohort 6 (N=7 schools)	12%	19%	20%	17%	24%	12%
Other LAUSD High Schools (N=21 schools)	13%	22%	21%	14%	22%	8%

Source: LAUSD Planning, Assessment and Research Branch

Compared to baseline, Cohort 6 also showed more growth (18%) in the percentage of Below Basic students in ELA who improved, compared LAUSD high schools not receiving the grant, which showed 10% growth from 2006-2010. Between 2009 and 2010, Cohort 6 schools showed 8% growth in this category. Among Cohort 6 schools, the largest increases in the proportion of Below Basic students advancing at least one proficiency level occurred at Bell, Polytechnic and Franklin.

Cohort 6 showed better growth (12%) in moving students out of the Basic category compared with LAUSD high schools not receiving the grant (8%). Comparing 2009 to 2010 also shows positive 7% growth among Cohort 6 schools. The largest increases in the

proportion of Basic students advancing at least one proficiency level occurred at Polytechnic, Bell and Franklin.

As shown in Table 44 (below), improvements in the 10th grade ELA CAHSEE pass rate were higher at Cohort 6 schools (11%) than at other LAUSD high schools not receiving a SLC implementation grant (9%). Cohort 6 schools passed an average of 75% of 10th graders in 2010, 2% more than other LAUSD schools. This was the same as their average 2009 pass rate. Among Cohort 6 schools, Franklin showed the most growth in CAHSEE pass rates in ELA, followed by Polytechnic.

Table 44: ELA CAHSEE 10th Grade Pass Rates, 2006-2010

	2006	2007	2008	2009	2010	Net Change
Cohort 6 (N=7 schools)	64%	63%	72%	75%	75%	11%
Other LAUSD High Schools (N=21 schools)	63%	62%	70%	73%	73%	9%

Source: LAUSD Planning, Assessment and Research Branch

Student Achievement in Mathematics

For the analyses of California Standards Test (CST) in Mathematics, the evaluation examined grade 9-11 CST results in Algebra I, Geometry, and Algebra II. In Mathematics, students are tested based on their course of enrollment, rather than grade level.

As shown in Table 45, Cohort 6 showed 9% growth in positive movement out of Far Below Basic, compared to 5% among other, non-grantee LAUSD high schools. Compared to 2009, Cohort 6 schools showed 7% more growth. The schools most likely to move students out of Far Below Basic in Math included Bell, Chatsworth and Van Nuys.

Table 45: Mathematics CST, Improvements by Proficiency Level, 2006-2010

FBB Improvement (Movement out of Far Below Basic)	2006	2007	2008	2009	2010	Net Change
Cohort 6 (N=7 schools)	45%	49%	51%	47%	54%	9%
Other LAUSD High Schools (N=21 schools)	42%	45%	44%	41%	47%	5%
BB Improvement (Movement out of Below Basic)						
Cohort 6 (N=7 schools)	14%	16%	18%	15%	24%	10%
Other LAUSD High Schools (N=21 schools)	9%	12%	13%	11%	15%	6%
B Improvement (Movement out of Basic)						
Cohort 6 (N=7 schools)	10%	12%	14%	14%	18%	8%
Other LAUSD High Schools (N=21 schools)	7%	10%	11%	10%	13%	6%

Source: LAUSD Planning, Assessment and Research Branch

Cohort 6 showed the more growth (10%) in the percentage of Below Basic students in Mathematics who improved, compared to LAUSD high schools not receiving the grant (6%). In 2010, Cohort 6 schools showed 9% over 2009 Below Basic improvement. The schools most likely to move students upward from Below Basic in Math included Bell and Polytechnic.

Cohort 6 proved more effective (8%) in moving students upward from Basic than LAUSD high schools not receiving the grant (6%). Cohort 6 schools showed a 4% increase over the

2009 in this category. The schools most likely to move students upward from Basic in Math included Bell and Polytechnic.

As shown in Table 46 below, Cohort 6 showed a growth of 17% in CAHSEE pass rate since baseline. This was slightly higher than LAUSD high schools not receiving the grant (15%). In 2010, Cohort 6 passed 78% of 10th graders, while LAUSD high schools not receiving the grant passed 72%. Among Cohort 6 schools, the following schools showed the largest increases in ELA CAHSEE pass rates: Polytechnic and Franklin.

Table 46: Mathematics CAHSEE 10th Grade Pass Rates, 2006-2010

	2006	2007	2008	2009	2010	Net Change
Cohort 6 (N=7 schools)	61%	63%	73%	78%	78%	17%
Other LAUSD High Schools (N=21 schools)	58%	57%	68%	72%	72%	15%

Source: LAUSD Planning, Assessment and Research Branch

Pupil Attendance

Improvements in pupil attendance were slightly better (i.e., 1%-2% higher) among Cohort 6 schools compared to other, non-grantee LAUSD high schools. Detailed information on individual schools is presented in **Appendix F**.

Table 47: Attendance Rates by Grade, 2006-2010

Grade 9	2006	2007	2008	2009	2010	Net Change
Cohort 6 (N=7 schools)	89%	90%	92%	93%	95%	6%
Other LAUSD High Schools (N=21 schools)	88%	90%	92%	93%	93%	4%
Grade 10						
Cohort 6 (N=7 schools)	90%	91%	92%	94%	95%	5%
Other LAUSD High Schools (N=21 schools)	89%	91%	92%	93%	93%	4%
Grade 11						
Cohort 6 (N=7 schools)	90%	91%	92%	94%	95%	5%
Other LAUSD High Schools (N=21 schools)	89%	91%	92%	93%	93%	4%
Grade 12						
Cohort 6 (N=7 schools)	92%	92%	93%	93%	95%	3%
Other LAUSD High Schools (N=21 schools)	90%	91%	92%	93%	93%	2%

Source: LAUSD Planning, Assessment and Research Branch

School Dropout, Graduation, and UC/CSU Eligibility

In 2006-07, California altered the way in which dropout rates were calculated to take into account longitudinal tracking of individual students over time. This was the third year in which this was done, so the comparable data to analysis was made for the 2007-08 and 2008-09 school years (2009-10 data will likely be available in November of 2011).

As shown in Table 48 below, the adjusted one-year dropout rate at Cohort 6 schools decreased 1% from 2007-08 to 2008-09. The dropout rate at LAUSD schools not receiving the grant, on the other hand, increased 1.6%. The statewide average dropout rate also increased, by 0.7%. Cohort 6 schools in 2009 had a lower one-year derived dropout rate (5.0%) than LAUSD schools not receiving grants (7.6%), and the statewide average of 5.7%.

Similarly, the four-year derived dropout rates among Cohort 6 schools decreased 5.5%, compared to *increases* among LAUSD schools not receiving grants (1.8%) and statewide (2.8). Cohort 6 posted a lower rate of 20.5% compared to both LAUSD schools not receiving grants (30.8%) and the statewide average (21.7%). Detailed individual school results may be found in **Appendix F**.

Table 48: Average School Dropout Rates, 2006-07 to 2008-09

School	2006-07			2008-09		
	Average Enrollment (9-12)	Adjusted 1-Year Derived Dropout Rate (9-12)	Adjusted 4-Year Derived Dropout Rate (9-12)	Average Enrollment (9-12)	Adjusted 1-Year Derived Dropout Rate (9-12)	Adjusted 4-Year Derived Dropout Rate (9-12)
Cohort 6	3,424	6.0%	26.0%	3,534	5.0%	20.5%
Other LAUSD HS	2,514	6.0%	29.0%	2,216	7.6%	30.8%
State Total/Average	***1,997,181***	***5.0%***	***18.9%***	***2,013,686***	***5.7%***	***21.7%***

Source: California Department of Education ***2009-10 data not available**

As shown in Table 49, the NCES graduation rate at Cohort 6 schools increased 4.6% from 2006-07 to 2008-09. LAUSD high schools not receiving the grant experienced an increase of 1.9%, while the statewide average decreased by 2.1%. Cohort 6 schools had a higher average graduation rate (76.6%) than LAUSD schools not receiving the grant (70.9%), although the statewide average is still higher at 78.5%. Detailed individual school results may be found in **Appendix F**.

Table 49: Average School Graduation and UC/CSU Eligibility Rates, 2006-07 to 2008-09

School	2006-07			2008-09		
	NCES Graduation Rate	Average # of Graduates	Graduates with UC/CSU Required Courses	NCES Graduation Rate	Average # of Graduates	Graduates with UC/CSU Required Courses
Cohort 6	72.0%	497	48.0%	76.6%	510	42.9%
Other LAUSD HS	69.0%	411	48.0%	70.9%	384	50.0%
State Total/Average	***80.6%***	***356,641***	***35.5%***	***78.5%***	***383,631***	***35.3%***

Source: California Department of Education ***2009-10 data not available**

When compared to 2006-2007, Cohort 6 schools experienced a decline of 5.1% in their UC/CSU eligible graduates. LAUSD schools not receiving the USDE SLC grant increased their UC/CSU eligible rate by 2%. The statewide average of UC/CSU eligible graduates decreased just 0.2%. To some extent, the decline in UC/CSU eligibility is tied to the fact that Cohort 6 schools were more likely to graduate students. As such, the denominator for calculating UC/CSU eligibility increased. The reverse was true among other LAUSD schools not receiving USDE funds for SLC. It is important to note that both Cohort 6 (42.9%) and LAUSD schools not receiving the grant (50%) schools had more UC/CSU eligible graduates than the statewide average (35.3%) in 2008-09.

Further analysis of UC/CSU (Table 50) attendance shows a 5% decline in actual UC/CSU attendance among high school graduates. All but one school experienced declines in the

proportion of graduates enrolled in UC/CSU following graduation. LAUSD averages also declined but only by 1% in the same time period. Still, Cohort 6 schools enrolled 2% more of graduating seniors in UC/CSU campuses compared to the district average.

Table 50: UC/CSU Attendance Rates, 2005-06 to 2008-09

School	2005-06 UC/CSU Attendees	2005-06 12th Grade Enrollment	2005-06 UC/CSU Rate of Attendance	2008-09 UC/CSU Attendees	2008-09 12th Grade Enrollment	2008-09 UC/CSU Rate of Attendance	Net Change
Bell	100	584	17%	89	726	12%	**-5%**
Chatsworth	106	644	16%	122	704	17%	**1%**
Franklin	109	441	25%	78	440	18%	**-7%**
Monroe	103	512	20%	52	424	12%	**-8%**
Polytechnic	147	830	18%	123	883	14%	**-4%**
Van Nuys	126	655	19%	80	552	14%	**-5%**
Westchester	103	394	26%	66	396	17%	**-9%**
Cohort Total/Average	*113*	*580*	*20%*	*87*	*589*	*15%*	*-5%*
District Total/Average	*4040*	*29700*	*14%*	*5016*	*38805*	*13%*	*-1%*

Source: California Postsecondary Education Commission, California Department of Education 2009-10 not available

Table 51: CCC Attendance Rates, 2005-06 to 2008-09

School	2005-06 CCC Attendees	2005-06 12th Grade Enrollment	2005-06 CCC Attendance Rate	2008-09 CCC Attendees	2008-099 12th Grade Enrollment	2008-09 CCC Attendance Rate	Net Change
Bell	256	584	44%	290	726	40%	**-4%**
Chatsworth	258	644	40%	279	704	40%	**0%**
Franklin	157	441	36%	130	440	30%	**-6%**
Monroe	192	512	38%	177	424	42%	**4%**
Polytechnic	225	830	27%	275	883	31%	**4%**
Van Nuys	235	655	36%	226	552	41%	**5%**
Westchester	166	394	42%	181	396	46%	**4%**
Cohort Total/Average	*213*	*580*	*37%*	*223*	*589*	*38%*	*1%*
District Total/Average	*11,302*	*29,700*	*38%*	*11,928*	*38,805*	*31%*	*-7%*

Source: California Postsecondary Education Commission, California Department of Education 2009-10 not available

Table 51 displays the attendance of Cohort 6 graduates at California Community College (CCC) from 2005-06 (baseline) to 2008-09 (Year 3 of SLC implementation), the most recent year for which data are available. For Cohort 6 schools, CCC enrollments increased 1% on average, with larger increases of 4%-5% at four of the seven schools. By comparison, district-wide rates of CCC attendance decreased 7%. The four schools (Monroe, Polytechnic, Van Nuys, and Westchester) with CCC increases also experienced declines in UC/CSU attendance. As such, some of the graduates from these schools likely opted to attend two-year rather than four-year postsecondary institutions. However, two schools (Bell and Franklin) showed declines in both UC/CSU and CCC attendance, with one additional school (Chatsworth) essentially stable over time on these measures.

Credit Completion

With so much attention being paid to high school graduation and college eligibility, the evaluation assembled data on credit accumulation at SLC grantee sites. Adequate credit completion refers to students "on pace" to earn credits that would allow them graduate on time.[37] Table 52 indicates that 9th and 10th grade students in Cohort 6 significantly underperformed relative to other non-grantee LAUSD high schools (7% difference on average in 2010). Cohort 6 11th and 12th graders performed better than underclassmen but not as well as students attending Other LAUSD high schools (5% difference on average in 2010).

Table 52: % of Students Earning Adequate Credits Toward High School Graduation

Cohort 6	2008	2009	2010	Net
9th Grade	47%	50%	51%	**4%**
10th Grade	52%	54%	53%	**1%**
11th Grade	52%	54%	58%	**6%**
12th Grade	64%	63%	65%	**1%**
Other LAUSD Schools	**2008**	**2009**	**2010**	**Net**
9th Grade	54%	57%	59%	**5%**
10th Grade	57%	62%	59%	**2%**
11th Grade	52%	61%	64%	**12%**
12th Grade	58%	63%	69%	**11%**

Source: LAUSD Planning, Assessment and Research Branch

Summary

Below, the evaluation has summarized the improvements in student achievement and school performance under the four-year USDE SLC grant.

- Academic Performance Index: The growth API has increased an average of 58 points (ranging from 34-92 points) since 2006 at Cohort 6 schools.

- Adequate Yearly Progress (ELA): On average, schools in Cohort 6 increased an average of 6.5% in the proportion of students meeting proficiency on ELA AYP. While the district posted a higher net growth over the course of the grant, Cohort 6 continued to exceed district percentages.

- Adequate Yearly Progress (Mathematics): Schools in Cohort 6 increased an average of 13% in the proportion of students meeting proficiency. After four years of the grant, Cohort 6 outpaced district gains and approximated district performance after having a lower percentage of students meeting AYP at the beginning of the grant.

- California Standards Tests in English/Language Arts: Cohort 6 schools outperformed other LAUSD schools in both in terms of the rate of ELA CST

[37] For 9th graders, adequate credit accumulation was set at 55 credits (i.e., passing all but one course with a letter grade of "D" or better). The cut points were set at 110 credits for 10th graders, 165 credits for 11th graders, and 220 for 12th graders.

proficiency level improvement over the five-year period (including baseline), and the absolute level of positive CST movement in 2010.

- ELA CAHSEE California High School Exit Exam in English/Language Arts: Cohort 6 schools experienced an 11% improvement in the percentage of 10th graders passing the ELA CAHSEE, a rate of improvement 2% greater than that among LAUSD schools not receiving the USDE SLC grants.

- California Standards Tests in Mathematics: Cohort 6 schools outperformed other LAUSD schools in both in terms of the rate of Mathematics CST proficiency level improvement over the five-year period, and the absolute level of positive CST movement in 2010.

- California High School Exit Exam in Mathematics: Cohort 6 schools experienced a 17% improvement in the percentage of 10th graders passing the Mathematics CAHSEE, a rate of improvement 2% greater than that among LAUSD schools not receiving the USDE SLC grants.

- Pupil Attendance: Improvements in pupil attendance were slightly better (i.e., 1%-2% higher) among Cohort 6 schools compared to other, non-grantee LAUSD high schools.

- Dropout Rate: The adjusted four-year dropout rate decreased 5.5% between 2006-07 and 2008-09 (2009-10 data not yet available) at Cohort 6 schools, while non-grantee LAUSD high schools average and the state average dropout rate increased 1.8% and 2.8%, respectively.

- Graduation Rate: The adjusted four-year derived graduation rate increased 4.2% between 2006-07 and 2008-09 (2009-10 data not yet available) at Cohort 6 schools. This increase in graduation rate exceeded other LAUSD schools not receiving the USDE SLC grant (increase of 1.9%), while the state average decreased -2.1%.

- Credit Accumulation: There were increases in the percentage of students earning sufficient credits to be on-track for graduation in the 9th grade only during the period of 2008-2010. However, the credit completion rate for other LAUSD schools not receiving the USDE SLC grant was at least two times greater than Cohort 6 in grades 10-12.

- College Eligibility: Cohort 6 schools experienced a 7.1% decline in the proportion of graduating seniors meeting A-G requirements for admission to UC/CSU (42.9%), compared to a 2% increase among other LAUSD schools not receiving a USDE SLC grant (50%). However, the UC/CSU eligibility rate at Cohort 6 schools was higher than the state average (35.3%) in 2008-09.

- College Attendance: Cohort 6 experienced greater declines in the percentage of students attending UC/CSU- four-year public colleges or universities (-5%) compared to the district average (-1%). However, from 2006-2009, Cohort 6 had

1% increase in the percentage of students attending community college while the district average decreased 7%.

PART VI – CONCLUSIONS & RECOMMENDATIONS

Conclusions on SLC Implementation

SLC Enrollment and Participation

The schools in Cohort 6 have increased the proportion of students enrolled in SLCs from 47% at baseline (2005-06) to 96% of enrollment in Year 4 (2009-10). During the same time period, the demographics of SLC students came to match overall school demographics. In other words, the equitable distribution of students to SLCs was such that there were no significant demographic characteristics separating SLC and non-SLC students at the aggregate level by Year 4 of the grant. In fact, data shows that Cohort 6 schools made a dramatic shift in the percentage of students enrolled in SLC by the third year of the grant (2008-09). More importantly, SLC membership moved beyond the early grade levels (i.e., 9th and 10th) and included the overwhelming majority of upperclassmen (i.e., 11th and 12th).

SLC Implementation Ratings

As shown in the Table 53 below, Cohort 6 sites achieved the highest levels of school-wide SLC implementation in the areas of Personalization, SLC Identity, Unifying Vision, and Curriculum and Instruction. While there was not any attributes that scored significantly low in comparison to others, it should be noted that after four years of the grant, Cohort 6 schools yielded an overall rating of "Early Implementation" or a three on the six-point implementation scale.

Table 53: SLC Implementation Ratings[38] by Year, Cohort 6 schools

SLC Attribute	2006-07	2007-08	2008-09	2009-10	Net Change
Unifying Vision	2.9	3.5	3.9	3.4	0.5
SLC Identity	2.6	3.1	3.6	3.6	1.0
Curriculum, Instruction, and Assessment	2.6	2.5	3.1	3.4	0.8
Professional Development	2.5	2.5	2.6	3.1	0.6
Equity & Access	2.8	2.9	3.1	3.1	0.3
Personalization	2.9	2.9	3.3	3.7	0.8
Accountability & Distributed Leadership	2.6	3.3	3.3	3.3	0.7
Parent and Community Engagement	2.1	2.4	2.6	2.9	0.8
Overall	**2.6**	**2.9**	**3.2**	**3.3**	**0.7**

Source: Public *Works*, Inc.

[38] Rating used the following scale: 1= No Evidence of Implementation; 2= Planning for Implementation; 3= Early Implementation; 4= Developmental Implementation; 5=Solid Implementation; and 6= Full Implementation.

On average, the cohort improved nearly 1 point (0.7), effectively moving from the latter stages of planning to early implementation. Schools showed the most improvement over the term of the grant in terms of SLC Identity, Personalization, and Curriculum and Instruction.

In examining these ratings of SLC implementation, it is important to note that the school is the unit of analysis. In other words, the aggregate school rating may or may not reflect what is occurring within particular SLCs. Indeed, certain SLCs were found to more show higher levels of implementation, but their level of implementation was not necessarily reflected on the school-wide implementation scale. In large part, the Cohort 6 schools implemented SLCs in an uneven fashion, with greater variation within schools than across schools in terms of SLC implementation.

Implementation Barriers

For the Cohort 6 high schools included in this evaluation, five key issues related to SLC implementation loomed largest as challenges. These included: 1) adapting master schedules to prioritize a SLC vision that includes ALL students grouped by SLC in at least 50% of courses; 2) creating opportunities for staff to meet and collaborate on the development common lessons, thematic units, common assessments, or student work; 3) linking SLCs more concretely to ongoing efforts to improve instructional practices so that SLCs are seen as a vehicle for augmenting standards-based instructional reforms; 4) defining clear areas for SLC autonomy in order to increase staff ownership of the SLC initiative and true change in school culture; and 5) minimizing faculty and administrative turnover to provide continuity and sustainability of SLC implementation.

Student Achievement

- Academic Performance Index: The growth API has increased an average of 58 points (ranging from 34-92) since 2007 at Cohort 6 schools.

- Adequate Yearly Progress: On average, schools in Cohort 6 increased an average of 6.8% in the proportion of students meeting proficiency on ELA AYP. In Mathematics, schools in Cohort 6 increased an average of 12.9% in the proportion of students meeting proficiency. Despite these improvements, only two schools in Cohort 6 met their 2010 AYP targets in either ELA or Mathematics and six out of seven grantee schools are classified as Program Improvement schools.

- California Standards Tests in English/Language Arts: Cohort 6 schools showed 19% net growth in the percentage of Far Below Basic students in ELA who improved at least one CST proficiency level. Cohort 6 also showed growth of 18% in the percentage of Below Basic students in ELA who improved at least one proficiency level. Cohort 6 showed 8% growth in moving students out of the Basic category. These rates of improvement were slightly better or equal to LAUSD schools not receiving USDE SLC grants.

- California High School Exit Exam in English/Language Arts: Cohort 6 schools experienced an 11% improvement in the percentage of 10^{th} graders passing the ELA

CAHSEE, a rate of improvement lower than that among LAUSD schools not receiving the USDE SLC grants (9% improvement).

- California Standards Tests in Mathematics: Cohort 6 schools posted positive growth (9%) in moving Far Below Basic students to another proficiency level. Cohort 6 showed the 10% growth in the percentage of Below Basic students in Mathematics who improved at least one proficiency level. Cohort 6 increased by 8% the percentage of Basic students improving at least one proficiency level in Mathematics. These rates of improvement were better than LAUSD schools not receiving USDE SLC grants for FBB and BB students, but slightly lower for Basic students.

- California High School Exit Exam in Mathematics: Cohort 6 schools experienced a 17% improvement in the percentage of 10th graders passing the Mathematics CAHSEE, a rate of improvement lower than that among LAUSD schools not receiving the USDE SLC grants (15% improvement).

- Pupil Attendance: Pupil attendance at Cohort 6 schools improved an average of 4% in grades 9-12. These rates of improvement were identical to those experienced by other LAUSD schools not receiving the USDE SLC grants.

- Dropout Rate: The adjusted four-year dropout rate decreased 5.5% between 2006-07 and 2008-09 (2009-10 data not yet available) at Cohort 6 schools, while non-grantee LAUSD high schools average and the state average dropout rate increased 1.8% and 2.8%, respectively.

- Graduation Rate: The adjusted four-year derived graduation rate increased 4.2% between 2006-07 and 2008-09 (2009-10 data not yet available) at Cohort 6 schools. This increase in graduation rate exceeded other LAUSD schools not receiving the USDE SLC grant (increase of 1.9%), while the state average decreased -2.1%.

- Credit Accumulation: There were increases in the percentage of students earning sufficient credits to be on-track for graduation in the 9th grade only during the period of 2008-2010. However, the credit completion rate for other LAUSD schools not receiving the USDE SLC grant was at least times greater than Cohort 6 in grades 10-12.

- College Eligibility: Cohort 6 schools experienced a 7.1% decline in the proportion of graduating seniors meeting A-G requirements for admission to UC/CSU (42.9%), compared to a 2% increase among other LAUSD schools not receiving a USDE SLC grant (50%). However, the UC/CSU eligibility rate at Cohort 6 schools was higher than the state average (35.3%) in 2008-09.

- College Attendance: Cohort 6 experienced greater declines in the percentage of students attending UC/CSU- four-year public colleges or universities (-5%) compared to the district average (-1%). However, from 2006-2009, Cohort 6 had 1% increase in the percentage of students attending community college while the district average decreased 7%.

Recommendations to Local Districts

In 2006, primary responsibility for SLC oversight and support was devolved from the LAUSD Office of School Redesign to local districts. While some local districts have filled this vacuum, others were unsure what their role might entail and were overly dependent on schools to ask for help. In sum, our evaluation results highlight a need for greater clarity in terms of how Local District offices should provide oversight and support schools in addressing SLC implementation challenges. In this context, Public *Works*, Inc. makes the following key recommendations for local districts to implement:

- **Continue to monitor and provide oversight of school master schedules**. Although there has been improvement in terms of establishing "pure" classes (i.e., course sections where all or nearly all of students belong to the same SLC), this is a concern at a number of grantee sites. In addition, few sites have provided SLC teachers with common conference (prep) periods as a structural support for teacher collaboration. These findings indicate a need for local districts to monitor (and provide support to) school master schedules for evidence of a commitment to the principles of reform embodied in the SLC initiative. Specifically, district oversight should include examination of class rosters for SLC purity (i.e., do classes group students by SLC?), content coverage (i.e., do students stay within their SLC for most or all subjects?) equity and access to SLCs (i.e., are students grouped heterogeneously across the different SLCs?), and high expectations (i.e., what percentage are enrolled and being successful in A-G courses?). Local Districts can also help schools restructure time to support intervention, personalization and advisement needs of SLCs. Schools need help understanding how to leverage "smallness" to better meet student need.

- **Assist schools in the alignment of school improvement plans**. Many schools function with multiple school plans, mandated by a variety of funding sources that do not coherently communicate a unified instructional vision for school improvement. It is increasingly necessary that schools map out reform efforts across these plans in order to create coherency and communication of a vision for instructional improvement that cuts across multiple compliance mandates and reporting structures (e.g., WASC, SAIT, etc.). In this way, SLCs can function as a true "umbrella" for high school reform. Local districts are well positioned to assist schools in making connections across the multitude of district reform efforts. High school directors should work with site-based leadership teams to effectively "filter" and "translate" external mandates for change into a coherent instructional improvement plan that makes sense to the classroom teacher. At a minimum, this means clarifying school priorities and showing how SLC implementation is intended to complement, not supplant, standards-based instructional reforms.

- **Minimize site administrative turnover**. As administrators change, SLC implementation stalls. In some cases, principals were the SLC visionaries that drove reforms. When they left, SLC implementation suffered. At other schools, assistant principals were instrumental in SLC implementation. Local districts responsible for administrative assignments should consider policies that would ensure continuity and stability within key leadership positions such as a minimum of a three-year term for high school administrators.

- **Assist schools in designing and allocating professional development time to support school improvement priorities**. Simply dividing time 50-50 between SLCs and Departments does not necessarily reflect a coherent plan based on priorities. "Equally" sharing time between departments and SLCs is not necessarily sufficient to foster professional collaboration and ensure the best use of time. Schools that have taken the time to sequence and connect professional development topics have been more successful at maximizing the time and providing faculty with a coherent message about school reform efforts. Local districts could play a valuable role in helping schools strategically identify professional development and common planning time topics, sequencing how these topics are delivered, and then choosing the most appropriate group (SLCs, departments, grade-level teams or school-wide faculty) for this to occur. Local district might also provide schools with training, templates, facilitation, and/or data needed to effectively diagnose student needs and strategize SLC efforts around improved academic achievement. In this way, local district would play a more overt role in ensuring that professional development activities are connected to school priorities.

- **Support schools and teachers in the use of data openly and regularly and disaggregated by SLCs**. Data is more available and accessible than ever before. Schools have formative and summative data about student achievement and they have the capacity to access and manipulate data as needed. However, few schools are making widespread use of data, especially data disaggregated by SLC. Local districts should play a role in establishing annual performance targets for all high schools that they oversee that go beyond state/federal accountability measures. For instance, local districts should set annual expected increased in CAHSEE pass rates and decreases in ninth grade retention (9Rs). These types of success indicators provide clarity about expectations, motivate behavior, foster a shared vision, and promote more honest dialogue about student achievement. In order to enhance accountability and reinforce the instrumental nature of the SLC reforms (i.e., it is intended to improve student outcomes), local districts should articulate annual student outcome goals for each high school. At a minimum, schools should have annual measurable goals that specify: a) the number/percentage of students who must meet UC/CSU eligibility requirements; b) the expected increase in CAHSEE pass rates; and, c) a goal for decreasing the student dropout rate at each grade level (i.e., how many fewer 9th grade dropouts).

Recommendations to LAUSD (Central District and Board of Education)

SLCs require teachers and administrators to engage in entrepreneurial and creative approaches to interdisciplinary curricula and instruction that is based squarely on student learning needs. The evaluation findings conclusively demonstrate that many schools incorrectly perceive that efforts to create a map of curriculum, instruction, and assessment for thematic curricula will be unacceptable to central and local district staff charged with oversight of instruction. While the district's senior leadership has encouraged schools to move forward with thematic, contextualized learning (i.e., SLCs) within the standards-based instructional paradigm, many schools and some local districts have continued to assume that there is little flexibility in how instruction can be delivered. In sum, more district direction is needed in clarifying how SLCs are a vehicle for blending standards-based instruction with greater curricular relevance and personalized instruction. In this context, Public *Works*, Inc. makes the following key recommendations for LAUSD to consider:

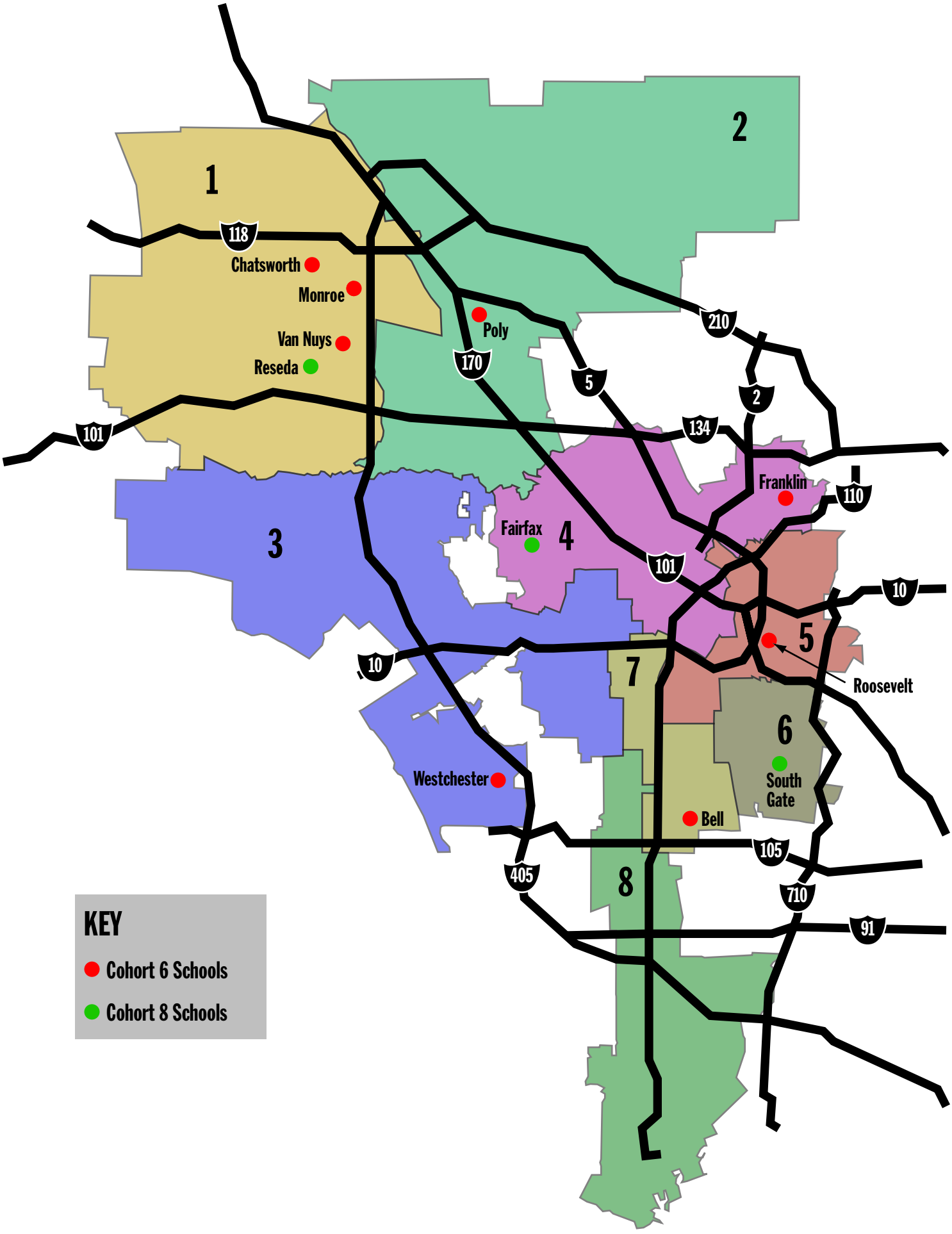
- **Define what the transition from SLCs to Small Schools will entail, prioritizing the commitment to standards-based instructional reform augmented by curricular relevance and personalized relationships**. Although the Los Angeles Board of Education adopted a resolution on the phased transition to small, autonomous secondary schools, there is a great deal of uncertainty in the field about how this will occur. Will each SLC become a small school? What will autonomy consists of? Is the instructional agenda for change different under small schools? All these and many more are the kind of questions that schools are asking. Each implies a need for a stronger statement from LAUSD on the role/function of SLCs during a transition to small schools. Therefore, we urge LAUSD to disseminate a vision for change that brings together district directives on standards-based instruction, dropout prevention, and school-wide accountability that includes SLCs as the primary vehicle for high school restructuring with a set of benchmarks for how these entities will become effective and accountable small, autonomous schools.

- **Publicize SLC autonomy in curriculum, instruction, and assessment**. Explicit direction from LAUSD on the appropriate autonomy of SLC teams (and ultimately small schools) in redesigning curriculum, instruction and assessments should be disseminated to high schools and local district. Indeed, incorrect assumptions about the limits of SLC autonomy have handicapped SLC implementation at many schools. Other schools have defined SLC autonomy in the local context but then encountered difficulties with district staff charged with oversight. Given the Board adopted policy requiring all secondary schools to move toward SLCs and now small schools, there must be a clearer statement from the district on where SLC autonomy is necessary and expected. Moreover, the district should disseminate its vision of how the instructional guides are merely a "guide" and not a prescribed mandate for instruction.

- **Provide district-wide leadership development for SLC Lead Teachers, Department Chairs, Counselors and Assistant Principals**. The move toward distributed leadership has placed greater demands on teacher leaders, counselors,

and assistant principals assigned to SLCs. Many are grappling to define their new roles and responsibilities. LAUSD should invest in comprehensive capacity building by offering training in a number of key areas including master schedule development, understanding school budgets, facilitation skills, college and career preparation, and how to analyze and use student data/work samples to drive instructional decision-making. LAUSD should visibly demonstrate that it is committed to building the capacity of front-line staff to serve as instructional resources and agents of change.

Appendix A:
Map of Participating School


1
2
3
4
5
6
7
8
118
Chatsworth
Monroe
Van Nuys
Reseda
Poly
170
210
5
2
101
134
Franklin
110
Fairfax
101
10
Roosevelt
10
Westchester
South Gate
Bell
105
405
710
91
KEY
Cohort 6 Schools
Cohort 8 Schools

Appendix B: Bibliography

Allen, Lili, and Cheryl Almeida, Adria Steinberg. (2001). *Wall to Wall: implementing Small Learning Communities in Five Boston High Schools*. Providence, RI: Northeast and Islands Regional Educational Laboratory, Brown University.

American Institutes for Research and SRI International (2003). *High time for high school reform: Early findings from the evaluation of the national school district and network grants program*. Washington, DC and Menlo Park, CA: American Institutes for Research and SRI International.

American Institutes for Research and SRI International (2004). *The national school district and network grants program: Year 2 evaluation report, executive summary*. Washington, DC and Menlo Park, CA: American Institutes for Research and SRI International.

American Institutes for Research and SRI International (2005a). *Early college high school initiative evaluation year end report: 2004-2004*. Washington, DC and Menlo Park, CA: American Institutes for Research and SRI International.

American Institutes for Research and SRI International (2005b). *Executive summary: Evaluation of the Bill & Melinda Gates Foundation's high school grants, 2001-2004*. Washington, DC and Menlo Park, CA: American Institutes for Research and SRI International.

American Institutes for Research and SRI International (2007). *Changes in rigor, relevancy, and student learning in redesigned high schools*. Washington, DC and Menlo Park, CA: American Institutes for Research and SRI International.

Ancess J. (1998). Urban dreamcatchers: planning and launching new small schools. In M. Fine and J.I Somerville (eds.) Small schools, big imaginations: A creative look at urban public schools (pp.22-35). Chicago: Cross City Campaign for Urban school Reform.

Ancess J. (2008). Small Alone Is Not Enough. *Educational Leadership 65 (8), 48-53*

Anonymous (2007). A Grand Entrance to Higher Education. *Principal Leadership: Education Module* 8(3), 26-29

Azcoitia, C. (1995). *Report and recommendations on small schools in Chicago*. Chicago, IL: The Small Schools Task.

Baker P.B. & Digiovanni, L.W. (2005, July). Narratives on Culturally Relevant Pedagogy: Personal Responses to the Standardized Curriculum. Current Issues in Education [On-line], 8(15).

Balfanz, R. and N. Legters (2004). *Locating the dropout crisis. Which high schools produce the nation's dropouts? Where are they located? Who attends them?* Baltimore, MD: Johns Hopkins University Report 70.

Barker, R. and Gump, P. (1964). *Big school, small school: High School size and student behavior*. Stanford, CA: Stanford University Press.

Beckner, W. (1983). *The case for the smaller school*. Bloomington, Indiana: Phi Delta Kappa Educational Foundation. ED 228 002.

Berlin, B.M. and R.C. Cienkus. (February 1989). Size: The Ultimate Educational Issue? *Education and Urban Society* 21: 228-231.

Bickel, R., and Howley, C. (2000). The influence of scale on school performance: A multi-level extension of the Matthew Principle. *Education and Policy Analysis Archives*, 8(22), Retrieved from: http://epaa.asu.edu/epaa/v8n22.html

Blank, R.K. (1990). Educational effects of magnet high schools. In W. Clune and J. Witte, eds. *Choice and Control in American Education,* (vol.2., pp77-109). New York, NY: Falmer Press.

Bottoms, G. (2006). A Vision of the 21st Century. *Techniques: Connecting Education and Careers, 81 (5) p14-16*

Brand, Bety (2003). *Rigor and relevance: A new vision for career and technical education, A white paper.* American Youth Policy Forum: Washington, DC.

Bridgeland, J.M., J.J. DiIulio, Jr., and K.B. Morison (2006). *The silent epidemic: Perspectives on High School Dropouts.* A report by Civic Enterprises in association with Peter D. Hart Research Associates for the Bill & Melinda Gates Foundation.

Bryk, A.S., & Thum, Y.M. (1998). The effects of high school organization on dropping out: An exploratory investigation. *American Educational Research Journal, 26,* 353-383.

Butler, Michael and Jia Wang, Mikala Rahn, Patricia O'Driscoll, Van Villanueva (2002). *Evaluation of the UNITE-LA School-to-Career Partnership: PLUS Evaluation of LAUSD Career Academies.* Pasadena, CA: Public *Works*, Inc.

Butler, Michael and Patricia O'Driscoll, Marisela Perez, Jia Wang (2000). *School-to-Career Models in Los Angeles: The Academy Approach.* Pasadena, CA: Public *Works*, Inc.

Canady, R.L. and Rettig, M.D. (1995a). *Block scheduling: A catalyst for change in high schools.* Princeton, NJ: Eye on Education.

Career Academy Support Network website, retrieved January 11, 2010. http://casn.berkeley.edu/Definition.html

Carnegie Corporation of New York. (1998). *Turning point: Preparing American youth for the 21st century.* The report of the task force on education of young adolescents. New York: Author. (ERIC Document Reproduction Service No. ED 312 322).

Cawelti, G. (1995). High school restructuring: What are critical elements? *NASSP Bulletin*, 79(569), 1-15.

Conant, J.B. (1959). *The American High School today: A first report to interested citizens.* (1st.ed) New York: McGraw-Hill.

Conant, J.B. (1967) *The comprehensive high school,* New York: McGraw-Hill.

Copland, M.A. and E.E. Boatright (2004). *Leading small: Eight lessons for leaders in transforming large comprehensive high schools.* Phi Delta Kappan, Vol. 85, No. 10, June 2004, pp. 762-769.

Cotton, K. (1996). *Affective and social benefits of small-scale schooling.* Charleston, WV: ERIC Clearinghouse on rural Education and small school. (Eric document Reproduction service No. ED 410 088).

Cotton, K. (1996). School size, school climate, and student performance. *CLOSE-Up.20.* Portland, OR: Northwest Regional Educational Laboratory (ERIC Document reproduction Service No. ED 397-476).

Cotton, K. (2001). *New small learning communities: Findings from recent literature.* Portland, OR: Northwest Regional Educational Laboratory.

Crain, R.L. & Strauss, J.K. (1986). *Are smaller high schools more or less effective?* Baltimore: Center for organization of school, Johns Hopkins University.

Creating schools that work: Lessons for reform from successful urban high schools. (November 2003). Jobs for the Future, Boston, MA and The Center for Collaborative Education, Boston, MA.

Cushman, K. (1999). How small schools increase student learning, and what large schools can do about it. *Principal,* 79(2), 20-22.

Darling-Hammond, L., Ancess, J., McGregor, K., & Zuckerman, D. (1995). *The coalition campus schools project: Inching toward systemic change in New York City.* New York: National center for Restructuring Education, Schools, and Teaching, Teachers College, Columbia university.

David, J. (2008). Small Learning Communities. *Educational Leadership 65 (8), 84-85*

Donegan, B. (2008). The Linchpin Year. *Educational Leadership 65 (8), 54-56*

DuFour, R. (2004). *What is a "professional learning community"?* Educational Leadership 61: 6-11.

DuFour, R. and R. Eaker (1998). *Professional learning communities at work: Best practices for enhancing student achievement.* Bloomington, IN: National Educational Service.

Duke, D.L., and Perry, C. (1978). Can alternative schools succeed where Benjamin Spock, Spiro Agnew, and B.F. Skinner have failed? *Adolescence,* 13(51), 375-392.

Dynarski, M., and Gleason, P., Rangarajan, A., and Wood, R. (1998). *Impacts of School Restructuring Initiatives. Final Report.* Princeton, NJ: Mathematic Policy Research, Inc.

Eaker, R., R. DuFour, and R. Burnette (2002). *Getting started: Reculturing schools to become professional learning communities.* Bloomington, IN: National Educational Service.

Edmonds, R. (1986). Characteristics of effective schools. In U. Neisser (Ed.), *The school achievement of minority children: New Perspectives* (pp.93-104). Hillsdale, NJ: Lawrence Eribaum.

Education Commission of the States (2006). *Social, technological and educational trends are driving change in the design and use of schools.* The Progress of Education Reform 2006: School Facilities. Vol. 7, No. 1, April 2006.

Edwards, C.M., Jr. (November 1995). The 4x4 plan. *Educational Leadership,* 16-19.

Elliot, M.N., Hanser, L.M., and Gilroy, C.L. (1998). *Evidence of Positive Student Outcomes in JROTC Career Academies.* Washington, DC: RAND. Prepared for the Office of the Secretary of Defense.

English, F.W. (1993). Changing the cosmology of the school schedule. In L.W. Anderson & H. J. Walberg (Eds.), *Timepiece: Extending and enhancing learning time.* (pp.23-29). Reston, VA: National Association of Secondary School Principals.

Fetler, M. (1989). School dropout rates, academic performance, size, and poverty: Correlates of educational reform. *Educational Evaluation and Policy Analysis*, 11 (2), 109-116.

Fine, M. Ed. (1994). *Chartering urban school Reform: Reflections on public high schools in the midst of change.* New York, Teachers College Press.

Fine, Michelle and Janis L. Somerville (1998). *Small schools big imaginations: A creative look at urban public schools.* New York, NY: Teachers College Press.

Fink, S. and M. Silverman (2007). *The not-so-inevitable failure of high school conversions.* Education Week, October 24, 2007, downloaded 12/13/07, http://www.edweek.org/ew/articles/2007/10/24/09fink.h27.html?print=1.

Foley, E.M., Allan Klinge, E.R. Reisner (2007). *Evaluation of new century high schools: Profile of an initiative to create and sustain small, successful high schools, Final report.* New York, NY: Policy Studies Associates, Inc.

Foothill Associates (1997). *California partnership academies: 1995-96 evaluation report.*

Forbes, J. and Saunders, C. (2008). How We Reinvented the High School Experience. *Educational Leadership. 65(8), 42-46*

Fouts, J. (1994). *A school within a school: Evaluation results of the first year of restructuring effort.* Seattle, WA: Seattle Pacific University, School of Education. (ERIC Document Reproduction Service no. ED 370 195).

Fowler, W. J., Jr. (1995). School size and student outcomes. In H. J. Walberg (Series Ed.) & B. Levin, W. J. Fowler, Jr., and H. J. Walberg (Vol. Eds.), *Advances in education productivity: Vol. 5.* Organizational influences on productivity (pp. 3-25). Greenwich, CT: Jai Press.

Fowler, W.A. (1992). *What do we know about school size? What should we know?* Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

Fowler, W.J. & Herbert J. (1991, Summer). School size, characteristics and outcomes. *Educational Evaluation and Policy Analysis*, 13, pp. 189-202.

Gamoran, A. (1996). Student achievement in public magnet, public comprehensive and private city high schools. *Educational Evaluation and Policy Analysis,* 18(1), 1-18.

Garbarino, J. (1978). The human ecology of school crime: A case for small schools. In E. Wenk & N. Harlow (Eds.), *School crime and disruption: Prevention models.* Washington, DC: National Institute of Education.

Garbarino, J. (1979). Some thoughts on school size and its effects on adolescent development. *Journal of Youth and Adolescence,* 9(1), 19-31.

George, P.S., and Lounsbury, J.H. (2000). *Making big schools feel small.* Westerville, OH: National Middle School Association.

Gewertz, C. (September 2000) "Gates Foundation Awards $56 million For Small Schools". *Education Week,* Vol. 20,Number 02. (http://www.educationweek.org/ew/ewstory.cfm?slug=02gates.h20)

Gibbs, H. (May 2006) Examining a High School that Works. *Techniques: Connecting Education and Careers*, 81 (5), 24-28

Glass, Gene, Ed. (1982). *School class size: Research and policy.* Beverly Hills, California: Sage Publications. ED 217 111.

Goodlad, J.I. (1984). *A place called school: Prospects for the future.* New York, NY: McGraw Hill.

Grant, G. (1994, August). Schools where kids are known. *Network News & Views.*

Green, G., & Stevens, W. (1988). What research says about small schools. *Rural Educator*, 10 (1), 9-14.

Greenleaf C.L. (1995, April). *You feel like you belong: Student perspectives on becoming a community of learners.* Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Gregory, T. (1992). *Small is too Big: Achieving a Critical Anti-Mass in the High School.* Position paper presented for the Hubert H. Humphrey Institute for Public Affairs and the North Central Regional Educational Laboratory. http://www.smallschoolsproject.org/articles/download/smallistobig.pdf

Gregory, T. (April 2001). Fear of Success? Ten Ways Alternative Schools Pull Their Punches. *Phi Delta Kappan,* 82(8), 577-581.

Gregory, T. (December 2001). Breaking up large high schools: Five common (and understandable) errors of execution. ERIC Digest, EDO-RC-01-6.

Grubb, W.N. (1995). Reconstructing urban schools with work-centered education. *Education and Urban Society,* 27(3), 244-259.

Haller, E., Monk, D., & Tien, L. (1993). Small schools and higher-order thinking skills. *Journal of Research in Rural Education*, 9 (2), 66-73.

Harvey, J. and N. Housman (May 2004). *Crisis or possibility? Conversations about the American high school.* National High School Alliance, Washington, DC.

Heinbuch, S.E. & Wagner, F. (1992). *Small schools operating costs: Reversing assumptions about economies of scale.* New York, NY: Public Education Association.

Heller, E.J., Monk, D.H., Bear, A.S., Griffith, J. & Moss, P. (1990). School size and program comprehensiveness: Evidence from High school and beyond. *Educational evaluation and policy analysis* 12, (2), 109-120.

High Schools of the Millenium (August 2000). Report of the Workgroup, American Youth Policy Forum.

Hill, D. (2001). Breaking up is hard to do. *Teacher Magazine,* October, 31-37.

Hill, P. (1990). *High schools with character*, vii. Rand Corporation study.

Hoachlander, G. (May 2008). Bringing Industry to the Classroom. Educational Leadership

Horn, L. and X. Chen (1998). *Toward resiliency: At-risk students who make it to college*. Office of Educational Research and Improvement, US Department of Education, Washington, DC.

Howley, C. B. (1989). Synthesis of the effects of school and district size: What research says about achievement in small schools and school districts. *Journal of Rural and Small Schools*, 4 (1), 2-12.

Howley, C. B. (1994). *The academic effectiveness of small scale schooling (an update)*. ERIC Digest. Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools. (ERIC Document Reproduction Service No. ED 389 503)

Howley, C. B., & Bickel, R. (2000). *Results of a four-state study: Smaller schools reduce harmful impact of poverty on student achievement.* Washington, DC: Rural School and Community Trust.

Howley, C., Strange, M., and Bickel, R. (2000). Research about school size and school performance in impoverished communities. (ERIC Digest, EDO RC-00-10).

Huang, G. and C. B. Howley. (Winter 1993). Mitigating Disadvantage: Effects of Small-Scale Schooling on Student Achievement in Alaska. *Journal of Research in Rural Education* 9: 137-149.

Institute for Research and Reform in Education (January 2003). *First things first: A framework for successful school reform*. A White Paper prepared for the Ewing Marion Kauffman Foundation.

Jacobson, Linda. (February, 2001). Research: Sizing Up Small Classes. *Education Week, Vol.20, number 24.* Washington, D.C.: Editorial Projects in Education.

Jewell, R. S. (1989). School and school district size relationships: Costs, results, minorities, and private school enrollments. *Education and Urban Society*, 21 (2), 140-153.

Jewell, R.W. (1989). School and school district size relationships: Costs, results, minorities, and private school enrollments. *Education and Urban Society,* 21(2), 140-153.

Johnson, D., & Johnson, R. (1990). *Learning together and alone*. New York: Prentice Hall.

Johnson, Jean, Ann Duffett, Steve Farkas and Kathleen Collins (2002). *Sizing things up, What parents, teachers and students think about large and small high schools.* Public Agenda.

Keller, Bess. (2001). Smaller Schools in Shared Space Seen as Recipe for Success. *Education Week,* 21(2). Washington, D.C.: Editorial Projects in Education.

Kemple, J.J. (1997). *Career Academies: Communities of Support for Students and Teachers: Further Evidence from a 10-site Evaluation: Executive Summary*. New York, NY: Manpower Research Development Corporation.

Kemple, J.K. and J.C. Snipes (2000). *Career academies: Impacts on students' engagement and performance in high school*. New York, NY: Manpower Demonstration Research Corporation.

Klekotka, P. (2005) *Perspectives on high school reform*. Learning Point Associates, NCREL Viewpoints Vol. 13.

Klonsky, M. (1995b). *Challenges of high school restructuring: The view from Philadelphia*. Unpublished manuscript. Chicago, IL: University of Illinois-Chicago.

Klonsky, M., and Ford, P. (1994). One urban solution: Small schools. *Educational Leadership,* 51(8), 64-7.

Lambert, M., Wallach, C., & Ramsey, B. (2007). The Other Three R's: Small Schools Project Examines Instructional Change through Relationships, Relevance, and Rigor. *Journal of Staff Development, 28 (4), 36-38, 40.*

Larson, R.L. (1991, March). Small is beautiful: Innovation from the inside out. *Phi Delta Kappan*, pp. 550-554.

Lee, V. E., & Smith, J. B. (1995). Effects of high school restructuring and size on early gains in achievement and engagement. *Sociology of Education*, 68 (4), 241-70.

Lee, V. E., & Smith, J. B. (1996). *High school size: Which works best, and for whom?* Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY.

Lee, V. E., Smith, J. B., & Croninger, R. G. (1995). *Understanding high school restructuring effects on the equitable distribution of learning mathematics and science*. Madison, WI: Center on Organization and Restructuring of Schools.

Lee, V., and J. Smith. (1994). Effects of high school restructuring and size on gains in achievement and engagement for early secondary school students. Madison, WI: National Center on the Organization and Restructuring of Schools.

Lee, V., and J. Smith. (1995). Collective responsibility for learning and its effects on gains in achievement for early secondary school students. Madison, WI: National Center on the Organization and Restructuring of Schools.

Lee, V.E. & Smith, J.B. (1994, Fall). High school restructuring and student achievement: A new study finds strong links. Issues in restructuring schools: Madison: Center on Organization and Restructuring of Schools, Issue report #7.

Lee, V.E., & Smith, J.B. (Fall 1997). High school size: Which works best and for whom? *Educational Evaluation and Policy Analysis,* 19(3), 205-227.

Lee, V.E., & Smith, J.B. (October, 1995). Effects of high school restructuring and size on early gains in achievement and engagement. *Sociology of Education*, 68(4), 241-270.

Lee, V.E., A.S. Bryk, and J.B. Smith. (1993). The organization of effective secondary schools. In Review of Research in Education. Washington, D.C.: American Educational Research Association.

Lee, V.E., and Burkam, D.T. (2001). *Dropping out of high school: The role of school organization and structure*. Paper presented at "Dropouts of America: How Severe is the Problem?" Cambridge, MA: Harvard Graduate School of Education.

Lee, V.E., and Smith, J.B. (2001). *Restructuring high schools for equity and excellence: What works.* New York, NY: Teachers College Press.

Lee, V.E., D.D. Ready, and K.G. Welner (2002). *Educational equity and school structure: School size, school overcrowding, and alternative organizational structures.* UCLA's Institute for Democracy, Education, & Access, Williams Watch Series: Investigating the Claims of Williams v. State of California, University of California, Los Angeles.

Lee, V.E., Smerdon, B.A., Alfeld-Liro, C., and Brown, S.L. (2000). Inside large and small high schools: Curriculum and social relations. *Educational Evaluation and Policy Analysis,* 22(2), 147-171.

Legters, N.E. (1999). *Small learning communities meet School-to-Work: Whole school restructuring for urban comprehensive high schools.* Report #31. Baltimore, MD: CRESPAR.

Lindsay, P. (1982). The effect of high school size on student participation, satisfaction, and attendance. *Educational Evaluation and Policy Analysis,* 4(1), 57-65.

Lindsay, P. (1984, Spring). High school size, population, activities, and young adult social participation: Some enduring effects of schooling. *Educational Evaluation and Policy Analysis.* 6(1), 73-83.

Los Angeles Unified School District, District B and Public *Works*, Inc. (2003) *We did it together: The transformation of sun valley middle school.* Pasadena, CA: Public *Works*, Inc.

Major Gates Foundation grants to support small high schools (July 16, 2004) *Education Week,* Vol. 23, number 40, 28-29.

McClintock, R., de Zengotita, T., Chou, L., & Moretti, F. *Risk and renewal: First annual report*, 1991-1992. New York: New Laboratory for Teaching and Learning.

McMullan, B.J., and Muncey, D.E. (1991). *School-Within-A-School restructuring and faculty divisiveness: Examples from a study of the coalition of essential schools.* Working Paper #6. Providence, RI: Brown University, School Ethnography Project.

McPartland, J.M., Jordan, W., Legters, N., and Balfanz, R. (1997, October). Finding safety in small numbers. *Educational Leadership*, 55, 14-17.

Meier, D. (1993, Fall). A talk on small schools. *BPI Newsletter.*

Meier, D. (1995). *The power of their ideas: Lessons for America from a small school in Harlem.* Boston: Beacon Press.

Meier, D. (1995, January). How our small schools could be. *Phi Delta Kappan.*

Meier, D. (1997, January 31). For freshmen, a false start: Perils of ninth grade prompt freshmen to try new approaches. *Washington Post*, p. A1, A10.

Meier, D.W. (1996). The big benefits of smallness. *Educational Leadership,* 54(1), 12-15.

Meier, Deborah W. Small Schools, Big Results. *The American School Board Journal.*

Meier, Deborah. (February 2002). "Just let us be; The genesis of a small public school". *Educational Leadership.* Alexandria, VA: Association for Supervision and Curriculum Development.

Meier, Deborah. (May 1998) "Can the Odds Be Changed?" In *Small Schools, Big Imaginations: A Creative Look at Urban Public Schools*, edited by M. Fine and J.I. Somerville. Chicago, IL: Cross City Campaign for Urban School Reform, 85-92 (ED 427 127).

Mohr, N. (2000). Small schools are not miniature large schools: Potential pitfalls and implications for leadership. In M. Klonsky, W. Ayer, and G. Lyons (Eds.). *A Simple Justice,* (pp. 139-158). New York, NY: Teachers College Press.

Monk, D.H. (1987). Secondary school size and curriculum comprehensiveness. *Economics of Education Review*, 6,(2) pp. 137-150.

Moore, D.R., and Davenport, S. (1990). School choice: The new improved sorting machine. In W.L. Boyd and H.J. Walberg (Eds.) *Choice in Education: Potential and Problems* (pp.187-223). Berkeley, CA: McCutchan.

MPR Associates (1999). *Key high school reform strategies: An overview of research findings.* Berkeley, CA: MPR Associates, Inc. (http://www.ed.gov/offices/OVAE/has/research.html#improve) (7/5/00).

Muncey, D. E., & McQuillan, P. J. (1991). *School-within-a-school restructuring and faculty divisiveness: Examples from a study of the Coalition of Essential Schools.* Working Paper #6. Providence, RI: School Ethnography Project, Brown University.

Nathan, Joe and Karen Febey (2001). *Smaller, safer, saner, successful schools.* Minneapolis, MN: Center for School Change, Humphrey Institute of the University of Minnesota.

National Association of Secondary School Principals (NASSP) (1996). *Breaking ranks: Changing an American institution.* Reaton, VA: NASSP.

National Commission on the High School Senior Year (2001). The Lost Opportunity of Senior Year: Finding a Better Way. Washington, D.C.: National Commission on the High School Senior Year.

National Governors Association (2005). *2005 National education summit on high schools issue brief.* Washington, DC: National Governors Association. Printed from the NGA web site.

National High School Alliance (2005). *A call to action: Transforming high school for all youth.* Washington, DC: Institute of Educational Leadership, Inc.

Newmann, F. (1995, April). *Reinventing the high school: The coalition campus school project in New York City (Comments as discussant).* Presentation at the annual meeting of the American Educational Research Association, San Francisco, CA.

Newmann, F. (1996). *Center on organization and restructuring schools: Activities and accomplishments, 1990-1996* (1996). Madison, WI: University of Wisconsin, School of Education, Wisconsin Center for Education Research.

Nickle, M.N., Flynt, F.C., Poynter, S.D., and Rees, J.A., Jr. (1990). Does it make a difference if you change the structure? School-within-a-school. *Phi Delta Kappan,* 72(2), 148-152.

Noguera, Pedro A. (2002). Beyond size: The challenge of high school reform. *Educational Leadership.* Alexandria, VA: Association for Supervision and Curriculum Development.

North Central Regional Educational Laboratory (1994). *Resilience research: How can it help city schools?*

O'Driscoll, P. (2000). *Documenting the Effectiveness of School-to-Career Strategies: What Have We Learned?* Pasadena, CA: Public *Works*, Inc.

Oakes, J. and M. Saunders (2007). *Multiple pathways: High school reform that promises to prepare all students for college, career, and civic responsibility* in Multiple perspectives on multiple pathways. University of California, Los Angeles.

Olson, L. *Top-to-Bottom Support* (2007). Education Week: March 28, 2007.

Oxley, D. (1994). Organizing schools into small units: Alternatives to homogeneous grouping. *Phi Delta Kappan*, 75 (7), 521-526.

Oxley, D. (1997). Theory and practice of school communities. *Educational Administration Quarterly*, 33 (suppl), 624-643.

Oxley, D., and J. McCabe. (1990). Restructuring Neighborhood High Schools: The House Plan Solution. New York: Public Education Association and Bank Street College of Education.

Oxley, D. Burton, R, and Klump J (2006). Creating Small Learning Communities. *National Association of Secondary School Principals: Principal Research Review*. 1 (6)

Oxley, D. and Kassissieh, J. (2008) From Comprehensive High Schools to Small Learning Communities: Accomplishments and Challenges. *FORUM: For Promoting 3-19 Comprehensive Education*, 50 (2), 199-206

Oxley, D. (2005). Small Learning Communities: Extending and Improving Practice. *Principal Leadership, 6 (3), 44-48*

Page, L., C. Layzer, J. Schimmenti, L. Bernstein, and L. Horst (February 2002). *National evaluation of smaller learning communities, Literature review*. Prepared for US Department of Education, Planning and Evaluation Service, Washington, DC. Abt Associates, Inc.

Phi Delta Kappa International (2005a). *Topics & Trends: College readiness*. Volume 5, Issue 1, 2005.

Phi Delta Kappa International (2005b). *Topics & Trends: High school reform part one: The need*. Volume 5, Issue 4, 2005.

Phi Delta Kappa International (2006). *Topics & Trends: Impact of block scheduling*. Volume 6, Issue 4, 2006.

Plank, S., S. DeLuca and A. Estacion (2005). *Dropping out of high school and the place of career and technical education: A survival analysis of surviving high school*. Johns Hopkins University; National Research Center for Career and Technical Education, University of Minnesota.

Plath, K.R. (1965). *Schools within schools: A study of high school organization*. New York, NY: Teachers College, Bureau of Publications.

Policy Studies Associates, Inc. (2006). *Evaluation of the New Century High Schools Initiative: Report on the third year*. Washington, DC: Policy Studies Associates, Inc.

Polikoff, A. (1992, Fall). Why small schools work. *BPI Newsletter*.

Powell, A., Cohen, D., & Farrar, E. (1985). *The shopping mall high school*. New York: Houghton Mifflin.

Prasch, J., & Wampler, W.N. (1959, August). School within a school...A better way to organize a high school? *School Management*, 3, pp.33-36, 64-66.

Public Education Association. (1992). *Small school's operating costs: Reversing assumptions about economies of scale*. New York: The Association.

Quint, J. (2008). Lessons from Leading models. *Educational Leadership 65 (8), 64-68*

Quint, J., Thompson, S. & Bald, M. (October 2008). Relationships, Rigor, and Readiness Strategies for Improving High Schools: *From a conference of midsize school districts Convened by MDRC With The Council of the Great City Schools The National High School Alliance.*

Quint, J. (2006). *Meeting five critical challenges of high school reform. Lessons from research on three reform models*. New York, NY: Manpower Demonstration Research Corporation.

Quint, J. (September 2005). First Things First: An effective high school reform model. Forum. Downloaded January 11, 2010, http://www.aypf.org/forumbriefs/2005/fb092305.htm

January 11, 2010. http://www.aypf.org/forumbriefs/2005/fb092305.htm

Ramierz, A. (1990). High school size and equality of educational opportunity. *Journal of Rural and Small Schools*, 4 (2), 12-19.

Ramsey, R.D., Henson, O.M., & Hula, H.L. (1967). *The schools-within-a-school program*. West Nyack, NY: Parker.

Ravitch, D. (2008). *Bill Gates and his silver bullet*. Forbes.com, November 19, 2008, downloaded 1/4/10, http://www.forbes.com/2008/11/18/gates-foundation-schools-oped-cx_dr_1119ravitch.html.

Raywid, M. A. (1995). *The subschools/small schools movement--taking stock*. Madison, WI: Center on Organization and Restructuring of Schools. (ERIC Document Reproduction Service No. ED 397 490)

Raywid, M. A. (1996a). *Taking stock: The movement to create mini-schools, schools-within-schools, and separate small schools*. Urban Diversity Series No. 108. New York: ERIC Clearinghouse on Urban Education. Madison, WI: Center on Organization and Restructuring of Schools. (ERIC Document Reproduction Service No. ED 396 045)

Raywid, M. A. (1996b). The Wadleigh complex: A dream that soured. In W. Boyd, R. Crowson, & H. Mawhinney (Eds.), *The politics of education and the new institutionalism: Reinventing the American school*. Philadelphia: Falmer.

Raywid, M.A. & Henderson, H. (1994). 'Small' revolution in New York City. *Journal of Negro Education*, 63 (1).

Raywid, M.A. (1994). A school that really works: Urban academy. *Journal of Negro Education,* 63(1), 93-110.

Raywid, M.A. (1997). Small schools: A reform that works. *Educational Leadership,* 55(4), 34-38.

Raywid, Mary Ann (1996) *Taking Stock: The Movement to Create Mini-Schools, Schools-Within Schools, and Separate Small Schools.* New York: ERIC Clearinghouse on Urban Education, Teachers College, Columbia University.

Raywid, Mary Ann. "The Policy Environments of Small Schools and Schools-Within-Schools". *Educational Leadership*. Alexandria, VA: Association for Supervision and Curriculum Development, February 2002.

Ready, D.D., V.E. Lee, and K.G. Welner (2004). *Educational equity and school structure: School size, overcrowding, and schools-within-schools*. Teachers College Record 106(10): 1989-2014.

Robinson-Lewis, G. (1991). *Summative Evaluation of the School-Within-a-school (SWAS) Program: 1988-1989, 1989-1990, 1990-1991.* Kansas City, MO: Kansas City School District, 1991. (ERIC Document Reproduction Service no. ED346 203).

Rourke, J. and Mero, D. (2008) *Principal Leadership: Education Module;* 8 (10), 41-44

Rumberger, R.W., and Thomas, S.L. (2000). The distribution of dropout and turnover rates among urban and suburban high schools. *Sociology of Education,* 73(1), 39-67.

Sack, Joetta L. (February 2002). *Smaller Classes Under Scrutiny in Calif. Schools.* Education Week, Vol.21, number 24. Washington, D.C.: Editorial Projects in Education.

Samuels, C.A. (2007). *Lack of research, Data hurts dropout efforts, Experts say*. Education Week, May 8, 2007. Downloaded January 8, 2008 http://www.edweek.org/ew/articles/2007/05/09/36droout.h26.html?print=1.

Seltz, J (2008). A Focus on High School Reform. *Educational Leadership 65 (8)*

Shakrani, S (2008). A Big Idea: Smaller High Schools. *Education Policy Center, Michigan State University*

Sizer, T. (1985). *Horace's compromise: The dilemma of the American High School*. Boston: Houghton Mifflin.

Sizer, T.R. (1986). Rebuilding: First steps by the Coalition of Essential Schools. *Phi Delta Kappan,* 68(1), 38-42.

Sizer, T.R. (1999). No two are quite alike. *Educational Leadership,* 57(1), 6-11.

Small Schools Project (Summer 2001a). "About Small Schools." Seattle, WA: Small Schools Project, Center on Reinventing Public Education, University of Washington.

Smith, T. (2008, August). Striking the Balance: Career Academies Combine Academic Rigor and Workplace Relevance. *National High School Center, 1-5*

Snyder, D. (1997). *4-Block scheduling: A case study of data analysis of one high school after two years.* Paper presented at the Annual Meeting of the Midwest Educational Research Association, Chicago, IL. (ERIC Document Reproduction Service no. ED 414 626).

Spencer, W.A., and Lowe, C. (1994). *The use of block period for instruction: A report and evaluation*. Paper presented at the Annual Conference of the Mid-South Educational Research Association, Nashville, TN. (ERIC Document Reproduction Service no. ED 387-941).

Stanley, A. and Gifford, L.J. (1998). *The feasibility of 4x4 block scheduling in secondary schools: A review of the literature*. Paper presented at the Annual Conference of the Mid-South Educational Research Association, New Orleans, LA. (ERIC Document Reproduction Service no. ED 429 333).

Steinberg, Adria and Lili Allen. (2000). *From large to small: Strategies for personalizing the high school.* Washington, D.C.: Office of Educational Research and Improvement (OERI), U.S. Department of Education.

Stern, D. and J.Y. Wing (2004). *Is there solid evidence of positive effects for high school students?* Prepared for a conference on "High School Reform: Using Evidence to Improve Policy and Practice", organized by MDRC, New Orleans, January 22-23, 2004. Downloaded January 9, 2008 http://casn.berkeley.edu/resources/solid_evidence.html.

Stern, D., Dayton, C, Paik, I., and Weisberg, A. (1989). Benefits and costs of dropout prevention in a high school program combining academic and vocational education: Third year results from replications of the California Penninsula Academies *Educational Evaluation and Policy Analysis,* 11(4), 405-416.

Stern, D., M. Raby, and C. Dayton. (1992). Career academies: Partnerships for reconstructing American high schools. San Francisco: Jossey-Bass.

Stevens, N. G., & Peltier, G. L. (1994). A review of research on small-school student participation in extracurricular activities. *Journal of Research in Rural Education*, 10 (2), 116-120.

Templeton, I. (1972). School size. *Educational Management Review*, 13.

The North Hollywood School Family Annenberg Challenge. (2001) Los Angeles Unified School District, Los Angeles, CA.

Toch, T. C.D. Jerald, and E. Dillon (2007). *Surprise—high school reform is working*. Phi Delta Kappan, Vol. 88, No. 06, February 2007, pp. 433-437.

Unite LA School 2 Career Evaluation: 1998-99 Final Report (1999). Public *Works*, Inc., Pasadena, CA.

United States Department of Education (1999). "Promising Results, Continuing Challenges: Final Report of the National Assessment of Title I", Washington, D.C.: United States Department of Education.

Vander Ark, T. (February 2002). "The Case for Small High Schools". *Educational Leadership*. Alexandria, VA: Association for Supervision and Curriculum Development, February 2002)

Vander Ark, T. (February 2002). "Personalization: Making Every School a Small School," *Principal Leadership*. 2 (6). High School edition.

Viadero, D. (February 2001) "Research: Smaller is Better". *Education Week, Vol.21, number 13.* Washington, D.C.: Editorial Projects in Education.

Viadero, D. (2001). "Changing times: Despite its popularity, block scheduling's effect on learning remains unproven." *Education Week,* 21(5), 38-40.

Viadero, D. (June 16, 2004) "Personal Touches." *Education Week*, Vol. 23, number 40.

Viadero, D. *Getting Serious About High School* (2001). Education Week: April 11, 2001. Downloaded January 8, 2008 http://www.edweek.org/ew/articles/2001/04/11/30highschool.h20.html?print=1.

Visher, M.G.; P. Teitelbaum.; and D. Emanuel. "Create Small Learning Environments Enabling Students and Teacher to Work Together." Key High School Reform Strategies: An Overview of Research Findings. New American High Schools: High School at the Leading Edge of Reform. Washington, D.C.: Office of Vocational and Adult Education, March 1999, 19-26 (ED 430 271). (http://ericae.net/ericdc/ED430271.htm) (9/30/03)

Walberg, H.J. (1992). On local control: is bigger better? In *Source Book on School and District Size, Cost and Quality.* Minneapolis, MN: Minnesota University, Hubert H. Humphrey Institute of Public Affairs. (ERIC Document Reproduction Service no. ED 361 164).

Wallach, C. and Lear, R. L. (March 2003). "An Early Report on Comprehensive High School Conversions." Seattle, WA: Small Schools Project, Center on Reinventing Public Education, University of Washington.

Wang, M.C., Reynolds, M.C., and Walberg, H.J. (December 1993/January 1994). Serving students at the margin. *Educational Leadership*, 52 (4), p. 15.

Warren, Eileen (1998). *Four-year report on the effectiveness of California Partnership Academies 1992-92 – 1995-96.* Sonoma State University, California Institute on Human Services for the California Department of Education.

Wasley, Patricia A. "Class Size, School Size, Small Classes, Small Schools: The Time is Now", *Educational Leadership, Vol. 59, Number 5.* Alexandria, VA: Association for Supervision and Curriculum Development, February 2002.

Wehlage, G., Rutter, R., Smith, G., Lesko, N., & Fernandez, R. (1989). *Reducing the risk: Schools as communities of support.* Philadelphia, PA: Falmer.

Wehlage, G.G., R.A. Rutter, and A. Tumbaugh. (March 1987). "A Program Model for At-Risk High School Students." Educational Leadership 45: 70-73.

Weissmann, D. (1992, December). Reform heavy weights promote small schools. *Catalyst: Voices of Chicago School Reform.*

West, T. (2009). Still a Freshman: Examining the Prevalence and Characteristics of Ninth-Grade Retention Across Six States. *The Everyone Graduates Center: Center for Social Organization of Schools, Johns Hopkins University.*

Wiggins, G, and McTighe, J. (2005). Put Understanding First *Educational Leadership 65 (8), 36-41*

Wise, B. (2008) High Schools at the Tipping Point. *Educational Leadership 65 (8), 8-13*

Wood, G. (1993). *Schools that work: America's most innovative public education programs.* New York: Plume.

Wurtzel, J. (2007). The Professional, Personified. *Journal of Staff Development 28 (4), 30-35*

Appendix D: Smaller Learning Community Evaluation Checklist

LAUSD Small Learning Communities Site Implementation Checklist

Year 4 for Cohort 6, 2009-10

Research Questions/Focus of Evaluation:

- Modification of the delivery of curriculum and instruction.
- Benefits to students resulting from personalization of instruction.
- Improvements in school safety.
- Engagement and involvement of parents, business and community members.
- Technical assistance and/or support needs for effective implementation in large, urban high schools.
- Improved student achievement.
- Increased student eligibility and preparation for postsecondary education and careers.

Rubric Areas:

- Unifying Vision
- SLC Identity
- Rigorous Standards-Based Curriculum, Instruction & Assessment
- Equity & Access
- Personalization
- Accountability & Distributed Leadership
- Collaboration, Parent and Community Engagement
- Professional Development

Site Visit Team:

☐MB ☐MG

Rating Scale

Using rubric of effectiveness of implementation and coverage of school community

1. **No Evidence of Implementation.** Strategies have not been developed; few or no school community members involved and/or impacted; planning to take place in the future.
2. **Planning for Implementation**. Strategies are in the planning stages; some or a few school community members are involved in planning; few or no school community members impacted.
3. **Early Implementation**. Strategies are moving beyond planning to implementation; school community members are being recruited for implementation and participation; some school community members impacted.
4. **Developmental Implementation**. Strategies have moved into implementation; implementation at the early developmental stages; impact on school community is growing.
5. **Solid Implementation**. Strategies are in solid implementation stage; impact on participants is evident but continues to be fine-tuned.
6. **Full Implementation**. Strategies are fully implemented; 100% of target school community is participating and impact is positive.

School community includes students, teachers, staff, administrators, parents and community partners as appropriate to the particular strategy.

Administrators

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

Teachers/SLC Lead Teachers/Department Chairs

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

Counselors and APSCS

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

Students/Parents

1. Rigorous Standards-Based Curriculum, Instruction & Assessment
2. Personalization
3. Equity & Access
4. Collaboration, Parent and Community Engagement

Site Visit Description:

Dates Visited:

Please attach site visit agenda and who was interviewed.

Description of school and overall SLC implementation strategies:

Names of SLCs/Grade level configurations:

Best strategies/accomplishments:

Need to improve/in need of help:

Unified Vision Benchmark

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

INDICATORS	Rating (1-6)	Evidence to Support Rating of School's Status of Implementation
(1) Across different stakeholders, there is a shared vision related to implementing SLCs that incorporates (***check all that apply and describe***): ❑ Academic achievement of all students at high levels; ❑ Supportive rapport & positive relationships; ❑ A focus on instruction & youth development; ❑ Teacher leadership & initiative; ❑ Family & community engagement.		
(2) Stakeholders are aware and involved in planning, implementing and problem solving related to the implementation of SLCs.		
(3) Stakeholders are aware of the vision for converting the entire school to SLCs and how each SLC is related to one another.		
(4) The school has a forum to make decisions and resolve conflicts pertaining to SLCs. This body has inclusive and transparent decision-making processes.		
(5) The vision or design for SLCs is periodically revisited or reevaluated based on student assessment data, school community input and/or implementation experience.		
(6) Architectural design and uses of space support the school's SLC vision and mission.		
AVERAGE RATING:		

1) What is working really well at this site in this area?

2) What needs the most improvement?

SLC Identity Benchmark

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

INDICATORS	Rating (1-6)	*Evidence to Support Rating of School's* Status of Implementation
(1) SLCs have a unique educational philosophy, thematic approach, or distinctive set of experiences that bind together students, staff, families and community partners.		
(2) The school's master schedule provides evidence that SLCs of 300-500 exist and include a distinct, heterogeneous group of students who share a minimum of three courses (at least two of which must be core academic courses).		
(3) Each SLC, to the extent possible, has distinct physical boundaries or a set aside portion of the campus.		
(4) Each SLC has an administrator, lead teacher, and counselor assigned to it.		
(5) SLC teams make decisions related to curriculum, instruction, and assessment.		
(6) SLC teams make decisions related to budget, personnel and facilities.		
(7) SLC teams make decisions related to the master schedule and student programming.		
(8) SLC teams make decisions related to student conduct and issues of community safety.		
AVERAGE RATING:		

1) What is working really well at this site in this area?

2) What needs the most improvement?

Rigorous Standards Based Curriculum, Instruction, and Assessment Benchmark

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

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

INDICATORS	Rating (1-6)	Evidence to Support Rating of School's Status of Implementation
(1) Curriculum and instruction is organized according to individual SLC educational philosophy and may involve thematic, interdisciplinary units; the thematic orientation of the SLC is evident and infused across the curricular experience.		
(2) All students in grades 9 and 10 have been programmed into a "default course of study to meet college eligibility (i.e., the A-G requirements).		
(3) Increasing academic rigor for all students is a priority. Curriculum and instruction is organized so that all students are expected to learn and perform at high levels (i.e., achieve proficiency on state content standards).		
(4) Academic rigor has been augmented with curricular relevance; instruction encourages learning applications and provides students with opportunities for project-based learning.		
(5) Instruction is adapted, scaffolded, and/or differentiated based on the needs of individual students including English Learners (EL), Standard English Learners (SEL), and students with disabilities (SWD).		
(6) Structured intervention is available to meet the needs of students struggling to meet standards. Embedded interventions during regular school day exist along with extended day/year intervention options. • ***Are any interventions specific to SLCs?***		
(7) SLCs utilize multiple forms of formative assessment to evaluate student progress and offer students opportunities to demonstrate learning (e.g., project-based learning, portfolios, student-led conferencing, use of technology, etc.).		

(8) Curriculum and instruction is articulated downward to middle schools to identify at-risk 8th graders and assist these students in transitioning to high school.		
(9) Curriculum and instruction is articulated upward to post-secondary to provide a coherent educational experience resulting in all students moving toward graduation and/or postsecondary education.		
(10) High quality, credentialed teachers teach in all SLCs (i.e., subject certification and B/CLAD certification).		# and % of NCLB compliant teachers _____ # and % of B/CLAD compliant teachers _____
AVERAGE RATING:		

1) What is working really well at this site in this area?

2) What needs the most improvement?

Professional Development Benchmark

Small School Learning Communities demonstrate implementation of central and local district training and resources. Continuous professional learning is focused on improving practices and performance as a vehicle for school improvement and program coherence. This is accomplished through collaboration, reflection, the analysis of student work and data, and a review of pedagogy. Common planning time is provided for teachers to gain in-depth knowledge of their content standards to work on lesson design review student work and performance data. Professional development is monitored and assessed regularly for effectiveness and implementation to ensure continuous school improvement.

INDICATORS	Rating (1-6)	Evidence to Support Rating of School's Status of Implementation
(1) SLC teams are allocated time to plan instruction, develop curriculum, discuss students, and to plan and implement SLC activities. ***Specify common planning time, after-school, conference periods, etc.***		
(2) Some professional development and/or collaboration time is designed by SLC teachers and supports SLC or site-specific goals.		
(3) Professional development supports the use of student data and assessment results (e.g., Secondary Periodic Assessments, analysis of student work, etc.) to inform instruction and to make mid-course corrections in instructional practice.		
(4) Professional development prepares teachers, counselors and other school staff to personalize the educational experience of students through the SLC initiative.		
(5) Professional development provides staff with information on integrating SLC strategies with standards-based instruction and curricular pacing mandates.		
(6) SLC and school-wide professional development efforts are aligned to and reinforce one another.		
(7) Administrators, lead teachers, and counselors have opportunities to participate in leadership development.		
AVERAGE RATING:		

1) What is working really well at this site in this area?

2) What needs the most improvement?

Equity and Access Benchmark

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

INDICATORS	Rating (1-6)	Evidence to Support Rating of School's Status of Implementation
(1) SLCs have an open and inclusive admissions policy, open to any student, that recognizes student and parent interests.		
(2) SLCS support a diverse community of heterogeneous learners based on common interests rather than academic ability (No tracking) *(Note: ELD 1=3 and DRWC/Language! May be tracked by district mandate)*		
(3) SLCs support high expectations for all students with culturally relevant and linguistically responsive teaching to support all students.		
(4) The school's master schedule addresses academic intervention and enrichment needs during the regular school day (e.g., embedded intervention courses, double-blocking, Advanced Placement, etc.)		
(5) Equity exists among SLCs in both quality of staff and average class size.		
AVERAGE RATING:		

1) What is working really well at this site in this area?

2) What needs the most improvement?

Personalization Benchmark

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

INDICATOR	Rating (1-6)	Evidence to Support Rating of School's Status of Implementation
(1) Students are known by SLC staff; students have regular access to adult advocates, mentors, and advisors.		
(2) Students experience personalized instruction that incorporates student experiences and cultures. Instruction is based on diverse learning styles and multiple intelligences.		
(3) Students are involved in goal-setting activities aimed at assessing their interests, aspirations, and talents.		
(4) Students prepare a written secondary course plan and postsecondary plan with teachers and/or counselors (i.e., Individual Graduation Plan); Teachers and counselors follow-up with students at regular intervals about progress in completing this plan.		
(5) Students receive college and career planning and guidance in the form of career inventories and assessments; job shadowing opportunities; field trips; and career fairs.		
(6) Students have opportunities to work with one or more teachers for multiple years (i.e., looping) in caring, supportive relationships (differing models of advisory, mentoring, dropout prevention)		
(7) Students have opportunities for learning that extend beyond the instructional day including after-school programs, college courses, internships, etc.		
(8) Specific strategies are present to transition freshmen into the school that support them academically, personally and socially.		
AVERAGE RATING:		

1) What is working really well at this site in this area?

2) What needs the most improvement?

Accountability and Distributed Leadership Benchmark

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

INDICATORS	Rating (1-6)	Evidence to Support Rating of School's Status of Implementation
(1) Leadership for the SLC initiative is functional, distributive, and active.		
(2) The principal and administrators demonstrate strong, engaged and positive leadership for the SLC initiative.		
(3) Data from multiple sources are used to make decisions and are available to the school and each SLC. Student data is accessible by SLC and published broadly.		
(4) Teachers and counselors have access to timely and comprehensible student data for advisory and course planning.		
(5) The school has received support and/or technical assistance from the Local District to implement SLCs. • What kinds of support or technical assistance would be most beneficial?		
(6) The school has received support and/or technical assistance from the Central District to implement SLCs. • What kinds of support or technical assistance would be most beneficial?		
AVERAGE RATING:		

1) What is working really well at this site in this area?

2) What needs the most improvement?

3) What district technical assistance/support needs have been identified?

Collaboration, Parent and Community Engagement Benchmark

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

INDICATORS	Rating (1-6)	Evidence to Support Rating of School's Status of Implementation
(1) School encourages partnerships with community members, employers, postsecondary institutions and others necessary to implement SLCs.		
(2) Community partners, employers and businesses are involved in the development of curriculum, activities and other components to support SLCs.		
(3) Parents are considered key collaborators and contributing members to the school community.		
(4) Opportunities are provided for SLC partners and parents to gather easily at appropriate times and locations.		
(5) Parents are involved in decision-making for their students including SLC choice, curriculum planning, student activities and future plans.		
(6) Parents receive regular and frequent communication about SLC activities and events; parents are informed about the SLC their child is enrolled in.		
AVERAGE RATING:		

1) What is working really well at this site in this area?

2) What needs the most improvement?

Appendix E: SLC Enrollment and SLC Student Demographics by School and SLC

Cohort 6 – List of SLCs by School with Percentage of SLC Enrollment

School/SLC Identified	# in SLC (% of School Enrollment)				
	Baseline (2005-06)	Year 1 (2006-07)	Year 2 (2007-08)	Year 3 (2008-09)	Year 4 (2009-10)
Monroe	**2,736 (57%)**	**2,932 (83%)**	**2,641 (100%)**	**2,575 (99%)**	**2,489 (100%)**
Law and Government Magnet (A)	380 (8%)	375 (11%)	360 (14%)	359 (14%)	317 (13%)
Police Academy Magnet (A)	146 (3%)	149 (4%)	149 (6%)	141 (5%)	147 (6%)
9th Grade Academy (A-C)	--	541 (15%)	782 (29%)	868 (34%)	733 (29%)
Education Academy (A)	--	494 (14%)	409 (15%)	332 (13%)	458 (18%)
Public Services & Fire Academy (A-B)	--	336 (9%)	259 (10%)	336 (13%)	461 (18%)
Arts, Media, and Entertainment Academy (B)	159 (3%)	354 (10%)	287 (11%)	369 (14%)	488 (20%)
Engineering & Design Academy (C)	--	348 (10%)	316 (12%)	357 (14%)	317 (13%)
Polytechnic	**2,252 (46%)**	**2,566 (57%)**	**3,721 (97%)**	**3,966 (95%)**	**2,420 (79%)**
Math/Science/Technology Magnet (A)	285 (6%)	273 (6%)	374 (10%)	380 (10%)	384 (13%)
Freshmen Center (A-C)	1,240 (25%)	374 (8%)	1,072 (28%)	1,383 (35%)	867 (28%)
HABIT > Tech Academy (A-C)	255 (5%)	444 (10%)	774 (20%)	502 (13%)	542 (18%)
FAME/Entertainment Theatre Arts (includes Humanitas) (A-C)	243 (5%)	425 (9%)	700 (18%)	525 (13%)	292 (10%)
10th Grade Center (A-C)	--	605 (13%)	734 (19%)	817 (21%)	681 (22%)
SPORT/Education and Human Services => SPORTS/EHS (A-C)	119 (2%)	256 (6%)	--	570 (14%)	142 (5%)
Bell	**1,030 (21%)**	**2,601 (56%)**	**4,067 (98%)**	**4,177 (98%)**	**3,995 (98%)**
Humanitas (A-C)	--	1,096 (23%)	1,381 (33%)	978 (23%)	1,311 (32%)
Multilingual Teacher Career Academy (MTCA) (A-C)	228 (5%)	1,090 (23%)	1,332 (44%)	889 (21%)	1,308 (32%)
9th Grade House (A-C)	802 (16%)	415 (9%)	1,310 (52%)	1,344 (32%)	1,199 (29%)
Science, Computers, Integrated Technology, Engineering Community and Health (SCITECH) (A-C)	--	--	1,318 (55%)	891 (21%)	1,321 (32%)
Chatsworth	**159 (5%)**	**1,191 (35%)**	**492 (16%)**	**2,696 (97%)**	**2,982 (100%)**
Humanitas Academy of Education and Human Services	159 (5%)	439 (13%)	492 (16%)	627 (23%)	631 (21%)
Engineering and Design	--	--	--	622 (23%)	590 (20%)
Arts and Media Academy	--	--	--	428 (16%)	544 (18%)
Medical Academy	--	--	--	615 (23%)	620 (21%)
Freshman Academy (Olympians & Titans)	--	--	--	1,221 (45%)	703 (23%)
Business & Government Leadership Careers/International Business and Government Careers	--	--	--	--	589 (20%)
Franklin	**488 (14%)**	**776 (25%)**	**2,467 (97%)**	**2,420 (97%)**	**2,259 (96%)**
Arroyo Seco (B)	164 (5%)	117 (4%)	252 (10%)	422 (17%)	394 (17%)
Math/Science Magnet	324 (9%)	318 (10%)	319 (13%)	320 (13%)	332 (14%)
American History Academy	--	188 (6%)	280 (11%)	356 (15%)	322 (14%)
MEGA (Media, Graphic Arts) (A)	--	--	215 (8%)	394 (16%)	370 (16%)
Health & Human Services (B)	--	123 (4%)	227 (9%)	434 (18%)	433 (18%)
Academy of Business and Sports Science (ABSS)	--	--	230 (9%)	438 (18%)	408 (17%)
Van Nuys	**1,258 (33%)**	**1,846 (58%)**	**2,712 (100%)**	**2,859 (99%)**	**2,855 (100%)**
Math/Science Magnet	586 (15%)	589 (18%)	585 (22%)	575 (20%)	591 (21%)
Medical Magnet	222 (6%)	238 (7%)	232 (9%)	228 (8%)	222 (8%)
Performing Arts Magnet	392 (10%)	357 (11%)	405 (15%)	433 (15%)	423 (15%)
Technical Arts (TECH)	58 (2%)	60 (2%)	374 (14%)	417 (15%)	406 (14%)
Humanities (includes Humanitas)	--	165 (5%)	373 (14%)	419 (15%)	402 (14%)
Arts Media and Entertainment Academy (AME)	--	--	371 (14%)	415 (15%)	406 (14%)
Mind and Body Arts (MBA)	--	--	372 (14%)	370 (13%)	405 (14%)
Westchester	**360 (16%)**	**753 (37%)**	**1,719 (100%)**	**1,739 (99%)**	**1,598 (99%)**
Aerospace Math/Science Magnet	360 (16%)	346 (17%)	334 (19%)	427 (25%)	426 (26%)
9th Grade Academy	--	407 (20%)	354 (21%)	481 (28%)	413 (26%)
Media, Communications and Technology	--	--	356 (21%)	329 (19%)	--
Environmental and Health Studies	--	--	353 (21%)	747 (43%)	--
Sophomore Academy	--	--	--	--	433 (27%)
Letters, Science & Technology	--	--	--	--	297 (18%)
Humanities and the Arts	--	--	--	--	291 (18%)
Cohort 6 Total	**14,681 (41%)**	**18,537 (57%)**	**24,508 (90%)**	**24,813 (97%)**	**18,598 (96%)**

Source: LAUSD Planning, Assessment and Research Branch

2009-10 Student Demographics, SLC Compared to Non-SLC Students by School

Cohort	School	Group	# Enrolled	% Male	% Hispanic	% Black	% NSLP	% EL	% Sped	% GATE
6	Bell	SLC	3,995	52%	98%	0%	100%	29%	7%	10%
		Non-SLC	72	58%	97%	0%	100%	76%	6%	1%
		Total	**4,067**	**52%**	**98%**	**0%**	**100%**	**29%**	**7%**	**10%**
6	Chatsworth	SLC	2,982	54%	49%	9%	53%	11%	10%	20%
		Non-SLC	11	64%	55%	9%	73%	18%	18%	9%
		Total	**2,993**	**54%**	**49%**	**9%**	**53%**	**11%**	**10%**	**20%**
6	Franklin	SLC	2,259	51%	91%	1%	80%	21%	11%	10%
		Non-SLC	82	59%	88%	0%	83%	76%	4%	1%
		Total	**2,341**	**52%**	**91%**	**1%**	**80%**	**23%**	**11%**	**10%**
6	Monroe	SLC	2,489	53%	83%	3%	81%	29%	12%	11%
		Non-SLC	12	67%	92%	8%	83%	42%	0%	0%
		Total	**2,501**	**53%**	**83%**	**3%**	**81%**	**29%**	**12%**	**11%**
6	Polytechnic	SLC	2,420	55%	90%	1%	84%	26%	9%	11%
		Non-SLC	629	43%	91%	1%	81%	23%	3%	8%
		Total	**3,049**	**52%**	**91%**	**1%**	**84%**	**26%**	**7%**	**11%**
6	Van Nuys	SLC	2,855	51%	60%	4%	75%	19%	7%	26%
		Non-SLC	11	36%	64%	9%	64%	27%	9%	27%
		Total	**2,866**	**51%**	**60%**	**4%**	**74%**	**19%**	**7%**	**26%**
6	Westchester	SLC	1,598	54%	15%	73%	59%	2%	10%	13%
		Non-SLC	15	60%	40%	53%	60%	27%	7%	7%
		Total	**1,613**	**54%**	**15%**	**73%**	**59%**	**3%**	**10%**	**13%**

Source: LAUSD Planning, Assessment and Research Branch

2009-10 Student Demographics, SLC Students Only by SLC

Cohort	School	SLC	# Enrolled	% Male	% Hispanic	% Black	% NSLP	% EL	% Sped	% GATE
6	Bell	Humanitas (A-C)	**1,311**	49%	98%	0%	100%	27%	7%	11%
6	Bell	Multilingual Teacher Career Academy (MTCA) (A-C)	**1,308**	47%	98%	0%	100%	30%	7%	7%
6	Bell	9th Grade House (A-C)	**1,199**	53%	97%	0%	100%	36%	7%	10%
6	Bell	Science, Computers, Integrated Technology, Engineering Community and Health (SCITECH) (A-C)	**1,321**	59%	98%	0%	100%	26%	7%	11%
6	**Bell**	**SCHOOL-WIDE**	**4,067**	**52%**	**98%**	**0%**	**100%**	**29%**	**7%**	**10%**
6	Chatsworth	Humanitas Academy of Education and Human Services	**631**	40%	50%	10%	47%	7%	11%	16%
6	Chatsworth	9th Grade Academy (6 houses of 150) => 9th Grade Academy (Titans & Olympians)	**703**	58%	56%	9%	54%	14%	13%	18%
6	Chatsworth	Engineering and Design =>Ed. Tech	**590**	77%	54%	9%	59%	14%	10%	18%
6	Chatsworth	Arts and Media Academy	**544**	60%	47%	8%	57%	14%	9%	21%
6	Chatsworth	Business & Government Leadership Careers/International Business and Government Careers	**589**	49%	49%	12%	51%	11%	13%	22%
6	Chatsworth	Medical Careers	**620**	43%	46%	5%	53%	10%	8%	22%
6	**Chatsworth**	**SCHOOL-WIDE**	**2,993**	**54%**	**49%**	**9%**	**53%**	**11%**	**10%**	**20%**
6	Franklin	Franklin Transportation Academy (CPA) =>Arroyo Seco	**394**	62%	93%	1%	80%	25%	14%	9%
6	Franklin	Math/Science Magnet	**332**	47%	81%	0%	84%	5%	2%	30%
6	Franklin	American Studies Academy	**322**	51%	92%	2%	79%	20%	11%	6%
6	Franklin	MEGA (Media, Graphic Arts)	**370**	56%	92%	1%	78%	29%	16%	5%
6	Franklin	Health & Human Services Academy (HHS)	**433**	32%	92%	2%	80%	21%	12%	7%
6	Franklin	Arts, Business & Sport Science (ABSS)	**408**	61%	93%	1%	80%	25%	12%	7%
6	**Franklin**	**SCHOOL-WIDE**	**2,341**	**52%**	**91%**	**1%**	**80%**	**23%**	**11%**	**10%**
6	Monroe	Law and Government Magnet	**317**	35%	58%	7%	74%	2%	3%	30%
6	Monroe	Police Academy Magnet	**147**	62%	88%	1%	82%	11%	5%	22%
6	Monroe	9th Grade (2 Academies: 9GA1 & 9GA2)	**733**	51%	85%	5%	83%	34%	14%	9%
6	Monroe	Public Services Academy => Public Services-Fire Academy	**458**	51%	90%	2%	81%	40%	16%	4%
6	Monroe	Arts, Media, and Entertainment Academy (AME)	**461**	52%	87%	3%	79%	29%	10%	9%
6	Monroe	Engineering & Design Academy	**488**	67%	81%	3%	82%	31%	17%	11%
6	**Monroe**	**SCHOOL-WIDE**	**2,501**	**53%**	**83%**	**3%**	**81%**	**29%**	**12%**	**11%**
6	Polytechnic	Math/Science/Technology Magnet (A)	**384**	50%	79%	1%	93%	3%	0%	34%
6	Polytechnic	Freshmen Center (A-C)	**867**	55%	90%	1%	82%	34%	7%	9%
6	Polytechnic	Hospitality, Agriculture, Business/Industrial Tech (HABIT) (A-C)	**542**	58%	92%	2%	83%	34%	22%	6%
6	Polytechnic	Fine Arts, Media/Entertainment (FAME) (A-C)	**292**	52%	91%	1%	84%	24%	2%	10%

2009-10 Student Demographics, SLC Students Only by SLC (Continued)

Cohort	School	SLC	# Enrolled	% Male	% Hispanic	% Black	% NSLP	% EL	% Sped	% GATE
6	Polytechnic	Tenth Grade Center (A-C)	**681**	53%	91%	1%	85%	20%	7%	11%
6	Polytechnic	Sports Programs Opportunities and Recreation Training/Education and Human Services Academy (SPORTS/EHS) (A-C)	**142**	85%	97%	0%	78%	18%	4%	6%
6	**Polytechnic**	**SCHOOL-WIDE**	**3,049**	**52%**	**91%**	**1%**	**84%**	**26%**	**7%**	**11%**
6	Van Nuys	Math/Science Magnet	**591**	57%	19%	2%	59%	1%	1%	60%
6	Van Nuys	Medical Magnet	**222**	40%	30%	3%	63%	0%	0%	58%
6	Van Nuys	Performing Arts Magnet	**423**	39%	39%	9%	67%	2%	2%	35%
6	Van Nuys	Manufacturing Academy (CPA)/The School of Technical Arts => Technical Arts (TECH)	**406**	77%	84%	5%	82%	35%	15%	6%
6	Van Nuys	School of Humanities (includes Humanitas)	**402**	52%	82%	2%	86%	30%	9%	6%
6	Van Nuys	Arts Media and Entertainment Academy (AME)	**406**	48%	88%	4%	84%	32%	12%	9%
6	Van Nuys	Sports Medicine/Health Nutrition and Culinary Arts => Mind and Body Arts (MBA)	**405**	40%	84%	3%	82%	34%	14%	9%
6	**Van Nuys**	**SCHOOL-WIDE**	**2,866**	**51%**	**60%**	**4%**	**74%**	**19%**	**7%**	**26%**
6	Westchester	Aerospace Math/Science Magnet	**426**	56%	17%	58%	61%	2%	3%	27%
6	Westchester	9th Grade Academy	**413**	57%	16%	70%	61%	4%	8%	16%
6	Westchester	Sophomore Academy	**433**	57%	18%	72%	61%	3%	8%	11%
6	Westchester	Environmental and Health Studies=>Letters, Science & Technology	**297**	52%	13%	79%	54%	2%	13%	6%
6	Westchester	Humanities and the Arts (includes Humanitas)	**291**	49%	12%	83%	58%	2%	15%	6%
6	**Westchester**	**SCHOOL-WIDE**	**1,613**	**54%**	**15%**	**73%**	**59%**	**3%**	**10%**	**13%**

Source: LAUSD Planning, Assessment and Research Branch

Appendix F: Quantitative Outcome Tables by School

LAUSD School-Wide Attendance Rate by School by Year

School	Grade 9						Grade 10						Grade 11						Grade 12					
	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010
Bell	N.A.	89%	92%	94%	95%	96%	N.A.	89%	91%	92%	93%	96%	N.A.	90%	91%	93%	93%	96%	N.A.	95%	93%	95%	94%	96%
Chatsworth	N.A.	92%	93%	94%	93%	96%	N.A.	91%	92%	94%	94%	96%	N.A.	91%	92%	92%	94%	96%	N.A.	92%	91%	91%	95%	96%
Franklin	N.A.	89%	89%	90%	93%	94%	N.A.	91%	89%	91%	93%	94%	N.A.	91%	90%	91%	94%	95%	N.A.	94%	93%	93%	95%	95%
Monroe	N.A.	88%	91%	92%	94%	95%	N.A.	90%	91%	93%	94%	95%	N.A.	91%	93%	94%	94%	95%	N.A.	94%	95%	95%	95%	95%
Polytechnic	N.A.	91%	91%	94%	93%	93%	N.A.	90%	91%	93%	94%	95%	N.A.	89%	89%	92%	93%	94%	N.A.	91%	91%	93%	93%	94%
Van Nuys	N.A.	89%	92%	93%	94%	95%	N.A.	90%	92%	94%	94%	96%	N.A.	91%	93%	96%	95%	96%	N.A.	92%	93%	95%	95%	96%
Westchester	N.A.	90%	93%	93%	91%	95%	N.A.	91%	92%	95%	91%	94%	N.A.	90%	92%	93%	93%	95%	N.A.	89%	90%	90%	90%	92%
C6 AVERAGE	**N.A.**	**89%**	**90%**	**92%**	**93%**	**95%**	**N.A.**	**90%**	**91%**	**92%**	**94%**	**95%**	**N.A.**	**90%**	**91%**	**92%**	**94%**	**95%**	**N.A.**	**92%**	**92%**	**93%**	**93%**	**95%**
Fairfax	90%	88%	94%	94%	95%	96%	89%	87%	94%	96%	96%	96%	90%	86%	94%	95%	96%	97%	91%	90%	94%	93%	96%	96%
Reseda	90%	84%	91%	90%	91%	93%	89%	87%	92%	94%	94%	94%	89%	86%	94%	92%	93%	92%	92%	89%	92%	94%	92%	92%
South Gate	92%	91%	92%	93%	93%	95%	91%	91%	92%	93%	94%	95%	92%	91%	93%	93%	93%	95%	92%	88%	93%	93%	93%	95%
C8 AVERAGE	**91%**	**88%**	**92%**	**92%**	**93%**	**94%**	**90%**	**88%**	**93%**	**94%**	**95%**	**95%**	**90%**	**88%**	**93%**	**93%**	**94%**	**94%**	**92%**	**89%**	**93%**	**93%**	**93%**	**94%**
Canoga Park	86%	90%	91%	92%	92%	94%	89%	91%	92%	93%	94%	96%	90%	90%	91%	92%	93%	95%	92%	93%	94%	93%	94%	96%
Grant	88%	89%	91%	92%	94%	95%	90%	90%	93%	93%	95%	96%	91%	90%	93%	93%	95%	95%	90%	88%	92%	90%	92%	93%
Huntington Park	91%	89%	87%	90%	92%	94%	91%	90%	89%	92%	93%	94%	92%	90%	90%	93%	94%	95%	95%	93%	90%	94%	93%	95%
Lincoln	90%	90%	91%	94%	95%	95%	92%	92%	93%	94%	95%	95%	92%	91%	93%	95%	95%	95%	93%	92%	94%	94%	95%	95%
Los Angeles	89%	87%	88%	91%	92%	92%	90%	88%	90%	91%	93%	93%	91%	89%	89%	92%	93%	93%	92%	91%	92%	92%	93%	93%
Manual Arts	86%	87%	86%	91%	91%	92%	87%	89%	89%	91%	90%	91%	87%	85%	89%	91%	91%	91%	88%	89%	89%	90%	90%	91%
Marshall	89%	88%	89%	91%	92%	95%	90%	91%	91%	92%	92%	95%	89%	89%	90%	91%	92%	94%	87%	89%	89%	90%	90%	93%
San Pedro	91%	90%	91%	92%	92%	94%	92%	91%	92%	94%	94%	95%	93%	92%	92%	94%	95%	96%	94%	94%	95%	94%	94%	96%
Sylmar	91%	88%	91%	93%	92%	93%	90%	90%	90%	93%	93%	94%	90%	91%	91%	94%	94%	95%	92%	93%	92%	94%	94%	94%
Washington Prep	82%	83%	84%	85%	88%	91%	83%	84%	86%	88%	90%	93%	84%	84%	86%	88%	88%	93%	89%	89%	88%	89%	89%	93%
C5 AVERAGE	**89%**	**88%**	**89%**	**91%**	**92%**	**93%**	**90%**	**89%**	**90%**	**92%**	**93%**	**94%**	**90%**	**89%**	**90%**	**92%**	**93%**	**94%**	**91%**	**91%**	**91%**	**92%**	**92%**	**94%**
Birmingham	90%	86%	94%	94%	96%	95%	90%	89%	94%	95%	96%	96%	90%	89%	94%	95%	96%	96%	92%	91%	95%	95%	96%	96%
Carson	92%	90%	91%	92%	93%	94%	92%	90%	92%	92%	93%	95%	92%	90%	92%	93%	93%	95%	94%	91%	94%	93%	94%	96%
Fremont	86%	83%	87%	89%	92%	91%	86%	84%	86%	90%	92%	93%	86%	83%	90%	91%	94%	93%	87%	85%	88%	91%	91%	94%
Garfield	89%	90%	91%	93%	93%	94%	90%	90%	91%	93%	94%	94%	90%	92%	93%	93%	95%	96%	91%	90%	92%	92%	94%	95%
Narbonne	90%	90%	90%	92%	93%	94%	93%	91%	93%	93%	94%	95%	90%	92%	93%	94%	94%	96%	92%	94%	95%	95%	96%	95%
North Hollywood	91%	89%	90%	95%	95%	96%	92%	90%	92%	92%	96%	95%	92%	90%	90%	91%	94%	94%	90%	89%	90%	90%	93%	94%
San Fernando	91%	89%	90%	93%	94%	96%	91%	90%	91%	93%	94%	95%	92%	91%	93%	93%	95%	95%	93%	92%	93%	94%	94%	95%
C4 AVERAGE	**90%**	**88%**	**90%**	**93%**	**94%**	**94%**	**91%**	**89%**	**91%**	**93%**	**94%**	**95%**	**90%**	**90%**	**92%**	**93%**	**94%**	**95%**	**91%**	**90%**	**92%**	**93%**	**94%**	**95%**
Banning	88%	89%	89%	91%	93%	95%	90%	92%	92%	93%	94%	95%	92%	91%	92%	94%	95%	95%	94%	94%	94%	93%	93%	96%
Cleveland	92%	90%	91%	92%	93%	95%	92%	91%	92%	94%	94%	95%	93%	92%	92%	94%	94%	96%	94%	92%	92%	93%	93%	94%
C3 AVERAGE	**90%**	**90%**	**90%**	**92%**	**93%**	**95%**	**91%**	**92%**	**92%**	**94%**	**94%**	**95%**	**93%**	**92%**	**92%**	**94%**	**95%**	**96%**	**94%**	**93%**	**93%**	**93%**	**93%**	**95%**
Arleta	N.A.	N.A.	93%	93%	94%	95%	N.A.	N.A.	93%	93%	94%	95%	N.A.	N.A.	N.A.	92%	93%	95%	N.A.	N.A.	N.A.	N.A.	94%	96%
Belmont	88%	87%	86%	88%	89%	92%	90%	89%	89%	90%	91%	92%	91%	90%	89%	92%	91%	93%	90%	90%	89%	90%	92%	93%
Bernstein	N.A.	N.A.	N.A.	N.A.	91%	94%	N.A.	N.A.	N.A.	N.A.	90%	91%	N.A.	N.A.	N.A.	N.A.	93%	90%	N.A.	N.A.	N.A.	N.A.	N.A.	91%
Civitas Leadership	N.A.	N.A.	N.A.	92%	92%	91%	N.A.	N.A.	N.A.	N.A.	93%	95%	N.A.	N.A.	N.A.	N.A.	N.A.	92%	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
Dorsey	84%	87%	89%	90%	90%	90%	85%	86%	90%	91%	92%	92%	84%	85%	88%	90%	92%	92%	87%	88%	90%	92%	91%	91%
East Valley	N.A.	N.A.	93%	92%	87%	94%	N.A.	N.A.	89%	91%	92%	93%	N.A.	N.A.	N.A.	92%	93%	93%	N.A.	N.A.	N.A.	N.A.	91%	93%

LAUSD School-Wide Attendance Rate by School by Year (Continued)

School	Grade 9						Grade 10						Grade 11						Grade 12					
	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010
El Camino Real	93%	93%	94%	95%	96%	96%	93%	93%	94%	95%	95%	96%	94%	94%	94%	95%	95%	95%	94%	94%	94%	94%	95%	94%
Gardena	90%	89%	90%	90%	92%	92%	90%	88%	92%	90%	93%	93%	90%	88%	92%	92%	93%	94%	90%	88%	91%	89%	91%	91%
Hamilton Complex	90%	90%	93%	92%	94%	95%	89%	90%	90%	93%	95%	96%	88%	88%	90%	93%	95%	95%	89%	89%	89%	91%	93%	95%
Hollywood	87%	87%	88%	90%	93%	95%	88%	88%	90%	92%	94%	95%	89%	88%	90%	92%	94%	96%	90%	90%	91%	93%	95%	96%
Jefferson	87%	87%	83%	90%	91%	92%	86%	84%	84%	91%	92%	93%	85%	85%	84%	91%	92%	93%	91%	89%	90%	93%	92%	92%
Jordan	87%	87%	85%	89%	86%	89%	85%	87%	87%	84%	90%	88%	83%	87%	85%	85%	86%	88%	82%	86%	79%	84%	84%	83%
Kennedy	92%	93%	94%	94%	95%	95%	92%	93%	93%	94%	95%	95%	93%	93%	94%	95%	95%	96%	93%	94%	95%	96%	96%	96%
Maywood Academy	N.A.	91%	93%	93%	95%	96%	N.A.	91%	94%	95%	95%	97%	N.A.	N.A.	95%	93%	94%	96%	N.A.	N.A.	N.A.	92%	94%	94%
Miguel Contreras	N.A.	N.A.	89%	92%	92%	93%	N.A.	N.A.	91%	92%	94%	95%	N.A.	N.A.	92%	93%	94%	95%	N.A.	N.A.	94%	94%	95%	94%
Panorama	N.A.	N.A.	90%	91%	88%	88%	N.A.	N.A.	90%	92%	92%	93%	N.A.	N.A.	94%	92%	92%	94%	N.A.	N.A.	N.A.	94%	93%	94%
Santee Education Complex	N.A.	86%	85%	88%	92%	94%	N.A.	88%	86%	86%	91%	93%	N.A.	90%	87%	87%	91%	92%	N.A.	N.A.	88%	86%	88%	93%
South East	N.A.	86%	88%	91%	93%	92%	N.A.	85%	90%	92%	93%	93%	N.A.	85%	90%	93%	92%	93%	N.A.	N.A.	89%	90%	91%	91%
Taft	89%	90%	93%	95%	95%	95%	90%	92%	93%	96%	96%	96%	89%	93%	94%	95%	95%	95%	91%	90%	93%	94%	94%	95%
University	88%	89%	93%	94%	95%	96%	88%	88%	91%	93%	94%	95%	88%	89%	91%	93%	93%	94%	89%	91%	91%	94%	93%	94%
Venice	86%	85%	86%	92%	93%	94%	88%	87%	89%	92%	93%	95%	87%	87%	89%	92%	93%	95%	91%	89%	91%	92%	93%	94%
Verdugo Hills	92%	93%	93%	93%	93%	95%	93%	92%	94%	94%	94%	95%	93%	92%	93%	93%	94%	95%	93%	94%	93%	95%	95%	94%
Wilson	86%	86%	88%	91%	93%	94%	89%	88%	92%	92%	93%	94%	89%	89%	92%	93%	94%	94%	91%	91%	93%	93%	92%	94%
LAUSD AVERAGE	**89%**	**88%**	**90%**	**92%**	**93%**	**94%**	**89%**	**89%**	**91%**	**92%**	**93%**	**94%**	**89%**	**89%**	**91%**	**92%**	**93%**	**94%**	**91%**	**90%**	**91%**	**92%**	**93%**	**93%**

Source: LAUSD Planning, Assessment and Research Branch

LAUSD School-Wide CAHSEE % Passed by School by Year

Cohort	School	ELA % Passed						Math % Passed					
		2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010
6	Bell	N.A.	65%	61%	71%	72%	74%	N.A.	73%	76%	86%	85%	86%
6	Chatsworth	N.A.	78%	78%	82%	80%	80%	N.A.	77%	75%	81%	79%	79%
6	Franklin	N.A.	59%	60%	73%	74%	76%	N.A.	54%	57%	68%	75%	72%
6	Monroe	N.A.	66%	56%	65%	69%	64%	N.A.	65%	56%	65%	70%	69%
6	Polytechnic	N.A.	65%	65%	77%	81%	81%	N.A.	61%	69%	81%	84%	81%
6	Van Nuys	N.A.	66%	70%	82%	83%	77%	N.A.	66%	70%	83%	86%	80%
6	Westchester	N.A.	75%	74%	73%	77%	76%	N.A.	62%	58%	66%	71%	74%
6	**C6 AVERAGE**	**N.A.**	**64%**	**63%**	**72%**	**75%**	**75%**	**N.A.**	**61%**	**63%**	**73%**	**78%**	**78%**
8	Fairfax	71%	66%	69%	80%	82%	84%	63%	64%	66%	84%	84%	84%
8	Reseda	63%	59%	60%	79%	81%	82%	56%	55%	60%	81%	84%	84%
8	South Gate	70%	70%	66%	73%	75%	70%	63%	66%	62%	73%	74%	70%
8	**C8 AVERAGE**	**68%**	**65%**	**65%**	**77%**	**79%**	**77%**	**61%**	**62%**	**63%**	**79%**	**80%**	**78%**
5	Canoga Park	62%	69%	67%	72%	76%	74%	72%	71%	67%	78%	78%	77%
5	Grant	68%	71%	71%	78%	75%	76%	64%	71%	71%	75%	78%	76%
5	Huntington Park	58%	59%	60%	68%	61%	68%	53%	51%	53%	61%	59%	65%
5	Lincoln	63%	64%	64%	69%	64%	64%	57%	61%	63%	68%	74%	68%
5	Los Angeles	56%	58%	60%	66%	67%	75%	53%	50%	56%	65%	69%	72%
5	Manual Arts	54%	58%	52%	60%	53%	56%	43%	50%	48%	52%	55%	52%
5	Marshall	72%	74%	75%	78%	75%	80%	63%	65%	74%	79%	75%	77%
5	San Pedro	78%	76%	77%	86%	83%	81%	69%	70%	66%	81%	77%	75%
5	Sylmar	66%	62%	66%	70%	77%	70%	55%	55%	55%	67%	77%	70%
5	Washington Prep	53%	49%	53%	54%	56%	52%	40%	43%	39%	46%	49%	51%
5	**C5 AVERAGE**	**63%**	**64%**	**64%**	**70%**	**69%**	**70%**	**56%**	**58%**	**59%**	**67%**	**69%**	**68%**
4	Birmingham	70%	76%	76%	77%	79%	79%	67%	67%	68%	74%	78%	75%
4	Carson	73%	75%	71%	78%	77%	76%	63%	66%	65%	74%	75%	76%
4	Fremont	48%	52%	43%	55%	53%	58%	35%	44%	38%	51%	53%	56%
4	Garfield	58%	57%	58%	70%	70%	69%	51%	54%	55%	68%	75%	70%
4	Narbonne	70%	66%	70%	75%	86%	82%	59%	58%	59%	72%	83%	78%
4	North Hollywood	72%	72%	73%	82%	85%	87%	63%	65%	71%	77%	87%	87%
4	San Fernando	63%	61%	55%	64%	62%	73%	53%	55%	54%	62%	68%	73%
4	**C4 AVERAGE**	**65%**	**66%**	**64%**	**72%**	**73%**	**75%**	**56%**	**58%**	**59%**	**68%**	**74%**	**74%**
3	Banning	65%	72%	66%	71%	75%	73%	52%	68%	65%	73%	75%	75%
3	Cleveland	74%	71%	74%	81%	82%	84%	81%	81%	80%	86%	86%	86%
3	**C3 AVERAGE**	**70%**	**72%**	**70%**	**76%**	**79%**	**79%**	**67%**	**75%**	**73%**	**80%**	**81%**	**81%**
Other	Arleta	N.A.	N.A.	65%	72%	74%	77%	N.A.	N.A.	53%	65%	72%	74%
Other	Belmont	58%	53%	46%	53%	62%	67%	50%	45%	43%	55%	63%	73%
Other	Bernstein	N.A.	N.A.	N.A.	N.A.	53%	67%	N.A.	N.A.	N.A.	N.A.	53%	68%
Other	Civitas Leadership	N.A.	N.A.	N.A.	N.A.	56%	66%	N.A.	N.A.	N.A.	N.A.	51%	63%
Other	Dorsey	52%	46%	48%	56%	65%	59%	31%	40%	36%	47%	55%	47%
Other	East Valley	N.A.	N.A.	60%	68%	71%	67%	N.A.	N.A.	54%	56%	69%	66%
Other	El Camino Real	90%	90%	89%	94%	94%	90%	86%	86%	85%	91%	90%	91%
Other	Gardena	54%	59%	63%	66%	69%	69%	41%	47%	50%	61%	64%	63%
Other	Hamilton-Complex	73%	67%	68%	74%	83%	84%	59%	57%	56%	71%	77%	81%

LAUSD School-Wide CAHSEE % Passed by School by Year (Continued)

Cohort	School	ELA % Passed						Math % Passed					
		2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010
Other	Hollywood	60%	65%	65%	73%	82%	82%	54%	55%	62%	74%	83%	79%
Other	Jefferson	38%	33%	35%	50%	56%	57%	38%	26%	30%	50%	58%	55%
Other	Jordan	40%	35%	43%	45%	54%	46%	35%	29%	44%	41%	59%	45%
Other	Kennedy	71%	76%	67%	77%	78%	79%	68%	71%	66%	80%	79%	80%
Other	Maywood Academy	N.A.	68%	74%	77%	73%	77%	N.A.	69%	63%	70%	71%	73%
Other	Miguel Contreras	N.A.	N.A.	64%	72%	73%	74%	N.A.	N.A.	53%	61%	76%	76%
Other	Panorama	N.A.	N.A.	53%	66%	62%	66%	N.A.	N.A.	43%	62%	59%	61%
Other	Santee Education Complex	N.A.	43%	45%	47%	54%	61%	N.A.	36%	37%	45%	57%	61%
Other	South East	N.A.	58%	57%	72%	73%	76%	N.A.	53%	46%	64%	68%	71%
Other	Taft	79%	79%	81%	88%	90%	82%	71%	74%	79%	88%	88%	83%
Other	University	72%	68%	72%	69%	72%	76%	65%	68%	70%	72%	76%	76%
Other	Venice	72%	67%	67%	71%	80%	80%	68%	68%	65%	71%	84%	79%
Other	Verdugo Hills	79%	74%	75%	76%	79%	78%	70%	69%	71%	74%	82%	80%
Other	Wilson	60%	58%	57%	68%	68%	69%	47%	50%	53%	69%	72%	73%
Other	**LAUSD AVERAGE**	**64%**	**63%**	**62%**	**70%**	**73%**	**73%**	**57%**	**58%**	**57%**	**68%**	**72%**	**72%**

Source: LAUSD Planning, Assessment and Research Branch

LAUSD Schoolwide CST % Increased by School by Year (FBB)

Cohort	School	ELA % Increased						Math % Increased					
		2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
6	Bell	N.A.	33%	46%	51%	45%	57%	N.A.	53%	59%	65%	61%	62%
6	Chatsworth	N.A.	33%	52%	52%	31%	51%	N.A.	50%	52%	45%	57%	56%
6	Franklin	N.A.	32%	49%	56%	50%	62%	N.A.	47%	53%	46%	45%	51%
6	Monroe	N.A.	39%	47%	47%	42%	46%	N.A.	55%	51%	60%	52%	55%
6	Polytechnic	N.A.	26%	42%	46%	32%	44%	N.A.	43%	48%	49%	38%	47%
6	Van Nuys	N.A.	42%	48%	39%	33%	39%	N.A.	55%	53%	63%	59%	56%
6	Westchester	N.A.	26%	44%	45%	37%	36%	N.A.	47%	49%	46%	44%	46%
6	**C6 AVERAGE**	N.A.	**31%**	**46%**	**52%**	**41%**	**50%**	N.A.	**45%**	**49%**	**51%**	**47%**	**54%**
8	Fairfax	41%	35%	43%	45%	63%	61%	46%	43%	51%	50%	54%	57%
8	Reseda	44%	19%	55%	55%	38%	68%	52%	46%	57%	55%	53%	51%
8	South Gate	37%	33%	44%	45%	45%	44%	57%	42%	42%	46%	40%	52%
8	**C8 AVERAGE**	**41%**	**29%**	**47%**	**48%**	**48%**	**53%**	**52%**	**44%**	**50%**	**50%**	**46%**	**53%**
5	Canoga Park	54%	44%	52%	65%	50%	50%	63%	65%	53%	56%	64%	54%
5	Grant	42%	34%	48%	51%	45%	51%	47%	48%	48%	51%	47%	53%
5	Huntington Park	43%	32%	55%	55%	41%	53%	51%	40%	41%	35%	33%	46%
5	Lincoln	36%	33%	52%	56%	36%	47%	46%	41%	49%	40%	30%	45%
5	Los Angeles	38%	32%	51%	43%	37%	50%	60%	47%	55%	45%	45%	55%
5	Manual Arts	38%	25%	49%	45%	34%	42%	39%	29%	37%	39%	34%	42%
5	Marshall	38%	34%	49%	47%	43%	44%	46%	36%	45%	45%	38%	40%
5	San Pedro	37%	24%	43%	54%	50%	61%	59%	49%	57%	56%	42%	54%
5	Sylmar	38%	29%	45%	52%	32%	53%	56%	46%	49%	49%	35%	38%
5	Washington Prep	33%	27%	41%	45%	34%	43%	32%	29%	35%	37%	23%	37%
5	**C5 AVERAGE**	**40%**	**31%**	**49%**	**51%**	**40%**	**49%**	**50%**	**43%**	**47%**	**45%**	**39%**	**45%**
4	Birmingham	41%	33%	43%	59%	31%	46%	54%	50%	50%	42%	42%	51%
4	Carson	34%	22%	40%	47%	46%	42%	39%	40%	46%	46%	36%	48%
4	Fremont	34%	29%	49%	53%	41%	37%	41%	33%	43%	39%	29%	37%
4	Garfield	36%	30%	45%	55%	40%	64%	61%	43%	45%	48%	45%	52%
4	Narbonne	38%	25%	52%	50%	40%	44%	52%	48%	51%	48%	39%	44%
4	North Hollywood	40%	32%	50%	46%	43%	54%	43%	37%	48%	50%	53%	51%
4	San Fernando	43%	29%	47%	46%	42%	57%	53%	43%	48%	43%	50%	56%
4	**C4 AVERAGE**	**38%**	**29%**	**47%**	**51%**	**40%**	**49%**	**49%**	**42%**	**47%**	**45%**	**42%**	**48%**
3	Banning	44%	30%	53%	50%	40%	51%	54%	48%	57%	51%	51%	55%
3	Cleveland	50%	43%	57%	52%	39%	50%	72%	59%	66%	56%	61%	63%
3	**C3 AVERAGE**	**47%**	**37%**	**55%**	**51%**	**40%**	**51%**	**63%**	**54%**	**62%**	**54%**	**56%**	**59%**
Other	Arleta	NA	NA	68%	55%	47%	47%	NA	NA	51%	50%	35%	49%
Other	Belmont	36%	26%	49%	41%	52%	49%	59%	43%	52%	43%	51%	54%
Other	Bernstein	N.A.	N.A.	N.A.	N.A.	38%	47%	N.A.	N.A.	N.A.	N.A.	39%	36%
Other	Civitas Leadership	N.A.	N.A.	N.A.	64%	40%	60%	N.A.	N.A.	N.A.	70%	44%	35%
Other	Dorsey	24%	29%	36%	41%	39%	52%	33%	41%	35%	31%	29%	38%
Other	East Valley	N.A.	N.A.	54%	52%	30%	37%	N.A.	N.A.	42%	43%	38%	56%
Other	El Camino Real	37%	48%	55%	62%	28%	41%	64%	68%	64%	52%	53%	72%
Other	Gardena	45%	32%	47%	48%	38%	44%	42%	35%	44%	46%	40%	43%
Other	Hamilton-Complex	51%	33%	53%	52%	42%	50%	45%	34%	36%	43%	46%	47%

LAUSD Schoolwide CST % Increased by School by Year (FBB) (Continued)

Cohort	School	ELA % Increased						Math % Increased					
		2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Other	Hollywood	47%	38%	54%	52%	47%	51%	61%	50%	52%	51%	48%	50%
Other	Jefferson	20%	19%	41%	48%	33%	43%	45%	39%	40%	40%	40%	48%
Other	Jordan	43%	23%	48%	53%	35%	39%	48%	28%	41%	40%	30%	35%
Other	Kennedy	47%	39%	59%	50%	50%	46%	66%	52%	63%	62%	60%	58%
Other	Maywood Academy	N.A.	44%	55%	49%	37%	54%	N.A.	55%	42%	46%	29%	54%
Other	Miguel Contreras	N.A.	N.A.	55%	63%	42%	50%	N.A.	N.A.	53%	44%	34%	38%
Other	Panorama	N.A.	N.A.	64%	62%	44%	41%	N.A.	N.A.	49%	46%	49%	51%
Other	Santee Education Complex	N.A.	40%	40%	49%	28%	45%	N.A.	40%	36%	34%	32%	43%
Other	South East	N.A.	34%	51%	52%	39%	41%	N.A.	41%	36%	37%	40%	49%
Other	Taft	32%	40%	51%	56%	30%	44%	57%	60%	55%	58%	53%	62%
Other	University	34%	30%	53%	57%	49%	49%	68%	48%	49%	55%	48%	52%
Other	Venice	44%	36%	46%	52%	52%	49%	59%	57%	60%	57%	47%	49%
Other	Verdugo Hills	48%	28%	50%	57%	35%	51%	57%	50%	46%	55%	59%	61%
Other	Wilson	31%	27%	50%	49%	40%	46%	54%	42%	43%	44%	43%	47%
Other	**LAUSD AVERAGE**	**22%**	**25%**	**47%**	**51%**	**40%**	**46%**	**32%**	**34%**	**43%**	**45%**	**43%**	**47%**

Source: LAUSD Planning, Assessment and Research Branch

LAUSD Schoolwide CST % Increased by School by Year (BB)

Cohort	School	ELA % Increased						Math % Increased					
		2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
6	Bell	N.A.	20%	30%	30%	37%	41%	N.A.	21%	21%	32%	27%	40%
6	Chatsworth	N.A.	29%	38%	31%	32%	40%	N.A.	19%	21%	18%	14%	18%
6	Franklin	N.A.	20%	30%	28%	36%	38%	N.A.	11%	12%	10%	10%	17%
6	Monroe	N.A.	25%	26%	27%	27%	37%	N.A.	21%	17%	19%	19%	18%
6	Polytechnic	N.A.	15%	28%	31%	20%	35%	N.A.	8%	14%	15%	6%	24%
6	Van Nuys	N.A.	19%	28%	29%	28%	23%	N.A.	28%	20%	27%	28%	21%
6	Westchester	N.A.	19%	30%	26%	31%	33%	N.A.	13%	17%	16%	8%	14%
6	**C6 AVERAGE**	**N.A.**	**19%**	**29%**	**30%**	**31%**	**37%**	**N.A.**	**14%**	**16%**	**18%**	**15%**	**24%**
8	Fairfax	25%	21%	34%	32%	45%	39%	14%	9%	16%	19%	19%	25%
8	Reseda	20%	11%	36%	43%	30%	44%	21%	11%	12%	17%	13%	23%
8	South Gate	23%	26%	27%	33%	32%	34%	16%	6%	12%	15%	11%	15%
8	**C8 AVERAGE**	**23%**	**19%**	**32%**	**36%**	**35%**	**38%**	**17%**	**9%**	**13%**	**17%**	**14%**	**20%**
5	Canoga Park	28%	26%	34%	39%	29%	37%	26%	22%	16%	20%	27%	27%
5	Grant	27%	23%	31%	35%	33%	37%	9%	14%	11%	12%	11%	15%
5	Huntington Park	20%	18%	33%	31%	26%	38%	10%	6%	9%	8%	8%	14%
5	Lincoln	23%	17%	32%	37%	13%	36%	9%	7%	16%	14%	7%	12%
5	Los Angeles	23%	17%	31%	23%	21%	34%	17%	12%	18%	17%	11%	20%
5	Manual Arts	18%	16%	29%	23%	27%	28%	3%	5%	4%	8%	5%	8%
5	Marshall	23%	21%	31%	27%	26%	34%	9%	6%	10%	10%	7%	15%
5	San Pedro	26%	19%	23%	32%	43%	45%	16%	13%	20%	15%	17%	24%
5	Sylmar	28%	23%	29%	33%	20%	43%	11%	7%	8%	13%	8%	16%
5	Washington Prep	18%	19%	22%	27%	18%	31%	3%	4%	6%	6%	3%	8%
5	**C5 AVERAGE**	**23%**	**20%**	**30%**	**31%**	**26%**	**36%**	**11%**	**10%**	**12%**	**12%**	**10%**	**15%**
4	Birmingham	32%	23%	25%	46%	27%	38%	20%	13%	12%	15%	12%	10%
4	Carson	17%	17%	28%	27%	25%	35%	7%	5%	10%	13%	7%	15%
4	Fremont	15%	12%	26%	28%	21%	22%	4%	2%	6%	6%	3%	8%
4	Garfield	19%	13%	25%	33%	27%	50%	14%	10%	12%	13%	7%	21%
4	Narbonne	27%	14%	33%	28%	27%	30%	9%	10%	13%	21%	11%	16%
4	North Hollywood	22%	19%	33%	33%	33%	37%	10%	8%	10%	16%	14%	16%
4	San Fernando	25%	15%	29%	27%	25%	43%	12%	7%	10%	7%	15%	20%
4	**C4 AVERAGE**	22%	16%	28%	32%	26%	36%	11%	8%	10%	13%	10%	15%
3	Banning	28%	18%	31%	29%	27%	37%	15%	15%	17%	17%	20%	26%
3	Cleveland	25%	23%	32%	29%	26%	39%	48%	34%	40%	32%	41%	42%
3	**C3 AVERAGE**	27%	21%	32%	29%	27%	38%	32%	25%	29%	25%	31%	34%
Other	Arleta	N.A.	N.A.	32%	38%	19%	33%	N.A.	N.A.	9%	8%	4%	15%
Other	Belmont	21%	16%	32%	26%	35%	34%	12%	7%	15%	10%	11%	15%
Other	Bernstein	N.A.	N.A.	N.A.	N.A.	23%	33%	N.A.	N.A.	N.A.	N.A.	5%	8%
Other	Civitas Leadership	N.A.	N.A.	N.A.	32%	25%	14%	N.A.	N.A.	N.A.	13%	3%	2%
Other	Dorsey	17%	13%	31%	29%	22%	28%	1%	3%	4%	5%	5%	9%
Other	East Valley	N.A.	N.A.	30%	27%	24%	35%	N.A.	N.A.	5%	8%	9%	17%
Other	El Camino Real	29%	32%	35%	39%	19%	41%	23%	21%	27%	35%	22%	33%
Other	Gardena	27%	19%	30%	36%	19%	31%	5%	5%	9%	8%	8%	14%
Other	Hamilton-Complex	34%	19%	32%	39%	30%	41%	7%	5%	7%	9%	13%	17%
Other	Hollywood	22%	15%	35%	32%	29%	40%	15%	11%	12%	10%	13%	21%
Other	Jefferson	14%	5%	19%	28%	20%	30%	6%	4%	8%	11%	9%	11%
Other	Jordan	20%	11%	28%	28%	22%	21%	3%	2%	9%	11%	6%	6%
Other	Kennedy	31%	20%	36%	32%	31%	35%	26%	19%	31%	24%	27%	28%
Other	Maywood Academy	N.A.	33%	39%	37%	32%	47%	N.A.	17%	10%	15%	7%	15%
Other	Miguel Contreras	N.A.	N.A.	40%	33%	17%	39%	N.A.	N.A.	11%	10%	4%	14%
Other	Panorama	N.A.	N.A.	40%	28%	32%	28%	N.A.	N.A.	16%	12%	9%	19%
Other	Santee Education Complex	N.A.	20%	21%	28%	20%	30%	N.A.	6%	4%	7%	4%	6%

LAUSD Schoolwide CST % Increased by School by Year (BB) (Continued)

Cohort	School	ELA % Increased						Math % Increased					
		2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Other	South East	N.A.	17%	24%	34%	17%	33%	N.A.	4%	5%	9%	7%	13%
Other	Taft	27%	28%	33%	31%	35%	31%	18%	14%	19%	30%	30%	23%
Other	University	25%	23%	35%	36%	34%	36%	17%	17%	12%	23%	9%	13%
Other	Venice	25%	26%	27%	29%	25%	33%	19%	14%	17%	16%	17%	14%
Other	Verdugo Hills	28%	24%	26%	37%	31%	35%	11%	11%	13%	20%	24%	36%
Other	Wilson	20%	24%	39%	32%	23%	36%	7%	7%	10%	9%	9%	16%
Other	**LAUSD AVERAGE**	**14%**	**15%**	**29%**	**31%**	**26%**	**33%**	**7%**	**7%**	**11%**	**13%**	**11%**	**15%**

Source: LAUSD Planning, Assessment and Research Branch

LAUSD Schoolwide CST % Increased by School by Year (B)

Cohort	School	ELA % Increased						Math % Increased					
		2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
6	Bell	N.A.	10%	16%	19%	18%	23%	N.A.	11%	15%	21%	25%	30%
6	Chatsworth	N.A.	19%	27%	22%	16%	28%	N.A.	11%	15%	13%	10%	11%
6	Franklin	N.A.	12%	22%	19%	18%	24%	N.A.	5%	5%	5%	10%	12%
6	Monroe	N.A.	14%	19%	17%	17%	21%	N.A.	13%	10%	16%	18%	13%
6	Polytechnic	N.A.	10%	18%	22%	14%	26%	N.A.	3%	16%	14%	4%	20%
6	Van Nuys	N.A.	18%	25%	25%	19%	22%	N.A.	20%	16%	23%	21%	19%
6	Westchester	N.A.	11%	16%	18%	19%	20%	N.A.	10%	8%	12%	13%	15%
6	**C6 AVERAGE**	**N.A.**	**12%**	**19%**	**20%**	**17%**	**24%**	**N.A.**	**10%**	**12%**	**14%**	**14%**	**18%**
8	Fairfax	15%	16%	23%	25%	29%	28%	9%	9%	11%	10%	11%	15%
8	Reseda	12%	11%	27%	24%	19%	33%	5%	9%	11%	7%	14%	16%
8	South Gate	11%	12%	18%	19%	18%	18%	6%	2%	12%	12%	5%	8%
8	**C8 AVERAGE**	**13%**	**13%**	**23%**	**23%**	**22%**	**25%**	**7%**	**7%**	**11%**	**10%**	**10%**	**13%**
5	Canoga Park	14%	17%	25%	20%	11%	25%	11%	16%	10%	15%	22%	19%
5	Grant	17%	18%	18%	21%	17%	26%	8%	9%	5%	8%	8%	9%
5	Huntington Park	10%	11%	20%	18%	11%	19%	3%	3%	6%	5%	8%	9%
5	Lincoln	15%	13%	25%	25%	9%	24%	12%	11%	16%	10%	10%	19%
5	Los Angeles	9%	11%	20%	14%	12%	20%	9%	7%	8%	11%	7%	14%
5	Manual Arts	12%	10%	15%	12%	11%	14%	3%	3%	5%	3%	6%	5%
5	Marshall	14%	14%	20%	19%	16%	23%	8%	6%	7%	10%	8%	12%
5	San Pedro	16%	12%	18%	22%	23%	27%	10%	8%	11%	7%	15%	10%
5	Sylmar	13%	11%	18%	21%	10%	22%	6%	3%	6%	10%	6%	9%
5	Washington Prep	9%	11%	14%	19%	8%	17%	0%	3%	4%	4%	2%	4%
5	**C5 AVERAGE**	**13%**	**13%**	**19%**	**19%**	**13%**	**21%**	**7%**	**7%**	**8%**	**8%**	**9%**	**11%**
4	Birmingham	16%	13%	16%	30%	16%	22%	10%	7%	6%	10%	10%	6%
4	Carson	12%	7%	21%	18%	14%	22%	3%	3%	5%	7%	4%	10%
4	Fremont	9%	11%	14%	16%	10%	13%	1%	2%	1%	3%	3%	6%
4	Garfield	13%	11%	17%	22%	11%	29%	6%	5%	7%	10%	6%	11%
4	Narbonne	15%	13%	26%	19%	15%	20%	4%	10%	13%	17%	7%	9%
4	North Hollywood	16%	12%	23%	20%	19%	23%	7%	5%	5%	10%	12%	11%
4	San Fernando	11%	7%	16%	14%	14%	26%	5%	5%	6%	4%	13%	15%
4	**C4 AVERAGE**	**13%**	**11%**	**19%**	**20%**	**14%**	**22%**	**5%**	**5%**	**6%**	**9%**	**8%**	**10%**
3	Banning	13%	6%	16%	11%	19%	23%	9%	4%	8%	8%	11%	18%
3	Cleveland	15%	17%	25%	22%	17%	24%	20%	20%	25%	19%	21%	27%
3	**C3 AVERAGE**	**14%**	**12%**	**21%**	**17%**	**18%**	**24%**	**15%**	**12%**	**17%**	**14%**	**16%**	**23%**
Other	Arleta	N.A.	N.A.	26%	21%	11%	29%	N.A.	N.A.	2%	4%	1%	9%
Other	Belmont	13%	12%	24%	17%	19%	22%	2%	2%	13%	8%	6%	10%
Other	Bernstein	N.A.	N.A.	N.A.	N.A.	13%	18%	N.A.	N.A.	N.A.	N.A.	5%	3%
Other	Civitas Leadership	N.A.	N.A.	N.A.	33%	8%	19%	N.A.	N.A.	N.A.	15%	0%	3%
Other	Dorsey	10%	9%	12%	15%	8%	19%	8%	7%	3%	4%	4%	6%
Other	East Valley	N.A.	N.A.	17%	18%	10%	19%	N.A.	N.A.	2%	2%	7%	16%
Other	El Camino Real	19%	21%	24%	34%	14%	32%	17%	15%	18%	24%	16%	20%
Other	Gardena	13%	11%	17%	21%	10%	18%	12%	4%	6%	7%	3%	9%

LAUSD Schoolwide CST % Increased by School by Year (B) (Continued)

Cohort	School	ELA % Increased						Math % Increased					
		2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Other	Hamilton-Complex	10%	14%	24%	23%	18%	29%	2%	6%	5%	7%	12%	16%
Other	Hollywood	21%	13%	28%	22%	24%	35%	4%	8%	4%	11%	13%	20%
Other	Jefferson	10%	6%	15%	21%	8%	17%	1%	3%	5%	3%	3%	5%
Other	Jordan	10%	6%	17%	18%	7%	11%	3%	2%	1%	6%	1%	6%
Other	Kennedy	17%	14%	29%	18%	21%	23%	11%	8%	15%	15%	17%	11%
Other	Maywood Academy	N.A.	0%	30%	17%	16%	31%	N.A.	0%	2%	10%	4%	11%
Other	Miguel Contreras	N.A.	N.A.	23%	21%	8%	21%	N.A.	N.A.	4%	5%	3%	10%
Other	Panorama	N.A.	N.A.	27%	18%	11%	18%	N.A.	N.A.	7%	5%	6%	13%
Other	Santee Education Complex	N.A.	12%	10%	13%	8%	13%	N.A.	5%	2%	2%	3%	4%
Other	South East	N.A.	10%	20%	20%	8%	18%	N.A.	3%	3%	8%	7%	6%
Other	Taft	15%	20%	26%	27%	21%	23%	16%	15%	13%	20%	16%	15%
Other	University	14%	14%	24%	25%	15%	19%	9%	11%	8%	15%	3%	11%
Other	Venice	14%	18%	21%	19%	19%	20%	3%	5%	15%	11%	14%	14%
Other	Verdugo Hills	17%	14%	25%	27%	18%	24%	10%	10%	12%	18%	21%	27%
Other	Wilson	10%	15%	22%	17%	7%	19%	7%	6%	9%	9%	4%	11%
Other	**LAUSD AVERAGE**	**8%**	**9%**	**20%**	**20%**	**13%**	**22%**	**4%**	**5%**	**7%**	**9%**	**7%**	**13%**

Source: LAUSD Planning, Assessment and Research Branch

2008-09 Dropout, Graduation, and UC/CSU Eligibility Rates

Cohort	School	Enrollment 9-12	Adjusted 1-Year Derived Dropout Rate (9-12)	Adjusted 4-Year Derived Dropout Rate (9-12)	NCES Graduation Rate	# Graduates	Graduates with UC/CSU Required Courses
6	Bell	4,461	6.9% (N=307)	28.0%	68.1%	603	39.3% (N=237)
6	Chatsworth	3,223	3.1% (N=101)	13.2%	83.7%	585	56.6% (N=331)
6	Franklin	2,646	7.9% (N=208)	33.1%	67.7%	367	40.1% (N=147)
6	Monroe	2,905	4.9% (N=143)	19.8%	74.4%	409	35.9% (N=147)
6	Polytechnic	4,312	4.7% (N=204)	17.8%	78.1%	734	58.6% (N=430)
6	Van Nuys	3,044	3.9% (N=118)	16.3%	81.2%	498	29.7% (N=148)
6	Westchester	1,808	3.7% (N=67)	15.6%	83.2%	371	39.9% (N=148)
6	**C6 Average**	**3,200**	**5.0% (N=164)**	**20.5%**	**76.6%**	**510**	**42.9% (N=227)**
8	Fairfax	2,668	3.8% (N=102)	16.6%	83.8%	470	46.4% (N=218)
8	Reseda	2,283	4.8% (N=109)	19.2%	78.1%	395	38.5% (N=152)
8	South Gate	3,377	6.1% (N=207)	25.4%	78.5%	563	68.0% (N=383)
8	**C8 Average**	**2,776**	**4.9% (N=139)**	**20.4%**	**80%**	**476**	**51.0% (N=251)**
5	Canoga Park	1,872	4.3% (N=80)	19.7%	73.1%	277	38.6% (N=107)
5	Grant	2,632	4.1% (N=107)	16.6%	82.8%	490	35.3% (N=173)
5	Huntington Park	4,251	5.4% (N=230)	25.7%	65.2%	542	42.6% (N=231)
5	Lincoln	2,760	7.6% (N=210)	33.9%	67.2%	398	47.2% (N=188)
5	Los Angeles	3,170	9.4% (N=299)	37.5%	61.1%	459	26.8% (N=123)
5	Manual Arts	3,498	6.8% (N=238)	27.4%	67.4%	498	41.4% N=206)
5	Marshall	3,823	5.4% (N=205)	21.9%	77.9%	758	45.4% (N=344)
5	San Pedro	3415	5.7% (N=195)	21.8%	76.6%	541	40.5% (N=219)
5	Sylmar	3,664	6.2% (N=226)	26.9%	73.2%	556	40.5% (N=225)
5	Washington Prep	2,384	11.1% (N=265)	39.2%	66.4%	398	49.2% (N=196)
5	**Cohort 5 Average**	**3,147**	**6.6% (N=206)**	**27.1%**	**71.1%**	**492**	**40.8% (N=201)**
4	Birmingham	3,212	4.3% (N=139)	17.9%	84.7%	569	21.6% (N=123)
4	Carson	3,547	6.5% (N=231)	27.7%	75.7%	605	48.4% (N=293)
4	Fremont	4,532	12.0% (N=545)	50.9%	54.4%	503	51.9% (N=261)
4	Garfield	4,657	5.1% (N=236)	21.7%	81.9%	826	36.4% (N=301)
4	Narbonne	3,324	8.4% (N=280)	38.1%	69.9%	504	48.6% (N=245)
4	N. Hollywood	3,046	3.6% (N=111)	14.6%	77.6%	593	51.4% (N=305)
4	San Fernando	3,281	6.9% (N=227)	28.6%	74.6%	535	35.9% (N=192)
4	**C4 Average**	**3,657**	**6.7% (N=253)**	**28.5%**	**74.1%**	**591**	**42.0% (N=246)**
3	Banning	3,366	7.6% (N=255)	29.7%	79.8%	545	37.1% (N=202)
3	Cleveland	3,828	3.9% (N=148)	15.2%	88.4%	714	58.0% (N=414)
3	**C3 Average**	**3,597**	**5.8% (N=202)**	**22.5%**	**84.1%**	**630**	**47.6% (N=308)**
Other	Arleta	1,500	4.9% (N=73)	20.3%	86%	203	56.2% (N=114)
Other	Belmont	1,475	15.5% (N=229)	59.3%	38.5%	195	32.3% (N=63)
Other	Dorsey	1,884	9.6% (N=181)	34.6%	63.2%	323	33.1% (N=107)
Other	East Valley	1,306	5.2% (N=68)	20.6%	87.2%	198	55.1% (N=109)
Other	El Camino Real	3,514	2.3% (N=82)	9.4%	91.4%	818	57.7% (N=472)
Other	Gardena	3,161	10.3% (N=325)	44.9%	60.8%	418	36.8% (N=154)
Other	Hamilton Complex	3,115	5.2% (N=161)	20.7%	81.5%	542	44.1% (N=239)
Other	Hollywood	2,114	7.0% (N=149)	25.8%	74.9%	487	36.6% (N=178)
Other	Jefferson	1,970	11.2% (N=220)	48.9%	46.2%	199	43.7% (N=87)

2008-09 Dropout, Graduation, and UC/CSU Eligibility Rates (Continued)

Cohort	School	Enrollment 9-12	Adjusted 1-Year Derived Dropout Rate (9-12)	Adjusted 4-Year Derived Dropout Rate (9-12)	NCES Graduation Rate	# Graduates	Graduates with UC/CSU Required Courses
Other	Jordan	1,672	13.9% (N=233)	46.7%	55.5%	249	55.0% (N=137)
Other	Kennedy	3,125	3.8% (N=119)	15.4%	77.9%	552	41.5% (N=229)
Other	Maywood Academy	1,350	6.4% (N=86)	30.3%	78.2%	222	63.0% (N=140)
Other	Miguel Contreras	934	10.9% (N=102)	53.3%	56.3%	103	54.4% (N=56)
Other	Panorama	2,377	7.0% (N=166)	31.3%	72.2%	262	51.1% (134)
Other	Santee Education Complex	3,475	14.8% (N=516)	49.8%	56.3%	533	56.7% (N=302)
Other	South East	2,815	6.3% (N=176)	25.9%	70.4%	461	64.4% (N=297)
Other	Taft	2,921	3.2% (N=94)	13.1%	87.7%	579	55.4% (N=321)
Other	University	2,364	5.1% (N=120)	21.0%	77.4%	405	53.3% (N=216)
Other	Venice	2,771	6.4% (N=177)	28.6%	67.9%	442	51.1% (N=226)
Other	Verdugo Hills	2,254	5.3% (N=120)	22.8%	78.8%	375	56% (N=210)
Other	Wilson	2,737	6.0% (N=165)	24.4%	79.1%	500	49.4% (N=247)
Other	**LAUSD Average**	**2,325**	**7.6% (N=170)**	**30.8%**	**70.8%**	**384**	**49.9% (N=192)**

Source: California Department of Education